



Bassaleg School

Strategic Outline Case

21st Century Schools Band B Programme

Newport City Council

December 2019

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1. Executive Summary

This Strategic Outline Case sets out the strategic case for the replacement of dilapidated 1950s-1960s and demountable teaching accommodation and for a 300 place capacity increase at Bassaleg School, Newport, under Band B of the 21st Century Schools and Colleges Programme. The project is expected to cost between £18m-£25m and will deliver new for old replacement of teaching accommodation plus 300 additional pupil places for this successful secondary school.

The beneficiaries of the project are the current and future pupils and staff of the school. There will also be a benefit to the wider community through the creation of new facilities which can be available for community use and through the community benefits to be delivered through the project

The Strategic Case identifies the priorities of the Local Authority and shows strategic alignment with the Band B programme objectives. The case for change is made, supported by building condition and pupil forecast data. The investment objectives for the project are stated together with a list of the principal benefits of the scheme. The project seeks to provide additional capacity and modern, high quality teaching and learning facilities for a popular and successful secondary school, while supporting pupil and staff health and wellbeing.

The proposal will be subject to a statutory school reorganisation proposal to be launched in the spring or summer term, 2020. The target for project completion is spring/summer 2023.

The Economic Case sets out the agreed critical success factors for the project and summarises the long list of options considered. Through the use of the options appraisal framework the economic case delivers a short list of options for the project which are costed and subject to a SWOT analysis. The economic case identifies that the option that delivers strongest against the project investment objectives and critical success factors may not be affordable under the currently approved programme budget allocations.

The Commercial Case confirms that the project will be procured through the relevant lot of the SEWSCAP framework and will be delivered through a Project Bank Account.

The Financial Case confirms that the Bassaleg School project is a priority project within Newport City Council's Band B programme. The Local Authority requests Welsh Government funding through the 21st Century Schools and Colleges Programme, at 65% of the Band B project funding. The Local Authority contribution to the project cost will be met through supported borrowing and complimented by S106 funds in the region of £3m, in addition to the Band B project envelope.

The Management Case sets out the programme and project governance structure reporting to Newport City Council's People Services Capital Programme Board, and confirms that the

project will be managed by Newport Norse with a collaborative project delivery team working on behalf of Newport City Council.

2. Strategic Case

This Strategic Outline Case sets out a proposal to provide additional and replacement education facilities for Bassaleg School, Newport. The proposed works will replace existing classrooms and facilities which are deemed to be in very poor condition, and provide additional teaching, dining and sports facilities to enable the school population to expand to 2050 pupil places

Newport City Council's 21st Century Schools Band B Strategic Outline Programme (SOP) was submitted in July 2017 and received approval in principle in December the same year. The SOP sets the strategic vision for our Band B programme within the context of the priorities and wellbeing goals of Newport City Council. Further detail of the strategic fit of our Band B programme with the wider aims of the organisation is provided below. The identified priorities for the **Band B programme** are:

- 1) To deliver additional school places, providing the right school in the right place, to meet evidenced need.
- 2) To replace dilapidated and poor quality accommodation on school sites
- 3) To provide improved and modern environments for teaching and learning
- 4) To enable a comparable/unit cost reduction in running costs for school buildings
- 5) To provide Building Bulletin compliant and accessible classrooms and schools

This business case supports a funding bid for the Bassaleg School project which will deliver a new build teaching facility, enabling a capacity increase from 9FE to 11FE and providing improved sports, dining and play facilities. The project will also result in the demolition of at least 23 poor quality classrooms.

As such this project demonstrates clear strategic fit with the objectives set out in the Strategic Outline Programme.

The bid requests Welsh-Government funding under the Band B programme at 65% of the estimated £18.5-£25m project cost, being a Welsh Government contribution of between £12-£16m.

Newport City Council Corporate Plan; 2017-2022

Building on Success; Building a Better Newport sets out how the Council will deliver on its' mission statement of 'Improving People's Lives'. The plan is based around four themes: Thriving City; Resilient Communities; Modernised Council; Aspirational People. The plan also identifies the wellbeing objectives for Newport which are listed below. The Band B programme and this project are supported by the council as effective ways of contributing to the delivery of our corporate objectives.

One Newport PSB

One Newport the Public Service Board has published Newport's well-being plan for 2018-2023. It sets out the wellbeing objectives and thirteen priorities for action. These include improving skill levels for economic and social wellbeing; supporting regeneration and economic growth; providing children and young people with the best possible start in life, and encouraging participation in sport and physical activity. The Band B programme and this project are consistent with the aims of Newport's well-being plan.

Newport's current Well-being Objectives were published in May 2018. They are:

- 1) People feel good about living, working, visiting and investing in Newport
- 2) People have skills and opportunities to find suitable work and contribute to sustainable economic growth
- 3) People and communities are friendly, confident and empowered to improve their well-being
- 4) Newport has healthy, safe and resilient environments

Welsh Education Strategic Plan (WESP)

The WESP sets out Newport's commitment to the Promotion of Welsh language and the provision of quality, attractive education facilities.

Band A of the 21st Century Schools and Education programme supported the establishment of Newport's first Welsh-medium secondary school and provided two new teaching blocks at the Duffryn Way/ Lighthouse Road site.

Newport's Welsh in Education Strategic Plan (2017- 20) sets out a positive vision for supporting the further development of bi-lingual education within the city and provides a commitment to establishing a fourth Welsh-medium primary school, to be made possible through Welsh Government capital grant funding.

A priority Band B project is already underway to provide further investment in our Welsh-medium secondary school facilities.

This Strategic Outline Case sets out a proposal to provide additional and replacement education facilities for Bassaleg School. Bassaleg School is an English language secondary school and a pioneer school for the new curriculum in Wales. This project has no impact on the delivery of the Newport WESP.

Wellbeing of Future Generations Act

The SOP has been developed with consideration to the wellbeing principles and outcomes embedded in the Wellbeing of Future Generations Act. The proposal generally supports the well-being goals by recognising that by improving the condition of school premises there can be a positive impact on the education and skills outcomes of our children which in turn could

empower them to be healthier and more prosperous regardless of their socio-economic circumstances.

The implementation and delivery of the SOP and this project will help to deliver these objectives through investment in education facilities in our communities.

The Council's Improvement Plan 2016-18 focuses primarily on how best to deploy its efforts to make sure that the city thrives and prospers – '...with projects underpinned with our determination to improve the well-being of all Newport's citizens.' The Improvement Plan focuses on eight objectives – including 'Supporting young people into education, employment or training', and 'Ensuring the best educational outcomes for children'. In ensuring that there are adequate school places provided, and by improving the quality of education premises, Newport's Band B SOP underpins these objectives.

Newport – A growing city

Newport's Strategic Outline Programme identifies the pressure to provide additional school places arising out of the city's successful regeneration and growth. The population of Newport grew by almost 3,500 people between 2011 and 2016, and the number pupils in maintained schools in Newport has increased by 1,600 since 2011. The primary pupil population of Newport has grown by 1,475 between January 2014 and January 2019. As these pupils mature, the pressure on school places is transitioning into our secondary school estate, which is reflected in our pupil population forecasts. Detail of this forecast pressure is shown in section 2.1 below.

Much of the city's population growth can be attributed to the scale of new housing developments, making use of former industrial sites and also regeneration of dilapidated and under-occupied residential buildings.

Housing developments recently, currently or soon to be under construction will result in the creation of thousands of new homes across the city. In the centre and west of the city alone, approximately 2,500 homes are either under construction or have planning permission to be built over coming years. Over 1000 new homes are being built just one mile away and within the catchment area of Bassaleg School, which can be reasonably expected to result in an increase of approximately 250 secondary school age pupils needing places in local schools. This is in addition to the forecast pressures on secondary school places

2.1 Current Situation

As outlined above, the school age population of Newport has been growing for a number of years which has resulted in increasing pressure for school places. This business case is primarily concerned with the north/western region of the city, comprising the administrative wards of Graig, Rogerstone and Marshfield; and the secondary school catchment area of Bassaleg School. Population growth in Graig and Rogerstone wards has been at a rate (14-15%) roughly double of the Newport average (7.8%) over the period 2001-2015, while in Marshfield the population has grown by 44.76% over the same period. Three of the primary schools in the Bassaleg cluster have been subject to temporary capacity increases over recent years, in order to meet increasing demand for school places. Additionally, a new primary school was opened on the Jubilee Park development in September 2017. The result of this population growth is that the admission number for Bassaleg School at 270 pupils, is

not sufficient to accommodate the cohorts of pupils attending cluster primary schools and expecting to attend Bassaleg School as their catchment secondary school. For September 2019 a temporary classroom has been provided to enable the Year 7 admission number to be increased to 300 pupils, in order that in-catchment pupils can be admitted to the school. The table below provides basic information on the Bassaleg cluster of schools.

Table 1: Cluster Primary Schools – basic information				
School name	Capacity (Jan 2019)	PAN	Support category (Year)	FSM eligibility
Rogerstone Primary	480	60	Green	7.4%
Mount Pleasant Primary	240	30	Green	1.2%
High Cross Primary	240	30	Yellow	2.9%
Pentrepoeth Primary	420	60	Green	3.7%
Jubilee Park Primary (new)	315	45	Yellow	8.6%
Marshfield Primary	420	60	Green	3.3%
Subtotal		285	N/A	N/A
Bassaleg School	1,627	270	Green	6.3%

The table shows that the majority of the primary schools in the cluster are considered to be good and are classified as green in the national school categorisation system. The table also shows that all of the schools in the cluster have pupil Free School Meal (FSM) eligibility well below the national and local averages (18.4% and 19.2% respectively). The table also shows that with the establishment of Jubilee Park Primary School in September 2017, the combined PAN of the cluster primary schools totals 285, not including years with additional pupils admitted through bubble classes, of which there have been five such classes across the cluster.

NOR (January PLASC) and growth rate in the Bassaleg Cluster primary schools:

Table 2: Cluster Primary School NOR 2015-2019						
School	2015	2016	2017	2018	2019	% change
Rogerstone Primary	494	532	533	528	497	+0.61
Mount Pleasant Primary	254	255	239	240	243	-3.54
High Cross Primary	240	243	244	238	234	-2.5
Pentrepoeth Primary	412	418	416	418	420	+1.94
Jubilee Park Primary	N/A	N/A	N/A	104	195	+87.5
Marshfield Primary	408	414	420	423	417	+2.21
Total	1,808	1,862	1,852	1,951	2,006	+10.95

It should be noted that, looking at the above data, the period represents a 'peak' period in terms of the primary pupil population in the Bassaleg cluster during which additional capacity had been made available at Rogerstone (3 classes, 90 places); Mount Pleasant (1.5 classes, 45 places) and High Cross (1 class, 30 places) schools. Therefore, although some of the school populations have declined slightly over the period, the schools are still operating beyond their intended capacity. It is this 'peak' pressure that is now working its way into our secondary schools.

Table 3: Recent pupil numbers – Bassaleg School (Y7-13)					
Bassaleg School	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019
NOR	1,688	1,673	1,626	1,679	1,673
6 th Form (included above)	423	397	330	362	336
School capacity	1,528	1,528	1,597	1,627	1,747
<i>Pupil numbers are January PLASC submissions.</i>					

The table above shows that the school population has been essentially static since January 2015, with the school being consistently over capacity. However, in 2015 and 2016 this situation can be attributed to a particularly large post 16 population. In 2014 the Year 7 PAN of the school was increased from 247 to 270, so although the post-16 population of the school has decreased since 2015, the overall population has remained fairly stable as the number of pupils in years 7-11 has grown.

One of the main challenges for Bassaleg School relates to the nature of the accommodation on site. On paper, the school appears to have ample space, providing a measured capacity of 1,747. However, in reality, much of the accommodation is poorly situated, of inappropriate dimensions, and largely in a very poor state of repair.

The GIFA of the existing school is not dissimilar to that associated with a 2000 place new build school and the current facilities appear to have a disproportionate amount of ancillary provision that could potentially be remodelled to provide the additional teaching accommodation required.

This, unfortunately, is not the case. The majority of the 'surplus' ancillary provision identified is associated with areas that are required as a consequence of the dispersed nature of the site and the number of separate teaching blocks on the site, which results in a less efficient use of space compared to a more compact single teaching block. The 'excess' provision includes areas such as corridors, kitchens, boiler rooms and pupil and staff toilets.

Current accommodation at Bassaleg School is spread across 15 sets of buildings of varying quality and suitability. The main building dates from the 1930s, with much of the school comprising buildings constructed in the 1960s. Two teaching blocks are much more recent, but there are also a considerable number of demountable classrooms of various ages which are in a particularly poor state of repair.

The teaching accommodation has grown over a number of years, usually as a short-term solution to meet the demand for pupil places. This has resulted in a logistical challenge to

pupils and staff navigating the site. Perhaps more significantly there is inadequate and insufficient sports provision, and two main halls and dining areas located at opposite ends of the extensive site, neither of which are sufficient to accommodate more than a single year group at any one time. Added to these issues is the over-arching problem of a lack of investment in the older buildings over a protracted period of time, which results in pupils being taught in dilapidated, inefficient, cold and poorly ventilated classrooms.

The school has been judged to be in condition C- on a scale of A to D and carries a backlog maintenance burden of approximately £3m. The worst condition buildings across the site are considered to be those identified in table 4, below.

Table 4: Building condition information					
Building	Designation	Condition	Main Issues	Backlog Maintenance*	Notes
Forge	Maths	D	Roofs, internal walls, external doors, thermal performance, acoustics	£1m	Brick enforced demountables (10)
Forge	Dining	C	Roofs, Sufficiency of space, thermal performance		
Drama	Drama	C-	Roof & rainwater goods, external & internal , ceilings and floors all require replacement	£111,500	Designed and built as a youth club and not a teaching facility
Griffin	Hall/Dining	C	Sufficiency of space	£1m	Recently refurbished (minor)
	Gymnasium	C-	Changing rooms very poor. Acoustic and thermal performance		
	Teaching	D	External walls and windows at or near end of life. Internal Walls and doors in need of replacement. Roof in poor condition.		

			Poor thermal performance		
History/ Music	Teaching	C	3x double demountable classrooms – roofs leaking, internal and external walls damaged. Poor thermal performance and no toilets/ancillary facilities	£65,000	
*Backlog maintenance figures are indicative and have not been market tested					

Investment in this school is therefore needed to provide additional pupil places to meet demand but also to replace dilapidated and inadequate accommodation on the Bassaleg School site.

A plan of the current site layout is attached at appendix A; and photographs highlighting the poor condition of some of the existing buildings are attached at appendix B.

2.2 The Case for Change

Existing arrangements and investment need

The previous section outlined some of the key challenges posed by the existing arrangements. In addition to the multiple issues with the current building stock, Bassaleg School has been consistently over subscribed for many years and, with the establishment of a new primary school within the cluster in 2017, is not able to meet the anticipated demand for local school places. The table below shows the expected short to mid-term pressure on places in Year 7.

Cluster cohort size – actual and forecast

Table 5: Actual and forecast Year 7 cohort numbers					
Bassaleg School	2019-20	2020-21	2021-22	2022-23	2023-24
PAN	300	270	270	270	270
Actual cohort	298	305	290	301	269
Forecast Y7 population	315	340	317	325	297
Numbers in red indicate the cohort/forecast exceeds the published admission number					

Table 4, above, shows that the number of pupils in the cluster primary school cohorts due to join the school in Year 7 over the coming years are greater than the current school admission number of 270. The pupil forecasts reflect the fact that the population of the cluster primary schools has increased and also that out of catchment families have

historically chosen Bassaleg School. Both sets of data show that the demand for year 7 places at the school will require a PAN in excess of 300 to be accommodated.

Pupil population forecasts are developed each year, using a combination of birth data obtained via the local Health Board together with trend data on take-up rates and extrapolation of existing cohorts through to higher year groups. Our pupil population forecasts do not take into account the possible impact of current and future housing development, which is assessed separately. The forecast NOR for the Bassaleg School is shown below, together with a calculated pupil yield from new housing developments within in the cluster boundary.

Table 6: Capacity and forecast population – Bassaleg School						
	Jan 2019	2020	2021	2022	2023	2024
Capacity	1627	1657	1747	1747	1747	1747
Forecast NOR	1673	1739	1842	1895	1950	1968
Housing yield	29	50	64	77	84	90
Total	1702	1789	1906	1972	2033	2058
Surplus/deficit	-75	-132	-159	-225	-286	-311

The table above indicates the extent of the forecast demand for pupil places at Bassaleg School with forecast numbers on roll exceeding current capacity by January 2021. The increase in pupil population is mainly attributable to larger Year 7 cohorts joining the school from September 2019 but also larger Post-16 populations. The table also shows that, when an allowance is added for the impact of new housing, a school population in excess of 2,000 pupils can be anticipated within 4-5 years.

The section above has shown that current school capacity is not sufficient to meet the local need for secondary school places. Under current arrangements, the school will normally only admit 270 pupils to each year group. Once this number has been admitted, places will not be offered at the school, and places at other schools will be offered. This has been changed by exception for September 2019, where temporary additional accommodation has been provided to enable the school to admit an extra class of pupils and thereby avoid the need for the Authority to refuse places at the school to in-catchment pupils. Due to pressure for places in Newport, only three community maintained English medium secondary schools have Year 7 places remaining available for the 2019/20 academic year, with no places available in the west of the city. This situation is not only inconvenient for families but costly to the Local Authority as it is often required to fund transport to the alternative school offered.

A school fit for the development and delivery of the new curriculum

Bassaleg School is a pioneer school for Languages, Literacy and Communication (LLC) which is one of the Areas of Learning Experience (AoLE) within the new curriculum. Bassaleg has also been involved in designing the overarching principles which underpin the new curriculum. Key amongst these are the What Matters statements, which describe progression within very broad concepts that span entire AoLEs and bring in a lot of conventional secondary subjects and merge them. Within the LLC AoLE for example

learners can only make appropriate progression within the What Matters statements if they are learning more than one language, and if they are learning those languages in the same way, using the same strategies.

In order to test how these principles work in schools, Bassaleg has introduced significant cross subject working and necessitated the creation and quality assurance of systems that ensure that the departments continue to work together.

In addition to being a Pioneer School, Bassaleg has been made one of 8 secondary Innovation Schools for Wales. This is a significant role which will see Bassaleg testing out the implementation of the entire curriculum over the next three years, rather than just individual AoLEs. With the loss of the current curriculum will come a movement away from the 'crutch' of certain elements of that curriculum which have driven teaching and learning and assessment in recent years. Often these have been driven by accountability rather than genuine development in learning. Bassaleg has reorganised the entire TLR (Teaching and Learning Responsibility) structure of the school to ensure that they have Leaders of Skills within each AoLE whose job is to ensure that teaching and learning is based on genuine formative assessment and an understanding of the principles of development and learning, rather than on accountability measures. This will require very close working partnerships between these staff members, not just within each AoLE but across the whole school.

The main key to the success of the curriculum will be partnership working. Initially this needs to be between distinct subjects that combine to form AoLEs, but the most profound success will come from seeing how all of those AoLEs can work together across the whole school to drive towards the four curriculum purposes collectively. This is a key challenge for secondary schools but is a significant challenge for Bassaleg where it is a struggle to keep departments housed together, let alone whole AoLEs.

This project therefore represents an opportunity to rationalise and reorganise the school's accommodation to support the development and delivery of the new curriculum, in classrooms that can inspire learners and encourage collaboration and engagement across subjects and disciplines.

Workshop 1 – The case for change

An initial project scoping workshop was held on 28th September 2018 involving the school leadership team of Head teacher, Chair of Governors, Business Manager and Site Manager. The Local Authority was represented by the 21st Century School Team and the Service Manager, with the workshop being hosted and chaired by the LA's delivery partner, Newport Norse.

The workshop considered the spending objectives for the project and the key areas of the current arrangements which should be considered the priority or core focus of the project outputs. The constraints of the project were noted to be budgetary and planning related and the importance of the development of a long term strategy for the site was agreed. An initial consideration of the project's benefits and risks was facilitated. The agreed investment objectives for the project are listed at section 2.4, below.

Impact on other schools

The proposed investment at Bassaleg school is intended to meet two key requirements. Firstly, it is to address the increasing demand for secondary school places in Newport, and specifically from within the Bassaleg cluster. Secondly the project will address the state of

some of the worst accommodation at the school. An added benefit is the opportunity to remodel and reorganise provision to support the development and delivery of the new curriculum. Bassaleg School is already a popular school which is significantly over-subscribed year-on-year. However, the proposed expansion is only deemed sufficient to cater for the anticipated demand from within the school catchment area and will not therefore have any detrimental impact on other schools.

Impact on Welsh-medium education provision

Although Bassaleg School is an English-medium school, the school embraces the teaching, learning and use of Welsh language at the core of school life and learning experience. This project takes second place to Newport City Council's first priority project in our Band B programme, which is the creation of a new teaching block, catering, dining and sports facilities at Ysgol Gyfun Gwent Is Coed; our Welsh-medium secondary school. The Bassaleg School project is expected to have a neutral impact on Welsh-medium education provision.

2.3 Constraints and dependencies

The main constraints of the project relate to the live school site and the available budget. The school site, although large, is currently populated by buildings which do not obviously present as a coherent whole. The project will need to progress on site while maintaining sufficient teaching accommodation and outdoor space to enable the school to effectively deliver a high quality education.

The project is a priority within our Band B programme, but will be limited by the available budget. Much of the school accommodation would ideally be replaced and it is acknowledged that this project will leave some desires unmet, due to the budget restrictions and the need to balance competing project objectives of quality and quantity at a school occupying an expansive site and a variety of different era and condition buildings.

Consideration is therefore being given to the delivery of benefits as part of a phased approach which will enable the realisation of long term goals. This project will fit as phase 1 of a long term strategy to bring the whole school up to modern standards. At this stage, the extent of the deliverable benefits under phase 1 are still being considered, and the process will be informed by the business case process and economic options appraisals. A full site masterplan and phasing proposal will be submitted with the Outline Business Case (OBC), once the achievable scope of this project has been established.

Key dependencies for the project are the need for a statutory school reorganisation proposal to increase the school capacity and also the need to secure planning approval. The school is located at a busy intersection near to junction 28 of the M4 and we expect that both traffic and health/air quality concerns will need to be considered in order for the scheme to gain approval.

Community use

The project presents an opportunity to revise and rationalise traffic movement and parking within the school site, to support pupil safety and safeguarding and to promote community use of the school facilities outside of normal school hours. It is anticipated that sports pitches and hall/dining and drama studio spaces will be available for community use. The school

pitches will be a benefit to the local Whiteheads sports club which hosts many sporting events and has limited space to facilitate concurrent matches.

Active travel

Safe routes to school and active travel arrangements are being considered in partnership with colleagues in Leisure, Environment and Highways departments. Developing a coherent travel strategy to promote ecologically friendly travel choices is seen as integral to the proposed scheme and will be presented as part of the planning application package. The proposed school expansion is to support the increasing number of in-catchment pupils requiring secondary school places, with the majority of this demand being generated by the nearby Jubilee Park development, just over 1 mile away. There is an existing safe walking route between this development and the school site, and consideration will be given to improvements to this as part of the proposed scheme.

A full Fairness & Equality Impact Assessment for the proposal will be produced to support the statutory consultation to increase the capacity of the school.

2.4 Investment Objectives

The investment objectives for this project are:

- 1) To increase the school capacity to 2050 places (11-18) by 2024
- 2) To replace poor quality facilities with a new teaching block by 2024
- 3) To rationalise the school's facilities on site by 2024
- 4) To deliver an energy efficient and sustainable building delivering per-pupil savings on energy use and carbon emissions by 2024.

Benefits and Risks

The principal benefits of the proposal are:

- Replacement of poor quality and dilapidated teaching facilities
- Consolidation of curriculum provision across fewer buildings
- 300 additional pupil places
- Improved whole school dining and catering provision
- Improved whole school halls and drama facilities
- More energy efficient building provision
- Better use of space
- Facilitation of future development and improvement
- Better and safer access and parking provision

The principal risks to the proposal are:

- Objections to planning proposal due to highways and air issues
- Budget sufficiency
- Statutory consultation required to increase school capacity
- Delays due to SABS application processing
- Project delivery on a live site
- Business case approval

A completed benefits template is attached at appendix C. Full benefits and risk registers for the scheme will be developed and submitted with the project Outline Business Case.

3. Economic Case

3.1 Critical Success Factors

The critical success factors for the project have been considered by the project stakeholder group and agreed following workshops/meetings in May and June 2019 as follows:

Critical Success Factors

- A design solution that works for the whole school
- Sufficiency and efficiency of dining facilities
- Reduction of capital liability (Backlog maintenance)
- Sufficiency of sports provision
- Delivered within the available budget

In order to identify the preferred way to deliver the desired outcomes, a range of options have been considered using an options framework which considers different possibilities for Scope; Service solution; Service delivery and implementation. Each option is considered against the investment objectives and critical success factors to derive a preferred way forward.

3.2 Longlist to Shortlist options framework

The following long list options framework was developed by the project team in a workshop held at the Civic Centre, Newport on 29th October 2019.

Scope – Project scope defines ‘how much’ should be delivered by the scheme. The options considered for the project are:

- **Business as Usual** – Provide extra capacity through 5 bubble classes over 4 years to meet demand. Carry out planned maintenance to existing buildings. The 5 extra classes amount to 150 pupil places.
- **Do minimum** – Replace 23 existing classrooms only, 690 places.
- **Do medium** – Replace 23 classrooms (690 places) plus additional 300 pupil capacity, total 990 places.
- **Do major** – This would be the 990 places in do medium plus the Griffin block (450 places plus sports hall). Total 1,440 pupil places.

Advantages and disadvantages

Business as usual –

Advantages: This option would enable the council to meet its' statutory duty to provide school places with the minimum necessary cost.

Disadvantages: While providing the necessary teaching bases this option will not provide any extra capacity in terms of dining, assembly and sports provision. The provision of additional class bases would most likely be using additional demountable classrooms which will exacerbate existing site issues. Current provision which is in poor condition will not be improved or replaced. Does not capitalise on the 21CS opportunity and provides no real benefit to the school.

Do minimum –

Advantages: This option would take advantage of the funding opportunity afforded by the 21CS programme and would enable the replacement of the current demountable classroom blocks with a new build teaching block. Hall and dining provision could also be provided in this block providing improved facilities for the whole school.

Disadvantages: This option would not provide any additional capacity to meet the increased demand. This provision may therefore have to be provided in future years through the provision of additional new demountable classrooms, or be provided at other schools. This option falls short of replacing all poor accommodation on site.

Do medium –

Advantages: This option would take advantage of the funding opportunity afforded by the 21CS programme and would enable the replacement of the current demountable classroom blocks with a new build teaching block. This block will be built with additional capacity to meet forecast local demand. Hall and dining provision could also be provided in this block providing improved facilities for the whole school. This option falls short of replacing all poor accommodation on site, but the design will enable a coherent programme for completion at a later date when funding is available.

Disadvantages: This option falls short of replacing all poor accommodation on site and does not therefore take full advantage of the investment opportunity. A proportion of the teaching facilities will continue to be provided in 1960's accommodation which is physically distant from the main school buildings. Indoor sports provision will continue to be in dated and undersized facilities. Requires a statutory proposal and planning approval for expansion, thereby increasing the project risk.

Do major –

Advantages: This option would enable the replacement of all of the aged and poor condition accommodation on the site. It would provide additional teaching capacity and assembly, dining and sports provision. It would make maximum use of the funding opportunity providing true transformational change to education provision at the school.

Disadvantages: Requires a statutory proposal and planning approval for expansion, thereby increasing the project risk. The described scope would not be affordable within the Band B envelope without significant changes to the approved programme, requiring political and stakeholder consideration and approval.

The table below summarises how well the options meet the investment objectives and critical success factors

Scope	B As U +150 places					Do Minimum Replace 690					Do medium Replace 690 + 300					Do Major Replace 1140 + 300				
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4	
Investment Objectives	Red	Red	Red	Red	Grey	Red	Green	Yellow	Yellow	Grey	Green	Green	Yellow	Yellow	Grey	Green	Green	Green	Green	Grey
Critical Success Factors	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Red	Red	Red	Red	Yellow	Yellow	Green	Yellow	Yellow	Green	Yellow	Green	Yellow	Yellow	Green	Green	Green	Green	Green	Red

The 'business as usual' option clearly fails to meet the project objectives and critical success factors. It is also unlikely that this option would qualify for funding support under the 21st Century Schools Programme and is therefore discounted. The 'do minimum' option would replace existing demountable class bases with a new teaching block but does not provide additional capacity to meet demand. This option will be carried forward for comparison and the do medium and do major options will also be taken forward for consideration.

Service solution – Service solution considers the options for the delivery of the project outputs; sometimes referred to as the 'how'. The service solution options considered are:

- 1) Business as Usual – planned maintenance (patch & mend). Additional capacity to be achieved through provision of additional demountable class bases.
- 2) Do minimum – replace old demountables with new plus additional demountable class bases.
- 3) Do medium – demolish demountable classrooms and extend existing buildings.
- 4) Do more – demolish and replace with new teaching block, plus remodel and refurbish existing facilities.
- 5) Do maximum – demolish and replace with new (larger) teaching block

Advantages and disadvantages

Business as Usual –

Advantages: This is a relatively low cost solution which enables the school to continue to function.

Disadvantages: This option would not qualify for funding under the 21CS programme and would only resolve some of the accommodation issues. Some of the existing accommodation is effectively beyond repair and these facilities would still be of a poor standard. Adding new demountable classrooms will exacerbate some of the logistical issues on the site. There will be no improvement to assembly and dining facilities already considered inadequate. Energy consumption will continue to increase. The additional capacity may not be sufficient to meet demand.

Do Minimum -

Advantages: The use of temporary and demountable classrooms requires very little design commitment and represents a low cost solution to the replacement of some of the poor quality facilities on site. This option would enable the capacity of the school to increase to accommodate additional pupils.

Disadvantages: The provision of more demountable classrooms will replicate and exacerbate the existing logistical problems on the site. The scheme is unlikely to qualify for funding under the 21CS programme and does not represent betterment in terms of teaching, assembly or dining area provision.

Do Medium –

Advantages: This option would replace aged and poor quality accommodation with new facilities provided through extensions to existing buildings. The new facilities would be located adjacent to existing buildings and linked, enabling the concentration of teaching accommodation in a more efficient area.

Disadvantages: Linking new accommodation to existing buildings will place design constraints on the new extensions. Significant areas of the existing school buildings will be unavailable to the school during the build period. There is likely to be a need for temporary accommodation during the build which will divert funding from the permanent facilities.

Do More –

Advantages: Utilising a combination of new build replacement plus remodelling and refurbishing some existing accommodation potentially enables an upgrade to more areas of the school, while making best use of the existing asset, providing a new lease of life. The new build element can be constructed independently before remodelling works are undertaken, reducing impact and inconvenience to the operation of the school. Remodelled classrooms can be designed specifically to meet curricular requirements.

Disadvantages: The diversion of resources to remodelling and refurbishing existing buildings will limit resources for the new build element. Remodelling possibilities will be constrained by limitations of the existing building structure, layout and composition. While the upgrading of existing facilities will provide improvement it will not significantly prolong the life of the buildings, nor will it provide complete betterment.

Do Maximum –

Advantages: Old and poor quality accommodation would be replaced with a new build teaching block. The new building can be constructed independently without impacting use of existing buildings during the build programme, thereby averting the need for temporary accommodation. The design would not be limited or constrained by existing buildings, and the new build will provide absolute betterment through all-new provision. The impact on the site can be minimised by building upwards on a smaller footprint. Site rationalisation can be realised plus a complete sufficiency of teaching, sports, dining and ancillary provision.

Disadvantages: The cost of new build provision may be prohibitive on scope.

The table below summarises how well the options meet the investment objectives and critical success factors

Service Solution	Business as Usual					Do minimum					Do medium					Do more					Do maximum					
	1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		1	2	3	4		
Investment Objectives	Yellow	Red	Red	Red	Grey	Yellow	Red	Red	Red	Grey	Yellow	Yellow	Green	Green	Grey	Green	Yellow	Green	Yellow	Grey	Green	Green	Green	Green	Green	Grey
Critical Success Factors	Red	Red	Red	Red	Yellow	Red	Red	Yellow	Red	Yellow	Yellow	Green	Yellow	Green	Yellow	Green	Green	Yellow	Green	Yellow	Green	Green	Green	Green	Green	Red

On the basis of the analysis above, the do more and do maximum options should be carried forward for consideration. This suggests the service solution should be a complete new build teaching block or a combination of new build and remodelling/refurbishment of existing facilities.

Service Delivery – service delivery considers the available options for the delivery of the services which the project outputs facilitate. In this case service delivery considers which organisations will provide sports pitches and sixth form education.

- 1) Business as usual – Services delivered in-house with Post-16 delivered in collaboration with other secondary schools for subject specialism.
- 2) Do minimum – Focus on 11-16 academic provision with sports pitches rented from a nearby sports club, and Post-16 provision to be provided off site by a 3rd party.
- 3) Do medium – Provide 11-18 facilities with an academic focus, sports facilities to be rented from a nearby sports club and non-academic Post-16 provision facilitated off site by a 3rd party.
- 4) Do maximum – Provide 11-18 education facilities to support a range of subjects including on-site sports and sports science provision supporting a collaborative post-16 approach with other schools. This is actually Business as Usual.

Advantages and Disadvantages.

Business as Usual –

Advantages: The school is able to provide a full curriculum offer for pupils aged 11-18, all on the same site, with services delivered by staff employed directly by the school. The breadth of the offer combined with the clear post-16 pathway provides a variety of valuable learning opportunities across key stages and areas of learning experience. The school has full control over timetabling and can generate income from community use of their facilities.

Disadvantages: The breadth of provision requires a large site and considerable resources to be effectively delivered. As this project seeks to replace end of life facilities **and** increase capacity this will represent a budget challenge for the project.

Do Minimum –

Advantages: The focus on delivering academic subjects to Key Stages 3 and 4 would enable funding to be directed to these teaching areas, thus reducing the scope for the

capital investment and relieving some of the budget pressure. This model of delivery would also support the mixed economy of Post-16 education provision and provide business and partnership opportunities for local sports clubs.

Disadvantages: The transfer of sports provision to local clubs would create timetabling pressures for the school and result in education time lost to pupil movement and transport. It may also generate revenue pressures both for rental and transport costs. Failure to provide sports facilities and Post-16 education on site could also impact on the schools' popularity, success and ethos of pupil health and wellbeing. The removal of Post-16 provision is not supported by the Council's current political administration.

Do medium -

Advantages: The focus on delivering academic subjects to pupils aged 11-18 would enable funding to be directed to these teaching areas, thus reducing the scope for the capital investment and relieving some of the budget pressure. Delivery of sports facilities and PE in partnership with local sports clubs would provide business and partnership opportunities for local sports clubs.

Disadvantages:

Use of off-site sports facilities would entail rental and potential transport costs to be borne by the school. Additionally, this model of provision is likely to present timetabling issues and entail time within the school day wasted on travel to the sports facility. The academic focus and lack of sports facilities on site will limit the scope of Post-16 subjects offered by the school and will limit the possibilities for linking up the AoLEs and supporting the wellbeing thread in learning throughout the school.

Do maximum:

The do maximum Service delivery option is in fact Business as Usual.

Service delivery	Business as Usual (11-18; In house sports facilities)					Do minimum 11-16; offsite sports facilities					Do medium 11-18; offsite sports facilities					Do maximum (= Business as Usual)				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Investment Objectives	Green	Yellow	Yellow	Green	Grey	Green	Green	Yellow	Green	Grey	Green	Green	Green	Green	Grey	Grey	Grey	Grey	Grey	Grey
Critical Success Factors	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Green	Green	Green	Green	Yellow	Red	Green	Green	Red	Green	Red	Green	Green	Red	Green	Grey	Grey	Grey	Grey	Grey

On the basis of the above analysis, the Business As Usual and Do Medium options will be carried forward for consideration.

Implementation – considers the options for the timing of implementation of the project

- 1) Do minimum – The project would be implemented within the Band B programme, by 2024.
- 2) Do medium – The project would be implemented by 2023.
- 3) Do maximum – The project would be fast-tracked and implemented by 2022.

Advantages and Disadvantages

Do minimum

This option would allow ample time for planning but the benefits will not be realised for some years. There is also a risk that costs will increase thereby putting pressure on the available budget.

Do medium

This option would provide sufficient time for planning and design development but would not deliver benefits as quickly as may be desired.

Do maximum

This option will deliver benefits sooner but will require the use of an accelerated planning and design period, probably using simple and standardised designs without much time for tailoring to meet the specific needs of the school. Planning issues and the need for Sustainable Drainage Approval Body application may impact the achievability of this option.

The table below summarises how well the options meet the investment objectives and critical success factors

Implementation	Do minimum - 2024					Do medium - 2023					Do maximum - 2022				
Investment Objectives	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Green	Green	Green	Green	Grey	Green	Green	Green	Green	Grey	Green	Green	Green	Green	Grey
Critical Success Factors	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
	Green	Green	Green	Green	Yellow	Green	Green	Green	Green	Green	Yellow	Green	Green	Green	Yellow

On the basis of the above analysis, the do minimum and do maximum options will be carried forward for consideration.

3.3 Conclusion – The short list of options

The analysis of the long list of options against the investment objectives and critical success factors allows us to identify a short list of options for further consideration and scrutiny.

	BaU	Minimum	Medium	More	Maximum
Scope	150	690	990		1440
Service Solution	Patch & Mend	Demountables	Extend	New block + refurb	Whole new block
Service Delivery	11-18 in house	11-16 off site	11-18 off site		BaU
Implementation		2024	2023		2022

This enables the identification of a short list for detailed analysis at Outline Business Case (OBC) Stage set out below. It should be noted that at this stage the cost estimates are indicative, high level estimates only, based on WG 2019 standardised project cost allowances applied to estimated build areas plus anticipated abnormal costs. As such optimism bias is included within the estimate and it is anticipated that actual costs may be lower than the indicative estimates provided. At this stage the estimates have not been market tested and may not represent actual project costs. A more detailed cost estimate with a calculated optimism bias allowance will be developed for the OBC.

Option A – Business as Usual – temporary accommodation to meet additional demand only.

If the school were not included in the Band B programme, forecast in-catchment pupil pressures indicate that doing nothing would not in fact be a viable option. This option would therefore entail the provision of an additional demountable classroom every year for five years, (phased 150 place expansion) while undertaking priority maintenance works to ensure the existing buildings are safe for use.

Indicative cost estimate: £2.34m

<p><u>Strengths</u> Will enable the allocation of pupil places to meet local demand Low initial financial outlay Low cost solution</p>	<p><u>Weaknesses</u> Does not provide betterment of existing accommodation Compounds existing site issues No additional dining or assembly facility No sports provision Limited expansion</p>
<p><u>Opportunities</u> 21CS funding could be diverted to other projects</p>	<p><u>Threats</u> Expansion may prove insufficient to meet demand Injury to pupil or staff due poor condition teaching accommodation Buildings have to be closed for Health & Safety reasons</p>

Option B – Do minimum – New build for 690 pupils aged between 11-18 yrs, no new sporting facilities.

The do minimum option carried forward for consideration is to provide replacement teaching facilities for 690 pupils, representing a new-for-old replacement of the end of life accommodation on the site. The facilities will support 11-18 provision including dining and assembly facilities, but limited sporting facilities. There would be no capacity increase. The project would be implemented by 2023.

Indicative cost estimate: £15.35m

<p><u>Strengths</u> Replaces poor quality accommodation with new Provides whole school dining and assembly facility Provides some energy efficiency savings Is affordable within budget allowance</p>	<p><u>Weaknesses</u> Does not provide additional capacity to meet demand Loss of ATP would limit winter sports provision Current poor condition sports halls retained for use</p>
<p><u>Opportunities</u> Rationalisation of facilities could support curricular reorganisation Supports masterplan for further work in Phase 2</p>	<p><u>Threats</u> Some poor quality buildings will have to be retained presenting maintenance and H&S challenges Phased approach to works is likely to cost more Requirement to add extra capacity in coming years may undermine benefits of the project</p>

Option C – Do Medium – New build and refurbishment for 990 pupils aged between 11-18 years, plus improved sports pitches

This option would provide replacement of poor quality teaching facilities with a new build, plus make use of existing accommodation to achieve the school capacity increase of 300 places. Provision will be for pupils aged 11-18 and will provide improved dining and sports facilities. The project would be implemented by 2023.

Indicative cost estimate: £22.35m

<p><u>Strengths</u> Replaces some poor quality accommodation with new Upgrades and improves some existing facilities Delivers additional pupil capacity to meet demand Provides improved school dining and assembly facility Provides improved sports pitches Will provide some fuel efficiency savings Is affordable within budget allowance</p>	<p><u>Weaknesses</u> Remodel and refurbishment will not prolong building life Does not replace all of the accommodation considered in poor condition Lower impact than more ambitious options Large areas of the school site will still be fuel inefficient.</p>
<p><u>Opportunities</u></p>	<p><u>Threats</u></p>

Can be designed to complement later development phases	Some poor quality buildings will have to be retained presenting maintenance and Health & Safety challenges Phased approach to works is likely to cost more Planning requirement in respect of expansion
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Option D – Do more – New build for 990 pupils aged between 11-18 years, plus improved sports facilities

This option would not attempt to remodel or refurbish existing accommodation, so would provide 990 pupil places, including 300 additional places, within the new teaching block. New dining and sports facilities would be provided and the project implemented by 2023.

Indicative cost estimate: £23.24m

<p><u>Strengths</u> Provides replacement for poor condition facilities with new build Delivers additional pupil capacity to meet demand Provides improved school dining and assembly facility Provides improved sports hall & pitches Provides fuel efficiency savings against current situation</p>	<p><u>Weaknesses</u> Does not replace all of the accommodation considered in poor condition Lower impact than more ambitious options One large and inefficient building retained.</p>
<p><u>Opportunities</u> Can be designed to complement later development phases</p>	<p><u>Threats</u> Some poor quality buildings will have to be retained presenting maintenance and Health & Safety challenges Phased approach to works is likely to cost more Planning requirement in respect of expansion</p>

Option E – Do maximum – New build for 1440 pupil places, 11-18 provision plus new sports facilities

This option would provide replacement teaching facilities as in option D but would also include replacement of accommodation currently provided in the Griffin Block. Whole school dining, assembly and sports facilities would be provided, and the project implemented by 2023.

Indicative cost estimate: £33.23m

<p><u>Strengths</u> Provides new for old replacement accommodation for all of the poor quality facilities Delivers additional pupil capacity to meet demand</p>	<p><u>Weaknesses</u> Cost is beyond approved budget allocation</p>
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Provides improved school dining and assembly facility Provides improved sports hall & pitches Delivers significant fuel efficiency savings	
<u>Opportunities</u> Allows strategic design to fit whole site masterplan	<u>Threats</u> Large scope could lead to compromised outputs for other areas. Planning requirement in respect of expansion

On the basis of the options framework analysis, Option E is the preferred way forward. However, Option E is not affordable within the approved project budget. The shortlisted options have been subject to a basic SWOT analysis to explore the relative strengths and weaknesses of each, and test the findings of the options framework. Option E is again the preferred way forward, but not affordable. On this basis option D is currently the preferred option. On the basis of the high level cost estimates, some savings may need to be identified to make option D affordable. Option C may offer an affordable alternative. As the project progresses to Outline Business Case, the programme will be reviewed to ensure proper focus on projects that will deliver programme benefits. All of the shortlisted options will be further reviewed through full economic and benefits appraisals to be undertaken at Outline Business Case stage.

Quantitative benefits template

The project benefits template is attached at appendix C.

3.4 Summary – Preferred way forward

Option	A: BAU (+150)	B: Do minimum (690)	C: Do medium (990+ATP)	D: Do more (990+Sports)	E: Do max (1440+sports)
Cost estimate	£2.34m	£15.35m	£22.35m	£23.24m	£33.23m
Benefit delivery	5%	30%	60%	70%	90%
Indicative rank	5	4	3	2	1

Option E would be the preferred way forward, achieving maximum impact and delivering significantly more benefits than the other shortlisted options. However, at this stage, option E is not affordable, requiring a significant increase in funding over the other options. It is also likely that option E would represent the best value for money investment in the long term. The programme will therefore be reviewed to consider options for meeting the additional funding requirement to support option E. If this is not possible then option D will be the preferred way forward.

4. Commercial Case

This section outlines the proposed strategy in relation to the preferred option as outlined in the economic case. The scoping of the procurement strategy has considered this project and the potential for batching to enable economies of scale. Given the timescales of the other projects in the programme it was not possible to effectively include this scheme in any batch. This project will be tendered using the South and East Wales Schools Capital (SEWSCAP) framework, with mini-competition employed to ensure value for money in project delivery. The project is expected to be tendered to contractors in Lot 9 or 10 of the SEWSCAP framework, which applies to contracts with a value between £10m - £25m; and £25m and above.

The Framework sets out clear procedures via mini-tender exercises for authorities to follow in procuring teams for specific projects. The framework was developed and set up following an OJEU compliant procurement exercise that included Pre-Qualification Questionnaire (PQQ) and Invitation To Tender (ITT) stages to procure a limited number of main contractors to a set number of Lots under the framework. The tender and appointment process will be managed by our delivery partner, Newport Norse, and there will be a focus on quality and community benefit delivery alongside cost when tenders are scored to enable an overall value for money evaluation to be made.

The preferred procurement route for the preferred option is a collaborative two stage Design and Build tender process. The Council has actively used two stage collaborative tendering and early contractor involvement (ECI) for several years. This has maximised innovation, local procurement and community benefits. The Council is committed to Welsh Government procurement policies, and also collaborating not only within the public sector, but with the members of the supply chain on each and every project. The Council's team regularly attend and are active in the Consortium of Local Authorities in Wales (CLAW) that supports the professional and technical interests of property management in local government in Wales.

The procurement will be undertaken in line with the Welsh Government policy. It is expected that major individual sub-contracts will be advertised via "Sell to Wales" to improve competition and support WG procurement strategy in this area.

The conclusion reached given the nature, scale and ambition of the project was to adopt a two stage tender approach. The appointed Contractor will undertake design and survey work under a JCT Pre-Construction Services Agreement (General Contractor) 2016 as amended by Newport City Council. The main Design and Build Contract will be the NEC4: Engineering and Construction Contract Option A priced contract with activity schedule as amended by Newport City Council.

4.1 Evaluation

The tender exercise will be conducted using the guidelines set out in the framework and the mini-tender exercise will be based on a 70% quality / 30% price ratio. In addition, an explicit and clear evaluation criteria document will be issued to the Contractors to accompany the tender to ensure the evaluation process is clear and transparent. Interviews will be held with contractors to present their written responses and answer any questions or provide clarification that arose out of their written responses. The Evaluation Panel will comprise of representatives from Newport City Council and Newport Norse (adviser to the Council and delivery partner).

4.2 Proposed Contractual Arrangements

The appointed Contractor will undertake design and survey work under a JCT Pre-Construction Services Agreement (General Contractor) 2016 as amended by Newport City Council. The main Design and Build Contract will be the NEC4: Engineering and Construction Contract Option A priced contract with activity schedule as amended by Newport City Council. At the end of Phase 1, subject to final approval of the Full Business Case, the intention will be to let a NEC4: Engineering and Construction Contract Option A priced contract with activity schedule for delivery of Phase 2 - Construction. The final decision to enter into a formal contract for Phase 2 is scheduled to be taken by the appropriate Head of Service.

4.3 Community Benefits

Newport's association with the steel industry continues, and where possible through the use of the SEWSCAP framework, it will maximise opportunities for community benefits. Through a collaborative approach it is intended to engage the various supply chains with the schools directly themselves to increase the attractiveness of the industry to local children as a future career. Innovative approaches to employing and maintaining apprenticeships to their successful completion are being developed, and it is intended that these approaches will be trialled in the coming programme.

The delivery of community benefits is a key component in the framework approach for the region. There are also non-core community benefits and these can include workshops at the schools and meet the buyer events. As part of the tender exercise the commitment of the contractor to community benefits will be rigorously examined. In particular, contractors will be required to outline how they would maximise potential community benefits as part of this project and that there is a requirement that the Community Benefits Measurement Tool will be used to capture and report results. The project will also seek to embed the sustainable objectives set out in the Well-being of Future Generations Act including Integration, Collaboration and Involvement with numerous stakeholder groups.

The contract will make clear the expectation that the project will be delivered in accordance with the Project Bank Account policy.

5. Financial Case

This project is included in our Band B Strategic Outline Programme and has been identified as a priority, as set out in the strategic case section of this business case. At this time cost estimates have been developed based on published cost data for the known requirements of the project options as defined in the economic case.

The project cost forecast currently indicates an approximate budget requirement of between £22m and £33m, depending on the option to be pursued. A project budget of £18.5m has been apportioned within the Council's Band B programme, with a further £3m S106 funding available. The council is committed to supporting the Band B programme investment at

£70m, and Newport City Council's funding contribution at £24.5m (35%) has been included in the Authority's capital programme as supported borrowing. The programme is to be reviewed to ensure adequate focus on benefit delivery, which may result in additional funding being made available for this project.

The anticipated spend profile for the project is shown below.

Table 7: Anticipated project spend profile						
2018/2019	2019-2020	2020/2021	2021/2022	2022/2023	2023/2024	Total
£230k	£550k	£3m	£12m	£5m	£1m	£21.8m

In addition to the capital project cost, the expansion of the school will have revenue cost implications arising from the need to cater for the additional pupils transitioning to secondary education. This has been identified from current and forecast pupil numbers and is accounted for as a pressure in the council's Medium Term Financial Plan.

6. Management Case

This management case sets out the project governance and project management structures that will be put in place to ensure the effective delivery of the preferred option project and each phase of the development.

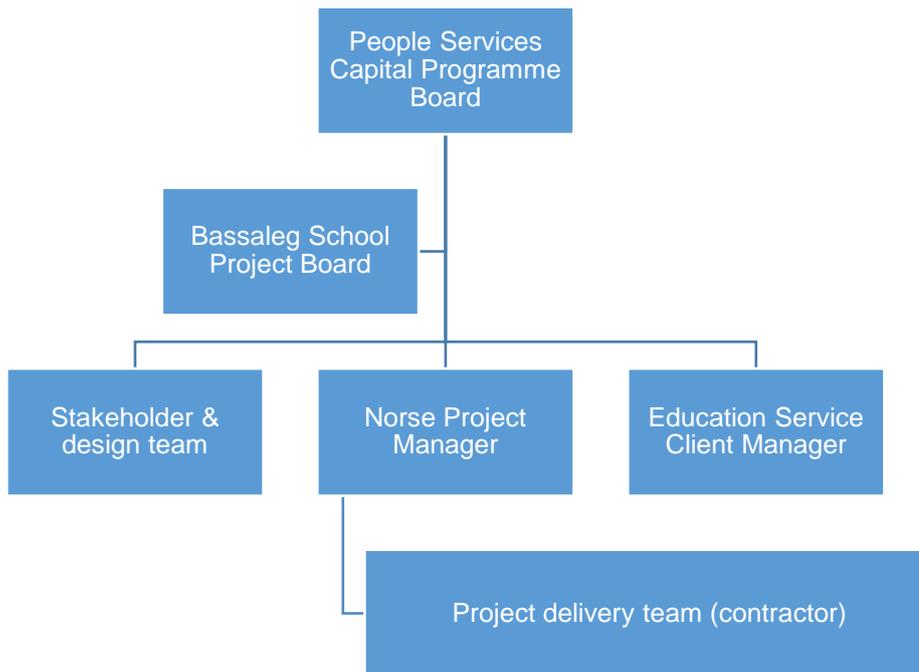
The project will be delivered using PRINCE 2 project management methodology and MSP programme management principles will be employed for the overarching Band B programme. The project will utilise the experience of a project team involved in the implementation of Band A projects.

The project manager will be supported by an experienced project team and decisions within agreed tolerance will be taken by the project board. The project will be accountable to Newport City Council and will report to People Services Capital Programme Board.

People Services Capital Programme Board - Chaired by the Strategic Director – People, this is the first level of the capital governance structure for education and comprises a multi-disciplinary membership, including central finance and the delivery partner Newport NORSE. The group meets bi-monthly.

All projects and capital matters are reported through this Board. The Bassaleg School Project Manager will report to the programme board to confirm key milestones and report any significant risks or exceptions to the project plan, thus having accountability to the People Services Capital Programme Board.

The Project Organisation Structure is shown in the diagram below.



Resources for the programme have been agreed by the Council and resourcing of this project will be monitored and governed through the People Services Capital Programme Board.

6.1 Risk Management Arrangements

The general principle adopted is that risks should be passed to ‘the party best able to manage them’, subject to value for money considerations. The final allocation of risk within the project will be determined with the Contractor as the project develops. This will involve discussions via dedicated Risk Workshops between the Council and the Contractor whereby project risks are allocated to the party best able to manage them and allocation of risk sums to deal with any residual risks remaining. This work is in progress and an initial draft risk register has been produced. The risk register will remain a ‘live’ document as the project continues to develop, risks will be under constant review, with the ownership, likelihood, impact and potential cost associated reviewed. It is anticipated that the level of risk will reduce as the design process progresses.

Project risks are recorded on the project risk register and will be monitored continually and reported as a standard agenda item to the project board. Mitigating actions will be assigned accordingly and escalated through People Services Capital Programme Board as appropriate.

The principal risks to the project are outlined below.

Table 8: Project Risks

Risk No.	Description	Date identified	Owner	Mitigating action	Risk status
1	Statutory Proposal	May 2018	RS (NCC)	Consultation process management	Live
2	Planning permission	March 2018	GD (NCC)	Early engagement	Live
3	SABS application	July 2018	DP (NN)	Use of consultant	Live
4	Flood risk	March 2018	DP	Flood Risk Assessment	Closed
5	Business Case Approval	March 2018	RS (NCC)	Established process and support network	Live
6	Stakeholder consensus on scope	July 2018	GD (NCC)	Early engagement with school	Live
7	Achievability	July 2019	GD/DP	Project Team capability	Live
8	Budget sufficiency	July 2018	GD/RS	Economic appraisal/business case process and programme management	Live

Benefits Realisation

The benefits of the project are logged on the benefits register and will be realised and managed by the project team – by the contractor and project manager during the delivery phase and by the school leadership team in post-delivery operations phase. Benefits realisation will be monitored by the project team and Newport City Council and reported to Welsh Government through the project closure report. Community benefits will be reported quarterly and at year and project end.

6.2 Key Project Milestones

Outline project milestones with target dates for completions are set out below. At this stage the milestones are only indicative and are subject to change. Any changes will be highlighted within the OBC/FBC:

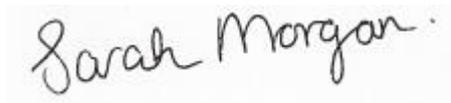
Milestone	Target date
Public consultation	Spring 2020
Implementation decision	Autumn 2020
Pre contract award	Autumn 2020
Developed design	Spring 2021

Planning approval	Summer 2021
Contract award	Summer 2021
Start on site	Autumn 2021
New Build occupied	Spring 2023
Project completion	Summer 2023

Contract Management

The contract will be managed by the project Quantity Surveyor and Commercial Director of Newport Norse, on behalf of the Local Authority.

Signed



Printed

Sarah Morgan

Position in the organisation

Chief Education Officer

Date

12 December 2019

List of appendices:

Appendix A – Site Plan

Appendix B – Photographs of existing buildings

Appendix C – Project benefits template