

# Full Business Case

Brynllwarch Hall School

Powys County Council



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## o Document Control

### o.1 Version Control

Version	Status	Date	Author	Update
0.1	Draft	23/11/25	LD	Baseline Document Created
0.2	Draft	23/12/25	LD	Final Draft
0.3	Final	09/01/25	ME	Final Editing

### o.2 Document distribution

Version	Distributed to	Date
0.1	PCC	23/11/25
0.2	PCC	23/12/25

### o.3 Approvals/Sign off

Name	Organisation/Department	Role	Date
Dr Richard Jones	PCC	SRO	09/01/25
Marianne Evans	PCC	Head of Transforming Education	09/01/25
Jane Thomas	PCC	S151 Officer	09/01/25

# 1 Executive Summary

## 1.1 Introduction

Table 1 - Project Summary

LA / College Name	Powys County Council
Project Title	Brynlywarch Hall School
Business Case Stage	FBC
Brief overview of project (max 100 words)	
<p>The purpose of this paper is to set out the business justification for investing £12,731,737 to build a new special school on the existing site, replacing the current buildings.</p> <p>The existing property is a Grade II Listed Building located near Newtown. The site comprises of 9 buildings built in the 19th Century, including mobiles dated 2004. The condition, suitability, and sustainability of these current school buildings are all very poor. The situation is so poor Powys County Council has provided temporary accommodation to allow parts of the listed Mansion House building to be vacated.</p> <p>The present school building is no longer fit for purpose. The school's current condition is a category 'D' and requires significant improvement. The school is unsuitable for the teaching and learning needs associated with pupils with significant behavioural, emotional, social, and learning needs.</p>	

## 1.2 Strategic Case

### 1.2.1 School Organisation

Brynlywarch Hall School is Powys County Council's only school for children and young people with Behavioural, Social or Emotional Difficulties (BESD), and is located in the village of Kerry in North Powys. The school currently has 77 pupils who attend the Brynlywarch site in Kerry, with 8 pupils attending a satellite provision in Ystradgynlais. The school is an all-age school and supports pupils aged 7 – 19.

Powys County Council does not create projections for the school in the usual way, because the school does not have a specific catchment. As the county's only BESD school, it includes pupils from areas across the county including Welshpool, Newtown and Brecon. The numbers on roll are also subject to considerable fluctuation, with, for example, 66 learners on roll during 2015 and just 52 in 2019. Between 2020 and 2024, however, demand has increased considerably and discussions with the headteacher reveal that it is expected that demand will remain around the current level for the foreseeable future.

2017	2018	2019	2020	2021	2022	2023	2024	09/01/2025
63	55	52	51	51	52	53	71	77

Whilst current numbers exceed the number of places within the main classroom areas of the new build, the headteacher and staff are confident that, through careful timetabling, it is feasible to arrange the curriculum so that not all learners will be physically on site every day of the week. Instead



the school will have a curriculum that is specifically matched to learners’ individual interests and needs, with work related learning experiences off site for some, and other activities such as outdoor education using the natural resources of Wales.

**Table 2 - Capacity**

	Existing (FTE)		Proposed (FTE)		Change +/-	
	EM	WM	EM	WM	EM	WM
Additional Learning Needs	80	-	64	-	-16	-
Total	80	-	64	-	-16	-

Is a statutory consultation required in accordance with the School Standards and Organisation (Wales) Act 2013?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, please outline the timescales:

N/A
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### 1.2.2 Sustainability

Confirmation that BREEAM Excellent, or higher, will be achieved?

BREEAM Very good with excellent for energy
--

Confirmation the scheme will be designed to achieve the Programme’s mandated Net Zero Carbon (NZC) standard. Please provide an overview of the NZC strategy (**max 100 words**).

<p>The new school will be designed to achieve net zero carbon in use and will contain less than 800kg CO2/m2 of building footprint embodied carbon. Dispensation has been agreed with WG that due to the design period the previous requirements for Co2/m2 apply to this scheme (Alwyn Jones - Email 6<sup>th</sup> March 2024 RE: Brynllwarch - Embodied Energy Requirements)</p> <p>The headline approach will be to adopt a fabric first approach. In this way the core, base energy load will be reduced to the lowest practicable level. This low energy demand allows heating with electrical air source heat pumps, ensuring that carbon fuel heating will not be required for the project. It is anticipated that there will be an electrical demand to operate the building, but this can be offset with a modest photovoltaic array, incorporating battery storage. The combination of low energy demand with on-site renewables and on-site storage will ensure that the building can be delivered as net zero carbon in use using proven technologies.</p>
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Confirmation sprinklers will be installed:

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If no, please outline why:

N/A

### 1.2.3 Planning / Land

Is a land acquisition required for the project? If so, please provide an overview of process and anticipated timescales (**max 100 words**).

No land acquisition is required.

Is planning permission required?

Yes	X	No	
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If yes, have you engaged with the Local Planning Authority? Please provide a summary of considerations (will a PAC be required? Will Pre-app advice be sought?) (**max 100 words**).

Planning approval achieved on 6<sup>th</sup> March 2024 conditions attached to the FBC as Appendix A

### 1.2.4 Active Travel / Highways

Have you engaged with the Local Highway Authority and Active Travel Officer? Please provide a summary of considerations (**max 100 words**).

The response to the planning application by the Highway Authority dated 15/11/2023 in relation to active travel was as follows:

*The proposed development is located around 550 – 600m from the development boundary for Kerry, and around 1km nearest footway on Common Road. There is insufficient lateral highway width from the junction of the C2012/U4730 along Common Road to its junction with the U2847 to allow the construction of a footway compliant with the Active Travel Act Guidance 2021. Similarly, there is insufficient lateral highway width from the junction of the U2847 to the area to which the applicant shall widen on the C2012 for the construction of a compliant footway. Whilst the applicant could construct footway across the site frontage, as they control the land, the HA is mindful that the application is for a ‘replacement’ school rather than a new school, and that the existing site does not have any pedestrian links to the village of Kerry. As the HA have been instructed by the LPA to consider the application as a replacement for the existing school, we consider that the proposed development shall not increase the demand for pedestrian, cycle or public transport links. However, during conversation with the LPA, they suggested including a condition restricting the use of the development to the alternative educational facility proposed, thus removing the availability of the development being used for more intensive uses under the D1 classification, given the sites location.*

If the proposal involves changes to the location of one or more schools/ nurseries/ colleges, how does the proposed location support the sustainable transport hierarchy, which prioritises walking, then cycling, then public transport over private car use. (**max 100 words**).

There is no change to the location of the school.

How will you encourage pupils and staff to use walking, cycling, and public transport to travel to and from school? (**max 100 words**).

Due to their complex needs, all children attending the school are currently transported to site by taxi or minibus. As set out above in the Highways response to the planning application the location of the school does not enable construction of active travel routes that would be compliant with the Active Travel Act Guidance 2021.

Table 3 - Travel impact

Consideration	Y/ N	Please provide evidence and attach any relevant documents
Have you undertaken any travel or traffic assessments? If so, please attach these.	Yes	Attached at Appendix B
For new locations, please estimate the change in travel distances for pupils and staff.	N/A	N/A
Are your proposals already reflected on your local authority's Active Travel Network Map?	No	No change to the current active travel network
If the location is not currently served by appropriate walking and cycling routes, will these be in place by the time of opening?	No	Highways authority response to planning application quoted above.
What steps have you taken to minimise the need for car parking spaces on site?	None	Due to the method of travel required by all pupils, and the location of the school, minimising on site parking space is impractical. The response from the Highways Authority to the planning application on the issue of parking stated: <i>The applicant has designed the car park in accordance with the CSS Wales Parking Standards 2014, however, we note that they have elected to over provide the number of parking bays. We also note that the applicant has included EV Charging bays in accordance with Policy 12 of Future Wales, and the EV Charging Strategy for Wales.</i>
Is there a travel plan already in place? If so, please attach a copy. If not, when will it be prepared? And who will monitor the travel plan and review it on a regular basis?	Yes	Attached at Appendix C

Consideration	Y/ N	Please provide evidence and attach any relevant documents
Have you considered making the access area a School Streets area?	No	
Are there programmes that will encourage and enable active travel already in place or planned?	Yes	The principal aim of the School Travel Plan is to reduce car usage (particularly single occupancy journeys) by staff and encourage an increase in the use of sustainable modes such as walking, cycling, public transport and carshare. The School Travel Plan sets out the actions proposed to support this objective in section 10 (see appendix c)

### 1.2.5 Flooding/Drainage

Will Sustainable Drainage Approval Body (SAB) approval be required?

Yes	X	No	
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If yes, have you engaged with the SAB Authority? Please provide a summary of considerations. (max 100 words)

Powys Council Council as the SuDS Approving Body (SAB) approved the Sustainable Drainage System associated with the scheme in accordance with the plans and application submitted on the 24/04/2023. The approval was published on 01/08/2023. The stated conditions were as follows:

1. Any works undertaken are to be in strict accordance with the proposals contained in the submitted plans, drawings and supporting documents.
2. The Applicant shall notify the SAB (PCC) at least seven days prior to its intention to commence work on site.
3. Notice must be given at least seven days prior to construction of any SuDS elements which, for this site include but are not limited to: geocellular infiltration tanks, swales, pipework, outlets, gullies, manholes, planting.
4. Prior to works commencing onsite, the applicant shall provide a planting schedule detailing the plants to be used within the raingardens located in each plot. The details must include the number of plants to be used and plant size in litres.
5. This approval does not confer any rights of entry or rights over property.
6. It is the grantee's responsibility to ensure they obtain the consent/permission of any landowners and occupiers affected by the works.
7. The SAB (PCC) does not accept any responsibility for the design and construction of the works that are subject of this approval; nor liability for any costs of damage which may arise out of their design, construction, maintenance, or use.
8. Site construction runoff should be adequately treated to ensure that no sediments or pollutants are passed on to any downstream receiving water bodies, SuDS, or sewer.
9. This consent does not remove from the applicant the necessity to obtain other licences, consents, approvals, or permissions (including planning permission) which may be required in law or in order to comply with any duties or responsibilities for conservation or protection of the environment.

10. Prior to commencement onsite, a payment of (10) inspection fees will become necessary for this site to ensure the works are carried out in accordance with the plans and documents authorised under this SAB Approval. A cost of £168 for each inspection will be charged as specified under Regulation 8 of The Sustainable Drainage (Application for Approval Fees) (Wales) Regulations 2018.
11. The owner is obliged to maintain the drainage system in accordance with the approved design and the Statutory standards for sustainable drainage systems (SuDS) for the lifetime of the development the approved SuDS serves.
12. Prior to first beneficial use of the development the approved tree planting scheme shall be implemented in the first planting season following completion of the works. Future management to ensure good establishment and long term retention shall be adhered to and implemented in full and maintained thereafter including replacement of any trees that fail in the first 5 years.
13. No building/dwelling shall be occupied until the sustainable drainage scheme for the site has been completed in accordance with the submitted details. The sustainable drainage scheme shall be managed and maintained thereafter in accordance with the agreed management and maintenance plan.

Does the project include an area within a flood zone as per the current and proposed technical advice note 15?

Yes		No	X
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If yes, please outline how this will be managed:

N/A

### 1.2.6 Welsh Language

How does the project support Cymraeg 2050 strategy and the authorities' WESP or FE and Apprenticeship Welsh Medium Action Plan?

The new building for Brynllwarch Hall School is a significant step forward in supporting learners with additional learning needs to develop their Welsh language skills and Welsh identity. The new facility is designed to provide a nurturing and inclusive environment where all students can thrive.

The modern classrooms will be able to offer more immersive Welsh language experiences, enabling students to practice and enhance their language skills in a supportive setting. Additionally, the new building will incorporate cultural elements that celebrate Welsh heritage, fostering a sense of pride and identity among learners.

The Welsh language is promoted many ways throughout the school at Brynllwarch. Welsh speaking is promoted by the use of incidental Welsh amongst the classes where adults and learners have the opportunity to converse in Welsh as part of their morning routine and give and respond to instructions in Welsh.

The school also promote the Welsh language by engaging in activities and celebrations around historical events and special days in the Welsh calendar, for example St David's and St Dwynwen's Days. This year, learners have also been able to immerse themselves in Welsh culture with trips to Cardiff to watch international rugby and football matches with staff.

Table 4 - Welsh Language Outcomes

Outcome	How will the proposal support?
<b>Outcome 1</b> More nursery children/ three year olds receive their education through the medium of Welsh	N/A (school does not have nursery-aged pupils)
<b>Outcome 2</b> More reception class children/ five year olds receive their education through the medium of Welsh	N/A (school does not have Foundation Phase pupils)
<b>Outcome 3</b> More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another	Learners in the 7-14 cohorts have weekly timetabled Welsh lessons which are aimed at developing their knowledge and confidence of reading, writing and speaking Welsh, as well as gaining a deeper understanding of Welsh culture.
<b>Outcome 4</b> More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh	<b>As above</b>
<b>Outcome 5</b> More opportunities for learners to use Welsh in different contexts in school	<p>Our school is currently developing a Criw Cymraeg, this Spring Term. Learner voice was used last academic year in an attempt to see what barriers are in place for our learners which impact in their engagement in Welsh lessons, which staff used to plan lesson to engage the learners further.</p> <p>The school is currently working towards the Siarter Iaith Silver award, supported by termly visits from the Council's Welsh Support Officer.</p>
<b>Outcome 6</b> An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018	<b>As above</b>

<p><b>Outcome 7</b></p> <p>Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh</p>	<p>The school currently has 2 members of staff who are fluent in Welsh. Staff have opportunities for CPD around Welsh, with one member of staff completing CPD last year in developing their own understanding of the Welsh language.</p> <p>Staff are supported with developing their own knowledge of Welsh with the Welsh question of the week phrases, which were part of the school’s NPEP inquiry last year which has proven to develop staff confidence in speaking Welsh.</p>
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Has a Welsh Language Impact Assessment been undertaken?

Yes	X	No	
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If yes, please provide a copy. If no, please outline why this has not been required.

The impact on the Welsh Language has been included within the Council’s Integrated Impact Assessment document (attached as ‘Appendix B – Impact Assessment’)

### 1.2.7 Digital Inclusion

Please confirm if you have considered whether the school/college internet provision can be opened up to allow for public access (e.g. community Wi-Fi) and for ICT equipment to be made available to support community use? What was the outcome? **(Max 100 words).**

The replacement building will have ICT facilities for use by pupils and staff, and there will also be ICT facilities available in the community room for use by members of the public and other groups.

### 1.2.8 Benefits

Please outline how the project supports the investment objectives of the Sustainable Communities for Learning Programme **(max 100 words).**

This scheme will:

- Remove a category D building from the school estate and remove almost £4m in backlog maintenance costs.

- Deliver a net zero carbon in use and will contain less than 800kg CO<sub>2</sub>/m<sup>2</sup> of building footprint embodied carbon;
- Optimise the number of learning places within the school.
- Provide 21<sup>st</sup> Century school standard accommodation for pupils who access alternative provision within Powys.
- Create dedicated space for community focused activity and usage.

Provide an overview of facilities available to the community (**max 100 Words**).

Dedicated community room to be used out of school hours and ad-hoc availability of the hall for hire.

## 1.3 Economic Case

### 1.3.1 Short listed options

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:

- Option 1 – Do Nothing - Status Quo
- Option 5 – New build School on the Brynllwarch Site with community facilities
- Option 6 – New build on the Brynllwarch site, to include community facilities and a residential unit

Option 1 has only been carried forward as a comparator in line with HM Treasury Greenbook requirements, as it failed to meet a significant amount of the scheme Investment Objectives and Critical Success Factors.

### 1.3.2 Preferred way forward

Option 5 has been identified as the preferred way forward.

## 1.4 Financial Case

### 1.4.1 Size and Cost Standard

Table 5 - Proposed Areas

	Area (m <sup>2</sup> )
New build	1811m <sup>2</sup>
Light Refurbishment	0m <sup>2</sup>
Medium Refurbishment	0m <sup>2</sup>
Heavy Refurbishment	0m <sup>2</sup>
<b>Total</b>	<b>0m<sup>2</sup></b>



Is the scheme being designed in accordance with the relevant Building Bulletin or FE Space Norms?  
(Please outline which guidance has been used for the project)

Schedule of accommodation has been developed with reference to the non statutory guidance contained within Building Bulletin 104

**Table 6 - Breakdown of Areas**

	Proposed Area (m <sup>2</sup> )	Minimum no. of pupils that can be accommodated
Basic Teaching Classrooms (7)	284m <sup>2</sup>	56 pupils
Sixth Form Area	57m <sup>2</sup>	8 pupils
Specialist Areas: Music (including mixing room)	43m <sup>2</sup>	4 pupils
Specialist Areas: Food Technology	43m <sup>2</sup>	5 pupils
Specialist Areas: D&T (inc. store/teacher prep)	85m <sup>2</sup>	4 pupils
Specialist Areas: Rebound Room	32m <sup>2</sup>	
Dedicated Community Space	51m <sup>2</sup>	(if needed for teaching, 8 pupils)
Main Hall (Can also be used by Community)	165m <sup>2</sup>	
Remaining Space	893m <sup>2</sup>	(this includes a conference room and a small meeting room, plus staff accommodation)
<b>Total Main Building GIFA</b>	<b>1653m<sup>2</sup></b>	
External Store, Cycle Store & Materials Store	46m <sup>2</sup>	
External Workshops	62m <sup>2</sup>	6 pupils

External Animal Unit	52m <sup>2</sup>	6 pupils
<b>Overall premises including externals</b>	<b>1813m<sup>2</sup></b>	

Please provide justification for any areas in excess of the relevant Building Bulletin or Space Norms.

The schedule of accommodation has been developed to meet the specific needs of the school community at Brynllwarch and in line with the approach set out by the Department for Education in the introduction to the Area Guidelines for SEN and alternative provision (Building Bulletin 104) that “these guidelines will not necessarily have to be met in every case and should always be applied flexibly in light of particular circumstances” and that “providers should make full use of the recommended area ranges in this document” p5.

**Table 7 - Breakdown of Cost**

Area	Cost (£)
Design & Construction (including inflation)	£10,665,226.48
ICT	£120,000.00
FFE	£327,268.40
NZC	(Inc Design & Construction)
Abnormals	£946,278.89
Contingency	£672,963.00
<b>Total</b>	<b>£12,731,736.74</b>

Provide a breakdown of abnormal costs (including allocated cost for each):

Element	Cost	Explanation of cost
Increased foundation depth	£ 11,353.95	Additional concrete fill due to slopes.
Ground conditions	£ 41,454.90	Allowance for removing buried obstructions.
Radon barrier	£ 59,126.40	Gas-proof membranes required due to presence of radon.
Site clearance	£ 15,519.60	Removal of existing tree stumps etc.
Cut & fill	£445,640.79	Reprofiling of existing site contours.
Steps and ramps	£ 3,750.00	Access to MUGA.
Retaining walls	£ 10,277.36	Retaining wall required to provide level MUGA surface.
S278 Works	£ 74,822.40	Formation of new site access.
Storage/retention tanks	£ 228,718.81	Attenuation tanks required due to porosity of existing ground.

Land drainage	£ 2,937.08	Cut off drain required at bottom of slope.
Sewage treatment	£ 52,677.60	Sewage treated on site due to difficulty connecting to LA sewer.
<b>Total</b>	<b>£946,278.89</b>	

### 1.4.2 Funding

Table 8 - Breakdown of Funding

		Funding (£)	Percentage (%)
Welsh Government Grant		£9,548,803	75%
LA/FEI	General Capital Funding		
	Capital Receipts		
	S106 Contributions		
	Reserves		
	Borrowing	£3,182,934	25%
	Other		
<b>Total</b>		<b>£12,731,737</b>	<b>100%</b>

Please outline any other Welsh Government grants allocated to support the proposal.

None

Please confirm LA or College funding has been approved.

Yes

**A current Programme Funding Forecast is required at business case submission, if not included, the submission will not be taken forward for scrutiny.**

## 1.5 Commercial Case

How will the project be procured? **(Max 100 words)**

In 2022 Powys County Council appointed a Main Contractor to develop a design for a Special AP School in Kerry, Powys.

The Council used Lot 8 of the SEWSCAP3 Construction Framework: 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).

At that time Pre-Construction Services were undertaken under NEC4 Professional Services Contract (PSC). Upon conclusion of PSC the Council elected not to enter into a contract for the Construction Stage of the scheme with the appointed contractor. Subsequently ownership of the associated Design and Pre-Construction information (RIBA 4a) transferred to the Council.

In June of 2024 the conducted a procurement exercise using the open procedure in accordance with the requirements of the Public Contracts Regulations. The chosen form of contract for this procurement was a JCT Design and Build Contract (DB) 2016 with Schedule of Amendments

What are the proposed contractual relationships? **(Max 100 words)**

Works will be undertaken under JCT Design and Build Contract (DB) 2016 with Schedule of Amendments for the Design as contained within the appendices of the tendered documentation.

Confirmation a project bank account will be utilised?

Yes a project bank account will be utilised

Provide an overview of the approach to maximising community benefits? **(Max 100 words)**

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.

## 1.6 Management Case

Overview of governance arrangements for project **(max 100 words)**.

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.

## 1.7 Recommendation

**Date: 09 January 2025**

**Senior Responsible Owner: Dr Richard Jones**

# 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 Curriculum and Assessment (Wales) Act 2021;
- Curriculum for Wales
- Cymraeg 2050 Strategy.
- Skills framework for 3-19 year olds in Wales 2008;
- School Standards and Organisation (Wales) Act 2013;
- Welsh in English-Medium Schools, 2022;
- Building a Brighter Future: Early Years and Childcare Plan 2013;
- Additional Learning Needs (ALN) Code for Wales December 2018 and the Additional Learning Needs and Educational Tribunal (Wales) Act 2018.
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or any successor strategy;
- Learner Travel Statutory Provision & Operational Guidance - 2014;
- Wales Infrastructure Investment Plan;
- ALN Reform;
- Climbing Higher;
- Belonging, engaging and participating;
- Active Travel (Wales) Act 2013; and
- Sustainable Procurement initiative.

### 2.1.2 Local Strategies

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

- ‘Stronger, Fairer, Greener’, the Council’s Corporate Plan;
- Strategy for Transforming Education in Powys, which sets out Powys’ approach to developing school infrastructure and the planning of school places;
- ALN & Inclusion Strategy 2024
- 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 Regeneration Strategy which aims to deliver outcomes which will have a positive impact upon the physical, social, environmental, economic and cultural attributes of the county;
- 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; and
- Growing Mid Wales, which has vision that by 2035, Mid Wales will be ‘An enterprising and distinctive region delivering economic growth driven by innovation, skills, connectivity and more productive jobs supporting prosperous and bilingual communities’.

## 2.2 Case for Change

### 2.2.1 Investment Objectives

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

1. To deliver special education to support the needs of learners with BESD in a learning environment that enables all pupils to achieve their potential.
2. To provide a learning environment that enables all pupils and staff to feel safe, secure and protected from harm.
3. To maximise learning time through the reduction of movement from one class to another.
4. To provide a learning environment that has specialist facilities including up-to-date ICT to promote learning self-esteem and well-being of all learners.
5. To provide a learning environment that is energy efficient, reduces running costs and provides an efficient use of teaching resources – Minimum Condition A and to meet BREEAM Excellence.
6. To provide a multi-agency approach for supporting Powys pupils with BESD.
7. To deliver a community focussed school, where members of the community can have access to the facilities and to promote lifelong learning within the community.

### 2.2.2 Existing Arrangements

The existing school building at Brynllwarch Hall has a GIFA of 2806m<sup>2</sup> and the wider site is approximately 5.34 Hectares. The school sits almost 300m away from a 'Motte and Bailey' scheduled ancient monument. The existing building includes a Grade II Listed Hall surrounded by 9 buildings ranging from traditional masonry 1950's classroom blocks to two, two storey residential blocks and a 2004 portacabin. There are also two sheds for storage and wood working activities.

The main school building dates back 1829 and was extended in 1887 and sold in 1919. The school is surrounded by Ancient Woodland to the north and north east boundary, and a woodland path connects the schools' classroom and teaching areas to the sports field east of the site. There is a running track, football posts and a long jump area. This area is divided into two by a row of mature trees.

The school uses some of the old residential areas as a 6th form block, music block with a recording studio and a construction workshop. Within the grounds there is a forest school, a small animal farm area and a range of play areas.

The buildings that comprise the school are in extremely poor condition, with poor suitability, and sustainability. Temporary accommodation was provided in September 2018 in order to vacate some areas of the current buildings. Estyn, in its last inspection of the school, stated that the overall maintenance, condition and layout of the school's buildings were unsatisfactory.

Specific issues relating to the overall condition D of the school site include:

- Flat roof/valleys on the main building are in very poor condition causing damp internally;

- Pitched roof on new teaching block to the rear of the main building is leaking in various locations causing internal damp issues;
- There are a number of small holes within the courtyard buildings, one of which is above the plant room which needs attention;
- Much of the guttering is failing which is causing the timber soffits and fascia boards to rot and has resulted in water ingress. Moss build up on many of the roofs also needs to be removed;
- The second floor staircases within the main building are very steep, one of which is used as a fire escape. There is an external staircase which was previously used as a fire escape however it is in very poor condition and needs replacing;
- Water ingress has caused many of the ceilings to become damp and paint is flaking off.;
- There is an issue with rising damp within the 6th form block which is causing water to spread throughout the building;
- The two detached houses on site are both very damp and would benefit from further investigation by a damp specialist;
- While the majority of the external walls are in good condition, many of them need re decorating especially within the courtyard area;
- Several of the Crittal windows are coming to the end of their serviceable life and need replacing.;
- The gable end of the 6th form block has signs of movement however it was not apparent from ground level the extent of the movement;
- Listed metalwork needs maintenance as paint is flaking off and sharp there are sharp edges where parts have been knocked off;
- Asbestos is present within the plant room which has been locked and no access is available;
- The roof light above one of the stairs gives easy access to the roof and will need either blocking up or locking; and
- The bay window on the main building needs structural maintenance as scaffold has been in place for years and no work has been completed.

Alongside the poor physical condition of the buildings the sites suitability for teaching is also problematic and it is not considered suitable for teaching pupils with significant emotional and behavioural needs. The impact on the staffs ability to teach effectively includes:

- Heating is erratic and difficult to control i.e. too hot in summer children become unsettled;
- Lesson time is lost due to transition between buildings. Behaviour is also an issue due to transition around the site;
- Inappropriate doors and windows e.g. fragile glass, windows too big;
- Classrooms too small to meet the needs of pupils when teaching larger class sizes;
- Visual distractions due to orientation and construction of building e.g. large windows to look out of, fireplaces in class rooms;
- Classrooms do not lend themselves to being a nurturing environment e.g. classroom damp, mouldy and often smelly;
- Staff struggle to deliver engaging lessons due to the restrictive facilities;

- There are no specialist PE facilities and this is essential to engage pupils with BESD;
- There is a lack of appropriate storage for equipment and
- Staff spend a great deal of time dealing with behaviour due to layout of site and this takes away time from supporting learning.

The site layout has an impact on safeguarding including:

- As the site is open it is very difficult to keep pupils within boundaries;
- Classrooms have more than one exit making it easy for pupil to leave without permission;
- The design and period of the building enables easy access to roofs and fire escapes;
- Transitions between lessons difficult to manage and keep pupils separated e.g. KS2 and KS5 sometimes share the same space which is inappropriate;
- Existing toilets and changing facilities not adequate for pupils;
- Security of doors to out of bounds areas are not sturdy enough;
- Stairs and bannisters unsafe and enables pupils' risky behaviours;
- Pupils are spread out all over the building and this prevents the pastoral team from being fully effective and on hand when needed;
- Large objects in the classrooms mean that supporting pupils when in crisis can be difficult e.g. radiators, pipes and general layout of rooms;
- There is a lack of CCTV in all areas of the school including classrooms; and
- Poor lines of sight that make pupil supervision difficult.

This has a negative impact on the staff including:

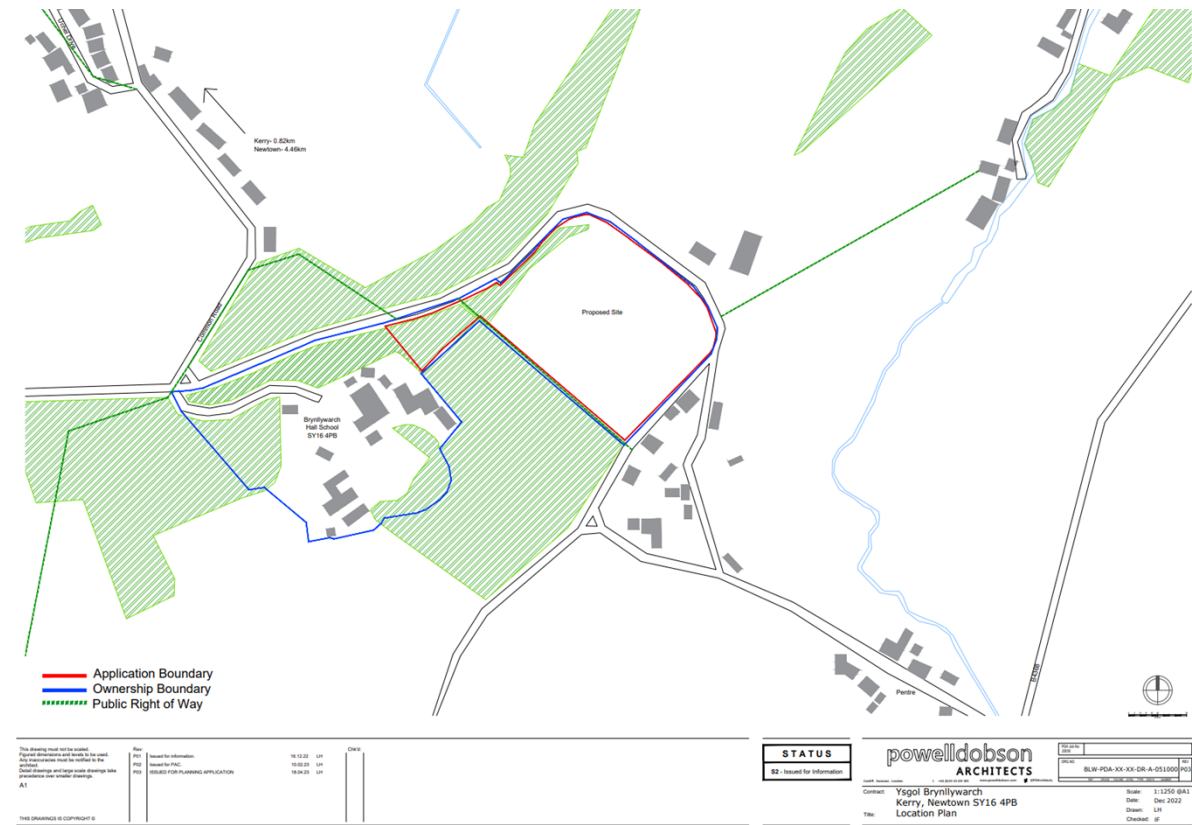
- Staff spend a great deal of time supervising pupils during transitions;
- Motivation of staff is low and at times, staff are isolated. This is due to the layout of the building; and
- Staff anxiety is raised when pupils are off site and they are responsible for their well-being.



Figure 1 – Ariel View of Site



Figure 2 – Red Line Site Boundary



PLASC 2024 data on the existing school population is presented within the tables below:

**Table 9 – Staffing Structure**

Head Teacher	Dep. Head Teacher	Assist. Head Teacher	Teachers	Unqualified Teachers	Teaching Assistants	Support Staff	Totals
1 (1FTE)	1 (1 FTE)	1 (1 FTE)	9 (6.34 FTE)	1 (1 FTE)	18 (12.32 FTE)	4 (4 FTE)	35 (26.66 FTE)

**Table 10 – Present & forecast pupil numbers**

Jan 2024	Jan 2025	Jan 2026	Jan 2027	Jan 2028
85	85	85	85	85

There are currently 85 pupils on roll at the school, however 10 of these 85 are permanently taught offsite in the schools satellite unit in Ystradgynlais. The number of pupils currently taught at the Brynllwarch Hall site is therefore currently 75.

Powys County Council does not create projections for the school in the usual way, because the school does not have a specific catchment. The schools roll currently includes pupils from areas across the county including Welshpool, Newtown and Brecon. The numbers on roll are also subject to considerable fluctuation, with for example 66 learners on roll during 2015 and just 42 in 2019. Between 2020 and 2024 however demand has increased considerably and discussions with the headteacher reveal that it is expected that demand will remain around the current level for the foreseeable future.

**Table 11 – Free School Meal Data**

Transitional Protection % Eligible	eFSM % Eligible	Total FSM % Eligible
6.4%	40.0%	46.4%

**Table 12 – Ethnicity Data**

White - British	White and Asian	White & Black African	Other White
95.8%	1.4%	1.4%	1.4%

**Table 13 – Pupils by Year Group**

Year	Number
3	2
4	3
5	5
6	9
7	13
8	12
9	9

Year	Number
10	11
11	6
12	8
13	5
14	2
TOTAL	85

Table 14 – Latest condition assessments

Condition	Suitability	Backlog Maintenance
D	C	£3,877,790

## 2.3 Changes since the SOC/OBC

The scheme SOC/OBC was developed and submitted to Welsh Government in mid 2020. Since then there has been considerable cost escalation in the scheme primarily linked to the rapid increase in construction price inflation that has occurred within the intervening period, there have also been several key changes in the design of the building. All key events and changes that have occurred between the SOC/OBC submission and this FBC are set out below.

### 2.3.1 Design Changes

ISG Construction Ltd was appointed to develop the RIBA 2 concept design in 2022. Through this stage of the process, several changes were made to improve the constructional efficiency of the building or its fitness for purpose. While most of these changes are best described as design evolution, the most significant are set out below.

#### Alteration from 2-storey to single storey construction

The RIBA 2 concept design indicated a small upper storey with staff room and some teaching intended for specialist rooms and as a sixth form. This arrangement was intended to minimise the building footprint on a sloping site, but required additional stairs, lift and fire protection compared to a single-storey option. Following appointment of the contractor's multi-disciplinary design team an options appraisal was developed, and a single-storey alternative was chosen as preferable.

#### Structural Frame

During the PSC phase of the project, ISG Construction Ltd requested that the frame be changed to steel, due primarily to company review following the Grenfell inquiry. This change was accommodated within their design but has subsequently been opened to 'contractor's choice' during the latest 2024 tender. SJ Roberts have proposed a timber frame, which will more readily achieve Passivhaus levels of airtightness, and will improve local spend within the supply chain.

#### Teaching Spaces

Detailed review of the design indicated that the proposed accommodation schedule required revision, in particular that specialist teaching rooms required revision to omit an art room and include a music classroom with practice rooms. This element was introduced to the western end of the building, where the additional acoustic treatment could be more easily accommodated.

### **Resource outbuildings**

During the design development, it became clear that the unique operation of the school requires a unique solution. The requirements of AP learners at the school means that much of the teaching tends towards the vocational, and full advantage had been taken of the existing site to provide a wider, forest school ethos, with teaching delivered from an eclectic collection of buildings.

It is considered essential to retain this school ethos, and the chosen route is to include within the proposals several outbuildings to support both curriculum and well-being activities.

The outbuildings comprise a series of multi-purpose workshops from which gardening and construction skills can be delivered, and an animal unit to house small mammals, reptiles and fish. These facilities are intended to provide an attractive offer that encourage students to attend and offers a reward for good behaviour.

### **2.3.2 Cost inflation and project retendering**

The evolution of the project has been slowed due to a combination of the unique nature of the school and difficulties experienced with the chosen design and build route. The project timeline has spanned tightening environmental requirements, and inflationary pressures to the construction industry and the wider economy

Following completion of the RIBA 2 Design Stage in 2021, the Council reviewed the project to ensure that its strategic requirements were met, with particular regard to energy performance and demonstrating value for money. Once concluded, a tender was prepared for the design and build of a new school and was published in February 2022. Following evaluation of returns, ISG Construction Ltd were awarded the contract in May 2022 and commenced on the Professional Services Contract (design) stage, with a second stage option for the construction.

Over the following year the school design and specification were developed, and the contractor presented a final construction cost which was double the value tendered the previous year. This offer was thoroughly reviewed, but it proved impossible to reduce the cost to an acceptable level and so, in August 2023, the Council notified ISG Construction Ltd of their intention to retender the project.

It was recognised that there were some significant risks that the approach to market had to take:

- Market appetite. The Council has made extensive use of the SEWSCAP Contractor Framework over many years, and this was the route to ISG's appointment. However, it was considered that greater efficiency might be achieved by tendering on the open market, to widen the supply chain for delivery in a rural part of Wales. This approach has resulted in a significant reduction in construction costs but required a series of engagement exercises including seeking expressions of interest.

- Design information. The re-use of the design information prepared by the ISG team was not entirely straightforward, as the contractor had steered it to their own preferences. In order to re-tender the project, the Council had to ensure that information gaps were addressed, and that risks were appropriately assigned, rather than heaping all risk on the contractor, which would have reduced appetite and increased cost.
- Planning. The Council considered it preferable to gain planning permission before undertaking the re-tendering, again to improve market appetite and reduce risk. A planning application had been submitted in April 2023, was validated in May 2023, but took until March 2024 to be granted.

Full planning approval for the proposed replacement school, ancillary buildings, MUGA, landscaping and associated works was achieved on 6<sup>th</sup> March 2024. Two of the plans submitted as part of the approval process are presented below in figures 3 and 4 to demonstrate visually the scheme. A full schedule of planning conditions to be discharged is appended to the FBC at appendix A.

Following the award of planning permission, the re-tender package was published in June 2024. While the Council has had to follow a more protracted delivery route than usual, re-tendering of the scheme led to a significant reduction in the construction costs presented in 2023, validating the approach taken.

Figure 3 – Concept Design site layout

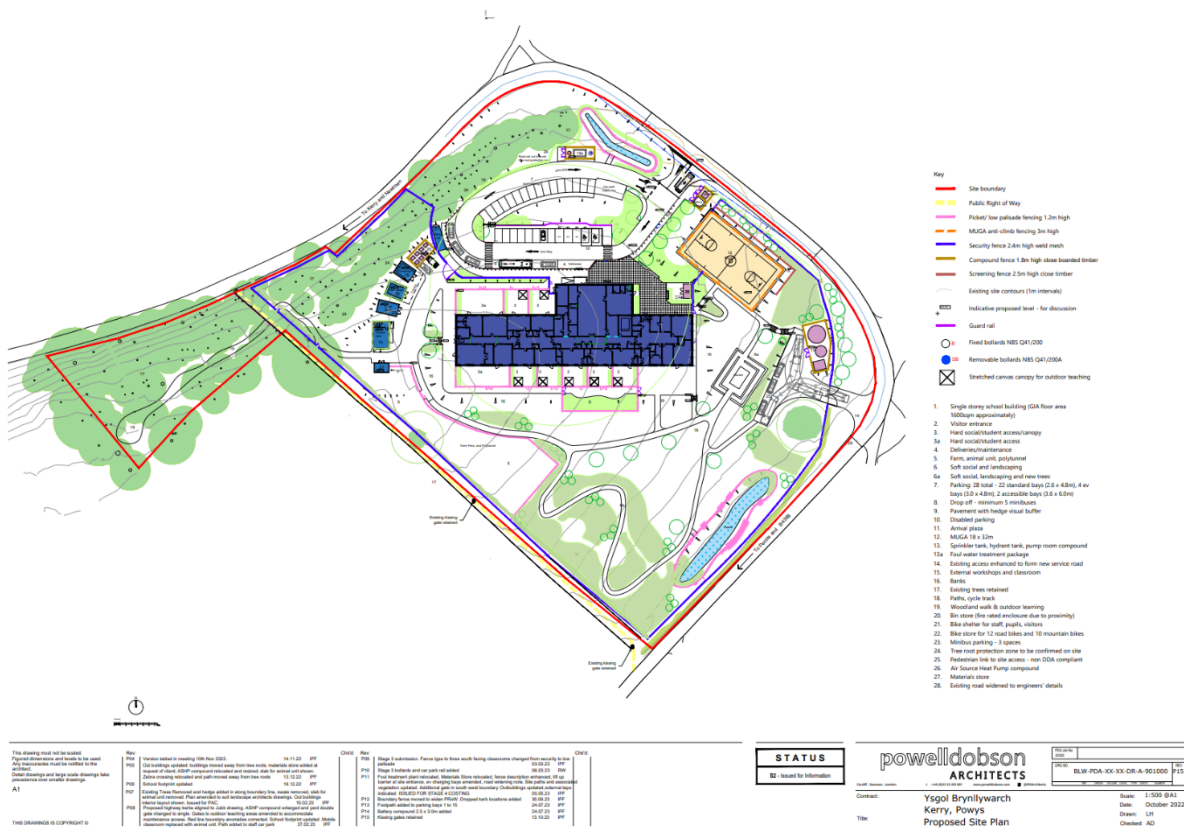




Figure 4 - Main Building Elevations



## 2.4 Main Benefits

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

Table 15 – Benefits by Stakeholder

IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
<p>1. To deliver special education to support the needs of learners with BESD in a learning environment that enables all pupils to achieve their potential</p>	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Enhanced life chances and employment opportunities.</li> <li>– Opportunities to benefit from a wider range of learning opportunities.</li> <li>– Opportunities to benefit from a range of key and other learning skills.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Ability to contribute to society and the wider community more positively.</li> <li>– Increased health and wellbeing of students.</li> </ul>
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Increased job satisfaction.</li> <li>– Greater opportunities to use a wider range of different learning and teaching styles.</li> <li>– Increased opportunities for continuous professional development.</li> <li>– Greater opportunity to engage with high need learners on an individual basis.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p>

		<ul style="list-style-type: none"> <li>- Improved professional support and challenge to deliver in different ways.</li> <li>- Accessing and sharing sector leading practice via Professional Learning Communities.</li> <li>- Improved professional credibility and integrity.</li> <li>- Increased health and wellbeing of staff.</li> </ul>
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Sustainable staffing structures - management and support.</li> <li>- ALN provision in the right place, for the right children.</li> <li>- Improved levels of recruitment, quality and retention of staff.</li> <li>- Reduced sickness levels of staff.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Reputational improvement for the Council.</li> <li>- Assured business continuity.</li> <li>- Improved opportunities to attract and retain high quality staff.</li> </ul>
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved community and social health opportunities.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Pupils contributing more positively to society.</li> <li>- Improved community cohesion.</li> <li>- Opportunities to create an up-skilled wider community, Improved community links and facilities ensuring community cohesion and confidence.</li> </ul>
2. To provide a learning environment that enables all pupils and staff to feel safe, secure and protected from harm	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved attainment.</li> <li>- Reduced onsite incidents.</li> <li>- Increased opportunity to access excellent teaching and learning experiences.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Enhanced self esteem and pupil confidence.</li> <li>- Improved learner perception of the school.</li> </ul>
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Increased staff job satisfaction.</li> <li>- Reduced sickness levels.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Reduction in work related stressors.</li> </ul>
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Lower staff turnover.</li> <li>- Improved educational outcomes.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved perception of school amongst parents, staff and other Powys residents.</li> </ul>
3. To maximise learning time through the reduction of movement from	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Optimised classroom learning time.</li> <li>- Increased opportunity to access excellent teaching and learning experiences.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Reduced disruption and exposure to unnecessary stressors.</li> </ul>

<p>one class to another</p>	<p>Staff</p>	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Reduction in complexity of lesson planning and preparation.</li> <li>- Optimising ratio of teaching to non-teaching time.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Increased health and wellbeing of staff.</li> </ul>
	<p>Employers</p>	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Lower staff turnover.</li> <li>- Improved educational outcomes.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved perception of school amongst parents, staff and other Powys residents.</li> </ul>
<p>4. To provide a learning environment that has specialist facilities including up-to-date ICT to promote learning self-esteem and well-being of all learners</p>	<p>Learners</p>	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Increasing positive learning experiences.</li> <li>- Improved individual learning outcomes.</li> <li>- Improved individual opportunities to engage with the learning process.</li> <li>- Improved access to learning materials (physical, and emotional).</li> <li>- Increased opportunity to access excellent teaching and learning experiences.</li> <li>- Enhanced life chances and employment opportunities.</li> <li>- Opportunities to benefit from a wider range of life &amp; other skills.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Inspired learning.</li> <li>- Better promotion of key and other skills.</li> <li>- Promoting independence.</li> <li>- Improved self-esteem and well-being.</li> <li>- Raising aspirations.</li> <li>- Increased connectivity to the wider community.</li> <li>- Increased health and wellbeing of learners.</li> </ul>
	<p>Staff</p>	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Access to a wider range of teaching materials (state of the art ICT and other emerging technologies).</li> <li>- Greater opportunities to use a wider range of different learning / teaching styles.</li> <li>- Increased opportunities for continuous professional development.</li> <li>- Increased numbers of staff supports the development of staff expertise and specialisms.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Access to and sharing of sector leading practice via Professional Learning Communities.</li> <li>- Greater job security.</li> <li>- More opportunities to facilitate distributed leadership and increased responsibilities.</li> <li>- Professional challenge to deliver experiences in contemporary ways.</li> </ul>



		<ul style="list-style-type: none"> <li>- Improved professional credibility and integrity.</li> <li>- Increased health and wellbeing of staff.</li> </ul>
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved levels of recruitment, quality and retention of staff.</li> <li>- Reduced sickness levels of staff.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Reputational improvement for the Council.</li> <li>- Assured business continuity.</li> <li>- More effective staffing structures – management and support.</li> <li>- Improved opportunities to attract and retain high quality staff.</li> </ul>
<p>5. To provide a learning environment that is energy efficient, reduces running costs and provides an efficient use of teaching resources – Minimum Condition A and to meet BREEAM Excellence</p>	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Opportunity to better understand the environment through on site energy generation.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Children learn the value of recycling in day to day life.</li> </ul>
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Opportunity to teach children to better understand the environment through on site energy generation.</li> <li>- Opportunity to walk or cycle to school, thereby reducing pollution.</li> <li>- Facilities on site to charge electric vehicles.</li> </ul>
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Reduction in energy use.</li> <li>- Reduction in carbon emissions.</li> <li>- Reduction in embodied carbon.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved environmental efficiency.</li> </ul>
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Ability to access all community support services under one roof will reduce journeys and therefore pollution.</li> <li>- Increase in the number of local suppliers used by the school/community facility.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- The ethos of decarbonisation and recycling will become part of the community’s own ethos.</li> </ul>
<p>6. To provide a multi-agency approach for supporting Powys pupils with BESD.</p>	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved access to a wide range of support services.</li> <li>- Increasingly individualised and targeted support for the whole school community.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Improved health and wellbeing outcomes for learners.</li> <li>- Increased continuity of service provision and individual support for learners.</li> </ul>

	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Improved access to additional continuous professional development pathways.</li> <li>– Access to wider range of support and materials for educational delivery.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Knowledge transfer between key professional services.</li> <li>– Enhanced learning environment.</li> </ul>
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Lower staff turnover.</li> <li>– Improved educational outcomes.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Improved perception of school amongst parents, staff and other Powys residents.</li> <li>– Increased synergies between local authority departments including children’s social services and education.</li> </ul>
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Increased support and improved access to services for families of learners.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Pupils contributing more positively to society.</li> <li>– Potentially improved health, wellbeing and economic outcomes for the families of learners.</li> </ul>
7. To deliver a community focussed school, where members of the community can have access to the facilities and to promote lifelong learning within the community.	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Securing positive learning experiences for pupils and families.</li> <li>– Improved individual learning experiences for pupils and families.</li> <li>– Increased number of positive learning and adult role models.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Local pride – greater sense of community involvement and participation.</li> <li>– Ability to shape local community – pupil/community voice.</li> <li>– Raised aspirations across the community.</li> </ul>
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Increased opportunities for continuous professional development.</li> <li>– Improved understanding of community needs and aspirations.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– Greater engagement with the local community.</li> <li>– Ability to have an impact on community self-confidence and pride.</li> <li>– Maintain school’s reputation or standing within the wider community.</li> <li>– Accessing and sharing sector leading practice via Professional Learning Communities.</li> </ul>
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>– More efficient use of premises / estate.</li> <li>– Revenue savings following drop in out of county provision.</li> </ul>

		<ul style="list-style-type: none"> <li>- Potential income from community use of enhanced facilities.</li> </ul> <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Enhanced community engagement.</li> </ul>
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Maintains wider community involvement /engagement.</li> <li>- Access to high quality learning environment.</li> </ul> <p><u>Non-Quantifiable Benefits</u></p> <ul style="list-style-type: none"> <li>- Better promotion of key skills within the community.</li> <li>- Development of community spirit and identity.</li> <li>- Enhanced local reputation of school within wider the community.</li> </ul>

## 2.5 Main Risks

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

**Table 16 – Strategic Risks and Countermeasures**

Main Risk	Counter Measures
<b>Scheme Delivery Risk</b>	
1. New substation not available when connection for permanent supply required	Liaise with supplier to confirm date when new substation will be available
<b>Business and Political Risks</b>	
1. Lack of stakeholder support	Project has been supported by Cabinet via the approval of Band B SOP. School leadership fully engaged in the process.
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. Complexities around the listed Mansion House	Early and extended engagement with CADW to identify acceptable options and (if required) remediations to scheme.
<b>Service Risks</b>	
1. Legislative changes.	Plan flexibility into the options where possible.
2. WG policy changes	Plan flexibility into the options where possible.
<b>External Environmental Risks</b>	
1. Planning issues	Ensure pre-planning discussions take place with planning authority
2. Environmental issues	Ensure surveys are taken at an early stage

## 2.6 Project Constraints

The project is subject to the following constraints:

- Site constraints;
- PCC capital funding envelope;
- Ecology issues;
- Planning and Building Control requirements.

## 2.7 Project Dependencies

The project dependencies are as follows:

- Availability of WG and PCC capital funding;
- Supply chain capability and capacity to deliver;
- CADW engagement in possible re-sale of listed Mansion House.

## 3 Economic Case

### 3.1 Critical Success Factors

The Critical Success Factors (CSFs) and set out within the schemes OBC are as follows:

#### 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.
- Effective and efficient collaborative working for the longer term.

### 3.2 Summary of Appraisals

There has been no material change in the underlying factors for any of the areas of appraisal, and the results of the detailed options appraisal conducted at OBC are set out below:

Table 17 – Evaluation results

Scope appraisal	Minimum – 8 to 19 School for children with additional learning needs (ALN)		Intermediate – 8 to 19 School for children with ALN and Behavioural, Emotional, Social Difficulties (BESD), to include community facilities		Maximum – 8 to 19 School for children with ALN, Behavioural, Emotional, Social Difficulties (BESD) to include community and respite facilities	
Service solution (Long list appraisal)	Option 1: Do Nothing – Status Quo	Option 2: Extensive remodelling of school	Option 3: Build a new school extension	Option 4: New Build School on alternative site	Option 5: New Build School on existing site with community facilities	Option 6: New Build School existing site with community & residential facilities
Service Delivery	Minimum: LA Delivery		Intermediate: LA and Private Sector Delivery		Maximum: Private Sector partnership (PPP)	
Implementation	Minimum: New School opens September 2023		Intermediate: New School opens Spring Term 2023		Maximum: New School opens September 2022	
Funding	Minimum: Wholly LA Funded	Intermediate: Mixed LA & WG Funded	Maximum: Wholly WG Funded	Alternative: Mutual Investment Fund		

### 3.3 Short List

Subsequent to the long list appraisal undertaken at OBC, the short list comprised the following options:

- Option 1 – Do Nothing - Status Quo.
- Option 5 – New build School on the Brynllwarch Site with community facilities.
- Option 6 – New build on the Brynllwarch site, to include community facilities and a residential unit.

There has been no material change in the composition of the options found within the short list between the submission of the OBC and the FBC, however all cost estimates have been reviewed and are represented below with the latest most accurate estimates.

### 3.4 Economic Appraisal

#### 3.4.1 Net Present Cost

The short-listed options have been risk-adjusted to account for the 'risk retained' (in £s) by the organisation under each option.

The following table summarises the key results of the economic appraisals for the shortlisted options.

**Table 18 – Key results of economic appraisals**

Discounted Cashflow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
Option No.	Option Name/Description	NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
<b>Option 1:</b>	<i>Do Nothing - Status Quo</i>	39.8	2.70	39.4	2.68
<b>Option 5:</b>	<i>New build School on the Brynllwarch Site with community facilities</i>	70.3	2.68	70.3	2.68
<b>Option 6:</b>	<i>New build on the Brynllwarch site, to include community facilities and a residential unit</i>	74.5	2.84	72.0	2.75

**NPC** = Net Present Cost

**EAC** = Equivalent Annual Cost

Please note that the revenue cost totals shown in the tables above consist of the elements shown in the table below.

**Table 19 – Revenue Components**

Option	Years	Cost Elements	Undiscounted Value
Do Nothing	Years 0 – 20	Existing Staffing & Satellite Centre	£2,030,212 per annum
	Years 0 – 20	Existing Premises, Grounds & Stat Testing	£213,421 per annum
	Years 0 – 20	Lifecycle	£3,238,103 total
<i>New build School on the Brynllwarch Site with community facilities</i>	Years 0 – 59	Existing Staffing & Satellite Centre	£2,030,212 per annum
	Years 0 – 7	Existing Premises, Grounds & Stat Testing	£213,421 per annum
	Year 8	Transitional Premises, Grounds & Stat Testing	£184,617 per annum
	Year 9-59	New Premises, Grounds & Stat Testing	£144,292 per annum
	Year 9-59	Community Benefits	£10,000 per annum

Option	Years	Cost Elements	Undiscounted Value
	Years 0 – 59	Lifecycle Cost	£6,503,623 total
<i>New build on the Brynllwarch site, to include community facilities and a residential unit</i>	Years 0 – 59	Existing Staffing & Satellite Centre	£2,030,212 per annum
	Years 0 – 7	Existing Premises, Grounds & Stat Testing	£213,421 per annum
	Year 8	Transitional Premises, Grounds & Stat Testing	£190,209 per annum
	Year 9-59	New Premises, Grounds & Stat Testing	£ 157,712 per annum
	Year 9-59	Community Benefits	£10,000 per annum
	Year 9-59	Respite Benefits	£11,000 per annum
	Years 0 – 59	Lifecycle Cost	£7,331,014 total

### 3.5 The Preferred Option

Following the economic and qualitative risk and benefit appraisals the scoring for each option was as follows.

Table 20 – Final Appraisal Scores

Evaluation Results	Option 1	Option 5	Option 6
Economic appraisals	3	1	2
Benefits appraisal	3	1	2
Risk appraisal	2	1	3
<b>Totals</b>	<b>8</b>	<b>3</b>	<b>7</b>
<b>Overall Ranking</b>	<b>3</b>	<b>1</b>	<b>2</b>

The preferred option for PCC is therefore:

- Option 5 – New build School on the Brynllwarch Site with community facilities



## 4 Commercial Case

### 4.1 Procurement Method

#### 4.1.1 RIBA 0 to RIBA 2

In 2019 Powys County Council (PCC) appointed the Consultancy team within Heart of Wales Property Services Ltd (HoWPS) to manage the development of Concept Design proposals for the replacement AP school at Brynllwarch Hall. HoWPS was a Joint Venture company formed between PCC and Kier for the purposes of providing the council with a range of property services, including professional construction consultancy.

HoWPS Consultancy provided Project Management and multi-disciplinary design services to develop a RIBA 2 Concept Design, working alongside PCC's Engineering and Design Services team.

#### 4.1.2 RIBA 2 to RIBA 4

In 2022 PCC tendered the RIBA 2 scheme using the SEWSCAP3 Framework, and subsequently appointed ISG Construction Ltd as Main Contractor to develop a design through to RIBA 4. The tender had the option to continue through to a NEC Option A Construction Contract. Pre-Construction Services were undertaken under NEC4 Professional Services Contract (PSC).

The Council used Lot 8 of the SEWSCAP3 Construction Framework: 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).

**Table 21 – Tiers of value**

Locality	250K - 1.5m	1.5m - 3m	3m – 5m	5m – 10m	10m - 25m	25m +
Powys County Council and other Potential Employers based or operating in Powys or nearby	Lot 1					
Torfaen County Borough Council, Blaenau Gwent County Borough Council, Monmouthshire County Council, Caerphilly County Borough Council or other Potential Employers based or operating nearby;	Lot 2					
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 3					
Vale of Glamorgan Council, The County Council of the City of Cardiff Council, Newport	Lot 4					

Locality	250K - 1.5m	1.5m - 3m	3m – 5m	5m – 10m	10m - 25m	25m +
City Council or other Potential Employers based or operating near those areas;						
Powys County Council and other Potential Employers based or operating in Powys or operating nearby to include new build		Lot 5				
All Potential Employers		Lot 6				
All Potential Employers			Lot 7			
All Potential Employers				Lot 8		
AtAll Potential Employers					Lot 9	
All Potential Employers						Lot 10

The tendered total sum submitted by ISG Construction Ltd for the design and construction was £6,890,11.60. At the conclusion of the PSC design phase the final contract offer from the contractor was £14,154,658 (including design fees).

Upon conclusion of PSC the Council elected not to enter into a contract for the Construction Stage of the scheme with the appointed contractor due to the significant increase in project costs. Subsequently ownership of the associated Design and Pre-Construction information (RIBA 4a) transferred to the Council.

#### 4.1.3 RIBA 5 to RIBA 6

In June of 2024 the conducted a procurement exercise using the open procedure in accordance with the requirements of the Public Contracts Regulations. The chosen form of contract for this procurement was a JCT Design and Build Contract (DB) 2016 with Schedule of Amendments for the Design and Construction of a Special AP School in Kerry, Powys.

The contract awarded as a result of this procurement was on the basis of the offer that was most economically advantageous to the Council (MEAT). The Award Criteria utilised were:

- 40% - Cost;
- 50% - Technical; and
- 10% - Social Value.

Following evaluation of the submissions, the bid from S J Roberts Ltd was selected as the Most Economically Advantageous Tender (MEAT). Accordingly, the contractor has been notified of award subject to receipt of Welsh Government FBC approval.

#### 4.1.4 Commercial Evaluation

All prices were required to be quoted exclusive of VAT and commercial scoring was undertaken on the basis of the following calculation:

$$\text{Commercial Score} = \text{Lowest Tender Price} / \text{Bidders Tendered Prices} \times \text{weighting (40\%)}$$

#### 4.1.5 Technical Evaluation

The questions within the Technical Questionnaire were worth 50% of the total. Within this overall weighting, several sub criteria were evaluated.

**Table 22 – Technical Evaluation Criteria**

Technical Evaluation Criteria	Weighting	Max Score	Weighted Score
Delivery Team Experience	25%	5	
Design Development	12.5%	5	
Approach to Low/Zero Carbon and Energy	25%	5	
Programme	0%	5	
Sub-Contractor Management	2.5%	5	
Sustainable Risk Assessment Mitigation Measures	12.5%	5	

In allocating scores to bidders responses the evaluators followed the scoring method outlined below.

**Table 23 – Technical Scoring System**

Score	System	Definition
0	Unanswered or totally inadequate answer	Completely fails to meet required standard or does not provide a response. No evidence apparent
1	Poor or unacceptably generic or mostly irrelevant answer	Response significantly fails to meet the standards required, contains significant shortcomings and/or is inconsistent with other proposals. Where evidence is required or necessary, no evidence.
2	Below average, lacking specific detail and with significant gaps	Response falls short of achieving expected standard in a number of identifiable respects. Where evidence is required or necessary, insufficient evidence.
3	Average, acceptable but not demonstrating particular added value	Response meets the required standard in most material respects, but is lacking or inconsistent in others. Where evidence is required or necessary, some relevant evidence
4	Good answer, specific and detailed, demonstrating significant added value	Response meets the required standard in all material respects. Where evidence is required or necessary, full, and relevant evidence.

Score	System	Definition
5	Excellent response in all respects, fully meeting or exceeding expectations	Response meets the required standard in all material respects and exceeds some or all of the major outcomes. Where evidence is required or necessary, full, and relevant evidence

Technical scoring was undertaken on the basis of the following calculation:

***Each Technical Evaluation Criteria = Bidders Score/Max Score x individual weighting***

***Total Weighted score = Sum of Each Technical Evaluation Criteria x weighting (50%)***

#### 4.1.6 Social Value Evaluation

Bidders were required to submit the following as part of their tender response:

- A quantified Social Value Proposal; and
- Evidence describing the bidder’s overall approach to social value delivery for the contract and an explanation of how the social value being offered will be delivered against each of the measures offered.

Social Value was allocated a maximum of 10% of the overall quality/price matrix and was evaluated using the sub-weightings set out below.

**Table 24 – Social Value Sub Weightings**

Element	Sub Weighting	Overall share of matrix
Social Value Quantitative submission	40%	4%
Social Value Qualitative submission (Evidence of Delivery)	40%	4%
Delivery Plan	20%	2%

The quantitative score was derived through the following calculation:

***Quantitative Social Value Score = Bidders Score/Highest Tenders Score x sub weighting***

The qualitative assessment was carried out in line with the scoring methodology set out within the table below:

Score	
100%	Excellent - Response is completely relevant and excellent overall. The response is comprehensive, unambiguous and demonstrates a thorough understanding of the requirements and provides comprehensive and clear details of how social value offers made will be delivered. The response provides a high level of certainty that the bidder will deliver their social value commitments.
75%	Good - Response is relevant and good. The response addresses all requirements and is sufficiently detailed to demonstrate a good understanding and provides details on how the requirements will be fulfilled but includes some ambiguity or minor inconsistencies as to how social value offers

Score	
	made will be delivered. The response provides some confidence that the bidder will deliver their social value commitments.
50%	Satisfactory - Response is relevant and fair. The response addresses all requirements and demonstrates a fair understanding of the requirements but lacks details on how certain social value offers made will be delivered or contains some inconsistencies. Alternatively, the response fails to address all of the requirements. The response
25%	Poor - Response is partially relevant but generally poor. The response addresses all requirements but contains insufficient/limited detail or explanation to demonstrate how the requirements (or any of them) will be fulfilled or contains major inconsistencies. Alternatively, the response fails to address the majority of the requirements. The response provides significant reservations that the bidder will deliver the social value commitment.
0%	Unacceptable - No response submitted, or response fails entirely to demonstrate an ability to meet any of the requirements.

Total Social Value Scores were marked on a combination of the quantitative and qualitative responses. The total Social Value score was derived from the following calculation:

$$\text{Total Social Value Score} = (\text{Quantitative score (\%)} + \text{Qualitative score (\%)} + \text{Delivery Plan (\%)})$$

#### 4.1.7 Total Scores and Contract Award

The successful Bidder was chosen on the basis of the most economically advantageous tender, having regard to the price and quality of the Tender proposals.

The Council was not be bound to accept the lowest, or any Tender received or to award any contract pursuant to the ITT.

In calculating the total Tender score, a Bidder's total percentage weighted score for its Technical response, Commercial response and Social Value response was added together to calculate a total Tender percentage weighted score out of 100%. Bidders were then ranked in numerical order in order to determine the winning Bidder.

Contract award is subject to the Council's formal approval process. Until all necessary approvals are obtained and the standstill period completed, no Contract will be entered into. Once the Council has reached a decision in respect of a contract award, it will notify all Bidders of that decision and provide for a voluntary standstill period of a minimum of 10 calendar days from the issuing of standstill letters to elapse before entering into any Contract.

In the event that two or more Bidders achieve identical total Tender percentage scores i.e. there are Tied Leading Bidders, the Bidder who will be awarded the Contract will be the Bidder who has achieved the highest total percentage for its Technical response. In the event that the Tied Leading Bidders achieved the same score for their Technical response, such that the winning Bidder cannot be identified, the Council reserves the right to determine the winning Bidder by reference to which Bidder

attained the highest percentage score, in relation to question 2.1.2 (Delivery Team and Experience) the Technical Questionnaire.

#### 4.1.8 Appraisal

The following officers were present when carrying out the evaluation of the submitted tenders:

- the Lead Evaluator was:
  - Garry Leatherland – Procurement Category Manager, Construction & Associated Works;
- the technical return was assessed by:
  - Calvin Williams (Project Manager Property Design Service);
  - Ian Pilcher (Project Manager Property Design Service);
  - Alex Halling (Assistant Project Manager Property Design Service);
  - Ross Williams - Commercial Specialist Level 2 Sustainability;
- the commercial return was assessed by:
  - Phil Baker (Senior Quantity Surveyor Property Design Service).

#### 4.1.9 Results

The results of the appraisal were as follows:

**Table 25 – Summary Results**

Company	Commercial	Technical	Social Value	Total	Rank
<b>S J Roberts Construction Ltd</b>	39.18	37.5	9.0	85.68	1
<b>Pave Aways Ltd</b>	40.00	28.75	0.0	68.75	2

## 4.2 Contractual Arrangements

Works will be undertaken under JCT Design and Build Contract (DB) 2016 with Schedule of Amendments for the Design as contained within the appendices of the tendered documentation.

## 4.3 Services and Outputs Required

Within the employers requirements of the tendered scheme Welsh Government Funding Requirements were constituted as Primary “Employers Requirements”. These included a requirement for:

- BREEAM Very Good with Excellent for Energy.
- Net Zero Carbon In Operation.
- Embodied Carbon £800kg/co2m2.

The Council defined the Design / Specifications Pre-construction information completed to date as contained with the tender as its key “Employers Requirements” for the purposes of retendering the scheme.

The intention and basis of the tender was for the Council will enter into contract with a suitably experienced and qualified contractor as “Principal Contractor & Principal Designer” who be responsible for the:

- Completion of the Design.
- Construction the New school.

The appointed Contractor is required to “take on ownership” of all existing Design and Pre-Construction Information pursuant with their successful performance and completion of works under the Contract. The appointed contractor is required to appoint a suitable design team with the necessary knowledge, skill, experience, competency, and organisational capability necessary in order to:

- a. Carry out a full review of the existing design information.
- b. Progress the design to its completion.

For the purposes of the contract, the “Completion of the design” will be a fully coordinated RIBA 4 Design with all applicable approvals and consents, suitable for construction and intended use.

The contractor may put forward an alternative proposal to the current Structural Steel Frame within their tender submission providing:

- The proposed alternative structural solution provides an equivalent performance in use to that specified in the tender documents, including thermal, acoustic and airtightness.
- The proposed alternative structural solution achieves a minimum 60-year design life.
- Bidders allow for all associated design costs for the structural solution, including but not exclusively limited to foundations, external works, drainage, wall, and roof constructions, with ancillary detailing.
- Programme with the tender clearly indicates how the design revisions, checking processes and offsite and onsite construction have been included.

The Contractor’s completed design will be in line with all applicable British Standards, Applicable Regulations, Building Bulletins including, but not limited to:

- Building Regulation 2010 with Amendments up to 24<sup>th</sup> May 2024 and Approved Documents.
- Construction (Design and Management) Regulations (CDM 2015).
- Building Safety Act.
- Building Bulletin 104.
- BIM Level 2 as defined in BS EN ISO 19650.
- All existing Design Information / Reports - As contained within tender Appendices.

All design undertaken under the form of Contract will be backed by all Collateral Design Warranties / Subcontract Warranties as included within the tendered appendices. The successful contractor shall provide a common data environment for hosting project data.

#### 4.4 Potential for Risk Transfer

Table 26 – Risk category

Risk Category	Potential allocation		
	Public	Private	Shared
Design risk			x
Construction and development risk		x	
Transition and implementation risk	x		
Availability and performance risk		x	
Operating risk	x		
Variability of revenue risks	x		
Termination risks			x
Technology and obsolescence risks	n/a	n/a	n/a
Control risks			x
Residual value risks	x		
Financing risks	x		
Legislative risks			x
Other project risks			x

#### 4.5 Project Bank Accounts (PBAs)

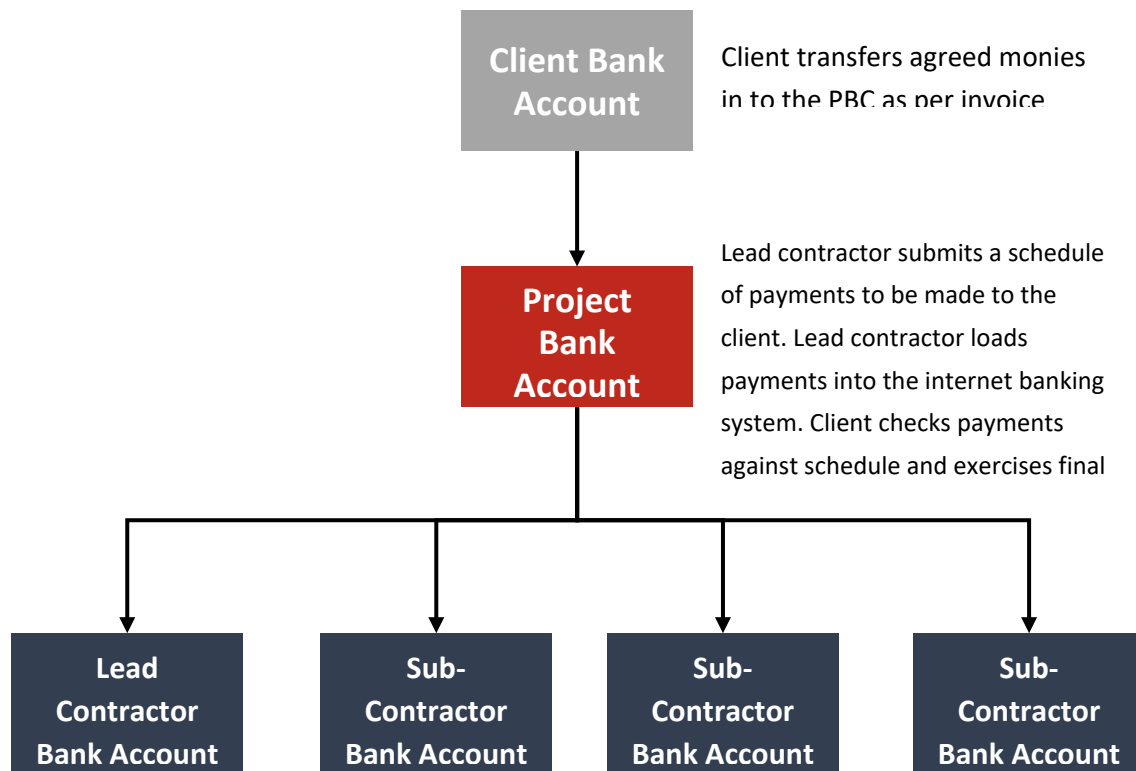
The Council has made the corporate decision to implement the use of a Project Bank Accounts (PBA) for the payment of subcontractors on any construction projects that have a:

- total contract value of £2,000,000 or over; and
- duration of six (6) months or over. Given the contract value and duration of the Works,

the successful Contractor will be required to use a PBA for payment of any subcontractors for the Contract with a subcontract equal or greater to 1% of the total contract value. The form of PBA will be a sole account with joint authority.



Figure 5 – PBA money route



#### 4.6 Community Benefits

The following table outlines the full anticipated community benefits proposed by the winning contractor:

Table 27 – Community Benefits

TOMs Ref	Measure	Unit	Target Description
NTW1	No. of direct local employees (FTE) hired or retained on the contract	no. people FTE	A minimum of seven full-time local jobs will be created and seven FTE jobs will be retained as a direct result of contract award. We will actively target local residents for the seven job we will create by: -Advertising vacancies in local publications, such as the County Times and Shropshire Star -Promoting vacancies via the Welshpool (SY21 7AP) and Newtown (SY16 2PZ) Jobcentre Plus's, working with vacancy managers to increase visibility of opportunities to local NEETs and LTU residents residing within Powys County Council's jurisdiction -Advertising the opportunity on our social media platforms, such as LinkedIn, Instagram and Facebook accounts to stimulate applications from younger demographics, e.g. NEET individuals aged 16–25 -Our company newsletter, encouraging our existing employees to refer local candidates to apply for the roles. Our approach will help to maximise inclusivity of opportunities to PCC residents and among disadvantaged groups, reducing barriers to employment.
NTW1c	No. of local people (FTE) on contract employed through your supply chain	no. people FTE	During our supplier selection processes, we will only appoint suppliers who formally commit to social value in the region (e.g. local employment alongside volunteering, charitable donations, etc.) to ensure benefits are generated throughout our wider supply network within Powys County Council. For example, as part of our initial tender preparation exercise, James Humphreys Groundworks, L&J Plastering Ltd and SP&D Group have agreed to hire for the following roles using the same methods described in NTW1: -1 x groundworker - 1 x plasterer -1 x painter. Additionally, to minimise the possibility of local suppliers being disadvantaged due to competition with national companies who can achieve greater economies of scale, factors such as their workforce's proximity to the contract area and response times are assigned 20% weighting during our procurement decisions to ensure a more level playing field.
NTW8	No. of weeks of apprenticeships on the contract - Level 2, 3 or 4+	no. weeks	Five FTE apprenticeships, equating to 250 weeks over the contract term, will be offered positions as a direct result of contract award, subject to intake timings. Apprenticeships will be offered in site management, carpentry, brickwork, electrical and mechanical engineering, with each apprentice receiving: -On-the-job training mentored by a qualified tradesperson, supervisor or manager -Time built into their schedules to study towards their Levels 2 and 3 BTEC or HNC level 4 (as applicable) at Shrewsbury College or Newtown College -CPD training, such as CSCS 'Blue' Skilled Worker cards and fire safety and hot works training, working at heights Apprentices will be assessed for the viability of a potential offer of full-time employment with us upon completion of their apprenticeship, providing job security and reducing local unemployment.

TOMs Ref	Measure	Unit	Target Description
NTW14	Total amount (£) spent in local supply chain through the contract	£	To support local businesses, a minimum of £950,000 will be spent with suppliers based within SY postcodes, supporting local jobs and stimulating the economy. Relationships with suppliers, especially MSMEs, will be supported by our adherence to the Office of the Small Business Commissioner's prompt payment code, which we better by paying SMEs within 45 days rather than the required 60 days. This will eliminate the perceived risks surrounding cash flow by assuring local businesses there will be no delay or disruption to payments.
NTW20	Innovative measures relating to "A Prosperous Wales" delivered on contract	£ invested including staff time	To support local-based businesses and contribute towards 'A Prosperous Wales', we will work with our appointed architect Architype who are one of the UK's leaders in Passivhaus technology to run two five-hour workshops on sustainable construction practices. The workshops will deliver on subjects such what is embodied carbon and net zero carbon, Passivhaus principles and renewables. The workshops will be held at our headquarters in Marton (SY21 8JX) where we will provide free refreshments, such as coffee and snacks. Our employees, who also have experience delivering BREEAM and Passivhaus-certified buildings, will also provide advice on the practical application of achieving these standards. Annette will actively target local SMEs and VCSEs through a stakeholder mapping exercise during mobilisation. For example, networking through 'meet-the-buyer' events and via LinkedIn and Facebook, identifying relevant individuals and SMEs/VCSEs and inviting them to attend.
NTW21	Savings in CO2e emissions on contract achieved through de-carbonisation	tCO2e	To achieve the targeted 200 tonnes of CO2e emissions reductions against the baseline of 800 tonnes CO2e: -Our HQ is based 30 minutes from the site, which will reduce the emissions associated with transporting materials and resources to and from site. -Two electric vehicles will be assigned, producing 43% less carbon than conventional vehicles, offsetting around 500 kg of carbon emissions for every 3,000 miles driven. - Implement a cycle to work scheme via cyclescheme.co.uk, reducing CO2 emissions of employees commuting to work. -Replacing the originally planned steel frame structure with a more sustainable timber frame structure, reducing embodied and life cycle emissions by approximately 200 co kg/m2. - the school will be designed and constructed to achieve an airtightness level of ≤0.6 air changes per hour at 50 pascals of pressure, reducing demand on heating and cooling systems. -Solar PVs and ASHPs will be used for the school's heating requirements, reducing carbon emissions



TOMs Ref	Measure	Unit	Target Description
NTW21a	Savings in Scope 3 CO2e emissions on contract achieved through de-carbonisation	tCO2e	Our carbon reduction plan will achieve 200 CO2e emissions through decarbonisation strategies, including, but not limited to: -Proactively selecting local suppliers to minimise their travel emissions, for example, TG Concrete, who are located within six miles of site. -FSC-certified Welsh timber will be considered and sourced from sustainable suppliers such as Pontrilas Sawmills, minimising the required delivery miles and associated carbon emissions. -Consolidating deliveries into bulk orders, minimising the overall delivery mileage. For example, concrete and aggregates will be ordered in 7.5 m3 and 20-tonne loads (delivered on 8-wheel HGVs), instead of 6 m3 and 16-tonne loads (6-wheel HGVs). -Offsetting: Once we have implemented all other carbon-reducing measures, we will calculate and offset the remaining carbon at the end of the project through methods such as purchasing Gold Standard-certified carbon credits and investing in schemes such as the Aliaga Wind Power Project.
NTW85	Carbon emission reductions through reduced energy & efficiency measures on site	tCO2e	See attached our Carbon Reduction Plan. In respect of site specific (i.e. construction site for the project) to include solar PV panels on the roof, 1 or 2 electric charging points to be installed at the site set up. Lights on automated switching. Add 1 or 2 electric vehicles to the fleet specifically to be used on this project. Encourage car sharing and incentivise by contributing to fuel for those who do car share. Cycle to work scheme and again incentivised. Look at the potential for electric telehandlers on site. Detailed metering can measure energy savings and be used for continual improvement.
NTW27	Innovative measures relating to "A Globally Responsible Wales" delivered	£ invested including staff time	We will deliver five, two-hour carbon reduction workshops. The workshops will be delivered at our headquarters which are only 16 miles from the project site, hosting 15–20 delegates for each session. We will collaborate with environmental experts and educational providers to source content and resources for the workshops and events. This includes securing the expertise of sustainability professionals who can deliver high-quality educational sessions. Additionally, materials such as educational pamphlets, online resources and workshop supplies will be sourced from reputable providers who specialise in environmental education. In addition to these workshops, we will organise Earth Day events, occurring three times throughout the project’s duration, where participants – ranging from our employees to our wider supply chain – can commit to personal environmental goals, such as car sharing, cycling to work or adopting a plant-based diet for a day.



TOMs Ref	Measure	Unit	Target Description
NTW39	Innovative measures relating to "A resilient Wales" delivered on contract	£ invested including staff time	To support biodiversity and community engagement in line with the goals of 'A Resilient Wales': -We will engage with ecology and landscaping experts to conduct five hours of environmental impact assessments to identify the best locations and methods for implementing ecological improvements, such as planting native trees and installing bird and bat boxes -Working with local community councils and ecology experts, we will provide 20 volunteer hours to participate in planting days and installation events within the community to attract bees and insects and boost natural habitat for wildlife -£2,000 worth of materials will be donated. The materials required for this initiative, such as native trees, bird and bat boxes, will be sourced through local suppliers and nurseries to ensure they are suitable for the local environment and promote local economic benefits.
NTW49	Innovative measures relating to "A healthier Wales" delivered on contract	£ invested including staff time	Experts from the Mental Health Charter will be engaged to deliver five expert hours of mental health workshops to the project delivery team (including operatives and subcontractors). Additionally, all our site managers are trained in mental health and will hold a monthly session with site operatives to discuss, supporting wellbeing and initiating conversations about mental health with their team. We will also refurbish our kitchen facilities at our headquarters to ensure a good quality breakout area for our staff (under 25 minutes' drive from site) to use and encourage a break from their daily routines. Furthermore, we will advertise and encourage physical activity events outside working hours, such as walking groups, football matches and rounders games, to bring everyone together outside the work environment. This will involve buying equipment and the hiring of sports pitches, with no cost to staff.
NTW50	No. of employees (FTE) hired on contract who are registered as unemployed	no. people FTE	The labourer, plumber's mate and electrician's mate job opportunities outlined above in NTW1 will be prioritised for individuals who are registered as unemployed. Annette will work with vacancy managers from Jobcentre Plus's in Welshpool and Newton to maximise visibility of the opportunity to unemployed and long-term unemployed individuals residing within Powys County Council who are registered as unemployed (e.g. claiming Jobseeker's Allowance (JSA) or Universal Credit. Providing sustainable employment is a key part of our strategy and offers a range of benefits for individuals and communities, including improving financial wellbeing, disincentivising crime and contributing to self-esteem.
NTW50a	No. of employees (FTE) hired on contract who are long-term unemployed (1+ yrs)	no. people FTE	As a direct result of contract award, one storeman position will be offered to an individual who is registered as long-term unemployed. As outlined in NTW50 above, Annette will work with vacancy managers to actively target unemployed individuals who have been claiming Jobseeker's Allowance (JSA) or Universal Credit unemployment benefits for at least the last 12 months. Our approach will help to maximise inclusivity of opportunities amongst disadvantaged groups and reduce barriers to employment. For example, the job description will advertise the role as entry level and offer the opportunity for successful candidates to progress via CPD training such as first aid training and SSSTS courses to help them progress to supervisor.



TOMs Ref	Measure	Unit	Target Description
NTW54	No. of disabled employees (FTE) hired on the contract	no. people FTE	We will aim to hire one disabled candidate (role to be determined based on preferences) as a direct result of contract award. With the support of our disabled workers' champion, Technical Coordinator James Roberts, we will collaborate with the Welshpool and Newtown Jobcentres and Care & Repair in Powys to identify and hire a disabled candidate. We will also organise career days specifically for disabled individuals to showcase available opportunities and how our company can support their career development. James will be assigned as the successful candidate's mentor, supporting them to achieve personal and professional career goals through personal development plans, reviewed quarterly with their line manager. James, who has been a wheelchair user for 17 years, started with us as a site labourer 23 years ago, demonstrating career progression with our company.
NTW65	Innovative measures relating to "A more equal Wales" delivered on contract	£ invested including staff time	We will engage with DPIA (Displaced People In Action) to provide awareness training to key recruiters within the organisation around Asylum Seekers and refugees. This may or may not lead to employment opportunities within our organisation or the wider supply chain but, in the current climate, can at the very least educate those who may not have a full understanding around this topic. We will invest in a marketing campaign to encourage females into the industry in which we can use a number of female employees who we currently employ. However, it is notoriously difficult, in this region, to receive applications for trades people/on-site positions from females. We will also run along side this our robust position on the retention of female employees following maternity leave. We have a very low churn rate within the organisation and ensure that positions are left open and flexible work patterns accommodated for returning mothers.

## 5 Financial Case

### 5.1 Project Summary Costs

Table 28 – Key metrics

Project Title and Location	Brynllwarch, Kerry Powys
New Build % (Area)	100%
Description of work & any unusual constraints	New Alternative Provision school building within the grounds of the existing School for pupils who cannot attend mainstream school for reasons including exclusion or mental health difficulties.
# Pupil Places	0
# SEN Places	64
Total # Places	64
# Storeys (including basement)	1
Delivered through Regional Framework?	No open tender
Contract Used	JCT D&B 206 with SOA
Utilisation of BIM	Yes
Contract period in weeks	89 Weeks
GFA (M2)	1811
Anticipated number of Trainee's & apprentice's on project (new entrant weeks)	250
Anticipated % Local subcontractors on project	9.88%

### 5.2 Breakdown of Capital Costs

Table 29 – Breakdown of capital costs

Project Costs	
Capital Cost	£12,058,773.78
Optimism Bias	£0.00
Risk	£672,963.00
<b>Total Project Cost (inclusive of optimism bias and risk)</b>	<b>£12,731,736.74</b>
<b>Funding Body Contribution (75%)</b>	<b>£9,548,802.58</b>

## 5.3 Cost Template

Table 30 – Elemental Breakdown

Ref	Element (BCIS definitions)	Total cost	Cost per m2
<b>0</b>	<b>Development Costs</b>	<b>£53,948.18</b>	<b>£29.77</b>
	Site Investigation	£53,948.18	£29.77
	Land Acquisition	-	£-00
<b>1</b>	<b>Substructure</b>	<b>£407,741.86</b>	<b>£225.00</b>
2A	Frame	£696,656.00	£384.42
2B	Upper Floors	£-00	£-00
2C	Roof	£316,313.79	£174.54
2D	Stairs	£-00	£-00
2E	External Walls	£584,238.37	£322.39
2F	External Windows and Doors	£320,611.14	£176.92
2G	Internal Walls and Partitions	£426,479.08	£235.34
2H	Internal Doors	£132,898.75	£73.33
<b>2</b>	<b>Superstructure</b>	<b>£2,477,197.13</b>	<b>£1,366.94</b>
3A	Wall Finishes	£109,050.51	£60.18
3B	Floor Finishes	£137,089.05	£75.65
3C	Ceiling Finishes	£59,381.21	£32.77
<b>3</b>	<b>Finishes</b>	<b>£305,520.77</b>	<b>£168.59</b>
4A	Loose Furniture & Equipment	£150,000.00	£82.77
4B	Fixed Furniture & Equipment	£177,268.40	£97.82
<b>4</b>	<b>Fittings and Furnishings</b>	<b>£327,268.40</b>	<b>£180.59</b>
5A	Sanitary Appliances	£9,287.49	£5.12
5B	Services Equipment	£4,184.47	£2.31
5C	Disposal Installations	£6,940.10	£3.83
5D	Water Installations	£301,156.40	£166.18
5E	Heat Source	£383,484.22	£211.61
5F	Space Heating and Air Conditioning	£198,405.49	£109.48
5G	Ventilating Systems	£292,578.20	£161.45
5H	Electrical Installations	£466,915.28	£257.65
5I	Fuel Installations	£-00	£-00
5J	Life and Conveyor Installations	£-00	£-00
5K	Fire and Lightning Protection	£81,000.00	£44.70
5L	Communications and Security Installations	£255,880.12	£141.20
5M	Special Installations	£-00	£-00
5Ma	ICT-infrastructure(cabling & datapoints)		£-00
5Mb	ICT - Fit out	£120,000.00	£66.22
5N	Builder's Work in Connection	£39,980.00	£22.06
5O	Management of the Commissioning of Services	£28,240.00	£15.58
<b>5</b>	<b>Services</b>	<b>£2,188,051.77</b>	<b>£1,207.39</b>
	<b>Building Sub-total</b>	<b>£5,759,728.12</b>	<b>£3,178.27</b>
6A	Site Works (external)	£529,844.95	£292.37



Ref	Element (BCIS definitions)	Total cost	Cost per m2
6B	Drainage	£584,947.80	£322.78
6C	External Services	£355,000.00	£195.89
6D	Minor Building Works	£-00	£-00
6E	Demolition and Work Outside the Site	£-00	£-00
6Ea	Highway Costs (eligible)	£-00	£-00
	<b>Abnormals</b>	<b>£946,278.89</b>	<b>£522.17</b>
6	<b>External Works Sub total</b>	<b>£2,416,071.64</b>	<b>£1,333.21</b>
7	Preliminaries	£906,760.00	£500.36
8	Contractors Contingencies/Risk		£-00
	Overheads/Profit	£850,000.00	£469.04
	Contract Fee	£-00	£-00
	<b>Total (less Design Fees)</b>	<b>£9,932,559.76</b>	<b>£5,480.88</b>
9	Contractors Design Fees	£373,620.00	£206.17
	<b>Total Contract sum</b>	<b>£10,306,179.76</b>	<b>£5,687.05</b>
<b>10</b>	<b>Client Costs</b>		
	Internal Fees & Management	£1,113,782.99	£614.60
	Design Fees - external	£638,811.03	£352.50
	Contingency/Risk	£672,963.00	£371.35
	<b>Total Project Cost</b>	<b>£12,731,736.74</b>	<b>£7,025.49</b>

## 5.4 Elemental Profile

Table 31 – Elemental Profile

Elements of Work	Total	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2026/27
<b>Development costs</b>	£53,948	£25,920		£23,126		£4,902					
Substructure	£407,741								£395,510	£6,116	£6,116
Superstructure	£2,477,197								£2,402,881	£37,158	£37,158
Internal Finishes	£305,520								£296,355	£4,583	£4,583
Fixed fittings & furnishings	£327,268								£317,450	£4,909	£4,909
Services	£2,188,051								£2,122,410	£32,821	£32,821
External Works inc. drainage	£2,416,071							£234,359	£1,874,872	£270,600	£36,241
<b>Sub total</b>	<b>£8,175,799</b>	<b>£25,920</b>	<b>£ -</b>	<b>£23,126</b>	<b>£ -</b>	<b>£ 4,902</b>	<b>£ -</b>	<b>£ 234,359</b>	<b>£7,409,478</b>	<b>£356,187</b>	<b>£121,828</b>
Preliminaries	£906,760							£87,956	£703,646	£101,557	£13,601
Contractor Contingencies	£-00										
Overheads/Profit	£850,000							£82,450	£659,600	£95,200	£12,750
Contract Fee	£-00										
<b>Construction Sub total</b>	<b>£9,932,559</b>	<b>£25,920</b>	<b>£ -</b>	<b>£23,126</b>	<b>£ -</b>	<b>£4,902</b>	<b>£ -</b>	<b>£404,765</b>	<b>£ 8,772,724</b>	<b>£552,944</b>	<b>£ 148,179</b>
Client costs inc. risk & contractor design	£2,799,177	£238,048		£191,926		£101,378	£608,735	£779,350	£731,583	£148,158	
<b>Total project cost</b>	<b>£12,731,736</b>	<b>£263,968</b>	<b>£ -</b>	<b>£215,052</b>	<b>£ -</b>	<b>£ 106,280</b>	<b>£608,735</b>	<b>£1,184,115</b>	<b>£ 9,504,307</b>	<b>£ 701,101</b>	<b>£ 148,179</b>

## 5.5 Impact on the Organisation's income and expenditure account

Table 32 – Impact on the organisation's income and expenditure account

£s	Total Cost	Years (years 13-60 same as year 2, with the exception of Lifecycle costs, which are shown from year 13, at 5-year periods)												
		0	1	2	3	4	5	6	7	8	9	10	11	12
		2018/19	2019/20	20220/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2026/27	2027/28	2028/29	2029/20
<b>Preferred way forward:</b>														
New Build	£13.405	£0.264	£0.000	£0.215	£0.000	£0.112	£0.642	£1.249	£10.026	£0.740	£0.156			
Lifecycle	£6.504	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
Revenue	£131.064	£2.244	£2.244	£2.244	£2.244	£2.244	£2.244	£2.244	£2.244	£2.215	£2.175	£2.175	£2.175	£2.175
Cash Releasing Benefits	-£0.875	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	-£0.875	£0.000		
<b>Total</b>	<b>£150.097</b>	<b>£2.508</b>	<b>£2.244</b>	<b>£2.459</b>	<b>£2.244</b>	<b>£2.356</b>	<b>£2.886</b>	<b>£3.493</b>	<b>£12.270</b>	<b>£2.079</b>	<b>£2.331</b>	<b>£2.175</b>	<b>£2.175</b>	<b>£2.175</b>
Funded by:														
Existing Revenue	-£134.618	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244	-£2.244
<b>Additional Funding Req.</b>	<b>£15.479</b>	<b>£0.264</b>	<b>£0.000</b>	<b>£0.215</b>	<b>£0.000</b>	<b>£0.112</b>	<b>£0.642</b>	<b>£1.249</b>	<b>£10.026</b>	<b>-£0.164</b>	<b>£0.087</b>	<b>-£0.069</b>	<b>-£0.069</b>	<b>-£0.069</b>
Cumulative Funding		£0.264	£0.264	£0.479	£0.479	£0.591	£1.233	£2.482	£12.509	£12.345	£12.432	£12.363	£12.294	£12.224

Y13 – £94K, Y18 – £138K, Y23 – £1.232M, Y28 – £490K, Y33 – £238K, Y38 – £907K, Y43 – £94K, Y48 – £1.796M, Y53 – £1.232M, Y58 – £282K

## 5.6 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £12,058,773.78 is made for the new school. Short term additional funding is required of £12,731,736.74 for years 0 through 9 excluding VAT. There is also an ongoing revenue saving of an estimated £69K per annum from the inception of the new build school.

This Sustainable Communities for Learning Programme submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 75% intervention rate. The Council will meet the 25% contribution required to support this scheme through prudential borrowing.

# 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.

The Transforming Education Programme is part of the Council’s Transformation Portfolio, which includes a number of programmes which aim to support achievement of the Council’s strategic objectives, as outlined in the following diagram:

Figure 6 – Programme Vision



Governance arrangements for the Transforming Education Programme are set out in the diagram below:

Figure 7 – Transforming Education Programme Governance

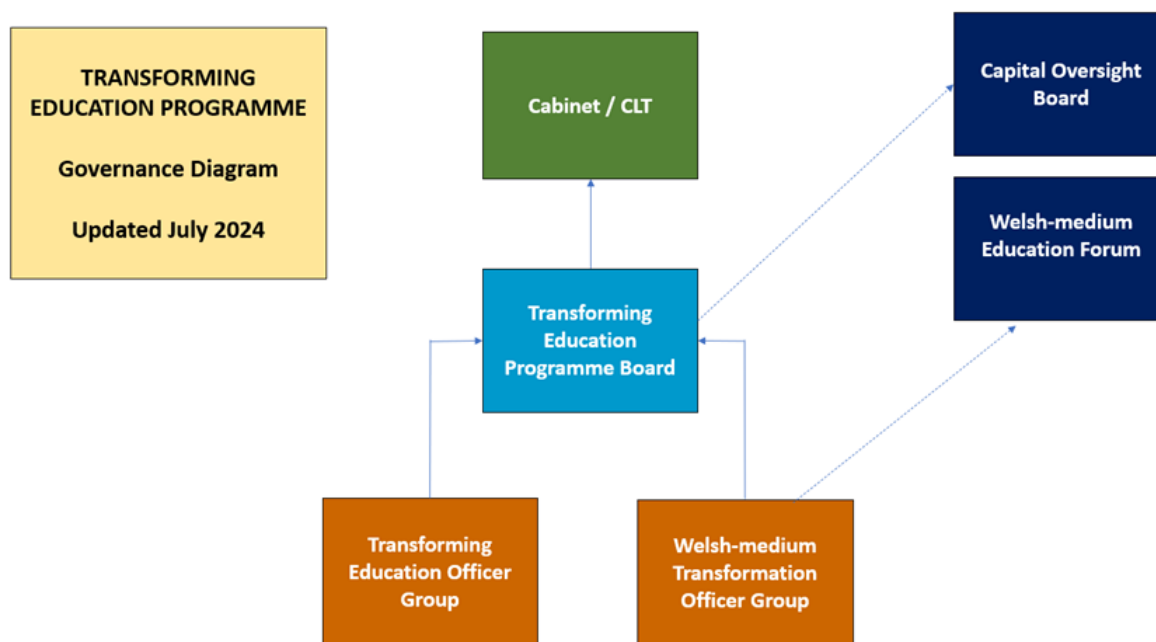


Table 33 - Programme Team

Name	Programme Role
Marianne Evans	Head of Transforming Education
Sarah Astley	Strategic Programme Manager – Transforming Education
Jim Swabey	Professional Lead, Property Design Service

## 6.2 Project Management Arrangements

The reporting and governance arrangements for this project are as follows:

- The Council’s Property Design Service (PDS) operate as project managers for the scheme, and prepare monthly highlight reports to the Strategic Programme Manager Transforming Education.
- Transforming Education Programme Officer Group receive monthly highlight reports for the Programme, which includes an overview of each project. On an exception basis, the Officer Group may refer new or significant risks to the Programme Board for resolution.
- Programme Highlight Reports are then considered by the Transforming Education Programme Board, including risks and financial updates.

Table 34 – Project Team

Name	Project Role
Jim Swabey	Professional Lead, Property Design Service
Ian Pilcher	Senior Project Manager

Name	Project Role
Calvin Williams	Project Manager
Sarah Astley	Strategic Programme Manager Transforming Education
James Chappelle	Finance Lead (Capital)
Jennie Spraggon	Finance Lead (Revenue)
Gary Leatherland	Procurement Lead
Gavin Randell	Head Teacher

## 6.2.1 Project Plan

Table 35 –Project plan

Date	Actions (commencement)
30/08/2024	Tender Return Deadline
15/11/2024	Notification of award (pending Business Case Approval)
23/01/2024	WG Business Case Scrutiny
20/02/2025	WG Investment Panel
15/03/2025	Contract
20/03/2025	Design Diligence and Development
03/02/2025	Early Enabling / Highways Works
27/07/2025	Construction
16/10/2026	Handover and Transition
01/11/2026	School Opens

## 6.2.2 Benefits Realisation

The plan for dealing with the management and delivery of benefits is shown below. The plan will be coordinated with the project plan and highlights handover and responsibilities for on-going operations in the changed state (where the benefits will actually accrue). There will be a Tracking Process, which will monitor achievement of benefits against expectations and targets. The tracking process will be capable of tracking both 'hard' (e.g. cost, headcount) and 'soft' (e.g. image) benefits and operates alongside the changing operation.

Table 36 – Benefits Realisation Plan

Benefit	Owner	Target	Method of measurement	Responsibility for measurement	Timing of measurement	Outcome
Specialist support and provision to pupils with significant additional learning needs, in a modern and innovative learning environment	Project Manager	Positive feedback from Estyn across all Inspection Areas.	School self-evaluation, Local Authority & Estyn inspections	Governing Body & Headteacher	September 2028	
Improved learning outcomes	Head Teacher	Positive feedback from Estyn across all Inspection Areas.	School self-evaluation, Local Authority & Estyn inspections	Governing Body & Headteacher	September 2028	
Improved levels of recruitment, quality, retention of staff	Head Teacher	Retention of staff higher than the County average	Staff complement records	Governing Body & Headteacher	September 2028	
Zoned and bespoke facilities for flexible community use – with community groups being able to access the facilities out of school hours	Project Manager	Increase the current Community use of School resources by 5 hrs/week	School and Leisure delivery partner's records of community use	Governing Body, Headteacher & Leisure delivery partner	September 2027	
Safeguarding assured as the school will be able to lock down the teaching areas while enabling community access to the community zone	Project Manager	Zonal security controls in place to optimise safeguarding	School self-evaluation, Local Authority & Estyn inspections	Governing Body & Headteacher	September 2026	



Benefit	Owner	Target	Method of measurement	Responsibility for measurement	Timing of measurement	Outcome
Creation of new opportunities for revenue generation e.g. through use of the community room by external groups	Head Teacher	An increase in self-generated revenue of £5k per annum	Local Authority and School records	Governing Body & Headteacher	September 2027	
A more skilled set of students, prepared for entry into Further Education or employment	Head Teacher	Increase in learner attainment	School self-evaluation, Local Authority & Estyn inspections	Governing Body & Headteacher	September 2028	
More efficient and effective use of premises / estate – with appropriate learning spaces to deliver the new curriculum	Head Teacher	The school will no longer be dependent on poor quality building and demountable accommodation	Local Authority and School records	Governing Body & Headteacher	September 2027	

### 6.3 Risk Management

The risk register is a ‘living document’ and reviewed and amended (where required) during the life of the project. 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 mitigated 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.

Table 37 – Risk Register

ID	Headline Description	Prob	Imp	Mitigation	Mit Prob	Mit Imp	Owner	Mitigated Cost	Prob %	Notes
1	Planning conditions - additional requirements	H	M	Liaise with planning officer	L	L	Employer	£10,000.00	10%	Possible changes to legislation
2	Ecology - Dormice present	H	H	Early consultation with ecologist. Main contractor to take account of Ecology Reports and BREEAM requirements. Ecology reports submitted in support of the Planning Application.	L	L	Contractor	Not applicable		Dormice survey undertaken indicating EPS licence will be required. Refer to planning conditions
3	Electrical supply - possible restrictions to network capacity.	H	H	Early application to SP Energy Networks for new supply	M	H	Employer			Early application to SP Energy Networks for new supply
3A	New substation not available when connection for permanent supply required	M	H	Liaise with supplier to confirm date when new substation will be available	L	M	Employer	£520,000.00	50%	

3B	Cost of supply exceeds Provisional Sum allowance	M	M	Apply for new supply as soon as possible and minimise the required load	M	M	Employer	£250,000.00	90%	
4	Details of water treatment plant not agreed.	H	H	Agree details of water treatment plant with SAB officer and NRW.	L	L	Employer	£20,000.00	20%	SUDS agreed subject to final discharge.
4A	NRW do not grant discharge license	L	H	Agree details of water treatment plant with SAB officer and NRW.	L	H	Employer	£500,000.00	15%	Cost of off site excavation
5	Additional fire strategy requirements	L	M	Engaged with Powys Building control at the outset to allow contact with the fire officer to take place. Building Control discussion. Fire Authority commented and no objection at PAC. Current design includes for comments received at PAC.  The Contractor will develop the design together with subcontract trades to ensure that all fire strategy requirements are met by RIBA Stage 5.	L	L	Contractor	Not applicable		Fire Engineer to be employed for project for both construction and post construction phases. Fire Engineer will develop the design together with subcontract trades to ensure that all fire strategy requirements are met by RIBA Stage 5. May 2023 - Building Control discussion. Fire Authority commented and no object at PAC. Design includes for comments received at PAC.
6	Ground conditions which are at variance with the information provided within Appendix B12	M	M	The appointed contractor will carry out further site investigation works prior to the commencement of construction works.	M	M	Employer			The appointed Contractor shall make reasonable allowance for adverse ground

										conditions within the Construction Programme.
6A	Topsoil is insufficient or not suitable for re-use in soft landscaped areas	L	M	Test topsoil and review landscaping strategy to suit	L	L	Employer	£250,000.00	25%	Remove existing top soil from site and import as "Fira" spec
6B	Site won materials are unsuitable for use as fill under hard and soft landscaping areas	M	H	Test subsoil and review cut and fill requirements	L	L	Employer	£828,000.00	15%	Remove existing sub-soil from site and import stone fill
6C	Buried obstructions(exceed provisional allowance)	L	L	Include provisional Sum in construction budget	L	L	Employer	£10,000.00	50%	Notional allowance
6D	Hard dig (exceed provisional allowance)	M	M	Include provisional Sum in construction budget	L	L	Employer	£10,000.00	50%	Notional allowance

## 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. The specific actions noted below will come under the overall control of the project board.

Managers responsible for the key areas will adopt appropriate project management disciplines to meet specific responsibilities. The individual activities may be projects 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 Post Project Evaluation

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

### 6.5.1 Post Implementation Review (PIR)

These reviews ascertain whether the anticipated benefits have been delivered and are timed to take place a year post construction, i.e. November 2027

### 6.5.2 Project Evaluation Reviews (PERs)

PERs appraise how well the project was managed and delivered compared with expectations and are timed to take place one-year post construction, i.e. November 2027.

## 6.6 Contingency Plans

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



Report Sub-Title

# Report Title

Provided by

CPC Project Services LLP

100 Wood Street, London, EC2V 7AN

[info@cpcprojectservices.com](mailto:info@cpcprojectservices.com)

[www.cpcprojectservices.com](http://www.cpcprojectservices.com)



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