

Strategic Outline Case

Ysgol Golwg Pen y Fan

Powys County Council

February 2025

Version 0.6



Contents

Figures	6
Tables	6
0 Document Control	8
0.1 Version Control	8
0.2 Document distribution.....	8
0.3 Approvals/Sign off.....	8
1 Executive Summary	9
1.1 Introduction	9
1.2 Strategic Case.....	10
1.2.1 School Organisation	10
1.2.2 Sustainability.....	10
1.2.3 Planning / Land	11
1.2.4 Active Travel / Highways.....	11
1.2.5 Flooding/Drainage.....	14
1.2.6 Welsh Language	14
1.2.7 Digital Inclusion.....	16
1.2.8 Benefits	17
1.3 Economic Case	17
1.3.1 Short listed options.....	17
1.3.2 Preferred way forward.....	17
1.4 Financial Case.....	18
1.4.1 Size and Cost Standard.....	18
1.4.2 Funding.....	19
1.5 Commercial Case.....	19
1.6 Management Case	20
1.7 Recommendation.....	20
2 Strategic Case	21
2.1 Strategic Fit	21
2.1.1 National Strategies.....	21
2.1.2 Local policy drivers:.....	21

2.2	Case for Change	22
2.2.1	Investment Objectives	22
2.2.2	Targets & Measures	23
2.3	Existing arrangements.....	24
2.3.1	Current Arrangements	24
2.3.2	Area Profile	26
2.3.3	School Profile	26
2.3.4	Problems With The Status Quo – Ysgol Golwg Pen y Fan	31
2.4	Welsh Medium Education.....	32
2.5	Childcare/Nursery Provision	32
2.6	Changes in Learner Travel Time.....	33
2.7	Active Travel.....	33
2.8	Community/Sports Facilities	33
2.9	Equalities, Impact Assessments and Children’s Rights Assessments.....	34
2.10	Net Zero Carbon and the Environment.....	34
2.11	Main Benefits	35
2.12	Main Risks	36
2.13	Constraints	37
2.14	Dependencies.....	37
3	Economic Case.....	38
3.1	Introduction	38
3.2	Critical Success Factors	38
	CSF1: Business Needs.....	38
	CSF2: Strategic Fit	38
	CSF3: Potential Value for Money (VFM)	38
	CSF4: Benefits Optimisation.....	38
	CSF5: Potential Achievability.....	38
	CSF6: Supply side Capacity and Capability.....	39
	CSF7: Potential Affordability	39
3.3	Long List Options.....	39
3.4	Scope Appraisal.....	39

3.4.1	Options.....	39
3.4.2	Advantages and Disadvantages	40
3.4.3	Conclusion.....	47
3.5	Service Solution Appraisal.....	49
3.5.1	Options.....	49
3.5.2	Advantages and Disadvantages	49
3.5.3	Conclusion.....	54
3.6	Service Delivery Appraisal.....	55
3.6.1	Options.....	55
3.6.2	Advantages and Disadvantages	55
3.6.3	Conclusion.....	56
3.7	Implementation Appraisal	57
3.7.1	Options.....	57
3.7.2	Advantages and Disadvantages	57
3.7.3	Conclusion.....	58
3.8	Funding Appraisal	59
3.8.1	Options.....	59
3.8.2	Advantages and Disadvantages	59
3.8.3	Conclusion.....	60
3.9	Summary of appraisals.....	61
3.10	Short-Listed Options	62
3.11	Economic Appraisal.....	62
3.11.1	Introduction	62
3.11.2	Net Present Cost	62
3.12	Qualitative Benefits Appraisal.....	63
3.13	Summary of Appraisals	64
4	Commercial Case	65
4.1	Introduction	65
4.1.1	Procurement Strategy	65
4.1.2	RIBA Stage 2-3.....	65
4.1.3	RIBA Stage 4-7.....	66

4.2	Required Services.....	68
4.2.1	The Required Service Streams	68
4.3	Potential for Risk Transfer	68
4.4	Project Bank Accounts (PBAs).....	69
4.5	Community Benefits	70
4.5.1	Overview	70
4.5.2	Delivery of agreed targets.....	70
4.6	Options for Charging Mechanisms.....	71
4.7	Proposed Contract Length	71
5	Financial Case.....	72
5.1	Introduction	72
5.2	Project Summary Costs	72
5.3	Breakdown of Capital Costs	72
5.4	Impact on the organisation’s income and expenditure account	74
5.5	Overall Affordability and Balance Sheet Impact	74
6	Management Case.....	75
6.1	Programme Management Arrangements.....	75
6.2	Project Management Arrangements	76
6.2.1	Project Structure	77
6.2.2	Outline Project Plan	77
6.2.3	Project Deliverables	79
6.2.4	Benefits Realisation.....	80
6.3	Risk Management	80
6.4	Change and Contract Management.....	80
6.5	Gateway Reviews	81
6.6	Post Project Evaluation	81
6.6.1	Post Implementation Review (PIR)	81
6.6.2	Project Evaluation Reviews (PERs).....	81
6.7	Contingency Plans	81

Figures

Figure 1: Brecon Area School Catchment	26
Figure 2: Ysgol Golwg Pen y Fan – Cradoc Campus	28
Figure 3: Ysgol Golwg Pen y Fan - Mount Street Infants Campus.....	29
Figure 4: Ysgol Golwg Pen y Fan – Mount Street Juniors Campus.....	30
Figure 5: PBA money route	70
Figure 6: Programme Vision.....	75
Figure 7: Transforming Education Programme Governance	76
Figure 8: Product breakdown	79

Tables

Table 1 - Project Summary.....	9
Table 2 – Capacity	10
Table 3 – Travel impact.....	12
Table 4 – Welsh Language Outcomes	14
Table 5 – Proposed Areas	18
Table 6 – Breakdown of Areas	18
Table 7 – Breakdown of Cost	18
Table 8 – Breakdown of Funding	19
Table 9 – Investment Objectives, Measures and Targets.....	23
Table 10 – Cradoc Site Summary Information.....	28
Table 11 – Mount Street Infants Site Summary Information	29
Table 12 – Mount Street Juniors Site Summary Information	30
Table 13 – Present pupil numbers – Ysgol Golwg Pen y Fan	31
Table 14 – Forecast pupil numbers.....	31
Table 15 – Staff	31
Table 16 – Latest condition assessments.....	31
Table 17 – Main Benefits by Investment Objective	35
Table 18 – Main Risks and Counter Measures.....	36
Table 19 – Options Advantages & Disadvantages	40
Table 20 - Options Conclusion	47
Table 21 - Service Solution Advantages & Disadvantages	49

Table 22 - Service Solution Appraisal Summary	54
Table 23 - Service Delivery Advantages & Disadvantages	55
Table 24 - Service Delivery Appraisal Summary.....	56
Table 25 - Implementation Advantages & Disadvantages	57
Table 26 - Implementation Appraisal Summary	58
Table 27 – Funding advantages and disadvantages.....	59
Table 28 – Funding appraisal summary	60
Table 29 – Long List Summary	61
Table 30 - Economic Appraisal	62
Table 31 – Benefit Group examples.....	63
Table 32 – Benefits Appraisal.....	64
Table 33 – Summary of Appraisals.....	64
Table 34 – Risk Transfer Matrix	68
Table 35 - Key Metrics.....	72
Table 36 – Summary of Project Costs	72
Table 37 – Impact on the organisation’s income and expenditure account	74
Table 38 - Programme Team.....	76
Table 39 – Project team	77
Table 40 – Outline project plan.....	77
Table 41 – Proposed Benefits Realisation Plan Structure.....	80

o Document Control

o.1 Version Control

Version	Status	Date	Author	Update
0.1	Draft	16/08/2024	LD	Baseline Document Created
0.2	Draft	28/10/2024	SA	Amendments
0.3	Draft	07/11/2024	LD	Capital Receipts added/financial tables updated
0.4	Draft	14/11/2024	ME	Review
0.5	Final Draft	18/01/2024	LD	Final revisions

o.2 Document distribution

Version	Distributed to	Date
0.1	PCC	07/11/24
0.2	PCC	19/01/24
0.3		23/01/25
0.4		24/01/25
0.5		06/02/25

o.3 Approvals/Sign off

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

1 Executive Summary

1.1 Introduction

Table 1 - Project Summary

LA / College Name	Powys County Council
Project Title	Ysgol Golwg Pen y Fan
Business Case Stage	SOC
Brief overview of project (max 100 words)	
<p>This Strategic Outline Case (SOC) presents the case for a new 360 place 21st Century Community Primary School for Ysgol Golwg Pen y Fan in Brecon, which was established in September 2024 following a statutory consultation process to merge Mount Street Infant School, Mount Street Junior School and Cradoc Community Primary School. The school is currently operating on the three sites but the intention is to move into a new school building on the old Brecon High School site.</p> <p>The preferred way forward at SOC stage is:</p> <ul style="list-style-type: none"> - Option 4D: Modern Methods of Construction (MMC) new build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School), with early years and wraparound provision and dedicated area for community/multi-agency facilities <p>The proposed new build will replace the buildings currently occupied by Ysgol Golwg Pen y Fan, all of which are condition C assets.</p> <p>The estimated cost at SOC stage is outlined below:</p>	
Project Costs	
New Build Capital Cost	£13,802,460
Other Capital Costs	£1,034,554
Construction Contingency	£1,147,650
Optimism Bias	£3,308,195
VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£19,292,859
Total (It is assumed that optimism bias will be fully mitigated and that the total capital cost is the actual cost upon which the intervention rate will apply).	
Funding Body Contribution (65% excluding Optimism Bias)	£10,390,032

1.2 Strategic Case

1.2.1 School Organisation

A catchment review was undertaken in the Brecon catchment which identified the need to merge three schools in the Brecon area, and to provide a replacement building for Sennybridge Primary School.

The Council subsequently carried out the proposal to merge the following three schools:

- Mount Street Infants School;

Mount Street Juniors School;

- Cradoc C.P. School;

Ysgol Golwg Pen y Fan has now replaced these three schools. Ysgol Golwg Pen y Fan opened in September 2024 on the former sites of the three schools listed above, with the school to eventually move to a new building located on the former site of Brecon High School.

Table 2 – Capacity

	Existing (FTE)		Proposed (FTE)		Change +/-	
	EM	WM	EM	WM	EM	WM
Childcare Offer						
Nursery						
Primary	460	0	360	0		0
Secondary	0	0	0	0	0	0
Post-16	0	0	0	0	0	0
ALN						
Total	460	0	360	0	-100	0

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

Yes	X	No	
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If yes, please outline the timescales:

Statutory school process to merge the three (former) schools has already been completed.

1.2.2 Sustainability

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

BREEAM Excellent will be achieved

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**).

Operational Carbon: The design will use a fabric first approach incorporating thermal performance, air tightness and glazing. The building will be designed and modelled in line with zero carbon principles.

Energy efficient technology will be employed to meet the remaining energy demand of the school. Heat recovery ventilation coupled with air source heat pump technologies will be employed as the main heat systems.

Photovoltaics will be used throughout the development to offset any remaining energy and carbon.

Construction and Embodied Carbon: A lean design approach through early collaboration between the architect and engineering teams will be used, aiming to reduce material usage on site and incorporate recycled materials where suitable. Effective project delivery during construction will ensure that all methods and opportunities during the building phase, the products and components used, and the operational energy consumption are managed and designed to achieve net zero carbon. This includes utilising local supply chains and materials.

The use of high embodied carbon materials will be minimized where feasible, favouring natural and renewable alternatives, with a target of achieving an embodied carbon level below 600 kgCO₂/m².

Confirmation sprinklers will be installed:

Yes	X	No	
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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**).

Extended engagement with the local authority planning officers will occur once the Design Team appointment has taken place and this has been included within the required services put out to procurement. A PAC will be required for the scheme and the intention is to submit for pre application advice
--

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**).

During the formal consultation process, there was significant concern raised about accessibility of the proposed location of the new build school on the old Brecon High School in Penlan, Brecon. Whilst the site is a fairly short distance from the Mount Street school sites, it is located up a hill alongside Brecon Leisure Centre, Brecon High School and NPTC College buildings. Accessibility for families with young children who would need to walk to school was specifically raised as an issue. It is therefore imperative that a travel plan is developed during the initial design stage of the project.

Full details of the findings and proposals will be included with the Outline Business Case (OBC) at the next stage of the business case process. The Council's Highways department will ensure that a through transport impact assessment is undertaken in close liaison with Active Travel Officers in order to ensure that the travel plan reflects the needs and aspirations of the school community.

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)**.

The proposed location for the new school supports the sustainable transport hierarchy by being located close to the current Mount Street sites which encourages walking and cycling to school. However, it is recognised that the proposed site is located up a hill which has raised concerns about ease of access for families with young children. Consideration will be given at the outset of this project to Active Travel and the provision of safe routes to school. There is currently a public footpath from the centre of Brecon to the Penlan area – consideration will be given to how this could be improved to meet the needs of families who will be accessing Ysgol Golwg Pen y Fan.

When the new school building opens, free home to school transport will be provided to the new building for those pupils who are registered at Ysgol Pen y Fan and who are eligible for free transport (i.e. who live more than 2 miles from the school).

The catchment area for Ysgol Golwg Pen y Fan would also need to be revised to reflect its move to the new site and free home-to-school transport would be provided in accordance with the revised Home-to-School Transport Policy that was approved by Cabinet in September 2024 which becomes operational in September 2025. This states that 'free home-to-school transport will be provided to a learner's catchment school'.

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

As previous - Full details of the programme of activities developed to encourage staff and pupils to use walking, cycling and public transport will be included in the new school travel plan that will be developed in time for the OBC stage submission of the project.

Table 3 – Travel impact

Consideration	Yes / No	Please provide evidence and attach any relevant documents
Have you undertaken any travel or traffic assessments? If so, please attach these.	No	<i>To be completed during RIBA Stage 2</i>
For new locations, please estimate the change in travel distances for pupils and staff.	Yes	Following the move to the new building, additional travel would be required for pupils for whom the Cradoc site is currently their closest school site. The site of the new school building is approximately 3 miles from the Cradoc site of Ysgol Golwg Pen y Fan and it is acknowledged that some pupils live some distance from the Cradoc site, so would have further to travel to the new building. However, information collated at the time of consultation indicated that Cradoc C.P. School was the closest school for only 53.5% of pupils that were attending, and many of the pupils already travelled to Cradoc C.P. School from Brecon. Therefore, for any pupils attending the Cradoc site that live in Brecon, the move to a new building would result in a decrease in travel distance.
Are your proposals already reflected on your local authority's Active Travel Network Map?	No	<i>Review to take place as part of development of the school travel plan.</i>
If the location is not currently served by appropriate walking and cycling routes, will these be in place by the time of opening?	TBC	<i>Review to take place during RIBA Stage 2 and development of the school travel plan</i>
What steps have you taken to minimise the need for car parking spaces on site?	TBC	<i>Proposals to be formulated during RIBA 2-3</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?	No	<i>Travel plan is programmed to be developed in advance of the OBC stage of the project</i>
Have you considered making the access area a School Streets area? (A school street is where the area outside one or more schools is closed to traffic at the start and end of each school day)	No	<i>This will be considered in the School Travel plan</i>

Consideration	Yes / No	Please provide evidence and attach any relevant documents
Are there programmes that will encourage and enable active travel already in place or planned?	No	<i>Programme of active travel measures and promotions to be developed as part of the new school travel plan and aligned to the requirements of the proposed new site.</i>

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)

All appropriate action will be discharged through the design stage of the scheme.

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:

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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?

Table 4 – Welsh Language Outcomes

Outcome	How will the proposal support?
Outcome 1 More nursery children/ three year olds receive their education through the medium of Welsh	This SOC relates to providing replacement buildings for an English-medium primary school, which will not directly impact on Welsh-medium places. However, the Council is committed to promoting the Welsh language and to supporting schools to develop all aspects of Welsh. The Council will support Ysgol Golwg Pen y Fan to develop genuine purpose and authenticity in learning and teaching Welsh in their curriculum. Ysgol Golwg Pen y Fan will deliver the Curriculum for Wales' goal to ensure that everyone enjoys using Welsh, makes continuous progress in learning it, and gains the confidence to use Welsh beyond the classroom. The school is actively working towards the Cymraeg Campus Silver Award and promotes Welsh language learning.

	through various initiatives and programmes. These include Tric a Chlic phonics, Helpwr Heddiw, singing with the Ffa la la program, guided reading, and using the Powys Language Continuum resource to support language lessons
Outcome 2 More reception class children/ five year olds receive their education through the medium of Welsh	As above.
Outcome 3 More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another	As above.
Outcome 4 More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh	As above.
Outcome 5 More opportunities for learners to use Welsh in different contexts in school	As above.
Outcome 6 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	As above.
Outcome 7 Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh	As above.

Has a Welsh Language Impact Assessment been undertaken?

Yes	X	No	
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If yes, please provide a copy (summary set out below).

An Integrated Impact Assessment has been completed which includes consideration of the impact of the proposal on the well-being goals including Welsh language and equalities. A summary is provided below:

A Wales of vibrant culture and thriving Welsh language

Using Welsh and Promoting Welsh

Ysgol Golwg Pen y Fan is an English-medium school therefore it is not anticipated that implementation of the proposals would impact on opportunities for persons to use the Welsh language, or on treating the Welsh language no less favourable than the English language.

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)**.

Internet and Wi-Fi access to members of the community will be considered as part of the scheme.

The Council is eager to look at all options in developing strategies to increase community use and access of the school facilities, including ICT facilities, but subject to appropriate safeguarding. For example, the plans for the new school building includes a community room, which could include ICT facilities which would be available for the community.

Further consideration will be given to this aspect as the project moves forward.

1.2.8 Benefits

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

The Sustainable Communities for Learning Programme aims to:

- improve the quality of school buildings
- ensure places are available to serve local pupil demand
- reduce surplus capacity
- reduce running costs
- promote sustainability

As such the Ysgol Golwg Pen y Fan project will align to all these objectives through the provision of a new build 21st Century standard school that is compliant with Net Carbon Zero requirements. This build will provide the right number of places in the right location to enable the most effective ongoing running of the school and minimise the impact of transportation on the environment.

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

Additional facilities for wraparound care will be developed along with a community room that could be used by community groups and to provide multi-agency support for pupils and families.

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 four options were short-listed for economic and financial appraisal:

- Option 1: Do Nothing (Minimum). (Only c/f as a comparator).
- Option 4C: Traditional New build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School), with early years and wraparound provision and dedicated area for community/multi-agency facilities
- **Option 4D: Modern Methods of Construction (MMC) New build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School), with early years and wraparound provision and dedicated area for community/multi-agency facilities**

1.3.2 Preferred way forward

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.

The preferred way forward at SOC stage is therefore:

- **Option 4D: Modern Methods of Construction (MMC) New build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School), with early years and wraparound provision and dedicated area for community/multi-agency facilities**

1.4 Financial Case

1.4.1 Size and Cost Standard

Table 5 – Proposed Areas

	Area (m ²)
New build	2596.5 m ²
Light Refurbishment	0m ²
Medium Refurbishment	0m ²
Heavy Refurbishment	0m ²
Total	2596.5 m²

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)

Yes

Table 6 – Breakdown of Areas

Schools	Proposed Area (m ²)
Nursery	149 m ²
Primary	2,294.5 m ²
ALN	100m ²
Community Space	53m ²
Total	2,596.5 m²

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

Schedule of accommodation developed in alignment with BB.

Table 7 – Breakdown of Cost

Area	Cost (£)
Construction cost (inc Design & Inflation)	£12,170,915.90
ICT	£180,000.00
FFE	£400,000.00
NZC	£1,137,312.94
Abnormals	£948,784.65

Contingency	£1,147,650.48
Total (excluding optimism bias)	£15,984,663.97
Optimism Bias	£3,308,195.24
Total (including optimism bias)	£19,292,859.21

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

£250,000.00 Site remediation related to Brecon High School's site
£698,784.65 Demolition Costs related to Brecon High School

1.4.2 Funding

Table 8 – Breakdown of Funding

		Exc. Optimism Bias		Inc. Optimism Bias	
		Funding (£)	(%)	Funding (£)	(%)
Welsh Government Grant		£10,390,032	65%	£12,540,358	65%
LA	General Capital Funding				
	Capital Receipts				
	S106 Contributions				
	Reserves				
	Borrowing	£5,594,632	35%	£6,752,501	35%
	Other				
Total		£15,984,664	100%	£19,292,859	100%

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

N/A

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)**

The Crown Commercial Service (CCS) Offsite Construction Solutions agreement (RM6184) provides Modern Methods of Construction (MMC) solutions for public sector buyers, including schools. The agreement supports efficiency and innovation in the public sector. This will be the initial commercial approach.

This approach is subject to there being sufficient manufacturing capacity within the system. Should there be insufficient capacity, the Council would revert to more traditional methods, including use

of the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3). In this instance the Council intends to use Lot 9 of the framework for projects valued between £10m and £25m.

The award methodology relevant for this Lot is to apply early contractor involvement mini-tender. Under this mini tendering process, the framework contractors will be asked to price scheme specific Preliminaries and Design Costs including an approximate Target Cost as a guide. All other costs would be in accordance with their (already tendered) framework submission.

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

NEC4

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 Council is committed to promoting social value through its contracts. As part of this commitment, the Council has embraced the Welsh TOMs (Themes, Outcomes, and Measures). These TOMs provide a structured framework for evaluating tenders, ensuring that we achieve the maximum possible social value. Importantly, this approach allows us to actively monitor social value delivery throughout the contract lifecycle.

Moreover, the Council integrates the seven Wellbeing Goals outlined in the Future Generations Act 2015 into the pre-procurement process for all tenders. By embedding these goals from the outset, we ensure that social value remains at the forefront of contracting activities.

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: 19th January 2025

Senior Responsible Owner: Dr Richard Jones

2 Strategic Case

2.1 Strategic Fit

2.1.1 National Strategies

A wide range of policies and strategies provide the policy context for this proposal. These can be summarised as:

- 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;
- School Organisation Code 2018;
- 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;
- Measuring the capacity of schools in Wales – Circular 021/2011;
- Wales Infrastructure Investment Plan
- ALN Reform
- Climbing Higher
- Belonging, engaging and participating
- Active Travel (Wales) Act 2013
- Sustainable Procurement initiative

2.1.2 Local policy drivers:

- '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;

- 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;
- Growing Mid Wales, which has a 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 agreed investment objectives for this project are:

1. Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils including military children and deliver the new curriculum for Wales.
2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.
3. Develop a community-focused school that is the central point for multi-agency services to support children, young people, families and the community.
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales.
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.
6. To provide an optimal safeguarding environment.
7. Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.

2.2.2 Targets & Measures

Table 9 – Investment Objectives, Measures and Targets

IO	Target	Measure
1. Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	<ul style="list-style-type: none"> – All pupils feel safe and have positive attitudes to learning. 	<ul style="list-style-type: none"> – Positive outcomes as evidenced in school and Estyn reviews – Analysis of school pupil questionnaires.
2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	<ul style="list-style-type: none"> – Reduction in backlog maintenance and accessibility costs within Brecon catchment by £3.1m by September 2027 	<ul style="list-style-type: none"> – Reduced backlog maintenance and accessibility costs.
	<ul style="list-style-type: none"> – New school is DDA compliant upon opening in September 2027. 	<ul style="list-style-type: none"> – School certified as DDA compliant.
3. Develop community-focused schools that are the central point for multi-agency services to support children, young people, families and the community.	<ul style="list-style-type: none"> – Amount of community usage of facilities – Number of multi-agency services delivered at the school 	<ul style="list-style-type: none"> – Minimum 40 hours per month community usage – Minimum of services that assist children, young people and the family available at the school
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	<ul style="list-style-type: none"> – Provision allows all pupils to have a strong foundation to develop their skills for future learning. 	<ul style="list-style-type: none"> – Positive outcomes as evidenced in school and Estyn reviews
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	<ul style="list-style-type: none"> - Meet the WG's target for embodied carbon of below 600 kgCO₂/m² by 2028 	<ul style="list-style-type: none"> – Reduction in energy use and carbon emissions.
	<ul style="list-style-type: none"> – To reduce the total number of surplus places (in the primary schools involved in the transformation) by 85 upon school opening in May 2027. 	<ul style="list-style-type: none"> – Removal of surplus places across the catchment.

IO	Target	Measure
6. To provide an optimal safeguarding environment.	– All pupils feel safe	– As evidenced in school and Estyn reviews – Analysis of school pupil questionnaires
7. Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	– The school building enables all pupils to participate fully in the curriculum and to achieve well in line with their needs.	– Positive outcomes for learners with ALN as evidenced in school and Estyn reviews

2.3 Existing arrangements

2.3.1 Current Arrangements

There are currently six schools in the Brecon catchment, operating across eight sites:

- Brecon High School
- Ysgol y Bannau
- Sennybridge C.P. School
- Priory Church in Wales Primary School
- Llanfaes C.P. School
- Ysgol Golwg Pen y Fan (established in September 2024, and currently operating across three sites – the former sites of Mount Street Infants School, Mount Street Junior School and Cradoc C.P. School)

Of the schools within this catchment, several operate within buildings that are assessed as being of a condition A standard, with no outstanding backlog maintenance issues. These schools are Llanfaes C.P. School, Priory Church in Wales Primary School, Ysgol y Bannau and Brecon High School.

Brecon High School was subject to a successful bid to the Band A 21st Century Schools Programme and was opened in December of 2019. There is also a Pupil Referral Unit located within the town of Brecon.

The location of all schools within the Brecon catchment is shown in figure 1 below. As can be seen from the map, with the exception of the Cradoc site of Ysgol Golwg Pen y Fan and Sennybridge C.P. School, all schools are located within close proximity to each other, within the town of Brecon.

In 2020, the Council developed a Programme Business Case (PBC) which reviewed education provision in the Brecon catchment. Due to the good building condition and relatively healthy pupil numbers at many of the schools within Brecon town, it was agreed that the PBC would focus on those schools with significant building condition issues or other issues – Mount Street Infants, Mount Street Juniors, Sennybridge C.P. School and Cradoc C.P. School. The PBC concluded that there was a need for investment in a new building for Sennybridge C.P. School and a new primary school building in Brecon, to replace the current schools at Mount Street Infant, Mount Street Junior and Cradoc C.P. Schools.

The Council took forward the statutory process to merge the three schools between September 2020 and 2022. The final decision in respect of this process was made on March 11th 2022, when PCC's Cabinet considered an Objection Report in respect of the proposed merger of the three former schools, and agreed:

- To receive the Objection Report in respect of the proposals for Mount Street Infants School, Mount Street Junior School and Cradoc C.P. School.
- To approve the following proposals in respect of Mount Street Infants School, Mount Street Junior School and Cradoc C.P. School:
 - o Phase 1 From 31 August 2023: To discontinue the following three Schools which are maintained by Powys County Council:
 - Mount Street Infants School, Rhosferig Road, Brecon, Powys, LD3 7NG ("Mount Street Infants School")
 - Mount Street Junior School, Brecon Powys, LD3 7LU
 - Cradoc Community Primary School, Cradoc, Brecon, Powys, LD3 9LR
 - o From 1 September 2023: To establish a new English-medium Community Primary School maintained by Powys County Council for boys and girls aged 4- 11 years old ("the New School"), that will operate on the current sites of Mount Street Infants School, Mount Street Junior School and Cradoc C.P. School.
 - o Phase 2 From 2025/2026: The Council proposes to make a regulated alteration to transfer the New School to a new Building on the former Brecon High School site, Penlan, Brecon, Powys, LD3 9SR.
- open a new English-medium community school operating on the current sites of Mount Street Infants School, Mount Street Junior School and Cradoc C.P. School from the 1st September 2023;
- To transfer the New School to a new building on the former Brecon High School site, Penlan, Brecon from 2025/26.

Following Cabinet approval of the proposal in March 2022, an application was made for a judicial review of the Council's decision. As a result of this, a further report was taken to Cabinet on 13th December 2022 to delay the implementation of Phase 1 for a period of 12 months, to September 2024.

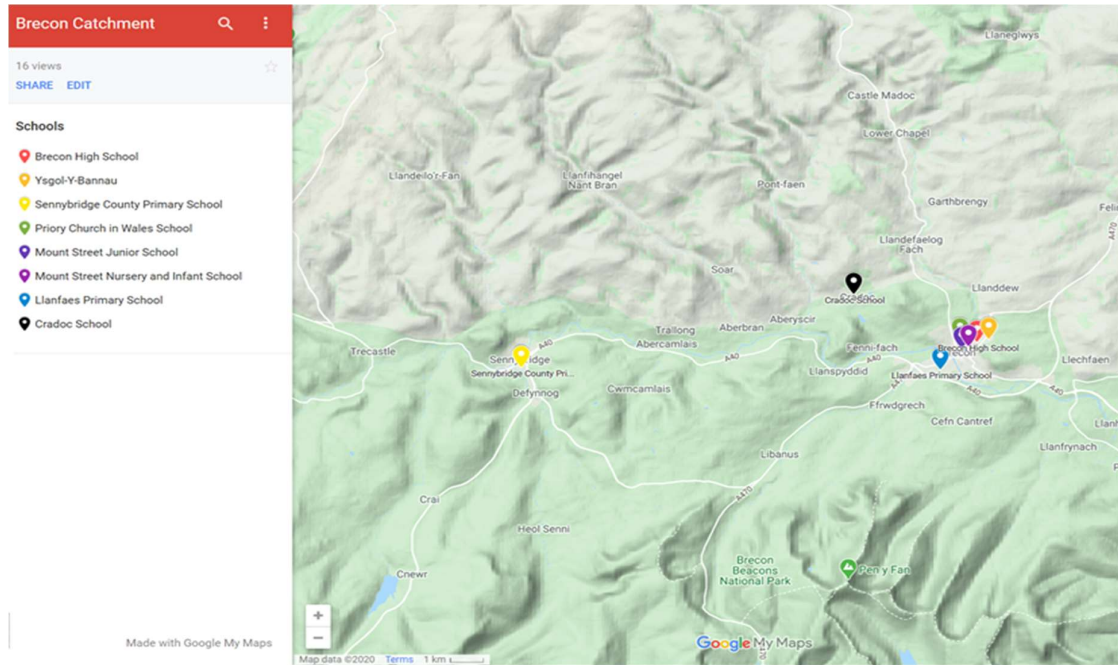
In February 2023, the application for a permission to apply for judicial review was refused by the High Court on several grounds, allowing the process to merge the schools to continue.

From the summer of 2023 until the opening of the new school in September 2024, the Council worked with the three school communities to prepare for the establishment of the new school. This included agreeing a name for the school, which was agreed following input from pupils at the three schools and an online questionnaire. On 15 January 2024 the Temporary Governing Body agreed to propose Ysgol Golwg Pen y Fan as the name of the new school, and this was formally agreed via a Portfolio Holder Report in February 2024.

The school opened on the previous sites of Mount Street Infants School, Mount Street Junior School and Cradoc C.P. School in September 2024. A separate process is underway to provide a replacement building for Sennybridge C.P. School.

2.3.2 Area Profile

Figure 1: Brecon Area School Catchment



The market town of Brecon is located in the Brecon Beacons National Park in South Powys. The population of the town at the 2011 census was 8,250 usual residents. The town is geographically split into five lower super output areas with St. Johns 2 ranked in the third decile of the 2019 Welsh Index of Multiple Deprivation, while St. Johns 1 and St. Marys 1 in contrast are in the ninth decile.

The town is home to the Administrative Headquarters for the Army in Wales. The camp at Dering Lines is the location at which the British Army trains its non-commissioned and junior officers in battlefield tactics.

2.3.3 School Profile

Ysgol Golwg Pen y Fan opened as a new school in September 2024, and, as set out in section 2.2.1, the school comprises three sites, each representing one of the former schools prior to the merger.

The school provides education for 299¹ primary-aged pupils from 4 – 11 with two early years settings providing 3+ education and childcare. Specialist ALN Units are located at the school’s Mount Street Infants and Mount Street Juniors sites.

Coolkids@Cradoc provides wraparound care on the Cradoc campus, this includes a breakfast club, an after-school club and a holiday club.

School-run breakfast clubs are provided on the Mount Street Infants and Mount Street Juniors campuses, and there is one school-run after school club for pupils on the Mount Street Infants and Mount Street Juniors campuses, which operates from the Mount Street Juniors campus.

¹ Finance County Date, November 2024

As Ysgol Golwg Pen y Fan was only established in September 2024, there is currently no verified data available relating to the school, and the school hasn't yet been inspected therefore information relating to standards of education is not yet available.

Figure 2: Ysgol Golwg Pen y Fan – Cradoc Campus



Table 10 – Cradoc Site Summary Information

Language Category	English Medium
Age range	4-11
Total number of places	158
Number of pupils	88
Level of surplus places	44.3% 70
ALN Pupils	17.6%
Free School Meals	4.5%
Pupils from ethnic minorities	4.9%
Number of Teachers	5
Pupil Teacher Ratio	18.6

Figure 3: Ysgol Golwg Pen y Fan - Mount Street Infants Campus



Table 11 – Mount Street Infants Site Summary Information

Language Category	English Medium
Age range	4-7
Total number of places	129
Number of pupils	103
Level of surplus places	26 (20.2%)
ALN Pupils	25.2%
Free School Meals	21.4%
Pupils from ethnic minorities	26.6%
Number of Teachers	6
Pupil Teacher Ratio	18.7

Figure 4: Ysgol Golwg Pen y Fan – Mount Street Juniors Campus



Table 12 – Mount Street Juniors Site Summary Information

Language Category	English Medium
Age range	8-11
Total number of places	172
Number of pupils	174
Level of surplus places	0
ALN Pupils	13.8%
Free School Meals	25.9%
Pupils from ethnic minorities	19.5%
Number of Teachers	9
Pupil Teacher Ratio	18.4

Table 13 – Present pupil numbers – Ysgol Golwg Pen y Fan²

Site	R	1	2	3	4	5	6	Total
Cradoc	10	8	9	14	14	8	12	75
Mount Street Infants	20	35	27	N/A	N/A	N/A	N/A	82
Mount Street Junior	N/A	N/A	N/A	36	32	38	36	142
TOTAL	30	43	36	51	46	46	47	299

Table 14 – Forecast pupil numbers³

School	Jan 2024	Jan 2025	Jan 2026	Jan 2027	Jan 2028
Cradoc Primary	75	70	62	62	57
Mount Street Infants	82	85	74	71	71
Mount Street Junior	142	154	150	143	130
Total	299	309	286	276	258

Table 15 – Staff⁴

Head	Deputy Head	Assistant Head	Teachers	Teaching Assistants	Midday Supervisors	Admin	Other
1	1	1	15	24	16	3	19

Table 16 – Latest condition assessments – autumn 2024

School	Condition	Suitability	Maintenance costs
Cradoc site	C	B/C	£1,353,076
Mount Street Infants site	C	B/C	£671,990
Mount Street Junior site	C	A/B	£1,114,111

2.3.4 Problems With The Status Quo – Ysgol Golwg Pen y Fan

The main challenges in respect of Ysgol Golwg Pen y Fan are as follows:

- **Building condition:** The condition of all three school sites is rated as Condition C, and there is estimated backlog maintenance costs of over £3.1 million across the three sites. In addition, the Cradoc building is not fully compliant with DDA regulations, and the configuration of the Cradoc site in particular is problematic and creates safeguarding problems. The site utilises three aging

² Finance Count Date, November 2024

³ Powys Education Service projections for the three schools based on PLASC 2023 data. Projections based on PLASC 2024 are not currently available.

⁴ Staff at Ysgol Golwg Pen y Fan – autumn term 2024

demountables, only one of which has toileting facilities, therefore children have to leave the classroom to enter the main building in order to use the toilets.

- **Surplus places / decreasing pupil numbers:** Pupil numbers on the Cradoc site in particular have decreased significantly over the last few years, and total projected pupil numbers for the three previous schools indicate that pupil numbers at Ysgol Golwg Pen y Fan are expected to continue to decrease over the next few years.
- **Operating across three sites:** Since its establishment in September 2024, the school has been operating across three sites, which causes challenges in terms of ensuring consistent provision is offered to all pupils, developing a one school ethos, and means that the school is unable to realise many of the benefits of merging to establish one larger school. In particular, staffing has to be duplicated across the three sites, which means that the school cannot operate as efficiently as it would be able to if it were located on one site.

2.4 Welsh Medium Education

Ysgol Golwg Pen y Fan is an English-medium primary school. Welsh-medium primary education is available in the Brecon catchment at Ysgol y Bannau, a designated Welsh-medium school, and also at Sennybridge C.P. School, a dual-stream school located nine miles south of Brecon. There is a small Welsh-stream within Brecon High School as well. Pupils from the Brecon area also travel to Ysgol Ystalyfera Bro Dur in Neath Port Talbot CBC for designated secondary Welsh-medium education.

The Council is committed to promoting the Welsh language and to supporting all schools across the region to develop all aspects of Welsh. The council will support Ysgol Golwg Pen y Fan to develop genuine purpose and authenticity in learning and teaching Welsh in their curriculum. As a mandatory subject, Ysgol Golwg Pen y Fan will uphold the Curriculum for Wales' goal to ensure that everyone enjoys using Welsh, makes continuous progress in learning it, and gains the confidence to use Welsh beyond the classroom. The school is actively working towards the Cymraeg Campus Silver Award and promotes Welsh language learning through various initiatives and programs. These include Tric a Chlic phonics, Helpwr Heddiw, singing with the Ffa la la program, guided reading, and using the Powys Language Continuum resource to support language lessons.

2.5 Childcare/Nursery Provision

The following childcare/nursery provision is available in the catchment:

Non-maintained:

- Cylch Meithrin Aberhonddu (Welsh-medium) located at Ysgol y Bannau.
- Priory pre-school located at Priory CiW Primary School.

Maintained:

- Camau Bach Llanfaes located at Llanfaes C.P. School.
- 3@Cradoc, located at Cradoc C.P. School.
- Sennybridge (Welsh-medium & English-medium), located at Sennybridge C.P. School.
- Smarties, located at Mount Street Infants School.

Powys County Council is committed to providing suitable infrastructure to enable providers to provide the 30-hour childcare scheme. Whether or not there is a need to incorporate nursery /early years provision will be a key consideration in respect of any construction project, particularly so where this includes primary provision. As this scheme proceeds, the Council will take a holistic approach based on community needs to determine whether early years provision, including nursery provision, is required as part of the scheme.

A community use strategy is also developed as part of all construction schemes, and consideration will be given in the design stages as to the need for provision such as after school, breakfast and holiday clubs.

2.6 Changes in Learner Travel Time

The impact on pupil journeys to the new school building was considered as part of the statutory process to merge Mount Street Infants, Mount Street Juniors, and Cradoc C.P. School to establish Ysgol Golwg Pen y Fan .

Following the move to the new building, additional travel would be required for pupils for whom the Cradoc site is currently their closest school site. The site of the new school building is approximately 3 miles from the Cradoc site of Ysgol Golwg Pen y Fan and it is acknowledged that some pupils live some distance from the Cradoc site, so would have even further to travel to the new building. However, information collated at the time of the consultation indicated that Cradoc C.P. School was the closest school for only 53.5% of pupils that were attending, and many of the pupils already travelled to Cradoc C.P. School from Brecon. Therefore, for any pupils attending the Cradoc site that live in Brecon, the move to a new building would result in a decrease in travel distance.

2.7 Active Travel

During the formal consultation process, there was significant concern raised about accessibility of the proposed location of the new build school on the old Brecon High School in Penlan, Brecon. Whilst the site is a fairly short distance from the Mount Street school sites, it is located up a hill alongside Brecon Leisure Centre, Brecon High School and NPTC College buildings. Accessibility for families with young children who would need to walk to school was specifically raised as an issue. It is therefore imperative that an Active Travel Plan is developed during the initial design stage of the project. It is the Council's view that active travel is essential to encourage staff, pupils and wider members of the community to walk and cycle to new facilities, meaning that more people can enjoy the benefits of active travel.

Any construction project taken forward based on this SOC will be developed in line with the Welsh Government Active Travel Wales Act (2013) and design guidance, with the aim of improving active travel links.

2.8 Community/Sports Facilities

The Council acknowledges the benefits of incorporating community and sports facilities in school construction projects. This is reflected in the Council's Strategy for Transforming Education in Powys,

which includes a commitment to ‘a major capital investment programme that will ensure that schools in Powys have inspiring, environmentally sustainable buildings that can provide opportunities for wider community activity, including where possible childcare services, early years, ALN, multi-agency support and community and leisure facilities’.

In this instance, community/sports facilities are already provided at Brecon Leisure Centre, which is next to Brecon High School and would also be adjacent to the new Primary school site. There is a 25m swimming pool at the Centre and Brecon High School also has sports facilities which are available for community use.

As the scheme moves forward, the Council will take a holistic approach based on community needs to determine what community facilities are included within each scheme. All developments will be in line with Building Bulletin and Sport Wales guidance.

2.9 Equalities, Impact Assessments and Children’s Rights Assessments

As part of the process of school reorganisation, a full suite of impact assessments were undertaken in 2022 as part of the statutory process. At this time, the following were completed:

- Integrated Impact Assessment;
- Equality Impact Assessment; and
- Community Impact Assessment.

The Impact Assessment incorporated Welsh Language, Equalities, Well-being of Future Generations Act, Sustainable Development Principles, Communication and Engagement, Safeguarding, Corporate Parenting, Community Cohesion and Risk Management, supporting effective decision making and ensuring compliance with respective legislation.

No separate ‘children’s rights impact assessment’ has been carried out, however the impact assessment document included consideration of the proposal’s impact on the UN Convention on the Rights of the Child. Consultation was carried out on the proposal before deciding to proceed, this included consultation with pupils affected by the proposal.

2.10 Net Zero Carbon and the Environment

The new school will be designed to achieve net zero carbon in use and will contain less than 600kg CO₂/m² of building footprint embodied carbon.

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 using a highly detailed and independently certified methodology. 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.

The design of the new school will start from the premise that an effective recognition of our place in, and attraction to, nature will provide significant benefits to the building’s many users. These are expected to be both tangible and intangible and will improve both staff and pupil performance.

The design will be expected to capitalise on its setting, offering strong visual connections to nature and appropriate prospect, while allowing age-appropriate refuge for its occupants. The project will be developed with early engagement of landscape architects and ecologists, to ensure the most holistic solution to enhance the teaching environment.

2.11 Main Benefits

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

Table 17 – Main Benefits by Investment Objective

Investment Objectives	Benefit
<p>1. Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.</p>	<ul style="list-style-type: none"> – Improved motivation of pupils and teachers – less sickness absence and improved school attendance rates. – Improved pupil satisfaction, less sickness absence and improved school attendance rates. – Opportunities for teachers to broaden their skill sets. – Delivery of the broadest curriculum. – Schools will be able to attract new teaching staff as a result of the breadth and depth of curriculum. – Improved reputation of the school. – Improved educational outcomes. – Increased number of opportunities for young people to engage with technology.
<p>2. Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.</p>	<ul style="list-style-type: none"> – Reduced backlog maintenance and accessibility costs. – School becomes DDA compliant.
<p>3. Develop a community-focused school building that is the central point for multi-agency services to support children, young people, families and the community.</p>	<ul style="list-style-type: none"> – Improved opportunities for community use of the buildings

Investment Objectives	Benefit
4. Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	<ul style="list-style-type: none"> - Improved early years facilities in purpose-built accommodation that enable the Childcare and Education Offer for Wales
5. Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	<ul style="list-style-type: none"> - Reduction in energy use and carbon emissions. - Removal of surplus places across the catchment. - Improved efficiency by being located on one site instead of three - Improved environmental efficiency. - Reduced energy costs and usage.
6. To provide an optimal safeguarding environment.	<ul style="list-style-type: none"> - Better environment (by design) to provide safe space for children in the new schools.
7. Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	<ul style="list-style-type: none"> - Bespoke provision for ALN pupils. - Increased provision of specialist teaching support. - Improved facilities for ALN pupils.

2.12 Main Risks

This section takes on an early view of the key risks that could impact on the successful delivery of the project and sets out what actions the Project Management Board can take to ensure risk is minimised and managed.

Table 18 – Main Risks and Counter Measures

Main Risk	Counter Measures
Business and Political Risks	
An unexpected reduction in the level/ availability of capital or revenue funding leads to delays and reduction in the scope of the project.	No contractual commitments will be made until firm assurances have been given regarding the affordability and availability of funding.

The project requires political endorsement	Consideration by Cabinet
Pupil numbers fall in the short term, making it more difficult to make the case	Detailed strategic planning about the need for school places in the Brecon catchment to underpin the business case.
Service Risks	
Legislative changes.	Plan flexibility into the options where possible.
Welsh Government policy changes	Plan flexibility into the options where possible.
External Environmental Risks	
Issues relating to planning permission or planning constraints.	Early engagement with the Council Planning Department and the Brecon Beacons National Park Planning Authority to identify any issues relating to planning permission or planning constraints.

2.13 Constraints

The project is subject to the following constraints:

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

2.14 Dependencies

The project dependencies are as follows:

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

3 Economic Case

3.1 Introduction

In accordance with the Capital Investment Manual and requirements of HM Treasury's Green Book (A Guide to Investment Appraisal in the Public Sector), this section of the FBC documents the wide range of options that have been considered in response to the potential scope identified within the strategic case.

3.2 Critical Success Factors

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

CSF1: Business Needs

- The option must satisfy all of the investment objectives and associated business needs determined for the initiative.
- The option must also optimise compliance with these objectives throughout any implementation.

CSF2: Strategic Fit

- The option must fit within and promote Local, National and Regional strategies presented in Business Strategies.
- The option must complement the vision and standards that Powys County Council has for education.
- The option must be the best (long term) fit with the strategies of the business and commercial communities within the area.

CSF3: Potential Value for Money (VFM)

- The option must maximise return on the required investment (benefits optimisation) in terms of economy, efficiency and effectiveness.
- The option must minimise associated risks.

CSF4: Benefits Optimisation

- Achieves highest standard of service provision.
- Operating costs for delivering learning are optimised at levels that achieve reductions.

CSF5: Potential Achievability

- The option needs to be accepted by a range of key stakeholders.
- There must be the teaching capacity, skills and vision to deliver the required outcomes, or an awareness of the need to recruit assistance.
- Site development potential or availability of land.
- Effective and efficient collaborative working for the longer term.

CSF6: Supply side Capacity and Capability

- Sufficient appropriate resources and expertise to be deployed within the locality to achieve the investment objectives.

CSF7: Potential Affordability

- The required investment can be met from.
- Developments can be phased to match the funds available.
- The financial and non-financial benefits must more than repay the investment.

3.3 Long List Options

The long list of options was generated by a cross departmental group of stakeholders at a workshop held on 18th September 2024. The following individuals were present at this workshop:

- Marianne Evans – Senior Manager Education Services.
- Sarah Astley – Programme Manager.
- Eurig Towns – Senior Challenge Advisor.
- Mari Thomas – Finance Manager.
- Sharon Hughes – Senior Foundation Phase Advisor.

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

3.4 Scope Appraisal

3.4.1 Options

- **Do Nothing:** Primary School continues to operate on three sites.
- **Minimum Scope 1:** 300 place primary school with early years and wraparound provision on a single site
- **Minimum Scope 2:** 300 place primary school with early years and wraparound provision on a single site, plus dedicated community/multi-agency facilities on a single site
- **Intermediate Scope 1:** 360 place primary school with early years and wraparound provision on a single site
- **Intermediate Scope 2:** 360 place primary school with early years and wraparound provision, plus dedicated community/multi-agency facilities on a single site
- **Maximum Scope 1:** 420 place primary school, with early years and wraparound provision
- **Maximum Scope 2:** 420 place primary school, with early years and wraparound provision, plus dedicated community/multi-agency facilities on a single site

3.4.2 Advantages and Disadvantages

Table 19 – Options Advantages & Disadvantages

Do Nothing: Primary school on three sites.	
Advantages	Disadvantages
<ul style="list-style-type: none"> – Retains provision in all current locations – No additional transport costs – No disruption for pupils and their families of having to move to another location – Easier for families to access Early Years provision at the current locations 	<ul style="list-style-type: none"> – Doesn't directly reduce surplus places – currently Ysgol Golwg Pen y Fan's capacity is 460 across the 3 sites, with 299 currently on roll – Buildings continue to be in poor condition – No removal of backlog maintenance costs as there would still be a need to maintain all 3 ageing buildings – Would not lead to any significant financial efficiencies – Would not reduce surplus places – Unlikely to attract capital funding to improve the buildings – Would not lead to a rationalisation of primary provision – Would not create new opportunities for additional income streams for the schools as it wouldn't include community facilities. – Would not enhance integration at the school as it would continue to be operating on 3 sites – Doesn't enable the most effective or efficient model of delivery of teaching and learning as this would continue across 3 sites of different age groups.
Minimum Scope 1: 300 place primary school on a single site, with early years and wraparound provision	
Advantages	Disadvantages
<ul style="list-style-type: none"> – Provides an infrastructure of 10 classrooms which is adequate based on future pupil number projections – One new, larger school would be established which would offer enhanced opportunities for pupils 	<ul style="list-style-type: none"> – A school with 10 classrooms may not have enough flexibility to ensure space for future growth, especially given housing developments in the vicinity – No community facilities within the school could impact on the school's ability to benefit from wider engagement with community

<ul style="list-style-type: none"> - Would enable staff expertise and good practice to be shared across the entire primary age range - More flexibility and personal development opportunities for staff - Improved transition arrangements between Foundation Learning and Key Stage 2 for pupils currently attending the Mount Street Infants site of Ysgol Golwg Pen y Fan - Would reduce the Council's surplus places in primary schools - Would lead to rationalisation of the primary school estate - Financial saving to the Council - A single-sited school would support the development of the school's ethos following the merger of 3 separate s The inclusion of early years provision at the school would make the school attractive to families - Early years provision at the school would support the availability of early years places in the catchment - Early years provision at the school would enable the school to provide wraparound care that would benefit families 	<p>groups and other stakeholders, and doesn't fully meet the Council and Welsh Government's aspiration for community-focused schools</p> <ul style="list-style-type: none"> - No community facilities within the school could impact on the school's ability to receive income from rental of facilities
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Minimum Scope 2: 300 place primary school with early years and wraparound provision on a single site, plus dedicated community/multi-agency facilities on a single site

Advantages	Disadvantages
<ul style="list-style-type: none"> - Provides an infrastructure of 10 classrooms which is adequate based on future pupil number projections - One new, larger school would be established which would offer enhanced opportunities for pupils - Would enable staff expertise and good practice to be shared across the entire primary age range 	<ul style="list-style-type: none"> - A school with 10 classrooms may not have enough flexibility to ensure space for future growth, especially given housing developments in the vicinity

<ul style="list-style-type: none"> - More flexibility and personal development opportunities for staff - Improved transition arrangements between Foundation Learning and Key Stage 2 for pupils currently attending the Mount Street Infants site of Ysgol Golwg Pen y Fan - Would reduce the Council’s surplus places in primary schools - Would lead to rationalisation of the primary school estate - Financial saving to the Council - A single-sited school would support the development of the school’s ethos following the merger of 3 separate s The inclusion of early years provision at the school would make the school attractive to families - Early years provision at the school would support the availability of early years places in the catchment - Early years provision at the school would enable the school to provide wraparound care that would benefit families - The inclusion of community facilities within the school would enable the school to benefit from wider engagement with community groups and other stakeholders, and meet’s the Council’s and Welsh Government’s aspiration for community-focused schools - Community facilities could also be a source of income for the school if they wished to rent out the facilities - Inclusion of community facilities would better enable the provision of multi-agency support for children and their families 	
<p>Intermediate Scope 1: 360 place primary school, with early years and wraparound provision on a single site</p>	
<p>Advantages</p>	<p>Disadvantages</p>

<ul style="list-style-type: none"> - Provides an infrastructure of 12 classrooms which allows flexibility for future growth - One new, larger school would be established which would offer enhanced opportunities for pupils - Would enable staff expertise and good practice to be shared across the entire primary age range - More flexibility and personal development opportunities for staff - Improved transition arrangements between Foundation Learning and Key Stage 2 for pupils currently attending the Mount Street Infants site of Ysgol Golwg Pen y Fan - Would reduce the Council's surplus places in primary schools - Would lead to rationalisation of the primary school estate - Financial saving to the Council - A single-sited school would support the development of the school's ethos following the merger of 3 separate schools - The inclusion of early years provision at the school would make the school attractive to families - Early years provision at the school would support the availability of early years places in the catchment - Early years provision at the school would enable the school to provide wraparound care that would benefit families 	<ul style="list-style-type: none"> - No community facilities within the school could impact on the school's ability to benefit from wider engagement with community groups and other stakeholders, and doesn't fully meet the Council and Welsh Government's aspiration for community-focused schools - No community facilities within the school could impact on the school's ability to receive income from rental of facilities
<p>Intermediate Scope 2 360 place primary school, with early years and wraparound provision, plus dedicated community/multi-agency facilities on a single site</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> - Provides an infrastructure of 12 classrooms which allows flexibility for future growth 	<ul style="list-style-type: none"> - Has the potential to introduce unnecessary surplus pupil places at the school if birth rates fall.

<ul style="list-style-type: none"> - One new, larger school would be established which would offer enhanced opportunities for pupils - Would enable staff expertise and good practice to be shared across the entire primary age range - More flexibility and personal development opportunities for staff - Improved transition arrangements between Foundation Learning and Key Stage 2 for pupils currently attending the Mount Street Infants site of Ysgol Golwg Pen y Fan - Would reduce the Council's surplus places in primary schools - Would lead to rationalisation of the primary school estate - Financial saving to the Council - Removal of backlog maintenance costs of £3.1m - A single-sited school would support the development of the school's ethos following the merger of 3 separate schools - The inclusion of early years provision at the school would make the school attractive to families - Early years provision at the school would support the availability of early years places in the catchment - Early years provision at the school would enable the school to provide wraparound care that would benefit families - The inclusion of community facilities within the school would enable the school to benefit from wider engagement with community groups and other stakeholders, and meet's the Council's and Welsh Government's aspiration for community-focused schools 	<ul style="list-style-type: none"> - Potential additional revenue cost to the school of operating community facilities out of hours
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<ul style="list-style-type: none"> - Community facilities could also be a source of income for the school if they wished to rent out the facilities - Inclusion of community facilities would better enable the provision of multi-agency support for children and their families 	
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Maximum Scope 1: 420 place primary school, with early years and wraparound provision

Advantages	Disadvantages
<ul style="list-style-type: none"> - Provides an infrastructure of 14 classrooms which provides enhanced opportunities and flexibility for growth - One new, larger school would be established which would offer enhanced opportunities for pupils - Would enable staff expertise and good practice to be shared across the entire primary age range - More flexibility and personal development opportunities for staff - Improved transition arrangements between Foundation Learning and Key Stage 2 for pupils currently attending the Mount Street Infants site of Ysgol Golwg Pen y Fan - Would reduce the Council's surplus places in primary schools - Would lead to rationalisation of the primary school estate - Financial saving to the Council - A single-sited school would support the development of the school's ethos following the merger of 3 separate schools - The inclusion of early years provision at the school would make the school attractive to families - Early years provision at the school would support the availability of early years places in the catchment 	<ul style="list-style-type: none"> - Introduces a significant number of surplus places - No community facilities within the school could impact on the school's ability to benefit from wider engagement with community groups and other stakeholders, and doesn't fully meet the Council and Welsh Government's aspiration for community-focused schools - No community facilities within the school could impact on the school's ability to receive income from rental of facilities

<ul style="list-style-type: none"> - Early years provision at the school would enable the school to provide wraparound care that would benefit families 	
<p>Maximum Scope 1: 420 place primary school, with early years and wraparound provision, plus dedicated community/multi-agency facilities on a single site</p>	
<p style="text-align: center;">Advantages</p>	<p style="text-align: center;">Disadvantages</p>
<ul style="list-style-type: none"> - Provides an infrastructure of 14 classrooms which provides enhanced opportunities and flexibility for growth - One new, larger school would be established which would offer enhanced opportunities for pupils - Would enable staff expertise and good practice to be shared across the entire primary age range - More flexibility and personal development opportunities for staff - Improved transition arrangements between Foundation Learning and Key Stage 2 for pupils currently attending the Mount Street Infants site of Ysgol Golwg Pen y Fan - Would reduce the Council's surplus places in primary schools - Would lead to rationalisation of the primary school estate - Financial saving to the Council - A single-sited school would support the development of the school's ethos following the merger of 3 separate schools - The inclusion of early years provision at the school would make the school attractive to families - Early years provision at the school would support the availability of early years places in the catchment 	<ul style="list-style-type: none"> - Introduces a significant number of surplus places - Potential additional revenue cost to the school of operating community facilities out of hours

<ul style="list-style-type: none"> - Early years provision at the school would enable the school to provide wraparound care that would benefit families - The inclusion of community facilities within the school would enable the school to benefit from wider engagement with community groups and other stakeholders, and meet's the Council's and Welsh Government's aspiration for community-focused schools - Community facilities could also be a source of income for the school if they wished to rent out the facilities - Inclusion of community facilities would better enable the provision of multi-agency support for children and their families 	
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3.4.3 Conclusion

Table 20 - Options Conclusion

Reference to:	Do Nothing	Min 1	Min 2	Int 1	Int 2	Max 1	Max 2
Investment Objectives							
Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	?	✓	✓	✓	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance & provide full accessibility to all pupils, staff and visitors.	x	✓	✓	✓	✓	✓	✓
Develop a community-focused school that is the central point for multi-agency services to support children, young people, families and community.	x	?	✓	?	✓	?	✓

Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	x	✓	✓	✓	✓	✓	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	✓	✓	✓	✓	✓	✓
To provide an optimal safeguarding environment.	?	✓	✓	✓	✓	✓	✓
Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	x	✓	✓	✓	✓	✓	✓
Critical Success Factors							
Business Need	x	x	✓	x	✓	x	x
Strategic Fit	x	x	✓	x	✓	✓	✓
Potential VFM	x	x	?	✓	✓	x	x
Benefits optimisation	x	x	?	?	✓	x	x
Potential achievability	✓	x	✓	✓	✓	?	?
Supply side capability	✓	✓	✓	✓	✓	✓	✓
Affordability	x	✓	✓	✓	✓	x	x
Summary	Carry Forward	Discounted	Possible	Discounted	Preferred	Discounted	Discounted

3.5 Service Solution Appraisal

3.5.1 Options

- Option 1: Do minimum – backlog maintenance only on all three sites;
- Option 2: Remodel all three sites in current locations;
- Option 3: New build Ysgol Golwg Pen y Fan on two sites;
- Option 4A: Traditional new build Ysgol Golwg Pen y Fan on Cradoc site with early years and wraparound provision, plus dedicated community/multi-agency facilities;
- Option 4B: Traditional new build Ysgol Golwg Pen y Fan on Mount Street site with early years and wraparound provision, plus dedicated community/multi-agency facilities;
- Option 4C: Traditional new build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School) with early years and wraparound provision, plus dedicated community/multi-agency facilities;
- Option 4D: Modern methods of construction new build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School) with early years and wraparound provision, plus dedicated community/multi-agency facilities;

3.5.2 Advantages and Disadvantages

Table 21 - Service Solution Advantages & Disadvantages

Option 1: Do Minimum – backlog maintenance only on all three sites	
Advantages	Disadvantages
<ul style="list-style-type: none"> - Minimal capital spend required immediately. - Enables alternative use of capital funding within the programme envelope. - Addresses current backlog maintenance issues of circa £3.1m. - Retains provision in all current locations. 	<ul style="list-style-type: none"> - Does not meet the criteria for the Sustainable Communities for Learning Programme and therefore would be difficult to secure Welsh Government funding - Inadequate school buildings that are in poor condition will continue in use. - Would not generate any lifecycle efficiencies. - Would not generate any property revenue efficiencies. - No new potential for additional revenue income streams. - Does not address safeguarding and access issues. - Current layouts are inappropriate. - Would not optimise the learning skills measure. - Would result in significant investment required in medium term. - Would not in result in a 21st Century standard school.

	<ul style="list-style-type: none"> - Does not release surplus sites for the generation of capital receipts. - Does not address surplus places in some schools and shortages of spaces in others. - Does not provide additional facilities that could host and support multi-agency working; - Does not provide additional facilities that could host and support a range of multi-generational community activities.
Option 2: Remodel all three sites in current locations;	
Advantages	Disadvantages
<ul style="list-style-type: none"> - Improved building condition at all schools. - Extends the life of all schools. - Moderate capital investment required means less immediate drain on Council’s capital resources. - Addresses current backlog maintenance issues of circa £3.1m. - Likely to enable some energy efficiencies reducing the buildings carbon footprint and ongoing running costs. - Retains provision in all current locations. 	<ul style="list-style-type: none"> - Inadequate school buildings that are in poor condition will continue in use. - No new potential for additional revenue income streams. - Does not address safeguarding and access issues. - Current layouts are inappropriate. - Constrained sites may make remodelling difficult. - Would not optimise the learning skills measure. - Would result in significant investment required in medium term. - Would not in result in a 21st Century standard school. - Would not attract capital grant funding and the level of work renovation required makes scheme unaffordable. - Does not release surplus sites for the generation of capital receipts. - Does not address surplus places in some schools and shortages of spaces in others. - Does not provide additional facilities that could host and support multi-agency working; - Does not provide additional facilities that could host and support a range of multi-generational community activities.

Option 3: New build Brecon Primary on two sites	
Advantages	Disadvantages
<ul style="list-style-type: none"> – Provides 21st Century School facilities for all three existing sites at two sites. – Delivers a new build school which extends the time horizon for the requirement for substantial future works into the long term – Removes substantial backlog maintenance; – Enables energy efficiencies reducing the carbon footprint and ongoing running costs; – Frees up Infant School site for disposal; – Maintains primary school provision in the communities of both Cradoc and Brecon; – Removes backlog maintenance liabilities of £3.1m from the catchment. 	<ul style="list-style-type: none"> – Achieving a feasible solution on existing sites is complex due to site constraints – Large capital cost required for two buildings on two different sites; – Increased ongoing building revenue costs from having to service two separate sites; – Likely requirement for higher staffing levels due to operation across two sites; – Does not free up sites for capital receipt; – Operating across two sites would not promote a single school ethos; – Does not enable time efficiencies for school management. – Disruption at multiple school sites during construction period.
Options 4A: Traditional new build Ysgol Golwg Pen y Fan on the Cradoc site	
Advantages	Disadvantages
<ul style="list-style-type: none"> – Provides 21st Century School facilities for all three existing schools at a single new building. – Delivers a new build school which extends the time horizon for the requirement for substantial future works into the long term – Removes substantial backlog maintenance; – Enables energy efficiencies reducing the carbon footprint and ongoing running costs; – Frees up Mount Street Infant and Junior School sites for disposal; – New additional and bespoke space for early years and wraparound provision would enable a wider group of service users to access the facilities and increase the usage of the asset; – Maintains primary school provision in the community of Cradoc; – Has the potential to host and support a range of multi-generational community activities, although these may be limited somewhat by the constraints of the existing site; – Removes backlog maintenance liabilities of £3.1m from the catchment. 	<ul style="list-style-type: none"> – Location of site is away from the critical mass of pupils increasing travel time and the environmental impact of the scheme; – Substantial disruption to existing school setting during building work; – Would require temporary relocation of existing pupils during building work and associated costs of this; – Constrained site would have substantial implication on design and limit the potential for the school to meet building bulletin and 21st Century School aspirations; – Site constraints make the potential for additional revenue income streams limited; – May provide limited additional facilities that could host and support multi-agency working, although this may not prove possible at full feasibility;

Options 4B: Traditional new build Ysgol Golwg Pen y Fan on the Mount Street site.

Advantages	Disadvantages
<ul style="list-style-type: none"> - Provides 21st Century School facilities for all three existing schools at a single new building. - Delivers a new build school which extends the time horizon for the requirement for substantial future works into the long term - Removes substantial backlog maintenance; - Enables energy efficiencies reducing the carbon footprint and ongoing running costs; - Frees up Cradoc School site for disposal; - New additional and bespoke space for early years and wraparound provision would enable a wider group of service users to access the facilities and increase the usage of the asset; - Has the potential to host and support a range of multi-generational community activities, although these may be limited somewhat by the constraints of the existing site; - Removes backlog maintenance liabilities of £3.1m from the catchment. 	<ul style="list-style-type: none"> - Removes primary school provision from the community of Cradoc; - Substantial disruption to existing school setting during building work; - Would require temporary relocation of existing pupils during building work and associated costs of this; - Constrained site would have substantial implication on design and limit the potential for the school to meet building bulletin and 21st Century School aspirations; - Site constraints make the potential for additional revenue income streams limited; - May provide limited additional facilities that could host and support multi-agency working, although this may not prove possible at full feasibility;

Option 4C: Traditional new build Ysgol Golwg Pen y Fan on Penlan (former Brecon High School) site

Advantages	Disadvantages
<ul style="list-style-type: none"> - Provides 21st Century School facilities for all three current sites at a single new building. - Delivers a new build school which extends the time horizon for the requirement for substantial future works into the long term - Removes substantial backlog maintenance; - Enables energy efficiencies reducing the carbon footprint and ongoing running costs; - Frees up Cradoc, Mount Street Infant and Junior sites for disposal; - New additional and bespoke space for early years and wraparound provision would enable a wider group of service users to access the facilities and increase the usage of the asset; 	<ul style="list-style-type: none"> - Removes primary school provision from the community of Cradoc;

<ul style="list-style-type: none"> - Penlan site is already in the ownership of PCC; - Location of Penlan site enables increased synergies with Brecon High School and Freedom Leisure; - Mitigates disruption and cost of relocating existing pupils during the construction phase of the project; - Larger site offers future potential opportunities for the school and Council. - Provide new additional facilities that could host and support multi-agency working; - Provide new additional facilities that could host and support a range of multi-generational community activities. - Removes backlog maintenance liabilities of £3.1m from the catchment. 	
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Option 4D: Modern Methods of Construction (MMC) new build Ysgol Golwg Pen y Fan on Penlan (former Brecon High School) site

Advantages	Disadvantages
<p>As 4C but also;</p> <ul style="list-style-type: none"> - Modern Methods of Construction could potentially reduce construction time significantly as some parts of the construction are constructed off-site and assembled on-site - Potentially more cost-effective 	<p>As 4C but also:</p> <ul style="list-style-type: none"> - May limit flexibility in terms of design - Relies on the availability and delivery of parts from manufacturers which may be affected by disruptions or delays in the supply chain - May not meet all of Welsh Government’s requirements for Net Zero - May not meet all of Welsh Government’s requirements for social value and community benefits as there will be less local spend with this approach - May not provide a building with the same lifetime expectation of a traditional build

3.5.3 Conclusion

Table 22 - Service Solution Appraisal Summary

Reference to:	1	2	3	4A	4B	4C	4D
Investment Objectives							
Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	x	x	✓	✓	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	x	?	✓	✓	✓	✓	✓
Develop a community-focused school that is the central point for multi-agency services to support children, young people, families and the community.	x	x	x	✓	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	x	?	?	✓	✓	✓	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	x	x	x	x	✓	✓	✓
To provide an optimal safeguarding environment.	?	?	✓	✓	✓	✓	✓
Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential	x	x	✓	✓	✓	✓	✓
Critical Success Factors							
Business Need	x	x	x	?	✓	✓	✓
Strategic Fit	x	x	x	x	x	✓	✓
Potential VFM	x	x	x	x	x	✓	✓
Benefits optimisation	x	x	x	x	x	✓	✓
Potential achievability	✓	?	x	x	x	✓	✓
Supply side capability	✓	✓	✓	✓	✓	✓	✓
Affordability	x	x	x	?	?	?	✓
Summary	Carry Forward	Discounted	Discounted	Discounted	Discounted	Possible	Preferred

3.6 Service Delivery Appraisal

3.6.1 Options

- Minimum – Council delivery.
- Intermediate – Council and Private Sector partner arrangements.
- Maximum – Private Sector partnership (PPP).

3.6.2 Advantages and Disadvantages

Table 23 - Service Delivery Advantages & Disadvantages

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

	<ul style="list-style-type: none"> – Any private sector partnership will be unlikely to include local contractors. – Profit element of partnership may impact on funds available for development.
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3.6.3 Conclusion

Table 24 - Service Delivery Appraisal Summary

Reference to:	LA	LA & PSP	PPP
Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance & provide full accessibility to all pupils, staff and visitors.	✓	✓	✓
Develop a community-focused school that is the central point for multi-agency services to support children, young people, families and community.	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	✓	✓	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	✓	✓	✓
To provide an optimal safeguarding environment.	✓	✓	✓
Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✗	✓	✗
Potential VFM	?	✓	✗
Potential achievability	✗	✓	✓
Supply side capability	✗	✓	✓
Affordability	✗	✓	✗
Summary	Discounted	Preferred	Discounted

3.7 Implementation Appraisal

3.7.1 Options

- Minimum – New Schools open January 2028.
- Intermediate – New Schools opens September 2027.
- Maximum – New Schools opens January 2027.

3.7.2 Advantages and Disadvantages

Table 25 - Implementation Advantages & Disadvantages

Minimum: New School opens January 2028.	
Advantages	Disadvantages
<ul style="list-style-type: none"> – Lack of disruption to education in the short term. 	<ul style="list-style-type: none"> – Local community disruption due to extended period of works. – Delayed to accrual of scheme benefits. – Immediate cohorts of learners miss out unnecessarily on 21st Century school facilities.
Intermediate: New School opens September 2027	
Advantages	Disadvantages
<ul style="list-style-type: none"> – Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time. – Minimises disruption to learners once school becomes operational. – Ensures Council funding allocation is spent within Welsh Government timescales. – Allows time for innovation in design but ensures completion within a reasonable timescale. – Minimises local community disruption. 	<ul style="list-style-type: none"> – Partial delay to accrual of scheme benefits.
Maximum: New School opens January 2027.	
Advantages	Disadvantages
<ul style="list-style-type: none"> – Immediate cohorts of learners enjoy 21st Century school facilities within a reasonable period of time. – Minimises disruption to learners once school becomes operational. – Ensures Council funding allocation is spent within Welsh Government timescales. – Ensures completion in a timely manner. 	<ul style="list-style-type: none"> – Potential for rushed design (lack of innovation). – Timescales may be unrealistic due to lead in time for sourcing materials. – Requires additional bespoke resource for project in order to deliver upon demanding timescale.

– Minimises local community disruption.	
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3.7.3 Conclusion

Table 26 - Implementation Appraisal Summary

Reference to:	January 2028	September 2027	January 2027
Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance & provide full accessibility to all pupils, staff and visitors.	✓	✓	✓
Develop a community-focused school that is the central point for multi-agency services to support children, young people, families and community.	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	✓	✓	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	✓	✓	✓
To provide an optimal safeguarding environment.	✓	✓	✓
Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential.	✓	✓	✓
Critical Success Factors			
Strategic Fit	✓	✓	?
Potential VFM	✗	✓	✓
Potential achievability	✓	✓	?
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Discounted	Preferred	Discounted

3.8 Funding Appraisal

3.8.1 Options

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

3.8.2 Advantages and Disadvantages

Table 27 – Funding advantages and disadvantages

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

3.8.3 Conclusion

Table 28 – Funding appraisal summary

Reference to:	WG 100%	Mix	LA 100%	MIM
Provide a stimulating teaching and learning environment in modern facilities that will impact positively on the self-esteem and well-being of all pupils and deliver the new curriculum for Wales.	✓	✓	✓	✓
Remove non DDA compliant poor condition buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors.	✓	✓	✓	✓
Develop a community-focused school that is the central point for multi-agency services to support children, young people, families and the community.	✓	✓	✓	✓
Provide Early Years facilities that meet the needs of all children and enable the effective delivery of the Curriculum for Wales	✓	✓	✓	✓
Optimise the economic, financial and environmental sustainability of the schools, by having the right schools in the right place.	✓	✓	✓	✓
To provide an optimal safeguarding environment.	✓	✓	✓	✓
Ensure that all pupils with ALN are placed in a provision that meets their needs, with the appropriate specialist teaching, support and facilities that enables every learner to meet their potential	✓	✓	✓	✓
Critical Success Factors				
Strategic Fit	✗	✓	✓	?
Potential VFM	✓	✓	✓	✓
Potential achievability	✓	✓	?	?
Supply side capability	?	✓	?	?
Affordability	✗	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Possible

3.9 Summary of appraisals

Table 29 – Long List Summary

Scope appraisal	Do Nothing: Primary school on three sites.	Minimum Scope 1: 300 place primary school with early years and wraparound provision	Minimum Scope 2: 300 place primary school with early years and wraparound provision, plus dedicated community/multi-agency facilities	Intermediate Scope 1: 360 place primary school with early years and wraparound provision	Intermediate Scope 2: 360 place 4-11 Primary School, plus early years provision, plus dedicated community/multi-agency facilities	Maximum Scope 1: 420 place primary school plus early years and wraparound provision	Maximum Scope: 420 place primary school with early years and wraparound provision, plus dedicated community/multi-agency facilities
Service solution	Option 1: Do minimum – backlog maintenance only on all three sites	Option 2: Remodel all three sites in current locations;	Option 3: New Build Ysgol Golwg Pen y Fan on two sites	Option 4A: New build Ysgol Golwg Pen y Fan on Cradoc site	Option 4B: New build Ysgol Golwg Pen y Fan on Mount Street site	Option 4C: New build Ysgol Golwg Pen y Fan on Penlan site	Option 4D: MMC New build Ysgol Golwg Pen y Fan on Penlan site
Service Delivery	Minimum: LA Delivery		Intermediate: LA and Private Sector Delivery			Maximum: Private Sector partnership (PPP)	
Implementation	Minimum: New School opens January 2028		Intermediate: New School opens September 2027			Maximum: New School opens January 2027	
Funding	Minimum: Wholly LA Funded	Intermediate: Mixed LA & WG Funded			Maximum: Wholly WG Funded	Alternative: Mutual Investment Fund	

3.10 Short-Listed Options

The 'possible' options identified have been carried forward into the short list for further appraisal and evaluation. All the options that were discounted as impracticable have been excluded and on the basis of this analysis, the recommended short list for further appraisal within this SOC are as follows:

- Option 1: Do nothing – backlog maintenance only on all three sites;
- Option 4C: Traditional new build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School) with early years and wraparound provision, plus dedicated community/multi-agency facilities;
- Option 4D: Modern methods of construction new build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School) with early years and wraparound provision, plus dedicated community/multi-agency facilities.

Option 1 is carried forward for comparison purposes. Option 4C and 4D are the only options that meet or potentially meet all the investment objectives and critical success factors. The Penlan site has many advantages that support its use for the new school, in particular it is within the Councils ownership and is within close proximity to Brecon High School which will increase synergies between the two schools. Unfortunately the three existing school sites are constrained and delivery of a 21st Century School to building bulletin standards for the required number of pupils on these sites is not feasible. All other options are therefore discounted at this stage.

3.11 Economic Appraisal

3.11.1 Introduction

This section provides a detailed overview of the main costs and benefits associated with each of the selected options. Importantly, it indicates how they were identified and the main sources and assumptions.

The following tables summarise key results of the economic appraisals for each option. Values used for the economic analysis are expressed in base year terms. Options have been risk-adjusted to account for the 'risk retained' (in £s) by the organisation under each option.

3.11.2 Net Present Cost

Table 30 - Economic Appraisal

Discounted Cash flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
Option No.	Option Name/Description	NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
Option 1	Do minimum – backlog maintenance only	22.2	1.51	21.9	1.49
Option 4c	Traditional new build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School), with early years and wraparound provision and dedicated area for community usage.	56.5	2.15	52.0	1.98

Discounted Cash flow (DCF) Summary Sheet		Inc. Optimism Bias		Excl. Optimism Bias	
Option No.	Option Name/Description	NPC (£m)	EAC (£m)	NPC (£m)	EAC (£m)
Option 4d	Modern Methods of Construction (MMC) New build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School), with early years and wraparound provision and dedicated area for community usage.	50.8	1.94	47.6	1.82

DCF = Discounted Cash flow, NPC = Net Present Cost, EAC = Equivalent Annual Cost

3.12 Qualitative Benefits Appraisal

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

Table 31 – Benefit Group examples

Benefit Groups	Example of Benefits (info in brackets = how achieved)	Weight
Standards and Breadth of Education	<p>More pupils with higher qualifications that can provide greater opportunities for future employment, training and education (maximise opportunities for teaching the curriculum through a mixture of indoor and outdoor space).</p> <p>More opportunities for teachers' professional and personal development (e.g. through access to a wider range of teaching materials [state of the art ICT and emerging technologies] and accessing and sharing sector leading practice via Professional Learning Communities).</p> <p>Employers will have young people with a greater range of employability skills (access to better technologies and modern classroom design).</p>	10%
Standards of Facilities and Estate	<p>Securing positive learning experiences (modern facilities and technologies).</p> <p>Increased efficiency through school reorganisation and rationalisation (management structure and property costs).</p> <p>Facilities which maximise the potential of both teachers and pupils (through design).</p>	40%
Welfare of Children	<p>Improved safeguarding of children (through design).</p> <p>Less opportunities for children to be injured/hurt during their school lives (improved safeguarding and health and safety).</p>	30%
Equality of opportunity	<p>Improved access to specialist ALN provision with the schools (through facilities).</p>	20%

Benefit Groups	Example of Benefits (info in brackets = how achieved)	Weight
	Improved opportunities for excluded pupils (through facilities). Improved access and sustainable access to modern fit for purpose sports and leisure facilities.	

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

Table 32 – Benefits Appraisal

Benefits Group	Weight	Maximum score	Option 1	Option 4C	Option 4D
Standard of education	10	10	7	8	8
Facilities and Estate	40	10	6	9	9
Welfare of Children	30	10	6	9	9
Equality of opportunity	20	10	6	8	8
Total	100	10	25	34	34
Rank	10	10	2	=1	=1

3.13 Summary of Appraisals

Table 33 – Summary of Appraisals

Evaluation Results	Option 1	Option 4C	Option 4D
Economic appraisals (Equivalent Annual Cost)	1	3	2
Qualitative Benefits appraisal	2	=1	=1
Total	3	4	3
Overall Ranking	=1	3	=1

Risk has not be appraised for the project at this stage, but a full appraisal will be completed at OBC stage.

As Option 1 was only carried forward as a comparator (having failed several of the projects investment objectives and critical success factors, the preferred way forward at this SOC stage is:

Option 4D: Modern Methods of Construction (MMC) New build Ysgol Golwg Pen y Fan on Penlan site (former Brecon High School), with early years and wraparound provision and dedicated area for community/multi-agency facilities

4 Commercial Case

4.1 Introduction

4.1.1 Procurement Strategy

Three procurement strategy routes were considered in Powys County Council's 21st Century Schools Strategic Outline Programme Commercial Case. Considerations included the following:

- Public/Private partnerships (including via the Mutual Investment Model).
- Joint venture with the private sector.
- Conventional procurement routes utilising framework contractors.

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

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

4.1.2 Modern Methods Of Construction

The Crown Commercial Service (CCS) Offsite Construction Solutions agreement (RM6184) provides Modern Methods of Construction (MMC) solutions for public sector buyers, including schools. The agreement supports efficiency and innovation in the public sector. This will be the initial Council commercial approach.

What's included in the agreement?

- **2D panelised structural systems:** Individual walls and floors are built off-site and then erected on site
- **3D volumetric modular:** Entire units or rooms are built off-site and then craned into place on site
- **Turn key package solutions:** Access to everything needed for an offsite construction solution
- **DFE approved designs:** Available for classrooms in lot 1 and its sub-lots

Benefits of the agreement

- Reduces disruption and lead time

- Provides a low-cost alternative to traditionally built environments
- Supports the public sector's CNZ targets

This approach will be subject to sufficient manufacturing capacity within the framework providers.

4.1.3 RIBA Stage 2-3

In the event that there is not capacity in the system within the above framework, the approach will fall back to a more traditional method. The Council has good experience of working with contractor frameworks and has achieved positive outcomes using such frameworks. To support the development of this scheme the council has decided to utilise Cardiff Council's 'Property Consultancy DPS', Lot 4 - Architecture - North & Mid for projects over the value of £50,00, in order to appoint a multi-disciplinary design team to develop feasibility/options appraisals through RIBA 2 and 3. The anticipated design team will comprise the following disciplines:

- Architect;
- Principal and Lead Designers;
- Civil, Structural and Building Services and Fire Engineers;
- Cost, Carbon, Acoustic, Drainage and Highways consultants;
- BIM Information Manager;
- Passivhaus Designer;
- Geo-Environmental Engineering Assessment.

When the project reaches the construction phase, it is the Council's intention to novate the design team at the end of RIBA 3. RIBA stages 4-7 will be carried out in contract with the successful construction phase contractor.

4.1.4 RIBA Stage 4-7

For RIBA 4-7 the Council has concluded that the optimum procurement route will be to use the revised SEWSCAP framework that was re-launched in June 2019 (SEWSCAP 3). The benefits of utilising contractors from this existing Contractor Frameworks list are as follows:

1. Development will be managed by the Property Design Services team within PCC. This multi-disciplinary team has been closely engaged on the project since its inception and have provided technical support on all construction elements of the council's schools transformation programme in the role of intelligent client. Compliant with EU procurement directives and the Public Contract Regulations (2014), offering a swift route to market and opportunities for early contractor involvement.
2. The framework is free to use, offering a variety of contracts, pricing models and the potential for further savings achieved via mini-competition.
3. The new SEWSCAP Property Construction Framework is divided into the following lots:
 - Lot 1: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby.

- Lot 2: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Torfaen County Borough Council, Blaenau Gwent County Borough Council, Monmouthshire County Council, Caerphilly County Borough Council or other Potential Employers based or operating near those areas.
- Lot 3: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Rhondda Cynon Taf County Borough Council, Merthyr Tydfil County Borough Council and Bridgend County Borough Council and any Participating Authorities based or operating near those areas.
- Lot 4: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£250,000 to £1,500,000) - Vale of Glamorgan Council, The County Council of the City of Cardiff Council, Newport City Council or other Potential Employers based or operating near those areas.
- Lot 5: Provision of Construction services, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - Powys County Council and other Potential Employers based or operating in Powys or operating nearby to include new build.
- Lot 6: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£1,500,001 to £3,000,000) - All Potential Employers.
- Lot 7: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£3,000,001 to £5,000,000) - All Potential Employers.
- Lot 8: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£5,000,001 to £10,000,000) - All Potential Employers.
- Lot 9: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£10,000,001 to £25,000,000) - All Potential Employers.
- Lot 10: Provision of Construction services to include new build, extensions and refurbishment under traditional or design and build with all associated works – (£25,000,001 to £100,000,000) – All Potential Employers.

In this instance the Council propose to use Lot 9 (£10M - £25M), of the framework.

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

- To work together and with the Potential Employers, Employers and their advisers in good faith and in a spirit of mutual trust and co-operation.

- To act in a co-operative and collaborative manner so as to achieve and advance the relevant Construction Project.
- To share information honestly and openly.
- To highlight any difficulties at the earliest possible opportunity.

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

4.2 Required Services

4.2.1 The Required Service Streams

The required service streams for this business case include:

- A new 4-11 English medium Primary school (360 capacity, plus 60 Nursery Places) in Brecon.
- Outputs required from the first phase procurement of the multi-disciplinary design team include:
 - A review of the Client's Option Study;
 - Provision of an option study comparing various methods of construction;
 - Provision of revised/additional information to comply with the minimum information requirements for RIBA Stage 2 design;
 - Engagement with the Contaminated Land Officer to discuss and issues raised within the initial and subsequent site investigations;
 - Sequencing and site logistics;
 - Review of the allowance within the base cost plan and adjust as necessary to reflect assessment of inflationary allowances;
 - Review of the Early Warnings Register and provision of an indicative time and/or cost for each item allocated to the D&B contractor;
 - Provision of and updated Cost Plan 1 in accordance with the RICS new rules of measurement;
 - RIBA Stage 3 spatial coordination of the design;
 - Provision of the formal Cost Plan 2;
 - Provision of all necessary design and other information required for the pre-application planning process and the planning application;
 - Continued updates to the Early Warning Register;
 - Continued updates into the single federated BIM Model.

4.3 Potential for Risk Transfer

Table 34 – Risk Transfer Matrix

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

4.4 Project Bank Accounts (PBAs)

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

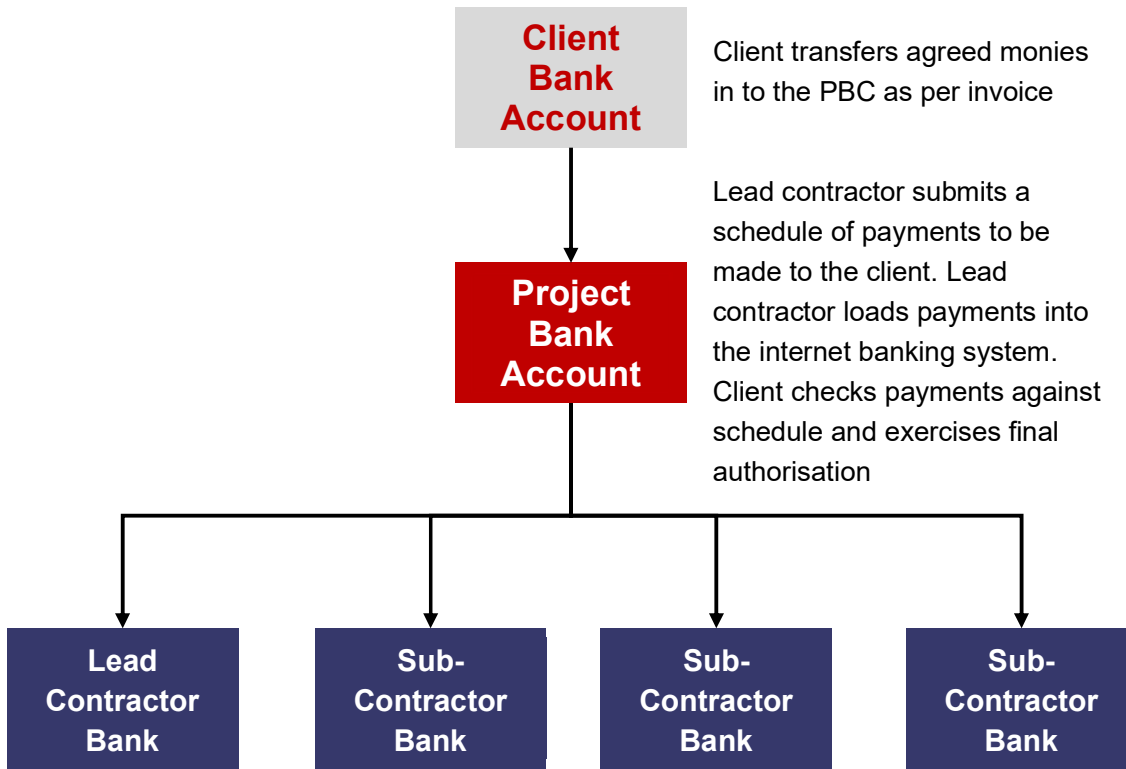
- Who will approve the PBA documentation and how? For example, who will approve and sign the Deeds of Trust, Deeds of Adherence / Joining Deed, Bank Mandate.
- Who will agree payments due to the lead contractor and each of their named suppliers and how?
- Who will be responsible for paying money into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

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

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

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

Figure 5: PBA money route



4.5 Community Benefits

4.5.1 Overview

Powys County Council is committed to a performance and evidence-based approach to Social Value. Based on the National TOMs (Themes, Outcomes and Measures) developed by the Social Value Portal, tenderers are required to propose credible targets against which performance (for the successful bidder) will be monitored. The social value measurement framework used in this schemes Procurement Process has been tailored to reflect the specific needs of the Council using the National TOMs, and Bidders be able to access it after registering on the Social Value Portal.

4.5.2 Delivery of agreed targets

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

- Deliver a Meet the Buyer Event to raise awareness of project to local supply chain.
- Use Sell2Wales to advertise opportunities.
- Complete 100% payments to sub-contractors within 23 days of receipt of invoice.
- Utilise and complete the Value Wales Measurement Tool.

- Provide weeks of employment (to be decided); training and/or work experience opportunities for unemployed people, those leaving and educational establishment or training provider; trainee's or apprentices.
- Employee apprentices on the project (numbers to be decided as the scheme develops).
- Conduct a number of pupil interactions.
- Spend a % of contract spend in Wales.
- Divert a % of waste from landfill.
- Conduct a number of community initiatives throughout the duration of the project.

4.6 Options for Charging Mechanisms

The proposed charging mechanisms will be in line with the chosen NEC4 contract Option. This means that the Council, alongside their preferred contractor will be looking at efficiencies from the design stage of the project, through feasibility and construction, using techniques such as value engineering to reduce costs.

Payment will be made on a monthly basis on submission of suitable invoices, fully detailed with reference to the Activity Schedule and backed up to the approval of the Client and/or its Cost Consultant.

Compensation events will be valued with reference to any applicable rates, schedules, fees, percentages or other prices in the Framework Agreement, subject to any reductions offered in the contractor's tender bid.

Final payment, less any applicable retentions or other proper deductions under the terms of the contract, will be made on full and satisfactory completion of the designs and other pre-construction services, at completion of the Stage 1 appointment.

4.7 Proposed Contract Length

The timescales for project will be dependant of the availability of the funding routes. The implementation timescales in the table below imply that construction works will be completed in approximately 18 months from appointment of a successful framework contractor.

5 Financial Case

5.1 Introduction

The purpose of this section is to set out the indicative financial implications of the preferred option (as set out in the economic case section) and the proposed deal (as described in the commercial case section).

5.2 Project Summary Costs

Table 35 - Key Metrics

Project Title and Location	New build primary school in Brecon
New Build % (Area)	100%
Description of work & any unusual constraints	N/A
# Pupil Places	360 (Primary) 60 (Nursery)
# SEN Places	Included in totals
Total # Places	420 (including nursery)
Potential site	Site of old Brecon High School, Penlan, Brecon
# Storeys (including basement)	To be confirmed during design
Delivered through Regional Framework?	Yes
Contract period in weeks	91 weeks
Anticipated Community Benefits	Subject to the outcome of procurement
# Trainee and apprenticeship opportunities	Subject to the outcome of procurement
Use of local subcontractors as a % of total cost	Not yet known

5.3 Breakdown of Capital Costs

Table 36 – Summary of Project Costs

Project Costs	
New Build Capital Cost	£13,888,229
Abnormals	£948,785
Construction Contingency	£1,147,650
Optimism Bias	£3,308,195

VAT (only to be included where non-recoverable by applicant)	N/A
Total Project Cost (inclusive of optimism bias and risk)	£19,292,859
Total (It is assumed that optimism bias will be fully mitigated and that the total capital cost is the actual cost upon which the intervention rate will apply).	
Funding Body Contribution (65% excluding Optimism Bias)	£10,390,032

5.4 Impact on the organisation's income and expenditure account

Table 37 – Impact on the organisation's income and expenditure account

		0	1	2	3	4	5	6	7	8	9
		2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33
Preferred way forward:											
Total Capital	£15.985	£1.054	£0.776	£1.231	£12.713	£0.211					
Total Revenue	£77.103	£1.391	£1.391	£1.391	£1.362	£1.278	£1.278	£1.278	£1.278	£1.278	£1.278
Total Cash Releasing Benefits	-£0.790					-£0.790					
Total	£92.298	£2.445	£2.167	£2.622	£14.075	£0.699	£1.278	£1.278	£1.278	£1.278	£1.278
Funded by:	£0.000										
Existing Revenue	-£83.460	-£1.391	-£1.391	-£1.391	-£1.391	-£1.391	-£1.391	-£1.391	-£1.391	-£1.391	-£1.391
Additional Funding Req.	£8.838	£1.054	£0.776	£1.231	£12.684	-£0.692	-£0.113	-£0.113	-£0.113	-£0.113	-£0.113
Cumulative Funding		£1.054	£1.830	£3.061	£15.745	£15.053	£14.940	£14.827	£14.714	£14.601	£14.488

5.5 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £15,984,664 for the Primary School at Brecon. Short term additional funding is required of the full £15,984,664 for years 0 through 4 (inclusive) excluding optimism bias. Across the catchment the ongoing revenue costs of the Primary schools will fall from £1,391,923 to £1,277,745, generating a saving of approximately £113k per annum (excluding transport and catering).

This Sustainable Communities for Learning submission has been scrutinised and assessed by the Council's Section 151 Officer for affordability in light of the 65% programme intervention rate.

The Council's funding to support these projects will be considered as part of the overarching financial strategy for the delivery of the entire Council's Strategy for Transforming Education in Powys 2020-30.

6 Management Case

6.1 Programme Management Arrangements

This scheme is a constituent of Powys County Council’s Transforming Education Programme, and has been identified within that Programme as a priority. It will be managed in accordance with best practice in programme and project management principles – MSP and PRINCE2 to provide a systematic and effective delivery framework.

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

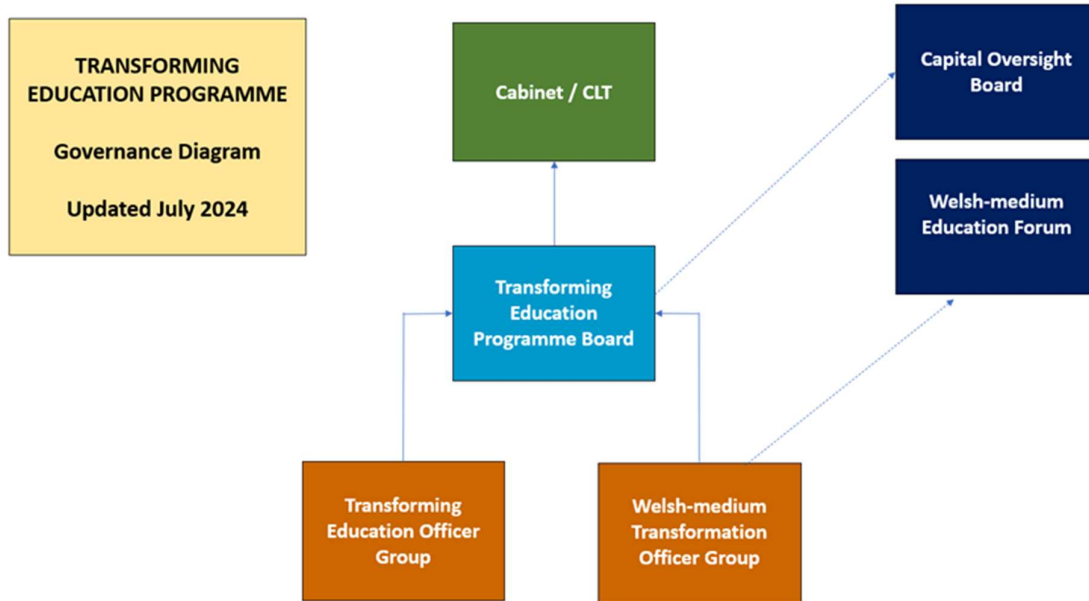


Table 38 - Programme Team

Name	Programme Role
Marianne Evans	Head of Transforming Education
Sarah Astley	Strategic Programme Manager - Transforming Education
Lynda Baker	Transforming Education Programme Officer

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.

6.2.1 Project Structure

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

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

Table 39 – Project team

Name	Project Role
Sarah Astley	Strategic Programme Manager - Transforming Education
Jim Swabey	Professional Lead, Property Design Service
Alex Halling	Assistant Project Manager, Property Design Service
Lynda Baker	Transforming Education Programme Officer
James Chappelle	Finance Lead (Capital)
Nancy Owen	Finance Lead (Revenue)
James Chappelle	Finance Lead (Capital)
Gary Leatherland	Procurement Lead
Mrs Sarah Court	Headteacher

6.2.2 Outline Project Plan

Table 40 – Outline project plan

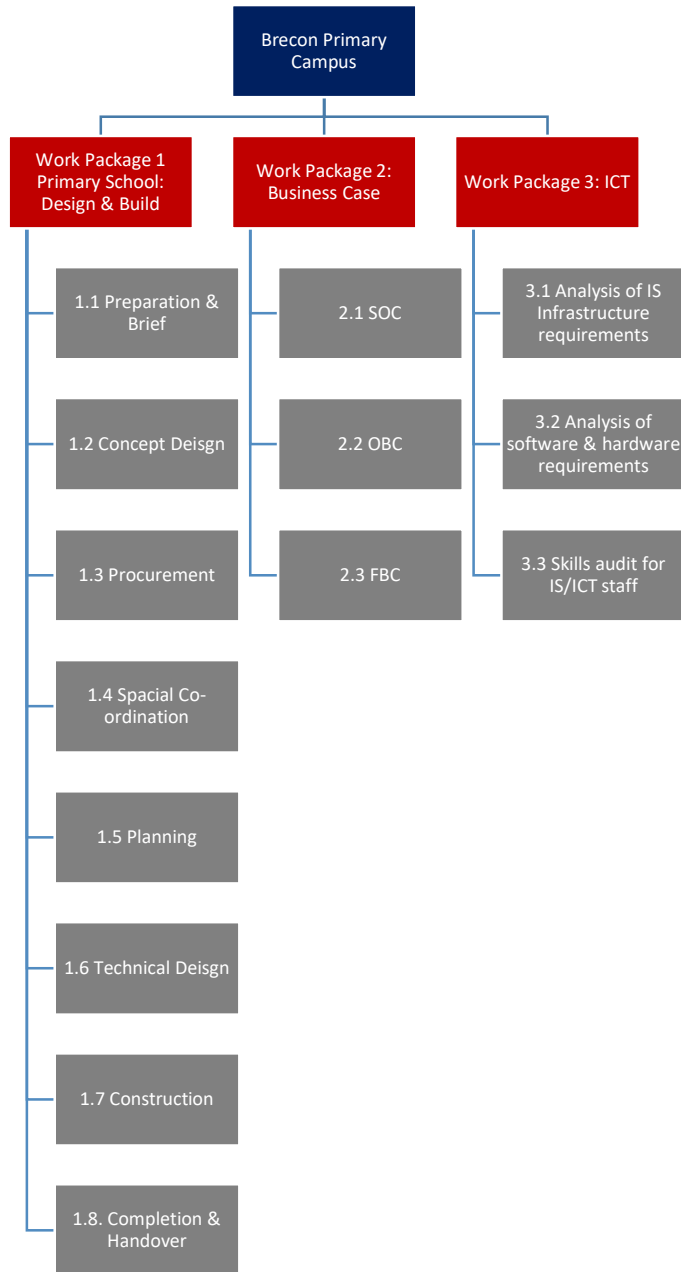
Milestone Date	Actions
Oct 2024	Lead Design Team Appointed
Feb 2025	SOC submitted to Cabinet and WG
Feb 2025	RIBA 2 – Completed
May 2025	Submit OBC to Cabinet and WG
Jun 2025	RIBA 3 – Completed
Sep 2025	Planning Approval

Milestone Date	Actions
Sep 2025	Contractor Appointment for RIBA 4-7
Oct 2025	FBC submitted to Cabinet and WG
Dec 2025	FBC WG Approval
Jan 2026	RIBA 5 – Commence Construction
April 2027	RIBA 5 – Construction Complete
Sept 2027	RIBA 6 – Completed New school building opens

6.2.3 Project Deliverables

The following product breakdown structure depicts the structure of the project:

Figure 8: Product breakdown



6.2.4 Benefits Realisation

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

Table 41 – Proposed Benefits Realisation Plan Structure

Benefit	Owner	Target	Method of measurement	Responsibility for measurement	Timing of measurement	Outcome

6.3 Risk Management

All project risks are managed in accordance with the Council’s Risk Management Policy and Guidance using the Council’s JCAD risk management system. Risks are reviewed by the Project Manager and included in the monthly highlight report that’s submitted to the Strategic Programme Manager. The Transforming Education Officer Group also review the risk register and any new or high-scoring risks are then escalated to the Transforming Education Programme Board, if required.

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

The total risk score for each risk will be calculated using the Council’s Risk Assessment Matrix, by multiplying the likelihood score (between 1-5 with 4 being almost certain) and impact score (between 1-5 with 5 being catastrophic) and all risks scoring 16 and above will be referred to the Programme Board.

6.4 Change and Contract Management

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

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

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

6.5 Gateway Reviews

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

6.6 Post Project Evaluation

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

6.6.1 Post Implementation Review (PIR)

These reviews ascertain whether the anticipated benefits have been delivered and are timed to take place a year post construction, i.e. September 2028.

6.6.2 Project Evaluation Reviews (PERs)

PERs appraise how well the project was managed and delivered compared with expectations and are timed to take place one-year post construction, i.e. September 2028.

6.7 Contingency Plans

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



Strategic Outline Case

Ysgol Golwg Pen y Fan

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