

# Detailed Business Case

## Detailed Business Case

### a. Title

Project Name	Expansion of Redborne Upper School, Ampthill
Project location	Redborne Upper School, Ampthill
Project Sponsor	Rob Parsons Head of School Organisation, Admissions and Capital Planning
Directorate	Children's services
Type of scheme	Capital Project - over £60k
Funding	External

### b. Project Information

Project Purpose/ Outline Description	<p>Redborne Upper School is located between Flitwick and Ampthill on a 42 acre split site campus. It became an Academy in April, 2011 and works closely with its feeder middle schools in the area to ensure a smooth transition of new students.</p> <p>Redborne was graded "outstanding" in 2008 and its results have improved in all main areas since the inspection. Redborne is a popular, heavily oversubscribed school with 1,037 students in the main school. This will grow to 1,057 in September, 2013 as a result of parental choice and appeals. The school's admission number is 340 and 374 places have been approved for September 2013. There are a significant number of students on the waiting list. Over 70% stay onto the sixth form opting mainly for Level 3, 2 year courses. The sixth form presently is 426 and is anticipated to grow further over the next few years as bigger year groups move through the school. Redborne's current capacity is 1,450 students with 1,463 presently on roll. This will grow to 1,649 by September, 2014 / 2015.</p> <p>Much of the accommodation dates from the 1950s through to 1970. The school has invested a significant amount of its own funds over recent years (in excess of £1m). It has used its Academy LACSEG to invest £800,000 into phase 2 of the design block that has recently been completed.</p> <p>New Upper school places are required in Ampthill as a result of significant housing development in the area which has included sites to the west of Ampthill, and in the vicinity of Dunstable Road, Church Street and at a number of smaller sites across the catchment area of Redborne Upper.</p>
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	<p>Redborne Upper is the Upper school that currently serves the local community in this area. The additional Upper school places are required as a direct result of additional demand from these new housing developments in the Ampthill area. The project will entail the expansion of the existing school buildings from its existing 1450 places to provide a new capacity of 1649 places.</p> <p>To achieve additional places development will be required in a number of areas of the split site school. A four classrooms art block will be built as an extension to the existing Design Technology block. A new six classroom teaching block will be required as well as an expansion to the main dining hall and a new main hall.</p> <p>The development of the art block has been fully designed and approved by planners.</p>
Activities in Scope	The project will include project management and delivery of the capital scheme under the supervision of the academy and its professional consultants
Out of scope/ exclusions	All necessary elements are covered within the scope of the project. Capital funding to expand Post 16 provision has been secured through a capital grant of £422k as a result of an application made by the Council on behalf of the Academy to the Education Funding Agency. This funding will be paid directly by the EFA to the Academy but will be pooled with the Council's financial contribution to procure the required capital works on the school site.

### c. Deliverables / outputs

Deliverables:

Deliverable	Date Due
A four classroom art block, a new six classroom teaching block, an expansion to the main dining hall and a new main hall.	September 2014

### d. Options Appraisal

Options	<p>Redborne is ideally located to accommodate additional growth in the local student population as a result of the Warren Farm and other planned developments. Expanding other schools outside the local area has been discounted as places would not be provided in the area of need to meet additional demand.</p>
Implications of "do nothing"	<p>The Council would fail in its statutory responsibility (Section 14 of the Education Act 1996) which places a duty on Councils to secure sufficient and suitable school places for pupils in its area.</p> <p>If the project is not approved to go ahead, the Council will not be able to provide sufficient upper school places in the current catchment area for Redborne Upper.</p> <p>Once Redborne Upper School is oversubscribed, families moving into the new housing would be required to have statutory transport provided for their children to other locations in the wider Bedfordshire area, causing an increase in costs to the Council.</p>
Project Delivery / Project Approach	<p>The Academy, its professional advisors and Central Bedfordshire educational planning officers have worked together constructively and positively in preparing this proposal. The Academy will procure and appoint the contractor and ensure that the project conforms to all statutory requirements. The school will receive</p>

	<p>ongoing support from the School Organisation, Admissions and Capital Planning Team as the project progresses.</p> <p>The school has engaged the services of a specialist Project Management company to assist it with the management of the project. The Project Management company has engaged feasibility architects and quantity surveyors to assess the suitability of the proposed work and a full suite of pre-design surveys has also been procured. Once construction is underway the Project Management company will provide CDMC and cost analysis services.</p>
Dependencies	The project is subject to securing the necessary planning consents for the proposed building alterations and extensions.
Constraints	The proposed increased capacity of the school is required to be ready for occupation for the 2014/15 Academic year.
Assumptions	There are no assumptions being made in the development of this project which will also be subject to appropriate risk management strategies.
Procurement route / options	<p>The school has recently procured Parkway Construction (MK) Limited to carry out construction work elsewhere on the school's site. To choose the contractor, Redborne Upper School followed its procurement obligations. It is expected that Parkway Construction would be invited to tender for any future works under its current agreement. Any costs would be evaluated for value for money, to ensure that retaining the contractor would comply with the school's procurement rules.</p> <p>It is anticipated that the standard JCT (2005) Design and Build contract will be used.</p>

### Assessment of preferred option

Expected Benefits (opportunities) of this project	<p>The expansion of Redborne Upper School will support the Council's and Children's Services priorities:</p> <p><u>Statutory Duty</u></p> <p>This project will ensure the Council continues to meet its statutory obligations to provide sufficient school places and also meets the legal requirements placed on the Council by the Education and Inspections Act 2006 regarding proposals to expand maintained schools.</p> <p><u>Link to New School Places Programme, School Organisation Plan, CBC Education Vision</u></p> <p>The School Organisation Plan 2012-2017 identifies a requirement to increase pupil place provision in upper school places in the Redborne area from 2014/2015, which translates to the identification of 200 additional upper school places in the Amptill/Flitwick area by September 2014, as confirmed in the New School Places Programme 2013/14 to 2017/18.</p> <p>The project's objections align with CBC educational vision in the following areas:</p> <ul style="list-style-type: none"> <li>• It allows for the expansion of a local popular, oversubscribed and successful school</li> <li>• The expansion will allow for increased opportunities for parental choice</li> <li>• The school is already financially viable and controls a significant budget. The increase in size will bring further economies of scale and the new build will be more energy efficient and environmentally friendly</li> <li>• The project will allow the school to expand its curriculum provision and provide more subject choices for students</li> <li>• The raising of the participation age will be catered for by the new build as it will allow for the sixth form to grow still further</li> <li>• The school already has robust partnerships with local feeder schools which is highlighted by exam results and OFSTED grades. The project will enable</li> </ul>
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- all students in our feeder schools to transfer to Redborne which would become a problem if the buildings were not available to cater for the growth
- Most students walk to Redborne or bike and therefore the project will promote sustainable modes of transport and the project will ensure that Redborne provides for the local students and its new facilities will enhance the school's community provision (Redborne is a designated Community College and its facilities are used extensively at weekends and in the evenings).

Alignment of School's Educational Vision against CBC's Policy Planning Principles for the Provisional of School Places

The new building will create inspirational learning environments and the new purpose built hall as well as classroom facilities will enable Redborne to enhance still further the community use of its facilities. The hall will provide an ideal venue for Dance and Drama and Music as well as exhibitions and other community requirements. It will also give the school sufficient space to hold public exams and daily assemblies which won't be possible in the old hall as numbers increase.

Redborne is a strategic partner within the Central Bedfordshire Teaching School alliance and these new facilities will support this already highly successful and robust partnership.

Alignment to CBC headline priorities, in particular Improved Educational Attainment and Promoting Health, Wellbeing and Protecting the Vulnerable

Redborne educational attainment is already outstanding, however if the builds and specialist rooms are not in place to cater for the growth of the school, attainment will be affected as well as student option choices. Already the school's art rooms are too small and this restricts the type of work that can be undertaken. One art room has a wall separating 2 teaching areas and can only accommodate 20 students. The following specialist accommodation is undersized when compared to recommended standards:

Rooms	Recommended Standards	Current Sizes
5 English classrooms	56m <sup>2</sup>	34m <sup>2</sup> , 53m <sup>2</sup> , 54m <sup>2</sup> , 55m <sup>2</sup> , 54m <sup>2</sup>
7 Maths rooms	56m <sup>2</sup>	32m <sup>2</sup> , 52m <sup>2</sup> , 48m <sup>2</sup> , 48m <sup>2</sup> , 46m <sup>2</sup> , 46m <sup>2</sup> , 46m <sup>2</sup>
10 Science Laboratories	90m <sup>2</sup>	85m <sup>2</sup> , 87 m <sup>2</sup> , 85 m <sup>2</sup> , 88 m <sup>2</sup> , 86 m <sup>2</sup> , 72m <sup>2</sup> , 68m <sup>2</sup> , 66m <sup>2</sup> , 85m <sup>2</sup> , 80m <sup>2</sup>
6 Languages rooms	56m <sup>2</sup>	46m <sup>2</sup> , 43m <sup>2</sup> , 52m <sup>2</sup> , 49m <sup>2</sup> , 46m <sup>2</sup> , 49m <sup>2</sup>
6 Humanities rooms	56m <sup>2</sup>	49m <sup>2</sup> , 36m <sup>2</sup> , 49m <sup>2</sup> , 48m <sup>2</sup> , 48m <sup>2</sup> , 54m <sup>2</sup>
4 Technology areas	100m <sup>2</sup>	Textiles 88m <sup>2</sup> , 60m <sup>2</sup> Food 94m <sup>2</sup> , 82m <sup>2</sup> ,
2 Art	90m <sup>2</sup>	70m <sup>2</sup> , 57m <sup>2</sup>
2 Music rooms	70m <sup>2</sup>	53m <sup>2</sup> , 59m <sup>2</sup>

Redborne already has a very successful Special Needs Department and parents choose Redborne because of our reputation. Insufficient accommodation as the school roll increases will inhibit our ability to integrate SEN provision into the mainstream curriculum areas. Therefore the new buildings will enable Redborne to maintain and indeed improve education attainment as well as enabling the school to promote the health, wellbeing and protecting our more vulnerable students. All new areas will be accessible by wheelchair and disabled facilities will be part of the design.

### **DIRECT BENEFITS TO THE SCHOOL**

The project will allow Redborne to develop still further its curriculum provision (this was graded as “outstanding” at the last inspection).

Presently the school hall is too small to accommodate a single year group for assemblies, furthermore it has to be used for examination purposes (a big issue for a large upper school). The Drama and Dance lessons that are timetabled in the present hall are often disrupted and teaching groups have to move to any available space when the hall is required for exams. A new facility will enable Dance and Drama lessons to have a permanent base for lessons which should lead to improvement in exam results. The present Art rooms do not have enough space to teach larger groups or display students’ work which is essential for exam assessment procedures. The new Art room will improve totally inadequate teaching facilities and the vacated rooms can be converted into teaching space for Science and Humanities (the present art rooms are in the middle of the science faculty). The new 6 classroom teaching block will enable the Humanities Faculty to be located on the north school site (at present the faculty is split across the north and south sites).

Therefore the building project will not only enable the school to grow to accommodate the extra students but will address present inadequate and curriculum inhibiting teaching spaces.

The completion of the project will:

- Provide sufficient accommodation for the students within the local community and enable all students within our local middle schools to transfer to Redborne at the end of year 8. This would not be possible if the project does not go ahead.
- Allow a popular and successful school to expand and thus cater for the raising of the participation age
- The school is already financially and educationally viable, the extra space will enable the school to expand and develop its curriculum still further which will in turn, improve exam results at Key Stages 4 and 5
- The project will clearly create inspirational learning environments and enhance community use
- The extra classroom and hall will increase parental choice as we will be able to take more students which won’t be the case if the project does not go ahead
- The project will enable Redborne to further integrate special needs students into our mainstream provision
- The project will further promote the very strong partnerships that already exist in terms of giving the school sufficient space to accommodate teacher training and professional development. This aspect of the school’s work is under pressure because of the lack of adequate space
- The new buildings will improve the energy efficiency and reduce maintenance costs of the school.

	<p><b>WIDER BENEFITS</b></p> <p>Redborne is a designated Community College and its facilities are used by the local community at weekends, during holidays and after school. This includes our sports hall, playing fields, MUGA and Third Generation football pitches. The hall is also used for Saturday morning clubs. A new hall will enable us to open up the new facility for Drama, Dance and Music use and for social bookings.</p>																										
Disadvantages (threats) of this project	Threats and risks associated with this project will be managed by the Academy's project board as outlined in this business case.																										
<b>Impact Assessment of preferred option</b>																											
Employee implications	As an expanding school, there will be a need to increase the number of teaching and non-teaching staff to support the increase in pupil numbers. This will be funded by the increased budget the Academy will receive from the Education Funding Agency.																										
Equalities Issues	No equalities issues are expected to arise as a consequence of the development. Indeed, the project intends to overcome any perceived inequalities by providing local places for local pupils. No pupils will be displaced by the proposals.																										
Other impacts	None																										
<b>Strategic Assessment of preferred option</b>																											
Statutory Duty & any legal implications	Section 14 of the Education Act places a duty on Councils to secure sufficient and suitable school places for its area. The Education and Inspections Act 2006 gives councils a strategic role as commissioners, but not providers, of school places to promote parental choice, diversity, high standards, the fulfilment of every child's educational potential and fair access to educational opportunity																										
KPIs and key targets from MTP	The project supports Central Bedfordshire's medium term plan: Delivering your priorities – our plan for Central Bedfordshire 2012-2016 and the specific priority of improved educational achievement. The project will also assist the Council to manage growth effectively.																										
Impact on the MTP – delivering your priorities	<p>Redborne's exam results at Key Stage 4 and 5 are outstanding and predicted results for September, 2013 show a further improvement in key indicators. The following table gives a breakdown of recent results and forecasts for 2013.</p> <table border="1"> <thead> <tr> <th>Indicator</th> <th>2011</th> <th>2012</th> <th>2013 predicted</th> </tr> </thead> <tbody> <tr> <td>Number of students in KS4</td> <td>334</td> <td>341</td> <td>345</td> </tr> <tr> <td>Students achieving Level 2 threshold (5+ A* - C)</td> <td>86%</td> <td>93%</td> <td>95%</td> </tr> <tr> <td>Students achieving Level 2 threshold including En and Ma</td> <td>71%</td> <td>74%</td> <td>77%</td> </tr> <tr> <td>Students achieving En and Ma at Level 2</td> <td>72%</td> <td>74%</td> <td>77%</td> </tr> <tr> <td>Average uncapped points score</td> <td>511.9</td> <td>555.4</td> <td>562</td> </tr> </tbody> </table>			Indicator	2011	2012	2013 predicted	Number of students in KS4	334	341	345	Students achieving Level 2 threshold (5+ A* - C)	86%	93%	95%	Students achieving Level 2 threshold including En and Ma	71%	74%	77%	Students achieving En and Ma at Level 2	72%	74%	77%	Average uncapped points score	511.9	555.4	562
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	Average capped points score (best 8 – any quals)	356.7	369.2	368
	KS2 – KS4 CVA (to 2010), VA (from 2011)	1004.6	1013	1017
	Pupils making 'expected' progress in English	76%	82%	88% (exceeding expected progress 45%)
	Pupils making 'expected' progress in Maths	82%	83%	84% (exceeding expected progress 48%)
	Number of students at the end of advanced study	184	177	
	Averaged points score per student at the end of advanced study	856.3	911.8	913
	Average points score per entry	225.8	225.9	226
	*Valued added against ALPS targets	+0.15	+0.26	+0.27
	*ALPS score (overall provided)	3	2	2
	*ALPS = A Level performance system (ALPS grade 3 = excellent grade 2 = outstanding)			
Fit to the objectives of the Service	See Section above on expected benefits and links to the Council's Education Vision, the Policy Principles and the School Organisation Plan.			
Fit to the objectives of the Capital Asset Management Plan (Capital Projects)	The project aligns with the Council's School Organisation Plan and the recently approved New School Places programme 2012-17			
<b>Key risks</b>				
Risk	<ol style="list-style-type: none"> <li>The school's accommodation requirements are unaffordable. Mitigation – the school will be closely involved in any design work, which will be continually cost checked and modified to ensure that the scheme is affordable at the point of contract.</li> <li>Planning approval may not be granted or may carry conditions that are not achievable. Mitigation – On-going dialogue will be maintained with planners to ensure</li> </ol>			

	<p>that works are compliant and that any conditions are known in advance of contract completion.</p> <p>3. Ground and site conditions may result in unexpected costs. Mitigation – A full suite of surveys has been conducted to ensure that all site and ground conditions are known.</p> <p>4. Fit out to be carried out by the school may not integrate with the completed works. Mitigation – Close dialogue will be maintained between the contractor and school during construction to ensure that all works will integrate with final fit out. Any other contractors will be invited to attend project meetings to ensure all outputs are understood.</p> <p>5. The works may cause unnecessary disruption to the school’s operation Mitigation – Weekly meetings will be held between the school and contractor to ensure that all upcoming work of both parties is understood and that any disruption is kept to a minimum.</p> <p>A full risk register should be developed as the project progresses, using a recognised risk assessment methodology (eg RAG rating), which will be reviewed regularly by the Project Board.</p>
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**f. Stakeholders involvement** – required to deliver or project will impact (please list with names of individuals and ensure that those who will be required to input or deliver the project are aware)

Directorates	Rob Parsons, Head of School Organisation, Admissions & Capital Planning.
Members	
Public if applicable	

**g. Timescales – key milestones**

Milestone	Start date	End date
Feasibility study completed		March 2013
Executive invitation to expand		March 2013
Executive approval of business case		August 2013
Planning permissions granted		September 2013
Start Building Works		December 2013
Complete Building Works		End of August 2014
Project Completion (End of Defects Liability Period)		September 2015



### **h. Project Governance**

Please provide details of how it is proposed that this project should be governed, this should as far as possible be within existing governance structures.

<b>Project Sponsor</b>	Rob Parsons, Head of School Organisation, Admissions and Capital Planning
Project Manager	AMR Consult, appointed by the Academy
Project Board (if known)	The project board will comprise of senior academy staff, the academy's project management consultant and Council staff.

**i. Costs**

**1. Financial Case Summary**

Expenditure Type	£'000					Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Gross Capital Costs		145,759	1,154,766	1,227,095		2,527,620
Total Gross Revenue Costs	0	0				
<b>Total Costs</b>	<b>0</b>	<b>145,759</b>	<b>1,154,766</b>	<b>1,227,095</b>		<b>2,527,620</b>

<b>Projected Gross Benefits</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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<b>Net Impact to CBC</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
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**2. Capital Costs**

A Expenditure Type	£'000						Est. Type *
	Year 1	Year 2	Year 3	Year 4	Year 5	Total	
<b>Capital Costs</b>							
Land Acquisition						0	
Building Acquisition						0	
Construction/ Conversion			1,074,261	1,079,261		2,153,522	D
Professional Fees		145,759	80,505			226,264	D
Vehicles							
Plant & Equipment							
Furniture				147,834		147,834	D
IT Hardware							
Software & Licences							
Capital Grant to 3rd Parties						0	
Credit Arrangements						0	
Capitalisation of Internal Salaries						0	
Other ( Specify)						0	
<b>Total Capital Costs</b>		<b>145,759</b>	<b>1,154,766</b>	<b>1,227,095</b>		<b>2,527,620</b>	

\* S= Spot Estimate, D= Detailed Estimate, T= Tender Price.

B Sources of Funding	£'000					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>External Funding</b>						
Government Grant (Basic Need)	0	185,982	1,071,317	563,319	-1,219,342	601,276
Section 106	56,897	243,861	406,244		1,219,342	1,926,344
Section 278						
Lottery/ Heritage						
Other Sources ( School funding)						
<b>Total External Funding</b>	<b>56,897</b>	<b>429,843</b>	<b>1,477,561</b>	<b>563,319</b>	<b>0</b>	<b>2,527,620</b>

Internal Funding						
Direct Revenue Financing						0
Capital Receipts						0
Borrowing						0
<b>Total Internal Funding</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Funding</b>	<b>56,897</b>	<b>429,843</b>	<b>1,477,561</b>	<b>563,319</b>	<b>0</b>	<b>2,527,620</b>

**3. Revenue Costs**

Expenditure Type	£'000					
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<b>a. One - Off Revenue Costs</b>						
( Specify)						0
( Specify)						0
( Specify)						0
<b>Total One- Off Revenue Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

b. Ongoing Revenue Costs						
( Specify)						0
( Specify)						0
( Specify)						0
<b>Total Ongoing Revenue Costs</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

c. Projected Gross Revenue Benefits/Savings						
Savings						0
Income						0
<b>Total Gross Revenue Benefits</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**e. Details of Projected Gross Revenue Savings.**

Provide a detailed explanation of how Income are Derived. Include details been calculated.

**4. Cost/ Benefit Analysis**

Additional Information
Net Present Value
Return on Investment
Payback Period ( years)
Capital Costs to Benefits Ratio
Revenue Costs to Benefits Ratio
Total Costs to Benefits Ratio

**5. VAT Implications**

Please state whether VAT implications considered for this scheme

**6. Additional Financial**

Include any additional financial information relevant such as ;hyperlinks to grant details regarding funding sources.