

Detailed Business Case

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a. Title

Project Name	St Andrews CofE VC Lower School, Biggleswade
Project location	Kings Reach, Biggleswade
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>New two form entry (300 place) lower school accommodation, preferably with early years facilities as part of the school, is to be built within the King's Reach development in Biggleswade as an extension to the existing St. Andrew's CofE VC Lower School. The accommodation will include junior size playing fields, hall, kitchen, staff/admin spaces and teaching support spaces (group rooms and specialist spaces) in addition to general classrooms.</p> <p>Work has been ongoing to identify a local existing school to act as sponsor; potentially a local lower school or receiver middle school. This is now proposed to be sponsored by St. Andrew's CofE VC Lower School, working in partnership with Edward Peake CofE VC Middle School.</p> <p>Older pupils residing in the Biggleswade area will attend Edward Peake CofE VC Middle School and then Stratton Upper School. Additional pupil places will also be provided at Edward Peake CofE VC Middle School and Stratton Upper School.</p>
Out of scope/ exclusions	All necessary elements are covered within the scope of the project.

c. Deliverables / outputs

Deliverables:

Deliverable	Date Due
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New school buildings to provide 300 lower school places, as an expansion to St Andrews Lower School, on a second site.

September 2015

d. Options Appraisal

Options	<p>The need for extra lower school places in Biggleswade is in direct response to the development of 2,100 new homes within the new King's Reach development, located north east of the town.</p> <p>A new lower school site was determined at early planning stages as being the most suitable solution to provide places for the additional 300 school children.</p> <p>A new school site and a contribution to the capital funding to build a 300 place school has been provided under a Section 106 agreement with developers of King's Reach. A feasibility scheme for the new school was undertaken on behalf of Taylor Wimpey and Martin Grant Homes in November 2011.</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 meet its statutory obligation to provide sufficient lower school places in the area once the agreed housing developments are complete.</p> <p>Once all schools are oversubscribed in this area, families moving into the new homes would be required to transport their children to other locations in the Sandy/Biggleswade area, causing an increase in children being driven to school and the Council failing its policy principle to provide local schools for local children.</p>
Project Delivery/ Project Approach	<p>It is currently intended that the project be procured under the Sunesis/SCAPE framework utilising a base design which is appropriate for the site and for the needs of the school. Feasibility work has been undertaken to consider 3 main options for the site and the preferred option is now being developed in consultation with the school. It is then intended that the project will be undertaken under a Design/Build contract with the main Sunesis/SCAPE contractor for major works to ensure completion in June/July 2015 to enable the school to be set up ready for September 2015.</p>
Dependencies	<p>The success of this project will be based on:</p> <ul style="list-style-type: none"> • Provision of new school building enabling increased student numbers, with appropriate additional support and external spaces, available from September 2015 or earlier if possible; • An efficient construction which considers the school's needs and concerns; • The school opening on time in September 2015 or earlier as above; • The consideration and establishment of clear and transparent Admission Criteria for the school as a whole; • Continued high performance; • The schools' ability to recruit and retain highly skilled practitioners in all roles.
Constraints	<p>The new facilities are required to be ready for occupation for the 2015/16 Academic year.</p>
Assumptions	<p>There are no assumptions being made in the development of this project which will also be subject to appropriate risk management strategies.</p>
Procurement	<p>As set out above, it is intended to procure the project utilising a Design and Build contract utilising a "standard/base" design which will provide the accommodation</p>

route/options	required by the school but taking advantage of pre-designed detailed elements of the building whilst ensuring that the design will meet the school's needs and aspirations. This will enable a faster procurement and construction option but will provide earlier cost certainty and lower overall design fees thereby ensuring that the project will be able to be delivered within the available budget.
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Assessment of preferred option

Expected Benefits (opportunities) of this project	<p>This scheme will support the Council and Children's Services priorities in the following ways:</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 lower schools from 2015, which translates to the identification of 300 additional lower school places in the Biggleswade area by September 2015, as confirmed in Appendix A of the New School Places Programme 2013/14 to 2017/18.</p> <p>(See also Appendix C of the New School Places Programme 2013/14 to 2017/18)</p> <p><u>Alignment of School's Educational Vision against CBC's Policy Planning Principles for the Provisional of School Places</u></p> <p>CBC Education Vision identifies guiding principles which form the basis of educational planning and policy. In particular, this vision identifies the need to find local solutions in developing educational provision. Central to this is the commitment to schools working together in strong partnerships to develop what is in the best interests of learners and their local communities.</p> <p>Principle 1: - That there is a need to raise standards and to improve outcomes for young people.</p> <p>By allowing a popular and successful school to expand the LA will be ensuring good quality educational outcomes for the new families in Biggleswade.</p> <p>Principle 2: That continuity of provision across the 0 – 19 age range creates a “one phase” approach to learning.</p> <p>St. Andrew's will work closely with Edward Peake throughout this project. St. Andrew's and Edward Peake are active members of the Biggleswade Community Union of Schools (BCUS) and have their support for this project. This will ensure that the new provision is part of an established network that aims for smooth transitions and joint development and improvement.</p> <p>Principle 3: That schools should be base around communities and the needs of their learners.</p> <p>Having the new provision as part of an existing structure, and part of a network of schools that is already addressing local issues through its development plan, will ensure that local needs are met through its work.</p> <p>Principle 4: That what is best for children and families should be at the centre of any change.</p> <p>Expansion of an established successful school ensures the good educational outcomes for the children in the new housing. Making the new provision part of the</p>
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existing community of schools that works to promote the idea of a shared community, ensures families are served well.

Principle 5: That as far as possible services should be commissioned and delivered locally.

St. Andrew's school is an organisation that works with its partner schools through BCUS and works well with the community, e.g. church organisations, social care, health organisations. By making the new provision an expansion of this school the educational and pastoral elements will already be part of an established local base.

Principle 6: That new models of leadership and governance for schools are considered.

The model of one school over two sites allows for economies of scale and therefore smarter and more effective use of educational resources, and better outcomes. St. Andrew's and Edward Peake will work more closely together through this project, at leadership team and governor level.

Principle 7: That all partners will capture what is working well and publish this in ways that allows others to learn from the success.

St. Andrew's and Edward Peake will evaluate the outcomes of the new provision and support other schools wishing to learn from this model, either directly school to school support or in a wider way through the Open Schools projects.

Principle 8: That stakeholders will use this vision to inform the way they respond to changes in local and national educational policy contexts and set revised priorities.

The LA will follow this principle by moving forward with this project.

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

Planning principles for the Provision of School Places.

1. The need to provide local schools for local children, ensuring a sense of community belonging and promoting sustainable modes of travel.

The BCUS (Biggleswade Community Union of Schools) wants the new school to be a part of its community and to fit the BCUS ethos, vision and structure, so ensuring the continuity and consistency of good quality education for all the children in our local group.

For this reason the Head Teachers and Governing Bodies of BCUS are supporting the proposal for the expansion of St. Andrew's VC Lower School, who would work in close partnership with Edward Peake VC Middle School on this project.

By being part of this wider network of local schools, the needs of the whole community on the eastern edge of the LA can be considered. For example; a possible outreach base for centrally based LA support services that our schools find difficult to access would better meet the needs of the children in our region and reduce transport costs for the LA.

2. The need to create schools that are of sufficient size to be financially and educationally viable.

St. Andrew's VC Lower School is currently a three form entry school, standard number 90, total 450. The new site will be two form entry, with a standard number of 60, and total number of 300.

Although seen as a whole, St. Andrew's will be large, it will be split over two distinct sites, each with its own identity. The benefits of a larger organisation are economies of scale, greater bargaining power, shared staff and expertise and greater flexibility.

3. The ability to support the expansion of local popular and successful schools or to link expanding schools with popular and successful schools.

St. Andrew's VC Lower School was inspected in June 2011, with a good grade in all areas and an outstanding grade in five. It achieved an outstanding rating in its Diocesan inspection shortly afterwards.

St. Andrew's already has close links with the local schools through BCUS, good transition working arrangements with both the local BCUS middle schools and has a strong church link with Edward Peake VC Middle School.

4. The potential to further promote and support robust partnerships and learning communities.

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BCUS is a robust and developing learning community with a shared vision of 0 – 19 education. It works through collaborative groups at all levels; governors, Head Teachers and other staff, on shared development priorities. By having a current BCUS lower school, supported by a current BCUS middle school, developing this new expansion, the LA would be ensuring that the new education provision in our community remains a part of the whole. By working together on this project current effective links within BCUS will be further strengthened.

6. The ambition to achieve a single phase of education 0-19 and reduce school transfer points.

Individual schools within BCUS work closely together to ensure our vision of 0 – 19 education is achieved, with smooth transitions, shared data scrutiny and joint development priorities and action plans. By bringing the new provision into this already well established group we are ensuring it benefits from this close collaborative work.

The closer partnership between St. Andrew's and Edward Peake, made through this project, will further enhance the good lower-middle transition.

7. The need to support the Raising of the Participation Age (RPA).

As part of the BCUS, with shared development priorities, the 0-19 agenda is one that all the phases of schools are involved in. The aim of the partnership work is to enhance the long term outcomes for the children and young people in our community.

8. To seek opportunities to create inspirational learning environments for the school and to maximise community use.

By having BCUS involved from the start of the project, the best practice and expertise can be used from the group in developing an inspirational learning environment. St. Andrew's, Edward Peake and the other schools within BCUS already have extensive experience of encouraging community use of facilities and of identifying and providing for community need. As the new community grows the school would seek to engage parents in the development of the school and the governing body would want to work with community groups as they develop.

9. To promote the diversity of provision offered in Central Bedfordshire to increase opportunities for parental choice.

When considering primary provision, Church of England schools are under represented in Central Bedfordshire when compared to the national picture, 22% compared to 25%, and expanding a successful and popular church school will help to increase the number of church school places.

10. To support vulnerable learners in Area Special Schools and integrate appropriate Special Educational Needs provision within mainstream schools.

St. Andrew's already has an established reputation for SEN education, having a Language Provision attached to the school. St. Andrew's works effectively with

the LA assessment and monitoring team, other LA agencies and outside agencies to support its vulnerable learners and their families, as recognised in its achievement of the Every Child Matters Award in April 2011. Through BCUS St. Andrew's has good links with Ivel Valley Special School and ensures smooth transition of pupils where this is appropriate. St. Andrew's would consider a possible outreach base for centrally based LA support services that the BCUS finds difficult to access.

DIRECT BENEFITS TO THE SCHOOL

The SDP priorities for 2012-2013 at St. Andrew's VC Lower School are:

- (a) Achievement
The attainment of disadvantaged groups and the more able groups.
- (b) Teaching and Learning
The development of teaching from good to outstanding.
The development of speaking and listening, independent learning and thinking.
The use of peer coaching as a tool for improvement.
- (c) Leadership and Management
The development of a more rigorous accountability.
- (d) Behaviour
Review of lunchtime rules, rewards and consequences.
Refresher training for support staff.
- (e) Communication
Developing the communication between school and parents through a new interactive website, more curriculum evenings, enhancing the role of parent governors and raising the profile of the school council.
- (f) Curriculum
Working on the new EYFS and RE curricula and working towards the Science Quality Mark.
- (g) Church School Status
Developing child led prayer and worship and reinstating a well-being committee following the principles of our values based code of conduct.

The project will directly benefit the school through growth:

- The staff work within a culture of collaboration and teamwork, sharing the workload and sharing good practice amongst teaching and support staff. Having larger staff teams across two sites will enhance this further.
- Where the development of the attainment of particular groups has been identified as a priority, sharing staff for targeted support will be possible.
- Teachers' peer observation and peer coaching, used for teaching and learning development, are now becoming fully established. Having larger teaching teams enhance this further.
- Economies of scale will be made which will mean more funding is available for school development activities, resources and training.
- There will be further development of shared staff to support improvements in attendance and behaviour.
- By establishing a new base for educational provision, governors and the leadership team will be looking at opportunities for improvements in the environment on both sites.

	<p>WIDER BENEFITS TO THE COMMUNITY</p> <p>The community will have the number of school places that it needs due to the expansion of the town.</p> <p>The community in the new areas of the town will benefit from having new school provision run by an experienced and effective governing body, which is part of the cohesive and collaborative group of schools for the area.</p> <p>St. Andrew's and the other schools in the BCUS group are used by the community in different ways and this will continue in the new provision.</p> <p>The construction on the new site and the running of the educational provision will provide work for people in the locality.</p>
Disadvantages (threats) of this project	Threats and risks associated with this project will be managed by the school's Governing Body and Resources Committee.
Impact Assessment of preferred option	
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 revenue budget the school will receive from the Council in the short term and the Education Funding Agency in the long term.
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
Strategic Assessment of preferred option	
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>Enhancing Central Bedfordshire – creating jobs, managing growth, protecting our countryside and enabling businesses to grow.</p> <p>The Kings Reach development is part of CBC's plan for growth. By expanding a current good school and working with the BCUS, the LA will be securing good quality educational provision for the development. The building of the site and the running of the establishment will provide local job opportunities. The school would be available for community use and a base for adult, parent and family courses.</p> <p>Improved educational attainment.</p> <p>BCUS are ensuring close working partnerships across our schools to ensure the 0-19 vision is implemented through high quality transition in order to raise attainment. Expanding a good school that works within this group, and works particularly closely with the feeder middle school, Edward Peake VC Middle School, will ensure that systems and working arrangements will be set up for good attainment outcomes.</p>

	<p>Promoting health and well-being and protecting the vulnerable.</p> <p>This priority is best met through the expansion of a school with a proven track record. In June 2011 Ofsted said that at St. Andrew’s Lower School’s outstanding care, guidance and support made a considerable contribution to pupils’ personal development. The effectiveness of partnerships in promoting learning and well-being and the effectiveness of safeguarding procedures were also graded as outstanding. The school has achieved the Every Child Matters Award in 2011 and the Healthy Schools Award four times.</p> <p>Better infrastructure - improved roads, broadband reach and transport.</p> <p>The new school provision is located in a position that makes it accessible to the community. St. Andrew’s supports the LA’s Walk to School promotions and provides bike racks. Wireless IT solutions will be explored.</p> <p>Great universal services – bins, leisure and libraries.</p> <p>The new school building will be available for community use. For example, the current St. Andrew’s site has been used by church groups, drama groups, slimming groups and fitness groups. St. Andrew’s has also provided adult courses, parent courses and family courses. Recycling is encouraged at St. Andrew’s.</p> <p>Value for money – freezing council tax.</p> <p>By expanding a current good school the two sites will benefit from economies of scale, greater bargaining power for services, shared staff and joint working arrangements, which will all ensure value for money.</p>
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
Key risks	
Risk	<ol style="list-style-type: none"> 1. <u>Planning</u> On-going dialogue will be conducted with CBC planners to ensure that any application is received favourably. During the planning review period this relationship will be maintained to provide all necessary information to planners and to understand the implication of any conditions. 2. <u>Site conditions</u> A full suite of pre-design surveys has been carried out so that any issues regarding the site can be addressed during detailed design. 3. <u>Programme</u> During the delivery of the project the programme will be closely monitored to ensure that milestones are achieved or where any delays are likely these can be minimised by deploying alternate strategies. <p>A full risk register will be developed as the project progresses, using a recognised risk assessment methodology (eg RAG rating), which will be reviewed regularly by the Project Board and at the monthly monitoring meetings.</p>
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	Keith Armstead, Senior Education Officer (Planning), School Organisation,

	Admissions and Capital Planning Helen Konstantinidi, Project Manager, Property & Assets	
Members		
Public if applicable		
g. Timescales – key milestones		
Milestone	Start date	End date
Executive approval to commence	December 2013	
Planning Period	January 2014	April 2014
Construction period	August 2014	June 2015
Project completion (end of defects liability period)	June 2016	

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.	
Project Sponsor	Keith Armstead, Senior Education Officer (Planning), School Organisation, Admissions and Capital Planning
Project Manager	Helen Konstantinidi, Project Manager, Property & Assets
Project Board (if known)	

i. Costs

Expenditure Type	£'000					Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
Total Gross Capital Costs			246,100	2,289,974	2,466,430	5,002,504
Total Gross Revenue Costs						
Total Costs			246,100	2,289,974	2,466,430	5,002,504
Projected Gross Benefits	0	0	0	0	0	0
Net Impact to CBC	0	0	0	0	0	0

2. Capital Costs

A Expenditure Type	£'000					Total	Est. Type *
	Year 1	Year 2	Year 3	Year 4	Year 5		
Capital Costs							
Land Acquisition						0	
Building Acquisition						0	
Construction/ Conversion				2,142,400	2,172,400	4,314,800	D
Professional Fees			246,100	147,572	294,030	687,702	D
Vehicles							
Plant & Equipment							
Furniture							
IT Hardware							
Software & Licences							
Capital Grant to 3rd Parties							
Credit Arrangements							
Capitalisation of Internal Salaries						0	
Other (Specify)						0	
Total Capital Costs	0	0	246,100	2,289,972	2,466,430	5,002,502	D

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

B Sources of Funding	£'000					Total
	Year 1	Year 2	Year 3	Year 4	Year 5	
External Funding						
Government Grant (Basic Need)			246,100		1,944,204	2,190,304
Section 106	162,171			2,650,027		2,812,198
Section 278						
Lottery/ Heritage						
Other Sources (School funding)						
Total External Funding	162,171		246,100	2,650,027	1,944,204	5,002,502

Internal Funding						
Direct Revenue Financing						0
Capital Receipts						0
Borrowing						0
Total Internal Funding	0	0	0	0	0	0
Total Funding	162,171	0	246,100	2,650,027	1,944,204	5,002,502

3. Revenue Costs

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

b.Ongoing Revenue Costs						
(Specify)						0
(Specify)						0
(Specify)						0
Total Ongoing Revenue Costs	0	0	0	0	0	0

c. Projected Gross Revenue Benefits/Savings						
Savings						0
Income						0
Total Gross Revenue Benefits	0	0	0	0	0	0

d. MRP and Interest						
MRP	0	0	0	0	0	0
Interest	0	0	0	0	0	0
Total MRP & Interest Impact	0	0	0	0	0	0

Net Impact to CBC	0	0	0	0	0	0
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Savings.

Provide a detailed explanation of how the Savings and Income are Derived. Include details of how these have been calculated.

4. Cost/ Benefit Analysis

Additional Information	Value	
Net Present Value	0	3.5%
Return on Investment	-100%	Present Value Factor (£'000)
Payback Period (years)	#DIV/0!	
Capital Costs to Benefits Ratio	#DIV/0!	
Revenue Costs to Benefits Ratio	#DIV/0!	
Total Costs to Benefits Ratio	#DIV/0!	

5. VAT Implications

Please state whether VAT implications have been considered for this scheme

6. Additional Financial

Include any additional financial information which may be relevant such as ;hyperlinks to grant conditions and details regarding funding sources.