

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO COUNCIL

20 JUNE 2018

JOINT REPORT OF THE INTERIM CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT AND THE INTERIM HEAD OF FINANCE AND SECTION 151 OFFICER

CWMFELIN PRIMARY SCHOOL CAPITAL PROJECT

1. Purpose of report

- 1.1 The purpose of this report is to seek Council approval to revise the Capital Programme for 2018 to 2028 to include a budget of £165,000 for the build of a new classroom at Cwmfelin Primary School.
- 1.2 In their meeting on 19 June 2018, Cabinet was asked to approve a report to be submitted to Council for approval to amend the Capital Programme to include a budget of £165,000 to fund the new-build classroom space at Cwmfelin Primary School, to be met from earmarked reserves, the school and Education and Family Support Directorate budgets.

2. Connection to corporate improvement objectives/other corporate priorities

- 2.1 This report assists in the achievement of the following corporate priority/priorities:

Supporting a successful economy - taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county.

Smarter use of resources - ensuring that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

3. Background

- 3.1 On 3 March 2015, Cabinet approval was received for the Council to adopt revised principles as a framework for school organisation in Bridgend. Five key principles were set out to inform the organisation and modernisation of our schools. These are:

- commitment to high standards and excellence in provision;
- equality of opportunity, so that all pupils can access quality learning opportunities, regardless of which school they attend;
- inclusive schools, which cater for the learning needs of all their pupils;
- community-focused schools, where the school actively engages with its local community; and
- value for money.

- 3.2 The Policy and Planning Framework sets out 17 areas where these principles should be applied in practice.
- 3.3 The principles which are particularly relevant are the size of primary schools (to ensure that “all Bridgend’s primary schools are large enough to make the full range of necessary provision”) and value for money, efficiency and effectiveness (“narrowing the gap between the most and the least expensive provision currently”).

4. Current situation/proposal

- 4.1 Despite staff making best use of the school premises, the insufficient size of classroom spaces at Cwmfelin Primary School is putting pressure on teaching and learning opportunities for the school.
- 4.2 The local authority has recognised that the school needs additional space to aid the delivery of the foundation phase and undertake interventions.
- 4.3 There have been a number of options considered to provide additional space at the school. However, the options, which included the transfer of a mobile classroom from Betws Primary School, internal adaptations to an existing mobile classroom and a new-build single or double classroom, were all cost prohibitive.
- 4.4 A scheme has since been developed for provision of accommodation suitable for groups of 20, which meets the school’s needs. It is proposed to proceed on the basis of providing this space as a new build on an area of land close to the nursery building on the school site. This provision will provide the school with the much needed additional space.
- 4.5 This additional space will ease pressure on existing classes and support the delivery of interventions and group work. It is not anticipated that any additional classroom space will be required in the near future, as projected demographic growth is relatively low in this school’s catchment area. There is therefore no proposal to increase the published admission number for the school as a result of this proposal.
- 4.6 This minimal enlargement does not require a statutory procedure as prescribed within the School Organisation Code.

5. Effect upon policy framework and procedure rules

- 5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

- 6.1 An Equality Impact Assessment has been undertaken. The assessment has concluded that there is no negative impact on the duties of the Council towards protected groups.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The Well-being of Future Generations (Wales) Act 2015 Assessment (appendix 1)

provides a comprehensive summary of the outcomes expected from the implementation of the service.

Long-term	Supports the improvement of standards and outcomes in schools.
Prevention	Provision of places at schools is reviewed on an annual basis to ensure there is a sufficient supply of places and suitable accommodation to deliver the curriculum effectively.
Integration	Providing sufficient places ensures that the curriculum can be delivered and meets the social, environmental and cultural objectives.
Collaboration	The local authority works effectively with schools, Estyn and with the Central South Consortium (CSC).
Involvement	This area of work involves all stakeholders within the school (staff and pupils) and nearby residents.

8. Financial implications

- 8.1 The estimated cost of the project to provide a new-build classroom space to accommodate 20 pupils is £165,000.
- 8.2 An earmarked reserve budget of £150,000 has been established for this scheme.
- 8.3 It has been agreed that the estimated shortfall of £15,000 will be funded on a 50:50 shared basis between the school and the Education and Family Support Directorate. The Directorate's contribution of £7,500 will be met from the school modernisation capital retention budget.
- 8.4 The school will receive an additional delegated revenue budget allocation for the increase in floor area through formula funding following completion/handover which will be met from the overall schools' delegated budget.

9. Recommendation

- 9.1 Council is recommended to give approval to amend the Capital Programme to include a budget of £165,000 to fund the new-build classroom space at Cwmfelin Primary School, to be met from earmarked reserves, the school and Education and Family Support Directorate budgets.

Lindsay Harvey and Gill Smith
Interim Corporate Director – Education and Family Support and Interim Head of Finance and Section 151 Officer
19 June 2018

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Background documents:

Cabinet Report 3 March 2015: "PRINCIPLES DOCUMENT"

Cabinet Report (1 September 2015): "STRATEGIC REVIEW INTO THE DEVELOPMENT AND RATIONALISATION OF THE CURRICULUM AND ESTATE PROVISION OF PRIMARY, SECONDARY AND POST-16 EDUCATION"

MTFS Report to Council – 28 February 2018

Well-being of Future Generations (Wales) Act 2015 Assessment

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

Project Description (key aims): Additional accommodation for Cwmfelin Primary School – Capital Project	
Section 1	Complete the table below to assess how well you have applied the 5 ways of working.
Long-term (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	<p>1. How does your project / activity balance short-term need with the long-term and planning for the future?</p> <p>The additional classroom space, which will provide an additional 20 places, will help ease overcrowding in existing teaching areas and meet a short term need. In the long term, a review of educational places in the Llynfi valley will be undertaken to assess need for future places and to inform future bands of the School Modernisation programme.</p>
Prevention (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	<p>2. How does your project / activity put resources into preventing problems occurring or getting worse?</p> <p>Provision of places at schools is reviewed on an annual basis to ensure there is a sufficient supply of places and suitable accommodation to deliver the curriculum effectively. The additional classroom space will allow the school to reduce class sizes, therefore if pupil number increase, there would be space to accommodate additional children.</p>
Integration (Considering how the public body's well-being objectives may	<p>3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?</p> <p>Providing sufficient places ensures that the curriculum can be delivered and meets the social, environmental and cultural objectives. The construction of the new classroom will be competitively tendered, thereby achieving best value for money, potentially providing opportunities for local SMEs to tender for the construction, which would support economic activity.</p>

<p>impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)</p>	
<p>Collaboration (Acting in collaboration with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)</p>	<p>4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?</p> <p>The local authority works effectively with schools, Estyn and with the Central South Consortium (CSC). Officers will work with technical colleagues developing the scheme to ensure that the building design is sustainable and energy efficient.</p>
<p>Involvement (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)</p>	<p>5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p>This area of work involves all stakeholders within the school (governors, staff and pupils) and the local community.</p>

Section 2		
Assess how well your project / activity will result in multiple benefits for our communities and contribute to the national well-being goals (use Appendix 1 to help you).		
Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p>A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.</p>	<p>The construction company could potentially be a locally based organisation. This company has to adhere to sustainability strategies developed for construction and meet targets for recycling. They are also expected to provide community benefits on each project. This could include providing employment and work experience work opportunities as appropriate.</p>	<p>We would maximise the benefits by ensuring that certain key aspects are detailed within the construction contract.</p>
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	<p>The scheme will be developed to ensure that there is no adverse impact on the environment.</p>	<p>N/A</p>
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	<p>The improved school environment for pupils and staff encourages physical and mental well-being.</p>	<p>Ensuring the building is designed to current regulations.</p>

<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	<p>Cwmfelin Primary will continue to be an all-inclusive school and promote opportunities to all pupils for them to learn, develop and reach their full potential.</p>	<p>Ensure the building design is fully inclusive.</p>
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	<p>Cwmfelin Primary will continue to promote opportunities to engage the community in school life and promote the ethos that the school is the heart of the community.</p>	<p>Improved facilities at the school presents opportunity for increased community use.</p>
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	<p>Cwmfelin Primary will continue to promote the importance of the Welsh language, heritage and culture.</p>	<p>This facility enables the school to better deliver the full curriculum which would include Welsh, its culture and heritage.</p>
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.</p>	<p>Construction will require the use of locally sourced contractor, however, it is likely that materials specified may be sourced outside of Wales, thereby support the global economy.</p>	<p>In order to minimise any negative impact, we would seek to ensure that the majority of materials are available from Welsh suppliers.</p>

Section 3		Will your project / activity affect people or groups of people with protected characteristics? Explain what will be done to maximise any positive impacts or minimise any negative impacts	
Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	Ensure improved school environment for pupils
Gender reassignment:	No	No	N/A
Marriage or civil partnership:	No	No	N/A
Pregnancy or maternity:	No	No	N/A
Race:	No	No	N/A
Religion or Belief:	No	No	N/A
Race:	No	No	N/A
Sex:	No	No	N/A
Welsh Language:	No	No	N/A

Section 4	Identify decision meeting for Project/activity e.g. Cabinet, Council or delegated decision taken by Executive Members and/or Chief Officers
Compiling Officers Name:	Nicola Echanis
Compiling Officers Job Title:	Head of Education and Early Help
Date completed:	12 th June 2018