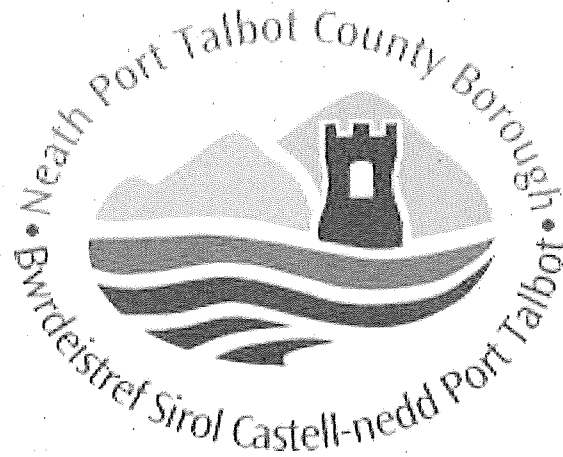


Swansea Valley Primary



Combined Strategic Outline and Outline Business Case

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1 Executive Summary

The purpose of this combined Strategic Outline Case (SOC) and Outline Business Case (OBC) is to present the case for investment for a new school in the Swansea Valley.

The project has been included in the Council's Band B Strategic Outline Programme as part of the 21st Century Schools Programme capital grant submission and is integral to delivering the Council's long term Strategic School Improvement Programme (SSIP) and Corporate Plan's Wellbeing Objectives.

It is the case that in Neath Port Talbot the health of local people is generally poorer than the rest of Wales and there is a big gap between the least and most healthy people. This scheme seeks to provide a new build primary school in the Swansea Valley, not just to provide better educational facilities but to actively promote the new curriculum Health and Well-being Area of Learning and Experience, developing our children and young people so they engage in life long physical activity. Additionally it will promote the health and well-being of children and adults through creating a community focussed learning campus with the aim of providing a wider range of activities, services and experiences for all, ensuring that the families and wider community are also supported and encouraged to participate in physical activity, in line with the Council's aim of improving the health and wellbeing of all people living in Neath Port Talbot and reducing the gap between the least and most healthy.

Neath Port Talbot Council is committed to improving the health and well-being of children and adults who live and work in the county borough, and to ensuring that there is full participation in a range of activities that promote well-being, and this scheme supports the Council's vision of 'creating a Neath Port Talbot where everyone has an equal opportunity to be healthier, happier, safer and prosperous.'

Since the submission of the original SOP for the Council's Band B programme, a number of factors have changed around the original proposals to establish a new 3-16 all through school in the Swansea Valley. Originally the scope for the project included the requirement for the closure of Alltwen, Godre'graig, Llangiwg and Rhydyfro primary schools and Cwmtawe Comprehensive school. Factors affecting the original proposals included:

- Revised forecasts for the number of pupils residing in the Swansea Valley area;
- New LDP developments, which are set to deliver a further 700 houses within the locality by 2026;
- Concerns around the possible effect on nursery pupils, transport and travel arrangements along with the management of traffic at such a large new school site;
- Possible displacement effects on the local Welsh Medium schools in the area and the effect this could have on the growth of Welsh Language as a whole within the area;
- Limitations on the accrual of benefits from a 3-16 model due to the original proposals incorporating split phases, with the secondary element continuing to be delivered from within its existing premises.

In light of the changing circumstances outlined above the scheme has been redefined to exclude the all through element originally identified, and instead focus on the primary element of the scheme, to progress for development. The revised project seeks to establish a new build English-medium Primary School for 630 full time and 140 part time pupils.

The new school will replace three existing primary schools spread across four sites. These schools comprise a series of relatively poor condition buildings with a c. £2.052m of backlog maintenance. Transformational school reorganisation across these schools is expected to generate substantial ongoing operational expenditure savings over the lifetime of the new asset.

The school will also accommodate a Learning Support Centre that will provide for 14 primary age pupils with Autistic Spectrum Disorder (ASD). This LSC will build on the positive work already being undertaken by other well established primary school LSCs in the County Borough, providing bespoke and specialist facilities directly focussed to the learners needs.

The school will also include a new build 25m pool to replace the existing Pontardawe Swimming Pool to provide swimming based curriculum activities. The pool will provide an additional facility alongside the leisure centre, revitalising and increasing the health and well-being facilities in the area. The pool is currently used by some schools in the area but this scheme aims to increase usage by schools and by the wider community due to its improved co-location.

The combined new build School, specialist ASD provision and pool will form part of a universal learning community campus at the Parc Ynysderw site, complementing the existing Cwmtawe Community School and Pontardawe Sports Centre provision. In locating the new build facilities close to Cwmtawe Community School the development will enable pupils and staff from both schools to benefit from increased partnership working, made easier due to their close proximity.

The scheme will seek to improve community cohesion, and provide opportunities for maximising resources and encouraging greater partnership working. The Council aims to intensify the way it works with other organisations locally, through the Public Services Board, in particular taking forward the work that is identified in the Well-being Plan to reduce the gap between those who have the most and those who have the least. It is expected that bringing services together in a single site can generate a cumulative 'community school effect', help address child poverty, and solve some of the challenges posed by declining budgets for community services.

The learning campus will provide all members of the Swansea Valley community with modern, fit for purpose educational and leisure facilities, providing a community focal point for intergenerational health, wellbeing and cohesion in the wider Pontardawe area. This is particularly important as six out of the eight LLSOA's that serve the Swansea Valley are in the 50% most deprived areas of Wales.

The cost of the preferred option is estimated to be £22,705,000.

2 Strategic Case

2.1 Strategic Fit

2.1.1 National Strategies

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

- United Nations Convention on the Rights of the Child;
- Wellbeing and Future Generations Act 2015;
- The Learning Country: Vision into Action 2008;
- Skills framework for 3-19 year olds in Wales 2008;
- One Wales: One planet, a new sustainable development scheme for Wales May 2009 or ant successor strategy;
- Learner Travel Operational Guidance - April 2009;
- A Curriculum for all Learners 2010;
- Measuring the capacity of schools in Wales – Circular 021/2011;
- Welsh Government Welsh Medium Education Strategy 2010;
- Improving Schools National Implementation Plan 2012-15;
- A Living Language: A language for Living: Welsh Language Strategy 2012-17;
- Cymraeg 2050
- Building a Brighter Future: Early Years and Childcare Plan 2013;
- Community Focused Schools – Circular 34/2003
- School Standards and Organisation (Wales) Act 2013;
- School Organisation Code 2018
- School Organisation: Consultation with Children and Young People – Guidance Document 2013;

2.1.2 Local Strategies

- Single Integrated Plan 2013-2023;
- Local Development Plan 2011-2026;
- Forward Financial Plan;
- Welsh in Education Strategic Plan 2017-20;
- Strategic School Improvement Programme;
- Corporate Plan 2019-22.

2.2 Case for Change

2.2.1 Investment Objectives

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

1. To provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils;

2. To improve the learning outcomes for all pupils across the ability range;
3. To remove, non DDA compliant condition C and D buildings, reduce backlog maintenance and provide full accessibility to all pupils, staff and visitors;
4. To achieve efficiencies (economic and environmental) through economies of scale and single management arrangements.
5. To create a community focussed school that supports the Council and its delivery partner promote and sustain the development of health and physical wellbeing of children, their families and the wider community.

The following table identifies the measures and targets that will be utilised to ensure that the identified investment objectives are SMART.

Table 1 – Targets and Measures

IO	Measure	Target
1.	I. Improved motivation, engagement, attendance & extracurricular involvement as evidenced by: <ol style="list-style-type: none"> a. School Self Evaluation b. School Improvement Plan c. Estyn inspection d. Local authority review 	<ul style="list-style-type: none"> • All aspects of pupil wellbeing (as detailed in Estyn guidance) to be awarded a judgement of at least Good by September 2026 • Local Authority core visits report improved engagement, motivation and pupil wellbeing by September 2026 • Attendance percentage rate to increase to 95% for the academic year 2025/2026 • To interview 10% of pupils and 5% of parents to evaluate the effectiveness of the school's policies and practices in promoting pupils' wellbeing seeking a 90% satisfaction rate (reference parental survey annexe 5 Estyn guidance)
2.	I. Improved learning outcomes, as measured by relevant data sources; <ol style="list-style-type: none"> a. Estyn inspection b. Local Authority Review c. Individual pupil and school targets d. Pupil Voice /School Council feedback 	<ul style="list-style-type: none"> • To attain level Green or Amber for Performance and Standards in the National Categorisation system • Local Authority to report that Current performance is at least Good by September 2026 • Estyn to report Key Question 1 (How good are outcomes?) to be at least Good by September 2026 • Pupil tracking data and core family data indicates that pupil outcomes have improved, and are at least in line with similar schools across Wales
	II. Improved numbers of teachers demonstrating excellent or good quality teaching	<ul style="list-style-type: none"> • To attain a Green status for capacity to self-improve in relation to leadership and teaching and learning under the National School Categorisation system • Lesson observations reported to be at least Good by Local Authority during monitoring visits by September 2026 • Estyn to report teaching to be at least Good by September 2026
	III. Improved range and quality of learning opportunities and curriculum provision.	<ul style="list-style-type: none"> • To attain a Green status for capacity to self-improve in relation to leadership and teaching and learning under the National School Categorisation system • Lesson observations reported to be at least Good by Local Authority during monitoring visits by September 2026

IO	Measure	Target
		<ul style="list-style-type: none"> Estyn to report teaching to be at least Good by September 2026
3.	I. Reduced backlog maintenance and accessibility costs	<ul style="list-style-type: none"> Reduction in backlog maintenance and accessibility costs of £3.252 by September 2024
	II. School is DDA compliant	<ul style="list-style-type: none"> New school is fully DDA compliant by September 2024
4.	I. Reduction in energy use and carbon emissions	<ul style="list-style-type: none"> Reduction in combined gas and electricity consumption to 190kwh/m2 by September 2025 Reduction in CO2 emissions to 50.5kg/m2 by September 2025
5.	I. Increase community usage of the pool	<ul style="list-style-type: none"> Increased public swim usage by 5% per annum by 2027 Increased number of children's swimming lessons delivered the pool by 10% by 2027 Increased number of adult swimming lessons delivered at the pool by 10% by 2027 Ystalyfera (3-18) to receive 2 x 10 sets of sessions at the new pool (zero currently) during the 2024/5 academic year Cwmtawe (11-16) to receive 2 x 10 sets of sessions at the new pool (zero currently) during the 2024/5 academic year St Joseph's Primary (3-11) to receive 2 x 10 sets of sessions at the new pool (zero currently) during the 2024/5 academic year Ynystawe Primary (3-11) to receive 2 x 10 sets of sessions at the new pool (zero currently) during the 2024/5 academic year
	II. Increase School usage of the pool	

2.2.2 Existing Arrangements

The assets identified as within scope for this project are as follows:

- Alltwen Primary School;
- Godre'rgraig Primary School;
- Llangiwg Primary School;
- Pontardawe Swimming Pool.

Figure 1: Map of sites

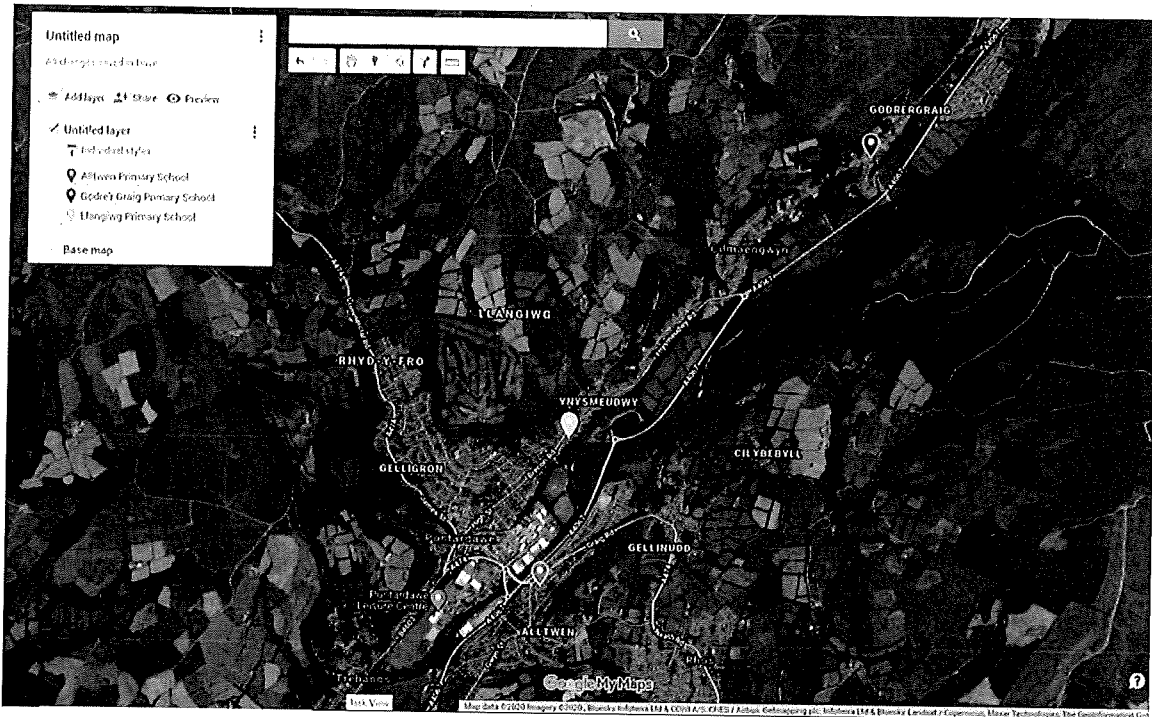


Figure 2: Alltwn Primary School Building



Figure 3: Godre'rgraig Primary School Building

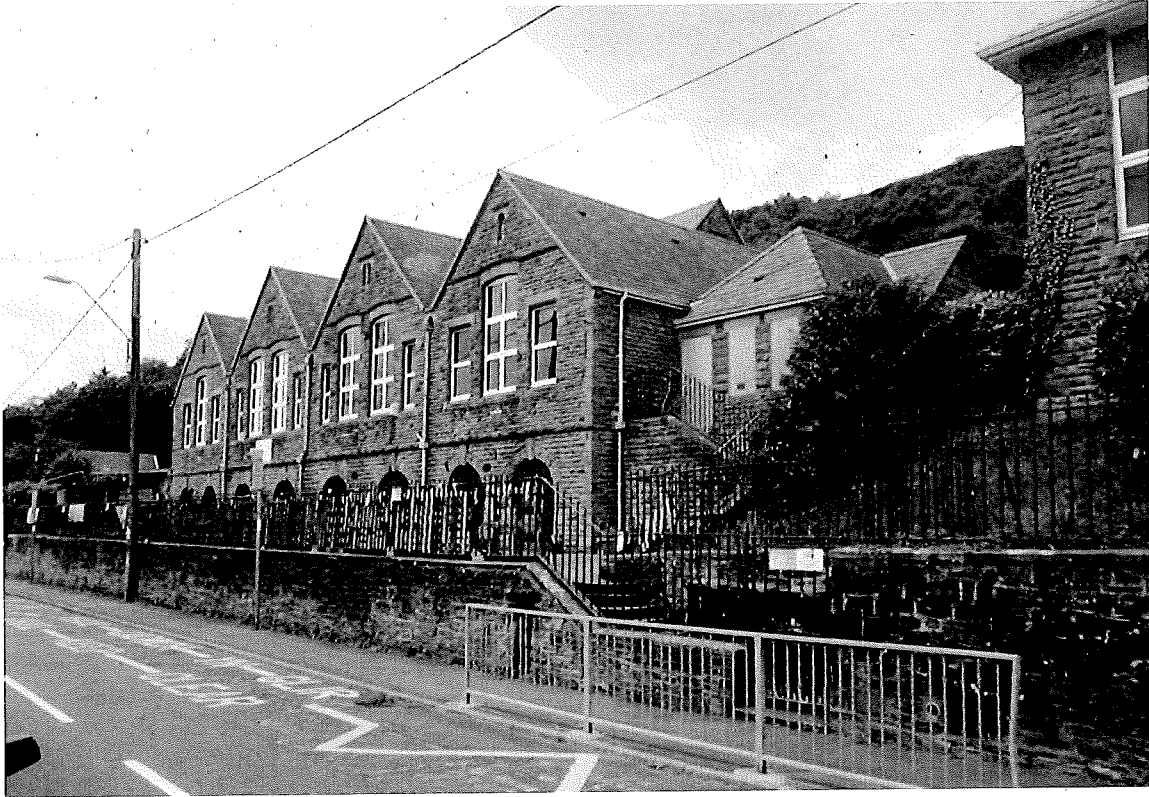


Figure 4: Llangiwg Primary School Building



Figure 5: Pontardawe Swimming Pool



Key information about the existing arrangements is held within tables 2-7 below:

Table 2 – Key School Data

School	Metric	2016/17	2017/18	2018/19
Alltwen Primary	FSM (3yr)	20.8%	19.1%	16.7%
Alltwen Primary	ALN	38%	36%	37%
Alltwen Primary	Attendance	95.0%	95.3%	95.1%
Alltwen Primary	Categorisation			
Godre'rgraig Primary	FSM (3yr)	19.1%	16.7%	15.0%
Godre'rgraig Primary	ALN	36%	37%	39%
Godre'rgraig Primary	Attendance	95.3%	95.1%	94.7%
Godre'rgraig Primary	Categorisation			
Llangiwig Primary	FSM (3yr)	20.7%	20.3%	22.1%
Llangiwig Primary	ALN	28%	28%	22%
Llangiwig Primary	Attendance	94.5%	94.1%	94.5%
Llangiwig Primary	Categorisation			

Table 3 – Staffing Structure

School	Head Teacher	Dep. Head	Teachers	Teaching Assist.	Support Staff	Totals
Alltwen Primary	1	1	7	11	14	34
Godre'rgraig Primary	1	1	5	8	8	23
Llangiwg Primary	1	1	5	7	7	21

Table 4 – Present & forecast pupil numbers

School	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Alltwen Primary	231	236	231	223	224
Godre'rgraig Primary	144	143	134	135	136
Llangiwg Primary	127	117	104	103	98

Table 5 – Number of surplus places

School	Total places	Pupils (Jan 2020)	Total surplus (Jan 2020)
Alltwen Primary	239	231	3.3%
Godre'rgraig Primary	161	144	10.6%
Llangiwg Primary	147	127	13.6%

Table 6 – Latest condition assessments

The latest Condition and Access assessments were conducted in November 2018, while the suitability indicators were last recorded in 2010. The condition review for Pontardawe Leisure Centre was completed in 2014.

School	Condition	Access Grade	Suitability	5 Year Backlog
Alltwen Primary	C+	B	B	£611,000
Godre'rgraig Primary	C-	D	B	£740,000
Llangiwg Primary	C	C	B	£701,550
Pontardawe Leisure Centre	C			£1,221,783

Table 7 – Learner Outcomes

Alltwen Primary	2015/16	2016/17	2017/18	2018/19
FPOI (all O5+)	91%	89%	74%	56%
Literacy Dev. (O5+)	91%	89%	74%	64%
Maths Dev. (O5+)	91%	89%	77%	68%
Phys. Dev. (O5+)	95%	96%	87%	72%
KS2 CSI (all L4+)	85%	70%	85%	76%
English (L4+)	88%	78%	85%	85%
Maths (L4+)	85%	74%	85%	85%

Science (L4+)	85%	83%	85%	76%
Godre'rgraig Primary	2015/16	2016/17	2017/18	2018/19
FPOI (all O5+)	77%	76%	77%	58%
Literacy Dev. (O5+)	77%	82%	77%	58%
Maths Dev. (O5+)	77%	76%	85%	71%
Phys. Dev. (O5+)	85%	94%	85%	74%
KS2 CSI (all L4+)	70%	75%	89%	89%
English (L4+)	75%	85%	89%	89%
Maths (L4+)	70%	80%	89%	89%
Science (L4+)	85%	80%	89%	89%
Llangiwg Primary	2015/16	2016/17	2017/18	2018/19
FPOI (all O5+)	77%	84%	75%	80%
Literacy Dev. (O5+)	77%	84%	75%	80%
Maths Dev. (O5+)	77%	89%	75%	84%
Phys. Dev. (O5+)	77%	95%	88%	96%
KS2 CSI (all L4+)	83%	81%	81%	75%
English (L4+)	83%	81%	81%	75%
Maths (L4+)	83%	88%	81%	75%
Science (L4+)	92%	88%	81%	75%

2.3 Investment Required

2.3.1 Educational Provision

Since the submission of the original SOP for the Council's Band B programme, a number of factors have changed around the original proposals to establish a new 3-16 all through school in the Swansea Valley. Originally the scope for the project included the requirement for the closure of Alltwn, Godre'rgraig, Llangiwg and Rhydyfro primary schools and Cwmtawe Comprehensive school. Factors affecting the original proposals included:

- Revised forecasts for the number of pupils residing in the Swansea Valley area;
- New LDP developments, which are set to deliver a further 700 houses within the locality by 2026;
- Concerns around the possible effect on nursery pupils, transport and travel arrangements along with the management of traffic at such a large new school site;
- Possible displacement effects on the local Welsh Medium Schools in the area and the effect this could have on the growth of Welsh Language as a whole within the area;
- Limitations on the accrual of benefits from a 3-16 model due to the original proposals incorporating split phases, with the secondary element continuing to be delivered from within its existing premises.

In light of the above, the original considerations to include the closure of four of the existing primary schools and replace them with a 750 full time place school would not create enough spaces to accommodate the revised forecasts for those eligible to access education from NPTCBC within the Swansea Valley. Increasing the size of the new build to accommodate these additional spaces would create a primary school substantially larger than any currently operational within the County Borough and one of the largest in Wales, and is not considered a realistic solution.

Of the four Primary Schools originally identified, Alltwen, Godre'rgraig and Llangiwg share the closest geographic proximity and also have the poorest condition estate.

Issues at Godre'rgraig are particularly acute. In July 2019 Godre'rgraig Primary was relocated to temporary demountable classrooms leased to the Local Authority at Parc Ynysderw. This was required after geological experts found there was a potential landslide risk to the school's playground.

Earth Science Partnership (ESP), experts commissioned by Neath Port Talbot Council, reported a medium level risk from a quarry spoil tip near to the school after the Council asked them to extend their extensive landslide risk investigation work carried out in nearby Panteg, Ystalyfera.

Further work has revealed that the risk remains and that it would be unsafe for staff and pupils to return to the school. The new build school provides the opportunity for Godre'rgraig Primary pupils to be permanently relocated and to benefit from the 21st century facilities provided.

Llangiwg Primary estate is not optimised in its current form, operating across two distinct sites approximately 100m apart on New Road, Ynsymudwy. The nursery is housed in demountable type buildings, while the main school blocks are constructed of stonework with concrete detailing and cladding. The condition of the school is categorised as C, with particular problems existing with the boiler system and associated heating distribution, which has reached the end of its practical and economic lifespan and needs to be replaced. Internally, timber floor coverings and kitchen areas require substantial work and upgrading.

Alltwen Primary School's condition was graded at C+ indicating that the building is operational but requiring major repairs or replacement. The buildings heating and distribution system is old and inefficient having exceeded its practical and recommended life span and will need renewal in the immediate future.

2.3.2 Special Needs Provision

There are no specialist units for children with statements of special educational needs at either of the three schools, i.e. provision recognised by the Council as reserved for pupils with SEN. Pupils with additional learning needs, including children with statements of special educational needs, are supported in a mainstream setting with appropriate funding for this purpose. Proposals for the new school will continue to offer this level of support.

Data analysis suggests that a number of pupils within the Swansea Valley travel to gain additional learning support in specialist units elsewhere within Neath Port Talbot. The data

also shows increasing demand for specialist support at primary age for pupils in NPT with Autistic Spectrum Disorder.

Pupils attending the proposed LSC provision within the new school will benefit from being taught by specialist staff, experienced in working with pupils with ASD needs. There is also the possibility that mainstream pupils with ASD could also benefit from the expertise available.

The provision will alleviate the current pressure to address demand for places for pupils with more complex needs, allowing opportunities for children to access appropriate learning within their local community.

The proposed new LSC provision will increase the opportunity for primary pupils to access support in a specialist setting, based within the environment of a mainstream primary school. The provision will enable pupils to acquire the skills and understanding to manage their individual behaviours and learning requirements.

As a self-contained provision, the facility will not have a direct impact on the SEN provision of the new Primary school where pupils with additional learning needs, including children with statements of special educational needs, will be supported in a mainstream setting with appropriate funding for this purpose.

However, the specialist knowledge and skills-set of the staff employed to work at the proposed LSC will be available to share with mainstream staff and, as such, will indirectly benefit SEN provision at the new school.

It is also envisaged that the LSC provision will be able to provide support and training for other mainstream primary schools across Neath Port Talbot, building skills, competencies, expertise and capacity of all staff working with children with ASD.

2.3.3 School and Community Focused Provision

The combined new build School, specialist ASD provision and pool will form part of a universal learning community campus at the Parc Ynysderw site, complementing the existing Cwmtawe Community School and Pontardawe Sports Centre provision.

This campus will provide modern leisure facilities where people can enjoy physical activity, and where physical, mental health and wellbeing is positively promoted throughout local communities. It is envisioned that the new learning campus and pool will become a wellbeing hub, providing a variety of family focussed activities, with a combination of sporting and play opportunities for other local schools and the wider communities in and around the Pontardawe area.

As this scheme involves closing three primary schools and relocating pupils to the more central location of Parc Ynysderw it is necessary that attention is giving to promoting and developing community cohesion, ensuring that the three school communities become one. Activities already being undertaken at the three schools including working with parents, preschool groups and after school activities will be further developed and enhanced with the provision of

21st century learning facilities, advanced technology and the availability of greater outdoor spaces.

WIMD data states that six out of the eight LLSOA's that serve the Swansea Valley are in the 50% most deprived areas of Wales, including the employment, health, education and access to services domains. The creation of the learning campus will provide all members of the Swansea Valley community with modern, fit for purpose educational and leisure facilities, providing a community focal point for intergenerational health, wellbeing and cohesion in the wider Pontardawe area. It will help to deliver the Council's aim of improving the health and wellbeing of all people living in Neath Port Talbot and reducing the gap between the least and most healthy.

The new build school and pool's co-location alongside the existing Cwmtawe Community School and Pontardawe Leisure Centre will provide opportunities to further develop and integrate community provision with delivery partners for indoor and outdoor sporting activities. Additionally Pontardawe has a rich cultural heritage, and is known for promoting and developing the arts both through the medium of Welsh as well as English. The close proximity of the new learning campus to the heart of Pontardawe town would ensure pupils and families are able to both benefit from and contribute to this heritage.

Cwmtawe Comprehensive School has a range of facilities that can be used by community groups including hard tennis courts, meeting spaces, specialist facilities and performance spaces. It is expected that these facilities will continue to be fully utilised by the community, and that the primary school facilities will complement and extend these, providing a wide range of activities, services and experiences for pupils, families and the wider community.

Early years and childcare facilities are already available within walking distance of the new school, and it is expected that wrap around care will be easier to facilitate due to the location.

The pool will provide an additional facility alongside the leisure centre, revitalising and increasing the health and well-being facilities in the area. The pool is currently used by some schools in the area but this scheme aims to increase usage by schools and by the wider community due to its improved location

Presently the long-term sustainability of the existing pool facilities is problematic given its location, condition and age of the asset. The pool not only provides leisure facilities to the local schools and the nearby communities, but also supports a number of jobs in the locality, therefore positively contributing to the local and national (Gross Value Add) economy.

Pontardawe Swimming Pool was built in 1974. The latest condition survey from August 2014 indicated that while the building was in reasonable condition, the core building services have exceed their recommended anticipated lifecycle. A total of £1,221,783 of maintenance works was identified as being required between 2015 and 2022. Due to the complexity of the works required the recommendation at that time was that the vast majority of the works be completed within one single phase in order to reduce the overall disruption to the facility. To date due to

Capital expenditure pressures and logistics surrounding phasing, these works have not been completed.

This scheme provides the Council with the opportunity to realise its vision for greater community cohesion and improved health and wellbeing for the children and adults in the area. The co-location of the school and pool enhances the provision already available in the area and provides an integrated school and community asset which will further enhance the physical activity and wellbeing opportunities open to pupils who currently attend Alltwen, Godre'rgraig and Llangiwig Primary schools as well as those at Cwmtawe Community School which is also closely located to the new build site.

2.3.4 Active Travel

Under the School Travel Plan requirements, all schools, together with the Council's Road Safety Team, are committed to:

- Improving road safety within the local community;
- Raising awareness about travel issues;
- Encouraging walking, cycling and public transport for the school journey where applicable;
- Encouraging independent travel where applicable.

As part of the new school build's development suitable walking routes will be reassessed to ensure the school remains accessible to pupils. Support with home to school travel will be made available in line with the Council's Home to School Transport policy.



2.4 Main Benefits

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

Table 8 – Benefits by Stakeholder

IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
1.	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Improved attendance • Securing positive learning experiences • Improved learning outcomes • Improved engagement with the learning process • Improved access to learning materials (physical, academic and emotional) • Higher number of positive learning role models • Equality of opportunity to access excellent teaching & learning experiences • Tailored facilities to ASD needs
		<p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Inspired learning • Better promotion of key skills • Creating independent learners • Improved self-esteem and well-being • Raising aspirations
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Access to a wider range of teaching materials (state of the art ICT and other emerging technologies) • Greater opportunities to use a wider range of learning / teaching styles • Increased opportunities for continuous professional development <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Access to and sharing of sector leading practice via Professional Learning Communities • Greater job security for teaching staff • More opportunities to facilitate distributed leadership and increased responsibilities
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Improved levels of recruitment, quality and retention of staff • Reduced sickness levels of staff



IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Reputational improvement for the County Borough Council • Assured business continuity • More effective staffing structures – management and support
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Access to learning, sporting and cultural opportunities • Reduction in anti-social behaviour and disaffection
		<p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Securing provision • Improved community links and facilities ensuring community cohesion • Catalyst for community regeneration • Improved community self-esteem and wellbeing
2.	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Enhanced life chances and employment opportunities • Opportunities to benefit from a wider range of learning opportunities • Opportunities to benefit from a range of key and other learning skills • Raise attainment levels for all pupils and young people including literacy and numeracy competency • Improve school attendance • Tailored facilities to ASD needs
		<p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Ability to positively contribute to society and the wider community
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Increased job satisfaction • Greater opportunities to use a wider range of learning / teaching styles • Increased opportunities for continuous professional development
		<p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Professional support and challenge • Accessing and sharing sector leading practice via Professional Learning Communities • Improved professional credibility and integrity



IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Improved levels of recruitment, quality and retention of staff • Reduced sickness levels of staff • Sustainable staffing structures - management and support <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Reputational improvement for the County Borough Council • Assured business continuity • Improved opportunities to attract and retain high quality staff
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Community regeneration and sustainability • Reduction in anti-social behaviour and disaffection • Improved community and social health <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Pupils contributing more positively to society • Improved community cohesion • Enhanced local and national reputation of the wider community • Opportunities to create an up-skilled local workforce • Improved community links and facilities ensuring community cohesion • Improved community confidence and sense of belonging
3.	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Improved access & attendance • Securing positive learning experiences for all pupils and families • Improved access to learning materials (physical, academic and emotional) • Equality of opportunity to access excellent teaching & learning experience. <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Better promotion of key skills • Local pride – greater sense of involvement and ownership • Ability to shape local community – pupil/community voice • Community school, owned by the community for the community • Raised aspirations across the community • Improved learning outcomes for pupils and families



IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Access to a wider range of teaching materials (state of the art ICT and other emerging technologies) • Increased opportunities for continuous professional development • Improved understanding of community needs and aspirations <hr/> <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Greater engagement with the local community • More opportunities to facilitate distributed leadership and increased responsibilities • Ability to have an impact on community, self-confidence and pride • Accessing and sharing sector leading practice via Professional Learning Communities • Improved reputation or standing within the wider community
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • More efficient use of premises / estate • Improved levels of recruitment, quality and retention of staff • Reduced sickness levels of staff • Reduced levels of complaints from key stakeholders <hr/> <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Opportunities to create an up-skilled workforce • Assured business continuity • Development of community spirit and identity • Reduced risk of disruption (through having to address backlog maintenance)
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Community sustainability <hr/> <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Development of community spirit and identity • Use of the wider community as a learning resource • Enhanced local and national reputation of wider the community
4.	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Improved access to learning materials (physical, academic and emotional) • Equality of opportunity to access excellent teaching & learning experience.

IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<u>Non Quantifiable Benefits</u> <ul style="list-style-type: none"> • Better promotion of key skills • Local pride – greater sense of involvement and ownership • Ability to shape local community – pupil/community voice • Community school, owned by the community for the community • Raised aspirations across the community • Improved learning outcomes for pupils and families
	Staff	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> • Access to a wider range of teaching materials (state of the art ICT and other emerging technologies) • Increased opportunities for continuous professional development • Improved understanding of community needs and aspirations
		<u>Non Quantifiable Benefits</u> <ul style="list-style-type: none"> • Ability to have an impact on community self-confidence and pride • Accessing and sharing sector leading practice via Professional Learning Communities • Improved reputation or standing within the wider community
	Employers	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> • More efficient use of premises / estate • Reduced ongoing energy costs • Removal of substantial backlog maintenance liabilities • Improved levels of recruitment, quality and retention of staff • Reduced sickness levels of staff • Reduced levels of complaints from key stakeholders • Efficiencies from centralising ASD educational delivery
		<u>Non Quantifiable Benefits</u> <ul style="list-style-type: none"> • Opportunities to create an up-skilled workforce • Assured business continuity • Development of community spirit and identity • Reduced risk of disruption (through having to address backlog maintenance)
	Wider Community	<u>Quantifiable Benefits</u> <ul style="list-style-type: none"> • Community sustainability



IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Development of community spirit and identity. • Use of the wider community as a learning resource • Enhanced local and national reputation of wider the community
5.	Learners	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Greater understanding of the benefits of physical activity amongst all age groups • Improved physical health and wellbeing for pupils gaining access to the pool • Improved mental health and wellbeing for pupils gaining access to the pool • Potential for a greater number of non-curricular activities for schools within the vicinity of the pool <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Local pride – greater sense of involvement and ownership • Ability to shape local community – pupil/community voice • Community school, owned by the community for the community • Raised aspirations across the community
	Staff	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Improved understanding of community needs and aspirations <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Greater engagement with the local community • Ability to have an impact on community self-confidence and pride • Improved-reputation or standing within the wider community
	Employers	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Increased usage of community pool facilities • Removal of substantial backlog maintenance issues at the pool • Long-term assurance over the maintenance of local jobs supported by Pool <p><u>Non Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Assured business continuity through enhanced community engagement • Development of community spirit and identity
	Wider Community	<p><u>Quantifiable Benefits</u></p> <ul style="list-style-type: none"> • Community sustainability and cohesion • Increased take up of public swimming offering • Increased take up of child and adult swimming lessons at the pool • Positive reinforcement of WG and NPTCBC and their investment in local communities

IO	Stakeholder	Main Benefits Criteria by Stakeholder Group
		<u>Non Quantifiable Benefits</u> <ul style="list-style-type: none"> • Development of community spirit and identity • Enhanced local and national reputation of wider the community • Reduced costs for the NHS incurred through physical inactivity and cardiovascular diseases.

2.5 Main Risks

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

Table 9 – Strategic Risks and Countermeasures

Main Risk	Counter Measures
Business and Political Risks	
1. Forecasted pupil numbers do not materialise	Conduct detailed population forecasts at LSOA level and review quantum of potential new developments identified within the LDP.
2. Budget allocation insufficient to meet needs	Develop comprehensive budgetary analysis to support options appraisal based on pupil numbers and comparative analysis of schools of similar size elsewhere.
3. 21 st Century funding opportunity not realised	Development of comprehensive five case model business cases
4. An unsatisfactory consultation process and postponement/curtailment	Develop communication strategy to lead public opinion throughout public consultation process.
Service Risks	
1. Educational standards not maintained	Establish comprehensive working groups with participants from all affected school to ensure that there is a seamless transition from the old to new school arrangements.
2. Less effective support for pupil well-being in a larger school and in a different location	Develop fit for purpose transition plan, learning experience from previous transformational school reorganisation that has taken place in Briton Ferry and Baglan. Frequent and tailored engagement based on different stakeholder groups collective and individual needs and requirements.
3. Loss of school identity from closure of existing establishments	Use lessons learned from Band A programme in the development of a new cohesive school ethos
External Environmental Risks	
1. Any change in the political climate at WG level	Ensure that all requests are in line with existing WG policy.
2. Delay in WG approval of Business Case delays delivery of proposals	Submit Business Cases as early as possible to ensure timely approval of the plan.

2.6 Project Constraints

The project is subject to the following constraints:

- WG policy;
- County Borough Council policy;
- Building restrictions, e.g. environmental issues;
- Building control and Planning restrictions;
- BREEAM Excellent;
- Staffing and HR issues at the schools;
- Catchment areas issues and nearest school may affect schooling patterns; and
- Availability of capital funding (Grant Funding and borrowing capacity).

2.7 Project Dependencies

The project dependencies are as follows:

- Availability of funding to conduct feasibility work;
- Completion of acceptable feasibility work that can move project forward;
- Changes to educational and curricular policies;
- Formal public consultation in line with the School Organisation Code;
- Planning approval.

3 Economic Case

3.1 Critical Success Factors

The Critical Success Factors (CSFs) 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 phased implementation.
- The option must be the best fit with the demands for skills of the business and commercial communities within the area.

CSF2: Strategic Fit

- The option must fit within and promote National and Regional strategies presented in Business Strategies.
- The option must complement the transformation plans that Neath Port Talbot County Borough Council have developed for the Swansea Valley.
- The option must be the best fit with the strategies of the business and commercial communities within the area
- The option must fit with the Community Strategies for 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 an integrated service.
- Operating costs for delivering learning are optimised.

CSF5: Potential Achievability

- The option needs to be accepted by key stakeholders.
- There must be the management capacity, skills and vision to deliver the transformation, or must be aware of the need to recruit assistance.
- Innovative governance and management arrangements need to be deployed.
- Effective and efficient collaborative working for the longer term.

CSF6: Supply side Capacity and Capability

- Sufficient established and reputable construction firms bid for work to ensure both competition and value for money in new building delivery.

CSF7: Potential Affordability

- The required capital investment can be met from grants available from the Welsh Government, realisations from land and property sales and from prudential borrowing.
- The financial and non-financial benefits must more than repay the investment.

3.2 Long List Options

The long list of options was generated by a cross departmental group of stakeholders at a workshop held using videoconferencing on Monday 11th May 2020. The following individuals were present at this workshop:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

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.

3.3 Scope Appraisal

3.3.1 Options

- Do minimum – 3 to 11 Primary School with 150 places to replace Godre'rgraig Primary. (This is the minimum possible scope due to the current H&S issues at the Godre'rgraig Primary site)
Intermediate (A) – 3 to 11 Primary School with 630 full-time and 140 part-time places and swimming pool to replace Alltwen, Godre'rgraig and Llangiwig Primary Schools;
- Intermediate (B) – 3 to 11 Primary School with 630 full-time and 140 part-time places, 14 place learning support centre for primary pupils with an ASD statement and swimming pool to replace Alltwen, Godre'rgraig and Llangiwig Primary Schools;
- Intermediate (C) – 3 to 11 Primary School with 750 full time and 180 part-time places, 14 place learning support centre for primary pupils with an ASD statement and swimming pool to replace Alltwen, Godre'rgraig, Llangiwig and Rhydyfro Primary Schools;
- Maximum – 3 to 16 All through School with 1284 secondary, 750 full-time primary and 180 part-time primary places, 14 place learning support centre for primary pupils with an ASD statement and swimming pool.

3.3.2 Advantages and Disadvantages

Do minimum – 3 to 11 Primary School with 150 places to replace Godre'rgraig Primary. (This is the minimum possible scope due to the current H&S issues at the Godre'rgraig Primary site)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Address urgent issue at Godre'rgraig Primary • Minimises disruption to existing schools; 	<ul style="list-style-type: none"> • Does not address ALN requirements specific to pupils residing within the Swansea Valley; • Does not minimise transport costs associated with ALN for NPTCBC • Does not promote cross phase working and learning; • Does not enable wider transformational benefits of school re-organisation; • Does not align to NPTCBC strategic educational plans; • Limited Political and local support; • Minimises the potential for environmental benefits that are achievable through modern facilities; • Minimises the opportunity for financial savings achievable through wider school reorganisation; • Limits the opportunities for pupils in the Swansea Valley to access 21st Century School opportunities; • Creates short term future requirements for additional schemes within the Swansea Valley.
Intermediate (A): 3 to 11 Primary School with 630 full-time and 140 part-time places and swimming pool;	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Optimises the number of primary places within the Swansea Valley; • Creates a Primary School of manageable size for all stakeholders; • Enables staff cost savings through the removal of duplicate roles within existing provision; • Enhances the opportunities for pupils to access health and wellbeing benefits available through access to first class swimming facilities 	<ul style="list-style-type: none"> • Does not address ALN requirements specific to pupils residing within the Swansea Valley; • Does not minimise transport costs associated with ALN for NPTCBC; • Does not promote cross phase working and learning experiences
Intermediate (B) – 3 to 11 Primary School with 630 full-time and 140 part-time places, 14 place learning support centre for primary pupils with an ASD statement and swimming pool;	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Optimises the number of primary places within the Swansea Valley; 	<ul style="list-style-type: none"> • Does not promote cross phase working and learning experiences.



<ul style="list-style-type: none"> • Creates a Primary School of manageable size for all stakeholders; • Enables staff cost savings through the removal of duplicate roles within existing provision; • Enhances the opportunities for pupils to access health and wellbeing benefits available through access to first class swimming facilities • Provides localised access to ALN provision within the Swansea Valley; • Will reduce the transport costs associated with ALN for NPTCBC 	
<p>Intermediate (C) – 3 to 11 Primary School with 750 full time and 180 part-time places, 14 place learning support centre for primary pupils with an ASD statement and swimming pool;</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Enables staff cost savings through the removal of duplicate roles within existing provision; • Enhances the opportunities for pupils to access health and wellbeing benefits available through access to first class swimming facilities • Provides localised access to ALN provision within the Swansea Valley; • Will reduce the transport costs associated with ALN for NPTCBC 	<ul style="list-style-type: none"> • Despite the increase in the number of places, the school may still not provide enough places to entirely accommodate the forecast pupil numbers for the four primary schools in the medium to long term; • Would create the largest Primary School in NPTCBC and potentially prove difficult to recruit to and manage; • Size of school may cause logistical, transport and access issues at the site; • Has the potential to substantially impact traffic during peak times within the locality; • Does not promote cross phase working and learning experiences; • Creates the potential for maximal displacement of existing Welsh Medium Schools within the area; • Size of the school may be detrimental to the development of the Welsh Language in the locality.
<p>Maximum – 3 to 16 All through School with 1284 secondary, 750 full-time primary and 180 part-time primary places, , 14 place learning support centre for primary pupils with an ASD statement and swimming pool;</p>	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Promotes cross phase working and learning experiences • Enables staff cost savings through the removal of duplicate roles within existing provision; • Enhances the opportunities for pupils to access health and wellbeing benefits available through access to first class swimming facilities 	<ul style="list-style-type: none"> • Creates a very large school which may be difficult to recruit to and manage in the long term; • Little political or broader stakeholder support for the scheme; • School reorganisation has the potential to unsettle the currently well managed, popular and successful provision at Cwmtawe Comprehensive School; • Very complex consultation with the potential for significant local objections;



<ul style="list-style-type: none"> Provides localised access to ALN provision within the Swansea Valley; Will reduce the transport costs associated with ALN for NPTCBC 	<ul style="list-style-type: none"> Existing Cwmtawe School building is relatively modern and in good condition so replacement would be sub-optimal from a spend perspective. Alternative to provide a split site build would offer better value for money but negate many of the benefits offered by the 'all through' model.
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3.3.3 Conclusion

Reference to:	Minimum	Intermediate (A)	Intermediate (B)	Intermediate (C)	Maximum
To provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils;	✓	✓	✓	✓	✓
To improve the learning outcomes for all pupils across the ability range;	✓	✓	✓	✓	✓
To reduce the number of surplus pupil places in Neath Port Talbot schools;	✓	✓	✓	✓	✓
To achieve efficiencies (economic and environmental) through economies of scale and single management arrangements.	✓	✓	✓	✓	✓
To create a community focussed school that supports the Council and its delivery partner promote and sustain the development of health and physical wellbeing of children, their families and the wider community.	✓	✓	✓	✓	✓
Critical Success Factors					
Business Need	✓	✓	✓	✓	?
Strategic Fit			✓		
Potential VFM		✓	✓	✓	
Benefits optimisation			✓	✓	
Potential achievability	✓	✓	✓	✓	✓
Supply side capability	✓	✓	✓	✓	✓
Affordability	✓	✓	✓	✓	✓
Summary	Discounted	Discounted	Preferred	Discounted	Discounted

3.4 Service Solution Appraisal

3.4.1 Options

- Option 1 – Maintain three separate schools on four sites. New Build 150 School in Godre'rgraig, conduct backlog maintenance to Alltwn and Llangiwig Primary Schools and Pontardawe swimming pool;
- Option 2 – Establish a federation of Alltwn, Godre'rgraig and Llangiwig Primary schools. New build 150 Primary in Godre'rgraig remodel Alltwn and Llangiwig Primary Schools and conduct backlog maintenance on Pontardawe swimming pool;
- Option 3 – Close two of the schools and transfer all pupils to the remaining remodelled and extended school, conduct backlog maintenance on Pontardawe swimming pool;
- Option 4 – Close one of the three schools and transfer pupils to the remodelled and extended remaining two schools, conduct backlog maintenance on Pontardawe swimming pool;
- Option 5 – Close Alltwn, Godre'rgraig and Llangiwig Primary schools and build a new replacement primary school on one of the existing school sites, conduct backlog maintenance on Pontardawe swimming pool;
- Option 6 - Close Alltwn, Llangiwig and Godre'rgraig Primary schools and build a new school in Parc Ynysderw to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwn, Llangiwig and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;
- Option 7 - Close Alltwn, Llangiwig and Godre'rgraig Primary schools and build a new school on another site to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwn, Llangiwig and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;
- Option 8 - Build three new, replacement primary schools on the existing sites of Alltwn, Llangiwig and Godre'rgraig Primary schools and a new build pool on Parc Ynysderw.

3.4.2 Advantages and Disadvantages

Option 1: Maintain three separate schools on four sites. New Build 150 School in Godre'rgraig, conduct backlog maintenance to Alltwn and Llangiwg Primary Schools and Pontardawe swimming pool	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Minimises disruption; • Maintains Primary School provision in all local villages. 	<ul style="list-style-type: none"> • Does not address the Health and Safety risks of the Godre'rgraig site, to become viable therefore a new build alternative would be required somewhere within the existing village; • Potential alternative site availability within Godre'rgraig is limited to accommodate replacing the existing school within the community; • Does not create 21st Century School Provision for pupils of Alltwn and Llangiwg; • Does not optimise property costs; • Does not create opportunities for revenue savings; • Does not enhance the school estate; • Does not enable any environmental benefits to be achieved through improved energy efficiency; • Existing Swimming Pool facilities are uneconomic to maintain.
Option 2: Establish a federation of Alltwn, Godre'rgraig and Llangiwg Primary schools. New build 150 Primary in Godre'rgraig remodel Alltwn and Llangiwg Primary Schools and conduct backlog maintenance on Pontardawe swimming pool	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Will enable some environmental benefits to be achieved through optimisation of existing facilities; • Will enable some small savings in property costs incurred by the school estate; • Will enable minimal structural reorganisation to facilitate financial savings; • Single governing body will be able to pool resources, maximise staff expertise and share facilities; • Will enable the curriculum to be co-ordinated and the employment of whole school teaching/learning strategies to improve performance 	<ul style="list-style-type: none"> • Does not address the Health and Safety risks of the Godre'rgraig site. • Due to existing layout of infrastructure and the size constraints of the existing sites it is unlikely that it will be possible to create 21st Century School type provision for pupils of Alltwn, Godre'rgraig and Llangiwg; • As separate legal entities each school would still require separate inspections by Estyn and there would be separate expenditure trails to manage and audit; • Existing Swimming Pool facilities are uneconomic to maintain.

Option 3: Close two of the schools and transfer all pupils to the remaining remodelled and extended school, conduct backlog maintenance on Pontardawe swimming pool	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Will enable some environmental benefits to be achieved through optimisation of existing facilities; • Will enable moderate savings in property costs incurred by the school estate; • Will enable structural reorganisation to maximise potential financial savings; • Single governing body will be able to pool resources, maximise staff expertise and share facilities; • Will enable the curriculum to be co-ordinated and the employment of whole school teaching/learning strategies to improve performance 	<ul style="list-style-type: none"> • Due to existing layout of infrastructure and the size constraints of the existing sites it is unlikely that it will be possible to create 21st Century School type provision for pupils of Alltwen, Godre'rgraig and Llangiwig; • There is insufficient space at either Llangiwig or Alltwen sites to accommodate all the pupils from the in-scope schools; • Design complexities of this nature make the scheme undeliverable; • Constrained sites would mean that a swimming pool could not be accommodated within the scheme.
Option 4: Close one of the three schools and transfer pupils to the remodelled and extended remaining two schools, conduct backlog maintenance on Pontardawe swimming pool	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Will enable some environmental benefits to be achieved through optimisation of existing facilities; • Will enable some moderate savings in property costs incurred by the school estate; • Will enable moderate structural reorganisation to facilitate financial savings; 	<ul style="list-style-type: none"> • Due to existing layout of infrastructure and the size constraints of the existing sites it is unlikely that it will be possible to create 21st Century School type provision for pupils of Alltwen, Godre'rgraig and Llangiwig; • There is insufficient space at either Llangiwig or Alltwen sites to accommodate pupils from Godre'rgraig; • Design complexities of this nature make the scheme undeliverable; • Constrained sites would mean that a swimming pool could not be accommodated within the scheme.
Option 5: Close Alltwen, Godre'rgraig and Llangiwig Primary schools and build a new replacement primary school on one of the existing school sites, conduct backlog maintenance on Pontardawe swimming pool	
Advantages	Disadvantages
<ul style="list-style-type: none"> • New build will enable substantial environmental efficiencies achievable through design; • Single school site will maximise potential property revenue savings that can be achieved by the scheme; • Will enable structural reorganisation to maximise potential financial savings; 	<ul style="list-style-type: none"> • All three existing sites are constrained with the Godre'rgraig site considered completely unsuitable for any school scheme; • Substantial design complications due to constrained nature of the site will increase cost and may limit the potential educational benefits achievable through a new build school; • A requirement for temporary accommodation during the construction



<ul style="list-style-type: none"> • Single governing body will be able to pool resources, maximise staff expertise and share facilities; • Will enable the curriculum to be co-ordinated and the employment of whole school teaching/learning strategies to improve performance 	<p>phase would incur additional costs for the project;</p> <ul style="list-style-type: none"> • The negative impact of additional traffic at any of these sites would be substantial due to existing road layouts and limited space to accommodate the additional volume of traffic and parking required at the site; • Constrained sites would mean that a swimming pool could not be accommodated within the scheme; • High cost of capital for the scheme.
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Option 6: Close Alltwen, Llangiwg and Godre'rgraig Primary schools and build a new school in Parc Ynysderw to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwen, Llangiwg and Godre'rgraig and create a new 14 place ASD Unit and 25m pool;

Advantages	Disadvantages
<ul style="list-style-type: none"> • Large site at Parc Ynysderw enables a fully optimised scheme to be developed to maximise the educational benefits achieved through design; • Large site enables suitable parking and drop off provision to minimise the impact to traffic on the local highways infrastructure • New build will enable substantial environmental efficiencies achievable through design; • Single school site will maximise potential property revenue savings that can be achieved by the scheme; • Will enable structural reorganisation to maximise potential financial savings; • Single governing body will be able to pool resources, maximise staff expertise and share facilities; • Will enable the curriculum to be co-ordinated and the employment of whole school teaching/learning strategies to improve performance 	<ul style="list-style-type: none"> • High cost of capital of the scheme

Option 7: Close Alltwen, Llangiwg and Godre'rgraig Primary schools and build a new school on another site to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwen, Llangiwg and Godre'rgraig and create a new 14 place ASD Unit and 25m Pool;

Advantages	Disadvantages
<ul style="list-style-type: none"> • New build will enable substantial environmental efficiencies achievable through design; • Single school site will maximise potential property revenue savings that can be achieved by the scheme; • Will enable structural reorganisation to maximise potential financial savings; 	<ul style="list-style-type: none"> • No suitable alternative site of a comparable size exists within reasonable travelling distance; • Increasing the distance between the new Primary School and Pool and the existing Cwmtawe Comprehensive School would limit the secondary schools ability to benefit from the new Swimming facilities.;



<ul style="list-style-type: none"> • Single governing body will be able to pool resources, maximise staff expertise and share facilities; • Will enable the curriculum to be co-ordinated and the employment of whole school teaching/learning strategies to improve performance 	<ul style="list-style-type: none"> • High cost of capital of the scheme.
<p>Option 8: Build three new, replacement primary schools on the existing sites of Alltwen, Llangiwg and Godre'rgraig Primary schools and a new build pool on Parc Ynysderw.</p>	
<p>Advantages</p>	<p>Disadvantages</p>
<ul style="list-style-type: none"> • New build will enable substantial environmental efficiencies achievable through design; • Three new build schools will offer some potential property revenue savings to be achieved; • Maintains Primary School provision in all local villages. 	<ul style="list-style-type: none"> • Very high cost of capital expenditure to build three new Primary schools; • Due to the size constraints of the existing sites it is unlikely that it will be possible to create 21st Century School type provision for pupils of Alltwen and Llangiwg; • Alternative site for Godre'rgraig Primary would still be required due the unsuitability of the existing site; • Would not enable any structural reorganisation of the schools and therefore offers no ongoing revenue savings; • There would be a requirement for temporary accommodation during the construction phase at all sites and this would incur substantial additional costs for the project;

3.4.3 Conclusion

Reference to Option:	1	2	3	4	5	6	7	8	
To provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils;			?	?	✓	✓	✓	✓	
To improve the learning outcomes for all pupils across the ability range;		?	?	?	✓	✓	✓	✓	
To reduce the number of surplus pupil places in Neath Port Talbot schools;			✓	✓	✓	✓	✓	✓	
To achieve efficiencies (economic and environmental) through economies of scale and single management arrangements.		✓	✓		✓	✓	✓	✓	
To create a community focussed school that supports the Council and its delivery partner promote and sustain the development of health and physical wellbeing of children, their families and the wider community.						✓	✓	?	
Critical Success Factors									
Business Need		✓	✓	✓	✓	✓	✓	✓	
Strategic Fit			✓	✓	✓	✓	✓	✓	
Potential VFM			?	?	✓	✓	✓		
Benefits optimisation			?	?	✓	✓	?		
Potential achievability		✓	?	?	?	✓	?	✓	
Supply side capability	✓	✓	✓	✓	✓	✓	✓	✓	
Affordability	✓	✓	✓	✓	✓	✓	?	✓	
Summary		Discounted by Carry Forward	Discounted	Discounted	Discounted	Discounted	Preferred	Possible	Discounted

Option 6 to close Alltwen, Llangiwg and Godre'rgraig Primary schools and build a new school in Parc Ynysderw to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwen, Llangiwg and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool, is the preferred option.

Option 7 to close Alltwen, Llangiwg and Godre'rgraig Primary schools and build a new school on another site to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwen, Llangiwg and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool, is possible. The only alternative site within the locality is however on a flood plain, there are therefore concerns over the additional remediation costs to deal with this and the effects this will therefore have on the proposals affordability.



3.5 Service Delivery Appraisal

3.5.1 Options

- Minimum – Local Authority delivery
- Intermediate – Local Authority and Private Sector partner arrangements
- Maximum – Private Sector partnership (PPP)

3.5.2 Advantages and Disadvantages

Minimum: Local Authority delivery	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures are already in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Councils Strategic Schools Improvement Programme (SSIP); • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within Local Authority. 	<ul style="list-style-type: none"> • May stifle innovation; •
Intermediate: Local Authority and Private Sector Partner	
Advantages	Disadvantages
<ul style="list-style-type: none"> • All requisite delivery structures are already in place; • Local Authority has extensive experience in delivering this service delivery model; • Cost effective model; • Strategic link to Councils Strategic Schools Improvement Programme (SSIP); • Most expedient model for delivery; • Politically acceptable; • Limited risk due to specialist support within Local Authority. 	<ul style="list-style-type: none"> • Will prove more expensive for the Local Authority • Contractor may not be au fait with the workings and culture of Local Authority
Maximum: Private Sector Partnership (PPP)	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Private sector suppliers will provide specialisms and capacity that the Local Authority 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 Local Authority • Any private sector partnership will be unlikely to include local contractors (because off scale) • Profit element of partnership may impact on funds available for development



3.5.3 Conclusion

Reference to:	Minimum Scope	Intermediate Scope	Maximum Scope
To provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils;	✓	✓	✓
To improve the learning outcomes for all pupils across the ability range;	✓	✓	✓
To reduce the number of surplus pupil places in Neath Port Talbot schools;	✓	✓	✓
To achieve efficiencies (economic and environmental) through economies of scale and single management arrangements.	✓	✓	✓
To create a community focussed school that supports the Council and its delivery partner promote and sustain the development of health and physical wellbeing of children, their families and the wider community.	✓	✓	✓
Critical Success Factors			
Business Need		✓	
Strategic Fit		✓	
Potential VFM	?	✓	
Benefits optimisation		✓	
Potential achievability		✓	✓
Supply side capability		✓	✓
Affordability		✓	
Summary	Discounted	Preferred	Discounted

Option Intermediate is the preferred option, as it meets all of the Investment Objectives and Critical Success Factors.



3.6 Implementation Appraisal

3.6.1 Options

- Minimum – Full build completed by January 2025;
- Intermediate – Full build completed by September 2024;
- Maximum – Full build completed by April 2024.

3.6.2 Advantages and Disadvantages

Minimum: Full build completed by January 2025	
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: Full build completed by September 2024	
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 Local Authority funding allocation is spent within Welsh Government timescales • Allows time for innovation in design but ensures completion within a reasonable time scale; • Minimises local community disruption. 	<ul style="list-style-type: none"> • Partial delay to accrual of scheme benefits
Maximum: Full build completed by April 2024	
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 Local Authority funding allocation is spent within Welsh Government timescales • Ensures completion in a timely manner; • Minimises local community disruption. 	<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.



3.6.3 Conclusion

Reference to:	Minimum Scope	Intermediate Scope	Maximum Scope
To provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils;	✓	✓	✓
To improve the learning outcomes for all pupils across the ability range;	✓	✓	✓
To reduce the number of surplus pupil places in Neath Port Talbot schools;	✓	✓	✓
To achieve efficiencies (economic and environmental) through economies of scale and single management arrangements.	✓	✓	✓
To create a community focussed school that supports the Council and its delivery partner promote and sustain the development of health and physical wellbeing of children, their families and the wider community.	✓	✓	✓
Critical Success Factors			
Business Need		✓	?
Strategic Fit	✓	✓	✓
Potential VFM		✓	✓
Benefits optimisation		?	✓
Potential achievability	✓	✓	?
Supply side capability	✓	✓	✓
Affordability	✓	✓	✓
Summary	Discounted	Preferred	Possible

The preferred implementation option is an intermediate approach, (completed by September 2024). This option met every Investment Objective and potentially all Critical Success Factors. The Maximum option is also a possibility, however there are concerns that the tight timescales may fetter innovation and become unachievable.

3.7 Funding Appraisal

3.7.1 Options

- Minimum – Wholly Local Authority funded from capital programme;
- Intermediate – Mix of Local Authority borrowing and Welsh Government funding;
- Maximum - Wholly Welsh Government funded;
- Alternative – Mutual Investment fund (MIM).

3.7.2 Advantages and Disadvantages

Minimum: Wholly Local Authority funded from capital programme.	
Advantages	Disadvantages
<ul style="list-style-type: none"> • Wouldn't require any additional Local Authority 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 Local Authority 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 Local Authority 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
<ul style="list-style-type: none"> • Enables major capital investment in other community priorities. 	<ul style="list-style-type: none"> • Welsh Government grant funding requirements may be prohibitive; • Application process may delay delivery. • May stifle innovation.
Alternative: Mutual Investment Model	
Advantages	Disadvantages
<ul style="list-style-type: none"> • No capital funding required up front; • Sponsorship from Welsh Government; • Cost certainty (capital and revenue); • Welsh Governments preferred model; 	<ul style="list-style-type: none"> • Development partners may not be interested; • Complex ownership and governance model; • Multifaceted governance may stifle innovation;

3.7.3 Conclusion

Reference to:	LA 100%	Mix	WG 100%	MIM
To provide a stimulating teaching and learning environment in state of the art, 21st Century facilities that will impact positively on the self-esteem and well-being of all pupils;	✓	✓	✓	✓
To improve the learning outcomes for all pupils across the ability range;	✓	✓	✓	✓
To reduce the number of surplus pupil places in Neath Port Talbot schools;	✓	✓	✓	✓
To achieve efficiencies (economic and environmental) through economies of scale and single management arrangements.	✓	✓	✓	✓
To create a community focussed school that supports the Council and its delivery partner promote and sustain the development of health and physical wellbeing of children, their families and the wider community.	✓	✓	✓	✓
Critical Success Factors				
Business Need		✓	✓	?
Strategic Fit	✓	✓	✓	✓
Potential VFM	✓	✓	?	?
Benefits optimisation	?	✓	?	?
Potential achievability		✓	✓	✓
Supply side capability		✓	✓	?
Affordability	✓	✓	✓	✓
Summary	Discounted	Preferred	Discounted	Discounted

The intermediate option is the preferred option having met all of the agreed investment objectives and critical success factors.



3.8 Summary of appraisals

Table 10 – Long List Summary

Scope appraisal	Do minimum – 3 to 11 Primary School with 150 places and swimming pool;	Intermediate (A) – 3 to 11 Primary School with 630 full-time and 140 part-time places and swimming pool;	Intermediate (B) – 3 to 11 Primary School with 630 full-time and 140 part-time places, 14 place learning support centre for primary pupils with and ASD statement and swimming pool;	Intermediate (C) – 3 to 11 Primary School with 750 full-time and 180 part-time places, 14 place learning support centre for primary pupils with and ASD statement and swimming pool;	Maximum – 3 to 16 All through School with 1284 secondary, 750 full-time primary and 180 part-time primary places, 14 place learning support centre for primary pupils with and ASD statement and swimming pool;
	Maintain three separate schools on four sites. New Build 150 School in Godre'graig, backlog maintenance to Alltwen, Langiwig and Pontardawe swimming pool;	Federation of three Primary's. New build 150 Primary in Godre'graig remodel Alltwen and Langiwig and backlog maintenance on Pontardawe pool;	Close two of the schools and transfer all pupils to the remaining remodelled and extended school; backlog maintenance Pontardawe swimming pool	Close one of the three schools and transfer pupils to the remodelled and extended remaining two schools; backlog maintenance Pontardawe swimming pool	Close three schools and build a new primary school on one of the existing school sites; backlog maintenance Pontardawe swimming pool
Service Delivery Implementation Funding	Minimum: LA Delivery	Intermediate: LA and Private Sector Delivery	Maximum: Private Sector partnership (PPP)	Build three new, replacement primary schools on the existing sites of	Build three new, replacement primary schools on the existing sites of
	Minimum: New School opens Jan 2025 Minimum: Wholly LA Funded	Intermediate: Mixed LA & WG Funded	Maximum: Wholly WG Funded	Maximum: New School opens April 2024	Alternative: Mutual Investment Fund

The 'do nothing' comparative option presents unique difficulties in its composition for this business case due to the current situation of Godre'rgraig Primary. Due to these extreme circumstances 'do nothing' is not just undesirable but totally impracticable. Pupils cannot return to the site or continue to be educated indefinitely in temporary accommodation.

To create a suitable reference case for comparison a combination of the 'Do minimum' scope and 'Status Quo' service option is therefore presented as the reference case option used for economic evaluation. This hybrid reference case proposes to maintain the status quo in terms of the structural model of educational delivery at three schools across four sites, building only a new school for Godre'rgraig Primary on an alternative site somewhere within Godre'rgraig.

For effective economic evaluation, the period of evaluation set for the reference case is therefore established to be 60 years, in line with the standard appraisal period for a new build assets.

The shortlisted options are therefore:

- Option 1: Maintain three separate schools on four sites. New Build 150 School in Godre'rgraig, conduct backlog maintenance to Alltwen and Llangiwig Primary Schools and Pontardawe Pool;
- Option 6 - Close Alltwen, Llangiwig and Godre'rgraig Primary schools and build a new school in Parc Ynysderw to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwen, Llangiwig and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;
- Option 7 - Close Alltwen, Llangiwig and Godre'rgraig Primary schools and build a new school on another site to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwen, Llangiwig and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;

Option 1 does not meet a series of the projects investment objectives and critical success factors but is carried forward for appraisal in line with HM Treasury Green Book guidance.

3.9 Economic Appraisal

3.9.1 Net Present Cost

The following tables summarise the 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.

Table 11 – Economic Appraisal – Option 1

Do Minimum New Build 150 School in Godre'rgraig, conduct backlog maintenance to Alltwn and Llangiwg Primary Schools and Pontardawe Pool;		
	Undiscounted (£'000s)	Net Present Cost (£'000s)
Opening Value	£6.859	£6.859
Capital Costs	£9.346	£6.449
Revenue Cost	£164.247	£71.799
Risk Retained	£0.709	£0.659
Optimism Bias	£0.681	£0.633
Total costs	£181.842	£86.398
Less: cash releasing benefits	£0.000	£0.000
Costs net cash savings	£181.842	£86.398
Total	£181.842	£86.398

Table 12 – Economic Appraisal – Option 6

Close Alltwn, Llangiwg and Godre'rgraig Primary schools and build a new school in Parc Ynysderw to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwn, Llangiwg and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;		
	Undiscounted (£'000s)	Net Present Cost (£'000s)
Opening Value	£6.859	£6.859
Capital Costs	£26.514	£21.902
Revenue Cost	£131.659	£58.887
Risk Retained	£2.838	£2.592
Optimism Bias	£1.251	£1.143
Total costs	£169.121	£91.382
Less: cash releasing benefits	£0.000	£0.000
Costs net cash savings	£169.121	£91.382
Total	£169.121	£91.382

Table 13 – Economic Appraisal – Option 7

Glose Alltwen, Llangjwg and Godre'rgraig Primary schools and build a new school on another site to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwen, Llangjwg and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;		
	Undiscounted (£'000s)	Net Present Cost (£'000s)
Opening Value	£6.859	£6.859
Capital Costs	£28.103	£23.353
Revenue Cost	£131.659	£58.887
Risk Retained	£3.644	£3.328
Optimism Bias	£3.644	£3.328
Total costs	£173.909	£95.756
Less: cash releasing benefits	£0.000	£0.000
Costs net cash savings	£173.909	£95.756
Total	£173.909	£95.756

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

Table 14 – Revenue Components

Option	Years	Cost Elements	Type	Undiscounted Value (£'000)
1	Years 0-5	New Build Costs	Whole life	£3,138,524
	Years 1-2	Backlog Maintenance Costs	Whole life	£2,534,333
	Years 0-59	Lifecycle Costs	Whole life	£3,673,443
	Years 0 – 59	Salary Costs	Per annum	£2,620,109
	Years 0 – 59	Premises Costs	Per annum	£117,334
2	Years 0-5	New Build Costs	Whole life	£22,705,000
	Years 0-59	Lifecycle Costs	Whole life	£3,808,552
	Years 0 – 4	Salary Costs	Per annum	£2,620,109
	Year 5	Salary Costs	Per annum	£2,350,999
	Years 6-59	Salary Costs	Per annum	£2,081,889
	Years 0 – 4	Premises Costs	Per annum	£117,334
	Year 5	Premises Costs	Per annum	£92,862

Option	Years	Cost Elements	Type	Undiscounted Value (£'000)
	Years 6-59	Premises Costs	Per annum	£68,390
3	Years 0-5	New Build Costs	Whole life	£24,294,350
	Years 0-59	Lifecycle Costs	Whole life	£3,808,552
	Years 0 – 4	Salary Costs	Per annum	£2,620,109
	Year 5	Salary Costs	Per annum	£2,350,999
	Years 6-59	Salary Costs	Per annum	£2,081,889
	Years 0 – 4	Premises Costs	Per annum	£117,334
	Year 5	Premises Costs	Per annum	£92,862
	Years 6-59	Premises Costs	Per annum	£68,390

3.7.2 Economic Ranking

Table 15 – Economic Summary

Option	Description	Total Cost (,000)	NPC (,000)	EAC (,000)
Option 1	Maintain three separate schools on four sites. New Build 150 School in Godre'rgraig, conduct backlog maintenance to Alltwn and Llangiwg Primary Schools and Pontardawe Pool;	£181,842	£86,398	£3,294
Option 2	Close Alltwn, Llangiwg and Godre'rgraig Primary schools and build a new school in Parc Ynysderw to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwn, Llangiwg and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;	£169,121	£91,382	£3,484
Option 3	Close Alltwn, Llangiwg and Godre'rgraig Primary schools and build a new school on another site to accommodate 630 pupils (plus 140 nursery pupils) from the catchment areas of Alltwn, Llangiwg and Godre'rgraig, with a new 14 place ASD Unit and 25m Pool;	£173,909	£95,756	£3,651



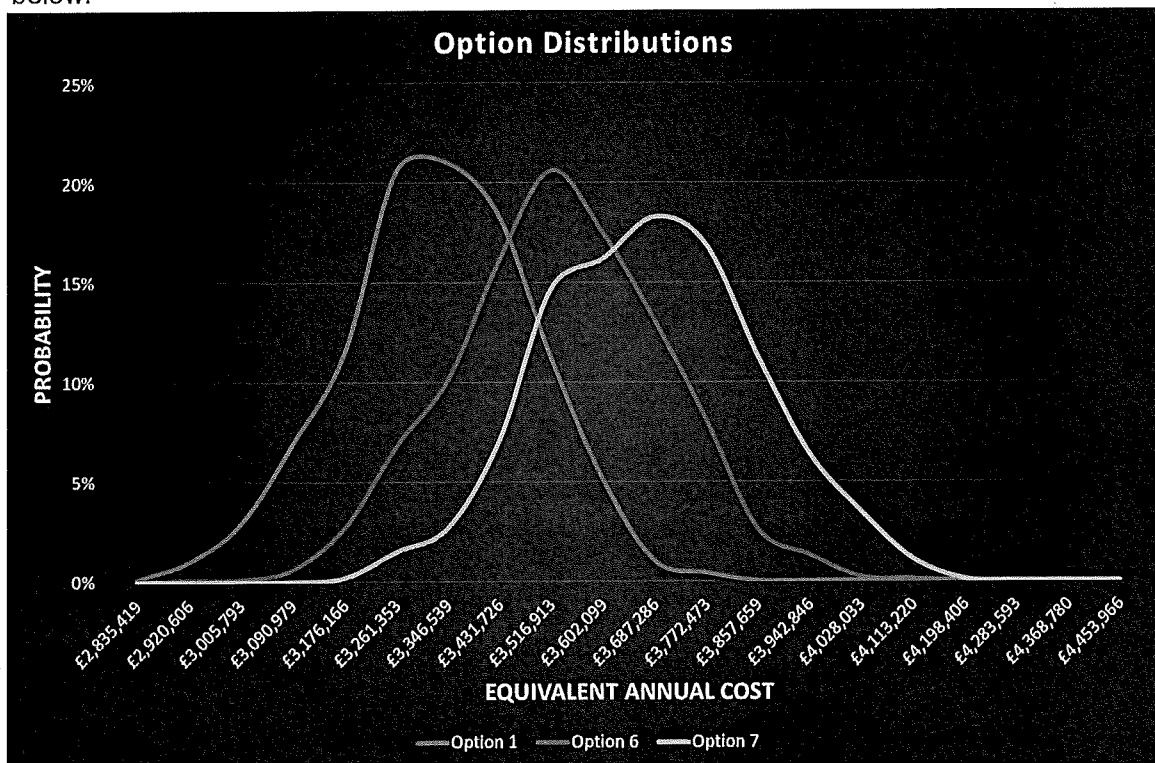
3.9.2 Monte Carlo Simulation

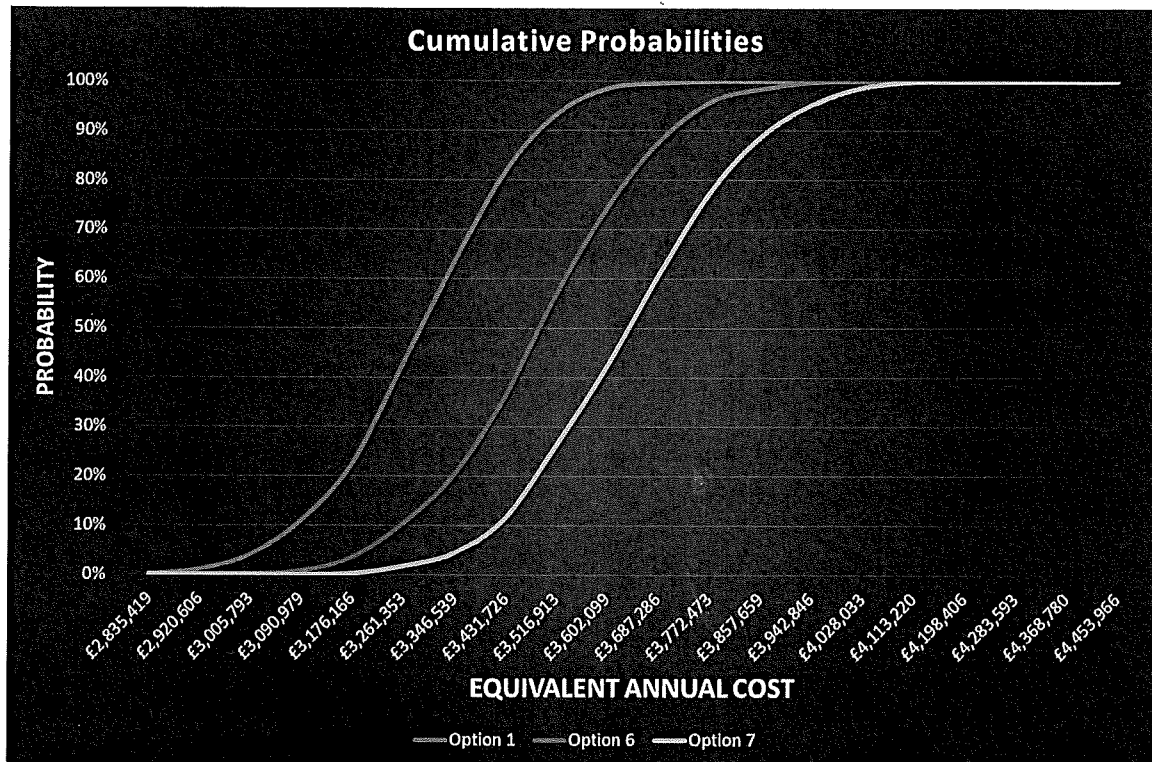
In order to make the scenario planning more robust (and less linear), we have completed a Monte Carlo Simulation in this business case. The simulation uses the following cost elements as variables: backlog maintenance/new build capital, old revenue cost, new revenue cost, lifecycle cost, capital receipts and new community lettings. Monte Carlo simulation uses random number generation to provide a set of predictive results. Charting these results can allow you to determine the probability of a particular result or set of results occurring.

Each variable went through 1000 iterations of number generation to produce a Normal or Gaussian distribution of the potential results obtainable. A normal distribution for the data was chosen as the results should conform to central tendency theorem, being clustered around the estimated value rather than being uniformly distributed between two points.

Once the variables for each option were simulated, the results were used as the input for 27 different potential 'What if' scenarios based along the three dimensions of capital, revenue and savings. The scenarios were used to demonstrate the sensitivity between the different variables, providing 27 (+1 base value) different potential outcomes for NPC per option. A list of the 27(+1) scenario's, and the 28 NPC potential results for each option is shown in Appendix B: Monte Carlo Simulation.

Finally, the mean and standard deviation values for the 28 scenarios were used as the input variables for a further 1000 iterations of the simulation to produce a final Normal distribution curve for each of the four shortlisted options. The results are demonstrated in the two charts below.





As can be seen from the first chart each option displays the typical bell shaped curve indicative of a Normal distribution. The probability of any value occurring within this distribution can be read off the chart. Both charts clearly indicate that option 1 (blue line) is the least expensive option, while option 7 (green line) is the most expensive.

The results also indicate that there is a:

- 77.77% probability that the net present cost of option 1 will fall between £82M to £92M;
- 54.70% probability that the net present cost of option 6 will fall between £82M to £92M;
- 19.95% probability that the net present cost of option 1 will fall between £82M to £92M;

There would have to be an increase in the costs of both backlog maintenance and new build capital of 195% under option 1 to enable option 6 to become the more economically preferable (Net Present Cost).

Table 16: Summary of Results

Rank	EAC	Scenario	Option	Revenue	Capital	Savings	Points
1	£3.047	26	1	Best Case Capital	Best Case Revenue	Worst Case Savings	84
2	£3.049	27	1	Best Case Capital	Best Case Revenue	Expected Case Savings	83
3	£3.051	28	1	Best Case Capital	Best Case Revenue	Best Case Savings	82
4	£3.108	19	1	Expected Case Capital	Best Case Revenue	Best Case Savings	81
5	£3.117	17	1	Expected Case Capital	Best Case Revenue	Worst Case Savings	80
6	£3.128	18	1	Expected Case Capital	Best Case Revenue	Expected Case Savings	79
7	£3.174	9	1	Worst Case Capital	Best Case Revenue	Expected Case Savings	78
8	£3.186	55	6	Best Case Capital	Best Case Revenue	Expected Case Savings	77

Rank	EAC	Scenario	Option	Revenue	Capital	Savings	Points
9	£3.186	10	1	Worst Case Capital	Best Case Revenue	Best Case Savings	76
10	£3.189	8	1	Worst Case Capital	Best Case Revenue	Worst Case Savings	75
11	£3.190	54	6	Best Case Capital	Best Case Revenue	Worst Case Savings	74
12	£3.196	56	6	Best Case Capital	Best Case Revenue	Best Case Savings	73
13	£3.225	25	1	Best Case Capital	Expected Case Revenue	Best Case Savings	72
14	£3.227	24	1	Best Case Capital	Expected Case Revenue	Expected Case Savings	71
15	£3.228	23	1	Best Case Capital	Expected Case Revenue	Worst Case Savings	70
16	£3.289	15	1	Expected Case Capital	Expected Case Revenue	Expected Case Savings	69
17	£3.292	16	1	Expected Case Capital	Expected Case Revenue	Best Case Savings	68
18	£3.294	1	1	Base NPV	Base NPV	Base NPV	67
19	£3.296	14	1	Expected Case Capital	Expected Case Revenue	Worst Case Savings	66
20	£3.327	46	6	Expected Case Capital	Best Case Revenue	Expected Case Savings	65
21	£3.332	47	6	Expected Case Capital	Best Case Revenue	Best Case Savings	64
22	£3.336	45	6	Expected Case Capital	Best Case Revenue	Worst Case Savings	63
23	£3.339	51	6	Best Case Capital	Expected Case Revenue	Worst Case Savings	62
24	£3.340	53	6	Best Case Capital	Expected Case Revenue	Best Case Savings	61
25	£3.346	52	6	Best Case Capital	Expected Case Revenue	Expected Case Savings	60
26	£3.347	83	7	Best Case Capital	Best Case Revenue	Expected Case Savings	59
27	£3.358	5	1	Worst Case Capital	Expected Case Revenue	Worst Case Savings	58
28	£3.360	6	1	Worst Case Capital	Expected Case Revenue	Expected Case Savings	57
29	£3.360	84	7	Best Case Capital	Best Case Revenue	Best Case Savings	56
30	£3.361	7	1	Worst Case Capital	Expected Case Revenue	Best Case Savings	55
31	£3.362	82	7	Best Case Capital	Best Case Revenue	Worst Case Savings	54
32	£3.403	22	1	Best Case Capital	Worst Case Revenue	Best Case Savings	53
33	£3.408	20	1	Best Case Capital	Worst Case Revenue	Worst Case Savings	52
34	£3.413	21	1	Best Case Capital	Worst Case Revenue	Expected Case Savings	51
35	£3.468	13	1	Expected Case Capital	Worst Case Revenue	Best Case Savings	50
36	£3.470	38	6	Worst Case Capital	Best Case Revenue	Best Case Savings	49
37	£3.471	12	1	Expected Case Capital	Worst Case Revenue	Expected Case Savings	48
38	£3.474	11	1	Expected Case Capital	Worst Case Revenue	Worst Case Savings	47
39	£3.474	36	6	Worst Case Capital	Best Case Revenue	Worst Case Savings	46
40	£3.482	42	6	Expected Case Capital	Expected Case Revenue	Worst Case Savings	45
41	£3.482	44	6	Expected Case Capital	Expected Case Revenue	Best Case Savings	44
42	£3.484	29	6	Base NPV	Base NPV	Base NPV	43
43	£3.485	49	6	Best Case Capital	Worst Case Revenue	Expected Case Savings	42
44	£3.487	43	6	Expected Case Capital	Expected Case Revenue	Expected Case Savings	41
45	£3.487	37	6	Worst Case Capital	Best Case Revenue	Expected Case Savings	40
46	£3.491	48	6	Best Case Capital	Worst Case Revenue	Worst Case Savings	39
47	£3.494	50	6	Best Case Capital	Worst Case Revenue	Best Case Savings	38
48	£3.500	81	7	Best Case Capital	Expected Case Revenue	Best Case Savings	37
49	£3.502	73	7	Expected Case Capital	Best Case Revenue	Worst Case Savings	36
50	£3.503	79	7	Best Case Capital	Expected Case Revenue	Worst Case Savings	35
51	£3.503	80	7	Best Case Capital	Expected Case Revenue	Expected Case Savings	34
52	£3.511	74	7	Expected Case Capital	Best Case Revenue	Expected Case Savings	33

Rank	EAC	Scenario	Option	Revenue	Capital	Savings	Points
53	£3.513	75	7	Expected Case Capital	Best Case Revenue	Best Case Savings	32
54	£3.527	2	1	Worst Case Capital	Worst Case Revenue	Worst Case Savings	31
55	£3.536	4	1	Worst Case Capital	Worst Case Revenue	Best Case Savings	30
56	£3.542	3	1	Worst Case Capital	Worst Case Revenue	Expected Case Savings	29
57	£3.617	39	6	Expected Case Capital	Worst Case Revenue	Worst Case Savings	28
58	£3.620	35	6	Worst Case Capital	Expected Case Revenue	Best Case Savings	27
59	£3.621	34	6	Worst Case Capital	Expected Case Revenue	Expected Case Savings	26
60	£3.622	41	6	Expected Case Capital	Worst Case Revenue	Best Case Savings	25
61	£3.624	33	6	Worst Case Capital	Expected Case Revenue	Worst Case Savings	24
62	£3.637	40	6	Expected Case Capital	Worst Case Revenue	Expected Case Savings	23
63	£3.640	76	7	Best Case Capital	Worst Case Revenue	Worst Case Savings	22
64	£3.646	77	7	Best Case Capital	Worst Case Revenue	Expected Case Savings	21
65	£3.647	70	7	Expected Case Capital	Expected Case Revenue	Worst Case Savings	20
66	£3.648	78	7	Best Case Capital	Worst Case Revenue	Best Case Savings	19
67	£3.649	72	7	Expected Case Capital	Expected Case Revenue	Best Case Savings	18
68	£3.651	57	7	Base NPV	Base NPV	Base NPV	17
69	£3.652	71	7	Expected Case Capital	Expected Case Revenue	Expected Case Savings	16
70	£3.652	64	7	Worst Case Capital	Best Case Revenue	Worst Case Savings	15
71	£3.657	65	7	Worst Case Capital	Best Case Revenue	Expected Case Savings	14
72	£3.659	66	7	Worst Case Capital	Best Case Revenue	Best Case Savings	13
73	£3.766	31	6	Worst Case Capital	Worst Case Revenue	Expected Case Savings	12
74	£3.770	30	6	Worst Case Capital	Worst Case Revenue	Worst Case Savings	11
75	£3.777	32	6	Worst Case Capital	Worst Case Revenue	Best Case Savings	10
76	£3.788	67	7	Expected Case Capital	Worst Case Revenue	Worst Case Savings	9
77	£3.792	68	7	Expected Case Capital	Worst Case Revenue	Expected Case Savings	8
78	£3.794	69	7	Expected Case Capital	Worst Case Revenue	Best Case Savings	7
79	£3.801	61	7	Worst Case Capital	Expected Case Revenue	Worst Case Savings	6
80	£3.801	62	7	Worst Case Capital	Expected Case Revenue	Expected Case Savings	5
81	£3.802	63	7	Worst Case Capital	Expected Case Revenue	Best Case Savings	4
82	£3.931	58	7	Worst Case Capital	Worst Case Revenue	Worst Case Savings	3
83	£3.940	60	7	Worst Case Capital	Worst Case Revenue	Best Case Savings	2
84	£3.956	59	7	Worst Case Capital	Worst Case Revenue	Expected Case Savings	1

Through ranking all the potential NPC results (28 x Y options), it is possible to generate a total NPC score for each option. Each result was ranked from 1-X with X points allocated for the lowest (least costly) potential NPC through to 1 for the highest (most costly) potential NPC. The scores were then cumulated for each option, with the highest score obtaining a final score of 100%, with the other options scoring a percentage of that. The final results are displayed within the table below:

Table 17: Summary of Overall Results

Option No.	Score	Final Score
Option 1	1762	100.00%
Option 2	1212	68.79%
Option 3	596	33.83%

3.10 Qualitative Benefits Appraisal

All of the benefits from the OBC 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 18 – Benefit Group Weighting

Benefit Groups	Example of Benefits (<i>Info in brackets = how achieved</i>)	Weight
Standards and Breadth of Education	<ul style="list-style-type: none"> • More opportunities for teachers' professional and personal development (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). • Improved learning outcomes for learners and families (Achieved through better facilities and learning environments) • Access to a wider range of teaching materials (state of the art ICT and other emerging technologies) (Better learning facilities) 	30%
Standards of Estate and Facilities	<ul style="list-style-type: none"> • Location of the school (site selection) • Ease of travel for learners (Site selection) • Improved energy efficiency of estate (Through environmental initiatives) • Avoidance of pupil drift (21st Century Standard school building) • Community enhancement (Modern, financially sustainable pool facilities). 	25%
Financial Sustainability	<ul style="list-style-type: none"> • Increased energy efficiency minimises utility costs (BREEAM Design) • Reduced ongoing revenue funding costs (school reorganisation and rationalisation). • Removal of substantial backlog maintenance costs (Completion of new build School) 	20%
A healthier Wales	<ul style="list-style-type: none"> • A healthy urban environment that supports health, recreation and wellbeing (New green spaces and high quality leisure facilities). 	10%

Benefit Groups	Example of Benefits (<i>Info in brackets = how achieved</i>)	Weight
	<ul style="list-style-type: none"> Positive impact on mental and physical health of local community (secure and sustainable employment opportunities and leisure amenities that will endure for the long-term) 	
A Wales of cohesive communities	<ul style="list-style-type: none"> Same site intra-generational opportunities for increased community wellbeing (whole community access to facilities) 	5%
A Wales of vibrant culture and thriving Welsh language	<ul style="list-style-type: none"> The Swansea Valley area is a linguistically significant area as it contains the highest number and percentages of Welsh speakers in NPT, and is amongst the highest in Wales as a whole. Alltwn, Godre'rgraig and Llangiwg primaries teach Welsh as a second language and this will also be the case for the new school. Currently 25% of staff across the three schools are fluent or fairly fluent Welsh speakers. By combining the three schools Welsh language provision could be improved as there could be greater impact on having a more concentrated group of Welsh speakers able to support pupil and staff language development skills through the medium of Welsh. 	5%
A globally responsible Wales	<ul style="list-style-type: none"> Low carbon strategies at heart of the new developments to reduce energy use and promote resource efficiency (BREEAM design) 	5%

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 19 – Benefits Appraisal

Benefit Group	Weight	Maximum Score	Raw			Weighted		
			Option 1	Option 6	Option 7	Option 1	Option 6	Option 7
Standards and Breadth of Education	30	10	7	9	9	210	270	270
Standards of Estate and Facilities	25	10	3	9	9	75	225	225
Financial Sustainability	20	10	3	9	8	60	180	160
A healthier Wales	10	10	4	9	9	40	90	90
A Wales of cohesive communities	5	10	9	7	7	45	35	35

A Wales of vibrant culture and thriving Welsh language	5	10	7	7	7	35	35	35
A globally responsible Wales	5	10	5	8	8	25	40	40
Total	100		38	58	57	490	875	855
Rank			3	1	2	3	1	2

3.11 Risk Appraisal

The workshop assigned the risk scores shown in the following table on the basis of participants' judgment and assessment of previous procurements. The range of scales used to quantify risk followed the corporate risk assessment process. The likelihood and impact scores are summarised below:

Probability:

- Low = 1 - Not likely to occur or may happen once every 20 years;
- Medium = 2 - Possible or may happen within 10 years;
- High = 3 - Likely or may happen once a year;
- Very High = 4 - Certain or happens several times a year.

Impact:

- Low = 1;
- Medium = 5;
- High = 7;
- Catastrophic = 10.

The likelihood is multiplied by the impact score to provide a "risk score". The main risks fall into three categories namely Service Risk (SR), Business Risk (BR) and External environmental risk (EER).

Table 20 – Risk Appraisal

No	Summary of Risk	Category	Option 1	Option 6	Option 7
1.	The risk that there will be an undermining of customer's/media's perception of the organisation's ability to fulfil its business requirements – for example, adverse publicity concerning an operational problem	SR	6	6	6
2.	Continuity of 21st century funding not sustained by mainstream funding	SR	6	6	6
3.	Newly redeveloped or built school may attract pupils from other schools or catchment areas	EER	24	24	24

No	Summary of Risk	Category	Option 1	Option 6	Option 7
4.	Delay in WG approval of FBC	SR/ EER	10	10	10
5.	Availability of Capital funding, both in terms of Capital allocation from WG and prudential borrowing	SR	18	18	18
6.	Feasibility unproven - in terms of SIS/Ecology	SR / EER	21	21	21
7.	Lack of stakeholder support for scheme	SR	15	15	15
8.	Lack of adequate revenue funding stream	SR	4	4	4
9.	Lack of timely decision making at NPTCBC	SR	2	2	2
10.	Unsuccessful schools' re-organisation and consultation process. Low level of public support for scheme.	EER	20	20	20
11.	Failure to develop and implement plan and processes to manage staff and learners prior, during and post commissioning of the new/ existing/alternative facilities	SR	2	2	2
12.	For any number of unforeseen reasons, arising from risk and uncertainty, the construction costs increase beyond original cost estimates	SR / EER	15	15	15
13.	Failure to gain planning and environmental approvals or acquire land for new construction	SR / EER	21	21	21
14.	Curriculum developed fails to engage learners - inadequate facilities to deliver broader curriculum	SR	5	5	5
15.	Statutory consultation fails.	EER	20	20	20
16.	Health and Safety - e.g. Injuries/incidents during construction leading to delays/injury investigation/claims for compensation/prosecution	SR	5	5	5
17.	The risk that design cannot deliver the services to the required quality of Educational Provision standards.	SR	6	6	6
18.	The risk that the construction of physical assets is not completed on time, to budget and to specification	SR	5	5	5
19.	The risk that the quality/quantity of initial intelligence (for example, preliminary site investigation) will affect the likelihood of unforeseen problems occurring.	SR	15	15	15
20.	The risk arising in accommodation projects relating to the need to decant staff/clients from one site to another	SR	0	0	0
21.	The risk that the nature of the project has a major impact on its adjacent area and there is a strong likelihood of objection from the public.	SR	9	9	9
22.	The risk that can arise from the contractual arrangements between two parties – for	SR	3	3	3

No	Summary of Risk	Category	Option 1	Option 6	Option 7
	example, the capabilities of the contractor/ when a dispute occurs				
23.	The risk that the quantum of service provided is less than that required under the contract	SR	3	3	3
24.	The risk that the demand for a service does not match the levels planned, projected or assumed	SR	5	5	5
25.	The risk that actual community usage of the service varies from the levels forecast as a benefit.	SR/ EER	10	10	10
26.	The risk that changes in technology result in services being provided using sub-optimal technical solutions	SR / EER	2	2	2
27.	The risk relating to the uncertainty of the values of physical assets at the end of the contract period	EER	1	1	1
28.	Profile of capital expenditure incorrect	SR/ EER	6	6	6
29.	The risk that project outcomes are sensitive to economic influences – for example, where actual inflation differs from assumed inflation rates	EER	6	6	6
30.	The risk that policy & legislative change increases costs. This can be divided into secondary legislative risk (for example, changes to corporate taxes) and primary legislative risk (for example, specific changes which affect a particular project)	EER	5	5	5
31.	A change in political climate at WG level	EER	6	6	6
32.	A change in political climate at County level	EER	4	4	4
33.	Outcome of internal decision making (i.e. Decisions made against officer recommendations)	SR	5	5	5
34.	Loss of experienced staff	SR	8	8	8
35.	The risk that the timescales for the new school will be delayed as a result of Covid-19 impact on the construction process and on the successful contractor's supply-chain	SR	10	10	10
36.	The risk that the cost of materials may increase as a result of reduced supply due to Covid-19	SR	15	15	15
Total			218	285	318
Rank			1	2	3

3.12 The Preferred Option

Table 21 – Final Appraisal Scores

Evaluation Results	Option 1	Option 6	Option 7
Economic appraisals	1	2	3
Benefits appraisal	3	1	2
Risk appraisal	1	2	3
Overall Ranking	=1	=1	3

Whilst Options 1 and 6 score equally across the economic, risk and benefit appraisals, Option 1 did not meet several of the projects investment objectives and critical success factors. This option was only carried forward as a reference case in line with HM Treasury Green Book requirements.

Option 1 would not provide 21st Century School standard facilities for pupils at either Alltwen or Llanguwg or address the needs of ASD learners currently educated within the County Borough. Maintaining three separate small primary schools over four sites would also require the continuation of excessive operating costs borne through this model of educational delivery.

Option 6 is the Councils preferred option having met all of the investment objectives and critical success factors. The option through rationalising four school sites, enables substantial ongoing efficiency savings to be achieved through transformational school re-organisation.

A substantial proportion of these savings (£192k per annum) are being reinvested into the scheme to provide NPTCBC's dedicated primary ASD provision within the Swansea Valley. This presents an opportunity to add considerable additional non-monetary value through the scheme, for these learners and their families.

4 Commercial Case

4.1 Procurement Method

4.1.1 Procurement Strategy

Neath Port Talbot County Borough Council will be using South West Wales Regional Contractors Framework. This framework was re-let on 2nd February 2016 and applications were assessed for the framework, which has been set up for a duration of four years. This framework, now with a regional bias, will cover all potential requirements arising from this initiative.

This collaborative approach has already seen a regional ground investigation contract being agreed and a final "memorandum of understanding" has been established whereby any new projects that cannot be undertaken within the resources of Authorities' existing design teams will be circulated within the four regional Authorities for "first call", before considering engaging external resources. This will ensure that internal capacity can be maximised, thus reducing the costs associated with procuring additional external support. This approach will also enhance the experience of in-house staff and strengthen the collaboration between the member authorities.

The framework allocation followed the OGC guidelines (EU rules and regulations) and used the OJEU notice board where relevant. The NEC 3 Engineering and Construction Contract Form of Building Contract (Option C - Target Contract with Activity schedule) was used to set up the Frameworks. The aim of the frameworks is to provide high quality construction, related design and project management services to meet the Council's requirements whilst taking account of the principles of the 'Best Value' process and of 'Re-Thinking Construction'. The objectives are as follows:

- To provide and sustain an open, co-operative and business-like culture between the parties;
- To integrate public and private sector skills in delivering services;
- To have access to additional resources and expertise;
- To retain and promote core in-house skills;
- To promote continuous improvement;
- To create development opportunities for employees of both private and public sectors.

This form of contract will also ensure that contractors are incentivised to provide the best value for money, through the inclusion of an element of gain share.

Governance arrangements and a plan for future actions have been established. These initially focussed on the development of a regional procurement approach to support the delivery of schemes already announced in the bids; but are now focussing heavily on schemes within Bands A & B of the 21st Century Schools Programme

Proposed bandings have been agreed for the different tiers of value and in this instance and these are presented within the table below:

Table 22 – Tiers of value

Lot Description	0-£1 M	£1M-£3M	£3.5M-£7.5M	£7.5M-£15M	Over £15 M	Number of Contractors Per Lot
Carmarthenshire	Lot 1					6
Ceredigion	Lot 2					6
Neath Port Talbot	Lot 3					6
Pembrokeshire	Lot 4					6
Swansea	Lot 5					6
East		Lot 6				8
West		Lot 7				8
East			Lot 8			8
West			Lot 9			8
East				Lot 10		8
West				Lot 11		8
ALL					Lot 12	6
Total						84

The Principal Participating Authorities of the Framework (please note there are a number of other Public Bodies and Organisations that have noted an option to utilise the Framework for their construction projects) are

- Neath Port Talbot County Borough Council
- Carmarthenshire County Council
- Pembrokeshire County Council
- City & County of Swansea
- Ceredigion Council

The East lots are applicable to Neath Port Talbot County Borough Council and City & County of Swansea. The West lots are applicable to Carmarthenshire County Council, Pembrokeshire County Council and Ceredigion Council.

In line with the above framework and the assessed value of the scheme the Council will use: Lot 102– Regional Framework serving all four Counties for Construction Works over £15 million in Value – involving 8 appointed Contractors. There will be a mini tendering exercise to award the contract for construction services and evaluation will be based upon a set-

price/quality criteria, established prior to issue of tenders' documentation and included within the Employers Requirements.

The authority will benefit from drawing on expertise from a SWWRPF by:

- Achieving reduced costs through the economies of scale;
- Accessing lessons learned from previous projects and recognition that best practice(s) will be shared between the member authorities;
- Reducing the amount of time taken to procure external support which will have a beneficial impact on the overall programme time scales and milestones;
- Accessing local firms and the added benefits of geographic and local economic knowledge.

The adopted Evaluation Template was populated with the evaluation criteria as detailed in the Invitation to Tender and the Team was fully briefed on the scoring methodology. The average score for each of the scoring elements was then inputted into a scoring matrix which took account of the weighting for each element with the highest weighting being attributed to health and safety, and risk. The financial submission was added to the quality of the proposal, which then gave the most economically advantageous tenders based on a quality / price ratio of 20% framework management (quality), 40% quality and 40% price.

4.2 Required Services

The Council has established innovation in the design of the several aspects to the preferred option, including BREEAM Excellence and sector leading ICT and is working towards achieving the former alongside specialist BREEAM advisers. There has been (and continues to be) a full consultation exercise with the Head-teachers and Governors of schools, with a view to identifying innovative ways of meeting service requirements. Full consultation and statutory processes will be required

Full details of the outputs and performance measures have not yet been fully developed and will not be completed until later in the development cycle

4.3 Potential for Risk Transfer.

The potential for risk transfer has been assessed and is planned to be managed through the procurement of the contract utilising a Design and Build Contract.

It is planned that early contractor involvement will assist in bringing the project in within budget. Early contractor involvement will allow the contractor to have significant input into the detailed design and product specification, which should contribute to reducing the risk of abortive works at detailed design stage.

A comprehensive and robust Employers Requirements Document (ERD) will transfer much of the risk generally incurred at construction stage over to the Contractor, as the contractor's will employ their own architects to submit the planning application and provide them with a full package of production information.

It is proposed that the ERD will provide as much detailed information about the site that is practically possible. The ERD will provide the bidding contractors with a full topographical survey (including and statutory services) and detailed geotechnical surveys at tender stage, thus reducing and transferring the risk of any potential claim for delay due to ground conditions at construction stage.

One of the greatest risks to a client utilizing a Design and Build contract is the changing of the brief. It is proposed that through thorough preparation and consultation, a design brief, developed floor plan, and comprehensive set room data sheets, should result in minimal changes, thus minimising risk. However, it should be noted that as with all projects, changes to the brief can occur at any stage.

Table 23 – Risk category

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)

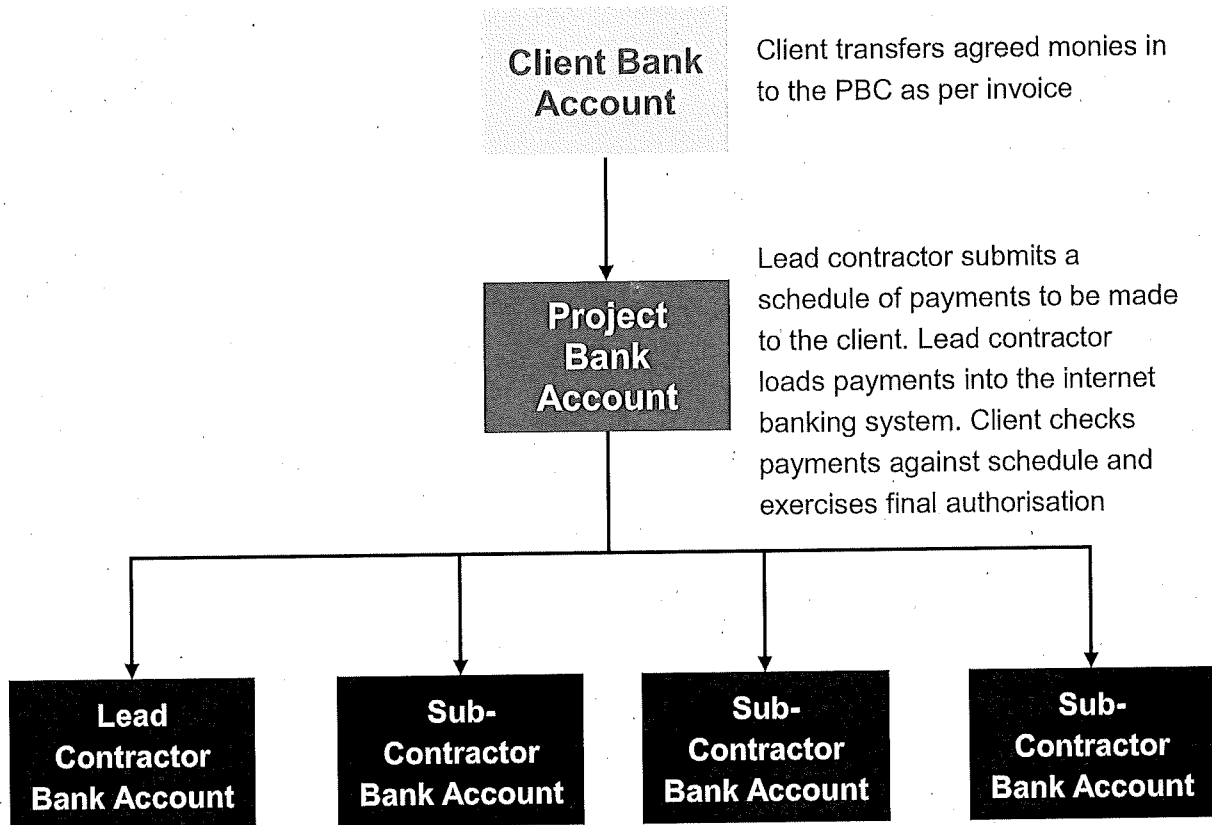
Neath Port Talbot County Borough Council will adopt the Welsh Government policy on Project Bank Accounts (PBAs) in order to demonstrate compliance with the requirements of Principle 6 of the Wales Procurement Policy Statement to 'use Project Bank Accounts where appropriate'.

Project Bank Accounts support ethical business practises through facilitating fair and prompt payments within the supply chain. Procurement can act as a lever for driving economic, social and environmental benefits in Wales and PBA's are a mechanism that supports this.

The process involves Trustees (Neath Port Talbot County Borough Council) and Beneficiaries (the lead contractor and any sub-contractors). The lead contractor will issue an invoice, at which time the invoice will be evaluated by Neath Port Talbot County Borough Council and its

technical advisors. The money will be transferred and held in a PBA until further authorised by the trustees. Contractors will align their supply chain payment cycles with the payment cycle agreed with Neath Port Talbot County Borough Council.

Figure 6: PBA money route



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.

4.5 Community Benefits

4.5.1 Agreed schedule

The inclusion of community benefits/social requirements within contracts will ensure that wider social and economic issues are taken into account when tendering construction and development work. The Council particularly considers that the works afford an ideal opportunity to the contractor to enhance employment prospects and skills through the recruitment, training and retention of economically inactive people at a disadvantage in the labour market.

4.5.2 Delivery of agreed targets

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

- Deliver a Meet the Buyer Event to raise awareness of project to local supply chain;
- Provide at least 12 employment; training and/or work experience opportunities for unemployed people.
- Achieve at least 150 apprenticeship training weeks.

5 Financial Case

5.1 Project Summary Costs

Table 24 – Key metrics

New Build % (Area)	100%
Description of work & any unusual constraints	New Build School and Community Pool on the Parc Ynysderw Site.
# Pupil Places	Up to 630 full time and 140 Part Time
# SEN Places	14 ASD
Total # Places	630 +140 +14
# Storeys (including basement)	Two storey
Delivered through Regional Framework?	Yes (SWWRPF)
Contract period In weeks	52 Weeks Pre-Construction 80 Weeks Construction
GFA (M2)	6030
Anticipated Community Benefits	New 25m Swimming Pool

5.2 Breakdown of Capital Costs

Table 25 – Breakdown of capital costs

Project Costs	
Capital Cost	£22,705,000
Optimism Bias	£1,251,080
Risk	£2,838,125
VAT (only to be included where non-recoverable by applicant)	£0
Total Project Cost (inclusive of optimism bias and risk)	£26,794,205
Welsh Government Contribution (It is assumed that optimism bias will be fully mitigated, or at a maximum of 2% of project cost by FBC stage)	£14,758,250
Funding Body Contribution	65%



5.3 Cost Template

Table 26 – Elemental Breakdown

Project Year	2020/21	2021/22	2022/23	2023/24	2024/25	Total	Cost/m2	Cost/Pupil
Development costs								
Site investigation						£ -	£ -	£ -
Land acquisition						£ -	£ -	£ -
Construction cost								
Super structure		£ 2,294,000.00	£ 3,596,000.00	£ 310,000.00	£ 6,200,000.00	£ 1,028.19	£ 8,683.47	
Substructure		£ 423,650.00	£ 664,100.00	£ 57,250.00	£ 1,145,000.00	£ 189.88	£ 1,603.64	
Abnormals:		£ 1,269,100.00	£ 1,989,400.00	£ 171,500.00	£ 3,430,000.00	£ 568.82	£ 4,803.92	
Externals:		£ 925,000.00	£ 1,450,000.00	£ 125,000.00	£ 2,500,000.00	£ 414.59	£ 3,501.40	
Internal finishes		£ 740,000.00	£ 1,160,000.00	£ 100,000.00	£ 2,000,000.00	£ 331.67	£ 2,801.12	
Services		£ 925,000.00	£ 1,450,000.00	£ 125,000.00	£ 2,500,000.00	£ 414.59	£ 3,501.40	
Preliminaries		£ 444,000.00	£ 696,000.00	£ 60,000.00	£ 1,200,000.00	£ 199.00	£ 1,680.67	
Overhead/Profit		£ 185,000.00	£ 290,000.00	£ 25,000.00	£ 500,000.00	£ 82.92	£ 700.28	
Client costs								
ICT			£ 300,000.00	£ 100,000.00	£ 400,000.00	£ 66.33	£ 560.22	
FFE			£ 670,000.00	£ 200,000.00	£ 870,000.00	£ 144.28	£ 1,218.49	
Design Fees		£ 455,000.00	£ 5,000.00		£ 1,000,000.00	£ 165.84	£ 1,400.56	
Professional fees	£ 35,000.00	£ 90,000.00	£ 200,000.00	£ 190,000.00	£ 45,000.00	£ 92.87	£ 784.31	
Contingencies		£ 20,000.00	£ 304,250.00	£ 39,500.00	£ 400,000.00	£ 66.33	£ 560.22	
Client costs					£ -	£ -	£ -	
Inflation					£ -	£ -	£ -	
Total Project Cost	£ 35,000.00	£ 565,000.00	£ 8,250,000.00	£ 12,500,000.00	£ 1,355,000.00	£ 22,705,000.00	£ 3,765.34	£ 31,799.72



5.4 Impact on the Organisation's income and expenditure account

Table 27 – Impact on the organisation's income and expenditure account

£s	Years (years 8-60 same as year 7, with the exception of Lifecycle costs, which are shown from year 9, at 5-year periods)								
	0	1	2	3	4	5	6	7	8
Total Cost	20/21	21/22	22/23	23/24	24/25	25/26	26/27	27/28	28/29
Preferred way forward:									
New Build Capital	0.035	0.565	8.250	12.500	1.355	0.000	0.000	0.000	0.000
Other Capital (Inc lifecycle)	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Revenue Cost	2.737	2.737	2.737	2.737	2.444	2.150	2.150	2.150	2.150
Cash Releasing Benefits	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000	0.000
Total	2.772	3.302	10.987	15.237	3.799	2.150	2.150	2.150	2.150
Funded by:									
Existing Revenue	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737
Total Existing	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737	-2.737
Additional Funding Req.	0.035	0.565	8.250	12.500	1.061	-0.587	-0.587	-0.587	-0.587
Cumulative Funding	0.035	0.600	8.850	21.350	22.411	21.824	21.237	20.650	20.063



5.5 Cost Build Up

Table 28 – Cost build up

£s	Total Cost	Years (years 9-60 same as year 8 with exception of Lifecycle costs outlined below)											
		0 20/21	1 21/22	2 22/23	3 23/24	4 24/25	5 25/26	6 26/27	7 27/28	8 28/29			
CAPITAL COSTS													
New Build Capital Cost	£22,705	£0.035	£0.565	£8,250	£12,500	£1,355	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
Refurbishment Capital Cost	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
Lifecycle Cost	£3,809	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
Capital Costs Total	£26,514	£0.035	£0.565	£8,250	£12,500	£1,355	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
REVENUE COSTS													
Salaries	£127,335	£2,620	£2,620	£2,620	£2,620	£2,351	£2,082	£2,082	£2,082	£2,082	£2,082	£2,082	£2,082
Building Running Costs	£4,324	£0.117	£0.117	£0.117	£0.117	£0.093	£0.068	£0.068	£0.068	£0.068	£0.068	£0.068	£0.068
Revenue Costs Total	£131,659	£2,737	£2,737	£2,737	£2,737	£2,444	£2,150	£2,150	£2,150	£2,150	£2,150	£2,150	£2,150
Total Costs	£158,173	£2,772	£3,302	£10,987	£15,237	£3,799	£2,150	£2,150	£2,150	£2,150	£2,150	£2,150	£2,150
BENEFITS													
Cash releasing benefits	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
Benefits Total	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000	£0.000
Total	£158,173	£2,772	£3,302	£10,987	£15,237	£3,799	£2,150	£2,150	£2,150	£2,150	£2,150	£2,150	£2,150

Lifecycle:

Year 9: £66K, Year 14: £31K, Year 19: £356K, Year 24: £185K, Year 29: £114K, Year 34: £792K, Year 39: £698K, Year 44: £1.066M,
 Year 49: £356K, Year 54: £79K, Year 59: £66K.

5.6 Overall Affordability and Balance Sheet Impact

A balance sheet asset addition of £22,705,000 is made for the new school. Short term additional funding is required of £22,705,000 for years 0 through 4 excluding VAT, retained risks and optimism bias. There is also an ongoing requirement for revenue funding of £2.150m per annum from the inception of the new build school.

The Band B 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 will meet the 35% contribution required to support the overall programme in Band B through prudential borrowing.

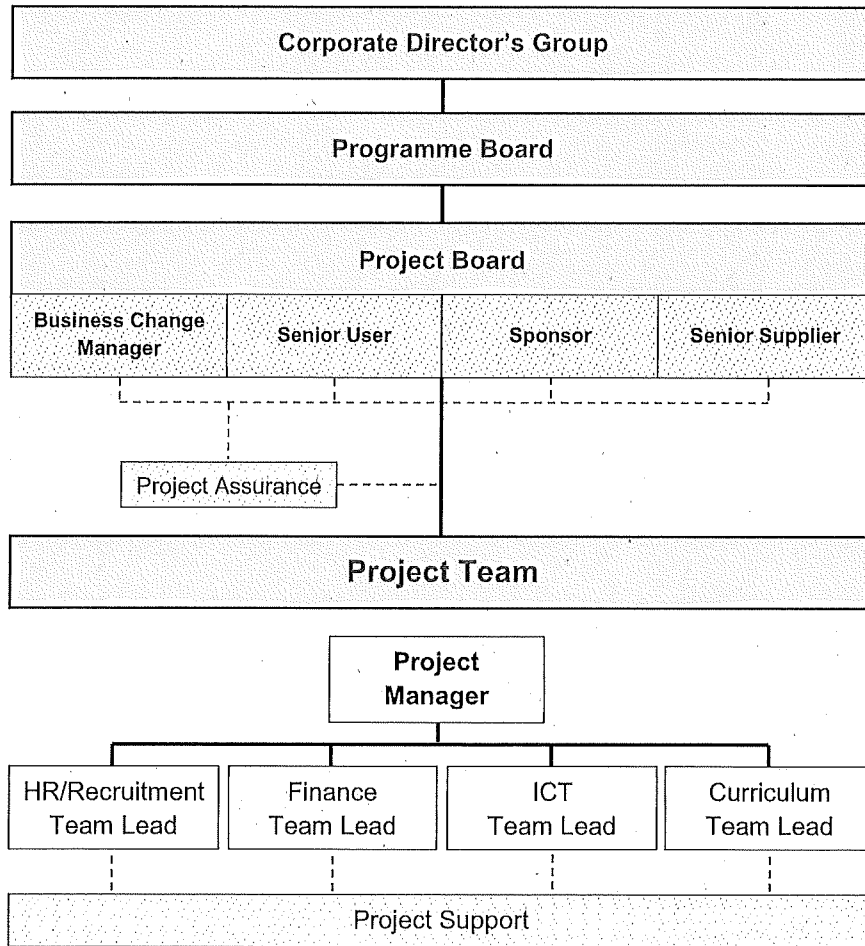
6 Management Case

6.1 Programme Management Arrangements

The Council has adopted a Programme management governance model that is underpinned by MSP principles.

The project structure described below has been designed to ensure that the preferred option will have a robust project management function in place throughout the proposed timelines. This diagram demonstrates the lines of responsibilities and how the project will engage with the customer and supplier.

Figure 7: Lines of responsibilities



- Lines of Authority
- - - - - Lines of Support
- - - - - Assurance Responsibility

6.2 Project Management Arrangements

Table 29 – Programme Team

Name	Title	Programme Role
Aled Evans	Director of Education, Leisure and Lifelong Learning	Senior Responsible Officer
Andrew Thomas	Head of Transformation	Programme Manager, SSIP
[REDACTED]	[REDACTED]	Programme Manager, SSIP
[REDACTED]	[REDACTED]	Senior Supplier
[REDACTED]	[REDACTED]	Senior Supplier
[REDACTED]	[REDACTED]	Senior Supplier
[REDACTED]	[REDACTED]	Senior Supplier
[REDACTED]	[REDACTED]	Senior Supplier
[REDACTED]	[REDACTED]	Senior User

6.2.1 Project Structure

The project will be managed in accordance with the general principles of 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.

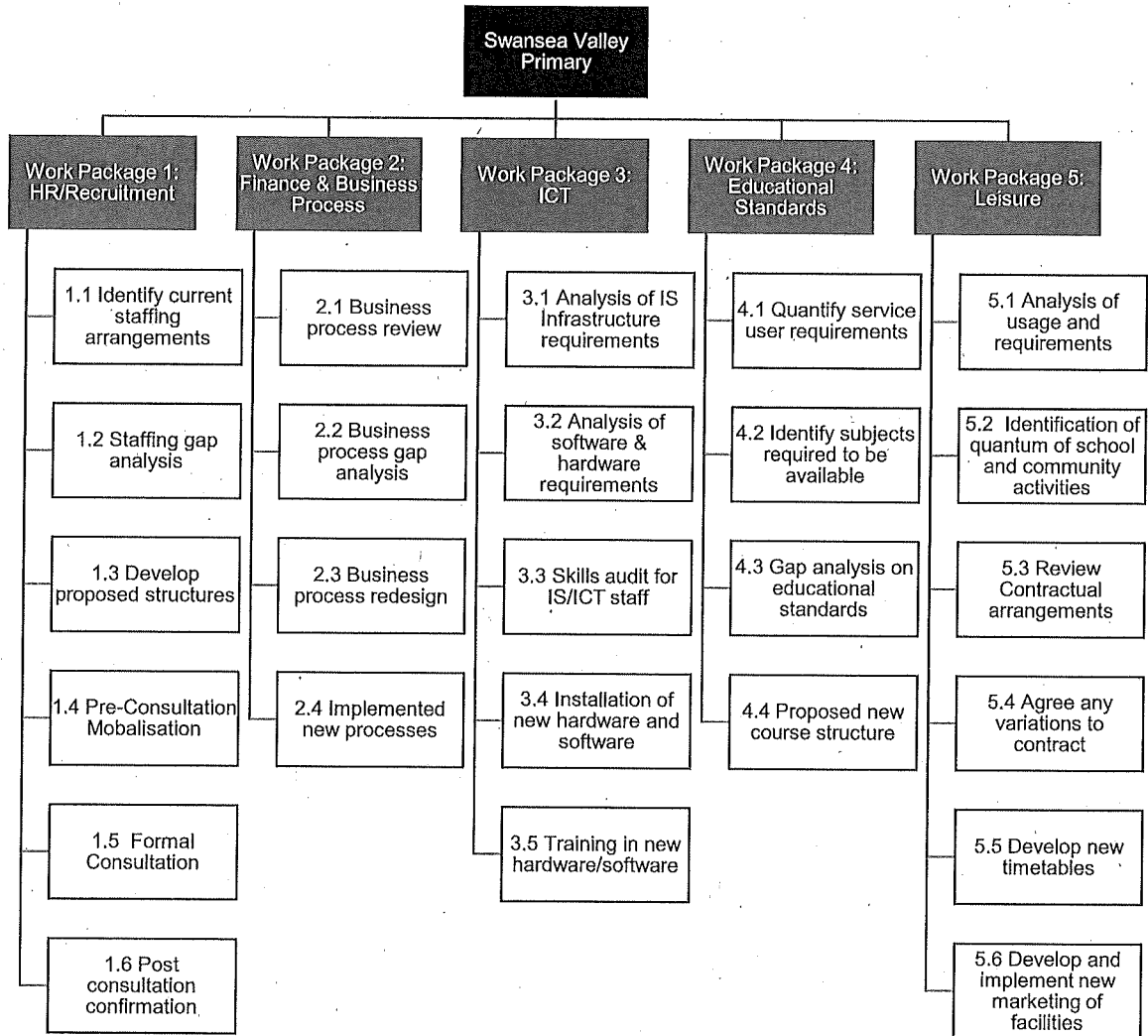
Table 30 – Project team

Name	Title	Project Role
Andrew Thomas	Head of Transformation	Project Sponsor
[REDACTED]	[REDACTED]	Programme Manager, SSIP
[REDACTED]	[REDACTED]	Project Manager
[REDACTED]	[REDACTED]	Educational Standards Team Lead
[REDACTED]	[REDACTED]	Schools' Funding & Information Team Lead
[REDACTED]	[REDACTED]	Senior Supplier (Compliance and Governance)
[REDACTED]	[REDACTED]	Senior Supplier (Finance)
[REDACTED]	[REDACTED]	Senior User
[REDACTED]	[REDACTED]	Head of Project Delivery
[REDACTED]	[REDACTED]	ICT Team Lead
[REDACTED]	[REDACTED]	Education Development and Support Team

6.2.2 Project Deliverables

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

Figure 8: Product breakdown structure



6.2.3 Outline Project Plan

Table 31 – Outline project plan

Date	Actions (commencement)
03/07/2020	<ul style="list-style-type: none"> • OBC Submitted
03/08/2020	<ul style="list-style-type: none"> • Client Sign off RIBA Stage 2 Cost Plan • Complete RIBA Stage 2 • Commence RIBA Stage 3
14/09/2020	<ul style="list-style-type: none"> • Consultation Commence
11/04/2021	<ul style="list-style-type: none"> • Consultation Complete • Tender Period Start
21/06/2021	<ul style="list-style-type: none"> • Contractor appointment
04/07/2022	<ul style="list-style-type: none"> • Complete RIBA Stage 4 • Contract Award • Construction Mobilisation Commence
18/07/2022	<ul style="list-style-type: none"> • Construction Commence
26/01/2024	<ul style="list-style-type: none"> • Construction Complete
29/01/2024	<ul style="list-style-type: none"> • Commissioning
08/06/2024	<ul style="list-style-type: none"> • Handover

6.2.4 Benefits Realisation

The strategy, framework and plan for dealing with the management and delivery of benefits are shown below. Benefits that will be realised may be either financial or qualitative (for example improvement in educational standards). A strategy and supporting plan for benefits clearly shows what will happen, where and when the benefits will occur. Details of who will be responsible for delivery of proposed benefits will be developed for the preferred option to be taken to Full Business Case.

The plan for benefits will be integrated into or coordinated with the project plan and will be very clear regarding handover and responsibilities for on-going operations in the changed state (where the benefits will actually accrue). There will be a Tracking Process, which monitors achievement of benefits against expectations and targets. The tracking process will be capable of tracking both 'hard' (e.g. cost, headcount) and 'soft' (e.g. image) benefits and operates alongside the changing operation. The progress of this plan will be reported by the Project Manager to the Project Board.

In particular the Benefits Management Strategy will be fully integrated into the programme plan and will fully address the following issues:

- That the potential benefits are clearly identified;

- That the benefits are clearly understood across the project and the various Project Teams. It is the role of the Project Manager to ensure that this is achieved;
- That benefits are placed into manageable groups:

6.3 Risk Management

In developing the economic case, risk workshops were held during June 2020, to understand the risks associated with each of the short-listed options and to analyse the financial value of those risks.

All projects have an element of risk and there must be a proactive approach to risk management to balance risks against the potential rewards and plan to minimise or avoid them. It is also acknowledged that taking some amount of risk will be inevitable to the success of the project. The strategy, framework and plan for dealing with the management of risk for the preferred option follows a PRINCE2 methodology.

The register will be a 'living document' and reviewed and amended (where required) during workshops where a risk manager will be appointed to manage the identification, monitoring, updating, control and mitigation of project risks. The framework and plan of the risk register will involve a rated table format. The risk will be described and the date of its identification noted. An initial risk rating will be made and the probability and impact of the risk evaluated, followed by a residual risk rating column. The effects and impact of risk can involve elements such as environment, time, quality, cost, resource, function or safety and regular meetings will be held to review all aspects. Within the format there will also be the facility for proposals to mitigate and manage, identifying the control strategy, risk owner and the current risk status.

The total risk score for each risk will be calculated by multiplying the likelihood score (between 1-5 with 5 being certain) and impact score (between 1-5 with 5 being project failure) and all risks scoring above 25 referred to the Project Board for decision. The risk tolerance line for the project is illustrated in the following table.

Figure 9: Risk Tolerance Profile

Probability	5	5	10	15	20						
	4	4	8	12	16	20					
	3	3	6	9	12	15	18	21			
	2	2	4	6	8	10	12	14	16	18	20
	1	1	2	3	4	5	6	7	8	9	10
		1	2	3	4	5	6	7	8	9	10
Impact											

6.4 Change and Contract Management

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

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

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

6.5 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 2024.

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 2024.

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.

