

Concept Document

Revised February 2016

Document purpose

Purpose of The Concept Document (or more commonly known as an Outline business case)

A Concept Document identifies a project idea that may turn into a proposed investment/project (*hereafter referred to as "project"*). It provides a high level overview of the idea to the Strategic level decision makers.

The Concept Document provides sufficient information to justify a decision whether or not the organization should move forward with the development of a full Business Case.

It should provide sufficient information to justify a decision as to whether or not to move forward with the development.

To provide an initial outline of the proposed project sufficient to identify why it is being proposed and what it seeks to achieve. The concept document needs to be approved by a Service Manager before proceeding with the potential project.

Project details

Project Name	Lickey Hills Primary and Nursery School
Programme Manager	Amanda Salisbury Headteacher
Project Sponsor	CFC Capital Programme
Business Owner	Children, Families & Communities (CFC), Provision Planning & Accommodation
Project Manager	If known at this stage

Document details

Version	1a
Version date	1 April 2016
Status	
Source file location	

PROJECT DEFINITION

1. Outline

Name of School: Lickey Hills Primary School and Nursery
Type of School: Primary
School Category:
Age range of Pupils: 3-11
Number of Pupils on School Roll: 435

2. Project description

What is it you propose to do?

Remove mobile classrooms as they are not fit for purpose

Redesign interior space in upper KS2 corridor to provide group work/breakout space

Redesign entrance to EYFS building to include a cloakroom area and wet room/changing space

Resite library into the main school building (currently housed in mobile classrooms)

Additional toilets

3. Project background

Please detail the background and context to this project, what opportunities or problems prompted it?

Open plan teaching areas with sink to be shared by 4 adjacent class bases (approx 120 pupils) in line with Bulletin 103; Figure 7, Page 14

PR136 C Shared teaching with sink - Open plan teaching area shared by adjacent classbases without sinks to enhance the range of activities, typically junior (Key Stage 2)

Also as per Figure 10 on Page 17 to also include breakout space per two KS2 classrooms.

EYFS (approx 60 pupils) do not have a cloakroom, they each have access to a peg located in the building and plastic boxes to store clothing items such as book bags, scarves, hats etc. This impacts on the floor space of the building, safety and does not enable children to access these items easily and independently (part of the EYFS curriculum).

There is no wet room/ changing facility in the EYFS building so pupils have to be taken across the school playground to the main school building.

The school library is currently housed in the mobile classroom which is being removed. Children would benefit from this being housed in a prominent and accessible area in school as it is used during the school day and after school by children with their families.

4. Project objectives

Please list the objectives of the project - what does it seek to achieve?

To provide sufficient and suitable space for upper KS2 pupils to study out of the classroom

To provide adequate cloakroom and toileting space for EYFS pupils (Reception and Nursery)

To provide a new library area in an accessible part of school giving access for children and families during and after school.

Removal of temporary mobile classrooms.

5. Project outcomes

Please list the outcomes the project that is what is it that will be produced or changed as a result of the project?

Upper KS2 pupils will have space to work in groups out of the classroom to ensure learning is optimised for those who require additional support . This will be accessible for all 4 classes.

EYFS pupils will have adequate cloakroom space which does not impact on their learning area. Cloakroom items will be accessible to pupils and they will be able to become increasingly independent in accessing these. Health and safety issues will be addressed as items will be stored out of the classroom.

A dedicated library area will provide access during and after school for families. This will support the school development plan in raising the profile of reading and ensuring school promotes this by providing a suitable area.

OUTLINE BUSINESS CASE

6. Options

Subject to formal feasibility.

7. Project cost

Subject to formal feasibility.

8. Ongoing costs

Once completed, it is expected that all costs associated with maintenance, servicing, repairs, and renewals in relation to this accommodation will fall upon the school to address in the first instance, under delegated responsibility and local management, to include all items of F&E.

9. In scope

Detail all of the products that the project is to produce. This should include a description of the product and its requirements.

See Box 4.

10. Not in scope

- It should be noted that it is not the intention to address perceived inadequacies of existing accommodation beyond this scheme as funding will not allow this.
- Funding cannot be used primarily to address suitability issues and in developing the feasibility, it is important that a solution does not raise expectations which cannot be funded.
- Replacing the loss of existing accommodation may be included within reason, where agreed, but it is not the intention of this project to look to improve existing facilities if they are not a necessary feature of the proposed scheme. Surplus accommodation will not be replaced.
- Additional works maybe considered at the outset, however, it is expected that any agreed additions will not have an impact on the main project in terms of cost and programme, and that if agreed; all additional costs will be met by the responsible party.

11. Return on Investment/Alignment with Strategic Plan

What are the longer term benefits/strategic goals, savings and/or financial gains this project can bring to the Council?

- Investment in improved school buildings to help drive higher standards of education.
- Likely reduced costs in school transport as students will be better able to attend their local school or school of their choice.

12. Known Risks/Constraints

- Site constraints and abnormal costs re asbestos/other unforeseen items.
- Planning process (if applicable).
- Resource limitations.
- Work will have to take place around a live site with minimum disruption and impact in allowing the school to function as normal as is possible.
- Use of untried and untested suppliers and contractors.
- Use of inexperienced consultants/agents.

13. Assumptions

- It is assumed that the site and buildings are owned by Worcestershire County Council without any covenants.
- It is assumed that all costs will include fees, loose and fitted furniture and equipment (in terms of IT to include interactive whiteboards only), and buildings costs.
- Any portable IT equipment (hardware) will not be included unless specifically agreed as part of the project from the outset.
- It assumed that the complexity of the project has been assessed and considered when appointing the project team.
- It is assumed that all feasibility work and subsequent investigations will include appropriate assessments on current loading capacities in respect of all necessary services to include gas, water, drains, and electrics, etc.
- It is expected that the school in converting to Academy status will continue to allow the LA to conclude the project.

14. Dependencies

This can include anything that the project interfaces with, such as another project or system and anything that the project is dependent upon happening

15. Stakeholders

- WCC CFC
- School Users
- Governors

16. Information Technology Impact

OUTLINE PROJECT PLAN

17. Timeline /Timescales

This describes all time related factors that will influence this project.

Subject to formal feasibility.

18. Resources/Funding

This should attempt to identify the different types of resources that will be consumed and the source of funding (if known) for the request.

There is a maximum S106 allocation of £512,958. Any costs over and above this will be funded from school sources.

Please note the following funding conditions:

- Any significant savings identified during the delivery stage must be referred back to CFC and it must not be assumed that any savings will be spent elsewhere on the project.
- Any works requested above the scope agreed must be referred back to CFC for funding clarity and approval.
- It is expected that upon completion of this project, any official opening ceremony that may take place, is to be organised by the school in accordance with the attached policy guidance.

19. Project Team

- CFC - Capital Accommodation Officer
- Head teacher
- Lead consultant
- Project Manager

Appendices

Item	Reference

Amendment History

Document Owner: CFC

Version	Date	Reason for Amendment
1a	1 April 2016	Revised school draft.



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Approvals To Proceed in accordance with the contents of this brief.			
	Signature	Title	Date
Robert Williams <i>Robert Williams</i>	<i>[Signature]</i>	Manager – Universal Provision and Placement 0-19	6/5/16
Amanda Salisbury	<i>[Signature]</i>	Head Teacher	12/4/16
Mario Claydon	<i>[Signature]</i>	Chair Of Governors	12/04/2016

EQUALITY IMPACT ASSESSMENT SCREENING

1. Delivery and Person Impact

Please consider whether this project could have a disproportionate impact on service delivery or other aspects of daily life for the following groups of people.

	Details & Comments
Age	
Disability	
Gender	
Race	
Religion / Belief	
Sexual Orientation	
Gender Reassignment	(This refers to a person who has undergone, is undergoing or proposes to undergo a process (which does not have to be a medical process) to change their sex)
Pregnancy and maternity	



2. Resource Impact

Could this project involve or result in a significant commitment, or reduction, of resources. If so, give details.

3. Existing Inequalities Impact

Does this project relate to, or affect an area where inequalities are already known to exist? If so, give details.

4. Is a full EIA required

An EIA is not always needed. Where you have decided that an assessment is not required please clearly summarise the reasons for your decision, including any factors you have taken into account, in the box below.

EIA not required: reasons and additional comments

If you need to undertake a full EIA, please go to <http://apps3id3/cms/rd/human-resources/eig-toolkit/equality-and-diversity/equality-impact-assessments-e.aspx> for the template. If you require assistance completing the full EIA, please contact the Corporate Equality and Diversity Team on ext. 6225 or 6938.

