

FULL BUSINESS CASE (FBC)

A. GENERAL INFORMATION

A1. General

Project Title <i>(as per Voyager)</i>	MAYFIELD SCHOOL FULL BUSINESS CASE		
Voyager code	CA-02946-01-2		
Portfolio /Committee	Education, Skills & Culture	Directorate	Education and Skills
Approved by Project Sponsor	Jaswinder Didially	Approved by Finance Business Partner	John Betts

A2. Outline Business Case approval *(Date and approving body)*

Cabinet Report April 2020 – Schools Capital Programme – School Condition Allocation, Basic Need Allocation 2020 -21 + Future Years.

A3. Project Description

The project will provide facilities to enable 13 additional pupils to be accommodated on the HML site. Mayfield School is under a PFI arrangement.

The works to be undertaken include:

- Relocation of Mayfield to C – Cluster
- Holte School relocation to Q- Cluster
- Convert Mayfield Music room into a Holte ICT Space
- Create a new Sensory Area from the existing kitchen area within Mayfield
- Reconfigure a large Mayfield Teaching Space into 3 rooms for improved learning
- Relocation of worksurface and sink from Q cluster to C cluster
- Install a new accessible shower with the accessible toilet in C Cluster
- Create an office space in Q cluster
- Reconfigure 3 small offices into one large classroom within C Cluster
- Move Management arrangements

The works will allow use of the new areas from September 2020.

A4. Scope

This scheme involves works as described in the above project description

A5. Scope exclusions

No works outside this scope will be undertaken

B. STRATEGIC CASE

This sets out the case for change and the project's fit to the Council Plan objectives

B1. Project objectives and outcomes

The case for change including the contribution to Council Plan objectives and outcomes

APPENDIX A

- A Fair City: Tackling Inequality and Deprivation;
- Laying the foundations for a Prosperous city based on an inclusive economy;
- A Democratic City involving local people and communities in the future of their local area and public services: A City with local services for local people;
- Enjoy and achieve by attending school;
- Schools Capital Programme
- Compliance with the principles of the 'Birmingham Business Charter for Social Responsibility'.
- The need for increased ASC places in the city

B2. Project Deliverables

These are the outputs from the project eg a new building with xm2 of internal space, xm of new road, etc

- The Project will provide facilities to deliver 13 additional MLD, SLD and PMLD pupil places at Mayfield School to fulfil the Authority's obligations and utilising Heathfield Road to concentrate on ASD pupils.
- Works to be completed for occupation of areas by September 2020.
- The reallocation of space increases the Mayfield floor space by 104 m2.
- Making good of areas affected by the works.
- Formal variation / change control to the existing PFI contract to accommodate the alterations.

B3. Project Benefits

These are the social benefits and outcomes from the project, e.g. additional school places or economic benefits.

Measure	Impact
<i>List at least one measure associated with each of the objectives and outcomes in B1 above</i>	<i>What the estimated impact of the project will be on the measure identified – please quantify where practicable (e.g. for economic and transportation benefits)</i>
The students will be taught in modern, fit for purpose accommodation allowing for the delivery of a quality education.	Providing appropriate accommodation addresses identified demand and fulfils the Authority's statutory obligations to provide sufficient pupil places
The project delivers new specialised teaching spaces.	Raised standards, improved behaviour, staff well-being and reduced turnover, mobility, facilitation of the sharing of good practice.
Bringing all the most academically able 2-19-year olds to the HML site.	Opens a huge number of inclusion opportunities for pupils, with the Holte and Lozells pupils.
Promoting designs which support Birmingham's need for additional ASC places.	Creating teaching and learning environments that are suitable for delivering tailored education and care.

For major projects and programmes over £20m:

B4. Benefits Realisation Plan

Set out here how you will ensure the planned benefits will be delivered

Options have been reviewed throughout the feasibility stage, and in the Outline Business Case, to ensure that the final solution being developed will allow the existing school site to accommodate 13 MLD, SLD and PMLD additional pupils and improving the current quality of specialist education and care.

The design has been prepared by the PFI Project Co (SPV) and their subcontractor, Engie (FM Provider). The Authority has engaged specialist PFI contract management consultants to assist with the management of this project and to ensure the schools and Authorities concerns and requirements are incorporated. To ensure the design is built to allow the benefits to be realised, the project will be

APPENDIX A

managed by EDI, EDI's Consultant, the SPV and its FM Contractor, and the End User throughout the duration of the project development and delivery.

The following project controls are being included by all parties:

- Project deliverables established and being developed with End User – this has allowed all parties to be clear on the final solution and for the costs and programme to be finalised.
- Regular fortnightly or monthly meetings held with Project Team and SPV/Contractor – this ensures that updates are provided to the School and Authority in a timely manner and allows any decisions to be made with full consideration by all parties. This will also allow all concerns around working on a live school site to be recorded and mitigated.
- Engagement meetings held with End User & other relevant stakeholders – the School have been involved in the development of the scheme and have been fully consulted by the SPV, FM Provider and the Authorities consultant. Their requests and issues have been addressed wherever possible. The focus on achieving 33 additional places by September 2020 has been the overriding driver for all decisions in conjunction with the control of costs.
- Programme monitored and developed to ensure that required timescales are achieved – the programme is reviewed at the regular meetings and challenged by the Authority and their consultants.
- Scheme costs assessed, developed, and monitored – the scheme has been costed in detail by the FM Provider, and any SPV costs have also been included. Elements of school additional spend and any risk have also been allocated against the scheme to ensure that the costs will be achieved.
- Detailed tender evaluation to establish site specifics to confirm programme and costs.
- Post completion / handover – the Parties will all be included in the handover process for the scheme and a detailed review of the anticipated benefits will be carried out throughout the project. The scheme will include a post completion review to address any outstanding issues.

B5. Stakeholders

A stakeholder analysis is set out at G4 below.

C. ECONOMIC CASE AND OPTIONS APPRAISAL

This sets out the options that have been considered to determine the best value for money in achieving the Council's priorities

C1. Summary of options reviewed at Outline Business Case

(including reasons for the preferred option which has been developed to FBC)

If options have been further developed since the OBC, provide the updated Price quality matrix and recommended option with reasons.

A number of options were considered as part of the options appraisal:

- Do nothing – this option would mean that the Local Authority cannot meet its statutory duty to provide sufficient school places.
- This would mean that the Authority will have to provide alternative placements for the additional pupils using expensive out of city provision.
- To provide these additional places at another BCC special school would require new build expansion at that school and would not present the same value for money.
- The overall scheme is made up of 2 phases, this being the second and Appendix C was approved to accommodate specific early works that are highlighted within the FOA. These works are due to start on the 29th June 2020.
- The preferred option is to switch Cluster C (Holte School) and Cluster Q (Mayfield School) to accommodate up to 315 MLD, SLD and PMLD pupils and thus giving the required space within

APPENDIX A

the newly Mayfield occupied C cluster. To facilitate the cluster switch the current workspaces and sink would need to be relocated from Q cluster to C Cluster, reconfigure 3 further rooms to:

- accommodate staff in Q Cluster
 - create 1 large classroom in C Cluster and
 - re-designate a Music room into an ICT suite.
 - Create a new sensory provision
- The proposed cluster switch will also enable Mayfield School to put further measures in place in line with recommendations from HSE after a fatal incident at the School. The new configuration will bring the Mayfield School to the ground floor by pursuing the preferred option as described above.
- Further necessary works to create a specialist Sensory Area and to reconfigure a large Mayfield teaching space into 3 dedicated smaller rooms for improved learning.
- In November 2018, HT met with David Bridgeman to discuss the early impressions of Mayfield and to discuss commissioning in the future. At this meeting, the need for increased ASC places in the city was discussed and HT outlined plans to switch to two all age sites with HML to be used for MLD, SLD and PMLD pupils and Heathfield Rd to cater for all ASC pupils.
- This change would allow Mayfield to take significantly more ASC pupils and Mayfield could change from its 285 pupils (in 2018) to expand to around 315 pupils. The school has allocated accommodation for additional ASC pupils and now have 305 pupils on roll for September 2019, with capacity to take a further 13 pupils up to 315 pupils. The school are receiving multiple referrals a day from SENAR to take more ASC pupils, but the Q & C cluster switch is essential for the new pupils already accepted to start in September 2020.
- The change to two all age sites will allow the school to develop its facilities for very specific and bespoke needs in the future as opposed to the two sites currently catering for a huge range of needs and therefore not effectively catering for any of the pupils. ASC specific facilities could be developed at Heathfield Road. Physical development and sensory areas could be created in H & J Clusters for physically disabled PMLD students; and by putting all MLD and SLD students in C Cluster, they would all have immediate access to outside areas from their classrooms, which is not possible when they are in Q cluster on the first floor and which is essential for the effective education of these students,. Holte School rarely use the outside spaces for lessons but have easy access, whereas Mayfield pupils who require these outside breakout spaces do not have access and would use the areas daily if these were available.
- By bringing all the most academically able 2-19-year olds to the HML site, it opens a huge number of inclusion opportunities for pupils with the Holte and Lozells pupils. It is not realistic that these opportunities would ever occur with the complex needs of the Mayfield pupils at HML currently as the complex learning and behavioural needs of the ASC pupils would put the pupils from Holte and Lozells at risk of physical harm.
- Finally, the Q/C Cluster switch is an essential for development to ensure that all pupils at HML have a safe and exceptional educational experience in the future. The aim is to make

APPENDIX A

Mayfield School an Outstanding provision within the next 2 years, and this will require changes taking place over the summer.

C2. Evaluation of key risks and issues

The full risks and issues register is included at the end of this FBC

- Timescales to maintain places for academic year 2020/2021 - detailed programme prepared and surveys ongoing to identify site specific requirements and ensure these are factored into works programme.
- Engagement of End User – regular meetings have been set and regular engagement of End User representative to ensure that they are fully supportive of proposals
- Extensive work on a live site – Safeguarding and educational continuity will be of paramount importance throughout the life of this project.
- The Covid-19 Factor – The Sub-Contractors are confident of the works being concluded by September 2020; however, this will be tracked on through the regular meeting.

C3. Other impacts of the preferred option

Describe other significant impacts, both positive and negative

- Permanent Facilities – will provide appropriate accommodation to meet educational standards for 21st Century teaching provision.
- Additional facilities to address increased pupil capacity on the preferred school site.
- Improved Classroom specialism – could be deemed the UK's leading Specialist School.
- Positive impact on all Schools within the site as inclusion will be a key cultural component to the continued success of the HML site.

D. COMMERCIAL CASE

This considers whether realistic and commercial arrangements for the project can be made

D1. Partnership, Joint venture and accountable body working

Describe how the project will be controlled, managed and delivered if using these arrangements

Scheme will be delivered by Project Team as follows:

- Client for the Project is Education and Infrastructure
- Project Manager, Quantity Surveyor and Principal Designer services will be provided by Engie
- End User will be Mayfield School
- Contractor will be Engie procured through the BSF Birmingham PFI Contract

Project will be managed by EDI, EDI's Consultants, the SPV and its Contractor, and the End User throughout the duration of the project development and delivery to ensure that project deliverables are achieved.

- Project deliverables established and being developed with End User
- Regular 2 – 4 weekly meetings held with Project Team and SPV/Contractor
- Engagement meetings held with End User & other relevant stakeholders
- Programme monitored and developed to ensure that required timescales are achieved.

APPENDIX A

- Scheme costs assessed, developed and monitored

D2. Procurement implications and Contract Strategy:

What is the proposed procurement contract strategy and route? Which Framework, or OJEU? This should generally discharge the requirement to approve a Contract Strategy (with a recommendation in the report).

The Authority signed up to the BSF PFI contract in 2009. The PFI contract excludes the Authority from making any changes to the PFI Building or Estate without following specific change clauses within the PFI Agreement. This means that the project needs to be developed as a variation to the existing PFI Project Agreement and has levels of approval by the PFI Board and their funders. Under the PFI Project Agreement this project is deemed to be a High Value Change. The process is laid out in detail and requires that the works are carried out by the SPV and their chosen provider, Engie. The contract variation documentation is being finalised with the SPV to ensure that the project does not adversely affect the ongoing PFI contract or transfer any additional risks on to the Authority. The Authority consultants are advising on this matter from their extensive experience in this area.

D3. Staffing and TUPE implications:

No TUPE implications via the capital project

APPENDIX A

Capital Costs & Funding	Voyager Code	Financial Year	Financial Year	Totals
		2019/20	2020/21	
Expenditure				
Mayfield School				
Construction costs, Design, Surveys, Investigations, Planning & Statutory Fees	CA-02946-01-2	£26,698	£503,842	£530,540
Professional Fees (including SPV Costs)			£195,000	£195,000
EdSI capitalisation			£ 22,216	£ 22,216
FF&E			£15,000	£15,000
Total Project Cost		£26,698	£736,058	£762,756
Funding sources				
Special Provision	CA-02946-01-2	£26,698	£736,058	£762,756
Totals		£26,698	£736,058	£762,756

APPENDIX A

E2. Evaluation and comment on financial implications:

The current costs for the project are based on a feasibility design developed with the PFI SPV/Contractor and have been reviewed and assessed against current construction industry values.

The scheme design has been further developed and the scheme is out to tender in the market to ensure that best value is achieved and to provide 3 quotes for all necessary packages.

Contractors Proposals, including a fully costed Activity Schedule will be submitted and reviewed by Consultants and EDI and the Contract Award will be made on the agreed submission (which will be the most economically advantageous).

E3. Approach to optimism bias and provision of contingency

Basic Need – Special Provision

E4. Taxation

Describe any tax implications and how they will be managed, including VAT

N/A

F. PROJECT MANAGEMENT CASE

This considers how project delivery plans are robust and realistic

F1. Key Project Milestones

The summary Project Plan and milestones is attached at G1 below

	Planned Delivery Dates
Planned start date for delivery of the Scheme	July 2020
Main contract award	July 2020
Practical completion	14 th September 2020
Date of Post Implementation Review	14 th September 2020

F2. Achievability

Describe how the project can be delivered given the organisational skills and capacity available

- Scope of work identified as in the project description.
- Site investigation reports have shown no abnormal conditions.
- Programme and costs developed.
- Funding is in place.
- Contractors have considerable previous experience.
- Availability of resources.
- Similar projects have been delivered on budget and to time by using experienced internal project managers, BCC recognised building experts and following BCC guidelines.
- The project team has successfully delivered similar projects

APPENDIX A

F3. Dependencies on other projects or activities		
<ul style="list-style-type: none"> Placing orders with Contractor. Planning Permission 		
F4. Officer support		
Project Manager:	Nadia Majid 07766922478	Contracts Manager, Education Infrastructure nadia.majid@birmingham.gov.uk
Project Accountant:	Jaspal Madahar 07766922478	Finance and Resources Manager Jaspal.madahar@birmingham.gov.uk
Project Sponsor:	Jaswinder Didially 07825 117334	Head of Education Infrastructure jaswinder.didially@birmingham.gov.uk
F5. Project Management		
<i>Describe how the project will be managed, including the responsible Project Board and who its members are</i>		
As per D1		

G. SUPPORTING INFORMATION

(Please adapt or replace the formats as appropriate to the project)

G1. PROJECT PLAN

Detailed Project Plan supporting the key milestones in section F1 above

Attached Programmes for delivery of Permanent Accommodation

APPENDIX A

G2. SUMMARY OF RISKS AND ISSUES REGISTER

Risks should include Optimism Bias, and risks during the development to FBC

Grading of severity and likelihood: High – Significant – Medium - Low

APPENDIX B		Risk after mitigation:	
Risk or issue	Mitigation	Severity	Likelihood
Stakeholders do not consider School Travel Plans and transportation issues prior to consultation	Review school travel plans in partnership with transportation prior to local consultation in order to mitigate possible objections.	Low	High
Stakeholders do not engage in project and do not sign up to the solution	The Design Team will ensure regular meetings and consultation with stakeholders and end user	Low	Medium
New Free Schools and Academies opening across Birmingham	Liaise closely with Free School Providers and Academies when planning the provision of Additional Secondary Places.	Medium	Medium
Building costs escalate	The Design Team will closely monitor the schedule of works and build costs. Cost schedules include contingency sums. Any increase in costs will need to be met through value re-engineering to ensure projected spend remains within overall allocation	Low	Medium
Building works fall behind	The Design Team will closely monitor schemes on site and liaise with Contractor Partners to identify action required.	Medium	Medium
BCC faced with increasing revenue costs	Consequential revenue costs arising including additional staffing, utility costs and any on-going day to day repair and maintenance of the asset will be the responsibility of Mayfield School and funded from the Academy's General Annual Grant (received by the Academy from the EFA).	Low	Low
Problems with contract procurement process	Work closely with Partners to ensure compliance with City Council standing orders.	Low	Low
Planners refuse consent	Work with planners to agree solution on the roof level plant that will be acceptable prior to final submission.	Medium	Low

G3. EXTERNAL FUNDING AND OTHER FINANCIAL DETAILS

Description of external funding arrangements and conditions, and other financial details supporting the financial implications in section E1 above (if appropriate)

The total cost of the works at Mayfield School will be funded from the Department for Education (DfE) Special Provision Grant. The total capital project costs will be up to £762,756.

APPENDIX A

--

APPENDIX A

G4. STAKEHOLDER ANALYSIS

Stakeholder	Stake in project	Potential impact on project	What does the project expect from stakeholder	Perceived attitudes and/or risks	Stakeholder management strategy	Responsibility
Cabinet Members for ES&C and F&R	Strategic Overview of DGCF expenditure	High	Ratification of BCC approach to TBN	Strategy not approved	Early Consultation and Regular Briefing on all aspects of Special Provision	BCC / EDI
School Leadership Team / Governors	Governing Body Agreement and End Users	High	Compliance with GBA Ongoing Revenue costs for R&M once build complete	N/A	Governing Body Agreement signed and regular project meetings	School Leadership Team / Governing Body EDI Project Officer
Pupils	End user	Low	Consultation	Nil	Through schools council	School Leadership Team
Ward Councillors	Knowledge of other developments affecting local communities that may link into project	High	Consultation with community and support for project	Objections from local residents	Involve in consultation and planning permission process	EDI Project Officer Governors/ School Leadership Team

G5. BENEFITS REGISTER

For major projects and programmes over £20m, this sets out in more detail the planned benefits. Benefits should be monetised where it is proportionate and possible to do so, to support the calculation of a BCR and NPSV (please adapt this template as appropriate)

Measure	Annual value	Start date	Impact
---------	--------------	------------	--------

APPENDIX A

<i>List at least one measure associated with each of the outcomes in B1 above</i>			<i>What the estimated impact of the project will be on the measure identified</i>
(a) Monetised benefits:	£		
(b) Other quantified benefits:			
(c) Non-quantified benefits:	n/a		

Other Attachments <i>provide as appropriate</i>	
• Permanent delivery programme	
•	