

WIRRAL COUNCIL

CABINET – 23 SEPTEMBER 2010

REPORT OF THE DIRECTOR OF CHILDREN'S SERVICES

CO-LOCATION OF NEW SCHOOLS FOR PENSBY PRIMARY AND STANLEY SPECIAL SCHOOLS AT THE PENSBY PRIMARY SCHOOL SITE - SCHEME AND ESTIMATE REPORT

EXECUTIVE SUMMARY

This report describes the work required to provide a new primary school and a new special school under the Primary Capital Programme and a dedicated Special Educational Needs Capital fund, the report sets out the costs of the scheme.

Cabinet is asked to consider and approve the proposal.

1.0 Background

1.1 The Primary Capital Programme (PCP) is one of a number of national grants available to the local authority from Department for Education for capital building work in schools. PCP is the main source of funding for the new Pensby Primary School with the funding for the co-located special school coming from a dedicated Special Educational Needs (SEN) capital resource. The local authority has been able to successfully link the PCP to its local Primary Review programme, which is now in year 6 and involves the review of primary school provision on an area by area basis, linked to present and projected pupil numbers and, in some cases, standards.

1.2 Following a consultation period in 2006, the Department for Education announced details of the National Primary Strategy for Change Programme in December 2007. This initiative formed the mechanism for major capital investment in primary schools.

Cabinet confirmed the principles of Primary Strategy for Change at its meeting of 22 May 2008 (minute 19 refers).

1.3 On 23 April 2009 Cabinet gave approval, in principle, to the replacement of both Stanley and Elleray Park Special schools on new sites, each located with a mainstream primary school (minute 468 refers). This approval was further developed by Cabinet on 26 November 2009 giving the approval for formal consultation to take place on the proposal to co-locate Stanley Special School on the new Pensby Primary site.

1.4 Following the report of 26 November a number of formal public consultations were undertaken, details of which were reported to Cabinet on 18 March 2010 (minute 194 refers). Generally, the response to the proposed development was positive; many respondents cited the benefits that will be accrued by both

the pupils in Pensby Primary and Stanley School as being their reason for supporting the scheme.

2.0 Risk Assessment

- 2.1 In order to comply with Planning Regulations, there is a requirement to consult with Sport England in respect of the proposed building and external areas. Initial contact with Sport England has raised some concerns with the overall footprint of the building and reduction of playing field. This issue is being explored further with the possibility of land being released from the current Stanley School being factored into the playing field calculations. The risk of this to the project is thought to be a low/medium risk at this point in the scheme development.
- 2.2 Security of funding has been a concern following the Government's Emergency Budget in June. However, whilst a number of changes have been made to existing Capital funding there have been no indications from Partnerships for Schools that Primary Capital Programme funding is being withdrawn or reduced. Other Wirral schemes in this programme have either been completed or are approaching completion by the end of the year.
- 2.3 Neighbourhood consultation has not resulted in any major concerns being raised at this stage of the scheme development.
- 2.4 A full risk management exercise will be undertaken for this project with design team members and the Council's risk management section due to the complexity of the project and financial resources involved.

3.0 Proposals

- 3.1 The proposed single-storey scheme consists of three elements: the new primary school, the special school and a central hub containing shared facilities. The building is to be located on the existing Pensby Primary School site.
- 3.2 The scheme will be built in two phases as follows; Phase 1 will consist of Pensby Primary School and part of the central hub. This phase meets the Department for Education guidance of accommodation schedules Building Bulletin 99 (BB99). Phase 2 will consist of Stanley Special School and the remaining part of the central hub, this phase conforms to the guidance of accommodation schedules contained within Building Bulletin 102 (BB102). A breakdown of room allocations and resources is as follows:
- 3.3 The primary school comprises:

Teaching accommodation consisting of:-

- 8 no classrooms including a reception classroom
- 1 no Food/Science/D&T room
- 1 no multi-use central atrium including library resource facility
- 1 no extended learning room

plus the following staff and administration areas:-

- Headteacher's office
- Deputy headteacher's office
- Business manager's office
- General Office/reception
- Medical room
- Entrance/waiting area
- Hygiene room
- Toilet/cloakroom facilities
- Store rooms

3.4 The special school comprises:-

Teaching accommodation consisting of:-

- 12 no classrooms, each including sensory/calming room and small group area
- Library resource area
- Soft play room
- Music and drama room
- Art and DT room
- Food technology room
- Language therapy room
- Speech therapy room

plus the following staff and administration areas:-

- Headteacher's office
- Deputy headteacher's office
- Business manager's office
- General Office/reception
- Nurse's office
- Nurse's medical room
- Visiting therapist's room
- Physiotherapy room
- Entrance/waiting area
- Pupil entrance area
- Hygiene rooms
- Toilet/cloakroom facilities
- Laundry facilities
- Store rooms

3.5 The Central Hub will be constructed in two phases. Phase 1 comprises the following accommodation:-

- School hall for general use
- Dining area

- Kitchen including office and staff facilities
- Plant rooms
- Primary school staff room
- Toilet and hygiene facilities
- Server room
- Storage facilities

Phase 2 of the Hub, to be constructed at the same time as the special school, comprises:-

- School hall with sprung sports floor
- 12.5m length swimming pool
- Hydrotherapy pool
- Pool change room facilities including laundry
- Pool plant room
- Special school staff room
- Joint staff prep room/parents room to serve both schools
- Medical room
- Training room
- Multi-purpose room
- Hygiene rooms
- Further toilet facilities

- 3.6 The style of architecture will be contemporary and predominantly of masonry construction. Maximum use of daylight and ventilation has determined the layout and profile of the building. The facility will provide a good quality learning and working environment for all users, with attractive support and personal spaces to encourage well-being, self-esteem and a sense of ownership. The building also includes the development of outdoor learning areas to all classrooms and sensory awareness to consider the impact of a Schools environment on children's sensory experience.
- 3.7 The work will include all necessary finishes, fitted furniture, heating, lighting, power, fire and intruder alarms. State of the art facilities for pupils with disabilities including sensory rooms, hydrotherapy, physiotherapy and hygiene facilities will all be provided. The space will also permit specialist therapies to be delivered on site. Overhead lifts and ceiling tracks will be tailored to meet the school's needs.
- 3.8 External provision will include hard and soft landscaping, play area and multi-use games area, external dining area, covered outdoor learning areas, sensory gardens, service yard and car park.
- 3.9 The new building will be designed to be efficient and economic to operate and maintain. It is intended that the building will use, as far as is economically possible, ecologically responsible materials to create a pupil-orientated environment in accordance with Department for Education recommendations and guidance. The scheme will achieve a 60% reduction in carbon emissions when compared with 2002 approved levels and achieve a BREEAM (Building

Research Establishment Environment Assessment Method) rating of “very good”.

- 3.10 The detailed design is being developed in consultation with a range of stakeholders including staff, pupils, parents and CYPD officers and this will continue throughout the design process.

4.0 Financial and Staffing Implications

- 4.1 The Estimate for this work is set out below. All costs are at second quarter 2011.

• Building costs	£10,248,460.00
• Departmental Charges at 13.5% including: Professional Fees Clerk of Works CDM Coordinator Planning and building regulation fees Landscape design – Halsall Lloyd	£1,383,540.00
• ICT Costs (infrastructure and hardware)	£519,250.00
• Furniture fittings and Equipment.	£348,750.00
Total	<u>£12,500,000.00</u>

The scheme will be funded from the following:

• Primary Capital Programme	£6,500,000.00
• Targeted capital fund (SEN/14-19)	£6,000,000.00
Total	<u>£12,500,000.00</u>

- 4.2 The Department of Technical Services will provide all Professional Services with the exception of landscape design, which will be undertaken by framework consultants, Halsall Lloyd Partnership.

- 4.3 The Director of Technical Services in accordance with the Construction (Design and Management) Regulations will carry out the role of CDM Coordinator.

- 4.4 It is anticipated that there will be an increase in fuel revenue costs as a result of this scheme as the new building will be considerably bigger than the present primary and special school due to Building Bulletin 102 requirements (BB102). However, this will be minimised with the provision of a more energy

efficient building which will be built to a higher standard than the current regulations require. The Energy Conservation Unit within the Department of Technical Services will closely monitor costs.

- 4.5 There may be minor staffing implications with the proposals, as the co-located site may share responsibilities for some functions e.g caretaking, grounds maintenance.
- 4.6 As the value of the contract will exceed the relevant threshold under European regulatory regime for “works”, the procurement route will be via either a restricted tendering procedure with an advertisement placed in the Official Journal of the European Union (OJEU.) or the newly implemented Northwest Construction Hub, administered through Manchester City Council with support from the North West Improvement and Efficiency Programme (NWIEP).
- 4.7 The results of the tender exercise, including the method used to obtain the tender, will be the subject of a further report to Cabinet.

5.0 Equal Opportunities Implications/Health Impact Assessment

- 5.1 There are no specific implications in this report for equal opportunities, including women, ethnic minorities or the elderly. Access will be provided for children and adults with disabilities to all areas of this building. The new building will also comply with current recommendations on design for hearing impairment and partially sighted and incorporate the latest recommendations on provision for the disabled in special schools contained in the recently updated Building Bulletin 102 published by the Department for Education. An Equality Impact Assessment has been carried out for this project and there are no negative impacts identified for any specific groups.

6.0 Community Safety Implications

- 6.1 The design of this project will take account of best practice to reduce the risk of crime and the local crime prevention officer has been consulted and will continue to be consulted as part of the ongoing design process.

7.0 Local Agenda 21 Implications

- 7.1 The design will follow the Department for Education guidelines for “Energy efficient design of new buildings and extensions for schools and colleges.” The scheme will achieve a 60% reduction in carbon emissions when compared with 2002 approved levels and achieve a BREEAM (Building Research Establishment Environment Assessment Method) rating of “very good”. It will be constructed to energy standards better than current regulations require.
- 7.2 Low energy electrical fittings, heating controls, water saving devices (including rain water recycling) and very high levels of insulation provision will all be used as far as possible to help reduce the consumption of natural resources.

- 7.3 All timber used will be from sustainable sources regulated by the Forestry Stewardship Council.
- 7.4 The successful contractor will be required, where appropriate, to employ local labour and source materials from local suppliers in support of the Council's Construction Employment Integrator (CEI) to ensure that people from disadvantaged groups in the Wirral are able to access job and training opportunities in the construction industry. Appropriate CEI clauses will be included within the tender documentation.
- 7.5 Stanley School pupils will be transported to the School and the new site will not increase travel distance.

8.0 Planning Implications

- 8.1 Planning Permission and Building Control approval will be required for this project. The site of the buildings at Pensby Primary School is within the Primarily Residential Area in Wirral's Unitary Development Plan (UDP). Redevelopment of the school buildings within this area is subject to Policy HS15 of the UDP and is acceptable in principle. The school playing fields are subject to national planning policy advice in Planning Policy Guidance Note 17 (PPG17), which seeks to protect existing sports grounds. National planning policy advice is that development that involves the loss of playing fields should not be allowed unless:
- (i) the proposed development is ancillary to the use of the site as a playing field (eg new changing rooms) and does not adversely affect the quantity or the quality of pitches and their use;
 - (ii) the proposed development only affects land which is incapable of forming a playing pitch (or part of one);
 - (iii) the playing fields that would be lost as a result of the proposed development would be replaced by a playing field or fields of equivalent or better quantity or quality and in a suitable location; or
 - (iv) the proposed development is for an outdoor or indoor sports facility of sufficient benefit to the development of sport to outweigh the loss of the playing field.
- 8.2 As noted at para 2.1 above, initial discussions have been held with Sport England, as consultees. If it is necessary to replace any lost playing field provision elsewhere, this will be secured through an agreement attached to the planning permission for the redevelopment of the Pensby Primary site.

9.0 Anti-Poverty Implications

- 9.1 There are no specific human rights implications within this report.

10.0 Social Inclusion Implications

- 10.1 As referred to in 7.4 provision has been made within the Contract Documents for targeted recruitment and training, which will enable successful contractor to support the Council's Construction Employment Integrator (CEI).

10.2 The co-located site will greatly enhance inclusion opportunities for Stanley pupils.

11.0 Local Member Support Implications

11.1 Pensby Primary School and Stanley Special School are located in the Pensby and Thingwall Wards.

11.2 Members are asked to note that Stanley pupils come from a broader catchment than the ward the school is located in and will therefore interest all ward Councillors.

12.0 Background Papers

12.1 Department for Education building Bulletins, including BB99 and BB102.

12.2 The information used in the preparation of this report was obtained in consultation with the Children and Young Peoples Department and with reference to their bidding documents. No other background papers have been used in the preparation of this report with the exception of the Architects file C18478 and the Quantity Surveyors working papers.

Recommendations

That:

- (1) The Scheme and Estimate, as presented, be accepted;
- (2) The Director of Technical Services be authorised to seek tenders for the project;
- (3) The Director of Technical Services be authorised to obtain all necessary statutory approvals for the project.

Howard Cooper
Director of Children's Services