

THE VALE OF GLAMORGAN COUNCIL

LEARNING AND CULTURE SCRUTINY COMMITTEE: 8TH DECEMBER, 2022

REFERENCE FROM CABINET: 17TH NOVEMBER, 2022

**“C136 LEARNING AND SKILLS INVESTMENT STRATEGY (EAWL)
(SCRUTINY – LEARNING AND CULTURE) –**

The Cabinet Member presented the report the purpose of which was to obtain approval for the adoption of the Learning and Skills Investment Strategy 2022 – 2027.

The Learning and Investment Strategy document consolidated the relevant legislative and policy considerations at a national and local level which direct how the department made investment decisions.

The Strategy identified a series of priority actions aligned against the Council's Corporate Plan to ensure investment decisions delivered upon the Corporate Objectives.

The Strategy set out the key considerations which informed investment decisions. These were summarised into three main areas which were:

- School organisation and demand for school places.
- Condition, suitability, and sufficiency of school buildings; and tackle decarbonisation of school assets and improving ecological value.
- The scale of education investments represented an opportunity to deliver upon multiple Council and Welsh Government objectives, not least the need to have the Wellbeing of Future Generations and the Sustainable Development principle at the heart of the Council's approach.

The Strategy document set out how this would be achieved and the relevant considerations which would inform investment decisions.

The Leader referred to the paragraphs 1.3 to 1.5 of the report which detailed the amount of development that had taken place since 2010 and the impact that had delivered in terms of the local economy. It was important to not focus solely on new builds but also ensure that all schools were of the right standard and capacity. She looked forward to the discussion at Learning and Culture Scrutiny Committee and thanked the Sustainable Communities for Learning team for the amount of work that had gone into the report.

This was a matter for Executive decision.

Cabinet, having considered the report and all the issues and implications contained therein

RESOLVED –

(1) T H A T the Learning and Skills Investment Strategy 2022 – 2027 (attached at Appendix A to the report) be endorsed.

(2) T H A T the report be referred to the Learning and Culture Scrutiny Committee.

Reasons for decisions

(1) To ensure investments made into education meet the Council's Corporate Plan Objectives and deliver upon the 7 Well-being Goals for Wales.

(2) To ensure the Learning and Culture Scrutiny Committee were made aware of the proposed decision considerations for education investments in the Learning and Skills Investment Strategy.”

Attached as Appendix – Report to Cabinet: 17th November, 2022

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| Meeting of: | Cabinet |
| Date of Meeting: | Thursday, 17 November 2022 |
| Relevant Scrutiny Committee: | Learning and Culture |
| Report Title: | Learning and Skills Investment Strategy |
| Purpose of Report: | The purpose of this report is to obtain approval for the adoption of the Learning and Skills Investment Strategy 2022 - 2027 |
| Report Owner: | Cabinet Member for Education, Arts and the Welsh Language |
| Responsible Officer: | Paula Ham, Director of Learning and Skills |
| Elected Member and Officer Consultation: | <p>Officers Consulted:</p> <p>Matt Bowmer: Head of Finance/Section 151 Officer</p> <p>Trevor Baker: Head of Strategy, Community Learning and Resources</p> <p>Lisa Lewis: Operational Manager, Strategy and Resources</p> <p>Nathan Slater: Project Manager, Sustainable Communities for Learning</p> |
| Policy Framework: | This is a matter for Executive decision by the Cabinet |
| <p>Executive Summary:</p> <ul style="list-style-type: none"> • The Learning and Investment Strategy document consolidates the relevant legislative and policy considerations at a national and local level which direct how the department makes investment decisions. • The Strategy identifies a series of priority actions aligned against the Council's Corporate Plan to ensure investment decisions deliver upon the Corporate Objectives. • The Strategy sets out the key considerations which inform investment decisions. These are summarised into three main areas which are: <ul style="list-style-type: none"> • School organisation and demand for school places. • Condition, suitability, and sufficiency of school buildings; and • Tackle decarbonisation of school assets and improving ecological value. • The scale of education investments represents an opportunity to deliver upon multiple Council and Welsh Government objectives, not least the need to have the Wellbeing of | |

Future Generations and the Sustainable Development principle at the heart of our approach. The Strategy document sets out how this will be achieved and the relevant considerations which must inform investment decisions.

Recommendations

1. That the Learning and Skills Investment Strategy 2022 – 2027 (Appendix A refers) be considered and endorsed.
2. That Cabinet refer the report to the Learning & Culture Scrutiny Committee.

Reasons for Recommendations

1. To ensure investments made into education meet the Council's Corporate Plan Objectives and deliver upon the 7 Well-being Goals for Wales.
2. To ensure the Learning and Culture Scrutiny Committee are made aware of the proposed decision considerations for education investments in the Learning and Skills Investment Strategy.

1. Background

- 1.1 The Council drew up a School Investment Strategy (SIS) as a result of the Welsh Government's target that all schools should be fit for purpose. Condition surveys and strategic school property appraisals were carried out and assisted in the development of the SIS which was adopted by Cabinet in May 2007 (minute no. C3028).
- 1.2 Since the adoption of the SIS, Welsh Government set out the 21st Century Schools programme (now known as Sustainable Communities for Learning) with Band A being concluded in 2019. The second wave of investment, Band B, commenced in April 2019 and ends in 2024. The programme requires the Council to meet the following investment objectives:
 - addressing growth in demand for Welsh medium education.
 - reductions of surplus capacity and inefficiency in the system.
 - expansion of schools in areas of increased demand for educational services.
 - address condition of educational assets; and
 - Making assets available for community use where demand exists.
- 1.3 Prior to the 21st Century Schools programme starting, the Council developed Cowbridge Comprehensive School in 2010 and Penarth Learning Community in 2014 with investment from Welsh Government. Penarth Learning Community project represented a £50.34 million investment for the creation of two new schools in a single building on the site of St Cyres School in Penarth. As well as providing new facilities for St Cyres, the mainstream comprehensive school, the project will create a new SEN school, Ysgol y Deri. Cowbridge Comprehensive School represented a £21.5 million investment this included the complete construction of a new main building (A-Block) and the refurbishment of several existing buildings. In addition to this, a multitude of sports facilities were constructed. Several of these new facilities can be used by the public outside school hours. Band A of the 21st Century Schools programme started in 2014 and

ending in 2019. The scheme saw £30.3 million invested in schools within the Vale of Glamorgan and delivered the following projects:

- Ysgol Gymraeg Nant Talwg
- Ysgol Gymraeg Gwaun Y Nant and Oak Field Primary School
- Ysgol Gymraeg Dewi Sant
- Llantwit Learning Community
- Colcot Primary School
- Romilly Primary School

1.4 Band B has seen the development of significant enhancements in a truly aspirational programme of improvements. Band B has already delivered expansion of the Council's Welsh medium school at Ysgol Bro Morganwg which included the refurbishment and extension of the secondary school. Furthermore, two brand new, state of the art sites for Whitmore and Pencoedtre Secondary schools have been delivered and are in operation, new primary provision has been provided at St David's CiW Primary School and Wales' first carbon neutral school at South Point Primary School have also been delivered. In addition, new school developments are underway or planned, including a new site for Ysgol Sant Baruc at Barry Waterfront, a new building for St Nicholas CiW Primary school, a new primary provision at Cowbridge Comprehensive creating an all-through school and a further site to deliver special education at Penarth under the management of Ysgol Y Deri is being progressed to cater for the significant growth in demand for such provision. The total investment stands at £148.8 million, which includes significant contributions from the Council at £47.7 million. At the end of 2021 the 21st Century Schools programme was renamed by Welsh Government to the Sustainable Communities for Learning Programme.

1.5 Furthermore, the programme has been truly transformational providing significant social value through a robust and extensive community benefits scheme. between January 2019 and August 2022 the projects within Band B of the programme have delivered:

- Over 12,500 person weeks of New Entrant Jobs with 158 new full-time jobs;
- Over 7,000 person weeks of New Entrant Training, including 104 apprenticeships and 32 work experience placements;
- Over 3,000 hours of school STEM engagements, reaching over 11,000 pupils;
- 26 supply chain engagement events;
- An average of 99% of construction waste avoiding landfill; and
- An average of 82% construction spend within Wales, with 85% of subcontractors based in Wales and 50% of the workforce coming from the local postcode.

1.6 The programme has delivered against the majority of community benefit targets. In most cases these have been exceeded.

- 1.7** In addition to the Sustainable Communities for Learning programme, the Council also provides investment through other grant schemes and direct funding to deliver improved digital infrastructure, improved accessibility, maintaining / improving the condition of existing school buildings, providing childcare facilities, reducing carbon emissions and improving ecological value on school sites.
- 1.8** In addition to the SIS and Sustainable Communities for Learning Programme, the Council has agreed various investment procedures to inform education developments, including the Fair Funding Scheme, School Accessibility Strategy, Childcare Sufficiency Assessment and the Welsh Education Strategic Plan. The adoption of these documents are contained within several cabinet minutes. The Council has produced a draft Learning and Skills Investment Strategy 2022 – 2027 (Appendix A refers) which aims to incorporate investment directives previously agreed by the Council and align these with the current corporate objectives.

2. Key Issues for Consideration

- 2.1** The Vale of Glamorgan Council’s Learning and Skills Investment Strategy outlines the framework to inform decision making for investment opportunities throughout the directorate and education estate. The Strategy identifies the key objectives investment proposals must demonstrate have been met to be approved by the Council. The objectives have been informed by the relevant legislative and policy context in Wales and the Vale of Glamorgan.
- 2.2** The Learning and Skills Directorate plays an important role in delivering the wider aims of the Council. Investment decisions into the education estate need to demonstrate how they have considered the following key elements:
- School organisation and demand for school places.
 - Condition, suitability, and sufficiency of school buildings; and
 - Tackle decarbonisation of school assets and improving ecological value.
- 2.3** School investments relate to a variety of sources and drivers. However, the main areas include the following:
- Major strategic projects (Sustainable Communities for Learning Programme).
 - Capital repairs and maintenance (asset renewal).
 - Revenue repairs and maintenance.
 - Capital bids.
 - Grant funding (including childcare, Welsh medium and maintenance); and
 - Decarbonisation and energy efficiency.
- 2.4** In developing the Investment Strategy, all relevant local, regional, and national legislation, strategies, policies, and action plans have been taken into consideration to inform the strategy. It is important to ensure that this Strategy is aligned within the Council’s wider Corporate Plan 2020-25 and the Local

Education Authority is committed to delivering its priorities within the context of the Council's core values.

2.5 The investment strategy seeks to achieve the following:

- Appropriately manage the supply and demand of school places across the Vale of Glamorgan to fulfil the local authority's statutory duty in providing sufficient school places.
- Improve the management of education capital investment in school buildings and close liaison with Diocesan Authorities, who have responsibility for capital investment in Voluntary Aided Schools.
- Seek to formulate proposals to change the capacity of schools and open new schools in order to meet the changing needs of communities across the Council.
- Continue to liaise with other Council departments, including the planning department on proposed and new developments.
- Working with colleagues across the Council as well as our schools to make, where possible, necessary changes required to school buildings and sites for pupils requiring access arrangements in educational settings where they are deemed outside of the school's responsibility to deliver 'reasonable adjustments'.

2.6 The following priority actions have been identified under each Corporate Objective to demonstrate how the Investment Strategy will deliver upon the Council's wider aims:

To work with and for our communities:

- Include local communities in decision making for investment opportunities through improved consultation practices, which aim to go beyond statutory requirements.
- Prioritise early engagement with local communities and end users on investment opportunities, through stakeholder groups and engagement events.
- Utilise both digital and in person engagement practices to ensure a wide range of people are involved in investment decision relating to their local area.

To support learning, employment and sustainable economic growth:

- Review existing assets and rationalise assets which are not required as part of the Department. Identify where assets can be transferred or sold to reduce revenue costs or provide capital receipts for reinvestments in the education development programme.
- Prioritise local businesses to deliver investment projects. Ensure sell2wales is used in procurement for projects and help to develop a local database of SMEs within the Authority area.
- Ensure the education estate is maintained to an operational standard to allow provision to continue throughout the Authority.

- Identify SMEs in the local area to be used as sub-contractors on larger investment projects to help build-up local businesses.
- Ensure investment opportunities address the demand for pupil places and provide sufficient and quality diverse school places to meet the needs of existing and future learners.
- Continue to deliver the Sustainable Communities for Learning programme to provide modern learning environments throughout the Vale of Glamorgan.
- Standardise admission numbers in all schools to rounded numbers.
- Provide All-through education for 3-11 year olds at all primary schools across the Vale of Glamorgan to include nursery provision.
- Identify investment opportunities to increase the number of Welsh speakers within the Authority.
- Produce an Education Projections Paper to outline the predicted pupil population over a 15-year period to support investment decisions and direct funding to high demand / low-capacity areas.
- Continue to liaise with the Local Planning Authority to ensure the Planning Obligations SPG provides sufficient education financial contributions to address the likely impacts developments have on education infrastructure within the Authority.

To support people at home and in their community:

- Provide community access across the education estate where appropriate. This includes accessing both outdoor and indoor facilities.
- Support local communities through the energy crisis through the provision of warm spaces in school buildings accessible to the community.
- Seek to open available services within school buildings including community accessible Wi-Fi and other digital services.
- Review existing community benefit requirements used in the Sustainable Communities for Learning Programme and adapt the requirements to be used on all investment decisions.
- Identify local social value partners to deliver a wide range of community benefits associated with investment projects.
- Promote collaborative working with partners to provide opportunities for volunteering and community learning through the investment programme to increase and enhance citizen well-being.

To respect, enhance and enjoy our environment:

- Promote behaviour change to reduce carbon emissions generated from the education estate.
- Implement asset renewal strategy to improve decarbonisation within school buildings to improve energy efficiency and reduce energy costs.

- Support active travel routes as part of investments, identifying opportunities in collaboration with internal and external partners to reduce reliance on cars for both staff and users of school buildings.
 - Improve the ecological value on existing education assets and identify opportunities to enhance biodiversity as part of investment projects.
- 2.7** The Council will monitor progress against the priority actions in the strategy on an annual basis. This will include details of the progress made and any challenges which have arisen in addressing the actions. Additionally, the actions will be reviewed to ensure they are delivering upon the Council’s objectives, where appropriate new actions will be added in future revisions of the Strategy.
- 2.8** Updates on the Strategy’s progress will be reported to Cabinet and published on the Council’s website to publicly record the progress of the Strategy.
- 2.9** The Strategy also identifies the different funding sources available to the Council to deliver investment opportunities. The main sources of capital funding are:
- Capital receipts
 - Reserves
 - Borrowing
 - Section 106 Financial obligations
- 2.10** All investment opportunities seek to minimise the need for borrowing. This is achieved through utilising other available funding sources external to the Council such as Welsh Government grant funding. In addition, land and property within the education estate which is not required should be reviewed and sold where appropriate to provide funding for projects in the Learning and Skills Investment programme.
- 2.11** Welsh Government grant funding also includes various requirements linked to education investments. This includes procurement, community benefits, decarbonisation and ecological requirements. Available grants include:
- Revenue Support Grant
 - Sustainable Communities for Learning Grant
 - Welsh Medium Education Grant
 - ALN Grant (2022/23 is the first year of grant funding and there is currently no guarantee this funding will continue.)
 - Community Schools Grant (2022/23 is the first year of grant funding and there is currently no guarantee this funding will continue.)
- 2.12** The scale of education investments represents an opportunity to deliver upon multiple Council and Welsh Government objectives. The Strategy document sets out how this will be achieved and the relevant considerations which must inform investment decisions.

3. How do proposals evidence the Five Ways of Working and contribute to our Well-being Objectives?

- 3.1** The Well-being of Future Generations Act 2015 (“the 2015 Act”) requires the Council to think about the long-term impact of their decisions, to work better with people, communities, and each other and to prevent persistent problems such as poverty, health inequalities and climate change.
- 3.2** The Council has committed as part of the Corporate Plan 2020-2025 to achieving a vision of ‘Working Together for a Brighter Future’. This plan is reflective of the Welsh Government’s Well-being of Future Generations Act and is comprised of four Well-being objectives to deliver this vision:
- Objective 1 - To work with and for our communities
 - Objective 2 - To support learning, employment, and sustainable economic growth
 - Objective 3 - To support people at home and in their community
 - Objective 4 - To respect, enhance and enjoy our environment
- 3.3** To make sure we are all working towards the same purpose, the 2015 Act puts in place seven well-being goals on the Council. The 2015 Act makes it clear the listed public bodies must work to achieve all the goals, not just one or two, these being:
- A prosperous Wales
 - A resilient Wales
 - A healthier Wales
 - A more equal Wales
 - A Wales of cohesive communities
 - A Wales of vibrant culture and Welsh Language
 - A globally responsible Wales
- 3.4** The Learning and Skills Investment Strategy contributes to achieving the wellbeing goals by:
- Generating financial savings to ensure a more efficient financial model for education in the Vale.
 - Ensuring a fairer distribution of funding across the Vale.
 - Increasing collaboration across the education sector.
- 3.5** The 2015 Act imposes a duty on all public bodies in Wales to carry out “sustainable development”, defined as being, "The process of improving the economic, social, environmental and cultural well-being of Wales by taking action, in accordance with the sustainable development principle, aimed at achieving the well-being goals." The action that a public body takes in carrying out sustainable development includes setting and publishing well-being

objectives and taking all reasonable steps in exercising its functions to meet those objectives.

3.6 The 2015 Act sets out five ways of working needed for the Council to achieve the seven well-being goals, these being:

- The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs.
- Considering how the Council's objectives impact upon each of the wellbeing goals listed above.
- The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council services.
- Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
- Acting to prevent problems occurring or getting worse.

3.7 The Learning and Skills Investment Strategy meets the five ways of working by:

- Responding to the need to ensure that there is a well-managed balance of supply and demand of school places across the Vale.
- Developing schools that will have an environment reflective of the national mission for education in Wales and future curriculum.
- Ensuring that schools remain sustainable, are well maintained, reflect the needs of local communities, and are equipped with the best possible learning environments.
- Delivering rigorous consultation with open communication channels and numerous opportunities for stakeholders to engage throughout the process.
- Ensuring that schools are of the right size, in the right places and serving the educational needs of their local communities as part of the school organisation process.

4. Climate Change and Nature Implications

4.1 Climate change and nature implications are an important factor within the Strategy and decision makers must ensure that these factors are fully considered when assessing investment opportunities. The Council has declared a Climate and Nature emergency, in response to this declaration the Strategy aims to address decarbonisation and ecology. Where projects do not provide sufficient reductions on carbon emissions or do not result in an enhancement to ecology they will not be progressed by the Council.

4.2 The Strategy has been aligned with the Council Project Zero and prioritises projects which address the commitments outlined in Project Zero. These include:

- Invest in carbon reduction measures across the educational estate.

- Design new schools to meet BREEAM Excellent standard, delivering energy efficient buildings, enhancing habitats for wildlife, and reducing the carbon cost of construction.
- Monitor and control carbon footprint at the construction stage and investigate options to address embodied carbon through natural materials and modern methods of construction.
- Adopt a fabric first approach to achieve high thermal performance and install photovoltaic panels and/or air source heat pumps.
- Improve school grounds biodiversity as a means of decarbonisation and map natural carbon sinks.
- Focus on methods to further reduce in-use consumption, e.g., reducing catering, monitoring community usage.

5. Resources and Legal Considerations

Financial

- 5.1** The Learning and Skills Investment Strategy is important for providing strategic direction for decision makers on investment opportunities. It ensures the Learning and Skills Department is contributing towards the Council's Corporate Plan Objectives when making investment decisions.
- 5.2** Council capital funding comes from four main sources:
- Capital receipts
 - Reserves
 - Borrowing
 - Section 106 Financial obligations
- 5.3** All investment opportunities should seek to minimise the need for borrowing. This can be achieved through utilising other available funding sources external to the Council such as Welsh Government grant funding. In addition, land and property within the education estate which is not required should be reviewed and determined via the relevant protocols on whether the land could be sold to provide funding for projects in the Learning and Skills Investment programme.
- 5.4** Capital funding requests will be subject to internal bids which are considered and approved by the Strategic Insight Board and ratified by Cabinet.

Employment

- 5.5** There are no direct employment implications in relation to the Learning and Skills Investment Strategy. However, procurement is an important stage in the investment strategy. It can ensure projects deliver upon the key objectives of the investment strategy through contractual arrangements agreed through the tendering process. This includes community benefit targets which relate to improving employment opportunities for local businesses and SMEs through sub-

contract arrangements with the main contractor. Currently the Band B programme has delivered:

- Over 12,500 person weeks of New Entrant Jobs with 158 new full-time jobs;
- Over 7,000 person weeks of New Entrant Training, including 104 apprenticeships and 32 work experience placements;
- An average of 82% construction spend within Wales, with 85% of subcontractors based in Wales and 50% of the workforce coming from the local postcode.

5.6 In terms of the Council's tendering process for projects, tenders must aim to ensure that the most suitable supplier is selected to undertake the works contract. Following the principle of best value rather than lowest price, the Council will award contracts on the basis of the most economically advantageous offer assessed against the relevant criteria for quality and financial elements. The weighting for each criterion is as follows:

- Quality = 70%
- Financial = 30%

Legal (Including Equalities)

5.7 Individual investment proposals would be subject to Equality Impact Assessment. Investment opportunities relating to the School Organisation Code (2018) would be subject to a consultation exercise which is undertaken in line with the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code (2018).

5.8 The Strategy aims to increase the opportunities for learning through the medium of Welsh and ensure accessibility of education through the medium of Welsh.

5.9 All new school buildings would be fully accessible and compliant with the Equality Act 2010. The Strategy has been produced with reference to the Accessibility Strategy 2021-24.

5.10 The Accessibility Strategy identifies 8 schools are fully accessible and 15 are partially accessible. There is an annual rolling programme of accessibility improvement works within the capital programme to carry out physical alterations to school buildings and targets to improve the current position. These adaptations to the existing estate are funded from the capital programme or the centrally managed Education revenue budgets, depending on the scale of the adaptations. The Learning and Skills Investment Strategy identifies this as one of the main considerations for investment decisions.

5.11 The Council must comply with the public sector equality duty (section 149) of the Equality Act 2010.

6. Background Papers

6.1 None.

Vale of Glamorgan Council

Learning & Skills Investment Strategy

Vale of Glamorgan Council
15 September 2022

EXECUTIVE SUMMARY

The Learning & Investment Strategy document consolidates the relevant legislative and policy considerations at a national and local level which direct how the department makes investment decisions. The Strategy has been centred around the Council's four Corporate Objectives:

- To work with and for our communities
- To support learning, employment, and sustainable economic growth
- To support people at home and in their community
- To respect, enhance and enjoy our environment

The Strategy identifies a series of priority actions within each Corporate Objective to ensure education investments contribute to the Council's Corporate Plan. These actions can be viewed under [Section 3.1](#).

Additionally, the Strategy sets out the key considerations which inform investment decisions. These are summarised into three main areas which are:

- [School organisation and demand for school places](#)
 - Consultations – The Council must undertake statutory consultations in accordance with the School Organisation Statutory Code when undertaking certain education proposals e.g. changing the age range of a school, expanding provision or relocating a school a certain distance away from its existing location.
 - Pupil Demand Methodology – The Council has a duty to provide sufficient education provision. To do this a robust methodology needs to be used to understand how pupil demand will change in areas based upon migration and new housing developments.
 - Welsh Medium Education – The Council's WESP sets out the Council's ten-year plan for further developing the provision of Welsh medium and Welsh language education. The Council has committed to providing more primary and secondary places and this will need to be reflected in the Council's investment decisions.
 - Increasing Welsh medium education capacity – The Council needs to address demand for Welsh medium places and seek to increase Welsh medium take-up. The Council must provide more than demand to help improve take-up in the area.
 - Additional Learning Needs Provision – The Council is committed to transforming expectations and outcomes for children and young people with additional learning needs. Investment decisions must take a rights based approach, provide an inclusive education, support the bilingual system, provide a collaboration of services and help support early identification, intervention and effective transition planning.
- [Condition, suitability, and sufficiency of school buildings](#)
 - Condition and Suitability Surveys – the condition surveys identify structural defects and maintenance issues which need to be addressed whereas suitability surveys review how a school operates in its current building / site. The condition and suitability surveys will be undertaken every 5 years and help identify where existing schools need to be re-developed or require maintenance work to ensure they can operate affectively.

- School Sufficiency – this is defined as whether a school can deliver the intended service. For example, does the school have sufficient capacity to serve its pupils.
- School Capacity Assessments - The capacity of a school is the number of pupils it can accommodate. The Council is responsible for assessing the capacities and admission numbers of all the schools they maintain, including voluntary aided and foundation schools. The Council reviews school capacities regularly and on receipt of updated school building plans.
- Sustainability - Sustainability is an important metric to be considered as part of investment opportunities. Investment opportunities must demonstrate short term outcomes do not undermine long term needs; meet the Council’s wellbeing objectives; involve all parties with an interest in the proposal and allow for a collaborative approach with external bodies.
- Revenue Maintenance - All schools have responsibility for repair and maintenance up to £10,000 with larger, capital projects being centrally funded where identified in the Capital Programme as a priority.
- New School Build Maintenance Measures - Where schools have been recently re-developed, they will be subject to a high-level condition and suitability survey after 5 years following completion. This is to reflect the warranties in place following a school development and the low risk that the school buildings would deteriorate rapidly once constructed. New school buildings are expected to function to a high standard for 35 years before any major maintenance issues arise through general usage of the building and facilities.
- [Tackling decarbonisation of school assets and improving ecological value](#)
 - Project Zero – Investments will be prioritised where the outcomes align with the objectives of Project Zero.
 - Asset Improvements and School Behaviour Change - All new schools developed by the Council will be net zero carbon in operation buildings. Behaviour change is an important aspect to ensure decarbonisation and energy efficiency measures are successful. Projects which include these measures will need to ensure there is effective monitoring in place to review the success of the projects.
 - Active Travel – Investment opportunities which have a direct or indirect implications for transport will need to demonstrate how it promotes active travel.
 - Net Zero Carbon - Achieving net zero carbon in all schools within the Vale of Glamorgan is a key aspiration for the Council. All new schools will be delivered as net zero carbon in operation schools with the aim to progress the net zero scope to include the construction and demolition of a school.
 - Ecology and Outdoor Learning - Investment projects which relate to ecology should not only consider how ecology can be enhanced on the site but how it can be incorporated into the learning environment. Developing and managing inspirational spaces in and around the school provides teachers with the opportunity to build life skills such as planning, budgeting, scheduling, negotiation, and project management. It encourages teamwork, inter-generational activity and can also be used to stimulate individual research.

Finally, the Strategy identifies the different funding sources available to the Council to deliver investment opportunities. The main sources of capital funding are:

- Capital receipts
- Reserves
- Borrowing
- Section 106 Financial obligations

All investment opportunities should seek to minimise the need for borrowing. This can be achieved through utilising other available funding sources external to the Council such as Welsh Government grant funding. In addition, land and property within the education estate which is not required should be reviewed and sold where appropriate to provide funding for projects in the Learning & Skills Investment programme.

Welsh Government funding has associated requirements linked to education investments. This includes [procurement](#), [community benefits](#), [decarbonisation](#) and [ecological requirements](#). Available grants include:

- Revenue Support Grant
- Sustainable Communities for Learning Grant
- Welsh Medium Education Grant
- ALN Grant (2022/23 is the first year of grant funding and there is currently no guarantee this funding will continue.)
- Community Schools Grant (2022/23 is the first year of grant funding and there is currently no guarantee this funding will continue.)

The scale of education investments represents an opportunity to deliver upon multiple Council and Welsh Government objectives. The Strategy document sets out how this will be achieved and the relevant considerations which must inform investment decisions.

TABLE OF CONTENTS

| | |
|-----------------------------------------------------------------------------------------------------------------------|----|
| 1. Introduction | 1 |
| 2. Legislation and Policy Background | 3 |
| 2.1. National Legalisation | 3 |
| Wellbeing and Future Generations Act (2015) | 3 |
| Education Act 1996 | 4 |
| School Standards and Organisation (Wales) Act 2013 | 4 |
| School Organisation Code 2018 | 4 |
| School Standards and Framework Act 1998 | 5 |
| School Funding (Wales) Regulations 2010 | 5 |
| Equalities Act 2010 | 6 |
| The Equality Act (Authorities subject to a duty regarding Socio economic Inequalities) (Wales) Regulations 2021 | 7 |
| Public Contracts Regulations | 7 |
| 2.2. Local Policy | 8 |
| Corporate Plan 2020 -2025 | 8 |
| Vale of Glamorgan Wellbeing Plan 2018 - 2023 | 9 |
| Corporate Asset Management Plan | 10 |
| Project Zero Challenge plan | 12 |
| Public Participation Strategy | 13 |
| Procurement Policy and Strategy | 13 |
| Vale of Glamorgan Welsh in Education Strategic Plan (WESP) | 14 |
| Vale of Glamorgan Fair Funding Scheme for Financing Schools | 15 |
| Accessibility Strategy 2021-24 | 16 |
| Childcare Sufficiency Assessment 2022 | 16 |
| 2.3. Guidance | 17 |
| Sustainable Communities for Learning Business Case Guidance 2022 | 17 |
| Measuring Capacity of Schools in Wales Circular | 20 |
| Building Bulletins | 20 |
| 3. Investment Strategy | 22 |
| 3.1. Priority Actions | 23 |
| To work with and for our communities | 23 |
| To support learning, employment and sustainable economic growth | 23 |
| To support people at home and in their community | 23 |
| To respect, enhance and enjoy our environment | 24 |
| 3.2. Monitoring and Delivery | 24 |
| 4. Key Considerations | 25 |
| 4.1. School Organisation and Pupil Demand | 25 |

| | |
|-----------------------------------------------------------------------|----|
| Consultations | 25 |
| Pupil Demand Methodology..... | 25 |
| Welsh Medium Education | 26 |
| Increasing Welsh medium education capacity | 27 |
| Additional Learning Needs Provision..... | 27 |
| 4.2. Condition, Suitability and Sufficiency of School Buildings | 28 |
| Condition and Suitability Surveys | 28 |
| School Sufficiency..... | 30 |
| School Capacity Assessments | 31 |
| Sustainability | 31 |
| Revenue Maintenance | 31 |
| New School Build Maintenance Measures | 31 |
| 4.3. Decarbonisation and Ecology | 32 |
| Project Zero | 32 |
| Asset Improvements and School Behaviour Change | 32 |
| Active Travel | 34 |
| Net Zero Carbon | 34 |
| Ecology and Outdoor Learning | 34 |
| 5. Funding Sources and Requirements | 36 |
| 5.1. Capital Funding | 36 |
| Welsh Government Grant Funding | 36 |
| Section 106 – Planning Obligations..... | 37 |
| 5.2. Revenue Funding | 39 |
| 5.3. Procurement..... | 39 |
| 5.4. Sustainable Communities for Learning Programme | 41 |
| Requirements..... | 43 |
| Decision Structure..... | 51 |
| 6. Appendices | 53 |
| 6.1. Appendix 1 – Minimum Community Benefit Requirements | 53 |
| 6.2. Appendix 2 – National TOMS Wales | 58 |

1. INTRODUCTION

The Vale of Glamorgan Council's Learning & Skills Investment Strategy outlines the framework to inform decision making for investment opportunities throughout the directorate and education estate. The Strategy identifies the key objectives investment proposals must demonstrate have been met to be approved by the Council. The objectives have been informed by the relevant legislative and policy context in Wales and the Vale of Glamorgan.

The Learning & Skills Directorate plays an important role in delivering the wider aims of the Council. Investment decisions into the education estate need to demonstrate how they have considered the following key elements:

- School organisation and demand for school places.
- Condition, suitability, and sufficiency of school buildings; and
- Tackle decarbonisation of school assets and improving ecological value.

School investments relate to a variety of sources and drivers. However, the main areas include the following:

- Major strategic projects (Sustainable Communities for Learning Programme).
- Capital repairs and maintenance (asset renewal).
- Revenue repairs and maintenance.
- Capital bids.
- Grant funding (including childcare, Welsh medium and maintenance); and
- Decarbonisation and energy efficiency.

In developing the Investment Strategy, all relevant local, regional, and national legislation, strategies, policies, and action plans have been taken into consideration which are summarised in Section 2. It is important to ensure that this Strategy is aligned within the Council's wider Corporate Plan 2020-25 and the Local Authority is committed to delivering its priorities within the context of the Council's core values which are outlined below:



The Council's priorities are contained in the Corporate Plan and are expressed as Well-being Objectives. These have been decided upon following consultation with key stakeholders including citizens of the Vale of Glamorgan.

| Our Corporate Plan 2020-25 Well-Being Objectives |
|-------------------------------------------------------------------------------|
| Objective 1: To work with and for our communities |
| Objective 2: To support learning, employment, and sustainable economic growth |
| Objective 3: To support people at home and in their community |
| Objective 4: To respect, enhance and enjoy our environment |

The Well-being Objectives illustrate the contribution Council services will make to achieving the Well-being Goals for Wales. The Well-being Goals have been established to ensure that all relevant bodies in Wales are working towards the same vision as part of the Well-Being of Future Generations (Wales) Act 2015.

2. LEGISLATION AND POLICY BACKGROUND

2.1. NATIONAL LEGALISATION

Legislation sets out the legal framework the Local Authority must work within. The relevant legislation to education investments is outlined below:

WELLBEING AND FUTURE GENERATIONS ACT (2015)

The Well-being of Future Generations (Wales) Act is concerned with improving the social, economic, environmental and cultural well-being of Wales. The Act requires public bodies to do things in line with the sustainable development principle and contribute to the achievement of well-being goals and to take steps to meet well-being objectives.

The Act will make the public bodies think more about the long term, collaborate better with people, communities and each other, look to prevent problems, and take a more joined-up approach.

Public bodies need to make sure that their decisions take into account the impact they could have on people living their lives in Wales in the future.

It will expect them to:

- work together better
- involve people reflecting the diversity of our communities
- look to the long term as well as focusing on now
- take action to try and stop problems getting worse - or even stop them happening in the first place.

To improve the well-being of Wales, the Act puts in place seven well-being goals that Local Authorities must demonstrate how decisions support the goals. The 2015 Act makes it clear the listed public bodies must work to achieve all the goals, not just one or two, these being:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and Welsh Language
- A globally responsible Wales

The Act also sets out five ways of working needed for Local Authorities to achieve the seven well-being goals, these being:

- The importance of balancing short-term needs with the needs to safeguard the ability to also meet long-term needs.
- Considering how the Council's objectives impact upon each of the wellbeing goals listed above.
- The importance of involving people with an interest in achieving the well-being goals and ensuring that those people reflect the diversity of the area which the Council services.
- Acting in collaboration with other persons and organisations that could help the Council meet its wellbeing objectives.
- Acting to prevent problems occurring or getting worse.

EDUCATION ACT 1996

The Education Act 1996 consolidated the Education Act 1944 and included certain other enactments relating to education, with amendments made based on the recommendations of the Law Commission.

Part 1 of the Education Act 1996 (“the 1996 Act”) imposes a number of general duties on all local authorities in Wales. The general duty in section 13 of the 1996 Act is to contribute (as far as the Council’s powers enable them to do so) towards the spiritual, moral, mental, and physical development of the community by securing that efficient primary education and secondary education are available to meet the needs of the population of their area.

Section 13A (3) of the 1996 Act states that a local authority in Wales must ensure that their relevant education functions and their relevant training functions are exercised by the authority with a view to promoting high standards and promoting the fulfilment of learning potential by every person to whom the subsection applies, including those who are of compulsory school age or are below school age and are registered as pupils at schools maintained by the authority.

Section 14 of the 1996 Act then provides that the Council shall secure that sufficient schools for providing primary education and secondary education are available in the Council’s area. Schools available for an area shall not be regarded as sufficient unless they are sufficient in number, character, and equipment to provide for all pupils the opportunity for appropriate education. Appropriate education means education which offers such variety of instruction and training as may be desirable in view of (a) the pupils’ different ages, abilities, and aptitudes; and (b) the different periods for which they may be expected to remain at school, including practical instruction and training appropriate to their different needs.

Powers for Councils to develop school organisation proposals are governed by the School Standards and Organisation (Wales) Act 2013 and the School Organisation Code 2018 (“the Code”). The Council is to comply with the relevant provisions in connection with the proposals.

SCHOOL STANDARDS AND ORGANISATION (WALES) ACT 2013

The Act reformed the powers of local authorities and the Welsh Ministers to intervene in the conduct of schools maintained by local authorities that are causing concern. It included powers to allow Welsh Ministers to intervene in the exercise of education functions by local authorities and to provide for school improvement guidance. Further reforms included in the Act related to the statutory arrangements for the organisation of maintained schools; to provide for Welsh in education strategic plans and to make miscellaneous provision in relation to maintained schools.

The Act resulted in the creation of the School Organisation Code made under Sections 38 and 39 of the School Standards and Organisation (Wales) Act 2013.

SCHOOL ORGANISATION CODE 2018

The Code imposes requirements in accordance with which relevant bodies (the Welsh Ministers, local authorities, governing bodies and other promoters) must act and is a statutory document. It also includes practical guidance to which relevant bodies must have due regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals.

The Code applies to proposals in respect of maintained schools as defined at Section 98 of the 2013 Act. That is a school in Wales, which is a community, foundation or voluntary school, a community special school or a maintained nursery school. The first edition of the Code came in to force on 1 October 2013 and applied in respect of all school organisation proposals published by way of

statutory notice on or after that day. The current Code is the second edition, and it came in to force on 1 November 2018.

The Code contains the following key elements:

- It imposes requirements in accordance with which relevant bodies (or persons exercising a function for the purpose of the discharge, by a local authority or the governing body of a maintained school, of functions in Part 2 (changes which require proposals)) must act. Failure by a relevant body to comply with the requirements set out in this Code may result in a complaint to the Welsh Ministers or to the Public Services Ombudsman for Wales. Where mandatory requirements are imposed by the Code or by the 2013 Act or another statute or statutory instrument, it is stated that the relevant bodies must comply with the particular provision. Where practices are prohibited, it is stated that the relevant bodies must not use this practice.
- It includes statutory guidance to which relevant bodies must have regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals. Where guidance is given by the Code, it is stated that relevant bodies should follow this guidance unless they can demonstrate that they are justified in not doing so.
- It provides a description of the statutory requirements set out in the 2013 Act.

SCHOOL STANDARDS AND FRAMEWORK ACT 1998

The Act made new provision with respect to school education and the provision of nursery education otherwise than at school. It enabled arrangements to be made for the provision of further education for young people partly at schools and partly at further education institutions; and made provisions relating to the Education Assets Board.

SCHOOL FUNDING (WALES) REGULATIONS 2010

The School Funding (Wales) Regulations 2010 were made on 16 March 2010 and came into force on 1 September 2010 for the financial year 2011 to 2012 onwards. These regulations amalgamate and replace the following school funding regulations made under the School Standards and Framework Act 1998:

- The LA Budget, Schools Budget and Individual Schools Budget (Wales) Regulations 2003
- The Schools Budget Shares (Wales) Regulations 2004
- The Education (LA Financial Schemes) (Wales) Regulations 2004.

The significant changes are:

- a requirement for local authorities to provide schools with information about funding over a three-year period – setting an annual budget for each school and providing a forecast over the following two years and
- new powers for local authorities to direct spending or claw back monies when surplus budgets held by schools exceed £50k for primary schools, or £100k for secondary schools and special schools
- the date by which local authorities are required to notify the Welsh Ministers of their proposed Schools Budget has changed from 31 January to 14 February.

The Welsh Government Issue Guidance describing what is to be included in Schemes.

Local authorities are required to consult their Schools Forum on amendments to Schemes and amendments must be approved by the Welsh Assembly Government.

All local authorities must publish their Scheme.

The School Funding (Wales) Regulations 2010 require local authorities to allocate expenditure to three budgets.

The LA Budget relates to central LA functions and includes the costs of provision of a specialised nature, school improvement, access to education, further education and training for young persons and adults and strategic management.

The Schools Budget covers expenditure directly aimed at supporting schools. It comprises of expenditure on services for which the LA may retain funding centrally, such as special educational needs services, school meals and milk. The amount of expenditure retained centrally is deducted from the Schools Budget and the remainder is the Individual Schools Budget (ISB), i.e., funding delegated to schools.

The ISB does not include any hypothecated grant funding from the Welsh Government or any other source but such grant forms part of an individual school's overall delegated budget.

Under The School Funding (Wales) Regulations 2010, the ISB must be allocated amongst schools maintained by the authority in the form of budget shares, using a locally determined funding formula. The regulations require 70% of the funding to be distributed on the basis of pupil numbers. Authorities may in their formula weight pupil numbers according to any or all of the following factors:

- age, including weighting according to key stage or year group
- whether a pupil is provided with nursery education by a school
- in the case of pupils under five, their exact age when admitted to school
- in the case of pupils aged under five, hours of attendance
- Special Educational Needs
- whether a pupil at a school is also attending an institution within the Further Education sector
- whether a pupil is being educated through the medium of Welsh.

Authorities have discretion to distribute the remaining 30% of budgets on the basis of a range of factors in the regulations, e.g., the size and condition of buildings and grounds, rates, cleaning, school meals and milk, salaries etc.

Except in certain circumstances the power to spend the budget share is delegated to the school's governing body, which is free to spend their budget shares as it sees fit, as long as it is for the purposes of the school.

EQUALITIES ACT 2010

The Council has to satisfy its public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties Council's must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics.

THE EQUALITY ACT (AUTHORITIES SUBJECT TO A DUTY REGARDING SOCIO ECONOMIC INEQUALITIES) (WALES) REGULATIONS 2021

On the 10 and 11 March 2021 respectively, the Equality Act (Authorities subject to a duty regarding Socio-economic Inequalities) (Wales) Regulations 2021 (SI 2021/295) and the Equality Act 2010 (Commencement No 15) (Wales) Order 2021 (SI 2021/298) were made, and the 'socio-economic' inequality duty under the Equality Act 2010 and make public bodies subject to the duty.

The Socio-economic duty places a duty on the Council, as a public sector organisation in Wales, to consider how it might help reduce the inequalities associated with socio-economic disadvantage when strategic decisions are made, including decision which would include deciding priorities and setting objectives, such as:

- Strategic directive and intent.
- Strategies developed at Regional Partnership Boards and Public Service Boards which impact on a public body's functions.
- Medium to long term plans (for example, corporate plans, development plans, service delivery and improvement plans).
- Setting objectives (for example, well-being objectives, equality objectives, Welsh language strategy).
- Changes to and development of public services.
- Strategic financial planning.
- Major procurement and commissioning decisions.
- Strategic policy development.
- When making decisions, and reviewing previous strategic decisions, the Council needs to do the following:
 - Take account of evidence and potential impact.
 - Through consultation and engagement, understand the views and needs of those impacted by the decision, particularly those who suffer socio-economic disadvantage.
 - Welcome challenge and scrutiny.
 - Drive a change in the way that decisions are made and the way that decision makers operate.

When making a decision or reviewing a previously made strategic decision made after the 31st March about how to exercise their functions, the Council must show that it has had 'due regard' (giving weight to a particular issue in proportion to its relevance) to the desirability of exercising them in a way that is designed to reduce the inequalities of outcome which result from socio-economic disadvantage. Those subject to the duty includes government ministers and departments, local authorities, and NHS bodies.

PUBLIC CONTRACTS REGULATIONS

Since the 1970s, the EU has adopted legislation to ensure that the EU public procurement market is open and competitive and that suppliers are treated equally and fairly. The rules cover aspects such as advertising of contracts, procedures for assessing company credentials, awarding the contracts and remedies (penalties) when these rules are breached.

The EU rules are contained in a series of directives that are updated intermittently. Member states have to make national legislation (regulations) to implement the EU rules in domestic law by certain deadlines. The most recent update of the EU procurement directives was in April 2014.

These directives are:

- [Public Sector: Directive 2014/24/EU](#) of the European Parliament and of the Council of 26 February 2014 on public procurement and repealing Directive 2004/18/EC

- [Concessions: Directive 2014/23/EU](#) of the European Parliament and of the Council of 26 February 2014 on the award of concession contracts
- [Utilities: Directive 2014/25/EU](#) of the European Parliament and of the Council of 26 February 2014 on procurement by entities operating in the water, energy, transport and postal services sectors and repealing Directive 2004/17/EC

Once the 2014 EU Procurement Directives came into force, the government prioritised the Public Contracts Directive for early implementation because it would deregulate and simplify the rules for where most procurement spend, and activity takes place. The implementation of the Public Contracts Regulations 2015 took effect from 26 February 2015.

Procurement for public sector bodies, such as local government, health and education, is subject to the Public Contracts Regulations. However, the threshold contract values for goods and services are outlined in the Procurement Policy Note 04/17.

The UK regulations include some specific UK rules to support growth by improving suppliers' access to public contracts below the EU thresholds ("sub-threshold contracts"). These rules include requirements for publishing advertised public contract opportunities and contract awards below the EU thresholds, but over certain other threshold values, on Contracts Finder.

The Public Contract Regulations 2015 also include a requirement for contracting authorities to have regard to CCS guidance on the selection of suppliers and the award of contracts, and to ensure that suppliers pay their subcontractors within 30 days as is already required of contracting authorities.

In particular Regulation 70 of the 2015 Regulations provides that Contracting Authorities can impose special conditions in relation to the performance of a contract insofar as:

- (1) *they are linked to the subject matter of the contract within in the meaning of Regulation 67(5) (see below); and*
- (2) *they are highlighted in the call for competition or the procurement documents.*

Regulation 70(2) expressly states that these special conditions can include economic, innovation-related, environmental, social or employment-related considerations.

These special conditions will be regarded as being linked to the subject matter of a contract in terms of Regulation 67(5) if they relate to the works, supplies or services to be provided under that contract in any respect and at any stage of their life cycle, including factors involved in: -

- (a) *the specific process for production, provision or trading of those works, supplies or services.*
- (b) *a specific process for another stage of their life cycle, even where those factors do not form part of their material substance.*

2.2. LOCAL POLICY

The Council has produced local policy documents which outline how the Council meets the requirements of legislation and national guidance. In certain instances, the Council has gone above these requirements of legislation to ensure departments are able to meet the ambitious targets and challenges faced by the Authority. The relevant local policies for education investments are set out below:

The Vale of Glamorgan Corporate Plan sets out the four well-being objectives for the Council that will collectively contribute towards the seven national well-being goals. The four objectives are:

- To work with and for our communities
- To support learning, employment and sustainable economic growth
- To support people at home and in their community
- To respect, enhance and enjoy our environment

Each objective contributes to multiple goals and although under each objective there are a set number of specific actions it is also recognised that many of the actions will deliver a range of outcomes reflecting the links between health, culture the environment and economic well-being.

Education Investment can be linked to all the objectives, through consultations, creating job opportunities, providing community facilities and improving ecological value as well as other outcomes as part of investment programmes. However, the main objective relating to the department is 'to support learning, employment and sustainable economic growth'. Under this objective eight actions are outlined to achieve the Council's stated aim these are:

- Ensure there is appropriate access to quality early years, nursery and education provision enabling people to achieve their best possible outcomes whatever their age.
- Invest in our schools to provide the right learning environment for the 21st century and facilities which benefit the wider community.
- Work with schools, families and others to improve the services and support for those with additional learning needs.
- Work with education, training providers, businesses and other agencies to provide a range of advice, support & training opportunities which improve people's skills and readiness for work.
- Work with partners to ensure people can access appropriate money advice, information & debt support relating to housing, benefits, education training and employment.
- Support and promote volunteering and community learning recognising the range of benefits to individuals and the community.
- Work as part of the Cardiff Capital Region to progress strategic planning and transport initiatives and promote sustainable economic growth and employment.
- Support economic growth through regeneration, improved infrastructure and support for town centres, tourism and industry.

VALE OF GLAMORGAN WELLBEING PLAN 2018 - 2023

The Vale of Glamorgan Wellbeing Plan is a statement of the Public Services Board's (PSB) commitment to improve local well-being today and for future generations. Throughout the plan actions are set out to demonstrate how the Council will achieve their vision for the Vale by 2050. The Plan is currently under review, the Strategy will need to reflect the updated document once published.

The vision for the Vale of Glamorgan is;

"Everyone will have a sense of belonging and be proud to be part of the Vale, recognising their contribution to the success of the region and Wales. Our impact on the environment, both local and global, will be understood, and public services, communities and businesses will work together to protect the environment and our natural resources for the benefit of current and future generations. The Vale will be an area of optimism and aspiration, where we work together to ensure that young people achieve their individual ambitions and are supported through the early years, childhood and teenage years. The positive attributes of our ageing population will be recognised and respected and the contribution of older people to the vibrancy and resilience of the Vale will be valued. Residents of

all ages and backgrounds will participate in community life, helping to shape services and taking pride in the area they live in. Working together for the benefit of current and future generations will be the norm, and residents will have confidence in the services they receive and, in their ability, to effect change to improve the economic, environmental, social and cultural well-being of the area. Educational and health inequalities will be a feature of the past as we work together for a Vale where everyone has access to the services and support, they need to live healthy, safe and fulfilling lives.”

The plan details the four well-being objectives which provide the framework for the core collaborative activities over a five-year period. The delivery of the plan will lead to significant changes in how public services are provided and how the Council engage with our local communities. It sets out the foundations for the Council to achieve its vision for the Vale. The four objectives are set out below:

- Objective 1: To enable people to get involved, participate in their local communities and shape local services
- Objective 2: To reduce poverty and tackle inequalities linked to deprivation
- Objective 3: To give children the best start in life
- Objective 4: To protect, enhance and value our environment

Under each objective are a set of actions, education investment programmes have links to all the objectives, therefore the following actions have been identified which directly relate to education investment:

Objective 1 –

Develop greater intelligence about our local communities, the assets, groups and individuals that can work with us to encourage greater community participation. This will also assist in identifying solutions to tackle inequalities.

Objective 2 –

Work together as local employers and education and training providers to develop new opportunities for work experience, placements, apprenticeships and develop skills aligned to future job opportunities in conjunction with the Capital City Region.

Work with local communities and research successful initiatives in other parts of the UK to identify opportunities to improve the environment and encourage outdoor play in some of our more deprived areas through for example transport improvement schemes and street closures for play

Objective 3 –

Review multi-agency arrangements for the delivery of preventative and statutory services for children and young people.

Objective 4 –

Review public land assets and maximise their potential for community use and value as an environmental resource.

Partners work together to explore how procurement policies and practice can support the local economy and protect the local environment.

CORPORATE ASSET MANAGEMENT PLAN

The overall aim of the Corporate Asset Management Plan (CAMP) is to set out the strategic framework for realising the Council's Property Strategy for the next 3 years and to review the outcomes of the previous plan. It sets out the methodology for managing the Council's land and

property assets to ensure that they are suitable and sufficient to facilitate the delivery of Council services. The efficient, effective and sustainable use of our land and buildings assets is imperative in this regard.

The way the Council manages its land and property assets has a direct impact on the services the Council provides, and the CAMP seeks to ensure that the Council achieves the optimum use of its property assets whilst supporting service delivery across the Council. It is not solely focused on saving money; it's about ensuring that the Council achieve the maximum efficiency from its assets and have the right assets in the right place at the right time. The CAMP therefore contributes to the transformational change activity underway across the Council via the Reshaping Services Programme. The CAMP 2019 – 22 is currently under review and will be updated to reflect the Council's objectives for the next 3 years for asset management.

The CAMP 2019-22 is the current document and has been produced to reflect the progress made against the targets of the previous plan and sets out targets for the next 3 years. The Plan also reflects the circumstances within which the Council is now operating and makes reference to a range of new asset related initiatives such as the Reshaping Assets Board, the latest phase of the SPACE Project, the new Service Asset Review Group and the Sustainable Communities for Learning programme and associated implications for Education assets, amongst other asset related initiatives.

Any surplus land and properties identified as part of the Asset Review Group's work, or any other service area asset review will be reported firstly to Insight Board and then to Cabinet if there is a recommendation to dispose of the asset.

The CAMP sets out five objectives to deliver its aims, these are:

- Objective 1: To ensure an efficient, effective, and sustainable use of land and buildings to deliver fit for purpose property to support the Council's service delivery
- Objective 2: To identify and pursue opportunities to generate capital receipts and revenue generating opportunities from surplus property
- Objective 3: To ensure that Premises Managers / Duty Holders manage Council assets so that they comply with appropriate statutory, regulatory, and corporate standards, and are maintained to an appropriate level.
- Objective 4: To ensure that all asset information held is in a user-friendly form which is accessible to service users.
- Objective 5: To work in partnership and collaborate with other public sector bodies within the Vale of Glamorgan to achieve efficiencies in service delivery.

The Council drew up a School Investment Strategy (SIS) as a result of the Welsh Government's target that all schools should be fit for purpose. Condition surveys and strategic school property appraisals have been carried out and have assisted in the development of the Strategy which was adopted by Cabinet in May 2007 (minute no. C3028).

Prior to the 21st Century Schools programme starting, the Council developed Penarth Learning Community with investment from Welsh Government. This represented a £50 million investment for the creation of two new schools in a single building on the site of St Cyres School in Penarth. As well as providing new facilities for St Cyres, the mainstream comprehensive school, the project will create a new SEN school, Ysgol y Deri.

Following the Council's strategy, Welsh Government set out the 21st Century Schools programme (now known as Sustainable Communities for Learning) with Band A being concluded in 2019. This saw the following projects delivered:

- Ysgol Gymraeg Nant Talwg

- Ysgol Gymraeg Gwaun Y Nant and Oak Field Primary School
- Ysgol Gymraeg Dewi Sant
- Llantwit Learning Community
- Colcot Primary School
- Romilly Primary School

The second wave of investment, Band B, commenced in April 2019 and requires the Council to meet the following investment objectives:

- addressing growth in demand for Welsh medium education.
- reductions of surplus capacity and inefficiency in the system.
- expansion of schools in areas of increased demand for educational services.
- address condition of educational assets; and
- Making assets available for community use where demand exists.

Band B includes the following projects:

- Whitmore High School
- Pencoedre High School
- Centre for Learning and Wellbeing
- Ysgol Gymraeg Bro Morgannwg
- Barry Waterfront
- Primary Provision in the Western Vale
- Cowbridge Primary Provision
- St David's Primary School
- St Nicholas
- Ysgol Y Deri
- Primary Provision in Penarth
- Review Nursery Provision

PROJECT ZERO CHALLENGE PLAN

Project Zero describes how the Council will work to meet our commitments in the PSB charter and reflects the importance of working with the community and across all sectors. It articulates the direction the Council need to take and how it will change to combat the climate emergency.

Through Project Zero the Council have identified eighteen challenges which reflect what the Council believe needs to change as part of an effective response to the climate emergency. The Council have committed to being carbon neutral by 2030.

In terms of Education, the following actions are already being undertaken:

- The Council has designed a net-zero carbon primary school building which is being delivered as part of the Sustainable Communities for Learning Programme.
- Carbon has also been significantly reduced during the construction process with 99% of construction waste being recycled or energy recovered to reduce emissions from raw material extraction and to avoid landfill use.
- The Council includes decarbonisation measures as part of the Sustainable Communities for Learning Programme.
- Installation of photovoltaic panels (PV) on a number of school sites to increase use of renewable energy and also utilised Salix funding to implement a range of energy efficiency measures across schools in the Vale.
- Installed electric vehicle charging stations at selected school sites.

- Over 1,200 trees from the Woodland Trust are due to be planted as part the Sustainable Communities for Learning projects which will help create wildlife areas and also contribute to improved air quality around schools.

In terms of education investment, the main challenge identified in Project Zero is “Build new zero carbon schools and improve our existing school buildings to ensure they are energy efficient and create learning environments fit for the future.” This will be achieved through the following actions:

- Invest in carbon reduction measures across the educational estate.
- Design new schools to meet BREEAM Excellent standard, delivering energy efficient buildings, enhancing habitats for wildlife, and reducing the carbon cost of construction.
- Monitor and control carbon footprint at the construction stage and investigate options to address embodied carbon through natural materials and modern methods of construction.
- Adopt a fabric first approach to achieve high thermal performance and install photovoltaic panels and/or air source heat pumps.
- Improve school grounds biodiversity as a means of decarbonisation and map natural carbon sinks.
- Focus on methods to further reduce in-use consumption, e.g., reducing catering, monitoring community usage.

PUBLIC PARTICIPATION STRATEGY

The strategy sets out how the Council will be diverse in its engagement methods, using social media platforms, community connectors and face-to-face engagement, to take an integrated approach to public participation. The strategy seeks to provide as many stakeholders as possible the opportunity to participate and become involved in the decision-making process, enabling people to shape what the Council do and how it does it.

The strategy specifically pursues actions contained in the commitments of Well-being Objective 1 - "To work with and for our communities." The outcomes of the Council's public participation work seek to achieve the following:

- Inform: We want to be transparent about how decisions are made and the role of stakeholders in the process.
- Engage: We want to encourage and make it easy for stakeholders to take part in the decision-making process.
- Feedback: We want to improve the way we feed back to stakeholders, so they understand the outcome of their participation.
- To ensure these outcomes are achieved, the Council has developed a series of actions. Reflecting our organisation's values of being Ambitious, Open, Together and Proud our Public Participation Strategy reflects the Local Government and Elections (Wales) Act 2021 and pursue our duties to comply with section 39 and 40 of the Act.

PROCUREMENT POLICY AND STRATEGY

The Vale of Glamorgan Council's Procurement Policy promotes effective and sustainable procurement throughout the Council. Good procurement is critical to obtaining real improvements in service cost and quality. It gives us the ability to manage resources to best effect and to apply them where they are needed.

Procurement is defined as “the process whereby organisations meet their needs for goods, services, works and utilities in a way that achieves value for money on a whole life basis in terms of generating benefits not only to the organisation, but also to society and the economy, whilst minimising damage to the environment”.

The main Council procurement policies are to:

- ensure that our procurement practices are transparent and comply with our Constitution, our financial regulations and legislative requirements. There will always be accountability and a clear separation of duties.
- undertake due diligence in all procurement matters. We recognise the need to operate to a high standard of care in all transactions.
- require all staff involved in procurement to work in accordance with our Procurement Strategy, Financial and Contract Procedure Rules and Procurement Code of Practice.
- foster a professional procurement attitude. Procurement will be undertaken to the highest ethical standards, promoting equality and fair treatment whilst using a level of commercial expertise commensurate with the principles of cost avoidance, cost containment and cost reduction.
- develop a robust procurement infrastructure that makes best use of modern technology and resources.
- collaborate with others to maximise procurement leverage and widen the scope for innovative service delivery.
- base procurement upon the principles of best value and on measurable and effective outcomes.
- at all times seek to identify opportunities for service improvement, looking for value for money and promoting competition; and
- stimulate the local economy and promote the attainment of social and environmental benefits through the procurement process.

Welsh Government published a Welsh Procurement Policy Statement setting out the Principles of Welsh Public Procurement Policy which are supported by the Council. The Council's Procurement Policy sets out the following key priorities which should be reflected within investment programmes:

- Collaboration
- Small Businesses
- Community Benefits
- Ethics
- Equality
- The Welsh Language
- Sustainability
- Efficiency

VALE OF GLAMORGAN WELSH IN EDUCATION STRATEGIC PLAN (WESP)

Recognising the importance of Cymraeg 2050, and the role of education in achieving its vision, this Welsh in Education Strategic Plan (WESP) sets out the Council's ten-year plan for further developing the provision of Welsh medium and Welsh language education. It builds on the work of the previous WESP for the period between 2017 to 2022 and sets out a workplan which demonstrates how the Council intends to achieve its ten-year vision.

The ten-year vision for increasing and improving the planning of the provision of Welsh-medium education in the Vale of Glamorgan will be to increase the number of Year 1 children taught through the medium of Welsh to 24% by 2031-32. This equates to approximately 390 year one places being made available by 2031-32 based on current population projections. This challenging target has been set in accordance with the WESP (Wales) Regulations 2019 (the 2019 Regulations) and the WESP (Wales) (Amendment) (Coronavirus) Regulations 2020 (the 2020 Regulations). In setting this target, due regard has been given to the School Standards and Organisation (Wales) Act 2013 (the 2013 Act). This target is based on contributing to the overall long-term target of one million people in Wales

being Welsh speakers by 2050, as set out in Cymraeg 2050: A Million Welsh Speakers (Cymraeg 2050).

The Sustainable Communities for Learning Programme (previously the 21st century Schools Programme) is a long-term strategic investment in educational estate throughout Wales. It is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges, and dioceses. Band A of the programme delivered an increase in capacity for Welsh medium education via the creation of two new primary schools, Ysgol Bro Morgannwg in Barry (Primary provision), Ysgol Dewi Sant in Llantwit Major and the existing school of Ysgol Gwaun y Nant was expanded to accommodate 210 additional school places. As part of Band B of the programme a new 2-form entry primary school building is being constructed on the new Barry Waterfront Development. Ysgol Sant Baruc will transfer to the new Barry Waterfront school building upon completion, providing an additional 210 primary places. The Council has also invested more than £21m increasing secondary capacity at Ysgol Gymraeg Bro Morgannwg to provide an additional 299 secondary places, whilst also upgrading existing facilities to provide state of the art learning environments.

Future schemes to facilitate Welsh medium provision have already been identified, such as the proposed future Welsh medium primary expansion in Cowbridge. This would be subject to consultation and funding. Increasing Welsh medium provision to support the Council's WESP will be a key consideration as part of the development of the Council's Strategic Outline Programme for future tranches of the Sustainable Communities for Learning Programme. The Welsh in Education Plan 2017-21 set out a direction for the development of Welsh medium and Welsh language education over a four-year period, in line with the vision of Cymraeg 2050: A million Welsh speakers and Education in Wales. The Council appreciates that to contribute effectively to the Welsh Government's target of one million Welsh speakers by 2050, significant investment in provision is required within education to both generate and facilitate demand for Welsh language education. The next ten-year phase of the Vale of Glamorgan's Welsh in Education Strategic Plan (WESP) will be an integral part of the Council's Welsh medium strategy. The current WESP outlines the Council's commitment to expand primary and secondary school places for Welsh Medium, this will need to be incorporated into future development programme decisions.

In contributing effectively to the Welsh Government's target of one million Welsh Speakers by 2050 and to create demand, the Council's strategy for the Welsh Government's Sustainable Communities for Learning Programme will be to continue to identify opportunities to increase Welsh medium education across all sectors, creating demand and to reflect new large-scale housing developments planned over the next 10 years.

The WESP is also closely aligned to the Council's draft Welsh Language Promotion Strategy 2022-2027 and neither strategy can exist in isolation. They form part of the wider policy framework of the Council and Welsh Government. The draft Welsh Language Promotion Strategy has been restructured to align with the three themes within Welsh Government's "Cymraeg 2050: A million Welsh speakers" strategy. These are:

- Theme 1 - Increasing the number of Welsh speakers
- Theme 2 - Increasing the use of Welsh
- Theme 3 - Creating favourable conditions.

VALE OF GLAMORGAN FAIR FUNDING SCHEME FOR FINANCING SCHOOLS

The scheme sets out the financial relationship between the Council and the maintained schools that it funds. It contains requirements relating to financial management and associated issues, binding on both the Council and the schools. The purpose of the scheme is to achieve:

- Improved Standards - helping both schools and Local Authorities to pursue the number one priority for everyone involved in the education service - raising standards.
- Self-Management - allowing schools to develop their capacity for self-management.
- Accountability - by aligning funding with responsibilities so that both schools and Local Authorities can be held to account for their performance in spending public money.
- Transparency - making decisions on school financing clear and comprehensible.
- Opportunity - for all schools but a threat to none. In particular small schools should not be forced to shoulder responsibilities they cannot cope with.
- Equity - ensuring fair and equal treatment of all three categories of school - community, voluntary and foundation.
- Value for Money - by helping both schools and Local Authorities to achieve value for money and allow other interested parties to assess how well this is being done.

The Council supports the general principle of governing bodies and Headteachers having discretion to manage school-based resources. The scheme aims to enable each governing body, in conjunction with the Headteacher and school staff, to manage the use of available resources for maximum benefit of all the pupils within the school. The governing body may also spend its budget on any additional purposes prescribed in regulations made under section 50 of the School Standards and Framework Act 1998 (SSFA).

The Council may suspend a school's right to a delegated budget if the provisions of the school financing scheme have been substantially or persistently breached, or if the scheme has not been managed satisfactorily. There is a right of appeal to the Welsh Government. A school's right to a delegated budget scheme may also be suspended for other reasons under section 17 of the SSFA.

Under this legislation the Council determines the size of the total education budget, which is the amount appropriated by the Council for meeting all expenditure relating to the service. The Individual Schools Budget (ISB) is the amount remaining after deducting from the Schools Budget any planned expenditure by the Council, which should be deducted in accordance with regulations. The ISB is the amount delegated to schools.

The scheme will apply to community, voluntary, foundation and community special schools. Any new maintained school will be covered by the scheme by virtue of section 48 of the SSFA.

ACCESSIBILITY STRATEGY 2021-24

The Vale of Glamorgan Council is committed to ensuring that all pupils within its maintained schools and educational settings have every opportunity to attain the best possible outcomes. In order to achieve this ambition, it is essential that we ensure schools remain sustainable, reflect the needs of our local communities, and are equipped with the best possible learning environments. To support this, the council is undertaking a comprehensive programme of condition surveys of all schools in order to ensure all accessibility concerns are clearly identified.

The overall aim of the strategy is to ensure that the Vale of Glamorgan Council supports schools in meeting the needs of all pupils, including those with additional learning needs or disabilities and enables them to achieve aspirational outcomes.

CHILDCARE SUFFICIENCY ASSESSMENT 2022

The Childcare Act 2006 (Local Authority Assessment) (Wales) Regulations 2016, and recent Welsh Government Statutory Guidance issued in July 2016 places a Statutory Duty on Local Authorities to undertake a full Childcare Sufficiency Assessment at five yearly intervals.

The Assessment is a necessary step to securing 'sufficient' childcare provision in the Vale.

It aims to identify childcare-themed gaps (or potential forthcoming) and make recommendations that will meet the needs of parents and carers living in the locality.

The Childcare sufficiency assessment is an important consideration for nursery provision and should be used to help inform where there are gaps in provision in the Authority.

2.3. GUIDANCE

National guidance documents have been produced or adopted by Welsh Government to help Local Authorities meet requirements. The relevant guidance for education investments is outlined below:

SUSTAINABLE COMMUNITIES FOR LEARNING BUSINESS CASE GUIDANCE 2022

The Sustainable Communities for Learning Programme is delivered by the Welsh Government in partnership with local authorities, further education institutions and dioceses.

Welsh Government developed this guidance to illustrate the specific business case requirements of the Programme.

The first wave of investment, (Band A) of the Programme was under the banner of 21st Century Schools and Education and represented a £1.4 billion investment over the five-year period ending 2018/19. All 22 local authority areas have benefitted from this major infrastructure programme, which has supported the rebuild and refurbishment of over 150 schools and colleges.

The second tranche, (Band B) began in April 2019 and was expanded to include further education colleges and renamed 21st Century Schools and Colleges Programme. In January 2022, the Programme was renamed Sustainable Communities for Learning. This Programme will see a further £2.3 billion investment in school and college infrastructure utilising both public capital and revenue. In order to support the deliverability and affordability of delivery partners' individual programmes, the Welsh Government grant intervention rate for different types of school projects is outlined below:

- Community Schools – 65%
- SEN and ALN schools – 75%
- Voluntary Aided Faith Schools – 85%

Educational transformation will remain a vital outcome of our investment in the Programme. We also recognise that that it is hugely important that we address the condition of our school and college buildings. Therefore, the two key priorities of Band B are:

Investment Objective One – to provide efficient and effective educational infrastructure that will meet current and future demand for places by 2024.

- Backlog maintenance costs for the schools and colleges selected for Band B are reduced by at least 50% (based on the assumption that approximately 50% of the projects in the Programme will be replacements for existing assets)
- No category D buildings in the estate
- 25% of Category C condition buildings are improved to Category A or B
- Provide the right number of places for the delivery of:
 - Welsh medium education
 - English medium education
- Addressing sufficiency issues where relevant.
- Working towards Net Zero Public Sector Buildings in line with Welsh Government Carbon Reduction Commitments.

Investment Objective Two – optimise the use of infrastructure and resources, to deliver public services for our communities by 2024. This will include flexibility of our assets so that space and facilities available for our stakeholders are maximised.

- Our aspiration is for all facilities that receive investment commit to making assets available for community use including (but not solely) access to support services and programmes which promote community resilience and contribute to tackling poverty if local demand exists.
- 10% of schools / colleges that receive funding from the Programme have co-located public services on site if local demand exists.

Specifically:

- Are the schools or colleges affected in poor condition?
- Do the plans contribute to sufficient efficient provision?
- Do the plans result in enhanced use by the community?

The reasoning behind this is to ensure that our educational infrastructure is of an acceptable standard. Where there are identified educational needs this will be picked up as part of the investment and necessary improvements made as a condition of funding.

In all cases, individual projects within the programme will be assessed on:

- Extent of the strategic fit with national, regional and local priorities
- Value for Money
- Deliverability (affordable and timely)
- Affordability.

All submitted Business Cases are underpinned by a Strategic Outline Programme (SOP), which provides an overarching view of individual local authority / further education institution strategies. Individual projects can then be approved subject to receipt of a satisfactory Business Case.

For projects over £5 million, Business Cases are submitted in three stages:

- Strategic Outline Case (SOC)
- Outline Business Case (OBC)
- Full Business Case (FBC)

For smaller projects less than £5 million in value the SOC, OBC and FBC are replaced by a single document, the Business Justification Case (BJC).

All Business Cases will be based on the five key areas that underpin the Better Business Case Process (Five Case Business Model).

| | |
|-----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategic Case | How does the proposal fit strategically with government/local priorities? What is the case for change and are there clear SMART investment objectives? |
| Economic Case | What are the options for delivering the investment objectives and which one optimises value for money? |

| | |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Commercial Case | <p>How can a deal be done with delivery agents?</p> <p>What are the procurement strategy and the commercial arrangements for the proposed investment?</p> <p>What is the Community Benefits plan?</p> <p>Has the Project Bank Accounts policy been considered? Will a Project Bank Account be used or have compelling reasons not to use one been identified?</p> |
| Financial Case | <p>Is the proposal affordable?</p> <p>What are the sources of match funding and what is the accounting</p> |
| Management Case | <p>How will the successful delivery of the scheme and whole life benefits be managed?</p> |

These five areas are examined at different stages of the business case process.

- The SOC will focus on the strategic justification (Strategic Case), investment objectives for the project (Strategic Case), the reasoning behind reduction of the long list to a short list of options and for revenue funded projects the 'preferred option' (Economic Case), the outline cost of the project (Financial Case) and the proposed management structure (Management Case).
- The OBC will focus primarily on the commercial strategy (Commercial Case), the detailed analysis of the options appraisal and benefits, for revenue funded projects this would have been completed at SOC (Economic Case), details of match funding and profile of spend (Financial Case). The Strategic Case will only be revisited if it has changed since agreement to the SOC.
- The FBC for capital funded projects will solely focus on the tendered costs unless anything has changed since agreement to the OBC. Likewise for revenue funded projects it will focus on the achievement of the Affordability Cap and the delivery of the standard form Project Agreement (including the Authority's Construction Requirements and Service Level Specification).
- For smaller projects, the BJC covers all of these areas in a single iteration.

It is important that any significant likely abnormal costs are flagged at SOC stage where possible in order for this to not add any additional delay to the approval of your business cases. If the site is other than green field and flat, it is appreciated that there may be other abnormal costs which can attract Welsh government funding.

Eligible abnormal costs could include:

- asbestos removal
- clean-up of contaminated land
- dealing with historical mining issues
- piled or other foundation solution that is required due to the condition of the ground

- the levelling of site due to topography

The Cost and Size Standard should be used for a full list of what is included in project costs and what would be considered as abnormal costs. Local authorities should itemise all their project costs to enable Welsh Government to determine whether or not they are eligible for Welsh Government funding. Sound evidence will need to be provided should project areas and costs be higher than these applied formulas to be considered at the Education Investment Panel.

In addition to capital funding, Welsh Ministers have confirmed that there will be a revenue funding stream that will enable investment of around £500 million, using the Mutual Investment Model. This revenue-investment is intended to boost the amount of resource we have available to support school and college infrastructure.

MEASURING CAPACITY OF SCHOOLS IN WALES CIRCULAR

The capacity of a school is the number of pupils it can accommodate. This guidance describes the method of assessing the capacity of primary and secondary schools and deriving appropriate admission numbers from the capacity. This method can be used:

- for planning school places
- to report on surplus capacity
- to set school admission numbers.

The capacity assessment method applies to all community, voluntary aided, voluntary controlled and foundation schools in Wales. The method does not apply to nursery or special schools or pupil referral units.

Local authorities measure all usable spaces on a school site, both teaching and non-teaching. The measurements are used to create a 'footprint' of all usable space available. Local authorities use these measurements to assess the capacity of all maintained mainstream schools in their authorities, including voluntary aided and foundation schools.

Schools are not responsible for the measurement of area or capacity but should be consulted when the capacity form is being completed. They are likely to have input, for example when establishing room type and usage. Schools must inform the local authority of any physical change to the buildings or to the usage of rooms that might change the area or capacity measurements.

BUILDING BULLETINS

The key purpose of the Building Bulletins is to set out simple, realistic, non-statutory area guidelines for schools. Essentially the document gives minimum areas for all types of space in primary schools.

It also offers area ranges over and above this minimum to allow schools flexibility in the design of their buildings and the way in which they use them. The key Building Bulletins for school developments are:

- 98 – Briefing for Secondary School Projects
- 99 - Primary Area Schedules - Read in Conjunction with Bb99 'Briefing Framework' 2004
- 104: Area Guidelines for Special Schools and Alternative Provision

The guidance bulletins include internal and external area calculations to provide minimum areas for school projects to deliver. It is also recommended a 'float' is used in the spaces calculations to accommodate the individual priorities of each school. Every mainstream school is expected to need at least the total net area recommended, which includes the 'float'. Some schools may have further supplementary area, usually funded from additional sources, over and above this, for instance for an

increased sports hall. In addition, the bulletins highlight the importance of creating a good brief for school building projects. The guidance aims to highlight to local authorities (LAs) and all those involved in the early stages of school projects the general points that need to be considered. It summarises the key points, with references to further information in other guidance.

3. INVESTMENT STRATEGY

The investment strategy seeks to achieve the following:

- Appropriately manage the supply and demand of school places across the Vale of Glamorgan to fulfil the local authority's statutory duty in providing sufficient school places.
- Improve the management of education capital investment in school buildings and close liaison with Diocesan Authorities, who have responsibility for capital investment in Voluntary Aided Schools.
- Seek to formulate proposals to change the capacity of schools and open new schools in order to meet the changing needs of communities across the Council.
- Continue to liaise with other Council departments, including the planning department on proposed and new developments.
- Working with colleagues across the Council as well as our schools to make, where possible, necessary changes required to school buildings and sites for pupils requiring access arrangements in educational settings where they are deemed outside of the school's responsibility to deliver 'reasonable adjustments'.

The strategy relates to the education estate which includes 44 primary schools, 1 All-through school, 7 secondary schools and 1 special school in the Vale of Glamorgan area. The investment strategy is an evidence-based approach used to direct available investment funding to schools. There are 3 main areas which direct investment for education, this includes:

- School organisation and demand for school places.
- Condition, suitability, and sufficiency of school buildings; and
- Tackling decarbonisation of school assets and improving ecological value.

These areas are directed by legislation, national and local policies, and guidance. This document expands upon the considerations linked to each area under Section 4 below.

The Investment Strategy needs to comply with the Council's four Corporate Objectives which are:

- To work with and for our communities
- To support learning, employment, and sustainable economic growth
- To support people at home and in their community
- To respect, enhance and enjoy our environment

3.1. PRIORITY ACTIONS

The following priority actions have been identified under each Corporate Objective to demonstrate how the Investment Strategy will deliver upon the Council's wider aims:

TO WORK WITH AND FOR OUR COMMUNITIES

- Include local communities in decision making for investment opportunities through improved consultation practices, which aim to go beyond statutory requirements.
- Prioritise early engagement with local communities and end users on investment opportunities, through stakeholder groups and engagement events.
- Utilise both digital and in person engagement practices to ensure a wide range of people are involved in investment decision relating to their local area.

TO SUPPORT LEARNING, EMPLOYMENT AND SUSTAINABLE ECONOMIC GROWTH

- Review existing assets and rationalise assets which are not required as part of the Department. Identify where assets can be transferred or sold to reduce revenue costs or provide capital receipts for reinvestments in the education development programme.
- Prioritise local businesses to deliver investment projects. Ensure sell2wales is used in procurement for projects and help to develop a local database of SMEs within the Authority area.
- Ensure the education estate is maintained to an operational standard to allow provision to continue throughout the Authority.
- Identify SMEs in the local area to be used as sub-contractors on larger investment projects to help build-up local businesses.
- Ensure investment opportunities address the demand for pupil places and provide sufficient and quality diverse school places to meet the needs of existing and future learners.
- Continue to deliver the Sustainable Communities for Learning programme to provide modern learning environments throughout the Vale of Glamorgan.
- Standardise admission numbers in all schools to rounded numbers.
- Provide All-through education for 3-11 year olds at all primary schools across the Vale of Glamorgan to include nursery provision.
- Identify investment opportunities to increase the number of Welsh speakers within the Authority.
- Produce an Education Projections Paper to outline the predicted pupil population over a 15-year period to support investment decisions and direct funding to high demand / low-capacity areas.
- Continue to liaise with the Local Planning Authority to ensure the Planning Obligations SPG provides sufficient education financial contributions to address the likely impacts developments have on education infrastructure within the Authority.

TO SUPPORT PEOPLE AT HOME AND IN THEIR COMMUNITY

- Provide community access across the education estate where appropriate. This includes accessing both outdoor and indoor facilities.
- Support local communities through the energy crisis through the provision of warm spaces in school buildings accessible to the community.
- Seek to open available services within school buildings including community accessible Wi-Fi and other digital services.
- Review existing community benefit requirements used in the Sustainable Communities for Learning Programme and adapt the requirements to be used on all investment decisions.

- Identify local social value partners to deliver a wide range of community benefits associated with investment projects.
- Promote collaborative working with partners to provide opportunities for volunteering and community learning through the investment programme to increase and enhance citizen well-being.

TO RESPECT, ENHANCE AND ENJOY OUR ENVIRONMENT

- Promote behaviour change to reduce carbon emissions generated from the education estate.
- Implement asset renewal strategy to improve decarbonisation within school buildings to improve energy efficiency and reduce energy costs.
- Support active travel routes as part of investments, identifying opportunities in collaboration with internal and external partners to reduce reliance on cars for both staff and users of school buildings.
- Improve the ecological value on existing education assets and identify opportunities to enhance biodiversity as part of investment projects.

3.2. MONITORING AND DELIVERY

The Council will monitor progress against the priority actions in this strategy on an annual basis. This will include details of the progress made and any challenges which have arisen in addressing the actions. Additionally, the actions will be reviewed to ensure they are delivering upon the Council's objectives, where appropriate new actions will be added in future revisions of the Strategy.

Updates on the Strategy's progress will be reported to Cabinet and published on the Council's website to publicly record the progress of the Strategy.

4. KEY CONSIDERATIONS

4.1. SCHOOL ORGANISATION AND PUPIL DEMAND

School organisation and pupil demand is an important consideration to inform investment decisions. The aim of the Council is to ensure pupil-led funding represents a fair distribution of funds throughout the Authority. Changes to school organisation should aim to improve the existing educational outcomes of pupils, Welsh language provision, ALN provision, finance, staffing and transport arrangements. Currently the Council pursues an All-through school model at nursery and primary school level. 3-11 schools are considered to have several benefits which include a single vision, strategy and ethos across all phases which can support transition across phases of education. A single 3-11 school can also result in improved communication between parents and staff with a single point of contact throughout all phases of primary education.

In addition, it is the Council's aim to standardise admissions throughout the schools in the Vale of Glamorgan to simplify admission arrangements.

Pupil demand is a key factor in school organisation proposals and directing education investment. The Council has a duty to provide sufficient pupil places for learners within their Authority area. The Council's aim is to achieve a match between the supply and demand for school places in the Vale to ensure schools are of the right size and in the right place to serve their communities and to meet the needs of all pupils in the Vale of Glamorgan. Consequently, investment will need to be directed to areas where new school places are required to meet the arising demand where existing schools do not have capacity or will reach capacity by the time pupil populations are predicted to increase.

Below outlines the key factors considered under this area:

CONSULTATIONS

The Council is required to adhere to the [School Organisation Statutory Code November 2018](#) when undertaking consultations. The Code applies to proposals in respect of maintained schools as defined at Section 98 of the 2013 Act. That is a school in Wales, which is a community, foundation or voluntary school, a community special school or a maintained nursery school. This does not include pupil referral units (PRUs).

The Code requires relevant bodies (i.e., Local authority or the governing body in the case of aided or maintained faith schools) to comply with the requirements set out in the Code. It includes statutory guidance to which relevant bodies must have regard and sets out the policy context, general principles and factors that should be taken into account by those bringing forward proposals to reconfigure school provision and by those responsible for determining proposals. Where guidance is given by the Code, it is stated that the relevant body should follow this guidance unless they can demonstrate that they are justified in not doing so.

PUPIL DEMAND METHODOLOGY

The Local Authority (LA) has a responsibility to provide sufficient education provision within the Vale of Glamorgan. As part of this role, it is important to understand the potential need for pupil places in the future to allow the LA to effectively plan for new education provision and where to focus funding to improve school provision.

The Council's pupil projection methodology follows Audit Commission guidance and is based on the application of catchment school ratios and cohort survival rates (the relationship between the number of pupils in one cohort in one school year, and the same cohort in the following school year). Pupil projections are evidence based that take account of current and historic school census data (PLASC),

birth rates (NHS GP registration data), planned housing developments and cross catchment movement.

Methodology is based on the application of two factors:

- Catchment school ratios to estimate pupils to the normal entry year, reception for primary and year 7 for secondary schools. The projected intake is based on catchment area birth ratios and historic school data trends.
- Cohort survival ratios for other year groups as the initial intake progresses through the school (the relationship between the number of pupils in one cohort in one school year, and the same cohort in the following school year).

The Council will also identify trends within projections, analysis of school preference data and other contextual information.

In terms of projection data, the Council uses Mid-year Estimates (MYE) produced by the Office of National Statistics (ONS) at Lower Super Output Level (LSOA) and the most recent principal population projections produced by ONS for the Authority area. This enables the Council to estimate the growth of the education aged population over a 25-year period.

The Council also accounts for arising pupil yield from planned residential developments. This is based upon allocated developments within the Council's Local Development Plan (LDP) and windfall development which comes forward within a school catchment area. The calculations for pupil yield are contained within the Council's Planning Obligations SPG and are shown below:

| Type of School | No. of school places per dwelling |
|----------------------------------|-----------------------------------|
| Pre-school | 0.1 |
| Primary School | 0.278 |
| Secondary School (11-16 years) | 0.208 |
| Secondary School (Post 16 years) | 0.04 |

This was based upon the 2011 census information and will be updated to reflect the latest census in collaboration with the Council's Planning Department.

To support the long-term investment strategy, an education projection paper will be produced to cover a 15-year period. This will outline the current position of school provision across the Authority split across the four main areas of Barry, Cowbridge, Llantwit and Penarth. The document will include pupil forecasts, school and pupil data, parental preference data, and pupil yield from housing developments. This document will be used to inform investment decisions by identifying where additional places are required and inform plans to address the oversupply of places in areas with falling roll numbers. The document will be monitored annually to include new population data from various internal and external sources.

WELSH MEDIUM EDUCATION

The Vale of Glamorgan Council is committed to ensuring that all pupils within the Vale have every opportunity to attain the best possible outcomes, ensuring that the benefits of bilingualism are promoted to all parents and all learners have an opportunity to learn Welsh. Recognising the importance of Cymraeg 2050, and the role of education in achieving its vision, the Welsh in Education Strategic Plan (WESP) sets out the Council's ten-year plan for further developing the provision of Welsh medium and Welsh language education. The commitments within the WESP are a key aspect of this Strategy.

The Council has committed to a ten-year vision for increasing and improving the planning of the provision of Welsh-medium education in the Vale of Glamorgan. We have committed to increasing the number of Year 1 children taught through the medium of Welsh to 24% by 2031-32. This equates to approximately 390 year one places being made available by 2031-32 based on current population

projections. This is a target and not a constraint, therefore where there is opportunity to exceed our targets between now and 2032, we will seize that opportunity. We do, however need to be pragmatic in our ability to deliver alongside our partners and acknowledge and mitigate against known challenges.

INCREASING WELSH MEDIUM EDUCATION CAPACITY

Future schemes to increase Welsh medium provision have already been identified, such as the proposed future Welsh medium primary expansion in Cowbridge. This would be subject to consultation and funding. Increasing Welsh medium provision to support the Council's WESP will be a key priority as part of the development of the Council's Strategic Outline Programme for future tranches of the Sustainable Communities for Learning Programme. The Council appreciates that to contribute effectively to the Welsh Government's target of one million Welsh speakers by 2050, significant investment in provision is required within education to both generate and facilitate demand for Welsh language education. The next ten-year phase of the Vale of Glamorgan's Welsh in Education Strategic Plan (WESP) will be an integral part of the Council's Welsh medium strategy.

In contributing effectively to the Welsh Government's target of one million Welsh Speakers by 2050 and to create demand, the Council's strategy for the Welsh Government's Sustainable Communities for Learning Programme will be to continue to identify opportunities to increase Welsh medium education across all sectors, creating demand and to reflect new large-scale housing developments planned over the next 10 years.

The Council has identified that based on the evidence to-date on the increasing demand stemming from new provision, identification of additional secondary provision is required and will be considered as part of ongoing school organisation planning. The Council will seek to identify a new site in the Penarth or Cowbridge area following an evaluation of the sufficiency of demand to support the proposed school. It is considered this would need to form part of the Council's Replacement Local Development Plan which is currently in the initial stages of being produced. This would result in new school sites being allocated in the replacement plan to ensure they are considered appropriate through the planning process and can be delivered in planning terms. A review of secondary Welsh medium places will be undertaken to inform the Replacement Local Development Plan.

Ongoing reviews of the demand for Welsh medium education and childcare places consider the most recent population projections and mid-years estimates for the Vale of Glamorgan which are produced by Welsh Government. For education, this is considered at individual catchment and ward levels, acknowledging that there is a need to look at local communities not just county wide targets. These would then be informed by the previous uptake of Welsh medium places in the Authority and the targets and aspirations of this WESP to ensure sufficient Welsh medium places are provided in the area. The key driver in the planning of additional Welsh medium places is to ensure that wherever possible, parents have an opportunity to access Welsh medium education close to home.

ADDITIONAL LEARNING NEEDS PROVISION

The Council is committed to meeting the requirements of the Additional Learning Needs and Education Tribunal Act 2018 (ALNET Act 2018) in transforming expectations and outcomes for children and young people with additional learning needs (ALN). This School Investment strategy supports this requirement by ensuring that appropriate specification, mainstream, and special resource base place planning and implementation of appropriate Capital programmes takes place in a timely and effective way.

The ALNET Act provides a new statutory framework for supporting children with additional learning needs (ALN) and is accompanied by a mandatory Code which makes sure that the new system has a set of clear, legally enforceable parameters within which local authorities, schools, further education

colleges and health services responsible for the delivery of services to children and young people with ALN must act. The aim of the new approach, as stated in the Code is as follows:

To support the creation of a fully inclusive education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

The new statutory framework is underpinned by the following 5 principles:

- A rights-based approach where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, additional learning provision and related matters.
- Early identification, intervention, and effective transition planning where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
- Collaboration where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences, and outcomes.
- Inclusive education supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN.
- A bilingual system where all reasonable steps are taken to deliver additional learning provision in Welsh.

These principles will wherever possible be reflected in school place planning and investment.

4.2. CONDITION, SUITABILITY AND SUFFICIENCY OF SCHOOL BUILDINGS

The condition, suitability, and sufficiency of school buildings is a key determination factor for investment and are defined as follows:

- Condition – the physical state of the school building. This includes the internal and external areas of the building and the associated land. The condition is a measure of whether the building fabric, components and services are performing as intended and operating efficiently and the extent of defects and risks in the buildings.
- Suitability – this relates to whether the school is appropriate for its intended functions e.g., minimum size thresholds for play areas are met. Suitability is measured over three areas which include location, image, layout, and associated land.
- Sufficiency – is defined as whether a school can deliver the intended service. For example, does the school have sufficient capacity to serve its pupils.

Details on these considerations are outlined below:

CONDITION AND SUITABILITY SURVEYS

Condition and suitability surveys have been carried out intermittently over several years. The most recent condition surveys were undertaken between December 2021 and March 2022 on all school buildings. The suitability surveys will be undertaken during the Autumn of 2022. Previously these surveys were undertaken in 2017/18.

The condition surveys identify structural defects and maintenance issues which need to be addressed. The survey consists of an assessment of the building and the mechanical and electrical

engineering systems plus the wider school site. The school buildings and site are assessed, and the condition of the building is categorised as follows:

- A – Good
- B – Satisfactory
- C – Poor
- D – Bad

Those buildings and elements graded C and D will be prioritised for investment to ensure the school can continue to operate.

The Suitability surveys review the school in the context of the following key points:

- **Environment** - The Internal room(s)/area(s) environment in terms of temperature, humidity, fresh air, clean air (if required), lighting levels, day lighting.
- **Layout/Plan and Flexibility**- Layout of room(s)/areas(s) relative to equipment used, ancillary and related room functions, furniture, circulation and access. - Intrinsic ability of the room(s)/area(s) to be altered, amended or changed in terms of size, environment and layout in response to changing demand - this will be a factor of structural and building services design. In a direct comparison to the BB98/99 room size guidelines, what is the layout and NIA of the Key Education use rooms. Review of kitchen facilities.
- **Servicing requirements and Health and Safety** - Ability of the room(s)/area(s) fittings, furniture and equipment to meet the identified needs of the users, such as electrical capacity, data points etc.
- **General External Environment** - The quality of external surroundings and settings. This could include factors such as footpaths and lighting quality, building and site appearance, and signage.
- **Safeguarding and Security** – Is the school site and building secure to ensure safeguarding of pupils and staff.
- **Accessibility and Equality Act Compliance** – Is the building and site fully accessible for those with protected characteristics, including physical disability.

The condition and suitability surveys will be undertaken every 5 years, with an annual review programmed to ensure the condition of the schools is monitored and the identified works are being undertaken.

SCHOOL ACCESSIBILITY

The Condition and Suitability Surveys also identify accessibility issues within the school estate. The Council has produced an Accessibility Strategy 2021-24 in accordance with the Equality Act (2010).

Currently 8 schools are fully accessible and 15 are partially accessible. There is an annual rolling programme of accessibility improvement works within the capital programme to carry out physical alterations to school buildings and targets to improve the current position. These adaptations to the existing estate are funded from the capital programme or the centrally managed Education revenue budgets, depending on the scale of the adaptations.

In relation to new school buildings, these must be designed in full compliance with disability-related legislation. In planning a new school development project design elements to support disabled pupils must be incorporated. These include a small room between a pair of classrooms which could be used

for individual / small group learning or could be used as a breakout space should a pupil need to retreat from the classroom. Creative use of acoustic materials and bespoke calming colour schemes etc. are also be considered by part of the design team in full consultation with staff pupils and governors. New school buildings are designed to have flexible spaces which can be adapted using furniture for specific activities, such as quiet areas for individual learning. New buildings are designed to current acoustic standards (BB93). This will define the acoustic performance standard that schools will be designed to. All new school buildings will be designed to comply with current building regulations for disabled access, with parking and access into the school building as well as assess throughout the school. Natural daylighting and ventilation will be a key feature of the new learning environments.

The Council acknowledges that ensuring accessibility is an ongoing focus; staff change, and schools/settings will at times encounter additional learning needs and disabilities for the first time. There will always be a need for further action and development. We therefore aim to foster a 'learning culture' that promotes continual improvement in all that we do. This will be achieved by:

- Providing on-going guidance and training to staff to support them in the effective implementation of relevant legislation.
- Collecting and disseminating examples of good practice across the Council and the wider educational community.
- Providing information to encourage continued professional development in the area of additional learning needs, disability and inclusion.
- Ensuring continued access to advice and support through centrally maintained specialist services and partner organisations.
- Further developing schools as centres of excellence.
- Working with schools to ensure that relevant information is readily available to support access on entry to/transfer between schools.
- Creating a climate in which schools always consider disabled pupils when any change to curriculum and other policies are proposed.
- Ensuring schools regularly review their accessibility plans.

The Council will aim to ensure that improvements to the physical environment of schools are made to increase access to education. This will be achieved by:

- Supporting schools in reviewing the physical access of their premises.
- Ensuring that the Property Department monitors all building projects carried out centrally or by schools to address accessibility issues.
- Providing schools with advice on disability and accessibility issues.

The Council will also aim to ensure that improvements to the provision of information for disabled pupils is prioritised. This will be achieved by providing support and advice on the provision of information and continuing to maintain specialist support services.

SCHOOL SUFFICIENCY

We have a statutory duty to ensure sufficient school places and fair, appropriate access to education. It is our role to plan, review and make available school places in a way that supports schools to raise standards, manage supply and demand and ensure schools are vibrant and pleasant learning environments which meet modern standards.

This School Investment Strategy helps schools, parents/carers, colleagues, local partners and stakeholders understand how we set out school place planning, the ways in which places will be delivered, the information that will be used, and the reasons why proposals to deliver high quality, accessible school environments.

SCHOOL CAPACITY ASSESSMENTS

The capacity of a school is the number of pupils it can accommodate. The way in which we must calculate school capacity can be found in the Welsh Government guidance in Circular No: 021/2011, [Measuring the capacity of schools in Wales 2011](#). This guidance describes the method of assessing the capacity of primary and secondary schools and deriving appropriate admission numbers from the capacity. This method can be used:

- for planning school places
- to report on surplus capacity
- to set school admission numbers.

LAs are responsible for assessing the capacities and published admissions numbers of all the schools they maintain, including voluntary aided and foundation schools. We are required to use the guidance when recalculating school capacities and admission numbers.

The Council reviews school capacities regularly and on receipt of updated school building plans.

SUSTAINABILITY

Sustainability is an important metric to be considered as part of investment opportunities. The sustainability outcomes of a project will be assessed to ensure the scheme contributes to the sustainable development principle. This is defined in the Well-being and Future Generations Act as “public bodies must act in a manner which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs.”

Investment opportunities will be assessed on the following points:

- Do the short-term outcomes of a project safeguard the ability to meet long term needs?
- Does the project meet the Council’s well-being objectives and not cause a detrimental impact on one or more other wellbeing objectives associated with the Council or other public bodies?
- Does the project involve everyone with an interest in achieving the relevant well-being objectives and reflect the diversity of the population of Wales and the local authority?
- Does the project allow for collaborative working within the Council and external bodies?

Where a project cannot demonstrate that it responds appropriately to the above considerations, it will not be pursued by the Council.

REVENUE MAINTENANCE

All schools have responsibility for repair and maintenance up to £10,000 with larger, capital projects being centrally funded where identified in the Capital Programme as a priority. The Council retains central funding for all works of a Capital nature in accordance with the CIPFA Code of Practice on Council accounting. The categories of work which governing bodies must expect to finance from their delegated budget share is shown at Appendix 4 of the [Fair funding scheme](#).

Governing bodies of voluntary aided schools will continue to be eligible for CRAMP funding from the Welsh Government in respect of their statutory responsibilities. This is accessed from their Diocese Director.

NEW SCHOOL BUILD MAINTENANCE MEASURES

Where schools have been recently re-developed, they will be subject to a high-level condition and suitability survey after 5 years following completion. This is to reflect the warranties in place following

a school development and the low risk that the school buildings would deteriorate rapidly once constructed.

New school buildings are expected to function to a high standard for 35 years before any major maintenance issues arise through general usage of the building and facilities. However, following 10 years in use it is considered likely minor maintenance issues may arise from general wear and tear which will need to be factored into the maintenance budget for new schools. There are exceptions, such as 3G and 4G pitches which require maintenance annually with the pitch needing replacing every 10 and 8 years respectively. However, the cost for these maintenance repairs is accommodated through the renting of the facilities to community and sports groups outside of school hours. This has been successfully trialled at Whitmore High School and Cowbridge Comprehensive.

Defects which arise within the first 10 years of a new school build should be raised with the Council by the school. The Council will review whether the defect relates to an existing warranty and implement the required works to correct the issue. If the defect does not relate to warranty issue, the school will be responsible for the maintenance costs within their maintenance budgets.

4.3. DECARBONISATION AND ECOLOGY

The Council has declared a Climate and Nature emergency, in response to this declaration the strategy needs to consider how investment opportunities will address decarbonisation and ecology. Where projects do not provide sufficient reductions on carbon emissions or do not result in an enhancement to ecology they will not be progressed by the Council.

The following considerations will inform the assessment of investment projects:

PROJECT ZERO

The Learning & Skills department plays a significant role in ensuring the Council achieves the objectives of Project Zero. The strategy will prioritise projects which address the commitments outlined in Project Zero, these include:

- Invest in carbon reduction measures across the educational estate.
- Design new schools to meet BREEAM Excellent standard, delivering energy efficient buildings, enhancing habitats for wildlife, and reducing the carbon cost of construction.
- Monitor and control carbon footprint at the construction stage and investigate options to address embodied carbon through natural materials and modern methods of construction.
- Adopt a fabric first approach to achieve high thermal performance and install photovoltaic panels and/or air source heat pumps.
- Improve school grounds biodiversity as a means of decarbonisation and map natural carbon sinks.
- Focus on methods to further reduce in-use consumption, e.g., reducing catering, monitoring community usage.

ASSET IMPROVEMENTS AND SCHOOL BEHAVIOUR CHANGE

All new schools developed by the Council will be net zero carbon in operation buildings. Further modelling is being undertaken to improve upon the net zero design to ensure it covers the whole lifecycle of the building from construction to demolition. However, the number of schools which can be re-developed is limited. Consequently, those schools which are not programmed to be redeveloped in

long term (10 years) will be subject to asset improvement schemes which aim to reduce carbon emissions and improve energy efficiency.

The Council uses Salix funding to deliver energy efficiency schemes and reduce carbon emissions from its school buildings. Salix Finance Ltd delivers 100% interest-free capital to the public sector to improve their energy efficiency and reduce their carbon emissions. Established in 2004, Salix is an independent, not-for-profit company, funded by the Department for Energy and Climate Change (DECC), Higher Education Funding Council for England (HEFCE), Department for Education (DfE), the Welsh Assembly Government, and the Scottish Government.

Salix enables public sector organisations across England, Scotland, Wales and Northern Ireland to take a lead in tackling climate change by increasing their energy efficiency.

Salix provides funding for schools to improve their energy efficiency. Through the installation of energy-efficient technologies, schools can lower energy bills and create a more comfortable learning environment.

Salix funds over 100 different technologies including LED lighting, boilers and insulation. Interest-free funding is available throughout the year for the following types of maintained school:

- Community
- Voluntary Aided
- Voluntary Controlled
- Foundation
- LA Nursery
- PRU
- Special Schools

Salix Energy Efficiency Loan Scheme (SEELS) is the mainstream of funding available. Salix provides interest-free funding through the SEELS programme to help save money and reduce carbon emissions. Funding is for projects which are solely focused on energy efficiency upgrades. Applications are open throughout the year. The interest-free loan is repaid using the predicted energy savings of the new technologies and is usually over a 10-year period.

Behaviour change is an important aspect to ensure decarbonisation and energy efficiency measures are successful. Projects which include these measures will need to ensure there is effective monitoring in place to review the success of the projects. To ensure projects are a success projects should include an engagement plan with end users to promote behaviour change. The Council has produced School Behaviour Change guidance which includes a series of advice to improve energy efficiency. This includes:

- Switch off appliances when not needed / overnight.
- Change the time and duration of heating.
- Zone heating controls and lower thermostat temperature;
 - 18°C normal teaching
 - 15°C circulation spaces
 - 21°C areas with special needs or very young children and low activity areas
- Appoint an Energy Champion and Energy Team to discuss the energy issues and move actions forward. The energy champion would ideally be the headteacher or a member of the senior leadership team to drive meaningful changes and demonstrate whole school commitment. The energy team could consist of teachers and governors but should include pupils too. Eco-school team can potentially integrate this into their work.

The guidance will be reviewed annually to ensure schools receive the most up to date information relating to energy usage.

Furthermore, new schools include monthly energy monitoring. These results can be shared with the schools and identify areas where behaviour change is required.

ACTIVE TRAVEL

A number of projects will likely have transport implications. Where a project directly or indirectly has implications for transport, the project will need to demonstrate how it promotes active travel. Collaborative working with the Council's Active Travel Officer will be essential to identify potential active travel projects which could be linked to the investment proposal.

There are a wide range of measures which can be implemented for active travel which include soft and hard measures. Soft measures can include:

- Producing a Travel Plan
- Welcome packs for new staff / parents / pupils identifying safe walking and cycling routes to the school
- Promoting events and schemes e.g., 'Walk to School Week' and 'Bike Week', and of the 'Cycle to Work' scheme
- Car sharing
- Walking bus
- Cycle training
- Parent Newsletters promoting active travel

Hard measures include:

- Installing cycle storage and stands
- Installing Scooter stands
- Creating safe active travel route within and adjoining the school site

NET ZERO CARBON

Achieving net zero carbon in all schools within the Vale of Glamorgan is a key aspiration for the Council. All new schools will be delivered as net zero carbon in operation schools with the aim to progress the net zero scope to include the construction and demolition of a school.

Currently, Welsh Government fund all net zero elements on any Band B schemes which are part of the Sustainable Communities for Learning programme. However, no further commitment has been given beyond Band B to fund these elements. The average cost associated with net zero can vary depending on the scale of the school proposed. For a primary school, the current average cost is £500k whereas for a secondary school this increases to £1m.

The Council will need to keep the costs under review and ensure it is prepared to fund new net zero schools beyond Band B subject to any changes to Welsh Government's funding commitment.

ECOLOGY AND OUTDOOR LEARNING

School grounds hold a multitude of wildlife and opportunities for children to learn from the natural world. Through schools' nature projects there are direct benefits to the environment as well as influencing young people's interests and attitudes. Students involved in a practical project gain confidence and a sense of agency. In addition, caring for the environment and outdoor learning improves children's health and well-being.

Those with 'naturalist intelligence' learn best when involved with experiencing, collecting or analysing something in nature or closely related to nature, and therefore learn more through being outside. There are also physical health benefits from contact with nature and natural play, including reducing the effects of childhood obesity, and improving mental health and emotional well-being. For instance, findings suggest improved engagement with learning amongst pupils with attention deficit hyperactivity disorder (ADHD) following contact with nature.

School grounds and local outdoor spaces could also be open to other members of the community and therefore nature projects can provide an important focus for families and local community groups. This can include access to allotment spaces / growing gardens within school grounds. By increasing access to these facilities, the Council can help to reduce food poverty, provide horticulture training and promote community farmers markets.

Developing and managing inspirational spaces in and around the school provides teachers with the opportunity to build life skills such as planning, budgeting, scheduling, negotiation, and project management. It encourages teamwork, inter-generational activity and can also be used to stimulate individual research.

Locally, supporting nature also helps local authorities meet their duties under the 'Environment (Wales) Act 2016', 'The Well-being of Future Generations (Wales) Act 2015' and can be part of their 'Local Biodiversity Action Plan'. This can lead to further support for the school from a variety of staff in the local authority and can also help to reinforce the importance of schools in sustainable local communities.

Investment projects which relate to ecology should not only consider how ecology can be enhanced on the site but how it can be incorporated into the learning environment. The Council has produced a schools nature recovery and education resource pack which aims to help schools identify the current level of nature within their grounds and provide resources to kickstart further nature enhancements. One of the key aims is for nature engagements and enhancements to be better integrated into schools' daily routine, so that projects are not seen as an inconvenience but an important part of the curriculum and pupils' development and management of wellbeing.

These resource packs will be reviewed annually to ensure schools receive the most up to date information relating to ecology and advice on implementing improvements on school sites. The resource packs will be updated to include Nature Calendars which identify citizen science projects that occur throughout the year to maximise the ecological benefit on the school sites. This can include butterfly counts and no mow May which helps to involve staff and pupils in their local environment.

5. FUNDING SOURCES AND REQUIREMENTS

5.1. CAPITAL FUNDING

Council capital funding comes from four main sources:

- Capital receipts
- Reserves
- Borrowing
- Section 106 Financial obligations

All investment opportunities should seek to minimise the need for borrowing. This can be achieved through utilising other available funding sources external to the Council such as Welsh Government grant funding. In addition, land and property within the education estate which is not required should be reviewed and determined via the relevant protocols on whether the land could be sold to provide funding for projects in the Learning & Skills Investment programme.

Capital funding requests will be subject to internal bids which are considered and approved by the Strategic Insight Board and ratified by Cabinet.

WELSH GOVERNMENT GRANT FUNDING

A primary source of funding available to the Council relates to Welsh Government Grants. The main grant schemes used by the Council include:

- Revenue Support Grant

The Council produces Mainstream and Special Schools Funding Formulae for each financial year which sets the budget for schools. This includes funds received from the revenue support grant. The funding formula accounts for several factors which include pupil numbers, age weighted pupil units, floor area allocations, ALN funding, lump sum allocations and catering and breakfast clubs funding. The funding allocated on pupil numbers is to ensure the school has sufficient funds to cover the September intake to support the pupils attending the school. The operational costs for the building including maintenance are covered by the floor area allocations and any relevant lump sum allocations.

- Sustainable Communities for Learning Grant

This grant is a long-term investment programme in schools and colleges in Wales. It aims to improve the quality of school buildings, ensure places are available to serve local pupil demand, reduce surplus capacity, reduce running costs, and promote sustainability. Grant allocation is based upon successful business case approved by Welsh Government's Investment Panel. The current funding envelope to fund the Council's projects within the programme is £148,813,000 of which £101,419,000 will be funded by grant received from Welsh Government.

- ALN Grant

The aim of the grant is to optimise pre-16 learning environments for those with ALN and increase accessibility to promote inclusive practice, support learning and pupil wellbeing. This will support the implementation of the ALN and Education Tribunal Act Wales 2018 and Curriculum for Wales. The Council's allocation for 2022/23 is £910,350. 2022/23 is the first year of grant funding and there is currently no guarantee this funding will continue.

- Community Schools Grant

The grant will be used to ensure more schools are able to operate and develop as Community Focused Schools, which reach out to engage families and work with the wider community to support all pupils and particularly those disadvantaged by poverty. The Council's allocation for 2022/23 is £910,350. 2022/23 is the first year of grant funding and there is currently no guarantee this funding will continue.

- **Welsh Medium Education Grant**
The capital investment is part of the Welsh Government's commitment to reach 1 million Welsh speakers by 2050, by supporting all learners to become Welsh speakers by the time they leave school. The grant aims to increase capacity in Welsh-medium schools, support the early immersion of Welsh language skills by improving transition from childcare to primary, as well as helping learners in English-medium and bilingual schools improve their skills and confidence in Welsh.

SECTION 106 – PLANNING OBLIGATIONS

Section 106 agreements secure financial contributions based on the predicted impacts from developments which come forward within the Vale of Glamorgan. The Council has produced the Planning Obligations SPG which provides clarification of where, what, when and how planning obligations will be sought, in order to assist the Council in creating sustainable communities that provide social, economic, and environmental benefits.

Regarding education contributions, the SPG sets out the following thresholds for developments where financial contributions will be requested from developers:

| Type of Obligation | Residential Development Threshold | Commercial Development Threshold |
|--------------------|-----------------------------------|----------------------------------|
| Education | 10 | - |

Residential developments with a net gain of 10 or more dwellings shall be assessed to determine how many new pupils will be generated by the development. Studio apartments, 1 bed units, or accommodation specifically provided for elderly or student communities are excluded from any calculations. Where the new pupils generated cannot be met by available spare capacity within existing local schools, a planning obligation will be required to enable additional places to be provided. Where schools have 10% or less capacity, financial obligations will be requested. This is to reflect the Welsh Government objective to maintain 10% capacity within schools in Wales.

The Council aims to ensure in instances where new development will require necessary facilities such as a new school, these will be accommodated within the new development. However, there are instances where providing a new school within a development is not appropriate or feasible. Therefore, a financial obligation will be sought to address the likely impact the development would have on the capacity of schools serving the development. It should be noted that planning obligations are open to negotiation, developers can submit viability information to demonstrate that the section 106 requirements are too onerous. The Council will assess viability either in-house or through a chosen independent consultant, such as the District Valuer. Where other professional advice is required, for example highways or ecological advice, other specialist consultants may be involved. All costs associated with these assessments will need to be met by the developer. Developers will be required to highlight any abnormal development costs at the earliest possible stage, in order that their impact on the viability of a scheme may be assessed. Developer profits should not be protected at the expense of required contributions like affordable housing where too much has been paid for a site.

Where a developer demonstrates that it is not viable to deliver all the planning obligations in relation to a development the Council will undertake an assessment on the prioritisation of obligations. This is assessed on a site by site basis having regard to the specifics of the development at that time and in

light of the statutory tests. However, in considering how planning obligations will be prioritised, the Council will consider the specific needs arising from the development. The following categories are identified to help with assessments:

- Essential Infrastructure required to enable the development of the site (LDP Objectives 1, 2, 3, 4 & 8 refer) e.g. Transport infrastructure and services for pedestrians, cyclists, public transport and vehicular traffic; service and utilities infrastructure; ecological mitigation (where a protected species is affected by the development) and flood prevention.
- Necessary infrastructure which includes;
 - Infrastructure required to mitigate the impacts of the proposed development on local services and to provide for the needs generated by the development, where they cannot be met by existing facilities (LDP Objectives 1, 3 & 5 refer) e.g. educational facilities; community facilities; healthcare facilities; public open space and recreational facilities.
 - The delivery of affordable housing to meet local need (LDP Objectives 1 & 7 refer).
 - Infrastructure required to satisfy the Council's aim of delivering high quality developments that bring environmental and other benefits to the Vale of Glamorgan (LDP Objectives 1, 4, 6, 9 & 10 refer) e.g. public art; environmental protection and enhancement; town centre regeneration; pollution management; historic renovation; recycling and waste facilities.

These categorisations are only relevant where the developer has demonstrated that the development cannot deliver all of the Council's planning obligation requirements because of viability constraints. In most circumstances developers will be expected to meet all the requirements.

The education contributions are calculated using the following formula:

Number of dwellings x number of school places per dwelling x cost per pupil for new school place = education financial obligations

The table below sets out the assumptions used within the formula to calculate the cost to deliver education associated facilities and infrastructure:

| School Type | No. of School places per dwelling | Cost per pupil for new school place | Average cost per dwelling |
|----------------------------------|-----------------------------------|-------------------------------------|---------------------------|
| Pre-school | 0.1 | £18,249 | £1,825 |
| Primary School | 0.278 | £18,249 | £5,073 |
| Secondary School (11 – 16 years) | 0.208 | £27,498 | £5,720 |
| Secondary School (Post 16 years) | 0.04 | £29,823 | £1,193 |
| Total per dwelling | | | £13,811 |

The assumptions outlined in the table above are based upon census data of householders in the Vale of Glamorgan and the Department for Children, Schools and Families (DCSF) cost multipliers 2015 including an allowance of 18% fees for design, feasibility, planning and project management. The cost have been indexed linked to 2017 when the Planning Obligations SPG was drafted.

Education contributions must be used on the following:

- Contributions towards improving and extending existing schools.
- Provision of new schools on large development sites which generate significant new pupil numbers or where there is limited opportunity to extend existing schools.
- Contributions to school transport facilities.

The Council must be able to justify the impact a development would have on Education facilities or infrastructure. When considering impacts upon schools and available capacity, the Council will

consider pupil data trends, catchment information and parental preference patterns to try to establish where future residents are most likely to require school places. In particular, each catchment area can vary in terms of the proportional split between English medium, Welsh medium and Denominational education at both primary and secondary level.

The Education Department will continue to liaise with the Local Planning Authority to ensure the education contributions reflect the most up to date assumptions and reflect the impact developments have on education infrastructure.

5.2. REVENUE FUNDING

Welsh Government have promoted a Mutual Investment Model (MIM). The MIM scheme is a new revenue funded model which was launched in September 2020 following the appointment of the strategic partner and the creation of WEPCo. MIM is a Public-Private Partnership arrangement with a strategic partner. Meridiam was appointed as the strategic partner following a 12-month long competitive procurement process.

MIM schemes do not require an initial capital contribution from the Council but would be funded via a revenue cost over the 25yr agreement. The school building would be fully maintained over the 25yr agreement period, and the building would transfer to the Council at the end of the agreement period. MIM does not require an initial capital outlay and the building would be maintained throughout the 25yr agreement period. The Council would have annual revenue costs associated with the MIM which can result in the Council contributing more to a development than it would through a capital scheme. There are also other risks to consider such as the context of the site the scheme relates to which can inflate the costs such as potential flooding issues can inflate the premium associated with the MIM revenue costs. These considerations need to be reviewed carefully before entering into a MIM agreement.

MIM schemes should be pursued where it makes economic sense to do so, there would be a high capital outlay for schemes reliant on borrowing and where the potential school development is located in a low-risk area, for example outside of a flood zone.

5.3. PROCUREMENT

Procurement is an important stage in the investment strategy. It can ensure projects deliver upon the key objectives of the investment strategy through contractual arrangements agreed through the tendering process.

The Council needs to undertake procurement in accordance with the Public Contracts Regulations which require different procurement requirements based upon the EU Thresholds. The current thresholds are as follows:

- Supplies & Services (except subsidised services contracts)
 - Local Authorities: £213,477
- Subsidised services contracts
 - All bodies £213,477
- Works (including subsidised works contracts)
 - All bodies £5,336,937
- Light Touch Regime for Services
 - All bodies £663,540
- Small lots
 - Supplies and services: £70,778
 - Works: £884,720

Where thresholds are met public procurement opportunities are subject to the full suite of regulations governing public contracts requiring a full tendering process.

In addition to these regulations, the Council has produced its own local policy on procurement practices referred to as the Procurement Code of Practice. This policy document sets out a series of additional thresholds which are as follows:

| Value | Procurement Route |
|--------------------|--------------------------------------------------------------------------------|
| Up to £15k | Invite quote and prove best value |
| £15,001 to £74,999 | Invite a minimum of 3 quotes |
| £75,000+ | Invite a minimum of 3 tenders and consider advertising using Sell2Wales portal |
| EU Thresholds | Mandatory advert and process with set timescales |

In instances where tenders are required for education works, Sell2Wales portal should be used to advertise the proposed works. This will help to ensure economic benefits arising from the proposed works remains within Wales and the local area.

However, on larger projects for new builds, extensions and refurbishments which are £250k or more the South East & Mid Wales Collaborative Construction Framework (SEWSCAP) should be used to tender for the project. The framework is an agreement between the South East and Mid Wales contracting authorities (including the Vale of Glamorgan) and various economic operators (contractors), the purpose of which is to establish the terms governing contracts to be awarded during a given period, in particular with regard to price and, where appropriate, the quantity envisaged. SEWSCAP provides an efficient and effective route to market for public bodies and is committed to socially responsible procurement. Both contractors and buyers are expected to deliver social, economic, environmental, and cultural wellbeing through:

- community benefits
- ethical employment
- supporting SMEs
- boosting the local economy

The SEWSCAP3 framework commenced on 3rd June 2019 and expires on 2nd June 2024.

In terms of the Council's tendering process for projects, tenders must aim to ensure that the most suitable supplier is selected to undertake the works contract. Following the principle of best value rather than lowest price, the Council will award contracts on the basis of the most economically advantageous offer assessed against the relevant criteria for quality and financial elements. The weighting for each criterion is as follows:

- Quality = 70%
- Financial = 30%

To aid in the assessment of the criteria above they have been split into sub-categories as follows:

| Quality – 70% weighted | |
|---------------------------------------------|------------------|
| Sub - Criteria | Aspect weighting |
| Delivery Experience & Resource | 20% |
| Site Logistics & Management | 10% |
| Design and Cost Development | 20% |
| Community Benefits | 25% |
| Sustainability | 25% |
| Financial – 30% Weighted | |
| Cost of project – including where relevant: | 100% |

| | |
|--------------------------------------------------------------------------------------------------------------------------|--|
| Pre-construction contract (PSC) Construction contract Design Services for Construction Stage Fixed contract fee | |
|--------------------------------------------------------------------------------------------------------------------------|--|

In relation to the Quality sub-criteria, these are intended to assess the competence of the tendering organisations to achieve the required project outcome and are used to rate the tenders received. To assess tenders on quality the following questions should be used:

Delivery Experience & Resource

- How will the project be delivered, in respect of the delivery team, resource and supply chain?

Site Logistics and Management

- How will the site logistics and site constraints on the site be managed?

Design & Cost Development

- Describe how the cost plan will be developed, including active stakeholder engagement (including presenting costed designs at the relevant stages), showing key cost plan dates, market testing targets and timeframes, percentage of cost certainty being achieved as the PSC is progressed and at what point a cost not to exceed figure would be provided. Any potential cost savings to the tender proposal should be included.

Community Benefits

- How will sustainable employment opportunities for the long-term unemployed / NEETs be provided?
- How will the contractor work with the local supply chain to upskill SMEs?
- How will the contractor engage school stakeholders in the construction progress and STEM?
- How will the contractor work collaboratively with other contractors, Council departments, and community stakeholders?
- Who within your organisation has responsibility for the delivery of community benefits programme?

Sustainability

- How will the contractor empower schools and the wider community to take ownership of habitat and landscape areas?
- How will the contractor engage employees, sub-contractors, and suppliers to ensure successful delivery of your proposed ecological protection and enhancement measures?
- How will the contractor effectively help the project achieve net zero carbon?
- How will the contractor minimise your carbon footprint on site and throughout your supply chain?
- Who within the contractor’s organisation has responsibility for the delivery of sustainability?

Regarding both Community Benefits and Sustainability criteria, the Council has produced separate requirement documents for both elements to ensure contractors can respond to tenders appropriately and meet the objectives of the Council and Welsh Government. These will be monitored and reviewed to ensure they reflect the most up to date information.

5.4. SUSTAINABLE COMMUNITIES FOR LEARNING PROGRAMME

The primary investment programme for education in the Vale of Glamorgan is the Sustainable Communities for Learning Programme. Further details on the scope of the programme and its requirements are detailed below:

The Sustainable Communities for Learning programme is a unique collaboration between Welsh Government, the Welsh Local Government Association (WLGA), local authorities, colleges and diocesan authorities. The programme represents a long-term commitment to the strategic investment in educational estate throughout Wales. The programme aims to provide:

- Fit for purpose sites, enabling access for all and allowing teachers to focus on maximising educational outcomes. Improved learning spaces, which would include ICT facilities, specialist classrooms, and outdoor learning facilities.
- More opportunities for learning by the creation and expansion of schools, supporting a growing Vale population. Supporting a bilingual Wales, with investment going into both Welsh and English medium educational facilities.
- New schools designed to meet BREEAM Excellent standard, which includes delivering energy efficient buildings, enhancing habitats for wildlife, and reducing the carbon cost of construction.
- Direct income opportunities for schools through hiring out facilities to the community. Lower maintenance costs from new and refurbished buildings.
- Pupils and the wider community with access high quality green spaces, recreational and performance facilities, and meeting rooms.
- Opportunities for children and community groups to learn about construction, with work placements for new entrants and in-kind donations to the voluntary sector as part of the community benefits requirements placed upon contractors.
- a programme which utilises local supply chains and supports small businesses where possible.

The current programme is within its second tranche of funding known as Band B. This includes the following projects:

- Whitmore High School – Type: English medium comprehensive; Capacity: 1,100 pupils; Investment: £30m; Stage: Completed.
- Pencoedre High School – Type: English medium comprehensive; Capacity: 1,250 pupils; Investment: £33.9m; Stage: Completed.
- Centre for Learning and Wellbeing – Type: Additional Learning Needs School (KS3 and KS4); Capacity: 60 pupils; Investment: £7.97m; Stage: Under construction.
- Ysgol Gymraeg Bro Morgannwg – Type: Welsh medium comprehensive; Capacity: 1,660 pupils; Investment: £21.46m; Stage: Completed.
- Barry Waterfront School – Type: Welsh medium primary; Capacity: 420 pupils; Investment: £8.46m; Stage: Under construction.
- South Point Primary School – Type: English medium primary; Capacity: 210 pupils; Investment: £5.43m; Stage: Completed.
- Cowbridge Primary Provision – Type: English medium primary; Capacity: 210 pupils; Investment: £7.32m; Stage: Under construction.
- St David's Primary School – Type: English medium denominational primary; Capacity: 210 pupils; Investment: £4.79m; Stage: Completed.

- St Nicholas – Type: English medium denominational primary; Capacity: 126 pupils; Investment: £7.13m; Stage: Not started.
- Ysgol Y Deri – Type: Additional Learning Needs expansion to Ysgol y Deri; Capacity: 150 pupils; Investment: £21.9m; Stage: Not started.
- Primary Provision in Penarth – Type: Welsh Medium; Capacity: 210 pupils; Investment: TBC; Stage: Not started.

Welsh Government have not yet released additional information on the next tranche of funding following the end of Band B. However, there is a commitment from Welsh Government to continue the programme.

In the interim the Council has now achieved 70% of projects approved at Full Business Case and can request additional projects to be added to the Band B programme up to the year 2024 and must ensure all projects in Band B are completed by 2026.

Capital bids for any new projects will be submitted for consideration as part of the budget setting process for 2023/24. The Council is currently working to balance the revenue budget for 2023/24. The level of acceptable borrowing will be dependent on the resources that are available within the revenue budget which will not be known until January. No further unsupported borrowing will be added to the Capital Programme until this time and consideration will need to be made with regard to the revenue costs associated with any proposed borrowing. A decision on inclusion in the Capital Programme will be made in February when the Final Budget proposals are taken to Cabinet. This reflects the pressure the Council financial resources are under careful consideration will need to be given to projects where substantial borrowing will be required to support schemes. Capital bids to expand the Band B programme will be reviewed during the next coming months, both in terms of their details and amounts.

REQUIREMENTS

COMMUNITY BENEFITS

The Vale of Glamorgan requires the Contractor to deliver tangible and measurable community benefits linked with particular focus on the Welsh Government primary policy objectives:

- TR&T – e.g., training and recruitment of the economically inactive, graduate placements, and providing 'hands on' training weeks for apprentices.
- Supply chain initiatives - e.g., promotion of open and accessible supply chains that provide opportunities for SMEs to bid for work and promoting engagement with social enterprises.
- Educational initiatives - e.g., contribution to education through engagement with school and further education curriculums.
- Environmental initiatives - e.g., opportunities to minimise the environmental impact of the project and to promote environmental benefits; and
- Community initiatives - e.g., support for community programmes tackling poverty and leaving a lasting legacy within the community, and engaging with the third sector

Projects that are delivered for the Vale of Glamorgan will include a set of core and non-core community benefits. All projects will be encouraged to think innovatively and look at other target areas that could be included in individual projects.

Where community benefits have been identified as a core part of the requirement (the subject-matter of the contract) they will be included in the award criteria. Tenderers who provide more than the

baselines will gain from this in the evaluation model. Community benefits will score 20% of the overall quality assessment mark.

Failure to meet the core benefits target could result in compensation events being issued. The amount to be levied would be project specific and defined in the contract. The values for consequences of non-delivery of community benefits will be assessed on completion of the project and indexed to RPI.

The non-core approach formed the basis of the Value Wales pilot undertaken in 2006 and continues to be used as a method of delivering community benefits. The non-core requirements may be included as contract conditions but will not be assessed either at selection or award stage.

The contractor shall achieve the minimum requirements as set by the Vale of Glamorgan Council (Appendix 1 refers). These have built upon the Welsh Government baseline requirements as outlined for the programme and have endeavoured to maximise the social value created by education projects in the Vale of Glamorgan.

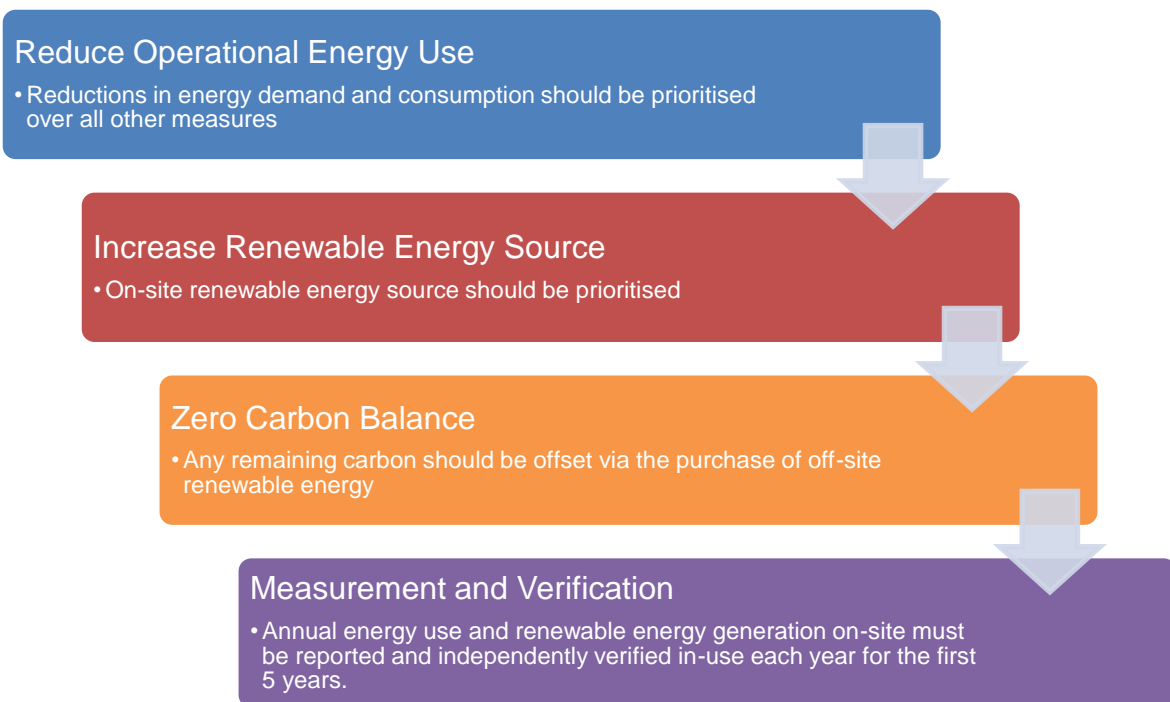
Community benefits information is monitored on a monthly and annual basis, with quarterly returns to Welsh Government. It is expected that a minimum of 10% of the targets will be delivered during the Professional Services Contract stage prior to construction.

The Council is keen to ensure a collaborative approach is taken across all its projects. It has set up a steering group and monthly meetings to help facilitate this and has developed a standardized approach to work experience which is shared across the programme. Therefore, it is expected that the contractor will contribute to the following collaborative actions:

- Monthly meetings with all the contractor community engagement officers.
- Hold joint supply chain and other events.
- Implement a standard work experience programme.
- Complete standard monthly returns; and
- Attend quarterly steering group meetings with wider partners

DECARBONISATION

Projects shall demonstrate Net Zero Carbon – Operational Energy as defined within the [UKGBC framework](#). The steps to achieving Net Zero Carbon – Operational Energy are outlined below:



As stated in [LETI Climate Emergency Design Guide \(CEDG\)](#), **A net zero carbon building is first and foremost an energy efficient building.**

Low energy consumption is a defining characteristic of a Net Zero Carbon – Operational Energy building. For energy consumption the metric of Energy Use Intensity (EUI) is used, measured in kWh/m².year.

As per the UKGBC framework the design approach should begin by reducing the buildings need for energy. The energy demand of the building should be reduced through a fabric first approach and the use of low carbon heating before the introduction of renewables to achieve Net Zero Carbon – Operational Energy.

The use of complex building services systems should be avoided. Systems which are simple to understand and operate are preferred to ensure the building users can operate the systems effectively in use.

Key Metrics

LETI detail key performance indicators for different building types to meet whole life carbon. These have been adopted by the Vale of Glamorgan Council and developed to produce a series of metrics and boundaries for new build schools to meet in order to achieve Net Zero Carbon – Operational Energy. Refer to metrics in the table below.

These metrics will evolve as the construction industry develops to meet the skills required for net zero buildings and technology matures. They are intended to create a cost-effective approach for achieving Net Zero Carbon - Operational Energy giving flexibility to the designer based on project requirements or constraints.

The new build elements of the buildings are to achieve an EPC A rating and a Display Energy Certificate of B in the first two 12-month periods following completion and take over by the Vale of Glamorgan council.

Passive Design

Careful consideration is to be given to the building design and orientation with regard to brise soleil, solar shading and the potential for overheating. Design is to be in accordance with CIBSE guidelines for teaching and learning spaces with regard maximum and minimum temperatures. However, a maximum teaching space temperature of 28 degrees Celsius is not to be exceeded in any teaching or education space. It is envisaged the building will generally be naturally ventilated by openable windows.

Mechanical extract ventilation will be required within toilets and MVHR will also be required within specified areas in order to satisfy the requirements of Part F of the Building Regulations and Building Bulletin 101. The contractor should however ensure that the proposals put forward satisfy these requirements.

Additional measures shall be taken where ventilation is inadequate or where overheating may occur or as part of measures to achieve net zero carbon in operation.

Renewables and Low Carbon Technology

For new build projects the use of renewable energy sources shall be restricted to on-site.

Maximise renewables via on site renewables. As a guide at least 70% of the roof area to be covered with photovoltaics. Where there is insufficient roof space to locate photovoltaic panels the use of remote photovoltaic arrays to be considered such as on canopies over covered play areas.

The generation from photovoltaic panels to be based on the reduced output after 10 years operation. In addition, renewables to be provided to cover 110% of the net operational energy use. These measures will ensure the building remains Net Zero Carbon – Operational Energy in the future.

Battery storage to be provided, sized to suit the renewables and demand of the school.

Heating and hot water generation is to be fossil fuel free. Preference is for low carbon heating via either Air Source Heat Pumps (ASHPs) or Ground Source Heat Pumps (GSHPs). This may work in conjunction with underfloor heating in primary schools.

Demand Response

Peak reduction

Reduce heating and hot water peak energy demand e.g., through the use of buffer vessels.

Energy efficiency water fittings to be used. Such as 'Green' Euro Water Label fittings. Fittings to be suitable for project requirements.

If radiators are being used careful consideration must be given to appropriate sizing and design to accommodate the lower temperatures of a heat pump compared with conventional gas boilers, e.g., double panel double convactor radiator. Radiators to be fitted with thermostatic radiator valves (eTRVs with room thermostats).

Active demand response measures

All occupied areas to have temperature and carbon dioxide sensors linked to the BMS and set point control for heating and cooling (where applicable) via the BMS.

Testing and Energy Monitoring

CO₂ (Carbon Dioxide) and Room Temperature Sensor required for each teaching space, the sensor is to be operated on a traffic light system. The CO₂ range required for the sensor is a minimum of 0-5000ppm, the temperature range required for the device is a minimum of 0-50°. Sensor device to have a clear readable screen with user friendly data easily accessible. The air permeability testing shall be carried out by an ATTMA (Air Tightness Testing and Measurement Association) member.

The contractor shall give at least 4 weeks notice of the proposed test date and shall provide all relevant drawings and calculations against which the test will be evaluated together with calibration certificates of all the testing equipment to be used.

In order to ensure the Net Zero Carbon – Operational Energy measures are effective; it is important to monitor energy during operation. This will be done via Cardiff University's k2n platform.

The platform is designed to combine estate asset details with operational data, from monthly down to 15-minute detail, to enable clarity about where action should be taken to improve utility use and internal conditions. Refer to separate **k2n guidance document for specifications**. Energy systems to be monitored by the contractor in collaboration with k2n and the Council over the first five years of operation. The information will be subject to a third-party audit in line with UKGBC requirements.

The contractor is responsible for the accuracy of the data sent to K2n. K2n will endeavour to estimate/correct missing or incorrect data but cannot guarantee its accuracy or completeness.

The overall process is detailed below:

- The Contractor provides K²n with the School name and anticipated handover date.
- The Contractor and/or Subcontractor provides the School Building Asset Data requested by K²n, along with a Purchase Order, for K²n to start describing the school.
- K²n will produce the asset descriptions for the school from this data and enter this to the K²n platform ready for receiving operational data.
- The PO is payable for the full amount prior to the first iSERV report being sent out.
- The Contractor or Subcontractor starts to send the school's required sensor and meter data to K²n on a daily basis as soon as this data is available. Any data sent before the handover date will allow us to comment on its accuracy and does not count towards the 15 months reports covered in our costs.
- To maximise benefits to contractors and the school, contractors should endeavour to provide operational data from the date of handover of the school. This allows K²n to provide feedback on the data quality and any errors/omissions while final checks are still taking place.
- If there is a delay in providing the operational data, then any historic data counts towards the 15 monthly reports to be provided. The 15 monthly reports generated will include any historic months, to ensure a set of monthly reports are available for a whole year.
- The K²n platform can be used to produce reports after the first 15-month period on a further upfront payment if needed.

Embodied Carbon and Materials

At a minimum, the building embodied carbon should be less than <600KgCO₂/m². The embodied carbon of materials should include whole life, i.e., extraction, production, transport, construction, maintenance, and end of life disposal / recycling.

Low carbon material options (e.g., timber frame, cellulose insulation, concrete with high recycled content) are to be investigated and evidence shown to employer. If the lowest carbon option materials are not achievable, please provide an explanation of why.

All thermal insulating materials are to avoid the use of ozone depleting and global warming substances in either manufacture or composition and where possible end of life, if this is not achievable, please provide an explanation of why.

All timber and composite timber products used in structural and non-structural elements are to be obtained from sustainable managed sources (FSC certified).

All temporary timber used on site during construction is to be obtained from a sustainable managed source and is to be re-used or recycled where possible.

General material packaging and waste material is to be minimised with consideration given to the re-use of recycled material and waste being utilised within the final scheme. Local material sourcing is to be considered and incentivized with a.% of proven local material to be refunded back to the main contractor with particular consideration being given to key subcontract packages such as Welsh Steel and material suppliers together with local subcontract employment.

ECOLOGY AND BIODIVERSITY

The Vale of Glamorgan will ensure that the ecosystem objectives set are realistic and achievable taking cognisance of the scope and scale of the individual projects.

The follow habitat areas should be created, or existing habitats enhanced dependent upon site conditions and restraints:

- Wet areas
- Meadow and grassed areas
- Woodland and Hedgerow
- “Wild” areas and nature features
- “Garden” areas

Habitat areas should be designed with local species prioritised. There should be a diverse range of high-quality habitat areas with high connectivity to habitats within and surrounding the site. The use of local provenance species should be prioritised based upon the context of the development site with local species being planted that provide the highest amount of diversity. For example, the number of insects and birds it can support. Pupils should be involved in the design and creation of habitat areas wherever possible.

Existing Habitat Areas

- Minimal disruption to the existing habitats from construction works (see arboriculture and preliminary ecology reports for protection recommendations).
- Any changes to ‘wet areas’ (i.e., ponds, watercourses etc), to refer to Sustainable Urban Drainage Systems (SuDS) guidance and in consultation with employer and an ecologist. Best practice guidance should also be reviewed including the RSPB SuDS guidance.
- Any changes to grass or meadow habitats in consultation with employer and an ecologist.
- All existing trees and hedgerow within the site boundary to remain. If this is not possible then the contractor must justify why. If possible, all trees that may require removal to be relocated at another location on the site.
- Replace any tree at 1:2 with suitable species for site. The branches and small timber from any removed trees should be considered for reuse within the site to create habitat piles or hibernacula.

- All trees being retained within close proximity to the construction works are to be protected by barriers & ground protection to a construction exclusion zone in accordance with the recommendations of BS8545:2014 'Trees in relation to construction'. The construction exclusion zone is the extent to which protection is to be provided and is based on the root protection area deemed to be a circle of radius 12 times the stem/trunk diameter.

New and Enhanced Habitat Areas

Wet Areas:

Habitats include ponds, raingardens and bioretention basins. Developments should aim to include at least one SuDS feature with permanent water, with a minimum depth of 500mm to support wider species such as newts, frogs and / or fish. Ideally, pond complexes or multiple pools should be created including both permanent and seasonal ponds of varying areas and depths, rather than a single waterbody. Pond design should include broad, undulating drawdown zones, most slopes shallow (less than 1:5), and underwater bars and shoals to benefit aquatic plants.

Ensure that the pond excavation area and routes onto the site do not damage valuable, threatened or protected habitats or species. However, avoid tidying up the excavation area too much. The rough surfaces left by toothed excavation buckets, low heaps of dumped or spilled soil, scuffed turfs and wheel ruts all add to the micro-scale structural diversity of a site for plants and invertebrate animals.

Topsoil should not be used either in the pond, on its edges, on the upper banks or anywhere where surface water could wash nutrients into the pond.

A rain garden typically comprises the following:

- Freeboard - aim for a depth of 200-300mm
- Topsoil - A ratio of approximately 50% sand, 30% topsoil and 20% compost will be suitable for most plants, although not all plants cope well in sandy soil conditions. A minimum depth of 300mm of topsoil is recommended for shrubs and herbaceous plants. A shallower depth of 200mm can be considered for rain gardens that will be turfed or seeded with wildflowers. A layer of mulch should be added to planted rain gardens to help suppress weeds and reduce competition for water and nutrients whilst the planting becomes established.
- Sub-base – aim for a depth of 100-500mm. In the instance where the sub-soil is free draining, or the catchment area is small it may be considered appropriate to eliminate the sub-base layer entirely.

The SuDS Manual guidance on bioretention systems suggests a half-drain time of 48 hours. Slopes of more than about 12% or 1:8 are difficult to work with and may require retaining structures. Where downpipe feeds water directly into a rain garden, stones or gravel should be used to dissipate the energy of the water and prevent heavy flows from washing away soil. Alternatively, a pipe can be used to direct water to the rain garden.

Meadow and Grassed Areas:

- Areas to be grassed with turf include areas affected by the construction works. Areas to be turfed are to be provided with a minimum 150mm depth of approved imported topsoil finished level with adjacent areas. Topsoil to be in accordance with BS3882 general purpose grade and approved by the Project Manager prior to spreading. Topsoil to be graded to achieve smooth flowing contours with no minor hollows and ridges.
- The surface of areas to receive turves are to be lightly and uniformly firmed and contoured to true running levels. Rake areas to a fine tilth 25mm in depth and all stones above 25mm in any dimension removed.

- For wildflower meadows, over 50% of the area and ideally 75-90% should be bare ground. Mix the seed with some sand as this makes it easier to spread. Walk lightly over the area to push the seeds onto the soil. Wildflower seeds to be planted September to October.

Woodland and Hedgerow:

- Trees and shrubs to be container grown and obtained from suppliers listed in the Horticultural Trades Association Nursery Certification Scheme. New trees and shrubs to be true to name and of British provenance and labelled in accordance with BS3936.
- Trees and shrubs to be materially undamaged, sturdy, healthy, vigorous, of good shape and without elongated shoots, grown in a suitable environment and hardened off, free from pests, disease discolouration, weeds and physiological disorders, and have balanced root and branch systems, root system and condition.
- Trees and shrubs to be protected from frost and handled with care – avoid mechanical damage and ensure plants are not subjected to shock e.g., by dropping from vehicle.
- Trees to be planted in 1200mm diameter x 750mm deep excavated tree pits, bottom of which is to be broken up to a depth of 150mm, sides scarified and backfilled with a proprietary tree planting compost. Tree to be staked and secured with at least two rubber ties and labelled in accordance with BS3936.
- Shrub to be planted 450mm deep filled with approved imported topsoil to BS3882 general purpose grade. Compost evenly at a rate of 1cu.m of material per 25sq.m immediately before cultivation. Peat or products containing peat are not to be used.
- Break up any compacted topsoil and cultivate top 300mm of all planting beds to loosen, aerate and break up the soil into particles of 2-8mm, remove weeds manually, perennial weed roots and undesirable material brought to the surface including stones, large clods, roots, tufts of grass & foreign matter and leave surface regular & even.
- Water plants immediately after planting and lightly firm soil around base of plants.
- Apply Ornamental Bark Mulch by Melcourt Industries of 5-30mm particles at 1cu.m of material per 20sq.m.
- Trees and shrubs to be planted from late October to late March.

“Wild” Areas and Nature Features:

If suitable, an area of the site to be cornered off to allow natural regeneration. A “wild area” sign to be included.

Hibernacula and log shelters:

- At a minimum, create one hibernaculum and two log shelters.
- The branches and small timber from any removed trees should be considered for reuse within the site to create habitat piles or hibernacula.
- Logs can be scattered, neatly stacked, or half-buried. Drilled holes in wide stumps create additional opportunities for wildlife.
- A hibernaculum should be 50cm deep by 1.5 meters across. Fill the hole with logs, branches, bricks rocks, and drainpipes (leave half-buried to use as entrance holes). Cover with soil until mound is about 0.5 meters high. Mound can be planted with seeds or long grasses.

Bee bank:

At a minimum, create a ‘bee bank’ for mining bees by leaving a mound of bare soil for them to burrow into. Locate in sandy soil in a warm spot and install a small barrier to avoid trampling.

Bug hotels:

At a minimum, create three small bug hotels around the site. Ensure they are secure and well positioned (avoid where they will receive too much direct sunlight), avoid plastic tubing and glues, and provide an adequate roof covering to reduce mould build up.

It is important to include smaller bug hotels spaced around the site rather than one large hotel to avoid unnaturally high aggregations of nesting bees. Each bug hotel should focus on different sized entrance holes to provide suitable nesting sites for a wide range of solitary bee and wasp species.

Hedgehog homes:

At a minimum, two hedgehog homes are to be installed in shady spots around the site. Refer to ecology report for further recommendations. All fencing to require hedgehog gaps at appropriate intervals in consultation with an ecologist.

Bird boxes:

At a minimum, two bird boxes are to be installed within external walls in consultation with an ecologist. For secondary schools, swift boxes should be installed above 5m from the ground. A further three to five boxes to be installed around the site (e.g., attached to trees). Refer to ecology report for further recommendations.

Bat boxes:

At a minimum, two bat boxes are to be installed within external walls in consultation with an ecologist. A further three to five boxes to be installed around the site (e.g., attached to trees). Refer to ecology report for further recommendations.

Compost heap:

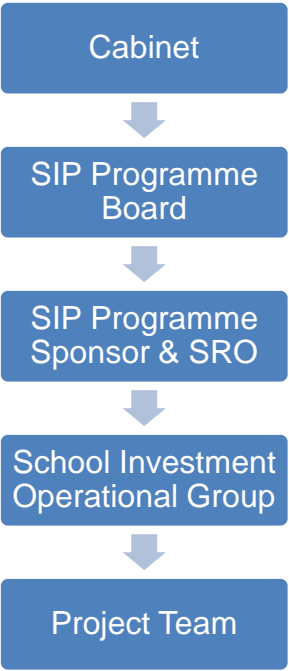
At a minimum, one compost bin or heaped area (e.g., pallet fenced) and a 'Hot-bin' composter to process food waste should be installed in a shady area of the site.

"Garden" Areas:

In addition to the above habitat areas for nature engagements, an outdoor environment area for such activities as gardening and wellbeing management should be provided. This area should be well drained, have a sunny aspect, good topsoil and be easily accessible to maintenance machinery and wheelchairs / prams. The garden area could also take the form of a mini orchard. Part of the garden area to include "sensory" plants for wellbeing. As a minimum development should include two raised beds to be used for food production.

DECISION STRUCTURE

To ensure projects included within the programme meet the relevant objectives, Council has established a dedicated Programme Board (the School Investment Programme Board) who meet monthly and oversee the progress of the development programme and its various projects. The Board receives updates from a School Investment Operational Group. Regular updates are provided to the Council's Cabinet and Learning & Culture Scrutiny Meeting to ensure decision makers are well informed. The Council's decision structure for projects within the programme is outlined below:



6. APPENDICES

6.1. APPENDIX 1 – MINIMUM COMMUNITY BENEFIT REQUIREMENTS

| Core / non-core | Target area | NTs for Wales | Metric | Example | Minimum Benchmark Value | Validation Requirement (audit) | Reporting Timescales | Consequence of non-delivery |
|-----------------|----------------------------------------------------------------------|-----------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------|----------------------------------------------------------------------------|----------------------|---------------------------------------------|
| Core | New Entrant Jobs created (NEET/LT Unemployed) | 1-4, 11, 25-26, 40, 50-54, 61, 71 | Number of person weeks | As definition of person and weeks | 80/£m | Notification of vacancy and confirmation letter/ statement from employer | Monthly | £13.95 x 37 hours = £516.22 per week |
| Core | New Entrant Jobs created (NEET/LT Unemployed) | 1-4, 11, 25-26, 40, 50-54, 61, 71 | Number of FTE persons (based on 80 weeks provision) | Relating to the number of weeks for individuals who have been employed i.e.1 person employed for 80 weeks. | 1/£m | Notification of vacancy and confirmation letter/ statement from employer | Monthly | |
| Core | New Entrant Training (graduates , work placement , pupil placement) | 7-10, 12, 40, 47-48, 57-58a, 70 | Number of person weeks of training provided (included in the overall person weeks) | Welsh graduate engineer sponsored; Welsh year out student; Work experience | 30/£m | Written confirmation from the learning provider/ employer of participation | Monthly | £10.32 x 37 hours = £381.84 per week |

| | | | | | | | | |
|----------|---------------------------|-----------------------------------|--------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------|---------|--------------------------------------------|
| Core | New Entrant Apprentices | 7-10, 12, 40, 47-48, 57-58a, 70 | Number of apprentices (included in the overall person weeks) | Relating the number of weeks for individuals who have been employed; Promote shared apprentice schemes. | 1/£m | Written confirmation of the individual apprentice from employer | Monthly | £6.64 x 37 hours = £245.68 per week |
| Core | School Engagements (STEM) | 6, 41, 55, 59, 73, 75, 80-82 | Number of pupil interactions | School assemblies or individual lessons. E.g. Assembly with 70 children = 70 interventions. Maths lesson with 30 children = 30 interventions. | 150/£m | Confirmation from the participating organisation of engagement activity | Monthly | |
| Core | School Engagements (STEM) | 6, 41, 55, 59, 73, 75, 80-82 | Number of hours donated | Wider team involvement - interviews, careers fairs. | 10/£m | Confirmation from the participating organisation of engagement activity | Monthly | £48.00 per hour |
| Non-core | Labour Force | 1-4, 11, 25-26, 40, 50-54, 61, 71 | Percent of workforce from postcode | Use postcode of the project and measure visits, e.g. CF | 30%/project | Sample of workforce location | Monthly | |
| Non-core | Labour Force | 1-4, 11, 25-26, 40, 50-54, 61, 71 | Percent of workforce from Wales | Use postcode of the project and measure visits, e.g. CF | 60%/project | Sample of workforce location | Monthly | |
| Non-core | WG measurement Tool | 72 | Complete WG measurement Tool | Complete on completion of the project and annually if contract more than 12 months in duration. | 1/project | Evidence of measurement tool sent to WG | Annual | |

| | | | | | | | | |
|----------|--------------------------|----------------------------------------------------------|------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------------|-----------|--|
| Non-core | Supply chain initiatives | 1-2, 14-15, 18, 25-26, 29-30, 50-54, 66-69, 76, 82 | Percent spend in Wales | Value of contract e.g. CBME electrical contractor Cardiff postcode £100,000 contract value expressed as percentage. | %/project | Evidence of contracts | Monthly | |
| Non-core | Supply chain initiatives | 17-18, 21, 32, 37, 46, | Number and type of materials produced in Wales | E.g. Welsh steel, Welsh slate | No./project | Evidence of materials origin | Quarterly | |
| Non-core | Supply chain initiatives | 14-15, 18, 32 | Financial value of materials | £ per tonne (Steel), £ per metre squared (slate) etc. | £/project | Evidence of materials origin | Quarterly | |
| Non-core | Supply chain initiatives | 17-18, 21, 32 | Volume of materials (tonnes) | Tonnage (Steel), number of metres squared (slate), etc. | T/project | Evidence of materials origin | Quarterly | |
| Non-core | Supply chain initiatives | 1b-1c, 3-5, 7-18, 25-26, 35-38, 42-46, 62-64, 68, 70, 72 | Percent Welsh subcontractors | Total number of contractors used with welsh postcode expressed as percentage | %/project | Sub-contractor monitoring spreadsheet | Monthly | |

| | | | | | | | | |
|----------|--------------------------|--------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------|-------------------------------------------------------------------------|---------|--|
| Non-core | Supply chain initiatives | 13, 17, 33-34, 38, 41, 47-48, 60, 64, 70, 72, 80 | Number of supply chain engagements | E.g. Meet the buyer event, tender upskilling workshops for SMEs | 2/project | Confirmation from the participating organisation of engagement activity | Monthly | |
| Non-core | Supply chain initiatives | 13, 17, 33-34, 38, 41, 47-48, 60, 64, 70, 72, 80 | Number of hours of SME engagements, supporting and mentoring business start-ups | E.g. SME focus groups, tender upskilling workshops for SMEs | No./project | Confirmation from the participating organisation of engagement activity | Monthly | |
| Non-core | Supply chain initiatives | 14-15 | Number of Sell2Wales subcontractor advertisements | Advise opportunity for subcontractors through Sell2Wales | 3/project | Evidence of advertisement | Monthly | |
| Non-core | Fair payment | 16 | Payment within 21 days by client | PBA operated for all tiers | %/project | Audit percentage of payments | Monthly | |
| Non-core | Fair payment | 16 | Payment to subcontractors within 28 days | PBA operated for all tiers | %/project | Audit percentage of payments | Monthly | |
| Non-core | Environmental | 17-19, 21-24, 31-32, 34-35, 37, 82 | Percent waste diverted from landfill | Waste diverted from landfill and alternative use (e.g. energy recovery, recycled) | 85%/project | Waste transfer advice note | Monthly | |

| | | | | | | | | |
|----------|---------------|-----------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|--------------|-------------------------------------------------------------------------|---------|---------------------|
| Non-core | Environmental | 17-19, 21-24, 31-32, 34-35, 37, 42-46, 82 | Amount of waste produced | Minimise waste creation | <10/£m | Waste transfer advice note | Monthly | |
| Non-core | Environmental | 9, 22, 28-30, 33-34, 41, 59, 66-67, 73-78, 82 | Number of interactions increasing biodiversity and awareness | Work with the school and local community to increase the biodiversity in the local area, e.g. site survey, information boards | No. /project | Confirmation from the participating organisation of engagement activity | Monthly | |
| Core | Community | 28-30, 33-34, 41, 66-69, 73-78, 80-82 | Number of community events and donations per project | E.g. Donations of food hampers, top soil, community event, litter pick | No./project | Confirmation from the participating organisation of engagement activity | Monthly | £1,000 per event |
| Non-core | Community | 28-30, 41, 66-69, 73-78, 80-82 | Number of community projects per project | E.g. Work with local environmental group to build garden | 1/project | Confirmation from the participating organisation of project completion | Annual | |
| Core | Community | 76, 80-82 | Number of community newsletters per project | Letter sent out to local residents | 2/project | Confirmation of letter sent | Monthly | £500 per newsletter |

6.2. APPENDIX 2 – NATIONAL TOMS WALES

| WBFG Act Goals | NT Outcome | NT ref | Measure |
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| A Prosperous Wales | More people in employment | 1 | No. of local direct employees (FTE) hired or retained (for re-tendered contracts) on contract for one year or the whole duration of the contract |
| | | 1a | No. of local direct employees (FTE) which are TUPE transfers retained on contract for one year or the whole duration of the contract |
| | | 1b | No. of residents (FTE) from the listed sub-localities employed directly or through the supply chain as a result of your procurement requirements on the contract for one year or the whole duration of the contract |
| | | 1c | No. of local people (FTE) on contract for one year or the whole duration of the contract, whichever is shorter, employed through the supply chain as a result of your procurement requirements |
| | | 2 | Percent of local direct employees (FTE) hired or retained (for re-tendered contracts) on contract for one year or the whole duration of the contract |
| | Fair work | 3 | Average level of satisfaction with working conditions with direct and supply chain employees hired or retained (for re-tendered contracts) on contract - based on representative and best practice employee satisfaction survey |
| | | 4 | The Fair Work Wales Standard and related "good" and "fair" employment practices are implemented and facilitated on contract |
| | | 5 | Union recognition agreements (or equivalent worker representation) and collective bargaining are present and encouraged in the supply chain |
| | Improved skills for people | 6 | No. of staff hours spent on local school and college visits e.g. delivering careers talks, curriculum support, literacy support, safety talks (including preparation time) e.g. on STEM, social care and social sciences |
| | | 7 | No. of weeks of training opportunities on the contract (BTEC, City & Guilds, NVQ, HNC, RQF) that have either been completed during the year, or that will be supported by the organisation until completion in the following years - Level 2,3, or 4+ |

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| | | 8 | No. of weeks of apprenticeships on the contract that have either been completed during the year, or that will be supported by the organisation until completion in the following years - Level 2,3, or 4+ |
| | | 9 | No. of weeks of staff upskilling (FTE) delivered on contract as part of training opportunities and comprehensive upskilling programmes – only applies to training opportunities on the contract (BTEC, City & Guilds, NVQ, HNC, RQF) that have either been completed during the year, or that will be supported by the organisation until completion in the following years - Level 2,3, or 4+ |
| | | 10 | No. of weeks of staff upskilling (FTE) delivered on contract as part of apprenticeships and comprehensive upskilling programmes - Only applies for apprenticeships on the contract that have either been completed during the year, or that will be supported by the organisation until completion in the following years - Level 2,3, or 4+ |
| | Improved skills for a low carbon transition | 11 | Support a 'just transition' for workers by supporting those in 'traditional' high carbon industries to retrain |
| | | 12 | No. weeks on the contract of apprenticeships relating to the low carbon economy - opportunities either to be completed during the year, or that will be supported by the organisation to completion in the following years - Level 2,3, or 4+ |
| | More opportunities for local businesses and MSMEs | 13 | Provision of expert business advice to MSMEs (e.g. financial advice / legal advice / HR advice/HSE) |
| | | 14 | Total amount (£) spent in LOCAL supply chain through the contract |
| | | 14a | Total amount (£) spent through the contract in specified sub-localities (e.g. high deprivation areas) |
| | | 15 | Total amount (£) spent through contract with MSMEs in TARGET areas (local or areas of deprivation) |
| | | 16 | Percentage of invoices on the contract paid within 30 days |
| | Resource efficiency and the circular economy are promoted | 17 | Support provided internally and to MSMEs and third sector and civil society organisations within the supply chain to adopt Circular Economy solutions - business case and leadership for circular economy |
| | | 18 | Value of local partnerships to implement circular economy solutions |

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| | | 19 | Hard to recycle waste diverted from landfill or incineration through specific recycling partnerships (e.g. Terracycle or equivalent) |
| | Innovation to support a more prosperous Wales | 20 | Innovative measures relating to "A Prosperous Wales" to be delivered on the contract - these could be e.g. co-designed with stakeholders or communities, or aiming at delivering benefits while minimising carbon footprint from initiatives, etc. |
| A Globally Responsible Wales | Carbon Emissions are reduced | 21 | Savings in CO2 emissions on contract achieved through de-carbonisation (specify how these are to be achieved) |
| | | 22 | Policy and programme to achieve net zero carbon by 2030 including monitoring plan with specific milestones |
| | | 23 | Contribution made on the contract to own carbon offset fund (when it has been demonstrated said carbon emissions cannot be reduced within the contract's timeframe) |
| | | 24 | Carbon Certification (Carbon Trust Standard, Planet Mark or equivalent independently verified) - achieved or to achieve for current year |
| | Ethical procurement is promoted globally | 25 | Percentage of your contracts that include commitments to ethical employment practices in the global supply chain, including verification that there is zero tolerance of modern slavery, child labour and other relevant requirements such as elimination of false self-employment, unfair zero hours contracts and blacklists |
| | | 26 | Initiatives taken throughout the global supply chain to identify, monitor and manage the risks of modern slavery occurring in relation to the contract (i.e. supply chain mapping, staff training, contract management) |
| Innovation to support a globally responsible Wales | 27 | Innovative measures relating to "A Globally Responsible Wales" to be delivered on the contract - these could be e.g. co-designed with stakeholders or communities, or aiming at delivering benefits while minimising carbon footprint from initiatives, etc. | |
| A Resilient Wales | Green spaces and biodiversity are protected and enhanced | 28 | Volunteering with initiatives working on environmental conservation and sustainable ecosystem management - resources invested including time, funds and in-kind contributions |

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| | Safeguarding the environment | 29 | Donations or investments towards initiatives aimed at environmental and biodiversity conservations and sustainable management projects for both marine and terrestrial ecosystems |
| | | 30 | Donations or investments towards expert designed sustainable reforestation or afforestation initiatives |
| | | 31 | Plastic recycling rate on the contract (to e.g. reduce microplastics) |
| | | 32 | Rate of Beyond Recycling materials used on contract, such as wood, remanufactured, repaired and recycled content |
| | | 33 | Investment and support provided to local environmental education initiatives (e.g. Carbon Literacy Wales) |
| | | 34 | Investment and support provided to waste management training initiatives |
| | Sustainable procurement is promoted | 35 | Percentage of your contracts that include environmental sustainability commitments, including e.g. to reduce the use of environmentally harmful chemical, use local materials or produce, reduce food and general waste, implement circular economy commitments |
| | | 36 | Percentage of contracts with the supply chain requiring contractors to operate low or zero emission vehicles |
| | | 37 | Supply Chain Carbon Certification (Carbon Trust Standard for Supply Chain or equivalent independently verified) - achieved or to achieve for current year |
| | | 38 | Requirements or support (for Micro or Small enterprises) for suppliers to demonstrate climate change and carbon reduction training for all staff - e.g. Welsh Future Generations Goals Training |
| Innovation to support a more resilient Wales | 39 | Innovative measures relating to "A resilient Wales" to be delivered on the contract - these could be e.g. co-designed with stakeholders or communities, or aiming at delivering benefits while minimising carbon footprint from initiatives, etc. | |
| A Healthier Wales | Creating a healthier community | 40 | Initiatives to be taken to tackle homelessness (supporting temporary housing schemes, etc.) |
| | | 41 | Initiatives taken or supported to engage people in health interventions (e.g. stop smoking, obesity, alcoholism, drugs, etc.) or wellbeing initiatives in the community, including physical activities for adults and children |
| | Air pollution is reduced | 42 | Car miles saved on the project as a result of a green transport programme or equivalent (e.g. cycle to work programmes, public transport or car pooling programmes, etc.) |

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| | | 43 | Car miles driven using low or no emission staff vehicles included on project as a result of a green transport programme | |
| | | 44 | Corporate travel schemes available to employees on the contract (subsidised public transport, subsidised cycling schemes and storage, sustainable corporate transport such as electric bus from public station to corporate facilities) | |
| | | 45 | Percentage of fleet or construction vehicles on the contract that is at Least Euro 6 or LEV | |
| | | 46 | Fleet emissions monitoring programme on the contract, including data collection (miles, type of vehicle, engine type, emission standard) | |
| | Improving staff wellbeing | 47 | No. of employees on the contract that have been provided access for at least 12 months to comprehensive and multidimensional wellbeing programmes | |
| | | 48 | Mental Health campaigns for staff on the contract to create community of acceptance, remove stigma around mental health | |
| | Innovation to support a healthier Wales | 49 | Innovative measures relating to "A healthier Wales" to be delivered on the contract - these could be e.g. co-designed with stakeholders or communities, or aiming at delivering benefits while minimising carbon footprint from initiatives, etc. | |
| | A More Equal Wales | More opportunities for disadvantaged people | 50 | No. of employees (FTE) hired on the contract as a result of a recruitment programme that have been unemployed for a minimum of 6 to a maximum of 12 MONTHS |
| | | | 50a | No. of employees (FTE) hired on the contract as a result of a recruitment programme that have been long term unemployed for a minimum of 12 to a maximum of 24 MONTHS |
| 50b | | | No. of employees (FTE) hired on the contract as a result of a recruitment programme that have been long term unemployed for 24 MONTHS or longer | |
| 51 | | | "No. of employees (FTE) from disadvantaged or minority backgrounds hired on the contract as a result of a recruitment programme that have been unemployed for a minimum of 6 to a maximum of 12 MONTHS IMPORTANT NOTE: ONLY enter data here for the following people: * Black, Asian and minority ethnic people (BAME) * People over 50 years old * Single parents * Unrepresented gender group * Veterans | |

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| | | <ul style="list-style-type: none"> * Mothers returning to work * Survivors of modern slavery * Homeless people " |
| | 51a | <p>"No. of employees (FTE) from disadvantaged or minority backgrounds hired on the contract as a result of a recruitment programme that have been long term unemployed for a minimum of 12 to a maximum of 24 MONTHS</p> <p>IMPORTANT NOTE: ONLY enter data here for the following people:</p> <ul style="list-style-type: none"> * Black, Asian and minority ethnic people (BAME) * People over 50 years old * Single parents * Unrepresented gender group * Veterans * Mothers returning to work * Survivors of modern slavery * Homeless people " |
| | 51b | <p>"No. of employees (FTE) from disadvantaged or minority backgrounds hired on the contract as a result of a recruitment programme that have been long term unemployed for 24 MONTHS or longer</p> <p>IMPORTANT NOTE: ONLY enter data here for the following people:</p> <ul style="list-style-type: none"> * Black, Asian and minority ethnic people (BAME) * People over 50 years old * Single parents * Unrepresented gender group * Veterans * Mothers returning to work * Survivors of modern slavery * Homeless people " |
| | 52 | No. of employees (FTE) hired on the contract who are Not in Employment, Education, or Training (NEETs) as a result of a recruitment programme |
| | 53 | No. of 18-24 y.o. employees (FTE) hired on the contract who are rehabilitating young offenders as a result of a recruitment programme |

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| | | 54 | No. of disabled employees (FTE) hired on the contract as a result of a recruitment programme |
| | | 55 | No. of hours of support into work provided to unemployed people through career mentoring, including mock interviews, CV advice, and careers guidance - (over 24 y.o.) |
| | Improved employability of young people (under 24y.o.) | 56 | No. of hours dedicated to support young people into work (e.g. CV advice, mock interviews, careers guidance) - (under 24 y.o.) |
| | | 57 | No. of weeks spent on meaningful work placements or pre-employment course; 1-6 weeks student placements (unpaid) |
| | | 57a | For people with adverse childhood experiences - No. of weeks spent on meaningful work placements or pre-employment course; 1-6 weeks student placements (unpaid) |
| | | 58 | Meaningful work placements that pay Minimum or National Living Wage according to eligibility - 6 weeks or more (internships) |
| | | 58a | For people with adverse childhood experiences - Meaningful work placements that pay Minimum or National Living Wage according to eligibility - 6 weeks or more (internships) |
| | More support for target curriculum activities | 59 | Time spent to support STEM curriculum activities in schools and colleges through expert designed and delivered content |
| | Reducing inequalities | 60 | Number and type of initiatives to be put in place to reduce the gender pay gap for staff employed in relation to the contract (describe and document initiatives) |
| | | 61 | Percentage of staff on contract that is paid at least the relevant Real Living wage as specified by Living Wage foundation |
| | | 62 | Percentage of contractors in the supply chain required (or supported if they are micro and small business) to pay at least Real Living wage |
| | Ethical procurement is promoted in Wales | 63 | Percentage of your contracts that include commitments to local ethical employment practices, including verification that there is zero tolerance of modern slavery and other relevant requirements such as elimination of false self-employment, unfair zero hours contracts and blacklists. Examples can be drawn from the Welsh Government Code of Practice and managed e.g. through Project Bank Accounts in the supply chain |

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| | | 64 | Initiatives taken throughout the local supply chain to identify, monitor and manage the risks of modern slavery occurring (i.e. supply chain mapping, staff training, contract management) in relation to the contract |
| | Innovation for a more equal Wales | 65 | Innovative measures relating to "A more equal Wales" to be delivered on the contract - these could be e.g. co-designed with stakeholders or communities, or aiming at delivering benefits while minimising carbon footprint from initiatives, etc. |
| A Wales of Cohesive Communities | More opportunities for the Third Sector and Civil Society Organisations | 66 | Equipment or resources donated to third sector and civil society organisations (£ equivalent value) |
| | | 67 | Number of voluntary hours donated to support third sector and civil society organisations (excludes expert business advice) |
| | | 68 | Total amount (£) spent with third sector and civil society organisations within your supply chain |
| | | 69 | Provision of expert business advice to third sector and civil society organisations (e.g. financial advice / legal advice / HR advice/HSE) |
| | A workforce and culture that reflect the diversity of the local community | 70 | Equality, diversity and inclusion training provided both for staff and supply chain staff |
| | | 71 | Percentage of employees (FTE) BAME hired on the contract |
| | Social value embedded in the supply chain | 72 | Percentage of contracts with the supply chain on which Social Value commitments, measurement and monitoring are required |
| | Crime is reduced | 73 | Initiatives aimed at reducing crime (e.g. support for local youth groups, lighting for public spaces, etc.) |
| | Vulnerable people helped to live independently | 74 | Initiatives to be taken to support older, disabled and vulnerable people to build stronger community networks (e.g. befriending schemes, digital inclusion clubs) |
| | Support for disadvantaged | 75 | Initiatives to be taken to support disadvantaged young people and their families |

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| | young people and their families | | |
| | More working with the Community | 76 | Donations or in-kind contributions to local community projects (£ & materials) |
| | | 77 | No. of hours volunteering time provided to support local community projects |
| | | 78 | Support provided to help local community draw up their own Community Charter or Stakeholder Plan |
| Innovation to support more cohesive communities in Wales | 79 | Innovative measures relating to "A Wales of cohesive communities" to be delivered on the contract - these could be e.g. co-designed with stakeholders or communities, or aiming at delivering benefits while minimising carbon footprint from initiatives, etc. | |
| A Wales of Vibrant Shared Culture and Thriving Welsh Language | The Welsh Culture is promoted | 80 | Support and investment provided for people to learn and use Welsh (e.g. interactions and signage) |
| | | 81 | Support and investment provided for people to get involved in Welsh cultural events, arts, sports and heritage activities |
| | Native wildlife, nature and heritage sites are protected | 82 | Support and investment provided for the protection of native wildlife and biodiversity as well as local heritage sites |
| | Innovation to support a more vibrant culture | 83 | Innovative measures relating to "A Wales of vibrant shared culture and thriving Welsh Language" to be delivered on the contract - these could be e.g. co-designed with stakeholders or communities, or aiming at delivering benefits while minimising carbon footprint from initiatives, etc. |