

STAGE 6: END PROJECT REPORT

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Project name Building Schools for the Future Phase 2 (Example, illustration only)

Programme CS Capital Programme Board

Link to Council Priorities

- A working city
- Decent neighbourhoods
- Tackling Inequalities
- A fit for purpose council

Project director Alison Fellows

Project manager Sean Trott

Project manager's report

Summary of project performance

All 8 Schools have been delivered on programme, within budgets and to a very high quality standard. Feedback from Schools is extremely positive.

Newcastle is the only Council within the UK to have delivered the full BSF Programme uncut. This is an outstanding achievement for all involved.

The project was delivered in-house with no external technical support. The Council delivered for substantially less than expected and has continuously improved, achieving procurement and delivery savings for each subsequent phase;

- Phase 1 percentage procurement (£2.33m) against capex (£129m) = 1.8%
- Phase 2 percentage procurement (£1.5m) against capex (£121m) = 1.2%

Effective Programme Management arrangements inspired trust with both DCSF & PfS and has resulted in the creation of a delivery vehicle from which the Council continues to benefit, in terms of efficiency and savings.

Planned end date 19 Nov 2012

Actual end date 19 Nov 2012

Planned cost £123150000.00

Actual cost £122600000.00

Changes to original Project Plan

A number of variations were implemented at each school (Figures above, "Planned cost" and "Actual cost", do not include cost of variations, 128 No totalling over £600k that were funded directly by Schools and are net of any VAT).

The vast majority of variations were instigated and subsequently funded by schools. These ranged from very simple requests e.g. additional notice boards, to more complex scope increases such as the inclusion of refurbishment works to the English Block at Gosforth High.

The Council also supported Walker Tech in a successful

Lessons learned

bid to the Football Foundation for a synthetic turf pitch, which was also completed within the planned timescale.

Phase 2 benefited greatly from those lessons learned on Phase 1 Schools. In particular the implementation of the following measures helped to secure the successful outcome;

1. Clarity of roles and responsibilities between Council (Client) and Schools (end-users) continually reinforced;
2. Establishment of a strong team with good negotiation skills including a Senior Education Advisor with a good track record of facilitation between Heads;
3. Effective preparation ahead of each workstage – informing schools about forthcoming demands on resource and timescales for completion;
4. Provision of detailed information to Contractor incl. obtaining Collateral Warranties, wherever possible (e.g. asbestos surveys);
5. Schools to sign-off proposals at each milestone;
6. Full time resource to manage the FF&E process within budget and ensure fair allocation of available resources between schools;
7. Effective risk analysis, planning and the establishment of a specific fund to deal with risks retained by the Council;
8. Strong governance arrangements and close involvement of Members;
9. Obtain good level of cost information from Contractor (BOQs allocation of prelims); and
10. Time taken to establish positive and pragmatic working relationships with Contractor

Review of Business Case

Products / Outputs delivered to date

- 4 New Build PFI Schools completed including demolition of existing facilities and conclusion of all post completion works.
- 1 New Build D&B School completed including demolition of existing facilities and conclusion of all post completion works.
- 3 Remodelled/ Refurbished Schools completed.
- An effective ICT Managed Service provision (prerequisite of BSF funding as a whole) and its continuation for a second five year term.

Products / Outputs still to be realised

Some grassed pitches remain to be brought into first use at sites that were severely affected by wet weather conditions throughout the previous summer/autumn months.

Schools are fully aware and in agreement with arrangements.

Achievement of objectives

The text below was approved at the October 2012 meeting of the Strategic Partnering Board, chaired by the Executive Director of Children's Services:

Strategic Partnering Board
Agenda item 4

BSF Programme Objectives
Oct. 2012

Objectives for the BSF Programme were set out in the ITN (July 2005). These are shown against the following each point: -

- the provision of the highest quality flexible learning environments supported by innovative and appropriate ICT. Such environments, coupled with effective support from the Local Education Partnership ("LEP"), will lead to improvements in attainment - - Attainment has improved consistently over the last seven years, in all Key Stages post completion of the new facilities. Although it is recognised that there are many other factors that contribute to learning outcomes, nevertheless, year on year Newcastle children have performed with increasing success against national and statistical neighbour targets, to the point of exceeding national averages in some areas for the first time. Learning environments are of the highest quality and are supported by ICT, which is innovative in some areas. The degree to which our environments are flexibly used is dependent on particular pedagogy. In particular, the two year Transformational Product initiated by the LEP, funding schools to pursue specific projects to assess impact on learning, is unique in the national context.
- the highest quality of design coupled with excellent build quality will significantly enhance pupils' sense of safety. These will have a measurable impact on pupil attendance and punctuality - We have succeeded in the aim to reduce absenteeism, again with the caveat that there are other contributory factors. Again, year on year, improvement in attendance matches the improvement in standards. Quality of Design is recognised through RIBA Award for Knoplaw Primary, numerous Considerate Constructor Awards and regular feedback from the Independent Certifier to confirm

construction quality.

- building design and the provision of FM services that will promote all aspects of health and minimise health risk for children and young people - The new facilities have been built to exacting standards, including BREEAM, and high quality materials, to create as healthy an environment as possible. FM runs to demanding regimes to maintain the quality of the environment. This underpins the drive to deliver the high quality learning environment and minimise absence.
- learning spaces that inspire creativity in both teaching and learning, encouraging collaboration and communication - The catalogue of OFSTED judgements and annually improving standards would not occur without creativity and communication in the learning experience.
- inclusion and accessibility for pupils with special educational needs and for other vulnerable groups, achieved through building design and ICT provision - This is something that has been measured as a KPI and all evidence suggests the outcome has been fully met. All learning environments have been constructed to rigorous DDA requirements.
- the contribution of children, young people and parents/carers to decision making processes to secure their engagement with the transformation agenda - Significant stakeholder engagement took place in all schools. The LEP engaged creatively with children in each school, including specific workshops, to understand what makes a difference to children and their attitudes to learning. The interaction of AURA with schools and their children was impressive and continues; and
- the provision of support for the transition of young people from school to employment and further learning, such that their life chances and economic well being are enhanced - The LEP has worked to maximise apprenticeship and training opportunities for young people.

In responding to the national and local agendas for secondary education transformation, AURA was to:

- Build the current specialist status into planning assumptions including the potential for future development through the addition of a new specialism or the enhancement of a current specialism in, for example, enhanced vocational provision - This objective was pursued diligently with each of the secondary schools and paid attention to the need for suitable environments for vocational diplomas. The flexibility of these areas is vouchsafed by the ease with which schools have adjusted to the recent education policy alterations.
- Design and build 14-19 space to reflect the flexibility that the new curriculum will require in each school including the delivery of new vocational accreditations - The new diploma vocational courses are rescinded.
- Take into account issues of specialism at 14-19 in planning the whole city estate renewal such that the range of opportunities for students is maximised - The Key Stage 4 and 5 learning environments are sufficiently flexible to allow schools to adjust provision accordingly in the face of new governmental requirements
- Reflect the focus on the improvement in English and Mathematics that will be a key priority at local and national level - This year, at Key Stage 2 and Key Stage

4, the target results including English and mathematics are at record levels and look like exceeding national average

- Recognise the need to employer linkage with a view to increasing employment opportunities for students, meeting local skill needs and developing the enterprise and employability skills of students BSF Programme Objectives - Thanks to its versatile facilities, its robust 14-19 LA Review, and assimilation of Connexions Service, The Newcastle Partnership of Schools is in the best possible position it could be to meet the challenges being faced from UTC and Studio School policies.

Changes to original Business Case

The outcomes identified in the Final Business Case approved by (the then Govt. Agency) PFS have been fully delivered.

Significant changes were in the form of additional works as previously described in this report, see Changes to original Project Plan, above

Significant risks and issues addressed

Contaminated Ground conditions addressed, need for thorough historical desk study and comprehensive ground investigation and monitoring;

Risk of Village Green claims elapsed;

End user expectations managed successfully;

Asbestos safely removed ahead of demolitions; and

Programme managed within budget and on time

Outstanding risks and issues

None

Lessons learned

1. Do not underestimate the time that will be required to understand the intricate detail of the Contract provisions – being in a position to respond to Contractor within the allocated timeframe and with a reasonable level of detail in order to keep the construction processes flowing is essential;

2. Effective preparation for clean 'break' between the internal construction phase delivery team and operational contract management team worked well; and

3. Where other building users are to be accommodated within the schools, fully detailed agreements are required giving clarity on expectations funding and deal exit arrangements. This is necessary even where the users are (currently) internal to the Directorate. If a user group subsequently vacates or a school changes status it can leave funding gaps.

Follow on actions needed

Commentary	Of the 8 Schools completed, 3 have converted to Academy and 3 are in the process of converting. Conversions require input from the BSF Project Manager to provide support on legal and practical challenges, particularly where these are PFI.
Actions	None
Any other lessons to be learned	None
Post project review (if appropriate)	Not Required. The on-going contract management has transferred to Strategic Property & Asset Management and will provide the continued engagement with schools.
Completed by	Jessett, Clifford
Date	01 Apr 2014

GATEWAY 6: PROGRAMME BOARD

Meeting date

Comments

Actions

Submit to*

Lindsey Cooper

Janette Brown

Andy Graham

Neil Golightly