



<p><b>Name of the Officer</b> Mr Simon A J Kneafsey</p> <p><b>Phone no:</b> 07891318912 <b>E-mail:</b> <a href="mailto:simonkneafsey@monmouthshire.gov.uk">simonkneafsey@monmouthshire.gov.uk</a></p>	<p><b>Please give a brief description of the aims of the proposal</b></p> <p>To adjust the capital budget for Monmouth and Caldicot Schools</p>
<p><b>Name of Service</b></p> <p>21<sup>st</sup> Century Schools Programme</p>	<p><b>Date Future Generations Evaluation</b></p> <p>08<sup>th</sup> October 2016</p>

***NB. Key strategies and documents that may help you identify your contribution to the wellbeing goals and sustainable development principles include: Single Integrated Plan, Continuance Agreement, Improvement Plan, Local Development Plan, People Strategy, Asset Management Plan, Green Infrastructure SPG, Welsh Language Standards, etc***





**1. Does your proposal deliver any of the well-being goals below?** Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal.


Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
<p><b>A prosperous Wales</b> Efficient use of resources, skilled, educated people, generates wealth, provides jobs</p>	<p>Provision of two new secondary schools for Monmouthshire, which are state of the art, digitally enriched 21<sup>st</sup> C teaching and learning environments for the benefit of all future generations. The construction programme is designed to ensure over 75% of the capital investment is spent within Wales and over 75% provided from the local supply chain.</p>	<p>To offset the additional resource requirements (financial) projected savings from the new schools will go some way to finance this.</p>

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	<p>Programme of apprentices providing over 1,790 paid weeks of employment.</p> <p>Additional resource requirements will put pressure on existing needs however projected savings from the development of the new schools will go some way to offset this.</p>	
<p><b>A resilient Wales</b> Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change)</p>	<p>The two secondary school designs meet BREEAM Excellence requirements and achieve a Energy Performance Certification rating of A which are the highest industry benchmarks for project ecology, energy efficiencies, waste management and low carbon targets for all new buildings. Ecologist are part of the design team, the siting of the new schools and the preservation and enhancement of local ecosystem is an integral part of the projects.</p>	<p>All negative impacts have been addressed in the design development of the project and in the project specific ecology reports, recommendations and design intents.</p>
<p><b>A healthier Wales</b> People's physical and mental wellbeing is maximized and health impacts are understood</p>	<p>New school campuses are designed to provide not only efficient and effective teaching and learning environments but also engaging social environments that supports all levels of social interaction. The external landscapes, including sports facilities, are engaging and supportive of a number of healthy activities but during and after core school hours to all stakeholders.</p>	<p>Ensure continual access to all current activities undertaken by the school is maintained during the construction period. Ensure that there is minimal disturbance to the daily running of the school during the construction period.</p>
<p><b>A Wales of cohesive communities</b> Communities are attractive, viable, safe and well connected</p>	<p>New schools positively contribute to the development of the health, wealth and welfare of the communities they serve. The design of the new schools has been</p>	

Well Being Goal	Does the proposal contribute to this goal? Describe the positive and negative impacts.	What actions have been/will be taken to mitigate any negative impacts or better contribute to positive impacts?
	done in collaboration of all key stakeholders so do represent the aims and aspirations of local communities within the context of the County.	
<p><b>A globally responsible Wales</b> Taking account of impact on global well-being when considering local social, economic and environmental wellbeing</p>	<p>The new school environments provide an number of interchangeable educational settings, positively promoting problem solving activities as well as personal / individualised learning pathways which are specific to the individual's needs. The agile school environments respond to ever changing curriculum needs, the faculty hub spaces promote positive interaction and knowledge share. The concept of the global community in a localised environment</p>	<p>The use of well-considered furniture solutions, development of calm /focused Digitally enriched environments will encourage and promote positive interaction between all users.</p>
<p><b>A Wales of vibrant culture and thriving Welsh language</b> Culture, heritage and Welsh language are promoted and protected. People are encouraged to do sport, art and recreation</p>	<p>This is an integral part of both of the schools ethos's. This vision has been a keystone in development of the curriculum and school design. The outcome of the two projects is a Monmouthshire solution to the delivery of a 21<sup>st</sup> C education with the County.</p>	<p>Ensure an appropriate communications strategy is maintained with key stakeholders during the development of the school to test our current ideas and thinking.</p>
<p><b>A more equal Wales</b> People can fulfil their potential no matter what their background or circumstances</p>	<p>The school designs are fully inclusive.</p>	<p>Building guidelines and local inclusion policies.</p>

## 2. How has your proposal embedded and prioritised the sustainable governance principles in its development?

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Balancing short term need with long term and planning for the future</p> <p><b>Long Term</b></p>	<p>The design of the new schools is a 60 year investment in the development and delivery of an educational offer which not only transform teaching and learning but also is agile enough to respond to the ever changing needs of the curriculum as well as the needs of its students, teachers and wider community.</p>	<p>Continual development of the change management process, including the yearly monitoring of the usages of the school including energy bills / community requirements.</p>
 <p>Working together with other partners to deliver objectives</p> <p><b>Collaboration</b></p>	<p>The schools programme is not just a construction programme, it is also about working with partners such as YPrentis to develop a programme of long term apprenticeships in key trades within the construction industry as well a with local community groups to support local initiatives.</p>	<p>Continue to explore other potential partnerships, including local / national businesses and higher and further education partners.</p>
 <p>Involving those with an interest and seeking their views</p> <p><b>Involvement</b></p>	<p>The development of the new school designs has been through an extensive engagement and consultation programme with all key stakeholders.</p>	<p>Ensure an appropriate communications strategy is maintained with key stakeholders during the development of the school to test our current ideas and thinking as well as communicate any change or variations.</p>
 <p>Putting resources into preventing problems occurring or getting worse</p> <p><b>Prevention</b></p>	<p>Risk mitigation strategies are in place to manage or manage out project risks going forward. As part of the team we have external third party consultants who manage the communication and project management of the on-site activities.</p>	<p>Regular project reviews are timetabled with all key stakeholders to look at issues of quality, cost and programme as well as risk and its management.</p>

Sustainable Development Principle	Does your proposal demonstrate you have met this principle? If yes, describe how. If not explain why.	Are there any additional actions to be taken to mitigate any negative impacts or better contribute to positive impacts?
 <p>Considering impact on all wellbeing goals together and on other bodies</p>	<p>The delivery of the two new 21<sup>st</sup> C Schools will have a positive impact in the raising of the communities aims and aspirations. The new school curriculum will offer equal opportunities for all to achieve their best outcome and raise aspirations. The school is also a community asset which provides services and facilities to the whole community both during and after core school hours.</p>	<p>Continuation of the promotion of the programme both within the authority and to the wider community to encourage idea and information exchanges for the benefit of the whole programme as well as others.</p>

**3. Are your proposals going to affect any people or groups of people with protected characteristics?** Please explain the impact, the evidence you have used and any action you are taking below. For more detailed information on the protected characteristics, the Equality Act 2010 and the Welsh Language Standards that apply to Monmouthshire Council please follow this link: <http://hub/corporatedocs/Equalities/Forms/AllItems.aspx> or contact Alan Burkitt on 01633 644010 or [alanburkitt@monmouthshire.gov.uk](mailto:alanburkitt@monmouthshire.gov.uk)

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Age	<p>The new schools facilities and services will be accessible to all ages providing a range of educational, social and sporting opportunities which cater for all ages.</p>	None	<p>The school has a lift provision to all floors. Level or designed ramp access to all facilities outside of the main buildings. Separate visitor's entrances to the schools into controlled areas / facilities to promote community use during core school hours.</p>

Protected Characteristics	Describe any positive impacts your proposal has on the protected characteristic	Describe any negative impacts your proposal has on the protected characteristic	What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?
Disability	The new school buildings and grounds are fully DDA compliant.	N/A	The school has a lift provision to all floors. Level or designed ramp access to all facilities outside of the main buildings.
Gender reassignment	Flexible changing and toilet provision to meet the needs of all pupils	N/A	Provision of multipurpose rooms within the schools which can be used for prayer or contemplation. Where possible the orientation of abolition areas is considered. Flexible changing and toilet provision to meet the needs of all pupils
Marriage or civil partnership	N/A	N/A	N/A
Pregnancy or maternity	N/A	N/A	N/A
Race	The new school designs enhances the schools ability to meet the requirements of all of their staff and students.	N/A	Provision of multipurpose rooms within the schools which can be used for prayer or contemplation. Where possible the orientation of abolition areas is considered.
Religion or Belief	The new school designs enhances the schools ability to meet the requirements of all of their staff and students.	N/A	Provision of multipurpose rooms within the schools which can be used for prayer or contemplation. Where possible the orientation of abolition areas is considered.
Sex	The new school designs enhances the schools ability to meet the requirements of all of their staff and students.	N/A	Flexible changing and toilet provision to meet the needs of all pupils
Sexual Orientation	The new school designs enhances the schools ability to meet the requirements of all of their staff and students.	N/A	Flexible changing and toilet provision to meet the needs of all pupils

<b>Protected Characteristics</b>	<b>Describe any positive impacts your proposal has on the protected characteristic</b>	<b>Describe any negative impacts your proposal has on the protected characteristic</b>	<b>What has been/will be done to mitigate any negative impacts or better contribute to positive impacts?</b>
Welsh Language	Wayfinding to and within the schools will be compliant with all relevant legislation regarding the use of the Welsh language.	N/A	Wayfinding strategy is to be developed and approved by the appropriate authorities prior to installation.

4. Council has agreed the need to consider the impact its decisions has on important responsibilities of Corporate Parenting and safeguarding. Are your proposals going to affect either of these responsibilities? For more information please see the guidance <http://hub/corporatedocs/Democratic%20Services/Safeguarding%20Guidance.docx> and for more on Monmouthshire's Corporate Parenting Strategy see <http://hub/corporatedocs/SitePages/Corporate%20Parenting%20Strategy.aspx>

	<b>Describe any positive impacts your proposal has on safeguarding and corporate parenting</b>	<b>Describe any negative impacts your proposal has on safeguarding and corporate parenting</b>	<b>What will you do/ have you done to mitigate any negative impacts or better contribute to positive impacts?</b>
Safeguarding	As evidenced in section 3, all the above are designed to promote safeguarding within the new schools environments.	N/A	Active engagement with all key stakeholders and statutory authorities during the design development process.
Corporate Parenting	As evidenced in section 3, all the above are designed to promote safeguarding within the new schools environments.	N/A	Active engagement with all key stakeholders and statutory authorities during the design development process.

**5. What evidence and data has informed the development of your proposal?**

The requirement for additional resources / change of the capital programme has been driven by.

- Changes in the local tendering market which has increased construction costs.
- Localised construction inflation caused by an overheating market in South Wales.
- Benchmarking of current school cost data by WG.
- Third party review of tendered information.
- Higher level of abnormalities on both school sites.

**6. SUMMARY: As a result of completing this form, what are the main positive and negative impacts of your proposal, how have they informed/changed the development of the proposal so far and what will you be doing in future?**

**Positives**

- Delivery of two new 21<sup>st</sup> Century Schools which meet MCC's and the schools educational vision.
- Provision of an inclusive whole school environment which meets the needs of the community it serves.
- Construction project as an enabler to enhance the local labor market.

**Negatives.**

- Additional pressure on existing financial resources – to be mitigated by revenue savings from the new school environment, as well as the continuation of value engineering to obtain further savings during the construction period.

**7. ACTIONS: As a result of completing this form are there any further actions you will be undertaking? Please detail them below, if applicable.**

<b>What are you going to do</b>	<b>When are you going to do it?</b>	<b>Who is responsible</b>	<b>Progress</b>



**8. MONITORING:** The impacts of this proposal will need to be monitored and reviewed. Please specify the date at which you will evaluate the impact, and where you will report the results of the review.

The impacts of this proposal will be evaluated on:	Caldicot School – September 2017, Monmouth Comprehensive – July 2018
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**9. VERSION CONTROL:** The Future Generations Evaluation should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development wherever possible.

Version No.	Decision making stage	Date considered	Brief description of any amendments made following consideration
	<i>e.g. budget mandate, DMT, SLT, Scrutiny, Cabinetetc</i>		<i>This will demonstrate how we have considered and built in sustainable development throughout the evolution of a proposal.</i>