

Appendix 2

The strategic fit of the LMDC Schools project

The strategic context

Organisational overview

The States Education Department is responsible, inter alia, for the provision of primary and secondary education within the Bailiwick of Guernsey. The La Mare de Carteret High School and Primary School are essential components within the Department's portfolio of institutions to meet the educational entitlement of young people in the Bailiwick.

Business strategies

The strategic drivers for this investment in the LMDC project and the associated strategies, programmes and plans are as follows:

1. States EDP1 resolutions from 2002 to 2010;
2. Education Board's Vision - Today's Learners; Tomorrow's World States Resolutions July 2013;
3. Education Department Business Plan 2014; and
4. Transforming Primary Education October 2013.
5. The Introduction of a Universal Entitlement to Pre-school Education May 2014
6. Statement by Education Minister – Progress with the Implementation of Commitments set out in the Board's Vision document July 2014

1. States EDP1 resolutions from 2002 to 2010

The project is the last of the schools projects in the Education Development Plan Programme One (EDP1) approved by the States in 2002. EDP1 is an interdependent programme to provide an Island-wide regeneration of secondary, Post-16 and Special Education facilities to provide equality of educational opportunity for all school age children. The scope of EDP1 has been refined and amended through a series of States Reports successively approved by the States from 2002 to 2010. The rebuilding of La Mare de Carteret schools, and the development of sports and other facilities for dual use with the community on the site, is the last of the three High Schools projects to be undertaken.

It has been consistently endorsed by the States in its support for the progression of the projects in EDP1 throughout this period and its approval of the release of funds for this purpose.

The successive EDP1 States reports are as follows:

- *Site Development Plan for the Reorganisation of Secondary, Post -16 and Special Needs Education in the Bailiwick of Guernsey” Billet d’État VI April 2002* - The Education Council confirmed that at each stage in the development of the EDP1 interdependent site projects it would “review with the Estates Sub-Committee the remaining building projects and their fit within the overall plan, before returning to the States with detailed plans and tenders” (paragraph 117).The phasing of the projects was designed to be flexible to enable bringing forward phases depending on the availability of capital funds. In subsequent years the strategic delivery of the projects was laid before the States for approval in a series of Policy Letters and then States Reports.
- *Progressing the Education Development Plan: 1. Phasing Programme 1 of the plan; 2. The Forest Special Needs Centre; 3. The Site for the new North Schools Billet d’État II February 2003* - The States approved the following Propositions: Phasing of the projects; Capital Allocation for Phase 1; Vote for Forest Special Needs Centre (Le Rondin); Increased Allocation for Building Maintenance; and Use of Les Nicolles for North Schools.
- *Progressing the Education Development Plan: 1. Programme 1 (Rebuilding) Funding and Phasing; 2. Construction of Additional Post-16 facilities” Billet d’État II February 2004* -The States decided to transfer £12.75m from the Capital Reserve for continuing with phases 1 and 2 of EDP1, note the intention to transfer £12.75m annually from the Capital Reserve for funding the projects and agree to the building of Sixth Form facilities at the Grammar School and the Performing Arts Centre for CFE.
- *Reorganisation of Secondary Education Stage 1: the building of Les Nicolles Secondary School and co-located Secondary School” Billet d’État II February 2005* - The States approved funding for building of St. Sampson’s High School and collocated Le Murier Secondary Special School, but Les Beaucamps was stood down because of States cash flow fears.
- *Capital Prioritisation States debate Billet d’État XVII October 2006* - The States agreed £5 million for progressing the remaining EDP1 projects to complete St. Sampson’s High and Le Murier Special School, develop Oakvale as a SEBD centre (Les Voies School), refurbish St. Peter Port School buildings as temporary College of Further Education facilities (phase B), continue the design development of Les Beaucamps and La Mare de Carteret Schools and continue the master planning of the CFE on the St. Peter Port School site.

- *Capital Prioritisation: The Reorganisation of Secondary Education Stage 2: The Rebuilding of Les Beaucamps High School” Billet d’État XXIV September 2009* - The States approved prioritisation of the Les Beaucamps project within the Capital Prioritisation programme and funding for the continued progression of design development for the project.
- *The Reorganisation of Secondary Education Stage 2: The Rebuilding of Les Beaucamps High School” Billet d’État XXIII November 2010* - The States approved tenders for the construction of new buildings for Les Beaucamps and the Education Department noted in paragraph 3.6 that “*since 2002 the school population has fallen markedly and this has led to the revision of the requirement for pupil places in the future. The Education Department has now taken the decision not to proceed with the establishment of a new Primary School at St. Sampson’s and to reduce the capacity requirements for La Mare de Carteret High School and Les Beaucamps High School*”. In its section on capacity projections, it noted that following analysis of 25 year pupil projections and the redefinition of catchment areas for the High Schools, the maximum capacity for Les Beaucamps allowing a surplus capacity of approximately 10% for future demographic and school area standards changes should be 660. For La Mare de Carteret it also noted that before the design brief stage a further pupil projections analysis would need to be carried out which might result in a smaller High School of a maximum of 600 pupils.

2. Education Board’s Vision – Today’s Learners, Tomorrow’s World

This project is consistent with the Education Board’s Vision Document “Today’s Learners; Tomorrow’s World” March 2013. The Vision states that the Department will:

“develop educational centres of excellence based on high standards of teaching and learning and high expectations for all, where: Learners enjoy learning, teachers enjoy teaching, parents and carers are embraced as partners and the wider community is welcomed and encouraged to contribute.”

Further references to the strategic fit of the LMDC project with the Vision are:

“The learner of any age is the centre of our community’s investment in education and the teacher is its primary asset. Through investment in learning by providing high quality teachers and support staff, leadership, facilities and resources and maximising productive community support and involvement, we will secure

educational experiences and outcomes which compare favourably with anything available worldwide, for all our learners.

Fit for purpose learning facilities and resources are also an integral part of any educational provision. All learners should expect to spend their formative years in buildings with resources that enhance their learning experience, provide and encourage excellence in teaching and provide a safe and secure learning environment for all. This will include provision and innovative use of new technology, to enhance the quality of learning opportunities and enable increased access to productive anytime, anywhere learning.

Achieving this vision means providing buildings, resources and infrastructure which are an enabler for high quality learning and teaching and have the flexibility to respond to the future needs of the students, service and wider community. The Board is committed towards further development of coherent models of community engagement and involvement, including working with third sector providers, with open, transparent communication which have a beneficial impact on the outcomes for all learners, including members of the wider community.”

The Vision refers in its section “Children before school” to introducing an Early Years Collaborative which includes the Education Department, HSSD, other States departments, the voluntary sector and private providers to develop a coordinated evidence based approach to ensure the best provision of support for children from birth to 3 years old. In the LMDC project a small co-provisioned pre-school unit is included on the site as part of this strategy.

The Vision also refers to continuing with the re-build programme of the secondary and Further Education sector *ensuring fit for purpose, adaptable educational establishments which enable effective learning and meet community needs and requirements.*

In the document’s Workstreams and Timescales: *“We will submit proposals for the rebuild of La Mare de Carteret site to the Capital Prioritisation process in Q1 2013.”* The LMDC project is the highest Capital Prioritisation priority in “Today’s Learners; Tomorrow’s World” and it is designed to advance and contribute to the achievement of the overarching aims and objectives above.

3. Education Department Business Plan 2014

The Education Department’s 2014 Business Plan includes the various workstreams the Education Board intends to pursue in order to deliver its Vision which are consistent with the underlying principles as set out in the Vision. With respect to the La Mare rebuild, this reflects the Board’s refresh and commitment to the EDP. The Business Plan is available at the Education Department’s website.

4. Transforming Primary Education

In October 2013 the States of Deliberation approved the Education Department's States Report on Transforming Primary Education. The States agreed to the principle of two and three form entry wherever possible and in the short term agreed to the closure of St. Andrew's Primary School and the merger of St. Sampson's Infant School with Vale Primary School. La Mare de Carteret Primary is currently a two-form entry school and as such is an integral part of the Department's portfolio of Primary schools which will help to realise the States policy of two and three form entry Primary schools within Guernsey.

States organisational strategies

The strategic drivers for this investment and associated strategies, programmes and plans are as follows:

- States Strategic Plan 2013-2017
- the Strategic Asset Management Plan July 2013
- The Children and Young People's Plan 2011-2013
- Island Resource Plans
 - the Energy Resource Plan
 - the Strategic Land Use Plan
- the Island Infrastructure Plan
- Corporate Policy Plans
 - the Fiscal and Economic Policy Plan
 - the Environmental Policy Plan
 - the Social Policy Plan
- Review of the Island Development Plans 2013
- The Disability and Inclusion Strategy Nov 2013
- The Supported Living and Ageing Well Strategy working Party 2013

States Strategic Plan (SSP) 2013-2017

The project fits strategically at all levels of the SSP. It is consistent with the requirements for achieving the overarching Statement of Aims:

- *“Wise long-term management of Island resources including the maintenance of a highly skilled and well-educated workforce”*

- *“Co-ordinated and cost-effective delivery of public services through co-operative working and transformation change management”*
- *“All people having opportunities and support where needed, to enable them to reach their full potential”*
- *“Policies which protect the natural environment and its biodiversity by accounting for the wider impacts that human activity has on it”*

The Education Department has worked co-operatively with other Departments and agencies to provide community facilities on the LMDC site. It is geared towards raising educational standards and will work with Planners to ensure the design recognises the biodiversity of the site and provides a sustainable solution.

The SSP notes that the references to a “skilled and well-educated workforce, efficient transport and connectivity and conditions that encourage enterprise and successful business” arise in recognition of the “vital importance” of these factors to the Island’s economic future.

It is similarly consistent with the States’ “direction of travel” towards strategic government objectives which identifies inter alia the importance of having respect for fairness and equity and high standards of education and skills.

Island Resource Plans

The LMDC project supports the following policy intentions in the two Island Resource Plans, the Energy Resource Plan and the Strategic Land Use Plan, which are currently in place.

The three objectives of the current Energy Resource Plan are:

- maintaining the safety, security, affordability and sustainability of the Island's energy supplies;
- using energy wisely and not wasting it; and
- Reducing environmental impacts locally as part of our contribution to international initiatives as part of the global community.

The brief for the LMDC schools has addressed all aspects of sustainable energy use, as did the brief for the Les Beaucamps project.

The Strategic Land Use Plan spatial strategy for the location of future development within the Island continues to support development within the main centres of Town and The Bridge, but enables development to occur within and around the local or parish centres (to be identified by the Development Plan) to allow small-scale, sustainable growth. It also identifies the need for better corporate working across the States to make best use of land.

The intention to rebuild the LMDC buildings on the current site is consistent with the SLUP's endorsement of the development of village centres and use of existing sites. The SLUP references to the objectives of the forthcoming Island Infrastructure Plan and the Population Management Plan indicate that the LMDC project will be consistent with their policy intentions.

The draft Infrastructure Plan focuses on physical structures such as the roads, airport, harbours, coastal defences, sewers, water supplies, energy supply and distribution facilities, information and communications technology but without overlooking other essential facilities such as government buildings, hospitals, schools and prisons.

The LMDC project will not require amendments to roads around the school, other than possibly to the small car park junction on La Route de la Mare de Carteret, nor to transport routes to the school, unless catchments change as a result of reviews conducted by the Education Department.

However, significant consideration is being given to flood plain mitigation. The SLUP notes that the Development Plan should give consideration to adaptation measures needed to lessen the impact on the existing land drainage system to avoid exacerbating flooding problems. Even so, it notes there must be an element of risk tolerance in flood management especially in the urban parts of the Island. The nature of the risk in any given circumstance must be weighed against competing economic, employment, social, environmental or recreation benefits that might accrue.

Corporate Policy Plans

The project will advance general objectives and themes of the three Corporate Policy Plans.

The Fiscal and Economic Policy Plan states that the maintenance of a competitive position for Guernsey is an imperative for future economic success. The potential opportunities for facilitating economic development include "Promoting sustainability and environmental efficiency at all levels". A key objective is the achievement of a "skilled, sustainable and a competitive workforce" and an important theme is "investing in people, infrastructure and assets."

The purpose of the Social Policy Plan is to develop and deliver services for people to meet their needs for welfare and wellbeing and taking preventative measures by working better with the third sector and providing people with pathways out of poverty, criminal activity, unhealthy lifestyles and preventing exclusion from education and society in general. Key Objectives are the achievement of:

- *"a social environment and culture where there is active and engaged citizenship.... equality of opportunity, social inclusion and social justice"*

- among the themes are *“Working with the third sector, promoting good educational outcomes, opportunity and choice and social inclusion”* and *“ensuring sustainability of provision in relation to funding, workforce and the social environment”*.
- the Social Policy Group, states it *“considers it important to establish, maintain and develop a good working relationship with the so-called ‘third sector’ at both a strategic and operational level”* ...*If Departments can work together on common issues, there is far more opportunity to ensure the use of limited resources is optimised and more effective outcomes will be achieved. If those co-ordinated Departments can then work with businesses, third sector/voluntary organisations and individuals then even greater improvements can be made for the whole population.”*

The Children and Young People’s Plan 2011 fits with the States Strategic Plan objectives and states the commitment to

“giving every child and young person in Guernsey and Alderney the best possible start in life. Helping our children to realise their potential is the key to giving them a sense of self-fulfilment and equipping them well for their future.”

The Plan states the key outcomes the States Is looking to achieve

“The children and young people of Guernsey and Alderney form a major part of our community now, and they represent the whole of our future. While their experience of life varies greatly, our hopes are the same for all of them. We want them to be healthy and nurtured, to be safe, to achieve and be active, be respected and responsible and to be included. This will hopefully enable them to achieve their potential”.

This is expanded as follows in the section headed Key Outcomes

“The Vision

All children and young people of Guernsey and Alderney have the best possible start in life

1. **HEALTHY AND NURTURED** *We want children and young people to enjoy the highest achievable standards of physical and emotional health, with access to suitable healthcare and support for safe and healthy lifestyle choices*
2. **SAFE** *We want children and young people to be protected from abuse, neglect and harm and given strategies to protect themselves and stay safe*

3. *ACHIEVING AND ACTIVE* We want children and young people to have access to positive learning, play and leisure environments to develop their skills, confidence and self esteem to the fullest potential
4. *RESPECTED AND RESPONSIBLE* We want children and young people to be involved in the decisions that affect them and encourage them to play an active and responsible role in the community
5. *INCLUDED* We want children and young people to have access to high quality services. We want to enable them to overcome the social, physical, geographic, environmental and economic barriers that create inequality”

Disability and Inclusion Strategy November 2013

The Disability and Inclusion Strategy is part of the Policy Council’s equalities and rights programme (see appendix 4) where work is undertaken to meet the second general objective on the Social Policy Plan to provide equality of opportunity, social inclusion and social justice.

The Strategy is based on the following key principles:

- **Respect.** Every person deserves to be treated with dignity and respect. A disabled person and carer have the right to choose how to live their own life and the freedom to make their own choices.
- **Non-discrimination.** A disabled person and carer must never be treated worse than others, excluded from or denied access to goods, services, education, work or social life on the basis of their disability or because they provide care for a disabled person.
- **Participation and inclusion.** A disabled person and carer should have full and effective participation and inclusion in society.
- **Acceptance.** Respect for difference and acceptance of disabled people and carers as part of human diversity and humanity.
- **Equality of opportunity.** Taking positive action to ensure barriers are removed.
- **Accessibility.** To enable disabled people and their carers to live independently and participate fully in all aspects of life, on an equal basis to others. This will include access to the physical environment, to transportation, to information and communications, including information and communications technologies and systems.
- **Gender equality.** Disabled people and carers, particularly women and girls, may face multiple discrimination and any changes should also take this into account.

- **Respect for Children.** Children and young people with disabilities have the same rights as non-disabled children. Decisions about children and young people must be in the child's best interest. Disabled children should be supported to express their views and should be listened to and taken seriously.

The strategy notes its links with the Children and Young People's Plan and recommends that the Plan looks at the future provision of services, policies and procedures for disabled children and in particular at transitions from children's services to adult services

The Strategy also notes that *"the ageing population is a key challenge in the Social Policy Plan and the prevalence of disability is known to increase with age. The Disability Needs Survey of Guernsey and Alderney showed rates for people with long-term conditions range from 10% for those aged under-16 years to 38% for those aged 67 and over. The projected increased numbers of people over 67 factored by the increased prevalence of long term conditions with age means that we need to plan for larger numbers of disabled Islanders."*

The Supported Living and Ageing Well Strategy Working Party 2013

The Supported Living and Ageing Well Strategy, is being developed by the States to examine what services and funding should be provided to islanders with care, support and supported accommodation needs.

This will incorporate a review of all services and funding provision for anyone needing care and support who is over 18. The review will cover provision ranging from that provided to people who are cared for by their families and friends; through supported living options, such as extra-care developments and residential and nursing care services; to specialist and hospital care and long-term off-island placements

The States Environmental Policy Plan covers the natural and built environment; natural resources; environmental hazards and pollution; biodiversity; and waste management and traffic management. The key objective is carbon footprint and energy consumption reduction and one of the themes is promoting a sustainable approach towards the environment. The LMDC Project fits strategically with the purposes, objectives and themes of these Plans as the brief for the Les Beaucamps building project has done. In particular the construction of an indoor sports facility with spectator facilities instead of providing an additional swimming pool will save annual general revenue expenditure and avoid the associated impact on the environment.

Strategic Land Use Plan 2011

The LMDC project will promote, and be consistent with, the following core objectives of the Plan. The Plan emphasises the importance of corporate working between States Departments and positive relationships between the public and private sectors in putting spatial policies into effect. The Key policy areas with which the LMDC project will be consistent are supporting the role of the main and local centres as socially inclusive and diverse communities and neighbourhoods; respecting the quality of the physical environment and local heritage and seeking a good standard of design of new development.

The parish or local centres will be identified through the Development Plan preparation process, based on an assessment of ‘sustainability indicators’, i.e. those services and facilities that contribute to an area’s ability to meet local social, economic and environmental needs such as doctor’s surgeries, public transport links, convenience goods, shops selling daily essentials, public open space, etc.

All the policies above and below fit strategically with the plans for the development of the La Mare de Carteret schools site, but the most relevant are LP10 and SP10 which address the development of local centres.

- POLICY LP1: SUSTAINABLE DEVELOPMENT
- POLICY LP2: CLIMATE CHANGE MITIGATION
- POLICY LP3: CLIMATE CHANGE ADAPTATION
- POLICY LP4: SUSTAINABLE DESIGN AND CONSTRUCTION
- POLICY LP10: LOCAL CENTRES

“The Development Plans will identify main parish or local centres based on the assessment of services and facilities (sustainability indicators) within the locality and enable limited development of a scale that is appropriate for the specific location and would not result in the centre affecting the vitality and viability of the main centres.”

- POLICY SLP10

“Provision should be made in the Development Plans to enable the provision of an adequate range of community, social and leisure facilities to be developed according to need and demand whilst maximising the use of existing sites”

- POLICY SLP21;

- POLICY SLP22;
- POLICY SLP23;
- POLICY SLP30;
- POLICY SLP31;
- POLICY SLP32;
- POLICY SLP33;
- POLICY SLP35; and
- POLICY SLP36

Strategic Asset Management Plan (SAMP) Billet d'État XV July 2013

The SAMP's primary objective is defined in the States Report as *"to ensure that the right assets are available in the right places to deliver the right services in the most efficient and effective way"*. The SAMP is *"an output of the States wide efficiency saving initiative – the Financial Transformation Plan (FTP)"* para 5.1 of the SAMP States Report *"to make better use of the States land and property assets"* para 5.3

The SAMP supported the LMDC project as one of its 9 major suggestions in order to align *"States assets to meet the SAMP vision"*. In para 10.30 it states *"in accordance with the ethos of the SAMP, it is important that the buildings and grounds be redeveloped to provide a community resource rather than just a school, not least because of the close proximity of the Island's largest housing estate"*.