

**EDUCATION COMMITTEE CAPITAL PROGRAMME 2004-2010 AND THE ESTABLISHMENT OF A
DEVELOPMENT FUND**

**Lodged au Greffe on 24th July 2001
by the Education Committee**



STATES OF JERSEY

STATES GREFFE

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PROPOSITION

THE STATES are asked to decide whether they are of opinion -

- (a) to support the Education Committee's proposed capital programme for the period 2004-2010;
- (b) to agree that an Education Development Fund should be established to enable the said capital programme to be delivered within the period specified;
- (c) to agree, in principle, that the proposed Education Development Fund should be established in January 2004, in a sum equivalent to £13.0 million at June 2001 prices, and that this sum, for the period 2005-2010, should be adjusted each year to take full account of general inflation in building and related costs;
- (d) to charge the Finance and Economics Committee to identify how such a fund might be established and maintained for the period 2004-2010.

EDUCATION COMMITTEE

- Notes:
- 1. The Policy and Resources Committee's comments are to follow.
 - 2. The Finance and Economics Committee's comments are to follow.

REPORT

1. Background

1.1 Legislation

In November 1992, the States approved the preparation of a new Education Law to replace the Loi (1912) sur l'Instruction Primaire, as amended, and related Laws. In giving this approval, the States recognised the inadequacy of the existing legislation, which had been enacted to serve a community which has since changed radically.

The States also clearly recognised that the education service of the Island has been transformed from a relatively basic system of elementary schools and no further education to highly developed arrangements of nursery, primary, secondary, special and further education facilities with responsibilities ranging from early childhood education to post-graduate studies. It was then, and still is now, recognised that the Island's economy demands a highly educated, well-trained workforce which, in turn, requires an effective and responsive system of education, supported by an appropriate legislative framework.

On 1st March 2000 the new Education (Jersey) Law 1999 came into force, which sets out the rights, duties and responsibilities of the various partners, both those who provide the education service and those who use it. The Law clearly establishes the means of supporting the change that is vital to ensure the continued development and growth of an education service which is capable of meeting present and future needs, and which is at least equal to that in other western societies.

1.2 Capital development

The Education (Jersey) Law 1999 is the legislative means for setting the high standards to which the States of Jersey and the Education Committee in particular, are required to meet in maintaining and developing the Jersey education service.

In recent years the States has acted consistently and responsibly in recognising the need to continue to maintain high education standards, and in granting the Education Committee sufficient revenue funds with which to maintain those high standards in terms of staffing and non-staff resources. As a result of such strong and continued support, Jersey schools are and should for the foreseeable future, be appropriately staffed and funded to deliver the high level skills the people of Jersey will need to prosper into the future.

However, whilst the States has - since the early nineties - also been supportive of the need to redevelop and modernise the neglected buildings in which such a high quality education service is delivered, and has granted appropriate investment funds for the development of school properties, the current rapid drive to reduce capital expenditure is beginning to show signs that, if this challenge of reduced funding is not addressed, it will soon have a significant adverse effect on the ability to deliver the high quality service which the Committee strongly believes the people of the Island want and which the States should seek to continue to support.

2. Duties under legislation

Without wishing to labour the point in relation to the duties accepted wholeheartedly by the States in 1999 when it approved the new Education (Jersey) Law 1999, the Committee believes it would be useful to clarify those duties succinctly here and to remind members of that which is expected by the people of the Island.

2.1 The States

Article 6 of the Law clearly defines the duty of the States to promote education as follows -

“The States shall promote the spiritual, moral, intellectual, cultural, social and physical development of the people of the Island and, in particular, of the children of the Island.”

2.2 The Committee

Article 7 of the Law defines the many duties of the Education Committee. In particular, paragraph (2) of Article 7 states that -

“The Committee shall, from year to year -

- (a) review the numbers of school places available, both in provided and non-provided schools; and
- (b) assess the current and future requirements for provision of school places by reference to the ages and numbers of the children of the Island.”.

Article 11 of the Law defines the duty of the Committee with respect to children of compulsory school age (five to 16 years) as follows -

“The Committee shall ensure that there is available to every child of compulsory school age full-time education appropriate to his age, ability and aptitude.”.

Article 46 of the Law defines the duty of the Committee with regard to persons over compulsory school age as follows -

“The Committee shall ensure that there is available education appropriate to the reasonable needs of the generality of young persons, having regard to their different abilities and aptitudes.”.

The Education Committee firmly believes, and is convinced that States members also believe, that the principles and sentiments underlying these defined duties are fundamental to good government and reflect the needs and expectations of the population as a whole. That is why they have been accepted and enshrined in Law.

The Committee also firmly believes that in order to continue to deliver good government and to continue to meet the aspirations of the population, it needs to continue to receive not only increased staff and non-staff costs in relation to demographic growth, but also sufficient capital development funds with which to finish the redevelopment of the education estate, which the States has hitherto also considered essential.

3. Challenges

In responding to these duties, Education Committees have, since the early nineties, been faced, and have successfully dealt, with the following three major challenges.

3.1. Demographic growth

Primary Schools

In 1990 there were fewer than 4,000 children in non fee-paying primary schools. Today there is in excess of 5,300. This represents an increase of almost a third and although the peak in overall primary aged pupils is expected soon, in 2002, the redevelopment of housing sites and the consequent “hot spots” this will cause, still requires the Committee to plan for major redevelopment and replacement of town primary schools over the next decade.

Secondary Schools

In 1990 there were fewer than 2,300 pupils aged 11-16 years within the non fee-paying secondary schools, whilst today there are 2,730. As the increased number of children within the primary sector pass through to the secondary sector this number will rise to more than 3,330 by September 2006, an increase of 600, or about 22 per cent over the next five years.

Post-16 sector

The numbers of pupils aged 17-19 years within the fee-paying colleges and private schools will remain fairly static during this forthcoming period of demographic growth, because those schools are each limited to four forms of intake. As a result, the non fee-paying sector, which consists of Hautlieu and Highlands College, will continue to grow to meet the demands for additional places. Hautlieu, which currently has around 500 students, is expected to grow to 675 or more full-time students by 2006/8 - an increase of 35 per cent. Highlands College, as the only significant provider of post-16 vocational programmes, will continue to expand to offer an increasing range of non “A” level courses and will be required to accommodate an increasing diversity of part-time and full-time programmes.

3.2 Curriculum

The curriculum provided to all children in schools has been developed and expanded to reflect the demands of modern life and to prepare our young people for the world in which they will live and work.

The teaching of this highly developed curriculum, the Jersey Curriculum, is now a requirement in all schools and, with the increasing introduction of vitally important Information and Communication Technology (ICT) equipment, the accommodation and facilities provided has had to change dramatically over the past decade and will do so even more into the future.

3.3 Building stock

Due to many years of financial constraint and perhaps not enough foresight, it is now recognised, not only in Jersey, but throughout much of the developed world, that too little was invested during the sixties, seventies and eighties on maintaining and developing school and other educational buildings. Despite recognition of this in the late eighties and a significantly increased investment by the States since the early nineties, this lack of earlier investment has left a legacy, still, of many inadequate schools. This poor condition ranges across the estate from some schools which have a few rooms in need of improvement, to other schools which can only be upgraded either by extensive refurbishment and extension or total replacement.

4. Meeting the challenges

In the years 1984 to 1990 the States allocated the following sums to education projects -

| | £ |
|------|-----------|
| 1984 | 1,110,000 |
| 1985 | 1,299,000 |
| 1986 | 1,427,000 |
| 1987 | 911,000 |
| 1988 | 1,021,000 |
| 1989 | 391,000 |
| 1990 | 1,965,000 |

These sums equated to less than four per cent of overall States capital expenditure at a time when the Education Committee's revenue expenditure equated to more than 17 per cent of the States' total revenue expenditure.

However, the recognition by the States in 1991 and 1992 that the building stock had been allowed to deteriorate beyond simple maintenance and economic repair, of the desperate need to improve the quality of our schools and of the need to provide appropriate places for the increasing number of children within the school system, led to a significantly increased level of capital investment being made.

In the ten-year period from 1991 to 2000, the States allocated the following sums to Education capital projects -

| | £ | |
|------|--------------------|---|
| 1991 | 4,185,000 | (four projects) |
| 1992 | 8,574,000 | (six projects) |
| 1993 | 18,133,000 | (four projects - including new d'Hautrée @ £12 million) |
| 1994 | 7,504,000 | (six projects) |
| 1995 | 9,239,000 | (two projects) |
| 1996 | 8,831,000 | (two projects) |
| 1997 | 2,395,000 | (two projects) |
| 1998 | 7,720,000 | (six projects) |
| 1999 | 28,755,000 | (four projects - inc. Hautlieu @ £23 million) |
| 2000 | <u>12,829,000</u> | (five projects) |
| | <u>108,165,000</u> | |

It may be seen that this ten-year period, although a somewhat uneven investment and which was project driven, equates to an average of just under £11.0 million per year, which of course if calculated at current-day prices would be considerably higher, due to intervening inflation. It should also be noted that this level of investment equated to around 20 per cent of States capital expenditure- a similar figure to the proportion of overall revenue budget allocated to the Education Committee - and this was therefore a further clear indication, to the people, of the strong support being given to the needs of education by the States.

The clear commitment to this ongoing programme of capital development has enabled the Education Committee to plan the development of quality provisions for all children and, as a consequence, this confidence in the States' commitment has enabled children, parents and schools to accept the temporary and often sub-standard arrangements which have had to be put into place in order to cater for growth pending extension and/or refurbishment.

5. Current position

For the period 2001 to 2003 the States has either allocated (2001), or agreed in principle (2002/3), the following capital sums for education projects -

| | £ | |
|------|------------|---|
| 2001 | 11,657,000 | (two projects - including Le Rocquier (1) @ £6.7 million) |
| 2002 | 12,243,000 | (three projects - including Le Rocquier (2) @ £6.7 million) |
| 2003 | 6,700,000 | (one project - Le Rocquier (3) @ £6.7 million) |

However, it will also be recalled that in April 2001 the States and the Finance and Economics Committee agreed to augment these allocations by voting funds in the sum of £5.0 million for the first phase of the planned development of the Catholic Schools (CS). Thus the Committee's allocations may be amended as follows -

| | £ | |
|------|------------------|--|
| 2001 | 12,657,000 | (two projects - including Le Rocquier (1) @ £6.7 million and CS @£1.0 million) |
| 2002 | 14,243,000 | (three projects - including Le Rocquier (2) @ £6.7 million and CS @£2.0 million) |
| 2003 | <u>8,700,000</u> | (one project - Le Rocquier (3) @ £6.7 million and CS @£2.0 million) |
| | 35,600,000 | |

In relation to the States' agreed capital limit of £55.0 million per annum, these figures appear relatively strong, in that they still equate to an average of just under 22.0 per cent of planned States capital expenditure at a time when the Committee's revenue expenditure remains at just under 21 per cent of the States' total net revenue expenditure. However, the notional allocations shown above for 2002-2003 disguise the true underlying project expenditure pattern, which because of changing and urgent circumstances will probably be as follows -

| | £ | |
|------|-------------------|--|
| 2001 | 7,737,000 | (one project + £2.23 million for Le Rocquier enabling + £550,000 for CS) |
| 2002 | 7,993,000 | (two projects + £2.45 million for CS) |
| 2003 | <u>19,870,000</u> | (one project - Le Rocquier @ £16.37 million +£3.5 million for CS) |
| | 35,600,000 | |

It may be seen that out of the total capital available of £35.6 million for the period 2001-2003, £18.6 million or 52 per cent will be expended on the Le Rocquier project, and £6.5 million or 18.2 per cent will be allocated to the Catholic Schools. It should also be noted that due to changing circumstances, and as capital cash limits for this period have been set, it will be necessary to 'borrow forward' up to £4.5 million for the redevelopment of Les Chênes School and, as a result, the first phase of the Le Rocquier project may have to be reduced to £14.1 million with an extra new Phase 2 project of circa£6.0 million being let in 2004 or 2005- depending upon when the Les Chênes School funding is agreed. All of this only leaves £10.5 million for three other small projects for the three-year period and this has meant that a number of urgent primary school projects will be delayed again. This is at a time when pupil numbers continue to grow beyond the capacity of many schools' ability to cope.

It, of course, also results in significant further funding for a Le Rocquier School Phase 2 project having to be found in 2006 and 2008 - if the school is not to be left half-completed, and which will cost considerably more than if the school could have been completed as originally proposed, and as supported by the States Capital Decision Conference process, in one contract. Given the cash-limited approach to funding, all these extra costs will be to the detriment of other projects.

5. The future

When examining the possible future allocations for 2004 and 2005, it may be seen that the squeeze on education capital is likely to bite harder into the Committee's planned redevelopment programme, and thus will slow up progress dramatically towards finishing the job started back in 1991.

For the period 2004 and 2005, the Education Committee has been forced, by the reducing commitment already shown for the period 2001 to 2003 and by the fact that the real spending value of the States capital budget has been cut significantly over the past five years, to submit a longer list of urgent projects for consideration than it would otherwise have wished. In 2000, the Education Committee submitted its prioritised projects for consideration by the Policy and Resources Committee, as follows -

| | £ | |
|--|-------|-------------------------------|
| St. Clement's School | 3,100 | Health and Safety |
| New Town Primary School | 4,950 | Statutory places |
| Les Chênes School | 1,800 | Statutory places |
| Mont à L'Abbé School | 3,000 | Statutory places |
| Les Quennevais School | 2,372 | Statutory places |
| Seaton Place Replacement | 750 | Maintenance existing asset |
| Highlands College 'A' Block | 2,075 | Maintenance existing asset |
| Grainville School (Phase 3) | 4,540 | Phase 3 of scheme |
| Highlands College: Art and Technology | 2,175 | Non-statutory places |
| St. Peter's School | 2,765 | Upgrade |
| Janvrin School | 1,473 | Upgrade |
| St. Martin's School | 1,530 | Upgrade/expansion |
| Victoria College Prep | 8,190 | Expansion/upgrade |
| Highlands College: Media Studies | 2,588 | Non-statutory places |
| Victoria College Sixth Form | 2,400 | Non-statutory places |

The Committee regretted being forced to submit such a long list, but felt unable to remove any project as being not of a high priority, as the Committee remains faced with still having to restore the remainder of its estate and to bring up to standard the many buildings so long neglected and undervalued by the States in the past.

However, at the end of 2000 the Education Committee responded to a request from the Policy and Resources Committee and, recognising that some sacrifices must be made, agreed to reduce its requested programme down to 11 projects only. In January 2001 the Capital Projects Review Sub-Committee, on little evidence, determined that this list was still too long for consideration, and has proposed reducing it still further to the following seven projects, or possibly nine - if further additional information is deemed acceptable.

| | £ | |
|---------------------------------------|-------|----------------------------|
| St. Clement's School | 3,100 | Health and Safety |
| Grainville School (Phase 3) | 4,540 | Phase 3 of scheme |
| New Town Primary School | 4,950 | Statutory places |
| Les Chênes School | 1,800 | Statutory places |
| Mont à L'Abbé School | 3,000 | Statutory places |
| Les Quennevais School | 2,372 | Statutory places |
| Highlands College 'A' Block | 2,075 | Maintenance existing asset |
| Seaton Place Replacement | 750 | Maintenance existing asset |
| Highlands College: Art and Technology | 2,175 | Non-statutory places |

The clear result of this approach is that the following six projects will not now even be considered until the 2006 programme is to be decided upon - probably in 2003 or 2004.

| | £ | |
|----------------------------------|-------|----------------------|
| St. Peter's School | 2,765 | Upgrade |
| Janvrin School | 1,473 | Upgrade |
| St. Martin's School | 1,530 | Upgrade/expansion |
| Victoria College Prep | 8,190 | Expansion/upgrade |
| Highlands College: Media Studies | 2,588 | Non-statutory places |
| Victoria College Sixth Form | 2,400 | Non-statutory places |

Given that the reduced list of nine projects submitted for the 2004 and 2005 programme will, no doubt, again prove highly successful in the Capital Decision Conference, but as with previous years will be reduced yet further, the Committee now firmly believes that it is highly probable that some of these six rejected projects may not, under the present system, now be included for consideration until perhaps the end of the decade!

On the face of it, it may be said that in times such as these when the States is seeking to reduce its overall capital expenditure, the Education Committee has little to complain of and, to some extent, this is true. However -

- given that the massive 'overspending' on States capital generally is not attributable to the Education Committee - which has always followed the States procedures openly and fairly - and is a result of other States Committees developing schemes, such as the WEB suspense fund and the Housing Development Fund, which circumvent these same control procedures by generating construction programmes much larger than the size of the allocated funds;
- given that the capital budget available has not only been reduced significantly in real terms as the States annual capital allocation has not kept pace with inflation, but that projects are now being included on estimated 'out turn' costs rather than real costs, which is contrary to the intended procedures;
- given that the States has, on a fairly consistent basis, managed to find significant additional capital funds for a wider and wider array of other worthwhile projects over the past years;

the general trend towards significant reductions in the education development funding with the inevitable prolonged use of sub-standard and inappropriate buildings continuing long into the future seems inequitable.

At this point the Committee believes it useful to point out that, despite many rumours to the contrary, and with the exception of one notable case, all capital projects under its administration have been brought in within the budget allocated and within the agreed programme. Where there have been costs over and above those initially predicted, they have always been contained within the inflation matched budget and, indeed, the vast majority of education projects have been completed under the normal inflation matched budget.

The one major exception to this successful record was caused by the unfortunate, unforeseen and relatively catastrophic failure of the consulting engineers Russell Wilson International. However, although this failure did add significantly to the overall costs of the new Haute Vallée School, it has since become clear that when these extra

costs are identified and separated out, the actual cost of the school still represents considerable value for money, and the school and project management team are to be congratulated for their perseverance and diligence in absolutely minimising any additional cost to the States.

With a view to completing the task set for it by the States in 1991, and as a result of careful planning, the Education Committee has consistently outlined its capital project requirements. Until recently, it must be said, the States has matched those requirements, and it is to the States' credit that so much of the education estate is now of a quality that is very much admired, and has established standards for which the Island may be justifiably proud. However, the Education Committee is now very concerned, as it knows are an increasing number of parents and school governors, that this commitment to completing the restoration of the education estate is to be delayed and, possibly, at the now projected rate, will not be completed for another two decades, unless some alternative, more positive, funding mechanism can be agreed.

Accepting the decisions already democratically arrived at regarding the period 2000-2003, the Appendix to this report outlines the Education Committee's proposed capital development programme for 2000 through to 2010. This revised and carefully constructed programme addresses all identified estate shortfalls and would, if carried out, complete the restoration of the estate in a timescale which is both manageable and, the Committee believes, affordable.

In summary the programme, which equates to an average of marginally less than £13.0 million per annum to complete, is as follows -

| | | £ | |
|-------------------------------|-------------------------|---------------|------------------|
| 2000 | (Approved and funded) | 12,829 | (five projects) |
| 2001 | (Approved and funded) | 12,657 | (two projects) |
| 2002 | (Approved in principle) | 14,243 | (three projects) |
| 2003 | (Approved in principle) | 8,700 | (two projects) |
| | | <u>48,429</u> | |
| 2004 | (Submitted bids) | 12,790 | (four projects) |
| 2005 | (Submitted bids) | 13,522 | (five projects) |
| 2006 | (Future bids) | 14,055 | (five projects) |
| 2007 | (Future bids) | 12,428 | (three projects) |
| 2008 | (Future bids) | 12,675 | (three projects) |
| 2009 | (Future bids) | 12,840 | (eight projects) |
| 2010 | (Future bids) | <u>12,210</u> | (six projects) |
| | | <u>90,520</u> | |
| Total required over 11 years: | | 138,949 | |

Given that the capital budgets are established and set for the period 2000-2003, it is proposed to concentrate on the total funds required for the seven-year period of 2004-2010, i.e. £90,520, which equates to an annual average of just under £13.0 million. It may be seen that, in constructing this programme, the Committee is seeking only to maintain the level of States investment similar to that previously supported by the States for the successful period 1991-2000 and now repeated for the period 2001-2003.

6. The success story

The Committee is, and believes the States should be, justly proud of the tremendous success of its, and its predecessors', capital development programme. In particular the schemes which have been completed in the period since 1991 are imaginative, inspiring and have set the standard by which the Island is now rightly judged. It is no small coincidence that with the vision and support of the States, so many school projects have been the recipient of local, and indeed highly prestigious National, design awards. The Committee does not apologise for this level of quality.

Nor does it believe should the States, which should accept and glory in the presence now of many high quality public buildings which will benefit thousands of our children for many decades to come. Some highly notable examples of this success may be seen at -

First Tower School (Jersey Design Award Winner)

Existing school totally refurbished, remodelled and extended with new classroom block, a nursery class, school library and hall to accommodate up to 380 children.

Les Landes School

Existing school totally refurbished, remodelled and extended with new classroom block to accommodate up to 175 children.

Le Squez School (Thorne Lighting Award)

New two-form entry school with a nursery class to accommodate up to 380 children.

Plat Douet School (Thorne Lighting Award)

Existing school totally refurbished, remodelled and extended with new classroom block and new nursery class to accommodate up to 380 children.

Rouge Bouillon School

Existing school totally refurbished, remodelled and extended with new classroom blocks, new school halls and new

nursery class to accommodate up to 555 children.

Springfield School

Existing old Janvrin school totally refurbished, remodelled and extended to provide the new town primary school and to accommodate up to 175 children.

St. John School (Jersey Design Award Winner and Thorne Lighting Award)

Existing school totally refurbished, remodelled and extended with new classroom block and new nursery class to accommodate up to 210 children.

St. Lawrence School

Existing school totally refurbished, remodelled and extended with new classroom block and extended nursery class to accommodate up to 205 children.

St. Luke's School

Existing school totally refurbished and remodelled and extended to include the old Vicarage to accommodate up to 175 children.

St. Mark's School

Existing school totally refurbished and existing nursery class extended to accommodate up to 205 children.

St. Mary's School

Existing school refurbished and extended to accommodate up to 175 children.

St. Saviour's School

Existing school refurbished and extended with new classrooms and a new nursery class to accommodate up to 255 children.

Trinity School

Existing school refurbished and extended with new classrooms and major playground extension to accommodate up to 175 children. (Further small scheme to replace remaining temporary classrooms starting in 2001.)

J.C.G. Preparatory School (R.I.B.A. National Design Award Winner)

New schools constructed to accommodate 375 pupils (see also Victoria College Prep below).

St. James' School

Existing school totally refurbished, remodelled and extended so as to properly accommodate up to 18 children with emotional or behavioural difficulties.

Mont à l'Abbé School

A new Phase 1 wing was completed in 1993/4 and provided a new nursery class and new classrooms and a new school hall. (Phase 2 is identified in the Committee's programme for 2004, should funding be secured.)

Haute Vallée School (R.I.B.A. National Design and Civic Design Award Winner)

New 750 student (ages 11-16) school, which includes a community use theatre and swimming pool, completed in 1998/9.

All of the above schemes, with the notable exception of Haute Vallée School, were completed within the budget allocated and in line with the agreed programmes.

7. **The ongoing work**

In addition to the above many projects, the Committee is currently administering the following ongoing projects -

Mont Nicolle School

Major refurbishment, remodelling and extension of the school, to accommodate 225 children plus a new 30-place Nursery Class, is due for completion in July 2002.

Jersey College for Girls (short-listed for 2001 R.I.B.A. Award)

700 student (ages 11-18) school completed in 1999 and shortly to be opened by Her Majesty Queen Elizabeth II. The final phase of sports facilities (Langford) commenced in December 2000 and is due for completion by January 2003.

Grainville School

Phase 1 Science Block due for completion in November 2001. The Phase 2 Art, Design and Technology Block (*) is due to start in mid 2002 and Phase 3 (*), which is the major refurbishment of the existing school, should start in 2004, provided funding is agreed.

Bel Royal School

New 30-place nursery class, which will accommodate children with physical disabilities, under construction and due to open in January 2002.

Grouville School

Phase 1, which included new and remodelled classrooms, a new toilets and a new nursery class, was completed in November 1999. Phase 2, which includes further new and remodelled classrooms and provision for children with hearing impairment, is in progress and due for completion in June 2002.

La Moye School

Phase 1, which included new and remodelled classrooms, a new library, new changing rooms and a music general purpose room was completed in July 1999. Phase 2 is due to start in 2001 and will include the final two new classrooms, a new nursery and the extension to the existing school hall.

Grands Vaux School

New 175-pupil school with a replacement 30-place nursery class is to be constructed on the existing site commencing January 2002. School currently decanted to the old JCG site at La Pouquelaye until July 2003.

La Pouquelaye School

New 380-pupil school to include a new nursery class is, subject to approvals, to be constructed on the old JCG Playing Field site in La Pouquelaye. This school is to accommodate children from the La Pouquelaye area and, following the failure to identify a suitable site in the south-west of St. Helier, the children who will reside in the new Waterfront housing developments.

Nursery Centre

This project, to develop a 100-place 'Centre of Excellence' Nursery Centre within the Farewell Wing of the of JCG building is funded, in principle for 2002.

Hautlieu School

The construction of a complete new school is due to start on site in July 2001, although enabling works started in preparation in early 2000, and is due to be occupied and operational from September 2004. The Phase 2 sports facilities will follow on in 2004 after the old school is demolished.

Le Rocquier School (*)

Due to start major construction of new blocks in early 2003, due to delays in securing funding, but enabling works will start in 2001 by the creation of new playing fields on an adjacent site. The project will now be completed in three to four phases over the next decade.

8. The immediate future

At this time, the following projects remain as capital bids only -

St. Clement's School (*)

The school remains on a split site with a public roadway dividing the Key Stage 1 and 2 areas.

It is proposed to build a new Key Stage 2 area on the same side of the road as the Key Stage 1, and thus to make the site safe for children, to remove the range of temporary classrooms units and to rationalise and modernise the poor existing accommodation. The school will continue to accommodate up to 200 children.

Les Chênes School (*)

Of the highest priority - a scheme is currently being developed which will provide appropriate and separate living accommodation for 24 students on the same site as the existing school, and the school itself will be remodelled to accommodate up to 30 students. This scheme is currently shown as a bid for 2004 but must be brought forward to 2001/2 to meet urgent statutory duties.

Mont à l'Abbé School (*)

The remaining half of the school needs, as a matter of urgency now, to be brought to the same standard as the Phase 1 project and extended to accommodate a growth in student numbers.

Les Quennevais School (*)

In order to cope with growth in student numbers and in changes in the delivery of the curriculum, this school needs further extension to provide up to six extra general classrooms and extra laboratory and craft spaces.

Seaton Place Youth Club (*)

It is proposed to move the majority of the existing youth facilities into the vacated and refurbished States Greffe Printers' building in La Motte Street, and to relinquish the old Seaton Place building, thereby releasing additional funding to support these developments. In addition, a location on the Waterfront is to be identified in which to develop a 'drop in' youth café/meeting room type facility and this will form part of and be funded within the same Seaton Place project.

Highlands College 'A' Block (*)

This is a major maintenance project to repair the external walls and roof to stop water ingress and, at the same time, to remodel parts of the interior and replace and update existing building services.

St. Martin's School (*)

It is proposed to extend and remodel the school, to remove the temporary accommodation units and to ensure the school is adequate for up to 205 children.

St. Peter's School (*)

Major parts of this school, like Plat Douet, Grands Vaux, Le Squez and La Pouquelaye have reached the end of its design life and are in need of replacement and/or refurbishment. The school will also have a new nursery class added during the construction period to ensure the school can adequately accommodate up to 200 children.

Highlands College - Art and Technology (*)

This is Phase 1 of the scheme to refurbish the old d'Hautrée School buildings to accommodate the expected growth in Highlands College students and the growth and variation in subjects to be studied post-16.

The programme shown on the attached Appendix illustrates the number, type and size of projects yet to be completed, over and above those identified here in the period 2006-2010, before the restoration of the education estate is complete. However, it should be noted that those projects above which are marked with an (*) are not yet funded and, under the existing system, therefore may be delayed further than planned.

9. Conclusions

The Education Committee understands the need for financial prudence. It has always responded to reasonable requests from the Policy and Resources Committee and the Finance and Economics Committee to defer capital expenditure or to utilise funds efficiently and effectively. It recognises that the States needs to reconsider its capital building programme in the light of economic forecasts and of population issues.

However, it also strongly believes that the process for constructing a reasonable capital programme and the apparently almost arbitrary way that projects have been included or excluded, is seriously flawed. An example of this was recently when the Sixth Form facilities at Victoria College gained a higher priority than either the nursery class at Bel Royal School or the need to complete La Moye and Grouville Schools, which had already been commenced. The process has also recently allocated funding to Grainville Phase 3, ahead of Phase 2, which was then excluded! The Committee therefore contends that such a flawed system should not continue to form the basis of the States capital programme.

The Committee contends that the present system not only leads to repeated uncertainties, in that it is not until the year before a project is due to start that its funds are voted, but that such a system of constant bidding and, in effect, 'bartering' between Committees, has led to a 'winner takes all' approach having to be taken by Committees each fighting their own corner.

This in turn leads to potentially increased costs, in that time and energy are being expended in securing funds rather than developing even better value for money schemes, and insufficient early planning time is devoted to securing the optimum scheme for the States.

The Committee also recognises that, although it always provides best value in relation to the capital budgets it manages, there would be further pressure on the Committee in this regard if it had to specifically rank its projects within a given overall capital budget. The Committee, rather than avoiding this pressure, would see it as a positive move for the education service in that all sectors would have to agree priorities and would have to live with consensual agreements, rather than as at present, each applying pressure against one another. To this end, the Education Committee therefore recommends that the States should support the proposal that -

- there should be created an ongoing 'Education Development Fund' to the value, at present day costs, of £13.0 million per annum;
- the Committee should be required to produce for approval by the States a rolling capital development programme for schools and other educational buildings; and
- that all capital expenditure on education projects, however incurred, must be contained within the sums allocated.

It is recognised that the Finance and Economics Committee has already undertaken to have in place by 2006 funding mechanisms by which each States Committee will receive an overall cash limit, which will include funds for capital projects. However, given that this is still five years hence, and given the decreasing allocation of funds to education projects in the meantime, the Committee recommends that the 'Education Development Fund' be instigated in January 2004.

This would not only provide the wider Education 'community' with some certainty of States' support for the future, but would also provide the Finance and Economics Committee with two years' actual experience with which to move ahead with other Committees in 2006.

This proposition has no manpower implications for the States.

**EDUCATION COMMITTEE -
PROPOSED ROLLING CAPITAL PROGRAMME (2000-2009)**
(Assuming Education Development Fund from 2004)

| | | £,000s |
|-------------|---|---------------|
| 2000 | Grouville School (Phase 2) | 1,917 |
| | Bel Royal Nursery | 471 |
| | La Moye School (Phase 2) | 1,533 |
| | Grands Vaux School | 4,145 |
| | New Town Primary School | <u>4,763</u> |
| | | 12,829 |
| 2001 | La Pouquelaye School | 4,957 |
| | Le Rocquier School (Phase 1 - allocation 1) | 6,700 |
| | Church Schools (Phase 1) | <u>1,000</u> |
| | | 12,657 |
| 2002 | Grainville School (Phase 2) | 4,619 |
| | Nursery Centre | 924 |
| | Le Rocquier School (Phase 1 - allocation 2) | 6,700 |
| | Church Schools (Phase 2) | <u>2,000</u> |
| | | 14,243 |
| 2003 | Le Rocquier School (Phase 1 - allocation 3) | 6,700 |
| | Church Schools (Phase 3) | <u>2,000</u> |
| | | 8,700 |
| 2004 | Les Chênes School (Phase 2) | 4,500 |
| | Grainville School (Phase 3) | 4,540 |
| | Seaton Place Replacement | 750 |
| | Church Schools (Phase 4) | <u>3,000</u> |
| | | 12,790 |
| 2005 | St. Clement's School | 3,100 |
| | Mont à L'Abbé School (Phase 2) | 3,000 |
| | Les Quennevais School | 2,372 |
| | Church Schools (Phase 5) | 4,500 |
| | St. Luke's School - Nursery | <u>550</u> |
| | | 13,522 |
| 2006 | New Town Primary School | 4,950 |
| | Highlands College 'A' Block | 2,075 |
| | St. Martin's School | 1,530 |
| | Le Rocquier (Phase 2 - allocation 1) | 4,000 |
| | Church School (Phase 6) | <u>1,500</u> |
| | | 14,055 |
| 2007 | Janvrin School (Phase 2) | 1,473 |
| | St. Peter's School | 2,765 |
| | Victoria College Preparatory School | <u>8,190</u> |
| | | 12,428 |

| | | |
|-------------|---------------------------------------|--------------|
| 2008 | Grainville School (Phase 4) | 5,500 |
| | Le Rocquier (Phase 2 - allocation 2) | 5,000 |
| | Highlands College Art and Technology | <u>2,175</u> |
| | | 12,675 |
| 2009 | Victoria College Sixth Form | 2,400 |
| | JCG Preparatory School | 1,750 |
| | New Town Youth Centre | 1,000 |
| | Les Landes School - Nursery | 550 |
| | Highlands College Media Studies | 2,588 |
| | Victoria College Gymnasium | 1,352 |
| | Bel Royal School | 1,800 |
| | Trinity School - Hall + Nursery | <u>1,400</u> |
| | 12,840 | |
| 2010 | Springfield School - Nursery | 550 |
| | St. Mary's School | 1,700 |
| | Victoria College Extend/Remodel | 4,500 |
| | Highlands College Expansion (Phase 3) | 4,000 |
| | Haute Vallée (AW Pitches) | 835 |
| | Haute Vallée School (Dining) | <u>625</u> |
| | 12,210 | |

SUMMARY

| | | | |
|------------------------------------|---|---------------------|---------|
| FUNDED AND APPROVED (2000-2001) | = | £25,486,000 | (18.3%) |
| APPROVED IN PRINCIPLE (2002-2003) | = | £22,943,000 | (16.5%) |
| FUNDING REQUIRED (2004-2010) | = | <u>£90,520,000</u> | (65.2%) |
| TOTAL FOR 11 YEAR PROGRAMME | = | £138,949,000 | |