



Leicester City
Asset Management Plan
2002 – 2007
Statement of Priorities

Raising Standards Together



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1.0 SUMMARY

The significant increases in schools' capital funding provides a real opportunity to improve the effectiveness of the school estate and its contribution to raising standards. The schools Asset Management Plan is the means by which the LEA and schools ensure that stewardship responsibilities are fulfilled and investment decisions are made in accordance with the wider priorities for the community, the priorities for educational improvement, key Government priorities and the local priorities of individual schools. The AMP will enable the Authority to take a strategic approach to investment, ensure funding streams are joined up, to deliver more and larger modernisation projects and tackle cross-cutting issues such as social inclusion, health and leisure, etc.

The AMP covers the period 2002-7 to coincide with the Education Development Plan. This Statement of Priorities is the key strategic document arising from the AMP. It is designed to give schools, Dioceses, and other local partners and the DfES a clear view of local priorities and show that the asset management planning process is effective. This document shows the context of the LEA; Leicester is a dynamic multicultural city but faces considerable challenges arising from social and economic deprivation.

The strategic priorities for capital investment are derived from Central Government priorities, local community priorities as set out in the Community Plan and specific education priorities as set out in the Education Development Plan and other LEA plans. These priorities are:

- The elimination of immediate health and safety issues including compliance with statutory requirements.
- Satisfying its statutory duty with regard to the Disability Discrimination Act.
- Ensuring that there is a sufficient number of school places in order to meet the LEA's statutory duties.
- Supporting schools causing concern and schools in challenging circumstances.

Subject to available funding, the LEA's other priorities are:

- Completing the ongoing programme arising from the Review of Secondary Schools.
- Maintaining the fabric of the building stock.
- Measures to provide inclusion including SEN provision, linguistic support etc.
- Wider behaviour initiatives such as pupil referral units.
- Removing surplus places in the primary phase.
- Supporting the Transforming Secondary Education (TSE) agenda through diverse provision, specialist schools, V.A. schools, City Academies, etc.
- Replacing poor and unusable accommodation such as mobile classrooms to raise the aspirations of teachers and students.
- Addressing other suitability issues where they have the highest impact on the level of attainment and where they support the Transforming the School Workforce (TSW) agenda and national curriculum priorities.
- Supporting the extended schools agenda, including community access to facilities and integration of other Council services on school sites.

The implications of the various LEA plans and strategies and the results of condition and suitability surveys are considered in greater detail. The principles underlying capital investment are summarised. These cover the relationship between the LEA and schools and the emphasis given to School Property Plans, the commitment to appraising options for investment, the commitment to high design standards and the Council's approach to procurement and project delivery.

There is a short review of progress in 2001/2 noting the most significant areas of achievement. The Statement of Priorities concludes with a summary of resources likely to be available over the next five years, the specific LEA targets against which progress with the implementation of the AMP will be measured and an outline capital programme covering the period up to 2006/7.

COMMON ABBREVIATIONS

AMP	Asset Management Plan
BCA	Basic Credit Approval
CMF	Central Maintenance Fund
CPD	Continuing Professional Development (In-service training)
DDA	Disability Discrimination Act
DfES	Department for Education and Skills
DT	Design Technology
EDP	Education Development Plan
EIC	Excellence in Cities
FM	Facilities Management
ICT	Information and Communications Technology
KS1	Key Stage 1
LAN	Local Area Network
NOF	New Opportunities Fund
LEA	Local Education Authority
LMS	Local Management of Schools
NDS	New Deal for Schools
NGfL	National Grid for Learning
PE	Physical Education
PFI	Private Finance Initiative
SAI	Schools Access Initiative
SAR	Schools with Additional Resources (to accommodate special needs)
SEN	Special Educational Needs
SOP	School Organisation Plan
SSA	Space for Sport and Arts
TSE	Transforming Secondary Education
TSW	Transforming the School Work Force
VA School	Voluntary-aided School

2.0 INTRODUCTION

2.1 Background

2.1.1 The significant increases in schools' capital funding in recent years provides a real opportunity to improve the effectiveness of the school estate and its contribution towards raising standards. It is recognised that modern, well-maintained buildings are required if quality teaching is to be delivered and the aspirations and expectations of students and teachers raised.

2.2 Aims

2.2.1 The aim of the Asset Management Plan is to ensure that the LEA's priorities for capital investment are aligned to and linked with:

- The wider priorities for the City as set out in the Community Plan
- The priorities for educational improvement as set out in the Education Development Plan
- Key Government Priorities, particularly those set out in the Transforming the School Workforce and Transforming Secondary Education agendas.
- Local priorities as set out in individual school improvement plans and school property plans.

2.3 Objectives

2.3.1 The Asset Management Plan informs the LEA's decisions on capital investment. It will enable the LEA to take a strategic approach to investment and ensure that funding streams are joined up and used to deliver more and larger modernisation projects. It will also enable cross-cutting issues to be tackled such as social inclusion, health and leisure etc. by joining schools' funding with other sources such as neighbourhood renewal funds.

2.4 Scope

2.4.1 The Asset Management Plan covers the period 2002 – 2007 to coincide with the Education Development Plan. The documentation supporting the Asset Management Plan includes the following:

Statement of Priorities

This shows:

- The context of the LEA, the Authority's vision for raising school standards, the areas where capital investment is required.
- The Authority's strategic priorities arising from its plans and specific initiatives and what is needed to maintain the future of the school building stock.
- How its priorities align with the Government priorities.
- How its funding streams are joined up and used strategically.
- How it proposes to deliver its projects.
- Its targets for developing and improving its school building stock and what has already been achieved.
- Its programme for delivery.

Local Policy Statement

This shows:

- The arrangements for consulting on local policies.
- The basis for keeping data on sufficiency, suitability and condition.
- The processes used to prioritise investment and disseminate results.

- The basis for embedding the AMP process at school level including commitments from schools, exchange of information, monitoring delivery and supporting schools to fulfil their stewardship responsibilities.
- How the LEA will secure best value by joining up funding streams to deliver more and larger modernisation projects, consider and appraise options, evaluate the educational outputs and modernise procurement strategies.
- How the LEA will deliver Government priorities including school security, supporting schools causing concern, increased diversity, wider behaviour initiatives, inclusion, the extended schools agenda, the TSW and TSE agendas, provide high quality and sustainable buildings that meet national curriculum requirements.

Details of Projects

This will include basic information on up to 10 school building projects planned to start on site in 2003 - 04.

3.0 THE CONTEXT OF LEICESTER'S ASSET MANAGEMENT PLAN

3.1 Leicester: Opportunities and Challenges

Leicester is a multi-cultural and dynamic city with a population of 293,000 people. It is the largest city in the East Midlands and is a successful commercial and manufacturing centre. The population is expected to rise to 330,000 by 2021. The school population is diverse, reflecting the city as a whole. Of 44,000 pupils, 16,000 are from minority ethnic backgrounds. Leicester's reputation is built on

- Cultural Diversity
- Community Cohesion
- Sustainability and Integrity
- Sporting Excellence

Leicester is a thriving, prosperous city and yet it faces considerable challenges. Household incomes, skill rates and levels of pay are still below the regional average. 50% of children live in over-crowded households in the city compared with the national average of 11%. Unemployment levels have fallen from 14.8% in 1994 to 6.1% in November 2001, but still remain above the national average of 3.1%. Significant pockets of social and economic deprivation can be found in particular social groups and in some neighbourhoods. Certain housing estates are amongst the most deprived in the country.

Indications of deprivation and exclusion show that Leicester's school population is significantly less well off than the national average and the average for its statistical neighbours.

26.4% of primary school pupils and 22.9% of secondary school pupils were eligible for free school meals in 2001.

12,400 pupils are at 'School Action', 'Action Plans' or have statements of SEN.

The number of vulnerable children in the City is around 6,000, around 4,000 of whom are of school age.

3.2 The Community Plan

The Leicester Partnership represents the City Council and its partners, the Health Authority, Police, Chamber of Commerce, Educational Establishments and others.

The first Community Plan was produced after extensive consultation with people who live and work in the city and contained six priority areas for improvement. These are:

Diversity
Community Safety
Education
Health and Social Care
Environment
Jobs and Regeneration

The ways in which the LEA's capital investment strategy underpins the planned improvements in these priority areas are identified in Appendix A.

3.3 Broad Priority Areas

3.3.1 The following broad priority areas for capital investment will support the aims outlined in the Community Plan.

3.3.1.1 Educational Achievement

- Replace poor and unsuitable accommodation such as temporary classrooms to secure and promote an environment that will help to raise the aspirations of teachers and students.
- Raise levels of attainment by ensuring that accommodation is suitable for the delivery of the national curriculum, particularly the national priority areas of music, P.E / Sport, Science, D.T. and I.C.T.
- Improvements to staff workplaces in connection with the Transforming the School Workforce (TSW) agenda.
- High quality nursery provision in the most socially disadvantaged areas.

3.3.1.2 Health and Safety

- Repair, maintenance and improvement of school buildings to meet the Council's statutory requirements.
- Removal of immediate risks to health and safety to ensure schools are not closed.
- Maintain the fabric of the building stock to prevent undue deterioration.
- Ensure that schools are secure and play their part in addressing community safety.

3.3.1.3 Access

- Alterations, adaptations and improvements to ensure the Council and schools comply with the requirements of the DDA.
- Promoting inclusion by providing additional resources to meet special educational needs, linguistic support, nursery and creche provision.

3.3.1.4 Diversity

- Provide facilities to promote the exchange of different cultures and the understanding of different faiths through music, art, drama and sport.
- Support the Transforming Secondary Education (TSE) agenda through specialist colleges, V.A. and faith schools. To provide 'schools of character'. A diverse provision for a diverse community.
- To provide facilities that are culturally sensitive, particularly toilets, changing rooms etc.

3.3.1.5 Health and Social Care

- Increase the availability of sport and leisure facilities in school available for community use.
- Provide facilities that can be used for health education in connection with sport and leisure.

3.3.1.6 Sustainability

- Invest in insulation, energy efficient environmental systems, recycling facilities etc. through the use of whole-life cost analysis. Provide facilities to link environmental performance of school buildings with delivery of the curriculum.

3.4 **The Role of Schools in Neighbourhood Revitalisation**

Schools will play a key role in the revitalisation of neighbourhoods and the neighbourhood renewal process. Education is recognised as the key to the future of our city. It is the key to:

- Inclusion
- Confidence
- Image
- Employability
- A better future

A new partnership has been formed to take forward the work on neighbourhood renewal, called the Leicester Partnership. The Leicester Partnership and the Council's Cabinet have developed a framework for the use of the Neighbourhood Renewal Fund throughout the City. There are seven partnerships, six created from the first Community Plan and the Cultural Partnership. Each partnership will develop its own priorities and spending plans to reduce deprivation in the City. The priorities developed by the Education Partnership are:

- Language and literacy
- Disaffected young people
- Skills and knowledge strategy

£ 18 million of Neighbourhood Renewal Funds are available over the next three years. A further extension of the NRF to 2004/5 was announced in the last comprehensive spending review. There is likely to be scope for funding in connection with locating community facilities and parent facilities in schools through the Neighbourhood Renewal Fund.

4.0 **STRATEGIC PRIORITIES**

4.1 **Source**

4.1.1 In general, strategic priorities are drawn from a number of plans that detail the LEA's proposals for local delivery of national priorities. In some cases, specific funding sources are provided to deal with particular issues. In general, however, Government and Local Authority funding sources, and other external sources, are joined up to support the strategic priorities. Areas of work arising from the condition and suitability surveys have been identified but final decisions are dependent on school priorities. However, proposals for these areas will be further developed over the next few months as individual School Property Plans are agreed. They will be integrated with other works where possible to avoid a patch and mend approach.

4.2 **The LEA's Priorities**

The LEA's broad statement of priorities arising from the Community Plan has been outlined in Paragraph 3.3. The LEA considers that, in general, its highest priorities are:

- The elimination of immediate health and safety issues including compliance with statutory requirements.
- Satisfying its statutory duty with regard to compliance with the Disability Discrimination Act.
- Ensuring that there is a sufficient number of school places in order to meet the LEA's statutory duties.
- Supporting schools causing concern and schools in challenging circumstances.

Subject to available funding, the LEA's other priorities are:

- Completing the ongoing programme arising from the Review of Secondary Schools.
- Maintaining the fabric of the building stock.
- Measures to promote inclusion including SEN provision, linguistic support, etc.
- Wider behaviour initiatives such as Pupil Referral Units.
- Removing surplus places in the primary phase.
- Supporting the TSE agenda through diverse provision, specialist schools, V.A. schools, City Academies, etc.
- Replacing poor and unsuitable accommodation such as mobile classrooms to raise the aspirations of teachers and students.
- Addressing suitability issues where they have the highest impact on the level of attainment and where they support the TSW agenda and national curriculum priorities.
- The extended schools agenda including community use of facilities and integration of other Council services.

Measures to improve sustainability will be incorporated into all building projects. The LEA will increasingly make investment decisions on whole-life costs. This will automatically remove the focus on lowest capital cost that has hitherto prevailed and will lead to the adoption of higher thermal insulation, more efficient heating systems etc. The LEA has recently completed a low-energy school building that can be used as an example for other school buildings in the City.

4.3 The School Organisation Plan (S.O.P)

The S.O.P. annually reviews the overall demand for school places.

- 4.3.1** Significant housing developments are identified in the plan at Ashton Green, Beaumont Leys to the North of the City and sites at Hamilton to the East. It is anticipated that in the longer term two new Primary Schools and an extension to an existing Primary will be required at Beaumont Leys, together with future extensions to Secondary schools. Two new Primary Schools (one C of E), or one new school plus extensions to existing primary schools will be required at Hamilton, together with an extension to the Secondary School. These new schools or extensions will be financed from Section 106 funding from developers together with a Basic Need bid to DfES in the Autumn of 2002. In the event that the bids are not successful, the LEA would have to restructure its investment strategy in order to carry out its statutory duty. Developments in other areas may require funding in future years. Increased numbers of refugees, asylum seekers and persons from abroad (Somalis) continue to create pressures on inner city areas.
- 4.3.2** The implementation of the Review of Secondary Education in the City is now complete. Six secondary schools were closed as part of the review and one Fresh Start school opened. The balance of demand with places now appears to be satisfactory, although this will not become absolutely clear until the temporary classrooms used during the building work are removed. Current proposals to attract back pupils currently in County schools may change this position.
- 4.3.3** There is an estimated 4,458 surplus primary school places in the City, representing a surplus of 16.3% of total capacity (Baseline 2002/3). The surplus is expected to increase as forecast pupil numbers fall. This figure is comparable with, or less than, other similar local authorities. A substantial number of surplus places are expected to be removed through a planned and phased programme of temporary classroom replacement and the amalgamation of primary and junior schools where requested by governors.
- 4.3.4** The LEA has recently completed a debate regarding the provision of a 3-19 City Academy in the South and a federated 3-14 New College in the West of the City. These two areas have been identified because they are two of our most disadvantaged communities, with no secondary school, and because local primary schools are seeking amalgamation. The selective migration of the most able students into County schools or private schools could be resisted and reversed by this new provision.

- 4.3.5** The LEA recognises that temporary classrooms (mobiles) are rarely suited to the efficient delivery of the modern curriculum. The environmental conditions are poor and they have low energy efficiency. Consultation with stakeholders confirms that this should be the LEA's priority for modernisation. The LEA has a phased, planned programme of removal, prioritised so that schools with the largest numbers of temporary classrooms in poor condition are addressed first.

4.4 The Education Development Plan

The EDP is the strategic plan for raising attainment across the City and improving schools' performance. It contains eight priorities and three local themes.

The priorities cover

- Raising attainment at Key Stages 1 to 4 (i.e. for ages 4+ to 16)
- Narrowing attainment gaps and dealing with underachievement of disadvantaged pupils
- Supporting schools causing concern
- Improving teacher supply, recruitment and retention
- Promoting language acquisition, particularly with reference to ethnic minority pupils and pupils from high social and economic deprivation.

The three local themes cover

- Leadership and management
- Pupils' learning
- Social inclusion.

Appendix B summarises the possible capital implications arising from the EDP. In broad terms, the priorities for capital investment arising from the EDP are as follows (not in particular order):

- Social inclusion through enhancing language acquisition particularly children from deprived neighbourhoods and ethnic minorities. Investment priorities may include language support facilities, libraries, facilities for cultural exchange.
- Social inclusion through SEN provision in mainstream schools. Investment priorities are schools designated as SARs and access for disabled people.
- Improved access to ICT to raise attainment at all levels. Priorities include broadband and school networks.
- Diversification and the TSE agenda, a broad curriculum delivered with a more diverse provision of schools. Investment priorities are specialist colleges, etc. and vocational training facilities.
- Improving teaching quality and the TSW agenda, non-contact spaces for CPD, resource preparation, planning and collaboration, accommodation for non-teaching staff. Accommodation for contact with parents and carers.
- Curriculum delivery and raising attainment at all levels by providing suitable accommodation through suitability surveys and school improvement plans.
- Raising aspirations of pupils and teachers by the replacement of the worst accommodation.

4.5 The Class Size Plan

- 4.5.1** The LEA undertook a building programme in order to meet the Government's pledge of having no Key Stage 1 class size in excess of 30. Additional classrooms were built in 6 primary schools and the target was met in September 2001. The LEA has a continuing responsibility to maintain class sizes at 30 or below. There is no further specific programme for class size reduction. If further sufficiency issues arise, these will be identified in individual school property plans. The LEA has a range of possible options to address these issues including reducing admission numbers, building additional accommodation or providing temporary accommodation to meet peak demands.

4.6 Early Years and Child Care

4.6.1 School admissions in Leicester are currently based on a rolling programme and admission policy varies from school to school. The LEA has decided to adopt a common admissions policy from September 2004 when each child will have an entitlement to a year of full-time education in the year they become 5 and a year of part-time education in the year they become 4. The capital implications of the change in admissions policy are likely to be an additional classroom in at least 4 schools and other minor works in a number of schools.

4.6.2 Demand for additional childcare facilities at individual schools will be assessed by schools and proposals will be included in school property plans.

4.7 Behaviour Support

4.7.1 The LEA's strategy for behaviour support is part of a wider strategy for pupil support, delivered through the Cluster Linked Inclusion Co-operative. This provides a continuum of support with in-school support through learning mentors and pre-exclusion programmes, Learning Support Units in mainstream schools and Pupil Referral Units for pupils without a mainstream school place. There are currently 4 Learning Support Units and 2 Pupil Referral Units, 1 for Key Stage 3 and 1 for Key Stage 4. A further primary referral unit is due to open in September 2002. It is envisaged that refurbishment of the existing referral units and possibly the support units, will be required in order to provide full-time education and extend the curriculum offered. The estimated cost of this work equates to an expenditure of £30,000 per year over the next 5 years.

4.8 SEN and Access

4.8.1 Most pupils with special educational need are educated in mainstream schools. Special schools have an important role to play in supporting pupils with particular complex needs. There are good examples of special schools working with mainstream schools to provide effective support to pupils and of provision made directly by mainstream schools. The LEA proposes to extend the range of provision for pupils with special educational needs by developing Schools with Additional Resources (SAR's) in the mainstream to provide for a range of learning difficulties. The LEA proposes to use SAI funding of £400,000 in 2003/4 for adaptations and improvements to schools given SAR status. SAI funds have been used in conjunction with other programmes, notably the Secondary School Review to make significant improvements to physical access for disabled pupils. The LEA has completed an access audit of all schools and school property plans will identify further improvements required to meet the DDA standards. This work is a high priority and the LEA will support schools through the allocation of SAI funds, supplemented as required by NDS modernisation funds. Access improvements will be carried out in conjunction with other works where possible to minimise disruption and achieve best value.

4.9 Security

4.9.1 Risk assessments in schools are used to identify areas of improvement required. These will be included in School Property Plans and funds allocated to supplement devolved capital from the school security fund. In addition, Neighbourhood Renewal funds will be allocated for school security improvements in the most socially disadvantaged areas.

4.10 ICT

4.10.1 Considerable progress has been made recently to improve access to ICT through NGfL funding. Some NGfL funding has been used in conjunction with the Secondary Schools Review and all secondary schools now have a high quality LAN and Broadband access. All new and refurbished classrooms have access to the LAN and thereby the City-wide Learning Grid and the Internet. Two new City Learning Centres provide hubs for the ICT learning grid. Proposals for Broadband provision in schools are well advanced through the East Midlands Broadband Consortium. The LEA's priority is to increase access to ICT to meet DfES targets.

This will be achieved by a phased implementation of Broadband to Primary Schools, improvements to LAN's where required and increased provision of hardware. This will be funded from DfES funds and LEA contributions. Future modernisation projects will incorporate measures to provide network access in classrooms.

5.0 PRIORITIES ARISING FROM PREMISES SURVEYS

5.1 Context

5.1.1 The premises surveys carried out for all schools identify individual condition, sufficiency and suitability needs and provide the database of need supporting the LEAs capital investment decisions. These needs have to be set within the context of the above major priorities.

5.2 Specific Priorities arising from Condition Surveys

5.2.1 The backlog of repairs to schools totalled £36.9 million (baseline April 2002) of which £23 million were Priority 1 and 2. It is estimated that a sustained investment of approximately £6 million per year over the next 5 years would remove priority 1 and 2 problems. Investment in modernisation projects will improve the overall condition of the building stock and reduce repair costs in the future. However, it is recognised that new priority works may be identified as a result of changes in legislation, unexpected plant failure, etc. and therefore it is unlikely that all priority 1 and 2 problems will ever be removed completely.

Based on allocations for 2003/04 (2001/02 for LMS formula funds) repair costs could be funded as follows:

LMS formula funds	£2.0m
Devolved formula grant	£3.4
Central Maintenance fund (Planned element) 1.4 x 2/3=	£0.9
	£6.3m

Of the 2002/03 NDS Condition and Modernisation funds of £4.4 million, £1.9m will be used to replace temporary classrooms as part of a planned and phased programme, £1.35m has been committed to support the Secondary Schools review and other works in progress, and £0.4m has been allocated to glass and glazing improvements to meet health and safety requirements. The remaining £0.76m will be used for major urgent repairs and other works identified in School Property Plans.

By 2003/04 it is proposed to use all condition focused capital in conjunction with NDS modernisation funds (total £4.9m) to deliver strategic modernisation projects. Central to this will be the temporary classroom replacement programme.

5.2.2 School Property Plans will form the basis of maintenance and repair programmes. The LEA will use an element of the NDS condition focused grant to address condition problems when there is a need to invest in major repairs, where there is a strong legacy of low investment, where there are low available school resources, where there are particular school improvement implications or where the use of other resources can be maximised by joining up funding.

5.2.3 The LEA recognises that the current arrangements for the occupation of school premises (landlord / tenant agreements) are seen by some as too complex. The Corporate Property Officer has undertaken to review these arrangements to see if they can be simplified.

Delegated school funds and the Council's central maintenance funds are not joined up as effectively as they might be. In future, School Property Plans may identify landlord funding requirements. They may also identify opportunities to carry out those works in conjunction with works funded from schools' delegated funds.

5.2.4 The Corporate Property Officer is considering the possibilities for a range of options for improved procurement, including the use of framework agreements or term contracts which might be particularly suited to repair and maintenance works.

5.3 Specific Priorities arising from Suitability Surveys

5.3.1 Suitability issues will be identified from suitability surveys and proposals to address needs will be included in school property plans. Schools will align the priorities in their local plans with those of Government and the LEA but may take into account particular local factors.

5.3.2 A suitability ranking system is being developed to enable prioritisation of suitability alongside other condition work. Prioritisation will be dependent upon the degree of unsuitability, and the importance in terms of delivering the School Improvement Plan, how well it meets the priorities of the Government and the LEA and the impact of the proposal in terms of the numbers of staff and pupils to benefit and the likely contribution it will make to raising standards of attainment.

5.4 Sustainability Issues including Energy and Water Consumption Targets

5.4.1 The City of Leicester has a well-established reputation for its commitment to a sustainable environment and the Council supports the Government's international commitments with regard to the climate change strategy. The following aspects of the asset management plan offer particular opportunities to promote sustainable development.

5.4.2 Environmental improvement through good design

Design briefs for new and refurbished school buildings include requirements for energy efficient plant, high insulation, effective use of natural light and ventilation and where funding permits, the use of renewable energy, rainwater harvesting, etc. The use of environmentally friendly building materials including recycled and recyclable materials is promoted and monitored through the Council's EMAS system.

5.4.3 Environmental improvement through good planning

School place planning takes into account the need to provide sufficient numbers of places in local schools, including school places for pupils and students with special educational needs. The use of schools as a local community resource is encouraged and priority is given to projects that promote the use of community facilities in schools.

Proposals for new schools and significant extensions to existing schools will be supported by a traffic impact assessment and green travel plans. Where possible, education capital funds will be used in conjunction with highway funds, e.g., safer routes to school programmes, to promote green travel to schools.

5.4.4 Economic considerations

The degree to which building projects will achieve environmental improvement through energy reduction, etc., will be a significant factor to be considered when appraising and prioritising bids from schools for LEA capital funding.

Significant investment decisions will be based on an appraisal of a range of possible options in accordance with Government guidance. As part of this process, cost comparisons will increasingly be based on an analysis of whole-life costs rather than initial capital costs.

5.5.5 Environmental improvement through education

The LEA recognises the importance of promoting sustainability and encouraging responsible citizenship through education in schools. Where possible, opportunities will be created whereby school buildings, and the way they operate, can be used as a resource or teaching

aid for curriculum delivery. Examples might include exposing parts of the structure to show how energy can be conserved, and visible displays showing metered energy and water consumption

6.0 BASIC PRINCIPLES UNDERLYING CAPITAL INVESTMENT

6.1 The Relationship between the LEA and Schools

6.1.1 Currently repairs, maintenance and routine minor improvements to suitability and condition are funded from schools' LMS delegated budget, schools devolved formula capital budgets and the Council's Central Maintenance Fund (CMF). Schools have responsibility for approximately £5.4m expenditure per annum and the CMF provides a further £0.9m in planned maintenance and £0.5m in reactive maintenance. There is therefore a joint responsibility for this work, the responsibilities of each party are set out in the Arrangements for Occupation (the landlord/ tenant agreement). In summary, the Landlord is responsible for the building fabric and for the replacement of major elements such as roofs, wiring and toilets etc. The tenant is responsible for the day-to-day management of buildings and grounds, including security, management of health and safety, compliance with statutory requirements, maintenance of plant and equipment, servicing repairs and decoration. Larger projects including the Secondary Schools' Review, KS1 Class Size Reduction Programme, School Laboratories for the 21st Century, SSA, NOF and other specific programmes have been undertaken by the LEA, utilising LEA and Government funds.

6.1.2 The Council's Property Division operates a voluntary buy-back scheme that allows schools to contribute part of their LMS delegated budgets to a central pool in return for a reactive maintenance service, scheduled routine servicing and some planned maintenance. The buy-back scheme has been taken up by 95% of primary schools and 14% of secondary schools, representing approximately 65% of the total LMS notional R&M budget.

6.1.3 Whilst the Council has had considerable success in joining up funding for strategic programmes, it recognises that further improvements are required at a local level, particularly delegated school funds and the Central Maintenance Fund. Further formulaic delegation of central funds is not desirable because allocations do not reflect the relative needs of individual schools, some of whom have a high repairs backlog and have historically been under-funded.

6.1.4 Better co-ordination of landlord and tenant works and improved joint prioritisation will be achieved through the detailed condition surveys, through School Property Plans and through the City Council's inter-departmental AMP implementation team. Schools will set out their proposals for expenditure of delegated funds and will identify landlord works that can be carried out in conjunction with their own proposals. School Property Plans will form the basis for prioritising the Council's Central Maintenance Fund.

6.2 Option Appraisals

6.2.1 The LEA recognises the need to obtain best value from its capital investment. The procedures outlined in "Finding the Right Solution – a Guide to Option Appraisal" (April 2002) will be introduced on a phased basis, starting with the largest projects first. The Council has developed its own procedures for appraising bids from its own capital funds. This is based on an assessment of corporate strategies, aims and objectives and the rate of return on investments.

6.2.2 The LEA proposes to move to an analysis of whole life costs for major capital projects. It is envisaged that this will promote energy efficient designs and address other sustainability issues.

6.3 Design Standards

6.3.1 The LEA supports the principles laid out in "Schools for the Future – Designs for Learning Communities". These standards will be embedded in design briefs for new build and

refurbishment projects and will, where possible, form the benchmark for future suitability assessments.

6.4 Procurement

- 6.4.1** The Council has successfully concluded pilot projects using partnering arrangements for its two City Learning Centres and is currently using a partnering arrangement for a new sports hall funded by NOF. The Council is working on the 'Rethinking Construction' agenda with a number of other local authorities and the Construction Best practice Programme. There are a range of longer-term possibilities for improving procurement under consideration including strategic partnerships with contractors.

6.5 Project Delivery

- 6.5.1** The LEA has successfully delivered its Secondary Review capital programme over the last 3 years with an estimated value of £34m. The LEA has a Planning, Property & Procurement Team, charged with a number of functions, including giving advice to schools on developing and implementation of the property aspects of their School Improvement Plan (i.e., the School Property Plan).

Individual project delivery has been by a combination of in-house professional staff in the Council's Property Division and by external consultants. In-house staff performance is benchmarked effectively with the private sector.

7.0 REVIEW OF PROGRESS IN 2001/02

- 7.1** The LEA has made significant progress in the priority areas in the Community Plan and Education Development Plan. Notable achievements relating to capital investment are as follows:

- The LEA has made a successful bid for £3.7m Fresh Start funding for New College Leicester which was formed in 1998.
- The capital programme arising from the Secondary Schools Review is now complete, with the exception of the Fresh Start School works noted above. Six secondary schools were closed and one new Fresh Start school opened. In addition to balancing secondary school places with demand, a substantial modernisation programme has been delivered, based on a school needs-based assessment for curriculum delivery. Starting from a basic credit approval of £10.6m, the LEA has assembled a modernisation programme in excess of £34m by joining up various funding streams including BCA, NDS 1,2,3 and 4, SSA, School Laboratories for the 21st Century, NOF, capital receipts, City Council capital programme and revenue savings. Appendix C summarises the programme and the funding sources.
- 2 new City Learning Centres and a City-wide ICT Learning Grid linked to the City's universities and Space Science Centre. This project was funded from the EiC initiative.
- Successful bids for 3 community sports halls, a community all-weather pitch and 4 community arts facilities in primary schools funded under the SSA programme. Work commences on these projects summer 2002.
- Successful bids for 'fast-track' funding for a community sports hall in a secondary school with purpose-designed facilities for disabled participants under the NOF 3 programme.
- Fulfilled the Government's KS1 class size pledge with extensions to 6 primary schools using targeted funds in conjunction with NDS condition focused capital.
- Completed capital works in connection with 4 new specialist colleges (Languages, Visual Arts, Sport and Technology).
- Opened a debate on a new City Academy and a new federated 3-14 school.

8.0 CAPITAL PROGRAMME

8.1 Timescale

- 8.1.1** The resultant capital programme covers the period to 2006-2007. A summary is attached at Appendix F. The improvement targets in Appendix E reflect the same period as the capital programme and are a subset of the Key Performance Indicators set out in Leicester's Corporate Asset Management Plan.

8.2 Funding Sources

- 8.2.1** Historically, the level of expenditure on each priority has largely been determined by funding sources. However, in future, the Local Authority will have greater scope in bringing together various funding sources to target resources in the most effective manner. Schools will have similar flexibility, taking into account the priorities in the LEA's AMP and their individual School Property Plan. The LEA has noted the DfES guidance on NDS condition capital and NDS modernisation capital - dated April 2002 and proposes to join these funding streams at source.
- 8.2.2** Announcement of indicative DfES allocations for a 3 year period, together with similar indicative allocations now being made for the City Council's own capital programme, assist in developing a strategic approach to the joining up of funding sources to achieve best value. In future years, it is expected that the number of priority funding sources will diminish allowing greater flexibility in the allocation of resources. At that stage, the AMP should be sufficiently embedded to allow identification and prioritisation of need across all areas rather than relying on DfES funding allocations to provide resource allocations to individual areas of need.
- 8.2.3** Appendix D includes an indication of the level of schools devolved capital as this is a useful guide to the total investment in the school estate. LEA officers liaise regularly with schools to discuss School Property Plans. Each school development group has a dedicated link officer.

8.3 Detailed Programme

- 8.3.1** The LEA is seeking a step change whereby most 'routine' capital investment is based on School Property Plans, and larger modernisation projects are prioritised on the basis of need identified in School Property Plans. In order to encourage schools to invest resources to prepare robust plans that align with LEA and Government priorities, the LEA proposes to delegate the balance of NDS condition funds, (after allocating resources to the temporary classroom replacement programme) and the NDS modernisation fund to schools in 2002/3, to deal with their most pressing condition and suitability needs. School Property Plans will not be sufficiently developed to provide details of specific projects until later in 2002. From 2003/04 all NDS funds and other funding areas will be allocated by prioritisation across all School Property Plans in line with the priorities outlined in the LEA's Asset Management Plan.

The capital programme gives indicative areas of expenditure where it is not yet possible to give specific project details. When the AMP process is repeated next year, provisional allocations to projects will be included over the period of the plan.

8.4 PFI

- 8.4.1** The Authority has not previously applied for PFI credits. However, it is recognised that grants and credit approvals are unlikely to be sufficient to deliver the most ambitious modernisation projects. The LEA has identified one secondary school, currently occupying a split site, as a potential bid for PFI credits. Discussions with DfES will be opened shortly.

APPENDIX A

Capital Investment Priorities arising from the Community Plan

TARGET	AREAS OF INVESTMENT
DIVERSITY	
<ul style="list-style-type: none"> To promote trust and understanding between faith communities and good relationships amongst communities in Leicester. Provide services that are sensitive to people's religious, cultural, linguistic and access needs. Provide sporting opportunities for black and other ethnic minorities and disabled people. 	<ul style="list-style-type: none"> Adequate space for collective worship in schools. Facilities that promote cultural exchange and understanding through Art, Drama, Music and Sport. Provision of voluntary aided faith and single sex schools, learning and language support units, access improvements for disabled people. Culturally sensitive accommodation, toilets, changing facilities etc. New sports facilities.
COMMUNITY SAFETY	
<ul style="list-style-type: none"> To reduce the rates of crime and disorder in selected neighbourhoods. To develop preventative programmes with the aim of reducing the number of offences committed by young people aged 10-17. 	<ul style="list-style-type: none"> Make schools good neighbours, safe, secure, well lit, providing surveillance. Provision of sporting and other facilities for young people after school.
HEALTH AND SOCIAL CARE	
<ul style="list-style-type: none"> To increase the amount of information about health and well-being of the people of Leicester. To develop services to provide the independence of older and disabled people. To promote healthy living <ul style="list-style-type: none"> in relation to physical and mental health by taking action to reduce the risk of accidents and injuries. 	<ul style="list-style-type: none"> Facilities for health education in conjunction with sports facilities. Access improvements to sports and leisure facilities in schools. Community facilities with sport and leisure facilities in schools. Investment to address health and safety issues.
ENVIRONMENT	
<ul style="list-style-type: none"> To reduce car travel to City Centre and encourage and develop more journeys by walking, cycling and public transport. To continue to reduce the number of road accident casualties. To promote and deliver sustainable use of energy and resources. To increase recycling of waste and reduce waste to landfill. 	<ul style="list-style-type: none"> Measures to discourage travel by car. Improved facilities for cyclists. Secure storage, showers etc. Improvements to school entrances etc. Investment in insulation, efficient environmental control systems, solar energy, rainwater harvesting. To provide recycling facilities in schools To use appropriate materials in school buildings.
EDUCATION	
<ul style="list-style-type: none"> To raise standards of achievement for all. To remove failure and causes of failure and to make all schools good schools. 	<ul style="list-style-type: none">)) See investment supporting the EDP)

<ul style="list-style-type: none"> • To raise the importance of education within the community by increasing access, engagement and participation. • To reflect the diversity of the City by ensuring access for all. • To secure and promote learning environments for children and young people in and beyond school which offer a range of opportunities to develop confidence, self-esteem, skills and positive attitudes. • To support work to raise the standard and quality of PE and sports activities. 	<ul style="list-style-type: none"> • Proposals to increase and encourage community access. Safe, well-lit sites, community facilities in schools. • Access improvement, learning support facilities, linguistic support facilities. • Replace accommodation that is not consistent with this aim, particularly mobile classrooms. • Community sports facilities in schools. Work in connection with specialist sports colleges.
<p>JOBS AND REGENERATION</p>	
<ul style="list-style-type: none"> • To supply excellence in existing industries. • To create sustainable communities by raising standards in community safety, employment, lifelong learning, health and public transport for disadvantaged groups at deprived neighbourhoods. • To bring about new investment in the physical regeneration of the City. 	<ul style="list-style-type: none"> • Provide accommodation for training in schools. • To target capital funds towards disadvantaged groups and deprived neighbourhoods. • To target capital investment as part of wider regeneration strategies.

APPENDIX B

Capital Investment Priorities arising from the Education Development Plan

PRIORITY / THEME	CAPITAL INVESTMENT PRIORITY
<p>1) Raise attainment of pupils from 3-7 by ensuring that there is effective learning at the foundation stage and Key Stage 1 and that achievement in literacy, numeracy and ICT builds successfully on pupils' previous attainment.</p>	<p>Capital investment will underpin the improvements identified as necessary from suitability surveys. Curriculum priorities are mathematics, ICT and English. Additional meeting facilities in schools may be required to enable schools to encourage parents and carers to actively support pupils.</p>
<p>2) Raise attainment of pupils from 7-11 by ensuring that there is effective learning at Key Stage 2 and that achievement in literacy, numeracy and ICT builds successfully on pupils' previous attainment.</p>	<p>Improve access to ICT in primary schools through greater access to learning networks. Improved ICT competence in teachers might be supported by a teacher resource centre in addition to the 2 City Learning Centres that have already been opened. Pupils' motivation and attendance will be raised through modernisation projects.</p> <p>Temporary classrooms are a particular demotivating factor for pupils and teachers. Capital funds to be targeted at the areas with highest social and economic deprivation.</p>
<p>3) Raise attainment of pupils from 11 to 14 by ensuring that there is effective learning throughout Key Stage 3 and that achievement in English, mathematics, science and ICT build successfully on pupils' previous attainment.</p>	<p>Capital investment will underpin the improvements identified as necessary from suitability surveys. Modernisation will improve pupil motivation, behaviour and confidence, and enhance provision for the delivery of the full curriculum.</p>
<p>4) Raise attainment of pupils from 14 to 19 by ensuring that there is effective learning throughout Key Stage 4 and post 16 and that achievement in English, maths and ICT builds successfully on pupils' previous attainment.</p>	<p>The particular emphasis will be on developing a learning environment in secondary schools, particularly those in challenging circumstances, that will provide a curriculum to meet the wide range of student needs in 14-19 education. Investment priorities will be determined by the results of suitability surveys. Diversification of the curriculum, led by school improvement plans and proposals for specialist colleges will also be a priority for capital investment. Investment in modernisation and improved condition will increase pupil morale, motivation, behaviour and confidence and will improve teacher recruitment and retention.</p>
<p>5) Narrow attainment gaps and tackle underachievement for pupils with Special Educational Needs, looked after pupils and vulnerable pupils.</p>	<p>There will be an increased opportunity for pupils with special educational needs to attend mainstream schools according to parental choice. Significant capital investment will be prioritised for schools with additional resources (SARs). The ongoing programme of access improvements, led by school property plans, will lead to more opportunities for students and teachers with disabilities to attend mainstream schools.</p>

<p>6) Support for schools causing concern.</p> <p>7) Implement the co-ordinated strategy for teacher supply, recruitment and retention.</p> <p>8) Promote effective language acquisition for all pupils.</p>	<p>All schools, particularly schools causing concern, will be encouraged to make concerted improvement by ensuring that they receive well co-ordinated support based on best practice. Where there is insufficient capacity in schools to identify and prioritise capital investment they will be offered additional support from standards inspectors and property professionals. Modernisation and condition improvement will be led by school improvement plans.</p> <p>A high quality teaching environment in schools will help the recruitment and retention of teachers, as will the opportunity to develop particular interests through specialist schools. Increasing the number of qualified teachers in school by improving routes into teacher training links with the TSW agenda. Capital investment will be required to provide facilities for teacher training in schools, and space for CPD. The LEA is currently considering the possibility of an additional teacher resource centre.</p> <p>There are two groups at whom Priority 8 is targeted, children from socially and economically disadvantaged homes and children who enter school using a language other than English. Investment may be required to provide further linguistic support units, particularly in areas with a high proportion of pupils from an ethnic minority background.</p> <p>School libraries are a means of enhancing pupils' learning and will be a high priority for modernisation when identified in school property plans.</p> <p>Enhanced inter-cultural understanding can be promoted through art, drama and music. Improvements in these facilities, particularly where there is a potential to promote mutual understanding, will be a priority for investment.</p>
<p>Theme 1- Leadership and Management</p>	<p>Recent Ofsted inspections indicate that leadership and management of the headteacher and senior staff was judged to be satisfactory or better in 92% of Leicester City schools. However, strategic planning in some schools has significant weaknesses particularly the focus on short-term only and lack of strategic direction. Financial and resource implications are given insufficient consultation.</p> <p>The LEA will promote and support individual school property plans that link modernisation priorities with school improvement plans, health and safety improvements to risk assessment, property repairs to good stewardship through the condition surveys and access improvements with DDA compliance.</p>

<p>Theme 2 – Pupils’ learning</p>	<p>The LEA recognises it has a duty to ensure that Government, LEA and school priorities are aligned through the LEA AMP and school property plans and that this approach will achieve best value.</p> <p>Support for teachers to plan lessons, prepare resources and provide effective teaching is linked closely with the TSW agenda. Priorities for capital investment will include accommodation for teachers to spend non-contact time, use ICT effectively in the preparation of resources and collaborate with colleagues and other schools.</p> <p>The two City Learning Centres have gone some way to providing opportunities to collaborate and disseminate resources over the learning over the learning grid but further requirements will be identified as a result of suitability surveys and priorities in school improvement plans.</p> <p>Issues arising from the TSE agenda will also have implications for capital investment. A diverse curriculum, including vocational subjects, and specialisms within schools may lead to increase in demand for specialist accommodation. These will be identified in school improvement plans and school property plans. Specialist college funding, devolved capital and modernisation funding will be linked to fund these improvements.</p>
<p>Theme 3 – Social Inclusion</p>	<p>Good standards of literacy are essential if pupils are to access the curriculum fully; they also have a positive impact in all subjects. The capital implications for this theme are the same as those described for Priority 8.</p>

APPENDIX C

SECONDARY SCHOOLS CAPITAL – FINANCIAL SUMMARY (1999/2002)

CURRENT EXPENDITURE PROPOSALS

SCHOOL	TOTAL EXPENDITURE	
Babington Community College	293392	
Beaumont Leys School	698218	
City of Leicester School	877361	
Crown Hills Community College	2069152	
Fullhurst Community College	2546140	
Hamilton Community College	2491524	
Judgemeadow Community College	779428	
The Lancaster School	2979534	
Moat Community College	210794	
New College Leicester	7432337	
Riverside Community College	1316273	
Rushey Mead School	3972796	
Sir Jonathan North Community College	2870520	
Soar Valley Community College	1053955	
St Pauls Catholic School	9583	
General asbestos removal	290515	
Advanced works - summer 1999	2084651	
Furniture and equipment	397927	
Currently unallocated	112603	
Beaumont leys City Learning Centre	805195	
Crown Hills City Learning Centre	900074	
Total		34191972

FUNDING SOURCES

Government Grants and Credit Approvals	Funds	
Main Programme SCA	10630000	
NDS 2	2036000	
NDS 3	585000	
NDs 4	3783000	
NDS Condition	500000	
Freshstart	3768644	
Schools Access Initiative	119700	
Science Lab Programme	320061	
Seed Fund	43500	
National Grid for Learning	24000	
Specialist Colleges	200000	
Excellence in Cities	1705269	
		23715174
City Council Funds		
City Council Capital Funds	7448000	
City Council Maintenance funds	235694	
City Council Revenue Savings	1400000	
		9083694
Lottery Funds		
New Opportunities Fund Round 3	1088856	
		1088856
Contributions from Schools		
School Contributions	304248	
		304248
TOTAL		34191972

APPENDIX D – INDICATIVE FUNDING STREAMS (£1,000s)

Funding Source	2001/02 (Out turn)	2002/03	2003/04	2004/05	2005/06	2006/07
Government Funds						
Devolved formula capital (including VA Schools)	1161	3341 (incl. c/fwd)	3395	3400 est.	3400 est.	3400 est.
NDS 4	3783	0	0	0	0	0
NDS 3	1822	0	0	0	0	0
NDS 2 (Asbestos removal)	1099	0	0	0	0	0
NDS Condition (including VA liabilities but excluding direct payments to VA schools)	766	3159 (incl. c/fwd)	2824	2900 est.	2900 est.	2900 est.
NDS Modernisation	0	1244	2075	2100 est.	2100 est.	2100 est.
Schools Access Initiative (SAI)	310	155 (incl. c/fwd)	622	630 est.	630 est.	630 est.
Seed Challenge (Govt. Contribution)	181	414 (incl. c/fwd)	374 est.	374 est.	374 est.	374 est.
School Security Fund	122	55	0	0	0	0
Staff workspaces	0	76	156	0	0	0
School laboratories for the 21 st Century	318	7	0	0	0	0
Early Years Nurseries	0	130	0	0	0	0
UK On-line Centres	118	0	0	0	0	0
KS 2 (Standards Fund)	134	13	0	0	0	0
Specialist Schools (SCA)	129	71	200	200	200	0
City Learning Centres (EiC)	2097	615	0	0	0	0

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
NGfL (Government Element)	645	818	800 est.	800 est.	800 est.	800 est.
Broadband	192	143	140 est.	140 est.	140 est.	140 est.
Fresh Start Fund	0	0	900	2530	338	
Other External Funds						
Space for Sport and Arts	165	3335	0	0	0	0
New Opportunities Fund - Round 3 (Profile estimated)	0	2000	2500	450	0	0
Neighbourhood Renewal Fund (subject to bids)	138	2	?	?	?	?
Learning Skills Council (DDA)	0	91	?	?	?	?
Project / Programme Specific funds from multi-sourced funding						
Secondary Schools Capital Programme (net of contributions from other funding streams noted separately)	6834	3622	22	261	0	0
City Council / School Funds						
Seed challenge match funding	90 est.	300 est.	300 est.	300 est.	300 est.	300 est.
Specialist Schools – School contributions	64	36	100	100	100	0
City Council – Minor capital works prog.	317	376	200	200	200	200
Feasibility fund	5	0	0	0	0	0

	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
Risk Management fund	?	?	?	?	?	?
NGfL match funding	1025	755 est.	755est.	755 est.	755 est.	755 est.
Broadband – match funding	?	132	132	132	132	132
Central Maintenance Fund	1260	1400	1400	1400	1400	1400
School funding (revenue for capital works)						
LMS Formula Funds – notional R&M	1359	2000 est.	2000 est.	2000 est.	2000 est.	2000 est.
LMS Delegation	625	Incl.	Incl.	Incl.	Incl.	Incl.

APPENDIX E

SPECIFIC LEA TARGETS

TARGET	BASELINE	INVESTMENT REQUIRED	DESIRABLE OUTCOMES
School Organisation Plan			
1. Ensure sufficient supply of places in accordance with SOP	<p>Primary: Additional provision of 756 primary places is required to serve the new housing development at Ashton Green as identified in the Local Plan 2011. The provision is subject to statutory consultations but is likely to comprise of 2 new 315 place primary schools and an extension of Glebelands Primary School.</p> <p>Additional provision in the form of 454 places will be required to serve the Hamilton area over the period to 2011. Of these, a total of 303 will be required in North Hamilton which will be served by a new voluntary-aided C of E primary school from 2004. The balance, amounting to 151 places, will be provided according to the local plan by either building a new school in the Quakesick area or by enlarging the existing primary schools and is subject to consultation.</p> <p>Baseline (2002)</p>	<p>The first phase of expansion will be an extension to Glebelands Primary School. Funding will be from developer contributions (Section 106) and a basic needs bid to be submitted in autumn 2002.</p> <p>The new VA school has secured Sect 106 funding and a place under capital guidelines 2002/3. Statutory notices have been published and the proposal will be considered for approval by the Schools Organisation Committee in August 2002.</p> <p>The balance of places will be provided partly by developer funding (Section 106) and partly by a Basic Needs bid. A bid is being prepared for submission to DfES in autumn 2002.</p>	<p>LEA meets its statutory duty to provide 756 primary places at Ashton Green by 2011. To enable pupils to access the school of choice, thereby ensuring parental choice.</p> <p>New provision provides modern facilities that are suitable for teaching the current curriculum, are ICT based and are fully accessible to all. Buildings will be energy efficient and meet the sustainability agenda.</p> <p>The new primary schools will be designed with facilities that will support attainment of literacy, numeracy and key stage targets.</p> <p>The LEA expects to meet its statutory duty in the North Hamilton area by providing 303 places by 2004 and by providing the balance over the period to 2011.</p>

	<p>Secondary: A 3 year building programme arising from the review of secondary schools will be completed Summer 2002. The Ashton Green Development is likely to generate 539 pupils for the period of the Local Plan to 2011. Ashton Green Phase 1 will generate 77 pupils who can be accommodated at Babington Community College. Longer term, the balance may require extensions to be built at Babington, Beaumont Leys School and New College. The proposed new housing development at Hamilton is likely to generate a requirement for an additional 216 secondary places. There is sufficient permanent and temporary accommodation at Hamilton Community College. However, in the long term, there is likely to be a shortage of around 60 places requiring permanent accommodation.</p>	<p>A basic Needs bid is being prepared for submission to DfES in autumn 2002.</p> <p>A basic Needs bid is being prepared for submission to DfES in autumn 2002.</p>	
<p>2. Removal of surplus places where practicable to ensure that there is no school with more than 25% spare capacity or over 30 spare pupil places.</p>	<p>Primary: Number of schools with greater than 25% surplus and over 30 places. 24</p> <p>Baseline (Jan 2002)</p>	<p>The LEA will consider Governing Bodies' requests for amalgamation of infant and junior schools. The initial target is one amalgamation per year.</p> <p>The planned programme of temporary classroom replacement will provide the opportunity to remove surplus places. (See Target 4).</p>	<p>Individual schools benefit from reduced running costs and all schools benefit from re-allocation of resources.</p> <p>LEA delivers the DfES policy on surplus places.</p>

	<p>Secondary: The balance of demand with places is assessed to be satisfactory. However, the LEA is developing a strategy to attract back some of the 4000+ pupils who currently attend schools in the County. High pupil turbulence and the secondary schools review make a more accurate long term assessment difficult at present. Baseline (Sept 2001)</p>		
<p>3. The LEA constantly manages the provision of school places and ensures that schools with growth have sufficient capacity. Where there are constraints to prevent the provision of additional accommodation, the LEA will investigate the issue concerning admissions.</p>		<p>The proposed C of E Primary School opening in 2004, together with a potential federated 3-14 school, 3-19 City Academy and further specialist schools will reduce pressure on existing oversubscribed schools, as parents exercise their parental choice within a wider range of provision.</p>	<p>Maximises parental choice. Safeguards pupil and staff safety and ensures compliance with H&S legislation. Help deliver the DfES policy of expanding successful schools?</p>
<p>4. Remove temporary classrooms used for teaching (except those required to meet a short-term peak demand) through a phased, planned programme of replacement or removal. Initial targets are based on Primary Schools only because there are a substantial number of temporary classrooms at Secondary Schools as a result of the building programme. The programme will be reassessed and reprioritised again next year when the Secondary situation is clearer.</p>	<p>110 temporary classrooms currently used for teaching purposes. 31 temporary classrooms (equivalent to 930 places and 28% of the current total) will remain to deal with short-term, peak demand. These could be removed within the next 5 years. The equivalent of 11 classrooms (330 places) are estimated to represent current surplus capacity and will be removed where possible. There is a potential to remove 1260 places by the removal of temporary accommodation. There is a net requirement to</p>		<p>2040 pupils will benefit directly from not being taught in temporary accommodation. Indirectly, the whole school population of the affected schools will benefit. Morale and aspirations of pupils and staff will be raised, teacher recruitment and retention will be improved.</p> <p>New classrooms will be suited to the requirements of the current (and future) curriculum and will help to raise standards of attainment. They will be secure and energy efficient.</p>

<p>Interim targets for Primary Schools 2002/03 – 15 new classrooms.</p> <p>2003/04 - 16 additional new classrooms.</p> <p>2004/05 – 15 additional new classrooms.</p> <p>2005/06 – 16 additional new classrooms.</p> <p>2006/07 – 6 additional new classrooms.</p>	<p>replace 68 temporary classrooms with permanent accommodation. Baseline (2002)</p>	<p>2002/03 £1.898m NDS condition / modernisation.</p> <p>2003/04 - £2.024m NDS condition / modernisation.</p> <p>2004/05 - £1.898m NDS condition / modernisation.</p> <p>2005/06 - £2.024m NDS condition / modernisation.</p> <p>2006/07 - £0.759m NDS condition / modernisation.</p>	
<p>5. Attainment Targets.</p> <p>Increase level of attainment to meet the targets set out in the Education Development Plan.</p> <p>Targets</p> <p>KS2:</p> <p>English L4+ 76% 2002 76% 2003 74% 2004 80%</p> <p>Maths L4+ 72% 2002 72% 2003 75% 2004 78%</p> <p>KS3</p> <p>English L5+ N/A 2002 N/A</p>	<p>KS2:</p> <p>English L4+ 64% Maths L4+ 61%</p> <p>KS3:</p> <p>English L5+ 56% Maths L5+ 59% Science L5+ 52% ICT L5+ N/A</p> <p>16+:</p> <p>5+ GCSE A* - C (or equivalent) 37% Average points score per pupil: 32.7</p> <p>Baseline (Results - Summer 2001)</p>	<p>Specific improvement projects will be identified in school property plans and prioritised to maximise the return on investment in terms of raising attainment. The estimated investment from NDS condition and modernisation is approximately £5m per year.</p>	<p>Raising the level of attainment across the City, enhancing recruitment and retention of teachers, reducing absenteeism and promoting social exclusion through increased access to the wider curriculum and improved literacy and numeracy for the future workforce.</p> <p>LEA and individual school performance targets achieved.</p>

<p>2003 61% 2004 65% Maths L5+ 2002 N/A 2003 64% 2004 69% Science L5+ 2002 N/A 2003 60% 2004 62% ICT L5+ 2002 N/A 2003 N/A 2004 66%</p> <p>16+ 5+ GCSE A* - C (or equivalent) 2002 41% 2003 44% 2004 45% (46% PSA Target)</p>			
Education Development Plan			
<p>6. All secondary schools to become, or to be working towards becoming a 'school of character' through being a specialist school / college, a church school or City Academy. Individual targets are: increase the number of specialist schools to 11 by 2005/6 Consultation has recently been opened on a City Academy.</p>	<p>5 specialist schools. 2 church schools. No City Academies. Baseline (2002)</p>	<p>Specialist: 2003/4 – 2 additional specialist schools £300,000 (DfES grant plus £50,000 per school sponsorship). 2004/5 – 2 additional specialist schools £300,000 (DfES grant plus £50,000 per school sponsorship). 2005/6 additional specialist schools £300,000 (DfES grant plus £50,000 per school sponsorship). City Academy: Subject to consultation, potential investment £20m.</p>	<p>A diverse range of provision to reflect a diverse community. Every secondary school to have a particular specialisation to lead development on areas of the curriculum across the City.</p>
<p>7. Improvement of non-teaching spaces for teachers, support staff and administrative staff to enable collaboration, development of resources, continuing professional</p>	<p>Areas requiring improvement are identified in suitability surveys. Baseline (2001)</p>	<p>No specific investment is identified at present although there is £76,000 available in 2002/03 and £156,000 available in 2003/04 from the Teacher Workspace fund. This will be used in</p>	<p>Delivery of DfES policy on Transforming the School Workforce / reducing teacher workload. Quality of teaching will be improved through better resources and teaching plans, improved collaboration and</p>

development.		conjunction with school funds. TWS agenda is a high priority in the LEA's Asset Management Plan and will be reflected in school property plans. Investment will be prioritised on the basis of school property plans and prioritisation matrix.	use of ICT. Standards of attainment raised and higher levels of pupil engagement. Teacher recruitment and retention improved.
8. The LEA aims to ensure that none of its schools fall within the OFSTED categories of under-achieving, serious weaknesses or requiring special measures. It also seeks to ensure that the number of schools it identifies as causing concern reduces significantly.	<p>One school in special measures.</p> <p>Three schools identified as having serious weaknesses.</p> <p>One school judged to be under-achieving.</p> <p>Five secondary schools classified by DfES as 'facing challenging circumstances', a categorisation base on levels of attainment.</p> <p>(Baseline Aug 2001)</p>		The improvement in the accommodation for learning contributes to raised standards, a consequence of which is that no school is judged to provide an inadequate standard of education. Those schools already identified as failing in some respect meet the target date for improvement and removal from the category.
Early Years and Child Care Development Plan			
9. Sufficient suitable accommodation to meet the requirements of the common admissions policy, to be implemented September 2004.	Admissions vary from school to school, depending on the availability of places.	Four primary schools are likely to require additional classrooms. A number of other schools are likely to require some minor modifications and adaptations. £130,000 available from standards fund in 2002/3. A further £500,000 may be required in 2003/4.	Sufficient places to give an entitlement to full-time education for every child in the year they become 5 and part-time education in the year they become 4.

Access / Pupil Support			
<p>10. Provision for SEN pupils in mainstream schools through designated SARs</p>	<p>No designated SARs although some schools have special units. Base line (2002)</p>	<p>To be determined when schools respond to request for expression of interest in SAR status, £406,000 SAI ringfenced for 2003/4.</p>	<p>Increased access to the wider curriculum for all. Promotion of social inclusion through greater access for all.</p> <p>Reduced transport costs.</p>
<p>11. Increase accessibility to teaching areas for pupils, staff and visitors with special needs. Interim targets: April 2003 58% April 2004 63% April 2005 68% April 2006 73% April 2007 78%</p>	<p>53% of teaching areas fully accessible. Primary 54.2% Secondary 52.0% Baseline (2002)</p>	<p>Investment will be targeted from SAI, modernisation and City Council funds when detailed improvements are identified in school improvement plans.</p>	<p>Increased parental choice.</p> <p>Moving towards meeting schools' and the LEA's obligations under the Disability Discrimination Act.</p>
<p>12. Increase the number of Pupil referral Units to 3 by September 2002. Increase the extent of provision to full-time for all pupils with access to a wider curriculum.</p>	<p>2 Pupil Referral Units Part-time provision for pupils, limited curriculum access Baseline (July 2002)</p>	<p>Investment in refurbishment of LSUs and referral units targeted at £30,000 per year for 5 years.</p>	<p>To overcome barriers to learning for all pupils. To reduce the numbers of pupils permanently excluded by using preventative programmes and support. To ensure that excluded pupils have a full-time education and access to a full curriculum</p>
ICT Development			
<p>13. Provision of Broadband facilities to all schools across the City by 2006. Targets April 2003 39 schools April 2004 63 schools April 2005 87 schools April 2006 112 schools</p>	<p>Broadband facilities in 16 schools (all secondaries) Baseline (April 2002)</p>	<p>Approximately £275,000 per year in 2002/03 to 2005/06 from DfES funding (Broadband: Standards Fund)</p>	<p>Raised achievement in ICT and other areas. Improved teaching and Learning across the curriculum. Improved collaboration between schools, particularly Specialist schools and others. Improved access to the Leicester Learning Grid (access to CLCs, city universities, National Space Centre and other schools.</p>
<p>14. Increased access to ICT through provision of school networks and additional hardware. PC / Pupil ratio targets August 04 Primary 1: 8</p>	<p>Primary 1:11</p>	<p>Maintain investment at current level (approximately £1.5m per year for infrastructure, hardware, software and curriculum development</p>	

Secondary and Special 1: 5	Secondary and Special 1:7 Baseline (July 2002)		
Specific Condition Targets			
<p>15. To reduce, by April 2007, the backlog of Priority 1 and 2 condition problems to at least £0 per square metre.</p>	<p>Repairs backlog. Priority 1 & 2 23,066,000 Priority 3 6,265,000 Priority 4 7,558,000 <hr/> 36,889,000 Baseline (2002)</p> <p>Percentage of gross internal floor area in each condition category Cat A: 4.7% Cat B: 72.9% Cat C: 22.5% Cat D: 0% Baseline (2002)</p> <p>Number of schools in each overall condition category Cat A: 8 Cat B: 66 Cat C: 38 Cat D: 0 Baseline (2002)</p>	<p>Assuming priority 3 repairs become priority 1 or 2 over the next 5 years, the total investment required to clear priority 1 and 2 repairs by April 2007 is £29.3m. This will be funded by schools LMS budget, devolved formula capital and central maintenance fund, equivalent to approximately £6m a year. Interim targets for Priority 1 & 2 backlog: 2002/3: £23.4m 2003/4: £17.6m 2004/5: £11.7m 2005/6: £5.9m 2006/7: £0m Major condition problems will be addressed by the LEA using NDS Condition Focused capital. This work will be carried out in conjunction with other modernisation projects where possible. Major projects will be identified from School Property plans. Items such as roofs, boiler replacement, etc. are likely to be priorities.</p>	<p>Concentrating on the removal of priority 1 and 2 works will reduce the number of teaching days lost through closure, although it is recognised that not all emergency situations arise from priority category 1.</p> <p>The health & safety work will safeguard pupil and staff safety and ensure compliance with legislation.</p> <p>The improvement in the building stock will eventually reduce the funding required for repairs, particularly reactive maintenance, so that more funding can be diverted towards strategic modernisation projects.</p>
<p>16. To achieve full compliance with Regulation 14, workplace (Health, Safety & Welfare) Regulations 1992 with respect to glass and glazing in schools.</p>	<p>A large number of schools are non-compliant and an improvement notice has been served on the LEA by the Health and Safety Executive. Baseline (July 2002)</p>	<p>The glass and glazing risk assessment survey programme and associated remedial work is to be completed as a matter of urgency. Initial estimates indicate up to £0.5m will be required to complete the work.</p>	<p>Full compliance with statutory requirements. No schools closed on the grounds of Health and Safety.</p>

Specific Suitability Targets			
17. To reduce the backlog of suitability problems as prioritised in school improvement plans.	Number of schools in each suitability category at Sept 2000: Category A 0 Category B 82 Category C 30 Category D 0 Baseline (Sept 2000)	Suitability impacts have not been costed. It is envisaged that solutions to suitability issues will be identified by schools as part of their School Property Plans.	Obstacles to delivery of the full range of the curriculum removed. Standards of attainment raised. Recruitment and retention of teachers enhanced.
Energy and Water Targets			
18. Reduce energy costs / consumption of school buildings as follows: Total fuel cost per m ² by 2% per year. Total energy consumed by average 2% per year. Water consumption by average 2% per year.	£5.28 / m ² . 65.87 Kg CO ₂ / m ² . 4.19 cu.m / pupil. Baseline (2001)	No specific investment for energy and water reduction is identified. Energy and water consumption will be reduced as a consequence of modernisation projects which will incorporate high standards of thermal insulation, energy efficient heating and lighting and recycling. Initial capital costs may rise as a consequence.	Reduction in energy and water consumption in line with the Government's international commitments. Increased awareness of sustainability issues in schools.
Project Delivery Targets			
19. Improve project delivery by improving the LEA's performance against national benchmarks (KPIs). Targets as follows: Client satisfaction – product increase by 6% per year. Client satisfaction – service increase by 4.5% per year. Client satisfaction – defects increase by 6.7% per year. Design cost predictability (A-C) increase by 5.4% per year.	44.6 52.3 41.6 48.0	No specific capital implications although Rethinking Construction initiatives have been shown to reduce costs through improved project delivery by up to 3%.	Better value for money through improved project delivery. Higher reliability of cost predictions to improve forward planning and resource allocation. Higher reliability of time predictions to reduce disruption to schools during building works. Reduced disruption by having fewer defects at hand-over.

Construction cost predictability (B-C) increase by 4.6% per year.	52.1		
Project cost predictability (A-C) increase by 10% per year.	22.5		
Project time predictability (A-C) increase by 1.5% per year.	67.5		
Design time predictability (A-B) increase by 4.7% per year.	51.3		
Construction time predictability (B-C) increase by 8.5% per year.	32.5 Baseline (2002)		

APPENDIX F

INDICATIVE CAPITAL PROGRAMME

PROJECT	FUNDING SOURCE	2002/3	2003/4	2004/5	2005/6	2006/7
Secondary Schools Review	Various including Fresh Start (3,678,000)	3622	2908	2552	600	0
Temporary Classroom Replacement Programme *	NDS Condition NDS Modernisation	1900	2020	1900	2020	760
Access improvements / inclusion	SAI	551	222	630 est.	630 est.	630 est.
Schools with additional resources (SEN provision in mainstream schools)	SAI	0	400	0	0	0
Early Years – additional classrooms and adaptations resulting from common admissions policy.	Standards Fund (130,000) NDS Condition NDS Modernisation	130	500	0	0	0
Pupil Referral Units – refurbishment and improvement.	NDS Condition NDS Modernisation	0	30	30	30	30
City Learning Centres Beaumont Leys, Crown Hills, National Space Centre – contract retentions and equipment	Excellence in Cities	615	0	0	0	0
Hamilton CC community sports hall	Seed fund + sec. 106 contributions	650	0	0	0	0
Lancaster School community sports facilities	Seed fund + lottery (Sport England)	212	0	0	0	0
Netherhall School – therapy unity, disabled access	Seed Fund + school funds	115	0	0	0	0
Granby Primary – lecture theatre + sports facilities	Seed Fund + school funds	18	0	0	0	0
Sir Jonathan North Careers Centre	Seed Fund + school contributions	21	0	0	0	0
Soar Valley CC Food Technology	Seed Fund + school contributions	81	0	0	0	0
Seed Fund projects – unallocated	Seed Fund + match funding	0	674	674 est.	674 est.	674 est.
School Security – CCTV + fencing	Standards Fund	55	0	0	0	0
Staff workspaces – works identified in school property plans	Standards Fund	76	156	0	0	0
Space for Sport and Arts – 3 sports halls, 1 MUGA, 4 arts centres at primary schools	S.S.A. Dept of Culture, Media and Sport	3335	0	0	0	0

* To be expanded when secondary school mobile replacement classified.

PROJECT	FUNDING SOURCE	2002/3	2003/4	2004/5	2005/6	2006/7
Fullhurst CC community sports hall	NOF 3 + capital programme	1300	90	0	0	0
NOF 3 – uncommitted	NOF 3	700	2500	450	0	0
Access improvements – community education	Learning Skills Council	91	0	0	0	0
Specialist schools – Hamilton CC, Sir Jonathan North CC	Standards Fund + school contributions	107	0	0	0	0
Further specialist schools	Standards Fund + school contributions	0	300 est.	300 est.	300 est.	0
Relocation of mobile classrooms, kitchen improvements, other minor works	City Council Capital Programme	376	200	200	200 est.	200 est.
NGFL – infrastructure and services	Standards Fund + LEA contribution	1573	1550 est.	1550 est.	1550 est.	1550 est.
Broadband	Standards Fund + LEA contribution	275	272 est.	272 est.	272 est.	272 est.
Caldecote Primary School amalgamation	NDS Condition and NDS Modernisation	170	0	0	0	0
Glass and Glazing Improvements	NDS Condition and NDS Modernisation	400	100	0	0	0
Moat CC Changing Rooms	NDS Condition and NDS Modernisation	170	0	0	0	0
Soar Valley CC Changing Rooms	NDS Condition and NDS Modernisation	150	0	0	0	0
Condition, Suitability and Sufficiency issues identified in School Property Plans *	NDS Condition and NDS Modernisation	700	2180	3000	2880	4140
Contingency	NDS Condition and NDS Modernisation	58	Incl. above	Incl. above	Incl. above	Incl. above

* These allocations may be reduced when the secondary schools are added to the temporary classroom replacement programme