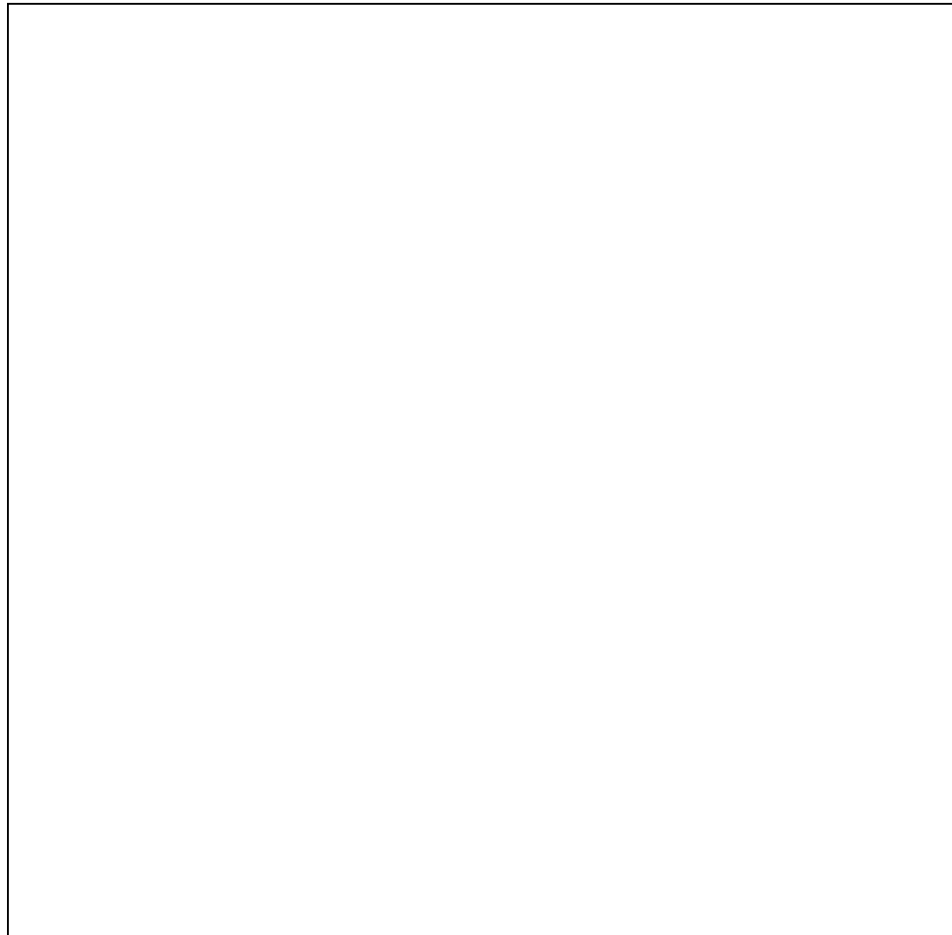


*Education*

**APPENDIX B**

*Department*

Strategic Plan



Leicester City  
**Asset Management Plan**  
2002 – 2007  
Local Policy Statement

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 Local Policy Statement describes the principles and procedures that underpin the implementation of the Asset Management Plan. Effective working arrangements with partners is essential and the Local Policy Statement describes the arrangements with regard to schools, Dioceses and others. Local partners are represented collectively by the AMP Reference Group.

The Local Policy Statement describes the basis for collecting and maintaining data relating to Condition, Suitability and Sufficiency and describes how this data is used to identify individual school needs. School Property Plans are the means by which schools put forward their proposals in response to the identified needs. A means of prioritising these proposals on a City-wide basis, taking into account the agreed principles is being developed, using a ranking system based on weighted scores for each assessment criterion. The Local Policy Statement sets out a framework for School Property Plans. The role of schools in identifying their individual property needs is central to the AMP process.

The Local Policy Statement shows how best value will be achieved by joining up capital allocations from various funding streams, making investment decisions on the basis of Central Government and LEA priorities, ensuring that the full range of options is considered before committing to investment and evaluating the outputs from projects, both in terms of educational improvement and the technical aspects of project delivery. All Central Government priorities are considered to have potential capital implications.

## **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 will inform 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 commitment from school, 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.

### **3.0 CONSULTATION**

#### **3.1 Arrangements for consulting local partners**

- 3.1.1** The arrangements for consulting local partners are appropriate to the level and importance of the matters under consideration. At the highest level, policies, procedures and investment priorities are guided by Central Government (DfES) and the Leicester Partnership (the City Council and its local partners including the Health Authority, Police, Chamber of Commerce, etc.)

The City Council's schools AMP has been prepared in accordance with DfES guidance and Government's priorities for investment are supported. Representatives of DfES met with the Director and other officers from the City Council's Education Department in May 2002 to discuss capital investment priorities. The summary notes of this meeting are included in Appendix A.

The Education Partnership is one of the seven partnership groups under the wing of the Leicester Partnership and has been consulted during the preparation of the Local Policy Statement and Statement of Priorities.

All schools were consulted on the proposals for investment priorities during the summer of 2002. A summary report on the response to the consultation is included in Appendix B. There is broad agreement with the proposed principles underlying investment, Statement of Priorities and provisional proposals for allocation of capital funds.

#### **3.2 The AMP Reference Group**

- 3.2.1** The AMP Reference Group consists of two primary school Headteachers, a secondary schools' representative, and representatives from the Leicester and Nottingham Church Dioceses. It is a collective consultative group without formal decision making powers although the Council's Cabinet considers the views of the AMP Reference Group when determining policy and priorities. The AMP Reference Group meets at least annually and at other times on an ad-hoc basis depending on the business to be considered. The group considers the Statement of Priorities and Local Policy Statement, any matters in connection with the implementation of the AMP and the review of performance against targets.

### 3.3 Arrangements for feedback to schools

**3.3.1** All schools receive a copy of the Local Policy Statement and Statement of Priorities. Members of the AMP Reference Group make their own arrangements for feeding back information to the schools they represent.

Individual responses are being given to all schools that raised specific issues in the consultation process for the Capital strategy. Schools will continue to receive advice on formulaic allocations on an individual basis.

**3.3.2** Experience has shown that face to face discussions between the LEA officers and schools are the most effective means of feedback. Every school has a named contact in the LEA's Planning, Property and Procurement Team (the team responsible for the preparation and implementation of the Schools Asset Management Plan.) Schools in the City are organised into seven development groups and the named officer is the contact for all schools in each group.

### 4.0 PREMISES INFORMATION

#### 4.1 The basis for keeping data on sufficiency, suitability and condition.

**4.1.1** In accordance with Government's guidance, Leicester City LEA categorises the investment needs of schools in terms of sufficiency, suitability and condition. This section of the Local Policy Statement describes the basis for collecting, storing and updating data in order for the LEA and schools to carry out stewardship responsibilities effectively and ensure the most effective return on investment is achieved.

**4.1.2** **SUFFICIENCY** focuses on the quantity and organisation of pupil places within and across schools in relation to demand.

**SUITABILITY** focuses on the quality of premises to meet curriculum, management and other issues, which may impact on raising educational standards.

**CONDITION** focuses on the physical state of premises to ensure safe and continuous operation.

The relationship of suitability to sufficiency and to condition may be summarised as follows:

SUMMARY OF AMP ELEMENTS		SUFFICIENCY	SUITABILITY	CONDITION
Physical capacity		✓		
Overall area of building		✓		
<b>Internal spaces</b>	• Number		✓	
	• Size and other characteristics		✓	
Overall area of site		✓		
<b>External areas</b>	• Area		✓	
	• Other characteristics		✓	
Health and safety requirements	• Building / site layout		✓	
	• Other			✓
Condition				✓

### **4.1.3 Sufficiency**

- 4.1.3.1** With the implementation of the new framework for schools, authorities will continue to have the statutory responsibility to secure sufficient pupil places in primary, secondary and special schools. However, the organisation of school places in Leicester will continue to be delivered through a partnership between the Authority, the Dioceses, school governors, and at post-16, the Learning Skills Council.

This partnership has formal effect in the School Organisation Plan (SOP). The SOP sets out for the Authority the number of pupil places available and the demand for pupil places, including those in special schools.

The SOP identifies where there is a need to add or to remove surplus places. The Authority undertakes this review in order to report annually to the DfES on surplus places. The AMP covers any capital works arising from the SOP, and the need to remove surplus places.

The Authority also considers the potential for wider use of schools in the community through the Corporate Asset Management Plan.

- 4.1.3.2** In accordance with its approved Class Size Plan, the LEA has ensured that there are no infant classes with more than 30 pupils from September 2001.

- 4.1.3.3** The Authority was accepted by the DfES as a pilot authority in 2001 on which to introduce sufficiency during the year 2001/2. All school accommodation has been measured by the District Valuation Officer on behalf of the DfES and the sufficiency formula has been applied to determine a new net capacity for each school. At the same time the Authority has identified and is consulting those schools where a change to the Planned Admission Number is required as well as removing surplus accommodation.

### **4.1.4 Suitability**

#### **4.1.4.1** Definition of Suitability

The DfES has defined suitability as 'how well premises meet the needs of pupils, teachers and other users, and contribute towards raising standards of education.'

#### **4.1.4.2** Method of Assessing Suitability

Leicester has adopted the method of assessing suitability as recommended by the DfES in Section 4: Suitability Assessment (September 1999).

The method of assessment covers teaching and non-teaching accommodation (including staff facilities), and relates to individual internal spaces and external areas. The aim is to identify premises problems relating to the number, size, shape, location and other factors (distinct from 'condition' and 'sufficiency') which have a significant impact on the delivery of the curriculum and/or the operational efficiency of schools.

- Stage 1: involves a room-by-room survey of those spaces where there are considered to be problems. (See DfES Suitability Survey Form).
- Stage 2: involves comparing existing provision in schools with an optimum standard (or minimum standard) in order to identify any surplus or shortfall, and categorising the impact of any shortfalls on standards of education. (Suitability Summary).

The above method of assessment has been applied to all Nursery, Primary, Secondary and Special schools.

Initially, the Authority's focus has been to identify all schools' suitability problems.

Schools have been given general guidance, based on the Local Policy Statement and level of funding, as to the categories of suitability improvement works which are likely to be supported. All schools have been offered assessments, but it is recognised that some schools opt to defer them if the guidance indicates that there is little chance of funding support.

The LEA will continue to update assessments and monitor schools where works have been carried out to address suitability issues.

#### 4.1.4.3 Roles and Responsibilities in the Suitability Assessment

As recommended by the DfES, the LEA will continue to seek the involvement of schools and the Dioceses in the assessment of suitability, to ensure that assessments are transparent and fair for all schools.

Schools are requested to take the lead at Stage 1 in collaboration with officers from the LEA's Planning, Property and Procurement Team in carrying out the qualitative aspects of the process i.e. identifying spaces where there are problems, and particularly making judgements about the effects of accommodation problems on curriculum delivery and to address issues raised in the school development plan. (Suitability Survey).

Senior Officers are involved in Stage 2 in the analysis of space requirements, co-ordinating premises surveys, and moderating assessments between schools so as to ensure consistency and fairness (Suitability Summary).

#### 4.1.4.4 Suitability Assessment: Stage 1 – Suitability Survey

Example of the **Stage 1** – Suitability Survey Form:

SPACES		DIRECT IMPACTS ON EDUCATION H&S/ SECURITY											Comments
		TYPE				CATEGORY				H&S / Security			
Ref	Designation	Size/ Shape	Environment	Location	ICT Infrastructure	A	B	C	D	High	Medium	Low	
A03	Gen. teaching	✓					✓						Too small
A07	Gen. teaching	✓	✓				✓						Too small and too hot in summer
A15	Science lab.			✓									Remote from other labs.
B04	Science lab												Hazardous benching layout
A13	Staff room	✓											Too small
	Hard play area	✓											Small dispersed areas
	Car parking												Inadequate number of space

#### 4.1.4.5 Direct Impacts on Education



Problems are recorded by ticking one or more of the boxes in the Type columns under the 'Direct Impacts on Education' heading:

- Size/shape - depends on teaching methods and teaching group sizes.
- Environment - relates to the quality of spaces, including temperature control, ventilation, lighting and acoustics.
- Location - relates to the grouping of associated spaces (suiting), and separation of incompatible spaces.
- ICT infrastructure - relates to the adequacy of ICT facilities, power supplies and data links.
- Furniture and Fixed Furniture - comments recorded which relate to the appropriateness of and adequacy of fittings and fixed furniture (Excluding loose furniture and equipment).

#### **4.1.4.6** Categorisation of Assessment

The next 4 columns in the suitability survey (A, B, C, and D) allow for problems to be categorised according to their impact on standards of education. A tick must be given in just one of the four Category columns, even when more than one category applies.

The entry should be against the category, which is considered to have the greatest adverse effect on the school's ability to raise educational standards. The four categories are as follows:

- Category A - Unable to teach the curriculum e.g. too few science laboratories.
- Category B - Teaching methods inhibited e.g. music space too small.
- Category C - Management or organisation of school affected adversely e.g. single science laboratory isolated.
- Category D - Pupil or staff morale affected adversely e.g. staff room too small.

#### **4.1.4.7** Health and Safety/Security Column

Suitability assessments will identify health and safety/security problems arising from inadequate or unsatisfactory aspects of building or site layouts, and be recorded in the *Health and Safety/Security columns*. The three categories are:

- High - relates to problems which present an immediate high risk to the health and safety of occupants and /or serious breaches of legislation.
- Medium - relates to problems which present a medium risk to the health and safety of occupants and/or less serious breaches of legislation.
- Low - relates to problems which present a low risk to the health and safety of the occupants and / or minor breaches of legislation.

#### **4.1.4.8** Comments Column

Supporting information relating to identified problems will be entered in the Comments column to amplify, where necessary, the entries in other columns.

#### **4.1.4.9** Disabled and Special Needs Provision

Pupils with disabilities or special needs in mainstream schools may have particular requirements, e.g., means of access. The identification of these requirements will be recorded on a separate copy of the form. A comprehensive audit of disabled and Special Needs Provision is currently being

undertaken to meet the Authority's responsibilities under DDA regulations and to establish a policy by September 2002.

#### 4.1.4.10 Suitability Assessment: Stage 2 - Summary Assessments

The Stage 2 Suitability Summary assessment will involve:

- Assessing a comparison of existing and optimum numbers of teaching spaces;
- Categorising the impact of any shortfalls of teaching spaces; and
- Collating the above with the schools 'Direct impact on educational standards' and 'Health & Safety / Security' problems from the Suitability Survey.

The following is an example of part of the DfES's **Stage 2** Suitability Summary Assessment Form.

<i>Spaces</i>					
Type	Existing	Optimum	Surplus	Shortfall	Impact
<b>General Teaching</b>	<b>32</b>	<b>34</b>		<b>2</b>	<b>A</b>
<b>Science</b>	<b>10</b>	<b>9</b>	<b>1</b>		
<b>IT</b>	<b>3</b>	<b>3</b>			
<b>Art</b>	<b>4</b>	<b>4</b>			
<b>Technology</b>	<b>5</b>	<b>6</b>		<b>1</b>	<b>A</b>
<b>Music</b>	<b>3</b>	<b>3</b>			
<b>Drama</b>	<b>2</b>	<b>2</b>			
<b>PE</b>	<b>2</b>	<b>2</b>			
<b>SEN</b>	<b>0</b>	<b>1</b>		<b>1</b>	<b>A</b>
<b>Private Study</b>	<b>2</b>	<b>2</b>			
<b>Hall</b>	<b>1</b>	<b>1</b>			
<b>Library</b>	<b>1</b>	<b>1</b>			
<b>Resources Area</b>	<b>5</b>	<b>5</b>			
<b>Common Room</b>	<b>1</b>	<b>1</b>			
<b>Other</b>	<b>3</b>	<b>3</b>			
<b>Teaching spaces (TOTAL)</b>	<b>74</b>	<b>77</b>	<b>1</b>	<b>4</b>	

- Existing - relates to existing numbers of each type of teaching space
- Optimum - relates to an optimum (or agreed model) number of each type of teaching space ascertained by analysis
- Surplus - relates to the amount by which figures in the existing column exceed those in the optimum column
- Shortfall - relates to the amounts by which figures in the optimum column exceed those in the existing column
- Impact - relates to the impact of any shortfall of spaces in the shortfall column using the categories described in the categories of assessment

#### 4.1.4.11 Space Classification

- Teaching spaces - relate to the spaces as shown in the table above

- Non-teaching spaces - relate to the five elements derived from Building Bulletin 82 i.e. staff and admin. spaces, pupil changing/toilets, teaching storage, kitchen/dining, ancillary/circulation
- External areas - relate to five elements derived from Building Bulletin 82 i.e. playing fields, hard surfaced play areas, soft landscaped areas, access roads and paths, car parking

#### 4.1.4.12 Prioritisation of Suitability Assessment

Following completion of each school's existing teaching and non-teaching accommodation schedules on the Suitability Summary Assessment (Stage 2), a comparison is made of this accommodation against the advice given in DfES Building Bulletin 82, for each size and type of **Primary** and **Secondary** school. This process facilitates the identification and validation of any shortfall or surplus in accommodation for each school.

For **Special** schools the teaching accommodation schedules on the Suitability Summary Assessment (Stage 2) a comparison will be made of this accommodation against the advice given in DfES Building Bulletin 77. However, to achieve prioritisation between and across different sizes and types of special schools teaching accommodation will be classified into relevant categories.

#### 4.1.5 Condition

##### 4.1.5.1 Assessing Property Condition:

To understand better its property portfolio and plan its property strategy, the authority holds and analyses information relating to the condition of each set of premises for which it is responsible.

The Property Condition Survey is the basis for identifying the elements of school buildings in the most urgent need of repair, renovation or replacement.

##### 4.1.5.2 The Condition Survey Process

The LEA has commissioned data gathering for all schools and worked together with the Dioceses and other departments to collate Condition Surveys of all the schools in the scope of this AMP.

A Building Surveyor has visited each property to assess the condition of each individual constructional element and make a note of each repair required. They have provided a cost estimate for the repair, an assessment of its urgency (i.e. the year the work should be carried out), and identify the impact of the defect in consultation with the building user.

The survey assessed each site and each major block of the school, and each building element e.g. focusing on the individual constructional elements of premises (for example, the roof, windows and doors, mechanical services etc.).

To ensure consistency, a senior Surveyor checked the data recorded during the Condition Survey. It was then inputted into a dedicated computerised property database, where it was compiled and analysed.

Full Condition Surveys will normally be carried out for each property every five years. Full condition Surveys within the normal 5-year cycle will also be targeted at schools where significant changes are planned.

Condition surveys are updated annually in accordance with the need to provide annual estimates and to take account of changing needs and priorities and then to issue an Exception Report to each school on an annual basis as a supplement or extension to the full Condition Survey. The Exception Report highlights any significant variations in the condition of the premises since the last full Condition Survey.

#### **4.1.5.3**            Prioritisation of the Condition Element

Guidance from the DfES employs four levels of priority to be identified when formulating the condition aspects of the Asset Management Plan. These categories are 'urgent' (immediate), 'essential' (within two years), 'desirable' (three to five years) and 'long term' (five years plus).

The key elements in this assessment are the degrees of urgency, avoidance of legislative breaches, and the degree of risk to the Health and Safety of the building's occupants.

### **5.0**        **PRIORITISATION**

#### **5.1**        **Arrangements for consulting local partners, basis for decisions, process for disseminating results.**

**5.1.1** Individual School Property Plans form the basis for identifying school investment needs and proposals for expenditure. The LEA is developing a ranking system so that all proposals for investment of non-delegated capital funds are prioritised across the City. Schools will be consulted shortly on the proposals (see paragraph 5.3), and the final proposals will be considered by the Schools' AMP Reference Group.

**5.1.2** Where capital funding is allocated to schools on a formulaic basis (other than non-discretionary devolved capital funds allocated directly by DfES), this will be conditional upon schools providing a satisfactory School Property Plan. The LEA is delegating significant funding in 2002-3 in this way to provide an impetus for schools to submit School Property Plans.

Officers from the Planning, Property and Procurement Team will assist schools in the preparation of their property plans and provide feedback on the appraisal. School Property Plans will be appraised on the basis of:

- The school's vision for the future
- Summary of School Improvement Plan
- Statement of school priorities
- Basic property information
- Sufficiency information
- Condition information
- Suitability information
- Expenditure proposals
- Funding bids
- Prescribed data required by LEA

**5.1.3** Where the adequacy of the School Property Plan is disputed, the AMP reference group may consider the School Property Plan independently.

**5.2 How the process is made comprehensive, transparent, objective, rational and fair to all parties.**

**5.2.1** The schools' AMP sets out the LEA's priorities for capital investment. These are derived from Central Government priorities, the Community Plan, the Corporate Asset management Plan and strategic LEA plans.

The LEA's stated priorities guide schools in the identification of the individual local priorities, along with their vision for the future of the school and school improvement plan.

Individual school needs will be determined from condition, suitability and sufficiency data and the response to those needs will be prioritised at local level using the statement of priorities.

School Property Plans will provide the source data for the identification of investment required, and investment will be prioritised across all schools using the ranking system. Funds that are ring-fenced for a specific purpose will be allocated to appropriate projects first, followed by the allocation of general funds that are not so constrained.

The ranking process will be implemented by the Planning, Property and Procurement Team and schools will be advised of the outcome of this process through their individual contact officers.

The draft investment programme will be considered by the AMP Reference Group, to whom individual schools may make representation in the event of a disagreement.

The final capital programme is subject to the approval of the Council's Cabinet who ultimately determine the programme.

**5.3 The arrangements for setting individual school level priorities within the LEA's strategic priorities.**

**5.3.1** The general procedure for prioritisation is described above. Schools will be consulted shortly on the proposed method for determining overall priorities. The relative importance of each criterion is being assessed and an appropriate weighting will be applied. The overall score for each proposal will be based on the weighted average of the score for each criterion. Two ranked lists of priorities will be produced, one for 'essential' investment, e.g. to meet legal, statutory obligations etc., and one for 'other' investment. Capital investment will be prioritised in accordance with these rankings.

**6.0 SCHOOL PROPERTY PLANS**

**6.1 Establishing the link between capital investment and educational achievement at school level.**

**6.1.1** A draft framework for School Property Plans has been prepared and is included in Appendix C. The framework is designed to encourage schools to set out their future building investment strategy. This will be derived from a statement of priorities which is aligned to Central Government and LEA priorities. Schools are asked to show how proposals for capital investment support the School Improvement Plan. They are also asked to indicate the educational output expected. It is anticipated that these outputs will be the attainment targets set for each school and described in the LEA's Education Development Plan.

**6.2 Fulfilling stewardship responsibilities**

**6.2.1** One of the main purposes of the School Property Plan is to encourage schools to consider the servicing and cyclical maintenance contracts that are required in order to maintain health and safety

and protect the fabric of the building. Schools are asked to summarise these details in Section 4 of the School Property Plan. The proposals will be reviewed when School Property Plans are assessed and implementation will be monitored (see Paragraph 6.4).

### **6.3 Arrangements for VA schools**

**6.3.1** VA schools will be encouraged to share their School Property Plans with the LEA in order to maintain the LEA's School Asset Management Plan.

**6.3.2** There will be no differential delegated funding arrangements for repair and maintenance in VA schools. Funding for VA schools will be in accordance with DfES letter dated 28<sup>th</sup> March 2002 and Guidance – 'Funding for Premises-related Work at Voluntary Aided (VA) Schools in England', April 2002.

### **6.4 Monitoring Arrangements**

**6.4.1** LEA officers will work closely with schools to support the development of their property plans. These will set out the funding and expenditure proposals for the basic repairs, maintenance and minor improvements required to provide proper stewardship. This aspect of the plan will be reviewed jointly with schools on an annual basis in accordance with the LEA's 'light touch' monitoring approach.

### **6.5 Training and Development for Governors, Heads and School Property Managers.**

**6.5.1** A number of short seminars covering the Asset Management process and the role of School Property Plans will be held during the autumn 2002 for Governors, heads and school property managers.

**6.5.2** Officers from the Planning, Property and Procurement Team have been in regular discussion with schools and will continue to support schools in the development of their plans. Additional devolved capital funds in 2002/3 are conditional upon schools providing School Property Plans. This will give further impetus to the process and provide schools with an incentive to complete their plans. School property plans will be the vehicle for securing funding for the LEA for future capital projects.

## **7.0 SECURING BEST VALUE**

### **7.1 Arrangements for ensuring capital allocations are joined up and used strategically**

**7.1.1** The purpose of the Asset Management Plan is to ensure that the priorities for capital investment are aligned to, and linked with, the wider priorities for the City, priorities for educational improvement, key Government priorities and local school priorities. The asset management framework, i.e., the Statement of Priorities and the Local Policy Statement, together with School Property Plans, ensures that capital expenditure underpins these strategic priorities.

**7.1.2** All available sources of funding are identified in the Asset Management Plan. All capital investment is similarly identified, funds provided for a specific purpose are allocated to qualifying projects and other funds are allocated in combination to fund other projects. Proposals identified in school property plans will be assessed on the extent to which different strains can be joined up to provide funding and on the opportunities to combine different building projects to minimise disruption and achieve economies of scale.

### **7.2 LEA Asset Management Team**

**7.2.1** The LEA's Planning, Property and Procurement Team manages the interfaces between educational issues, design and construction and the composition of the team reflects the different skills required.

Schools in Leicester are organised into seven development groups or clusters. Each school has a personal contact in the team and each Development Group is served by the same officer to maintain continuity.

**7.2.2** The City Council has recently undertaken a major organisational review and Property Services have been brought together into one department. Education Department staff have ready access to the full range of professional services including project managers, architects, engineers, building surveyors etc. The City Council also uses private consultants for the delivery of some projects.

### **7.3 Option Appraisals**

**7.3.1** 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 for its own capital funds. This is based on an assessment of corporate strategies, aims and objectives and the rate of return on investments.

### **7.4 Post - Implementation Evaluation of Educational Out-puts.**

**7.4.1** The Education Development Plan and School Improvement Plans provide targets for educational attainment and prioritisation of capital investment is directed towards meeting these targets. However, the number of variables including baseline cohort ability, variations in teaching staff and methods, changes to curriculum, etc. make it difficult to isolate the direct effects of capital investment. Schools may make a general assessment of the contribution of specific capital projects to attainment levels in individual subject areas when reviewing school improvement plans.

**7.4.2** Correlating capital investment with educational achievement is an area requiring further research and development. Leicester has invested substantially in secondary schools over the last three years as a result of the review of secondary provision. Significant investment has been made in suiting and improvements to whole facilities in school. These projects would provide good data with which to examine the relationship between capital investment and improvement in attainment in individual curriculum areas.

**7.4.3** When the above work has been concluded, if used in conjunction with the results from other LEAs, it should be possible to establish a quantitative relationship between level of attainment and investment. This relationship could then be used to inform investment decisions and maximise returns in terms of increase in attainment. It would also provide an indication as to the level of investment required in order to meet attainment targets.

### **7.5 Application of DfES area, cost and design guidance.**

**7.5.1** DfES area, cost and design guidance is used to inform project development. Compliance with design guidance is a basic requirement of design briefs and commissions to design teams engaged on the design of school buildings. Cost guidance is used in conjunction with other cost information, such as BCIS, to prepare initial feasibility studies and as a basis for identifying possible abnormalities when making value for money judgements.

### **7.6 Implementation of Rethinking Construction**

**7.6.1** The main ways in which the Rethinking Construction agenda can improve project delivery and secure best value are:

- By increasing the use of standardised design solutions and standardised building components.
- Greater integration of the design and construction in the project team by the use of appropriate procurement routes.

- Greater reliance on long-term, strategic partnerships with contractors through the use of framework agreements etc.

The City Council has successfully completed pilot projects that incorporate some of these principles.

- 7.6.2** The Statement of priorities includes targets for improving project delivery, using national key performance indicators. Targets are set on the basis of reaching the upper quartile for national performance within the next five years.

## **8.0 GOVERNMENT PRIORITIES**

### **8.1 Commitment to Central Government Priorities**

- 8.1.1** Leicester City LEA is committed to meeting Central Government priorities and the Statement of Priorities reflects this. There are no stated Government priorities that do not have potential capital implications. A review of Secondary provision was implemented in 1999 which led to significant expansion of successful and popular schools. Proposals are being considered for a City Academy in the south of the City and a 4-14 school, federated to New College Leicester in the west. Other than these proposals, a period of stability to consolidate the Secondary Review is considered to be desirable.



## APPENDIX A

### Notes of a meeting between DfES and Leicester City LEA on 29 May 2002.

#### Attendees

LEA: Steven Andrews, Director of Education Adrian Paterson, Assistant Director Jim Muncey, Head of Standards and Effectiveness	DfES: David Woods (Chair) Ken Matthews (BDU) Lynne Smith (LID) Mike Hunter (LID)
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#### The following sets out the area of discussion:

<b>Introduction:</b>
DW introduced the purpose of the meeting as an opportunity to understand how capital investment is used to underpin standards in the LEA and the opportunities and threats that exist. In doing so, DW provided an introductory analysis of where the LEA currently sits in relation to the standards agenda.

<b>LEA's Strategic aims and contribution of capital investment to achieving them:</b>
SA outlined the LEA's broad strategic vision: <ol style="list-style-type: none"><li>1. School improvement strategy supporting and challenging schools using data-driven models</li><li>2. Increasing diversity and good practice under the transformation agenda</li><li>3. Engage the profession effectively in classroom learning and teaching</li></ol>

<b>Local Context and main Education priorities:</b>
The LEA's main priority is to increase standards at key stage 2 and 4 above the floor target. In the local context, cross-border movement of able pupils into Leicestershire is exacerbated by the LEA boundaries cutting through the Leicester City suburbs. Large numbers of Dutch-speaking Somalis continue to be attracted to the city. In increasing standards, the LEA is committed to embracing the social inclusion and diversity agendas, e.g., mainstream special school links, specialist, beacon and training schools. A review of secondary provision is ongoing. In the primary sector and partly in response to falling rolls and rising surplus places, amalgamations of schools are actively considered when requested by School Governors. The EDP includes the development of secondary schools as learning communities.
<b>Action points:</b> None

<b>Delivering government priorities:</b>
The LEA is aligned to DfES priorities. Discussions are at an early stage regarding a potential City Academy. Six of the LEA's secondary schools have specialist status and more are known to be applying. Beacon schools have doubled recently from three to six. A fresh start college exists. From fifteen schools causing concern last year, only a special and a primary school currently remain in special measures. A 3-14 school is planned utilising several funding sources in a joined-up way. Security is an issue in the context of limited resources. On teacher's workloads, the LEA is looking at the feasibility of establishing a Continuing Professional Development Centre at New College but is constrained by capital resources and the criteria of most funding streams.
<b>Action points:</b> LID to ascertain if there is available capital for social cohesion and CPD projects

<b>Key local factors:</b>
Supply and demand of school places is an issue in some areas. EAZ development into an Excellence Cluster remains under review.
<b>Action points:</b> None

<b>School involvement:</b>
The LEA is encouraging all schools to have their own Property Development Plan (PDP). Additional devolved capital will be dependent on adequate plans being in place which are developed in conjunction with the LEA and reviewed by them. The AMP consultation document was recently issued with a deadline of 11 <sup>th</sup> July for responses. The role of the AMP user group is becoming more strategic.
<b>Action Points:</b> None

<b>Value for money:</b>
The LEA is linking regeneration money, New Deal for Communities and DfES funding streams. Devolved funding has been linked to schools' PDP. LS outlined the major funding streams and commented on likely future changes taking into account the TSE / TWS agendas.
<b>Action points:</b> None

<b>Targets:</b>
The KS4 2004 floor target is set at 45% and the LPSA target at 46%, from a current position of 36.9%. KS2 floor targets are being assisted through a booster pilot. LEA officers undertake detailed analysis across OfSTED reports to determine common themes e.g. open plan accommodation and small primary schools tackled on a strategic basis.
<b>Action points:</b> None

<b>PFI/ TCF bids:</b>
The Lea recognises that it has competing priorities that may be suitable for both TCF and PFI bids. A decision on an appropriate TCF project will be made when revised criteria for the scheme are announced. The LEA welcomes the possible changes being considered including a more standards-focused approach. The LEA is considering the PFI route for a replacement secondary school and would be grateful for additional support and advice from the PFI team.
<b>Action points:</b> LID to advise the PFI team that additional support is required on the LEA's proposed PFI project.

<b>Other issues:</b>
The LEA expressed concern over the adequacy of SAI funding to cover DDA liabilities
<b>Action points:</b> None

## APPENDIX B

### Report on AMP consultation with schools – summer 2002

## SCHOOLS ASSET MANAGEMENT PLAN CONSULTATION 2002-04

### Analysis of Consultation Questionnaire

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Please note that the % shown in this analysis is the % of schools/organisations who answered the question with a Yes or No answer. Respondents who ticked both the Yes and No box were not counted in the %, but all their comments are included.

Number of schools/organisations who have responded	29
These responses have been categorised under the following:	
Primary Schools	20
Secondary Schools	5
Special Schools	3
Other Organisations	1

**1. Do you agree with the Proposed Principles underlying the City Council's Schools Asset Management Plan?**

	Yes		No	
	Number	%	Number	%
Primary Schools	20	100%	0	0%
<b>Secondary Schools</b>	4	80%	1	20%
<b>Special Schools</b>	3	100%	0	0%
<b>Other Organisations</b>	1	100%	0	0%

**Written comments / proposed additions or changes**

- As Leicester is an Environment City, should schools be reflecting use of solar resources, water recycling schemes (as a school in S. Yorks has recently don). *St Joseph's Catholic Primary School*
- Detailed clarification of A, D & C items in suitability and condition. *Eyres Monsell Primary School*
- However, there are so many principles, they govern many eventualities and so there is no guidance as to how you make priorities. *The City of Leicester School*
- 10 – suggest amend to “support the 3-19 agenda”. 22 – add in other LEA services to include Social Services, housing offices, medical centres, benefits agencies etc. *Queensmead Infant School*
- The proposed move to 4+ admissions may need including here. Some schools will need alterations. *Merrydale Infant School*
- No mention of special schools. Is this a deliberate omission or are they to be dealt with as primary or secondary phase facilities? *Millgate School*
- Based on the available information, the funding is insufficient to tackle the listed priorities in a truly meaningful way. *New College Leicester*
- Would like to be more informed about item no 10 - to support the 14-19 agenda. As a primary school with a 4+ we would be interested why 14-19 rather than a common entrance policy. *Sandfield Close Primary School*
- I realise that the principles are not in any real order but that addressing the requirements of the Disability Discrimination Act should be a major priority. *Piper Way School*
- Laudable principals but there are far too many. I am concerned that mention is made of the conditions surveys, as I am not clear as to the value of this document 3 years on. Little or no work highlighted as 'landlord 0-2 years' has been undertaken and the changing nature of the curriculum, etc makes it out of date. *Soar Valley CC*

2. Do you agree with the Proposed Statement of Priorities for School Funding for 2002/04?

	Yes		No	
	Number	%	Number	%
Primary Schools	19	100%	0	0%
<b>Secondary Schools</b>	1	33%	2	67%
<b>Special Schools</b>	3	100%	0	0%
<b>Other Organisations</b>	1	100%	0	0%

**Written comments / proposed additions or changes**

- Lottery funding is surely too chancy to be available proposition? Secondary amalgamations need to be fare more carefully planned - new college problems highlighted this. When will Primary Schools have input to similar amounts the Secondary sector have in 2001/02? *St Joseph's Catholic Primary School*
- A - Where does the Post Secondary Review fund come from? G&H - Will schools "insufficient resources" be investigated? D - I can only support the amalgamation proposals when they have been announced. *Eyres Monsell Primary School*
- It is unclear whether A-O is in priority order. To my knowledge there is no approved capital strategy for Secondary Schools as too much discussion goes on behind closed doors. What knowledge is available for landlord to make priorities? There is still a great deal of temporary accommodation in secondary schools, which were not part of the secondary review. What about poor amalgamations from the past? *The City of Leicester School*
- Would not like to see 4+ as a non-priority. Point 'G' – just to clarify 'modernisation' - some modern buildings (70's 80's) are poor teaching environments for today and often worse than much older buildings. *Merrydale Infant School*
- Additions – Nursery provision, 4+ Admission System implications. *Southfields Infant School*
- Item K, Security, must have a higher priority. No point making improvements without ensuring that they are protected. Otherwise priorities seem reasonable. *The Lancaster School*
- Based on the available information, the funding is insufficient to tackle the listed priorities in a truly meaningful way. Is this in priority order? If so, 'L' (DDA regs) needs to be higher, possibly between 'C' & 'D'. *New College Leicester*
- I realise that the principles are not in any real order but that addressing the requirements of the Disability Discrimination Act should be a major priority. *Piper Way School*

- Too broad - this cannot be achieved. We need to focus on modernising capital plant that has been highlighted by external bodies as having significant impact on quality in teaching and learning. *Soar Valley CC*
- Ensure boilers are replaced in order to keep schools open. Ensure electricity supply is dedicated to school buildings. *Avenue Infant School*

### 3. Do you agree with the provisional allocations for Condition Focused Capital?

	Yes		No	
	Number	%	Number	%
Primary Schools	18	90%	2	10%
<b>Secondary Schools</b>	2	67%	1	33%
<b>Special Schools</b>	3	100%	0	0%
<b>Other Organisations</b>	1	100%	0	0%

#### Written comments / proposed additions or changes

- Increase amount for amalgamations to take place in order to ensure an appropriate and effective teaching and learning environment is provided. *Newry Junior School*
- What is proposed for existing split-site schools that are amalgamated in name only? *Eyres Monsell Primary School*
- The database of starting information must be valid – how do we know it is? *The City of Leicester School*
- Except in the case of a school such as ours where we are hopefully about to undergo a major rebuild and so the removal of a mobile would be seen to be a waste of resources. *Queensmead Infant School*
- Schools would need to know criteria for Temporary Accommodation replacement. *St Mary's Fields Infant School*
- Based on the available information, the funding is insufficient to tackle the listed priorities in a truly meaningful way. What is the number of amalgamations planned? I believe there are 15 possibilities. £176K will struggle to pay for 2. *New College Leicester*
- Our school has an interest – amalgamation possible. I consider allocation woefully insufficient to support amalgamation issues e.g. linking schools. Creating new staff room and entrance area will aid process but not address health and safety issues caused by two separate buildings running as one school. Will funding from Priority H be available to support Priority D? *Rolleston Infant School*
- Unnecessary targeting on Primary Schools for the removal of temporary (c) accommodation. Some schools have urgent Health and Safety issues which the funding will not address. *Soar Valley CC*

#### 4. Do you agree with the provisional allocations for Modernisation Funds?

	Yes		No	
	Number	%	Number	%
Primary Schools	19	100%	0	0%
<b>Secondary Schools</b>	3	75%	1	25%
<b>Special Schools</b>	3	100%	0	0%
<b>Other Organisations</b>	1	100%	0	0%

#### Written comments / proposed additions or changes

- We would like confirmation that there will be a primary Headteacher representative on the Headteachers Reference Group. *Caldecote Community Primary School*
- We need to be clear across the LEA and schools what 'modernisation' means so that investment is in worthwhile projects rather than maintaining a Victorian/factory design of school and classroom. Do we have these ideas? They are certainly not shared adequately if we do. *The City of Leicester School*
- I think so! *Queensmead Infant School*
- More advise or seminar for Heads and Governors on AMP responsibilities and on funding issues. *St Mary's Fields Infant School*
- Question concerning identification of "strong legacy of under investment". This is rather subjective and open to misunderstanding. *Leicester Diocesan Board of Education*
- More funding required. 'Heavily dependant, I suspect, on other source of funding. *New College Leicester*
- Priority D – as no figures given for modernisation funds it is difficult to make comment. *Rolleston Infant School*
- My only concern is the level of funding. *Soar Valley CC*
- Priority F is not clear – What is TBE, CMF? *Avenue Infant School*



XXX Community College

# SCHOOL PROPERTY PLAN

DRAFT EXAMPLE



Raising Standards Together



**1. The School's Vision for the Future**

A statement by the school (Head Teacher or Chair of Governors).  
Opportunities, Challenges, the vision for the future (could be specialist school, beacon, training, etc.)

**2. Summary of School Improvement Plan**

Statement by school – summary of School Improvement Plan – School's response to Education Development Plan, OFSTED inspections, etc.

### 3. Statement of Priorities

Government and LEA Priorities	Local School Priorities
<ul style="list-style-type: none"> <li>• The elimination of immediate health and safety issues including compliance with statutory requirements.</li> <li>• Satisfying its statutory duty with regard to compliance with the Disability Discrimination Act.</li> <li>• Ensuring that there is a sufficient number of school places to meet the LEA's statutory duties.</li> <li>• Supporting schools causing concern and schools in challenging circumstances.</li> </ul> <p>Subject to available funding, the LEA's other priorities are:</p> <ul style="list-style-type: none"> <li>• Completing the ongoing programme arising from the Review of Secondary Schools.</li> <li>• Maintaining the fabric of the building stock.</li> <li>• Measures to provide inclusion including SEN provision, linguistic support, etc.</li> <li>• Wider behaviour initiatives such as pupil referral units.</li> <li>• Removing surplus places in the primary phase.</li> <li>• Supporting the TSE agenda through diverse provision, specialist schools, V.A. schools, City Academies etc.</li> <li>• Replacing poor and unsuitable accommodation such as mobile classrooms to raise the aspirations of teachers and students.</li> <li>• 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.</li> <li>• Supporting the extended school agenda including community use of facilities and integration of other council services.</li> <li>• Implementing measures to reduce energy and water consumption.</li> </ul>	<p>List main priorities for capital Investment. These should align with Government and LEA priorities and show links with the School Improvement Plan.</p>

#### 4. Basic Property Information

Summary of age, type of construction, history of major alterations, repairs, refurbishments.

Address, reference numbers, measurements.

Site plan, floor plans, room schedules – ref, size, use.

- Asbestos Register

- Servicing and cyclical maintenance plans

Element	Contractor	Frequency	Date of last service / test	Date next service / test due
Examples: Boiler Electrical circuits External decoration				

**5. Sufficiency Information**

Net Capacity Assessment	.....
P.A.N	.....
No. of year groups	.....
Planned school size	.....
N.O.R	.....

Projected N.O.R from school organisation plan

2003/4 .....

2004/5 .....

2005/6 .....

2006/7 .....

School comment about the need to increase / reduce capacity.

.....

.....

.....

**6. Condition Information**

- Condition survey sheet
- Overall condition category assessment
- Estimated repairs backlog
  - Level 1 .....
  - Level 2 .....
  - Level 3 .....
  - Level 4 .....

Appendix 1 – Details of repairs backlog and cost of each item.

**7. Suitability Information**

- Suitability survey sheet
- Overall suitability category

Appendix 2 – Detail of suitability issues and proposed actions.

**8. Expenditure Proposals – Delegated School Funds and Requests for Central Maintenance Funding**

- Funding Available

Year	From LMS delegated budget	Devolved Capital	CMF Request	Total
2002/3				
2003/4				
2004/5				
2005/6				
2006/7				

Proposals:

Year	Proposed Works	Estimated Cost
2002/3	.....	.....
	.....	.....
	.....	.....
		<hr/> Total <hr/>
2003/4	.....	.....
	.....	.....
Etc....	.....	.....

**9. Funding Bid to LEA – Larger Modernisation Projects in Priority Order**

Outline Proposed	Related LEA/ Govt/local priorities	Estimated Total Cost	Proposed School Contribution	Educational Output Expected
<p>State year proposed if constrained by school funding / school plans.</p>				

10. Information Required by the LEA for Returns to DfES.

	2001/2	2002/3
<b><u>Temporary Classrooms</u></b>		
Total units on site (double counts as 2).	.....	.....
Units used for teaching	.....	.....
<b><u>Accessibility</u></b>		
Gross internal area	.....	.....
Total internal teaching area	.....	.....
Area fully accessible to disabled people	.....	.....
% accessible	.....	.....
<b><u>Condition</u></b>		
Total repair building	.....	.....
Level 1	.....	.....
Level 2	.....	.....
Level 3	.....	.....
Level 4	.....	.....
Overall condition assessment		
<b><u>Suitability</u></b>		
Approximate cost of dealing with back log suitability issues.	.....	.....
Overall suitability assessment.	.....	.....
Energy & water	.....	.....
Total cost of solid fuel	.....	.....
Total cost of gas	.....	.....
Total cost of electricity	.....	.....
Total cost of oil	.....	.....
Total energy costs	.....	.....
Energy cost / m <sup>2</sup> GIA	.....	.....
Annual water consumption	Cu.m.....	Cu.m.....
N.O.R	.....	.....
Water consumption / pupil	.....	.....