

Royal Borough of Kingston upon Thames  
Education & Leisure Services

# Asset Management Plan 2002 - 2003





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# **SECTION 1**



# ASSET MANAGEMENT PLAN STATEMENT OF PRIORITIES

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**Royal Borough of Kingston upon Thames****STATEMENT OF PRIORITIES  
2002-2006****1 INTRODUCTION**

This Statement of Priorities summarises the LEA's strategic priorities for the use of funds available for the Authority and its schools for work on school buildings which will deliver our education objectives over the period 2002-06.

**1.1 THE RBK CONTEXT**

RBK's population was estimated at 150,100 in mid 1999. The population is increasing by about 2% per annum. This compares with 0.3% increase in the national population.

Unemployment is below the national average and in line with London and the rest of the country and has reduced over the past 5 years.

The population is multi ethnic and the percentage of ethnic minorities in the population aged 5-15 is higher than the national average. The most significant minority ethnic groups are Indian, Pakistani, Korean, Chinese and Tamil.

The percentage of lone parent families in RBK was 4% in 2000. This compares with 8% for Greater London.

The population is generally well educated. A larger percentage of adults have higher education qualifications than our statistical neighbours and nationally.

RBK has a higher proportion of children from households in social classes 1 and 2.

Demand for school places is projected to grow by about 1% over the next 4 years. There has been sustained growth in primary and secondary schools over the last 10 years. In January 1991 there were 16,324 pupils and in January 2001 there were 19,321 pupils attending Kingston schools. In 2002 the percentage of unfilled places in primary schools was 3.3% and in secondary schools 6.90%.

Places are available for all 4 year olds in RBK nurseries and reception classes or in private or voluntary provision. There are 1,420 places available in RBK maintained schools for 3 year olds. In 2002, 65% of 3

year olds accessed a free early year's education place in the voluntary, private or maintained sector. In 2001 the figure was 56%.

In 1999 80% of pupils remained in full time education after the age of 16 years; this is well above the London average of 74%. 61% of pupils stay on into 6<sup>th</sup> forms, more than double the national average of 28% at the end of 1996 (source – DfES). All maintained secondary schools have 6<sup>th</sup> forms.

Although standards are high overall there is an achievement gap between the best performing schools and those doing less well.

## **2 KINGSTON'S AIMS & OBJECTIVES**

### **2.1 STRATEGIC AIMS**

Kingston's strategic aims are supported by a range of key objectives. The strategic aims are:

- Working in Partnership
- Caring for the Environment
- Developing Education and Lifelong Learning
- Enhancing the Quality of Life
- Putting People First
- Providing Best Value

The Directorate of Education and Leisure Services contributes to all the strategic aims and in particular to:

### **2.2 DEVELOPING EDUCATION AND LIFELONG LEARNING**

Key objectives to which we contribute include:

*"We will raise the levels of educational achievement and develop the life skills of all children, young people and adults."*

*"We will reduce the barriers which prevent children, young people and adults with additional needs from fulfilling their educational and social potential."*

*"We will extend opportunities for open learning in the community and through the neighbourhoods i.e. in playgroups, nurseries, libraries, museums, youth centres, community and reception facilities and adult centres as well as in schools and colleges."*

## **2.3 CARING FOR THE ENVIRONMENT**

Key objectives to which we contribute include:

*“We will promote sustainability – protecting the quality of life for future generations.”*

## **2.4 ENHANCING THE QUALITY OF LIFE**

Key objectives to which we contribute include:

*“We will work to reduce crime, disorder, anti-social behaviour and the fear of crime, prioritising initiatives which reduce fear of crime.”*

*“We will work to improve the health of people in the Borough and to ensure provision of the best possible local health services.”*

# **3 ACHIEVING OUR EDUCATION PRIORITIES: THE EDUCATION DEVELOPMENT PLAN**

## **3.1 EDUCATION PRIORITIES**

Raising educational standards for all pupils is our highest priority. Our plans and priorities for securing continuous improvement in our schools is set out in the Education Development Plan 2002-07 which was highly regarded by Ofsted.

Our priorities are:

- Raise attainment in the early years and in primary schools especially in literacy and numeracy, science and ICT.
- Raise attainment and improve teaching and learning in Key Stage 3.
- Raise attainment and improve teaching and learning in Key Stage 4.
- Narrow attainment gaps and tackle the underachievement of groups of pupils.
- Support schools causing concern and develop the LEA's capacity to identify and support schools at risk of under achievement.
- Develop the breadth, diversity and enrichment of the curriculum, including the development of schools as centres of excellence.
- Develop innovation in leadership and governance and schools' capacity to sustain improvements.

- Develop 14 – 19 provision and collaboration between schools and the college to improve students' participation and achievement.

### **3.2 KEY AMP ISSUES**

Asset management planning will be used to support all of the educational priorities. However the most significant contribution may be made by supporting the areas mentioned below:

- Closing the achievement gap between the best performing schools and those performing less well and between girls and boys.
- Ensuring that schools have the facilities to deliver the full curriculum and can develop areas of curriculum in future.
- Maintaining the current high levels of achievement by striving to provide the best and safest possible learning environment.
- Considering the schools' role as the heart of their community (i.e. with an eye to provision for lifelong learning and other community activities).

### **3.3 CLOSING THE ACHIEVEMENT GAP**

Standards in Kingston schools are high by national standards. However, the levels of achievement vary from school to school and supporting lower achieving schools in challenging circumstances is a high priority.

For those schools in challenging circumstances the LEA seeks to remove the barriers to achievement through the asset management planning process. The LEA would seek to address the following issues where appropriate to the circumstances of a particular school:

- Insufficient space to deliver the curriculum.
- Poorly designed/inappropriate spaces in which to deliver the curriculum and extra curricular activities.
- Insufficient facilities to deliver the curriculum.
- Inadequate staff work spaces.
- Inadequate school security.
- Poor morale of pupils and staff (through the refurbishment and redecoration of schools).
- High running costs (in order to boost the budget available to resource the curriculum).
- Narrow curriculum opportunities.
- Poor partnership working (exploit partnership opportunities to improve facilities and the quality of life for children).
- Poor external learning environment.

Under performing schools often have issues around attracting a sufficient number of pupils to generate revenue funding and resource the curriculum sufficiently to drive up standards. It is therefore important that schools in challenging circumstances are able to market the school successfully. The external appearance is therefore important too.

The above is underpinned by the need for capital investment in schools in challenging circumstances. Kingston currently has no schools in special measures. However, one primary school has recently come out of special measures, Moor Lane Junior School. This is a school in challenging circumstances and the LEA will use capital investment to support the school's continued recovery. This school has been identified as a priority for consideration for a PFI scheme to refurbish/replace the current building.

Other low achieving schools will be supported through appropriate building projects to meet their individual priorities. For example, building improvements and a possible PFI scheme would help Beverley School to be more attractive and to so raise its intake of boys.

We will pay particular attention to the way building improvements might help to address the attainment gap between boys and girls.

### **3.4 DELIVERING THE CURRICULUM**

Some of our high achieving schools produce good results in spite of a lack of sufficient accommodation to deliver the curriculum. It is very difficult for these schools to attain ever-higher levels of achievement across the whole curriculum unless these issues are addressed. For example, Coombe Girls secondary school has insufficient gym space and Holy Cross Girls secondary school has none. Therefore there are important areas of the PE curriculum that the schools struggle to deliver. Specialist areas (DT, PE, Arts, and Sports) in many schools require more investment. Some primary schools do not have a suitable hall for PE and this too is a priority linking to sports development funding.

All Kingston secondary schools are working to enhance the depth and quality of curriculum available in the Borough through specialist school status. Capital investment to support facilities using the specialist school funding will be pursued, for example, at Coombe Girls School (languages) and Tiffin Girls School (Maths and ICT) which have already achieved specialist status.

The LEA is also striving to ensure that laboratory and other technical facilities are of the highest standards to enable pupils and staff to give of their best.

Developing a broad range of curricular options for 14-19 year olds, including vocational studies, will also require buildings which are fit for purpose.

ICT is a key priority for curriculum development. A broad band network is already in place. We anticipate that 92% of Kingston schools will meet the pupil ratio target of 1:7 for secondary schools and 1:11 in primary schools by August 2002. The remaining schools will meet the target by the end of 2002. The target for 2004 is for 1:5 for secondary schools and 1:8 for primary. Meeting this target will have accommodation implications. The space requirements of the pupil ratio targets are taken into consideration in any new build or refurbishment/extension work in schools. We ensure that new build or refurbished classes have sufficient cabling infrastructure to support current and future ICT demands.

### **3.5 PROVIDING THE BEST AND SAFEST LEARNING ENVIRONMENT**

It is important that health and safety issues are addressed. The LEA has concerns about existing fire precaution measures in schools and is therefore undertaking a full audit of arrangements and will prioritise those schools with the worst deficiencies for capital investment. The LEA will shortly advertise a new post of Education Health and Safety Officer to help and advise schools on their health and safety obligations.

### **3.6 SCHOOLS AS THE HEART OF THE COMMUNITY**

We will ensure that the important community role schools play is taken into account in planning the AMP process through a range of measures. For example, we will seek to ensure that sections of schools can be made available to the community whilst other sections remain secure. We will ensure in any new build or refurbishment work that services are zoned to enable efficient out of hours use. Effective community developments are usually underpinned by Partnership working and by exploiting different funding streams.

## **4 PRIORITIES ARISING FROM OTHER PLANS WHICH DELIVER GOVERNMENT PRIORITIES**

A number of plans deliver a range of government priorities which support the overall aim of raising educational standards. Capital investment priorities are also aligned with the aims of these key supporting plans.

### **4.1 THE SCHOOL ORGANISATION PLAN**

The School Organisation Plan underpins educational standards by ensuring that sufficient places are available in our schools. Securing the basic need for school places is a key priority for capital investment.

The draft School Organisation Plan 2002-2007 is out for consultation at present. It identifies significant pressure on places in the New Malden area and we are undertaking a detailed review of supply and demand in

this area. We have arranged to put 30 additional reception class places into this area for September 2002 to accommodate demand.

## **4.2 CLASS SIZE PLAN**

Reducing class sizes in the primary sector has been a major objective to underpin improving standards. The Infant Class Size Plan has been implemented involving major building projects at six schools. Kingston now has a policy in place to roll forward the programme of reducing class sizes to 30 or less into Key Stage 2 as pupils move through the primary age range. Major building has been programmed at six schools to implement the Key Stage 2 Class Size initiative.

Some Key Stage 2 building work has not been pursued where the intake in recent years has been insufficient to justify immediate capital investment. There are 2 schools where this is the situation; King Athelstan Primary and Green Lane Primary. If the number of pupils in these schools approaches capacity then further building will be required to provide additional classrooms. Discussions are now underway with Sutton LEA about the expansion of Green Lane to meet demand from across the LEA boundary.

## **4.3 THE CULTURAL STRATEGY AND THE SPORTS & ARTS PLANS**

The Cultural Strategy has two key aims: improving the infrastructure range and quality of cultural activity and improving access to cultural activity for all. Schools are key partners - both as providers of cultural education (through the extended curriculum), users of cultural facilities, and providers of venues for cultural events and training (through out of school time community use).

The Sports Plan looks at the strategic requirements of the Borough for sports facilities. This takes on board the existing and potential dual use of facilities for the community and schools. Funding streams are becoming more readily available through the New Opportunities Fund and other sports foundations and will be used to fund a range of joint ventures such as those identified under the Partnership section. The Dinton Field project arises from the priorities identified in the Sports Plan.

Similarly the Arts Plan supports closer links between arts organisations such as the Kingston Theatre Trust and Kingston Music and Arts Service and schools, supporting the development of arts in education. Despite the expected opening of the new Kingston Theatre in 2004/ 05, there will still be a requirement for groups in the community to use school facilities for a range of performances. If specific funding can be accessed, the investment in school drama facilities would help improve the quality of performances by schools and community organisations.

#### **4.4 EARLY YEARS AND CHILDCARE DEVELOPMENT PLAN**

Kingston already does well by children in the early years. We are able to offer an early education place to every 4 year old whose parent wants it and are on target to provide an early education place for every 3 year old whose parent wants it, by September 2004. Whilst the majority of these places are in the maintained sector, places are also available in approved private and voluntary settings which are part of Kingston's Early Years Development and Child Care Plan. The Early Years Development and Childcare Partnership ensures a quality learning environment for young children providing a choice of settings to parents, as well as the number of places available for 3 years olds.

Kingston made a successful initial bid for funds to establish an Early Excellence Centre and we are currently working up the detailed design with all the partners involved.

We have a capital scheme in progress this year to provide an additional 26 nursery places at Malden Parochial C of E Primary school.

#### **4.5 BEHAVIOUR SUPPORT PLAN**

RBK have pursued a very successful strategy to reduce permanent exclusions. Permanent exclusions are only 4 pupils for the 2001/02 Academic year. Capital investment has supported on site LSU facilities through standard funds and the relocation. Also improvement of one of the Pupil Referral Units will provide better off-site facilities and promote closer working with Adolescent Mental Health partners. Kingston has been successful in bidding for funds to install electronic attendance systems at 3 secondary schools.

#### **4.6 ACCESS STRATEGY**

As part of the process of assisting schools to prepare their Access Plans and Strategies, the LEA invited schools to conduct an audit of access issues earlier this year. Capital investment will be aligned with the priorities arising from the audit in order to secure access for people with disabilities in all schools.

#### **4.7 SCHOOL SECURITY**

The Council is committed to reducing crime and the fear of crime. Promoting secure buildings which discourage opportunist crime will be taken into account in our capital investment.

The LEA has worked with schools over the years to ensure that our children are secure at school and a range of security measures operate within our schools. The security measures in each school have been discussed as part of the overall asset management planning. Priority will be given to provide secure school buildings and playgrounds, especially for younger children and those with learning disabilities.

In the past each school has been dealt with on an individual basis. We have not laid down a standard for primary and secondary schools or advised schools of the wider range of security measures now available with developments in technology. Particular attention has not been paid in the past to security arrangements for the use of schools after school hours in all cases. The increasing use of school buildings as a community resource requires the LEA to consider this issue more closely.

It is our intention therefore to work with the Schools Premises Consultative Group to develop a security strategy which meets the needs of Kingston schools. The strategy will provide information on the full range of security measures available and provide prioritisation criteria for implementation of any additional security measures considered necessary.

#### **4.8 SUSTAINABILITY AND ENERGY CONSERVATION**

Caring for the environment is one of the Council's key strategic aims and the promotion of sustainability is a key objective. Policies will be pursued which promote sustainable and environmentally friendly buildings and energy and water conservation. These will be reflected in our capital investment priorities.

The Council is committed to the implementation of a sustainable procurement strategy by the end of 2002 and to producing a sustainable design and construction guide for major projects by the end of 2003.

The LEA has put a range of energy conservation measures in place in the past. However, it is our intention to refresh this issue with schools and we plan to run a number of energy conservation workshops with schools to remind them of the information provided previously and how they can reduce costs through effective energy management. We will also be providing an energy conservation guide for schools in the 2002/03 academic year.

The LEA has undertaken an annual financial benchmarking exercise on school expenditure for the last 4 years. This provides some information to schools on energy and other costs to help them make informed budget decisions and helps the LEA identify schools which may benefit from further advice on energy efficiency issues

From 2002/03 the LEA will operate the national Consistent Financial Reporting scheme, which will continue to provide this information and enable inter-authority comparisons to be made.

### **5 PRIORITIES ARISING FROM PREMISES SURVEYS**

The premises surveys carried out for all schools identify individual condition, sufficiency and suitability needs and provide the database of need supporting the education capital strategy. These needs have to be

set within the priorities arising from the LEA's overall aims and objectives.

The AMP condition, suitability and sufficiency data records great many premises issues still to be addressed. The most serious of these have been considered against the prioritisation matrix and a range of other factors to determine the proposed capital programme. The detailed process for determining the capital programme is contained within the Local Policy Statement.

## **5.1 CONDITION**

Improvement to the condition of buildings will enhance the learning environment, promote increased staff and pupil morale and enable schools to concentrate time and resources on curriculum issues rather than building defects. The option appraisal process highlights the benefits of tackling items with significant on-going revenue costs versus a high initial replacement cost.

Timely capital investment will lead to a reduction in revenue maintenance costs in the long term which will enable schools to invest more funds directly in teaching and learning.

Top priority will be given to the elimination of high Health and Safety risks and Priority 1 condition work which could potentially result in school closure.

## **5.2 SUITABILITY**

Schools need premises which are suitable to deliver a modern curriculum and teaching and learning strategies aligned to achieving our EDP priorities.

Priorities will be assessed taking account of the number of pupils to benefit, overall quality of accommodation, range of suitability deficiencies, potential improvement in standards, lifetime cost savings and the long-term viability of schools. There are a range of suitability issues to be addressed in the primary and secondary schools. In the primary sector three schools require substantial refurbishment/replacement: Malden Manor, Grand Avenue and Moor Lane. Some form of PFI scheme is likely to be the only way of securing funding for these developments

## **5.3 SUFFICIENCY**

The Sufficiency Survey is nearing completion and is indicating schools with insufficient accommodation to provide a good learning environment for the number of pupils on roll. This is a priority for capital investment. For example additional classrooms will be provided at Southborough School in 2003/04 and a major bid will be submitted for Holy Cross School for the Aided Schools Building Programme.

## 6 PARTNERSHIP WORKING IN KINGSTON

Partnership working is very important to Kingston Council and is vigorously pursued as a means of achieving the best possible outcome for our schools and the wider community, as well as a means of achieving best value.

One of the local characteristics of Kingston upon Thames is the high value of land. This presents both a problem and an opportunity in terms of achieving our stated capital objectives. The high value of land is a driver to partnership working as it is usually in the interests of all parties to pool resources to achieve a shared outcome.

Currently three secondary schools have major community sports centres: Chessington Community College, Tiffin School and Tolworth Girls School. Tiffin Girls School has extensive netball facilities and is a regional centre for the sport. The swimming pools in Kingston's primary schools are used by children's swimming clubs.

### 6.1 EXAMPLES OF PARTNERSHIP WORKING

- **Coombe Girls School (girls secondary)**

Coombe Girls School, with 1,335 pupils on roll, includes 344 in the thriving 6<sup>th</sup> form. Therefore, with limited gym facilities, they are unable to deliver the PE curriculum in full.

We are currently progressing a partnership deal with the Health Service, Sport England, a private developer and a community sports club to achieve a sports hall and use of an outdoor field for the school; indoor practice facilities for a local cricket club; cricket training and sporting facilities for the local community and a modern GP surgery for local patients with the GP practice involved with the sporting facility and able to refer patients for training and exercise. The cricket club will, in turn, allow the school use of their cricket field.

- **Richard Challoner School (boys secondary)**

The standard of the playing field outdoor recreational facilities available to this boys' secondary school was judged to be a priority for improvement in research carried out to prepare the LEA's submission for NOF funding for Sport and PE in schools.

The sports pavilion has been vandalised by local young people and grounds maintenance costs and responsibilities are a revenue drain on the schools resources. The playing field is adjacent to the playing fields of Kingston University. The University, the LEA, community sports clubs and the school are working together on a project which will create a joint use sports pavilion and high quality playing fields

available to all partners and maintained by the University with on site staff.

- **Dinton Field**

Dinton Field is in the ownership of the Council and is the designated playing field for 3 nearby primary schools. It is also an important resource for the community; Kingston Little League, which has over 500 members, use the field extensively. Capital funding of £100,000 has been secured from the London Marathon Trust and an application for further funding is under consideration by the Football Foundation. If these funding applications were successful, the Playing Field would be operated by a Trust, which would ensure, through a lease, that schools have access to the Fields with a modern pavilion and new mini soccer pitches. The Pavilion would also provide an operational base for Kingston Primary Schools Sports Association.

## **7 CAPITAL INVESTMENT AT RBK**

### **7.1 BASIC PRINCIPLES UNDERLYING CAPITAL INVESTMENT AT RBK**

RBK takes a strategic and co-ordinated approach to capital investment across the Council. After considerable staffing difficulties last year the Council has put in place the resources required, not only to produce the Education Asset Management Plan and the Corporate Asset Management Plan, but to ensure that these tasks are co-ordinated and managed by first and second tier officers. This has resulted in a synergy and coherence between the two documents and has resulted, for example, in the Coombe Girls scheme being identified as a key partnership project in both the Education AMP and the Corporate AMP and a cultural priority in the NOF PE and Sport research.

RBK seeks to ensure that capital resources are targeted to meet identified educational priorities as well as the most serious condition issues. It is the intention of RBK that the capital investment in school premises will have a direct impact on school standards. Within this overall aim, the broad order of priorities for capital investment will be:

- to ensure the health and safety of existing buildings;
- to meet the basic need for early years and school places, including classes of fewer than 30 pupils in primary schools;
- to meet the requirement of the Special Needs and Disability Act 2001;
- to improve the condition and suitability of existing buildings in line with the AMP priorities and as may be identified in Ofsted Inspections.

The Council will use all possible funding routes to achieve the identified priorities including resources from the private sector, capital grant, PFI, devolved formula capital, NOF funding, seed challenge funding and VA funding sources.

All buildings consultancy and maintenance work at Kingston is privatised and therefore we have access to a wide range of professional and technical expertise. The current arrangements come to an end in April 2003 and we are working towards a new specification to put out to tender which we intend will meet the changing needs of our schools even more closely than the existing arrangements.

Schools in Kingston are aware of their responsibilities as good stewards of the premises. However, we feel that the LEA could provide more active guidance and assistance to schools in developing their individual AMPs and to explore the range of funding sources available and how to access them. This is difficult within existing resources and the LEA intends to consult schools on whether or not they wish to purchase an enhanced AMP service under a buy back agreement.

## **7.2 TARGETS AND PROGRESS AGAINST PREVIOUS TARGETS**

Outputs will be provided in all years that will allow an assessment of the progress made on each of the AMP targets. Current targets and comments on progress against previous targets are set out in Appendix I, in conjunction with Annex I.

## **7.3 OPTION APPRAISALS**

We recognise the importance of option appraisal in reaching investment decisions.

Kingston uses option appraisal methods to determine the best value and most effective solution to problems. The complexity of the option appraisal methodology used depends on the value and scope of the works to be undertaken and the severity of the problem to be resolved. For a large scale or complex problem, such as a decision concerning the refurbishment of a school versus partial demolition and rebuild, a lengthy and complex option appraisal exercise is carried out comparing not only initial costs and revenue implications but the educational impact of serious disruption on the school and the community.

In the case of work which is limited in scope and value, we evaluate the cost of the investment against the current and future revenue expenditure and the likely pay back period.

## **7.4 DESIGN STANDARDS**

The LEA supports the principles laid out in the DfES publication, "Schools for the Future – designs for learning communities". These design standards will be integrated into the LEA's processes in order to achieve best value solutions.

We comply with the Sport England guidelines on design for all our NOF sport projects.

## **7.5 PROCUREMENT**

The Council is committed to the introduction of a sustainable procurement strategy in 2002.

## **7.6 PROJECT DELIVERY**

Kingston's partnership with the private sector consultants, SERCO, provides access to a range of technical expertise including project management. The contract is being re-evaluated and re-tendered with effect from April 2003. The aim will be to provide the LEA and schools with high quality technical support for large and small-scale projects, including a choice of approved consultants where possible and appropriate.

# **8 CAPITAL PROGRAMME**

## **8.1 THE PROGRAMME**

The provisional 2003/2006 capital programme is attached as Appendix II.

The programme is subject to consultation with the Schools Premises Consultative Group and approval by elected Members.

## **8.2 TIMESCALE**

The anticipated timescale for carrying out the work in the capital programme is set out in that document against the individual schemes. The rate at which the necessary work can be done is dependent on funding becoming available. Kingston will actively pursue all available avenues of funding to try to progress all accommodation needs.

## **8.3 FUNDING SOURCES**

Kingston is working hard to bring together funding from a range of sources to apply to identified priorities.

The capital programme does not include devolved formula capital. Schools are encouraged to apply this funding to their highest priority items and therefore it is sometimes included as part of the funding for a major capital project.

The funding we anticipate in future years, including bids where funding is not yet guaranteed, are listed in Appendix III. This list excludes potential PFI projects.

## **8.4 PFI**

The LEA has begun working with governing bodies in response to their requests to learn more about this form of funding. Further work will continue in September with a view to submitting a bid in December 2002.

## APPENDIX 1, ANNEX 1 – Item 7.2

### RB KINGSTON UPON THAMES SPECIFIC LEA TARGETS FOR YEARS 2003/4, 2004/5 AND, 2005/6

#### KINGSTON'S IMPROVEMENT TARGETS

##### CONDITION

The target for Kingston condition related works is that by the end of 2003/4 the following works will have been completed:

- 90% of priority 1 works
- 40% of grade D
- 40% of grade C2

These targets exclude unused buildings, that do not pose a health and safety hazard to the school, are surplus to requirements and awaiting demolition.

Table 1 shows all the condition related priorities from the current AMP baseline data.

<b>CONDITION RELATED PRIORITIES</b>					
<b>TABLE 1</b>					
<b>Element</b>	<b>Worst Condition</b>	<b>Priority 1 £</b>	<b>Priority 2 £</b>	<b>Priority 3 £</b>	<b>Priority 4 £</b>
Roofs	D	341,335	928,807	1,046,388	363,852
Floors and Stairs	D	143,705	394,922	788,892	454,426
Ceilings	D	76,671	189,699	220,508	165,530
External Walls	D	272,735	3,057,511	1,387,557	456,002
Internal Walls	D	400,625	354,483	76,403	15,926
Sanitary services	D	117,140	414,660	275,320	26,000
Mechanical Services	D	267,470	681,900	641,430	251,200
Electrical services	D	149,900	921,940	715,250	895,000
Redecorations	D	83,612	1,033,398	1,434,519	533,507
Fixed furniture & Fittings	D	156,360	272,390	121,296	36,754
External areas	D	146,595	582,846	480,657	108,106
Playing Fields	D	13,000	69,600	20,500	2,550
Play areas (hard)	C	15,600	22,000	14,000	0
<b>Grand total</b>		<b>2.3 million</b>	<b>8.9 million</b>	<b>7 million</b>	<b>3.3 million</b>

The total cost of condition repairs to Kingston's 51 schools over the projected 5-year period is £21.5 million. As can be seen from the above table the greatest percentage of works is within the Priorities 2 and 3. However in order to gain a clearer picture of what has been achieved and is proposed to be achieved, these baseline figures are further broken down into their priority and category costs in Table 2 over.

<b>TABLE 2</b>	<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>
<b>Condition D costs</b>	807,541	308,532	10,660	0
<b>Condition C costs</b>	1,209,730	6,312,628	2,064,563	309,910
<b>Condition B costs</b>	247,425	2,143,356	4,649,290	2,545,826
<b>Condition A costs</b>	28,352	112,456	290,868	491,542

The division of the costs associated with these priority works is that 52.5% of costs will be met by the LEA and 47.5% by the schools.

The costs in tables 1 and 2 have not been inflated to allow for the increasing cost of building works in recent years.

- The major source of repair monies for the LEA will be NDS Condition funding. We are committed to spending our NDS condition allocation on schemes where a substantial proportion of the works are condition related. However, this is the only funding source that we can guarantee will be available for tackling outstanding repairs. Devolved Formula Capital (DFC) represents more than 50% of the money available to schools for condition repair but it is currently still difficult to forecast the allocation of DFC to condition projects over the next few years.

We will continue, through the Schools Premises Consultative Group to encourage schools to spend their DFC on their AMP related needs. We will, through the development of schools' Asset Management Plans, develop a clearer understanding of each school's needs and, plans for DFC over time, so that we can better estimate the likely expenditure of these funds.

The estimated cost of achieving Kingston's targets by 2003/4 is approximately £4/5 million. The number of pupils estimated to have benefited from this proposed investment by 2003/2004 in school buildings is approximately 70% of the total school population, ie 14,487. This estimate includes the expenditure of schools through DFC.

The educational consequence of improvements to school buildings is difficult to clearly define in terms of improved academic grades for several reasons:

- The impact that a working environment may have on raising educational standards is only one variable in a number of other variables, many of which outweigh the impact of the working environment, eg the quality of teaching and learning
- The variety and types of condition improvement to a school building may have a greater or lesser impact on the raising of Educational Standards.

- The improved quality of a school building may attract teaching staff to the school in a climate of teaching shortages.

Nevertheless, building improvements do remove barriers to effective teaching and learning and widen curriculum opportunities.

## SUITABILITY

In determining the improvement targets set for this strand need it should be noted that the LEA, as advised by the DfES is currently re-appraising the data collated for suitability in its last submission to the DfES. Therefore this implies that the baseline that will be used by the LEA is transitional and will be updated as the data collection process informs the LEA.

### Target 1

Class size reduction in Key stage 1 to 30 pupils or less

### Target 2

Class size reduction in Key Stage 2 to 30 pupils or less

### Outcome

The Class Size programme has been completed through 6 major building projects which has resulted in all 29 infant and primary schools in Kingston enjoying class sizes of 30 or less. See table 3.

This affected 29 infant and primary schools in Kingston.

<b>TARGET 1 : KEY STAGE 1</b>	
<b>TABLE 3</b>	
<b>Schools</b>	<b>Associated Costs</b>
Our Lady Immaculate	£95,000
Christ Church Primary	£501,000
St Matthew's Primary	£494,000
Corpus Christi Primary	£326,000
St Agatha's Primary	£412,000
Coombe Hill Infants	£1,276,000

<b>TARGET 2 : KEY STAGE 2</b>	
<b>TABLE 4</b>	
<b>Schools</b>	<b>Associated Costs</b>
Coombe Hill Junior	£1,330,000
Christ Church Primary	£527,000
St Agatha's Primary	£550,000
Corpus Christi Primary	£101,000
Christ Church Junior	£216,000
St Matthew's Primary	£147,000

## SUITABILITY TARGETS

- 80% Reduction of all suitability category A priorities identified in survey by 2003.
- 50% Reduction of all Suitability category B priorities identified in survey by 2003.

## BASELINE

- ***Six schools identified operating with suitability category A.***
- Twenty-five schools identified operating with suitability category B.

In the first round of suitability assessments it is noted that there are 6 schools with suitability category A deficiencies. The curriculum analysis conducted at the schools also identified the estimated costs for addressing these suitability issues are in excess of £20 million. This level of expenditure can only be addressed through a PFI project which is being investigated.

The benefits of redressing these Suitability category A needs are essentially that the pupils have wider curriculum opportunities. This will be a major improvement to these schools in raising educational standards. The number of pupils affected in these 6 schools is 5,325 pupils.

In addressing 50% of the suitability B needs identified in the survey 2000/2001, it should be noted that there is an overlap with Targets 1 and 2 as the Key Stage 1 Key Stage 2 projects will also directly reduce the number of suitability B needs because there will be a better match between class room size and pupil numbers. However suitability needs grade B refers to impaired delivery of the curriculum, which has a wider implication than just class sizes. Overall it is projected that approximately 50% of schools (10,000 pupils) have suitability Category B needs.

Due to the size of the works suggested it is difficult to cost suitability works needed however, feasibility studies are currently being undertaken to provide a clearer indication as to the cumulative total costs (feasibility studies to be completed 2002/2003).

Again to reiterate the educational consequence of improvements to school buildings it is difficult to clearly define in terms of improved academic grades as outlined earlier although barriers to effective teaching and learning will be removed.

**RB KINGSTON UPON THAMES  
SPECIFIC LEA TARGETS FOR YEARS 2003/04, 2004/05 AND 2005/06**

<b>TARGET</b>	<b>BASELINE</b>	<b>INVESTMENT REQUIRED</b>	<b>DESIRABLE OUTCOMES</b>
<b>GLOBAL CONDITION TARGETS</b>			
Address 95% of Priority 1 works by the end of 2003/2004	2000 AMP condition data Further information attached at Annex 1	£2.18 million	This investment will ensure that the most urgent condition works are carried out preventing damage to the fabric of buildings and reducing maintenance costs
Address 90% of grade D by the end of 2003/2004	2000 AMP condition data Further information attached at Annex 1	£1.2 million	This investment will ensure that serious condition items are addressed, arrest damage to the fabric of the buildings, reduce maintenance costs and improving the quality of the learning environment.
Address 40% grade C2 by the end of 2003/2004	2000 AMP condition data Further information attached at Annex1	£2.5 million	This investment will ensure that the fabric of buildings is protected, running costs reduced, the quality of the learning environment enhanced and, in some cases, increase the quality of teaching and learning.
<b>SPECIFIC CONDITION TARGETS</b>			
Fire Safety	Not all of Kingston's schools have adequate fire protection. The extent of the problems are being ascertained by a survey of schools.	Proper fire protection measures will be put in place in all schools as part of a planned programme of works dealing with the schools in greatest need first. Cost £1million over 4 years 2002/03 to 2005/06.	Schools will have adequate fire protection resulting in the reduced risk of loss of life or injury to staff, pupils and members of the public. The increased fire protection measures will also reduce the risk of revenue expenditure to deal with repairs as the result of fire.

Roof repair project	See information at Annex 1	£1.2 million over 4 years 2002/2003 to 2005/2006	The investment will prevent damage to the fabric of school buildings, prolonging their life and reduce on-going maintenance costs. Senior school managers will no longer have to concern themselves with the effects of water ingress and all areas of the school will be available to deliver the curriculum. The time freed up can be devoted to the curriculum with a positive impact on standards.
Window replacement project	See information at Annex 1	£1million over 4 years 2002/2003 to 2005/2006	The investment will prevent damage to the fabric of school buildings, protect the asset value and reduce on going maintenance costs. A more warm and comfortable learning environment will raise the morale of pupils and staff and facilitate more effective teaching and learning.
<b>SUITABILITY TARGETS</b>			
Class Size reduction in Key Stage 1	69% of pupils in KS1 were learning in classes of more than 30.	Completed	All KS1 classes operating with classes of 30 or less. Improved pupil to teacher ratio. Schools better able to meet their KS1 targets.
Class Size reduction in Key Stage 2	62.8% of pupils were in classes of more than 30 pupils.	All work currently required to accommodate the children coming through from KS1 in classes of 30 or less is being completed 2002/2003. With the possible exception of one VA school which is experiencing planning difficulties.	Lower pupil to teacher ratio enables more effective teaching and learning. Schools better able to meet their KS2 targets. All KS2 pupils will be taught in classes of 30 or less by 2005.
<b>HEALTH AND SAFETY</b>	Kingston will employ an Education Health and Safety Officer to identify deficiencies in schools. We anticipate a backlog of health and safety items will be identified by the forthcoming survey.	£750,000 over 3 years from 2003/2004 to 2005/2006.	The health and safety of children in Kingston schools will be assured.  Health and safety legislation will be fully complied with.  The risk of litigation will be reduced.

<b>SPECIFIC SUITABILITY AND SUFFICIENCY TARGETS</b>			
Science Laboratory Project	Some science labs have been upgraded in the last 2 years. However the majority of science labs in Kingston schools need to be modernised.	£800,000 over 4 years from 2002/2003 to 2005/2006.	This investment will remove the barriers to effective teaching and learning in science. It will enable a full science curriculum to be offered and ensure the health and safety of pupils studying science.
Southborough School	Insufficient accommodation to accommodate growing pupil numbers.	Build additional classrooms at a cost of £500,000	The additional classrooms will enable lessons to occur in appropriate settings. This will enable pupils and staff to concentrate more on teaching and learning leading to increased achievement.
Malden Manor School	Some classrooms are too small for 30 children making teaching difficult. In addition much of the premises is in poor condition and the school is on a split site.	Replace accommodation in very poor condition, remodel the school and consolidate the site at an estimated cost of £2 million.	Improved condition will improve the morale of staff and pupils. Consolidated site will facilitate easier management of the site freeing up senior management time to devote to teaching and learning resulting in improved standards of attainment.
Grand Avenue School	School in poor condition and on a split site resulting in poor staff and pupil morale and senior management time taken up by moving between the 2 sites.	Consolidate on one site and deal with condition issues at an estimated cost of £3.2 million.	Improved staff and pupil morale. Senior management time freed up to devote to teaching and learning resulting in higher standards of achievement. <ul style="list-style-type: none"> <li>▪ Improve standards of the more able by ensuring that teaching consistently reflects the work already developed in the school to support the learning of these pupils.</li> <li>▪ Improve the standards in reading, writing and mathematics in Key Stage 1, so that they compare more favourably with those in schools that have a similar intake of pupils.</li> </ul>
<i>Coombe Girls School</i>	There are currently insufficient gym facilities and the PE curriculum cannot be delivered in full.	Provide a sports hall and access to a cricket pitch in partnership with the private sector, the health service and a community cricket club at a cost of approx. £600,000 to the LEA.	Ensure full delivery of the PE and Dance curriculum by the end of 2004. Provide access to a cricket field for students, provide a modern GP surgery and a sports facility for local residents

<p>Holy Cross Girls Secondary VA School</p>	<p>There are significant condition and suitability issues at this school. There is no gym, the science lab provision is deficient and much of the accommodation is in poor condition.</p>	<p>Provide a sports hall and replace some of the oldest accommodation in poor condition and unsuitable for purpose. Improve staff working conditions and admin accommodation. Bid for £4 million, hopefully from VA Targeted funding.</p>	<p>The school will have the number of science labs identified as necessary in the curriculum analysis and therefore science teaching will improve.</p> <p>The school will have a sport hall and be able to deliver the full PE and dance curriculum.</p> <p>Improved teaching and admin areas will result in greater efficiency and therefore raised standards of attainment.</p>
<p>Tolworth Infants and Juniors</p>	<p>Current deficiencies are:</p> <ul style="list-style-type: none"> <li>▪ Inadequate temporary buildings</li> <li>▪ unsuitable hall</li> </ul>	<p>Provision of a new hall and additional classrooms. 2<sup>nd</sup> stage NOF funding applied for to provide a sports hall which will meet the hall requirement if successful. 2 additional classrooms are also required to replace temporary accommodation. Remodelling of existing hall accommodation to enlarge classrooms and provide library and IT spaces. Cost £800,000</p>	<p>Classrooms of a sufficient size will enable more effective teaching resulting in improved standards.</p> <p>The provision of a hall will enable the full delivery of the PE curriculum.</p>
<p>SPECIALIST SCHOOLS</p>	<p>Two Kingston schools have recently been awarded specialist school status Coombe Girls School has Modern Foreign Language Status.</p>	<p>Build an additional language lab from specialist school grant and DFC.</p>	<ul style="list-style-type: none"> <li>▪ Create a centre of excellence.</li> <li>▪ Disseminate good practise to other schools.</li> <li>▪ Raise standards of achievement.</li> </ul>

Cont.	Tiffin Girls school has Mathematics and ICT status	Build additional accommodation from specialist school grant and DFC.	<ul style="list-style-type: none"> <li>▪ Create a centre of excellence.</li> <li>▪ Disseminate good practice to other schools.</li> <li>▪ Raise standards of achievement.</li> </ul>
<b>EDUCATION DEVELOPMENT PLAN</b>			
SUPPORTING SCHOOLS IN CHALLENGING CIRCUMSTANCES <b>PRIMARY:</b>	<p>Moor Lane has just come out of special measures. The school has a number of horsa blocks and a swimming pool in poor condition which is expensive to run.</p> <p>Provisional KS2 results 2002:</p> <ul style="list-style-type: none"> <li>▪ English 68% } at level 4</li> <li>▪ Maths 60% } or above</li> </ul>	<ol style="list-style-type: none"> <li>1. Immediate investment required to deal with potential health and safety issues and improve the appearance of the school. £50,000</li> <li>2. Removal of horsa blocks and remodelling/ replacement of the school. £2 million.</li> </ol> <p>The ideal solution would be to demolish the existing school which is in poor condition and build a purpose built school. Feasibility studies to be conducted. Provisional cost £3 million.</p>	<p>Health and safety of the children is secured. Staff will worry less about H&amp;S and be better able to concentrate on the curriculum. The improved appearance will improve parental perceptions and result in an increase in pupil numbers. The additional financial resources with the children will result in a better resourced curriculum and improved standards of achievement.</p> <p>The removal of the horsa blocks will further improve the appearance of the school. The remodelling of existing accommodation will result in more efficient teaching accommodation and more effectively used ancillary space resulting in improved achievement.</p> <p>KS2 2003 Targets:</p> <ul style="list-style-type: none"> <li>▪ English 68% } at level 4</li> <li>▪ Maths 60% } or above</li> </ul>

<b>SECONDARY:</b>	Beverley Boys School is currently under-subscribed. The places are needed in the Borough to meet projected demand.	<ol style="list-style-type: none"> <li>1. Improve the condition of the school by replacing the dining hall and art block which are subsidising.</li> <li>2. Support the school in the move to more vocational education</li> </ol>	<p>Improving the condition of the building removes a potential hazard. The improved teaching accommodation improves morale and helps the school to attract more pupils.</p> <p>Remodelled accommodation to facilitate the move to vocational curriculum.</p>
<b>EARLY YEARS AND CHILDCARE DEVELOPMENT PLAN</b>			
Early Excellence Centre	Existing provision for early years fairly good but currently no centre of best practice to lead and raise standards across the board	Creation of an Early Excellence Centre from 2 existing buildings – one social services and one existing nursery. Cost £650,000. Initial bid for EEC funds successful, now drawing up detailed design and will seek further approval.	A centre of excellence in early years development and childcare providing a comprehensive service for children and their parents including full time nursery provision and a training facility. The dissemination of good practise and raised standards in other early years settings.
<b>LEA ACCESS STRATEGY</b>			
Compliance with DDA	A survey of schools revealed deficiencies in provision and in some cases non-compliance with DDA requirements.	Work will be carried out at those schools identified in the survey. Work to accommodate individual children's needs are prioritised within the allocation available. Secondary consideration is given to geographical incremental provision.	<p>The needs of individual children are met enabling their choice of, and inclusion in, a mainstream education environment.</p> <p>Creation of a geographical spread of provision to give parents a choice of schools in their area and reduce travelling costs.</p> <p>Compliance with DDA requirements.</p>

## APPENDIX II - ITEM 8.1

### RB KINGSTON CAPITAL PROGRAMME 2003/2004

- This programme lists projects which, in total, exceed £250,000.
- Funding in years 2004/05 and 2005/06 is based on the assumption that NDS condition and modernisation funding will continue until 2004/05 and 2005/06 at broadly current levels.
- Potential PFI schemes are not included.

MAJOR PROJECTS	2001-02 £'000	2002-03 £'000	2003-04 £'000	2004-05 £'000	2005-06 £'000
The Mount ASD Unit	266	21			
Latchmere Infants School	269	881	100		
Christ Church Primary		527			
St Agatha's Primary	26	524			
Coombe Hill Junior	66	1,264			
Southborough		47	453		
NGFL	347	418	400	400	400
Fire Safety Project		200	300	300	200
Science Laboratory Project		100	200	200	300
Roof Repair Project		272	300	300	300
Window Replacement Project		250	250	250	250
Health & Safety Project			250	250	250
Beverley School			100	800	
Tolworth Junior School			250*	550*	
Coombe Girls School Sports Hall etc			100**	1500**	

\* Includes potential NOF funding

\*\* Includes potential Sport England lottery funding

<b>APPENDIX II ITEM 8.1</b>
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**RB KINGSTON  
CAPITAL PROGRAMME 2003/2004 (cont)**

**VOLUNTARY AIDED SCHOOLS PROGRAMME**

- The schemes listed under 2003/04 and 2004/05 are indicative only.
- Two major schemes will be submitted for the Voluntary Aided Programme 2003/04 for Holy Cross School and Richard Challoner School.

<b>MAJOR PROJECTS</b>	<b>2001-02 £'000</b>	<b>2002-03 £'000</b>	<b>2003-04 £'000</b>	<b>2004-05 £'000</b>	<b>2005-06 £'000</b>
St Mary's C of E Primary	100	21	750		
St Paul's C of E Primary Hook		65	300		
Our Lady Immaculate			350		
Tiffin School		2,479			



# **Section 2**



# Asset Management Plan

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Royal Borough of Kingston upon Thames

Education Service

**Draft**

**Asset**

**Management Plan**

**LOCAL POLICY STATEMENT**

**July 2002**



**Local Policy Statement  
Updated July 2002**

**Royal Borough of Kingston upon Thames**

**Asset Management Plan**

**Policy Statement**

The Royal Borough of Kingston is committed to providing school premises that are suitable, sufficient, safe and, in sound condition – appropriate for the delivery of a diverse curriculum.

The strategic and educational aims of the Authority are set out in full in the Statement of Priorities and are summarised below.

**Strategic Aims**

Kingston's strategic aims are supported by a range of key objectives. The strategic aims are:

- Working in Partnership
- Caring for the Environment
- Developing Education and Lifelong Learning
- Enhancing the Quality of Life
- Putting People First
- Providing Best Value

The department of Education and Leisure Services contributes to all the strategic aims and in particular to:

**Developing Education and Lifelong Learning**

Key objectives to which we contribute include:

*"We will raise the levels of educational achievement and develop the life skills of all children, young people and adults."*

*"We will reduce the barriers which prevent children, young people and adults with additional needs from fulfilling their educational and social potential."*

**Enhancing Quality of Life**

*"We will extend opportunities for open learning in the community and through the neighbourhoods i.e. in playgroups, nurseries, libraries,*

*museums, youth centres, community and reception facilities and adult centres as well as in schools and colleges.”*

## **Caring for the Environment**

*“We will promote sustainability – protecting the quality of life for future generations.”*

## **Specific Educational Aims**

RB Kingston’s specific educational aims are set out in the Education Development Plan which was highly regarded by Ofsted.

They are:

- Raise attainment in the early years and in primary schools especially in literacy and numeracy, science and ICT.
- Raise attainment and improve teaching and learning in Key Stage 3.
- Raise attainment and improve teaching and learning in Key Stage 4.
- Narrow attainment gaps and tackle the underachievement of groups of pupils.
- Support schools causing concern and develop the LEA’s capacity to identify and support schools at risk of under achievement.
- Develop the breadth, diversity and enrichment of the curriculum, including the development of schools as centres of excellence.
- Develop innovation in leadership and governance and schools’ capacity to sustain improvements.
- Develop 14 – 19 provision and collaboration between schools and the college to improve students’ participation and achievement.

In order to achieve our strategic and educational aims and fulfil our statutory obligations we will:

- Continually update our premises information
- Identify individual school needs on the basis of condition, sufficiency and suitability
- Consult with all stakeholders
- Determine priorities
- Devise best value solutions
- Ensure fairness and transparency in decision making
- Publish, review and implement the Asset Management Plan

We believe that the quality of the learning environment influences the quality of teaching and learning in schools. The asset management planning process is therefore a significant responsibility for the Authority.



# **AMP STRATEGY**

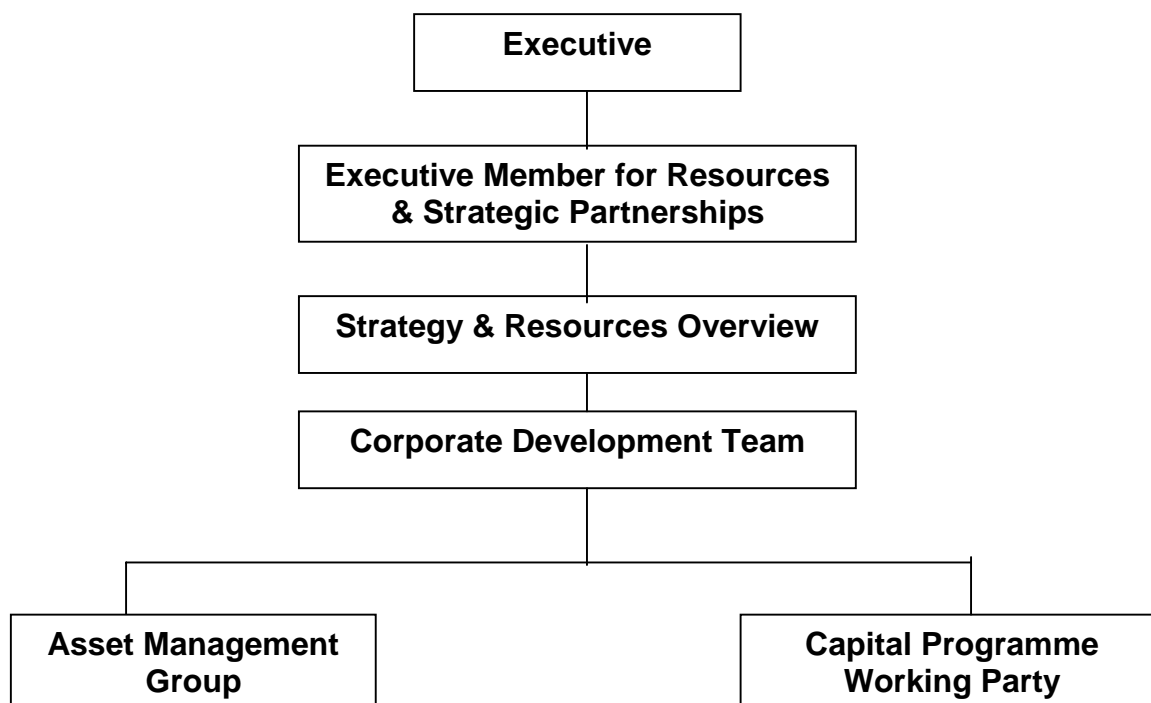


# AMP STRATEGY

## INTRODUCTION

RB Kingston's Local Policy Statement was written in 2000. There have been a number of significant changes during the intervening period. There is now a requirement for Local Authorities to produce a Corporate Asset Management Plan and the quality of asset management across the Council affects the resources made available to Authorities and the autonomy they have to use the allocations made. Since April 2001, the Council has adopted a "modernised" political structure. The Council has adopted a Leader and Executive Cabinet model with a number of panels responsible for overview and scrutiny. The Strategy and Resources Overview Panel is responsible for the scrutiny and development of Asset Management Plans. The Executive (formerly the Cabinet) effectively owns all the assets of the Authority and is responsible for both strategic and property decisions and asset disposals, or major change of use. Since the local elections in May, the Cabinet has been replaced with an Executive. The portfolio holder responsible for resources and strategic partnership is Councillor Derek Osbourne and part of his remit includes responsibility for property issues.

The diagram below sets out the relationship between Members and officers with responsibility for corporate asset management. It is envisaged that education schemes will be considered by the Education Overview Panel rather than the Strategy and Resources Overview Panel.



The terms of reference for the AMP Group are attached at Appendix 1.

Asset management has a higher profile across the Authority at RB Kingston. Kingston is a small authority with limited resources; however, additional resources have been and are being allocated to professional asset management to improve the quality of performance. Kingston has this year devoted strategic management and additional revenue resources to ensuring a significant improvement in the quality of its asset management planning.

Although much has been achieved this year we recognise that further work remains to be done in terms of education asset management planning. We believe the allocation of additional resources for the task will have a greater positive impact in the longer term.

A Corporate Working Group of first and second tier officers has been established to lead the asset management planning process and a post devoted to Corporate Asset Management has been created. Revenue funding has been made available to strengthen the Health and Safety expertise within the authority and a post has been created for an Education Health and Safety Officer to assist schools and the LEA to meet health and safety responsibilities.

The senior officer with responsibility for the production of the Education AMP is also a member of the Corporate Working Group and there is close co-operation between corporate colleagues on the production of both documents.

## **THE SCOPE OF THE AMP**

*The Asset Management Plan covers all maintained schools in the area from all three categories Community, Foundation and Voluntary. This includes primary, secondary, special education, and Pupil Referral Units as well as joint-use provision. The AMP covers all significant capital and revenue spending on school premises from all sources.*

Funding for revenue repairs and maintenance is delegated to schools. However RBK retains the responsibility for monitoring schools in their duty to ensure that buildings meet educational needs and health and safety standards.

The Asset Management Plan covers all property within the curtilage of the site: buildings (permanent and temporary; owned and leased; educational and residential), swimming pools, roads and paving, and playing fields. The Asset Management Plan also includes detached playing fields and other off-site facilities provided for schools. All premises related capital items are covered, included fittings and fixed furniture, and cabling for information, communication and technology (ITC) facilities.

Capital work includes:

- Site acquisition and disposal.
- School place provision and surplus space removal.
- Replacement, remodelling, extensions and improvement.
- Major repairs and renewals

The Asset Management Plan identifies approaches to balancing initial capital expenditure against running costs. The initial capital investment decision can have an important bearing on the level of subsequent premises running costs, as under-investment at the outset can lead to disproportionately high recurrent expenditure over the life of the building. Similarly, under-spending on essential recurrent items such as planned maintenance can result in more expensive unplanned repairs and may have capital consequences. Option appraisal methods are used to ensure best value solutions.

RBK is aware that the AMP is the essential tool which enables and empowers schools to make decisions about the building and site at a local level. Therefore in order to track expenditure and ensure good stewardship, all schools are enabled to use the existing Internet link to update and appraise the Asset Management System (Genes 1s) of works completed. This "View and Report" link helps schools to meet their good stewardship responsibilities and keep their local AMP data up to date.

RB Kingston has for many years used the private sector to provide technical and property consultancy services. SERCo is the current provider although the contract for these services will end in March 2003. Arrangements are currently in place to specify a new contract to go out to tender in the Autumn.

Given their involvement with schools, many of the technical aspects of the AMP are managed by SERCo. SERCo carried out the initial condition surveys for the AMP. We are looking carefully at hand over arrangements between the existing and potentially new technical consultants next year.

Since SERCo are the Authority's external property consultants and play an integral part in the responsive and planned maintenance programme in many schools, as well as in major works projects, information relating to school property is transferred between SERCo's property database Maximo, to RBK's database Genes 1s.

## **ROLES AND RESPONSIBILITIES**

The effectiveness of the AMP process is determined in part by the effectiveness of partnership working between all the stakeholders.

The roles and responsibilities of those involved are as follows:

### Elected Members

Elected Members are responsible for:

- Establishing the strategic direction of the Authority
- Establishing the principle aims and objectives of the Authority
- Approving the EDP, the School Organisation Plan, the Cultural Strategy, and other statutory plans influencing the AMP
- Ensuring that adequate resources are available to service the AMP
- Approving the Statement of Priorities and the Local Policy Statement

- Determining the capital programme each year within the financial limitations which pertain
- Monitoring the progress of the capital programme

In addition to the Authority's Executive (formerly called Cabinet), RBK has an Education Overview Panel (EO Panel) of elected Members. The EO Panel's role is to scrutinise Education related decisions and to work on policy development. The EO Panel has a pivotal role in the monitoring of capital works to schools premises and receives a regular quarterly report on the progress of the capital programme. An example of a capital monitoring report to the EO Panel is attached as Appendix 2 . The EO Panel has recently taken an interest in the development of the Schools Premises Consultative Group and has encouraged this initiative.

## **THE CAPITAL PROGRAMME WORKING PARTY**

The role of this group is to consider education projects in the corporate context and make recommendations to the Corporate Development Team if appropriate.

## **THE SCHOOLS PREMISES CONSULTATIVE GROUP**

The role of the Schools Premises Consultative Group is to act as the representative of all stakeholders for consultation purposes. The principal functions of the group include:

- The development of borough wide priorities
- The prioritisation criteria to be applied
- Making recommendations to elected members on the capital programme
- Considering disputes regarding the relative priorities of works in schools

The full terms of reference for the group are attached at Appendix 3.

## **DIOCESES (For Voluntary Aided Schools)**

- Sharing their plans for denominational education and their premises development aspirations;
- Contributing to the development of Authority-wide priorities, in particular as they affect denominational schools;
- Co-operating in the preparation of the Asset Management Plan;
- Where working on behalf of governors in VA school buildings projects, planning and budgeting in line with agreed Asset Management Plans

## **SCHOOLS (Governors and Head Teachers)**

- Identifying, in consultation (where relevant) with diocesan bodies, schools priorities in the context of their School Development Plan (SDP), and making clear what outputs, either physical or educational, will be achieved in meeting those priorities;
- Contributing to the development of Authority-wide priorities;
- Acting as good stewards of the premises;

- Planning, budgeting and managing projects for which they are responsible, including those in Foundation and Voluntary Aided (VA) schools, those covered by devolved or formula funding and those which are self-financed, in line with agreed Asset Management Plans;
- Assessing the contribution that capital investment makes to the attainment of pupils;

## **THE DATA**

### **QUALITY**

We recognise that the quality of the premises data is essential to the success of the Asset Management Plan. We consider it important to ensure that the information is constantly updated and the quality reviewed.

### **CONDITION**

Kingston was able to secure good quality condition data (DfEE category A) when establishing the AMP. However, we recognise the need to continually update existing data and resources have been made available to conduct new condition surveys for 20% of the schools stock as part of a 5 year rolling programme.

As mentioned above, Kingston uses privatised technical and buildings consultancy services and SERCo carried out the initial surveys. However, after much discussion, the Schools Premises Consultative Group have recommended that in future the surveys be conducted by a company without an interest in the school premises to avoid any potential conflict of interest. The LEA is currently considering if there are any contractual difficulties to acceding to the Group's wishes.

### **SUITABILITY**

We have critically examined the suitability data held for our schools and concluded that it was inadequate. At the first attempt this exercise was done by the schools themselves with training and guidance from the LEA in methodology. The results obtained were not adequate in all cases and indeed some schools did not attempt the exercise at all. We therefore carried out a curriculum analysis at all secondary schools and prepared accommodation models for a range of schools types and sizes.

We put arrangements and resources in place to undertake a programme of suitability assessments by an experienced independent consultant. The programme is in three phases and prioritised those schools for which no suitability survey was conducted. We now have professionally conducted surveys for these schools, carried out in consultation with schools management. Phase 2 of the programme includes those schools for which we have suitability data but we consider it to be weak. Phase 3 covers those schools surveys in which we have greater confidence.

Phase 2 will be carried out in the Autumn term with the intention that Phase 3 will be completed by the end of the Summer term 2003.

In addition to work with the schools we are working with our school inspectors to identify possible suitability needs arising from proposed curriculum developments. We are paying particular attention to the 14 to 19 agenda and, for example, the decision to increase the offer of vocational courses at the combined Coombe Girls and Beverly Boys secondary schools 6<sup>th</sup> forms.

Detailed information on Kingston's approach to suitability is attached at Appendix 5.

## **DDA REQUIREMENTS**

### **DISABILITIES AND SPECIAL EDUCATIONAL NEEDS PROVISION**

Disability is defined in law as:

*A physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day-to-day activities, or if not such an impairment, a progressive impairment or a severe disfigurement.*

The Suitability assessment examines the needs of Pupils with disabilities or special educational needs in mainstream schools as they may have particular requirements, such as means of access or specialist equipment provision. Except in the case of special schools, problems in respect of these requirements should be identified on separate sheets of the Survey Form (please see Appendix 3). The two sheets may therefore cover the same spaces: one for general problems, and the other for problems particular to pupils with disabilities or special educational needs.

The assessments considered the current and projected disabilities and special educational needs of building users in the context of relevant legislation, local and national policy. Whether internal spaces or external areas pose problems will depend not only on the characteristics of those spaces or areas, but also on the types of disabilities or special educational needs. By making best use of those internal spaces and external areas, which have adequate provision, the need for additional provision may be mitigated. Assessments of special schools will need to take account of the particular accommodation requirements arising from the disabilities or special educational needs of the pupils. There is no need to assess separately these particular requirements

As with the main suitability assessment the disabled access data was collated by schools and validated by the LEA. At the end of this validation process all assessments were sent back to schools for consultation on its suitability needs.

Once the information was collated and passed back to schools the information was transferred into the DfES Summary Assessment form (see Annex 3) and sent to the DfES.

However since the suitability survey was completed it has been recognised that although the suitability survey was deemed satisfactory by the DfES (grade 2). There were still some major improvements needed in the assessment of disabilities or SEN requirements. This need to redress this issue was further supported by the statutory changes in the Disability Discrimination Act 1995 which comes into effect from September 2002. Schools and colleges are brought into line, becoming subject to the new disability discrimination provisions contained in part 2 of the SEN & Disability Act 2001. Sections 28D/E of the legislation places a new statutory duty on schools and Local Education Authorities not to treat a person with a disability less favourably than someone who does not have a disability, for a reason related to the disability, without justification. The Disability Rights Commission has issued a Code of Practice for Schools.

The Act places a duty on each LEA to prepare an accessibility strategy and on the governing body of each school to prepare an accessibility plan. Although there is no requirement yet, for schools to make physical alterations or to provide auxiliary aids, further provisions are to be implemented in September 2005. In January 2002 the Department for Education and Skills issued a consultation document aimed at increasing the accessibility of schools.

Each LEA is allocated an annual capital spending allowance, in the form of a supplementary credit approval, to increase accessibility for disabled pupils, the Schools Access Initiative. Central government has set out its intention to increase funding available through this stream over the next 3 years in order to ensure LEAs and schools are well placed to meet their new duties. In order to meet this increased and deserved need the LEA have gone further than the requirements outlined in the suitability assessment guidance and devised a coherent strategy

## **THE LEA STRATEGY**

### **DISABILITY ACCESS**

The LEA is currently revising its SEN policy in light of the SEN & Disability Act 2001 and welcomes the changes, which will make it unlawful to discriminate against disabled pupils. The LEA's policy sets out a number of key principles:

- Children will have their needs met, normally in mainstream, with full access to broad and balanced curriculum;
- Parents have a vital role to play and the pupil's views will be taken into account;
- The LEA will continue to work towards more inclusive approaches by better differentiation, more flexibility in schools provision and outreach from specialist provision;
- The LEA will work towards partnership arrangements across the South West London area.

The LEA's practices to deliver its policy objectives for disabled pupils are based on 2 fundamental approaches:

- Parental preference, meeting the needs of individual pupils and their schools, including access to the NC through equipment and ICT
- A geographical, incremental approach to improvements which will support pupils in their local communities and reduce the journey times of home to school transport.

## **THE ACCESSIBILITY STRATEGY**

The LEA's approach to its new statutory duty to plan strategically will be based on an audit of current accessibility of schools, actual pupil data using the joint register for children with disabilities (developed through liaison with NHS and SS) to identify early the nature and incidence of pupils disabilities. An outline 3 Year Strategy will be devised from this data with targets for success and an implementation and review timetable. The LEA intends to consult on its outline strategy before publication and implementation.

Because of the relatively small size of Kingston in comparison with other LEA's, accessibility will be most effectively addressed through the targeting of centrally held resources. This will be based on an annual audit of school premises, curriculum access and existing improvements and which reflect the incremental component of schools accessibility plans. All RBK mainstream schools have undertaken a self-review of accessibility during the spring term 2002. The LEA has developed a framework to enable schools to begin to shape their accessibility plans as well as contribute to the development of access priorities for Kingston pupils. The LEA will summarise access issues highlighted in each self-review. Self-reviews will illuminate each school's capacity to maximise improvements. Schools will subsequently be invited to submit a bid to the LEA for joint funding of their access plans. Bids for funding will be moderated against the priorities of the LEA's Accessibility Strategy and Asset Management Plan by a joint LEA/Schools group and targeted to improvements in those Schools addressing priority areas within the LEA's strategy.

Through the School Improvement Group, the LEA has provided Headteachers with an overview of the draft DRC Code of Practice in respect of unlawful discrimination. For SENCO's, training has been integrated with implementing the SEN Code of Practice. This has encompassed the 3 strands of planning duty, examining case studies and considering consultation (by 25/3/2002) on the Accessible Schools document. Further training on disability awareness using Standards Funds has been discussed with schools. SENCO cluster group meetings co-ordinated by the LEA will provide schools with an opportunity to share good practice and resolve barriers.

The LEA's support services for low incidence, sensory impairments will continue to have a pivotal role in providing support and guidance to school on alternative formats. The LEA's Parent Partnership Service will contribute to the information available to parents of disabled pupils or who are themselves disabled.

Due to the data being to some degree replicated in the suitability assessment in 2001 the LEA intend to cross-reference the self-review of the wider reaching Disability assessment with the suitability assessment for Disabled access. After the process of cross-referencing is achieved individual consultation regarding the schools accessibility issues.

To further support this aspect of consultation and information regarding the issues around school access initiative for disabled pupils this LEA have been proactive in engaging school at this very early stage regarding the current events in this field (please see appendix 3).

## **SUFFICIENCY**

With the implementation of the New Framework for Schools, RBK will continue to have the statutory role to secure sufficient primary and secondary school places. However, the organisation of school places at local level remains a partnership between the LEA, the dioceses, and school governors.

It is in support of this partnership that the Asset Management Plan will play a role in helping identify the Net capacity of the school and in turn assist the LEA in its statutory role to secure sufficient primary and secondary school places.

In order to achieve the accurate information requirements of the net capacity assessment and the capacity of the site school site, this Kingston LEA used its outsourced architectural practice to physically measure and validate all the building floor areas and external areas. This was achieved using the following methodologies for the following criteria

## **NET CAPACITY ASSESSMENTS**

As a small authority with limited resources Kingston chose to accept the funding made available to conduct Net Capacity Assessments as we believed we could obtain better value for money by so doing. My managing this work ourselves we have been able to obtain up to date detailed drawings for our schools as well as having confidence in the results produced.

## **GROSS INTERNAL AREAS**

1. Where available historical microfiche architectural drawings have been scanned and digitised into CAD drawings by the LEA.
2. In partnership with diocesan bodies and or foundation schools architects record drawings were also provided and also scanned and digitised by the LEA
3. From the scanned/digitised/provided drawings a surveyor has made a site check of every school. Ensuring that the rooms sizes were correct, that Internal wall thickness taken were taken into account and that any alterations to the school were also measured, recorded and amended
4. If there were no or insufficient microfiche drawings a full measured survey carried out was conducted

The process for this record collection was from 2000 to 2002 this was a longer length than was first anticipated by the LEA however this was due changes in personal. The measurements from the microfiche drawings showed that the original measurements were

As an average 75-80% this was due mainly to the age of the records and the changes to the school over time. However as a result of the checking process these drawings are now accurate.

## **TEACHING AREAS**

Originally records were held by the LEA for teaching area as this was a requirement for previous MOE assessments. This information of these teaching spaces had been based on-site surveys using tape measure or sonic measure. However due to the need for Non net areas as well as net internal areas the process for Gross internal areas was employed which was

1. Where available historical microfiche architectural drawings have been scanned and digitised into CAD drawings by the LEA.
2. In partnership with diocesan bodies and or foundation schools architects record drawings were also provided and also scanned and digitised by the LEA
3. From the scanned/digitised/provided drawings a surveyor has made a site check of every school. Ensuring that the rooms sizes were correct, that Internal wall thickness taken were taken into account and that any alterations to the school were also measured, recorded and amended
4. If there were no or insufficient microfiche drawings a full measured survey carried out was conducted

## **SITE AREAS**

The site area of the school also plays an important part of the asset management process and is in part also assessed with in the suitability assessments however the site areas were assessed in the following way:

1. From the borough GIS system information was taken providing the overall site area records 1999 - 2001
2. All school site areas were then physically re-measured by a RBK's Environmental Services 2001 – 2002

The site area measurements are considered to be accurate There are a number of secondary schools that utilise more than one site.

## **PLAYING FIELD AREAS**

As part of the site surveys the playing field areas were also accurately recorded by the following methodology.

1. Historical records of a survey conducted in 1987 were collated
2. All school site areas were then physically re-measured by a RBK's Environmental Services 2001 – 2002
3. The new measured areas were then cross-reference to the previous surveys

to check any losses or gains of land.

4. Qualification of the sufficiency of the playing fields is cross-referenced to the statutory guidance for playing field land as well as BB82 guidance.

There are a number of schools that are deficient in playing field area as a result block playing fields are shared for school playing field usage.

## **TEAM GAME PLAYING FIELD AREAS**

As part of the site surveys the playing field areas were also accurately recorded by the following methodology.

5. Historical records of a survey conducted in 1987 were collated
6. All school site areas were then physically re-measured by a RBK's Environmental Services 2001 – 2002
7. The new measured areas were then cross-reference to the previous surveys to check any losses or gains of land.
8. Qualification of the sufficiency of the playing fields is cross-referenced to the statutory guidance for playing field land as well as BB82 guidance.

The collection of this data is over and above that required for net capacity assessments but it is the view of this LEA that the school as a whole site also needs to be critically evaluated as part of the capacity/sufficiency exercise. Therefore the external capacity of the school is also considered when looking at the schools overall sufficiency. However Net Capacity, in the context of AMPs, is concerned with providing a single, robust and consistent method of assessing the capacity of schools. It will be used for number purposes. By comparison with the number on roll, it can indicate the number of places that are surplus or additional places that are needed at the school. If it is divided by the number of year groups, it can indicate the admission number that can be generally accommodated. It will also inform decisions about how capital resources are best deployed, as the basis of a school Organisational plan.

The net capacity assessment method will apply to all mainstream Community, Voluntary Aided, Voluntary Controlled and Foundation schools in England. The method will not apply to nursery schools, special schools or pupil referral units.

For primary schools, the net capacity is calculated on the basis of the number and size of spaces designated as 'class bases'. For secondary schools, it is based on the number, size and type of teaching spaces and the age range of the school. In both cases, this is checked against the total usable space available, which must be measured, and ensures that there is neither too much nor too little space available to support the core teaching activities. The method also allows some flexibility to suit the inclusion of pupils with special educational needs (SEN) and admission arrangements.

The net capacity of a school is assessed by the measurement of the available space and calculation, using the relevant assessment form. Although the method of assessing net capacity is broadly similar, different assessment forms are used for primary schools and secondary schools). Examples of both assessment forms are set out in Appendix x.

Both assessment forms comprise four parts:

- School Details (including boxes 'a' to 'n');
- Net Area Schedule (steps 1 to 4);
- Capacity Calculation (including boxes 'p' to 'z');
- Declaration of Accuracy.

When using the net capacity assessment form as shown in Appendix x you can see that there are 4 steps to the net capacity assessment method these are:

**Step 1** is to note the reference number, the name and the measured area of each space

listed. The room names are those used by the school, however the room reference number is unique to the room for computer referencing

**Step 2** is to identify the type of each space based on its physical attributes.

- In primary schools there are two types of space. Most spaces will be 'general'. Some will be 'specialist', including halls and libraries.
- In secondary schools there are four types of space: 'general', 'light practical', 'heavy practical' and 'large and performance'.

**Step 3** is to calculate the number of 'workplaces' in each space, depending on the type of space and its size. The calculation will be done automatically in the computer spreadsheet. Workplaces are the unit of measurement used in the capacity calculation and are described in Appendix X

**Step 4** is to identify the status of each space, in the last column. Various code letters can be used to designate any space:

- That should be measured but excluded from the net capacity of the school (marked 'E', 'R' or 'A' see appendix x for further details);
- That is a parents/community room or chapel (marked with a 'P' or 'W' see appendix x for further details);
- That is large enough to be allocated basic workplaces but is not suitable as a potential class base or teaching space because of its physical attributes (marked with a 'U'),
- As a class base in a primary school (marked with a 'C') or teaching space in secondary schools (marked with a 'T').

Spaces that are none of the above, including staff rooms, store rooms and, in primary schools, halls and other ancillary teaching areas, should not be marked and this column should be left blank.

Kingston LEA in assessing this data needs to keep an up to date and consistent record of the schools net capacity. The Secretary of State requires Kingston LEA under Section 29(1) of the Education Act 1996 to inform the Department of the net capacity of each school in its area, and any changes to a school's net capacity. Kingston LEA as part of the AMP process will also inform the DfES of:

- the number of years (box 'a') and number of age groups (box 'n') used in the capacity assessment of each school;

- the sub-totals of 'basic workplaces' and 'resource workplaces' for each school, in the Capacity Calculation section of the form.

Therefore communication regarding the types of spaces and the changes of spaces within the school is essential as School governors may determine part of the school premises to be used for childcare facilities, family learning rooms, health or social care rooms or adult and community learning facilities.

Where governors establish such facilities or services, the Kingston LEA may designate them as an excluded area for the purposes of the net capacity assessment so that the schools net capacity calculations are not obscured. It should be clearly noted that schools are not responsible for the measurement of area or capacity. Similarly, Admission Authorities, are not responsible for setting the net capacity, although the net capacity should be one of the factors that governors take into account when setting the admission number for the school. However, schools may be involved in initial capacity assessment, in:

- agreeing that the admission details are in line with current practice or acceptable as proposed;
- establishing which rooms are identified as 'class bases' in primary schools, or teaching rooms in secondary schools.

It is important to note that schools must inform the LEA of any physical change to the buildings that might change the area or capacity measurements. In order to create a safe guard against loss of this information regarding school changes the following structure is used:

- Annual meeting with schools regarding the Asset Management Plan and any updates or changes required
- Schools are able and encouraged to pass information regarding any changes via the Education departments Asset management Website.
- Objections to Planning permissions regarding changes/development to school premises which effect the net capacity calculation will be issued unless prior notification and discussion with the LEA has occurred.
- Invoices for utilising devolved capital formula on building changes that effect the net capacity calculation with out prior notification maybe refused

In simple term the net capacity assessment can be categorised into these 3 segments

- Step 1                      The Information regarding room names and areas will be derived from our professional drawing database, which holds floor areas of every room. Information not contained within the drawing database will be physically surveyed.
- Step 2 to Step 3        The education department centrally will assess the different types of space and there usage but will consult with each school at the end of the process for validation and verification
- Step 4                      Once completed Is a formulaic calculation but consultation will still be sought with the individual school and agreement to it outputs

It is also noted that RBK's School Organisation Plan (SOP) sets out the number of places available and the demand for them. For the primary sector RBK must also ensure that there will be no infant classes with more than 30 pupils from September 2001 onwards. RBK has also established an Early Years Development Partnership that represents those locally with an interest in early years services, and takes the lead in the planning of early education and day care. The Early Years Development and Childcare Plan sets out how the Government's targets for early education and day care will be met.

The SOP helps identify where there is a need to add or remove school place. The Audit Commission publication "Trading Places" suggests a rolling programme of reviews where future demand may be problematic or where there are structural or organisational difficulties. Therefore the Asset Management Plan will endeavour to work in conjunction with the SOP.

The sufficiency of school buildings requires constant review. We consider not only those pressures identified in the School Organisation Plan and, indeed, there is pressure at present on reception places in the New Malden/Kingston Vale area at present. However, we also monitor other factors such as the uptake of 6<sup>th</sup> form places in Secondary schools.

Kingston has chosen not to build the classrooms necessary to implement the Class Size Plan for pupils moving on to Key Stage 2 at two schools, King Athelstan and Green Lane. We consider that until these schools reach their standard number we cannot justify the expenditure of DfES capital in building additional classrooms. The number of applications at these schools is being closely monitored. Further details of Sufficiency appear at Appendix 4.

## **ACCESS TO A.M.P. DATA**

### **DATABASE**

Essential to the delivery of an Asset Management Plan will be a comprehensive database thus enabling good management and planning to take place. It will enable key factors in decision making to be brought together in an integrated and coherent manner. The Information provided in the database will enable comparisons to be made between schools on key issues of premise management.

The software system Genes1s, will store all information regarding condition, suitability and sufficiency it will also manage and update this information via the following methods:

1. The Condition Survey, which will be repeated on a five yearly bases
2. The Suitability survey, which will be repeated on a five yearly bases
3. The Sufficiency Survey, which will be repeated on a five yearly bases
4. The assessment of existing records, such as SDP, UDP and various other historical records will be stored within the database.
5. The software will sort the locally agreed prioritised works and as each of the works are completed the list will automatically be updated.

6. The OLAS financial database (electronic data link) will track the financial spends of the needs identified by the Asset Management Plan
7. The SIMS EMS (electronic data link) will assist in updating the Asset Management Plan with historical records about sufficiency and suitability.
8. SERCo's MAXIMO database (electronic data link) will track all works that are addressed with the Asset Management Plan as well as planned and responsive maintenance.
9. School internet "Report and View" link will allow the school to view on screen there individual Asset Management Plan, as well as report any works that have been undertaken by the school, which have not been addressed through SERCo which effect the Asset Management Plan.
10. The bench marking facility within the software will allow schools to gauge their schools performance in terms best value, e.g. energy expenditure per annum

**Figure 3 Information flow Chart**

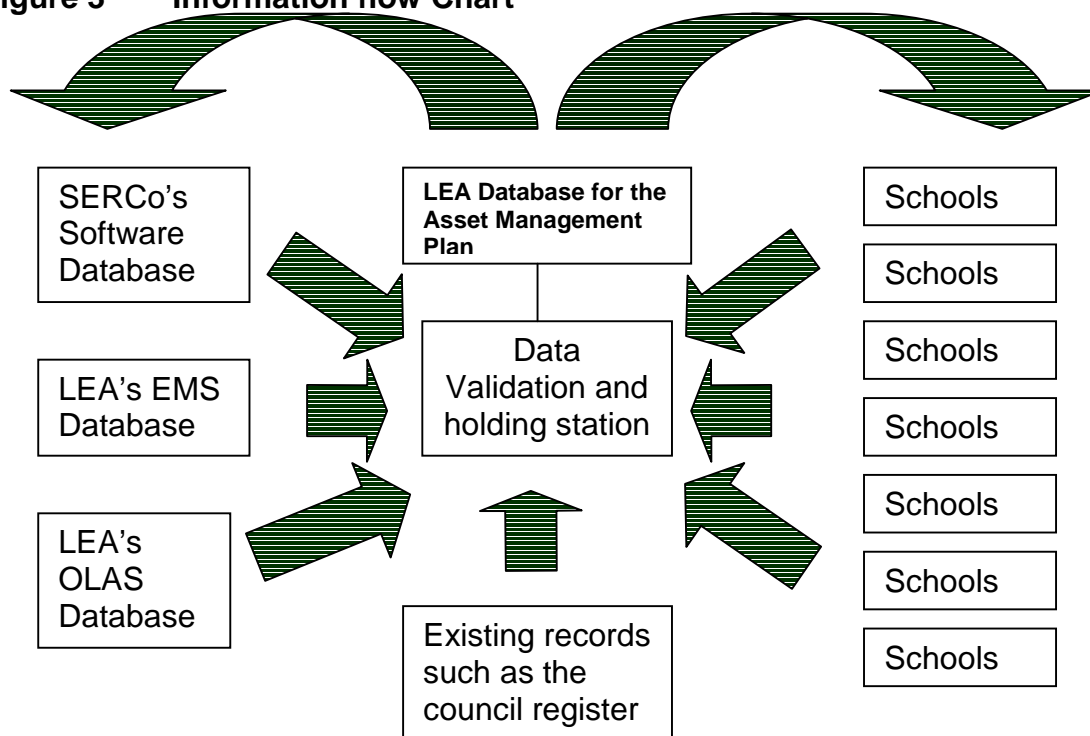


Figure 3 shows the general flows of information to and from the main database it is important to note that the flow of information does not just start and end with the three needs surveys but is a continuously evolving record database.

The information supplied to the DfES needs to be supplied in a specific format therefore information collated and attributed to school level will be:

- Identity data e.g. LEA and School numbers, school name;
- Survey data e.g. year and month of condition data, base month of survey price, number of sites, number of blocks;
- Area data e.g. site area, internal area, teaching area, playing field area, team games area, number of sites;
- Cost and consumption data in a given F/Y; for gas, oil, water, electricity and coal;
- Presence of swimming pool.

The information collated and attributed to site level will be:

- Identity data; the same as at school level plus a site reference number;
- Condition category and costs of priority one, two and three work for external areas;
- Condition category and costs of priority one, two and three work for playing fields.

The information collated and attributed to block level will be:

- Identity data; the same as at site level plus a block reference number, premises type code and gross floor area;
- Condition category of roofs and costs of priority one, two and three work;
- A repeat of the above for floors & stairs, for ceilings, for external walls/windows/ doors, for internal walls/doors, for sanitary services, for mechanical services, for electrical services, for redecoration's and for fixed furniture & fittings.

**Figure 4 Overall Record Structure.**

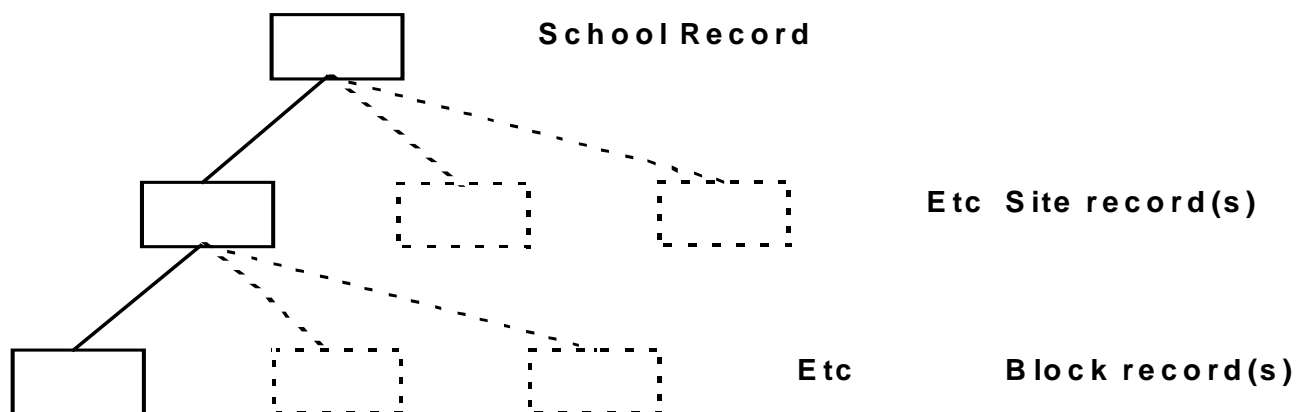


Figure 4 shows how the information will be structured and provided to the DfEE. There will be one school record, one record per site and one record per block. For example, a school on two sites with two blocks on site 1 and three blocks on site 2 will return eight records. Further information about the composition of the data can be found in Appendix 4.

## THE PROPERTY DATABASE

The Property Management System fully integrates drawings, textual data and terrier maps in the same database. There are thus three integrated aspects to the Property Management System. Firstly, the system incorporates a full Computer Aided Design (CAD) module, with advanced drafting functionality and allows previously drafted technical drawings to also be manipulated.



This enables site plans, building plans, and other drawings to be produced and manipulated. The system provides a unique method of linking data from the drawings, such as areas and counts of sanitary ware, to other modules, typically the relational database. Secondly, it can load and display Ordnance Survey maps, together with the background data associated with these maps. CAD drawings may also be superimposed on the maps. It is possible to go directly to the correct map location from either of the other two system components.



The third aspect of the system is a relational database, providing access to the extensive property data. Numerous input forms are included, and reports generated. From input forms, direct access is provided to both the CAD drawings and the maps. It is also possible to display photographs and other bitmaps. The system thus represents a fully integrated drawing, mapping and textual database. A change in a drawing, for instance a room area, will be reflected in updated area data in the relational database when these are synchronised by [genesis]. Similarly, the drawings will be updated if database data is changed. This provides total concurrency of data.

The System Core is the basis of the [genes 1 s] Property Management System. It provides the necessary hierarchical linkages between sites, establishments, buildings, rooms and components or assets. The Core also allows database descriptions, listings and connectivity of major features such as:

- Boundaries
- Wayleaves
- Rights of way
- Site descriptions
- Tree protection
- Orders
- Room usage
- Capacities
- Building areas
- Construction details
- Gross site areas

Digital map data, in either raster or vector format, is constructed from loading OS tiles into seamless maps. Pull-down selections allow mapping navigation at many different scales, reflecting more or less detail as required. Additional graphics and data information entered onto the maps allow full Terrier or GIS applications.

The system is able to maintain extensive data on assets. Access is provided to asset details such as:

- Value
- Historic value
- Residual value
- Valuation frequency
- Depreciated value
- Operational life
- Full asset amendment and detail histories
- Value of additions and value of subtractions

The full database facility incorporates automatic calculation of Department For Education and Employment (DfES) standards with regard to all regulations in this area, either selectively, or for all schools.

There is full database reporting on

- Minimum Teaching Areas
- Minimum Site Areas
- School Capacity Calculations
- Sanitary Fittings
- Teaching Area versus Non Teaching Area
- Performance

Drawings are automatically linked to provide areas, room usage's and components such as sanitary fittings information directly to the database. This module includes the following features: Lease details, including renewals, diary dates, termination's, responsibilities and restrictions, actions, rates, servicing, and sub lets, etc.

Provision is made for acquisitions past and present, and details such as address, controlling committee, area of land, allocated site ID, date of acquisition, area

purchased, deed reference no, and price etc. are included. Similarly, disposals past and present are provided for, and details such as address, controlling committee, area of land, allocated site ID, date of disposal, area purchased, deed reference no, and price etc. are included.

The module holds all the maintenance information including Minor Works, Major Contracts, Major and Minor Works Guarantees, Full Maintenance Guarantees, full construction details and Contractor address and contact details. Cleaning tasks are pre-defined in the system, with length of time and equipment requirements entered. These tasks are selected for each room with task frequencies. The room area is a factor for the calculation of time requirements, which in turn governs the staff requirements for the cleaning tasks. Depending on the number of staff required for regular cleaning and the number required for irregular items, the wage, equipment and cleaning costs are calculated.

## **CONSULTATION**

RB Kingston recognises the importance of the involvement of all stakeholders in achieving good asset management. We recognise that this aspect of our work was not as strong as it needed to be and therefore a new group made up of representatives of all the stakeholders has now been established known as the Schools Premises Consultative Group.

### **The Schools Premises Consultative Group**

The Schools Premises Consultative Group is made up of representative Head Teachers, school governors, Church of England and Roman Catholic Diocesan representatives and Council officers, including the corporate officer with responsibility for Health and Safety. This group was established in June 2002 after a very difficult year for RBK due to staff vacancies. This group and the Education Overview Panel of elected members will be influential in the future development of policies and strategies for schools premises, such as the School Security Strategy.

The terms of reference and membership list of the Schools Premises Consultative Group are attached as Appendices 1 and 3. The Group's forward programme of work for the next academic year is attached as Appendix 7.

### **The Voluntary Aided Schools Group**

This group is made up of representatives of the voluntary aided schools in the Borough. RBK has one Voluntary Aided school which is not affiliated to a church, Tiffin Boys school. This group meets regularly to discuss the premises needs of VA schools and discuss the relative priority of the schemes put forward for the Locally Co-ordinated Voluntary Aided Programme. A copy of the minutes of a recent meeting is attached as Appendix 8.

The diocesan representatives on this group are also members of the Schools Premises Consultative Group providing a link and continuity between the two groups.

## **Partnership Meetings**

The Director of Education and Leisure Services, together with other senior officers, meets regularly with the head teachers of primary schools and secondary schools respectively. These meetings provide an opportunity for heads to raise and discuss schools premises issues of general concern.

## **Governor Forum**

As with head teachers, the Director of Education and Leisure, with senior officers, meets regularly with Chairs of governors, providing an opportunity for matters of general interest regarding schools premises to be raised and discussed.

## **PRIORITISATION CRITERIA**

Although the DfES is making more funding available now than was available in the past. It is still not possible to meet all of the identified needs at once or even in the immediate future. It is therefore necessary to have a system of prioritisation that all stakeholders feel is rational, equitable and represents good value for money. This is not easy to achieve.

The Statement of Priorities document sets out how the LEA and schools arrive at decisions on what the priorities are.

Kingston has developed a prioritisation matrix submitted previously and contained within Appendix 9. This has helped to identify the most pressing priorities. However, the needs presented are often complex and can represent condition, suitability and some sufficiency needs at the same time.

It is very difficult to weigh up one school's suitability needs against another schools condition needs for example. In other cases, funding from another source may make it possible to carry out a scheme which may not be the highest priority. In this case a pragmatic approach seems sensible rather than lose the external source of funding.

As part of our reassessment of the Local Policy Statement and the Statement of Priorities we have reconsidered the prioritisation arrangements in the light of experience and changing circumstances.

The Statement of Priorities sets out at length how the LEA arrives at decisions on priorities.

The LEA assists schools to prioritise for themselves by encouraging them to complete their own asset management plan. A model plan has been provided and attached at Appendix 10.

## **ACHIEVING CONSENSUS AND TRANSPARENCY**

We believe we have more to do to achieve agreement and consensus among schools on the criterion for prioritisation. We will be working further with the Schools Premises Consultative Group to develop a system which better reflects

the complexities encountered in practice and to ensure that schools feel the system is fair and transparent.

The terms of reference for the Schools Premises Consultative Group make it clear that their role is consultative and advisory, they are not in a position to make a final decision on the programme of works, this is the role of elected members. In cases of dispute therefore, the Education Overview Panel will have an important role in considering the recommendations of the Schools Premises Consultative Group and in turn making recommendations to the Executive.

We will be consulting with the Group and Members on this draft Local Policy statement and the Statement of Priorities. They will have the opportunity to comment on both documents.

It is not our intention to reproduce the details of the Statement Of Priorities here. The following is a brief summary of how we believe the system of prioritisation adopted by Kingston can lead to more consensus among schools:

- Schools are invited annually to state what they consider their highest priority schemes to be
- LEA officers consider the priorities arising from the AMP data (see Appendix 9).
- LEA officers consider the priorities arising from the strategic objectives of the Council
- LEA officers consider the priorities arising from the EDP, the School Organisation Plan and other statutory plans
- LEA officers consider government priorities
- LEA officers conduct option appraisals of individual schemes in consultation with the relevant school
- LEA officers consider the funding streams available to supplement DfES and Council resources
- LEA officers consider the predicted resources available and the likely time scale for achieving the schemes

All of the above is assessed against the agreed prioritisation matrix and the resulting draft capital programme is put to the Schools Premises Consultative Group for consideration. The views of the group are put to the Capital Programme Working Party for larger schemes or those involving community partnerships. The Group make comments and recommendations to the Education Overview Panel of elected members who have the opportunity to debate the issues involved and in turn make representations to the Executive. The membership of the Overview Panel is attached at Appendix 11.

In the above scenario therefore the prioritisation matrix becomes an essential prioritisation tool rather than the final determiner of successful schemes. Schools are aware of the prioritisation matrix and take this into account in arriving at their school priorities.

It is not envisaged at this stage that either the Schools Premises Consultative Group or member of the Education Overview Panel will be involved in the option appraisal process. Option appraisal will be undertaken by officers and reported to both the Group and the Panel if required.

## **MONITORING AND EVALUATION**

### **Feasibility Studies and Option Appraisal**

Having prioritised need, RBK where resources allow, will then conduct feasibility studies of the proposed works and consider the costs and benefits of alternative solutions. For some repairs and minor capital works, the solutions to particular premises problems may be clear-cut. For larger projects, however, consideration of a range of options is needed for a rationally based decision. Analysis of the main life-cycle costs and benefits of each option will help to establish the most effective and economic solution.

From the feasibility studies and option appraisals there will be a list of projects that address the prioritised needs. These projects in turn will be prioritised as to how well they address the needs and their comparative value for money.

It is unlikely that the DfES will fund all the projects identified within the Asset Management Plan and constraints on resources. Will therefore mean that only the highest priority and projects offering Best Value will proceed.

In prioritising projects, RBK will look at the best way of funding the projects. These possible funding routes include:

- Borrowing by RBK supported by DfES credit approvals;
- Capital grant provided to RBK by the DfES through the New Deal for Schools;
- Capital and repair grant provided to Voluntary Aided schools by the DfES;
- Capital grant made available by the DfES to RBK and governors on a one-off basis to tackle particular issues (for example sizes or outside lavatories);
- Capital receipts;
- RBK's own resources, including revenue budgets;
- Investments by governors from their own delegated resources;
- Fund-raising by governors and others;
- Private investment seeking a return through PPP's (usually underpinned by PFI credits issued by the DfES).

As recommended by the DfES, RBK and its partners will consider the scope for PPP's for major investment decisions. We will therefore examine the current and future progress of PPP's within other LEAs for their demonstrable applicability to RBK schools.

PPP's could include the building and rebuilding of individual schools, repair and maintenance of groups of schools, and service specific projects (e.g., energy management) across all the schools in the Authority. Option appraisal within the Asset Management Plan process will be used to identify where PPP solutions might be the best way to tackle funding.

When examining the costs associated with the works needed, financial appraisal will consider these objectives.

- To determine which investments, among all the possibilities, make the best use of the capital investment.
- To ensure optimum benefits from each investment
- To minimise risk to the enterprise
- To provide a basis for subsequent analysis of performance of the investment.

We will achieve these objectives by using financial appraisal methods such as Discounted Cash Flow or NPV/capital ratio, which takes into account the projects lifetime. The use of these financial appraisal methods will be incorporated into the computer property database and therefore is an automatic process within Asset Management Planning. RBK recognises that a clear and consistent Asset Management Plan will not only secure improved confidence from the DfES in Capital funding allocation but also in potential private sector partners, i.e. PPP opportunities.

## **IMPLEMENTATION, REVIEW AND EVALUATION**

### **Implementation**

In this stage the favoured options are further developed, funding and procurement issues are finalised, and approved schemes included within the appropriate council's capital programme.

On completion of the proposed works, and consistent with good stewardship of the premises, RBK will encourage schools to draw up and implement planned maintenance programmes.

The purpose of implementing a planned maintenance programme will be to:

- Identify works required to maintain the use and value of the premises;
- Programme the repair and maintenance works in-order to:
  - maintain a specified level of performance of services, internal environment and operating characteristics of the building;
  - Ensure minimum disruption to the operation of school;
  - Match forecast levels of funding.
- Provide a tool for budgeting and financial management.

Schools may already have identified these criteria and have maintenance programmes for the existing premises. However RBK will direct schools to

appropriate sources for advice and guidance, where required, help schools develop maintenance programmes and monitor their adequacy when in operation

## **Review**

The Asset Management Plan will be dynamic in nature. The evolving programme will need to reflect constant change and outcomes from capital and maintenance programmes, as well as the requirements of new policies and initiatives. This effectively means the periodic re-prioritisation of projects, identification of new needs and the reassessment of the assumptions made within the Policy Statement where appropriate.

## **Feedback and Consultation With Schools**

For each of the two elements already completed (Condition and Suitability) the LEA has provided individual schools with the data and has offered feedback and consultation on an individual basis a representative of the Governing Body is also invited to attend. Usually one of the LEA's technical advisers is also present to address any technical issues.

This serves as a two way process. Whilst the school is able to have access to the technical expertise and gain an understanding of the professional aspects of property management, the LEA also receives feedback from the school on both the process and the outcome. This will be an important element in any evaluation exercise of the Asset Management Plan.

It is proposed to develop an annual monitoring and review system which will enable both the LEA and the schools to review progress made in the previous year. The access to the web site will make this process an interactive one and render the instant availability of up to date information a real advantage.

## **Evaluation**

RBK intends to evaluate how the Asset Management Plan has worked in practice every five years.

The assessment will judge how the Asset Management Plan has contributed to achieving the goals, aims and objectives of RBK as stated within the Policy Statement

- ◆ Raise Standards of educational achievement
- ◆ Maintain existing premises in sound condition
- ◆ Ensure efficient and effective management of capital assets in the light of changing demographic needs
- ◆ Provide sustainable and energy efficient buildings that are consistent with local agenda 21 strategies.
- ◆ Maximise value for money
- ◆ Increase community use of school facilities
- ◆ Provide for the future needs of ICT-based education.

RBK also intends to show how the Asset Management Plan has contributed to the quality of capital management. This essentially also means a evaluation of

the way capital programmes are managed before the arrival of the Asset Management Plan. RBK will also co-operate with the DfES in providing information to enable the national impact of the Asset Management Plan policy to be evaluated.

The LEA as shown earlier within the AMP prioritisation section is offering a model Asset Management Policy to all schools which invites schools to develop and subscribe to a set of principles which will guide their decisions at a local level in the management of their premises. This is currently being recommended to Governing Bodies and a number of favourable comments on the policy have already been received.



# **Appendix 1**



## APPENDIX 1

### TERMS OF REFERENCE OF THE CORPORATE ASSET MANAGEMENT GROUP

- (a) To clearly identify and define the extent of the Council's property portfolio in consultation with other appropriate stakeholders;
- (b) To assemble data on the portfolio that already exists and is readily available (to a large extent this and the previous task have already been achieved by the establishment and regular updating of the Asset Register);
- (c) To consider the Council's Strategic Aims and Key Objectives (and key corporate plans such as the Best Value Performance Plan and Capital Investment Strategy) ensuring that the Asset Management Plan relates directly to and supports those Strategic Aims and Key Objectives.
- (d) To identify first draft "ideal" performance indicators for assets (land and buildings) and asset services (i.e. property services).
- (e) To consult Stakeholders and Service Departments, occupiers and Head of Financial Services on future requirements from assets.
- (g) To review asset requirements in the light of consultation (including consultation with users to identify extent of satisfaction with assets);
- (h) To establish a system for gathering space utilisation standards;
- (i) To review performance indicators in light of data currently available and possible benchmarking sources and refining and firming up on longer-term performance indicators;
- (f) To undertake a very simple condition survey designed to broadly categorise all properties into four condition categories, A, B, C or D;
- (j) To undertake a crude fit exercise to identify areas of "mismatch" between the existing portfolio compared to future asset requirements, in terms of suitability and sufficiency;
- (k) To establish an action plan to address options for each key area of "mismatch" between the current portfolio and future needs;
- (l) To establish an explicit option appraisal system for corporate prioritising between projects based on corporate and service priorities (liaising, as necessary, with the Capital Programme Working Party);
- (m) To ascertain the requirements of the commercial portfolio;

- (n) To establish a systematic approach to identifying underused or surplus assets and considering the potential for cross-service use or disposal of surplus property;
- (o) To measure performance of the portfolio using Year One indicators and undertake “crude” benchmarking from information currently available;
- (p) To broadly appraise options and select the elements of asset strategy for the forthcoming year;
- (q) To develop new programmes and refine existing programmes as necessary
- (r) To assemble and approve the Asset Management Plan;
- (s) To be responsible for challenging service use of property;

# **Appendix 2**



## **APPENDIX 2 EDUCATION OVERVIEW PANEL**

4<sup>th</sup> July 2002

### **CAPITAL MONITORING AS AT MAY 2002**

#### **REPORT OF THE DIRECTOR OF EDUCATION & LEISURE**

##### **SUMMARY**

**This report presents the current position of significant capital projects in progress within the remit of this Panel.**

##### **RECOMMENDATION**

**It is RECOMMENDED that the Panel note this report**

##### **BACKGROUND**

1. This is the third of a series of regular reports on capital monitoring. The exercise is based on the position at the end of May and other relevant information and the results are summarised at **Annex 1**. All projects in progress exceeding £50,000 in total cost are included, except those devolved to or funded wholly by schools.

##### **PROGRESS**

2. Generally projects are proceeding as planned.

##### **ENVIRONMENTAL IMPLICATIONS**

3. The environmental implications of each project are taken into account and dealt with at the planning stage.

##### **BACKGROUND PAPERS**

**Background Papers:** held by Angela St John, Head of Planning and Access (author of report), 020 8547 5247 [angela.st-john@rbk.kingston.gov.uk](mailto:angela.st-john@rbk.kingston.gov.uk)

1. Capital Programme 2002/3
2. Detailed Monitoring Reports

PROJECT	CURRENT POSITION	EXPECTED END DATE	SCHEME BUDGET £'000	PROJECTED OUTTURN £'000
1 The Dukes Centre (ED642) Refurbishment of former Dysart premises to provide accommodation for Malden Oaks Pupil Referral Unit and the Social Inclusion and Education Psychology Services	Phase 1 completed and in the final snagging stage. The services will move into these premises in July 2002.  Phase 2 specification being drawn up.	Phase 1 complete  Phase 2 not agreed yet	132	132
2 Asset Management Plan (AMP) – Surveys (ED668) and (ED702) Spending on data base systems and information assembly for LEA Asset Management Plan.	Initial condition survey completed AMP data system in place Suitability survey in progress Sufficiency survey in progress	AMP data updates carried out on a continuous rolling programme	257	257
3 Coombe Hill Infants' School (ED672) Construction of 3 new classrooms, library, SEN room and administrative suite as part of enlargement of the school from 2FE to 3FE.	Final account being prepared.	Completed	1,276	1,276
4 Voluntary Schools (ED673, 675, 676, 677, 678) KS1 class size capital works at: Our Lady Immaculate, Christ Church Primary, Corpus Christi Primary, St Matthew's Primary and St Agatha's Schools	Final account being prepared.	Completed	1,828	1,828
5 Latchmere Infants' School (ED683) Site enlargement by acquisition of additional land and construction of new 6 classroom teaching block to replace detached and temporary buildings.	Work started on site 10.6.02.	June 2003	1,250	1,250

<b>PROJECT</b>	<b>CURRENT POSITION</b>	<b>EXPECTED END DATE</b>	<b>SCHEME BUDGET £'000</b>	<b>PROJECTED OUTTURN £'000</b>
6 Beverley Boys' School (ED686) Works to refurbish laboratories and other areas.	Final account being prepared.	Completed	129	131
7 Hollyfield School (ED687) Construction of 6 classroom Maths Block to replace life expired temporary buildings.	Final account being prepared.	Completed	525	525
8 Richard Challoner School (ED688) Construction of new teaching block to replace temporary classrooms.	Final account being prepared.	Completed	431	431
9 Coombe Girls' School (ED689) Construction of new Sixth Form Block to replace life expired Horsa building.	Final account being prepared.	Completed	377	382
10 School laboratories for 21 <sup>st</sup> Century (ED692) Refurbishment of 6 laboratory spaces at Southborough School.	Final account being prepared.	Completed	222	222
11 The Mount Primary (ED695) Construction of KS2 Autistic Unit at The Mount Primary School.	Final account being prepared.	Completed	284	287
12 Coombe Hill Junior - KS2 class size works (ED705)	Work started 13.5.02 with a 40 week contract period.	14.2.03	1,330	1,330
13 Voluntary Schools (ED706, 707, 708, 709, 710) KS2 class size works at: Christ Church Primary, St Agatha's, Corpus Christi, Christ Church Junior and St Matthew's Schools	Christ Church Primary, work due to start.  Christ Church Junior, specification being prepared. St Mathew's Primary, specification being prepared. St Agatha's, work in progress. Corpus Christi, work due to start.	To be confirmed To be confirmed To be confirmed Sept 2002 Sept 2003	1,539	1,539

	<b>PROJECT</b>	<b>CURRENT POSITION</b>	<b>EXPECTED END DATE</b>	<b>SCHEME BUDGET £'000</b>	<b>PROJECTED OUTTURN £'000</b>
14	Hollyfield School (ED899) Replace main boiler installation.	Final account being prepared.	Completed	90	85
15	Richard Challoner School (ED905) Major electrical rewiring of part of school.	Final account being prepared.	Completed	75	75
16	Southborough School (ED906) Renewal of main boiler plant.	Final account being prepared.	Completed	105	105
17	Malden Manor Replace Nursery	Feasibility study commissioned.	Not yet agreed	300	300
18	Southborough School (ED715) Teaching Accommodation	Feasibility study commissioned.	Not yet agreed	500	500
19	Burlington Infants (ED716) Reception Area	At tender stage.	September 2002	60	60
20	Latchmere Junior (ED717) Replace Temporary Accommodation	Feasibility study commissioned.	Not yet agreed	120	120
21	Various Schools (ED908) Roof Repairs	Work out to tender.	September 2002	272	272
22	Various Schools (ED909) Fire precaution works	Pilot study completed. Safety reports commissioned.	Not yet agreed	200	200
23	Various Schools (ED910) Toilet Requirements	At tender stage.	September 2002	70	70
24	Various Schools (ED911) Window Replacement	At tender stage.	September 2002	250	250
25	The Mount (722) Improve nursery facilities		September 2002	108	108
			<b>Total</b>	<b>11730</b>	<b>11735</b>

# **Appendix 3**



## **APPENDIX 3**

### **Schools Premises Consultative Group**

#### **TERMS OF REFERENCE**

**June 2002**

The LEA wants to work with its partners, the schools, to develop the future strategy for achieving the best learning environment possible (within resource constraints) for children attending Kingston schools.

The role of the group is to act as a consultative body for the LEA on matters relating to school premises with the members of the group having the role of:

- Representing the interests of the type of school he/she represents ie Community, VA, Foundation, Secondary, Primary, Nursery, Special and PRU
- Inputting their personal professional skills and experience to the consultation process

In order to be properly representative of the interests of all types of school premises in Kingston, the Schools Premises Consultative Group should be made up of representatives of Community, Voluntary Aided and Foundation schools with representatives from the Primary and Secondary sector, special schools. PRUs and the church authorities governing VA schools.

The group should include school governor representatives from Primary, Secondary, Special schools and PRUs.

The principal functions of the group are:

- To consider and comment on the LEAs capital strategy contained within the Asset Management Plan before it is put forward to the DfES
- To discuss a suitable methodology for deciding on the content and roll out of the capital programme which prioritises competing demands for work at different school sites. (This forms part of the Asset Management Plan.)
- To work with the LEA to decide on appropriate Key Performance Indicators to be applied to the capital programme work carried out by Serco in this last year of the contract
- To consider the content of the capital programme for the 2003/2004 financial year (and beyond) put forward by the LEA and based on a methodology yet to be decided as mentioned above.
- To consider the arrangements to be put in place for the management of the capital programme when the contract with Serco comes to an end in March 2003.

- To consider the arrangements schools would like access to for responsive maintenance in schools in the 2003/2004 financial year (and beyond) and the introduction of the "brokerage" system of procurement suggested by Ofsted in this regard.
- To consider how PFI funding might facilitate an improved learning environment in some schools.

# **Appendix 4**



## APPENDIX 4

### SUFFICIENCY

#### Proposed Precise Definition of Net Internal Area

In line with the standard definitions set by the RICS and Valuation Office, **NET INTERNAL AREA (NIA)** is defined as the usable area within the gross internal area of a building measured to the face of the internal finish of permanent internal walls, ignoring skirting boards and taking each floor into account.

For the purposes of determining the '**usable area**' within the property the following should be excluded:

- all toilets and associated lobbies;
- cleaners' cupboards;
- lift rooms, boiler rooms, tank rooms, fuel stores and plant rooms;
- stairwells, lift wells, entrance halls, atria, landings and balconies and protected corridors deemed to be solely for the use of escape in case of fire;
- any corridor 2.5m or less wide, measured between two permanent walls;
- shared circulation of an essential nature in corridors, open plan and mixed use areas that have a circulation route running through them;
- areas under the control of service or other external authorities;
- internal structural walls, walls (whether structural or not) enclosing excluded areas, columns, piers, chimney breasts, other projections, vertical ducts etc;
- any space occupied by permanent air conditioning, heating or cooling apparatus and ducting which renders that space substantially unusable;
- areas with headroom of less than 1.5m.

**Shared circulation of an essential nature** can be measured from a plan showing notional circulation routes between openings across the shared space, using appropriate widths (normally 1.5m). Alternatively, it can be estimated by multiplying the measured area of the shared space by:

- **75%** if the width across the main route is between 2.51m and 3.50m inclusive;
- **45%** if the width across the main route is between 3.51m and 4.00m inclusive;
- **45%** if the width across the main route is greater than 4.00m and the area has five or more openings;
- **15%** if the internal width across the main route is greater than 4.00m and the area has four or less openings.

In this case, an **opening** is defined as a doorway or opening leading to other circulation routes (including external doors only if they form part of an essential circulation route), or any other space in the net internal area.

## THE REVISED CAPACITY METHOD Example of a Primary School

### DfEE REVISED METHOD FOR ASSESSING CAPACITY SCHOOLS

LEA  school name   
 LEA no.  EE school number  age range  date

#### definitions and formulae for different types of space (step 2):

**GENERAL** (area/1.5)-3  
 any area not covered by descriptions above or below ,

**LIGHT PRACTICAL** (area/2.5)-4  
 spaces equipped with specialist fixtures to provide: primary specialist practical areas (eg: food, ceramics), science laboratories, science prep, drama, recording studios, wet or dry textiles, art, graphics, pneumatics, electronics, control technology, animal rooms, activity areas, darkrooms

**HEAVY PRACTICAL** (area/3.5)-5  
 spaces designed or equipped with specialist fixtures to provide: secondary and middle multi-materials workshops and prep, food rooms, engineering, kiln rooms

**LARGE SPACES** (area/3.5)-5 if under 170m<sup>2</sup>, (area/10.5)+14 if 170m<sup>2</sup> or over  
 large volumes over 67m<sup>2</sup> including assembly halls, dance or performance spaces, atria and malls, suitably designed dining areas, sports halls, gymnasias, projectile rooms, squash courts, pools.

**UNUSABLE AS WORKPLACES**  
 rooms narrower than 2.1m, less than 2.1m high, inaccessible to pupils, or inadequately ventilated or lit (see SPRs).

#### definitions for different status of space (step 4):

- N MAINTAINED NURSERY ACCOMMODATION not including leased facilities
- R MAINTAINED RESIDENTIAL ACCOMMODATION used for this purpose
- S MAINTAINED SPECIALIST FACILITIES FOR PUPILS WITH SEN such as a special unit
- X NON-MAINTAINED BUILDINGS USED BY THE SCHOOL such as a village hall or municipal swimming pool
- 0.1 to 1 FACILITIES NOT PRESENTLY USED BY THE SCHOOL number used to define proportion of time facilities not available to school

STEP 1			STEP 2				STEP 3		STEP 4
schedule of accommodation (block by block)							(using formulae above)		
Room reference	Room name	area (m <sup>2</sup> )	general	light practical	heavy practical	large spaces	WORK-PLACES (within nearest factor of 15)	RESOURCE-PLACES (above or below factors of 15)	status or proportion of non-school use
<b>NURSERY BLOCK</b>			0				0	0	
1	ENTRANCE	10.0	1				0	4	N
2	STORE	5.0	1				0	1	N
3	NURSERY CLASS	65.0	1				30	11	N
<b>MAIN BUILDING</b>			0				0	0	
4	ENTRANCE LOBBY	15.0	1				0	7	
5	CLASSROOM	54.0	1				30	3	
6	STORE	3.0	1				0	1	
7	CLASSROOM	54.0	1				30	3	
8	STORE	3.0	1				0	1	
9	CLASSROOM	54.0	1				30	3	
10	STORE	3.0	1				0	1	
11	CLASSROOM	54.0	1				30	3	
12	STORE	3.0	1				0	1	
13	HALL	125.0	0		1		30	1	
14	PRACTICAL AREA/ CIRC	41.0	1				25	0	
15	COMMUNITY/ LIBRARY	20.0	1				0	11	0.6
16	MI ROOM	10.0	1				0	4	
17	SECRETARY	12.0	1				0	5	
18	HEAD'S OFFICE	13.0	1				0	6	
totals carried over if necessary		544.0					205	66	

123	4567
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WORK-PLACES	RESOURCE-PLACES
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**STEP 5 TOTALS** **0.8** **30** 205 66

**PERMANENT EXCLUSIONS** **0.75** **45** calculations (automatic in computer spreadsheet)

MAINTAINED COMMERCIAL KITCHEN FACILITIES		0	0
Total maintained residential places accommodated		0	0
Total maintained nursery places accommodated		30	16
Additional maintained places for pupils with SEN		0	0

description of SEN facilities [eg: unit for 20 pupils with SLD and autism aged 11 to 16]

**PERMANENT MAINTAINED FACILITIES AVAILABLE**

a	175	50	b	225
Maximum adjusted total work-places	c	150		
Minimum adjusted total work-places	d	124		

**TEMPORARY ADJUSTMENTS**

NON-MAINTAINED BUILDINGS USED BY SCHOOL e 0 0 f

FACILITIES NOT PRESENTLY USED BY SCHOOL g 0 6.6 h

description of non-school use [eg: Child Care and community stores and office]

**TEMPORARY MAINTAINED FACILITIES AVAILABLE**

j	175	43	k	218.4
Maximum adjusted total temporary work-places	m	145		
Minimum adjusted total temporary work-places	n	119		

**STEP 6 AGE RANGE AND UTILISATION**

number (or proportion) of years in:					
Key Stage 1/ reception		p	x 0.94 =	0	
Key Stage 2	4	q	x 0.86 =	3.44	
Key Stage 3		r	x 0.78 =	0	
Key Stage 4		s	x 0.70 =	0	
form (average or proposed)		t	x 0.62 =	0	
TOTALS	4	u		3.44	v
<b>utilisation factor</b>				<b>0.86</b>	(v/u)

sixth form calculation (if req'd)			post-16 as
FTE number on roll:			fraction of
	<b>Years</b>		
	Year 11	12 to 14	previous Y11
this year			0.00
last year			0.00
year before last		average (p)	0.00

**STEP 7 POTENTIAL CAPACITY**

PERMANENT	<b>129</b>	w
	<b>107</b>	x
TEMPORARY	<b>125</b>	y
	<b>103</b>	z
<b>potential admission numbers</b>	33	
	26	

**STEP 8 Proposed admission numbers**

30	in Year	R
	in Year	

**AGREED CAPACITY** 120

actual utilisation 53.3%

reasons for low actual utilisation factor [eg: factor of 30 chosen for admission number]

## Secondary Example

### DfEE REVISED METHOD FOR ASSESSING THE CAPACITY OF SCHOOLS

LEA  School name

LEA no.  DfEE school number  Age range  Date

#### definitions and formulae for different types of space (steps 2 & 3):

- GENERAL** **roundup (area/1.5)-3**  
any area not covered by descriptions below (including libraries unless in a large volume).
- LIGHT PRACTICAL** **roundup (area/2.5)-4**  
spaces equipped with specialist fixtures to provide: primary specialist areas (eg: food, ceramics), science laboratories, science prep, drama, recording studios, wet or dry textiles, art, graphics, pneumatics, electronics, control technology, animal rooms, activity areas, darkrooms.
- HEAVY PRACTICAL** **roundup (area/3.5)-5**  
spaces designed or equipped with specialist fixtures to provide: secondary and middle multi-materials workshops and prep, food rooms, engineering, kiln rooms.
- LARGE & PE SPACES** **roundup (area/3.5)-5 if under 170m<sup>2</sup>, (area/10.5)+14 if 170m<sup>2</sup> or over**  
large volumes including assembly halls (including any stage area), dance or performance spaces, atria and malls, dining halls, sports halls, gymnasias, projectile rooms, squash courts, pools, or spaces designed or equipped solely for PE such as multi-gyms.
- UNUSABLE AS WORKPLACES**  
rooms over 25m<sup>2</sup> that are narrower than 2.5m, inaccessible to pupils, or inadequately ventilated or lit for teaching purposes (see SPRs).

#### definitions for different status of space (step 4):

- N** MAINTAINED NURSERY ACCOMMODATION not including leased facilities
- S** MAINTAINED SPECIALIST FACILITIES FOR PUPILS WITH SEN such as a special unit
- C** OTHER PERMANENTLY OMITTED MAINTAINED AREA such as chapels, established community facilities, residential use
- K** MAINTAINED COMMERCIAL KITCHEN FACILITIES used to prepare meals for the schools
- T** RELOCATABLE TEMPORARY ACCOMMODATION mobile 'huts' maintained by the Authority or Trustees
- X** NON-MAINTAINED BUILDINGS USED BY THE SCHOOL established, regular, year-round use of accommodation only
- 0.1 to 1** FACILITIES NOT PRESENTLY USED BY THE SCHOOL number defines proportion of time facilities not available to school

STEP 1				STEP 2				STEP 3		STEP 4
schedule of accommodation (block by block)				(using formulae above)						
Room reference	Room name	excluded area, if measured (m <sup>2</sup> )	included (net) area (m <sup>2</sup> )	general	light practical	heavy practical	large & PE	WORK-PLACES (within nearest factor of 15)	RESOURCE PLACES (above or below factors of 15)	status or proportion of non-school use
<b>BLOCK A1</b>								0	0	
A1	SMALL HALL		100.2				1	24	0	
A2&3	LARGE HALL & STAGE		298.3				1	30	13	
A4	DRAMA STUDIO		106.9		1			30	9	
A9	STORE		8.8	1				0	3	
A10	DRAMA (CLASSROOM)		48.5	1				30	0	
A11	STORE		20.3	1				0	11	
A12	OFFICE		3.2	1				0	1	
A13	STORE		9.4	1				0	4	
A14	CHAIR STORE		16.7	1				0	9	
<b>BLOCK A2</b>								0	0	
A8/10	POOL & SURROUND		288.8				1	30	12	0.5
<b>BLOCK B1</b>								0	0	
B1	ENTRANCE	46.7	50.8	1				0	31	
B2	LOBBY	32.9	14.7	1				0	7	
totals carried over as necessary		N/A	966.6					144	100	

Room reference	Room name	excluded area, if measured (m <sup>2</sup> )	included (net) area (m <sup>2</sup> )	general	light practical	heavy practical	large & PE spaces	WORK-PLACES (within nearest factor of 15)	RESOURCE-PLACES (above or below factors of 15)	status or proportion of non-school use
B3	CORRIDOR	75.0	6.0	1				0	1	
B4	RECEPTION		14.2	1				0	7	
B5	OFFICE		30.8	1				18	0	
B6	MI ROOM		5.8	1				0	1	
B8	LABORATORY		81.3		1			29	0	
B9	LOBBY/CLOAKS	18.9	4.8	1				0	1	
B11	CORRIDOR	17.7	10.1	1				0	4	
B12	OFFICE		7.6	1				0	3	
B13	STORE		7.9	1				0	3	
B16	LABORATORY		79.4		1			28	0	
B17	LABORATORY		82.2		1			29	0	
B18	PREP ROOM		36.2		1			0	11	
B20	LABORATORY		88.5		1			30	2	
B21	PREP ROOM		27.8		1			0	8	
B22	LABORATORY		96.7		1			30	5	
B23	OFFICE		24.2	1				0	14	
B24	STORE		5.8	1				0	1	
B25	LOBBY		3.5	1				0	1	
B27	LABORATORY		87.1		1			30	1	
B28	SCIENCE STORE		21.3	1				0	12	
B29	STORE		3.4	1				0	1	
B30	STORE		1.3	1				0	1	
B33	CARETAKER		7.8	1				0	3	
B34	OFFICE		12.3	1				0	6	
B37	STORE		3.3	1				0	1	
B42	PE STORE		3.3	1				0	1	
B43	LABORATORY		26.3		1			0	7	
B45	LABORATORY		78.0		1			28	0	
B46	CLASSROOM		25.9	1				15	0	
B47	STORE		5.6	1				0	1	
B49	CORRIDOR	31.3	5.9	1				0	1	
B51	MI ROOM		4.5	1				0	1	
B52	REST ROOM		5.4	1				0	1	
B54	HoD		6.0	1				0	1	
B55	OFFICE		5.7	1				0	1	
B56	CAREERS		38.4	1				23	0	
B57	CAREERS OFFICE		16.4	1				0	8	
B58	OFFICE		5.6	1				0	1	
B59	OFFICE		5.9	1				0	1	
B60	REST ROOM		5.7	1				0	1	
B61	STORE		8.6	1				0	3	
B62	RECEPTION/CIRC.	38.8	15.0	1				0	7	
B64	SECRETARY		29.1	1				17	0	
B65	MI ROOM		11.7	1				0	5	
B66	FILES		5.4	1				0	1	
B67	OFFICE		10.7	1				0	5	
B68	HEAD		19.5	1				0	10	
B69	RECORDS		6.8	1				0	2	

B69	RECORDS		6.8	1		0	2	
B71	IT		54.6	1		30	4	
B72	IT/CIRC.	29.9	31.6	1		19	0	
B73	CLASSROOM		7.7	1		0	3	
B75	CLASSROOM		53.9	1		30	3	
B76	CLASSROOM		54.0	1		30	3	
B77	CLASSROOM		54.1	1		30	4	
B78	CLASSROOM		53.9	1		30	3	
B79	OFFICE		51.7	1		30	2	
B80	OFFICE		12.8	1		0	6	
B86	STORE		2.2	1		0	1	
B87	CLOAKS		5.5	1		0	1	
B89	DEPUTY		16.1	1		0	8	
B90	OFFICE		10.8	1		0	5	
B91	STORE		3.6	1		0	1	
B92	DEPUTY		17.1	1		0	9	
B93	STORE		1.3	1		0	1	
B94	CLOAKS		6.3	1		0	2	
B100	STAFF ROOM		78.2	1		45	5	
B101	TEA BAR		8.2	1		0	3	
B102	STAFF ROOM		6.9	1		0	2	
B103	STAFF WORK ROOM		44.9	1		27	0	
B105	CLASSROOM		41.9	1		25	0	
B109	MUSIC		43.9	1		27	0	
B110	STORE		3.6	1		0	1	
B111	MUSIC		35.5	1		21	0	
B112	STORE		4.8	1		0	1	
B113	REMEDIAL (SEN)		53.5	1		30	3	
B114	CLASSROOM		45.5	1		28	0	
B115	STORE		7.4	1		0	2	S
B118	SEN BASE		44.9	1		27	0	S
B117/9	SEN OFFICE		16.5	1		0	8	S
B120	STORE		4.6	1		0	1	
B121	LANGUAGE LAB		44.2	1		27	0	
B122	STORE		3.6	1		0	1	
B123	LANGUAGE BOOTHS		8.5	1		0	3	
B124	OFFICE		6.3	1		0	2	
B125	CLASSROOM		43.2	1		26	0	
B126	STORE		10.0	1		0	4	
B127	BUSINESS STUDIES		73.6	1		45	2	
B128	STORE		4.7	1		0	1	
B129	PRACTICE OFFICE		19.7	1		0	11	
B130	BUSINESS STUDIES		68.0	1		30	13	
B133	STORE		4.0	1		0	1	
B134	CORRIDOR	35.0	14.6	1		0	7	
B140	OFFICE		8.9	1		0	3	
B141	STORE		5.7	1		0	1	
B143	STORE		2.0	1		0	1	
<b>BLOCK C1</b>						0	0	
C1	ENTRANCE	18.0	8.1	1		0	3	
C2	CORRIDOR	34.7	12.0	1		0	5	
C3	SEMINAR ROOM		25.1	1		0	14	
C4	SEMINAR ROOM		26.5	1		15	0	
C5	SEMINAR ROOM		26.0	1		15	0	
C6	SEMINAR ROOM		25.3	1		0	14	
C7	STORE		1.5	1		0	1	
C8	OFFICE		16.3	1		0	8	

C9	CLASSROOM		54.0	1			30	3	
C12	CLASSROOM		52.7	1			30	3	
C13	STORE		5.9	1			0	1	
C14	CLASSROOM/CIRC.	20.4	33.1	1			20	0	
C15	CORRIDOR	62.1	28.7	1			17	0	
C16	CLASSROOM		48.1	1			30	0	
C17	STORE		7.0	1			0	2	
C18	CORRIDOR	43.3	5.1	1			0	1	
C19	CLASSROOM		54.6	1			30	4	
C20	STORE		6.8	1			0	2	
C21	CLASSROOM		55.6	1			30	5	
C22	STORE		12.2	1			0	6	
C23	CLASSROOM		50.9	1			30	1	
C24	LOBBY	26.9	5.6	1			0	1	
C25	HEAD		12.4	1			0	6	
C26	HEAD		8.2	1			0	3	
C27	CLOAKS/CIRC.	23.1	20.8	1			0	11	
C30	CLASSROOM		62.4	1			30	9	
C31	AVA ROOM		37.5		1		0	11	
C32	STORE		5.8	1			0	1	
C33	CLASSROOM		57.9	1			30	6	
C34	REPROGRAPHICS		36.7	1			22	0	
C35	LIBRARY		204.6	1			120	14	
C36	AVA ROOM		10.0		1		0	1	
C41	LOBBY		2.4	1			0	1	
C45	MUSIC STORE		9.6	1			0	4	
C46	MUSIC ROOM		14.6	1			0	7	
C47	MUSIC ROOM		43.4	1			26	0	
C48	MUSIC ROOM		69.9	1			30	14	
C49	PRACTICE		5.3	1			0	1	
C50	PRACTICE		5.9	1			0	1	
C51	CLOAKS/CIRC.	5.4	3.0	1			0	1	
C52	COMMON ROOM		55.5	1			30	4	
C53	STORE		6.0	1			0	1	
C54	SEMINAR ROOM		26.2	1			15	0	
C55	SEMINAR ROOM		17.1	1			0	9	
C56	OFFICE		17.7	1			0	9	
C57	SEMINAR ROOM		14.4	1			0	7	
C58	SEMINAR ROOM		10.5	1			0	4	
C59	STUDY AREA		10.4	1			0	4	
C61	GROUP ROOM		50.1	1			30	1	
C62	STORE		1.5	1			0	1	
C63	STORE		4.0	1			0	1	
C66	GROUP ROOM		49.4	1			30	0	
C67	STORE		1.6	1			0	1	
C68	STORE		4.1	1			0	1	
C70	CORRIDOR	36.9	13.2	1			0	6	
C71	GYMNASIUM		266.4			1	30	10	
C72	STORE		17.4	1			0	9	
C73	STORE		6.7	1			0	2	
C74	STORE		9.8	1			0	4	
C75	STORE		13.9	1			0	7	
<b>BLOCK D1</b>									
D2	DINING HALL		209.5			1	30	4	
D3-8	KITCHEN		141.5		1		30	6	K
D10	STORE		3.4	1			0	1	
D12	FOOD TECHNOLOGY		72.2			1	16	0	
D13	OFFICE		5.6	1			0	1	
D14	TEACHING AREA		20.4	1			0	11	
D16	STORE		8.8	1			0	3	

D17	STORE			5.0	1			0	1	
D18	TEACHING AREA			13.0		1		0	2	
D19	FOOD TECHNOLOGY			70.9			1	16	0	
D20	STORE			5.7	1			0	1	
D21	DISPLAY/CIRC.	27.6		31.4	1			18	0	
D22	STORE			1.2	1			0	1	
D23	STORE			9.2	1			0	4	
D24	ART			62.2		1		21	0	
D25	STORE			9.6	1			0	4	
D28	CDT/CIRC.	58.1		57.6		1		20	0	
D29	CDT WORKSHOP			66.8			1	15	0	
D30	STORE			3.7	1			0	1	
D31	CAD			82.9		1		30	0	
D32	STORE			1.9	1			0	1	
D39	CONTROL TECHNOLOGY			75.5		1		27	0	
D40	CDT WORKSHOP			107.9			1	26	0	
D42	STORE			6.0	1			0	1	
D43	STORE			4.4	1			0	1	
D44	CDT (HEAT TREATMENT BAY)			10.9			1	0	1	
D47	CDT WORKSHOP			88.2			1	21	0	
D48	TECHNICIAN (PREP)			67.1			1	15	0	
D49	CDT WORKSHOP			54.4			1	0	11	
D51	STORE			8.4	1			0	3	
D52	PRACTICAL AREA			29.1		1		0	8	
D55	STORE			15.7	1			0	8	
D56	OFFICE			6.9	1			0	2	
D57	STORE			7.3	1			0	2	
D58	POTTERY			67.6		1		24	0	
D59	KILN			6.4			1	0	1	
D60	STORE			4.9	1			0	1	
D62	RESOURCES			41.8	1			25	0	
D63	CORRIDOR	34.9		3.2	1			0	1	
D64	STAFF			19.2	1			0	10	
D69	ART			82.3		1		29	0	
D70	STORE			4.7	1			0	1	
D71	TEXTILES			130.6		1		45	4	
<b>BLOCK E1</b>								0	0	
E10	SPORTS HALL			292.9			1	30	12	
E11	STORE			28.5	1			16	0	
E12	STORE			10.2	1			0	4	
E13	STORE			2.9	1			0	1	
<b>BLOCK G1</b>								0	0	
G1	STORE			3.4	1			0	1	
<b>BLOCK M</b>								0	0	
M207	MOBILE			64.7	1			30	11	T
M228	MOBILE			104.4	1			60	7	T
M279	MOBILE			48.9	1			30	0	T
M838	MOBILE (OWNED BY SCHOOL)			48.9	1			30	0	
<b>ADULT EDUCATION</b>										
D9	SEMINAR ROOM/CIRC.	15.0		24.8	1			0	14	C
D72	MEETING ROOM/CIRC.	19.5		27.4	1			16	0	C
D73	OFFICE			15.2	1			0	8	C
D74	OFFICE			9.4	1			0	4	C
D75	SERVERY			10.4	1			0	4	C
D76	STAFF			26.7	1			15	0	C

	WORK-PLACES	RESOURCE-PLACES	notes
<b>STEP 5 TOTALS</b>	2253	787	
<b>PERMANENT OMISSIONS</b>	calculations (automatic in computer)		
maintained nursery accommodation			total of spaces marked 'N' at step 4
Total maintained nursery places accommodated	0		
specialist accommodation for pupils with SEN	27	10	total of spaces marked 'S' at step 4
Additional maintained places for pupils with SEN	10		
description	unit for pupils with hearing impairment		
Other permanently omitted areas	31	30	total of spaces marked 'C' at step 4
maintained commercial kitchen facilities	30	6	total of spaces marked 'K' at step 4
description	adult education centre		
<b>PERMANENT FACILITIES AVAILABLE</b>	a 2045	b 721	total of spaces NOT marked 'N', 'S', 'C', 'K', 'T' or 'X' at step 4
adjusted total work-places	c 2045		lower of a and (a+b) x 0.8 rounded

**STEP 6 AGE RANGE AND UTILISATION FACTORS**

	minimum utilisation factor	maximum utilisation factor	age factor	number of years in:		
all primary	0.90	1.00	15	Key Stage 1/ reception		
all up to 12	0.80	0.90	30	Key Stage 2		
9 - 13	0.70	0.80	45	Key Stage 3	3	
11 - 13	0.68	0.78	60	Key Stage 4	2	
				sixth form q	1.18	from step 6a (right)
				TOTALS r	6.18	
11 - 16	0.65	0.75	75	minimum utilisation factor s	0.61	based on chart (left)
12 - 16	0.64	0.74	75	maximum utilisation factor t	0.71	based on chart (left)
13 - 16	0.62	0.72	75	adjustment factor u	315	(c/10 rounded up to nearest 15) + age factor
14 - 16	0.60	0.70	75			

<b>STEP 7 POTENTIAL CAPACITY</b>	<b>PERMANENT</b>	<b>minimum</b>	932	v	rounddown ((c x s) - u)
		<b>maximum</b>	1137	w	roundup ((c x t) - u)
	<b>TEMPORARY</b>	<b>minimum</b>	996	x	rounddown ((l x s) - u)
		<b>maximum</b>	1213	y	roundup ((l x t) - u)
	<b>minimum indicated admission limit</b>		150		rounddown (v/r)
	<b>maximum indicated admission limit</b>		197		roundup (higher of w/r and y/r)
	<b>proposed admission number</b>	z	180	7	in Year see note 2
	second admission number if applicable		15	12	see note 3
<b>STEP 8 ACTUAL CAPACITY</b>	<b>ACTUAL CAPACITY</b>		1113		roundup (r x z)

## **STRATEGY FOR ACCESS**

### Disability Access

The LEA is currently revising its SEN policy in light of the SEN & Disability Act 2001 and welcomes the changes, which will make it unlawful to discriminate against disabled pupils. The LEA's policy sets out a number of key principles:

children will have their needs met, normally in mainstream, with full access to broad and balanced curriculum;

parents have a vital role to play and the pupil's views will be taken into account;

the LEA will continue to work towards more inclusive approaches by better differentiation, more flexibility in schools provision and outreach from specialist provision;

the LEA will work towards partnership arrangements across the South West London area.

The LEA's practices to deliver its policy objectives for disabled pupils are based on 2 fundamental approaches:

Parental preference, meeting the needs of individual pupils and their schools, including access to the NC through equipment and ICT

A geographical, incremental approach to improvements which will support pupils in their local communities and reduce the journey times of home to school transport.

### The Accessibility Strategy

The LEA's approach to its new statutory duty to plan strategically will be based on an audit of current accessibility of schools, actual pupil data using the joint register for children with disabilities (developed through liaison with NHS and SS) to identify early the nature and incidence of pupils disabilities. An outline 3 year Strategy will be devised from this data with targets for success and an implementation and review timetable. The LEA intends to consult on its outline strategy before publication and implementation.

Because of the relatively small size of Kingston by comparison with other LEA's, accessibility will be most effectively addressed through the targeting of centrally held resources. This will be based on an annual audit of school premises, curriculum access and existing improvements and which reflect the incremental component of schools accessibility plans. All RBK mainstream schools will be undertaking a self-review of accessibility during the spring term 2002. The LEA has developed a framework to enable schools to begin to shape their accessibility plans as well as contribute to the development of access priorities for Kingston pupils. The LEA will summarise access issues highlighted in each self-review. Self-reviews will illuminate each school's capacity to maximise improvements. Schools will subsequently be invited to submit a bid to the LEA for joint funding of their access plans. Bids for funding will be moderated against the priorities of the LEA's Accessibility Strategy and Asset Management Plan by

a joint LEA/Schools group and targeted to improvements in those Schools addressing priority areas within the LEA's strategy.

Through the School Improvement Group, the LEA has provided Headteachers with an overview of the draft DRC Code of Practice in respect of unlawful discrimination. For SENCO's, training has been integrated with implementing the SEN Code of Practice. This has encompassed the 3 strands of planning duty, examining case studies and considering consultation (by 25/3/2002) on the Accessible Schools document. Further training on disability awareness using Standards Funds has been discussed with schools. SENCO cluster group meetings co-ordinated by the LEA will provide schools with an opportunity to share good practice and resolve barriers.

The LEA's support services for low incidence, sensory impairments will continue to have a pivotal role in providing support and guidance to school on alternative formats. The LEA's Parent Partnership Service will contribute to the information available to parents of disabled pupils or who are themselves disabled.

## VOLUNTARY AIDED SCHOOLS CAPITAL GRANTS

### SECTION 2: Planned projects at Voluntary Aided Schools where grant aid is to be sought on governors contributions and buildings

(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
School Number	School Name and Project Description	Character (VA, SA)	SAI Criteria	Total Project Cost	Grant Sought i.e. 85%	Governors Contributions	To be met from other sources
5401	Richard Challoner RC School  Main entrance and hall – provision of ramps  Gymnasium – provision of rails	VA	a,c,g	£12,985	85%	15%	---
3302	Christ Church CE Primary  - provision of entrance ramp	VA	a,c,g	£600	85%	15%	---
3305	St John's VA Primary School  - provision of ramps	VA	a,c,g	£4,500	85%	15%	---

**NOTES:**

Column (d) Please indicate, by letter a-f, which one or more of the criteria listed in paragraph 7 of the notes of guidance this project is to address

Column (f) The total of this column must not exceed the LEAs indicative allocation.

**CONFIRMATION**

I CONFIRM that the authority wishes to take up its SAI allocation of Supplementary Credit Approval and/or Voluntary Aided School Capital Grant to the level of £\_183,686\_\_\_\_\_ for 2002-2003. This does not exceed the indicative allocation.

Signed _____ (John Braithwaite)	CONTACT point at LEA Name Angela St. John
Name _____ John Braithwaite	Position _____ Head of Planning and Access
Position _____ Director of Education and Leisure	Tel No. _____ 020 8547 5249
	Address _____ Guildhall 2 _____ Kingston upon Thames, KT1 1EU

Completed forms should be returned to Julia Rich, SEN Division, Department for Education and Skills, Room 216, Sanctuary Buildings, Great Smith Street, London, SW1P 3BT.

Completed forms must be received in the Department by Friday 8 February 2002.

## **Education & Leisure Services**

**Director: John Braithwaite**

**Enquiries to: Mrs Julie Ely**

26 February 2002

Guildhall 2  
Kingston upon Thames  
Surrey, KT1 1EU

To Headteachers & Chairs of Governors  
All RBK mainstream schools & PRU's  
c.c. All RBK SENCo's

Tel: 020-8547-5269  
Fax: 020-8547-5246

Email: [julie.ely@rbk.kingston.gov.uk](mailto:julie.ely@rbk.kingston.gov.uk)  
RBK Web Site: [www.kingston.gov.uk](http://www.kingston.gov.uk)

Dear Colleague

### **Schools Access Initiative for Disabled pupils**

The LEA's SEN policy revisions, in light of the SEN & Disability Act 2001, welcome the strengthening of the rights of disabled pupils. New duties on schools and the LEA encompass planning to increase accessibility to information and the curriculum as well as the built environment. Through the School Improvement Group, Headteachers have received an overview of the draft Disability Code of Practice in respect of unlawful discrimination. The SEN conference, held earlier this month, revisited the changes, the planning duties and encouraged schools to respond to the DfES consultation on accessibility.

The LEA has developed a framework for schools to shape their accessibility plans as well as contribute to the development of priorities for Kingston's pupils; the LEA's strategy will be based on school self-reviews and actual pupil data.

The purpose of this briefing is to:

1. Provide further guidance to schools on the statutory changes (appendix a)
2. Outline the procedure for targeting resources (appendix a)
3. Provide schools with a self-review framework (appendix b)
4. Invite schools to express an interest in participating in assessment of resource priorities (using the reverse side of this letter).

Mainstream schools should be undertaking a self-review during the spring term 2002; considering their capacity to maximise improvements. Please return a copy to me by the end of this term. SENCO cluster groups co-ordinated by the LEA will enable sharing of good practice, whilst the LEA's services for sensory impairment will continue to have a pivotal role in providing support to schools on alternative formats. The Parent Partnership Service will contribute to the information available to parents of disabled pupils or who are themselves disabled.

Yours sincerely

**Mrs Julie Ely**

**Head of Assessment & Support for Learning**

**Reply:**

## **Schools Access Initiative for Disabled pupils**

**Please use this page to express an interest in participating in the LEA/Schools group which is being set up to assess of resource priorities.**

Name:

Designation:

School:

Return to:

**Mrs Julie Ely**

**Head of Assessment & Support for Learning**

**Room 129**

**Guildhall 2**

**Or Fax back to: 020 8547 5246**

***(Appendix a)***

***Disability Discrimination – the Statutory changes***

## **BACKGROUND**

Schools and Colleges were exempt from the Disability Discrimination Act 1995 provision of goods and services. With effect from September 2002, schools and colleges are brought into line, becoming subject to the new disability discrimination provisions contained in part 2 of the SEN & Disability Act 2001. Sections 28D/E of the legislation places a new statutory duty on schools and Local Education Authorities not to treat a person with a disability less favourably than someone who does not have a disability, for a reason related to the disability, without justification. The Disability Rights Commission has issued a Code of Practice for Schools.

The Act places a duty on each LEA to prepare an accessibility strategy and on the governing body of each school to prepare an accessibility plan. Although there is no requirement yet, for schools to make physical alterations or to provide auxiliary aids, further provisions are to be implemented in September 2005. In January 2002 the Department for Education and Skills issued a consultation document aimed at increasing the accessibility of schools.

Each LEA is allocated an annual capital spending allowance, in the form of a supplementary credit approval, to increase accessibility for disabled pupils, the Schools Access Initiative. Central government has set out its intention to increase funding available through this stream over the next 3 years in order to ensure LEAs and schools are well placed to meet their new duties.

## **THE LEA STRATEGY**

The LEA's approach to its new statutory duty to plan strategically will be based on an audit of current accessibility of schools and actual pupil data to identify early the nature and incidence of pupils disabilities. An outline 3 year strategy will be devised from this data with targets for success and an implementation and review timetable.

Because of the relatively small size of Kingston by comparison with other LEA's accessibility will be most effectively addressed through the targeting of centrally held resources based on an annual audit of school premises and curriculum access in light of existing improvements and which reflect the incremental component of schools accessibility plans.

*During the Spring term 2002, schools should undertake a self-review of accessibility. The LEA has developed an audit framework for this data collection to be returned to the LEA. This exercise will enable schools to begin to shape their accessibility plans as well as contribute to the development of access priorities for Kingston pupils.*

Schools will subsequently be invited to submit a bid to the LEA for joint funding of their access initiative plans. Centrally held resources will be targeted to improvements in those schools addressing priority areas within the LEA's strategy.

It is proposed that school's bids for funding will be considered by a joint LEA/schools group. The group will assess the request for central funding against the priorities of the LEA's accessibility strategy and recommend a short list for consideration by the Director of Education.

It is proposed that an outline time table begins with the development of schools self review during the spring term, governing bodies planning during the summer term and bidding during the autumn term for delegated funds the following April (subject to further guidance from DfES following consultation).

## **FINANCIAL CONSIDERATIONS**

Access Initiative funding does not represent revenue funding from central government and is not directly related to a government grant, such as Standards Fund; it is a supplementary credit approval. Guidance on the use of Access Initiative resources is enabling, rather than prescriptive; there is no requirement on the LEA to delegate a specified proportion.

## **LEGAL CONSIDERATIONS**

Disability is defined in law as:

*a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day-to-day activities, or if not such an impairment, a progressive impairment or a severe disfigurement.*

Not every SEN pupil will fall within this definition.

The Act provides for remedy through the SEN & Disability Tribunal although there is no right of appeal arising from the planning duty; the Secretary of State will deal with complaints.

The provisions of the SEN & Disability Act 2001 make it unlawful for a school to discriminate in its

- Admissions arrangements
- Conditions or terms of an offer of admission
- Refusing or deliberately omitting to accept an application
- Provision of education or associated services (to be prescribed)
- Exclusion
- Treatment of a pupil who assists a disabled person

The SEN Tribunal will be able to deal with fixed term exclusion (of a disabled pupil) although permanent exclusion will remain with local appeals panels.

(Appendix b)

## **Barriers to Learning & Participation**

### **School Self Review**

All mainstream schools should be undertaking a self-review of accessibility for disabled pupils during the spring term 2002. Schools need to consider individual areas within the school premises, which may represent a barrier to different groups of pupils (and other building users) who have a disability and restrict their equality of opportunity. Pupils may experience a barrier to learning because they have difficulty with:

- Mobility, manual dexterity or physical co-ordination
- Continence
- Lifting, carrying or moving everyday objects
- Speaking, hearing or eye sight
- Memory, concentration and understanding
- Limitations in their ability to perceive risk or danger

The self-review is a tool to planning effective change. Although this approach is a deficit model, it should highlight the necessary improvements as well as reflect schools capacity to maximise improvements. The outcome should be one, which shapes change.

The 2-page table attached contains a framework of various areas within the school premises. Schools should undertake a physical observation of their resources, using the grid as a framework for asking questions and stimulating discussion, for example how does this impact on a pupil's loss of dignity or independence? The table can be emailed to schools as an excel file, on request.

To record the issues raised, schools should use the following numerical key as well as making specific and detailed notes about what changes will be required:

- 1 = Does not provide disability access
- 2 = Changes scheduled
- 3 = Further changes planned (some improvements completed)
- 4 = Good disability access, minor works needed to complete
- 5 = Fully accessible

### Curriculum

The framework does not review the accessibility of teaching and learning, the NC 2000, QCA guidelines and P scales. Schools should be considering the needs of disabled pupils within their plans for raising attainment across the school and reflect this in classroom organisation. Pupils with disabilities may not be pupils with special educational needs although schools need to be able to identify any underachievement within this group. Strategies for pupil grouping, staff deployment, training and targeting of standards fund must not disadvantage disabled pupils. Curriculum options and timetabling should not provide less favorable treatment to a disabled pupil for reason related to their disability without reasonable justification.

### The next stage

Please return a photocopy of your completed self-review, before the end of the spring term, to: Julie Ely, Head of Assessment & Support for Learning, Room 129, Guildhall 2.

The data collected in the self-review is a tool to developing an incremental plan to increase accessibility. To develop these plans schools should consider setting up a planning group utilizing available expertise within staff and governors, from pupils and their parents. Where expertise is in short supply, schools may wish to involve local or national voluntary organisations. Schools need to consider the barriers they identify as short, medium and long-term priorities. Within its' accessibility plan, each school must have goals and targets for improvements. Schools should publicise the changes they plan to make.

Further guidance on how schools should develop an accessibility plan is contained in the DfES document, Accessible Schools (reference DfES/0020/2002).

Remember: the DfES is consulting on the planning duty. The consultation closes on 25<sup>th</sup> March 2002. Schools who have completed this exercise in advance of this timetable will be well placed to respond to the consultation and influence the final statutory position.

**Feedback - The framework is intended to be indicative of the barriers that pupils may face. It is not a compulsory schedule of adaptations, neither is it exhaustive. It represents new guidance from the LEA and as such it will need reviewing and improving; comments from schools on how we can improve the process will be invaluable and are welcomed.**

<b>Barriers to Learning &amp; Participation</b>									
<b>School Name:</b>									
<b>Key:</b>	<b>Floor level</b>	<b>Toilets</b>	<b>Washing</b>	<b>Decorations</b>	<b>Wayfind</b>	<b>Acoustics</b>	<b>Heat/Light</b>	<b>Equipment</b>	<b>Emergency</b>
<i>1=Does not provide DA</i>	Ramp/rails?	Adapted?	Bar taps?	Floor coverings	Signage?	Carpets/curtains	Adjustable?	Slope desk/rise	Escape & alarm
<i>2 =Change scheduled</i>	Lifts?	Sufficient?	Hoists?	minimise slip?	Tactile	Induction loop?	Power points	fall benches?	Visual/auditory
<i>3 =Further change planned</i>	Elec/magnet	Gender?	Changing	Blinds?	buttons?	Noise reduction	Ventilation	Furniture?	flashing/vibrating
<i>4 =Good DA, minor needed</i>	Doors?	grab rails?	bench?	glazed surfaces		Sound system?	Fan/heaters?	Medicine/hazard	Signage
<i>5 =Fully accessible</i>		Personal care?	Showers?	Paint schemes				substances	Evac Chairs
		Clinical waste?		for walls?				storage?	Refuges
	<b>Loss of dignity?</b>		<b>Independence?</b>						Clear passage
<b>GENERAL AREAS:</b>									
Corridors									
Doorways widths									
Steps									
Stairs									
<b>CURRICULUM AREAS:</b>									
Classrooms									
Library									
Science									
ICT									
Music									
Art									

Environment									
<b>PLAY/SOCIAL:</b>									
Assembly Hall									
Staging area									
Time out space									
Soft Play									
Canteen									
Common Rooms									
Outdoor areas									
Extra Curricular									
Club room									

## Suitability Survey Questionnaire Forms

## Example 1: Primary school

School name		Typical primary school					Sheet		1					
Ref	Designation	Direct Impacts on Education					H&S / Security			Comments				
		Type					Category							
		Size / shape	Environment	Location	Fixed furniture	ICT infrastructure	A	B	C	D	High	Medium	Low	
5	Class base				/		/							No wet area
11	Studio	/					/							Too long and narrow
18	MI Room			/				/						Isolated location
21	Entrance lobby							/			/			Poor layout means that entrance is difficult to monitor
	Car park							/				/		Poor separation of vehicles and pupils
	Hard play area		/					/			/			No protective fence

## Example 2: Secondary school

Suitability survey														
School name		Typical secondary school					Sheet		1					
Ref	Designation	Direct Impacts on Education					H&S / Security			Comments				
		Type					Category							
		Size / shape	Environment	Location	Fixed furniture	ICT infrastructure	A	B	C	D	High	Medium	Low	
A03	Gen teachg	/					/							Too small
A07	Gen teachg	/	/				/							Too small and very hot in summer
A11	Gen teachg		/					/						Very hot in summer
A20	Gen teachg	/					/							Unsuitable shape
A15	Science lab			/				/						Remote from other labs
B04	Science lab											/		Hazardous benching layout
B11	Food technology			/	/		/							Isolated position and unsuitable equipment
D07	Control technology			/	/		/							Isolated position
A13	Staff room	/						/						Too small
D11	Materials store			/			/							Isolated position
C01	Main corridor	/					/					/		Too narrow
	Hard play areas	/					/							Small dispersed areas
	Car parking		/				/							Inadequate number of spaces

**note 1:** calculate by dividing the NoR in the PREVIOUS year by the post-16 NoR, expressed to the nearest two decimal places (if no historical data available to calculate 'n', input proposed stay-on rate as a proportion of Year 11).  
**note 2:** note first applicable year: number should be between 'minimum indicated admission limit' and 'maximum indicated admission limit'.  
**note 3:** in schools with more than one admission age, the increase noted here should be reflected in the number of years at step 6.

<b>STEP 5a</b>	<b>TEMPORARY ADJUSTMENTS TO TOTALS</b>	WORK-PLACES	RESOURCE-PLACES	notes
<b>TEMPORARY ADDITIONS</b>				
	Relocatable temporary accommodation	d 120	18 e	total of areas marked 'T' at step 4
	Non-maintained buildings used by the school	f	g	total of areas marked 'X' at step 4
<b>TEMPORARY OMISSIONS</b>				
	Maintained facilities not presently used by the school	h 15	6 i	total of proportions of areas marked with a decimal fraction or '1' at step 4
	description	shared swimming pool		
	<b>TEMPORARY MAINTAINED FACILITIES AVAILABLE</b>	j 2150	733 k	(j = a + d + f - h) (k = b + e + g - i)
	adjusted temporary total work-places	l 2150		lower of j and (j+k) x 0.8 rounded

**STEP 6a** **ADJUSTMENTS FOR SCHOOLS WITH SIXTH FORMS**

	minimum utilisation factor	maximum utilisation factor	age factor
11 - 18	0.61	0.71	105
12 - 18	0.60	0.70	105
13 - 18	0.58	0.68	105
14 - 18	0.55	0.65	105

	this year	last year	year before last	average	
<b>sixth form data</b>					
FTE number on roll in Year 11	194	178	171	m 181	
FTE pupils staying on in Years 12 to 14	199	185		average	
post-16 as a fraction of previous Year 11	1.12	1.08		n 1.10	see note (1)
agreed post-16 intake				o 15	Standard Number
as a fraction of average Year 11				p 0.08	(o/m)
<b>TOTAL PROPORTION OF YEARS IN SIXTH FORM</b>				q 1.18	(n + p)

**reasons for position of actual capacity within range:**

Based on 6FE intake of 180, with soe allowance for pupils with SEN, enlargement of sixth form, or appeals

<b>STEP 8a</b>	<b>efficiency of use check</b>	actual utilisation of maximum potential	0.70 (actual capacity + u) / c
----------------	--------------------------------	---	--------------------------------

### The Elements of Condition

Major element	Sub-element	Major element	Sub-element
<b>1. Roofs</b>	Flat roofs Structure Coverings and insulation Drainage Other Pitched roofs Structure Coverings and insulation. Drainage Other	<b>7. Mechanical services</b>	Heat source and equipment Heating Distribution Controls Hot and cold water Storage tanks and equipment Distribution Gas distribution Ventilation Air conditioning Other
<b>2. Floors and stairs</b>	Ground floor Structure Screed and finish Upper floors Structure Screed and finish Staircases Structure Treads and risers Soffit finish Other	<b>8. Electrical services</b>	Control gear Power Wiring Fittings Lighting Wiring Fittings Fire Alarms Intruder Alarms Lightning protection Communications systems Lifts and hoists
<b>3. Ceilings</b>	Ground floor Upper floors	<b>9. Redecorations</b>	External Internal
<b>4. External walls, windows and doors</b>	Walls Structure External linings/finishes Internal linings/finishes Windows and doors Framing Glazing Ironmongery	<b>10. Fixed furniture and fittings</b>	Teaching Science Technology Other Non-teaching Kitchen Other
<b>5. Internal walls and doors</b>	Walls and partitions Structure Linings/finishes Doors and glazed screens Framing Glazing Ironmongery	<b>11. External areas</b>	Roads and car parks Paths and pedestrian paved areas Soft landscaping Walls, fences and gates Ancillary premises Outdoor swimming pools Drainage Mains Services
<b>6. Sanitary services</b>	Toilets Fittings Waste plumbing Kitchens Fittings Waste plumbing	<b>12. Playing fields</b>	Generally

**Data Requirements for the DfES****Condition Assessment**

## SCHOOL DATA

## RECORD 1 (FIRST ROW OF DATA)

- Field 1 - Record number (1)
- Field 2 - Lea number
- Field 3 - Establishment number
- Field 4 - School name (maximum of 60 characters)
- Field 5 - Year and month of condition survey (yyyymm)
- Field 6 - Base month of condition survey pricing
- Field 7 - Number of sites on which school is located
- Field 8 - Number of blocks on which school is located
- Field 9 - Site area
- Field 10 - Gross internal area
- Field 11 - Teaching area
- Field 12 - Playing field area
- Field 13 - Number of sites on which playing fields are located
- Field 14 - Team game playing field area held
- Field 15 - Number of sites on which team games playing fields are located, held
- Field 16 - Team game playing field area not held
- Field 17 - Number of sites on which team games playing fields are located, not held
- Field 18 - Financial year ending (yyyy)
- Field 19 - Annual gas cost (£ to the nearest whole number)
- Field 20 - Annual gas kWh
- Field 21 - Annual oil cost (£ to the nearest whole number)
- Field 22 - Annual oil kWh
- Field 23 - Annual electricity cost (£ to the nearest whole number)
- Field 24 - Annual electricity kWh
- Field 25 - Annual water cost (£ to the nearest whole number)
- Field 26 - Annual water M3
- Field 27 - Annual coal cost (£ to the nearest whole number)
- Field 28 - Annual coal kWh
- Field 29 - Swimming pool

**All fields must be present and separated by a comma, as in the following example**

**001,333,4444,AAA<tomaxof60characters>AAA,YYYYMM,04,2,04,666666,55555,55555,666666,2,666666,2,666666,0,YYYY,7777777,666666,7777777,666666,777777,666666,777777,666666,777777,666666,Y**

*Site Data*

## RECORD 2 (SECOND ROW OF DATA)

- Field 1 - Record number (2)
- Field 2 - Lea number
- Field 3 - Estab number
- Field 4 - Site reference
- Field 5 - Year and month of condition survey (yyyymm)
- Field 6 - Condition category of external areas
- Field 7 - Cost of priority one work for external areas

- Field 8 - Cost of priority two work for external areas
- Field 9 - Cost of priority three work for external areas
- Field 10 - Condition category of playing fields
- Field 11 - Cost of priority one work for playing fields
- Field 12 - Cost of priority two work for playing fields
- Field 13 - Cost of priority three work for playing fields

**All fields must be present and separated by a comma, as in the following example**

**002,333,4444,SRI,YYYYMM,A,666666,666666,666666,A,666666,666666,666666**

**Record 2 needs to be repeated for each site. In practice these fields will be repeated according to the number entered in field 7 of record 1. For the purpose of this exAsset Management Planle we will assume that the school is located over 2 sites.**

*Block Data*

RECORD 3 (THIRD ROW OF DATA)

- Field 1 - Record number (3)
- Field 2 - Lea number
- Field 3 - Estab number
- Field 4 - Year and month of condition survey (yyyymm)
- Field 5 - Site reference
- Field 6 - Block reference
- Field 7 - Premises type (A-D)
- Field 8 - Gross floor areas
- Field 9 - Condition category of roofs (A-D)
- Field 10 - Cost of priority one work for roofs
- Field 11 - Cost of priority two work for roofs
- Field 12 - Cost of priority three work for roofs
- Field 13 - Condition category of floors and stairs (A-D)
- Field 14 - Cost of priority one work for floors and stairs
- Field 15 - Cost of priority two works for floors and stairs
- Field 16 - Cost of priority three works for floors and stairs
- Field 17 - Condition category of ceilings (A-D)
- Field 18 - Cost of priority one work for ceilings
- Field 19 - Cost of priority two works for ceilings
- Field 20 - Cost of priority three works for ceilings
- Field 21 - Condition category of external walls, windows and doors (A-D)
- Field 22 - Cost of priority one work for external walls, windows and doors
- Field 23 - Cost of priority two works for external walls, windows and doors
- Field 24 - Cost of priority three works for external walls, windows and doors
- Field 25 - Condition category of internal walls and doors (A-D)
- Field 26 - Cost of priority one work for internal walls and doors
- Field 27 - Cost of priority two works for internal walls and doors
- Field 28 - Cost of priority three works for internal walls and doors
- Field 29 - Condition category of sanitary services (A-D)
- Field 30 - Cost of priority one work for sanitary services
- Field 31 - Cost of priority two works for sanitary services

Field 32 - Cost of priority three work for sanitary services  
 Field 33 - Condition category of mechanical services (A-D)  
 Field 34 - Cost of priority one work for mechanical services  
 Field 35 - Cost of priority two work for mechanical services  
 Field 36 - Cost of priority three work for mechanical services  
 Field 37 - Condition category of electrical services (A-D)  
 Field 38 - Cost of priority one work for electrical services  
 Field 39 - Cost of priority two work for electrical services  
 Field 40 - Cost of priority three work for electrical services  
 Field 41 - Condition category of redecoration's (A-D)  
 Field 42- Cost of priority one work for redecoration's  
 Field 43 - Cost of priority two work for redecoration's  
 Field 44 - Cost of priority three work for redecoration's  
 Field 45 - Condition category of fixed furniture and fittings (A-D)  
 Field 46 - Cost of priority one work for furniture and fittings  
 Field 47 - Cost of priority two work for furniture and fittings  
 Field 48 - Cost of priority three work for furniture and fittings

**All fields must be present and separated by a comma, as in the following example**

```
003,333,4444,YYYYMM,1,O1,III,666666,A,666666,666666,666666,A,666666,66666
6,666666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,66
6666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,66666
6,A,666666,666666,666666,A,666666,666666,666666,
```

Record 3 needs to be repeated for each block. In practice these records will be repeated according the number entered in field 8 of record 1. For the purpose of this example assume that the school has 4 blocks and so will consist of 4 records.

An example layout for a school split over 2 sites with four blocks is as follows:

```
001,333,4444,AAA<60character5>AAA,YYYYMM,O4,2,O4,666666,55555,55555,6
66666,25666666,2,666666,0,YYYY,7777777,666666,7T77777,666666,7777777,666
666,7777777,666666,777777,666666,Y
002,333,4444,1,YYYYMM,A,666666,666666,666666,A,666666,666666,666666
002,333,4444,2,YYYYMM,A,666666,666666,666666,A,666666,666666,666666
003,333,4444,YYYYMM,1,01,III,666666,A,666666,666666,666666,A,666666,66666
6,666666,A,666666,668666,666666,A,666666,666666,666666,A,666666,666666,66
6666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,66666
6,A,666666,666666,666666,A,666666,B66666,B666G6,003,333,4444,YYYYMM,1,
O2,III,666666,A,666666,666666,666666,A,666666,666666,666666,A,666666,B6666
6,666666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,66
6666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,66666
6,A,666666B,666666,666666003,333,4444,YYYYMM,2,01,III,666666,A,666666,6666
68,666666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,6
66666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,6666
66,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,666666,0
03,333,4444,YYYYMM,2,02,III,666666,A,666666,666666,666666,A,666666,666666,
666666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,666
666,A,666666,666666,666666,A,666666,666666,666666,A,666666,666666,666666,
A,666666,666666,666666,A,666666,666666,666666,
```



# **Appendix 5**

## **ASSET MANAGEMENT PLAN**

# **SUITABILITY SURVEY**



## APPENDIX 5 SUITABILITY SURVEY

**Education & Leisure**  
**Director: John Braithwaite**

**My Ref:** MD/SP  
**Your Ref:**  
**Enquiries to:** Michael Dale

22<sup>nd</sup> May 2000

Guildhall 2  
Kingston upon Thames  
Surrey, KT1 1EU

**Tel:** 202 8547 5247  
**Fax:** 020 8547 5296  
**Minicom:** 020 8547 5219

Dear Colleague,

At the recent Heads meetings, we outlined the next stages in the process of formulating the Asset Management Plan for the LEA. We already have the information on the condition of schools and this next step begins the task of collecting information on the suitability of the premises at each school.

I am enclosing a number of documents.

1. A plan of the school identifying most of the relevant areas.\*
2. A proforma for the assessment of each area regarding its suitability
3. A proforma (exactly the same layout as above) for the assessment of each area regarding its suitability for Special Educational Needs
4. Notes of Guidance

\* The aim of the AMP is to utilise the same identification of spaces in the Condition Survey and the Suitability Assessment. Please ensure that the designation of the room is clear. If you are satisfied that the area is "suitable" DO NOT include it in the assessment form. The form is only for use for those areas which you do not consider Suitable.

If you have any queries on these pro-formas or their completion please contact either Nigel Simms (ext. 5397) Martin Rose (ext. 5249) or Michael Dale (ext. 5247).

To meet the DfES timetable for the Asset Management Plan in general and the submission of the Suitability Assessment in particular, we have these forms by Monday June 12<sup>th</sup>.

The forms will then be assessed and during the final weeks of term officers from the Directorate will be discussing the assessments with schools.

Yours sincerely,

**M J Dale**  
**Head of Policy and Development**

**Education & Leisure**  
**Director: John Braithwaite**

**My Ref:** MD/SP  
**Your Ref:**  
**Enquiries to:** Michael Dale

1<sup>st</sup> September 2000

Guildhall 2  
Kingston upon Thames  
Surrey, KT1 1EU

**Tel:** 202 8547 5247  
**Fax:** 020 8547 5296  
**Minicom:** 020 8547 5219

Dear Colleague,

**Asset Management Plan**  
Capital Programme 2001/2002

You will be aware that the intention at both national and local level is that the Asset Management Plan will provide a vehicle for determining priorities for schools in terms of both capital resources and repair and maintenance money.

We now have details of the condition surveys which were carried out for all schools last year and we have been looking at the suitability returns from last term. We are still awaiting further guidance from the DfES on the sufficiency element and the critical issue of the balance between all three.

However comprehensive or logical the Asset Management Plan is, the LEA has a history of projects it would wish to complete and the first drafts of priorities for the capital programme will inevitably attempt to balance all the competing priorities, both those based on earlier decisions and those generated by the Asset Management Plan process.

In the final analysis, we will need to take account of some of these earlier issues such as last year's NDS4 bids, the current needs of the class size programme at key stage 1 and any prospective needs for key stage 2.

Last term we asked schools to submit bids for the capital programme for the forthcoming financial year.

I am enclosing a list of those schools which have completed the suitability survey and those schools from whom we received capital bids for the forthcoming financial year. I am assuming that in the absence of any other indication, those schools not making a return have no identified needs for capital projects.

I am also enclosing for consultation, a set of draft criteria against which we will all be attempting to match the needs of the schools, as far as they can be identified. I would be grateful if you could let me have your views on these draft criteria by Friday 22nd September, to enable us to draw up a list of priorities which will meet the criteria for both the capital programme locally and the DfES's requirements. If you would like to discuss these, it might be possible to arrange a meeting for this purpose.

I am also returning a shortened version of the suitability survey for Primary Schools. The Secondary Schools documents will follow shortly. All schools' returns have been considered very carefully by officers over the last half term in conjunction with the criteria set out by the DfES. In a number of cases we have changed the categorisation or level which was originally submitted to meet more closely, the DfES criteria. If you could check that the changes which have been made are acceptable to you, this will be the definitive version on which further work will be done. If I do not hear from you I will assume that you are satisfied. If, however, you wish to dispute any of the changes, please contact the officer designated for your school on the attached list, initially to explore the issues. If there continues to be dissatisfaction, a site meeting at the school will be arranged with professional support.

We are certainly seeking schools' support in the implementation of the Asset Management Plan. More and more information will be coming on stream for Governors' use in their strategic management of the school's building stock, and to provide a framework within which the Governing Body can operate, we have devised a model based on Springtime Primary School, for Governors to consider as a policy statement for their own asset management. We would recommend

this to you and encourage you to adopt or adapt this model policy to best meet your own local circumstances.

I am copying this letter to your chair and I am sure you will wish to share the enclosures with your colleagues.

Yours sincerely,

**M J Dale**  
**Head of Planning and Development**

Yours sincerely,

**M J Dale**  
**Head of Policy and Development**

# **ASSET MANAGEMENT PLANNING**

**GUIDANCE ON SUITABILITY ASSESSMENTS  
SEPTEMBER 2001**

**SPECIAL SECTOR**



## GUIDANCE ON SUITABILITY ASSESSMENTS

# SUITABILITY

### INTRODUCTION AND BACKGROUND

#### WHAT IS ASSET MANAGEMENT?

The DfES has introduced a new approach to capital expenditure in schools based on the concept of Asset Management. This was designed to make judgements about priorities in spending on school buildings much easier.

#### WHAT DOES ASSET MANAGEMENT INVOLVE?

It involves the introduction of ASSET MANAGEMENT PLANS (AMP'S) which will help the decision-making process through the use of the impact on educational standards or health and safety/security problems.

1. **SUITABILITY** room-by-room surveys of spaces where there are considered to be problems within the school based on the impact on educational standards or health and safety/security problems.
2. **CONDITION** surveys to determine the existing condition of premises
3. **SUFFICIENCY** surveys to determine the extent to which existing premises are adequate to accommodate the number of pupils/students

This guidance refers only to **SUITABILITY**

Schools are required to complete pro forma to indicate both the suitability of internal spaces/external area and a summary assessment:

**SUITABILITY SURVEYS** - room-by-room surveys of spaces where there are considered to be problems within the school based on impact on educational standards and health and safety/security problems.

**SUMMARY ASSESSMENTS** - completion of the pro forma to summarise the above

## SUITABILITY ASSESSMENT CRITERIA

When assessing the school's provision reference should be made to the categories given in the DfES Asset Management document:

### **A      unable to teach the curriculum**

This is most likely to be associated with numbers and types of teaching spaces available. If there is a shortfall in number or type of spaces (e.g. no medical room or only 6 rather than 7 classrooms), however, schools do not need to fill a room form as the deficit will be automatically calculated once full accommodation records are loaded into the County's suitability database. The model accommodation schedule against which your school will be assessed is included within this pack. Every individual assessment where category A is assigned will be reviewed by the LEA under the modernisation process.

### **B      teaching methods inhibited**

Unsuitability of spaces may mean that the schools' preferred teaching methods are significantly inhibited. This may be associated with numbers and types of teaching spaces (as above), with substantially undersized spaces or where other major deficiencies are evident.

### **C      management or organisation of the school adversely affected**

Unsuitability of spaces may affect pupil or staff morale.

In addition there are three health and safety categories

<b>H</b>	<b>High</b>	i.e. Immediate risk to occupants
<b>M</b>	<b>Medium</b>	less serious breaches of legislation
<b>L</b>	<b>those that breach</b>	legislation but are minor in nature

Schools are asked to complete room forms for any area/room where there are considered to be health and safety risks arising from suitability issues, irrespective of whether or not they qualify as high priority deficiencies.

## GUIDANCE NOTES

### Special School Early Years Criteria

The criteria are intended to apply to both nursery and reception classes where there are 4 year olds present. The children's needs are age/stage related and shouldn't be different just because they are in an infant class rather than a nursery class. Some schools require provision which is accessible for non-ambulant pupils - additional criteria are listed to cover those aspects of provision which will not be applicable to all schools. These criteria are identified by an asterisk. The criteria suggested for Early Years are based on a class size of 7 or 8.

#### SIZE/SHAPE

- The main teaching room is at least 60sq.m. It should be large enough to accommodate all the areas of learning
- Direct access to a self-contained outside area, secured by fencing with a gate which allows the safe exit of children in case of fire. This external play area should be 9sq.m per child of which there is 4.5sq.m per child of hard area.

#### ENVIRONMENT

- Classrooms should be designed to maintain a mean temperature of 18 degrees.
- Toilet provision (minimum of 2 WCs and wash basins) and wash down facilities are large enough and positioned to provide the child with dignity when used, including adequate space for lifting/handling equipment.
- Radiators which do not present hazards to small children.
- Minimum of 4 electric sockets.
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped

#### FIXED FURNITURE

- There is a deep stainless steel sink at child height (600mm) with cold water supply within the main classroom

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

#### ENVIRONMENT

- Covering for outdoor play area
- Appropriate flooring to serve access and egress points and wet areas
- \*Storage for personal hygiene items in WC areas
- 

#### FIXED FURNITURE

- Coat pegs are at a height which small children can reach independently
- WC pans are at child height (305mm) with a system that is easily flushable
- Taps are easy to use and turn off automatically to ensure no wastage
- A brick built sandpit of approx. 4sq.m sited on the edge of the hard area. Walls of the sandpit should be 400mm high and capped with double bull-nosed bricks so that there are no sharp edges. A lightweight cover, to enable easy handling, is needed to prevent access by animals.

**LOCATION**

- Separate screened access to nursery and reception classes for parents and visitors.
- Access to an adjacent of designated quiet area

**SPECIAL SCHOOL CRITERIA (KEY STAGE 1 AND ABOVE)**

Set out below are general criteria which will apply to all special schools. Clearly, some criteria will be more relevant to the primary or secondary phases. Some schools require additional types of accommodation or provision which is accessible for non-ambulant pupils - additional criteria are listed to cover these aspects of provision which will not be applicable to all schools. These criteria are identified within each type of accommodation by an asterisk. Significant reference has been made to building Bulletin 77 (DfEE). The criteria suggested below are based on classes of 7 or 8 children. The accommodation is separated into 4 categories:

1. BASIC CLASSROOM TEACHING AREAS
2. SPECIALIST AREAS (Laboratorie, workshop, gym. Etc)
3. OTHER SUPPLIMENTARY TEACHING AREAS (library, resource area etc.)
4. NON-TEACHING AREAS (Storage, toilets,circulation, staff areas etc)

Schools are also asked to assess the suitability of spaces in relation to disabled access.

Guidance issues included in section 5.

## 1. Basic Classroom Teaching Areas

### **HIGH PRIORITY CHARACTERISTICS - IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

#### SIZE/SHAPE

- the overall provision for each class should be between 45 and 54m<sup>2</sup> which should allow for the presence of learning support assistants. There should be good sight lines - especially between teacher, pupils and board.
- \*Space should be available for wash down facilities in WCs.

#### ENVIRONMENT

- Classroom temperatures should be maintained at approximately 18 degrees.
- Adequate lighting levels at or around 300 lux at desk level.
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped.

#### FIXED FURNITURE

- Sink with vinyl floor surround

#### ICT INFRASTRUCTURE

- Networked with appropriate socket outlets

### **DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

#### LOCATION

- Suited with other classes in age group (where appropriate)

#### FIXED FURNITURE

- Work surfaces should be at an appropriate height
- Display surfaces (horizontal and vertical) should be provided for pupils' work, artefacts etc
- Resources are arranged for ease of pupil access. The normal maximum reach of a primary child is considered to be 1450mm. (Teaching storage is classified as non-teaching area).

## 2. Specialist Teaching Areas

It is not recommended that primary phase special schools have dedicated specialist areas for delivery of the curriculum - especially if they are too specialised for other activities. However, it is recommended that in every school there is a dedicated food preparation and cookery space, fitted with kitchen furniture of an appropriate height. It is recommended that this is kept separate from other activities, at least in a bay. Particularly where a kiln is involved, ceramics should be taught in a self-contained area.

It is not specifies that Information and Communications Technology is taught in a dedicated ICT suite in primary phase provision - although some schools see this as desirable. What is important is that, whatever provision is made for ICT, facilities are such that National Curriculum requirements can be met. The above guidance should be used to assess the suitability of rooms/areas where facilities to teach ICT have been developed within classrooms.

### **Criteria for Art - 2/3D**

**HIGH PRIORITY CHARACTERISTICS - IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE ANY HEALTH AND SAFETY ISSUES TO RECORD**

#### SIZE/SHAPE

- In the range of 50m<sup>2</sup> to 65m<sup>2</sup> and fitted out to provide a maximum of 8 workstations
- A bay to take 1 or 2 kilns and appropriate electricity supply

#### ENVIRONMENT

- Classroom temperatures should be maintained at approximately 18 degrees
- Sufficient natural lighting
- Artificial lighting to be give an even distribution of light
- Appropriate ventilation
- Lockable storage for glazes (hazardous materials)
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped

#### FIXED FURNITURE

- Sink with vinyl floor surround

#### ICT INFRASTRUCTURE

- Networked with appropriate socket outlets

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

<p>SIZE/SHAPE</p> <p><i>Optional Dark room:</i></p> <ul style="list-style-type: none"> <li>▪ With light trap entry and exit</li> </ul>
<p>ENVIRONMENT</p> <p>Optional Dark room:</p> <ul style="list-style-type: none"> <li>▪ Artificial ventilation</li> </ul>
<p>FIXED FURNITURE</p> <ul style="list-style-type: none"> <li>▪ One deep ceramic sink with a clay trap</li> <li>▪ Storage for clay and other 3D materials</li> <li>▪ Display surfaces (horizontal and vertical) should be provided for pupils' work, artefacts etc</li> <li>▪ *Reduced height and/or rise and fall work surfaces, sink and specialist equipment</li> </ul> <p><b><i>Optional Dark room:</i></b></p> <ul style="list-style-type: none"> <li>▪ Storage for photograph chemicals</li> <li>▪ Specialist sink stainless steel</li> <li>▪ Work surface of appropriate length</li> </ul>

**Criteria for ICT**

**HIGH PRIORITY CHARACTERISTICS - IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

<p>SIZE/SHAPE</p> <ul style="list-style-type: none"> <li>▪ 30m<sup>2</sup></li> </ul>
<p>ENVIRONMENT</p> <ul style="list-style-type: none"> <li>▪ Lighting - suitable contrast between working area and the screen</li> <li>▪ Ventilation - mechanical if natural ventilation not available</li> <li>▪ Heat - to meet normal standards i.e. 18 degrees</li> <li>▪ Residual circuit breaker</li> <li>▪ *All doors should be 900mm wide</li> <li>▪ *Thresholds should be level or ramped</li> </ul>

**FIXED FURNITURE**

- 1200mm minimum bench space width?
- Bench depth - sufficient space to arrange papers and use a document holder
- Height of benching appropriate to the age

**ICT INFRASTRUCTURE**

- Networked with two double power sockets per computer station and adequate network sockets

**Criteria for Physical Education / Assembly Hall****Outdoor PE**

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

**SIZE/SHAPE**

- A hard play area should be of adequate size to allow for play with small games equipment
- There should be access to a playing field which is suitable for the acquisition of basic games and athletic skills

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

**ENVIRONMENT**

- There should be a variety of stimulating playground markings and a rebound wall to provide opportunities for rebound activities: kicking, throwing, striking etc
- There should be an externally accessible store for equipment

**FIXED FURNITURE**

- At Key Stage 1 there should be an outdoor creative/adventure area to provide opportunities for pupils to climb, balance etc.

**Indoor PE**

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD *In the case of small schools, compromises may be required.***

**SIZE/SHAPE**

- The needs of a class of 8 in PE indicate a minimum floor area of 120m<sup>2</sup> for infants and 140m<sup>2</sup> for juniors, excluding storage. If the hall is used for dance and movement without apparatus, 80m<sup>2</sup> is adequate

**ENVIRONMENT**

- Adjacent storage area for portable apparatus
- If used for dining, adjacent to kitchen/servery
- If used for dining, adequate storage for chairs and tables
- Room should be maintained at a mean temperature between 15-18 degrees
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped

**FIXED FURNITURE**

- Fixed climbing apparatus including a rope trackway

**Design and Technology****Workshops****SIZE/SHAPE**

- In the range of 50m<sup>2</sup> to 65m<sup>2</sup> and fitted out to provide a maximum of 8 workstations

**ENVIRONMENT**

- Adequate ventilation linked to machinery with appropriate circulation of air for normal design and technology activities
- Emergency lighting in situ
- Gas cut off for all taps
- Residual current device/safety stop system in every area/room
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped

**FIXED FURNITURE**

- 1200mm minimum bench space width
- Bench depth - sufficient space to arrange papers and use a document holder
- Height of benching appropriate to the age

**LOCATION**

- Adjacent materials preparation area minimum area 10m<sup>2</sup>

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

**FIXED FURNITURE**

- All benching at appropriate height and depth (*850mm is a suitable height and 600mm is a minimum depth*)
- \*Reduced height and/or rise and fall surfaces, sink and specialist equipment
- Machines and equipment to the designation of the workshop (see appendix A)
- Machines and equipment appropriate to a materials preparation area (see appendix A)

**ENVIRONMENT**

- Lighting levels to provide 350 lux at work surface level

**Food Areas**

**SIZE/SHAPE**

- In the range of 50m<sup>2</sup> to 65m<sup>2</sup> and fitted out to provide a minimum of 4 working areas

**ENVIRONMENT**

- Gas cut off valve
- Residual current device/safety stop system in every area/room
- 6 double 13 amp sockets
- Extract ventilation
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped

**FIXED FURNITURE**

- Each working area fitted with a sink and drainer, hot and cold water
- Separate wash hand basin

**LOCATION**

- Adjacent materials preparation area minimum area 10m<sup>2</sup>

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

**FIXED FURNITURE**

- Dry food store 2m<sup>2</sup>
- 4 cookers, 2 gas, 2 electric
- Additional equipment 2 fridges, 1 freezer, 1 washing machine, 1 tumble drier
- \*Reduced height and/or rise and fall work surfaces, sink and specialist equipment

**ENVIRONMENT**

- Lighting levels to provide 350 lux at work surface level

**Science**

**HIGH PRIORITY CHARACTERISTICS - IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

**SIZE/SHAPE**

- In the range of 50m<sup>2</sup> to 65m<sup>2</sup> and fitted out to provide a minimum of 4 working areas
- Split between food preparation/dining and informal areas

**ENVIRONMENT**

- Gas cut off for all taps
- Residual current device (in every area/room)
- Minimum 4 double gas taps
- Minimum 4 double electrical sockets
- Adequate ventilation (opening windows)
- Sealed sheet flooring
- Full services at front if not already available
- Adequate acoustics (appropriate for issuing instructions during normal science activities)
- Temperature to be maintained at around 18
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped

**LOCATION**

- Direct access to store/preparation area

**FIXED FURNITURE**

- Fixed or flexible benched seating (benching:850mm is a suitable height and 600mm is a minimum depth)
- Minimum 2 sinks. All sinks should be capable of being unblocked without calling in a professional plumber
- 1 cold/hot laboratory standard Belfast sink
- Blinds (for safety reasons) roller not Venetian. (to enable pupils to see Bunsen flames etc).
- \*Reduced height and/or rise and fall work surfaces, sink and specialist equipment

**ICT INFRASTRUCTURE**

- Networked with appropriate socket outlets

**3. Other Supplementary teaching areas****Social/Life Skills (KS5)**

**HIGH PRIORITY CHARACTERISTICS - IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

**SIZE/SHAPE**

- 70 to 80M<sup>2</sup>
- split between food preparation/dining and informal areas

**ENVIRONMENT**

- Temperatures should be maintained at approximately 18 degrees
- Adequate lighting levels at or around 300 lux at desk level
- \*All doors should be 900mm wide
- \*Thresholds should be level or ramped

**LOCATION**

- Adjacent to KS5 class base

**FIXED FURNITURE**

- Kitchenette area with appropriate range of white goods, power supplies and slip resistant vinyl flooring

**ICT INFRASTRUCTURE**

- Networked with appropriate socket outlets

## Library

Although some primary schools choose to disperse books into book corners in class bases, a library area is highly desirable and should be easily accessible to all pupils.

### **HIGH PRIORITY CHARACTERISTICS - OF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

<b>SIZE/SHAPE</b> <ul style="list-style-type: none"> <li>▪ See model schedule for size and type of school</li> </ul>
<b>FIXED INFRASTRUCTURE</b> <ul style="list-style-type: none"> <li>▪ Appropriate shelving and benching if ICT is located</li> <li>▪ *Some low level shelving accessible to non-ambulant pupils</li> </ul>
<b>ICT INFRASTRUCTURE</b> <ul style="list-style-type: none"> <li>▪ Networked with appropriate socket outlets for ICT and audio visual equipment</li> </ul>
<b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>▪ *All doors should be 900mm wide</li> <li>▪ *All thresholds should be level or ramped</li> </ul>

### **DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

<b>SIZE/SHAPE</b> <ul style="list-style-type: none"> <li>▪ Space should be organised to provide access to:</li> <li>▪ An effective book stock, especially of non-fiction and reference materials</li> <li>▪ Audio materials</li> <li>▪ IT equipment - including CD-ROM and disks</li> <li>▪ Display space</li> </ul>
<b>LOCATION</b> <ul style="list-style-type: none"> <li>▪ Central and accessible internally from classrooms</li> </ul>
<b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>▪ Room should be maintained at a mean temperature of 18 degrees</li> <li>▪ *Area for storage/display of specialist materials (e.g. Braille)</li> </ul>

## Group Room

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

SIZE/SHAPE <ul style="list-style-type: none"> <li>▪ 10-15M<sup>2</sup></li> </ul>
ICT INFRASTRUCTURE <ul style="list-style-type: none"> <li>▪ Networked with at least one socket outlet for ICT and power supplies for audio visual equipment</li> </ul>
ENVIRONMENT <ul style="list-style-type: none"> <li>▪ Room should be maintained at a mean temperature of 18 degrees</li> <li>▪ Natural light</li> <li>▪ *All internal and external door thresholds should be level</li> <li>▪ *Door widths should be a minimum 900mm</li> </ul>

## Sensory Room

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT FILL IN A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

SIZE/SHAPE 12 - 18m <sup>2</sup>
ENVIRONMENT <ul style="list-style-type: none"> <li>▪ Blackout facility</li> <li>▪ Room should be maintained at a mean temperature of 18 degrees</li> <li>▪ Variable setting lighting with dimmer facility</li> <li>▪ All internal and external door thresholds should be level</li> <li>▪ Door widths should be a minimum 900mm</li> <li>▪ Carpet</li> </ul>
FIXED FURNITURE <ul style="list-style-type: none"> <li>▪ Adequate range of specialist sensory equipment/ fittings</li> </ul>

## Hydro Therapy Pool

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

<p><b>SIZE/SHAPE</b></p> <ul style="list-style-type: none"> <li>▪ 50-60m<sup>2</sup> room setting</li> <li>▪ pool size of 20 - 30m<sup>2</sup></li> <li>▪ pool design to include wide shallow access steps and lipped sides</li> </ul>
<p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>▪ slip resistant vinyl or quarry tile surround to pool</li> <li>▪ air temperature 28 - 30c achieved at pool</li> <li>▪ mechanical ventilation</li> <li>▪ all internal and external door thresholds should be level</li> <li>▪ door widths should be a minimum 900mm</li> </ul>
<p><b>FIXED FEATURES</b></p> <ul style="list-style-type: none"> <li>▪ adequate range of specialist sensory equipment / fittings</li> </ul>
<p><b>LOCATION</b></p> <ul style="list-style-type: none"> <li>▪ adjacent changing area</li> <li>▪ associated storage for mobility aids etc</li> </ul>

## Soft Play Room

<p><b>SIZE/SHAPE</b> 30-40M<sup>2</sup></p>
<p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>▪ Soft furnishings/floor coverings to deaden acoustics</li> <li>▪ Temperature maintained at 18 degrees</li> <li>▪ All internal and external door thresholds should be level</li> <li>▪ Door widths should be a minimum 900mm</li> </ul>
<p><b>LOCATION</b></p> <ul style="list-style-type: none"> <li>▪ In multi phase schools, located closer to younger age groups</li> </ul>

## 4. Non-Teaching Areas

Non-teaching area will often have several different functions. Remember that such areas might, in total, form between 40 and 45% of the over all school area.

Please note that deficiencies in non-teaching areas are unlikely to have significant enough educational impact to be classified as higher than C. There may, however, be health and safety issues which make the areas a priority for investment.

### Staff Accommodation

#### Staffroom

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

SIZE/SHAPE <ul style="list-style-type: none"> <li>▪ See model schedule for size of school</li> </ul>
FIXED FEATURES <ul style="list-style-type: none"> <li>▪ Kitchenette area</li> </ul>
ICT INFRASTRUCTURE <ul style="list-style-type: none"> <li>▪ Networked with appropriate socket outlets for ICT</li> </ul>
ENVIRONMENT <ul style="list-style-type: none"> <li>▪ Room should be maintained at a mean temperature of 18 degrees</li> </ul>

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

SIZE/SHAPE <ul style="list-style-type: none"> <li>▪ Divide to provide working and informal areas</li> </ul>
LOCATION <ul style="list-style-type: none"> <li>▪ Central</li> </ul>

**Staff Areas**

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

<b>SIZE/SHAPE</b> <ul style="list-style-type: none"> <li>▪ See model schedule for size of school</li> </ul>
<b>ICT INFRASTRUCTURE</b> <ul style="list-style-type: none"> <li>▪ Networked with appropriate socket outlets for ICT</li> </ul>
<b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>▪ Room should be maintained at a mean temperature of 18 degrees</li> </ul>

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

<b>LOCATION</b> <ul style="list-style-type: none"> <li>▪ Accessible from main reception area and close to administrative staff</li> </ul>
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**Administration Offices**

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

<b>SIZE/SHAPE</b> <ul style="list-style-type: none"> <li>▪ See model schedule for size of school</li> </ul>
<b>ICT INFRASTRUCTURE</b> <ul style="list-style-type: none"> <li>▪ Networked with appropriate socket outlets for ICT</li> </ul>
<b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>▪ Adjacent storage</li> <li>▪ Room should be maintained at a mean temperature of 18 degrees</li> </ul>
<b>LOCATION</b> <ul style="list-style-type: none"> <li>▪ Accessible from main reception area to allow supervision of access</li> </ul>

**Staff toilets**

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

SIZE/SHAPE <ul style="list-style-type: none"> <li>▪ 1 unit (pan or urinal) per 10 staff with appropriate gender split</li> </ul>
ENVIRONMENT appropriate flooring and natural ventilation
LOCATION <ul style="list-style-type: none"> <li>▪ Accessible from other staff facilities</li> </ul>
FIXED FURNITURE <ul style="list-style-type: none"> <li>▪ Appropriate sanitary ware and partitioning</li> </ul>

**Pupil Accommodation****Cloakrooms**

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

SIZE/SHAPE <ul style="list-style-type: none"> <li>▪ One area of 3-4m<sup>2</sup> for each class, or equivalent</li> </ul>
FIXED FURNITURE <ul style="list-style-type: none"> <li>▪ Coat pegs</li> </ul>

**DESIRABLE CHARACTERISTICS - ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

ENVIRONMENT <ul style="list-style-type: none"> <li>▪ Appropriate flooring and natural ventilation</li> </ul>
LOCATION <ul style="list-style-type: none"> <li>▪ Within, adjacent to or close by the relevant classroom</li> </ul>

## Pupil Toilets

**HIGH PRIORITY CHARACTERISTICS - IF THE SPACE IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

<p><b>SIZE/SHAPE</b></p> <ul style="list-style-type: none"> <li>▪ 1 unit (pan or urinal) per 10 pupils with an appropriate gender split</li> <li>▪ *Large enough to accommodate lifting and handling equipment and organised to afford privacy in use and providing space for storage of personal hygiene items</li> </ul>
<p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>▪ Appropriate flooring and natural ventilation</li> </ul>
<p><b>FIXED FURNITURE</b></p> <ul style="list-style-type: none"> <li>▪ Appropriate sanitary ware and partitioning</li> <li>▪ *Appropriate wash down facilities, including changing beds, showers /sluices</li> <li>▪ *Storage for personal hygiene items</li> </ul>
<p><b>LOCATION</b></p> <ul style="list-style-type: none"> <li>▪ Within easy access of all teaching areas</li> </ul>

## 5. Disabled Access

All spaces also need to be assessed in relation to their ability to support the inclusion of staff and pupils who have particular disabilities which may additionally inhibit their learning. Schools should seek to assess the accessibility of accommodation on a room by room basis in relation to deficiencies which may impact on the ability of individuals who have physical disabilities, hearing or visual impairment to access the curriculum.

Issues related to accessibility should be recorded on the room sheets in the right hand column.

**FORM ONE: Room Suitability Deficiency**

**PHOTOCOPIABLE**  
*Blank forms*

Complete one form for each room/area you wish to submit for funding. Do not complete for areas/rooms unless you consider them unsuitable. Please mark health and safety items in the text with an asterisk.

DfES No:

<b>School</b>	
<b>Room use:</b>	
<b>Room number/name:</b>	
<b>Evidence</b>	
<b>Size/Shape</b>	
<b>Environment</b>	
<b>Location</b>	
<b>Fixed Furniture</b>	
<b>Ict Infrastructure</b>	
<b>Name:</b>	
<b>Position:</b>	
<b>Date:</b>	
<b>Overall Designation (A-D)</b>	<b>Health and Safety (H,M,L)</b>

<b>Examples Of Completed Forms</b>
------------------------------------

**FORM ONE: Room Suitability Deficiency**

Complete one form for each room/are you wish to submit for funding. Do not complete for areas/rooms **unless you consider them unsuitable**. Please mark health and safety items in the text with an asterisk.

DfES No. 936/8212
-------------------

<b>School:</b> Weirside Special					
<b>Room use:</b> KS1 classroom					
<b>Room number/name:</b> Blue					
<u><b>Evidence</b></u>	<u><b>Access Issues</b></u>				
<p><b>SIZE/SHAPE</b> Too small for effective classroom use. The overall size is 6m by 7m but much of this is bay areas. The effective area for pupil tables/chairs is 4m by 5m. This makes circulation very difficult.</p> <p>The design of the room makes sightlines particularly difficult. Children can move out of the normal sight lines very easily.</p>					
<b>ENVIRONMENT</b>					
<p><b>LOCATION</b> There is no nearby area which is suitable for practical/group work. At present use is made of the corridor (width 2.5m)</p>					
<b>FIXED FURNITURE</b>					
<b>ICT INFRASTRUCTURE</b>					
<p><b>Name:</b> T.E.Lawrence</p>					
<p><b>Position:</b> Headteacher</p>					
<p><b>Date:</b> 16/7/01</p>					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Overall Designation (A-D)</b></td> <td style="width: 10%; text-align: center;">B</td> <td style="width: 30%;"><b>Health and Safety (H,M,L)</b></td> <td style="width: 30%;"></td> </tr> </table>	<b>Overall Designation (A-D)</b>	B	<b>Health and Safety (H,M,L)</b>		
<b>Overall Designation (A-D)</b>	B	<b>Health and Safety (H,M,L)</b>			

<b>Examples Of Completed Forms</b>
------------------------------------

**FORM ONE: Room Suitability Deficiency**

Complete one form for each room/are you wish to submit for funding. Do not complete for areas/rooms **unless you consider them unsuitable**. Please mark health and safety items in the text with an asterisk.

DfES No. 936/8213
-------------------

<b>School:</b> Plumtree	
<b>Room use:</b> Reception class	
<b>Room number/name:</b> robin	
<u><b>Evidence</b></u>	<u><b>Access Issues</b></u>
<b>SIZE/SHAPE</b> Outdoor play area is unfenced with ground falling away at one end*	
<b>ENVIRONMENT</b> There is no covered area next to the classroom	
<b>LOCATION</b> There is a door from the reception classroom to the play area but no separate door which provides direct access for parents/carers etc. This cannot be screened from intruders. The present classroom door leads directly into the main school corridor	
<b>FIXED FURNITURE</b>	
<b>ICT INFRASTRUCTURE</b>	
<b>Name:</b> T.E.Lawrence	
<b>Position:</b> Headteacher	
<b>Date:</b> 16/7/01	
<b>Overall Designation (A-D)</b>	B
<b>Health and Safety (H,M,L)</b>	M

<b>Examples Of Completed Forms</b>
------------------------------------

**FORM ONE: Room Suitability Deficiency**

Complete one form for each room/are you wish to submit for funding. Do not complete for areas/rooms **unless you consider them unsuitable**. Please mark health and safety items in the text with an asterisk.

DfES No. 936/8213
-------------------

<b>School:</b> Plumtree	
<b>Room use:</b> Reception class	
<b>Room number/name:</b> robin	
<b><u>Evidence</u></b>	<b><u>Access Issues</u></b>
<b>SIZE/SHAPE</b> Outdoor play area is unfenced with ground falling away at one end*	
<b>ENVIRONMENT</b> There is no covered area next to the classroom	
<b>LOCATION</b> There is a door from the reception classroom to the play area but no separate door which provides direct access for parents/carers etc. This cannot be screened from intruders. The present classroom door leads directly into the main school corridor	
<b>FIXED FURNITURE</b>	
<b>ICT INFRASTRUCTURE</b>	
<b>Name:</b> T.E.Lawrence	
<b>Position:</b> Headteacher	
<b>Date:</b> 16/7/01	
<b>Overall Designation (A-D)</b>	B
<b>Health and Safety (H,M,L)</b>	M

<b>Examples Of Completed Forms</b>
------------------------------------

**FORM ONE: Room Suitability Deficiency**

Complete one form for each room/are you wish to submit for funding. Do not complete for areas/rooms **unless you consider them unsuitable**. Please mark health and safety items in the text with an asterisk.

DfES No. 936/8214
-------------------

<b>School:</b> Hillmount Special					
<b>Room use:</b> Hall					
<b>Room number/name:</b> 2					
<u>Evidence</u>	<u>Access Issues</u>				
<b>SIZE/SHAPE</b> The hall is 8m x 10m. At 80sm. The hall is not big enough to accommodate the range of equipment necessary to meet PE requirements, especially at KS2					
<b>ENVIRONMENT</b> The hall lacks storage space for PE equipment and there are no adjacent storage areas. The hall is also used for dining and there is limited storage, hall space is used for stacking tables and chairs, there is a health and safety risk unless activity is curtailed. Very poor acoustics.					
<b>LOCATION</b>					
<b>FIXED FURNITURE</b>					
<b>ICT INFRASTRUCTURE</b>					
<b>Name:</b> T Jones					
<b>Position:</b> Headteacher					
<b>Date:</b> 16/7/01					
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;"><b>Overall Designation (A-D)</b></td> <td style="width: 10%; text-align: center;">B</td> <td style="width: 40%;"><b>Health and Safety (H,M,L)</b></td> <td style="width: 20%; text-align: center;">M</td> </tr> </table>	<b>Overall Designation (A-D)</b>	B	<b>Health and Safety (H,M,L)</b>	M	
<b>Overall Designation (A-D)</b>	B	<b>Health and Safety (H,M,L)</b>	M		

<b>Examples Of Completed Forms</b>
------------------------------------

**FORM ONE: Room Suitability Deficiency**

Complete one form for each room/are you wish to submit for funding. Do not complete for areas/rooms **unless you consider them unsuitable**. Please mark health and safety items in the text with an asterisk.

DfES No. 936/8212
-------------------

<b>School:</b> Weirside Special	
<b>Room use:</b> Science	
<b>Room number/name:</b> S1	
<u>Evidence</u>	<u>Access Issues</u>
<b>SIZE/SHAPE</b>	
<b>ENVIRONMENT</b> Heating control poor such that pupil concentration affected both in summer and winter.	
<b>LOCATION</b>	
<b>FIXED FURNITURE</b> Benching layout causes problems for safe movement around room during practical work*	
<b>ICT INFRASTRUCTURE</b>	
<b>Name:</b> T E Lawrence	
<b>Position:</b> Headteacher	
<b>Date:</b> 16/7/01	
<b>Overall Designation (A-D)</b>	C
<b>Health and Safety (H,M,L)</b>	L

## **Completion of the Suitability Summary Form**

The form below should be used to summarise the deficiencies in each type of accommodation.

Please complete and submit to the LEA with your room deficiency sheets, ensuring that all room deficiency forms are recorded on the summary.

If there are consistent deficiencies in any one type of accommodation (e.g. "all but one classroom are smaller than 50m<sup>2</sup>")

Also use the comment column on this form to record the absence of any type of room which is recommended on the model accommodation schedule for your size of school (e.g. "no medical room" should be entered in the comments column alongside "staff and admin. Spaces). Do not enter a suitability grading for this, however.

## Suitability Assessment Summary Form

School Name.	
--------------	--

DfES No.		Assessment Date	
----------	--	-----------------	--

Space Classification	Existing	Optimum	Surplus	Shortfall	Impact	A	B	C	D	High	Medium	Low	Comments
----------------------	----------	---------	---------	-----------	--------	---	---	---	---	------	--------	-----	----------

1. General teaching													
2. Science													
3. IT													
4. Art													
5. Technology													
6. Music													
7. Drama													
8. PE													
9. SEN													
10. Private Study													
11. Hall													
12. Library													
13. Resources Area													
14. Common room													
15. Other - Group room													
16. Other- multi purpose/studio													
17. Other -practical													

<b>18. Teaching spaces</b>	0	0	0	0	0	0	0	0	0	0	0	0	0
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## Suitability Assessment Summary Form

School Name.

DfES No.  Assessment Date

Space Classification	Spaces			Direct Impacts On				H&S/Security			Comments
	Surplus	Shortfall	Impact	A	B	C	D	High	Medium	Low	
19. Staff and admin. Spaces											
20. Pupil changing/toilets											
21. Teaching storage											
22. kitchen/dining											
23. Ancillary/circulation											
24. Non-teaching spaces											
25. Playing fields											
26. Hard surface play areas											
27. Soft landscaped areas											
28. Access roads and paths											
29. Car parking											
30. External areas											
31. Provision for disabilities and special educational needs											

## Appendix A (D & T equipment list)

Special schools will wish and need to be selective about the amount of equipment which can safely be accommodated in a room for use by up to 8 pupils.

### Workshop with orientation towards Metal

- ◆ Heat treatment area containing –
  - ◆ single brazing hearth and two single valve brazing torches;
  - ◆ crucible furnace with raised sand tray and power burner;
  - ◆ ceramic chip forge;
  - ◆ acid/pickling bench with locking acid bath;
  - ◆ moulding bench for casting;
  - ◆ welding bench for gas;
  - ◆ fume extraction 500 CFM per arm and 450 CFM per hood;
  - ◆ gas guard safety cut-off unit;
  - ◆ heat treatment area to have painted grano floor
- ◆ With 3 double 13 amp switched sockets above
- ◆ One bag/coat rack for 8 pupils located near the door
- ◆ 2m run of fixed benching, laminate top, 850mm high
- ◆ a perimeter area for machinery and equipment containing -
  - ◆ vertical milling machine
  - ◆ metal lathes 11" swing
  - ◆ double ended polisher
  - ◆ bandfacer
  - ◆ pedestal pillar drills
- ◆ general facilities
  - ◆ workbenches 4' x 4', (4 stations on each)
  - ◆ design/layout table,
  - ◆ 4' x 4' 1 guillotine notcher and stand

## **Workshop with orientation towards wood and plastics**

- ◆ 3 double 13 amp switched sockets
- ◆ one bag/coat rack for 8 pupils, located near the door
- ◆ a 2m run of laminated finish fixed benching, 850mm high
- ◆ a perimeter area for machinery and wood/plastics equipment containing-
  - bandfacer
  - bandsaw
  - wood lathe 42"
  - metal lathe, 11" swing
  - pedestal pillar drills, 1/2 inch
  - workbenches, 4'x4', 4 stations each
  - design/layout table, 4'x4'
  - hot wire strip heater
  - thermoforming centre
  - vacuum forming machine
  - plastics oven

## **Metals Preparation Area**

This area is only accessible to members of staff and should be

- ◆ mechanical extraction and opening windows
- ◆ the flooring should be non-slip vinyl
- ◆ four double 13amp switched sockets for general use
- ◆ access to the outside and to main rooms by lockable double door
- ◆ height of ceiling to be 3m
- ◆ metal storage racking
- ◆ wood storage and racking for large sheet material
- ◆ technicians bench (if space permits)
- ◆ 1 planer/thickener c/w dust extraction unit
- ◆ 1 saw bench and take off table c/w extraction unit
- ◆ 1 tool sharpening machine
- ◆ 1 power hacksaw
- ◆ 1 double-ended grinder



**ASSET MANAGEMENT PLANNING**

**GUIDANCE ON SUITABILITY ASSESSMENTS**  
**Secondary**

# SUITABILITY

## INTRODUCTION AND BACKGROUND

### WHAT IS ASSET MANAGEMENT?

The DfES has introduced a new approach to capital expenditure in schools based on the concept of Asset Management. This was designed to make judgements about priorities in spending on school buildings much easier.

### WHAT DOES ASSET MANAGEMENT INVOLVE?

It involves the introduction of ASSET MANAGEMENT PLANS (AMPs) which will help the decision making process through the use of objective criteria. There are three elements:

**SUITABILITY** room-by-room surveys of spaces where there are considered to be problems within the school based on **the impact on educational standards or health and safety/security problems.**

**CONDITION** surveys of schools to determine the existing condition of premises.

**SUFFICIENCY** surveys to determine the extent to which existing premises are adequate to accommodate the number of pupils/students.

This guidance refers only to **SUITABILITY**

Schools are required to complete pro forma to indicate both the **SUITABILITY** of internal spaces/external areas and a **SUMMARY** assessment:

**SUITABILITY SURVEYS** – room-by-room surveys of spaces where there are considered to be problems within the school based on the impact of educational standards and health and safety/security problems.

**SUMMARY ASSESSMENTS** – completion of the pro forma to summarise the above.

## SUITABILITY ASSESSMENT CRITERIA

When assessing the school's provision reference should be made to the categories in the DfES Asset Management document:

### **A Unable to teach the curriculum**

This is the most likely to be associated with numbers and types of teaching spaces available. If there is a shortfall in number or type of spaces (e.g. no medical room or only 6 rather than 7 classrooms), however, schools do not need to fill a room form as the deficit will be automatically calculated once full accommodation records are loaded into the County's suitability database. The model accommodation schedule against which your school will be assessed is included within this pack. Every individual assessment where category A is assigned will be reviewed by the LEA under the moderation process.

### **B Teaching methods inhibited**

Unsuitability of spaces may mean that the school's preferred teaching methods are significantly inhibited. This may be associated with numbers and types of teaching spaces (as above), with substantially undersized spaces or where other major deficiencies are evident.

### **C Management or organisation of the school adversely affected**

Unsuitability of spaces and/or the way they relate to each other may affect the organisation or management of the school. Unsuitability is likely to be a lesser significance (slightly undersized or with single significant deficiencies in other elements e.g. ICT infrastructure).

### **D Pupil or staff morale adversely affected**

Unsuitability of spaces may affect pupil or staff morale.

In addition there are three health and safety categories

<b>H</b>	<b>High</b>	i.e. immediate risk to occupants
<b>M</b>	<b>Medium</b>	less serious breaches of legislation
<b>L</b>	<b>Low</b>	those that breach legislation but are minor in nature

Schools are asked to complete room forms for any area/room where there are considered to be health and safety risks arising from suitability issues, irrespective of whether or not they qualify as high priority deficiencies.

## **WHAT DO SCHOOLS HAVE TO DO?**

### **Make judgements about provision in the school**

In the first instance schools are responsible for making self-judgements about the effects of accommodation on curriculum delivery.

### **Refer to the LEA Guidance**

In order to assist schools in the completion of pro forma, these guidelines have been produced for each phase of education.

### **Complete the forms**

They will record these self-judgements on the two forms provided:

#### **SUITABILITY SURVEYS (form one)**

Schools will need to complete one form for each room/area which they have assessed as deficient are submitting for Asset Management funding.

#### **SUMMARY ASSESSMENTS (form two)**

One form to be completed for the whole school.

## **WHAT WILL THE LEA DO THEN?**

The LEA will then need to ensure local consistency and fairness.

They will verify the submissions from schools and then CMC Subject Specialist Consultants will prioritise investment needs based on the criteria given in this guidance. These subject-based lists will then be considered by officers in Education Planning and Development who will prioritise investment in subjects by reference to the LEA's current Statement of Priorities.

**SECONDARY CRITERIA**

In general, one set of criteria will apply to all secondary schools. Clearly, some criteria will be more relevant to Key Stage 3 or 4 whilst there will need to be further differentiation to incorporate Key Stage 5 (sixth form students). The key stage factors in any calculation will be numbers of students, on age related basis, and the number of teachers, on a standardised contact ratio and how these two factors interact on the timetable. The number of subject groups with their individual space requirements will add further dimension to what will inevitably be a complex calculation.

BASIC CLASSROOM TEACHING AREAS.

SPECIALIST AREAS (laboratories, workshops, gymnasium etc.)

OTHER SUPPLEMENTARY TEACHING AREAS (library, resource area, etc.)

NON TEACHING AREAS (storage, toilets, circulation, staff areas etc.)

## **BASIC CLASSROOM TEACHING AREAS**

The secondary school curriculum is normally taught in distinct subjects and accommodation will be considered as general teaching areas (classrooms) and specialist subject areas.

General teaching areas will include, English, mathematics, foreign languages, history, geography, religious education, personal and social education, etc. Some of these subjects may require a degree of specialist accommodation such as geography or foreign languages but general teaching rooms can be used for more than one subject.

**HIGH PRIORITY CHARACTERISTICS – IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD.**

<b>SIZE / SHAPE</b> A standard sized classroom would be at least 48 sq. m.
<b>ENVIRONMENT</b> Temperature should be maintained at around 18 degrees Lighting levels should be approximately 300 lux at desk height
<b>LOCATION</b> Suited with other subject rooms
<b>ICT INFRASTRUCTURE</b> Networked with an appropriate number of socket outlets

**DESIRABLE CHARACTERISTICS – ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEEDED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

<b>ENVIRONMENT</b> Local access to storage, or storage space within the classroom above 48sq.m
---

**SPECIALIST AREAS**

Full details are given in the individual curriculum sections below.

**ART****2D Rooms**

**HIGH PRIORITY CHARACTERISTICS – IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD.**

**SIZE/SHAPE**

Minimum Floor area of 75 sq.m.

**ENVIRONMENT**

Flooring surface to enable daily wet leaning (where appropriate)

Storage facility accessible from teaching area

Temperature maintained at approximately 18 degrees

**FIXED FURNITURE**

A minimum of 2 sinks with draining surfaces. Drainage which will cope with sediments. (See science criteria).

Hot and cold.

**LOCATION**

Suited with other art rooms.

**DESIRABLE CHARACTERISTICS – ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED).**

**ENVIRONMENT**

Sufficient natural lighting.

Artificial lighting to give an even distribution of light.

**FIXED FURNITURE**

One deep sink for cleaning screens in relation to screen-printing per department.

At least one run of 600mm work-surface with cupboards underneath.

3D ROOMS/CERAMICS
-------------------

**HIGH PRIORITY CHARACTERISTICS – IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD.**

<p><b>SIZE AND SHAPE</b>          Minimum floor area of 75 sq. m.          A bay to take 1 or 2 kilns</p>
---

<p><b>ENVIRONMENT</b>          Flooring surface to enable daily wet cleaning (where appropriate)          Storage for clay and other 3D materials accessible from teaching area          Appropriate electricity supply for kilns          Appropriate ventilation          Temperature maintained at approximately 18 degrees</p>
--

<p><b>FIXED FURNITURE</b>          Suited with other art rooms</p>
--

**DESIRABLE CHARACTERISTICS – ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

<p><b>ENVIRONMENT</b>          Sufficient natural lighting          Artificial lighting to give an even distribution of light          Lockable storage for glazes (hazardous materials)          Damp cupboard</p>
---

<p><b>FIXED FURNITURE</b>          At least one run of 600mm work-surface with cupboards underneath</p>
---

**DARK ROOM**

**HIGH PRIORITY CHARACTERISTICS – IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD.**

**ENVIRONMENT**

Light trap entry and exit  
Storage for photograph chemicals  
Mechanical ventilation  
Temperature maintained at approximately 18 degrees

**FIXED FURNITURE**

Specialist sink stainless steel

**LOCATION**

Suited with other art rooms

**DESIRABLE CHARACTERISTICS – ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SAFETY ISSUE NEEDS TO BE RECORDED)**

**FIXED FURNITURE**

Work surface of appropriate length

**DESIGN & TECHNOLOGY****Multi-materials (20 pupils)**

**HIGH PRIORITIES CHARACTERISTICS – IF THE ROOM IS NOT DEFICIENT IN ANY OF THESE ASPECTS, PLEASE DO NOT SUBMIT A FORM, UNLESS THERE ARE HEALTH AND SAFETY ISSUES TO RECORD**

<p>SIZE/SHAPE 90m<sup>2</sup> Heat treatment area</p>
<p>ENVIRONMENT Adequate ventilation linked to machinery with appropriate circulation of air for normal design &amp; technology activities Emergency lighting in situ. Gas cut off for all taps Residual current device/safety stop system in every area/room Heat treatment areas with appropriate extraction and safety systems (comply with COSHH regulations) Adjacent or local materials preparation area minimum area 40m<sup>2</sup> Flooring appropriate to the activities being carried out Lighting levels to provide 350 lux at work surface level Temperature maintained at approximately 18 degrees</p>
<p>FIXED FURNITURE All benching at appropriate height and depth (850mm is a suitable height and 600mm is a minimum depth) Machines and equipment appropriate to the designation of the workshop (see appendix A) Machines and equipment appropriate to a materials preparation area (see appendix A)</p>
<p>LOCATION Suited with other technology spaces</p>

**DESIRABLE CHARACTERISTICS – ONLY REFER TO THESE FACTORS IF YOU HAVE IDENTIFIED A DEFICIENCY ABOVE AND NEED TO REFER TO OTHER FEATURES TO CLARIFY A ROOM GRADING (UNLESS A HEALTH AND SEAFETY ISSUE NEEDS TO BE RECORDED)**

<p>SIZE/SHAPE Ceiling Height minimum 3m Adequate acoustics (appropriate for issuing instructions during</p>
---

### 8c. Suitability

Premises priorities should relate to the priority needs and improvement targets of schools as identified in the School Development Plans. RBK intends improve the premises and thereby facilitate the improvement of educational standards. Any improvement would also be reflected within the Education Development Plan.

These priorities will be influenced by current Government initiatives and by evidence from OFSTED inspections. In using curriculum analysis and modelling RBK intends to check that the numbers, types and sizes of teaching spaces are appropriate to the pupil numbers and curriculum. The scope of suitability can be defined for internal spaces and external areas as:

- Number
- Size and other characteristics
- Disabilities and special needs provision
- Health and safety associated with layout
- Assessments issues of economic use of space

It is important to differentiate between suitability and sufficiency and for the purposes of this document the differences are:

Figure 7

	Sufficiency	Suitability	Condition
<b>Physical capacity</b>	✓		
<b>Overall area of building</b>	✓		
<b>Internal spaces</b>			
Number		✓	
Size and other characteristics		✓	
<b>Overall area of site</b>	✓		
<b>External areas</b>			
Area		✓	
Other characteristics		✓	
<b>Health and safety requirements</b>			
Building / site layout		✓	
Other			✓
<b>Condition</b>			✓

Suitability is one of the three criteria in the Asset Management Plan, within the survey the aspects of suitability will be:

- **Environment.** Relates to the quality of spaces, including aspects such as the types of finish, temperature control, ventilation, lighting and acoustics. In the

case of external areas, environment relates to aspects such as the appropriateness of pavings, fencing, etc. Assessment may include actual measurement of these factors. Alternatively, it may be more appropriate to base judgements on the direct experience of the users of the spaces. Assessment of dilapidation of the fabric should not be included here, since this aspect is covered as part of condition assessment.

- **Location.** Relates to the need for the grouping of associated spaces and separation of incompatible spaces. It is also concerned with availability of access for pupils with disabilities. For schools other than special schools, this aspect is assessed separately.
- **Fittings and fixed furniture.** Concerns the appropriateness and adequacy of fittings and fixed furniture. Dilapidation of fittings and fixed furniture should not be included here, since this aspect is covered in condition assessment. Assessment of the suitability of loose furniture and equipment lies outside the scope of the present AMP guidance, although Authorities may wish to undertake this for their own purposes;
- **ICT infrastructure.** Given the increasing impact of ICT on the delivery of education, suitability assessments should cover the infrastructure necessary to support ICT equipment, including power supplies and data links. The assessments should not, however, cover loose ICT equipment.

The survey will help define the impact that the classroom has on the educational standards and these will be graded as follows:

- **Category A - Unable to teach curriculum.** This is most likely to be associated with numbers and types of teaching spaces available. There should be enough appropriate spaces to accommodate all pupils for the whole of the curriculum;
- **Category B - Teaching methods inhibited.** Unsuitability of spaces may mean that schools' preferred teaching methods are inhibited. This may be associated with numbers and types of teaching spaces, or with the size and other aspects of spaces;
- **Category C - Management or organisation of school affected adversely.** Unsuitability of spaces and/or the way they relate to each other may affect the organisation or management of the school;
- **Category D - Pupil or staff morale or pupil behaviour affected adversely.** Unsuitability of spaces may affect pupil or staff morale or pupil behaviour.

Suitability assessments should also identify health and safety/security problems arising from inadequate or unsatisfactory aspects of building or site layouts. Such problems should be recorded with a tick in one of the three columns. See figure 8. The categories are as follows:

- **High.** Problems which present an immediate high risk to the health and safety of occupants and/or are serious breaches of legislation;

- **Medium.** Problems which present a medium risk to the health and safety of occupants and/or are less serious breaches of legislation;
- **Low.** Problems, which present a low risk to the health and safety of occupants and/or are minor breaches of legislation.

There may be health and safety problems, which have direct impacts on education. A narrow corridor, for example, might be both a fire hazard and a cause of delay to class changeovers. In addition to categorising such problems in the *health and safety/security* columns, their impact should be also assessed in the *Direct Impacts on Education* columns, using the A-D categories.

Assessment of health and safety problems arising from breaches of legislation in relation to the existing fabric should be not be included here, since this aspect is covered as part of condition assessment.

### Figure 8 Examples of categorisation of health and safety/security problems

Accommodation problem	Impact
<b>High</b>	
Upper floor occupancy considerably in excess of capacity of the single staircase	Serious risk in the event of fire
Several laboratories have only one exit route	Ditto
<b>Medium</b>	
Lack of security alarm provision has resulted in a number of break-ins	Risk of theft or damage from further break-ins
Inadequate pupil toilet provision	Unsanitary conditions
<b>Low</b>	
Unsatisfactory benching layout in science laboratory	Risk of injury from equipment being knocked off benching, only mitigated by careful supervision
Inadequate boundary fencing	Security hazard

Supporting comments should be entered in this column to amplify, where necessary, the entries in the other columns.

Figure 9 shows a projected correlation between accommodation problems and the impact on educational standards.

Figure 9

Accommodation problem	Impact on school operations	Quantification
<b>Category A - Unable to teach curriculum</b>		
Too few science laboratories	The Science element of the National Curriculum cannot be taught to some pupils	Fewer lessons (number of teaching periods lost and average group size for those periods)
No disabled access to upper floor	Disabled pupils do not have access to Science and Art	Lack of disabled provision (ditto)
<b>Category B - Teaching methods inhibited</b>		
Too few general teaching spaces	Pupil numbers cannot be accommodated with preferred group sizes	Lessons with group sizes larger than preferred (number of teaching periods affected and average group size for those periods)
Too few drama spaces	Some Drama has to be taught in unsuitably small spaces, restricting range of teaching	Lessons in inappropriate spaces (ditto)
Music spaces too small	Cannot accommodate instruments needed for preferred activities	Lessons in inappropriate spaces (ditto)
Science laboratories lack ventilation	Range of experiments restricted	Lessons in inadequate spaces (ditto)
Inadequate playing field provision	School's preferred range of PE cannot be taught to some pupils	Lessons in inadequate spaces (ditto)
Technology equipment unsuitable for disabled pupils	Disabled pupils do not have access to some aspects of Technology	Lack of disabled provision (number of teaching periods affected and average number of pupils affected)
<b>Category C – Management or organisation of school affected adversely</b>		
Single science laboratory in isolated location	Lesson preparation is made difficult because preparation room is isolated from laboratory	Increased administrative workload for teachers (number of teachers affected)
IT space in isolated location	Pupils and teachers have to travel excessive distances at lesson changeovers	Shortened lessons (number of teaching periods affected and average group size for those periods)
Central corridor too narrow	Pupil movement at lesson changeovers is slow	Shortened lessons (ditto)
Too few offices	School administration inhibited	Lack of administrative support for teachers (number of teachers affected)
Catering facilities are inadequate	Some pupils cannot be offered hot meals	Non-availability of hot meals (number of pupils affected)
Hard play areas too small	Recreation inhibited	Poor quality recreational facilities (number of pupils affected)
<b>Category D - Pupil or staff morale or pupil behaviour affected adversely</b>		
Classroom too hot for long periods during Summer	Pupil concentration affected	Lessons in poor environment (number of teaching periods affected and average group size for those periods)
Inadequate insulation between music space and adjacent classroom	Pupils and teachers in adjacent classroom distracted by noise from music space	Lessons in poor environment (ditto)
Staff room too small	Staff have uncomfortable conditions for lesson preparation and management functions	Adverse effect on staff morale (number of staff affected)

### **The suitability Survey**

As can be seen within appendix 3 the LEA sent in an information pack to all schools in May 2000 inviting them to a two day workshop on how to complete the self review of the suitability assessment.

This workshop invited Primary schools to a 2-day workshop on assessing how suitability needs should be assessed. The workshop held at a Kingston Primary school essentially consisted of providing Headteachers with a 1 hour presentation on suitability assessments and why they were being conducted as well as giving an instruction on how to assess their own schools. In order to ensure consistency across the borough the Headteachers were invited to walk around the school and assess the suitability of the school utilising the DfES pro-formas supplied. Education officers had already evaluated the suitability of the school before the Headteachers were invited to make their own appraisal.

Once all the suitability questionnaires had been completed and returned the true suitability of the rooms and areas was revealed and a discussion was then held regarding any differences that were found by the Headteachers and working out why the rooms had achieved the various scores. This workshop was offered to all primary Head teachers on 2 alternative days.

The Secondary workshop also utilised the same workshop methodology and again the workshops were held on two alternative dates.

Once the schools had achieved consistency and understanding of the criteria regarding suitability assessments all schools were then written to providing them with the suitability data sheets (see appendix 3) and requesting their return June 2000.

On return of the suitability assessment forms the LEA then processed the data validating it inline with the DfES guidance. The data once validated was then returned to schools for agreement and consultation. The data was then submitted to the DfES for scrutiny.

After DfES appraisal of suitability assessment

The DfES awarded the Suitability assessment a satisfactory pass for the suitability however the DfES pointed out some issues that required further development those were

- Further support for the schools that did not attend the workshops
- Further Guidance to all schools regarding suitability issues
- Widening the terms of reference disabled access to greater than just wheel chair access
- Undertaking a curriculum Analysis of all Secondary schools
- Providing a Model Accommodation Schedule
- Reassessing some of the classifications against the Model accommodation Schedule

- Greater detail regarding outside play areas

In light of the fact that 50% of schools did not attend any workshops the LEA has employed a consultant (2002) to assess the school suitability on behalf of the school and then work with the school in partnership to develop the schools priority list for suitability. In conjunction with this the LEA have also realised further more detailed guidance on suitability assessments so that a meaningful discussion regarding the suitability of the school can take place with the consultant (please see Appendix 5). The same consultant practice has also on instruction from Kingston LEA undertaken a curriculum analysis of every secondary school and as can be seen from the analysis of the curriculum details the deficiencies related to the amount of space and the frequency of usage are determined

<b>GENERAL CLASSROOMS</b>							
<b>Existing Accommodation</b>				<b>Suggested Requirement</b>			
<b>English</b>	37(D 3)	English	49			English	50
	39(D 5)	English	48			English	50
	40(D 6)	English	50			English	50
	D4	English Resource	23			English	50
<b>Total english</b>	<b>4</b>		<b>170</b>	<b>4</b>		<b>200</b>	
<b>Mathematics</b>	2(A2 )	Mathematics	47			Maths	50
	3(A3 )	Mathematics	47			Maths	50
	4(A4 )	Mathematics	47			Maths	50
	5(A5 )	Mathematics	44			Maths	50
<b>Total maths</b>	<b>4</b>		<b>185</b>	<b>4</b>		<b>200</b>	

<b>Languages</b>	19(B 5)	Languages	42			Languages	55	
	20(B 6)	Languages	47			Languages	50	
	21(B 7)	Languages	44			Languages	50	
<b>Total languages</b>	<b>3</b>		<b>133</b>	<b>3</b>			<b>155</b>	
<b>Humanities Humanities/RE</b>	15(B 1)	History	59			Humanities	50	
						Humanities	50	
						Humanities	50	
	18(B 4)	History	42			Humanities	50	
	C5	hums	47					
	C4	hums	49					
	C6	hums	47					
<b>Total humanities</b>	<b>5</b>		<b>244.00</b>	<b>4</b>			<b>200</b>	
<b>RE</b>	B2	RE	41			R.E.	50	
<b>Total RE</b>	<b>1</b>		<b>41</b>	<b>1</b>			<b>50</b>	
<b>PSE</b>	<b>PSE</b>					PSE	50	
<b>Total pse</b>				<b>1</b>			<b>50</b>	
<b>Other</b>						General	50	
	C3	GNVQ	16					

	A1	SEN	43		
<b>Total other</b>	<b>2</b>		<b>59.0</b>	<b>1</b>	<b>50</b>
			<b>0</b>		

<b>Total general</b>	<b>19</b>		<b>832.00</b>	<b>18</b>	<b>905</b>
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<b>PRACTICAL SPACES</b>							
<b>Existing Accommodation</b>				<b>Suggested Requirement</b>			
IT/BUS	IT/BIS					IT/BUS	50
						IT/BUS	50
						IT/BUS	50
		C2	Business studies)	60			
<b>Total IT/Bus</b>	<b>1</b>			<b>60</b>	<b>3</b>		<b>150</b>
Science	Science	7(A7)	Chemistry	90		Science Laboratory	80
		8(A8)	Chemistry	90		Science Laboratory	80
		24(B10)	Science	90		Science Laboratory	80
		25(B11)	Science	90		Science Laboratory	80
		33(C8)	Science	90		Science Laboratory	80
		34(C9)	Science (inc C10)	90		Science Laboratory	80



<b>Total music</b>	<b>total music</b>	<b>1</b>	<b>107</b>			<b>1</b>	<b>100</b>		
Drama	Drama	41(D 7)	Drama	90			Drama	120	
<b>Total Drama</b>	<b>total drama</b>	<b>1</b>	<b>90</b>			<b>1</b>	<b>120</b>		
PE	PE		Gym 1	260			SportsHall	520	
			Gym 2	259					
		B3	PE classroom	42					
<b>Total PE</b>	<b>total PE</b>	<b>3</b>	<b>561</b>			<b>2</b>	<b>520</b>		
<b>TOTAL PRACTICAL</b>	<b>Total pract.</b>	<b>20</b>	<b>2084</b>			<b>19</b>	<b>1940</b>		
Hall	Hall		Hall	326			Hall	220	
<b>Total Hall</b>	<b>total hall</b>	<b>1</b>	<b>326</b>			<b>1</b>	<b>220</b>		
Library	Library	32	Careers	25			Library	130	
			Library	146					
<b>Total library</b>	<b>total library</b>	<b>2</b>	<b>171</b>			<b>1</b>	<b>130</b>		
IT Centre		26(C 1)	Computer studies	85			IT Centre	60	
<b>Total IT Centre</b>	<b>total IT centre</b>	<b>1</b>	<b>85</b>			<b>1</b>	<b>60</b>		
<b>TOTAL TEACHING</b>	<b>Total Teaching</b>	<b>43</b>	<b>3498</b>			<b>40</b>	<b>3255</b>		

The outdoors areas also identified in the DfES appraisal has been also addressed in the LEA's undertaking of the sufficiency assessments in measuring the building areas the external playing field areas as well as the site as a whole have been physically measured and assessed. The last but important issue regarding the accessibility of our school to special needs groups are dealt with in the next section of this document.



# **Appendix 6**



## APPENDIX 6

### SCHOOLS PREMISES CONSULTATIVE GROUP MEMBERSHIP AND CONTACT DETAILS

Group	Name	Email	Phone	Address
Head of Planning and Access LEA	Angela St John	Angela.st-john@rbk.kingston.gov.uk	8547 5247	RBK Guildhall 2
Property Manager	Nigel Simms	<a href="mailto:Nigel.simms@rbk.kingston.gov.uk">Nigel.simms@rbk.kingston.gov.uk</a>	8547 5249	RBK Guildhall 2
Health and Safety Officer	Lorna Mansell	<a href="mailto:Lorna.mansell@rbk.kingston.gov.uk">Lorna.mansell@rbk.kingston.gov.uk</a>	8547 5187	RBK Guildhall
Secondary Head Rep	Carol Campbell	<a href="mailto:carol.campbell@rbksch.org">carol.campbell@rbksch.org</a>	8942 1242	Coombe Girls School Clarence Avenue New Malden KT3 3TU
Secondary Head Rep	David Kemp (substitute)	<a href="mailto:dkemp1@rbksch.org">dkemp1@rbksch.org</a>	8974 1156/7	Chessington Community College Garrison Lane Chessington KT9 2JS
Primary Head Rep	Paul Jarman	<a href="mailto:paul.jarman@rbksch.org">paul.jarman@rbksch.org</a>	8546 7181	Latchmere Junior School Latchmere Road Kingston upon Thames KT2 5TT
Primary Head Rep	Jenny Titterton	<a href="mailto:jenny.titterton@rbksch.org">jenny.titterton@rbksch.org</a>	8390 2555	Surbiton Hill Nursery Centre Alpha Road Surbiton KT5 8RS
Special School Rep	Barry King	<a href="mailto:Bking1@rbksch.org">Bking1@rbksch.org</a>	8397 2672	St Philip's School Harrow Close Leatherhead Road Chessington KT9 2HP
PRU Rep	Vacant			

Diocesan Rep	John Russell	<a href="mailto:John.russell@dswark.org.uk">John.russell@dswark.org.uk</a>	7234 9213	Southwark Diocesan Board of Education 48 Union Street London SE1 1TD
Diocesan Rep	David Griggs	<a href="mailto:David@rcschools-southwark.org">David@rcschools-southwark.org</a>	01689 829331	Archdiocese of Southwark Commission for Schools and Colleges St Edward's House St Paul's Wood Hill Orpington Kent BR5 2SR
Secondary Governor Rep	M H B Morton	<a href="mailto:Mhbmorton@yahoo.com">Mhbmorton@yahoo.com</a>		49 The Roystons Surbiton Surrey KT5 8HH
Primary Governor Rep	Scott Fraser	<a href="mailto:Frasersathome@aol.com">Frasersathome@aol.com</a>	7418 2865	21 Kings Drive Surbiton KT5 8NG

# **Appendix 7**



## APPENDIX 7

### KINGSTON SCHOOLS PREMISES CONSULTATIVE GROUP DRAFT TIMETABLE FOR MEETINGS

Issued July 2002

Issue to be discussed	Date	Comments
Capital Programme 2003/2004	12 <sup>th</sup> September 2002 2pm to 4pm	The DfES timetable runs in advance of the Council decision-making timetable and officers were required to submit a draft programme for 2003/2004 in July 2002. The submission therefore had to be made as a draft programme subject to consultation and Member approval. It is important that the Group consider and comment on the proposed draft programme at the earliest opportunity before Member approval is sought.
Key Performance Indicators for 2002/2003  Schools Security Strategy	12 <sup>th</sup> September 2002 2pm to 4pm	There is a need to put KPI's in place for the remainder of the Serco contract to ensure that an acceptable level of service is achieved. The Group to consider KPI proposals in advance of the meeting for decision at the meeting. Group to develop a security strategy for schools.
Building Consultancy arrangements for 2003/2004 and beyond	12 <sup>th</sup> September 2002 2pm to 4pm	This issue needs to be dealt with at the earliest opportunity before the service specification becomes final.
Private Finance Initiative Bid	7 <sup>th</sup> November 2002 2pm to 4pm	The deadline for submission of a PFI bid is 17 <sup>th</sup> December 2002.
Health and Safety Issues	7 <sup>th</sup> November 2002 2pm to 4pm	We need to look at the responsibilities of schools and the Lea and identify where the gaps in knowledge and provision may be and consider ways in which the situation could be improved.

Bidding for scarce resources. Is this the best way?	7 <sup>th</sup> November 2002 2pm to 4pm	Is asking schools to submit bids for small pots of money the best method of ensuring the greatest needs are met?
A Premises Handbook	9 <sup>th</sup> January 2003 2pm to 4pm	Would this be useful for schools and if so, what should be in it? Should we seek to put all the relevant info on the website?
What do schools want from the LEA Property service?	9 <sup>th</sup> January 2003 2pm to 4pm	What sort of assistance do schools require from the Property team? Do schools want a more fully developed AMP service on a buy back basis?
Building Consultancy	9 <sup>th</sup> January 2003 2pm to 4pm	We should have more information on the progress of the selection procedure and may even know who the new consultants will be.
Procurement of property services in schools	9 <sup>th</sup> January 2003 2pm to 4pm	The group would have the opportunity to consider model procurement arrangements and consider what steps need to be taken to ensure that schools are aware of the correct procedures.
The Impact of the Schools Forum	13 <sup>th</sup> March 2003 2pm to 4pm	The LEA is obliged to facilitate the establishment of a Schools Forum, a consultative body, in line with the new financial arrangements for schools. The group could assess the impact of this group on revenue expenditure on schools premises.
The Capital Programme 2004/2005	13 <sup>th</sup> March 2003 2pm to 4pm	It would be useful if the group could consider the forward capital programme in time to meet the DfES deadline of July after achieving Member approval.

# **Appendix 8**



## APPENDIX 8

### MINUTES RB KINGSTON VA BUILDING CO-ORDINATION MEETING

16<sup>th</sup> July 2002

Present: John Braithwaite Director of Education and Leisure, RBK  
Angela St John Head of Planning and Access, RBK  
David Griggs Roman Catholic Archdiocese of Southwark  
John Russell Church of England Diocese of Southwark  
Alex Young Church of England Diocese of Guildford  
Derek Tullett Assistant Head, Tiffin School

- | <b>1.0</b> | <b>Minutes of the meeting on 28<sup>th</sup> May 2002</b>   | <b>Action</b> |
|------------|---|---------------|
| 1.1        | It was noted that Alex Young is the representative of the Church of England Diocese of Guildford and not the Roman Catholic Diocese.  |               |
| 1.2        | David Griggs is the representative of the Archdiocese of Southwark.   |               |
| 1.3        | JR was under the impression at the last meeting that £27,500 had been agreed for toilets at Hook St Paul's which is not reflected in the minutes.   |               |
| 1.4        | £90,000 for windows and doors at St Andrew's and St Mark's was agreed at the last meeting and is not included in the summary table at 4.  |               |
| 1.5        | The OLI scheme is a remodelling scheme rather than an extension.  |               |
| <b>2.0</b> | <b>Matters arising from the minutes</b>   |               |
| 2.1        | ASJ contacted the DfES regarding the £72,000 which we thought might be rolled over. Both Jane Mollinson and Paul Skuce said that the money could not be rolled over and this would not have been agreed.  |               |
| 2.2        | JB's recollection was that Paul Skuce had agreed. JB to contact him.  | JB            |
| <b>3.0</b> | <b>Progress on the 2002/2003 programme</b>  |               |
| 3.1        | St Mary's require a reduced amount at AY has arranged for the school to use DFC. The project now requires only £21,600 from LCVAP. AY can arrange for the proportion of DFC to be reduced to use more LCVAP if necessary. This project is ongoing and will be complete in September/October. The total cost of the scheme is £64,652: |               |
|            | <ul style="list-style-type: none"> <li>• Grant     £ 2,678</li> <li>• DFC       £33,909</li> <li>• LCVAP    £21,600</li> </ul>  |               |

The school has £45,424 DFC in total so the amount contributes leaves the school with a small sum for emergencies.

- 3.2 Malden Parochial is a Section 36 deal. It is providing 26 new nursery places for 3 year olds. Expected to be completed in 2002/2003.
- 3.3 The Tiffin scheme may run into difficulty as Serco cannot find a company able to do the sewer work within budget. The sewer connection will cost £27,000 of the total £30,000 budget. It was agreed that the Tiffin budget can increase from £30,000 to £50,000.
- 3.4 All the other schemes are on target to enable the LCVAP to be spent in year.

#### **4.0 Possible additions to the 2002/2003 Programme**

- 4.1 JR said Kingston St John's has a dead hut which the school want to replace at a cost of £150,000. The accommodation is not required to deliver the curriculum.
- 4.2 JR. Kingston St Paul's want to remodel the front of the school.
- 4.3 JR. Malden Parochial need to replace the boiler at a cost of £35,000. They also want to do some work to the ceilings at a cost of £9,000.
- 4.4 JB said that work of £9,000 should be done from DFC. JR said it has all gone into the nursery scheme, but agreed it needs to be paid from DFC.
- 4.5 JR. St Paul's Hook have slatted ceilings which attract dust and result in dust falling down. JR considers it a fire hazard. The same issue pertains at St Andrew's and St Mark's.
- 4.5 JR. New Malden Christ Church School is relocating the staff room. The school is funding this scheme themselves from DFC.
- 4.6 JR. Christ Church Junior school needs a new fire alarm at £16,000. This figure comes from the condition survey information and may not be on the high side.
- 4.7 DT mentioned the items recorded at 3.1 in the previous minutes i.e. Laboratory refurbishment and window renewal. The labs are his first priority.
- 4.8 DG. There are likely to be condition items known to NS and the remodelling scheme at OLI. DG feels the condition items must have priority.
- 4.9 DG St Agatha's are looking for £20,000 to undertake remedial work after the fire.

#### **5.0 St Agatha's fire and insurance issues.**

- 5.1 The recent fire at St Agatha's brought to the LEA's attention that the Catholic archdiocese and C of E diocese only insure 10% of school buildings to cover the GB's liability.

- 5.2 It seems that previously the LEA insured 65% of the risk. This now the responsibility of Governing Bodies. There are no definitive guidelines available from the DfES on this issue, although there seems to be some recognition that it is an issue. It is thought that the DfES has a working group looking at insurance issues.
- 5.3 It is clear from the comments of DfES officials that they do not expect to pay for remedial works from their emergency fund. Schools need to make a bid for LCVAP funds to make good the damage.
- 5.4 St Agatha's DFC is committed for this year and cannot support the work.
- 5.5 JB thinks GB's need to insure all of their buildings and should be able to do so from their formula funding. Insurance is a basic cost of running any maintained school.
- 5.6 Tiffin spends about £33,000 per annum on insurance. This excludes insurance for specialist items such as boats. As a GM school they had to take care of insurance, all GM schools did.
- 5.7 St Agatha's therefore need to bid from the only pot available ie LCVAP. It was agreed that the LEA underwrite the £20,000 required for work at St Agatha's. The school and the diocese need to bid to the DfES for an additional sum for this work.
- 6.0 2003/2004 Programme**
- 6.1 JB feels it is very important to over programme to ensure that funding is not lost due to slippage. Given the size of the sum available JB recommends over programming by £200,000.
- 6.2 AY There is the possibility of a large scheme at St Mary's. The church plan to sell land to help finance the governors 10% liability for the project. AY will have further information on costs by October 2002. The project may cost in the region of £500,000 to £750,000.
- 6.3 Malden Parochial needs a new boiler.
- 6.4 There is potentially a large package of works to be done at St Andrew's and St Mark's.
- 6.5 AY asked if the mechanical works at schools could be carried out with this funding stream. JB thought it could.

**7.0 Post Meeting Note - Funding**

7.1 JB has spoken to Paul Skuce at the DfES and was advised that the allocations were revised following the change in liability arrangements. He has confirmed that £72,000 can be rolled over from 2001/2002. **The**

**allocations for RBK for 2002/2003 are:**

Condition	£344,905
Modernisation	£123,595
LCVAP	£254,444
2001/2002 Rollover	£ 72,000
<b>Total</b>	<b>£794,944</b>

7.2 **Please note that these allocations represent 100% of costs including the Governors 10% liability.**

## 8.0 Summary of the 2001/2002 Programme

<b>School</b>	<b>Cost</b>	<b>Scheme</b>
St Mary's C of E Primary school	£100,000	Replace temporary class rooms
St Joseph's RC Primary School	£ 30,000	Toilet refurbishment
Tiffin School	£ 30,000	Drainage roll ov
St John's C of E Primary	£ 40,000	
St Agatha's RC Primary	£ 20,000	toilets
St Mary's C of E Primary	£ 20,000	Roll Over
Richard Challoner RC School	£ 40,000	Package of minor works
Holy Cross RC School	£ 56,000	Package of minor works
<b>Total</b>	<b>£ 336,882</b>	

8.1 **Total Planned Spend** **£336,882**  
 Minus rolled over schemes £ 50,000  
 Minus RC ineligible £ 20,000  
**Actual Spend in Year** **£266,882**

8.2 **Funds available 2001/2**  
 LCVAP £217,000  
 NDS Condition £173,382  
**Total** **£390,500**

8.3 **Under spend** **£123,500**  
 Minus agreed rollover £ 72,000  
**Total Under spend** **£ 51,500**

9.0	Summary of revised 2002/2003 programme		
	<b>School</b>	<b>Estimated Cost</b>	<b>Scheme</b>
	Tiffin	£50,000	Renewal of sewer connection etc
	St Mary's C of E Primary	£21,600	
	Malden Parochial	£25,000	nursery
	Malden Parochial	£47,000	work to offices
	Hook St Paul's	£38,000	toilets
	Hook St Paul's	£27,500	windows
	Surbiton Christ Church	£20,000	cladding
	St Paul's Junior School	£65,000	Toilets, cloaks and office
	St Agatha's primary	£55,000	Admin accommodation
	Corpus Christi Primary	£100,000	Roof repairs/toilets
	St Joseph's Primary	£100,000	Roof repairs
	Holy Cross	£100,000	Remodel admin
	St Andrew's and St Mark's	£90,000	Windows and doors
	Tiffin	£50,000	Lab refurbishment
	St Agatha's	£20,000	Underwritten fire work
	<b>Total</b>	<b>£809,100</b>	
9.1	<b>Total Planned Spend</b>	<b>£809,100</b>	
	<b>Funds Available</b>	<b>£794,944</b>	
	<b>Projected Balance</b>	<b>- £ 14,156</b>	
10.0	Projects to be considered for 2003/4 2004/5 programme		
	<b>School</b>	<b>Estimated Cost</b>	<b>Scheme</b>
	St Paul's Hook	£ 300,000	remodelling
	Our Lady Immaculate	£ 350,000	remodelling
	St Mary's	£ 750,000	Replacement of temporary accommodation
	<b>Total</b>	<b>£1,400,000</b>	
10.1	<b>Total Planned Spend</b>	<b>£1,400,000</b>	
	<b>Funds Available</b>		
	<b>Projected Balance</b>		
10.0	Date of next meeting		
10.1	Tuesday 5 <sup>th</sup> November 2002. Venue to be confirmed.		



# **Appendix 9**



## **APPENDIX 9 PRIORITISATION**

In order to develop partnership and co-operation between all parties involved with the Asset Management Plan, the grading structure must be simple, transparent and agreed. The following sections show how these targets within prioritisation are met

### Prioritisation within the school

The process for how the collection of data is achieved is described in the analysis of need sections Condition, Suitability and Sufficiency. The consultation process (see Section 5 Consultation) for each strand of need will normally involve a head teacher, a governing body representative a diocesan representative (if applicable), the LEA, and a professional surveyor (if applicable).

The outcome of this consultation process will help clarify & define the order of prioritisation of each strand of need & align responsibilities for those needs to either the LEA, School, Diocesan Authority (if Applicable) or combination of those mentioned. The ownership of responsibility for each item of condition is taken from a financial diminimus level that being £20,000 for primary schools and £30,000 for secondary schools. Any priority works below this level will be the responsibility of the schools to be funded from delegated revenue budgets and Devolved Formula Capital Funds. The order of events in determining needs of every school in the borough are the following.

### Condition Needs

1. The professional surveyor via an on site survey (currently September 1999) determines the main grades and priorities using the DfES scoring system D to A and 1 to 4 including a sub classification of each element to improve (see condition section page X).
2. Each school is sent a complete detailed report with photographs (January 2000) identifying the condition needs for the school for the next 5 years.
3. The schools are invited to consult (January - March 2000) on an individual on site basis to determine and agree the local priorities plus ownership of responsibility for each item identified in the condition survey.
4. As a result of the requested meeting a written response from the LEA is provided to each school, which identified the outcomes of the meeting (determining responsibility for condition need and any amendments agreed to the condition items)
5. A new Condition report with photographs is provided to each school that required an amendment or change in ownership to the condition items contained within the report.

### Suitability Needs

#### Prior to DfES appraisal

1. Schools are invited to 2 day primary and secondary school workshops demonstrating how suitability needs are qualified and graded (April – May 2000).
2. Schools provided with written guidance on how to assess suitability needs and given suitability pro formas to complete (see appendices 2, May 2000)
3. School provide returns June 2000
4. LEA Validate suitability returns and return to schools for approval (July 2000 –October 2000).
5. LEA completed suitability assessments to DfES

#### After DfES appraisal

1. All secondary schools are surveyed for curriculum analysis.(September 2001)
2. All Secondary schools are consulted regarding curriculum analysis (December 2001)
3. Agreement reached regarding the results of analysis (December 2001)
4. An accommodation schedule for all primary schools is distributed (March 2002) including new guidance for Suitability needs.
5. The schools are invited to consultation on an individual on site basis to determine and agree the local priorities plus ownership of responsibility for each item identified in the Suitability surveys.

### Sufficiency Needs

1. Professional measured surveys are conducted of every school (March 2000 – March 2001).
2. All Schools receive a Cad Drawing identifying the room classifications, room areas Net Internal (NIA) and Area Gross Internal Area (GIA).
3. All schools verify the accuracy of the areas drawn.
4. Once verification of the drawings is established schools are sent the Capacity Assessments which are derived from the Cad drawings for verification.
5. The schools are invited to consultation on an individual on site basis to determine and agree the Capacity assessment.
6. Written agreement provided by the LEA and the School to the Sufficiency Assessment.

Once all three classifications have been ascertained, each school will have three separate structured lists of locally agreed priorities identifying the highest needs applicable to their school.

### Schools Individual Overall Priorities

There is still a need to determine the schools overall priorities within the Asset Management Plan and demonstrate how those priorities identified “Join up” and relate to the other strategy documents, that are also geared to Raising Educational Standards, such as the Education Development Plan and the School Organisational Plan.

The schools determination of it's overall priorities should be to deliver the goals of the Asset Management Plan, which as described in the Asset Management Policy Statement are to

- Raise Standards of Educational Achievement.
- Maintain Existing premises in sound condition
- Ensure efficient and effective management of capital assets in the light of changing demographic needs
- Provide sustainable and energy efficient buildings that are consistent with local agenda 21 strategies
- Maximise value for money
- Increase community use of school facilities
- Provide for future needs of ICT base education

In order to assist the school in determining how these three separate needs can be utilised to meeting these objectives and in keeping with a transparency in the prioritisation process, it is essential that the schools be provided information on how the borough determines it priorities for Funding Capital projects. This enables practical alignment or representation of the schools priorities in comparison to the Boroughs commitment. Therefore the order of events in determining the schools Local overall priorities is:

1. The LEA provides all schools guidance on how the LEA will determine funding for capital projects. (see prioritisation with the borough/a statement of priorities)
2. The LEA provide all schools with a model of a school Policy AMP Statement with an action plan proforma and request that schools utilise this document to represent the school needs.
3. The schools are invited to consult on an individual on site basis to determine and agree the local overall priorities plus ownership of responsibility for the project identified.
4. Written agreement is then provided by the LEA to show that the Policy statement and Action Plan is representative of the three strands of need identified within the AMP which has clear and robust targets.

At the end of this process each school will have a clear understanding of what the needs of the schools are and the priorities that each of these needs are ranked in across the three strands of need which are Condition, suitability and sufficiency.

#### Prioritisation within the borough

Whilst it is accepted and welcomed that the DfES have significantly increased the capital investment programme, it is also generally accepted that not all the schools' needs highlighted by the Asset Management Plan will be rectified immediately. This is due to the extent of the backlog of condition-related work and the money available in any one year. Therefore there is a likelihood that schools will be competing for the same resource in any one year.

In this regard the Asset Management Plan will be used to determine the school with the greatest need. In its simplest context schools that demonstrate one strand of need can be generally prioritised in the following example.

E.g. A school with a condition priority 1 Grade D has a greater need than a school with a condition priority 2 Grade C. Essentially the school with the highest need is the boroughs first priority. Therefore when schools are evaluating their proposed needs to the LEA it is logical for the school to present it highest needs in order to derive funding.

When looking at individual categories this simple mechanism ensures a fair and transparent prioritisation, which allows for future predictive funding regimes i.e. the AMP 5 year planning cycle.

Where more than one priority of need is established e.g. demonstrating the highest need in all three categories this cumulative need would be seen as a higher priority than a school with one strand of need at the same priority. This logical determination would also follow through down to two strands of need verses one.

It is also likely however that lower priority needs may be cost effectively dealt with at the same time as the higher priority need in these circumstances the following criteria must be met for supplementary work to be included within a higher priority package:

- Supplementary needs should be preferably identified either for completion within 2 years of the main need (if a condition or sufficiency item) or be classified as a priority B (if related to suitability);
- Cost savings above and beyond any inflationary cost resulting from delayed implementation should be demonstrated by the work (i.e. deterioration would result in a significantly higher cost if the work was not advanced);
- Added value in educational terms should be demonstrated by combining the work (e.g. by minimising disruption to provision where works can only be conducted during term time).

In some circumstances, consideration will be given to increasing the scope of a project where this would lever in additional funding not otherwise available to the education service. In these circumstances the cost saving criterion above would not need to be met.

Essentially whether the schools are forwarding one or 3 strands of need the LEA's has a commitment to not only meet the goals set out in the AMP but a commitment to meet its statutory duties and the highest priorities drawn from strategic plans,

The statutory duties and strategic plan objectives which form the basis of the Statement of Priorities for the period 2002-05, which are set out below.

- Provision of school places to meet local demand
- Maintaining a safe working environment and compliance with health and safety legislation
- Literacy and numeracy in primary (EDP Priority)
- Enhanced science and design & technology to meet key stage 3 and 4 improvement targets (EDP Priority)
- Embedding of foundation stage curriculum and provision of places for 3 year olds (EDP Priority)
- Supporting the LEA policy on inclusion
- Funding for all priority 1 condition needs ( that have an impact on curriculum delivery)

- Reducing the estimated value of priority 2 investment needs over the period 2002-04
- Increasing thermal efficiency of buildings and the efficiency of heating systems to bring about environmental improvements and reduce running costs
- Reducing the proportion of temporary accommodation in permanent use (demountable and Horsa units)

Within the Statement of Priorities, the LEA will therefore seek to translate the statutory duties and strategic plan objectives into tangible investment criteria linked to raw investment need data identified through condition, suitability and sufficiency assessments.

*The property strategic priorities for the school estate will be formally developed as part of the Corporate AMP and will in the longer term encompass wider estate management objectives above and beyond those currently proposed, which relate primarily to condition and energy efficiency.*

## Schools Asset Management Plan

### STATEMENT OF CAPITAL INVESTMENT PRIORITIES 2002-05

STATUTORY DUTIES	RANKING	CRITERION	DEFINING CHARACTERISTICS OF THE INVESTMENT NEED	TARGET for the period 2003-05	ANTICIPATED SERVICE IMPACT OF ACHIEVEMENT OF TARGETS	SCHOOLS PROPOSED FOR 2002/03 PROGRAMME	WORKS	BUDGET COST 2002/03	FUNDING SOURCE
Provision of school places (maintaining existing levels of provision)	1a	Urgent work to keep schools open	Deficiency has resulted in closure or partial closure of the service or will cause immediate closure (condition priority 1)	100% of all issues which caused closure in this period addressed	No further loss of curriculum time due to service closure		(To confirm related to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital
Duty of care and Health and Safety at Work Act	1b	Urgent work to address health and safety issues where a high risk to occupants has been identified	Deficiency has resulted in closure of a facility required to meet essential service standards (condition priority 1) or creates an immediate high risk to the health and safety of occupants (condition priority 1 or suitability H)	100% of all issues which caused closure addressed	No further loss of curriculum time due to service closure		(To confirm related to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital
Provision of school places (additions to or reduction in places to match projected demand patterns)	2a	Work to meet the LEA's statutory responsibility to manage the supply of school places	Identified; within the School Organisation Plan as an issue to be addressed in relation to Basic Need or Surplus Place Removal.	Ensuring sufficient capacity in all areas to meet forecast demand	Ability, in all areas and all schools, to offer the full range of the curriculum, irrespective of changing patterns of demand	See attached summery.	Projects incorporating all elements of need - sufficiency, suitability and condition	(TBA)	Basic need, targeted capital, ring-fenced capital receipts credit approvals related to SEN statutory proposals, devolved formula capital

STATUTORY DUTIES	RANKING	CRITERION	DEFINING CHARACTERISTICS OF THE INVESTMENT NEED	TARGET for the period 2003-05	ANTICIPATED SERVICE IMPACT OF ACHIEVEMENT OF TARGETS	SCHOOLS PROPOSED FRO 2002/03 PROGRAMME	WORKS	BUDGET COST 2002/03	FUNDING SOURCE
Duty of care and Health & Safety at Work Act	2b	Work to address less serious breaches in health and safety legislation or meet other statutory requirements	Legislative breach has the potential to result in closure of facility required to meet essential service standards (condition priority 2 or suitability A)	No closure or partial closures arising from deterioration of health and safety standards	No loss of curriculum time due to service closure		(To confirm relating to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital
Provision of school places (maintaining existing levels of provision)	2c	Works to ensure the continuing availability of existing levels of provision	Deficiency could be expected to cause significant disruption or result in closure or partial service closure within the next 12 months (condition priority 2)	No closures or partial closures arising from facilities life expired but operational at the start of 2002/03	No loss of curriculum time due to service closure		(To confirm relating to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital
Provision of statutory school places (utilising exiting levels of provision)	3	Investment to support the regeneration of provision	Part of a comprehensive school regeneration plan, where accommodation deficiencies are considered to be a barrier to progress in meeting other improvement targets, including recruitment to take up available places (condition priority 2 or suitability category A/B)	Reduction in under-subscription in line with targets agreed on a school by school basis.	Enhanced curriculum provision, including the development of specialist status, where appropriate		(To confirm relating to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital

Maintaining places for 3 year olds.	4	Provision of additional places for 3 year olds in maintained, private or voluntary sector settings.	Partnership projects, supported by the Early Years & Childcare Development Partnership and located in a n area identified in the EYD&CP as a priority for additional places.	100% of partnership projects proposed funded.	Maintenance of provision of places for 3 year olds.		(To confirm related to proposed schemes)	(TBA)	
Reduction in volume of priority 2 condition works	5	Investment to prevent significant failure in building fabric and services	Fabric of services installations are considered life expired and failure to address the deficiency will result in a disproportionate increase in short term maintenance costs	5% decrease in DfES priority 2 works and no works migrating from priority 2 to priority 1	Enhanced VFM. Short term disruption (e.g. from roof leaks, breakdown of service installations) reduced. Improvement in the environmental performance of buildings		(To confirm related to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital.
Investment to support literacy and numeracy curriculum in primary schools.	6	Work in primary schools to address category B suitability deficiencies in classroom accommodation.	Percentage of optimum number of classrooms categorised as B, qualified if necessary by a) the extent of compounding deficiencies in other teaching accommodation and then b) the extent of compounding condition issues in affected teaching spaces.	No school has more than 50% of its classrooms classified as category B.	Disruption to pupil learning reduced as a result of improved (direct) access to water, ICT, WCs. Improved access to the curriculum resulting from provision of appropriate space		(To confirm related to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, developed formula capital.
Investment to support enhanced performance in KS3 and KS4 science, design & technology	7	Works in secondary schools to address category B suitability deficiencies in science and design & technology	Percentage of optimum number of specialist spaces categorised as B, qualified if necessary by a) the extent of compounding deficiencies in other teaching accommodation and then b) the extent of compounding condition deficiencies in affected accommodation.	No school has more than 30% of its science and design & technology accommodation classified as category B.	Short term: reduction in percentage of KS3/4 provision delivered in adequate facilities. Long term: improvement in KS3 and GCSE results.		(To confirm related to proposed schemes)	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital.

Inclusion of pupils with SEN in mainstream provision	8	Works to enhance access to the curriculum for pupils with physical disabilities, hearing or visual impairment, in mainstream schools.	Provision of appropriate facilities for primary aged pupils at neighbourhood schools and for secondary aged students at the most local provision within the planned pattern of geographically designated settings.	Percentage of primary aged pupils with SEN placed in neighbourhood school with appropriate facilities. Reduction in the number of secondary aged students travelling more than x miles to appropriately accessible provision.			(To confirm related to proposed schemes)	(TBA)	Schools Access Initiative, devolved formula capital.
Embedding of the foundation stage curriculum,	9	Works to support enhancement of the foundation stage curriculum	Provision of direct access to appropriate WC provision and outdoor covered play facilities	80% of foundation stage classes have direct access to both WCs and covered play.	Short term; reduction in learning time lost due to remote sanitary provision and increased opportunities for use of outdoor activities as an integral part of the curriculum. Long term; enhancement in added value baseline to KS1.		(To confirm related to proposed schemes).	(TBA)	NDS condition, modernisation funding, locally determined capitalised maintenance and improvement funds from capital receipts, devolved formula capital.
Additional places for 3 year olds	10	Provision of additional places for 3 year olds in maintained, private or voluntary sector settings.	Partnership projects supported by the Early Years and Childcare Development Partnership and located in an area identified in the EYD&CP as a priority for additional places.	100% of partnership projects proposed funded.	Progress towards meeting requirement for provision of places for 3 year olds.		(To confirm related to proposed schemes)	(TBA)	Special grant

It is however also conceivable that a percentage of schools fall within an equal grade or priority shown within the Statement of priorities. In this situation the process will be to align those projects to these criteria:

- The robustness of the Schools Asset Management Policy document and Action plan
- Meeting the LEA's statutory duties in provision of education
- Maintaining a safe working environment and compliance with health and safety legislation
- Meeting the LEA's strategic priorities e.g. EDP, SOP, EYDCP, SEN development plan
- The extent to which the investment would meet school improvement objectives explicitly articulated within a school development plan or key issues from an Ofsted report.
- The number of pupils affected by the current outstanding need.
- The relative costs effectiveness of each project in terms of delivery, including potential long-term savings.
- Affordability within the resources available for allocation at that time
- The ability and willingness of the school to contribute to the cost of the scheme from devolved capital funds.

Assuming that are strands of need are clearly define it should be theoretically possible to then make predictive programme over the next 5 years as to what the capital investment programme will be for the next five years. However it is essential to the transparency of this process that schools are afforded the opportunity to challenge the ranking afforded to their school in terms of the boroughs priorities throughout the whole process.

#### The Asset Management Working Group.

As indicated earlier the AMP working group consisting of Headteachers, governors and diocesan representatives are able to evaluate and arbitrate the case between two schools and make a recommendation to cabinet for approval for that financial year. It should also be noted that the school that does not receive funding for that financial year is going to be one of the highest priorities for the next financial year.

#### **Cabinet approval of the priorities for investment in any one year**

Proposals for inclusion in the Council's Capital Programme are presented for scrutiny and comment to the Education Over View Panel. Overview panels are able to receive delegations from schools and the school-working group about agenda items to be considered at a particular meeting. This process enables a school to present their individual case to the overview panel when the capital programme proposals are being considered.

The Education Over View Panel's comments and recommendations are considered by the Cabinet in determining its recommendations on the capital programme priorities. The cabinet recommendations are then considered for approval or amendment at a meeting of the full council.



# **Appendix 10**



## APPENDIX 10

### MODEL OF LOCAL SCHOOL POLICY COMMITMENT AND STATEMENT

#### Springtime Primary School

#### Asset Management Policy Statement

As a school committed to providing schools premises that are suitable, sufficient and in sound condition, *Springtime Primary School* Governing Body aims to meet its educational and social responsibilities through the implementation of the following Asset Management Policy.

The School's policy underpins the Authority's Asset Management Plan at a local level by corporately committing itself to the efficient, effective, economic maintenance and improvement of its buildings and to the raising of educational achievement.

The governors of the school recognise the importance of a "whole School approach" to *Springtime Primary School's* Assets and the provision of education and aims to demonstrate its commitment through the implementation of the Action Plan.

#### Approach

The commitment to Asset Management at *Springtime Primary School* will focus on these main areas:

- ◆ To raise standards of educational achievement
- ◆ To maintain existing premises
- ◆ To ensure efficient and effective management of capital assets in the light of changing demographic needs
- ◆ To provide sustainable and energy efficient buildings that are consistent with local agenda 21 strategies
- ◆ To maximise value for money
- ◆ To increase community use of school facilities
- ◆ To provide for the future needs of ICT-based education.

The *Springtime Primary School* Governing Body will adopt the following systematic approach to Asset Management:

- ◆ **Commitment**
  - ◇ At Governing body level
  - ◇ At senior management level
  - ◇ Through the organisational structure of the whole school
- ◆ **Understanding the school needs on the basis of :**

- ◇ The Condition Survey
- ◇ The Suitability Survey
- ◇ The Sufficiency Assessment
- ◇ Other strategy documents (Education development plan)
- ◆ **Planning and organisation**
  - ◇ Adopting a policy
  - ◇ Setting objectives and targets
  - ◇ Preparing action points
  - ◇ Defining roles and responsibilities and the tasks attached to them
  - ◇ Identifying barriers and opportunities
- ◆ **Implementation**
  - ◇ Identifying initial and ongoing investments
  - ◇ Developing awareness and training
  - ◇ Integration into School Development Plan
- ◆ **Monitoring and Evaluation**
  - ◇ Monitoring performance
  - ◇ Undertaking regular Asset audits (Building and managerial)
  - ◇ Assessing performance against targets (Building and managerial)
  - ◇ Feedback and continuous improvement.

## Targets

The targets to be pursued will reflect the priorities established in our School Development Plan.

In the medium to long term, these targets will include:

The completion of all priority 1/Condition D works identified in the Condition Survey (2000) by 2003

The completion of all Category A works identified in the Suitability Survey (2000) by 2004

The completion of all Priority 1 works identified in the Sufficiency Assessment (2001) by 2005.

These targets will be addressed in the following proposal for development at springtime school.

- E.g. Demolish building with condition D1 works suitability A works and Sufficiency priority 1 need and replace with building that provides springtime primary school with a “school for the future” (see feasibility proposals LEA funding).
- E.g. repair/replace guttering in flat roof space currently leaking into classroom resolving condition D1 priority suitability A/B. (Schools Devolved Capital Formula DFC)

The priorities and targets, which the school has identified, flow directly from the school's priorities as identified in the School Development Plan.

In addition to the requirements of relevant legislation and the LEA's EDP, the Plan will also be influenced by the Authority's School Organisational Plan and Admissions Forum, which will be determining issues in terms of capital investment for additional pupil places and the removal of surplus places.



# **Appendix 11**



## APPENDIX 11

### EDUCATION OVERVIEW PANEL MEMBERS

Councillor Dennis Doe (Chairman)  
Councillor Maureen Rowley (Vice Chairman)

Councillor Kevin Davis  
Councillor Sue Baker  
Councillor Sheila Griffin  
Councillor Dilys Coy  
Councillor Ghazala Hayat  
Councillor Bart Ricketts  
Councillor Rob Lee

#### Non Elected Voting Members

##### Church Representatives

Miss Margaret Chittick (Roman Catholic)  
Mr John Russell (Church of England)

##### Parent Governor Representatives

Vacancy  
Vacancy

#### Advisory Members

Paul Jarman (Representing Primary/Special  
School Head Teachers)  
Maire Partridge  
(Representing Teachers/Lecturers)

John Rook (Representing Secondary School  
Head Teachers)  
Vacancy



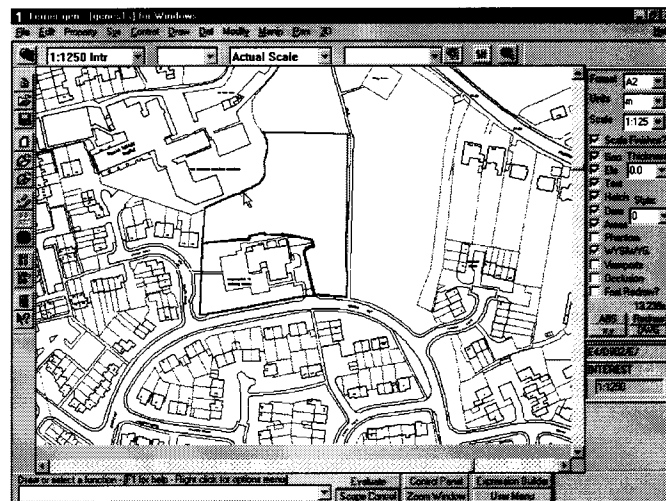
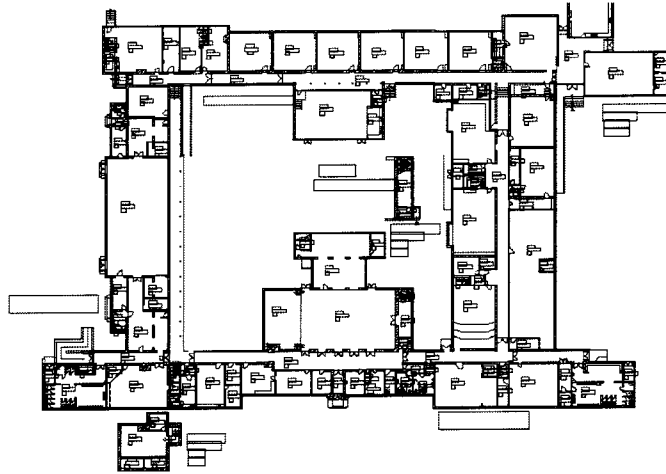
# **Appendix 12**



## APPENDIX 12

### THE PROPERTY DATABASE

The Property Management System fully integrates drawings, textual data and terrier maps in the same database. There are thus three integrated aspects to the Property Management System. Firstly, the system incorporates a full Computer Aided Design (CAD) module, with advanced drafting functionality and allows previously drafted technical drawings to also be manipulated.



This enables site plans, building plans, and other drawings to be produced and manipulated. The system provides a unique method of linking data from the drawings, such as areas and counts of sanitary ware, to other modules, typically the relational database. Secondly, it can load and display Ordnance Survey maps, together with the background data associated with these maps. CAD drawings may also be superimposed on the maps. It is possible to go directly to the correct map location from either of the other two system components.

The third aspect of the system is a relational database, providing access to the extensive property data. Numerous input forms are included, and reports generated. From input forms, direct access is provided to both the CAD drawings and the maps. It is also possible to display photographs and other bitmaps.

The system thus represents a fully integrated drawing, mapping and textual database. A change in a drawing, for instance a room area, will be reflected in updated area data in the relational database when these are synchronised by [genesis]. Similarly, the drawings will be updated if database data is changed. This provides total concurrency of data.

The System Core is the basis of the [genes 1 s] Property Management System. It provides the necessary hierarchical linkages between sites, establishments, buildings, rooms and components or assets. The Core also allows database descriptions, listings and connectivity of major features such as:

- Boundaries
- Wayleaves
- Rights of way
- Site descriptions
- Tree protection
- Orders
- Room usage
- Capacities
- Building areas
- Construction details
- Gross site areas

Digital map data, in either raster or vector format, is constructed from loading OS tiles into seamless maps. Pull down selections allow mapping navigation at many different scales, reflecting more or less detail as required. Additional graphics and data information entered onto the maps allow full Terrier or GIS applications.

The system is able to maintain extensive data on assets. Access is provided to asset details such as:

- Value
- Historic value
- Residual value
- Valuation frequency
- Depreciated value
- Operational life
- Full asset amendment and detail histories
- Value of additions and value of subtractions

The full database facility incorporates automatic calculation of Department For Education and Employment (DfES) standards with regard to all regulations in this area, either selectively, or for all schools.

There is full database reporting on:

- Minimum Teaching Areas
- Minimum Site Areas
- School Capacity Calculations
- Sanitary Fittings
- Teaching Area versus Non Teaching Area
- Performance

Drawings are automatically linked to provide areas, room usage's and components such as sanitary fittings information directly to the database. This module includes the following features: Lease details, including renewals, diary dates, termination's, responsibilities and restrictions, actions, rates, servicing, and sub lets, etc.

Provision is made for acquisitions past and present, and details such as address, controlling committee, area of land, allocated site ID, date of acquisition, area purchased, deed reference no, and price etc. are included. Similarly, disposals past and present are provided for, and details such as address, controlling committee, area of land, allocated site ID, date of disposal, area purchased, deed reference no, and price etc. are included.

The module holds all the maintenance information including Minor Works, Major Contracts, Major and Minor Works Guarantees, Full Maintenance Guarantees, full construction details and Contractor address and contact details. Cleaning tasks are pre-defined in the system, with length of time and equipment requirements entered. These tasks are selected for each room with task frequencies. The room area is a factor for the calculation of time requirements, which in turn governs the staff requirements for the cleaning tasks. Depending on the number of staff required for regular cleaning and the number required for irregular items, the wage, equipment and cleaning costs are calculated.

## **Consultation**

RB Kingston recognises the importance of the involvement of all stakeholders in achieving good asset management. We recognise that this aspect of our work was not as strong as it needed to be and therefore a new group made up of representatives of all the stakeholders has now been established known as the Schools Premises Consultative Group.

### **The Schools Premises Consultative Group**

The Schools Premises Consultative Group is made up of representative Head Teachers, school governors, Church of England and Roman Catholic Diocesan representatives and Council officers, including the corporate officer with responsibility for Health and Safety. This group was established in June 2002 after a very difficult year for RBK due to staff vacancies. This group and the Education Overview Panel of elected members will be influential in the future development of policies and strategies for schools premises, such as the School Security Strategy.

The terms of reference and membership list of the Schools Premises Consultative Group are attached as Appendices 1 and 3. The Group's forward programme of work for the next academic year is attached as Appendix 7.

### **The Voluntary Aided Schools Group**

This group is made up of representatives of the voluntary aided schools in the Borough. RBK has one Voluntary Aided school which is not affiliated to a church, Tiffin Boys school. This group meets regularly to discuss the premises needs of VA schools and discuss the relative priority of the schemes put forward for the Locally Co-ordinated Voluntary Aided Programme. A copy of the minutes of a recent meeting is attached as Appendix 8.

The diocesan representatives on this group are also members of the Schools Premises Consultative Group providing a link and continuity between the two groups.

### **Partnership Meetings**

The Director of Education and Leisure Services, together with other senior officers, meets regularly with the head teachers of primary schools and secondary schools respectively. These meetings provide an opportunity for heads to raise and discuss schools premises issues of general concern.

### **Governor Forum**

As with head teachers, the Director of Education and Leisure, with senior officers, meets regularly with Chairs of governors, providing an opportunity for matters of general interest regarding schools premises to be raised and discussed.

### **Prioritisation Criteria**

Although the DfES is making more funding available now than was available in the past. It is still not possible to meet all of the identified needs at once or even in the immediate future. It is therefore necessary to have a system of prioritisation that all stakeholders feel is rational, equitable and represents good value for money. This is not easy to achieve.

The Statement of Priorities document sets out how the LEA and schools arrive at decisions on what the priorities are.

Kingston has developed a prioritisation matrix submitted previously and contained within Appendix 9. This has helped to identify the most pressing priorities. However, the needs presented are often complex and can represent condition, suitability and some sufficiency needs at the same time.

It is very difficult to weigh up one school's suitability needs against another schools condition needs for example. In other cases, funding from another source may make it possible to carry out a scheme which may not be the highest priority. In this case a pragmatic approach seems sensible rather than lose the external source of funding.

As part of our reassessment of the Local Policy Statement and the Statement of Priorities we have reconsidered the prioritisation arrangements in the light of experience and changing circumstances.

The Statement of Priorities sets out at length how the LEA arrives at decisions on priorities.

The LEA assists schools to prioritise for themselves by encouraging them to complete their own asset management plan. A model plan has been provided and attached at Appendix 10.

### **Achieving Consensus and Transparency**

We believe we have more to do to achieve agreement and consensus among schools on the criterion for prioritisation. We will be working further with the Schools Premises Consultative Group to develop a system which better reflects the complexities encountered in practice and to ensure that schools feel the system is fair and transparent.

The terms of reference for the Schools Premises Consultative Group make it clear that their role is consultative and advisory, they are not in a position to make a final decision on the programme of works, this is the role of elected members. In cases of dispute therefore, the Education Overview Panel will have an important role in considering the recommendations of the Schools Premises Consultative Group and in turn making recommendations to the Executive.

We will be consulting with the Group and Members on this draft Local Policy statement and the Statement of Priorities. They will have the opportunity to comment on both documents.

It is not our intention to reproduce the details of the Statement Of Priorities here. The following is a brief summary of how we believe the system of prioritisation adopted by Kingston can lead to more consensus among schools:

- Schools are invited annually to state what they consider their highest priority schemes to be
- LEA officers consider the priorities arising from the AMP data (see Appendix 9).
- LEA officers consider the priorities arising from the strategic objectives of the Council
- LEA officers consider the priorities arising from the EDP, the School Organisation Plan and other statutory plans
- LEA officers consider government priorities
- LEA officers conduct option appraisals of individual schemes in consultation with the relevant school

- LEA officers consider the funding streams available to supplement DfES and Council resources
- LEA officers consider the predicted resources available and the likely time scale for achieving the schemes

All of the above is assessed against the agreed prioritisation matrix and the resulting draft capital programme is put to the Schools Premises Consultative Group for consideration. The views of the group are put to the Capital Programme Working Party for larger schemes or those involving community partnerships. The Group make comments and recommendations to the Education Overview Panel of elected members who have the opportunity to debate the issues involved and in turn make representations to the Executive. The membership of the Overview Panel is attached at Appendix 11.

In the above scenario therefore the prioritisation matrix becomes an essential prioritisation tool rather than the final determiner of successful schemes. Schools are aware of the prioritisation matrix and take this into account in arriving at their school priorities.

It is not envisaged at this stage that either the Schools Premises Consultative Group or member of the Education Overview Panel will be involved in the option appraisal process. Option appraisal will be undertaken by officers and reported to both the Group and the Panel if required.

## **Monitoring and Evaluation**

### **Feasibility Studies and Option Appraisal**

Having prioritised need, RBK where resources allow, will then conduct feasibility studies of the proposed works and consider the costs and benefits of alternative solutions. For some repairs and minor capital works, the solutions to particular premises problems may be clear-cut. For larger projects, however, consideration of a range of options is needed for a rationally based decision. Analysis of the main life-cycle costs and benefits of each option will help to establish the most effective and economic solution.

From the feasibility studies and option appraisals there will be a list of projects that address the prioritised needs. These projects in turn will be prioritised as to how well they address the needs and their comparative value for money.

It is unlikely that the DfES will fund all the projects identified within the Asset Management Plan and constraints on resources. Will therefore mean that only the highest priority and projects offering Best Value will proceed.

In prioritising projects, RBK will look at the best way of funding the projects. These possible funding routes include:

- Borrowing by RBK supported by DfES credit approvals;
- Capital grant provided to RBK by the DfES through the New Deal for Schools;
- Capital and repair grant provided to Voluntary Aided schools by the DfES;
- Capital grant made available by the DfES to RBK and governors on a one-off basis to tackle particular issues (for example sizes or outside lavatories);
- Capital receipts;
- RBK's own resources, including revenue budgets;
- Investments by governors from their own delegated resources;
- Fund-raising by governors and others;
- Private investment seeking a return through PPP's (usually underpinned by PFI credits issued by the DfEE).

As recommended by the DfEE, RBK and its partners will consider the scope for PPP's for major investment decisions. We will therefore examine the current and future progress of PPP's within other LEAs for their demonstrable applicability to RBK schools.

PPP's could include the building and rebuilding of individual schools, repair and maintenance of groups of schools, and service specific projects (e.g., energy management) across all the schools in the Authority. Option appraisal within the Asset Management Plan process will be used to identify where PPP solutions might be the best way to tackle funding.

When examining the costs associated with the works needed, financial appraisal will consider these objectives.

- To determine which investments, among all the possibilities, make the best use of the capital investment.
- To ensure optimum benefits from each investment
- To minimise risk to the enterprise
- To provide a basis for subsequent analysis of performance of the investment.

We will achieve these objectives by using financial appraisal methods such as Discounted Cash Flow or NPV/capital ratio, which takes into account the projects lifetime. The use of these financial appraisal methods will be incorporated into the computer property database and therefore is an automatic process within Asset Management Planning. RBK recognises that a clear and consistent Asset Management Plan will not only secure improved confidence from the DfEE in Capital funding allocation but also in potential private sector partners, i.e. PPP opportunities.

## Implementation, Review and Evaluation

### Implementation

In this stage the favoured options are further developed, funding and procurement issues are finalised, and approved schemes included within the appropriate council's capital programme.

On completion of the proposed works, and consistent with good stewardship of the premises, RBK will encourage schools to draw up and implement planned maintenance programmes.

The purpose of implementing a planned maintenance programme will be to:

- Identify works required to maintain the use and value of the premises;
- Programme the repair and maintenance works in-order to:
  - maintain a specified level of performance of services, internal environment and operating characteristics of the building;
  - Ensure minimum disruption to the operation of school;
  - Match forecast levels of funding.
- Provide a tool for budgeting and financial management.

Schools may already have identified these criteria and have maintenance programmes for the existing premises. However RBK will direct schools to appropriate sources for advice and guidance, where required, help schools develop maintenance programmes and monitor their adequacy when in operation

### Review

The Asset Management Plan will be dynamic in nature. The evolving programme will need to reflect constant change and outcomes from capital and maintenance programmes, as well as the requirements of new policies and initiatives. This effectively means the periodic re-prioritisation of projects, identification of new needs and the reassessment of the assumptions made within the Policy Statement where appropriate.

### Feedback and Consultation With Schools

For each of the two elements already completed (Condition and Suitability) the LEA has provided individual schools with the data and has offered feedback and consultation on an individual basis a representative of the Governing Body is also invited to attend. Usually one of the LEA's technical advisers is also present to address any technical issues.

This serves as a two way process. Whilst the school is able to have access to the technical expertise and gain an understanding of the professional aspects of property management, the LEA also receives feedback from the school on both the process and the outcome. This will be an important element in any evaluation exercise of the Asset Management Plan.

It is proposed to develop an annual monitoring and review system which will enable both the LEA and the schools to review progress made in the previous year. The access to the web site will make this process an interactive one and render the instant availability of up to date information a real advantage.

## **Evaluation**

RBK intends to evaluate how the Asset Management Plan has worked in practice every five years.

The assessment will judge how the Asset Management Plan has contributed to achieving the goals, aims and objectives of RBK as stated within the Policy Statement

- ◆ Raise Standards of educational achievement
- ◆ Maintain existing premises in sound condition
- ◆ Ensure efficient and effective management of capital assets in the light of changing demographic needs
- ◆ Provide sustainable and energy efficient buildings that are consistent with local agenda 21 strategies.
- ◆ Maximise value for money
- ◆ Increase community use of school facilities
- ◆ Provide for the future needs of ICT-based education.

RBK also intends to show how the Asset Management Plan has contributed to the quality of capital management. This essentially also means a evaluation of the way capital programmes are managed before the arrival of the Asset Management Plan. RBK will also co-operate with the DfES in providing information to enable the national impact of the Asset Management Plan policy to be evaluated.

The LEA as shown earlier within the AMP prioritisation section is offering a model Asset Management Policy to all schools which invites schools to develop and subscribe to a set of principles which will guide their decisions at a local level in the management of their premises. This is currently being recommended to Governing Bodies and a number of favourable comments on the policy have already been received.



# **Appendix 13**



## APPENDIX 13

### THE ELEMENTS OF CONDITION

Major element	Sub-element	Major element	Sub-element
<b>1. Roofs</b>	Flat roofs Structure Coverings and insulation Drainage Other Pitched roofs Structure Coverings and insulation. Drainage Other	<b>7. Mechanical services</b>	Heat source and equipment Heating Distribution Controls Hot and cold water Storage tanks and equipment Distribution Gas distribution Ventilation Air conditioning Other
<b>2. Floors and stairs</b>	Ground floor Structure Screed and finish Upper floors Structure Screed and finish Staircases Structure Treads and risers Soffit finish Other	<b>8. Electrical services</b>	Control gear Power Wiring Fittings Lighting Wiring Fittings Fire Alarms Intruder Alarms Lightning protection Communications systems Lifts and hoists
<b>3. Ceilings</b>	Ground floor Upper floors	<b>9. Redecorations</b>	External Internal
<b>4. External walls, windows and doors</b>	Walls Structure External linings/finishes Internal linings/finishes Windows and doors Framing Glazing Ironmongery	<b>10. Fixed furniture and fittings</b>	Teaching Science Technology Other Non-teaching Kitchen Other
<b>5. Internal walls and doors</b>	Walls and partitions Structure Linings/finishes Doors and glazed screens Framing Glazing Ironmongery	<b>11. External areas</b>	Roads and car parks Paths and pedestrian paved areas Soft landscaping Walls, fences and gates Ancillary premises Outdoor swimming pools Drainage Mains Services
<b>6. Sanitary services</b>	Toilets Fittings Waste plumbing Kitchens Fittings Waste plumbing	<b>12. Playing fields</b>	Generally

## Data Requirements for the DfES

*Condition Assessment*

## SCHOOL DATA

## RECORD 1 (FIRST ROW OF DATA)

Field 1 - Record number (1)

Field 2 - Lea number

Field 3 - Establishment number

Field 4 - School name (maximum of 60 characters)

Field 5 - Year and month of condition survey (yyyymm)

Field 6 - Base month of condition survey pricing

Field 7 - Number of sites on which school is located

Field 8 - Number of blocks on which school is located

Field 9 - Site area

Field 10 - Gross internal area

Field 11 - Teaching area

Field 12 - Playing field area

Field 13 - Number of sites on which playing fields are located

Field 14 - Team game playing field area held

Field 15 - Number of sites on which team games playing fields are located, held

Field 16 - Team game playing field area not held

Field 17 - Number of sites on which team games playing fields are located, not held

Field 18 - Financial year ending (yyyy)

Field 19 - Annual gas cost (£ to the nearest whole number)

Field 20 - Annual gas kWh

Field 21 - Annual oil cost (£ to the nearest whole number)

Field 22 - Annual oil kWh

Field 23 - Annual electricity cost (£ to the nearest whole number)

Field 24 - Annual electricity kWh

Field 25 - Annual water cost (£ to the nearest whole number)

Field 26 - Annual water M3

Field 27 - Annual coal cost (£ to the nearest whole number)

Field 28 - Annual coal kWh

Field 29 - Swimming pool

**All fields must be present and separated by a comma, as in the following example**

**001,333,4444,AAA<tomaxof60characters>AAA,YYYYMM,04,2,04,666666,555  
55,55555,666666,2,666666,2,666666,0,YYYY,7777777,666666,7777777,66666  
6,7777777,666666,7777777,666666,7777777,666666,Y**

*Site Data*

## RECORD 2 (SECOND ROW OF DATA)

Field 1 - Record number (2)

Field 2 - Lea number

Field 3 - Establishment number

Field 4 - Site reference

Field 5 - Year and month of condition survey (yyyymm)

Field 6 - Condition category of external areas

Field 7 - Cost of priority one work for external areas

- Field 8 - Cost of priority two work for external areas
- Field 9 - Cost of priority three work for external areas
- Field 10 - Condition category of playing fields
- Field 11 - Cost of priority one work for playing fields
- Field 12 - Cost of priority two work for playing fields
- Field 13 - Cost of priority three work for playing fields

**All fields must be present and separated by a comma, as in the following example**

**002,333,4444,SRI,YYYYMM,A,666666,666666,666666,A,666666,666666,666666**

**6**

**Record 2 needs to be repeated for each site. In practice these fields will be repeated according to the number entered in field 7 of record 1. For the purpose of this exAsset Management Planle we will assume that the school is located over 2 sites.**

*Block Data*

**RECORD 3 (THIRD ROW OF DATA)**

- Field 1 - Record number (3)
- Field 2 - Lea number
- Field 3 - Establishment number
- Field 4 - Year and month of condition survey (yyyymm)
- Field 5 - Site reference
- Field 6 - Block reference
- Field 7 - Premises type (A-D)
- Field 8 - Gross floor areas
- Field 9 - Condition category of roofs (A-D)
- Field 10 - Cost of priority one work for roofs
- Field 11 - Cost of priority two work for roofs
- Field 12 - Cost of priority three work for roofs
- Field 13 - Condition category of floors and stairs (A-D)
- Field 14 - Cost of priority one work for floors and stairs
- Field 15 - Cost of priority two works for floors and stairs
- Field 16 - Cost of priority three works for floors and stairs
- Field 17 - Condition category of ceilings (A-D)
- Field 18 - Cost of priority one work for ceilings
- Field 19 - Cost of priority two works for ceilings
- Field 20 - Cost of priority three works for ceilings
- Field 21 - Condition category of external walls, windows and doors (A-D)
- Field 22 - Cost of priority one work for external walls, windows and doors
- Field 23 - Cost of priority two works for external walls, windows and doors
- Field 24 - Cost of priority three works for external walls, windows and doors
- Field 25 - Condition category of internal walls and doors (A-D)
- Field 26 - Cost of priority one work for internal walls and doors
- Field 27 - Cost of priority two works for internal walls and doors
- Field 28 - Cost of priority three works for internal walls and doors
- Field 29 - Condition category of sanitary services (A-D)
- Field 30 - Cost of priority one work for sanitary services
- Field 31 - Cost of priority two works for sanitary services



# **Appendix 14**



## APPENDIX 14

### ROYAL BOROUGH OF KINGSTON UPON THAMES

### STATEMENT OF ENVIRONMENTAL POLICY

#### Environmental Policy Aims

The Council is committed to improving its own environmental performance, to minimising its impact on the local, regional and global environment and to encouraging others working in, living in and visiting the Royal Borough to do likewise.

The Council will aim to:

- Raise the environmental awareness of Councillors, Council Officers, the public and the business community to encourage them to make environmentally sound and sustainable decisions.
- Encourage the efficient and least environmentally damaging use of energy and in particular, to reduce the emission of carbon dioxide.
- Reduce the need to travel and minimise the environmental impact of transport while ensuring reasonable access to the community.
- Encourage the environmentally sound and sustainable use of resources.
- Reduce the quantity of waste produced in the Royal Borough of Kingston upon Thames and to limit the environmental impact of waste.
- Limit the level of pollution caused by activities in the Royal Borough and encourage improvement in the quality of air, water and land.
- Protect and enhance Natural habitats, Open Spaces and landscape for wildlife, access and amenity.
- Protect quality in, and enhance, the Built Environment and Townscape for the benefit of those who live, work in and visit the Borough.
- Protect and promote health and safety and limit the impact of noise.

## **Environmental Policy - Principles and Action**

### **1. Environmental Policy Formulation**

- 1.1 The Council will establish and update environmental policies that seek to achieve a continual improvement in environmental performance.
- 1.2 The aim of the Council is to reduce its environmental impact to a level not exceeding that which is achievable by economically viable applications of best available practices, techniques and technology.
- 1.3 All policies will meet relevant regulatory requirements.

### **2. Action to reduce environmental impact**

- 2.1 The Council will take all reasonable measures necessary to reduce pollutant emissions and waste generation to a minimum and to conserve resources.
- 2.2 The impact of current activities on the environment will be examined.
- 2.3 The environmental impact of all new activities, projects and operations will be considered in advance by relevant officer(s), and be reported to the appropriate Committee when they are of significance.
- 2.4 Monitoring procedures will be established and applied, to check compliance with the Council's environmental policy. Records of results will be established and updated where these procedures require measurement and testing.
- 2.5 The Council will establish and update procedures and action to be taken in the event of detection on non-compliance with its environmental policy, objectives or targets.
- 2.6 Trends in the provision of budgets and resources for environmental action and protection will be monitored and reported annually in order to inform the budget process.
- 2.7 The Council will foster a sense of responsibility for the environment amongst employees at all levels.

**3. Accidents**

- 3.1 Measures necessary to prevent accidental emissions of pollutants, materials and energy from Council property shall be taken.
- 3.2 The Council will co-operate with other public, industrial and commercial bodies to establish and update contingency procedures to minimise the impact and frequency of any emergency situations that may occur that would have an adverse impact on the environment.

**4. Public Information**

- 4.1 Information necessary to understand the environmental impact of the local authority's activities will be provided to the public, and an open dialogue with the public will be pursued.
- 4.2 Advice will be provided to the public on the environmental aspects of the Council's services, and how the public can help improve the Council's environmental performance.

**5. Contract Performance**

- 5.1 Provisions will be made to ensure that Contractors working on the Council's behalf apply environmental standards equivalent to our own.

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