

Swindon Schools Asset Management Plan

2006-7 to 2010-11



SWINDON
BOROUGH COUNCIL

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Executive Summary

The Asset Management Plan gives schools and other key educational stakeholders information on the approach that Children Services will be taking to support schools in using their assets in a way which supports raising standards.

In the first part of the Plan, the Local Policy Statement shows the respective roles and responsibilities of key partners and identifies how the assets can be managed to meet key corporate and government objectives.

The Plan gives schools information on the criteria which underpin the allocation of funding so schools can see the approach the Department is taking to manage its assets appropriately.

The Plan also gives details of how the key corporate objective of a Learning and Creative Place supports the management of the capital programme in terms of capital funding for schools. It further identifies the key priorities for future investment in schools.

The Plan provides information on the School Asset Management Plan project, which will enable all schools to benefit from up to date online access to an asset management database. This will help schools in ensuring that the physical resources of the school are maintained in a way, which supports school improvement.

It also sets out information relating to the continuing development of the new Children's Services Directorate which is the Council's strategy for bring Education and Children's Social Services together in order to address the Government legislation Every Child Matters.

Finally, information is also provided in the Plan on the way in which decisions are made around funding for condition, suitability and sufficiency as well as on future investment priorities for schools and the Council.

Swindon Asset Management Plan: Local Policy Statement and Statement of Priorities

Introduction

Swindon schools are a major capital asset for the Council and the school environment represents a key plank in the Council's plans for raising education attainment and developing its view of education for the future.

The Council has a major programme of housing developments, which is generating additional demand for school places at the heart of Swindon's communities. At the same time, although the overall level of surplus places across Swindon schools is one of the lowest in the country, there are pockets of high surplus capacity particularly in the primary sector.

In contrast with the programme for building new schools, many existing Swindon schools have suffered from a lack of capital investment. The 2005 figures from the Department for Education and Skills (DfES) show that Swindon has had less funding for its schools than the majority of other Councils.

Since 2003, the Council has embarked on a major programme to invest in its educational assets. The Council has a very high level of school places concentrated in out of date and ineffective temporary accommodation which was insufficient to meet the needs of delivering a 21st century education. During 2004/05, the Council committed over £1m to the removal of temporary accommodation and replacement with permanent build if appropriate. This is an ongoing initiative supported by the Council's 2010 vision statement and is included in the 50 promises to the people of Swindon. The Council in February 2006 agreed a 4 year Children Services Capital Programme, amounting to around £20m per annum.

The Council is continuing to refresh its approach to school places and capital buildings. A strategic plan titled *Swindon Future: Swindon Schools* was made available in October 2004 setting out the programme for the rationalisation of school places and the schools capital programme. This takes into account developments in the south of Swindon, the west of Swindon and the programme for capital investment over the next 5 years. This strategic plan is reflected in this years Asset Management Plan and will continue to form the basis for future Asset Management Plans.

In addition, extra corporate funding has been secured to enable all schools to benefit from an asset management portal, which will provide management information at the level of individual schools, across all schools and across the authority. This portal will interface with the Council's corporate asset management approach. A pilot project was completed in October 2004 with all schools beginning to benefit from the portal from May 2006. This data will secure the context for Swindon's Future funding bids and will provide a key training and development opportunity for schools.

The Swindon Schools Asset Management Plan, Local Policy Statement (LPS) provides the context for ensuring that decisions on school premises investments meet the strategic needs of the Council in its role as a local education authority and ensure that key investment priorities reflect the Council corporate objectives and its commitment to a making Swindon a creative and learning place for the 21st century.

The purpose of an AMP

The key aim of Swindon's Asset Management Plan (AMP) is to provide a strategic policy context, which enables investment in school premises on the basis of transparent and objective criteria.

As part of Swindon's approach to partnership with the educational community, the draft AMP was subject to extensive consultation with schools and with Swindon Schools Asset Management Planning Focus Group as well as consultation with the key policy body, the Children and Young Peoples Partnership Board. This approach to 'excellence through partnership' is embodied in the vision for education as part of the Council's Education Strategic Management Plan.

The key focuses for capital investment in Swindon schools are:

- To enable schools to raise standards by providing environments and infrastructures that support our vision of schools for the future.
- To ensure that schools at the heart of their communities are central to the Council's delivery of extended and full service schools, and the developments required to meet the needs of the Children Act including the integration of Children Services.
- To ensure that the management of our assets meets the key corporate objective of creating a creative and learning place.
- To ensure that schools are given access to the resources and tools that enable them to manage their assets in line with their local needs as expressed in their school improvement plans.

This will be achieved within the context of providing value for money and best value and securing efficient and effective school place planning.

Objectives

The key objective of the AMP is to ensure that schools are appropriate to meet the needs of pupils for the 21st century. In particular, the specific objectives of the plan are:

- To improve the standard of existing accommodation
- To ensure enough appropriate provision
- To ensure that Swindon LEA can develop its assets in line with the needs of the extended schools agenda
- To assist headteachers and governors in understanding of the relationship between school buildings and raising standards at the authority level
- To assist headteachers and governors in understanding and developing their School Improvement Plans and the links between asset management and raising standards by making the process for funding decisions fair and transparent
- To enable Swindon LEA and its schools to benefit from partnership projects and to enable greater leverage for external funds
- To enable best value principles to be adhered to in relation to capital assets and school buildings
- To enable effective co-ordination with the Council's corporate AMP in a way which promotes the objectives of the Council
- To provide support the strategic aims of Children Services Strategic Management Plan and Swindon's School Organisation Plan.

The coverage of the AMP

Schools included within the scope of the AMP

The AMP covers all schools maintained by the Council in its role as a local education authority. These are listed in **Appendix 1**.

In January 2006, the Council maintained:

School	Community	Voluntary controlled	Voluntary aided	Foundation
Nursery units within infant and primary school	12		2	
Infant school	12		2	
Junior school	12		2	
Primary school	32	3	4	1
Primary special school	3			
Secondary school	6		1	3
Secondary special school	3			
Pupil referral unit	1			

As part of the authority's approach to securing an appropriate level of school places, the following schools will be opened:

Primary School 4 (Orchid Vale) targetted to open as a community primary school from September 2006.

Primary School 6 (Red Oaks) targetted to open as a community primary school from September 2006.

Secondary School 1(Riverview) targetted to open as a community secondary school from September 2007.

Bradon Forest Secondary School is a designated school for admissions for Swindon. Bradon Forest Secondary School is maintained by Wiltshire LEA and is therefore not included in this Plan. This school has recently been successful in obtaining approval for expansion under successful and Popular schools agenda.

The AMP covers all property within the site whether permanent, temporary, owned or leased.

Types of expenditure included

The AMP covers all significant capital and revenue expenditure on school premises including devolved formula capital and funds from external sources where appropriate. Schools are expected to use their delegated revenue funding to manage the repairs and maintenance of their buildings on a day to day basis.

To assist schools in managing their repairs and maintenance, the Council's Property Directorate offer access to technical advice and support which is part of the Council's statutory role in managing its assets appropriately.

In addition, traded services are available to support schools in their responsibilities for buildings from Property Directorate and Swindon Commercial Services. More information on the available services is contained in the Services to Schools 2006 booklet.

For each Swindon maintained school the AMP covers:

- All teaching and other accommodation (as defined in Department for Education and Skills guidance)
- All areas within school sites (as defined in Department for Education and Skills guidance)
- Off site provisions such as detached playing fields (as defined in Department for Education and Skills guidance)
- Capital expenditure related to schools including capital delegated to schools
- Major revenue costs related to the school site.

The AMP does not cover:

- Loose furniture and fittings
- Minor maintenance projects that are funded through individual school's delegated funding.

It is our intention to continue to update the AMP on a regular basis even though there is now no statutory requirement with the introduction of the Children and Young Peoples Plan. However, it may be in future that the AMP is updated every two years (rather than annually).

Timescale

The Plan covers a five-year period from 2006 to 2011. As stated above, Children Services will ensure that the appropriate schools asset management information is updated regularly. In the case of major capital investment, such as the Northern Sector PFI, the Southern Development Area and Building Schools for the Future, it may be necessary to extend the AMP beyond five years. This will also allow for the continued alignment of the School Organisation Plan and the AMP.

Schools Asset Management Project (SScAMP)

As part of the Directorates commitment to support schools in asset management planning, and to ensure that robust asset management data is available, the Council is funding a major project to enable all schools to have access to an asset management portal providing up to date information on their schools. The Schools Asset Management Project (SScAMP) is being steered by a sub-group of the Swindon Schools Asset Management Focus Group. The database was made available to all schools via the web in later April 2006 and will be trialled over Summer 2006. More details of SScAMP can be found in **Appendix 2**.

The project will provide the basis for a major programme of training and support for schools to enable them to use the data to plan their schools and to ensure that the learning environment is used to raise standards. In addition, it will enable the Council to have access to a high quality reporting framework for dealing with school asset management issues which will in turn support the development of the capital programme and funding and planning priorities.

Roles and Responsibilities: Achieving Excellence through Partnership

There are a number of key partners involved in the development of schools asset management in Swindon. These are shown below:

Body	Partners involved	Remit
Children and Young People Partnership Board	Independent Chair Lead Member for Children Services Representation of Police Representative of Learning and Skills Council Councillor Members Director of Children Services Children's Champion PCT Headteachers, Governors, Chair of Youth Forum, Voluntary Sector, Representation from the PCT, Children and Adolescent Mental Health Services, Adult Services, Connexions, Union Reps and Diocesan reps.	To provide Children Service advice, recommendations, drive change and foster consensus to the Council through reports which are then submitted to Cabinet for approval or otherwise <i>Agendas, minutes and reports of the CSPB are available on www.swindoneducation.org.uk</i>
Schools' Asset Management Focus Group	Schools – 5 primary reps, 3 secondary reps and 1 special rep Trade Unions – 2 reps Diocesan Boards – 1 rep from each Diocesan Board Corporate Property Officer – 1 rep Children Services Officer – 1 rep	To advise on priorities given the level of need and the level of funding. To act as a discussion forum for issues relating to schools asset management. <i>Agendas, minutes and reports of the Schools Asset Management Focus Group are available on www.swindoneducation.org.uk</i>
Corporate Asset Management Group	Corporate Property Officer Asset Management Team Leader Representative Head of Services from: Children Services Swindon Commercial Services Central Services Housing	To pursue corporate and service area asset management issues including strategy and policy initiatives.

Body	Partners involved	Remit
Member Asset Management Review Group	3 Councillors reporting to Lead Member for Resources	To provide political input into asset management planning, priority setting and associated initiatives including strategy and policy.

The role of asset management in raising school standards – school governing bodies and headteachers

In order to ensure that schools are supported in prioritising asset management in a way which supports school improvement, Children Services has revised its scheme for validated school self review. This enables schools to make a self-assessment of their performance across a wide range of areas. The leadership and management element includes links with asset management as a lever to raise standards. The priorities for asset management resources are given in the Statement of Priorities later in this document.

In addition to the leadership and management role included in Swindon's Validated School Self Review, all schools are responsible for:

- Identifying school priorities in the context of their School Improvement Plans, in consultation with the Diocesan Boards where appropriate, and to make clear what outputs will be achieved in meeting these priorities
- Acting as the custodian of the premises including responsibility for day to day repairs and maintenance
- Planning and managing projects for which they are responsible
- Participating in surveys and assessments as required as part of their contribution to the development of LEA wide priorities
- Supplying Children Services with appropriate information as requested such as capacity assessments, accommodation usage, pupil data and the costs of works carried out from devolved capital and delegated funds
- Assessing the contribution that capital investment has made to the quality of teaching and learning

In addition, voluntary aided and foundation schools have additional responsibilities in relation to the site and buildings.

The role of asset management in raising school standards – the Council in its role as a local education authority

In order to support schools in raising standards, the LEA is responsible for:

- Developing policies, priorities and action plans to plan and deliver the annual capital programme in line with departmental and corporate objectives
- Providing in consultation with partners a strategic vision to support investment in schools

- Providing support for schools in developing their approach to asset management
- Monitoring schools to ensure their responsibilities are carried out
- Sharing information so that partners are able to learn from good practice
- Collection and collation of data to inform decision making and sharing of information with external agencies such as the Department for Education and Skills as appropriate this will be using the SScAMP approach)
- To ensure that the Directorate's approach to asset management is in line with corporate objectives as given in Swindon's Corporate Plan and the Council's 2010 promises document and meets the policy framework of the Council
- Acting as a conduit to lever in external funding to support schools
- Integrate plans for schools with those of other LEA and Council services

The role of asset management in raising school standards – Clifton Diocesan Board and the Diocese of Bristol

In order to support schools in raising standards, the Diocesan Boards are responsible for:

- Sharing their plans for denominational education and their premises development aspirations
- Contributing to the development of LEA-wide priorities and AMP, with particular reference to denominational schools
- Planning and managing the budget in line with agreed AMPs, where working on behalf of governors on VA school building projects

The role of asset management in raising school standards – Department for Education and Skills

In order to support schools in raising standards, the DfES are responsible for:

- Providing a national policy framework and context
- Seeking to increase funding available nationally and locally so that needs identified in AMPs can be addressed
- Providing guidance on potential funding streams and centrally driven initiatives

Consultation Mechanisms

Timetable for revising the local policy statement

As shown above, the consultation on the AMP has included all schools, the Schools Asset Management Focus Group, and the Children and Young People Partnership Board (which includes the Learning and Skills Council and the Diocesan Boards). The AMP will be refreshed on a bi-annual basis and maybe be subject to a full strategic review to take into account developments such as the Southern Development Area, Building Schools for the Future and the potential University development at Coate Water, as well as other future housing developments.

Timetable for revising the local policy statement and determining priorities

Action	Date
Consultation with Schools Asset Management Focus Group	Early Autumn
Consultation on the draft schools capital programme	Autumn

Consultation with schools and all key partners	Autumn
Report to Children and Young People Partnership Board with draft AMP	June
Submission to DfES	Not applicable

Arrangements for consulting with local partners

As described above, the Children and Young People Partnership Board provides a context for consultation with a wide range of partners including Diocesan Boards, LSC, headteachers and governors. This body acts as the Children Services policy advisor to the Council. Reports to the board are submitted to Cabinet for approval if appropriate.

Feedback arrangements with schools

Feedback arrangements are ensured using the partnership approach outlined above. This enables the priorities of the Council to be linked to schools asset management planning processes through effective consultation. In addition, each school has a named link officer within Children Services whose responsibility includes supporting schools with their asset management planning.

The SScAMP project will enable a more effective conduit for asset management planning across schools and across the Council. The project will enable individual schools to have access to their own asset management dataset including condition, asbestos and energy data in a way which enables fast and effective understanding of data building on the information which currently exists. The initial pilot of the project took place in October 2004 and involved one primary school, one secondary school and one special school. A sub-group of the Schools Asset Management Focus Group is ensuring that the project meets the needs of individual schools. Officers from another Council have helped to evaluate the tenders so that external challenge was undertaken on the process in line with best value.

Children Services continues to be responsible for the collection of capacity data, suitability data and the monitoring of capital expenditure in relation to school standards through the validated school self review process. All schools were circulated with AMP information in 2003 using a CD. This information provided the basis for the SScAMP project.

Once SScAMP is in place, Children Services will be able to review the role of the link officer to ensure that this role meets the needs of schools. This is likely to include a system of regular review meetings with schools.

During 2006-07 in parallel to the full implementation of the SScAMP project, Children Services will continue to support schools through a programme of training and support as well as through the implementation of individual projects. To that end, a Capital Funding Booklet has been circulated to schools. The Booklet identifies all the capital funding streams available to schools and identifies school by school spending over the last financial year. The Booklet also includes relevant information and websites for schools seeking to lever in external bids to support their capital proposals. This supplements the work already in place by Children Services for supporting schools in their New Opportunities Funds bid.

The Schools' AMP Focus Group has a key role in determining the priorities for action. The agenda and minutes of the Group are available to all schools via the Children Services website

(www.swindon.gov.uk/educationandlearning). In addition, the representatives of the Group feed back to schools via their respective associations.¹

Children Services continues to use the annual Audit Commission Survey as the basis for evaluating its services. In addition to the standard national questions asked by the survey, Children Services has included local questions relating to the efficacy of the approach to the capital programme and asset management. The results of the survey are used to develop the business and service plans of the Directorate.

Other Council Plans

The AMP has taken into account the key premises implications of other corporate and departmental plans. The main plans are as follows:

Swindon 2010

In May 2005 the Council issued a set of 50 promises to the people of Swindon. These promises outline the Council's priority targets up to the year 2010. The future priorities for the new Children Services directorate, which includes Education, will be based on delivering the responsibilities and requirements made under this document.

Children Services Strategic Management Plan

The Children Services Strategic Management Plan has been established to ensure that the Directorate monitors and evaluates the impact of service delivery. It sets out areas of the 5 Directorates, as well as clear milestones which will be regularly monitored.

Councils Corporate Plan

The Council's Corporate Plan takes forward on the builds on the report 'Full Recovery'. It sets out a clear direction for the Council working with parents and leading Swindon and its communities forward.

School Organisation Plan 2006-2007 to 2009-2010

The key priorities for Swindon's School Organisation Plan (SOP) are the realignment of places in a way appropriate to meet demand. This includes the removal of surplus primary places in some areas and the building of new schools or expansion of existing schools to meet demand in others. In order to take account of the changing nature of demand for school places in Swindon, the demographic information within the SOP will be published on an annual basis. The Executive Summary of the Plan is attached as **Appendix 6**.

Children Act: Every Child Matters

The Department has produced a document outlining its approach to addressing the Children Act "Every Child Matters". This strategic document titled Swindon's Future: Swindon's Schools provides the framework for ongoing discussions across the Council. The document takes the key principles of the Children Act and applies them to the Swindon context. This will enable a clear understanding of the capital investment needs to meet the Government's agenda and Swindon's commitment to children. The principle of Every Child Matters have been incorporated into the Children and Young People's Plan. The principals of Every Child Matters have been incorporated into the Children and Young Peoples Plan (see below).

¹ The respective associations are as follows: Swindon Association of Primary Heads (SAPH), Swindon Association of Secondary Heads (SASH) and the Association of Swindon Special School Heads (ASSSH)

Children and Young People's Plan

The plan was introduced in April 2006. It is an overarching Plan for the department of Children and Young Peoples Services. It takes a multi-agency approach and is based on the five outcomes of the Children Act 2004 and the National Services Framework for Children, Young People and Maternity Services.

Building Schools for the Future

The Council has been successful in securing a major PFI project with a value of £90m for schools in the Northern Development Area. These schools will include community provision where appropriate and represent a major level of capital investment in Children Services in line with the Council's Corporate Plan and our approach to Every Child Matters. This includes the provision of a learning campus consisting of secondary, primary provision including special educational needs. In December 2003, the former Education Department submitted an expression of interest for Building Schools for the Future which would enable the Council to embark on a major investment in the secondary sector in line with the priority to raise standards as part of its transforming secondary education strategy. The proposed programme is a mixture of redevelopment, modernisation and improvement which addresses identified AMP priorities. The expression of interest was developed in conjunction with the Secondary headteachers association, SASH and included discussion with neighbouring authorities. The decision from the DfES was to indicate that Swindon would not receive BSF funding in the first three waves. This means that Swindon will need to look at alternative funding streams for the foreseeable future.

Premises information: the basis for assessing existing premises

How this will be carried out in relation to sufficiency, suitability and condition needs

Swindon categorises the investment needs of school buildings in terms of sufficiency, suitability and condition in line with national guidance. The details of how the prioritisation of resources aimed to support sufficiency, suitability and condition are given below.

Sufficiency

Under legislation, Swindon Council in its role as an LEA is responsible for ensuring sufficient school places. Swindon's School Organisation Plan 2006-2007 to 2009-2010 provides the strategic framework in which decisions are taken to remove, change or increase the level of provision of school places.

As part of the policy framework for the School Organisation Plan, the Council has a policy for the removal of surplus places including the removal of temporary accommodation and replacement with permanent build where appropriate and the appropriate use of amalgamations. The policy for removal of surplus places is attached as **Appendix 3**.

The definition of sufficiency includes:

1. The number of places available (capacity) compared to current and future projected numbers on roll
2. The overall areas of buildings and grounds needed in support of the places available and the current number on roll

The different types of spaces in a school are covered by suitability.

At a school and a planning area level, the net capacity assessments drive the process for increasing or removing school places in line with the strategy to remove surplus places. The

sufficiency assessment covers infant, junior, primary and secondary schools. It excludes nursery units in schools and special schools. The assessment is based on the total useable space in the school. It excludes circulation, toilets, boilers and other areas but includes storage.

Suitability

Swindon assesses suitability taking into account the curriculum analysis model in secondary schools. The SScAMP will build on the existing suitability data to enable a more coherent approach to asset management across schools and Children Services. For special schools, the accommodation needs are determined by schools according to the needs of their pupils.

Current suitability surveys were completed in 2001 covering primary, and special schools. Secondary school surveys were completed in 2003. This information will provide the initial basis for the SScAMP. In addition, schools have been provided with guidance notes explaining the suitability data and the gradings applied by the Department for Education and Skills. Copies of the guidance are attached as **Appendix 4**. The SScAMP project is now providing up to date suitability information.

Condition

The SScAMP provides the basis for a robust database on conditions issues. The database will be built using the information currently available.

Full details of the elements assessed under conditions surveys is attached as **Appendix 5**.

Alignment with DfES Scrutiny Processes

Children Services has followed the Department for Education and Skills guidance in setting up and operating its AMP processes in conjunction with schools, Diocesan Boards and other key partners.

We are committed to continuous improvement as can be seen from the focus on improving asset management planning through initiatives such as the SScAMP project. The LEA will continue to work closely with corporate colleagues in relation to developing strategic approaches to meet the needs of the service area. An example of this is area reviews in West Swindon.

Processes for assessing and re-surveying premises

The SScAMP project will build on the work completed in 2003 to provide schools with asset management information. It is intended that from the full implementation of the project from April 2006, there will be no need to do school based surveys on a regular basis since any change to the school site will require amendments to be made to the appropriate database. This will enable schools, Children Services and the Council to have access to appropriate information.

Means of capturing data

In 2003 all schools were surveyed for condition, suitability and sufficiency. This information was provided by means of a CD ROM for each school. The information from each school is held by Children Services in an excel spreadsheet. This information is now replaced by an interactive data portal under the SScAMP initiative.

Basis for the grading, prioritising and categorisation of premises

Swindon uses the DfES guidance notes Section 1 to 6 as the basis for assessment of categorisation. The first priority for schools, the LEA and the Diocesan Boards will be unavoidable emergency work D1. On the basis of the AMP data available, Swindon tackled all its D1 works identified by 2003 during 2004-2005.

Under the Fair Funding framework, immediate remedial work will normally fall to the school to fund from its delegated funding.

Children Services holds a small contingency for emergency works which would not otherwise be covered by the schools delegated repairs and maintenance funding. Once such defects are made safe, more long-term solutions are developed using a range of capital funding.

The second priority will be removal of temporary accommodation and replacement with permanent build if appropriate in line with the Council's strategy for tackling surplus places and transforming secondary education and its 2010 promise

The third priority includes projects where there is specific funding available that covers 100% of the capital costs and which are consistent with the priorities outlined in the plans given above for example through specific improvement projects for schools causing concern.

In relation to suitability works, priority will be given to projects that reflect the priorities in the Education Development Plan.

For special schools and nursery classes, the focus is on ensuring continued provision of accommodation to meet the needs of schools particularly addressing health and safety issues. This includes the creation of safe and secure outside play areas to assist with the delivery of the early years agenda.

For all schools the focus includes an emphasis on improving facilities for staff. In 2004-2005 this focussed on the allocation of secure and permanent (non temporary) accommodation.

Quality assurance (QA) arrangements for ensuring accuracy, thoroughness, consistency and objectivity where a variety of people are involved

The Council has a Project Management Team within its Partnership and Performance Directorate who are responsible for managing cross-departmental major initiatives such as the Northern Sector Schools PFI. This is supplemented in Children Services with officers responsible for liaison with schools and the Project Management team.

The responsibility for developing schemes for community schools rests with Children Services and corporate colleagues in the Property Directorate within the Resources Group. This consists of a range of officers qualified in appropriate specialisms such as architects, quantity surveyors and planners. The property element of the team has ISO 9000 and IIP accreditation.

Children Services is developing a service level agreement between itself and the Technical Services Group to facilitate an improvement in performance monitoring and project delivery.

In addition, a regular monthly monitoring exercise is conducted with schools to ensure that the service being delivered is appropriate. This information is provided to the Group Director,

Children Services and provides part of the agenda for regular meetings across the two Directorates.

Data access and verification arrangements for schools

Records of all amendments and historical data is kept to ensure an appropriate audit trail. The SScAMP project will supersede the existing arrangements by enabling all key partners to have access to online appropriate and robust data. Once in place, officers within Children Services will be responsible for ensuring that schools and the Directorate keep the information updated.

Prioritisation

Mechanism for involving local partners in the determination of priorities and for informing all partners of the outcome

There are a wide range of capital funding streams which reflect national and local priorities available to schools and Children Services. The AMP represents an agreed framework to enable the most effective use of such funds across the portfolio of education assets.

In addition to revenue maintenance funding, the Council has a significant capital programme. The draft Children Services capital programme for the next four years reflects the Council's commitment to a range of priorities including new schools, the removal of temporary accommodation, funding to support the removal of primary surplus places and takes into account the financial impact of credit and supplementary borrowing requirements under the Prudential Code.

All schools have been notified of the available funding streams for 2006-2007. In addition, the Capital Booklet referred to earlier gives details of a range of alternative funding streams including funding available from the voluntary sector such as Big Lotto, NOF as well as individual charities. Increasingly we have encouraged schools to join up funding streams so as to maximise opportunity. It is likely that this ability to join up funding streams will become more critical as part of Swindon's response to the Children Act.

How the prioritisation process brings together the consequences of other plans with the results of the conditions, suitability and sufficiency surveys

The Schools AMP Focus Group work with officers from the Children Services to enable appropriate criteria for allocating resources to be agreed. Examples of the funding sources available to schools are as follows:

Seed Challenge

Over five years, the Council had £1.136m to allocate as matched funding under Seed Challenge. In 2001/02, the amount available was £157k. In 2002/03 it was £254k, in 2003/04 it was £252k, in 2004/05 it was £253k and in 2005/06 it was £220k. The budget for 2006/07 is £220k. Prior to 2005 the funding was provided as a Standards Fund Grant via the DfES.

Each year schools submit bids for Seed Challenge. Each bid is measured against the criteria given to schools in advance. The Schools AMP Focus Group is consulted on the allocation. The final decision for allocating the funds rests with the Director Local Provision.

LCVAP minor works

The Director- Local Provision and the Director- Quality and Standards meet on a half termly basis with representatives from the two appropriate Diocesan Boards. As part of these regular discussions, priorities for LCVAP works are agreed in order to ensure that the capital

programme is aligned across the borough's schools as a whole. The future of the LCVAP budget is under review by the DfES.

Council Capital Investment Programme

The Capital Investment and Prudential Indicators 2006/7 to 2009/10 went before cabinet on the 8th of February 2006 and went to full council on the 20th of February 2006. This plan outlines the delivery of the councils 50 promises, three of which relate directly to school buildings- Promises 17, 28 and 45.

Embedding the AMP process at school level

How the authority will seek commitment from schools and monitor delivery

The development of the SScAMP project has enabled an appropriate platform to be in place to target appropriate support and training for schools and for Children Services to continue to support schools in making appropriate investment within the range of capital funding opportunities available to them.

This builds on the approach already in place in the Directorate of support for schools around capital investment and alternative funding routes. The approach to New Opportunities Fund for Sports and PE has been led by Schools. The Chair of the AMP Focus Group is a school headteacher. The Group has the responsibility for monitoring the work of schools and Children Services to secure a successful outcome. From a position of being the only LEA without a NOF bid in March 2003, the Department has been successful for Stage 1 and has secured stage 2 approval in July 2004.

In March 2006, the Department will issue a Capital Programme Booklet for schools which gives details of the funding streams available to schools including the timetable included in the expression of interest for Building Schools for the Future. The Booklet includes the 4-year capital programme agreed by Cabinet in February 2006.

In addition, the Directorate is working with schools and other key partners to produce a strategic framework for schools taking into account the demand and supply of school places, building schools for the future, and the implementation of the Children Act and Children and Young People Plan. The document entitled Swindon's Schools: Swindon's Future was the subject of a conference in October 2004 and was then launched as a major consultation document. This document provides the basis for capital investment priorities over the next 10 years as part of the strategy for raising standards in all Swindon's schools.

Securing Best Value

Best value and financial matters

All partners have an obligation to operate in a manner that ensures best value and adheres to best value principles. For schools this is included as part of their annual budget setting exercise where the budget is seen as the financial representation of the priorities of the school. In addition, the scheme for financing schools includes:

- a requirement to formally tender (and report to the LEA) all contracts or orders for works over £20,000 (and obtain 3 quotes between £5,000 and £20,000)
- specific financial and legal procedures which are to be followed in relation to the placing of building contracts, employment of contractors and reporting of capital expenditure

- use of the Gateway review process to access and ensure best value using the Council's centralised procurement department

After project completion, all projects are reviewed to ensure that the practical aims are achieved and that all partners are satisfied with the process.

Children Services is conscious of lifetime costs as well as immediate costs and savings. The options appraisal approach was used as part of the PFI project to supply new schools and it is intended that this process will be used in future schemes. In addition, the Council is a member of the National Benchmarking Scheme for Land and Property Management.

Project appraisal and management

The Council has adopted Prince (Priority) 2 as its preferred framework for managing projects. Large-scale corporate projects are managed by the Project Management Team based in the Directorate of Partnership and Policy. This corporate team is complemented by officers from Children Services. Regular progress reports are discussed with the Children Services Directorate.

The Council is developing its process of reviewing capital development on an area basis as part of its approach to the Children Act and Building Schools for the Future. In addition, the increasing use of options appraisals should result in increasing value for money as well as a clearer focus on raising standards. The Council is committed to embracing good practice in procurement in line with 'Rethinking Construction'.

Implementing rethinking construction

The Council continues to look at different procurement methods to ensure that best value is achieved. This will be particularly effective for condition work as well as compensating for increasing inflation in capital costs.

Options appraisal – finding the right solution

Swindon's capital investment methodology will be used to assess all new capital schemes. This process requires that consideration is taken of corporate and service priorities, aims and objectives, revenue implications, performance measures and post implementation review of proposals.

The application of DfES area, cost and design guidance

In developing building projects, the Council applies the DfES area, cost and design guidance. The principles and guidance as set out in the revised BB82 and BB99 are incorporated within the briefed requirements. However, it is clear that the current guidance is insufficient to meet the needs of community use of schools and the wider agenda of the Children Act. Therefore the brief continues to be adapted to take into account the developing needs of schools.

Project delivery

A dedicated Schools Assets and Capital Programme Manager within Children Services has lead responsibility for schools AMP issues. This post is supported by two project officers whose role is to work with schools and assist in the development and monitoring of capital projects. Strategic development of the AMP will be undertaken by the Commissioning and Quality Assurance Manager

A monthly meeting is held with officers from Children Services and the Property Directorate to ensure that progress is achieved on schemes. In addition, a monthly monitoring meeting is held between the Director- Local Provision, Finance and the Schools Assets and Capital Programme Manager to ensure that any slippage on project delivery is dealt with effectively and swiftly. Children Services also meets on a monthly basis with the Corporate Property Officer to ensure that corporate priorities are being met and that any slippage is identified at an early stage.

The Post Inspection Action Plan contained key actions to address the identified weakness in asset management planning. This plan is cross-referenced to the Planning and Resources Service Plan and the Education Department's Strategic Management Plan. As such the actions form the basis of the performance management of the Director-Local Provision. A review will be carried out following the publication of the Joint Area Review during 2006.

Major projects, such as the PFI for schools in the Northern Development Area are undertaken by the Project Management Team in the Directorate of Partnership and Policy, complemented by individual officers within Children Services.

Sustainability

A key theme of the Swindon's Community Strategy is sustainability. Any school capital project is required to take this into consideration. In particular, when developing long term perspectives of maintenance and running costs of buildings, more flexible designs are being developed that take into account changing curriculum needs and community use. This is central to the approach to the Children Act and Building Schools for the Future.

Property Directorate who are responsible for collecting and collating information about the relative performance of school premises including:

- Repair and maintenance cost per m2
- Annual energy costs per m2
- Capital repairs per m2
- Comparison of premises data against national indicators

The role of monitoring and evaluation at school level will, in the first instance, rest with school senior management team and governing bodies as part of the validated school self review (VSSR) process. This process will provide the basis for ongoing challenge and support from Children Services and ensures that asset management is firmly linked to raising standards. The VSSR will then determine the level of support required by schools.

Arrangements for formula capital and maintenance programmes

From September 2006 before the start of each financial year, schools have been and will continue to be asked to submit a Capital Programme Notification Form indicating what projects the school intends to complete and how these will be funded. The Form requests schools clarify how any capital works will raise standards and link to their school improvement plan.

Through the validated school self review, Children Services will ensure that schools spend formula capital in line with AMP priorities and support schools where this is not the case. The priorities for formula capital is as follows:

1. Condition needs – minor capital schemes which deal with identified priority 1 or 2 condition items.
2. Contribution towards a major condition, suitability or sufficiency scheme especially those that will generate revenue savings which the school can use elsewhere.
3. Minor capital scheme related to high or medium priority issues relating to teaching accommodation or health and safety issues identified in the school's own development plan.
4. Addressing important minor capital issues highlighted in a post inspection action plan where schools chose not to use formula capital funding on priority 1 or 2 condition items, there is no guarantee that funding to cover these priorities will be available from the authority.

Children Services will prioritise work to make buildings wind and weatherproof and where the school has opted to use part or all of their formula capital to address priority condition items.

Assessing school premises

Building Schools for the Future

In December 2003, Swindon submitted its expression of interest for the Building Schools for the Future (BSF) programme. The proposed programme is a mixture of redevelopment, modernisation and improvement based on the current asset management information available.

Swindon received notification from the Secretary of State in Autumn 2004 regarding its position in the BSF programme. It was made clear that Swindon would not receive BSF funding in the early years of the programme. As a result of this notification the Council will be looking to secure funding from alternative sources in order to help fund capital and AMP priorities.

Statement of Priorities

Children Services Strategic Aims

The following vision for education underpins the work of Children Services. It was agreed in 2004 by the key stakeholder group, the then Education Partnership Board.

Swindon Council Making a Difference for the Community

Background

This section considers the implications of the Children Act for Swindon Borough Council. In particular:

- the links to the Community Strategy;
- the future shape of the authority overall;
- how we will implement the Children Act in Swindon through the development of partnerships including the key aspects of the Tribal Exit strategy. There is a need to liaise closely with corporate colleagues on the continued development of the Children Services department and the re integration of the LEA in to the main corporate center of the Council.

Links to the Community Strategy

The Council and its partner's vision for meeting the needs of Swindon people is articulated in the Community Strategy 2004 - 2010. The Council, in partnership with the key stakeholders through the Swindon Strategic Partnership, aims to make a difference through implementing the key themes and the underpinning entitlement of social inclusion.

The key themes of the Community Strategy are to create:

- A Swindon for the future;
- An economically prosperous place;
- A place that values its environment and safeguards it for future generations;
- A healthy and caring place;
- A learning and creative place, and
- Keeping Swindon safe

The modernising agenda to deliver Council services locally

The Council will focus on

- Leadership
- Continuous improvement
- High quality locally delivered services
- Meeting needs of the individual, particularly the most vulnerable
- Creation of a safe and supportive environment for all

One-stop shop for high quality Council services

The Council's strategy of seeking to provide best value high quality services will involve reviewing all services to define those that are best delivered through a central provision (this will be appropriate for specialist services) and those that are best delivered and managed locally. The Council is currently mapping the needs of vulnerable members of the community and the assets and resources currently being deployed to meet those needs. This will provide a clear definition of local needs in order to determine the type and quantity of services needed in each area. The Children & Young People's Strategic Partnership has undertaken a detailed needs and services assessment of children. This will complement the current work and inform the implementation of integrated services at a locality level.

In order to provide clear leadership and accountability and high quality service provision local area governance arrangements will be established and will include a range of stakeholders including elected members.

Procurement

The Council has reviewed its procurement strategy (including commissioning), to ensure that expenditure is linked to priorities and delivers best value principles. The strategy to deliver children's services in the future assumes that there will be a "mixed economy" for commissioning/out-sourcing and in-house delivery to achieve high-quality customer focused services within the best value framework (Links: Improvement Plan).

The Children Act 2004

The Children Act is one of the key drivers of the changes proposed. The five intended outcomes from the Children Act are:

1. physical and mental health ('be healthy'): so that children enjoy good health and a healthy lifestyle;
2. protection from harm and neglect: ('stay safe'): so that children's welfare is safeguarded, they know how to stay safe and grow up able to look after themselves;

3. education and training ('enjoy and achieve'): so that children get the most out of life, develop broad skills for adulthood and progress in learning, leisure and personal development;
4. contribution to society ('make a positive contribution'): so that children join in, take responsibility, play a productive part in the community and do not engage in anti-social or offending behaviour;
5. social and economic well-being: so that children have a good start in life and are able to achieve their full potential and secure employment.

The overall aims of the Children Act are to:

- Ensure that no child falls through the net and help every child to achieve their potential;
- Shift the balance towards prevention through tackling child poverty, improving early years education and childcare, raising school standards and supporting parents;
- Ensure children's well-being is safeguarded;
- Intervene earlier before children reach crisis point.

The means of achieving these aims are:

- Clear accountability – Putting someone in charge both locally and nationally with responsibility for co-ordinating services for children (Group Director of Children's Services and Children's Minister);
- Integrating education, health and social care – Around the needs of the child rather than the needs of the professionals (Children's Trusts, National Service Framework, Children's Centres, Full Service Extended Schools);
- Raising the priority of child protection across all services (doctors, teachers, police and local authorities) so that all concerned act quickly and in harmony to effectively protect children at risk (New statutory duties and Local Safeguarding Boards);
- Creating a lead inspectorate for children to ensure services are held to account based on how they work together for children (OfSTED have been given the lead inspectorate role);
- Raising the attractiveness and status of working with children and fostering children;
- Sharing information between services to pick up the warning signs through early identification of children, improved information sharing, common assessment and multi-disciplinary team working;
- Increasing the focus on supporting families and foster carers;
- Investing in training and professional development for all staff involved in working with children (a dedicated sector skills agency has been established to support this)

How Will Services be Delivered?

We propose to develop a co-ordinated service delivery between health, social services, education, police and the voluntary sector around clusters of schools to provide:

- Wrap around support for families;
- A single point of accountability with a common approach to the assessment of need;
- More effective child protection procedures;

Learning From Current Pilots of Multi Agency Working in Swindon

Swindon is developing a number of children's centres, piloting multi disciplinary working

- through the Sure Start Local Programme,
- the change of the Early Excellence Centre to a children's centre and
- a children's centre led by a national voluntary organisation.

The Children's Fund is also a multi agency team. Swindon is planning Local Preventative Panels to identify and plan services for vulnerable children and these will be piloted in two out of three children's centres and the Children's Fund.

In addition to the learning from Pathfinder Children's Trusts, we will be evaluating children's centres, Sure Start and the Children's Fund to mainstream their successes into multi disciplinary locally focused teams.

Swindon's vision for Children services is based on achieving excellence through partnership. The Council and its strategic partners along with the local community take responsibility and ownership for raising educational achievement. This is expressed through the vision contained in the Strategic Management Plan. Through this approach, in partnership we will develop a learning culture and become a learning community.

Our aim is based on the values of equal opportunities that everyone willing to learn can achieve success.

We recognise that education opportunities affect individuals' life chances and the aspirations and achievements of the whole community. The values which drive our education system within Swindon are a commitment to ensure:-

- A community focused on high quality education service based on equal opportunities
- Policies are well co-ordinated and have the learner at the centre of their focus
- The entitlements of all learners are recognised through the strong belief in education and social inclusion
- The education community as a whole is publicly accountable for a high quality of local provision
- The development of strong and effective partnerships.

We believe that the key to continuous improvement is the self-managing and self evaluating school which focuses on achieving "**excellent pupil progress**" across a broad and balanced curriculum and achieves this through "**excellent teaching and learning**" in an educationally inclusive environment which has "**excellent leadership and management**".

We aim to:

- Provide effective leadership, continuous service improvement and the promotion of effective partnerships which improve the life chances of children in Swindon.
- Ensure that every school receives the support and challenge it needs to be successful for all pupils
- Align resources to priorities and ensure that all resources are used to maximum effect.
- Organise our services and provision to promote equality and inclusive practice that supports the learning of all pupils.

This statement provides a key opportunity to outline how available capital resources will be aligned to both national and local priorities and to ensure that all resources are used to maximum effect.

In terms of asset management planning, this vision enables us to focus on ensuring school place planning supports school improvement and enables effective asset management planning both at a school and a departmental level through:

- Ensuring that equality of access is central to the delivery of services

- Ensuring that resources are aligned to reflect the changing needs and priorities of schools, the Department and the Council
- Ensuring that services are regularly monitored and evaluated to secure continuous improvement and best value.

Other local strategic factors and links to building schools for the future

Educational standards in Swindon are average in all core subjects and across all key stages, except in Mathematics at Key Stage 2 and in the proportion of pupils achieving one or more A*-G grades at GCSE, which are below national averages. The progress that pupils make and the rates of improvement are uneven. There is wide variation in the performance of individual schools. The limitations of the existing school accommodation, in particular specialist subject areas, are a contributory factor.

Demand for primary school places is expected to decline over the next five years leading to an increased level of surplus places unless appropriate action is taken. However there are certain areas around the borough, which are earmarked for significant housing development requiring the provision of new educational facilities. Numbers in the secondary sector are expected to increase slightly over the next five years reducing existing surplus capacity to 6.7%. (Swindon Schools Organisation Plan 2006/7-2009/10, Pg 42).

The impact of large-scale housing development is a significant factor for the Council. In order to secure appropriate contributions to education, the Council has refreshed its supplementary planning guidance and the level of Section 106 contributions expected from developers. Within the first six months of application of the new guidance, over £1m worth of contributions have been received.

As a result of the proposed Southern Development Area, Children Services have secure developer contributions of over £12m to support the significant expansion of secondary aged and primary aged provision. This is likely to be a major investment that will take into account the Building Schools for the Future agenda and the Children Act. Early discussions have taken place with schools on these future developments and these were incorporated in the strategic document *Swindon's Future; Swindon's Schools* issued for consultation in October 2004.

In addition to the larger developments, further development and assessment of smaller scale and infill development are being assessed, securing any additional necessary developer contributions as necessary.

Demand for placements in special schools is likely to reduce over the next five years with greater inclusion of pupils with a range of special educational needs into mainstream schools and the specially resourced provision attached to mainstream. At the moment there is a lack of specific types of specially resourced provision in Swindon and the Council transporting pupils with additional needs out of borough incurs significant costs. However there will be a continued need to maintain special schools and provision will need to adapt to reflect the more profound difficulties of the pupils being referred. Over 2003-2004, the Education Department embarked on a major review of specially resourced provision within mainstream schools. This resulted in the closure of 19 special 'units' at mainstream schools with the children being educated within the mainstream setting of their local school.

In order to meet the requirements of the Children Act, Children Services has established a programme for the provision of Children's centres. Two centres have been opened and a third is under development. A further 8 sites have been identified and these are programmed to open by 2008.

Much of the school accommodation is provided in temporary or mobile accommodation, which over a long period of time does not provide an effective or suitable teaching and learning environment that can be adapted to meet changing curriculum needs. There is evidence of significant under investment in Swindon Schools and much of the current accommodation is no longer fit for purpose of suitable to meet education requirements for the 21st century.

In considering the Building Schools for the Future, and Every Child Matters Agenda's the Council is looking to develop:

- Primary schools as hubs for learning and community activities within neighbourhoods;
- Secondary schools as hubs for community activities serving a number of neighbourhoods;
- Learning centres that are modern, networked and that exploits the potential of e-learning for the whole community;
- One place for high quality facilities that improve the quality of life for the whole community.

By achieving this we will create vibrant learning centres and community facilities that:

- Raise achievement through improved equity of access and opportunity for children and young people to a modern school curriculum within fit for purpose buildings;
- Raise achievement through improved equity of access and opportunity to recreational, occupational and vocational adult and community learning;
- Provide choice and diversity;
- Bring public services, recreational, cultural and social opportunities closer to communities;
- Are centres of excellence.

In creating such facilities Children Services will be addressing identified deficiencies with existing facilities. Such deficiencies have been identified and continue to be addressed through the Asset Management Plan process and include unsuitable special needs buildings to meet the more demanding needs of those pupils with profound difficulties; removal of surplus places in the primary sector through amalgamations and federations, the need for the replacement of temporary accommodation. The extent of the development and scope to use existing sites for such developments is still under review with relevant schools.

Children Services has looked at funding the recreation and improvement of the secondary school facilities through the Building Schools for the Future Initiative. As a result of the notification from the secretary of State on BSF funding the Council is now looking at using alternative funding sources in relation to its secondary priorities. Primary and special school provision will need to be resourced through the sale of existing sites, targeted capital funding or the Council's own resource within the limits of Prudential Borrowing. Funding of the associated health and community facilities on site have yet to be reviewed. As part of the strategic document *Swindon's Future: Swindon's Schools*, the Council considered the funding of a major investment programme for schools using a range of funding streams such as targeted capital, building schools for the future, the single capital pot, capital receipts, S106 contributions.

The development and complete modernisation of secondary school provision will be subject to the Building Schools for the Future Initiative and other funding streams available. As outlined in the Local Policy Statement, the Expression of Interest and associated priorities had been discussed and agreed in partnership with the Secondary School Heads and Children and Young Peoples Partnership Board. The further development of this initiative and any other initiatives will be subject to further consultation with all interested parties.

For primary and special schools the strategic challenges with potential capital implications include:

- The replacement of temporary accommodation with permanent build where necessary
- The removal of surplus accommodation. Where possible the Council will seek to find alternative community use of surplus accommodation prior to removal.
- The relatively high level of time limited permanent accommodation currently supporting schools
- The high level of unsuitable accommodation to support pupils with special education needs.
- The high level of investment needed to ensure that mainstream schools are equipped to provide a fully inclusive teaching and learning environment.

Role of capital investment

Swindon is committed to promoting capital investment in schools and ensuring that this will play a key part in driving up standards, both academic and vocational. Better buildings providing a more secure, weather proof, visually attractive and creative environment will ensure that pupils are more motivated and staff can be more effective.

The Government has set a challenging agenda for improvement in education, initially focussing on transforming secondary education but ensuring that foundations for learning are in place at both pre-school and primary level. When taking forward a capital project, not only will Children Services seek to ensure that both the school, departmental and Corporate priorities are met but that the project meets at least one of the noted government priorities. Capital projects are assessed at three levels according to the type of project:

1. School – through the development of asset management plans as part of the school development plan and linked to raising standards
2. Service – through an annual appraisal of possible projects according to an outline matrix of priorities.
3. Borough – through the developing corporate capital programme appraisal system.

Targets for each project are set as part of the project development process. Outputs are monitored on an annual basis and against set AMP targets. It may be necessary to adjust the AMP targets on an annual basis according to the project appraisal process.

DfES Capital Investment Priorities

The DfES Capital Investment priorities are:

- The BSF Agenda
- Primary Enrichment

- Raising Standards both in the primary and secondary sectors e.g. support for schools causing concern
- Diversity (e.g. expanding popular and successful schools)
- Inclusion (e.g. providing efficient and accessible high quality provision for pupils with SEN and disabilities)
- Schools workforce reform (and in particular reflecting the important changes set out in the National Agreement on Raising Standards and Tackling Workload)
- The 14-19 agenda
- National Curriculum requirements (e.g. improving science and design and technology accommodation in schools)
- Extended schools/community use
- Addressing pupil behavioural and attendance
- E-learning
- School Security
- Sustainable development
- School transport
- Children's Services

More recently, the DfES have been consulting on a major primary Capital Programme which will be piloted in 2008/9. It is proposed that £150m will be available in 2008/9 with £500m in 2009/10.

Strategic Capital Investment Priorities

The Strategic Capital Investment Priorities are:

The **first priority** for schools, the Council and Diocesan Boards in deploying formula capital and central resources will be towards projects where urgent and emergency work is necessary. Such projects will include: -

- Urgent health and safety scheme;
- Essential maintenance required to keep the premises fit for purpose;
- Committed/Guaranteed expenditure.

Within the context of fair funding immediate remedial work will normally fall to the school to fund from its delegated funding. Schools are expected to use their delegated funding effectively to manage the repair and maintenance of their buildings effectively. Such work will include the smaller capital projects and health and safety works. More long-term solutions will be developed and funded from the resources available to the Borough and Diocesan Boards with schools making contributions from their funds, including formula capital, as appropriate.

The **second priority** will be removal of replacement of temporary accommodation as necessary to ensure the quality of the teaching and learning environment is suitable for current and future curriculum requirements. Within this it is expected that priority 2 medium condition works and high priority suitability works will be addressed. Priority will be given to major work required on the external areas of the building envelope and services – roofs, external walls and windows, major essential sanitary refurbishment and non-urgent health and safety issues.

Examples of projects taken forward in 2004-05 include the replacement of temporary accommodation in Haydon Wick Primary School and Ferndale Junior School.

The **third priority** will include projects where there is specific funding available that covers 100% of the capital costs and which are consistent with the priorities outlined in one or more of the major plans or strategies of the LEA. These include:

- Children and Young People's Plan
- School Organisation Plan
- The SEN and Access Strategy
- Behaviour Support Plan
- The Strategic Management Plan

In the future the third priority for funding will also cover the Building Schools for the Future initiative the outline details of which are given in the Local Policy Statement.

In the event Building Schools for the Future monies is not available in the early stages to the Swindon, the capital programme will continue to follow the outlined strategic priorities for investment. Bids to the DfES will continue under the targeted capital funding initiative, which address the highest priority issues. In the event that bids to the DfES are unsuccessful, potential capital projects will be subject to the normal assessment criteria of the Corporate Capital Programme and will be competing against the priorities within other services areas. Children Services cannot confirm whether any bid for funding either to the DfES or as part of the Corporate Capital Programme for Corporate resource will be successful.

Projects included in this category will also be expected to contribute to one or more of the Councils key corporate themes. These are:

- A learning and creative place
- A healthy and caring place
- An economically prosperous place
- An environmentally friendly place
- A safe place
- A Council for the future

Examples of types of projects include specific improvement projects for schools causing concern that would normally be funded through the Targeted Funding capital credits, credit approvals allocated for specialist school status or developer contribution monies needed to address a shortfall in school place provision as a direct result of housing development.

Strategic priorities arising from key planning documents

The majority of the strategic priorities flow directly from the priorities identified in the Education Department Strategic Management Plan. As a working document the Education Asset Management Plan will operate as a separate document to ensure the effective management, maintenance and investment in school premises. The plan will continue to operate in conjunction with the Corporate Asset Management Plan.

New priorities (project specific) will continue to arise from updated AMP condition and suitability data as and when this is updated, but potential solutions will be appraised to deliver the broader objectives wherever possible.

Priorities arising from premises surveys

As indicated in above, Swindon is in the process of securing a web-based asset management data portal under the SScAMP initiative. This will include updating condition, suitability and sufficiency information. This data will help inform schools self-assessment via the validated school self review enabling a direct link between buildings and school improvement.

Condition Priorities

Responsibility for repairs and maintenance, both day-to-day and strategic, rests with governing bodies. We expect schools to exercise good stewardship and put appropriate funding sources in place for preventative maintenance to avoid higher capital costs at a later date. The Children Services role is to fund larger more strategic capital items which are beyond the scope of a schools formulaic capital.

Condition investment will be considered in conjunction with suitability and sufficiency investment to ensure holistic solutions wherever possible, minimising disruption and maximising value for money. Capital improvement schemes therefore aim to eliminate high priority condition concerns and condition based projects will look to improve suitability of accommodation.

In considering modernisation of the estate through joined up funding Children Services is conscious of lifetime costs rather than only immediate costs and savings.

Energy and Water Consumption Targets

In adopting new developments we are adopting sustainable development principles and increasingly specifying materials and designs that have minimal environmental impact. This is in line with Corporate Policies and the key corporate aim of an environmentally friendly place.

In the future the Council will benchmark water and fuel consumption both between schools within the Children Services and against national benchmarking published by the DfES.

Suitability Priorities

Swindon will be adopting a basic system for ranking suitability needs as outlined above. Using the scoring system, potential projects will also be cross referenced against identified priorities, any specific standards issues at the schools and the potential impact on raising standards and the link to national priorities. The project will also be assessed against the general matrix of needs as given in **Appendix 7**.

In the future, the suitability of primary school accommodation will be measured against a standard accommodation brief which can be adapted according to the individual needs of the school. The secondary brief is measured against the DfES curriculum analysis model and again adapted according to individual subject specialities of each school. A brief on the accommodation requirements for special schools will be individual to each school according to the needs of pupils. This has yet to be developed for any of the Swindon Schools.

Room areas will be benchmarked against DfES recommendations (revised BB82 and BB99). This will also be used in the future to benchmark the respective priority of particular projects.

The Council is committed to embracing good practice in procurement in line with rethinking construction and is reviewing the scope to set up pilot schemes for the procurement of the

replacement of temporary build with permanent accommodation. In particular Children Services is looking at different procurement methods under the banner of Rethinking Construction to ensure best value for money and ensure that building projects can be achieved within set and often tight timescales.

Basic principles underlying capital investment

Implementation of Capital Projects

In procuring building work the design process followed by the Property Directorate is based on the RIBA Plan of Work which is designed to standardise the way in which a project is realised right through from its inception to the completion of building on site. At the end of each stage of development, checks are carried out to ensure that the costs of the scheme are known as accurately as possible and any required adjustments to match the available funding are made. These adjustments may include reducing the scope of the scheme to within the available budget or requesting additional funds from the Council, Children Services contingency budget or school as appropriate.

The concepts of value for money and life cycle costing are reviewed jointly within these exercises. It is important to note that the best value for money is not necessarily the cheapest solution.

For Formula Capital, Seed Challenge, Security, Staff Workplace and self funded schemes schools have the option of project managing a project themselves subject the project being agreed by the Property Directorate and Children Services. In taking forward a project it is the Governors responsibility to ensure the development of an appropriate project brief, that the correct tendering processes are followed and the necessary planning approvals are sought. In addition the Governors will need to assure themselves that the appointed contractor is suitably qualified to undertake the works.

As part of the future capital monitoring processes within Children Services, all schools with self managed projects, other than self funded projects, will be requested to provide a quarterly report regarding the progress of the project. Guidance notes and forms are being developed to be sent to relevant schools at the time the project is being reviewed through the premises alteration process.

Securing value for money

In order to meet the requirements of Best Value, the Council needs to demonstrate that all relevant options for the packaging and procurement of the building work has been considered and that the option chosen presents the best combination of quality in addition to value for money.

Design Standards and Option Appraisal

Children Services strongly 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 Directorate's processes in order to achieve best value solutions.

Corporate standards are adopted when taking forward new schemes, which include the principles of sustainability in line with the Corporate Aims.

Through the Corporate Capital process, option appraisals are undertaken at a Corporate level which take into account both the financial requirements of the particular scheme or area of work in addition to non-financial elements including the links to performance indicators, and Directorate initiatives and targets.

Project Delivery

Part of the business case process will identify the design requirements and any innovations or further advice that may be required. This will ensure that the correct resources and project implementation procedures are allocated at the start of the project.

The business case, through advice from the Property Directorate or appointed project managers will also seek to identify the procurement streams that will best the need of the project.

The authority is currently developing a series of project implementation procedures and schools project development pack to be used when taking forward centrally managed schemes. The procedures include a detailed Terms of Reference and project plan, which all stakeholders are required to sign up to. This forms the core of the project control process. In addition strategic control points are flagged at key stages throughout the development of the project to ensure that all parties are in agreement prior to the project progressing to the next stage.

At the end of the project a survey will be carried out which gives feedback on the performance of the authority and the quality of the product.

Internally each month, a cost evaluation is undertaken to ensure the project is on target on within budget.

School Responsibilities

Schools have prime responsibility for the standards they achieve. The role of the LEA is to support them in raising these standards. Capital investment to support the raising of standards is therefore a partnership between the school and LEA.

As part of their school development plan, each school should be developing an asset management development plan highlighting what capital works are required at the school and how this will relate to an increase in standards at the school.

The maintenance of the school premises rests with the school, with assistance from the Council when the maintenance issues increase to within the definition of capital and the priority of the works is of sufficiently high priority to be included in the Children Services condition capital programme or can be incorporated within a planned modernization project at the school. In the future the LEA will NOT invest to meet condition needs when they result directly from poor stewardship of the buildings. As a future development, Children Services, in liaison with the Property Directorate will consider providing general guidance to school on maintenance issues including the need to maintain a rolling programme of external decoration.

Capital programme

The capital programme is a Corporate programme rather than a Directorate one and forms part of the short – medium term strategy for the Council 's development. The capital programme for the Council will now be aimed at meeting the 50 promises made in the 2010 vision document.

Within the Corporate programme, the Children Services programme seeks to address both Government issues, Corporate issues, Directorate issues and school specific issues. In previous years the programme has been split according the different types of capital funding sources available to both the schools and Children Services. This has meant that in some areas, a number of smaller schemes have been taken forward, not necessarily representing optimum value for money. In the future, Children Services will be looking to take forward larger schemes that address a number of issues.

Historically, the level of expenditure on each priority has largely been determined by the funding sources. However, in future, Children Services will have greater scope in bringing together various funding sources to target resources in the most effective manner. Governing Bodies will have similar flexibility taking account of the priorities identified in the Borough's Asset Management Plan and the premises requirements of their School Development Plan. Announcement of indicative DfES allocations for a 3-year period assists in developing a strategic approach to the joining up of funding sources to achieve best value. In future years, it is expected that the number of AMP Priority funding sources will diminish allowing greater flexibility in the allocation of resources. At that stage, the AMP should be sufficiently embedded to allow identification and prioritisation of need across all areas rather than relying on DfES funding allocations to provide resource allocations to individual areas of need.

The capital programme currently includes all capital funding processed through Children Services and the Council. It is proposed that this be extended to include the quarterly monitoring of expenditure on formula capital projects in the future. As indicated in the Local Policy statement in the future the use of formula capital will be directed towards the urgent AMP priorities, in particular condition works along with the schools priorities identified through the school development plan and Ofsted feedback.

The current 4 year Capital Programme, as noted in **Appendix 8** of this document, was agreed by Cabinet in February 2006. However on doing so it is recognised that the priorities for funding may need to be reconsidered according any arising priorities identified through the recently collated SScAMP data exercise.

The priorities for funding for individual schemes relating to the replacement or removal of mobiles may also need to be reconsidered according to variations in pupil projections and arising Strategic Schemes that offer the opportunity to maximum vale for money.

The identified Strategic Schemes have been removed from the Cabinet approved Capital programme. These will be reviewed on a case by case basis by Cabinet following the completion of an outline feasibility study. The feasibility study will be required to explore the funding options for such schemes.

Proposed variations in the Capital Programme will be reviewed through regular updates with the Schools AMP Focus Group. Information regarding the capital programme will also be issued to schools.

Capital Programme 2005-06 Review

A summary document indicating the allocations made to date is included in **Appendix 8**.

Within the capital programme a contingency sum was retained within the NDS allocation to cover any arising emergency condition or H&S schemes that arise during the winter months. This contingency was also been held back for the agreed NDS modernisation schemes agreed to date. The initial budget figures were based on a desktop exercise only. Once the schemes are finalised and any planning conditions noted, the contingency will be used to supplement any additional costs required. The final costs of the agreed schemes are in the process of being finalised at the time of writing the AMP.

There are a number of schemes that were delayed in the 2005-06 programme. This was mainly due to delays in obtaining signature for approval and the nature of the process for obtaining this.

Capital Programme 2006-07

Schools were consulted on the proposed capital programme for 2006-07 in January 2006. Individual responses were sent to schools where queries were raised. A copy of the consultation document is included in **Appendix 9**. The programme was based on the original 5 years capital programme for school that was subject to consultation with school last financial year.

New Deal for Schools Sufficiency

This funding has replaced the basic need bidding round previously operated by the DfES, to provide funding for additional new places as a result of sustained and increased pupil demand in a particular area.

Formula Capital

This is a grant allocation available directly to schools. The allocation to each school is based on a lump sum allocation plus an amount per pupil as determined by the DfES. Schools can opt to use the funding to undertake an appropriate high priority capital project as outlined in their AMP data and in line with the Education AMP priorities. In taking forward a project the scheme must be outlined in the Schools Development Plan and provide a link to raising standards.

Schools can opt to project manage a scheme themselves, subject to receiving approval through the premises alteration process, or request the Property Directorate to manage the scheme for them.

The approval of formula capital allocations and management of the total grant is undertaken by Children Services.

Corporate Resource

Each year Children Services makes a bid to the Corporate Resource to fund identified high priority schemes, which cannot be funded through DfES allocations due to insufficient funding. An identified issue for the Council is the removal of temporary accommodation at schools and replacement with permanent build where necessary.

Developer Contributions

In considering planning applications for new housing development, under Section 106 of the Town and Country Planning Act 1990, and as determined by the Department for the Environment Circular 1/97, Councils can request developers to make a contribution to the extension of the infrastructure needed to support the new demand arising directly as a result of the development. Such contributions include highways, social housing, leisure and school facilities.

The Council has developed a policy that enables contributions to be made for education provision arising not only from large scale housing developments which may require the provision of new schools but smaller scale contributions that will allow for necessary extension work to be undertaken on existing school sites. As a result of this policy over £10m has been secured for contribution to education provision.

Specialist Schools Allocation

In receiving approval for specialist college status, grant allocations are available from the DfES, subject to the necessary approval processes and matched funding to enable the accommodation to be improved to provide the necessary specialist accommodation.

Reactive Maintenance

Funding for day-to-day repairs and maintenance work was delegated to all schools with effect from April 1999. The schemes has recently been adapted to allow for VA schools to receive the same level of funding following Government changes to the funding of VA schools. The level of resources delegated to schools is identified and conveyed to schools through the local management of schools formula.

Schools are reminded of the importance of carrying out day to day repairs and not allowing the premises to deteriorate to the point where the resulting increase in cost means the work must be considered for funding any centrally held condition budget. The effect of governors neglecting the responsibility for day-to-day repairs would be to accelerate the overall deterioration of the premises and to considerably increase the eventual cost of the remedial works. It would also disadvantage other schools, which had made the positive effort to keep their premises in good condition, but then failed to gain priority in the capital programme because of those schools who had neglected their maintenance duties.

AMP targets

The outputs against the previous AMP targets are noted in **Appendix 10**. The Schools AMP Focus Group, Children Services Leadership Team and where necessary the Corporate AMP will monitor targets and outputs in the future. The results will influence future programmes as necessary.

The Schools AMP process and the AMP data, which informs the capital priorities, are currently under review by Children Services in response to feedback from Ofsted. For the purposes of this report the AMP targets, which have been set, are at a relatively simple level.

Individually each capital project will be given its own targets in relation to timescales, budget out-turn, desired outcomes and links to raising standards.

Proposed developments

Current Status, Joint Area Review (JAR) and Audit Commission feedback

The schools AMP data and processes are currently subject to an in depth review by Swindon following a self-assessment exercise as part of the latest JAR and the feedback from Ofsted. In particular, knowledge of AMP within schools and the relationship to increasing standards needs to be developed further, along with the increasing schools awareness with regards to their responsibilities on premises issues and capital investment. The following are extracts from the recent Ofsted report.

“Until recently lack of capacity has resulted in insufficient leadership on asset management planning. Capital spending has been focused on providing additional school places and the maintenance of existing buildings has been a low priority. As a result Swindon has one of the highest repair and maintenance backlogs in England (£1777 per pupil). This was partly as a result of schools not being encouraged to use formula capital on priority AMP items. The initial 2002-06 asset management plan did not meet the standards set by the DfES. The condition surveys were reported by schools to be both incomprehensible and inaccurate.

Over the last six months the Children Services has made progress in developing strategies to manage its assets by publishing a revised AMP and drafting a five-year capital strategy which includes education as a priority. The focuses on solutions linked to reducing primary school places and improving school performance. The strategy aims to address the most urgent needs over five years, reduce surplus places by the removal of mobile classrooms and replace other mobile accommodation with permanent build.

Previously the Education department has been less effective about bringing schools into the process. Despite a clear commitment to partnership working, schools were not aware of the process. Headteachers are now aware of the asset management plan priorities and consequently consider that capital expenditure is both transparent and fair. Most Schools have their own asset management plans, and these are beginning to take into account the priorities in the authority’s plan. Because of the long period of uncertainty and complex pattern of demand for school places it has taken some time to regain the confidence of schools in the AMP process. There is now evidence of this confidence returning.”

The above resulted in the drafting of an outline development plan for the AMP, Capital Programme and Capital Project development, which have been agreed by the Schools AMP Focus Group. It was envisaged that the development plans would take 1-2 years to be fully embedded with schools and to start to take effect. This has proven to be the case.

Significant progress has been made by both Children Services in the support provided to schools on Asset Management over the last 18 months. This has been aided by the partnership approach to developments with the Schools AMP Focus Group. Capital Funding and projects are linked to strategic priorities and the priorities in individual schools School Development Plans. The development of the SScAMP database will provide schools direct access to a comprehensive dataset regarding their schools.

The details of the AMP development plan are attached as **Appendix 11**. In addition Children Services intend to continue to ask for the following for the 2005 -06 financial year.

- Project Forms and Focus on Raising Standards – schools will be required to complete a project nomination form before the start of the financial year indicating what capital projects the school intends to undertake over the next year and how this is to be funded. The projects will be checked against the schools AMP and School development Plan priorities along with the contribution to raising standards. Schools will be challenged to provide evidence for potential schemes not meeting these priorities.
- At the end of each year, schools will be asked to complete a maintenance schedule confirming what works have been undertaken at the school during the course of the year. This will enable the Council to update the AMP data on a regular basis and maintain accurate information on the condition of the school. This also allows the Borough to monitor expenditure in line with identified priorities.
- Nominated representatives at each school to support the regular updates required in relation to the new SScAMP database and be the point of contact for the Education based super user.

Appendix 1: Schools Maintained by Swindon Borough Council

School Type	School Name	Address 1	Address 2	Address 3	Post Code	Tel no	Heads e-mail
Infant	Beechcroft Infant School	Beechcroft Road	Upper Stratton	Swindon	SN2 7QE	823278	head@beechcroft.swindon.sch.uk
Infant	Colebrook Infant School	Towcester Road	Coleview	Swindon	SN3 4AS	331960	head@colebrook-inf.swindon.sch.uk
Infant	Covingham Park Infant School	The Harriers	Covingham Park	Swindon	SN3 5BD	525464	head@covinghampark-inf.swindon.sch.uk
Infant	Eastrop Infant School	Eastrop	Highworth	Swindon	SN6 7AP	763772	head@eastrop-inf.swindon.sch.uk
Infant*	Even Swindon Infant School	Hughes St		Swindon	SN2 2ER	523681	head@evenswindon-inf.swindon.sch.uk
Infant	Ferndale Infant School	Ferndale Road		Swindon	SN2 1HL	522013	head@ferndale-inf.swindon.sch.uk
Infant	Gorse Hill Infant School	Avening Street		Swindon	SN2 8BZ	523800	head@gorsehill-inf.swindon.sch.uk
Infant	Grange Infant Community School	Delamere Drive	Stratton St Margaret	Swindon	SN3 4XE	822357	head@grange-inf.swindon.sch.uk
Infant	Holy Rood Catholic Infant School	Groundwell Road		Swindon	SN1 2LU	523802	head@holyrood-inf.swindon.sch.uk
Infant*	Moredon Infants School	Akers Way	Moredon	Swindon	SN2 2NQ	535992	head@moredon-inf.swindon.sch.uk
Infant	Oliver Tomkins CE Infant School	Beaumaris Road	Toothill	Swindon	SN5 8LW	870471	head@olivertomkins-inf.swindon.sch.uk
Infant	Pinehurst Infant School	Beech Avenue	Pinehurst	Swindon	SN2 1JR	332430	head@pinehurst-

School Type	School Name	Address 1	Address 2	Address 3	Post Code	Tel no	Heads e-mail
							inf.swindon.sch.uk
Infant	Wroughton Infant school	Wharf Road	Wroughton	Swindon	SN4 9LE	812340	head@wroughton.swindon.sch.uk
Junior	Colebrook Junior School	Towcester Road	Coleview	Swindon	SN3 4AS	823057/31970	head@colebrook-jun.swindon.sch.uk
Junior	Covingham Park Junior School	The Harriers	Covingham Park	Swindon	SN3 5BD	525465	head@cpjs.swindon.sch.uk
Junior*	Even Swindon Junior School	Pasture Close	Raybrook Park	Swindon	SN2 2UJ	523041	head@evenswindonjuniors.org.uk
Junior	Ferndale Junior School	Wiltshire Avenue		Swindon	SN2 1NX	332420	head@ferndale-jun.swindon.sch.uk
Junior	Gorse Hill Junior School	Avening Street	Gorse Hill	Swindon	SN2 8BZ	332001	head@gorsehill-jun.swindon.sch.uk
Junior	Grange Junior School	Grange Drive	Stratton St Margaret	Swindon	SN3 4JY	822405	head@grange-jun.swindon.sch.uk
Junior	Holy Rood Catholic Junior School	Upham Road	Walcot	Swindon	SN3 1DH	527679	head@holyrood.swindon.sch.uk
Junior	Lawn Primary School	Brecon Close		Swindon	SN3 1JT	536179	crbrown@lawn-jun.swindon.sch.uk
Junior*	Moredon Junior School	Akers way	Moredon	Swindon	SN2 2NQ	535792	head@moredon-jun.swindon.sch.uk
Junior	Oliver Tomkins CE Junior School	Beaumaris Road	Toothill	Swindon	SN5 8LW	872100	head@olivertomkins-jun.swindon.sch.uk
Junior	Pinehurst Junior School	Beech Avenue	Pinehurst	Swindon	SN2 1JR	534909	head@pinehurst-

* Amalgamating in September 2006

School Type	School Name	Address 1	Address 2	Address 3	Post Code	Tel no	Heads e-mail
							jun.swindon.sch.uk
Junior	Ruskin Junior School	Wordsworth Drive	Upper Stratton	Swindon	SN2 7NG	332107	head@ruskin-jun.swindon.sch.uk
Junior	Southfield Junior School	Shrivenham Road	Highworth	Swindon	SN6 7BZ	762210	head@southfield-jun.swindon.sch.uk
Junior	Wroughton Junior School	Inverary Road	Wroughton	Swindon	SN4 9DL	812339	head@wroughton-jun.swindon.sch.uk
Primary	Abbey Meads Primary School	Hugo Drive	Abbey Meads	Swindon	SN25 4GY	723239	head@abbeymeads.swindon.sch.uk
Primary	Bishopstone CE Primary School		Bishopstone	Swindon	SN6 8PW	790521	head@bishopstone.swindon.sch.uk
Primary	Brook Field Primary School	Cartwright Drive	Shaw	Swindon	SN5 5SB	874582	head@brookfield.swindon.sch.uk
Primary	Chiseldon Primary School	Castle View Road	Chiseldon	Swindon	SN4 0NS	740349	MrD@chiseldon.org.uk
Primary	Drove Primary School	Drove Road		Swindon	SN1 3AH	529009	nick_capstick@hotmail.com
Primary	Eldene Primary School	Colingsmead	Eldene	Swindon	SN3 3TQ	525908	head@eldene-jun.swindon.sch.uk
Primary	Freshbrook Primary School	Worsley Road	Freshbrook	Swindon	SN5 8NU	872800	head@freshbrook.swindon.sch.uk
Primary	Goddard Park Primary School	Welcombe Avenue	Park North	Swindon	SN3 2QN	342342	head@goddardpark-pri.swindon.sch.uk
Primary	Greenmeadow Primary School	Pen Close	Haydon Wick	Swindon	SN25 3LW	521141	head@greenmeadow-pri.swindon.sch.uk
Primary	Haydon Wick Primary School	The Brow	Haydon Wick	Swindon	SN25 1HT	706606	head@haydonwick.swindon.sch.uk

School Type	School Name	Address 1	Address 2	Address 3	Post Code	Tel no	Heads e-mail
Primary	Haydonleigh Primary School	Haydon Court Drive	Haydon Wick	Swindon	SN25 1JP	700443	head@haydonleighscho ol.co.uk
Primary	Holy Family Catholic Primary School	Marlowe Avenue	Park North	Swindon	SN3 2PT	521933/5 21932	head@holymfamily.swind on.sch.uk
Primary	King William Street CE Primary School	King William Street		Swindon	SN1 3LB	522346	head@kingwilliam.swin don.sch.uk
Primary	Lainesmead Primary School	South View Avenue		Swindon	SN3 1EA	529106	head@lainesmeadprim ary.co.uk
Primary	Lethbridge Primary School	Lethbridge Road		Swindon	SN1 4BY	535033	head@lethbridge.swind on.sch.uk
Primary	Liden Primary School	Liden Drive	Liden	Swindon	SN3 6EX	531025	head@liden- pri.swindon.sch.uk
Primary	Mountford Manor Primary School	Bothwell Road	Walcot	Swindon	SN3 3EZ	536494	head@mountfordmanor -inf.swindon.sch.uk
Primary	Northview Primary School	Haresfield	Highworth	Swindon	SN6 7PQ	765408	head@northview- pri.swindon.sch.uk
Primary	Nythe Primary School	Nyland Road	Nythe	Swindon	SN3 3RR	524024	head@nythe.swindon.s ch.uk
Primary	Oaktree Nursery & Primary School	Priory Road		Swindon	SN3 2HA	521903	head@oaktree.swindon. sch.uk
Primary	Peatmoor Community Primary School	Pepperbox Hill	Peatmoor	Swindon	SN5 5DP	887473	head@peatmoor.swind on.sch.uk
Primary	Penhill Primary School	Alton Close	Penhill	Swindon	SN2 5HF	723677	head@penhill- pri.swindon.sch.uk
Primary	Robert Le Kyng Primary School	Westcott Street		Swindon	SN1 5HS	523119	head@robertlekyng.swi ndon.sch.uk

School Type	School Name	Address 1	Address 2	Address 3	Post Code	Tel no	Heads e-mail
Primary	Rodbourne Cheney Primary School	Broadway	Rodbourne	Swindon	SN25 3BN	534710	head@rodbournechene.y.swindon.sch.uk
Primary**	Salt Way Primary School	Pearl Road	Middleleaze	Swindon	SN5 5TD	881065	head@saltway-pri.swindon.sch.uk
Primary	Seven Fields Primary School	Leigh Road	Penhill	Swindon	SN2 5DE	723833	head@sevenfields.swindon.sch.uk
Primary	Shaw Ridge Primary School	Ridge Green	Shaw	Swindon	SN5 5PU	871601	head@shawridge.swindon.sch.uk
Primary	South Marston CE Primary School	Old Vicarage Lane	South Marston	Swindon	SN3 4SH	823379	head@southmarston-pri.swindon.sch.uk
Primary	St Andrews CE Primary School	Linley Road	Blunsdon	Swindon	SN26 7AP	721423	head@standrews.swindon.sch.uk
Primary	St Catherine's Catholic Primary School	Davenwood	Upper Stratton	Swindon	SN2 7LL	822699	
Primary	St Mary's Catholic Primary School	Bessemer Road East		Swindon	SN2 1PE	523850	
Primary	Toothill Primary School	Stokesay Drive	Toothill	Swindon	SN5 8DR	497250	head@toothill.swindon.sch.uk
Primary	Tregoze Primary School	Sleaford Close	Grange Park	Swindon	SN5 6JU	876800	head@tregoze-pri.swindon.sch.uk
Primary	Wanborough Primary School	The Beanlands	Wanborough	Swindon	SN4 0EJ	790269	head@wanborough.swindon.sch.uk
Primary	Westlea Primary School	Langstone Way	Westlea Down	Swindon	SN5 7BT	870469	head@westlea.swindon.sch.uk
Primary	Westrop Primary School	Rivers Road	Highworth	Swindon	SN6 7DN	762897	head@westrop.swindon

* Closing End of August 2006

School Type	School Name	Address 1	Address 2	Address 3	Post Code	Tel no	Heads e-mail
							.sch.uk
Primary	Windmill Hill Primary School	Uxbridge Road	Freshbrook	Swindon	SN5 8UT	870224	head@windmillhill.swindon.sch.uk
Primary	Catherine Wayte Primary School	Elstree Way	Abbey Meads	Swindon	SN25 4TA	727405	
Primary	Bridlewood Primary School	Chartwell Road		Swindon	SN25 2EX	706830	head@bridlewood.swindon.sch.uk
Primary	St Francis	Taw Hill		Swindon		727624	
Secondary	The Ridgeway School	Inverary Road	Wroughton	Swindon	SN4 9DJ	846100	Contact via admin@ridgeway.swindon.sch.uk
Secondary	Churchfields School	Salcombe Grove		Swindon	SN3 1HQ	487286	head@churchfields.swindon.sch.uk
Secondary	Dorcan Technology College	St Paul's Drive		Swindon	SN3 5DA	525231	head@dorcan.swindon.sch.uk
Secondary	Greendown Community School	Grange Park Way	Grange Park	Swindon	SN5 6HN	874224	head@greendown.swindon.sch.uk
Secondary	Highworth Warneford School	Shrivenham Road	Highworth	Swindon	SN6 7BZ	762426	jgsaunders@portables2.ngfl.gov.uk
Secondary	Hreod Parkway School	Akers Way	Moredon	Swindon	SN2 2NQ	527999	head@hreedparkway.swindon.sch.uk
Secondary	Kingsdown School	Hyde Road	Stratton St Margaret	Swindon	SN2 7SH	822284	head@kingsdown.swindon.sch.uk
Secondary	<u>St Josephs Catholic Comprehensive School</u>	Nythe Road	Stratton St Margaret	Swindon	SN3 4AP	825999	pjwells@stjosephs.swindon.sch.uk
Secondary	The Commonweal School	The Mall	Old Town	Swindon	SN1 4JE	612727	head@commonweal.co.uk

School Type	School Name	Address 1	Address 2	Address 3	Post Code	Tel no	Heads e-mail
Secondary	The Headlands School	Cricklade Road		Swindon	SN2 7BG	723625	Contact admin@headlands.swindon.co.uk
Special	Brimble Hill School	Lyndhurst Crescent	Park North	Swindon	SN3 2RW	617426	head@brimblehill.swindon.sch.uk
Special	The Chalet School	Liden Drive	Liden	Swindon	SN3 6EX	534537	head@chalet.swindon.sch.uk
Special	Crowdys Hill School	Jefferies Avenue		Swindon	SN2 7HJ	332400	head@crowdyshill.swindon.sch.uk
Special	Nyland Special School	Nyland Road	Nythe	Swindon	SN3 3RD	535023	head@nyland-pri.swindon.sch.uk
Special	St Luke's School	Cricklade Road	Penhill	Swindon	SN2 7AS	705566	head@stlukes.swindon.sch.uk
Special	Uplands School	Leigh Road	Penhill	Swindon	SN2 5DE	724751	head@uplands.swindon.sch.uk
Special	Stratton Education Centre	St Philips Road	Upper Stratton	Swindon	SN2 7QP	828941	
PRU	Riverside -PRU	Queens Drive		Swindon			

Appendix 2: SScAMP Project

In 2006 Swindon Borough Council, in partnership with its schools commissioned condition and suitability surveys, detailed plans and accommodation schedules on a specified number of the schools within the Borough boundary

Inspection of the Council in its Role as a Local Education Authority (LEA)

The Council's LEA was assessed as satisfactory in June 2003. However, the inspection highlighted a weakness in the Council's asset management function. The need to have reliable and accurate data on schools premises has become essential to support the service moving forward and as a result additional resources have been dedicated to meeting this need.

The aim of the Swindon Schools Asset Management Project (SScAMP) is to enhance and improve the data it already has on the condition and suitability of its school estate and to meet the recommendations from its inspection report. This project will:

- Generate data that will support an LEA asset management function that is considered "very good" or better.*
- Provide accurate and up to date information that the Council, Schools and all stakeholders can access on line and rely upon at all times.*
- Provide a clear and accountable process for the creation and maintenance of this data.*
- Enable the Council to consider its planning of school places and management of its educational assets based on an accurate and up to date school property portfolio.*
- Provide data that is accessible and can be used as an effective management tool at all levels (within both individual schools and the LEA), whether as a wide overview or detailed analysis for specific decision-making, and all levels in between.*
- Enable informed decision-making based on this robust information, and be able to withstand challenge.*
- Support Building Schools for the Future and address the needs of the Children Act.*

Project Scope

Number and Types of Schools

Swindon Council is responsible for a total of 83 community, foundation and voluntary aided and voluntary controlled schools. This asset bank comprises of 10 secondary schools, 67 primary schools (including separate infant and junior schools) and 6 special schools. The scope of the data collection did not cover the schools currently under development (2 Secondary School, 1 Special school, and 2 Junior/Infant schools).

Data for these new schools will be added once these facilities are in use.

Condition

NPS, the Contractor surveyed the schools in accordance with DfES guidance for Asset Management Planning documents (available from the DfES, www.dfes.gov.uk and Swindon Education Department).

Following an extensive procurement exercise the Council selected Technology Forge to provide the database to hold its AMP data and selected the following organisations to carry out the data collection exercise.

Cad Capture- Building Plans and Sufficiency data

NPS- Condition, Suitability, DDA and H&S data

Atkins- Net Capacity data

Current Status

All data has now been collected and is available to schools via the internet. Validation checks are underway and schools are engaged in the process. The target for completion for the validation stage is July 2006.

Appendix 3: Strategy for the removal of surplus places

The aim of this approach to primary school places is to set out the criteria, which will apply in terms of issues of surplus places across the primary sector of Swindon Borough Council.

The approach is intended to enable the Council to work in partnership with its schools, in order to identify at an early stage the situations, which would cause the Council to begin discussions with Headteachers and Governors about further action to reduce surplus places.

Central to this approach is the Council's Education Vision Statement, which commits the Council to developing a high quality education service, which focuses on the needs of all children, and seeks to Achieve Excellence through Partnership.

The Council will provide positive support to school governing bodies to enable a managed approach to removing surplus places across the authority and at an individual school level.

The Council will take a number of steps to reduce the level of surplus places across the authority as a whole. These will include:

- the removal of temporary accommodation where appropriate;
- provision of community facilities where appropriate.

In particular, the Council will support schools at an early stage, where the level of surplus places gives rise to concerns, to seek to manage any reduction in places. This is particularly important given the demography within Swindon and the fluidity of the primary aged population.

However, there will be circumstances where the above strategies are not sufficient to reduce the level of surplus places in a particular planning area. In such circumstances the following criteria will be used to identify schools where discussions will need to take place on future action to redress the level of surplus places:

Criteria to be applied

Schools with 25% surplus capacity as shown on the annual Pupil Level Annual School Census (PLASC) return and with projections that show a continuing or increasing level of surplus

15% surplus capacity in the planning area, which is likely to continue for 5 years.

This would allow for the changes in housing developments and the subsequent impact on primary rolls to be taken into account.

Approaches to surplus places

When schools have been identified through the application of the above criteria, discussions will take place on the appropriate way forward.

This will depend on the circumstances in the local planning area and at the individual school.

This will include amalgamations, re-designation, federations and potential closures.

Appendix 4: Guidance notes on suitability surveys

What is suitability?

Suitability is defined as how well premises meet the needs of pupils, teachers and other users and contributes towards raising standards of education.

As part of an AMP suitability survey, the number and size of different types of spaces required for both delivering the curriculum and meeting the needs of staff are calculated. This calculation takes into account any constraints imposed by the design of the building.

Roles and responsibilities

LEAs are responsible for co-ordinating and managing the suitability surveys and for moderating assessments between schools to ensure local consistency and fairness. LEAs may choose to arrange for all surveys to be undertaken by a single contractor, either in house, or external to the Council, or request schools to undertake their own surveys following strict guidance.

Due to concerns with the existing AMP suitability data for Swindon School, the LEA contracted Howard Bancroft, an external and independent contractor to update and recalculate the suitability survey data for all secondary schools except Hreod Parkway School and St Josephs RC Comprehensive School. The reassessment involved the calculation of a curriculum analysis for each school. Input from the Headteacher or an appropriate nominated representative will therefore be required. Data produced by Howard has been subject to an update as part of the SScAMP project.

In the future it is expected that schools in consultation with an officer from Children Services will update the suitability survey data.

How will the data be used?

The data should be used by schools and the authority to help identify projects that will: -

- Provide accommodation for the existing and projected pupil numbers.
- Improve the accommodation, to assist in raising standards.
- Address functional problems with internal spaces and external areas.
- Remedy health and safety/security problems.
- Eliminate inefficient, high cost and under used accommodation.

The data will be used by the DfES to determine future funding allocations for Swindon. In the more immediate future the data will be used by the Authority to determine the funding priorities for suitability related projects for the 2006 – 07 financial year. Any identified list of potential capital projects to be put forward for each Capital Programme will be subject to consultation with the Schools AMP Focus Group and schools. **Please note, at this stage, we cannot guarantee that the required funding will become available.**

Method of assessment

The method and criteria laid out below has been followed by Cad Capture to produce the SScAMP database data.

For each space, both teaching and non-teaching, an assessment is carried out for the following areas: -

Size and Shape - Is the size and shape of the room appropriate for the subject area, size of group being taught and teaching method?

Environment - Includes an assessment of the types of finish, temperature, ventilation and acoustics. Assessment of the condition of fabrics is NOT included in this assessment. This is covered in the condition survey.

Location - Relates to the need of the grouping of associated spaces i.e. science labs to prep rooms, and separation of incompatible spaces. This also covers the availability of access for pupils with disabilities.

Fitting and Fixed Furniture - Are the fixed fittings and furniture appropriate and adequate to meet curriculum needs?

Assessment of the condition of these items is NOT included in this assessment. This is covered by the Condition Survey.

The assessment of loose furniture and equipment is NOT covered by this survey. These items are not included under Asset Management Plans.

ICT Infrastructure - Given the increasing impact of ICT on the delivery of education, the suitability assessments review the infrastructure facilities necessary to support IT facilities including power supplies and data links. This assessment does NOT include loose ICT equipment.

If there is a problem with any of these aspects of an internal space or external area, the impact on standards of education is assessed. The impact on education is assessed, according to the following categories.

Category A – Unable to Teach Curriculum - This is most likely to be associated with numbers and types of teaching space. There should be enough spaces to accommodate all pupils for the whole of the curriculum.

Category B – Teaching Methods Inhibited - The schools preferred teaching methods are inhibited. This may be associated with numbers and types of teaching spaces.

Category C – Management or Organisation of School affected Adversely - This is most likely to refer to the location of spaces and how they relate to each other.

Category D – Pupil or Staff Morale Adversely affected. - (Self explanatory)

Examples of accommodation problems and their assessed impact on school operations and educational outputs are shown in table 1 at the end of this document.

Health and Safety / Security - **The suitability assessments identify any health and safety / security problems arising from inadequate or unsatisfactory aspects of building or site layouts. Such problems are categorised into High, Medium or low risks.**

Examples of health and safety / security assessments are shown in table 2 at the end of this document.

A copy of the updated information will be forwarded to the DfES for information

A guide the suitability information you will receive is noted below.

The Suitability Proforma

This lists all the spaces within the school. Where there is a problem with the space a relevant grading is noted along with a brief reason for the reason for the grading.

Details regarding the facilities for disabled pupils are noted at the bottom of the proforma. The assessment of the disabled facilities is a high level assessment only. A more detailed audit is required to fully determine the accessibility of the school under the requirements of the DDA and SENDA.

The Summary Sheet

Existing Spaces

This shows the existing number of teaching spaces for each area. Schools may need to update this information where accommodation projects have taken place at the school.

Optimum Spaces

This information will be taken from a curriculum analysis model to be completed by the school at the time of reviewing the suitability data.

Surplus / Shortfall

For teaching areas this is calculated comparing the existing room numbers to the optimum.

For external areas and non-teaching areas an independent assessment will be made.

For recorded shortfalls, the impact on educational standards is recorded. These are graded into category A, B, C, or D. The definitions are as described in the above notes.

The columns headed Direct Impacts on Education and Health and Safety and Security, duplicates the information shown on the suitability proforma's.

The figures refer to the number of spaces within each area, which have been given that category rating. For example: - On the suitability proforma, four separate children's toilet areas have been given a Category C rating and 2 a category D rating. The figures 4 and 2 will therefore appear in the appropriate columns in the summary proforma.

Size of rooms

Comments regarding the sizes of some rooms within schools will be made where necessary.

The DfES publish guidelines on the recommended size of different rooms within a school. Howard will compare the recorded room sizes within schools to the DfES guidelines.

Future Updates

If schools undertake any self funded, self managed capital works that improve the suitability of the school accommodation, schools should forward updated information to the Schools Access group immediately the project is complete. This ensures that up to date AMP information is maintained on the school at all times.

Projects will be prioritised using a standard weighting system according to the gradings of the suitability issues raised at the school. Further information regarding this system will be forwarded to schools as part of the AMP Local Policy Statement. Our target at the moment is to gain up to date, accurate suitability information on all schools.

Examples

Example Projects under each of the gradings and how these may impact on standards are noted below for reference.

Accommodation Problem	Impact on School Operations	Impact on Educational Outputs
Category A – Unable to teach curriculum		Over 5% reduction in national test and examination scores.
Too few teaching spaces.	Pupil numbers cannot be accommodated with preferred group sizes.	Reduction in attainment standards in national tests and GCSE grades for general teaching subjects.
Too few science laboratories	The science element of the National Curriculum cannot be taught to some pupils.	Reduction in attainment standards in national tests and GCSE grades for science.
Inadequate playing field provision.	School's preferred range of PE cannot be taught to some pupils	Reduction in attainment standards in GCSE grades for PE.
Category B – Teaching methods inhibited		3 – 5% reduction in national test and examination scores.

Accommodation Problem	Impact on School Operations	Impact on Educational Outputs
Too few drama spaces.	Some drama has to be taught in unsuitably small spaces, restricting range of teaching.	Reduction in attainment standards in GCSE grades for drama.
Music space too small.	Cannot accommodate instruments needed for preferred activities	Reduction in attainment standards in GCSE grades for music.
Science laboratories lack ventilation	Range of experiments restricted.	Reduction in attainment standards in GCSE grades for science.
Category C – Management or organisation of school adversely affected		1 –3% reduction in national test and examination scores.
Single science laboratory in isolated location.	Lesson preparation is made difficult because preparation room is isolated from laboratory.	Reduction in attainment standards in GCSE grades for science.
IT space in isolated location.	Pupils and teachers have to travel excessive distances at lesson changeovers.	Reduction in attainment standards in GCSE grades for IT modules.
Central corridor too narrow	Pupil movement at lesson changeovers is slow.	Reduction in attainment standards in national test and GCSE grades across subject areas affected.
Too few offices.	School administration inhibited.	Reduction in administrative efficiency resulting in reduced attainment standards in national test and GCSE grades across all subject areas.

Accommodation Problem	Impact on School Operations	Impact on Educational Outputs
Accommodation problem	Impact on school operation	Impact on educational Outputs
Category D – Pupil or staff Morale adversely affected		Up to 1% in national test and examination scores
Classroom too hot for long periods during Summer. (Environment)	Pupil concentration affected.	Reduction in attainment standards in national tests and GCSE grades across subject areas affected.
Inadequate acoustic insulation between Music space and adjacent classroom. (Location)	Pupils and teacher in adjacent classroom distracted by noise from Music space.	Reduction in attainment standards in GCSE grades across subject areas affected.
Staff room too small (Size and shape)	Staff have uncomfortable conditions for preparation of work and management functions.	Reduction in teaching efficiency resulting in reduction in attainment standards in national tests and GCSE grades across all subject areas affected.

Examples of categorisation of health and safety/security problems.

Shortcomings	Impact
<p>Acute</p> <p>Single staircase is grossly inadequate for upper floor occupancy and leaves dead end corridors.</p> <p>Inadequate pupil toilet provision.</p>	<p>Seriously deficient fire escape provision</p> <p>Unsanitary conditions</p>
<p>Other</p> <p>Unsatisfactory benching layout in science laboratory.</p> <p>Inadequate boundary fencing.</p>	<p>Risk of injury from equipment being knocked off benching, only mitigated by careful supervision.</p> <p>Security hazard.</p>

Appendix 5: Condition surveys

Background

The DfES is keen to ensure that capital funding is spent as effectively and efficiently as possible to raise education standards and to contribute to the agenda of reform and modernisation in schools. A key element in ensuring that this happens will be the development of the Asset Management Plan (AMP), prepared by the Local Education Authority (LEA) in partnership with schools. This plan will be used for the allocation and monitoring of schools capital expenditure.

Eventually, the AMP for the authority will include data on the condition of school buildings, the suitability of the teaching spaces within the schools and the sufficiency of each of type of space needed by the schools to meet curriculum requirements. Individual schools are expected to build this data into their School Development Plan to plan long-term capital expenditure for the school. The data will be collected and collated by the LEA in consultation with schools.

Further details regarding the development of the Asset Management Plan in Swindon are detailed in the Local Policy Statement previously issued to schools in 2004.

Condition Surveys

In line with DfES requirements, the Cad Capture, as part of the SScAMP project, have carried out 4 separate condition surveys on all school buildings. These surveys are: -

Roofing Survey	Report R1
Building Survey (including windows/doors)	Report B1
Mechanical Survey	Report M1
Electrical Survey	Report E1

The SScAMP project has also included a Fire Safety Survey, which will enable further prioritisation of capital works in relation fire safety.

Enclosed is a capital summary sheet.

To ensure a consistent approach and view point is maintained, for each type of survey the same people assessed the same condition element of each school.

The condition surveys represent the surveyors' assessment of the condition of a building on a particular day. It is possible that since the survey the condition of the building has deteriorated.

At some schools it is also possible that some of the problems have now been rectified since the assessment date. The database and print out you have received may not yet reflect that this work has been carried out.

It is also possible that some of the work is due to take place in this year's capital programme and may not have started at the time the survey data was collected. As such this work will still be shown as outstanding on your condition survey data.

Queries regarding the condition assessments should be directed to Eve Wigmore, 466253, Property Directorate in the first instance

Please be advised the Technical Services Group may not be able to respond to your query immediately; however a period of one month has been set aside for the consultation period to give schools sufficient time to review the data and follow up any queries with the Technical Services Group. In line with the Council policy, where requested schools can expect to receive a written response to any queries raised.

Understanding your Survey Reports

As indicated above, 4 separate condition surveys have been completed on your school buildings. A copy of each survey has been included for your information.

The Survey reports have been completed on a building-by-building basis for each school. The details of each building reference are noted on Page 1 of each separate report.

Work elements:

For each building, the survey data is broken down into different work elements e.g. Internal Walls and Doors, External Walls and Doors. This allows for a detailed picture of the Condition of the building to be built up. The DfES provide guidance on the different work elements that we are required to assess.

For the purposes of the survey reports, each work element has been given a number reference. These references are as follows: -

- | | |
|----|-----------------------------------|
| 1 | Roofs |
| 2 | Floors and Stairs |
| 3 | Ceilings |
| 4 | External walls, windows and doors |
| 5 | Internal walls and doors |
| 6 | Sanitary services |
| 7 | Mechanical services |
| 8 | Electrical services |
| 9 | Redecorations |
| 10 | Fixed furniture and fittings |
| 11 | External areas |
| 12 | Playing fields |

Condition Rating:

Each element of work has been given a Condition rating. There are 4 Condition ratings, which are defined by the DfES:

- | | |
|---|---|
| A | Area performing as intended and operating efficiently |
| B | Area performing as intended but exhibiting minor deterioration |
| C | Area exhibiting more serious defects and/or not operating as intended |
| D | Life expired and/or serious risk of failure. |

For some areas further information has been provided as to the problems with that element.

Where there is no Condition Rating noted on the report this is because the item is not within the school or it was not possible for our surveyor to inspect the item - for example the specific elements are in a non-accessible location within the school. Alternatively it could be a Local Management of Schools (LMS) item, which is the schools responsibility for maintaining.

Summary Sheet:

The summary sheet provides information on the priority of the outstanding works, details regarding the identified problem and an estimated cost for this work. Please note that the costs quoted are **ESTIMATES** only and are worked on either historic data, metre squared costs of the item requiring repair or on the total area of the school. If schools are planning to undertake any of the work identified it is recommended that they first seek confirmation of the costs and work required from the Property Directorate or an alternative suitably qualified professional.

For the purposes of the capital summary the work has been prioritised into 4 different categories according to the urgency of the work. Should funding become available schools should prioritise works according to the priority ratings noted.

- Priority 1 Urgent work that will prevent the immediate closure of premises and/or address an immediate high risk to the health and safety of occupants and/or remedy a serious breach in legislation.
- Priority 2 Essential work required within 2 years that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health and safety of occupants and/or remedy a less serious breach of legislation.
- Priority 3 Desirable work required within 3-5 years that will prevent deterioration of the fabric or services and/or address a low risk to the health and safety of occupants and/or remedy a minor breach in legislation.
- Priority 4 Long term work required outside the five year planning period that will prevent deterioration of the fabric or services.

Due to the large amount of outstanding Priority 1 and 2 high works within schools it is envisaged that this work will utilise any available funding provided by the DfES or Council for condition projects in schools for the next 3 financial years.

Please note the Priority rating shown on the summary sheets follow strict guidelines set by the DfES. There may be some areas of work that the school feels should be higher priority that we are unable to alter. An example may be external decorations (which in the majority of cases includes timber repairs). This work can be given a maximum priority rating of 2 as this element of work does not meet the Priority 1 definition i.e. will not prevent the immediate closure of premises or create a serious breach in legislation.

What to do now

The Condition Survey Reports indicate a professional assessment of the Condition of your building at a specific point in time. However it is possible that the Condition of certain elements of the building have changed since the survey was completed.

Schools are asked to review the information to ensure that the Survey reports broadly reflect your assessment of the Condition of the building(s).

If there are areas of major concern for the school that have not been highlighted in the Condition Survey Report please contact Paul Blackmore, in Children Services on 463139 in the first instance.

It is possible that a further site visit may be required to re-assess a particular area of concern for the school. If a site visit is required, a revised Condition assessment will only be given if the surveyor feels the Condition of the building has altered significantly since the original assessment.

To monitor whether schools feel the Condition Surveys are a fair reflection of the Condition Surveys, schools are asked to complete the enclosed reply slip and return this to:

Assets and Capital Programme Manager
Planning and Asset Liaison Service
Sanford House
Sanford Street
Swindon

How the data will be used by the LEA

The data from this survey will be entered into the SScAMP database to be used by Children Services to determine funding priorities for condition related projects in schools for the 2006/07 financial year and outline priorities for 2007-08.

A copy of the updated data will also be sent to the DfES to inform potential future funding allocations for the Council.

Relationship with Formula Capital and Future Funding

Schools should use the Condition Survey Reports to determine whether or not there is any outstanding Condition Work at the school on which the Formula Capital allocation can be spent. In line with the priorities identified in the draft AMP Local Policy Statement and Statement of Capital Priorities for Funding the priority for capital funding for the 2006/07 financial year will continue to be Priority 1 or 2 High condition works. Where schools opt not to use their formula capital for this work but for another project, the need for the alternative project will first be challenged by Children Services. It is however recognised that there are some schemes, e.g. re-roofing projects, which the school could not be expected to fund solely through formula capital.

Please note once again that although there may be elements of your school which have a Priority 1 or 2 high condition rating, there are no guarantees that sufficient funding will be available from either the DFES or the Council to enable these to be rectified.

Your Views

Your views on the consultation process adopted by the Education Department regarding the condition surveys and the format of the data received would be much appreciated. Any comments should be put in writing and sent to:

Mr Paul Blackmore
Schools Capital And Asset Programme Manager
Children Services
Sanford House
Sanford Street
Swindon
SN1

Appendix 6: Executive Summary – School Organisation Plan 2006-2007 to 2010-2011

Background

The School Organisation Plan 2006-2007 to 2010-2011 is a key strategic document that enables Swindon Council and Swindon's School Organisation Committee to meet the demands on places for pupils in a context, which supports the key aim of the Children's Services Department to achieve Excellence through Partnership. It builds on the work in the Asset Management and Best Value Performance Plans to support the Council in using its resources effectively to raise standards.

Whilst the publication of the Plan is no longer a statutory requirement, it is believed that key, accurate data is essential to enable informed decisions to be reached for the good of the community as a whole. This is particularly important for Swindon given the amount of housing development planned for the future.

The Plan has been developed using the guidance issued by the Department for Education and Skills in February 2003 and in line with the previous Schools Organisation Plan 2003 - 2004.

Key Conclusions – Primary sector

- Demand for places in the primary sector is expected to decline overall from 16,423 to 16,250 over the next five years. However there are a number of potential housing developments which will, if approved have an effect on this demand.
- This will lead to an increased level of surplus places in the primary sector unless action is taken to reduce the level of places in the primary sector.
- The decline in demand is most marked in Planning Areas 4, 6, 9,11,13, where the surplus places for the planning area is in excess of 15% by 2008 and some individual schools have over 50% surplus places.
- Demand in planning area 1 (the current Abbeymeads ward) is expected to increase significantly by 2008 requiring the build of new primary provision. Two new primary schools are currently under construction and are scheduled to open in September 2006.
- Without any action the level of surplus places in the primary sector will be 11% in 2010 with 18 primary schools having a significant level of surplus of over 25%.

Key Conclusions – Secondary sector

- Demand for places in the secondary sector is expected to increase by 2.2% in the next five years from 11,477 to 11,731 reducing the level of surplus capacity in the sector from 8% in 2005 to 6.3% in 2009.
- The demand for places at inner area secondary schools is expected to decline.
- The demand for additional places is centred around the new secondary school in the Northern expansion area as well as Hreod Parkway School and Dorcan School possibly as a result of housing developments.
- Significant demand for places at The Ridgeway School and The Commonweal School as a result of the development in the Southern Development Area and other developments in the Okus trading estate and old PMH development areas.
- Demand for support for children with special educational needs in mainstream schools is likely to increase marginally through the increased placement of children within Borough rather than outside the Borough.

Key Conclusions – Special schools

- The demand for placements in special schools is likely to reduce over the next five years with greater inclusion of pupils with a range of special educational needs into mainstream schools and the specially resourced provision attached to mainstream.
- However, provision made by special schools will have to adapt to reflect the more profound difficulties of the pupils being referred.
- Two replacement schools for Primary and Secondary PMLD pupils scheduled to open in September 2006 together with a multi agency support unit co located on the same site will help address this need.

Appendix 7: Suitability matrix

In assisting the process of determining the priorities for suitability projects a basic scoring system is being used by the Borough which will allow the overall suitability of each schools accommodation to be compared.

The scoring system has been adapted according the priority of the area against the ability to improve standards and statutory requirements. Improvements to the teaching areas is assumed to have a more significant impact on raising standards than improvements to the external areas of the school. Due to the requirements of the SEN and Disability Act 2001, the provision for SEN pupils is also a significant factor.

The table below indicates the different scores that are applied to the different areas of the summary assessment.

DFES Number	School Name	Teaching Accommodation							Non-Teaching Accommodation								
		Educational Impacts				H&S/ Security			Educational Impacts				H&S/ Security				
ALL SCHOOLS																	
		A	B	C	D	H	M	L		A	B	C	D		H	M	L
	Scores	32	16	2	1	5	2	1		28	14	2	1		5	2	1
	External area's scores	20	10	2	1	5	2	1									
	SEN	32	16	2	1												

As a simplistic example - Using the above scoring system a school recording 9 priority C ratings for the teaching accommodation will score higher than a school scoring only 1 priority B item. Undertaking works at the school with the 9 priority C items should therefore have a more positive impact of raising standard that resolving the one priority B item. Due to the noted criteria for a Priority A or Priority 1 item) it expected that wherever possible the LEA consider these as a high priority for capital funding.

The above scoring system should not be used in isolation. The current standards at the school, compared to both the national benchmarks and local average figures should be considered along with the scope for increasing educational standards in prioritising projects. The system is still in development and LEA will be consulting with the Schools AMP Focus Group and the School Improvement Team regarding how this can be developed further.

Appendix 8: Capital programme

The current 4 year Capital Programme was agreed by Cabinet in February 2006. However on doing so it is recognised that the priorities for funding may need to be reconsidered according any arising priorities identified through the recently collated SScAMP data exercise.

The priorities for funding for individual schemes relating to the replacement or removal of mobiles may also need to be reconsidered according to variations in pupil projections and arising Strategic Schemes that offer the opportunity to maximum vale for money.

The identified Strategic Schemes have been removed from the Cabinet approved Capital programme. These will be reviewed on a case by case basis by Cabinet following the completion of an outline feasibility study. The feasibility study will be required to explore the funding options for such schemes.

Proposed variations in the Capital Programme will be reviewed through regular updates with the Schools AMP Focus Group. Information regarding the capital programme will also be issued to schools.

Children**Detailed Draft Capital Proposals 2006/07 to 2009/10**

New Bids 2006/07 and Future Years	Funding	2006-07	2007-08	2008-09	2009-10	Total
		£0,000s	£0,000s	£0,000s	£0,000s	£s
<u>North Swindon Private Finance Initiative - ICT Mobile Classroom</u>	CCR	4,645	1,387	296	592	6,920,000
Abbey Meads Primary School	CCR	15		18	21	54,000
Beechcroft Infant School	CCR	30	0	0	0	30,000
Gorse Hill Infant School	MIXED	0	780	0	0	780,000
Westrop Primary School	CCR	0	405	0	0	405,000
Grange Infant School	CCR	0	150	50	0	200,000
Green Meadow Primary School	CCR	0		525	0	525,000
Covingham Park Junior School	CCR	0		212,5	0	212,500
Drove Primary	CCR	0		600	200	800,000

	Funding					
New Bids 2006/7		2006-7	2007-8	2008-9	2009-10	Total
And future years		£0,000's	£0,000's	£0,000's	£0,000's	£'s
Brookfield Primary School	CCR	0	0	0	525	525,000
Haydonleigh Primary School	CCR	0	0	0	425	425,000
Wanborough Primary School	CCR	0	0	0	450	450,000
Westlea Primary School	CCR	0	0	0	2,088,5	2,088,500
Replacement/Removal of Mobiles - Secondary Schools	CCR	0	0	0	950	950,000
Catherine Wayte Primary School	CCR	0	0	0	40	40,000
Tregoze Primary School	CCR	0	0	0	232,5	232,500
Southfields Primary School	CCR	200	0	0		200,000
Reduction in West Swindon Programme of Mobile Replacements	CCR	0	0	0	-1,200	-1,200,000
Mountford Manor Primary School	CAP REC	1,000	0	0	0	1,000,000
Lawn Primary/Even Swindon Primary	MIXED	3,500	0	0	0	3,500,000
Development of primary school places in West Swindon	MIXED	2,200	2,310	4,175	5,875	14,560,000
Headlands School	MIXED	754,8	0	0	0	574,800
Commonweal School	EXT GRANT	500	0	0	0	500,000
Specialist Schools Capital	EXT GRANT	150	150	150	150	600,000
Schools Formula Capital	EXT GRANT	3,023,928	3,200,983	3,280	3,280	12,784,911
Oaktree Primary School	S106	760	0	0	0	760,000
Extended Schools	EXT GRANT	500	500	0	0	1,000,000
Swindon Seed Challenge Scheme	MIXED	440	440	440	440	1,760,000
Condition Works	MIXED	250	250	250	500	1,250,000
Sevenfields Primary School	MIXED	0	1,775	1,775	0	3,550,000

	Funding					
New Bids 2006/7 And Future Years		2006-7	2007-8	2008-9	2009-10	Total
		£0,000's	£0,000's	£0,000's	£0,000's	£'s
Southern Development Area- New Primary School 1	MIXED	0	4,500	1,500	0	6,000,000
Southern Development Area- New Primary School 2	MIXED	0	0	3,000	3,000	6,000,000
Hreod Parkway- Temporary 5 year accommodation	CCR	500	0	0	0	500,000
Chalet School	S106	0	1,000	0	0	1,000,000
Youth Facilities Capital Fund	EXT GRANT	73	73	0	0	146,000
LAC Resource Centre	CCR	649	631	0	0	1,280,000
Disabled Children Residential Unit	CCR	0	0	460	460	920,000
Total		19,190,728	17,551,983	16,731,500	18,261,500	71,735,711

Appendix 9: Consultation on the capital programme 2006-2007

Children Services
Sanford House
Swindon, SN1 1QH
Tel: 01793 465748
Fax: 01793 488597
Minicom: 01793
436659
Email:
hrowlay@swindon.gov.
uk
Please ask for: Helen
Rowlay

To Head Teachers
Chairs of Governors
All Swindon Schools

Date: 3 January 2006

Ref: CAP_CON

Dear Colleague,

CAPITAL PROGRAMME CONSULTATION: 2006-07 – 2009-10

Please find enclosed an indicative capital programme for school buildings for the 2006-07 to 2009-2010 financial years.

The proposed programme has been developed from the previous years capital programme and takes into account potential strategic developments for Education as part of the Childrens Services Directorate.

The attached guidance notes provide further details regarding the programme and how funding has been allocated. The proposed programme also shows the potential sources of funding for each scheme.

The projects have been listed in priority order in accordance with the Corporate and updated Education priorities for funding. The priorities for funding are outlined in the Schools Asset Management Plan (AMP) which has been subject to consultation with schools over the last 6 weeks.

There are no guarantees that any of the schemes identified will be taken forward or will receive funding from the Council. The proposed programme is subject to consultation with schools, agreement by Childrens Services Leadership Team and Cabinet. The programme is also subject to available funding.

The priority for funding or the final allocation for each identified project may change following consideration by Cabinet.

The closing date for comments or feedback on the consultation is 15 February 2006.

If you have any queries regarding this programme please do not hesitate to contact me.

Yours sincerely

Helen Rowley
Commissioning and Quality Assurance Officer
Childrens Services

**CAPITAL PROGRAMME CONSULTATION: 2006-07 – 2009-10
FEEDBACK FORM**

SCHOOL
NAME.....

Please delete as appropriate

1. Would you like the Education Department to continue to operate the Seed Challenge Scheme?

YES / NO

2. Do you agree with the prioritisation process for the condition budget?

YES / NO

3. Do you agree with the split of the priority 2 projects across the 5 financial years?

YES / NO

4. Are there any other comments you wish to make regarding the proposed programme?

.....
.....
.....
.....
.....
.....
.....
.....
.....



Hilary Pitts
Group Director, Children

GUIDANCE NOTES FOR CAPITAL CONSULTATION EXERCISE

Priorities for Funding:

Priority 1 = Urgent Health and Safety Schemes;

Essential Maintenance required to keep the premises fit for purpose;

Committed/ Guaranteed Expenditure.

Priority 2 = Removal and Replacement of temporary accommodation necessary to address condition and suitability issues with the existing facilities.

Projects that address the Councils 2010 Promises.

- Promise 17 – All existing unsuitable temporary buildings in our schools will be replaced.
- Promise 28 – We will open 7 new state of the art schools in the north of the borough.

Priority 3 = Projects where there is specific funding available to cover 100% of the capital costs which are consistent with the priorities outlined in one of the various LEA plans or strategies of the LEA.

The priorities are similar to those agreed by Education Partnership Board as part of the 2004 Schools AMP. Priorities 2 and 3 bids have been switched this year in line with the Councils 2010 promises.

Priority 2 projects address the Councils 2010 promises. It is proposed that these schemes be funded by the Council Own Resource or specific external funding that is directly related to the identified scheme.

Priority 3 projects are as identified by the Childrens Services Leadership team as part of the strategic development of schools. It is proposed that these schemes be funded by external grant from the DfES, be the subject of funding bids to the DfES and other external providers or receipt from sale of land. Shortfalls will then be met from Corporate Resource.

These schemes may also be larger projects that address suitability issues.

There are no guarantees that funding will become available to take forward any of the schemes identified on the programme.

The priority for funding or the final allocation for each identified project may change following consideration by Cabinet.

Council Priorities:

The schemes identified under this heading are predominantly for the removal and/or replacement of unsuitable temporary accommodation.

The priority for these schemes has been taken from the existing capital programme and split across the 4 – 5 financial years according to the estimated amount of Council Resource available for Children Services each year. On receipt of the updated AMP data, these priorities may change.

The Development of Strategic Schemes:

The costs noted and proposals identified under this section are subject to taking forward outline and detailed feasibilities and, where necessary, local consultation.

The costs quoted are indicative only, pending further investigations. The development of each scheme and agreement to the final costs are subject to further approval by Cabinet.

General Budget Allocations:

Condition:

It is proposed that a sum of money be set aside each year to undertake condition works in schools. The types of project that will be taken forward are the larger projects that a school could not reasonably be expected to fund using their Devolved Formula Capital, or urgent H&S works which the school could not reasonably be expected to fund using Devolved Formula Capital.

Following previous consultation with schools, the Childrens Services already adopted a criteria for the allocation of condition grant and emergency capital as follows. Schemes to be funded from the Condition budget will be reviewed by the Schools AMP Focus Group prior to agreement.

Condition Items:

1. Priority 1 condition items identified from the updated SScAMP database that a school could reasonably fund from Devolved Formula Capital
2. Priority 2 D condition items identified from the updated SScAMP database that a school could reasonably fund from Devolved Formula Capital.
3. Priority 2 C condition items identified from the updated SScAMP database that a school could reasonably fund from Devolved Formula Capital.

Due to the potential extent of Priority 2 C items projects will be further prioritised as follows and as agreed in 2004 with the School AMP Focus Group

- roofing items
- building fabric items (external)
- mechanical items
- electrical items.
- building fabric items (internal)

Allocation from the emergency/condition contingency budget

Criteria 1: Contribution towards existing approved schemes, where additional costs arise that are due to the following reasons:

- unforeseen problems that may occur following an on site investigation that cannot reasonably be covered by the in-built project contingency. For example – corroded underlying service pipes in the area that is to be developed.

or

Criteria 2: Arising Priority 1 condition items or urgent H&S issue that:

- have not previously been identified in the condition survey data.
- cannot reasonably be funded from the schools Formula Capital allocation.

However, where a school has opted not to spend available formula capital on identified condition items and a problem then arises at the school that requires attention, the Council may opt to under take the work using the contingency budget. The cost of such work may then be reclaimed from the schools future formula capital allocation. Individual cases will be discussed with school in this situation.

Seed Challenge:

It is hoped that the Children Services Directorate will continue to be able to run the successful Seed Challenge scheme again in 2006. This will enable schools to take forward smaller scale capital projects to address projects within their School Development Plan, which otherwise would not be able to proceed.

The criteria for the allocation of the funding were set in February 2006 following consultation with the Schools AMP Focus Group. Schools will be notified via the Schools Capital Pack.

It is expected that schools will be required to bid for funding on a £1 : £1 basis up to a maximum of £40,000.

Identified Potential Sources of Funding from DfES

NDS Modernisation Allocation:

Grant allocation to address issues identified within the Asset Management Plan. The Confirmed allocations are known for 2006 and 2007. Allocations shown for 2008 and beyond are estimates only.

Direct Funding to Schools

Specialist College/Secondary School Development Funding. Devolved Formula Capital Funding. This is determined each year by the DfES.

It has been assumed that schools will use their Devolved Capital Grant to match fund the Seed Challenge allocation if this scheme proceeds.

Expansion of Popular Schools

In specific circumstances the LEA can apply to the DfES for up to £500,000 to expand successful and popular secondary schools. There are no guarantees that such bids will be successful.

Extended Schools

Grant allocation from DfES to deliver Childrens Centres. Exact allocation per year is unknown.

Targeted Capital Funding

The Council will have the opportunity to bid to the DfES in 2007 for funding for strategic projects that address Government priorities. There are no guarantees that bids for funding will be successful.

Primary Transformation Agenda

With effect from 2008 each Authority is expected to receive a funding allocation from the DfES to undertake strategic improvements to primary school facilities. The exact allocation and criteria for funding are unknown.

Basic Need/BN

The Education Department may have the opportunity to bid to the DfES for additional funding to address demand for additional places in areas of growth. This is over and above the current credit allocation allocated each year.

Other Identified Funding Sources

Sale of Land

Potential income raised from sale of the Council Assets following reorganisation of premises.

Corporate Resource Council Funding

S106 Contributions

Contributions from developers as a result of housing developments or contributions from private sponsors.

Appendix 10: Progress on previous AMP targets

Target	Baseline	Investment required	PROGRESS	Revised Targets
<u>School Organisation Plan</u>				
1. Ensure sufficient supply of places in accordance with SOP.	Primary: Northern Sector 840 places	New primary (210 places) opening Sept 2006) funded via PFI scheme	Construction underway buildings ready by September 2006	Sept 2006
		New primary school (420 places opening from September 2006) Funded by PFI scheme.	Construction underway buildings ready by September 2006	Sept. 2006
		Replacement Primary school at Moredon (420 places opening in September 2006.	Construction underway buildings ready by September 2006	Sept 2006
	Secondary: 1200 places	New Primary school (210 places in Bridlewood)	Project completed	
	Hreod Area (1200 places)	New secondary school in Priory vale (1200 place opening in Sept 2007 with year 7 funded via PFI Basic need places were approved in the 2002-03 round	Construction underway buildings ready by September 2007	April 2004 Sept 2007
		Replacement Secondary School (1200 places) with serious AMP defects that are uneconomic to address through planned maintenance.	Construction underway Building to be ready April 2007	April 2007

Target	Baseline	Investment required	PROGRESS	Revised Targets
2. Removal of surplus places where practical to ensure that there is no school with more than 25% spare capacity or over 30 spare pupil places	Number of schools with greater than 25% surplus and over 30 places: Primary/Secondary: West Area 3/0 Central Area 3/0 Baseline (Jan 2005)	Amalgamation of Lawn Infant and Primary Schools Amalgamation of Moredon Infants and Junior Schools Amalgamation of Even Infants and Junior Schools. Area reviews, currently being undertaken in West and Central areas, will continue to identify opportunity for removal of surplus places (potential TCF bids).	Policy changes developed alongside the 2003/08 school organisation plan now facilitate “non statutory” removal of places by re designating spaces. In addition new policy objectives of targeting mobile removals has led to reduction in surplus places.	On target
3. Reduce the number of pupils in excess of school capacity for primary and secondary by September 2004	<ul style="list-style-type: none"> Primary: 2.0% Secondary: 4.0% Baseline:(Jan 2005)	The new schools opening Sept 2006 and Sept 2007, a potential City Academy, together with the expansion of two secondary schools will reduce pressure on the existing overcrowded, popular schools in their immediate areas as well as having an impact on surrounding areas, as parents exercise their parental preference within a wider range of provision Area reviews will also identify opportunities to achieve the target.	The City Academy is being progressed. The expression of interest has been submitted to the DfES	Sept 2009.
4. Reduce the	A large number	2005/6 -£1.5M	Policy framework now	On target

Target	Baseline	Investment required	PROGRESS	Revised Targets
number of temporary classrooms located on school sites on a long-term basis, through a phased, planned programme of replacement or removal, end of 2010.	of temporary classrooms currently used for teaching purposes	(interim target 20% reduction) Opportunity will be taken, when reviewing provision in any area under the above targets 1-4, to permanently remove temporary classrooms by demolition thus reducing removal costs to 10% of the replacement cost. Replacement will be co-ordinated, wherever possible, with other works in order to achieve savings and to minimise disruption.	in place to support this target Also Council has given promise on replacing existing temporary accommodation.	
<u>Education Development Plan</u>				
<u>5. All secondary schools to become, or to be working towards becoming, a specialist school/college, a church school or City Academy. Individual targets are: increase the number of specialist</u>	2 specialist schools	Specialist: – 2004/5 £1.6M (DfES grant plus £50,000 per school sponsorship) New church school in Northern Sector (£2.2M) City Academy in negotiation with potential sponsors (10M)	Completed Being progressed with DfES	If approved Academy to be operational by Sept 2009

Target	Baseline	Investment required	PROGRESS	Revised Targets
<u>schools to 6 by 2005; an additional church school by 2004; and open a City Academy by 2009.</u>				
<u>Early Years and Childcare Development Plan</u>				
To ensure 0-5 provision across the town by 2010	Government agenda as part of the Children Act	Capital investment required for 14 children centres across Swindon. Initial investment of £1m in 2005/6. Further investment will be required. Council looking to make use of any excess capacity available in schools.	2 Children's centres in operation by July 2005. A third centre in Robert le Kyng in development. 7 centres identified in phase 2 with a further 4 centres identified for phase 3	On target
<u>LEA Access Strategy</u>				
9. Autistic provision for 15 pupils of secondary age by 2005	No autistic provision in secondary schools. Baseline (2002)	2002-03 4 secondary school places rising to 15 by 2005 £250,000	Unit opened in Kingsdown Foundation secondary school	Project complete
<u>ICT Development Plan</u>				
10. Provision of Broadband facilities across all schools in the Borough by September 2003 through the South West Grid for	Broadband facilities in all schools Plan adopted in	<u>Financial implications within the Education and Community Medium Term</u>	All 10 secondaries and 3 secondary special schools connected by September 2003. Remaining schools to be connected by April 2005	Project complete

Target	Baseline	Investment required	PROGRESS	Revised Targets
Learning (SGfL). <u>Strategic ICT Plan to set targets for electronic data exchange with schools</u>	September 2002 Baseline (2002)	<u>Service Plan.</u>		
AMP Priorities	Commission and develop a Schools AMP database to allow school to have access and maintain accurate data relating to condition and suitability of their individual sites	Capital investment of £750k for procurement of surveys and IT systems to deliver system for authority. Revenue impact resulting from resource to manage the database from within the Authority	Survey almost completed data being transferred onto the IT system	System available for schools end of October 2005
<u>Specific Condition targets</u>				
To continue to remove the backlog of Priority D1 condition problems.	The SScAMP project will give an update on previous data. This will allow for a revised look at the scale of the problem and a new set of priority actions.	Interrogation of new SScAMP data by officers from within Education. Further capital investment will be required to address the outcomes and priorities.	<u>SScAMP data being prepared interrogation to follow</u>	New priorities set by April 2007.
To continue to remove the backlog of Priority 2 condition problems.	The SScAMP project will give an update on previous data. This will allow for a revised look at the scale of the problem and a new set of priority actions.	Interrogation of new SScAMP data by officers from within Education. Further capital investment will be required to address the outcomes and priorities.	SScAMP data being prepared interrogation to follow	New priorities set by April 2007.

Target	Baseline	Investment required	PROGRESS	Revised Targets
To continue to remove the backlog of Priority 3 condition problems.	The SScAMP project will give an update on previous data. This will allow for a revised look at the scale of the problem and a new set of priority actions.	Interrogation of new SScAMP data by officers from within Education. Further capital investment will be required to address the outcomes and priorities.	<u>SScAMP data being prepared interrogation to follow</u>	New priorities set by April 2007.
<u>Specific Suitability targets</u>				
To continue to identify and consult with schools on suitability issues.	The SScAMP project will give an update on previous data. This will allow for a revised look at the scale of the problem and a new set of priority actions.	Interrogation of new SScAMP data by officers from within Education. Further capital investment will be required to address the outcomes and priorities.	<u>SScAMP data being prepared interrogation to follow</u>	New priorities set by April 2007.
Specific Fire and access issues				
To continue to identify and consult with schools on access and fire/security issues.	The SScAMP project will give an update on previous data. This will allow for a revised look at the scale of the problem and a new set of priority actions.	Interrogation of new SScAMP data by officers from within Children Services. Further capital investment will be required to address the outcomes and priorities.	<u>SScAMP data being prepared interrogation to follow</u>	New priorities set by April 2007.

Appendix 11: Progress on AMP Development Plan

Shaded rows indicate action completed. Italics indicate no progress to date.

AIM 1. To create an Education AMP database

	ACTION REQUIRED	LEAD OFFICER	TIMESCALE	PROGRESS	COMMENTS
1.1	<i>Employment of a dedicated AMP database Manager to maintain data sets</i>	<i>Assets and Capital Programme Manager</i>	<i>September 2005</i>	<i>JD written. Target appointment March 2006.</i>	<i>Temp post in place wef September 2006</i>
1.2	<i>Cad Capture appointed to collate data. Data requirements met.</i>	<i>Assets and Capital Programme Manager</i>	<i>September 2005</i>	<i>Surveys Underway</i>	<i>Issue to schools January 2006</i>
1.3	<i>Technology Forge appointed to create database to meet Swindon Schools requirements</i>	<i>Assets and Capital Programme Manager</i>	<i>September 2005</i>	<i>Complete</i>	
1.4	<i>Schools to have direct access to new database.</i>	<i>Assets and Capital Programme Manager</i>	<i>November 2005</i>	<i>Data will be available.</i>	<i>January 2006 launch planned</i>

AIM 2 – To update the Local Policy Statement and associated documents in line with DfES requirements

	ACTION REQUIRED	LEAD OFFICER	TIMESCALE	PROGRESS	COMMENTS
2.1	Update AMP Local Policy Statement and Statement of Priorities in line with DfES and internal requirements	Assets and Capital Programme Manager	Autumn 2005 (subject to DfES timescales)	Consultation with schools - October	
2.2	Undertake DfES AMP appraisal	Assets and Capital Manager	Data submitted December 2005	Await appraisal from DfES to confirm or challenge data.	
2.3	Adoption of AMP policy and principles by schools	Assets and Capital Manager	March 2005	AMP evaluation process to be developed; Capital project nomination form used by schools; schools challenged on need for projects	On-going development target
2.4	Capital Programme and AMP priorities to be linked to raising standards	Assets and Capital Manager	March 2005	Capital Project Nomination form identifies. Follow up from LEA or targets achieved needed.	More specific targets required from schools.

	ACTION REQUIRED	LEAD OFFICER	TIMESCALE	PROGRESS	COMMENTS
2.5	<i>Benchmarking of AMP datasets</i>	<i>Assets and Capital Manager</i>	<i>March 2006</i>	<i>New AMP database will help. DfES CFR model also available.</i>	<i>Will become more relevant on completion of SScAMP database..</i>

AIM 3 – To create an AMP website within Simply Click

	ACTION REQUIRED	LEAD OFFICER	TIMESCALE	PROGRESS	COMMENTS
3.1	<i>Creation of guidance document for schools on related topics.</i>	<i>Assets and Capital Manager</i>	<i>September 2005 Completed</i>	<i>Available in hard copy only at the moment.</i>	<i>Continued adhoc development of guidance notes and reminders</i>
3.2	<i>Creation of website</i>	<i>Assets and Capital Manager</i>	<i>September 2005.</i>	<i>Key documents accessible through SimplyClick</i>	<i>From June 2006 this can be accessed through main Council website</i>
3.3	<i>Governor and Schools training Programme required</i>	<i>Assets and Capital Manager</i>	<i>March 2005-07-05 Completed</i>	<i>Subject to annual review</i>	<i>Continued training needed</i>

AIM 4 – Develop the role of the Schools AMP Focus Group.

	ACTION REQUIRED	LEAD OFFICER	TIMESCALE	PROGRESS	COMMENTS
4.1	<i>Formalise presentation and format of paperwork considered by the group. Including the provision of a forward agenda.</i>	<i>Assets and Capital Manager</i>	<i>April 2005 Completed</i>		
4.2	<i>Extend the range of issues considered by the Group to a more strategic approach on all related issues</i>	<i>Assets and Capital Programme Manager</i>	<i>December 2004 Completed</i>		
4.3	<i>Agreement of Terms of Reference and extend the membership of the group</i>	<i>Assets and Capital Programme Manager</i>	<i>December 2004 Completed</i>		
4.4	<i>Promote work of group, role and achievements to all schools</i>	<i>Assets and Capital Manager</i>	<i>None set</i>	<i>Proposed article to be issued in July 2005 newsletter.</i>	

AIM 5 – To develop a Security Strategy and Guidance in line with DfES expectations.

	ACTION REQUIRED	LEAD OFFICER	TIMESCALE	PROGRESS	COMMENTS
5.1	<i>Development of questionnaire to enable self assessment by schools on current issues.</i>	<i>Assets and Capital Manager</i>	<i>December 2005</i>		
5.2	<i>Creation of a working group to address/review security issues; to include outside agencies.</i>	<i>Assets and Capital Programme Manager</i>	<i>December 2005</i>		
5.3	<i>Creation of Guidance for schools, and strategic priorities for Children Services/Council</i>	<i>Assets and Capital Programme Manager</i>	<i>March 2006</i>		
5.4	<i>Creation of security issues priority list and link to future capital projects</i>	<i>Assets and Capital Programme Manager</i>	<i>March 2006</i>		

Appendix 12: Feedback and complaints

The Asset Management Plan is a partnership document that should be used by the respective partners in the determining capital priorities and taking forward of specific capital projects. The respective roles of the key partners are noted in Part A (The Local Policy Statement). All Partners have a role to play in developing the AMP.

Wherever possible Children Services will consult with schools on the policy, premises, capital or other related issues which are directly related to AMP. As part of each consultation schools will be given the opportunity to feed back any concerns or issues to the Children Services Directorate. A contact address will be provided on each consultation document.

For the more general consultation exercises covering all schools where a response is required from Children Services in line with Council Policy, letters will be acknowledged within 10 working days of receipt.

Significant concerns and issues raised in response to the consultation exercises will be reported back to the School AMP Focus Group at the next opportunity. Due to the timing of the Schools AMP Focus Group meetings Children Services may need to action a particular concern before advising or referring to the Group.

For the individual school data consultation exercises schools will be asked to confirm they agree with the data to the best of their knowledge or confirm in writing any concerns. Schools will be given a minimum of 10 working days to respond to individual data consultation exercises. Whilst reminders will be sent to schools regarding the non-return of confirmation slip, if a school continues to fail to respond to a consultation exercise, it will be assumed the school does not object to the data. The deadline date for responses from schools will vary between different consultation exercises. Relevant details will be provided in each consultation exercise.

Where schools raise concerns regarding their individual data, schools will receive a response addressing those concerns. These will be actioned as soon as possible by the respective Department.

Complaints regarding the AMP process or consultation exercise should be addressed in writing to the Commissioning and Quality Assurance Manager, Planning and Asset Liaison Service, Children Services, Sanford House, Sanford Street, Swindon. If unresolved, the complaint should be escalated to the Director- Local Provision.