FLINTSHIRE COUNTY COUNCIL

EDUCATION ASSET MANAGEMENT PLAN

2009-2014

INTRODUCTION

The aim of the Asset Management Plan (AMP) for Flintshire will be to identify the information needed, and outline the criteria used, to make decisions about future development of school premises.

The objectives of the AMP:

To provide a framework for the collection and comparison of information about the condition, suitability and sufficiency of the premises at each school, defined in accordance with national and local guidelines.

To provide appropriate accommodation, of a quality, and sufficiency, to enable effective delivery of the national curriculum, and assist in raising standards of educational attainment.

Identify priorities and allocate spending on a needs led basis, linked to and influenced by policies and plans being development by the Authority.

To manage the demand for school places more effectively, and remove excessive surplus places in a focused manner.

Demonstrate fairness of treatment for schools, and transparency of decision making processes for capital spending. Deliver value for money by cost effective use of education assets.

The AMP aims to ensure the needs of the service are met in the short, medium and long term and to ensure asset provision is at a sustainable and efficient level.

Reference will be made to the emerging school modernisation agenda, which includes a range of strategies designed to provide a sufficient number of school places meeting 'fit for purpose' and located in the relevant area. The AMP will be subject to annual review to reflect changes in demography and any on-going capital works to improve the building stock.

Flintshire County Council has structured its activities around a number of key pledges, which are set out in a set of nine statements collectively known as Flintshire Aspirations for Learners:

Learners will:
- Work in a physical and emotional environment which enhances learning
- Learn with their mind, body and emotions
- Have a fully meaningful learning experiences
- Experience learning in a variety of different situations both structured and unstructured
- Experience learning which matches their individual needs (academic, emotional, social and cultural)
- Have lifelong learning skills and attitudes integrated into learning activities (modelled and used)
- Have an opportunity to be involved as partners in learning within the wider community (class, school, local, national, global)
- Have the broadest range of their achievements valued and recognised
- Have their range of achievements assessed in a constructive way

Flintshire Council acknowledges that capital improvements have a key part to play in supporting these aspirations, and that many of the County's schools require capital investment to create a suitable environment for today's learning. It is also recognised that capital investment together with improved maintenance and better use of premises form part of the Government's agenda of reform and modernisation of schools, helping to make them become focal points of learning for the whole community.

As part of this process the County Council has renewed its Asset Management Plan (AMP) and continued its working partnership with schools and dioceses. The AMP will provide the means through which likely future needs are assessed, criteria for priorities are set, and informed decisions on local spending priorities are made. The Asset Management Plan for Schools is intended to compliment the Corporate Asset Management Plan.

The goal for the Flintshire School Modernisation Programme is to achieve school premises that are '21st Century', have sufficient capacity to meet the demand for places and are located in suitable areas to meet demographic needs.

Flintshire County Council supports the principle of the AMP which will bring longer term certainty to the development, improvement and maintenance of school buildings.

BENEFITS OF ASSET MANAGEMENT PLANNING

Improved information on assets and awareness of the cost of asset utilisation as an aid to decision making

Assisting in achieving a sustainable asset base
Optimisation of capital receipts
Enabling longer term planning horizon and the more efficient use of school buildings.
Bringing elected members more into the decision making process
Provide improved information on which to base a case for additional resources/funding

Asset management planning will enable fair and transparent decisions about investing in school premises which will:

- Raise standards of educational attainment.
- Enable inclusion as far as possible of pupils with disabilities into mainstream schools.
- Ensure provision of safe and secure buildings.
- Provide sustainable and energy efficient buildings.
- Provide innovative design solutions which reflect, amongst other things, the future needs of ICT based education.
- Increase community use of school facilities.
- Ensure efficient and effective management of new and existing capital assets.
- Reflect the current and anticipated future needs of the curriculum.
- Underpin the County Council's strategy for improvement of school buildings and repair and maintenance programme.

FLINTSHIRE EDUCATION AUTHORITY OBJECTIVES

The principal objective of the asset management planning process is to improve standards of existing accommodation in order to meet the needs of pupils and teachers, facilitate implementation of the curriculum and contribute to raising standards. This is achieved by establishing a transparent framework, including:

- To ensure the long term potential of the existing site and buildings is maximised through planned investment.
- To provide an agreed basis for local decisions on spending priorities linked with other Local Authority Plans including the Children & Young People's Plan, Early Years Development Plan, and 14 – 19 Agenda.
- To ensure that resources are applied fairly and cost effectively according to agreed funding priorities across the Authority.
- To enable schools both individually and collectively to contribute to the process of assessing needs and agreeing priorities.
- To enable the Authority, individual schools and other interested parties to develop partnership projects to improve provision, raise standards and benefit the wider community.
- To ensure that capital projects are soundly based and represent good value for money.
- To demonstrate that all schools are being treated on an equitable basis.

SCOPE OF THE ASSET MANAGEMENT PLAN

The AMP for Flintshire Schools covers all maintained schools in the County from all three/four categories: Community, Voluntary Controlled, Voluntary Aided and Foundation.   This includes:

NURSERY SCHOOLS

The Croft Nursery

PRIMARY SCHOOLS

Abermorddu C.P. School
Glan Aber Primary School
Ysgol Merllyn
Brynford Primary School
Mountain Lane Primary School
Southdown Primary School
Westwood Primary School & Westwood Centre
Ysgol Bro Carmel
Ysgol Y Foel
Bryn Deva Primary School
Golftyn C.P. School
Wepre C.P. School
Drury Primary School
Ewloe Green C.P. School

Penarlag C.P. School
Ysgol Bryn Garth
Cornist Park Primary School
Gwynedd Primary School
Ysgol Maes Edwin
Greenfield C.P. School
Gronant Primary School & I.C.C.
Ysgol Y Waun
Gwernymynydd C.P. School
Ysgol Estyn Community School
Ysgol Derwenfa Primary School
Lixwm Primary School
Llanfynydd C.P. School
Bryn Coch C.P. School
Ysgol Bryn Gwalia C.P. School
Ysgol Bryn Pennant
Ysgol Owen Jones
Northop Hall Primary School
Queensferry Community Primary School
Ysgol Rhos Helyg
Wood Memorial Primary School
Saltney Ferry C.P. School
Sandycroft C.P. School
Sealand Primary School
Sychdyn Primary School
Trelogan Primary School
Ysgol Parc y Llan

Infant
Broughton Infant School
Dee Road Infants School
Hawarden Infants School
Perth y Terfyn Infants School
Wats Dyke Infants School
Abbot's Lane Infants School
Shotton Infants School

Junior
Broughton Junior School
Custom House C.P. School
Ysgol y Fron Junior
Mynydd Isa Junior School
Penyffordd Junior School
Taliesin Junior School

Church in Wales Voluntary Aided
Rector Drew V.A. School
St Ethelwold's Church in Wales V.A. School
Trelawnyd Church in Wales V.A. School
Ysgol Y Llan Church in Wales V.A. School
Pentrobin Saint John the Baptist V.P. School

Voluntary Controlled
Nercwys VP School
Rhesycae V.C.P. School
Nannerch V.C.P. School

Welsh Medium
Ysgol Croes Atti
Ysgol Mornant
Ysgol Gwenffrwd
Ysgol Glanarfon
Ysgol Terrig

Roman Catholic Voluntary Aided
St Mary's Catholic Primary School
St Winefride's Catholic Primary School
St David's Catholic Primary School
St. Anthony's Catholic Primary School
Venerable Edward Morgan R.C. Primary School

Foundation
Derwen Foundation School

SECONDARY SCHOOLS

Elfed High School
Connah's Quay High School
John Summers High School
Flint High School
Hawarden High School
Holywell High School
Castell Alun High School
Alun School
Argoed High School
St. David's High School

Welsh Medium
Ysgol Uwchradd Maes Garmon

Roman Catholic Voluntary Aided
St. Richard Gwyn Catholic High School

SPECIAL SCHOOLS AND UNITS

Ysgol Maes Hyfryd (Secondary)
Ysgol Pen Coch (Primary)
Bryn Coch Special Needs Centre
Bryn Pennant Special Needs Centre
Queensferry Special Needs Centre
Bryn Tirion Unit
Shotton Learning Centre
Ysgol Pen Coch Assessment Centre, Mold
Mold Inclusion Centre

> The EAMP will draw on information about the condition, suitability and sufficiency of school buildings, and include information about premises running costs. This information taken from the surveys recently completed as part of the School Modernisation Agenda.

The EAMP will identify all significant capital and revenue expenditure required on premises under the following three headings:

- **Condition** – assessment of the physical state of the buildings.
- **Sufficiency** – assessment of the number of school places and the demand on them including special schools and early years developments.
- **Suitability** – assessment of the type and quality of educational facilities to ensure that they are 'fit for purpose' for delivering the curriculum and raising standards. (Under development)
- **External Condition, Suitability and Sufficiency** will be completed during 2009.

Plans will be updated annually to reflect any significant changes, and a detailed review every five years.

MANAGEMENT OF INFORMATION

Flintshire Council has a Corporate Property Database (Technology Forge Facility) that contains information about individual buildings, their ownership and usage, site area, playing fields, etc. There are sets of plans for each building and a comprehensive set of site plans is in the process of being prepared.

In addition the County Council and its schools use additional internal software to store pupil and school data. The County Council also holds information about school capacities, projected enrolments and teaching areas. Information on energy, water and other premises costs for individual schools will, as far as possible, be obtained from service providers or the Energy Conservation Unit.

Tf Facility Asset Management Software is used to identify all property, which the council owns or uses, assess it's value and the function which it performs. It is also used to supply financial information of present costs of occupation.

The use of Asset Management Software enables the Authority to respond to the change in property needs of services. It helps to promote the equitable use of assets and it enables the Authority to make informed decisions regarding the retention and the disposal of buildings as well as providing a transparent basis for property investment decisions to ensure that buildings provide a healthy and safe environment for all users.

A programme to update condition surveys commenced in 2006/2007. During 2008 all Headteachers received their updated survey information relating to their respective school.

Condition data collection is necessary to enable repairs and maintenance works to be costed, prioritised and planned and school condition surveys will be undertaken on a 5 year rolling programme by the Corporate Property Maintenance Section located within the Environment Directorate.

The condition of a school has a direct impact on education standards. Children are likely to work better in a safe, warm, bright and dry building that provides a stimulating and attractive environment. Morale can be higher when staff can focus on pupil needs rather than be distracted by building problems and parents can make sounder judgements about a school and its effectiveness when they are not distracted by its appearance.

The EAMP covers a 5 year time frame with 20% of schools being re-surveyed, via external consultants, each year. The advantage of using external consultants is that they provide an unbiased viewpoint.

Although condition surveys provide a systematic approach, information on the state of a building will also be collected in other ways. Area surveyors, for example, will play a vital role in the exercise by ensuring that information is collected in an on-going basis as part of other routine maintenance inspections.

Although condition surveys are non-intrusive, in line with DfES guidelines, they need to be thorough enough to identify the need for any further survey or testing. The results of further surveys will be taken into account in the overall condition assessment.

The new Technology Forge database will hold all of the condition data and this will be kept up to date at all times so that the information, contained in reports produced through interrogation of the database, is accurate. In this way changing needs and priorities can be taken into account. The Tf Web enabled access page will allow schools to view their respective condition data via a unique PIN. Tf Web will also enable schools to view other reports such as Asbestos and Legionella information and CAD drawings.

All surveys will identify work necessary to bring premises up to a serviceable state and to rectify breaches in legislation. Once in a serviceable state, only routine maintenance should be required, which can be carried out under a pre-planned maintenance programme.

The Lifelong Learning and Environment Directorates are responsible for monitoring the funding of governing body repair programmes and Corporate Property Maintenance currently

manage these works on behalf of the County Council. The Tf database will be updated throughout the year as and when all Capital and Revenue works are completed and where, as a result of delegated funding, schools have made improvements themselves to existing condition elements.

It is the responsibility of the school to advise the County Council when any works, funded by them, have been undertaken to ensure that all CAD and condition data information is kept updated in the Technology Forge database.

LEAs identify repair and renewal costs for different elements in each block throughout the school in a consistent manner using the following priority categories :-

Priority 1 – Urgent work that will prevent immediate closure of premises and/or address an immediate high risk to the Health and Safety of occupants and/or remedy a serious breach of legislation.

Priority 2 – Works 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 less serious breach of legislation.

Priority 3 – Desirable work required within 3 to 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 5 year planning period that will prevent deterioration of the fabric or services.

The condition of each element will be assessed using the following gradings :-

Grade A – Good. Performing as intended and operating efficiently.

Grade B – Satisfactory. Performing as intended but exhibiting minor deterioration.

Grade C – Poor. Exhibiting major defects and/or not operating as intended

Grade D – Bad. Life expectancy expired and/or serious risk of imminent failure.

Once a school has been completely surveyed and the overall maintenance backlog figure is identified, the figure will be divided by the gross internal area (GIA) to determine the maintenance cost m² for that school.

Suitability

Suitability is defined as 'how well premises meet the needs of pupils, teachers and other users and contribute towards raising standards of education'. Suitability assessments are concerned with the numbers and characteristics of each type of internal space and external area. They also cover some aspects of health and safety.

The Authority has appointed knowledgeable and experienced personnel who have carried out suitability assessments in relation to each school property. The surveys have been carried out in consultation with headteachers so that all aspects of suitability information is captured in a consistent manner and accurately recorded for individual schools. Surveys have been signed off and validated by headteachers. Suitability information will be recorded in the Technology Forge system.

Sufficiency

Sufficiency focuses on total areas and on the quantity and organisation of places within and across school in an Authority in relation to demand.

For the purposes of AMP's the definition of sufficiency includes two separate measurements;

- The number of pupil places available (the capacity) compared to the current and future numbers on roll
- The overall **areas** of buildings and grounds in support of the places available and the current number on roll

The primary aim of sufficiency assessment is to offer a fair and consistent method of identifying any surplus or deficit of pupil places in relation to demand. This will:

- Inform decisions on basic need funding
- Be used to measure surplus places
- Indicate an admission number for schools

Capacity assessments are based on the Welsh Assembly Governments guidelines document "Measuring the Capacity of Schools in Wales" All Flintshire Schools have been re-calculated according to the latest formula.

The assessments have been carried out through a programme of visits to schools where all school accommodation is identified, and the purpose of its usage agreed. This information was transposed into a database which is controlled by the Welsh Assembly Government to ensure consistency of measurements. The database generates an individual capacity assessment for schools based on space utilisation.

The assessment also generates an "admission number" which is based on the schools ability to accommodate pupils. The new admission numbers are proposed to be implemented in September 2009 following consultation with stakeholders on school admission arrangements for 2009.

All schools are now in receipt of their new capacity assessments, and proposed new admission numbers and all schools have validated both figures. The final returns have been signed off by Headteachers and these will be fed into the AMP database.

There is a key link between the new net capacity measurements and the issues of over and under provision of school places relating to the School Modernisation agenda.

See Appendix A (Surplus Places Spreadsheet)

Availability of Information

Information will continue to be fed into this process by colleagues in the School Improvement Service, particularly where issues are identified in Estyn reports which are felt to be having an impact on standards.

Each school will have access to a complete set of data relating to its own premises. In the case of voluntary schools this will also be made available to the relevant diocese.

OTHER AUTHORITY PLANS

The EAMP has regard for other Directorate Plans and Corporate and Service Asset Management Planning.

DDA/Accessibility
Foundation Phase Development Plans
14 -19 Network
Behaviour Support Plan
Corporate Asset Management Plan
Children and Young People Plan

Health and Safety Policy

The LEA has an established Health and Safety Policy which is regularly reviewed.

HOW THE AUTHORITY WILL CONSULT LOCAL PARTNERS AND AIM TO SEEK A CONSENSUS ON PRIORITIES

The main forum for considering and approving priorities is the Flintshire County Council Executive Board.

Every headteacher is able to make an input via the Headteachers Federation meetings.

Priorities with regard to the EAMP and development of the Capital Programme are:

1.   Urgent work that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of occupants; and or remedy a serious breach of legislation.

2. Essential DDA works to enable a disabled child to a normal education without any form of discrimination.

3. Provision for Basic Need, for school places, Sufficiency, Suitability, Condition, Fitness for Purpose

4. Other projects which directly affect pupils' learning (e.g. specialist facilities, replacement of temporary classrooms).

5. Essential work required within two 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.

6. Projects leading to significant revenue saving (e.g. removal of surplus places).

7. Other desirable projects (e.g. car parking, cloakrooms, office accommodation).

In addition to the above prioritisation the following elements will be taken into account.

- Prioritised projects should be included in the schools AMP suitability survey.
- The ability of the School to contribute from third party funding to be taken into account but not to give added priority.
- Any school having temporary classrooms during capital works must relinquish the temporary classrooms at the end of the project.
- To ensure Representative spread of provision across types and phases of education.
- To ensure equality of access to provision
- Advice to be taken from professional sources (e.g. experienced inspectors and/or building surveyors) on prioritisation within categories.
- The intensity of usage of facilities.
- Priority for schools with serious weakness and where levels of attainment are low.
- Compulsory provision to have precedence over other provision.

In accordance with Priority number 3, elements of Condition, Suitability and Sufficiency will include the following:

Condition

- Elimination of any hazardous situation relating to condition which has serious health and safety implications.
- Problems which are likely to lead to all or part of a school being taken out of use, prioritised according to timescale and implications for pupils learning.

Suitability

- Elimination of any hazardous situation relating to suitability which has serious health and safety implications (suitability survey 'high' health and safety issues).
- Deal with problems which result in a school being unable to deliver the curriculum and where improved achievement is expected to result (suitability survey 'A' impact on education).

Sufficiency

- Basic need for additional places in a growth area.
- Special need developments.
- Cost effective surplus place reduction.

FINANCIAL CONSIDERATIONS

BACKLOGS

Following completion of the initial condition surveys, a backlog of maintenance has been identified in the sum of circa £40 million pounds which includes a sum of circa £5 million for DDA works. The maintenance and LEA capital budgets are primarily held by Property Services, with a small delegated budget being given to each school for property issues such as internal redecoration works, etc.

SECURING MAXIMUM VALUE FOR MONEY AND FUNDING ISSUES

The LEA will continue to pursue funding from a wide variety of sources to maximise capital investment in schools:

- WAG School Building Improvement Grant.
- Realisation of surplus assets.
- The Local Authority Capital Programme
- WAG Transitional and 21st Century Schools Funding Grants
- Prudential borrowing based on revenue savings

School projects are part of a County wide scheme for appraising proposed capital expenditure. Projects are scrutinised by officers from other County Council departments for value for money and feasibility.

The Authority has adopted a 'Partnering' approach as well as traditional procurement methods to achieve maximum value for money.

Constructionline is being used to identify suitable firms for inclusion on tender lists in relation to capital works.

Projects are, and will continue to be, planned on the basis of WAG guidelines on room sizes and facilities as published in building bulletins. Cost per square metre is carefully monitored and discussion with successful contractors includes scrutiny of the project to secure savings on the use of alternative materials and building methods through value engineering.

A system of post handover assessment of building performance and user satisfaction is systematically implemented.

IMPLEMENTING GOVERNMENT POLICY INITATIVES

ICT

The County Council is committed to providing innovative and high quality building design solutions that reflect the future needs of ICT based education. The Corporate Asset Management Group is aware that changes in technology mean that the County Council cannot adopt a firm long term policy. Many schools are keen to create ICT suites while others may see the future in wireless technology or the use of lap tops.

COMMUNITY FOCUS

Within the limited resources available, Flintshire will concentrate on its statutory obligations. However as far as practicable it will continue to look at making surplus accommodation available for pre and post school care, community learning etc in accordance with the County's Early Years' Development Plan and Community Focused Schools Guidance.

While individual governing bodies have responsibility for the use of school buildings out of school hours, the County Council will continue to encourage community use. Zoning of areas for security and heating are included within new building schemes to facilitate safe and economic usage.

SUSTAINABLE AND ENERGY EFFICIENT BUILDINGS

The County Council has introduced a policy to identify good practice and develop energy efficiency benchmarks against which to measure and improve energy performance in all County Council buildings and an officer located within the Property Services Department has responsibility for this issue.

ADDITIONAL LEARNING NEEDS

The Authority has given high priority in planning its capital strategy to improving the provision for pupils with additional learning needs, including that made in the Authority's special schools.

The reorganisation of special schools has been prompted by the Authority's policy of greater inclusion and integration and the replacement of unsatisfactory accommodation of the Authority's three special schools.

Flintshire County Council is aware of the requirements of legislation in regard to access to educational facilities and buildings. Issues of physical access for SEN pupils transferring between schools is currently being addressed through a capital allocation earmarked annually for this purpose.

THE BASIS FOR MAINTAINING AND REVIEWING THE EAMP

The source of each piece of information in the EAMP will be logged and it will be via that source that updating will take place.

Capital budget information will be updated annually in accordance with the Capital Programme.

Information about properties in the Central Property Register will be updated in accordance with the following updated every time the CPR is reviewed.

Condition surveys will be updated on an interim basis every year to reflect significant changes. Full condition survey reviews will be carried out and costed every 5 years.

Suitability will be reviewed every five years. Suitability outcomes (involving capital expenditure) will be costed every five years.

Sufficiency (capacity) will be considered annually in the light of revised admissions data. Sufficiency (area assessments) will be reviewed every five years.

Pupil projection information will be updated annually, impacts of the Authority's Local Development Plan will be taken into consideration

CAD drawings are updated on an on-going basis.

Data changes input to Tech Forge system regularly updated

Open Market Valuations of school sites will be reviewed as necessary.

Capital Receipts will be identified on a regular and on-going basis

Revenue costs per pupil will be reviewed annually

Estyn report outcomes will be reviewed when necessary.

Surplus places will be reviewed and reported annually

Temporary classroom provision will be reviewed annually and removed whenever possible.

Asset management planning is an on-going development process. Therefore it should be seen as a continuum over a period of time, initially a five year period between 2009 and 2014.

Areas of focus for the next 3 years:

School reorganisaton proposals in accordance with School Modernisation Strategy
Review of Welsh Medium provision across the authority in relation to demand
Review of faith based provision across the authority in relation to demand
Development of Community focused schools, including development of provision on school sites of sports centres, and libraries premises.
Review of youth service
Continued development of 14 – 19 Agenda
Identification of land disposal
Review surplus places provision on an area by area basis, to within 10%
Securing resources for the continued implementation of a capital programme, through investigation of Prudential borrowing.

Plan for continued future investment in raising the standard of school buildings and facilities.
Continued investment in schools to increase the compliance with DDA.
Consideration of school closures having regard to demographic changes

STATEMENT OF PRIORITIES

PART A   Aims of the LEA
                         Delivering the Government's priorities
                         Key Local Factors
                         How will we achieve LEA aims and national priorities?
                         The contribution of capital investment to the delivery of priorities

PART B   Capital Programme and Strategic Priorities

PART C   Priorities arising from premises surveys

Overview
The following Statement of Priorities, for Capital expenditure covers 2009-2014 for Flintshire County Council. The Statement of Priorities is expected to show how the LEA, through capital investment strategies and plans, will deliver specific projects set within the context of national and local priorities. Premises related priorities, in terms of Condition, Suitability and Sufficiency needs, have to inform rather than direct major priorities derived from national and local plans.

The structure of the Statement of Priorities follows the logic indicated in the above paragraph, and is divided into 3 parts.

Aims of the Local Authority

PART A

An outline of the County Council's aims, and the complex relationship that exists between them and:
- The corporate aims of the County Council.
- Statutory plans and other plans that the County Council is required to compile, which includes Government priorities for Education.
- Key Local Factors.

Included in this outline is an overview of how the plans that the County Council is required to compile enable the delivery of national and local priorities, and the general contribution of capital investment in the context of Asset Management Planning.

  The strategic aims of the County Council are as follows:
- Raising attainment in the Foundation Stage, in Primary Schools and KS3 and KS4.
- Narrowing the attainment gap/tackling under-achievement.
- Support for schools causing concern.
- Maintaining progress at transfer and transition.
- Establishing a strategy for recruitment and retention of teachers and headteachers.

- The role of Education in the social inclusion agenda.
- Working with others strategically and operationally.
- Managing the impact of Technology.
- Managing resource in the context of the Government's view of the role of Local Authorities.

One of the County Council's corporate objectives is to achieve excellence in education and learning. This objective informs the importance attributed to the quality of the learning environment throughout this Statement of Priorities. The Lifelong Learning Department has an important role to play in contributing towards all of the County Council's objectives, but most particularly in the area of advancing Lifelong Learning, where Flintshire already has a strong and well-established tradition.

Delivering the Government's priorities

The County Council's acknowledges the Government priorities in relation to:

- Raising Attainment in the Foundation Stage in primary schools, particularly in Literacy and Numeracy.
- Raising Attainment in Key Stage 3 & 4.
- Narrowing the attainment gap/tackling underachievement.
- Support for schools causing concern.
- Maintaining progress at transfer and transition.

These specifics inform the more generic Government priorities of:
- Early Years.
- Transforming Secondary Education
- 14-19 developments.

Key Local Factors
The LEA monitors areas of underachievement, and provides relevant support in relation to capital investment and affordable where this is required.

There are likely to be areas of pupil growth over the next 5 to 10 years as a consequence of new settlements proposed by developers and linked to the Authority's UDP Programme. At the same time, other areas of the County will experience a fall in their pupil population.

How will we achieve our aims and national priorities?

The County Council will continue to work in partnership with schools and other key partners, to target and improve educational achievement and promote a culture of self-evaluation leading to:

- High quality teaching and learning.
- High achievement levels for each individual appropriate to his/her needs and ability.
- Minimal disruption to the educational process through the provision of high quality support, including a suitable learning environment.
- Provision that is accessible to all potential users.

The contribution of capital investment to the delivery of local and national priorities

Capital investment is expected to contribute towards improved teaching and learning environments and to higher levels of pupil attainment. In order to deliver this the LEA will seek to ensure that high quality buildings are provided which offer the best long-term solution in terms of flexibility and durability. In particular, in the context of the replacement of temporary accommodation with permanent build. In turn this can only be achieved by adopting a strategic and co-ordinated approach to the disparate sources of capital funding received by the LEA.

It follows that capital investment needs to be targeted at greatest need. In that context the County Council will strive to ensure that all types of school will receive parity of treatment in deciding need.

PART B CAPITAL PROGRAMMED STRATEGIC PRIORITIES

A safe and secure school is a prerequisite for effective teaching and learning. **The County Council's Security Plan (SP)** developed by the School Security Task Group can be described as follows. During the past few years, the LEA has sought to reduce the security risks at those schools deemed to be most at risk. Over the period 2007-2012 the LEA will expect schools to continue to undertake risk assessments and to undertake appropriate minor measures funded from their delegated budgets. In the case of major need the LEA would assess the case for a contribution from centrally held funding. Going forward, in addition centrally funded projects will incorporate crime reduction measures in their design.

An important target is to work with **schools causing concern and requiring support and intervention.** Where there is a premises related issue at a school in this category this would normally have been identified by one of the following methods:

- In the context of an Suitability survey.
- By the LEA's Advisors and Inspectors.
- As a consequence of an Estyn Inspection.

In such schools it is necessary to establish that there is some causality between the school's performance and premises barriers, before compounding a recovery strategy through potentially disruptive major capital works.

Meeting national targets for the **14-19 agenda**, includes raising attainment for KS3 and KS4, and with particular reference to certain curriculum areas. Within these, Design, Technology, and Art, are key areas for improvement of attainment. Premises surveys have identified where poor quality facilities/poor access to facilities are barriers to raising standards that should be resolved through the AMP. Further work will be required on this to determine an agreed methodology for the prioritisation of resource allocation. It will also be essential to ensure that the complementary professional development needs of teachers anticipate and parallel improvements to premises.

In addition to schools, lead learning settings in the county include Deeside College, a provider of a wide range of vocational and general courses to young people and adults. Additionally, Deeside College at its Northop site offers courses to young people and adults but with a focus on the land based industries.

Opportunities for young people to be involved in work based learning also exist, with Deeside College and North Wales Training, based on the Deeside Industrial Estate begin the largest providers.

The provision of high quality/sustainable building design solutions is envisaged as of fundamental importance to the delivery of the Capital Programme and other plans of the County Council. Completed projects are evaluated in order to identify good practice in design.

Enabling schools to meet National Curriculum requirements, where premises can be shown to be a relevant consideration, has already been referred to the 14-19 agenda. The County Council has already provided adaptations to primary schools, in particular, to enable Numeracy, Literacy and Information Communication Technology to be effectively delivered. An assessment will be made on how new and refurbished buildings are likely to contribute towards raising levels of pupil attainment. The LEA will establish a process, which commits schools to a benchmarking exercise and measurement over a 3 year period or longer for attainment gains.

Raising attainment in the Foundation Stage and in the Primary School refers to the Early Years and **Childcare Development Plan (EYCDP)**. As an integral part of this no targets are currently set because at present the County Council has met its obligations to-date through central government funding. At this stage no further additional classrooms are required for KS1 class size implementation.

Maintaining progress at transfer and transition refers to pupil progression from one phase of education to another, in particular between primary school and high school and then from there to further education.

Resolving premises related urgent Health and Safety and Condition related work is a vital priority in enabling schools to continue to operate and deliver learning opportunities. It is an important AMP priority for capital investment, but the County Council does seek to ensure that the life cycle of that investment is considered in terms of other variables that might influence the short, medium and long term future of a particular building.

The Early Years and Childcare Development Plan (EYCDP) identifies the need for quality nursery provision, throughout the County. There are two separate but related initiatives that the County Council is currently refining and discussing with the partnership and appropriate schools.

SEN Development Plan (SENDA) (Inclusion Service Development Plan)
Within that plan there is the reorganisation of three existing Specialist schools into two newly built Specialist schools attached to mainstream schools. This work is now complete, and the new schools opened in September 2009.

Possible sites for resourced classes for pupils with Autistic Spectrum Disorder are being investigated. Any additional resource provision in Flintshire should lead to a reduction in Out of County Placements.

Access Strategy

The County Council's Access Strategy, required by SENDA, will be based on the County Council's current policy. This is to develop families of schools based on geographical areas and to meet the needs of known individual pupils who have a Statement of Educational Need. A number of schools have already been adapted to provide physical access for pupils with disabilities and also to provide an appropriate learning environment for pupils with sensory impairments.

ICT Development Plan (ICTDP)

The Council's ICT Strategy has been developed and implemented in full consultation with schools. The strategy seeks to ensure access through ICT to high quality learning experiences and to develop the role of ICT in raising standards of achievement and attainment across the curriculum for all pupils.

A Statement of the process for identifying priorities from information taken from condition, suitability and sufficiency surveys and how these will inform the LEA's strategic priorities.

The premises surveys carried out for all schools identify individual Condition, Sufficiency and Suitability needs, and provide the database of need informing the education capital strategy. These needs are not ends in themselves but inform the major priorities set out in the previous section.

Specific priorities arising from condition surveys

The County Council will identify, in consultation with the Corporate Asset Management Group, an agreed methodology for prioritising condition works in the context of a limited resource base. A detailed guide has been issued to all schools on the respective responsibilities of the LEA and school governing bodies for maintenance work **("Responsibility For Repairs, Maintenance and Replacement" – Annexe 5 & 6).** All Community, Voluntary Controlled and Voluntary Aided Schools, with the exception of one school, have decided to remain within the principal framework of LMS rather than adopt 'Fair Funding'. One school, Higher Kinnerton Primary School has chosen to remain as a Foundation School.

All Schools have a delegated Repair & Maintenance budget for minor works. All major works are funded directly by the LEA through Community & Housing Property Services Section.

The Local Policy Statement accords high priority to:
- The resolution of hazardous situations which have high Health and Safety implications (e.g. asbestos removal and prevention of the legionella bacterium in water supplies, fire precaution work/means of escape).
- Other work which could potentially result in school closure (e.g. replacement of other boilers).

- Planned maintenance based on agreed priorities and the resolution of hazards and urgent work, helps to both ensure reduction in school closures and improve the quality of the learning environment.

Flintshire receives annually a School Building Improvement Grant (SBIG) which is utilised mainly for remodelling/refurbishments of classrooms and curriculum areas. Also annually, there is a delegated Repairs and Maintenance revenue budget totalling circa £950k which covers all Education Properties including schools. Within that figure an emergency fund of £346k is set aside for day to day and emergency repairs, and vandalism; the remainder being allocated for scheduled works, kitchen repairs, statutory inspections and servicing. In addition, the Council has committed an allocation of circa £4.0M per year until 2016 to bring all of Flintshire's Schools up to a good standard (Grade A).

Replacement of temporary accommodation It is a priority to where possible to remove temporary accommodation from school sites. Replacement of temporary accommodation with more permanent structures enables condition, suitability and sufficiency issues to be resolved at the same time and requires a joined-up approach to funding. The assessment of suitability undertaken by the County Council will indicate that in those schools where temporary accommodation forms a significant part of their building stock, this places a major constraint on the delivery of the curriculum.

In order to realise capital improvements at the earliest opportunity, and to minimise slippage and erosive effects of inflation, the County Council will, through the County Council in-house design consultancy, implement a variety of procurement strategies. These will include forms of 'partnering' with contractors chosen by competitive bids against a guaranteed maximum price.

Energy and water consumption rates
The County Council will seek to benchmark energy and water consumption, both between schools of similar sizes within the Council, and relative to aggregate figures for other LEAs and national comparators. It is envisaged to continue to undertake this work in future, along with seeking to identify cost-effective options for reducing water and energy consumption in the design specification of new and refurbished buildings.

A Statement outlining the Council's Education Capital Programme plus an indication of how the LEA manages various capital funding streams to target resource expenditure in the most effective way.

>	**Coherence from disparate capital funding sources.** The challenge for the Council is to:

- Identify projects which will help to deliver national and local priorities, including premises related issues where appropriate.
- Deliver projects that are long-term solutions and represent high quality provision.

It will be noted that:
- Within the Major works, the majority of the projects reflect the emphasis on the replacement of temporary accommodation with permanent buildings or major refurbishment works to enhance the life expectancy of the building.
- Capital Programme now addressing replacement of SEN Primary and Secondary provision, and SEN Modernisation.
- Proposed amalgamation of Primary Infant and Junior Schools is also addressing fit for purpose issues and school modernisation

PART C

A Statement of the basic principles underlying capital investment, including responsibilities of schools, the importance of Option Appraisals, design standards, procurement, and delivering projects to agreed deadlines.

There are a number of basic principles that underlie capital investment in Education in the County. They can be summarised as follows:
- A commitment by the County Council to ensure that all of the central government allocation of capital funding in Wales for Education is spent to that end. Secondly, a commitment to top-up the Education Capital Programme with a contribution from capital receipts whenever possible.
- A partnership with schools whereby they are encouraged to regard premises as an important variable in the learning equation, and to plan their development accordingly.
- A commitment to option appraisal.
- A commitment to review progress against previous targets.
- A commitment to the importance of the evaluation of completed capital projects. The LEA is committed to the principle of the evaluation of capital projects, usually significant major capital works. Evaluation takes place:

  - Immediately after project completion to assess the impact of the construction process on the school.
  - 6 months afterwards, when an attempt is made to i) Evaluate the effectiveness of the overall design of the project in improving the learning environment and contributing towards raising levels of attainment by pupils and ii) Secure the schools commitment to a benchmarking exercise to test the hypothesis that "Improved learning environments contribute towards higher levels of pupil attainment".