

AGENDA MANAGEMENT SHEET

Name of Committee Children and Young People Overview and Scrutiny Committee

Date of Committee 18th May 2006

Report Title Asset Management Plan relating to Schools and Non-school Buildings

Summary This paper deals with the section of the County's corporate Asset Management Plan relating to the Children, Young People and Families Directorate.

For further information please contact:

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Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision] No

Background papers Corporate Asset Management Plan

CONSULTATION ALREADY UNDERTAKEN:- Details to be specified

Other Committees

Local Member(s)

Other Elected Members Cllr Helen McCarthy
Cllr Richard Grant – “O&S should scrutinise these plans to check if they are fit for purpose and identify any shortcomings”
Cllr Jill Dill-Russell – no comments to make
Cllr John Whitehouse

- Cabinet Member Cllr Izzi Seccombe
- Other Cabinet Members consulted Cllr Peter Fowler
Cllr John Burton
Cllr Alan Cockburn
- Chief Executive
- Legal Richard Freeth – *“fine”*
- Finance
- Other Strategic Directors
- District Councils
- Health Authority
- Police
- Other Bodies/Individuals Capital Strategy Group

FINAL DECISION **NO**

SUGGESTED NEXT STEPS:

Details to be specified

- Further consideration by this Committee
- To Council
- To Cabinet Subject to the O&S Committee’s comments, report to Cabinet on 7.9.06
- To an O & S Committee
- To an Area Committee
- Further Consultation

**Children and Young People Overview and Scrutiny
Committee – 18th May 2006**

**Asset Management Plan relating to Schools and
Non-school Buildings**

**Report of the Strategic Director for Children,
Young People and Families**

Recommendations:

- (1) That the Committee consider and comment on the Children, Young People and Families Directorate's strategy relating to school and non-school buildings in the Corporate Asset Management Plan and those comments are forwarded on to the Cabinet for consideration.
- (2) That the Committee identifies any areas covered in the report for further scrutiny.

1. Background

This paper relates to the Asset Management Plans (AMPs) of school and non-school buildings (offices, youth centres, etc.) which are included in the County's Corporate Capital Strategy and AMP as required by the Office of the Deputy Prime Minister.

2. Children, Young People and Families Directorate's Section of the County's Strategic Asset Management Plan

A copy of the Plan and associated documents are attached at **Appendices A, B and C**.

3. Schools Asset Management Plan

The Directorate has updated the strategic element of the Schools' AMP. Copies are attached at **Appendices D and E**

MARION DAVIS
Strategic Director for Children,
Young People and Families
22 Northgate Street
Warwick

4th May 2006

Children, Young People and Families Directorate

Non-School Properties Strategic Asset Management Plan

1. Introduction

The purpose of this document is to set out the non-school property assets of the Children, Young People and Families (CYPF) Directorate and to define the Directorate's requirements to enable the effective, efficient delivery of its service objectives, strategies and plans.

Main Issues:

There are numerous properties within the county that are unsuitable and as such do not offer acceptable working environments for staff and/or limit the scope or quality of services that are offered to the community. Although it is not possible to provide full details within this report it is indicative of the current challenges the Directorate faces regarding the unsuitability of certain parts of its building stock.

2. Corporate Planning Context

Service AMPs are to be developed having regard to County priorities set out in the County Plan and the key themes arising from the area plans.

The Corporate Property Strategy requires that services hold property for service delivery purposes only and revenue costs should be minimised.

3. Process

Service departments are responsible for the preparation of individual AMPs using data supplied by Property Management. The Council's Corporate Property Strategy and AMP reflects our strategic objectives and service requirements. Cabinet has endorsed the Corporate Property Strategy and the Corporate AMP process.

Property Management continues to carry out and update condition surveys on all properties on an annual basis. They also co-ordinate the suitability surveys of all non-school properties. The Property Performance Indicators have been considered by all Directorates and have been developed by Property Management in accordance with Government guidelines.

4. Overview of property aims objectives and strategies

The overriding aim is to improve the quality of the services provided by the CYPF Directorate, its various outposts and service centres by ensuring that:

- Office accommodation is generally of a flexible design and able to meet the changing needs of the service during the foreseeable future.

- Accommodation is of a sufficiently high quality to reflect/enhance the quality of service provision.
- The properties used support the service provisions and needs of the various communities within the county.
- All accommodation meets the requirements of various disability discrimination legislation and health and safety requirements.
- The cost of the accommodation, including utility costs, is reasonable and in accordance with “best value” objectives.

5. Key areas for change

The key areas for change are considered to be:

- The Children, Young People and Families Directorate Headquarters currently located in 22 Northgate Street.
- Accommodation for Special Needs Staff.
- The Children, Young People and Families Directorate Conference and Training Centre at Manor Hall.
- The Community Education (Youth Club) Provisions.
- Marle Hall Outdoor Education Centre, Llandudno, North Wales.

6. Preferred options for key areas

- **The Children, Young People and Families Directorate Headquarters currently located in 22 Northgate Street**

This accommodation is considered inefficient and too inflexible to meet the changing demands placed on the CYPF Directorate. The building is also difficult to maintain or alter and there are health and safety issues. In last year’s suitability survey exercise, co-ordinated by Property Management, this accommodation received a score of 6.45 and was rated poor. This situation has not changed.

Adapting and remodelling 22 Northgate Street is not considered viable; the solution will be a move to a location more suited to the Directorate’s needs. It is proposed to vacate Northgate Street and to relocate staff to the recently acquired accommodation at The Saltisford. Two of the new buildings, capable of accommodating up to 380 staff, will be ready during July 2006. Property Management have arranged with the CYPF Directorate that CYPF staff currently accommodated in Northgate Street and Shire Hall together should be relocated first. A Project Team has been set up and a Project Team Manager appointed to ensure the smooth transition to the new base. Consideration is being given as to who will occupy the third building which it is planned will be available from August 2007.

- **Accommodation for Special Needs Staff**

Accommodation currently provided for SEN staff in the Central and Southern Areas of the county is deemed unsuitable and plans are in hand for their relocation in the near future. SEN staff accommodated in the Northern Area now need alternative accommodation as their existing base in Exhall Grange School will be required by the school. The current proposal is that SEN staff and CYPF staff from the former Chief Executive’s Department are re-located to Kings House, Kings Street, Bedworth, where accommodation is available on two floors for 60 staff, meeting rooms and circulation areas.

- **The Children, Young People and Families Directorate Conference and Training Centre at Manor Hall**

This accommodation is unsuitable for disabled and would be both difficult and expensive to convert. The parking, toilet and refreshment facilities are insufficient to meet the needs of the centre, which results in use of training and conference facilities not being maximised. In last year's suitability survey exercise, co-ordinated by Property Management, this accommodation received a score of 7.55 and was rated poor. This situation has not changed.

Plans are still in hand to replace the existing North Leamington School on the Manor Hall site. In order to progress plans for the new school it is essential that a new conference and training centre is provided as soon as possible.

- **The Youth and Community Service (Youth Club) Provisions**

Some of the County's youth facilities lack all the requirements outlined in the "Overview of property aims objectives and strategies". The Service undertook an audit of its centres and office accommodation in 2004 and has used the information within the planned use of minor works budget to improve facilities. Generally premises are considered to be in the correct communities. Providing planned building works are completed by the end of the 2005/06 financial year all but one of the youth centre premises will have disabled access and toilets. Further funding sources are being explored for the remaining centre.

- **Marle Hall Outdoor Education Centre, Llandudno, North Wales**

This is a good resource offering Warwickshire children and young people the opportunity to undertake outdoor education field studies and explore an area different to their home environment. Issues continue regarding the centre's ability to meet full DDA requirements though a number of strategies are being explored, including the development of a small unit close to the entrance of the site on the only flat area of the site. Resources have been secured to adapt the centre for people who are hard of hearing and have visual impairments. These changes have taken place.

7. Implementation Programme

The CYPF Directorate will be moving to more suitable accommodation in The Saltisford during July and August 2006. Cabinet agreed to the sale of the Northgate Street properties at their meeting on 24th June 2004. The move will reduce the problems of overcrowding experienced by staff based in Northgate Street. There will be a series of phased moves before staff are accommodated together in two of the new buildings. This will significantly address the major issues that have affected the Directorate for a number of years.

With regard to Manor Hall, Cabinet have approved the sale of the North Leamington site for residential development. The income from this, plus income from the possible sale of Binswood Hall, would be used to fund new accommodation for North Leamington School. North Leamington School is to be rebuilt on the current Manor Hall site and a new site for the replacement of the Manor Hall Training and Development Centre is still to be found. Long term it is to be hoped that opportunities will present themselves, and be taken, to improve the Youth Service facilities within the County. Also in the short-term the property implications of the long-term use of Marle Hall needs to be reviewed so long-term financial decisions can be made and implemented.

8. Transfer of Buildings – Children’s Services

Recent discussions have taken place concerning the transfer of buildings and the current situation is that a total of 19 properties or part-occupied properties will transfer to the CYPF Directorate. A table detailing the agreed properties is given overleaf.

This situation may or may not change as the general moves take place to consolidate the Directorate’s personnel. There are also one or two properties under leasing arrangements that fall due in the next year or two when decisions will have to be taken as to the way forward.

JOHN HARMON
Assistant Head of Service – Capital and Property

DAHLIA HARRISON
Asset Management Officer

April 2006

Transfer of buildings – Children’s Services

UPRN	AREA	PROPERTY	COMMENT
3152	Rugby	Children & Family Service, The Bridge, 55 Clifton Road	Recently completed disabled access and re-vamp of garden area
5106	Leamington Spa	S.T.E.P.S., 43 Rugby Road	Operated by Barnardos on behalf of WCC
5377	Warwick	Orion House, Social Services Offices, Athena Drive	
5191	Warwick	Children & Family Service, 16 Old Square	Attached to Shire Hall – dealt with as Shire Hall premises
4331	Stratford-upon-Avon	Social Services Offices, 8 Rother Street	Possibility of closure and move to 4317
4187	Southam	The Grange, Coventry Road	Possibility of re-locating to town centre within 5 years
3148	Rugby	Fawsley House, 25 Hillmorton Road	Mixed-use building – part occupation
1086	Nuneaton	Warwick House, Bond Gate	Lease ends Sept 2007 – ? re-fit or stay ?
1188	Nuneaton	The Hilary Road Centre, District Children Services	Refurbished 2001 – may move interview suite to this site in 2006
5136	Leamington Spa	Social Services Sub-Office, 56/58 Holly Walk	Waiting for DDA work to be done
1063	Bedworth	Beada House, Newtown Road	Possibility of part-occupier moving out releasing more space
4255	Stratford-upon-Avon	The Saltway Centre & Stratford Family Centre, Alcester Road	
4188	Southam	Southam & Shipston Children's Team, 7 High Street	Offices on first floor only (2 converted bedrooms)
2044	Atherstone	North Warwickshire Children & Family Service Team, Arden Hill	Out of hours (24hrs) - same site as 2200
5268	Warwick	Myton Park Training Centre, Myton Lane	
2200	Atherstone	Emergency Duty Team, The Cottage, Arden Hill	Current project to install disabled access ramp
5386	Kenilworth	Units 33/34, Deerpark Business Centre	3 year lease now in 2nd year – ? long-term or move ?
4317	Stratford-upon-Avon	Arden House, Masons Road	Offices – part- occupier – possibility of current occupier moving out
3243	Rugby	Oakfield Park, 32 Bilton Road	Offices – part-occupier

Management Action Plan – Monitoring Report November 2005

Risk Group: Asset Management

Owned by: Mark Gore

Likelihood	A				
	B			25	
	C			3	
	D				
	E				
	F				
		1	2	3	4
	Impact				

Risk Number	Current Risk Score	Target Risk Score	Description
3	C3	Below tolerance line	Poor accommodation
25	B3	Below tolerance line	Schools are not fit for purpose

Required management action/control	Responsibility for action	SEP reference	Critical success factors & KPIs	Key dates	Progress November 2005
RISK 3 – Poor accommodation					
Keep raising profile on Corporate Property Strategy Group and proactively engage with lead departments on the issue.	John Fletcher	108	Staff survey scores maintained, if not improved, in regards to accommodation.	Appointment of Chief Executive and Head of Children's Services.	<ul style="list-style-type: none"> In the staff survey the level of staff satisfied with the physical working conditions fell from 70% in 2004 to 64% in 2005. However, the percentage of staff who disagreed/strongly disagreed remained static at 20%. Cabinet adopted the Corporate Property Strategy Framework 2005 at its meeting in September. Leading Members have held a workshop with officers from the Corporate Property Group and the new Chief Executive which has led to a decision to purchase the third office block at The Saltisford which increases new office space from 35,000 square feet to 75,000 square feet. The WCC modernisation team has commissioned a workstream to ensure that the business needs of the reshaped County Council are supported by appropriate accommodation.
Involvement of Children Act Project Team – needs of combined Education/ Social Services Department to be taken into account.	John Fletcher	108	Future occupation of new/different accommodation in a manner that supports the Corporate Property Strategy.	Settling in of new Council (May 2005+).	
Decision to be made as soon as possible over when and where move to.	John Fletcher	108	Maintain levels of risk assessment.	Implementation of workforce changes in regards to Children's Services, as identified by Children Act Project Team.	
Contribute to the quarterly accommodation report which goes to the Corporate Services Overview and Scrutiny Committee.	John Fletcher	108	Meet DDA requirements.	Procurement of Saltisford by May 2006.	

Required management action/control	Responsibility for action	SEP reference	Critical success factors & KPIs	Key dates	Progress November 2005
Ensure Northgate Street remains in a liveable state until the time we move.	John Fletcher/ Keith Thompson	108			<ul style="list-style-type: none"> Plans to sell Northgate St are proceeding and developers are to be formally invited to put forward solutions to redevelop and regenerate the frontage of Shire Hall and Barrack Street offices for consideration by members in March 2006.
Develop communication strategy with staff to ensure they are aware of what is happening.	John Fletcher/ Lisa Blunt	128			<p>Communication on accommodation has consistently used the top-down and bottom-up processes in the Department:</p> <ul style="list-style-type: none"> presentation and up-dates to Managers article in Ed News which goes to all staff staff reps able to question the member of DMT at their meetings and disseminate the answers to staff. <p>Accommodation has been successfully integrated into the modernisation agenda, coming second to the restructuring. This has maintained its profile with staff.</p>
RISK 25 – Schools are not fit for purpose					
Keep updated asset management details in an effective database (Archibus still in development – expected to be another 2 years).	John Harmon (Dahlia Harrison)	108	All children with a disability seeking a place in mainstream education have one.	Sept 2007 AMP returns to DfES.	DRH has undertaken Access Database training and will be looking at the best way to set up the Suitability data for easier access. Possible target date Easter 2007.
Resources to implement AMPs.	John Harmon	108	Reduce accidents in schools/ premises.	Dec 2007 next DfES announcement on resources.	
Continue to help schools spend their DCF in accordance with LEA priorities.	John Harmon (Dahlia Harrison)	108	Monitor number of days schools are closed due to maintenance problems, e.g. burst pipes	Funding for BSF in Warwickshire (including primary) – will all secondary school pupils be in satisfactory accommodation by 2020, as promised by Government?	DRH actions and monitors all DFC applications from schools in accordance with DfES guidelines and WCC Audit.
Continue to allocate resources in relation to DDA.	John Harmon	108			
All schools to complete Access Plans.	John Harmon	108	Backlog of maintenance not grow.		
Keep up to date with latest legislation/ standards.	John Harmon	108	Reduction in temporary classrooms – max dependence no more than 20% by March 2007.	Targeted capital fund announcement summer 2005.	

Asset Register & File List System

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2004/05										
Education										
<u>NUNEATON/Stockingford Early Years Centre, St Paul's Road (1122)</u>										
✓ 2	Parents Centres		12.00	2.67	5.00	4.33	Additional Comments: This is a beautiful new building which unfortunately does not have enough storage space.	3		
<i>Totals for NUNEATON/Stockingford Early Years Centre, St Paul's Road (1122):</i>								3	1	1
<u>RUGBY/Fawsley House, 25 Hillmorton Road (3148)</u>										
✓ 5	Office Accommodation	Top floor office - Senior Area Education Officer	11.57	4.67	3.57	3.33		0		
<i>Totals for RUGBY/Fawsley House, 25 Hillmorton Road (3148):</i>								0	1	1
<u>RUGBY/Newton Hall, Lower Hillmorton Road (3059)</u>										
6	Community Education		0.00	0.00	0.00	0.00		0		
<i>Totals for RUGBY/Newton Hall, Lower Hillmorton Road (3059):</i>								0	1	0
<u>WARWICK/Wedgnock House, Wedgnock Lane (5372)</u>										
✓ 1	Office Accommodation	WES	10.69	3.17	3.86	3.67	Additional Comments: I have only completed this survey in respect of Education staff in the offices at Wedgenock House - i.e. not the warehouse.	168		
✓ 2	Community Education	Youth & Community Education	11.69	3.17	3.86	4.67	4. Wedgnock House is poorly situated	27		
<i>Totals for WARWICK/Wedgnock House, Wedgnock Lane (5372):</i>								195	2	2
<i>Totals for Education:</i>								198	5	4
<i>for 2004/05:</i>								198	5	4

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Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>ALCESTER/Globe House, The Priory (4004)</u>										
✓	2	Community Education	10.17		3.00	4.00	3.17 1. Q1.4 - Not answered Q1.5 - Our accommodation comprises of one office within a larger unit. 4. Q4.2 - Do we need an office in Alcester? On occasions.	0		
<i>Totals for ALCESTER/Globe House, The Priory (4004):</i>								0	1	1
<u>ATHERSTONE/North Warwickshire Community Education Office, Units 1 & 2 (2219)</u>										
✓	1	Community Education	12.00		4.40	4.43	3.17 1. Q1.2 - Use town, leisure centre car parks. 4. Q4.2 - Only if here is more space - up to capacity. Additional Comments: Addition space for staff. Lighting could be improved. Storage needed.	8		
<i>Totals for ATHERSTONE/North Warwickshire Community Education Office, Units 1 & 2 (2219):</i>								8	1	1
<u>ATHERSTONE/The Ratcliffe (Youth & Community Centre), Ratcliffe Road (2017)</u>										
✓	1	Youth Service	11.05		4.50	3.71	2.83 2. Q2.3 - window in poor condition Q2.6 - overall a good building to deliver work.;3. Q3.1 - Some areas are - Separate room does not aid youth service delivery. Q3.6 - Very poor needs to be developed.;Additional Comments: Good parking, good location good partnership building to deliver projects/meetings.	8		
<i>Totals for ATHERSTONE/The Ratcliffe (Youth & Community Centre), Ratcliffe Road (2017):</i>								8	1	1
<u>BADDESLEY ENSOR/Youth Centre, Boot Hill (2055)</u>										
✓	1	Youth Service	9.48		2.67	3.14	3.67 1. q1.1 - Wrong geographical position, at bottom of hill away from main community. Q1.5 - No staff on duty unless user group or youth provision.;2. Q2.1 - Could do with a revamp Q2.5 - Not enough exterior lighting Q2.6 - Poor - needs replacement boards and repainting Q2.7 - Toilets very poor condition.;3. q3.4 - Kitchen good - toilets bad. Q3.6 - None needs complete system.;4.	8		

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No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>BADDESLEY ENSOR/Youth Centre, Boot Hill (2055)</u>										
							Q4.1 - No to the building but Yes to the extensive grounds.;Additional Comments: Good centre but bordered by very busy A5 & big hill with community on top!			
<i>Totals for BADDESLEY ENSOR/Youth Centre, Boot Hill (2055):</i>								8	1	1
<u>BEDWORTH/Youth Centre, Croxhall Street (1013)</u>										
✓	1 Youth Service		7.50		3.00	2.00	2.50	0		
<i>Totals for BEDWORTH/Youth Centre, Croxhall Street (1013):</i>								0	1	1
<u>BINLEY WOODS/Youth Centre, Coombe Drive (3266)</u>										
✓	1 Youth Service	T/C's 88 & 367	10.90		3.50	3.57	3.83	2		
<i>Totals for BINLEY WOODS/Youth Centre, Coombe Drive (3266):</i>								2	1	1
<u>COLESHILL/Youth & Community Centre, Packington Lane (2063)</u>										
✓	1 Youth Service		7.67		2.33	3.00	2.33	0		
<i>Totals for COLESHILL/Youth & Community Centre, Packington Lane (2063):</i>								0	1	1
<u>DORDON/Polesworth School Youth Wing, Dordon Road (2163)</u>										
✓	1 Youth Service		4.10		1.67	1.43	1.00	2		
<i>Totals for DORDON/Polesworth School Youth Wing, Dordon Road (2163):</i>								2		

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No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>DORDON/Polesworth School Youth Wing, Dordon Road (2163)</u>										
							telephone cable in place monthly.;4. Q4.2 - Location is wonderful - great access to young people. ;Additional Comments: 100 year old wooden hut! No space/play area no parking need to rebuild as fantastic location.			
<i>Totals for DORDON/Polesworth School Youth Wing, Dordon Road (2163):</i>								2	1	1
<u>HENLEY-IN-ARDEN/Youth Wing, Stratford Road (4091)</u>										
✓	1	Youth Service	11.36		4.00	3.86	3.50 1. Q1.4 - Not answered. 3. Q3.1 - Building is fairly small - good for training/meetings basic youth work activities. 4. Q4.3 - Depending on type o use.	2		
<i>Totals for HENLEY-IN-ARDEN/Youth Wing, Stratford Road (4091):</i>								2	1	1
<u>KENILWORTH/Youth Centre, Bertie Road (5035)</u>										
✓	1	Youth Service	8.88		2.83	2.71	3.33 4. Q4.2 - needs to be located nearer the town centre.	1		
<i>Totals for KENILWORTH/Youth Centre, Bertie Road (5035):</i>								1	1	1
<u>KINETON/Youth Wing, Banbury Rd (4109)</u>										
✓	1	Youth Service	13.43		4.67	4.43	4.33	0		
<i>Totals for KINETON/Youth Wing, Banbury Rd (4109):</i>								0	1	1
<u>KINGSBURY/Swimming Pool, Tamworth Road (2211)</u>										
✓	ER RO R: Doc um ent cou ld not be fou nd.	Community Education	Now independent to Kingsbury School		7.88		2.00 3.71 2.17 3. Q3.1 - Swimming yes - community education services i.e. youth work Adult - No. Additional Comments: Question - Does the activity fit Community Education delivery? Should it be relocated?	2		
<i>Totals for KINGSBURY/Swimming Pool, Tamworth Road (2211):</i>								2	1	1

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No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
<u>KINGSBURY/Youth & Community Centre, Peartree Avenue (2141)</u>										
✓ 1	Youth Service		12.74		5.00	4.57	3.17 2. Q2.7 - Decor dated - Main hall need new ceiling.;4. Q4.2 - Management committee structure needs altering.;Additional Comments: Leased by WCC from Ciswell (Coalfield Regen) 24/7. Lease is very dated and needs renegotiating. Centre costs a great deal of WCC to run eg. approx £44k pa.	0		
<i>Totals for KINGSBURY/Youth & Community Centre, Peartree Avenue (2141):</i>								0	1	1
<u>LEAMINGTON SPA/Campion Youth Wing, Campion School, Sydenham Drive (5080)</u>										
✓ 1	Youth Service		9.76		3.33	3.43	3.00 1. Q1.3 - no disabled toilet. Q1.5 - school site. 3. Q3.5 - School site affects some styles of usage. Q3.6 - hopefully soon. Additional Comments: outside lighting needs improving - health and safety issues.	6		
<i>Totals for LEAMINGTON SPA/Campion Youth Wing, Campion School, Sydenham Drive (5080):</i>								6	1	1
<u>LEAMINGTON SPA/Lillington Youth Centre, Masons Avenue (5105)</u>										
✓ 1	Youth Service		9.83		2.67	3.00	4.17 Additional Comments: n/a	1		
<i>Totals for LEAMINGTON SPA/Lillington Youth Centre, Masons Avenue (5105):</i>								1	1	1
<u>LEAMINGTON SPA/Manor Hall Educational Development Centre, Sandy Lane (5074)</u>										
✓ 1	Miscellaneous	See Plan For Detailed Breakdown	7.55		2.50	2.71	2.33 1. Q1.1 - the building is in a good location. As manor hall is used as a resource for both the education dept and the county council of a whole. It is important that it has a central Warwickshire location. However the Manor Hall site lacks public transport connections. Q1.2 - Although parking can be "tight" it is rare not to be able to park on the site. Q1.3 - Disabled access is very poor. Although wheelchair users can enter the building, because of the many levels, and lack of lifts, movement around the building by disabled people is limited. This can cause difficulties when allocating meeting/training rooms. Q1.4 - It would be beneficial to be located adjacent to the Education Dept. in Warwick as this would reduce Warwick based staffs traveling costs to the venue and generally	45		

Suitability Survey/Analysis of Results

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No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
LEAMINGTON SPA/Manor Hall Educational Development Centre, Sandy Lane (5074)										
							<p>improve communications. However, it is recognised that the costs of this would be considerable and would also create parking difficulties.</p> <p>Q1.5 - Reception area and meeting rooms are accessible by the public, but there are difficulties with regard to disabled visitors.</p> <p>Q1.6 - Because of its generally isolated location security is a problem and a number of break-ins have taken place in recent years.;2. Q2.1 - Generally the environment is acceptable for the delivery of service but, being an old school building is not up to the standard of many venues in the area providing similar facilities.</p> <p>Q2.2 & 2.3 - Both the heating and the ventilation of the building is poor. Much of this is because of the inefficient heating system and the poor insulation of the building. There is also no ventilation system so the building can get very hot and uncomfortable for users during the summer months.</p> <p>Q2.7 - The quality of the internal condition of the building reflects the need to make the facilities of a sufficient high standard to compete with other similar local venues.;3.</p> <p>Q3.1 - The layout does not meet the needs of the disabled. It would also be preferable to have the office bases located away from the meeting/training rooms. However, the size of the building is generally acceptable to meet current demand.</p> <p>Q3.2 - Although areas have been modified it is considered any improvements by further modification are limited.</p> <p>Storage facilities have been lost because of the transfer of areas to the North Leamington School and the need to maximise the use of</p>			

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>LEAMINGTON SPA/Manor Hall Educational Development Centre, Sandy Lane (5074)</u>										
							available space for non-storage purposes. The toilet numbers and condition , particularly the ladies, are considered insufficient and of a poor standard. However, it is hoped to improve the quality in the near future. The kitchen is also not ideal It is small for the number of meals and snacks it provides. Q3.6 - ICT links are slow.;4. Q4.2 - See Q1.1 ;Additional Comments: The future of manor hall has been in limbo for many years because of plans to relocate North Leamington Schools 6th Form into the building or rebuild on the site. This has resulted in minimal work being undertaken to improve Manor Hall to meet DDA access requirements tec. and is also impacting on the general condition of the building. This form covers all of Manor Hall.			
2	Teachers Centres	See Plan For Detailed Breakdown	0.00	0.00	0.00	0.00		0		
3	Specialist Educational Units	See Plan For Detailed Breakdown	0.00	0.00	0.00	0.00		0		
<i>Totals for LEAMINGTON SPA/Manor Hall Educational Development Centre, Sandy Lane (5074):</i>								45	3	1
<u>LLANDUDNO JUNCTION/Marle Hall Outdoor Education Centre, Marle Hall (6002)</u>										
✓	1	Miscellaneous	9.62		3.17	3.29	3.17	Additional Comments: General condition of building/grounds is sound. However, due to lack of expenditure on the building over the years it does require some modernisation.	8	
<i>Totals for LLANDUDNO JUNCTION/Marle Hall Outdoor Education Centre, Marle Hall (6002):</i>								8	1	1
<u>NUNEATON/Camp Hill Youth & Community Centre, Camp Hill Drive (1117)</u>										
✓	1	Youth Service	7.02		2.33	1.86	2.83	4. Q4.1 - If we had better genuine shared use.	0	
✓	2	Continuing	11.21		2.33	4.71	4.17	1. Section 1 - Not answered. answers taken	0	

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Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>NUNEATON/Camp Hill Youth & Community Centre, Camp Hill Drive (1117)</u>										
	Education	Room G/2					from Youth Club Survey form.			
<i>Totals for NUNEATON/Camp Hill Youth & Community Centre, Camp Hill Drive (1117):</i>								0	2	2
<u>NUNEATON/Centenary Business Centre, Hammond Close (1097)</u>										
✓	2	Education Business Partnership	8.83	☹️	3.50	3.00	2.33 3. Q3.1 - Not ideal but constrained by resources.	25		
<i>Totals for NUNEATON/Centenary Business Centre, Hammond Close (1097):</i>								25	1	1
<u>NUNEATON/Eaton Youth Club, Higham Lane (1113)</u>										
✓	1	Youth Service	9.48	☹️	3.33	3.14	3.00 3. Q3.1 - No - temporary hut. 4. Q4.3 - Daytime	0		
<i>Totals for NUNEATON/Eaton Youth Club, Higham Lane (1113):</i>								0	1	1
<u>NUNEATON/Family Community Care Centre, Ramsden Avenue (1262)</u>										
✓	1	Community Education	10.79	☹️	3.67	4.29	2.83 1. 1.2 - Sometimes the car park goes over capacity. 1.6 - CCTV vandalised - on order.;3. 3.1 - A separate entrance for health would be useful 3.3 - there is a general lack of storage space 3.5 - Constant disturbance at community reception area for health services 3.6 - PC's need to be upgraded.;4. 4.3 - We do already.	0		
<i>Totals for NUNEATON/Family Community Care Centre, Ramsden Avenue (1262):</i>								0	1	1
<u>NUNEATON/George Eliot Community Centre, Raveloe Drive (1111)</u>										
✓	1	Youth Service	10.62	☹️	4.17	3.29	3.17	0		
<i>Totals for NUNEATON/George Eliot Community Centre, Raveloe Drive (1111):</i>								0	1	1
<u>NUNEATON/Hatters Space Community Education Centre, Upper Abbey Street (1157)</u>										
✓	1	Community Education	13.36	☹️	4.67	4.86	3.83 4. Q4.3 - If built upon again.	0		
<i>Totals for NUNEATON/Hatters Space Community Education Centre, Upper Abbey Street (1157):</i>								0	1	1
<u>NUNEATON/Park House Youth Centre & Area Youth Office, Riversley Road (1132)</u>										
✓	1	Youth Service	10.93	☹️	3.67	3.67	3.60 2. Q2.1 - Will be building new offices and have built new toilets. Q2.6 - Not answered	0		

Asset Register & File List System

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
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No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>NUNEATON/Park House Youth Centre & Area Youth Office, Riversley Road (1132)</u>										
2	Continuing Education	Devolved Lettings For Youth Premises	0.00	0.00	0.00	0.00	3. Q3.2 - Not answered.	0		
<i>Totals for NUNEATON/Park House Youth Centre & Area Youth Office, Riversley Road (1132):</i>								0	2	1
<u>RUGBY/Brownsover Youth Centre, Hollowell Way (3273)</u>										
✓	1	Community Education	14.19		4.50	4.86	4.83		2	
<i>Totals for RUGBY/Brownsover Youth Centre, Hollowell Way (3273):</i>								2	1	1
<u>RUGBY/Faraday Hall, Lower Hillmorton Road (3058)</u>										
✓	7	Education Business Partnership	11.72		4.20	3.86	3.67	1. Q1.5 - N/a Q1.3 - DDA survey - very recent - work expected. 2. Q2.5 - at entrance used Additional Comments: lack of sufficient power points. Additional telephone point needed.	28	
<i>Totals for RUGBY/Faraday Hall, Lower Hillmorton Road (3058):</i>								28	1	1
<u>RUGBY/Fareham Youth Centre, Fareham Avenue (3098)</u>										
✓	1	Youth Service	11.05		3.67	3.71	3.67		2	
<i>Totals for RUGBY/Fareham Youth Centre, Fareham Avenue (3098):</i>								2	1	1
<u>RUGBY/Harris C E Sch.- Youth Wing (Westfield Lodge), Harris Drive, Ove (3117)</u>										
	1	Youth Service	0.00		0.00	0.00	0.00		0	
<i>Totals for RUGBY/Harris C E Sch.- Youth Wing (Westfield Lodge), Harris Drive, Ove (3117):</i>								0	1	0
<u>RUGBY/Hillmorton Wharf, Crick Road (3115)</u>										
✓	1	Youth Service	6.43		2.33	2.43	1.67	Additional Comments: This building is on a shorter term (5 year) lease from BWB.	2	
<i>Totals for RUGBY/Hillmorton Wharf, Crick Road (3115):</i>								2	1	1
<u>RUGBY/Newton Hall, Lower Hillmorton Road (3059)</u>										
✓	3	Community Education	12.17		4.00	5.00	3.17		11	
<i>Totals for RUGBY/Newton Hall, Lower Hillmorton Road (3059):</i>								11	1	1
<u>RUGBY/The Benn Education Centre, Claremont Road (3109)</u>										
✓	1	I.C.S.S. Units	7.00		2.67	2.00	2.33	1. Q1.1 - The head of centre is happy with	12	

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>RUGBY/The Benn Education Centre, Claremont Road (3109)</u>										
							its location in Rugby, but as it is a county wide facility it may be better located in Warwick. Q1.2 - Although the parking is currently adequate the increasing use by the adjacent Parents Centre is likely to make this facility less satisfactory. Q1.3 - There is access for disabled people. However, the toilet facilities are not suitable for people in wheelchairs. Q1.6 - In recent years the building has been broken into a number of times.;2. Q2.1 - the centre is located in an old school building and the environment is far from perfect.;4. Q4.2 - the centre does not need to be located in Rugby and to some extent would be preferable to be located with other county wide Education Department Services in Warwick. Q4.4 - there are approximately 12 staff based at the Centre but many of these are peripatetic and most of the time work in schools. Usually once a week a meeting with up to 60 ICSS staff takes place at the centre, but this could take place at any suitable location.;Additional Comments: For some years the relocation of the ICSS has been considered to ease the overcrowding at the adjacent parent centre. Currently it is understood that consideration is being given to moving ICSS to Newton Hall.			
✓ 2	Parents Centres	Rugby Parents Centre	8.16	2.40	3.43	2.33	1. Q1.2 - Car park surface has deteriorated and is a threat to safety. q1.3 - 1 toilet which cannot take a wheelchair - only 1 toilet for 60 to 75 adults male and female. q1.5 - The reception area is too small and needs extending and to be purpose	15		

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Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>RUGBY/The Benn Education Centre, Claremont Road (3109)</u>										
							<p>designed. Meeting rooms are inadequate not enough of them and/or too small. CONFIDENTIAL - We have requested from ICSS who share the building, that we could expand into their area as they do not have regular users and we are desperate for space. Peter Thompson was present at these meetingsbut we haven't heard anything as yet.</p> <p>;2. Q2.1 - it is overcrowded Q2.2 - Not in all rooms - one side of building warmer. Q2.5 - Need an external playground light Q2.7 - Needs decoration & alterations.;3. Q3.4 - 1 toilet for 60 adults, 1 very small kitchen for adults & staff. 75 people to share excluding children. q3.5 - service is difficult because of lack of space.;4. q4.4 - we also have sessional workers who are not included in these figures. q4.5 - some additional staffing to be employed;Additional Comments: We have no staff room. No fully available heads office. 1 staff toilet for 15 + staff both male and female. All windows need external shutters as constantly being smashed by youths. Insufficient number of toilets including for those with disability - no proper wheelchair access. Seriously in need of external repair to wood work. Need more rooms for use and also for storage purposes and a staff room & heads office.</p>			
✓	3 Community Education	I.C.T.suite	11.43	3.33	4.43	3.67		2		
<i>Totals for RUGBY/The Benn Education Centre, Claremont Road (3109):</i>								29	3	3

Asset Register & File List System

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
<u>RUGBY/The Merttens Centre, Merttens Drive (3087)</u>										
1	Specialist Educational Units	Pupil Reintegration Unit	0.00	0.00	0.00	0.00		0		
2	Swimming Pools		0.00	0.00	0.00	0.00		0		
<i>Totals for RUGBY/The Merttens Centre, Merttens Drive (3087):</i>								0	2	0
<u>RUGBY/Youth Headquarters, Hill Street (3111)</u>										
✓ 1	Youth Service		11.67	4.33	4.00	3.33	Additional Comments: Hill Street has had an asbestos problem and the new ceiling tiles seem inappropriate for the gym area.	6		
<i>Totals for RUGBY/Youth Headquarters, Hill Street (3111):</i>								6	1	1
<u>SHIPSTON-ON-STOUR/Stour Valley Community School Youth Wing, Darlingsco (4192)</u>										
✓ 1	Youth Service		9.38	3.50	2.71	3.17	1. Q1.3 - Need solid path from rear fire exit to facilitate easier access to fire point.;2. Q2.2 - Yes but badly insulated. Q2.7 - Needs a bit of a revamp.;3. Q3.1 - It is a fairly small space, but as long as we have access to the Schools facilities we can manage.;4. Q4.3 - But limited by space... we do 'share' with the School for some of their vocational training.;Additional Comments: The centre is basic in terms of construction & design. Could do with up-dating, but it's very well used.	2		
<i>Totals for SHIPSTON-ON-STOUR/Stour Valley Community School Youth Wing, Darlingsco (4192):</i>								2	1	1
<u>SHIPSTON-ON-STOUR/Swimming Pool, Darlingscote Road (4347)</u>										
1	Swimming Pools		0.00	0.00	0.00	0.00		0		
<i>Totals for SHIPSTON-ON-STOUR/Swimming Pool, Darlingscote Road (4347):</i>								0	1	0
<u>STONELEIGH/Warwickshire Education Business Partnership, Avenue G Block (5363)</u>										
✓ 1	Education Business Partnership	H.Q EBP - Office accomm & Exhibition space	11.19	3.83	3.86	3.50	4. Q4.4 - head count on site is sometimes greater than 15.	10		
<i>Totals for STONELEIGH/Warwickshire Education Business Partnership, Avenue G Block (5363):</i>								10	1	1
<u>STRATFORD-UPON-AVON/Community Education Office, Alcester Road (4214)</u>										
✓ 1	Office Accommodation	Second Floor Accommodation	8.18	3.20	3.14	1.83	1. Q1.3 - Limited. Additional Comments: Building is being sold anyway. But lack of access outside office hours is fairly problematic as many of our resources are stored there.	11		

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Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
<i>Totals for STRATFORD-UPON-AVON/Community Education Office, Alcester Road (4214):</i>								11	1	1
<u>STRATFORD-UPON-AVON/Tyler House, Tyler Street (4232)</u>										
✓	1 Youth Service		10.24		2.83	3.57	3.83 1. Q1.1 - Residential area - no outside space.;2. Q2.2 - Heating - generated by movement, means often cold to go into. Q2.7 - But some current concerns about cracks appearing in first floor room - is being looked at by PSD.;3. Q3.3 - Given the needs of different user groups - no.;Additional Comments: This is a community building that has a variety of users and is looking to extend it's usage with eg. joining agency drop-ins, it also has intermittent use by groups such as YOT. There are also some private bookings.	2		
<i>Totals for STRATFORD-UPON-AVON/Tyler House, Tyler Street (4232):</i>								2	1	1
<u>STRATFORD-UPON-AVON/Youth Service Store, Hertford Road (Garages 9 & 10 (4233)</u>										
✓	1 Youth Service		6.02		2.00	1.86	2.17 1. Q1.1 - The garages are used as storage space for community education paperwork and equipment. Q1.4 It is not based in an appropriate place. 3. Q3.4 - n/a Q3.6 - n/a	0		
<i>Totals for STRATFORD-UPON-AVON/Youth Service Store, Hertford Road (Garages 9 & 10 (4233):</i>								0	1	1
<u>STUDLEY/Youth Centre, High Street (4264)</u>										
✓	1 Youth Service		10.17		4.00	3.00	3.17	2		
<i>Totals for STUDLEY/Youth Centre, High Street (4264):</i>								2	1	1
<u>WARWICK/Area Community Education Office, 71 Coten End (5358)</u>										
✓	1 Community Education		8.71		2.50	3.71	2.50 1. Q1.3 - i.e. main door access, stairs, toilets on 1st floor etc.;2. Q2.1 - Not enough space for growing team/storage. The adult had to leave and go to Wedgenock House splitting the team.;3. Q3.1 - as 2.1 Q3.6 - but as a remove site we have a fair amount of connection problems.;4. Q4.2 - location wise but need more space.;Additional Comments: The separation of the adult team to Wedgenock due to lack of space ??????? procedures communication joined up working.	7		

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
<i>Totals for WARWICK/Area Community Education Office, 71 Coten End (5358):</i>								7	1	1
WARWICK/Coten End Store, County Music Service (5352)										
✓	1	Miscellaneous	County Music Service	8.79		3.17	3.29	2.33		
<p>1. Q1.1 - Is a good location as CMS has a useful working relationship with the adjacent Coten End School</p> <p>Q1.2 - During school time parking is difficult. However, able to use school playground when evening/weekend activities taking place.</p> <p>Q1.4 - Ideal for sharing resources with Coten End School. However, if a better facility was available on another local school site this would be considered.</p> <p>;2. Q2.1 - In recent years the CMS has spent a considerable amount of money on this building to bring it up to an acceptable standard.</p> <p>Q2.2 - Electric heating which is expensive to use.</p> <p>;3. Q3.1 - CMS is very happy with the accommodation but the demands place on its use are considerable and more space would be welcome.</p> <p>Q3.2 - It is essential that the accommodation is flexible to meet the many and varied demands of the SMS's customers.</p> <p>Q3.3 - Musical instruments take up a lot of space which reduce the area that can be used by customers.</p> <p>Q3.6 - No permanent staff work at this location so ICT infrastructure not necessary.;4. Q4.2 - But would consider a move that gives more space if adjacent to an appropriate school so resources could be shared.</p> <p>Q4.4 - No permanent staff are located at this facility.</p> <p>Q4.7 - Generally open for weekday daytime usage and most evening and many</p>								0		

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstre	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded	
2003/04											
Education											
<u>WARWICK/Coten End Store, County Music Service (5352)</u>											
							weekends.				
<i>Totals for WARWICK/Coten End Store, County Music Service (5352):</i>								0	1	1	
<u>WARWICK/County Education Department Offices, 4-22 Northgate Street (5193)</u>											
✓	1 Office Accommodation	Incl.Some Attic Rooms-Excl.Careers Serv.-July '90	6.45		2.67	2.29	1.50	1. Q1.1 - Being so close to the resot of the councils departmetns is helpful. However the reolcation of WES and other groups to Wedgnock House has resulted in some communications difficulties. Q1.2 - Dependent on main county council car park, which is far from adequate. This creates particular difficulties for staff that have reason to visit Wedgenock House and visa versa. Q1.3 - the disable accss is poor. Although access is possible, visitors in wheelchairs cannot access the departments reception. Q1.3 - See Q1.3 regarding the reception. However there is generally a lack of meeting space, whcih can cause difficulties.;2. Q2.1 - It is an old building and not suitable for the purpose it is currently used.;3. Q3.2 - The accommodation is not flexible enough to meet the Departments needs resulting in overcrowding in some areas and wasted space in others. Q3.5 - to maximise the use of accommodation a number of sections are not co-located. This can result in management/supervision difficulties. Q3.6 - The ICT infrastructure is poor as there has been an unwillingness to upgrade the services within th building because of possible relocation.;4. Q4.1 - this is why many staff had to be reolcated at Wedgnock House Q4.2 - Although the location is good - close to tother departments - the conditions are far from satisfactory.	220		

Asset Register & File List System

Suitability Survey/Analysis of Results

Analysis of results of suitability survey, by year and department. Key to icons:
Smiley= 12.5 to 15, Straight= 8.5 to 12.5, Frown= 5 to 8.5.



No	Service	Description	Overall Rating	1. Locn / Access	2. Env. / Infrstr	3. Space / Layout	Comments	FTE Occup.	Total No.	No. Recorded
2003/04										
Education										
<u>WARWICK/County Education Department Offices, 4-22 Northgate Street (5193)</u>										
							Q4.3 - providing it was in improved accommodation.			
<i>Totals for WARWICK/County Education Department Offices, 4-22 Northgate Street (5193):</i>								220	1	1
<u>WARWICK/County Offices, Shire Hall & Courts, Market Square (5187)</u>										
11	Office Accommodation	Basement, Grd. & 2nd Fl. Acc'n. - July 1990	0.00	0.00	0.00	0.00		0		
<i>Totals for WARWICK/County Offices, Shire Hall & Courts, Market Square (5187):</i>								0	1	0
<u>WARWICK/Youth Centre & Area Youth Office, Coten End (5242)</u>										
✓	1 Youth Service	Warwick Youth Centre & Area Youth Office	8.81	3.33	3.14	2.33	4. Q4.2 - Not sure. Additional Comments: Need ICT facilities.	2		
<i>Totals for WARWICK/Youth Centre & Area Youth Office, Coten End (5242):</i>								2	1	1
<u>WELLESBOURNE/Youth Centre, School Road (4304)</u>										
✓	1 Youth Service		9.23	3.80	3.43	2.00	4. Q4.2 - Good location but building is not ideal.	0		
<i>Totals for WELLESBOURNE/Youth Centre, School Road (4304):</i>								0	1	1
<i>Totals for Education:</i>								454	53	45
<i>for 2003/04:</i>								454	53	45
Grand Totals:								652	58	49



ASSET MANAGEMENT PLAN

Statement of Priorities

**Revised and Updated
March, 2006**

Produced by the Capital Team, Resource Service, Children, Young People and Families Directorate, Warwick.

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Introduction

Warwickshire Local Education Authority (LEA) is one of 12 LEAs piloting a Single Education Plan from April 2004. This plan will incorporate School Organisation and Asset Management within Warwickshire. Nearly 76,000 pupils are currently educated in 245 schools, including 37 secondary; 197 primary; 10 special and 1 Pupil Re-integration Unit (PRU).

1. Context

1.1 Warwickshire Vision for School Standards

Our Mission and Values

The County Council aspires to make Warwickshire a **'better Place to Live and Work'**. To achieve this aspiration the Council has identified six strategic objectives with the agenda for learning directly or indirectly a feature of all.

We see Warwickshire as 'a learning County committed to excellence'

Our priorities 2004/05 to 2009/10

Raising Standards

By 2010 we would like to see more links between school based and other forms of learning. Every individual learner will have a well-developed capacity to choose his/her learning option. The education workforce will be well supported, well motivated and all vacancies will be filled. In particular we aim to achieve a position where:

The buildings from which Warwickshire's educational establishments operate make a real contribution to raising standards and provide a safe and appropriate, inclusive working and learning environment.

Community learning Development

By 2010 we will reach a position whereby every Warwickshire citizen will know how to access their entitlement to learning. There will be a much broader definition of learning which will be recognised as taking place in formal and informal settings. Each district or borough will be a total learning community where everyone has the opportunity and is encouraged to engage in learning. In particular we aim to achieve a position where:

Investment in Warwickshire's educational establishments promotes community use of schools and extended learning opportunities

LEA Excellence

Our intention is that by 2010 Warwickshire LEA will be consistently in the top quartile of county councils when measured against nationally gathered educational performance indicators.

High quality buildings help recruitment and retention of excellent staff and motivate teachers and learners to give of their best at all times.

Equitable Access and Inclusion

By 2010 there will be a clearer articulation of the entitlement of learners to achieve and attain., Barriers to the progress of disadvantages, disabled, and gifted and talented

learners will be identified and removed. In particular we intend to achieve a position where:

Educational buildings consistently promote access and inclusion.

The Authority's strategy for transforming **secondary education** recognises that secondary aged students have an entitlement to a broad range of courses and programmes both vocational and academic with differing methods of teaching, learning and assessment to meet the needs of individual learners.

Our strategy recognises that such a wide range of opportunities cannot be provided by a single institution and can only be provided through collaboration between schools and with other providers of education and training including training providers and colleges of further education.

The Authority is therefore establishing in each of four areas of the County, a 'commonwealth' of secondary schools each with its own specialism but contributing within the network of schools, colleges and other providers to the range of opportunities available in the area. The diversity of provision, which is a central aim of government, will be achieved through a planned and coordinated approach.

The Authority is therefore establishing in each of four areas of the County, a 'commonwealth' of secondary schools. It is the government's intention that all secondary schools will become a specialist college. In each area of Warwickshire the authority is working with schools to plan the coordination of specialist college applications so there is a full range of opportunities for young people in each area. The diversity of provision, which is a central aim of government, will be achieved through a planned and coordinated approach.

The commonwealths of schools will build on existing collaborative arrangements:

- the Key Stage 4 consortia
- Behaviour Management Panels
- Post-16 co-operation
- 14-19 Area Coordinators

to share expertise, professional development, resources and facilities, courses particularly in shortage subjects developed as part of the specialist college programmes.

At September 2005 30 out of 37 secondary schools and one special school had achieved specialist college status. All eligible secondary schools are actively seeking Specialist College status, a number are seeking or have achieved their second or third specialism. A number of schools have also been designated High Performing Specialist Colleges by the Specialist Colleges and Academies Trust.

The Authority is developing a protocol to regulate the activities and operation of the commonwealths. It has drawn up mechanisms to enable 14-19 policy and practice to be strategically managed at a county and area level through the 14-19 Steering group and 11-19 area panels. The protocols aim to build partnerships in each area between all providers of education, the LSC and the LEA to provide greater opportunity and choice for learners.

Key to the success of the commonwealths in broadening opportunity and raising standards are the

- The 14 – 19 strategy
- The Authority's policy on intervention
- The Authority's response to the needs of local communities and schools as part of their community, through the development of Community Learning Plans
- Shared ownership of all pupils within the area.

Warwickshire's vision for **Primary Education** is centred round the Curriculum Policy Statement which states that the County Council expects schools to provide a broad and relevant curriculum which meets the needs of individual learners and takes account of national requirements. An effective curriculum will:

- inspire a love of learning and prepare learners for adult life
- meet the needs and abilities of every learner
- reflect the aims of the school and the aspirations and expectations of parents and the community
- stimulate the imagination and creativity
- address statutory requirements
- promote high quality teaching and learning experiences
- make the most effective use of time and of available resources
- expect and produce high standards of pupil achievement.

The curriculum comprises all the planned activities within and beyond the school day. It enables the school to make clear the values, attitudes and ethos that it is seeking to promote and which make the school unique. The context and organisation of the curriculum within individual schools should ensure that all learners have access to the full range of learning experiences necessary to promote achievement, progress and personal development. Denominational schools will refer to the ways in which the Christian ethos of the school is expressed throughout the curriculum.

The Governing Body, in all schools, shares responsibility with the head teacher for making sure the National Curriculum is taught, and that statutory assessments are carried out. This responsibility includes ensuring that enough lesson time is provided. Governing Bodies should have a clear curriculum statement.

The aims for the National Curriculum are to:

- provide opportunities for all children to learn and achieve
- promote pupils' spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Essential to this vision is the provision and maintenance of excellent school buildings that excite and motivate pupils, allowing them space and facilities to learn while raising the morale of adults involved in the learning process so that they can work at maximum effectiveness.

Specific ways in which improved buildings will lead to Raising Standards in Warwickshire

Transforming Secondary Education and The Commonwealth of Schools

It is proposed that new buildings with the highest standards of ICT infrastructure will enable greater level of school cooperation and sharing of specialist knowledge and expertise e.g. video conferencing of specialist lessons.

Improved facilities

Well equipped specialist accommodation, good quality social areas, civilised dining and toilet facilities are all features to which pupils and staff are entitled in the 21st century.

Physical Education and School Sporting Facilities:

New facilities will greatly enhance the curriculum opportunities available for young people. High quality buildings will underpin student and teacher motivation both within and beyond the curriculum, with increased provision for out of school hours sporting and physical activities. Improved facilities will also support stronger community links and access to enhance school to club pathways for young people.

Improved motivation

The morale of both staff and students will benefit from improved buildings motivating all to give of their best and demonstrating in a tangible way that second best is not good enough in Warwickshire. This will lead to improved recruitment and retention of staff and increased participation levels at post sixteen.

Community involvement

New buildings will give a clear indication that schools have moved on from the institutions which many members of the local community do not associate with developing their maximum potential. They will offer a wide range of facilities for education, training and development including skills centres for the unemployed and those wishing to enter new work areas.

1.2 Other Key Local Factors

The 'Greenwich Judgement' continues to have a marked effect on selective (grammar) schools in East and South Warwickshire, whilst many other schools situated near to the LEA boundaries are also affected by numbers of pupils from other authorities wishing to enrol in Warwickshire schools.

1.3 Socio Economic Context: Deprivation

The following information will assist the LEA to identify priorities for its BSF programme:

Warwickshire continues to be a prosperous area. Unemployment is very low – currently 1.5%.

Unfortunately not everyone has benefited from investment and employment and there are a number of pockets of significant deprivation in North Warwickshire, Nuneaton & South Leamington, where there is a range of regeneration projects.

Unemployment. Source: National Statistics Claimant Count June 2005

The claimant count unemployment rate for Warwickshire was 1.5% in June 05, unchanged from the previous month, but 0.1 percentage points higher when compared to the same period a year earlier. There were year-on-year increases in the claimant count for North Warwickshire, Nuneaton & Bedworth, Rugby, and Stratford-on-Avon. The claimant count in Warwick was slightly lower than the same period a year earlier.

Year-on-year figures are unaffected by seasonal fluctuations and represent the best way to monitor unemployment trends.

Low Income Households. Source: CACI Ltd Paycheck 2004

Average household income levels in Warwickshire is £32,000 in Warwickshire, which is nearly £7000 more than the regional average and £3000 more than the national average.

Warwickshire's household income level has increased by nearly 15% between 2002-2004. This is a much higher rate of growth than experienced at a national (10.6%) or regional level (8.1%).

North Warwickshire borough has the highest proportion of households with low incomes, with just over 50% of households having a total income of £20,000 or below.

Stratford-on-Avon district has the smallest proportion of households (41.2%) with a total income of £20,000 or less.

North Warwickshire borough has the highest proportion of households earning below the county average (65.1%), less than £10,000 (13.4%) and less than £5,000 (5.0%).

Only 2.8% of households in Stratford-on-Avon district have a total income of less than £5,000, this is significantly lower than the county average of 4.1%

Key Benefit Claimants. Source: Dept. for Work and Pensions, 2000

Locally, all five Warwickshire districts have key benefit claimant rates below regional and national averages. Levels are particularly low in Stratford-on-Avon, where less than 7% of the working age population claim key benefits. The highest rates in Warwickshire are found in the north of the County: one in ten North Warwickshire residents and close to 12% of Nuneaton & Bedworth residents claim at least one key benefit.

General Health/Long Term Limiting Illness. Source: 2001 Census - Still the most up-to-date data

The North of the County contains a greater proportion of the population with a long term limiting illness and/or general health described as 'not good.' Almost 20% of the population of Nuneaton & Bedworth Borough has a long term limiting illness and almost 10% described their general health as 'not good.' The Borough ranks 11th highest and 10th highest respectively in the West Midlands region, and performs poorly compared to the national average also.

Despite an older age structure Stratford-on-Avon District's population, based upon the Census health indicators, is the healthiest in the West Midlands region with the smallest proportion of people suffering a long term limiting illness or 'not good' health. Warwick is second healthiest within the region.

Life Expectancy. Source: Dept. of Health 2002

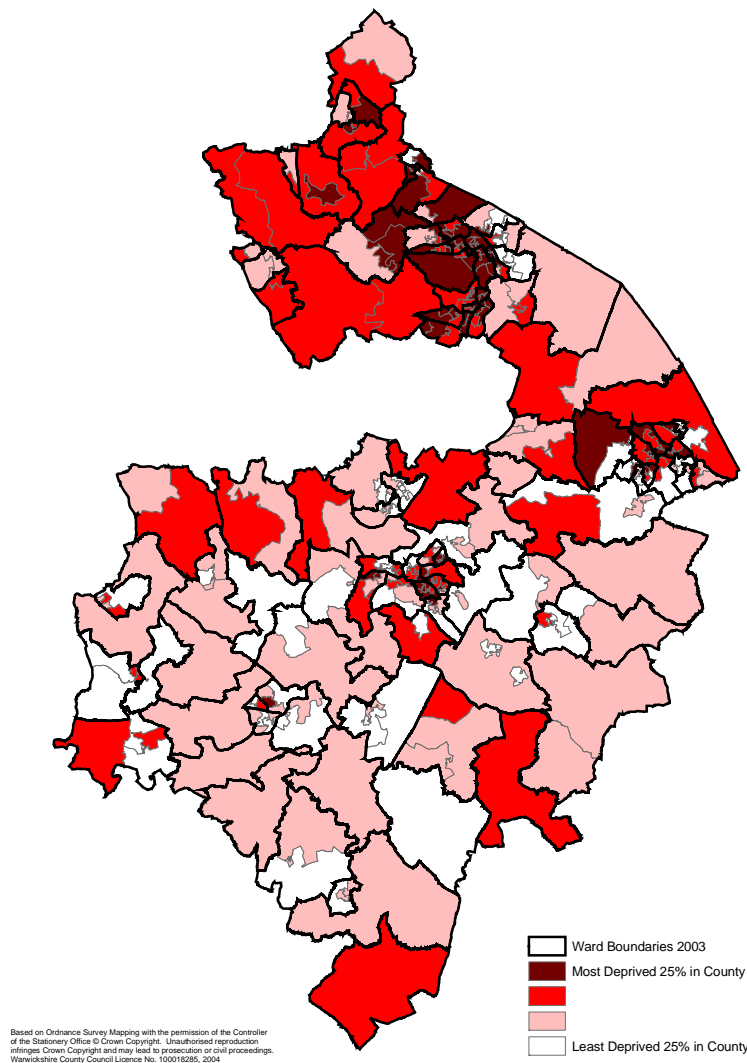
Life expectancy within the County is lowest for both males and females in Nuneaton & Bedworth Borough and this is also below the national average. Other groups whose life expectancy falls below the national average are males in North Warwickshire and females within Rugby Borough. On average, the life expectancy of females is about four years longer than males within Warwickshire compared to five years in England.

Index of Multiple Deprivation, 2004. Source: DETR, now ODPM

Nuneaton & Bedworth has the highest levels of deprivation in the county. Stratford on Avon has the lowest levels.

The most deprived Super Output Area (SOA) in Warwickshire is in northern Bar Pool ward, Nuneaton & Bedworth. This is followed by an SOA within Camp Hill ward (also in Nuneaton & Bedworth). These 2 SOAs feature in the worst 10% of the 32,482 SOAs in England.

26 of the 37 Warwickshire SOAs within the worst 30% nationally are in Nuneaton & Bedworth. 4 of the 37 are within Rugby, 5 within Warwick and 2 within North Warwickshire.



1.4 Housing Development

The County's Structure Plan includes a requirement for 31,100 houses over the period 1996-2011 mainly concentrated in the major towns. Many of these homes have already been built (87%) or have planning permission. The most recent planning guidance, adopted in June 2004, suggests a slight reduction in the number of homes required to 2021 with the falling average number of dwellings to be completed from the original estimate of 2073 per annum for 2001 to 2011.

Up to 2007	2,000
2007 – 2011	1,500
2011 – 2021	1,350

In these cases building projects at schools have either been completed or are planned to expand provision. Individual planning applications will continue to be scrutinised so that the implications for education provision can be judged and accommodated by developer contributions and/or basic need where required.

1.5 School Population

Primary pupil number forecast indicate a continuing decline. At January 2005 40,072 pupils were attending Warwickshire primary schools; pupil numbers are expected to fall to 36,532 at September 2009 (91% of the 2004/05 total).

Secondary pupil numbers are also forecast to steadily decline, from 34,329 on roll in January 2005, to a forecast of 32,794, a fall of 4.5%.

Both primary and secondary numbers exclude the impact of housing development as it is difficult to judge when new homes will be completed and how many additional pupils will result. It must be noted, therefore, that the decline in total pupil numbers disguises areas of growth where there may be considerable pressure on school places and where basic need will need to be addressed.

1.6 Attainment Levels

Attainment levels are higher in the south of the County; Stratford-on-Avon (85%) has the highest Key Stage 2 English (Level 4 and above) attainment and also the highest Key Stage 2 Maths attainment of 81% - both 7 percentage points above the national average.

		AREA						
Exam Type	Subject	National	Warwick-shire	North Warwick-shire	Nuneaton and Bedworth	Rugby	Stratford	Warwick
Key Stage 2 (% achieving Level 4 and above)	English	78%	80%	76%	75%	80%	85%	80%
	Maths	74%	77%	74%	71%	76%	81%	77%
	Science	86%	88%	87%	83%	86%	92%	89%
Key Stage 3 (% achieving Level 5 and above)	English	71%	76%	71%	69%	79%	84%	77%
	Maths	73%	76%	71%	71%	76%	82%	79%
	Science	66%	72%	65%	66%	74%	81%	68%
GCSE	Level 2 (5 or more grades A*-C)	53.7%	54.3%	45.2%	42.8%	57.5%	67.4%	56.5%
	Level 1 (5 or more grades A*-G)	88.8%	92.3%	91.9%	91.4%	92.0%	94.3%	91.9%
	Average Total Point Score	340.4	353.0	317.2	323.5	350.5	398.0	361.5

Sources: DfES, QCA and NCER, produced by SIMU
Warwickshire and National: Key Stage 2, 3 and GCSE:

http://www.dfes.gov.uk/cgi-in/performance/tables/dfepx2_04.pl?Mode=Z&No=937&Base=p&X=1&Type

2. The Authority's Strategic Priorities for Capital Investment in Schools

2.1 Building Schools for the Future and the Transformation of the Secondary School Stock

The LEA considers high-quality buildings to be a key factor in the delivery of high-quality education. The vast majority of the secondary school stock is currently not in a condition to raise morale and provide the specialist facilities required for the modern curriculum. In October 2002, the LEA opened a brand new secondary school building in Stratford-upon-Avon to replace an old and sprawling school with over 20 temporary classrooms. The contrast between the new school and the rest of our secondary building stock and the effect that the new school has had on levels of attainment, has emphasised the shortcomings in the rest of the County's school stock.

All Schools

Condition backlog	Priority 2	Priority 3	Priorities 2 & 3	
	£33.4 million	£42 million	£105.4 million	
Suitability Issues	As	Bs	Cs	Ds
	25	1362	1321	1275
Health & Safety	Issues	High	Medium	Low
	166	807	748	

The County's application in 2002 for PFI funding to replace 10 secondary schools was rejected by the DfES. We have been told that major Building Schools for the Future (BSF) funding is unlikely to be available in Warwickshire before 2013, although all LEAs are expected to receive resources to enable a single new school to be built by 2011.

The LEA's BSF application prioritises schools in Nuneaton and Bedworth and North Warwickshire, followed by the Central and Eastern areas, and, finally, the Southern area. This prioritisation reflects the DfES priorities of attainment and deprivation. This means that schools in a very poor physical condition may have to wait until nearly 2020 for replacement under the BSF programme. We are therefore seeking innovative ways to finance replacement schools in the most desperate cases, for example: North Leamington School and Kineton High School.

2.2 Other Major Priorities

The LEA will continue its re-organisation of Special Educational Needs provision in the County. New generic schools in Nuneaton and Bedworth were opened in January 2006. In addition work has started on a new generic special school for North Warwickshire based on an existing special school in Coleshill. A further new special

secondary school for the central area is currently under construction and will be followed by a new generic primary school. New schools have already been provided in the South and East of the County.

Substantial redevelopment of Exhall Grange School is planned funded in part from the release of surplus land to RNIB.

The percentage of pupils being taught in Temporary Accommodation in the County remains a major concern. A programme of replacement by high quality permanent accommodation will be continued as resources allow within the NDS Modernisation budget.

School re-organisation issues will continue to be addressed where these will raise standards and lead to long-term savings. The opportunity will be taken to amalgamate Infant and Junior Schools to form Primary Schools in areas where there are falling rolls.

Basic Need issues arising from demographic changes and housing development will be met through the provision of additional accommodation principally financed by DfES Basic Need Allocations and Developer Contributions (S106 agreements).

2.3 Maintenance of the Existing Building Stock

The results of the 2003/4 schools condition surveys were reported to the DfES in May 2003 and the 2005/6 surveys were submitted during December 2005.

The surveys identified the work (maintenance backlog) necessary to bring the Council's school properties up to a serviceable state of repair. Once in a serviceable state, only routine maintenance should be required, which can be carried out under a pre-planned programme.

Based on the condition surveys for Education (Schools) properties completed for the 2002/3 financial year, the total maintenance backlog was £107m (exclusive of fees).

Results from the 2005/6 condition surveys for Education (Schools) indicate that the total maintenance backlog has remained fairly static at £105m (exclusive of fees).

The property condition survey identifies the existing condition of each building element, condition & priority are then allocated according to the seriousness of the condition and the urgency of required remedial works.

External specialist consultants were commissioned to undertake Asbestos surveys in all Council properties to comply with new legislation, commencing in 2002/3. The survey programme was completed in April 2005.

The following tables identify the overall cost of the condition and the priority of the work identified in the surveys, with the cost base of August 2005.

Table 1 – Total maintenance backlog of work for all schools

	Maintenance Cost £m (excluding fees) @ 14/8/2005
Capital and Revenue Work	69.07
VA Schools Work	11.40
Tenant Responsibility Work	24.90
Total	105.37

Table 2 – Maintenance backlog by Condition D, Priority 2

Costs figures exclude Tenant responsibility works and VA schools work

	Maintenance Cost £m (excluding fees) @ 14/8/2005
Capital	7.54
Revenue Excluding External Decoration	0.58
Revenue External Decoration	0.34
Total	8.46

Table 3 – Maintenance backlog by Condition C, Priority 2

Costs figures exclude Tenant responsibility works and VA schools work

	Maintenance Cost £m (excluding fees) @ 14/8/2005
Capital	27.51
Revenue Excluding External Decoration	3.84
Revenue External Decoration	1.68
Total	33.03

Table 4 – Maintenance backlog by Condition C, Priority 3

Costs figures exclude Tenant responsibility works and VA schools work

	Maintenance Cost £m (excluding fees) @ 14/8/2005
Capital	12.78
Revenue Excluding External Decoration	1.85
Revenue External Decoration	1.43
Total	16.06

Maintenance Backlog

There is clearly a need to reduce the schools maintenance backlog, some of this has been tackled in part through capital grants. However further resources are needed, especially to address the maintenance backlog graded as Priority 2 (Essential) and Condition D (Bad) as shown in Table 2.

Maintenance needs continually accumulate over time and therefore require a constant stream of resource to maintain the status quo.

The maintenance policy operated by Warwickshire over a number of years has placed emphasis on planned maintenance to target limited resources in a manner that safeguards the Council's property portfolio.

The maintenance backlog should be viewed together with the annual planned maintenance programme, the objective being that substantial inputs of planned maintenance should reduce over time. However, with an aging portfolio coupled with the effect of Building Industry inflation, it is unlikely that any real reduction in the backlog of repairs will be achieved without significant further investment or replacement.

The Council's capital and revenue investment in schools building maintenance over the past 4 years has been:

2002/3	£ 7m
2003/4	£12.2m
2004/5	£ 9.3m
2005/06	£ 9.2m

2.4 How the Strategic Priorities relate to Social Cohesion, Re-generation and Major Housing Growth

Social Cohesion

As already noted, Warwickshire is a diverse County for the most part, generally affluent but with significant pockets of social deprivation. The County Council is committed to redressing the balance and to ensure that all people have the same life choices wherever they live.

The County Council has recognised the importance of learning to help achieve greater social inclusion and cohesion and the important role schools could play in the local community. It is therefore developing a Community Learning Strategy which will bring together all sections of the Education Department but also other County Council departments and external agencies including Connexions, Learning and Skills Council, Further Education and the Voluntary and Community Sector. A Community Learning Plan including contributions from all these agencies will be produced in each distinct area of the County, responsive to local needs and aiming to secure higher levels of educational attainment and achievement for the learners.

Schools and the community use of schools are essential to the success of this strategy. Community use of schools will be an important part of our planning for Building Schools for the Future and for our capital programme more generally.

Regeneration

Warwickshire's Tertiary Policy focuses on the need for young people to remain in education and training beyond the age of 16 if they are to acquire the skills and knowledge needed for economic independence and community regeneration. The activity associated with this policy includes:

- Extensive collaboration between schools, FE colleges, Higher Education, training providers and employers to increase the depth and breadth of provision and qualifications in secondary schools across the whole ability range.
- Raising the aspirations of young people their families and teachers to aim for Higher education through an extensive programme of activities with eleven Higher Education institutions.

These are targeted at young people in areas of most need – particularly in those communities where there are regeneration issues.

As a result of the success of these programmes Warwickshire was designated a 14-19 Pathfinder in November 2002.

Buildings that attract and retain young people, opening facilities that maximise learning possibilities are essential for the success of the Tertiary policy.

Major Housing Growth

The Authority is analysing the local plans prepared by the five District and Borough Councils. These suggest that major growth will be concentrated in the major towns. Warwickshire has worked with housing developers to provide facilities to meet the needs arising from new housing developments. A brand new primary school opened in Rugby in September 2003 to serve a new estate and this was entirely paid for by the developers. In other cases, schools have been extended to accommodate growing numbers. Such negotiations will continue. Proposals for a new development at Shotton near Stratford are expected to provide a new site which will enable an old unsuitable primary school to be completely replaced and enlarged to meet growing demand. We shall ensure that all school building will meet the requirements of a 'local learning centre' covering the full age range of the community. Access and the services offered will reflect the needs and aspirations of parents with school-aged children and other local residents.

2.5 Warwickshire's Commitment to the Achievement of National Priorities

The Building Schools for the Future Agenda

The LEA is eager to embark on this programme and is disappointed at the anticipated delay till 2013. Preparatory work to agree number, size and location of secondary schools will need to start in 2008 at the latest.

Primary Enrichment

Many of the County's primary schools have inadequate accommodation with small classrooms and limited additional facilities. The County will continue its programme of temporary classroom replacement. In April 2003 it commenced a series of projects to remove temporary buildings at schools with the highest dependence (up to 80% of pupils being taught in temporary classrooms). Upon completion of a project at Kingsbury School, the highest dependence will have reduced to circa 30% (with some exceptions in particular circumstances).

The DfES has recently published a consultation document "Primary Schools Capital Programme" in which it sets out a vision for investment in the primary sector up to 2023. It is proposed to end the bidding regime that has governed previous funding streams and that all Authorities will in future receive an allocation. Consultation closes in June 2006 and it is proposed that allocations will be made to pilot authorities in 2007 and to all authorities from 2008 onwards.

Raising Standards both in the Primary and Secondary Sectors **(e.g., support for schools causing concern)**

The LEA supports schools with serious weaknesses or where levels of attainment are low. This principle is apparent in our prioritisation of the Nuneaton and Bedworth and the North Warwickshire areas for Building Schools for the Future.

Diversity

(e.g., expanding popular and successful schools)

The Authority's support for diversity is outlined in Section 1.1 (Warwickshire's Vision for Raising School Standards). Warwickshire now has schools with the following specialist status:

Specialism	Number of schools Awarded Specialist Status	Number seeking Specialist Status
Business and Enterprise	3	1
Business, Enterprise & Visual Arts	1	0
Humanities	0	1
Language	2	1
Mathematics and Computing	5	0
Performing Arts	4	1
Science	5	1
Sports	3	0
Technology	8	0
To be confirmed		2

In considering this issue, the LEA will have regard for neighbouring schools that may be affected. Where basic need criteria are fulfilled additional places will be provided.

Inclusion

The Authority is committed to a policy of greater inclusion of pupils with special educational needs. Numbers in special schools have fallen in recent years and mainstream schools are providing for a broader range of learning difficulties and special educational needs. Our buildings need to be able to provide for this wide range of needs. The LEA is also committed to educating more of its pupils within the County.

The programme of access improvement will continue with priority being given to physical access to the main entrance and toilet improvement. The LEA is actively encouraging schools to complete their access audits.

However, there remains a group of children for whom education in mainstream schools is not the best solution. The LEA will therefore continue its programme of reorganisation of special schools.

School Workforce Reform

Resources have been concentrated on small primary schools that lack a separate head-teacher's room. The creation of these rooms not only provides working space for the head-teacher but an additional resource benefiting all staff for meetings and study. The need for more administrative space and larger staff-rooms given increasing number of para-professionals and helpers is recognised and schools are encouraged to use their Devolved Formula Capital for these purposes.

14 – 19 Agenda

The primary focus will be on Building Schools for the Future. Partners in each of the Commonwealth areas will be encouraged to make best use of the resources available and new build should take account of this. The Authority believes that every learner has an entitlement to a broad range of courses and programmes, both academic and vocational, and a variety of methods of teaching, learning and assessment and that this diversity of provision can only be achieved through collaboration between schools, Further Education and other teaching providers. In each area of the County 'commonwealths' of schools have been established with each school a specialist college sharing facilities, expertise, professional development and, where possible, courses. Our planning of secondary school buildings will reflect these developments,

including Skills Centres which will meet the needs of learners in the community as well as schools.

National Curriculum Requirements

The LEA has concentrated on addressing the 'A' priority suitability issues where the national curriculum cannot be delivered. A programme to provide halls in primary schools has almost been completed with the final building project being included in the 2005/6 capital programme.

Projects to provide specialist accommodation in secondary schools will be undertaken by schools using their devolved formula capital. NOF funding will be used to provide two new sports halls.

Extended Schools/Community Use

The Prospectus for Extended Schools is a DfES publication issued on 14th June 2005 is available from DfES Publications 0845 60 222 60 or on line via www.teachernet.gov.uk/extendedschools

The Vision for Extended Schools is :

'By 2010, all children should have access to a variety of activities beyond the school day. Well-organised, safe and stimulating activities before and after school provide children with a wider range of experiences and make a real difference to their chances at school. It gives them the opportunity to keep fit and healthy, to acquire new skills, to build on what they learn during the school day or simply to have fun and relax'.

'All schools and children and families to be able to access a core of extended services which are developed in partnership with others. Extended Services can include childcare, adult education, parenting support programmes, community based health and social care services, multi agency behaviour support teams and after school activities.'

'We do not expect all primary schools to offer extended services on their own sites. For secondary schools .. we want to see all secondary schools open from 8am to 6pm all year round offering a range of activities for young people.'

The Core Offer:

- High quality wraparound care provided on the school site or through other local providers
- A varied menu of activities to be on offer – e.g. homework clubs, study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs
- Parenting support including information sessions for parents at key transition points
- Swift and easy referral to a wide range of specialist support services e.g. speech therapy, child and adolescent mental health services, family support services
- Wider community access to ICT, sport and arts facilities, including adult learning.

The Strategy:

- By 2010 all parents of primary age children able to access affordable childcare at or through their school from 8am to 6 pm all year round. This will be available in at least half of all primary schools by 2008
- By 2010 all secondary schools will be open from 8 am to 6pm all year round, providing access to a range of activities such as music sport and holiday activities. At least a third of secondary schools should be making this offer by 2008
- By 2010 all 3 and 4 year olds will receive 15 hours of free integrated learning and care for 38 weeks of the year.

Addressing Pupil Behaviour and Attendance

Accommodation for three of the four bases, for the County's PRU, have recently been completely renovated using modernisation funding. The fourth centre will be relocated in a former special school building on its vacation to take possession of a brand new building. The River House School for children with behavioural difficulties has recently been completely refurbished.

All building projects will have regard to pupil behaviour issues and attention will be paid to reducing areas of congestion and providing a calm and quiet environment.

E-learning

E-learning is important for education because it can improve the quality of the learning experience, and extend the reach of every teacher. There is emerging evidence that e-learning can help to improve attainment and raise standards.

The role of e-learning in education will grow substantially in the next decade and the government has prioritised this area of investment in the publication 'Towards a Unified e-Learning Strategy' which outlines a 21st century education system.

Warwickshire is one of four pathfinder PFI/ICT projects supported by the DfES. Over the next two years, 190 of our schools and over 2000 teachers will be equipped with interactive resources and a 'Managed Learning Environment' which will transform the way in which they prepare and deliver lessons, blending e-learning with more traditional methods, enabling them to offer more active and creative ways of learning in all subjects, disciplines and skills. This will also meet the individual needs of learners and help to ensure that the way they are assessed keeps pace with these new ways of learning.

Any new building programme for schools will consider the infrastructure required to support developments in e-learning and the way in which it will transform the education system.

School Security

A cycle of security and fire inspections are carried out via the subscription process, giving advice and guidance to schools and governing bodies. As a result a good level of basic security and fire safety has been achieved throughout all schools.

Schools are also encouraged to carry out yearly security self-risk assessments in conjunction with the governing body. As a result of these processes a rolling programme of related issues in order of priority is created. These issues will often

require a financial input and schools are being encouraged to use devolved formula capital for this purpose.

Sustainable Development

The authority is currently conducting an internal review of its environmental sustainability with the aim of becoming a role model for other organisations and to lead by example. Part of the review will look at sustainable development opportunities and how projects are delivered in the future. Project specifications are now being enhanced to include principles of sustainable development covering areas of life cycle costing, energy usage in the manufacture of goods and materials, materials from a renewable source, recycling potential, improved insulation values of buildings to reduce energy usage, waste management techniques and alternative energy sources such as solar power.

These initiatives are being brought together in design and development standards to be initiated in 2004 and continuously monitored reviewed and enhanced in pace with technological advances.

School Transport

In 2004, 49% of Warwickshire children travelled to school by car. The County Council has two main initiatives to try to reduce the number of car journeys to schools and encourage children to travel by more sustainable methods (principally walking and cycling). The Safer Routes to School Scheme makes structural improvements to pupils' journeys to school e.g. providing cycle lanes, pedestrian crossings and traffic calming measures.

School Travel Plans are written by schools with the help of the Local Authority and they set out the problems as well as identifying actions the school can take to encourage sustainable travel. Capital Grants are currently available from the DfT/ DfES and are around £5,000 for an average sized Primary School and £10,000 for an average Secondary. The Grants can be spent on structures such as cycle storage facilities, parent waiting shelters, signage and footpaths on the school site. In April 2005, 32 schools in Warwickshire have school travel plans in place and the aim is to double this by April 2006.

3 How Warwickshire Uses the Funds Available

3.1 Use of Funding Streams

As will be seen from the list of projects shown below, Warwickshire uses funds from a variety of sources in a creative way to secure its capital programme. For example, the temporary classroom replacement programme uses NDS Modernisation, Devolved Formula Capital, capital receipts from the disposal of two surplus properties, Staff Workforce grant, Schools Access Initiative and Seed Challenge.

When embarking on schemes, the LEA takes opportunities to address related issues, e.g., the provision of access for disabled people, separate head-teachers' rooms, related condition issues.

3.2 Shorter term Capital Issues

Until we know the outcome of our Building Schools for the Future bid the LEA acknowledges the need to address issues affecting condition and health and safety. Other suitability issues such as the provision of specialist accommodation will be

addressed if the life chances of whole cohorts of pupils are not to be imperilled. Given the delay in the implementation of BSF, the LEA will struggle to provide appropriate accommodation for 21st century learning especially in its secondary schools. Over the next ten years we will take every opportunity to obtain funding to improve the situation in the worst schools. The County was recently successful in attracting £12 million of Targeted Capital Funds towards the cost of replacing North Leamington school.

3.3 Capital Investment Strategy

Schools are expected to contribute at least one year's DFC or 50% of the project cost (whichever is the less) to any project undertaken by the County. This will enable a larger number of projects to be completed more quickly. Access to various sources of funding has recently been clarified for schools by means of a manual on school building issues and a series of related training courses.

Progress on achieving the LEA's priorities will be assessed on a twice-yearly basis by the Capital Strategy Group. An annual review of the situation by the County Council's Learning Overview and Scrutiny Committee will be undertaken. On the financial side the County Treasurer undertakes a quarterly review of the capital programme with the results reported to the Cabinet.

3.4 Management of the Capital Programme

The LEA is using partnering agreements to secure best value for money on its building projects. The County's Property Services Department has increased its number of project managers to deal with individual projects in the County's capital programme and also for projects requested by individual schools (using DFC). The Education Department uses its Premises Section to advise schools and in its client role. It is unable to meet the demand from schools for assistance with projects.

The LEA aims to provide high quality solutions to building needs. Until recently lack of funds forced the LEA into always going for the cheapest solution but lifetime costs and sustainability are now being given high consideration.

4 Timescale

The delay in the implementation of the BSF programme means that some secondary schools will require major work in the interim. This will affect the timescale for much needed improvement work in primary schools, including the replacement of temporary classrooms.

5 School Capital Programme and Capital Funding Sources

5.1 Warwickshire's Approach to Funding Sources and Delivery Mechanisms and How the Priorities Translate into the Capital Programme

The following table shows the main categories of priority together with the principal sources of finance available to the LEA, many of which (e.g. DfES grants) are earmarked for specific purposes. The table illustrates that the LEA is aware of the need to use various funding streams to provide effective modernisation schemes to secure best value.

How Warwickshire will Deliver its Priorities

Priority	Source of Funding
SEN reorganisation	Targeted Capital Fund (TCF) and New Deal for Schools (NDS) Modernisation
School condition (D2)	NDS Modernisation and Devolved Formula Capital (DFC)
Replacement of temporary classrooms	NDS Modernisation and DFC
Provision of specialist facilities	DFC
Access of compliance with DDA	Schools Access Initiative and DFC
School rationalisation/surplus place removal	TCF, capital receipts, DFC, etc
School security	DFC
Extended schools	SureStart, DFC
14 – 19 Agenda	NDS Modernisation
School workforce reform	Staff Workspaces grant and NDS Modernisation
Primary enrichment	NDS Modernisation and DFC
Basic need	Basic need funding, developers' contributions.
Secondary school renewal	BSF 2013 onwards

5.2 A Financial Summary of the School Capital Programme and the Capital Funding Sources

CAPITAL PROGRAMME 2005/7

The following are the major projects which are taking place in 2005/6 and beyond. The detail listed under 'funding source' illustrates how the LEA uses various funding streams to provide effective modernisation schemes to secure Best Value.

Up-date on progress of Programme for 2005/6 and future years

PROJECT	Estimated Cost (£000s)	SOURCES OF FUNDING	STATUS
Alcester Grammar	3,460	Basic need, loan from LEA, DFC, Governors reserves, Stratford District Council, Seed Challenge.	Complete
Alcester St. Nicholas C. of E. Primary	2,755	Land sale, NDS, Modernisation, DFC	In progress
Alderman Smith – sports hall	2,185	NOF, All England Netball Association, Specialist College sponsorship, DFC, S106 agreements	Complete
Atherstone Nursery – phase 2	776		Complete
Avon Valley – replacement school	17,681	Insurance, DfES grant, S106, Basic need, Specialist College grant, DFC, NDS Modernisation	Late
Aylesford – AWP	470	S106, land sale, School resources, charitable donation.	In progress
Budbrooke Primary – additional classroom	160	Basic need, S106	On site
Burton Green – new assembly hall	405	NDS Modernisation	Complete
Campion School – refurbishment to increase capacity	289	S106 agreement.	In progress
Central Area SEN Secondary – new school	6,547	TCF, land sale, DFC, NDS Modernisation	In progress

PROJECT	Estimated Cost (£000s)	SOURCES OF FUNDING	STATUS
Central Area SEN Primary – refurbished school	3,728	TCF, land sale, DFC, NDS Modernisation	2007
Clapham Terrace – playground equipment	14	NOF	Complete
Coleshill – new staffroom and computer facilities	191	Basic need	Complete
Exhall Grange Autism Unit	150	SEN revenue budget	
The Ferncumbe C. of E. Primary – additional classroom and practical area	157	Basic need, S106	Complete
Hartshill – new block to replace Michael Drayton building	1,100	Land sale, S106, DFC, Seed Challenge	In progress
Hob Lane – new child care facility	150	NDS Modernisation	
Kingsbury (High) – replace temporary accommodation	1,447	NDS Modernisation and basic need	In progress
Kingsbury Primary – link building	300	NDS Modernisation	On site
Kingsbury Outdoor Education facility	65	Minor works	In progress
Leamington Hastings – new classroom	130	Minor works	In progress
Lillington SEN transfer	300	SEN revenue budget	Complete
Myton – new sports hall	2,036	NOF, S106	Complete
Nicholas Chamberlaine – lab refurbishment	245	Basic need, DFC	Complete
Northern Area SEN	4,321	NDS Modernisation, land sale.	In progress
North Leamington School	26,798	Awaiting outcome of TCF bid and possibility of land sale.	In progress
Nuneaton Bedworth Special Schools (2)	7,568	Land sales, TCF	Complete
Polesworth International Centre	950	Basic need	In progress
Seed Challenge 2005/6	250	NDS Modernisation	Complete
Southam College English block	775	Basic need	Complete
Stockingford Infant – replace temporary classrooms	700	NDS Modernisation	Funding issues
Studley Infant – replace temporary classrooms etc.	1,419	NDS Modernisation, land sale, DFC, disabled access	Complete
St. Lawrence C. of E. Primary – sports field drainage	17	NOF	Complete
St. Paul's Stockingford – replace temporary classrooms	700	NDS Modernisation	Complete
Stratford Girls Grammar – Music block	350	Basic need, school resources	Complete
Trinity Catholic Technology College - playing fields	50	Land sale	Complete
Warwick Nursery School	89	DFC, School's revenue, charitable donations	Complete
Welcombe Hills – Sixth form provision	876	Basic need, NDS Modernisation, DFC	Complete
Wolston St. Margaret's – additional accommodation	123	S106	In progress
Access Initiative – various	1,087	Access funding and NDS Modernisation	Complete
Condition Issues 2005/6	2,000	NDS Modernisation	Complete

Major issues that will need to be addressed in future years are:

- The continuation of the Temporary Classroom replacement programme
- Projects arising from school reorganisation proposals
- A replacement school in Shotton

The above amounts were based on the LEA's expectations of funding from 2005/6

Programme for 2006 –2007 and future years (subject to Cabinet approval)

PROJECT	Estimated Cost (£000s)	SOURCES OF FUNDING	STATUS @ APRIL 2006
Avon Valley Replacement school	£1,750,000	Modernisation / condition	In progress
Northern Area SEN ~ additional funding requirements	£1,250,000	Modernisation / condition	Complete
North Leamington replacement school	£27,000,000	Modernisation / condition	In progress
Exhall Grange remodelling	£6,500,000	Modernisation / condition / land release	Feasibility
Wellesbourne Primary additional classrooms	£600,000	Basic need /Modernisation / condition	Feasibility
Ettington Primary school additional classrooms	£350,000	Basic need /Modernisation / condition	Design
Rokeby Junior and infant school amalgamation	£650,000	Land release	Consultation
The Paddox Junior and Infant amalgamation	£1,000,000	Land release	Feasibility
Stratford High School basic need	£3,000,000	Basic need /Modernisation / condition	Feasibility
Stratford High School science laboratory ~ basic need	£85,000	Basic need	Design
Wootton Wawen ~ additional classroom	£165,000	School funding / Basic need /Modernisation / condition	Design
Temporary classroom replacement programme	£1,000,000	Basic need /Modernisation / condition	Feasibility
Clifton on Dunsmore	TBC	TBC	
Telford Infants school	TBC	TBC	
Stockingford Infants School	TBC	TBC	
Polesworth Secondary	TBC		
Radford Semele		Proceeds of sale	
Central Area Special	£10,000,000	Borrowing/ receipts/ other	In progress
Hartshill – arrange on one site	TBC	Sale of Michael Drayton Annexe	In progress
Kineton High - replacement	TBC	TBC	Feasibility
Primary Capital Programme	DfES	DfES	2008
Secondary Capital Programme	DfES	Building Schools for the Future	2011



ASSET MANAGEMENT PLAN

Local Policy Statement

**Revised and Updated
March, 2006**

Produced by the Capital Team, Resource Service, Children, Young People and Families Directorate, Warwick.

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1. CONSULTATION PROCESS

Warwickshire regards the provision of excellent buildings as essential to its drive to raise standards in schools. The Asset Management Plan is the tool which enables data to be held on each of the County's buildings and assessment of the priority to be accorded to particular issues. It is therefore essential that the AMP is accepted by all those involved as an effective way of facilitating this process. In order to achieve this a number of groups are consulted on issues relating to AMPs as follows:

1.1 CAPITAL STRATEGY GROUP

In drawing up this policy statement and other AMP documentation the Authority will continue to depend on the Capital Strategy Group, a representative group of head-teachers originally established in Autumn 1997 by the Authority as a consultative group to advise on capital issues. Membership of this group has changed over the years and the Group has now been reconstituted with new terms of reference. It includes 10 head-teachers (6 secondary, 3 primary, 1 Special and 1 nursery) from both the LEA and the Voluntary school sector. There are two Church representatives from the local dioceses (one Church of England, one Catholic) and three governor representatives appointed by the Warwickshire Governors' Forum (two primary and one secondary). The Group is chaired by the Assistant County Education Officer (Strategy) and attended by officers from the Education, Property Services and other departments concerned with the capital programme. Copies of the minutes of each meeting are published on the County's website

The Group, which meets twice each term, is the main focus of AMP planning in the LEA and considers any responses to the consultative process. The Group also establishes ad-hoc working groups to consider particular items in detail; such as the Statement of Priorities.

1.2 HEADTEACHERS MEETINGS

Because all Warwickshire schools are affected by AMPs, the termly meetings attended by all headteachers are and will continue to be used as a forum to update schools on issues related to AMPs and to seek wide views, including prioritisation. There are four meetings for primary and special heads (one for each geographical area of the County with the Northern Area and Nuneaton and Bedworth sharing a meeting) that are currently chaired by the County Education Officer. There is also a conference for secondary heads each term that is co-chaired by the County Education Officer and the Chair of the Strategic Policy Group.

In addition to these meetings, headteachers are represented on policy groups that advise the County Education Officer on a wide range of specific issues. The Resources Policy Groups for primary and secondary heads provide a forum for headteachers to get involved in detailed discussion on a regular basis about issues relating to Asset Management as they see appropriate. The minutes of their meetings are available at www.warwickshire.gov.uk/edpolicydevelopment.

All schools receive copies of consultation documents and other relevant documentation with copies sent to both the headteacher and Chair of Governors. Copies of key draft documents, for example: the Statement of Priorities, are sent to all schools as part of the consultation process.

1.3 WES BOARD

All County Council services that trade with schools are managed by the Warwickshire Education Services Board (the WES Board). The WES Board is responsible for developing common standards and arrangements and to agree the strategic direction of WES Services for schools. The WES Board is made up of six officers representing the 6 County Council Departments providing services to schools, namely the Education Department, CAMS, Property Services, Chief Executive's, County Treasurer's and Libraries, Heritage and Trading Standards Department ("the Providers") together with an independent Chair. In addition, the Board has three advisers in the areas of finance, legal and business.

A WES School Representatives Group also exists as a forum to enable the views of schools to be incorporated into the development, delivery and quality of WES Services. The group also acts a sounding board for WES Services and enhances communications between WES Services and schools. The School Representatives Group is chaired by one of its members and two members of the group attend WES Board meetings in a non-voting capacity.

1.4 PILOTING

New documentation and procedures are and will be piloted with a small group of schools before full scale distribution

1.5 VOLUNTARY AIDED FUNDING GROUP

A group consisting of representatives of the three dioceses and two non-church aided schools meets twice a term with LEA representatives to consider the use of LCVAP and recommend projects for DfES funding.

1.6 WARWICKSHIRE COUNTY COUNCIL

The Local Policy Statement & Statement of Priorities is subject to detailed examination by the County Council's Learning Overview & Scrutiny Committee. The revised Local Policy Statement & Statement of Priorities will be considered by them at their next meeting. The Cabinet of the Warwickshire County Council and the County Council itself agree the content of the capital programme based on AMP priorities.

1.7 SCHOOLS ORGANISATION COMMITTEE

Aspects relating to the supply of school places are and will be referred to the Schools Organisation Committee.

1.8 ASSET MANAGEMENT PLAN STEERING GROUP

A group of officers from across the following departments meet regularly to consider the practical aspects of the introduction of AMPs: Education, Property Services, Computing and Management Services. Representatives of the two Church of England dioceses and the Catholic Archdiocese are invited to these meetings and regularly attend.

1.9 CHIEF OFFICERS CAPITAL PLANNING GROUP

The chief officers of the Education and Property Services Departments plus other senior officers meet together to identify and consider some of the major issues which

may involve complex sources of funding. These include rebuilding whole new schools where condition and suitability issues suggest that repair and refurbishment may be uneconomic and using capital receipts for the purpose.

1.10 LEARNING & SKILLS COUNCIL

Following an initial meeting between the Chief Executive of the Learning & Skills Council and the County Education Officer specifically on capital issues, meetings between the LSC and the LEA are held twice a term to discuss capital issues affecting the 14-19 agenda, nursery provision/childcare and other issues of mutual interest.

1.11 LOCAL FEEDBACK ARRANGEMENTS TO SCHOOLS

Schools will be kept informed via head-teachers meetings (see 1.2. above) and the newly instituted e-mail communication system, which allows speedy circulation of documents for consultation. Schools also have access to the Warwickshire Schools Website on which minutes of Capital Strategy Group meetings are published.

2. PREMISES INFORMATION

2.1 Condition

Condition surveys were originally carried out by consultants (Nifes) under the scrutiny of senior staff from the County's Property Services Department and an external consultant (John Allen, formerly of CITEX). The completed surveys were submitted to the DfES as required. Now that this process is complete, a minimum of 20% of schools are audited and updated each year on a continuous basis. Procedures are also in place for the continuous feedback and update from all in-house surveyors and property stakeholders.

2.2 Suitability

In March 2005 all schools were requested to update the Suitability surveys which were issued in 2003 to enable the LEA to revise the current data for submission to the DfES in Autumn 2005. All primary schools were sent guidelines and models to enable them to complete the exercise. Secondary schools were sent guidelines only and curriculum analyses will be completed for those schools whose pupils numbers have changed significantly since the last analysis was undertaken. Many schools have since taken up the offer of assistance in the completion of this exercise by the AMP Officer who will update the data during the summer.

Schools are required to inform the LEA, whenever they wish to carry out a building project and to state what effect this will have on their AMP. Suitability surveys will be formally reviewed every 5 years, on request from the school and whenever a new Head-teacher is appointed.

2.3 Sufficiency

Sufficiency information has been gathered in accordance with the DfES requirements. The results of these calculations will not change unless there are significant changes in accommodation. Schools are required to inform the Authority of any changes which are likely to affect their capacity.

2.4 Availability of Information

Each school has a complete set of data relating to its own premises. This includes: a complete set of digitised plans, condition survey on CD (online updated information will be available in future years), suitability survey in electronic format, capacity calculation and agreed PAN. In addition, schools are being encouraged to complete Disability Access Audits and to review them annually.

In the case of voluntary schools this data has also been made available to the relevant diocese. In the pursuit of openness and transparency, schools may now access their own and other schools' suitability data via the Schools Information System (SIS) on the computer network. The minutes of the Capital Strategy Group are accessible to all schools via the schools' website.

In addition, the LEA and Property Services Department now run planning meetings with individual schools to discuss the school's main issues in terms of condition, suitability and access; and the proposed use of Devolved Formula Capital Funding. These meetings will further assist the three year planning process for all parties and enable any service issues to be addressed.

3. PRIORITISATION

3.1 Introduction

The main forum for considering priorities will continue to be the Capital Strategy Group (see Section 1.1 above) with agreement being sought from the Warwickshire County Council Cabinet and the Area Committees to their proposals. Every head-teacher is able to make an input via the programme of head-teachers' meetings, and in response to consultation papers where appropriate.

3.2 Priority List

In considering the allocation of resources, the Capital Strategy Group will have regard for the priorities published by the DfES as well as local priorities; such as: special needs re-organisation, replacement of temporary classrooms and the ability to deliver the curriculum.

The draft statement of priorities will be circulated to all schools. As part of the consultation on this revised document schools and dioceses will be asked to consider again whether the priorities were appropriate. Knowledge of these priorities enables schools to judge the likelihood of their project being included in a future capital programme and also to consider the use of their own Devolved Formula Capital.

The various elements of the AMP, relating to condition, suitability and sufficiency are considered separately in accordance with the priorities set by the DfES.

Condition

Elimination of any hazardous situation relating to condition which has serious health, safety and security 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

Providing additional places in schools where a basic need case can be proved.

The reduction of surplus places in schools which are unlikely to fill in the foreseeable future and where such a reduction would be cost-effective.

In addition to the separate examination of the three elements (condition, suitability and sufficiency), all of these factors will be considered together to identify schools which are disadvantaged in more than one area. From this a list of high priorities will be assembled. Feasibility studies will then be carried out to look at value for money issues and the effect on educational attainment which improvements are expected to make. Final decisions will depend on the availability of finance from various sources.

By using this approach the LEA hopes to avoid spending resources on particular aspects of a building when wider consideration could lead to a more radical solution e.g. replacement buildings.

The LEA is giving serious consideration to the complete replacement of certain schools where condition and suitability issues suggest they are beyond economic repair and refurbishment. Sources of funding being investigated include surplus land sales.

It is not always possible to meet the highest priority issues if resources are simply insufficient to meet the full cost of the project. In this case projects of a lesser priority and lesser cost will be addressed.

The majority of the Education Capital Programme consists of projects for which the funding has clearly been obtained for a specific purpose and frequently a specific school e.g. basic need, targeted capital fund, Schools Access Initiative. The Capital Strategy Group has considered the prioritisation of projects to be met from the resources which are not so constrained (e.g. NDS Modernisation) and have agreed the priorities shown in the 'Statement of Priorities':

Within the various priorities, criteria are devised for determining how resources will be targeted; for example: temporary classrooms are replaced in schools with the largest percentage of children taught in such accommodation, separate head-teachers rooms and specialist accommodation are provided in schools according to the number of pupils, condition issues are addressed according to their AMP priority and professional surveyors opinions on the relative seriousness of the defect within that priority. These criteria are determined by the Capital Strategy Group who then recommend specific projects for inclusion in the capital programme to the Cabinet of Warwickshire County Council.

3.3 Criteria

Schools are required to have regard to the LEA's AMP and their own condition and suitability surveys in proposing projects to be paid for from devolved formula capital. All schools are required to inform the LEA of projects they wish to undertake and these are normally agreed. In situations where proposed projects do not meet the criteria the reasons why the expenditure cannot be met from devolved capital are fully explained. A series of meetings with individual school Heads and Governors to discuss individual school's use of their devolved formula capital commenced in 2005.

The following criteria have been drawn up and agreed:

1. Requirements on schools
 - School's devolved formula capital to be used for projects of under £20,000
 - Schools to contribute at least one year's devolved formula capital to any LEA sponsored project, or half the cost of the project, whichever is the less
 - All prioritised projects to be included in the schools AMP suitability survey
 - All projects to be included in the School Development Plan
 - The ability of the School to contribute from third party funding and seed challenge to be taken into account but not to give added priority.
 - Any school having temporary classrooms replaced must be prepared to relinquish those temporary classrooms at the end of the building project
2. Requirements on the LEA
 - representative spread across types and phases of education
 - geographical spread across the County
 - advice to be taken from professional sources (e.g. experienced inspectors and 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
 - precedence for schools who have not benefited recently from a capital project.
 - Statutory provision to have precedence over non statutory

3.4 Financial Contingency Arrangements

Effective Asset Management planning should help to ensure that urgent and important issues are dealt with as priorities. DfES and County funding methods do not allow the judicious holding-back of resources to meet unexpected issues. In the event of an unanticipated and unavoidable call on capital resources, existing priorities have to be re-scheduled and planned projects delayed.

4. EMBEDDING THE AMP PROCESS AT SCHOOL LEVEL

4.1 Recent trends to delegate a higher percentage of budgets to schools means that revenue maintenance budgets are now primarily held by schools although there is a 'buy back' arrangement into which virtually all schools have elected to participate. Schools discuss with their building surveyor the priorities for action and the outcome of the condition surveys is providing schools with information about where the priorities lie. Individual schools may often lack the resources to tackle issues shown as having

the highest priority. These items will be addressed according to priority order using the County's capital and revenue maintenance budgets including NDS Modernisation with a contribution from devolved formula capital.

4.2 The allocation of devolved capital has enabled schools to take greater responsibility for some expenditure but in many cases their allocation represents only a small proportion of the required finance. In notifying schools of their devolved capital allocations it has been made clear that schools must discuss condition priorities with their building surveyor before deciding how they wish to spend their allocation. Each school is asked how they intend to spend their devolved capital and, in accordance with the 'light touch' advocated in the code of practice, eligible expenditure will be allowed to proceed. Requests to the Authority for use of devolved funding have to be signed by both the headteacher and chair of governors to ensure governors are involved in the decision.

Where schools plan to use the allocation for purposes which are not acceptable under the guidelines, in each case, discussions will ensue and agreement will be reached.

Schools are being informed of the need to redecorate the exterior of all buildings every 5 years.

4.3 Schools are encouraged to quantify the educational benefits of capital projects and to monitor these. In some cases these may be comparatively general (e.g. more time for the head to spend on curriculum issues and more money for resources rather than short term maintenance). However in some instances links will be far more specific: the LEA will expect improved results to follow improvement of facilities such as science laboratories and design technology in schools where standards are low. Members of the LEA's Schools Team (Area Education Officers and Inspectors) are aware of these monitoring requirements. A formal meeting will be held annually between officers responsible for building and senior members of the School Effectiveness Service to review the effect of specific projects on standards.

Now that all the condition and suitability surveys have been carried out and the sufficiency calculations undertaken in line with the DfES guidelines, schools are in a position to assess their priorities on which they will be expected to spend their devolved capital funding.

4.4 A programme of training on Asset Management Planning for school managers including both heads and governors took place during 2003/4. A manual giving guidance on capital issues was prepared and distributed at the beginning of September, 2003. There are regular updates and training is offered to all new Headteachers.

5. SECURING BEST VALUE

5.1 The LEA will continue to pursue funding from a wide variety of sources to maximise capital investment in schools. Priority projects are financed from a combination of sources including the following:

DfES funding including NDS Modernisation, Basic Need, Targeted Capital Fund, funding for Specialist Colleges as well as specified grants, such as the School Workplace allocation and Schools Access Initiative.

Realisation of surplus assets (subject to Secretary of State's agreement under Section 77 of School Standards and Framework Act).

A completely new secondary school building was opened in Stratford upon Avon in October 2002 to replace an old inadequate building. The cost was met from the sale of surplus land on the School site. A new primary school has been built at Bidford on Avon under similar arrangements. Investigations are currently being made into the possibility of using this method elsewhere in the County.

Section 106 agreements with developers of new housing.

A complete new primary school has been provided in Cawston, Rugby by developers of new housing in the area. The LEA has received funding from a number of developers to extend schools in areas where there is new housing.

Lottery and other charitable funding.

NOF funding is currently being used to provide two new Sports Halls in secondary schools and enhanced P.E. facilities in primary schools.

5.2 The County Council's Property Services Department has recently recruited additional project managers to meet demands from schools and the Education Department for assistance with projects. Progress on projects is regularly assessed via a project management system with regular meetings on progress.

5.3 The LEA participates in a County-wide scheme for appraising proposed capital expenditure where projects are scrutinised by officers from other County Council departments for value for money and feasibility within the timescale. In addition the County's capital programme was the subject of a recent Best Value Review. Recommendations from that review are being implemented to improve the Capital process. Particular aspects of the capital programme are considered by the County's Children and Young People Overview and Scrutiny Committee.

The County uses the DfES/DTLR options appraisal guidance "Funding the Right Solution" in the development of major schemes.

5.4 Projects are and will continue to be planned on the basis of DfES guidelines on room sizes and facilities as published in building bulletins. Cost per square metre are carefully monitored and all LEA initiated projects are checked by building professionals in the Property Services Department to ensure there are no unnecessary features.

5.5 Discussion with successful tenderers includes scrutiny of the project to secure savings on the use of alternative materials and building methods through value engineering.

5.6 Partnership working is a fundamental aspect of the County's construction procurement. Currently in operation are Partnership framework style contracts for all maintenance, minor works and major works projects. The Partnership frameworks provide long-term relationships with a select list of contractors who provide competitive tenders for projects, scrutinised on a fully open-book basis. Performance measurement through the use of key performance indicators provides the County with performance data by which to incentivise continuous improvement and thus realise performance efficiencies and greater value for money from our construction activities.

5.7 The introduction of Post implementation evaluation was specifically recommended within the County's Best Value Review. Schools are being encouraged to consider the education benefits resulting from building schemes and these will be monitored. Part of this post implementation process involves key performance indicators involving a complete review of the projects in terms of the end product, the services received and the contributions of its participants.

6. SUSTAINABLE DEVELOPMENT

PROVIDING HIGH QUALITY AND SUSTAINABLE DESIGN SOLUTIONS

In seeking solutions to the LEA's accommodation needs, the LEA and its partners in the County's Property Services Department are looking for high quality, sustainable buildings. The adoption of a model for assessing life-time costs is under consideration.

The authority is currently conducting an internal review of its environmental sustainability with the aim of becoming a role model for other organisations and to lead by example. In doing so we will draw, as far as possible, on good examples of practice that have already been established. Part of the review will look at sustainable development opportunities and how projects are delivered in the future. Project specifications are now being enhanced to include principles of sustainable development covering areas of life cycle costing, energy usage in the manufacture of goods and materials, materials from a renewable source, recycling potential, improved insulation values of buildings to reduce energy usage, waste management techniques and alternative energy sources such as solar power.

These initiatives are being brought together in design and development standards to be initiated in 2005 and continuously monitored reviewed and enhanced in line with technological advances.

7. USING OPPORTUNITIES PRESENTED BY SCHOOL CONSTRUCTION PROJECTS

Contractors are increasingly keen to use projects to raise the profile of their industry. Many are willing to work with schools to enable pupils to monitor progress and see how a building project develops. Schools are being encouraged to take full advantage of this opportunity to enhance the curriculum.