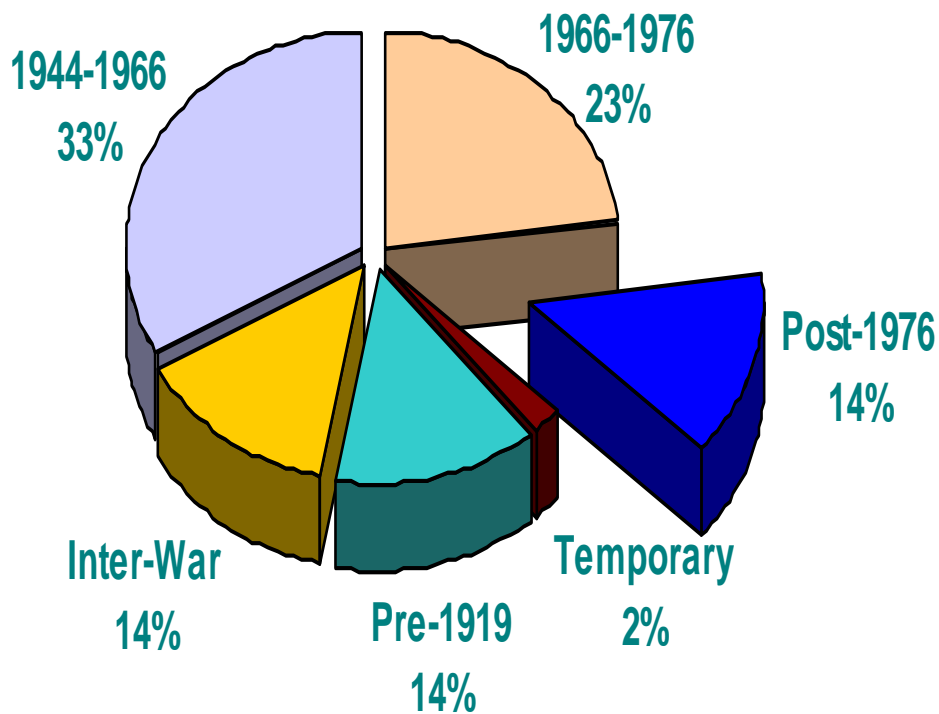


Capital Review – where we are and looking forward June 2011

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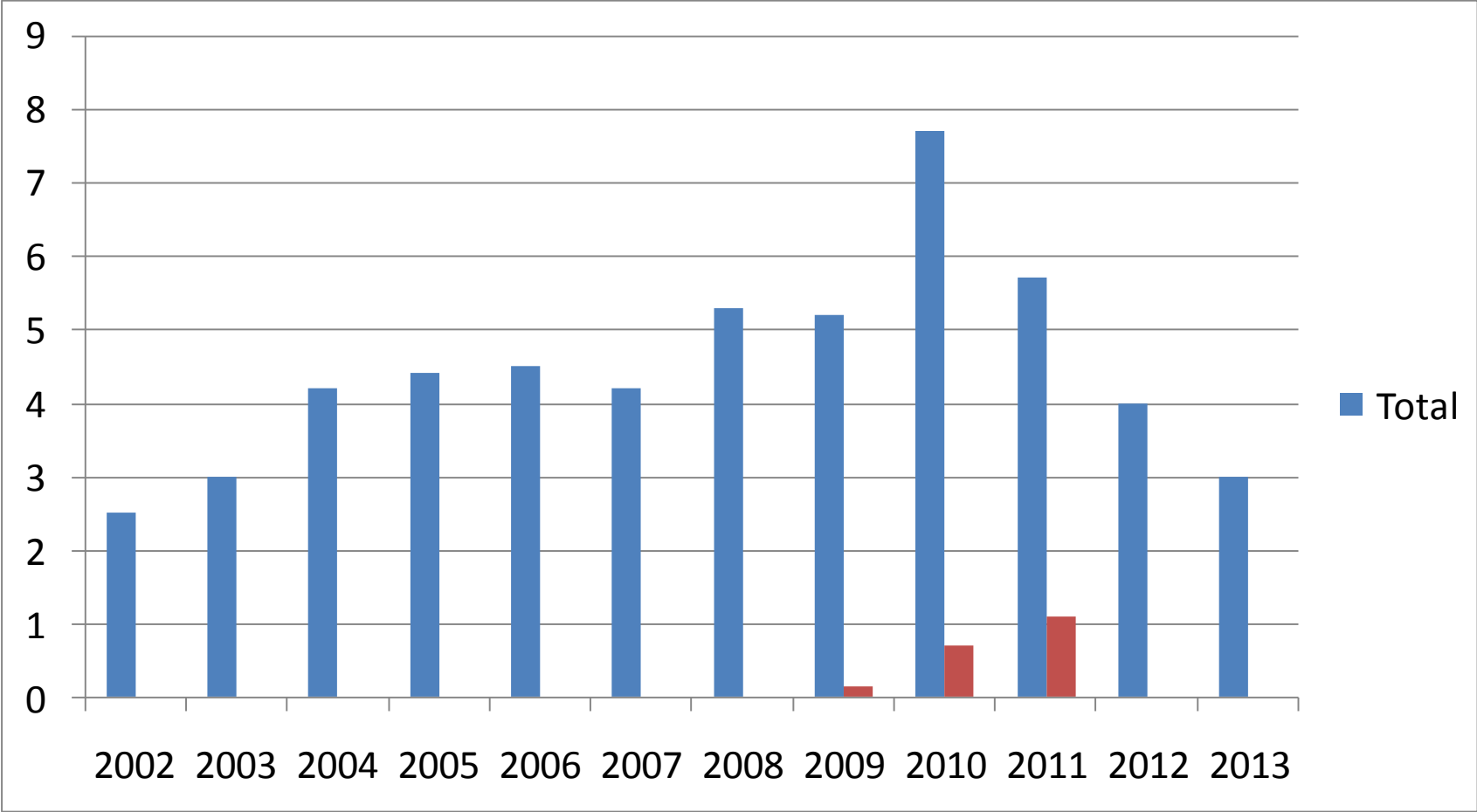
- Over 80% of schools are more than 20 years old
- 28% were built before WW2





Tong High School

Capital spend on schools



Capital Review Recommendations

- 1 Capital investment apportionment based on objective facts and use clear, consistently applied criteria. Allocation should focus on the need for high-quality school places and the condition of facilities.
- 2 Demand-led programmes, such as Free Schools, funded from the centre and a centrally retained budget set aside for them.
- 3 Avoid multiple funding streams for investment that can and should be planned locally, instead apportion the available capital as a single, flexible budget for each local area, with a mandate to include ministerial priorities in determining allocations.
- 4 Notional budgets apportioned to Local Authority areas, to decide how best to reconcile national and local policy priorities in their own local contexts. A specific local process, involving all Responsible Bodies, and hosted by the Local Authority, prioritise how this notional budget should be used.
- 5 The local prioritisation decisions captured in a short Local Investment Plan. Light-touch central appraisal of all local plans before an allocated plan of work is developed so that themes can be identified on a national level and scale-benefits achieved. Allow for representations where parties believe the process has not assigned priorities fairly.

- 6 Individual institutions allocated an amount of capital to support delivery of small capital works and ICT provision. Wherever possible, this aggregated up to Responsible Bodies according to the number of individual institutions they represent, for the Responsible Body then to use for appropriate maintenance across its estate, working in partnership with the institutions.
- 7 Access to clear guidance on legal responsibilities in relation to maintenance of buildings, and on how revenue funding can be used for facility maintenance.
- 8 DfE:
 - • gathers all local condition data that currently exists, and implements a central condition database to manage this information.
 - • carries out independent building condition surveys on a rolling 20% sample of the estate each year to provide a credible picture of investment needs, repeating this to develop a full picture of the estate's condition in five years and thereafter.
- 9 DfE revises school premises regulations and guidance to remove burdens, ensure that a single, clear set of regulations apply to all schools. DfE should also seek to further reduce the bureaucracy and prescription surrounding BREEAM assessments
- 10 There should be a clear, consistent DfE position on what fit-for-purpose entails. A suite of drawings and specifications should be developed that can easily be applied across a wide range of educational facilities. These should be co-ordinated centrally to deliver best value.

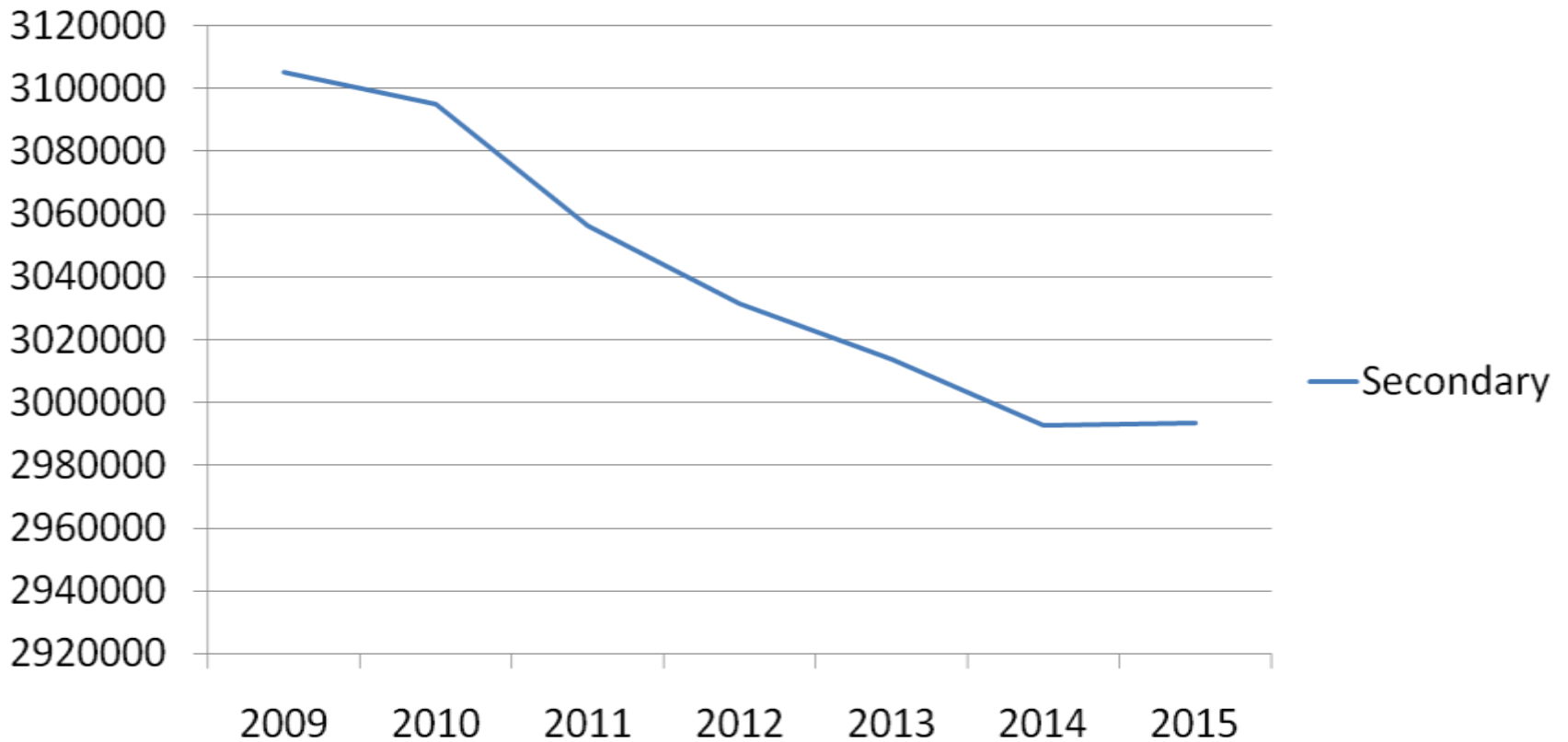
- 11 The standardised drawings and specifications continuously improved through learning from projects captured and co-ordinated centrally. Post occupancy evaluation will be a critical tool.
- 12 As many projects as possible in BSF and Academy pipeline should be able to benefit from the Review's findings.
- 14 DfE uses the coming spending review period to establish a central delivery body and procurement model, whereby the pipeline of major projects – to a scale determined by the Department – is procured and managed centrally with funding retained centrally for that purpose.
- 13 Central Body should put in place a small number of new national procurement contracts that will drive quality and value from the programme of building projects ahead.
- 15 DfE quickly takes steps to maximise the value for money delivered through maintenance and small projects and puts in place a simple and clear national contract to make this happen.

Pupil places and building condition

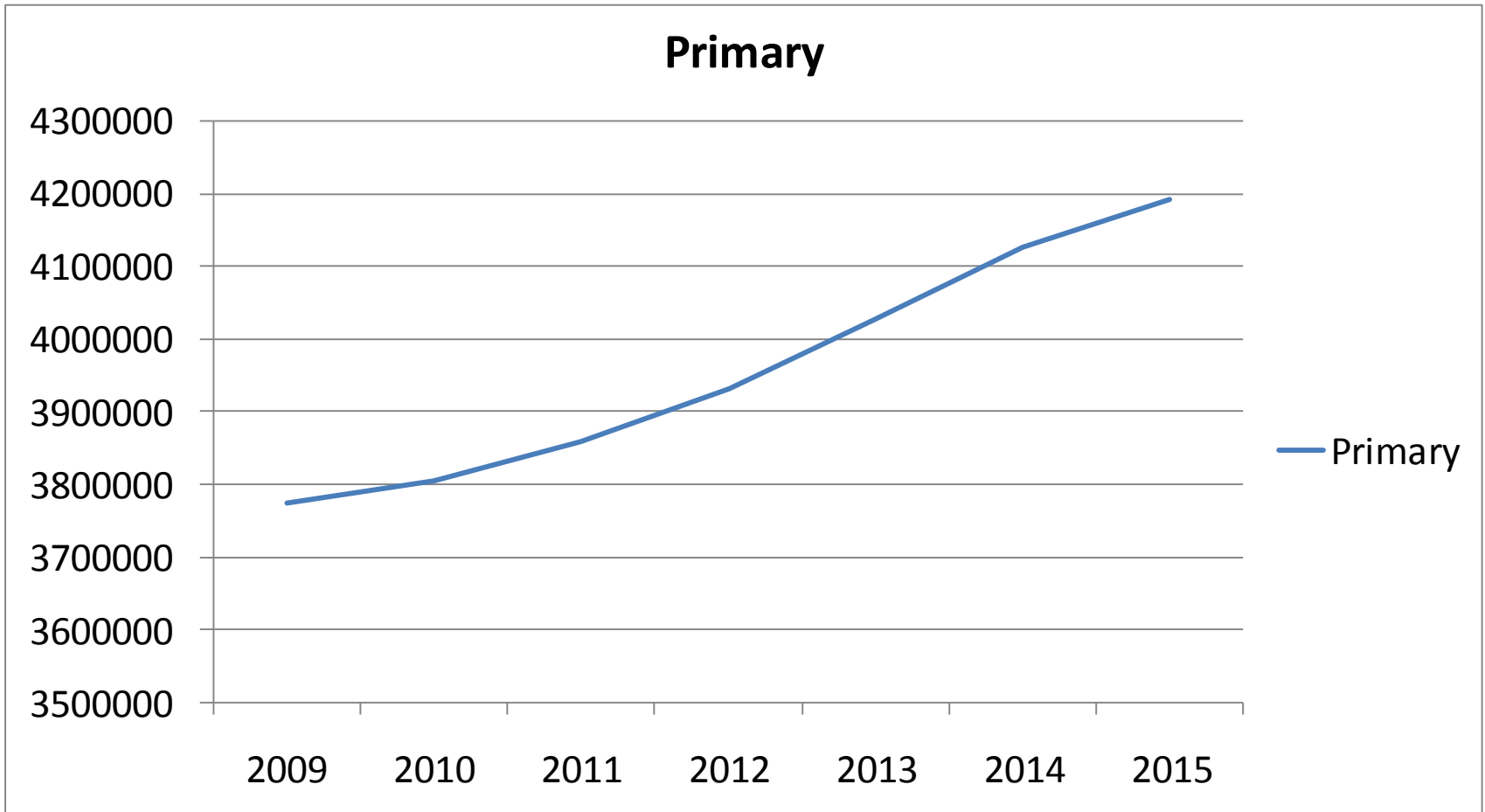
Schools that are fit for purpose,
to meet the needs of every
child

National Secondary growth

Secondary



National Primary growth



Fit for purpose

1. Sufficient classroom space
2. Organisation of adjacent spaces
3. Space for assembly and social
4. State of the art technology
5. Building in good decorative order
6. Good sporting facilities
7. Good provision for staff and admin
8. Rehearsal and performance space
9. Kitchen facilities for on-site prep
10. Bespoke, cutting edge design

Building legislation & regulation

- Sound&Acoustics/Water/Boarding/Medical/Washroom/
External space/Health&Safety/Lighting/Classroom size/
Staffspace/Storage/Foodprep/Security/Access/Load
bearingstructures/Weatherpenetration/Fire/Heating/Venti
lation

Work on minimum areas 15% less for secondary schools
and 5% less for Primary

- Sound&Acoustics/Water/Boarding Regs
- Medical/Washroom/External space/Health&Safety/
Lighting
- Classroom size/ Staff space/Storage/Food prep/Security/
Access/Load bearing structures/Weather penetration/
Fire/Heating/Ventilation

Standardised design

- Whole buildings
- Kit of parts
- Materials
- Reduce cost/m² and let market respond
- What about cost per pupil?

- Design in-house
- Design competition
- Choose exemplars

PfS Post Occupancy Evaluation 2010-2011

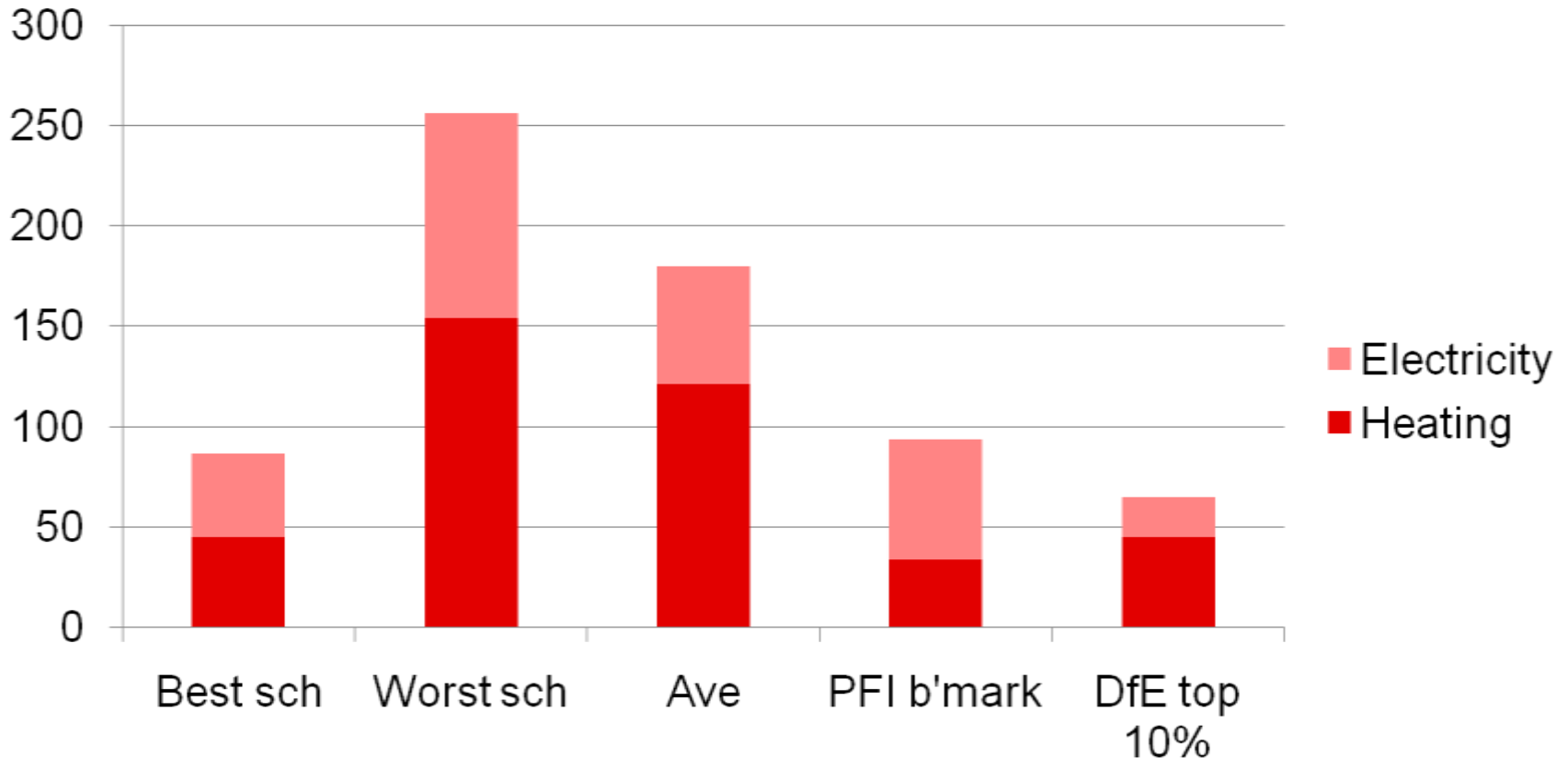
Highly rated schools had:

- Well-organised, compact and simple floor plans
- Maximised, collaborative use of space
- Clear circulation routes
- Teaching spaces grouped enabling communication

Poorly rated schools had:

- Hot and stuffy rooms
- Poor acoustics
- Poor use of playgrounds

Energy use kwh/m2/yr





Porro vita, puter opportunus

(Long life, loose fit)