

# POWYS COUNTY COUNCIL

## SCHOOLS STRATEGIC ASSET MANAGEMENT PLAN 2018 - 2024



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## 1. INTRODUCTION

The Schools Strategic Asset Management Plan (SSAMP) sets out Powys County Council's approach to developing and improving the school estate.

This Plan provides a long-term approach for efficiently and effectively developing and managing the school estate in Powys, ensuring that it supports the ambition of the Council as outlined in Vision 2025 and the Schools Organisation Policy 2018.

## 2. STRATEGIC CONTEXT

Vision 2025 sets out the Council's ambition for the future of Powys. A key priority within Vision 2025 is to strengthen Learning and Skills in the county by:

- Improving the educational attainment of all pupils;
- Supporting children and families to have the best start in life;
- Improving our schools infrastructure;
- Improving the skills and employability of young people and adults.

The Council's Key Purpose in line with the four core purposes of The National Mission is to enable the children and young people of Powys to become:

- Safe, healthy, confident and resilient individuals;
- Ambitious, capable learners, ready to learn throughout their lives;
- Enterprising, creative contributors, ready to play a full part in life and work;
- Ethical and informed citizens ready to lead fulfilling lives as valued members of society.

### 2.1 Policy drivers

This Schools Strategic Asset Management Plan is aligned with, and supports a wide range of strategies and policies. These can be summarised as:

#### **National policy drivers:**

- 21st Century Schools and Education Programme;
- Education in Wales – Our national mission 2017 – 21;

- Welsh-medium Education Strategy;
- Additional Learning Needs Transformation;
- The Well-being Future Generations (Wales) Act 2015.

**Local policy drivers:**

- Vision 2025 – Corporate Plan;
- Schools Organisation Policy 2018;
- Corporate Asset Management Plan;
- Powys Welsh in Education Strategic Plan 2017-20;
- Draft Accessibility Strategy for Educational Settings in Powys 2018-2021;
- Additional Learning Needs Transformation Programme;
- Powys Regeneration Strategy;
- Powys ICT strategy.

## **2.2 Organisational Overview**

The Powys school estate is diverse. It includes buildings of different ages and construction types. Whilst the Council has recently built six new primary schools, and is planning on a significant investment programme to improve the estate, the majority of schools are now of ageing stock. Some are of historic interest and are actually listed buildings.

The total number of schools that are maintained by the Council are listed below:

- 83 primary schools, including infant and junior schools, community primary schools, voluntary controlled and voluntary aided schools;
- 12 secondary schools;
- 3 special schools;
- 3 pupil referral units;
- 10 school houses.

A number of schools are categorised as condition C or D, which means they are poor and deteriorating. The overall condition assessment of schools can be found at Appendix A.

Schools in Powys play a central role in their communities, and any improvements to school buildings will need to take account of how the building can be utilised further to provide additional services to the community e.g. early years provision, childcare support, multi-agency services, library services, and include areas for community activity, where appropriate. This provides an efficient value-for-money approach and may support the continuation of community services, especially in rural areas.

There are also a number of primary schools adjoining community hall facilities which have shared usage.

A number of primary schools have adjoining early year's settings which are either run by the schools or by private settings. Many secondary schools are situated adjacent to leisure centres, and these facilities are used by the school to support the curriculum. Two secondary schools operate on multi-sites, as well as some primary schools.

### 3. AIMS AND OBJECTIVES

The Council aspires to ensure that Powys has the right number of schools in the right place, and in the right condition, for the current and future pupil population, and aims to have an educational model which meets the following objectives:

- Provides all learners with the opportunity to achieve their potential;
- Has high quality, resilient leadership and management;
- Has high quality learning environments, with the long term aim that all schools will be assessed as condition A or B;
- Has a greater focus on collaboration and partnership working, in order to enable schools to provide the best possible opportunities for learners;
- Enables schools to operate effectively and efficiently within the funding available;
- Increases demand for Welsh-medium provision and provides access to provision which will enable pupils to become confident Welsh speakers;
- Develops our schools into establishments that are central to community activity;
- Has a high quality ICT infrastructure that will enable all schools to provide enhanced opportunities for learners;
- Provides access to high quality early years provision;
- Provides support for learners with additional learning needs which aligns with the requirements of the new Additional Learning Needs and Education Tribunal (Wales) Act;
- Provides access to high quality post-16 provision in schools, which is attractive to learners, financially sustainable and minimises learner travel.

**The purpose of the Schools Strategic Asset Management Plan is to support the delivery of the aims outlined above by:**

- Providing a framework for the collection and comparison of information about the condition, suitability, sufficiency, sustainability, and health and safety requirements of all schools, defined in accordance with national and local guidelines;

- Identifies priorities and allocate spending on a needs-led basis, linked to and influenced by policies and plans being developed by the Council and the Welsh Government;
- Demonstrating fairness of treatment for schools, and transparency of decision making processes for capital and revenue spending;
- Delivering value-for-money through the cost-effective use of education assets;
- Managing demand for school places more effectively, and remove excessive surplus places;
- Ensuring that all schools premises are a safe environment for all users.

## **4. IMPLEMENTATION OF THE PLAN**

The Schools Strategic Asset Management Plan is delivered via the following main programmes:

- 21<sup>st</sup> Century Schools and Education Programme;
- Major Improvements Programme;
- Central Revenue and Asset Management Revenue;
- Schools Maintenance Programme;
- Other sources of funding.

### **4.1 21<sup>st</sup> Century Schools and Education Programme**

The 21<sup>st</sup> Century Schools and Education Programme is a collaboration between the Welsh Government, local authorities and further education colleges. It is a major long term and strategic capital investment programme, and represents the largest school building programme in Wales since the 1960s.

The Council is currently delivering projects within Band A of the 21<sup>st</sup> C Schools Programme, which runs from 2014 – 2019, and has already successfully built five new schools in the Gwernyfed catchment area and a new primary school at Ysgol Dafydd Llwyd, Newtown. Work is underway on two new primary schools in Welshpool, a new high school in Brecon, a new primary school in Carno and an extension at Ysgol Glantwymyn. Planned work includes a significant remodelling at Gwernyfed High School and Ysgol Calon Cymru, Llandrindod campus. The total value of Band A is £80m, with the Welsh Government contributing 50% of the funding.

The Council has also submitted its ambitious Strategic Outline Programme for Band B of the Programme, which runs from 2019 to 2024 – this was approved by Cabinet in November 2017 and subsequently by the Welsh Government.

Within this £113m Programme, projects include new school at Ysgol Bro Hyddgen, Machynlleth; a significant investment in primary schools in Newtown; new schools for Ysgol Cedewain and Brynlllywarch Hall special schools; new Welsh-medium provision; investment in primary schools in Brecon and plans for improving other schools across the county.

The 21<sup>st</sup> C Schools Programme prioritises strategic school reorganisation developments and/or targets schools which are in need of significant improvement. Most of the projects in Band A are the result of major school reorganisation in specific areas.

## **4.2 Major Improvements Programme**

This Programme focuses on developing extensions, replacement of boilers/roofs and windows, DDA improvements, statutory improvements, safeguarding boundary fencing and gates. The annual capital funding available is between £1m and £2m, and therefore projects must be carefully prioritised in order to maximise value for money and maintain operational continuity of schools.

The Programme is split into the following areas of work:

- Building adaptations & addition accommodation;
- Building fabric (Roofs, windows etc.);
- DDA & Additional Learning Needs adaptations;
- External work;
- Primary energy source & systems;
- Toilets & cloakrooms.

The scoring methodology and prioritisation was approved by the Cabinet in 2015 (C48-2015). Cabinet approved the Major Improvement Programme for financial year 2018/19 in April 2018.

## **4.3 Central Revenue and Asset Management Revenue;**

The Central Revenue and Asset Management Revenue budget has an annual allocation totalling £93,300. It supports minor works outside of schools repair and maintenance including minor DDA, safeguarding, health and safety and compliance remedial works under £10,000. The Asset Management Revenue budget purpose is to ensure the Schools Service can commission property advice from Property and Civil Engineering Professionals.

#### **4.4 Schools Maintenance Programme**

The Council is developing a planned and prioritised maintenance programme as this is an important part of strategic estate management. Using the Schools Asset Database, it is proposed to develop:

- An overall maintenance plan for the estate;
- A plan for day-to-day planned maintenance.

Maintenance of land and buildings is often categorised as either Planned Preventative Maintenance or Reactive Maintenance. Currently there is a balance between these two categories in schools. It is recognised good practice to allocate funding for these two areas of work on the basis of a 70:30 ratio, according to the Chartered Institute of Professional Financial Advisors.

Planned Preventative Maintenance includes works or activities that are undertaken:

- Before something fails;
- To prevent or stop building condition or equipment breakdowns;
- To fulfil a legal duty.

Reactive Maintenance covers works or activities that are not planned or cyclical. They will be undertaken because of:

- Unexpected failure of a component;
- Vandalism;
- Accidental damage.
- Urgent Health and Safety works.

#### **4.5 Schools Delegated Budget and the Property Plus Scheme**

A significant portion of repair and maintenance to schools premises is funded by the schools' delegated budget, which should be utilised to ensure that school buildings are serviceable and in good repair. The budget covers a balance of reactive and planned maintenance. Information from the Schools Asset Database is used to inform the allocation of annual delegated repair and maintenance budgets to schools.

Schools have the option to either undertake repairs and maintenance works themselves or to opt into the Council's Property Plus scheme, which covers minor repair and maintenance of buildings. These works are delivered by the Heart of Wales Property Service (HoWPS).

The Scheme is offered via a service level agreement, where schools currently pool over 80% of their delegated repair and maintenance budget over a period of three years. This funding provides and pays for:

- Keeping existing items serviceable and in good repair;
- The provision of a responsive maintenance service;
- The provision of minor cosmetic repairs which might not otherwise be funded.
- The covering work occasioned by vandalism except where such work is covered by school's insurance.

A revised service level agreement will be issued to schools in the autumn term 2018 and this will be looked at in line with the Schools Fair Funding Formula review.

Secondary schools have opted to undertake their own repair and maintenance and remedial works arising from statutory compliance testing and inspection reports to schools property, rather than utilising the Property Plus Scheme. However, if there are significant maintenance costs resulting from unforeseen factors, including any Estyn recommendations, then these will be need to be initially discussed with the Schools Capital and Property Manager before any work is agreed.

#### **4.3.2 Repair and Maintenance Kitchen Equipment Scheme.**

This again is an insurance approach to pooling schools delegated repair and maintenance funding managed by the Council's Catering Service. The service includes annual monitoring visits to ensure compliance with Health and Safety and food hygiene requirements. It also covers PAT testing of the Council's kitchen equipment and the repair and maintenance of kitchen equipment.

#### **4.3.3 Energy and water management**

The Council is benchmarking energy and water consumption, both between schools of similar sizes within the Council, and relative to aggregate figures for other LEAs and national comparators. The Schools Capital and Property Manager works in conjunction with the Corporate Energy Manager to:

- Monitor energy and water usage (including ways to operate school buildings more efficiently);
- Monitor gas and water leakage;
- Identify cost-effective options for reducing water and energy consumption in the design specification of new and refurbished buildings including planned maintenance or smaller capital projects such as boiler replacements.

The Schools Capital and Property Manager is working in conjunction with the Corporate Energy Manager to undertake investment grade proposals for a first tranche of schools which is likely to be funded by WG 'Salix' funding. There are likely to be further tranches of funding and work to schools, as well as on-going improvements through the 21<sup>st</sup> Century Capital programme and significant refurbishment and extensions.

#### **4.4 Other sources of funding**

Other sources of funding sometimes become available to support the SSAMP for Schools. These include:

- Section 106 agreements;
- Specific capital grants;
- Capital Revenue and Maintenance Programme for denominational schools
- Capital Revenue and Maintenance Programme for voluntary aided schools.

##### **4.4.1 Section 106**

When there is new non-school third party housing or commercial development in an area, this often creates a need for additional infrastructure or improved community services and facilities, without which there could be a detrimental effect on local amenity and the quality of the environment.

The impact of new developments are addressed by the planning system. The Council considers that it is appropriate to expect developers to pay for, or contribute to, improvements to infrastructure that would not otherwise be needed. The mechanism for achieving this level of mitigation is through legally binding agreements. Such agreements between a developer, or developers, the Local Planning Authority (LPA) and where appropriate other parties are known as Section 106 (S.106) Agreements and detail all the planning obligations that need to be fulfilled to enable the development to be implemented.

The Council uses Section 106 income appropriately to support schools infrastructure projects.

New Supplementary Planning guidance for developers on the Council's Section 106 policy is undergoing consultation by the Planning Service.

#### **4.4.2 Specific grants**

A number of grants are made available by the Welsh Government on an ad-hoc basis. Recently, these have included the Rural and Small Schools Grant; the Infant and Class Size Grant; funding to support the roll-out of the 30 years childcare offer and funding to develop Welsh-medium provision. The Council will ensure that it maximises any benefit from the availability of grant funding by ensuring that any grant applications are aligned with the Council's strategic policies and priorities, and based on information taken from the Schools Asset Database.

Other capital grants available from the Welsh Government include 'Salix' or 'Re-FIT' - capital funding to reduce energy consumption and CO<sub>2</sub> emissions.

4.4.3 The demonitional schools receive financial assistance from the Welsh Government for capital projects

4.4.4. The Voluntary Aided (VA) Schools Capital Grant Programme provides financial assistance for the establishment and capital maintenance of such schools in partnership with the school governors and local authorities.

Responsibility for the provision, repair and maintenance of a VA School is shared between the school governors and the local authority. Governors are responsible for the fabric of the school. The local authority is responsible for repair and maintenance and for the initial provision of the kitchen, dining hall, medical inspection room, caretaker's house and playing fields.

Under paragraph 5 of schedule 3 of the School Standards and Framework Act 1998, the Welsh Government has the power to grant aid 85% of the costs of the governors' approved expenditure, with the governors themselves required to meet the remaining 15%.

## **5. PRIORITISATION OF PROJECTS**

The Schools Strategic Asset Management Plan provides the means by which future needs are assessed, criteria for priorities are set, and informed decisions on local spending priorities are made. This approach will bring longer term certainty to the development, improvement and maintenance of school buildings and a more effective and efficient service delivery.

### **5.1 Schools Asset Database**

A Schools Asset Database is held by the Council, with information about individual school buildings, their ownership and usage, site area, playing fields, etc. There are sets of plans for each building and site.

The Database also includes data about condition, suitability and sufficiency of each school and this will be reviewed on an annual basis, prior to each financial year. Information contained in reports will be updated regularly, as more condition surveys are undertaken, or on completion of any building improvement works at a school. In this way changing needs and priorities can be taken into account.

The use of the Database enables the Council to respond to the change in schools property requirements. It helps to promote the equitable use of assets and it enables the Council to make informed decisions regarding the retention and the disposal of buildings as well as providing a transparent basis for property investment decisions. This ensures that buildings provide a healthy and safe environment for all users.

Some of the information below is in place and where there are any gaps, it is proposed to develop and collect the information held about the school estate.

This is to include:

- A plan of the buildings with useful information such as fire safety measures, location of hydrants, location of utility meters and incoming services;

- A plan of the site with utilities information, such as mains drainage, stopcocks, cabling and isolation points;
- A breakdown of areas by use;
- An inventory of important components and their life expectancy, such as boilers, plant and equipment;
- Up-to-date statutory compliance records;
- A schedule of maintenance contracts such as annual portable appliance testing (PAT), gas safety, boiler maintenance and fire measures;
- Building condition surveys;
- Asbestos management survey and plan;
- Contacts for regular building works contractors and property services consultants.

## **5.2 Methodology for prioritisation**

The Schools Asset Database provides the basis for up-to-date information on each school. This information is reviewed annually or when priorities arise, and a scoring methodology is applied which allows projects to be prioritised.

The methodology considers the following key criteria:

- Condition;
- Sufficiency;
- Suitability;
- Sustainability;
- Health & Safety issues including:
  - Legislative compliance;
  - Environmental Health issues (kitchen environmental health reports);
  - DDA compliance;
  - Property safeguarding issues.
- Consideration is also given to whether a school is part of a current or future strategic school reorganisation development.

Within the categories above, certain criteria are applied and scored with different weightings according to need / risk / statutory requirements. The

resulting total score of all the categories enables the projects to be ranked against other projects.

Where there is an unprecedented event on a school site, then the Council will direct resources to ensure the health, safety and welfare of pupils and staff.

In the event that there are recommendations by Estyn about the school property following an Estyn inspection, these will be immediately prioritised and ranked for funding and delivery.

### **5.3 Assessment Criteria**

The following provides further detail about each of the assessment criteria:

#### **5.3.1 Condition**

Condition and maintenance issues that are identified are prioritised using condition grading and prioritisation ratings below:

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

The condition of each building or property element is categorised as follows:

- **Grade A – Good.** Performing as intended and operating efficiently;

- **Grade B – Satisfactory.** Performing as intended but exhibiting minor deterioration;
- **Grade C – Poor.** Exhibiting major defects and/or not operating as intended;
- **Grade D – Unsatisfactory.** Life expectancy expired and/or serious risk of imminent failure.

The Council commissions an annual programme of condition surveys to be undertaken – the Schools Asset Database captures this information on a regular basis. Although condition surveys provide a systematic approach, information on the state of a building can also be collected in other ways and school Head Teachers and Premises Managers play a vital role, by ensuring that information is collected on an on-going basis, as part of other routine maintenance inspections.

Condition surveys are non-intrusive and should identify critical elements that may require further investigation. These could include possible structural problems or health and safety risks. The need for further investigative surveys must be recorded in the overall condition assessment.

All surveys will identify work necessary to bring premises up to a serviceable state and to achieve a condition grading of A or B, including any work to rectify breaches in legislation.

Surveys should also provide an estimated cost for repair or replacement including any associated professional fees.

### **5.3.2 Suitability**

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

Suitability assessments are concerned with the numbers and characteristics of each type of internal space and external area. They also cover some aspects of health and safety requirements. Property education professionals will be commissioned to carry out assessments for suitability for teaching and learning.

### **5.3.3 Sufficiency**

Sufficiency focuses on measuring the capacity of schools and on the quantity and organisation of places within and across schools in relation to demand. The aim of a sufficiency assessment is to offer a fair and consistent method of identifying any surplus or deficit of pupil places, and assess demand for school places.

For the purposes of the Plan, the definition of sufficiency includes two separate measurements:

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

A capacity measurement will be used to

- Be used to measure surplus places;
- Indicate an admission number for schools;
- Identify the surplus accommodation on school sites which might then be relocated to meet needs on other school site.

Local authorities are guided by the Welsh Government's circular 021/2011 document "Measuring the Capacity of Schools in Wales". The capacity of all schools in Powys have been re-calculated according to the latest formula.

### **5.3.4 Sustainability**

Whole life costs are considered to inform future revenue needs and to reduce the impact on the services and schools budgets. As part of any option appraisals for a priority where for example, there is a boiler replacement, the schools Display Energy Certificate rating, annual fuel costs, fuel source availability and location is considered to assess where energy usage and emissions of CO<sub>2</sub> can be reduced and whether there is an option to switch the energy source.

### **5.3.5 Health and Safety Policy and Compliance**

The Council must constantly ensure it is complying with all necessary legal requirements relating to the occupation of the estate, including:

- Health and Safety law and other relevant laws and guidance;
- Planned preventative maintenance;
- Statutory inspecting and testing;
- Environmental Health – Structural Compliance in school kitchens;
- Occupiers Liability Act.

The Council has a Corporate Health and Safety policy which recognises the duties and obligations under the Health and Safety at Work Act 1974. To support compliance with the regulations when appointing more persons [to comply with statutory compliance] and regulations it must comply with the Management of Health and Safety at Works Regulations 1999, relating to maintenance and construction works.

#### **i) Statutory compliance**

Statutory compliance in buildings is the legislative requirement to protect the building, fabric, systems and users. A list of the certifications generally needed in schools can be found in Appendix B.

All schools have statutory compliance testing and servicing funded centrally and this is undertaken by the Council's delivery partner HoWPS.

The Council responds to RADON testing by undertaking statutory remedial works at all schools affected in Powys.

#### **ii) Tree Safety**

If any trees on school property are not safe and present a hazard to pupils, staff and others, responsibility for the management of trees on school sites rests with schools. The inspection or management of trees must be undertaken by a competent Arboriculturalist or a Tree Surgeon on a regular basis, and schools are advised to have a Tree Management Plan in place which is regularly reviewed, particularly where woodland or habitat areas are in regular use.

**iii) Environmental Health legislation – Structural requirements in the kitchen**

Schools must comply with Environmental Health kitchen inspections with a frequency of inspections between 12-18 months for each school. The Schools Service receive copies of the Environmental Health Officer reports issued to Head Teachers. Any structural requirements to repair or to improve the property fabric, plant and equipment are in general funded by the school from their delegated school repairs and maintenance budget. If there are significant works, these are funded from the Schools Major Improvements Programme.

**iv) Schools property safeguarding and site security**

Safeguarding audits have been undertaken for all schools and these have been collated and prioritised. It is proposed to update this information and prioritise any findings into the programme of planned works.

**v) Equalities and property adaptations**

Where there are specialist needs for a pupil being admitted or already admitted to a Powys County Council School, then reasonable adjustment will be considered for funding, whilst taking into consideration all property options and approach to meeting these needs.

## 6. GOVERNANCE AND MANAGEMENT

### 6.1 Governance structures and accountability

The Schools Strategic Asset Management Plan is governed by the Council's **Learning and Skills Programme Board**. Membership of the Learning and Skills Programme Board includes Leader of the Council, Portfolio Holders for Education, Property and Finance, Director of Education and Heads of Services. This enables a cross-service/portfolio holder oversight of the SSAMP and associated programmes. The Board is responsible for monitoring progress, financial monitoring and risk management. The Board is also responsible for approving any strategic changes to programmes within the SSAMP.

More detailed reporting and monitoring takes place at the **Schools Transformation Capital Projects Board**, where individual projects are monitored and reported, and issues/risks identified and addressed. Any issue or risk that is not able to be addressed at this Board is escalated to the Learning and Skills Programme Board. Membership of the Schools Transformation Capital Project Board includes Portfolio Holders for Education and Property, Senior Manager Schools Transformation, programme and project Managers, finance officers, communications officers, and representatives from Heart of Wales Property Services.

The Council's **Strategic Asset Management Board** also receives regular progress reports as part of its role in delivering the Corporate Asset Management Plan, to ensure that there is synergy between the SSAMP and the corporate programme.

### 6.2 Programme/project management

The Senior Manager Schools Transformation manages the delivery of the SSAMP and its associated programmes:

- Individual projects within the 21<sup>st</sup> C Schools Programme are managed by a team of programme managers from the Schools Transformation Team'
- The Major Improvement Programme and the Schools Property Maintenance Programme are managed by the Schools Capital and Property Manager and Support Officer.

Once a project is approved, it is assigned a project manager from within these teams. Project management teams are then established, mostly for larger projects - these include officers from across various services who meet regularly to ensure effective progress of each project.

Smaller projects are managed individually by the School Capital and Property Manager and Support Officer.

Programme and project management within the Council are based on the principles of Managing Successful Programmes (MSP) and Prince 2. All project managers are MSP and Prince 2 trained.

### **6.3 Commissioning**

The next stage in the SSAMP process is to commission a project for implementation – projects could be commissioned to a range of property professionals, for example, the Heart of Wales Property Services (HoWPS), Powys County Council's Engineering Design Services or other external consultants, as appropriate. The work is commissioned by the Schools Capital and Property Manager using a commissioning template. This records all key information for all commissioning orders.

The Authority has established a joint-venture with Kier Construction Ltd, and has established a 'partnering' approach with HoWPS. Once HoWPS receive a commission for work from the Council, officers from within HOWPS are then assigned to work alongside the Council's project managers. Clear roles and responsibilities have been agreed between both organisations to ensure effective delivery of projects.

Commissioned work could include

- providing all property advice;
- delivering reactive and planned maintenance works;
- professional advice, feasibility, site investigation, design, contract administration and project management;
- Development of business cases.

#### **6.4 Procurement**

As well as traditional procurement methods, new approaches have been used including NEC Design & Build, to achieve maximum value for money. CHAS and Constructionline is the approach being used to identify suitable firms for inclusion on tender lists, in relation to all construction works. Larger new-build projects are tendered via the SEWSCAP2 framework.

Delivery of added value through Community Benefits (Social Value) policy must be an integral consideration in procurement. Community Benefits are a key part of securing any Welsh Government funding through the 21<sup>st</sup> C Schools Programme and other centrally funded grants, and the authority utilises the Welsh Government's Community Benefits toolkit to monitor impact.

It is essential that all projects include community benefits and a benefits realisation plan. These benefits are a critical part of the 21st Century Schools and Education Capital programme, so that all funded projects are 'fit for purpose'. They also ensure wider social, environmental and economic issues are also taken into account during the project life cycle.

#### **6.5 Benefits Management Strategy**

Benefits that will be realised may be either financial or qualitative (for example improvement in educational standards). For larger projects such as those funded via the 21<sup>st</sup> C Schools Programme, a strategy and supporting plan for benefits is included within each Full Business Case. This identifies what will happen, where and when the benefits will occur. Details of who will be responsible for delivery of proposed benefits are included.

The plan for benefits will be integrated into or coordinated with the project plan and will be very clear regarding handover and responsibilities for on-going operations in the changed state (where the benefits will actually accrue). There will be a tracking process, which monitors achievement of benefits against expectations and targets. The tracking process will be capable of tracking both 'hard' (e.g. cost, headcount) and 'soft' (e.g. image) benefits and operates alongside the changing operation. The progress of this plan will be reported by the project manager to the Learning and Skills Programme Board.

In particular, the Benefits Management Strategy will be integrated into the programme plan and will address the following issues:

- That the potential benefits are clearly identified;
- That the benefits are clearly understood across the project and the various Project Teams. It is the role of the Project Manager to ensure that this is achieved;
- That benefits are placed into manageable groups and managed by the relevant teams:
  - Standards of Education;
  - Places, Participation and Accessibility to wider provision;
  - Standards of provision - State of art facilities and education provision;
  - Effective financial management.

## **6.6 Risk Management Strategy**

All projects have an element of risk and there must be a proactive approach to risk management to balance risks against the potential rewards and plan to minimise or avoid them. It is also acknowledged that taking some amount of risk will be inevitable to the success of the project. The strategy for dealing with the management of risk for the preferred option follows a PRINCE2 methodology.

Each project will have a risk register which will be managed by the project manager, and this will be a 'living document' and reviewed and amended (where required) at each meeting of the Schools Transformation Capital Projects Board, in line with the corporate approach to managing risks. The framework and plan of the risk register will involve a rated table format. The risk will be described and the date of its identification noted. An initial risk rating will be made and the probability and impact of the risk evaluated, followed by a residual risk rating column. The effects and impact of risk can involve elements such as environment, time, quality, cost, resource, function or safety and regular meetings will be held to review all aspects. Within the format there will also be the facility for proposals to mitigate and manage, identifying the control strategy, risk owner and the current risk status.

The risks and issues identified within this project will be cross referenced with the risks/issues held by the Programme Board so that cross cutting issues can be mitigated safely.

This approach underpins the risk management strategy for the Council and, as such, has been incorporated as a standard approach across all projects.

### **6.6.1 Risk Identification**

Risk identification can occur at all levels of the project, whether from the project teams or the project manager regarding the sub-elements of the project or from the Programme Board (where external risks are identified). Initial risks will be identified through structured workshops attended by the relevant experts and these risks will be captured in a formal risk register document.

When a risk is identified, the project manager will be responsible for evaluating each risk in terms of the likelihood and impact. The project manager will also enter this information onto the risk register and assign a risk owner who will update the project manager on the status of the risk including the results of mitigating actions.

### **6.6.2 Risk Analysis and Mitigation**

It is acknowledged that risks will change as the project develops and for that reason the risk mitigation strategy will be fundamental to the success of the project undertaken by the Council. A risk mitigation strategy refers to the additional efforts, if any, that must be taken by management to lower the likelihood of the risk occurring and/or to minimise the impact on the programme if the risk did occur. While risk can never be totally eliminated, it can be managed and mitigated to lessen the likelihood and or impact of the risk on the programme. The process proposed by the Council will include:

- Roles and responsibilities for developing, implementing and monitoring the strategy;
- Timelines;
- Conditions present in order for the risk level to be acceptable;
- Resources required to carry out the planned actions;
- Managers responsible for the various areas of the project will need to routinely monitor or review the status of risks. This will be achieved by:
  - Reporting on risk areas along with performance;
  - Developing risk indicators to monitor the status of risks, particularly for those areas of the project which are complex or seen as risky initiatives.

Risk management will be fundamental to the management of the project and as such, the project risk register will be reviewed on a weekly basis by the project manager. All risks arising from the project teams will be sent to the project manager for evaluation.

## **6.7 Information Management**

A Schools Asset Database is held by the Council, with information about individual school buildings, their ownership and usage, site area, playing fields, etc. There are sets of plans for each building and a comprehensive set of site plans.

The Schools Asset Database also includes data about condition, suitability and sufficiency of each school and this will be reviewed on an annual basis, at the start of each financial year. Information contained in reports will be updated regularly, as more condition surveys are undertaken, or on completion of any building improvement works at a school. In this way changing needs and priorities can be taken into account.

The use of the Schools Asset Database enables the Council to respond to the change in schools property requirements. It helps to promote the equitable use of assets and it enables the Council to make informed decisions regarding the retention and the disposal of buildings as well as providing a transparent basis for property investment decisions. This ensures that buildings provide a healthy and safe environment for all users.

Information will continue to be fed into this process, particularly where issues are identified in Estyn reports (which are felt to be having an impact on standards). It is proposed that each school will have access to a complete set of data relating to its own premises. In the case of voluntary schools this will also be made available to the relevant diocese as well.

## **6.8 Stakeholder Engagement**

To ensure roles and responsibilities are clearly defined, the Council has an established Local Authority-School Partnership Agreement which is run over three year periods for the Major Improvement and Schools Maintenance Programmes. It sets out the responsibility of the school and the Council for the control of schools premises and their maintenance and repairs.

Within the partnership agreement, it clearly sets out the responsibility of the school and Council for health and safety matters.

The partnership agreement and health and safety policy are regularly reviewed.

It is the responsibility of schools to advise the Schools Capital and Property Manager when any works funded by schools directly have been undertaken and there have been changes to the school buildings layout. This ensures that

all building capacity and condition data information is kept updated and room layouts are correct.

Existing school capacity assessments will only be amended if there are changes to the buildings or rooms due to new school buildings, refurbishment or reconfiguration works.

## **6.9 Communications Plan**

A Communications Strategy and Plan has been developed. Information about various projects is shared through the following platforms:

- Plans for Powys Schools webpage [www.powys.gov.uk/en/schools-students/plans-for-powys-schools](http://www.powys.gov.uk/en/schools-students/plans-for-powys-schools)
- Social media <https://www.facebook.com/powysschoolsplans> and <https://twitter.com/Planpowysschool>
- Termly newsletters
- Corporate updates
- Press releases

## **6.10. Contact details**

Please use the email **school.modernisation@powys.gov.uk** for any enquiries related to the Schools Strategic Asset Management Plan or ring **01597 826155**.

## **7. ACTION PLAN 2018/19**

- Continue with commissioning of annual condition and suitability surveys to inform investment priorities;
- Review and update the Property Plus and Kitchen Equipment Agreements for schools repair and maintenance for implementation in financial year 2018/19;
- Continue work to review schools identified to have potential capacity and suitability issues in the period from 2018-2023. This work will include:
  - Reviewing and agreeing projected future numbers with the Headteacher and Governors of the identified schools;
  - Reviewing any potential change to usage of available space in each identified school and amending the capacity calculation within the capacity calculation;
  - The identification of primary schools that require additional space to meet projected future pre-school and school place demand;
  - The identification of works required to address identified suitability issues;
- Continue to deliver Band A of the 21<sup>st</sup> C Schools Programme;
- Commence Band B of the Programme and carry out initial feasibility work and develop outline designs;
- Continue forecasting of pupil numbers from live birth data, Pupil Level Annual School Census and potential housing developments for school catchment areas;
- Finalise the impact on schools of the proposed change to the age of admission from September 2017 and the location of feeder early years settings into schools;
- Assess the available buildings and spaces for the delivery of pre-school education settings, to meet the requirements of the proposed change in the age of admission for the children living in each primary school area;

- Develop plans and forecast places for the provision of 3 year old settings for 30 hours per week from September 2020 to meet Welsh Government policy;
- Implement the annual programme of planned maintenance to schools, funded from the Major Improvements programme;
- To improve the housing quality, begin the transition to transfer school houses from the Schools Service to the Housing Service within financial year 2018/19;
- Review, revise and update the Schools Asset Database annually.

**Appendix A – Schools Building Condition, Suitability and Sufficiency data  
2018**



## Appendix B – Certification requirements

- Air conditioning systems;
- Asbestos;
- Boilers (and other gas installations);
- Concertina seating;
- Fire escape and safety;
- Electrical fixed wiring;
- Lifts and lighting equipment;
- Local Exhaust Ventilation (LEV) extraction systems;
- Water systems;
- Electrical and lighting systems including:
  - a. Portable appliance testing;
  - b. Fixed electrical installation tests (including lightning conductors);
  - c. Emergency lighting.
- Heating and cooling systems including:
  - a. Gas appliances and fittings;
  - b. Fuel oil storage;
  - c. Air conditioning systems (including heat pumps);
  - d. Pressure systems.
- Legionella: tests and checks;
- Building fabric including:
  - a. Asbestos;
  - b. Glazing.
- Working at height and fall protection systems;
- Safety and security systems including:
  - a. Fire detection and alarms systems;
  - b. Existing school estate to ensure the health, safety and welfare of pupils;
  - c. New schools;
  - d. Fire doors;
  - e. Firefighting equipment including extinguishers, fire blankets, sprinkler systems;

- f. Fire service facilities including dry risers, access for emergency vehicles, emergency switches and information about the contents of the premises.
- Fire safety covers fire risk assessments for premises;
  - Fume cupboards and extract systems;
  - Catering extract duct cleaning;
  - Chemical storage;
  - Hydrotherapy and swimming pools;
  - Playground and gymnasium equipment;
  - RADON.