



**Hertfordshire**  
COUNTY COUNCIL

Children, Schools  
& Families



**ASSET MANAGEMENT PLANNING  
FOR SCHOOLS**

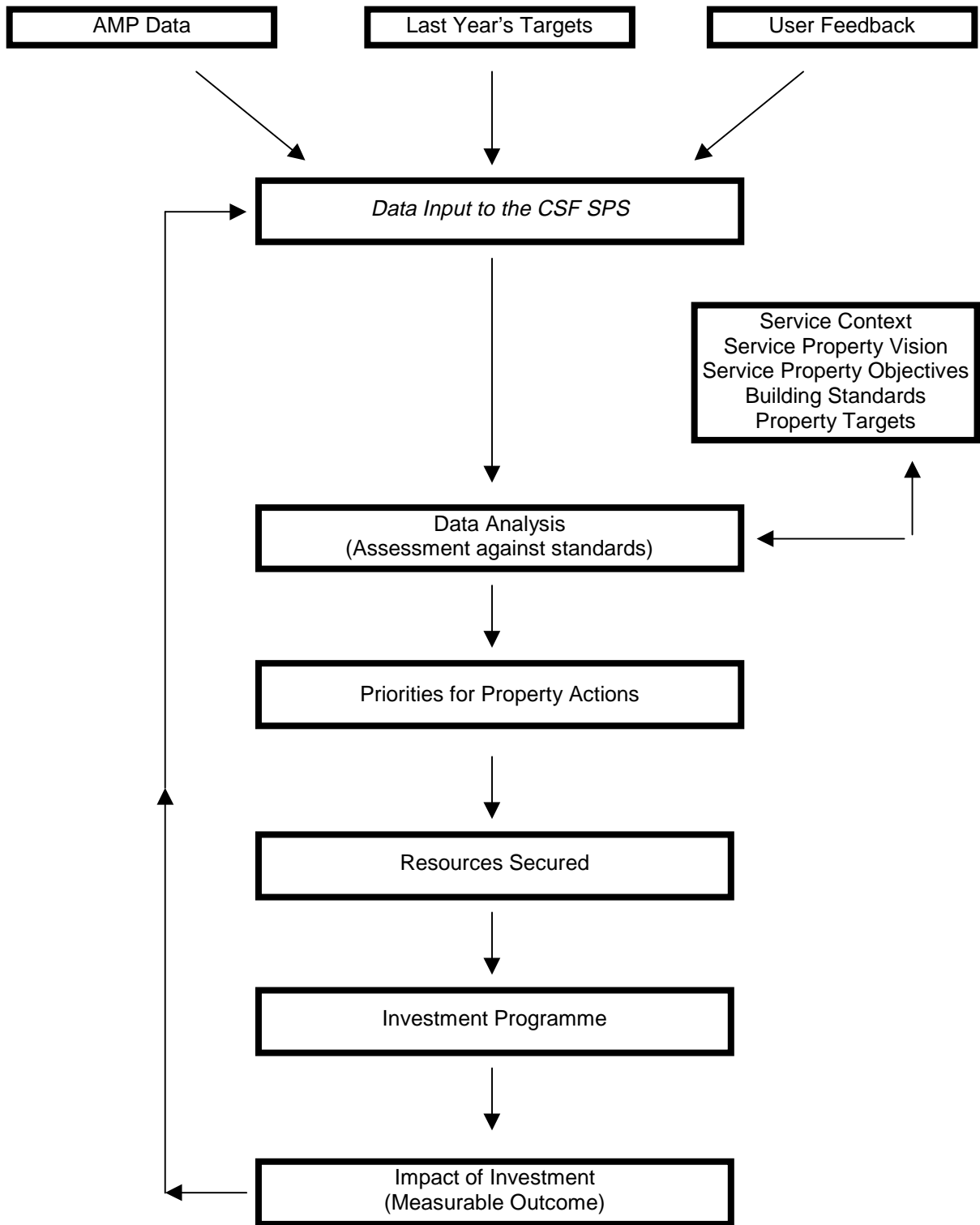
**Section 1: Local Policy Statement  
2002**

This document sets out the approach to Asset Management Planning for Schools.

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## SERVICE PROPERTY STRATEGY : FROM VISION TO PROJECT



## 1. INTRODUCTION

Hertfordshire recognises that school buildings have a key part to play in improving educational standards. They are also valuable assets that need to be managed both strategically and on a day to day basis.

The School Standards and Framework Act 1998 changed the responsibilities of schools and the LEA in relation to the management and maintenance of buildings. The framework emphasises the strategic role of the LEA, in consultation with its partners, in determining priorities for the County. Increasingly, schools have a direct responsibility to fund and manage premises development within the framework of a School Development Plan.

As part of its decision-making the LEA has an asset management planning process. This provides the basis for identifying property needs and prioritising the resources to meet them in an open and objective way.

The process of asset management planning includes:

<b>1.</b>	Setting objective criteria against which school buildings are assessed in terms of their condition, suitability, sufficiency and running costs, using DfES guidelines and criteria.
<b>2.</b>	Undertaking surveys and collecting objective data which require schools to participate in assessments (including some self-assessment) and to verify of the overall results.
<b>3.</b>	The analysis and benchmarking of information presented in the reports to identify the worst building problems.
<b>4.</b>	Consultation with interested parties to set criteria for identifying priorities for action.
<b>5.</b>	Developing actions to ensure implementation of the priorities by the LEA, the diocese and trustees, and schools.

There are three components to the Asset management plan for schools:

<b>1</b>	<b>The data</b>	The raw information on condition, suitability, sufficiency, costs etc which is used to help set priorities and inform decisions.
<b>2</b>	<b>The Local Policy Statement (LPS)</b>	This document - which sets out the overall approach.
<b>3</b>	<b>The Statement of Priorities (SoP)</b>	The companion document that sets out the property investment priorities which the LEA wishes to pursue.

All three are submitted to the DfES to secure funding to deliver the identified priorities. The two statements are revised annually. The LPS and the SoP form part of the Service Property Strategy for CSF, which covers all the property used to deliver services. A diagram of the Service Property Strategy process 'From Vision to Project' is shown on the opposite page.

**Asset management planning is a collaborative process that relies on all the stakeholders working together to improve property and so enhance educational achievement and the experience of learning.**

## 2. CONSULTATION PROCESS

### 2.1 Standard approach to involvement

The LEA follows the timetable set out by the DfES in terms of undertaking asset management planning and submitting the resulting documentation and information. As part of the process, all schools are consulted on the processes and prioritisation within asset management planning.

<b>1.</b>	<b>Submission of data to the DfES</b> <i>Data provided in required format.</i>	April / May
<b>2.</b>	<b>Preparation of a draft LPS and SoP</b> <i>The AMP Implementation Team (AMPIT) prepares them for consultation. (See 2.3)</i>	May
<b>3.</b>	<b>Consultation with Schools</b> <i>A copy of the draft LPS and SoP are posted on the CSF Property grid site (<a href="http://www.intra.thegrid.org.uk/premises">http://www.intra.thegrid.org.uk/premises</a>) and a paper copy is circulated to all schools for comment. In addition consultation meetings are held. Feedback received is taken into account in the final draft document.</i>	June / July
<b>4.</b>	<b>Consultation with dioceses</b> <i>The Dioceses of Westminster and St. Albans are consulted in relation to the LPS and the SoP. Both dioceses are supplied with copies of the draft LPS and the SoP and the CSF Planning Officer (AMP) meets with their nominated officers.</i>	June
<b>5.</b>	<b>Amendment to draft documents</b> <i>AMPIT considers the comments received and agrees amendments.</i>	July
<b>6.</b>	<b>Consultation with Resources Partnership Group</b> <i>The Group is consulted on the process in the draft LPS and the and the priorities contained in the draft SoP. In 2001-02 there was a formal consultation meeting with this group.</i>	July
<b>7.</b>	<b>Approval</b> <i>Cabinet approves the LPS and SoP at the same meeting as the Corporate Asset Management Plan.</i>	July
<b>8.</b>	<b>Submission of Local Policy Statement and Statement of Priorities</b> <i>The documents are sent to DfES by 31 July.</i>	July
<b>9.</b>	<b>Issue of final versions of documents</b> <i>Copies are sent to schools and chair of governors and a copy is placed on the CSF Property gridsite.</i>	September
<b>10.</b>	<b>Schools advised of investment decisions</b> <i>The outcomes of all capital programme priorities (major and minor works), successful Seed Challenge bids and other funded projects are communicated to all schools. For the 2001-02 CSF capital programme as allocations were made letters were sent to all schools informing them</i>	Ongoing

■ <i>of the programmes.</i>	
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## 2.2 This year's approach

The requirements for the Local Policy Statement have not changed substantially and therefore it was decided that consultation through the Resources Partnership Group was appropriate. This was agreed at a meeting of this group. The LPS has been reformatted to meet the new required structure and to attend to points raised by the DfES in its assessment of last year's document.

However, this year there has been extensive consultation on the *detailed* process of collecting data, particularly on refining the approach to the collection of data. This has taken place with the countywide representative groups for secondary, primary and special school head teachers. Consultation with non-diocese VA schools was undertaken via these groups. The same groups and the dioceses were also consulted, through meetings, on the priorities for the modernisation and other capital programmes.

## 2.3 AMP Implementation Team (AMPIT)

The Team meets regularly to oversee the development and arrangements for the CSF AMP. It comprises:

1.	CSF Assistant Director: Planning.
2.	CSF Assistant Director: Resources.
3.	CSF Planning Manager: with responsibility for the capital programme.
4.	CSF Planning Officer: with responsibility for AMP.
5.	CSF Senior Planning Manager: Property Unit.
6.	CSF Project Manager: Management Information Unit.
7.	Head of CSF Central Finance Unit.
8.	CSF Planning Officer: Data and information.
9.	Corporate Services Principal Property Review Officer.
10.	Corporate Services Property Programme Officer

The team prepares the draft LPS and SoP prior to circulation and formally reviews the responses received through the consultation process.

## 2.4 Resources Partnership Group (RPG)

The LEA uses this group, made up of representative head teachers and senior officers from the CSF Department, as a major forum for information sharing and consultation. The group meets twice per term. At its meeting on 19 July 2001 it was agreed that this group would fulfil the role of the representative development group. Such a group is required by the DfES to guide development of asset management planning. Asset Management Planning is now a standard item on their agenda.

The remit of the group is to:

1.	<p>Comment on the specific areas of policy which the RPG is involved in:</p> <ul style="list-style-type: none"> <li>the scheme of delegation for primary, secondary, special and nursery schools</li> </ul>
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	<ul style="list-style-type: none"> <li>revenue and capital budgets.</li> </ul>
<b>2.</b>	Advise on the agenda for the development of CSF, covering both policy and operational issues.

Examples of the work of the group beyond considering the LPS and SoP include:

<b>1.</b>	Considering the capital programme.
<b>2.</b>	Reviewing the unit of resource for schools.
<b>3.</b>	Sources of external funding.
<b>4.</b>	Resources attached to Quality Protects and Early Years.
<b>5.</b>	Minor works
<b>6.</b>	Allocation of resources to CSF (non-schools) services.

### **3. PREMISES INFORMATION**

#### **3.1 Process for collecting and analysing premises information**

Each school is assessed in four ways:

<b>1.</b>	<b>Condition</b>	This focuses on the physical state of the premises to ensure safe and continuous operation.
<b>2.</b>	<b>Suitability</b>	Suitability is defined as how well premises meet the needs of pupils, teachers and other users and contribute towards raising standards of education. The particular focus is on the quality of premises required to meet curriculum or management needs that impact on the role of the LEA in raising education standards.
<b>3.</b>	<b>Sufficiency</b>	This assesses the capacity of schools. Importantly, it will consider the supply of school places and help to identify where a surfeit or deficit exists in relation to predicted school population figures for an area. Currently, MOE capacity data is used for this purpose, but a new method is to be introduced.
<b>4.</b>	<b>Running costs</b>	This survey focuses on energy and water and allows consideration of issues such as energy efficiency and the impact on the environment. The data is from information collected by the county council's property consultant.

Method statements for undertaking the work of condition, suitability and sufficiency surveys have been prepared in consultation with representative headteacher groups at both county and local levels.

### 3.2 Condition

In undertaking the condition aspect of asset management planning the LEA follows the guidance set out in the DfES' AMP guidance documents, including the categorisation and assessment procedures.

The condition data is used to:

<b>1.</b>	Determine the repairs and maintenance and capital programmes using an open and objective procedure.
<b>2.</b>	Provide schools with information to inform their own development planning in relation to site maintenance and improvement.
<b>3.</b>	Inform funding bids to the DfES, the county council and other potential funding sources.

In order to ensure asset management information is as up to date and reliable as possible, **consultant building surveyors undertake condition surveys of all schools on a three yearly basis.**

The new surveys being undertaken this year are providing data of improved accuracy and reliability in comparison to the first round of surveys. This is being achieved by the creation of a small, specialist team of surveyors working to a carefully defined and agreed set of quality assurance descriptors that were agreed with schools. Both the county council and its property consultants already undertake validation processes to ensure consistency and accuracy.

Condition surveys are undertaken by appointment. Schools are asked to provide an appropriate member of staff or governor to accompany the surveyor during the survey and to agree gradings as they are assessed. Where a dispute cannot be resolved at the time there is an escalation procedure to enable a settlement to be reached. It is the intention of the LEA that no disputed assessments will be left unresolved.

The escalation procedure is:

<b>1.</b>	The condition reports are issued to each school for verification.
<b>2.</b>	Schools formally raise outstanding concerns with the property consultant.
<b>3.</b>	Schools and property consultant seek to resolve concerns.
<b>4.</b>	Any outstanding concerns are referred to an independent surveyor.

The Genes1s AMP software provides a sophisticated means of analysing and determining priorities between one school and another and between priorities within the same school. In addition to the DfES requirement to provide a condition grading on a four point scale (A-D) and a priority grading on a four point scale (1-4), each building sub-element is rated by HCC consultant surveyors against the criteria set out in the table below. This enables a more detailed total score to be given to each of the surveyed elements which provides more detailed information for decision-making.

	<b>Element</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>1.</b>	Operational.	<b>0</b>	<b>2</b>	<b>4</b>	<b>6</b>

<b>2.</b>	Technical condition.	0	1	2	3
<b>3.</b>	Health and Safety.	0	2	4	6
<b>4.</b>	Value for money.	0	2	4	6
<b>5.</b>	Service perspective.	0	1	2	3

### 3.3 Suitability

In undertaking the suitability aspect of asset management planning the LEA follows the guidance set out in the DfES' AMP guidance documents, including the categorisation and assessment procedures.

The suitability data is used as a key factor to:

<b>1.</b>	Determine the modernisation programmes using an open and objective procedure.
<b>2.</b>	Provide schools with information to inform their own development planning in relation to modernisation. Information is available via a County Council website and is also available in paper format.
<b>3.</b>	Inform funding bids to the DfES, the County Council and any other potential funding sources. £12.9 million was secured for 2002 and benefited 22 schools.

In 2000 it was agreed, in consultation with the Resources Partnership Group, that the suitability surveys would be best achieved through a process of self-assessment by schools, with support from the Property Unit at County Hall. This process was tested through a pilot project. Guidance was issued to schools about how to assess their accommodation and how to return data.

In order to ensure asset management information is as up to date and reliable as possible suitability surveys are updated by schools on an annual basis. The data is held on the Genes1s AMP database. The LEA expects that all schools will make a suitability return.

The LEA is aware that the suitability survey process and the quality of data collected needs to be enhanced in line with experience and feedback from schools. New comprehensive surveys of all schools will be undertaken this year. For this year and for the future the following improvements will be made:

<b>1.</b>	The AMP website is being redesigned and enhanced with more efficient means of inputting and accessing information to make it easier for schools and the LEA to use.
<b>2.</b>	Much of the required reference data relating to each space will be updated or collected within the scope of the current Computer Aided Design (CAD) project.
<b>3.</b>	Schools and surveyors will also be provided with new digital plans of schools' premises, which will be consistent with all aspects of AMP and other data sources.
<b>4.</b>	Optimum spaces will be identified through consistent curriculum

	<b>analysis, based on Building Bulletin 82 or subsequent revisions of this document.</b>
<b>5.</b>	The 'worst' suitability results will be verified and moderated independently of the schools that submitted them through a visit by a consultant appointed by the County Council for this purpose.

As previously, support systems will be in place to enable swift response to queries. Where schools experience difficulties there will be able to access support by telephone, email and, where necessary, a consultant or Planning Officer will be available to visit the school.

### 3.4 Sufficiency

In undertaking the sufficiency aspect of asset management planning the LEA follows the guidance set out in the DfES' AMP guidance documents.

The sufficiency data available from October 2002, will be used to:

<b>1.</b>	Determine the net capacity for schools.
<b>2.</b>	Measure surplus places.
<b>3.</b>	Inform decisions on Basic Need Funding.
<b>4.</b>	Inform funding bids to the DfES, the county council and other potential funding sources.

CAD-Capture, a contractor specialising in property measurement, is collecting data for the sufficiency assessments (including, for example space measurement and DDA data). The information gathered will meet all the requirements set out in the DfES' Sufficiency Guidelines (February 2001) and enable the LEA to move to the new arrangement for assessing net capacity. The contract for the sufficiency project requires the appointed contractor to include demonstrable arrangements to ensure the validity and accuracy of the data they provide. An integral part of this project will be the production of accurate digital plans, which will be available electronically to all relevant parties electronically. Data gathered will be held in the AMP Genes1s database.

As part of the sufficiency project, information will also be gathered to assist schools and the LEA in arranging cleaning contracts, to provide data in relation to access to premises for people with physical disabilities and to enhance arrangements used to deal with critical incidents.

Sufficiency surveys are undertaken by appointment. Schools are asked to provide access by agreement for the site surveyor, and to provide a member of staff knowledgeable about the premises to accompany the surveyor during the visit. Schools will be asked to verify data about each space, such as, for example, the room title.

It is intended that sufficiency information will be updated on at least an annual basis.

### 3.5 Running costs (energy and water consumption)

The running cost data will be used to:

<b>1.</b>	Inform decisions on investment in conservation measures.
<b>2.</b>	Inform funding bids to the county council and other potential funding sources.

Data is collected by the county council's property consultants for all property and is measured against appropriate benchmarks. A *worst 100 properties* list is produced across the whole of the county council's property portfolio and actions are identified and taken to improve performance.

**Improvements to the collection of data will be identified in Autumn 2002. The new data will form the basis of a business case for increased funding for energy conservation measures in schools in 2003-04.**

### **3.6 Access to data**

The LEA is using the Genes1s AMP software package developed by Kinetics to hold and analyse the AMP data. In 2002 this database will be merged with the corporate version to form the new corporate property database. The CSF AMP website gives access to the condition and suitability data on a school by school basis. Schools can view and amend suitability data about their own premises via a password. It is intended that this website will be upgraded in consultation with Kinetics and relaunched in Autumn 2002.

It is anticipated that new digital plans will be available via the grid. The LEA will consult with schools about the best way to provide access to the digitised plans and the associated data. Guidance and training will be provided by the LEA to enable schools to develop appropriate skills in using the digitised plans. The plans will be available to all schools free of charge, county council's and school property consultants, the Dioceses of St. Albans and Westminster, and all relevant departments of the county council. Schools will also be provided with a printed copy of their site plan.

## 4. PRIORITISATION

### 4.1 Corporate context

The Capital Strategy sets out the county council's overall approach to investment and prioritisation for all assets and includes the Corporate Capital Objectives. It forms part of the corporate context within which other plans are created and in turn is influenced by those plans.

The Corporate Asset Management Plan (CAMP) sets out the overall county council approach to property, including its Corporate Property Vision, Corporate Property Objectives, assessment of performance and implementation programmes to achieve the promises to Hertfordshire contained in the Best Value Performance Plan. It is also part of the corporate context and provides the property context within which the Children, Schools and Families service produces its Service Property Strategy. The CSF Service Property Strategy sets out the overall approach to all the service's property and the schools AMP process feeds into this.

### 4.2 Priority setting at LEA level

Proposals for priorities within and across schools are set taking account of:

1.	Data on condition, suitability and sufficiency, both within and across categories.
2.	The overall needs, costs and availability of resources.
3.	The Corporate Capital Objectives as set out in the Capital Strategy.
4.	The Corporate Property Vision, Corporate Property Objectives and the County Property targets set out in the Corporate Asset Management Plan.
5.	The Corporate Property Objectives and the Service Property Vision for schools is set out in the Service Property Strategy for CSF.
6.	The priorities which impact on school property from the CSF Service Plan and other strategic planning processes, for example, the School Organisation Plan and the Early Years Development and Childcare Implementation Plan and take into account government priorities.
7.	Types of schools to ensure that no particular category is unreasonably disadvantaged.
8.	The impact of capital investment on the learning environment, effectiveness of teaching and learning, and educational outcomes.
9.	The new delegated funding arrangements for repair and maintenance for VA schools.
10.	The improvement targets in the Statement of Priorities.

Prioritisation under item 1 will be achieved by a spreadsheet analysis of the results for each school across the three headings of assessment plus energy and water consumption. This will allow schools that have significant problems in more than one category to be identified and will

facilitate a more comprehensive approach to solving their problems and to securing and combining funding.

In setting priorities each category is looked at individually in detail. There is a degree of cross-analysis but this process is, so far, only partially structured for the investment proposals which will be implemented fully for 2004-05. This will be finalised in consultation with relevant stakeholders.

The participants involved in determining Property Priorities are set out in 2.1, above.

Priorities for action are grouped into the categories set out below and are used to determine LEA funding bids and the programmes for capital and revenue projects.

These categories have been approved by the Cabinet as part of the CSF Service Property Strategy 2002-05.

<b>1.</b>	Essential work necessary to ensure that a property can continue to be used.
<b>2.</b>	Essential work necessary to meet legislative requirements.
<b>3.</b>	Work to realise the CSF property vision, develop inter-agency property use, implement the Best Value Performance Plan and CSF Service Plan, and meet the targets set out in the Statement of Priorities.

The 2002/3 CSF Capital Programme invests £6.8 million in priority 1 works, £1.4 million in priority 2 works and £34.8 million in priority 3 works.

#### **4.3 Priority setting at school level**

Schools are provided with or have access to documents and information to guide them in setting their priorities.

<b>1.</b>	Instructions to allocate resources on the highest priorities resulting from the asset management process.
<b>2.</b>	DfES guidance documents.
<b>3.</b>	Their School Development Plan.
<b>4.</b>	Their asset management planning data.
<b>5.</b>	The CSF Service Plan.
<b>6.</b>	The Local Policy Statement and the Statement of Priorities.
<b>7.</b>	The Health and Safety audits.
<b>8.</b>	Guidance on their responsibilities - in the School Premises Manual.

## **5. EMBEDDING THE AMP PROCESS AT SCHOOL LEVEL**

### **5.1 Promoting linkages between building investment and raising educational standards; encouraging the fulfilment of stewardship responsibilities and the monitoring arrangements**

An LEA-School relations code of practice, based on the principles set out in the DfES' code, has been issued to all schools. Guidance is offered to support schools in making appropriate decisions on how to spend their devolved capital. Schools are expected by the LEA to develop projects in line with the schools' and the LEA's current development plans (SDP, EDP, LPS and SoP). The LEA ensures that schools fulfil their obligations, as tenants, through guidance documents and a training programme.

The LEA has introduced a property website for schools in addition to the existing AMP website. This is intended to:

<b>1.</b>	Facilitate enhanced Asset Management Planning at school level.
<b>2.</b>	Outline to schools the various funding streams available to them.
<b>3.</b>	Encourage the development of innovative strategies at school level.
<b>4.</b>	Keep schools informed about property matters
<b>5.</b>	Provide a link to the DfES' property advice and guidance.

The LEA encourages schools to use property consultants to ensure they have ready access to appropriate support and advice. This is reflected in the website material. A number of support documents including the School Premises Manual, a Scheme of Financial Delegation, Health and Safety manuals and a Critical Incident Planner are provided free to all schools. These are updated regularly in line with feedback from schools.

The county council funds a free asbestos help desk and regular free asbestos awareness training sessions. All schools have a link with the CSF Planning Division and a School Development advisor, both of whom make a contribution to the preparation of School Development Plans. They also provide advice as to the best means of delivering planned priorities.

Specific advice on funding opportunities is provided through letters and bulletins to head teachers and chairs of governors. Governors also receive training in their responsibilities (see 5.3). Specific advice can also be sought directly from the LEA.

The LEA has a light touch to monitoring, but undertakes an annual programme of Health and Safety audits to ensure that schools' responsibilities are met, as laid down within the Health and Safety at Work Act (1974), and related legislation and guidance.

### **5.2 Equality of approach**

Where all schools are entitled to access resources, the LEA does not differentiate in any way between the different categories of school. The LEA follows the new arrangements for funding for VA schools.



### **5.3 Training**

The LEA provides an annual programme of training sessions for school governors and head teachers in relation to their responsibilities for managing premises. These include advice on appropriate sources of funding for projects, and are delivered in each Quadrant of the County. Individual schools or groups of schools can request free governor training on *Building for Improvement*, a seminar aimed at providing an understanding of the importance of premises as a resource for developing and driving school improvement. Where requested, the LEA will also provide training on asset related topics chosen by schools. Newly appointed head teachers are provided with an induction into their responsibilities, those of the LEA and the support services available to them. Officers contribute to local headteacher consultation groups in relation to property issues and guidance.

## 6. SECURING BEST VALUE

### 6.1 Initiatives

The county council has a wide range of initiatives to improve VFM and implementation resulting from:

<b>1.</b>	Its own development including the continuing development of its Asset Planning System.
<b>2.</b>	The DTLR initiative on Corporate Asset Management Planning.
<b>3.</b>	The Best Value review of the asset management function.
<b>4.</b>	The Construction Best Practice Programme.
<b>5.</b>	Participation in the Movement for Innovation (M4I) initiative.
<b>6.</b>	The Local Government Task Force Re-thinking Construction toolkit.
<b>7.</b>	The Byatt report on local authority procurement.

The *Corporate Asset Management Plan: Cabinet Report* sets out more details. These corporate initiatives are in addition to initiatives, which the LEA undertook on 'Value for Money'.

Of particular relevance are:

<b>1.</b>	Exploration of possible improvements to common elements of the Capital Programme Review Process in relation to the preparation of business cases which are covered by the HM Treasury (HMT) 'green book' and the more recent HMT and Office of Government Commerce (OGC) procurement guidance. The new DfES guidance on option appraisal will also be used.
<b>2.</b>	A complete review of the processes used to deliver projects and programmes. Defined roles have been established for the sponsorship and management of projects and programmes. A gateway approach based on HMT guidance has already been incorporated into the processes.
<b>3.</b>	The introduction of measured term contracting for R and M and minor works from July 2002 with a limited number of contractors following a pilot project by CSF with children's homes.
<b>4.</b>	The development of strategic (framework) contracting for capital projects with a limited number of contractors in 2003. Three pilot projects are underway. These have been accepted by the Movement for Innovation (M4i) as demonstration projects and so far one has been written up as a national case study.
<b>5.</b>	Review of corporate property standards by the BRE to ensure that the standards represent best practice in terms of life cycle performance and environmental impact (including use of recycled materials). Work by the BRE on reviewing CSF's property standards will follow in 2003 / 2004. This will take account of the DfES' area, cost and design guidance.
<b>6.</b>	Establishment of a corporate property review team that seeks to ensure the county council makes best use of its assets across all services.
<b>7.</b>	The corporate Property Performance Improvement Scheme (please

	see 6.4).
<b>8.</b>	<b>CSF initiatives including cost plans in design stage, investigating appropriate system buildings, review of briefs and schedules, extended use of design and build.</b>

It is anticipated that there will be a range of benefits to schools resulting from these initiatives including:

<b>1.</b>	Longer term established relationships with contractors.
<b>2.</b>	Improved service resulting from contractors' knowledge of premises.
<b>3.</b>	Enhanced cost benefits leading to greater value for money.
<b>4.</b>	Regular review of individual premises needs.
<b>5.</b>	Release of resources for recycling into service delivery.

### **6.2 Public Private Partnership (PPP) Private Finance Initiative (PFI)**

The LEA invested resources in submitting a PPP/PFI bid in September 2000, and is committed to pursuing this route provided that the project is consistent with the LPS and the project offers good Value for Money. Whilst the bid was not successful in the last round, the LEA has evaluated how bids for subsequent rounds could be improved and is actively pursuing a bid for the December 2002 deadline. The CSF Service Plan for 2002/03 contains in Strategic Area 8, the key action to use PFI to support the raising of standards in Hertfordshire schools.

### **6.3 Joining up funding to achieve modernisation**

The authority combines funding sources to help achieve modern school buildings. For example, for 2002 - 2004 the DfES 'modernisation' funding had been combined with over £1m of condition funding to allow a more comprehensive approach to solving problems. Contributions for modernisation projects from school devolved formula capital has also been agreed proportional to the total value of the overall project and related to the level of devolved funding. This links school investment to AMP priorities and further funding sources to give a total of £12.9 million in funding.

### **6.4 Performance and review**

The LEA wishes to implement a more rigorous process of evaluating the impact of projects on school achievement. The following aspects will be taken into account.

<b>1.</b>	Critical success factors linked to achievement set at the start of the project.
<b>2.</b>	Identification of the types of project that will need assessing in different ways and for which the critical success factors will vary. E.g. roof replacements, refurbishment of specialist accommodation, major extension projects, etc.
<b>3.</b>	The need for different assessment criteria for different types of project.
<b>4.</b>	The impact of any associated changes in other county council services or partner services.
<b>5.</b>	The conclusions from the DfEE research report No. 242 : Building Performance.

A new corporate Property Performance Improvement Scheme is being finalised to assess the success in meeting the Corporate Property

Objectives on the property portfolio, the property processes and the property services. It includes key performance indicators from the Construction Best Practice Programme ('Egan targets') and the DTLR as well as local PIs and corporate targets. A key feature of the scheme in relation to property processes and property services is participant satisfaction and not just user satisfaction. The indicators and targets are all set out in the *Corporate Asset Management Plan - Cabinet Report* and more fully in a draft property guidance note.

In addition to the corporate targets linked to the KPIs, each service - including Children, Schools and Families - is required to set its own targets to meet its property objectives linked to asset management. These are set out in the Service Property Strategy and in the Statement of Priorities.

The corporate Business Improvement Programme identifies actions and targets for continuing improvement of the property processes and property services to help ensure that Best Value continues to be achieved.

### **6.5 Arrangements for delivering investment**

#### *Review of capacity to deliver*

The formation of Children, Schools and Families and the Best Value review of the asset management function identified the requirements for staffing for the delivery of investment in property as well as other property activities.

#### *Delivering projects*

The county council has clear definitions of roles for delivering project investment backed up with guidance and template documents. Training is provided on the revised roles of project sponsor and project manager and on the process, tools and techniques. The approach is based on work that emerged from the Latham review of the construction industry, H. M. Treasury and the Office of Government Commerce. New contractual arrangements for project management and property consultancy are expected to be in place from March 2003. The current roles will be redefined. Strategic Contracting will introduce a limited panel of contractors in 2003. A revised process for smaller projects is to be developed.

Currently the following people work together to ensure delivery of a successful project, but overall responsibility lies with the project sponsor.

<b>1.</b>	<b>Establishment representative</b>	Responsible for ensuring the interests of the establishment and the key stakeholders are taken into account.
<b>2.</b>	<b>Project Sponsor (CSF)</b>	Responsible for all aspects of the project and for representing the establishment users interest. In complex projects they will co-ordinate all the different aspects: including staffing, finance, property etc.
<b>3.</b>	<b>Project Manager (corporate)</b>	Responsible for arranging property advice to the

		Project Sponsor and later for the day to day management of the project. They will ensure that it is delivered to the time, cost and quality requirements set out in the brief.
<b>4.</b>	<b>Property consultant</b>	Responsible for leading the design of the building, co-ordinate all work within the practice, arrange the tender for works and oversee their implementation on site.
<b>5.</b>	<b>Contractor / sub-contractor</b>	Responsible for carrying out the work. They could include bricklayers to electricians to decorators. They may come from many different companies. Some may be sub-contractors - working for other companies already on site.

### *Delivering Repairs and Maintenance*

Similar procedures exist, but in a simplified form. Measured Term Contracting will introduce a limited panel of contractors in July 2002.

## **7. COMMITMENT TO THE DELIVERY OF GOVERNMENT PRIORITIES**

The LEA considers that all of the Government's priorities potentially have capital investment implications depending on the routes adopted for their achievement and the gap between existing accommodation and that needed to achieve the priorities. Some routes may have revenue implications as well or instead.

## **8. CONCLUSION**

The Local Policy Statement and Statement of Priorities are becoming increasingly crucial strategic documents linking to a range of decision making processes. They interrelate to other **county council** and CSF strategic documents, particularly, the CSF Service Plan, the School Organisational Plan 3, the CSF Service Property Strategy and the Corporate Asset Management Plan.

The asset management process and in particular the information on the condition, suitability, sufficiency and costs of school property is being used to determine needs and set priorities for investment.

The LEA expects School Development Plans to act on priorities relating to individual schools as identified through the asset management planning process.

The LEA is working with corporate colleagues on a range of activities to ensure best value for money in implementing work identified by the findings of the asset management planning process.

## **9. INFORMATION**

If you wish to discuss any aspect of the asset management planning process then please contact:

Keith Hutt  
Planning Officer (AMP)  
CSF Property Unit  
Rm. 136 - County Hall  
Tel: 01992 555743

Copies of the DfES guidance on asset management plans can be obtained via:

<http://www.dfes.gov.uk/amps>  
<http://www.intra.thegrid.org.uk/premises>