



Hertfordshire
COUNTY COUNCIL

Children, Schools
& Families



**ASSET MANAGEMENT PLANNING
FOR SCHOOLS**

**Section 2: Statement of Priorities
2002**

This document sets out the property investment priorities that the LEA wishes to pursue.

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1. CONTEXT OF THE LEA

1.1 Aims

The strategic aims, as set out in the Children, Schools and Families Service Plan, are:

1.	Every young person leaving school has achieved educationally and wants to continue learning.
2.	All Hertfordshire schools improve year on year, and where weaknesses are identified accelerated progress is made.
3.	All staff are proud of being part of a professional, caring and continuously improving organisation.
4.	Every child starting school has developed skills necessary to benefit from education.
5.	Every young person develops social skills, confidence and independence and is enabled to make a positive contribution to society.
6.	Children at risk are identified early and given support to ensure they make maximum progress.
7.	Adults take advantage of learning opportunities, which help them and their families.
8.	Every child is safe and lives in a supportive family and community.
9.	Children in public care achieve as other children.

1.2 Achievement of the aims

The aims are achieved by:

1.	Creating and operating an integrated department that focuses staff, resources and responsibilities on the child. The new Children, Schools and Families Service replaced the former Education Department and that part of Social Services dealing with children.
2.	By planning to ensure that the full resources of the service and its stakeholders come together to secure the highest standards of school performance, pupil achievement and care. This is done through the Children, Schools and Families Service Plan, which is created after extensive consultation including Stakeholders Conferences. The plan covers all aspects of the service, not just schools. This ensures that a comprehensive approach is adopted. More detailed plans deal with specific areas.

1.3 The contribution of capital investment

The service acknowledges that capital investment to improve school accommodation and facilities makes an important contribution to improving the overall service, educational outcomes and the experience of learning. Resources need to be targeted to areas where they will have the most impact on educational achievement although it remains difficult to assess objectively that impact, especially in the short term. Of particular importance is dealing with the overall improvement of accommodation rather than individual initiatives or specific premises problems. A co-ordinated approach achieves more than a series of unconnected actions. The conclusions of the report by PricewaterhouseCoopers on building performance indicated that the strongest links between property performance and educational performance is in relation to KS1 and KS3. Preliminary work is underway by CSF to identify linkages within Hertfordshire.

1.4 Delivering the government's priorities

This Statement of Priorities is the investment approach for delivering the schools' elements of the Children Schools and Families Service Plan (see next page) - which pulls together all service strategic plans including responses to the government's priorities. The CSF plan sets out the service's priorities and the actions needed to deliver them. The priorities are of equal importance. Section 2 of this statement sets out the more detailed plans and initiatives and how they relate to the service aims and the government priorities.

1.5 Key local factors

Standards of achievement in Hertfordshire schools are above the national average. The activities implemented through Education Development Plan 2001 have helped to raise the attainment at Key Stage 2 and for Key Stage 3 the results are above the national average. At Key Stage 4, 56.3% of pupils achieved 5 A*-C grade GCSEs. We are not satisfied with this and have set challenging targets at GCSE for 2006 of 64.5%. Post-16 attainment is above the national average but is average compared to our statistical neighbours. These results mask a wide variation across schools, but LEA data indicates some progress has been made in narrowing the gap between our highest achieving schools and subjects and those with less secure academic achievement. This still remains a challenge.

Forecasts show that up to 2006 pupil numbers will increase in secondary schools but decrease in primary sector. The LEA also faces pressure on school places in certain areas, due to substantial housing development. Hertfordshire has a considerable stock of system built school dating from the 1960s and the 1970s, which are reaching the end of their intended life span.

1.6 Community strategy

The Hertfordshire Together partnership is the county-wide Local Strategic Partnership. It will co-ordinate and monitor activity at the county-wide level and is currently engaged in work to rationalise our partnerships and group them more effectively under the Hertfordshire Together themes:

- Valuing the unique quality of Hertfordshire.
- Promoting the county as a prosperous inclusive society with a robust, adaptable economy.
- Developing healthy, safe and sustainable communities which enjoy a good quality of life.
- Sustaining the environment.
- Working in a way which achieves the right balance between county council leadership and engagement at local level.

The county council and district councils have set up community strategy pilots in five of the county's local communities. The pilots identified that some issues required local or district action while others needed to be tackled at a countywide level. Action at a more local level will be co-ordinated by the ten district-level Local Strategic Partnerships.

The themes will provide the framework for the development of a county-wide community strategy and will complement community strategies developed at a more local level. To assist the development of the community strategies, the partnership commissioned the University of Hertfordshire to set up the Hertfordshire Observatory (a comprehensive web-based data resource of geographic and other information. at both a County and a local level. The Observatory has been designed for internal use by contributing partner organisations.) which brings together all the key social, economic and environmental data held by statutory and voluntary agencies in the county. The data is easily accessible via a website and GIS mapping is used to enable those involved in community planning to understand the characteristics of our

deprived communities, down to “hot-spot” sub-ward level. This provides a strong knowledge base on which to develop community strategies. Education issues and the contribution of the Children, Schools and Families service in terms of its services and property will be significant in developing and delivering the local strategies.

2. STRATEGIC PRIORITIES

This section sets out service plans with priorities that have property implications.

2.1 Children Schools and Families Service Plan 2002 - 2007 (This includes the Education Development Plan)

This plan is the key document of the service and draws together all the major service plans for children. It is intended to help meet the government’s priorities and the overall aims of the LEA. There are eight strategic areas each with their own sets of priorities and targets. Detailed action sheets for 2002 / 2003 (16 of these relate to property) set out tasks, critical success factors and deadlines.

The strategic areas are:

1.	Raising pupil achievement and school standards.
2.	Recruiting, retaining and investing in staff.
3.	Using Early Years services and prevention to help children succeed.
4.	Delivering services which respond to the needs of every child and promote social inclusion.
5.	Provide for the needs of vulnerable children.
6.	Exploiting Information and Communications Technology to support learning and improve services.
7.	Involve users and stakeholders in the development of service.
8.	Maximising user satisfaction and securing best value from all services.

Information on the priorities with school property implications contained in the LEA’s more detailed plans are set out in the following sub-sections with a note of which strategic areas and which government priorities they relate to.

2.2 School Organisation Plan (SOP)

The plan gives details about pressures for growth in each area of the county and where surplus places are forecast to move to an unsatisfactory level. Within a framework for considering measured achievement, building condition and suitability, the SOP identifies a series of areas where the level of provision should be reviewed. The LEA seeks to meet demand for additional school and day care provision by seeking contributions from housing developers, supported by DfES basic need bids, where appropriate. Rationalisation schemes are usually funded through recycling the value of property released for sale, modernisation or targeted capital funding, or the county council capital programme. The Priorities are:

1.	Capital investment needs identified in the SOP. <i>Sixteen areas have been identified with a high priority for action. These are set out in 3.4 below.</i>
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These priorities relate to strategic area 8 - maximising user satisfaction and securing best value from all services. *They contribute to achieving the government priority of expanding successful schools.*

2.3 Young in Herts : Early Years Development and Childcare Strategic Plan and Early Years Development and Childcare Implementation Plan

These documents set out the vision and approach to Early Years Education that is delivered through a multi-agency partnership. The priorities are:

1.	<p>Greater community use of school premises for breakfast, holiday and after school facilities.</p> <p><i>Consultation has taken place with schools to identify scope to develop or provide space for new services.</i></p> <p><i>In 2001-2 1500 out of school places were created. The target for 2002-03 is to create 3,277 new places by March 2003.</i></p>
2.	<p>Provide accommodation in areas of the greatest need that are accessible to 14-16 year olds with capacity and facilities for a range of after-school clubs, (including Saturday mornings) and activities.</p> <p><i>45 projects have been identified for completion by August 2003 as part of a three year funding programme.</i></p>
3.	<p>Develop a neighbourhood nursery.</p> <p><i>An assessment has identified South Oxhey as the location and the LEA is now working with the local community on this project for submission to the New Opportunities Fund by December 2002.</i></p>
4.	<p>Expansion of the range of services provided in nursery schools.</p> <p><i>Projects have been approved at Kingswood, Birchwood and Peartree Way and bids from a further 7 nurseries are being assessed. The £167,000 funding for 2003-04 will be allocated by October 2002.</i></p>

These priorities and actions relate to:

- strategic area 1 - raising pupil achievement and school standards
- strategic area 3 - using Early Years services and prevention to help children succeed
- strategic area 4 - delivering services which respond to the needs of every child and promote social inclusion

and contribute to achieving the government priority of the extended schools agenda.

2.4 Adult and Community Learning Plan

This plan includes a commitment that LEA premises will be more extensively used for adult and community learning activities. This is being delivered in consultation with school and local libraries through the production and implementation of an 'increased use' strategy. **The LEA supports schools in expanding their opening hours and developing facilities to enable adults to learn alongside children. One hundred and nine schools are already used to provide adult learning opportunities either direct or through grant/contract.** Working with other local authorities in Hertfordshire several schools have been provided with community facilities. These include 10 sports and leisure complexes, plus local IT resources and training bases, playgroup, early years provision and Youth Service provision. **The LEA has issued comprehensive guidance, through its Premises Manual, to schools on the hiring of accommodation to the local community groups outside of normal school hours. The priorities are:**

1.	<p>Make changes to property needed to implement the 'increased use' strategy in terms of the physical access, use of technology, security and general facilities (e.g. storage, toilet provision etc) in schools that have identified adult community learning as a priority and in areas of deprivation.</p> <p><i>A programme for 2002-03 of minor works adaptations to 16 schools at a cost of £50,000 and DDA adaptations at 13 schools at a cost of £99,000..</i></p>
2.	<p>New schools and major expansions to be designed to allow wider community use through the location of halls, etc, and the provision of facilities (toilets, heating systems, etc) that enable separate use out of hours.</p>

New 2002 corporate design standards have been produced by promoting design that facilitates joint use of school buildings.

These priorities and actions contribute to achieving the government priority of the extended school agenda.

2.5 Class size Plan

A three-year programme to provide additional classrooms to meet the needs of the KS1 plan was completed last year. No pupils at KS1 are taught in classes with more than 30 pupils. This met the target deadline of September 2001.

These actions relate to:

- strategic area 1 - raising pupil achievement and school standard
- strategic area 8 - maximising user satisfaction and securing best value from all services *and contribute to achieving the government's KS1 pledge.*

2.6 Behaviour Support Plan

The plan includes a wide-ranging review of education provision for pupils with significant behavioural difficulties. It is expected that the majority of permanently excluded primary aged pupils will be found alternative mainstream placements with enhanced levels of support, whilst a small minority (around 20 per year) will continue to need placements at a special school or unit. The priorities are:

1.	<p>Provide an additional Education Support Centre (PRU) in the Hertsmere District Council area from September 2002.</p> <p><i>Work is continuing on this priority. £75,000 has been allocated in the CSF Capital Programme 2002-03 for start up design costs.</i></p>
2.	<p>Each Education Support Centre having premises to enable the provision of secondary education for a minimum of 15 hours per week from September 2001 and 25 hours per week from September 2002.</p> <p><i>Essential and longer-term actions have been identified for improvements to the accommodation. County Council internal funding of £75,000 has been allocated to ensure there is 25 hours provision for all out of school pupils attending Education Support Centres.</i></p>

These priorities and actions relate to strategic area 4 - delivering services, which respond to the needs of every child and promote social inclusion and *contribute to achieving the government priority of wider behaviour initiatives.*

2.7 Access initiative - inclusion and DDA

Where possible, our approach is to enable children to attend the school of parental choice. A new, more structured and transparent approach to the allocation of Access Initiative Standards funding has been devised for implementation for 2002/2003. A self-assessment questionnaire will be issued to all schools in Autumn 2002 in relation to access for people with disabilities, to assist with the identification of actions to meet the priorities.

The priorities are:

1.	<p>Responsive needs - specific individuals.</p> <p><i>Where any adults or pupils have a need to access a school, wherever reasonable, adaptations will be made, for example, ramping, automatic doors, etc.</i></p>
2.	<p>Upgrading designated and adapted schools.</p> <p><i>The LEA has established 10 secondary schools across Hertfordshire geographically spaced to ensure there is a fully adapted school within reasonable travelling distance for any Hertfordshire pupil.</i></p>
3.	<p>Needs identified from suitability returns.</p> <p><i>The LEA will establish a programme of adaptations prioritised against suitability information in October 2002 for implementation by March 2004.</i></p>
4.	<p>Access to administration areas and head teachers' accommodation at primary schools.</p> <p><i>To ensure parents and other adults are able to access the administrative area of every school.</i></p>
5.	<p>Access to toilets and halls.</p> <p><i>Where funding permits additional adaptations will be made to primary schools, initially, to ensure parents with physical disabilities are able to attend school functions.</i></p>
6.	<p>Improved facilities for people with hearing impairment.</p>

A pilot programme of adaptations to improve acoustics is being undertaken in 15-20 schools in 2002-03 at a total cost of £250,000. This will be prioritised from suitability information and inform future programmes.

£3.7m of borrowing approvals from the Access Initiative allocation and £1.5m from Modernisation will be used in 2002 / 2003 and 2003 / 2004 to help improve access.

These priorities and actions relate to:

- strategic area 4 - delivering services which respond to the needs of every child and promote social inclusion
- strategic area 8 - maximising user satisfaction and securing best value from all services and contribute to achieving the government priority of inclusion and meeting the DDA.

2.8 Special Educational Needs

The approach of the LEA towards inclusion is a balanced one. We want as many children as possible to attend mainstream schools but recognise that for some children this will not be possible. We need to make sure that all children in all schools have access to a range of learning experiences which is as broad, challenging and inclusive as possible. A review of special school provision is in progress and the property implications will be identified as part of this.

These actions relate to our strategic area 4 - delivering services which respond to the needs of every child and promote social inclusion and *contribute to achieving the government priority of inclusion.*

2.9 Strategy for 14 - 19 education

The strategy emphasises the need for schools and colleges to work together in collaborative groups supported by the LEA. Groups are working together to respond to the changes in post-16 education, including the creation of Learning and Skills Councils which took responsibility for the funding of 16-19 provision from April 2002. Property requirements may emerge from the outcomes of area inspections and from the outcomes of the green paper *14-19: Extending Opportunities, Raising Standards.*

Priorities and actions will relate to:

- strategic area 1 - raising pupil achievement and school standards
- strategic area 4 - delivering services which respond to the needs of every child and promote social inclusion
- strategic area 7- involving users and stakeholders in the development of service *and contribute to achieving the government priority of supporting the 14 - 19 agenda.*

2.10 Youth Programmes Unit

The Youth Programmes Unit makes alternative education provision for students in Key Stage 4 who are unable to complete their statutory education in school. Its work is central to the Connexions strategy and is a key partner in delivering the Connexions business plan, through a Service Level Agreement. Currently, the Youth Programme Unit has a variety of arrangements in relation to delivery. The service operates from 10 locations across the county. The priority is:

- 1. Improve existing accommodation or identify replacement accommodation.**
A pilot partnership arrangement for sole use with Dacorum Borough Council will lead to significant improvements in Youth Programme provision in that area. An appropriate location will be identified in the East Quadrant to enable a new tuition project to be established. Further improvements will be prioritised against suitability data during the Autumn of 2002 and

including improving access for people with disabilities to meet the DDA requirements.

These priorities and actions relate to:

- strategic area 1 - raising pupil achievement and school standards
- strategic area 4 - delivering services which respond to the needs of every child and promote social inclusion.

and contribute to achieving the government priorities of wider behaviour initiatives and inclusion.

2.11 Diversity - specialist status schools

Hertfordshire has been designated as a pathfinder authority to develop the specialist status school model. The LEA is working to develop a diversity of schools that individually and collectively can cater for the diverse requirements and aspirations of today's children and young people. Between 2001 and 2005 the target is to increase the number of specialist status schools from 11 to over 50. This is an ambitious target as it represents approximately 70% of secondary schools. To secure maximum benefit the LEA is working with schools on a collaborative approach to increase the number of schools achieving specialist status, spread all the specialisms across the county. To ensure specialist schools work with all other schools to spread good practice and raise achievement for all children. The priorities are:

1.	Improve or provide accommodation to fulfil the objectives of specialist status school. <i>Identifying schools that need changes to accommodation to support special schools.</i>
2.	Relate schemes, where appropriate, to other projects and exploit potential leverage of 'joined up' funding. <i>Examining proposals to see where 'joining up' can provide extra benefits or improved value for money.</i>

These priorities and actions relate to:

- strategic area 1 - raising pupil achievement and school standards
- strategic area 4 - delivering services which respond to the needs of every child and promote social inclusion

and contribute to achieving the government priority of increasing diversity of provision.

2.12 Security

Guidance on risk and security is provided to schools in the Schools Premises Manual. Actions are identified based on a points based self-assessment carried out by schools, specific requests for funding from schools and crime incident and insurance data. In 2001-02 £500,000 was allocated across 130 schools. The priorities are:

1.	Secure entry systems to main entrances and individual rooms. <i>This is intended to ensure that no one can access the school premises without permission.</i>
2.	External lighting for vulnerable areas of schools for staff and pupil safety. <i>This is targeted towards car parks and access routes.</i>
3.	Anti-vandal measures. <i>The LEA works closely with police, the special constabulary and the County Council's insurance section to focus on schools which are particularly vulnerable.</i>
4.	Actions to encourage out of hours use of sites. <i>In addition to the educational and community benefits of out of hours use of sites it is recognised that one of the best ways to protect school sites from unauthorised use and vandalism is to have them in use.</i>

These priorities and actions contribute to achieving the government priority of a security strategy for all schools.

2.13 Staff facilities in schools

Capital funding for staff workspaces is being used to improve accommodation for staff, Hertfordshire has received a grant of £210,676 in 2002-03 and a further £503,255 in 2003-04. A programme is being set to improve the less suitable accommodation identified against Building Bulletin 82 (and successive publications) with implementation from October 2002. This will be based on suitability data.

The priorities and actions will relate to:

- strategic area 2 - recruiting and investing in staff and *contribute to achieving the government priority of improved facilities to enable teachers to make best use of non-contact time.*
- Service Property Strategy - Service Property Objective 2 - working environment for staff.

2.14 Early intervention in schools which may cause concern

Property issues are identified as part of a continuous review, which may include all or some of the following: school development advisers, a designated intervention team, analysis of Ofsted reports and the governance team. A tailored range of support systems is used relative to the need and may include a property dimension.

These actions relate to Strategic Area 1 - raising pupil achievement and school standards and *contribute to achieving the government priority relating to schools causing concern.*

3. PRIORITIES ARISING FROM PREMISES SURVEYS

3.1 Introduction

A revised set of data about the appropriateness of school property is being developed in terms of condition, suitability, sufficiency and water and energy consumption. This provides the basis for identifying the needs for investment to modernise accommodation alongside and linking with the needs that emerge from the strategic priorities. The priorities and actions contribute to achieving the government priority of meeting national curriculum requirements.

3.2 Specific priorities arising from condition surveys

The priorities set out below, currently, are based on the 1999 condition surveys and will be reconsidered following completion of the 2002 condition surveys.

Priority 1	<p>Electrical works - <i>replacement of circuits and components where:</i></p> <ul style="list-style-type: none"> • <i>distribution boards include re-wireable fuses and contain asbestos</i> • <i>Obsolete insulators are present</i> • <i>tungsten light fittings exist in classrooms, assembly rooms and circulation spaces.</i> • <i>In 2002-03 £822,000 has been allocated to fund electrical works projects at 51 school</i>
Priority 2	<p>Roofing - <i>whole school re-roofing projects where failure is predicted to most likely to result in consequential damage to the fabric of the building and/or cause disruption to teaching spaces.</i></p> <p><i>In 2002-03 £2,100,000 has been allocated to fund roofing projects at 54 schools.</i></p>
Priority 3	<p>Window-walling - <i>whole elevation replacements where:</i></p> <ul style="list-style-type: none"> • <i>load-bearing timber systems are decaying to an extent where structural stability of the building is threatened</i> • <i>composite systems that incorporate vertical sliding aluminium windows are degrading and will result in serious health and safety concerns.</i> • <i>In 2002-03 £975,000 has been allocated to fund window-walling projects at 29 schools.</i>
Priority 4	<p>Structural works - <i>substantive repairs or replacement of structural components and</i></p>

	<p><i>infrastructure where:</i></p> <ul style="list-style-type: none"> • <i>Failure of components threatens the stability of the building</i> • <i>Deterioration of structural concrete leads to serious health and safety concerns (e.g. from spalling concrete)</i> • <i>Failure of components or systems significantly restricts the use of the building or buildings.</i> • <i>In 2002-03 £940,000 has been allocated to fund structural works at 52 schools.</i>
Priority 5	<p>Mechanical works - <i>replacement of systems and major components where:</i></p> <ul style="list-style-type: none"> • <i>boilers have been identified through age or condition as likely to fail during the following heating season, leading to a disruption of the service</i> • <i>decaying distribution pipe-work is likely to cause premature failure of other components due to the introduction of lime-scale.</i> • <i>fan-assisted radiators are no longer able to achieve sufficient output levels to adequately heat spaces.</i> • <i>In 2002-03 £2,284,000 has been allocated to fund mechanical works at 88 schools.</i>

£12.870m has been allocated by the DfES towards reducing the condition problems for 2002 / 2003 and 2003 / 2004. This together with £6,192,000 from internal funds will enable prioritised condition problems to be dealt with across 174 community and voluntary controlled schools. Funding has also been allocated to projects at 16 Foundation schools at a total cost of £474,000 and at 60 Voluntary Aided schools at a total cost of £1,015,000.

3.3 Specific priorities arising from suitability surveys

Further analysis of the DfES' assessment of *Schools with Worst Direct Impact on Education in Hertfordshire* (covering grade 'A' unsuitable scores - unable to deliver the curriculum - and 'High' grade Health and Safety scores) shows that the majority of problems relate to size of rooms/spaces, environment and access for people with disabilities. The priority is:

1.	<p>Schools identified in the DfES data report. <i>Actions are underway or planned to respond to problems identified.</i></p>
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£10.071m of modernisation funding has been allocated together with £1.069m of condition funding to respond to the suitability priorities.

3.4 Specific priorities on sufficiency

The School Organisation Plan provides a detailed analysis of sufficiency needs in each planning area based on current MOE data. Sixteen areas have been identified with a high priority for action. A project for the creation of digital drawings of every school is underway. This will support the collection of sufficiency data on the new basis for future years. Where capital investment in relation to additional places is appropriate, it is anticipated that resources will continue to be funded from 'Basic Need'. The priorities are:

•	Bishops Stortford and Sawbridgeworth	•	Watford
•	Cheshunt	•	Bushey (secondary schools)
•	Hatfield	•	Bushey (primary/infant schools)
•	Stevenage (secondary)	•	Mid Watford
•	Baldock Villages	•	Harpenden
•	Stevenage N.E.(a)	•	St Albans
•	Stevenage S.E	•	St Albans North West
•	Rickmansworth	•	Hemel Hempstead (north) East

3.5 Specific priorities on running costs (energy and water consumption)

Lists of the worst 100 properties are compiled across the council's entire property portfolio based on assessments against appropriate national benchmarks. This information determines priorities for action. This approach has operated for several years.

3.6 Cross-survey priorities

Some schools will have significant problems in more than one category of assessment and the nature and scale of those problems will be better solved by a comprehensive approach which will be more cost-effective and have a greater impact than a series of discrete, unrelated schemes. Different funding sources can also be pulled together to deliver more than could be achieved independently. A test of the approach for identifying such schools has been undertaken and has revealed the need for the further refinement of the quality and analysis of data and of the definitions of what constitutes a significant problem.

4. BASIC PRINCIPLES UNDERLYING CAPITAL INVESTMENT

4.1 School responsibilities

Schools are provided with information on their responsibilities in the Schools Premises Manual together with information on the requirements that must be met in implementing their own investment. The manual is under revision to ensure that it is up to date and, in particular, includes the recent changes in responsibilities. The revised edition of this will be available from the Spring of 2003 via the Planning Division website. Schools have access to their asset management planning data via a website and are informed of the need to set their Schools Development Plans and programmes in this context. The LEA operates a light touch approval to ensuring schools have fulfilled their responsibilities.

4.2 Review of progress in 2001 - 2002 against targets

Progress in achieving the targets in the CSF Service Plan is monitored annually with the implementation of the annual action sheets assessed quarterly. Specific LEA targets are set out in Appendix A. Appendix B contains Outputs in 2001-02 Against Targets.

Given the DfES' assessment of last year's Improvement Targets linked to property, new ones have or are being set. New or replacement baselines will be based on a new set of better quality data and progress will be reported in next year's statement. Indications of the areas to be covered are included in Appendix A.

4.3 Option appraisal

The county council has a longstanding approach to the production of business cases. These have been used to determine the capital programme. The business case format is set out below:

1.	An explanation of the service need that the project is intended to meet. <i>These need to relate to the school development plan, which in turn is informed by asset management planning data.</i>
2.	Reference to how the project fits with county and service strategy as published in the Best Value Performance Plan, Service Plans and Service Property Strategies. <i>The Capital programme priorities are set against these plans/strategies.</i>
3.	Reference to the user / community consultation undertaken. <i>Information about involvement in the decision process.</i>
4.	Description of the solutions considered and explanation of how the preferred solution was chosen. <i>Evidence of option appraisal is expected.</i>
5.	Where appropriate, evidence of financial appraisal of options. <i>Evidence of cost of options.</i>

The business cases sit within a recently defined corporate project process, which covers the whole of a project from inception to review and sets out responsibilities and techniques. The new DfES guide to option appraisal will be examined to identify improvements to the existing approach.

4.4 Design Standards

All corporate property standards are being reviewed by the Building Research Establishment to ensure that they represent best practice in terms of life cycle performance and environmental impact (including use of recycled materials). **The new Corporate Design Principles will build on the county council's history of innovation in building design. A review of standards for school is planned for 2003.** Hertfordshire strives to meet the required standards in School Premises Regulations, Building Bulletins and other guides and where possible the desirable ones. **The building bulletins *Inclusive School Design* and *Schools for the future* are being assessed and will take into account in future designs.** A number of the proposals in the DCMS' Better Public Buildings initiative are already being achieved or will be achieved as a result of recent changes to the approach to asset management. The ICT implications and requirements for school projects were last reviewed in 2000. The standard design brief for new schools incorporates a requirement for network facilities.

4.5 Joining up funding

The framework for ranking CSF properties for investment purposes (please see section 3.6) will provide the basis for identifying problems across all categories of AMP data. Packages of funding sources will then be identified which will best solve the combined problems at individual schools or across groups of schools. The funding sources for modernisation work will include contributions from the school's devolved capital.

4.6 Prioritisation across the Children, Schools and Families Service

The focus on the child and the acknowledgement that all aspects of the service are important in achieving the aims set out on page 1 mean that the service is increasingly attempting to set priorities across all its activities so that resources are allocated to where they are needed most. In property, it is doing this by adopting an asset planning approach to all provision (within the corporate approach). Similarly, the council as a whole adopts a cross-service, cross-asset approach to prioritisation for its internally funded capital programme.

4.7 Procurement

In response to the changing environment for property procurement the council voluntarily externalised its property services in 1997 and adopted Egan targets for the procurement of property. Following the Best Value review of the council's asset management function, new partnership arrangements are being introduced for property consultancy from March 2003 with strategic contracting for the procurement of capital projects and repair and maintenance being introduced over the next twelve months. These changes will help to improve the speed and reduce the cost of the procurement process. Three pilot projects to test new procurement ideas were accepted by the Movement for Innovation (M4i) and the customer satisfaction results are excellent so far. Two have been moderated and one is to be written up as a case study.

4.8 Project Delivery

The county council has defined roles of Project Sponsors (within CSF) and Project Managers (currently within a central property project management unit) for the delivery of projects. The

process is mapped and described in detail and there is training on its application. The approach is mirrored for programmed maintenance. Schools are able to buy a service from the current property services provider for projects that they carry out themselves.

5. CAPITAL PROGRAMME

5.1 Timescale

The capital programme covers the period 2002 / 2003 and 2004 / 2005.

5.2 Funding sources

Appendix C set out the funding sources identified for investment to meet the service aims, priorities and targets.

5.3 PFI

The LEA has not been successful in bidding for a PFI scheme so far, but is considering the possibility of a bid for submission in December 2002.

SPECIFIC HERTFORDSHIRE LEA TARGETS

APPENDIX A

Target	Baseline	Investment required	Desirable outcomes
Condition targets			
Decrease the percentage of building elements of CSF schools properties in 'poor' or 'bad' condition. <ul style="list-style-type: none"> to 5% by 2003 to 0% by 2006 	11.0 % (2001)	Additional £2.4m required to remove LEA responsibilities in categories D1, D2, C1 which have arisen since original assessments cleared. The 2002 surveys will identify new investment needs.	<ul style="list-style-type: none"> a safe learning and working environment a positive image to pupils and staff reduced running costs
Allocate 80% of condition budget against AMP data.	80% (2001)	None. Administrative actions.	<ul style="list-style-type: none"> provision is made for unforeseen needs
Achieve a 60 / 40 split between planned and responsive maintenance for LEA responsibilities.	90% of non-delegated funding was allocated on a planned basis in 2001-02	None. Administrative actions.	<ul style="list-style-type: none"> reduced incidence of emergency work a positive image to pupils and staff reduced costs
Suitability targets			
Decrease the percentage of rooms / spaces identified as key problems in the delivery of the curriculum. <ul style="list-style-type: none"> to 1.8% by 2003 to 0% by 2006 	2.4% (2001)	Five themes have been identified for action: inappropriate accommodation / temporary classrooms, science labs, food and technology, open plan primary spaces, DDA. 14 significant schemes include funding in 2003 / 2004 plus other smaller schemes. Total proposed investment in suitability schemes in 2003 / 2004	<ul style="list-style-type: none"> a safe learning and working environment a pleasant learning and working environment which contributes to the delivery of the national curriculum and educational achievement a positive image to pupils and staff

Target	Baseline	Investment required	Desirable outcomes
		is £29.2m.	
Disability Access Targets			
Increase the percentage of education facilities which are accessible to disabled people. 2002 - 20% 2003 - 31%	9% (2001)	Being identified, through the suitability survey Autumn 2002.	<ul style="list-style-type: none"> access to teaching accommodation for more pupils and adults
School staff Accommodation Targets			
School Staff Accommodation	To be identified, using suitability data, in October 2002	Total proposed investment £216,000	<ul style="list-style-type: none"> Provide appropriate non-contact time accommodation.
Water and energy targets			
Decrease CO ² emissions (tonnes per sq. m.). <ul style="list-style-type: none"> 4% reduction 2001 to 2003 30% reduction 1990 to 2010 (corporate targets relating to all council property and calculated accordingly) 	New baseline awaits final quarter accounts for 2001.	To be finalised.	<ul style="list-style-type: none"> reduced impact on the local, national and global environments by reducing the contribution to global warming
Decrease energy consumption (kW per sq. m. p.a.) <ul style="list-style-type: none"> 5% reduction 2001 to 2003 30% reduction 1990 to 2010 (corporate targets relating to all council property and calculated accordingly) 	New baseline awaits final quarter accounts for 2001.	To be finalised.	<ul style="list-style-type: none"> reduced impact on the local, national and global environments by reducing the consumption of non-renewable energy resources
Decrease water consumption	New baseline awaits	To be finalised.	<ul style="list-style-type: none"> reduced impact on the local, national and

Target	Baseline	Investment required	Desirable outcomes
(cu. m. per occupant) • 6% reduction 2001 to 2003	final quarter accounts for 2001.		global environments by reducing the use of treated water resources
Security targets			
Improve the safety of the learning and working environment at: 100 schools (2001-02) 50 schools (2002-03)	There are 244 priority properties (2002).	£233,000 has been invested in 2002 / 2003.	• safe learning and working environment
Sufficiency targets			
To plan through the School Organisation Committee the appropriate provision of school places.	Primary unfilled places - 9.5% (2001) Secondary unfilled places - 11.6% (2001)	6 significant sufficiency projects include funding in 2003 / 2004 plus other smaller schemes. Total proposed investment in sufficiency schemes in 2003 / 2004 is £5.545m.	• an appropriate supply of available places to meet parental choice
Establish an additional Education Support Centre (PRU) in Hertsmere district, subject to the outcome of a feasibility study in 2001 / 2002.	No facility.	£750,000.	• local facilities for local pupils
Other targets			
Use private finance initiatives to support the raising of standards in Hertfordshire schools. To submit a stage 1 bid by December 2002.	No operational schemes	This will be identified on a case by case basis.	• projects identified for which PPP / PFI would be appropriate • projects successfully achieved
Increase the number of schools with specialist status. 16 (2002) 30 (2003)	11 (2001).	This will be identified on a case by case basis.	• a diverse range of schools • specialisms spread across the county

OUTPUTS IN 2001-2 ACHIEVED BY HERTFORDSHIRE LEA AGAINST TARGETS**APPENDIX B**

Target	Action	Outputs	Change in targets
Condition targets			
Decrease the percentage of building elements of CSF schools properties in 'poor' or 'bad' condition.	No target for 2002, but for 2003 the target is 5.0%. Backlog of D1, D2 and C1 elements from 1999 surveys was removed. Further deterioration has been identified and is being tackled.	Backlog of D1, D2 and C1 elements from 1999 surveys was removed.	Met. The new condition surveys will provide a new baseline.
Allocate 80% of condition budget against AMP data.	80% (2001)	Decisions determined by objective assessment of need.	Met.
Achieve a 60 / 40 split between planned and responsive maintenance for LEA responsibilities.	90% of non-delegated funding was allocated on a planned basis in 2001-02.	-	Exceeded.
Suitability targets			
Decrease the percentage of rooms / spaces identified as key problems in the delivery of the curriculum.	No target for 2002, but for 2003 the target is 1.8%. Work already completed or underway on many projects that will help achieve this target.	Investment planned or underway to help meet the target. New surveys will provide improved data for investment decisions.	Moving towards target.
Disability Access Targets			
Increase the percentage of education facilities which are accessible to disabled people. 2002 - 20% 2003 - 31%			
Water and energy targets			

Target	Action	Outputs	Change in targets
Decrease CO ² emissions (tonnes per sq. m.). 4% reduction 2001 to 2003 30% reduction 1990 to 2010 (corporate targets relating to all council property).	Actions from the energy conservation programme contribute to this.	Decrease in emissions is anticipated based on success in previous years.	Moving towards target.
Decrease energy consumption (kW per sq. m. p.a.) 5% reduction 2001 to 2003 and 30% reduction 1990 to 2010 (corporate targets relating to all council property).	A light switch scheme offered grants for new lighting controls in secondary schools. The Energy in Schools initiative continued in association with district councils.	Six schools saw immediate benefits from lighting scheme and funded additional work from their own resources. Twenty-six Energy in Schools projects were completed.	Moving towards target..
Decrease water consumption (cu. m. per occupant) 6% reduction 2001 to 2003	Surveys and advice to schools on water efficiency measures.	Decrease in consumption is anticipated based on success in previous years.	Moving towards target.
Security targets			
Improve the safety of the learning and working environment at: 100 schools (2001-02) 50 schools (2002-03)	Security improvements were made at 105 schools at a total cost of £512,800.	Investment to improve security of premises	Target met
Other targets			
Use private finance initiatives to support the raising of standards in Hertfordshire schools.	A PFI bid was submitted in 2001 but was unsuccessful.	Preparatory work underway for a new bid.	-
Increase the number of schools with specialist status.	Last year 5 new schools gained specialist status.	Increase in number of specialist schools.	-

Target	Action	Outputs	Change in targets
16 (2002)			

CAPITAL PROGRAMME

APPENDIX C

Major projects - over £250,000	Total cost	2002 - 2003	2003 - 2004	2004 - 2005	Subsequent years
2001/02 Design Starts:					
Bowmansgreen JMI	893		481	363	
Bushey Meads Secondary	1,575	819	646		
Falconer	1,550		822	620	
John Warner (net cost)	500		240	255	
Woodfield	450		155	263	
2002/03 Design Starts:					
Heathcote	802	56	425	321	
Hitchin Boys	915	64	485	366	
Lakeside	326	23	173	130	
Presdales	915		64	485	
Sir John Lawes	481	33	255	193	
St Albans Primary Provision	420		30	222	
Verulam	915	57	430	428	
New proposals					
S W Herts (Basic Need)	350	25	186	139	
Barnwell Rectory	600	9	69	52	
Round Diamond (total scheme cost £4m)	4,000	1,230	100		
ICT Infrastructure	650	215	160	150	125
Monks Walk (bid against proceeds already secured)	1,640	1,585	55		
Squirrels (bid against proceeds already secured)	350	350			
Oxhey Nursery Schemes	1,320	980	270		
Meriden Nursery, Watford	180	152	16		
Creswick Relocation	3,500	2,015	1,460		
Stevenage Primary Places - Round Diamond	4,000	2,500			
Hillmead Relocation	3,031	245			
Jenyns	1,085		340		
Howe Dell	750	52	648	50	
Barnwell Rectory, Stevenage	600	470			
Cheshunt Scheme - Turnford and Goffs	7,030	960	5,770	300	
NDS Devolved Formula	18,318	6,881	11,437		
NDS Seed Challenge	2,464	1,232	1,232		
NDS Condition Funding	13,242	5,853	7,389		
NDS Modernisation Fund	10,323	3,879	6,444		
Basic Need 2002/03 Approvals	6,589	461	3,492	2,636	
Basic Need 2001/02 Approvals:					
St Albans Secondaries	2,070	1,098	828		
Bushey Primaries	531	281	212		
Cheshunt Secondaries	159	84	64		
Sandon	114	60	46		
Harpenden Secondaries	1,471	780	588		
Cheshunt Secondaries (Basic need)	801	320			
SW Herts Secondaries (Basic need)	2,873	1,150			

	Outturn estimate	Estimated Spend		
	2001/02 £'000	2002/03 £'000	2003/04 £'000	2004/05 * £'000
General funded schemes	6,726	6,260	5,056	3,876
Externally funded schemes	16,300	24,984	33,960	2,636
Self-financing schemes	8,591	9,417	9,377	967
Total for major schemes	31,617	40,661	48,393	7,479
Revenue contributions	7,659	8,058	8,058	8,058
Total CSF capital programme [estimated outturn and estimated spend]	9,276	48,719	56,451	15,537

* **Note** : that figure for externally funded schemes in 04/05 appears low since most areas of grant funding have not yet been announced.

Financed by		Outturn estimate	Estimated Spend		
		2001/02 £'000	2002/03 £'000	2003/04 £'000	2004/05 * £'000
Central Government:					
BCA - General Funded Planning Guidelines		6,726	6,260	5,056	3,876
Earmarked BCA (Basic Need)		3,625	5,030	3,947	2,483
Supplementary Credit Approvals	Schools Access Initiative	930	1,564	2,228	-
	Modernisation Fund	-	3,879	6,444	-
	Westbury	338			
Standards Fund Grants	NDS Devolved Formula	5,546	6,881	11,437	
	NDS Seed Challenge	663	1,232	1,232	
	NDS Condition Funding	4,145	5,688	7,389	
	NDS Capital Projects	211	479		
	Learning Support Units	216			
	School Laboratories	579			
	School Security Projects	509	233		
	Nurseries in Disadvantaged Areas	-	394		
Specialist Schools Capital (Arts and / or Sports):		200	400		
Sub-total		23,688	32,040	37,733	6,359
County Council					
Usable Capital Receipts		8,591	9,417	9,377	967
Direct Revenue Contributions		7,659	8,058	8,058	8,058
Education Capital Reserve		(662)	(796)	1,283	153
Sub-total		15,588	16,679	18,718	9,178
Total		39,276	48,719	56,451	15,537