

Asset Management Plan Data

I am pleased to be able to tell you that the Suitability and Condition Asset Management Plan data for your school is now available on EsiNet.

Click on:

- » School Management Resources (under School Management)
- » Log in
- » Click on: School Administration
- » Click on: Asset Management Plan

Norfolk is leading in making prioritised AMP data available on-line.

The layout has been designed to be viewed on screen, but it can be printed if more convenient block-by-block, or for the whole school. The Asset Management Planning process introduces many concepts and definitions; these are available on the web pages as text, or by hovering over the headings of relevant tables.

This uploading of data is just a first step - we hope to be adding Sufficiency data and floor plans in due course.

Data quality and updating the data

The data will drive many of the capital investment decisions made by the County Council. It should also be used in schools to help prioritise building work within your Premises Development Plan

As you know, a considerable amount of time and effort has been invested into getting this data together and in ensuring its accuracy and consistency. Schools were given the opportunity to clarify or question the data during the surveys, therefore we do not anticipate having to revisit these matters unless you have carried out work subsequently that will impact on the data. How the data may be updated is explained below.

At present, the data currently available can only be read i.e. it is not yet updateable by schools. Once everybody has had the opportunity to review their data and become familiar with the concepts behind the AMP process, the site will be upgraded to allow you to propose data updates on screen. However, to preserve the consistency of the data it is vital that changes are moderated; so all proposals will be moderated by LEA officers familiar with school buildings issues and AMP processes. I will write to you again early next term with details of how the updateable version will work. In view of the way in which this development is being rolled out I ask that you do not contact us with any data update issues at this point, but reserve these until the updateable version is available.

Funding and priorities

Available funding, how it can be used, advice on the management of school building and building projects is also available on EsiNet @ Home » **School Management » Managers and Administrators » School Buildings**

You will note that the grades from the Suitability survey for your school have been scored which in turn leads to an overall score for your school. (The scoring methodology can be viewed at the above EsiNet site). These scores have then been used to rank schools in order of need. The ranking will be updated monthly to reflect changes occurring as a result of building projects and improvements. This information, along with condition & sufficiency data will form the basis of future capital spending priorities for the Education Department from 2004/5 onwards. We also hope it will be used by schools to help identify and prioritise building improvements and to make decisions regarding the use of Devolved Formula Capital.

The Education Capital Prioritisation Group (more details on EsiNet) is responsible for establishing the principles by which the limited central resources will be spent each year. In 2002/3 and 2003/4 resources have been allocated to improving 10 primary schools with multiple suitability problems (£4m) and improving science & technology facilities in 20 high schools (£3m) – see EsiNet for more detail. Decisions will be made in the autumn term about the priorities for 2004/5 and 2005/6, which may differ from this year. These will be shared with schools via EsiNet to promote transparency and understanding. However it is important to acknowledge that with the limited resources available, we will only be able to tackle a few of the most urgent priorities each year.

Premises Development Plans

With the substantial amount of capital funding now being made available to schools through Devolved Formula Capital, it is important that it is spent as effectively as possible. The Government has made it clear that if this level of funding is to be maintained or even increased, it will expect to see a return on its investment. As the focus of the funding is to raise standards in schools by improving school buildings, every school must demonstrate that the funding is being spent for this purpose in the best possible way. The Government therefore expects all schools to have a Premises Development Plan (PDP). The purpose of the PDP is to help to identify buildings issues, prioritise them and so deploy funding effectively.

Why do I need a Premises Development Plan?

- The increasingly large amounts of funding being given to schools to improve their school buildings must be justified. Clearly linking developments to raising standards is important to sustaining funding levels.
- LEA funding must be focussed on greatest need. Part of the judgement of this need will be through the priority given to a development in a school's PDP.
- Although at this stage there will be no annual request for PDPs by the LEA, a copy will be requested in support of a bid or other available funding in the future.
- Increasingly RDAs will want to engage schools in the way they are using building developments to improve standards. The PDP is important evidence of the school's intentions.
- Funding opportunities can arise unexpectedly; a school with an up to date PDP is in a strong position to make the most of such opportunities.

The PDP represents the school's local contribution to the overall asset management planning process that the LEA must undertake. The PDP will effectively become the school's own Asset Management Plan.

You may already have such a plan or something similar, if so there is no need to draft another, but please check all points are covered, in particular how standards will be raised by proposed developments.

What is a Premises Development Plan (PDP)?

1. Each school should have a PDP that is linked to its School Improvement Plan.
2. It is likely that in most schools the PDP will be the responsibility of a sub-committee of the Governing Body.
3. The PDP should initially concentrate on listing the key premises related issues that impede the raising of standards. As PDP's develop they should incorporate more long-term aims.

4. The plan should use the objective evidence of need from the school's Asset Management Plan data available from EsiNet i.e. condition, suitability and sufficiency surveys, as they become available.
5. The plan should also include the outcomes of the DDA self-audit and should incorporate general maintenance schedules.
6. The plan must identify the potential improvements in standards likely to be brought about and this information should then be used to prioritise the work to be undertaken.
7. Rough estimates of cost for the highest priorities should be obtained through local knowledge, written advice or other methods (a quick guide is provided at the end of this document). You could seek professional advice on this but it is likely to be at a cost.
8. Potential funding sources for the higher priorities should be identified. However, the availability of funding may mean that projects cannot always be tackled in their order of priority.
9. The plan must be agreed by the Governing Body and integrated into the school's overall planning processes.
10. The plan should be regularly reviewed, in particular after work has been completed, when circumstances change or when new funding sources become available.

When you are ready to start dealing with the priorities

The PDP represents a list of current building issues, before tackling any of them it is important to seek the advice of your Education Officer (Planning & Buildings) – see below for contact details, to ensure all educational statutory and logistical issues are covered. Then seek the advice of a property development professional in advance of firm plans being drawn up.

All professional advisers should be:

Important

- Given details of the problem not the potential solution. If not, you may simply have your solution explored without other options being brought to your attention. You will not then get the full benefit of their advice.
- Included as part of the cost of the project.
- Familiar with working with schools
- Made aware of any issues that may impede the project e.g. location of sewers and pipe-work, wild life habitats, planning permission issues, asbestos.

In many circumstances the outcome of such advice can lead to a reduction in overall cost, alternate ways of tackling the issue and increased confidence that a development will not hinder future developments.

Once a solution is agreed

Advice on project management is available on EsiNet at **Home » School Management » Managers and Administrators » School Buildings » Managing Premises Issues** .

Further support...

You should discuss your PDP with your RDA. E-mail and telephone support in drafting your PDP is available from the Planning & Buildings section as follows:

Northern & Central Areas ☎01603 223469

Western & Southern Areas ☎01603 224456

The Private Finance Initiative and Premises Development Plans

In the near future, some schools are likely to be working with a PFI contractor. For these schools there is still a need for a Premises Development Plan. This is because the PFI partnership arrangement will not deal with every premises related matter. Over the period of a PFI contract there will be development needs that schools will need to address using other funding sources.

What will PFI cover?

Condition issues: the PFI scheme will remedy all existing condition problems.

Sufficiency (capacity) issues: The PFI scheme will cover known sufficiency needs arising over the next 3-5 years, e.g. as a result of re-organisation. Longer-term growth needs are funded through the central funding programme managed by the LEA.

Suitability issues: some existing suitability issues are likely to be covered by the PFI scheme but it is not realistic to assume that all identified problems will be resolved through this route. It is therefore essential that schools plan to address these issues over time through other funding mechanisms.

Guidance on the costs of capital works

This guidance is provided so that schools may assess the potential 'affordability' of a project. Without detailed scrutiny of the building, the site and the proposals it is impossible to provide reliable estimates. This guide takes account of the fact that the work will be done within a school and therefore has to be carried out at a higher specification than that for domestic developments.

New Build Extensions

Cost range £900/sq m to £2,200/sq m

This covers simple large extensions through to small additions that may require extensive services laying to them. Toilet extensions are likely to be at the higher cost level.

Internal Adaptations

Cost range £300 to £700/sq m

At the lower end of this range is internal refurbishment with minimal alterations and repairs. The top end of the range assumes some structural alteration and repairs.

If you find actual estimates for the proposed work coming in above this cost, a new build, if possible, is likely to be more cost effective.

In addition to the above costs you must add, as applicable:

Professional fees – 15% is expected.

Abnormal site conditions – it is not possible to provide estimates for such circumstances, but check site conditions.

Furniture and equipment.

Inflation – these estimates will change over time, but do not assume they will change by the general inflation rate. The rate of inflation for building work is frequently higher than the prevailing rate.

Responsible Officer

Alan Smith ☎01603 224455

Premises Development Plan

This example layout is provided to illustrate the nature of the information required in Premises Development Plan.

Priority	Issues identified through the School Improvement Plan	AMP Survey data evidence	Location (Use AMP notation system)	Options & solutions	Approx. costs and potential sources of funding	Contribution to raising standards	Timescale
Example only:							
3	Raise the standard of boys to be in line with that of the girls – address the room shape and environment issues of Room 6 to support better class management.	Rm 6: suitability=B (size & shape/ environment)	01A main Block Room 6	a. Remove existing large, built in cupboard. b. Brick up external door in corridor and in front construct replacement walk in cupboard space. c. Provide Venetian blinds to all classroom windows.	£1,500: DFC £2,500: DFC £800: School budget	These developments are part of a range of changes to be introduced to tackle the issue of the underachievement of boys. It is expected that the overall impact will lead to an improvement in boys SATs results of 5 percentage points by 2005/6.	2 weeks Planned for summer hols 2004

The objective of this plan is to work in conjunction with your School Improvement Plan. So:

- As building developments must be about school improvement, the need for such improvements would normally first be identified in the School Improvement Plan.
- The Premises Development Plan is then used to explore and record the detail of the building issue and prioritise accordingly.
- The prioritised developments are then fed back to the School Improvement Plan so the building priorities can be set alongside other objectives.
- Depending on the complexity of both plans, some schools may wish to cross-reference them both.

