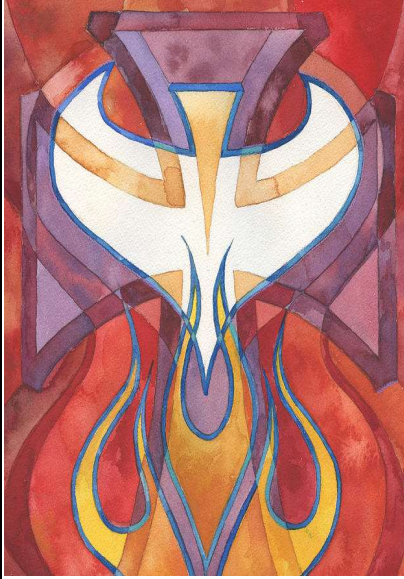




THE CATHOLIC DIOCESE OF
ARUNDEL & BRIGHTON
EDUCATION SERVICE

VA SCHOOLS' CAPITAL AND FUNDRAISING

OPENING PRAYER



Lord,
We thank you for everyone gathered here today.

You have invited each of us by name to walk with you.
Quieten our minds, still our hearts.
You have entrusted us as stewards of your creation.

Come bless our meeting with hope and vision.

Guide us as we make our decisions.
Fill us with your grace and inspire our hearts.

Come dwell in each of us.
Equip us, challenge us, comfort us, teach us.

Help us to work together and encourage each other to excellence.

Help us to support each other to reach higher and farther to be the best we can be.

Give us the desire to find ways to excel in our work.
Come fill our lives with your love,
fill our conversations with your truth,
fill this meeting with your presence.

We ask this through Christ our Lord,
Amen.



MAINTAINING AND IMPROVING THE BUILT ENVIRONMENT

Supporting teaching and learning

Mark Brunet, Education Buildings Officer
October 2020

AGENDA

- Housekeeping
- Identifying need
- Prioritising - strategically
- Sources of funding (DfE)
- DFC (Devolved Formula Capital grant)
- LCVAP – now SCA
- Other sources of funding - fundraising
- Considerations
- Questions

IDENTIFYING NEED

- Sufficiency
 - Net capacity; LA responsibility
- Condition
 - Site walks; Survey to confirm
- Suitability
 - SLT / Governors; curriculum driven

There are three aspects to identifying the need for building work in schools.

Sufficiency is a question of whether there is enough space for the number of students; this is measured through an exercise called “net capacity” and Local Authorities are required to make an annual return to central government – the guidance to LA’s says: “You should hold up-to-date net capacity assessments for all LA maintained, **VA**, VC and foundation schools, as the assessments are a statutory requirement for the school capacity collection.”

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/321710/SCAP_2014_guide_template_version_AG.pdf)

In practice, LA’s often do not change their info on VA schools unless told – it is good practice to let the LA know of any changes in circumstances.

Condition has been the main concern of central government over the past few years – an exercise in assessing the condition of all schools was undertaken between 2012 and 2014 (with, I think, variable results).

Schools should regularly review the state of their premises – H&S site walks are a good opportunity to do this; if an issue becomes apparent, it is worth while paying a surveyor to look at it – it often looks worse than it is (especially true of timber elements).

Suitability is whether the spaces in the school are supporting the curriculum that the school aims to deliver – this is an educational judgement and SLT are the best professionals to judge this.

We’ll look at each in turn.

SUFFICIENCY



221 students in a classroom...

But if there is only one teacher – maybe that is what is needed?

SUFFICIENCY

- Net Capacity
- Building Bulletin 103 – June 2014
- Spreadsheet
- LA responsibility to report to DfE
- Basic Need – LA funded (local area, not individual school)

Sufficiency is monitored by the net capacity calculation – formulaic, and with some known shortcomings (no account taken of the needs of PD students, for instance.) BB 103 outlines expectations (note that the outside areas are recommendations, no longer legally required).

LA's have differing levels of proactivity – but worth keeping them informed of any changes to the usage of the school.

If there is a school expansion, this needs to be right from the beginning!

CONDITION



Condition is what it says it is. Sometimes it is obvious...
2 types – H&S ones (such as here) or...

Condition



Conditions which make it unreasonable / impossible to use the school.



Not all issues need buildings solutions

CONDITION RATING

- A. Good. Performing as intended and operating efficiently
- B. Satisfactory. Performing as intended but exhibiting minor deterioration
- C. Poor. Exhibiting major defects and/or not operating as intended.
- D. Bad. Life expired and/or serious risk of imminent failure.

Note; D is the worst...

CONDITION PRIORITY

1. Urgent – will prevent immediate closure of premises and/or address an immediate risk to the health and safety of occupants and/or remedy a serious breach of legislation.
2. Essential work required within two years that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health and safety of occupants and/or remedy a less serious breach of the legislation.
3. Desirable work required within three to five years that will prevent deterioration of the fabric or services and/or address a low risk to the health and safety of occupants and/or remedy a less minor breach of the legislation.
4. Long term work required outside the five year planning period.

...but 1 is the most urgent!

CONDITION

- Rating + Priority
- e.g. D1 – serious, needs addressing now
- C2 – needs doing in a couple of years or will become D1...

Top tip: Ask a surveyor to assess!

D1 ?



OWNERSHIP

- Who owns the school?
- Governors are custodians of the school...

Generally, Buildings and the land they are on are owned by the Diocese (may, rarely, be on long lease from e.g. A religious order)

SUITABILITY



Fitzroy c1956 – Nick Hadden (last Camp teacher employed by FIC) plus school

SUITABILITY

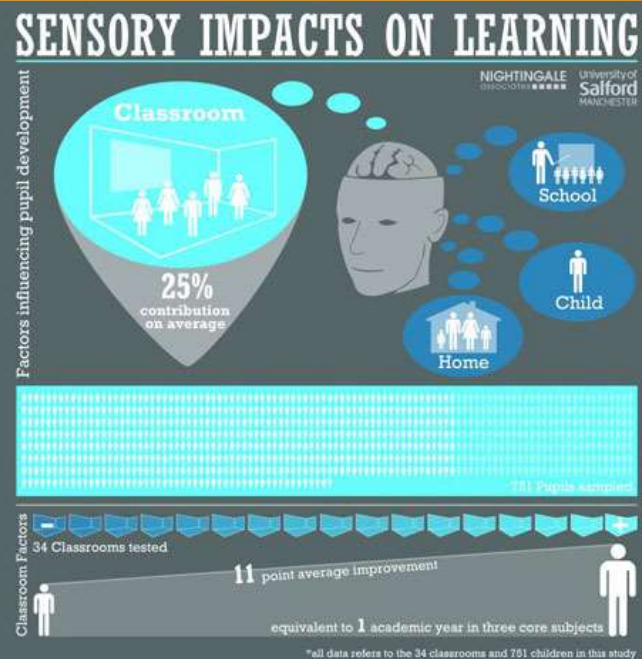


Ideas about what is “Suitable” vary not just by location, but also from time to time. Architects don’t always seem to think about how easy the buildings are to clean, though – especially in a school environment.

Suitability

In a pilot study by the University of Salford and architects, Nightingale Associates, it was found that the classroom environment can affect a child's academic progress over a year by as much as 25%.

P.S.Barrett, Y. Zhang, J. Moffat and K.Kobbacy (2012). "An holistic, multi-level analysis identifying the impact of classroom design on pupils' learning." *Building and Environment*.



In a pilot study by the University of Salford and architects, Nightingale Associates, it was found that the classroom environment can affect a child's academic progress over a year by as much as 25%.

The year-long pilot study was carried out in seven Blackpool LEA primary schools. 34 classrooms with differing learning environments and age groups took part.

The study took two lines of enquiry. The first was to collect data from 751 pupils, such as their age, gender and performance level in maths, reading and writing at the start and end of an academic year.

The second evaluated the holistic classroom environment, taking into account different design parameters such as classroom orientation, natural light and noise, temperature and air quality. Other issues such as flexibility of space, storage facilities and organisation, as well as use of colour were evaluated.

This holistic assessment includes both classroom design and use factors to identify what constitutes an effective learning environment.

Notably, 73% of the variation in pupil performance driven at the class level can be explained by the building environment factors measured in this study.

Current findings suggest that placing an average pupil in the least effective, rather than the most effective classroom environment could affect their learning progress by as much as the average improvement across one year.

SUITABILITY

- A. Unable to teach the curriculum – most likely to be associated with numbers & types of teaching spaces available. There should be enough spaces to accommodate all pupils for the whole of the curriculum.
- B. Teaching methods inhibited – unsuitability of spaces may mean that the schools' preferred teaching methods are inhibited.
- C. Management or organisation of school affected adversely – unsuitability of spaces and/or the way they relate to each other may affect the organisation or management of the school.
- D. Pupil or staff morale or pupil behaviour affected adversely – unsuitability of spaces may affect staff or pupil morale or pupil behaviour.

Note – sufficiency for not enough space; suitability for not enough of the right sort of space

SUITABILITY



Filipino class – no classroom

PRIORITISING (SCHOOLS)

- Cost
- Benefit
- Affordability
- Sustainability (ongoing)

Top tip: Create a strategic buildings plan (and review it regularly)

Cost – include VAT, fees, contingency...

Benefit – not always easy to quantify

Affordability – phase projects?

Sustainability – AWP, for instance, needs surface replacement every 12 years – ok if lettings, not so clever otherwise

SOURCES OF FUNDING (VA SCHOOLS)

- DFCG
- VASCA (used to be LCVAP)
- Other government grants
- LA
- Parents
- Sponsorship
- Partnership
- Non-government grants

We'll look at these separately.

VASCA – Diocesan level, shared among VA schools according to severity of need, 10% again

Other government grants – rare nowadays – UIFSM was last example.

LA – basic need is pretty well the only thing nowadays.

Parents – needed for the 10%! But can also be a useful source of funding for the “nice-to-haves”. Especially tangible projects.

Sponsorship – can be worth chasing, especially if there are governors with the right connections.

Partnership – e.g. Sports club looking for a home...

Non-government grants – a minefield. Takes time, effort. We are working on how to make this easier...

DFCG

- Devolved Formula Capital Grant
- Formulaic; given directly to schools
- 10% of cost must come from other sources (governors, revenue budget...)
- 3 year shelf-life
- £2,000 *de minimis* net
- Must account for annually (failure to make a return means it will be clawed back)
- But assurance system is changing – we know not how...

Lump sum £4,000 plus per-capita (primary £11.25; secondary £16.88; post-16 £22.50; special £33.75) modernised schools & PFI schools – 50%

Schools need to find the 10% - quid pro quo for keeping Catholic nature of school. And you can't recover VAT on capital works...

MAT's – goes to MAT, not school.

(VASCA) – SCHOOL CONDITION ALLOCATION

- Allocated to the Diocese for VA schools
- Schools need to bid to Diocese
- Annual (flat cash for past five years)
- Can mix with DFC (and other funding)
- £2,400 gross *de minimis*
- 10% of grant element funded by governors.
- Paid to school on application to diocese
- Cannot recover VAT

Headcount basis

VASCA – Diocesan level, also age weighted; 10% again

Note – For academies, a different funding stream (either CIF or MASCA)

USING A CONSULTANT TO MANAGE PROJECT

- Pro's
 - Will prepare bid
 - Will administer contract
 - May have responsibility for things that go wrong
 - Carries CDM responsibilities
- Con's
 - Cost
 - Flexibility

Top tip: Review consultant from time to time!

Take up references!

VASCA is not that complicated to administer

VASCA TIMETABLE

- Autumn term – bids by October 31
- Jan – panel prepare provisional project list
- Feb 10 – Diocesan Finance Committee
- Feb 11 – commit 80% of budget and let schools know
- End Feb (hopefully) – allocations confirmed to Dioceses
- March 8 – Diocesan Finance Committee
- March 9 – final confirmation to schools

PRIORITISING VASCA BIDS

1. Health and safety and basic DDA provision
2. Condition issues which would result in the closure of a school (e.g. failed boilers, leaking roofs etc)
3. Other condition issues
4. Suitability improvements where existing buildings are a barrier to delivery of the curriculum
5. Suitability improvements which would have a positive impact on the running of the school

VASCA BID PROCESS

- Prepare bid; cost as far as practicable
- Ensure governor contribution available
- Submit bid by deadline

Top tip: Match your project to the diocesan priorities!

Helpful to consider own priorities in terms of strategic plan.

VASCA APPLICATION FORM

- On new website – bottom of Schools and Admissions page
- Or ask SBM
- Or ask Mark

OTHER SOURCES OF FUNDING

- Other government grants
- LA
- Parents
- Lettings
- Sponsorship
- Partnership
- Non-government grants

Other government grants – rare, but sometimes still available. Salix, for instance.

LA – sometimes in kind rather than cash (classroom furniture). Rare.

Parents – best for tangible items, specific projects

Lettings – see next slide

Sponsorship –

LETTINGS

- 195 days 8 hours a day used = 1,560
- 360 days 14 hours available = 5,040
- Utilisation 31%

- Vet hirers – aims, insurance, safeguarding, reputation...

SPONSORSHIP

- Cash sometimes harder to get than kind
- CSR programmes – time of staff
- Materials

- Think what is in it for them!
- Have pitch ready
- beware of multiple sponsors...

PARTNERSHIP

- Partnership – eg Football Association / Football League / specific club

NON-GOVERNMENT GRANTS

- A minefield. There are charitable foundations out there, some useful grant-finding websites – don't blanket, be specific.
- Takes time and effort.
- <https://www.eastsussex.gov.uk/community/funding/>

OTHER CONSIDERATIONS

Everyone talks in “100% figures”...

This means...

Governors have to find 10% of that

Top tip: Remember – you only get cash for 90% of the total including VAT!

OTHER CONSIDERATIONS

- CDM (Construction (Design and Management) Regulations
- Project Management
- Cash Flow
- Negotiations
- Timing
- Due Diligence

CDM is not optional. See Alpha Beta article for overview

Project management – can do in-house, but need time and expertise

Cash flow – usually not a problem, given the timing of the school year – allow a weeks for funds to flow

Negotiations – always negotiate! Use JCT contracts – haggle architects down, be clear about not accepting variations. Beware “project creep”

Leave enough time! Stick to a retention period!

DO take up references.

OTHER CONSIDERATIONS

- VAT
- Asbestos
- Fees
- Contingency
- Retentions

OTHER CONSIDERATIONS

- Playing fields – LA responsibility
 - (But to what extent?)
- AWP / MUGA's
 - Do NOT qualify for VASCA
 - But peripherals might! (fencing?)

Different LA's have different views...

QUESTIONS?

- What if we become an academy?
- What if we can't find the 10%?
- Can we phase projects?
- Why only one project per school?
- What if the tenders are too high?
- ... Your turn!

Academies – VASCA for retentions still payable after conversion, but academy Trust can recover the VAT.

Finding the 10% - rarely optional. Taking a loan is not recommended, except in dire emergencies.

Phasing – do, this is sensible.

Money is limited!

Re-specify, re-tender, negotiate...

THANK YOU!

- SchoolBuildings@ABDIOCESE.ORG.UK
- *Monday to Wednesday!*