

## The Primary Capital Strategy

### DfES requirements set out in consultation Summer 2006.

#### Purpose

- Primary school fully equipped for 21<sup>st</sup> Century learning, at the heart of the community with children's services in the reach of every family.
- Support national policy aims, ECM, inclusion, diversity and responsiveness, extended services and personalisation.
- Rebuild, remodel, refurbish or take out of use at least half of primary schools
- Targeted to address deprivation nationally and in every authority and responding to population changes. (demographics, building condition, deprivation and standards)

#### Scope and timescale

- For primary, middle deemed primary and primary special
- Funding starts in 2008 for 15 years, subject to public spending decisions
- Year 1 funding for regional pilots
- All LA s and Dioceses benefit from Y2
- Schools not receiving extra investment continue to receive DFC

#### Funding

- Additional £150m 2008 rising to £500m in 2009
- Open, simple allocation formula, York should receive £4m over 2 years
- This formula expected to be used beyond 2011, but changes may be made to ensure national targets are met
- Added impact by joining up with over £2b<sup>i</sup> pa in current primary and early years baseline budgets
- Added impact by joining up with eligible capital from other government departments and local resources<sup>ii</sup>
- VA schools will be expected to contribute the usual 10%

#### Targets and planning

- Ensure investment needs met
- Strategic service-wide planning and design
- Joined-up planning alongside other national and local policies and initiatives
- National objectives translated into local strategic infrastructure plans, monitored and approved by DfES to release funding
- Every LA will benefit from funding in years 2&3, benefits are:
  - Targeting investment over time
  - Planning and procuring efficiently
  - Attracting smaller-scale construction and design companies but this means:
    - Harder work for all to ensure efficiency savings
    - Best Value needs to be considered over the entire project
      - Planning and design
      - Joining up funding and planning for cross-cutting gains

- Savings via innovation and partnership
- Savings on operation and maintenance

## Design, procurement and skills

- Promotes excellent design and sustainability
- Long-term strategic programme offers potential for high efficiency
- Develop best practice partnership with private sector, including LEPs where set up for BSF.
- Develop skills in schools, LA's and private sector to ensure delivery
- Regional pilots from 2006 to test planning, improve joining up and showcase design and procurement best practice.

## Key Design Features

- Flexible spaces to accommodate a range of groups from small areas for 3-6 pupils to large ones to take 2 or more classes of 30
- Kitchen and dining facilities that support healthy eating and a higher take up of school meals
- ICT to be available wherever it is needed
- Access to any and all places or activities for pupils with a wide range of physical and learning difficulties
- Easily offer a wide range of extended services
- Meet increasingly stringent requirements for sustainability, achieve at least 'very good' **BREEAM** rating and allow the building to be used as a teaching resource
- In line with **BB99** and **BB98** as minimum standard
- **Design Quality Indicator (DQI) framework** to be used
- Pointing to the five exemplars and good practice guidance, including the '**Primary Ideas**' *toolkit*

## Scope

- Rationalisation and surplus place removal
- High maintenance and operational cost
- 'invest to save', eg sustainability measures
- standardisation of design and construction components
- using existing national or local frameworks
- better day-to-day management of school facilities

## What we need to achieve and how

The programme supports ECM, 'Higher Standards, Better Schools For All' and the Primary Strategy. It brings together the 10-year childcare strategy, workforce strategy, ICT and extended schools programmes. The national minimum aim is to rebuild or take out of use at least 5% of the worst condition schools and improve or take out of use the worst 20% in the most deprived communities. Other schools benefiting from the strategy will be substantially improved. The programme should also contribute to other national targets, such as raising standards, improving school food or promote sport and languages.

DfES require that we set out a strategy to improve the primary estate and target deprivation before the start., supported by local debate to support tough choices. They need to approve this before funding is released. The strategy must fit with local plans and show how it is joined up with other programmes.

Current design quality indicators and building standards will be applied to all schemes, with sustainability as a key objective. DfES will be publishing *'Primary Ideas'* with practical school improvement projects.

Ambitious design and procurement models are required to achieve maximum value from the programme. DfES are looking for the use of LEPs where these are in place, other forms of partnership where not. Fundamentally, they believe that there should be strong private sector interest in longer term contracts with a regular flow of predictable and substantial work. For Las without a LEP, they will develop a national framework agreement and expect Las to include this option as part of a robust option appraisal. They will encourage standardised design and off-site construction methods. Efficiency is critical at every stage from early planning to long term maintenance of the resulting buildings. Las must consider how schools will commit lifecycle funding to maintain their new/renewed buildings properly.

Funding starts in 2009/10 and plans need to be prepared, consulted on and approved by then.

## Outcomes

At the end of the programme, primary schools will:

- Every primary school will be a good standard
- Every child and family will have access to 8am-6pm year round childcare, parenting support, specialist support services, a good range of after-school activities, ICT, sports and arts facilities. Access will be either at the school or at nearby premises with supervised transfer arrangements for children.
- Have appropriate kitchen and dining facilities to improve the nutritional standards of food consumed on the premises and improve the uptake of school meals, including free meals.
- Provide first-class ICT facilities so that pupils can study in a way that suits them and quality learning environments to enhance teachers' flexibility.
- Reflect demographic pressures.

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<sup>i</sup> Made up of:

DFC  
 Modernisation  
 Basic needs  
 Access  
 TCF  
 VA funding  
 Sure Start childrens' centres  
 Sure Start sustainability capital  
 Sure Start extended services

<sup>ii</sup> Neighbourhood renewal )  
 joint service centres ) ODPM  
 New Deal for communities )  
 PFI housing )  
 European social and regional development funds ) GO  
 PCT health promotion ) Health  
 Vocational training capital ) LSC  
 Capital receipts )  
 Sec 106 ) LA  
 Prudential borrowing )