

SD95

Schools Asset Management Plan 2007 - 2012



Cyngor Bwrdeisdref Sirol

Blaenau Gwent

County Borough Council



a better place to live and work

CONTENTS

Section		Page(s)
1.	Foreword	1
2.	Key aims of the Schools Asset Management Plan	2-3
	<i>Appendix 1: "Study Report on the Impact of New and Refurbished Schools on Pupils' Performance and the Development of School Communities"</i>	
3.	Background to the Schools Asset Management Plan	4-8
4.	Methods used in preparing the Schools Asset Management Plan	9-13
5.	Community (LEA Maintained) Primary Schools – Assessments	14-18
6.	Community (LEA Maintained) Primary Schools – Conclusions	19-25
7.	Aided Primary Schools – Assessment and conclusions..... Primary School Appendices 1-16	26-28
8.	Secondary School - Assessments	29-32
9.	Secondary School – Conclusions	33
	<i>Secondary School appendices 1-7</i>	
10.	Penycwm School – Assessment and Conclusions	34-35
11.	Site specific options to address deficiencies	36
12.	Potential funding sources	37-38
13.	Financial resources available to implement existing priority projects and possible options to address other needs	39
	<i>Appendix 1: Implementation of existing priority projects and financial resources available or likely to be available</i>	
	<i>Appendix 2: Possible options menu to address outstanding issues, (subject to availability of funding)</i>	
	<i>Appendix 3: Average annual additional capital requirements to address outstanding issues over 7 – 10 years.</i>	
14.	Supporting documentation and information.	40

Front Cover Photographs:

1. Coed Cae Junior School.
2. Garnfach Infants School.
3. Computer image of Coed-Y-Garn replacement primary school.
4. Coed-Y-Garn Primary under construction.
5. Coed-Y-Garn Primary School building completed.

1. FOREWORD

“Blaenau Gwent Local Education Authority and it’s schools have demonstrated that we are very successful in helping pupils progress and achieve their potential. This is partly due to our school rationalisation programme and the improvements we have made to school facilities, In partnership with Welsh Assembly Government, the Big Lottery and other agencies.

Our aim is to ensure that all school buildings are in good condition and are able to support, fully, the vital process of teaching and learning”.



Brett Pugh, M.Sc., M.Ed., Ph.D
Corporate Director of Education

“We have made considerable progress over the last 10 years in re-organising and improving our schools.

I hope that within the next year or so, all our primary schools will be able to provide early years education and that children will be able to attend the same school from the ages of 3-11.

We also recognise that good school facilities can provide new opportunities for local communities and make a significant contribution to the economic and social re-generation of the whole area.

Over the next 5-10 years, we will have new challenges to face and it is my hope that we will address these boldly, and will continue to recognise the importance of educational opportunity and achievement in the regeneration of Blaenau Gwent.



County Borough Councillor Gill Clark,
Executive Member, Helping People into Work

2. THE KEY AIMS OF THE SCHOOLS ASSET MANAGEMENT PLAN

Effective asset management planning is a key element in supporting effective service delivery and continuous improvement. The Schools Asset Management Plan 2007-2012 is one element of a corporate approach to the management of the Authority's property assets.

The Schools Asset Management Plan directly supports other plans and strategies, including the Community Plan and Single Education Plan. It is intended to assist in the delivery of performance improvement targets and the implementation of national and local policy objectives. A key objective is to support the process of teaching and learning and raising educational standards, which requires that:

- ◆ school buildings and facilities are fit for the purpose of delivering effective education;
- ◆ there are sufficient pupil places to meet future need, whilst avoiding a significant over-provision which will waste limited resources; and
- ◆ school buildings and facilities are well maintained and provide a safe, pleasant, environment for pupils, staff and others.

Excellent facilities do not necessarily make a school successful in terms of improving educational achievement. Similarly, a school with limited facilities may be very successful.

Common sense would seem to dictate, however, that on balance, schools have better opportunities to improve, if the buildings and facilities available are of a good standard. There is increasing interest in the extent to which improved buildings and facilities contribute towards improved levels of educational achievement.

ESTYN has recently requested LEAs to assist with research into these issues and an assessment of the initial academic impact of a number of major school redevelopment projects in Blaenau Gwent has been undertaken. This assessment is attached as Appendix 1 to this section of the plan.

This is a complex issue and it is difficult to prove that improved standards directly result from provision of new or improved school facilities, though this may become clearer as research continues over time.

Initial research would, however, seem to indicate that, broadly, this is likely to be the case. It is, of course, impossible to quantify the extent to which the expectations of governors, staff, parents and pupils are raised by a high-quality school environment.



St. Illtyds Primary School, Llanhilleth



Ystruth Primary School, Blaina

It is also important to ensure that there is increasing equality of opportunity in terms of access to school facilities. The Authority's objective is to continue to extend equality of opportunity through a rolling programme of investment, as outlined in the Schools and Learning Centres Accessibility Strategy 2004 – 2007.

It is also important to recognize that schools are community assets and can contribute significantly to providing improved opportunities for local communities



*Left; Glyncod Comprehensive School Dance and Drama Studio.
Designed for both school and Community use.*

This Plan will assist in identifying future needs, priorities and investment options. Each school is considered individually and benchmarked against other schools to identify relative need.

Although a 5 year plan, this document will be reviewed and revised at least annually, in response to comments received during consultation and as a result of changing circumstances and opportunities.

It is not the purpose of the Schools Asset Management Plan to identify future school reorganisation possibilities, as there are separate processes and statutory procedures which have to be followed in relation to these matters.

This Plan will, however, help inform the future decision making process.

APPENDIX 1

Study Report on the Impact of New and Refurbished Schools on Pupils' Performance and the Development of School communities (Prepared 2006).

1 Introduction

Over the last ten years a great deal of capital funding has been invested by Blaenau Gwent County Borough Council and by the Welsh Assembly Government in building new schools and refurbishing existing schools within the Borough. It is, therefore, important that a study should be undertaken as to the impact of this investment in raising standards of pupils' achievement, attendance, behaviour and the general development of supportive communities in schools. Each of these areas will be outlined more fully in section 2 of the study.

The study will be reported in seven sections. Following this introduction, section 2 outlines the background to the study both on a national and local basis. Section 3 will provide an outline of the aims and terms of reference of the study. Section 4 looks at the methodology utilised for the research and broadly explains that this is an evaluation study that will make recommendations for future development. Section 5 will outline the results of the study. Section 6 provides some analysis of this data and section 7 will conclude with recommendations. The names of the schools involved in this study have been anonymised for the purposes of confidentiality.

2 Background

The Welsh Assembly Government (WAG) has set the target that all schools will be 'fit for purpose' by 2010. It has re-iterated its commitment to this target in the *Learning Country 2* (WAG, 2006, p30). The Assembly has stated that it expects local authorities to ensure sustainability, effective procurement and strong project management in the provision of school buildings and in the reduction of unnecessary and expensive surplus places.

Within Blaenau Gwent for several years, a consistent decline in birth rates has resulted in an increase in surplus school places. It has been possible to contain the potential impact of increasing surplus primary school places by a vigorous programme of school re-organisation which has reduced the number of schools serving the 3-11 age range by around 30%. In 1996 there were 43 primary schools, in September, 2006, there were 29. Four new primary school buildings have been built since 2000, all of these amalgamating two or more schools. It is anticipated that a further new primary school will be opened at Easter, 2007 to replace an existing building and that in the immediate future a replacement building will be started for our Welsh medium primary school. By September, 2006, four refurbished primary schools will have been completed.

In the secondary sector there were seven schools in 1996, there are now six schools, four covering the 11-18 age range and two the 11-16 range. Two secondary schools have received considerable refurbishments.

The Authority's objectives in relation to primary and secondary school places are to ensure that:

- a) in total, school places should not consistently exceed demand by more than 10%;
- b) in individual schools, school places should not consistently exceed demand by more than 10%;

- c) in individual schools, where school places consistently exceed demand by more than 25%, specific strategies will be considered to reduce or remove surplus places;
- d) in individual schools, pupil numbers should not consistently exceed pupil places by more than 10%; and
- e) schools should have sufficient pupil numbers to be educationally and financially viable.

Future demand for pupil places will be determined by a forecasting methodology based on birth data and analysis of parental choice trends. In relation to Welsh medium education, this is supported by a questionnaire in the annual Schools Information Booklet providing the opportunity for parents to indicate an aspiration for Welsh medium education in their locality if they so choose. The accuracy of pupil forecasting will be tested by comparison with other Welsh Local Authorities. There will continue to be close liaison with Diocesan Authorities relating to future demand for pupil places in the aided schools sector. The Schools Asset Management Plan 2006-2011 includes an assessment of each school in terms of continuity in the delivery of education, sufficiency of pupil places, suitability of accommodation to support teaching and learning and general condition of premises and facilities.

The Schools Asset Management Plan will identify any significant deficiencies and will inform future budget prioritisation and the preparation of a School Re-development Plan 2006-2011 and outline plan for the period 2011-2016. The Schools Asset Management Plan and Re-development Plan will be subject to on-going review to reflect changing circumstances. It is anticipated that the School Re-development Plan 2006-2011 will prioritise the implementation of the projects and proposals previously identified in the School Organisation Plan 2004-2009, the Education Strategic Plan and the Community Plan.

3 Aims

The evaluation of school performances before and after moving into new or refurbished premises is a complex process that needs to take into account the impact of the new accommodation on the following priorities identified in Section 4 of *The Learning Country 2*:

- i) The educational standards of its pupils;
- ii) Pupil engagement, attendance and behaviour;
- iii) The health and fitness of pupils;
- iv) The curriculum and assessment processes;
- v) ICT and other teaching and learning facilities;
- vi) Engagement of school staff and governing bodies;
- vii) Community links; and
- viii) Value for money.

4 Methodology

As already stated this report will take the format of an evaluation study. There are many types of evaluation studies but the key component of this brief study is that it should provide the Council and its schools with an evaluation of the achievements gained in terms of the impact of new or refurbished school buildings in the areas outlined in section 3 and make recommendations for future work.

This is a relatively new area for study and while some research has already been undertaken, we generally feel that it is beyond the remit of the present report to undertake a literature review at this juncture.

The Study Sample:

The study takes a sample of newly built and refurbished schools. In the primary sector there have been four newly built schools opened in the period from September, 2000 to September, 2006. Of these schools two have been chosen because they were opened since September, 2003 and we can measure the direct impact of the new building. Of the two remaining schools, one was opened in 2000 and over the six year period has undertaken much further developmental work in addition to the move into the new building. The other school will not open until September, 2006 and, therefore, it is clearly too early to measure the impact.

By September, 2006, four refurbished primary schools will have been opened. Three out of the four will be used in our sample; the fourth school will open in September, 2006.

Two major refurbishments have already taken place in the secondary sector. One has involved setting up a new teaching building, mainly housing the English and Business Studies Departments, and the other involves substantial refurbishments in several sections of the school. Both schools are included in the study.

Method of Investigation:

In section 3 above the following factors in improvement have been cited, information gathering processes will be considered separately under each factor:

i) The educational standards of its pupils:

This will be considered in the primary sector by making comparison of the percentage of pupils attaining the Core Subject Indicator over the period of transition from the previous school buildings to the new or refurbished building. Where a new school has been formed out of previously separate schools the results for the last year of the previous schools will be included.

For the secondary schools results for the relevant department at GCSE will be included for one school and at 5A*-C grades for GCSE for the other.

Within both sectors, comments from recent inspection reports will be included where the inspection took place subsequently to the refurbishment; five out of the seven schools have been inspected since September, 2003 and all these inspections took place subsequent to refurbishment or the opening of the new schools.

ii) Pupil engagement, attendance and behaviour:

For this information on attendance and exclusions will be included. Also additional information from Estyn inspection reports will be cited.

iii) The health and fitness of pupils:

For this section attainment of the Healthy Schools Quality Mark will be used.

iv) The curriculum and assessment processes:

Information from recent Estyn inspections will be utilised to provide evidence. Where this is not available LEA advisory comments and school self-evaluation will be included.

v) ICT and other teaching and learning facilities:

Again recent Estyn inspection reports will be used to provide appropriate information for this factor.

vi) Engagement of school staff and governing bodies:

Evidence from Estyn inspection reports will be used, in particular judgements on the management and leadership of the school and its capacity to carry out and use information from school self-evaluation to move standards forward.

vii) Community links:

Estyn inspection reports provide a very valuable source of information for this section.

viii) Value for money.

Estyn inspection reports also make judgements in this area.

Generally, Estyn inspection reports form a good basis for measuring improvements when schools move into new premises, as each new school receives a full inspection within its first year of opening. Comparisons can be made with the previous inspections of schools which have been amalgamated. However, the individual circumstances of the schools must be outlined, e.g. whether the headteacher of one of the amalgamated schools becomes the headteacher of the new school or whether a new appointment is made. Equally, it is important to identify whether the governing body has changed or any other circumstances in addition to a new or refurbished school building have altered and might have a positive or negative impact on the factors being measured.

Estyn inspections also provide national benchmarks for standards in each subject and aspect inspected and have targets set for standards of achievement and the quality of teaching and learning. These are outlined in the annual reports of Her Majesty's Chief Inspector of Education and Training in Wales.

All the above criteria can only indicate improvements in a limited manner. However, they will act as a rough benchmark of what has been achieved in new builds and in refurbished schools.

In the case of two of the refurbished primary schools inspection took place prior to refurbishment. However, it is possible to indicate how the refurbishment addresses issues raised in the inspection reports.

5 Findings of the Study

The new primary schools:

Primary School A opened in September, 2004 and Primary School B opened exactly one year earlier in September, 2003.

The two new primary schools indicate a slightly differing story in terms of the percentage of pupils attaining level 4+ for the core subject indicator at the end of Key Stage 2. Primary School A, which is made up of an amalgamation of the two former primary schools, has registered significant improvement for 2005 and a comparable score for 2006, given fluctuations in the size of the cohort which account for the slight dip in percentage.

Primary School A

Amalgamated school 1:

Year	% KS 2: CSI
2003	30.8
2004	33.3

Amalgamated school 2:

Year	% KS 2: CSI
2003	48.0
2004	36.6

Primary School A

Year	% KS 2: CSI
2005	76.3
2006	73.3

The score for 2005 exceeded the national average.

Primary School B was created as the result of an amalgamation of two infant schools and a junior school. Results dipped in the first year of the new school but then rose above the national and local average to reach similar levels to those attained in the last year of the former junior school. The Year 6 cohort retained the same teachers over the transition period, however, the school has a special educational needs unit which serves neighbouring schools and there was a high number of statemented pupils in the 2004 cohort: overall 39% of the cohort were recorded on the Special Needs Register. This is acknowledged in the school's inspection report.

Primary School B

Former Junior School

Year	% KS 2: CSI
2003	78.4

Primary School B

Year	% KS 2: CSI
2004	64.5
2005	77.8
2006	76.1

At Primary School A the March, 2006 inspection report indicated that pupils' standards of achievements were judged as 20% grade 1, 60% grade 2 and 20% grade 3. This is above the Assembly's target for 2007. These scores are considerably higher than the last inspections of both the schools which amalgamated. At Primary B the February, 2005 inspection report indicates that standards of achievement were graded as 9% at grade 1, 64% at grade 2, 25% at grade 3 and 2% at grade 4, again above the Assembly target for 2007. This was higher than in the previous inspection of the junior school.

There have been no permanent exclusions at either Primary School A or B. One permanent exclusion was made at one of the now closed primary schools which amalgamated to form Primary School A. Attendance has improved in both schools.

Both schools have achieved the Healthy Schools Standard. In the inspection report on Primary A the school was praised for its promotion of healthy lifestyles.

Again from the recent inspection the quality of teaching and assessment at Primary School A was found to be 18% grade 1, 66% grade 2 and 16% grade 3 this is slightly above the average in the Chief Inspector's Annual Report for 2004-5. At Primary School B the quality of teaching and assessment was found to be 12% at grade 1, 63% grade 2, 24% grade 3 and 1% grade 4. These scores show an improvement on the previous inspections of four out of the five schools which were amalgamated to form the two new schools. Both new schools have gained the Basic Skills Agency Quality Mark.

At both schools grade 2 was awarded for the efficiency with which leaders and managers use resources. In Primary A the report stated that the accommodation provided excellent facilities for teaching and learning. Grade 2s were awarded to both schools for the effectiveness of leadership and strategic management and the ability of leaders and managers to evaluate and improve the quality and standards of provision.

Extra curricular activities and community involvement were seen in inspection as outstanding qualities in both schools.

Both schools were judged in inspection as offering good value for money, as rapidly improving and well positioned to improve standards further.

The new headteacher of Primary School A had previously been the head of one of the schools which amalgamated to form the school. The headteacher of Primary B was a new appointment from out of county. This is her third headship. Both schools had new governing bodies formed for their opening.

Refurbished Primary Schools:

The refurbishment of Primary C and Primary D was completed by the end of the 2002-3 academic year. The refurbishment of Primary E was completed during the 2003-4 academic year.

In two out of the three refurbished schools, i.e. Primaries C and D, there have been improvements in the end of Key Stage 2 results. The results in Primary D are skewed by the fact that it has a large SEN unit serving schools outside its own catchment area. In 2006, 25% of its Year 6 pupils had statements of SEN. Results in the third school, Primary E, are generally good but affected by the fact that the cohort is usually under 10 pupils. Where there is a marked increase in the proportion of pupils with SEN, as in 2006, percentage figures are drastically lowered.

Primary C

Year	% KS 2: CSI
2004	54.5
2005	85.0
2006	85.7

Primary D

Year	% KS 2: CSI
2004	41.0
2005	37.2
2006	53.7

Primary E

Year	% KS 2: CSI
2004	86.7
2005	100
2006	68.8

Primary D was inspected in November, 2004. The inspection judged standards of achievement to be 22% at grade 1, 56% at grade 2, 21% at grade 3 and 1% at grade 4. This is above the Assembly target for 2007. The inspections of the remaining two schools took place prior to the refurbishments.

There have been no permanent exclusions at any of the schools over the last three years and attendance has improved.

All three schools have achieved the Healthy Schools kite mark and have been awarded the Basic Skills Agency quality Mark.

The inspection of Primary D gave the following judgement grades for teaching and assessment; 27% at grade 1, 43% at grade 2, 26% at grade 3 and 4% at grade 4. The leadership and management, school self-evaluation and use of resources at the school were judged as grade 2. The accommodation was judged as very good but access to the playing field was unsatisfactory. Links with parents and the community are highly effective. Good progress had been made since the last inspection and the school offers very good value for money.

The last inspection report on Primary C was in September, 2001. This was prior to the refurbishment of the school. The judgements of the inspection were generally good. The school accommodation is described as being in one modern two story building and three temporary buildings. The new block, built subsequent to the inspection to replace the three temporary blocks, has allowed modern teaching equipment to be installed and has created a much more cohesive teaching environment for Key Stage. This is clear from the school's self-evaluation reports and from visits to the school by advisory staff.

The last inspection of Primary School E took place in May, 2003. The school accommodation was found to be unsatisfactory. The newly refurbished provision has addressed this issue and has formed a linchpin in the school's implementation of its post inspection action plan. The school's self-evaluation reports and advisory visits indicate a positive impact on standards of achievement, the quality of teaching and assessment and on the improved resources available.

In all three of the refurbished schools the headteacher and school governing body remained the same.

Refurbished Secondary Schools:

The refurbishment of Alpha Comprehensive was carried out between 2002 and 2005. The refurbishment at Beta Comprehensive was completed during the 2002-3 academic year.

In the first secondary school significant refurbishment has taken place in many areas of the school. In the other refurbishment took place in one block which mainly houses the English Department. Therefore we have included for the first school GCSE results for those attaining five or more grades A*-C. For the second we have included GCSE English score at grades A*-C.

Alpha Comprehensive:

Year	% 5A*-C
2003	62.1
2004	48
2005	64.2

Beta Comprehensive:

Year	% A*-C in English
2003	44.8
2004	47.5
2005	50.0

The general trend for both schools is improvement. The first school was inspected in March, 2006. Standards of achievement were judged as 28% grade 1, 58% grade 2, 22% grade 3 and 2% grade 4. This is higher than the Assembly target for 2007. The quality of training and education in the six subjects inspected was 28% grade 1, 57% grade 2 and 15% grade 3. Leadership and management were awarded a grade 1, school self-evaluation for improvement was grade 2 and use of resources was awarded grade 1. Good progress had been made since the last inspection. The school offered a good setting for teaching and learning. The second school was inspected in Jan, 2004. Standards of achievement in English were judged to be good at all key stages. Standards of achievement across all subject areas were described as 67% good or better and 98% satisfactory or better. This is higher than the Assembly target for 2007. Considerable improvement had been achieved by the school since its last inspection. Leadership was seen to be good with secure budget management. The new teaching block was judged as providing good accommodation.

There have been no permanent exclusions from the first school between 2003 and 2005. There were three permanent exclusions in 2003 and one in 2004 in the second school but none in 2005. The attendance rates of both schools have improved to bring them above 90% in 2005.

The headteachers of both schools remained the same during the period of the refurbishment. Both schools have the Basic Skills Quality Mark.

6 Analysis of findings

It is clear from inspection judgements and from result trends that the new or refurbished school buildings are being used effectively and/or addressing short comings identified in those schools inspected before refurbishment took place. It is equally clear that the new learning environments provide stimulation and greatly improved resources. However, in the case of the refurbished schools this may not apply to other areas of school buildings which remain to be refurbished. Monitoring of this will be a key factor in influencing the authority's asset plan and prioritisation for building improvement up to 2011.

When looking at the eight priorities of *The Learning Country 2*, identified under section 3 of this report, it becomes apparent that a renewed and stimulating environment with 'state of the art' teaching and learning resources will help contribute and play a major part in the

achievement of these factors. Nevertheless, a wealth of research into school effectiveness and school improvement in England and Wales and further afield testifies to the contributory role of good school leadership and management, to the role of headteachers who are dedicated to improving the quality of teaching and learning, to the role of inspired teaching and assessment methods, to the effective use of data to improve standards of achievement and to the involvement of parents and the wider community in learning.

Staff at our new and refurbished schools report that the new buildings and learning environments improve the morale and expectations of staff and pupils. Therefore, a key issue for the authority is to continue to develop its school building policy in tandem with its other school improvement priorities and its raising standards agenda. The methods the authority uses for measuring the implementation and success of its pedagogic training programmes and other projects for raising standards, must be the same as those it utilises for determining the success of its new and refurbished school buildings.

Since 2003 the authority has covered the following pedagogic areas:

- a) Assessment for Learning and setting individual and group differentiated learning targets;
- b) Problem solving and thinking skills;
- c) Differentiated teacher planning in the primary sector;
- d) Teaching and Learning in Key Skills.

It is about to embark on programmes linked to:

- i) Tackling male underperformance;
- ii) Teaching and learning for sustainable development and Global Citizenship;
- iii) A new pupil performance data package.

The implementation of training in each of these areas is followed up six months after the initial training sessions in all schools throughout the authority. Where new buildings have been opened it will be important as part of this monitoring and evaluation to outline the part these buildings have played in the successful implementation of these policies for school improvement and for raising standards.

Value for money is already stringently monitored and audited in the awarding and completion of contracts for new buildings and refurbishments and in the implementation of all capital projects. Strict reporting takes place to elected members. Sustainability of buildings and the active involvement of the school community in the planning of new schools also plays a part within the authority and should be further developed so as to maximise community involvement in the new buildings and ownership of the learning which takes place in them. This is particularly the case with the development of the Learning Campus as the Council's preferred option for the future development of post-16 education provision.

It is difficult to separate the exact role that new and refurbished buildings play in raising standards from the other aspects that contribute to school improvement and effectiveness and it would be ethically unacceptable to set up educational experiments to try to do so. However, what is certain is that all stakeholders can appreciate that buildings which are ageing and in poor states of repair and which cannot meet modern teaching and learning requirements will not facilitate improvements in standards of achievement regardless of how good the rest of the provision offered in them is judged. Therefore it is important that the authority's school building and refurbishment plans form a seamless part of its overall plans for school improvement and are monitored as such on a regular basis. The rationalisation of LEA plans carried out recently by the Welsh Assembly Government will facilitate this joined up thinking in the form of the Single Education Plan. The development of a single children and young People's Plan, post 2008 provides an even greater opportunity for involvement of all stakeholders in true partnership working in this matter.

The publication of the Beecham Report will encourage local authorities to seek new ways of working together to maximise the value added and value for money represented by their school building and refurbishment projects.

7 Recommendations

The recommendations which result from this brief, and by no means exclusive, study are as follows:

- The authority should continue with the work it has carried out to date on replacing and refurbishing school buildings and should use its new Asset Management Plan to inform this work;
- The authority should continue to work towards the introduction of the Learning Campus as its favoured option for post-16 education;
- The authority should continue to fully involve elected members and school communities in these developments and report progress on a regular basis;
- The authority must build on the work outlined in its Single Education Plan for 2006-8 which identifies school rebuilding and refurbishment as part of its wider agenda for raising standards and school improvement;
- The authority should continue to carry out advisory reviews of school improvement on an annual basis in each school but in addition integrate, where appropriate, the impact of new buildings or school refurbishments in to these reviews;
- The authority with its partners should fully integrate school rebuilding and refurbishment into its new plans for children and Young People ready for the new planning cycle in 2008;
- The authority, in the light of the Beecham Report, should seek to work with other LEAs and partners to increase efficiency in its school building projects;
- All the above recommendations should be used so that the authority moves closer to achieving the Welsh Assembly Government's target that all schools should be fit for purpose by 2010.

3. BACKGROUND TO THE SCHOOLS ASSET MANAGEMENT PLAN

Blaenau Gwent Local Education Authority has been applying the principles of asset management planning to the schools sector for several years, but this process has not previously been brought together in a single plan.

Blaenau Gwent became a Local Education Authority on 1st April 1996, with statutory responsibility for managing the provision of pupil places and the organisation of the local schools system.

A number of key issues to be addressed were identified at that time:-

- ◆ too many schools and school places with a declining pupil population. In 1996 there were around 7,000 pupils of primary school age and this is expected to fall to 5,400 by 2006. Limited resources were not being used to best effect;
- ◆ some schools with low pupil numbers experiencing difficulties in financial management and being able to deliver the curriculum effectively;
- ◆ a relatively high proportion of old and/or inadequate school premises;
- ◆ a lack of continuity and consistency in the organisation of the local schools system, e.g. nursery schools, infant schools, junior schools, infant and junior schools and at secondary level, schools with age ranges of 11-14, 14-18, 11-16 and 11-18;
- ◆ a lack of local provision, particularly in relation to nursery education and some aspects of special educational needs.

The Authority adopted a number of policy and planning principles which would shape the pattern of future local schools provision:-

- ◆ to reduce surplus school places (and the number of schools), to ensure limited resources could be spent on supporting teaching and learning, rather than maintaining too many schools;
- ◆ to improve or replace inadequate school buildings, to help support the process of teaching and learning;
- ◆ to establish schools of sufficient size, (in terms of pupil numbers), to be educationally and financially viable; and
- ◆ to improve continuity in the delivery of education with, where possible, local primary schools offering education from the ages of 3-11 and secondary schools offering 11-16 or 11-18 education.

These policies and planning principles were incorporated in the Authority's 5 year School Organisation Plan (2004-2009)

The process of change was introduced through:

- ◆ area reviews of primary and secondary education, with public consultation on the key issues;
- ◆ informal public consultation exercises in relation to some specific proposals or options for change;

- ◆ formal public consultation exercises in relation to specific proposals;
- ◆ consideration of views expressed and implementation of changes in provision where appropriate; and
- ◆ publication of statutory notices for specific proposals.

The implementation of change is clearly demonstrated in the following table:

Number of secondary schools:	January 1996:	7	September 2006:	6
Number of nursery schools:	January 1996:	3	September 2006:	0
Number of infant schools:	January 1996:	9	September 2006:	1
Number of junior schools:	January 1996:	6	September 2006:	0
Number of infant/junior schools:	January 1996:	19	September 2006:	23
Number of special schools :	January 1996:	1	September 2006:	1
Number of Welsh medium schools:				
Number of primary:	In 1996:	1	September 2006:	1
Number of secondary:	In 1996:	0	September 2006:	0

The Primary Sector.

In 1996, there were 37 separate schools in the primary sector (excluding voluntary aided, but including nursery) and this was reduced to 24 by 2006, all but two able to offer education from the ages of 3-11.

These changes have allowed the Authority to close many of its most inadequate school buildings, provide better facilities, improve continuity in the delivery of education and broaden opportunities for pupils and the community.

Roseheyworth Millennium Primary School; Abertillery

Right: Roseheyworth Millennium Primary School (opened 2000) replacing Blaenau Gwent Infants School and Cwmtillery Junior School.



Primary school rationalisation has also created new opportunities for the Authority and partner organisations for service delivery and social regeneration.

Cwmcelyn Infants School – now refurbished as Candystripes Day Nursery.



Blaina Infants School – now refurbished as a children's centre.



Former Rassau Primary School - now refurbished as a centre for children's services and adult education.



Garnfach Infants School – closed in August 2006, provides the opportunity for a community regeneration project



St. Illtyds Primary School, Llanhilleth, a key element of a £9 million village regeneration project.



*Left:
St. Illtyds Primary School opened in
September 2005*

THE SECONDARY SECTOR:

The main changes in the secondary sector include the reorganisation of the schools system in Ebbw Vale, closure of one school and all schools now being able to offer education from 11-16 or 11-18. Glyncoed Comprehensive School changed from an 11-14 school to an 11-16 school. Major redevelopment was required as pupil numbers almost doubled. Secondary schools have also provided a focus for investment in sporting and recreational facilities, so that pupils and the community can benefit.

*Right:
Glyncoed Comprehensive School new teaching block.*



*Left:
A new leisure centre built on the Abertillery
Comprehensive School site*



*Above:
At Brynmawr Foundation School a new specialist athletics
facility and changing rooms.*



*Above:
At Tredegar Comprehensive School, a new teaching Block
replaced poor quality temporary classrooms.*

Over the last 10 years, the main focus for the Authority has been to rationalise the local schools system to:

- ◆ ensure the number of schools more closely matches the needs of local communities and a reduced pupil population;
- ◆ avoid wasteful expenditure on schools which are unlikely to be educationally viable or to offer an appropriate teaching and learning environment; and
- ◆ to improve facilities to support the delivery of education and offer new opportunities for communities.

A great deal of progress has been made, but much remains to be done, as, in common with other Local Education Authorities, Blaenau Gwent needs to address a legacy of under-investment in school buildings and facilities over the last 30-40 years.

4. METHODS USED IN PREPARING THE SCHOOLS ASSET MANAGEMENT PLAN (SAMP)

Every school has been assessed, individually, based on the following criteria:

- ◆ **Sufficiency:**
The extent to which pupil places will match future demand in terms of likely pupil numbers.
- ◆ **Suitability:**
The suitability of school buildings and facilities, related to delivery of the curriculum and general organisation; and
- ◆ **Condition:**
Whether buildings and facilities are maintained to an appropriate standard.

In addition, further factors have been included:

- ◆ **Continuity:**
Whether schools are able to offer education from the ages of 3-11 (primary) and 11-16 or 11-18 (secondary).
- ◆ **Disability Access:**
The extent to which each school meets the optimum standards in terms of access for disabled persons.

A: SUFFICIENCY AND SUITABILITY ASSESSMENTS

(i) Sufficiency

A pro-forma was prepared, using a scoring method as a basis for individual school assessments. Copies of completed individual school assessments are contained in the document "Background Information to the Schools Asset Management Plan 2006-2011".

Individual sufficiency (school place) assessments were based on the calculated capacity of schools using the More Open Enrolment formula calculation (pupil place capacity), compared to forecast future pupil numbers. The aim was to determine whether, over the plan period, pupil numbers in individual schools would be within 10% (+ or -) of school places. Particular emphasis was placed on the identification of schools where there may be a shortfall of pupil places of more than 10% of calculated capacity or where surplus places are consistently likely to exceed 25%.

In both instances, there may be cause for concern if action is not taken to address these issues. At the time of preparation of this Plan, a revised method of calculating primary school pupil capacities has just been issued by Welsh Assembly Government and a new secondary school method is awaited. The data and conclusions in this plan will be amended in due course to reflect any changes to pupil capacities.

(ii) Suitability

The suitability element of the assessment was based on the extent to which individual schools compare with the "ideal" modern school in terms of the buildings and facilities, based on central Government guidance and recent experience of project delivery.

Secondary school assessments also reflect the outcome of M² Consultancy's independent assessment of school buildings and facilities, based on the Department for Education's recommended assessment method.

The main aim of the suitability assessment process has been to identify which schools have shortcomings in terms of facilities to support teaching and learning (and to what extent). Other limitations, in terms of general school organisation and security issues have also been identified.

Following completion of individual school assessments an impact assessment was completed and shortcomings were categorised as follows:-

HIGH	A	Unable to deliver, fully, the curriculum, provide continuity through education or is potentially a significant safety risk
MEDIUM	B	Teaching and learning opportunities restricted to some extent
LOW	C	Management/organisation of the school or staff/pupil motivation affected adversely

This categorisation will assist in determining the likely impact of deficiencies on teaching and learning, the extent of shortcomings at an individual school level and will enable comparisons between schools. Where possible, remedial works to identify deficiencies have been identified, based on existing building stock, general site issues and opportunities.

Even if sufficient finance is available, not all shortcomings could be resolved, owing to constraints imposed by some existing sites and buildings, or may not be resolved within acceptable cost parameters.

B: CONDITION

School building condition assessments have been based on an independent survey of all school premises, up-dated to reflect recent works and current costs.

Necessary works and costs included in this Plan are those required to ensure that buildings and facilities are maintained to a good standard, with no major shortcomings, and that schools offer a safe, pleasant environment for pupils, staff and others.

Limited investment in building maintenance does not save money, it defers costs until a later time. In the longer term, expenditure requirements will be higher than if buildings are subject to an adequate programme of routine maintenance.

Building maintenance costs reflect the repair and maintenance of existing buildings and facilities to a good standard. They do not include significant upgrading, remodelling or extension, as these are categorised as “improvement” works. There are sometimes some “grey” areas, for example, where existing mechanical or electrical plant is replaced with better performing equipment.

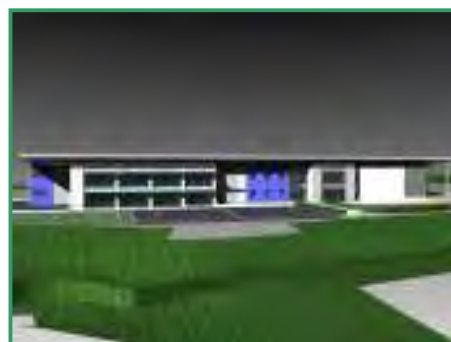
Building maintenance costs can vary significantly, dependent upon the age and/or construction method of school buildings.

The costs of bringing school buildings up to the standard described above have been estimated for each school, together with estimated costs to maintain them in this condition, subsequently.

In order to produce comparative data between schools, these costs have been divided by the pupil capacity of the school to produce a cost per pupil place.



Above and right: poor quality accommodation at the Willowtown Primary School, soon to be replaced with a new school



C: CONTINUITY

At the time of preparation of this plan, all secondary schools can offer education from the ages of 11-16 or 11-18.

All primary schools with the exception of Glanhowy Primary (age range 4-11) and Sirhowy Infants (age range 3-7) can offer education from the ages of 3-11.

D: OTHER PREMISES-RELATED ISSUES

(i) **Disability Access**

An independent assessment of disabled access provision and needs has been completed for each school site.

The estimated costs of improved provision included in this plan represents achievement of the “ideal” situation.

Legislation currently requires Local Education Authorities and schools to move towards improved provision “over time”, but also to be pro-active in achieving this. These requirements are reflected in the Authority’s “Schools and Learning Centres Accessibility Strategy 2004 – 2007”. Some of the costs of disability access improvements in schools are very high, reflecting the age and condition of buildings and the nature of some sites. Of course, when most schools were built (even those constructed in recent decades), expectations in relation to disability access were much lower.

Given the nature of some existing buildings and sites, full compliance with existing guidelines may be very difficult, or even impossible to achieve.

Total estimated costs are provided for full compliance.

(ii) **Health and Safety**

Premises-related health and safety issues have not been identified separately in the plan. The Authority has always allocated funding to address urgent health and safety issues through risk assessment and professional advice.

Furthermore, it is impossible to anticipate all future requirements and it is felt that the most appropriate method of addressing issues is through risk assessment, and budget prioritisation, where required. Similarly, any building maintenance-related health and safety issues will be prioritised within the planned programme.

(iii) **Parents’ Vehicles**

The number of parents’ vehicles in and around most school sites is increasingly a cause for concern.

Suitability assessments in this plan relate to car parking and access provision for school staff, bus transport and visitors only.

It is becoming increasingly apparent that even if site conditions and finances allow, provision for parental vehicles may not reduce risks to pupils associated with traffic, and may have the opposite effect. The Authority’s policy and approach to these issues is currently under review.

E. FINANCIAL ESTIMATES

All financial costs used in this Plan should be regarded as preliminary estimates at 2006 prices.

F. STRENGTHS AND WEAKNESSES

Each aspect of school assessments need to be considered individually, but also collectively. A school with low pupil numbers, will score poorly in terms of sufficiency, but may score highly in terms of suitability, as there will be plenty of space for resource areas such as libraries, IT areas etc.

A school may be well maintained, but with inadequate facilities, or may have good facilities, but have significant maintenance issues.

Right: Nantyglo Comprehensive School – good Facilities, but high outstanding maintenance costs.



The intention of this plan is to identify significant shortcomings in relation to specific areas, but also to evaluate the wider situation in terms of school accommodation.

Where significant issues need to be addressed at a particular school, it would be appropriate to prepare an option appraisal, with costs and benefits. Given the nature of some school sites and buildings, even with significant investment, it may not be possible to address all shortcomings, owing to site and building constraints.



Above: New Coed Y Garn Primary School – opened in September 2006, addresses continuity, sufficiency, suitability, condition and disability access issues.

5. COMMUNITY (LEA MAINTAINED) PRIMARY SCHOOLS - ASSESSMENTS

(a) Continuity

All community primary schools, with the exception of Glanowy Primary (age range 4-11) and Sirhowy Infants (age 3-7) are able to offer education from 3-11. (See Appendix 2 to this section of the Plan).

(b) Sufficiency of School Places

(i) *Surplus Places*

Appendix 3 to this section of the Plan illustrates which schools are likely to have less than 10% surplus places over the Plan period, those which will have 10% - 25% and those which are likely to have more than 25% surplus places.

Appendix 4 shows the extent to which school places are in temporary (demountable) accommodation, which does not provide a satisfactory long-term solution to future accommodation needs (if justified by pupil numbers).

Schools which may have more than 25% surplus places are:

- ◆ Abertillery Primary
- ◆ Blaentillery Primary
- ◆ Garnlydan Primary
- ◆ Rhosyfedwen Primary
- ◆ Sirhowy Infants
- ◆ St. Illtyds Primary
- ◆ Sofrydd Primary

Possible major residential development in the area may result in an increase in pupil numbers at Abertillery/Blaentillery Schools. There is also the possibility of some residential development in the area served by Sofrydd Primary School, which may increase pupil numbers.

The extent of surplus school places (despite a vigorous programme of school rationalisation) reflects a continuous decline in the primary school population.

It is impossible to predict, in the longer term, whether birth rates will increase or whether the school population will increase as a result of inward-migration.

For these reasons, care must be taken not to reduce school places (and the number of schools) to such an extent that longer-term needs could not be met without additional provision.

(ii) *A possible shortfall of places*

A possible shortfall of primary school places is likely to occur as a result of major residential development in the areas served by specific schools.

It is difficult to judge the pace of major residential developments from allocation of land for housing use to construction of properties.

Some proposed housing developments happen relatively quickly, as at Lakeside, Brynmawr. Others proceed in phases over several years, as at

Tanglewood, Blaina, and some do not progress, even in the medium to long-term.

The situation requires careful monitoring, to avoid a situation whereby there are insufficient places in the local primary school.

It is possible to say, with some certainty, that major residential development at the southern end of the CORUS site will require the replacement of Waunlwyd Primary School with a new, larger facility, as the existing school premises are inadequate and not capable of being extended to meet future need.



*Left:
Waunlwyd Primary School will
need to be replaced to meet
future demand for pupil places*

Similarly, residential development (which has already commenced) on the northern end of the CORUS site is likely to require the extension and improvement of Pontygof Primary School, although there is limited scope for further expansion on this site.

Other schools which may experience accommodation pressures in the near future as a result of major residential development include:

- ◆ Georgetown Primary
- ◆ Deighton Primary
- ◆ Ystruth Primary

Much will depend on the pace and type of residential development and the situation will be closely monitored.

Where major residential development requires the provision of additional pupil places, developers should be required to fund these through the planning approval process.

In the event of increasing pressures on pupil places at some schools, the Authority may need to review school admission policies and processes, to try to ensure, as far as is possible, that priority is given to the admission of pupils who reside in the designated area served by the school.

The designation of areas served by specific schools may also need to be reviewed and adjusted from time to time.

Current primary school capacities and forecast future pupil numbers are included as Appendix 11.

(c) Suitability of Accommodation and Facilities

Suitability of primary school accommodation and facilities has been assessed against a number of criteria, relating to:

- ◆ Teaching spaces
- ◆ General layout of the site and ease of organisation
- ◆ Outside learning, sport, play and recreation
- ◆ Resource bases, support areas and halls
- ◆ Suitability overall

The relative scores of schools are illustrated in appendices 5-9 of this section of the Plan. Scores have been allocated against each of the main criteria, in consultation with Headteachers.

The intention was to produce comparative data, although, inevitably, there must be an element of subjectivity in scoring and categorising individual schools. However, every effort has been made to minimise subjectivity as part of the process.

Appendix 10 illustrates the number of deficiencies in each school in each impact category, and is only intended as a general guide.

Individual school assessments are included in the separate document “Background Information to the Schools Asset Management Plan 2006-2011”. As would be expected, generally, the most “suitable” schools are modern or new primary schools, with older schools being less suitable.

Primary schools scoring highest on the overall suitability assessment were:

- ◆ Beaufort Hill Primary
- ◆ Blaenycwm Primary
- ◆ Briery Hill Primary
- ◆ Coed y Garn Primary
- ◆ Garnlydan Primary
- ◆ Georgetown Primary
- ◆ Rhosyfedwen Primary
- ◆ Roseheyworth Primary
- ◆ Sofrydd Primary
- ◆ St. Illtyds Primary
- ◆ Ystruth Primary

Those primary schools which scored lowest were:

- ◆ Abertillery Primary
- ◆ Bryngwyn Primary
- ◆ Glanhowy Primary
- ◆ Glyncoed Primary
- ◆ Pontygof Primary
- ◆ Queen Street Primary
- ◆ Sirhowy Infants
- ◆ Waunlwyd Primary
- ◆ Willowtown Primary (currently being replaced)
- ◆ Ysgol Gymraeg Brynmawr

These schools are regarded as having some significant shortcomings in relation to fitness for purpose.

(d) Building Condition

The assessment of school building condition was based on an independent condition survey, up-dated to reflect recent works and current costs.

Appendix 12 lists individual community primary school outstanding maintenance costs (in highest cost order), maintenance costs per pupil place (to produce comparative data) and subsequent annual maintenance costs.

Some of the community primary schools with the highest outstanding maintenance costs (£150,000+) are:-

School	Backlog Maintenance Cost
Ysgol Gymraeg Brynmawr	653,000
Abertillery Primary	263,000
Glanhowy Primary	231,000
Deighton Primary	200,000
Blaentillery Primary	220,000
Glyncoed Primary	209,000
Garnlydan Primary	186,000
Waunlwyd Primary	154,000



Ysgol Gymraeg Brynmawr ; maintenance Issues



It will be noted that the costs of outstanding maintenance works at Ysgol Gymraeg Brynmawr, considerably exceed those of any other primary school, reflecting the age, general condition and suitability of the buildings. The Authority has identified the replacement of Ysgol Gymraeg Brynmawr as it's next primary school replacement priority.

The total outstanding building maintenance costs in relation to community primary schools is currently estimated at £3,370,775

(e) Disability Access

Disability Access costs have been calculated based on an independent survey, updated to reflect recent changes and current costs.

The costs of desirable disabled access adaptations listed at Appendix 13 reflect the ideal level of provision.

Some costs are exceptionally high, particularly in relation to older premises, two-storey or split-level buildings.

These costs reflect full access to all areas of school buildings and also include measures to assist the visually or hearing impaired.

The new standards represent a very significant increase in the desirable level of provision. Current legislation requires that Local Education Authorities improve provision in existing schools “over time”, but are pro-active in doing so.

Implementing the new level of provision in new build primary schools has significantly increased total capital costs.

Right: Disabled access provision at Ystruth Primary School



Left: Disabled access problems at Ysgol Gymraeg Brynmawr

6. COMMUNITY (LEA MAINTAINED) PRIMARY SCHOOLS - CONCLUSIONS

(a) Introduction

Appendix 14 to this section of the Plan provides a general overview of the relative situation across the Authority's maintained primary schools. It is intended as a guide to future option appraisal and it will be noted that some schools are less favoured across a number of areas.

The options available to address specific issues would need to be appraised on an individual school basis.

The extent to which issues can be addressed over the Plan period (and to some extent which options are chosen) will be determined by the level of financial resources available in future years.

(b) Suitability

In terms of suitability, the proportion of the Authority's primary schools which are generally "fit for purpose" has increased very significantly in recent years, as a result of the school rationalisation programme, including school closures, new builds and major redevelopment.

However, there are a number of schools which are not entirely suitable, to some extent, but there are few where educational opportunity and school management may be restricted to a significant degree as a result of limited facilities.

In some cases, too much poor quality accommodation (given current pupil numbers) is an issue, as are fragmented school sites and buildings, which makes school organisation difficult. At other schools, demountable accommodation, although generally acceptable at present, is not a solution to longer-term needs.

Improving access for disabled persons is a requirement in most schools.

(c) Sufficiency of School Places

A small number of schools may experience accommodation pressures as a result of residential development.

There are still a significant proportion of surplus primary school places overall, even though the number of schools serving the primary sector has reduced by around one third in the last 10 years.

There is some uncertainty regarding future birth rates, the effects of wider regeneration across the area and a possible increase in inward-migration.

Care will need to be taken in the medium term, not to reduce the number of schools to such an extent that possible future demand (over 10-20-30 years) cannot be met without additional provision.

At an individual school level, there will need to be continued monitoring to ensure pupil numbers do not fall to the extent that the quality of education may be affected adversely. (Asset management assessments should not be considered in isolation of these wider issues).

Possible options for alternative use of surplus school accommodation will need to be identified and actively promoted.

(d) Condition

As with all other LEAs, there has been, nationally, under-investment in the maintenance of school buildings and facilities over a lengthy period.

Outstanding maintenance requirements vary considerably across schools, with, predictably, high costs usually being associated with older properties.

Condition issues need to be considered, jointly, along with sufficiency and suitability issues. There may be little point in investing heavily in maintaining some old buildings which could never provide an appropriate range of facilities to support teaching and learning.

However, choices made in relation to addressing specific needs may be limited by the finance available and the “ideal” situation may not always be achievable, at least in the medium-term.

(d) Continuity

Continuity through primary education has been addressed almost entirely, with a public consultation exercise being undertaken at the present time in relation to providing 3-11 education in the areas served by Glanhowy Primary and Sirhowy Infant schools, through amalgamation.

(e) Addressing Needs

Maintenance Investment / Minor Re-modelling

It is felt the following community primary schools require an appropriate level of maintenance investment and in some cases, relatively minor adaptations to address their future needs:

- ◆ Beaufort Hill Primary
- ◆ Blaentillery Primary¹
- ◆ Blaenycwm Primary
- ◆ Briery Hill Primary
- ◆ Bryngwyn Primary¹
- ◆ Coed y Garn Primary
- ◆ Deighton Primary²
- ◆ Garnlydan Primary
- ◆ Georgetown Primary
- ◆ Queen Street Primary¹
- ◆ Rhosyfedwen Primary
- ◆ Roseheyworth Millennium Primary
- ◆ Sirhowy Primary¹
- ◆ St. Illtyds Primary
- ◆ Sofrydd Primary
- ◆ New Willoughton Primary
- ◆ Ystruth Primary²

¹ Site constraints limit possibilities for improvement. Not all deficiencies can be addressed on existing sites.

² Residential development may require extension and improvement.

Maintenance Investment / Major Re-modelling

The following primary schools would require an appropriate standard of maintenance combined with major remodelling/extension works (a brief commentary is provided in each case):-

(i) Abertillery Primary

A fragmented site (5 separate buildings) with limited access and no dedicated parking space.

The site is set at different levels, which makes compliance with disability access requirements difficult to achieve. There are insufficient facilities on site for team games and no central hall suitable for whole school focus and activities. There is a lack of appropriate resource bases, compounded by the separation of key stages in separate buildings, some distance apart.



Above: Abertillery Primary School

External play and recreational facilities are limited. The school currently has three temporary classrooms and administrative facilities/reception are not well located. This, combined with separate buildings, makes site security difficult to manage.

Significant shortcomings were identified through the suitability assessment process. There is scope to improve facilities, although it would be impossible to address entirely the fragmentation of the site and general organisation issues.

(ii) Brynbach Primary

The Early Years Unit and two classrooms are in temporary accommodation. Separate buildings makes site management and organisation more difficult, although all buildings occupy a relatively compact area. A permanent extension would address these issues.

(iii) Cwm Primary

Formerly separate infant and junior schools, there is no focal entrance point and administrative area and fragmentation of the site makes general organisation and security management difficult.

It would be possible to address these issues through demolition of the largely redundant boiler house and providing a link between the infant and junior departments.

(iv) Glanhowy Primary

The only primary school which currently can't provide early years education.

The variety of external play and recreational facilities is limited.

The general layout of the buildings does not assist the effective management of the school. There is no obvious central entrance to the school and facilities for staff are inadequate. There is a lack of resource bases to support teaching and learning. Extension and remodelling could address most short-comings.

(v) Glyncoed Primary

Formerly two separate schools, the elongated nature of the site makes general school organisation and management difficult.

*Right:
Ariel photograph
showing Glyncoed
Primary School site*



The site is set at different levels, with 2 storey buildings, which makes compliance with disability access requirements difficult to achieve. There is too much poor quality building for the current pupil population, with relatively high future maintenance costs.

There is no central hall suitable for whole school focus and activities.

There is a special needs unit at the school and internal and external facilities are inadequate.

There is not an obvious main entrance to the school and administrative/staff facilities are not appropriately located.

Access and car parking arrangements are limited. External play and recreational opportunities are limited, particularly for early years and special needs pupils. A combination of demolition, new build, remodelling and maintenance investment could address these short-comings.

(vi) Pontygof Primary

The school is currently operating close to pupil capacity. Administrative and staff facilities at the school are inadequate. There is a lack of resource bases to support teaching and learning. The certainty of residential development at the northern end of the CORUS site is likely to require the provision of additional pupil places.

There are limited facilities for team games on site, but little scope to enhance these further. There are other play/recreational facilities in the general vicinity.

Access to the site is restricted and staff/visitor parking is very limited.

An increase in the pupil population will increase pressures on the site and accommodation. There is limited scope to extend the school and add additional pupil places. Around 30 places could be added and an administrative extension would free space for internal remodelling, addressing resource base issues.

In relation to the major adaptations outlined in (i) – (vi) above, it would be necessary to prepare development options for each site, together with estimated costs. For the purposes of this plan, provisional cost estimates have been identified, based on preliminary assessments and recent projects of a similar type.

School Replacement

There are a number of primary schools where it has been recognised that complete replacement is the only appropriate solution to current or future deficiencies:-

(i) Ysgol Gymraeg Brynmawr

A fragmented site (4 separate buildings with a nursery separated by a public highway) set at different levels, making disability access issues virtually impossible to address and general management difficult. There is no proper vehicular access or designated parking area, which presents particular problems, as more than 80% of pupils travel from outside the area.

There is no obvious central entrance and administrative facilities are not centrally located. There is a lack of facilities for team games and no central hall as a focus for whole school activities.



Above: Maintenance Issues at Ysgol Gymraeg Brynmawr

The school was identified as having significant shortcomings in terms of suitability and has, by far, the highest building maintenance backlog of any primary school. The school occupies the former Brynmawr Junior and Infant School premises, which were scheduled for closure prior to the Welsh school being established. The existing site does not allow any significant improvement.

(ii) Waunlwyd Primary School



Waunlwyd Primary School has been identified as having significant shortcomings in terms of suitability. Administrative areas, access and facilities to support teaching and learning are all poor.

Staff facilities are inadequate. Vehicular access to the site is very difficult and there is no dedicated car parking space. There are no facilities on site for team games and other recreational areas are limited.

Future building maintenance requirements are relatively high.

Major residential development at the southern end of the CORUS site will result in a significant increase in demand for pupil places (100+). The existing Waunlwyd Primary School would not be able to accommodate these pupils.

(iii) Bryngwyn and Queen Street Primary Schools

Both schools are generally in good condition, as significant (and potentially dangerous) building maintenance problems have made them a priority for investment in recent years.

It will be noted above, that both schools are proposed for only minor adaptations. This is because the constraints of the sites and buildings do not allow major redevelopment works.

Queen Street Primary is set at different levels, making disability access issues difficult to address. This also does not assist general school organisation and management.

In particular, external play areas are very limited (the most limited of any school), and there is no dedicated space for team games.



Left: Queen Street Primary

There is no vehicular access to the school, or parking facilities. Facilities to support teaching and learning would benefit from some improvement (as far as is achievable within the constraints of the buildings). A lack of site security has presented some problems.

Bryngwyn Primary School also has no on-site facilities for team games, vehicular access or car parking provision.

This is a relatively fragmented (though compact) site, comprised of 4 separate buildings (the main school traditionally built and the rest of the accommodation in temporary buildings).

Different site levels would make disability access issues difficult to address.

Both schools were identified as having significant shortcomings through the suitability assessment. A reserved primary school site has been identified at Six Bells which would allow the eventual replacement of the schools (subject to public consultation and statutory procedures).

Right: Bryngwyn Primary School



7. AIDED PRIMARY SCHOOLS – ASSESSMENTS / CONCLUSIONS

Assessments

Aided (Roman Catholic and Church in Wales) primary schools are significantly different from community schools in terms of asset management planning.

Responsibility for the planning of school places rests with Diocesan Authorities and school governing bodies (in consultation with the Local Education Authority). Admission arrangements are determined by the school governing body (again in consultation with the LEA).

Most aspects of building improvement and maintenance are the responsibility of the school governing body, although the LEA also has some significant responsibilities, including mechanical and electrical systems, kitchen areas, playing field provision, drainage, access and boundary fences. Some maintenance works are the delegated responsibility of schools, as with community schools. Although the Authority has a more limited role in aided schools asset management, it is felt that inclusion of these schools in this plan will assist the LEA, governing bodies and Diocesan Authorities in future planning. School buildings are in the ownership of the governing body.

Aided schools within the Blaenau Gwent area are:

- ◆ St. Marys RC Primary, Brynmawr
- ◆ All Saints RC Primary, Ebbw Vale
- ◆ St. Josephs RC Primary, Tredegar
- ◆ St. Mary's CIW Primary, Brynmawr

The same methods of assessment were used as for community primary schools.

Conclusions

(a) **Continuity**

All aided primary schools are now able to offer education from the ages of 3-11.

(b) **Sufficiency of School Places**

School capacities and forecast future pupil numbers for aided schools are included in Appendix 15. It is difficult to forecast future pupil numbers in relation to aided schools as they tend to serve a wide geographical area and applications for admission are entirely a matter of parental choice (and the Governing Body's Admissions Policy). In summary, the situation is as follows:-

(i) **St. Mary's Church in Wales Primary, Brynmawr**

There appears to be consistent demand for pupil places and the school is operating at close to pupil capacity.

The governing body manages admissions effectively through the admissions process.

(ii) **St. Mary's RC Primary, Brynmawr**

There is increasing demand for pupil places, requiring the provision of a temporary classroom to meet rising pupil numbers during the 2006/07 academic session.

Continuation of this trend is likely to require the provision of further pupil places beyond 2006/07 and the governing body is planning further extension of the building to meet longer-term needs. It seems likely that a full single-form entry school (210 places) may be achievable, although site constraints would make any further expansion difficult.

Increasing pupil numbers are partly due to the establishment of early years provision at the school and to inward population migration.

(iii) **All Saints RC Primary School, Ebbw Vale**

There are likely to be less than 10% surplus places.

In the longer term, recent early years provision may have a positive effect on pupil numbers.

The school serves the Ebbw Vale area and significant residential development planned for the former CORUS steelworks site may increase demand for pupil places at All Saints.

It is uncertain at this stage whether inward population migration will increase demand for pupil places, but this is a possibility.

(iv) **St. Joseph's RC Primary School**

There are currently around 37% surplus places, though the recent establishment of an early years unit may have a positive effect on pupil numbers in the longer term.

The school mainly serves the Tredegar area and there is the probability of major residential development in the locality, which could increase demand for pupil places.

As with other RC aided primary schools, it is possible that inward population migration could increase the demand for pupil places.

(c) **Suitability**

St. Joseph's RC Primary

The school is, generally, well-suited to the delivery of education, with no major shortcomings. There is scope to improve recreational areas and resource bases.

St. Mary's Church-in-Wales Primary

A relatively modern school which is generally well-suited to the delivery of education. There is scope to improve recreational areas and there is some pressure on staff accommodation. There have been some site security concerns and possible solutions are currently being evaluated.

All Saints RC Primary

School facilities are generally reasonable or good. There are some minor limitations in relation to the location of the main school entrance and the separate nursery building.

St. Mary's RC Primary

The school occupies a relatively "tight" site and recreational facilities are limited. The position in relation to resource bases has been considerably improved following recent extension. Possible further extensions may increase pressures on recreational space. Occasional use of recreational facilities at the nearby Blaen-y-cwm Primary School could be explored. Hall space is limited, as are administrative spaces.

(d) Building Condition

Outstanding maintenance requirements (LEA responsibilities) have been identified through an independent condition survey, updated to reflect current costs. These requirements are as follows:

School	Outstanding Maintenance £
St. Mary's Church in Wales	120,000
St. Mary's RC	66,000
All Saints RC	127,000
St. Joseph's RC	106,000

Appendix 16 to this section of the Plan provides a summary of the above findings.

PRIMARY SCHOOL APPENDICES 1-16

- Appendix 1: Assessment Pro-Forma
- Appendix 2: Community Primary Schools – Continuity and Progression
- Appendix 3: Community Primary Schools – Surplus School Places
- Appendix 4: Community Primary Schools – The extent to which school places are in permanent accommodation
- Appendix 5: Community Primary Schools – Suitability (General Layout and Organisation)
- Appendix 6: Community Primary Schools – Suitability (Outside Learning, Sport, Play and Recreation)
- Appendix 7: Community Primary Schools – Suitability (General Teaching Areas)
- Appendix 8: Community Primary Schools - Suitability (Resource Bases, Support Areas and Halls)
- Appendix 9: Community Primary Schools – Suitability (Overall Totals)
- Appendix 10: Community Primary Schools – Suitability (Number of Deficiencies in each category)
- Appendix 11: Community Primary Schools – Pupil Places and Forecast Pupil Numbers
- Appendix 12: Community Primary Schools – Outstanding Building Maintenance Costs, Costs per Pupil Place and Subsequent Annual Maintenance Requirements
- Appendix 13: All Primary Schools – Disability Adaptation Costs
- Appendix 14: Community Primary Schools – Overall Assessment Summary
- Appendix 15: Aided Primary Schools – Pupil Places and Forecast Future Pupil Numbers
- Appendix 16: Aided Primary Schools – Continuity and Progression; Surplus Places; Permanent Accommodation; Suitability – General Layout and Organisation; Outside Learning, Sport, Play and Recreation; General Teaching Areas; Resource Bases; Support Areas and Halls; Overall Suitability Assessment; Number of Deficiencies; and LEA Outstanding Maintenance Costs.

**S.A.M.P. Assessment Pro-Forma
Primary Schools (age range 3-11)**

Name of School:

Score Range Actual Score Impact Assessment

1. Continuity and Progression

(a)	Can the school provide education from age 3?	0-20		
(b)	Can the school provide education from 4-11?	0-20		
TOTAL		0-40		

2. Sufficiency of School Places

(a)	As far as is foreseeable, are pupil places within 10% of maximum pupil numbers over the next 3 years?	0-15		
(b)	As far as is foreseeable, are pupil places not more than 25% of minimum pupil numbers over the next 3 years?	0-15		
(c)	Are Nursery/Early Years places in permanent accommodation?	0-15		
(d)	Are all mainstream places in permanent accommodation?	0-15		
TOTAL		0-60		

3. Suitability

(a) General Layout and Organisation

(i)	Does the school occupy a single building?	0-15		
-----	---	------	--	--

		Score Range	Actual Score	Impact Assessment
(ii)	Is the school site and buildings set out in such a way as to support the management and organisation of the school?	0-15		
(iii)	Is there an obvious, centrally located main entrance to the school, where visitors can be greeted and access controlled?	0-10		
(iv)	Is the school office/reception situated at the main entrance?	0-10		
(v)	Is there a staff room of at least 29m ² ?	0-10		
(vi)	Is the staff room conveniently located in the school?	0-5		
(vii)	Is there reasonable car parking provision for staff and visitors? (Without using play areas).	0-10		
(viii)	Is there a secure boundary fence or secure internal perimeter area?	0-10		
(ix)	Does the school have a burglar alarm system?	0-10		
(x)	Is there a problem with incidents of illegal entry or vandalism? (Score maximum if vandalism is infrequent)?	0-10		
(xi)	Is there a suitable drinking water supply, described as such, at appropriate locations?	0-10		
TOTAL		0-115		

(b) Learning, Sport, Play and Recreation
(external)

(i)	Are there facilities on site, conveniently situated, for team games?	0-15		
(ii)	Is there an appropriate play/learning environment for pupils during Early Years?	0-10		

		Score Range	Actual Score	Impact Assessment
(iii)	Is there a covered play area for Early Years pupils?	0-10		
(iv)	Are there a broad range of play, relaxation and external learning opportunities for all pupils? (Note: Issues related to quality of surfaces and usability will be addressed as part of the “condition” section of this plan).	0-20		
(v)	Are there opportunities for children to experience a varied natural environment and for the school to promote biodiversity and sustainability?	0-10		
TOTAL		0-65		

(c) The Classroom (General Teaching Areas)

(i)	Are Early Years (nursery/reception areas) linked internally e.g. either as one space or with linking doors/partitions?	0-10		
(ii)	Do Nursery areas provide at least 2.3m ² of space per pupil?	0-10		
(iii)	Are all classrooms or potential classrooms of at least 54m ² , or have direct access to shared spaces which are the equivalent of 1.8m ² per pupil using these areas?	0-20		
(iv)	Do all classrooms have convenient access to purpose-built storage?	0-10		
(v)	Do all classrooms have “wet” areas and direct access to a water supply?	0-10		
(vi)	Do classrooms offer good visibility for supervision purposes, with no “blind spots”.	0-10		
(vii)	Do classrooms have good natural light and provide a generally pleasant environment? (Consider classroom accommodation, overall, including problems with excessive heat and cold, lack of light, too much light etc. and score accordingly).	0-20		
(viii)	Do all classrooms have an adequate power supply?	0-10		

		Score Range	Actual Score	Impact Assessment
(ix)	Is there good artificial lighting?	0-10		
(x)	To what extent do Early Years/Key Stage 1 areas allow direct access to the external environment?	0-10		
TOTAL		0-120		

(d) **Resource Bases, Support Areas and Halls**

(i)	Does the school have a hall or halls with a floor area of at least 140m ² ?	0-20		
(ii)	Does the school have a dedicated IT resource base or other dedicated spaces allocated for this purpose?	0-10		
(iii)	Does the school have a least one dedicated library space?	0-10		
(iv)	Do all class groups have access to areas which can be used for practical activities (either within classrooms or separately)?	0-10		
(v)	Does the school have changing rooms for pupils?	0-10		
(vi)	Does the school have changing rooms for staff?	0-10		
(vii)	Is there satisfactory cloaks provision for pupils?	0-10		
(viii)	Are there adequate toilets for pupils?	0-10		
(ix)	Are there adequate toilets for staff (male or female)?	0-10		
(x)	Does the school have an area or areas which are suitable for withdrawal of pupils for small group work?	0-10		

	Score Range	Actual Score	Impact Assessment
(xi) Does the school have appropriate facilities for pupils with special educational needs (either in mainstream or units)?	0-15		
TOTAL	0-125		

SCORING AND IMPACT SUMMARIES

<u>CATEGORY</u>	<u>POTENTIAL SCORE</u>	<u>ACTUAL SCORE</u>
1. Continuity and Progression	40	
2. Sufficiency of School Places	60	
3. Suitability	425	
TOTAL	525	

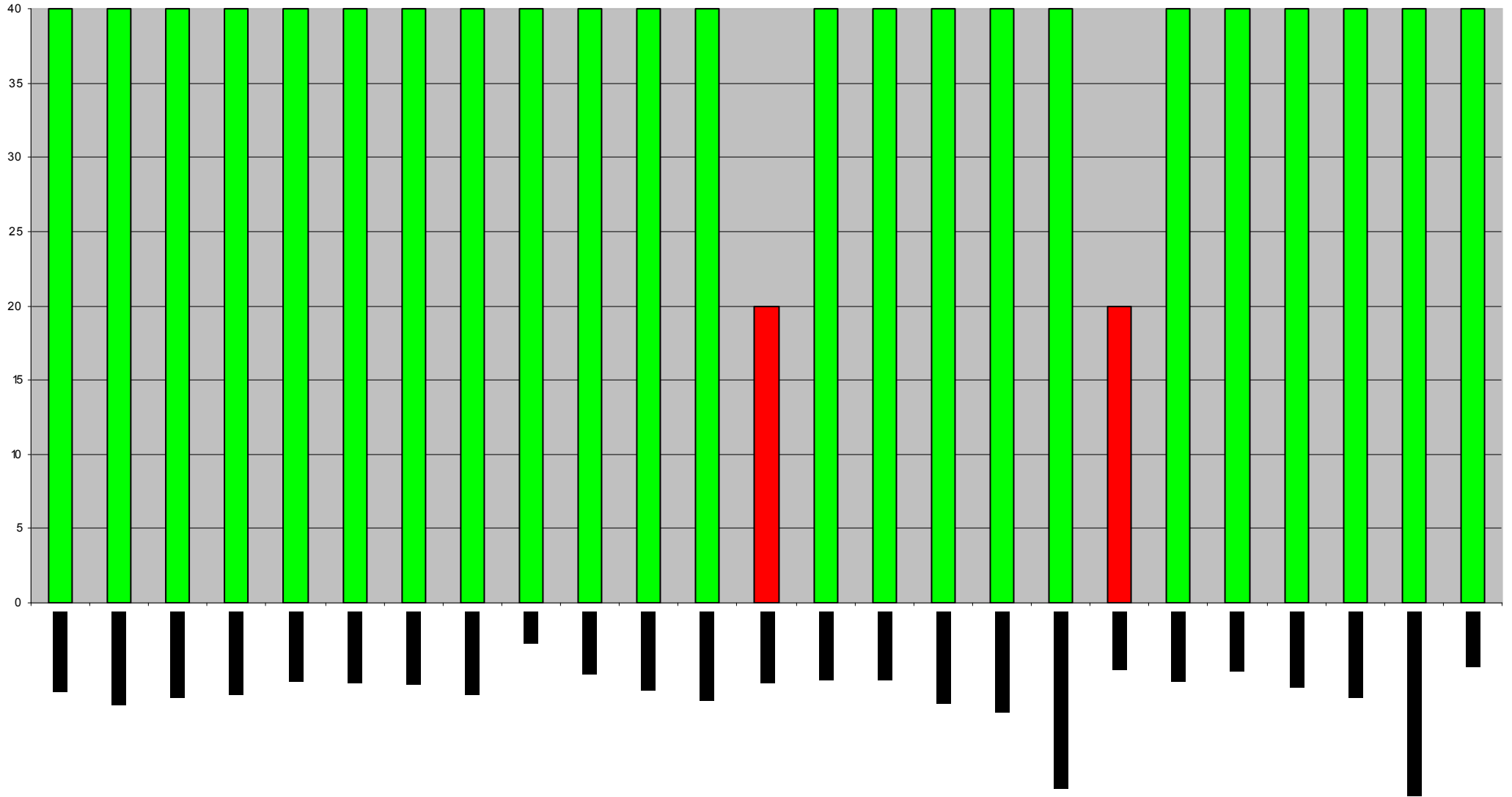
(Number of issues identified in each category)

<u>A</u>	<u>B</u>	<u>C</u>

- HIGH** **A** Unable to deliver, fully, the curriculum, provide continuity through education or is potentially a significant safety risk.
- MEDIUM** **B** Teaching and learning opportunities restricted to some extent.
- LOW** **C** Management/organisation of the school or staff/pupil motivation affected adversely.

COMMUNITY PRIMARY SCHOOLS – CONTINUITY & PROGRESSION
2006/2007 ACADEMIC YEAR
APPENDIX 2

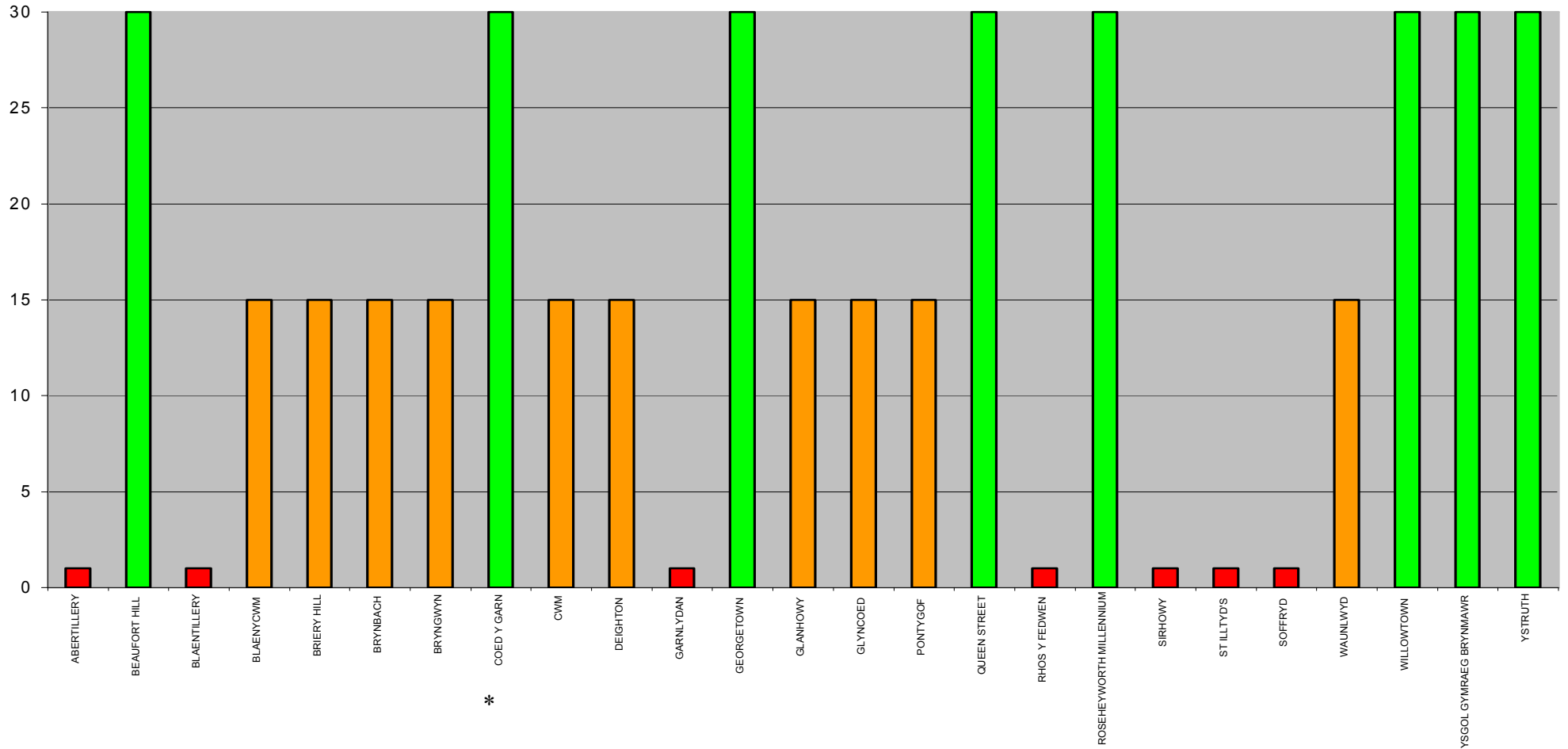
Score 40: Age range 3-11
Score 0-20: Age range not 3-11



**LIKELY COMMUNITY PRIMARY SCHOOL SURPLUS PLACES (OVER THE PLAN PERIOD)
2006/2007 ACADEMIC YEAR**

APPENDIX 3

- Score 30: places within + or – 10%
- Score 15: surplus places more than 10% but less than 25%
- Score 0: surplus places more than 25%

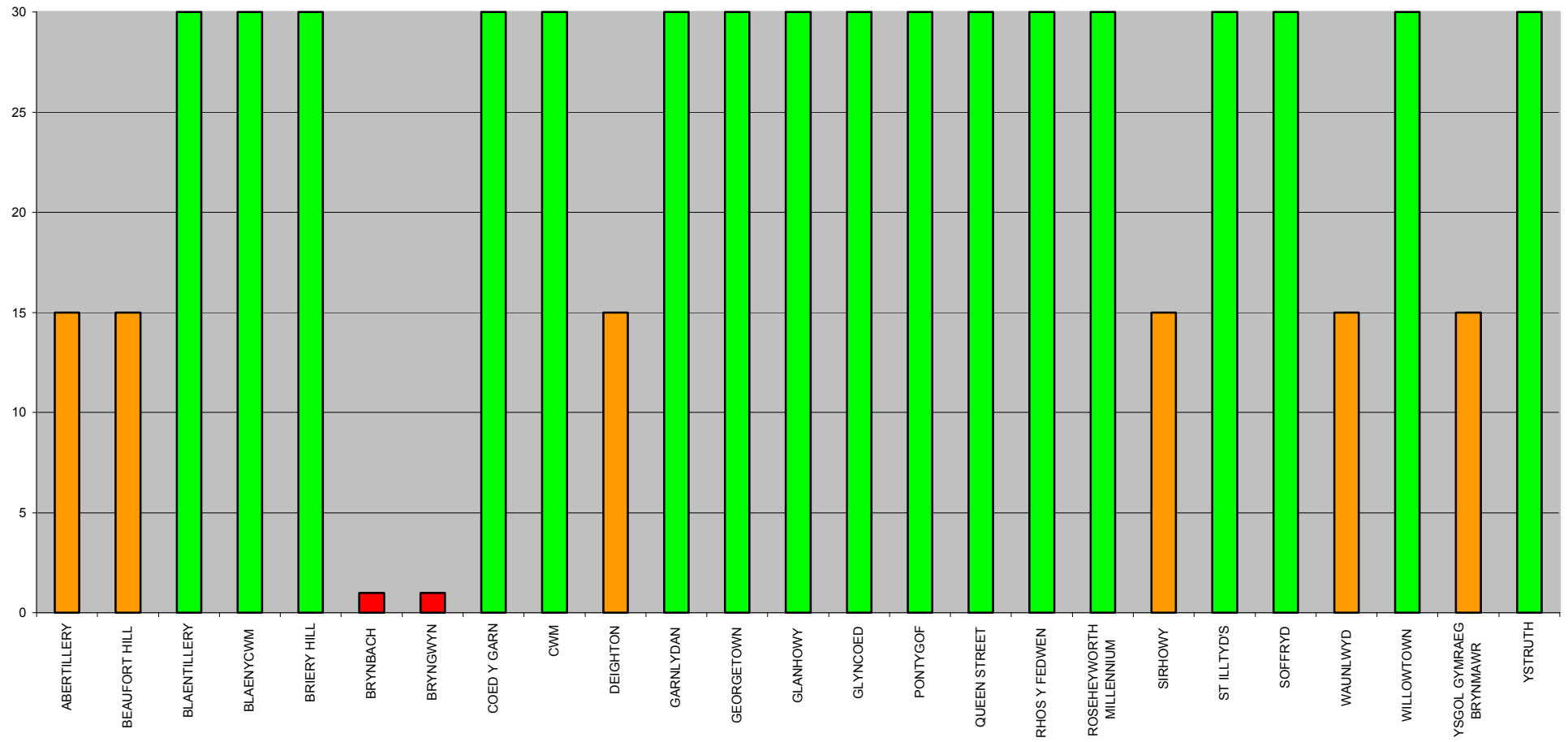


* Estimate – Actual Numbers awaited

THE EXTENT TO WHICH COMMUNITY PRIMARY SCHOOL PLACES ARE IN
PERMANENT ACCOMMODATION
2006/2007 ACADEMIC YEAR

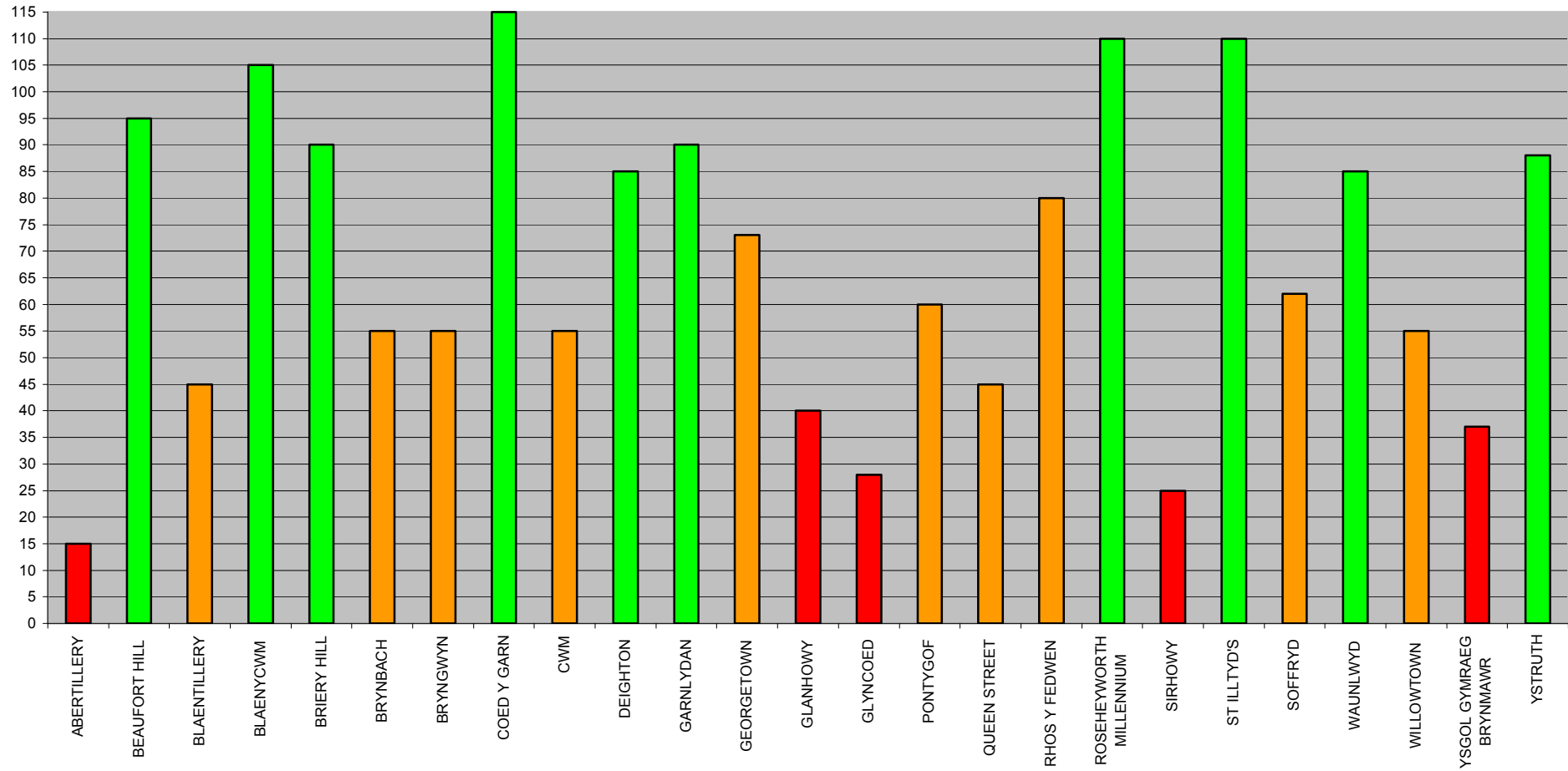
APPENDIX 4

- Score 30: all pupil places in permanent accommodation
- Score 15: some pupil places in temporary accommodation
- Score 0: significant proportion of pupil places in temporary accommodation



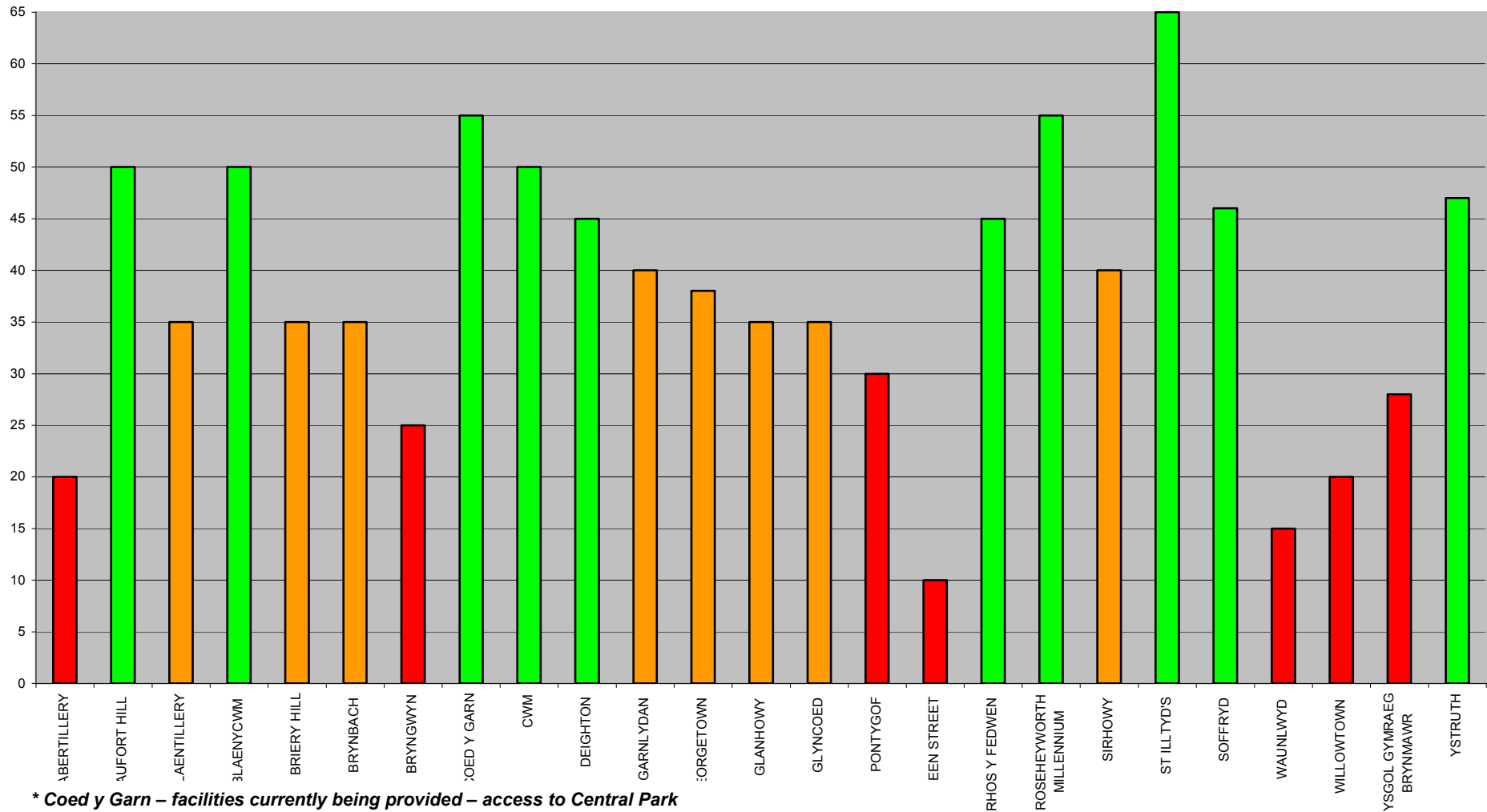
**COMMUNITY PRIMARY SCHOOLS
SUITABILITY – GENERAL LAYOUT AND ORGANISATION
2006/2007 ACADEMIC SESSION
APPENDIX 5**

- Score 80-115: accommodation very suitable
- Score 40-80: accommodation reasonably suitable
- Score 0-40: accommodation has significant limitations



**COMMUNITY PRIMARY SCHOOLS –
SUITABILITY – OUTSIDE LEARNING, SPORT, PLAY AND RECREATION (EXTERNAL)
2006/2007 ACADEMIC YEAR
APPENDIX 6**

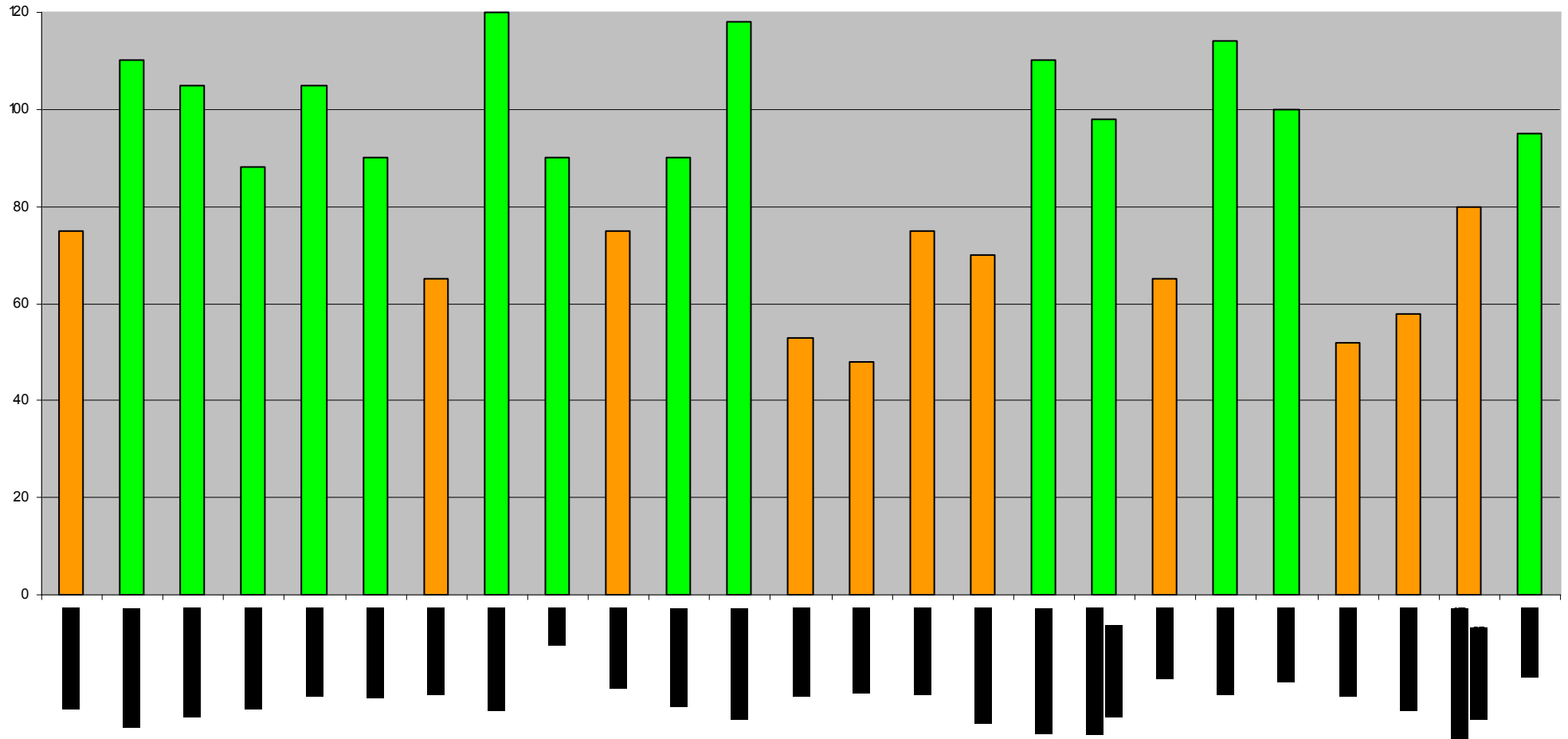
- Score 45-65: very good facilities
- Score 30-45: reasonable facilities
- Score 0-30: limited facilities:



* Coed y Garn – facilities currently being provided – access to Central Park

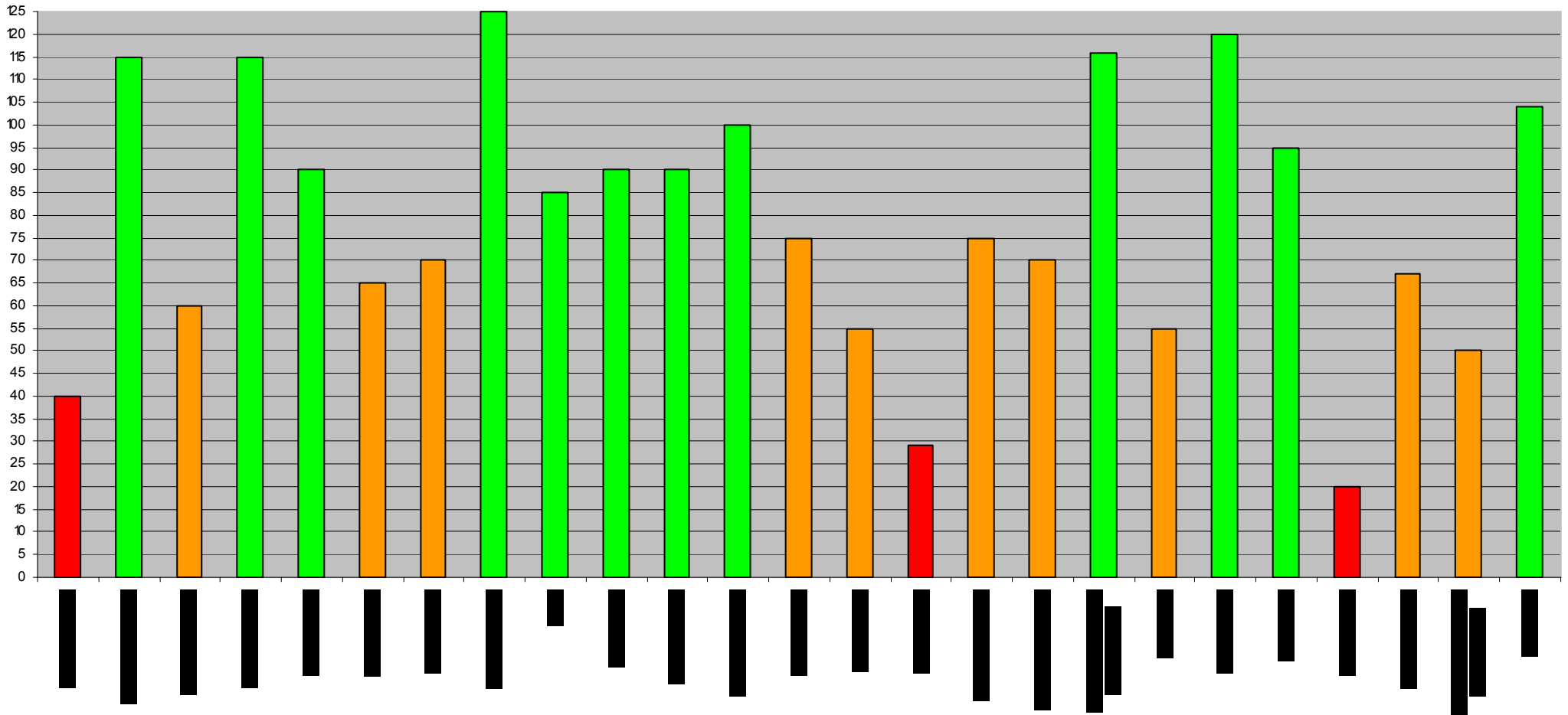
**COMMUNITY PRIMARY SCHOOLS
SUITABILITY – THE CLASSROOM (GENERAL TEACHING AREAS)
2006/2007 ACADEMIC SESSION
APPENDIX 7**

- Score 80-120: very good class bases
- Score 40-80: reasonable class bases
- Score 0-40: inadequate class bases



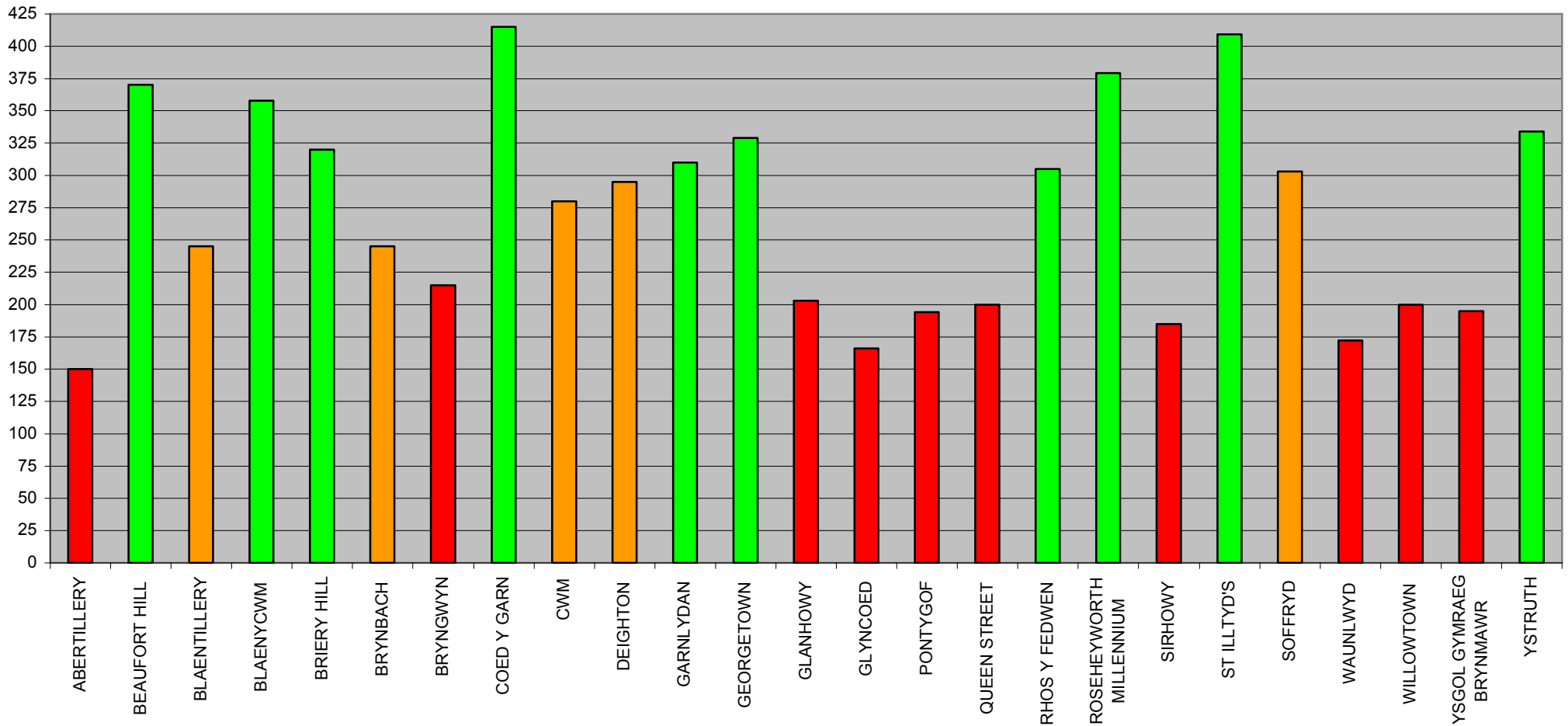
**COMMUNITY PRIMARY SCHOOLS
SUITABILITY – RESOURCE BASES, SUPPORT AREAS AND HALLS
2006/2007 ACADEMIC YEAR
APPENDIX 8**

- Score 80-125: very good resource bases
- Score 40-80: reasonable resource bases
- Score 0-40: inadequate resource bases



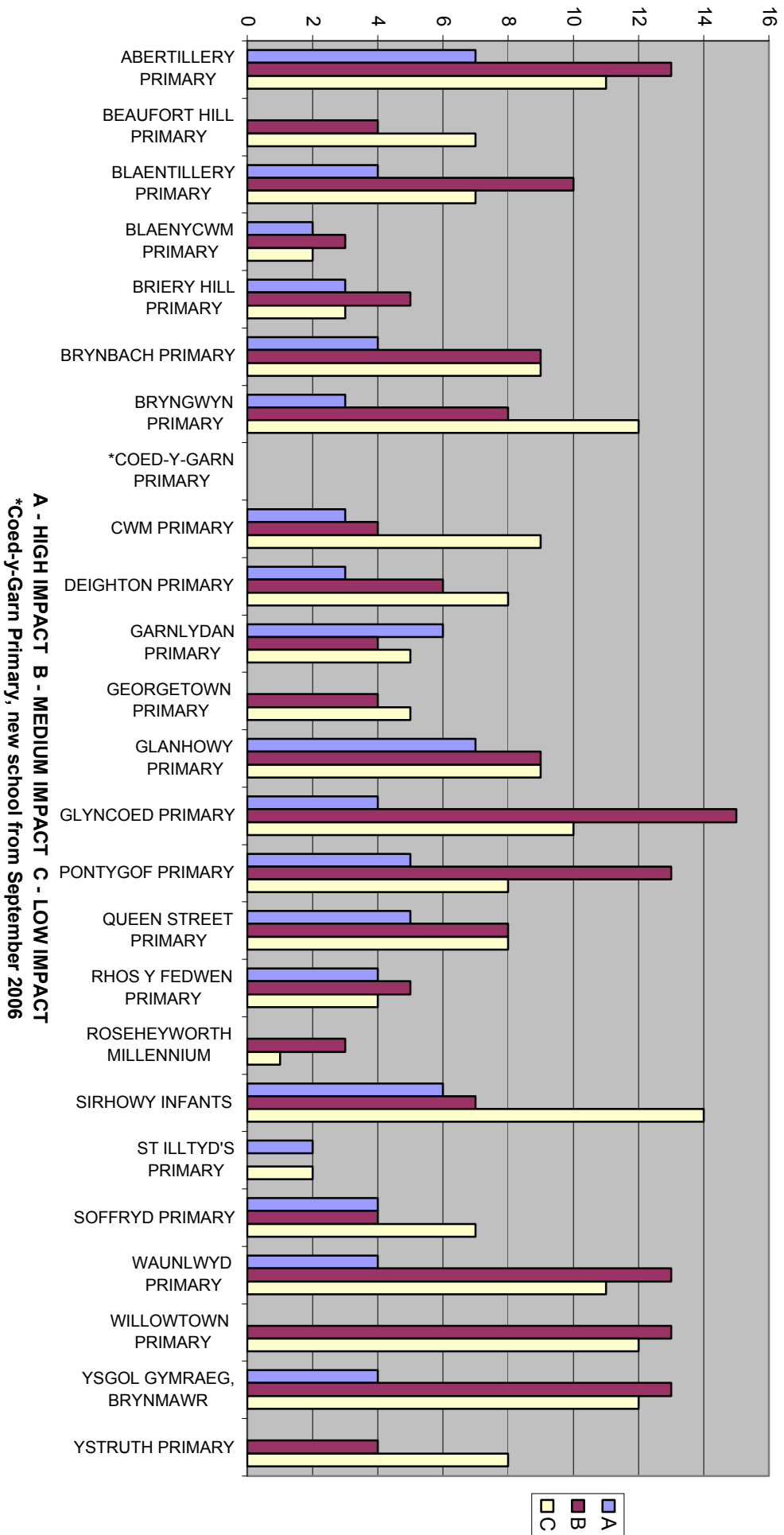
**COMMUNITY PRIMARY SCHOOLS
SUITABILITY – OVERALL TOTALS
2006/2007 ACADEMIC YEAR
APPENDIX 9**

- Score 300-425: good suitability standard
- Score 225-300: reasonable suitability standard
- Score 0-225: some significant shortcomings



**COMMUNITY PRIMARY SCHOOLS
NUMBER OF DEFICIENCIES IN EACH CATEGORY
2006/2007 ACADEMIC YEAR**

APPENDIX 10



A - HIGH IMPACT B - MEDIUM IMPACT C - LOW IMPACT
*Coed-y-Garn Primary, new school from September 2006

A B C

COMMUNITY PRIMARY SCHOOLS PUPIL CAPACITIES AND FORECAST PUPIL NUMBERS
APPENDIX 11

School	Capacity	Projected Pupil Numbers								Surplus Capacity **							
		Using Births				Using Trend				Using Birth Projection				Using Trend Projection			
		Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009	Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009
Abertillery *	444	324	300	297	285	324	306	311	307	27%	32%	33%	35%	27%	31%	29%	30%
Beaufort Hill	200	179	181	185	196	179	178	179	187	10%	9%	7%	2%	10%	11%	10%	6%
Blaentillery *	136	94	94	84	84	94	95	86	87	30%	30%	38%	38%	30%	30%	36%	36%
Blaenycwm *	330	275	297	337	367	275	264	260	251	16%	10%	-2%	-11%	16%	20%	21%	23%
Briery Hill	148	124	130	152	162	124	113	115	110	16%	12%	-2%	-9%	16%	23%	22%	25%
Brynbach	240	193	193	187	183	193	193	187	183	19%	19%	22%	23%	19%	19%	22%	23%
Bryngwyn	204	228	207	188	160	228	221	214	192	-11%	-1%	7%	21%	-11%	-8%	-4%	5%
Coed y Garn	300	?	233	227	217	256	272	276	268		22%	24%	27%	14%	9%	8%	10%
Cwm	250	203	193	195	196	202	191	192	192	18%	22%	22%	21%	19%	23%	23%	23%
Deighton *	306	247	255	260	260	247	244	239	232	19%	16%	15%	15%	19%	20%	21%	24%
Garnlydan	118	55	52	60	63	55	51	58	60	53%	55%	49%	46%	53%	56%	50%	49%
Georgetown *	397	329	319	321	310	329	336	362	351	17%	19%	19%	21%	17%	15%	8%	11%
Glanhowy	245	206	198	205	193	201	187	188	171	15%	19%	16%	21%	17%	23%	23%	30%
Glyncoed	304	277	244	216	181	277	256	234	205	8%	19%	28%	40%	8%	15%	23%	32%
Pontygof *	155	151	134	119	112	151	139	133	140	2%	13%	23%	27%	2%	10%	14%	9%
Queen Street	157	127	148	156	152	127	145	150	144	19%	5%	0%	3%	19%	7%	4%	8%
Rhos y fedwen	178	134	138	143	152	134	125	118	114	24%	22%	19%	14%	24%	29%	33%	35%
Roseheyworth	182	163	162	168	165	163	153	149	138	10%	10%	7%	9%	10%	15%	18%	24%
Sirhowy	81	60	65	69	61	60	57	53	40	25%	19%	14%	24%	25%	29%	34%	50%
St. Iltyds	235	164	177	188	197	/	/	/	/	30%	24%	20%	16%	-	-	-	-
Sofrydd *	187	126	111	102	85	126	116	109	96	32%	40%	45%	54%	32%	37%	41%	48%
Waunlwyd *	173	146	166	163	173	133	139	126	124	15%	4%	5%	0%	23%	19%	27%	28%
Willowtown	338	322	322	316	306	322	316	304	289	4%	4%	6%	9%	4%	6%	10%	14%
Ysgol Gymraeg	285	-	-	-	-	263	268	260	257	-	-	-	-	7%	5%	8%	9%
Ystruth *	348	312	306	315	322	312	300	300	300	10%	12%	9%	7%	10%	13%	13%	13%

** The surplus capacity has been calculated using the Assembly formula capacity of the school
* Possible or probable residential development

APPENDIX 12

**COMMUNITY PRIMARY SCHOOLS
OUTSTANDING MAINTENANCE COSTS, COSTS PER PUPIL PLACE
AND SUBSEQUENT ANNUAL MAINTENANCE REQUIREMENTS (following refurbishment)**

- more than £500 per pupil place
- £250 - £500 per pupil places
- less than £250 per pupil place

School	Outstanding Building Maintenance Costs	Cost per pupil place	Subsequent average annual funding requirement (10 years)
YSGOL GYMRAEG BRYNMAWR	* 653,117	2073	15,334
ABERTILLERY	263,305	560	13,767
GLANHOWY	231,452	860	10,407
BLAENTILLERY	220,422	1479	4,895
GLYNCOED	209,203	628	17,290
DEIGHTON	200,330	603	10,335
GARNLYDAN	186,168	1421	7,410
WAUNLWYD	* 154,015	890	5,343
BRYNGWYN	145,204	573	7,170
PONTYGOF	138,756	825	5,265
BRYNBACH	121,037	486	5,486
CWM	107,166	388	10,797
BLAENYCWM	93,240	252	16,354
RHOS Y FEDWEN	92,639	485	10,114
QUEEN STREET	84,439	496	8,080
WILLOWTOWN (school being replaced)	* 76,975	228	10,000
BEAUFORT HILL	73,670	345	10,264
SIRHOWY	* 70,274	747	3,881
YSTRUTH	69,027	176	18,506
BRIERY HILL	68,128	423	7,618
GEORGETOWN	62,208	147	15,087
SOFFRYD	50,000	250	14,000
COED Y GARN	0	0	10,000
ROSEHEYWORTH MILLENNIUM	0	0	11,661
ST ILLTYD'S	0	0	14,768
TOTAL COSTS:	3,370,775	14335	263,832

* Note: the proposed replacement of these schools will reduce total outstanding maintenance by £954,381 to £2,416,394.

**ALL PRIMARY SCHOOLS -
DISABILITY ACCESS ADAPTATION COSTS**

APPENDIX 13

SCHOOL	DDA COST
ABERTILLERY PRIMARY	£163,655.00
BEAUFORT HILL PRIMARY	£110,625.00
BLAENTILLERY PRIMARY	£147,360.00
BLAENYCWM PRIMARY	£209,525.00
BRIERY HILL PRIMARY	£173,750.00
BRYNBACH PRIMARY	£205,165.00
BRYNGWYN PRIMARY	£101,430.00
BRYNMAWR RC PRIMARY	£65,530.00
COED Y GARN PRIMARY	£0.00
CWM PRIMARY	£125,980.00
DEIGHTON PRIMARY	£130,695.00
ALL SAINTS RC PRIMARY	£126,915.00
GARNLYDAN PRIMARY	£39,790.00
GEORGETOWN PRIMARY	£293,140.00
GLANHOWY PRIMARY	£162,650.00
GLYNCOED PRIMARY	£303,695.00
PONTYGOF PRIMARY	£64,125.00
QUEEN STREET PRIMARY	£148,770.00
RHOSYFEDWEN PRIMARY	£161,640.00
ROSEHEYWORTH PRIMARY	£130,885.00
SIRHOWY INFANTS	£86,280.00
ST. ILLTYDS PRIMARY	£176,280.00
ST. JOSEPHS RC PRIMARY	£106,325.00
ST. MARYS CIW PRIMARY	£119,820.00
WAUNLWYD PRIMARY	£87,290.00
WILLOWTOWN PRIMARY (being replaced)	£32,056.00
YSGOL GYMRAEG	£167,880.00
YSTRUTH PRIMARY	£388,105.00
TOTAL:	£4,029,361.00

Note: The above costs indicate full compliance. At present, full compliance is not a statutory requirement in relation to existing school premises

COMMUNITY PRIMARY SCHOOLS – OVERALL ASSESSMENT SUMMARY

	Continuity and Progression	Likely Primary School Surplus Places/Shortfall of Pupil Places	Permanent Accommodation	Suitability – General Layout	Suitability – Learning, Sport etc.	Suitability – The Classroom	Suitability – Resource Bases	Suitability Overall	Maintenance Cost per pupil place
Abertillery Primary	😊	😞	😊	😞	😞	😊	😞	😞	😞
Beaufort Hill Primary	😊	😊	😊	😊	😊	😊	😊	😊	😊
Blaentillery Primary	😊	😞	😊	😊	😊	😊	😊	😊	😞
Blaenycwm Primary	😊	😊	😊	😊	😊	😊	😊	😊	😊
Briery Hill Primary	😊	😊	😊	😊	😊	😊	😊	😊	😊
Brynbach Primary	😊	😊	😞	😊	😊	😊	😊	😊	😊
Bryngwyn Primary	😊	😊	😞	😊	😞	😊	😊	😞	😞
Coed y Garn	😊	😊	😊	😊	😊	😊	😊	😊	😊
Cwm Primary	😊	😊	😊	😊	😊	😊	😊	😊	😊
Deighton Primary	😊	😊	😊	😊	😊	😊	😊	😊	😞
Garnlydan Primary	😊	😞	😊	😊	😊	😊	😊	😊	😞
Georgetown Primary	😊	😊	😊	😊	😊	😊	😊	😊	😊
Glanhowy Primary	😞	😊	😊	😞	😊	😊	😊	😞	😞
Glyncoed Primary	😊	😊	😊	😞	😊	😊	😊	😞	😞
Pontygof Primary	😊	😞	😊	😊	😞	😊	😞	😞	😞
Queen Street Primary	😊	😊	😊	😊	😞	😊	😊	😞	😊
Rhos Y Fedwen Primary	😊	😞	😊	😊	😊	😊	😊	😊	😊
Roseheyworth Millennium	😊	😊	😊	😊	😊	😊	😊	😊	😊
Sirhowy Infants	😞	😞	😊	😞	😊	😊	😊	😞	😞
St Illtyd's Primary	😊	😞	😊	😊	😊	😊	😊	😊	😊
Soffryd Primary	😊	😞	😊	😊	😊	😊	😊	😊	😊
Waulwyd Primary	😊	😞	😊	😊	😞	😊	😞	😞	😞
Willowtown Primary *	😊	😊	😊	😊	😞	😊	😊	😞	😊
Ysgol Gymraeg, Brynmawr	😊	😊	😊	😞	😞	😊	😊	😞	😞
Ystruth Primary	😊	😊	😊	😊	😊	😊	😊	😊	😊

* Willowtown Primary currently being replaced.

**AIDED PRIMARY SCHOOLS
PUPIL CAPACITIES AND PROJECTED PUPIL NUMBERS**

APPENDIX 15

School	Capacity	Projected Pupil Numbers				Surplus Capacity *			
		Using Trend				Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009
		Sept. 2006	Sept. 2007	Sept. 2008	Sept. 2009				
All Saints RC	134	137	127	120	119	0%	5%	10%	11%
St. Joseph's RC	100	63	61	62	60	37%	39%	38%	40%
St. Mary's RC	131**	119	123	124	132	9%	6%	5%	0%
St. Mary's CIW	186	207	207	205	205	0%	0%	0%	0%

** Includes 30 places for demountable to be available as of September 2006. (Pupil numbers will be higher if current trend continues)

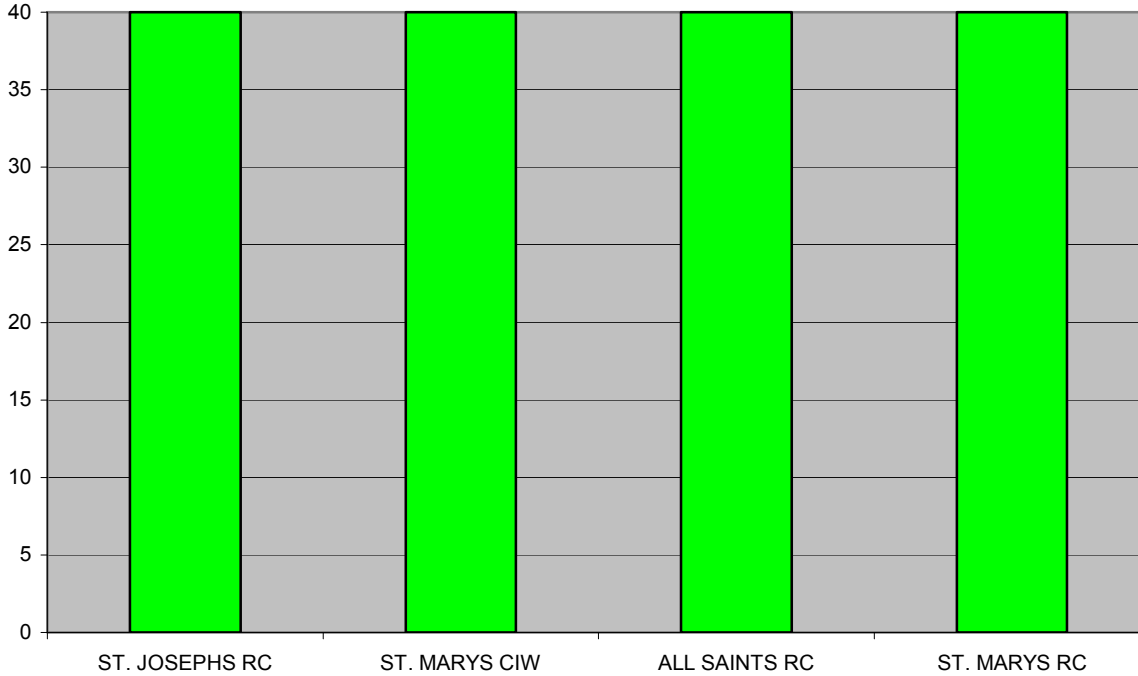
* The surplus capacity has been calculated using the Assembly formula capacity of the school

There is potential for residential development in the areas served by all aided primary schools

**Aided Primary Schools
2006/2007 Academic Year
APPENDIX 16**

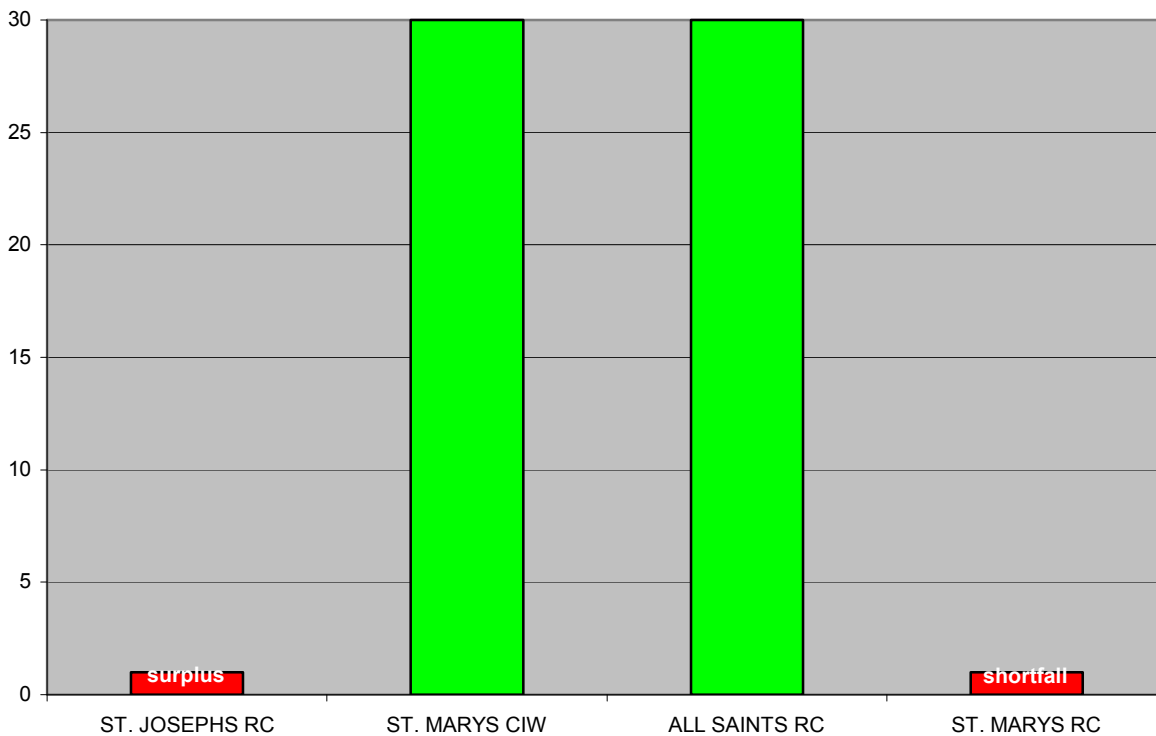
Continuity and Progression (3-11):

- Score 40: Age range 3-11
- Score 0-20: Age range not 3-11



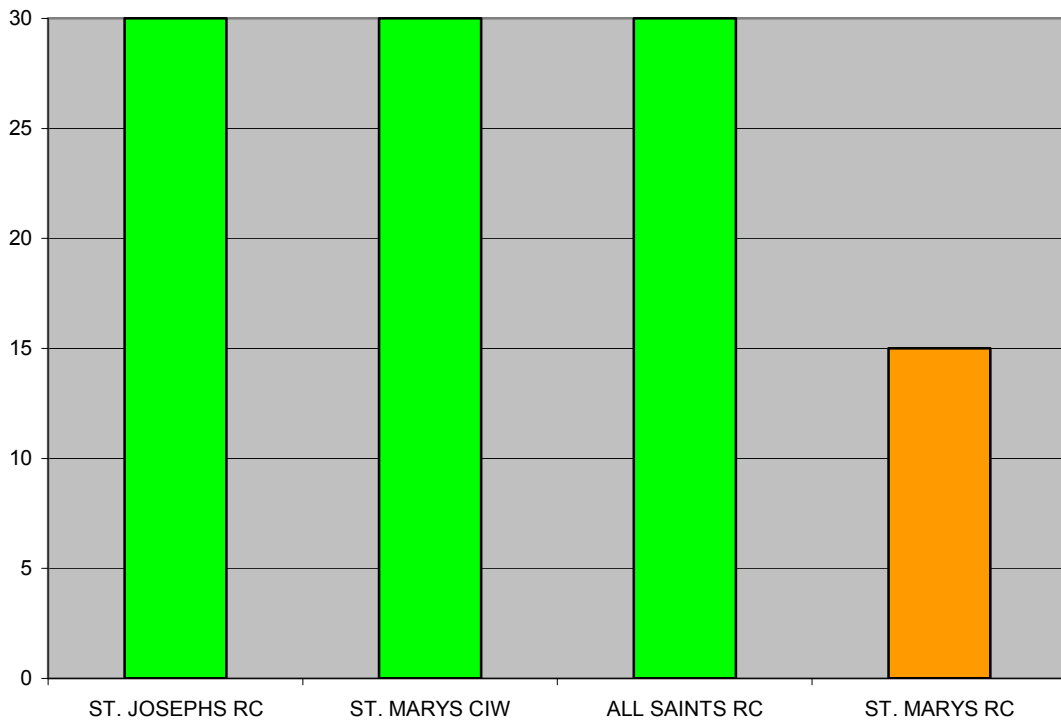
Likely Aided Schools Surplus Places

- Score 30: Places within + or - 10%
- Score 15: Surplus places more than 10% but less than 25%
- Score 0: Surplus places more than 25%



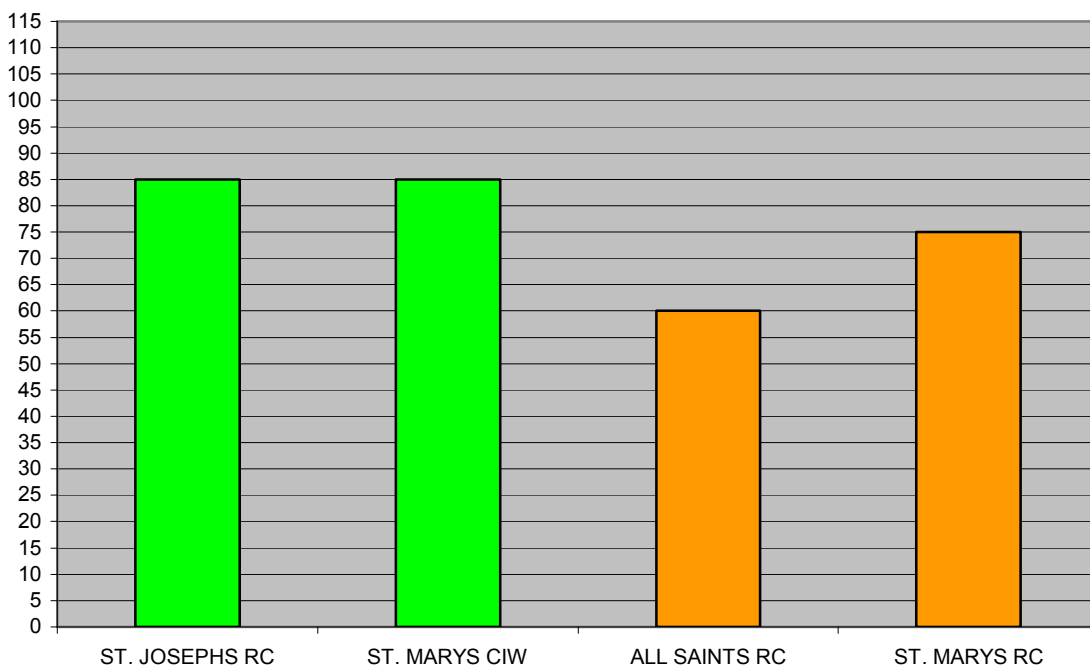
The extent to which Aided Primary school places are in permanent accommodation:

- Score 30: all pupil places in permanent accommodation
- Score 15: some pupil places in temporary accommodation
- Score 0: significant proportion of pupil places in temporary accommodation



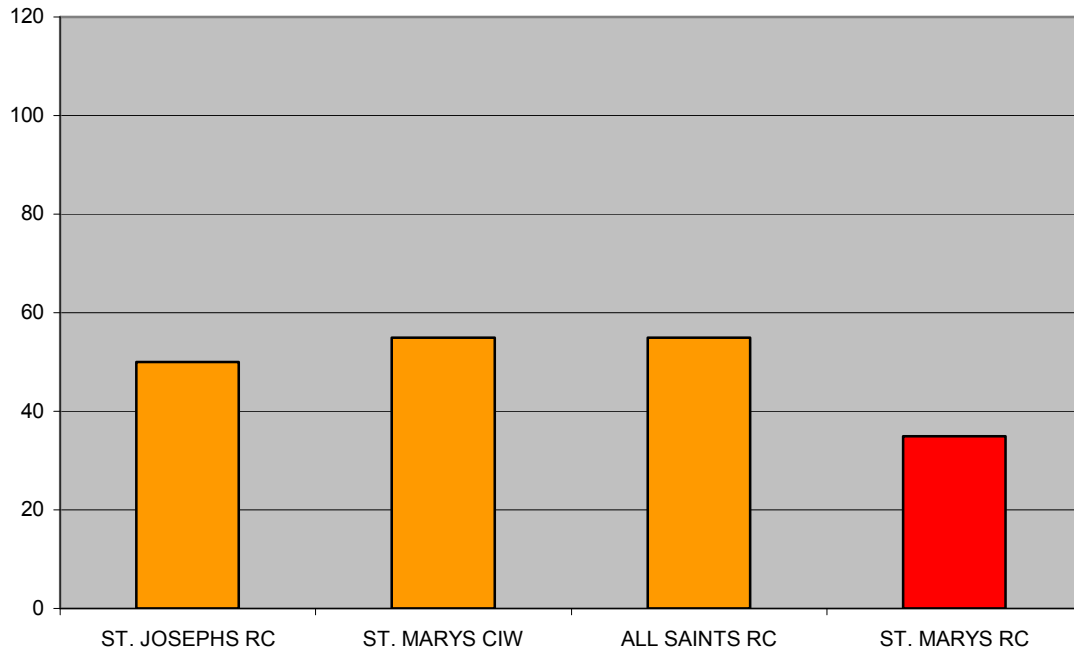
Suitability – General Layout and Organisation:

- Score 80-115: accommodation very suitable
- Score 40-80: accommodation reasonably suitable
- Score 0-40: accommodation has significant limitations



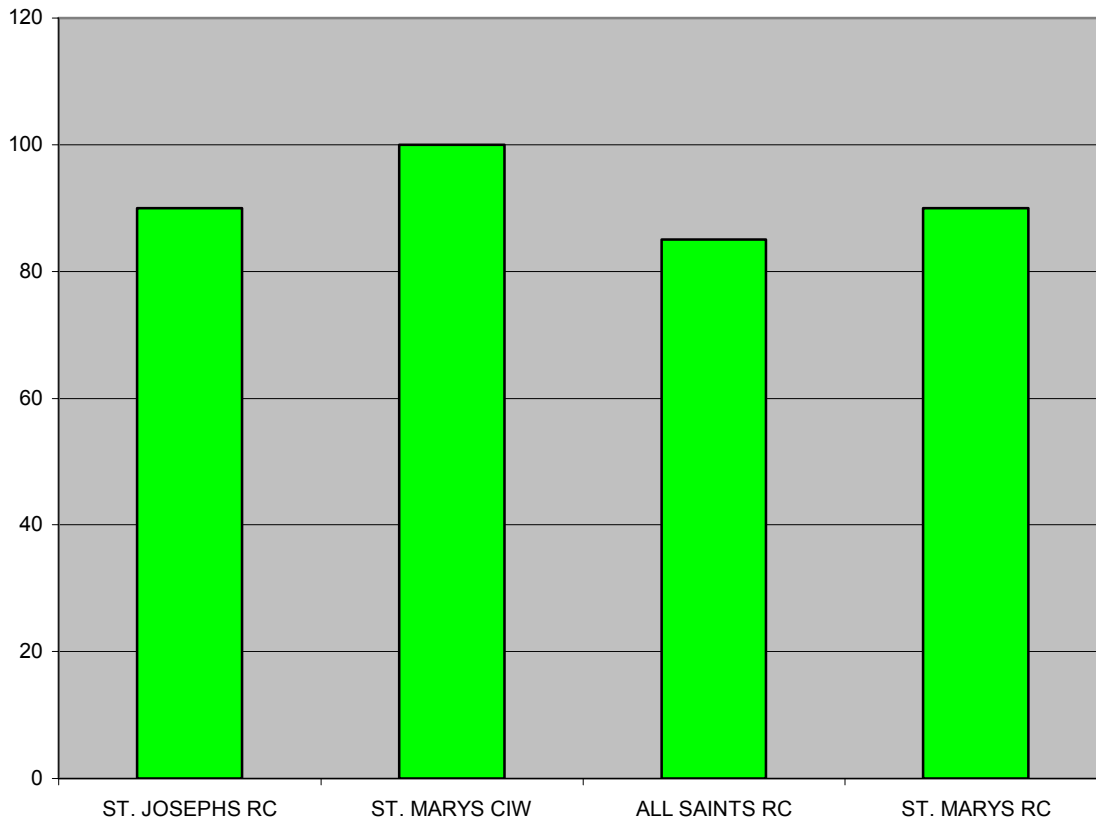
Suitability – Outside Learning, Sport, Play and Recreation (External):

- Score 80-120: very good facilities
- Score 40-80: good facilities
- Score 0-40: limited facilities



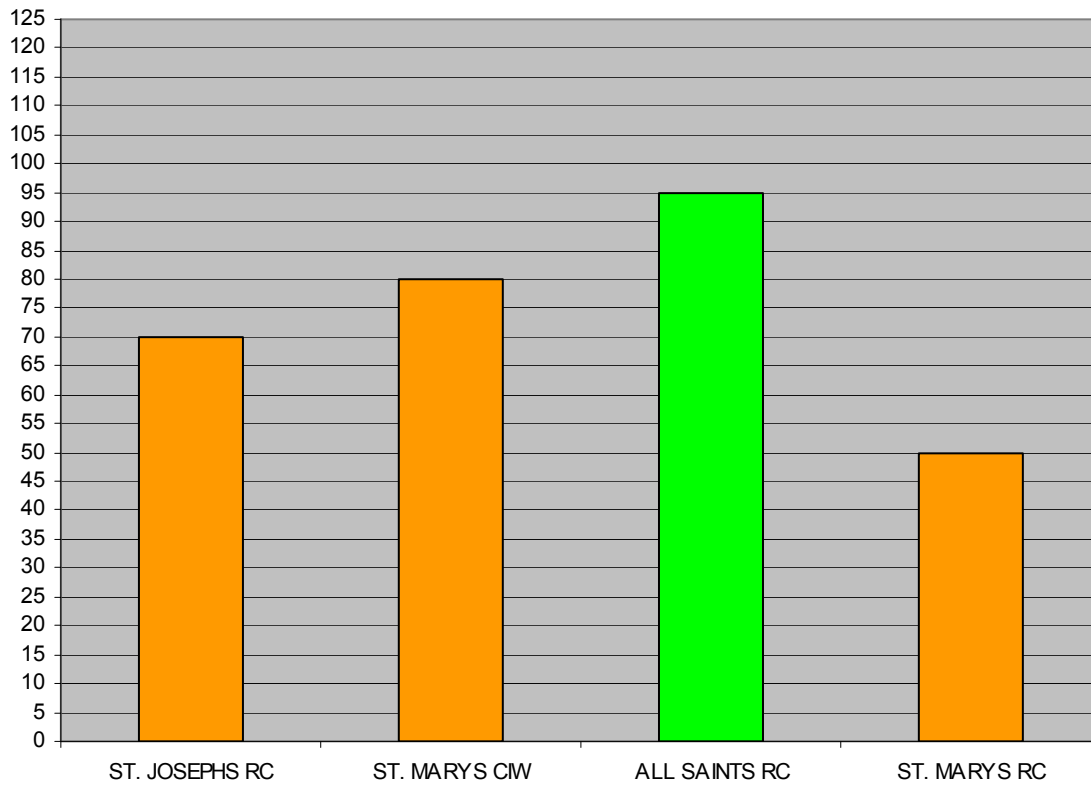
Suitability – The Classroom (General Teaching Areas):

- Score 80-120: very good class bases
- Score 40-80: reasonable class bases
- Score 0-40: inadequate class bases



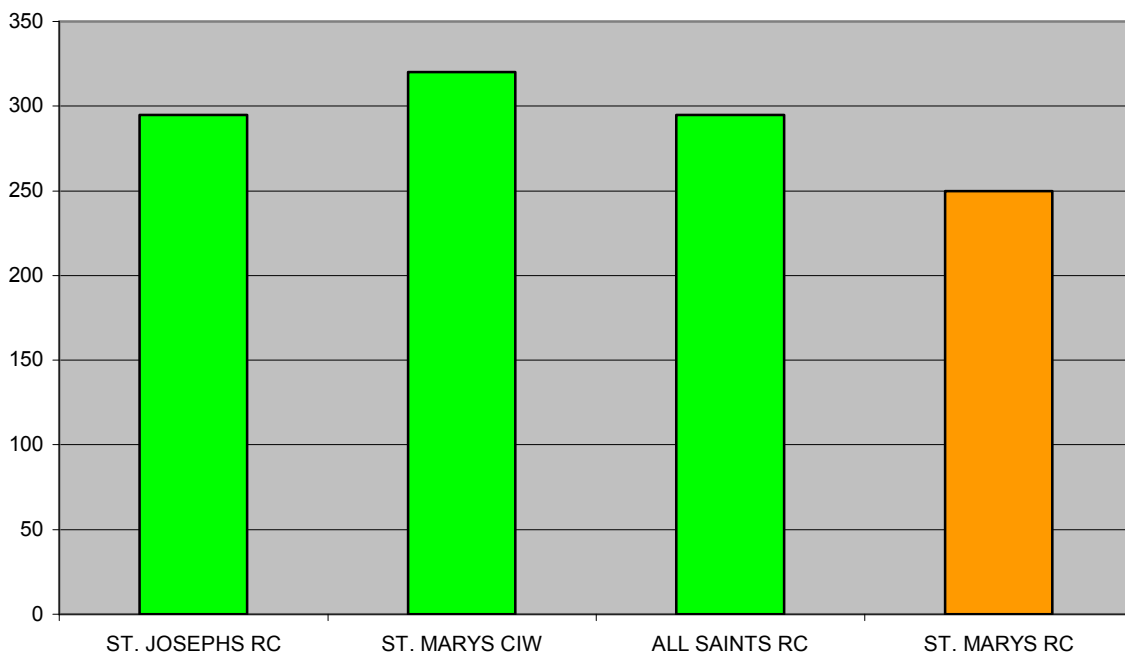
Suitability – Resource Bases, Support Areas and Halls:

- Score 80-125: very good resource bases
- Score 40-80: reasonable resource bases
- Score 0-40: inadequate resource bases

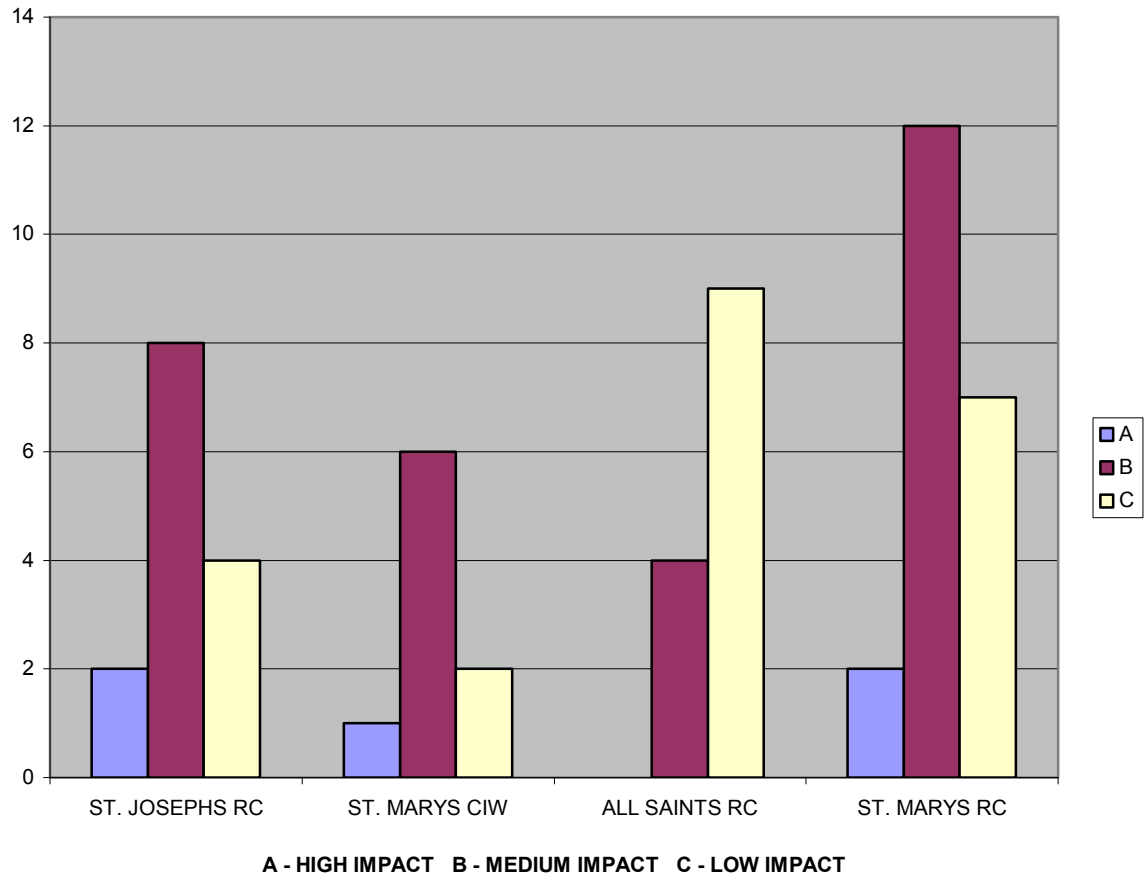


Suitability – Overall Scores:

- Score 325-425: Good suitability standard
- Score 225-325: Reasonable suitability standard
- Score 0-225: Some significant shortcomings



Aided Primary Schools – Number of Deficiencies in each category:



AIDED PRIMARY SCHOOLS
LEA OUTSTANDING MAINTENANCE COSTS, COSTS PER PUPIL PLACE
AND SUBSEQUENT ANNUAL MAINTENANCE REQUIREMENTS
(following refurbishment)

School	Outstanding Building Maintenance Costs	Cost per pupil place	Subsequent annual funding requirement (LEA Responsibilities)
ST. JOSEPHS RC	202,224	1789	3,836
ALL SAINTS RC	74,619	507	4,479
ST. MARYS RC	45,930	402	2,687
ST. MARYS CHURCH IN WALES	44,415	223	7,904
TOTAL COSTS:	367,188	2921	18,906

- More than £500 per pupil place
- £250-£500 per pupil place
- Less than £250 per pupil place

8. THE SECONDARY SECTOR - ASSESSMENTS

The secondary school sufficiency and suitability assessment pro-forma is attached as Appendix 1 to this section of the plan.

(a) Continuity

There are no significant issues in relation to continuity in the delivery of education. There will, however, be further discussion and consultation in the future relating to the proposed establishment of a single centre for post-16 provision (the Learning Campus).

(b) Sufficiency of School Places

One of the key issues over the next 5 years and beyond will be a significant decline in the secondary age pupil population, reflecting the decline in recent years in the primary age pupil population.

Secondary school capacities and forecast future pupil numbers are attached as Appendix 2 to this section of the plan. Appendix 3(a) shows the relative position of schools.

Forecast numbers at Brynmawr Foundation School can only be based on previous trends, as parental choice is a significant factor. At present, it seems that all secondary schools are likely to have more than 10% surplus places in future. Nantyglo Comprehensive School currently has more than 25% surplus places. It is probable that Ebbw Vale and Glyncoed Comprehensive Schools will have more than 25% surplus places.

Major residential development on the CORUS site, Ebbw Vale, should help to offset the effects of general pupil population decline in the Ebbw Vale area. However, it is impossible to predict at present to what extent the major residential development will result in population movement within the Ebbw Vale valley, within Blaenau Gwent, or whether there will be a significant in-migration from outside the area.

If parental choice trends change in the future, this would affect future pupil number forecasts.

(c) Suitability

(i) Introduction

Only one school, Tredegar Comprehensive School, did not score within acceptable parameters in the independent suitability assessment (based on a DFEE model). Shortcomings at Tredegar Comprehensive School, identified through the survey, related to some specialist areas being under-sized or inappropriately located within the school. It should be possible to address these shortcomings through re-designation of areas and some internal remodelling. The shortcomings identified were not significant.

Other issues related to suitability were identified in consultation with Headteachers.

(ii) Sports and Recreation Facilities

All secondary schools (with the exception of Ebbw Vale Comprehensive) have benefited considerably from major investment in sport and recreational facilities on site, largely funded through the Big Lottery and other grants.

Sports and recreational facilities at Abertillery Comprehensive, Nantyglo Comprehensive and Tredegar Comprehensive are of a very good standard. All these schools share a site with a leisure centre and have access to these facilities.

Ebbw Vale Comprehensive School has sufficient areas for team games, though these are inconveniently located on the other side of Pit Road and would certainly benefit from upgrading, although their relatively isolated location leaves them open to abuse. A significant shortcoming for the school is the lack of a sports hall facility on site, which limits curriculum opportunities, particularly during adverse weather conditions

Brynmawr Foundation School is under-provided with facilities for team games, related to the current pupil population, although the recent provision of a specialist athletics facility helps offset this. Given site constraints, opportunities to further enhance external sports facilities would be limited. A significant proportion of external area originally intended for recreation, is used for car parking or to accommodate temporary classrooms. The school also lacks an on-site sports hall facility, which limits curriculum opportunity to some extent.



Left: New athletics facility at Brynmawr Comprehensive School.

Glyncoed Comprehensive School does not have sufficient facilities for team games on site, although the school accesses other playing fields in the locality. Following re-organisation of secondary education in Ebbw Vale and a significant growth in the pupil population, there was considerable enhancement of sporting facilities, including a sports hall, changing rooms, artificial turf facility and grass playing field. Owing to site constraints, opportunities to further enhance on-site external sports facilities would be limited. These specialist facilities help offset shortcomings in terms of available area. Summaries of suitability scores are attached as Appendix 3(c).



New sports hall at Glyncoed Comprehensive School.



(iii) Permanency of Accommodation

Only Brynmawr Foundation School now relies on the use of temporary accommodation. Temporary accommodation is not an ideal solution to long-term needs (Appendix 3(f)).

(iv) Quality of Accommodation and Facilities

Both Tredegar Comprehensive and Glyncoed Comprehensive Schools have benefited from new teaching blocks in recent years. Abertillery Comprehensive School has been provided with a specialist Drama Facility and a Learning Action Centre is currently being constructed on site. At Tredegar, the new teaching block replaced poor quality temporary accommodation and the Glyncoed teaching block was provided to meet the needs of a pupil population which almost doubled in size.

Right: Specialist Drama Facility at Abertillery Comprehensive School



Glyncoed Comprehensive and Ebbw Vale Comprehensive Schools also benefited from some refurbishment of specific areas, associated with secondary school reorganisation.

All schools have benefited to some extent from technology upgrading, health and safety works and IT infrastructure, such as the introduction of broadband. The upgrading of specialist curriculum facilities at all Secondary schools would be desirable.

(v) Vehicle Access and Car Parking

Generally, there is greater justification for pupils travelling by bus and car at secondary level, as these schools tend to serve a larger geographical area

Community use of school facilities can add to traffic pressures at times. At all schools, however, pressures from vehicular traffic can be excessive. There is a limit to the infrastructure that could (and should) be provided to accommodate this. Generally, vehicle access facilities at Abertillery, Glyncoed, Ebbw Vale and Nantyglo schools are reasonable.

At Tredegar Comprehensive School, there is some use of areas originally intended for recreation as space for car parking.

Brynmawr Foundation School serves a wide geographical area and around 12 buses travel to the site daily, together with staff and older pupils' cars and local parents' vehicles. Current dedicated facilities are inadequate for this volume of traffic. There is very limited scope to improve the situation within the boundaries of the school, owing to different site levels and other pressures on space, generally.

(vi) Site Security Issues

By their very nature, secondary school sites cannot be as secure as primary school

sites. They cover a large area and often have community use on site.

In addition, larger pupil populations and the need for pupil movement between areas and the number of building entrances makes preventing unauthorised access very difficult.

When Abertillery Comprehensive School was built, community facilities were located centrally, within the school buildings. This has presented difficulties in security arrangements, particularly when community facilities are used during the school day. A Learning Action Centre currently being constructed on the school site for school and community use will considerably improve security management.

At Glyncoed Comprehensive School, there is no obvious main visitor entrance and visitors have to walk through the school to the school office. This is undesirable from a security management viewpoint. It may be possible to address this issue by relocation of the main visitor entrance or greeting point to another part of the building. In relation to other secondary schools, there is relative equality in relation to security issues to be considered, and probably very little to choose between schools in terms of suitability.

Ideally monitored CCTV systems covering internal and external areas would help minimise risks, but this would require significant investment of around £100,000 per school.

In the secondary sector, not all security issues can be addressed through building adaptations and effective security management involving staff and pupils is essential in minimising risks.

An overall summary of secondary school suitability is attached as Appendix 4.

(d) Condition

Outstanding maintenance costs for secondary schools, together with outstanding maintenance costs per pupil place, are attached at Appendix 5 to this section of the plan. Also shown at Appendix 6 are Disability adaptation costs per school.

Almost all secondary school buildings are more than 30 years old, with some significant elements of building structures and mechanical and electrical systems having reached (or passed) the end of their projected life.

Some elements of building structures have a shorter projected life than others, for example flat roofs.

The highest outstanding maintenance costs by far are at Nantyglo Comprehensive School, reflecting the need for flat roof replacement, replacement of mechanical and electrical infrastructure, window replacement and some deterioration of the external cladding system, with other issues.

Outstanding maintenance costs at Ebbw Vale Comprehensive School are also relatively high. This building also has problems with flat roofs and other issues.

Although the total outstanding maintenance costs seem relatively high, these need to be considered in the context of a lengthy period of under-investment. It should also be noted that the cost of constructing a new secondary school would be in the region of £15 million to £20 million, whilst the cost of bringing all existing buildings up to a good maintenance standard would be around £6.5 million.

With appropriate maintenance investment, there is no reason why existing secondary school buildings could not continue to serve the community for the foreseeable future.

9. THE SECONDARY SECTOR – CONCLUSIONS

One of the main issues in the secondary sector over the next 5-10 years will be a significant decline in the pupil population. The possible move towards a single centre for post-16 provision would increase further, the number of surplus school places.

In some instances, a reducing pupil population may present the opportunity, within buildings, to address any suitability deficiencies and/or to enhance specialist facilities to support teaching and learning and broaden the curriculum for 11-16 year olds. Surplus capacity may, therefore, present positive opportunities. There may also be the opportunity for increased community engagement in the teaching and learning process, or closer involvement of business, other agencies and partners on secondary school sites. Income generation may be a possibility.

Inevitably, surplus places in the secondary sector will increase significantly in the next 5-10 years (probably by at least 1,500 places). The Authority, Headteachers and school governing bodies need to anticipate this and identify, at an early stage, positive opportunities for alternative use of surplus accommodation and effective use of assets.

Secondary schools, generally, are fit for purpose, but with some shortcomings in some schools. All schools would benefit from an appropriate level of building maintenance investment. All schools would also benefit to some extent from a phased programme of upgrading of existing specialist facilities.

It would be desirable to improve security, generally, on secondary school sites and this could be achieved, in part, through better access control and particularly through the provision of centrally-monitored CCTV systems, internally and externally.

Any organisational changes (which are outside the remit of this plan), such as the establishment of a single post-16 centre, would require a re-evaluation of properties from the asset management perspective. A summary of the main findings arising from secondary school assessments is included as Appendix 7 to this section of the plan.

SECONDARY SCHOOL APPENDICES

- Appendix 1: Secondary School Assessment Pro-Forma
- Appendix 2: School Capacities and Forecast Future Pupil Numbers
- Appendix 3:
- a. Likely secondary school surplus places
 - b. Suitability – General Layout and Organisation
 - c. Suitability – Outside Learning, Sport, Play and Recreation
 - d. Suitability – to deliver the curriculum
 - e. Suitability – Overall suitability
 - f. School Places – whether in permanent accommodation
- Appendix 4: Overall Assessment Summary
- Appendix 5: Total outstanding building maintenance costs and costs per pupil place and subsequent annual maintenance requirements.
- Appendix 6: Disability Access Adaptation costs.
- Appendix 7: Secondary Schools – Summary of main findings

APPENDIX 1
S.A.M.P. Assessment Pro-Forma
Secondary Schools (Age range 11-16 or 11-18)

Name of School:

Score Range Actual Score Impact Assessment

1. Continuity and Progression

(a) Can the school provide education from 11-16 or 11-18?

0-20		
------	--	--

TOTAL	0-20	
-------	------	--

2. Sufficiency of School Places

Note: Pupil place calculations are based on the prescribed formula method and accommodation usage 2005/2006 academic year.

(a) As far as is foreseeable, are pupil places within 10% of pupil numbers over the next 5 years?

0-15		
------	--	--

(b) As far as is foreseeable, are potential pupil places not more than 25% of minimum pupil numbers over the next 5 years?

0-15		
------	--	--

(c) Are all school places in permanent accommodation?

0-15		
------	--	--

(d) If the school has a 6th form, are post-16 pupil numbers likely to be around 200+ over the 5 year period?
(score maximum if no 6th form to avoid distortion)

0-15		
------	--	--

TOTAL	0-60	
-------	------	--

3. Suitability

(a) General Layout and Organisation

(i) Does the school occupy a single building?

0-15		
------	--	--

		Score Range	Actual Score	Impact Assessment
(ii)	Is the school site and buildings set out in such a way as to support the management and organisation of the school?	0-15		
(iii)	Are administrative spaces adequate and appropriately located?	0-15		
(iv)	Are there any significant security issues? (score maximum if no issues)	0-15		
(v)	Is there appropriate provision for vehicular access and parking (without using play/recreational areas?)	0-15		
(vi)	Is there an obvious, centrally located main entrance to the school where visitors can be greeted and access controlled?	0-15		
TOTAL		0-90		

(b) Learning, Sport, Play and Recreation (external)

(i)	Are appropriate facilities available for sporting activities (based on pupil numbers)?	0-20		
(ii)	Are all facilities for sporting activities situated on the school site?	0-10		
(iii)	Does the school have a dedicated large internal space on the school site for physical education (e.g. sports hall, leisure facilities). If not, what space is available (hall, gymnasium)?	0-10		
 square metres			
 pupil numbers			
 square metres per pupil			
(iv)	Are there enhanced specialist facilities available on the school site (e.g. swimming pool, artificial turf, athletics?)	0-10		
TOTAL		0-50		

Score Range	Actual Score	Impact Assessment
-------------	--------------	-------------------

(c) **Suitability to Deliver the Curriculum**

(i)	Did the school score within acceptable parameters in the independent suitability survey (DfEE model)? (If not, score relates to the extent to which school accommodation does not comply)	0-50		
-----	--	------	--	--

(ii)	Are there any significant shortcomings in terms of the facilities available to deliver the curriculum? (for specific details, see impact assessment)	0-20		
------	--	------	--	--

(iii)	To what extent is there an appropriate, modern environment to support specific curriculum areas (e.g. design technology, sciences, humanities, art etc.)	0-20		
-------	--	------	--	--

(iv)	Does the school have appropriate facilities for pupils with special educational needs? (either mainstream or units)	0-20		
------	---	------	--	--

TOTAL		0-110		
--------------	--	-------	--	--

SCORING AND IMPACT SUMMARIES

<u>CATEGORY</u>	<u>POTENTIAL SCORE</u>	<u>ACTUAL SCORE</u>
1. Continuity and Progression	20	
2. Sufficiency of School Places	60	
3. Suitability	250	
TOTAL	330	

(Number of issues identified in each category)

<u>A</u>	<u>B</u>	<u>C</u>

- HIGH** **A** Unable to deliver, fully, the curriculum, provide continuity through education or is potentially a significant safety risk.
- MEDIUM** **B** Teaching and learning opportunities restricted to some extent.
- LOW** **C** Management/organisation of the school or staff/pupil motivation affected adversely.

**SECONDARY SCHOOLS
SCHOOL CAPACITIES, FORECAST FUTURE PUPIL NUMBERS AND
SURPLUS /SHORTFALL OF PLACES (%)**

APPENDIX 2

SCHOOL	CAPACITY	NOR JAN. 2006	PROJECTED PUPIL NUMBERS				
			SEPT. 2006	SEPT. 2007	SEPT. 2008	SEPT. 2009	SEPT. 2010
Abertillery Comprehensive	906	936	888	849	776	741	698
<i>surplus/shortfall places for each year:</i>		-30	18	57	130	165	208
<i>surplus/shortfall % for each year:</i>		-3%	1%	6%	14%	18%	22%
Brynmawr Comprehensive	1027	909	900	889	882	869	874
<i>surplus/shortfall places for each year:</i>		118	127	138	145	158	153
<i>surplus/shortfall % for each year:</i>		11%	12%	13%	14%	15%	14%
Ebbw Vale Comprehensive	997	767	723	692	650	620	588
<i>surplus/shortfall places for each year:</i>		230	274	305	347	377	409
<i>surplus/shortfall % for each year:</i>		23%	27%	30%	34%	37%	41%
Glyncoed Comprehensive	869	779	754	711	686	623	589
<i>surplus/shortfall places for each year:</i>		90	115	158	183	246	280
<i>surplus/shortfall % for each year:</i>		10%	13%	18%	21%	28%	32%
Nantyglo Comprehensive	945	564	539	493	464	438	421
<i>surplus/shortfall places for each year:</i>		381	406	452	481	507	524
<i>surplus/shortfall % for each year:</i>		40%	42%	47%	50%	53%	55%
Tredegar Comprehensive	1093	949	955	940	922	910	870
<i>surplus/shortfall places for each year:</i>		144	138	153	171	183	223
<i>surplus/shortfall % for each year:</i>		13%	12%	13%	15%	16%	20%

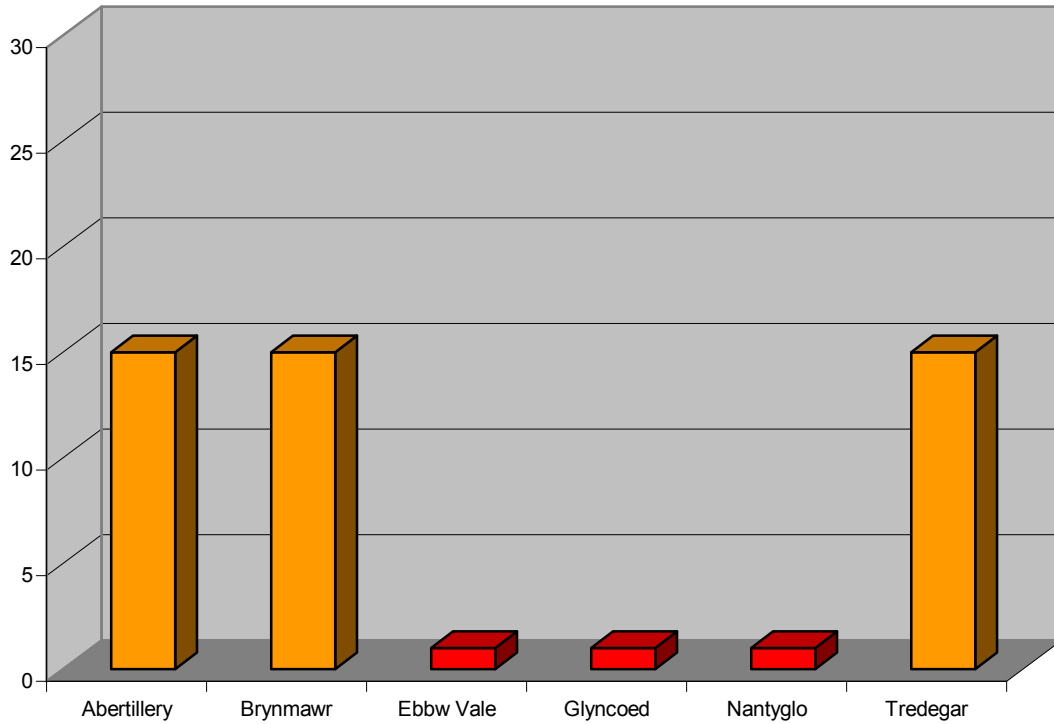
Note:

- (i) a revised method of calculating school capacity (soon to be introduced) will vary data to some extent
- (ii) Pupil number projections are based to some extent on previous parental choice trends. These can vary over time
- (iii) Ebbw Vale/Glyncoed Comprehensive Schools do not allow for major residential development on the Steelworks site, as the impact is uncertain at this time

**SECONDARY SCHOOLS
2006/2007 ACADEMIC YEAR
APPENDIX 3**

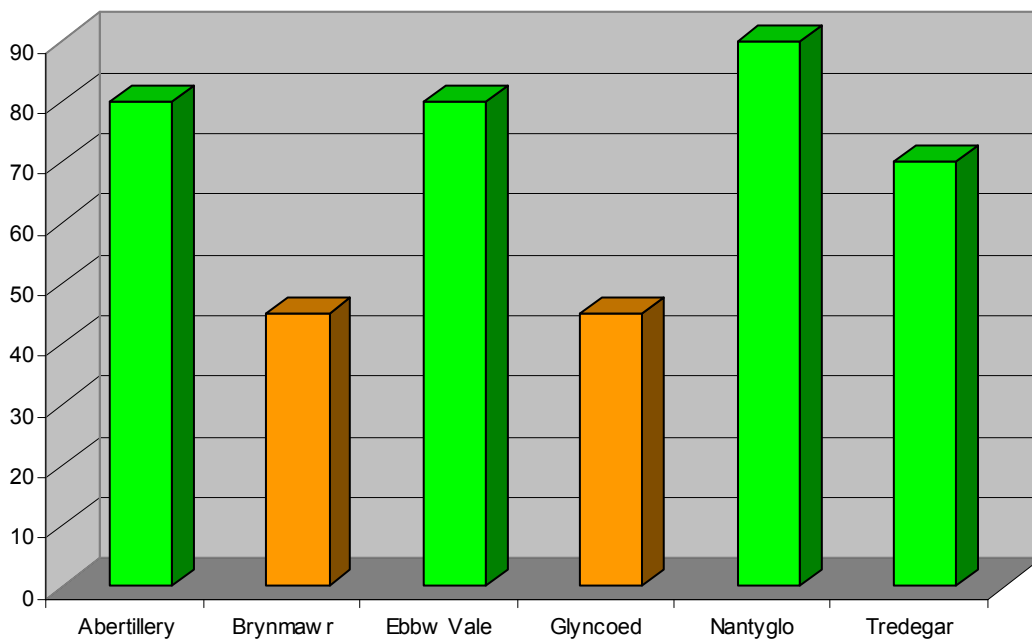
3a. Likely secondary school surplus places (over the plan period)

- Score 30: places within + or -10%
- Score 15: surplus places more than 10% but less than 25%
- Score 0: surplus places more than 25%



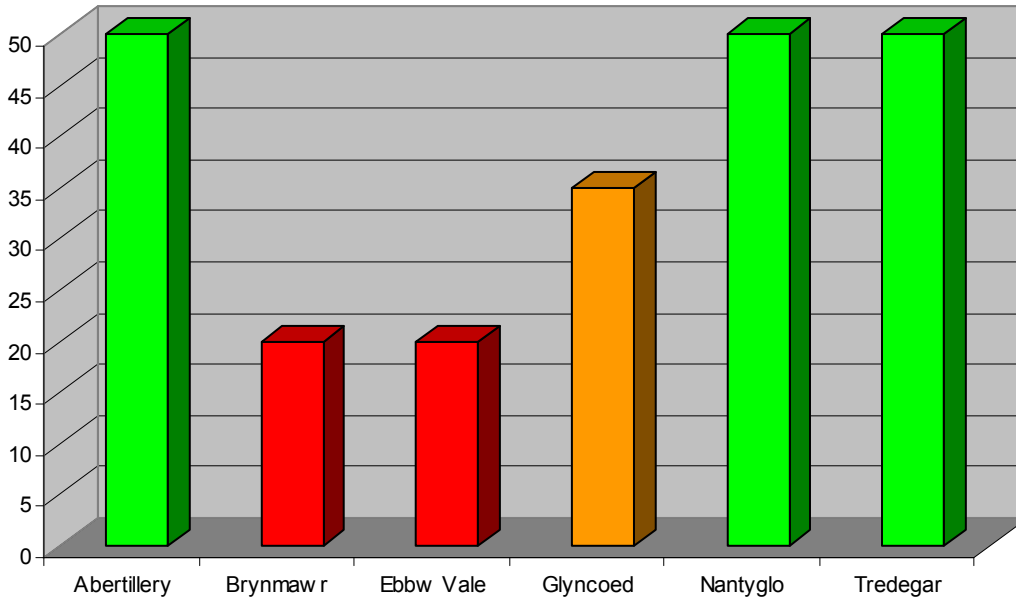
3b. Suitability – General Layout and Organisation:

- Score 60-90: accommodation very suitable
- Score 30-60: accommodation reasonably suitable
- Score 0-30: accommodation has significant limitations



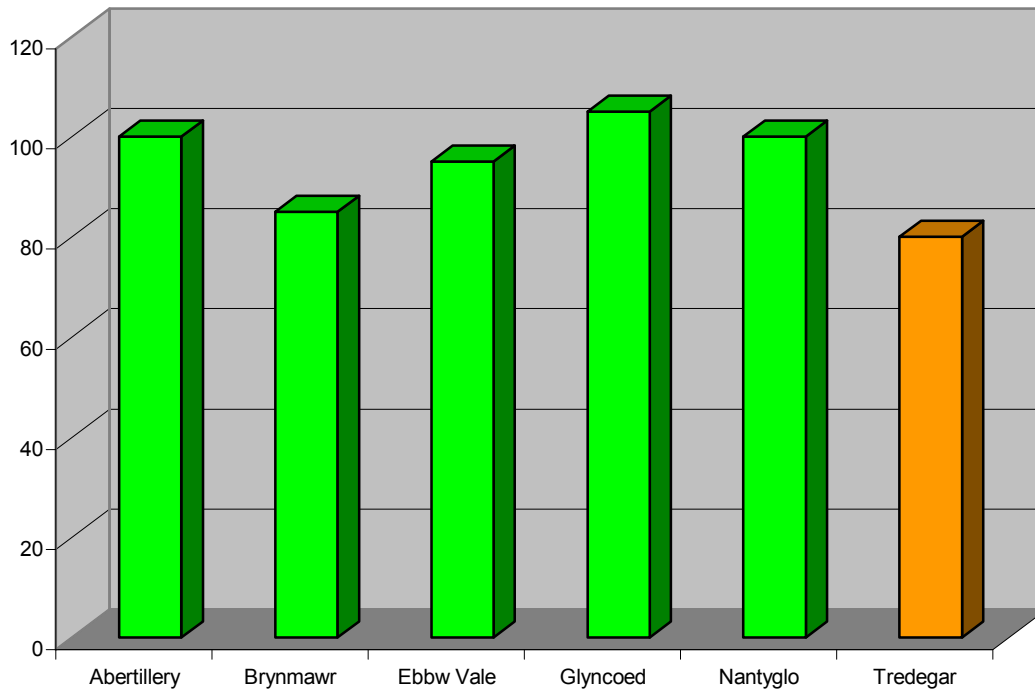
3c. Suitability – Outside Learning, Sport, Play and Recreation:

- Score 35-50: very good facilities
- Score 20-35: good facilities
- Score 0-20: facilities have some significant limitations



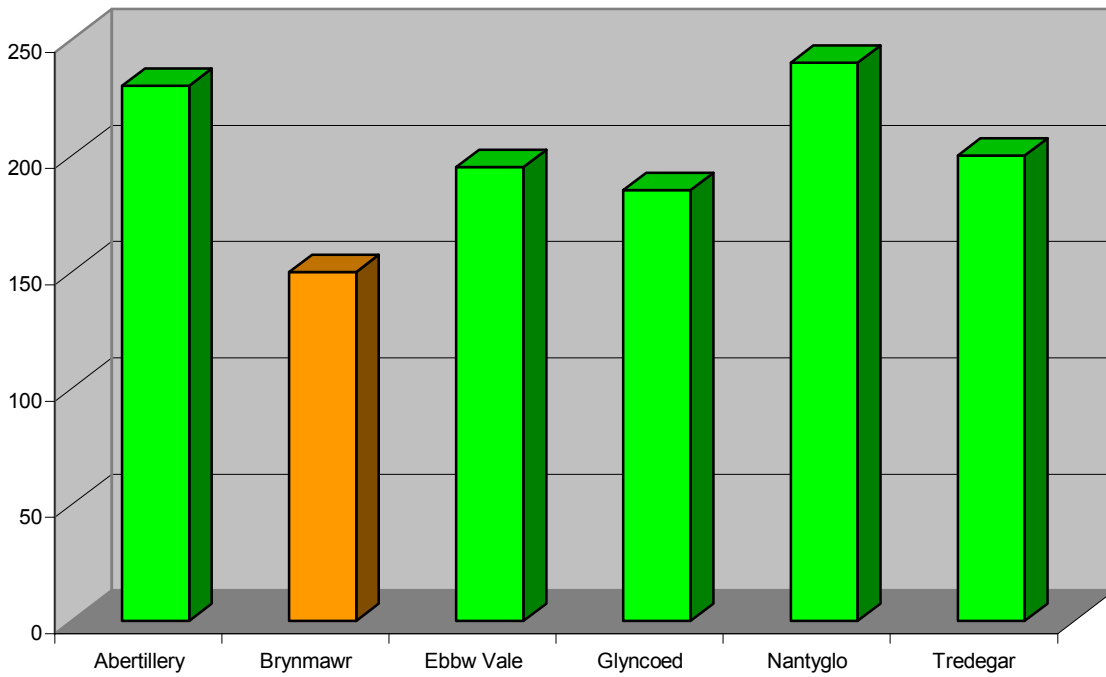
3d. Suitability to deliver the Curriculum:

- Score 80-120: Good curriculum delivery opportunities
- Score 40-80: Reasonable curriculum delivery opportunities
- Score 0-40: Some significant shortcomings in curriculum delivery opportunities



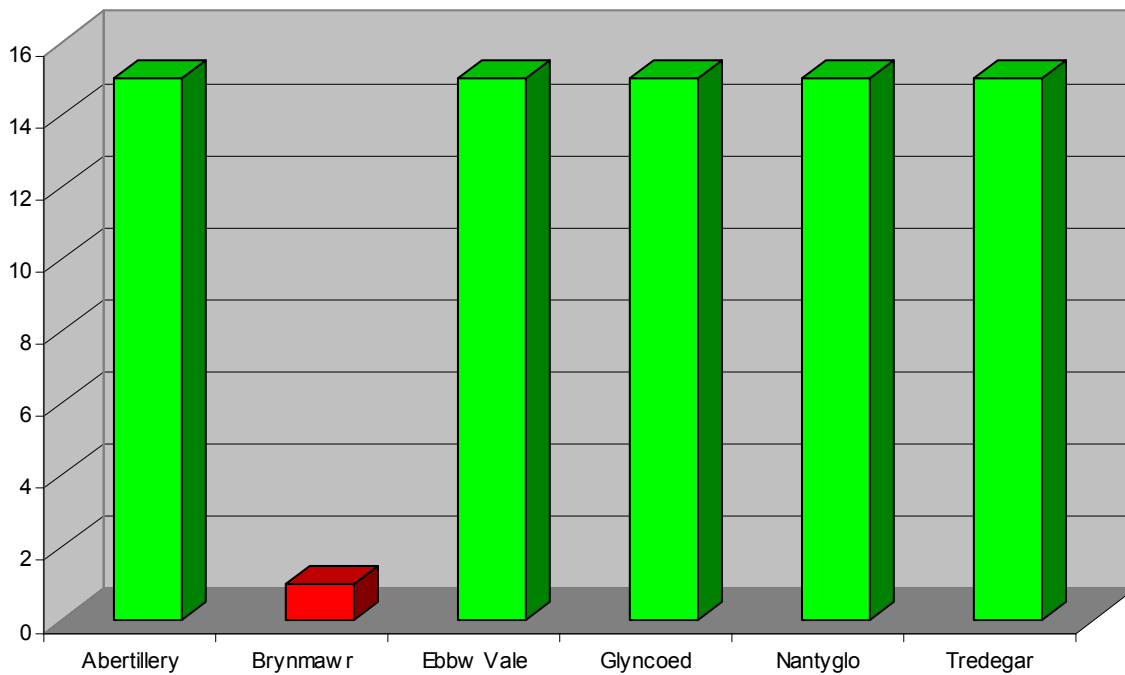
3e. Secondary Schools – Overall Suitability

- Score 150-250: Good suitability standard
- Score 75-150: Reasonable suitability standard
- Score 0-75: Some significant shortcomings



3f. The extent to which secondary school places are in permanent accommodation:

- Score 15: all pupil places in permanent accommodation
- Score 0: pupil places not all in permanent accommodation



SECONDARY SCHOOLS – OVERALL SUMMARY

APPENDIX 4

	Continuity and Progression	Likely Surplus Places	Permanent Accommodation	Suitability – General Layout	Suitability – Learning, Sport etc.	Suitability – Curriculum Delivery	Suitability – Overall	Maintenance Costs per pupil place
Comprehensive Schools								
Abertillery Comprehensive	😊	😞	😊	😊	😊	😊	😊	😞
Brynmawr Comprehensive	😊	😞	😞	😞	😞	😊	😞	😞
Ebbw Vale Comprehensive	😊	😞	😊	😊	😞	😊	😊	😞
Glyncoed Comprehensive	😊	😞	😊	😞	😞	😊	😊	😞
Nantyglo Comprehensive	😊	😞	😊	😊	😊	😊	😊	😞
Tredegar Comprehensive	😊	😞	😊	😊	😊	😞	😊	😞

SECONDARY SCHOOLS
OUTSTANDING MAINTENANCE COSTS, COSTS PER PUPIL PLACE
AND SUBSEQUENT ANNUAL MAINTENANCE REQUIREMENTS
(following refurbishment)

APPENDIX 5

- = more than £500 per pupil place
- = £250 - £500 per pupil place
- = less than £250 per pupil place

School	Outstanding Building Maintenance Costs	Cost per pupil place	Subsequent annual funding requirement
NANTYGLO COMPREHENSIVE	3,084,638	3069	63,349
EBBW VALE COMPREHENSIVE	1,227,623	1231	47,743
TREDEGAR COMPREHENSIVE	816,528	747	48,568
ABERTILLERY COMPREHENSIVE	726,741	752	50,193
BRYNMAWR COMPREHENSIVE	506,964	493	44,103
GLYNCOED COMPREHENSIVE	302,037	347	44,311
TOTAL COSTS:	6,664,531	6639	298,267

**SECONDARY SCHOOLS
DISABILITY ACCESS COSTS**

APPENDIX 6

SCHOOL	DDA COST
ABERTILLERY COMPREHENSIVE	£995,235.00
NANTYGLO COMPREHENSIVE	£756,875.00
BRYNMAWR COMPREHENSIVE	£607,290.00
TREDEGAR COMPREHENSIVE	£533,650.00
EBBW VALE COMPREHENSIVE	£401,730.00
GLYNCOED COMPREHENSIVE	£389,765.00
TOTAL COSTS:	£3,684,545.00

Note:

The costs above indicate full compliance. At present, full compliance is not a statutory requirement in relation to existing school premises.

SECONDARY SCHOOLS
MAIN FINDINGS IDENTIFIED DURING THE ASSESSMENT PROCESS
APPENDIX 7

School	Positives	Negatives
Abertillery Comprehensive	<ul style="list-style-type: none"> (a) Pupil numbers likely to reasonably match pupil places; (b) Acceptable suitability score, independent survey; (c) Very good sport and recreational facilities; (d) Access and car parking reasonable; and (e) Specialist drama and theatre facilities. 	<ul style="list-style-type: none"> (a) Outstanding maintenance requirement; (b) Difficulty in controlling public access (currently being addressed); and (c) Specialist facilities could be enhanced
Brynmawr Foundation	<ul style="list-style-type: none"> (a) Acceptable suitability score, independent survey; (b) Specialist athletics facility; and (c) Pupil numbers likely to reasonably match pupil places 	<ul style="list-style-type: none"> (a) Various pressures on limited site area; (b) Limited recreational area and lack of sports hall may restrict curriculum opportunities; (c) Outstanding maintenance requirements; (d) Vehicular access/parking limited; (e) Specialist facilities could be enhanced; and (f) Demountable classrooms;
Ebbw Vale Comprehensive	<ul style="list-style-type: none"> (a) Acceptable suitability score, independent survey; (b) Areas for team games sufficient (though inconveniently placed and would benefit from upgrading); and (c) Access and car parking reasonable 	<ul style="list-style-type: none"> (a) Lack of sports hall limits curriculum opportunities; (b) Relatively high maintenance requirements; (c) Specialist facilities could be enhanced; and (d) Surplus places will exceed 10% and may exceed 25%

School	Positives	Negatives
Glyncoed Comprehensive	<ul style="list-style-type: none"> (a) Acceptable suitability score, independent survey; (b) Very good specialist sport and recreational facilities; (c) Access and car parking reasonable; (d) New teaching block ; and (e) Specialist drama and theatre facilities. 	<ul style="list-style-type: none"> (a) Outstanding maintenance requirements; (b) Difficulty in controlling public access; (c) On-site team games facilities insufficient; (d) Some specialist facilities could be enhanced; and (e) Surplus places likely to exceed 10% and may exceed 25%
Nantyglo Comprehensive	<ul style="list-style-type: none"> (a) Acceptable suitability score, independent survey; (b) Very good sport and recreational facilities; (c) Access and car parking reasonable; and (d) Very spacious site 	<ul style="list-style-type: none"> (a) Highest outstanding maintenance requirements; (b) Specialist facilities could be enhanced; (c) High surplus places, currently more than 25%
Tredegar Comprehensive	<ul style="list-style-type: none"> (a) Almost meets acceptable suitability score; (b) New teaching block; (c) Very good sport and recreational facilities; (d) Pupil numbers likely to reasonably match pupil places 	<ul style="list-style-type: none"> (a) Specialist facilities would benefit from upgrading and some are under size and/or inappropriately located; (b) Administration/reception inadequate and not appropriately located; (c) Vehicular access/car parking would benefit from improvement; and (d) Outstanding maintenance requirements

10. PENYCWYM SCHOOL – ASSESSMENT AND CONCLUSIONS

(a) Continuity

Penycwm School serves a wide age-range (4-18) for pupils with significant special educational needs.

(b) Sufficiency of School Places

There is no formula method to calculate the capacity of such specialist schools, owing to the wide variations in the age range and needs of the pupils. It is believed that when the school was constructed it was intended to be able to accommodate a maximum of 80 pupils, with around 70 currently on roll. However, this may give a slightly false impression, as the ability to accommodate pupils depends very much on their age, mobility and specialist requirements. The general feeling is that the school is currently operating close to maximum capacity.

The school serves a wide geographical area (including areas outside Blaenau Gwent) as part of a reciprocal arrangement with neighbouring Authorities.

There appears to be an increasing demand for placements at the school, exceeding what is regarded as the current capacity.

Around two thirds of the current pupil population are of secondary school age.

(c) Suitability

Again, there is no standard suitability model, as much depends on the specialist educational needs of pupils, many of whom also have specialist health needs.

There have been some significant adaptations to the school premises to meet changing requirements and health and safety legislation.

The school accommodation does have limitations, including limited administrative space, and the general layout of the school does not, in some respects, assist school organisation. Wheelchair users cannot easily access some areas of the building. Some teaching spaces are now considered to be under-sized and resource spaces to support curriculum delivery are limited. There is no dedicated community space, hall space and specialist therapy opportunities are limited. Toilet and changing facilities for staff and pupils are insufficient.

(d) Condition

The Penycwm School building is generally in a good condition, with relatively low outstanding maintenance requirements, estimated at around £22,000.



(e) Conclusions

There is little scope to increase pupil numbers further in the existing Penycwm building. Extension is a possibility, but this would need to be considered further, in the context of other site and buildings limitations referred to above.

It is probably undesirable to increase pupil numbers significantly without major redevelopment, as this would increase the pressure on already limited specialist facilities.

It would be desirable to undertake some further remodelling and upgrading work to address some of the shortcomings identified. However, further improvements would be limited by the nature and structure of the existing building.

11. SITE-SPECIFIC OPTIONS AVAILABLE TO ADDRESS DEFICIENCIES

(a) Shortfall of pupil places:

- ◆ temporary accommodation;
- ◆ permanent extension;
- ◆ catchment area review; and
- ◆ stricter admissions control

(b) Surplus pupil places:

- ◆ Removal of temporary accommodation;
- ◆ Alternative use of accommodation by school, e.g. to address suitability deficiencies, establishment of specialist units;
- ◆ Alternative use of accommodation by others, e.g. community groups, other agencies (where compatible with school operation); and
- ◆ Partial demolition of buildings, where feasible.

(c) Suitability Issues:

- ◆ Re-designate accommodation;
- ◆ Internal remodelling;
- ◆ Building extension;
- ◆ Linking buildings;
- ◆ Up-grading existing facilities;
- ◆ Add new specialist facilities (internal/external); and
- ◆ school replacement.

(d) Security Issues:

- ◆ CCTV system internal/external;
- ◆ Internal secure perimeter;
- ◆ On-site caretaker;
- ◆ Improved external lighting;
- ◆ Neighbourhood Watch Schemes; and
- ◆ Improved access controls and building security zoning.

(e) Building condition issues:

- ◆ Improved levels of investment;
- ◆ Partial demolition (where feasible) and if linked to surplus places;
- ◆ Partial building demolition and replacement; and
- ◆ School replacement.

Each of the options listed above would need to be considered in the context of an overall option appraisal, having regard to sufficiency, suitability, condition, the site and buildings currently available, and the finance likely to be available.

12. POTENTIAL FUNDING SOURCES

(a) Local Authority Capital Programme

Information in relation to the provisional capital programme allocations for the 2007/2008 and 2008/2009 financial years are included in Appendix 1 to this section of the Plan.

(b) Welsh Assembly Government School Buildings Improvement Grant

At the time of preparation of this plan, there is some indication in relation to the levels of Welsh Assembly School Buildings Improvement Grant in the period to 2010/2011. However, there is the possibility that current indicative allocations may change. Information currently available is set out in Appendix 1 to section 13 of the Plan.

(c) Surplus Land and Buildings

Portfolio land and buildings recently declared surplus to requirements include:

- ◆ Brynhfryd Primary School
- ◆ Ty'r Graig Primary School
- ◆ Sofrydd Junior Department
- ◆ Garnfach Infants School
- ◆ Land adjacent to Deighton Primary School
- ◆ Willowtown Primary School (existing site)

Not all surplus sites are assets, some may present significant financial liabilities. Some sites may contribute to wider community regeneration strategies.

(d) Capital Raised through Prudential Borrowing

Revenue savings generated through school rationalisation (or by other means) may present the opportunity to generate additional capital funding through Prudential Borrowing.

School rationalisation savings will be used to fund the amalgamation of Glanhwy Primary and Sirhowy Infants School (subject to formal public consultation).

(e) Planning Gain

Through the planning process, representations are made in relation to the need for developers to fund additional pupil places and improvement of school facilities, where these are required as a direct result of residential development. To date, no school capital project has been funded or even partially funded by developers. Where a school needs to be extended, or improved, as a result of residential development, this uses limited capital resources, which otherwise could have been invested in improving other schools.

It is felt that there may be a need to adopt a more standardised policy in these circumstances. Some Authorities have adopted the principle of a charge per dwelling to fund school places and improvement to facilities.

A report will be presented on this issue in due course.

(f) Funding linked to major specific strategies

The redevelopment of the CORUS Steelworks site and significant residential development associated with this, will require the replacement of Waunlwyd Primary School and the extension and improvement of Pontygof Primary School.

A significant proportion of the costs of replacing Waunlwyd Primary School and improving Pontygof Primary should be generated through the site redevelopment strategy.

It is unclear, at this stage, whether other regional strategies, such as the Heads of the Valleys Strategy, could contribute towards the improvement of school buildings and facilities (particularly where these would benefit the wider community).

(f) Grants from other sources

Significant improvements have been made in sports and recreational facilities through funding provided by the Big Lottery and Sportlot. There may be further funding opportunities in future, particularly linked to play and recreation.

In particular, grant opportunities linked to sustainable school development should be explored, in partnership with other bodies and agencies and possibly, the private sector.

13. FINANCIAL RESOURCES AVAILABLE TO IMPLEMENT EXISTING PRIORITY PROJECTS AND POSSIBLE OPTIONS MENU TO ADDRESS OTHER NEEDS

(a) Implementation of Priority Projects and Resources Available

Appendix 1 sets out those projects which have already been identified as priorities, and the financial resources available, or likely to be available to implement these. The programme reflects revised provisional approved capital allocations over 2 years. An assumption has been made that the approved capital allocation in 2009/2010 will be similar to previous years (although this has yet to be considered).

Welsh Assembly Government provisional medium project allocations for 2007/2008 and 2008/2009 have been included, but it is possible that these may change.

Where projects have yet to commence (the replacement of Ysgol Gymraeg Brynmawr and Waunlwyd Primary School), provisional estimates have been provided, based on recent projects. These estimates may be conservative, as costs tend to rise over time.

Based on the information currently available, and assumptions included in Appendix 1, there would appear to be very little flexibility to commence any other major projects or investment programmes in the period to 2010, unless new funding opportunities can be identified. It is not known whether additional funding will be provided by Welsh Assembly Government in the period to 2010 and at present, there is no indication that this may happen. Possible LEA and Assembly funding levels beyond 2010 unknown.

(b) Possible options to address outstanding issues (subject to availability of funding resources)

Appendix 2 sets out a range of options over varying periods of time, to address some of the suitability and condition issues identified in this plan.

These options could be considered further, if significant additional funding becomes available in the period to 2010, or subsequently.

It is not necessarily suggested that all requirements could be fully addressed. Some issues may need to be afforded a higher priority than others.

Progress could still be made in relation to most issues, even if optimum funding levels are not available.

However, some specific projects such as new school developments, require significant funding to be available over a relatively short period of 2 financial years.

If funding opportunities do increase to any significant extent, capacity to deliver projects may be an issue. For those works which may be beyond the capacity of the Authority's Technical Services Division, additional costs of around 15% could be incurred for external fees in respect of these projects.

Appendix 3 identifies the average annual additional capital resources (potentially from a variety of sources) required to address outstanding issues over 7 or 10 years.

SECTION 13
APPENDICES

Appendix 1: Implementation of existing priority projects and financial resources available, or likely to be available.

Appendix 2: Possible options menu to address outstanding issues. (subject to availability of funding)

Appendix 3: Average annual additional capital requirements to address outstanding issues over 7 or 10 years.

**IMPLEMENTATION OF EXISTING PRIORITY PROJECTS AND FINANCIAL RESOURCES
AVAILABLE, OR LIKELY TO BE AVAILABLE**

APPENDIX 1

PROJECT	LUMP SUM GRANT			MEDIUM PROJECTS GRANT			APPROVE CAPITAL (PROVISIONAL)			TOTAL			COMMENTS
	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	07/08	08/09	09/10	
A: Coed y Garn Primary completion	-	-	-	-	-	-	200,000	-	-	200,000	-	-	
B: Willowtown Primary Completion	-	-	-	300,000*	-	-	655,000	-	-	955,000	-	-	As the project is ahead of schedule, it may be necessary to bring forward a proportion of the 07/08 approved capital allocation to 06/07
C: Glanhowy/Sirhowy Amalgamation	-	-	-	-	-	-	970,000	-	-	970,000	-	-	Capital funding is generated through revenue savings (Prudential Borrowing)
D: Minor Works (Health & Safety Special Needs, Disability access)	-	-	-	-	-	-	115,000	100,000	100,000?	115,000	100,000	100,000	Priority Minor Adaptations
E: Ysgol Gymraeg replacement	500,00	1,500,000	-	100,000*	400,000*	600,000?	-	800,000	500,000?	600,000	2,700,000	1,100,000	Some allocating may need to be brought forward. *Medium projects provisional allocation ? Allocations not yet approved
F: Waunlwyd Primary replacement	-	-	-	-	-	-	-	100,000	500,000?	-	100,000	500,000?	Assumes residential developer contribution of £1,500,000 in 2009/10. A further £2,500,000 (approx.) would be required over 2010/11 and 2011/12. The phasing of financial year allocations may need to be adjusted in reponse to Corus Strategy progress.
TOTALS:	500,00	1,500,000	-	400,000*	400,000*	600,000?	970,000 & 970,000 (P.B)	1,000,000	1,100,000?	1,870,000 & 970,000 (P.B)	2,900,000	1,700,000	

Note:- * -Subject to WAG approval ? – Not confirmed

POSSIBLE OPTIONS MENU TO ADDRESS OUTSTANDING ISSUES (SUBJECT TO AVAILABILITY OF ADDITIONAL FUNDING)

YEARS 1-10

APPENDIX 2

OPTION/ISSUE	1	2	3	4	5	6	7	8	9	10	COMMENTS
A: Improve statutory systems testing programme (Revenue Funded)	25,000	50,000	75,000	100,000	125,000	150,000	175,000	200,000	200,000	200,000	Currently funded (around £60,000 per year) from the building maintenance budget
B: 7 year programme to address outstanding building maintenance issues	1,214,000	1,214,000	1,214,000	1,214,000	1,214,000	1,214,000	1,214,000	-	-	-	Costs allow for around £500,000 of structural maintenance works to be funded through Prudential Borrowing in 2007/2008 (subject to approval) (total figure £8,500,000)
C: 10 year programme to address outstanding maintenance issues	850,000	850,000	850,000	850,000	850,000	850,000	850,000	850,000	850,000	850,000	
D: To establish a 7 year disability access programme	300,000	300,000	300,000	300,000	300,000	300,000	300,000	-	-	-	Costs of full compliance estimated at around £7,500,000. LEAs currently required to improve access "over time". Both options would facilitate significant progress (around £2,000,000)
E: To establish a 10 year disability access programme	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	200,000	
F: To establish a rolling programme of minor adaptations and up-grading in schools	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	100,000	£1,000,000 over 10 years

OPTION/ISSUE	1	2	3	4	5	6	7	8	9	10	COMMENTS
G: To establish a 7 year rolling programme of major adaptations and upgrading in schools (assuming retention of existing schools)	1,425,000	1,425,000	1,425,000	1,425,000	1,425,000	1,425,000	1,425,000	-	-	-	Some major redevelopments could be undertaken on a phased basis, or costs could be spread over financial years. Totals costs either £10,000,000 or £5,500,000
H: To establish a 7 year rolling programme of major adaptations and upgrading in schools (assuming further primary school replacement)	785,000	785,000	785,000	785,000	785,000	785,000	785,000	-	-	-	
I: Continuation of the primary school replacement programme over 5 years (2 new schools)	2,000,000	2,000,000	2,000,000	2,000,000	2,000,000	-	-	-	-	-	Following completion of Ysgol Gymraeg and Waunlwyd replacements. Average annual amounts indicated. Total costs around £10,000,000
J: Continuation of the primary school replacement programme over 7 years (2 new schools)	1,425,000	1,425,000	1,425,000	1,425,000	1,425,000	1,425,000	1,425,000	-	-	-	

**AVERAGE ANNUAL ADDITIONAL CAPITAL REQUIREMENTS TO
ADDRESS OUTSTANDING ISSUES OVER 7 OR 10 YEARS**
APPENDIX 3

<u>Total average annual additional capital requirement to address issues over 7 years:</u>		<u>Total average annual additional capital requirement to address issues over 10 years:</u>		<u>Notes:</u>
Building maintenance	£1,214,000		£850,000	<ul style="list-style-type: none"> ◆ Financial requirements may be higher in some financial years than others, if major projects are being delivered; ◆ A revenue budget of around £200,000 per annum would be required to ensure optimum compliance with statutory test requirements; and ◆ Costs are at 2006 levels.
Disability Access	£300,000 NOT FULL COMPLIANCE		£200,000 NOT FULL COMPLIANCE	
Minor School Adaptations	£143,000		£100,000	
Major School Adaptations	£785,000		£550,000	
Continuation of Primary School replacement programme (beyond completion of Ysgol Gymraeg and Waunlwyd replacements)	1,425,000		£1,000,000	
TOTAL	£3,867,000		£2,700,000	

Note: The amounts indicated above are in addition to the resources identified as available, or likely to be available, in the period to 2010.

14. SUPPORTING DOCUMENTATION AND INFORMATION

- (i) The Community Plan
- (ii) The Single Education Plan
- (iii) The Schools Organisation Plan 2004-2009
- (iv) Schools and Learning Centres Accessibility Strategy 2004-2007
- (v) Learning Country 2 (Welsh Assembly Government 2006)
- (vi) The Unitary Development Plan
- (vii) The CORUS Masterplan
- (viii) Estyn School Inspection Reports
- (ix) School Pupil Capacity Assessments
- (x) Health Authority Birth Data
- (xi) Future Housing Development Proposals
- (xii) Future Pupil Number Forecasts
- (xiii) Independent Building Condition Surveys
- (xiv) Independent School Suitability Assessment
- (xv) Independent Disability Access Survey
- (xvi) Local Authority Approved Capital Programme
- (xvii) The Education (School Premises) Regulations 1999
- (xviii) Department for Education School Building Bulletins and Guidance Circulars
- (xix) The Welsh Language and Welsh Education Plans
- (xx) Other Local Authority Policies and Strategies