

# CORE FACTS

BUILDING OUR FUTURE: SCOTLAND'S SCHOOL ESTATE



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ISBN: 0-7559-0856-2

Published by  
Scottish Executive  
St Andrew's House  
Edinburgh

**Produced for the Scottish Executive by Astron B31088 8-03**

Further copies are available from  
The Stationery Office Bookshop  
71 Lothian Road  
Edinburgh EH3 9AZ  
Tel: 0870 606 55 66

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# CONTENTS

<b>SECTION 1</b>	<b>CORE FACTS</b>	<b>1</b>
	Introduction	1
	Purpose	1
	Focus	2
	Core Fact 1: Extent of the school estate	3
	Core Fact 2: Value of the school estate	3
	Core Fact 3: Condition of the school estate	3
	Core Fact 4: Sufficiency of the school estate	4
	Core Fact 5: Suitability of the school estate	4
	Core Fact 6: Financial performance of the school estate	5
	Life cycle management	5
	Design	5
<b>SECTION 2</b>	<b>NOTES ON COMPLETION</b>	<b>6</b>
	Data collection	7
	Completion notes	7
<b>SECTION 3</b>	<b>EXAMPLE SPREADSHEETS</b>	<b>14</b>

# 1 | CORE FACTS

## INTRODUCTION

- 1.** This guidance complements and should be read alongside the school estate strategy *Building our Future: Scotland's School Estate*.<sup>1</sup>
- 2.** Core facts on the school estate will contribute to the process of measuring the success of the strategy. A small number of core facts, which will be common to all local authorities, will provide an evolving national picture. The purpose of this guidance is to address in more detail the issue of core facts outlined in the strategy. It sets out:
  - › their purpose
  - › the areas they cover
  - › the detail of each core fact
  - › the process for collection.
- 3.** The core facts are described in this section. Detailed definitions are given in the notes on completion in section 2.

## PURPOSE

- 4.** The Scottish Executive will measure national progress against the aims and objectives of the strategy. The regular collection of a small number of core facts from local authorities will contribute to this by providing a national picture and demonstrating progress over time. This is one strand of measuring the success of the strategy and will be complemented by local authority level planning, monitoring and evaluation; by benchmarking; and by qualitative evaluation.
- 5.** Individual core facts are not intended to be viewed in isolation: rather, they are a collective basket of measures which will be useful in illustrating trends.
- 6.** Core facts will be used at both local and national level to do the following:
  - › establish a baseline
  - › inform targets
  - › inform spending decisions
  - › support monitoring and evaluation of progress over time
  - › support assessments of value for money.

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<sup>1</sup> <http://www.scotland.gov.uk/library5/education/bofs-00.asp>

- 7.** The core facts should also complement local authorities' school estate management planning. By being tied closely to the objectives and vision of the strategy, the core facts should assist in informing local authorities' decision making.
- 8.** The core facts should be as objective, consistent and comparable as possible. However, it is recognised that there will be some development of the core facts, particularly in the early years, and the detailed core facts will evolve over time. The initial core facts described in this document have been selected pragmatically, and take account of both the objectives for the core facts and currently available data. They represent the core information to meet the immediate objective of capturing a broad strategic picture of where we are on the school estate. Over the next few years the level of detail will develop as our knowledge grows and as more fine detail issues move up the agenda. Nevertheless, in order to be useful in mapping progress over time, this set of core facts has been chosen to have broad relevance over several years.
- 9.** There is a working presumption that the data on core facts will be made publicly available.

## FOCUS

- 10.** Our objectives for the 21st century school are:
  - › to deliver better public services through the school environment that focus on:
    - › the child at the centre – meeting the needs of individual children
    - › the school at the heart of the community – meeting the needs of communities
  - › to deliver these services, in respect of the school estate, through the right:
    - › condition – a safe, secure environment
    - › sufficiency – schools that match demand
    - › suitability – supporting the delivery of better public services including the provision of the right facilities
    - › life cycle management – taking the long term view
    - › design – turning our objectives into reality
- 11.** The core facts capture aspects of the five elements – condition, sufficiency, suitability, life cycle management and design, some other basic data on the estate and some financial data relating to the estate.

## CORE FACT 1: EXTENT OF THE SCHOOL ESTATE

- 12.** The first two core facts provide some general information on the extent and composition of the school estate.

For each school:	
<b>1.1</b>	Gross internal floor area [m <sup>2</sup> ]
<b>1.2</b>	Internal floor area of educational accommodation
<b>1.3</b>	Site curtilage [m <sup>2</sup> ]
<b>1.4</b>	Number of buildings
<b>1.5</b>	Number of sites occupied

## CORE FACT 2: VALUE OF THE SCHOOL ESTATE

For the local authority:	
<b>2.1</b>	Gross (replacement) book value of schools
<b>2.2</b>	Accumulated depreciation of schools
<b>2.3</b>	Net book value of schools

## CORE FACT 3: CONDITION OF THE SCHOOL ESTATE

- 13.** The physical condition of the school and its grounds has an immediate impact on users. A school in poor physical condition can hinder the delivery of services: it also sends out the wrong signal about the importance we place on education and the facilities we provide in which teaching and learning takes place.

For each school:	
<b>3.1</b>	Condition applied to gross floor areas within a school [using ratings A-D]
<b>3.2</b>	Overall condition of the school [rating A-D]
<b>3.3</b>	Maintenance and repair cost. These should be prioritised by time [levels 1-3]. The cost should be expressed as at 2003 Q3 price level.

- 14.** These will normally be based on the local authority's latest condition survey, updated for any maintenance or repair work carried out in the intervening periods. Good practice would suggest that a full condition survey of the stock should be carried out every five years. Where information from a recent condition survey is not available, condition ratings should still be supplied on the school estate on the basis of some objective evidence.

## CORE FACT 4: SUFFICIENCY OF THE SCHOOL ESTATE

- 15.** One of the major challenges for local authorities in managing their school estate is to match the evolving demand for space to deliver education and other services with supply. Core Fact 4 focuses on one major aspect of sufficiency: pupil places. An assessment of sufficiency provides a means for the local authority to determine which of its schools are under or over-occupied by looking at physical space available and type of use. This, along with data on local pupil projections should help the local authority achieve its sufficiency or occupancy objectives. The primary aim of a sufficiency assessment is to offer an objective and consistent method of identifying any surplus or deficit of pupil places in relation to current and projected future demand in the medium to long term.
- 16.** This core fact establishes occupancy – roll divided by capacity expressed as a percentage. There is no single existing measure of capacity used across all local authorities. Hence, each local authority’s own definition of working capacity should be used.

For each school:

**4.1** School Roll

**4.2** School Capacity

## CORE FACT 5: SUITABILITY OF THE SCHOOL ESTATE

- 17.** We want schools that support the delivery of better public services. This requires us to look not only at today’s services, but also to consider the potential for future change, and to build in flexibility so that we can respond.
- 18.** A suitability assessment is likely to cover a wide range of services that are delivered through schools, such as learning and teaching, community use, and health promotion. Physical issues that will impact on this include the internal environment, such as temperature, ventilation, lighting, finish and cleanliness; and the size, shape, flexibility, number and location of different types of accommodation.
- 19.** Core Fact 5 seeks an assessment of the suitability of each school in providing an environment which supports the delivery of better services that focus on meeting the needs of individual children and the needs of communities. It is expected that this assessment will be based on advice from those that are familiar with the school and the services it delivers, for example the head teacher.

For each school:

**5** Suitability [using ratings A-D]

## CORE FACT 6: FINANCIAL PERFORMANCE OF THE SCHOOL ESTATE

- 20.** It is important for local authorities to monitor spending on the school estate year on year. This data will also inform a national picture on spending.
- 21.** We will also seek to collect information on the energy and water use of the school estate.

For the local authority:	
<b>6.1</b>	Capital expenditure [for latest financial year outturn]
<b>6.2</b>	Repairs, alteration and maintenance (split by planned and reactive)
<b>6.3</b>	PPP service payments
<b>6.4</b>	Annual solid fuel costs and consumption
<b>6.5</b>	Annual piped gas costs and consumption
<b>6.6</b>	Annual oil costs and consumption
<b>6.7</b>	Annual electricity costs and consumption
<b>6.8</b>	Water costs and volume used

## LIFE CYCLE MANAGEMENT

- 22.** The school estate is a major public capital asset. We build schools for the long term and need to take a long term perspective in planning and assessing options. As with the prioritised repair costs recorded under condition, this will be a key issue for the local authority in deciding whether refurbishment or replacement is a more cost-effective option by offering significantly reduced life cycle maintenance costs compared to potentially high on-going maintenance costs for an existing building. Hence, although not part of the core facts for collection, consideration of life cycle maintenance along with design and sustainability issues will form part of the option appraisal process for the school estate management plan.

## DESIGN

- 23.** Good design will be the key to turning our aspirations for the school estate into reality. Design quality covers many issues; architectural vision, functional efficiency, structural integrity, sustainability, lifetime costing and flexibility as well as responsiveness to the site and its setting. While there is no core fact that focuses specifically on design, design issues will make a contribution across other core facts, in particular, the suitability assessment in core fact 5.



## 2 | NOTES ON COMPLETION

## DATA COLLECTION

- 1.** The Scottish Executive Education and Children's Statistics Unit (ECSU) will collect the core facts data from local authorities annually.
- 2.** ECSU has drafted standard spreadsheets, in Excel format, for the collection of the core facts data with more detailed definitions on data required in the form of completion notes. This section sets out notes on completion of the spreadsheets, and section 3 contains examples of the draft spreadsheets. These drafts will be tested with a few local authorities before a final definitive version is issued.
- 3.** The process for the collection of core facts is described below:
  - › Each local authority will be asked to nominate a contact to act as the data co-ordinator and the link with the Scottish Executive.
  - › In the autumn, the final template and completion notes will be sent electronically to every contact requesting them to complete it.
  - › The nominated contact will return the spreadsheet by 31 December.
  - › The data will be validated by ECSU, in liaison with local authority contacts early in the new year and then analysed.

## COMPLETION NOTES

- 4.** These guidance notes are designed to assist in the completion of the accompanying excel spreadsheet, on which information on the School Estates Strategy Core Facts should be entered.
- 5.** The data collected will provide Scottish Executive with important information on the school estate in Scotland. This information will be used at both national and local level to establish a baseline, inform targets, inform spending decisions, support monitoring and evaluation of progress over time, and support assessments of value for money. The results of this survey are expected to be made available early in the new year.

## CORE FACT 1: EXTENT OF THE SCHOOL ESTATE

*All areas should be in square metres.*

*Schools that are currently decanted should provide the floor area of their old school.*

- 1.** Enter the internal floor space of each school, calculated as the gross internal area (GIA) in accordance with the RICS Code of Measuring Practice.  
Include the area of swimming pools.  
Exclude residential accommodation for pupils and staff houses.
- 2.** Enter the internal floor area of educational accommodation.  
If the school has a swimming pool and is used by pupils include the area of this.  
Exclude residential accommodation for pupils and staff houses.
- 3.** Enter the parts of the school you have included in the area provided in section 2 above e.g. classrooms, dining areas etc.
- 4.** Enter the total area of the land within the perimeter of the school grounds.  
Include residential accommodation for pupils and staff houses.  
Include the footprint of the school buildings.
- 5.** Enter the number of buildings that the school comprises.  
Exclude residential accommodation for pupils and staff houses
- 6.** Enter the number of sites that these buildings cover.  
Exclude residential accommodation for pupils and staff houses.
- 7.** Enter a '1' if the school has residential accommodation for pupils and a '0' if it does not.
- 8.** Enter a '1' if the school shares a campus with another school and a '0' if it does not.
- 9.** Enter a '1' if the school is part of a PPP project and a '0' if it is not.

## CORE FACT 2: VALUE OF THE SCHOOL ESTATE

*Please include non-PPP schools only. This information should be an aggregated figure for your local authority and should be entered on the Authority level spreadsheet.*

- 1.** Enter the Gross replacement value of the school stock (in £000s) in your local authority as used in latest audited balance sheet.
- 2.** Enter the accumulated depreciation of the school stock (in £000s) in your local authority as used in latest audited balance sheet.
- 3.** Enter the net book value of the school stock (in £000s) in your local authority as used in latest audited balance sheet.
- 4.** Enter the financial year to which the data refers, the base year for valuation and the useful life for depreciation.
- 5.** Enter a '1' if the treatment is consistent with the Royal Institution of Chartered Surveyors (RICS) Appraisal and Valuation Standards (the 'Red Book') and enter '0' if it is not.

## CORE FACT 3: CONDITION OF THE SCHOOL ESTATE

- 1.** Enter the gross internal floor area of the school judged to be in each of the below condition categories (A-D). This information should be taken from the most recent school condition survey. If the categories do not match those below then use a sensible mapping of those that are currently available.  
  
A: Good – Performing well and operating efficiently  
B: Satisfactory – Performing adequately but showing minor deterioration  
C: Poor – Showing major defects and/or not operating adequately  
D: Bad – Life expired and/or serious risk of imminent failure  
  
Areas should be in square metres. The total of this area for each school should sum up to the area provided in section 1A.
- 2.** Enter an overall condition rating for each school.  
  
Choose from one of the above categories (A-D). This should be provided by the person best placed to make the judgement.

3. Enter the expected value (in £000s) of **repairs, alterations and maintenance** for each school from the following priority categories:

level 1: Works required **in year 1** that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of the occupants and/or remedy a serious breach of legislation.

level 2: Work required **in year 2** that will prevent serious deterioration of the fabric or services and/or address a medium risk to the health and safety of the occupants and/or remedy a minor breach of the legislation.

level 3: Work required **within 3 to 5 years** that will prevent deterioration of the fabric or services and/or address a low risk to the health and safety of the occupants and/or a minor breach of the legislation.

## CORE FACT 4: SUFFICIENCY OF THE SCHOOL ESTATE

1. We have entered the roll of each school at September 2003 as provided for the school census. Pre-school figures are at January 2003. Please check that these figures are accurate.
2. Enter the capacity of each school at September 2003. Use the defined measures of 'working capacity' or 'nominal capacity' as used in supplying data to Audit Scotland for its statutory performance indicators.  
  
Schools that are currently decanted should provide the school capacity of their old school.
3. On the Authority level spreadsheet please describe the formula you use to calculate capacity for each type of educational provision (nursery, secondary, primary, special) defining all terms used fully.

## CORE FACT 5: SUITABILITY OF THE SCHOOL ESTATE

1. Enter a suitability rating (A-D) for each school, from the ratings shown below.  
  
It is expected that this assessment will be based on advice from those that are familiar with the school and the services it delivers, for example the head teacher. The assessment of suitability is likely to cover a wide range of services such as learning and teaching, community use and health promotion. It should also should take into account the following physical issues:
  - Internal environment (temperature, ventilation, lighting, finish, cleanliness etc)
  - Size/shape/flexibility/accessibility/number of different types of accommodation
  - Location of spaces
  - Fittings and fixed furniture

**A rating of just one of the following categories should be allocated even when more than one category applies.** The entry should be the rating (A-D) below which best captures the degree to which the school estate supports the delivery of appropriate services for individual children and communities.

- A: Good – Performing well and operating efficiently (the school buildings support the delivery of services to children and communities)
- B: Satisfactory – Performing well but with minor problems (the school buildings generally support the delivery of services to children and communities)
- C: Poor – Showing major problems and/or not operating optimally (the school buildings impede the delivery of activities that are needed for children and communities in the school)
- D: Bad – Does not support the delivery of services to children and communities (the school buildings seriously impede the delivery of activities that are needed for children and communities in the school)

## CORE FACT 6: FINANCIAL PERFORMANCE OF THE SCHOOL ESTATE

*All data should be entered on the authority level spreadsheet.*

*The latest financial year outturn should be 2002-03, please inform us if it is not.*

*Energy costs should include delivery and standing charges.*

*Water Costs should include water supply, foul, sewerage and surface water drainage charges.*

*Volume should be in metres cubed.*

*Energy should be in kWhs.*

- 1.** For the latest financial year outturn we have included the capital expenditure (in £000s) for education in your local authority as reported in CPR FIN 5 2002-03. Please check that this figure is accurate.
- 2.** For the latest financial year outturn we have included the repairs, alterations and maintenance expenditure from form LFR1 2002-03 (in £000s). Please separate this figure into planned and reactive costs.

This figure should include all expenditure in the year on building fabric and decoration.

Please exclude cleaning, janitorial and facilities management and expenditure capitalised as additions to fixed assets.

- 3.** For the latest financial year outturn, please enter the PPP Service payments (in £000s) for your authority on the authority level spreadsheet. Please also enter the categories of service included (e.g. janitorial and cleaning) and the financial year for which the data applies.
- 4.** Enter solid fuel costs (in £000s) and the amount used in kWh the latest financial year.
- 5.** Enter piped gas costs (in £000s) and the amount used in kWh the latest financial year.
- 6.** Enter oil costs (in £000s) and the amount used in kWh in the latest financial year.
- 7.** Enter electricity costs (in £000s) and the amount used in kWh in the latest financial year.
- 8.** Enter water costs (in £000s) and the volume used in the latest financial year.





## 3 | EXAMPLE SPREADSHEETS













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