



School facilities and community sport

Creating the win-win scenario

Win win

New and existing school facilities have the potential to transform sport and the club infrastructure whilst supporting education and community sporting deliver.

By growing and establishing new community sport hubs on education sites a sport participation legacy for all can be created.

These new and established facilities provide a sustainable environment and a base to grow: national governing body (NGB) club and community sports participation, club membership levels, leading, if well managed, to improved satisfaction with sporting experiences.

According to Active Places data:-

- 76% of sports halls are on education sites

- 73% of artificial grass pitches are located on education sites

Education sites therefore offer a valuable supply of facilities for developing and delivering

The integration of sport and sports clubs into schools will help education and local authority partners deliver their outcomes.

The challenge is to ensure that the benefits sport has to offer are widely recognised.

This document describes who the key partners are and the outcomes sport can help them deliver.

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Aspiring to achieve

What are sport and partners aspiring to achieve on a school site?

The organisation running the school aim to:

- Engage with responsible tenant such as the NGB or a well established club (or both who may sign a community use agreement) who can support and deliver a sustainable revenue stream linked to a medium to long term programme of use
- Enter into an agreement with one or two sports for exclusive use of the sports facility from 6pm to 10pm (for example) five days a week with mutually-agreed times for holidays and weekends
- Ensure the school serves the community, with all sections of the community benefitting from increased usage
- Fill under-used and spare capacity space during curriculum time;
- Have specialist coaching for after school clubs provided at no direct cost by the community club
- Have one point of contact regarding 'out of school hours' usage thus reducing administration and assisting in maintaining security
- Provide access to additional rooms near or attached to the sports facilities to enable the club to provide social facilities for players, coaches, officials and supporters
- Benefit from reduced operating costs as the club(s) may take on the facility management role out of school hours saving the costs of appointing staff
- Agree an annual usage fee (applying a potential subsidy) that reflects the contribution by the Community Club to the schools PE and sports programmes

which may otherwise have to be delivered at a cost by an external organisation

The school will strive to:

- Have partnerships with clubs that will positively embed the school in the local community.
- Have a responsible medium/long term anchor tenant with a sustainable business plan which will support a revenue stream
- Seek support from the club to provide the school with CRB checked staff to support during and after school sport activities
- By arrangement, be able to access specialist coaching during curriculum time
- Provide a link from the extra curricular programme into the community programme, building on interest generated;
- Provide a route into a structured offering of recreational and competitive opportunities;
- Have a management structure for the use of the post curriculum facility that is cost effective. A suitable agreement between the NGB/club and the school will avoid the need to spend facility income on management/ supervisory staff;
- Avoid having to market the facility for block bookings thereby saving the school time and costs;
- The development of a community accredited based club offering grassroots to competitive level opportunities for all ages, genders and target groups.

NGB/community clubs will:

- Have a formal link with a local school which provides them with a base in a local community to develop and grow its activities;
- Be an accredited club, providing certified and CRB checked staff;
- Feel like the school site is their home. Take responsibility for managing access and use of the facility in line with the terms of an agreement with the school. This could include opening and locking the facilities;
- Have guaranteed time allocation providing potential to move from after school activity with pupils into junior club sessions, followed by adult participation and performance sessions.
- Have an affordable block booking fee which will enable the sport to sustain long term security of tenure and enable them to develop a strong club base.

- Provide shared use of notice boards and storage space for sport equipment.
- The opportunity to provide refreshments to enable the social side of the club to develop.

Local authorities may:

- Commission community clubs to undertake sports development programmes and a number of other wide ranging activities which help deliver local authority targets such as health and social inclusion
- Make more effective use of school facilities in cooperation with a community sports club as potentially a cost effective way of meeting local needs, this is vital in a time of contracting budgets because the provision of sports facilities is non-statutory.
- Use specialist, certified and CRB checked staff as part of the local sports development programme.

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Making the case

Core principles

Developing effective community use of school facilities involves much more than simply opening the doors.

The challenge is to promote and manage community use in ways which will achieve worthwhile results in terms of sport and generate school and community benefits, without being in any way detrimental to the financial running of the facility or socially exclusive.

It may be necessary to generate income to help meet the additional costs which follow from community use.

Striking an appropriate balance between potentially conflicting requirements, such as attracting low participant groups and income generation or the provision of a high quality service at affordable charges can be an issue but one which can be overcome by working with the key partners such as the school and the local authority.

Schools do not exist in isolation

Ensuring schools are at the heart of their community is considered to be an essential component of achieving success, particularly for schools where there is disengagement of parents and where communities have a sense of being disenfranchised or excluded.

Schools have the potential to act as a catalyst for community regeneration if careful thought is given to how schools plan the use of their facilities for the benefit of the community

- Case study: [An example of a community regeneration programme linked to schools](#)

Whoever is responsible for the strategic management of school sports facilities should seek to play a key role in the preparation and implementation of any existing local sport and recreation strategies

School sports should provide clear pathways to community sport.

The educational ethos of schools should mean that they have a natural affinity to the principles of sports development.

In spite of this, some simply sell space and do little to promote sports development, for example, by offering courses and coaching or promoting access by the wider community.

Ideally, extra-curricular sport for pupils and participation in community recreation and sports development activities should all be linked to create a coordinated pathway for young people from school on to community clubs and NGB structures.

Voluntary clubs are vital to the majority of community users participating regularly in sport.

They provide a social context for sport and the best and most “development-minded” clubs are well run and will welcome new members of all ages and both genders and seek to integrate people with disabilities or learning difficulties.

For some activities, such as team sports, gymnastics and martial arts, an established club structure is essential in order to provide the appropriate coaching, sporting development, NGB support and technical expertise.

Schools should compliment not compete with other local sports facilities or community centres.

Where school sports facilities are located in close proximity to other similar facilities, whether they are school, public, voluntary or commercial, whoever is operating the school facilities should seek to work in partnership with these to ensure their programmes are complementary and mutually-beneficial.

Facility use should be financially viable

A key factor for all parties is the creation of a robust and sustainable business plan.

The organisation running the school is likely to see community use as an income source both through usage charges and secondary spend, eg vending machines, catering during tournaments and league matches.

On a school site, the capital costs have already been met.

The cost charged for use out of school hours should only be the additional utility, staffing and administrative costs.

Income to provide for a sinking fund may also be included along with a small profit which could be reinvested in sport.

A blocked booked facility is potentially easier to administer than pay and play and may reduce the need for site supervision thereby potentially saving further costs.

Accessing School Facilities

The senior responsible officer (SRO) for allowing access during curriculum time is generally the school.

However when looking at post curriculum time the answer is not so simple.

There are a large range of management models being delivered around the country which differ either subtly or greatly.

Examples of post curriculum facility management include:

- The school
- Local authority
- A commercial company that looks after bookings
- A trust
- A social enterprise
- A sports trust
- Centralised booking via web site
- The local education partnership (LEP), if involved with Building Schools for the Future (BSF)

- Third party contracted by the LEP

In respect of BSF, the LEP will have responsibility for the maintenance of the school usually for a period of 10 years.

In the case of a PFI school this contractual responsibility is typically in place for a 25 year term.

Other than a commercial company whose sole role is to fill space, the other models will focus on three main outcomes whose importance varies depending on their drivers.

A sports clubs can offer these organisations:

- A sustainable revenue stream which will at least cover the costs of operating the facility (including a sinking fund)
- Lower facility costs by reducing or removing the need for a caretaker (to open, close or set up the facility), negating the need for marketing as the facility will be filled by clubs, and the need for someone to manually take bookings
- A responsible tenant, who is a single point of contact, using the facility on a regular basis and taking responsibility for it.

An NGB/club must be aware of how its sporting offer can help to deliver the managing organisation's required outcomes at the same time as being accountable for facility access

It is therefore important to understand what success may look like for each of the parties involved.

Creating and understanding the win win scenario

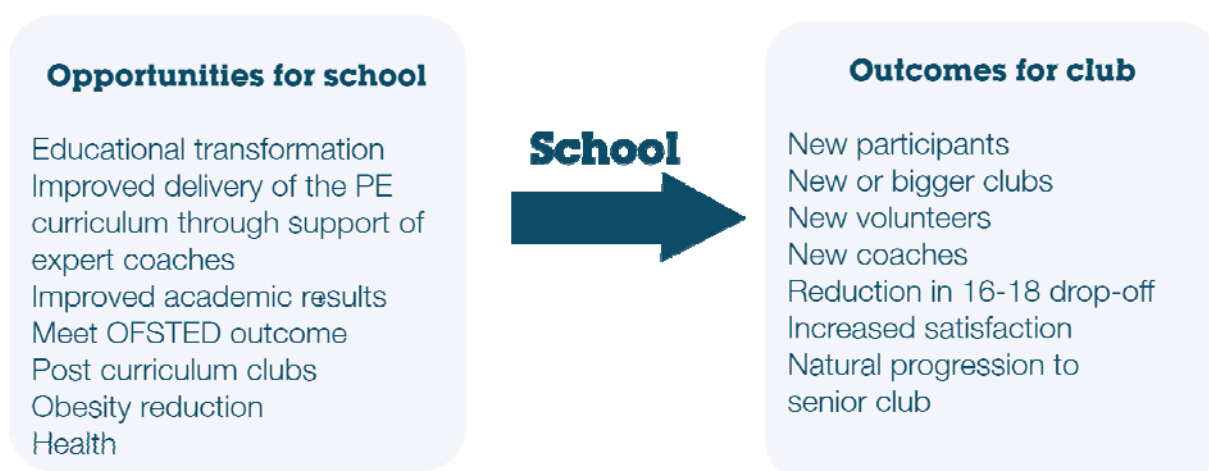
In order to engage and influence the key partners it is important to understand how sport can deliver the outcomes desired by all partners involved

The sports offer

What the NGB, club or league can offer the school

- Qualified CRB checked coaches and volunteers who can support the school in delivery of its PE and sport curriculum.
- Support children and young people doing sport in their own time in their local communities
- A route into a structure offering recreational and competitive opportunities.
- Provision of staff for the extended day and Sport Unlimited options.
- A link from the extra curricular programme into the community programme, building upon interest generated.
- A management structure for the use of the post curriculum school facility that is cost effective. A suitable agreement between the NGB and the school will avoid the need to spend facility income on management/supervisory staff. The school achieves its supervisory and security requirements at no financial cost.
- Marketing of the facility for their sport saving the school costs.
- The development of a community based accredited club offering grassroots to competitive level opportunities for all ages, genders and target group

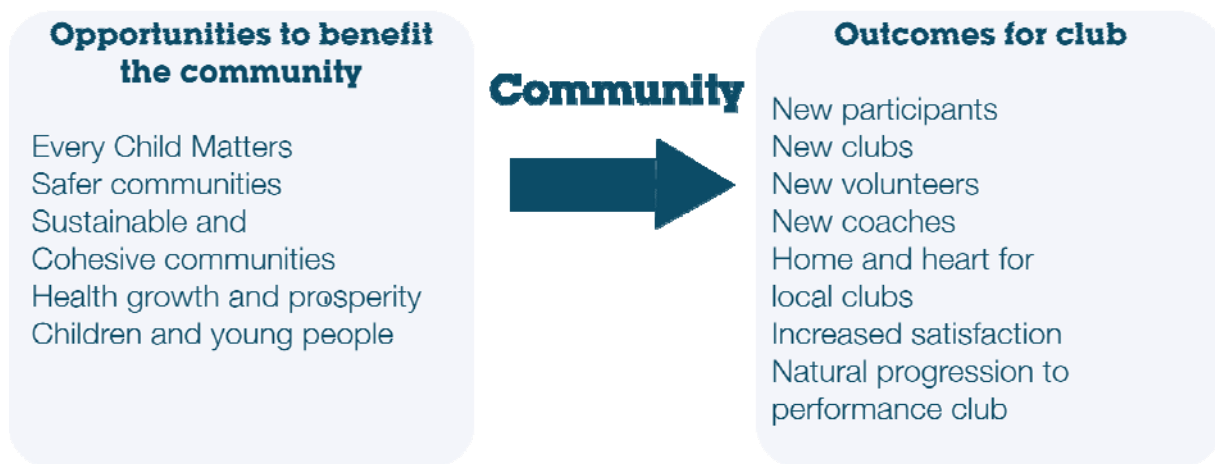
Diagram 1: The potential outcomes of an NGB/sport and a school working together



What the NGB/club/league can offer the local authority:

- Qualified, CRB checked coaches and volunteers who can be used as part of the local sports development programme.
- A structure for sports development based around the school linked to an existing club structure. The NGB/participant club could be sub-contracted to deliver parts of the local authority programme.
- A more cost effective way of meeting sports development targets than building and operating other additional sports facilities.
- The development of a community based club offering grassroots to competitive level opportunities for all ages, genders and target groups.
- A joined-up approach to meeting the needs of the sporting community that maximises existing facilities and NGB resources in a cooperative rather than a competitive way.
- Contribution to increasing young peoples' participation in a positive and healthy lifestyle.
- Provide volunteering and developing opportunities for young people.
- Help deliver the efficiency agenda through full use of the schools facilities and use of NGB club structures, such as coaches and volunteers;
- A catalyst and support for wider local authority strategic planning for sport.

Diagram 2: The potential outcomes for sport and a local authority working together



Revenue generation

Well programmed usage of a school sports facility has the added bonus of offering a sustainable business plan which casual pay and play on their own may not deliver.

Whilst further investment into Building Schools for the Future has now been stopped there are still over 750 schools in the programme being delivered by Local Education Partnerships.

The LEP is the default procurement model to deliver a local authority's BSF scheme.

A LEP is a joint venture company formed by a local authority, BSFI (Building Schools for the Future Investments), and a private sector partner, who builds and maintains the school for a defined period of time, typically 10 years. LEPs have been created with the flexibility to deliver more than schools.

Diagram 3: Sport delivering sustainable revenue



It should be noted that as part of their contract with an authority and school a LEP will be accountable for the standards and availability of the school facilities.

Failure to make the accommodation available to these standards as and when required by the contract triggers the use of payment deductions.

Therefore if a classroom/sports hall cannot be used as defined in the contract there are likely to be financial ramifications for the LEP.

This also relates to playing fields. If a playing field is over-used and cannot be used for its

Through sport they can link to other authority departments, other than education, and potentially deliver other private financial initiative (PFI) projects or local authority contracts including leisure facilities, health or housing.

The advantages for a LEP include:

- Community outcomes detailed in the procurement documents;
- A responsible long term anchor tenant using the sports facility;
- Links to other local authority departments and external agencies creating PFI opportunities.

One example of a LEP in action can be found in Leeds, where the partnership is building a number of leisure centres

- Case study: leisure centres in Leeds

core objectives for the school, the LEP will face a payment deduction. This may have consequences for the use of grass pitches and community use.

It is important to produce and embed robust and realistic pitch specifications to manage this risk. It is vital that the pitch specifications are embedded in the process as early as possible through contact with an NGB.

Any long-term commitment by a NGB club/ or league to managing or block-booking a facility may include a commitment to leave the facility read for use immediately after or the following morning.

Developing the revenue offer

One of the major challenges for sport in influencing the schools is to manage partner expectations of sport providing capital funding.

The challenge for NGBs, county sport partnerships and Sport England is to focus expectations and make the case for access using a robust and sustainable business plan.

Effective community use of school sports facilities involves much more than simply opening the doors to community users.

Opening school sports halls to informal sport such as five-a-side soccer groups makes use of them and is usually cost-effective, but may achieve little for sport development and the wider community.

It may also not pass the emerging test of best value when seen in the context of local sport needs. It should be noted that informal sports use can form part of a well programmed facility and can provide an important stepping stone to more formal club participation.

The revenue offer

A key incentive to accessing a school facility is revenue.

Whilst philanthropic ideals, community engagement, reduction in obesity and so on are extremely important and need to be considered alongside a revenue offer, access will simply not happen if opening and running the facility is going to generate an unsustainable loss.

Sports need to make a compelling business case against facilities making a loss, providing comfort and commitment by offering a sustainable revenue stream which will satisfy the organisation running the school.

It is vital that any revenue offer made by an NGB or club is supported by a robust sports development plan having completed a needs and evidence base of the sport in the area. An NGB entering into an agreement with a LEP, facility management company or school

will be deemed to be entering into a business arrangement and any offer should be supported by robust information. For example:

- Is the area considered a 'hot spot' for the sport?
- Does the sports development plan/business plan support the revenue offer?
- Does the location form part of the sports strategic long term plan? Whilst schools offer some great opportunities, any un-strategic decisions may result in the collapse of the business plan ie some short-terms gains but medium/long term issues for the club

Income

The programming or use of a sports space will determine how much income is generated.

It is therefore vital that NGBs target facilities using evidence and need, confident that through understanding its sport and the sporting structures around the facility, a sustainable revenue stream can be generated.

If derived income fails to cover the full costs, access to a facility may still be negotiated if:

- The sporting offer, for example community and school engagement, and outcomes are sufficient
- Or if the club can provide the school or local authority with services that save money elsewhere, for example offering coaching expertise to the school.

Cost

To understand how much income has to be raised to cover costs, you need to understand how much it costs to run a sports space, for example a four-court sports hall and changing rooms.

These costs can change from facility to facility and may depend on a range of variables such as heating, lighting and staffing levels.

Detailed below are costings of a typical four-court sports hall and ancillary space.

It shows a full cost recovery model (ie all facility costs) which delivers a small surplus.

It also includes a lifecycle cost which is a sinking fund to cover wear and tear on the hall.

Diagram 4: Examples of running costs for two 4 court sports halls and ancillary facilities with different hours of sports use.

	School 1	School 2
Estimated annual hours of sports use	600	1000
Estimated average sq metre floor area used per hour	800	800
Cleaning rate per sq metre per hour	0.0075	0.0075
Annual cleaning costs	£3,600	£6,000
Gas charges per sq metre per hour	0.00333	0.00333
Annual gas charges	£1,598	£2,664
Electricity charges per sq metre per hour	0.00504	0.00504
Annual electricity charges	£2,419	£4,032
Lifecycle costs per sq metre per hour (sinking fund)	0.0045	0.0045
Annual lifecycle costs (contribution to sinking fund)	£2,160	£3,600
Caretaking rates per hour*	£20.00	£20.00
Annual caretaking charges/4 (Cost divided across other community activities in the school)	£3,000	£5,000
Promotional booking management/ admin costs per hour (Responsible club block-booking can reduce or negate these costs)	£10.00	£10.00
Annual Promotion, admin/ booking management costs	£8,000	£8,000
Annual gross contributions	£20,777	£29,296
Break even cost per hour	£34.63	£29.30
Break even cost per hour	£35	£35
Hall cost per hour	£21,000	£35,000
Typical School Income Potential	£223	£5,704

The portfolio approach

It may be worth considering a portfolio approach to school facilities, where it is agreed to cross-subsidise those facilities that may not be profitable, but do deliver an important function or outcome for the school, local authority or NGB.

For example a BSF scheme may be in a strategically-important location for badminton both in terms of community badminton network (CBN) and a performance badminton network (PBN) but in different parts of the authority.

Because of the large volume of users at the CBN the facility will potentially be profitable and more than cover its costs, whereas the PBN will be more specialised and have a lower volume of use, it therefore may not create sufficient income. However by cross subsidising the two facilities the aggregated costs are covered.

The same model could be considered where a multi-sport facility could cover the costs of a single-sport facility that may focus on delivering performance excellence or is providing an important service to the community or school.

Sustainability and longevity

The facility manager of a school facility will ideally be looking for a medium to long term commitment from the user of their facility, for example 2 years. NGBs and their clubs will be competing against other potential users of the facility both sporting and non sporting.

It is important that the NGB/sports club plans responsibly in order to make a commitment for the medium/long term for both use and revenue for the facility. It may be worth NGBs planning together to fully use a facility, and provide a mixed offer of sport to the community supported by a more robust and sustainable financial model.

This commitment is most likely to require the signing of a community use agreement which details:

- Community use
- School Use
- Roles and responsibilities of parties
- Charges
- Times of use
- Priority groups

Summary

Sport has much to offer school and community partners.

However in this time of budgetary pressures it is important to not only understand and present a sustainable and strategic offer on behalf of sport but also to focus on how sport can support partners deliver their outcomes.

It is important to clearly identify what:

- A club has to offer, and support it with a:-
 - Development programme
 - Facility usage programme
 - Sustainable revenue stream proposal

- Support and outcomes the partner may be looking for:
 - Revenue stream
 - Curriculum support
 - Community outreach
 - A responsible tenant

Having identified these two key elements it is then possible to make a compelling sport offer to secure block booked time at a facility.

The sport offer will have the necessary key ingredients to generating a viable win-win scenario for all parties.

Appendices

Appendix 1: Example of a basketball development programme locate at school sports hall

Programme of use		10	11	12	13	14	15	16	17	18	19	20
Monday	Usage											
	Activity								Club use	Club use	Club use	Club use
Tuesday	Usage								B'bal	B'bal	B'ball	B'ball
	Activity											
Wed'day	Usage											
	Activity											
Thursday	Usage								Club use	Club use	Club use	
	Activity								B'bal	B'bal	B'ball	
Friday	Usage											
	Activity											
Saturday	Usage	Club use	Club use	Club use	Club use	NGB use	NGB use	NGB use	NGB use	NGB use	NGB use	
	Activity	B'ball	B'ball	B'ball	B'bal	B'bal	B'bal	B'bal	B'bal	B'bal	B'ball	EB
Sunday	Usage	Club use	Club use	Club use	Club use	NGB use	NGB use	NGB use	NGB use	NGB use	NGB use	
	Activity	B'ball	B'ball	B'ball	B'bal	B'bal	B'bal	B'bal	B'bal	B'bal	B'ball	EB

Appendix 2: How programme of use develops into a revenue stream

	No of hours community	Total kours	Cost per hour**	Income per week club	Income per month club (4 weeks)	Income per year club (48 weeks)	Grand total
Basketball EB	12	12	£25.00	£300.00	£1,200.00	£14,400.00	£14,400.00
Basketball	18	18	£25.00	£450.00	£1,800.00	£21,600.00	£21,600.00
Total	30	30		£750.00	£3,000.00	£36,000.00	£36,000.00

Appendix 3: How the revenue stream creates a surplus at the facility

Annual expenditure associated with community use	
Estimated Annual Hours Community Activity	1440
Estimated Average Sqm Floor Area Used Per Hour	800
Cleaning Rate Per Sqm Per Hour	0.0075
Annual Cleaning Costs	£ 8,640
Gas Charges Per Sqm Per Hour	0.00333
Annual Gas Charges	£3,836
Electricity Charges Per Sqm Per Hour	0.00504
Annual Electricity Charges	£5,806
Lifecycle Costs Per Sqm Per Hour	0.0045
Annual Lifecycle Costs	£5,184
Caretaking Rates per Hour	£20.00
Annual Caretaking Charges/4 (pro rata across other community activities)	£7,200
Promotional Booking Management/ Admin Costs Per Hour	-
Annual Promotion, Admin/ Booking Management Costs	-
Annual Gross Contributions	£24,860
Hall cost per hour	£25
Break even cost per hour	£17.264
Typical School Income Potential	£36,000
Surplus/ Deficit	£11,140

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