

The quality of new build in Further Education and its impact on learners

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- ⬆ further education;
- ⬆ adult community learning;
- ⬆ youth support services;
- ⬆ youth and community work training;
- ⬆ Local authority education services for children and young people;
- ⬆ teacher education and training;
- ⬆ work-based learning;
- ⬆ careers companies;
- ⬆ offender learning; and
- ⬆ Department for Work and Pensions (DWP) contracted employment provision in Wales.

Estyn also:

- ⬆ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ⬆ makes public good practice based on inspection evidence.

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Publication Section

Estyn

Anchor Court

Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.uk

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Introduction

- 1 The purpose of this survey is to provide the Welsh Assembly Government with advice on the impact of learner performance in further education colleges after moving into new buildings or significantly refurbished accommodation. The report is published in a response to a request for advice in the annual Ministerial remit to Estyn for 2009-2010.
- 2 For the purposes of this report 'new build' is accommodation which has been constructed on new land or land that has been cleared for this purpose. 'Major refurbishment' is defined as significant alteration of an existing building involving a change of programmes of study and/or learning support.
- 3 In undertaking this survey, inspectors visited 13 colleges. Inspectors also considered available data¹ on the performance of further education colleges and other educational establishments after the establishment of new buildings or major refurbishment.
- 4 The colleges visited represent about half of the colleges in Wales. However, these colleges accounted for 86% of the funding allocation to new build projects between 2004 and 2009. These colleges also accounted for 74% of the allocated capital expenditure between 2004 and 2006.
- 5 This survey follows a similar methodology to the 2007 Estyn survey on the performance of schools and other educational establishments following the establishment of new buildings or major refurbished accommodation². Inspectors also carried out a review of current literature (see Appendix 1).
- 6 Inspectors used evidence from performance data and Estyn inspection reports on the following:
 - completion, attainment and success rates;
 - trends in enrolment;
 - rates of attendance;
 - quality of teaching;
 - the attitude and behaviour of learners;
 - the quality and range of the curriculum, particularly in the 14-19 age range;
 - the level of employer engagement, particularly in vocational areas; and
 - aspects of leadership and management.

¹ Lifelong Learning Wales Record (LLWR)

² An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises (January 2007)

- 7 Inspectors undertook to establish the cost of new build from capital funding from 2004 to 2006 and the cost of new build and/or major refurbishment from project grants from 2006 to 2009. Inspectors also sought the views of learners and teachers who use the new build accommodation.
- 8 During their visits to the colleges, inspectors targeted their interest on the major projects, mostly in the vocational learning areas of construction and engineering. However, other learning areas, such as performing arts, art and design, landbased studies, care, hair and beauty and hospitality, were also included. Inspectors were interested in the way colleges combined new builds and/or major refurbishments with generic areas for learners such as learning resource centres, open access computer suits, cafeterias and learners' social space.

Background

- 9 In the period 2004-2006, colleges were required to bid for funding for capital funding, but this was not necessarily targeted towards new builds or major refurbishments. Colleges used these funds as a contribution to the development of their estates, but typically they were used more to update and enhance equipment.
- 10 During this period, funds tended to be allocated to colleges in relation to their size. The disadvantage of this method was that the available funds were spread thinly so that most colleges received relatively small funds. In order to develop their estates, colleges tended to use other sources to fund new builds or major refurbishments. They used their reserves and/or commercial loans.
- 11 Since 2006, WAG has operated a criteria-based process for bids from colleges, specifically for major new builds or refurbishment. This process ensures that each college's bid is evaluated using the same criteria set by WAG. This means that not all colleges receive funds every year. In fact, a few colleges have not received any funds through this route during this period.
- 12 The principal advantage of the process is that significant funds are released to those colleges that are successful in their bids. Colleges which have yet to receive funds through this route appear content that they will have strong cases for success when they eventually make their bid for funds. This is particularly the case for colleges undertaking strategic operational reviews with a prospect of amalgamation with another college or colleges and increasing their work within local area and regional networks. Colleges are now taking a longer strategic view of their estates strategies than they have done in the past. They have also begun to work more closely with partners, such as local authorities, to develop their estates for a wider range of learners, especially those aged 14-19.
- 13 The Webb review 'Promise and Performance' (December 2007) was a wide ranging review of further education undertaken for the Welsh Assembly Government. In the recommendations for 14-19 Learning Pathways, Webb identifies the need to develop a series of practical learning centres for young people in conjunction with employers and possibly supported by European Convergence funding. The review also stresses that the facilities used by learners must meet industry standards.
- 14 During inspections in 2004-2010, Estyn inspected the accommodation for learning under Key Question 7 of the common inspection framework. Inspectors have graded Key Question 7 as good or outstanding in the majority of inspections. However, Estyn has commented on some areas of on poor or inappropriate accommodation for learning. In particular, as group sizes increase, inspectors have commented on cramped learning areas which can constrain the range of teaching and learning styles.

Main findings

- 15 In the period between 2004 and 2009, and in particular 2006 and 2009, colleges and the Welsh Assembly Government have worked well together to provide improved accommodation and facilities through capital funding and new build projects and/or major refurbishments.
- 16 In the colleges visited, new build and/or major refurbished accommodation has coincided with an improvement in learners' completion, attainment and success rates and a reduced decline in enrolments. Improvement in learners' outcomes may derive from a range of factors but new build makes an important contribution.
- 17 Moving learners, teachers and leaders into new builds does not guarantee learner improvement on its own. However, in the colleges visited the average improvement in learner outcomes for the learning areas that had new build is generally better than the improvement within the college as a whole. Colleges that have received new builds have seen more improvement in learner outcomes than the average for all colleges in Wales.
- 18 Learners' attendance rate overall has improved throughout the sector, but this relates to all areas and not just new build areas. However, there is some evidence that learners in new build and/or major refurbished accommodation have improved their attendance compared to the rates of the learners when they were in previous buildings.
- 19 In the period 2006-2009, colleges have spent nearly £73m on new build projects or major refurbishments with support from the Welsh Assembly Government. Over a half of this (51%) has been provided through Welsh Assembly Government grants. During this period Welsh Assembly Government has gradually increased its contribution to total build costs from around 48% in 2006-2007 to 51% in 2008-2009 (see Appendix 2). Plans are in place for a further increase in 2009-2010 to 82%. This equates to over £74m of the £90m planned cost of new build projects in 2009-2010. In addition, colleges that have had access to their own resources have used these well to improve their estates over recent years.
- 20 Colleges have used most of the funding to improve the accommodation and facilities for traditional vocational areas, such as construction, planning and the built environment and engineering and manufacturing technologies to bring them up-to-date with the new technologies and to support the economic regeneration of Wales. At the same time, this gave colleges the opportunity to develop in other areas, for example, information and communication technology (ICT), health, public services and care, and hair and beauty therapies. Colleges used innovative designs to link these new builds with development in generic areas for learners, for example learning resource centres linked to open access ICT facilities and learners' social spaces such as canteen facilities and common rooms.
- 21 Nearly all learners are very positive about the new build and/or major refurbished accommodation. They consider the new building to be a much better learning environment than the previous building. Typically, learners said that the improved

space and facilities allows them to develop their work at higher skill levels. In a few cases, the new building has an impact on their choice of course and college. All learners state that they feel more valued and self-motivated in new build and refurbished accommodation. Teachers indicate that they have improved levels of motivation upon moving to new build accommodation.

- 22 Colleges update their estates strategies regularly and take account of the geographical area they serve and the 14-19 transformation agenda of Welsh Assembly Government. Estates strategies benefit from input from external consultation. Many colleges produce detailed plans and secure planning permission well in advance, to take full advantage of funds as they become available. Although estates strategies are 10-year plans, colleges usually update them each year and review their estates strategy to take account of the area network development plans (ANDP) and local transformation plans. Colleges are responding well to these issues in their plans for their estates.
- 23 Learners in new build accommodation often show pride in their new facilities. They generally take care of and treat the buildings with respect. Learners generally keep everything clean and tidy. As a result, new builds and buildings that have been operational for three years or more are often free from graffiti or damage in and around the buildings.
- 24 New build accommodation often promotes improved community links with a wide range of local groups and become more like community resources. Links include partnerships with a wide range of local employers, secondary and primary schools.
- 25 The improvements in the accommodation and facilities provided by new build has enabled colleges to engage more with school groups in 14-19 initiatives, for example because the college has extra capacity to offer pre-vocational and taster programmes. These programmes offer school pupils progression to further education vocational programmes which are flexible enough to fit into the rest of the pupils' programme at school.
- 26 Generally, employer engagement is good in colleges, particularly in the traditional vocational areas of engineering and construction, but it is not well enough developed in other areas. A new build often improves the relationship with employers and leads to greater sponsorship and in the total number of employers involved³. It also attracts employers and other partnerships to a wider range of learning areas.
- 27 The main findings from this survey are very similar to outcomes found in previous Estyn remit work in the schools sector. They are also similar to the findings of a wide range of other work undertaken to assess the impact of new build on learners.

³ Employer Engagement in Further Education, Estyn remit April 2010

Recommendations

28 In order to continue to improve the quality of new build in further education colleges:

The Welsh Assembly Government should:

R1 Ask Estyn to carry out a further review on the quality of new build in colleges and its impact on learners within the next three years when further data becomes available to measure longer-term trends.

Further education colleges should:

R2 make sure that the impact of any new build and/or major refurbishments is reported annually within the colleges' self-assessment processes;

R3 continue to ensure that the estates strategies are up-to-date and contain a rolling plan for continuous improvement of the estate, based on firm business cases;

R4 extend the collaboration with local area networks, including local authorities, to ensure that bids for new builds and/or major refurbishments reflect the needs of the college, the local and regional stakeholders and other colleges; and

R5 extend the engagement with employers and manufacturers to involve them in new build details and, where appropriate, to gain more sponsorship for equipment and facilities for learners.

How well do colleges plan new build and/or major refurbishment?

- 29 In general, the colleges we visited have been effective and in some cases very effective in improving their estates. Before 2006 colleges used their own funds, typically from reserves and commercial loans, to improve their accommodation. They supplemented these funds from their capital allocations from WAG to equip the new facilities. In the period 2004-2006, WAG provided over £25m to all colleges for capital expenditure (see Appendices 2 and 3). Colleges used these funds well to keep their equipment up-to-date and to improve the quality of their equipment.
- 30 In a few cases, colleges in some of the vocational areas have been able to gain sponsorship for equipment from employers. In particular, equipment manufacturers have been keen to associate themselves with a new build and want learners to become familiar with their brand of equipment. These manufacturers have provided some of the latest equipment to colleges at significantly reduced rates or provided their equipment and/or materials free of charge.
- 31 Since 2006, colleges have worked well with WAG to take forward new build and major refurbishments. Colleges have followed closely their own estates strategies to put together bids for funding and raised significant funds to match or to contribute to the total project cost. The more structured approach developed by WAG has underpinned important estates development throughout the sector.
- 32 Colleges in the survey have used their estates strategies well. They have produced estates strategies to a professional standard with significant detail in many documents. However, leaders state how it is increasingly difficult to find enough funds to complete all the projects detailed in their estates plans, particularly within increasingly limited budgets.
- 33 Most colleges review aspects of new build and/or major refurbishment as part of their self-assessment processes. A few colleges have undertaken reviews of the impact of new builds. However, these reviews have been focused on the success of the project in terms of commissioning rather than the impact on learners. Colleges in general have not done enough to review formally and independently the impact of their new builds on learners. They also do not review the impact of new build on the delivery of the curriculum and on the development of local networks and employer engagement.

What is the impact of new build and/or major refurbishment on learner outcomes?

The completion, attainment and success rates of learners

- 34 The rate of learners' completion of programmes in the last years of available data (2006-2007 and 2007-2008) shows a small overall improvement of around one percentage point (87% to 88%) for all colleges. This is broadly the same for both the sample colleges and the other colleges. However, analysis of the data for the learning areas in the sample colleges that have had new build and/or major refurbishment shows that the completion rate in these areas is higher at 1.9 percentage points (see Appendices 4 and 5).
- 35 The rate of learners' attainment during the same period improved by about two percentage points for all colleges. For the sample colleges, the improvement rate is almost four percentage points (3.7%) but for the other colleges, the rate is less than one percentage point (0.7%). In the learning areas in the sample colleges that have had new build and/or major refurbishment, the average improvement is much higher at six percentage points (6.1%) (see Appendices 4 and 5).
- 36 The rate for learners' success during the same period shows that there has been an improvement for all colleges of about 3 percentage points. For the sample colleges, the rate is almost four (3.9%) percentage points but for the other colleges, the rate is less than two percentage points (1.9%). In the learning areas in the sample colleges that have had new build and/or major refurbishment, the average percentage point rate of improvement is at almost 5% (4.9%) (see Appendices 4 and 5).
- 37 This suggests that the improvement in learner outcomes for learners in areas that have had new build is greater than the improvement within the college as a whole and is greater overall than the average for all colleges in Wales.

The enrolments and attendance rates of learners

- 38 The overall level of enrolments in the further education sector in Wales decreased by around 7% or by over 25,276 learners between 2006-2007 and 2007-2008. In the sample colleges, the number of enrolments fell by an average of just over 5% (12,439 learners). For the other colleges, the enrolments reduced by an average of almost 10% (12,837 learners). In the learning areas that have had a new build and/or major refurbishment in the sample colleges, average enrolments decreased by only 2.2% against the overall trend of a decline in enrolments. Further details of these trends are available in Appendices 4 and 5).
- 39 Learners' attendance rates across Welsh colleges have generally improved in recent years. This matches evidence from Estyn inspections, particularly in the second half of the 2004-2010 inspection cycle. Information gathered during visits to the sample colleges confirms this, but this increase is not always restricted to areas of the colleges that have had new builds accommodation. Other factors, such as the provision of the educational maintenance allowance, may also have a significant impact on overall rates of attendance.

What are the views of learners, teachers and leaders about new build and/or major refurbishment?

- 40 In the colleges visited, learners were very consistent in their responses to questions from inspectors about new build and/or major refurbishment. Most learners said they were happy in the new build accommodation because it was accessible and gave them good access to very good resources including specialist equipment for more advanced programmes. Other learners commented on how they have more dedicated space for practical work, and how this helped them to produce more challenging and higher quality work. The work is exhibited for a longer period and therefore can be seen by prospective employers, clients and other visitors.
- 41 Learners appreciated the contrast with the previous accommodation and commented on negative aspects of the old buildings, for example, lack of space, poor lighting and poor access to facilities.

Comments from a mature level 3 construction learner studying in a new build centre

"I spent the last 2 years studying in the old building on the other campus. The teachers did their best and our results were good even though we were in a cramped and cold building that was like an old cattle shed. Now, in the new centre, I can really prove myself and improve the skills I need at level 3. My employer is happy that I'm now studying in a decent and professional-looking building with good facilities. He will now take on another apprentice which he delayed until he saw the new centre. I have to travel an extra 40 minutes each way to get to the new centre, but it is well worth it."

- 42 In contrast, a few learners said that problems persisted in the new build. They talked about limited communal space and car parking space. In one instance, a few learners complained about the distance they had to travel to the learning resources area (LRC) at the other end of the campus. Another group were particularly critical of the lack of changing facilities.
- 43 A minority of learners felt that the new build had influenced them to choose a specific college. Overall, all learners were keen to say that they felt more valued and motivated. They felt they were studying in a facility of genuine quality. A few learners commented that some of their friends envied their access to such facilities.
- 44 Teachers consistently commented on the large improvement in the quality of the accommodation for the learners and how it helped them to prepare better teaching and practical sessions. A few teachers, who previously held their teaching session in demountable classrooms, commented on how the previous accommodation was cold, damp and insecure and how it restricted the teaching methods, particularly in the use of interactive white boards and ICT equipment.

Comments from three teachers working in new build accommodation

“Due to the compact nature of the new building design, all my teaching is on one floor; all my time is spent with the learners as opposed to moving between buildings. This has probably had a 50% increase in the level of support I am able to give. Learners’ behaviour has improved due to the spacious rooms and the calming nature of the new build.”

“The building and facilities are excellent and the fact it is a separate building on the campus gives the centre an identity of its own whilst sitting among a number of other college recent builds, all of which support a culture of excellence and professionalism.”

“Although I was not looking forward to leaving the old building, I am now a new building fan. It is a pleasure to come to work. Technical, ICT and campus office support is excellent, and it impacts positively on my ability to teach. It is a real pleasure to spend six hours in a light, modern, warm, environmentally-friendly building.”

- 45 A minority of teaching staff made reference to various external verifier reports which highlighted the improvement in learners’ standards since the new build had been in operation.
- 46 Overall, the majority of teachers interviewed felt they were now teaching better and increasing learning opportunities and experiences for their learners.
- 47 Most leaders in the colleges visited were confident about the planning, improvement and management of the college estates. A few felt that non-essential maintenance on an old building was potentially wasteful when the real solution was a new build and/or major refurbishment. Leaders highlighted the tension between the amount of money available and what needed to be done to the estate. When a new build became operational, leaders gained a strong sense of achievement and were motivated to focus on the next new build and/or major refurbishment project. Leaders in a few colleges made reference to the backlog of essential maintenance that they had inherited upon taking up their posts.
- 48 Leaders ensured their colleges’ estates strategies were updated regularly and reflected the geographical area it served, the 14-19 transformation agenda and the needs of employers. Most leaders used external consultants to assist in the preparation of their estates strategies. As part of these strategies, most leaders located a proportion of their new builds near to appropriate business parks or industrial estates. This encouraged nearby businesses to use the facilities either as employers for learners, as clients for commercial work or as partners in sponsorship arrangements. New builds could also be used as venues for national skills competition and this further improved the profile and industry focus of the centres. These types of arrangements encouraged learners to tackle work of real industrial standard that typically has a major impact on learners’ employability.

Dealing with the impact of new build on a local neighbourhood

One of the smaller colleges visited is located within a residential area and finds that all its new build projects have objections from local residents. Residents are also concerned that as the college is popular their learning numbers will rise too much. The last three planning applications from the college went to an appeal. The college plans in detail for its new build projects well in advance so they can react quickly when funds become available. The college gets planning permission in advance based on their estates strategy. The college continues to work hard on communicating with the local residents by setting up a neighbourhood group to consult and to improve communications between the local residents and the college.

- 49 Leaders commented that new builds gave colleges the opportunity to re-equip the new centres with the latest facilities, particularly ICT and specialist equipment. Some of this more specialised equipment frequently came from sponsorship arrangements from equipment manufacturers keen to be associated with the new centres resulting from the new builds and/or major refurbishments.

What is the impact of new build and/or major refurbishment on 14-19 developments and on employer engagement?

- 50 The improvements in the quality of facilities has enabled much greater involvement with school groups and other 14-19 initiatives such as the introduction of pre-vocational taster programmes that can run several times a year. These offer pupils progression to further education vocational programmes which can now start at several times a year to overcome the restrictions of the standard academic year.
- 51 Colleges began to design estates strategies for the first time around 2000. Although these 10-year plans have mostly been updated each year, the majority of colleges regularly review their estates strategy to take account of the area network development plans (ANDP) and the transformation agenda.

New build and 14-19 developments

One college we visited as able to acquired significant funds to construct a new building designed specifically for the 14-16 and 16-19 school link learners. This is a state-of-the-art centre that is innovatively and environmentally managed. This has enabled the college to demonstrate its commitment to the partner schools and the learning networks in their area. The centre is proving to be very popular with the local school pupils who use it. This is particularly the case when they attend as whole groups. The college feels that this is probably the first new build to be provided for school link pupils as opposed to pupils using existing facilities or new facilities as part of a new build or major refurbishment.

- 52 The number of school pupils attending further education colleges has increased significantly in recent years. Colleges have worked well with individual schools to design programmes and most of the recent new builds have included areas set aside for school link learners.
- 53 In the colleges visited, the quality of employer engagement was particularly good in the traditional vocational areas of engineering and construction but tends to be underdeveloped in other areas. A new build often improved these relationships and resulted in a significant improvement in the number of employers involved. It also attracted employers and other partners to a wider range of learning areas.

New build and improving links with employers

When a college we visited opened its new construction centre, it ran a seminar for local employers on site health and safety. The seminar was delivered jointly between industry experts and the college's construction teaching staff. A total of over 140 employers attended the seminar as well as learners and college staff. The employers were also given a tour of the new facilities. They were thus able to see first-hand some of the work of high quality produced by some of the learners within the excellent modern facilities. A few of these learners had won national competitions and awards and were happy to showcase their work. This has the effect of raising the profile of the college with a wide range of employers and leads to improved levels of employer engagement.

- 54 These new centres, often marketed as 'centres of excellence', have the space, equipment and other facilities to hold trade events for awarding bodies and regional and national trade competitions. For example, a college we visited was busy preparing for a regional conference in motor vehicle engineering to highlight the real impact of dangerous driving, including drink and drug driving.
- 55 Colleges have become better at responding quickly to the demands of industry and they have responded well to the new upskilling agenda that has emerged as a result of the economic recession. Estates strategies have been adapted well to take account of these new demands and opportunities for development.

Manufacturing employer sponsorship following new build and facilities

Following the completion of a major new build, a college we visited approached one of their partner employers who specialised in the manufacture of a well-known brand of combination central heating and domestic hot water boiler. After a visit to see the new build accommodation, the employer agreed to provide 8 boilers free for learners to use. The employer also agreed to maintain the boilers and to replace them with the latest models as soon as they became available. This resulted in a considerable saving to the college. It also resulted in the college being a centre of excellence for the industry whose companies sent their qualified heating engineers, to attend specialist programmes in order to maintain their up-to-date knowledge.

Appendix 1

Policy and research

- 56 In the schools sector, Pricewaterhouse Cooper undertook research in 2003 for the Department for Education and Science⁴. This exercise used quantitative and qualitative methods to analyse the impact of capital investments on performance.
- 57 The key findings from the quantitative analysis were that there is:
- a significant and positive statistical link between capital investment and pupil performance; and
 - a stronger link with performance where there have been improvements to specific curriculum areas.
- 58 The key findings included in the qualitative evidence were that:
- improvements to the building enhanced learners' performance through increased learner and teacher motivation and better learner behaviour;
 - a relatively small investment could have a significant impact; and
 - improvements to buildings alone did not have as much impact on learner performance as other factors such as improving the quality of teaching.
- 59 Frontier Economics completed a report for the Learning and Skills Council on 'Evaluating the impact of capital expenditure in further education - A report prepared for the LSC in April 2007'. The study used statistical tools to find out if there were any differences in colleges that received capital for new builds and those that did not. They described the correlation between capital investment and change in participation and in attainment.
- 60 The analysis found that capital investment is associated with positive changes in terms of improved participation and attainment rates. It found that learner participation improved for projects costing more than £1.5m. Indeed, for every £1m spent over this threshold there was an increased participation of 92 learners per year. Also attainment rates improved but not for all colleges. Colleges with below average attainment that had received more than £9m of capital investment experienced an increase in attainment of 0.36 percentage points for every additional £1m above the £9m.
- 61 In the Association of Colleges (AoC) Economic Impact Studies (2008) asserts that, 'For every £1 invested by government in colleges, the taxpayer sees a return on investment of £1.70; the total socioeconomic benefits and savings associated with colleges yield an average 8% return on investment to the UK government'.

⁴ Building Better Performance: an Empirical Assessment of the Learning and Other Impacts of School Capital Investment. Research report 407, DfES (2003)

- 62 In the LSC's 'Evaluating the impact of capital expenditure in further education' (December 2008), the report states that 'capital expenditure has a significant positive impact on FE participation; for every additional £1m spent, participation increases on average by 111 learners, increase in the number of 16 to 18 year-old learners by 46 individuals, and an increase in the number of adult learners by 65 individuals'. The paper further asserts that 'a typical £10m capital investment project improves success rates by nearly 1%.'
- 63 Estyn's Remit 'An evaluation of performance of schools before and after moving into new buildings or significantly refurbished premises' (January 2007) concluded that 'Ageing school buildings which are in a poor state of repair cannot meet modern teaching and learning needs...' The report found that pupils' attainment, achievement and behaviour had improved. The quality of teaching had improved with schools being able to offer pupils more choice due to more space and better facilities.

Appendix 2

Funding of capital grants and new build and/or major refurbishment 2004-2010 including contributions from WAG and further education colleges.

| | Period | Total Funding (£000s) | WAG contribution (£000s) | WAG contribution (%) | Further education colleges' contribution (£000s) | Further education colleges' contribution (%) |
|---------------------------------------------------------|-------------------|-----------------------|--------------------------|----------------------|--------------------------------------------------|----------------------------------------------|
| Capital grants | 2004-2005 | 10,917 | 10,917 | 100 | | |
| | 2005-2006 | 14,529 | 14,529 | 100 | | |
| Total funding 2004-2006 | | 25,446 | 25,446 | 100 | | |
| New build and/or major refurbish. project grants | 2006-2007 | 25,001 | 12,095 | 48 | 12,905 | 52 |
| | 2007-2008 | 13,337 | 7,383 | 55 | 5,954 | 45 |
| | 2008-2009 | 34,654 | 17,801 | 51 | 16,854 | 49 |
| | 2009-2010* | 90,368 | 74,253 | 82 | 16,115 | 18 |
| Total funding 2006-2010 | | 163,360 | 111,532 | 68 | 51,828 | 32 |

Notes

* Includes planned projects that may not have been completed yet.

These figures are total spends that only include WAG grants with contributions from colleges. It does not include investment in new build and/or major refurbishment made by colleges without WAG grants or grants and funds provided from other sources.

Figures rounded to the nearest 1000 for clarity.

Appendix 3

WAG supported funding for FE colleges 2004/2009

| 2004-2005 | 2005-2006 | Total 2004-2006 | % share 2004- 2006 | 2006-2007 | 2007-2008 | 2008-2009 | Total 2004-2009 | % share 2004- 2009 | Rank share 2004- 2009 |
|-----------------------------------------------------------------------------------------------|------------------|--------------------|-----------------------------|------------------|-----------------------------------------------------------------------------------------------|-------------------|--------------------|-----------------------------|--------------------------------|
| 1,653,673 | 2,150,482 | 3,804,155 | 14.9 | | | 12,247,003 | 16,051,158 | 16.3 | 1 |
| 722,368 | 877,701 | 1,600,069 | 6.3 | 3,861,168 | | 8,291,800 | 13,753,037 | 14.0 | 2 |
| 495,400 | 712,709 | 1,208,109 | 4.7 | 3,500,000 | 1,392,000 | 1,695,000 | 7,795,109 | 7.9 | 3 |
| 598,395 | 837,537 | 1,435,932 | 5.6 | | | 6,346,000 | 7,781,932 | 7.9 | 4 |
| 469,820 | 615,000 | 1,084,820 | 4.3 | | 5,976,136 | | 7,060,956 | 7.2 | 5 |
| 728,501 | 877,170 | 1,605,671 | 6.3 | 4,976,462 | | | 6,582,133 | 6.7 | 6 |
| 647,675 | 898,638 | 1,546,313 | 6.1 | 3,978,005 | | | 5,524,318 | 5.6 | 7 |
| 639,659 | 891,170 | 1,530,829 | 6.0 | 2,421,283 | 1,430,038 | | 5,382,150 | 5.5 | 8 |
| 335,385 | 418,104 | 753,489 | 3.0 | 1,706,274 | 965,224 | 1,424,335 | 4,849,322 | 4.9 | 9 |
| 457,516 | 520,258 | 977,774 | 3.8 | | 3,573,449 | | 4,551,223 | 4.6 | 10 |
| 193,434 | 269,499 | 462,933 | 1.8 | | | 3,900,000 | 4,362,933 | 4.4 | 11 |
| 677,927 | 817,924 | 1,495,851 | 5.9 | | | 750,358 | 2,246,209 | 2.3 | 12 |
| 600,042 | 755,220 | 1,355,262 | 5.3 | 454,000 | | | 1,809,262 | 1.8 | 13 |
| 213,963 | 396,034 | 609,997 | 2.4 | 1,197,000 | | | 1,806,997 | 1.8 | 14 |
| 764,708 | 949,839 | 1,714,547 | 6.7 | | | | 1,714,547 | 1.7 | 15 |
| 329,150 | 498,733 | 827,883 | 3.3 | 723,000 | | | 1,550,883 | 1.6 | 16 |
| 416,864 | 492,373 | 909,237 | 3.6 | 580,000 | | | 1,489,237 | 1.5 | 17 |
| 155,607 | 196,387 | 351,994 | 1.4 | 1,069,367 | | | 1,421,361 | 1.4 | 18 |
| 107,879 | 226,930 | 334,809 | 1.3 | 534,000 | | | 868,809 | 0.9 | 19 |
| 270,946 | 448,112 | 719,058 | 2.8 | | | | 719,058 | 0.7 | 20 |
| 149,940 | 300,937 | 450,877 | 1.8 | | | | 450,877 | 0.5 | 21 |
| 174,056 | 222,950 | 397,006 | 1.6 | | | | 397,006 | 0.4 | 22 |
| 75,376 | 118,316 | 193,692 | 0.8 | | | | 193,692 | 0.2 | 23 |
| 31,805 | 30,379 | 62,184 | 0.2 | | | | 62,184 | 0.1 | 24 |
| 6,909 | 6,599 | 13,508 | 0.1 | | | | 13,508 | 0.01 | 25 |
| 10,916,998 | 14,529,001 | 25,445,999 | 100 | 25,000,559 | 13,336,847 | 34,654,496 | 98,437,901 | 100 | |
| The percentage of the capital spends for 2004-2006 represented by the colleges in the sample. | | | 73.5 | | The percentage of the capital spends for 2004-2009 represented by the colleges in the sample. | | 85.7 | | |

Notes

The figures in **bold italic** are the figures for the colleges we visited.

Appendix 4

Learners' overall performance in the survey colleges.

This table compares the performance of learners in the survey colleges from 2006-2007 to 2007-2008 in relation to completion (C), attainment (A) success (S) and enrolment (E) numbers. It also shows the variance between the two periods for each indicator (Var).

| 2006-2007 (C) | 2007-2008 (C) | Var. (C) | 2006-2007 (A) | 2007-2008 (A) | Var. (A) | 2006-2007 (S) | 2007-2008 (S) | Var. (S) | 2006-2007 (E) | 2007-2008 (E) | Var. (E) | Var. (E) % |
|-------------------|---------------|----------|---------------|---------------|----------|---------------|---------------|----------|---------------|---------------|----------|------------|
| 80 | 83 | 3 | 76 | 76 | 0 | 62 | 64 | 2 | 12,392 | 12,008 | -384 | -3 |
| 85 | 85 | 0 | 82 | 83 | 1 | 68 | 69 | 1 | 15,050 | 15,973 | 923 | 6 |
| 94 | 90 | -4 | 92 | 96 | 4 | 86 | 89 | 3 | 15,242 | 15,311 | 69 | 0 |
| 89 | 85 | -4 | 82 | 75 | -7 | 72 | 63 | -9 | 21,005 | 16,560 | -4,445 | -21 |
| 90 | 89 | -1 | 78 | 85 | 7 | 70 | 76 | 6 | 48,415 | 47,710 | -705 | -1 |
| 85 | 88 | 3 | 92 | 90 | -2 | 78 | 78 | 0 | 28,001 | 25,746 | -2,255 | -8 |
| 88 | 91 | 3 | 79 | 80 | 1 | 70 | 73 | 3 | 4,987 | 4,072 | -915 | -18 |
| 79 | 82 | 3 | 80 | 87 | 7 | 62 | 70 | 8 | 13,722 | 11,695 | -2,027 | -15 |
| 83 | 85 | 2 | 71 | 76 | 5 | 60 | 65 | 5 | 19,291 | 17,343 | -1,948 | -10 |
| 85 | 87 | 2 | 59 | 74 | 15 | 49 | 63 | 14 | 15,438 | 17,149 | 1,711 | 11 |
| 83 | 86 | 3 | 82 | 87 | 5 | 69 | 76 | 7 | 15,226 | 12,438 | -2,788 | -18 |
| 79 | 82 | 3 | 72 | 84 | 12 | 58 | 70 | 12 | 11,211 | 10,589 | -622 | -6 |
| 88 | 87 | -1 | 75 | 75 | 0 | 66 | 65 | -1 | 24,364 | 25,311 | 947 | 4 |
| Total variation | | 12 | | | 48 | | | 51 | 244,344 | 231,905 | -12,439 | -79 |
| Average variation | | 0.9 | | | 3.7 | | | 3.9 | | | -957 | -5.1 |

Learners' performance in the colleges that were not in the survey.

This table compares the performance of learners in the colleges not in the survey between 2006-2007 and 2007-2008 in relation to completion (C), attainment (A) success (S) and enrolment (E) numbers. It also shows the variance between the two periods for each indicator (Var).

| 2006-2007 (C) | 2007-2008 (C) | Var. (C) | 2006-2007 (A) | 2007-2008 (A) | Var. (A) | 2006-2007 (S) | 2007-2008 (S) | Var. (S) | 2006-2007 (E) | 2007-2008 (E) | Var. (E) | Var. (E) % |
|-------------------|---------------|----------|---------------|---------------|----------|---------------|---------------|----------|---------------|---------------|----------|------------|
| 84 | 80 | -4 | 87 | 89 | 2 | 75 | 78 | 3 | 5,346 | 5,038 | -308 | -6 |
| 92 | 92 | 0 | 73 | 80 | 7 | 67 | 74 | 7 | 21,691 | 17,476 | -4,215 | -19 |
| 92 | 92 | 0 | 77 | 62 | -15 | 70 | 57 | -13 | 4,127 | 3,687 | -440 | -11 |
| 82 | 87 | 5 | 79 | 84 | 5 | 66 | 74 | 8 | 3,078 | 3,786 | 708 | 23 |
| 91 | 90 | -1 | 72 | 76 | 4 | 65 | 69 | 4 | 13,699 | 13,546 | -153 | -1 |
| 88 | 90 | 2 | 91 | 71 | -20 | 80 | 64 | -16 | 3,486 | 4,854 | 1,368 | 39 |
| 90 | 90 | 0 | 70 | 71 | 1 | 63 | 63 | 0 | 33,901 | 24,385 | -9,516 | -28 |
| 92 | 93 | 1 | 79 | 85 | 6 | 73 | 80 | 7 | 3,714 | 4,827 | 1,113 | 30 |
| 92 | 92 | 0 | 57 | 57 | 0 | 52 | 52 | 0 | 20,751 | 20,101 | -650 | -3 |
| 86 | 88 | 2 | 44 | 56 | 12 | 38 | 51 | 13 | 7,962 | 8,611 | 649 | 8 |
| 99 | 99 | 0 | 97 | 99 | 2 | 96 | 98 | 2 | 4,010 | 4,495 | 485 | 12 |
| 77 | 82 | 5 | 81 | 85 | 4 | 66 | 74 | 8 | 10,996 | 9,118 | -1,878 | -17 |
| Total variation | | 10 | | | 8 | | | 23 | 132,761 | 119,924 | -12,837 | 27 |
| Average variation | | 0.8 | | | 0.7 | | | 1.9 | | | -1,070 | -9.7 |

Appendix 5

Learners' performance in the learning areas with new build and/or major refurbished accommodation.

This table compares learners' performance between 2006-2007 and 2007-2008 in relation to overall rates of completion (C), attainment (A) success (S) and enrolment (E). It also shows the variance between the two periods for each indicator (Var).

| Sample colleges learning areas | % point variation (C) | % point variation (A) | % point variation (S) | 2006-2007 (E) | 2007-2008 (E) | Variation (E) | Enrolment variation % (E) |
|--------------------------------|-----------------------|-----------------------|-----------------------|---------------|---------------|---------------|---------------------------|
| Construction | 7 | 7 | 10 | 2016 | 2015 | -1 | -0.05 |
| Engineering | 3 | -2 | 10 | 1,161 | 1,268 | 107 | 9.2 |
| ICT | 5 | 0 | 2 | 1,118 | 971 | -147 | -13.1 |
| Construction. | 6 | 1 | 7 | 627 | 657 | 30 | 4.8 |
| Performing Arts | 7 | -5 | 2 | 277 | 272 | -5 | -1.8 |
| Art Design | 2 | 13 | 2 | 541 | 648 | 107 | 19.8 |
| Construction | 1 | 3 | 4 | 692 | 521 | -171 | -24.7 |
| Engineering | -5 | -1 | -5 | 1,561 | 1,403 | -158 | -10.1 |
| Engineering | 1 | 15 | 8 | 478 | 245 | -233 | -48.7 |
| Construction | 2 | 17 | 16 | 1,242 | 1,245 | 3 | 0.2 |
| Engineering | -5 | -9 | -12 | 1,797 | 1,177 | -620 | -34.5 |
| Construction | 1 | -2 | -2 | 1,387 | 1,207 | -180 | -13.0 |
| Hospitality | -5 | 0 | -4 | 604 | 652 | 48 | 7.9 |
| Agriculture | -1 | -11 | -10 | 1,102 | 856 | -246 | -22.3 |
| Engineering | -3 | -4 | -18 | 502 | 260 | -242 | -48.2 |
| Care | -3 | 3 | 0 | 1,411 | 1,633 | 222 | 15.7 |
| Engineering | 4 | 16 | 8 | 734 | 664 | -70 | -9.5 |
| Construction | 2 | 5 | 6 | 897 | 996 | 99 | 11.0 |
| Engineering | 4 | 6 | 9 | 662 | 802 | 140 | 21.1 |
| Construction | 0 | 5 | 3 | 435 | 835 | 400 | 92.0 |
| Hair and Beauty | 8 | 6 | 12 | 796 | 1,155 | 359 | 45.1 |
| Performing Arts | 1 | 16 | 10 | 260 | 135 | -125 | -48.1 |
| Art and Design | 1 | 9 | 7 | 2,107 | 1,657 | -450 | -21.4 |
| Construction | 5 | 15 | 15 | 1,172 | 1,848 | 676 | 57.7 |
| Engineering | 15 | 14 | 23 | 746 | 982 | 236 | 31.6 |
| ICT | 1 | 26 | 22 | 1,893 | 1,726 | -167 | -8.8 |
| Performing Arts | 6 | -8 | -13 | 172 | 278 | 106 | 61.6 |
| Construction | 7 | 1 | 3 | 848 | 771 | -77 | -9.1 |
| Engineering | 1 | 8 | 9 | 723 | 1,008 | 285 | 39.4 |
| Agriculture | 10 | 16 | 21 | 274 | 663 | 389 | 142.0 |
| Construction | -3 | 16 | 7 | 474 | 337 | -137 | -28.9 |
| Engineering | -3 | 16 | 7 | 697 | 583 | -114 | -16.4 |
| Performing Arts | 0 | 14 | 13 | 186 | 230 | 44 | 23.7 |
| Construction | -7 | 14 | 6 | 817 | 416 | -401 | -49.1 |
| Engineering | 1 | -1 | -1 | 1,578 | 1,261 | -317 | -20.1 |
| Hospitality | 1 | 2 | 0 | 453 | 347 | -106 | -23.4 |
| Total variation | 67 | 221 | 177 | 32,440 | 31,724 | -716 | 131.6 |
| Average variation | 1.9 | 6.1 | 4.9 | | | | 2.2 |

Glossary/references

| | |
|-------------------------|----------------------------------------------------------------------------------------------------------------|
| New Build | refers to completely new accommodation constructed on new land or land that has been cleared for this purpose. |
| Refurbishment | is a significant alteration of an existing building involving a complete change of curriculum use. |
| Completion rates | show what proportion of learners complete a course after enrolling on it. |
| Attainment rates | show what proportion of learners gain the qualification after completing a course. |
| Success rates | show what proportion of learners gain the qualification after enrolling on a course. |
| Enrolments | the numbers of learners who sign up to a programme of study or course. |

The survey team

| | |
|----------------------|---------------------|
| Bernard Hayward HMI | Reporting inspector |
| Eleanor Davies HMI | Team inspector |
| Christine Hooper HMI | Team inspector |
| Janice Thomas HMI | Team inspector |