



## Children Young People and Education Committee

<b>Date:</b>	<b>Wednesday, 22 January 2025</b>
<b>Time:</b>	<b>6.00 p.m.</b>
<b>Venue:</b>	<b>Committee Room One, Wallasey Town Hall</b>

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### AGENDA SUPPLEMENT

#### 18. SCHOOL CAPITAL PROGRAMME UPDATE - PUBLIC (Pages 1 - 6)

This report had originally been published on the agenda pack for the Children, Young People and Education Committee meeting held on 22 January 2025 as exempt from view for the press and public. It was agreed after the publication of the agenda pack that the report was acceptable to be viewed in public and can now be viewed via this supplemental agenda.

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## **CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE** **22 January 2025.**

<b>REPORT TITLE:</b>	<b>SCHOOL CAPITAL PROGRAMME UPDATE</b>
<b>REPORT OF:</b>	<b>DIRECTOR OF REGENERATION AND PLACE</b>

### **REPORT SUMMARY**

The Department for Education (DfE) allocates grant funding each year to help maintain and improve the condition of school buildings and grounds. All local authorities must ensure that they have a sound Capital strategy for education services, making sure that facilities are sufficient, safe and offer the best teaching environment for pupils of all abilities.

This report gives details of the planned major Capital works projects for Maintained Schools over the next 12 months and gives details of proposed spend of two capital grants (i) School Condition Allocation (SCA) and (ii) High Needs Provision Capital Allocation (HNPCA).

The reports support the Council Plan: Wirral Working Together 2023 - 27, specifically the 'Early Help for Children & Families theme'.

This decision affects multiple wards.

This report contains exempt information as defined in Schedule 12A of the Local Government Act 1972. It is in the public interest to exclude the press and public under Paragraph 3 'Information relating to the financial or business affairs of any particular person (including the authority holding the information).'

### **RECOMMENDATIONS**

The Children and Young People and Education Committee is recommended to:

1. Agree that the Director of Regeneration & Place be authorised to procure and to accept the most economically advantageous tenders, for projects detailed within this report provided he is satisfied that the cost can be met within the grant allocations given to the council by the Department for Education.

## **SUPPORTING INFORMATION**

### **1.0 REASON/S FOR RECOMMENDATION/S**

- 1.1 The programme of works represents the priorities of condition requirements in the identified schools, based on condition surveys, feedback from schools and ongoing reviews by Assets technical project officers in parallel with the Education Directorate.
- 1.2 The works identified at Stanley School and Foxfield School will increase the number of places available to support the needs of children with an EHCP, the work is directly linked to the two year SEND sufficiency strategy that was agreed by the LA SEND partnership Board (LASPB) in the summer of 2024.
- 1.3 The other works outlined are due to the poor condition of buildings currently in place, some of the schemes have been planned for a significant time period, but have experienced delays in delivery.

### **2.0 OTHER OPTIONS CONSIDERED**

- 2.1 In relation to SCA funding, the funding could be fully delegated to the school. However, given the size and scale of the capital projects involved, and the authorities duty as the employer and land owner to ensure that all relevant legislation is complied with, and that sufficient due diligence is undertaken, the authority has assessed that its own internal technical teams have the most appropriate skills sets to manage the delivery of these construction projects.
- 2.2 In relation to SEND capital funding, the monies could have been prioritised on other projects. It has been identified by the Joint Strategic Needs Assessment (JSNA), that provision for children with the most complex needs should be the highest priority.

### **3.0 BACKGROUND INFORMATION**

- 3.1 The Department for Education provides a number of Capital grants for improvements, to the school stock, these are:
  - School Condition Allocations (SCA), with funds paid to eligible bodies responsible for maintaining school buildings.
  - Condition Improvement Fund (CIF), a bidding round with funds paid directly to single academy trusts, small multi-academy trusts (MATs), small voluntary aided (VA) bodies and sixth form colleges;
  - Devolved Formula Capital (DFC) is allocated for individual schools and other eligible institutions to spend on small-scale capital projects that meet their own priorities.
  - High Needs Provision Capital Allocations (HNPCA), allocated to the Local Authority to improve the suitability and sufficiency of high needs provision in their area.

The annual grant amounts for these allocations are reported to committee on a regular basis through the quarterly budget monitoring reports.

3.2 Criteria used by Asset Management to prioritise projects follows the DfE categories within condition reports, as follows:

Grade	Expression	Description
A	Good	As new and performing as intended and with regular maintenance continue to operate efficiently
B	Satisfactory	Performing as intended but exhibiting minor deterioration
C	Poor	Exhibiting major defects and/or not operating as intended and will require attention in the short term, although not immediate
D	Bad	Life expired and/or serious risk of imminent failure

Additional weightings are also used by Asset Management for inclusion within the prioritisation exercise i.e. Compliance, Capacity, Safeguarding, Accessibility, Health and Safety and Critical building issues.

3.3 The following projects have been identified for progression through the design, tender, contract mobilisation and on-site construction phases in 2025/26:

SCHOOL	PROJECT	BUDGET COST	SCA/HNC
Foxfield Higher Needs School	Works will be carried out under 3 Phases which will be undertaken across the 2025/6 and 2026/27 financial years:  Phase 1. Classroom Extension Phase 2. Administration Refurbishment* Phase 3. Additional Classroom Extension*  *these phases will be funded through future years DFE grant funding.	£1.3m  £0.8m  £1.1m  Total: £3.2m	HNC
Raeburn Primary School	Works to address issues with internal building condition.	£1.2m	SCA
Lingham Primary School	Existing Roof Replacement	£0.9m	SCA
Meadowside Primary School	Existing Roof Replacement	£1.2m	SCA

Stanley Higher Needs School	Additional Extension to existing School	£1.4m	HNC
<b>Total =</b>		<b>£7.9m</b>	

#### **4.0 FINANCIAL IMPLICATIONS**

- 4.1 Capital Grants are received on an annual basis from the Department for Education, they vary from year to year and are often not confirmed until the start of the financial year, which can make project planning challenging.
- 4.2 At this stage the cost estimates included within this report have been allocated to these individual projects. Site investigation works and site surveys will be required, the outcome of which, in addition to any inflationary uplifts required, may impact the total grant funded capital investment.
- 4.3 Professional fees associated with the delivery of these projects are included within the budget figures and are covered from the grant funding, they do not impact on the council's revenue position.

#### **5.0 LEGAL IMPLICATIONS**

- 5.1 Any contract award for the works included within this programme, would be made on either a lowest bidder, most economically advantageous tender basis or through an approved Framework route. The Council's Contract Procedure rules set out how contracts are to be awarded by the Council in accordance with its Procurement Strategy requirements.

#### **6.0 RESOURCE IMPLICATIONS: STAFFING, ICT AND ASSETS**

- 6.1 There are no direct staffing and ICT implications arising from this report.
- 6.2 Any works undertaken will improve the fabric of the asset held within the school estate portfolio. All alterations to assets are amended within the Council's Asset Management system.

#### **7.0 RELEVANT RISKS**

- 7.1 The Council has a statutory duty to provide a suitable and safe learning environment for Wirral children including those with Special Educational Needs. Failure to deliver the Capital programme within the timescales agreed may have implications in terms of health and safety within our learning environments or indeed may impact the delivery of education in examples where school extensions are required to increase the capacity of the school.

- 7.2 Available resources could cause a delay in the delivery of identified projects within a 12-month period, if this is the case external support will be considered in addition to reviewing procurement methods.
- 7.3 For all projects, site and project delivery safety risks are assessed prior to the tender process starting. All projects will be managed throughout in full accordance with current guidance, legislation, and regulations under the guidance of the Construction Design & Management Regulations (CDM), including direct communication with school management both prior to and during the works.

## **8.0 ENGAGEMENT/CONSULTATION**

- 8.1 Full engagement takes place internally between the Assets technical team and the Education Directorate from the initial project planning stages, through to feasibility design, and the specification stage. Full consultation and input are also provided by the relevant school's management team pre-sign-off and tender, with subsequent project and coordination meetings during the works. Should external consultants be required to support with the project delivery there will also be a further defined level of engagement, consultation, and input.
- 8.2 Planning approval is obtained where necessary and forms an essential part of the programme management. In parallel Building Control and all other related statutory and Stakeholder parties are duly notified and consulted with regards to the designs and project elements prior to any form of approval being granted pre-construction.

## **9.0 EQUALITY IMPLICATIONS**

- 9.1 Wirral Council has a legal requirement to make sure its policies, and the way it carries out its work, do not discriminate against anyone. An Equality Impact Assessment is a tool to help council services identify steps they can take to ensure equality for anyone who might be affected by a particular policy, decision or activity. Each individual project included within this report may require its own assessment and this will be undertaken at the appropriate time.
- 9.2 Projects within this programme will ensure that children's disabilities are met within the area and within a facility that meets their special needs. All site and new facilities provided will meet the requirements of the Equality Act 2010.

## **10.0 ENVIRONMENT AND CLIMATE IMPLICATIONS**

- 10.1 Many of the projects being undertaken consist of School expansion solutions, both permanent and temporary solutions, some include extensive internal and external refurbishments and the replacements of defective elements such as Roofs and Windows. This may include the installation of new electrical and mechanical services that will support greener solutions for energy use through LED lights and controllable energy management systems. Including alternative low carbon heating options and installations are in support of the Council's target of net Carbon zero by 2030 and the wider borough target of 2041 and other recommendations as set out in decarbonisation reports.

## 11.0 COMMUNITY WEALTH IMPLICATIONS

11.1 During the procurement phase companies will be checked that their business principles support the Council's Code of Practice for employment and training. Companies will also be required to evidence their local employment and reduction of long-term employment strategies.

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## APPENDICES

N/A

## BACKGROUND PAPERS

Circular Letter: Changes to the Building Control Process – GOV.UK.

## SUBJECT HISTORY (last 3 years)

<b>Council Meeting</b>	<b>Date</b>
Financial Monitoring Reports presented to: Children, Young People and Education Committee	10/3/2022, 21/6/2022, 6/12/2022, 7/3/2023, 21/6/2023, 29/11/2023, 6/3/2024, 23/7/2024, 27/11/2024
School Capital Programme Update 2023-24 presented to: Children, Young People and Education Committee	21 <sup>st</sup> June 2023