4. ASSET MANAGEMENT PLANNING

Asset Management

Asset management in this case refers to systematic approach to the governance and realisation of operational value in use from sites and buildings. This includes developing, operating, maintaining and upgrading of the assets in the most cost-effective manner.

Asset Management Plan

The Council maintains an Asset Management Plan (AMP) which sets out the overarching framework and objectives of Bracknell Forest Council in the context of its management of its property assets. The way that the Council manages its land and property assets has a direct impact on the quality of services delivered to the public along with shaping the built landscape of a community. It is therefore important that efficient and effective use is made of these assets to support corporate and service objectives. The Council's AMP is therefore aligned to the delivery, vision and priorities of the organisation as set out in the current strategic Council Plan. The AMP will change to support and help deliver the outcomes set out in the Council Plan as this evolves.

The same link between the strategic and the operational should be applied by schools in asset management of their sites and buildings. The strategic objectives of the school will be set out in the values/ethos/beliefs and strategic vision as articulated/published by the Governing Body. Schools should seek match the operation of their sites and buildings so as to support and help deliver these strategic outcomes.

<u>Schools Asset Management Plan</u>

There is a statutory requirement for all local authorities to produce an asset management plan for their community schools. For 2018-219 the BFC Schools Asset Management Plan can be found on the Council's website at:

https://schools.bracknell-forest.gov.uk/property/

The systematic approach to asset management referred to above includes consideration of individual sites and buildings under the following headings:

a) **Sufficiency:** which considers whether there is enough accommodation and is it in the right place. For example are there enough classrooms and specialist spaces to meet the school's needs. The Council maintains Net Capacity Assessments (NCAs) of all community schools which are the mechanism for translating a school floor plan into an admission number, and it is NCAs that are used to set the Published Admission Numbers in schools. NCAs are saved on the Council's Frontline asset management database.

b) **Suitability:** which considers the fitness for purpose of the existing accommodation for example are some rooms too small, or the wrong shape or suffering from environmental isses (too hot or too cold) etc. The Council maintains School Suitability Surveys for each maintained school which use the current DfE building design guide for new schools as a benchmark to assess the suitability of the existing school floor plan. This identifies any deviations from the standard template for a new school's accommodation. Suitability Surveys are also saved on the Council's Frontline asset management database.

c) **Condition:** Which considers high value capital (>£2k) planned maintenance works the need for which can be foreseen and planned for, e.g. roof replacements, boiler replacements etc. The Council undertakes 5 year (quinquennial) building condition surveys of community schools that include assessment of the condition of building, mechanical and electrical items, prioritise them and estimate the cost of the required planned repair. Condition surveys are also saved on the Council's Frontline asset management database.

d) **Access:** Considers the physical accessibility of school buildings by disabled people. The Equality Act 2010 protects people against discrimination under a number of headings including disability, and makes it a legal requirement to make reasonable adjustments to school sites and buildings facilitate disabled access. The Council undertakes Access Audits of community schools to identify where reasonable adjustments are required. Access Audits are also saved on the Council's Frontline asset management database.

e) **School Site and Floor Plans:** The above systematic survey driven approach to asset management adopted by the Council is made possible by the Council maintaining accurate CAD drawings (floor plans and site plans) of community school sites and buildings, so that the survey data can be referenced to individual buildings and rooms on each site. These plans are periodically updated and are also used by schools to plan the use of rooms and the allocation of space. Current site and floor plans are also saved on the Council's Frontline asset management database.

f) **Frontline Asset Management Database:** is made available to and accessible by schools by being web-hosted so that any member of staff or governor who has access to the internet can be given a user id and password. This gives school leaders and managers and also school governors full access to all of the above building surveys and plans, which can be downloaded from the database. The Frontline system is provided to schools under a service level agreement from the Council, details of which can be found at:

[Asset Management Planning SLA](#)

g) **Schools Own Local Knowledge:** refers to the fact that the above systematic approach to asset management will not be complete without the schools own local knowledge. This acknowledges that school managers, site teams and governors will know their own sites better than anyone. Schools are encouraged to supplement the above building survey data with their own local knowledge to identify where sites and buildings require capital investment going forward.

Prioritisation

Having set out all of the identified need on the school site, prioritisation will be required if the total identified need exceeds available funding. The building surveys include prioritisation between the identified need contained in them, but it will be for schools to decide on the relative priority e.g. between suitability and condition or between condition and access. The following prioritisation principles are set out below to assist schools in prioritisation:

1. Legal Compliance works including health & safety, safeguarding, accessibility, landlord & tenant obligations etc.

2. Sufficiency, where basic need for accommodation is not being met

3. Condition, where works are required to prevent the risk of school closures e.g. boiler replacement to prevent heating failure in cold weather

4. Suitability, where impediments to teaching and learning, or lack of suitable staff facilities have been identified.

Implementation

Subject to available funding schools can implement their own capital projects using their Devolved Formula Capital funding, details of which can be found at:

https://schools.bracknell-forest.gov.uk/wp-content/uploads/capital-expenditure.pdf

Further guidance is available to schools on Managing your own Project at:

https://schools.bracknell-forest.gov.uk/property/schools-property-handbook/ chapter 7.

BFC Capital Programme

Subject to the availability of capital funding, the Council implements an annual Education Capital Programme of investment into maintained schools sites and buildings. Schools may be invited to bid for Council funding on this programme, and the deadline for such bids is usually the end of the summer term for funding in the following financial year. The majority of such works take place over the school summer holiday period to minimise disruption to school operation.

Surplus accommodation

Where schools have identified surplus accommodation they should notify the Council so that consideration can be given to suitable alternative uses including renting/leasing out the surplus space to compatible external organisations to maximise the use in operation of the space and to create income generation. Details of leases/licenses and landlord & tenant issues can be found at

https://schools.bracknell-forest.gov.uk/property/schools-property-handbook/ chapter 16.

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