

## 6. PRIORITISING WORK

### Overview

Almost without exception, the needs for premises maintenance, repair and improvement will exceed available budgets. It is important, therefore, to have a system that prioritises work to reflect its importance against agreed and unambiguous criteria. This will help ensure that limited resources are directed towards the most urgent needs.

In order to help schools with this task, The Council provides schools with a number of Building Surveys e.g. Access, Health & Safety, Condition, Suitability etc. which will highlight areas for repair and improvement. It is for the school to use this information effectively to help in the prioritisation of funding allocation.

### Revenue Budgets

It is essential to set aside adequate revenue funds annually, to meet statutory obligations and to address reactive repairs. Such provision must therefore include:

- Immediate health and safety issues
- Statutory servicing and testing of plant and equipment (see Chapter 4: 'Maintenance')
- Regular inspection of external elements; roofs, gutters and drains
- Emergency repairs to prevent further deterioration

As a general rule the Headteacher should expect to finance all of these items through revenue resources.

### The Central Planned Maintenance Programme

The division of responsibility between the Council and the school is set out in Chapter 1: 'Responsibilities and Legal Duty'

Within this framework, priorities for the centrally managed capital repair programme include urgent work that will prevent immediate closure of premises and/or address an immediate high risk to the health and safety of occupants and remedy a serious breach of legislation



### Capital Projects / Improvements

Strict regulations exist to control local authority capital expenditure and any expenditure which is to be classified as capital must be demonstrated to be so; otherwise it will be disallowed during external audit of the accounts. This will result in expenditure having to be funded from revenue budgets.

Expenditure for capital purposes broadly comprises the following:

- The acquisition of land, buildings, plant, apparatus and vehicles;
- The construction of buildings and roads;
- The enhancement or improvement of buildings and roads;
- The total cost of the project must exceed £2,000.
- Reactive maintenance is not considered to be capital, this is revenue.

### Priorities for Investment

The following 5 Stage Process should be followed in the prioritisation of resources for buildings:

Stage 1. Identify all of the schools' needs for investment in buildings, the site and facilities.

During this stage, take account of local factors including:

- Identified needs in the schools' building surveys for condition, access and suitability. See Chapter 4: 'Asset management Plan'.
- The School Development Plan Post-Ofsted inspection action plan
- Significant measurable impact on raising standards
- Future savings on repairs or energy costs
- Private and specific investment opportunities
- Improvements to support the workforce
- Local knowledge of the site by the site team/governing body

Stage 2. Identify the works being undertaken by the Council through its capital programme/planned maintenance programme.

Stage 3. Prioritise the remaining work

When prioritizing devolved budgets, health and safety and compliance works should be given the highest priority, but condition and planned maintenance should be treated as the next highest priority (especially where works are identified as 1D on the condition surveys). See Chapter 5: 'Maintenance'.

Stage 4. Make bids for any available funding e.g. schools may be invited to bid on the Council's capital programme for the following financial year in July of each year. Schools can also apply to the Council to pay for physical access works for disabled people including pupils and staff.



Stage 5. Identify and allocate the remaining available resources in the school including revenue, Devolved Formula Capital (DFC), and other sources e.g. PTA etc

DFC is DfE Grant and must be used for the purpose for which it was given. See Section 2. 'Finance'.

If in doubt, please consult Education Capital and Property for further guidance.

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