



**ARCHDIOCESE OF SOUTHWARK
COMMISSION FOR SCHOOLS & COLLEGES**

**BUILDING HANDBOOK
FOR SCHOOL PREMISES**

September 2010

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1. Purpose

The purpose of this handbook is to provide guidance on the maintenance and development of Catholic schools and colleges within the Trusteeship of the Archdiocese of Southwark. It may also be helpful to schools in the trusteeship of religious orders and congregations. It explains the context and framework within which governing bodies and head teachers undertake the management and stewardship of the premises. It is intended as a first reference point for queries relating to building matters within school premises.

2. Ownership

The Trustees of the Diocese and of Religious Orders hold property, including schools and parishes, under Trust Law and in accordance with a Trust Deed. The Trustees of Catholic schools own the land and the premises of a school under a trust that requires that the property is used to further the Church's mission.

At present (2010) the Diocesan Trustees are:

Archbishop Peter Smith
Bishops John Hine
Bishop Patrick Lynch
Bishop Paul Hendricks
Mgr Matthew Dickens

3. Roles of other parties

The Commission for Schools and Colleges and the Diocesan Financial Secretary act on behalf of the Diocesan Trustees in relation to schools in Diocesan Trusteeship.

The governing bodies of Catholic schools occupy the land and buildings of their school on behalf of the Trustees. In doing so, they carry the responsibilities in law of occupiers of the premises.

The governing body is responsible for the proper management, maintenance and development of the school in line with the school Buildings Development Plan and the Asset Management Plan, including all Statutory Maintenance items.

The governing body has a legal liability for 10% of any capital expenditure for any works carried out with government grant funding. The only exceptions are the Basic Need Grant which is funded at 100% and the Building Schools for the Future Programme.

4. Current Schools, Colleges and Academies in the Diocese

There are currently (2010) 174 Catholic schools and colleges in the Diocese, covering the whole of its geographical area from Kent and Medway across all the London Boroughs south of the Thames. These include 127 infant, junior and primary schools, 31 secondary schools and three sixth form colleges, one 11 – 16 academy, one 3 – 16 academy, and ten independent schools. Our maintained schools are in 14

different local authority areas, all of which have different ways of working with schools. It is important schools and colleges are managed in a responsible way so that their buildings do not deteriorate and they are a safe environment for pupils and students to attend.

The building stock of the Diocese is very varied, ranging from Victorian three storey buildings on very restricted sites with no playing fields to modern buildings on generous and well landscaped, attractive sites with attached playing fields. The type and age of the building does not necessarily relate to its condition and suitability as many well maintained older buildings are more suited to the current curriculum than those constructed in the 1970's and 80's. There are many schools which incorporate a variety of types and styles of building.

There is therefore no one blueprint for the maintenance and development plan for school premises. It is essential therefore that each school has its own building development plan. This will provide an overall strategic view of the priorities for the maintenance and improvement of the school, rather than a reaction to situations as they arise. The building development plan should be based on the Asset Management Plan (AMP) of the school, although historically AMPs have been variable in very good to poor. We now see better and more reliable AMPs. The information given on them seems more reliable than past AMP's.

When a school has a development plan projects should be prioritised and a cost figure put against them. Once these are completed there will be a projection of what every school needs and what the cost will be. This can then be used for an overall strategy for building expenditure over a five year term.

5. Financial Liabilities

Responsibility for work to VA school premises is shared between the school's governing body and the local authority. The principles to split this responsibility are as follows:

Governing bodies are liable for:

- the existing buildings (internal and external), including those buildings previously known as excepted (kitchens, dining areas, medical/dental rooms, swimming pools, caretakers' dwellings)
- perimeter walls and fences, even if they are around playing fields
- playgrounds
- furniture, fixture and fittings - including ICT infrastructure and equipment
- other capital items (which can include capital work to boilers or other services)

Local authorities are liable for:

- playing fields (including sports pitches and hard surfaced game areas)
- buildings on those fields and related use

These liabilities are not related to ownership.

6. Funding Streams

This section is a very brief description of funding available to VA schools.

Revenue

For repairs and maintenance under £2,000, funding is delegated to schools. There is no statutory governing body contribution to revenue expenditure.

Devolved Formula Capital (DFC)

To fund projects over £2,000, each year every VA school is allocated a formula amount of DFC directly to its bank account from the Department for Education (DfE). This fund can only be used to fund building projects and ICT projects, with 90% paid from funding and 10% funded by the governing body. Schools should inform the trustees/ Diocese when undertaking capital work using this funding. The LA should also be informed of work carried out so they can update their database. It must be noted that capital funded projects are liable for VAT, although in there are some exceptions. DFC can be held over for three years, if it is being saved for a major project. After three years, if the DFC is not spent the LA can claim it back (3 year rule).

Locally Co-ordinated Voluntary Aided Programme (LCVAP)

This yearly fund allocated to each LA is for the larger modernisation and condition works that Catholic, Anglican and foundation schools are unable to fund using their DFC. The Diocese invites bids from schools and these bids, together with those from Anglican and foundation schools, are prioritised in discussion with the LA. The number of projects depends on available funds in any one financial year. All VA bodies and foundation schools are included in meetings with the LA to agree the use of the funds available.

The governors of any school who are successful in securing funding for a project **must contribute 10% of the final cost of the LCVAP allocation.**

This fund can only be used in the financial year it is for. There are deadlines for gaining approval for the funding, claiming any additional costs and claiming the full amount of the allocation. This work is assigned to consultants who work on our behalf.

The Diocese is always the **Client** for LCVAP projects.

Government Initiatives

Building Schools for the Future (BSF) was the biggest ever school buildings investment programme. The aim was to rebuild or renew nearly every secondary school in England.

The procurement model through which services are bought and delivered in BSF is the Local Education Partnership (LEP). The LEP will deliver the entire programme of work in an area through partnership working between local authorities, the private sector and Partnerships for Schools (PfS), all of whom will own a stake in the LEP. In addition to the VA sector's involvement in strategic planning for BSF, we are represented on the Strategic Partnering Board which ensures key stakeholders are consulted over the operation of the LEP.

The present government has now stopped proposals for all schools which have not reached the last stage, subject to its spending review.

The Primary Capital Programme (PCP), is a fourteen year investment programme for primary schools. Originally the programme was a commitment to renew/refurbish at least half of all primary schools by 2022-23. The aims and outcomes of PCP were set out in Every Child Matters (ECM) and local authorities produced a Primary Strategy for Change (PSfC) document to identify the top 50% of schools in their authority that met the criteria laid down.

Investment priorities for the programme were:

- 5% of the worst condition schools to be rebuilt or taken out of commission.
- at least 50% of primary schools overall to be rebuilt, refurbished or remodelled to bring them up to 21st Century standards.
- targeting deprivation to locally determined criteria.
- all remaining primary school needs to be met through devolved formula capital (DFC).

VA school governing bodies are required to contribute 10% of the overall costs. Since the start of the programme LAs have found major shortfalls in their provision of pupil places. The funding for PCP is now being used for a programme of expansion to provide the additional pupil places required, and in this situation no contribution should be required.

It is important that Catholic schools are included in this expansion where possible and appropriate.

In some circumstances this may be a temporary solution (bulge classes), in other cases a more permanent solution of increasing the school's Forms of Entry (FE), with new permanent classrooms. We are working closely with LAs and schools on these issues.

The delivery of 14 – 19 Diplomas is supported by same capital funding e.g. for ICT hardware/software. Further bids can be made for funding additional classes and other facilities if needed. These are debated and projects agreed by 14-19 Strategy Group.

Likewise, capital funding for Special Educational Needs (SEN) provision can be bid for, and follows the same principles as most schemes, where a priority list is formed and funding is allocated to those schools with the highest needs.

Usually in both cases the school will have to make a contribution to a project from their DFC. The exact percentage is negotiated with the local authority in question

As with all building projects, the Diocese must be informed of the project and work must only commence after a licence or Memorandum of Agreement is in place, to safeguard the interests of the Trustees.

7. Insurance

In the past, because of the different liabilities of the governors and the LA, there has been some confusion about the responsibilities for insuring premises related items. This is now clearer, but not all LAs have understood or accepted the new arrangements. The Department for Education has confirmed that the LA is responsible for providing funds in the school's delegated budget to meet costs of insurance premiums. This is because the LA is legally responsible for all revenue costs.

There are three fundamental principles, which need to be borne in mind at all times when considering insurance arrangements.

1. Catholic Dioceses in England and Wales have included certain risks associated with their VA schools within the diocesan insurance arrangements since 1944 Education Act for the following reasons
 - a) VA school buildings are subject to the Diocesan Trust.
 - b) The Diocesan Trustees have legal duties under both Charity Law and Canon Law, to protect and insure properties contained within the trust and these duties are the responsibility of governing bodies as occupiers of the premises.
 - c) If responsibility for such property were to be passed to the LA, there would be no legal duty or contractual obligation on the LA to repair or reinstate a Catholic school suffering serious damage;
 - d) Even where LAs insure against such risks, there is normally a very significant excess (£250,000 plus is not uncommon).
2. In all respects (other than 'premises'), LAs should treat VA schools exactly the same way as they do all state schools the LA is obliged to 'maintain' within the LAs boundaries.
3. The LA is obliged to provide sufficient funds to each VA school to enable the school to meet all its insurance premium costs, including the premiums levied on the School under the Diocesan or other Trustees' insurance arrangements

The property insurance policy issued by the Catholic National Mutual Ltd (CNML) covers the Governing Body's and Diocesan Trustees' interests only, net of grant aid from DfE where applicable. No cover is afforded the LA.

The Diocese has always maintained (in line with national policy) the requirement for

our schools that the governors have 10% cover for any insurance loss with the CNML. The remaining 90% cover for any claim for loss is the responsibility of the DfE. However, as the Department has nothing in place to cover such losses there is considerable risk to a school's future should a substantial loss occur.

With this in mind, we have been discussing with LAs a solution to this problem. The favoured option at this moment (September 2010) is:

From the beginning of the financial year delegated funding for insurance provision will include an amount for purchase of full buildings cover. This will be on a 10% - 90% split, the 10% insurance cover will be through the CNML, and the remaining 90% can be purchased from other insurance providers. The extra funding should be ring fenced for use to purchase buildings insurance. For each school the required sum insured will be for full fire reinstatement cost/value of all buildings, including VAT.

The amount delegated will be equivalent of the cost to provide such cover for occupied buildings subject to a £200 excess per claim.

We will keep you informed.

8. Planned/Statutory Maintenance

Whilst maintenance of the installations below are not funded from capital budgets, an appropriate maintenance programme will highlight problems and defects.

Cold Water Services

All water systems must be maintained and inspected to demonstrate that they provide wholesome water for consumption, that they do not have characteristics that would support rapid growth of legionella, and that there is no risk of scalding from hot water.

The procedures to be undertaken may be found in the 'Water Regulations Guide' and the 'Water Fittings and Materials Directory' and in 'Legionnaires Disease ACOP (Approved Code of Practice), and CIBSE (The Chartered Institution of Building Services Engineers) TM13 'Minimising the Risk of Legionnaires Disease'

Natural Gas Services

Natural gas systems must be maintained and inspected to demonstrate that the distribution system, means of isolation and appliances are safe.

The procedures to be undertaken are to found in the Gas Safety (Installation and Use) regulations 1998.

Any installation work must be carried out by a 'Gas Safe Registered' engineer (this supersedes the well known Corgi Registration scheme for the next ten years). It is mandatory to employ a Gas Safe Registered engineer to carry out a gas safety check every year. This will include a service to all natural gas appliances in the school, typically boilers and cooking appliances. There is a requirement to check safety interlocks between the gas and fire alarms systems (typically relays in control panel is

covered by fire alarm testing).

Electrical Services

Electrical installations are to comply with BS7671, the IEE Wiring Regulations. Periodic inspections should be carried out every five years. Portable appliance testing (Pat) should be carried out annually.

Emergency lighting must comply with BS5266, inspection/testing should be as follows:

Daily:	check correct operation of lamps
Monthly:	functionality test
Six monthly:	test of at least one hour
Three yearly:	full duration discharge test, after first three years or annual discharge test is required.

Fire alarm installations must comply with BS5839.

At least every six months a full inspection of the system including a visual inspection, check for false alarms, test the system on standby power, check all controls and indicators and remote signalling equipment. Over a twelve month period test all manual call points and detectors, check all alarm devices and visually inspect all accessible cable fixings.

9. Maintenance of the Existing Buildings Structure

Heating Installation

Whilst there is legislation to electrical installations with regards to their testing and certification, and similar legislation regarding the testing of gas appliances, there are fewer requirements for the maintenance of heating pipework and radiators. There are however requirements upon the school to be able to maintain hot water for sanitary purposes and pipework and radiators sufficient to maintain heating levels in occupied areas between certain acceptable temperatures.

It is therefore recommended that schools carry out five yearly checks on the central heating distribution system. Whilst heating systems, in general, are reliable and long lived, their replacement when necessary can be very expensive and is therefore best programmed in advance. By executing such inspections at five yearly intervals it is likely that, if heat installations need extensive upgrading or replacement, then advance programming can assist in ensuring the necessary budgets are available or that works are phased over time and prioritised as necessary.

Asbestos

All schools should have an asbestos register including the known, or likely, presence of asbestos and the recommendations within this document should be closely followed.

Where asbestos removal is recommended this must be actioned by a qualified

licensed asbestos contractor. Similarly, it is essential that where asbestos is noted within the building, if the asbestos register does not recommend its actual removal, its presence should be highlighted to anyone carrying out building works to avoid disturbance. The contractors should sign the register as proof that they have been shown it.

When asbestos is removed from an area, a clearance airtest is required with a Certificate of Re-Occupation. It is important that the area in question is not open to the wider community until a Certificate of Re-Occupation has been issued.

Kitchens and WCs

There is much in Environmental Health legislation relating to kitchens, including the requirement for the condition of the building fabric to allow safe and hygienic working (e.g. wall finishes, splash backs and floor coverings being in good and washable condition to prevent germ traps, maintenance of filters to ensure proper cleaning, fire detection and containment) and these areas are probably best dealt with by trained kitchen staff and the Environmental Health Department at the Local Authority. Different schools approach the operation of their kitchens by various means, with directly employed staff a “buy in” to the Local Authority or a specialist contractor, and obligations may therefore vary from school to school.

WCs can need refurbishment every 10 years. Points to note are that percussion “push top” taps can significantly save water and that there are various size/height WC pans specific to children’s age groups. Therefore changes to classroom age groups might need to consider WC use as well.

All WCs must be mechanically ventilated.

Roofs and Windows

There have been many changes to legislation regarding roofs and windows in the past ten years, most of which relate to the requirement for additional insulation in order to reduce carbon emissions. It is likely that this process will continue over the next few years.

Roofs and windows are generally long lived and should provide many years of acceptable service. Typical life spans might be in the region of sixty years for a pitched (slate or tiled) roof, twenty to twenty five years for a flat roof and perhaps twenty five to thirty years for windows. These durations depending, of course, on many factors including the quality of the original construction, and exposure of the building.

Assessment of the condition of these elements can be via regular inspection and also from the school’s own records as to defects and repairs needed. These elements are rarely given to sudden failure but more given to degradation over time to an extent whereby routine repairs are no longer economically viable. It should be possible to estimate the remaining useful life of a roof or window well in advance of the point by which they need replacement and therefore budgets can be properly planned or the works can be prioritised over time with the most defective areas being addressed first.

Many flat roofs that have been installed over the last fifteen years may have the benefit of some form of guarantee and schools should research these before considering replacement.

10. Types of Building Structures

The many different types and ages of school buildings make “typical” defects difficult to identify and each should be considered on its own individual basis.

Victorian Buildings tend to need less frequent maintenance due to the quality of their original construction. Slipped/loose slates and tiles should be a consideration as should the integrity of high level brickwork (e.g. parapets and chimneys) where mortar can lose its cohesion after many years leaving these requiring re-pointing at best or, if the mortar is sufficiently degraded, these high levels being taken down and rebuilt. Cracks or blockages to rainwater pipes can lead to saturation of the adjacent brickwork and frost damage, again requiring re-pointing. Stone sub-sills to windows can weather to the point at which sections begin to break away. Decorative stonework to Victorian buildings should be scrutinised for looseness/degradation although most can be well repaired with modern materials to replicate the original appearance.

1950’s and 1960’s buildings often fall into two sub-categories. Medium rise buildings, perhaps of three to five storeys high, are usually concrete framed with flat roofs over.

Whilst roofs have been described above the concrete frames themselves can succumb to carbonation (sometimes known as “concrete cancer”) leading to exposure to the metal reinforcement within the concrete and concrete fragments dropping away to fall to ground level. Carbonation of concrete is usually self evident and can be readily repaired with modern materials and the frame subsequently decorated with an anti- carbonation coating to help prevent further failures.

With medium rise buildings of this type a significant portion of any repair cost is associated with scaffolding and access and it might be more economic to carry out short term repairs to a building element so that its ultimate repair can be carried out concurrent with another (for example to carry out adhoc / minor repairs to a concrete frame to extend its life until the windows are replaced, then repair both elements concurrently in order that the building only needs to be scaffolded once).

1950’s and 1960’s low rise buildings tend not to be of concrete frame, but a lighter construction type, perhaps steel with a timber frame infill. Many of these building types contained asbestos in the panels below windows although much has since been removed. In such building types windows can be a predominant concern both due to their size compared with the building itself and also because, to some extent, they may play a structural role in the support of the building. Building elements which “sag” slightly at their midpoint, glass cracked but not obviously by impact and loose cladding/finishes may suggest an underlying problem with these building types.

Later building types from the **1980’s and 1990’s** tend to be of more varied construction and because of their age, tend to have fewer defects although by now

the above observations regarding roofs and windows might begin to apply.

11. New Buildings, Building Extensions & Remodelling

New buildings and extensions are usually governed by the surrounding space available and planning legislation where the Local Authority will need to approve any intentions the school has to expand the premises. Also on land/premises in trusteeship of the Archdiocese of Southwark the Buildings Liaison Officer, working on behalf of the Trustees, will need to see drawings of the scheme and agree to it.

This is best initiated by the preparation of an initial feasibility report during which location, appearance, size and cost are considered and with this also being discussed with the Planning Department at the Local Authority in order to establish whether proposals will gain their formal approval once an application is made. It should be remembered that although planning approvals should take approximately ten weeks longer complex schemes may take a year.

It is essential that all projects obtain planning approval where necessary

For obvious reasons extensions and their associated design and costs will vary considerably and will also need to take into account whether the school's existing heating, electrical and fire alarm and other installations have the capacity to be extended or if new and separate installations in the extended building need to be provided.

Once planning approval has been given the project is 'put out' to tender. The tender must be obtained by competition following the code of procedure for single stage selective tendering, whereby a 'tender package' is sent to a minimum of three contractors, which will include a set of drawings, and a specification of all the works involved.

After the tender return date, the contractor giving the best 'value for money' will be awarded the contract.

12. CDM Regulations

The construction (Design and Management) regulations 2007 apply to all construction projects in Great Britain. Where the project duration is over thirty working days, the project must be notified to the Health and Safety Executive via a form F10 signed by the client.

The aims of the new regulations are to simplify and improve clarity, to focus on planning and management, to strengthen the requirements on co-operation and to encourage better integration and to simplify competence assessment, remove bureaucracy and raise standards. A CDM co-ordinator is to be appointed early in the planning stages to advise the client and assess the competence of designers and contractors ensuring suitable arrangements are established for the managing and monitoring of health and safety on the project. They will prepare and issue the Pre-Construction Information Pack to the designers and contractors. They will assess the competence of the Principal Contractor and advise the client on the suitability of the

construction phase plan allowing construction to commence. The CDM Co-ordinator will prepare and issue to the client a health and safety file at the end of the construction phase.

Designers in discharging their duties under the regulations are required to consider all phases of the project, design, construction through to maintenance, identifying hazards, evaluating risk, identifying risk owners and persons who may be affected by health and safety risks at each stage.

Designers are to ensure co-operation and co-ordination with other designers and members of the project team, to facilitate the management and control of project health and safety risk.

The principal contractor is to ensure that a construction phase plan has been prepared and that suitable welfare provisions have been established. They are to ensure resources are applied to the planning, management and monitoring the construction phase of the project reflects the associates health and safety risk. They are to ensure all the relevant information is provided to the CDM co-ordinator for the preparation of the health and safety file.

13. Consultants Who Work For The Diocese

There are a number of responsibilities and legal requirements, when a construction project is undertaken by a school.

The consultants who work on regular basis for the Diocese are experienced in all matters relating to construction projects. It is also a requirement that they have professional indemnity (PI) Insurance. Therefore, if a consultant makes a mistake in the professional services they provide, there is a remedy for retrieving any costs that the mistake has caused. When it is a project funded by LCVAP, there are procedures and deadlines that have to be strictly adhered to. Failure to comply with these will result in a loss of funding. With this in mind, and the need for planning and planning regulations approval, every school in Diocesan Trusteeship should have a named Diocesan consultant working on their behalf. This will enable schools to produce building development plans which will co-ordinate smaller projects within a strategic development plan which will focus on the following:

- Reviewing existing building stock
- Planning future needs, school places and resources
- Identifying funding streams

Schools should also co-ordinate their Developed Formula Capital with LCVAP, targeting it against the Asset Management Plan priorities.

Some schools have been working with their building consultant on production of a high level development plan for their buildings together with more detailed planning of maintenance and DFC programmes so that they are in a better position to take advantage of any funding that may become available.

14. Frequently Asked Questions (FAQ)

Who is the client on major building works for Diocesan Schools?

The Diocese is the client. The Diocese employs a buildings officer who ensures that all contracts adhere to CDM regulations.

How does the buildings officer carry out his client responsibilities?

The buildings officer appoints a consultant who works on behalf of the Diocese and provides the interface between the client and contractor.

Where does the school come into the picture?

The consultant contacts the headteacher to agree what is required. The design should be signed off by the school. The headteacher will attend progress meetings as the project proceeds.

What happens if the school has problems with the consultant?

The school should contact the buildings officer.

Must we still contribute 10% of projects where this is required?

Yes. This is something that all Dioceses agree as it enables the Voluntary Aided Status we enjoy and the benefits that go with it.

15. List of Abbreviations

AMP = Asset Management Plan

BREEAM = British Research Establishment Environmental Assessment method

BSF = Buildings Schools for the Future

CABE = Commission for Architecture and the Built Environment

CIOB = Chartered Institute of Building

DfE = Department for Education

DFC = Developed Formula Capital

FE = Forms of Entry

LEA = Local Education Authority

LEP = Local Education Partnership

LCVAP = Local Co-ordinated Voluntary Aided Programme

MaPS = Member of the Association of Project Safety

PCP = Primary Capital Programme

PSfC = Primary Strategy for Change

RIBA = Royal institute of British Architects

RICS = Royal Institute of Chartered Surveyors

SEN = Special Educational Needs

VA = Voluntary Aided

16. Postscript

This handbook is given in good faith by the Commission for Schools and Colleges, to give guidance to schools when they consider future capital projects.

It is not intended to be a fully comprehensive guide and does not make reference to all applicable legislation. It is recommend that schools seek the necessary professional advice where needed.