

**Herefordshire  
schools capital investment  
strategy**  
*January 2016*

## Preface

We want every child in Herefordshire to have a great start in life. So we want our schools to be great places for learning and working. If our children grow up having had the best education possible, we know that gives them the best chance to be successful adults. It also gives Herefordshire businesses and employers the best chance to have the skilled people they need. That means Herefordshire will continue to flourish.

We are proud of the work that our schools do. We have many different types of schools, increasingly working in collaboration with each other. We are also proud of the support that our schools get from their communities and we want to see that collaboration grow between schools and between schools, communities and businesses.

There are challenges ahead of us. With the economic situation as it is, although funding for the day to day running costs of schools has been protected, increasing pay bills and changing numbers of children mean that our schools need to find ways to reduce their costs. At the same time they need to continue to improve the quality of the work that they do. So they need to be set up to run in the most cost effective way.

With the number of households with children growing again in Herefordshire, and the pattern of housing and economic development set out in the local core strategy and development plans, we need to make sure that we have enough school places. We have more than enough places overall in Herefordshire for the foreseeable future, just not always in the right place. So we need to add some places to some schools.

Although excellent teaching is not wholly dependent on the quality of school buildings, the condition of some of our schools needs improving. We know from the work that we've done, that some school buildings are facing very costly repair bills; are in buildings which are now outdated and tired; or are designed in a way which are suited to the past, but which present challenges to delivering the modern curriculum in a cost effective way. So we want to take steps now to set out a strategic approach to improving our school estate. This gives us the best chance of making better use of our assets and ensuring we have a sustainable schools system for the long term, keeping pace with changing needs.

Whilst the council has particular responsibilities for local authority maintained schools, this strategy is not just about what the council will do. This strategy is also a call to action to government, academy sponsors, the Dioceses, trustees, land owners, developers, businesses and communities. We can see already from the work done to develop the strategy to this stage, that there is a will to take a broader look at different ways of upgrading school buildings in Herefordshire. There is also a real belief that the schools in Herefordshire are worth investing in. So by taking a thoughtful approach to this, we are looking at securing in the region of £100m investment over the next 20 years. Taking a collaborative approach to change and to funding that change is the right way forward.

This strategy establishes the principles we will use to guide school developments and also the priority areas of focus and potential developments for the first 5 years of our 20 year plan. There is much debate and consultation still to do about some of the precise changes. However, this strategy gives us a clear opportunity to secure investment and resources from a range of sources so that our children can learn in high quality schools.

**Councillor Jonathan Lester**  
**cabinet member young people and**  
**children's wellbeing**

**Jo Davidson director for children's**  
**wellbeing**

January 2016

## **Contents**

### **Introduction**

- 1. Background to Herefordshire and its schools**
- 2. The strategic approach**
- 3. The *principles* underpinning the approach**
- 4. Developing an understanding the issues**
- 5. Applying the understanding**
- 6. First cycle of Herefordshire's strategic approach**
- 7. Summary financial implications**
- 8. Priority schemes**

## Introduction

Education in Herefordshire is good; in 2015 88% of primary pupils attend a good or outstanding school (*82% national and 80% across the west midlands*) and 83% of secondary pupils attend a good or outstanding school (*70% national and 71% west midlands*). Herefordshire has an adequate supply of school places. There are more than enough school places to meet the current and immediately foreseeable demand overall. The condition of the schools, their suitability for, and compliance with, modern day curriculum demands is, however, very variable. The infrastructure of schools across the county includes some that have been renewed in recent times, others that are now rather ungainly complexes which have been added to and modified following their original construction in Victorian times along with some tired, dated buildings reflecting the prevailing construction era of the 1960's or 1970's. The council, with its partners and government is now seeking to provide a coordinated strategy that will guide the approach to investment in schools.

The Herefordshire schools capital investment strategy is underpinned by a set of principles that have been widely consulted on. These principles have been applied to a detailed understanding of each school in Herefordshire to provide options for improvement. In some instances the improvement options are very clear cut and relatively easy to apply, whilst in others there are more challenging issues associated with change. For example the development of a school to take an additional form of entry because of rising demand is, assuming funding can be found, easier to agree and implement than perhaps the building of one new school which consolidates provision made by two or three other schools that need renewal. In recent years there has been a national move to see schools operating with greater autonomy so they are less dependent on the council.

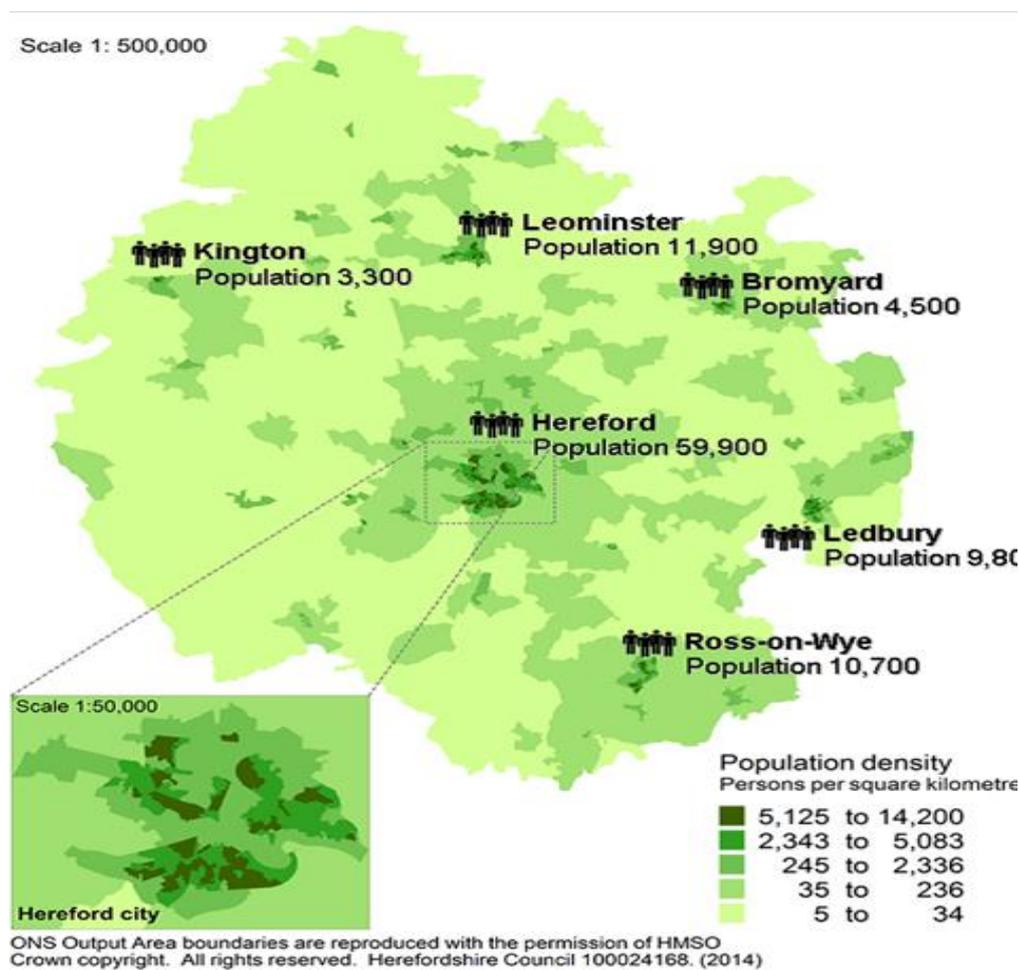
In common with many councils, there is a mix of types of schools in Herefordshire; academies, free schools, church schools, local authority schools and private schools. While the duty to provide sufficient school places remains with the council, it is important for the county that there is a clear and ambitious approach to ensuring the school places are of the highest quality and supportive of the wider ambitions of the county.

Herefordshire Council, alongside the Diocese of Hereford, the Archdiocese of Cardiff, and schools themselves, have recognised the need to establish a clear well thought out approach to the strategic management of schools such that the council not only fulfils its duty to supply enough school places but that these places are in high quality learning environments. Herefordshire schools capital investment strategy sets out how this is to be done.

## 1 Background to Herefordshire and its schools.

1.1 Herefordshire is situated in the south west of the midlands region bordering Wales. The city of Hereford is located in the middle of the county, and is the centre for most facilities. Other principal locations are the 5 market towns of Bromyard, Kington, Ledbury, Leominster, and Ross on Wye. The pattern of the population across the county creates unique challenges for planning and the delivery of services including schools.

- 1.2 Herefordshire covers 2180 square kilometres (842 square miles) and is predominantly a rural county with the 4<sup>th</sup> lowest population density in England. There are 186,000 residents, 53% of whom live in in what are classified as rural areas. The map below shows the population density across the county.



- 1.3 In 2011 there were 31,400 children aged 16 years and younger. Numbers of children had been declining in Herefordshire throughout the whole of the last decade despite rising numbers of births and people moving into Herefordshire. However, the number of children rose by almost 200 (half of 1%) in each of the last two years (2011-12 and 2012-13) to reach 31,700, and this gradual rise is predicted to continue until 2023.

## Herefordshire schools

- 1.4 In common with other local authorities there are a variety of different schools with different governance and responsible body arrangements.
- 1.5 *Community schools* are any school that is owned, funded and maintained by the council and which is non-denominational. The council employs the staff, owns the land and buildings, and decides which admissions criteria to use.

- 1.6 *Voluntary aided schools* are mainly religious or faith schools, although anyone can apply for a place. The governing body employs the staff and determines admissions arrangements. School buildings are normally owned by a charitable foundation, often a religious organization. The school governing body contribute to building and maintenance costs.
- 1.5 *Voluntary controlled schools* are similar to voluntary aided schools but are run by the council. As with community schools, the council employs the schools staff and sets the admissions criteria. The school land and buildings are normally owned by a charity, often a religious organization, which also appoints some of the members of the governing body.
- 1.6 *Foundation schools* are where the governing body employs school staff and has the responsibility for the admissions arrangements. Land and buildings are usually owned by the governing body or a charitable foundation.
- 1.7 *Trust schools* are a type of foundation school which forms a charitable trust with an outside partner. A decision to become a trust is taken by the governing body with parent consultation.
- 1.8 *Academies* are independently managed, all-ability schools set up by sponsors from business, faith or voluntary groups in partnership with the Department for Children, Schools & Families and council. Together they fund the land and buildings, with government covering the running costs.
- 1.9 *Free schools* are funded by the government and are not run by the council. They have more control over how they do things. They can set their own pay and conditions for staff and change the length of school terms and the school day.
- 1.10 The number of each different type of school is set out in the table below.

Asset category	VA	VC	Academy	Community	Trust	Free
Primary Schools	20	12	17	26	2	1
Secondary Schools	2	0	9	3	0	1
Special			2	2		
PRU				1 (two sites)		
All through School			1			

## 2 The strategic approach

- 2.1 Herefordshire's schools capital investment strategy takes the following 6 step cycle:
1. Have a set of ***principles*** that will underpin and guide processes and decision making.

2. Ensure there is a thorough detailed ***understanding*** of all the issues including:
  - The condition and future maintenance demands of the schools;
  - The extent to which the schools comply with modern standards;
  - Patterns of attendance at the schools and parental preference;
  - The likely future demand for school places;
  - Funding models and national funding formulae;
3. Apply the principles to the understanding to determine the ***priority issues*** to address in areas and across the county.
4. Develop through consultation and discussion options about how best to address the priority issues which are in line with the principles.
5. Plan and get formal approval for detailed and financial costed schemes that adhere to the principles representing best value.
6. Implement schemes

2.2 Ensure the cycle is kept under regular review.

### **3 The principles that underpin the strategy**

- 3.1 The following principles have been developed and revised over a period of time with elected members, head teachers, governors, other responsible bodies and through online consultation.
- 3.2 Under the Education Act 1996 section 14(1) a local authority has a duty to ensure there are enough school places for the children in their area. In Herefordshire we want to do this in a way that supports the delivery of high quality education and contributes to the attractiveness of the county as a place to live and work.
- 3.3 The schools capital investment strategy is a key strand of our overall strategic plan for education, which in turn complements the children and young people's plan. The schools capital investment strategy sets out our collective approach to delivering our lawful duty and is based on the following 11 principles:
  1. High quality learning environments are more likely to deliver the best outcomes for all children and young people.
  2. A high quality learning environment is one where:
    - The building is in good condition with an affordable and planned programme of maintenance. Where the combined cost of any backlog and future maintenance commitments becomes disproportional to the asset value, renewal should be considered.
    - The building(s) have the right number of suitable places that are at least of the size as set out in the government building specifications. (Building Bulletin 103[BB103])

- The buildings are supportive of the delivery of a suitable curriculum and learning.
  - There is sufficient suitable outdoor space including playing fields and all weather surfaces.
  - Children are not taught in temporary classrooms.
  - The building is energy efficient.
  - The school is fully accessible to children, staff and parent/carers with disabilities.
  - The school meets all health and safety requirements.
3. There will be a mix of size of schools in Hereford city, the market towns and villages across Herefordshire that will support the future population trends. We anticipate most parents choosing their local school, but do want to support parents/carers choice. We will aim for 95% of parents to get their first preference school. There will be an appropriate number of faith places. We have no preference about whether schools are academy or not.
  4. High quality popular schools will be supported to expand. Judgements about quality and popularity are based on;
    - Ofsted judgement is outstanding/good
    - 3 year trend of outcomes is good
    - Total number of parental first preferences received is in excess of published admission numbers over time.
    - The schools expansion does not unduly compromise the quality aims set out in 2 above and is financially sustainable.
  5. There is no preferred size or organisation of school and opportunities to consolidate provision through development of all through schools and nursery provision will be encouraged.
  6. All schools should be planning 5 years ahead. There are risks regarding the continuity of education for small schools. Schools with less than 105 on roll, particularly those which are stand alone, are to have a detailed 5 year plan setting out arrangements for continuity. These plans might include succession planning arrangements, shared leadership and/or merger, federation or amalgamation.
  7. Across Herefordshire as a whole there should be no more than 10% surplus places. This margin is designed to reflect population variations and trends over time.
  8. We want to be increasingly responsible towards the environment. This means all schools are to:
    - work towards achieving a displayed energy certificate (DEC) rating level of grade C or above;
    - sign up to and to work towards achieving a silver rating on the Eco schools status.

- seek to reduce energy consumption per child/building area.
9. We will promote non-vehicular access routes to schools and seek to have schools located conveniently to the community assets.
  10. Financial investment must represent best value for any investor and will need to come from a variety of sources. These will include:
    - Specific grants and one off government schemes.
    - The planned release of sites to sell and reinvest.
    - Conversion of revenue funding to capital.
    - Herefordshire Council capital programme.
    - A local community council tax charge if the community want to support the continuation of a local school.
    - The Education Funding Agency Academy funding stream.
    - Diocesan and Arch Diocesan board.
    - Developer contributions
    - Participatory funding
  11. There will be detailed consultation on any changes or investment proposals.
  12. New housing developments contributions Community Infrastructure Levy (CIL) and S106 need to be integrated into school place planning.

## **4. Developing the understanding**

- 4.1 To inform the schools capital investment strategy the following data about schools has been used:
  - Land and building ownership and information about who is the responsible body.
  - Building maintenance and condition.
  - Size of the school site and building and the extent to which they comply with modern standards
  - Occupancy and patterns of parental preference
  - School performance data and Ofsted judgement.
  - Information and maps showing the school context within the local community.
- 4.2 The information used to develop the strategy is available on the Herefordshire Council website – [www.herefordshire.gov.uk/schools-capital-investment-strategy](http://www.herefordshire.gov.uk/schools-capital-investment-strategy)

### **Land ownership**

- 4.3 Schools are operating from land and sites that have a variety of different ownership, lease and covenant arrangements. Some school sites are on valuable land that might be considered prime residential land others are on sites held by trustees with restrictive covenants on them.

## **Condition and maintenance**

- 4.4 The Education Funding Agency (EFA) undertakes a condition building survey for all schools. The survey grades the condition of a number of elements on a 4 point scale A- D and rates the urgency of any work on a 3 point scale 1-3. The council commissions a more detailed survey of council and church schools on a 5 year rolling cycle. The council surveys set out the detail of maintenance work and gives an estimate of the likely expenditure needed and when. To get the best understanding of the condition and maintenance work needed, it will be necessary to combine the EFA work with the council's more detailed approach. Undertaking this as a detailed exercise once every five years will provide opportunity to get the best understanding of the condition of schools and inform the strategic cycle set out section 3.

## **Size and compliance including energy efficiency and accessibility**

- 4.5 The Department for Education (DfE) produces guidance BB103) on the building design and specification of schools. The guidance makes recommendations about the overall site area along with recommendations about the number and areas of:
- Basic teaching spaces
  - Halls
  - Storage space
  - Administrative and staffing facilities
  - Learning resource areas and
  - Other areas associated with circulation.
- 4.6 All schools can be compared with a standard specification, taken as the mid-range of the DfE BB 103 to establish the extent to which they are under or over compliant and where there are key differences in particular aspects e.g. halls, teaching spaces. The percentage of compliance of site or buildings provides scope to determine if there are opportunities to dispose of surplus land or where it might be necessary to improve the buildings or address the size of the site. In some cases the extent of the non-compliance may suggest the need to adjust the size of the school. This may mean the size of the school is reduced alternatively it may provide a case for expansion.
- 4.7 While the dimensions of schools and sites provide very measurable and objective data sets, there is additional information about the extent to which the buildings are modern and fit for purpose that should inform an approach to capital investment. Temporary buildings may be in use but some buildings are ageing and may only be best described as "tired"; this description is very difficult to define objectively.
- 4.8 To establish schools suitability and compliance all schools have been compared with the following set of standard sizes. For primary schools 70, 105, 140, 210, 360, and 630. The number of classes for these numbers is set out in the table below:

Published admission number	Number of children	Class configuration
10	70	3 class bases
15	105	4 class bases
20	140	5 class bases
30	210	7 class bases
60	420	14 class bases

- 4.9 For secondary and special schools, these have been refined to reflect the numbers and differing demands. The alignment of a school to a standard size gives an indication of the numbers of children that could reasonably be accommodated. There will be occasions where these numbers are exceeded and also when the schools are operating below these guideline measures. The school capacity and compliance may also be affected by how nursery provision is configured in the area and the extent to which schools are making use of this provision.
- 4.10 The energy efficiency of schools is also a consideration. Some schools have poor insulation and inefficient heating systems. The differences between old and more modern buildings can make significant difference to the annual revenue cost associated with them.
- 4.11 The accessibility of school buildings is important to ensure that those with disability can access the building and participate alongside peers and fellow professionals. All schools have been assessed for accessibility on a four point scale, with 3 representing a school that is fully accessible and 0 a school that is inaccessible. There is more detail on the [accessibility ratings](#) and the following is highlighted:
- 22 Primary schools fall below 75% building compliance
  - The lowest compliance figure for a school building is 42%
  - 13 schools are over 110% compliant.
  - The highest figure for school building compliance is 152%
  - Overall 72% of the classrooms provided are below the required size set out within BB103.
  - Overall there are 64 classrooms in 52 temporary buildings (not including the temporary Colwall Primary School)
  - 19 schools are a class 1 rating partly accessible.

### **Occupancy and parental preference**

- 4.12 It is desirable for schools to be operating with the number of pupils they were designed to accommodate. In reality this is rarely consistently achieved, particularly in small schools serving rural areas. The occupancy is closely linked to the issues of compliance set out above. The schools capital investment strategy will acknowledge variations on year group numbers and acknowledges that the numbers on roll may be either above or below the planned capacity for short periods of time. The numbers of

children on roll in the school also affect how the age groups and classes are configured.

4.13 The extent to which a school serves the immediate population area and the choices of parents affect the numbers on roll. Parental choice is a key driver behind the longstanding national policy agenda that competition between schools will drive up standards. The number of parents expressing a preference for a school on entry at year R or year 7 is also an indicator of popularity. Variations in and reasons why these numbers change needs to be monitored carefully and are usually a result of a number of different factors. Patterns of work and proximity to childcare may also affect the reasons why parents choose particular schools. The number of children requiring a school place needs to be carefully planned for. There are a number of detailed models that forecast pupil numbers linked to house building and migration. A characteristic of Herefordshire is that overall migration is low and there has not been the increase in pupil numbers seen in other council areas. The main expansion is in Hereford and the market towns.

#### **School occupancy facts**

4.14 In 2015:

- capacity provision at primary schools across the county is 14,000 places with 11% surplus places;
- capacity provision at secondary schools across the county is 10,000 places with 14% surplus places;
- we have 8,629 secondary school children on roll;
- the number on roll in primary schools ranges from 31 to 597;
- 28 schools have an occupancy rate that is less than 80% of the schools current capacity.

#### **Parental preference facts**

4.15 In 2015, the:

- average percentage of the pupils attending the school from their catchment is 50.5%;
- range for the percentage of the pupils attending the school from their catchment is as low as 8% of their roll for some schools and up to 86% at the highest level.

4.16 Across Herefordshire there has been a surplus of places. However, there are areas where there are not enough places to not only meet the number of children in a particular year group but also to meet parental preference.

#### **School performance and Ofsted judgements**

4.17 The school building is not the sole determinant of the outcomes for children and young people. There are schools operating in overcrowded buildings that achieve high standards; equally, there are newer more fit for purpose buildings where standards and outcomes are lower than expected. However, high quality facilities do enhance

learning and provide opportunities that can be harder to achieve in old buildings. Quality of buildings is not a judgement Ofsted will normally make but is an important factor in improving the educational experience of children and young people in Herefordshire.

### **The school in the community**

- 4.18 Linked to understanding the occupancy of schools is how they are integrated into their community. For some, the community may be around faith, for others it relates to the wider services in a village like shops, playing fields, village halls and nurseries. Those in the community are often most aware of these elements. Local communities living around a school can place a very high value on the activities of a school within the life of their community, though the actual numbers of children attending the school from these communities may have reduced over time. Schools also need to be strategically located to support pupils walking to school. Inevitably, given the rurality of Herefordshire, the distance to the nearest school needs to be considered carefully.
- 4.19 Nursery provision is a key element of the community facilities and the council has responsibility for ensuring there is a proper supply of places. There are a variety of different governance structures supporting nurseries including the private and voluntary sector and governor run arrangements. Transition into school from nursery is important for children and all schools are looking to have the best arrangements. The implications for nursery provision will need to be considered on an individual and local basis and aligned with the strategy principles.

### **Future pupil numbers**

- 4.20 To effectively apply the principles there is a clear need to make an assessment on future changes in pupil numbers. There are a number of overarching considerations, but to make the assessment more meaningful Herefordshire as a whole has been broken down into identifiable areas linked to the housing strategy

### **Planning forecasts of housing development in Herefordshire**

- 4.21 The development of the schools capital investment strategy has involved consulting with the council's planning services over the proposed housing developments within the county that are to be undertaken. The recent changes within the county's unitary development plan (UDP), the local development plan (LDP) and together with the development of neighbourhood development plans (NDPs) has indicated that across the county an additional 16,000 new homes are expected by 2031.
- 4.22 An expansion of this nature will apply pressures on the education provision across the county, and it is essential that the schools capital investment strategy takes this into consideration.
- 4.23 From a detailed review of the planned core strategy development sites and housing allocations for the neighbourhood development plans, we have been able to develop a good understanding of the expected development levels within the county for market towns and parish areas.

4.24 Through the application of a ratio formula currently used in determining S106 agreements and contributions (which has an approved methodology that is based upon historic data relevant to the county), we have been able to forecast the expected numbers of children for each market town and parish areas. This does not necessarily mean the children will attend their local school.

### **Detailed local forecasting of the school age population**

4.25 The council is required to submit an annual school capacity survey (SCAP) return to the DfE which gives detail of its expected school age population and its school places for them. The content of the return affects the amount of additional central government “basic need” funding for school places. In preparation for the return, consideration is given to the number of births, recent changes in the school population due to migration and any new houses that are likely to be built. The return projects five years ahead. The current mechanism for forecasting primary pupil numbers is based on historical catchment areas. The secondary school pupil places forecasts are for the county as a whole.

4.26 It is acknowledged there are limitations to using the SCAP return and these are noted below:

- Parents make choices about which school they send their child to, and it is not always a local or catchment school
- On transfer to secondary school children do not always go to their assumed feeder secondary school.
- The planning areas do not adequately reflect local pressures for school places, particularly in the market towns.

4.27 The schools capital investment strategy aligns the future pupil numbers with the planning areas in the council’s core strategy. Analysis of the planned housing supply, (see appendix 4 of the Core Strategy) planning applications, population surveys and trends in parental choices will lead to an understanding of the number of school places required.

## **5 Applying the principles**

5.1 Applying the principles to our understanding of schools and school issues gives the following possible approaches:

### **5.1.1 Where buildings are not compliant consider the significance and whether:**

- specific spaces should be increased or remodelled; or
- temporary buildings are replaced with permanent buildings.
- the planned number of children admitted is changed; or
- spaces are moth balled or used for income ( e.g. private nursery); or
- building use is changed to minimise maintenance liabilities.

### **5.1.2 Where sites do not meet recommended sizes, or are not likely to meet future size requirements consider:**

- Acquiring additional suitable land
- Relocating the school
- Consolidating the provision with another nearby school.
- Selling off surplus land for alternative investment.

### 5.1.3 Size of schools:

- Small schools can be financially fragile so detailed plans for the future of schools with less than 105 on roll should be made having particular regard to their building and site.
- The size of school can affect financial viability. Schools should plan to be financially viable based on the modelled information, taking into account opportunities to maximise the use of resources through shared arrangements with other schools.

### 5.1.4 Disability access

- Reasonable adjustments to schools should be made to accommodate children with disabilities and any changes to schools should seek to improve disability access.

### 5.1.5 Energy efficiency

- Opportunities to improve energy efficiency should be a priority in any change and through appropriate maintenance.

### 5.1.6 Delivering change

- There should be detailed consultation on proposals with clear timelines for decisions.
- The potential to disrupt and delay change is significant. This will require different type of leadership approaches from all communities and organisations involved in the capital strategy

### 5.1.7 Maintenance

- Address ongoing maintenance items.
- Ensure that schools have a feasible five year maintenance plan in place.
- Develop a parallel local authority five year maintenance plan.

## 6 First cycle of strategic actions

6.1 Following consultation on the strategic approach to schools capital investment with groups of head teachers and governors, a number of issues in each planning area have been identified. These are set out in the table below and will form the basis of generating solutions in line with the principles in section 3.

### BROMYARD

Summary of key issues in Bromyard area
<ul style="list-style-type: none"> <li>• No significant investment in the town and surrounding schools for some time, will lead to significant maintenance costs at rural sites in particular.</li> <li>• The town primary school is not large enough to accommodate those for whom it is</li> </ul>

the nearest/catchment.

- There is significant migration from the town to the smaller rural schools and from other local authority areas.
- There are significant maintenance and compliance issues at some of the surrounding rural schools.
- The town school sites are relatively large.
- There is a significant mismatch between compliance and published admission numbers at Brockhampton Primary.

## **KINGTON**

### **Summary of key issues in Kington area**

- There are significant maintenance issues at Kington Primary and Almeley (where temporary classrooms need replacing and there have been some significant concerns about the structural elements of the buildings).
- Kington primary school is too small.
- Lady Hawkins occupies a site that is surplus to requirements.

## **LEDBURY**

### **Summary of key issues in Ledbury area**

- Ledbury Primary is not able to accommodate a significant number of its nearest children and has significant imminent maintenance issues.
- Some surrounding rural schools are serving small local community populations.
- Eastnor appears to be significantly under compliant.
- Colwall needs to be rebuilt.
- John Masefield has a large number of temporary classrooms reaching the end of their useable life.

## **LEOMINSTER**

### **Summary of key issues in Leominster area**

- Leominster Primary School is a new build.
- Earl Mortimer High School and Sixth Form is a relatively new build school.
- Planned housing in the south-west of the town (may expand numbers of children beyond Leominster Primary School capacity).
- A number of parents from the town choose to send their children to surrounding schools.
- Ivington primary school is significantly under compliant and could not accommodate extra pupils from south Leominster development on its current site.

## ROSS-ON-WYE

### Summary of key issues in Ross on Wye

- Minimal investment in local primary schools over a long period of time has given rise to some very “tired” buildings.
- Some schools need significant maintenance works soon e.g. Ashfield Park and St Joseph’s.
- The schools are not particularly conveniently located to serve their community e.g. Brampton Abbots is not in its own catchment.
- Some challenging travel and transport routes and distances.
- Currently there are more than enough primary school places to accommodate existing and future numbers.
- A bigger secondary school may be needed if the housing target is met.

## HEREFORD CITY NORTH

### Summary of key issues in Hereford City North

- Minimal investment in the area primary schools and some high schools over a long period of time has given rise to some very “tired” buildings.
- Several schools are operating in and on very under-compliant buildings and site areas e.g. St James and Lord Scudamore.
- Productive joint use arrangement for site compliance at Holmer.
- Some schools need significant maintenance works completed soon e.g. St James and Trinity primaries.
- Some challenging travel and transport routes e.g. to St James and Lord Scudamore for numbers of young people.
- Significant migration from the south wye area is creating pressure on primary school places.
- Two of three secondary schools have tired buildings.
- There are also capacity issues east of the city to resolve, which impacts on city schools.
- There will be significant reshaping and remodelling in the north of the city associated with the new relief road and other development.

## HEREFORD CITY SOUTH

### Summary of key issues in Hereford City South

- Overall numbers on roll are increasing (250 more since 2008).
- Riverside is a modern school now filling up in lower year groups.
- Schools north of the river and east of the city draw children from this area.
- Marlbrook Primary (outstanding school) parental first preferences regularly exceed the school’s published admission numbers.
- Significant investment is required at St Martin’s and Our Lady’s primaries which both occupy relatively old buildings. Numbers on roll at those schools are static or decreasing.
- 1000 new homes at Lower Bullingham are planned.

## RURAL GOLDEN VALLEY

### Summary of key issues in Rural Golden Valley

- Peterchurch Primary has significant pressing maintenance liabilities. (At least £1m)
- Fairfield (outstanding) has major compliance issues and a large number of temporary classrooms.
- Proposed housing development indicates that pupil numbers in the area will not increase significantly.

## **RURAL AREAS OF KINGSLAND AND WESTON-UNDER-PENYARD**

### **Summary of key issues in the rural areas of Kingsland and Weston-under-Penyard**

- Kingsland is an outstanding school with pressures in terms of site, buildings compliance and parental preference.
- Weston-under-Penyard is located on a very under-compliant and restricted site.

## **OTHER RURAL SCHOOLS**

### **Summary of key issues for other rural schools**

- A number of schools have small non-compliance issues e.g. size of or no hall, lack of circulation space, or are using temporary classrooms. While these are not an immediate priority they do need consideration. Examples include Weobley High School, St James Primary, Kimbolton and Weston under Penyard Primary.
- Many school buildings have small classrooms which make class organisation challenging.
- A number of schools now have shared leadership arrangements.

## **SPECIAL SCHOOLS AND ALTERNATIVE PROVISION**

### **Summary of key issues for special schools and alternative provision**

- Special schools have relatively recently received significant renewal and rebuild work. However this still leaves Barrs Court, Westfield and Brookfield under compliant.
- Unsatisfactory space leading to difficult organisation of an outstanding school is linked to recent commissioned alternative provision.
- It may be that some extra specialist provision is needed for key areas of disability e.g. autism

## **7 Summary financial implications.**

- 7.1 Bearing in mind the above, the initial estimate for funding implications for the strategy is £100m. Further funding will be required in the longer term for the second and third cycles of the strategy. The principles indicate the range of funding sources that will be explored to create the funding required and a financial plan which represents best value will be devised to support this strategy.

## **8 Priority next investment steps for this cycle of Herefordshire schools capital investment strategy**

- 8.1 The successful delivery of the schools capital investment strategy will require a partnership approach between governors, head teachers, councillors, parent/carers and young people and communities. Ideas, options and possible solutions for the best way forward in each of the core strategy areas will be developed and collated to form a clear development plan. The plan will capture the initial thinking and set out the detailed next steps as to how the issues in the areas can be addressed through the application of the principles. As referenced in the principles the financial implications will require particular focus. A clear agreed strategic plan for each area will provide opportunities to lever in or encourage external funding including government.