THE CONDITION CORE FACT

BUILDING OUR FUTURE: SCOTLAND'S SCHOOL ESTATE

smarter scotland
SCOTTISH EXECUTIVE

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Scottish Executive
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1 INTRODUCTION

In 2003, the Scottish Executive published guidance on the reporting of the condition of the School Estate in *Core Facts – Building Our Future: Scotland's School Estate*. After the first round of reporting, a number of local authorities expressed concern that the lack of more detailed guidance might be leading to inconsistencies in the assessment of the Condition Core Fact. These concerns relate to the potential for variation both within the local authorities and between them. This guidance document is directed towards addressing this issue. It is based on the premise that it is necessary to ensure uniformity in the scope of the school fabric that is covered by each Condition Core Fact report, and to eliminate significant variations in assessment method and criteria. In this context, this guidance aims to reduce any inconsistency arising from different property officers exercising different but equally valid professional views, by setting out the framework within which judgements should be made.

1. This guidance document addresses the assessment and reporting of condition ratings for Core Fact 3 – Condition of the School Estate, which comprises, for each school:
   - the Gross Internal Floor Areas in each of Conditions A to D; and
   - the Overall Condition of the School in each of Conditions A to D.
2. It is not intended to address the forward costings for essential maintenance, also reported under the Condition Core Fact.
3. Whilst this document is aimed at introducing rigour and consistency, the intent is to provide guidance. This guidance is based on discussions with all local authorities, as well as a review of a sample of local authorities for good practice in their assessment of the Condition Core Fact.

USE OF THIS DOCUMENT

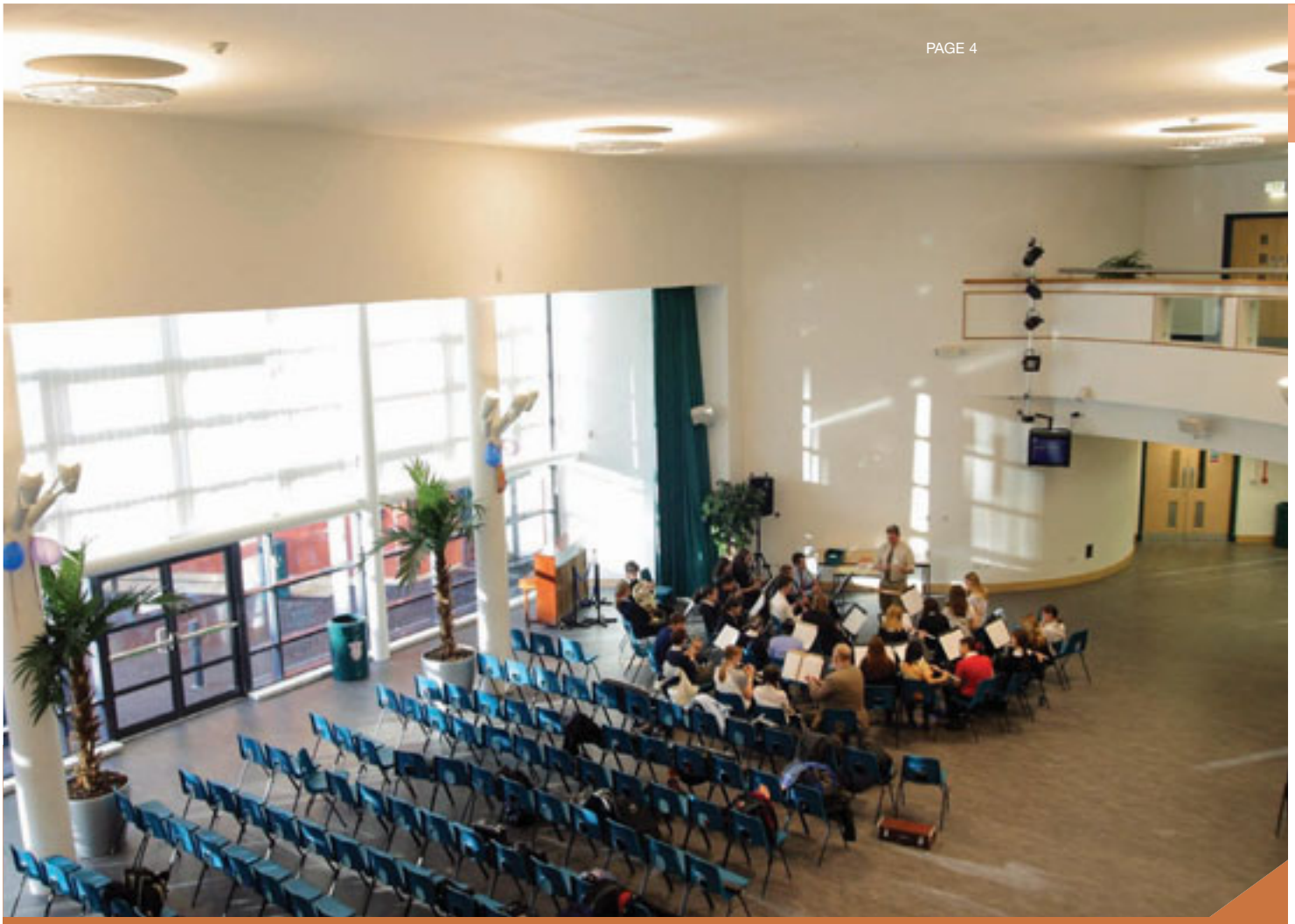
4. This document should be read in conjunction with *Core Facts – Building Our Future: Scotland's School Estate*, issued in August 2003. It sets out the framework within which information should be reported to the Scottish Executive. While offering recommendations on assessment methodology, it is not intended to restrict or constrain the exercise of good practice in the school estate asset management function within local authorities.

TIMING OF CONDITION CORE FACT REPORTS

5. The Core Facts guidance document of August 2003 states that the Core Facts on each school are reported to the Scottish Executive by 31st December each year, for validation early in the new year. That reporting cycle is not now to be followed. Instead, local authorities should simply maintain their condition assessment up to date in a manner which best fits their own annual reporting cycle. The Scottish Executive will collect core facts information at a time and frequency appropriate to the Scottish Executive and local authorities.

TIMESCALES FOR IMPLEMENTATION

6. The guidance contained in this document should be implemented on a timescale appropriate to the amount of work required to integrate it with current practices, and taking account of other initiatives within the local authorities. It is expected that in order to achieve consistency authorities will want to implement the guidance as soon as possible and that this process will have been completed by the end of 2008. When reporting the Condition Core Fact to the Scottish Executive, local authorities will be expected to describe the method used to produce their condition data.



2 SCOPE OF CONDITION CORE FACT REPORTING

GROSS INTERNAL FLOOR AREA IN CONDITIONS A TO D

1. The requirement to report the gross internal floor area (G.I.A.) no longer applies. Local authorities expressed a preference for an elemental approach, as this would provide better integration with their extant processes. On this basis, only the overall condition rating for each school (Condition A to D) is now required.

SCHOOL TYPES

2. Condition Core Fact data should be provided for all primary, secondary and special schools, all of which should be treated identically in terms of assessment method and criteria.

3. Early education provision should be included in the condition rating only where it is an integral part of a primary, secondary or special school. In this case, it should simply be treated as part of the school and should not be reported separately.

4. The condition of other free-standing early education buildings should not be included in information provided to the Scottish Executive. Where they are located in the grounds of a primary, secondary or special school, they should be ignored for the purposes of providing the overall condition rating for that school, and where they are located in their own grounds then no condition rating should be provided.

LEASED, OWNED, RENTED OR PPP

5. Condition Core Facts reported to the Scottish Executive should include school buildings and facilities that are temporary or permanent, owned, leased or rented by the local authority. PPP schools should also be reported.

SHARED FACILITIES

6. When assessing the Condition Core Fact, all parts of the school used for education should be considered, whether or not they are used for other purposes as well.

7. On a shared campus, where facilities are used by more than one school, the effect of those facilities on overall condition ratings should be shared between the schools concerned on an equitable basis to be decided upon and recorded by the local authority.

8. Where school facilities are used for other purposes by local authorities, these other uses should not be taken into account in the assessment of the Condition Core Fact for the school. For example, school sports facilities that are available for local community use outwith school hours should be wholly included. However, if the local authority were to use a portion of the school, no longer required for school purposes, to provide accommodation for another service on a permanent basis, then this space would be excluded.

9. Where facilities primarily for the use of others are used by the schools, e.g. where the school has access to leisure centre facilities, then these facilities should be excluded from the Condition Core Fact.

STAFF HOUSES AND RESIDENTIAL ACCOMMODATION FOR PUPILS

10. Staff houses and accommodation for pupils should be excluded from the condition rating reported to the Scottish Executive.

SCOPE OF OVERALL CONDITION RATING

11. The condition rating to be reported to the Scottish Executive should include the elements referred to at Section 3, under *Listing of School Elements*. The list comprises two parts: physical elements and 'transverse' elements. The physical elements are those parts of the school fabric that should be taken into account when assessing condition. They encompass all aspects of the school fabric rather than simply the school buildings, and include playgrounds, external structures and services, security facilities and playing fields. Everything within the curtilage of the school should be included in the overall rating of each school's condition, unless specifically excluded by this document. The transverse elements comprise those aspects that need to be taken into account when assessing the condition of each applicable physical element. They are functional rather than physical in nature, and include information extracted from the various safety and other reports provided by professional technical staff, who will also act on reports from others as appropriate.

12. Where building work is currently, or has been, in progress on playing fields, and it is intended that these be reinstated, they may be excluded from the overall rating: it is unreasonable that planned improvement work of this nature should reduce a school's condition rating.

CONDITION VERSUS SUITABILITY

13. One potential source of confusion when assessing the condition rating for a school is the distinction between Condition and Suitability. In reporting the Condition and Suitability Core Facts, the following distinction in scope should be drawn between the two:

    - Compliance with the design intent should be addressed under Condition. Hence, Condition deals with the state of repair of features or facilities that exist as part of the school fabric (and as part of its current design).
    - Where the current design or design intent has been rendered inadequate or inappropriate by new requirements that apply retrospectively, then this should be dealt with under Condition. These requirements could arise from legislation or regulations, or from regulatory or central government guidance. This aspect of Condition should include the general health and safety requirement to reduce the risk to staff and the general public – including pupils – to a level which is as low as reasonably practicable.

- Disability discrimination requirements should be dealt with under Suitability.
- Where it is considered that the design or design intent was already inadequate or inappropriate when viewed against legislation, regulations or regulatory or central government guidance extant and applicable at the time of installation, then this should be dealt with under Condition.
- Matters of security of the school fabric, contents and occupants should be addressed under Condition.

14. Aside from the above considerations, the adequacy of design or design intent, including the absence of any particular feature or facility, should be addressed under Suitability. It should be noted that the way in which the buildings and facilities are used or operated (or indeed mis-used or mis-operated) is not part of Condition. If a design regarded as unsuitable necessitates the use of the school facilities in a way that is outwith the design intent, then this is a matter for consideration under Suitability.

3 DATA COLLECTION AND PROCESSING

DOCUMENTED PROCESS

1. Local authorities should have a stated system setting out their process for assigning condition categories to schools. In addition, an auditable record of that process and its results should be maintained. As a minimum, this should reference the process used and document the sources of input data, the names and roles of the participants, the dates over which the condition review activities took place, and the condition categories assigned to each of the major elements and to the school as a whole. The record should also note any amendments made to the overall school condition rating arrived at by the standard process.

USE OF CONDITION SURVEYS

2. In accordance with the Core Facts guidance issued in August 2003, the condition rating should be based on the local authority's condition survey. Suitably qualified and experienced personnel should oversee this survey. There is no change from the current guidance that best practice suggests that a full condition survey of the school estate should be carried out every five years. The condition rating should also take into account information from routine inspections by other suitably qualified and experienced staff, and concerns expressed by users.

REVIEW AND UPDATE OF CONDITION DATA

3. It is considered good practice that the update of information in between full condition surveys should be carried out by staff who are professionally qualified in the appropriate technical disciplines to enable them to pass judgement on the condition of the element concerned. Thus the condition of each element should be judged by suitably qualified and experienced personnel.

4. As part of their routine work in schools, building maintenance inspectors/service engineers should ensure that forward work requirements are kept up to date and that information on improvements and/or deterioration is recorded for input into the Condition Core Fact assessment process.

5. Good practice should ensure that reactive/emergent maintenance requirements are documented and these records are collated to inform the annual review of the school estate condition.

6. Condition data should be reviewed on an annual basis, to:

    - confirm the overall progress against the maintenance programme, that is, improvements that have been completed, and identify any work that requires to be carried forward into the next year;
    - review the prioritisation of maintenance requirements;
    - identify any new deficiencies/deterioration since the last full condition survey; and
    - update the condition ratings applied within the school estate.

7. In order to prevent unnecessary duplication of work, the findings from relevant visits, inspections and surveys undertaken as part of asset management processes should be captured and taken into account when reviewing the condition status. These may include:

    - structural surveys;
    - fire risk assessments;
    - insurance surveys and statutory inspections; and
    - maintenance contractors' service reports.

8. Participants in the reviews should, preferably, include building maintenance inspectors/service engineers and appropriate representatives from the authority's Education Department. After review, the condition rating information and future maintenance priorities and programme should be communicated to the school users, as a courtesy and to ensure common understanding and stakeholder buy-in.

INTERFACE WITH OTHER LOCAL AUTHORITY PROCESSES AND TOOLS

9. Condition Core Fact assessments should not be influenced by the results of any options or investment appraisals. Nor should they be influenced by other factors feeding these, such as the cost of repairs, available budget, or future school capacity or demand.

10. Condition Core Fact data processing should be an integral part of normal asset management business and should be integrated with other established processes where practicable. The data collected and the work required to report the Condition Core Fact, over and above normal asset management good practice, should be minimised.

11. Local Authorities should aim to work the condition assessment process and tools in with asset management good practice tools and systems, for maximum efficiency. It should not be necessary to incur significant extra costs for software/asset management processes, over and above normal asset management good practice: for example, if necessary, the weighting and scoring process detailed below for establishing the overall condition category for the school can be operated using a standard spreadsheet package. The data collected to inform investment decisions, and prioritise and schedule maintenance requirements, should also be used to feed the Condition Core Fact reports.

LISTING OF SCHOOL ELEMENTS

12. In the absence of a common scope on which to base the Condition Core Fact assessments, or a common means of aggregating the data on the elements within that scope, it is considered that the rating consistency sought by both the Scottish Executive and the local authorities may not be achieved. Good practice would indicate that the overall condition rating reported to the Scottish Executive for each school should be based on an element-by-element assessment of the condition of that school, summated to form an overall condition rating. The means of aggregating the information is addressed below, under *Element Weighting and Scoring System*. However, achievement of the

desired consistency will depend on the use of a consistent set of elements to be weighted and scored. A suitable element tree is shown at Appendix 1, comprising two parts: physical elements and transverse elements. The physical elements are those parts of the school fabric that should be taken into account when assessing condition. The transverse elements comprise those issues that should be taken into account for each applicable physical element when assessing condition. Combined, the elements contained within that tree comprise the overall scope to be included within the condition rating for each school.

ELEMENT WEIGHTING AND SCORING SYSTEM

13. As stated above, good practice would suggest that the overall condition rating for the school should be arrived at by means of a weighting and scoring system. This methodology will help to ensure consistency regarding the importance attached to the various elements. The weighting and scoring system is described below.

14. To obtain the overall condition of the school, each major element is assigned a condition rating (A to D) by the professional judgement of a suitably qualified and experienced person. The assigned condition ratings should take into account:

    - the urgency of any repair or remedial work;
    - the potential impact or shortcoming to the overall delivery of the school functionality/service provision; and
    - safety and compliance with legislative requirements.

    There should be some means within each local authority for ensuring the consistency of judgement of these elemental condition ratings, for example, the use of a small common group of individuals, or, in small authorities, a single staff member.

15. In order to aggregate the elemental condition ratings to the overall condition rating for the school, these ratings are then transcribed to numeric values, as follows:

Condition A:	1
Condition B:	0.75
Condition C:	0.5
Condition D:	0.25

16. The numeric value for each rating is then multiplied by the weighting for the appropriate major element. Suitable weightings are given at Appendix 1. The results are then summed and expressed as a percentage of the weighted score that would be achieved if all elements present in the school were in Condition A. The overall condition for the school is then given by the following percentage brackets:

More than 85%:	Condition A
85% or less, but more than 60%:	Condition B
Between 40% and 60% inclusive:	Condition C
Less than 40%:	Condition D

17. In order to achieve the desired consistency across local authorities, each major element in the element set used should contain the same intermediate and minor elements as those shown at Appendix 1. Similarly, if the desired consistency is to be achieved, there should not be significant discrepancy between the sample weightings given at Appendix 1 and those used by the local authority.

18. The weighting and scoring system may be extended below major element level, to cover the intermediate and minor elements. If this is done the system should maintain the same effective major element weightings as would be the case for a system based on major element scores and weights alone.

19. Where a school consists of a number of discrete buildings, the overall condition rating may be derived by rating the elements within these buildings individually and aggregating the scores on a pro-rata basis, according to the gross internal areas of the blocks. This aggregation should be calculated before conversion of the weighted and summed scores to a condition category.

BENCHMARKING AND VALIDATION

20. The element weightings and the percentage brackets used in the weighting and scoring system should be validated by each local authority, by benchmarking against schools of agreed condition. In the first instance, this should be done within the local authority. Ultimately, there may be scope for benchmarking between authorities.

21. The overall condition of each school should be reviewed and validated by a suitably qualified and experienced person to ensure that the final rating is considered appropriate. Where amendments are made, this should be done in an auditable fashion, with a note stating what amendment has been made, by whom, and the reason for the change. Where the overall condition rating of the school is considered inappropriate, the ratings ascribed to each element should be reviewed. If it is still considered that the overall condition rating arrived at by the weighting and scoring system is inappropriate, then, exceptionally, this may be amended based on the professional judgement of the reviewer. Borderline cases may also occur where the aggregate score is found to be marginally above or below a threshold, when professional judgement would put the school in the next better or next worse condition rating. In these cases, the rating to be assigned should be amended. Ultimately, it is expected that this information will inform continuous improvement in the assignment of condition ratings.

CONDITION IN RELATION TO LIFECYCLE

22. Condition rating is not intended to imply any view of lifecycle stage. That is to say, it is not a measure of depreciation: the fact that the design life of a school or part of a school has expired should not automatically mean that the school is in Condition D or even C. The condition rating should reflect the state of the school in relation to its design intent. For example, the design life of a roof may have expired but if it is reliably weather tight and structurally sound, then clearly it should be allocated a rating of A or B.

CLARIFICATION OF CONDITION CATEGORY 'D'

23. In the past there has, in some cases, been reluctance to assign the Condition Category D, due to the perceptions that such a rating might create in others. This has been recognised as a potential cause of inconsistency in Condition Core Fact reporting across local authorities. In order to overcome this, the definition is clarified as follows. The emphasis is on the availability, performance and safety of the facility.

> D: Bad – Economic life expired and/or risk of failure

24. In this instance, economic life expiry is taken to mean that the ongoing maintenance costs are not viable long term, in contrast to the cost of a major refurbishment, new build school, or provision elsewhere.

4 KEY POINTS

This section is provided to summarise, for ease of reference, the main points in this document.

1. There is no longer a requirement to provide reports based on the G.I.A. of the schools in each of the Conditions A to D. Only the overall condition of the school should be reported.

2. The definition of Condition Category D has been clarified for the purposes of Core Fact reporting.

3. Condition Core Fact information should be maintained up to date by local authorities in a manner that suits their reporting cycle. It will be collected by the Scottish Executive as and when required.

4. Condition Core Fact reports should be provided for all school types: primary, secondary and special. Early education facilities should be included only where they are an integral part of a primary, secondary or special school.

5. All schools should be assessed and included in Condition Core Fact reports, irrespective of whether they are leased, owned, rented or PPP.

6. The overall scope to be included within the condition rating for each school has been provided at Appendix 1.

7. The following should be excluded from Condition Core Fact reports:

    - parts of the school given over entirely to a use that is not part of the school operation;
    - facilities (such as sports facilities) operated by others, to which the school has access;
    - staff houses and accommodation for pupils; and
    - playing fields placed out of use as part of planned construction or refurbishment work.

8. Guidance has been provided on the distinction between Condition and Suitability. Fundamentally, Condition is concerned with compliance of the current state of the school with its design intent, and with matters where legislation, regulations and formal guidance are retrospectively applied. It also concerns issues such as safety and security.

9. Accessibility and disability discrimination issues are excluded from Condition, and are to be addressed under Suitability.

10. Condition ratings should be based on quinquennial condition surveys, with input and updates from the reports of other routine visits, inspections and surveys by technically qualified professional staff.

11. It is considered good practice, and essential to the achievement of the desired uniformity of condition ratings, that the condition of the school is judged at elemental level, and that a weighting and scoring system is used to aggregate this information to provide an overall condition rating for the school. A suitable system has been suggested and should be validated when used by local authorities. Ultimately it is expected that it should be possible to benchmark across authorities to ensure or improve the reporting consistency between them.

12. Good practice dictates that the process for assessing the overall condition of the school as reported to the Scottish Executive should be documented, and that suitable records of the process should be kept. Where it is found appropriate to amend the condition rating arrived at by means of the weighting and scoring system, records of the amendments should be made. These should provide an auditable trail, and facilitate continuous improvement and benchmarking.

APPENDIX 1: ELEMENTAL LISTING

PHYSICAL ELEMENTS

Major Elements (Level 1)	Intermediate Elements (Level 2)	Minor Elements (Level 3)	Suggested Weightings for Major Elements (percent)
Roof			15%
	Structure		
	Coverings (incl.glazed roof lights)		
	Insulation		
	Drainage (including rainwater goods and pipes)		
	Parapets, handrails etc		
	Frame		
	Other (including chimneys)		
Floors and Stairs			5%
	Floor structure (ground floor and other floors), including ground floor substructure		
	Screed (ground floor and other floors)		
	Floor finishes (ground floor and other floors)		
	Staircases		
		Structure	
		Treads and risers	
		Soffit finish	
		Handrails	
	Signage		
	Other		
Ceilings (ground and upper floors)			2%
External Walls, Windows and Doors			20%
	External walls		
		Structure and foundations	
		Ground problems – e.g. mines, shafts, wells, ground faults	
		External linings/finishes	
	External doors		
		Framing	
		Glazing	
		Ironmongery, access controls and fire and safety fittings	
	Windows		
		Framing	
		Glazing	
		Ironmongery and access controls	
	External stairs, steps and access ramps		
	Other secondary structures		
		External fire escape stairs	
		Canopies etc.	
		Permanent maintenance equipment (ladders, walkways, gantries etc)	
	Signage		

PHYSICAL ELEMENTS (CONT'D)

Major Elements (Level 1)	Intermediate Elements (Level 2)	Minor Elements (Level 3)	Suggested Weightings for Major Elements (percent)
Internal Walls and Doors			2%
	Internal walls		
		Structure of internal walls and foundations	
		Linings/finishes on internal walls	
	Internal linings/finishes on external walls		
	Internal doors and glazed screens		
		Framing	
		Glazing	
		Ironmongery, access controls and fire and safety fittings	
	Signage		
Sanitary Services			3%
	Toilets		
		Fixtures and fittings (wash hand basins, toilets etc)	
		Waste plumbing	
		Numbers of toilets, measured against The School Premises Act 1967	
	Kitchens		
		Fittings	
		Waste plumbing	
Mechanical			19%
	Heat source and equipment (e.g. boilers, including flues)		
	Heating		
		Heating distribution (radiators/pipes)	
		Heating controls	
	Hot water		
		Calorifiers, storage tanks, distribution systems and ancillary equipment	
	Cold water		
		Storage tanks, distribution systems and ancillary equipment	
	Gas storage and distribution		
		Distribution pipework	
		Storage tanks	
		Ventilation interlockers	
	Oil storage and distribution		
		Distribution pipework	
		Storage tanks	
		Bunds	
	Ventilation		
	Specialised ventilation systems (specialist extract covers and hoods etc)		
	Air-conditioning plant, systems and controls		
	Fixed firefighting systems		
		Fire sprinkler system	
		Hose reels and other systems	
	Plant/Equipment supports or foundations		

PHYSICAL ELEMENTS (CONT'D)

Major Elements (Level 1)	Intermediate Elements (Level 2)	Minor Elements (Level 3)	Suggested Weightings for Major Elements (percent)
Electrical			14%
	Electrical power		
		Wiring	
		Fittings (including outlets, conduit and trunking)	
		Generation and distribution equipment including distribution panels and switchgear)	
	Lighting		
		Light fittings and switching	
		Wiring	
		Emergency lighting	
	Fire precaution		
		Fire alarm	
		Fire Safety devices – door releases etc.	
	Intruder alarms		
	Lightning protection		
	Communication systems		
		Bells, installed telephone and IT cabling (but not equipment) etc.	
		Hearing loops and other types of hearing equipment	
	Security systems		
		CCTV	
		Panic alarms	
		Other	
	Building Control Systems		
	Lifts and hoists		
Redecorations			9%
Fixed Internal Facilities, Furniture and Fittings			2%
	Teaching		
	Non-Teaching		
		Kitchens	
		Swimming pools	
		Fixed sports equpment	
		Other	

PHYSICAL ELEMENTS (CONT'D)

Major Elements (Level 1)	Intermediate Elements (Level 2)	Minor Elements (Level 3)	Suggested Weightings for Major Elements (percent)
External Areas			8%
	Roads and car parks		
		Physical condition	
		Traffic management	
		Separation of vehicles from pedestrians	
	Paths and paved pedestrian areas		
		Playgrounds and fixed play equipment	
		Paths, ramps, stairs and steps	
	Walls, fences and gates		
		Perimeter security/fence. (Note 'Secure by Design' aspect and fulfillment of the requirements of the Cullen Report	
		Free-standing walls (including retaining walls) and foundations	
	Signage		
	External works/infrastructure		
		Surface water drainage systems	
		Foul drains systems	
		Septic tanks	
		External lighting	
		Bin stores and other minor structures	
		Buried and above ground supply services and mountings	
	Landscaping and planting (safety and security)		
Outdoor Sports Facilities and Permanent Fixed Furniture			1%

TRANSVERSE ELEMENTS

Tier 1	Tier 2	Tier 3
Health & Safety Risks including HSAWA considerations etc		
	Glazing (Workplace (Health, Safety and Welfare) Regulations 1992 Regulation 14)	
	Hazardous substances	
		Asbestos, including factors that may contribute to degradation or exposure
		Contaminated ground
		Radon
		Lead based paints (e.g. in steelwork corrosion protection)
		High alumina cement components
		Others
	Consideration of HSE's Planning Advice for Developments near Hazardous Installations (PAHDI) methodology – for aspects where mitigation is "reasonably practicable" without relocation of the school	
	Others	
Security		
Reports and Surveys		
	Fire inspections	
	Fixed electrical inspections and reports	
	Boiler inspections	
	Structural survey reports, materials tests etc.	
	Insurance surveys	
	Maintenance contractor survey reports	
	Water quality	
	Others (excluding HMI Reports)	

APPENDIX 2: CASE STUDIES

INTRODUCTION

This appendix provides illustrations of the ways in which two local authorities have made their overall condition assessment for Condition Core Fact submissions. We are grateful to the two authorities concerned for supplying these case studies, which are real examples of work produced prior to the publication of this document, and have not been fabricated or adjusted to suit this guidance. It follows that although the case studies have been chosen for their similarity to the methodology recommended in this guidance, they do not follow it in every detail. For example, the elements used by the authorities differ from the elemental listing provided at Appendix 1. Some local authorities have weighted and scored some transverse elements in their own right, whereas in this guidance the transverse elements are factors to be taken into account in scoring each physical element. The assumed difference between Condition and Suitability also differs from this guidance in some areas, i.e. DDA requirements should be considered under Suitability rather than Condition.

1. The principles of the elemental assessment still apply and the case studies still depict the broad methodology to be used. In this respect this appendix illustrates the way in which the Condition Core Fact assessment methodology is moving forward: indeed, this can be seen in action in the first case study, in which the assessment method has been improved between the first overall condition assessment, and the assessment made after improvement works have been undertaken. Continuous improvement will no doubt require further modifications to be made as collective experience is acquired.
2. The methodology closest to that recommended by this guidance is that used for Riverside Primary School.
3. Both case studies shown here depict schools to which improvements have been made in the recent past. They are structured as follows:
    - introductory paragraphs giving background information: an overview of the school, its location, age and construction, and an indication of its roll in relation to its capacity;
    - a description of the method used to arrive at the overall condition category;
    - a statement on the condition category prior to improvement works;
    - a very brief overview of the rationale behind the planned improvements;
    - a description of the improvements made to the school; and
    - a statement on the overall condition category after improvement.

1 RIVERSIDE PRIMARY SCHOOL

1. Riverside Primary School is located in Craigshill, Livingston in West Lothian. The school is over 25 years old with a gross internal area of 3300 m^2, sited in grounds of 1.8 hectares (Ha). The school is full to capacity with a roll of just over 300. It has two Additional Support Needs (ASN) classrooms in use as well as an early education/pre-school facility. There is also an area of the school given over to use as a community facility.
2. The main building has a three storey concrete frame with a precast concrete roof and floor slabs, and external cladding. The main hall is steel framed, while the kitchen/boiler block is of block construction. Both have cavity walls and concrete roofs.

METHOD USED TO ASSESS CONDITION

3. The school condition was assessed using an early version of West Lothian's elemental assessment method. To obtain the overall condition of the school, the elements were each assigned a condition rating (A to D) by the surveyor. The overall condition category was determined from this information, through the application of a weighting and scoring system. This translated the ratings assigned to the elements to numeric values:

Condition A:	1
Condition B:	0.75
Condition C:	0.5
Condition D:	0.25

These values were multiplied by a weighting for each respective element. The results were then summed, and expressed as a percentage of the maximum weighted score.

4. Using standardised percentage bands designed by West Lothian Council Property Services to reflect the agreed condition of a sample of schools, the overall condition category was then determined as follows:

More than 85%:	Condition A: Good
Between 60% and 85%:	Condition B: Satisfactory
Between 40% and 60%:	Condition C: Poor
Less than 40%:	Condition D: Bad

5. An example of this process is shown below. The weighting factors for the elements are standard across the local authority. They range from 8 to 80, based on the perceived significance of each element to the overall delivery of school functionality.

CONDITION CATEGORY FOR 2003

6. A stock condition survey carried out in November in 2003 indicated that:

- the roof was in poor condition, with significant areas of ponding and a history of water penetration;
- wear and tear to floor coverings were causing trip hazards at some joints, and requiring maintenance as a result;
- the ceilings were in poor condition, partly due to previous removal of asbestos and partly due to ageing and water ingress problems;
- externally rendered areas were poor, with spalling evident in numerous areas;
- the pupil toilet areas were over 25 years old, and in poor condition;
- the wiring, although in satisfactory condition at that time, was noted as reaching the end of its expected life and was likely to deteriorate; and

- the state of decoration was poor, with dull paintwork in circulation areas and classrooms, and flaking paint in changing and toilet areas. A number of extensive built-in cupboards also had poor door finishes due to the accumulation of staples for exhibits.

7. As a result, in 2003 the school was assessed as being in Condition C overall. The assessment table is shown below. There was no change to this rating in 2004.

CONDITION ASSESSMENT FOR RIVERSIDE PRIMARY SCHOOL IN 2003

PROPERTY	RIVERSIDE PRIMARY SCHOOL, 2003			
Element	**Condition**	**Score**	**Element Weighting**	**Weighted Score**
Roofs	Bad	0.25	60	15
Floors and Stairs	Satisfactory	0.75	20	15
Ceilings	Poor	0.5	8	4
External Walls, Windows, Doors	Poor	0.5	80	40
Internal Walls, Windows, Doors	Satisfactory	0.75	8	6
Sanitary Services	Poor	0.5	12	6
Mechanical Services	Satisfactory	0.75	76	57
Electrical Services	Satisfactory	0.75	56	42
Decoration	Bad	0.25	36	9
External Areas	Satisfactory	0.75	32	24
Total			**388**	**218**
Overall Property Condition			**56.19%**	**Poor**

DECISION PROCESS FOR INVESTMENT

8. The upgrading of the school was part of a three year planned improvement programme, as indicated by West Lothian's School Estate Management Plan of December 2004 (see extract below). West Lothian's target is to ensure that all of its school stock is improved to, and maintained in, Condition A or B. For Riverside Primary, the decision was based on this policy, together with the following:

    - the future roll of the school was projected to be stable, with no class size reduction issues; and
    - the school was assessed to be in Suitability Category B. It is spacious and can be used flexibly to accommodate curricular needs. There were no problems with achieving the minimum physical education provision as the school has a gymnasium as well as separate dining and assembly halls.

9. An option appraisal was undertaken during 2003 to determine the three year school estate capital programme for 2004/05 to 2006/07.

10. A significant capital receipt provided the council with the opportunity to address high priority problem areas.

11. It was essential to match the needs of the school estate with the corporate objectives of the council, and with available funding. Early in the option appraisal process, it became evident that the council could eliminate the majority of backlog maintenance in schools. This was clearly a very desirable option. As a result, a three year programme was devised which:

    - ensured the council would meet its statutory duty to provide adequate and efficient school provision;
    - addressed the essential maintenance backlog in nursery, primary and secondary schools, and ensured health and safety obligations would be met; and
    - tackled high priority suitability issues to secure improvement in the quality of school education.

12. An extract from West Lothian's School Estate Management Plan of December 2004 is provided below.

EXTRACT FROM WEST LOTHIAN SCHOOL ESTATE MANAGEMENT PLAN OF DECEMBER 2004

9.2.1 Schools Planned Improvements Programme

Investment plans have been formulated to minimise future liabilities and to make a significant impact on the school estate. The summary of need has been further evaluated to produce a prioritised expenditure plan that can be delivered between 2004 and 2007. The investment programme for the school estate is shown in Table 8.

Table 8: Capital Plan Schools – 2004/05 to 2006/07

Investment Category	Nursery Schools £'000	Primary Schools £'000	Secondary Schools £'000	Special Schools £'000	Total
Planned Improvement	683	16,528	1,251	800	19,262
Major Projects					
Capacity Projects	1,045	6,710	2,335	Nil	10,090
Suitability Projects	1,530	720	Nil	155	2,405
Health & Safety	200	170	1,050	Nil	1,420
Miscellaneous Projects	500	2,268	980	75	3,823
Total Investment	**3,958**	**26,396**	**5,616**	**1,030**	**37,000**

The council is committed to improving the condition of the school estate. A total investment of £19.262 million on planned improvements will address the backlog of maintenance that exists within the school estate over the next three years.

For the Schools Planned Improvement Programme the major projects and planned improvements will, in most cases, be implemented as a single contract as this achieves Best Value while minimising disruption to school staff and students. A detailed capital programme for 2005/06 and 2006/07 has been approved by the council's Policy, Partnership and Resources Committee and is set out for information in Appendix 2. As noted the work will be implemented as a single coherent programme that will maximise efficiency and minimise disruption at schools.

Capacity Projects

These projects relate to the council's statutory duty to provide adequate and efficient school provision and are required to address increases in pupil numbers.

IMPROVEMENTS TO CONDITION

13. The following work was carried out in the second half of 2005 to improve the condition of the school:
    - replacement roof covering in some areas;
    - rewiring;
    - ceiling replacements;
    - toilet refurbishment;
    - flooring refurbishment; and
    - redecoration.
14. In addition, work including asbestos removal was conducted on other areas of the school to make best use of time and resources.

CONDITION ASSESSMENT AFTER IMPROVEMENT WORKS

15. Following the above works the condition was reassessed. At that time, West Lothian operated their weighting and scoring system using the same broad headings as per their element list from 2003, but with a more extensive list of elements. The same system of weighting and scoring was used, with the same percentage bands for allocation of schools into overall condition categories. The 2005 assessment was as detailed in the table below. Note that whilst the full set of weightings sums to 400, in this case there are no External Decorations. Hence the actual maximum score is 380. The school now scores 299, giving a percentage score of 78.68%.
16. Using the percentage allocation bands given above, this fits into the Satisfactory range, and hence the school is assessed as being in Condition B. The condition rating reflects the improvements made to the school, which now meets the local authority's target for achievement of all schools being in Condition A or B.

Condition Assessment for Riverside Primary School in 2005

PROPERTY	RIVERSIDE PRIMARY SCHOOL, 2005			
Element	**Condition**	**Score**	**Element Weighting**	**Weighted Score**
Roofs	Satisfactory	0.75	40	30
Windows	Satisfactory	0.75	35	26.25
External walls	Satisfactory	0.75	30	22.5
External decoration	N/A		20	N/A
External doors	Satisfactory	0.75	15	11.25
Ceilings	Satisfactory	0.75	15	11.25
Internal walls	Satisfactory	0.75	10	7.5
Doors	Satisfactory	0.75	10	7.5
Fixtures & fittings	Satisfactory	0.75	10	7.5
Floors	Satisfactory	0.75	15	11.25
Staircases	Satisfactory	0.75	10	7.5
Sanitaryware	Satisfactory	0.75	20	15
Internal decoration	Satisfactory	0.75	15	11.25
Wiring	Good	1.0	25	25
Lighting	Satisfactory	0.75	20	15
Fire alarms	Good	1.0	5	5
Heating	Good	1.0	35	35
Hot & cold water	Satisfactory	0.75	15	11.25
Ventilation	Satisfactory	0.75	5	3.75
Playgrounds	Satisfactory	0.75	15	11.25
Paths & pedestrian areas	Satisfactory	0.75	15	11.25
Walls & fences	Satisfactory	0.75	10	7.5
Roads & car parks	Poor	0.5	10	5
Total			**380**	**298.75**
Overall Property Condition		**78.68%**		**Satisfactory**

2 DEERPARK PRIMARY SCHOOL & LOCHIES SCHOOL

INTRODUCTION

1. Deer Park/Lochies is a combined campus school in the village of Sauchie on the outskirts of Alloa. Deerpark Primary, catering for 141 children, comprises the larger part of the building, while Lochies School, the only such specialist facility within Clackmannanshire, provides facilities for 28 children with Additional Support Needs from within the council area. The combined campus approach meets with the council's objective of integrating, as far as possible, children with Additional Support Needs into the main stream school system. The building was originally constructed in the mid 1950s using traditional construction techniques for that period. The total campus area is 2.25 Ha and the gross internal area is 2897 m^2. (Deer Park 2292 m^2, and Lochies 605 m^2.)

METHOD USED TO ASSESS CONDITION

2. The first formalised condition assessment of the school was completed in January 2001. This has been updated on a yearly basis since, with the last full review being in January 2006. The assessment method combines the knowledge and experience of the maintenance officer responsible for the daily running of the building with a detailed survey report undertaken by the council's building surveyor. Particular consideration is given to any statutory aspects of the building surveyor's report such as electrical safety, asbestos, glass, and the Disability Discrimination Act. All of these inputs are entered into an elemental scoring matrix, which in turn provides a basis for the identification of maintenance priorities.

3. An explanatory extract from the Asset Management Plan is shown below together with the scoring matrix for Deer Park/Lochies prior to the start of work in 2004. Some photographs of the building's condition at that stage are also shown here.

EXPLANATORY EXTRACT FROM CLACKMANNANSHIRE COUNCIL'S ASSET MANAGEMENT PLAN

Use of this Document

The data is intended to provide Services who use the buildings with general guidance as to building condition and help inform strategic decision-making. In this regard initial service views on possible future use are included. Detailed sheets are provided to highlight elements in individual buildings that may require attention.

Condition Definitions

The following definitions of building condition are used throughout and are consistent with criteria set by the Royal Institution of Chartered Surveyors nationally.

A Building as new

B Building serviceable but in need of some repair

C Building in need of major repair immediately

D Building unsafe or not useable

Methodology & Overall Condition

Assessments are based on the condition of 10 major elements in each building. The elements are weighted for importance in technical terms and are not intended to reflect user considerations. These are:

Element	Weight
Structure	4
Roof	3
Walls	3
External Doors & Windows	3
Electrical Services	3
Mechanical Services	3
Internal Finishes & Floors	2
External Enviornment	1
Disability Discrimination Act Compliance	4
Safety (Asbestos, Fire, Glass, Etc)	4

Each element is rated on a 1 to 4 scale with higher scores representing better condition. Scores are multiplied by the weighting and totalled to give a condition rating:

A	101	to	120
B	75	to	100
C	51	to	74
D	30	to	50

CONDITION CATEGORY FOR 2004

ROOFS

4. Most of the roof area of the school had roofing felt replaced or patched in the past due to leakage.

ELECTRICAL SERVICES

5. Some redundant wiring and distribution boards remained from earlier piecemeal improvements and wiring replacements. As a result it could be considered that there were potential health and safety issues for technical workers, although not for staff or pupils. The wiring was not at the end of its life but suitability issues, mainly poor lighting, meant that the electrical services were graded as being Poor. It should be noted that these suitability issues would not now be taken into account in Condition Core Fact reports issued under this guidance.

INTERNAL FINISHES & FLOORS

6. Existing classrooms had high ceilings with heat loss problems and poor lighting. These would be considered suitability issues under this guidance.

7. Paintwork was dull, and flaking paint and minor surface damage were evident.

8. Carpeting was badly stained in some areas, with worn patches. These resulted in occasional trip hazards which required attention.

9. Vinyl floor coverings in disabled washing/showering areas were regarded as being a potential slip hazard.

10. Boys' toilets were floored with old quarry tiles and mortar, with ageing open drains in some floors. These were regarded as no longer being hygienically effective. In addition, as a suitability issue, the toilets were generally poorly ventilated. Again, the suitability issues would not now feature in a condition report under this guidance.

11. Girls' toilets were in similar condition, also with the suitability issue of poor lighting.

EXTERNAL AREAS

12. Tarmac repairs were needed, and free-standing walls and boundary walls required pointing.

DISABILITY DISCRIMINATION ACT

13. Stairs in the corridor of Lochies School prevented disabled access. The school entrance failed to meet accessibility requirements due to the presence of a step, and inaccessible security controls. In addition a lift was required to gain access to some teaching areas.

14. Neither boys' nor girls' toilets met conditions for accessible provision.

15. The features of the condition assessment summarised above resulted in an overall condition assessment of Category C as shown in the table below.

ASSET MANAGEMENT PLAN CONDITION SURVEY SHEET FOR DEERPARK/LOCHIES, 2004

Property Services AMP Condition Survey — **Serial No** 111

UPRN	Town	Number/Street	Use	Service
0410	SAUCHIE	DEERPARK/LOCHIES PRIMARY	SCHOOL	S TO PEOPLE

Description		Weight	Condition	Total Points
Elements	Structure	4	3	12
	Roof	3	2	6
	Walls	3	3	9
	External Door/Windows	3	3	9
	Electrical Services	3	2	6
	Mechanical Services	3	3	9
	Internal Finishes/Floors	2	2	4
	External Environment	1	2	2
D.D.A		4	1	4
Safety Issues		4	3	12
Total Points				**73**

Condition Rating					
	A	101	to	120	
	B	75	to	100	
	C	51	to	74	**C**
	D	30	to	50	

Remarks

Combined campus with special needs provision in Lochies

Weight
1 Not significant to use
2 Important to use
3 Very important to use
4 Essential to use

Element
1 Element unsafe or not useable
2 Element in need of major repair immediately
3 Element servicable but in need of some repair
4 Element as new

D.D.A.
1 Unadaptable (At realistic cost)
2 Major work needed to comply
3 Moderate work needed to comply
4 Very little or no work needed to comply

Safety
1 Unacceptable
2 Major work needed
3 Moderate work needed
4 Very little or no work needed

Safety covers:-
Asbestos
Fire Regulations
Glazing

DECISION PROCESS FOR INVESTMENT

16. The main areas for action were elements with a 1 (unsafe or not useable) or 2 (in need of major repair immediately). In the case of Deer Park/Lochies this covered DDA compliance, roofs, electrics, floor and wall finishes and the external areas. DDA issues in a school intended for integrated use by pupils with Additional Support Needs were obviously of major significance. The work therefore received a high priority in the Council's options appraisal and the resulting improvement programme. The approach has been to undertake desirable work alongside essential work, in order to minimise disruption to the school. This has resulted in the programme being extended to include improvements to the toilet facilities and adaptations to increase the energy efficiency of the building.

CONDITION ASSESSMENT AFTER IMPROVEMENT WORKS

17. The programme of work addressed the issues raised above under *Condition Category for 2004*. The work began in June 2004 and was phased to tie in with the school summer holidays over a four year period as follows:

WORKS IN 2004

18. Removal of stairs in Lochies School corridor improved accessibility throughout the school.

19. In addition, the opportunity was taken to address a suitability issue by adapting an existing unused area. This provided good quality office space and created the model for the new entrance foyer.

WORKS IN 2005

20. Classrooms were refurbished with new ceilings, lighting, and colour co-ordinated walls. New floor coverings were also laid.

21. Boys' and girls' toilets were replaced with new cubicles and vanity units, an easy-clean, anti-slip floor, and improved lighting and ventilation.

WORKS IN 2006

22. The entrance was upgraded with the addition of an adjacent accessible toilet.

23. An open lift was installed to provide access to lower and upper teaching areas.

24. Toilets were removed in order to free up the necessary space to accommodate both the lift and an attractive entrance foyer.

25. An automated main door and security controls were installed, and floor levels adjusted to remove a step at the entrance. These modifications have considerably improved accessibility. In addition, the main school entrance has been made more welcoming and functional.

26. The roof coverings in poor condition were replaced.

WORKS TO BE CARRIED OUT DURING SUMMER 2007

27. The 2007 programme will complete the refurbishment of the school with works on classrooms at Lochies, and on the gymnasium and the assembly hall at Deerpark. At the time of publication these projects are in various stages of the design process. One section of this design process is being carried out with the assistance of Primary 5 Deerpark pupils.

28. Currently three phases of the work are complete, with the final phase due to be commenced in June 2007.

CONCLUSION

29. The scoring matrix was used to identify the school's specific upgrade requirements. The targeted elemental approach was the basis upon which the improvements were selected and implemented, and the school has been improved considerably for its users. The work outstanding for 2007 is not such as to influence the condition rating for the school as a whole. At the time of publication, the school was rated as being in Condition B overall, with no element scoring lower than 3: serviceable but in need of some repair.

SCOTTISH EXECUTIVE

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