



Old Clee Primary Academy

Estate Vision, Sustainability, Strategy and Asset Management Plan
2024-2029

January 2024

Estate Strategy 2024-29

1. Introduction

This document sets out how Old Clee Primary Academy will manage our estate strategically in order to achieve our Estate Vision, which ultimately supports OCPAs vision, ethos and core values. This Estate Strategy provides the framework and direction by which our Estate Vision will be delivered over a 3 to 5 year period whilst being reviewed annually. The Health and Safety Committee will monitor and report on the progress that is made in delivering the Estate Strategy and understand the role of the estate in meeting educational objectives.

Guiding Principle

To deliver a first class education through partnership, innovation, school improvement and accountability.

OCPA Vision and Values

Our Vision:

Our vision is to prepare children for the next stage of their education ensuring they have a life long love of learning. We do this by ensuring every child is 'Inspired to Believe, Learning to Succeed'

Our vision is encapsulated in our Mission Statement:

- *Provide innovative, inspirational and challenging opportunities which encourage children to become lifelong learners, and to be the best they can be.*
- *Develop confidence, independence and a 'can-do' attitude within a safe environment so that children are ambitious for themselves and for others.*
- *Develop caring, considerate, well rounded individuals, who are polite, well behaved, respectful and resilient*

Our School Values are promoted at all times ensuring our pupils become SUPERB citizens:

Self Aware - be aware of our behaviour and impact on others

Unique - be proud of everyone's differences

Problem Solver - solve problems in a positive way

Empathetic - show understanding of others and help

Responsible - make decisions for the good of everyone

Benevolent - be kind, caring, honest & polite

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, caring, happy citizens.

2. OCPA Estate Vision

OCPA strives to create safe, exciting and inspiring learning spaces for our pupils, both indoors and outdoors, further enhancing their educational experience. We continuously improve the resilience of our school estate both land and buildings, leading improvement projects and the day to day running of the estate to enable school leaders to focus on creating academic excellence. We consistently promote innovation in energy efficiency, links to the curriculum to aid learning and are committed to seek new ways in which to build sustainability, thereby reducing our carbon footprint and ultimately creating a better future for our children.

3. Estate Management

OCPA are guided by the DfEs Good Estate Management for Schools documentation (GEMS) which sets out the fundamentals of best practice [Good estate management for schools - Guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk).

OCPA have a small experienced team who manage the school estate day to day. The Premises Manager, Assistant Premises Manager and Groundsman are appropriately skilled and trained to undertake a wide variety of tasks. External assistance is quality assured and purchased where skills are not available within OCPA. Health and Safety is also audited annually by an external consultant to ensure compliance in all areas.

The team ensures that there is full compliance with all health and safety regulations continuously and termly checks are undertaken regularly by the Chair of the Health and Safety Committee to ensure ongoing site compliance.

The Premises team in conjunction with the School Business Manager, coordinate all capital project improvements and the day to day management of the Academy in line with our compliance monitoring and Health and Safety Policy. Benchmarking is used to measure and monitor the performance of our estate as we strive for continual improvement.

A rigorous planned preventative maintenance schedule for the Academy ensures that our estate assets have the longest useful life possible and are safe to all users. The Academy has an Asset Management Plan detailing their particular challenges, priorities, proposed actions, timeframes and possible funding sources.

Major works to the Academy are scheduled during school holidays wherever possible and out of school hours in order to minimise the impact to our children and day to day operations.

4. Finance

Robust policies and procedures around financial authority, procurement processes and measuring value for money and sustainability ensure careful use of public funds in accordance with Financial Regulations, Financial Procedures, Scheme of Delegated Authority, Conflict of Interest Policy, Reserves Policy and Whistleblowing Policy. Understanding the performance of our estate and using it to challenge and demonstrate value for money is an important part of accountability.

The major funding sources open to OCPA for building compliance, repairs, maintenance and improvements are:

Revenue

- General Annual Grant – schools building repairs and maintenance budgets
- General Annual Grant – health and safety compliance documentation

Capital

- Devolved Formula Capital annual allocations (approx. £11,000 per school per year)
- Condition Improvement Grant bids, see table below
- Bids to external sources e.g. Lottery Fund
- ESFA specific grants eg Environmental Improvement Grants

OCPA are successful at securing additional funding for the benefit of our communities. The table below summaries the capital funding secured by OCPA since 2016.

Financial year bid	Type of funding	Works undertaken	CIF Grant Secured £
2016/17	Salix energy	LED lighting replaced	31,000
2018/19	CIF including Salix loan	Heating (part) KS2	600,392
2023/24	CIF	Roof	Applied but currently not yet agreed
Total Grants Secured			631,392

5. Environmental Improvements and Climate Change

Old Clee Primary Academy are committed to reducing the carbon footprint across all of the estate by consideration and analysis of the environmental impact of our activities. By taking an inclusive approach we will ensure involvement of our staff, children and community. Below is a summary of climate change initiatives in progress to improve the estate and reduce our carbon emissions. Our Finance and Personnel Committee are committed to maximising improvements whilst balancing the budget. The latest version is reported termly and an example shown at appendix A.

6. OCPA Estate

It is critical that our Academy is an exciting, safe and inspiring environment, not only because they are a physical representation of the Academy, but to provide outstanding learning spaces from which to grow. OCPAs premises team have a shared pride in enabling the best possible environment for all users.

OCPA estate is leasehold and the local authorities retain ownership. The Duke of Edinburgh Centre which is attached to the Academy building, is subleased back to the local authority. The LA are then responsible for the maintenance and upkeep of the subleased building, while the Academy are responsible for the maintenance and upkeep of the rest of the estate. A summary of the estate is detail in appendix B.

7. Estate Practices

As a learning organisation we are constantly reviewing working practices and considering ways to streamline process. The Headteacher and Business Manager have a critical role in estates and Health & Safety management. They ensure, along with the Premises team, that no tasks are missed, processes are streamlined and value for money is maximised.

Appendix A - Example of Current Climate Change Improvements

	Completion date
Roof/insulation	Current CIF bid placed for both sides of the Academy
Windows	No
Boilers	2019
Boiler use training	2019
Replace Pipework	Partially done for heating 2019
Lighting	2017
Recycling – paper	Yes
Recycling – food	Yes
Electric charging	No
Other	


Appendix B - Summary of Current OCPA Estate

Map location	LA	Age	Floors	Pupils
https://www.google.com/maps/place/Colin+Ave,+Grimsby/@53.5583694,-0.0561283,17.5z/data=!4m6!3m5!1s0x4878832c6a42e135:0x5000cfca8cb21756!8m2!3d53.5598205!4d-	North East Lincolnshire	Circa 1955	1	Nursery to YR6

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Appendix C – Estate details

 <p>139472 Old Clee Primary Academy (CDC2) / ANC1 / 1</p>	Site	EFA1
	Block	ANC1
	Building Age	
	No. of Storeys	1
	Basement Area (m2)	
	Gross Internal Floor Area (m2)	1250
	Ground Floor GIFA (m2)	1250
	Perimeter (m)	
	Average Height (mm)	2450
	Catering Kitchen	

 <p>139472 Old Clee Primary Academy (CDC2) / EFAA / 1</p>	Site	EFA1
	Block	EFAA
	Building Age	1951-1960
	No. of Storeys	1
	Basement Area (m2)	50
	Gross Internal Floor Area (m2)	4096
	Ground Floor GIFA (m2)	4096
	Perimeter (m)	853
	Average Height (mm)	3450
	Catering Kitchen	Yes

Appendix D – Sustainability Statement and Strategy

Sustainability Statement

As an Academy we are shaped by our values, which include looking after one another and our environment. We believe that every pupil should understand the importance of looking after the world around them. So, whether that's at school, home, the local community or across the world, our pupils will act now to make positive changes that impact future generations.

Here at Old Clee Primary Academy, sustainability means living in harmony, acting with kindness, and caring for all living things, now and for future generations. As an Academy we believe we play a vital role in developing awareness and passion for the importance of our environment. Children are educated in the global challenges that are impacting on the way we organise and live our lives.

This means we act responsibly, consider the wider implications of our actions, and strive to see our lives having a positive impact on the world.

We equip our pupils and staff with the information, and where possible, the skills to make a difference in their future and enable staff and pupils to consider their individual and collective environmental and social impacts. We discuss with them the necessity for change and sustainability, and equip them to impact in any way possible here at the Academy.

We take the challenges that the world faces seriously. We engage in meaningful and critical dialogue and ensure that social justice is at our core but at a level where children can feel they can make a difference both at in and out of the school environment.

We see sustainability as fundamental to our culture and practice and is our 'business as usual'. Our staff and pupils are encouraged to learn about the importance of sustainability and it is important to us that they feel confident to engage with finding solutions to our world's greatest challenges.

Sustainability Strategy 2023-2030
Theme 1: Promoting sustainability, social responsibility and welfare
Commitment 1: Embed sustainability principles within our communities' working and social lives
Increase pupil awareness of the Academy's sustainable activities by Aug 2024
Increase pupil sustainability actions by Aug 2024
Further develop active calendar of community based events - ongoing
Commitment 2: Encourage active citizenship both locally and globally
Hold parental engagement workshops incorporating ESD by April 2024
Commitment 3: Provide projects and programmes that directly enhance wellbeing
Build our best practice sector leading approach to enhancing wellbeing for staff and pupils - ongoing
Aim to provide sustainable food choices, provision of facilities for exercise and relaxation, and pupils to be able to grow their own food to increase understanding by August 2025
Strengthen sustainable travel options for pupils and staff, reducing the negative impact of our growth on the community and alleviated pressures on site car parking along with working with local residents and the LA to combat pollution from travel daily - ongoing

Theme 2: Intergrating sustainability through knowledge, skills and experience
Commitment 4: Embed inclusion of sustainability principles in our formal curriculum, learning and teaching practice
Created opportunities for all pupils to enhance their understanding of sustainability using practical and paper based forms by April 2024
Commitment 5: Provide appropriate sustainability training for all our staff and students and encourage them to engage in sustainability practices
Develop methods to measure levels of knowledge and skills to map the progress of pupils in sustainability literacy by August 2024
Ensure staff have appropriate training to support teaching or service delivery of ESD by April 2024

Theme 3: Mitigation, adaptation and resource efficiency
Commitment 6: manage our estate to mitigate against climate change (through reduction of carbon emissions) and to ensure future resilience through engagement in adaptive strategies
New science curriculum to be embedded to teach pupils sustainability by April 2024
Created opportunities for all pupils to enhance their understanding of sustainability using afterschool clubs by December 2024
Average DEC rating reduction of the building by August 2025
Commitment 7: Optimise resource efficiency and stimulate a shift to sustainable models of consumption amongst our stakeholders
Implement a sustainable food project with Chartwells to help teach sustainable food choices for pupils by December 2024
Toilet refurbishment to be undertaken to help reduce waste of heating and water whilst seeking to reduce the building's impacts on the environment by Sept 2024
Gas, Water and Electricity to be monitored to ensure the buildings are as efficient as possible and the use of timers to ensure these items are not wasted by April 2024
Investigate the option to be served energy that is produced from renewable sources by June 2024
Commitment 8: Minimise the school sites pollution
Carry out pollution awareness activities with the pupils utilising the local area by August 2024
Decrease of parking spaces for staff to support and prioritise sustainable travel options, especially from those living in local area by August 2025

Appendix E – GEMS

Action Plan

Section	Answer given	What you need to do	Comments and proposed action	Who is responsible	Dates	Progress
Strategic estate documents	In part	Produce appropriate estate documentation	Rolling updated 3 year premises plan which is linked to school development plan, financial info constaty reviewed, business growth plan letting growth plan	SLT /Premises team	Quarterly	Ongoing
Performance management and data	In part	Determine information and data requirements to manage the estate and measure performance	We meet all statutory requirements. Energy efficiency and water usage is a current priority	SLT and Premises	Reviewed annually	Ongoing
Performance management and data	In part	Identify existing data availability and location, if there are any gaps and how this can be addressed	Statutory documents available electronically and hard copy. Energy and water usage analysis in progress	SLT and Premises	Varies	Ongoing
Energy and water management	In part	Review policies, procedures and practices and consider opportunities to improve	Where possible we monitor and evaluate consumption with a view to reducing it, maximising efficiency and reducing wastage.	SLT and Premises	Quarterly	Ongoing
Health and safety	In part	Review compliance report and maintenance programme and understand how it takes account of works required to meet statutory requirements.	This is done in conjunction with the Finance Committee and the Health and Safety Committees	SLT, Premises and Governors	Annually and as required	Ongoing
Estate projects	In part	Incorporate whole life issues into option appraisal process and budget setting process	It is important for us to explore the full impact across all of our site. We want to ensure we are receiving best value for the service with a view to future proofing where possible	SLT and Governors	As required	Ongoing