



Bishop's Certificate Module 8

School Buildings – Governors' Responsibilities (June 2022)

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The SDBE - Supporting Christian Education



Part 1 – history, ownership and responsibilities

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Board of Education



- A Board of Education is a legal requirement for all Dioceses
- This is as set out in the Diocesan Boards Measure 1996 revised 2006
- The Board has a legal responsibility for schools within the Diocese and in most cases is Trustee.
- Specific duties in relation to inspection, consultation and giving advice

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Trustees

- **Can be the SDBE, Vicar and Churchwardens, or specific Trusts**
- **SDBE must be consulted on land matters even if Trustee is different**
- **Land under buildings should be owned by Trustees**
- **Playing field is typically owned by the Council**

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As you would expect, the SDBE maintains records of Trusteeship, but they are by no means complete. As an ongoing piece of work, we are adding to our records as and when the information is required.

Playing field ownership varies. If it is owned by the Council it is their responsibility to maintain it, apart from the boundaries which are a GB responsibility. Stand alone buildings on playing field, used mainly for the purpose of sports (e.g. a cricket pavilion or changing room) are the responsibility of the Council.

Governors' Responsibilities

(usually delegated to premises sub-committee)



- **To maintain and improve the buildings in their care**
- **To inform the Board of Education of all changes and proposals**
- **To work with their Headteacher to improve the church school experience for pupils and parents**
- **Statutory duties sit with VA Governors or Academy Trust but day to day management rests with the Headteacher**

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The GB's role is one of scrutiny and oversight, e.g. there are no special duties, when it comes to estates management, that might distinguish your role here, from any other you might hold within the school.



Governors' Responsibilities

- **Strategic planning (DfE GEMS)**
- **Health & Safety**
- **Statutory Compliance**
- **Seek professional advice to support the decision making process**
- **Fund raise to meet the 10% contribution requirement (VA only)**

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The key resource for a governor with premises responsibility is the DfE's Good Estates Management web pages - <https://www.gov.uk/guidance/good-estate-management-for-schools>

Statutory compliance – see <https://www.gov.uk/guidance/good-estate-management-for-schools/health-and-safety>

Seeking professional advice – e.g. using your building consultant and involving them in the tendering of most building projects.

Capital investment – the school receives a ring fenced DFC grant annual, which may be used to maintain the fabric and infrastructure of buildings. See later slides.



Development planning

- **Development planning is an important aspect of the Governors' obligation to repair and improve their school**
- **The Headteacher usually leads on this, supported by their Premises Manager and Bursar / Business Manager**

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Extract from DfE GEMS guidance –

“Role of governing boards

The board is accountable for the performance of your organisation. As a governor or charity trustee, your role is to make sure that your organisation is being managed properly.

The board should ensure that it maintains oversight of the estate. This could be considered regularly in-depth by a relevant committee and in turn reported to the full board. You may find it helpful to designate a board member to have specific responsibility for the estate.”

<https://www.gov.uk/guidance/good-estate-management-for-schools/planning-and-organising-your-estate-resources>

The school's Site Manager and building consultant's might be tasked with drafting the annual plan and identify immediate maintenance priorities – see AMP slide below.

An Estate Development Plan is a way to coordinate the works identified in the AMP into a single programme. It's a structured plan of work to show how the whole estate will be developed over a set period of time. This should go beyond the timescale of the current AMP. It should show how the programme of works contributes to your longer-term estate vision.

The GB might also want to help the Head Teacher develop the final version of the Estate Development Plan and the vision for the school's strategic long-term development.

Other ways a GB could assist the school, could include researching and helping prepare funding bids; and liaising with the PTA over fundraising.

DfE GEMs Guidance



Managing your school estate effectively will help you to:

- **Maintain a healthy, safe environment**
- **Operate sustainably & with a light footprint**
- **Save money**

Useful links:-

<https://www.gov.uk/guidance/good-estate-management-for-schools/the-fundamentals-of-good-estate-management>

<https://www.gov.uk/guidance/good-estate-management-for-schools/strategic-estate-management>

Taking a strategic approach:



The GEMs challenge: think strategically about your estate.

- Tools for this include:
 - estate vision
 - estate strategy
 - asset management plan
 - strategic review process

Useful links:-

<https://www.gov.uk/guidance/good-estate-management-for-schools/the-fundamentals-of-good-estate-management>

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Thinking strategically about your estate will make sure the estate supports your educational goals.

To support the strategic management of the estate you should have the following documents to provide a clear management structure:

Estate vision – perhaps a 1 or 2 page scene setting document to capture your collective aspirations for school development

Your estate vision should set out your ambition for the estate in 5 to 10 years time – covering expansion/growth aspirations; acknowledge the current threats & challenges to meeting those goals:

Estate strategy

Sets out the vision to cover the next 3 to 5 years

Asset Management Plan

Your Asset Management Plan is the working document which will inform operational day to day activities on the estate and should:

- include data and information about the estate
- set out the work necessary to maintain the estate
- set out the actions needed to achieve the estate strategy
- cover the short to medium term (up to 2 years)
- be signed off by your board
- be aligned to the estate vision and strategy

Strategic review

A strategic review is a structured process which can help you understand:

- whether the estate is meeting your needs
- how well the estate is performing
- options for the future

It will help you develop and review your Asset Management Plan.



Estate vision

- **Set out your ambition for the estate in 5 to 10 years time.**
- **Describe how it will support your educational vision and strategy.**
- **Prepare in consultation with stakeholders (particularly landowning parties) and should be signed off by GB.**

Having a strategic approach with the right plans and documents in place will make sure the estate supports your education needs and goals.

An estate includes land and buildings. Strategic estate management is what you do to make sure it supports your education needs and goals.

It's most effective when:

it involves the whole organisation

it's co-ordinated and integrated with your business planning processes

You may also have obligations for the upkeep and maintenance of the estate to accord with the requirements of your basis of occupation and funding agreement – your school's trust deed is a good starting point to quote from.

Scene setting to capture your collective aspirations for school development, some examples:

E.g. practical – not enough space or poorly utilised space;

Contextual – e.g. your building is in a conservation area or listed, land ownership or tenure issues; the site is too small or very large, ecology & trees, a changing demographic – spare capacity or growing local need

Financial – age of buildings, a large site that is costly to maintain

Principally it should describe how the estate will support the educational vision and strategy of your organisation.

It should be prepared in consultation with relevant stakeholders (particularly any landowning parties) and should be signed off by your GB.

Estate strategy



- **Is a 3 to 5 year medium term plan**
- **Will help you understand what you need from the estate**
- **Will identify options & funding needed**
- **Will identify issues that will need further consideration**
- **Provide a framework for property-related decision-making**
- **Set out specific outcomes and timescales**

Your estate strategy should:

explain how you will carry out the estate vision cover the next 3 to 5 years

- consult - SLT & staff; pupils, parents & key local stakeholders, SDBE & site trustees
- identify projected funding for estate development – your surveyor will be able to provide you with cost estimates for each item (remember to review those costs with them at least once every couple of years & keep the numbers updated to take any inflation there might have been into account)
- outline anticipated outcomes and improvements to deliver the education strategy – tell the story here – what do you hope will be different?
- be signed off by your board
- be reviewed alongside the estate vision using a similar review cycle as you might do when thinking about & preparing for Ofsted or SIAMS
- do refer to GEMs – it provides a wealth of useful prompts for questions you'll need to ask yourself; background research you might need to do and examples

Asset Management Plan



The AMP assesses school premises in terms of three main aspects:

- **Condition**
- **Suitability**
- **Sufficiency**
- **Is a 12-month, budgeted, working plan for that year**

Condition assessments address the physical state of the buildings and provide a basis for preparation of planned maintenance programmes. They also cover some aspects of health and safety matters.

Suitability assessments address how well premises meet the needs of teachers, pupils and other users, and their implications in raising educational achievement. These assessments are concerned with the numbers and characteristics of each type of internal or external space. They also cover aspects of physical accessibility and some health and safety issues.

Sufficiency assessments focus on total areas and on the quality and organisation of pupil places within the school, in relation to demand.

You can use the information gathered in these assessments as the basis for an action plan or “**Premises Improvement Plan**”, which should be reviewed annually. This plan will help you decide how best to invest your DFC funding and what bids your surveyor/consultant will submit for the annual VA-SCA (VA schools) or CIF (academy schools) funding rounds.

Governors may also wish to consider:



- **Tracking statutory compliance and/or receiving reports from the Premises Manager**
- **Use of Council support networks i.e. buy-back for servicing & maintenance and H&S advice**

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Links-

<https://www.cipfa.org/services/property/property-support-for-schools>

<https://www.gov.uk/guidance/good-estate-management-for-schools/information-training-and-tools>

Every GB should appoint a link Governor for premises.

Scrutiny of the school's performance with regard to statutory compliance - key activities for this role might include; being familiar with the school's duties with regard to asbestos management and water safety (Legionella) and fire safety, for example; checking that the school is doing their own regular checks and that accurate records are being kept; timetabling regular health and safety walk arounds (as a fresh pair of eyes), perhaps once per year and whenever you are in the school.

A comprehensive H&S compliance risk register is good practice and can be a helpful way for a school to keep track of their own performance through simple checklists for each element, e.g. fire safety, asbestos management; Legionella, gas & electrical safety, maintenance of playground equipment, automatic gates; site security etc. Please email me if you would like a copy of a comprehensive overview document.

Council buy back schemes are variable in terms of quality and value for money. They should certainly be considered.



H&S - accountability

England and Wales	
School type	Employer
Community schools	The local authority
Community special schools	
Voluntary controlled schools	
Maintained nursery schools	
Pupil referral units	
Foundation schools	The governing body
Foundation special schools	
Voluntary aided schools	
Independent schools	The governing body or proprietor
England	
Academies and free schools	The Academy Trust
Scotland	
State schools funded through Scottish local authorities	The local authority
Independent private or fee-paying schools	The proprietor, board of trustees or equivalent
Grant aided schools	The governing body, or equivalent

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See - <http://www.hse.gov.uk/services/education/faqs.htm#general>

In a VA school the Governing Body are legally defined as 'the employer'. This means you have additional responsibilities as a Governor, compared with your community school counterparts, when the Council is the employer.

You have greater independence than your community school counterparts, but also more (collective) responsibilities.



Health and safety statistics for the construction sector in Great Britain

80,000 workers suffering from work-related ill health each year (LFS)

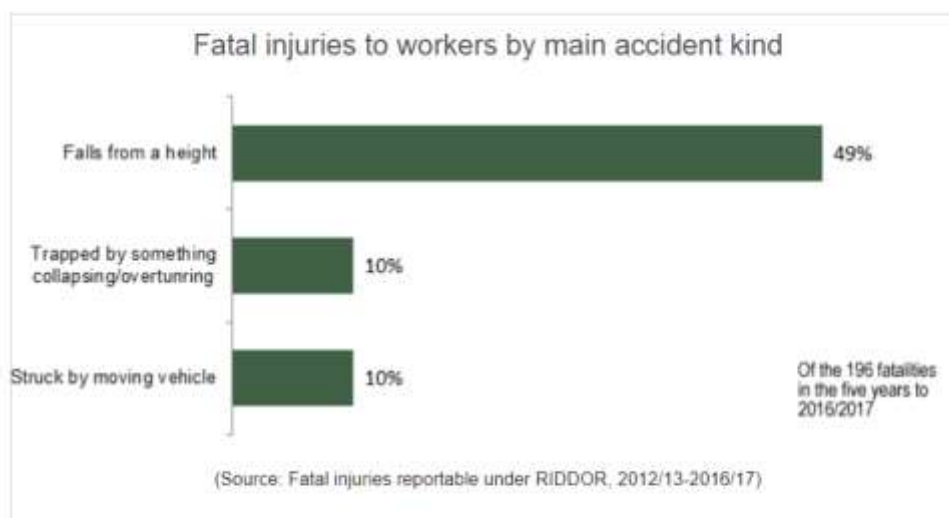
30 fatal injuries to workers in 2016/17 (RIDDOR)

64,000 non-fatal injuries to workers each year (LFS)

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Health and safety is a primary concern; while our construction industry is one of the safest in Europe, sadly dozens of people still lose their lives or suffer life changing injuries every year. Clearly, the safety of pupils and school staff is paramount, but we must never forget that this duty extends to visitors and neighbors too.

In 2016 the UK construction industry reported 65,000 injuries. Even with already robust H&S laws and effective processes within the industry, construction remains an inherently dangerous profession.



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Ladder training is essential for school caretakers and site managers, if they are undertaking any work that requires steps of any kind. Wherever possible, the need to work at height should be avoided. The same rules apply to all school staff, of course.

Governors' Responsibilities: Health and Safety



Corporate Manslaughter and Corporate Homicide Act (2007)

- The offence of corporate manslaughter will have been committed by an **"organisation"**, if the way in which an organisation's activities are managed or organised, by the organisation's **"senior managers"**, amount to a **"gross breach"** of a **"duty of care"** which caused somebody's death.
- A school governing body would count as an **"organisation"** under the Act.

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From the HSE website: <http://www.hse.gov.uk/corpmanslaughter/faqs.htm>

What do companies and organisations need to do to comply?

Companies and organisations that take their obligations under health and safety law seriously are not likely to be in breach of the new provisions. Nonetheless, companies and organisations should keep their health and safety management systems under review, in particular, the way in which their activities are managed or organised by senior management.

Juries will be required to consider breaches of health and safety legislation in determining liability of companies and other corporate bodies for corporate manslaughter/homicide. Juries may also consider whether a company or organisation has taken account of any appropriate health and safety guidance and the extent to which the evidence shows that there were attitudes, policies, systems or accepted practices within the organisation that were likely to have encouraged any such serious management failure or have produced tolerance of it.

Will directors, board members or other individuals be prosecuted?

The offence is concerned with corporate liability and does not apply to directors or other individuals who have a senior role in the company or organisation. However, existing health and safety offences and gross negligence manslaughter will continue to apply to individuals. Prosecutions against individuals will continue to be taken where there is sufficient evidence and it is in the public interest to do so.

Governors' Responsibilities: Health and Safety



Construction Design and Management Regulations (2015) regulations & building projects

- CDM 2015 defines a client as anyone for whom a construction project is carried out
- There are 3 main duty holders:
 - ☐ Client has overall responsibility and must ensure competent persons carry out the project safely
 - ☐ A 'Principal designer' manages H&S pre-construction
 - ☐ A 'Principal contractor' manages H&S during the construction phase

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For more information see:

<http://www.hse.gov.uk/construction/cdm/2015/summary.htm>

The GB can discharge client responsibility by employing a competent person, e.g. your school's building consultant to manage projects for you.

For some construction work (work lasting longer than 30 days with more than 20 workers working at the same time, or involving 500 person days of work), the commissioning organisation must notify HSE of the project as soon as possible before construction work starts. In practice, this would normally be undertaken by your school's building consultant.



Day-to-day H&S management:

- **Fire & electrical safety**
- **Trip hazards, small appliance testing**
- **Maintenance of equipment & ladders**
- **Legionella testing / management**
- **Asbestos management**
- **Contractor H&S**

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A governor with premises responsibilities may want to prepare & undertake an occasional audit of one of these statutory duties.

Does your school maintain a risk register or checklist system to keep track of & record these activities?

Professional advice the need for a building consultant



- **A DfE requirement, suitable firms are recommended by the SDBE**
- **Appointed by school**
- **Scope of service as set out by professional body i.e. RICS, RIBA**
- **Should be treated as part of the school's project team**
- **4th emergency service for our schools**

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Must be independent of the GB – due to potential for conflict of interest.

This is a school appointment and a school decision if you wish to change consultant. However, if a school has concerns about performance or value for money, they should in the first instance raise this with their consultant to give them the opportunity to explain and make amends, if necessary.

SDBE approved consultants don't usually charge a retainer fee – they get paid a fee only when projects are agreed by the school or SDBE. So fees are generated from successful VA-SCA bids, or when a school funds a project using DFC. Fees vary, with 12% about average. The fee ceiling is 15%.

Your school should have an appointment letter on file that will set out the agreed fee structure and details of service. There is no reason why this fee structure can't be reviewed or amended, if you wish to negotiate a better deal or pay for additional services. For example, you may wish to consider paying a retainer to get a better level of service, or a sliding fee scale.

If the school decides to re-tender, you must give candidates the same written scope of appointment document and if you decide to conduct interviews, the same set of questions, in order to make fair comparisons.

Future developments – the SDBE will be working with our consultants to ensure that they have robust Modern Slavery; Anti Bribery and Corruption; Recruitment and Raising Concerns policies in place. As Governors, I would also encourage you to also ask these questions yourselves.



There are several sources of capital funding for schools:



- **Devolved Formula Capital – ‘DFC’ (all)**
- **VA-SCA (VA) & CIF (academies)**
- **Basic Need (LA controlled)**
- **DfE centralised**
- **One off central government and local authority initiatives – e.g. BEIS PSDS**
- **Small charitable grant schemes**

PSPB - Priority Schools Building Programme – a 10-year DfE capital programme to rebuild or partially rebuild schools – project size varies from circa £4m to £25m+ in some cases.

BEIS – Department of Business, Energy and Industrial Strategy

PSDS – Public Sector Decarbonisation Scheme - £1 billion Treasury stimulus package to decarbonise public sector buildings

Devolved Formula Capital (all schools)



- **Formula based allocation often held for schools by the SDBE**
- **Paid in 90% terms, requiring a governors' contribution of 10% (VA schools only)**
- **Funding paid annually in July**
- **Must be used within three years**

Formula is based on pupil numbers – a 1FE school gets about £6000 per year & this can be saved up, as long as it is spent within 3-years.

For most schools, DFC is held by the SDBE on your behalf. DFC is ring fenced by the DfE specifically for the upkeep of school buildings, so there are some restrictions on what it can be spent on. The DfE's "Blue Book" provides a helpful summary of the rules & restrictions.

Restrictions - ICT or furniture (for example) can be purchased using DFC if it meets the criteria for being "capital works" – i.e. if you are replacing a whole classroom's worth of laptops (e.g. 30 laptops) this would meet the criteria. Governors will have to pay their 10% though, if DFC is used. If you were only replacing a few laptops, with a value of less than £2000 they would be classed as "revenue" and in that case DFC can't be used.

Academies – capital grant (1)



- **Condition Improvement Fund:**
 - **For MAT's that have less than five schools or 3,000 pupils**
 - **Competitive bidding process**
 - **Oct – CIF round info published**
 - **Dec – deadline for bids**
 - **Notified after Easter**

A new assessment criterion to assess Environmental Sustainability has been included this year, worth a maximum of four points. CIF is committed to supporting the Government's targets on climate change, including the net zero carbon emissions by 2050 target, as set out in the Climate Change Act 2008.

Applicants should consider environmental sustainability, carbon reduction and energy efficiency to develop solutions for projects that are in line with the Government's targets and objectives.

Academies – capital grant (2)



- **Larger MATs receive an annual formulaic ‘School Condition Allocation’ to use across their estate**
- **Academy schools don’t pay VAT**

Academy schools can consider using DFC & SCA on a “spend to save” basis, say for insulation or energy efficiency improvements. I’ll come back to this briefly in a bit.

Voluntary Aided School Condition Allocation



- **'VA-SCA' – replaced LCVAP in 2020 (now in third year)**
- **SDBE received £5.2m in 2022 to distribute to VA schools**
- **Grant paid in 90% terms - governors make a 10% contribution**

The VA-SCA annual process:

Autumn term – school's building consultant will consult Head Teacher about priorities and check the condition of buildings; towards the end of term they will be prepare a bid for the school ready to submit in the new year.

Spring term –DfE publishes "SCA" allocations online – recently this has been around Easter time;

Following Easter holiday – SDBE VA-SCA steering committee agrees programme of successful bids, which is circulated to all VA schools.

Basic Need



- **Allocated to LA's based on the need for school places to facilitate delivery of the curriculum**
- **Based on a formula determined by DfE study of capacity in each LA**
- **Current demand for primary places has plateaued & is forecast to remain stable over the next decade**

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The current GLA pan-London forecast is a slight fall in demand overall 2020 – 2022 & a levelling off after that in the years 2022 – 28.



Governors' Fund

Should be outside the school budget – used to contribute towards building works

Sources

- **Parents (but only as donations)**
- **PTA**
- **Lettings**
- **School fund raising activities**
- **Donations**
- **School budget**

Governors' contribution (VA only)



- **Governors pay at least 10% of any grant (DFC or VA-SCA)**
- **SDBE External Priority Maintenance Scheme pays the 10% liability on maintenance projects**
- **Annual subscription based on number of children in school**

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External Priority Maintenance Scheme (EPMS):

Each year a subscription is collected by the Board from its schools and held in a separate account, and this fund is used to supplement other sources of funding from government to cover the full cost of any work. Effectively it caps the liability which could arise in the event of (say) an adverse weather event or just general wear and tear to buildings, (leaving the school clear of any further financial commitment). It comes into its own when we have to undertake a substantial project at a school, e.g. the replacement of a roof, the main boiler or a major re-wire, to give three examples. Obviously, 10% of, say, £150,000 to 250,000 is a substantial sum. The vast majority of the Board's schools pay into the scheme because of the safety net it provides. It's important to note that cover lapses if the subscription falls into arrears and should any call on the fund be needed, arrears subscriptions would have to be brought up to date.

If a school drops out of the EPMS scheme, they will be expected to make back payments for all years outside the scheme, should they decide to re-join.



Insurance

- **Buildings & contents, plus liability and trips insurance**
- **SDBE has a building/contents block policy that is All Risks**
- **Some LA insurance is limited to Fire, Lightning, Aircraft, Explosion, Riot and Civil Commotion**
- **Government Risk Protection Arrangement is now open to all schools**

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Currently, the SDBE broker for our block schools insurance offer is AstonLark.

Some schools buy into their local authority block policy for schools – where this is an all risk policy – it should hopefully provide reasonable value for money.

Some LA block policies are less attractive – council policies tend to have a large self-insured element.

The SDBE MAT now insure through the RPA – this does appear to offer reasonable value in the current 2022 insurance market – the premiums are low compared to other options.

Towards net zero



Towards net zero



- **UK greenhouse gas emissions have fallen by 43% since 1990**
- **Reductions in fossil fuel use of between 12% and 25% feasible in most schools**
- **We are Eco Diocese working towards net zero carbon target of 2030**
- **SDBE has received over £13m in 21-22 for low carbon tech & insulation – 58 schools will benefit**

Links:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/862887/2018_Final_greenhouse_gas_emissions_statistical_release.pdf

There are a number of schemes that support schools in their efforts to reduce use of fossil fuels:

Ashden Trust – Let's Go Zero by 2030 – focusses on user behaviour and supporting schools in becoming savvy energy users with an ambitious target to help schools to get to net zero by the end of this decade. The campaign is a new partnership with the WWF, Carbon Trust, Fair Trade Foundation & Eco-Schools, amongst others.

<https://letsgozero.org>

Eco Schools - <https://www.eco-schools.org.uk/>

Woodland Trust Green Tree Schools - <https://www.woodlandtrust.org.uk/support-us/act/your-school/green-tree-schools-award/reduce-co2-emissions/>

Legislation & wider context



1. EVIDENCE & LEGISLATION

Climate
Change Act:
minimum
80%
reduction in
carbon
emissions

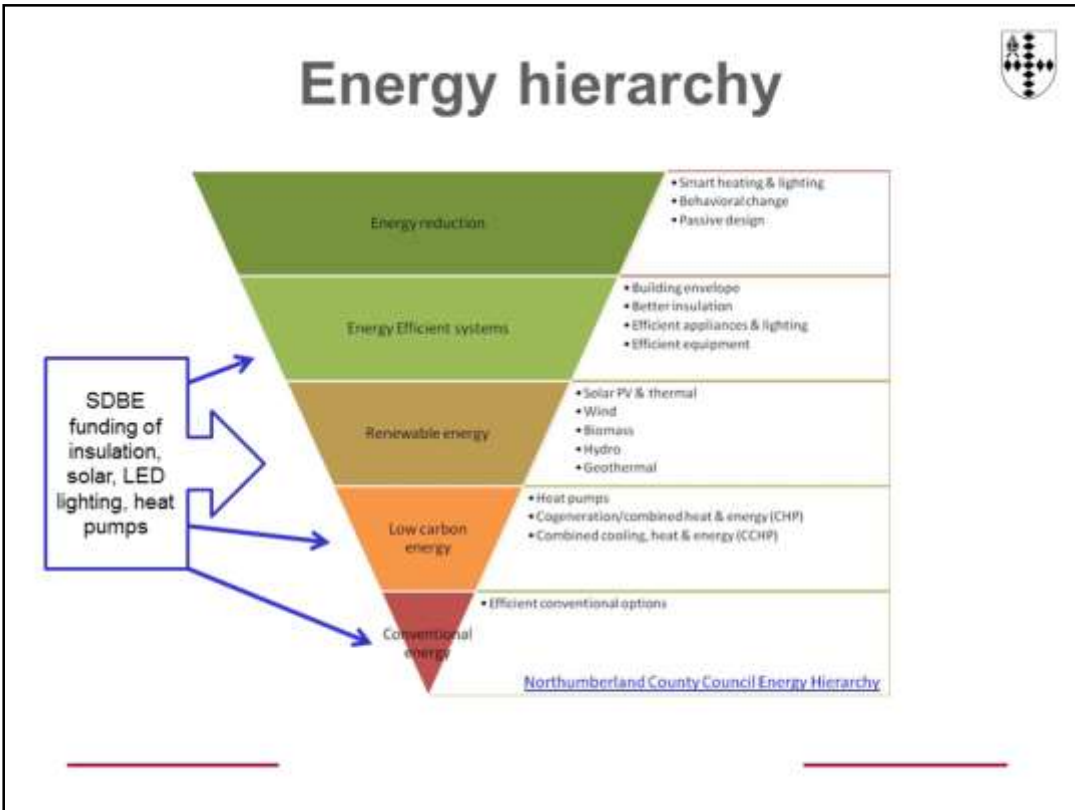
GLA Act:
Mayor has a
legal
responsibility
to address
climate
change

Paris
Agreement
&
need for
deep and
urgent cuts to
CO2 (e.g.
IPPC & CCC)

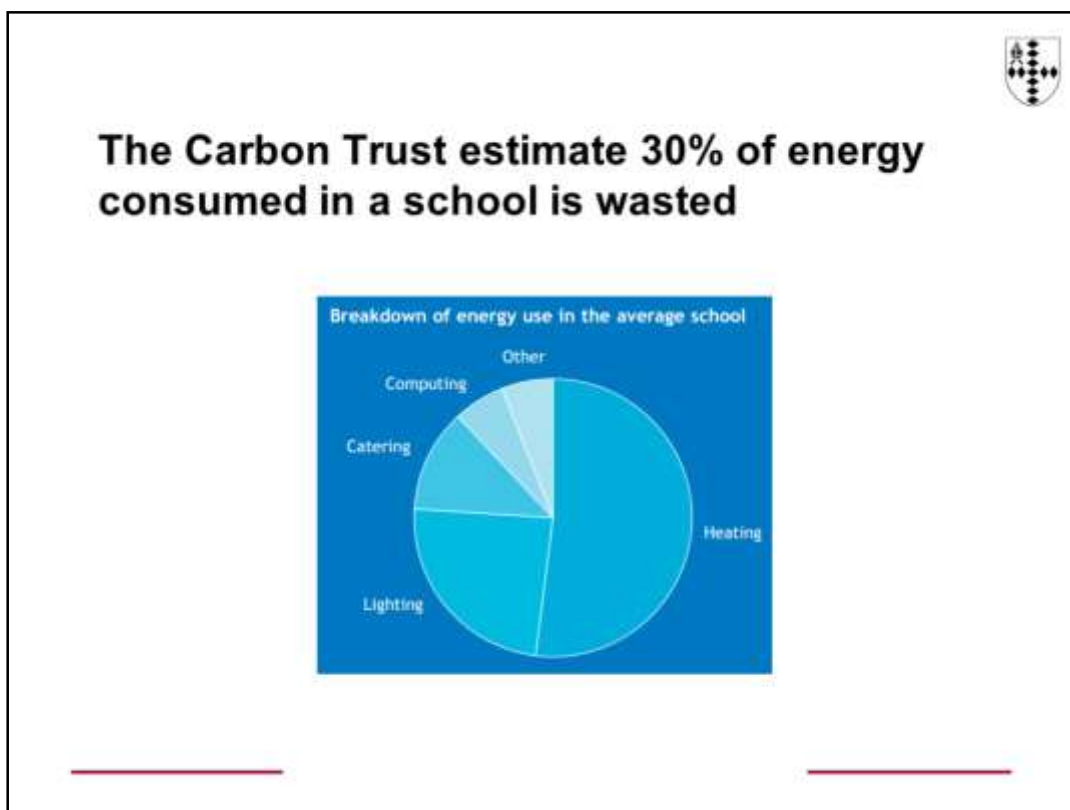
MAYOR OF LONDON

Climate Change Act 2008:

The Act committed the UK to reducing its greenhouse gas emissions by 80 per cent by 2050, compared to 1990 levels. However, this target was made more ambitious in 2019 when the UK became the first major economy [to commit to a 'net zero' target](#). The new target requires the UK to bring all greenhouse gas emissions to [net zero](#) by 2050.



BEIS Public Sector Decarbonisation Scheme (PSDS1) funding has been used to provide insulation improvements, air source heat pumps, solar PV energy generation & efficient LED lighting to 58 schools in 2021-22. Each project was bespoke to the school and included some of the above in all cases. Heat pumps, offset by LED lighting is the most typical configuration for PSDS1. Four VA schools had their boiler plant replaced using VA-SCA funding in 2021, replaced with more efficient gas boilers in concert with air source heat pumps.



Links:-

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/862887/2018_Final_greenhouse_gas_emissions_statistical_release.pdf

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<https://letsgozero.org>

Eco Schools - <https://www.eco-schools.org.uk/>

Woodland Trust Green Tree Schools - <https://www.woodlandtrust.org.uk/support-us/act/your-school/green-tree-schools-award/reduce-co2-emissions/>

Managing energy consumption



Know how much you are using now:

- When is energy wasted & how?
- Install loggers on electricity meters and a smart gas meter
- Install & monitor the temperature in all regularly occupied rooms



Your heating system may have sophisticated Building Management Controls – are you able to get reports from it & does it monitor the temperature in different rooms.

If you don't have sophisticated tools, consider asking pupils or the site manager to monitor all regularly occupied spaces throughout the year on a weekly basis, near the start and end of the school day.

Perhaps consider empowering your business and site staff to work with pupils on the monitoring of energy use and tracking the financial cost.

Children have higher metabolisms and require lower temperatures to keep warm? The DfE recommends classrooms are heated to 18°C. Reducing temperature by 1°C can save 8% on heating costings. By adhering to these guidelines you'll save money and may improve pupil outcomes.

A traditional wall hung mercury thermometer costs £4.50 & digital versions, as little as £8. Ask staff to email if a room is too hot or too cold.

Reviewing school heating systems which often come on too early or turn off too late. Tweaking their running time by just 1 hour can save 10% of heating bills. E.g. switching the boiler off at 3pm or earlier each day.

Managing energy consumption (2)



Benchmarking the school:

- **Check your school's current Display Energy Certificate (DEC)**
- **The C of E have launched an Schools Energy Footprint Tool to log annual energy use**

If your school's DEC is more than 5-years old, consider getting a new assessment done, especially if building improvements have been made since the last one was done.

Links to public DEC database & list of energy assessors:

<https://www.gov.uk/check-energy-performance-public-building>

<https://www.gov.uk/get-new-energy-certificate>

CE Energy Footprint Tool – this will give you a carbon baseline to work from. Schools will then be encouraged to update their footprint annually, but the idea is that it provides you with a handy tool to track progress whenever new initiatives and building improvements are implemented.

<https://www.churchofengland.org/about/policy-and-thinking/our-views/environment-and-climate-change/about-our-environment/energy-footprint-tool>

Managing energy consumption (3)



- **Quick wins with a short payback:**
 - **Insulating pipework, loft spaces & above suspended ceiling grids**
 - **Replacing inefficient lighting & old standalone heating**
 - **TRV control to radiators to allow better control**
 - **Main boiler – does it have suitable thermostatic control?**

Switch to LED lighting could save a school £4000-£6000 per year in the primary sector, more in larger schools.

Insulation – treated British sheep wool insulation is locally sourced & effective, although do ask your school building consultant to make a recommendation.

Ask your boiler maintenance supplier to provide a quote for TRVs and also make sure they check the balance of radiators, if radiators are not sufficiently warm. Speak to your building consultant about the current deficiencies in your heating system – do you have zonal control; is the thermostatic control working properly and are thermostats situated in the right locations? What do your temperature records tell you about room temperatures over time?

Managing energy consumption (4)



- **Install LED lighting – eLight offer an energy saving payback scheme for schools, or you could fund this from DFC & reap immediate savings**
- **Solar – 25 to 30% electricity bill reduction (check age of roof first)**

Switch to LED lighting could save a school £4000-£6000 per year in the primary sector, more in larger schools.

eLight is one of a number of commercial payback schemes that provide efficient lighting at no cost upfront – a new installation is installed and maintained for the life of a 6-10 year contract and paid back from the energy savings made over the life of the contract:

chris.styles@elight.com

elight.com

eLight have been used by one SDBE school, but are not specifically endorsed by the SDBE – schools are advised to do their own due diligence on this and or any similar supplier.

Setting a school energy saving target – 30% over 3 years



Aim:

- **To save 10% on our energy bills each month**
- **Over a year = approx between £2,200 to £11,000, depending on your size**
- **Use the savings to invest in your next energy saving improvement**

Based on DfE 2017-18 data from all publically funded schools – the average secondary school spent £110,000 per year on energy. The average primary spend was £22,000

Why not set a target for your school to save 10% per year, every year for 3 years – e.g. a 3-year target to reduce energy spend by 30%.

C of E route map to net zero by 2030



- **Schools to establish an estate vision and strategy informed by DfE GEMS by 2022:**
 - **revised to include execution plan by 2024**
 - **revised to include heat decarbonisation plans by 2026**

In theory, this gives only 4 years to deliver the net zero programme. The cost of delivering net zero in the SDBE family of schools is not yet known.

SDBE – PSDS1 Programme



- **BEIS Salix grant offer was first come first served**
- **Bid partner Asset+ procured via Mayor for London's RE:FIT scheme**
- **Asset+ are specialists in energy reduction and zero carbon generation measures**



<https://asset-plus.com/>

SDBE – PSDS1 Programme



- **Asset+ visited & desktop surveyed 70 schools**
 - **Energy use data collected**
 - **Boiler data – age / models**
- **66 school included in original bid**
- **Final list agreed with Salix in Sept 2020 – 58 schools + SDBE HQ**

Final list whittled down as a result of – mainly due to no response / school refusal; & in a couple of cases technical or planning issues that couldn't be resolved within grant timescales

Bid was originally submitted for £26 million – split roughly evenly between mechanical & fabric improvements - £13.5 million was granted, mainly for heat pumps, LED lighting & solar power.

SDBE – PSDS1 Programme



- **Carbon reduction mix:**
 - **Air source heat pump driven – mainly retro fitted to existing gas fired boilers**
 - **ASHP tempers cold water before it is heated by gas**
 - **Counter measures – LED lighting & solar panels**

The use of natural gas is being gradually phased out across the world as the extraction and storage of it releases highly potent methane, that is a major contributor towards global warming. Methane contributes to about 20% of the warming due to greenhouse gases, second in importance behind carbon dioxide. CO₂ is also released into the atmosphere when we burn gas.

Questions?



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————— *The SDBE - Supporting Christian Education* —————



...and a final thought

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world.”

- Arundhati Roy

The SDBE - Supporting Christian Education

Source: <https://www.ft.com/stream/b3207bd0-6914-3d9a-9b7a-7bdabe86b2b7>