

# "The Journey: Sustainable Improvement within the Monmouthshire CC and WD framework"



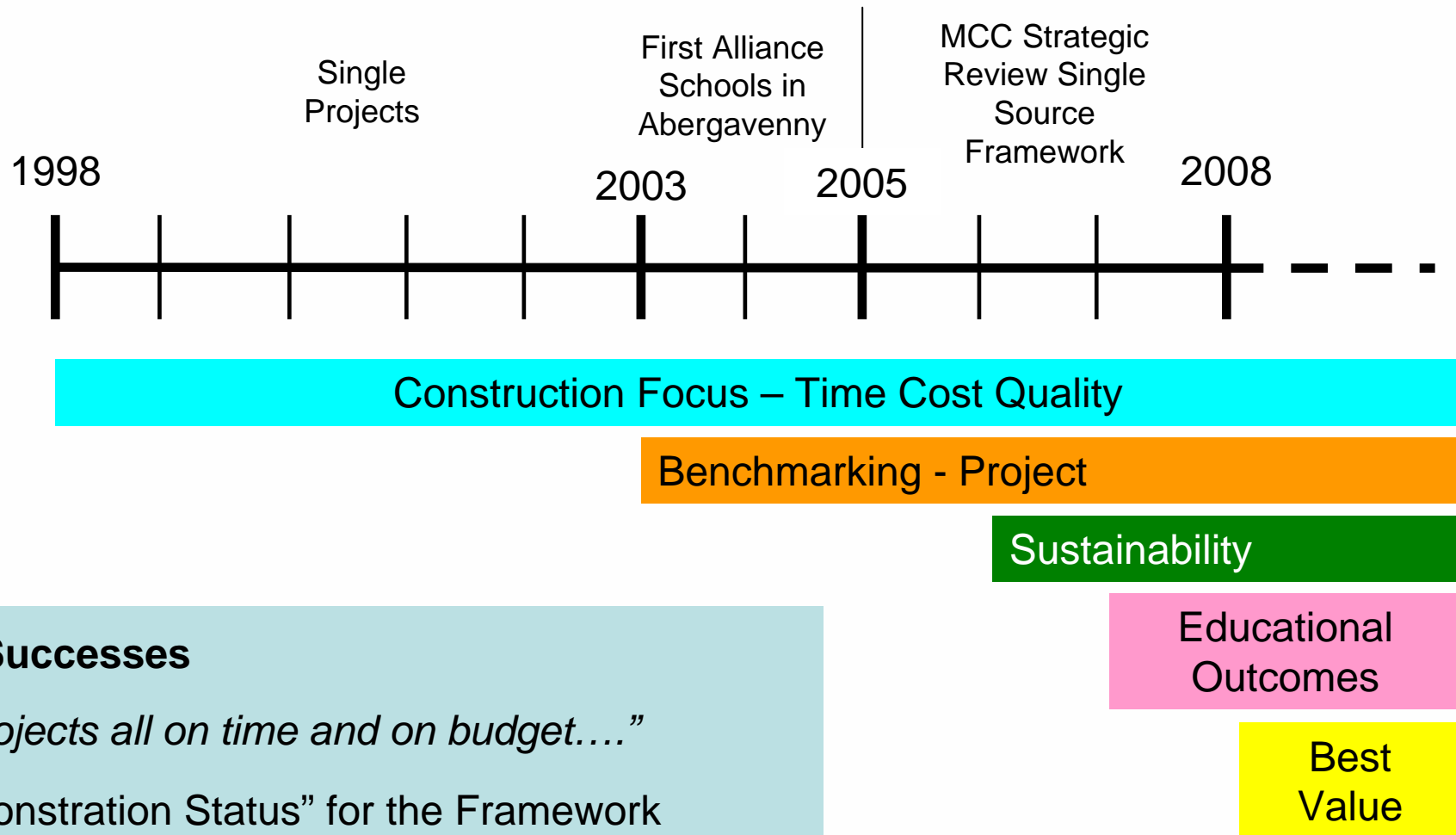
STANDING OUT FROM THE CROWD



## Two Key Over Arching Aims

- To meet the National Assembly's desire to bring all schools up to standard;
- To continually improve performance through the twin themes of Integrated Teams and Sustainability.

# The 10 Year Journey – The Growth of the Partnership between Willmott Dixon and Monmouthshire County Council



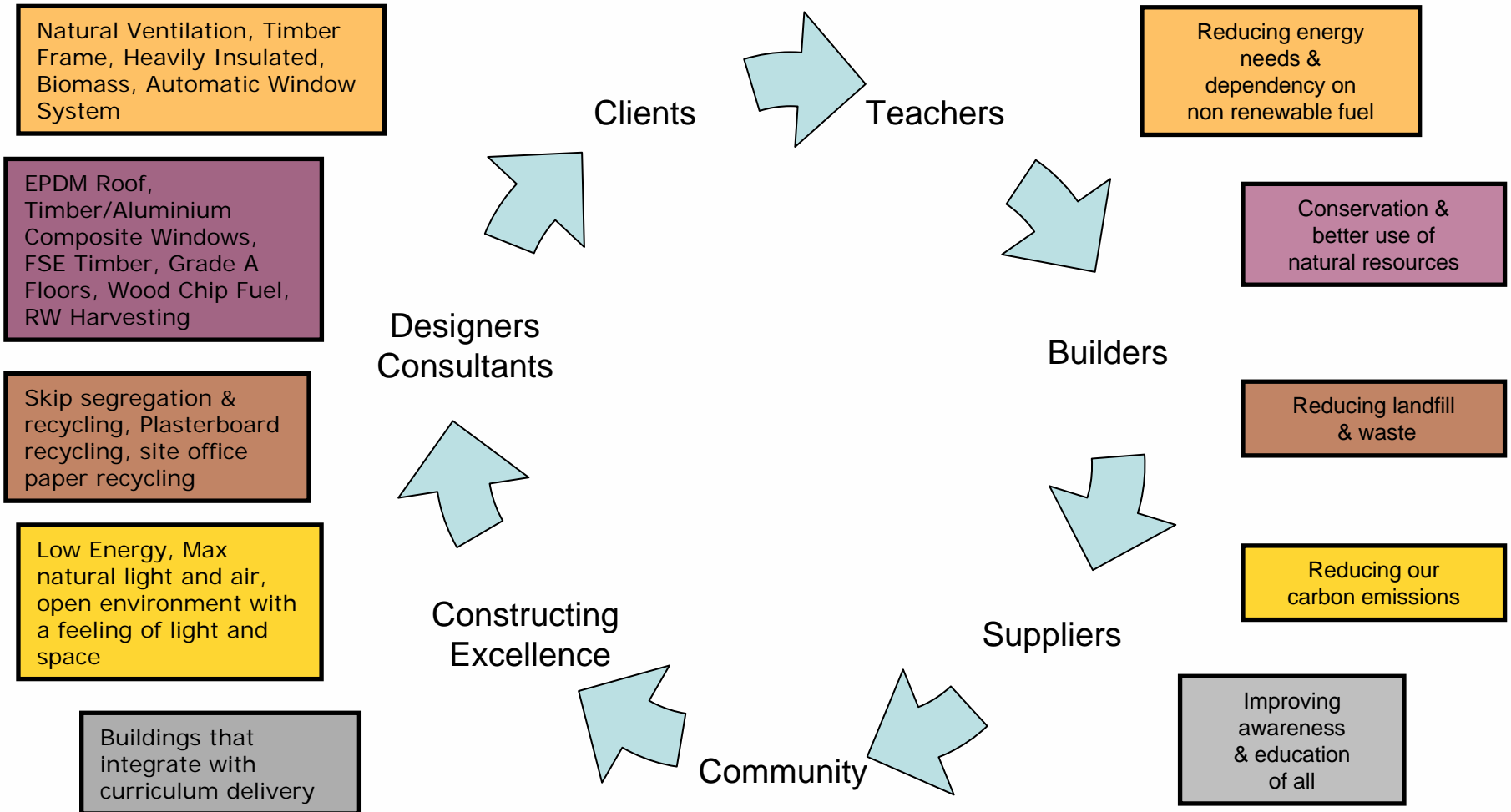
## Key Successes

*“25 Projects all on time and on budget....”*

“Demonstration Status” for the Framework  
1st in the UK!

# SUSTAINABILITY

# Sustainability – Everybody Plays a Part



# EDUCATION IMPACT

# Background & Development

*The need to demonstrate the impact and effectiveness of the built environment on pedagogy*

## School Building Design



## School Inspection Bodies



# Building Design & Educational Standards – The Estyn PI

## 7 Key Questions

1. How well do learners achieve?

2. How effective are teaching, training and assessment?

3. How well do the learning experiences meet the needs and interests of learners and the wider community?

4. How well are learners cared for, guided and supported?

5. How effective are leadership and strategic management?

6. How well do leaders and managers evaluate and improve quality and standards

7. How efficient are leaders and managers in using resources?

Key Performance Indicators - Impact of the Building Design on Educational Standards		H	M	L
Estyn Key Questions	Impact of building - Key Questions	Score		

a	Does the building provide an acceptable comfort level for teaching with maximum occupation levels?			
b	Does the teaching space design give sufficient area to maintain a sense of personal space for staff and pupils?			
c	Does pupil movement and circulation avoid bottleneck congregation spaces and keep a dynamic sense of movement and vitality within the school?			
d	Does the use of natural light and ventilation enhance the space?			
e	Have colours been selected to optimise the use of natural light and do they offer a more conducive environment for learning?			

5	How effective are leadership and strategic management?	a Does the facility assist in the recruitment and retention of staff of the appropriate calibre? b Has the building improved staff attendance? c Has the building improved staff morale/commitment? d Has the building improved the role of the governing body?				
6	How well do leaders and managers evaluate and improve quality and standards	a Is the design flexible to accommodate a dynamic education provision? b Does the design provide staff with the opportunity to use the space innovatively?				
7	How efficient are leaders and managers in using resources?	a Is the design proving to be low maintenance and robust in use? b Does the design make the latest use of technology and products to improve the educational environment? c Does the building operate within its energy curve to give the leaders and managers maximum use of resources? d Is the building being used to achieve "value for Money"?				

DO YOU LIKE YOUR SCHOOL	SCORE
DO YOU LIKE THE ROOM TOO HOT, TOO COOL	
ARE THE ROOMS BIG ENOUGH FOR YOU TO DO YOUR WORK WHEN YOU'RE WALKING AROUND THE SCHOOL	
DO YOU HAVE LOTS OF WINDOWS THAT LET IN A LOT OF NATURAL LIGHT? IF YOUR SCHOOL HAS BEEN PAINTED MAKE YOU FEEL HAPPY	
DO YOU HAVE ACCESS TO COMPUTERS? DO YOU KNOW ABOUT THE IMPORTANCE OF FOOD, HEALTH AND THE ENVIRONMENT IN YOUR SCHOOL?	
DO YOU HAVE ANY OTHER IN YOUR CLASS HAVE ARTWORK ON DISPLAY	
DO YOU ENJOY YOUR LESSONS?	
DO YOU LIKE THE WAY YOUR SCHOOL LOOKS AND WHERE IT IS SITUATED?	
DO YOU OR YOUR FAMILY AND FRIENDS USE THE SCHOOL FOR ACTIVITIES AFTER THE END OF THE SCHOOL DAY?	
DO YOUR TEACHERS TELL YOU ABOUT HOW YOUR SCHOOL PROTECTS THE ENVIRONMENT?	
DO YOU FEEL SAFE IN YOUR SCHOOL?	
DO YOU ENJOY COMING TO SCHOOL?	
DO YOU AND OTHER PUPILS YOU KNOW LOOK AFTER THE SCHOOL AND PLAY TOGETHER IN THE PLAYGROUND?	
CAN YOU GET INTO THE SCHOOL, CLASSROOMS AND PLAYGROUND EASILY?	
DO YOU LEARN FROM YOUR TEACHERS?	
DO YOU OFTEN SEE DIFFERENT TEACHERS?	
DO YOU THINK YOUR TEACHERS ENJOY YOUR SCHOOL?	
ARE YOUR CLASSROOMS FUN SPACES?	
DO YOUR TEACHERS EVER SURPRISE YOU IN LESSONS?	
DO YOU EVER SEE WORKMEN IN THE SCHOOL?	
DO YOUR TEACHERS SHOW YOU HOW THE SCHOOL'S COMPUTERS MAKE YOUR LESSONS MORE INTERESTING?	

# Report Outputs....

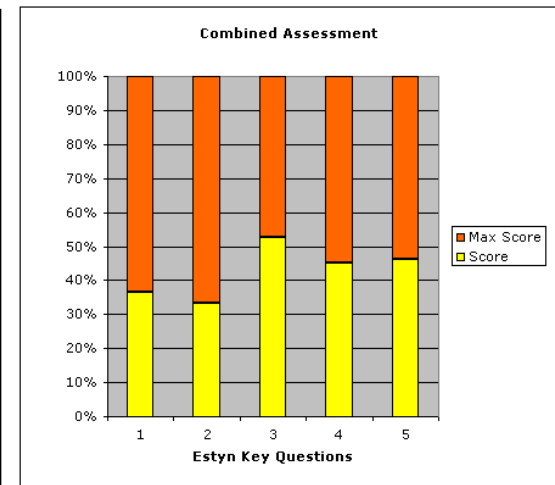
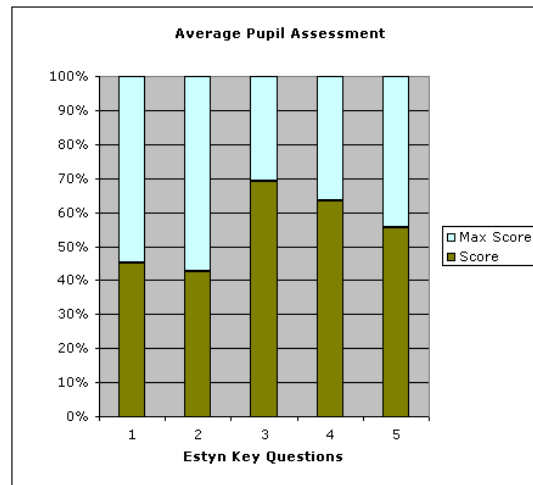
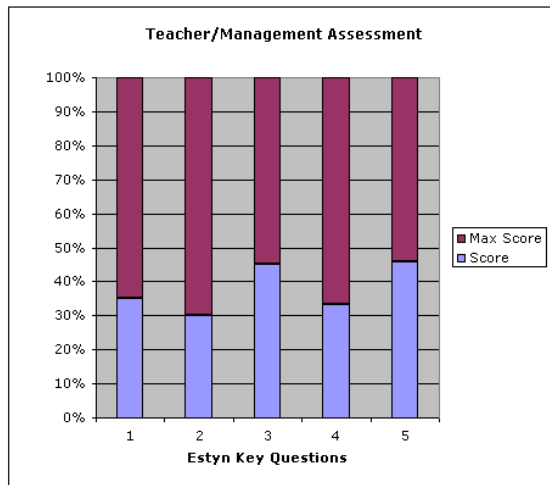
## Education Impact Model

Ofsted Key Judgements	
1 Overall Effectiveness	< 30% The building design has failed to support pedagogy
2 Achievements & Standards	30 - 55% The building design has recognised some important facets of pedagogy but is unlikely to make significant impact upon sustaining or improving standards
3 Personal Development & Well Being	56- 80% The building design recognises the important aspects of pedagogy and is likely to support the social environment in improving standards
4 The Quality of Provision	> 80% The building design has used all available knowledge to produce a physical environment which will enhance pedagogy
5 Leadership & Management	
<b>Overall Score</b>	
Head Teacher Assessment	38%
Average Pupil Assessment	70%
Combined Assessment	54%











**Rogiet Primary,  
Existing School**

**54%**



# Report Outputs.....

Inspection Report For: **Rogiet School**  
 Key Features of the School Environment - How does it Perform?

<p><b>Comfort levels</b></p>  <p>Some Good Features, but Shortcomings in Important Areas</p>	<p><b>Space &amp; Safety</b></p>  <p>Good Features Outweigh Shortcomings</p>
<p><b>Light, Ventilation &amp; Colour</b></p>  <p>Some Good Features, but Shortcomings in Important Areas</p>	<p><b>ICT &amp; Technology</b></p>  <p>Good Features Outweigh Shortcomings</p>
<p><b>Inclusivity &amp; Behaviour</b></p>  <p>Good Features</p>	<p><b>Sustainable Environments</b></p>  <p>Some Good Features, but Shortcomings in Important Areas</p>
<p><b>Energy Use</b></p>  <p>Many Important Shortcomings</p>	<p><b>Low Maintenance</b></p>  <p>Some Good Features, but Shortcomings in Important Areas</p>

## Comfort Levels

### Temperature

The three classrooms within the aging demountable buildings are deemed uncomfortable: either too hot or too cold.

The cooking kitchen within one demountable raises the temperature within the adjacent classroom.

The IT suite is also located within one of the demountable building on the Southerly aspect. This was considered to be unusable on the day of the report due to the temperature within the room.

Mitigation measures have been attempted by the addition of window blinds to south facing elevations.

The accommodation within the 2005 extension and original school building is deemed as comfortable by the staff and pupils.

The school is heated by a combination of electric storage and electric heaters. Both are used as required but response times are slow and displacement of heat in the rooms is uneven.

Staff and pupils commented on concentration level falling during periods of over / under heating.

### Noise

The school is on the Bristol Airport flight path and has associated ambient noise issues.

Noise breakout from the staff room to the reception area was deemed as unacceptable in relation to privacy.

One demountable classroom houses the school kitchen which prepared meals during lesson times. Although kitchen staff attempt to keep noise levels down the noise breakout from the kitchen to the classroom is inevitable.

No rooms are currently acoustically suitable for music lessons.

# Current Uses

## 1. Spend Assessment Tool

*Are you spending money on the right schools and in the right areas?*

## 2. Design Assessment Tool

*Does the design support the enhancement of educational outcomes?*

## 3. Acts as direct evidence of educational impact of build projects

*The Model delivers tangible data of Performance Change?*

# BEST VALUE

## BEST VALUE CALCULATOR - MONMOUTHSHIRE COUNTY COUNCIL



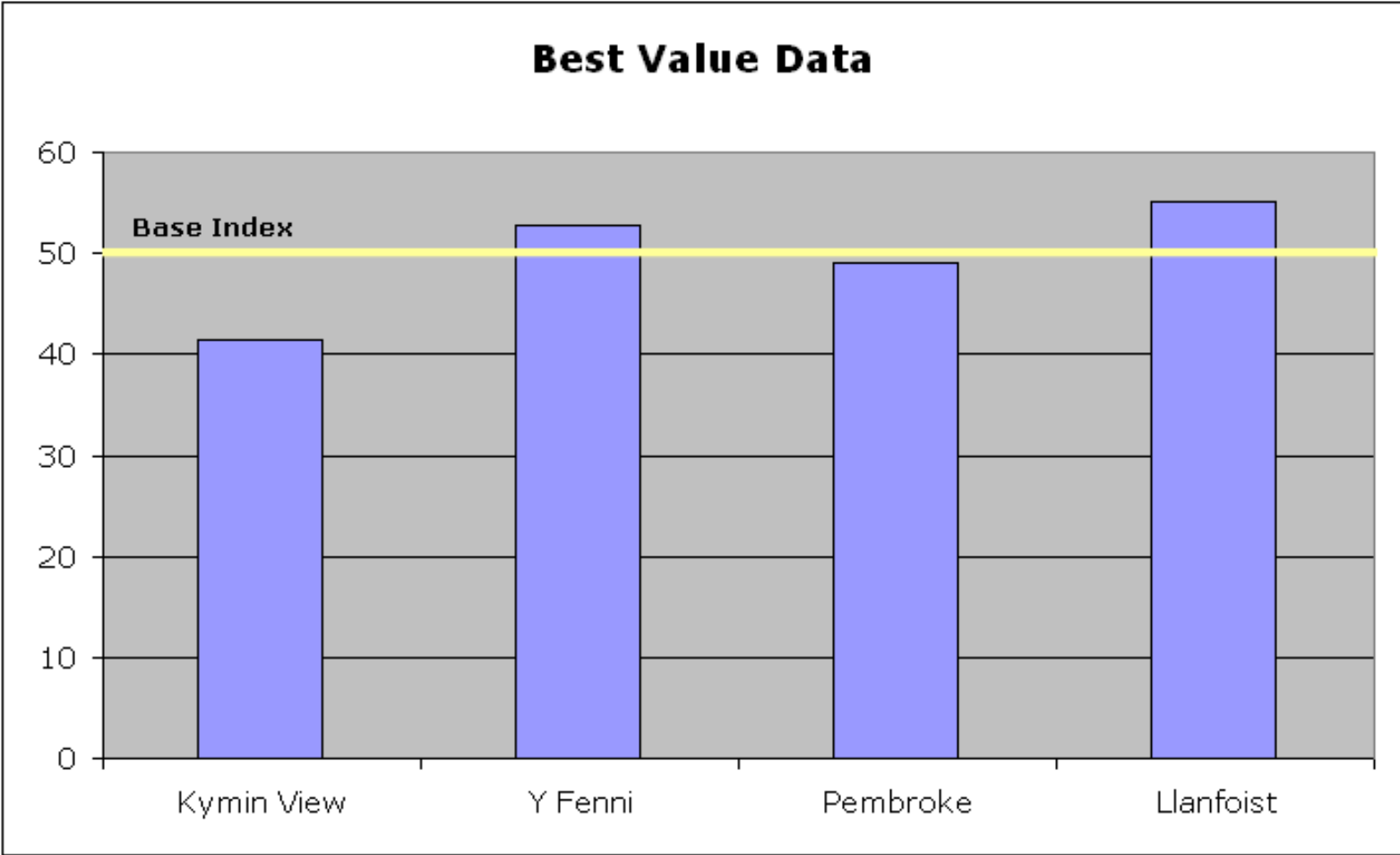
Project Name: <b>Llanfoist School</b>		New Build <input type="button" value="v"/>		
Benchmark	Base Index	PROJECT SCORE	Weighting	SCORE
<b>BCIS Cost/m2</b>	£1,762	<b>1527</b>	20%	<b>15.40</b>
<b>Constructing Excellence PI</b>				
Predictability Time - Pre-Construction	95%	<b>54%</b>		
Predictability Time - Construction	75%	<b>94%</b>		
Predictability Cost - Pre-Construction	95%	<b>81%</b>		
Predictability Cost - Construction	82%	<b>100%</b>	40%	<b>16.00</b>
Defects at PC	75%	<b>80%</b>		
Client Satisfaction	75%	<b>89%</b>		
Percentage Local Labour 1 Hr Travel	10%	<b>79%</b>		
<b>Health &amp; Safety Weighting AFR (Industry Average 1.2)</b>	0.5	<b>0.39</b>	10%	<b>7.20</b>
<b>EIM Score</b>	80	<b>89</b>	20%	<b>13.60</b>
<b>BREEAM</b>	Excellent	Very Good <input type="button" value="v"/>	10%	<b>3.00</b>
<b>Weighted Benchmark Score</b>				<b>55.20</b>
<b>% Gain/(Loss) From Base Index Score</b>				<b>10%</b>



WILLMOTT DIXON



# Best Value Results.....



# KEY MESSAGES

# CEW Award Shortlist 09 – Identify Key Success Criteria

## Sustainability

- Canolfan Hyddgen, Machynlleth
- Cardiff Central Library
- Greater Bargoed Community Regeneration Services (GBCRS)
- Newport High School
- Willmott Dixon Construction and Sustainability – Strategic Implementation

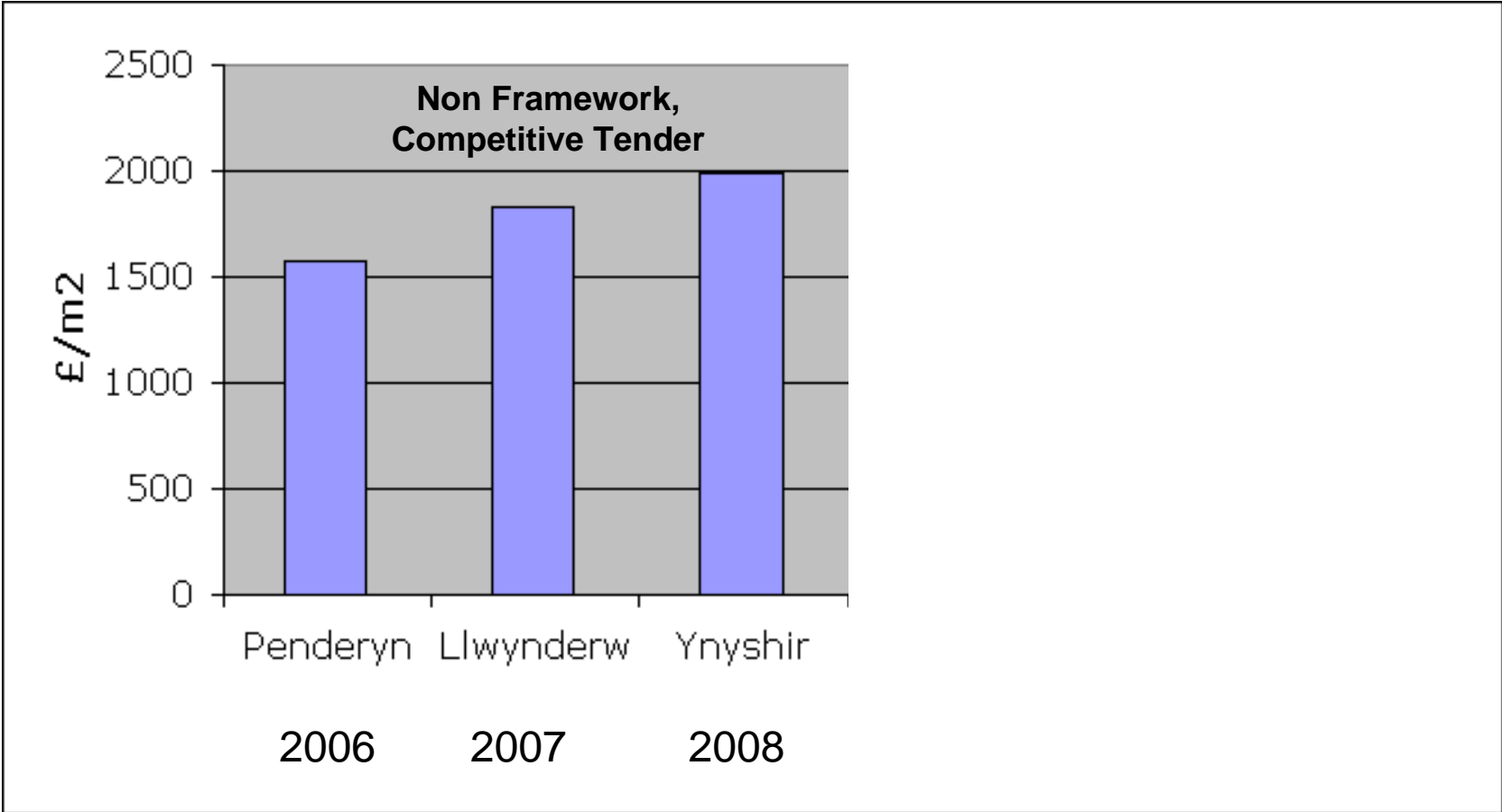
## Integration & Collaborative Working

- Greater Bargoed Community Regeneration Services (GBCRS)
- Lovell Partnerships Ltd / Wales & West Housing Association
- Monmouthshire County Council/Willmott Dixon Partnering Collaboration
- Trawsfynydd Strategic Integrated Frameworks (TSIF)

## Innovation

- Derwen Aggregates – Aggregate Washing Plant
- Monmouthshire County Council
- Newport High School
- Ysbyty Ystrad Fawr, Ystrad Mynach – BAM Construction Ltd

# Lower Cost, Higher Added Value – BCIS Cost Analysis



# Moving Beyond Time, Cost & Quality – E.I.M Analysis

## Monmouthshire County Council Education Impact Model Results

Remodelled Schools		New Build Schools		Existing Schools	
Cantref	78.0%	Deri View	83.0%	Raglan	58.0%
Y Fenni	82.0%	Kymin View	88.0%	Rogiet	54.0%
Pembroke	77.0%				
Average	79.0%	Average	85.5%	Average	56.0%
Target	80.0%		80.0%		80.0%
	<b>-1.0%</b>		5.5%		<b>-24.0%</b>