

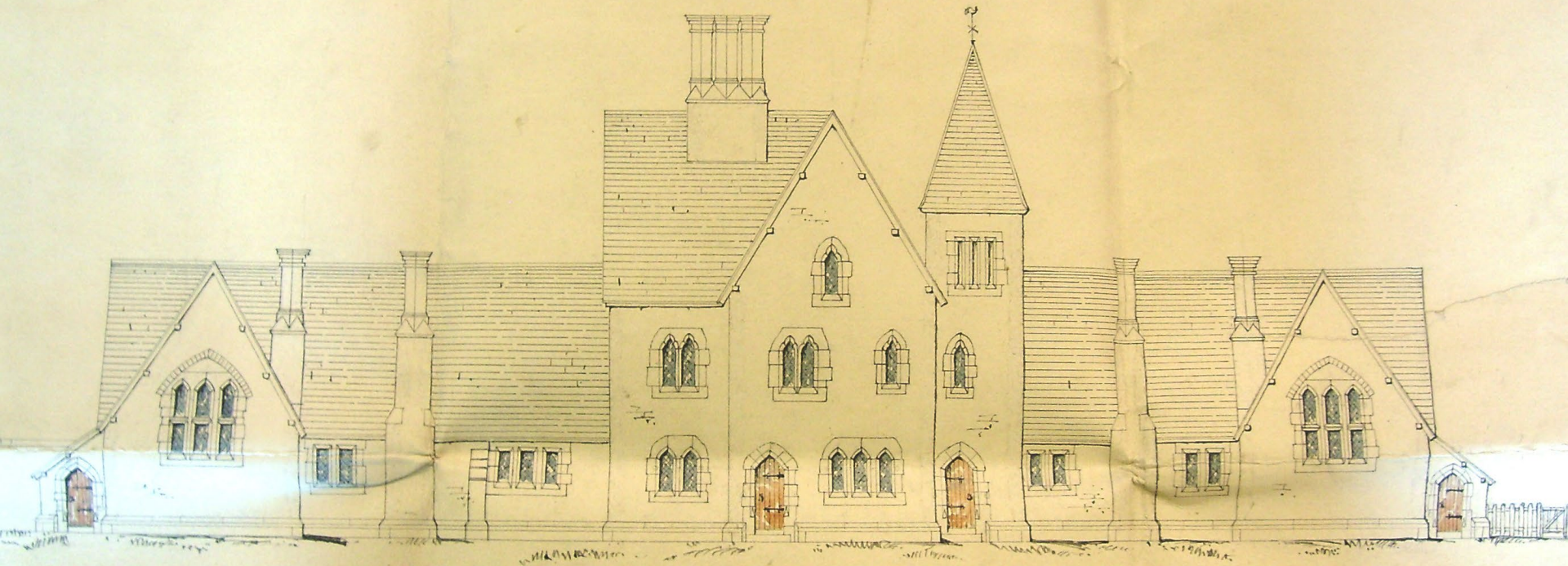
The National Society for promoting the Education of the Poor in the Principles of the established Church

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Each foundation is an independent charity *50 feet*

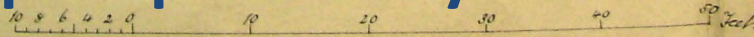
**Brian Ball  
Schools Estates Officer**



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**Ownership responsibility and control**



# Who owned this building?

- The school charity
- Acting through charity trustees
- Who owns a voluntary controlled school?
- Who owns a voluntary aided school?
- Who owns as an academy?

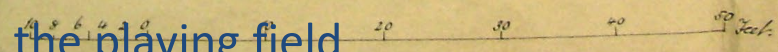


- No change-Buildings and land are still owned by **site trustees**

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- They are trustees of a charity (the foundation)

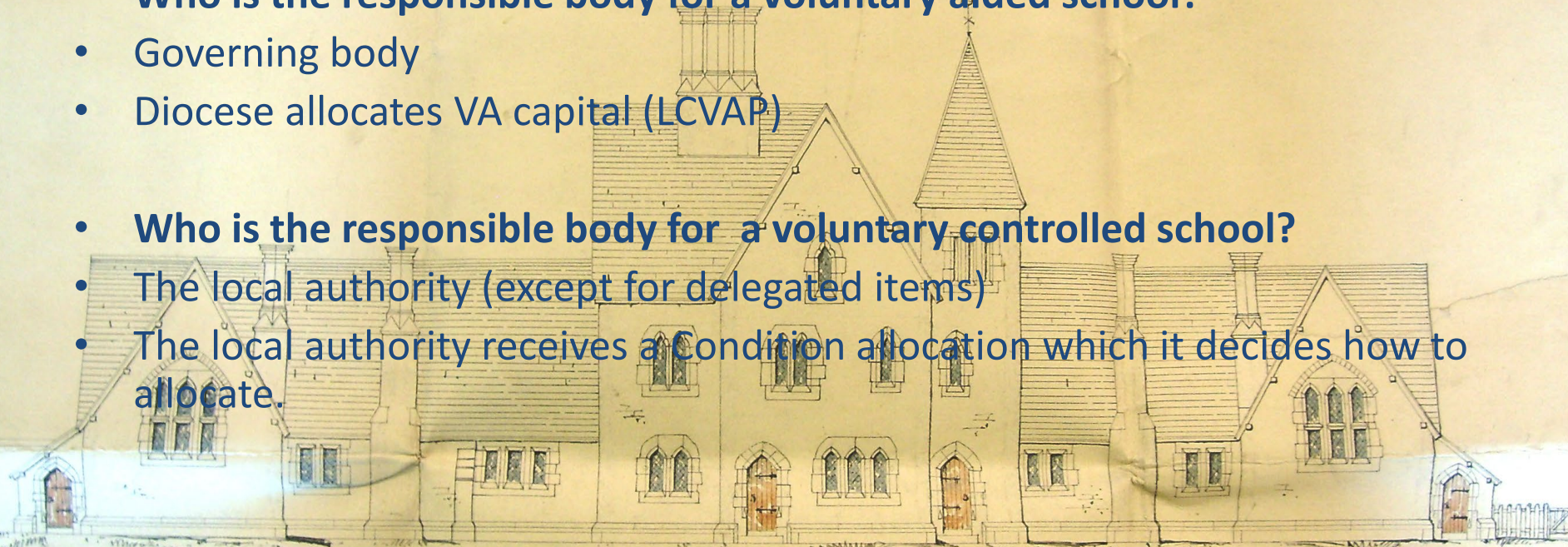
- The purpose of the charity is to provide premises for Church of England education
- The local authority own the playing field



# Who was responsible for the repair of these premises?

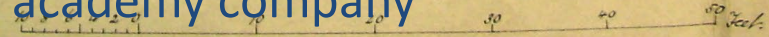
## The responsible body

- **Who is the responsible body for a voluntary aided school?**
- Governing body
- Diocese allocates VA capital (LCVAP)
- **Who is the responsible body for a voluntary controlled school?**
- The local authority (except for delegated items)
- The local authority receives a Condition allocation which it decides how to allocate.
- **Who is the responsible body for an academy school?**
- The academy company
- Delegated function to the local governing board and school budget
- Annual bids for Condition Improvement Fund (CIF)
- Condition allocation to academy company



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# Do we have control of the premises?

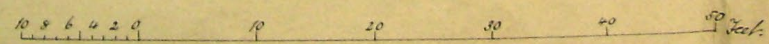
- As an academy?
- No
- Agreement to occupy only- Church Supplemental Agreement
- Can give consent for others to use?
- Can we make alterations?



- As a voluntary school?
- Yes because education law says so
- But not for permanent and exclusive use e.g Pre School.
- Only the site trustees can give such consent

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£5m defects

Building contract commissioned by third party

Therefore no consent for work by others without a Licence for Works

Full liability has to rest with the commissioning party

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# What should I do?

- Know your responsibilities
- Make the most of what you have
- Analyse where the problems are
- Get good advice
- Make a plan

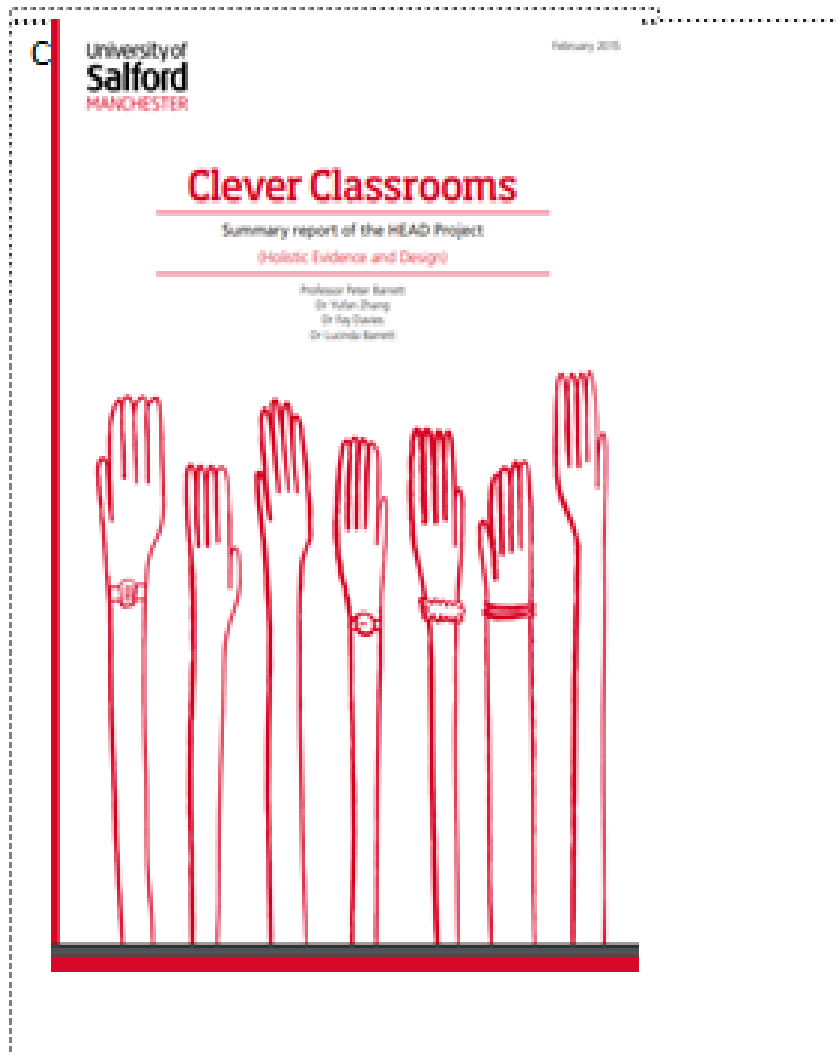


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10 8 6 4 2 0 10 20 30 40 50 feet

Click to add title



- Based on the results of the HEAD Project (Holistic Evidence and Design), funded by the Engineering and Physical Sciences Research Council, clear evidence has been found that well-designed primary schools boost children's academic performance in reading, writing and maths. Differences in the physical characteristics of classrooms explain 16% of the variation in learning progress over a year for the 3766 pupils included in the study. Or to make this more tangible, it is estimated that the impact of moving an 'average' child from the least effective to the most effective space would be around 1.3 sub-levels, a big impact when pupils typically make 2 sub-levels progress a year.