



## Estate Management Vision and Strategy.

This document is for Barleyhurst Park School and Barleyhurst Park Nursery.

Agreed by Governors: 18.9.2025

To be reviewed: Autumn 2028

### Introduction

Barleyhurst Park Primary School is committed to ensuring that our estate (land, building and assets) are managed effectively to support our education needs and aims. The estate vision is directly linked with the school's education vision.

### School Values and Vision

At Barleyhurst Park we provide a calm, orderly, safe and supportive environment for pupils and staff. We see good behaviour as central to a good education and staff work tirelessly to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. Throughout all we do in school, we promote the 3Rs - the right to be safe, the right to be respected and the right to learn.

We aim to:

- Encourage the involvement of home and the wider community.
- Create an environment that encourages and reinforces good behaviour.
- Define acceptable behaviour and promote good behaviour and discipline;
- Reward positive behaviour;
- Minimise incidence of poor behaviour and provide support on the rare occasions when this occurs;
- To promote self-discipline, equality, positive relationships, positive self-esteem and proper regard for authority;
- To ensure fairness of treatment for everyone, irrespective of race, religion, gender, sexuality or disability;
- Promote early intervention and to involve outside agencies where appropriate.

We aim to provide an education which ultimately 'unlocks potential' by:

- Celebrating success;
- Valuing effort;
- Allowing pupils to take risks in a safe environment;
- Promoting the sharing of ideas and debate;
- Providing a wide range of activities and experiences within and outside of the school day.

We require all pupils to be ready to learn, to take personal responsibility and model our school values:

- B - Be the best you can be!
- A - Always try your hardest.
- R - Responsible for your actions.
- L - Learn and be confident.
- E - Encourage others.
- Y - You should always be yourself.
- H - Honesty.
- U - Use your initiative.



- R - Resilience.
- S - Strive to achieve.
- T - Take pride in your work.

## Estate Vision

At Barleyhurst Park Primary School for us to deliver our aims and educational vision we need our estate to be a safe, secure learning environment which is fit for purpose. We will continue to invest in our learning environment to ensure it remains a pleasant, safe and an accessible space where pupils are cared for. The indoor and outside spaces will continue to provide safe and healthy spaces for pupils, staff and the wider school community.

## Estate Strategy Introduction

This strategy sets out how Barleyhurst Park Primary School will manage our estate strategically in order to achieve our estate vision which ultimately supports our school ethos and educational vision. This strategy provides the framework and direction by which our vision will be delivered over a 3 to 5-year period.

## Estate Management

Barleyhurst Park Primary School are guided by the DfE's Good Estate Management of Schools (GEMS) document which sets out the fundamentals of best practice. We have a small team of staff who manage the school estate day to day: Headteacher, Caretaker, Deputy Head, Finance Administrator and Business Support Assistant. The team ensures that there is full compliance with all health and safety regulations and is supported by the LA Health and Safety Team. The school tries to ensure estate assets have the longest useful life possible and are safe for all users. Major works on the estate are scheduled during school holidays wherever possible and out of hours in order to minimize the impact on pupils and staff.

Our vision and objectives will guide the management of our estate. Our management of our estate will be directed by the following principles:

- All routine checks, repairs and maintenance are carried out.
- Proposed projects will demonstrate the impact which is expected, the costs which are anticipated, and the way each project delivers the estate management objectives and the school ethos and vision.
- Value for money must be considered in the planning and approval of any project.

## Estate Management Objectives:

- To reduce the environmental impact of our use and occupation of the estate - to develop a plan to become a greener and more sustainable school.
- To ensure the estate is safe and secure - to improve the school's compliance of health and safety related responsibilities by carrying out regular reviews of reports, audit and monitoring of school site and ensuring actions are completed by an appropriate adult.
- To ensure staff have the appropriate health and safety training for them to effectively carry out their roles and responsibilities.
- To review how planned and reactive maintenance is procured and conducted in school.
- To ensure the estate is prepared for the changing climate.
- To develop the estate to ensure the facilities have enhanced provision for Early Years education and for Nursery to be fully integrated into the school.
- To ensure the school is inclusive and fully accessible.



## Primary School Estate Management Strategy Plan

### Introduction

The primary goal of this Estate Management Strategy is to ensure the school's physical estate is effectively managed in line with the core objectives of sustainability, safety, inclusivity, and adaptability. By fostering an environment conducive to learning, we aim to meet the needs of all students and staff while ensuring long-term viability, environmental responsibility, and compliance with health and safety regulations.

### Objectives & Actions

**Objective 1: To reduce the environmental impact of our use and occupation of the estate - to develop a plan to become a greener and more sustainable school**

#### Actions:

- **Energy Management:**
  - Audit current energy use (electricity, heating, water) and identify high-consumption areas.
  - Install energy-efficient lighting, heating systems (LED lights, motion sensors, programmable thermostats).
  - In explore solar panels or other renewable energy sources to reduce dependence on non-renewable energy.
  - Set targets for energy reduction, track progress annually, and incentivise staff and students to contribute to energy-saving measures.
- **Waste Reduction:**
  - Implement recycling programs across the school (paper, plastic, electronics).
  - Conduct workshops to raise awareness about reducing single-use plastics in classrooms and the food areas such as lunch hall and staffroom.
  - Composting program for organic waste to reduce landfill contributions.
- **Water Conservation:**
  - Implement a rainwater harvesting system for irrigation purposes in outdoor areas.
  - Promote water-saving practices among students and staff (e.g., turning off taps when not in use).
- **Sustainable Transport:**
  - Promote walking, cycling, and scooting to school.
  - To repair or replace the bicycle storage facilities and ensure safe routes for walking or cycling to school.
  - Explore purchasing some bicycles which parents can rent/hire.
  - Explore electric vehicle charging stations for staff and visitors.
- **Biodiversity and Green Spaces:**
  - Enhance school grounds by creating wildlife-friendly gardens, planting native species, and establishing outdoor learning areas.
  - Establish and improve the growing areas including Henry's Garden within the school grounds.

**Objective 2: To ensure the estate is safe and secure - to improve the school's compliance with health and safety-related responsibilities**

#### Actions:

- **Regular Safety Audits:**
  - Conduct a comprehensive risk assessment of all areas of the estate annually.
  - Review and update the Health and Safety Policy regularly and ensure all staff are familiar with it.
  - Review the reports from contracts and other providers and ensure the recommended actions are carried out.
  - Implement a reporting system for staff to report hazards or concerns regarding safety or security, with clear follow-up actions.
  - Review the incidents reports to see whether any patterns can be identified.



- **Security Measures:**
  - Ensure that security features, such as fencing, CCTV cameras, and access control systems (keycard systems for staff) are maintained and upgraded as needed.
  - Ensure clear signage for emergency exits, assembly points, and first-aid stations throughout the site.
  - Ensure regular checks are carried out and that the caretaker and Finance Administrator liaise to manage issues like fire safety, playground hazards, and building security.
- **Compliance with Legislation:**
  - Stay up to date with local regulations and ensure full compliance with fire safety, electrical systems, and health codes.
  - Ensure have appropriate and up-to-date training which relate to their roles and responsibilities.
  - Implement regular fire drills, lockdown drills, and evacuation procedures, ensuring all staff and students are trained.

**Objective 3: To ensure staff have the appropriate health and safety training for them to effectively carry out their roles and responsibilities**

**Actions:**

- **Training Programs:**
  - Offer mandatory health and safety training for all staff, including teachers, caretakers, and administrative personnel.
  - First aid and CPR certification for key staff members (e.g. Early Years staff, Forest School Lead and Teaching Assistants).
  - Child protection training for all staff, ensuring they understand their role in keeping students safe from harm.
  - Specialised training for staff involved in maintenance tasks (e.g., working at heights, asbestos, COSHH) to ensure compliance with safety protocols.
- **Ongoing Professional Development:**
  - Provide annual refresher courses on health and safety procedures.
  - Encourage staff to take part in relevant external workshops and online courses to stay up to date with new safety standards or technologies.
- **Clear Health and Safety Responsibilities:**
  - Assign specific health and safety responsibilities to designated individuals.
  - Ensure that all staff (and pupils) know how to respond in emergencies.

**Objective 4: To review how planned and reactive maintenance is procured and conducted in school**

**Actions:**

- **Maintenance Procurement Review:**
  - Review the current process for contracting maintenance services to ensure transparency, value for money, and accountability.
  - Develop a list of preferred contractors for different types of maintenance work (e.g., electrical, plumbing, IT infrastructure).
  - Establish clear service-level agreements (SLAs) with contractors that define performance expectations, response times, and pricing.
- **Preventative vs. Reactive Maintenance:**
  - Prioritize preventative maintenance by carrying out regular checks and reporting and addressing minor issues that arise to reduce costly reactive repairs.
  - Track historical data on issues that have required reactive maintenance to identify patterns and areas for improvement.
- **Digital Maintenance Management:**
  - Introduce a digital asset management system to log all maintenance activities and track the condition of building infrastructure over time.
  - Caretaker to record all checks digitally.



**Objective 5: To ensure the estate is prepared for the changing climate**

**Actions:**

- **Resilience Planning:**
  - Conduct a climate impact assessment for the school, identifying potential risks (e.g., flooding, extreme heat, storm damage) and areas of vulnerability.
  - Develop a climate action plan that includes disaster preparedness (e.g., flood barriers, storm-resistant windows) and energy-efficient upgrades to mitigate heat waves.
- **Green Infrastructure:**
  - Improve green areas, rain collection, and permeable paving to improve water drainage and usage.
  - Plant shade trees around the school grounds to provide cooling in the summer months and raise funds to provide other shade areas around the school grounds.
- **Energy Independence:**
  - To explore the use renewable energy sources (such as solar panels) to reduce reliance on fossil fuels.
  - To explore thermal insulation options to ensure the school remains comfortable during extreme weather while reducing heating/cooling costs.

**Objective 6: To develop the estate to ensure the facilities have enhanced provision for Early Years education and for Nursery to be fully integrated into the school**

**Actions:**

- **Integration of Nursery:**
  - Contact the Local Authority to express our desire to move from a Governor-Led provision to a nursery class within the school but also having the age range to allow for rising 3s.
  - Begin the management planning and consultation process for this change.
  - Involve Nursery staff in the wider school community, including participation in school events, meetings, and professional development opportunities.

**Objective 7: To ensure the school is inclusive and fully accessible**

**Actions:**

- **Accessibility Audits:**
  - Conduct an accessibility audit of the school site, ensuring that pathways, ramps, entrances, and classrooms meet the needs of students and staff with disabilities.
  - Ensure accessible restrooms and facilities for all students, including those with mobility challenges.
- **Inclusive Design:**
  - Provide inclusive learning spaces that cater to diverse learning needs, including sensory rooms, quiet zones, and spaces for students with disabilities.
  - Review the use of the Intervention Room and move towards a Nurture (Unit) based room.
  - Designate and refurbish the Intervention Room and courtyard area outside the disabled toilets ensuring these spaces are child-friendly, safe, and stimulating.
  - Incorporate open, flexible layouts that allow for both indoor and outdoor learning experiences.
  - Provide age-appropriate furniture, equipment, and resources to facilitate the best learning experiences.
  - Ensure technology and assistive devices are available to students with special educational needs within classroom, middle rooms and the nurture area.
- **Staff Training:**
  - Provide training on inclusivity for staff, ensuring that they understand how to accommodate students with different learning needs and disabilities.



- Ensure that the curriculum and resources are designed to be inclusive of all cultures, backgrounds, and abilities.

### **3. Monitoring & Evaluation**

To ensure the success of this plan, regular monitoring and evaluations will take place, including. This plan is for a 3 year period - 2025-2028 and will be reviewed by SLT annually.

