PENAIR SCHOOL

DISCE UT VIVAS

Estates Vision and Strategy

Policy holder:	Business Manager
To be reviewed by policy holder:	Annually
Last reviewed by policy holder:	Summer 2026
Next review by policy holder:	Summer 2027
Reviewed by Board at:	Strategy
Date approved by Board:	Summer 2026
Next review by Board:	Summer 2027

1 Contents

1 Contents....2
2 School Vision....3
2.1 Core values....3
3 Education vision (strategic plan)....3
4 Estates Vision....3
5 Estates strategy....4
5.1 Purpose....4
5.2 Strategic estates management....4
5.3 Estate context and background....5
6 Operational Estates Management....5
6.1 Maintenance....6
6.2 Finance....6
7 Concise Estates Strategy....8
8 Appendix 1 – Conditional Improvement Fund (CIF) funding achievements since its introduction in 2015....11
9 Appendix 2 – Aerial photo of the estate....12
10 Appendix 3 – Site Location Plans....13
10.1 Block Information Summary Table....14

2 School Vision

For all member of Penair's School Community to "Live to Learn".

2.1 Core values

This vision is underpinned by our core values of Pride, Belonging, Learning and Opportunity.

3 Education vision (strategic plan)

The trust board have considered the strategic priorities for the school and have identified the following as the key factors to be addressed through an Estates Strategy:

- Develop a strategic approach to improving the school's infrastructure and facilities, including sports facilities to underpin our aspiration for the highest possible quality of education.
- Review current and future facilities requirements to inform strategic planning and asset investment decisions. Maintain a short, medium and long term priorities are met.
- Explore all funding opportunities to strengthen Penair financially, capitalising on the school's culture and reputation.
- Ensure best value in procurement, including government buying groups.
- Consider environmental impact and sustainability in every project.

4 Estates Vision

Our estates vision is to create and maintain an inspiring, safe, and sustainable environment that enables the achievement of our school's vision, grounded in our core values of Pride, Belonging, and Learning and Opportunity.

Pride

- Provide high quality facilities where every member of our community can thrive.
- Showcase an environment that reflects the high standards and aspirations of our school.

Belonging

- Ensure a safe, inclusive, and secure environment for all stakeholders—students, staff, families, and visitors—both now and for future generations.
- Operate and develop our estate to be financially sustainable and highly efficient, supporting long-term success and responsible stewardship.

Learning and Opportunity

- Maximise the potential of our estate to support innovative, creative, and flexible learning experiences across and beyond the curriculum.

- Use the built environment as a tool for engagement, achievement, and community development.

5 Estates strategy

5.1 Purpose

The Estates Strategy outlines how Penair School will manage its estate in a strategic, sustainable, and value-driven way to support the achievement of its Estates Vision.

5.2 Strategic estates management

Through strategic estates management, we aim to support the delivery of our school's strategic objectives by ensuring that the estate is planned, maintained, and developed with long-term vision and accountability.

This approach will ensure the school:

- Makes informed decisions based on robust data and evidence.
- Allocates and uses resources efficiently and responsibly.
- Maximises the value and potential of the estate for the benefit of the entire school community.

To manage the school estate strategically and in alignment with our educational objectives, we must:

- Clearly understand how the estate supports the delivery of our educational goals.
- Establish robust governance arrangements that ensure accountability and informed decision-making.
- Assign defined roles and responsibilities across the school to ensure effective management of the estate.
- Develop and implement coherent, forward-looking estate plans.
- Regularly review and track performance against our objectives to drive continuous improvement.

Our approach is guided by the Department for Education's (DfE) Good Estate Management for Schools (GEMS) framework, which outlines the core principles and best practices for effective estate management. This ensures that our estate is safe, efficient, sustainable, and fully supports teaching and learning. Good estate management for schools - Guidance - GOV.UK

5.3 Estate context and background

Penair School's main building was constructed in the late 1970s and officially opened on 20th May 1980. Over the past four decades, the estate has undergone substantial development, significantly enhancing the facilities available to students, staff, and the wider community. Key improvements include the addition of a purpose-built English block, an ICT and Business Enterprise Centre, a fitness suite, an all-weather pitch and clubhouse, and a Wellbeing Hub.

In Autumn 2022, the school further expanded its provision with the construction of a state-of-the-art 10-classroom block on a previously unused section of the site. To support the school's increasing student intake, the dining facilities were also extended, ensuring they are fit for purpose and able to accommodate more pupils during peak times.

The school sits on an expansive 55-acre site comprising playing fields and woodland, offering students unrivalled opportunities for sport, physical activity, and outdoor learning.

As of the current academic year, 1,240 students are on roll, with the school operating close to its capacity of 1,350. This represents a significant and steady increase from 946 students in October 2019, reflecting the school's growing popularity and strong reputation.

With this growth comes a responsibility to continue developing the estate to support the evolving needs of the school community. This includes:

- Enhancing provision for students with Special Educational Needs and Disabilities (SEND).
- Expanding alternative provision facilities to support a broad and inclusive curriculum.
- Providing modern, flexible learning environments that support innovation and high-quality teaching.

While significant progress has been made in improving the school estate in recent years, we recognise that the educational landscape continues to evolve. The Trustees and Senior Leadership Team remain committed to proactively developing the estate in line with future demands. The school's strategic estate priorities are outlined in Section 7.

6 Operational Estates Management

Penair School benefits from a dedicated on-site estates team responsible for the day-to-day running and upkeep of the school environment. To support this, skilled external contractors are engaged to deliver a robust programme of compliance and preventative maintenance on an annual basis. This proactive approach ensures the ongoing safety, functionality, and extended lifespan of school assets.

All inspection reports and statutory certificates are thoroughly reviewed, with all identified requirements and recommendations acted upon promptly to maintain high compliance standards.

Compliance monitoring is managed using, a cloud-based software solution that provides comprehensive oversight of asset management and statutory compliance. This system strengthens the school's business continuity strategy by ensuring secure, real-time access to complete compliance and asset records.

In addition, Service Level Agreements (SLAs) are in place with the Local Authority to conduct independent audits of Health and Safety compliance across the estate. These audits provide assurance to the Trust Board regarding the school's commitment to safety and legal obligations.

An Estates Report is submitted termly to the Business, Audit and Risk Committee, enabling governance oversight and monitoring of progress against the Estates Strategy.

6.1 Maintenance

Penair School maintains an Asset Management Plan (AMP) which outlines specific challenges, priorities, proposed actions, timeframes, and potential funding sources related to the upkeep and improvement of the estate. This plan ensures that maintenance is proactive, strategic, and aligned with the school's long-term goals. This document should be read in conjunction with the AMP.

The School Business Manager leads the coordination of all capital improvement projects, working closely with professional services—such as architects, surveyors, and contractors—to ensure all works meet relevant statutory regulations, health and safety standards, and quality benchmarks.

This structured approach to maintenance supports the preservation and enhancement of the school's learning environment, while ensuring efficient use of resources and compliance with best practice guidance.

6.2 Finance

Penair School follows robust financial policies and procedures to ensure responsible stewardship of public funds. All financial authority and procurement processes are conducted in strict accordance with the school's Financial Regulations, as well as the Anti-Fraud, Corruption & Bribery Policy, Competitive Tendering Policy, Reserves Policy, and Whistleblowing Policy.

The school is committed to achieving value for money and sustainability through transparent procurement, cost-effective planning, and evidence-based decision-making. All spending is scrutinised for efficiency, necessity, and long-term benefit.

Understanding and monitoring the performance of the estate plays a key role in financial accountability. It enables the school to challenge costs, justify investment decisions, and ensure that every resource contributes effectively to the school's educational and operational objectives.

7 Concise Estates Strategy

School Estates Strategy: 2024-25

Quality of Education		
Objective 1: Quality of Education To become the school of choice in the local area where every child is supported to reach their own personal best within an aspirational culture of learning in the whole school community, so that they can maximise the options and opportunities available to them on leaving Penair.	**Key Performance Strategies** ***Improve student progress through:*** a) Ensuring all facilities support high-quality teaching and learning, incorporating modern technologies and flexible spaces. b) Developing a long-term estates plan that allows for expansion, technological advancements, and changes in educational delivery. c) Optimising the whole estate in collaboration with curriculum leads to actively seek opportunities to enhance curriculum delivery for the benefit of students.	**Key Progress Measures:** a) Positive assurance on the progress made against the Asset Management Plan. b) Annual surveys demonstration that students are proud of their school and estates support high quality learning. c) Extracurricular participation number increased, including learning outside of the classroom – monitored through Absolute Education software. d) Reduction in **reported** reactive maintenance incidents that disrupt teaching and learning report through Every Compliance helpdesk.

Behaviour Attitudes and Attendance		
Objective 2: Behaviour Attitudes Wellbeing and Resilience Ensure that all pupils enjoy a learning environment in which they feel safe, belong and can flourish as a route to higher aspirations and gaining positive outcomes. For Penair to be judged as promoting outstanding behaviour.	**Key Performance Strategies** ***Continue the development and environment that promotes wellbeing:*** a) Provide a safe and secure environment for all stakeholders promoting ownership and accountability for shared spaces b) Enhance social, recreation, and student support spaces c) Cultivate a positive climate for behaviour and wellbeing	**Key Progress Measures:** a) Reduction in **reported** incidents of vandalism or behavioural disruptions in social spaces, monitored through ClassCharts and Every Compliance helpdesk. b) Positive student feedback on social spaces, feelings of belonging, and sense of safety – measured through annual surveys. c) Annual audit of facilities shows increased use in social times.

Personal Development and Cultural Currency		
Objective 3: Personal Development and Cultural Currency To consistently develop pupils' character through a curriculum that extends beyond the academic, vocational and technical, as well as a wide-ranging programme of other activities that support pupils to be confident, resilient and independent, and help develop their strength of character.	**Key Performance Strategies** a) Maximise outdoor learning and alternative provision with a specific focus on disadvantaged students. b) Link facilities to character-building, extracurricular, and community engagement. c) Seek opportunities to promote environmental awareness and sustainability through the curriculum PSHE, character curriculum, science, geography and the assembly programme. Staff encouraged to offer more environmental extracurricular activities such as gardening club, already offered. Encouraging reductions in electricity and water usage, and fostering conscious recycling and repurposing of waste and materials. d) Effective use of the forest school for appropriate groups including considering income generation. e) Promote careers opportunities in horticulture, farming and land management through the careers lead and local businesses. f) Promote community engagement through strategic lettings and partnerships, supporting initiatives such as the Time to Move holiday clubs and Saracens' free student basketball programmes.	**Key Progress Measures:** a) Annual audit of how departments are using outdoor/alternative spaces beyond the classroom. b) Outcomes from alternative provision (e.g., monitoring impact of forest school) and ensuring representation reflects our school community including our disadvantaged students. c) Education Out budget does not overspend due to onsite alternative provision. d) Review monitoring data from absolute education software. e) Positive shift in pupil attitudes toward sustainability, evidenced through participation in projects and outcomes from targeted surveys. Curriculum plans show where environmental issues are covered. f) Lettings policy demonstrates competitive rates, making facilities accessible for community club. Monitoring of lettings bookings.

Staff Development and Wellbeing		
Objective 4: Staff Development and Wellbeing To welcome, encourage and reward well qualified and high performing teaching and non-teaching staff in order to support the school's journey of continuous improvement in the opportunities it provides to its pupils.	**Key Performance Strategies** ***Support staff to achieve and excel through:*** a) Ensure that the facilities and school environment encourages a sense of belonging and pride in Penair staff. b) IT infrastructure and digital skills to enhance work performance across the whole workforce.	**Key Progress Measures:** a) Staffing reports and staff annual wellbeing survey show improving levels of satisfaction. Staff exit interviews to monitor staff turnover, morale, and sickness levels. (whole school sickness % at June 2025 was 2.87%) b) Full compliance in statutory training in relation to H&S and site monitored via SLA with Cornwall Council. c) Monitoring of data from Every Compliance software to show resolution of maintenance issues.

Leadership and Management Including Finance and Infrastructure		
Objective 5: Leadership and Management To maintain effective oversight of the school's resources in order that pupils are adequately supported to achieve their personal best, within a safe and well-equipped environment.	**Key Performance Strategies** a) To deliver an effective Estates Vision & Strategy. b) To Ensure effective and efficient policies and procedures are in place to manage the estate. c) Assess and pursue capital funding. d) Encourage sustainability and energy efficiency.	**Key Progress Measures:** a) Budget monitoring and Asset Management Plan progress reports to evidence project delivery and best value. b) Internal assurance reporting evidencing progress against H&S and Fire action plans. c) Secured or increased capital/improvement funding. d) Reduced maintenance disruptions. e) Positive stakeholder feedback.

	e) Explore income generation opportunities through partnerships with local business and non-government funding grants.	f) Measurable strides in sustainability (e.g., energy usage data, % of food waste recycled).

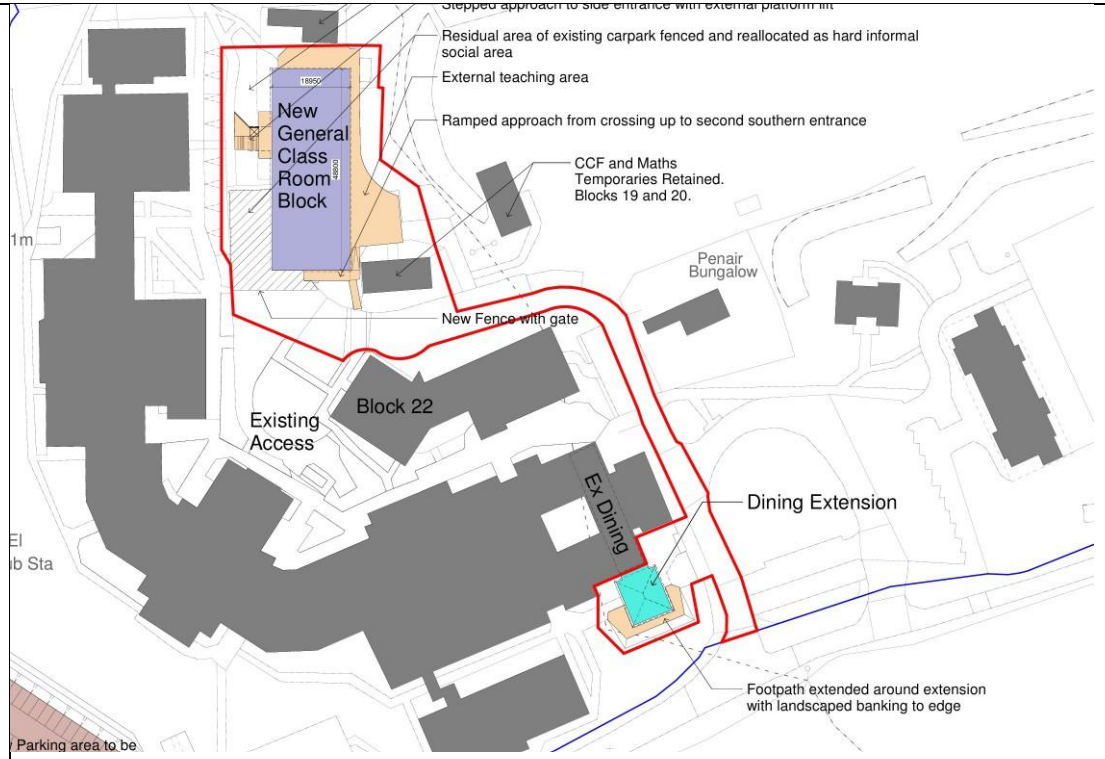
8 Appendix 1 – Conditional Improvement Fund (CIF) funding achievements since its introduction in 2015

Year	Project	Value of project
2015-2016	Fire upgrade phase 1	240,976
2016-2017	Fire doors & windows phase 2	362,736
2017-2018	Perimeter fencing phase 1	182,886
2017-2018	Fire doors upgrade phase 2	499,186
2018-2019	Boiler & heating upgrade	233,045
2018-2019	Pitched roof upgrade phase 1	770,389
2020-2021	Pitched roof upgrade phase 2	640,788
2020-2021	Windows upgrade phase 2	155,031
2021-2022	Asbestos removal	122,331
2021-2022	Critical drainage	197,863
2022-2023	Vertical cladding upgrade	189,625
2023-2024	Pitched roof upgrade phase 3	81,398
2023-2024	Perimeter fencing phase 2	70,842
2024-2025	Fire doors upgrade phase 3	112,657
Total		**3,859,753**

9 Appendix 2 – Aerial photo of the estate

10 Appendix 3 – Site Location Plans

Existing Blocks



Showing new build and dining room extension

10.1 Block Information Summary Table

Block	Block Age Range	Gross Internal Floor Area (m2)
Main School (block 1)	1975	8569
Humanities (block 2)	1985	670
Former caretakers' bungalow (block 3)	1975	122
Garden Classroom (block 9)	1975	103
Field Store (block 11)		25
ICT/English (block 22 and 17)	2004-2006	955
Cadet hut (block 19)	1995	139
E1 & E2 (block 20)	1995	139
Bywva Centre (block 21)	2009	144
All weather pitch clubhouse (block 14)	2003	456
Maths block	2022	925