

The Impact of Strategic Premises Management on Pupil Attainment and Wellbeing in the United Kingdom

The relationship between the physical environment of an educational institution and the academic success of its pupils has transitioned from an intuitive assumption to a scientifically validated cornerstone of school leadership. In the contemporary United Kingdom educational landscape, premises management is no longer merely a background operational function overseen by a Site Manager or Bursar; it is a strategic lever for improving Key Stage outcomes, enhancing teacher retention, and ensuring the holistic wellbeing of the student body. As schools face increasing pressure from the Department for Education (DfE) to professionalise estate management through frameworks like Good Estate Management for Schools (GEMS), the mandate for school leaders and governors is clear: the physical estate must be managed as a proactive asset for learning.¹ This report examines the empirical, regulatory, and strategic links between high-quality school premises and the outcomes of the 10 million learners currently within the UK system.³

The Empirical Correlation Between Environment and Progress

The most significant contemporary evidence regarding the impact of classroom design on learning is provided by the EPSRC-funded Holistic Evidence and Design (HEAD) project, popularly known as the "Clever Classrooms" study. Conducted by the University of Salford, this research involved a multi-disciplinary collaboration that isolated the impact of physical design features on the learning progress of 3,766 primary school pupils across 153 classrooms in 27 English schools.⁵ The findings were transformative for the sector: differences in the physical characteristics of classrooms explain 16% of the variation in learning progress over a single academic year.⁵

For an "average" pupil, moving from the least effective to the most effective learning environment can increase performance by as much as 1.3 sub-levels of the national curriculum in one year. When considered against the DfE expectation that primary school pupils progress by 2 sub-levels annually, the 1.3 sub-level gain attributable to design represents a monumental shift in potential attainment.⁶ This progress was observed across core subjects including reading, writing, and mathematics, proving that the environment is a universal catalyst for cognitive development.⁵

The SIN Model of Environmental Impact

The HEAD project categorised environmental influences into three primary domains—Naturalness, Individualisation, and Stimulation—collectively known as the SIN model. These domains contain seven parameters that premises managers must calibrate to optimise the "sensory perspective" of the child.⁷

Design Domain	Key Parameter	Statistical and Operational Insight
Naturalness	Air Quality	High CO2 levels correlate with slower task completion and decreased cognitive performance. 72% of UK classrooms suffer from below-standard air quality, affecting concentration and irritable behavior. ⁹
	Light	Natural light promotes physical and mental comfort. Classrooms with unobstructed windows and effective glare control through blinds see improved engagement. ⁶
	Temperature	Heat and humidity decrease attention spans. Failure to maintain thermal comfort can lead to the loss of learning days; projections suggest potential losses of 12 days annually by 2100 without climate adaptation.
	Sound	Acoustic conditions must be suitable for the activities. High reverberation times are particularly detrimental to pupils with hearing impairments or those for whom English is an additional language. ¹⁰
	Individualisation	Ownership
	Flexibility	Defined learning zones for younger pupils and adaptable configurations for older students support diverse pedagogical models. ⁸
Stimulation	Complexity	Moderate visual stimulation is optimal. Cognitive overload occurs when wall displays are excessive; a rule of thumb is to keep 20% to 50% of wall space clear.
	Color	Mid-level color intensity is preferred over dull or overly vibrant palettes. Accent walls can provide focus without causing distraction. ⁶

The study's most surprising finding was that classroom-level design is significantly more influential than whole-school factors. While grand entrance atria or specialist play facilities may improve a school's public image, the localised environment where the pupil spends the majority of their time with the teacher is the true driver of progress.⁵

Statutory Requirements and the Regulatory Landscape

Premises management in the UK is governed by a complex hierarchy of legislation and statutory guidance that ensures buildings are safe, healthy, and conducive to the delivery of the curriculum. While the underlying goals of health and safety are universal, the specific regulatory oversight differs between the state and independent sectors.

The Education (School Premises) Regulations 2012

For all state-funded schools in England—including maintained schools, academies, free schools, and pupil referral units (PRUs)—the baseline statutory requirements are established by the School Premises (England) Regulations 2012.¹² These regulations mandate that premises must be maintained to a standard that ensures, so far as is reasonably practicable, the health, safety, and welfare of pupils.¹⁰

Statutory Area	Specific Requirement	Implementation Context
Toilet Facilities	Separate toilets for boys and girls aged 8+ must be provided, unless the room is for single-use and lockable from inside. ¹⁰	Number of fittings must be "suitable" for the number, sex, and age of pupils. Ratios of 1:10 for under-5s and 1:20 for older pupils are common benchmarks. ¹³
Medical Suite	Suitable accommodation must be provided for medical examinations and short-term care of sick or injured pupils. ¹⁰	Must include washing facilities and be situated near a toilet. In special schools, additional therapy and physiotherapy rooms are often required. ¹⁰
Acoustics	Each room must have acoustic conditions and insulation against disturbance appropriate to its use. ¹⁰	Essential for concentration and for supporting pupils with "special requirements" or communication difficulties. ¹⁰
Water Supply	Wholesome drinking water must be readily accessible and clearly marked if not for drinking. ¹⁰	Hot water temperatures at the point of use must not pose a scalding risk; 43°C is the standard limit for showers and baths. ¹⁰
Outdoor Space	Suitable space for physical education and play must be provided in accordance with the curriculum. ¹⁰	Does not strictly apply to PRUs, though they are encouraged to provide play space where possible. ¹⁰

The Health and Safety at Work etc. Act 1974

The primary overarching legislation for all UK schools is the Health and Safety at Work etc. Act 1974 (HSWA).¹⁴ Under the HSWA, the employer—whether the Local Authority (LA) for community schools or the Academy Trust for academies—holds the final accountability for the health and safety of staff, pupils, and visitors.¹⁴

Effective compliance requires the delegation of daily management tasks to competent persons, often the Headteacher or a designated Site Manager.¹⁴ Key responsibilities include:

- **Risk Assessment:** Under the Management of Health and Safety at Work Regulations 1999, schools must systematically identify hazards, assess the likelihood of harm, and implement control measures.¹⁴
- **Asbestos Management:** Schools built between 1945 and 1980 frequently contain asbestos. Compliance with the Control of Asbestos Regulations 2012 is a "significant risk" area, requiring a detailed management plan and, where necessary, encapsulation or removal.⁹
- **Fire Safety:** Following the Regulatory Reform (Fire Safety) Order 2005, the "Responsible Person" must maintain up-to-date fire risk assessments, well-maintained detection systems, and clear evacuation routes.¹⁴

Divergence Across the UK Nations

Since devolution in 1999, educational policy in England, Scotland, Wales, and Northern Ireland has diverged significantly, reflecting different ideological priorities and funding models.²⁰

Comparative Performance and Policy Metrics

A studies highlight the differences in how the four nations manage their educational estates and resources.²²

Nation	Spending and Resource Profile	Infrastructure and Class Size Metrics
England	Targets resources toward disadvantaged pupils via the Pupil Premium. High level of school-level budget autonomy (90%). ²²	Focus on measurable outcomes. Infrastructure risks highlighted by the 2026 Estates Strategy. ³
Scotland	Highest spending per pupil in the UK. Teacher education remains university-based. Strategic focus on holistic development. ²¹	Smallest class sizes (pupil-teacher ratios) in the UK: 16:1 in primary and 12:1 in secondary schools. ²²
Wales	Integrated performance metrics with cultural values. Schools in deprived areas most likely to report resource problems. ²¹	60% of disadvantaged schools in Wales report poor quality buildings and infrastructure, significantly higher than England or Scotland. ²²

Northern Ireland	Modular assessment system. Significant spending cuts due to delays in salary agreements. ²²	47% of disadvantaged schools report poor infrastructure quality. Lower school-level budget autonomy (60%). ²²
-------------------------	--	--

While England maintains a focus on accountability and traditional curriculum standards, Scotland and Wales emphasise broader skills and teacher autonomy.²² This divergence extends to premises management: while English schools are moving toward the GEMS model of strategic renewal, Scottish and Welsh counterparts are often more centralised in their estate decision-making.²²

The Independent Sector: Compliance and the ISI Framework

Independent schools in England are inspected against the Education (Independent School Standards) Regulations 2014. These schools are primarily inspected by the Independent Schools Inspectorate (ISI) if they are members of the Independent Schools Council (ISC) associations.

Leadership and Governance Standards

The 2023 ISI Framework emphasises the overarching responsibility of the proprietor and school leadership to "actively promote the wellbeing of pupils". In the independent sector, the role of the Bursar or Director of Operations is critical in ensuring that Part 5 (Premises and Accommodation) of the Standards is met consistently.¹⁹

Recent data from the 2024-2025 annual review indicates that compliance rates for independent schools have dropped from 89.5% to 84.4%, with recurring failures linked to safeguarding, health and safety, and leadership oversight. "Pupil Wellbeing" is defined holistically under Section 10(2) of the Children Act 2004, encompassing physical and mental health, protection from harm, and the suitability of recreation facilities. Leadership must demonstrate:

- **Knowledge and Skill:** A track record of active risk management regarding the school's physical environment.
- **Suitability of Premises:** Ensuring that boarding accommodation meets the National Minimum Standards (NMS), focusing specifically on safeguarding and the promotion of welfare for residential pupils.
- **Involvement of Pupils:** Actively seeking the views of pupils regarding their school experience and environment.

A failure in premises management—particularly regarding health and safety—is often linked to a failure in Leadership and Management, as it indicates a lack of oversight and foresight.

Strategic Estate Management: The GEMS Model

The DfE's Good Estate Management for Schools (GEMS) guidance (last updated in June 2023) provides the roadmap for schools to move from reactive maintenance to strategic, data-driven planning.² This shift is essential for ensuring that the estate enables outstanding teaching rather than acting as a drain on resources.¹

The Four Levels of Estate Effectiveness

The DfE defines a structured trajectory for schools to benchmark their operational performance.²⁶

Level	Definition	Characteristics
Level 1	Baseline	Every school must have the essentials: watertight compliance, up-to-date asbestos and fire risk assessments, and basic maintenance. ²⁶
Level 2	Transitioning	Intermediate steps where good practice begins to be codified, such as regular condition surveys and better energy monitoring. ²⁶
Level 3	Fully Effective	Strategic, joined-up management where the estate supports educational priorities and financial sustainability. ¹
Level 4	Advanced	Sector-leading innovation, integrated digital planning (e.g., BIM - Building Information Modelling), and long-term climate resilience. ²⁶

Strategic Planning Components

Strategic estate management requires three core pillars of documentation and action:

1. **Estate Vision:** A long-term statement aligned with the school's mission, approved by governors or trustees.¹
2. **Estate Strategy:** A 3-to-5-year plan explaining how the vision will be delivered, including climate and digital goals.¹
3. **Asset Management Plan (AMP):** A short-to-medium-term operational plan detailing maintenance, resource allocation, and responsibilities.¹

Without accurate data on the condition, capacity, and suitability of the buildings, school leaders cannot justify funding bids or make informed decisions about curriculum delivery.¹ The 2026 Education Estates Strategy enforces this by requiring an annual self-assessment return from Responsible Bodies on these standards starting in Autumn 2026.³

Ofsted 2025: Premises in the Inspection Spotlight

The transition to a new Ofsted inspection framework in November 2025 has profound implications for premises management. The abolition of one-word judgements in favor of "Report Cards" allows for more nuance in how a school's environment is assessed.²⁸

The Report Card and Evaluation Areas

Ofsted now judges schools across six core evaluation areas, plus a specific judgement on safeguarding.²⁸

Evaluation Area	Relevance to Premises Management
Inclusion	Inspectors assess how the environment is adapted for SEND pupils. Adaptation must be meaningful lived reality, not just policy. ³⁰
Attendance and Behaviour	Poorly maintained buildings or overcrowded corridors are linked to irritable behavior and attendance difficulties. ⁹
Achievement	Evidence suggests learning in poor buildings negatively impacts attainment. ³
Personal Development	The suitability of recreation facilities and the promotion of a "culture of wellbeing" are central to this lens. ²⁸
Leadership and Governance	Strategic oversight of the estate, financial stewardship of capital funds, and staff wellbeing are scrutinised. ²⁸
Safeguarding	Evaluated on a "Met/Not Met" scale. This includes physical site security, online safety filters, and health and safety compliance. ²⁸

The 2025 framework gives greater weight to a school's local context, recognising that socio-economic factors affect estate maintenance while still expecting evidence of strategic improvement.³²

The Human Cost: Staff Wellbeing and Teacher Retention

The teacher recruitment and retention crisis in the UK is linked to the physical condition of the workplace. In 2026, 71% of school staff reported that their school lacks enough funding to meet even basic provision, with 81% noting that staff who leave are not being replaced.

Morale and the Physical Environment

Research indicates that satisfactory building conditions are a primary driver of teacher wellbeing.³³ Conversely, decades of underinvestment have left tens of thousands of staff working in buildings that are beyond their design life.

Symptom of Crisis	Premise-Related Cause	Statistical Context
Burnout	Time Poverty	81% of senior leaders report having too much to do and not enough time. Poorly designed estates increase supervision and transition times. ³⁴
Resignation Intent	Deteriorating Conditions	44% of teachers say their school building has worsened in the last 3 years. Morale is directly impacted by visible failure of infrastructure.
Health Issues	Thermal & Air Quality	70% of teachers cite temperature extremes as a major problem. Poor air quality leads to fatigue and respiratory issues for staff as well as pupils.

Neglecting the estate is a form of "wasteful bureaucracy" that forces teachers to absorb structural failings, further accelerating the retention crisis.³⁵

Inclusion and SEND: Adapting the Mainstream Estate

A key pillar of the UK's education mission is ensuring that children with Special Educational Needs and Disabilities (SEND) can achieve and thrive in their local mainstream school.³ This requires an architectural shift toward inclusive, neuro-sensitive environments.

The Rise of Inclusion Bases

The 2026 Education Estates Strategy replaces terms like "SEN unit" or "resourced provision" with the unified term **Inclusion Bases**.²⁷ The DfE is providing at least £3.7 billion in high needs capital to fund these spaces and support high-impact adaptations.³

Design Principle for SEND	Pedagogical Benefit	Technical Standard
Acoustic Control	Essential for neurodivergent pupils sensitive to noise. Reduces anxiety and supports concentration. ³⁸	BB93 and BS 8300-2:2018 specify reverberation times for inclusive spaces. ³⁸
Calm Zones	Allows pupils to regulate emotions during moments of overwhelm, reducing exclusions. ³⁸	Should be low-distraction environments with muted color palettes. ³⁸
Predictable Layouts	Supports routines for pupils with autism; linear building formations reduce confusion. ³⁸	Logic-based wayfinding and consistent visual cues across the site. ³⁸
Biophilic Design	Access to nature and outdoor learning zones boost wellbeing and cognition. ³⁸	Pattern Book rules prioritise "Courtyard Gardens" and "Parkland" integration. ³⁹

The Equality Act 2010 mandates "reasonable adjustments," but the new DfE guidance pushes for a "Pupil-Centred Approach" where teachers and families are involved early in the design of breakouts and lighting to prevent failures.³⁸

Financial Stewardship and Capital Funding

Understanding the DfE's funding methodology is crucial for sustainability. Capital spending by the DfE declined by 48% in real terms between 2009 and 2025, creating a maintenance backlog of £13.8 billion.

Understanding SCA and CIF

Funding for building maintenance is primarily distributed through two channels.⁴⁰

Funding Stream	Primary Recipients	Mechanism and Use
School Condition Allocation (SCA)	MATs with 5+ schools and 3,000+ pupils; LAs; Large VA groups. ⁴⁰	Guaranteed annual formulaic funding based on student numbers. Allows for strategic prioritisation across multiple sites. ⁴⁰
Condition Improvement Fund (CIF)	Small Academy Trusts, VA bodies, and Sixth Form Colleges. ⁴⁰	Competitive bidding. Targeted at specific projects (e.g., roof replacement). Non-guaranteed. CIF will be replaced from Autumn 2028 with a simpler program. ²⁷

The 2025 Spending Review confirmed that £2.4 billion will be invested in the School Rebuilding Programme annually over the next four years.

The ROI of Wellbeing and Sustainability

Financial management is increasingly looking at preventative investment. Every £1 spent on child and adolescent mental health services returns an estimated £4.25 in benefits and savings.⁴³ Similarly, the DfE is unlocking private finance for solar measures; with 55 million square meters of roof area, schools can save up to £25,000 annually per site through solar power.³

Case Studies: Operational Excellence in Action

Sandy Secondary School: A Blueprint for Social Value

Completed in September 2024, this project delivered a 111% Social Return on Investment.⁴⁴

- **Outcome:** Bespoke-designed 30-classroom block and dedicated SEND unit.
- **Impact:** Provided cooking workshops for disadvantaged students and apprenticeship weeks for local youth.⁴⁴

Hiltingbury Junior School: Innovative Recladding

This project piloted an offsite-manufactured structural timber replacement for an occupied 1960s building.³

- **Outcome:** A natural learning environment resilient to overheating for 1/3 the cost and 1/4 the embodied carbon of a rebuild.³

Discovery Trust: Repurposing Surplus

The Trust repurposed surplus rooms into preschool rooms and wraparound care hubs.³

- **Outcome:** Established nine preschools generating £1.1 million annually.³

Safeguarding and Site Security: The Invisible Outcome

Safeguarding is the "golden thread" of UK school management.¹⁴ Physical security is the first line of defense in protecting children from maltreatment and harm.³¹

Site Security and KCSIE Compliance

- **Protective Design:** Buildings and perimeters must be secure by design. Headteachers have discretion to introduce metal detectors or knife arches in consultation with police.³¹
- **Online Safety:** Premises management includes the IT estate. Robust firewalls, encrypted Wi-Fi, and active filtering are statutory requirements.³¹
- **Lockdown and Evacuation:** Regular drills reduce the likelihood of panic and test whether procedures are adequate.¹⁴

The 2026 Education Estates Strategy: A Decade of Renewal

The UK government has launched a 10-year plan to renew and future-proof the estate, backed by £38 billion in investment between 2025 and 2030.³

Key Future Milestones

Date	Policy / Milestone	Operational Impact
Feb 2026	Launch of "Manage Your Education Estate" (MYEE)	Centralised digital platform for guidance, data, and funding. ³
April 2026	Renewal and Retrofit Programme Pilot	£710 million fund for fixing roofs and heating, starting in East Midlands and SE. ³
Autumn 2026	Annual Estate Standards Return	Requirement for Responsible Bodies to self-assess against GEMS. ³
Spring 2027	Expansion of School Rebuilding Programme	250 additional schools and sixth-form colleges selected for reconstruction. ²⁷
Autumn 2028	Replacement of CIF	Move to a "simpler programme" with reduced administrative burden. ²⁷
2029	RAAC-Free Estate	Deadline for the removal of all confirmed RAAC from schools.

The strategy's ambition is for an education system where on average children leave school achieving a grade 5 or higher in GCSEs and the disadvantage gap is halved.³⁶ By making buildings healthy and sufficiently sized, the DfE aims to "fix the foundations" for the next generation.⁴

Conclusions and Strategic Advice

The evidence presented throughout this report confirms that good premises management is a necessary precondition for academic excellence. In the UK context, the transition to "Strategic Estate Management" is a regulatory and educational imperative.

For Headteachers, Governors, and Bursars, the practical implications are clear:

- **Prioritise Classroom-Level Quality:** Interventions in lighting and CO2 monitoring can yield up to a 16% improvement in pupil progress.
- **Professionalise Governance:** Use the GEMS framework to audit effectiveness and ensure estate risks are a standing item at board meetings.¹
- **Invest in Staff Environments:** Addressing the physical stressors of the workplace is a high-yield strategy for tackling the recruitment and retention crisis.
- **Leverage Formulaic Funding:** As the DfE moves toward the MYEE platform, ensure asset data is accurate to claim the fair share of maintenance grants.³
- **Design for Inclusion:** Move toward "Inclusion by Design," recognising that the environment is often the biggest barrier for SEND learners.³⁸

References

1. Understanding Strategic Estate Management and how to Align it with DfE Standards, <https://buildingspatialintelligence.co.uk/blog/understanding-strategic-estate-management-and-how-to-align-it-with-dfe-standards/>
2. What is GEMS (Good Estate Management for Schools)? | BTG ..., <https://www.eddisoneducation.co.uk/insights/what-is-gems-good-estate-management-for-schools/>
3. Education Estates Strategy: a decade of national renewal - GOV.UK, <https://www.gov.uk/government/publications/education-estates-strategy/education-estates-strategy-a-decade-of-national-renewal>
4. Education Estates Strategy: a decade of national renewal, https://dera.ioe.ac.uk/id/eprint/41892/7/Education_estates_strategy_accessible_version_Redacted.pdf
5. Clever Classrooms: Summary Report of the HEAD Project - National ..., <https://school-infrastructure.org/resources/clever-classrooms-summary-report-of-the-head-project-ond/>
6. Well-designed classrooms can boost learning progress in primary school pupils by 16%, new research reveals | News portal | University of Salford, Manchester, <https://news-archive.salford.ac.uk/news/articles/2015/well-designed-classrooms-can-boost-learning-progress-in-primary-school-pupils-by-up-to-16-in-a-single-year-research-reveals.html>
7. Clever Classrooms: Evidence for the impacts of classroom design on learning, <https://www.education.ox.ac.uk/podcast/clever-classrooms-evidence-for-the-impacts-of-classroom-design-on-learning/>
8. Clever Classrooms and Learning | NEA - National Education Association, <https://www.nea.org/nea-today/all-news-articles/clever-classrooms-and-learning>
9. The Link Between the School Building Conditions and Pupil Attainment Levels, <https://www.iamcompliant.com/blog-and-news/the-link-between-school-building-conditions-pupil-attainment>
10. The School Premises (England) Regulations 2012 - Legislation.gov.uk, <https://www.legislation.gov.uk/ukSI/2012/1943>
11. Standards for School Premises - Parliament, <http://data.parliament.uk/DepositedPapers/Files/DEP2011-1735/DEP2011-1735.pdf>
12. Standards for school premises - GOV.UK, <https://www.gov.uk/government/publications/standards-for-school-premises>
13. Advice on Standards for School Premises - Digital Education Resource Archive (DERA), <https://dera.ioe.ac.uk/id/eprint/17643/1/advice%20on%20standards%20for%20school%20premises%20v5.pdf>
14. Health and Safety Legislation in Schools - Human Focus, <https://humanfocus.co.uk/blog/health-and-safety-legislation-in-schools/>
15. Health & Safety and Premises Management Policy, <https://www.ekcgroup.ac.uk/app/uploads/2023/10/Health-and-Safety-and-Premises-Management-Policy-2023-EKC-Schools-Trust.pdf>
16. HEALTH AND SAFETY: RESPONSIBILITIES AND POWERS, https://portal.oxfordshire.gov.uk/content/public/LandC/Resources/healthsafe/outabout/Responsibilities_And_Powers.pdf
17. Health and Safety Law in Schools - Compliance Education,

- <https://www.complianceeducation.co.uk/health-and-safety-law-in-schools/>
18. School buildings and capital funding (England) - The House of Commons Library, <https://commonslibrary.parliament.uk/research-briefings/cbp-7375/>
 19. Independent school inspection toolkit - GOV.UK, https://assets.publishing.service.gov.uk/media/690ccd67f5db1b22dad3e6c5/Independent_school_inspection_toolkit_draft_for_consultation.pdf
 20. EPI-UK-Institutions-Comparisons-2021.pdf, <https://epi.org.uk/wp-content/uploads/2021/04/EPI-UK-Institutions-Comparisons-2021.pdf>
 21. Full article: A Comparative Analysis of Professional Teacher Standards Across the UK Home Nations of England, Scotland, and Wales - Taylor & Francis, <https://www.tandfonline.com/doi/full/10.1080/08878730.2025.2509163>
 22. A comparison of school institutions and policies across the UK, <https://epi.org.uk/publications-and-research/a-comparison-of-school-institutions-and-policies-across-the-uk/>
 23. Comparing the school curriculum across the UK - The House of Commons Library, <https://commonslibrary.parliament.uk/research-briefings/cbp-9834/>
 24. Interactive version :: Independent Schools Inspectorate, <https://www.isi.net/inspection-explained/inspection-framework/interactive-version/>
 25. Understanding Good Estate Management for Schools (GEMS) - ISBL Blog, <https://blog.isbl.org.uk/understanding-good-estate-management-for-schools-gems>
 26. Key Takeaways From The New School Estate Management Standards - Barker Associates, <https://www.barker-associates.co.uk/insights/blog/new-school-estate-management-standards/>
 27. The Education Estates Strategy: what it means for your school, <https://buyingforschools.blog.gov.uk/2026/03/13/the-education-estates-strategy-what-it-means-for-your-school/>
 28. Navigating the new Ofsted framework | National Education Union, <https://neu.org.uk/advice/your-rights-work/school-inspection-england/navigating-new-ofsted-framework>
 29. Understanding the new Ofsted Framework (2025) - Tes, <https://www.tes.com/en-gb/advice-hub/understanding-new-ofsted-framework-2025>
 30. Ofsted 2025 Framework: Key Inclusion & SEND Changes Explained, <https://iqmaward.com/blogs/ofsted-2025-what-the-new-framework-means-for-inclusion-and-send/>
 31. Keeping children safe in education settings: everything you need to know, <https://educationhub.blog.gov.uk/2025/02/keeping-children-safe-in-education-settings-everything-you-need-to-know/>
 32. Ofsted Inspection Framework 2025: What's Changed, What Matters, and How to Prepare, <https://thirdspacelearning.com/blog/ofsted-inspection-framework/>
 33. PSB0014 - Evidence on Priority schools building programme - Committees - UK Parliament, <https://committees.parliament.uk/writtenevidence/56717/html/>
 34. Teacher Wellbeing Index 2025: an urgent call to Government - Chartered College of Teaching, <https://chartered.college/news-blogs/teacher-wellbeing-index-2025/>
 35. Health and safety: advice on legal duties and powers - KELSI, https://www.kelsi.org.uk/_data/assets/pdf_file/0010/64846/DfE-Health-and-Safety-

[Advice-for-Schools.pdf](#)

36. Every child achieving and thriving (HTML version) - GOV.UK,
<https://www.gov.uk/government/publications/every-child-achieving-and-thriving/every-child-achieving-and-thriving-html-version>
37. Education Estates Strategy - Hansard - UK Parliament,
<https://hansard.parliament.uk/commons/2026-02-11/debates/26021145000009/EducationEstatesStrategy>
38. Designing School Buildings for Pupils with SEND,
<https://www.barker-associates.co.uk/insights/designing-school-buildings-for-pupils-with-send-statutory-duties-guidance-and-design-principles/>
39. Pattern Book - GOV.UK,
https://assets.publishing.service.gov.uk/media/6985d6826da2dee8230a9b2f/ER-DFE-XX-XX-T-X-0301-Pattern_Book-A-C01.pdf
40. Condition methodology and spend guidance - GOV.UK,
https://assets.publishing.service.gov.uk/media/69c2a9363ed0546101e0dbdd/Condition_funding_methodology_and_spend_guidance_2026_to_2027.pdf
41. What School Capital Funding is Available? | Every Compliance & HR Manager,
<https://www.weareevery.com/school-capital-funding/>
42. SCA - School Condition Allocation - BTG Eddisons Education,
<https://www.eddisoneducation.co.uk/services/planning/sca/>
43. AoC Mental Health Report 2025 reveals worryingly high numbers of young people experiencing suicidal thoughts,
<https://www.aoc.co.uk/news-campaigns-parliament/aoc-newsroom/aoc-mental-health-survey-2025-reveals-worryingly-high-numbers-of-young-people-experiencing-suicidal-thoughts>
44. Sandy Secondary School: Embedding Social Value into Educational ...,
<https://pagabo.co.uk/news/sandy-secondary-school-embedding-social-value-into-educational-construction/>
45. Keeping children safe in education 2025 - GOV.UK,
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf
46. Online safety and schools - NSPCC Learning,
<https://learning.nspcc.org.uk/online-safety/online-safety-for-schools>
47. Maintained schools: governance guide - GOV.UK,
<https://www.gov.uk/government/publications/maintained-schools-governance-guide/maintained-schools-governance-guide>