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04 June 2009

To: All Members of the Cabinet Procurement Committee

Dear Member,

Cabinet Procurement Committee - Thursday, 11th June, 2009

I attach a copy of the following reports for the above-mentioned meeting which were not available at the time of collation of the agenda:

5. BUILDING SCHOOLS FOR THE FUTURE - AWARD OF THE CONSTRUCTION CONTRACT FOR HEARTLANDS HIGH SCHOOL (PAGES 1 - 28)

(Report of the Director of Children and Young People's Service): To seek approval to award the construction contract for Heartlands High School to a BSF Constructor Partner from the BSF Framework.

6. PROVISION OF CONSULTANCY SERVICES FOR BSF - PROGRAMME ACCOUNTANT (PAGES 29 - 32)

(Report of the Director of Children and Young People's Service): To seek approval to extend the contract of the programme accountant, BSF and Capital Programme.

8. BUILDING SCHOOLS FOR THE FUTURE - AWARD OF THE CONSTRUCTION CONTRACT FOR HEARTLANDS HIGH SCHOOL (PAGES 33 - 44)

(Report of the Director of Children and Young People's Service): To seek approval to award the construction contract for Heartlands High School to a BSF Constructor Partner from the BSF Framework.

9. PROVISION OF CONSULTANCY SERVICES FOR BSF - PROGRAMME ACCOUNTANT (PAGES 45 - 46)


(Report of the Director of Children and Young People's Service): To seek approval to extend the contract of the programme accountant, BSF and Capital Programme.

Yours sincerely

Richard Burbidge
Principal Committee Co-Ordinator

[No.]

Agenda item

PROCUREMENT COMMITTEE		On 11 June 2009
Report Title.		
Building Schools for the Future: Award of Contract for Heartlands High School		
Report authorised by Director of the Children & Young People's Service		
Signed:		
		
Contact Officer :		
David Bray		
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Wards(s) affected: Alexandra	Report for: Key Decision	
1. Purpose of the report		
1.1 To seek Procurement Committee approval to award the main works design and build contract for Heartlands High School.		
2. Introduction by Cabinet Member		
2.1 This new school will not only provide an excellent educational facility it will also regenerate a neglected area of Wood Green. It will incorporate a wide range of sustainable features and in so doing will contribute to our Greenest Borough Strategy.		
2.2 We have been fortunate to have had excellent bids returned and I am confident that they have been examined in a robust and diligent manner.		
2.3 I am happy to recommend acceptance of the proposal to award the construction contract as set out in this report.		
3. State link(s) with Council Plan Priorities and actions and /or other Strategies:		
3.1 Council Priorities		
3.1.1 Making Haringey one of London's Greenest Boroughs		
3.1.1.1. The Heartlands High School Project exhibits a number of sustainable features, as follows:		

- A Green Roof
- Combined heat and Power unit
- Brise Soleil shading to windows to reduce heat gain and glare.
- Ground source heat pump
- Voltage optimisation to reduce overall electrical consumption
- Wind turbine
- Energy efficient lighting
- Daylight Lighting sensing
- Lighting occupancy sensing
- Utilities sub-metering
- School travel plan to promote sustainable transport methods
- Recycled construction materials
- Certified Timber (Chain of Custody)
- Reduced Volatile Organic Compound materials
- Sustainable measures visible to students

3.1.1.2. The scheme will achieve a Building Research Establishment Environmental Assessment Method (BREEAM) "Excellent" rating.

3.1.2 **Creating a Better Haringey: Cleaner, Greener and Safer**

3.1.2.1. The Heartlands High School Project will renew, improve what is an abandoned site close to the Alexandra Park train station and Wood Green Common. At present this space is derelict and an eye sore to local residents. . The project will also introduce more trees within the area than at present, including a number on Wood Green Common. The increased presence of children and adults will improve general safety in and around Wood Green Common and Alexandra Park.

3.1.3 **Encouraging Lifetime Well Being, at Home, Work, Play and Learning**

3.1.3.1. The BSF programme will contribute to the transformation in outcomes for young people in Haringey by improving the learning environment, providing anywhere/anytime access to ICT, increasing inclusion and providing a wider range of pathways of study.

3.1.3.2. The BSF programme will improve access to extended services in and around schools and contribute to improving community cohesion. Examples include access to out of hours study support for children and families, sports and the arts.

3.1.4 **Promoting independent living while supporting adults and children when needed**

3.1.4.1. The specialist provision for pupils diagnosed with Autistic Spectrum Disorder will assist them to integrate with their mainstream peers so that each grow up to understand and support social inclusion.

3.1.4.2. The Construction Partner has undertaken to implement the Council's policies in respect of employing local labour, and creating apprenticeships for local people.

3.1.5 **Delivering Excellent, Customer Focussed, Cost Effective Services**

3.1.5.1. Key to the success of the BSF programme is to improve standards in schools. The BSF programme will add to the learning environment for all young people to enable further progress to be made.

3.1.5.2. The Heartlands High School project will cater for 1105 pupils age 11-16, including 25 pupils of KS3 & KS4 with Autism.

3.1.5.3. Key elements of the Heartlands High School brief included are the need to be a comprehensive community school which specialises in visual arts and media, and a specialism in vocational diplomas.

3.1.6 Council Strategies

3.1.6.1. The opening of Heartlands school is a key element in the Council's strategy for change for 11-19 year olds *Bright Futures*. It will also make a significant contribution to the Children and Young People's Plan Changing Lives, so that local children and young people:

- Stay Safe
- Are Healthy
- Enjoy and Achieve
- Make a positive contribution
- Achieve economic well being:

3.1.6.2. The Heartlands school will also make a major contribution to the following Council Strategies and policies:

- Community Strategy by promoting extended services which will contribute health and well-being
- Greenest Borough – reducing carbon emissions, increasing energy efficiency and adding to bio diversity
- Cultural strategy through the school's visual arts and media status
- Economic prosperity by contributing to the regeneration of Haringey Heartlands

3.2 Resources

3.2.1 Value for Money

3.2.1.1. Overall Value for money is achieved by the procurement methodology to prove the economy, efficiency and effectiveness of each project as it is tendered.

3.2.1.2. Five of the contractors on the BSF framework were invited to submit tenders for Heartlands High School project. A sixth contractor was excluded following a financial check. Two of the framework contractors decided early in the procurement process that they would not be able to return a competitive tender so returned the documents issued to them.

3.2.1.3. Tenders were returned on 9th April 2009 at 1.00pm and three tenders were received. Three bidders were therefore evaluated against price, quality and in an interview and weighted against these criteria 30%, 40% and 30% respectively.

3.2.1.4. The AMP will include pre-construction design, change control management, supply chain management / works package tendering with full cost management, value engineering, open book accounting, quality assurance, setting up web based

document management system, pre construction management, knowledge sharing / innovation, progress meetings, sustainability workshops, method statements, procurement of surveys, procurement of material samples, insurances, warranties and bonds and the works.

3.2.1.5. Following Tender returns on 9th April 2009 a tender clarification meeting was held 27th April 2009 with each bidder. Minutes of the meetings were recorded and the contractors were asked to respond to queries raised formally by 1st May. The clarifications will be incorporated into the contract documentation for the successful bidder.

3.2.1.6. The results of the evaluation process are included in the evaluation matrix in Appendix 16.1.1.

3.2.1.7. A thorough Quality Assurance process was conducted following the evaluation period by the Corporate Procurement Group.

3.2.1.8. Due to the nature of the works within a live school site following sectional completion and handover, Criminal Records Bureau (CRB) checks will be monitored by the London Borough of Haringey for the Construction Partners "on site" staff. Supervisors from sub-contractors will also be subjected to CRB. This will bring to the Council's attention anyone unsuitable to work with children and other vulnerable members of society.

3.2.1.9. Designers are briefed to ensure the new build elements comply with the highest level of energy saving. The project has adopted Haringey's sustainability policy. The scheme will achieve a Building Research Establishment Environmental Assessment Method (BREEAM) "Excellent" rating.

3.2.1.10. A thorough analysis of pupil place planning has been carried out to ensure that the school accommodation is appropriate for both current needs and the foreseeable needs of the future. The Temporary Governing Body have signed an agreement to maintain the property in good order once the BSF work is completed. The FM aspect of the PFI contract will be reviewed in parallel with that of other secondary schools at the end of the BSF programme.

3.2.1.11. Work streams within the programme incorporate people from the Haringey work force where practical.

3.2.1.12. A workforce development programme is already in place to ensure the skills, knowledge and experience of the staff match the needs of an effective school.

3.2.2 Engagement of the Community

3.2.2.1. The project has been in development since 2006 and was subject to a consultation in 2007, which engaged a wide number of stakeholders. This led to the Schools Adjudicator determining that the school would open as a community school.

3.2.2.2. Parents of children in 20 local primary schools have been consulted on the Heartlands school and parents groups have been established for the purpose of continued dialogue.

3.2.2.3. The designs have been made available prior to the construction stage for resident drop in sessions, school parents and school governors' review days, school council meetings, assemblies and information has been posted through the doors of

local residents (also available on line for viewing). These initiatives will continue through the construction phase.

3.2.2.4. Full consultation has been undertaken as part of the BSF Stage approvals; this included consultation with Partnership for Schools, Commission for Architecture and the Built Environment (CABE), Development Control and Building Control, the Fire Officer and the Police (Secured by Design).

3.2.2.5. Full planning permission was received for the scheme on the 19 January 2009.

3.2.2.6. The selected construction partner will have a Community Liaison Officer (CLO) whose role is to actively engage with the community through drop in sessions, leaflet drops, open evenings and many more stakeholder engagement activities to allow for comment and feedback during the construction process.

3.2.2.7. During the construction phase of the works the construction partner will set up apprenticeships and encourage the use of locally based labour and unemployed people. Apprenticeships will be within various positions, for example, trades, administration and management. These will be monitored as a Key Performance Indicator.

3.2.3 Risk Management

3.2.3.1. Risks are managed within the governance of the BSF programme. This includes Stream Lead meetings and reporting to the Programme Board. The projects are managed within Prince 2 methodology and Managing Successful Programmes. Procurements are managed to European Legislation and advice is taken from legal advisers to ensure compliance.

4. Recommendations

4.1 That the Procurement Committee award the design and build contract, as per the recommendation in Appendix 16.1.6, with a programme of sectional completion and full completion as stated in Appendix 16.3. The Procurement Committee are asked to also approve the recommendations set out in 16.1.7

5. Reason for recommendation(s)

5.1 In April 2007, following an Official Journal of the European Union (OJEU) process, Haringey's Procurement Committee agreed a framework of six Constructor Partners (CP's). These CP's would be used to source the twelve school projects in the BSF programme.

5.2 In May 2008 it was agreed with the Leader of the Council that, in order to give full Member involvement in the BSF Design and Build process, the pre-construction stage would be reported to Procurement Committee for approval. Subsequently the main award with an Agreed Maximum Price (AMP) would also be presented to Procurement Committee.

5.3 Five of the CP's on the framework were invited to submit tenders for Heartlands High School project. A sixth contractor was excluded following a financial check. The tender

was conducted on a single stage Design & Build basis on the 29th January 2009, the five CP's were asked to return a tender bid within 10 weeks.

5.4 2 of the CP decided early in the tender programme that they were not in a position to submit a competitive tender and returned the documents provided to them.

5.5 Three separate tenders were requested from each of the bidders; these being

5.5.1 Tender A- sectional completion, section 1 by 27 July 2010

5.5.2 Tender B- sectional completion, section 1 by a date at contractors discretion

5.5.3 Tender C- No sectional completion, full completion no later than 1st July 2011.

5.6 Final Tender

5.6.1 The AMP was submitted and opened on 9th April 2009. The tender included the following information:

- Form of Tender
- Agreement of Terms and Conditions
- Pricing of summary and detailed CSA (for each option A,B & C)
- Proposed Management Structure
- CV's of individuals involved in the day to day provision of the works
- Detailed programmes for the Tender(s) (for each option A,B & C)
- Certificate of non-collusion
- Method statements
- Health and Safety Information
- Demonstration of working with a Network Rail operational boundary

5.7 Health and Safety Implications

5.7.1 During the tender evaluation stage the designs have been reviewed by a Construction Design and Management Co-ordinator, (Gardiner and Theobald). Their duties include:

- Advise and assist the client with their health and safety duties
- Notify details of the project to HSE
- Co-ordinate health and safety aspects of the design work and co-operate with others involved with the project
- Facilitate good communication between the client, designers and contractors
- Liaise with the principal contractor regarding ongoing design work
- Identify, collect and pass on pre-construction information
- Prepare and update the health and safety file

5.7.2 As part of their acceptance onto the Contractor's Framework for BSF the contractor partner is a member of the Contractors Health and Safety Assessment Scheme (CHAS). This has allowed the Council access to contractor partner's information on their Health and Safety record, to ensure that they are meeting the necessary regulations.

6. Other options considered

6.1 Not Applicable

7. Summary

7.1 Following termination of the original PCA, the Heartlands High School BSF project has been the subject of a single stage tendering process. This report addresses the process used to ensure value for money, identify the anticipated costs resulting from the procurement exercise and seeks approval to proceed to award the main design and build contract.

8. Chief Financial Officer Comments

8.1 Members are being asked to approve the award of the Heartlands High School contract to the contractor named in the exempt appendix (paragraph 16.1.6) and on the basis of a sectional completion with the handover as stated in paragraph 5.5.1 (option A) The tables in the exempt appendices demonstrate that this recommendation is affordable within the cash limited budget for this project. However, in addition to its affordability Members will want to be assured that the proposed recommendation meets the service needs of the Authority, i.e. that the school will be available to accommodate the expected pupil intake from the start of the 2010/11 academic year, as this would seem to be the basis for the subsequent termination of the original Balfour Beatty tender.

8.2 Paragraph 16.6 of Appendix 1 sets out further details of the Pre-construction contract with Balfour Beatty.

9. Head of Legal Services Comments

9.1 The Framework agreement was tendered in the EU and selection of the Framework contractors was undertaken in compliance with the EU public procurement directive and the Public Contract Regulations 2006 ("the Regulations") as confirmed by Eversheds the external legal advisors appointed to the BSF programme.

9.2 The Procurement Committee have previously agreed to award this contract to Balfour Beatty on a two stage Design and Build procurement process. However for the reasons set out in Paragraph 16.1.9 it was agreed to terminate the Pre-construction contract with Balfour Beatty and re-tender the project on a single tender basis.

9.3 Tenders for this mini-competition were invited on the basis that the contract would be awarded to the Contractor who submitted the most economically advantageous tender (i.e the Contractor with the highest score applying the evaluation criteria.).

9.4 The evaluation in respect of this mini-competition was carried out by the Council's consultants and reviewed by the Corporate Procurement Unit.

9.5 Paragraph 16.5 of Appendix 1 sets out an issue that could affect the outcome of the procurement process.

9.6 The Head of Legal Services confirms that subject to the issue referred to in Paragraph 9.5 there are no legal reasons preventing Members from approving the recommendations set out in Paragraph 4 of this report

10. Head of Procurement Comments

- 10.1 Five contractors on the BSF Framework Agreement were invited to tender for this contract, of which three contractors submitted competitive bids.
- 10.2 The tenders were evaluated using "Most Economically Advantageous Tender" (M.E.A.T) criteria which is a weighted balance between Price and Quality.
- 10.3 Outcomes from the evaluation stage were then subjected to a robust and detailed quality assurance process that also confirmed that possible project risks had been identified, costed and included in the submitted tenders.
- 10.4 The selected bidder offers a very competitive price against a challenging construction timescale and it will be important that the overall programme, risk register and any variations are closely monitored and managed in order to meet the planned completion date in 2010.
- 10.5 The recommendations in this report offer overall best value to the Council.

11. Equalities and Community Cohesion Comments

11.1 An Equalities Impact Assessment has been completed and scrutinised by the equalities team prior to approval by the Director of the Children and Young People's Service. The opening of the Heartlands school in September 2010 will be the culmination of five years of consultation and planning to improve the choice and diversity of 11-16 provision for local parents. Alongside high investments in other local schools, the opening of Heartlands High School will provide a choice of good schools for parents in central Haringey. It will also provide specialist provision for the inclusion of 25 pupils diagnosed with Autistic Spectrum Disorder (ASD).

The opening of the school will achieve the following benefits:

- An inclusive, non-denominational co-educational school for 1105 pupils, which appeals to the widest possible number of families;
- Increased choice of secondary school provision in central Haringey
- Specialist provision for pupils diagnosed ASD
- High quality provision in all areas of the curriculum to promote personalised learning for all, especially in English and mathematics
- Excellent accessibility to all parts of the building for all disabilities
- High quality ICT provision, including 'anywhere, anytime access' to reduce the 'digital divide' which affects low income families disproportionately
- Specialist provision for pupils at risk of exclusions to enable a more personalised curriculum to get them back on track
- Access to excellent facilities for the local community, managed by leisure services and targeted especially to groups under-represented in data on sports and physical activity participation

The above will be monitored through a wide range of performance indicators, in particular:

- The School Evaluation Form (SEF) which the school will complete annually and which covers the areas above

- Performance data published annually on standard tests
- Regular Ofsted inspections
- The School's Equality Scheme (SES) will allow the school to monitor issues in relation to race, gender, age, disability, religion and sexual orientation. The SES will also identify the key Equality Impact Assessments that the school proposes to undertake and will link in with the key issues raised in the BSF programme.

12. Consultation

12.1 A wide range of internal and external stakeholders have been consulted during the course of project development (see also section 3.2.2 above). These stakeholders include local parents and children, the governors of the school, the local community, Development Control, local Members, Partnerships for Schools, DCSF, and the Commission for Architecture and the Built Environment (CABE).

12.2 A Governing Body Agreement has been signed with the Temporary Governing Body of Heartlands High School which acknowledges that the successful bidder will require access to the school premises to carry out the works and that the school will liaise closely with them to support the sectional completion requirements of the scheme.

12.3 Legal Implications (provided by Eversheds?)

13. Service Financial Comments

13.1 Appendix 16.1 presents the AMP Stage Cost Schedule for each of the three options and three tendering contractors. This table confirms all project cost elements associated with the project's design and build phases based on information from Potter Raper Partnership and confirmed by the Mace Project Manager. This table makes allowance for increased professional fees associated with completing this project, and abortive costs associated with re-tendering the Heartlands High School construction contract. These tables show the Maximum Project Cost for each option and tenderer compared to the Cash Limited Budget for the project.

13.2 In selecting the successful tender, the Procurement Committee should note the affordability of each option compared to the available Cash Limited Budget – affordable project options show a minus figure at the foot of the relevant column, indicating that this particular option is within budget.

13.3 The level of client provisional sums for this project should be noted (See Provisional Sum Schedule 16.2), representing 0.94% of the AMP sum. Agreement of final costs within the identified provisional sums plays a critical part in ensuring that the project can be managed within agreed budget levels. The Procurement Committee should therefore note the relatively low risk in this case. The BSF cost consultant has confirmed that the provisional sums allocated for this project are reasonable for the works anticipated.

13.4 DCSF issued a revised promissory letter on Monday 24th November 08 confirming the BSF programme Full Business Case had successfully been signed off, and the total grant funding payable to the council. As defined in the DCSF Funding Protocol, the date of this promissory letter defines the moment of financial close for funding purposes. This was confirmed by the discussion and minute of the 21st October BSF Programme Board.

14. Use of appendices /Tables and photographs

- 14.1 Agreed Maximum Price Summary (16.1)
- 14.2 Provisional sum schedule (16.2)
- 14.3 Programme Milestones (16.3)
- 14.4 Construction awards to date (16.4)

15. Local Government (Access to Information) Act 1985

15.1 The following documents were used in the compilation of this report:

15.2 The Council's Standing Orders

15.3 Appendix 1 of this report contains exempt information and is **not for publication**. The exempt information is under the following category (identified in the amended Schedule 12A of the Local Government Act 1972):

- *Information relating to the financial or business affairs of any particular person (including the authority holding that information) (Ground 3).*

HARINGEY COUNCIL
EQUALITY IMPACT ASSESSMENT FORM



Service: BSF

Directorate: Children & Young People's Service

Title of Proposal: BSF project – Heartlands School

Lead Officer: Adam Srodzinski (Project Manager)

Names of other Officers involved: Barry Fenby (Transformation Coordinator), & wide range of other agents and contractors acting for the council, including architects, cost consultants

Step 1 - Identify the aims of the policy, service or function

State what effects the proposal is intended to achieve and who will benefit from it.

1. 1 Project outline

- ❖ Heartlands High School (HHS) is one of 12 schools in the BSF programme that has completed its pre-construction stage and is moving to the main stage of the Design and Build programme. Procurement Committee approval is now being sought to award the main works design and build contract for HHS
- ❖ HHS is a new, purpose-built 11-16, eight forms of entry community school, which will create a building specifically designed for 21st century learning.
- ❖ A temporary governing body is in place, and a Headteacher Designate and Deputy Head Designate have been appointed, all of whom are heavily engaged in the consultation processes to date
- ❖ Following significant and sustained consultation the work will comprise:
 - 8 forms of entry (with 6 FE for initial intake, as a temporary measure to support the building schedule)
 - purpose-built teaching & learning facilities for core and foundation subjects
 - facilities to support a Visual Arts and Media specialism
 - high quality ICT infrastructure, to support management information systems and effective learning
 - ASD provision for up to 25 students
 - Additional SEN Facilities, including BESD provision, to reduce the likelihood of exclusion
 - Facilities for independent learning
 - Facilities for student recreation
 - Facilities accessible for community use

1.2 What effects the proposal is intended to achieve

- ❖ The Heartlands project supports CYPS and national goals, by (i) increasing school places in Haringey, thereby enhancing diversity and choice (ii) improving examination outcomes for students transferring to secondary education in Haringey (iii) benefitting these students' personal development & well-being (iv) enhancing Haringey's facilities for community use
- ❖ The school will have strong provision for its core curriculum, for its specialism, and for vocational education (delivered in partnership with other providers), promoting choice and diversity, but also quality of outcomes, to increase local 16+ stay-on rates, and employability
- ❖ Access to high quality ICT provision will reduce the 'digital divide' for families with limited ICT access at home and enhance the learning activities for all students
- ❖ A managed learning environment will enable any parent to securely access information on their child, such as attendance, homework and progress

Who will benefit?

- ❖ The nearest primary schools include Alexandra Primary, Earlam, Nightingale, Bounds Green, Noel Park, St Paul's RC, St Michael's (N22)

- ❖ Whilst it is anticipated that the majority of HHS students will be from these schools, the HHS admissions arrangements (which preference students by distance from school, then by sibling attendance) may not exactly correlate with particular primary schools
- ❖ The greater choice of schooling available for local residents will differentially support areas of high deprivation, supporting the BSF goal of breaking the link between disadvantage and low achievement. Data on local wards shows relatively high levels of deprivation, which is replicated in most of the local primary schools. All of the schools listed above have a deprivation indicator higher than the national average (0.21), with most of the local primary schools being over twice this figure, and in some cases nearly three times the average
- ❖ Similarly, the area/schools which HHS will serve include a significantly higher proportion of minority ethnic groups than the national norm. Most local primary schools listed above, for example, have over 85% of students from minority ethnic groups, compared to the national average of 23.3%
- ❖ The broader local community, which will have improved access to community facilities through HHS, also has a significantly higher proportion of minority ethnic groups than the national average

Step 2 - Consideration of available data, research and information

You should gather all relevant quantitative and qualitative data that will help you assess whether at present, there are differential outcomes for the different equalities target groups – diverse ethnic groups, women, men, older people, young people, disabled people, gay men, lesbians and transgender people and faith groups. Identify where there are gaps in data and say how you plug these gaps.

In order to establish whether a group is experiencing disproportionate effects, you should relate the data for each group to its population size. The 2001 Haringey Census data has an equalities profile of the borough and will help you to make comparisons against population sizes.

http://harinet.haringey.gov.uk/index/news_and_events/fact_file/statistics/census_statistics.htm

2 a) Using data from equalities monitoring, recent surveys, research, consultation etc. are there group(s) in the community who:

- **are significantly under/over represented in the use of the service, when compared to their population size?**
- **have raised concerns about access to services or quality of services?**
- **appear to be receiving differential outcomes in comparison to other groups?**

2a

Groups significantly under/over represented in use of the service, when compared to their population size

As this is a new school, and as we cannot specifically at this stage identify the profile of users, the most relevant data are those relating to Key Stage 2 provision in the locality of HHS

- ❖ **Age:** the school will serve the 11-16 age group; community users will be of varied ages, with high representation of adults with school-age children (i.e. parents of HHS students), a high representation of younger students (weekend activity groups)
- ❖ **Gender - students:** overall, across local primary schools, the gender pattern is in line with national averages (c 48.9% girls). Some local primaries have slightly above the national proportion of girls (Nightingale, Earlham for example), with others slightly below
- ❖ **Ethnicity:** all local primary schools have a higher proportion of minority ethnic groups than the national norm. Whilst the particular mix of groups varies from school to school, ' Any other white background', Black & Black British – African', and ' Black or Black British – Caribbean' are typically the largest single groups
- ❖ **Religion and other beliefs;** from the data available, there is a broad range of religious and other beliefs within the local wards, and local primary schools; as there is no requirement on community user groups to declare a religious/belief affiliation, it is not possible to identify the profile of users of community facilities in primary schools
- ❖ **Disability:** local primary schools typically have slightly above the national average proportion of students with SEN, and below the national average Key Stage 1 attainment measure
- ❖ **Sexual orientation:** schools do not hold data on student sexual orientation, unless confidentially divulged by individual students; similarly, schools do not hold such records on other users.

Groups that have raised concerns about access to service/service quality

- ❖ Community groups, as with the local authority, are aware that whilst some performance gaps are narrowing (see various CYPS reports to elected Members), this process needs to be accelerated, to achieve Bright Futures goals
- ❖ An overview of primary school attainment patterns is provided in the following section

Groups which appear to be receiving differential outcomes in comparison to other groups
HHS is a new school, so technically, no groups are receiving differential outcomes in relation to this particular project submission. It is however, helpful to summarise differential outcomes across the sector from which the new school will draw its students

- ❖ In summary, HHS is likely to welcome many students whose progress from Key Stage 1 to Key Stage 2 was as good as or better than national norms, and others who have underachieved. The challenge will be to address prior underachievement for the latter group, and maintain good progress rates for the former group
- ❖ *Gender - students:* girls in Haringey outperform boys in English at L4+ by 12% and at L5+ by 8% (national difference is 9% at L4+ and 13% at L5+). In maths girls score the same as boys at L4+ (national boys are 1% higher), at L5+ boys outperform girls by 5% (national difference is 7% in favour of boys). In science there is a 4% difference in favour of girls at L4+ (2% national difference), and a 3% difference at L5 (2% national difference)
- ❖ Achievement in local primary schools is variable, with more than one having Key Stage 1- 2 achievement significantly below expectations for girls, or boys, or both. Other local schools, however, show both boys and girls making appropriate progress
- ❖ *Ethnicity:* in English at L4+, the gap between the Haringey results and the results of all the larger ethnic groups has generally been closing slowly. Haringey African pupils are 1% below their national 2007 peers. Caribbean pupils are 3% below national peers and White UK pupils are 8% above national peers. In relation to local primary schools, patterns vary. In most, minority ethnic group progress is in line with or better than national, but in more than one, there is some significant underachievement for specific minority ethnic groups
- ❖ *Religion and other beliefs:* in relation to local primary schools, there does not appear to be a direct correlation between religion/belief and underachievement
- ❖ *Disability:* in local primary schools, students with SEN tend, as would be expected, to have standards below national and school norms, but SEN students' achievement varies
- ❖ *Sexual orientation:* schools do not hold data on student sexual orientation, unless confidentially divulged by individual students; similarly, schools do not hold such records on other users.

2 b) What factors (barriers) might account for this under/over representation?

- ❖ *Ethnicity:* the lower attainment of particular groups on entry to the school has multiple causation, including: high levels of disadvantage; EAL; factors associated with prior schooling and low prior attainment; factors associated with refugee/asylum-seeker status. It is difficult to generalise about reasons for the underachievement of the under-achieving ethnic groups across different schools, particularly where the actual numbers are low, & there is multiple causation, but in at least one local primary school, there is significant underachievement for several groups, including those not from minority groups
- ❖ *Disability:* see 2a, above

Step 3 - Assessment of Impact

Using the information you have gathered and analysed in step 2, you should assess whether and how the proposal you are putting forward will affect existing barriers and what actions you will take to address any potential negative effects.

3 a) How will your proposal affect existing barriers? (Please tick below as appropriate)

	Reduce barriers	
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Comment

- ❖ Proposal will **reduce** barriers, by widening choice of school, increasing school places, and making specific provision for students with ASD

3 b) What specific actions are you proposing in order to respond to the existing barriers and imbalances you have identified in Step 2?

- ❖ As a new school, HHS does not yet know the precise breakdown of student needs, as parental choices for its first year intake are not made until autumn 2009. Nevertheless, the new school is being set up to promote good progress for all learners
- ❖ *Gender*: boys' and girls' achievement, thence attainment, will benefit from: high quality teaching and learning accommodation; good private study/independent learning facilities; state-of-the-art ICT provision to support learning; sufficiency of teaching accommodation to allow appropriately-sized groups in core subjects, and a good range of other subjects (including applied and vocational provision at 14-16 level.). Specific provision has been made for students with short or medium behavioural difficulties to have a closer attention in a different environment within the school that gets them back on track and avoid exclusions.
- ❖ *Ethnicity*: achievement, thence attainment, for all minority ethnic groups will benefit from measures described in Gender section, above
- ❖ *Religion or other beliefs*: no particular issues
- ❖ *Disability*. The new works are fully compliant with DDA, statutory legislation and DCFS Building Bulletins. Learner achievement, personal development & well being will benefit from: social space; Students with SEN will also have achievement, thence attainment, raised by measures described in the gender section, above & the additional spaces created will facilitate the school in continuing to provide more personalised support for the growing School Action cohort to meet their needs in a more appropriate way. The BSF project includes additional funding for furniture, fittings & equipment to support students with ASD, which will enable the school to widen access & participation for this particular group
- ❖ Community users (particularly the elderly or less mobile) will benefit from access to zoned areas of the school including ICT facilities that are fully DDA compliant.
- ❖ The design allows for flexibility of spaces and rooms, should the school's needs change with time

3 c) If there are barriers that cannot be removed, what groups will be most affected and what Positive Actions are you proposing in order to reduce the adverse impact on those groups?

- ❖ The BSF project cannot in itself widen provision for community users, Revenue funding (which BSF cannot provide) to sustain this provision is the key challenge. This is being addressed through the newly appointed extended services team and will also be addressed within the schools specialist community plan (to be developed at a later date)
- ❖ The BSF project in itself cannot provide high quality teaching and support staff, but plans are in place to recruit the best available staff on the market, driving achievement and attainment measures above targets.
- ❖ The recruitment of the Headteacher and Deputy Headteacher for September 2009 and other key teaching personnel a term in advance of the school opening will enable the establishment of a strong ethos, effective planning and training.
- ❖ Underachievement by identified ethnic groups (above) will be addressed by measures including: setting of ambitious individual targets for each student, based on prior attainment, against which progress can be tracked (below) ; training for staff on effective Assessment for Learning; close working partnerships with parents/carers, in particular specific target groups; use of MEAP and BPAP programmes including Coaching for Success led by teachers with specific responsibilities; use of progress tracking data, on a case-by-case basis, working with students, teachers, parents/carers on individualised strategies to accelerate progress
- ❖ The measures outlined above will also be used to ensure that gender-related underachievement is challenged
- ❖ Standards for SEN students will benefit from measures identified in the previous paragraph, &, additionally, mapping of SEN provision with responsibility taken by Learning Support teachers and the appointment of Higher Level Teaching Assistants. Specialist support and facilities will be available for students with Asperger's Syndrome (ASD), augmented by BSF-related funding for furniture, fittings & equipment.

Step 4 - Consult on the proposal

Consultation is an essential part of impact assessment. If there has been recent consultation which has highlighted the issues you have identified in Steps 2 and 3, use it to inform your assessment. If there has been no consultation relating to the issues, then you may have to carry out consultation to assist your assessment.

Make sure you reach all those who are likely to be affected by the proposal, ensuring that you cover all the equalities strands. Do not forget to give feedback to the people you have consulted, stating how you have responded to the issues and concerns they have raised.

4 a) Who have you consulted on your proposal and what were the main issues and concerns from the consultation?

- ❖ The whole BSF project for this school has been driven by a major public consultation and bidding process point at the beginning of the project. Haringey Council's Proposal for a New Secondary Community School was published supported by extensive public consultation.
- ❖ A competition was carried out by the Office of the Schools Adjudicator. Extensive public consultation was required during this process prior to the Adjudicator's decision in favour of Haringey Council's proposal for a non-denominational community school.
- ❖ A School Vision document expanded Haringey Council's proposals, this fully incorporated the New Secondary Curriculum and detailed what the project was to comprise.
- ❖ Partnership for Schools were extensively consulted and involved in translating the Schools Vision into a detailed curriculum and staffing model that met the guidelines of Building Bulletin 98. The developed proposals were subject to regular consultation with governors (including representatives of the local community), elected members and senior education advisers and officers.
- ❖ Task groups of subject specialist teachers were established to advise on particular aspects of teaching environment design layout and equipment, particularly so with the development of Science provision in line with The Faraday project.
- ❖ All junior schools in Haringey were invited to participate and be involved in the naming of the New School; this generated considerable interest and a feeling of involvement amongst students. Their proposed name was adopted by the Council.
- ❖ Prospective parents meetings were held in all local junior schools and a register of participants compiled who agreed to act as an informal consultation group on specific school issues. Matters of branding, school Logo and uniform proposals are to be discussed with them.
- ❖ The Temporary Governing Body with its range of sub committees has assumed a key stakeholder and community representative role in all aspects of the developing school. They have reviewed and adopted the schools vision statement and receive update reports on the emerging built and landscaped environment.
- ❖ Haringey Council's proposal and School Vision has driven the project, with Governors and Partnership for Schools carefully monitoring the emerging design, to ensure the users' aspirations are to be fully met.
- ❖ Any design proposal from architects, or ICT consultants or Landscape Designers that were not in accordance with the vision document was challenged by the school &/or BSF team, unless it was an affordable **enhancement** to what consultees prioritised in their vision statement.
- ❖ Exemplar CABE review demonstrating their review process used the Heartlands High School design Proposal as a vehicle for discussion, the key outcomes from the discussion have been subject to detailed consideration and proposed amendments.
- ❖ As Haringey Council's Proposal and School Vision, fully adopted by Governors and the appointed Headteacher designate have driven the project, there are relatively few concerns raised by subsequent consultations, & those that were tended to be of a technical nature

Group /Body consulted	Focus of consultation	Frequency & timing of consultation	Concerns/Issues raised by consultees	Overall message from consultees
School's Temporary governing body (including parents, community representatives & Headteacher designate.)	Haringey Council's Proposal and School Vision for development of a new provision as funded by BSF	Haringey Council's and Governors detailed written proposals, specifying what they wanted the project to deliver in terms of improved student & community facilities and outcomes, with a clear statement on design & ICT features they saw as priorities.	Not applicable	Haringey Council and Governors made clear that their main goal was to raise achievement for all sections of school community
	Design Quality Indicator workshop to be attended by Governors, Headteacher, Deputy Headteacher, Education Officers, parents and students	Reviewing priorities, & match of priorities to emerging design		To be determined
	Initial design proposals (Stage B)	Briefing prior to Stage B signoff, then formal signoff of proposals		Partnership for Schools, and New School Project Board reviewed and signed off proposal.
	Stage C design proposals	As above		Temporary Governing Body, Partnership for Schools and New School Project Board reviewed and signed off proposals
	Stage D design proposals	As above		Signed off proposals
	Final detailed proposals for works – "Employers Requirements"	Detailed information on all aspects of proposals provided	None	Proposals agreed
	Seeking confirmation that governing body was satisfied with the consultation process, and that the design is in line with the governors views expressed in their vision document (see above)	Prior to Final Business Case	None	Formal confirmation agreed from governing body, that they are satisfied with process and outcome
	Head teacher	Head teacher	Monthly full	Schedule and

Designate	Designate involved in governing body consultation process and sub committee meetings.	Governing Body and sub committee meetings	timetable for completion of building in readiness for reception of first cohort of students	
	Detailed briefings and updates from Education Consultant, Project Manager and Architects for project immediately upon appointment. School vision, curriculum, staffing, budget and branding are areas of detailed focus.	Regular meetings and half day workshop sessions with Education Consultant, Project Manager, architects, ICT consultants, FF&E consultants, plus regular telephone & email discussion.	Wide range of issues emerging during development of project, all of which are in the process of being addressed	Headteacher confident with process and strategies for addressing issues in pursuance of expected programme outcome.
Subject Teacher task groups	As no subject teachers will be appointed to the school until April 2010 there has been limited opportunity for Consultation on detail of room adjacencies; room layouts; ICT specifications. Where required this has been achieved through Subject teacher task groups, Education Consultant and Professional Association Representation	As required by programme timetable.	A range of issues covered especially relating to practical subjects. Most concerns resolved. Issue of size and location of the two Staff Rooms considered in detail and the impact on the SEN provision if they were to be amalgamated into one space.	Proposals meet the aspirations of the New Secondary Curriculum and provide a flexible and adaptable teaching and learning environment.
Students	<p>The first intake of 162 students is not scheduled until September 2010.</p> <p>The name of the 'New school' was subject to a competition involving all Haringey Junior Schools.</p> <p>Consultation on a range of aspects of project including Joined Up Design project run by the</p>	Specific purpose activity linked to the development programme.		Student suggestions were adopted and engendered a sense of participation.

	Sorrell Foundation.			
Parents	<p>All aspects of Haringey Council's Proposals and Governors School Vision for an 11-16 Secondary School specialising in Visual Arts and Media.</p> <p>Curriculum provision, including core subjects, Science sports and extra curricular activities</p>	<p>Involvement through prospective parents who registered an interest in acting as an informal consultation group. Specific focus meetings held at required times in accordance with programme calendar.</p> <p>input into governors' vision document via parent governors; parent governor representation throughout process; drop-in sessions with architects</p>	<p>Understanding of a Secondary Schools curriculum with special reference to the New Secondary Curriculum</p> <p>Provision for extended school study arrangements and extra curricular activities.</p>	<p>Proposals for a Community School with a central Learning Resources Centre and excellent ICT provision was warmly welcomed by parents.</p> <p>The emphasis on excellent performance in Core Subjects along with the Media Specialism was seen as an appropriate balance for students.</p>
Community Users & general public	<p>Negotiations and agreements with the Guardians of Wood Green Common.</p> <p>Negotiations with the Alexandra Park Football and Cricket Club relating to shared use of the Club's and School facilities.</p> <p>Discussions and updates for the Stakeholder Engagement Officer for Transport for London and Arriva London relating to the future school transport requirements for students.</p> <p>Discussions with Haringey's Bio Diversity Group on the proposed landscape designs and conservation corridor.</p>	<p>Regular and ongoing meetings held as required by the schedule of the programme.</p>	<p>logistical concerns regarding the impact of the actual works and on going requirements of the student and local community – ongoing consultation to address this</p>	<p>The diverse range of issues have been seriously considered by the BSF programme and acceptable solutions found.</p>

4 b) How, in your proposal have you responded to the issues and concerns from consultation?

- ❖ There has been an intensive consultation process, over several years, with detailed records kept of all changes to design, all of which have been subject to scrutiny by Partnerships for Schools, the BSF board (with elected members represented), and the governing body
- ❖ At all design stages and major decision-making points, there has been formal consultation
- ❖ During the consultation process the environmental conditions were a key concern of the school. Throughout the design stage these have been discussed and resolved. Although these were included within the original brief the project team has focussed on at the health and well being of the user groups to ensure appropriate ventilation, acoustics and lighting is provided.
- ❖ It is impractical to summarise the vast numbers of ongoing modifications to the design over the past 3 years, but the key issues raised & resolved are as below;
- ❖ Logistical concerns will be addressed by restricting delivery times in conjunction with detailed coordination of larger deliveries and on going consultation with residents during technical \ large load deliveries to minimise disruption.

4 c) How have you informed the public and the people you consulted about the results of the consultation and what actions you are proposing in order to address the concerns raised?

- ❖ Feedback provided to major constituencies through: Project Manager written & oral feedback to Head teacher Designate; written & oral reports to governors by Head &/or . Project Manager/Transformation Manager;
- ❖ Five major public consultation events throughout the development of the project and providing feedback to responses. Consultation with parents at each of 20 local primary schools ; regular updates in newsletters and on Haringey website;
- ❖ The key concerns raised in relation to equalities have been about the school's admissions policy. Parents have been assured that admissions arrangements in the first year are in line with pan-London admissions, which prioritise SEN and looked after children then allocate places on the basis of distance from school. This will ensure the school serves its local community. In subsequent years siblings will also be given priority in the admissions arrangements. Other major concerns have been about the impact of the school on the local community. Extensive planning is taking place to minimise this risk, including work with parks, transport and planning.

Step 5 - Addressing Training

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

Do you envisage the need to train staff or raise awareness of the issues arising from any aspects of your proposal and as a result of the impact assessment, and if so, what plans have you made?

- ❖ As HHS is appointing its all its staff 'from the market', it is in a strong position to select staff who are already au fait with the Governors' and Head Designate's high expectations
- ❖ In addition to thereby pre-empting some training needs, the school will be establishing a strong CPD/training programme for all appointees, including training on: assessment for learning focused through its specialist school methodologies; curricular target-setting & progress tracking of student performance; effective use of ICT, provision for students without access to home facilities; teaching bilingual learners; strategies to raise achievement of target groups
- ❖ All staff will have individual performance management plans, containing customised CPD/training programmes

Step 6 - Monitoring Arrangements

If the proposal is adopted there is a legal duty to monitor and publish its actual effects on people. Monitoring should cover all the six equality strands. The purpose of equalities monitoring is to see how the policy is working in practice and to identify if and where it is producing disproportionate adverse effects and to take steps to address the effects. You should use the Council's equal opportunities monitoring form which can be downloaded from Harinet. Generally, equalities monitoring data should be gathered, analysed and report quarterly, in the first instance to your DMT and then to the Equalities Team.

What arrangements do you have or will put in place to monitor, report, publish and disseminate information on how your proposal is working and whether or not it is producing the intended equalities outcomes?

- ***Who will be responsible for monitoring?***
- ***What indicators and targets will be used to monitor and evaluate the effectiveness of the policy/service/function and its equalities impact?***
- ***Are there monitoring procedures already in place which will generate this information?***
- ***Where will this information be reported and how often?***

The following monitoring arrangements are in place in respect of equalities issues in respect of provision & outcomes for all EIA target groups, & provision for user groups:

- ❖ Annual:
 - school outcomes & provision reviewed by school, logged in school Self-Evaluation framework (SEF), then scrutinised by School Improvement Partner (SIP); outcomes reported to governing body & LA SIP coordinator, feeding into CYPS review
 - review of outcomes by Haringey School Improvement officers, & intervention if significant negative trends identified
- ❖ Every 2-3 years: OfSTED inspection reviews & judges quality of all aspects of school, including equalities issues; outcomes published nationally
- ❖ Annual review of Specialist Schools Plan targets with particular reference to community outcomes
- ❖ One year after BSF works completion: review of impact by independent DQI assessor; outcome fed to BSF Board, which has elected member representation.
- ❖ The implementation of the School's Equality Scheme (SES) will allow the school to monitor issues in relation to race, gender, age, disability, religion and sexual orientation. The SES will also identify the key Equality Impact Assessments that the school proposes to undertake and will link in with the key issues raised in the BSF programme.

Step 7 - Summarise impacts identified

In the table below, summarise for each diversity strand the impacts you have identified in your assessment

Age	Disability	Ethnicity	Gender	Religion or Belief	Sexual Orientation
This proposal will have NO adverse impacts on any of groups identified	<p>Improved SEN student achievement, through:</p> <ul style="list-style-type: none"> - Improved access to in school (new build elements) - Reduced exclusion risk, via new BESD facility - Additional facilities for students with ASD (FF&E details currently being determined through consultation with the authority's experts on ASD provision) 	<ul style="list-style-type: none"> - Improved achievement for under-achieving ethnic groups, by means other than BSF (see detail in document) - Improved achievement by all minority ethnic groups (most achieving well), by virtue of over half of students being from these groups, therefore benefiting from project 	<ul style="list-style-type: none"> - Both male & female students achieve well at this school. All will benefit, however, from this project 	<ul style="list-style-type: none"> - No discrete underachievement is currently existing for Muslim students or site users - All students will benefit from this project 	<ul style="list-style-type: none"> - Whilst sexual orientation is not logged by schools, students of all orientations will benefit from the project

Step 8 - Summarise the actions to be implemented

Please list below any recommendations for action that you plan to take as a result of this impact assessment.

Issue	Action required	Lead person	Timescale	Resource implications
The guidance note says that "Summarise the actions that are recommended against each of the risks/potential adverse effects on each of the groups covered in the assessment. This should be used to develop an action plan to implement the improvements needed to address the adverse effects that have been identified".				
As Step 8, & the main body of this document demonstrates in detail, the project creates no adverse effects				
a) Gender Boy' achievement	New study rooms and new independent study facilities, together with improved circulation	School/PM	12 months	School to review
b) Improved disabled access/facilities to the school	Disabled access to new areas and allowing school to reorganise facilities	School/PM	12 months	No further implications – already funded in BSF project
c) Improved facilities for Pupils diagnosed ASD	Appoint expert staff to support pupils and train adults	Headteacher and governors	By Sept 2010	Cost of staffing already in school's planned budget
d) Improved outcomes for BME	Liaison with local primary schools to identify students needing support. Focused support for under-performing BME pupils as significant part of provision	Headteacher and governors	Work with local primaries Sept 2009 – July 2010. School starts with clear programme in Sept 2010	Cost of liaison covered in transition budget
e) Improved access to facilities for under-represented community groups.	Commission leisure services to manage provision out of hours and to target key groups.	Headteacher and governors	Sept 2009 onwards Activities begin Sept 2010	Identify revenue costs of extended opening with leisure services.

Step 9 - Publication and sign off

There is a legal duty to publish the results of impact assessments. The reason is not simply to comply with the law but also to make the whole process and its outcome transparent and have a wider community ownership. You should summarise the results of the assessment and intended actions and publish them. You should consider in what formats you will publish in order to ensure that you reach all sections of the community.

When and where do you intend to publish the results of your assessment, and in what formats?

The results of the assessment intend to be published on the Haringey website, under the Building Schools for Future.

Assessed by (Author of the proposal):

Name: Adam Srodinszi

Designation: Project Manager

Signature:



Date: 09 April 2009

Quality checked by (Equality Team):

Name: Bethan Williams

Designation: Equalities Project Officer

Signature:



Date: 29 May 2009

Sign off by Directorate Management Team:

Name: P. LEWIS

Designation: Director, CYPS

Signature:



Date: 29 May 2009



Haringey Council

Procurement Committee

on 11 June 2009

Report Title: **Provision of Consultancy Services for BSF – Programme Accountant**

Forward Plan reference number (if applicable): **Not applicable**

Report of: **The Director of the Children & Young People's Service**

Wards(s) affected: **All**

Report for: **Non-Key Decision**

1. Purpose

This report seeks approval to extend the contract of the programme accountant, BSF and Capital Programme.

2. Introduction by Cabinet Member

2.1 I am aware that this is an unusual request but believe it to be in the best interests of the BSF programme and therefore of provision for children in the borough. I understand that the legal advice supports agreeing the recommendation.

3. Recommendations

3.1 That Committee Members agree to extend the contract for consultancy services for the BSF and capital programme accountant for the period from 1 May 2008 to 30 June 2009 to the consultant named in Appendix 1.

Report Authorised by:

Peter Lewis
Director, the Children and Young People's Service

Contact Officer: Ian Bailey, Deputy Director, Business Support and Development

4. Director of Finance Comments

4.1 The Chief Financial Officer has been consulted on the preparation of this report and is satisfied that the full costs associated with the appointment outlined in this report can be met from within the fee element of the BSF budget.

5. Head of Legal Services Comments

5.1 This report is requesting that Procurement Committee extend the contract of the programme accountant for BSF and Capital Programme.

5.2 The Procurement Committee has power under CSO 13.02 to extend the contract, provided that to do so is consistent with the provisions of the Council's Financial Regulations.

Paragraphs 5.3 to 5.6 onwards are contained in the exempt information.

5.7 Subject to the comments contained in the exempt information, the Head of Legal Services confirms that the recommendations contained in this report may be accepted.

6. Head of Procurement Comments

6.1

7. Local Government (Access to Information) Act 1985

This report contains exempt and non-exempt information. Exempt information is contained in the Appendix and is not for publication. The exempt information is under the following category (identified in the amended Schedule 12A of the Local Government Act 1972 (3) information relating to the financial or business affairs of any particular person (including the authority holding that information).

Financial Implications

The total cost at the conclusion of this contract in March 2009 is exempt information and is set out in Appendix 1.

8. Legal Implications

See Legal comments in Paragraph 5

9. Equalities Implications

The funding for BSF is directed to the benefit of pupils drawn from the most deprived areas of the borough.

10. Health and Safety Implications

The contract terms will include requirements to comply with all relevant legislation

11. Background

The Programme Accountant was appointed on 5th June 2007. Several previous efforts to find and appoint a suitable candidate, either temporary or permanent had been

unsuccessful. The appointment took place at a critical time in the development of the BSF programme, when high level dedicated financial resources were needed to set the project on a sound footing and to set up financial systems and practices because of the rapid move towards implementation of over a dozen simultaneous capital projects. The candidate was interviewed by the Acting Director of Finance and the BSF Programme Director. The appointment is regarded as having been very successful.

Clearly, the number of candidates available to manage such complex work is at any time extremely limited and options were limited further by the urgency of this appointment. Having found a suitable candidate, it would not have been in the best interests of the Council to commence tender procedures normally applicable to a post of this value.

On 18 December 2007, the Cabinet Member for Children and Young People agreed a waiver to allow the current postholder to remain in place until 30th April 2008. Programme financial management is perhaps the major BSF programme risk borne by the council. Errors in this area could shift the risk of liability for many millions of pounds from DCSF to the Council. The current postholder has invaluable skills and continuity of experience from the early days of the BSF set-up and the council should have the option of keeping his services over the periods of highest BSF spending. He is also uniquely placed to support the extension of BSF good practice in financial strategy and management to the primary capital programme. A permanent successor has been recruited to take over once the bulk of the BSF programme is complete. She is initially working mainly on the primary and related capital programmes.

The Public Contract Regulations 2006 require that contracts of over a stipulated value (currently £139,893) be advertised in Europe. Our intention was originally to conduct such a compliant procurement exercise and to retain the services of the existing Programme Director while this process is conducted. A report to this effect was in preparation in mid-November but its completion was interrupted by other events. However, it has now become possible to procure the services of the Programme Accountant through existing framework agreements, as set out in Appendix 1. This arrangement can commence from 1 July 2009.

We thus propose that the committee retrospectively agrees to extend the current contract with the Programme Accountant is extended until the end of June 2009.

The Cabinet Procurement Committee has power under CSO 13.02 to agree the extension of the contract, providing that to do so is consistent with Financial Regulations.

12. Use of Appendices / Tables / Photographs

12.1 Appendix 1 – Part B – Exempt Information

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