❈ HARINGEY COUNCIL ❈

Schools' Transformation Board

WEDNESDAY, 17TH OCTOBER, 2007 at 18:00 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS: Councillors Amin, Engert, B. Harris and Santry (Chair)

AGENDA

1. **APOLOGIES FOR ABSENCE**

2. **ITEMS OF URGENT BUSINESS**

3. **DECLARATIONS OF INTEREST**

   A member with a personal interest in a matter who attends a meeting of the authority at which the matter is considered must disclose to that meeting the existence and nature of that interest at the commencement of that consideration, or when the interest becomes apparent.

   A member with a personal interest in a matter also has a prejudicial interest in that matter if the interest is one which a member of the public with knowledge of the relevant facts would reasonably regard as so significant that it is likely to prejudice the member's judgment of the public interest **and** if this interest affects their financial position or the financial position of a person or body as described in paragraph 8 of the Code of Conduct **and/or** if it relates to the determining of any approval, consent, licence, permission or registration in relation to them or any person or body described in paragraph 8 of the Code of Conduct.

4. **MINUTES OF THE MEETING OF THE SCHOOLS' TRANSFORMATION BOARD - 3 JULY 2007 (PAGES 1 - 6)**

5. **MANAGEMENT SUMMARY REPORT (PAGES 7 - 26)**

Programme Summary - Gordon Smith

Update from the BSF Programme Director on progress across the programme

6. PFI UPDATE

Update from Gordon Smith - Programme Director BSF

Detailed negotiations on the PFI arrangements have continued throughout the summer months. GS will provide an update on the most recent situation.

7. FORUMS OF THE STB

To receive a summary of progress from:-

TMs Forum - Update from the Chair - Gladys Berry
TMs have met once since the last STB. Items discussed included progress on projects, the challenges of designing within cash limited budgets and the role of the Transformation Manager.

ICT Forum – Update from the Chair - Paul Guenault
The ICT forum have met twice since the last STB. Meetings have discussed ICT satisfaction survey, software audit and usage, MIS convergence principles and the transformation teachers programme.
Update on Wi-Fi issue – Eugene Cash

8. STRATEGY FOR CHANGE - UPDATE AND MONITORING REQUIREMENTS (PAGES 27 - 82)

Update from David Williamson - Head of Secondary Innovations

The Strategy for Change (parts 1 and 2) have been submitted to PfS/DCSF (papers included in pack).

The STB is asked for any comments on the submission.

The STB is also requested to consider their role in monitoring progress on the strategy.

9. COMMUNICATIONS UPDATE (PAGES 83 - 96)

The BSF communications plan is included in the pack. Wave 2 schools will already have received information for public meetings as the first step in preparing for planning applications.

Mark Burey, BSF Marketing Officer, will provide an update on the plan.

The STB is asked to consider communications issues.

10.   ANY OTHER BUSINESS

11.   SCHEDULE OF PROPOSED MEETINGS OF THE SCHOOLS TRANSFORMATION BOARD FOR THE REMAINDER OF THE MUNICIPAL YEAR 2007/08

Provisional dates – to be discussed at the meeting

27 NOVEMBER 2007
8 JANUARY 2008
25 FEBRUARY 2008
25 MARCH 2008
29 APRIL 2008

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DRAFT

Minutes of the Schools Transformation Board 3rd July 2007

1.   **Members of the Schools' Transformation Board :**

   *indicates Member present at meeting

Name	Title	Organisation
*Cllr Liz Santry	Chair of STB & Cabinet Member for Children & Young People	LB Haringey
Cllr Kaushika Amin	Councillor	LB Haringey
*Cllr Gail Engert	Councillor	LB Haringey
*Cllr Bob Harris	Councillor	LB Haringey
*Roz Hudson	Head Teacher	Alexandra Park School
Stephanie Gold	Chair of Governors	Alexandra Park School
Keith Horrell	Head Teacher	Blanche Nevile School
*Martyn Henson (substituting for A. Onac)	Deputy Head Teacher	Chair of Governors
Jane Farrell	Chair of Governors	Chair of Governors
*Tony Hartney	Head Teacher	Gladesmore School
Vacancy	Governor	Gladesmore School
*Patrick Cozier	Head Teacher	Highgate Wood School
*Clive Menzies	Chair of Governors	Highgate Wood School
*Andy Yarrow	Head Teacher	Hornsey School
Karen Christie	Chair of Governors	Hornsey School
June Alexis	Head Teacher	John Loughborough School
Keith Davidson	Governor	John Loughborough School
Yolande Burgess	Area Manager	LSC
*Andy Kilpatrick	Head Teacher	Northumberland Park School
Vacancy	Governor	Northumberland Park School
Alex Atherton	Headteacher	Park View Academy
Vacancy	Governor	Park View Academy
*Michael Edwards	PfS Project Director	Partnership for Schools
Bev Randall	Acting Head of Centre	Pupil Support Centre
June Jarrett	Principal	Sixth Form Centre
Jean Fawcett	Chair of Governors	Sixth Form Centre
*Mark Rowland	Deputy Head Teacher	St Thomas More School
Vacancy	Governor	St Thomas More School
Nigel Spears	Representative	Archdiocese of Westminster
*Margaret Sumner	Headteacher	William C Harvey

		School
*Joan McVittie	Head Teacher	Woodside High School
Vacancy	Governor	Woodside High School
*Tony Brockman	Representative	Haringey Teacher's Panel
Also present		
Gladys Berry	Transformation Forum	Deputy Headteacher – Hornsey School
Linda Townsend	Deputy Head Teacher	Woodside High School
Jamie Scott	Governor	Alexandra Park School
OFFICERS SUPPORTING THE STB		
Sharon Shoesmith	Director of Children and Young People's Service	LB Haringey
Gordon Smith	BSF Project Director	LB Haringey
David Williamson	Head of Secondary Innovations	LB Haringey
Deborah Hart	Project Manager BSF	LB Haringey
Penny Hubbard Brown	Project Manager BSF	LB Haringey
David Rumsey	Construction Lead BSF	LB Haringey
Eugene Cash	BSF Team	LB Haringey
Zakir Chaudhry	Member Services – OD& L	LB Haringey

2. Apologies

Apologies were received on behalf of Cllr Amin, Jean Fawcett, and June Jarrett

3. Items of Urgent Business

There were no items of urgent business.

4. Declarations of Interest

There were no declarations of interest..

5. Deputations/Petitions/Presentations/Questions

There were no items.

6. Minutes – 1 May 2007

Points of Accuracy

June Jarrett from the 6th Form Centre had attended the meeting but this had not been shown in the list of those attending.

The Chair requested that the minutes be checked and amended for grammatical and punctuation mistakes.

NOTED

Matters Arising

Item 8 - David Williamson stated that the Communications Plan will be presented at the next meeting in the autumn.

Item 9 – clarification was sought as to the position on the Deed of Variation (DoV) was. The BSF Project Director - Gordon Smith replied that the DoV was one of the key issues to resolve on the BSF programmes and remains our highest priority. He explained that discussions had not moved on with SMIF. He did not want schools to increase their costs and added that further meetings were being arranged. When asked about timescales, GS replied that whilst we anticipated that negotiations would be complete by September, this was by no means certain.

Gordon Smith reported on the meeting of the school bursars. The council's external advisors went into bench-marking and part of the process was to ensure transparency.

When questioned about back payments Gordon Smith said the matter was tied to the resolution of the DoV which was pending and at this stage there was nothing further to add . The Chair stated that this was an exceptionally important issue and officers were doing everything possible to resolve the issue.

7. Programme report

Transformation Managers' Forum:

Gladys Berry reported that the Transformation Managers Forum met after the last STB meeting. She explained that schools were working with the design proposals but were in different stages in the process. She added that some of the lessons learned during the discussion included: a greater awareness of ICT budget elements needed to ensure clarity e.g. server rooms in construction budget; a need to get stakeholders on board; not to give architects too much free rein as time delays results in increased costs; schools should be aware of town planning process, political issues and hold ups that could occur; and the necessity to be flexible to BSF meetings as any delays cost money.

David Williamson said that the ICT infrastructure element of the construction budget was £225 per pupil.

Tony Hartney asked whether schools could afford to deliver the vision especially in regard to ICT infrastructure and the running cost in years to come when equipment needs to be updated. Eugene Cash replied that a robust set of expectations was provided to bidders and that when analysing a bid officers can estimate what is missing from it. He added that officers can engage in work undertaken by other councils and take a costing from seven other councils.

Tony Hartney stated he would like an officer to look at his design proposal and have it checked for feasibility and affordability of the ICT element. Gordon Smith said that MSP should have been sorted this out before the start dates but a hitch on procurement prevented this. He added that he would come back to Tony Hartney about this matter and would do the same with early schools if procurement has not been done.

ICT Forum:

Paul Guenault's briefing was presented by David Williamson. He reported that there has been good headway on the school's brief being agreed by head teachers and governors. This school based work has also informed the work of the ICT Forum to establish an output specification for the procurement.

David Williamson spoke on behalf of Paul Guenault about the issues for awareness & development. These included:

- The Integration of Transforming Teachers programme with clarity of CLC/CYPS responsibilities. The schools forum has committed £175k for the Teachers programme. One of the training programmes was for teachers to help other teachers use IT effectively. Feedback was sought from the Schools Transformation Board on how this investment should be managed. The STB agreed that the ICT forum should be involved in both defining the outcomes of the course and monitoring progress towards them. ;
- Strategic linkage of BSF as part of CYPS; The chair of the ICT Forum wanted to raise the issue of the strategic linkage of the BSF programme to the broader CYPS agenda and plans.
- Strategy for MIS convergence and MLE implementation. The view in the ICT Forum was how to move to convergence in Information Management. Whilst there was some difference of opinion within the STB, it was agreed that the ICT Forum should discuss this issue and report back to the STB in the autumn with potential proposals It was noted that issues about MIS systems should be decided by the STB and not by the ICT Forum.

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- Ensuring that key details of ICT briefs inform ISVs and design and build processes e.g. access control, CCTV.

Mark Rowland enquired about the top slicing of budgets for procurement. Gordon Smith clarified that the amounts used were for a range of tasks,

including the procurement itself, developing the specification working with schools, supporting the ICT forum and providing interim technical advice to project designers to ensure that the ICT requirements were fully developed in building designs. The final total is about 6% of the ICT budget.

Tony Brockman enquired about devolved capital. Gordon Smith said he will find out about this matter.

Clive Menzies mentioned that schools should look to use open source software. Eugene Cash and David Williamson will take that matter back to the ICT Forum for further discussion.

8. Progress Presentation from Project Managers:

David Rumsey informed the group that three schools - Woodside High School, St Thomas More and Gladesmore Community School were currently at or near RIBA Stage C design. He stated that the A/B report had been signed off and that the projects were nearing completion of Stage C with the testing of the outline design. He said the strategy with Woodside High School was to develop and inclusive learning campus, co-locating a re-organised special school within the Woodside High Campus. A key factor for the project was to ensure minimal disruption to ensure that the school could maintain a clear focus on raising achievement.

Deborah Hart provided an update on the St Thomas More project. The vision was to create larger, flexible learning spaces equipped with ICT, with extended hours for students and the community. She added the new build north block will contain a learning resources centre with ICT facilities and a reception.

Penny Hubbard Brown explained that the vision for Gladesmore Community School is for classroom clusters supported by adaptable space; rooms for independent learning; a lecture theatre and better indoor/outdoor facilities. The key points of the scheme included: a new location for the gym; a new dance studio; a new maths block and the refurbishment of existing blocks.

Some of the lessons learned were: the need for rigorous examination of accommodation schedules and curriculum analysis; meeting schedules, to ensure the regularity of meetings; ICT; and communication – to ensure the engagement of schools.

Tony Hartney praised the partnership in terms of working with the school in coming up with a design.

The Chair requested regular updates on projects.

9. AOB

It was agreed the next meeting will take place on 17th October at 6:30pm. But future meetings will be held on Tuesdays.

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BUILDING SCHOOLS FOR THE FUTURE PROGRAMME

SCHOOLS TRANSFORMATION BOARD 17TH OCTOBER 2007 HIGHLIGHT REPORT

1. MANAGEMENT SUMMARY

- Steady progress on BSF programme. All 6 Wave 2 projects underway. 3 Wave 4 projects entering the design development phase and 3 remaining projects have appointed DTPs.
- Authority position on wi-fi and BSF assumptions for design development confirmed. Governors to reach decision at school level if to opt out.
- Strategy for Change (SfC) submitted to DCSF for approval.
- Supporting strategies for SfC are in development.
- Communications plans for design development phase implemented in Wave 2 schools.

2. TRANSFORMATION MANAGERS' FORUM RECOMMENDATIONS & POINTS TO DISCUSS

- ICT integration within the design and build to be assessed.
- Project Reports will now be presented by Project Managers at School Core Team meetings and TMs will support management of the project-level risks and issues.

3. ICT FORUM RECOMMENDATIONS & POINTS TO DISCUSS

- Update from the working party on MIS convergence principles
- Transformation Teachers Programme update
- Leading Transformation Programme update
- Relationship between Levers for Change and Vision to Reality Process
- Issues for awareness & development

  - o Strategic linkage of BSF as part of CYPS
  - o MSP quality assurance and interface team not yet in place
  - o BECTA Self Review Framework

Papers to support this summary:
- Strategy for Change (parts 1 & 2)
- Wi-Fi report
- Communications activity presentation

4. KEY ACTIVITIES

4.1. Key Activities in this reporting period (3rdJuly to 30th September):

OVERALL PROGRAMME STATUS:

Overall RAG Status		Timescale	Resources	Budget	Issues	Risks
This period	Last period					
A	A	A	G	G	A	A

NOTES:

Traffic Light	Comment
Overall	We continue to make steady progress on the programme despite early set backs. We now have all the six Wave 2 school projects currently in progress: St Thomas More Roman Catholic School (STM), Woodside High School (WHS), Gladesmore Community School (GLM), Park View Academy (PVA), John Loughborough (JLS) and Northumberland Park (NPS). Three Wave 4 projects are currently in progress: Highgate Wood (HWS), the New School (NEW), Pupil Support Centre (PSC).
	DTPs have been appointed at the three remaining Wave 4 projects, Alexandra Park (APS) Hornsey (HOR) and Fortismere/Blanche Neville (FOR)
	Lessons that we have learnt from previous projects are now being programmed into the subsequent project plans to ensure better project initiation and more effective use of resources. However, we are working towards managing delays whilst resolving the on-going budgetary challenges on the first schemes. Specific programme planning attention is being given to the mix between time, cost, scope and quality. Managing these correctly is vital to delivering our projects in terms of meeting the aspirations of the schools as well as delivering to time and budget.
	Good progress is being made on the MSP procurement and the transformation / change management activities with schools, and the education outcomes we are seeking to achieve.
	The Strategy for Change, which sets out the case for Wave 4 funding and updates Bright Futures, has been submitted to Partnerships for Schools and we await feedback.
Timescale	The first three Wave 2 schools face ongoing time delays. However, delays have increased to 18 weeks at STM, 9 weeks at WHS, 5 weeks at GLM and 15 weeks at PVA. The other schools are operating on time or ahead of original milestone dates.
Resources	Procurement Committee approved our framework for the appointment of Educational Advisors.
Budget	We continue to work to ensure the validity of key assumptions and decisions underpinning our cash limit budget. This work remains ongoing.
Issues	The PFI/DOV negotiations and implementation protocol are important to resolve access to construction sites. Professional fees and inflation calculations are being re-assessed and may impact our affordability criteria
Risks	None to report.

4.1.1. Design and Construction

Design Development
The current position for design development in each school is shown below.

PROJECT STATUS SUMMARY:

project	Project Status:
6FC	The Sixth Form Centre opened on time and in budget, exceeding its student enrolment target. The project has progressed through many significant challenges, but is a clear demonstration of what can be achieved with a clear vision for change, quality design and effective project management.
STM	The Stage C Report is being finalised for approval, which we anticipate completing in the next 5 weeks. The project is running with delay, and we do not yet have cost certainty for the scheme due to the issues with ICT infrastructure and supporting services required in the legacy buildings. PFS and CABE have reviewed the scheme and provided feedback.
GLM	The Stage C Report has been approved and the project is at the beginning of Stage D, i.e. detailed design. The Stage C scheme is within the cash limit budget and delivers the schools transformation objectives. There will be a potential delay to the Stage D design due to the lack of existing information and the need to survey to a greater level of detail than initially planned. CABE have carried out a panel review on the design scheme.
WSH	The Stage C Report has been approved and the project is at the beginning of Stage D; i.e. detailed design. Whilst there was a short delay in approving Stage C and we expect to make up the time in Stage D through the new, more efficient design stage approval process. There are a number of risks, predominately cost pressures, which will require careful management as the project progresses. In July, CABE carried out a panel review and proposed some changes to the design, coinciding with the need to resolve some significant cost pressures. The revised designs have been further reviewed by PFS and CABE.
PVA	The project is at Stage B, feasibility design. Until the additions to the cost plan are fixed (costs related to Part L compliance, and ICT infrastructure), we cannot finalise completion of the Stage B design. PFS and CABE have reviewed the scheme and provided initial feedback.
NPS	The project is at Stage B, feasibility design. There have been some minor delays due to the School Governors sign off and further delays because of additional work required to resolve additional programme cost implications. It is intended to recover this programme variance by the "Start on Site" milestone. PFS and CABE have reviewed the scheme and provided initial feedback.
JLS	The project is at Stage B, feasibility design. Whilst the project design is proceeding, it is clear that some long-term infrastructure issues will add significant pressure to the scheme. The BSF team are discussing these issues with the school's Trust.
NEW	The project is at mid Stage B, leading up to a feasibility design. At present the scheme is on programme and budget to deliver the desired outcomes. PFS and CABE have reviewed the scheme and provided initial feedback.

project	Project Status:
PSC	The project is at Stage B, feasibility design and is at an early stage in the project life cycle. There is a potential 12 week delay to the programme due to an additional 3 week consultation period being added at each stage to ensure stakeholder approval. There is a cost issue attached to this as an additional 12 weeks inflation will be added to the cost plan. This potential delay can be reduced with early engagement and participation by the stakeholders.
HGW	The project is at Stage B, feasibility design. A Core School Support Team meeting has been organised for 6 September 2007 at which the school will choose their preferred design from the options presented by the Architect. Work to develop to the chosen design will commence thereafter.
HSG, ALP, FOR	DTP selections are currently being confirmed for these remaining Wave 4 projects.

4.1.2. Transformation / Change (Gladys Berry/David Williamson)
Please also see the report (appendix A) from the Transformation Managers' Forum.

4.1.3. ICT (Paul Guenault)
Please see the report (appendix B) from the ICT Forum.

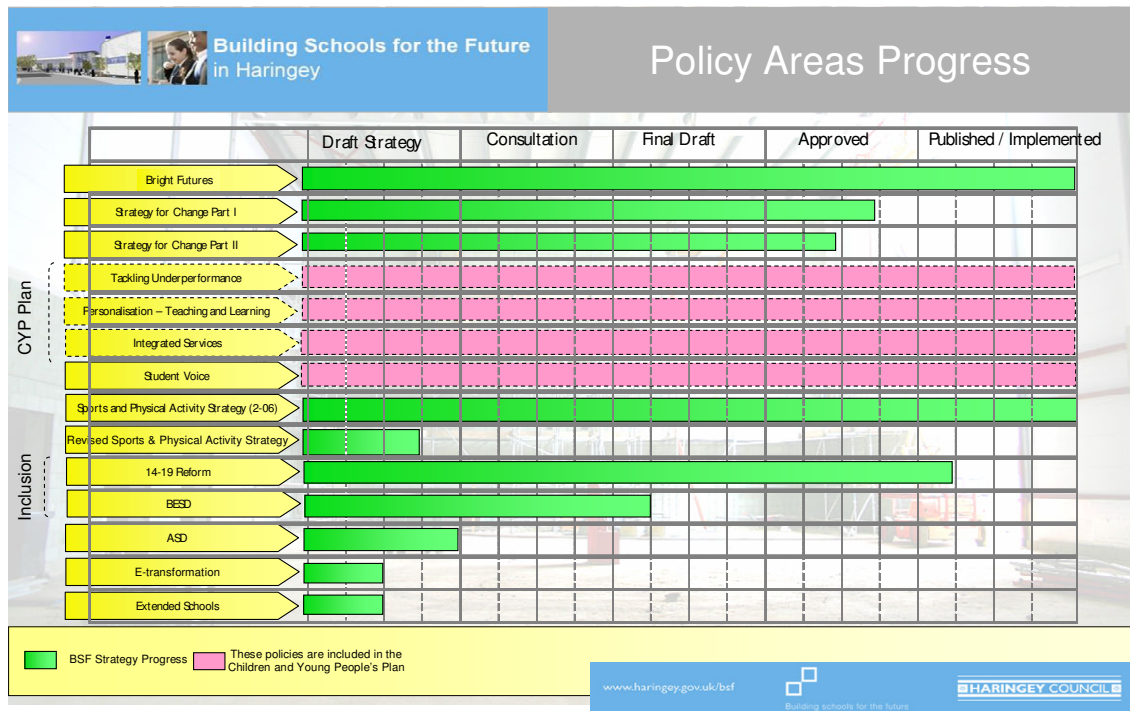**Wireless Networks (Eugene Cash)**
A report paper is attached confirming the Authority's position with regard to the installation on wireless networks in schools and also confirming the assumptions being made by the ICT stream of the BSF programme.

School Governing Bodies have the option to opt out of using wireless networks in the future. Any decision to opt out must be communicated to the BSF Programme Director by 1 December 2007.

4.1.4. PFI Update (Gordon Smith)
Negotiations are continuing with SMIF and central government departments are being consulted on a proposal, discussed with Head teachers and bursars, which it is hoped will lead to a satisfactory resolution.

4.1.5. Other Programme Activities

Building Schools for the Future in Haringey — Policy Areas Progress

	Draft Strategy	Consultation	Final Draft	Approved	Published / Implemented
Bright Futures (CYP Plan)					
Strategy for Change Part I					
Strategy for Change Part II					
Tackling Underperformance					
Personalisation – Teaching and Learning					
Integrated Services					
Student Voice					
Sports and Physical Activity Strategy (2-06)					
Revised Sports & Physical Activity Strategy (Inclusion)					
14-19 Reform					
BESD					
ASD					
E-transformation					
Extended Schools					

Legend: BSF Strategy Progress | These policies are included in the Children and Young People's Plan

www.haringey.gov.uk/bsf — Building schools for the future — HARINGEY COUNCIL

Strategy for Change

- The Strategy for Change is written in two parts. Part 1 (SFC1) outlines what we intend to do to effect change. This is an update of *Bright Futures*, focusing on key priority areas, particularly:

    - Choice, diversity and fair access for all parents and pupils
    - Tackling Underperformance
    - Personalised learning
    - e-transformation
    - 14-19 entitlement
    - Integrated Children and Young People's Services
    - Inclusion
        - BESD
        - ASD
        - Reorganisation of special schools for ILC
    - Leading and Managing Change
    - Sports Strategy

- Part 2 (SFC2) provides the detailed actions that we will carry out to support the change process.
- SFC1 and 2 are currently with the DCSF for policy area scrutiny. Any feedback will be included in the final version which will become the overarching strategy driving BSF in conjunction with Bright Futures.

E-transformation

- Volume 4 of the OBC provided the first iteration of the e-transformation strategy. The further work carried out to finalise the output specification for the MSP will provide a significant element of a revised e-transformation strategy. The ICT forum will oversee the development of this strategy.

Extended Schools

- Further work has carried on the examine options for extended schools activities.

- In particular progress has been made on the Sports Strategy. The PESSCL group, chaired by Colm Hickey at St Thomas More, will be the key forum to move this strategy forward. Discussions have been held with Diane Edmunds, head of libraries arts and culture, and with the HSP Well Being chairs group. With the likelihood of third party income returning to school management, there is now a pressing need to develop clear business cases to ensure a sustainable income for extended schools.

- During the autumn term we will commission some expertise to pull together a coherent strategy for extended secondary schools.

BESD strategy

- Sharon Shoesmith is progressing the BESD strategy and should be reporting back to headteachers on progress during the next few weeks. BESD provision has been designed into each of the school project schemes and initial design has begun on the PSC project.

ASD strategy

- Preliminary survey work is completed and an initial draft is in final stages of preparation. Design requirements have been finalised for WHS ILC and the requirements for the ASD provision at the new school are being worked on currently. The final step is to define the requirements at APS.

14-19 provision

- Good progress is being made on the 14-19 strategy, with the pilot phase of the specialist diplomas starting this term. The opening of the sixth form centre has been as successful as hoped, with numbers exceeding the challenging target.

ILC Consultation

- The Statutory Notice regarding the proposed reorganisation of the special schools was published on 20th September and the statutory representation period ends on 31st October.

Training Schools

- In summer 2007, Alexandra Park and Northumberland Park were designated Haringey Training Schools (HTC), with a brief to contribute to LA and school-based initiatives to drive up standards through training brokerage /delivery.
- BSF capital gives each HTC additional rooming to support the training role. Whilst no BSF revenue funding is available, both schools will seek DCSF Training School status (Annex C) giving them an additional Initial Teacher Training (ITT) remit.
- An initial meeting was held on 26 September with both schools, at which it was agreed that we need a **standards-driven Borough-wide training/CPD framework**, within which HTCs play a role. This is about **all** schools, from those already deemed outstanding, to those in a cause for concern category. It was also agreed that we need to coordinate the work of training deliverers (eg. Training Schools, LA national strategy team, CLC, inter-Federation activities, external providers including London Challenge) without bureaucracy creating a drag on school improvement.
- Prior to instituting discussions with other schools, work is being completed on draft assessments of possible training needs across the borough, potential deliverers, and protocols for negotiating training packages. Whilst NPCS is already engaged in some East-

Borough training activities, both schools recognise that much of this academic year will involve preparatory work, to ensure that training offers are well-managed.

BSF Programme Appointments

- Procurement committee has approved the education advice and guidance framework

- Mark Burey has joined the team as Communications and Marketing Manager to replace Viki Cooper who will be leaving late October. Lucy Callan has also joined the team as Communications Support Officer to work alongside Mark. Sam Davidson has moved from a previous role in CYPS to assist the Transformation stream and will be taking on a number of project management responsibilities.

- Project managers have been assigned to all school projects.

- The post of client side manager for the ICT contract was not appointed and further recruitment work continues. We are currently examining options for filling this post in a temporary capacity.

- The BSF programme team has also increased administrative support through 2 appointments and taken on an apprentice through the Council's New Start programme.

Communication (Mark Burey)

- A copy of the Communications Strategy for stakeholder engagement is circulated for reference with the papers for this meeting.

- A communications campaign has also been developed for each project in Wave 2 during the design development phase. As schools progress through Stage A/B to Stage C of the RIBA design process we have developed a newsletter and are holding a drop-in session in the school, providing an opportunity for stakeholders including pupils, parents, staff and residents to find out more about the proposals for their local school under BSF.

4.2. Key Activities planned for next reporting period (for information):

14-19 Strategy
- The strategy will be published.

BESD Strategy
- The strategy will be finalised and passed for publication.

ASD Strategy
- A draft strategy will be circulated prior to the next STB meeting.

Extended School
- The Transformation Co-ordinators will complete an audit of the existing and proposed Extended provision for each school. This audit will feed into a brief for a commission to develop a strategy to support extended schools.

Specialism & Subject Networks
- Take forward Specialisms & Subject Networks. The "Partners in Success" document will be published.

Design Development
- Design development will continue through the RIBA stages for those schools in Wave 2. Schools in Wave 4 will work towards the completion of design concepts for Stage A/B during the next period.

Communication
- School displays will be updated to show the designs being developed and key milestones for their project.
- A survey of student opinions on their current school environment and their use of ICT is planned for November. A draft set of questions is being circulated to Transformation Managers for comment prior to release.
- Work begins with students at Wave 4 schools under the Sorrell Foundation's joinedupdesign for BSF project.
- Materials and presentations are being developed for Primary schools and their parents/pupils regarding the New Secondary School.
- A competition will be held for primary pupils to select a name for the New School.
- BSF web pages to be updated with design concepts for each school project.

End of report

APPENDIX A
BUILDING SCHOOLS FOR THE FUTURE PROGRAMME

SCHOOLS TRANSFORMATION BOARD
CHAIR'S REPORT *– TRANSFORMATION MANAGERS' FORUM*

RECOMMENDATIONS & POINTS FOR DISCUSSION

- Ensuring ICT integration within the design and build element of the projects.
- Project Reports will now be presented by Project Managers at School Core Team meetings and TMs will support management of the project-level risks and issues.

KEY ACTIVITIES

1. Key Activities in this reporting period (3rd July to 30th September):

Transformation & Change

The planned TMs Forum for 18th July was postponed due to pressures in school close to the end of term. Therefore, since the last STB meeting only one Transformation Managers' Forum has been held, on 12th September 2007. The main points discussed are as follows:

Project Update
Those TMs in Wave 2 shared their experience of the programme so far and a number of concerns were raised. David Williamson reminded the Forum of the challenges faced on the 6FC and on current wave 2 projects and how these had been overcome whilst maintaining a focus on transformational change. TMs have been asked to persist with the current project objectives without reducing the aspirations.

ICT integration
Mark Rowland raised a concern about the interface between ICT and design and build. The Cambridge Education team are charged to provide the required specifications at each stage of the design process and feed into the design requirements. Whilst the delay in appointing CE is still being felt, the majority of projects are making good headway on ICT design integration. Whilst power supply in legacy buildings was largely addressed in PFI schools, STM and JL have a specific issue in this regard.

Project Reporting Process
David Williamson shared the content and structure of the new project reports, produced on a 4-weekly basis for BSF Board. These reports will now be considered at the School Core Team meetings.

Communications
A communications update was given regarding the drop-in sessions for Wave 2 schools. The purpose of the sessions is to provide an early opportunity for key stakeholders, including local residents, to see the direction in which the designs are progressing. Further events are planned.

2. Key Activities planned for next reporting period (for information):

Transformation & Change

David Williamson and Mark Rowland will meet to further explore the issue of ICT integration and report back at a future TM Forum.

School TMs will support management of the project-level risks and issues.

End of report

APPENDIX B
BUILDING SCHOOLS FOR THE FUTURE PROGRAMME

SCHOOLS TRANSFORMATION BOARD
CHAIR'S REPORT *– ICT FORUM*

RECOMMENDATIONS & POINTS FOR DISCUSSION

- Update from the working party on MIS convergence principles
- Transformation Teachers Programme update
- Leading Transformation Programme update
- Relationship between Levers for Change and Vision to Reality Process
- Issues for awareness & development

  o Strategic linkage of BSF as part of CYPS
  o MSP quality assurance and interface team not yet in place
  o BECTA Self Review Framework

KEY ACTIVITIES

3. Key Activities in this reporting period (26th June – 25th September):

Procurement of Managed Service Provider

- Detailed 'as-is' information collected on network infrastructure, access devices and other hardware as well as existing ICT contracts and installed software for each school

- Online ICT satisfaction survey carried out with staff and results presented to the ICT forum

- Bidders visited sample schools & met with Core group prior to initial bid

- Initial bids received from suppliers (October 12th) for assessment by Core group

- Appointment of a permanent client delivery manager has not occurred yet, due to lack of a suitable candidate

E-transformation development

- Leading Transformation programme planned for November (including exemplar school visits)

- ICT Forum has engaged in monitoring and development of the Transformation Teachers Programme and the alignment with school transformation priorities

- First draft of e-transformation strategy created

- Wave 2 schools agreed strategy for implementation of BECTA Self Review Framework and Wave 4 schools similar but on longer timeline

- Gladesmore have already achieved ICT Mark and are aiming for Excellence in ICT through use of the SRF

- Discussions are underway on the future role of the ICT Forum after MSP preferred bidder stage and potential convergence with the Transformation Managers group in order to consider strategic issues

Design Development

- Cross checked school ICT briefs (Levers for Change) against design objectives in Stage A/B reports as part of the Vision to Reality exercise

- Incorporation of levers / priorities into ISV and Design and Build discussions

- Received feedback from bidders in terms of infrastructure design principles

Computers for Vulnerable Students
- Computers are currently on order for all schools . There are ongoing discussions about the use of the connectivity funding for sharing ideas and best practice

4. Key Activities planned for next reporting period (for information):

Procurement of Managed Service Provider

- Evaluation of initial bids by core group
- Establishment of working groups to support the core group where recommendations required (e.g. MIS, MLE, Technical solution)
- Further dialogue with suppliers based on initial bid responses
- Presentation by bidders to the STB at time of final bids

E-transformation development

- Next component of Leading Transformation programme to be delivered, including exemplar school visits
- Finalise monitoring and oversight role of ICT forum to integrate Leading Transformation and Transformation Teachers programme.
- Development of e-transformation matrix relating the what, who and how of e-transformation.

Design Development

- Feedback suggestions from MSP initial bids
- Ensure awareness of interface issues through shared experience

Communication

- Develop strategy to increase awareness of issues for schools – training, strategic development etc – Transformation Managers and ICT Forum looking to converge and take responsibility for this area in the future
- Widen access to and use of e-rooms

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APPENDIX B
BUILDING SCHOOLS FOR THE FUTURE PROGRAMME

SCHOOLS TRANSFORMATION BOARD
CHAIR'S REPORT **– *ICT FORUM***

RECOMMENDATIONS & POINTS FOR DISCUSSION

- Update from the working party on MIS convergence principles

- Transformation Teachers Programme update

- Leading Transformation Programme update

- Relationship between Levers for Change and Vision to Reality Process

- Issues for awareness & development

    o Strategic linkage of BSF as part of CYPS
    o MSP quality assurance and interface team not yet in place
    o BECTA Self Review Framework

KEY ACTIVITIES

1. Key Activities in this reporting period (26th June – 25th September):

Procurement of Managed Service Provider

- Detailed 'as-is' information collected on network infrastructure, access devices and other hardware as well as existing ICT contracts and installed software for each school

- Online ICT satisfaction survey carried out with staff and results presented to the ICT forum

- Bidders visited sample schools & met with Core group prior to initial bid

- Initial bids received from suppliers (October 12th) for assessment by Core group

- Appointment of a permanent client delivery manager has not occurred yet, due to lack of a suitable candidate

E-transformation development

- Leading Transformation programme planned for November (including exemplar school visits)

- ICT Forum has engaged in monitoring and development of the Transformation Teachers Programme and the alignment with school transformation priorities

- First draft of e-transformation strategy created

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- Computers are currently on order for all schools . There are ongoing discussions about the use of the connectivity funding for sharing ideas and best practise

2. Key Activities planned for next reporting period (for information):

Procurement of Managed Service Provider

- Evaluation of initial bids by core group

- Establishment of working groups to support the core group where recommendations required (e.g. MIS, MLE, Technical solution)

- Further dialogue with suppliers based on initial bid responses
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Communication

- Develop strategy to increase awareness of issues for schools – training, strategic development etc – Transformation Managers and ICT Forum looking to converge and take responsibility for this area in the future
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Wireless networks and the BSF programme

1 Introduction

This paper seeks to re-iterate the approach adopted by the BSF programme to wireless ("wi-fi") technologies and networks to be deployed within secondary schools as part of our capital investment programme.

1.1 A blended approach is the standard approach adopted by the programme

While a cabled network remains the premiere mode of networking in terms of performance, security and durability, wireless systems affords a level of flexibility and cost effectiveness unattainable by a pure cabled network.

Consequently, the BSF programme favours the adoption of a combined technology solution that blends both network approaches to achieve Haringey's Bright Futures vision. Two factors are particularly important:

1. Flexible, accessible and inclusive – wireless networks allow access "anywhere, anytime",[1] which means that teaching and learning can be delivered in flexible ways, unconstrained by the physical accommodation.

2. Cost effective – appropriate use of wireless technology can significantly reduce the overall costs of LAN connectivity in schools. Specifically, it will ensure individual schools vision in Haringey can be met within the capital infrastructure budget of £225 per pupil. This view is supported by our external ICT advisors, Cambridge Education[2].

To illustrate further we include a table showing indicative costs of an example school with 1,100 pupils, and 11,500 square metres requiring ICT infrastructure improvement. As wireless-only networks will not provide the basic minimum requirements of an educational system, the costing model compares a cabled only versus a blended (wired and wireless) infrastructure:

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[1] Prioritised factors that enable education transformation through ICT within Haringey BSF schools. These were established via workshops carried out by the Haringey BSF ICT Stream in early 2007.
[2] Haringey BSF's specialist ICT, educational and procurement advisors/designers.
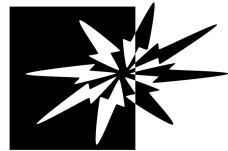
	Cabled only	Blended infrastructure
Cost of Data Outlets	£300,000	£150,000
Cost of Specialist spaces (Floor Distributors)	£125,000	£100,000
Total	**£425,000**	**£250,000**

1.2   Policy approach adopted by Haringey Council

The Cabinet agreed on 18th September 2007 that:

- The installation or otherwise of Wi-Fi networking facilities in schools is ultimately at the discretion of each school's own governing body and headteacher. Haringey Council's role is to provide advice and support to schools based upon best guidance and good practice.

- The Health Protection Agency (HPA) guidance says: that there is "no reason why schools and others should not use Wi-Fi equipment". The UK Government and the WHO endorse the HPA view, supported by the Department for Children, Schools and Families (DCSF)

Therefore, the BSF programme will continue to develop and cost the design options for each school based on a blended (wired and wireless) infrastructure.

If your Governing Body has decided it would prefer a cabled-only solution for your school, this decision must be communicated to Gordon Smith, BSF Programme Director by 1st November 2007.

transforming education in Haringey

Strategy for Change
Part 1: Key Challenges and Objectives

Building schools for the future

Haringey Council

Part 1 – Summary table of BSF transformation

School name Current type and governance[1] (future type/gov)	BSF Investment £m	Key impact of BSF	Special Collaborative arrangements	Specialism Current (Proposed)	Ofsted Category - most recent report (LA category[2])	Current size (NOR) 11-18	Proposed size (NOR) 11-18 by 2016	5+A* - C 2006 (5+A* - C 2006 with En & Ma)	Steps to 2016 targets[3] - to be developed further in SFC2 Post BSF 5+A* - C 2006 (5+A* - C with En & Ma) Targets/ estimates for future years	Steps to 2016 targets Current overall VA KS 2-3; KS2-4 KS3-4 (Projected VA KS2-4)	Current community Served & key features (note: All Wave schools in West Haringey)	Future regeneration, building etc
Alexandra Park C, Co, M (No planned change to GB)	Constn. £2,397,033 ICT £1,860,904 Total **£4,257,937**	Enhanced inclusion, inc BESD and specialist provision for ASD (esp Asperger's). ICT rich enabling greater personalisation and effectiveness. Expanded post 16 provision New enhancements for learning in performing and creative arts will support its proposed specialism.	Partnerships: EiC; 14-19; NLC; SSAT member PESSCL (sports) A recently opened sixth form provision is planned to increase in the coming years.	1: Science 2: Mathematics (Performing & Media Arts; Training school)	Very good (1)	971 16 - 229 16+	1404 1080 11-16 324 16+	2006 55 (46)	2008 62% (51) 2009 64% (53) 2010 66% (55)	Median (upper quartile) Within 2nd Decile (1st Decile) Within 4th Decile (upper quartile)	Wide socio-economic profile, ethnically diverse, twice nat av. pupils with statements. Intake is moving towards a less deprived intake; 25% EAL; 30% FSM;	BSF will enable full core extended school provision plus: lead school on science (inc G&T), maths, sports, performing & media arts. Community provision in sports, adult learning, ICT. International links, esp South Africa.
Fortismere/ Blanche Nevile C, Co, M Currently consulting on Trust status	Constn. £4,361,132 ICT £2,245,221 Total **£6,606,353**	- Improvements in sixth form provision (inc vocational), music and performing arts, dining, acoustic qualities of teaching areas to assist pupils with hearing impairment, more ICT to enable greater personalisation,	Partnerships: Inclusive provision with Blanche Nevile special school; EiC, NLC, 14-19, NLC; Young engineers; PESSCL	1: Technology 2: Music 3: Languages (training school being considered)	Good (1)	1652 1208 16 - 444 16+	1715 1215 16- 500 16+	2006 77 (69)	2007 79% (68) 2008 80% (70) 2009 82% (70) 2010 84% (76) 2011 87% (80)	F & BN - Within 3rd Decile (1st Decile) F - Upper Quartile (1st Decile) BN – Within 1st Decile (maintain) F - Upper Quartile (1st Decile) BN – Not Available (upper quartile)	Wide range of cultural, racial, religious and socio-economic backgrounds although the majority come from advantaged backgrounds. 8% EAL; 9% FSM;	BSF will enable full core extended school provision plus: lead school on technology, music and languages Community provision under review.
Hornsey C, Co,G (No planned change to standard GB)	Constn. £4,664,759 ICT £1,908,101 **Total 6,572,860**	- Pupil Support Centre to enhance curriculum and extended Services. - increased inclusion through BESD provision; - expand sixth form inc vocational provision;multi-functional library and teaching space; multi-purpose performance space; sheltered outdoor spaces; staff development and staff conference facilities;	Partnerships: Post 16 consortium; EiC; 14-19; NLC; leading edge partnership with Woodside and St Thomas More; PESSCL	1: Performing Arts 2: Languages 3: Leading Edge	Good with very good features (1)	1477 1200 16- 277 16+	1515 1215 16- 300 16+	2006 64 (49)	2008 71% (58) 2009 74% (62) 2010 76% (64)	Median (upper quartile) Within 3rd Decile (1st Decile) Within 4th Decile (1st Decile)	Ethnically and socially diverse population, with many pupils coming from homes with no tradition of extended secondary education. SEN well above average. > 60% EAL; 37% FSM; 85% Ethnic minorities; >12% recent refugees.	BSF will enable full core extended school provision. Facilities to enable ECM agenda and complement Performing Arts and Humanities specialisms.
Highgate Wood C, Co, M (No planned change to standard GB)	Constn. £3,627,514 ICT £1,908,101 Total £5,535,615	Improved inclusion and cohesive student support provision, inc BESD and VI; Enhanced media/learning resources/ performance arts/ creative arts/ ICT areas to enable greater personalisation; enhanced post 16 provision, including study leisure. school wants to grow its post 16 provision inc vocational	Post 16 consortium; EiC; 14-19; NLC; PESSCL , local sports clubs and recreation partnership	1: Arts 2: (Humanities: Citizenship and English)	Good (2) (recently appointed new senior team)	1413 1201 16- 212 16+	1429 1208 16- 220 16+	2006 48 (42)	2008 56 (46) 2009 69 (55) 2010 72 (58)	6th Decile (upper quartile) Median (upper quartile) 6th Decile (upper quartile)	The school is located in Crouch End, a prosperous ward, but many of its wide ethnic groups of pupils come from the more deprived areas in Haringey. > 33% EAL; > 23% FSM; > 20% SEN	Extensive use on a wide range of fronts: both pupils and local groups to use out of hours facilities in the arts, drama, ICT, sports. ESOL classes. Expand links with local PCT partnerships; links with PCT, police, youth service and other professionals as part of the ECM agenda.
Pupil Support Centre (Change from basic PRU to Young People's Support Centre)	Con £3-5m ICT £107,878	Re- designed to enable extended provision for specialist severe and specialist BESD High emphasis on ECM outcomes	14-19; NLC; PESSCL, strong link to PCT, YOS,	BESD	Sat. with good features (3)	100	60	15% 1 GCSE A*- C ; 70% 1 GCSE A*- G	By 2010 50% achieving at least three level 2 qualifications and the remainder at least one level 2 qualification.	Insufficient data for current VA By 2010 VA above median.	Mainly boys with high proportion of pupils of black and ethnic minority origin. 91 % SEN 21 %EAL 27 %FSM	Expand services to enable focus on most complex and severe needs esp. mental health, crime, violence and drugs.
New School	Con £27,470,232 ICT £1,456,359	Opportunity for parents to express diversity and choice of provision through competition process Will meet the demand for more secondary school places	n/a	n/a	n/a		1080 proposed				The school is located in Wood Green. Pupil cohort not yet determined	Envisioned that the new school will significantly contribute to local regeneration scheme.

1 C = Community ; Co=comprehensive; M= Mixed; G= Girls
2 LA categories 1= outstanding 2= good no intervention 3= satisfactory, with some key areas for support 4 a) b) c) = intervention categories
3 These are projections based on current data and not formally agreed targets

INTRODUCTION

Haringey is in Waves 2 and 4 of BSF.

This Strategy for Change (SfC) for Wave 4 is an updated version of the Strategic Business Case (SBC) produced for Wave 2 (LAs are required to update their SBC/SfC annually throughout the BSF programme) and sets out the developments and improvements the Council expects to achieve through Wave 4. In particular this SfC highlights the Council's response to the new requirements and expectations set out in:

- the Education and Inspections Act 2006, particularly in relation to improving choice, diversity and access; and ensuring parental engagement in developing plans for school provision in the borough

- the remit for Haringey's BSF, as agreed with the DfES in February 2007

This remit is as follows:

Diversity of provision of schools – Haringey's proposals should increase choice and diversity and support delivery of improved standards. To this end, the Authority should, for example, be actively seeking to develop Trusts within the schools in this wave and indeed taking this opportunity to consider the development of Trusts throughout the borough.

Programme Management – a continuing focus on Local Authority ownership of educational transformation through the BSF programme, with continuity between both Waves of the Haringey BSF programme.

ICT – ensuring that ICT provision is central to educational transformation rather than a technical addition, will be essential.

Stakeholder Engagement – how Haringey intends to increase the level of stakeholder engagement.

The following sections set out how, through the BSF programme, Haringey aims to transform education and learning communities within the borough, including addressing the remit agreed with the DfES**.**

THE HARINGEY CONTEXT

1. Overall Haringey is the 10th (out of 354) most deprived district in England and ranks in the top 5 most deprived districts in London. The percentage of children and young people eligible for free school meals is over twice the national average, with the highest levels of deprivation in the east of the borough. Haringey has the third largest number of asylum-seeking families in London.

2. Our success in transforming the life chances of young people has been recognised in our achievements to date. Recent CPA and JAR assessments judged Haringey to be a three star Authority. We are a Beacon Council for our work with the community.

3. Haringey Council has substantial experience of managing major change, including a PFI programme to improve provision 8 of the 11 secondary schools. The BSF Wave 2 programme is well underway with robust governance and programme management structures in place. These conform to nationally recognised standards, which have been quality checked by 4Ps through two Gateway reviews and audited by Deloitte Touche.

4. *Bright Futures*, our strategy for young people 11-19, is set within the Council's overall community plan and within *Changing Lives*, the Council's Children and Young People's plan. *"Our vision is for successful schools, enjoying the confidence of local communities, maximising the life chances of local children and young people, contributing to the well-being and cohesion of the local area and gaining from the potential connections across the capital. We intend to raise standards further and ensure the inclusion of all our children and young people. We believe they deserve nothing less".*

Where the authority is now in terms of educational outcomes, diversity of provision, fair access and choice

5. Haringey's record on raising achievement speaks for itself:

    *   progress at Key Stage 4 since 2001 at twice the national rate sustained over a six year period
    *   schools serving the most disadvantaged communities rapidly closing the gap; demonstrating that the link between achievement and disadvantage can be broken
    *   over 500 more 16 year olds achieving 5+ A*-C grades than was the case in 2001
    *   rapid progress in implementing the Every Child Matters agenda
    *   young people with higher expectations than ever before to improve their life chances.

6. In three of our 11 secondary schools, though, we are still not reaching base targets in some core subjects by age 14. So, as part of the Local Area Agreement (LAA), we expect all schools to reach their floor targets in core subjects at Key Stage 3 by 2008. We are making effective use of the National Strategies, using expert teachers from high performing schools to support schools that are below the floor targets. We have forged links with two High performing schools out of the borough to support two lower performing schools locally. A close partnership with London Challenge has made a significant contribution to raising standards, particularly at Key Stage 4.

7. Since 2001 Haringey has improved in the 5+A*-C GCSE indicator by 22.3%, compared to the national increase of 9%. Our plan is to exceed the national average for 5+ GCSE A* - C by 2012 and then to achieve the national average with English and mathematics. This challenge continues into post 16 education, where achieving level 2 English and mathematics is an important target to support young people into further study or employment.

8. Whilst it is important that we strive for more young people to achieve level 2 qualifications, there remains a significant number that are only achieving at level 1 by age 16. Providing suitable pathways to increase level 2 qualifications post 16 is a stretch target in the LAA. Additionally about 5% students each year complete compulsory education with no qualifications. This is an important focus for our intervention into schools and for individual students.

9. Advanced level qualifications show an improving trend over the past four years and an increasing number of young people entering higher education. A key challenge is to increase the number of young people post 16 who are studying and achieving relevant qualifications from pre-entry level to level 3 that prepare them for progression routes thereafter.

10. Whilst we are in the vanguard of new approaches for improving outcomes for young people of African Caribbean, Somali, Turkish and Kurdish heritage, we still have much to do to raise overall outcomes for young people in these groups so that they can fully benefit from the opportunities available to others. Many young people, in all parts of the Borough, face particular challenges in achieving levels of literacy and numeracy that give them access to other learning, therefore, functional skills development remains a high priority.

11. Haringey has a low level of pupils that are excluded from schools, but we want to reduce it further. Through the BSF programme we aim to ensure improved outcomes for these pupils by establishing specialist facilities and services in all schools for pupils at risk of exclusion.

12. A factor of particular concern is the number of young people, especially in the disadvantaged areas, who do not continue into education, employment or training (NEET) between the ages16 to19. A key factor in our strategy is to increase participation within this age range by opening a new sixth form centre in the east of the borough in September 2007, broadening curriculum pathways and developing more work-based learning.

13. Haringey is effective in tackling under-performance, as evident in its:

- track record of successful intervention at school level and to support vulnerable groups, recognised in JAR (2006)
- wave 1 SIP programme established in all secondary schools to provide challenge and support
- excellent use of data, including ECM outcomes, to track performance and focus resources
- good judgements on school self evaluation evident in Ofsted school inspections (2004-2007)
- capacity building through BSF by providing consultancy support from experienced headteachers to ensure design is well focused on transformation objectives
- capacity building with schools to enable senior staff to engage in the transformation agenda

14. We are clear about our role in commissioners of services, are committed to increasing self governance and responsibility of schools to deliver effective services. We have recently undertaken a competition for a new school, promoting opportunities for parents and the community to choose an Academy or a Trust school. The Schools Adjudicator decided that, following extensive consultation with parents and other stakeholders and a consideration of the diversity of provision in the area that the community school proposal put forward by the local authority provided the best option. The Local Authority is currently consulting with other schools on options to federate with the new school.

15. We will continue to promote effective partnerships to raise standards, such as those established with the Leading Edge school, with high performing schools supporting others and in the 14-19 collaborations which have contributed to improved outcomes at GCSE. We have already begun to actively promote federations between schools and will continue this move to self governance by promoting further options for wider partnerships, including opportunities for

schools to establish Trusts with a range of partners.

16. We have a reputation for the work we have done with vulnerable young people to raise their achievement through more personalised approaches to learning. Our data shows that we are making good headway with minority ethnic achievement, looked after children and those with special needs. Innovative approaches to 14-19 have reduced disaffection and improved engagement so that more pupils attend school and achieve better outcomes. Equally our EIC project has established very good provision for gifted and talented young people, some of who have gone to achieve very highly. We have as the core of our mission to make a difference for vulnerable young people and provide continued services to support them.

17. Schools have risen well to the challenge. All schools have developed a clear Individual School Vision (ISV), based on local and national policy drivers. Each school ISV has been effectively translated into key objectives for transformation and into design requirements. An options appraisal and a feasibility study is already completed for every school site and cash limited budgets have been agreed with schools

18. The details of the schools in wave 4 are provided in the chart at the front of this document. Within the borough as a whole we have a wide range of provision: 8 community schools (three in a federation), one City Academy, one Foundation school, 2 voluntary aided schools (one a 2-form entry Seventh Day Adventist school), a large sixth form centre, three special schools and a Pupil Referral Unit. At least three quarters of parents get their first preference school.

19. Six Haringey secondary schools (including the City Academy) are 11-18. Six secondary, three special schools and the PRU are 11-16. All but one secondary school have specialist status, with some having second specialisms. The sixth form centre which opens in September 2007 will provide 1200 places for 16-19 year olds. Collaboration is well established in a number of areas, notably the inclusion of special schools into mainstream campuses, the federation of three east borough schools (which will be extended to two others in the near future), the post sixteen consortium of two west borough schools, highly regarded Initial Teacher Training programmes and more recently extensive engagement to establish a managed service provision for ICT across all schools.

20. The strong partnership, led by a 14-19 task group and representing the LA, schools, the Learning and Skills Council and the College for North East London, has begun a substantial reorganisation of 14-19 provision. A significant investment has been made in developing future 14-19 pathways, including opening the new sixth form centre. Haringey is in wave 1 of the pilot of the new specialist diplomas.

21. Haringey is in a strong position to deliver integrated services. A Children and Young People's service was established in March 2005 and given a three star rating in the JAR of 2006.

22. The Children and Young People's Strategic Partnership (CYPSP) is well established. *Changing Lives:* the Children and Young People's Plan sets out twenty key priorities for the next three years, many of which will be contributed to by the BSF programme. The selection of priorities has been informed by an extensive needs assessment, including data from the Metropolitan Police, Haringey Teaching Primary Care Trust and by the Children and Young People's Service.

Adding value through BSF

23. 21. Our first priority in wave 2 of BSF has been to address the challenges faced by schools in our most deprived communities through a £89.2m programme. We are making rapid progress towards our ambitious goals for transformation in this part of our programme.

24. Wave 2 will also provide schools in less disadvantaged areas with wider opportunities for all pupils, but especially for those with special educational needs. Additionally we will rebuild the pupil support centre for those pupils who have very high levels of need as a result of behavioural and social difficulties.

25. Through this investment we aim to establish more inclusive schools in which every child matters and in which each can achieve their full potential.

26. Our next step is the £66.7m wave 4 programme, targeted on the remaining schools, including a new school. This wave also focuses on inclusion. In addition, ICT will form a key driver for change and we are well advanced with a £26m programme to transform learning through the effective use of ICT.

27. To achieve our transformation we want to:
 - finally break the link between disadvantage and low achievement in order to create prosperous, inclusive and sustainable communities for the 21st century;
 - support all secondary schools to achieve the highest standards, to be fully inclusive, to put the aspirations and achievement of the learner first and to contribute to community cohesion and race equality;
 - improve diversity, choice and access, including through the new school, federations, encouraging schools to engage with other partners through consideration of trust status, increasing specialisms, and supporting 14-19 collaborative arrangements;
 - be robust in addressing underperformance both by schools, and support the lowest performing schools to improve, including through involvement of the high performing schools in the borough;
 - achieve a step change in the education outcomes of vulnerable/underachieving individuals and groups[4];
 - increase post 16 participation and reduce the number of young people not in employment, education or training (NEET);
 - enable secondary schools to have a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people;
 - engage with parents and all our partners with a stake in the future of young people so as to ensure the best possible opportunities for young people, and
 - invest in services that support young people.

25. Our ambitions will be met by our collective commitment to provision that redresses inequalities, promotes inclusion and provides for all pupils and their parents choice, diversity and access.

26. BSF will enable the following:

 - **Improved school facilities, design and ICT provision** - enabling them to improve their educational provision, support their particular specialisms and improve the 14-19 offer, including delivery of the 14 specialised diplomas;
 - **Reduction in the number of pupils excluded or educated outside mainstream education** - by establishing in all schools flexible space to enable small group and individual support;
 - **Increased personalisation** - by providing flexible and adaptable learning environments and new technologies;
 - **Improved extended schools provision** and integrated children's services in and around schools;
 - **Change management** - support staff in preparing for and implementing changes in policies and practices across all the policy areas set out in this SfC.

 In BSF wave 2:
 - **Extension of post 16 study opportunities** - by opening a 1200 place sixth form centre in September 2007;
 - **Increased inclusion** - by bringing together two special schools and a secondary school

on the Woodside High Inclusive Learning Campus; and by making Gladesmore school a well designed environment for students with visual impairments or who are blind;
- **Collegiate workforce development** - by establishing training school facilities at Northumberland Park Community school;
- **Broader opportunities for participation in physical activity** - by ensuring coherence with Leisure Services and working in partnership with Sport England and the Lottery Fund.

In BSF wave 4
- **Promotion of parental choice, diversity and access in secondary provision** through a competition to open a new school in September 2010, the development of federations and Trust schools;
- **A rebuilt and reorganised PRU** to establish a Young People's Centre for pupils with the most severe Behavioural & Emotional Social Difficulties (BESD) needs to access specialist care and support;
- **Broader access to vocational education** - by adding specialist facilities to each of the west borough schools;
- **Collegiate workforce development** - by establishing training school facilities at a school in the west of the Borough;
- **Increased inclusion** - by making Highgate Wood school a well designed environment for students with visual impairments or who are blind; by establishing provision for young people with Asperger's Syndrome at Alexandra Park school; and by establishing provision for young people with Autistic Spectrum Disorder at the new school in Haringey Heartlands.

Choice, diversity and fair access for all parents and pupils

Key objectives for diversity, choice and fair access:

- *Meet the increasing demand for secondary school places by opening a new school in 2010*
- *Improve post 16 provision through the new sixth form centre and post 16 places on school sites*
- *Establish school federations,, including the new school*
- *Increase choice and diversity through establishing strong partnerships between schools and other organisations, including through encouraging and developing trust status*
- *Extend the range of 14-19 study pathways on offer*
- *Ensure all secondary schools become specialist schools, with some developing second specialisms, training/leading edge status, and that special schools develop similar plans where possible and appropriate, with all schools having the required standard of accommodation for the specialist subject*
- *Improve the sufficiency, condition and suitability of schools, prioritising those serving the most deprived wards in the borough*

28. Haringey has carried out a strategic review of existing provision against the demographics. We have carried out extensive consultations with stakeholders, including parents, school staff and governors to help each school to establish a clear educational vision that articulates both the distinct nature of each school and the partnerships between schools.

29. Under section 66 of the Education Act 2005, Haringey was the first LA to promote a competition to establish and new school. Working with representatives of the DfES and the Office of the Schools Commissioner, the LA invited proposals from any interested promoters. Four bids were received and included two proposals for an Academy, one for a Trust and one for a community school. The Adjudicators' determination was to establish the new school as a community school. The new school will provided much needed school places and improve parental preference and supply of places for pupils aged 11-16.

30. Working in partnership with the LSC, we have carried out an extensive consultation exercise on the organisation of post 16 education, which concluded that we should close post-16 provision in four east borough schools and open a specialist sixth form centre. The centre significantly increases parent and student choice and diversity across the borough. Additionally it improves the diversity of provision for Key Stage 4, where specialist areas will be open to pupils from

Haringey secondary schools. Additionally we are extending vocational provision in west borough schools and cementing partnerships between schools to increase diversity of provision and secure greater choice.

31. We will continue to support schools in establishing federations, considering and developing trust arrangements, and in building relationships with a wide range of external partners. We will draw upon the experience of schools and Authorities elsewhere and the advice of the Office of the Schools Commissioner, so that organisational arrangements are built upon a good knowledge of what works most effectively. We have promoted schools to establish governors that bring substantial business and organisational experience and many of our schools have cemented these partnerships with representation on the governing body. The successes we have achieved in the 14-19 collaborative arrangements, where business FE partners are supporting specialised Diplomas, will be extended to support schools' specialisms. For example, we are developing sports partnerships supported by Tottenham Hotspur, Sports England and the Football Foundation; a partnership with HSBC for our specialist Business and Enterprise school; a partnership with Ove Arup supporting out technology specialist school and links with Astra Zeneca at our specialist science school.

32. We are also supporting two schools to become Training schools. One school in the east is working within the federation of schools. The other in the west of the borough was successful in a local competition to secure additional resources to develop facilities as a training school. Both will work together to develop training programmes to achieve the KPIs set out in schools' visions and in our strategy for change.

33. **Wave 2 BSF –** we will increase diversity, choice and fair access by:
   - Establishing a 1200 place sixth form centre with a wide range of pathway choices for young people
   - Establishing a specialist Business and Enterprise inclusive learning campus where pupils with a wide range of abilities can learn alongside each other
   - Rebuilding a specialist Sports College Voluntary Aided school to extend its provision and access for the young people of its faith community
   - Significantly rebuilding three community schools and one co-located special school, with specialisms covering maths, computing, the arts, languages, SEN and a training school. The schools are pioneering a federation. One of the schools will also provide places for children who have visual impairment or who are blind. Another will be a training school to provide a hub in the east of the borough for workforce development programme.
   - Rebuilding a small, poorly built Seventh Day Adventist secondary school to establish excellent facilities for the young people of its faith community

34. **Wave 4 BSF** – we will further increase diversity, choice and fair access by:
   - Building a new 11-16 community school, as determined by the Office of the Schools Adjudicator. The school will also provide 25 places for children who have autism.
   - Remodelling and refurbishing a recently opened 11-19 community school, specialising in science and mathematics to also provide 25 places for children who have Asperger's Syndrome and to extend its facilities for vocational learning
   - Remodelling and refurbishing one newly-designated Foundation school, and its co-located special school for pupils with hearing impairment. The facilities for vocational pathways will be also be extended at the site.
   - Remodelling and refurbishing an 11-19 Leading Edge community school for girls, drawing pupils from across the LA, which works in a post 16 federation, and to extend its facilities for vocational learning
   - Remodelling and refurbishing an 11-19 specialist performing arts community school which works in a post 16 federation and which will provide places for parents with children that have visual impairment or are blind. The investment will also extend its facilities for vocational learning
   - Rebuilding a pupil support centre that will provide specialist facilities and services for young people with complex and extensive behavioural, emotional and social needs
   - Establishing a training school in the west of the borough to provide a hub for workforce development programmes

Tackling Underperformance

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Key objectives for tackling underperformance:

- *Transform the outcomes and qualifications for young people at each key stage, so that by 2016 they exceed national averages across the borough*
- *Transform outcomes for vulnerable pupils and groups by developing a more inclusive curriculum and provision in all schools*
- *Improved outcomes for vulnerable/underachieving groups*
- *Effective interventions where schools are under-performing or likely to provide young people with an unsatisfactory education*
- *Robust structures in place to enable schools to manage the potential disruption brought about through the BSF building programme and achieve continued improvements in outcomes*

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35. Haringey has a notable track record of intervening where schools show continued underperformance. One of our schools was closed and opened as an Academy, another closed and opened as a Fresh Start school. We have good procedures introduce additional governors to the governing body to increase the quality of self governance, replace where necessary weak leadership and create conditions for schools to move forward under their own robust leadership and management. When schools are underperforming we give serious consideration to closing them and opening them as Academies or Trust schools, securing the support of external partners in the process.

36. To sustain continued improvement we encourage federations that link high performing schools with others to increase the quality of governance, leadership and teaching. Federating the new school with a high performing school or schools will assure its future success. Further reinforcing the current strong partnerships on 14-19 with employer engagement will improve outcomes Key Stage 4 and beyond.

37. We will further build upon our robust procedures to monitor schools performance, identify schools in need of additional and targeted support, intervene and categorise support and challenge for schools according to need. We have in place a team of experienced School Improvement Partners that includes Headteachers of high performing schools from outside the LA. Additionally we have a team of consultants and advisers, including expert teachers from high performing schools, that support schools and work with the SIP to draw in external expertise where needed. We will encourage and enable collaboration on school improvement across schools, involving the higher performing schools and external partnerships (such as through trust arrangements) in this strategy.

38. BSF investment will enable schools to improve their interventions and targeting of groups and individuals through a more personalised provision in more flexible learning environments, by improved inclusion, greater use of ICT and a more tailored curriculum that makes use of a wider choice of study pathways and locations for learning.

39. Key to our success is the performance of vulnerable groups. Through the BSF programme we have provided the highest investment in schools facing the greatest need. The BSF programme will enable schools to provide more focused support and greater personalisation to meet the needs of vulnerable groups. In particular we will expect schools and other providers to focus on improving proficiency of young people from vulnerable groups in English and mathematics and in achieving a good range of level 2 qualifications by age 16 so that they can progress onto relevant pathways post 16. We will establish with a wide range of providers a broader range of options for post 16 study so that fewer young people fall into the NEET category and a greater number go on to achieve well.

40. We already have in place robust structures that include qualititaive and quantitive measures to identify and, where necessary, intervene to improve outcomes for vulnerable young people. We will focus particularly on pupils with a range of special educational needs, looked after children and young people of African Caribbean, Somali, Turkish and Kurdish heritage. We will continue to raise the expectations of these young people and provide the right conditions so that they aim high and achieve ambitious goals.

41. We have a very effective programme of enrichment for gifted and talented young people in place. We now want to drive this into mainstream learning and teaching by promoting the principle of 'stage not age'. Wherever possible we want to recognise the gifts and talents of young people by early accreditation. This is already well embedded in learning to play a musical instrument, but we want to extend this to any area of the curriculum so that those with particular talents will be entered for tests or begin examination courses earlier than otherwise expected. We will promote an early response to the proposals for a revised national curriculum to encourage greater flexibilities in the Key Stage 3 curriculum to reflect the successes we have had at 14-19 that help to better motivate young people because they feel that what they are learning is more interesting and relevant to their needs.

42. We will support schools through a CPD and change management programme, including a focus on school leadership and management so that schools are able to maintain their focus on continuous improvement throughout the building programme and prepared to lead and implement the transformational changes set out in this SfC and their individual school visions.

Personalised learning

> ### Key objectives for delivering personalisation
>
> - Assessment for Learning used as a core methodology by all teachers
> - A Managed Learning Environment established as a key resource for personalisation
> - Further develop the lower KS3 curriculum to enable progress by stage rather than age
> - Support schools in developing personalised learning
> - A core provision established in every school to provide opportunities for young people to engage in a wide range of academic, sporting, artistic and other voluntary activities during extended days, at weekends and holidays
> - Every school to have work-related learning, visits, residential and other activities to inspire and motivate young people
> - 'Activezones' established around secondary schools as part of their contribution to community cohesion

43. We will continue to build on the successful approaches to personalisation being developed in our schools, particularly Assessment for Learning (AfL). Through a continuous programme of professional development we will introduce new approaches to a personalised development plan for all staff, building on innovative practice in our own schools and from elsewhere.

44. Through our e-transform programme, we will ensure that ICT is a core tool for personalisation. Through this programme we will develop the capabilities in staff, young people and parents to have access to learning and information about progress, delivered through a managed learning environment anytime anywhere.

45. Building on a successful Y5-Y8 transition programme, funded through London Challenge and supported by the National Strategies, we will further develop the lower KS3 curriculum to enable progress by stage rather than age and will provide improved facilities for lower Key Stage 3 teaching and learning to enable better progress between ages 11 and 14

46. To build momentum for transformation of learning, we will identify and train a cadre of expert teachers and curriculum leaders in each school to be the engine of research, development and change. This team will be in the forefront of innovation in teaching and learning, be catalysts of the changes that we want to see and will help to design environments appropriate for future learning.

47. Through the BSF build programme learning spaces will be re-designed to be more focused on personalised learning, providing environments in which pupils can feel respected and safe, with smaller teaching spaces enabling a greater emphasis on intensive support, and provide better out of hours access to learning. The BSF investment will provide greater opportunities for pupils with complex needs to share a mutual benefit with pupils in the mainstream of secondary education. It will also enable a greater emphasis on mentoring and support for vulnerable young people, those that are low achieving and pupils that are disaffected or at risk of exclusion.

48. In developing BSF schemes we want not only to provide inspirational environments within schools, but we want outside spaces to be equally engaging, both to enhance learning and to promote positive behaviour. Schools are enthusiastic about the changes to social and leisure spaces that can be affected by the BSF programme.

49. The Council's commitment to extended schools will enable learning to take place well outside normal hours and for specialist resources to be made available to young people from other schools and members of the local community. Our links with sports, the arts, business and industry and the voluntary and community sector will provide extensive opportunities for coaching and training by experts, so that the all young people and communities have wide access to facilities locally, thereby promoting community engagement and developing cohesion.

50. Our improved 14-19 provision and counselling/guidance and mentoring programmes will also support personalisation, as highlighted in the following section.

14-19 entitlement

> *Key objectives for improving 14-19 provision*
>
> - *Establish strong partnerships between all schools and other organisations to improve outcomes for young people*
> - *Build on our strong partnerships to provide coherent and well planned 14-19 provision*
> - *Provide wider choice, diversity and access in the 14-19 curriculum*
> - *Extend the range and increase the number of young people in work based learning*
> - *Reduce the number of young people in the NEET category and Increase post-16 participation*
> - *Increase the advice, guidance and support to young people*

51. The Pan London Consortium e-prospectus is now operating to provide even greater choice and diversity of provision. Timetables in Haringey schools have been designed to enable exchange of students and BSF enabled specialist provision will open up more options between schools. Additionally we will encourage a wide range of providers to offer more opportunities for work-related and work-based learning. We will promote external partnerships, such as the *Business Academy of Finance* and the *Business Academy if ICT*, to provide opportunities for young people from disadvantaged backgrounds to experience internships in multinational companies to lift the aspirations and widen their horizons.

52. Effective curriculum planning now in place will ensure a broad range of demand-led collaborative academic and vocational courses at levels 1, 2 and 3 across the borough. The LA and its partners respond well to meeting the diversity of needs at 14-19 and are open to innovation. The BSF investment will support the further development of schools' specialisms by improving specialist facilities. We will address the NEETs issue and increase post 16 participation rates, through opening the new sixth form centre in September 2007 and by further extending collaborative arrangements across schools, the College and other post 16 providers, especially to ensure that by 2013 all young people have access to all specialised diplomas. BSF will also enable greater personalisation of learning, especially through the increased provision for ICT. The LA has a strong commitment through a reorganised Connexions service and extended services in schools to provide   better independent advice and guidance, matched to the strong provision in schools, colleges and the workplace in Haringey and across London

Integrated Children and Young People's Services

> *Key objective for developing integrated services*
>
> - *Deliver excellent services to ensure the outcomes of 'Every Child Matters'*
> - *Establish every school as an extended school and at least four as full service schools*
> - *Establish schools as a focus for community cohesion*
> - *Align revenue streams to ensure sustainable funding to support BSF capital investment in schools*
> - *Establish every school as a healthy school*

53. Haringey Council gives significant priority to establishing integration in its services. The recent Audit Commission Corporate Assessment Report said…

   'Haringey Council is performing well. … within a complex and challenging borough where competing demands have been prioritised effectively.…Haringey is a good community leader and works well in partnership across a range of sectors..'

54. Much has been achieved already, but we are ambitious to drive change broader and deeper in order to achieve long term sustainability. Lead members from each of the Council's Directorates believe that BSF can provide the impetus to make a significant push to establish secondary schools as key contributors to community cohesion, offering a wide range of services and opportunities within each locality. In so doing the Council is re-focusing funding streams to enhance provision in secondary schools.

55. The PCT, adult education, the youth service, community services, regeneration, sports and leisure services are all actively engaged in exploring the potential for using extended secondary schools as a channel for delivery of services to young people and the community. The opportunities afforded by BSF will add momentum to this core commitment and assist in its delivery.

56. We have established a steering group for our PE, School Sports and Club Links Strategy. With key representatives from a range of stakeholders and partners and with the full support of the Chief Executive and Directors of Services, the strategy will maximise access to a wide range of activities in schools, leisure centres and other facilities so that all young people have access to two hours of in-school physical activity and two hours out-of-school access. The strategy will ensure coherent planning across the estate, enable efficiencies and increase access so that we will meet our service targets and promote health and well being of young people and other members of the community. The BSF programme will add value by improving facilities in a number of schools and act as a lever for further additional grant funding, for example through the Big Lottery Fund and the Football Association.

57. We are committed as a Council to make more efficient use of resources, which would result in more services being commissioned through extended schools. In addition to a more integrated sports and leisure service, we will develop the Connexions service to be delivered at a school level, a package of adult education services and greater integration in library services thereby improving access. We also see schools as major drivers in the regeneration of many parts of the borough.

Championing the needs of all pupils

> ### Key objectives for developing inclusion
> - *Consult with key stakeholders on proposals for increased inclusion*
> - *Reduce the number of young people excluded from school by establishing inclusive BESD provision in all schools*
> - *Improve provision for pupils with multiple and complex needs*
> - *Establish inclusive provision for pupils with autistic spectrum disorder*
> - *Establish inclusive provision for pupils with visual impairment*
> - *Establish in secondary schools extended provision for young people with behavioural, emotional and social difficulties*
> - *Establish specialist provision for young people with more complex behavioural, emotional and social difficulties, including mental health problems*
> - *Improve attendance and behaviour*
> - *Ensure young people's views are heard*

58. Haringey is highly committed to inclusion and championing the needs of individual pupils. The Council performs very well against national comparisons. Haringey's Policy for Educational Inclusion is consistent with the national strategies *Removing Barriers to Achievement* and *Every Child Matters*. Going beyond DDA compliance is a core feature of the design requirements across the programme.

59. We have well-advanced plans to extend SEN inclusion. By 2011 all special schools will be co-located. In particular the following developments will be in place:

- Provision in every secondary school to enhance and support their work to include young people with behavioural, social ad emotional difficulties.
- An inclusive learning campus, co-locating at Woodside High School and a special school for pupils with multiple and complex needs
- ASD specially resourced provision at three sites – Alexandra Park school, Woodside ILC and the new school
- VI specially resourced provision at Highgate Wood and Gladesmore schools
- All post-16 students from special schools (including those with complex needs) in the new Sixth Form Centre.

60. BSF will enable us to establish a continuum of provision that will, through effective design of spaces, improved provision and use of ICT and by establishing new ways of working, enable improved social cohesion in all schools, improve outcomes, increase attendance and reduce poor behaviour and bullying. The BSF investment will establish inclusive learning for all, in stimulating settings that are readily accessible to young people, their families and communities.

61. We will listen to and act upon the views of young people to ensure that we design our services around their needs, to help them achieve their ambitions and to feel safe and secure. In the BSF programme we will use the DQI process and workshops led by the Sorrell Foundation to articulate what young people would like from the BSF project in their school and to evaluate design solutions.

62. We have established a Young People's Council to promote opportunities for all young people to make a positive contribution generally and to the work of the Children's Trust.

63. We have developed a parent support strategy that equips parents with the necessary information and skills that best enables them to support the development of children and young people. Through this strategy we are establishing a quality standard for parental involvement in schools.

64. To promote a voice for the local community on what is important to them, we have established a local Partnership Board in each of our three Children's Networks. Through these we will ensure that the voice of the young people is heard and that the needs of those that are most vulnerable are met.

Leading and Managing Change

> *Key objectives for change management*
>
> - *Establish effective governance of a change management programme at all levels*
> - *Establish capacity in each school to manage change*
> - *Establish clear implementation plans, based on Authority and School visions*
> - *Establish well-targeted workforce development programme in each school*

65. Core to driving transformational change in each school is the headteacher, senior staff team and governors. Overall, leadership in Haringey schools is very good. The LA has been active in establishing strong headteachers in secondary schools. Working in close partnership with London Challenge and the London Leadership Centre, Haringey and its schools, especially those facing greatest disadvantages, have made significant strides to establish robust leadership. It is on this foundation that transformation will be built.

66. We have established in each school a transformation manager, in the main, deputy headteachers, who will drive the change agenda in schools. A forum is established which meets regularly to discuss the borough-wide strategies for change and to develop a collective commitment to change and improvement. Each school's ISV sets out the agenda for change and the school's transformation manager, supported by the BSF transformation project co-ordinator will work together to plan a change programme. This is iterative with and closely

related to the SFC 2 process, about to begin. The school's SIP also plays a vital role in the challenge and support of each school's progress and ensures a clear focus on the quality of self evaluation and review. CPD and workforce development is central to this change programme and significant developments have already begun, as outlined below in the section on ICT. This will be further progressed as the ICT managed service begins to free up teachers and support staff to focus more effectively on standards and to provide the tools for greater personalisation.

67. Our change management programme will cover all the policy areas set out in this SfC, and will focus on building staff's knowledge, skills and confidence in implementing the changes in policy and working practices necessary to achieve the transformation described in this SfC. We also want it to inform staff's understanding of how the built environment, school design and ICT can enable and enhance improvements in the educational experience schools offer both to pupils and the wider community. School staff can thus be better informed 'clients' in the design of their schools . In addition to organising training across the borough and for individual schools, linking into regional, national and international developments and expertise, we will, as referred to earlier in this SfC, support schools to work together and learn from each others' best practice, using to best effect the expertise that already exists in our schools, FE, HE and the local business/community sector.

Estate Strategy and School Place Planning

68. The school place planning methodology was set out in the Outline Business Case previously agreed. No significant changes have been made since September 2006 when this was submitted.

69. The overall pattern of demand for secondary places remains clear: the long-term trend in Haringey school roles is upwards and, given the pressures of a young population and major new housing developments, it will continue in that direction, hence the requirement for a new school. The Greater London Authority (GLA) demographic projections show steeply rising rates of student number growth, as represented in the following graph.
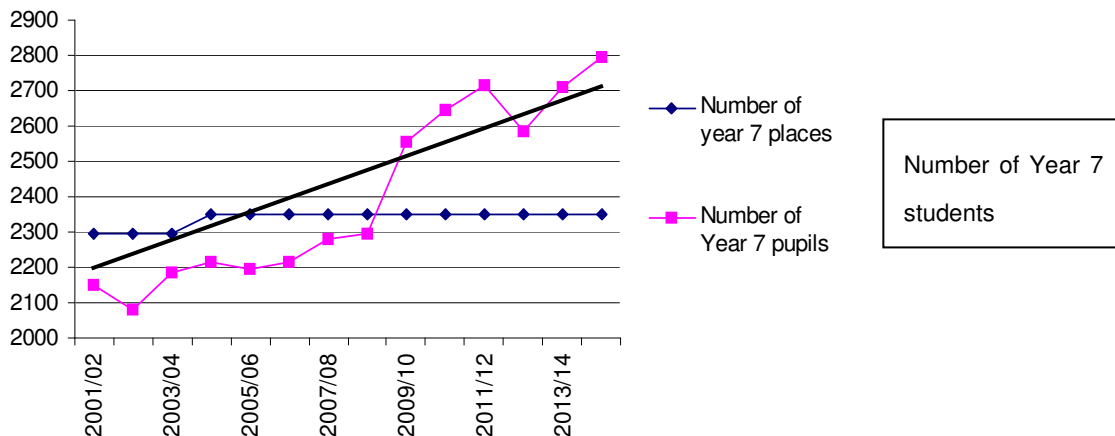
70. In the post 16 phase, Haringey has a close and effective strategic partnership with the local LSC and the local FE sector. Through this partnership we will close the post 16 provision in four schools and open a new 1200 place sixth form centre in 2007. Additionally we are developing partnerships to expand work-based training for 16-19 year olds. Together with planned places at the FE college and some minor expansion in schools, we are confident that this will provide sufficient post 16 provision across a wide range of pathways for the foreseeable future.

Project governance and management arrangements for school projects

71. MSP and PRINCE2 are closely linked approaches that together provide the framework for developing the BSF Programme governance structures and determining the approach the BSF

Programme will take to coordinate its composite streams (projects). These methodologies provide the framework, through a phased approach described in section for developing all the required programme and project governance structures (e.g. programme organisation structure, role descriptions, meeting and communications plans & risk management framework).

72. The Council has adopted two national standards for management of the BSF programme:

   - *Managing Successful Programmes* (MSP) is a structured and flexible framework that allows its users to plan, manage and control all the activities involved in managing interrelated projects (or streams) in a co-ordinated manner.
   - *PRINCE2* is a world-class international standard for project management that provides a flexible and adaptable approach to project management.

73. The BSF programme sponsor and chair of the BSF Board is the Chief Executive. The Director of the Children and Young People's Service (DCYPS) is the sponsor for the Transformation stream. A School Transformation Board (STB), comprising the headteachers and chair of governors of each school, PfS, LSC, Diocesan representatives and chaired by the cabinet member for children and young people oversees the BSF programme. Reporting to the STB is a number of forums that focus on major elements of transformational change, including ICT.

74. The DCYPS has a team of senior staff to drive school transformation and a team of consultants to support schools in the process. The Head of Secondary Innovations (formerly head of secondary standards) is responsible for the educational direction of the BSF programme and works in the BSF team full time. The post has two reporting lines; one to the Director of BSF and another to the DCYPS.

75. The Programme Director has overall responsibility for managing the programme and is supported by an experienced programme team.

76. For each school project we have established a core support team, comprising the school's transformation manager, the design partner, a BSF education link officer and a construction project manager. This team manages the design development process. Each school is required to establish a leadership team, which includes key governors to sign off designs at RIBA stages B, C and D.
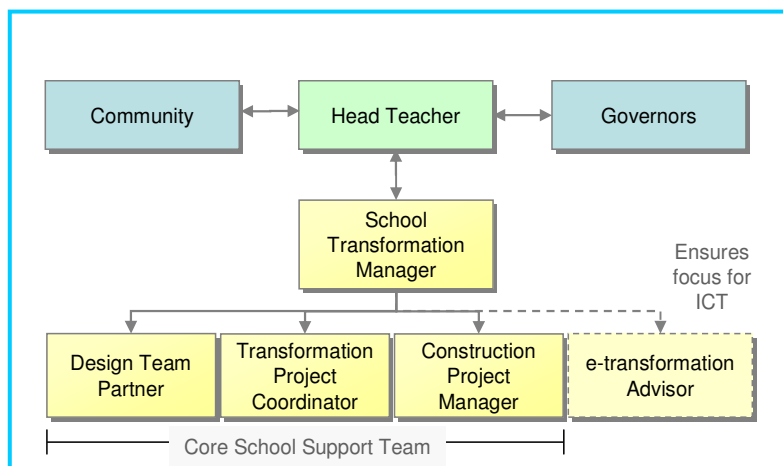
77. Providing a quality assurance of this group at a programme level is a BSF stage review group, comprising expertise in key areas – education, design, finance, FM and construction, which examines each school's proposals at each stage. Any concerns are passed back to the school's core support team and the school decision making process. Final sign off is made by the BSF Board with delegated powers from the Council's Executive.

ICT

78. ICT will be a significant influence in achieving our vision set out in Bright Futures. BSF investment will provide the opportunity to establish a connected learning community across the borough that will benefit every pupil, parent and member of staff.

79. ICT will be a key to breaking the link between disadvantage and underachievement, providing ubiquitous free access to the best technologies and limitless knowledge sources, managed in a safe learning environment.

80. In line with the refinement of 'Harnessing Technology's national priorities we aim to:

- enable a single comprehensive overview of every learner to serve the needs of all stakeholders (learners' parents, practitioners)
- personalise learning through well designed provision that helps young people to become more effective learners and progressively builds their independence
- develop the capability and capacity of all leaders to harness ICT
- provide a Haringey-wide managed service, including a managed learning environment, high quality support for stakeholders and convergence of management information systems.

81. We will establish a pan-Haringey managed learning environment, enhanced by a common ICT infrastructure and connectivity, with local choice and flexibility. It will be supported by a robust change management programme that will lead to the transformation in outcomes for young people by adding value in the key areas of 14-19 reform, Key Stage 3, assessment for learning, inclusion, SEN and extended school provision.

82. E-transformation is underway with our Leading Transformation programme to establish ICT strategic leadership capacity in each school and our Transforming Teaching programme to establish a core of change agents to support transformation, enabled by ICT, in each school. Training and development will be continually reviewed and developed as e-transformation proceeds during wave 4 BSF and beyond.

83. We will develop systems that ensure the effective interoperability of systems within schools, across the Council and with other agencies that ensure integration of services around Every Child Matters and to give high priority to the planning and delivery of effective services for young people and their families.

Stakeholder engagement

84. We developed a communications strategy as part of our BSF wave 2 programme, and this has been updated to reflect the whole programme, encompassing waves 2 and 4. We will ensure that the level of stakeholder engagement continues and improves in the following ways:

- We have established a wide range of structures for stakeholders to be included in the programme at all levels
- A major strength, which we will continue to build upon, is our approach to student engagement. Young people's views are sought and acted on through a wide range of activities, such as the Youth Council, conferences and at school level BSF design through focus groups. The LA has also commissioned the Sorrell foundation to work in the early stages of BSF design process with six schools.
- Community-wide consultation led to the development of *Bright Futures*
- We promoted stakeholder engagement in the proposals for a new secondary school
- The new sixth form has had stakeholder engagement at each stage of its development
- We engaged all secondary schools in developing Individual School Visions (ISVs) and promoted their engagement in developing design briefs
- Headteachers, senior staff and governors meet regularly to maintain a strategic engagement in the BSF programme
- There is significant stakeholder engagement in the ICT change programme through the ICT forum
- Good structures are in place to ensure detailed stakeholder engagement through the design process
- Information is distributed through community newsletter and targeted e-bulletins e.g. transformation briefing for schools
- FAQs are published and available on line
- Our website features key milestones and programme detail
- We have a campaign of marketing activity to promote Haringey Sixth Form Centre and recruit students

Key Performance Indicators

The KPIs here are milestones towards targets for 2016 and will be developed further in SFC2. The KPIs build upon those agreed in the SBC for wave 2.

- *Increase the number of young people gaining 5 GCSE A*-C or equivalent to meet or exceed the national average by 201c and to include English and mathematics by 2012.*
- *Improve number of young people gaining a level 2 qualification in English and mathematics by age 19 to meet or exceed the national average by 2012. – check with Patricia Walker what the LAA says here*
- *Increase the number of young people gaining at least one qualification at GCSE level by age 16 to meet or exceed the national average by 2010*
- *Extend the range of pathways available so that by 2013 all national diplomas are available as a choice for all 14-19 year olds in Haringey and by 2016 at least 50% of young people study a vocational pathway*
- *Improve the progress of young people at KS3, so that value added KS2-KS3 is in the upper quartile in all schools by 2012*
- *Reduce number of young people not in employment, education or training (NEET) to national average by 2010 and to below national average by 2013*
- *Reducing the number of exclusions in all schools to well below the national average by 2011*
- *Provide every young person in Haringey ubiquitous access to ICT by 2010*
- *Ensure that all young people with special needs have opportunities for learning in an inclusive school by 2010*
- *Every parent has diversity, choice and fair access to a school of their choice by 2010*
- *All schools judged by Ofsted to be at least good with at least half judged to be outstanding by 2012*

transforming education in Haringey

Strategy for Change
Part 2: Detail and Delivery

Building schools for the future

Haringey Council

Ver:03/10/07

Strategy for Change Part 2: Detail and Delivery

Contents

Introduction

Haringey is well advanced with its Strategy for Change.

Strategy for Change part 1 updates the vision driving our business case for wave 2, Bright Futures, setting out what we want to do to transform the outcomes for young people and their communities in Haringey. Strategy for Change part 2 shows how we will go about achieving our vision.

Haringey is a non-LEP Authority which has established industry-standard programme management systems (Managing Successful Programmes and PRINCE2) to ensure that all elements of the programme move forward effectively. The BSF programme has good ownership within the Council. The chief executive is the programme sponsor and chairs the BSF Programme Board. The Director of Children and Young People is the transformation champion, steering the vision for, and process of, change. Council members are well engaged. The Lead Member for Children and Families is the design champion, is a member of the BSF Board and is active in a number of BSF forums. Other Councillors are also actively involved, often working alongside highly committed senior leaders from schools in forums and on individual school projects. We are confident that we have effective systems in place to lead and manage this complex change programme and achieve our vision.

We have established framework agreements for educational advice, design team partners and construction partners. We already have in place a team of construction project managers and cost consultants and have appointed core teams to each of the Wave 2 schools. Half of Wave 2 schools are already at RIBA stage C and by December 2007 all will have reached stage D, at which stage contractor partners will join the design teams. ICT procurement is also well advanced. Using a competitive dialogue process we have three potential MSP partners and submissions for final bids will be in mid October, with a milestone to have the MSP in place by April 2008.

Whilst we are making rapid progress through our intensive BSF programme, there is still much to be done. This SFC part 2 provides an overview of the actions that we plan to take to achieve our vision.

A1 Wave 4 schools: current provision in the Local Authority and value added by BSF

School name — Current type and governance[1] (future type/gov)	BSF Investment £m	Key Impact of BSF	Special Collaborative arrangements	Specialism Current (Proposed)	Ofsted Category - most recent report (LA category[2])	Current size (NOR) 11-18	Proposed size (NOR) 11-18 by 2016	5+A*-C 2006 (5+A*-C 2006 with En & Ma)	Steps to 2016 targets[3] - to be developed further in SFC2 / Post BSF 5+A*-C (5+A*-C with En & Ma) Targets/ estimates for future years	Steps to 2016 targets — Current overall VA KS 2-3; KS2-3; KS2-4 (Projected VA KS2-4)	Current community Served & key features (note: All Wave schools in West Haringey)	Future regeneration, building etc
Alexandra Park C, Co, M (No planned change to GB)	Constn. £2,397,033 ICT £1,860,904 Total £4,257,937	Enhanced inclusion, inc BESD and specialist provision for ASD (esp Asperger's). ICT rich enabling greater personalisation and effectiveness. Expanded post 16 provision New enhancements for learning in performing and creative arts will support its proposed specialism.	Partnerships: EiC; 14-19; NLC; SSAT member PESSCL (sports) A recently opened sixth form provision is planned to increase in the coming years.	1: Science 2: Mathematics (Performing & Media Arts; Training school)	Very good (1)	971 16 - 229 16+	1404 1080 11-16 324 16+	2006 55 (46)	2008 62% (51) 2009 64% (53) 2010 66% (55)	Median (upper quartile) Within 2nd Decile (1st Decile) Within 4th Decile (upper quartile)	Wide socio-economic profile, ethnically diverse, twice nat av. pupils with statements. Intake is moving towards a less deprived intake; 25% EAL; 30% FSM;	BSF will enable full core extended school provision plus: lead school on science (inc G&T), maths, sports, performing & media arts. Community provision in sports, adult learning, ICT. International links, esp South Africa.
Fortismere/ Blanche Nevile C, Co, M Currently consulting on Trust status	Constn. £4,361,132 ICT £2,245,221 Total £6,606,353	- Improvements in sixth form provision (inc vocational), music and performing arts, dining, acoustic qualities of teaching areas to assist pupils with hearing impairment, more ICT to enable greater personalisation,	Partnerships: Inclusive provision with Blanche Nevile special school; EiC, NLC, 14-19, NLC; Young engineers; PESSCL	1: Technology 2: Music 3: Languages (training school being considered)	Good (1)	1652 1208 16 - 444 16+	1715 1215 16- 500 16+	2006 77 (69)	2007 79% (68) 2008 80% (70) 2009 82% (70) 2010 84% (76) 2011 87% (80)	F & BN - Within 3rd Decile (1st Decile) F - Upper Quartile (1st Decile) BN – Within 1st Decile (maintain) F - Upper Quartile (1st Decile) BN – Not Available (upper quartile)	Wide range of cultural, racial, religious and socio-economic backgrounds although the majority come from advantaged backgrounds. 8% EAL; 9% FSM;	BSF will enable full core extended school provision plus: lead school on technology, music and languages Community provision under review.
Hornsey C, Co, G (No planned change to standard GB)	Constn. £4,664,759 ICT £1,908,101 Total 6,572,860	- Pupil Support Centre to enhance curriculum and extended Services. - increased inclusion through BESD provision; - expand sixth form inc vocational provision:multi-functional library and teaching space; multi-purpose performance space; sheltered outdoor spaces; staff development and staff conference facilities;	Partnerships: Post 16 consortium; EiC; 14-19; NLC; leading edge partnership with Woodside and St Thomas More; PESSCL	1: Performing Arts 2: Languages 3: Leading Edge	Good with very good features (1)	1477 1200 16- 277 16+	1515 1215 16- 300 16+	2006 64 (49)	2008 71% (58) 2009 74% (62) 2010 76% (64)	Median (upper quartile) Within 3rd Decile (1st Decile) Within 4th Decile (1st Decile)	Ethnically and socially diverse population, with many pupils coming from homes with no tradition of extended secondary education. SEN well above average. > 60% EAL; 37% FSM; 85% Ethnic minorities; >12% recent refugees.	BSF will enable full core extended school provision. Facilities to enable ECM agenda and complement Performing Arts and Humanities specialisms.
Highgate Wood C, Co, M (No planned change to standard GB)	Constn. £3,627,514 ICT £1,908,101 Total £5,535,615	Improved inclusion and cohesive student support provision, inc BESD and VI; Enhanced media/learning resources/ performance arts/ creative arts/ ICT areas to enable greater personalisation; enhanced post 16 provision, including study centres. school wants to grow its post 16 provision inc vocational	Post 16 consortium; EiC; 14-19; NLC; PESSCL, local sports clubs and recreation partnership	1: Arts 2: (Humanities; Citizenship and English)	Good (2) (recently appointed new senior team)	1413 1201 16- 212 16+	1429 1208 16- 220 16+	2006 48 (42)	2008 56 (46) 2009 69 (55) 2010 72 (58)	6th Decile (upper quartile) Median (upper quartile) 6th Decile (upper quartile)	The school is located in Crouch End, a prosperous ward, but many of its wide ethnic groups of pupils come from the more deprived areas in Haringey. > 33% EAL; > 23% FSM; > 20% SEN	Extensive use on a wide range of fronts: both pupils and local groups to use out of hours facilities in the arts, drama, ICT, sports. ESOL classes. Expand links with local PCT partnerships; links with PCT, police, youth service and other professionals as part of the ECM agenda.
Pupil Support Centre (Change from basic PRU to Young People's Support Centre)	Con £3-5m ICT £107,878	Re- designed to enable extended provision for specialist severe and specialist BESD High emphasis on ECM outcomes	14-19; NLC; PESSCL, strong link to PCT, YOS,	BESD	Sat. with good features (3)	100	60	15% 1 GCSE A*-C ; 70% 1 GCSE A*-G	By 2010 50% achieving at least three level 2 qualifications and the remainder at least one level 2 qualification.	Insufficient data for current VA By 2010 VA above median.	Mainly boys with high proportion of pupils of black and ethnic minority origin. 91 % SEN 21 %EAL 27 %FSM	Expand services to enable focus on most complex and severe needs esp. mental health, crime, violence and drugs.
New School	Con £27,470,232 ICT £1,456,359	Opportunity for parents to express diversity and choice of provision through competition process Will meet the demand for more secondary school places	n/a	n/a	n/a	1080 proposed					The school is located in Wood Green. Pupil cohort not yet determined	Envisioned that the new school will significantly contribute to local regeneration scheme.

1 C = Community ; Co=comprehensive; M= Mixed; G= Girls
2 LA categories 1= outstanding 2= good no intervention 3= satisfactory, with some key areas for support 4 a) b) c) = intervention categories
3 These are projections based on current data and not formally agreed targets

All schools: **Summary of current strengths and weaknesses of secondary and special schools in both waves**
(based on most 2007 GCSE results and most recent Ofsted report)

School	Ofsted date	Overall grade	Standards(2007 results provisional) GSCE 5 A*-C (GCSE 5A*-C inc En Ma) [Ofsted grade]	Leadership grade	Teaching grade
Wave 4					
Alexandra Park	03/05/2007	2	55 (51) [2]	2	2
Blanche Nevile (sp)	20/11/2006	2	Grade: 2	2	2
Fortismere	18/05/2007	2	73 (65) [2]	2	2
Hornsey	21/05/2007	1	60 (49) [2]	1	1
Highgate Wood	16/11/2005	2	58 (49) [2]	2	2
Pupil Support Centre (PRU)	07/06/2007	2	[2]	2	2
Wave 2					
Gladesmore	29/11/2004	2	52 (42) [2]	2	2
Park View	08/05/2007	2	60 (30) [2]	2	3
John Loughborough	13/02/2007	4	35 (19) [4]	4	3
Moselle (sp)	29/01/2007	1	[1]	1	1
Northumberland Park	01/11/2006	2	70 (31) [2]	2	2
St Thomas More	21/03/2007	2	61 (21) [2]	2	2
Woodside*	09/10/2006 (15/05/2007)	4	43 (18) [4]	3	4
William C Harvey (sp)	06/12/2005	2	[1]	2	2
Vale (sp)	23/02/2004	2	[2]	2	2
Non-BSF					
Grieg City Academy	08/12/2004	3	62 (20) [3]	3	3

* Woodside received a positive HMI monitoring report on 15/05/2007 showing good progress and improvement.

(see also section in SFC part 2 on tackling underperformance)

Current Standards, Teaching and Learning

Haringey's record on raising achievement speaks for itself:

- progress at Key Stage 4 since 2001 at twice the national rate
- schools serving the most disadvantaged communities rapidly closing the gap, demonstrating that the link between achievement and disadvantage can be broken
- over 500 more 16 year olds achieving 5+ A*-C grades than was the case in 2001
- rapid progress in implementing the Every Child Matters agenda
- young people with higher expectations than ever before to improve their life chances

However there is still much to be done and our priorities for improving standards are:

- All schools exceeding KS3 floor targets in all core subjects
- Exceeding national average on GCSE 5A*-C, including English and Mathematics
- Exceeding national average for level 2 qualifications in En and Ma by age 19
- No young people leaving education without qualifications
- Every young person with a functional command of English, mathematics and ICT
- Improving post 16 outcomes for more young people
- Improving outcomes for young people from ethnic minority groups, especially African Caribbean, Somali, Turkish and Kurdish heritage
- Reducing exclusions
- Improving attendance
- Reducing NEETs

Our priorities for teaching and learning are:

- Breaking the link between disadvantage and low achievement
- All schools with outstanding teaching
- *Assessment for Learning* methodologies at the core of all teaching
- Establishing extensive use of ICT to improve learning
- Increasing personalisation so that each young person has an educational experience that is motivating and through which they achieve well
- Broadening the 14-19 curriculum
- Ensuring good functional skills in English, mathematics and ICT for all young people
- Improving behaviour and attendance
- Increasing inclusion
- Promoting out of hours access to a wide range of activities
- Establishing an extensive CPD programme with a focus on school-based development
- A cadre of lead professionals in each school

A2. Adding value through BSF

7

Our first priority in wave 2 of BSF has been to address the challenges faced by schools in our most deprived communities through a £89.2m programme for wave 2 schools. We are making rapid progress towards our ambitious goals for transformation in this part of our programme.

Wave 2 will also provide schools in less disadvantaged areas with wider opportunities for all pupils, but especially for those with special educational needs. Through this investment we aim to establish more inclusive schools in which every child matters and in which each can achieve their full potential.

Our next step is the £66.7m wave 4 programme, targeted on the remaining schools and also focusing on increasing inclusion. In wave 4 we will build a new school and rebuild a pupil support centre to educate 60 young people who have very high levels of need as a result of their behavioural and social difficulties.

Across both waves 2 and 4 ICT will form a key driver for change and we are well advanced with a £26m programme to transform learning through the effective use of ICT.

To achieve our transformation we want to:

- finally break the link between disadvantage and low achievement in order to create prosperous, inclusive and sustainable communities for the 21st century
- support all secondary schools to achieve the highest standards, to be fully inclusive, to put the aspirations and achievement of the learner first and to contribute to community cohesion and race equality
- improve diversity, choice and access, including through the new school, federations, encouraging schools to engage with other partners through consideration of trust status, increasing specialisms, and supporting 14-19 collaborative arrangements
- be robust in addressing underperformance both by schools, and support the lowest performing schools to improve, including through involvement of the high performing schools in the borough
- achieve a step change in the education outcomes of vulnerable/underachieving individuals and groups4
- increase post 16 participation and reduce the number of young people not in employment, education or training (NEET)
- enable secondary schools to have a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people
- engage with parents and all our partners with a stake in the future of young people so as to ensure the best possible opportunities for young people and
- invest in services that support young people

Our ambitions will be met by our collective commitment to provision that redresses inequalities, promotes inclusion and provides for all pupils and their parents choice, diversity and access.

The BSF programme is an exciting opportunity to transform the experience of young people in Haringey and enable us to:

- Improve school facilities, design and ICT provision
- Reduce the number of pupils excluded or educated outside mainstream education by establishing in all schools flexible space to enable small group and individual support
- Increase personalisation, by providing flexible and adaptable learning environments and new technologies
- Develop extended schools provision and integrated children's services in and around schools

- Provide a catalyst for change management, support staff in preparing for and implementing changes in policies and practices across all the policy areas set out in this SfC

In BSF wave 2 the programme will

- Extend post 16 study opportunities for young people in the borough and wider locality by opening a 1200 place sixth form centre in September 2007
- Increase inclusion by bringing together two special schools and a secondary school on the Woodside High Inclusive Learning Campus
- Improve inclusion by rebuilding, remodelling and refurbishing the co-located Northumberland Park School and The Vale special school
- Increase inclusion by making Gladesmore school a well designed environment for students with visual impairments or who are blind
- Promote collegiate workforce development by establishing training school facilities at Northumberland Park Community school
- Broaden opportunities for participation in physical activity, by ensuring coherence with Leisure Services and working in partnership with Sport England and the Lottery Fund.

In BSF wave 4 the programme will

- Promote parental choice, diversity and access in secondary provision through a competition to open a new school in September 2010;
- Increase the specialist facilities for pupils with the greatest needs because of their acute behavioural, emotional and social difficulties at a re-built and reorganised PRU to establish a Young People's Centre
- Broaden access to vocational education by adding specialist facilities to each of the west borough schools
- Encourage collegiate workforce development by establishing training school facilities at a school in the west of the Borough
- Increase inclusion by making Highgate Wood school a well designed environment for students with visual impairments or who are blind
- Increase inclusion by establishing provision for young people with Asperger's Syndrome at Alexandra Park school
- Increase inclusion by establishing provision for young people with Autistic Spectrum Disorder at the new school in Haringey Heartlands

Responding to the Ministerial remit:

Diversity of provision of schools – Haringey's proposals will increase choice and diversity and support delivery of improved standards. To this end, we will be actively working with all governing bodies to explore how federations and Trusts will bring added value and provide more sustainability for the future. Further detail is provided in the SFC part 2 section on choice, diversity and fair access

Programme Management – We have already established excellent programme and project management for the BSF programme, clearly focused on educational transformation and using best practice methodologies such as PRINCE2 and Managing Successful Programmes. Waves 2 and 4 of the BSF programme have been planned to be a single operation. At both LA and school levels our change management programme will cover all the policy areas set out in this SfC, and will focus on building staff's knowledge, skills and confidence in implementing the changes in policy and working practices necessary to achieve the transformation described in this SfC. Further detail is provided in the SFC part 2 section below on change management.

ICT – the e-transformation strategy is served by the BSF procurement and is clearly focused on educational outcomes. ICT is a core element of our change programme and is equally important across every project in the programme. Very good systems are in place to ensure engagement from schools so that the solution will provide best fit for their needs. Further detail is provided in the SFC part 2 section on ICT.

Stakeholder Engagement – The level of participation of stakeholders is already high, but we have developed an extensive communications and stakeholder engagement plan for each stage of each school's project to ensure that stakeholders are well involved in the process. School leaders have been well engaged with the BSF programme at each stage in its development and good structures are in place to ensure that continues. Further detail is provided in SFC part 1 under this heading.

How will BSF enable the LA to achieve the 5 outcomes of Every Child Matters?

The BSF investment will benefit the targets in our Children and Young People's Plan, in particular:

Being Healthy:

- Reduce the number of children and young people with obesity through by improving the quality of school dining facilities and providing healthier options for eating and by improving facilities for sport, leisure and recreational opportunities.

- Enabling all secondary schools achieve Healthy Schools Status and an approved travel plan by 2010

- Prevent young people from developing mental health problems by strengthening their emotional wellbeing and self esteem through improved learning and teaching, better learning environments and more a more personalised approach to their education.

- Improve coherence, effectiveness and impact of services to Children and families by establishing multi-agency work as part of the extended schools agenda

Staying Safe

- Creating safer places for young people learn and to play, working with partners from the Council, the police and the voluntary sector.

- Improving further the quality and range of youth provision outside school hours

- Increasing the amount of targeted diversionary activities through extended schools.

Enjoying and Achieving

- Improving transition from primary to secondary schools so that pupils make good progress in lower KS3

- Revising the KS3 curriculum to improve outcomes for pupils by age 16

- Improving choice, diversity and access to schools and a wider range of learning pathways 14-19 to enable all young people to achieve well

- Providing improved learning environments and extensive use of ICT to enable greater personalisation

- Extending post 16 provision by opening up a new sixth form centre and expanding post 16 places in successful schools

- Promoting the partnership between mainstream, supplementary and community language schools to ensure that children and young people from Black and Minority Ethnic communities can be better supported to reach their full potential.

- Providing extensive facilities and ICT to increase inclusion and attendance and reduce exclusion

Making a positive contribution

- Increase the take up of a range of out of school activities, including the facilities and opportunities offered by the Youth Service

- Engaging the Haringey Youth Council to represent the views of young people aged 12-19 on BSF developments

- Commissioning designers and the Sorrell foundation to engage young people in developing and evaluating design proposals in each of the BSF schemes, for example by using focus groups, such as those held when developing the designs for the Sixth Form Centre, and in DQI workshops

- Building on the lessons of Joinedupdesign for BSF – students at Haringey schools such as Woodside and Fortismere, have taken part in the Sorrell Foundation projects in the past working with designers on specific aspects of their school for example identity.

- Carrying out student surveys on key elements such as travel, curriculum and satisfaction

- Engage staff in actively promoting change management processes to achieve the transformation agenda set out in the LA and school's SFC

Enjoying economic well being

- Ensuring that individual learning pathways provide progression, including the development of Connexions, as part of the learner offer to support young people's pre-entry and entry level transitions.

- Ensuring that the Haringey Sixth Form Centre attracts a high proportion of our young people particularly in the east of the borough and provides a broad range of post 16 study opportunities.

- Extending the range of vocational pathways for 14-19 year olds through the piloting of Functional Skills from September 2007; Diplomas in Construction from 2008; and Society Health and Development and Creative and Media from 2009; and apply for wave 2 of the Diploma pilots in November 2007.

B1-B7 Choice, diversity and fair access for all parents and pupils

Key objectives for diversity, choice and fair access:

- *Meet the increasing demand for secondary school places by opening a new school in 2010*
- *Increase choice and diversity in post 16 provision by opening a new sixth form centre, improving post 16 places on school sites and working in partnership with FE and the LSC*
- *Extend the range of 14-19 study pathways on offer*
- *Promote sustainable long term solutions to the self governance and management of schools including federations, foundations and Trusts*
- *Increase choice and diversity through establishing strong partnerships between schools and other organisations, including through encouraging and developing trust status*
- *Ensure all secondary schools become specialist schools, with some developing second specialisms, training/leading edge status, and that special schools develop similar plans where possible and appropriate, with all schools having the required standard of accommodation for the specialist subject*

OBJECTIVES	TASKS	DATE	TARGETS
1. *Meet the increasing demand for secondary school places by opening a new school in 2010*	*Provide an opportunity to establish an Academy or Trust school through a competition to open a new school*	*completed*	*Enable parents to express their needs and aspirations by expressing their views on the type school established*
	Invite all Haringey schools to federate with the new school	July 07	At least one high performing school expresses intent to federate with new school
	Invite potential partners to become involved with the new school project	Nov 07	Establish potential partners to engage in the actions leading up to opening
	Establish governance arrangements for new school/federation, including consideration of Trust status	Sept 08	Broad representation on governance including representation from potential partners.
	Establish new school board as interim measure to oversee the new school BSF project	July 07	Clear procedures in place to lead the new school project.
	Establish project plan to cover all aspects of the new school project	July 07	Agree project plan using PRINCE2 methodology.

OBJECTIVES	TASKS	DATE	TARGETS
2. *Increase choice and diversity in post 16 provision*	*Through consultation, close the post 16 provision in 4 east borough schools where provision is limited in choice and diversity.*	*completed*	*Effective transition of existing students to new sixth form centre*
by opening a new sixth form centre improving post 16 places on school sites and working in partnership with FE and the LSC	*Open a 1200 place sixth form centre in North Tottenham with a wide range of pathway choices for young people*	*completed*	*Recruitment targets achieved and finance*
	Increase the range and number of places at schools, colleges and other provision in line with the 14-19 strategy.	Sept 2013	Increase number of places in Haringey post 16 provision (inc FE) from <3000> in 2007 to >4000 by 2010
			Overall L3 standards in upper quartile for CVA by 2012
			By 2013 all national diplomas are available as a choice for all 14-19 year olds in Haringey and by 2016 at least 50% of young people study a vocational pathway
	Continue to work closely with CoNEL and the LSC to expand choice and sufficiency of post 16 provision in FE and work based learning	Oct 2010	Increase number studying at CONEL post 16 by 20%
			Increase number in WBL to at least 200 by 2010
3. *Extend the range of 14-19 study pathways on offer*	Promote the pan-London e-prospectus, and support development of 14-19 collaborative arrangements across schools and the college	Ongoing	Greater choice and diversity of opportunity for young people in pathways 14-19.

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	Action	Date	Target
4. *Promote sustainable long term solutions to the self governance and management of schools including federations, foundations and Trusts*	Working with the Office of the Schools Commissioner (OSC) and Department for Schools, Children and Families (DCSF) to provide advice and guidance to all schools so that they can consider alternatives for sustainable, long term solutions to self governance.	July 08	All secondary school governing bodies consider federation and Trust status.
	Establish a federation of schools in the east of the borough to increase opportunities for young people, improve staff development and promotion and increase efficiencies	Sep 07	Establish soft federation initially to provide experience of new ways of working for governors and schools.
	Explore and consider opportunities for hard federation and Trust status with the federation of east borough schools	July 08	Agree on formal federation arrangements by July 2008.
	Promote effective partnerships to raise standards with high performing schools supporting others	Sept 08	At least three partnerships in place to support schools with below average KS4 outcomes in En and Ma.
	Continue to monitor the performance of schools and, where they are underperforming, continue to examine the scope for closure, replacement, amalgamation or other imaginative plans to improve outcomes, including federation or re-opening as an Academy or Trust school.	Ongoing	No schools identified as being low performing.
	Through the Haringey parents' commissioner and school transfer officers, promote dialogue with parents and at local partnership boards about school choice, diversity and access.	Autumn 07	Every parent has diversity, choice and equal access to a school of their choice by 2010
	Through the parents' commissioner, continue to promote activities that improve the involvement of parents in the education of their children.	Ongoing	
5. *Increase choice and diversity in specialist provision by establishing strong partnerships between schools and other organizations, , including through encouraging and developing trust status*	Establish current position of school partnerships to set a baseline.	Dec 07	Establish current partnership agreements and identify gaps
	Work with DSCF and OSC to explain the benefits of Trusts and to promote new partnerships with secondary schools and their partners.	Sep 2010	Establish strong partnership arrangements in all secondary schools and establish Trust where these are agreed as the best solution to sustainability.
	Work with OSC and partner organizations to develop Trusts where these are agreed as the best solution to a sustainable structure for the future.	Sep 2010	

6. *Ensure all secondary schools become specialist schools, with some developing second specialisms, training/leading edge status, and that special schools develop similar plans where possible and appropriate, and that all schools have the required standard of accommodation for the specialist subject*	Implement *Partners in Success*, Haringey's strategy for collaboration between specialist schools, established through consultation 2006/7.	2008	Schools undertake to lead training and development in their specialist areas for a group of other schools
	Establish school specialisms as part of the design requirements for BSF school projects	Sept 07	School specialisms form part of the design requirements and monitoring arrangements
	In wave 2, build, rebuild and remodel:		
	- A new sixth form centre with a wide range of specialisms	01/09/07	The 6FC will provide a focus for post 16 developments alongside other partner institutions.
	- a specialist sports college	25/01/10	Sports college leads on the PESSCL strategy to further promote sports across the Authority
	- a specialist performing arts and language school	04/07/11	School takes lead on specialist areas within federation
	- a business and enterprise college as an inclusive learning campus, co-locating a MLD/ASD/PMLD special school	26/09/11	School secures business partnership. Schools successfully co-locate and provide model of inclusion.
	- a mathematics and computing specialist school to include an additional specialism to educate pupils with visual impairments.	28/07/10	School takes lead on specialist areas within federation
	- a specialist arts and media college providing an inclusive learning campus with a co-located special school for pupils with physical disabilities. The school will also provide training school facilities for other schools.	04/03/11	School established as a training school, leading a programme for other schools. Special school achieves specialist status.
	- A Seventh Day Adventist school with a specialism in humanities	06/07/10	School successfully achieves specialist school status by 2009

7.	(6 continued) Ensure all secondary schools become specialist schools, with some developing second specialisms, training/leading edge status, and that special schools develop similar plans where possible and appropriate, and that all schools have the required standard of accommodation for the specialist subject	**In wave 4 build, remodel and refurbish:**		
		- a new school specialising in visual arts and media with additional specialism in ASD	30/07/10	All schools provide a lead in their subject area and work collaboratively to provide access to students from other schools, thereby increasing choice and diversity of provision.
		- a specialist performing arts community school in Crouch end, providing an additional specialism to educate pupils with visual impairments.	12/10/09	
		- Remodel and refurbish a specialist science and mathematics community school, providing an additional 25 places for pupils with autism	15/02/10	
		- a high performing Leading Edge girls' school, specialising in performing arts and humanities.	19/03/10	
		- A high performing foundation school, specialising Maths and Computing with Music	26/04/10	
		- A Pupil Support Centre (Pupil Referral Unit), specialising in meeting the needs of young people with behavioural, social and emotional difficulties	16/08/10	The PSC provides a lead on BESD and enables quick and effective interventions to eliminate exclusions

C1-C3 Tackling Underperformance

Key objectives for tackling underperformance:

- *Transform the outcomes and qualifications for young people at each key stage, so that by 2016 they exceed national averages across the borough*
- *Transform outcomes for vulnerable pupils and groups by developing a more inclusive curriculum and provision in all schools*
- *Improved outcomes for vulnerable/underachieving groups*
- *Effective interventions where schools are under-performing or likely to provide young people with an unsatisfactory education*
- *Robust structures in place to enable schools to manage the potential disruption brought about through the BSF building programme and achieve continued improvements in outcomes*

See also chart page 4

The current provision is secondary schools is good overall, with some notable strengths and some areas for improvement.

Ofsted inspections judged two schools as inadequate – Woodside High and John Loughborough.

Since her recently appointment, a very strong and experienced headteacher at **Woodside High** has made significant improvements to the school. The 2007 GCSE 5A*-C grades are higher than at any time in the past (provisional 43%). Nevertheless there is much work to be done to improve En and Ma outcomes. The school is linked to Hornsey school through its High Performing school partnership. The school makes very good use of a strong local 14-19 partnership to extend the choice and diversity of courses and places to study. The school is also making very good use of a wide range of partnerships from outside the LA, including with HSBC bank.

John Loughborough, a small Seventh Day Adventist VA school, has not been improving at a sufficiently rapid rate, despite being supported by a high performing school from outside the borough and having had substantial support from the LA and London Challenge. Consequently, the Director of the Children and Young People's Service (DCYPS) issued a formal notice to improve in January 2007. An Ofsted inspection resulting in a notice to improve and continuing lack of progress, culminating in 2007 performance data, led to the DCYPS intervening to remove delegation and add capacity to the new leadership team from 1st September 2007.

The LA has worked with **Northumberland Park, Gladesmore and Park View Academy** to form a federation, beginning September 2007. A strength of all three schools is very good leadership of the headteachers who have a passion for improving outcomes and have raised the standards in their schools significantly in the past three years. The federation will provide the structure to share development priorities, most immediately in core subjects. The schools are also working in a close 14-19 partnership with the new **Haringey Sixth Form Centre**, which will open in September 2007 providing an excellent range of subjects at all levels.

St Thomas More received a positive inspection in 2007 which showed a number of strengths. The 2007 GCSE results and a high number of exclusions show that there are still some key issues to tackle before the school is fully secure. The school is linked to Hornsey school, a leading edge school, and to Cardinal Wiseman, a high performing Catholic school in Ealing, the headteacher of which is now a governor at St Thomas More.

SFC OBJECTIVE	TASK	TIMESCALE	TARGETS
Break the link between disadvantage and low achievement			**(See above also)**
8. Transform the outcomes and qualifications for young people at each key stage, so that by 2016 they exceed national averages across the borough	Through national strategies team, focus on underperforming groups to support schools to improve practices so that all pupils achieve well.	Ongoing process of continuous monitoring and support	All schools meet KS3 floor targets by 2008
	Support and challenge schools to raise standards in core subjects at Key Stage 3, particularly science, and in English and mathematics at GCSE.		LA meets or exceeds national average for 5A*-C by 2010
	Improve assessment practices, particularly assessment for learning, and how challenging targets are set and met for all pupils		LA meets or exceeds national average for 5A*-C inc En and Ma by 2012
	Support and challenge schools to use ICT to improve standards		Use of ICT central to teaching and learning in all schools
	Support and challenge schools causing concern to secure and sustain their recovery		No schools causing concern by 2010
	Increase capacity for sustained school improvement and excellence		
9. Transform outcomes for vulnerable pupils and groups by developing a more inclusive curriculum and provision in all schools	Provide guidance and manage targeted initiatives to improve the attainment of pupils from underperforming ethnic minority communities		Targets in CYPP for LAC met or exceeded
	Monitor that LAC have Personal Education Plans, and that the percentage of these pupils attaining national qualifications continues to rise	2007/8	
	Provide guidance and manage targeted initiatives to improve the attainment of gifted and talented pupils		

SFC OBJECTIVE	TASK	TIMESCALE	TARGETS
	Increase number of School Improvement Partners with Headteacher experience and who will provide robust challenge, especially to low performing schools.	2008	The majority of schools have SIPs with recent headteacher experience.
10.Effective interventions where schools are under-performing or likely to provide young people with an unsatisfactory education	Ensure all schools have robust SEFs to inform their school improvement plans and work well with their School Improvement Partners (SIPs).	ongoing	All schools gain good judgement for quality of SEF from SIP in an annual reports, verified in Ofsted inspections
	Secure and sustain the recovery of schools causing concern using the school's SIP, LA officers and other agencies to identify categories of support needed , putting in place appropriate packages of support from a range of agencies	ongoing	Monitoring reports or re-inspection reports show good recovery and capacity to improve further
	Identify schools causing concern that are not making significant gains and reaching agreed targets. Issue formal notice to improve.	ongoing	Formal notices to improve issued and rigorous monitoring arrangements established.
	Implement the necessary interventions to support improvements at underperforming school by encouraging and enabling partnership working across schools and with external organisations, including through formal federations and trust arrangements.	ongoing	Robust self governance in place to provide sustainable improvement. Agreements in place to link high performing schools linked to schools that are low performing.

Targets for Improved outcomes for vulnerable /underachieving groups

- Improve the progress of young people at KS3, so that value added KS2-KS3 is in the upper quartile in all schools by 2012
- Transform the educational outcomes for young people at each key stage, so that by 2016 they exceed national averages across the borough
- Improve number of young people gaining a level 2 qualification in English and mathematics by age 19 to meet or exceed the national average by 2012.
- Increase the number of young people gaining at least one qualification at GCSE level by age 16 to meet or exceed the national average by 2010
- Value added at Key Stage 3 and Key Stage 4 improved at authority and school level
- Increased percentage of Turkish and Kurdish students achieve 5 A*-C grades
- Increased percentage African and African Caribbean students gain 5 A* -C grades

- Increased number of pupils from Black and ethnic minority communities identified as gifted and talented
- Increased percentage of traveler pupils gain passes at GCSE
- Decrease in percentage of young people leaving schools with low or no qualifications
- Increased percentage of young people leaving care aged 16 or over having at least 5 higher grades including English and maths
- Haringey LAC who transfer to secondary schools make progress in line with their attainment in Key Stage 2
- Increased percentage of Haringey LAC attaining national qualifications and achieving higher grade GCSEs including English and maths
- Increased percentage of male 14 year olds to achieve level 5 higher grade GCSEs including English and mathematics
- All schools judged by Ofsted to be at least good with at least half judged to be outstanding by 2012

OBJECTIVES	TASKS	TIMESCALE
11. *Improved outcomes for vulnerable /underachieving groups*	Through implementing the national secondary strategy, provide support and challenge to schools to help raise standards in core subjects at Key Stage 3, particularly science, and in English and mathematics at GCSE	2009
	Put in place an agreed science strategy for schools to ensure improved performance in Key Stage 3, improving standards in both Key Stages	2008
	Ensure KS2/3 transition summer schools take place in all secondary schools for target groups of pupils	2008
	Establish a borough wide transition strategy and school based transition strategies to strengthen all 5 transition bridges - administrative, social and personal, curriculum, teaching and learning & learner autonomy	2008
	Engage two specialists in transition strategies to work with pupils, schools and parents	2007
	Promote Key Stage 3 curriculum design in all schools in line with national curriculum reform. Put in place an agreed change programme to extend curriculum flexibilities in all schools at Key Stage 3	2009
	Develop a two year KS3 model in two pilot schools and disseminate to all other schools	2008
	Develop a more inclusive curriculum and provision in all schools by providing further guidance to schools and managing targeted initiatives to improve the attainment of pupils from underperforming groups e.g. ethnic minority communities	2008
	Ensure schools are putting in place appropriate support for LAC and monitor that LAC have Personal Education Plans, and that all young people leaving care benefit from a training	2008

programme that prepares them for independent living	
Provide guidance to schools and manage targeted initiatives to improve the attainment of gifted and talented pupils and ensure all gifted and talented students have the opportunity to participate in at least one borough or nation-wide activity related to their particular gifts and talents	2008
Establish early accreditation models in all schools so that pupils with particular gifts and talents are able to gain qualifications at an earlier age	2009
Ensure that the best practice developed in pilot programmes for raising the achievement of target groups (Black British Pupils, Turkish Speaking Pupils, Somali pupils, NRF pupils and level 3-5s at KS3) is continued and disseminated to other schools and that strategies are put in place to raise the achievement of Turkish speaking pupils in mathematics and science in place in four secondary schools	2008
Establish a borough wide transition strategy and school based transition strategies to strengthen all 5 transition bridges - administrative, social and personal, curriculum, teaching and learning & learner autonomy	2008
Support at least one excellent teacher in specialising in transition strategies in order to act as an adviser to other schools	2007
Ensure the bilingual teaching and learning models developed in four pilot schools are disseminated to all others	2008
Establish models of flexible option choices and vocational learning options in year 9 in all schools	2009
Through improved ICT provision and through CPD for school staff on use of ICT, improve use of ICT and support a range of teaching/learning approaches and assessment for learning, so enabling personalised learning and improved standards by vulnerable and underachieving groups	

OBJECTIVES	TASKS	TIMESCALE	TARGETS
12. *Robust structures in place to enable schools to manage the potential disruption brought about through the BSF building programme and achieve continued improvements in outcomes.*	Establish in each school a Transformation Manager to act as the key contact to the BSF design team and to co-ordinate change strategies being developed through the BSF programme.	2007	Each school with named TM provides strong leadership within each school.
	Establish in each school an educational link, with headteacher experience, challenging both the school in how it achieves its vision and acting as an advocate for the school within the BSF team to reduce the pressure on schools so they can focus on raising standards.	2007	Experienced headteacher in place to act as transformation co-ordinator.
	Support schools through a CPD and change management programme, including a focus on school leadership and management so that schools are able to maintain their focus on continuous improvement throughout the building programme and are prepared to lead and implement the transformational changes set out in this SfC and their individual school visions.	2008	CPD programme to support leadership provides the stimulus for transformational change.

D1-D4 – Personalised Learning

Personalised learning (see also section on 14-19)

> ***Key objectives for delivering personalisation***
>
> - *Assessment for Learning used as a core methodology by all teachers*
> - *A Managed Learning Environment established as a key resource for personalisation*
> - *Further develop the lower KS3 curriculum to enable progress by stage rather than age*
> - *Support schools in developing personalised learning*
> - *A core provision established in every school to provide opportunities for young people to engage in a wide range of academic, sporting, artistic and other voluntary activities during extended days, at weekends and holidays*
> - *Every school to have work-related learning, visits, residential and other activities to inspire and motivate young people*
> - *'Activezones' established around secondary schools as part of their contribution to community cohesion*

OBJECTIVES	TASKS	TIMESCALE	TARGETS
13. Assessment for Learning used as a core methodology by all teachers	Ensure e-assessment used to enable students to manage their own learning progression	2009 onwards	All schools inspected in or after 2009 have teaching and learning graded as good; All those currently graded good to be graded outstanding
	Ensure all schools have inclusive learning and teaching strategies, with a particular focus on Assessment for Leaning and Modeling as key to independent and accelerated learning		
14. A Managed Learning Environment established as a key resource for personalisation	Ensure personalised on line learning space and support is available for all students. This learning space is flexibly designed to best match user requirements. The MLE should be seen as part of a complete "virtual workplace" where a user may access all content on their desktop remotely	2008/9	MSP contract signed April 2008 All schools developing MLE "Virtual workplace" to a reality
	Ensure every learner and practitioner is assisted to make effective use of their personalised learning space to enable learning to take place when and where they choose	2009	All Haringey students have a personalised learning space
	Ensure that effective use of student tracking informs the development of learning pathways and that interoperability with MIS systems supports this. This will include on line assessments and assignments and the development of a wide range of e-learning strategies	2009	Student tracking related to Schemes of Work and 'next steps'
	Ensure a full range of digital resources to support learning and teaching are developed within the MLE as a 'one stop shop' e.g. caching and archiving of interactive white board resources	2009	Access to all resources through single point of access
	Ensure a range of tools are developed to create 'connected learning communities' within schools, across the LA and with parents and the local community	2010	Collaboration transforming the relationships within and beyond schools

	Improved facilities for lower Key Stage 3 teaching and learning to enable better progress between ages 11 and 14		
	Put in place an agreed change programme to extend curriculum flexibilities in all schools at Key Stage 3		NC recommendations reflected in building designs.
	Build on the successful Y5-Y8 transition programme, funded through London Challenge and supported by the National Strategies		Transition strategy specialists in place to work with schools, pupils, parents. Borough-wide strategy in place;
15. *Further develop the lower KS3 curriculum to enable progress by stage rather than age.*	Establish models of flexible option choices and vocational learning options in year 9 established in all schools	2009	
	Establish an integrated curriculum model for Years 7 and 8 in at least two schools2008/9		
	Ensure all schools have personalised learning programmes for all pupils and innovative approaches to supporting target groups of underperforming pupils		SEFs and Ofsted inspections show effective development of personalised programmes. Challenging achievement targets are met.
	Establish a cadre of expert teachers established in each school leading the way in innovative approaches for pupils' learning and help to design environments appropriate for future learning.	ongoing	
	Through a continuous programme of professional development introduce new approaches to developing personalised learning for all staff, building on innovative practice in our own schools and from elsewhere	ongoing	Quality of teaching judged to be good to excellent in all schools.
16. *Support schools in developing personalised learning*	Through our e-transform programme, ensure that ICT is a core tool for personalisation, developing the capabilities in staff, young people and parents to have access to learning and information about progress, delivered through a managed learning environment anytime anywhere	From 2008	Attainment data and student surveys show that the extensive use of MLE and e-learning helps them to make good progress.
	Through the BSF design & build programme: • flexible learning spaces designed to be more focused on personalised learning. • inspirational environments (internal, and outside spaces) to enhance learning and promote positive behaviour. • environments in which pupils can feel respected and safe • smaller teaching spaces to enable intensive support • flexible facilities that enable out of hours access to learning	2010	Built into all BSF Individual School Visions; building designs quality-assured against visions at each RIBA stage

Priority	Action	Date	Success Measure
17. A core provision established in every school to provide opportunities for young people to engage in a wide range of academic, sporting, artistic and other voluntary activities during extended days, at weekends and holidays	Through our links with sports, the arts, business and industry, the youth service and the voluntary and community sector we will provide extensive opportunities for coaching and training by experts, so that the all young people and communities have wide access to facilities locally, thereby promoting community engagement and developing cohesion.		Schools achieve specialist awards, such as sportsmark or artsmark, for the quality of their provision More looked after children that are attending Haringey schools participate in out of schools hours learning.
	Establish a coherent and co-ordinated Council-wide sports strategy to provide easy access to a wide range of sports and physical activities within school and out of hours at a choice of locations		Borough sports strategy reflected in each school's development plans by 2010
	Extend the strong Haringey public libraries provision to schools and broaden to be a provision to cover all arts and cultural activities in schools and a wide range of other venues	2009	Libraries, arts and culture strategy in place to provide wide access to young people and communities
	Extended schools provide extensive access to a range of activities out of hours, at weekends and during holidays, including summer schools and revision classes on site	2009	Young people, especially those who are vulnerable, judge that out of school provision engages their interest and meets their needs More young people, especially those in vulnerable groups, participate in the Duke of Edinburgh Award and other voluntary activities.
18. Every school to have work-related learning, visits, residential and other activities to inspire and motivate young people	*Work with Haringey Education Business Partnership (HEBP) to ensure that every young person completes a successful work experience during KS4*	*2008*	*All KS4 pupils gain work experience.*
	Work with HEBP to promote Young Enterprise and other work-related learning experiences in schools		*All schools promote enterprise schemes.*
	Through the Youth Service, expand participation on the Duke of Edinburgh Award scheme	*Ongoing*	*Year on year increase in participation.*
	Through the Youth Service and Pendarren residential centre, promote out of school experiences, targeted on vulnerable groups	*Ongoing*	

	In place	Clear action plan to develop the local PE and sports provision
19. Activezones' established around secondary schools as part of their contribution to community cohesion		
Establish Council-wide strategic approach to PE and sports to provide good access to facilities and activities for young people and the community (part of the extended schools agenda)	2008	Five year strategy in place crossing all providers. Engagement targets me for young people and adults.
Develop sustainable funding solutions to ensure the targets for young people and the broader community are met.		

Establish stakeholder/steering group to include schools, FE/HE, leisure services, clubs, voluntary sector, sports organisations and providers (the PESSCL group)

E1-E5 14-19 entitlement

Key objectives:
- *Establish strong partnerships between all schools and other organisations to improve outcomes for young people*
- *Build on our strong partnerships to provide coherent and well planned 14-19 provision*
- *Provide wider choice, diversity and access in the 14-19 curriculum*
- *Improve each school's specialist facilities to strengthen choice and diversity of provision and enable access to a wide range of pathways*
- *Extend the range and increase the number of young people in work based learning*
- *Reduce the number of young people in the NEET category and increase post-16 participation*
- *Increase the advice, guidance and support to young people*

OBJECTIVES	TASKS	TIMESCALE	TARGETS
20. Establish strong partnerships between all schools and other organisations and providers to improve outcomes for young people	*A 14-19 partnership forum, comprising schools, FE, LSC, Connexions and work based learning providers is already in place and well established. It is constituted under the CYPS formal partnership arrangements and has been instrumental in developing the 14-19 strategy and area wide action plan.*	*In place*	
	Secure through the 14-19 forum and task groups formal commitments from partners to delivery of specialist diploma lines or access to courses between schools, including for out of hours learning. Ensure MIS convergence and pan-Haringey MLE supports data sharing, coordinated timetabling, e-portfolio and resource sharing.	2010	Formal agreements established forming a federation or Trust between all partners on 14-19 arrangements.
	Extend the current aligned timetabling between schools and providers to enable wider choice and greater access for more students 14-19	2012	All schools provide a 2 day timetable block to enable wider choice and diversity
21. Build on our strong partnerships to provide coherent and well planned 14-19	Work with other LAs to develop the Pan-London offer, opening up options for study across the region. Work in particular with North London LAs within the LSC sub-region to ensure strategic decisions lead to coherence of provision and meet the LSC targets.	ongoing	Pan London and sub-regional provision meets the demands of learners and LSC priority areas

provision, Increase post-16 participation and reduce NEETs	Further develop the set of protocols in partnership with LSC with all providers including: pricing, a clearing system, quality assurance systems and monitoring & support	2008	Agreed protocols in place by 2008 and set within formal agreements by 2010
	Extend the Haringey Learner Entitlement to cover all 14-19 learners. The entitlement will set out an overview of the minimum guarantee to be provided to the young people of Haringey	2008	New Haringey Learner entitlement in place.
	Work closely with LSC and Connexions to extend the range of pathways and locations for education and training 14-19 so that more young people are inspired by what they are learning and are enthusiastic to stay on in education post 16 or are successful in securing rewarding employment	2013	Year on year increase range of options open to 14-19 year olds so that by 2013 all Diploma lines are available at a choice of locations.
	Ensure all schools have specialist subject areas, including vocational pathways, through which they contribute to the diversity of provision and opportunities open to all of Haringey's young people	2011	Build in specialist facilities to each of the BSF schemes to match specialism to diploma line.
	Working in partnership with the LSC and local schools, open a 1200 place sixth form centre in the east of the borough, ensuring it provides a wide range of curriculum choice to meet the needs of young people in the area	Sept 2007	Recruitment targets met or exceeded, with a good match between students and courses so that achievement and retention rates are high
22. Build on our strong partnerships to provide coherent and well planned 14-19 provision, Increase post-16 participation and reduce NEETs (cont)	Ensure schools in the east of the borough have an agreed 14-19-transition curriculum, which ensures clear options and pathways between schools and the sixth form centre or CoNEL.	2007-2010	Good progression rates from east borough schools into 6FC
	Ensure schools in the west of the borough work collaboratively to agree 14-19 options for young people, especially by sharing specialist vocational facilities	2009	Formal agreements made between schools, LSC and 14-19 forum.
	Work with LSC, CoNEL and other key partners to secure sustainable provision for recently arrived students aged 14 -19, with clear pathways to continued education, training or employment	2008	Suitable partnership arrangements in place to provide at least 40 places per year for young people recently arrived to UK
	Work with LSC and a range of providers to establish range of options for personalised programmes for NEETs or those leaving post 16 courses early	2008	Year on year Reduction in number of young people not in employment, education or training to national average by 2010 and to below national average by 2013
	Prioritise wards containing highest number of NEETs to promote personalised programmes aimed help NEETs back into study.		Year on year reduction in NEET from target wards. Decrease in % of leavers with no or low qualifications.
	Increase home contact ratio of personal advisers prioritising targeted wards.		
	Identify students at risk of becoming NEETs and carry out early interventions programmes, including new option choices in Year 11 that have clear progression pathways post 16.	Ongoing	

OBJECTIVES	TASKS	TIMESCALE	TARGETS
	Implement functional skills phase of pilot. By trialing approaches to Functions Skills assessment and use this expertise to pilot Functional Skills linked to the Diploma in Construction	*In place*	*Evaluation shows pilot successful in meeting objectives.*
	Working through the 14-19 forum, task group and Diploma Development groups, implement the pilot phase of specialist diplomas in September 2007 and incrementally introduce year on year new Diplomas.	2007-2013	All diploma lines available as options to all students by 2013
	Provide a choice of all specialist diplomas to all students at all levels	2013	
23. Provide wider choice, diversity and access in the 14-19 curriculum	Increase pathways choice for Young People with SEN both at KS4 and post 16, especially at pre-entry and level 1. Provide progression pathways and transition plans to post 19 provision.	Ongoing	90% of special school students transition to Sixth form centre. Improved transition from 14-19 and beyond for all young people with SEN.
	Ensure schools' specialisms and BSF investment in improved specialist facilities supports delivery of the 14-19 offer.	2011	Designs incorporate specialist vocational provision.
	Produce 2nd phase plans, via our Diploma development groups, for the introduction of the Construction Diploma, and foundation learning tier	Nov 2007	
	Develop our proposals for the Diplomas in Society Health and Development and Creative and Media in readiness for the 2nd stage pilot in 2009.	2008	
	Maintain the momentum established in the DDGs of IT and Engineering by supporting the established links and curriculum developments.	2008	Successful implementation of pilot and early stage Diploma development.
	Prepare for the 2nd stage of pilots by establishing DDG and proposals in; Hospitality & Catering, Hair & Beauty and Business Administration & Finance – May 07.	May 2007	
	Work with our North London partners to develop a collaborative submission in Land Based & Environmental and we will investigate the merits of a submission in Manufacturing.	2009	
24. Improve each school's specialist facilities to strengthen choice and diversity of provision and enable access to a wide range of pathways	Ensure each school's BSF design realizes investment in its specialisms, including those identified under the 14-19 specialist diplomas.	2008	Improved specialist facilities in each school. Good access to all specialist diplomas by 2013.
	Ensure capital investment planned in conjunction with local FE/post 16 and LSC .	2008-13	Coherence in provision area wide

OBJECTIVES	TASKS	TIMESCALE	TARGETS
25. Extend the range and increase the number of young people in work based learning	Working with key partners, including the Haringey Education Partnership, establish models of employer engagement to support institutions' WRL programmes.		- Code of practice in place - Increase in number of L3 work experience placements - Increase in number of extended industry placements and internships (such as Business Academy of Finance)# - Common ICT systems to manage learner progress
	Expand of the Council's New Start WBL Programme as a model for further employer engagement.	2008/9	
	Work with LSC, FE sector and Education Business Partnership to expand the number of WBL providers		
	Develop flexible points of entry and progression within and between Work Related Learning (WRL), and Work Based Learning (WBL) and traditional learning routes		
	Promote Pan-London Prospectus for all young people KS4 and post 16	Ongoing	Increase in use of 'Choices' as a source of advice on pathways
26. Increase the advice, guidance and support to young people	Develop the Connexions service an increased number of personal advisers with a higher contact ratio in schools to better support young people 14-19, especially those at risk of becoming NEETs.	2008/9	At least one PA in each east borough school and at least 0.5 in each west borough school.
	Establish a 'pathways forum' for personal advisers and leading teachers in schools to promote with a deeper knowledge of IAG in schools.	2009	Forum of Pas and leading teachers established
	Use the Managed Learning Environment (MLE) procured through BSF to create a Student Pathways and Diploma learning resource site to include; course information, progression routes, on-line resources, IAG materials and the on-line application system,	2009	MLE in place with pathways element
	Extend local marketing campaign for 14-19 pathways, building on Connexions advice and guidance, including events, talks, publications and university visits	2008	IAG conferences in every school and at least two well attended IAG area conferences
	Build on and extend Aim Higher programme to ensure higher taken up of BME in higher education	Ongoing	Year on year increase of BME entries to HE. EiC targets met.
	Ensure all schools have good systems in place to provide independent information, advice and guidance to Y9-Y13 students on careers, choosing suitable educational pathways and counseling	2008/9	IAG programme in every school
	Use ICT to promote personalised learning, provide independent advice and guidance, increase choice and establish greater access to the diversity of provision in Haringey and across London	2010	MSP in place with each student having a regularly used on line learning environment.

F1-F4 Integrated Children Services.

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Key objective for developing integrated services

- *Deliver excellent services to ensure the outcomes of 'Every Child Matters'*
- *Establish every school as an extended school and at least four as full service schools*
- *Establish schools as a focus for community cohesion*
- *Align revenue streams to ensure sustainable funding to support BSF capital investment in schools*
- *Establish every school as a healthy school*

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OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
	Establish, through extensive consultation, a three-year Children and Young People's Plan to cover all aspects of ECM	*In place*	*APA improves year on year to achieve an excellent rating by 2009/10*
	Establish the Haringey Children and Young People's Strategic Partnership (CYPSP).	*In Place*	*CYPSP provides strategic oversight of ECM agenda*
	Establish Children's Networks to provide a single referral route for services to children and young people	*In place*	*Children's Networks establish coherence in delivery of services.*
27. Deliver excellent services to ensure the outcomes of 'Every Child Matters'	*Establish Local Partnership Boards to enable greater engagement with the community in each Children's Network, especially with parents, community representatives and the voluntary sector.*	*In place*	*Local Partnership Boards provide a forum for the community voice*
	Establish an 11-19 Forum to provide accountability to the Haringey Community and to drive further improvement	*In place*	*11-19 forum provides strategic oversight of ECM for the phase*
	Re-align staff to work in multi-agency teams in locality bases	2008/10	
	Ensure integration between schools MIS an CYPS systems to enable effective reporting, sharing of information through a 'single view' and a Common Assessment Framework	2010	Increased coherence in the delivery of services to young people
	Commission schools to deliver specific services, such as inclusion services, community provision and Connexions services	ongoing	Greater use of commissioned services from schools
	Promote and support school self-evaluation and peer review, so that leadership at all levels has a strong focus on the progress of every young person and how their needs are being met	2008	SEFs show effective evaluation of ECM outcomes based on rigorous monitoring
28. Establish every school as an extended school and at least four as full service schools	Ensure the PCT, adult education, the youth service, community services, regeneration, sports and leisure services are all actively engaged in exploring the potential for using extended secondary schools as a channel for delivery of services to young people and the community.		PESSCL targets met Partnership strategies in place for sport, arts and culture, health,
29. Establish schools as a focus for community	Broaden opportunities for participation in physical activity, by ensuring coherence with Leisure Services and working in partnership with Sport England and the Big Lottery Fund.		and community cohesion,

Objective	Actions	Date	Outcomes
cohesion			
30. Align revenue streams to ensure sustainable funding to support BSF capital investment in schools	Ensure all schools have a Parental and Community Involvement strategy, which is embedded in the School Improvement Plan		Parents and members of local communities, including those which are hard to reach, feel that their views are listened to and acted on at the highest levels
	Support supplementary schools to use secondary schools out of hours		
	Ensure availability of ICT throughout extended school with appropriate access, security and support.		
	Design environments to minimize incidence of bullying and poor behaviour.		Core design teams focus on these aspects of design quality. Designs pass DQI tests and scrutiny by CABE.
	Invest >£16m in improving facilities to provide healthier eating options meeting the national standards and more inspiring eating environments to encourage take up.	2007-10	
31. Establish every school as a healthy school	Ensure that all schools take part in the National Healthy Schools Programme and that half achieve Healthy Schools accreditation level 3 by December 2007, with the remainder by 2009;	2009	All schools achieve L3 healthy school status
	Build on work of PESSCL and sports partnerships to establish a Council-wide strategy to provide a coherent access programme to sports and physical activities	2008	PE and sports access improved and shown in participation rates.
	Support the provision of sexual health advice through the implementation of the Teenage Pregnancy & Sexual Health strategies;	2008/9	LAA targets met for reduction in teenage pregnancy and cases of STD
	Reduce the number of children and young people with obesity by supporting the implementation of the obesity strategy;	2009	Reducing number of YP classified as obese.
	Reduce the number of children and young people who take up smoking through direct school-based education programmes including peer mentoring.	Ongoing	Reduction in young smokers
	Reduce anti-social behaviour, known drug venues and environmental crime, and address young people's fear of crime through the co-ordinated work of the Safer Communities partnership.	Ongoing	Safer Communities targets met

G1-G5 Inclusion: championing the needs of all pupils including those with SEN

Key objectives for developing inclusion
- *Consult with key stakeholders on proposals for increased inclusion*
- *Reduce the number of young people excluded from school by establishing inclusive BESD provision in all schools*
- *Improve provision for pupils with multiple and complex needs*
- *Establish inclusive provision for pupils with autistic spectrum disorder*
- *Establish inclusive provision for pupils with visual impairment*
- *Establish in secondary schools extended provision for young people with behavioural, emotional and social difficulties*
- *Establish specialist provision for young people with more complex behavioural, emotional and social difficulties, including mental health problems*
- *Improve attendance and behaviour*
- *Ensure young people's views are heard*

OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
32. Consult with key stakeholders on proposals for increased inclusion	Consult on proposals for re-organising William C Harvey and Moselle schools to form one primary and one secondary school, the latter to be established at Woodside High	2007/8	Statutory consultation complete and agreement reached to establish an Inclusive Learning Campus at Woodside High.
	Consult with schools and other key partners on proposals to re-organise provision for young people with BESD.	2007/8	Agreements reached with key stakeholders on the establishment of BESD provision in all schools and a re-organised PRU.
	Consult young people, including those with disabilities, in developing designs through the BSF design stages.	2007-9	Student engagement in design development
	Consult widely on provision for the new school, including facilities for pupils with ASD	2007-9	Key stakeholders provide feedback to the project team to improve quality of design
	Consult with DCFS adviser on proposals for increased inclusion	2007/8	Support for proposals outlined in Strategy for Change

OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
33. Reduce the number of young people excluded from school by establishing inclusive BESD provision in all schools	Establish resourced provision for secondary aged young people with social, emotional and behavioural difficulties established in each Children's Network and flexible space in all schools to enable small group and individual support	2010	Reduced number of permanent and fixed term exclusions in all schools to well below the national average by 2011, especially of young people of black and minority ethnic heritage
	Ensure the pupil support centre and specialist learning support units in schools provide a curriculum that ensures pathways back into mainstream education or training	2010	
	Establish multi disciplinary teams in each Children's Network to support schools' capacity to meet the needs of children and young people with complex needs	2009	Reduce the number of students at specialist off-site provision from 120 to 60 by 2011
	Open an inclusive learning campus, co-locating at Woodside High School and a special school for pupils with multiple and complex needs	2011	All young people with special needs have opportunities for learning in an inclusive school by 2010
34. Improve provision for children with multiple and complex needs	Rebuild and refurbish facilities for young people with complex needs, particularly physical disabilities, at the Vale school, co-located at Northumberland Park school.	2010	There is a year on year increase in the number of children and young people with SEN on dual placements across mainstream and special schools
	All refurbishment and new build maximises opportunities to increase access for children and young people with disabilities.	2011	School SEFs evaluate SEN provision as being good or outstanding
	Ensure increased outreach support, advice and training for mainstream schools in place from special schools	2010	Increasing confidence shown by parents/ carers in Haringey provision for children with SEN, including those with complex needs resulting in reducing number of requests for independent and out borough provision
	Ensure increased collaboration on curriculum initiatives is in place between staff in special and mainstream school	2008/11	
	Use innovative applications of ICT to enable children and young people with complex disabilities and/or communication needs to access the curriculum, transform their learning experiences and promote greater inclusion.	2009-11	Reducing trend in the number of young people attending out-borough schools and a reduction in numbers of appeals by parents

OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
35. *Establish inclusive provision for pupils with autistic spectrum disorder*	Establish ASD consultation forum to discuss developing stages of the ASD strategy	2008	Secondary resourced provision for children with autism in place.
	Carry out design workshops focusing on ASD	2007	Reduction in number of requests from parents for non-LA placements including out-borough.
	Establish ASD specially resourced provision at three sites – Alexandra Park school, Woodside ILC and the new school	2011	
36. *Establish inclusive provision for pupils with visual impairment*	Children and young people with visual impairment have specialist facilities available in mainstream secondary schools	2010	More students with visual impairment successfully included in mainstream schools.
	Establish VI specially resourced provision at Highgate Wood and Gladesmore schools		
37. *Establish in secondary schools extended provision for young people with behavioural, emotional and social difficulties*	Define design requirements for BESD in all schools, using best practice from Excellence in Cities and BIP programmes.	2007	Clear guidance in place for design partners
	Design specialist resources for individualised learning for pupils requiring additional support as a result of their BESD. This includes remote access to learning through the Learning Platform/Video conferencing in schools and in alternative provision (e.g. PRU)	2008	Successful design that meets the advice in the guidance
	Agree with schools protocols for managing pupils with BESD to reduce exclusions and maintain more pupils in mainstream provision.	2008	Schools working successfully to manage moves and reduce exclusions. Exclusions fall to well below national average by 2010.
38. *Establish specialist provision for young people with more complex behavioural, emotional and social difficulties, including mental health problems*	Rebuild and reorganise the PRU to establish a Young People's Centre for pupils with the most severe BESD needs to access specialist care and support.	2010	Reduce numbers on roll at PRU from 120 to 60 by 2011.
	Develop highly specialised services for students with severe and complex BESD in all schools, based at the PRU and including e.g. CAMHS and YOS	2010	Increased percentage of pupils who attend Pupil Support Provision are re-settled in mainstream schools

OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
39. Improve attendance and behaviour	Ensure all schools have effective anti-bullying policies in place	2008	Attendance improves year on year or sustains upper quartile levels
	Reduce forms of entry in east borough schools, so that they can better meet the complex needs of the young people they serve	2010	Haringey LAC have improved attendance
	Ensure all schools have Race Equality Action plans or specific actions included in their school improvements plans related to improving community cohesion	2008	School SEFs evaluate that improved curriculum provision has a direct impact on reducing disaffection and increasing attendance and behaviour
	Ensure all schools have received training on strategies to promote good relations within the school community and challenging discriminatory practices	2008	
	Ensure all schools have strategies in place to monitor the quality of school meals and include the views of young people in their evaluation	2008	A reduction in the incidence of reported knife crimes involving young people both in schools and in the community
	Use of ICT for e-registration, instant parental communication (e.g. SMS) to include positive reinforcement for improved attendance and behaviour	2009	
40. Ensure young people's views are heard	Ensure all secondary schools participate in programmes that develop young people's involvement in school democracy This will include the use of relevant ICT to empower student voice.	ongoing	Each school's SEF evaluates, and Ofsted inspections agree, that engagement of young people is very good.
	Ensure the Young People's Council and Young Mayor, informed by a wide constituency of youth forums and school councils, informs and develops Council policy	ongoing	Young People's Council successful in influencing Council policy
	Ensure that the Children and Young People's Plan is informed by the views of young people, especially those in vulnerable groups	ongoing	
	Ensure voluntary organisations and The Children Service have worked in partnership to collect young people's views on the five outcomes and have reported progress to young people	ongoing	Annual consultation with young people, including LAC and with disabilities, as key stakeholders in the CYPP
	Ensure a process for monitoring the effectiveness of anti-bullying procedures is agreed by school councils	2008	Student engagement in staff selection is widespread in all schools.
	Ensure young people are regularly consulted on how to improve safety in their local communities	ongoing	
	Ensure School Councils pay a key role in the recruitment of staff	ongoing	All schools promote the involvement of their students on a range of issues, including self evaluation, school design, development plans and extended services.
	Ensure all schools involve young people in self-evaluation procedures	ongoing	
	Ensure a local website for young people is established, maintained and monitored by young people	ongoing	
	Ensure young people play an important role in the management of Youth Service activities	2008	

H1-H5 Leading and Managing Change

> ***Key objectives for change management***
> - *Establish effective governance of the change management programme at all levels*
> - *Establish capacity in each school to manage change*
> - *Establish clear implementation plans, based on Authority and School visions*
> - *Establish well-targeted workforce development programme in each school*

OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
	Establish governance using nationally and internationally recognised programme management standards (PRINCE2 and MSP)	*in place*	*Regular audit shows effective governance of the programme*
	Establish BSF Board with Senior Officers of the LA to provide strategic leadership of the programme and to monitor KPIs and outcomes	*In place*	
	Establish Schools' Transformation Board (STB) as a key consultative forum within the Council's structures, comprising Headteacher and Chair of Governors from each school, other key partners, Council members and senior officers. Support the STD to monitor KPIs and outcomes	*In place*	*Regular meetings of forums with formal processes in place ensure good stakeholder ownership of the change programme.*
41. Establish effective governance of the change management programme at all levels	*Establish sub-groups of the STB to oversee specific elements of the change programme, including a transformation managers' forum and an ICT forum, focusing on specific KPIs and outcomes*	*In place*	
	Promote formal arrangements to secure sustainable solutions to governance, such as federations and Trusts	2009	Federations established Foundation and Trust status explored by all schools as solution for sustainability
	Secure formal links between low performing schools and high performing schools within or beyond the borough as a means of developing good leadership and governance.	2009	Formal links established between high performing and low performing schools.
	Support governors to improve their processes for monitoring and reviewing the school's change programme	2008/9	Secure governance of BSF change programme in all schools
	Establish a clear benefits realization plan which defines across all streams the benefits brought about by the BSF investment	2007/8	Clear benefits realization plan in place PRINCE2 methodology

OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
	Establish in each school a senior member of staff, the Transformation Manager (TM), to take the lead on transformation guided by the ISV, ICT Levers for Transformational Change and to monitor KPIs and outcomes	*In place*	*Named transformation manager in each school*
	Establish in each school a link educational adviser from the BSF team with headteacher experience to coach the TM	*In place*	*Transformation co-ordinator linked to every school*
	Establish a Leading Transformation Programme to develop the capability and capacity of leaders to deliver e-transformation and a Transformation Teachers Programme to support the development of lead professional cadres	*In place*	*All leaders ready for change Lead professionals developed and prepared for school based role*
42. Establish capacity in each school to manage change	*Establish a core group in every school comprising TM, link adviser, design team partner and construction project manager to manage the design process through continuous reference to the school's vision for transformation.*	*In place*	*Clear structure to evaluate design options relative to educational vision and policy streams, ensuring layouts offer flexible, appropriate and effective environments.*
	Ensure lead professionals and lead departments are established in all schools and deployed to bring about improvement in teaching and learning through coaching, enabled by ICT	2010	A cadre of lead professionals established in each school to act as coaches to other staff, including for e-transformation
	Establish two training schools to provide initial teacher training and continued professional development, including ICT	2008	A framework for professional progression and CPD is in place across the Authority
	Work with NSCL and the London Leadership Centre to provide a range of leadership development programme, including *Leading from the Middle* and *Strategic Leadership of ICT*	2008	
	Work together with the school's SIP so that they are best able to play a vital role in the challenge and support of each school's progress and ensuring a clear focus on the quality of self evaluation and review.	Ongoing	SIP provides sustainable means of challenge and support to the ISV
	Ensure that the ICT managed service begins to free up teachers and support staff to focus more effectively on standards and to provide the tools for greater personalisation.	2009	MSP meets contract outputs and ICT systems are reliable for teaching and learning
43. Establish clear implementation plans, based on Authority and School visions	Work through the TM to establish in each school a Strategy for Change which describes the change agenda and how it will be managed	2008	SfC in each school, agreed by the GB and linked to school improvement plan.
	Support each school's TM in driving the change agenda in their schools	ongoing	

OBJECTIVES	TASKS	TIMESCALE	KPIs/TARGETS
	See also section on 14-19		
	Establish a strategic forum for 14-19 comprising reps from all schools, LSC, FE sector, Connexions, Education Business partnership and representatives of all other strategic partners	*In place*	*Forum provides strategic direction for 14-19 and monitors KPIs and outcomes*
44. Lead and manage 14-19 change	Develop curriculum framework, resources, training plans, sector specific employer engagement and learner support, defined by the self-assessments, audit of capacity, and training needs analysis carried out by Development Groups for each Diploma.		Substantial support network for 14-19 in place locally and sub-regionally
	Build on the sub-regional collaboration facilitated by London North Learning and Skills Council (LNLSC) to ensure continued and regular sharing of practice and strategy between borough 14-19 coordinators. *The partnership secured the trial of functional skills and the extended L3 project in September 2006, and has developed effective links with sector skills councils, employers and HE. This blend of centralised and distributed leadership and capacity is supported by an effective LA 14-19 Team.*	2007-2013	
	Appoint an additional 14-19 officer to support strategic development of all programmes in the phase	2007	Additional capacity appointed to the 14-19 strategy team

		See also section above on establishing capacity for change
	Establish a school-based staff development programme for each school to implement *Strategy for Change* and meet the workforce reform agenda	2008/9	Clear CPD programme that links to strategic objectives in ISV and SfC
45. Establish well-targeted workforce development programme in each school	Establish ICT training programme for each school through the MSP	2008/9	Audit of training needs leads to well targeted programmes and improved use of ICT in teaching and learning and to support school management
	Establish CPD forum for CPD leaders in each school under the Schools' Transformation Board	2008	Staffing structures meet the workforce reform agenda and structures, take account of extended school status and improve the impact of leadership and management on school performance.
	Use ICT to effectively identify, address and a manage CPD needs.	2009/10	MSP introduces CPD management systems which are used effectively to secure change.

ICT managed service

Volume 4 of the Outline Business Case, covering the whole of the Haringey estate, was agreed by PFS and DfES in the wave 2 submission. Subsequently, Haringey has worked closely with PFS to develop a detailed output specification of what will be required of the MSP, which has now been agreed with the Department. The procurement process has progressed well through a competitive dialogue process and three bidders are on the short list. The next milestone is submission of final bids, which will take place Oct 12th. The MSP contract is expected to be in place by April 2008.
Key reference documents (if required):
- Outline Business Case (Volume 4) wave 2 submission
- Detailed Output Specification, including change management processes
- Detailed documents related to legal, financial and contractual issues and more broadly on the procurement process.

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Building Schools For the Future

Communications Activity

Author: Mark Burey

Date: October 2007

Version: 4.0 STB

Haringey Council

Communications Objectives

The primary aim of our communication is to ensure that all relevant stakeholders remain informed and aware of the BSF programme in Haringey.

- To promote an understanding of the planned developments under the BSF initiative and the supporting investment in the programme

- To ensure all relevant stakeholders are aware of the benefits of those developments and their impact on achieving the aims of Haringey's Bright Futures strategy

- To ensure all relevant stakeholders recognise that improving Haringey's schools is not solely about investing in buildings and new facilities, but about transforming the experiences of every young person in Haringey.

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Understanding BSF Stakeholders

The key stakeholder groups have been identified, then mapped according to their levels of interest and power

1. Headteachers and Governors
2. Schools teachers and staffs
3. Parents
4. Young People
5. Council Members
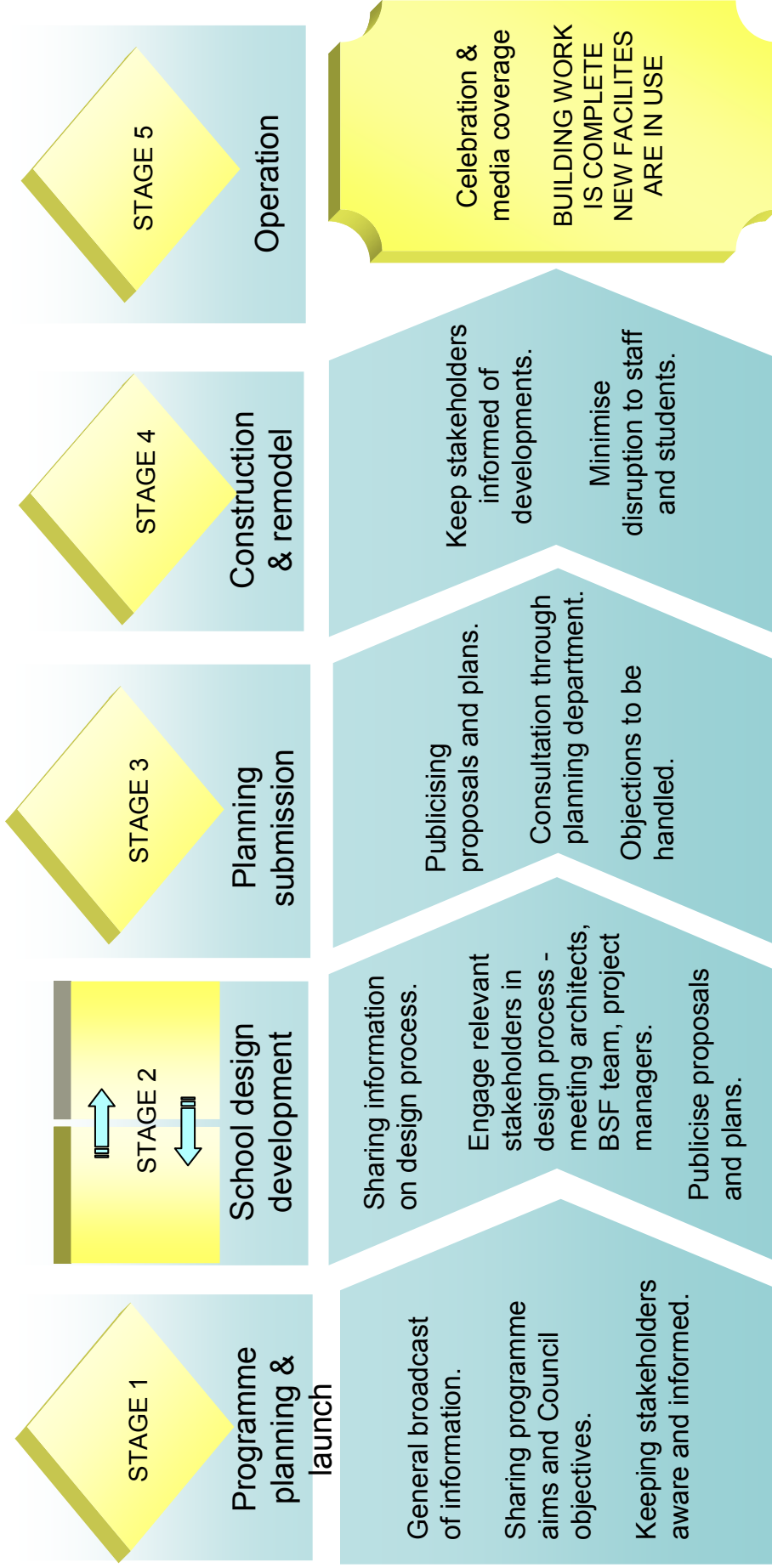6. Partners e.g. LSC, CYPS, HSP, Connexions
7. Process Support e.g. PfS, DfES
8. Influencers e.g. PCT, Unions
9. Community & Voluntary Groups
10. Media
11. Programme Team
12. Council Senior Management

for example:

- Our Headteachers and Governors have a high level of interest in the programme and their influence over the programme is also high. As a result we need to closely the manage our relationship with this group to ensure they remain advocates of the programme, fully informed and able to influence key decisions.

- Community and voluntary groups have a less significant level of interest in the overall programme but greater interest in specific aspects. Their voice is an important influence on the programme's success so we need to monitor their position regularly and ensure they remain informed and aware throughout. In addition, as items such as extended services move up the agenda so does the influence of the community increase.

Satisfy | Manage

Monitor | Inform

Power

Interest

3

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Communications schedule

STAGE 1	STAGE 2	STAGE 3	STAGE 4	STAGE 5
Programme planning & launch	School design development	Planning submission	Construction & remodel	Operation

Celebration & media coverage

BUILDING WORK IS COMPLETE NEW FACILITES ARE IN USE

Stage 1 – Programme planning & launch
- General broadcast of information.
- Sharing programme aims and Council objectives.
- Keeping stakeholders aware and informed.

Stage 2 – School design development
- Sharing information on design process.
- Engage relevant stakeholders in design process - meeting architects, BSF team, project managers.
- Publicise proposals and plans.

Stage 3 – Planning submission
- Publicising proposals and plans.
- Consultation through planning department.
- Objections to be handled.

Stage 4 – Construction & remodel
- Keep stakeholders informed of developments.
- Minimise disruption to staff and students.

Communications activity – programme level summary

- Brand developed for BSF materials to reflect Council investment
- Website updated with programme and project level information
- FAQs document produced and circulated (also online)
- Newsletters
  - Programme level news circulated community-wide
  - Project level news circulated via pupil post and to local residents
- Press releases & media events e.g. funding awarded, 6FC opening
- Public exhibitions or drop in sessions in school
- Displays on schools' noticeboards – updated termly
- Advertising to promote event dates/times
- Schools Extranet
- Surveys
- Forums & meetings to engage key stakeholder groups
  - BSF Board, STB, TMs Forum, ICT Forum
- E-bulletins circulated regularly to support Forum activities

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Brand style for BSF materials

Developed as a sub-brand of the Council style to ensure recognition of the investment made by the Council and also to ensure awareness of BSF activities across school estate

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Advertising & materials

transforming education
in Haringey

Our secondary schools need to be fit for teaching and learning in the 21st century

As part of the Council's strategy for improving the life-chances of children and young people, we are investing almost £200m in our schools over the next 5 years through our Building Schools for the Future (BSF) programme.

School buildings and facilities will be renovated to support new ways of teaching and learning for the future. There will also be a once-a-generation investment to transform your schools' Information and Communications Technology (ICT) facilities.

Each school has developed a vision for their school in the future and to create a design that fulfils that vision an architect works closely with a project manager and representatives from the school.

The design is developed and refined in stages:

- **STAGE A/B** broad ideas and concepts for the site;
- **STAGE C** outline design for comment and feedback;
- **STAGE D** detailed design for formal consultation and planning approval;
- **STAGE E** very detailed proposals developed and a building contractor is appointed

Our schools are at stages A/B with some reaching stage C this summer. To find out more about the proposals for your local school visit one of our BSF exhibitions in school or visit our website at:

www.haringey.gov.uk/bsf

Building schools for the future

Haringey Council

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BSF online

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Building Schools for the Future

BSF Principles

BSF and Your School

Designing our schools

BSF Programme

BSF ICT Procurement

BSF Milestones

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Building Schools for the Future (BSF)

- BSF News
- Background on BSF
- Further Information

BSF News

BSF Programme schedule

Our BSF Programme is currently running to schedule and to budget. The flagship project under BSF, Haringey Sixth Form Centre is due to open to students in September 2007.

Our latest newsletter (December 2006 BSF newsletter) is available in the Attached Files section below.

Local residents invited to view plans for new school

Local residents are invited to take the opportunity to view plans of the site proposed for a new secondary school in Haringey Heartlands.

- **When** Thursday 13th September, 2007
- **Time** 4pm to 6.30pm
- **Venue** St Paul's Church Hall, Station Road, Wood Green

You will meet members of the BSF team, including the architects appointed to develop designs for the new school and have the chance to see photographs of the site as it currently stands.

In addition there will be opportunities to see proposals for using the site next to Alexandra Palace station and to discuss the limitations the site presents, such as the proximity to rail lines and river. Drop in to find out more.

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Background on BSF

In November 2006, we were awarded £178m in BSF funding – the largest ever investment in our schools, and the largest ever one-off grant from Government for a specific project in Haringey.

This funding will be used to realise a vision of successful schools, enjoying the confidence of local communities, maximising the life chances of local children and young people, contributing to the well-being and cohesion of the area and gaining from the potential of connections across the capital. Our aim is that activity undertaken through BSF will act as a catalyst for change and regeneration throughout our schools and into the wider community.

Standards of education in our schools are improving all the time, with the percentage of our students achieving 5+ A*-C grade GCSEs increasing from 31% in 2001 to 53.2% in 2006. This improvement, along with a growing number of people

Did you know?

Alexandra Park was named after Alexandra of Denmark who married Prince Edward, the Prince of Wales, in 1863

Related links

- BSF Principles
- BSF and Your School

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Local intranet

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Gladesmore BSF

Building Schools for the Future (BSF) at Gladesmore Community School.

Each of our secondary and special schools has developed its own vision for the future to reflect the Council's overall education vision for the borough. BSF funding amounting to £11.3m will help Gladesmore Community School to achieve this vision.

The school aims to:

- develop new ways of teaching and learning
- inspire and motivate students, staff and the community and
- transform spaces and provide new and facilities, such as ICT and Virtual Learning Environments, a Central Learning Resource Centre and a Student Centre.

Milestones

Below are some key dates, or 'milestones', for our school's BSF project.

Milestones	Dates
Outline design completed	August 2007
Detailed design completed for planning	October 2007
Construction begins	May 2008
Completion date	September 2010

Newsletter

Further information is available from the **Gladesmore BSF newsletter** in the attached files section below. This includes information on early design proposals, along with details of some of the new facilities that may be provided.

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Further Information

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Did you know?

The large Sainsbury's supermarket in Green Lanes was built on the site of Harringay Stadium - a major greyhound and speedway track

Related links

- BSF Principles
- Designing our schools
- BSF Milestones
- Gladesmore Community School

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Communication during design development phase

Stage of Process	Activity
Pre-Planning (once DTP appointed)	In-school Displays – posters, visions, plans, dates of events, milestones
	Newsletters – templates, project updates, architect drawings, key dates
Stage C	In-school Displays – updated with Stage C designs & architect comment
	Newsletters – as before but with Stage C drawings and comment
	Survey – feedback on Stage C options
	Exhibition / Focus Group – events in school for stakeholders to meet architects & project managers, view draft designs and make comment
	Posters & Flyers – advertise events in schools
	Web site – specific school page on BSF website updated with drawings
Stage D (planning submissions)	In-school Displays – updated with Stage D designs & architect comment
	Public Meeting / Consultation – Formal planning process, opportunity to comment on planning submissions
	Development Control Forum – if required by Council Planners
	Exhibition / Focus Group – events in school for stakeholders to meet architects & project managers, view final designs and make comment
	Web site – updated school page with Stage D planning submissions
	Newsletters – background to how final design evolved & how feedback used
	Collateral – for use at community and school events
Throughout design & planning phase	Other supporting activity including BSF community newsletter, media coverage in local press, CYPS Schools & Staff newsletters and in Leaders Update

Drop-in sessions held for Wave 2

- New School

  Thurs 13 September, 4pm-6.30pm, St Paul's Church Hall

- Woodside ILC

  Tues 25 September, 4.00 – 6.00pm

- St Thomas More

  Tues 25 September, 6.00 – 8.00pm

- Gladesmore

  Thurs 27 September, 4.00 – 6.00pm

- Northumberland / The Vale

  Tues 2 October, 4.00 – 6.00pm

- John Loughborough

  Wed 3 October, 4.00 – 6.00pm

- Park View

  Thurs 4 October, 4.00 – 6.00pm

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Newsletters

- Project-level news
- Survey included to gather feedback
- Wave 2 - second issue used at drop-ins
- Also circulated to all pupils
- 6-pages including:
  - Vision
  - Design proposal, drawings, floorplans
  - Update on project progress, next steps
  - Survey for feedback on design proposals and opportunity to raise concerns

- Wave 4 - first newsletter to be designed
  - Vision
  - Project milestones

NORTHUMBERLAND PARK
BSF NEWSLETTER

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Student engagement

- Student survey in Autumn term focusing on their satisfaction with their environment and facilities
  - What do you like / not like about your school?
  - What ICT facilities do you have? Which do you use? How so you use them?
  - What would you like to change about your school?

- Joinedupdesign for BSF
  - Project facilitated by the Sorrell Foundation
  - Previous involvement with schools such as Fortismere and Woodside High
  - 5 Wave 4 schools involved (4 schools in west plus PSC)
  - Client group of 10 students plus a lead teacher
  - 5 sessions to include
    - visit Somerset House for launch and visit iconic designs in London
    - 3 meetings with their designers: to create a pupil vision that identifies a specific issue or an aspect of the school that needs improvement, pupils act as liaison within school, gather peer opinionand discuss design options to resolve issue
    - celebratory event to present outcomes and receive certificates
  - All 5 groups will also work together as a larger client group for new school project

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