



**Haringey** Council

## NOTICE OF MEETING

**PLEASE NOTE THE VENUE FOR THIS MEETING – *MAP SHOWING LOCATION ATTACHED***

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### Schools' Transformation Board

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**WEDNESDAY, 28TH NOVEMBER, 2007 at 18:00 HRS –  
HARINGEY SIXTH FORM CENTRE, WHITE HART LANE, TOTTENHAM,  
LONDON N17 8HR.**

#### **MEMBERS:**

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	Fortismere School
Jane Farrell	Chair of Governors	Fortismere School
Tony Hartney	Head Teacher	Gladesmore School
Vacancy	Governor	Gladesmore School
Patrick Cozier	Head Teacher	Highgate Wood School
Chris Parr	Governor	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	Head teacher	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	Head teacher	William C Harvey School
Joan McVittie	Head Teacher	Woodside High School
Vacancy	Governor	Woodside High School
Tony Brockman	Representative	Haringey Teacher's Panel

## AGENDA

- 1. APOLOGIES FOR ABSENCE (IF ANY) (PAGES 1 - 2)**
- 2. URGENT BUSINESS**

The Chair will consider the admission of any late items of urgent business. (Late items will be considered under the agenda item where they appear. New items will be dealt with at item 11 below.).

- 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 - 17 OCTOBER 2007 (PAGES 3 - 14)**

To confirm and sign the minutes of the meeting of the Board held on 17 October 2007.

**5. MANAGEMENT SUMMARY UPDATE (PAGES 15 - 26)**

**Programme Summary - Gordon Smith**

Update from the BSF Programme Director on progress across the programme

**6. COMMUNICATIONS UPDATE (PAGES 27 - 42)**

Update on the New School Brochure – Lucy Callan

Update on Individual Communications Plan - Mark Burey.

**7. MSP PROCUREMENT UPDATE (PAGES 43 - 46)**

MSP Procurement Update – Graham Jones

FAQ's

Decision Making and Governance – Graham Jones

Consolidation of MIS

**8. 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.

**ICT Forum** – Update from the Chair - Paul Guenault  
The ICT forum have met since the last STB. Items discussed included.

**9. STRATEGY FOR CHANGE - UPDATE AND MONITORING REQUIREMENTS**

Update from David Williamson - Head of Secondary Innovations

The Strategy for Change (part 1) is before the Board for approval following confirmation of positive feedback from the Pfs/DCSF and Board.

The Strategy for Change part 2 to be discussed at the next STB.

**10. INCLUSION UPDATE (PAGES 47 - 58)**

Sharon Shoesmith to give an update of BESD Strategy

Phil DiLeo to give update on ASD Strategy.

**11. NEW ITEMS OF URGENT BUSINESS**

To consider any matters admitted at 2 above.

**12. DATE AND TIME OF NEXT MEETING**

8 January 2008 at 18:00 hours.

Yuniea Semambo  
Head of Local Democracy & Member Services  
5<sup>th</sup> Floor  
River Park House  
225 High Road  
Wood Green  
London N22 8HQ

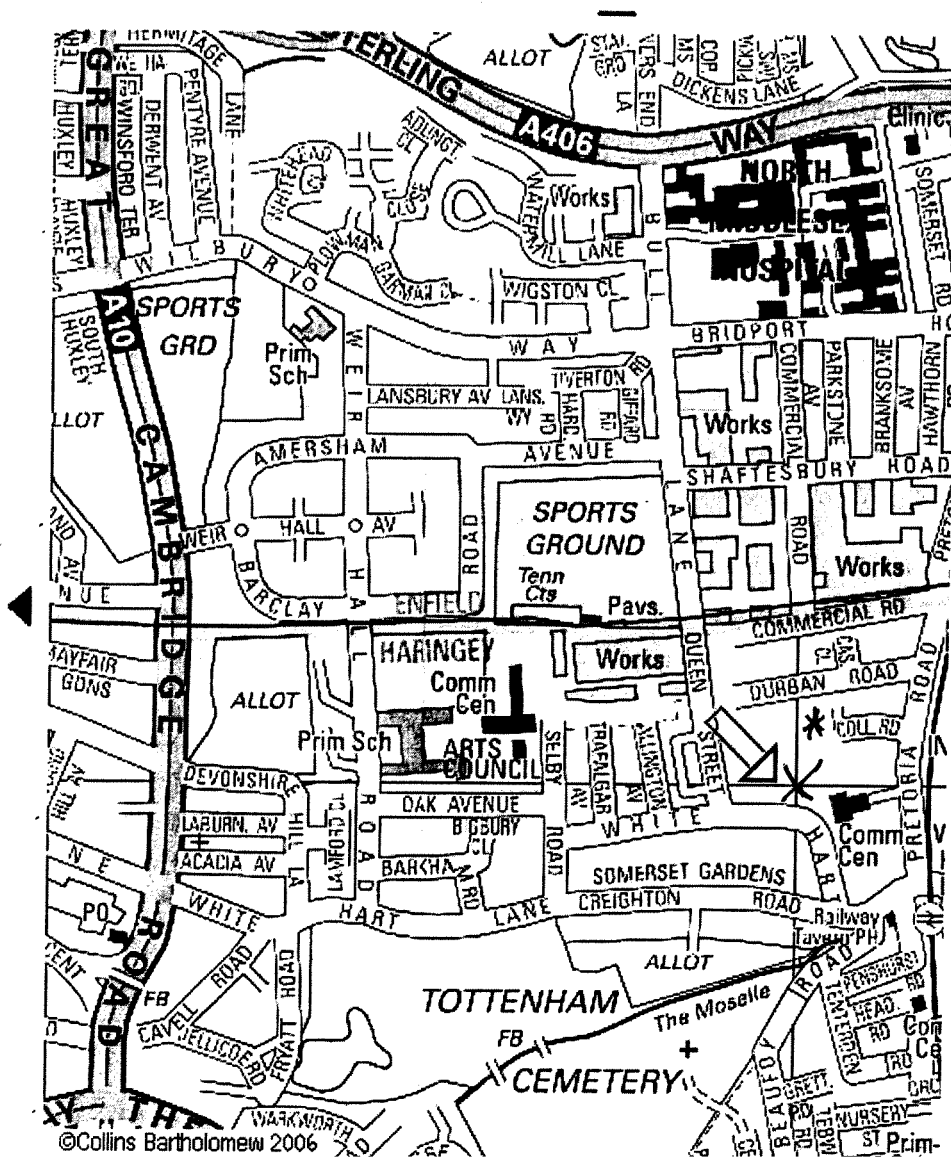
Clifford Hart  
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21 November 2007

# MAP SHOWING LOCATION OF HARINGEY SIXTH FORM CENTRE WHITE HART LANE, LONDON N17 8HR

'X' MARKS CENTRE'S LOCATION

'\*' MARKS LOCATION OF CAR PARK  
ACCESSED FROM PRETORIA ROAD  
AND COLLEGE ROAD ONLY



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**MINUTES OF THE SCHOOLS' TRANSFORMATION BOARD  
WEDNESDAY, 17 OCTOBER 2007**

**MEMBERS OF THE SCHOOLS TRANSFORMATION BOARD**

**\* INDICATES MEMBERS PRESENT**

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
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Martyn Henson (substituting for A. Onac)	Deputy Head Teacher	Fortismere School
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*Chris Parr	Governor	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
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*Mark Rowland	Deputy Head Teacher	St Thomas More School
Vacancy	Governor	St Thomas More School
Nigel Spears	Representative	Archdiocese of Westminster
*Margaret Sumner	Head teacher	William C Harvey School
*Joan McVittie	Head Teacher	Woodside High School
Vacancy	Governor	Woodside High School
Tony Brockman	Representative	Haringey Teacher's Panel
<b>Also present</b>		

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*Linda Townsend	Deputy Head Teacher	Woodside High School
*Remo Iafrate		Woodside High School
*Paul Guenault	ICT Forum Rep	
*Mike Clayden	Bursar	Northumberland Park School
<b>OFFICERS SUPPORTING THE STB</b>		
*Sharon Shoesmith	Director of Children and Young People's Service	LB Haringey
*David Williamson	Head of Secondary Innovations	LB Haringey
*Andrew Smith	BSF Team	LB Haringey
*Clifford Hart	Clerk to the Board - Member Services - OD& L	LB Haringey
*Mark Burey	BSF Marketing Manager	LB Haringey

**LC1. APOLOGIES FOR ABSENCE**

Apologies for absence were received on behalf of Andy Yarrow, Micheal Edwards, Mark Rowland, Bev Randall, Tony Brockman, Cllr Bob Harris, June Jarrett, Gordon Smith, Gladys Berry, and Jamie Scott.

An apology for lateness was received on behalf of Cllr Amin.

The Clerk also advised the meeting that Ms Imogen Pennell had been appointed as Chair of Governors at Highgate Wood School, and Chris Parr had been appointed as Governor at Highgate Wood School and was in attendance and replacing Clive Menzies as representative on the STB.

**NOTED**

**LC2. ITEMS OF URGENT BUSINESS**

There were no items of urgent business.

**LC3. DECLARATIONS OF INTEREST**

There were no declarations of interests.

**NOTED**

**LC4. MINUTES OF THE MEETING OF THE SCHOOLS' TRANSFORMATION BOARD - 3 JULY 2007**

There being no points of accuracy it was;

**RESOLVED**



**MINUTES OF THE SCHOOLS' TRANSFORMATION BOARD  
WEDNESDAY, 17 OCTOBER 2007**

that the minutes of the Schools Transformation Board held on 3 July 2007 be agreed as an accurate record of the proceedings.

**MATTERS ARISING**

The Chair asked if there were any matters arising.

Ms McVittie – Head Teacher Woodside School advised that in respect of Item 7 – Programme report – Transformation Manager's Forum – there was reference in the minutes to the work and decisions of the Forum. Ms McVittie commented that it should be expressly clear that the decisions of the Forum (in the form of the minutes of that body) should be put to the STB for approval as the Transformation Manager's Forum was not a decision making body and any decisions or matters agreed had to be put to the Board for endorsement.

**NOTED**

**LC5. MANAGEMENT SUMMARY REPORT**

The Head of Secondary Innovations – David Williamson gave Gordon Smith's apologies for not being present due to illness.

In a brief introduction of the circulated report David Williamson referred to the key points of the report at pages 8-10. With regard to key activities there had been steady progress on the programme with the six Wave 2 school projects - St Thomas More (STM), Woodside High School (WHS), Gladesmore Community School (GLM), Park View Academy (PVA), John Loughborough School (JLS) & Northumberland Park (NPS) currently in progress. There were three Wave 4 projects currently in progress – Highgate Wood (HWS), the New School (NEW) and Pupil Support Centre (PSC). DTPs had been appointed at the three Wave 4 projects – Alexandra Park School (APS), Hornsey (HOR), and Fortismere/Blanche Neville (FOR).

With reference to the amber status of the overall programme David Williamson advised that this was quite normal at this stage and reflected the progress made thus far. It was also the case that lessons learnt from previous projects were now being programmed into subsequent project plans which would ensure better initiation and more effective use of resources. David Williamson referred to page 9 of the report which summarised in detail the current progress in design and construction of each school which was self explanatory. In particular he highlighted the success of the sixth form centre project which had opened on time and in budget, despite the many challenges along the way. He also noted the great success in recruitment of students in the first year of operation.

Alex Atherton – Head Teacher – Park View Academy – referred to the BESD strategy and the progress to date with responses. The Director of Children and Young People's Service – Sharon Shoesmith - responded that there had only been 3/4 responses received, and the strategy was in the process of being redrafted. The strategy would then require consultation through the Authority' and would form the centre piece of the next discussion at the Secondary Head Teacher's meeting. Alex Atherton responded that he had considerable concerns in that it appeared that schools may not be following through the strategy through the stages of the project

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and that it was evident from the previous Secondary Heads meeting that not all schools were on board.

In response David Williamson advised that it had been the case that all schools had planned space and had been happy with this space provision. In response to comments from Alex Atherton and Steph Gold, David Williamson stated the concept had been in the vision and design stage and it was his impression that schools had signed up to this provision. In further response Sharon Shoesmith commented that the BESD provision included places for 60 young people at the Pupil Support Centre for those with most acute needs, with the remainder having less acute needs being accommodated in schools. The question of exclusion was a key issue for the Authority. Schools needed to be mindful of the issue that if further funding was delegated, there would be no central funding to support them, beyond the PSC limits. Other providers would have to be commissioned, and so she will be proposing that schools excluding pupils would have to meet the costs of provision at 4 times the AWPU. The Council will be establishing a clear policy in terms of exclusion.

Mr Tony Hartney - Head Teacher – Gladesmore School commented that this was a high priority and was certainly not yet resolved. It was the case that schools were progressing with designs with BESD identified space. The situation needed to be resolved as a matter of urgency. After some discussion it was agreed that Sharon Shoesmith would attend a meeting on 6<sup>th</sup> or 20<sup>th</sup> November to discuss the issue further with Head teachers.

Alex Atherton commented that it was essential that schools buy in to the concept.

In response to a question about space requirements, David Williamson clarified that each scheme contained provision for 156M<sup>2</sup>, with 126M<sup>2</sup> assigned to a learning support unit for BESD and a further 30M<sup>2</sup> assigned to more flexible space for personalised learning, usually in English and Maths. Some broad guidance had been given to designers, but that the school needed to work with designers to examine the best options.

Further discussion took place about some of the issues around BESD and agreement was reached that once the policy position is finalised, work needs to be done to share good practice, both in design and practice of managing BESD.

Joan McVittie expressed concerns in respect of pupils with acute autism located near pupils with high BESD needs. After questioning from Sharon Shoesmith, Joan McVittie and Margaret Sumner explained that whilst at Woodside High School there had been some rationalisation of space for BESD specialist provision, there was still provision for BESD support alongside other learning support.

The Chair, in drawing the discussions to a close, summarised that given there had been a number of concerns expressed and also a number of differing views there was a definite need for further work to establish the issues for each school. The Chair also felt that there was a question as to whether a workshop was needed re the best design for BESD units. The Chair also commented that Sharon Shoesmith would clarify matters with Secondary Head Teachers on 6 November 2007 and report back to the STB at its next meeting.

It was:

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**RESOLVED**

- i. that given there had been a number of concerns expressed and also a number of differing views in respect of the provision of BESD, officers be requested to carry out further work to establish the issues for each school;
- ii. that officers explore the question of the need for a workshop to be established re the best design for units;
- iii. that the BESD issue be clarified with Secondary Head Teachers on 6 November 2007 and reported back to the STB at its next meeting in late November 2007; and
- iv. that the STB Highlight report and its contents, together with the concerns expressed during discussion of the item be noted.

**LC6. PFI UPDATE**

In a brief introduction David Williamson advised that in two separate meetings, Head Teachers and Bursars had received briefings in the past week and that a briefing note showing some of the detail had been circulated.

To date it had not been possible to agree a mechanism with HSSL / JAS whereby the PFI unitary charge is repriced to reflect the BSF investment in the PFI estate and allow the expected FM financial and service benefits of BSF investment to be realised by the schools and the Council. This had to be resolved to allow BSF works to proceed. Discussions were still continuing.

The Council was seeking to suspend the provision of FM services, including lifecycle, under the PFI agreement indefinitely. The responsibility for operating the school buildings, including managing the associated risks, would hopefully be transferred back to the schools. In doing so this would remove the risk of uncapped unitary charge price increases and allow BSF works to proceed.

Hopefully responsibility for managing the day to day FM services would revert to the schools. Responsibility for lifecycle and mandatory maintenance would transfer to the Council, CYPS.

Mike Clayden praised officers for the efforts in what was a difficult situation and commented that it was vital that the matter be concluded as a matter of urgency and that unless there was a rapid result there could be a real danger of poor service being delivered before the end of December 2007. Mike Clayden queried whether monies would be withheld from the Contractor for unfinished works.

The Chair concluded that whilst there were some difficulties to overcome matters were proceeding in the right direction.

**NOTED**

**LC7. FORUMS OF THE STB**

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Paul Guenault advised that he would give a brief update of the Transformation Manager's Forum in the absence of Gladys Berry.

**TRANSFORMATION MANAGER'S FORUM**

Paul Guenault reported that since the previous STB the Transformation Manager's Forum planned for 18<sup>th</sup> 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 had been held, on 12<sup>th</sup> September 2007. The main points discussed were:

**Project Update**

- experience of TMs in Wave 2 and concerns raised.
- the challenges faced on the 6FC and on current wave 2 projects, and how they had been overcome whilst maintaining a focus on transformational change
- TMs being asked to persist with the current project objectives without reducing their aspirations.

**ICT integration**

- The forum had discussed the interface between ICT and design and build. Cambridge Education team had been charged to provide the required specifications at each stage of the design process and feed into the design requirements
- The late appointment of CE was still being felt, although the majority of projects had made good progress on ICT design integration
- STM and JL having specific issues with regard power supply in legacy buildings, which were largely addressed in PFI schools,

**Project Reporting Process**

- The content and structure of the new project reports was shared which was produced on a 4-weekly basis for the BSF Board, and now to be considered at the School Core Team meetings.

**Communications**

- A communications update was given regarding the drop-in sessions for Wave 2 schools, and the Forum had been advised that the purpose of the sessions would be to provide an early opportunity for key stakeholders, including local residents, to see the direction in which the designs were progressing, with further events planned.

**Key activities during the next period in respect of Transformation & Change**

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

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The challenges of meeting aspirational goals within cash limited budgets was explored in discussion, with Andrew Smith emphasising that until we have finally agreed prices, all that we can do is to use best estimates.

The Chair then asked Mr Guenault to comment on the progress with ICT Forum.

**ICT FORUM**

Paul Guenault gave a brief summary of the recent ICT Forum meetings as follows:

**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 12<sup>th</sup>) for assessment by Core group
- The appointment of a permanent client delivery manager awaited, due to lack of a suitable candidate

**E-transformation development**

- Leading Transformation programme planned for November (including exemplar school visits)
- ICT Forum had 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 had already achieved ICT Mark and were aiming for Excellence in ICT through use of the SRF
- Discussions were 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**

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

**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

Having received the outline of the work of the ICT Forum and having sought and received clarification to a number of points raised the Board then received a brief introduction by David Williamson of the TABLED 'draft in consultation' confidential paper which provided an update specific to the procurement of an ICT Managed Service Provider.

In outlining the tabled document David Williamson stressed the need to ensure confidentiality in the process with the 3 bidders to ensure transparency and fairness.

The table of key dates for the process were shown on page 4 and the key events from October 2007 through to January 2008.

The receipt of bids on 12 October commenced the process to be embarked on with schools regarding the level of, and the provision of services over the life of the contract. There would be wide ranging consultation and considerable focus on transformation, and continued dialogue with bidders during the process in November 2007. Following this dialogue would close with the bidders (December 2007) and the bidders would be provided with a composite list of those staff to be TUPED. It was expected that a final bid would be submitted, and the core assessment group (which would comprise 5 reps – including 2 CYs reps) would assess and score the final bids against the set criteria and specification. The preferred bidder would be selected and work would then commence on 1<sup>st</sup> April 2008.

Mr Guenault briefly commented on the fact that the process was in accordance with European regulations and stressed that any of the 3 bidders could object to the process on the basis of it not being fairly conducted – hence the need for clear and transparent processes.

Margaret Sumner explained that special schools were commissioning expertise on SEN and ICT to support the procurement process and to ensure that the needs of special schools were being reflected in the bids.

The Chair asked if there were any points of clarification.

Michael Clayden raised personal concerns about the efficacy of any Managed Service to meet the needs of schools. Alex Atherton, also questioned how the variations between schools could be best met by the MSP.

Paul Guenault said that many of these issues were in the sights of the core procurement group. The need for school-based support was clear but that if the service was effective this may reduce in time. He reiterated that the output specification and the 'levers for change' were the result of extensive consultation which captured the needs and requirements of all schools.

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The Chair then summarised and it was:

**RESOLVED**

- i. that the concerns expressed by the STB in respect of the ICT MSP be noted addressed by officers in the forthcoming process for the selection process for the ICT MSP;
- ii. that Head teachers ensure the full involvement of key staff in the selection process to ensure both individual and collective requirements are taken account of, and clearly set out for the bidders to take account of; and
- iii. that an update report be given at the next meeting of the STB in November 2007.

**LC8. STRATEGY FOR CHANGE - UPDATE AND MONITORING REQUIREMENTS**

At this point in the proceedings (19.25hrs) Councillor Engert advised that she had to attend another scheduled meeting and asked, and the Chair agreed, that she could raise two questions.

Councillor Engert sought clarification in respect of the latest position in relation to WiFi.

In response Mr Williamson advised that the position was that there would be a mixed economy of wired and wireless networking in schools and this would continue in the new strategy. However if a school governing body were to decide that it did not wish to have wireless facilities then it needed to notify the BSF Team by 1<sup>st</sup> December 2007. A letter had been sent to schools on this issue. Governors would need to understand that any such decision would have cost implications which would impact on the amount of resource that could be purchased by the school.

Councillor Engert referred to her second point of clarification in relation to the Council's position in relation to Government Policy in respect of Trust, and Foundation Schools.

In response Mr Williamson advised that that the issue had been a complicated one in terms of compliance with Government Policy. It had been necessary to respond to the interpretation of that policy and that Haringey had argued on the basis of wide diversity/having choice and that this was in line with parents' wishes. However the Government's view was that schools would have more sustainable governance if they were Trust Schools. The SFC sought to address the issues raised by the Office of the Schools Commissioner by exploring with schools Trust status.

In response to further points from Councillor Engert David Williamson advised that the details set out in pages 34-36 were broadly set out in line with the Government's policy.

The Chair then asked for a brief introduction.

David Williamson briefly outlined the details of the circulated report which were Parts I & II of the Strategy for Change (SfC). The documents had also been submitted to

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Partnership for Schools (PfS) /DCSF. The STB were asked to note that the PfS had been asked to feedback any comments and that the final document would then be brought back to the STB for consideration and agreement at its next meeting.

The Chair then summarised and it was:

**RESOLVED**

- i. That the contents of the draft strategy for change be noted;
- ii. That should any STB members have any specific comments to make regarding the strategy then these should be submitted to David Williamson prior to 14 November 2007; and
- iii. That the Strategy be brought back to the next meeting of the Board in late November 2007 for consideration and final agreement.

**LC9. COMMUNICATIONS UPDATE**

The Chair welcomed Mark Burey – BSF Marketing Officer to the meeting and asked for a brief introduction.

Mark Burey, in introducing and summarising the document circulated advised the meeting that the communications strategy detailed the communications objectives of the BSF and its primary aim was to ensure that all relevant stakeholders remained informed and aware of the BSF programme in Haringey.

The Chair asked if there were any points of clarification or comment.

Joan McVittie referred to the previous Sorrell Foundation activity and the need to ensure that students had a more direct influence on the proposed designs. David Williamson responded that, learning from the Woodside experience, future engagement would bring project architects and students from their school together.

Referring to wave 2 projects, Mark Burey explained that lessons had been learned from the first round of meetings with residents and that in future more bespoke programmes would be developed alongside the school to better engage stakeholders.

In response to clarification from Alex Atherton about press coverage, Mark Burey advised that there was considerable liaison with the LB Haringey's communications service in terms of publicity etc and this would continue throughout the programme.

The Chair also advised that she would raise this issue with the Communications Service at her monthly meeting.

In conclusion the Chair thanked officers for their update.

The Chair also, on behalf of the Board, thanked Ms Victoria Cooper – the outgoing BSF Marketing Officer who was leaving the BSF team on 26 October 2007. The Chair commented on the excellent way Ms Cooper had performed her duties for the previous 2 years, and wished her well in the future.

**RESOLVED**



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- i. that the contents of the report be noted;
- ii. that officers ensure that future engagement be more bespoke and target students and also local intelligence, and to attract the attention of people in the near vicinity to the schools, as well the involvement of designers in on the process at the early stages; and
- iii. that officers ensure clear lines of communication between the BSF Marketing team and the Council's communications service – noting that the Chair would raise this issue at her next monthly communications briefing meeting.

**LC10. ANY OTHER BUSINESS**

Nil Items.

**LC11. SCHEDULE OF PROPOSED MEETINGS OF THE SCHOOLS TRANSFORMATION BOARD FOR THE REMAINDER OF THE MUNICIPAL YEAR 2007/08**

In respect of the circulated dates of the remaining meetings of the Board for 2007/08 after a brief discussion it was agreed that the Clerk would circulate the dates proposed to all STB Members as soon as possible.

**NOTED**

**The meeting ended at 19.40hrs.**

**Cllr Liz Santry**

**Chair**

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## **BUILDING SCHOOLS FOR THE FUTURE PROGRAMME**

### **SCHOOLS TRANSFORMATION BOARD 28TH NOVEMBER 2007 HIGHLIGHT REPORT**

#### **1. MANAGEMENT SUMMARY**

- Steady progress on BSF programme. All Wave 2 and wave 4 projects underway. All Wave 4 projects have entered the design development phase having appointed DTPs.
- Strategy for Change (SfC) part 1 approved by DCSF and with designers. Discussions ongoing as to date of publication.
- Strategy for Change (SfC) part 2 sent to DCSF, requires two amendments: One about parent engagement and the other about developing Trusts. December 14<sup>th</sup> now new re-submission date.
- Supporting strategies for SfC are in development.

#### **2. TRANSFORMATION MANAGERS' FORUM RECOMMENDATIONS & POINTS TO DISCUSS**

- Transformation Managers decided that working groups were not necessary to drive the E-Transformation Strategy forward.
- 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**

- MSP Procurement update on initial bids (GJ to present)
- Transformation Teachers Programme update
- Leading Transformation Programme update
- Issues for awareness & development
  - Strategic linkage of BSF as part of CYPS
  - MSP quality assurance and interface team not yet in place
  - BECTA Self Review Framework

#### **Papers to support this summary:**

- Strategy for Change (parts 1 & 2 circulated at previous meeting)
- New School Brochure
- ASD Strategy

## 4. KEY ACTIVITIES

### 4.1. Key Activities in this reporting period (6<sup>th</sup> October to 2<sup>nd</sup> November):

#### OVERALL PROGRAMME STATUS:

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

#### 4.1.1. Design and Construction

##### Design Development

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

#### PROJECT STATUS SUMMARY:

School:	Project Status:
<b>STM</b>	The Stage C Report is being finalised for approval, the cost element of this report is currently work in progress as we are defining the cost of the ICT and associated works within the legacy building. Work has been carried out with the Cambridge Education team to de-scope the number of ICT suites in the legacy area, therefore reducing the need for cooling and an impact of Part L. The funding gap for the power within the legacy areas will be transparent within the cost plan.
<b>GLM</b>	The Stage D is progressing and work is concentrating on the phasing of the proposed works and the appointment of the Constructor Partner. The Project Team have been informed that the CLC building is to be included within the scheme and the DTP is in discussions with the School as to how this will be best utilised. These changes to the scheme may cause an estimated 6 week delay to the design stage of the Stage D programme; this will need to be concluded by the next reporting cycle.
<b>WSH</b>	The project is currently on programme and budget. On the contractor procurement process, information has been provided to the short listed candidates, with a view to interviews being held in mid November.
<b>PVA</b>	The Stage B report was approved by the BSF Board on 20 November 2007, subject to a number of comments made by the Design Stage Review Group (DSRG). The BSF Board also approved the incorporation of the West Green Learning Centre into the PVA scheme. Governors at the school will discuss this at the beginning of December and will need to begin to plan how the local community can be best served with this asset.
<b>NPS</b>	The Stage B report has been approved by BSF Board and DSRG, subject to comments to be addressed by Stage C, which will be reached shortly. Both sets of School Governors have also approved and signed off the Stage B report. The project is currently 3 weeks behind programme due to the School Governors not signing off the initial Stage B report. It is intended to recover the delay in programme variance by the "Start on Site" milestone. The scheme is currently under budget following a detailed design process which incorporated a prioritisation exercise, in order to get the scheme under budget and allow enough flexibility in the budget to cover any future unforeseen events the school omitted a number of requirements with the proviso that these items can be incorporated at a later stage if the budget allows.
<b>JLS</b>	The Stage B report has now been approved by BSF Board and DSRG, subject to comments to be addressed by Stage C. The initial Stage B report (issued August 2007) confirmed costs were greater than the budget. Analysis indicated that a large proportion of the over spend was attributable to lack of investment in services infrastructure. The Church is positive about making this investment now to ensure a good investment for the future.

<b>School:</b>	<b>Project Status:</b>
<b>NEW</b>	The project is at end Stage B, feasibility design. At present the scheme is on programme and budget, to deliver the desired outcomes. Whilst all aspects of the curriculum design are included, the budget is very tight and careful design and construction will be needed to ensure that the ambitious outcomes for the building are achieved. A New School Board has been established to oversee the project and meets each month. Discussions are underway about federation of the new school with another Haringey school.
<b>PSC</b>	The project is approaching end of design A/B. We have had verbal approval of the latest sketch design and accommodation schedule from the stakeholder and initial comments from PfS. Barron and Smith are currently collating all necessary information for the Stage B Report, including input from M&E and ICT. The 12wk delay in the programme (for consultation period for stakeholder engagement) is still enforced. However it is possible that this can be reduced during the next stages.
<b>HGW</b>	The Stage B report has now been approved by BSF Board and DSRG, subject to comments to be addressed by Stage C. The School has indicated which of the five designs tabled is the preferred option and work has commenced on improving the level of detail of the scheme.
<b>HOR</b>	DTP Selection, Anchor Workshop & Start-Up CSSTM undertaken. The School is finalising their Curriculum Analysis with TC / B&S. Awaiting definitive accommodation schedule from B&S.
<b>FOR</b>	The Design Team has been appointed and awaiting the Volume 2 Design Brief from Barron and Smith. The project has had the first Core Support Team Meeting.
<b>ALP</b>	The school has recently appointed the DTP. The ISV has been agreed by governors, although some issues remain outstanding to be discussed with the Director CYPS. The Curriculum Analysis is underway which will lead to a room schedule and brief.

#### **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.

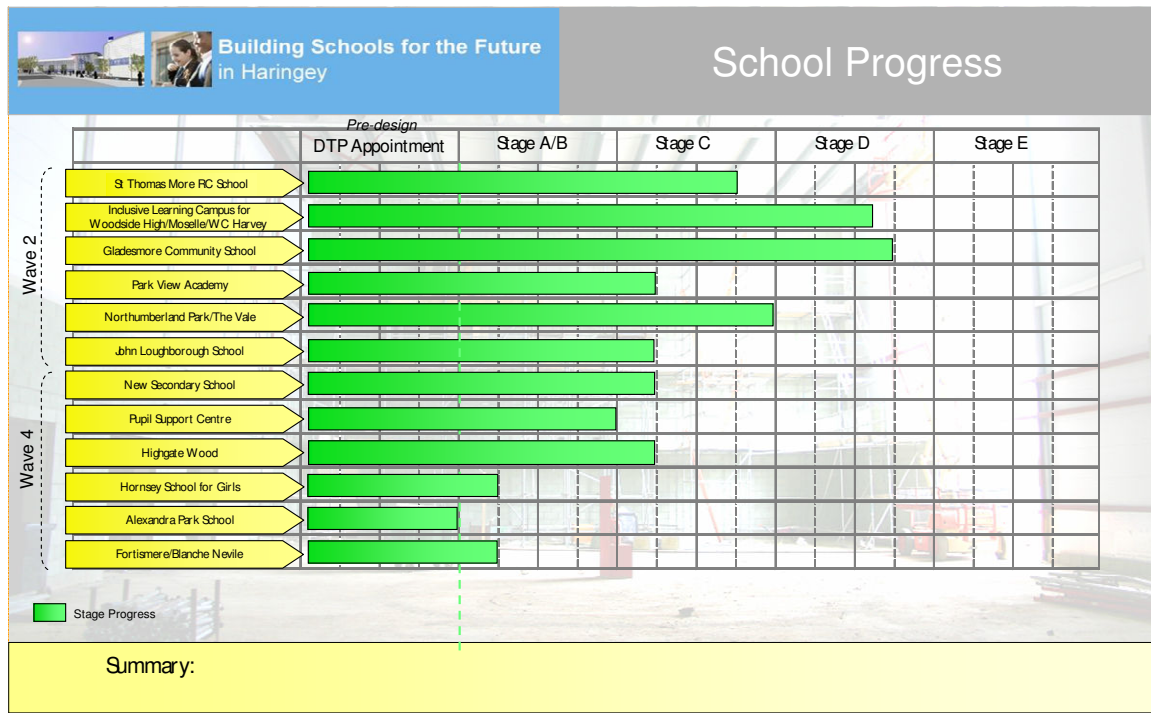
#### **4.1.4. PFI Update (Les Howell)**

We are still working towards agreement by 30<sup>th</sup> November and transfer on 31<sup>st</sup> December.

The main issues with HSSL have been agreed with them, a meeting at which it is hoped further more detailed issues will be resolved is to be held on 23<sup>rd</sup> November. The council has submitted proposals for a Deed of Variation to Government and a meeting to discuss it is to be held as soon as possible.

Schools are working with Council colleagues on arrangements for the transfer of staff and implementation of services.

### 4.1.5. Other Programme Activities



### 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 is before the board for approval following confirmation of positive feedback from the Pfs/DCSF. SFC 2 is 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**

- An initial draft of the e-transformation strategy is completed. Further work will be carried on until January when an updated draft will be discussed by the ICT forum. This will serve as an initial working strategy until further consultation with the preferred managed Service Provider will enable the final strategy to be completed by summer 2008.

### **Extended Schools**

- Extended Schools audits were completed by each school within the BSF programme. Facilitated by the Transformation Co-ordinators, these audits provided information on what each school is currently offering the community and its pupils during out of hours. The survey also focused on how these provisions are being funded.
- Continyou have been commissioned to undertake scoping work prior to formulating and devising both an extended schools strategy and a separate sports strategy. Scoping work is due to be complete by early December, with the initial drafts of both strategies due to be complete by the end of February.
- John Wood, from Sports England, has been commissioned to review both the scoping work and the final strategies being carried out by Continyou. John Wood will ensure that the work completed by Continyou aligns with the wider government objectives on extended schools.
- The PESSCL group, chaired by Colm Hickey at St Thomas More, agreed that a working group should form to discuss the future use of indoor and outdoor facilities. Working group will consist of BSF team members, Recreation services representatives, school representatives, and other partners.
- School bursars group were given a presentation on extended schools. With the likelihood of third party income returning to school management, the bursars decided that a working group was needed to ensure a sustainable income for extended schools. The terms of reference have been written and a working group consisting of four bursars will meet in early January.

### **BESD strategy**

- The BESD strategy is being updated by Sharon Shoesmith. Sharon Shoesmith is presenting the BESD strategy to the STB.

### **ASD strategy**

- The ASD Strategy has been drafted by Phil Di Leo. Phil Di Leo to present re-drafted ASD strategy to STB.

### **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. The strategy has been agreed by the 14-19 forum and is currently being designed for publication.

### **Training Schools**

- Further meetings have taken place this term between Northumberland Park and Alexandra Park schools to move the training schools forward, facilitated by Nick Kemp.

### **BSF Programme Appointments**

- Procurement committee has approved the education advice and guidance framework. Over the course of the coming months, education advisors will be drawn from the framework. This process will involve mini-competitions alongside the standard call off procedure.
- PA to the Director of BSF has been appointed. Samantha Samuels is due to start in early December and will be taking on this role.

- The post of client side manager for the ICT contract was not appointed and further recruitment work continues. Recruitment process continues with a view to either making a permanent appointment or a medium term fixed term appointment by the end of December.

**Communication**

- New School Brochure is near completion. Lucy Callan to present the latest version to STB. The New School Brochure will be distributed to schools and parents in January 2008.
- Mark Burey is currently undertaking the completion of the Individual Comms plan. This will act as a tailored plan for communicating with stakeholders for each school.



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

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**14-19 Strategy**

- The strategy will be designed ready for publication.

**BESD Strategy**

- The strategy will be proposed to the Cabinet.

**ASD Strategy**

- The draft strategy will be distributed for consultation in January.

**Extended School**

- Continyou will have completed scoping work, and will know when the first drafts of the extended schools strategy and sports strategy will be complete.
- School bursars working group will have met for the first time.

**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**

- New School Brochure will be ready to be sent to schools and parents.
- Individual Communication Plan will be complete and included in SFC 2.
- Bespoke communications plans will be completed for early wave 2 schools.
- 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**

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**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 (3<sup>rd</sup> July to 30<sup>th</sup> September):

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This bulletin confirms the outcomes and actions agreed at the Transformation Managers' Forum on 5<sup>th</sup> November

**Project Reporting Process:** Penny Hubbard-Brown gave a summary of the project reporting process. Penny explained how risks and issues were identified, using Gladesmore as an example, and clarified the RAG (red, amber, green) system. Paul Guenault raised concerns about fluctuating figures in the report. PHB explained how figures could change. There was discussion about rates and it was suggested that DTP input into plans was needed earlier. In the future project managers will talk core team members through the project reports.

**Project Update:** David Williamson gave an overview of the programme pointing to highlights such as the good headway being made on procurement of the Managed Service Provider (MSP) for ICT; TMs were reminded of the December 1<sup>st</sup> deadline for a decision should their schools wish to pursue a cabled only network; David explained that negotiations on PFI were now awaiting sign-off from the DCFS; St John Starkie confirmed that his school had now appointed its design team partner.

**Hoardings:** Russell Eacott invited TMs and their school to take part in an initiative to decorate site hoardings. The hoardings could be created by pupils and local community groups. Similar projects have worked successfully in other parts of the UK. **Action:** TMs were asked to determine if their school would be interested in working with the contractor and the council's Art Culture and Tourism Officer on the project.

#### E-Transformation Strategy

John Davies spoke about the idea of establishing a school transformation working group to help drive E-Transformation in schools. There was discussion around the role of SMTs in embedding E-transformation as part of the school plan, and broad consensus that a working group wasn't necessarily the best way forward, but that it was important to ensure that E-Transformation was taking place. **Action:** JD will redraft the document to take out reference to a working group.

#### Communications

MB gave details of the Student Survey on school buildings and ICT. The online survey will be rolled out later this term. TMs were invited to encourage students to participate. **Action:** TMs were asked to encourage students to participate or considering allowing pupils to complete the survey as part of their ICT lessons.

### End of report

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**APPENDIX B  
BUILDING SCHOOLS FOR THE FUTURE PROGRAMME**

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

**RECOMMENDATIONS & POINTS FOR DISCUSSION**

- MSP Procurement update on initial bids (GJ to present)
- Transformation Teachers Programme update
- Leading Transformation Programme update
- Issues for awareness & development
  - Strategic linkage of BSF as part of CYPS
  - MSP quality assurance and interface team not yet in place
  - BECTA Self Review Framework

## KEY ACTIVITIES

### **1. Key Activities in this reporting period (26<sup>th</sup> April – 25<sup>th</sup> June):**

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#### **Procurement of Managed Service Provider**

- Evaluation of initial bids by core group
- Supplier presentations were held
- 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
- Appointment of a permanent Client Delivery Manager has not occurred yet, due to lack of a suitable candidate

#### **E-transformation development**

- ICT Forum members attended final component of Leading Transformation programme, including exemplar school visits
- Monitoring and oversight of Transformation Teachers programme by ICT Forum established
- E-transformation draft discussed by TM's

#### **Design Development**

- Vision to Reality process ongoing including ICT Infrastructure design
- New school ICT Brief created and reviewed by ICT stream

#### **Communication**

- Schools encouraged to access information on the BSF schools extranet
- Output from CYPS ICT Review includes recommendation for a Strategic Lead for ICT to be appointed

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

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#### **Procurement of Managed Service Provider**

- Presentation by bidders to the STB at time of final bids
- Planning for anticipated school visits by bidders
- Conclusion of dialogue with bidders

#### **E-transformation development**

- Further development of e-transformation strategy

- Formal evaluation of TTP pilot programme
- Support schools to complete their ICT Self Review Framework and Action Plans

## **Design Development**

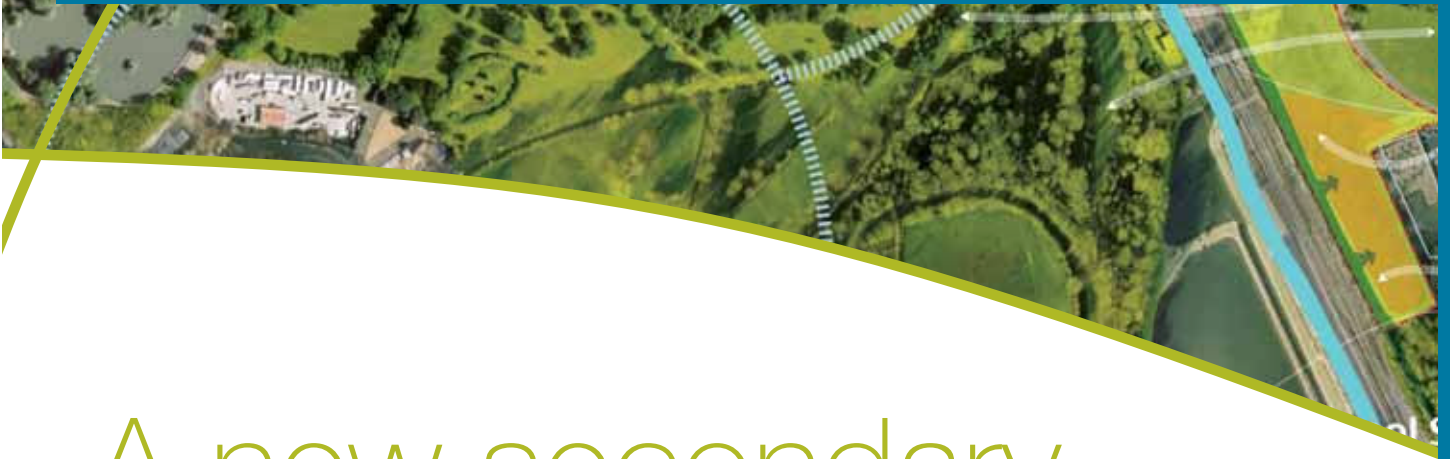
- Continuing to feedback suggestions from MSP initial bids

## **Communication**

- Develop strategy to increase awareness of issues for schools – training, strategic development
- Explore the relationship between Transformation Managers Forum and ICT Forum with a view to rationalising
- Recommendation for strategic lead for ICT approved by CYPS
- Establishment of a CYPS / BSF Integration group

## **End of report**

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# A new secondary school in Haringey Heartlands



Building schools for the future



**Haringey** Council





# Background to the new secondary school

## **New secondary school in Haringey**

The new secondary school in Haringey Heartlands will open in September 2010. It will be a mixed comprehensive school with specialisms in visual arts and media. The new school is being built as part of Haringey's Building Schools for the Future (BSF) programme. BSF funding will be used to realise a vision of successful secondary schools across the borough.

The new school will provide for pupils aged 11 to 16, with a roll of 1080 when it has reached full capacity. An additional 25 places will be allocated in a special resource base for pupils with autism. When it opens in 2010, the school will have an intake of year 7 students only, with the capacity for 162 pupils. The school will gradually reach full capacity as the initial year 7 group make their way through the secondary system. Within three years there will be 216 Year 7 pupils admitted to the school.

The design of the school will enable extensive community use of facilities and the school will make a strong contribution to the local community.

Student progress will be accelerated early through strong links with local primary schools and an innovative approach to teaching and learning.

## **Why a new secondary school is needed**

Pupil numbers in our primary schools have risen in the past ten years. Pupil projections indicate that this trend will continue.

Also, pupil numbers in our secondary schools have increased to the point where all of the schools are nearly full and projections show that we will need to open a new school by 2010.

“a mixed comprehensive school with specialisms in visual arts and media”

## The vision for the new school

All young people will make excellent progress from different starting points. The school will make a strong contribution to the well-being and cohesion of the local

“Our vision is for a high achieving, inclusive, multi-faith community comprehensive school, in which all young people achieve their potential through high quality personalised learning that is designed to meet their individual needs.”

community and gain from connections across the capital.

Our vision for the new school is in line with Bright Futures (available on Haringey Council’s website,

[www.haringey.gov.uk](http://www.haringey.gov.uk)), Haringey’s vision and strategy for secondary schools. To define our vision for the school we have consulted widely with parents, teachers, governors and members of the local community.

The vision calls for a building that has the following attributes:

- innovative use of space that matches the curriculum whilst being versatile to the changing needs of the pupils and community it serves;
  - secure and safe, yet with an appearance of being open and welcoming;
  - providing an excellent inclusive learning environment for students with autism;
  - Information and Communication Technology (ICT) rich, with large spaces for independent study, especially for after hours learning;
  - well-resourced and ‘industry standard’ facilities for vocational education especially in the visual arts;
  - an identity and focus for the local community including facilities to support a wide range of community uses/services; and
  - environmentally designed to achieve high levels of energy efficiency yet innovative in its use of material and finishes.
- a landmark building which will inspire learning and achievement, enhance the locality and be a symbol for education in the 21st Century;



## School curriculum and specialist areas

The school will meet the general requirements as set out in legislation to provide a broad and balanced curriculum. Drawing from best practice in Haringey and elsewhere, the school will develop students' skills and confidence in understanding how they best learn. Recognising different learning styles and promoting learning opportunities that match these will be an essential starting point for planning the curriculum.

The first priority for the curriculum is for all pupils to achieve well in the subjects of the national curriculum.

English, Mathematics and ICT will be especially important so that all pupils are given a strong foundation on which to build.

The school will encourage support and promote all areas of the curriculum so that every child has a chance to flourish in areas that motivate them.

### Specialist areas of the curriculum

The school will specialise in the visual arts and media which will enable it to benefit from its unique location in the cultural quarter of Haringey. With the school's links to Mountview Theatre School, Collage Arts at the Chocolate Factory and Bernie Grant Centre for Arts, all key partners in the local arts and business community who support the proposal for the new school, students will have access to a wide range of professional:

- artists;
- film makers;
- music producers;
- designers; and
- media producers to enrich their curriculum experiences.

We anticipate that this will not only allow for students with particular artistic talents to flourish, but to also provide a wide range of opportunities for them to experience the activities which support the arts and to consider these as options for further training or employment.

“The school will be innovative in finding new ways for students to learn well.”

*Developing students' skills, knowledge and confidence will be essential*



### **Providing for students with Autistic Spectrum Disorder (ASD)**

An additional area of specialism that the school will offer is the education of students with autism. This will be a specialist facility and specialist staff for 25 young people with autism. The young people will spend a significant amount of time each day in the base and access mainstream classes in accordance with an individual timetable.

We have good experience of establishing inclusive provision for children with autism and will work with the National Autistic Society as a partner to support the school's specialist facility.

*High teaching standards will meet individual students' needs*



## Admission to the new secondary school

The school will operate within the Pan-London Admissions System. The admission arrangements will be the same as for all other community secondary schools in Haringey.

The admission criteria for community secondary schools give priority to applicants in the following order:

- a) Children with special educational needs (SEN) identified through a statement issued under the Education Act 1996 which names the school, or children in public care, or children who are the subject of an Education Supervision Order under the Children Act 1989 which names the school.
- b) Children who have an exceptional medical, social or educational need for a place at the school. Applications will only be considered under this category if they are supported by a written statement from a doctor, social worker or other appropriate professional. In each case, the connection between the child's need and the specific school applied for must be clearly demonstrated.
- c) Children with ASD will be able to avail of 25 places in specialist facilities. Haringey Council's Special Educational Needs (SEN) panel will decide who these places should be allocated to, taking into account parental preferences and in accordance with SEN Code of Practice.
- d) Children with a brother or sister already attending the school and who will still be attending on the date of admission. This category includes foster brothers and sisters, half-brothers and half-sisters or stepbrothers and stepsisters. Parents should note that in all of these cases, the brother or sister must be living at the same address as the child for whom the application is being made. In the opening year of the school this will not be applicable due to the intake being year 7 only.
- e) Children living closest to the preferred school (distance is measured in a straight line using a computerised mapping system). Where the school is over-subscribed, a waiting list will be established and places offered on the basis of the above admissions criteria.

## Playing fields and sports facilities – using Alexandra Park

Most sports facilities will be located on the school site, such as a fully equipped Sports hall and a multi-use games area for activities like netball, tennis and basketball.

We are currently working with local sports clubs to extend the range of facilities available for field sports, such as athletics, football and cricket and the playing fields at Alexandra Park have been identified as a possible location.



“a wide  
curriculum of  
sporting  
activities”



# The site for the new secondary school

The new secondary school will be located in Haringey Heartlands, close to Alexandra Palace Station and 600 metres from Wood Green tube and bus station, making travel

to and from the school convenient. The site is 4.2 acres and will accommodate the school building and landscaped areas for outside recreational use.

*Aerial view of where the new school will be located*



## Creating a design for the school which works with the site

The architects working on a design for the new school have put together drawings of how the site could be used to build a school on the land. To do this, they have considered various features of the land.

- ***Where should the school building be located on the site?***

A location for the school currently under consideration is to the south of the site. Siting the school here would provide open space for pupils' use. There are also good design reasons for this location.

- ***How could noise from the railway line be reduced?***

To reduce the effect of any noise created by passing trains and to improve the acoustics of the school

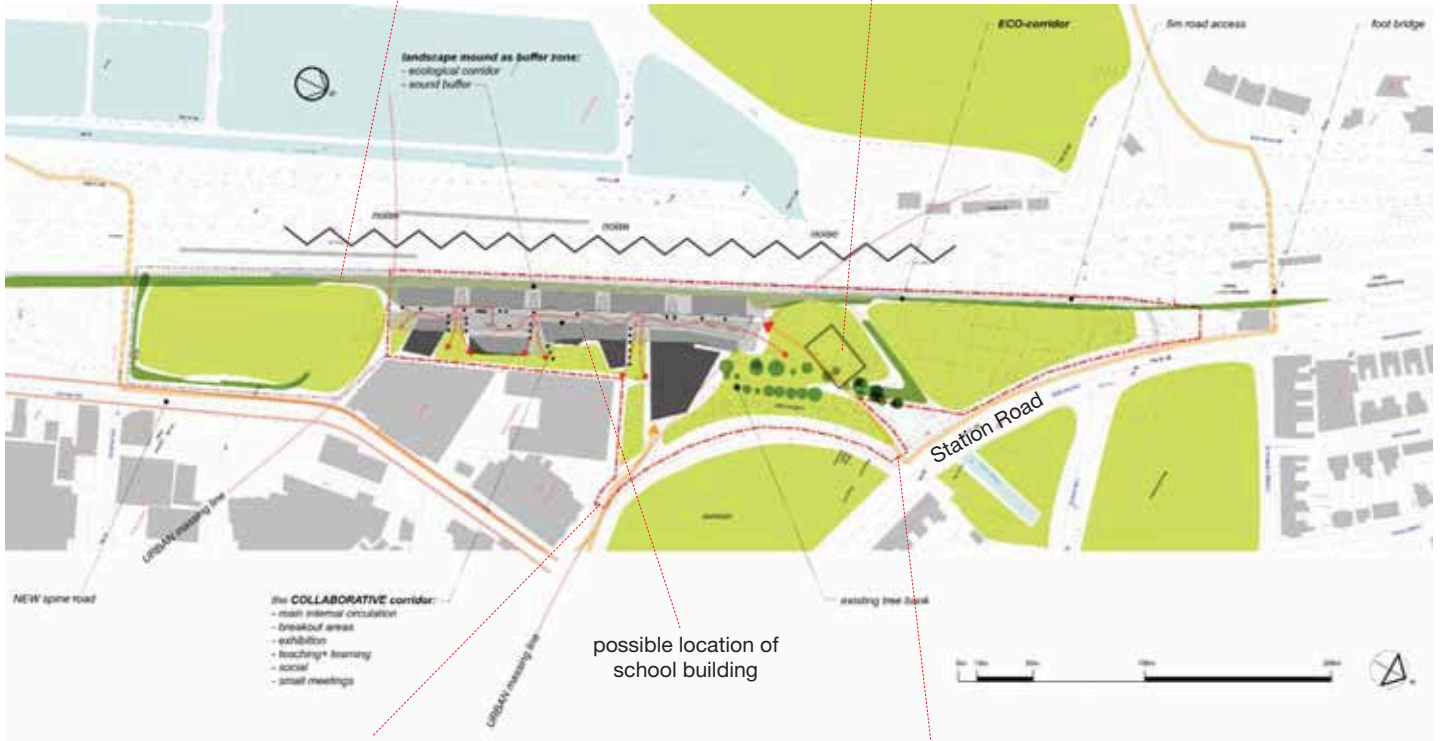
building, a landscaped mound could be built between the railway line and the school building. This landscaped mound would then act as a noise buffer, enhance the security of the site and have the potential to be developed into an ecological corridor.

- ***What access will there be to the building?***

There are some existing entrances to the site and access roads on the land. The location of the building would be situated to make best use of these.

landscaped mound to protect against railway

multi-use games area



main site entrance

main site entrance

*How the land could be used*

## Timeline for development

The design for the school is developed and refined in stages according to Royal Institute of British Architects (RIBA) guidelines as follows:

### *Stages A/B*

Broad ideas and concepts for the site

### *Stage C*

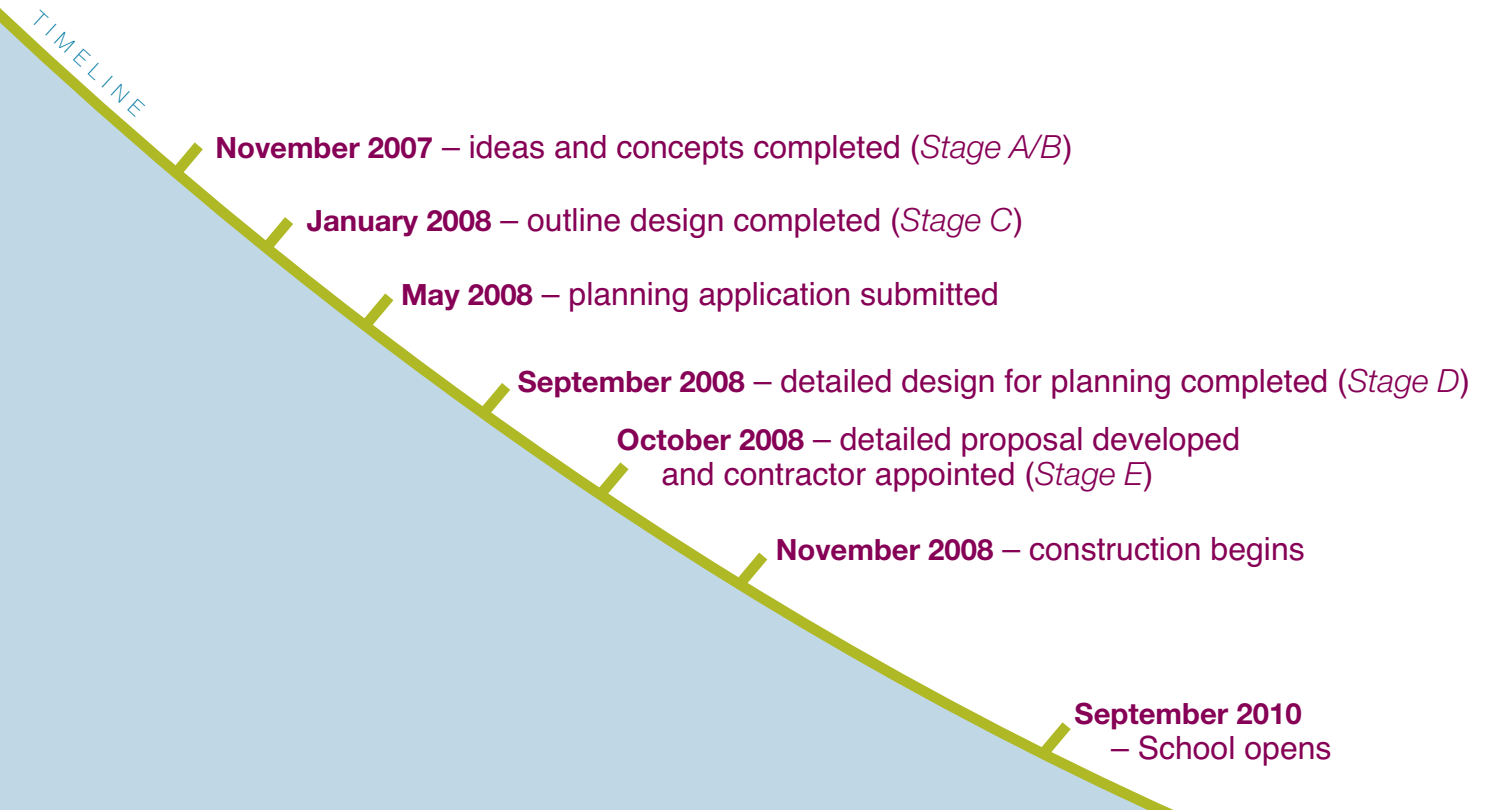
Outline design for comment and feedback

### *Stage D*

Detailed design for formal consultation and planning approval

### *Stage E*

Very detailed proposals developed and contractor appointed



## Upcoming new secondary school events

We want to keep you informed and engaged about how the new school is progressing. To do this we will be holding events during the course of the development timeline to ensure that all interested parties have an opportunity to view the designs and raise any questions they may have.

These events include:

- visits to primary schools;
- BSF attendance at parents' and open evenings; and
- meetings with local resident and community groups.

## Naming the new school

We do not yet have a name for the new school, so we will be running a competition with local primary schools and their pupils to propose a name. The most appropriate names will be shortlisted and a winning name selected from this group.

## Further information

You can read more about the Building Schools for the Future (BSF) programme in Haringey Council on the website, [www.haringey.gov.uk/BSF](http://www.haringey.gov.uk/BSF). You can also find out more about the new secondary school, including some frequently asked questions, on the new school web page [www.haringey.gov.uk/newschool](http://www.haringey.gov.uk/newschool).

Alternatively, if you would like more information about BSF you can email **[bsf@haringey.gov.uk](mailto:bsf@haringey.gov.uk)**, or write to **Building Schools for the Future, Haringey Council, Civic Centre, High Road, Wood Green, N22 8LE.**

# TRANSLATIONS

transforming education in Haringey

## MSP Procurement:

Stakeholder engagement, information flow and approval process

*21st November 2007*



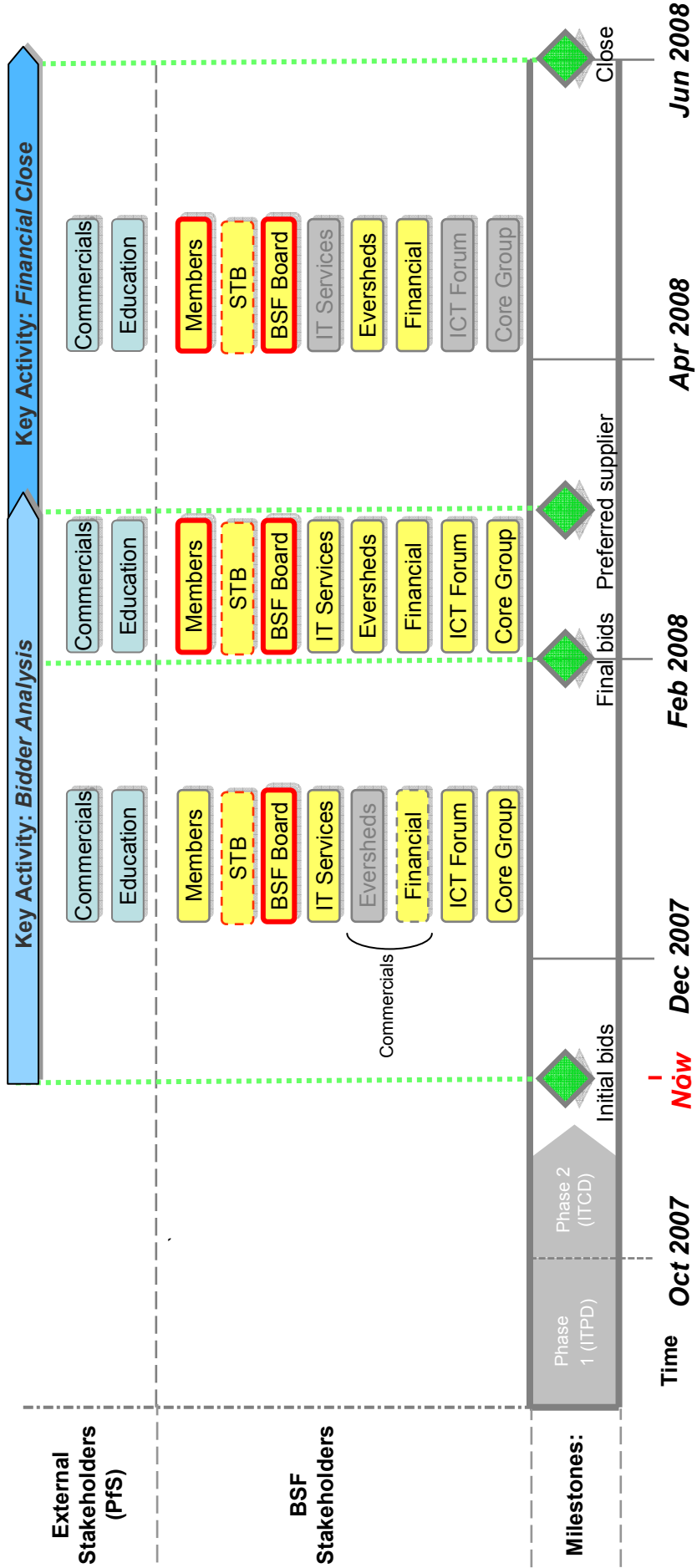
Building schools for the future



Haringey Council

# The MSP Procurement process involves key stakeholder engagement ...

The summary diagram below identifies the stakeholders involved at different stages during the MSP Procurement. It highlights that stakeholder activity and role may vary between each milestone: some groups will have formal sign-off, some engagement activity and others bidder input and analysis.



- Key engagement
- Formal approval & sign-off
- No input required
- Limited input required

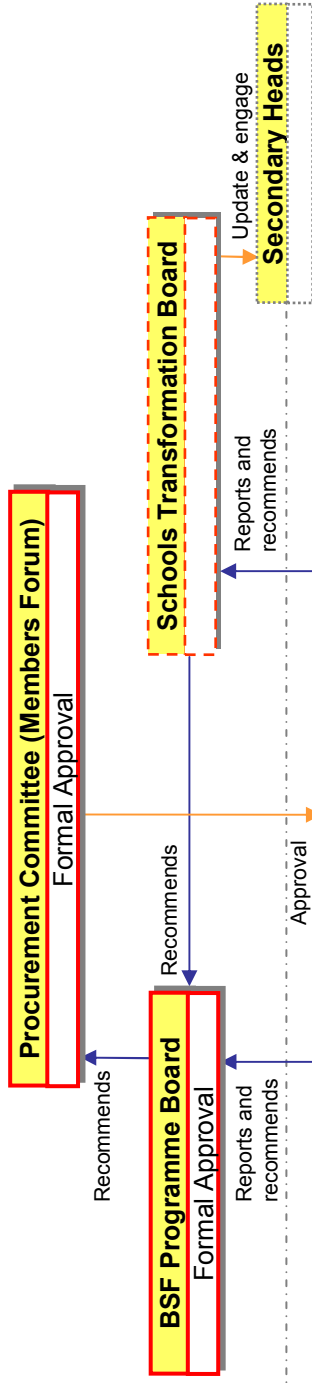




# Stakeholder engagement will be conducted through robust governance ...

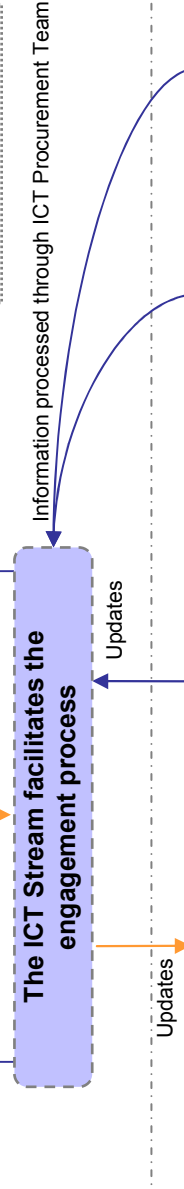
## Formal Sign-off & engagement

Bids are reviewed, analysed and scored in the subsequent levels and brought for formal sign-off and engagement



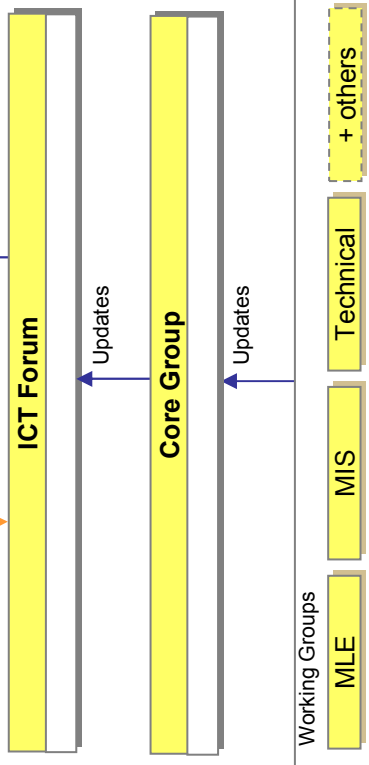
## Facilitation & coordination




The ICT Stream will facilitate the process, providing recommendations & coordinating approval



## Bid analysis & review

Various groups and forums will analyse, review and score bids



-  Responsible for formal approval
-  BSF Stakeholder Group / Forum
-  External Stakeholder Group
-  Key engagement
-  Upward information flow including key engagement activity
-  Downward information including key engagement activity



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## **Haringey Council**

### **The Children and Young People's Service Building Schools for the Future**

**Provision for students diagnosed as  
having Autistic Spectrum Disorders**

**A discussion paper  
DRAFT 31 10 2007**

**Inclusion  
in Haringey**



## **Inclusion in Haringey**

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### Haringey Council's Educational Inclusion Policy (2003)

The policy sets out the Council's agenda to include all children and young people and to improve their life chances. The policy defines inclusion as a human rights issue and educational inclusion is about removing barriers to learning and participation. The Council seeks to include and enable all learners regardless of age, gender, ethnicity, sexual orientation, background, disability and attainment to benefit fully from what schools can offer them. The process is aspirational and incremental.

The vision for inclusion is three fold. That the education Community in Haringey works together to:

- Increase the participation in education and raise the achievement levels for all, especially those who do not currently fully benefit from what the education community offers
- Enable the diversity of Haringey to enrich the experience and education of all children
- Enable the values and attitudes learnt in school to lay the foundation of a life long commitment to the understanding and celebration of diversity in Haringey and beyond.

### **Overview of position in Haringey**

Haringey Council is committed to increasing the opportunities for children and students to experience mainstream education with their peers. In accordance with the 1981 and 1996 Education Acts, it has been longstanding Council policy to consider mainstream placements as a first option for children undergoing statutory assessment. Some children and students with severe and complex SEN have needs that can be better met in a specialised setting. Children and students in Haringey, in consultation with their parents/carers, may therefore benefit from placement in a special school at different stages in their school career, for different periods of time, and which are kept under review. Haringey special schools have long been established as part of a continuum of SEN provision within an inclusive educational community.

Haringey's Educational Inclusion Policy seeks to ensure that children and young people with special educational Needs (SEN), including those with complex and high levels of support needs, are fully included in their school

community and that they access a rich and enhanced educational experience alongside their peers.

Haringey's strategy takes account of recent legislation and guidance and sets out its plans to deliver a climate of acceptance of all pupils, including those with distinctive needs, in all its settings and schools. It develops the Government's commitment behind *'Every child matters'* for young people with SEN to receive early intervention, integrated and universal services with a more targeted approach for those who need additional support.

Children and young people in Haringey, in consultation with their parents/carers, may therefore benefit from placement in a special school at different stages in their school career, for different periods of time, and which are kept under review. Haringey special schools and support services, including educational specialists and a range of health and social care professionals, have long been established as part of a continuum of SEN provision within an inclusive educational framework.

The Council's plans over recent years have set out the activities to ensure that both mainstream and special schools increasingly have the resources, environment, skills and confidence to ensure that children and young people with SEN are fully included in the school community and are enabled to reach their full potential.

Plans increasingly reflect the importance placed on safeguarding the health, safety and welfare of children and young people and to delivering their entitlement to access learning opportunities and challenges that lead to positive outcomes for them. The need to enable and empower children and young people to participate in life at school and the in the wider community is at the heart of the Council's policy and strategic planning.

Learning and teaching strategies are key elements on the inclusion agenda and implementation involves substantial adaptations to the curriculum, including the systematic organisation and application of the national primary and secondary strategies and flexible, innovative and creative approaches to the KS4 curriculum.

This work is underpinned by the National Curriculum statement on inclusion and its three principles:

- Setting suitable learning challenges;
- Responding to pupils' diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The Disability Discrimination Act 2001 calls for schools to make reasonable adjustments to prevent pupils with disabilities from being at a disadvantage and to plan to improve their access to the curriculum.

Curriculum initiatives need to consolidate and develop basic skills and approaches to learning across subjects, to re-draw conventional subject boundaries, to bring the curriculum alive, to make use of practical experiences and to allocate substantial time for personal and social development. KS4 curriculum needs to show significant investment in vocationally- oriented courses and involve college and work based placements.

### **Provision for students diagnosed as having Autistic Spectrum Disorders**

This discussion paper seeks to explore the issues related specifically to students who have been diagnosed as falling within the Autistic spectrum. It seeks to identify some of the issues and propose possible solutions, with the key objective being that as a Haringey educational community we are committed to the principle that wherever possible all pupils should be educated in mainstream schools.

#### Autistic Spectrum Disorders (ASD)

Autism is a complex developmental disorder formally identified in 1943. The term Autistic Spectrum Disorders refers to the group of pervasive developmental disorders (PDD) including: Childhood Autism, Atypical Autism, Asperger's Syndrome and Pervasive Developmental Disorder (PDD).

Autism affects the way an individual makes sense of the world and is a life time condition. It can occur with other physical, learning or psychological difficulties or disabilities, for example, Attention Deficit Hyperactivity Disorder (ADHD), cerebral palsy, language disorder or Down's syndrome. It includes those with severe learning difficulties as well as those with average or above average attainment.

People with Autistic Spectrum Disorder (ASD) generally experience difficulties in three main areas known as the 'triad of impairment' as follows:

- (i) Communication – difficulties with verbal communication, for example, talking at people rather than to them, taking language very literally so jokes and metaphors can cause problems or repeating what is said without understanding (echolalia) and with non-verbal communication, for example, not understanding the meaning of gestures, facial expressions or tone of voice.
- (ii) Social interaction – difficulties with reciprocal social relationships, for example, appearing to be aloof and indifferent to other adults and children, struggling to understand what emotions are, not making eye contact during conversations, finding shared play complex.

(iii) Imagination – difficulties in developing imaginative play, for example, having a limited range of imaginative activities, possibly copied and pursued rigidly and repetitively, finding it hard to imagine what other people are thinking, focussing on minor things, for example a person's earring or the wheel of a train.

In addition, people on the Autistic Spectrum may also have certain repetitive behaviours such as: finger flicking, forming an attachment to an object or collection of objects and repeatedly arranging them in a certain way, showing a rigid adherence to routines and rituals, becoming very upset by any change in routine or showing a preoccupation with a particular area of interest for example train timetables.

Children and young people with ASD can be hypersensitive to touch, finding certain fabrics irritating or uncomfortable. Some may be sound sensitive so multiple sounds, for example, in a supermarket or school playground, can be unpleasant and confusing.

Recent thinking suggests it is most helpful to think about children and young people with ASD as having a different perspective and view of the world rather than focussing strongly on a deficit model of impairment. The range of capability and disability in the autistic spectrum cannot be over-stated. Autism in its widest usage encompasses some children for whom there will be very little impact by adulthood and others who will need life-long and intensive support in every aspect of their daily routine.

Prevalence:

Nationally the incidence of autistic spectrum disorders is rising and is now reported to be around 116 in 10,000 (1 in 100) with one-third of those being Childhood Autism and two - thirds all other autistic spectrum disorders including Asperger's. Experts agree that the rising incidence is a reflection of better diagnosis and awareness and that autistic spectrum disorder is far more common than has previously been recognized.

Children with Childhood Autism are more likely to be diagnosed earlier, before the age of 5 compared to children with Asperger's Syndrome. Autism is commonly regarded as being more common in boys than girls with between three and four times as many boys than girls being diagnosed with the ASD.

Prevalence in Haringey

Currently, there are 384 children with a diagnosis of ASD, with 193 placed in mainstream schools, 31 in primary resourced provision attached to two primary schools, 68 in special schools in borough, 62 in special schools out of borough and five young people in residential special schools.

## **Developing a range of provision**

The Good Practice Guidance from the DfES states that “it is not possible to generalise about which type of placement is likely to be most appropriate for a particular child with ASD”. The guidance does suggest a range of provision that reflects the diversity of need.

‘ ....The majority of children with an ASD will be recognised within a mainstream school as having additional or different needs from their peer group and will have an Individual Education Plan (IEP) or individual targets and interventions planned as part of the class or school curriculum. Some may require more support than is usually provided from within a mainstream school’s or early education setting’s resources and may need a formal assessment, which, where necessary, leads to a statement of special educational needs, specifying their needs and the provision to meet them. (Section 01 3.3).

The DCSF has proposed that provision for ASD should be co-located or integrated within mainstream schools wherever possible rather than as separate provision. The development of inclusive sites gives a greater opportunity for mainstream students and staff to learn about integration and gives a greater opportunity for this to happen.

Haringey Council endeavours to meet the needs of ASD, through a developing range of provision which is made across a continuum of settings from mainstream schools to resourced provision attached to mainstream schools and to special schools, according to individual needs.

Since 1996, the Council has taken a series of steps to improve the level of provision for children and young persons of all ages with ASD, taking account of the severity of their disorder and their consequent support needs.

In addition the Council aims to have sufficient places across its continuum of provision to meets the needs of children and young people with ASD within the borough.

Haringey Autism in their report “Our children also deserve a choice” called for the following improvements;

*‘All children with ASD should have the opportunity, according to their individual needs and parental choice, to attend either:*

*Mainstream school with autism – specific support, provided by appropriately trained staff;*

*A specialist unit for autistic children with a mainstream school;*

*A special school with expertise in autism*

*A recognised home – based educational programme;*

*A combination of the above, tailored to the child’s educational needs’*



## **Current provision**

Full details of placements are set out in Appendix 1

## **Mainstream**

Over half of the children and young people with a diagnosis of ASD attend mainstream provision. In addition to school based provision management, schools are supported through training, advice and direct support by the lead professionals from the Speech, Language and Communication Service and the Educational Psychology Service.

The Advisory team for autism comprises two teachers and two Teaching Assistants. The latter targets support for children and young people starting reception or moving through secondary transfer. They model support and behaviour management for school based Teaching Assistants and contribute to the setting up and reviewing of IEPs.

## **Resourced provision**

There is now well established resourced provision for young children with ASD attached to Woodside Children's Centre and for primary children at Mulberry School.

New resourced provision is being set up at Campsbourne School in conjunction with Moselle Special School.

The new Haringey Sixth Form caters for 19 young people with ASD in the SEN faculty

## **Special Schools**

Moselle Special School has reorganised its provision and now caters for 49 children and young people with ASD.

The impact of the increase in the provision in the primary sector has resulted in a year on year reduction in the number of children placed out of borough at reception age.

## **Further developments**

There are currently 26 children attending primary special schools and 36 young people attending out of borough special school in the secondary sector.

The Council aims to reduce this reliance on out of borough placements through:

- Continuing to increase the capacity of mainstream schools to meet a wide range of ASD needs
- Continuing to support schools to work in partnership to share expertise, develop joint training and curriculum initiatives for ASD needs
- Continuing to target the work of the central teams to ensure that schools within each Children's Network increasingly achieve the autism friendly schools standards;
- Further increase the number of primary places in borough through the establishment of the primary inclusive campus at Broadwater farm.
- Establishing a resource base for 25 young people with autism at the new secondary school in the centre of the borough.
- Establishing enhanced provision for 25 young people with Asperger's syndrome at Alexandra Park Secondary School in the west of the borough.
- Increasing ASD provision at the secondary inclusive campus at the Woodside High site.

The new provision will incorporate best practice and will be characterised by:

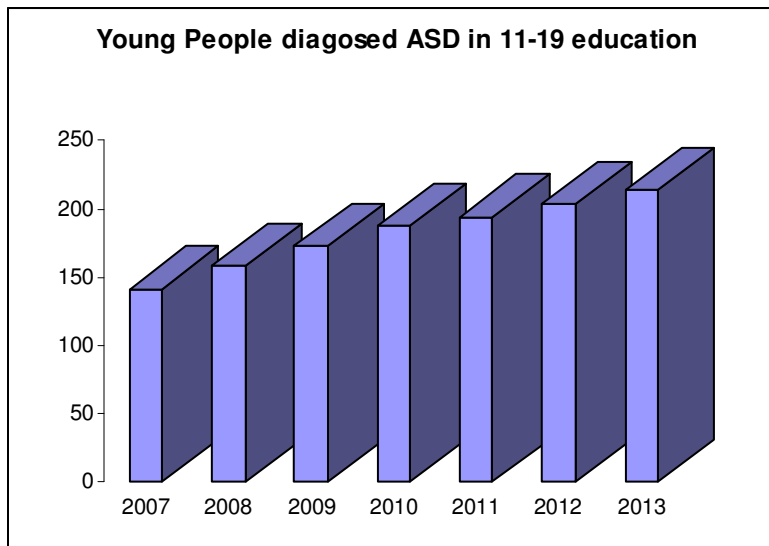
- Being person centred
- Having a holistic approach
- Providing access to learning
- Providing for health, safety and welfare of pupils
- Assuring participation in school life
- Supporting multi agency working
- Improving quality of life
- Meeting local needs
- Achieving flexibility and adaptability.

Appendix 1 ASD Provision – October 2007

Year group	Mainstream	Special	Resourced provision	Out-borough Mainstream	Out-borough Special	Residential
<b>N</b>	4	0	7	0	0	0
<b>R</b>	17	1	Moselle/camps 6	1	0	0
<b>1</b>	31	2	1	2	4	0
<b>2</b>	18	5	0	0	6	0
<b>3</b>	14	6	4	3	3	0
<b>4</b>	20	5	5	2	4	0
<b>5</b>	15	4	5	3	3	0
<b>6</b>	18	4	3	1	6	0
<b>Total primary</b>	<b>137</b>	<b>27</b>	<b>31</b>	<b>12</b>	<b>26</b>	<b>0</b>
<b>7</b>	16	3	0	4	4	0
<b>8</b>	9	5	0	4	6	1
<b>9</b>	9	4	0	0	5	0
<b>10</b>	7	5	0	3	6	1
<b>11</b>	9	5	0	1	0	0
<b>12+</b>	13	19	0	1	15	3
<b>Total secondary</b>	<b>56</b>	<b>41</b>	<b>0</b>	<b>13</b>	<b>36</b>	<b>5</b>
<b>Total primary &amp; secondary</b>	<b>193</b>	<b>68</b>	<b>31</b>	<b>25</b>	<b>62</b>	<b>5</b>

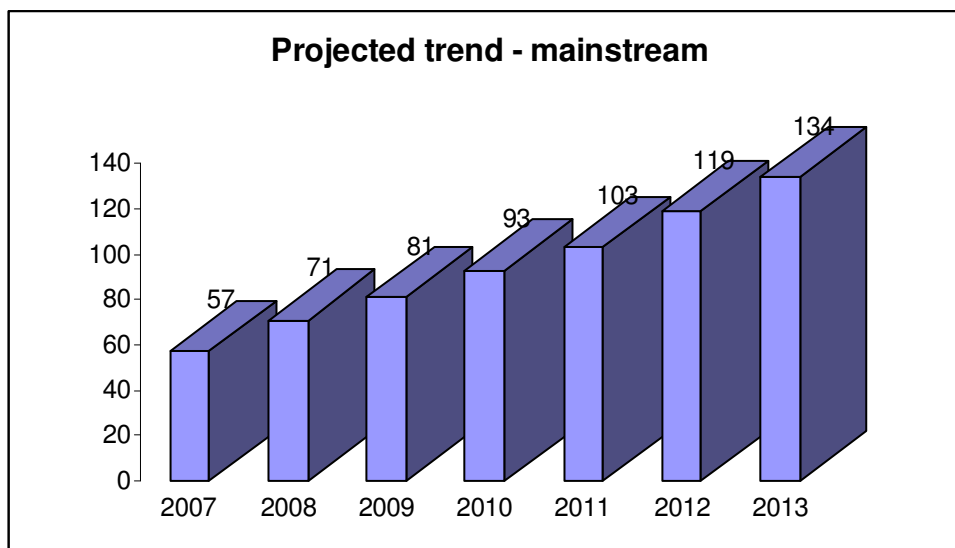
**Some Facts**

1. An audit of numbers in September 2006 showed 311 pupils in Haringey pupils diagnosed as ASD, the majority educated, with support, within mainstream schools. The trend in the number of young people diagnosed with ASD in 11-19 education is rising.



Year	2007	2008	2009	2010	2011	2012	2013
No ASD 11-19	141	158	173	187	194	203	214

2. Whilst there is an increasing demand on more specialised provision, the majority of young people will continue to be educated in mainstream schools. As the trend rises, so the support for pupils diagnosed with ASD being educated in mainstream provision needs to be planned to ensure their needs are met.



The current specialist secondary provision for ASD is broadly 30 places at Moselle school. Up to 20 pupils attend out-borough maintained special schools and up to another 20 attend out borough independent special schools. The cost of this out-borough provision is £XXXXX. We anticipate that will be a continued need for some out-borough provision to meet the

needs of young people with more complex social and care needs. However, by establishing more secondary provision within Haringey. **Page 57**

