

NOTICE OF MEETING

Cabinet Procurement Committee

THURSDAY, 14TH MAY, 2009 at 11:30 HRS - CIVIC CENTRE, HIGH ROAD, WOOD GREEN, N22 8LE.

MEMBERS: Councillors Adje (Chair), Bevan, Kober and Reith

AGENDA

1. APOLOGIES FOR ABSENCE (if any)

2. 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.

3. DEPUTATIONS / PETITIONS / PRESENTATIONS / QUESTIONS

To consider any requests received in accordance with Standing Orders.

4. BUILDING SCHOOLS FOR THE FUTURE: AWARD OF CONTRACT FOR ST THOMAS MORE CATHOLIC SCHOOL

(Report of the Director of Children and Young People's Service): To seek approval to award the main works design and build contract for St. Thomas More Catholic School following the completion of the pre-construction stage.

5. BUILDING SCHOOLS FOR THE FUTURE: AWARD OF CONTRACT FOR THE YOUNG PEOPLE'S CENTRE

(Report of the Director of Children and Young People's Service): To seek approval to award the main works design and build contract for the Young People's Centre following the completion of the pre-construction stage.

6. EXCLUSION OF THE PRESS AND PUBLIC

The following items are likely to be the subject of a motion to exclude the press and public as they contain exempt information relating to the business or financial affairs of any particular person (including the Authority holding that information).

Note from the Head of Local Democracy and Member Services

The following item allows for consideration of exempt information in relation to items 4 and 5 which appear earlier on this agenda.

7. BUILDING SCHOOLS FOR THE FUTURE: AWARD OF CONTRACT FOR ST. THOMAS MORE CATHOLIC SCHOOL

(Report of the Director of Children and Young People's Service): To seek approval to award the main works design and build contract for St. Thomas More Catholic School following the completion of the pre-construction stage.

8. BUILDING SCHOOLS FOR THE FUTURE: AWARD OF CONTRACT FOR THE YOUNG PEOPLE'S CENTRE

(Report of the Director of Children and Young People's Service): To seek approval to award the main works design and build contract for the Young People's Centre following the completion of the pre-construction stage.

NOTE BY HEAD OF LOCAL DEMOCRACY AND MEMBER SERVICES

In accordance with Part Four Section B Paragraph 17 of the Council's Constitution only the business shown on the notice convening a special meeting may be considered and no other business shall be considered.


Yuniea Semambo
Head of Local Democracy
and Member Services
5th Floor
River Park House
225 High Road
Wood Green
London N22 8HQ

Richard Burbidge
Cabinet Committees Manager
Tel: 020 8489 2923
Fax: 020 8489 2660
Email: richard.burbidge@haringey.gov.uk

6 May 2009

Agenda item

[No.]

PROCUREMENT COMMITTEE		On 14th May 2009
Report Title: Building Schools for the Future: Award of Contract for St Thomas More Catholic School		
Report authorised by 		
Director of the Children & Young People's Service		
Contact Officer : David Bray 020 8489 1824 david.bray@haringey.gov.uk		
Wards(s) affected: Woodside	Report for: Key Decision	
1. Purpose of the report		
1.1 To seek Procurement Committee approval to award the main works design and build contract for St Thomas More Catholic School following the completion of the Pre-Construction Stage		
2. Introduction by Cabinet Member		
2.1 The works included in this contract will bring enormous improvements to St Thomas More school and will be of direct and lasting benefit to pupils, many of whom come from deprived parts of the borough.		
2.2 I am satisfied that the appropriate processes have been followed and we will be getting good value for money from this contract as well as contributing to our Greenest Borough strategy via a range of sustainability features.		
2.3 I am happy to support the recommendations.		
3. State link(s) with Council Plan Priorities and actions and /or other Strategies:		
3.1 Council Priorities		
3.1.1 Making Haringey one of London's Greenest Boroughs		
3.1.1.1. The St Thomas More Catholic School project exhibits a number of sustainability features, as follows:		
<ul style="list-style-type: none"> • Recycled construction materials • Reduced Volatile Organic Compound materials • Use of natural gas for heating and hot water production • Low energy lighting 		

- The Service and controls will be selected to maximise the efficiency of primary energy source, minimising CO₂ & NO_x (Nitrogen Oxide) emissions and minimise use and waste of electricity
- Minimise waste in water
- Insulation where feasible on all new elements
- Improvement on Energy Saving

3.1.1.2. The scheme will achieve a Building Research Establishment Environmental Assessment Method (BREEAM) "Very Good" rating, which is the aspiration contained in the OBC.

3.1.2 Creating a Better Haringey: Cleaner, Greener and Safer

3.1.2.1. The St Thomas More Project will improve the school, significantly enhancing the learning environment of the students. This will improve their safety both on site and moving to, from and within the site. The buildings provide for improved and secure access into the school, as well as free and convenient access for wheelchair or pushchair users throughout.

3.1.2.2. A variety of sustainable measures will be incorporated in the design, reducing the use of energy and CO₂ emissions. This will help in the achievement of a BREEAM rating of "Very Good".

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

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

3.1.3.2. The BSF programme will improve access to extended services in and around schools and contribute to improving community cohesion. Examples include access to out of hours study support for children and families, sports and the arts. This project is proposing a new drama and learning resource facility which could potentially be used for community use out of hours.

3.1.4 Promoting independent living while supporting adults and children when needed

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

3.1.5 Delivering Excellent, Customer Focussed, Cost Effective Services

3.1.5.1. Key to the success of the BSF programme is to improve standards in schools. St Thomas More provides an excellent education for pupils and the BSF programme will add to the learning environment for all young people to enable further progress to be made.

3.1.5.2. The BSF work to create a new two storey teaching block and extension to the Learning Resources Centre, together with installation of new ICT within the

existing buildings, will create a much improved teaching facility and ICT rich school, to give the teaching staff more flexibility in teaching.

3.1.5.3. Following the BSF works this will allow the school to re-organise within the existing building to create professionals/multi-agency areas, to ensure confidential and private areas for pupils and their family.

3.2 Council Strategies

3.2.1 Safer for All

3.2.1.1. In all our work we will pay particular attention to:

- Young people and crime
- Mental health issues
- Support for victims and witnesses of crime
- Working with and through communities (Community Engagement)

3.3 Resources

3.3.1 Value for Money

3.3.1.1. Overall Value for money is achieved by the procurement methodology to prove the economy, efficiency and effectiveness of each project as it is tendered. Six suitable contractors formed a BSF contractor framework to serve each project in the programme, by means of mini competitions. The successful contractor worked through the design stage ultimately producing costed packages of work. The exercise is "open book", allowing the project manager and cost manager to see the sub-contractors tenders and confirm the price meets scope and quality criteria.

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

3.3.1.3. Designers are briefed to ensure the new build elements comply to the highest level of energy saving. The project has adopted Haringey's sustainability policy. (see 3.1 above).

3.3.1.4. A thorough analysis of pupil place planning has been carried out to ensure that the school accommodation is appropriate for both current needs and the foreseeable needs of the future. The School & CYPS have signed an agreement to maintain the property in good order once the BSF work is completed.

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

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

3.3.2 Engagement of the Community

3.3.2.1. The designs have been made available prior to the construction stage for resident drop in sessions and information has been posted through the doors of local residents (also available on line for viewing). These initiatives will continue through the construction phase

3.3.2.2. Full consultation has been undertaken as part of the BSF Stage approvals; this included consultation with Partnership for Schools, Commission for Architecture and the Built Environment (CABE), Council planners and building control, the Fire Officer and the Police (Secured by Design).

3.3.2.3. Full planning permission was received for the scheme on the 13th of January 2009.

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

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

3.3.3 Risk Management

3.3.3.1. Risks are managed within the governance of the BSF programme. This includes Stream Lead meetings and reporting to the Programme Board. The projects are managed within Prince 2 methodology and Managing Successful Programmes. Procurements are managed to European Legislation and advice is taken from legal advisers to ensure compliance. A BSF Project Management Assurance Audit (undertaken by Deloitte & Touche Public Sector Internal Audit Limited) was completed in January 2009 and gave an overall programme rating of 'Substantial Assurance'.

4. Recommendations

4.1 That the Procurement Committee award the design and build contract, with a value set out in Appendix 16.1, with a 76 week programme to be completed by 5th November 2010.

4.2 The procurement committee authorise spending on this contract up to the sum detailed in 16.1.2, with reference to the build up of this sum in 16.1.1, subject to St Thomas More School formally committing to £280k additional funding in their BSF Development Agreement and any early works associated licences (section 16.1.5).

5. Reason for recommendation(s)

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

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

5.3 All the CP's on the framework were invited to submit proposals for the St Thomas More Catholic School project, via a mini-competition. The mini-competition process for St Thomas More was completed on 8th July 2008 and a preconstruction agreement was awarded to Breyer Group Plc on 2nd September 2008.

5.4 The Pre Construction stage was undertaken as follows:

5.4.1.1. The Design Team Partner developed the level of design up to RIBA Stage D+ (detailed design) which formed the basis of the Council's Requirements. To allow the contractor partner to formulate an AMP the following information was sent to them:

- Drawings (architectural, structural and civils, mechanical and electrical, landscape and acoustic)
- Specifications
- ICT proposals
- Waste management proposals
- Statutory requirements
- Programme
- Planned maintenance programme
- Key performance indicators
- Contract terms and conditions

5.4.2 Pre Construction Services /Contractor's Proposals

5.4.2.1. The Contractor Partner undertook the following services in order to submit an AMP:

- Pre-construction design
- Supply chain management/works package tendering, with full cost management
- Value engineering/open book accounting
- Procurement of surveys
- Quality assurance
- Method statements
- Procurement of material samples
- Insurances/warranties and bonds.

5.4.3 The Contractor Partner received the Council's Requirements on 18th December 2008 and then worked with the Design Team Partner and stakeholders to develop their Contractor's Proposals in response.

5.5 Review

5.5.1 The majority of the works package items within the design were tendered by the Contractor Partner (CP) (The exceptions were loose furniture and utilities). The CP was instructed to send out individual work packages to a minimum of three suppliers. The suppliers returned their prices to Potter Raper Partnership's (cost consultant) office, for opening and recording, and the CP submitted a recommendation report for the individual packages, which demonstrated value for money. As a result, Potter Raper Partnership (PRP) confirmed that the AMP is a bona fide competitive tender with over 75% of the works received three tenders; the remainder were qualified, with PRP confirming these demonstrated values for money.

5.5.2 The Design Team Partner has reviewed the recommendation to ensure that they are compliant with the Council's Requirements. There have been no significant derogations from the Council Requirements.

5.6 Final Tender

5.6.1 The AMP was submitted and opened on 16th March 2009. The tender included the following information:

- Form of Tender
- Contractor AMP form
- Programme
- Contractor's Proposals

5.7 Health and Safety Implications

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

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

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

6. Other options considered

6.1 Not Applicable

7. Summary

7.1 The St Thomas More Catholic School BSF project has been the subject of a two stage tendering process with a contractor appointed to undertake pre-construction services. This report addresses the process used to ensure value for money, identifies the anticipated costs resulting from the procurement exercise and seeks approval to proceed to award the main design and build contract.

8. Chief Financial Officer Comments

8.1 The Chief Financial Officer has been consulted on the content of this report and has no additional comments to make.

9. Head of Legal Services Comments

9.1 The Director of Children and Young People Services is seeking Procurement Committee approval of an award of the contract for the Design and Build phase of the St Thomas More School Project (the Project), to the contractor named in paragraph 16.1 (the Contractor), and for authorisation to spend on this contract up to the sum detailed in 16.1.2, with reference to the build up of this sum on 16.1.1.

9.2 The Contractor was recommended to the Procurement Committee for the award of the Pre-construction contract for the Project and the opportunity to negotiate an Agreed maximum Price for the project as a whole, following a mini-competition held with the contractors on the BSF Contractor Partners Framework Agreement.

9.3 As confirmed by external legal advisers to the BSF programme, Eversheds, the BSF Construction Partners Framework Agreement was established following the correct advertisement in accordance with EU public procurement directives and regulations.

9.4 The Pre-Construction services contract was awarded to the Contractor following approval by the Procurement Committee on 2nd September 2008.

9.5 The Construction Procurement Group have confirmed that all parties to the Pre-Construction Services contract mini-competition understood that the Council reserved the right to award the subsequent contract for the Design and Build stage of the contract to the same contractor that was awarded the contract for the Pre-construction stage of the contract provided agreement as to an Agreed Maximum Price and other terms of the D & B contract is reached with that contractor.

9.6 Agreement as to the Agreed Maximum Price and other terms of the Design and Build contract have now been reached with the Contractor therefore this report is seeking approval of the award of the contract for the Design and Build stage of the Project to the Contractor.

9.7 As the value of the Agreed Maximum Price in relation to the proposed contract exceeds £250,000, the Procurement Committee is the appropriate body with the power, under CSO 11.3, to approve the award of the proposed contract.

9.8 The Head of Legal Services confirms that, subject to funding, there are no legal reasons preventing Members from approving the recommendation as to the proposed contract award set out in Paragraph 4 of this report.

10. Head of Procurement Comments

10.1 The process for assembling the Agreed Maximum Price (AMP) is based on an open book process where the sum of each package of works compiles the AMP.

10.2 The AMP has been assembled by the contractor following a series of mini competitions to their supply chain and the figures received are arithmetically checked by the Cost Consultant. The prime contractor recommends the intended sub-contractor for each package for examination by the Cost Consultant and Project Manager.

10.3 The Agreed Maximum Price is then received and processed by Council officers in accordance with standing orders and financial regulations.

10.4 The Head of Procurement is therefore satisfied with the recommendations contained within this report and which represent best value.

11. Equalities and Community Cohesion Comments

11.1 The new build elements of the St Thomas More Catholic School project are being designed to be fully accessible to all levels of physical ability (DDA compliance) as well as providing access to the existing parts of the school. As part of the vision for the campus, the facilities have the potential to be open to the local community.

11.2 An Equalities Implication Assessment is complete and submitted to the Director of CYPS .

11.3 St Thomas More serves a population that is predominantly from minority ethnic groups (95%) disproportionately male (60%), and with double the national average proportion of students with special educational needs. The BSF project has no negative impacts on any target equalities groups, and many positive impacts, chief of which are:

- Improved safety and security for all pupils by building a new main reception area
- improved teaching & learning spaces, especially in the performing arts area, positively impacting on learning
- increased access to ICT for students and their families, to promote independent learning, to enhance general and continuing learning, augmented by improved LSC facilities for independent study
- improved facilities to reduce likelihood of exclusion for groups typically over-represented in exclusion figures

12. Consultation

- 12.1 The Construction Procurement Group has been fully consulted in the preparation of this report. Updates and any issues have been reported via scheduled meetings between the Construction and Procurement streams.
- 12.2 A wide range of internal and external stakeholders have been consulted during the course of project development. These stakeholders include the school and its administrators, the local community, local Members, Partnerships for Schools, DCFS, and the Commission for Architecture and the Built Environment (CABE).
- 12.3 A Development Agreement has been agreed in principle with the Diocese of Westminster which acknowledges that the Contractor Partner will require access to the school premises to carry out the works and that the school will liaise closely with them to support the decanting requirements of the scheme.
- 12.4 Legal Implications (provided by Eversheds)
- 12.4.1 The BSF Framework Agreements with the Construction Partners were established following the correct advertisement in accordance with EC procurement directives and regulations.
- 12.4.2 The framework incorporates a mechanism in order to score call offs and mini competitions. It anticipates that, subsequent to the appointment of a contractor to a Pre-Construction Services Agreement, a Design and Build Contract will be entered into with that contractor in substantially the same form as the draft in the framework
- 12.4.3 Whilst the contractor has been proceeding with the services under the Pre-Construction Services Agreement, Haringey's Construction Procurement Group, with the assistance of other professional advisers, has been progressing the process of establishing the scope and price for the Design and Build Contract.

13. Service Financial Comments

- 13.1 Appendix 1 presents the AMP Stage Cost Schedule. This table confirms all project cost elements associated with the project's design and build phases based on information from Potter Raper Partnership and confirmed by the Mace Project Manager – this table incorporates previous stages approved via delegated authority. It should be noted however that the level of professional fees is subject to confirmation through an ongoing process of refining actual costs against estimates derived in November 2008. The aim is to confirm fee costs in time for the Procurement Committee meeting on 14th May, although it is assumed that this can be confined within the Final Maximum Project Budget (Appendix 1). This table shows that the Maximum Project Cost equals the cash limited budget for this project and therefore has the necessary budget provision available for this approval to be made.
- 13.2 It should be noted that this project in common with other VA schools requires that VAT costs are not recoverable from HMRC (based on strict criteria of works classification), as would normally be the case with non VA school projects. The total

unfunded VAT cost are detailed in section 16.1.4 of Appendix 1. Partnership for Schools have confirmed that they will pay additional grant to Haringey to offset unrecoverable VAT costs, so the project is fully funded in this respect.

13.3 The overall funding for this project is based on a contribution of £280k from St Thomas More School. This sum will be bound by settlement and signature of the BSF Development Agreement and any associated licence for early works, and formal confirmation of the £280k funding must therefore form a condition of Procurement Committee sign, and be in place before a contract is let..

13.4 The level of client provisional sums for this project should be noted (See Provisional Sum Schedule 16.2), representing 0.99% of the AMP sum. Agreement of final costs within the identified provisional sums plays a critical part in ensuring that the project can be managed within agreed budget levels. The Procurement Committee should therefore note the relatively low risk in this case. The BSF cost consultant has confirmed that the provisional sums allocated for this project are reasonable for the works anticipated.

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

14. Use of appendices /Tables and photographs

14.1 Agreed Maximum Price Summary (16.1)

14.2 Provisional sum schedule (16.2)

14.3 Programme Milestones (16.3)

14.4 Construction awards to date (16.4)

15. Local Government (Access to Information) Act 1985

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

15.2 The Council's Standing Orders

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

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



Haringey Council

HARINGEY COUNCIL

EQUALITY IMPACT ASSESSMENT FORM

Service: BSF

Directorate: Children & Young People's Service

Title of Proposal: Building Schools for the Future (BSF)- St Thomas More School

Lead Officer (author of the proposal): Deborah Hart

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

Aims of the policy, service or function

1. 1 Project outline

- ❖ St Thomas More is one of 12 schools in the BSF programme that has completed its pre-construction stage and is moving to the main stage of the Design and Build programme. Procurement Committee approval is now being sought to award the main works design and build contract for this school

- ❖ Following significant and sustained consultation the work will comprise:
 - Creating a new Learning Resource Centre for pupil, staff and external community users
 - Creating additional associated teaching areas for schools curriculum and creating new mezzanine teaching classroom also containing a control room for the sound, lighting & projection facilities within the hall.
 - A new teaching block for specialist teaching such as music, drama and media which will include the necessary acoustics, ventilation and heating, all of which will contribute to more effective learning.
 - Remodelling the school's existing areas, with enhanced ICT infrastructure, to support improved service delivery to school students and community users
 - Improvements in disability access and usage.
 - New outdoor performance stage
 - Relocation of the current music room will allow for occupation of a SEN provision
 - Relocation of the current SEN provision will allow for a BESD unit

1.2 What effects the proposal is intended to achieve

- ❖ The BSF works support CYPs and national goals, by improving (i) exam outcomes for students (ii) students' personal development & well-being (iii) facilities for community site users, (iv) specialist facilities
- ❖ The areas/functions of the site to be improved in line with this goal are: ICT provision for students and other site users; teaching and learning accommodation; social spaces for students and site users
- ❖ Increased access to 14-19 diplomas and other specialist pathways both at the school and at other locations providing greater choice and diversity of provision for parents and students
- ❖ Improved access to ICT will reduce the 'digital divide' for families with limited ICT access at home and enhance the learning facilities for all students
- ❖ A managed learning environment will enable any parent to securely access information on their child, such as attendance, homework and progress

1.3 Who will benefit?

- ❖ The BSF programme has as its core aim to break the link between disadvantage and low achievement. The resource allocation for this school will help to redress this disadvantage, whilst ensuring the raising of attainment levels for all students
- ❖ The BSF works at this school are intended to benefit the students & community site users
- ❖ The school's students are more economically disadvantaged than the national norm (28.8% FSM entitlement, compared to national average of 14.2%), & most (95.4%) from minority ethnic groups, compared to national average of 19.5%, reflecting the nature of the local community. Community site users, whether parents/carers, or other community groups, reflect a similar profile

Consideration of available data, research and information

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

- ❖ *Age*: the school serves the 11-18 age group; community users are of varied ages, with high representation of adults with school-age children (as they are parents of St Thomas More School students), a high representation of younger people (particularly for sports activities) and relatively low representation of older people
- ❖ *Gender - students*: in common with many mixed secondary schools, boys (61%) outnumber girls
- ❖ *Race*: the school roll reflects local ethnicity patterns, with very high (95.4%) representation of (national) minority ethnic groups, the largest categories of which are currently Black or Black British- African (36.3%), Black or Black British- Caribbean (17.7%), and White- Any Other White Background (13.2%). 56.1% of students have a first language other than English, well above national average
- ❖ Similar patterns are discernable amongst community users, but there is no requirement for users to complete an ethnic monitoring return
- ❖ *Religion*: this is a Roman Catholic school
- ❖ *Disability*: the school has well above the national average of students with SEN (40.9% vs 19.9%)
- ❖ *Sexual orientation*: the school does not hold data on student sexual orientation, unless confidentially divulged by individual students; similarly, the school does not hold such records on other users

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

- ❖ The log of parental queries shows that the school receives a level of queries in line with similar schools, reflecting the school's recognised success in achieving satisfactory progress for its students (as evidenced by Raiseonline see <http://www.cocentra.com/>)
- ❖ No concerns have been raised by community user groups about equalities access issues

2.3 Groups which appear to be receiving differential outcomes in comparison to other groups

- ❖ Students in the equalities target groups, with some clearly identified exceptions (identified below) make educational progress broadly in line with national norms. Standards are, however, below national averages on entry, so 'catch-up' to national average standards is a challenge. Accelerating progress by all groups is therefore the goal of the BSF project
- ❖ *Gender - students:* in line with national patterns, boys standards are below girls (typically reflecting lower prior attainment at Key Stage 2). In terms of achievement (Key Stage 2-4 Contextual Value Added), girls achieve in line with or above expectations. Boys achieve slightly below expectations, with boys arriving below national standards expectations making significantly weak progress
- ❖ *Race:* standards achieved by most groups are slightly below national (as a function of low KS 2 prior attainment), but no ethnic group's achievement is significantly below expectations. Those which were slightly below expectations in 2008 Key Stage 4 examinations were those of Traveller/Irish heritage (a very small group, comprising only 4 students across the whole school), Gypsy/Roma (2 such students in the whole school), White & Black Caribbean (31 students across the whole school), Any Other Mixed Background (12 students across the whole school)
- ❖ *Religion:* no significant patterns of underachievement
- ❖ *Disability:* students with SEN (School Action Plus/Statements) tend to have standards below national and school norms, as would be expected, but the school is aware that achievement of students at 'School Action' is slightly (but not, in DCSF terms, significantly) below national (see below for mitigating action)
- ❖ Some community users can find difficulties with difficult physical approach to the current school entrance, access to upper floors in one of the main buildings; difficult routing of circulation space; limited range of environmentally-controlled rooms & sufficiency of specialist rooms, all of which inhibit more widespread use

2.4 Factors (barriers) which might account for the above

- ❖ *Age:* relatively low representation of older people as site users is a function of current demand; the school continues to welcome proposals for adult education/community activities
- ❖ *Gender:* over-representation of boys is a function of parental choice (Haringey has a girls school but no boys school – hence gender is skewed in many

schools); given low prior attainment, boys are more at risk of inappropriate behaviour, thence exclusion, than the national norm

- ❖ *Race*: the lower attainment of particular groups on entry to the school has multiple causation, including: high levels of disadvantage; EAL; factors associated with prior schooling and low prior attainment; factors associated with refugee/asylum-seeker status. It is difficult to generalise about reasons for the underachievement of the (slightly) under-achieving ethnic groups, particularly where the actual numbers are very low, & there is multiple causation. The school, however, has adequate student tracking procedures, & is aware of & addressing the individual circumstances of weak progress for each individual concerned. by the school is a lower level of engagement of both the students and their families. Risk of exclusion- as in Gender section
- ❖ *Religion*: no particular issues
- ❖ *Disability*: see 2a, above

Assessment of Impact

3.1 How will your proposal affect existing barriers?

- ❖ Proposal will **reduce** barriers, by accelerating the already satisfactory rates of achievement for most target groups, the slightly depressed achievement for identified groups, & improving community ease of access

3.2 what specific actions are you proposing in order to respond to the existing barriers and imbalances identified in Step 2?

- ❖ *Gender*: boys' achievement, thence attainment, will benefit from: improvements in teaching and learning provision (particularly additional rooming to support small maths, English & science groups); improved independent study facilities (particularly improved facilities for booster sessions in new learning resource centre). Improvements to circulation space & SEN provision will benefit boys in terms of reducing opportunities for poor behaviour, which can otherwise detract from focus on learning, & lead to exclusion. Specific provision has been made for students with short or medium behavioural difficulties to have a more personalised curriculum that gets them back on track and avoid exclusions
- ❖ *Race*: achievement, thence attainment, for all minority ethnic groups will benefit from measures described in Gender section, above
- ❖ *Disability*: The new works are fully compliant with DDA, statutory legislation and DCFS Building Bulletins. Learner achievement, personal development & well being will benefit from: improvements to circulation space, and social space; larger, more purpose-fit, environmentally-controlled classrooms; installation of lift to the new build block which will allow access to first and second floors to three other buildings. There is also an additional Disabled WC within the new build block. Students with SEN will also have achievement, thence attainment, raised by measures described in the gender section, above & the additional spaces created will facilitate the school in continuing to provide more personalised support for the growing School Action cohort to meet their needs in a more appropriate way
- ❖ Community users (particularly the elderly or less mobile) will benefit from: disabled toilets; more environmentally-controlled rooms; new lifts serving inaccessible areas; LRC accessible externally
- ❖ The design allows for flexibility of spaces and rooms, should the school's needs change with time

3.3 If there are barriers that cannot be removed, what groups will be most affected & what positive actions are you proposing in order to reduce the adverse impact on these groups?

- ❖ The BSF project cannot in itself widen provision for community users, such as the under-represented older citizens. Revenue funding (which BSF cannot provide) to sustain this provision is the key challenge. This is being addressed through the newly appointed extended services team and some measures within the schools specialist community plan
- ❖ Underachievement by identified ethnic groups (above) will be addressed by measures including: booster sessions in key subjects; additional training for staff on effective Assessment for Learning; closer working partnerships with parents/carers, in particular specific target groups; use of MEAP and BPAP programmes lead by teachers with specific responsibilities; use of progress tracking data, on a case-by-case basis, working with students, teachers, parents/carers on individualised strategies to accelerate progress
- ❖ Underachievement by SEN (School Action Plus/Statemented) students will be addressed by the same measures identified in the previous paragraph
- ❖ The school is working hard to continually improve rates of progress for low-attaining groups. This is a key goal of BSF, and has driven the relatively high project spend on this & similar schools, in comparison to the borough-wide norm

Consult on the proposal

4.1 Who have you consulted on your proposal and what were the main issues & concerns from the consultation?

- ❖ The whole BSF project for this school has been driven by the major consultation point at the **beginning** of the project (2nd row of table, below), where governors (including representatives of community & parents) produced a School Vision document, detailing what they wished the project to comprise
- ❖ This document has driven the project, with governors & Partnership for Schools carefully monitoring the emerging design, to ensure the users' aspirations were met
- ❖ Any design proposal from architects or ICT consultants that was not in line with the vision document was challenged by the school &/or BSF team, unless it was an affordable **enhancement** to what consultees prioritised in their vision statement
- ❖ As the governors' vision drove the project, there were relatively few concerns raised by subsequent consultations, & those that were tended to be of a technical nature

Group /Body consulted	Focus of consultation	Frequency & timing of consultation	Concerns/Issues raised by consultees	Overall message from consultees
St Thomas More governing body (including parent, community representatives)	School's vision for improvements in provision funded by BSF	Governors & Head submitted detailed written proposals	Access to all parts of the school were made available to all students and members of the community	Governors made clear that their main goal was to raise achievement for all sections of school community
	Design Quality Indicator workshop attended by governors, staff, parents and students	Reviewing priorities, & match of priorities to emerging design	Views fed into design process	
	Initial design proposals (Stage B)	Briefing prior to Stage B signoff, then formal signoff of proposals	Various concerns over design detail.	Governors agreed proposals
	Stage C design proposals	As above	As above	Signed off proposals
	Stage D design proposals	As above	As above	Signed off proposals
	Final detailed proposals for works – "Employers Requirements"	Detailed information on all aspects of proposals provided	None	Proposals agreed
	Seeking confirmation that governing body was satisfied with the consultation process, and that the design is in line with the governors views expressed in their vision document (see above)	Prior to Final Business Case	None	Formal confirmation agreed from governing body, that they are satisfied with process and outcome
Headteacher	Headteacher involved at all stages in governing body consultation process – see above	Head involved in weekly updates from his senior team as well as attending core team meetings and governors meetings	The head has worked with the governors to ensure that the range of issues covered have been resolved	All design stage proposals signed off by the governing body and the head
	Detailed consultation throughout all stages described in governing body section	Weekly meetings with project officers, architects, ICT consultants, FF&E consultants, plus regular telephone & email discussion	Wide range of issues covered during duration of project, all resolved	Head happy with process and outcome
Staff	Consultation on detail of: room adjacencies; room layouts; ICT	Programme of workshops & group/individual meetings'	Wide range of issues covered; concerns all resolved	

	specifications; FF&E	participation in DQI workshop		
Students	Consultation on range of aspects of project including Joined Up Design project run by the Sorrell Foundation	Input into governors' vision document; in- house discussion throughout process; DQI workshops; drop-in surgeries with architects	Wide range of issues covered, & student views fed into design process	
Parents	As above	Involvement through: input into governors' vision document via parent governors; parent governor representation throughout process; drop-in sessions with architects	Wide range of issues covered. All significant concerns addressed, but parents aware that not all aspirations were deliverable, given limited budget	
Community Users & general public	As above	User involvement: consultation on input into vision document; discussions with WAES, & user groups, talking to school business manager, & fed into design process; drop-in sessions with architects. Planning consultation process via standard procedures	As above & logistical concerns regarding the impact of the actual works on the local community – ongoing consultation to address this	

4.2 How in your proposal, have you responded to these issues & concerns?

- ❖ There has been an intensive consultation process, over several years, with detailed records kept of all changes to design, all of which have been subject to scrutiny by Partnerships for Schools, the BSF board (with elected members represented), and the governing body
- ❖ At all design stages and major decision-making points, there has been formal consultation
- ❖ During the consultation process the environmental conditions were a key concern of the school. Throughout the design stage these have been discussed and resolved. Although these were included within the original brief the project team has had to spend additional time looking at the health and well being of the user groups to improve ventilation, acoustics and lighting within the building
- ❖ It is impractical to summarise the vast numbers of ongoing modifications to the design over the past 3 years, but the key issues raised & resolved are as below

- ❖ Responses to community user needs: The LRC is accessible externally to enable community users to use out of hours. The LRC has access for disabled users and includes Disabled WC's within. The new build block also provides an ICT enriched environment for the community to use but also for the school to utilise as their performance areas
- ❖ Actions in response to concerns from governors, students & others on student user needs: The new build block provides will provide students with a state of the art learning environment. The new build element of the scheme also provides access to above ground floor for three of the existing teaching blocks which will allow for increased access to both students and teachers around the school. This improved circulation will also reduce the time spent by students changing between their lessons. . The LRC will be more spacious with various working zones to provide a more workable solution for the school than existing library

4.3. How have you informed the public & the people you consulted about the results of the consultation, and what actions are you proposing in order to address the concerns raised?

- ❖ Feedback provided to major constituencies through: Project Manager written & oral feedback to Headteacher; written & oral reports to governors by Head &/or Project Manager; school newsletter feedback to parents, students, community users; drop-in sessions; additional feedback to students via school assemblies, Transformation Manager has given updates to staff, parents and students at Parent's Evenings, PSA meetings, Academic Review days and assemblies

Addressing Training

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

- ❖ St Thomas More is a school now judged 'Good' by the national regulating body (OfSTED)

- ❖ Part of the requirements for a Good school are that it has good self-review systems, & is actively training its staff to improve quality & equality. The issues identified in this impact assessment draw heavily from the school's self-review, & there is clear evidence (verified by the School Improvement Partner) that the issues identified in this EIA are on the school's training agenda. These include training on: assessment for learning ; curricular target-setting & progress tracking of student performance; effective use of ICT, provision for students without access to home facilities; teaching bilingual learners; strategies to raise achievement of target groups; individual performance management plans, containing customised CPD/training plans for over 100 staff

Monitoring Arrangements

6.1 What arrangements do you have or will be put in place to monitor, report, publicise & disseminate information on how your proposal is working, and whether or not it is producing the intended equalities outcomes? (Who will be responsible for monitoring? What indicators & targets will be used? Are there monitoring procedures already in place which will generate this information? Where will this information be reported & how often?)

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

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

Summarise impacts identified

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

Age	Disability	Ethnicity	Gender	Religion or Belief	Sexual Orientation
Improved community access will offer opportunity for wider range of community users	Improved SEN student achievement, through: - Improved access to school & anytime, anywhere ICT - Improved teaching & learning facilities - Improved private study/LRC facilities - Reduced exclusion risk, via new BESD facility	- Improved achievement for under-achieving ethnic groups, through improved ICT, teaching & learning facilities, reduced exclusion risk (see previous column) & means other than BSF (see detail in document) - Improved achievement by all minority ethnic groups (most achieving well), by virtue of most students being from these groups, therefore benefiting from project	Boys (see references to underachievement in body of document) will benefit from improvements in teaching & learning facilities, BESD provision, & ICT, private study facilities	- All students will benefit from this project	- Whilst sexual orientation is not logged by schools, students of all orientations will benefit from the project

Summarise the actions to be implemented

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

Issue	Action required	Lead person	Timescale	Resource implications
<p>The guidance note says that "Summarise the actions that are recommended against each of the risks/potential adverse effects on each of the groups covered in the assessment. This should be used to develop an action plan to implement the improvements needed to address the adverse effects that have been identified".</p> <p>As Step 8, & the main body of this document demonstrates in detail, the project creates no adverse effects</p>				
Gender Boy' achievement	New study rooms and new independent study facilities, together with improved circulation	School/PM	12 months	School to review
Improved disabled access/facilities to the school	Disabled access to new areas and allowing school to reorganise facilities	School/PM	12 months	School to review
Encourage Community users	Create out of hours facilities (i.e. LRC) for community use	School	12 months	School to review

Publication and sign off

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

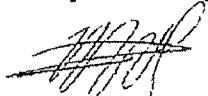
The results of the assessment intend to be published on the Haringey website, under the Building Schools for Future

Assessed by (Author of the proposal):

Name: Deborah Hart

Designation: Project Manager

Signature:



Date:

17/11/09

Quality checked by (Equality Team):

Name: BETHAN WILLIAMS

Designation: Equalities Project Officer

Signature:



Date:

27.4.09.

Sign off by Directorate Management Team:

Name:

Designation:

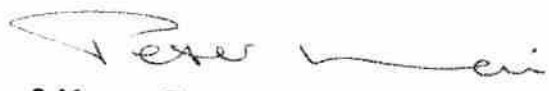
Signature:

Date:

This page is intentionally left blank

Agenda item

[No.]

PROCUREMENT COMMITTEE		On 14th May 2009
Report Title. Building Schools for the Future: Award of Contract for Young People's Centre		
Report authorised by  Director of the Children & Young People's Service		
Contact Officer : David Bray 020 8489 1824 david.bray@haringey.gov.uk		
Wards(s) affected: Bounds Green	Report for: Key Decision	
1. Purpose of the report		
1.1 To seek Procurement Committee approval to award the main works design and build contract for Young Peoples Centre following the completion of the Pre-Construction Stage		
2. Introduction by Cabinet Member		
2.1 The works included in this contract will be of direct and lasting benefit to pupils using the Young People's Centre. Many of these pupils come from deprived parts of the borough and I believe it is important that during their time in the YPC they enjoy a first class set of buildings and facilities.		
2.2 I am particularly pleased to see that the plans include a hall which will be available for wider community use.		
2.3 I am satisfied that the appropriate processes have been followed and we will be getting good value for money from this contract as well as contributing to our Greenest Borough strategy via a range of sustainability features.		
2.4 I am happy to support the recommendations.		
3. State link(s) with Council Plan Priorities and actions and /or other Strategies:		
3.1 Council Priorities		
3.1.1 Making Haringey one of London's Greenest Boroughs		
3.1.1.1. The Young People's Centre Project exhibits a number of sustainability features, as follows:		
<ul style="list-style-type: none"> • Recycled construction materials 		

- Certified Timber:-Chain of Custody
- Installation of solar panels to provide heating to domestic hot water
- Installation of Photovoltaic cells to generate electricity
- Reduced Volatile Organic Compound materials
- Use of natural gas for heating and hot water production
- Minimum use of electricity (use of daylight)
- Low energy lighting
- The Service and controls will be selected to maximise the efficiency of primary energy source, minimising CO2 & NOx (Nitrogen Oxide) emissions and minimise use and waste of electricity
- Minimise waste in water
- Insulation where feasible on all new elements
- Improvement on Energy Saving

3.1.1.2. The scheme will achieve a Building Research Establishment Environmental Assessment Method (BREEAM) "Very Good" rating, which is the aspiration contained in the OBC.

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

3.1.2.1. The Young People's Centre Project will renew, improve and extend the fabric of the school, significantly enhancing the learning environment of the students. This will improve their safety both on site and moving to, from and within the site. The buildings provide for improved and secure access into the school, as well as free and convenient access for wheelchair or pushchair users throughout.

3.1.2.2. A variety of sustainable measures will be incorporated in the design, reducing the use of energy and CO2 emissions. This will help in the achievement of a BREEAM rating of "Very Good".

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

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

3.1.3.2. The BSF programme will improve access to extended services in and around schools and contribute to improving community cohesion. Examples include access to out of hours study support for children and families, sports and the arts. This project is proposing a new hall which could potentially be used for community use out of hours.

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

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

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

3.1.5.1. Key to the success of the BSF programme is to improve standards in schools. Young People's Centre provides an excellent education for pupils with learning difficulties and special needs. The BSF programme will add to the learning environment for all young people to enable further progress to be made.

3.1.5.2. The BSF work to create a new two storey teaching block and a new hall, together with remodelling the existing building, will create a much improved teaching facility and ICT rich school, to give the tutors more flexibility in teaching. There will also be remodelled specialist areas, which will improve upon the current teaching faculties.

3.1.5.3. There will be remodelling within the existing building to create professionals/multi-agency areas, to ensure confidential and private areas for pupils and their family.

3.2 **Council Strategies**

3.2.1 **Safer for All**

3.2.1.1. In all our work we will pay particular attention to:

- Young people and crime
- Mental health issues
- Support for victims and witnesses of crime

• **Working with and through communities (Community Engagement) Resources**

3.2.2 **Value for Money**

3.2.2.1. Overall Value for money is achieved by the procurement methodology to prove the economy, efficiency and effectiveness of each project as it is tendered. Six suitable contractors formed a BSF contractor framework to serve each project in the programme, by means of mini competitions. The successful contractor worked through the design stage ultimately producing costed packages of work. The exercise is "open book", allowing the project manager and cost manager to see the sub-contractors tenders and confirm the price meets scope and quality criteria.

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

3.2.2.3. Designers are briefed to ensure the new build elements comply to the highest level of energy saving. The project has adopted Haringey's sustainability policy. (see 3.1 above).

3.2.2.4. A thorough analysis of pupil place planning has been carried out to ensure that the school accommodation is appropriate for both current needs and the

foreseeable needs of the future. The School & CYPS have signed an agreement to maintain the property in good order once the BSF work is completed.

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

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

3.2.3 Engagement of the Community

3.2.3.1. The designs have been made available prior to the construction stage for resident drop in sessions and information has been posted through the doors of local residents (also available on line for viewing). These initiatives will continue through the construction phase

3.2.3.2. Full consultation has been undertaken as part of the BSF Stage approvals; this included consultation with Partnership for Schools, Commission for Architecture and the Built Environment (CABE), Council planners and building control, the Fire Officer and the Police (Secured by Design).

3.2.3.3. Full planning permission was received for the scheme on the 11th of February 2009.

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

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

3.2.4 Risk Management

3.2.4.1. Risks are managed within the governance of the BSF programme. This includes Stream Lead meetings and reporting to the Programme Board. The projects are managed within Prince 2 methodology and Managing Successful Programmes. Procurements are managed to European Legislation and advice is taken from legal advisers to ensure compliance. A BSF Project Management Assurance Audit (undertaken by Deloitte & Touche Public Sector Internal Audit Limited) was completed in January 2009 and gave an overall programme rating of 'Substantial Assurance'.

4. Recommendations

4.1 That the Procurement Committee award the design and build contract, with a value set out in Appendix 16.1, with a 34 week programme to complete by 12th February 2010.

4.2 The procurement committee authorise spending on this contract up to the sum detailed in 16.1.2, with reference to the build up of this sum in 16.1.1.

5. Reason for recommendation(s)

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

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

5.3 All the CP's on the framework were invited to submit proposals for Young People's Centre project, via a mini-competition. The mini-competition process for Young People's Centre was completed on 8th July 2008 and a preconstruction agreement was awarded to Breyer Group Plc on 2nd September 2008.

5.4 The Pre Construction stage was undertaken as follows:

5.4.1.1. The Design Team Partner developed the level of design up to RIBA Stage D+ (detailed design) which formed the basis of the Council's Requirements. To allow the contractor partner to formulate an AMP the following information was sent to them:

- Drawings (architectural, structural and civils, mechanical and electrical, landscape and acoustic)
- Specifications
- ICT proposals
- Waste management proposals
- Statutory requirements
- Programme
- Planned maintenance programme
- Key performance indicators
- Contract terms and conditions

5.4.2 Pre Construction Services /Contractor's Proposals

5.4.2.1. The Contractor Partner undertook the following services in order to submit an AMP:

- Pre-construction design
- Supply chain management/works package tendering, with full cost management
- Value engineering/open book accounting
- Procurement of surveys
- Quality assurance

- Method statements
- Procurement of material samples
- Insurances/warranties and bonds

5.4.3 The Contractor Partner received the Council's Requirements on 11th December 2008 and then worked with the Design Team Partner and stakeholders to develop their Contractor's Proposals in response.

5.5 Review

5.5.1 The majority of the works package items within the design were tendered by the Contractor Partner (CP) (The exceptions were loose furniture and utilities). The CP was instructed to send out individual work packages to a minimum of three suppliers. The suppliers returned their prices to Potter Raper Partnership's (cost consultant) office, for opening and recording, and the CP submitted a recommendation report for the individual packages, which demonstrated value for money. As a result, Potter Raper Partnership (PRP) confirmed that the AMP is a bona fide competitive tender with over 75% of the works received three tenders; the remainder were qualified, with PRP confirming these demonstrated values for money.

5.5.2 The Design Team Partner has reviewed the recommendation to ensure that they are compliant with the Council's Requirements There have been no significant derogations from the Council Requirements.

5.6 Final Tender

5.6.1 The AMP was submitted and opened on 20th March 2009. The tender included the following information:

- Form of Tender
- Contractor AMP form
- Programme
- Contractor's Proposals

5.7 Health and Safety Implications

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

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

5.7.2 As part of their acceptance onto the Contractor's Framework for BSF the contractor partner is a member of the Contractors Health and Safety Assessment Scheme (CHAS). This has allowed the Council access to contractor partner's

<p>information on their Health and Safety record, to ensure that they are meeting the necessary regulations.</p>
<p>6. Other options considered</p> <p>6.1 Not Applicable</p>
<p>7. Summary</p> <p>7.1 The Young People's Centre BSF project has been the subject of a 2 stage tendering process with a contractor appointed to undertake pre-construction services. This report addresses the process used to ensure value for money, identifies the anticipated costs resulting from the procurement exercise and seeks approval to proceed to award the main design and build contract.</p>
<p>8. Chief Financial Officer Comments</p> <p>8.1 The Chief Financial Officer has been consulted on the content of this report and has no additional comments to make.</p>
<p>9. Head of Legal Services Comments</p> <p>9.1 The Director of children and Young People Services is seeking Procurement Committee approval of an award of the contract for the Design and Build phase of the Young People's Centre Project (the Project), to the contractor named in paragraph 16.1 (the Contractor), and for authorisation to spend on this contract up to the sum detailed in 16.1.2, with reference to the build up of this sum on 16.1.1.</p> <p>9.2 The Contractor was recommended to the Procurement Committee for the award of the Pre-construction contract for the Project and the opportunity to negotiate an Agreed maximum Price for the project as a whole, following a mini-competition held with the contractors on the BSF Contractor Partners Framework Agreement.</p> <p>9.3 As confirmed by external legal advisers to the BSF programme, Eversheds, the BSF Construction Partners Framework Agreement was established following the correct advertisement in accordance with EU public procurement directives and regulations.</p> <p>9.4 The Pre-Construction services contract was awarded to the Contractor under delegated authority on the 2nd September 2008.</p> <p>9.5 The Construction Procurement Group have confirmed that all parties to the Pre-Construction Services contract mini-competition understood that the Council reserved the right to award the subsequent contract for the Design and Build stage of the contract to the same contractor that was awarded the contract for the Pre-construction stage of the contract provided agreement as to an Agreed Maximum Price and other terms of the D & B contract is reached with that contractor.</p> <p>9.6 Agreement as to the Agreed Maximum Price and other terms of the Design and Build contract have now been reached with the Contractor therefore this report is</p>

seeking approval of the award of the contract for the Design and Build stage of the Project to the Contractor.

9.7 As the value of the Agreed Maximum Price in relation to the proposed contract exceeds £250,000, the Procurement Committee is the appropriate body with the power, under CSO 11.3, to approve the award of the proposed contract.

9.8 The Head of Legal Services confirms that, subject to funding, there are no legal reasons preventing Members from approving the recommendation as to the proposed contract award set out in Paragraph 4 of this report.

10. Head of Procurement Comments

10.1 The process for assembling the Agreed Maximum Price (AMP) is based on an open book process where the sum of each package of works compiles the AMP.

10.2 The AMP has been assembled by the contractor following a series of mini competitions to their supply chain and the figures received are arithmetically checked by the Cost Consultant. The prime contractor recommends the intended sub-contractor for each package for examination by the Cost Consultant and Project Manager.

10.3 The Agreed Maximum Price is then received and processed by Council officers in accordance with standing orders and financial regulations.

10.4 The Head of Procurement is therefore satisfied with the recommendations contained within this report and which represent best value.

11. Equalities and Community Cohesion Comments

11.1 The new build elements of the Young People's Centre project are being designed to be fully accessible to all levels of physical ability (DDA compliance). As part of the vision for the campus, the facilities have the potential to be open to the local community.

11.2 An Equalities Implication Assessment is complete and submitted to the Director of CYPS

11.3 The YPC serves a population of actual and potential excludees, that is disproportionately male (80%) and from minority ethnic groups (particularly black caribbean - 55%), with a high proportion of looked-after children (10%). The BSF project has no negative impacts on any target equalities groups, and many positive impacts, chief of which are:

- consolidating and significantly improving Key Stage 3 and Key Stage 4 provision on one site, ensuring that vulnerable young people excluded from school are taught in an inspiring new centre
- increasing security so that young people at the centre are safer
- increased access to 14-19 vocational pathways, thence increased employability/

access to continuing education, and reduced chances of being NEET

- improved teaching & learning spaces, for specialist and other subjects, positively impacting on learning
- increased access to ICT for YPC students, to promote independent learning, to enhance general and continuing learning
- opportunities for greater family and community involvement, to support attendees' personal and educational progress

11.4 Additionally the YPC will provide extended services as an additional resource for the local community, which has a high level of economically disadvantaged residents.

12. Consultation

12.1 The Construction Procurement Group has been fully consulted in the preparation of this report. Updates and any issues have been reported via scheduled meetings between the Construction and Procurement streams.

12.2 A wide range of internal and external stakeholders have been consulted during the course of project development. These stakeholders include the school and its administrators, the local community, local Members, Partnerships for Schools, DCSF, and the Commission for Architecture and the Built Environment (CABE).

12.3 A Governing Body Agreement has been agreed in principle with Young People's Centre which acknowledges that the Contractor Partner will require access to the school premises to carry out the works and that the school will liaise closely with them to support the decanting requirements of the scheme.

12.4 Legal Implications (provided by Eversheds)

12.4.1 The BSF Framework Agreements with the Construction Partners were established following the correct advertisement in accordance with EC procurement directives and regulations.

12.4.2 The framework incorporates a mechanism in order to score call offs and mini competitions. It anticipates that, subsequent to the appointment of a contractor to a Pre-Construction Services Agreement, a Design and Build Contract will be entered into with that contractor in substantially the same form as the draft in the framework

12.4.3 Whilst the contractor has been proceeding with the services under the Pre-Construction Services Agreement, Haringey's Construction Procurement Group, with the assistance of other professional advisers, has been progressing the process of establishing the scope and price for the Design and Build Contract.

13. Service Financial Comments

13.1 Appendix 1 presents the AMP Stage Cost Schedule. This table confirms all

project cost elements associated with the project's design and build phases based on information from Potter Raper Partnership and confirmed by the Mace Project Manager – this table incorporates previous stages approved via delegated authority. It should be noted however that the level of professional fees is subject to confirmation through an ongoing process of refining actual costs against estimates derived in November 2008. The aim is to confirm fee costs in time for the Procurement Committee meeting on 14th May, although it is assumed that this can be confined within the Final Maximum Project Budget (Appendix 1). This table shows that the Maximum Project Cost equals the cash limited budget for this project and therefore has the necessary budget provision available for this approval to be made.

13.2 The level of client provisional sums for this project should be noted (See Provisional Sum Schedule 16.2), representing 0.78% of the AMP sum. Agreement of final costs within the identified provisional sums plays a critical part in ensuring that the project can be managed within agreed budget levels. The Procurement Committee should therefore note the relatively low risk in this case. The BSF cost consultant has confirmed that the provisional sums allocated for this project are reasonable for the works anticipated.

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

14. Use of appendices /Tables and photographs

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

15. Local Government (Access to Information) Act 1985

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

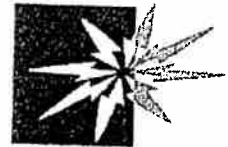
15.2 The Council's Standing Orders

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

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

HARINGEY COUNCIL

EQUALITY IMPACT ASSESSMENT FORM



Haringey Council

Service: BSF

Directorate: Children & Young People's Service

Title of Proposal: BSF project – Young People's Centre (YPC)

Lead Officer (author of the proposal): Peter Smedmor (Project Manager)

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

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

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

- ❖ The Young People's Centre (YPC) is a facility providing education for approximately 80 young people aged 11-16. The YPC proposals are based on the existing (formally named) Pupil Support Centre (PSC), which is a Pupil Referral Unit. This is Haringey's provision for permanently excluded young people from Haringey secondary schools & Haringey residents excluded from out-borough schools. The YPC also provides for students with statements of special educational needs who are experiencing difficulties in their mainstream schools. Schools can also refer students where a further assessment of their needs can be undertaken. The YPC goal is to aid its students' learning, raise self-esteem, help them manage their behaviour, & thus promote return to mainstream education. At present, the facilities are inadequate for these purposes
- ❖ The YPC is one of 12 schools in the BSF programme that has completed its pre-construction stage and is moving to the main stage of the Design & Build programme. Procurement Committee approval is now being sought to award the main works design & build contract for the YPC
- ❖ The project aims to transform the existing building by creating a new two storey general classroom block, which allows classrooms within the existing building to be refurbished and transformed into specialist classrooms. The existing building will also be remodelled to create multi-agency rooms and improve the staff working conditions.. Improvements to the external areas will upgrade the existing depleted site. The scheme also includes a new hall with changing facilities, which potentially could be used for the community

Scheme Development; options were developed to improve and enhance the existing YPC facilities, providing:

- ❖ Specialist teaching areas for D&T, Art, Music and ICT as well as classrooms that will provide for flexible use
- ❖ Dedicated rooms for assessment on arrival as well as meeting rooms and therapy rooms.
- ❖ Adequate provision to maintain a maximum group size of 8 pupils (3-4 in specialist areas).
- ❖ Providing ICT Infrastructure throughout the provision to enable ICT in all classrooms
- ❖ Improvements in disability access and usage

1.2 What effects the proposal is intended to achieve

- ❖ The BSF works support CYPs and national goals, by improving (i) exam outcomes for students (ii) students' personal development & well-being (iii) facilities for community site users, (iv) specialist facilities
- ❖ The areas/functions of the site to be improved in line with this goal are: ICT provision for students and other site users; teaching and learning accommodation; social spaces for students and site users.
- ❖ Increased access to 14-19 diplomas and other specialist pathways both at the YPC and at other locations, providing greater choice and diversity of provision for parents and students.
- ❖ Improved access to ICT will reduce the 'digital divide' for families with limited ICT access at home and enhance the learning activities for all students
- ❖ A managed learning environment will enable any parent to securely access information on their child, such as attendance, homework and progress

Who will benefit?

- ❖ The BSF programme has as its core aim to break the link between disadvantage and low achievement. The resource allocation for the YPC will help to redress this disadvantage, whilst ensuring the raising of attainment levels for all students. In particular by providing increased access to a wider curriculum, including 14-19 diplomas, improved personalised learning and greatly increase access to ICT.
- ❖ The BSF works at this school are intended to benefit the students, & create opportunities for community site access (of which there is none at present)
- ❖ The school's students are significantly more economically disadvantaged than the national norm (70% FSM entitlement, compared to national mainstream school average of 14.2%), & the vast majority (75%) are from minority ethnic groups, compared to national mainstream school average of 19.5%, the largest group being Black Caribbean (55%). Approximately 10% of those on roll are looked after by the Local Authority

Step 2 - Consideration of available data, research and information

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

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

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

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

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

2a

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

- ❖ **Age:** the school serves the 11-16 age group, predominantly at the higher end of the age group. There is currently no community use of the YPC buildings, other than for visits by parents discussing their child's progress. This is partly a function of the building's poor facilities.
- ❖ **Gender - students:** there are more boys (80%) than girls at the YPC, in line with national patterns for similar institutions
- ❖ **Race:** 75% of students are from (national) minority ethnic groups, currently comprising Black British / Caribbean (55%), Kurdish (10%), White British (10%)
- ❖ **Religion:** most (63%) of students categorise themselves as Christian, 18% as Muslim, 1% as Hindu.
- ❖ **Disability:** currently there are no students identified as having a disability.
- ❖ The YPC does not hold data on student sexual orientation, unless confidentially divulged by individual students

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

- ❖ The YPC logs parental queries; these tend to be standard queries about their child's progress. There is no disproportionate representation of any minority ethnic or other group, reflecting the good progress of the YPC students (as evidenced by OfSTED - see <http://www.cocentra.com/>)
- ❖ No concerns have been raised by community user groups about equalities access issues, but this may be a function of the current position where there is no tradition of community use, something the project intends to rectify

Groups which appear to be receiving differential outcomes in comparison to other groups

- ❖ Evaluating outcomes from institutions such as the YPC is more difficult than for mainstream schools. Comparing outcomes to mainstream schools is not informative, as this merely shows that young people who are excluded typically have lower standards & achievement than their non-excluded peers, &, does not show how effective or otherwise the YPC is in promoting the entitlements of the young people when they arrive. Most YPC students only join the centre in their last few terms of secondary schooling, as a result of exclusion or Managed Move
- ❖ As OfSTED recognise, whilst their achievement during their attendance at the YPC is good, their standards are typically well below national averages, largely as a result of factors related to their outcomes before they joined the YPC, such as low prior attainment at Key Stage 2 and beyond. No national achievement comparators are available for institutions such as the YPC
- ❖ *Gender - students:* national achievement comparisons are not available for institutions such as the YPC. Both boys' & girls' standards are lower than national mainstream schools, but achievement during their time at the YPC is good. (Source Ofsted 2007)
- ❖ *Race:* achievement for minority ethnic groups (above) during their time at the YPC is satisfactory. Nevertheless, as this only accounts for a proportion of their secondary schooling, the YPC is determined to further improve achievement for its students
- ❖ *Religion:* there is no correlation between religion & achievement.
- ❖ *Disability:* students with SEN tend, as would be expected, to have standards below national and school norms, but their achievement is satisfactory
- ❖ *Community use:* there is no tradition of community use at the YPC, which is something this project aims to address.

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

- ❖ *Age:* in Haringey, as nationally, more students are subject to exclusion or managed moves in the later secondary years; the decision-making on individual cases is not led by the YPC, whose role is to receive & educate those allocated to them.
- ❖ *Gender:* the predominance of boys in exclusions & managed moves is a national issue, but the allocation of YPC places is not driven by the YPC itself; the YPC role is to work at the entitlements of whoever is placed there
- ❖ *Race:* given the limited time they spend at the YPC (see above), the YPC has limited influence over standards. Achievement during their time at the YPC, as indicated above, is satisfactory, The YPC has satisfactory student tracking procedures, & is addressing these, as recognised in the school SEF, & in its last OfSTED report
- ❖ *Religion:* no particular issues
- ❖ *Disability:* see 2a, above

Step 3 – Assessment of Impact

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

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

	Reduce barriers	
--	-----------------	--

Comment

- ❖ Proposal will **reduce** barriers, by accelerating the already good rates of achievement for most target groups, & improving community ease of access

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

- ❖ *Gender*: boys' achievement is good, but improved learning facilities will allow the YPC to further accelerate progress
- ❖ *Race*: achievement, whilst good, will benefit from improvements in teaching & learning and teaching provision through enhanced ICT infrastructure; improved independent study facilities..
- ❖ *Religion*: not applicable
- ❖ *Disability*. The new works are fully compliant with DDA, statutory legislation and DCFS Building Regulations
- ❖ Learner achievement, personal development & well being will benefit from: improvements to learning and teaching spaces and the enhanced ICT infrastructure.
- ❖ Community users will benefit from access to the remodelled hall (& changing facilities) and adjacent facilities
- ❖ The design allows for flexibility of spaces and rooms, should the YPC's needs change with time..

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

- ❖ The BSF project cannot in itself widen provision for community users. Once facilities are improved through this project, revenue funding (which BSF cannot provide) to sustain this provision is the key challenge. This is being addressed through the newly appointed extended services team
- ❖ To make best use of the BSF-improved facilities, measures to further accelerate learning will include: booster sessions in key subjects; additional training for staff on effective Assessment for Learning; closer working partnerships with parents/carers, in particular specific target groups; adopting a pathways model for the curriculum at key stage 4; use of progress tracking data, on a case-by-case basis, working with students, teachers, parents/carers on individualised strategies to accelerate progress and improvements to learning and teaching through a wider range of strategies as part of the key stage 3 pilot curriculum.

Step 4 – Consult on the proposal

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

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

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

- ❖ The whole BSF project for the YPC has been driven by the major consultation point at the **beginning** of the project (2nd row of table, below), where the Management Committee (including representatives of community & parents) produced a Vision document, detailing what they wished the project to comprise
- ❖ This document has driven the project, with the Management Committee & Partnership for Schools carefully monitoring the emerging design, to ensure the users' aspirations were met
- ❖ Any design proposal from architects or ICT consultants that was not in line with the vision document was challenged by the YPC &/or BSF team, unless it was an affordable **enhancement** to what consultees prioritised in their vision statement
- ❖ As the Management Committee's' vision drove the project, there were relatively few concerns raised by subsequent consultations, & those that were tended to be of a technical nature.

Group /Body consulted	Focus of consultation	Frequency & timing of consultation	Concerns/Issues raised by consultees	Overall message from consultees
YPC Management Committee (including parent, community representatives)	YPC's vision for improvements in provision funded by BSF	Management Committee & Head submitted detailed written proposals		Management Committee made clear that their main goal was to raise achievement for all sections of school community
	Design Quality Indicator workshop attended by Management Committee staff, parents and students	Reviewing priorities, & match of priorities to emerging design	Views fed into design process	

	Initial design proposals (Stage B)	Briefing prior to Stage B signoff, then formal signoff of proposals	Various concerns over design detail.	Management Committee agreed proposals
	Stage C design proposals	As above	Various concerns over design detail, in particular environmental issues	Signed off proposals,
	Stage D design proposals	As above	No issues raised	Signed off proposals,
	Final detailed proposals for works – "Employers Requirements"	Detailed information on all aspects of proposals provided	None	Proposals agreed
	Seeking confirmation that the Management Committee was satisfied with the consultation process, and that the design is in line with the views expressed in their vision document (see above)	Prior to Final Business Case	None	Formal confirmation agreed from Management Committee, that they are satisfied with process and outcome
Head teacher	Head teacher involved at all stages in Management Committee consultation process – see above			
	Detailed consultation throughout all stages described in Management Committee section. Consultations also undertaken with Haringey Director of CYPS	Weekly meetings with project Manager, architects, ICT consultants, FF&E consultants, plus regular telephone & email discussion	Wide range of issues covered during duration of project, all resolved	Head happy with process and outcome
Staff	Consultation on detail of: room adjacencies; room layouts; ICT specifications; FF&E	Programme of workshops & group/individual meetings' participation in DQI workshop	Wide range of issues covered; concerns all resolved	Staff supportive of design implications

Students	Consultation on range of aspects of project including feedback on design plans	Input into Management Committee vision document; in-house discussion throughout process; DQI workshops; drop-in surgeries with architects	Wide range of issues covered, & student views fed into design process	Students excited about prospect of new and enhanced facilities
Parents	As above	Involvement through: input into Management Committee's vision document via parent representation throughout process; drop-in sessions with architects. Regular Newsletter to parents.	Wide range of issues covered. All significant concerns addressed, but parents aware that not all aspirations were deliverable, given limited budget	Parents appreciative of opportunities arising from new building and refurbishment works
Community Users & general public	As above	Community consultation through drop in sessions.	As above & logistical concerns regarding the impact of the actual works on the local residents. Concern has also been expressed about the nature of the student body and whether there will be an increase in anti-social behaviour	Local community support YPC gaining additional resources, but there will be ongoing discussion with local residents to seek to mitigate any impact of ongoing works and concerns over anti-social behaviour. .
	As above	As above	Concerns/ queries with what the building will bring to the community and usage	Discussions of the potential to use the new Hall for community purposes as well as potentially using the ICT within the facilities out of hours was

				well received by the residents.
--	--	--	--	---------------------------------

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

- ❖ There has been an intensive consultation process, over several years, with detailed records kept of all changes to design, all of which have been subject to scrutiny by Partnerships for Schools, Haringey's Director of CYPS, the BSF board (with elected members represented), and the Management Committee
- ❖ At all design stages and major decision-making points, there has been formal consultation
- ❖ During the consultation process the environmental conditions were a key concern of the YPC. Throughout the design stage these have been discussed and resolved. Although these were included within the original brief the project team has spent additional time looking to improve the design.
- ❖ It is impractical to summarise the vast numbers of ongoing modifications to the design over the past 3 years, but the key issues raised & resolved are as below
- ❖ Meetings with local residents on impact of building works and anti-social behaviour will continue
- ❖ With the potential for the Community to use the Hall and/or the ICT facilities, the design has progressed in further detail with the proposals giving the whole area a much needed revamp. This will ensure that the residents will not only enjoy using the new building facilities but give a more aesthetically pleasing appearance within the community.
- ❖ Following the drop-in sessions, the new proposals for YPC has given the local community and retail comfort that the YPC will not increase anti-social behaviour and to improve the communication between the school and themselves to eliminate issues/behaviours of pupils out side school.
- ❖ The proposal has been designed to facilitate Disabled Users for school occupants and local community

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

Feedback provided to major constituencies through: Project Manager written & oral feedback to Head teacher; written & oral reports to management Committee by Head &/or Project Manager; school newsletter feedback to parents, students, community users; drop-in sessions; additional feedback to students via school assemblies, & residents' meetings.

Step 5 - Addressing Training

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among

your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

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

- ❖ The YPC is judged good by the national regulating body (OfSTED)
- ❖ Part of the requirements for a good provision are that it has good self-review systems, & is actively training its staff to improve quality & equality. The issues identified in this impact assessment draw heavily from the YPC's self-review & there is clear evidence (verified by the School Improvement Partner) that the issues identified in this EIA are on the school's training agenda. These include training on: assessment for learning curricular target-setting & progress tracking of student performance; effective use of ICT, individual performance management plans, containing customised CPD/training plans



Step 6 - Monitoring Arrangements

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

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

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

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

- ❖ Annual:
 - school outcomes & provision reviewed by YPC, logged in Self-Evaluation framework (SEF), then scrutinised by School Improvement Partner (SIP); outcomes reported to Management Committee & LA SIP coordinator, feeding into CYPS review
 - review of outcomes by Haringey School Improvement officers, & intervention if significant negative trends identified

- ❖ Every 2-3 years: OfSTED inspection reviews & judges quality of all aspects of YPS, including equalities issues; outcomes published nationally
- ❖ BSF works completion: review of impact by independent DQI assessor; outcome fed to BSF Board, which has elected member representation. The implementation of the School's Equality Scheme (SES) will allow the school to monitor issues in relation to race, gender, age, disability, religion and sexual orientation. The SES will also identify the key Equality Impact Assessments that the school proposes to undertake and will link in with the key issues raised in the BSF programme.

Step 7 - Summarise impacts identified

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

Age	Disability	Ethnicity	Gender	Religion or Belief	Sexual Orientation
<p>This proposal will have NO adverse impacts on any of groups identified</p> <p>Students of all ages will benefit from improved teaching & learning facilities, & improved ICT provision</p>	<p>Improved SEN student achievement, through:</p> <ul style="list-style-type: none"> - Smaller core intervention groups - Improved access to YPC & anytime, anywhere ICT - Improved DDA & physical access for community & other users, by measures described in document 	<ul style="list-style-type: none"> - Improved achievement by all minority ethnic groups (most achieving satisfactorily), by virtue of MOST (75%) of students being from these groups, therefore benefiting from project 	<ul style="list-style-type: none"> - Improved teaching learning facilities benefit students Regular tracking monitor individual's progress, to ensure benefit is delivered to both boys & girls 	<ul style="list-style-type: none"> - All students will benefit from this project 	<ul style="list-style-type: none"> - Whilst sexual orientation is not logged by schools, students of all orientations will benefit from the project

Step 8 - Summarise the actions to be implemented

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

Issue	Action required	Lead person	Timescale	Resource implications
<p>The guidance note says that "Summarise the actions that are recommended against each of the risks/potential adverse effects on each of the groups covered in the assessment. This should be used to develop an action plan to implement the improvements needed to address the adverse effects that have been identified".</p>				
<p>As Step 8, & the main body of this document demonstrates in detail, the project creates no adverse effects</p>				
Improved disabled access/facilities to the school	Disabled access to new areas and allowing school to reorganise facilities	YPC/PM	12 months	School to review
Encourage Community users	Create out of hours facilities for community use eg hall	YPC	12 months	School to review

Step 9 - Publication and sign off

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

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

Assessed by (Author of the proposal):

Name: Peter Smedmor

Designation: Project Manager

Signature: 

Date: 9/4/09

Quality checked by (Equality Team):

Name: Bethan Williams

Designation: EQUALITIES PROJECT OFFICER

Signature: 

Date: 15th April 2009

Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date:

Document is exempt

This page is intentionally left blank

Document is exempt

This page is intentionally left blank