

Agenda item

[No.]

PROCUREMENT COMMITTEE

On 19<sup>th</sup> February 2009

Report Title.

**Building Schools for the Future: Award of Main Contract for Highgate Wood 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: Crouch End

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 Highgate Wood School following completion of the Pre-Construction Stage.

**2. Introduction by Cabinet Member**

2.1 The works included in this contract will bring enormous improvements to Highgate Wood School and will be of direct and lasting benefit to pupils.

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 Highgate Wood School Project exhibits a number of sustainability features, as follows:

- Recycled construction materials
- Certified Timber:-Chain of Custody
- 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. An initial Building Research Establishment Environmental Assessment Method (BREEAM) review indicated that the project would achieve a "Very Good" rating, which is the aspiration contained in the OBC.

3.1.1.3. The project will assist in ensuring the appropriate renewal and refurbishment of property assets in the Borough, and address issues of maintenance, all of which will contribute to the optimum use of resources in the long term.

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

3.1.2.1. 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".

3.1.2.2. The new builds are within the heart of the school, ensuring safety of the users of the school and will link with the existing security system.

##### **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 particular school will have a new Learning Resource Centre (LRC) which will

enable out-of hours studying, which can be accessed externally, without accessing the rest of the school. The new outdoor stage will encourage local community to be involved in school outdoor performances by talented young individuals within Highgate Wood School

#### **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. Highgate Wood School continues to improve academically and the proposals ensures a better learning environment within the school. 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 works for the new Learning Resource Centre, will not only improve the schools learning facility, it also allows for the school to open out of hours for the local community. The New Build will also include media classroom at upper level which will provide much needed teaching space within the school timetable.

3.1.5.3. The proposals to extend the existing dining (as requested by Partnership for Schools) will provide some much needed social areas/break out space for the pupils and a much improved Dining Area. The installation of a new upper mezzanine walkway (within the dining area) connecting the existing Adams Block, will eliminate the current thoroughfare through the dining space.

### **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 consultants 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 submitted and 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.

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. Governors have signed an agreement to maintain the property in good order once the BSF work is completed. The Facilities Management (FM) aspect of the Private Finance Initiative (PFI) contract will be reviewed at the end of the BSF works.

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, school parents days 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).

3.3.3 Full planning permission was received for the scheme on the 11<sup>th</sup> September 2008.

3.3.3.1. The selected construction partner will have a Customer 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.

3.3.3.2. 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.

### **3.3.4 Risk Management**

3.3.4.1. 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. An audit of the programme completed satisfactorily.

## **4. Recommendations**

4.1 The Procurement Committee award the design and build contract, with a value set out in Appendix 16.1, with a 35 week programme to 23<sup>rd</sup> November 2009.

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 on 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 the Highgate Wood School project, via a mini-competition. The mini-competition process for Highgate Wood School was completed on 18<sup>th</sup> July 2008 and a preconstruction agreement was awarded to Breyer Group Plc.

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 Royal Institute of British Architects (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 20<sup>th</sup> September 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 (The exceptions were fencing, terrazzo and incoming services). The CP was instructed to send out individual work packages to a minimum of three suppliers. The suppliers were asked to return 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 over 90% of the works received three tenders; the remainder were qualified, but PRP have confirmed these demonstrated value 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 17<sup>th</sup> December 2008. 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 Highgate Wood 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.

## **8. Chief Financial Officer Comments**

8.1 The Service Financial Comments highlight (para. 13.2) the level of provisional sums within the contract, which at £499,750 represents some 15% of the AMP; as such there would seem to be a high degree of risk associated with these items and Members may wish to seek further explanation as to how this risk is to be managed. In this context regard should also be had to the level of contingency identified (£277,000) since any adverse variation against provisional sums would fall as a charge against that sum.

## **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 Highgate Wood 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 under delegated authority on 2 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 (such as piling and decorations) 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.



## **11. Equalities and Community Cohesion Comments**

11.1 The new build elements of the Highgate Wood 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 .

## **12. Consultation**

12.1 The Construction Procurement Group has been fully consulted in the preparation of this report.

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 Governing Body Agreement has been agreed in principle with the Highgate Wood School 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 phasing and 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. 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 Procurement Committee is asked to note that the AMP contract includes £499,750 Provisional Sum items. These items are subject to confirmation as more detailed design and costing work is completed by the contractor. The Project Manager is asked to focus attention on concluding Provisional Sum items to ensure that costs are contained within agreed contract limits.

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 – Highgate Wood School

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

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



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

### ***1. 1 Project outline***

- ❖ Highgate Wood 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 HIGHGATE WOOD school
- ❖ Following significant and sustained consultation the work will comprise
  - Creating a new Learning Resource Centre for pupil, staff and external community users
  - Extending and improving the Dining facilities to promote healthy eating and creating better circulation through the school.
  - 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.
  - The new teaching area will include the necessary acoustics, ventilation and heating, all of which will contribute to more effective learning.
  - Remodelling the school's specialist 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

### **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 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 this school 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 & community site users
- ❖ The school's students are more economically disadvantaged than the national norm (18.1% FSM entitlement, compared to national average of 14.2%), & over half (57.6%) 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

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](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 11-18 age group; community users are of varied ages, with high representation of adults with school-age children (as they are parents of Highgate Wood students), a high representation of younger students (weekend arts groups) and relatively low representation of older people, although wide use is made of sports facilities by adults out of school hours.
- ❖ **Gender - students:** in common with many mixed secondary schools, boys (61.5%) outnumber girls (38.5%) although this profile is changing as Year 7 is now divided 50:50. There is no significant gender pattern amongst community users
- ❖ **Race:** the school roll reflects local ethnicity patterns, with high (57.6%) representation of (national) minority ethnic groups, the largest categories of which are currently Turkish/Kurdish (9%), Black or Black British- African (6.3%), Black or Black British- Caribbean (7.1%), Mixed-White & Black Caribbean (5%), White, Any Other White background (17%), Any Other Ethnic Group (6.7%), 23.7% 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:** around 6% of students are Muslim; a similar pattern is present in community user profile (but there is no requirement on community users to declare their faith affiliations)
- ❖ **Disability:** the school has very slightly below the national average of students with SEN (18.0% vs 19.9%). There is one student with a physical disability and about 10 with mild to moderate visual impairments. The school will after BSF be one of two schools with facilities for visually impaired pupils.
- ❖ **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

**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 below similar schools, reflecting the school's recognised success in achieving satisfactory progress for its students (as evidenced by Raise online see <http://www.cocentra.com/> )
- ❖ Parents of Black British and Black African backgrounds and those from the Turkish and Kurdish communities, have however expressed concerns that the school does not fully involve them in school life, but have recently responded to various initiatives in this area that will be enhanced by the BSF programme
- ❖ No concerns have been raised by community user groups about equalities access issues, except for the possibility of restricted access to one building; this will be addressed in the BSF programme

**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), but in terms of achievement (Key Stage 2-4 Contextual Value Added), both girls & boys achieve in line with expectations, with the exception of girls who arrived at the school with low attainment. It should be noted that girls arriving with high attainment achieve at a level far higher than expected
- ❖ *Race:* standards achieved by most groups are slightly below national, but all ethnic group's achievement is in line with or above national, bar those of Irish origin (1.2% of school population, i.e. 18 students), Caribbean (7.1%, i.e. 89 students), Any Other White (17%, i.e. 23 students) & Chinese (0.5%, i.e. 7 students)- progress slightly below expectations). These groups' achievement is slightly (but not significantly in DCSF terms) below national. Whilst not a current DCSF ethnic group category, the school is aware that Turkish/Kurdish boys (as a subset of other groups listed) underachieve
- ❖ *Religion:* no significant patterns of underachievement
- ❖ *Disability:* students with SEN (School Action) tend, as would be expected, to have standards below national and school norms, but the school is aware that achievement of students at 'School Action' is significantly below national (see below for mitigating action) It should also be noted that SEN students with statements achieve at a higher level than expected
- ❖ 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 b) What factors (barriers) might account for this under/over representation?**

- ❖ *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) though the increasing ratio of girls indicates a change in patterns of choice; boys' attainment at KS2 is not in the control of this school; 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 low, & there is multiple causation. The school, however, has strong student tracking procedures, & is aware of & addressing the individual circumstances of weak progress for each individual concerned. For the largest category of students not achieving to their full potential (Black Caribbean students, and Turkish and Kurdish boys), the main reason identified 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

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 satisfactory rates of achievement for most target groups, the slightly depressed achievement for identified 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, 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. This is particularly relevant African Caribbean boys, although not exclusively so.
- ❖ *Race*: achievement, thence attainment, for all minority ethnic groups will benefit from measures described in Gender section, above
- ❖ *Religion*: Muslim boys (see earlier sections) will benefit from all of above measures
- ❖ *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 Adams Block – serving four storeys and lift to the new LRC; additional Disabled WC within LRC. 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 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, 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) students will be addressed by the same measures identified in the previous paragraph, &, additionally, remapping of SEN provision with more responsibility taken by Learning Support teachers and the appointment of Higher Level Teaching Assistants. Specialist support and facilities will be available for visually impaired pupils at the school.

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?**

Group /Body consulted	Focus of consultation	Frequency & timing of consultation	Concerns/issues raised by consultees	Overall message from consultees
HIGHGATE WOOD governing body (including parent, community representatives)	School's vision for improvements in provision funded by BSF	Governors & Head submitted detailed written proposals		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
Head teacher	Head teacher involved at all stages in governing body consultation process – see above			
	Detailed consultation throughout all stages described in	Weekly meetings with project officers, architects, ICT	Wide range of issues covered during duration	Head happy with process and outcome

	governing body section	consultants, FF&E consultants, plus regular telephone & email discussion	of project, all resolved	
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	
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 b) How, in your proposal have you responded to the issues and concerns from consultation?**

- ❖ There has been an intensive consultation process, over several years, with detailed records kept of all changes to design, all of which have been subject to scrutiny by Partnerships for Schools, the BSF board (with elected members represented), and the governing body
- ❖ At all design stages and major decision-making points, there has been formal consultation
- ❖ During the consultation process the environmental conditions were a key concern of the school. Throughout the design stage these have been discussed and resolved. Although these

were included within the original brief the project team has 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.
- ❖ Actions in response to concerns from governors, students & others on student user needs: The Dining Area has been extended giving the school better social and breakout space. The circulation has been improved, eliminating the current thoroughfare through existing dining area. Students will be looking to participate in the finishing to new areas. The LRC will be more spacious and workable than existing library.

***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 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



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?***

- ❖ Highgate Wood 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 schools 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 focused through arts methodologies; curricular target-setting & progress tracking of student performance; effective use of ICT, provision for students without access to home facilities; teaching bilingual learners; strategies to raise achievement of target groups; individual performance management plans, containing customised CPD/training plans for over 100 staff

[REDACTED]

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

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

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

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

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



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 <b>NO</b> adverse impacts on any of groups identified</p> <p>Improved SEN student achievement, through:</p> <ul style="list-style-type: none"> <li>- Smaller core subject classes enabled by additional room provision</li> <li>- Improved access to in school &amp; anytime, anywhere ICT</li> <li>- Reduced exclusion risk, via new facility, &amp; improved circulation &amp; social space</li> <li>- Improved DDA &amp; physical access for community &amp; other users, by measures described in document</li> </ul>	<ul style="list-style-type: none"> <li>- Improved achievement for under-achieving ethnic group, by means other than BSF (see detail in document)</li> <li>- Improved achievement by all minority ethnic groups (most achieving well), by virtue of MOST (92%) of students being from these groups, therefore benefiting from project</li> </ul>	<ul style="list-style-type: none"> <li>- Both male &amp; female students achieve well at this school. All will benefit, however, from this project</li> </ul>	<ul style="list-style-type: none"> <li>- No discrete underachievement is currently existing for Muslim students or site users</li> <li>- All students will benefit from this project</li> </ul>	<ul style="list-style-type: none"> <li>- Whilst sexual orientation is not logged by schools, students of all orientations will benefit from the project</li> </ul>



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, &amp; 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

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

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

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

**Assessed by (Author of the proposal):**

**Name:** Peter Smedmor

**Designation:** Project Manager

**Signature:** 

**Date:** 9<sup>th</sup> February 2009

**Quality checked by (Equality Team):**

**Name:** Arleen Brown

**Designation:** Equalities and Diversity Team

**Signature:** 

**Date:** 9<sup>th</sup> February 2009

**Sign off by Directorate Management Team:**

**Name:**

**Designation:**

**Signature:**

**Date:**