

Agenda item

[No.]

PROCUREMENT COMMITTEE

On 19 February 2009

**Report Title. Building Schools for the Future: Award of Contract for Park View Academy**

Report authorised by



**Director of the Children & Young People's Service**

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Wards(s) affected: **West 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 Park View Academy 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 Park View Academy and will be of direct and lasting benefit to pupils in a deprived part 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 Park View Academy Project exhibits a number of sustainability features, as follows:

- Measures to minimise water use
- Energy efficient lighting
- Lighting daylight sensing
- Lighting occupancy sensing
- Sub-metering
- School travel plan
- Reduced Volatile Organic Compound materials
- Photo voltaic panels
- Permeable paving
- Sustainable measures visible to students

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

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. The Park View Academy 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, and create defined areas for specialised student activities which can be supervised. This will be further reinforced by an extension of the security measures around the school.

##### **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 campus feel with a series of distinct faculties linked by a forum space linking the faculties and the campus as a whole. The creation of faculties will give them more autonomy and enable them to extend the school day. The location of the faculties relating to performing arts and the Learning Resources centre as well as the sports block will enable the School to offer upgraded faculties for community use out of school hours.

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

3.1.4.1. The Construction Partner (CP) 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. The key to the success of the BSF programme is to improve standards in schools. Within the Park View Academy design the disposition of classrooms has been reviewed and the nomination of classroom types has been amended. This has resulted in a distinct faculty zone co-located on one level and with immediate adjacencies of classrooms, department offices and dedicated storage. This co-location of teaching space and by improving the circulation the design has also set out to reduce the opportunity for bad behaviour through reduced congestion and decrease in movement time .

3.1.5.2. The BSF work to the School's specialist areas, performing arts, allow for an extensive remodel of the faculties to bring up to standard whilst introducing appropriate levels of ICT infrastructure for both the students use and the wider community

3.1.5.3. Key entrances and circulation are to be rationalised with a view to improve student safety. The new pedestrian access to the site from West Green Road will create a secure route for the students into the campus, whilst separating them from the vehicular access, and a more direct and legible route for visitors to the refurbished reception area.

3.1.5.4. The refurbished faculty will have improved facilities for pupils with SEN. A dedicated co-located inclusion suite has been included within Block A along with the SEBD unit. Internal access within the school has been addressed and there is removal of stepped level changes throughout all buildings at ground floor. Within the remodelled areas there has been inclusion of disabled WC's and changing room facilities.

3.1.5.5. The core of the building and primary entrance area will contain the forum/assembly hall/dining hall/LRC. It will be possible to isolate this core area allowing access to these facilities enabling out of hours study of community use.

3.1.5.6. The dining room and kitchen are to be remodelled and re-equipped. The remodelling will ensure an increase in natural light and view to the outside, whilst the new kitchen and dining room will assist the school to promote healthy eating.

3.1.5.7. Much of the school suffers from poor acoustics, overheating and poor ventilation and this proposal aims to improve or mitigate these problems where possible to create an excellent space for learning and teaching.

## **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. The school is adopting 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. Governors have signed an agreement to maintain the property in good order once the BSF work is completed. The FM aspect of the PFI contract will be reviewed 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 and school governors' review days, school council assemblies and information has been posted through the doors of local residents (also available on line for viewing). These initiatives will continue through the construction phase.

3.3.2.2. 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 10th of September 2008

3.3.2.4. 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.

3.3.2.5. 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. 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 70 week programme to 20<sup>th</sup> September 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 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 Construction Partners (CP's). These CP's would be used to source the twelve school projects in the BSF programme.

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

5.3 Five of the CP's on the framework were invited to submit proposals for the Park View Academy project, via a mini-competition. The mini-competition process for Park

View Academy was completed on 12th June 2008 and a preconstruction agreement was awarded to Balfour Beatty Construction Ltd.

**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 Construction 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 Construction 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 Construction Partner received the Council's Requirements on 3<sup>rd</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 Construction Partner (The exceptions were temporary classrooms, access and utilities, external works, kitchen installation and decant and storage – these are provisional sums within the AMP and are listed in 16.2). 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.

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 19<sup>th</sup> December 2008. The tender included the following information:

- Form of Tender
- Contractor AMP Tender Form
- Certificate of Non - Collusion
- 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 Construction 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 Park View Academy 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 Park View Academy Project (the Project), to the contractor named in paragraph 16.1.1 (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 12 June 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 of the Design and Build contract have now been reached with the Contractor. At the time of preparing legal comments (29/01/09), Corporate Legal Services is liaising with legal advisors, Eversheds, and Partnerships for Schools in respect of contractual amendments which the proposed Contractor has suggested. It is expected that these will be resolved before the date of the Procurement Committee.

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 Park View Academy 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 The school's student population has a high proportion of black and minority ethnic groups, including those which ( nationally and locally) achieve standards below the norm. The changes to teaching and learning accommodation will support the school in raising the quality of teaching and learning, thence educational standards, for these students. As many of the students concerned are over-represented in the more economically-disadvantaged sections of the community, the project's enhancement to ICT-enabled independent learning provision will also support the equalities agenda

11.2 Community cohesion will benefit from the project in several ways: improved educational outcomes will increase 16+ stay-on rates, and reduce the number of students who are NEET; improvements to social spaces provision will support the school in its goal of making Park View Academy a place where students feel safe, and enjoy their schooling; the project will also support increases in the quality and range of extended services, to benefit the whole community

### **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 with Park View Academy School which acknowledges that the Construction 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 DCSF issued a revised promissory letter on Monday 24th November 2008 confirming the BSF programme Final Business Case had successfully been signed off, and the total grant funding payable to the council. As defined in the DCSF Funding Protocol, the date of this Promissory letter defines the moment of financial close for funding purposes. This was confirmed by the discussion and minute of the 21st October BSF Programme Board.

### **14. Use of appendices /Tables and photographs**

14.1 Agreed Maximum Price Summary (16.1)

14.2 Provisional sum schedule (16.2)

14.3 Programme Milestones (16.3)

14.4 Construction awards to date (16.4)

### **15. Local Government (Access to Information) Act 1985**

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

15.2 The Council's Standing Orders

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

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

## HARINGEY COUNCIL

### EQUALITY IMPACT ASSESSMENT FORM



**Haringey**

**Service:** Building Schools for the Future (BSF) programme

**Directorate:** Children & Young People's Service

**Title of Proposal:** Park View Academy (PVA) BSF

**Lead Officer (author of the proposal):** Deborah Hart (Project Manager, BSF)

**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**

- ❖ Park View Academy (PVA) 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 PVA school
- ❖ *Following significant and sustained consultation the work will comprise*
  - creating faculty teaching zones, to support improvements in leadership & management of learning
  - improvements to classrooms, in terms of design for learning, and, where necessary, acoustics, ventilation and heating, all of which will contribute to more effective learning
  - increasing the number of classrooms for specific subjects, to allow small teaching groups, to enhance achievement
  - remodelling the school's specialist areas, with enhanced ICT infrastructure, to support improved service delivery to school students and community users
  - rationalising circulation space to reduce opportunities for anti-social behaviour, and improving site access and egress, for students, site users and other visitors
  - providing improved facilities for students with special educational needs, to improve educational outcomes, and reduce risk of exclusion
  - improvements in disability access and usage.
  - improved dining facilities, to promote healthy eating
  - improved facilities for extended services

**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
- ❖ 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; individual study facilities for students and other site users; social spaces for students and site users; site safety for all site users (e.g. separating pedestrian and foot traffic on site)
- ❖ Increased access to 14-19 diplomas both at the school at other locations will provide greater choice and diversity of provision for parents and students.
- ❖ The incorporation of the West Green Learning Centre into the school campus will enable more extensive access to extended services for families and the local community.
- ❖ Improved access to ICT will reduce the 'digital divide' for families with limited ICT access at home
- ❖ A managed learning environment will enable any parent to securely access information on their child, such as attendance 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;
- ❖ The BSF works at this school are intended to benefit the students & community site users
- ❖ Most PVA students come from economically disadvantaged groups (41.6% FSM entitlement, compared to national average of 14.2%), & are from minority ethnic groups (32.6%, compared to national average of 19.5%), reflecting the nature of the local community. Community site users, whether parents/carers, or other community members, show similar characteristics

[REDACTED]

You should gather all relevant quantitative and qualitative data that will help you assess whether at presently, 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?**

**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; community users are of varied ages, with high representation of adults with school-age children (as they are parents of PVA students), and relatively low representation of older people
- ❖ **Gender - students:** in common with many mixed secondary schools, boys (51.3%) outnumber girls (38.7%) there is no significant gender pattern amongst community users
- ❖ **Race:** the school roll reflects local ethnicity patterns, with high (92.6%) representation of (national) minority ethnic groups, the largest categories of which are currently Black or Black British- African (14.9%), Black or Black British- Caribbean (8.7%), Asian or Asian British – Bangladeshi (4.5%), White, Any Other White background (31.4%), Any Other Ethnic Group (14.9%). 67.5% of students have a first language other than English, well above national
- ❖ **Similar patterns** are discernable amongst community users, but there is no requirement for users to complete an ethnic monitoring return
- ❖ **Religion:** compared to national norms, there is a high proportion of Muslim students (over 20%), reflecting the local population; 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 an above-average proportion of students with SEN (20.2%)
- ❖ **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 which have raised concerns about access to service/service quality**
- ❖ As most students are from minority ethnic groups, most queries about educational quality are from minority ethnic groups. Concerns raised with the school tend to be from parent or carer, about their child's rate of progress, rather than generic queries about specific groups
  - ❖ 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 or better 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

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

- ❖ Students in the target groups, with few exceptions (identified below) make better educational progress than would be expected in terms of national norms. Standards are, however, depressed on entry, and 'catch-up' to national average standards is very challenging. 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 low prior attainment at Key Stage 2), but in terms of achievement (Key Stage 2-4 Contextual Value Added), both girls & boys achieve above expectations, with the exception of girls who arrived at the school with high attainment, whose achievement is in line with national
- ❖ **Race:** standards achieved by most groups are below national (as a function of low KS 2 prior attainment), but all groups bar those of Pakistani origin (1.2% of school population - progress slightly below expectations) have achievement in line with or above national
- ❖ **Religion:** the male segments of the above underachieving group have over-representation of Muslims
- ❖ **Disability:** students with SEN tend to have standards below national and school norms, but their achievement is above expectations. "Those students with learning difficulties and/or disabilities are assessed on arrival following work with primary schools. This uniquely personalised provision ensures that these students make good progress." (OFSTED 07).
- ❖ Some community users can find difficulties with: the limited number of accessible toilets; difficult physical access to the current school entrance, & access to upper floors; difficult routing of circulation space; limited range of environmentally-controlled rooms & sufficiency of rooms, all of which discourage regular 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); boys' attainment at KS2 in the control of this school; given low prior attainment, boys are more at risk of inappropriate behaviour, then exclusion, than the national norm
- ❖ Race: the low 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 Pakistani origin students, of whom there are only around 15 on the school roll of over 1000. The school, however, has strong student tracking procedures, & is aware of & addressing the individual circumstances of weak progress for each individual concerned. Risk of exclusion- as in Gender section
- ❖ Religion: underachievement related to over-representation in Pakistani student group – above
- ❖ 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
<ul style="list-style-type: none"> <li>❖ Proposal will reduce barriers, by accelerating the already good rates of achievement for virtually all target groups, &amp; improving community ease of access</li> </ul>		

**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 avoids 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, & provision for a Prayer Room
- ❖ Disability: The new works are fully compliant with DDA, statutory legislation and DCFS Building Bulletins. Fire doors and sprinklers have been added following discussions with the fire officer and a fire exit is now linked to existing corridors. Learner achievement, personal development & well being will benefit from: improvements to circulation space, and social space; larger, more purpose-fit, environmentally-controlled classrooms; more rooms to facilitate smaller group size in core subjects; a dedicated co located inclusion suite; upgrade of one lift; removal of stepped level changes throughout all buildings on the ground floor. Disabled WC's and changing rooms in remodelled spaces). Students with SEN will also have achievement, thence attainment, raised by measures described in the gender section, above.
- ❖ Community users (particularly the elderly or less mobile) will benefit from: disabled toilets; more environmentally-controlled rooms; upgrading of lift; better circulation space; improved school entrance on West Green Road
- ❖ 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
- ❖ Underachievement by a small number (but high proportion) of Pakistani-origin students is being addressed by the school on a case-by-case basis, working with students, teachers, parents/carers on individualised strategies to accelerate progress. Improvements in rates of progress since 2006 suggest the school has appropriate strategies in place
- ❖ Despite good achievement (& improvements in achievement through BSF measures), low prior attainment means the school will not be able to close the end of KS4 attainment gap, for boys in general, and many minority ethnic groups. All that is practical and reasonable to expect a school to do in these circumstances is 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 PVA & similar schools, in comparison to the borough-wide norm
- ❖ Had more money been available for the benefit of elderly or disabled users, an additional lift would have been installed, but this was not affordable. The school, however, now has sufficient rooms to meet demand for community use in accessible ground floor areas, or areas accessible through the one lift

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
PVA 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, including temperature control – all resolved	Governors agreed proposals
	Stage C design proposals Stage D design	As above As above	As above As above	Signed off proposals Signed off

	Proposals	Detailed information on all aspects of proposals provided	None	Proposals agreed
	Final detailed proposals for works – "Employers Requirements"		None	
	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			
	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 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	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'	Wide range of issues covered.	

		vision document via parent governor representation throughout process; drop-in sessions with architects	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	

**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: circulation routes now enable adult education to operate in a wider range of school buildings, with additional disabled toilet provision. Access will therefore be easier in respect of sports, arts and cultural activities, with improved pedestrian access from West Green Road
- ❖ Actions in response to concerns from governors, students & others on student user needs: environmental controls in classrooms improved as a result of consultation; further modifications made to entrance (above, including edging railing number from the pavement at the front of the school making it less defensive and more inviting);