

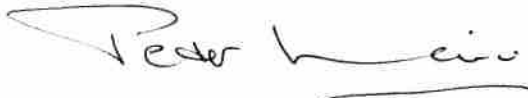
PROCUREMENT COMMITTEE

On 28 April 2009

Report Title.

Building Schools for the Future: Award of Contract for Alexandra Park 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: **Alexandra**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 Alexandra Park School following the completion of the Pre-Construction Stage.

2. Introduction by Cabinet Member

- 2.1 The works included in this contract will bring enormous improvements to Alexandra Park 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 particularly pleased to note that our construction partner is to set up apprenticeships in a range of positions which will be monitored as a Key Performance Indicator.
- 2.4 I am happy to support the recommendations.

3. State link(s) with Council Plan Priorities and actions and /or other Strategies:

3.1 Council Priorities

3.1.1 Making Haringey one of London's Greenest Boroughs

3.1.1.1. The Alexandra Park School Project exhibits a number of sustainability features, as follows:

- A naturally ventilated training and sixth form block
- Measures to minimise water usage
- Energy efficient lighting
- Daylight Lighting sensing
- Lighting occupancy sensing
- Utilities sub-metering
- School travel plan
- Recycled construction materials
- Certified Timber (Chain of Custody)
- Reduced Volatile Organic Compound materials
- Sustainable measures visible to students

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

3.1.2 Creating a Better Haringey: Cleaner, Greener and Safer

3.1.2.1. The Alexandra Park School Project will renew, improve and extend the fabric of the school significantly enhancing the learning environment of the students. This will improve their safety both on site and moving to, from and within the site. The project provides improved secure access 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.

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. The BSF programme will add to the learning environment for all young people to enable further progress to be made.

3.1.5.2. The BSF work to the school's entrance and relocation of the reception area

to the front of the site will bring about much needed improvements in security and to the way in which visitors are greeted, and ensure the schools can make more cost-effective use of staffing resources, allowing prioritisation of staff use to further drive up standards.

3.1.5.3. The new Learning Resource Centre will support improvements in standards, and post 16 stay-on rates by promoting more effective independent learning for students across all key stages; potential community access to this facility will also benefit community cohesion, and improvements in adult learning.

3.2 Council Strategies

3.2.1 Safer for All

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

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

3.3 Resources

3.3.1 Value for Money

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

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

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

3.3.1.4. A thorough analysis of pupil place planning has been carried out to ensure that the school accommodation is appropriate for both current needs and the foreseeable needs of the future. 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 meetings, 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 11th December 2008.

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

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

3.3.3 Risk Management

3.3.3.1. Risks are managed within the governance of the BSF programme. This includes Stream Lead meetings and reporting to the Programme Board. The projects are managed within Prince 2 methodology and Managing Successful Programmes. Procurements are managed to European Legislation and advice is taken from legal advisers to ensure compliance.

4. Recommendations

4.1 That the Procurement Committee award the design and build contract, with a value set out in Appendix 16.1, with a programme to complete by 10th May 2010.

4.2 The Procurement Committee authorise spending on this contract up to the sum detailed in 16.1.2, with reference to the build up of this sum in 16.1.1, subject to Alexandra Park School confirming agreement of the head teacher and governing body to a £181,300 contribution from its Devolved Formula Capital budget in 2009/10.

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 Five of the CP's on the framework were invited to submit proposals for Alexandra Park School project, via a mini-competition– the sixth CP (Wilmott Dixon) declined to tender citing resource reasons. The mini-competition process for Alexandra Park School was completed on 17th September 2008 and a preconstruction agreement was awarded to Balfour Beatty Construction on 4th November 2008 following Procurement Committee approval on the 16th October 2008.

5.4 The Pre Construction stage was undertaken as follows:

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

- Drawings (architectural, structural and civils, mechanical and electrical, landscape and acoustic)
- Specifications
- ICT proposals
- Waste management proposals
- Statutory requirements
- Programme
- 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 30th October 2008 and then worked with the Design Team Partner and stakeholders to develop their Contractor's Proposals in response.

5.5 Review

5.5.1 The majority of the works package items within the design were tendered by the Contractor Partner (CP) (The exceptions were loose furniture and utilities). The CP was instructed to send out individual work packages to a minimum of three suppliers. The suppliers returned their prices to Potter Raper Partnership's (cost

consultant) office, for opening and recording, and the CP submitted a recommendation report for the individual packages, which demonstrated value for money. As a result, Potter Raper Partnership (PRP) confirmed that over 88% of the works received three tenders from suppliers; with respect to the remainder, 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 on 13th February 2009 and opened on 17th February 2009. The tender included the following information:

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

5.7 Health and Safety Implications

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

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

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

6. Other options considered

6.1 Not Applicable

7. Summary

7.1 The Alexandra Park School 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 estimated cost of Client Design Fees/ surveys set out in the Appendix to the

report amounts to around 24% of the Contractors submitted AMP tender. Paragraph 13.1 comments that these are subject to confirmation and suggests that any increase would be accommodated within the project contingency. Members may wish to clarify why the fee levels are not known at this stage, the circumstances under which they might change and why in absolute terms they seem to be higher than on other projects within the programme.

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 Alexandra Park 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 by a decision of the Procurement Committee of 16th October 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 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 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 (confirmation that Alexandra Park School has agreed to make the contribution referred to in paragraph 13.2 and that fee costs can be confined within the Final Maximum Project Budget) , 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 Alexandra Park School 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, has been quality checked by the equality team and signed off by the Director of CYPS. The full assessment is appended to this report with a summary of the key impacts in 11.3 below.

11.3 The key impact of the project in redressing inequalities at the school is to improve provision for:

- young people at risk of exclusion, which are disproportionately from ethnic minority groups or have special educational needs
- young people diagnosed as having autistic spectrum disorder and who need specialist help
- other pupils with more diverse special educational needs
- young people for whom vocational pathways 14-19 provide better options and will lead to improved outcomes and progression after school
- young people above statutory leaving age (i.e. 16), and particularly from ethnic minority groups, to enable progression into higher education
- the local community through the core offer of extended services that the school will provide directly or will signpost
- ICT for all young people and families to enable anywhere/anytime access to learning resources

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 signed with Alexandra Park 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 current information from Potter Raper Partnership and confirmed by the Mace Project Manager – this table incorporates previous stages approved via delegated authority. It should be noted however that the level of professional fees is subject to confirmation through an ongoing process of refining actual costs against estimates derived in November 2008. The aim is to confirm fee costs in time for the Procurement Committee meeting on 28th April, although it is assumed that this can be confined within the Final Maximum Project Budget (Appendix 1).
- 13.2 Alexandra Park School has agreed to make a contribution of £181,300 from its 2009/10 Devolved Formula Capital allowance to fully fund the project. This sum is required to fully fund the BSF Project as presented in Appendix 1. This table shows that the Maximum Project Cost equals the cash limited budget (on the condition that Alexandra Park School contributes £181,300 of its 2009/10 Devolved Formula Capital budget to the Final Maximum Project Budget) for this project and therefore has the necessary budget provision available for this approval to be made.
- 13.3 The level of client provisional sums represents 4.08% of the AMP sum. Agreement of final costs within the identified provisional sums plays a critical part in ensuring that the project can be managed within agreed budget levels. The Procurement Committee should therefore note the risk associated with settling the AMP contract incorporating client provisional sums in excess of 4% of the AMP sum. These sums are related to access and utilities, external works, works to remove contaminate spoil, fixtures and fittings and security. These will be carefully managed to ensure the project can be delivered within the available budget.
- 13.4 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 – Alexandra Park School

Lead Officer: Simon Briddon (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

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

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

1.1 Project outline

- ❖ Alexandra Park School (APS) 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 APS
- ❖ Following significant and sustained consultation the work will comprise;
 - New build training and 6th Form
 - Upgraded ICT infrastructure
 - Business studies facilities works
 - Creation of ASD / SEN Facilities.

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 (24.8% FSM entitlement, compared to national average of 14.2%), & well over half (63.5%) 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

Step 2 - Consideration of available data, research and information

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

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 APS students), a high representation of younger students (weekend activity groups) & 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 (53.5%) outnumber girls (46.5%). There is no significant gender pattern amongst community users
- ❖ **Race:** the school roll reflects local ethnicity patterns, with high (63.5%) representation of (national) minority ethnic groups, the largest categories of which are currently White, Any Other White background (16.3%), Black/ Black British – Caribbean (9.6) & Black/ Black British- African (8.4%), 31.2% 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 above the national average proportion of students with SEN (32.5% vs 19.9%). The BSF project will expand the school's capacity to admit & support students with ASD.
- ❖ **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 good progress for its students (as evidenced by OfSTED inspection reports, & Raise online 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 equalities target groups, with some clearly identified exceptions (identified below) make educational progress better than national norms

- ❖ *Gender - students:* in line with national patterns, boys standards overall 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 achievement is above national norms
- ❖ *Race:* all ethnic group's achievement is in line with or above national, bar those of Bangladeshi origin (1.7%, ie 21 students across the whole school, with, accordingly a much lower number actually in the last GCSE cohort), Other Asian origin (2.9%, ie 36 students across whole school), & White & Asian mixed origin (2.1%, ie 26 students across whole school). These groups' achievement is very slightly (but not significantly in DCSF terms) below national.
- ❖ *Religion:* no significant patterns of underachievement
- ❖ *Disability:* students with SEN tend, as would be expected, to have standards below national and school norms, but SEN students' achievement is better than national

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 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 as 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.
- ❖ *Religion:* no particular issues
- ❖ *Disability:* see 2a, above

Step 3 - Assessment of Impact

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

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

	Reduce barriers	
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Comment

- ❖ Proposal will **reduce** barriers, by accelerating the already satisfactory or good rates of achievement for most target groups, the slightly depressed achievement for identified groups, & improving community ease of access, and making specific provision for students with ASD

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 an increase in applied and vocational provision at 14-19 level.). Specific provision has been made for students with short or medium behavioural difficulties to have a closer attention in a different environment within the school that gets them back on track and avoid exclusions.
- ❖ **Race:** achievement, thence attainment, for all minority ethnic groups will benefit from measures described in Gender section, above
- ❖ **Religion:** no particular issues
- ❖ **Disability:** The new works are fully compliant with DDA, statutory legislation and DCFS Building Bulletins. Learner achievement, personal development & well being will benefit from: social space; 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. The BSF project includes additional funding for furniture, fittings & equipment to support students with ASD, which will enable the school to widen access & participation for this particular group
- ❖ Community users (particularly the elderly or less mobile) will benefit from better access to zoned areas of the school including ICT facilities.
- ❖ 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:
 - ; 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 including Coaching for Success led 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
- ❖ Whilst there is no underachievement by SEN students, their standards achieved will benefit from 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 students with Asperger's Syndrome (ASD), augmented by BSF-related funding for furniture, fittings & equipment.

Step 4 - Consult on the proposal

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

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

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

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

Group /Body consulted	Focus of consultation	Frequency & timing of consultation	Concerns/Issues raised by consultees	Overall message from consultees
School governing body (including parents, community representatives & Head)	School's vision for improvements in provision funded by BSF	Governors submitted detailed written proposals, specifying what they wanted the project to deliver in terms of improved student & community outcomes, & gave a clear steer on design & ICT features they saw as priorities	Not applicable	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		Consultees content with project
	Initial design proposals (Stage B)	Briefing prior to Stage B signoff, then formal signoff of proposals		Governors agreed proposals
	Stage C design proposals	As above		Signed off proposals
	Stage D design proposals	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 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	Staff felt consulted on detail of design, & had no outstanding issues
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	As above
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 user groups, talking to school business manager, & fed into design process; drop-in sessions with architects.	As above & logistical concerns regarding the impact of the actual works on the local community – ongoing consultation to	

		Planning consultation process via standard procedures	address this	
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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 focussed on at the health and well being of the user groups to ensure appropriate ventilation, acoustics and lighting is provided.
- ❖ 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;
- ❖ Logistical concerns will be addressed by restricting delivery times in conjunction with detailed coordination of larger deliveries and on going consultation with residents during technical \ large load deliveries to minimise disruption.

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

Step 5 - Addressing Training

The issues you have identified during the assessment and consultation may be new to you or your staff, which means you will need to raise awareness of them among your staff, which may even training. You should identify those issues and plan how and when you will raise them with your staff.

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

- ❖ Alexandra Park is judged' by the national regulating body (OfSTED) as "...a Good school with Outstanding features..."
- ❖ 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 its specialist school 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

Step 6 – Monitoring Arrangements

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

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

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

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

- ❖ Annual:
 - school outcomes & provision reviewed by 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.

Step 7 - Summarise impacts identified

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

Age	Disability	Ethnicity	Gender	Religion or Belief	Sexual Orientation
This proposal will have NO adverse impacts on any of groups identified					
	<p>Improved SEN student achievement, through:</p> <ul style="list-style-type: none"> - Improved access to in school (new build elements) - Reduced exclusion risk, via new BESD facility - Additional facilities for students with ASD (FF&E details currently being determined through consultation with the authority's experts on ASD provision) 	<ul style="list-style-type: none"> - Improved achievement for under-achieving ethnic groups, by means other than BSF (see detail in document) - Improved achievement by all minority ethnic groups (most achieving well), by virtue of over half of students being from these groups, therefore benefiting from project 	<ul style="list-style-type: none"> - Both male & female students achieve well at this school. All will benefit, however, from this project 	<ul style="list-style-type: none"> - No discrete underachievement is currently existing for Muslim students or site users - All students will benefit from this project 	<ul style="list-style-type: none"> - Whilst sexual orientation is not logged by schools, students of all orientations will benefit from the project

Step 8 - Summarise the actions to be implemented

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

Issue	Action required	Lead person	Timescale	Resource implications
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".				
As Step 8, & the main body of this document demonstrates in detail, the project creates no adverse effects				
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

Step 9 - Publication and sign off

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

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

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: Simon Briddon

Designation: Project Manager


Signature: 

Date: 14th April 2009

Quality checked by (Equality Team):

Name: Bethan Williams

Designation: Equalities Project Officer

Signature: 

Date: 15 April 2009

Sign off by Directorate Management Team:

Name: P. Lewis

Designation: DCS

Signature: 

Date: 20th April 2009