


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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3.2 Council Strategies

3.2.1 Safer for All

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

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

3.3 Resources

3.3.1 Value for Money

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

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

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

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

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

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

3.3.2 Engagement of the Community

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

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

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

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

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

3.3.3 Risk Management

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

4. Recommendations

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

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

5. Reason for recommendation(s)

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

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

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

5.4 The Pre Construction stage was undertaken as follows:

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

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

5.4.2 Pre Construction Services /Contractor's Proposals

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

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

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

5.5 Review

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

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

5.6 Final Tender

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

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

5.7 Health and Safety Implications

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

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

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

6. Other options considered

6.1 Not Applicable

7. Summary

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

8. Chief Financial Officer Comments

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

9. Head of Legal Services Comments

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

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

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

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

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

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

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

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

10. Head of Procurement Comments

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

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

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

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

11. Equalities and Community Cohesion Comments

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

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

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

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

12. Consultation

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

13. Service Financial Comments

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

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

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

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

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

14. Use of appendices /Tables and photographs

14.1 Agreed Maximum Price Summary (16.1)

14.2 Provisional sum schedule (16.2)

14.3 Programme Milestones (16.3)

14.4 Construction awards to date (16.4)

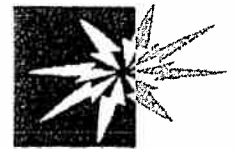
15. Local Government (Access to Information) Act 1985

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

15.2 The Council's Standing Orders

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

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



Haringey Council

HARINGEY COUNCIL

EQUALITY IMPACT ASSESSMENT FORM

Service: BSF

Directorate: Children & Young People's Service

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

Lead Officer (author of the proposal): Deborah Hart

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

Aims of the policy, service or function

1. 1 Project outline

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

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

1.2 What effects the proposal is intended to achieve

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

1.3 Who will benefit?

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

Consideration of available data, research and information

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

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

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

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

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

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

2.4 Factors (barriers) which might account for the above

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

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

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

Assessment of Impact

3.1 How will your proposal affect existing barriers?

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

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

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

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

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

Consult on the proposal

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

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

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

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

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

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

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

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

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

Addressing Training

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

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

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

Monitoring Arrangements

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

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

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

Summarise impacts identified

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

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

Summarise the actions to be implemented

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

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

Publication and sign off

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

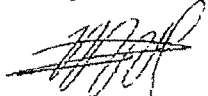
The results of the assessment intend to be published on the Haringey website, under the Building Schools for Future

Assessed by (Author of the proposal):

Name: Deborah Hart

Designation: Project Manager

Signature:



Date:

17/11/09

Quality checked by (Equality Team):

Name: BETHAN WILLIAMS

Designation: Equalities Project Officer

Signature: 

Date: 27.4.09.

Sign off by Directorate Management Team:

Name:

Designation:

Signature:

Date: