

PROCUREMENT COMMITTEE

On 15 September 2009

Report Title.

Building Schools for the Future: Award of Contract for Fortismere SchoolReport authorised by : **Director of the Children & Young People's Service**Signed : 

Contact Officer :

David Bray**020 8489 1824****david.bray@haringey.gov.uk**Wards(s) affected: **Fortis Green**Report for: **Key Decision****1. Purpose of the report**

1.1 To seek Procurement Committee approval to award the main works design and build contract for Fortismere 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 Fortismere school and will be of direct and lasting benefit to pupils. I am particularly pleased to see that the plans include a new music block as well as specific improvements for disabled children from Blanche Nevile.

2.2 I am satisfied that the appropriate processes have been followed and we will be getting good value for money from this contract as well as contributing to our Greenest Borough strategy via a range of sustainability features.

2.3 I am happy to support the recommendations.

3. State link(s) with Council Plan Priorities and actions and /or other Strategies:**3.1 Council Priorities**

3.1.1 The scheme contributes to a number of Council policies and strategies as outlined in previous procurement committee reports on BSF schools. Of particular significance are the following:

3.1.2 The Children and Young People's Plan

3.1.2.1. The project is consistent with the Children and Young People's Plan as part of the strategy for 14-19 year olds (*Bright Futures* and the *Strategy for Change*)

3.1.3 Making Haringey one of London's Greenest Boroughs

3.1.3.1. The Fortismere School Project exhibits a number of sustainability features, and achieves a BREEAM "Very Good" rating.

3.2 Resources

3.2.1 Value for Money

3.2.1.1. Overall Value for money and quality is achieved by the procurement methodology to prove the economy, efficiency and effectiveness of each project as it is tendered with successful contractors engaging in an open book work pack tender process. The approach to contractor framework agreements was outlined in the Procurement Committee report of April 2007.

3.2.2 Engagement of the Community

3.2.2.1. Extensive consultation has taken place involving a wide range of stakeholders at each stage of the design development, including a design quality workshop devised by the Commission for Architecture and the Built Environment.

3.2.3 Risk Management

3.2.3.1. 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 The Procurement Committee award the design and build contract, with a value set out in Appendix 1, section 16.1, with a programme to complete by 3rd September 2010.

4.2 The Procurement Committee authorise spending on this contract up to the sum detailed in section 16.1.2 with reference to the build up of this sum in section 16.1.1. It should be noted that the school are contributing to the project in terms of directly funding, managing and delivering the ICT infrastructure works in legacy areas. This approach replaces the requirement for the school to make a funding contribution to the project, and any deficiency in this work will require completion / rectification at the school's expense.

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 of the CP's on the framework were invited to submit proposals for Fortismere School project, via a mini-competition. The mini-competition process for Fortismere School was completed on 17th September 2008 and a preconstruction agreement was entered into with Balfour Beatty Construction on 22nd June 2009 following Procurement Committee approval on the 16th October 2008.

5.4 The Pre Construction stage was undertaken using the same methodology as all other project reports presented to Procurement Committee.

5.5 The Contractor Partner received the Council's Requirements on 18th May 2009 and then worked with the Design Team Partner and stakeholders to develop their Contractor's Proposals in response.

5.6 Review

5.6.1 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, PRP have confirmed these demonstrated value for money. There are two provisional sum items which remain in the contractors AMP and these are scheduled out in 16.2.

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

5.7 Final Tender

5.7.1 The AMP was submitted on the 24th July 2009 and opened on the 27th July 2009. The tender included the following information:

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

5.8 Health and Safety Implications

5.8.1 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

5.8.2 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 Fortismere 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.

7.2 The works comprise:

- A new Music block (925 m2)
- New ICT infrastructure
- A number of new ICT rooms
- Improved acoustics in a number of Fortismere's teaching rooms for pupils from Blanche Nevile school
- Demolition of the existing defunct music faculty and provision of new landscaping.

7.3 With the exception of the new music block, it should be noted that Fortismere School are funding and managing ICT upgrade works in all remaining areas throughout the school. Unlike other secondary schools in Haringey, Fortismere School have retained ownership of their legacy ICT equipment and have in the past successfully upgraded their ICT infrastructure. With the exception of ICT, the works required under the Fortismere BSF project to existing areas are very limited. Interfaces between the different aspects of the project can be clearly identified and accountability is specified in the Development Agreement which the school have agreed and signed. Therefore, it was recognised that the school would be able to procure the ICT works in existing (legacy) areas more efficiently than BSF and implement with less disruption to the operation of the school compared to the Construction Partner.

8. Chief Financial Officer Comments

8.1 The approach proposed in this report whereby Fortismere School both funds and manages the ICT infrastructure works in legacy areas, carries certain risks; these have been identified and are subject to a Development Agreement which seeks to identify the responsibility and accountability for each element of the works.

8.2 The school is proposing to fund this element of the works from its own resources;

as at March 2009 the school had an accumulated revenue balance of £524,000 and a capital balance of £175,000. It is apparent from the end of year financial information presented to the Local Authority that the Governing Body has recognised and formally earmarked capital and revenue resources to cover its anticipated liability in respect of this project.

9. Head of Legal Services Comments

- 9.1 This report seeks approval for the award of the contract for the Design and Build phase of the Fortismere School Project (the Project), to the contractor named in Appendix 1 at 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 in 16.1.3.
- 9.2 The Contractor was recommended to the Procurement Committee for the award of the Pre-construction Services contract for the Project and the opportunity to agree 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 the Procurement Committee on the 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 the Design and Build stage contract to the same contractor that was awarded the contract for the Pre-construction stage 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 has now been reached with the Contractor. This report is seeking approval of the award of this contract to the Contractor.
- 9.7 As the value of the Agreed Maximum Price for the contract exceeds £250,000, under CSO 11.3, the Procurement Committee is the appropriate body to approve the award.
- 9.8 The Head of Legal Services confirms that there are no legal reasons preventing Members from approving the recommendations 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 Fortismere 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
- other pupils with more diverse special educational needs, especially hearing impaired pupils attending Blanche Nevile school
- 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 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.

12.3 A Governing Body Agreement has been signed with Fortismere 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

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

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

into with that contractor in substantially the same form as the draft in the framework

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

13. Service Financial Comments

13.1 Appendix 1 presents the AMP Stage Cost Schedule. This table confirms all project cost elements associated with the project's design and build phases based on information from Potter Raper Partnership and confirmed by the Mace Project Manager – this table incorporates previous stages approved via delegated authority. This table shows that the Maximum Project Cost equals the cash limited budget for this project and therefore has the necessary budget provision available for this approval to be made.

13.2 The level of client provisional sums for this project should be noted (See Provisional Sum Schedule 16.2), representing 1.27% of the AMP sum. Agreement of final costs within the identified provisional sums plays a critical part in ensuring that the project can be managed within agreed budget levels. The Procurement Committee should therefore note the relatively low risk in this case. The BSF cost consultant has confirmed that the provisional sums allocated for this project are reasonable for the works anticipated.

13.3 The Procurement Committee should note that affordability of this project has been achieved by removing ICT infrastructure works from the scope of the project and allowing the school to manage, deliver and fund these works directly. Confirmation that the full project scope (including ICT works) can be achieved within Final Maximum Project Budget is subject to confirmation by the school (in the Development Agreement) that the scope and quality of these works will be appropriate to support the OBC Addendum agreement / Generic and Project FBC documents. If for any reason the scope and/or quality of ICT infrastructure works is not acceptable to any stakeholder, the cost of rectifying this will rest with the school.

13.4 DCSF issued a revised promissory letter on Monday 24th November 2008 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

Equalities Impact Assessment Fortismere School

Service: BSF

Directorate: Children & Young People's Service

Title of proposal: Building Schools for the Future (BSF)-Fortismere (& Blanche Neville) Schools

Lead Officer (author of the proposal): Simon Briddon

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

1.1 Project outline

- ❖ Fortismere 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. Blanche Neville (Special School - Hearing Impairment) will also gain advantages from this project, as it has access to some Fortismere School facilities
- ❖ Following significant and sustained consultation the work will comprise
 - A new Music block (c925 m2)
 - New ICT infrastructure (including for Blanche Neville)
 - A number of new ICT rooms
 - Improved acoustics in a number of Fortismere's teaching rooms for pupils from Blanche Neville school (English, plus Music, & ICTsuites (above)
 - Demolition of the existing defunct music faculty and provision of new landscaping to improve external social space.

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

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. References to 'the school' in this document refer to both Fortismere and Blanche Neville unless otherwise indicated. It should however be noted that Blanche Neville is a separately-governed institution, with its own building, and arrangements for their students to have access to Fortismere buildings and facilities are not permanent arrangements, but are merely signs of inter-school cooperation
- ❖ The school's students are slightly less economically disadvantaged overall than the national norm (8.5% FSM entitlement, compared to national average of 14.2%), with over half (51.3%) from minority ethnic groups, compared to national average of 19.5%, reflecting the

nature of the local community. Blanche Neville students have additional learning needs, related to hearing impairment. Community site users, whether parents/carers, or other community groups, reflect a similar profile

Step 2 - Consideration of available data, research and information

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 Fortismere or Blanche Neville 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 (53.4%) outnumber girls
- ❖ *Race*: the school roll reflects local ethnicity patterns, with a high (51.3%) representation of (national) minority ethnic groups, the largest categories of which are currently White- Any Other White (20.4%), Mixed – Any Other Mixed Background (5.4%), and Mixed- White & Black Caribbean (5.3%). 13% of students have a first language other than English, slightly above national average (10.6%)
- ❖ Similar patterns are discernable amongst community users, but there is no requirement for users to complete an ethnic monitoring return
- ❖ *Religion or Belief*: a range of faiths are represented, including a range of Christian and Muslim beliefs.
- ❖ *Disability*: Fortismere school has above the national average of students with SEN statements (4.3% vs 2.1%). Most or all Blanche Neville students have or will have statements, as a function of their hearing impairment needs
- ❖ *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 in line with similar schools, reflecting the school's recognised success in achieving satisfactory and often good progress for its students (as evidenced by Raiseonline; see <http://www.cocentra.com/>)
- ❖ No concerns have been raised by community user groups about equalities access issues,

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

- ❖ Students in the equalities target groups, with some clearly identified exceptions make educational progress broadly in line with national norms. 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 above expectations, but with girls arriving below national expectations achieving slightly (but not significantly) below expectations. Boys

achieve better than expectations, but with boys arriving below national expectations achieving slightly (but not significantly) below expectations

- ❖ *Ethnicity*: no ethnic group's achievement is significantly below expectations. Those which were slightly below expectations by the end of KS4 in 2008 were those of White & Black African, Any other Mixed, Indian, Pakistani, Any other Asian, and Caribbean backgrounds
- ❖ *Religion or Belief*: no significant patterns of underachievement
- ❖ *Disability*: no group in this category significantly underachieved in 2008; those at School Action slightly underachieved. Students with full statements of SEN typically have standards below national norms, but achievement is satisfactory or better. Blanche Neville school is currently using some areas of Fortismere school buildings, but not all are equipped for the level of hearing impairment that characterises the special needs of Blanche Neville students
- ❖ Some community users can find difficulties with difficult physical approach to the current access to 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.

2b 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
- ❖ *Ethnicity*: as shown above, no ethnic group is significantly underachieving at Fortismere, In respect of the slightly underachieving groups, the actual numbers of such students are very low, so it is not meaningful to generalise about reasons, which have multiple causation. The school, however, has good student tracking procedures, & is aware of & addressing the individual circumstances of weak progress for each individual concerned.
- ❖ *Religion or Belief*: no particular issues
- ❖ *Disability*: Blanche Neville is a specialist school for hearing impairment. See also 2a, above

Step 3 - Assessment of Impact

3a. How will your proposal affect existing barriers?

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

3b 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 music and performances) 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.
- ❖ *Ethnicity*: achievement, thence attainment, for all minority ethnic groups will benefit from measures described in Gender section, above

- ❖ *Disability.* In relation to Fortismere school, 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. 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 Blanche Neville students will benefit in particular from improved access to Fortismere's English, Music and ICT provision that is both fully DDA-compliant, and fully equipped to support the learning needs of hearing-impaired learners. Furthermore, improvements to the Blanche Neville ICT infrastructure will support their independent learning, and bring efficiencies to school leadership and management, which will benefit their overall learning and well-being
- ❖ Community users (particularly the elderly or less mobile) will benefit from: disabled toilets; more environmentally-controlled rooms
- ❖ The design allows for flexibility of spaces and rooms, should the school's needs change with time

3c 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
- ❖ The marginal underachievement of 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/Statement) students will be addressed by the same measures identified in the previous paragraph.
- ❖ The BSF project is not intended to make all areas of Fortismere school suitable for intensive use by students with major hearing impairments; Blanche Neville buildings are properly equipped for this purpose. Nevertheless, these students will benefit from better specialist music and ICT provision, which, alongside the training (above), will support effective teaching

Step 4 - Consult on the proposal

4a. 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
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 and students	Reviewing priorities, & match of priorities to emerging design	Views fed into design process	The design for the project being reviewed appears to be largely meeting expectations in respect of its Functionality, bringing vastly improved facilities for the Music Department together with other Arts
	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	Governors agreed proposals
	Seeking confirmation that governing body was satisfied with the consultation process,	Prior to Final Business Case	None	Formal confirmation agreed from governing body,

	and that the design is in line with the governors views expressed in their vision document (see above)			that they are satisfied with process and outcome
Headteacher(s)	Headteacher involved at all stages in governing body consultation process – see above			
	Detailed consultation throughout all stages described in governing body section	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. Head has approved Employers Requirements
	Specific consultation with the headteacher of Blanch Neville with regard to provision of hearing impaired facilities on the main Fortismere school site.	Meeting at design stage prior to issue of Council Requirements.	Facilities for hearing impaired students needs to be provided within other faculties other than only new build.	Design work should be completed to enhance English and ICT classrooms to make suitable for Blanche Neville pupils.
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	
	Car parking provision where new landscaping is provided	Meeting at design stage C/D prior to issue of Council Requirements.	Adequate provision of visitor and disabled car parking spaces close to main entrance.	Further consultation is required with regard to agreeing the final landscaping solution however, disabled car parking spaces will be provided.
Students	Consultation on range of aspects of project	Input into governors' vision document; in-house discussion throughout process; DQI workshops; drop-in surgeries with architects	Wide range of issues covered, & student views fed into design process	
Parents	As above	Involvement through: input into governors'	Wide range of issues	

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

4b. 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 with the extensive use of ICT was 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 spent 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 new music block is accessible externally to enable community users to use out of hours. The new music block has access for disabled users and includes Disabled facilities close by in the adjacent building, accessed via a new covered walkway. 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.

- ❖ An improved environment more suitable for hearing impaired students will be provided in English and ICT classrooms on the main site.
- ❖ A landscaped solution will be agreed with the school and planning which will include provision for disabled parking

4c. 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

Step 5 - Addressing Training

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?

- ❖ Fortismere is a school now judged 'Good' by the national regulating body (OfSTED). Blanche Neville is also an effective school.
- ❖ Part of the requirements for a Good school are that it has good self-review systems, and 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. Equalities dimensions, as required by the national OfSTED framework, are embedded in all training programmes, to ensure the performance of all groups of learners are promoted.

Step 6 - Monitoring Arrangements

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.

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					
Improved community access will offer opportunity for wider range of community users	<p>Improved SEN student achievement, through:</p> <ul style="list-style-type: none"> - Improved access to in school & anytime, anywhere ICT <p>Improved teaching & learning facilities, including hearing impairment provision in Fortismere school for Blanche Neville students</p>	<ul style="list-style-type: none"> - Improved achievement for under-achieving ethnic groups, through improved ICT, teaching & learning facilities, reduced exclusion risk (see previous column) & means other than BSF (see detail in document) - Improved achievement by all minority ethnic groups (most achieving well), by virtue of most students being from these groups, therefore benefiting from project 	Boys (see references to underachievement in body of document) will benefit from improvements in teaching & learning facilities, BESD provision, ICT, & private study facilities	- All students will benefit from this project	- Whilst sexual orientation is not logged by schools, students of all orientations will benefit from the project

Step 8 - Summarise the actions to be implemented

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

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

	Blanche Neville students to: ICT; Music; English provision			
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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: 19th August 2009

Quality checked by (Equality Team):

Name: Arleen Brown

Designation: Senior Equality Officer

Signature:  (Christine Joseph (Equalities and diversity officer)).

Date: 25th August 2009

Sign off by Directorate Management Team:

Name: IAN BUCKLE

Designation: Deputy Director (RSD)

Signature: 

Date: 27.8.09.