

Strategy for Change

Part 1: Key Challenges and Objectives



Part 1 – Summary table of BSF transformation

School name	BSF Investment £m	Key impact of BSF	Special Collaborative arrangements	Specialism Current (Proposed)	Ofsted Category - most recent report (LA category ²)	Current size (NOR) 11-18	Proposed size (NOR) 11-18 by 2016	5+A* - C 2006 (5+A* - C 2006 with En & Ma)	Steps to 2016 targets ³ - to be developed further in SFC2 Post BSF 5+A* - C (5+A* - C with En & Ma) Targets/ estimates for future years	Steps to 2016 targets Current overall VA KS 2-3; KS2-4 KS3-4 (Projected VA KS2-4)	Current community Served & key features (note: All Wave schools in West Haringey)	Future regeneration, building etc
Alexandra Park C, Co, M (No planned change to GB)	Constr. £2,397,033 ICT £1,860,904 Total £4,257,937	Enhanced inclusion, inc BESD and specialist provision for ASD (esp Asperger's). ICT rich enabling greater personalisation and effectiveness. Expanded post 16 provision. New enhancements for learning in performing and creative arts will support its proposed specialism.	Partnerships: EiC; 14-19; NLC; SSAT member PESSCL (sports) A recently opened sixth form provision is planned to increase in the coming years.	1: Science 2: Mathematics (Performing & Media Arts; Training school)	Very good (1)	971 16 - 229 16+	1404 1080 11-16 324 16+	2006 55 (46)	2008 62% (51) 2009 64% (53) 2010 66% (55)	Median (upper quartile) Within 2nd Decile (1 st Decile) Within 4th Decile (upper quartile)	Wide socio-economic profile, ethnically diverse, twice nat av. pupils with statements. Intake is moving towards a less deprived intake; 25% EAL; 30% FSM;	BSF will enable full core extended school provision plus: lead school on science (inc G&T), maths, sports, performing & media arts. Community provision in sports, adult learning, ICT. International links, esp South Africa.
Fortismere/ Blanche Nevile C, Co, M Currently consulting on Trust status	Constr. £4,361,132 ICT £2,245,221 Total £6,606,353	- Improvements in sixth form provision (inc vocational), music and performing arts, dining, acoustic qualities of teaching areas to assist pupils with hearing impairment, more ICT to enable greater personalisation,	Partnerships: Inclusive provision with Blanche Nevile special school; EiC, NLC, 14-19, NLC; Young engineers; PESSCL	1: Technology 2: Languages 3: Languages (training school being considered)	Good (1)	1652 1208 16 - 444 16+	1715 1215 16- 500 16+	2006 77 (69)	2007 79% (68) 2008 80% (70) 2009 82% (70) 2010 84% (76) 2011 87% (80)	F & BN - Within 3rd Decile (1 st Decile) F - Upper Quartile (1 st Decile) BN - Within 1st Decile (maintain) F - Upper Quartile (1 st Decile) BN - Not Available (upper quartile)	Wide range of cultural, racial, religious and socio-economic backgrounds although the majority come from advantaged backgrounds. 8% EAL; 9% FSM;	BSF will enable full core extended school provision plus: lead school on technology, music and languages. Community provision under review.
Hornsey C, Co, G (No planned change to standard GB)	Constr. £4,664,759 ICT £1,908,101 Total £6,572,860	- Pupil Support Centre to enhance curriculum and extended Services. - increased inclusion through BESD provision; - expand sixth form inc vocational provision; multi-functional library and teaching space, multi-purpose performance space; sheltered outdoor spaces; staff development and staff conference facilities;	Partnerships: Post 16 consortium; EiC; 14-19; NLC; leading edge partnership with Woodside and St Thomas More; PESSCL	1: Performing Arts 2: Languages 3: Leading Edge	Good with very good features (1)	1477 1200 16- 277 16+	1515 1215 16- 300 16+	2006 64 (49)	2008 71% (58) 2009 74% (62) 2010 76% (64)	Median (upper quartile) Within 3rd Decile (1 st Decile) Within 4 th Decile (1st Decile)	Ethnically and socially diverse population, with many pupils coming from homes with no tradition of extended secondary education. SEN well above average. > 60% EAL; 37% FSM; 85% Ethnic minorities; >12% recent refugees.	BSF will enable full core extended school provision. Facilities to enable ECM agenda and complement Performing Arts and Humanities specialisms.
Highgate Wood C, Co, M (No planned change to standard GB)	Constr. £3,627,514 ICT £1,908,101 Total £5,535,615	Improved inclusion and cohesive student support provision, inc BESD and VI; Enhanced media/learning resources/ performance arts/ creative arts/ ICT areas to enable greater personalisation; enhanced post 16 provision, including study centres. school wants to grow its post 16 provision inc vocational	Post 16 consortium; EiC; 14-19; NLC; PESSCL, local sports clubs and recreation partnership	1: Arts 2: (Humanities: Citizenship and English)	Good (2) <i>(recently appointed new senior team)</i>	1413 1201 16- 212 16+	1429 1208 16- 220 16+	2006 48 (42)	2008 56 (46) 2009 69 (55) 2010 72 (58)	6th Decile (upper quartile) Median (upper quartile) 6th Decile (upper quartile)	The school is located in Crouch End, a prosperous ward, but many of its wide ethnic groups of pupils come from the more deprived areas in Haringey. > 33% EAL; > 23% FSM; > 20% SEN	Extensive use on a wide range of fronts: both pupils and local groups to use out of hours facilities in the arts, drama, ICT, sports, ESOL classes. Expand links with local PCT partnerships; links with PCT, police, youth service and other professionals as part of the ECM agenda.
Pupil Support Centre (Change from basic PRU to Young People's Support Centre)	Con £3-5m ICT £107,878	Re- designed to enable extended provision for specialist severe and specialist BESD. High emphasis on ECM outcomes	14-19; NLC; PESSCL, strong link to PCT, YOS,	BESD	Sat. with good features (3)	100	60	15% 1 GCSE A*-C ; 70% 1 GCSE A*-G	By 2010 50% achieving at least three level 2 qualifications and the remainder at least one level 2 qualification.	Insufficient data for current VA By 2010 VA above median.	Mainly boys with high proportion of pupils of black and ethnic minority origin. 91 % SEN 21 %EAL 27 %FSM	Expand services to enable focus on most complex and severe needs esp. mental health, crime, violence and drugs.
New School	Con £27,470,232 ICT £1,456,359	Opportunity for parents to express diversity and choice of provision through competition process. Will meet the demand for more secondary school places	n/a	n/a	n/a	1080 proposed					The school is located in Wood Green. Pupil cohort not yet determined	Envisioned that the new school will significantly contribute to local regeneration scheme.

1 C = Community ; Co=comprehensive; M= Mixed; G= Girls

2 LA categories 1= outstanding 2= good no intervention 3= satisfactory, with some key areas for support 4) a) b) c) = intervention categories

3 These are projections based on current data and not formally agreed targets

INTRODUCTION

Haringey is in Waves 2 and 4 of BSF.

This Strategy for Change (SfC) for Wave 4 is an updated version of the Strategic Business Case (SBC) produced for Wave 2 (LAs are required to update their SBC/SfC annually throughout the BSF programme) and sets out the developments and improvements the Council expects to achieve through Wave 4. In particular this SfC highlights the Council's response to the new requirements and expectations set out in:

- the Education and Inspections Act 2006, particularly in relation to improving choice, diversity and access; and ensuring parental engagement in developing plans for school provision in the borough
- the remit for Haringey's BSF, as agreed with the DfES in February 2007

This remit is as follows:

Diversity of provision of schools – Haringey's proposals should increase choice and diversity and support delivery of improved standards. To this end, the Authority should, for example, be actively seeking to develop Trusts within the schools in this wave and indeed taking this opportunity to consider the development of Trusts throughout the borough.

Programme Management – a continuing focus on Local Authority ownership of educational transformation through the BSF programme, with continuity between both Waves of the Haringey BSF programme.

ICT – ensuring that ICT provision is central to educational transformation rather than a technical addition, will be essential.

Stakeholder Engagement – how Haringey intends to increase the level of stakeholder engagement.

The following sections set out how, through the BSF programme, Haringey aims to transform education and learning communities within the borough, including addressing the remit agreed with the DfES.

THE HARINGEY CONTEXT

1. Overall Haringey is the 10th (out of 354) most deprived district in England and ranks in the top 5 most deprived districts in London. The percentage of children and young people eligible for free school meals is over twice the national average, with the highest levels of deprivation in the east of the borough. Haringey has the third largest number of asylum-seeking families in London.
2. Our success in transforming the life chances of young people has been recognised in our achievements to date. Recent CPA and JAR assessments judged Haringey to be a three star Authority. We are a Beacon Council for our work with the community.
3. Haringey Council has substantial experience of managing major change, including a PFI programme to improve provision of the 11 secondary schools. The BSF Wave 2 programme is well underway with robust governance and programme management structures in place. These conform to nationally recognised standards, which have been quality checked by 4Ps through two Gateway reviews and audited by Deloitte Touche.
4. *Bright Futures*, our strategy for young people 11-19, is set within the Council's overall community plan and within *Changing Lives*, the Council's Children and Young People's plan. *"Our vision is for successful schools, enjoying the confidence of local communities, maximising the life chances of local children and young people, contributing to the well-being and cohesion of the local area and gaining from the potential connections across the capital. We intend to raise standards further and ensure the inclusion of all our children and young people. We believe they deserve nothing less"*.

Where the authority is now in terms of educational outcomes, diversity of provision, fair access and choice

5. Haringey's record on raising achievement speaks for itself:
 - progress at Key Stage 4 since 2001 at twice the national rate sustained over a six year period
 - schools serving the most disadvantaged communities rapidly closing the gap; demonstrating that the link between achievement and disadvantage can be broken
 - over 500 more 16 year olds achieving 5+ A*-C grades than was the case in 2001
 - rapid progress in implementing the Every Child Matters agenda
 - young people with higher expectations than ever before to improve their life chances.
6. In three of our 11 secondary schools, though, we are still not reaching base targets in some core subjects by age 14. So, as part of the Local Area Agreement (LAA), we expect all schools to reach their floor targets in core subjects at Key Stage 3 by 2008. We are making effective use of the National Strategies, using expert teachers from high performing schools to support schools that are below the floor targets. We have forged links with two High performing schools out of the borough to support two lower performing schools locally. A close partnership with London Challenge has made a significant contribution to raising standards, particularly at Key Stage 4.
7. Since 2001 Haringey has improved in the 5+A*-C GCSE indicator by 22.3%, compared to the national increase of 9%. Our plan is to exceed the national average for 5+ GCSE A* - C by 2012 and then to achieve the national average with English and mathematics. This challenge continues into post 16 education, where achieving level 2 English and mathematics is an important target to support young people into further study or employment.

8. Whilst it is important that we strive for more young people to achieve level 2 qualifications, there remains a significant number that are only achieving at level 1 by age 16. Providing suitable pathways to increase level 2 qualifications post 16 is a stretch target in the LAA. Additionally about 5% students each year complete compulsory education with no qualifications. This is an important focus for our intervention into schools and for individual students.
9. Advanced level qualifications show an improving trend over the past four years and an increasing number of young people entering higher education. A key challenge is to increase the number of young people post 16 who are studying and achieving relevant qualifications from pre-entry level to level 3 that prepare them for progression routes thereafter.
10. Whilst we are in the vanguard of new approaches for improving outcomes for young people of African Caribbean, Somali, Turkish and Kurdish heritage, we still have much to do to raise overall outcomes for young people in these groups so that they can fully benefit from the opportunities available to others. Many young people, in all parts of the Borough, face particular challenges in achieving levels of literacy and numeracy that give them access to other learning, therefore, functional skills development remains a high priority.
11. Haringey has a low level of pupils that are excluded from schools, but we want to reduce it further. Through the BSF programme we aim to ensure improved outcomes for these pupils by establishing specialist facilities and services in all schools for pupils at risk of exclusion.
12. A factor of particular concern is the number of young people, especially in the disadvantaged areas, who do not continue into education, employment or training (NEET) between the ages 16 to 19. A key factor in our strategy is to increase participation within this age range by opening a new sixth form centre in the east of the borough in September 2007, broadening curriculum pathways and developing more work-based learning.
13. Haringey is effective in tackling under-performance, as evident in its:
 - track record of successful intervention at school level and to support vulnerable groups, recognised in JAR (2006)
 - wave 1 SIP programme established in all secondary schools to provide challenge and support
 - excellent use of data, including ECM outcomes, to track performance and focus resources
 - good judgements on school self evaluation evident in Ofsted school inspections (2004-2007)
 - capacity building through BSF by providing consultancy support from experienced headteachers to ensure design is well focused on transformation objectives
 - capacity building with schools to enable senior staff to engage in the transformation agenda
14. We are clear about our role in commissioners of services, are committed to increasing self governance and responsibility of schools to deliver effective services. We have recently undertaken a competition for a new school, promoting opportunities for parents and the community to choose an Academy or a Trust school. The Schools Adjudicator decided that, following extensive consultation with parents and other stakeholders and a consideration of the diversity of provision in the area that the community school proposal put forward by the local authority provided the best option. The Local Authority is currently consulting with other schools on options to federate with the new school.
15. We will continue to promote effective partnerships to raise standards, such as those established with the Leading Edge school, with high performing schools supporting others and in the 14-19 collaborations which have contributed to improved outcomes at GCSE. We have already begun to actively promote federations between schools and will continue this move to self governance by promoting further options for wider partnerships, including opportunities for

schools to establish Trusts with a range of partners.

16. We have a reputation for the work we have done with vulnerable young people to raise their achievement through more personalised approaches to learning. Our data shows that we are making good headway with minority ethnic achievement, looked after children and those with special needs. Innovative approaches to 14-19 have reduced disaffection and improved engagement so that more pupils attend school and achieve better outcomes. Equally our EIC project has established very good provision for gifted and talented young people, some of who have gone to achieve very highly. We have as the core of our mission to make a difference for vulnerable young people and provide continued services to support them.
17. Schools have risen well to the challenge. All schools have developed a clear Individual School Vision (ISV), based on local and national policy drivers. Each school ISV has been effectively translated into key objectives for transformation and into design requirements. An options appraisal and a feasibility study is already completed for every school site and cash limited budgets have been agreed with schools
18. The details of the schools in wave 4 are provided in the chart at the front of this document. Within the borough as a whole we have a wide range of provision: 8 community schools (three in a federation), one City Academy, one Foundation school, 2 voluntary aided schools (one a 2-form entry Seventh Day Adventist school), a large sixth form centre, three special schools and a Pupil Referral Unit. At least three quarters of parents get their first preference school.
19. Six Haringey secondary schools (including the City Academy) are 11-18. Six secondary, three special schools and the PRU are 11-16. All but one secondary school have specialist status, with some having second specialisms. The sixth form centre which opens in September 2007 will provide 1200 places for 16-19 year olds. Collaboration is well established in a number of areas, notably the inclusion of special schools into mainstream campuses, the federation of three east borough schools (which will be extended to two others in the near future), the post sixteen consortium of two west borough schools, highly regarded Initial Teacher Training programmes and more recently extensive engagement to establish a managed service provision for ICT across all schools.
20. The strong partnership, led by a 14-19 task group and representing the LA, schools, the Learning and Skills Council and the College for North East London, has begun a substantial reorganisation of 14-19 provision. A significant investment has been made in developing future 14-19 pathways, including opening the new sixth form centre. Haringey is in wave 1 of the pilot of the new specialist diplomas.
21. Haringey is in a strong position to deliver integrated services. A Children and Young People's service was established in March 2005 and given a three star rating in the JAR of 2006.
22. The Children and Young People's Strategic Partnership (CYPSP) is well established. *Changing Lives*: the Children and Young People's Plan sets out twenty key priorities for the next three years, many of which will be contributed to by the BSF programme. The selection of priorities has been informed by an extensive needs assessment, including data from the Metropolitan Police, Haringey Teaching Primary Care Trust and by the Children and Young People's Service.

Adding value through BSF

- 23.21. Our first priority in wave 2 of BSF has been to address the challenges faced by schools in our most deprived communities through a £89.2m programme. We are making rapid progress towards our ambitious goals for transformation in this part of our programme.
24. Wave 2 will also provide schools in less disadvantaged areas with wider opportunities for all pupils, but especially for those with special educational needs. Additionally we will rebuild the pupil support centre for those pupils who have very high levels of need as a result of behavioural and social difficulties.

25. Through this investment we aim to establish more inclusive schools in which every child matters and in which each can achieve their full potential.

26. Our next step is the £66.7m wave 4 programme, targeted on the remaining schools, including a new school. This wave also focuses on inclusion. In addition, ICT will form a key driver for change and we are well advanced with a £26m programme to transform learning through the effective use of ICT.

27. To achieve our transformation we want to:

- finally break the link between disadvantage and low achievement in order to create prosperous, inclusive and sustainable communities for the 21st century;
- support all secondary schools to achieve the highest standards, to be fully inclusive, to put the aspirations and achievement of the learner first and to contribute to community cohesion and race equality;
- improve diversity, choice and access, including through the new school, federations, encouraging schools to engage with other partners through consideration of trust status, increasing specialisms, and supporting 14-19 collaborative arrangements;
- be robust in addressing underperformance both by schools, and support the lowest performing schools to improve, including through involvement of the high performing schools in the borough;
- achieve a step change in the education outcomes of vulnerable/underachieving individuals and groups⁴;
- increase post 16 participation and reduce the number of young people not in employment, education or training (NEET);
- enable secondary schools to have a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people;
- engage with parents and all our partners with a stake in the future of young people so as to ensure the best possible opportunities for young people, and
- invest in services that support young people.

25. Our ambitions will be met by our collective commitment to provision that redresses inequalities, promotes inclusion and provides for all pupils and their parents choice, diversity and access.

26. BSF will enable the following:

- **Improved school facilities, design and ICT provision** - enabling them to improve their educational provision, support their particular specialisms and improve the 14-19 offer, including delivery of the 14 specialised diplomas;
- **Reduction in the number of pupils excluded or educated outside mainstream education** - by establishing in all schools flexible space to enable small group and individual support;
- **Increased personalisation** - by providing flexible and adaptable learning environments and new technologies;
- **Improved extended schools provision** and integrated children's services in and around schools;
- **Change management** - support staff in preparing for and implementing changes in policies and practices across all the policy areas set out in this SfC.

In BSF wave 2:

- **Extension of post 16 study opportunities** - by opening a 1200 place sixth form centre in September 2007;
- **Increased inclusion** - by bringing together two special schools and a secondary school

on the Woodside High Inclusive Learning Campus; and by making Gladesmore school a well designed environment for students with visual impairments or who are blind;

- **Collegiate workforce development** - by establishing training school facilities at Northumberland Park Community school;
- **Broader opportunities for participation in physical activity** - by ensuring coherence with Leisure Services and working in partnership with Sport England and the Lottery Fund.

In BSF wave 4

- **Promotion of parental choice, diversity and access in secondary provision** through a competition to open a new school in September 2010, the development of federations and Trust schools;
- **A rebuilt and reorganised PRU** to establish a Young People's Centre for pupils with the most severe Behavioural & Emotional Social Difficulties (BESD) needs to access specialist care and support;
- **Broader access to vocational education** - by adding specialist facilities to each of the west borough schools;
- **Collegiate workforce development** - by establishing training school facilities at a school in the west of the Borough;
- **Increased inclusion** - by making Highgate Wood school a well designed environment for students with visual impairments or who are blind; by establishing provision for young people with Asperger's Syndrome at Alexandra Park school; and by establishing provision for young people with Autistic Spectrum Disorder at the new school in Haringey Heartlands.

Choice, diversity and fair access for all parents and pupils

Key objectives for diversity, choice and fair access:

- *Meet the increasing demand for secondary school places by opening a new school in 2010*
- *Improve post 16 provision through the new sixth form centre and post 16 places on school sites*
- *Establish school federations,, including the new school*
- *Increase choice and diversity through establishing strong partnerships between schools and other organisations, including through encouraging and developing trust status*
- *Extend the range of 14-19 study pathways on offer*
- *Ensure all secondary schools become specialist schools, with some developing second specialisms, training/leading edge status, and that special schools develop similar plans where possible and appropriate, with all schools having the required standard of accommodation for the specialist subject*
- *Improve the sufficiency, condition and suitability of schools, prioritising those serving the most deprived wards in the borough*

28. Haringey has carried out a strategic review of existing provision against the demographics. We have carried out extensive consultations with stakeholders, including parents, school staff and governors to help each school to establish a clear educational vision that articulates both the distinct nature of each school and the partnerships between schools.

29. Under section 66 of the Education Act 2005, Haringey was the first LA to promote a competition to establish and new school. Working with representatives of the DfES and the Office of the Schools Commissioner, the LA invited proposals from any interested promoters. Four bids were received and included two proposals for an Academy, one for a Trust and one for a community school. The Adjudicators' determination was to establish the new school as a community school. The new school will provided much needed school places and improve parental preference and supply of places for pupils aged 11-16.

30. Working in partnership with the LSC, we have carried out an extensive consultation exercise on the organisation of post 16 education, which concluded that we should close post-16 provision in four east borough schools and open a specialist sixth form centre. The centre significantly increases parent and student choice and diversity across the borough. Additionally it improves the diversity of provision for Key Stage 4, where specialist areas will be open to pupils from

Haringey secondary schools. Additionally we are extending vocational provision in west borough schools and cementing partnerships between schools to increase diversity of provision and secure greater choice.

31. We will continue to support schools in establishing federations, considering and developing trust arrangements, and in building relationships with a wide range of external partners. We will draw upon the experience of schools and Authorities elsewhere and the advice of the Office of the Schools Commissioner, so that organisational arrangements are built upon a good knowledge of what works most effectively. We have promoted schools to establish governors that bring substantial business and organisational experience and many of our schools have cemented these partnerships with representation on the governing body. The successes we have achieved in the 14-19 collaborative arrangements, where business FE partners are supporting specialised Diplomas, will be extended to support schools' specialisms. For example, we are developing sports partnerships supported by Tottenham Hotspur, Sports England and the Football Foundation; a partnership with HSBC for our specialist Business and Enterprise school; a partnership with Ove Arup supporting our technology specialist school and links with Astra Zeneca at our specialist science school.
32. We are also supporting two schools to become Training schools. One school in the east is working within the federation of schools. The other in the west of the borough was successful in a local competition to secure additional resources to develop facilities as a training school. Both will work together to develop training programmes to achieve the KPIs set out in schools' visions and in our strategy for change.
33. **Wave 2 BSF** – we will increase diversity, choice and fair access by:
- Establishing a 1200 place sixth form centre with a wide range of pathway choices for young people
 - Establishing a specialist Business and Enterprise inclusive learning campus where pupils with a wide range of abilities can learn alongside each other
 - Rebuilding a specialist Sports College Voluntary Aided school to extend its provision and access for the young people of its faith community
 - Significantly rebuilding three community schools and one co-located special school, with specialisms covering maths, computing, the arts, languages, SEN and a training school. The schools are pioneering a federation. One of the schools will also provide places for children who have visual impairment or who are blind. Another will be a training school to provide a hub in the east of the borough for workforce development programme.
 - Rebuilding a small, poorly built Seventh Day Adventist secondary school to establish excellent facilities for the young people of its faith community
34. **Wave 4 BSF** – we will further increase diversity, choice and fair access by:
- Building a new 11-16 community school, as determined by the Office of the Schools Adjudicator. The school will also provide 25 places for children who have autism.
 - Remodelling and refurbishing a recently opened 11-19 community school, specialising in science and mathematics to also provide 25 places for children who have Asperger's Syndrome and to extend its facilities for vocational learning
 - Remodelling and refurbishing one newly-designated Foundation school, and its co-located special school for pupils with hearing impairment. The facilities for vocational pathways will be also be extended at the site.
 - Remodelling and refurbishing an 11-19 Leading Edge community school for girls, drawing pupils from across the LA, which works in a post 16 federation, and to extend its facilities for vocational learning
 - Remodelling and refurbishing an 11-19 specialist performing arts community school which works in a post 16 federation and which will provide places for parents with children that have visual impairment or are blind. The investment will also extend its facilities for vocational learning
 - Rebuilding a pupil support centre that will provide specialist facilities and services for young people with complex and extensive behavioural, emotional and social needs
 - Establishing a training school in the west of the borough to provide a hub for workforce development programmes

Tackling Underperformance

Key objectives for tackling underperformance:

- *Transform the outcomes and qualifications for young people at each key stage, so that by 2016 they exceed national averages across the borough*
- *Transform outcomes for vulnerable pupils and groups by developing a more inclusive curriculum and provision in all schools*
- *Improved outcomes for vulnerable/underachieving groups*
- *Effective interventions where schools are under-performing or likely to provide young people with an unsatisfactory education*
- *Robust structures in place to enable schools to manage the potential disruption brought about through the BSF building programme and achieve continued improvements in outcomes*

35. Haringey has a notable track record of intervening where schools show continued underperformance. One of our schools was closed and opened as an Academy, another closed and opened as a Fresh Start school. We have good procedures introduce additional governors to the governing body to increase the quality of self governance, replace where necessary weak leadership and create conditions for schools to move forward under their own robust leadership and management. When schools are underperforming we give serious consideration to closing them and opening them as Academies or Trust schools, securing the support of external partners in the process.
36. To sustain continued improvement we encourage federations that link high performing schools with others to increase the quality of governance, leadership and teaching. Federating the new school with a high performing school or schools will assure its future success. Further reinforcing the current strong partnerships on 14-19 with employer engagement will improve outcomes Key Stage 4 and beyond.
37. We will further build upon our robust procedures to monitor schools performance, identify schools in need of additional and targeted support, intervene and categorise support and challenge for schools according to need. We have in place a team of experienced School Improvement Partners that includes Headteachers of high performing schools from outside the LA. Additionally we have a team of consultants and advisers, including expert teachers from high performing schools, that support schools and work with the SIP to draw in external expertise where needed. We will encourage and enable collaboration on school improvement across schools, involving the higher performing schools and external partnerships (such as through trust arrangements) in this strategy.
38. BSF investment will enable schools to improve their interventions and targeting of groups and individuals through a more personalised provision in more flexible learning environments, by improved inclusion, greater use of ICT and a more tailored curriculum that makes use of a wider choice of study pathways and locations for learning.
39. Key to our success is the performance of vulnerable groups. Through the BSF programme we have provided the highest investment in schools facing the greatest need. The BSF programme will enable schools to provide more focused support and greater personalisation to meet the needs of vulnerable groups. In particular we will expect schools and other providers to focus on improving proficiency of young people from vulnerable groups in English and mathematics and in achieving a good range of level 2 qualifications by age 16 so that they can progress onto relevant pathways post 16. We will establish with a wide range of providers a broader range of options for post 16 study so that fewer young people fall into the NEET category and a greater number go on to achieve well.
40. We already have in place robust structures that include qualitative and quantitative measures to identify and, where necessary, intervene to improve outcomes for vulnerable young people. We will focus particularly on pupils with a range of special educational needs, looked after children and young people of African Caribbean, Somali, Turkish and Kurdish heritage. We will continue to raise the expectations of these young people and provide the right conditions so that they aim high and achieve ambitious goals.

41. We have a very effective programme of enrichment for gifted and talented young people in place. We now want to drive this into mainstream learning and teaching by promoting the principle of 'stage not age'. Wherever possible we want to recognise the gifts and talents of young people by early accreditation. This is already well embedded in learning to play a musical instrument, but we want to extend this to any area of the curriculum so that those with particular talents will be entered for tests or begin examination courses earlier than otherwise expected. We will promote an early response to the proposals for a revised national curriculum to encourage greater flexibilities in the Key Stage 3 curriculum to reflect the successes we have had at 14-19 that help to better motivate young people because they feel that what they are learning is more interesting and relevant to their needs.
42. We will support schools through a CPD and change management programme, including a focus on school leadership and management so that schools are able to maintain their focus on continuous improvement throughout the building programme and prepared to lead and implement the transformational changes set out in this SfC and their individual school visions.

Personalised learning

Key objectives for delivering personalisation

- *Assessment for Learning used as a core methodology by all teachers*
- *A Managed Learning Environment established as a key resource for personalisation*
- *Further develop the lower KS3 curriculum to enable progress by stage rather than age*
- *Support schools in developing personalised learning*
- *A core provision established in every school to provide opportunities for young people to engage in a wide range of academic, sporting, artistic and other voluntary activities during extended days, at weekends and holidays*
- *Every school to have work-related learning, visits, residential and other activities to inspire and motivate young people*
- *'Activezones' established around secondary schools as part of their contribution to community cohesion*

43. We will continue to build on the successful approaches to personalisation being developed in our schools, particularly Assessment for Learning (AfL). Through a continuous programme of professional development we will introduce new approaches to a personalised development plan for all staff, building on innovative practice in our own schools and from elsewhere.
44. Through our e-transform programme, we will ensure that ICT is a core tool for personalisation. Through this programme we will develop the capabilities in staff, young people and parents to have access to learning and information about progress, delivered through a managed learning environment anytime anywhere.
45. Building on a successful Y5-Y8 transition programme, funded through London Challenge and supported by the National Strategies, we will further develop the lower KS3 curriculum to enable progress by stage rather than age and will provide improved facilities for lower Key Stage 3 teaching and learning to enable better progress between ages 11 and 14
46. To build momentum for transformation of learning, we will identify and train a cadre of expert teachers and curriculum leaders in each school to be the engine of research, development and change. This team will be in the forefront of innovation in teaching and learning, be catalysts of the changes that we want to see and will help to design environments appropriate for future learning.
47. Through the BSF build programme learning spaces will be re-designed to be more focused on personalised learning, providing environments in which pupils can feel respected and safe, with smaller teaching spaces enabling a greater emphasis on intensive support, and provide better out of hours access to learning. The BSF investment will provide greater opportunities for pupils with complex needs to share a mutual benefit with pupils in the mainstream of secondary education. It will also enable a greater emphasis on mentoring and support for vulnerable young people, those that are low achieving and pupils that are disaffected or at risk of exclusion.

48. In developing BSF schemes we want not only to provide inspirational environments within schools, but we want outside spaces to be equally engaging, both to enhance learning and to promote positive behaviour. Schools are enthusiastic about the changes to social and leisure spaces that can be affected by the BSF programme.
49. The Council's commitment to extended schools will enable learning to take place well outside normal hours and for specialist resources to be made available to young people from other schools and members of the local community. Our links with sports, the arts, business and industry and the voluntary and community sector will provide extensive opportunities for coaching and training by experts, so that the all young people and communities have wide access to facilities locally, thereby promoting community engagement and developing cohesion.
50. Our improved 14-19 provision and counselling/guidance and mentoring programmes will also support personalisation, as highlighted in the following section.

14-19 entitlement

Key objectives for improving 14-19 provision

- *Establish strong partnerships between all schools and other organisations to improve outcomes for young people*
- *Build on our strong partnerships to provide coherent and well planned 14-19 provision*
- *Provide wider choice, diversity and access in the 14-19 curriculum*
- *Extend the range and increase the number of young people in work based learning*
- *Reduce the number of young people in the NEET category and Increase post-16 participation*
- *Increase the advice, guidance and support to young people*

51. The Pan London Consortium e-prospectus is now operating to provide even greater choice and diversity of provision. Timetables in Haringey schools have been designed to enable exchange of students and BSF enabled specialist provision will open up more options between schools. Additionally we will encourage a wide range of providers to offer more opportunities for work-related and work-based learning. We will promote external partnerships, such as the *Business Academy of Finance* and the *Business Academy if ICT*, to provide opportunities for young people from disadvantaged backgrounds to experience internships in multinational companies to lift the aspirations and widen their horizons.
52. Effective curriculum planning now in place will ensure a broad range of demand-led collaborative academic and vocational courses at levels 1, 2 and 3 across the borough. The LA and its partners respond well to meeting the diversity of needs at 14-19 and are open to innovation. The BSF investment will support the further development of schools' specialisms by improving specialist facilities. We will address the NEETs issue and increase post 16 participation rates, through opening the new sixth form centre in September 2007 and by further extending collaborative arrangements across schools, the College and other post 16 providers, especially to ensure that by 2013 all young people have access to all specialised diplomas. BSF will also enable greater personalisation of learning, especially through the increased provision for ICT. The LA has a strong commitment through a reorganised Connexions service and extended services in schools to provide better independent advice and guidance, matched to the strong provision in schools, colleges and the workplace in Haringey and across London

Integrated Children and Young People's Services

Key objective for developing integrated services

- *Deliver excellent services to ensure the outcomes of 'Every Child Matters'*
- *Establish every school as an extended school and at least four as full service schools*
- *Establish schools as a focus for community cohesion*
- *Align revenue streams to ensure sustainable funding to support BSF capital investment in schools*
- *Establish every school as a healthy school*

53. Haringey Council gives significant priority to establishing integration in its services. The recent Audit Commission Corporate Assessment Report said...

'Haringey Council is performing well. ... within a complex and challenging borough where competing demands have been prioritised effectively....Haringey is a good community leader and works well in partnership across a range of sectors..'

54. Much has been achieved already, but we are ambitious to drive change broader and deeper in order to achieve long term sustainability. Lead members from each of the Council's Directorates believe that BSF can provide the impetus to make a significant push to establish secondary schools as key contributors to community cohesion, offering a wide range of services and opportunities within each locality. In so doing the Council is re-focusing funding streams to enhance provision in secondary schools.

55. The PCT, adult education, the youth service, community services, regeneration, sports and leisure services are all actively engaged in exploring the potential for using extended secondary schools as a channel for delivery of services to young people and the community. The opportunities afforded by BSF will add momentum to this core commitment and assist in its delivery.

56. We have established a steering group for our PE, School Sports and Club Links Strategy. With key representatives from a range of stakeholders and partners and with the full support of the Chief Executive and Directors of Services, the strategy will maximise access to a wide range of activities in schools, leisure centres and other facilities so that all young people have access to two hours of in-school physical activity and two hours out-of-school access. The strategy will ensure coherent planning across the estate, enable efficiencies and increase access so that we will meet our service targets and promote health and well being of young people and other members of the community. The BSF programme will add value by improving facilities in a number of schools and act as a lever for further additional grant funding, for example through the Big Lottery Fund and the Football Association.

57. We are committed as a Council to make more efficient use of resources, which would result in more services being commissioned through extended schools. In addition to a more integrated sports and leisure service, we will develop the Connexions service to be delivered at a school level, a package of adult education services and greater integration in library services thereby improving access. We also see schools as major drivers in the regeneration of many parts of the borough.

Championing the needs of all pupils

Key objectives for developing inclusion

- Consult with key stakeholders on proposals for increased inclusion
- Reduce the number of young people excluded from school by establishing inclusive BESD provision in all schools
- Improve provision for pupils with multiple and complex needs
- Establish inclusive provision for pupils with autistic spectrum disorder
- Establish inclusive provision for pupils with visual impairment
- Establish in secondary schools extended provision for young people with behavioural, emotional and social difficulties
- Establish specialist provision for young people with more complex behavioural, emotional and social difficulties, including mental health problems
- Improve attendance and behaviour
- Ensure young people's views are heard

58. Haringey is highly committed to inclusion and championing the needs of individual pupils. The Council performs very well against national comparisons. Haringey's Policy for Educational Inclusion is consistent with the national strategies *Removing Barriers to Achievement* and *Every Child Matters*. Going beyond DDA compliance is a core feature of the design requirements across the programme.

59. We have well-advanced plans to extend SEN inclusion. By 2011 all special schools will be co-located. In particular the following developments will be in place:

- Provision in every secondary school to enhance and support their work to include young people with behavioural, social and emotional difficulties.
- An inclusive learning campus, co-locating at Woodside High School and a special school for pupils with multiple and complex needs
- ASD specially resourced provision at three sites – Alexandra Park school, Woodside ILC and the new school
- VI specially resourced provision at Highgate Wood and Gladesmore schools
- All post-16 students from special schools (including those with complex needs) in the new Sixth Form Centre.

60. BSF will enable us to establish a continuum of provision that will, through effective design of spaces, improved provision and use of ICT and by establishing new ways of working, enable improved social cohesion in all schools, improve outcomes, increase attendance and reduce poor behaviour and bullying. The BSF investment will establish inclusive learning for all, in stimulating settings that are readily accessible to young people, their families and communities.

61. We will listen to and act upon the views of young people to ensure that we design our services around their needs, to help them achieve their ambitions and to feel safe and secure. In the BSF programme we will use the DQI process and workshops led by the Sorrell Foundation to articulate what young people would like from the BSF project in their school and to evaluate design solutions.

62. We have established a Young People's Council to promote opportunities for all young people to make a positive contribution generally and to the work of the Children's Trust.

63. We have developed a parent support strategy that equips parents with the necessary information and skills that best enables them to support the development of children and young people. Through this strategy we are establishing a quality standard for parental involvement in schools.

64. To promote a voice for the local community on what is important to them, we have established a local Partnership Board in each of our three Children's Networks. Through these we will ensure that the voice of the young people is heard and that the needs of those that are most vulnerable are met.

Leading and Managing Change

Key objectives for change management

- *Establish effective governance of a change management programme at all levels*
- *Establish capacity in each school to manage change*
- *Establish clear implementation plans, based on Authority and School visions*
- *Establish well-targeted workforce development programme in each school*

65. Core to driving transformational change in each school is the headteacher, senior staff team and governors. Overall, leadership in Haringey schools is very good. The LA has been active in establishing strong headteachers in secondary schools. Working in close partnership with London Challenge and the London Leadership Centre, Haringey and its schools, especially those facing greatest disadvantages, have made significant strides to establish robust leadership. It is on this foundation that transformation will be built.

66. We have established in each school a transformation manager, in the main, deputy headteachers, who will drive the change agenda in schools. A forum is established which meets regularly to discuss the borough-wide strategies for change and to develop a collective commitment to change and improvement. Each school's ISV sets out the agenda for change and the school's transformation manager, supported by the BSF transformation project co-ordinator will work together to plan a change programme. This is iterative with and closely

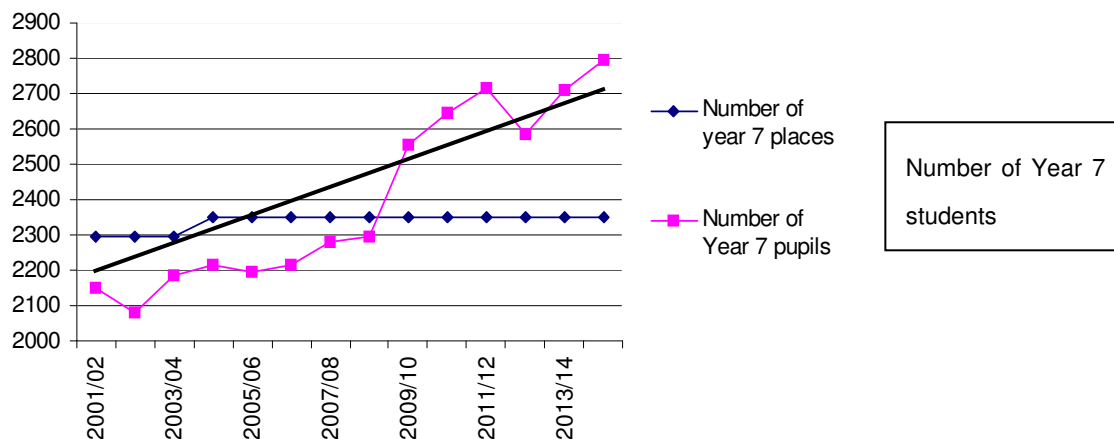
related to the SFC 2 process, about to begin. The school's SIP also plays a vital role in the challenge and support of each school's progress and ensures a clear focus on the quality of self evaluation and review. CPD and workforce development is central to this change programme and significant developments have already begun, as outlined below in the section on ICT. This will be further progressed as the ICT managed service begins to free up teachers and support staff to focus more effectively on standards and to provide the tools for greater personalisation.

67. Our change management programme will cover all the policy areas set out in this SFC, and will focus on building staff's knowledge, skills and confidence in implementing the changes in policy and working practices necessary to achieve the transformation described in this SFC. We also want it to inform staff's understanding of how the built environment, school design and ICT can enable and enhance improvements in the educational experience schools offer both to pupils and the wider community. School staff can thus be better informed 'clients' in the design of their schools. In addition to organising training across the borough and for individual schools, linking into regional, national and international developments and expertise, we will, as referred to earlier in this SFC, support schools to work together and learn from each others' best practice, using to best effect the expertise that already exists in our schools, FE, HE and the local business/community sector.

Estate Strategy and School Place Planning

68. The school place planning methodology was set out in the Outline Business Case previously agreed. No significant changes have been made since September 2006 when this was submitted.

69. The overall pattern of demand for secondary places remains clear: the long-term trend in Haringey school roles is upwards and, given the pressures of a young population and major new housing developments, it will continue in that direction, hence the requirement for a new school. The Greater London Authority (GLA) demographic projections show steeply rising rates of student number growth, as represented in the following graph.



70. In the post 16 phase, Haringey has a close and effective strategic partnership with the local LSC and the local FE sector. Through this partnership we will close the post 16 provision in four schools and open a new 1200 place sixth form centre in 2007. Additionally we are developing partnerships to expand work-based training for 16-19 year olds. Together with planned places at the FE college and some minor expansion in schools, we are confident that this will provide sufficient post 16 provision across a wide range of pathways for the foreseeable future.

Project governance and management arrangements for school projects

71. MSP and PRINCE2 are closely linked approaches that together provide the framework for developing the BSF Programme governance structures and determining the approach the BSF

Programme will take to coordinate its composite streams (projects). These methodologies provide the framework, through a phased approach described in section for developing all the required programme and project governance structures (e.g. programme organisation structure, role descriptions, meeting and communications plans & risk management framework).

72. The Council has adopted two national standards for management of the BSF programme:

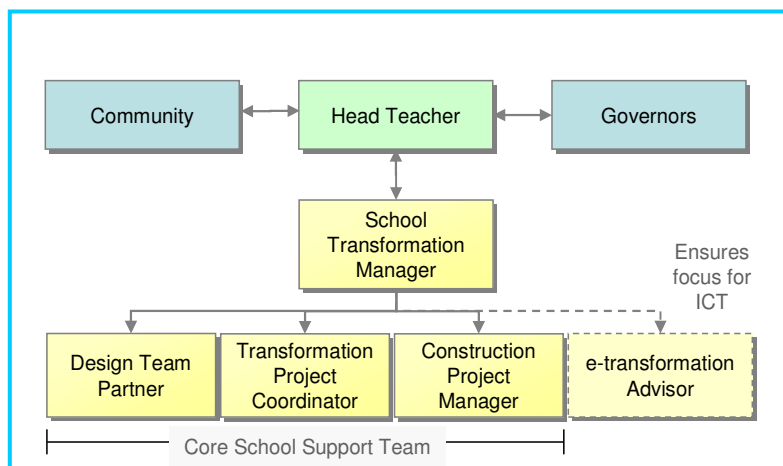
- *Managing Successful Programmes* (MSP) is a structured and flexible framework that allows its users to plan, manage and control all the activities involved in managing interrelated projects (or streams) in a co-ordinated manner.
- *PRINCE2* is a world-class international standard for project management that provides a flexible and adaptable approach to project management.

73. The BSF programme sponsor and chair of the BSF Board is the Chief Executive. The Director of the Children and Young People’s Service (DCYPS) is the sponsor for the Transformation stream. A School Transformation Board (STB), comprising the headteachers and chair of governors of each school, PfS, LSC, Diocesan representatives and chaired by the cabinet member for children and young people oversees the BSF programme. Reporting to the STB is a number of forums that focus on major elements of transformational change, including ICT.

74. The DCYPS has a team of senior staff to drive school transformation and a team of consultants to support schools in the process. The Head of Secondary Innovations (formerly head of secondary standards) is responsible for the educational direction of the BSF programme and works in the BSF team full time. The post has two reporting lines; one to the Director of BSF and another to the DCYPS.

75. The Programme Director has overall responsibility for managing the programme and is supported by an experienced programme team.

76. For each school project we have established a core support team, comprising the school’s transformation manager, the design partner, a BSF education link officer and a construction project manager. This team manages the design development process. Each school is required to establish a leadership team, which includes key governors to sign off designs at RIBA stages B, C and D.



77. Providing a quality assurance of this group at a programme level is a BSF stage review group, comprising expertise in key areas – education, design, finance, FM and construction, which examines each school’s proposals at each stage. Any concerns are passed back to the school’s core support team and the school decision making process. Final sign off is made by the BSF Board with delegated powers from the Council’s Executive.

ICT

78. ICT will be a significant influence in achieving our vision set out in Bright Futures. BSF investment will provide the opportunity to establish a connected learning community across the borough that will benefit every pupil, parent and member of staff.

79. ICT will be a key to breaking the link between disadvantage and underachievement, providing ubiquitous free access to the best technologies and limitless knowledge sources, managed in a safe learning environment.

80. In line with the refinement of 'Harnessing Technology's national priorities we aim to:

- enable a single comprehensive overview of every learner to serve the needs of all stakeholders (learners' parents, practitioners)
- personalise learning through well designed provision that helps young people to become more effective learners and progressively builds their independence
- develop the capability and capacity of all leaders to harness ICT
- provide a Haringey-wide managed service, including a managed learning environment, high quality support for stakeholders and convergence of management information systems.

81. We will establish a pan-Haringey managed learning environment, enhanced by a common ICT infrastructure and connectivity, with local choice and flexibility. It will be supported by a robust change management programme that will lead to the transformation in outcomes for young people by adding value in the key areas of 14-19 reform, Key Stage 3, assessment for learning, inclusion, SEN and extended school provision.

82. E-transformation is underway with our Leading Transformation programme to establish ICT strategic leadership capacity in each school and our Transforming Teaching programme to establish a core of change agents to support transformation, enabled by ICT, in each school. Training and development will be continually reviewed and developed as e-transformation proceeds during wave 4 BSF and beyond.

83. We will develop systems that ensure the effective interoperability of systems within schools, across the Council and with other agencies that ensure integration of services around Every Child Matters and to give high priority to the planning and delivery of effective services for young people and their families.

Stakeholder engagement

84. We developed a communications strategy as part of our BSF wave 2 programme, and this has been updated to reflect the whole programme, encompassing waves 2 and 4. We will ensure that the level of stakeholder engagement continues and improves in the following ways:

- We have established a wide range of structures for stakeholders to be included in the programme at all levels
- A major strength, which we will continue to build upon, is our approach to student engagement. Young people's views are sought and acted on through a wide range of activities, such as the Youth Council, conferences and at school level BSF design through focus groups. The LA has also commissioned the Sorrell foundation to work in the early stages of BSF design process with six schools.
- Community-wide consultation led to the development of *Bright Futures*
- We promoted stakeholder engagement in the proposals for a new secondary school
- The new sixth form has had stakeholder engagement at each stage of its development
- We engaged all secondary schools in developing Individual School Visions (ISVs) and promoted their engagement in developing design briefs
- Headteachers, senior staff and governors meet regularly to maintain a strategic engagement in the BSF programme
- There is significant stakeholder engagement in the ICT change programme through the ICT forum
- Good structures are in place to ensure detailed stakeholder engagement through the design process
- Information is distributed through community newsletter and targeted e-bulletins e.g. transformation briefing for schools
- FAQs are published and available on line
- Our website features key milestones and programme detail
- We have a campaign of marketing activity to promote Haringey Sixth Form Centre and recruit students

Key Performance Indicators

The KPIs here are milestones towards targets for 2016 and will be developed further in SFC2. The KPIs build upon those agreed in the SBC for wave 2.

- *Increase the number of young people gaining 5 GCSE A*-C or equivalent to meet or exceed the national average by 2010 and to include English and mathematics by 2012.*
- *Improve number of young people gaining a level 2 qualification in English and mathematics by age 19 to meet or exceed the national average by 2012. – check with Patricia Walker what the LAA says here*
- *Increase the number of young people gaining at least one qualification at GCSE level by age 16 to meet or exceed the national average by 2010*
- *Extend the range of pathways available so that by 2013 all national diplomas are available as a choice for all 14-19 year olds in Haringey and by 2016 at least 50% of young people study a vocational pathway*
- *Improve the progress of young people at KS3, so that value added KS2-KS3 is in the upper quartile in all schools by 2012*
- *Reduce number of young people not in employment, education or training (NEET) to national average by 2010 and to below national average by 2013*
- *Reducing the number of exclusions in all schools to well below the national average by 2011*
- *Provide every young person in Haringey ubiquitous access to ICT by 2010*
- *Ensure that all young people with special needs have opportunities for learning in an inclusive school by 2010*
- *Every parent has diversity, choice and fair access to a school of their choice by 2010*
- *All schools judged by Ofsted to be at least good with at least half judged to be outstanding by 2012*