

# Strategy for Change

## Part 2: Detail and Delivery



# Strategy for Change Part 2: Detail and Delivery

## Contents

| section  | Page  |
|--|-------|
| Introduction   | 3     |
| Wave 4: summary of current provision and value added by BSF                                | 4     |
| Summary of current strengths and weaknesses of secondary and special schools in both waves | 5     |
| Current standards, teaching and learning   | 6     |
| Adding Value through BSF   | 7     |
| Responding to the Ministerial remit:   | 8     |
| How will BSF enable the LA to achieve the 5 outcomes of Every Child Matters?               | 9     |
| B1-B7 Choice, diversity and fair access for all parents and pupils                         | 10-14 |
| C1-C3 Tackling Underperformance  | 15-20 |
| D1-D4 Personalised Learning  | 21-24 |
| E1-E5 14-19 Entitlement  | 24-27 |
| F1-F4 Integrated Children's Services   | 28-29 |
| G1-G5 Inclusion: championing the needs of all pupils including those with SEN              | 30-33 |
| H1-H5 Leading and Managing Change  | 34-37 |
| ICT Managed Service  | 37    |

## Introduction

Haringey is well advanced with its Strategy for Change.

Strategy for Change part 1 updates the vision driving our business case for wave 2, Bright Futures, setting out what we want to do to transform the outcomes for young people and their communities in Haringey. Strategy for Change part 2 shows how we will go about achieving our vision.

Haringey is a non-LEP Authority which has established industry-standard programme management systems (Managing Successful Programmes and PRINCE2) to ensure that all elements of the programme move forward effectively. The BSF programme has good ownership within the Council. The chief executive is the programme sponsor and chairs the BSF Programme Board. The Director of Children and Young People is the transformation champion, steering the vision for, and process of, change. Council members are well engaged. The Lead Member for Children and Families is the design champion, is a member of the BSF Board and is active in a number of BSF forums. Other Councillors are also actively involved, often working alongside highly committed senior leaders from schools in forums and on individual school projects. We are confident that we have effective systems in place to lead and manage this complex change programme and achieve our vision.

We have established framework agreements for educational advice, design team partners and construction partners. We already have in place a team of construction project managers and cost consultants and have appointed core teams to each of the Wave 2 schools. Half of Wave 2 schools are already at RIBA stage C and by December 2007 all will have reached stage D, at which stage contractor partners will join the design teams. ICT procurement is also well advanced. Using a competitive dialogue process we have three potential MSP partners and submissions for final bids will be in mid October, with a milestone to have the MSP in place by April 2008.

Whilst we are making rapid progress through our intensive BSF programme, there is still much to be done. This SFC part 2 provides an overview of the actions that we plan to take to achieve our vision.

## A1 Wave 4 schools: current arts provision in the Local Authority and value added by BSF

| School name<br>Current type and governance <sup>1</sup><br>(future type/gov)     | BSF Investment<br>£m  | Key impact of BSF  | Special Collaborative arrangements  | Specialism Current (Proposed)   | Ofsted Category - most recent report<br><br>(LA category <sup>2</sup> ) | Current size (NOR) 11-18         | Proposed size (NOR) 11-18 by 2016     | 5+A* - C 2006<br><br>(5+A* - C 2006 with En & Ma) | Steps to 2016 targets <sup>3</sup> - to be developed further in SFC2<br><br>Post BSF 5+A* - C (5+A* - C with En & Ma)<br>Targets/ estimates for future years | Steps to 2016 targets<br><br>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<br>C, Co, M<br>(No planned change to GB)                          | Constn.<br>£2,397,033<br><br>ICT<br>£1,860,904<br><br>Total<br>£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:<br>EIC; 14-19; NLC; SSAT member PESSCL (sports)<br>A recently opened sixth form provision is planned to increase in the coming years. | 1: Science<br>2: Mathematics<br><br>(Performing & Media Arts; Training school)      | Very good<br><br>(1)  | 971 16 -<br><br>229 16+          | 1404<br><br>1080 11-16<br><br>324 16+ | 2006 55<br>(46)                                   | 2008 62% (51)<br>2009 64% (53)<br>2010 66% (55)  | Median<br>(upper quartile)<br><br>Within 2nd Decile<br>(1 <sup>st</sup> Decile)<br><br>Within 4th Decile<br>(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.   |
| Fortsmere/<br>Blanche Nevile<br>C, Co, M<br>Currently consulting on Trust status | Constn.<br>£4,361,132<br><br>ICT<br>£2,245,221<br><br>Total<br>£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:<br>Inclusive provision with Blanche Nevile special school; EIC, NLC, 14-19, NLC; Young engineers; PESSCL                              | 1: Technology<br>2: Music<br>3: Languages<br><br>(training school being considered) | Good<br><br>(1)   | 1652<br><br>1208 16 -<br>444 16+ | 1715<br><br>1215 16-<br>500 16+       | 2006 77<br>(69)                                   | 2007 79% (68)<br>2008 80% (70)<br>2009 82% (70)<br>2010 84% (76)<br>2011 87% (80)  | F & BN - Within 3rd Decile<br>(1 <sup>st</sup> Decile)<br><br>F - Upper Quartile<br>(1 <sup>st</sup> Decile)<br>BN - Within 1st Decile<br>(maintain)<br><br>F - Upper Quartile<br>(1 <sup>st</sup> Decile)<br>BN - Not Available<br>(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<br>C, Co,G<br>(No planned change to standard GB)                         | Constn.<br>£4,664,759<br><br>ICT<br>£1,908,101<br><br>Total<br>£6,572,860 | - Pupil Support Centre to enhance curriculum and extended Services.<br>- increased inclusion through BESD provision;<br>- 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:<br>Post 16 consortium; EIC; 14-19; NLC; leading edge partnership with Woodside and St Thomas More; PESSCL                             | 1: Performing Arts<br>2: Languages<br>3: Leading Edge                               | Good with very good features<br><br>(1)                                 | 1477<br><br>1200 16-<br>277 16+  | 1515<br><br>1215 16-<br>300 16+       | 2006 64<br>(49)                                   | 2008 71% (58)<br>2009 74% (62)<br>2010 76% (64)  | Median<br>(upper quartile)<br><br>Within 3rd Decile<br>(1 <sup>st</sup> Decile)<br><br>Within 4 <sup>th</sup> Decile<br>(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<br>C, Co, M<br>(No planned change to standard GB)                  | Constn.<br>£3,627,514<br><br>ICT<br>£1,908,101<br><br>Total<br>£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<br>2: (Humanities: Citizenship and English)                                 | Good<br><br>(2)<br><i>(recently appointed new senior team)</i>          | 1413<br><br>1201 16-<br>212 16+  | 1429<br><br>1208 16-<br>220 16+       | 2006 48<br>(42)                                   | 2008 56 (46)<br>2008 69 (55)<br>2010 72 (58)   | 6th Decile<br>(upper quartile)<br><br>Median<br>(upper quartile)<br><br>6th Decile<br>(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<br>(Change from basic PRU to Young People's Support Centre) | Con £3-5m<br>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<br>(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<br>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<br>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

All schools: **Summary of current strengths and weaknesses of secondary and special schools in both waves**  
(based on most 2007 GCSE results and most recent Ofsted report)

| School                     | Ofsted date                | Overall grade | Standards(2007 results provisional)<br>GCSE 5 A*-C<br>(GCSE 5A*-C inc En Ma)<br>[Ofsted grade] | Leadership grade | Teaching grade |
|----------------------------|----------------------------|---------------|--|------------------|----------------|
| <b>Wave 4</b>              |                            |               |  |                  |                |
| Alexandra Park             | 03/05/2007                 | 2             | 55 (51) [2]  | 2                | 2              |
| Blanche Nevile (sp)        | 20/11/2006                 | 2             | Grade: 2   | 2                | 2              |
| Fortismere                 | 18/05/2007                 | 2             | 73 (65) [2]  | 2                | 2              |
| Hornsey                    | 21/05/2007                 | 1             | 60 (49) [2]  | 1                | 1              |
| Highgate Wood              | 16/11/2005                 | 2             | 58 (49) [2]  | 2                | 2              |
| Pupil Support Centre (PRU) | 07/06/2007                 | 2             | [2]  | 2                | 2              |
| <b>Wave 2</b>              |                            |               |  |                  |                |
| Gladesmore                 | 29/11/2004                 | 2             | 52 (42) [2]  | 2                | 2              |
| Park View                  | 08/05/2007                 | 2             | 60 (30) [2]  | 2                | 3              |
| John Loughborough          | 13/02/2007                 | 4             | 35 (19) [4]  | 4                | 3              |
| Moselle (sp)               | 29/01/2007                 | 1             | [1]  | 1                | 1              |
| Northumberland Park        | 01/11/2006                 | 2             | 70 (31) [2]  | 2                | 2              |
| St Thomas More             | 21/03/2007                 | 2             | 61 (21) [2]  | 2                | 2              |
| Woodside*                  | 09/10/2006<br>(15/05/2007) | 4             | 43 (18) [4]  | 3                | 4              |
| William C Harvey (sp)      | 06/12/2005                 | 2             | [1]  | 2                | 2              |
| Vale (sp)                  | 23/02/2004                 | 2             | [2]  | 2                | 2              |
| <b>Non-BSF</b>             |                            |               |  |                  |                |
| Grieg City Academy         | 08/12/2004                 | 3             | 62 (20) [3]  | 3                | 3              |

\* Woodside received a positive HMI monitoring report on 15/05/2007 showing good progress and improvement.

(see also section in SFC part 2 on tackling underperformance)

## Current Standards, Teaching and Learning

---

Haringey's record on raising achievement speaks for itself:

- progress at Key Stage 4 since 2001 at twice the national rate
- 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

However there is still much to be done and our priorities for improving standards are:

- All schools exceeding KS3 floor targets in all core subjects
- Exceeding national average on GCSE 5A\*-C, including English and Mathematics
- Exceeding national average for level 2 qualifications in En and Ma by age 19
- No young people leaving education without qualifications
- Every young person with a functional command of English, mathematics and ICT
- Improving post 16 outcomes for more young people
- Improving outcomes for young people from ethnic minority groups, especially African Caribbean, Somali, Turkish and Kurdish heritage
- Reducing exclusions
- Improving attendance
- Reducing NEETs

Our priorities for teaching and learning are:

- Breaking the link between disadvantage and low achievement
- All schools with outstanding teaching
- *Assessment for Learning* methodologies at the core of all teaching
- Establishing extensive use of ICT to improve learning
- Increasing personalisation so that each young person has an educational experience that is motivating and through which they achieve well
- Broadening the 14-19 curriculum
- Ensuring good functional skills in English, mathematics and ICT for all young people
- Improving behaviour and attendance
- Increasing inclusion
- Promoting out of hours access to a wide range of activities
- Establishing an extensive CPD programme with a focus on school-based development
- A cadre of lead professionals in each school

## A2. Adding value through BSF

7

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 for wave 2 schools. We are making rapid progress towards our ambitious goals for transformation in this part of our programme.

Wave 2 will also provide schools in less disadvantaged areas with wider opportunities for all pupils, but especially for those with special educational needs. Through this investment we aim to establish more inclusive schools in which every child matters and in which each can achieve their full potential.

Our next step is the £66.7m wave 4 programme, targeted on the remaining schools and also focusing on increasing inclusion. In wave 4 we will build a new school and rebuild a pupil support centre to educate 60 young people who have very high levels of need as a result of their behavioural and social difficulties.

Across both waves 2 and 4 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.

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 groups
- 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

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.

The BSF programme is an exciting opportunity to transform the experience of young people in Haringey and enable us to:

- Improve school facilities, design and ICT provision
- Reduce the number of pupils excluded or educated outside mainstream education by establishing in all schools flexible space to enable small group and individual support
- Increase personalisation, by providing flexible and adaptable learning environments and new technologies
- Develop extended schools provision and integrated children's services in and around schools

- Provide a catalyst for 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 the programme will**

- Extend post 16 study opportunities for young people in the borough and wider locality by opening a 1200 place sixth form centre in September 2007
- Increase inclusion by bringing together two special schools and a secondary school on the Woodside High Inclusive Learning Campus
- Improve inclusion by rebuilding, remodelling and refurbishing the co-located Northumberland Park School and The Vale special school
- Increase inclusion by making Gladesmore school a well designed environment for students with visual impairments or who are blind
- Promote collegiate workforce development by establishing training school facilities at Northumberland Park Community school
- Broaden 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 the programme will**

- Promote parental choice, diversity and access in secondary provision through a competition to open a new school in September 2010;
- Increase the specialist facilities for pupils with the greatest needs because of their acute behavioural, emotional and social difficulties at a re-built and reorganised PRU to establish a Young People's Centre
- Broaden access to vocational education by adding specialist facilities to each of the west borough schools
- Encourage collegiate workforce development by establishing training school facilities at a school in the west of the Borough
- Increase inclusion by making Highgate Wood school a well designed environment for students with visual impairments or who are blind
- Increase inclusion by establishing provision for young people with Asperger's Syndrome at Alexandra Park school
- Increase inclusion by establishing provision for young people with Autistic Spectrum Disorder at the new school in Haringey Heartlands

#### **Responding to the Ministerial remit:**

---

Diversity of provision of schools – Haringey's proposals will increase choice and diversity and support delivery of improved standards. To this end, we will be actively working with all governing bodies to explore how federations and Trusts will bring added value and provide more sustainability for the future. Further detail is provided in the SFC part 2 section on choice, diversity and fair access

Programme Management – We have already established excellent programme and project management for the BSF programme, clearly focused on educational transformation and using best practice methodologies such as PRINCE2 and Managing Successful Programmes. Waves 2 and 4 of the BSF programme have been planned to be a single operation. At both LA and school levels 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. Further detail is provided in the SFC part 2 section below on change management.

ICT – the e-transformation strategy is served by the BSF procurement and is clearly focused on educational outcomes. ICT is a core element of our change programme and is equally important across every project in the programme. Very good systems are in place to ensure engagement from schools so that the solution will provide best fit for their needs. Further detail is provided in the SFC part 2 section on ICT.

Stakeholder Engagement – The level of participation of stakeholders is already high, but we have developed an extensive communications and stakeholder engagement plan for each stage of each school's project to ensure that stakeholders are well involved in the process. School leaders have been well engaged with the BSF programme at each stage in its development and good structures are in place to ensure that continues. Further detail is provided in SFC part 1 under this heading.



## **How will BSF enable the LA to achieve the 5 outcomes of Every Child Matters?**

---

The BSF investment will benefit the targets in our Children and Young People's Plan, in particular:

### **Being Healthy:**

- Reduce the number of children and young people with obesity through by improving the quality of school dining facilities and providing healthier options for eating and by improving facilities for sport, leisure and recreational opportunities.
- Enabling all secondary schools achieve Healthy Schools Status and an approved travel plan by 2010
- Prevent young people from developing mental health problems by strengthening their emotional wellbeing and self esteem through improved learning and teaching, better learning environments and more a more personalised approach to their education.
- Improve coherence, effectiveness and impact of services to Children and families by establishing multi-agency work as part of the extended schools agenda

### **Staying Safe**

- Creating safer places for young people learn and to play, working with partners from the Council, the police and the voluntary sector.
- Improving further the quality and range of youth provision outside school hours
- Increasing the amount of targeted diversionary activities through extended schools.

### **Enjoying and Achieving**

- Improving transition from primary to secondary schools so that pupils make good progress in lower KS3
- Revising the KS3 curriculum to improve outcomes for pupils by age 16
- Improving choice, diversity and access to schools and a wider range of learning pathways 14-19 to enable all young people to achieve well
- Providing improved learning environments and extensive use of ICT to enable greater personalisation
- Extending post 16 provision by opening up a new sixth form centre and expanding post 16 places in successful schools
- Promoting the partnership between mainstream, supplementary and community language schools to ensure that children and young people from Black and Minority Ethnic communities can be better supported to reach their full potential.
- Providing extensive facilities and ICT to increase inclusion and attendance and reduce exclusion

### **Making a positive contribution**

- Increase the take up of a range of out of school activities, including the facilities and opportunities offered by the Youth Service
- Engaging the Haringey Youth Council to represent the views of young people aged 12-19 on BSF developments
- Commissioning designers and the Sorrell foundation to engage young people in developing and evaluating design proposals in each of the BSF schemes, for example by using focus groups, such as those held when developing the designs for the Sixth Form Centre, and in DQI workshops
- Building on the lessons of Joinedupdesign for BSF – students at Haringey schools such as Woodside and Fortismere, have taken part in the Sorrell Foundation projects in the past working with designers on specific aspects of their school for example identity.
- Carrying out student surveys on key elements such as travel, curriculum and satisfaction
- Engage staff in actively promoting change management processes to achieve the transformation agenda set out in the LA and school's SFC

### **Enjoying economic well being**

- Ensuring that individual learning pathways provide progression, including the development of Connexions, as part of the learner offer to support young people's pre-entry and entry level transitions.
- Ensuring that the Haringey Sixth Form Centre attracts a high proportion of our young people particularly in the east of the borough and provides a broad range of post 16 study opportunities.
- Extending the range of vocational pathways for 14-19 year olds through the piloting of Functional Skills from September 2007; Diplomas in Construction from 2008; and Society Health and Development and Creative and Media from 2009; and apply for wave 2 of the Diploma pilots in November 2007.

## B1-B7 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
- Increase choice and diversity in post 16 provision by opening a new sixth form centre, improving post 16 places on school sites and working in partnership with FE and the LSC
- Extend the range of 14-19 study pathways on offer
- Promote sustainable long term solutions to the self governance and management of schools including federations, foundations and Trusts
- Increase choice and diversity through establishing strong partnerships between schools and other organisations, including through encouraging and developing trust status
- 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

| OBJECTIVES  | TASKS   | DATE      | TARGETS  |
|---|---|-----------|--|
| 1. Meet the increasing demand for secondary school places by opening a new school in 2010 | Provide an opportunity to establish an Academy or Trust school through a competition to open a new school | completed | Enable parents to express their needs and aspirations by expressing their views on the type school established |
|   | Invite all Haringey schools to federate with the new school   | July 07   | At least one high performing school expresses intent to federate with new school                               |
|   | Invite potential partners to become involved with the new school project                                  | Nov 07    | Establish potential partners to engage in the actions leading up to opening                                    |
|   | Establish governance arrangements for new school/federation, including consideration of Trust status      | Sept 08   | Broad representation on governance including representation from potential partners.                           |
|   | Establish new school board as interim measure to oversee the new school BSF project                       | July 07   | Clear procedures in place to lead the new school project.  |
|   | Establish project plan to cover all aspects of the new school project                                     | July 07   | Agree project plan using PRINCE2 methodology.  |

| OBJECTIVES  | TASKS  | DATE             | TARGETS  |
|---|--|------------------|--|
| 2. <i>Increase choice and diversity in post 16 provision by opening a new sixth form centre improving post 16 places on school sites and working in partnership with FE and the LSC</i> | <i>Through consultation, close the post 16 provision in 4 east borough schools where provision is limited in choice and diversity.</i> | <i>completed</i> | <i>Effective transition of existing students to new sixth form centre</i>  |
|   | <i>Open a 1200 place sixth form centre in North Tottenham with a wide range of pathway choices for young people</i>                    | <i>completed</i> | <i>Recruitment targets achieved and finance</i>  |
|   | Increase the range and number of places at schools, colleges and other provision in line with the 14-19 strategy.                      | Sept 2013        | Increase number of places in Haringey post 16 provision (inc FE) from <3000> in 2007 to >4000 by 2010<br><br>Overall L3 standards in upper quartile for CVA by 2012<br><br>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 |
|   | Continue to work closely with CoNEL and the LSC to expand choice and sufficiency of post 16 provision in FE and work based learning    | Oct 2010         | Increase number studying at CONEL post 16 by 20%<br>Increase number in WBL to at least 200 by 2010   |
| 3. <i>Extend the range of 14-19 study pathways on offer</i>   | Promote the pan-London e-prospectus, and support development of 14-19 collaborative arrangements across schools and the college        | Ongoing          | Greater choice and diversity of opportunity for young people in pathways 14-19.  |

|  |  |           |   |
|--|--|-----------|---|
| 4. <i>Promote sustainable long term solutions to the self governance and management of schools including federations, foundations and Trusts</i>   | Working with the Office of the Schools Commissioner (OSC) and Department for Schools, Children and Families (DCSF) to provide advice and guidance to all schools so that they can consider alternatives for sustainable, long term solutions to self governance.           | July 08   | All secondary school governing bodies consider federation and Trust status.   |
|  | Establish a federation of schools in the east of the borough to increase opportunities for young people, improve staff development and promotion and increase efficiencies   | Sep 07    | Establish soft federation initially to provide experience of new ways of working for governors and schools.   |
|  | Explore and consider opportunities for hard federation and Trust status with the federation of east borough schools  | July 08   | Agree on formal federation arrangements by July 2008.   |
|  | Promote effective partnerships to raise standards with high performing schools supporting others   | Sept 08   | At least three partnerships in place to support schools with below average KS4 outcomes in En and Ma.   |
|  | Continue to monitor the performance of schools and, where they are underperforming, continue to examine the scope for closure, replacement, amalgamation or other imaginative plans to improve outcomes, including federation or re-opening as an Academy or Trust school. | Ongoing   | No schools identified as being low performing.  |
|  | Through the Haringey parents' commissioner and school transfer officers, promote dialogue with parents and at local partnership boards about school choice, diversity and access.  | Autumn 07 | Every parent has diversity, choice and equal access to a school of their choice by 2010   |
|  | Through the parents' commissioner, continue to promote activities that improve the involvement of parents in the education of their children.  | Ongoing   |   |
| 5. <i>Increase choice and diversity in specialist provision by establishing strong partnerships between schools and other organizations, , including through encouraging and developing trust status</i> | Establish current position of school partnerships to set a baseline.   | Dec 07    | Establish current partnership agreements and identify gaps  |
|  | Work with DSCF and OSC to explain the benefits of Trusts and to promote new partnerships with secondary schools that will lead to formal arrangements between schools and their partners.  | Sep 2010  | Establish strong partnership arrangements in all secondary schools and establish Trust where these are agreed as the best solution to sustainability. |
|  | Work with OSC and partner organizations to develop Trusts where these are agreed as the best solution to a sustainable structure for the future.   | Sep 2010  |   |

|   |   |          |  |
|---|---|----------|--|
| 6. <i>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, and that all schools have the required standard of accommodation for the specialist subject</i> | Implement <i>Partners in Success</i> , Haringey's strategy for collaboration between specialist schools, established through consultation 2006/7.   | 2008     | Schools undertake to lead training and development in their specialist areas for a group of other schools                  |
|   | Establish school specialisms as part of the design requirements for BSF school projects   | Sept 07  | School specialisms form part of the design requirements and monitoring arrangements  |
|   | <b>In wave 2, build, rebuild and remodel:</b>   |          |  |
|   | - A new sixth form centre with a wide range of specialisms  | 01/09/07 | The 6FC will provide a focus for post 16 developments alongside other partner institutions.                                |
|   | - a specialist sports college   | 25/01/10 | Sports college leads on the PESSCL strategy to further promote sports across the Authority                                 |
|   | - a specialist performing arts and language school  | 04/07/11 | School takes lead on specialist areas within federation  |
|   | - a business and enterprise college as an inclusive learning campus, co-locating a MLD/ASD/PMLD special school  | 26/09/11 | School secures business partnership. Schools successfully co-locate and provide model of inclusion.                        |
|   | - a mathematics and computing specialist school to include an additional specialism to educate pupils with visual impairments.  | 28/07/10 | School takes lead on specialist areas within federation  |
|   | - a specialist arts and media college providing an inclusive learning campus with a co-located special school for pupils with physical disabilities. The school will also provide training school facilities for other schools. | 04/03/11 | School established as a training school, leading a programme for other schools. Special school achieves specialist status. |
|   | - A Seventh Day Adventist school with a specialism in humanities  | 06/07/10 | School successfully achieves specialist school status by 2009  |

|  |  |   |   |
|--|--|---|---|
| 7. (6 continued) 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, and that all schools have the required standard of accommodation for the specialist subject | <b>In wave 4 build, remodel and refurbish:</b>   |   |   |
|  | - a new school specialising in visual arts and media with additional specialism in ASD   | 30/07/10  | All schools provide a lead in their subject area and work collaboratively to provide access to students from other schools, thereby increasing choice and diversity of provision. |
|  | - a specialist performing arts community school in Crouch end, providing an additional specialism to educate pupils with visual impairments. | 12/10/09  |   |
|  | - Remodel and refurbish a specialist science and mathematics community school, providing an additional 25 places for pupils with autism      | 15/02/10  |   |
|  | - a high performing Leading Edge girls' school, specialising in performing arts and humanities.  | 19/03/10  |   |
|  | - A high performing foundation school, specialising Maths and Computing with Music   | 26/04/10  |   |
| - A Pupil Support Centre (Pupil Referral Unit), specialising in meeting the needs of young people with behavioural, social and emotional difficulties  | 16/08/10   | The PSC provides a lead on BESD and enables quick and effective interventions to eliminate exclusions |   |

## C1-C3 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*

### **See also chart page 4**

The current provision in secondary schools is good overall, with some notable strengths and some areas for improvement.

Ofsted inspections judged two schools as inadequate – Woodside High and John Loughborough.

Since her recent appointment, a very strong and experienced headteacher at **Woodside High** has made significant improvements to the school. The 2007 GCSE 5A\*-C grades are higher than at any time in the past (provisional 43%). Nevertheless there is much work to be done to improve En and Ma outcomes. The school is linked to Hornsey school through its High Performing school partnership. The school makes very good use of a strong local 14-19 partnership to extend the choice and diversity of courses and places to study. The school is also making very good use of a wide range of partnerships from outside the LA, including with HSBC bank.

**John Loughborough**, a small Seventh Day Adventist VA school, has not been improving at a sufficiently rapid rate, despite being supported by a high performing school from outside the borough and having had substantial support from the LA and London Challenge. Consequently, the Director of the Children and Young People's Service (DCYPS) issued a formal notice to improve in January 2007. An Ofsted inspection resulting in a notice to improve and continuing lack of progress, culminating in 2007 performance data, led to the DCYPS intervening to remove delegation and add capacity to the new leadership team from 1st September 2007.

The LA has worked with **Northumberland Park, Gladesmore and Park View Academy** to form a federation, beginning September 2007. A strength of all three schools is very good leadership of the headteachers who have a passion for improving outcomes and have raised the standards in their schools significantly in the past three years. The federation will provide the structure to share development priorities, most immediately in core subjects. The schools are also working in a close 14-19 partnership with the new **Haringey Sixth Form Centre**, which will open in September 2007 providing an excellent range of subjects at all levels.

**St Thomas More** received a positive inspection in 2007 which showed a number of strengths. The 2007 GCSE results and a high number of exclusions show that there are still some key issues to tackle before the school is fully secure. The school is linked to Hornsey school, a leading edge school, and to Cardinal Wiseman, a high performing Catholic school in Ealing, the headteacher of which is now a governor at St Thomas More.

| SFC OBJECTIVE  | TASK  | TIMESCALE  | TARGETS  |
|--|---|--|--|
| <b>Break the link between disadvantage and low achievement</b>   |   | <b>(See above also)</b>                              |  |
| 8. <i>Transform the outcomes and qualifications for young people at each key stage, so that by 2016 they exceed national averages across the borough</i> | Through national strategies team, focus on underperforming groups to support schools to improve practices so that all pupils achieve well.      | Ongoing process of continuous monitoring and support | All schools meet KS3 floor targets by 2008                           |
|  | Support and challenge schools to raise standards in core subjects at Key Stage 3, particularly science, and in English and mathematics at GCSE. |  | LA meets or exceeds national average for 5A*-C by 2010               |
|  | Improve assessment practices, particularly assessment for learning, and how challenging targets are set and met for all pupils                  |  | LA meets or exceeds national average for 5A*-C inc En and Ma by 2012 |
|  | Support and challenge schools to use ICT to improve standards   |  | Use of ICT central to teaching and learning in all schools           |
|  | Support and challenge schools causing concern to secure and sustain their recovery  |  | No schools causing concern by 2010                                   |
|  | Increase capacity for sustained school improvement and excellence   |  |  |
| 9. <i>Transform outcomes for vulnerable pupils and groups by developing a more inclusive curriculum and provision in all schools</i>                     | Provide guidance and manage targeted initiatives to improve the attainment of pupils from underperforming ethnic minority communities           |  | Targets in CYPP for LAC met or exceeded                              |
|  | Monitor that LAC have Personal Education Plans, and that the percentage of these pupils attaining national qualifications continues to rise     |  |  |
|  | Provide guidance and manage targeted initiatives to improve the attainment of gifted and talented pupils  | 2007/8   |  |



| SFC OBJECTIVE  | TASK   | TIMESCALE | TARGETS  |
|--|--|-----------|--|
| <i>10. Effective interventions where schools are under-performing or likely to provide young people with an unsatisfactory education</i> | Increase number of School Improvement Partners with Headteacher experience and who will provide robust challenge, especially to low performing schools.  | 2008      | The majority of schools have SIPs with recent headteacher experience.  |
|  | Ensure all schools have robust SEFs to inform their school improvement plans and work well with their School Improvement Partners (SIPs).  | ongoing   | All schools gain good judgement for quality of SEF from SIP in an annual reports, verified in Ofsted inspections   |
|  | Secure and sustain the recovery of schools causing concern using the school's SIP, LA officers and other agencies to identify categories of support needed , putting in place appropriate packages of support from a range of agencies               | ongoing   | Monitoring reports or re-inspection reports show good recovery and capacity to improve further   |
|  | Identify schools causing concern that are not making significant gains and reaching agreed targets. Issue formal notice to improve.  | ongoing   | Formal notices to improve issued and rigorous monitoring arrangements established.   |
|  | Implement the necessary interventions to support improvements at underperforming school by encouraging and enabling partnership working across schools and with external organisations, including through formal federations and trust arrangements. | ongoing   | Robust self governance in place to provide sustainable improvement. Agreements in place to link high performing schools linked to schools that are low performing. |
|  |  |           |  |
|  |  |           |  |

#### **Targets for Improved outcomes for vulnerable /underachieving groups**

- Improve the progress of young people at KS3, so that value added KS2-KS3 is in the upper quartile in all schools by 2012
- Transform the educational outcomes for young people at each key stage, so that by 2016 they exceed national averages across the borough
- 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.
- 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
- Value added at Key Stage 3 and Key Stage 4 improved at authority and school level
- Increased percentage of Turkish and Kurdish students achieve 5 A\*-C grades
- Increased percentage African and African Caribbean students gain 5 A\* -C grades

- Increased number of pupils from Black and ethnic minority communities identified as gifted and talented
- Increased percentage of traveler pupils gain passes at GCSE
- Decrease in percentage of young people leaving schools with low or no qualifications
- Increased percentage of young people leaving care aged 16 or over having at least 5 higher grades including English and maths
- Haringey LAC who transfer to secondary schools make progress in line with their attainment in Key Stage 2
- Increased percentage of Haringey LAC attaining national qualifications and achieving higher grade GCSEs including English and maths
- Increased percentage of male 14 year olds to achieve level 5 higher grade GCSEs including English and mathematics
- All schools judged by Ofsted to be at least good with at least half judged to be outstanding by 2012

| OBJECTIVES   | TASKS  | TIMESCALE |  |
|--|--|-----------|--|
| 11. <i>Improved outcomes for vulnerable /underachieving groups</i>   | Through implementing the national secondary strategy, provide support and challenge to schools to help raise standards in core subjects at Key Stage 3, particularly science, and in English and mathematics at GCSE                         | 2009      |  |
|  | Put in place an agreed science strategy for schools to ensure improved performance in Key Stage 2 that is effectively built on in Key Stage 3, improving standards in both Key Stages  | 2008      |  |
|  | Ensure KS2/3 transition summer schools take place in all secondary schools for target groups of pupils   | 2008      |  |
|  | Establish a borough wide transition strategy and school based transition strategies to strengthen all 5 transition bridges - administrative, social and personal, curriculum, teaching and learning & learner autonomy                       | 2008      |  |
|  | Engage two specialists in transition strategies to work with pupils, schools and parents   | 2007      |  |
|  | Promote Key Stage 3 curriculum design in all schools in line with national curriculum reform. Put in place an agreed change programme to extend curriculum flexibilities in all schools at Key Stage 3                                       | 2009      |  |
|  | Develop a two year KS3 model in two pilot schools and disseminate to all other schools   | 2008      |  |
|  | Develop a more inclusive curriculum and provision in all schools by providing further guidance to schools and managing targeted initiatives to improve the attainment of pupils from underperforming groups e.g. ethnic minority communities | 2008      |  |
| Ensure schools are putting in place appropriate support for LAC and monitor that LAC have Personal Education Plans, and that all young people leaving care benefit from a training | 2008   |           |  |

|  |   |      |  |
|--|---|------|--|
|  | programme that prepares them for independent living   |      |  |
|  | Provide guidance to schools and manage targeted initiatives to improve the attainment of gifted and talented pupils and ensure all gifted and talented students have the opportunity to participate in at least one borough or nation-wide activity related to their particular gifts and talents   | 2008 |  |
|  | Establish early accreditation models in all schools so that pupils with particular gifts and talents are able to gain qualifications at an earlier age  | 2009 |  |
|  | Ensure that the best practice developed in pilot programmes for raising the achievement of target groups (Black British Pupils, Turkish Speaking Pupils, Somali pupils, NRF pupils and level 3-5s at KS3) is continued and disseminated to other schools and that strategies are put in place to raise the achievement of Turkish speaking pupils in mathematics and science in place in four secondary schools | 2008 |  |
|  | Establish a borough wide transition strategy and school based transition strategies to strengthen all 5 transition bridges - administrative, social and personal, curriculum, teaching and learning & learner autonomy  | 2008 |  |
|  | Support at least one excellent teacher in specialising in transition strategies in order to act as an adviser to other schools  | 2007 |  |
|  | Ensure the bilingual teaching and learning models developed in four pilot schools are disseminated to all others  | 2008 |  |
|  | Establish models of flexible option choices and vocational learning options in year 9 in all schools  | 2009 |  |
|  | Through improved ICT provision and through CPD for school staff on use of ICT, improve use of ICT and support a range of teaching/learning approaches and assessment for learning, so enabling personalised learning and improved standards by vulnerable and underachieving groups   |      |  |

| OBJECTIVES  | TASKS  | TIMESCALE | TARGETS  |
|---|--|-----------|--|
| 12. <i>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.</i> | Establish in each school a Transformation Manager to act as the key contact to the BSF design team and to co-ordinate change strategies being developed through the BSF programme.   | 2007      | Each school with named TM provides strong leadership within each school.               |
|   | Establish in each school an educational link, with headteacher experience, challenging both the school in how it achieves its vision and acting as an advocate for the school within the BSF team to reduce the pressure on schools so they can focus on raising standards.  | 2007      | Experienced headteacher in place to act as transformation co-ordinator.                |
|   | 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 are prepared to lead and implement the transformational changes set out in this SfC and their individual school visions. | 2008      | CPD programme to support leadership provides the stimulus for transformational change. |

## D1-D4 – Personalised Learning

### Personalised learning (see also section on 14-19)

#### **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*

| OBJECTIVES  | TASKS  | TIMESC<br>ALE | TARGETS  |
|---|--|---------------|--|
| 13. <i>Assessment for Learning used as a core methodology by all teachers</i>               | Ensure e-assessment used to enable students to manage their own learning progression   | 2009 onwards  | All schools inspected in or after 2009 have teaching and learning graded as good; All those currently graded good to be graded outstanding |
|   | Ensure all schools have inclusive learning and teaching strategies, with a particular focus on Assessment for Learning and Modeling as key to independent and accelerated learning   |               |  |
| 14. <i>A Managed Learning Environment established as a key resource for personalisation</i> | Ensure personalised on line learning space and support is available for all students. This learning space is flexibly designed to best match user requirements. The MLE should be seen as part of a complete "virtual workplace" where a user may access all content on their desktop remotely | 2008/9        | MSP contract signed April 2008<br>All schools developing MLE<br>"Virtual workplace" to a reality   |
|   | Ensure every learner and practitioner is assisted to make effective use of their personalised learning space to enable learning to take place when and where they choose   | 2009          | All Haringey students have a personalised learning space   |
|   | Ensure that effective use of student tracking informs the development of learning pathways and that interoperability with MIS systems supports this. This will include on line assessments and assignments and the development of a wide range of e-learning strategies                        | 2009          | Student tracking related to Schemes of Work and 'next steps'   |
|   | Ensure a full range of digital resources to support learning and teaching are developed within the MLE as a 'one stop shop' e.g. caching and archiving of interactive white board resources  | 2009          | Access to all resources through single point of access   |
|   | Ensure a range of tools are developed to create 'connected learning communities' within schools, across the LA and with parents and the local community  | 2010          | Collaboration transforming the relationships within and beyond schools   |

|  |   |           |   |
|--|---|-----------|---|
|  | Improved facilities for lower Key Stage 3 teaching and learning to enable better progress between ages 11 and 14  |           | NC recommendations reflected in building designs.   |
|  | Put in place an agreed change programme to extend curriculum flexibilities in all schools at Key Stage 3  |           |   |
|  | Build on the successful Y5-Y8 transition programme, funded through London Challenge and supported by the National Strategies  |           |   |
| 15. <i>Further develop the lower KS3 curriculum to enable progress by stage rather than age.</i> | Establish models of flexible option choices and vocational learning options in year 9 established in all schools  | 2009      | Transition strategy specialists in place to work with schools, pupils, parents. Borough-wide strategy in place;             |
|  | Establish an integrated curriculum model for Years 7 and 8 in at least two schools 2008/9   |           |   |
| 16. <i>Support schools in developing personalised learning</i>                                   | Ensure all schools have personalised learning programmes for all pupils and innovative approaches to supporting target groups of underperforming pupils   | ongoing   | SEFs and Ofsted inspections show effective development of personalised programmes. Challenging achievement targets are met. |
|  | Establish a cadre of expert teachers established in each school leading the way in innovative approaches for pupils' learning and help to design environments appropriate for future learning.  |           |   |
|  | Through a continuous programme of professional development introduce new approaches to developing personalised learning for all staff, building on innovative practice in our own schools and from elsewhere  | ongoing   | Quality of teaching judged to be good to excellent in all schools.  |
|  | Through our e-transform programme, ensure that ICT is a core tool for personalisation, developing 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  | From 2008 | Attainment data and student surveys show that the extensive use of MLE and e-learning helps them to make good progress.     |
|  | Through the BSF design & build programme: <ul style="list-style-type: none"> <li>flexible learning spaces designed to be more focused on personalised learning.</li> <li>inspirational environments (internal, and outside spaces) to enhance learning and promote positive behaviour.</li> <li>environments in which pupils can feel respected and safe</li> <li>smaller teaching spaces to enable intensive support</li> <li>flexible facilities that enable out of hours access to learning</li> </ul> | 2010      | Built into all BSF Individual School Visions; building designs quality-assured against visions at each RIBA stage           |

|  |  |         |   |
|--|--|---------|---|
| <p><i>17. 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</i></p> | <p>Through our links with sports, the arts, business and industry, the youth service and the voluntary and community sector we 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.</p> |         | <p>Schools achieve specialist awards, such as sportsmark or artsmark, for the quality of their provision</p> <p>More looked after children that are attending Haringey schools participate in out of schools hours learning.</p>  |
|  | <p>Establish a coherent and co-ordinated Council- wide sports strategy to provide easy access to a wide range of sports and physical activities within school and out of hours at a choice of locations</p>  |         | <p>Borough sports strategy reflected in each school's development plans by 2010</p>   |
|  | <p>Extend the strong Haringey public libraries provision to schools and broaden to be a provision to cover all arts and cultural activities in schools and a wide range of other venues</p>  | 2009    | <p>Libraries, arts and culture strategy in place to provide wide access to young people and communities</p>   |
|  | <p>Extended schools provide extensive access to a range of activities out of hours, at weekends and during holidays, including summer schools and revision classes on site</p>   | 2009    | <p>Young people, especially those who are vulnerable, judge that out of school provision engages their interest and meets their needs</p> <p>More young people, especially those in vulnerable groups, participate in the Duke of Edinburgh Award and other voluntary activities.</p> |
| <p><i>18. Every school to have work-related learning, visits, residential and other activities to inspire and motivate young people</i></p>  | <p><i>Work with Haringey Education Business Partnership (HEBP) to ensure that every young person completes a successful work experience during KS4</i></p>   | 2008    | <p><i>All KS4 pupils gain work experience.</i></p>  |
|  | <p><i>Work with HEBP to promote Young Enterprise and other work-related learning experiences in schools</i></p>  |         | <p><i>All schools promote enterprise schemes.</i></p>   |
|  | <p><i>Through the Youth Service, expand participation on the Duke of Edinburgh Award scheme</i></p>  | Ongoing | <p><i>Year on year increase in participation.</i></p>   |
|  | <p><i>Through the Youth Service and Pendarren residential centre, promote out of school experiences, targeted on vulnerable groups</i></p>   | Ongoing |   |

|   |   |          |   |
|---|---|----------|---|
| 19. Activezones' established around secondary schools as part of their contribution to community cohesion | Establish stakeholder/steering group to include schools, FE/HE, leisure services, clubs, voluntary sector, sports organisations and providers (the PESSCL group)                        | In place | Clear action plan to develop the local PE and sports provision  |
|   | Establish Council-wide strategic approach to PE and sports to provide good access to facilities and activities for young people and the community (part of the extended schools agenda) | 2008     | Five year strategy in place crossing all providers. Engagement targets met for young people and adults. |
|   | Develop sustainable funding solutions to ensure the targets for young people and the broader community are met.   |          |   |

## E1-E5 14-19 entitlement

### Key objectives:

- 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
- Improve each school's specialist facilities to strengthen choice and diversity of provision and enable access to a wide range of pathways
- 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

| OBJECTIVES   | TASKS  | TIMESCALE | TARGETS   |
|--|--|-----------|---|
| 20. Establish strong partnerships between all schools and other organisations and providers to improve outcomes for young people | A 14-19 partnership forum, comprising schools, FE, LSC, Connexions and work based learning providers is already in place and well established. It is constituted under the CYPs formal partnership arrangements and has been instrumental in developing the 14-19 strategy and area wide action plan.                            | In place  |   |
|  | Secure through the 14-19 forum and task groups formal commitments from partners to delivery of specialist diploma lines or access to courses between schools, including for out of hours learning. Ensure MIS convergence and pan-Haringey MLE supports data sharing, coordinated timetabling, e-portfolio and resource sharing. | 2010      | Formal agreements established forming a federation or Trust between all partners on 14-19 arrangements. |
|  | Extend the current aligned timetabling between schools and providers to enable wider choice and greater access for more students 14-19   | 2012      | All schools provide a 2 day timetable block to enable wider choice and diversity                        |
| 21. Build on our strong partnerships to provide coherent and well planned 14-19  | Work with other LAs to develop the Pan-London offer, opening up options for study across the region. Work in particular with North London LAs within the LSC sub-region to ensure strategic decisions lead to coherence of provision and meet the LSC targets.   | ongoing   | Pan London and sub-regional provision meets the demands of learners and LSC priority areas              |



|  |  |           |  |
|--|--|-----------|--|
| <i>provision, Increase post-16 participation and reduce NEETs</i>  | Further develop the set of protocols in partnership with LSC with all providers including: pricing, a clearing system, quality assurance systems and monitoring & support  | 2008      | Agreed protocols in place by 2008 and set within formal agreements by 2010   |
|  | Extend the Haringey Learner Entitlement to cover all 14-19 learners. The entitlement will set out an overview of the minimum guarantee to be provided to the young people of Haringey  | 2008      | New Haringey Learner entitlement in place.   |
| <i>22. Build on our strong partnerships to provide coherent and well planned 14-19 provision, Increase post-16 participation and reduce NEETs (cont)</i> | Work closely with LSC and Connexions to extend the range of pathways and locations for education and training 14-19 so that more young people are inspired by what they are learning and are enthusiastic to stay on in education post 16 or are successful in securing rewarding employment | 2013      | Year on year increase range of options open to 14-19 year olds so that by 2013 all Diploma lines are available at a choice of locations.   |
|  | Ensure all schools have specialist subject areas, including vocational pathways, through which they contribute to the diversity of provision and opportunities open to all of Haringey's young people  | 2011      | Build in specialist facilities to each of the BSF schemes to match specialism to diploma line.   |
|  | Working in partnership with the LSC and local schools, open a 1200 place sixth form centre in the east of the borough, ensuring it provides a wide range of curriculum choice to meet the needs of young people in the area  | Sept 2007 | Recruitment targets met or exceeded, with a good match between students and courses so that achievement and retention rates are high   |
|  | Ensure schools in the east of the borough have an agreed 14-19-transition curriculum, which ensures clear options and pathways between schools and the sixth form centre or CoNEL.   | 2007-2010 | Good progression rates from east borough schools into 6FC  |
|  | Ensure schools in the west of the borough work collaboratively to agree 14-19 options for young people, especially by sharing specialist vocational facilities   | 2009      | Formal agreements made between schools, LSC and 14-19 forum.   |
|  | Work with LSC, CoNEL and other key partners to secure sustainable provision for recently arrived students aged 14 -19, with clear pathways to continued education, training or employment  | 2008      | Suitable partnership arrangements in place to provide at least 40 places per year for young people recently arrived to UK  |
|  | Work with LSC and a range of providers to establish range of options for personalised programmes for NEETs or those leaving post 16 courses early  | 2008      | Year on year Reduction in number of young people not in employment, education or training to national average by 2010 and to below national average by 2013<br>Year on year reduction in NEET from target wards. Decrease in % of leavers with no or low qualifications. |
|  | Prioritise wards containing highest number of NEETs to promote personalised programmes aimed help NEETs back into study.   |           |  |
|  | Increase home contact ratio of personal advisers prioritising targeted wards.  |           |  |
|  | Identify students at risk of becoming NEETs and carry out early interventions programmes, including new option choices in Year 11 that have clear progression pathways post 16.  | Ongoing   |  |

| OBJECTIVES   | TASKS   | TIMESCALE       | TARGETS  |
|--|---|-----------------|--|
| 23. Provide wider choice, diversity and access in the 14-19 curriculum   | <i>Implement functional skills phase of pilot. By trialing approaches to Functions Skills assessment and use this expertise to pilot Functional Skills linked to the Diploma in Construction</i>      | <i>In place</i> | <i>Evaluation shows pilot successful in meeting objectives.</i>  |
|  | Working through the 14-19 forum, task group and Diploma Development groups, implement the pilot phase of specialist diplomas in September 2007 and incrementally introduce year on year new Diplomas. | 2007-2013       | All diploma lines available as options to all students by 2013   |
|  | Provide a choice of all specialist diplomas to all students at all levels   | 2013            |  |
|  | Increase pathways choice for Young People with SEN both at KS4 and post 16, especially at pre-entry and level 1. Provide progression pathways and transition plans to post 19 provision.              | Ongoing         | 90% of special school students transition to Sixth form centre. Improved transition from 14-19 and beyond for all young people with SEN. |
|  | Ensure schools' specialisms and BSF investment in improved specialist facilities supports delivery of the 14-19 offer.  | 2011            | Designs incorporate specialist vocational provision.   |
|  | Produce 2nd phase plans, via our Diploma development groups, for the introduction of the Construction Diploma, and foundation learning tier   | Nov 2007        | Successful implementation of pilot and early stage Diploma development.  |
|  | Develop our proposals for the Diplomas in Society Health and Development and Creative and Media in readiness for the 2nd stage pilot in 2009.   | 2008            |  |
|  | Maintain the momentum established in the DDGs of IT and Engineering by supporting the established links and curriculum developments.  | 2008            |  |
|  | Prepare for the 2nd stage of pilots by establishing DDG and proposals in; Hospitality & Catering, Hair & Beauty and Business Administration & Finance – May 07.                                       | May 2007        |  |
| Work with our North London partners to develop a collaborative submission in Land Based & Environmental and we will investigate the merits of a submission in Manufacturing. | 2009  |                 |  |
| 24. Improve each school's specialist facilities to strengthen choice and diversity of provision and enable access to a wide range of pathways                                | Ensure each school's BSF design realizes investment in its specialisms, including those identified under the 14-19 specialist diplomas.   | 2008            | Improved specialist facilities in each school. Good access to all specialist diplomas by 2013.   |
|  | Ensure capital investment planned in conjunction with local FE/post 16 and LSC .  | 2008-13         | Coherence in provision area wide   |

| OBJECTIVES   | TASKS  | TIMESCALE | TARGETS  |
|--|--|-----------|--|
| <i>25. Extend the range and increase the number of young people in work based learning</i> | Working with key partners, including the Haringey Education Partnership, establish models of employer engagement to support institutions' WRL programmes.  | 2008/9    | <ul style="list-style-type: none"> <li>- Code of practice in place</li> <li>- Increase in number of L3 work experience placements</li> <li>- Increase in number of extended industry placements and internships (such as Business Academy of Finance)#</li> <li>- Common ICT systems to manage learner progress</li> </ul> |
|  | Expand of the Council's New Start WBL Programme as a model for further employer engagement.  |           |  |
|  | Work with LSC, FE sector and Education Business Partnership to expand the number of WBL providers  |           |  |
|  | Develop flexible points of entry and progression within and between Work Related Learning (WRL), and Work Based Learning (WBL) and traditional learning routes   |           |  |
| <i>26. Increase the advice, guidance and support to young people</i>                       | Promote Pan-London Prospectus for all young people KS4 and post 16   | Ongoing   | Increase in use of 'Choices' as a source of advice on pathways   |
|  | Develop the Connexions service an increased number of personal advisers with a higher contact ratio in schools to better support young people 14-19, especially those at risk of becoming NEETs.   | 2008/9    | At least one PA in each east borough school and at least 0.5 in each west borough school.  |
|  | Establish a 'pathways forum' for personal advisers and leading teachers in schools to promote with a deeper knowledge of IAG in schools.   | 2009      | Forum of Pas and leading teachers established  |
|  | Use the Managed Learning Environment (MLE) procured through BSF to create a Student Pathways and Diploma learning resource site to include; course information, progression routes, on-line resources, IAG materials and the on-line application system, | 2009      | MLE in place with pathways element   |
|  | Extend local marketing campaign for 14-19 pathways, building on Connexions advice and guidance, including events, talks, publications and university visits  | 2008      | IAG conferences in every school and at least two well attended IAG area conferences  |
|  | Build on and extend Aim Higher programme to ensure higher taken up of BME in higher education  | Ongoing   | Year on year increase of BME entries to HE. EIC targets met.   |
|  | Ensure all schools have good systems in place to provide independent information, advice and guidance to Y9-Y13 students on careers, choosing suitable educational pathways and counseling   | 2008/9    | IAG programme in every school  |
|  | Use ICT to promote personalised learning, provide independent advice and guidance, increase choice and establish greater access to the diversity of provision in Haringey and across London  | 2010      | MSP in place with each student having a regularly used on line learning environment.   |

## F1-F4 Integrated Children 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

| OBJECTIVES   | TASKS   | TIMESCALE | KPIs/TARGETS   |
|--|---|-----------|--|
| 27. Deliver excellent services to ensure the outcomes of 'Every Child Matters'             | Establish, through extensive consultation, a three-year Children and Young People's Plan to cover all aspects of ECM  | In place  | APA improves year on year to achieve an excellent rating by 2009/10                          |
|  | Establish the Haringey Children and Young People's Strategic Partnership (CYPSP).   | In Place  | CYPSP provides strategic oversight of ECM agenda   |
|  | Establish Children's Networks to provide a single referral route for services to children and young people  | In place  | Children's Networks establish coherence in delivery of services.                             |
|  | Establish Local Partnership Boards to enable greater engagement with the community in each Children's Network, especially with parents, community representatives and the voluntary sector.   | In place  | Local Partnership Boards provide a forum for the community voice                             |
|  | Establish an 11-19 Forum to provide accountability to the Haringey Community and to drive further improvement   | In place  | 11-19 forum provides strategic oversight of ECM for the phase                                |
|  | Re-align staff to work in multi-agency teams in locality bases  | 2008/10   | Increased coherence in the delivery of services to young people                              |
|  | Ensure integration between schools MIS and CYPS systems to enable effective reporting, sharing of information through a 'single view' and a Common Assessment Framework   | 2010      |  |
|  | Commission schools to deliver specific services, such as inclusion services, community provision and Connexions services  | ongoing   |  |
|  | Promote and support school self-evaluation and peer review, so that leadership at all levels has a strong focus on the progress of every young person and how their needs are being met   | 2008      | SEFs show effective evaluation of ECM outcomes based on rigorous monitoring                  |
| 28. Establish every school as an extended school and at least four as full service schools | Ensure 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. |           | PESSCL targets met   |
| 29. Establish schools as a focus for community   | Broaden opportunities for participation in physical activity, by ensuring coherence with Leisure Services and working in partnership with Sport England and the Big Lottery Fund.   |           | Partnership strategies in place for sport, arts and culture, health, and community cohesion, |

|   |   |         |   |
|---|---|---------|---|
| <i>cohesion</i><br>30. Align revenue streams to ensure sustainable funding to support BSF capital investment in schools | Ensure all schools have a Parental and Community Involvement strategy, which is embedded in the School Improvement Plan   |         | Parents and members of local communities, including those which are hard to reach, feel that their views are listened to and acted on at the highest levels |
|   | Support supplementary schools to use secondary schools out of hours   |         |   |
|   | Ensure availability of ICT throughout extended school with appropriate access, security and support.  |         |   |
| 31. Establish every school as a healthy school  | Design environments to minimize incidence of bullying and poor behaviour.   | 2007-10 | Core design teams focus on these aspects of design quality. Designs pass DQI tests and scrutiny by CABE.  |
|   | Invest >£16m in improving facilities to provide healthier eating options meeting the national standards and more inspiring eating environments to encourage take up.                  |         |   |
|   | Ensure that all schools take part in the National Healthy Schools Programme and that half achieve Healthy Schools accreditation level 3 by December 2007, with the remainder by 2009; | 2009    | All schools achieve L3 healthy school status  |
|   | Build on work of PESSCL and sports partnerships to establish a Council-wide strategy to provide a coherent access programme to sports and physical activities                         | 2008    | PE and sports access improved and shown in participation rates.   |
|   | Support the provision of sexual health advice through the implementation of the Teenage Pregnancy & Sexual Health strategies;   | 2008/9  | LAA targets met for reduction in teenage pregnancy and cases of STD   |
|   | Reduce the number of children and young people with obesity by supporting the implementation of the obesity strategy;   | 2009    | Reducing number of YP classified as obese.  |
|   | Reduce the number of children and young people who take up smoking through direct school-based education programmes including peer mentoring.   | Ongoing | Reduction in young smokers  |
|   | Reduce anti-social behaviour, known drug venues and environmental crime, and address young people's fear of crime through the co-ordinated work of the Safer Communities partnership. | Ongoing | Safer Communities targets met   |

## G1-G5 Inclusion: championing the needs of all pupils including those with SEN

### **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

| OBJECTIVES  | TASKS   | TIMESCALE | KPIs/TARGETS   |
|---|---|-----------|--|
| <i>32. Consult with key stakeholders on proposals for increased inclusion</i> | Consult on proposals for re-organising William C Harvey and Moselle schools to form one primary and one secondary school, the latter to be established at Woodside High | 2007/8    | Statutory consultation complete and agreement reached to establish an Inclusive Learning Campus at Woodside High.      |
|   | Consult with schools and other key partners on proposals to re-organise provision for young people with BESD.   | 2007/8    | Agreements reached with key stakeholders on the establishment of BESD provision in all schools and a re-organised PRU. |
|   | Consult young people, including those with disabilities, in developing designs through the BSF design stages.   | 2007-9    | Student engagement in design development   |
|   | Consult widely on provision for the new school, including facilities for pupils with ASD  | 2007-9    | Key stakeholders provide feedback to the project team to improve quality of design                                     |
|   | Consult with DCFS adviser on proposals for increased inclusion  | 2007/8    | Support for proposals outlined in Strategy for Change  |

| OBJECTIVES  | TASKS   | TIMESCALE | KPIs/TARGETS  |
|---|---|-----------|---|
| <i>33. Reduce the number of young people excluded from school by establishing inclusive BESD provision in all schools</i> | Establish resourced provision for secondary aged young people with social, emotional and behavioural difficulties established in each Children's Network and flexible space in all schools to enable small group and individual support | 2010      | Reduced number of permanent and fixed term exclusions in all schools to well below the national average by 2011, especially of young people of black and minority ethnic heritage                                 |
|   | Ensure the pupil support centre and specialist learning support units in schools provide a curriculum that ensures pathways back into mainstream education or training  | 2010      |   |
|   | Establish multi disciplinary teams in each Children's Network to support schools' capacity to meet the needs of children and young people with complex needs  | 2009      | Reduce the number of students at specialist off-site provision from 120 to 60 by 2011   |
| <i>34. Improve provision for children with multiple and complex needs</i>   | Open an inclusive learning campus, co-locating at Woodside High School and a special school for pupils with multiple and complex needs  | 2011      | All young people with special needs have opportunities for learning in an inclusive school by 2010  |
|   | Rebuild and refurbish facilities for young people with complex needs, particularly physical disabilities, at the Vale school, co-located at Northumberland Park school.   | 2010      | There is a year on year increase in the number of children and young people with SEN on dual placements across mainstream and special schools   |
|   | All refurbishment and new build maximises opportunities to increase access for children and young people with disabilities.   | 2011      | School SEFs evaluate SEN provision as being good or outstanding   |
|   | Ensure increased outreach support, advice and training for mainstream schools in place from special schools   | 2010      | Increasing confidence shown by parents/ carers in Haringey provision for children with SEN, including those with complex needs resulting in reducing number of requests for independent and out borough provision |
|   | Ensure increased collaboration on curriculum initiatives is in place between staff in special and mainstream school   | 2008/11   |   |
|   | Use innovative applications of ICT to enable children and young people with complex disabilities and/or communication needs to access the curriculum, transform their learning experiences and promote greater inclusion.               | 2009-11   | Reducing trend in the number of young people attending out-borough schools and a reduction in numbers of appeals by parents   |

| OBJECTIVES  | TASKS  | TIMESCALE | KPIs/TARGETS  |
|---|--|-----------|---|
| 35. <i>Establish inclusive provision for pupils with autistic spectrum disorder</i>   | Establish ASD consultation forum to discuss developing stages of the ASD strategy  | 2008      | Secondary resourced provision for children with autism in place.  |
|   | Carry out design workshops focusing on ASD   | 2007      | Reduction in number of requests from parents for non-LA placements including out-borough.                                   |
|   | Establish ASD specially resourced provision at three sites – Alexandra Park school, Woodside ILC and the new school  | 2011      |   |
| 36. <i>Establish inclusive provision for pupils with visual impairment</i>  | Children and young people with visual impairment have specialist facilities available in mainstream secondary schools  | 2010      | More students with visual impairment successfully included in mainstream schools.   |
|   | Establish VI specially resourced provision at Highgate Wood and Gladesmore schools   |           |   |
| 37. <i>Establish in secondary schools extended provision for young people with behavioural, emotional and social difficulties</i>                             | Define design requirements for BESD in all schools, using best practice from Excellence in Cities and BIP programmes.  | 2007      | Clear guidance in place for design partners   |
|   | Design specialist resources for individualised learning for pupils requiring additional support as a result of their BESD. This includes remote access to learning through the Learning Platform/Video conferencing in schools and in alternative provision (e.g. PRU) | 2008      | Successful design that meets the advice in the guidance   |
|   | Agree with schools protocols for managing pupils with BESD to reduce exclusions and maintain more pupils in mainstream provision.  | 2008      | Schools working successfully to manage moves and reduce exclusions. Exclusions fall to well below national average by 2010. |
| 38. <i>Establish specialist provision for young people with more complex behavioural, emotional and social difficulties, including mental health problems</i> | Rebuild and reorganise the PRU to establish a Young People's Centre for pupils with the most severe BESD needs to access specialist care and support.  | 2010      | Reduce numbers on roll at PRU from 120 to 60 by 2011.   |
|   | Develop highly specialised services for students with severe and complex BESD in all schools, based at the PRU and including e.g. CAMHS and YOS  | 2010      | Increased percentage of pupils who attend Pupil Support Provision are re-settled in mainstream schools                      |



| OBJECTIVES  | TASKS  | TIMESCALE  | KPIs/TARGETS   |
|---|--|--|--|
| <p><i>39. Improve attendance and behaviour</i></p>      | <p>Ensure all schools have effective anti-bullying policies in place</p> <p>Reduce forms of entry in east borough schools, so that they can better meet the complex needs of the young people they serve</p> <p>Ensure all schools have Race Equality Action plans or specific actions included in their school improvements plans related to improving community cohesion</p> <p>Ensure all schools have received training on strategies to promote good relations within the school community and challenging discriminatory practices</p> <p>Ensure all schools have strategies in place to monitor the quality of school meals and include the views of young people in their evaluation</p> <p>Use of ICT for e-registration, instant parental communication (e.g. SMS) to include positive reinforcement for improved attendance and behaviour</p>   | <p>2008</p> <p>2010</p> <p>2008</p> <p>2008</p> <p>2008</p> <p>2009</p>  | <p>Attendance improves year on year or sustains upper quartile levels</p> <p>Haringey LAC have improved attendance</p> <p>School SEFs evaluate that improved curriculum provision has a direct impact on reducing disaffection and increasing attendance and behaviour</p> <p>A reduction in the incidence of reported knife crimes involving young people both in schools and in the community</p>  |
| <p><i>40. Ensure young people's views are heard</i></p> | <p>Ensure all secondary schools participate in programmes that develop young people's involvement in school democracy This will include the use of relevant ICT to empower student voice.</p> <p>Ensure the Young People's Council and Young Mayor, informed by a wide constituency of youth forums and school councils, informs and develops Council policy</p> <p>Ensure that the Children and Young People's Plan is informed by the views of young people, especially those in vulnerable groups</p> <p>Ensure voluntary organisations and The Children Service have worked in partnership to collect young people's views on the five outcomes and have reported progress to young people</p> <p>Ensure a process for monitoring the effectiveness of anti-bullying procedures is agreed by school councils</p> <p>Ensure young people are regularly consulted on how to improve safety in their local communities</p> <p>Ensure School Councils play a key role in the recruitment of staff</p> <p>Ensure all schools involve young people in self-evaluation procedures</p> <p>Ensure a local website for young people is established, maintained and monitored by young people</p> <p>Ensure young people play an important role in the management of Youth Service activities</p> | <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>2008</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>2008</p> | <p>Each school's SEF evaluates, and Ofsted inspections agree, that engagement of young people is very good.</p> <p>Young People's Council successful in influencing Council policy</p> <p>Annual consultation with young people, including LAC and with disabilities, as key stakeholders in the CYPP</p> <p>Student engagement in staff selection is widespread in all schools.</p> <p>All schools promote the involvement of their students on a range of issues, including self evaluation, school design, development plans and extended services.</p> |

## H1-H5 Leading and Managing Change

### Key objectives for change management

- Establish effective governance of the 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

| OBJECTIVES  | TASKS  | TIMESCALE       | KPIs/TARGETS   |
|---|--|-----------------|--|
| 41. Establish effective governance of the change management programme at all levels | Establish governance using nationally and internationally recognised programme management standards (PRINCE2 and MSP)  | <i>in place</i> | Regular audit shows effective governance of the programme  |
|   | Establish BSF Board with Senior Officers of the LA to provide strategic leadership of the programme and to monitor KPIs and outcomes   | <i>In place</i> |  |
|   | Establish Schools' Transformation Board (STB) as a key consultative forum within the Council's structures, comprising Headteacher and Chair of Governors from each school, other key partners, Council members and senior officers. Support the STD to monitor KPIs and outcomes | <i>In place</i> | Regular meetings of forums with formal processes in place ensure good stakeholder ownership of the change programme. |
|   | Establish sub-groups of the STB to oversee specific elements of the change programme, including a transformation managers' forum and an ICT forum, focusing on specific KPIs and outcomes  | <i>In place</i> |  |
|   | Promote formal arrangements to secure sustainable solutions to governance, such as federations and Trusts  | 2009            | Federations established<br>Foundation and Trust status explored by all schools as solution for sustainability        |
|   | Secure formal links between low performing schools and high performing schools within or beyond the borough as a means of developing good leadership and governance.   | 2009            | Formal links established between high performing and low performing schools.   |
|   | Support governors to improve their processes for monitoring and reviewing the school's change programme  | 2008/9          | Secure governance of BSF change programme in all schools   |
|   | Establish a clear benefits realization plan which defines across all streams the benefits brought about by the BSF investment  | 2007/8          | Clear benefits realization plan in place<br>PRINCE2 methodology  |

| OBJECTIVES  | TASKS   | TIMESCALE | KPIs/TARGETS   |
|---|---|-----------|--|
| 42. Establish capacity in each school to manage change                          | Establish in each school a senior member of staff, the Transformation Manager (TM), to take the lead on transformation guided by the ISV, ICT Levers for Transformational Change and to monitor KPIs and outcomes             | In place  | Named transformation manager in each school  |
|   | Establish in each school a link educational adviser from the BSF team with headteacher experience to coach the TM   | In place  | Transformation co-ordinator linked to every school   |
|   | Establish a Leading Transformation Programme to develop the capability and capacity of leaders to deliver e-transformation and a Transformation Teachers Programme to support the development of lead professional cadres     | In place  | All leaders ready for change<br>Lead professionals developed and prepared for school based role  |
|   | Establish a core group in every school comprising TM, link adviser, design team partner and construction project manager to manage the design process through continuous reference to the school's vision for transformation. | In place  | Clear structure to evaluate design options relative to educational vision and policy streams, ensuring layouts offer flexible, appropriate and effective environments. |
|   | Ensure lead professionals and lead departments are established in all schools and deployed to bring about improvement in teaching and learning through coaching, enabled by ICT   | 2010      | A cadre of lead professionals established in each school to act as coaches to other staff, including for e-transformation  |
|   | Establish two training schools to provide initial teacher training and continued professional development, including ICT  | 2008      | A framework for professional progression and CPD is in place across the Authority  |
|   | Work with NSCL and the London Leadership Centre to provide a range of leadership development programme, including <i>Leading from the Middle</i> and <i>Strategic Leadership of ICT</i>                                       | 2008      |  |
|   | Work together with the school's SIP so that they are best able to play a vital role in the challenge and support of each school's progress and ensuring a clear focus on the quality of self evaluation and review.           | Ongoing   | SIP provides sustainable means of challenge and support to the ISV   |
|   | Ensure that 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.   | 2009      | MSP meets contract outputs and ICT systems are reliable for teaching and learning  |
| 43. Establish clear implementation plans, based on Authority and School visions | Work through the TM to establish in each school a Strategy for Change which describes the change agenda and how it will be managed  | 2008      | SfC in each school, agreed by the GB and linked to school improvement plan.  |
|   | Support each school's TM in driving the change agenda in their schools  | ongoing   |  |
|   |   |           |  |

| OBJECTIVES                       | TASKS   | TIMESCALE       | KPIs/TARGETS   |
|----------------------------------|---|-----------------|--|
|                                  | See also section on 14-19   |                 |  |
| 44. Lead and manage 14-19 change | <i>Establish a strategic forum for 14-19 comprising reps from all schools, LSC, FE sector, Connexions, Education Business partnership and representatives of all other strategic partners</i>   | <i>In place</i> | <i>Forum provides strategic direction for 14-19 and monitors KPIs and outcomes</i> |
|                                  | Develop curriculum framework, resources, training plans, sector specific employer engagement and learner support, defined by the self-assessments, audit of capacity, and training needs analysis carried out by Development Groups for each Diploma.   | 2007-2013       | Substantial support network for 14-19 in place locally and sub-regionally          |
|                                  | Build on the sub-regional collaboration facilitated by London North Learning and Skills Council (LNLSC) to ensure continued and regular sharing of practice and strategy between borough 14-19 coordinators.<br><i>The partnership secured the trial of functional skills and the extended L3 project in September 2006, and has developed effective links with sector skills councils, employers and HE. This blend of centralised and distributed leadership and capacity is supported by an effective LA 14-19 Team.</i> |                 |  |
|                                  | Appoint an additional 14-19 officer to support strategic development of all programmes in the phase   | 2007            | Additional capacity appointed to the 14-19 strategy team                           |

|  |   |         |  |
|--|---|---------|--|
| 45. Establish well-targeted workforce development programme in each school | See also section above on establishing capacity for change  |         |  |
|  | Establish a school-based staff development programme for each school to implement <i>Strategy for Change</i> and meet the workforce reform agenda | 2008/9  | Clear CPD programme that links to strategic objectives in ISV and SfC  |
|  | Establish ICT training programme for each school through the MSP  | 2008/9  | Audit of training needs leads to well targeted programmes and improved use of ICT in teaching and learning and to support school management  |
|  | Establish CPD forum for CPD leaders in each school under the Schools' Transformation Board  | 2008    | Staffing structures meet the workforce reform agenda and structures, take account of extended school status and improve the impact of leadership and management on school performance. |
|  | Use ICT to effectively identify, address and a manage CPD needs.  | 2009/10 | MSP introduces CPD management systems which are used effectively to secure change.   |

## ICT managed service

Volume 4 of the Outline Business Case, covering the whole of the Haringey estate, was agreed by PFS and DfES in the wave 2 submission. Subsequently, Haringey has worked closely with PFS to develop a detailed output specification of what will be required of the MSP, which has now been agreed with the Department. The procurement process has progressed well through a competitive dialogue process and three bidders are on the short list. The next milestone is submission of final bids, which will take place Oct 12<sup>th</sup>. The MSP contract is expected to be in place by April 2008.

Key reference documents (if required):

- Outline Business Case (Volume 4) wave 2 submission
- Detailed Output Specification, including change management processes
- Detailed documents related to legal, financial and contractual issues and more broadly on the procurement process.