



Changing Lives

Transforming Education for 11-19 Year Olds in Haringey

Strategy for Change (Part 2): Detail and Delivery



Building schools for the future



Haringey Council

Contents

Section	Page
Introduction	3 - 4
Table of schools in Wave 4	5
Summary of the performance of secondary and special (sp) schools	6
Current Standards, Teaching and Learning	7
Adding Value through BSF	8 - 10
Responding the Ministerial Remit	11
How BSF will enable the LA to achieve the 5 ECM outcomes	12 - 13
Choice, diversity and fair access for all parents and students	14 - 20
Tackling Underperformance	21 - 25
Personalised Learning	26 - 28
14-19 entitlement	29 - 32
Integrated Children and Young People's Services	33 - 34
Inclusion	35 - 38
Leading and Managing Change	39 - 41
ICT managed service	42

Introduction

1. This Strategy for Change part 2 (SfC2) builds upon part 1 which set out what we want to do to transform the outcomes for young people (11-19) and their communities in Haringey.
2. SfC2 takes forward the Local Authority's responsibility to transform secondary education, and especially to facilitate robust dialogue with governing bodies on implementing the government's diversity, choice and fair access agenda. This includes plans for potential changes to the status of some schools to enable greater levels of self governance. The decision around the change of status of any school rests with the governing body of that school.
3. Haringey is well advanced in implementing aspects of its Strategy for Change as part of the BSF programme.
4. Haringey has established industry-standard programme management systems (Managing Successful Programmes and PRINCE2¹) 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 the Children and Young People's Service is the transformation champion, steering the vision for, and process of, change;
 - The Cabinet 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;
 - The Leader of the Council is regularly briefed on progress of the programme and actively engages in many of the issues;
 - Other Councillors are also actively involved, often working alongside senior leaders from schools in forums and on individual school projects.
5. We are confident that we have effective systems in place to lead and manage this complex change programme and achieve our vision.
6. We have established, through EU procurement processes, framework agreements for:
 - educational advice
 - design team partners and
 - construction partners.
7. We have in place a team of construction project managers and cost consultants and have appointed core teams to each of the Wave 2 schools. Most of the Wave 2 schools are already at RIBA stage C and by April 2008 all will have reached stage D, at which stage contractor partners will join the design teams.

¹ **PRINCE2 (PR**ojects **IN** Controlled **E**nvironments) is a process-based method for effective project management. PRINCE2 is a de facto standard used extensively by the UK Government and is widely recognised and used in the private sector, both in the UK and internationally.

8. Design proposals for wave 2 projects have been judged good overall by Partnerships for Schools (PfS) and the Commission for Architecture and the Built Environment (CABE)² and one of the more advanced designs an exemplar.
9. ICT procurement is also well advanced. Using a competitive dialogue process we have two potential Managed Services Provider (MSP) partners and final bids will be submitted in March 2008, with a milestone to have the MSP preferred bidder in place by April 2008.
10. We are making good progress through the BSF programme. This SfC2 provides an overview of the actions that we plan to take to achieve the transformation we set out in our vision, supported by the construction and ICT elements of the programme.

² CABE is the government's advisor on architecture, urban design and public space

11. Wave 4 schools: current provision in the Local Authority and value added by BSF

School name Current type and governance ³ (future type/gov)	BSF Investment (subject to the outcome of current discussions with PFS) £m	Key impact of BSF	Special Collaborative arrangements	Specialism Current (Proposed)	Ofsted Category - most recent report (LA category ⁴)	Current size (NOR) 11-18	Proposed size (NOR) 11-18 by 2016	5+A* - C 2006 (5+A* - C 2006 with En & Ma)	Steps to 2016 targets ⁵ - to be developed further in SfC2 Post BSF 5+A* - C (5+A* - C with En & Ma) Targets/ estimates for future years	Steps to 2016 targets Current overall VA KS 2-3; KS2-4 KS3-4 (Projected VA KS2-4)	Current community Served & key features (note: All Wave schools in West Haringey)	Future regeneration, building etc
Alexandra Park C. Co, M (Soft Federation with New school (2008) leading to Hard federation or Trust by 2010)	Constn. £3,365,633 ICT £1,860,904 Total £4,257,937	Federation/ Trust with the new school. Enhanced inclusion, inc Student Support Centre* and specialist provision for Autistic Spectrum Disorder (ASD), particularly Asperger's.. ICT rich enabling greater personalisation and effectiveness. Expanded post 16 provision. New enhancements for learning in performing and creative arts to support its proposed specialism.	Partnerships: EIC; 14-19; NLC; SSAT member PESSCL (sports) A recently opened sixth form provision is planned to increase in the coming years.	1: Science 2: Mathematics (Performing & Media Arts; Training school)	Very good (1)	971 16- 229 16+	1411 1080 11-16 25 ASD 6 SEN 300 16+	2006 55 (46)	2008 62% (51) 2009 64% (53) 2010 66% (55)	Median (upper quartile) Within 2nd Decile (1 st Decile) Within 4th Decile (upper quartile)	Wide socio-economic profile, ethnically diverse, twice nat av. students with statements. Intake is moving towards a less deprived intake; 25% EAL; 30% FSM;	BSF will enable full core extended school provision plus: lead school on science (inc G&T), maths, sports, performing & media arts. Community provision in sports, adult learning, ICT. International links, esp South Africa.
Fortismere/ Blanche Nevile F/Sp, Co, M	Constn. £4,361,132 ICT £2,245,221 Total £6,606,353	- Improvements in: - sixth form provision (inc vocational), music and performing arts, - dining, - acoustic qualities of teaching areas to assist students with hearing impairment. - more ICT to enable greater personalisation, - student support centre	Partnerships: Inclusive provision with Blanche Nevile special school; EIC, NLC, 14-19, NLC; Young engineers; PESSCL	1: Technology 2: Music 3: Languages (training school being considered)	Good (1)	1652 1208 16- 444 16+	1806 1250 16- 50 HI (BN sp) 6SEN 500 16+	2006 77 (69)	2007 79% (68) 2008 80% (70) 2009 82% (70) 2010 84% (76) 2011 87% (80)	F & BN - Within 3rd Decile (1 st Decile) F - Upper Quartile (1 st Decile) BN - Within 1st Decile (maintain) F - Upper Quartile (1 st Decile) BN - Not Available (upper quartile)	Wide range of cultural, racial, religious and socio-economic backgrounds although the majority come from advantaged backgrounds. 8% EAL; 9% FSM;	BSF will enable full core extended school provision plus: lead school on technology, music and languages Community provision under review.
Hornsey C. Co, G (future arrangements subject to governors' consideration of trust/federation arrangements)	Constn. £4,664,759 ICT £1,908,101 Total 6,572,860	- increased inclusion through student support centre ; - expand sixth form inc vocational provision; multi-functional library and teaching space; multi-purpose performance space; sheltered outdoor spaces; staff development and staff conference facilities;	Partnerships: Post 16 consortium; EIC; 14-19; NLC; leading edge partnership with Woodside and St Thomas More; PESSCL	1: Performing Arts 2: Languages 3: Leading Edge	Good with very good features (1)	1477 1200 16- 277 16+	1521 1215 16- 6SEN 300 16+	2006 64 (49)	2008 71% (58) 2009 74% (62) 2010 76% (64)	Median (upper quartile) Within 3rd Decile (1 st Decile) Within 4 th Decile (1st Decile)	Ethnically and socially diverse population, with many students coming from homes with no tradition of extended secondary education. SEN well above average. > 60% EAL; 37% FSM; 85% Ethnic minorities; >12% recent refugees.	BSF will enable full core extended school provision. Facilities to enable ECM agenda and complement Performing Arts and Humanities specialisms.
Highgate Wood C. Co, M (future arrangements subject to governors' consideration of trust/federation arrangements)	Constn. £3,627,514 ICT £1,908,101 Total £5,535,615	- Improved inclusion through student support centre and VI provision; - Enhanced media/learning resources/ performance arts/ creative arts/ ICT areas to enable greater personalisation; - enhanced post 16 provision, including vocational and study centres.	Post 16 consortium; EIC; 14-19; NLC; PESSCL ; local sports clubs and recreation partnership	1: Arts 2: (Humanities: Citizenship and English)	Good (2) <i>(recently appointed new senior team)</i>	1413 1201 16- 212 16+	1471 1215 16- 6SEN 250 16+	2006 48 (42)	2008 56 (46) 2009 69 (55) 2010 72 (58)	6th Decile (upper quartile) Median (upper quartile) 6th Decile (upper quartile)	The school is located in Crouch End, a prosperous ward, but many of its wide ethnic groups of students come from the more deprived areas in Haringey. > 33% EAL; > 23% FSM; > 20% SEN	Extensive use on a wide range of fronts: both students 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.
Young People's Centre, in partnership with CAHMS, leading to a Trust	Con £4,964,774 ICT £1,078,878	Re- designed to enable extended provision for specialist severe and specialist BESD High emphasis on ECM outcomes	14-19; NLC; PESSCL, strong link to PCT, YOS,	BESD	Sat. with good features (3)	100-120	80	15% 1 GCSE A*-C ; 70% 1 GCSE A*-G	By 2010 50% achieving at least three level 2 qualifications and the remainder at least one level 2 qualification.	Insufficient data for current VA By 2010 VA above median.	Mainly boys with high proportion of students 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 (soft federation with APS leading to Hard federation or Trust by 2010)	Con £27,743,333 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		1111 1080 16- 0 16+ 25 ASD 6 SEN				The school is located in Wood Green. Pupil cohort not yet determined	Envisioned that the new school will significantly contribute to local regeneration scheme.

* Student Support Centres provide focused support for students with behavioural, emotional and social difficulties.

3 C = Community ; Co=comprehensive; F = Foundation; M= Mixed; G= Girls; Sp=Special

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

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

12. All schools: Summary of the performance of secondary and special (sp) schools in both waves

(based on most 2007 GCSE results and most recent Ofsted report)

School	Ofsted date	Overall grade	Standards(2007 results provisional) GCSE 5 A*-C (GCSE 5A*-C inc En Ma) [Ofsted grade]	Leadership grade	Teaching grade
Wave 4					
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
Wave 2					
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	06/11/2007	3	43 (18) [3]	3	3
William C Harvey (sp)	06/12/2005	2	[1]	2	2
Vale (sp)	23/02/2004	2	[2]	2	2
Non-BSF					
Grieg City Academy	08/12/2004	3	62 (20) [3]	3	3

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

Ofsted inspection grades are from 1 to 4. Grade 1 is outstanding and grade 4 is poor.

Haringey secondary and special schools as a whole are well above the Ofsted national average. In 2007, 73% of Haringey schools were judged to be good (grades 2) or outstanding (grade 1) compared to 51% nationally. All Haringey special schools are good or outstanding compared to 80% nationally and the PSC is good compared to only half of Pupil Referral Units nationally.

Current Standards, Teaching and Learning

13. Haringey's record on raising achievement speaks for itself:

- progress at the end of Key Stage 4 (%5+ A*-C) since 2001 at twice the national rate, year on year, closing a 19.1% gap in 2001 to 5.8% by 2007
- Schools serving the most disadvantaged communities (in the east of the borough) rapidly closing the gap with schools in the west of the borough, from 30% in 2001 to 6% in 2007 (%5+ A* - C)
- over 600 more 16 year olds achieving 5+ A*-C grades than was the case in 2001
- rapid progress in raising standards and improving provision for vulnerable children
- young people with higher expectations than ever before to improve their life chances

14. However, there is still much to be done and our priorities for improving standards in secondary schools are to:

- ensure that all schools exceed KS3 floor targets in all core subjects;
- increase the number of students achieving higher grades in end of Key Stage tests, GCSEs and post 16 qualifications;
- reach and exceed national average on GCSE 5+A*-C, including English and Mathematics;
- exceed national average for level 2 qualifications in En and Ma by age 19;
- ensure no young people leave education without qualifications;
- improve outcomes for young people from ethnic minority groups, especially African Caribbean, Somali, Turkish and Kurdish heritage;
- further reducing exclusions, improving attendance and reducing NEETs.

15. Our priorities for teaching and learning are to:

- break the link between disadvantage and low achievement;
- use assessment for Learning methodologies at the core of all teaching;
- use ICT effectively to improve learning;
- increase personalisation, so that each young person has an educational experience that is motivate and through which they achieve well;
- increase choice and diversity of opportunity in the14-19 curriculum;
- ensure secure functional skills in English, mathematics and ICT for all young people;
- improve behaviour and attendance;
- increase inclusion;
- promote out of hours access to a wide range of activities;
- establish an extensive CPD programme with a focus on school-based development;
- ensure cadre of lead professionals in each school leading innovation in teaching.

16. Key Performance Indicators are provided in sections below and *Changing Lives*, the Haringey Children and Young People's Plan, sets out the priorities and detailed targets for the service for the next three years.

Adding value through BSF

17. Our first priority in wave 2 of BSF has been to address the challenges faced by schools in the most deprived communities through a £89.2m programme. We are making rapid progress towards our ambitious goals for transformation in this part of the programme.
18. Wave 2 will also provide schools in less disadvantaged areas with wider opportunities for all students, including those with special educational needs. Through this investment all special schools will share the same campus as mainstream schools.
19. 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 young peoples' support centre to educate 80 young people who have serious mental health needs.
20. Achieving greater levels of inclusion is a major aim of the BSF programme, including developing provision in mainstream schools, developing special schools and strengthening partnerships such as with the Child and Adolescent Mental Health Service (CAMHS).
21. 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.
22. 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 fair access, through:
 - o federations;
 - o encouraging schools to engage with partners from business, industry and universities to consider the benefits of trusts;
 - o developing further specialisms and
 - o 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 and underachieving individuals and groups;
 - increase post 16 participation, reduce the number of young people not in employment, education or training (NEET) and improve the number of young people gaining level 2 and level 3 qualifications by age 19;
 - enable secondary schools to have a key role in neighbourhood regeneration and in the wider agenda that supports the well-being of young people and their communities;
 - engage with parents and all 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.

23. Our ambitions will be achieved through our collective commitment to provision that redresses inequalities, promotes inclusion and provides choice, diversity and fair access for all students and their parents.

24. 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 students excluded or educated outside mainstream education by establishing in all schools space to enable small group and individual support, referred to as a student support centre;
- increase personalisation, by providing flexible and adaptable learning environments and new technologies;
- develop extended schools provision and integrated services for young people in and around schools, for example in partnership with the Primary Care Trust;
- bring together the key stakeholder groups of the Schools' Transformation Board and the 11-19 forum to work with partners from major charitable organizations, business and universities;
- provide a catalyst for change management, supporting staff in preparing for and implementing changes in policies and practices across all the policy areas set out in this document.

25. Additionally in BSF wave 2 the programme will:

- broaden diversity of provision by opening a 1200 place sixth form centre in the east of the borough and enhance the specialist provision in each of the schools;
- build upon the successful federation at Gladesmore, Northumberland Park and Park View schools, with John Loughborough school joining the federation as an affiliated school in 2010 and by encouraging governors to consider the benefits of establishing the federation as a trust;
- enable a partnership between St Thomas More School and another high performing Roman Catholic school in another borough, supported by the Diocese of Westminster;
- establish strong partnerships with large Businesses and Universities, seeking a partner for each of the schools and for the federation in the east;
- increase inclusion by establishing a secondary special school on the same site as Woodside High school to form an Inclusive Learning Campus;
- improve inclusion by rebuilding, remodelling and refurbishing the co-located Northumberland Park School and The Vale special school for young people with physical disabilities;
- 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.

26. In BSF wave 4 the programme will:

- increase parental choice, diversity and fair access in secondary provision by opening a new school in September 2010;
- enable a federation between the new school and Alexandra Park School by 2010, and if the governors agree, enable Woodside High school to join the federation by 2012. As part of this process, support the governors to consider the benefits of becoming a trust;

- establish strong partnerships with large Businesses and Universities, seeking a partner for each of the schools and for the federation between Alexandra Park, the new school and Woodside High;
 - increase the specialist facilities for students with the greatest needs because of their serious mental health needs at a re-built and reorganised 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 improving facilities at Fortismere school for students with hearing impairments or who are deaf;
 - 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

27. **Diversity of schools' provision** – Haringey's proposals will increase choice for parents, diversity of provision and support the achievement of improved standards. To this end, we will be actively working with all governing bodies to explore how hard federations and Trusts will bring added value and provide greater sustainability for the future. Further detail is provided in the SfC 2 section on choice, diversity and fair access.
28. **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 knowledge, skills and confidence in implementing the changes in policy and working practices necessary to achieve the transformation described in this SfC 2. Further detail is provided in the SfC2 section below on change management.
29. **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 2 section on ICT.
30. **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 1 under this heading. Our communications plan sets this out in detail.

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

31. The BSF investment will benefit the targets in our Children and Young People's Plan 2006-9, as outlined below.

32. Being Healthy

- Reduce the number of children and young people with obesity through improving the quality of school dining facilities, providing healthier options for eating and by improving facilities for sport, leisure and recreational opportunities
- Enable all secondary schools to 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 a more personalised approach to their education
- Improve coherence, effectiveness and impact of services on children and families by establishing multi-agency work as part of the extended schools agenda

33. Staying Safe

- Create safer places for young people learn and to play, working with partners from the Council, the police and the voluntary sector
- Improve further the quality and range of youth provision outside school hours
- Increasing the amount of targeted diversionary activities through extended schools
- Provide flexible resource centres, enhanced training for staff and increased revenue funds to enable schools to work more effectively with vulnerable young people to prevent school exclusion

34. Enjoying and Achieving

- Improve transition from primary to secondary schools so that students make good progress in lower KS3
- Revise the KS3 curriculum to improve outcomes for students by age 16
- Improve choice, diversity and access to schools and a wider range of learning pathways 14-19 to enable all young people to achieve well
- Provide improved learning environments and extensive use of ICT to enable greater personalisation
- Extend post 16 provision by opening up a new sixth form centre and expanding post 16 places in successful schools
- Promote 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.
- Provide extensive facilities and ICT to increase inclusion and attendance and reduce exclusion

35. 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
- Engage the Haringey Youth Council to represent the views of young people aged 12-19 on BSF developments
- Commission 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

- Build 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
- Carry 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 schools' SfC

36. Achieving economic well being

- Ensure 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
- Ensure 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
- Extend 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

Choice, diversity and fair access for all parents and students

Key objectives for diversity, choice and fair access

- *Promote robust dialogue on the diversity of school provision with parents, staff and governors led by a Choice and Diversity Champion thereby ensuring that school governing bodies are well informed to make decisions.*
- *Meet the increasing demand from parents in Haringey for secondary school places by opening a new school in 2010*
- *Establish a hard federation or Trust for the new school by linking it to other Haringey schools , supported by partners from a university, business or charitable foundation*
- *Seek to establish hard federations or Trusts in Haringey schools, supported by partners from a university, business or charitable foundation*
- *Increase choice and diversity in post 16 provision by opening a new sixth form centre, improving post 16 places in school sixth forms and work in partnership with FE and the LSC*
- *Extend the range of 14-19 pathway options, the range of providers and the locations for study*
- *Support all secondary schools to sustain their specialist status, with some developing second specialisms, including training school or leading edge status. Enable special schools to develop appropriate specialisms. Enable all schools to establish the required standard of accommodation for the specialist subject*
- *Improve the sufficiency, condition and suitability of schools, prioritising those serving the most deprived wards in the borough*

37. The Council intends both to strengthen its role as a commissioner of school places and to increase the diversity of school providers thereby increasing and schools' self governance. Our current plans are to facilitate, support schools that are considering changing status in order to develop hard federations or trusts.

38. Haringey Council will promote a robust dialogue on the benefits of hard federations and Trusts so that governing bodies can understand how they can:

- Further accelerate improvements in standards so that young people are given a better start in life;
- Bring new perspectives, add value and provide new challenges to school improvement;
- Contribute to community cohesion;
- Build committed sustainable partnerships that strengthens governance;
- Demonstrate a broad vision around all aspects of children's lives, especially those that are disadvantaged;
- Promote the voice of parents so that they feel empowered in defining the future of schooling and in the priorities of the school;
- Bring capacity, skills and knowledge to schools to support their continuous improvement.

OBJECTIVES	TASKS	DATE	OUTCOME
<p><i>Promote robust dialogue on the diversity of school provision with parents, staff and governors led by a Choice and Diversity Champion thereby ensuring that school governing bodies are well informed to make decisions.</i></p>	<p>39. Establish a 'Choice and Diversity Champion', funded by the OSC, to lead discussions with elected members, schools, governors and parents in the future of schooling and options for developing greater choice and diversity of schools through different providers and schools' self governance</p> <p>40. Lead discussions with elected Members on ways of developing the LA's role as a commissioner (rather than a provider) of school places, and integrated children's services based in and around schools</p>	<p>Spring 2008</p>	<p>Councillors, Governing Bodies and school leaders are provided with impartial advice and guidance on ways of increasing choice and diversity through more/different providers of schools and through increased schools self-governance.</p>
	<p>41. 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.</p>	<p>July 08</p>	<p>All secondary school governing bodies consider federation and Trust status.</p>
	<p>42. Establish current position of school partnerships to set a baseline.</p>	<p>Spring 08</p>	<p>Establish current partnership agreements and identify gaps</p>
	<p>43. Establish a range of forums for parents, governors, school leaders and elected members to discuss hard federations and trusts.</p>	<p>Spring 2008</p>	<p>Extensive dialogue on hard federation and trust status in stakeholder forums</p>
	<p>44. Hold discussions with potential partners for hard federations and trusts, eg FE/HE/businesses, with the help of the Choice and Diversity Champion'</p>	<p>Spring 2008</p>	<p>Clear understanding of the implications of becoming involved as partners in Trust schools, and a plan agreed for taking forward discussions with specific schools</p>
	<p>45. Establish a 'Choice and Diversity' plan that is agreed by the Schools' Transformation Board as the strategy for developing more self governing schools, and the LA's role as commissioner of school places</p>	<p>Summer 2008</p>	<p>Agreement to and commitment on the way to establish new self-governing structures between and within schools.</p>
	<p>46. Establish new partnership commitments, for example with Universities and Business Academies, which support schools' leadership and governance, encourage new ways of working, provide new opportunities for students and their parents and improve progression routes that increase life chances.</p>	<p>Autumn 2008</p>	<p>Wide range of partnerships established that enable longer term and sustainable solutions to self governance of schools.</p>
	<p>47. Focus the role of the primary parents' choice advisor on helping parents to understand the diverse options they have in choosing schools for their children.</p>	<p>Spring 2008</p>	<p>Parents given more information on the choices they have and the diversity of schools available.</p>
	<p>48. Organise a major annual parent conference on the 'Future of Schooling' at which parents can be engaged to discuss how schools can better respond</p>	<p>Summer 2008</p>	<p>Increased dialogue between parents and the Authority about the future</p>

OBJECTIVES	TASKS	DATE	OUTCOME
	to their needs in the future.		of schools.
	49. Promote a range of engagement activities in primary schools on the 'Future of Schooling' so that primary parents can be better engaged in determining the direction of change in secondary schools.	Spring 2008	Parents' choice advisor leads discussion in primary schools on the future of schooling and diversity of provision
	50. Through the Haringey parents' commissioner and school transfer officers, promote dialogue with parents and at local partnership boards about school choice, diversity and access.	Ongoing	Every parent has an opportunity to put forward their views on diversity, choice and fair access.
	51. Through the parents' commissioner, continue to promote activities that improve the involvement of parents in the education of their children.	Ongoing	
<p>Meet the increasing demand from parents in Haringey for secondary school places by opening a new school in 2010</p> <p>Establish a hard federation or Trust for the new school by linking it to other Haringey schools, supported by partners from a university, business or charitable foundation</p>	52. Working with the Office of the Schools Commissioner, and the Office of the Schools Adjudicator, provide an opportunity to establish the new school through a competition	completed	<i>In Place: Parents expressed their needs and aspirations by engaging in the consultation process to determine type school established</i>
	53. Establish a new school board as an interim measure to oversee the new school BSF project	completed	<i>In place: Clear procedures to lead the new school project.</i>
	54. Establish a project plan to cover all aspects of managing the new school project	completed	<i>In place: Project plan using PRINCE2 methodology.</i>
	55. Establish a 'soft' federation between the new school and Alexandra Park School, so as to provide additional support and expertise in order to ensure the success of the new school.	Sept 2008	Federation established to enable sustainable solution to opening the new school.
	56. Establish a temporary governing body (TGB) for the new school, including governors from Alexandra Park school, to oversee the initial stages of the New School Project and to work towards a hard federation or Trust by September 2010.	Sept 2008	TGB has strong partners from the community (including governors of APS) and business and FE/HE.
	57. Support robust dialogue within the federation of future organizational/ self governance options, including the benefits of foundation and Trust status.	Sept 2008 – July 2009	Governors of New school and APS form a hard federation or Trust by Sept 2010 when the new school opens.
	58. Secure strong partners from Business and Universities to engage with the new school project, perhaps as members of the TGB, so as to enhance the skills and expertise available to the leadership team of the federation, as well as open up links to additional educational opportunities for the students, and develop plans for formalizing these arrangements in the federation's governance structure	July 08	Establish potential partners to support the school in preparing for its opening, and develop plans for sustaining these relationships within the federation.
	59. Promote dialogue between the governing bodies of	2009	Clear decision and plan for

OBJECTIVES	TASKS	DATE	OUTCOME
	Woodside High School and the co-located Special School on developing a hard federation or trust for the Woodside Inclusive Learning Campus (ILC).		the future.
	60. Promote dialogue with Woodside High School governing body on the benefits of joining a federation with APS/New school.	Sept 2008	Governors from WHS join in a soft federation with APS and New School (see above) or consider a different model of governance.
	61. Based on outcomes of above, to build towards a hard federation or Trust between Woodside ILC and the New School/APS, or to consider other models of self governance for Woodside ILC.	Sept 2011	WHS BSF works completed, including the special school and new governance or trust arrangements finalized.
	62. Encourage parents to engage in formulating the nature of the new school through a range of consultation activities in local primary schools	Jan 08 onwards	Establish parents' panel, formed from local primary schools, to inform development
<i>Establish hard federations and Trusts in Haringey schools, supported by partners from a university, business or charitable foundation</i>	East Haringey Schools Hard Federation or Trust		
	63. <i>At Gladesmore, Northumberland Park and Park View Academy schools, establish a soft federation as a first step to develop trust, confidence and strong partnership working.</i>	<i>completed</i>	<i>In place. Joint leadership team meetings, governors' dialogue and CPD programmes already underway.</i>
	64. Promote robust dialogue within the federation about moving towards a hard federation or Trust	Mar 08 to July 08	Choice and Diversity Champion (see below) works with GBs and senior teams to establish clear direction for next stage
	65. Secure partnerships from large businesses and leading Universities which add to the leadership knowledge pool and add value to the federation by, for example, providing compact schemes for internships and university admissions	July 2008	At least one major business partner and one leading university commits resources to work closely with the federation.
	66. Through the Interim Executive Board, propose that John Loughborough school becomes an affiliate to the east borough schools' federation. Increase curriculum choice and diversity of provision at KS4 for JL students by using the expertise and specialist resources of other schools within the federation.	Sept 2008	Improved outcomes for JL students through increased diversity of KS4 pathways and access to specialist teachers and facilities.
	67. Seek to establish a hard federation or Trust between Gladesmore, Northumberland Park and Park View Academy schools, with John Loughborough as an affiliate member	Sept 2009	Sustainable partnerships are in place. Either a single governing body for a hard federation or a Trust in place, with governing bodies retained for each school.

OBJECTIVES	TASKS	DATE	OUTCOME
<i>Establish hard federations or Trusts in Haringey schools, supported by partners from a university, business or charitable foundation.</i>	Other Partnerships, Federations or Trusts		
	68. Build upon the success of the Leading Edge Partnership between Hornsey school (High performing leading edge school), St Thomas More and Woodside High schools.	Ongoing	Specific developments areas are identified and agreed annually between the schools.
	69. Working with the Diocese, seek to establish a formal partnership between St Thomas More school and high performing RC school in another borough	April - Dec 08	By September 2009 a formal partnership in place with clear goals and focus areas for supported improvement.
	70. Working with the Child and Adolescent Mental Health Service (CAMHS) and charitable foundations, establish a strong partnership around the new Young People's Centre and explore the benefits of this as a trust.	Sept 08 Sept 09	Partnership agreements made Finalise decision on Trust arrangement.
	71. Establish a Haringey Educational Trust (11-19) that brings together parents, schools, FE, community and other partners from Business, Universities and Charitable Foundations to provide a strategic overview of the achievements of Haringey's young people.	Sept 2011	Strong commitment from partners to ensuring a vibrant and sustainable arrangement for improving outcomes into the future.
	72. 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.
<i>Increase choice and diversity in post 16 provision by opening a new sixth form centre, improving post 16 places in school sixth forms and work in partnership with FE and the LSC</i>	73. Through consultation, close the post 16 provision in 4 east borough schools where provision is limited in choice and diversity.	completed	Effective transition of existing students to new sixth form centre
	74. Open a 1200 place sixth form centre in North Tottenham with a wide range of pathway choices for young people	completed	Recruitment and budget targets achieved. Increase in post 16 uptake and reduction in NEETs
	75. Increase the range and number of places at schools, colleges and other provision in line with the 14-19 strategy.	Sept 2013	<p>Increase number of places in Haringey post 16 provision (inc FE) from <3000> in 2007 to >4000 by 2010</p> <p>Overall L3 standards in upper quartile for CVA by 2012</p>

OBJECTIVES	TASKS	DATE	OUTCOME
			pathway
	76. 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% Increase number in WBL to at least 200 by 2010
<i>Extend the range of 14-19 pathway options, the range of providers and the locations for study</i>	77. Promote the pan-London e-prospectus, and support development of 14-19 diplomas and collaborative arrangements across schools and the college	Ongoing	Greater choice and diversity of opportunity for young people in pathways 14-19.
<i>Support all secondary schools to sustain their specialist status, with some developing second specialisms, including training school or leading edge status. Enable special schools to develop appropriate specialisms. Enable all schools to establish the required standard of accommodation for the specialist subject</i> <i>Enable all schools to establish the required standard of accommodation for the specialist subject</i>	78. 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
	79. 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
	In wave 2, build, rebuild and remodel		
	80. A new sixth form centre with a wide range of specialisms	completed	<i>The 6FC will provide a focus for post 16 developments alongside other partner institutions.</i>
	81. A specialist sports college at St Thomas More school	25/01/10	Sports college leads on the PESSCL strategy to further promote sports across the Authority
	82. A specialist performing arts and language school at Park View Academy	04/07/11	School takes lead on specialist areas within federation
	83. A business and enterprise college as an inclusive learning campus, co-locating a special school for young people with complex disabilities at Woodside High	26/09/11	School secures business partnership. Schools successfully co-locate and provide model of inclusion.
	84. A mathematics and computing specialist school to include an additional specialism to educate students with visual impairments at Gladesmore school.	28/07/10	School takes lead on specialist areas within federation
	85. A specialist arts and media college providing an inclusive learning campus with a co-located special school for students with physical disabilities. The school will also provide training school facilities for other schools. at Northumberland Park/The Vale	04/03/11	School established as a training school, leading a programme for other schools. Special school achieves specialist status.
86. A Seventh Day Adventist school with a specialism in humanities at John Loughborough school.	06/07/10	School successfully achieves specialist school status by 2009	
<i>Ensure all secondary schools become specialist schools, with</i>	In wave 4 build, remodel and refurbish:		
	87. A new school specialising in visual arts and media with additional specialism in ASD in Haringey Heartlands.	30/07/10	All schools provide a lead in their subject area and work collaboratively to

OBJECTIVES	TASKS	DATE	OUTCOME
<i>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>	88. A specialist performing arts community school at Highgate Wood in Crouch End, providing an additional specialism to educate students with visual impairments.	12/10/09	provide access to students from other schools, thereby increasing choice and diversity of provision
	89. Remodel and refurbish a specialist science and mathematics community school at Alexandra Park in Bounds Green, providing an additional 25 places for students with autism	15/02/10	
	90. A high performing Leading Edge girls' school at Hornsey school for Girls, specialising in performing arts and humanities.	19/03/10	
	91. A high performing foundation school, specialising Maths and Computing with Music and a co-located special school for students with hearing impairment at Fortismere and Blanche Neville Schools in Muswell Hill.	26/04/10	
	92. A Young People's Centre in Wood Green that works in partnership with CAMHS, specialising in meeting the needs of young people with severe mental health.	16/08/10	The YPC and CAMHS provide a lead on BESD to enables quick and effective interventions to eliminate exclusions

Tackling Underperformance (see also page 4)

Key objectives for tackling underperformance:

- *Transform the outcomes and qualifications for young people at each key stage, so that by 2016 they will consistently exceed national averages*
- *Transform outcomes for vulnerable students and underperforming groups by developing a more inclusive curriculum and provision in all schools*
- *Improve outcomes for vulnerable/underachieving groups*
- *Effective interventions where schools are 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 sustain and build upon improvements*

93. The current provision in secondary schools is good overall, with some notable strengths and some areas for improvement. Ofsted inspections judged one schools as inadequate, John Loughborough, and one school, Woodside High, as satisfactory.
94. The LA has worked with **Northumberland Park, Gladesmore and Park View Academy** to form a soft federation, beginning September 2007. The intention is that this partnership should develop into a hard federation or a Trust by September 2009. A strength of all three schools is the very good leadership of the Headteachers, who have a passion for improving outcomes and have raised the standards in their schools significantly in recent years. The federation or trust will provide the structure to achieve 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 opened in September 2007, local FE colleges and other schools to provide an excellent range of subjects at all levels.
95. The headteacher and senior team at **Woodside High** have made significant improvements to the school. The 2007 GCSE 5+A*-C grades are higher than at any time in the past (41%). 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. The school will form part of a federation of schools by 2011.
96. **John Loughborough**, a small Seventh Day Adventist VA school, has not been improving sufficiently, 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. An application was approved by the Secretary of State in December 2007 to establish an Interim Executive Board (IEB), which is now in place. The LA plans to affiliate the school with the federation of east borough schools to provide continuous access to higher quality teaching, support and wider curricular opportunities for students.
97. **St Thomas More** received a positive inspection in 2007 which showed a number of strengths. The 2007 GCSE results and a high number of fixed term 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.

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 2011 they exceed national averages across the borough and continue to rise at an above average rate up to and beyond 2016.
- 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 students from Black and ethnic minority communities identified as gifted and talented
- Increased percentage of traveller students 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

OBJECTIVE	TASK	TIMESCALE	OUTCOME
<i>Transform the outcomes and qualifications for young people at each key stage, so that by 2016 they will consistently exceed national averages</i>	98. Working with the national strategies team, focus on underperforming groups to support schools to improve practices so that all students achieve well.	Ongoing process of continuous monitoring and support	All schools meet KS3 floor targets by 2008
	99. 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
	100. Improve assessment practices, particularly assessment for learning, and how challenging targets are set and met for all students		LA meets or exceeds national average for 5A*-C inc En and Ma by 2012
	101. Support and challenge schools to use ICT to improve standards		Use of ICT central to teaching and learning in all schools
	102. Support and challenge schools causing concern (<i>focusing on John Loughborough, Woodside High and St Thomas More</i>) to secure and sustain improvements.		No schools causing concern by 2010
	103. Increase the proportion of higher grades at KS3,		

OBJECTIVE	TASK	TIMESCALE	OUTCOME
	GCSE and post 16 and progression to higher education by supporting gifted and talented students from disadvantaged communities.		Targets in CYPP for LAC met or exceeded
<i>Transform outcomes for vulnerable students and groups by developing a more inclusive curriculum and provision in all schools</i>	104. Provide guidance and manage targeted initiatives to improve the attainment of students from underperforming ethnic minority communities		
	105. Monitor that Young People in Care have Personal Education Plans, and that the percentage of these students attaining national qualifications continues to rise		
	106. Provide guidance and manage targeted initiatives to improve the attainment of gifted and talented students	2007/8	
<i>Effective interventions where schools are likely to provide young people with an unsatisfactory education</i>	107. 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.
	108. 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
	109. 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
	110. 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.
	111. 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.
<i>Improved outcomes for vulnerable / underachieving groups</i>	112. 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	
	113. 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	
	114. Ensure KS2/3 transition summer schools take place in all secondary schools for target groups of	2008	

OBJECTIVE	TASK	TIMESCALE	OUTCOME
	students		
	115. 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 2007	
	116. Engage two specialists in transition strategies to work with students, schools and parents		
	117. 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	
	118. Develop a two year KS3 model in two pilot schools and disseminate to all other schools	2008	
	119. 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 students from underperforming groups e.g. ethnic minority communities	2008	
	120. 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 programme that prepares them for independent living	2008	
	121. Provide guidance to schools and manage targeted initiatives to improve the attainment of gifted and talented students 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	
	122. Establish early accreditation models in all schools so that students with particular gifts and talents are able to gain qualifications at an earlier age	2009	
	123. Ensure that the best practice developed in pilot programmes for raising the achievement of target groups (Black British Students, Turkish Speaking Students, Somali students, NRF students 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 students in mathematics and science in place in four secondary schools	2008	
	124. 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	
	125. Support at least one excellent teacher in specialising in transition strategies in order to act	2007	

OBJECTIVE	TASK	TIMESCALE	OUTCOME	
	as an adviser to other schools			
	126. Ensure the bilingual teaching and learning models developed in four pilot schools are disseminated to all others	2008		
	127. Establish models of flexible option choices and vocational learning options in year 9 in all schools	2009		
	128. 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			
<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>	129. 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.	
	130. 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.	
	131. 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.	

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	TIMESCALE	OUTCOME
<i>Assessment for Learning used as a core methodology by all teachers</i>	132. Ensure e-assessment used to enable students to manage their own learning progression	2009 on	All schools inspected in or after 2009 have teaching and learning graded as good; All those currently graded good to be graded outstanding
	133. 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		
<i>A Managed Learning Environment established as a key resource for personalisation</i>	134. 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 All schools developing MLE "Virtual workplace" to a reality
	135. 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
	136. 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'
	137. 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	Availability of all resources through single point of access

OBJECTIVES	TASKS	TIMESCALE	OUTCOME
	138. 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
	139. Improved facilities for lower Key Stage 3 teaching and learning to enable better progress between ages 11 and 14	In line with project plans	NC recommendations reflected in building designs. Transition strategy specialists in place to work with schools, students, parents. Borough-wide strategy in place;
	140. Put in place an agreed change programme to extend curriculum flexibilities in all schools at Key Stage 3	2009	
	141. Build on the successful Y5-Y8 transition programme, funded through London Challenge and supported by the National Strategies	ongoing	
<i>Further develop the lower KS3 curriculum to enable progress by stage rather than age.</i>	142. Establish models of flexible option choices and vocational learning options in year 9 established in all schools	2009	
	143. Establish an integrated curriculum model for Years 7 and 8 in at least two schools	2008/9	
<i>Support schools in developing personalised learning</i>	144. Ensure all schools have personalised learning programmes for all students and innovative approaches to supporting target groups of underperforming students	ongoing	SEFs and Ofsted inspections show effective development of personalised programmes. Challenging achievement targets are met.
	145. Establish a cadre of expert teachers established in each school leading the way in innovative approaches for students' learning and help to design environments appropriate for future learning.		
	146. 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.
	147. 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.
	148. Through the BSF design & build programme: <ul style="list-style-type: none"> flexible learning spaces designed to be more focused on personalised learning. inspirational environments (internal, and outside spaces) to enhance learning and promote positive behaviour. environments in which students can feel respected and safe smaller teaching spaces to enable intensive support flexible facilities that enable out of hours 	2010	Built into all BSF Individual School Visions; building designs quality-assured against visions at each RIBA stage

OBJECTIVES	TASKS	TIMESCALE	OUTCOME
	access to learning		
<i>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>	149. Through links with sports, the arts, business and industry, the youth service and the voluntary and community sector extensive opportunities will be available for coaching and training by experts, so that all young people and communities have wide access to facilities locally, thereby promoting community engagement and developing cohesion.	2008 on	Schools achieve specialist awards, such as sportsmark or artsmark, for the quality of their provision More looked after children that are attending Haringey schools participate in out of schools hours learning.
	150. 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	July 2008	Borough sports strategy reflected in each school's development plans by 2010
	151. 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	2009	Libraries, arts and culture strategy in place to provide wide access to young people and communities
	152. 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	2009	Young people, especially those who are vulnerable, judge that out of school provision engages their interest and meets their needs More young people, especially those in vulnerable groups, participate in the Duke of Edinburgh Award and other voluntary activities.
<i>Activezones' established around secondary schools as part of their contribution to community cohesion</i>	153. <i>Establish stakeholder/steering group to include schools, FE/HE, leisure services, clubs, voluntary sector, sports organisations and providers (the PESSCL group)</i>	<i>In place</i>	<i>Clear action plan to develop the local PE and sports provision</i>
	154. 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 me for young people and adults.
	155. Develop sustainable funding solutions to ensure the targets for young people and the broader community are met.		

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	OUTCOME
<i>Establish strong partnerships between all schools and other organisations and providers to improve outcomes for young people</i>	156. 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	Coherent strategy and implementation in place that enables all young people have access to the full range of diploma lines.
	157. 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.
	158. 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
<i>Build on our strong partnerships to provide coherent and well planned 14-19 provision, Increase post-16 participation and reduce NEETs</i>	159. 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
	160. 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
	161. 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>Build on our strong</i>	162. Work closely with LSC and Connexions to extend the range of pathways and locations for education	2013	Year on year increase range of options open

OBJECTIVES	TASKS	TIMESCALE	OUTCOME
<i>partnerships to provide coherent and well planned 14-19 provision, Increase post-16 participation and reduce NEETs (cont)</i>	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		to 14-19 year olds so that by 2013 all Diploma lines are available at a choice of locations.
	163. 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.
	164. 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
	165. 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
	166. 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.
	167. 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
	168. 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 Year on year reduction in NEET from target wards. Decrease in % of leavers with no or low qualifications.
	169. Prioritise wards containing highest number of NEETs to promote personalised programmes aimed help NEETs back into study.	Ongoing	
170. Increase home contact ratio of personal advisers prioritising targeted wards.			
	171. 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.		
<i>Provide wider choice, diversity and access in the 14-19 curriculum</i>	172. <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>
	173. Working through the 14-19 forum, task group and Diploma Development groups, implement the pilot phase of specialist diplomas in September	2007-2013	All diploma lines available as options to all students by 2013

OBJECTIVES	TASKS	TIMESCALE	OUTCOME
	2007 and incrementally introduce year on year new Diplomas.		
	174. Provide a choice of all specialist diplomas to all students	2013	
	175. Ensure schools' specialisms and BSF investment in improved specialist facilities supports delivery of the 14-19 offer.	2011	Designs incorporate specialist vocational provision.
	176. 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.
	177. 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	
	178. Maintain the momentum established in the DDGs of IT and Engineering by supporting the established links and curriculum developments.	2008	
	179. 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	
	180. 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	
<i>Improve each school's specialist facilities to strengthen choice and diversity of provision and enable access to a wide range of pathways</i>	181. 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.
	182. Ensure capital investment planned in conjunction with local FE/post 16 and LSC .	2008-13	Coherence in provision area wide
<i>Extend the range and increase the number of young people in work based learning</i>	183. 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"> - Code of practice in place - Increase in number of L3 work experience placements - Increase in number of extended industry placements and internships (such as Business Academy of Finance) - Common ICT systems to manage learner progress
	184. Expand of the Council's New Start WBL Programme as a model for further employer engagement.		
	185. Work with LSC, FE sector and Education Business Partnership to expand the number of WBL providers		
	186. Develop flexible points of entry and progression within and between Work Related Learning (WRL), and Work Based Learning (WBL) and		

OBJECTIVES	TASKS	TIMESCALE	OUTCOME
	traditional learning routes		
<i>Increase the advice, guidance and support to young people</i>	187. 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
	188. 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.
	189. 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
	190. 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
	191. 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
	192. 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.
	193. 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
	194. 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.

Integrated Children and Young People's Services

Key objective for developing integrated services:

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

OBJECTIVES	TASKS	TIMESCALE	KPIs / OUTCOME
Deliver excellent services to ensure the outcomes of 'Every Child Matters'	195. 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
	196. Establish the Haringey Children and Young People's Strategic Partnership (CYPSP).	In Place	CYPSP provides strategic oversight of ECM agenda
	197. 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.
	198. 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
	199. 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
	200. Re-align staff to work in multi-agency teams in locality bases	2008/10	Increased coherence in the delivery of services to young people
	201. Ensure integration between schools MIS an CYPSP systems to enable effective reporting, sharing of information through a 'single view' and a Common Assessment Framework	2010	
	202. Commission schools to deliver specific services, such as inclusion services, community provision and Connexions services	ongoing	Greater use of commissioned services from schools
	203. 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 PESSCL targets met
Establish every school as an extended school and at least four as full service schools Establish schools	204. 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.		Partnership strategies in place for sport, arts and culture, health, and community cohesion, Parents and members of local communities, including those which
	205. Broaden opportunities for participation in physical		

OBJECTIVES	TASKS	TIMESCALE	KPIs / OUTCOME
<i>as a focus for community cohesion</i> <i>Align revenue streams to ensure sustainable funding to support BSF capital investment in schools</i>	activity, by ensuring coherence with Leisure Services and working in partnership with Sport England and the Big Lottery Fund.		are hard to reach, feel that their views are listened to and acted on at the highest levels
	206. Ensure all schools have a Parental and Community Involvement strategy, which is embedded in the School Improvement Plan		
	207. Support supplementary schools to use secondary schools out of hours		
	208. Ensure availability of ICT throughout extended school with appropriate access, security and support.		
<i>Establish every school as a healthy school</i>	209. 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.
	210. Invest in improving facilities to provide healthier eating options meeting the national standards and more inspiring eating environments to encourage take up by students.		
	211. Ensure that all schools take part in the National Healthy Schools Programme and that all schools achieve Healthy Schools accreditation level 3;	2009	All schools achieve L3 healthy school status by 2009
	212. 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	Area targets met or exceeded. PE and sports access improved and evident in participation rates.
	213. 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
	214. 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.
	215. 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
	216. 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

Inclusion: Championing the needs of all students including those with SEN

Key objectives for developing inclusion:

- Consult key stakeholders on proposals for increased inclusion that benefit all young people
- Improve support for young people with mental health needs in partnership with the Child and Mental Health Service (CAMHS) and reduce the number of young people excluded (permanent and fixed term) by establishing a student support centre in each secondary school
- Establish specialist provision for young people with severe mental health needs in partnership with CAMHS
- Improve provision for students with complex disabilities
- Establish inclusive provision for students with autistic spectrum disorder
- Establish inclusive provision for students with visual impairment
- Improve attendance and behaviour
- Ensure young people's views are heard

OBJECTIVES	TASKS	TIMESCALE	OUTCOME
<i>Consult key stakeholders on proposals for increased inclusion that benefit all young people</i>	217. 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	Statutory consultation complete and agreement reached to establish an Inclusive Learning Campus at Woodside High.
	218. Consult with schools and other key partners on proposals to re-organise provision for young people with mental health needs. Proposals include establishing specialist student support centres in every secondary school and a Young People's Centre for students with more severe mental health needs. Both developments can be undertaken in partnership with CAMHS.	2007/8	Agreements reached with key stakeholders on the establishment of both aspects of provision in all schools and to establish a Young People's Centre with CAMHS.
	219. Work with the Young People's Centre and the mainstream school Student Support Centres to ensure their effective joint planning and working so as together they can better meet the full range of young people's needs.	2008-10	Detailed study established to evaluate impact on outcomes.
	220. Consult young people, including those with disabilities, in developing designs in each of the BSF design stages.	2007-9	Student engagement in design development, including Sorrell Foundation projects.
	221. Consult widely on provision for the new school, including facilities for students with ASD	2007-9	Key stakeholders provide feedback to the project team to improve quality of design

<p><i>Improve support for young people with mental health needs in partnership with the Child and Mental Health Service (CAMHS) and reduce the number of young people excluded (permanent and fixed term) by establishing a student support centre in each secondary school</i></p>	<p>222. Establish student support centres in each secondary school that enables schools to work with young people with mental health needs in partnership with other agencies, especially CAMHS.</p> <p>223. Ensure that student support centres in schools provide intensive support programmes for named students that ensure pathways back into mainstream education or training</p> <p>224. Using multi disciplinary teams already established, including CAMHS, support each school's capacity to meet the needs of young people who have mental health needs.</p> <p>225. Define design requirements for a Student Support Centre in each school, based on the space provided by regulations in relation to resourced provision for 6 students with statements of SEN or school action plus.</p> <p>226. Design specialist resources for individualised learning for students requiring additional support as a result of their mental health needs that create behavioural and social difficulties.</p> <p>227. Agree with schools the protocols for managing students with mental health needs in partnership with CAMHS.</p>	<p>2010</p> <p>2010</p> <p>2009</p>	<p>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</p> <p>Reduce the number of students at specialist off-site provision from 120 to 80 by 2011</p> <p>Clear guidance in place for design partners</p> <p>Successful design that meets the advice in the guidance</p> <p>Schools working successfully to manage moves and reduce exclusions. Exclusions fall to well below national average by 2012</p> <p>More students retained in mainstream provision..</p>
<p><i>Establish specialist provision for young people with severe mental health needs in partnership with CAMHS</i></p>	<p>228. Rebuild and reorganise the PRU to work in partnership with CAMHS to establish a new Young People's Centre for students with mental health needs. Students would have dual registration and would receive full-time education for extended periods at the centre.</p> <p>229. The Young People's Centre would be established under PRU regulations and will be provided with the space and facilities for multi-agency work and for the curriculum provision that these young people need, taking into account some teaching will be provided off-site, including in their own schools (when dual registered) and through FE. (see also appendix 2).</p> <p>230. The Young People's Centre would provide specialised outreach services for students with mental health needs in mainstream schools and offer some flexible input.</p>	<p>2010</p> <p>2010</p>	<p>Reduce numbers on roll at PRU from 120 to 80 by 2011.</p> <p>Reduced out of borough placements in special schools or residential.</p>
<p><i>Improve provision for students with complex disabilities</i></p>	<p>231. Open an inclusive learning campus, which includes a secondary school - Woodside High School co-located with a special school for students with complex needs</p>	<p>2011</p>	<p>All young people with special needs have opportunities for learning in an inclusive school by 2010</p>

	232. 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
	233. All refurbishment and new build maximises opportunities to increase access for young people with disabilities.	2011	School Self Evaluation Forms(SEF) evaluate SEN provision as being good or outstanding
	234. Develop an Inclusion Forum with an independent chair to challenge and support inclusive provision and practice in Haringey .	2008 onwards	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 Reducing trend in the number of young people attending out-borough schools and a reduction in numbers of appeals by parents
	235. Develop the role of special schools (all deemed good or outstanding by Ofsted) to support and advise mainstream schools, especially on curriculum development. .	2008 onwards	
	236. Use innovative applications of ICT to enable young people with complex needs, especially communication needs to access the curriculum, transform their learning experiences and promote greater inclusion.	2009-11	
<i>Establish inclusive provision for students with autistic spectrum disorder</i>	237. Establish ASD consultation forum to discuss developing stages of the ASD strategy 238. Establish ASD specially resourced provision at three sites – Alexandra Park school, Woodside ILC and the new school, giving consideration to all the provision being managed initially by the special school.	2008 2011	Secondary resourced provision for young people with autism in place. Reduction in number of requests from parents for non-LA placements including out-borough.
<i>Establish inclusive provision for students with visual impairment</i>	239. Students with visual impairment have specialist facilities available in mainstream secondary schools 240. Establish VI specially resourced provision at Highgate Wood and Gladesmore schools	2010	More students with visual impairment successfully included in mainstream schools.
<i>Improve attendance and behaviour</i>	241. Ensure that all schools keep their anti-bullying policies under review and working effectively 242. Ensure that all schools keep their Race Equality Action plans under review and working effectively 243. Ensure that schools' improvements plans outline action focussed on community cohesion 244. Ensure all schools have strategies in place to monitor the quality of school meals and include the views of young people in their evaluation	On-going 2010 2008 2008 2008 2009	Attendance improves year on year or sustains upper quartile levels Haringey LAC have improved attendance School SEFs evaluate that improved curriculum provision has a direct impact on reducing disaffection and increasing attendance and behaviour

	<p>245. Ensure that all schools continue to maintain effective policies and procedures to increase attendance at school, including the use of ICT for e-registration, instant parental communication (e.g. SMS).</p> <p>246. Ensure that all schools have behaviour management strategies in place, including work with the Youth Summit (all agency group including police) to minimize the incidence of serious incidents.</p>		<p>A reduction in the incidence of reported knife crimes involving young people both in schools and in the community</p>
<p><i>Ensure young people's views are heard</i></p>	<p>247. Ensure all secondary schools participate in programmes that develop young people's involvement in school democracy including the use of ICT to empower student voice.</p> <p>248. Ensure the Youth Council, informed by a wide constituency of youth forums and school councils, informs and develops Council policy</p> <p>249. Ensure that the Children and Young People's Plan is informed by the views of young people, especially those in vulnerable groups</p> <p>250. Ensure that voluntary organisations and the Children & Young People's Service work in partnership to collect young people's views on the five outcomes and have reported progress to young people</p> <p>251. Ensure young people are regularly consulted on how to improve safety in their local communities</p> <p>252. Ensure School Councils pay a key role in the recruitment of staff</p> <p>253. Ensure all schools involve young people in self-evaluation procedures</p> <p>254. Maintain and further develop the local website for young people</p> <p>255. Ensure that young people continue to play an important role in the management of Youth Service activities including the Youth Opportunity Funded activities and the Mayor's offer</p>	<p>Current and on-going</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>

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/OUTCOME
Establish effective governance of the change management programme at all levels	256. Establish governance using nationally and internationally recognised programme management standards (PRINCE2 and MSP)	In place	Regular audit shows effective governance of the programme
	257. Establish BSF Board with Senior Officers of the LA to provide strategic leadership of the programme and to monitor KPIs and outcomes	In place	
	258. 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	In place	Regular meetings of forums with formal processes in place ensure good stakeholder ownership of the change programme.
	259. 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	In place	
	260. Promote formal arrangements to secure sustainable solutions to governance, such as hard federations and Trusts	2009	Federations established Trust status explored by all schools as solution for sustainability
	261. 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.
	262. 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
	263. Establish a clear benefits realization plan which defines across all streams the benefits brought about by the BSF investment	Spring 2008	Clear benefits realization plan in place PRINCE2 methodology
Establish capacity in each school to manage change	264. 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
	265. 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

OBJECTIVES	TASKS	TIMESCALE	KPIs/OUTCOME
	266. 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 Lead professionals developed and prepared for school based role
	267. 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.
	268. 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
	269. 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
	270. Work with NSCL and the London Leadership Centre to provide a range of leadership development programme, including Leading from the Middle and Strategic Leadership of ICT	2008	
	271. 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
	272. 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
Establish clear implementation plans, based on Authority and School visions	273. 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.
	274. Support each school's TM in driving the change agenda in their schools	ongoing	
	See also section on 14-19		
Lead and manage 14-19 change	275. 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	In place	Forum provides strategic direction for 14-19 and monitors KPIs and outcomes
	276. 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	2007-2013	Substantial support network for 14-19 in place locally and sub-regionally

OBJECTIVES	TASKS	TIMESCALE	KPIs/OUTCOME
	Groups for each Diploma.		
	<p>277. 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.</p> <p>278. <i>The partnership has secured the implementation of 5 Diploma lines for 2008 and another in 2009.</i></p>		
	<p>279. <i>Appoint an additional 14-19 officer to support strategic development of all programmes in the phase</i></p>	<i>In place</i>	<i>Additional capacity appointed to the 14-19 strategy team</i>
<i>Establish well-targeted workforce development programme in each school</i>	<p><i>See also section above on establishing capacity for change</i></p>		
	<p>280. Establish a school-based staff development programme for each school to implement Strategy for Change and meet the workforce reform agenda</p>	2008/9	Clear CPD programme that links to strategic objectives in ISV and SfC
	<p>281. Establish ICT training programme for each school through the MSP</p>	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
	<p>282. Establish CPD forum for CPD leaders in each school under the Schools' Transformation Board</p>	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.
	<p>283. Use ICT to effectively identify, address and a manage CPD needs.</p>	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 two bidders are at the final stage of the process. The next milestone is submission of final bids, which will take place in March 2008. The MSP contract is expected to be in place by May 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.