

Building Schools for the Future

Strategic Business Case

1 Executive Summary



EXECUTIVE SUMMARY

1.1 Introduction

This document has been prepared by the London Borough of Haringey to support the authorities funding allocation under the Government's Building Schools for the Future (BSF) Programme. The Strategic Business Case (SBC) focuses the Borough's intention to transform secondary education and will be complemented in more detail by the Outline Business Case (OBC). The SBC envisages a transformational programme to improve opportunities and outcomes for all young people in Haringey.

Haringey is one of the most deprived and socially challenging boroughs in London with forty per cent of the population living in the nine wards that are amongst the 10% most deprived in England. The child poverty sub-domain of the Index Multiple Deprivation suggests that some of the children in the east of the Borough are living in some of the poorest households in England. At the end of May 2003, Haringey had a total of 4,400 homeless households in temporary accommodation. Black and ethnic minority households are over-represented amongst the homeless. Haringey has always had a high level of population turnover; currently the largest number of asylum seekers in London reside in the Borough.

The school population is growing and currently one in seven children is a refugee or asylum seeker, almost 200 languages are spoken with over half the pupils in secondary school using English as an additional language. Three-quarters of pupils are from black and ethnic minority heritages. The number eligible for free school meals is more than three times the national average and transience is high.

Haringey has adapted a proactive approach to the development of the secondary estate. A substantial PFI scheme has addressed some of the condition issues in all of the eight community secondary schools. However suitability issues were not fully addressed and part of the process has now been to reassess the suitability needs in the light of the PFI work. The Asset Management Policy statement identifies priorities as:

- School Development Plans to be developed from the suitability surveys;
- Meeting place needs and identifying the need for additional places in the secondary sector;
- Inclusion (including SEN) and extended schools.

The Education Capital strategy identifies the need for significant investment in the secondary sector with opportunities for linked funding streams. We believe that Building for schools for the Future (BSF) initiative will help to address the current and urgent needs in the borough and bring about the level of transformation required to meet the Council's and individual school vision.

The following paragraphs summaries the conclusions in each section of the SBC.

1.2 Education Vision

The Council's vision will measurably improve the quality of life for the people of Haringey by tackling some of our biggest problems, and making it a borough we can be proud of. Education is central to this process, and improving outcomes for children and young people is a key indicator in the Council's targets for improvement. In April 2005 the Council established a new Children's Service, drawing together the former education service and the children's service within Social Services. The vision for the new service is that we want every child in Haringey to be happy, healthy and safe with a bright future.

The Haringey Children and Young People's Plan sets the broad strategic direction for the service, and links it to the integrated multi-agency work of the Haringey Strategic Partnership. Education contributes to the Authority's aspirations both directly and indirectly: directly, by raising the attainment, confidence and prospects of its citizens; and indirectly through the proven association between educational success and improvements in health, community safety, care for the environment and regeneration. Schools also contribute to these aspirations through their roles as employers of local people, and as resources for local communities, offering premises, services, advice and support: a role which is set to expand through extended and full service schools.

In order to develop the Council's education vision, an extensive process of stakeholder engagement has taken place, and there are strategies in place to ensure a continuing high level of effective engagement throughout the remaining stages of the BSF process.

The current school context includes recent improvements in attainment, and an evidence-based identification of issues and priorities to be addressed. That current strategies which have been in place are succeeding demonstrates a credible position from which to progress to transformational change. The vehicle for securing that change is the Haringey's Strategy for 11-19 year olds.

1.3 Haringey's Strategy for 11-19 year olds

Haringey's Strategy for 11-19 year olds has been developed through a very thorough analysis of needs and builds on some significant achievements such as the improvement of inclusion, Ethnic Minority Achievement and 14-19 provision. It has been developed with full and extensive consultation of stakeholders throughout the last two years.

Through the Haringey's Strategy for 11-19 year olds, the Council want all schools to be successful, enjoying the confidence of local communities, maximising the life chances of students, contributing to the well-being and cohesion of the local area and gaining from the potential of connections across the capital. Haringey intends to secure a step-change in attainment and inclusion, and through this strategy for secondary education, the Council will work with school leaders and governors to:

- ensure that all young people learning in Haringey meet their full potential and are well prepared for adult life;

- establish fully inclusive secondary schools that put the aspirations and achievement of the learner first, achieve the highest standards and have the confidence of the local community;
- develop schools as flourishing learning organisations, which promote a culture of working collaboratively on school improvement;
- establish secondary schools at the centre of local regeneration, promoting and contributing to community cohesion and racial harmony, through a wide range of extended school activities;
- sustain and develop a highly motivated team of well qualified education professionals who are clearly focused on ensuring the safety and well-being of every student and raising their aspirations and achievement;
- establish a clear set of priorities for the local authority that will lead to efficient and effective use of resources to maximise student outcomes and raise standards.

The realisation of the education vision requires a step change to take secondary education from a climate of continuous improvement to a climate of transformation. The Authority does not under-estimate the magnitude of this challenge. Considerable improvements in attainment have already been achieved over recent years and the value added between Key Stage 2 and GCSE is now in line with national expectations. It has taken much effort to achieve these gains and in some cases they are still fragile and need to be embedded. On normal projections, even vigorous continued application of school improvement strategies might be expected to deliver further increases in attainment at a declining rate of growth, which would not amount to the transformation to which the Authority is committed. New infrastructure needs to be developed to allow improvement to break through to a further phase of significant growth. This infrastructure needs to increase the shared ownership by schools of the change agenda within schools in order to enable a greater share of the work of aspirational leadership and change to be undertaken by middle leaders. New infrastructure is also needed to develop collaborative arrangements among schools clusters to the point where these offer a robust and efficient vehicle for improvement and for local service delivery.

The strategy is organised around five strands of Haringey's education vision, which together will contribute to transformational change:

- young people in Haringey
- Learning and Teaching in Haringey
- the Haringey Leader
- the Haringey Parent and Community
- the Haringey School

The five strands of the strategy all depend for their success on the effective engagement of key players at all levels of the system: practitioners, middle leaders, senior leaders, headteachers, governing bodies, students and the local authority, as well as partner agencies including community

organisations. 'Effective engagement' means much more than endorsing the strategy through consultation: it requires a sense of ownership, capacity and efficacy at every level, which can only be nurtured through new structures, and new ways of working. Decisions about the detail of these changes have not yet been reached, and must be developed in partnership, to provide a sequence of practical small steps and diversity to respond to different contexts. This process will build on significant collaborative developments already established including the East Haringey Collegiate and on the Authority's willingness to consider devolving certain functions to groups of schools on a commissioning basis. The mechanisms for moving in this direction in easy stages might include for example, support for the establishment of limited companies jointly by groups of schools and for the formation of joint committees of governors. These and other options will be explored with schools through the consultation processes, which will themselves be designed and developed jointly through equal partnership.

1.4 Current School Estate Position

The quality of Haringey's ten secondary school capital stock received a fresh appraisal in May 2005 by the Council's architectural and technical advisors. This appraisal was to clearly identify the suitability of the existing stock generally and assess its potential to accommodate the transformation required by the individual school's and Council's educational vision. As well as identifying the issues for each school the appraisal found overall that many school buildings are poorly configured and located on very cramped sites. There will be surplus capacity in some schools particularly following the transfer of post-16 provision to the new sixth form centre and the reduction in roll proposed for schools in the East of the Borough; and most schools have some unsuitable accommodation in terms of structure and access, including DDA requirements. In addition much of the stock and infrastructure is not compatible with modern teaching methods, in particular ICT.

A 25 year PFI contract, commenced in 2000 which currently provides maintenance and facilities management for eight of the ten secondary schools; the remaining two schools are voluntary aided. The condition details of existing schools are expanded on Section 3.

1.5 Prioritising Groups of Schools

The Authority began to develop its strategy for the physical and educational transformation of secondary schools in 2003, through a process of consultation and option appraisals, which indicated a required capital investment of £200m and which formed the basis for the Authority's original BSF application. Since the Council's selection as a Wave 2 BSF Authority a total indicative funding of £160m has been advised, allocated as following, Wave 2 £87m and £73m in Wave 4. The Authority has reviewed net capacity and suitability data for all secondary schools to identify options for the delivery of the Educational Vision within that funding envelope.

To realise the transformational vision and to accommodate the projected increase in pupil numbers, the BSF proposals described in this document include the development of a new Sixth Form Centre, a new secondary school, and a borough-wide refurbishment and remodelling as well as

improvements to the provisions for students with severe behavioural difficulties and the development infrastructure to support modern requirement of ICT infrastructure to support modern requirements of ICT infrastructure.

This total £87m leaving £73m to address condition and suitability issues at all schools. The breakdown of these key components to deliver the Education Vision have been ring fenced as follows:

No	Project	Funding £ million
1	Sixth Form Centre	18.6
2	New School Building	25.75
3	New School Site	6
4	Extended Vocational Provision	3
5	On-site Support Unit	2
6	Teacher Training	1.5
7	Pupil Support Centre	4
8	ICT	21.15
9	SEN	5
	Total	87

In addition to this, the Authority's technical advisors considered for each of the ten existing schools, their condition and suitability data, projected rolls and an analysis of educational and social need.

The educational and social needs analysis was based on three key measures:

- the percentage of children gain 5+ A - C grades at GCSE
- the Key Stage 2 performance of the entry cohort at Year 7
- the percentage of children eligible for free school meals

This has enabled proposals to be developed on how the rest of the funding is to be distributed proportionally (see Section 4.4.3).

Rank	School name	% of available funds
1	White Hart Lane + William Harvey & Moselle Special Schools	21.6
2	Northumberland Park + The Vale Special School	21.2
3	Park View Academy	16.5
4	Gladesmore	13.3
5	St. Thomas More	8.0
6	John Loughborough	5.2
7	Highgate Wood	4.1
8	Hornsey School for Girls	5.4
9	Alexandra Park	2.4
10	Fortismere + Blanche Nevile Special school	2.3

This approach prioritises the greatest investment to the four community schools in the East of the Borough which have the highest level of social deprivation followed by the Voluntary Aided schools also based in the East.

1.6 Scoping a Wave

As explained above, the proposed share of BSF funding for each of the existing 10 secondary schools has been determined by the school's ranking according to educational and building needs.

For each of the Wave 2 (Phase 1) schools, high level options have been assessed, prior to OBC options appraisals, based on this proposed funding, in order to test the delivery of transformational change set out in the Education Vision.

The Council and its financial advisors have developed financial models to enable a robust assessment of affordability to be undertaken quickly once the BSF project scope has been finally determined. The factors affecting affordability include the amount of funding to be obtained through borrowing and its effect on treasury management; the effect of increased service costs incurred by developments at existing PFI schools; and abnormal costs arising from the need to operate on existing and tight sites. The choice of structure and approach to procurement will have regard to the need to achieve the best overall combined PFI and BSF affordability.

The Council is familiar with PFI funding and has existing sinking funds that enable LEA and governing body contributions to remain constant in real terms; for the BSF project new sinking funds will also be established. The Council is actively exploring sources of additional funding for development costs outside the scope of BSF funding; it has also developed principles for agreeing governing bodies' contributions at a fair level, and acknowledges the need to make revenue contributions to the ICT managed service. In particular schools have now agreed in principle to the anticipated level of funding contribution of £60 per pupil per year.

1.7 Procurement and Delivery

As the majority of the Council's secondary schools are already operated by an existing PFI partner, we are seeking to reach agreement on a procurement vehicle that would be able to deliver the BSF programme and the existing PFI contract as a managed interface. A separate procurement business case is being developed alongside the SBC to define this approach and this has been agreed with PfS

This Business Case will also address delivery of new facilities to the two Voluntary Aided schools as well as the new school. Both capital procurement and delivery of FM services will also be covered.