All reports

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<tr>
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<tbody>
<tr>
<td>1.</td>
<td>Democratic Services receive draft report</td>
<td>Name of DSO Nick Musgrove Date 30/04/09</td>
</tr>
<tr>
<td>2.</td>
<td>Democratic Services cleared draft report as being constitutionally appropriate</td>
<td>Name of DSO Nick Musgrove Date 30/04/09</td>
</tr>
<tr>
<td>3.</td>
<td>Finance clearance obtained <em>(report author to complete)</em></td>
<td>Name of Fin. officer Clive Medlam Date 07/05/09</td>
</tr>
<tr>
<td>4.</td>
<td>Staff and other resources issues clearance obtained <em>(report author to complete)</em></td>
<td>Name of Res. officer n/a Date 07/05/09</td>
</tr>
<tr>
<td>5.</td>
<td>Trade Union response received <em>(Staffing issues only)</em></td>
<td>Name of TU rep. n/a Date 07/05/09</td>
</tr>
<tr>
<td>6.</td>
<td>Legal clearance obtained from <em>(report author to complete)</em></td>
<td>Name of Legal officer Philomena Jemide Date 05/05/09</td>
</tr>
<tr>
<td>7.</td>
<td>Policy &amp; Partnerships clearance obtained <em>(report author to complete)</em></td>
<td>Name of P&amp;P officer Andrew Nathan Date 30/04/09</td>
</tr>
<tr>
<td>8.</td>
<td>Equalities &amp; Diversity clearance obtained <em>(report author to complete)</em></td>
<td>Name of officer Andrew Nathan Date 30/04/09</td>
</tr>
<tr>
<td>9.</td>
<td>The above process has been checked and verified by Director, Head of Service or Deputy <em>(report author to complete)</em></td>
<td>Name Val White Date 7/5/09</td>
</tr>
<tr>
<td>10.</td>
<td>Signed &amp; dated report, scanned or hard copy received by Democratic Services for publishing</td>
<td>Name of DSO Nick Musgrove Date 14/5/09</td>
</tr>
<tr>
<td>11.</td>
<td>Report published by Dem Services to website</td>
<td>Name of DSO Nick Musgrove Date 14/5/09</td>
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</table>

Officer reports:

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<tr>
<td>12.</td>
<td>Head of Service informed report is published and can be implemented.</td>
<td>Name of DSO Nick Musgrove Date 14/5/09</td>
</tr>
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</table>

Cabinet Member reports:

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<tbody>
<tr>
<td>13.</td>
<td>Expiry of call-in period</td>
<td>Date Exempt from call-in</td>
</tr>
<tr>
<td>14.</td>
<td>Report circulated for call-in purposes to COSC members &amp; copied to Cabinet &amp; Head of Service</td>
<td>Name of DSO Date</td>
</tr>
</tbody>
</table>
### ACTION TAKEN BY CABINET MEMBER(S) UNDER DELEGATED POWERS (EXECUTIVE FUNCTION)

**Subject**  
Readiness to Deliver submission – Building School for the Future

**Cabinet Member(s)**  
Leader of the Council

**Date of decision**  
8/5/09

**Date decision comes into effect**  
8/5/09

**Summary**  
The Council's submission of a Readiness to Deliver application to proceed in the Government’s Building School for the Future capital investment programme.

**Officer Contributors**  
Val White, Assistant Director, Children’s Service
Alice Bolton, Projects Officer, Children’s Service
Craig Cooper, Major Projects Director

**Status (public or exempt)**  
Public

**Wards affected**  
all

**Enclosures**  
Readiness to Deliver submission

**Reason for exemption from call-in (if appropriate)**  
Call-in would be prejudicial to achieving the submission deadline of 8 May (see also section 8.5 and 8.6 below)

Contact for further information: Val White, Assistant Director, Children’s Service

Serial No. 808
1. **RELEVANT PREVIOUS DECISIONS**

1.1 Building Schools for the Future, Cabinet 3 December 2008; decision item 7.

2. **CORPORATE PRIORITIES AND POLICY CONSIDERATIONS**

2.1 Barnet’s corporate priority for A Bright Future for Children and Young People is delivered through Barnet’s Children and Young People Plan. One of the key aims of the plan to ensure that ‘every school is a good school for every child’. The successful delivery of over £300m investment in the fabric of Barnet’s secondary schools and a further £30m in ICT hardware will greatly enhance the quality and educational experiences of children and young people in Barnet.

2.2 Successful schools are a crucial ingredient to Barnet’s success as a suburb and contribute to people’s perceptions of Barnet as a ‘Clean, Green and Safe’ place to live and work. The investment is also an opportunity to widen the community access to the sports and cultural resources of schools, supporting our priority of a ‘Strong and Healthy’ community.

3. **RISK MANAGEMENT ISSUES**

3.1 The Readiness to Deliver details how the project team will manage risk through the BSF programme. The BSF programme will be delivered within the established structure for Councils’ First Class school investment programme in terms of governance, reporting structure and project team. The submission of the Readiness to Deliver and the signing of the memorandum of understanding should be considered as a strong commitment by Barnet to progress with BSF, should Partnership for Schools (PfS)/Department for Children, Schools and Families (DCSF) agree to progress Barnet to the next wave of funding. If agreed, we will work with PfS to further the strategy set out in the Readiness to Deliver prior to a full commitment by both parties at the Remit Meeting in November 2009. A full report will be considered by Cabinet prior to any formal commitment to enter the programme.

3.2 The first phase of the BSF programme includes the re-provision of the Pupil Referral Unit (PRU). We have identified a potential site in the council’s ownership. Should this prove not to be suitable, an alternative council owned site would be sought, including the potential to co-locate the PRU with another educational establishment. However, there is a risk that no suitable council owned site can be found and a site would need to be acquired. There is no provision made, or allowed, within BSF funding for site acquisition.

3.3 The first phase also includes the expansion and refurbishment of Oak Lodge special school. The plan allows for an almost doubling of the current physical building area but this would still be below current day standards for the number of pupils. There is a risk that we would be required by the DCSF to build to modern standards which will incur additional costs, not covered within the funding envelope. The additional cost is estimated to be £3.5m and the
Council may need to draw down funding from subsequent phases to cover this.

3.4 The re-building of St Mary’s on one site is allowed for within the first phase. At this early stage, no feasibility study has been undertaken. Should elements of the school need to be built on the second site, additional expenditure would be required. There is a risk that the Council may need to draw down funding from subsequent phases.

3.5 **Financial risks raised by Chief Finance Officer**

The costs to the council over and above the grant provided by DCSF are likely to be significantly different in both magnitude and nature depending on whether the council gets funding for just Wave 1 or Waves 1-3.

3.6 If the funding is limited to Wave 1 there is the possibility that the council might be permitted to deliver the project through existing Major Projects arrangements, in which case the costs of the project and procurement are estimated to be £2.92m. If the council is required to procure a Local Education Partnership (LEP) the estimated costs would be £4.39m. These costs are currently only indicative and will need to be refined over the coming weeks. The aim would be to treat this as capital expenditure, to be funded by prudential borrowing currently not provided for in the capital programme, or the revenue budget (in respect to capital financing and provision for debt repayment). The council is not permitted to fund these costs from the grant, nor is it permitted to fund program contingencies from the grant, despite experience having shown us on recent children’s service programs the merit of providing sensibly for the inevitable contingencies on major capital projects. The full report containing detailed cost, will be considered by Cabinet prior to any formal commitment to enter the BSF programme and it will contain recommendations to add associated sums to the capital program and revenue budget.

3.7 If the council is required to establish a LEP, there will be ongoing revenue costs of maintaining the LEP of between £1.99m and £6.71m over a period of 10 years. The revenue costs include operation of the LEP itself but also increased expenditure on building maintenance and ICT managed service provision, to ensure the assets are maintained at a level expected through a PFI arrangement. It would be normal to expects schools to fund these costs, but this dialogue has yet to take place with schools. An issue for schools in this regard will undoubtedly be the settlement they might get under the next Spending Review, where it is expected that the generous annual funding increases enjoyed in recent years will be significantly cut back.

4. **EQUALITIES AND DIVERSITY ISSUES**

4.1 The first wave of activity within the Barnet’s BSF programme includes three schools that are currently under subscribed and tend to serve the more deprived communities within the borough. Transforming the education
environment of these schools to improve educational standards will impact most on children who are currently at risk of under achievement. It will also increase parental choice though making all of our school popular and successful.

5. USE OF RESOURCES IMPLICATIONS (Finance, Procurement, Performance & Value for Money, Staffing, IT, Property, Sustainability)

5.1 A requirement of the Readiness to Deliver submission is that the Council confirms that it has identified the financial and human resources that will be required to provide the essential capacity to deliver BSF to time and to the requisite quality. These are set out below for the purposes of this requirement. Should Barnet be invited to continue to the next stage to enter the programme, we will deploy internal and external resources to gain a clearer understanding of affordability. This will include seeking clarification from PfS on the funding commitment for all of the BSF waves as this will influence whether a Local Education Partnership (LEP) is the most appropriate model for delivery. A full report will then be considered by Cabinet prior to any formal commitment to enter the BSF programme.

5.1 Overall Funding

5.1.1 The total funding for Barnet’s Building Schools for the Future (BSF) Programme, if agreed is likely to be circa £85m (for the initial phase) to £330m (for all three waves), funding granted by Partnership for Schools (PfS)/Department for Children, Schools and Families (DCSF). The funding allocation for each authority is based on 5 major elements (pupil numbers, location factor, price indices, abnormals and ICT)

5.1.2 An authority is required to meet the ‘affordability gap’ which is the difference between government funding for the programme and the actual capital / revenue cost of the project. At the current stage of the project it is only possible to identify the indicative outline financial implications of the programme, based on this guidance and the experience of other local authorities, and the possible scale of the costs that Barnet and its schools will face will become clearer as our project progresses.

5.2 Capital

5.2.1 The BSF process is designed on the principle of risk mitigation prior to entering into contract and risk transfer to the LEP or their contracting partners. No identified risk contingency is allocated within the funding envelope allotted to an authority; therefore any contingency made available must be assigned by the LA.

5.2.2 Based our experience of other major capital projects, Barnet is likely to want to identify a contingency budget to generate a reserve of funds sufficient to assure successful completion of the projects on time and within total budget.
This will be considered by Cabinet prior to any formal commitment to enter the BSF programme.

5.3 Revenue Set up Costs

5.3.1 It is clear that a LEP (10 years exclusivity) and new builds delivered through Private Finance Initiative (PFI) contracts and ICT managed service is the Governments preferred procurement solution and in order to be considered a candidate for release into the programme, the authority will be expected to ensure sufficient resources are in place to support the default model. Pre-LEP costs are outlined in Table 1 below and LA funding commitment to this level will need to be verified within the readiness to deliver (RtD) submission.

5.3.2 However if there is only one wave of investment or a long gap between Waves and it can be demonstrated that a framework contract or partnership arrangements can deliver cost-effectively or provide better value for money, other procurement models for BSF may be approved which would reduce Barnet’s costs.

Table 1: Procurement Costs

<table>
<thead>
<tr>
<th>BSF Service Provider Procurement Budget at May 2009 prices</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>2012/13</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Framework Procurement Costs</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>External Advisers (Technical, Legal, Financial, CDA etc)</td>
<td>£50,000</td>
<td>£1,000,000</td>
<td>£300,000</td>
<td>£1,350,000</td>
<td></td>
</tr>
<tr>
<td>Surveys</td>
<td>£75,000</td>
<td>£75,000</td>
<td></td>
<td></td>
<td>£150,000</td>
</tr>
<tr>
<td>Planning Briefs</td>
<td>£60,000</td>
<td></td>
<td></td>
<td></td>
<td>£60,000</td>
</tr>
<tr>
<td>Other Department costs e.g., Legal, Finance, ICT and Planning Advice</td>
<td>£30,000</td>
<td>£50,000</td>
<td>£50,000</td>
<td></td>
<td>£130,000</td>
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<tr>
<td>Project Team - Internal Council Costs</td>
<td>£100,000</td>
<td>£400,000</td>
<td>£400,000</td>
<td></td>
<td>£900,000</td>
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<tr>
<td>School Support</td>
<td>£30,000</td>
<td>£30,000</td>
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<tr>
<td>Consumables</td>
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<td>£15,000</td>
<td>£15,000</td>
<td></td>
<td>£60,000</td>
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<tr>
<td>Risk Contingency</td>
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<td>£135,000</td>
<td>£50,000</td>
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<td>£215,000</td>
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<tr>
<td>Total Framework Contract - Capital</td>
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<td>£1,765,000</td>
<td>£845,000</td>
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<td>£2,925,000</td>
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<tr>
<td>Annual Revenue Financing &amp; Repayment (these costs will be ongoing for 19 years and average annual costs are outlined in table 2 below)</td>
<td>£29,100</td>
<td>£191,100</td>
<td>£262,900</td>
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<table>
<thead>
<tr>
<th>LEP Procurement Costs</th>
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<th>2012/13</th>
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<td>Planning Briefs</td>
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<td>£60,000</td>
</tr>
<tr>
<td>Other Department costs e.g., Legal, Finance, ICT and Planning Advice</td>
<td>£30,000</td>
<td>£50,000</td>
<td>£50,000</td>
<td>£50,000</td>
<td>£180,000</td>
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<td>£400,000</td>
<td>£400,000</td>
<td>£400,000</td>
<td>£1,300,000</td>
</tr>
<tr>
<td>School Support</td>
<td>£30,000</td>
<td>£30,000</td>
<td></td>
<td></td>
<td>£60,000</td>
</tr>
<tr>
<td>Consumables</td>
<td>£30,000</td>
<td>£15,000</td>
<td>£15,000</td>
<td>£15,000</td>
<td>£75,000</td>
</tr>
<tr>
<td>Risk Contingency</td>
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<td>£135,000</td>
<td>£135,000</td>
<td>£135,000</td>
<td>£435,000</td>
</tr>
<tr>
<td>Total LEP Solution Capital</td>
<td>£315,000</td>
<td>£1,765,000</td>
<td>£1,380,000</td>
<td>£930,000</td>
<td>£4,390,000</td>
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<td>Annual Revenue Financing &amp; Repayment (these costs will be ongoing for 19 years and average annual costs are outlined in table 2 below)</td>
<td>£29,100</td>
<td>£191,100</td>
<td>£312,300</td>
<td>£389,200</td>
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</table>
5.4 Operational Costs

5.4.1 There will be costs associated with post procurement phase irrespective of the model for delivery. The indicative operational costs are split into the following three categories:
- Client management and investment,
- ICT managed services and
- Lifecycle, Hard and Soft Facilities Management costs

Information is emerging about the likely costs of a LEP model and these are set out in the paragraphs below.

5.4.2 Client Management & Investment: the actual operational costs will depend on the range of activities undertaken. The longer-term, ‘steady-state’ post procurement costs is estimated at between £0.85m-£2.0m per annum up to 2019/20 and thereafter reducing to £0.35m-£1.5m per annum. The one off investment in LEP / Special Purpose Vehicle is estimated at £0.3m - £0.6m. With the LEP being an established vehicle available to facilitate the procurement of primary facilities the ability exist to use the LEP more flexibly to deliver additional services, (i.e. increasing the ‘thickness’ of the LEP) and increasing the likely value for money of the LEP procurement vehicle.

5.4.3 ICT Managed Services: The ICT area-wide managed service is again the government’s default model for delivering ICT within BSF. This will procure and manage ICT on behalf of schools. The cost of the ICT managed service will be stepped as schools join the programme and will range from £0.55m for Wave 1 to £3.11m for the entire projected secondary school capacity. This equates to approximately £110-£150 per pupil for each year of the ICT contract. Schools contribution will be sought to bridge the affordability gap.

5.4.4 Lifecycle, Hard and Soft Facilities Management costs: In the case of PFI procured schools, the PFI model contract includes a provision for a planned programme of lifecycle, hard and soft facilities management of buildings over the period of a PFI contract (typically 25 years) supported by PFI Credits. However the PFI Credits are unlikely to be sufficient to meet the costs of the PFI and an LA / School contribution will be required. The table indicates that the indicative range of the shortfall based on one scheme is £0.3m-£1.0m. Where PFI contributions have been agreed from schools these can fluctuate if the agreement is that the school will pay a certain percentage of their school budget towards the unitary charge. If school pupil numbers fall then the school receives less funding through the local formula funding mechanism, and so pays x% on a lesser amount. The cost to the authority is still the same, thus an affordability gap may need to be bridged.

5.4.5 Where investment is delivered through Design and Build contracts, authorities are expected to use their own resources or those of the school to maintain these buildings and demonstrate the affordability of their lifecycle proposals in their Outline Business Case (OBC).
Table 2: Operational costs for 10 years

<table>
<thead>
<tr>
<th></th>
<th>Framework Procurement</th>
<th>LEP Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MIN</td>
<td>MAX</td>
</tr>
<tr>
<td><strong>Revenue Financing &amp; Repayment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Average Annual Revenue Financing &amp; Repayment (19yrs)</td>
<td>£193,737</td>
<td>£193,737</td>
</tr>
<tr>
<td><strong>One Off Development Costs</strong></td>
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<td></td>
</tr>
<tr>
<td>Investment in LEP</td>
<td>£0</td>
<td>£0</td>
</tr>
<tr>
<td>Investment in SPV (actual figure will depend on number of SPV’s created)</td>
<td>£0</td>
<td>£0</td>
</tr>
<tr>
<td>Annual Operation Costs Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Client Management of LEP/Special Purpose Vehicle (SPV) (PA project life)</td>
<td>£350,000</td>
<td>£1,500,000</td>
</tr>
<tr>
<td>Client Management - External Advisors(PA project life)</td>
<td>£500,000</td>
<td>£500,000</td>
</tr>
<tr>
<td>Annual Operation Costs Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICT Managed Service – likely to require a £110-£150 (stepped) top up per pupil)</td>
<td>£850,000</td>
<td>£2,000,000</td>
</tr>
<tr>
<td>PFI revenue contribution (actual figure will depend on number of Schemes required) for life of PFI contract</td>
<td>£0</td>
<td>£0</td>
</tr>
<tr>
<td>Schools to maintain buildings using own resources</td>
<td>Not known</td>
<td>Not known</td>
</tr>
<tr>
<td></td>
<td>£548,350</td>
<td>£3,112,500</td>
</tr>
</tbody>
</table>

5.5 Staffing
5.5.1 The analysis above takes account of the staffing costs associated with delivering the programme. Should Barnet be invited to proceed to the next stage, we will be expected to appoint a BSF programme director prior to our formal entry into the programme.

5.6 Property
5.6.1. The programme offers a significant opportunity to invest in school buildings. Part of the strategy for transforming education within BSF programmes is to explore alternative governance arrangements for schools. Some alternative arrangements, such as foundation status, will have implications for property ownership.

6. LEGAL ISSUES
6.1 None

7. CONSTITUTIONAL POWERS
7.1 Constitution, part 3 – Responsibility for Functions – Section 3 – responsibilities of the Executive
7.2 Overview and Scrutiny Rules – section 16 (m) set out the provisions for exempting Cabinet Member reports from call-in on the grounds of urgency.

8. BACKGROUND INFORMATION

8.1 Building Schools for the Future (BSF) is the Government’s capital investment strategy to support educational transformation by renewing the secondary school estate in England.

8.2 Barnet was previously in the later wave of the national programme, scheduled to enter BSF in around 2015/2016 although meanwhile, we have received ‘one school pathfinder’ BSF funding for the rebuilding of East Barnet School. In Autumn 2008 Barnet took the opportunity to apply to enter the programme earlier. In response to our Autumn submission, in March 2009, Barnet was invited to move to the next stage and submit a Readiness to Deliver’.

8.3 The ‘Readiness to Deliver’ submission signals that we believe we are in a position to move forward to enter the programme, that we have undertaken the necessary preparation and that we have identified the financial and human resources to provide the capacity to deliver the programme.

8.4 Our detailed assessment of our Readiness to Deliver is set out in the Appendix A

8.5 The decision recorded below would normally be liable to be called in for consideration by the Cabinet Overview and Scrutiny Committee (under current arrangements) or by the Business Management Sub-Committee under the proposed new arrangements currently before Council.

8.6 The submission must be made by Friday 8 May, which would clearly not be possible were this decision called in. Section 16 (m) of the Overview and Scrutiny Rules of the Council’s Constitution provide for decisions of the executive to be exempted from call-in on grounds of urgency where delay caused by call-in would seriously prejudice the Council’s or the public interest. These provisions are being invoked in this case: they require that the Chairman of the Cabinet OSC be consulted and that she agrees that the decision is reasonable and urgent. This agreement has been obtained.

8.7 The urgency provisions require that decisions exempted from call-in be reported to full council for information and the Democratic Services Manager will arrange for this to be done.

9. LIST OF BACKGROUND PAPERS

8.1 None

10. DECISION OF THE CABINET MEMBER(S)

I/We authorise the following action
10.1 The Council’s submission of a Readiness to Deliver application to proceed in the Government’s Building School for the Future capital investment programme

10.2 That the above decision be exempted from call-in on the grounds of urgency, for the reasons given above – the requisite consent of the Chairman of the Cabinet OSC having been obtained.

Signed

[Signature]

Leader of the Council

Date 8 May 09
From: Bolton, Alice  
Sent: 12 May 2009 17:59  
To: Musgrove, Nick  
Subject: BSF DPR 808

Nick,

Please find attached the scanned DPR, the Word DPR, and two appendices to the DPR.

Thanks

Alice

Alice Bolton  
Project Officer - Partnerships, performance & planning, Children's Service  
London Borough of Barnet, North London Business Park, Oakleigh Road South, London N11 1NP  
Tel: 020 8359 3057  
Barnet Online: www.barnet.gov.uk

 DateFormatter: 14/05/2009 17:56:26
London Borough of Barnet

Building Schools for the Future

Readiness to Deliver submission

May 2009
3.1 A transformational overview

3.1.1 Context and vision

The Barnet context: Barnet recognises the significant opportunities provided by BSF. It will establish new learning environments and be the catalyst for a step-change in reducing the gap between our most successful schools and those facing challenges. Barnet is London’s second largest borough, with a 0-18 population of 82,000 and is one of the most diverse boroughs in England. Of Barnet’s 210 super output areas, 44 fall within the 30% most deprived nationally. Over 150 languages are spoken in Barnet’s schools. This diversity is reflected within our secondary school provision: of the 21 mainstream schools, a third provide single sex education, a third offer faith based education, 3 are selective grammar schools and 2 are Academies. Barnet also has two secondary special schools and one Pupil Referral Unit.

Overall, Barnet secondary schools are over-subscribed, popular and high-achieving – 61% of students achieve 5 A* to C including English and Maths compared with 48% nationally. Using this measure, the gap in the performance of students with special educational needs and those with no identified need has been reducing over the last three years from 53% to 51%, compared to a widening gap at national level. 21% of Barnet’s Looked After Children achieved 5 or more A* to C grades compared to 14% nationally. The average points score per 16-18 year old candidates entered for level 3 qualifications has been improving over the last three years to 773 in 2008 and compares favourably with national figures. In 2008, 16.8% of students achieved 3 or more A grades at A-level compared to 12.1% nationally and in March 2009, 89% of Barnet’s 16-18 year olds were in learning compared to 82% nationally. 9 secondary schools are judged outstanding by Ofsted.

Despite this, attainment varies widely between individual schools, ranging from 27% to 86% achieving 5A*-C (inc. English and Maths) in non-selective schools. Three of the 4 mainstream schools in our first project achieved 41% or less on this measure in 2008. These form part of a small minority of under-subscribed schools where achievements are below the borough average and where learning environments are poor. These schools also tend to serve the more deprived communities in Barnet and present a pressing need for transformational change and improvement. Barnet has one National Challenge school, Whitefield. There are also specific groups of students whose attainment is below average across all secondary schools, particularly Black Caribbean and Mixed White and Black African students.

The borough’s role as a strategic commissioner of school places, based on a detailed understanding of needs and parental preference, has become increasingly important over recent years. In particular, an innovative new parent-promoted faith based voluntary aided school, JCoSS, is opening in September 2010 and will offer an inclusive Jewish education, the first of its type in the country. In a linked development, a failing and unpopular C of E school was closed and replaced in September 2008 by the Wren Academy, whose faith and community ethos is already proving popular with local parents.

We are keen to build on our strong base and use BSF investment to ensure that the parents have an excellent and varied choice of secondary education wherever they live in Barnet, and that all schools are supported and challenged to improve the learning experience for all students, including high-performing schools. Our innovative primary school investment programme, now well underway with six new schools in progress, together with our BSF pathfinder project at East Barnet Secondary School, has given the borough direct experience of planning, commissioning and delivering innovative, large scale capital education projects to provide 21st century learning environments for Barnet’s children and wider community.

Our ambition for transforming secondary education through BSF - Making every school a school of choice: Our over-arching ambition for secondary education in Barnet is a commitment to raise aspirations and standards even higher, transforming the learning environment in all schools for all students and narrowing the gap between best and lowest performing schools to better meet the needs of the minority of children who do less well. This means challenging schools where results are below the borough average and underlining at every opportunity our commitment to the highest possible standards for all children, working to ensure parents have as wide a choice as possible of a range of high performing schools. This is set out in Barnet’s Children and Young People Plan 2008/9–2010/11 where a key priority is to ensure that ‘every school is a good school for every child’. We see BSF as the catalyst to deliver this ambition. Our ambition has three strands, and underpinning priorities are set out below, based on extensive consultation with schools and other stakeholders about their ambitions for BSF:

Challenging and supporting schools to inspire each student to achieve their full potential, as an active partner in their learning experience by:

- Robustly supporting and challenging all schools to continuously improve standards and raise attainment, particularly for those who are underachieving.
- Supporting schools to deliver a personalised and creative curriculum, tailored to the needs of their students, identifying those that require additional support or different ways of learning.
- Enabling schools to exploit the potential of ICT to innovate, engage and inspire students, staff and parents in ways that best meet learning needs.
- Ensuring that all students have access to the full range of 14-19 opportunities, including diplomas, by extending collaborative arrangements.
- Developing a workforce that can innovate and inspire.
- Ensuring all schools offer inclusive learning environments for students with additional or special needs, giving students the skills, resilience and qualifications they need for success.
- Ensuring that we continue to have a range of provision for students with very challenging needs through our special schools and highly successful Pupil Referral Unit.
- Challenging schools to continually develop and innovate their curriculum.
- Giving all students the opportunity to access high quality PE, sport, music and other cultural experiences.
- Giving students a voice in the transformation process and in their learning experience.

Fostering a collaborative approach to achieving excellence across the secondary school community, to provide the very best for all Barnet students by:
- Encouraging and supporting collaboration/ federation arrangements between secondary schools and between secondary and their local primary schools and colleges.
- Driving school improvement through the promotion of partnerships, whereby popular and successful schools and external partners support others to improve standards and become schools of choice.
- Strengthening and enhancing the governance of schools by supporting the development of trust arrangements and opportunities for academies.
- Building effective partnership arrangements for 14-19 provision between secondary schools, colleges and special schools, fully exploiting the potential of ICT.
- Developing an expertise and shared sense of purpose across the school workforce through increased collaboration, which can be marshalled to the benefit of all students and staff.
- Ensuring that every school works towards a second specialism and is supported to share their expertise with other schools.
- Supporting schools to challenge poor behaviour and reduce the number of exclusions.

Supporting schools to build partnerships with children, young people, families and the wider community by:
- Developing schools as learning communities, where facilities, ICT, lifelong learning and expertise are available for the benefit of students, parents, families and the wider community, widening opportunities for where and when learning takes place.
- Extending and enhancing provision for a range of sporting, leisure and cultural activities to engage students and families.
- Exploring opportunities for co-locating and integrating services and improving access to facilities.
- Ensuring every school is a healthy school.
- Widening opportunities for parents and carers to be involved in their children’s education.

The BSF programme offers a unique opportunity to narrow the gap in performance and popularity in Barnet schools, using capital investment together with an innovative school improvement programme as a catalyst to build on the strengths of secondary education in Barnet, transforming those schools that are less popular and so increasing parental choice and satisfaction and driving up standards even further in all schools.

3.1.2 Choice, Diversity and Access

Barnet celebrates its diverse range of secondary provision, which meets a range of parental preferences for co-educational, single sex or faith based education, and aims to build on this diversity through BSF. 17 of the 21 mainstream secondary schools in Barnet are popular and successful schools, are oversubscribed and have little spare capacity. The remaining 4 schools however are less popular among parents, each have over 20% surplus places, with rolls in two of these schools falling in each of the last 4 years. Although two of the schools have been judged to be outstanding by Ofsted, these four schools have lower attainment and serve more deprived communities.

A significant increase in the number of secondary age students in Barnet is expected over the coming 10-20 years, resulting from increasing birth rates, inward migration and also the extensive regeneration schemes planned across the borough. Therefore we do not plan to remove surplus places, but through BSF transform the learning experience within these schools to make every Barnet school a school of choice.

The additional 162 places per year offered by the new Wren Academy, together with the 180 additional places per year to be offered by JCoSS from 2010, will help to cater for the growing student population. Reflecting the views of Barnet parents, we also intend to increase provision at two successful and popular
schools, expanding Copthall School (girls) and Christ's College (boys) by one form of entry to meet parental demand for single sex education. Building on the success of the Wren Academy, we will seek to broaden the admissions criteria in the faith based schools within the first phase of the BSF programme, to consider offering faith and community places, taking the best of the faith ethos and widening access to the local community. The large number of applications to the Wren Academy in its first two years suggests that this is a popular model among parents and the community. Initial discussions have been held with the local Diocesan Boards who are supportive of the council’s approach to transformational change.

Competition has always been present as a healthy feature of secondary provision in Barnet and has been instrumental in driving up standards to the high level national ranking we now enjoy. Our aim now is to share individual school’s strengths to provide support to the schools which are not performing as well, using that expertise to improve those schools and build on the success of higher performing schools, while retaining each institution’s uniqueness and the diversity of provision which is so highly valued by parents.

All Barnet secondary schools already have at least one specialism, and we use their expertise in innovative ways such as the School Sports Partnership Programme, support for primary schools and the East Barnet ‘technology buses’ outreach programme. The increased inter-school collaboration that is key to our BSF programme will build strongly on these existing specialisms. The investment will support schools with high quality resources, ICT and facilities to be true centres of excellence in their specialist area, and through building networks, students will benefit whichever their ‘home’ school may be. Specialisms and Diploma excellence hubs are crucial to our plans for delivering real choice in 14-19 provision and our BSF plans are predicated around this. We will also develop Training Hubs around specialisms to enhance the skills of the Barnet secondary school workforce e.g. continuing professional development for SENCOs and in Autistic Spectrum Conditions at the special school in our first project (Oak Lodge, with a specialism in SEN cognition and learning) and behaviour management support for mainstream schools at The Pavilion PRU. We will use Secondary schools specialisms to link high performing schools with schools with more challenging intakes. The innovative and effective use of the ICT managed service will be crucial to this.

Barnet currently has one National Challenge school – Whitefield School in Cricklewood. Whitefield is not included in Barnet’s first BSF project as the school will be rebuilt and relocated as a key part of the major Brent Cross/Cricklewood regeneration scheme (see below for our improvement strategy). We are committed to raising standards at Whitefield and are currently in negotiations to establish a National Challenge Trust.

Encouraging and facilitating the development of governance arrangements is central to our strategy for improving standards and we will be assisting schools to explore relationships with strong and successful schools and other external partners such as Middlesex University, whose base is in Barnet, and local businesses.

3.1.3 Identifying and tackling underperformance of schools and groups

Barnet’s School Improvement Strategy is well established and has a proven track record of success. Whereas nine schools were in special measures in 2003, there are now no schools in special measures and 81 per cent of our schools have been judged as good or outstanding compared to 63% nationally. Our strategy is based on building the leadership and management capacity of schools and supporting schools to operate within a framework of autonomy with accountability. This enables the LA to effectively challenge the quality of teaching and learning. The LA respects, encourages and supports schools’ autonomy but challenges and intervenes rigorously.

Self-evaluation has been central to effective school improvement in Barnet schools for the last five years. Barnet will build on the existing strong framework for regular monitoring and challenge of schools, including clear arrangements for early intervention where extra support is required. We have developed a rigorous, robust and routine analysis of data at borough and school level to support this process. High quality support and challenge will be key in ensuring schools gain the full benefit of the opportunities offered through BSF, as will the co-ordinated use of ICT to provide schools and the LA with access to quality data for tracking, targeted support and early intervention for individuals and specific groups.

Schools in Ofsted categories or designated by the LA as causing concern receive intensive support. A system of peer review already exists in Barnet and reviews take place in a spirit of challenge and partnership with staff from the school and the LA as well as a peer headteacher. This self-support and challenge will be at the core of the collaborative learning community that will be fostered through BSF.

At Whitefield, our only National Challenge school, we have worked closely with London Challenge (LC) to improve standards during 2008/9. The main area of weakness is maths and intensive support has been provided by LA consultants and colleagues commissioned by LC. Results for 2009 are expected to be no
less than 34% 5 A*-C inc Eng and Ma. We will ensure that Whitefield benefits fully from the educational transformation programme that is central to our BSF project. The LA is committed to the establishment of a National Challenge Trust, subject to further negotiation with appropriate partners and the school. The final model of structural governance change will ensure that the school’s standards continue to improve in the future.

Encouraging and facilitating the development of governance arrangements to support school improvement is integral to our strategy for raising standards and we will be assisting schools to explore and develop relationships with strong and successful schools and other external partners. It is anticipated that our local university (Middlesex) and further education provider will, in the first instance, be partners for the three undersubscribed and less popular schools that are in our first wave. In addition a critical involvement will be that of our more successful schools.

3.1.4 Learning
Developing independent learners with the knowledge and skills to succeed and fulfil their potential in the 21st Century is an ambition shared by the local authority, schools, partners and parents. We will build on the best practice available in Barnet and elsewhere to develop provision that supports the development of a personalised approach to learning through:

- Effective use of data and rigorous assessment, enabling early identification of vulnerable students and those at risk of under-performance.
- Identifying and tackling barriers to each student’s learning, using effective and targeted intervention strategies appropriate to need.
- Embedding opportunities for a variety of learning styles and contexts within planning.
- Supporting staff to provide the very best teaching and a broad curriculum to inspire and motivate learners.
- Embedding high quality, managed and monitored Afl, APP & AoL.
- Exploiting the potential of ICT to support students, staff and parents with accessible learning resources available for learning in school, at home and within the community.
- Providing flexible, varied and creative spaces to accommodate a range of contexts for learning.
- Encouraging parents/carers’ involvement in their child’s learning, supporting parents’ own learning, harnessing school resources and expertise to support family learning.
- Providing support for transition and transfer, particularly for those identified as at risk of underachievement.
- Empowering students to develop learning experiences which work best for them.

Develops learners to actively participate in their learning through:

- Embedding opportunities for progressive development of personal, learning, and thinking skills (PLTS) so that learning opportunities and experiences are real, relevant and purposeful.
- Ensuring that Functional Skills are embedded in English, mathematics and ICT SoW and that there are opportunities for the application and development of Functional Skills across the curriculum.
- Providing/commissioning training for teachers and leaders in effective teaching and development of PLTS and Functional Skills.
- Supporting creativity and cultural learning, PE and sport as key to the development of PLTS.
- Making full use of ICT to enable learning outside the classroom and in the school grounds.

Supports young people to develop their talents, maximising their life chances

- Promoting communication skills, strong work ethic and understanding of the world of work, the ability to work independently and in groups, analytical skills and a recognised value base.
- Establishing links with local business communities.
- Providing high quality opportunities for work-related learning and experience for all students.
- Ensuring opportunities for collaborative and cooperative working across and outside the curriculum.
- Developing and embedding global dimension and sustainable development and Enterprise cross-curricular dimensions from the New Secondary Curriculum.
- Engaging parents/carers in supporting “work ethic” skills – punctuality, reliability, commitment etc.
- Developing school ethos which emphasises the this work ethic.

3.1.5 Curriculum
We have worked with schools to develop the uniqueness of our curriculum offer as set out in the Barnet Learning Charter. BSF will enhance these opportunities. The New Secondary Curriculum has been launched in Barnet through briefings for school leadership teams and a comprehensive training programme for leaders of Foundation subjects supported by CIBT consultants. Schools are engaged with the process and working towards implementation of both core subject frameworks and the skills and dimensions substrands. Through consultation with senior and middle manager school leaders, our key ambitions shaping our future plans include:
• Access to all relevant national programmes and to the full range of accreditation opportunities.
• A curriculum framework that supports students in planning and managing their learning at a pace and in ways that are appropriate to their individual circumstances.
• An inclusive, ICT-rich learning environment which provides access to exciting and innovative curriculum resources and activities during and outside the normal school day.
• Learning opportunities which make relevant and real connections between different subjects.
• The use of ICT and other tools to provide for access to the curriculum for the students from home or through the extended services framework.
• Access to differentiated and targeted vocational educational programmes.
• Increased access to re-motivation courses.
• Opportunities to take part in enhanced opportunities for work-related and work-based learning matched to individual student’s needs and aspirations.

Barnet’s 14-19 strategy is delivered through a unique strategic partnership with the SSAT. Oversight is provided by the 14-19 Strategic Partnership Group, which has representation from the London North LSC, Middlesex University (HE), Barnet College (FE), Woodhouse Sixth Form College, and representation from schools. In relation to Diplomas, Barnet will deliver Construction and the Built Environment, and Land-based and Environmental from September 2009. Plans for 4 or 5 more Lines of Learning to be submitted for Gateway 4 are being developed. Barnet already exceeds all national participation targets bar one – Apprenticeships; this is an area of focus for 2009/10. The main priority at 14-19 is to enhance partnership working, in preparation for Diploma delivery but also to increase the range of curricular opportunities for all learners at Key Stage 4 and post 16.

Through BSF investment we aim to:
• Provide learning environments which are flexible and adaptable to provide for different approaches to curriculum delivery. These will include large spaces to provide for activities such as joint master classes with other schools and smaller spaces to provide for 1 to 1 mentoring and coaching.
• Improve the range of curricular opportunities for all learners at KS4 and post-16.
• Build on existing collaborative arrangements to include more schools, so students can study subjects of their choice away from their home institution if necessary.
• Ensure sufficient post-16 places, in preparation for the phased raising of the participation age, identifying the need for places on specialist courses, including the 17 diplomas.
• Ensure there are sufficient and appropriate specialist facilities to be able to offer the full 14-19 entitlement and create ‘excellence hubs’ around specialist schools.
• Embed and improve through collaboration the provision of Information, Advice and Guidance through Connexions and careers education.
• Use ICT infrastructure to support high quality learning, teaching and training with links between institutions, creating a state-of-the-art networked learning community.
• Through links with employers, work-based learning providers and Middlesex University, provide better continuity and progression routes pre- and post-16, improving engagement, motivation and attendance.

Schools will be encouraged to participate in the National College for School Leadership BSF leadership programme or a bespoke locally devised programme and to support their work on individual strategies for change.

3.1.6 Integrated Children’s Services, ECM and extended schools
Through BSF investment, our ambition is for schools to be at the heart of their community and to build new and strengthened partnerships with students, families and the wider community. This links closely with corporate aims to build community cohesion and to enhance Barnet as a ‘successful suburb’ by building quality of place. Through localised commissioning by multi-agency partnerships in each of our four Learning Networks, we are now developing a full range of extended services shaped by local need. The local authority, schools, police, voluntary sector and health have worked together within each of the four Learning Network Boards to develop a wide range of local services to support all children and young people to achieve against the five of the Every Child matters outcomes framework. This established framework will be the vehicle through which we will ensure that newly commissioned integrated and extended services through BSF are completely aligned within our overall strategy for delivering extended schools.

88 percent of schools are already offering a full range of extended provision which is fostering new relationships between schools within localities and between schools and their communities; Whitefield school for example offers health services, CAB services and support for refugee families. The council has invested in a Locality Officer within each network to co-ordinate early intervention and prevention services (e.g. parenting support and advice, health promotion, sexual health, mental health, childcare) and other extended
services and to harness these resources to provide an integrated response to individual children and young people identified through the Common Assessment framework as in need of support. These officers will work closely with the BSF team and schools to ensure that extended and community services are offered that meet local needs. Barnet’s strong network of supplementary schools will play a key part in this.

The success of our approach to date demonstrates the critical role that schools play within their community and in turn, the contribution that partner services can play in supporting schools to raise aspirations and achievements of their students and families. Through BSF we will ensure that secondary schools become the heart of their communities – whether geographical or wider (e.g. faith-based) communities. Our new primary schools demonstrate what can be achieved through innovative and creative design (e.g. swimming pool and community facilities at Whittings Hill) and ICT to make schools an accessible and welcoming place for families and the wider community to participate in sporting, life long learning and other cultural activities. Unsuitable building design and layout is the main barrier to providing full extended services and community access from our secondary schools; we will use BSF investment to ensure full access to facilities is enabled.

We are keen to exploit further opportunities for co-location and multi-agency working through our BSF programme. Strong links with strategic partners such as the PCT, Barnet College and Middlesex University already exist and they are also keen to make the most of the possibilities presented by BSF. Our aim is for all secondary schools to offer the full range of extended services by 2010 and all schools in our first project will be full extended schools, offer space, sports and other facilities and resources available for community use and adults skills development. Further consultation with the school community during the BSF process will of course be an important part of determining which services will be provided from schools within BSF and we will be looking to ensure that flexible spaces are provided that can respond effectively to changing need. ICT will be a particularly important enabler for our extended schools and integrated working vision.

Healthy Schools, PE and sport
Our very successful Schools Sports Partnerships have led the way in locality based and collaborative working between schools, enabling children to benefit from resources and expertise across the school community. The four School Sport Partnerships and the Sport Development Unit have greatly increased the amount of ‘out of hours learning’ activity provided by the community on school sites. There is scope to significantly increase the numbers participating by expanding the range of facilities available out of school hours, which BSF will enable. One of the key tasks for our PE and sports stakeholder group will be to steer the development of facilities that offer the widest possible access for the whole community, making the most of the build-up to London 2012. The infrastructure to plan and manage sport and physical activity is well established in Barnet, with excellent links to a range of community partners. We will embed ICT capability within PE and sports in order to enhance physical performance and contribute to the assessment for learning agenda through peer and self assessment. Enhanced ICT will also enable the capture of data that can link physical activity, health diet and performance. The 3 year MEND (Mind Exercise Nutrition Do It!) programme is firmly established in Barnet as a joint initiative with Healthy Schools, School Sports Partnerships and GLL and there are plans to take a similar ‘healthy living family based programme’ into secondary schools.

All secondary schools are engaged with the Healthy Schools programme and our aim is for all secondary schools to achieve Healthy Schools Status and then the new Enhanced Healthy Schools Status. The opportunities brought by BSF will enable schools to offer a wider range of health, parenting and exercise services to pupils, their families and the community and we will ensure that all schools receiving BSF investment are Healthy Schools. Pupil participation in the BSF process will also contribute to this.

3.1.7 Inclusion
Our BSF programme has been designed to target first, those schools that serve some of Barnet’s more deprived communities, to bring in large scale capital investment to support the school improvement strategy (see above). Our attendance figures at primary and secondary level are good overall, achieved through a sustained and shared focus on attendance as a crucial ingredient to individual student’s success. We have worked hard with schools to reduce the number of permanent exclusions and to provide a high quality learning experience for students that can no longer remain in school. New premises for our highly regarded Pupil Referral Unit will be of enormous benefit providing adequate space and ICT provision for sport, culture and science to offer the full curriculum to excluded students. BSF will also support us to further develop our approach to providing a fully inclusive learning experience and environment through:

- Working in partnership with parents and communities to ensure they have a voice in the development of their children’s schools.
- The inclusive use of ICT in the classroom and remotely, and building ICT capacity for the 21st century and making it available to sectors of the population that currently have little or no access to computer technology in the home.
- Disseminating good inclusive practice across networks of schools through CPD and the MLE.
Promoting the activities of extended schools to targeted groups e.g. gifted and talented sports students, music students, summer schools and camps, community groups and complementary schools.

Premises design and construction to specifications that guarantee full accessibility for disabled people.

Ensuring equalities impact monitoring and assessment is built in to all BSF developments.

Using ICT to motivate under-performing groups (e.g. boys) and personalise the curriculum for gifted and talented pupils

3.1.8 SEN

Barnet has worked hard and invested significantly to create inclusive schools and has successfully developed a range of resourced provision within the secondary sector, promoting the very best practice in inclusive education. Good outcomes for children with SEN are being delivered overall through robust data analysis, individual pupil tracking and the promotion of personalised curriculum planning. But the gap in attainment is still too wide and narrowing this gap is a key part of our Children and Young People Plan.

Our initial BSF project includes the development of Oak Lodge, a highly regarded and popular special school, to accommodate growing needs, changing pupil requirements (in particular for pupils on the autistic spectrum) and to meet parental demand. We are exploring the opportunities for developing the school’s post-16 provision in conjunction with a partner mainstream school. The new JCoSS secondary school will also help meeting a growing demand for students with Autistic Spectrum Conditions with a 50 place state of the art provision. The BSF programme will further support our ambitions for children with SEN through:

- The provision of fit for purpose facilities within centres of excellence to support other schools with their speciality (e.g. Hearing Impairment, ASC, Physical Disabilities).
- Expanding the range of extended services available for children with SEN and/or disabilities through new and improved facilities, including the promotion of activities to support respite breaks for carers.
- Premises design and construction to specifications that guarantee full accessibility for disabled people.
- Fostering collaboration between special and mainstream schools, expand sharing of facilities particularly at post-16, and making best use of ICT to share expertise to better support pupils with SEN.
- Using ICT to personalise learning for children with SEN, ensuring that the managed service is capable of meeting diverse and specific needs across Barnet schools.

3.1.9 Leadership and change management

The LA has been proactive in addressing the issue of effective and sustainable leadership both within the Children’s Service and in schools. Peer challenge and peer review will be an important part of our BSF change management strategy. Barnet has made successful use of the Executive Head model and we will build on this through BSF, partnering less successful schools with higher performing ones to provide support and intervention. Barnet also has a strong track record of intervention where necessary to put in place strong leadership.

Through BSF we will develop the commissioning role of the LA, reinforcing the council’s position as champion of pupils and parents and fulfilling our vision for schools and pupils in the borough. CPD and workforce reform are central to change management plans, particularly in relation to transforming teaching, curriculum and the use of ICT. The change management plan will be developed and monitored by the Programme Board and educational stakeholders.

Regular strategic input from Leadership specialists such as Michael Fullan, Andy Hargreaves and Sir John James have enabled the authority to develop a culture where strong leadership at all levels is a key element of managing change and improvement. The LA has led a highly successful Leadership Succession in Schools strategy in liaison with the National College for School Leadership (NCSL). The strategy, which is supported by headteachers and governors, has successfully identified potential future leaders in schools and provides targeted support for this group. The leadership succession strategy has been blended into our ongoing Leadership and Development programme which provides training and development activities for leaders at all levels including development for the strategic role of school governance. This has enabled the service and schools to effectively build sustainable leadership capacity and through BSF we will continue to drive this in to the future.

Enabling student engagement in the BSF process is a key priority in Barnet. All secondary schools in the borough have a well established school council. Initial consultation on our BSF vision has been carried out through the Barnet Youth Board, which has representatives from all secondary schools in Barnet and feeds back via school councils. The ‘Voice of the Child’ section within the Children’s Service already has expertise in working with schools to engage students through building and change projects, including special schools. BSF offers the ideal opportunity to further develop this expertise, and we aim to provide a package of
support and advice to all schools in BSF. This will cover engagement of students, consultation with the school community during the design process, and support to ensure students are at the heart of designing and embedding lasting change in their school. The Youth Board will provide a cross-borough network for good practice to be shared between students at the various schools involved in BSF.

3.1.10 ICT
Barnet’s vision for ICT – moving from transmission to facilitation
Barnet recognises that ICT is a key enabler for the transformation of teaching and learning, removing barriers, creating motivation to learn and building new learning communities. Investment in ICT is a core catalyst for the transformation that BSF will bring to Barnet schools and we are already working with schools to engage them in this process, particularly regarding the change management that will be required. Barnet welcomes the benefits a managed service will bring in terms of sustainability, the provision of consistently high-levels of technology across the estate and value for money. Individual schools will also see the benefit of a reduced management and cost burden - freeing up staff to focus on teaching and learning - and also the benefit of greater links between schools and staff through the managed service provider. Through investment in ICT and associated change management, our ambition is that:

Every pupil has access to powerful, flexible and reliable technologies which:
- support their learning within schools, between schools, out of school and at home
- support any additional learning needs they may have
- prepare them for life beyond school and enables them to access a broad curriculum

Every school has ICT which:
- motivates and inspires pupils to become self-directing learners
- enables teachers to deliver a broad and innovative curriculum
- is robust, reliable, flexible and well-supported by skilled staff
- is tailored to the school’s specialisms and to the services it offers the community
- enables staff to track and share information on pupils’ progress.

ICT will be a key driver of increased collaboration between schools and other organisations, particularly at transition points (KS2-3 and post-16) and for the 14-19 curriculum offer. School leaders will have increased access to higher quality data and information, which will support them in offering targeted support, Assessment for Learning and tracking of progress and attendance. Inter-operable systems will facilitate mobility and data sharing for both staff and pupils. ICT will help meet the extended schools agenda, ensuring that students have access to teaching and learning materials beyond the traditional school boundaries, both in time and place. It will also provide the community with new opportunities through access to this ICT.

To deliver this vision, a robust output specification and definition of the Key Performance Indicators on which the contract is based is vital and critical to this is widespread stakeholder engagement to design an ICT solution to deliver the desired educational outcomes. LBB will ensure that contracts are structured to enable local choice, flexibility and innovation, a priority for our schools. Change management will underpin the sustainability of ICT transformation and we will ensure this is appropriately funded - sharing good practice within Barnet and more widely. The development of a technology-rich pedagogy will be informed by national strategies including Becta’s ‘Harnessing Technology’ strategy and ‘20/20 Vision’ and driven by local expertise and enthusiasm. The council will provide strategic leadership and support schools to work collaboratively to implement and embed the changes in working practices that will be required.

The existing ICT infrastructure across Barnet’s secondary estate varies significantly. Some schools struggle with old buildings where inadequate provision of power and network access provides a barrier to the full realisation of their strategic aims. Following a successful London Strategic Leadership of ICT (SLICT) programme half of Barnet secondary schools are now engaged with the School ICT Self Review Framework. This has allowed schools to better understand what stage they are currently at in their ICT development, helping them to identify and target strengths and weaknesses. Most Barnet schools are now using the London Managed Learning Environment (MLE), more than a year ahead of the DCSF target for implementing such a system. The benefits of the MLE have already been seen in areas such as improved cross-curricular use of ICT, co-operation between departments and transition links with primary schools. This increased collaboration both within and between schools is an area that we are particularly keen to build upon through BSF.

East Barnet, our BSF Pathfinder project, was the first school in Barnet to embrace the opportunities that the MLE presents, proving to be a catalyst for other schools. Coupled with other imaginative uses of ICT in areas including Design and Technology, East Barnet are now pioneering the use of ICT, working with external consultants to facilitate new ways of learning; we will build on this learning through BSF.
3.1.11 Sustainable Schools
Sustainability is a key priority for the local authority and a major concern; this is reflected in Barnet’s Local Area Agreement. Through BSF we have the opportunity to promote sustainable behaviour and reduce carbon emissions. We intend to do this by integrating sustainability issues into the school curriculum in the broadest sense and by ensuring that our planning and procurement policies enable us to use and manage buildings and grounds in sustainable ways. The building and design process itself will offer an excellent opportunity to promote and teach about sustainability in practice, to both students and the wider community. Our ambition is, through BSF investment, to lead by example and to build the foundations of a more sustainable community in Barnet. See 3.2.3 for more information on sustainability and carbon reduction.

We will take the opportunity that BSF investment affords to ensure rebuilt or remodelled buildings are energy efficient and make the most of renewable energy sources. Corporately, the council is committed to buying energy from renewable sources and we will work with schools to help them deliver this. By designing buildings to be used out of school hours by students and the wider community, we will ensure the best use of space is being made and that high quality resources are not un-used for the majority of the day.

All Barnet secondary schools have a school travel plan in place and schools receiving BSF investment will be required to revise their plan to further promote sustainable and health-promoting behaviour. Where possible, schools receiving investment will be encouraged to install safe cycle storage and will carry out a ‘cycle audit’ to look at likely cycling routes for pupils and staff and to consider how cycling and walking can be encouraged. When strategically planning the distribution of specialist centres and hubs across the Barnet secondary school network, we will work to ensure that modes and time of travel for both students and staff are taken into consideration so that excessive travel is minimized. We will encourage schools to link geographically where effective, making good use of ICT.

3.1.12 KPIs
We will work collaboratively with schools to set challenging KPIs and targets in their school Strategy for Change. These will underpin our headline KPIs. Progress against KPIs will be regularly monitored by the programme board.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Indicative Measures</th>
</tr>
</thead>
</table>
| Improved standards achieved at all key stages, and a reduction in the gap in the achievement of underperforming groups | • Reduce the gap at KS4 between pupils with SEN and pupils with no SEN (NI 105) to 40% by 2015 (LAA target)  
• Reduce the gap at KS4 between pupils eligible for FSM and pupils with not eligible for FSM (NI 102) to 27% by 2015 (LAA target)  
• Increase the % of pupils achieving 5A*-C including English and Maths to 63% by 2015 |
| Every school a good school for every child | At least 80% of schools inspected in any school year graded good or better by OFSTED |
| No school below 40% 5A*-C including English and mathematics | All Barnet schools to be above the 40% threshold by 2012 |
| At least half of Barnet schools have a second specialism | 50% of Barnet schools have a second specialism |
| Greater choice for students in the 14-19 age group | All students, who want to, have access to specialised diplomas  
Increase students achieving Level 2 qualification by age 19 |
| Sufficient school places and schools are of the right size and in the right place to meet community needs | 80% of first preferences achieved by 2016 |
| Improved SEN inclusion | Reduce the % of students with statements in out borough provision in 2015 |
| Reduction in exclusions | 40% reduction in temporary and permanent exclusions by 2014 |
| Access to 5 hours of PE/sport each week | 70% of schools offer up to 5 hours of sport per week from 2014 |
3.2 Deliverability

3.2.1 Pupil Place Planning

Most Barnet schools are successful and popular and Barnet is a net importer of students at secondary level, attracting 27% of its students from outside the borough. The largest importers are Brent, accounting for 7% of pupils in Barnet secondary schools and Camden with 5%. Around 20% of Barnet children and young people aged 11-16 attend schools in neighbouring authorities, just over 6% attend schools in Brent and around 3 per cent in each of Enfield and Hertfordshire.

Unlike many other local authority areas nationally, Barnet’s population is predicted to grow substantially over the coming years from 334,600 in 2008 to 371,150 by 2018. The borough is already seeing substantial growth in primary student numbers which will follow through into secondary schools over the next 5-10 years. Barnet uses detailed school roll projections produced by the Greater London Authority, based on birth rates, past trends and population projections, to carry out effective student place planning. GLA student projections produced in April 2009 show that by 2015, there could be an additional 5,000 11-18 students in Barnet if regeneration schemes go ahead as planned (although the current recession makes this difficult to estimate).

In addition, our own local analysis demonstrates a need for additional capacity to be provided for children with complex special educational needs arising from the overall demographic growth and the increasing prevalence/diagnosis of complex health conditions and autism. We will address this in our first BSF project by expanding Oak Lodge special school and designing it to better meet the needs of autistic students.

The expected population increase will arise from a combination of rising birth rates, inward migration and also planned regeneration schemes. The expected growth in student numbers will be accommodated by:

- The Wren Academy: an additional 162 places each year from September 2008, with 90% of its first year intake being Barnet resident students.
- JCoSS: on track to provide new 6 form entry school from September 2010 for Barnet’s large Jewish community (15% of borough population). The proportion of out of borough students may be higher than the Barnet average of 27% due to its likely appeal to the wider North London and Hertfordshire Jewish community. The school will also provide an additional 50 place resourced provision for students with autism spectrum conditions (the largest resourced provision in the country).
- East Barnet Secondary School: additional post 16 places available from September 2010 on the opening of the new BSF one school pathfinder building project.

New places at two successful and popular schools to respond to parental demand:
- Copthall Schools (girls): An additional form of entry planned within BSF programme
- Christ’s College (boys): An additional form of entry planned within the BSF programme
- Whitefield School: As part of the Cricklewood/Brent Cross regeneration scheme, the school will be re-provided and expanded.
- Oak Lodge: the provision of up to an additional 38 places for young people with Special Educational Needs, planned within the BSF programme
- Utilising the surplus places at schools that are currently under-subscribed by transforming them into schools of choice for parents.

We are confident that this strategy will meet the requirements for additional secondary places in Barnet over the next 10 years. Long term student projections will be kept under frequent review as much of the planned growth will depend on the timing of the large regeneration schemes in the borough, some of which may be affected by the current economic downturn.

3.2.2 Estate Planning

Barnet has a large and diverse secondary school estate with some buildings dating from the early 20th Century including some listed buildings. However, the majority of the estate dates from the 1960s and 70s and is ill equipped to deal with the challenges of the 21st Century. By September 2010 four new purpose built secondary school sites will have been completed in Barnet: the London Academy, the Wren Academy, JCoSS and East Barnet Secondary School, incorporating Project Faraday. (The re-building of East Barnet school released the land on which JCoSS is now being constructed).

Aside from commissioning one additional FE girl only provision at Copthall School and an additional FE boys provision at Christ’s College, following the completion of the four projects above, we do not propose to commission or de-commission any further mainstream places within the programme at this stage. However, increasing the popularity of our under-subscribed schools through our educational transformational strategy alongside the capital investments is critical to meeting future needs (see 3.2.1 above).
In relation to the provision of special school places, we intend to increase provision of Oak Lodge by up to 38 places and potentially Mapledown special school as part of a regeneration development.

In order to profile projects/waves for our Expression of Interest in Autumn 2008, schools were prioritised taking account of social and educational need followed by the building condition, suitability, deliverability and building need. Schools built in the last 15 years have been excluded from the main projects/waves, although Ashmole School will be eligible for ICT investment. Schools were consulted on the prioritisation method and were supportive of the results, recognising that those schools with the highest social and educational need also have some of the most significant condition issues.

Our schools have been divided into three waves. The schools in the first wave have the lowest level of attainment (at GCSE) and have the highest levels of deprivation. Whitefield school, that scores highly on these factors, is not included in the first wave however, as its re-provision is part of a financial commitment by the developers of the proposed major regeneration scheme in Cricklewood/Brent Cross (see 3.1.3).

We have commissioned a number of feasibility studies from technical advisors/architects in order to inform our AMP priorities for the initial project. Specific building proposals to support our school improvement strategy for the 6 schools in our initial project are:

- St Mary’s High: The school is currently on two sites, both buildings are in poor condition and refurbishment or remodelling would not deliver suitable spaces for the transformational learning agenda. We propose to re-build the school on one site, retaining the second site for the provision of sporting and cultural activities for the school and wider community.

- Bishop Douglass: The school has significant condition and suitability issues. We propose to remodel and replace poor condition blocks on the existing site, introducing new ICT infrastructure. A feasibility study has been undertaken and demonstrates that this is possible within cost. Options are being considered for the further development of specialist 16-19 provision.

- The Ravenscroft: The school has condition and suitability issues. We propose to remodel and replace some poor condition blocks on existing site, refurbish existing accommodation and introduce ICT new infrastructure. This will enable the school to make better use of it’s extensive and attractive grounds. A feasibility study has been undertaken to consider initial options within the cost envelope.

- Copthall: Prefab classrooms offer a poor learning environment. We propose to replace these with a new build block, provide additional classrooms to accommodate an expansion by one form of entry, remodel a 1960s block and retain the more modern facilities, introducing ICT new infrastructure. An external body is seeking to develop/co-locate community based services, potentially funding hall and classroom accommodation. We are keen to continue to explore this opportunity in conjunction with BSF to maximise the potential resources available to this school.

- Oak Lodge special school: This is a successful school offering high quality special needs education but in poor facilities that do not meet students’ needs. The current building does not meet BB102 recommendations; we intend to increase the area by introducing new build and remodelling the existing buildings. It is considered that a school of 4400m2 gross area (2000m2 more than at present, almost double its size) opposed to the FAM indication of 5900m2 will respond very well to suitability issues, meeting the aspirations of the school for its development. However if the larger area is prerequisite then we would consider drawing funding from the first follow on wave.

- The Pavilion Pupil Referral Unit: The unit is currently located mainly within an unsuitable sports pavilion. We propose to rebuild the PRU on a new site to better meet the needs of students. A number of potential sites are being investigated to determine suitability.

We have not identified any section 77 or s106 approvals required to deliver our programme, or existing PFI or ICT managed contracts that will impact on our investment programme.

Plans for the regeneration of the Cricklewood/Brent Cross area include the demolition of Whitefield school and Mapledown special school and their re-provision on an alternative nearby site. In view of the economic uncertainty, these two schools have also been included in our BSF bid in the final wave should the regeneration plans fail to be realised.

We will undertake a strategic assessment of existing sports and cultural facilities and identify current and future unmet need, particularly in relation to population growth. This will inform the detailed development of
site-specific plans for PE and sport. The PE and sport stakeholder group will carry out this assessment with key LA partners.

3.2.3 Sustainability

LBB is committed to local and national targets for sustainable development across the borough, including achieving BREEAM ‘Very good’ standards, with aspirations to achieve ‘Outstanding’ BREEAM on all new build projects. BSF will contribute to achieving these targets. BSF in Barnet will deliver schools with a reduced impact on the environment. For example, in order to drive down carbon emissions, all our new schools will be designed to have at least 10% renewables and new build schemes will meet at least the 60% carbon reduction target, endeavoring to achieve carbon zero schools by 2016. Barnet’s Local Area Agreement includes targets to reduce per-capita CO2 emissions across the borough.

Targets for carbon reduction will be set for refurbished schools. The extensive remodeling of a large proportion of our secondary school estate will provide the opportunity for a wide range of energy and water efficiency improvements, building on the success of our Energy Efficiency Investment Programme using enhanced building fabric, services and controls, passive and natural ventilation, cooling and light, and minimizing waste throughout the life of the building.

Sustainability has been a main consideration in the provision of several new primary schools in Barnet. Whitings Hill Primary School, part of the PCP programme, has achieved nearly 20% renewables and is close to an Excellent BREEAM rating. Similarly, the design and construction of Broadfields Primary School and Northway & Fairway Primary & SEN School are being driven to achieve the highest ratings. East Barnet Secondary School, a one school BSF Pathfinder, will achieve a ‘Very Good’ BREEAM rating. In addition, some of the Project Faraday experiments potentially being incorporated into the design - such as reed beds - will demonstrate the principles of sustainability to students. We aim to encourage behavioural change in all users and support a whole school approach within a genuinely sustainable environment.

3.2.4 Consultation and communication

In developing our BSF programme and priorities to date we have involved and consulted with a wide range of stakeholders, to gain support for our overall ambition and for the prioritisation of our first tranche of activity. Through workshops, presentations and other communication channels, stakeholders consulted so far include:

- Headteachers and Chairs of Governing bodies
- Children's Service staff (school improvement, ICT, capital)
- Key partners within our Children and Young People Strategic Partnership Board (PCT, police, voluntary sector, LSC)
- Elected members and senior officers of the Council
- Barnet Children’s Voluntary Sector Network
- Barnet’s Youth Board – members are representative of all secondary schools in the borough
- Diocesan Board representatives

Individual schools involved in the priority project have had additional briefing. All have been very positive about our initial BSF proposals and are keen to make the most of the opportunities BSF will bring to Barnet. We know from a number of previous engagement exercises that our plans to increase choice and diversity and to raise standards in less successful schools will meet parental demands.

We have held initial discussions with the Office of the Schools Commissioner who are supportive of our plans to transform secondary provision in Barnet. Barnet has also taken up initial support from 4ps and will be continuing to receive regular support from 4ps over the next few months in preparation for entering the programme.

The council has dedicated communications officers with experience in consultation and communication associated with our primary school rebuilding programme. The council is recognised by DCLG as a pioneer nationally in the use of new social media to engage its residents, which provides a ready platform to further engage a wide audience of parents and residents about our BSF programme (www.whereilive.org, Twitter, YouTube, Facebook and on-line forums).

We are developing our BSF communications strategy to be in place by July 2009, by which time we hope to have an indication of likely timetable for entry into the programme. The communications strategy will cover:

- How the views of relevant groups will be sought
- What opportunities can be identified for engaging and consulting with parents and the wider community
How information about the programme will be routinely disseminated and shared
How formal consultation will be undertaken where appropriate (e.g. for statutory proposals)
Preparation for formal launch of entry into the programme
Mechanism for promoting the programme eg. web resources, branding, media opportunities

Statutory proposals and consultations on school organisation are likely to be required for the following projects in the first wave:

- Increasing the admission number at Copthall School by 30
- Transfer of The Pavilion PRU to a new site
- Enlargement of Oak Lodge Special School
- Change in governance arrangements where relevant

Initial discussions with relevant parties suggest that these proposals should not attract significant opposition and we are confident that the statutory processes required (formal and informal consultation, publication of notices) could be followed without affecting the BSF timescales.

Plans are in development for the PE/Sport and culture stakeholder group which will be established in order to gather stakeholder and school views of the sport and culture provision required. The group will have strong links with the BSF Programme Board, the PESSYP Executive Group and the CSPAN (Community Sport and Physical Activity Network). This will help to ensure that the significant opportunities to enhance PE, sport and cultural facilities through BSF investment are strategically planned and optimised.

3.2.5 Project Planning

Our experience gained through the planning, management and delivery of major education investment projects to date has given us a very clear understanding of the critical elements that will need to be in place and successfully operated throughout the life of the BSF programme.

Section 3.5.1 identifies our project team structure and how the team will work as the BSF programme rolls out. The project structure is based on an established team and processes put in place to manage an £87m investment in primary schools. The procurement manager is responsible for setting the programme dates for the programme, gaining buy-in from stakeholder groups, external advisers and PfS to the programme and monitoring the completion of activities.

The programme will adhere to PRINCE2 methodologies, utilising the Council’s corporate project management system (Hydra) to manage all aspects of delivery, from defining the needs to managing the procurement phase and on to delivery. The Council commits to the OGC review process and would seek confirmation and assurance through Gateway Reviews. Internal workstream leads are in place, who have the capability and experience of delivering an education capital programme utilising competitive dialogue. Action plans for each workstream, aligned to the procurement programme, will be finalised prior to the Remit meeting, as will the PID. ICT and education visioning workshops have been held with head teachers, senior school staff and children’s service school improvement, ICT and capital projects staff.

We have had initial discussions with a number of external advisers to assess what they may be able to offer. External ICT advisers facilitated the discussions with schools and our internal team at the ICT workshop which was found to be very productive. We are committed to supplementing our own knowledge and expertise with the experience of external education, ICT, technical, financial and legal advisers.

We have an established Schools Stakeholder Group comprising head teacher representatives, children’s service officers and representatives of Diocesan Boards and the Jewish school community. The group has steered our Primary School Strategy for Change and the development of our BSF proposals to date. Representation on the group will be broadened as the BSF programme develops to ensure that all stakeholder aspects of the programme are fully represented at a strategic level. The stakeholder group is currently commissioning a number of workstreams to further develop aspects of our strategy – ICT, PE/ sports and culture and sustainable schools will be the first three commissioned groups where expert input will be sought to strengthen our existing resources.

The Core Team will have weekly meetings to monitor key issues. The programme will be on the agenda every second week and risk every fourth week. We will set meetings based on the need to progress workstream activities to reach the programme stages of SIC, OBC, ITCD and Financial Close. In addition, external advisers’ progress will be monitored by periodical meetings at individual adviser’s offices.
A Risk Workshop will be held as part of developing the BSF PID. This will be undertaken by a qualified facilitator. The risk register will form the base of the regular risk agenda item for the core team meetings. Further risk workshops will be held at OBC and during procurement. High level risks will be escalated to the project board and in turn it will be decided whether they should be tracked on the authority’s main risk register monitored by the Head of Insurance and Risk. This process is detailed within the Authority’s Statement of Internal Control. Consideration of risks at this stage in the process has identified the following:

- Barnet does not have any existing school PFI contracts.
- The Council have experience of PFI procurement and new build schemes as part of the LEP would be progressed in this way.
- St Mary’s is on a split site. The proposal is to rebuild a new school on one site, retaining the second site for the provision of sporting and cultural activities for the school and wider community. This proposal will not necessitate a change of land ownership.
- It is proposed to re-build the Pavilion Pupil Referral Unit on a new site. We have identified an alternative site in Barnet’s ownership with potential to offer the appropriate benefits we are seeking.
- We have commenced ICT workshops with School heads to engage on the topic of a school wide ICT managed service, keeping schools engaged on all topics is a priority. The new Jewish Community School (JCoSS) due to open in 2010 will soon be procuring an ICT managed service. The governing body have expressed their full commitment to ensuring that this will not be an obstacle to JCoSS being fully linked to the Barnet-wide ICT service and will ensure any procurement links closely with Barnet’s BSF ICT plans and strategy.
- There is also a risk of not delivering the expectations of education transformation.
3.3 Investment strategy

3.3.1 Council commitment
The Leader (Cllr Freer) and Chief Executive (Nick Walkley), acting on behalf of the Authority, understand and are committed to the BSF model and recognize that any ultimate funding arrangement will be subject to detailed agreement with PfS and the DCSF. Their signatures on the covering letter to this submission, following approval by the Education Capital Programme (BSF Programme) Board confirms full agreement to the principles detailed in the document and more importantly, support to education transformation through BSF and the benefit this will give to the children, young people and communities of Barnet.

Commitment is particularly understood in respect of the following:

- The Authority accepts PfS standard forms, templates and guidance.
- The Authority will procure an area-wide managed ICT service for the secondary school estate and potentially for primary schools. Wider community coverage will be considered during the development of the scope of this service. Scoping and procuring a new ICT managed service will give a wide range of opportunities to deliver state of the art provision in Barnet.
- The Authority understands the principles of the LEP model and is willing to use this partnering arrangement if DCSF can provide an assurance of funding for the follow-on waves for the remaining schools in the estate prior to the Remit meeting, and the proposal demonstrates VFM.
- The Authority will adopt PFI for new build schemes on basis of forming a LEP. The need for the Authority to bridge the affordability gap on PFI schemes is recognized.
- The Authority commits to at least 3% funding of the Capex value. Barnet’s ongoing primary school rebuilding programme demonstrates that the Authority will bolster Government grants and funding to ensure well thought out and sustainable schemes.
- The Authority will develop a robust FM strategy for maintaining school buildings and assets for schools in the first wave of investment and potential future waves. The Authority also see this as an opportunity to review and streamline the maintenance strategies presently adopted throughout the primary and secondary school estate.
- The Authority has several existing contractual arrangements for the provision of services that have been considered in assessing whether they will impact on BSF. It is not considered that any of the existing arrangements will impact but as an example, the following have been investigated:
  a) PCP Framework Contract with Kier – The Contract commenced in May 2008 and expires April 2012, potentially prior to the commencement of the LEP.
  b) ICT Procurement Contract – This is a call-off contract for hardware and the contract can be determined at any time.
3.4 Affordability

3.4.1 Balanced Investment Proposals
We have had assistance from technical advisers to assess our proposals and ensure that the desired 50-35-15 split can be obtained within the funding envelope. Initial feasibility studies for the priority project schools have been undertaken. The follow-on wave schools have been considered against priority criteria and an approximate split between new build, remodelling and refurbishment is identified on the scope proforma. The table below shows an indication of likely budget requirements based on current construction indices.

<table>
<thead>
<tr>
<th>Schools</th>
<th>Pupils</th>
<th>Area</th>
<th>Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bishop Douglass RC</td>
<td>1,150</td>
<td>10,204</td>
<td>£18,709,654</td>
</tr>
<tr>
<td>St Mary's CE High</td>
<td>1,050</td>
<td>9,669</td>
<td>£24,885,495</td>
</tr>
<tr>
<td>The Ravenscroft</td>
<td>1,150</td>
<td>10,204</td>
<td>£13,848,107</td>
</tr>
<tr>
<td>Copthall</td>
<td>1,350</td>
<td>11,749</td>
<td>£9,459,369</td>
</tr>
<tr>
<td>Oak Lodge</td>
<td>200</td>
<td>4,400</td>
<td>£6,881,605</td>
</tr>
<tr>
<td>The Pavilion</td>
<td>75</td>
<td>1,571</td>
<td>£3,986,703</td>
</tr>
<tr>
<td><strong>Budget Capital Cost</strong></td>
<td></td>
<td></td>
<td><strong>£77,770,933</strong></td>
</tr>
<tr>
<td><strong>BSF Funding Allocation</strong></td>
<td></td>
<td></td>
<td><strong>£77,806,556</strong></td>
</tr>
<tr>
<td><strong>Variance</strong></td>
<td></td>
<td></td>
<td><strong>£35,623</strong></td>
</tr>
</tbody>
</table>

St Mary’s and the Pavilion will be new build schools. The present proposal is to rebuild St Mary’s on one of its two sites. Remodelling substantial parts of Bishop Douglass and the Ravenscroft together with replacement of several blocks with new build facilities will address the suitability issues present at these schools. The initial feasibility studies for these two schools, available on request, show options that minimise temporary accommodation during the construction process.

Copthall School comprises a main 1960s block, a 1990s block and several prefabs. The proposal will be to replace the prefabs with a new build block, remodel the 1960s block and retain the 1990s block untouched apart from the introduction of ICT infrastructure. A third party is very interested in funding a new hall and social space in return for use of the facility for the Community. LBB and the school are keen to progress this opportunity in conjunction with BSF investment.

Oak Lodge school is under BB102 area, we therefore propose to increase area by introducing new build and remodelling the existing buildings. It is considered that a school of 4400m2 gross area (2000m2 more than at present) as opposed to the FAM indication of 5900m2, will respond to suitability issues however if the larger area is required then funding will need to be drawn down from the first follow on wave.

3.4.2 Funding
The funding allowance of £1450 per student for ICT is considered sufficient to meet our planned developments. The budget costs for procurement resources, contingency, and on-going costs of the LEP, PFI etc are identified in Section 3.5.2. The contingency will be used in developing the project during SfC and OBC and for any risks that LBB retain during contract.

The chief finance officer (also the 151 officer) and leader are fully briefed on the likely affordability and need for the Authority, and potentially schools, to financially contribute to the programme to ensure its success.
3.5 Resources and Capability

3.5.1 Governance

Barnet’s BSF programme is evolving from the success of Barnet’s “First Class” Education Capital Programme (ECP) but ensuring that the strategies and objectives of BSF, including PCP, are embedded. The purpose of the programme, instigated in 2006, has been to review the Primary and Secondary school estate in terms of sufficiency, condition and suitability in order to prioritise capital construction works and ICT integration. The programme is presently delivering three new children’s centres, seven primary schools including one special school, a community secondary school and several refurbishment projects (combined budget of £120 M). Future projects within the programme include two new schools as part of regeneration projects.

Small community ‘learn to swim’ pools are part of the programme as well as community facilities at three locations. The Council are also planning for the co-location of a primary school, library, swimming pool and gym managed by Barnet’s leisure provider, a youth centre and primary healthcare centre on an existing primary school site. A bid was submitted to the co-location fund for this project. Funding for the ECP has predominantly been from prudential borrowing and the proposed sale of small pockets of surplus land. BSF One School Pathfinder Funding and Project Faraday Funding is being used to re-provide East Barnet Secondary School. PCP funding is being used for several of the refurbishment schemes and the new state-of-the-art Whitings Hill Primary School.

The ECP has an established structure in terms of governance, reporting structure, a project team with access to internal and external advisers and processes. These are detailed in the ECP PID – available on request. The adapted ECP structure for governance of BSF is:

![Governance Structure Diagram](image-url)
Craig Cooper is the BSF lead, supported by Julie Oldale. A full time BSF Director will be appointed once entry to BSF has been confirmed and resources have been identified for this new post.

A programme of future reports to Cabinet and to engage Scrutiny at key stages in the BSF process will be agreed at the July project board meeting. In addition we are preparing a paper to redefine the ‘ECP structure’ to the new ‘BSF structure’. This paper will include a recommendation for delegation of authority for certain aspects of the programme to the project Sponsor at one level and the BSF Project Director at another level.

Nick Walkley, the Chief Executive, will chair the BSF Programme Board. The Leader, Councillor Freer is taking an active role in the present ECP programme and will be the BSF Programme Sponsor. The membership of the board and terms of reference are based on 4Ps’ guidance and include corporate finance, regeneration and legal services. The new board will include an elected representative from the school stakeholder group. The programme is a critical pillar in delivering the outcome of ‘every school a good school for every child’, a priority within our Children and Young People Plan. Progress in delivering this priority is regularly reported to Barnet Children and Young People Strategic Partnership Board.

With regard to individual school projects, school governing bodies will be required to determine clear arrangements for governance of individual school projects, including levels of authority delegated to head teachers. During the process there will be regular liaison meetings of the schools. Initially these meetings will be for the purpose of developing and finalising the Education and ICT transformation overview. We will then progress the Design & FM option appraisal phase for SfC2 and OBC together with developing school specific requirements for the ICT managed service. We appreciate that the schools will need to contribute and buy-in to the completed output specifications now in their new format. A Change control process will be established to ensure that any changes are effectively managed once the SfC and the specifications have been agreed.

The Memorandum of Understanding will be signed by Barnet’s Chief Executive and submitted by 22nd May.

3.5.2 Financial Commitment

Barnet constantly strives to achieve value for money in all that it does and we will continue to adopt this approach throughout the BSF programme. We fully understand that the default model for BSF is a LEP, with PFI for new-build projects, including an ICT managed service. We will however want to demonstrate to our members that the LEP model provides value for money. This exercise will be undertaken prior to the Remit meeting. Presently we foresee the advantages of the LEP model for delivering a fully secured, funded three wave project.

The council will support the programme with resources for BSF Project Core Team to manage the programme, together with external advisers, education and ICT expertise. The level of resource for the internal and proposed external team is anticipated in the table below:

<table>
<thead>
<tr>
<th>BSF Service Provider Procurement Budget at May 2009 prices</th>
<th>2009 Remit</th>
<th>2010 SfC/OBC</th>
<th>2011/12 LEP Procure</th>
<th>2012/13 LEP Procure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>External Advisers (Technical, Legal, Financial, CDA etc)</td>
<td>50,000</td>
<td>1,000,000</td>
<td>750,000</td>
<td>300,000</td>
<td>2,100,000</td>
</tr>
<tr>
<td>Surveys</td>
<td>75,000</td>
<td>75,000</td>
<td>150,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning Briefs</td>
<td>60,000</td>
<td>60,000</td>
<td></td>
<td></td>
<td>120,000</td>
</tr>
<tr>
<td>Other Department costs e.g., Legal, Finance, ICT and Planning Advice</td>
<td>30,000</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>180,000</td>
</tr>
<tr>
<td>Project Team - Internal Council Costs</td>
<td>100,000</td>
<td>400,000</td>
<td>400,000</td>
<td>400,000</td>
<td>1,300,000</td>
</tr>
<tr>
<td>School Support</td>
<td>30,000</td>
<td>30,000</td>
<td>30,000</td>
<td>90,000</td>
<td></td>
</tr>
<tr>
<td>Consumables</td>
<td>30,000</td>
<td>15,000</td>
<td>15,000</td>
<td>15,000</td>
<td>75,000</td>
</tr>
<tr>
<td>Risk Contingency</td>
<td>30,000</td>
<td>135,000</td>
<td>135,000</td>
<td>135,000</td>
<td>435,000</td>
</tr>
<tr>
<td>Total</td>
<td>315,000</td>
<td>1,765,000</td>
<td>1,380,000</td>
<td>930,000</td>
<td>4,390,000</td>
</tr>
</tbody>
</table>

We are also aware from other Authorities of the likely funds needed during the operational LEP phase as indicated in the table below.
### LEP Operation Cost for 10 years

<table>
<thead>
<tr>
<th>Description</th>
<th>MIN</th>
<th>MAX</th>
<th>YEARS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client Management of LEP/Special Purpose Vehicle (SPV) following procurement</td>
<td>£0.35m</td>
<td>£1.5m</td>
<td>Per annum for project life</td>
</tr>
<tr>
<td>Client management (external advisors)</td>
<td>£0.5m</td>
<td>£0.5m</td>
<td>Per annum for project life</td>
</tr>
<tr>
<td>Investment in LEP</td>
<td>£0.05m</td>
<td>£0.1m</td>
<td>One off</td>
</tr>
<tr>
<td>Investment in SPV (actual figure will depend on number of SPV's created)</td>
<td>£0.25m</td>
<td>£0.5m</td>
<td>One off per SPV</td>
</tr>
<tr>
<td>PFI revenue contribution (actual figure will depend on number of schemes required)</td>
<td>£0.3m</td>
<td>£1m</td>
<td>25 years</td>
</tr>
<tr>
<td>ICT Managed Service – this is likely to require a £110-£150 top up per student, possibly funded by individual schools</td>
<td>£0.55m</td>
<td>£3.1m</td>
<td>Per annum</td>
</tr>
</tbody>
</table>

The estimate of funds needed to supplement the c.£300M potential funding from DCSF, identified in the tables above, is in excess of 3%. Contributions from schools towards the ICT managed service, PFI and FM provision are likely to be requested. We will also endeavour to maintain a project contingency on construction Capex value to expend on unidentified or underestimated risks. This is a principle adopted for our current “First Class” ECP programme and although risk has been managed to a level where we have not needed to significantly draw down from the contingency, it has provided a safety net.

The funding allowance of £1,450 per student for ICT is considered sufficient and therefore there should not be a need to top up this capital funding.

#### 3.5.3 Project Team and Support

The BSF Project Core Team will work under the direction and guidance of the Programme Board and will be tasked with the day-to-day management of the project. Craig Cooper will lead the team in an interim post, until a full time BSF Director has been appointed, and will be charged with delivery for this project.

The present project team, experienced in the Competitive Dialogue Process and in delivering a large scale programme, includes experienced project management and procurement support to take the project forward in line with the programme objectives. The roles defined for the project team are set out in the organigram in 3.5.1. The individuals proposed and their respective roles have been tested through a skills audit. The audit concludes that the team will need support by external advisers in particular areas of BSF specialism. The Board will ensure effective ownership, management and control of the programme with clear lines of responsibility and accountability. We have developed a phased programme to appoint external advisers.

There is existing community and leisure expertise within the council’s major projects directorate, including the GLL contract manager with responsibility for strategic planning of leisure services. The BSF project structure includes both a community/extended schools and a sport/culture steering group and the stakeholders on these groups will work closely with the project team to share their expertise. The Stakeholder Steering Group provides the forum through which the Council will engage with wider council services, including libraries, leisure and culture. The Chair of PE and Sport/culture stakeholder group will work closely with the project team and sit on the project board, and will be the champion for PE and Sport as steered and informed by the stakeholder group. The stakeholder group would consist of the Strategic Lead for PE to provide links to the National strategy for PE and Sport, Headteachers, PCT/Health representatives, County Sports Partnership representative from Pro-active North London, and the LA lead for culture – this would be the link to GLL as the leisure provider - and finally the Chair of CSPAN. External membership would be the PfS PE and Sport Adviser and the Sport England regional planner.

Stuart Murray, Director of Planning Environmental Protection and Regeneration, sitting on the Programme Board will also feed community/leisure opportunities into the programme. A representative group for the project and school will be led by a member of the internal project management team.

All work streams will be co-led by a local authority officer. We have appointed a Design Champion who has experience of this role in education projects.

The core team is based in LBB’s well equipped offices at North London Business Park. This is ideal as the majority of the other internal team members and the project board are located in the same building.
3.5.4 Corporate Strategy
As stated in 3.5.1, PCP is presently managed by the ECP Board and as this will migrate into the BSF governance, PCP will by its nature be closely integrated into the BSF programme. 3.5.1 also demonstrates our strategic approach to project development in that we endeavour to maximise the value of the project to the community e.g. in recent school schemes we are introducing community and extended services within school complexes.

The ECP Board has allowed the Council to take a corporate approach to deliver major investment in the community. The Board brings together all service leads and ensures a balanced and coherent approach, with due consideration to wider services. This Board has the oversight of the wider services from development of sport and leisure strategy to regeneration and the work of partners (including PCT, Middlesex University and Barnet College) and makes decisions linked to other elements in the council’s capital programme.

Barnet council has considerable experience in delivering strategic projects of this nature, most relevantly our Primary School Capital Investment Programme. Other major capital projects include a Street Lighting PFI with another local authority and regeneration programmes incorporating community facilities with housing. Lessons learnt from these projects include ensuring collaborative working from an early stage, understanding and clearly setting out requirements prior to entering procurement, identifying and where possible mitigating risk before deciding on whether risk transfer provides VfM, and robust programme monitoring, governance and delivery.

3.6 Benefits Realisation

3.6.1 Working with the Private and Third Sector
BSF will be a key component in helping deliver one of Barnet’s key priorities - ‘A Bright Future for Children and Young People’ – and will also impact on every other corporate priority, in particular the council’s aim for Barnet to be ‘a Successful City Suburb’ to which families are attracted thanks to the successful schools and cohesive communities. Work at Oak Lodge special school, and inclusivity and access works at other schools, will contribute to ‘Supporting the Vulnerable’. Improved educational attainment from the transformational process will have a positive impact on the local economy and improved sports facilities and heath awareness at the schools will ensure residents are ‘Strong and Healthy’.

Regeneration
Many of the school sites proposed for BSF are in areas of deprivation or serve deprived communities. BSF investment will raise the quality of the environment and increase residents’ pride in their local area. A rebuilt or refurbished school at the heart of the community, with facilities and services open to local residents, will give a renewed sense of community ownership and may also encourage inward movement to the area. BSF will also act as an impetus for other private individuals and companies to re-evaluate the local built environment and make improvements.

Employment, training and capacity building
During procurement there is the potential to discuss with the bidders the use of local small businesses in the supply chain, as well as involvement in local apprenticeship schemes, courses at local colleges and work experience schemes. These initiatives would not only provide local training and employment but would also boost the capacity of the local economy for the future and the skills of local residents and young people. The programme will work with all schools to consider the skills that are needed in the area and tailor the curriculum to prepare pupils for the 21st century jobs market. Services offered to the local community through extended services (employment skills, ICT etc.) will help to boost employment locally. Through experience with the BSF programme, we will also further our work to ensure effective commissioning of private and third sector partners.

Opportunities for co-location
The council is already considering several opportunities for co-location and BSF would enable us to expand on these. For example, in Brunswick Park we are working with new and existing partners to replace and expand the current facilities and create a new community hub. The library, doctor’s surgery and primary school will be rebuilt (all in very poor condition) and a gym, swimming pool, youth centre, and children’s centre will be added in a phased development. This also allows us to expand the school, and the PCT to provide health provision appropriate for the area. We will take the same approach at each secondary school site to assess opportunities and clarify the need for local services. Partners have already expressed their interest.

What value will the LEP bring to the council?
The council will take this opportunity to identify whether a LEP would be best placed to offer other services currently provided to or for the council. The council’s ‘Future Shape’ programme is reviewing all council services and looking at possibilities for services to be provided to the council by an external provider.

The council have a Major Projects Directorate who have contract management experience with various large scale contracts. Contracts would be managed in-house with technical expertise assistance when required. Major Projects provides a corporate capability structured to deliver the council’s capital programme and manage major procurement exercises. This area includes the corporate procurement team and provides a centre of excellence for commercial management working with professionals across the service directorates to deliver the business capability. The corporate procurement team is well developed and effective with experience of major regeneration and school building programme procurements and has successfully delivered competitive dialogue procurements. The BSF procurement will enable us to continue to develop this highly qualified and capable team. This expertise will also aid other areas in the council undergoing procurement exercises.

3.6.2 Joining up within the local authority
As stated throughout this document, the council has adopted a corporate approach to working on major schemes such as BSF. A Development Opportunities Working Group takes a corporate view of activities across Barnet, working with partners and developers to ensure local areas and council services work collaboratively to deliver services in delivering local community plans.

The emphasis to transform all schools and raise standards across the schools community will clearly allow those less popular schools to improve their standing with their communities and pupils to attend these schools rather than travel across the borough to another school. This will decrease transportation and therefore reduce congestion and pollution. Updated travel plans will be put in pace to ensure this is effective. Improved recycling will also be planned into the developments, this will reduce waste.

3.6.3 Quality of place
The Council has developed a ‘Three Strands Approach’ to development within the borough, under the banner of Protection, Enhancement, Growth. This provides a strong vision and direction for future development and planning within Barnet. This strategy will protect Barnet’s high quality suburbs and deliver new housing and successful sustainable communities whilst protecting employment opportunities. All other strategies, including education, housing and environment complement this approach and reflect the community and corporate priorities in a spatial manner. As mentioned above, enhancing Barnet’s reputation as a vibrant and successful city suburb is a key corporate and LSP priority and the council sees BSF as absolutely central to achieving this.

4. Supplementary programme information – see attached appendices:

- School chart
- Map
- Project scope
- National Challenge Action Plan summary