

Meeting of the

# CABINET

---

Wednesday, 8 October 2008 at 5.30 p.m.

---

## SUPPLEMENTAL AGENDA – SECTION ONE

---

### VENUE

Committee Room, 1st Floor, Town Hall, Mulberry Place, 5 Clove  
Crescent, London, E14 2BG

#### Members:

Councillor Lutfur Rahman (Chair)	– (Leader of the Council)
Councillor Sirajul Islam (Vice-Chair)	– (Deputy Leader of the Council)
Councillor Ohid Ahmed	– (Lead Member, Regeneration, Localisation and Community Partnerships)
Councillor Rofique U Ahmed	– (Lead Member, Culture and Leisure)
Councillor Anwara Ali	– (Lead Member, Health & Wellbeing)
Councillor Alibor Choudhury	– (Lead Member, Employment and Skills)
Councillor Marc Francis	– (Lead Member, Housing and Development)
Councillor Clair Hawkins	– (Lead Member, Children's Services)
Councillor Joshua Peck	– (Lead Member, Resources and Performance)
Councillor Abdal Ullah	– (Lead Member, Cleaner, Safer, Greener)

**[Note: The quorum for this body is 3 Members].**

If you require any further information relating to this meeting, would like to request a large print, Braille or audio version of this document, or would like to discuss access arrangements or any other special requirements, please contact:

Angus Taylor, Democratic Services,

Tel: 020 7364 4333, E-mail: [angus.taylor@towerhamlets.gov.uk](mailto:angus.taylor@towerhamlets.gov.uk)

# LONDON BOROUGH OF TOWER HAMLETS

## CABINET

WEDNESDAY, 8 OCTOBER 2008

5.30 p.m.

**7 .1 Building Schools for the Future (BSF) Wave 5 Outline Business Case - Full Outline Business Case (CAB 055/089) (Pages 1 - 158)**

**Note:**

Please find attached a full version of the Outline Business Case (OBC), an Executive Summary of which is appended to the report contained in the main agenda.

The various appendices to full OBC are contained in the attached compact disc but should you wish to be provided with a hardcopy of these appendices please contact Ms Ann Sutcliffe, Service Head Building Schools for the Future - Children's Services, on the following number 0207 364 4077 or by email [ann.sutcliffe@towerhamlets.gov.uk](mailto:ann.sutcliffe@towerhamlets.gov.uk).



**Beacon  
Authority**

2005 - 2007  
Early Intervention  
(Children at Risk)

2003 - 2006  
Winner of 4 previous  
Beacon Awards

**partnerships for schools**  
building schools for the future

Ann Sutcliffe

Service Head

Building Schools for the Future

Children's Services Directorate

Tower Hamlets Town Hall

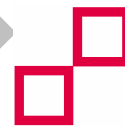
Mulberry Place

5 Clove Crescent

London E14 2BG

Tel: 020 7364 4077

Email: [ann.sutcliffe@towerhamlets.gov.uk](mailto:ann.sutcliffe@towerhamlets.gov.uk)



Building schools for the future

## London Borough of Tower Hamlets Outline Business Case: Wave 5

September 2008



## History of the LBTH BSF Vision

Version	Date	Comment
0.01	7/07/08	Initial guidance draft – guidance to be overwritten as contributions arrive
0.01fin	08/07/08	Finance contribution added, no formatting, but tracked in place to begin the Quality Control process
0.02	22/07/08	Finance draft (no annexes) contribution fully incorporated, with further comments and formatting added
0.03	07/07/08	Finance annexes reviewed (not incorporated); change management main body and Annex added and ICT also incorporated
0.04	11/07/08	Education, sponsor & school commitment added and reviewed with comments
0.05	12/07/08	Value For Money and Affordability detail added to text
0.06	14/07/08	Full text review and edit
0.07	15/07/08	Exec Summary added, reviewed all non-finance and began gathering all Appendix information
0.08	17/07/08	All OBC team member carry out page turn and provide full gap analysis
0.09	18/07/08	Updating to allow for FM and Lifecycle discussions
0.10	21/07/08	SfC 2 review to ensure documents align, OBC then updated
0.11	22/07/08	Issues addressed from SfC2 approval letter
0.12	26/07/08	Additional work on formatting and editing
0.13	27/07/08	PfS Education input guidance provided
0.14	28/07/08	Further work on formatting and editing
0.15	29/07/08	Further work on formatting and editing
0.16	30/07/08	Amendments to financial sections – ICT and

		Non PFI affordability
0.17	31/07/08	Version submitted to Programme Director and Holding Report on OBC Status to Cabinet (Exec Summary Included with report)
0.18	01/08/08	Further formatting and editing by team
0.19	02/08/08	Reviewed in the light of discussions with PfS re planning issues
0.20	02/08/08	Comments added for Appendix authors
0.21	04/08/08	Typos, corrections and final team read through from BSF team
0.22	26/09/08	All Appendix references reconciled and corrected
0.23	27/09/08	Affordability updated to take account of updated funding PfS
0.24	28/09/08	Programme Director minor edits
<b>Submission</b>	<b>29/09/08</b>	<b>Final version for submission to PfS</b>

<b>2</b>	<b>Background</b>	<b>29</b>
2.1	The Corporate Vision	29
2.2	Strategic Overview	30
2.3	Key Estate Priorities	33
2.4	Eradicating BSF Disadvantage	35
2.5	School Estate Condition	37
2.6	Investment and Priority	37
2.7	Population Growth	38
2.8	14-19 Partnership	39
2.9	Accessible Schools	40
2.10	Flexible Space	40
2.11	The Basis for Current Proposals	42
2.12	Headline Key Performance Indicators	43
2.13	Consultation to Achieve Estate Priorities	43
2.14	Estate Strategy at SBC	<b>Error! Bookmark not defined.</b>
2.15	Estate Strategy Development since the SBC	44
2.16	The Control Options	45
2.17	Key LEP Services and Project Status	45
2.18	Composition of the LEP	47
<b>3</b>	<b>The Project</b>	<b>48</b>
3.1	Summary of Control Options for Each Site	48
3.2	Option Analysis and Feasibility	87
3.3	Work Classes	87
3.4	Technical Assessment	89
3.5	Methodology	90
3.6	Past Development as a Repeat Authority	<b>Error! Bookmark not defined.</b>
3.7	Criteria	90
3.8	Development of Tower Hamlets Estates Strategy; Outcome	91
3.9	Present Development: Wave 5 Estate Strategy and Control Option Development	92
3.10	Wave 5 Strategy for Change Process	92
3.11	Wave 5 School Strategy for Change	93
3.12	Design Process Protocols	93
3.13	Appointment of the Wave 5 Design Team and Technical Advisors	95
3.14	Design Templates	95

3.15	Development of Wave 5 Control Options.....	96
3.16	Character and Innovation .....	97
3.17	Abnormals .....	98
3.18	Sustainability – Reducing carbon emissions.....	98
3.19	Surveys to support abnormals .....	99
3.20	Planning Applications .....	101
3.21	Delivery of Strategy for Change.....	101
3.22.4	Aims and Objectives .....	102
3.22.6	Scope of Services .....	103
3.22.10	Quality of Fm services - Use of Key Performance Indicators and Service Performance Monitoring .....	104
3.22.14	Overall Quality .....	105
3.22.15	Implementation of services.....	105
3.22	ICT Service Provision .....	106
3.23	Early Services in detail: .....	107
3.24	Chargeable Services outside the BSF funding: .....	107
3.25	Full Service in detail: .....	108
3.26	Project Implementation and Management .....	109
3.27	Implementation team .....	109
3.28	Operational team .....	109
3.29	Helpdesk provision: .....	110
3.30	Service Performance Management .....	110
<b>4</b>	<b>Value for Money .....</b>	<b>110</b>
4.1	Summary of Procurement Route for Wave .....	111
4.2	KPI's, Targets and Measurements .....	112
4.3	Procurement History .....	112
4.4	The PFI Projects.....	114
4.5	The Grouped Schools PFI .....	114
4.6	The Conventional D&B Projects .....	115
4.7	VFM & DQI .....	118
4.8	The ICT Project .....	118
<b>5</b>	<b>Affordability.....</b>	<b>120</b>
5.1	The PFI Projects.....	120
5.2	The Conventionally Funded Projects .....	120
5.3	Capital Value .....	120

5.4	Lifecycle and Facilities Management (FM) costs .....	121
5.5	ICT Projects .....	123
5.6	LEA Investment in the LEP .....	125
5.7	Other sources of funding .....	125
5.8	Affordability – Concluding Summary.....	125
<b>6</b>	<b>Preparation for new Projects .....</b>	<b>126</b>
6.1	Consultant and Statutory Approvals .....	128
6.2	Project Management .....	129
	The Local Education Partnership (LEP) .....	129
6.3	Strategic Partnering Board (SPB).....	129
6.4	Workstreams .....	130
6.5	Risk Management.....	131
6.6	Project Management Structure .....	131
6.7	The Cabinet.....	131
6.8	BSF Project Board.....	131
6.9	ICT Lead.....	133
6.10	Project Assurance .....	133
6.11	BSF Project Sponsor .....	133
6.12	BSF Project Director .....	134
6.13	BSF Programme Manager .....	134
6.14	BSF Core Team.....	135
6.15	BSF External Advisors.....	135
6.16	LBTH Wider Team.....	136
6.17	External Assurance .....	136
6.18	Development Process.....	136
6.19	Consultation and Statutory Approvals .....	138
6.20	Planning.....	138
6.21	Highways .....	139
6.22	Sport England and the Football Association.....	139
6.23	School Organisation Committee (SOC) Approval.....	139
6.24	Section 77 Applications .....	140
	Sponsor and School Commitment -.....	140
6.25	Consultation with Stakeholders .....	140
6.26	Partnering Services comprise the following activities: .....	143
6.27	LEP Relationship .....	144



6.28	The client role in LBTH .....	144
6.29	Contract Derogations.....	145
<b>7</b>	<b>Leading and Managing Change.....</b>	<b>145</b>
7.1	Change management, CPD and workforce reform.....	146
7.2	The Change and Transition Management Plan .....	147
7.3	What is Change? .....	148
7.4	How will we achieve Transformation and Change? .....	151
7.5	Key Components to Change Management.....	151
7.6	Design and Change.....	151
7.7	Managing Change .....	153
7.8	Staff Training .....	153
7.9	Educational Risk.....	154
7.10	Communication and Engagement Strategy .....	155
7.11	Stakeholders.....	155
7.12	ICT.....	156
	<b>APPENDICES .....</b>	<b>157</b>
	Appendix 1A: School Workbooks.....	157
	Appendix 1B: Abnormal Costs Pro Forma.....	157
	Appendix 2: Delivery of Strategy for Change .....	157
	Appendix 2A: ICT Output Specification .....	157
	Appendix 3: Value for Money Assessment.....	157
	Appendix 4: Risk Matrix – Risk Management.....	157
	Appendix 5: Unitary Charge Model .....	157
	Appendix 6: Funding Allocation Model .....	157
	Appendix 7: Affordability Model.....	157
	Appendix 7A: Overall Funding of BSF.....	<b>Error! Bookmark not defined.</b>
	Appendix 8: Not Used .....	157
	Appendix 9: Approvals .....	157
	Appendix 10: Approvals Checklist.....	157
	Appendix 11: New Project Approval Process .....	157
	Appendix 12: LBTH BSF Management Structure.....	157
	Appendix 13: Corporate Vision.....	157
	Appendix 14: Individual School Priorities .....	157
	Appendix 15: LBTH Transformation Plan.....	157
	Appendix 16: Programme Phasing.....	157

Appendix 17: Communication Strategy ..... 157  
Appendix 18: Investment Prioritisation ..... 157  
Appendix 19: LBTH Education Vision ..... 157  
Appendix 20: LEP Business Plan..... **Error! Bookmark not defined.**  
Appendix 21: Collective Partnership Targets (CPT's) .. **Error! Bookmark not defined.**

DRAFT

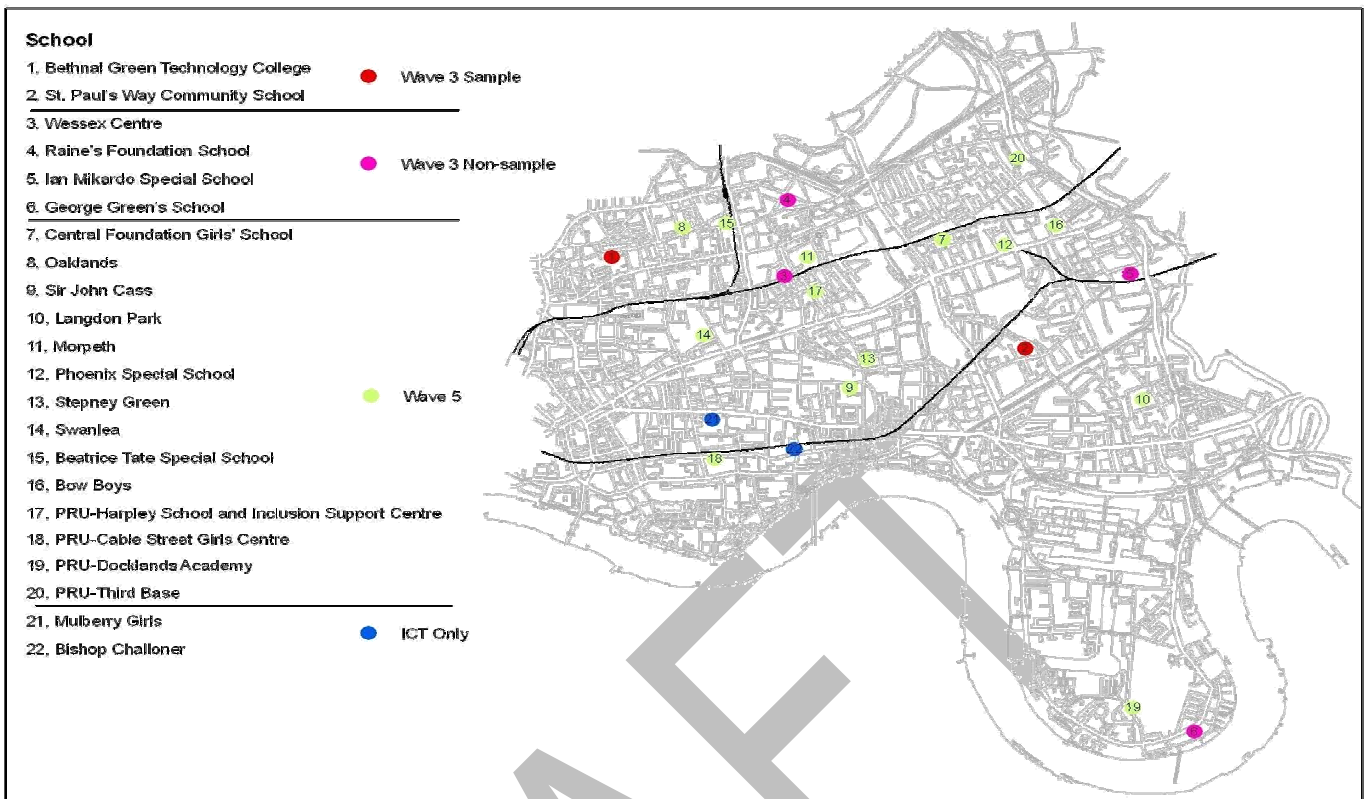
## 1 Executive Summary

### 1.1 Background

In developing our Outline Business Case there has been substantial analysis and review of needs and priorities as part of SfC1 and SfC2 and we can confirm that the priorities established; such as those highlighted below remain highly relevant and unchanged; they are as follows:

- Increase attainment at KS3;
- Increase access, participation, achievement at 14-19 and potential for training and employment;
- Develop personalised learning, including by stage rather than by age;
- Further increase inclusion, between mainstream schools and special schools and reduce the number of local children with SEN needing to be educated out of the borough;
- Reorganise PRU provision to enable more preventative work, early intervention and appropriate provision for vulnerable young people and reduce exclusions;
- Enable at least a minimum entitlement of PE for all children and young people;
- Secure a full range of curricular, training and extended activities and services across all schools; and

1.1.1 Secure multi-agency provision, including education, leisure, health and social care, for targeted groups and communities., but never the less remain highly relevant. SfC will drive educational and community change and deliver our intended outcomes. A key driver for this change in LBTH is to improve life chances for young people and we believe that the BSF project will make a significant contribution to realising this outcome. The schools that will benefit from BSF Wave 5 investment are highlighted in green in the diagram below



1.1.2 The London Borough of Tower Hamlets is a young, diverse and dynamic borough; ambitious for its communities. Tower Hamlets has a rich and colourful history. Although geographically small, the borough is a densely populated urban area in the heart of the East End of London. Bursting with culture and character, Tower Hamlets is an area of contrasts and inequality with immense wealth sitting alongside some of the most deprived and demographically diverse areas in the country.

1.1.3 An area of spectacular growth, the current population of the borough is over 200,000, with projections anticipated to reach 300,000 by 2020 – one of the fastest increases in the UK. This population is much younger than the regional and national average, with 24% of residents under the age of 18, compared to 18% across the rest of London. Diversity is part of the identity of Tower Hamlets. As a historic entry point to London, we have a long history of welcoming new communities - 67 languages are spoken and last year over 70% of the children starting school were from minority ethnic communities, the majority of Bangladeshi origin. The latest waves of arrivals include communities from Somalia and Eastern Europe.

1.1.4 The Borough faces the challenge of marked economic inequality. Alongside unprecedented growth and wealth creation, many in our community live in poverty. More children from Tower Hamlets are eligible for free school meals than any other local authority, levels of

economic inactivity and worklessness is too high and many of our children live in overcrowded properties.

- 1.1.5 Despite these challenges, we have seen significant success in delivering outcomes for its community. A recent inspection by the Audit Commission in July 2008, named the borough as one of the ten most improving councils in the country, and awarded us a 4 star rating. This accolade recognises the significant achievement and continuing improvements in performance through sustained focus on delivery and exceptional partnership working.
- 1.1.6 The 4 star rating follows a Corporate Performance Assessment (CPA) and Joint Area Review (JAR) of Children's Services in April 2008. Across all of the 'Every Child Matters' outcomes Tower Hamlets have shown that poverty does not necessarily lead to poor performance. Building on our excellent Annual Performance Assessment judgement in 2007, our recent Joint Area Review (JAR) awarded the authority, (specifically Children's Services) and partners an overall grade of "outstanding". The broader challenge is to create a curriculum offering within the borough where young people can attend different schools for different elements of that curriculum. This collaboration has been a focus for the BSF programme and will ensure young people within the borough no longer have to travel to other Authorities for key elements of their education.
- 1.1.7 The LBTH BSF programme is structured in 2 Waves; 3 & 5, within 4 phases, being implemented on a 6 monthly basis through the new project approval process which will deliver new build, refurbishment and refresh projects to existing secondary schools. With significant investment in improving the school estate, the scope of the LBTH Local Education Partnership (LEP) will also include an integrated approach to both ICT and FM services.

## 1.2 Repeat Authority

- 1.2.1 As a repeat authority, our Outline Business Case (OBC) takes forward our priority for ensuring that step change in educational outcomes is escalated; building upon work to date in Wave 3 and our priorities for Wave 5. The development of the Wave 5 OBC has confirmed that our strategic aims as established within LBTH Strategy for Change (SfC) documents, Part 1 and 2 remain our core priority.
- 1.2.2 Our Education Vision (Appendix 19) was approved by Cabinet on the 8 February 2006 and was also then approved by the DCSF. The links between the Corporate Vision and the BSF Vision are developed further in section 2 of this OBC.
- 1.2.3 Integral to our Wave 5 programme, like Wave 3, is a clear focus upon delivering and building upon educational step change whilst narrowing the gap. Working in partnership with the Education Business Partnership (EBP), the authority and secondary school estate has made clear progress towards educational improvements. However, this has been incremental rather than transformational and we are looking to BSF to drive forward this change. The BSF programme will support the authority in delivering this strategy and achieving our Wave 5 remit for change areas:
- Improving standards;
  - Increasing diversity;
  - Furthering inclusion;
  - Building upon our 14-19 campus offer,
  - Building capacity to lead and manage change; and
  - Ensuring the provision of sufficient school places, including +16.

1.2.4 Working in close collaboration with our key partner Bouygues, now our selected bidder, we have a strong culture of self-challenge. The LEP will continue this partnership and enable other capital programmes to be delivered through this same mechanism. The BSF programme will propel the authority to continue in its proven ability to transform the life chances for children, young people and the wider community and our LEP will assist us in delivering a step change for young people.

### **1.3 Procurement Strategy**

1.3.1 In 2006 Cabinet agreed to adopt the standard Local Education Partnership (LEP) model and standard contract documentation. In addition, it was agreed that subject to value for money and affordability being demonstrated as part of the procurement process, the scope of the LEP would include:

- Standard Partnering Services;
- Design and Build Services;
- Hard Facilities Management (FM);
- Production of a Lifecycle Plan; and
- A secondary estate wide ICT Managed Service.

1.3.2 Soft FM is to be included as a variant bid in order to offer a 'Local Choice' option to the schools. With each school being able to decide how soft and hard facilities management will operate on completion of the building work. Schools will be provided with options that could mean existing staff transferring to the LEP FM provider or remaining employed directly by the school. However, Hard Facilities Management is included for each school and is not optional for schools.

1.3.3 Our public private partnership vehicle, the LEP, will exclusively deliver the Wave 3 and Wave 5 programme. As a repeat authority and following the publication in the Official Journal of the European Union (OJEU) in February 2007, the preceding Wave 3 programme has appointed a selected bidder; Bouygues. The appointment of the selected bidder was approved by Cabinet in July 2008 with a contract close date to be achieved by December 2008 (Appendix 20).

1.3.4 Subsequent to the selected bidder appointment in September 2008, the shadow LEP and SPB will be set up and established in October 2008, ready to hand over to the LEP post contractual close in December.

1.3.5 Subject to final negotiations between ourselves and the selected partner, we will progress to contract close and form our new LEP in December 2008. The LBTH LEP will have three main stakeholders,

the Private Sector Partner (80%), BSFI (10%) and the Local Authority (10%). LBTH will enter into a long term (10 year) Strategic Partnering Agreement with the LEP, with an option to extend this agreement for a further 5 years.

1.3.6 The LBTH LEP will actively contribute to the transformation of teaching and learning in Tower Hamlets. A dynamic driver to achieve the Tower Hamlets Education vision, its objectives will be:

- To act as a procurement vehicle for the delivery of construction, refurbishment, facilities management and ICT services to a defined group of secondary schools in Tower Hamlets;
- To deliver the Partnering Services Specification; and
- To manage its supply chain and to deliver continuous improvement through the schools renewal programme.

1.3.7 Once deployed in January 2009, our LEP will deliver the Design & Build (D&B), Facilities Management (FM), hard and soft, as well as ICT contracts. The LEP will focus on the delivery of the BSF programme in the first instance; however, as the procurement vehicle demonstrates value for money and efficiencies in procurement, additional Capital Projects and Services may be brought into the scope of the LEP. Subject to meeting mobilisation Key Performance Indicators (KPI's), we would expect the LEP to deliver new or additional services, including:

- Development of Extended Schools estates service;
- Design and Construction services (primary capital programme & children's centres);
- "Soft" Facilities Management;
- ICT Managed Service for primary schools;
- Maximising the impact of the schools' sport strategy on improving children and young people's health; and
- Increasing the number of 16-19 year olds in full time education, training and/or employment.



## **1.4 Outline Planning Application**

- 1.4.1 In line with verbal and written PfS advice and guidance, and the contractual position agreed with Bouygues, we have secured detailed Letters of Comfort for all first and second phase wave 5 schools (See Appendix 9) and letters of comfort for phases 3 and 4 are expected in September. Because Bowden House School is located in East Sussex Lewes County Council Planning department had provided a further letter of comfort which can be found in Appendix 9.
- 1.4.2 The Letters of Comfort are based on the control option contained within the OBC, these Letters are based on Planning Guidance and Requirements, which have also included planning and highways officers visiting the individual site visits to the schools. These Letters have been produced under Chief Officer delegated authority as determined by the authority policy position on planning and associated development opportunities.
- 1.4.3 As stated above these letters have been developed on the basis of advice by PfS, in addition to this the reasons set out below have also informed this decision:
- As part of the negotiations with Bouygues on the LEP Business Plan, and the New Project Approval Process, we have agreed that at Stage 1 that the engagement with the Planning Department will commence. This will be led and managed by the LEP;
  - The OBC will be enhanced to ensure a level which will incorporate the additional elements as required under Stage 0 for the 1<sup>st</sup> two phases on the Wave 5 programme. This will allow followed quickly by Stage 0 approval and then handed to the LEP on the 5<sup>th</sup> January 09
  - The approach outlined in the above bullet point will allow the authority to ensure that VFM is achieved in developing control options either as part of the OBC and then Stage 0. The planning authority charges for pre application discussion and then fees. There would be a short period between approval to stage 0 and discussion with planners by the LEP. The letters of comfort allow the authority to manage cost associated with the planning process and to avoid abortive or nugatory costs.
  - All planning issues will be managed via the LEP and will, therefore, need to comply with the New Projects Approval Process (See Appendix 20).

## **1.5 The Project**

1.5.1 Tower Hamlets has a diverse secondary estate encompassing 9 mixed, 3 single girls schools, 3 single sex boys' schools, 4 mixed special schools (including Bowden House; an out of borough SEBD residential school) and a PRU located across 5 sites. The Wave 5 programme captures 15 of these schools, the remaining included within Wave 3. There are no Academies planned as part of this BSF programme.

1.5.2 Tackling underachievement and narrowing the gap is a core priority of our Children and Young People's Plan (CYPP). Although we have achieved notable success, there is more to do; BSF investment will assist us in raising achievement and providing opportunities throughout the secondary school estate.

1.5.3 The Wave 5 schools are:

<b>School Name</b>	<b>School Type</b>	<b>Ward</b>	<b>Majority New Build v Refurbishment</b>
Beatrice Tate	Community Special - PMLD	Bethnal Green North	Refurbishment
Bow Boys	Community Boys	Bow East	Refurbishment
Bowden House	Community Special – SEBD	East Sussex	Refurbishment
Bishop Challoner Boys	VA Boys	Shadwell Bow West	ICT Only
Bishop Challoner Girls	VA Girls	Shadwell Bow West	ICT Only
Central Foundation Girls School	VA Girls	Bow West	Refurbishment
Langdon Park	Community	E.India & Lansbury	Refurbishment
Morpeth	Community	Mile End & Globe	Refurbishment
Mulberry Girls	Community Girls	Shadwell	ICT Only
Oaklands	Community	Bethnal Green North	Refurbishment

Phoenix	Community Special – ASD	Bow West	Refurbishment
PRU 3 <sup>rd</sup> Base	Community	Tredegar Centre	Refurbishment
PRU Harpley	Community	Globe Road	Refurbishment
Sir John Cass	Community	St. Dunstons & Stepney	Refurbishment
Stepney Green	Community Boys	Stepney Green	Refurbishment
Swanlea	Community	Bethnal Green South	Refurbishment

1.5.4 The work to the BSF schools will be implemented on a phased basis, with construction work commencing in 2009 on the sample schools, with the NPAP being implemented for Wave 3 Non Sample programme (Raines and Ian Mikardo), and completion of the final Wave 5 school is due in 2014 (refer to Appendix 16). The detailed process to deliver the OBC will reiterate the context and priorities laid out in both SfC1 and 2 and will show that this strategy remains both relevant and of a high priority.

1.5.5 The LEP will support us in the strategic planning of the secondary school estate, as well general LEP duties (Section 2.4), undertake Partnering Services and Additional Services. Partnering services will deliver the Wave 3 requirements (defined in the SBC 2006) and the Wave 5 requirements (as defined in the SfC). Additional services will be delivered only upon request (by the authority) and agreement (by the LEP).

1.5.6 The required Partnering Services of the LBTH LEP are to deliver the following:

- New Project Approval Process (NPAP); Stages 1 and 2 and Contractual Close for each of the non-sample schools;
- Delivery of approved projects; and
- Monitoring KPI's, CPT's and Continuous Improvement.

- 1.5.7 The Wave 3 programme will be delivered in 2 phases, with the Wave 5 programme subsequently delivered in 3 further phases. The Wave 3 Sample schools; St Paul's Way (STPW) and Bethnal Green Technology College (BGTC) will begin on site in January 2009, it is at this point that the LEP is handed the next tranche of schools (a combination of Wave 3-Raines and Ian Mikardo School and Wave 5 non-sample schools) to begin the NPAP. Each non-sample school will be released to the LEP under the NPAP, as detailed within Section 2.4; LEP Services and Project Status.
- 1.5.8 Each Wave 5 school has developed their own individual School Strategy for Change (SSfC) supported by the Authority. Each of these SSfCs reflects their support and commitment to the authority's vision for improving and enriching learning opportunities, improving basic skills – literacy and numeracy at all phases of learning – and improving access to vocational opportunities in the borough for students of all abilities. It is these key areas that the strategy for improving secondary education across the borough and individually within schools will focus upon, and we believe that only through a collaborative approach across the borough can we address them with the speed and urgency demanded.

## **1.6 ICT and FM Services**

- 1.6.1 The ICT vision for Tower Hamlets proposes an ICT infrastructure that supports a connected campus wide learning community. In order to accomplish this anywhere, anytime learning, a centrally managed service will be provided by the LEP.
- 1.6.2 The Tower Hamlets ICT vision maintains a clear emphasis on pedagogy and effective learning methodologies to be supported by 21<sup>st</sup> century learning environments. BSF will provide this through the ICT Managed Service (MS) and will support the delivery of a step change in educational attainment through a transformed and more personalised KS3 and KS4 offer and provision of improved spaces will create flexibility, supporting new flexibilities in the curriculum and in teaching methods.
- 1.6.3 The ICT infrastructure and learning platform, supported by a powerful and flexible Management Information System (MIS), will give teachers immediate access to data, inform parents and carers of progress, allow the convergence of information and resources and provide real and virtual personalised learning experiences.
- 1.6.4 Infrastructure alone will not provide a complete solution; pupils are engaged through a blend of computer and human interactions. Tower Hamlets will support the development of classroom professionals' skills in the use of all technologies, so that they can focus on their core functions of teaching, learning and innovative curriculum development with confidence and are equipped to meet the learning needs of all pupils. The change management strategy

includes continuing professional development that embeds a sound pedagogical approach for all classroom professionals.

- 1.6.5 Facilities Management and Lifecycle will also be managed by the LEP with the authority taking Lifecycle risk and the LEP using its economies of scale to deliver a value for money vision focused service. The approach to FM services will include the provision of Hard Facilities Management (FM) as a requirement of the capital funding and Soft FM as an optional extra. The Hard FM offering will include planned maintenance, with reactive maintenance, lifecycle works and new works being billed using a national schedule of rates. High value works will require closed bid tenders, which will be managed by the LEP.
- 1.6.6 The LEP will provide change management in the form of an Integration Manager to manage the NPA for ICT. The change management function will be supported by the Educational Transformation / ICT Integration Manager roles such that schools engage fully with ICT and realise benefits at the earliest opportunity. The LEP will also appoint an ICT Integration Expert to assist the ICT change champion. Working closely with the education transformation manager and the project coordinator, the NPDM will manage inputs from educationalists, the D&B team, commercial, ICT and FM teams. See Appendix 20 Pg 174 LEP Business Plan
- 1.6.7 The procurement and operation of Hard Facilities Management services are presently undertaken by schools on an individual basis. Each school manages its own devolved Revenue and Capital budgets to support hard FM and lifecycle, with capital allocated and apportioned against annual prioritisation based on need. Day to day services and maintenance are managed by the Head Teacher and governors, supported by the school bursar/deputy head. Large scale lifecycle and capital items are the responsibility of the Authority or the VA governing body, where applicable. The Council maintains an Asset Management Plan (AMP) for each school, informed by regular condition surveys required by the DCSF. Therefore, by introducing FM services across all BSF schools it will ensure a consistency of service and a singular approach on planned, reactive and lifecycle work. The service is delivered through the LEP providing transparency of cost and regular engagement around quality of service.
- 1.6.8 The Council will roll out a managed facilities management service across its BSF estate and the LEP will be commissioned to provide the managed service. Schools refurbished under D & B contracts will be offered a package of managed FM services, in line with standards provided by PfS. The costs of a managed facilities management service are to be tested as part of the LEP procurement process and ongoing revenue provision of up to 5% to be set aside from schools devolved budgets for BSF D&B schools from the time works are completed to cover lifecycle and facilities

management costs. Further programme delivery, such as primary schools, will be encouraged and it is expected that the LEP will provide an economic and efficient service that delivers value for money and high levels of service for end users.

- 1.6.9 All BSF schools will be expected to have more economic and effective maintenance and lifecycle systems designed into them wherever possible. Design quality and environmental indicators will be used to evaluate the effectiveness of the design elements, including the testing of whole life costings, and all proposals will be expected to demonstrate how FM and lifecycle provision is to be delivered through the economic life of the assets created or refurbished. The Council expects all FM proposals to reflect recognised industry norms such as the HVCA guidelines for Building Services maintenance
- 1.6.10 Monitoring and review of the performance of LEP FM provision will be undertaken by the Council's clienting service. Performance indicators and Service Level Agreements (SLA's) for all sites (whether PFI or traditionally procured) will be developed to monitor the cost and effectiveness of the LEP's FM services. These will be reviewed and benchmarked against Performance Indicators in the standard suite of documents and will be a key determining factor in whether the LEP retains exclusivity for the provision of these services
- 1.6.11 Where appropriate, high standards set within the BSF programme will be rolled out across other parts of the Council's other capital programmes, and across elements of its programme where it jointly commissions capital works with partner organisations. The LEP will be encouraged to deliver proposals that provide opportunities for access to and economic use of the supply chains by all partners or by the Council corporate FM provider, or provide cashable procurement efficiencies.

## **1.7 Value for Money**

- 1.7.1 Where appropriate, high standards set within the BSF programme will be rolled out across other parts of the Council's other capital programmes, and across elements of its programme where it jointly commissions capital works with partner organisations. The LEP will be encouraged to deliver proposals that provide opportunities for access to and economic use of the supply chains by all partners or by the Council corporate FM provider, or provide cashable procurement efficiencies.
- 1.7.2 Tower Hamlets has decided to embark on a programme with two 100% new build schemes, one in wave 3 and a new school (separate outline business case to follow) and the remainder of the estate as a mixture of new build/remodel and refurbishment. In considering the value for money (VfM) of the programme, and

taking into account the BSF programme level assumption that new build schools should be delivered via the PFI procurement route, Tower Hamlets will consider the use of PFI credits as part of the vfm assessment when completing the business case for the new school. Though the funding envelope for the W5 programme has increased the proposed scope of new build v refurbishment still lies at less than 60% new build per site. It is for this reason that the authority is seeking grant for the Wave 5 programme included within this OBC.

- 1.7.3 The VfM of the Design and Build (D&B) contracts and the ICT Projects has been tested throughout the procurement phase of the project and will be demonstrated at Final Business Case.
- 1.7.4 Key to the Value for Money of this solution is the development of the LEP as a true partner: working towards a common purpose, sharing expertise and best practice, engendering transparency of working, and creating combined incentivisation to achieve long term strategic goals. The exact nature and value of the works which may be delivered through this vehicle in addition to the BSF programme are not quantifiable at present; however, the Borough is committed to using the LEP vehicle as a long term strategic vehicle and is engaged in discussion to fully investigate and embrace its broader remit pending successful delivery of the BSF programme.

## **1.8 Affordability**

- 1.8.1 Section 5 of this OBC, together with the Funding Allocation Models (FAM) presented at Appendix 6 demonstrates that the total capital expenditure of the Tower Hamlets BSF programme is deliverable within the funding envelope allocated by the DCSF (formerly DfES); this OBC presents a wave 5 capital expenditure of £199,495,969 and an ICT hardware expenditure of £19,791,050.
- 1.8.2 The affordability envelope for each school has been maintained through design development in order to ensure the most transformational outcome for each of the schools given the priority order and expenditure expectations.
- 1.8.3 We are committed to maintaining an affordable programme through robust risk management and controlled design development throughout development. We have also worked closely with technical advisors and interrogated cost estimates at all stages to ensure the reasonableness of the estimates and gain firm understanding of the key cost drivers.
- 1.8.4 Any additional unforeseen costs associated with the programme will be managed through the refinement of the designs in order to manage the programme within the original budget allocation. Any such refinement will be agreed in conjunction with the Change Management Group encompassing Educational Delivery

Champions, Headteachers and School Development Advisors to ensure that the Educational Vision is still achieved.

- 1.8.5 The programme presents a total ICT hardware expenditure of £25m; of this, £19m is allocated to the wave 5 schools.
- 1.8.6 In terms of revenue affordability, the approach has been to secure the best possible understanding of the costs as delivered through the agreed contract position with the LEP and Ramesys.
- 1.8.7 Maintaining a high standard of managed ICT service, including an appropriate provision of physical resources in schools and measures to maintain reasonable ratios of devices to students through refresh; and Securing a high quality, consistent approach to lifecycle and facilities management for D&B schools that will ensure that remodelled schools are maintained on a sustainable and affordable basis following a significant level of investment.
- 1.8.8 Costings on the affordability of the ICT managed service have indicated that the bespoke Tower Hamlets ICT output specification is deliverable for £120 per pupil per annum. Schools have committed to this ongoing revenue expenditure.
- 1.8.9 There is no requirement for additional funding sources to deliver the wave 5 schemes; however, ongoing discussions with other agencies/bodies may enable additional funds to be sourced for the schemes in order to further enhance the opportunities available at the sites.
- 1.8.10 The whole life and annual costs associated with the revenue and capital commitments to Hard FM and Lifecycle as calculated by the Funding Allocation Model (appended to the OBC). The schools and the Authority have committed to the revenue and capital implications of containing the Hard FM spend within existing school budgets and surrendering existing capital budgets provided for by the Asset Management Plan (AMP) and the Devolved Formula Capital (DFC) for the provision of a lifecycle sinking fund managed by the Authority.
- 1.8.11 It is recognised that BSF funding is not eligible for the following two aspects of the BSF programme as a whole: Highways works and any commercial costs arising from negotiating a commercial solution for the works to be carried out at the existing PFI schools. In the first instance, Highways costs will be contained within existing budgets for regeneration within the local area. Potential costs relating to the existing PFI schools will need to be met by the council and schools.
- 1.8.12 This issue does not affect the affordability of the wave 5 programme and OBC and is noted to assist transparency across the whole



programme and highlight that we are engaged and committed to developing a solution to this element of the wave 5 programme.

1.8.13 The updated Section 151 Officers letter can be found in Appendix 9, Approvals. This letter will be signed after internal diligence and has been presented to members post sign off.

DRAFT

## **1.9 Eradicating Disadvantage to Schools ahead of BSF investment**

1.9.1 Lessons learnt from other programmes have taught us that large capital investment programmes which deliver over a long period of time can detrimentally affected assets in the time leading up to actual work/investment. If investment stops in our schools because of future investment it will mean that money intended for transformation will be used to deal with maintenance backlog and condition issues. We will continue to work with schools and ensure that the Authority Asset Management Plan is reviewed and investment continues so that children and young people will not be disadvantaged leading up to BSF

## **1.10 Preparation for New Projects**

1.10.1 We have continued to develop the experience and expertise of the team responsible for the development and implementation of the BSF project. The project organisational and governance structures are as described in the SfC2, and are summarised in section 6 of the OBC. The approach has been based on conventional Prince 2 project management methodology and significant effort is invested in maintaining effective links with advisors and the PfS Project Director, who is seen as part of our extended BSF Project Team.

1.10.2 In delivering the BSF programme for Tower Hamlets, Service Head BSF and team have top level commitment and involvement through the Project Board. This Board will in October morph into the shadow Strategic Partnering Board, and will take responsibility for managing the final stages of the procurement process to ensure that contractual close is achieved by the end of December 2008, ensuring the OBC is signed off by PfS/DCSF and manage the implementation of the NPAP.

1.10.3 Throughout the business case development, the BSF team has consulted with Planning and Highways colleagues, Sport England, English Heritage, and the DCSF (with respect to Section 77 Approvals). There is no requirement for SOC approval or Section 77 Approval within the BSF programme.

1.10.4 The Gateway 1 review in October will examine the progress of the project and ensure that the OBC is addressing all necessary areas. Specific issues from the Gateway 1 will be addressed in revisions to the OBC.

1.10.5 Through the development and delivery of the consultation and engagement strategy, engagement has taken place with external and internal stakeholders, including: schools and Governors; students and young people; Parents, Carers and Local Community Residents; Partners; Elected Members and Trade Unions. Stakeholder engagement will continue to be a priority, to maintain high levels of commitment and interest within schools which is

needed to sustain the significant change management programmes essential for the success of BSF.

1.10.6 The Service Head for BSF undertakes the management of the BSF Programme and is directly accountable to the BSF Project Board and the Shadow Strategic Partnering Board. The BSF project development team is to undertake the business case and project development for the Wave 5 programme, overseeing delivery and clienting the LEP in accordance with the project plan.

1.10.7 We have PfS agreement that this OBC will also form the stage 0 for the first two phases of the programme. The logic in seeking this approval is three fold:

- We have a selected bidder on board who will be delivering the sample projects from January 2009;
- The next phase of schools to be issued to the LEP (Stage 0) in January include 2 Wave 5 school, and the next 4 in June 09;
- It is a better use of public funds to use the OBC as our Stage 0 submission, as it reduces unnecessary expenses on fees duplicating work just undertaken.

1.10.8 The New Project Approval Process (more details in section 6 of the OBC) has the following key stages:

- Prior to issuing a New Project Proposal (NPP), our client team will need to agree and work up a solution that is in line with the Strategic Partnering Board's requirements. This will involve early feasibility work being carried out to come up with a client brief (output specification) within an agreed funding envelope. For the BSF programme, this output specification will be based on the exemplars developed for the Sample Schools.
- The LEP will then have the opportunity to confirm that it wished to submit a proposal. The LEP will then carry out further feasibility in order to submit a proposal which includes: a proposed Solution; how the project sits into the delivery strategy set in the SBC; the proposed contract route (including a value for money assessment); consideration of TUPE issues (if applicable); and a fixed project management fee.
- Following receipt of a NPP, and the LEP having passed the annual Track Record Test, we are obliged to procure the new project through the LEP. At this stage, and prior to granting Stage 1 Approval, we must have Outline Business Case approval to proceed with the procurement.
- In order to submit a New Project Final Approval Submission, the LEP is required to produce detailed solutions including: draft

contract documents; planning permissions/approval; school Governors' approval; how NP meets criteria project management fee, value for money (vfm), and estimated TUPE cost; and time table and method statement.

- Following receipt of Final Submissions, we are obliged to respond within 3 months. The LEP has the right to then approve the submission, request that it be resubmitted with amendments, or reject the submission. Following Stage 2 Approval, the schedule allows for the finalisation of contract documentation prior to contract close

1.10.9 Details of the BSF client team structure and an organisation chart are set out in Appendix 12. These resources will be organised as follows:

- Workstreams for: Education Vision and Strategy; ICT; Communication and Consultation; Design Quality; Estates and Facilities Management; Procurement, Legal and Finance; Change Management; Sports & PE.
- The BSF project and development team will act as client to the LEP for the commissioning of capital works and ICT provision and will oversee commissioning and delivery of construction projects and ICT during the early phase of the construction programme.
- The LEP's facilities management will be cliented by the Facilities Management Project Manager (BSF Client Team).
- The LEP's ICT managed services will be cliented by the ICT Project Manager (BSF Client Team).
- The LEP's performance will be managed by the BSF Client Team. They will also have the responsibility for monitoring performance against the Output Specifications, Continuous Improvement and Collective Partnership Targets, to ensure both effective partnering and continued educational transformation.

1.10.10 This is to ensure that the work of the LEP, development of the business cases, risk management and reporting to board and cabinet are undertaken within the corporate good practice procedures. This includes independent quarterly update reports to CMT for consideration on performance and risk management.

## **1.11 Leading and Managing Change**

1.11.1 Tower Hamlets' received a 4 star rating in the 2008 Corporate Performance Assessment (an improvement from 3 stars in 2005 and was cited as one of the ten most improving in the country). The 2008 JAR inspection rated Children's Services as outstanding with particular praise for the way 'innovative and creative leadership and

strong partnerships, underpinned by high ambitions, drive improvement.

- 1.11.2 At the heart of this success is our ability to deliver change management as part of our core business. This ability is due to a real commitment to joint working and a focus on the delivery of better outcomes as evidenced by first our strategic approach to 14 – 19 and the creation of the secondary schools joint delivery of the curriculum offer through the HUB and secondly operationally on our work through the EBP targeted at specific students in such programmes as business mentoring, reading and number partners and mutual training on equalities. In both instances schools have adopted new ways of management and implementation to capitalise on these opportunities. The embedding of change management within the delivery of the BSF programme is key to ensuring a transformational outcome for education delivery within Tower Hamlets.
- 1.11.3 Lessons learned around school engagement and transition to change from the BSF wave 3 process and best practice in education delivery will be cascaded throughout the BSF estate, for example, one of the consultant's time has been allocated to specifically guide the 2 wave 3 schools through the interim phase of establishing the alternative accommodation required and to interface between the school, the construction company and the LA to ensure clear communication. Within wave 5 and wave 3 governors and other stakeholders are included in the briefings and communications to ensure all parties understand the processes and implementation of change. Preparation for Change briefings are held for wave 5 schools with the education and BSF teams working together to provide support and guidance to each tranche of schools. Two strategic workstreams – one for change management and one for education. Both chaired by the head of YPL, with key LA staff sitting on both, dovetail to lead on change management within the schools. Membership from education and BSF ensures that there is cohesive practice to drive forward development. Four education consultants have been employed to provide additional capacity to the LA school improvement team. Working with LA link advisors they will challenge and advise schools on change management rooted in meeting curriculum needs. It is fundamental to the BSF project that the needs of the students and the delivery of an appropriate curriculum drives forward changes in building, facilities, staffing and technology and not the reverse.
- 1.11.4 The Client Design Advisor and team of architects will also play a key role in facilitating change within the schools; working with the schools to develop their output specifications, arranging visits to exemplar schools, developing Design Quality Indicators (DQI's) and sharing experience and best practice. Again these professional advisors will work with the BSF Team Change Champions maintain

continuity at all school development meetings. This work will always link back to Authority education and school visions of change, incorporating use of space, pedagogy, curriculum, extended schools and community use.

1.11.5 Training and support for school management teams, who essentially champion change, will ensure projects are delivered with minimal impact on the smooth running of the school. School management teams will be supported by training and advice, provide by the Managed Service provider to enable them to work through the school restructuring.

1.11.6 ICT will be used as the key driver for change. It will allow all students to access a curriculum and methods of learning that are appropriate in content and style, according to their needs and stage of development. ICT will be used to give all pupils a learning experience that ensures an entitlement to:

- choices in the way in which they engage with the learning process, through their preferred method of interaction with technology and access to learning materials that best meet their particular learning style;
- acquire the skills and knowledge to support the realisation of their aspirations for later life;
- encourage all students to take risks and explore domains that are unfamiliar to challenge and extend their learning and achievement;
- appropriate learning environments that blend the latest technology with a physical environment most appropriate to learning needs;
- appropriate training needs for teachers and other staff, so that they are comfortable with using technology and are able to facilitate pupil access with innovative and creative learning opportunities; and
- accurate and immediate feedback that is formative in assessing learning and proactive in suggesting possible learning strategies.

1.11.7 We have developed a comprehensive change management programme (attached as Appendix 15) which coordinates with all strands of our BSF programme and a comprehensive change management plan will be delivered. The flow of information will be facilitated by the four education advisors appointed by the authority, who will act as education delivery champions for the BSF

programme and will initially be enabled through cohorts of Headteachers from schools in the same phase of the BSF programme working together. As the programme progresses, this structure will enable a continuous improvement cycle within the secondary school estate, with a broadening of focus from BSF learning to best practice in educational delivery.

- 1.11.8 We are in an advantageous position to continue to support radical change in workforce remodelling as part of the BSF programme. A cohesive strategy has been developed to address the transformation in school culture required to overcome institutional barriers to change. Remodelling the workforce will be central to achieving this cultural shift. We are dealing with the key themes of curriculum change, teaching and learning, extended services and integrated provision, SEN and inclusion, pastoral and transition arrangements, collaboration, leadership, governance, LA/School relationships, parental involvement and developing student participation and student voice.
- 1.11.9 We will ensure that educational transformation happens by providing strategic guidance through the consultancy team. This can be sustained through the creation of strong change management processes, based around the principles at the beginning of this section, mirrored by robust change management approaches within each school. The ICT element will be developed to facilitate personalised learning opportunities with elements such as making learning materials available on school websites, accessing materials from other schools and allowing for virtual attendance and working from home, use of alternative technologies.
- 1.11.10 Within the BSF Change Programme there will be a Leadership workstream to enable BSF Headteachers to work as a group to move transformation forward and deliver the overall school and educational visions. All secondary heads are encouraged to take part in on going Becta training and forums, for example the NCSL BSF Leadership Programme, to ensure they have an understanding of the opportunities provided by ICT as it develops in individual schools and across the authority.

## **2 Background**

### **2.1 The Corporate Vision**

- 2.1.1 The LBTH Corporate Vision is forward thinking and inspirational. We will continue with our commitment to work with our partners/stakeholders as we see BSF as the essential vehicle for change. Not only that it will be a beacon to our local communities and stimulate their involvement within our school communities. Not only that but our private sector partners will provide tangible economic and employment benefits, with a particular focus on

apprenticeships. We will also expect to see local companies contribute to the supply chain for the programme.

- 2.1.2 Tower Hamlets is a place of immense opportunities for positive change that can be used to bring about the many improvements local people deserve and want. Our Corporate Vision, developed in the Community Plan 2020, has a clear focus to achieve just that and “improve the quality of life for everyone who lives and works in the borough”. This vision lies at the heart of the authority and is the cornerstone of both the borough’s Community Plan and Strategic Plan. LBTH can also confirm that there have been no changes to our corporate vision since the submission of Strategy for Change.
- 2.1.3 We have a crucial role to play in delivering the Community Plan 2020, putting in place the Strategic Plan 2008/09 to drive home these initiatives. The Strategic Plan identifies a number of key priorities, directly reflecting the borough’s Community Plan to provide: A Great Place to Live, A Prosperous Community, A Safe and Supportive Community and A Healthy Community. We recognise many of these initiatives will involve working with our partners and the local community and are committed to continuing our proven partner working (4 Star Authority).
- 2.1.4 Our vision for improved education is integral to the local authority’s Corporate Vision of community learning and regeneration, with a clear focus on improving the life chances of our young people. At the heart of our drive for improvement is enriching learning opportunities, improving basic skills and improving access to vocational opportunities in the borough for students of all abilities.

## **2.2 Strategic Overview**

- 2.2.1 Our strategic aims remain as set out in Strategy for Change document (set out below) and our consultation with a range of stakeholders has confirmed the validity and relevance of our original vision. We also affirm that vision once again for the OBC. No changes are proposed for the strategic objectives set out in the approved strategy for change.
- 2.2.2 The Tower Hamlets Children’s Services (CS) Directorate strongly believes that deprivation is not an excuse for low aspirations. The CS Directorate and our partners continue to build upon success and ensure that all children and young people continue to aspire and achieve. The CS Directorate has taken this one step further, in developing the Directorate Plan we have taken forward the five themes set out as the national priorities in the Every Child Matters (ECM) agenda, and have developed these for our own local context, within the Tower Hamlets CYPP. This means that the children and young people of Tower Hamlets should be able to:



<b>Tower Hamlets Community Plan/Strategic plan themes/ CS Directorate Plan</b>	<b>Every Child Matters Outcomes/Children and Young People's Plan themes</b>
Living Safely; free from harm, fear and prejudice	Stay Safe
Living Well; healthy in body and mind	Be Healthy
Creating & Sharing Prosperity; aspiring to the very best – for themselves, their families and communities	Achieve Economic Well being
A Better place for Learning, Achievement and Leisure; enjoying life, feeling proud of where they live and what they have achieved	Enjoy and Achieve
Excellent public services; confident and courageous about the future	Make a positive contribution

2.2.3 To deliver transformational change we must align our priorities with our SfC vision. The SfC vision and SSfCs share and build on elements of the Tower Hamlets Corporate Vision and the CYPP, having a clear focus upon increasing opportunities for children and young people through improving their own aspirations and employability, health and physical activity and the quality of parental involvement.

2.2.4 The corporate priorities and context as set out in the approved Strategy for Change remain valid. Focusing on joint aspirations, the key priorities of the BSF programme are to:

- Increase attainment at KS3;
- Increase access, participation, achievement at 14-19 and potential for training and employment;
- Develop personalised learning, including by stage rather than by age;
- Further increase inclusion, between mainstream schools and specials schools and reduce the number of local children with SEN needing to be educated out of borough;
- Reorganise the PRU provision to enable more preventative work, early intervention and appropriate provision for vulnerable young people and reduce exclusions;
- Enable at least a minimum entitlement of PE and Culture for all children and young people; and

- Secure a full range of curricular, training and extended activities and services across all schools.
- 2.2.5 Each theme articulates services and opportunities that LBTH will offer to those who live, work and learn within the borough. The SfC vision shares and builds on some of the aspirations and measures of success outlined in the corporate vision, both for the period of the corporate plan and beyond (when the final phased school build will be complete).
- 2.2.6 Tower Hamlets has a strong Corporate Framework which provides a solid foundation for BSF. The BSF programme will help realise the vision in the Tower Hamlets Community Plan: 2020. The Wave 5 programme, like Wave 3, focuses on educational attainment and improvement and delivery of a step change in educational service delivery.
- 2.2.7 The BSF programme will not only remove the barriers to education caused by a poor working environment but also fuel the transformation agenda. It maps into and builds upon aspirations outlined in the Corporate vision, offering an opportunity to change how the School estate is organised and equipped, allowing a significantly increased potential for personalised learning and a wider range of vocational options to ensure effective delivery of the new 14-19 entitlement, as well as building-in secure community access and allowing the formation of 'campus-style' specialist hubs, making it central both to the success of the new EIP agenda and for the long term improvement of educational attainment within the borough.
- **Improving standards:** supporting our schools with targeted interventions drawing on expertise from our high-performing schools, as well as local business partners, SIPs and our skilled School Improvement Team, developing federated or linked schools under the BSF programme, with support for failing departments or individual schools that can be targeted by linking to appropriate local partners; and developing a comprehensive Continuing Professional Development programme for teachers to become experts in personalising learning and create a borough wide ICT CPD offer;
  - **Increasing diversity:** An Authority-wide Trust is planned which will take advantage of educational strengths and a range of business links already established within the Borough, parental choice and diversity of provision will be increased by delivering a sixth-form offer in a federation of our three of the most successful schools, by supplementing apprenticeships via the LEP, developing a new school that meets the present gap in pupil places and the educational offer and by ensuring underperforming schools receive support via the Trust.;

- **Providing for inclusion:** developing specialist provision and specialist teaching approaches for users of alternative communication and visually impaired pupils, extending Outreach Support from Special Schools, ensuring Support for Learning and Educational Psychology teams work more closely with schools to monitor achievement of particular groups of pupils. There are plans to create a 24-place post-16 offer for students with autistic spectrum disorder at Phoenix and develop Level 1 pathways across the 14-19 campus for students with students with learning difficulties and disabilities;
- **Delivering a 14-19 campus:** a full 14-19 offer including the International Baccalaureate, a range of diplomas, apprenticeships, work-based and work-related learning that capitalises on individual schools' specialist areas; delivery of an extensive vocational and training programme through the LEP, supporting the 14-19 agenda, and ensuring that NEETs stay or return to education, training or employment; and
- **Building capacity to lead and manage change:** developing a comprehensive change management programme through the Change Management Strategic Group. Aligning with the synergies of the CYPP, the BSF Change Management Programme will support curriculum change, teaching and learning, extended services and integrated provision, SEN and inclusion, pastoral and transition arrangements, collaboration, leadership, governance, LA/School relationships, parental involvement and developing student participation and student voice. Increasing the capacity of the school improvement team (appointing dedicated consultants and former Tower Hamlets headteachers) the Wave 5 programme will continue to sustain momentum and build additional capacity to meet the transformational change programme.

## 2.3 Key Estate Priorities

- 2.3.1 Our strategy for prioritising funding has been to ensure that all schools are fit for purpose, therefore we have ensured that phasing of schools accordingly to ensure that the existing school condition issues are addressed as well as having sufficient funding to meet the individual school strategy for changes.
- 2.3.2 To continue our drive towards an all access provision, the Tower Hamlets BSF estate strategy must deliver the aims of the LBTH Educational Vision. To achieve this, BSF must provide adaptable learning environments that will support diversity of provision, widen choice and support the individual specialism of each school.
- 2.3.3 The key estate priorities are detailed in this section; however, section 3, The Projects, provides the individual school detail, outlining school condition and estate issues, as well as describing how the BSF control options will rectify them and deliver the

strategy for change vision. Appendix 1A, The Workbooks, describes the individual school estate, the option appraisal process for each control option and how they were developed to their current level of detail. It is also important to state that there has been no change since the submission of strategy for change as there have been no schools added to the programme or removed.

- 2.3.4 This section demonstrates how the technical options appraisal for each school was carried out and explains why the preferred or "control" option has been selected for the Outline Business Case.
- 2.3.5 The LBTH BSF estate is made up of 17 schools plus one new build, the PRU, the Wessex centre (sixth form provision) and 2 PFI schools which will simply join the managed ICT contract. The schools are single sex and co-educational, serving all wards of the Borough.
- 2.3.6 All Wave 5 schools are in densely populated areas on tightly constrained urban sites, well below BB98 and BB77 standards for external spaces as none have playing fields. Many of our sites have condition and suitability issues, and are a historic legacy of piecemeal developments over a long period of time and the special schools in particular are well below the BB77 standards for internal floor areas.
- 2.3.6 Funding allocation since 2006 has focused on our estate priorities; therefore changes in population growth, additional sixth form places, and the requirement for new school and greater need for SEN provision have now been included as key priorities. As the programme progresses we have gathered more asset condition information and survey information for our schools. These changes have seen the FAM change from £101,573,343 to a 2008 FAM of £177,495,969 (funding allocation date).
- 2.3.7 Included within this Wave and OBC, are 5 Group Schools PFI schools, Langdon Park, Phoenix, Stepney Green, Central Foundation and Bow Boys School. These schools are part of a 25 school contract, which had an original value of £44m with £15m being allocated to the 5 secondary schools. The level of intervention delivered within those 5 schools was minimal, and therefore there is a high expectation around what the BSF programme will provide with regard to improved teaching and learning environments as well as addressing condition issues.
- 2.3.8 All schools that are due to enter the BSF programme have seen reduced Government funding since 2006, as BSF was seen to be able to deliver many of the improvements that has traditionally been funded elsewhere. A level of health and safety based prioritisation will continue up until BSF is delivered, but there will be a reduction in larger scale school investment to avoid disrupting the delivery of

control options.

- 2.3.9 The updated control options have been amended to ensure that any developments implemented in the last 2 years are reflected. This has led to a level of change and priorities to the original control option. These have been developed in conjunction with the individual schools including the appropriate alignment with their ISSFC.

## **2.4 Eradicating Disadvantage to schools ahead of BSF investment**

- 2.4.1 There are a number of actions that we will take to avoid schools becoming disadvantaged by forthcoming BSF investment. Within our Asset management plan we are committed to managing the school estate to ensure that exiting facilities are suitably sustained until our schools are developed through the BSF programme.

- 2.4.2 We will continue to ensure that programmes to ensure health and safety and to progress eradicating access issues at all schools be continued with acknowledgement of BSF timescales. We will continue to utilise all available resources, where suitable, in the most co-ordinated, joined up and cost effective where possible. We will also honour current commitment where proposals continue to be consistent with our SfC vision.

- 2.4.3 Furthermore schools will continue to receive devolved capital funding and this allows current pupils on role to have the benefit of the schools capital for as long as is possible. This means that schools have and will continue to spend money independently of capital programmes, but through our change and engagement programme we can continue to advise schools of how best to invest in their assets in light of BSF investment.

- 2.4.4 The issue of BSF blight has been identified through consultation as a concern of local stakeholders, hence why we are committed in our Asset management Planning. We are very conscious that schools may potentially suffer from the perception that they are somehow down the prioritisation for the BSF programme and recognise that this may negatively affect schools in a number of ways including the loss of pupils or staff. To reduce this we are undertaking the following activities:

- Via the school engagement plan and transition programme we have informed schools of the date when investment will begin, thus removing doubt and uncertainty;
- All BSF work will be carried out over a relatively short period of time;

- We will continue to share our plans clearly with all relevant stakeholders, highlighting proposed activities and timescales associated with the programme as they become clear;

2.4.5 In addition, we are also aware of the problems that may face schools where building and refurbishment is being developed alongside normal school activity. In order to reduce the problems associated with this we will, again as part of our change and engagement programme:

- Work with affected schools to carefully agree the schedule of activity required at each site, mindful of disruption to existing school activities, including curriculum delivery and examination periods;
- Continue to work with the Authority Assets Team and local partners to ensure that suitable external provision for formal and informal physical activity is made available throughout the construction period;
- Continue to work with other organisations to ensure that other proposed investment to existing school sites are delivered in a way that is coherent with the BSF investment. This includes investment through programmes such as the Big Lottery Fund and PE and Sport in Schools programme. Where this is not possible, funding may have to be deferred to ensure that it is not lost.

2.4.6 We are also aware that we must not let our primary schools be affected by investment blight and we will continue to strategically invest in our primary school provision, based on the Primary Capital programme and existing Asset management Plan. The opportunities afforded through BSF will allow us to continue to effectively target all available resources to support transformation within the primary sector.

## **2.5 School Estate Condition**

2.5.1 In order to assess the key issues of the school estate a thorough examination of Asset Management Plan data, existing surveys and regular consultation with the schools created a detailed picture in terms of both individual school and estate priorities. Reviewed against our vision for the development of the Secondary School Estate (SfC) this information has informed decisions and provided clarity on where the funding has to be spent by aiding the creation of a prioritised list of challenges to curriculum delivery throughout the estate as a whole Further development of school visions (SSfC's) act as a guide to specific issues which were incorporated into the estate strategy.

## **2.6 Investment and Priority**

2.6.1 We have worked with our schools to determine the level of investment and priority order that will be allocated to each, in the contexts of Tower Hamlets' and schools' education visions.

2.6.2 According to outcomes of the options appraisal each school has been developed, against one of the following options:

- A low spend or refurbishment option (no schools);
- A medium spend or part remodel, part refurbishment and part new build option (17 schools; ranging in a capital expenditure of £5m to £25m, depending on the size of the school);
- A high cost or new build option (two schools); or
- A "Do Nothing" option was not considered as this would not enable the Tower Hamlets' or schools' visions for education transformation to be met.

2.6.3 This exercise generated a new ranking in terms of how individual options either performed against, or significantly resolved priorities for improvement listed above. This approach was discussed and agreed with Headteachers and Governors in May 2006 and has been subject to continued discussion with schools and also discussed at Headteacher conferences over the last 2 years.

## 2.7 Population Growth

2.7.1 Our Pupil Place Planning (PPP) exercise indicates that provision currently includes a surplus capacity of 5.8%. Going forward to accommodate the children who are currently attending our primary schools we will eliminate this surplus and by 2014 this will take us to a position where we will require an additional 8FE. Creating the 8FE will meet the growth and establish a surplus capacity of 3.1%.

2.7.2 In order to meet the needs of the growing population, which indicates a need for a additional 8FE at 11-6, the creation of a new school will be part of the BSF programme. Although the new school is included in the financial allocation model (FAM) it is not included in this OBC, however LBTH will provide a mini OBC for the new school at a later date. At present a site feasibility study is being carried out and when this is complete and the location of the new school can be confirmed the mini OBC will be presented to PfS.

2.7.3 **Pupil Place Planning:** Each school will be filled to current capacity to reduce surplus places. Significant residential development (approximately 42,000 homes) is anticipated post 2012. This increase in population impacts on community services, including schools, therefore this must be factored into our estate plans. It is projected that there are sufficient secondary places to meet projected need until 2012, but thereafter an additional eight forms of entry will be required; it is also considering identification of an Olympic legacy site as a possible new school (see section xxx).

2.7.4 **Capacity:** It is the Borough's intention to deliver the majority of new pupil places at a new site from 2012 as part of a series of developments. There are currently two options available to the authority for the new school: (A) Fish Island Master Plan is currently at Options and Development Refinement stage. The draft Master Plan will be submitted to Cabinet for approval during November 2008. Once approved, statutory consultation will commence in December 2008 and will last 12 weeks. Thereafter a final Master Plan will be prepared that takes account of feedback during the consultation period and will be submitted for approval by Cabinet in May 2009. Following approval, an implementation plan will be developed and delivered. This will be incorporated in the borough's draft Local Development Framework (LDF) and will be adopted. (B)The authority has a fall back position for the new school, which is a council owned site known as Southern Grove. The use of this site



is currently under review by the Corporate Asset Board and a decision will be made towards the end of this year.

**2.7.5 Additional 6th form Places:** As stated previously, the Wessex Centre will provide a key 6<sup>th</sup> form facility for the borough with a particular focus for the Cambridge Heath Schools Federation. This will ensure the delivery of an enhanced, broad and balanced delivery of the 14-19 agenda. This will support the delivery of the five diploma specialisms which have now all received gateway approval for commencement in 2010, which received cabinet approval on 30th July and to be implemented in September 2009. This will offer 400 of the additional 850 post 16 places by 2010 agreed as part of the pupil place planning.

## **2.8 14-19 Partnership**

2.8.1 Our collaborative 14-19 partnership, the Hub, has built a strong offer of vocational and academic opportunities. We continue to broaden the apprenticeship offer, widening work-based learning and strengthening performance at A-level, through the 14-19 campus offer. There has been insufficient Post-16 provision in the north-west of the borough, which has led to students accessing sometimes inappropriate courses outside of the borough. Tower Hamlets commissioned a needs analysis of learners where a high drop out rate was evident.

2.8.2 ,A proposal has been developed for a post-16 federation, the Cambridge Heath Sixth Form (CHSF), between Morpeth, Oaklands and Swanlea Schools, designed specifically to attract back these students. Two of the schools in this federation have recently been judged outstanding and the third, Swanlea, is over subscribed and is a school of first choice. The proposals are currently going through a formal consultation process and received approval at the cabinet of the council on the 31st July 08. Sixth form provision is currently provided at Tower Hamlets College, Mulberry School, CFGS, SJC, Raines Foundation and George Green's school. In addition, plans are being developed for further collaboration between the proposed new school and other community schools in the east of the borough. The CLC currently delivers part of our 14-19 provision and when the Wessex centre is complete will move from their current location and become a core element of Wessex centre delivery to young people.

2.8.3 An overriding principle of the Cambridge Heath Federation is that there is a consistent and equitable education provision across the schools and the borough and it would not be possible to provide this if the Wessex Centre (BSF Wave 3) was not refurbished to the current proposed standard.

## **2.9 Accessible Schools**

2.9.1 To continue our drive towards inclusive provision schools must be sufficiently equipped to address more complex student needs and that all buildings are DDA compliant and as fully accessible as possible. All mainstream schools will meet a wider range of needs, and special schools continue to develop their expertise in supporting particularly complex needs and giving specialist advice and support to staff and students in mainstream schools. Although the size, type and range of SEN provision will not change as a result of the BSF programme, it is likely that, as mainstream schools become more inclusive, special schools will be able to cater for children with more demanding and challenging SEN, including some children who would otherwise need to receive support from out of borough schools.

## **2.10 Flexible Space**

2.10.1 Through BSF investment adaptable learning environments will be provided that will support diversity of provision, widen choice and support the individual specialisms of each school. Buildings and learning environments will be flexible, attractive and fully accessible, with a high specification ICT infrastructure and resource areas for teachers and support staff.

2.10.2 Within our schools there is a shortage of flexible spaces to enable the provision of more specialised courses, both pre- and post-16. These courses are needed to address curriculum gaps for Level 1 and 2 courses and to engage students who are currently Not in Education, Employment or Training (NEET). Through BSF, provision will be increased through the conversion of an existing property and developing specialist vocational provision across the school estate. This will enable 11-16 schools to offer a broader curriculum, including at 14-19. New vocational provision through BSF investment will include hair and beauty, engineering, motor vehicle and building trades. Key issues and constraints identified across the estate to address through BSF investment are:

- Many mainstream schools, in full or in part, have inadequate teaching, pastoral or accommodation and facilities against BB98; some schools have significant areas that need to be modernised. A priority is to ensure sufficient, adaptable spaces and use of high specification ICT are available to meet a range of learning experiences, and to enable optimum personalised learning for students and appropriate facilities for staff (see section 3.12);
- Many special schools have constrained sites that do not meet BB77 standards and current provision for students with ASD at 16+ is not appropriate; some schools will have difficulty meeting 75% of BB77, mainly because of the size of these sites and the level of constraint they suffer. Due to

constrained sites overall, it is not possible to co-locate special and mainstream sites, but the priority is to ensure an entitlement curriculum and high quality education provision for all students attending special schools;

- PRU accommodation needs significant modernisation to provide appropriate education and pastoral provision;
- In some schools, accommodation and facilities for specific curriculum areas are deficient. Tower Hamlets is committed to ensuring that there is a core curriculum entitlement within every school and that there is a broad and relevant entitlement, meeting national expectations at 14-19, across the EIP;
- Communal hall and dining areas are generally undersized against BB98 guidance;
- Tower Hamlets is committed to remove barriers to curriculum delivery and BSF will make a contribution to our access and inclusion objectives;
- A priority is to have 100% of schools offering a minimum of 2hrs per week of physical activity to young people, with access to an additional 3 hours per week social activity;
- Approximately 20% of schools have insufficient External Play areas; the priority is to meet BB98 standards for external play wherever possible, by utilising additional community space outside of the school boundary, by using flat roof areas or by schools sharing facilities;
- Approximately 90% of the schools are limited by suitability issues; a priority is to have 100% of schools providing access as core extended schools by 2010; and
- Tower Hamlets is committed to sustainability; with a priority is to achieve a very good BREEAM rating for all of the schools in the BSF programme.

**2.10.3 Phasing:** The schools have been batched into four phases of equal capital value based on the original assessment and readiness to deliver, with the group schools PFI at the end of the programme to allow time for negotiations around contractual status. The sequential phasing of school development is based on the highest priorities in terms of a combined need of deprivation, education attainment, condition, suitability and sufficiency. A range of options was considered for the school estate and all schools played an active role in this process. The revised phasing matrix is set out in Appendix 16. Phasing is dependant on the successful completion of the BSF procurement phase and establishing the delivery mechanism for Wave 5, the LEP. The current position with the formation of the LEP is based around official approval of selected

bidder, which was announced in September 08, thereafter the Shadow LEP will be established and the BSF contract will reach financial close in December 2008. The construction programme and therefore Phasing is based around the completion of each commercial phase meeting its programme milestones, which to date have all been successful. A prudent view has been taken on the likely build time using conventional construction methods and given the design challenges and site constraints that are currently in existence. However, it is the expectation of the Council that the selected LEP partner bring an innovative approach to the design and construction of its BSF estate and will deliver within the time scales set or significantly improve on them.

## **2.11 The Basis for Current Proposals**

2.11.1 In the development of the SBC 06, we engaged with schools on the development of the educational vision, associated priorities to improve the estate changed. It has been agreed with schools that despite the investment that some schools have delivered directly within their schools, the prioritisation of schools would remain the same, based on current need, strategic school organisation and schools that were educationally challenged. This is an unclear statement

2.11.2 The DCSF allocated the authority's funding in two waves, 3 and wave 5. The assessment of all schools has been against an agreed set of qualitative criteria with the priority and focus given to raising educational standards and attainment, improving the vocational pathways for 14/19 year olds and addressing priority condition of site issues.

2.11.3 The above educational priorities were then considered against the technical advisors assessment which then generated a list of schools in priority order as outlined below:

### **Wave 3 Schools**

- Wessex Centre (EIP Skills Centre)
- Bethnal Green Technology College
- St Paul's Way
- Rains Foundation
- Ian Mikardo (Special School)
- George Green's

### **Wave 5 Schools**

- Central Foundation Girls

- Oakland's
- PRU
- Sir John Cass
- Langdon Park
- Morpeth
- Phoenix (Special School)
- Stepney Green
- Swanlea
- Beatrice Tate (Special school)
- Bow Boys
- Bowden House (Special – Residential Centre – Sussex)
- Mulberry Girls
- Bishop Challoner Boys School
- Bishop Challoner Girls School
- New School

## **2.12 Headline Key Performance Indicators**

2.12.1 Key performance indicators have been created to monitor the performance of all BSF elements, D&B, service delivery, ICT, LEP management and delivery of education outcomes. Key Performance Indicators to which the BSF programme will deliver throughout the life of the programme are set out in Appendix 21 and 1a. These ambitious targets align with overall Public Service Agreement (PSA) targets in our CYPP. In addition, the extended schools strategy will help to localise performance monitoring. As part of the strategy, key target areas will be evaluated on a local area basis, with specific targets set to address local need. For example, teenage pregnancy is extremely high in two local areas and very low in four, so these areas require different targets, to be collated, to meet the CYPP target.

## **2.13 Consultation to Achieve Estate Priorities**

2.13.1 Consultation is a major part of the development of the Building Schools for the Future programme in Tower Hamlets. The Education Vision has been widely circulated to Voluntary Aided (VA) Trustees, further education establishments and other partner organisations. These include the Primary Care Trust (PCT), Learning and Skills Council (LSC) and Tower Hamlets Education Business Partnership (THEBP). The Education Vision was developed jointly with relevant Tower Hamlets officers to ensure that it is placed within the context of the wider Children's Services

agenda. The strategy for change documents incorporated input from the various workstream groups.

- 2.13.2 Existing publications, such as the weekly Head's Bulletin (for head teachers, Governors and other school staff), and existing heads' and Governors' meetings, provide regular briefings. Headteachers Conferences, FM, ICT and Finance briefings and discussion groups have also been held. A new, bi-termly BSF newsletter to all key stakeholders provides further opportunities for comment on progress. The Tower Hamlets London Grid for Learning web portal acts as a central hub to share BSF information and a page on the main Tower Hamlets website provides information to a wider audience, including pupils, parents and residents. The Westminster Roman Catholic Diocese, the London Diocesan Board for Schools and the Trustees of Central Foundation Schools have been kept fully updated of progress on BSF and continues to be given opportunities to contribute.
- 2.13.3 Young people's views are incorporated into the programme via projects such as the Sorrell Foundations design workshops. In agreement with schools, their existing communications systems will be utilised to convey their individual school visions and to demonstrate how these align with the LA's vision and strategy. A communication and development strategy, setting out further engagement with schools, can be found at Appendix 17 and individual school plans are currently under development.
- 2.13.4 Each school has developed a detailed school workbook (Appendix 1a) containing vision and strategy statements alongside the Estate Strategy for the Outline Business Case (OBC) and Strategy for Change 2. The Learning and Skills Council are key partners in the EIP and are kept regularly updated on BSF progress. A representative of the Tower Hamlets Education Business Partnership sits on the Project Board and will support continued engagement and support from local businesses.
- 2.13.5 The Director of the Development and Renewal (D&R) directorate sits on the Project Board (soon to become SPB) and a colleague is part of the Project Team, so that their department is kept updated on BSF activity. There is a close working relationship between the directorate for development and renewal and the BSF team. The LA is engaged in discussion with Sport England and other key stakeholders through the Sports Workstream to discuss strategies to expand facilities and provision for PE and Sport in schools and the wider community.

## **2.14 Estate Strategy Development since the 2006 SBC**

- 2.14.1 Since the SBC, the control options have been further tested within the broad affordability envelope set in order to ensure the best transformational outcomes for each school through meetings

between the BSF Design and Education team and the Head Teacher and key stakeholders.

## **2.15 The Control Options**

2.15.1 A summary of the Control Options which deliver the estate priorities are presented in section 2 The Projects, and also in the school workbooks which can be found in Appendix 1a, for each of the wave 5 Schools. These should be consulted in order to fully understand the solutions which have been worked up; the Workbooks cover: the Individual School Strategy for Changes (ISSfC), the design option (addressing condition and suitability of the existing asset, the options appraisal process, the control option, phasing and decant and individual school risks) and the consultation and communications process.

## **2.16 Key LEP Services and Project Status**

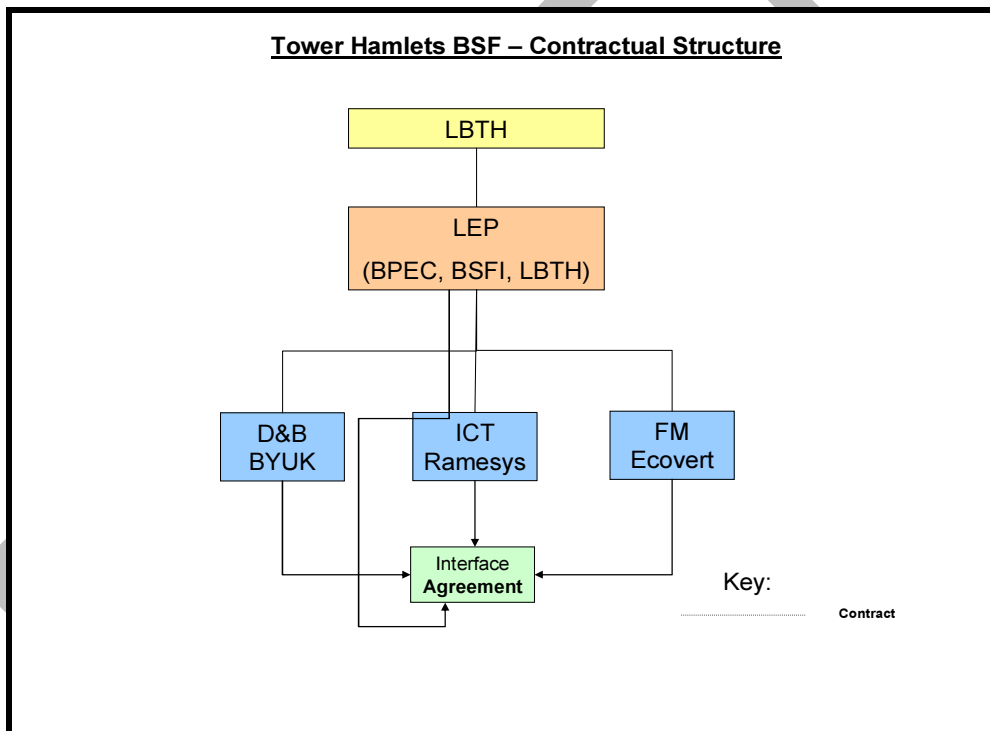
2.16.1 The LEP has 3 key objectives:

- To act as a procurement vehicle for the delivery of construction, refurbishment, facilities management and ICT services to a defined group of secondary schools in Tower Hamlets;
- To deliver the Partnering Services Specification; and
- To manage its supply chain and to deliver continuous improvement through the schools renewal programme.

2.16.2 The LEP will actively contribute to the transformation of teaching and learning in Tower Hamlets and can become not only a dynamic and scalable local business but also the catalyst for change in Tower Hamlets (The LEP business plan can be found in Appendix 20).

2.16.3 The LEP will provide a range of services to the London Borough of Tower Hamlets (LBTH) which are listed in the Partnering Services Specification annexed to the Strategic Partnering Agreement (SPA) Appendix 20. The purpose and conduct of each party within the LEP is governed by the SPA and the Shareholders Agreement, as well as in specific project and task related sub contracts with Bouygues Partnership for Education and Communities (BPEC) supply chain members

2.16.4 The LEP's contractual structure is graphically represented in the following chart:



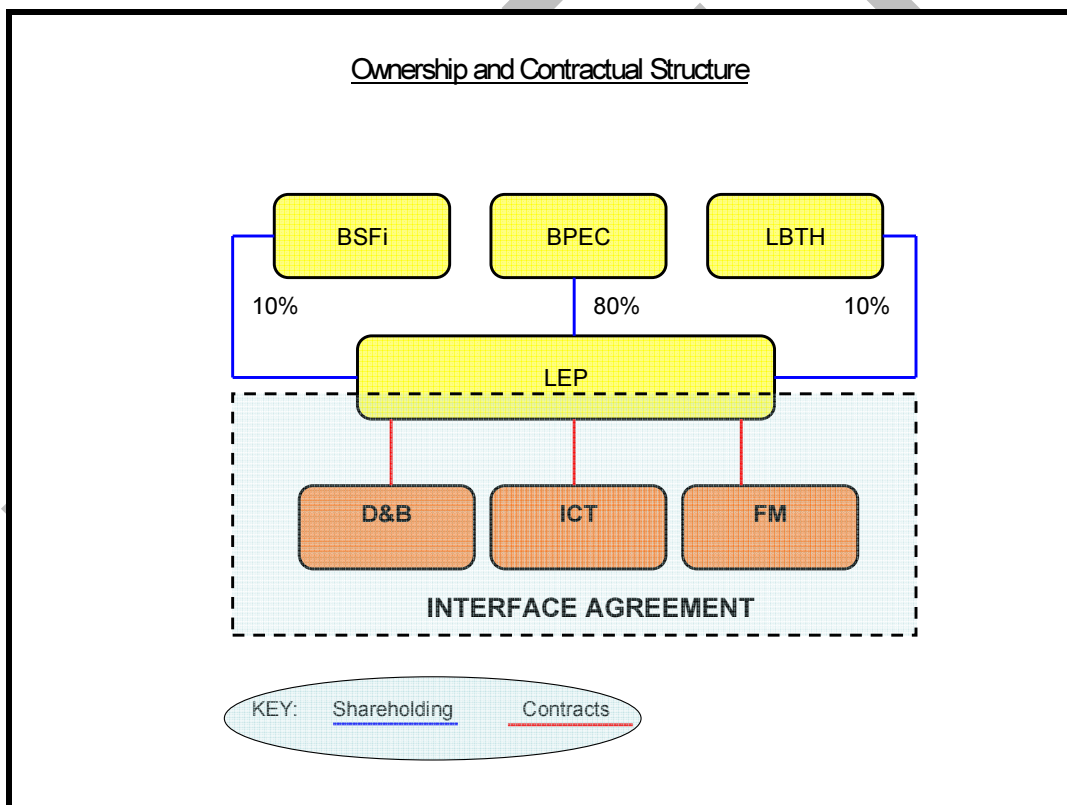


2.16.5 At its very essence the LEP will function as a long term strategic partnership between BPEC, LBTH and Partnerships for Schools (PfS) for the benefit of stakeholders who deliver, use or have access to education, educational services or educationally based community services within Tower Hamlets. The aim is to work collaboratively towards shared aims and in doing so, this realises mutual benefits.

2.16.6 The LEP's business model is based on two fundamental commercial principles:

- The LEP will be scaleable in terms of resources to match the needs of the delivery programme;
- The LEP and its supply chain will work at risk during the development of stage 1 and stage 2 to deliver future project Phases.

## 2.17 Composition of the LEP



**The LEP has 3 shareholders:**

**The London Borough of Tower Hamlets**

2.17.1 LBTH has a shareholding of 10%. In addition to its investor role in the LEP, LBTH will also act as Client of the LEP, active in the

management and improvement of the education estate as a whole. It brings a number of experienced and knowledgeable practitioners across a diverse range of stakeholders with a wide range of specialisms.

## **Building Schools for the Future Investments**

2.17.2 BSFI, the investment vehicle of PfS, has a shareholding of 10%. PfS is jointly owned by the Department for Children, Schools and Families (DCSF) and Partnerships UK. In addition to its advisory role to the public sector during the procurement process, PfS has played an active role investing in the national BSF programme, in the schemes that have closed to date. It is focused on:

- Fostering partnership and thereby facilitating the success of the BSF programme;
- Ensuring the spread of knowledge and national best-practice; and
- Acting as a third party equity investor on an arms length commercial basis.

## **3 The Project**

### **3.1 Summary of Control Options for Each Site**

3.1.1 Tower Hamlets has a diverse secondary estate encompassing 9 mixed, 3 single sex girls schools, 3 single sex boys' schools, 2 mixed special schools, 2 single sex boys' special schools (including Bowden House residential school in Sussex), a PRU spread across 5 sites and joint sixth form provision between three schools is being enhanced through the development of the Wessex Centre.

3.1.2 There are 9 mainstream community schools, 4 community special schools, 2 voluntary controlled school and 3 voluntary aided schools. Bishop Challoner boys and girls schools operate a collegiate model across one site, with a shared sixth form.

3.1.3 With the exception of one, all secondary and special schools have specialist school status. Raines has applied for Humanities College status and are awaiting an outcome. Three schools have High Performing Specialist School status: Sir John Cass (SJC), STPW and Central Foundation Girls School (CFGS). As schools designated outstanding by OFSTED it is expected that Morpeth and Oaklands will be invited to become high performing specialist schools in the next two terms. Three schools have two specialisms: Bow boys, CFGS and SJC; three are designated training schools: CFGS, George Greens (W3) and Mulberry.

3.1.4 Most BSF sites have condition and suitability issues, and are a legacy of piecemeal development over a long period of time. All

schools, with the exception of Bowden House, are in densely populated areas in tightly constrained urban areas, well below BB98 and BB77 standards for external spaces as none have any playing fields. The special schools in particular are well below the BB77 standards for internal floor areas.

- 3.1.5 Wave 5 encompasses 7 community schools, 3 special schools, 1 voluntary controlled school, 2 voluntary aided schools and a PRU. Of these 5 are mixed, 3 are single sex girls schools, 3 are single sex boys' schools, 2 are mixed special schools, 1 is a single sex boys' special school (Bowden House residential school in Sussex) and 1 is a mixed PRU spread over 5 sites. 5 wave 5 schools are in a group schools PFI agreement. Mulberry Girls School and Bishop Challoner boys and girls are ICT only.
- 3.1.6 The following pages contain all of the Wave 5 BSF schools demonstrating, the make up of the site, condition and how the control option will rectify current issues:

DRAFT

School Age range Location NOR	Site	Condition	Existing areas	BB98/BB77 for building	DDA
<b>Phoenix</b> (2-19) Community Special ASD  <b>PFI</b>	<p>A grade 2* listed building on the boundary of the conservation area.</p> <ul style="list-style-type: none"> <li>- 1 main building split into blocks linked by a series of enclosed corridors</li> <li>- elements of the building are 2 storey and have lifts installed to maximise inclusion.</li> <li>- New build extensions have been added to the original building</li> <li>- The school site is very small and there are limited opportunities for redevelopment</li> </ul>	<p>The school has undergone significant refurbishment and improvements however ongoing work is required to meet maintenance issues with roofs and windows.</p>	<p>Size of site: 3106sqm Size of building: 2651sqm The school is currently under gross floor area recommendations specified by BB77 (by 1,309m sq)</p>	<p>BB77 recommends 4536msq The development will result in Phoenix being under BB77 by 311m sq</p>	<p>Yes</p>
<b>Central Foundation</b>	<p>Two sites 1. Main site – Harley</p>	<p>1. Main site – Harley Grove - the main block</p>	<p>Size of site: 17039sqm</p>	<p>Trustees are proposing to sale</p>	<p>No (Part)</p>

<p>(11-18) Voluntary Controlled Girls PFI</p>	<p>Grove - 5 blocks, (a) main block is a 3 storey construction with an aluminium standing seam roof, built circa 1997. (b) a new sports hall block linked to the main block (c). There are 3 Victorian blocks on the main site (one of which is grade 2 listed).</p> <p>2. Annex - Colleg Terrace - is a grade 2 listed building mainly used for the 6<sup>th</sup> form provision.</p>	<p>frequently overheats, the Victorian A block has some damp penetration to basement level, evidence of roof leaks and water ingress to the stair tower, single glazed windows of the T block &amp; D block require replacement.</p> <p>2. Annex is in poor condition with significant damp problems, there is also evidence of dry rot, all windows are single glazed.</p>	<p>Size of building: 15404sqm</p> <p>The total gross floor area is over required BB98 area however there are major inefficiencies and suitability issues with existing accommodation.</p> <p>The school has limited external play area</p>	<p>College Terrace an have already bought an adjacent site to the main school site.</p> <p>The buildings as they stand are compliant with BB77, but they are badly laid out buildings, poor circulation and prohibit the use of the buildings in a flexible fashion.</p>	<p>compliance in some buildings)</p>
<p><b>Oaklands</b> (11-16) Community Co-ed</p>	<p>The school consists of 4 blocks. Block 1 is a 4 storey brick construction with a roof top playground, built 1991 and joined by a bridge link over a road to Block 2, a Victorian brick construction with sash windows and a slate pitched roof. Block 3 is</p>	<p>The buildings are generally in good condition. The M &amp; E to Block 2 has reached the end of its useful life.</p>	<p>Size of site: 4570sqm</p> <p>Size of building: 5753.9sqm</p> <p>The existing school is 380 sqm below the areas recommended in</p>	<p>The control option would meet BB98 by providing 1120sqm of additional accommodation.</p>	<p>Yes</p>

	<p>located in the playground and is of a brick construction with a pitched roof. Block 4 has been converted to provide ICT space.</p>		<p>the BB98, without taking the 6th Form into account. Taking the 6th Form into account, the BB98 would recommend an additional 740sqm, making the total shortfall 1120sqm.</p>		
<p><b>Sir John Cass</b> (11-18) Voluntary Aided Co-ed</p>	<p>The school has undergone significant piece meal development over the last 5 – 10 years. The buildings range from 1969 to recent developments, mainly temporary huts. The most significant building is a late 1960s building which dominates the site and is 5 floors.</p>	<p>The concrete frame to block A is deteriorating; there are some single glazed windows which need replacing. The screeds to some floors are damaged, the railings to the staircase is unsafe. The lighting to some science labs is insufficient. Block B still has windows that need replacing, some ceilings are exposed with water ingress evident. Lighting levels to classrooms is</p>	<p>Size of site: 14695sqm Size of building: 10060sqm BB98 would recommend 12515sqm in area. The school as it exists has 10771sqm in building area not including the temporary huts area resulting in a shortfall of 2172sqm</p>	<p>426m sq over</p>	<p>No</p>

<p><b>Morpeth</b> (11-16) Community Co-ed</p>	<p>The school consists of 6 blocks on a single site. The east wing is a 2 storey Victorian building, with solid brick walls and a clay tile roof. The south wing is a 2 storey brick building with PVC curtain walling to part of one wall, it is covered with an aluminium standing seam roof. It was built circa 1999. The north wing is a 2 storey part rendered building covered with an aluminium standing seam roof, built circa 1970. The west wing is a 3 storey construction with solid brick walls and clay tile roof, built circa 1835. The Portman block is the latest introduction to the school. It is a 3 storey building with an aluminium</p>	<p>generally poor.</p> <p>Generally the school is in good condition but the Victorian east wing has damp penetration through the external walls and windows. The North wing has a new aluminium standing seam roof over existing. Unsuitable FF&amp;E is continually causing damage to floor screeds through</p>	<p>Size of site: 19943sqm Size of building: 11437sqm</p>	<p>The Control Option allows for 10,720 sqm GIA (gross internal area) which is compliant with BB98 recommended areas, including 6th Form accommodation. Supplementary area such as SEN and Adult Community Use will exceed BB98 recommended area to a total of 11,935 sqm</p>	<p>Yes (apart from 4 rooms)</p>
---	--	--	--	---	-------------------------------------

<p><b>Bowden House</b> (9-16) Community Special BESD Residential Co-Ed Lewes, East Sussex 40 (NOR)</p>	<p>standing seam roof. The Victorian East and West Block of Morpeth School are locally listed buildings. A new drama building including a theatre was opened in 2007.</p> <p>The collection of school buildings was designed for usage in the 1930's and the main Gymnasium wing was designed in 1936. There has been a series of changes and adaptations with extended kitchen facilities and ablutions, and a teaching bungalow to the north. In the grounds, there are a number of garages and storage facilities. To the rear of the main school, a sports pavilion was demolished following subsidence. It appears that the hard play area to the rear of the school has been extended at some</p>	<p>The school is well maintained. There are some issues with heating and the windows need replaced.</p>	<p>Size of site: 38000sqm Size of building:2243.8sq m BB77 recommendation is 3053.4 sqm, the school is 809.3sqm under BB77.</p>	<p>The control option results in 2692.7sqm, 360.7sqm under BB77.</p>	<p>No</p>
--	---	---	---	--	-----------



<p><b>Beatrice Tate</b> (11-19) Community Special SLD/PMLD Co-Ed</p>	<p>point in the past. The school site is 3.8 Ha in size, and is enclosed on three sides by fencing. The main part of the site is primarily maintained as playing fields with one area given over to a cycle track. Towards the NW side of the site, facing onto Firle Road, the boundary is protected by mature trees that also enclose a formal garden.</p>	<p>Good condition Acoustic issues-close to railway viaduct Acoustics problem in hall Lack of staff bases and specialist rooms</p>	<p>Size of site: 1727sqm Size of building:1567sqm In accordance with BB77 building area should be 3310 sqm</p>	<p>New build will add 675 sqm</p>	<p>Yes apart from staff room</p>
--	--	---	--	-----------------------------------	----------------------------------



	possibilities for expansion. The 3-storey building is generally in good condition but accessibility is a real problem and general upgrades required to the building fabric.	to make suitable for modern education delivery	Size of site: Harpley 2405sqm Total 3066sqm (excl Docklands) Size of building: Harpley 2417sqm Total 3750.5sqm	Proposed design solution results in 2812.8sqm 198.7sqm under BB77.	No
<b>Langdon Park</b> (11-16)	The school site is large – over 30,000 m <sup>2</sup> and contains 7 main buildings	Block D has problems with power levels and the original windows	Size of site: 32724sqm Size of building:	The control option reduces the inefficiencies of the	No

<p>Community Co-Ed <b>PFI</b></p>	<p>whose spatial arrangement derives mostly from an ad-hoc development strategy. The site is bounded on all sides by roads. Block D is a 4 storey steel framed concrete clad construction, built circa late 1960's, early 1970's. The humanities block is a single storey metal clad building with single glazed windows; it also has a metal clad roof. The Victorian block is a 4 storey building without lift access. It has a slate roof which is in poor condition and it has its original single glazed sash windows. The dining block is a single storey clasp style construction with new double glazing and cladding, covered with a flat roof. The main block is a 2 storey building with a flat roof. The science block is a 3 storey, concrete framed building with single glazing and covered with a</p>	<p>remain. The Humanities block is in very poor condition and generally unsuitable for teaching. The Victorian block still has original single glazed timber sash windows; the slate roof is in poor condition; there is a poor decorative finish throughout. The main block has two floors without lift access. The science block has 3 floors without lift access. The fragmented nature of the site creates inefficiencies across the school with non centralised staff areas etc.</p>	<p>9819sqm The existing school gross floor area is 1723.4sqm above BB98 standards for the size of school (8096sqm) however some of the areas are community use and there are inefficiencies that need addressing.</p>	<p>building and the sqm to 9531sqm</p>
---	---	---	---	--

<p><b>Stepney Green</b> (11-16) Community BoysPFI</p>	<p>flat roof. There has been an extension to the science block which was added in the 1990's, this is concrete framed, with a rendered finish and an aluminium standing seam roof. A new sports hall has recently been completed</p>	<p>There are narrow corridors, narrow stairs, and small lifts that make movement around the school difficult. Access in the tower, for those with disabilities, does not extend to the top floor. The corridors within the tower are narrow and toilet facilities are hard to manage generally. The existing layout of the class rooms within the tower make for problems of glare, heat/cold extremes, ventilation issues, and to a lesser</p>	<p>Size of site: 14917sqm Size of building: 8985.7sqm</p>	<p>BB98 suggests 8135/7876.6sqm The control option is 9330sqm, 1109sqm over BB98 due to inefficiencies in the circulation of the Tower which would not be value for money to address.</p>	
---	--	---	---	---	--

<p><b>Swanlea</b> (11-18) Community Co-Ed</p>	<p>“Block F” CIRCA 1970’s building. Single storey. Refurbished. “Block H” new build. Three floors “Block J” new build sports hall. Single storey.</p> <p>The school is made up of a single block built in 1991. It has a shop window style layout throughout the whole school with balconies on the top floors. The whole school is under a kalzip roof. There is a separate premises managers building and another separate services/store out-building. The school has built two temporary huts at the north corner of the site</p>	<p>extent, acoustic and lighting deficiencies.</p>	<p>The building is well maintained, no external issues, requires refurbishment internally.</p>	<p>Size of site: 16481sqm Size of building: 8825sqm excluding temporary huts Recommended BB98 is 8825sqm The school is currently over BB98 recommended gross floor area by 2024sqm. Some specialist teaching areas are undersized and the main hall and library require</p>	<p>The control option addresses inefficiencies and allows for the removal of the temporary huts with provision made elsewhere in the building resulting in the school exceeding BB98 by 1295sqm.</p>	<p>Yes</p>
---	---	--	--	---	--	------------

<p><b>Bow Boys</b> (11-16) Community Boys <b>PFI</b></p>	<p>The school is sited on either side of a reasonably quiet road. It is made up of 3 separate blocks. The main block is situated on its own and is a 4 storey concrete framed block clad construction built circa 1980's.</p> <p>The Heritage block is situated on the adjacent site, it is a 3 storey rendered masonry construction. It still has its original single glazed windows. The science block is on the same site as the Heritage block. It is 3 storeys with a flat roof and was built circa 1970's.</p> <p>The accommodation is split between 4 buildings which vary in condition and suitability</p>	<p>The main block is generally in good condition throughout, although some windows require replacing. The Heritage block has areas of external cracking and the lead flashing to the roof appears to be coming away. There is water ingress in the gym and in the stair tower. It still has original...</p>	<p>expansion to meet BB98.</p> <p>Size of site: 6494sqm Size of building: 6492sqm The school is currently below BB98 required area (6848sqm) by 356sqm There are major inefficiencies within the existing school buildings especially within SEN and sports provision due to fragmented buildings. The schools external play areas are significantly under area and without additional site area this will be difficult to improve.</p>	<p>The control option results in 6951sqm which is 78.8sqm above BB98. This addresses the school vision as thoroughly as possible on the current site but is not an ideal solution.</p>	<p>No (part compliance in some buildings)</p>
--	--	---	---	--	---

LEARN  
BOARD



**Phoenix**

<p><b>Key Issues</b></p> <p>Major limitations on the potential development of the school</p> <p>The school is well below BB77</p> <p>Existing buildings are Grade II Listed, the site is extremely constrained, external play area and horticultural area is extremely valuable to the school.</p> <p>The existing building, although greatly improved needs some basic features modernised</p> <p>Corridors to the original building need refurbishing</p> <p>Temperature control needs improving</p> <p>Dedicated space for multi-agency work, Outreach team and increased space for administration is required.</p> <p>No suitable spaces for 6<sup>th</sup> form provision or life skills learning environments</p> <p>Redevelopment and design of existing classrooms to provide new and improved science, music, food technology, hall/gym and horticultural spaces.</p>	<p><b>Educational Impact</b></p> <p>Enabling the school to develop separate provision for science and technology,</p> <p>Provide sixth form accommodation which will include vocational course facilities.</p> <p>Independent learning areas, life skills areas and leisure facilities to enable students to become as independent as possible</p> <p>Strong links that have developed with Central Foundation will develop further through the co location of new provision</p> <p>Staff training and learning opportunities will follow.</p>
--	--

	The roof garden, will offer further opportunities for horticulture to take place for all user.
Control Option	<p>Land Swap with CFGS will enable a four storey entrance and 6th form building to be built</p> <p>44-47 Bow Road will offer informal and formal teaching and social spaces</p> <p>A new entrance will create administration offices and link the existing buildings to the new build</p> <p>A sixth Form Department with a broad range of teaching spaces will be built into the design</p> <p>A Central Flexible floor space will offer Phoenix access to a range of teaching spaces.</p> <p>Alongside this, both second and third floors link into the adjacent building developed by Central Foundation Girls School. The access will be controlled by Phoenix and will give the school access to a rich resource of teaching and training opportunities.</p>

**Central Foundation**

Key Issues	<p>Split site results in lost learning time due to movement between buildings and has restricted creative approaches to timetabling, the use of staff and the curriculum.</p> <p>Buildings are in a poor state of repair and, many are not suitably flexible for personalised learning and a range of student groupings</p> <p>Lack of social and recreational space</p> <p>Science laboratories design do not allow effective student/teacher rapport</p> <p>Poor light levels in areas where creative activities are undertaken</p>
------------	---

	<p>music areas have inadequate soundproofing and are subject to damp</p> <p>Develop spaces for effective social interaction and creative activities, including vocational courses</p> <p>An environment that will be: imaginative and inspiring; modern and motivational; welcoming and accessible to all; energy efficient; well lit with natural light; allow effective circulation of air and people</p> <p>Buildings that are flexible and adaptable –with a range of spaces, clusters of classrooms that allow for future changes and responsive to rapid developments in ICT</p> <p>Spaces fit for purpose to be used for students with a range of special educational needs, including behavioral</p>
<p>Control Option</p>	<p>The key driver for the development has been the purchase of the building at 44-47 Bow Road by the School Governors and the sale of the College Terrace Site, thereby bringing the school onto one site.</p> <p>A land swap with Phoenix School will enable Central Girls Foundation School to develop and extend the building on Bow Road over the present entrance to Phoenix.</p> <p>44-47 Bow Road will be remodelled to house community facilities, the arts, science, and 6th form facilities</p> <p>Harley Grove Site</p> <p>The arts and design department will move from College Terrace into the old part of A Block</p> <p>The main school building will be refurbished.</p> <p>External works</p> <ul style="list-style-type: none"> <li>- External courtyard will be improved through the installation of two multi use games areas and associated landscaping.</li> <li>- The portacabins will be removed.</li> </ul>

## Oaklands

<p>Key Issues</p>	<p>The school site is very restricted and backs straight onto busy roads. It is surrounded and overlooked by high density housing with extremely few green spaces. The school only has a very small playground and sports pitch area which are inadequate.</p> <p>The school has no facilities to teach Food Technology.</p> <p>The current administrative offices are scattered throughout the school, this leads to much inefficiency and does not allow the administrative staff to work effectively as a team. the number of support staff, has increased considerably since the school was built and they need work spaces.</p> <p>The school does not have enough science teaching spaces to accommodate the introduction of a sixth form. There is no existing space which could be used for a sixth form independent work area.</p> <p>The school is struggling to fit its existing timetabled curriculum within the current number of classrooms. More space is needed; but flexible spaces which can have multiple uses rather than standard classrooms are needed. The existing classrooms are not suitable for our project based competences curriculum.</p> <p>Lack of dining space and hall space</p>
<p>Educational Impact</p>	<p>The learning environment will be flexible and designed to support personalisation, 'stage not age' progression and independent learning. It will be rich in new technologies and linked through the managed VLE with the home, partner schools, the world of work and with an international perspective. It will support the work of a larger and more diverse staff which will be facilitating learning based around competences rather than separate subject contents. It will mix vocational with academic learning. And it will be designed to be fully inclusive and welcoming to the local community.</p> <p>The creation of the flexible roof space will provide students, staff and the local community with an exciting base from which to develop these new ideas around learning and its delivery. And the creation of an ICT and</p>

	<p>library 'hub' will ensure that this is interactive learning for all age groups in a managed e-environment.</p> <p>To support these changes a rationalisation of the administration office locations and the provision of more appropriate Learning Support spaces will ensure proper inclusion.</p> <p>The creation of new sixth form science teaching and learning spaces will allow the expansion and broadening of the schools', and the wider 'Hub' partnerships', curriculum offer. It will ensure learning is more aspirational and vocational, and offer support for students at risk of becoming NEETs.</p>
Control Option	<p>New-build of 895sqm 4th floor of 1991 building to promote project based integration between feeder schools and New-build of 190sqm glazed link between the Victorian school building and the Art 'out-buildings', providing a remodelled area for the schools Science specialism,</p> <p>New-build of 35sqm extension of Art room 1 to allow the incorporation of a Food Technology Classroom</p> <p>General Refurbishment throughout the school</p>

**Sir John Cass**

Key Issues	<ul style="list-style-type: none"> <li>• to put ICT at the heart of teaching and learning.</li> <li>• to develop their curriculums in Sports and Performing Arts.</li> <li>• to provide a 100% accessible environment.</li> <li>• to develop links and opportunities with local businesses.</li> <li>• to further develop links with the community.</li> </ul>
------------	--

	<ul style="list-style-type: none"> <li>• to create flexible and adaptable spaces.</li> <li>• to centralize and enlarge the Learning Resource Centre.</li> <li>• to locate SEN, EIC and EAL together.</li> <li>• to create a large flexible space for 200-300 people.</li> </ul>
Educational Impact	<p>The works proposed above and their setting out on the existing site will strongly assist Sir John Cass School and its pupils in the organization and management of their curriculum, the aesthetics of the school buildings and the links that the school strives for within its local community. Issues to do with resource provision, the learning environment and funding would be resolved and enable the School to become a fully inclusive extended school.</p>
Control Option	<p>A New build two storey extension to house the arts along with a gallery space</p> <p>A new two storey entrance with flexible IT/Learning Resource spaces</p> <p>First floor extension on the Technology building linked back to the Main block</p> <p>Remodelling of the existing ground floor Entrance/Social space/office area</p> <p>Refurbishment of the Main Building Classroom Block</p>

**Morpeth**

<p>Key Issues</p>	<ul style="list-style-type: none"> <li>• A shortage of classroom space with four temporary classrooms sited in the School playground.</li> <li>• A lack of flexible teaching spaces. The school is overwhelmingly built for classes of 24-30. Addition of 16-19 provision changes at KS3 and KS4 and use of ICT means there is a need for not only more, smaller rooms, but also the ability to create larger spaces.</li> <li>• Inadequate provision to meet the requirements of the large number of pupils with complex special needs. Existing spaces have been modified on an ad-hoc basis and are insufficient and inappropriate.</li> <li>• Facilities for the staff are inadequate, particularly support staff. – There are currently almost 50 teaching assistants. There is no space that can accommodate all the teachers for a meeting.</li> <li>• A lack of indoor social space for pupil .and a serious shortage of offices and meeting spaces.</li> <li>• Inadequate external spaces for PE with only concrete playgrounds.</li> <li>• A dining room which can only accommodate 150 pupils at any one time, in a school with 1200 pupils on roll.</li> <li>• A lack of a suitable space for public examinations – the PE department currently lose their main teaching space for up to 30% of the year.</li> <li>• Inadequate accommodation in many departments to allow them to participate in the opportunities at 14-19 afforded by the new Tower Hamlets EIP.</li> <li>• Insufficient space in the Globetown Learning Community to meet the rapidly expanding demand for community education.</li> </ul>
<p>Educational Impact</p>	<p>The BSF proposals rationalise the existing school's accommodation through a combination of new build, remodelling and refurbishment. It includes plans for the provision of and the improvement of specialist, external and SEN areas, LRC and ICT.</p>

	<p>This would include the retention of the Portman Building, South Wing and Performing Arts Building much as they are. The West Wing will need some refurbishment, but BSF will focus primarily on the North and East Wings and the external space.</p> <p>Adaptability and innovation will be built into these areas to ensure flexibility. The sports hall will be linked to a new hall and changing facilities. This area will provide state of the art facilities for the School and will give rise to huge benefits in terms of community involvement and extended use.</p> <p>In addition to the improved sports provision, either a new build extension or remodelling will be developed adjacent to the Portman building. This will allow for the rationalisation of the humanities department and for a dedicated area for the provision of SEN. The SEN suite will be supported by a new learning support centre and a student centre. A new dining area may be provided allowing the existing Portman building to be remodelled as an ICT centre.</p> <p>The extended schools agenda will be delivered through dedicated provision of facilities for the Globetown Learning Community.</p>
Control Option	<p>A new build 6th Form and remodelling the North Block to accommodate Special Educational Needs (SEN) facilities specially designed for their needs and they will be better integrated in the school.</p> <p>Two MUGAs (Multi Use Games Area)</p>

**Bowden House**



<p>Key Issues</p>	<p>Space for teaching and learning and social care is at a premium. The claustrophobic nature is a major barrier to learning. Classrooms for music and CDT for example have not been designed for specific use. Over time rooms have been developed in an ad-hoc way, therefore we have an incoherent layout of classrooms without specific 'zoned' areas. Some rooms are poky and not fit for purpose, some have no natural daylight and have to rely on ingenious (but unsatisfactory) roof lights. Boys bedrooms and living quarters are a mix and mash of adequate and poor. Bathing facilities do not always allow for privacy. There are no en-suite rooms. Opportunities for independent living are below what is required and post 16 independent living is not currently possible.</p> <ul style="list-style-type: none"> <li>• ICT provision is 'homespun' and needs to link to LBTH provider. The vision is for every child to have access to a computer in every class which links to portable devices, an ICT rich environment and independent learning options.</li> <li>• The existing sports hall is no more than a large class base and a new community sports hall is urgently required.</li> <li>• The residential element of the school is all above the school and the school wishes to spread the residential element out to avoid the cramped nature of the learning and living environments.</li> <li>• There are some bedrooms that have no external views and gain natural daylight from top lights only.</li> <li>• The school wants to free up the 3rd floor from use as residential accommodation and use the space as therapy studios, training suites, one to one rooms in line with their vision for a training annex.</li> <li>• Internal circulation is limited and problematic, or non-existent, where the sports hall forms the circulation zone.</li> <li>• There are inadequate changing facilities associated with the sports facility.</li> <li>• The school would like the use of a multi-gym.</li> <li>• The whole school suffers from accessibility issues (DDA non-compliant in most locations).</li> </ul>
-------------------	---

	<ul style="list-style-type: none"> <li>• At second floor level there is a storage space called 'the loft' used as a seamstress room and break out space. These two rooms are in a dead end location and are a means of escape issue that requires resolution.</li> <li>• Develop the Music and Drama within the curriculum so that the vision of a specialism in expressive arts can be attained.</li> </ul> <p>Priorities:</p> <ul style="list-style-type: none"> <li>• New living space for post-16 learners</li> <li>• Separate living spaces for younger learners (Yr 6 /Yr7/Yr8)</li> <li>• New sports hall</li> <li>• Re-modelling of gym to house complete performing arts facilities.</li> </ul>
Educational Impact	<ul style="list-style-type: none"> <li>• A commitment to be able to provide a broad, balanced and relevant curriculum that will enhance the life chances of our pupils.</li> <li>• Pupils will be able to work in classrooms designed for purpose.</li> <li>• attendance improving and disruption decreasing.</li> <li>• accreditation increasing.</li> <li>• pupil's enjoyment will increase.</li> <li>• pupil self esteem and confidence will appreciate.</li> <li>• All lessons will be judged 'good or above'</li> </ul>
Control Option	<ul style="list-style-type: none"> <li>• Convert the current indoor sports hall into drama, music and media provision.</li> <li>• The building of 3 self contained studio flats for post 16 supported living, for the vulnerable KS5 students. As well as staff office/sleep-in facilities.</li> </ul>

	<ul style="list-style-type: none"> <li>• Convert the Music and Drama identified areas into a specialist spaces for the advancement of expressive arts in the school.</li> <li>• Convert the top floor of the main school into spaces for training, small group work, and one to one tutor rooms.</li> </ul>
--	---

### Beatrice Tate

Key Issues	<p>A lack of space to develop the site and a reluctance to build roof extensions The key issues the Headteacher advised needing addressing were the following:</p> <ul style="list-style-type: none"> <li>• A lack of post 16 provision</li> <li>• Insufficient specialist teaching and therapy spaces</li> <li>• Insufficient external play space</li> <li>• Inflexible circulation spaces</li> </ul>
Educational Impact	<p>The addition of new space will enhance the high quality learning environment already created by the school. There is a need to ensure that the building allows the school to continue to provide a quality teaching and learning.</p>
Control Option	<p>The control option development at Beatrice Tate School will look to utilise a proposed road closure and provide a two storey new build with covered linkage back to the main building comprising of a post 16 learning base. Within the new building, art, music and drama therapy rooms will also be re-located from the main building; allowing existing therapy studio's within the main block to be converted into a series of specialist classrooms for use with other year groups. Externally the potential of using an adjacent 'open wildlife space' will be investigated and incorporated into the design, creating an exciting school maintained curriculum area</p>

	<p>beneficial to both students and the local community</p> <p>Internally the school will undergo significant remodelling to fully utilise existing circulation space and classrooms to provide flexible teaching and specialised therapy spaces alongside essential administration facilities. Recent development will be looked at with a view to rationalising the teaching areas and providing specific teaching bases alongside more generic teaching rooms</p>
--	---

**Pupil Referral Unit (PRU)**

<p><b>Key Issues</b></p>	<p>The current PRU sites are constrained in their ability to support inclusion, the ECM ambitions, personalised learning and extended services. As the PRU aims to re-engage pupils who have previously had a negative experience of education, it is committed to establishing models of good practice in its teaching and learning styles. Many of its existing rooms do not support the teaching methodology required to promote engagement, inclusion and to raise standards. Currently rooms are not flexible enough to cope with the multi purpose use intended and do not encourage teaching staff to adopt innovative styles to deliver the curriculum or adopt different styles to best meet the needs of individual learners. The PRU would benefit from flexible spaces with access to some specialist resources</p>
<p><b>Educational Impact</b></p>	<p>The PRU wants the BSF investment to enable it to develop flexible, innovative programmes within a safe, creative and stimulating environment which is well designed to meet the specific requirements of working with very challenging and vulnerable pupils. To create an environment that supports its strategies for managing behaviour and one that is flexible enough to meet changing needs. The PRU hopes that the BSF investment will create opportunities to better provide for individual pupil's learning styles by offering access to enhanced ICT facilities and flexible teaching spaces. The BSF investment will support the reduction from the current 6 PRU sites to 4 sites – increasing curriculum access possibilities, improving accommodation, reducing</p>

	<p>management issues and improving cost effectiveness. This would contribute to the notion that placement at Harpley School is more about personal transformation and betterment and less about punishment and low self esteem.</p>
<p>Control Option</p>	<ul style="list-style-type: none"> <li>• zoning of spaces with both dedicated and shared spaces with dedicated spaces for challenging or vulnerable girls, most other curriculum spaces time-tabled to ensure horizontal zones of use within the existing school</li> <li>• provide clarity to the two entrance ways for the school and their separate and distinct roles.</li> <li>• At ground floor, the toilets and shower facilities are removed together with the music room above and replaced with an atrium that becomes a social space at ground level, perhaps used as a film studies base, or a place of art display, where circulation and interaction take place. In the floor above, the art rooms, corridors, conference room, sports hall and library area look into the space.</li> <li>• acting as a ventilation stack, the heart would be separated from the kitchen and server space, but open to the dining zone, and open learning zones, that would in turn give a clear path to the play spaces</li> <li>• a new stair and lift core that would run up to roof level ensuring that access is maintained for all, vertically, while retaining the zoning of the school</li> <li>• At roof level, the unused play space would be built on expressing its different height requirements and the atrium void from below. The new third floor would facilitate dedicated girls spaces, a new two badminton court community sports hall, a fitness suite, and changing facilities.</li> </ul>

**Langdon Park**

<p>Key Issues</p>	<p>The current PRU sites are constrained in their ability to support inclusion, the ECM ambitions, personalised learning and extended services. As the PRU aims to re-engage pupils who have previously had a negative experience of education, it is committed to establishing models of good practice in its teaching and learning</p>
-------------------	--

	<p>styles. Many of its existing rooms do not support the teaching methodology required to promote engagement, inclusion and to raise standards. Currently rooms are not flexible enough to cope with the multi purpose use intended and do not encourage teaching staff to adopt innovative styles to deliver the curriculum or adopt different styles to best meet the needs of individual learners. The PRU would benefit from flexible spaces with access to some specialist resources</p>
<p>Educational Impact</p>	<p>The PRU wants the BSF investment to enable it to develop flexible, innovative programmes within a safe, creative and stimulating environment which is well designed to meet the specific requirements of working with very challenging and vulnerable pupils. To create an environment that supports its strategies for managing behaviour and one that is flexible enough to meet changing needs. The PRU hopes that the BSF investment will create opportunities to better provide for individual pupil's learning styles by offering access to enhanced ICT facilities and flexible teaching spaces. The BSF investment will support the reduction from the current 6 PRU sites to 4 sites – increasing curriculum access possibilities, improving accommodation, reducing management issues and improving cost effectiveness. This would contribute to the notion that placement at Harpley School is more about personal transformation and betterment and less about punishment and low self esteem.</p>
<p>Control Option</p>	<ul style="list-style-type: none"> <li>• zoning of spaces with both dedicated and shared spaces with dedicated spaces for challenging or vulnerable girls, most other curriculum spaces time-tabled to ensure horizontal zones of use within the existing school</li> <li>• Provide clarity to the two entrance ways for the school and their separate and distinct roles.</li> <li>• At ground floor, the toilets and shower facilities are removed together with the music room above and replaced with an atrium that becomes a social space at ground level, perhaps used as a film studies base, or a place of art display, where circulation and interaction take place. In the floor above, the art rooms, corridors, conference room, sports hall and library area look into the space.</li> <li>• acting as a ventilation stack, the heart would be separated from the kitchen and server space, but open to the dining zone, and open learning zones, that would in turn give a clear path to the play spaces</li> <li>• spaces currently given over to class bases and main hall would be reworked so that they can act as</li> </ul>

	<p>assembly spaces, small group working zones or personalised learning zones.</p> <ul style="list-style-type: none"> <li>• a new stair and lift core that would run up to roof level ensuring that access is maintained for all, vertically, while retaining the zoning of the school</li> <li>• At roof level, the unused play space would be built on expressing its different height requirements and the atrium void from below. The new third floor would facilitate dedicated girls spaces, a new two badminton court community sports hall, a fitness suite, and changing facilities.</li> <li>• Externally the hard play surfaces and the untouched surfaces need to be fully landscaped into sporting, educational and recreational zones.</li> </ul>
--	--

**Stepney Green**

<p>Key Issues</p>	<ul style="list-style-type: none"> <li>• There remain a number of serious deficiencies within the accommodation. These include accessibility, circulation, disparate teaching facilities and the poor condition of the buildings.</li> <li>• The School cannot deliver its physical education curriculum on site as there are no PE facilities.</li> <li>• Currently all play areas are unsuitable for safe play. They are of traditional concrete type and many pupils have caused injury to themselves when falling on this unsuitable surface.</li> <li>• Currently the School has no food technology rooms</li> <li>• Creating a flexible learning space will enhance learning support and inclusion work to raise student attainment and achievement.</li> <li>• Creating new construction workshops will allow development of the 14-19 construction diploma and increase employability of local youths, thus reducing the number of 'NEETS' within Tower Hamlets.</li> <li>• poor facilities for technology, art and PE.</li> </ul>
-------------------	--

	<ul style="list-style-type: none"> <li>• built form as difficult and challenging with spaces that are hard to manage and work with. There are narrow corridors, narrow stairs, and small lifts that make movement around the school difficult.</li> <li>• Access in the tower, for those with disabilities, does not extend to the top floor.</li> <li>• The existing layout of the class rooms within the tower make for problems of glare, heat/cold extremes, ventilation issues, and to a lesser extent, acoustic and lighting deficiencies.</li> <li>• Separate pupil and visitor access to the school is unclear to the uninitiated. But upon entering, spatial identity works more successfully.</li> <li>• To the rear of the tower the main hall is too small for full school assemblies due to the stage size.</li> <li>• the dining facilities and the library are located remotely from the school heart and are not easily accessible to the public.</li> </ul>
Educational Impact	<p>The new investment will create a school fit for purpose and enable us to deliver a 21st century education to all our learning communities. This will have a significant effect on reducing NEET and keep youth engaged on life long learning.</p> <p>The learning environment will crucially be flexible and designed to support personalisation, 'stage not age' progression and independent learning. It will be rich in new technologies and linked through the managed VLE with the home, our partner schools, the world of work and with an international perspective. It will support the work of a larger and more diverse staff which will be facilitating learning based around competences rather than separate subject contents. It will mix vocational with academic learning. It will develop global citizens who are creative and enquiring. And it will be designed to be fully inclusive and welcoming to the local community.</p> <p>The creation of the flexible space will provide pupils, staff and the local community with an exciting base from which to develop these new ideas around learning and its delivery. And the creation of an ICT and library 'hub' will ensure that this is interactive learning for all age groups in a managed e-environment.</p>
Control Option	The retained buildings are subject to the following works:



<ul style="list-style-type: none"> <li>• The Tower takes the core subjects of English &amp; MFL, ICT and Science. Most of these spaces fall below BB98, but do not necessarily preclude educational delivery. Alternatively two more class bases will be provided in the existing entrance and administration area to compensate for the deficiencies at 7th floor. Externally it is understood that the existing pfi contractor is due to replace the windows to the main tower within five years and the proposition will be to look at the glazing provision and either ensure that appropriate glazing is provided under that contract, or to provide top up cash to the window programme to ensure appropriate glazing and solar shading is in place.</li> <li>• The existing administration area, visitor reception and head teacher's suite will be relocated and the space given over to teaching.</li> <li>• The spaces at the bottom of the tower, will form an access route to a new multipurpose facility above the main hall, in the future.</li> </ul> <p>The proposed demolition of three stand alone buildings and the replacement with two buildings.</p> <ul style="list-style-type: none"> <li>• The construction of a new sports and fitness suite complex, will give the school the opportunity to develop its sports specialism, support its core PE staff and provide community accessible facilities, locked down from the main school complex.</li> <li>• The removal of the D&amp;T block, the Library and Dining block, will free up space at the centre of the school providing sports and leisure opportunity. The installation of a new building to re-provide these facilities, together with the relocated administration and drama studios, will provide community access facilities, and phased lock down areas.</li> </ul> <p>The learning environment will crucially be flexible and designed to support personalisation, 'stage not age' progression and independent learning. It will be rich in new technologies and linked through the managed VLE with the home, partner schools, the world of work and with an international perspective. It will support the work of a larger and more diverse staff which will be facilitating learning based around competences rather than separate subject contents. It will mix vocational with academic learning. And it will be designed to be fully inclusive and welcoming to the local community.</p> <p>The creation of the flexible space will provide pupils, staff and the local community with an exciting base from</p>	
--	--

	<p>which to develop these new ideas around learning and its delivery. And the creation of an ICT and library 'hub' will ensure that this is interactive learning for all age groups in a managed e-environment.</p> <p>The enhancement of the school, by offering extended provision, forms a core aspiration when considering the future vision of the school.</p>
--	---

**Swanlea**

<p>Key Issues</p>	<p>The current building is full to capacity and will not allow for delivery of either the new diplomas, or the new Sixth Form. The number on roll is consistently close to its maximum of 1050. The school is unable to fully deliver the extended schools agenda or to experiment with innovative teaching and learning strategies.</p>
<p>Educational Impact</p>	<p>BSF investment will enable the improvement of teaching and learning through:</p> <ul style="list-style-type: none"> <li>• the development of a classrooms for the future;</li> <li>• the development of greater ICT access and library facilities;</li> <li>• the development of state of the art drama facilities and theatre space;</li> <li>• the improvement of post-16 provision in the north-west of the borough through the development of six classrooms and a social space which will complement the facilities in the Wessex Centre;</li> <li>• the development of spaces for SEN students which are close to the learning support faculty through building a mezzanine floor in the Gym;</li> <li>• enabling the use of higher level technology equipment through a new technology classroom.</li> <li>• a suite of rooms for extended schools providers which is linked to the learning support faculty;</li> <li>• a more welcoming entrance for parents through improving the reception area to the school;</li> </ul>

	<ul style="list-style-type: none"> <li>• additional play space for girls.</li> </ul>
Control Option	<p>Three storey extension to house (classrooms, admin and Post 16 IT clusters)  New extension on First floor for flexible drama studios/theatre.  Extend floor at west end of central circulation spine to accommodate 2 new classroom spaces, possibly also a new workroom. In order to accommodate SEN, learning support, and BEST there are 2 options:</p> <p>a) build a new mezzanine floor in the gym and locate the SEN etc on the ground level, the gym on the mezzanine level. The mezzanine level would not need to be extended to the north as had been shown in the 2006 Control Option, but the lower level would.</p> <p>b) build a new mezzanine floor in the gym, leave the gym on the ground level and locate the SEN etc on the mezzanine level.</p> <p>This option has disadvantages in that:</p> <ul style="list-style-type: none"> <li>• it would provide a smaller SEN etc area</li> <li>• the ground level could still be extended, however this would divide the SEN etc onto 2 floors</li> <li>• it would give the 'gym-design' type ceiling to the SEN etc area and a flat ceiling to the gym</li> <li>• floor level access (the mezzanine floor would now need to be higher to allow the gym to operate properly) may be a DDA concern</li> </ul> <p>Remodel the school's existing formal but unused entrance to house</p> <p>a) security reception (school entrance has currently had to be incorporated at a separate isolated access point off of Brady Street)</p> <p>b) the reception/office space which is currently located opposite to the courtyard entrance</p> <p>Install maximum 3 No. 'pods' into atrium space (one to be used as storage unit, 2 to be used as Learning</p>

	<p>Resource areas)</p> <p>Remove existing stair to west of courtyard entrance and replace with 2 No. staff conference/workrooms. Incorporate as an exit stair a duplicate of the exit stair at the main block. (see photo below)</p> <p>Extend Learning Resource Centre and store into playground by 2.0 meters.</p>
--	--

**Bow Boys**

<p>Key Issues</p>	<p>To fully implement the Extended schools agenda major work needs to be carried out on the site both in terms of accessibility for all and suitable accommodation for us to deliver a full programme of opportunities</p> <p>At present the School is not compliant with the DDA and needs to develop physical access to all buildings. Moreover work needs to take place to ensure that modifications are made for students who have sight or hearing disabilities.</p> <p>The School is currently under area compared to the BB98 schedule, in particular with respect to the provision of sports. This will be extremely difficult to address due to the limitations on potential sites and the need for a sports hall</p> <p>The current LSU needs to be rebuilt to provide flexible smaller spaces and an environment more conducive to learning. This facility needs a complete rebuild to enable all students to receive a totally inclusive education</p> <p>Through the BSF programme Bow School wishes to achieve the following objectives:</p> <ul style="list-style-type: none"> <li>• To provide an exciting, imaginative and fully inclusive vision to all students, parents and members of the wider local community partnership throughout the 21st Century and beyond.</li> <li>• To provide all our learners with as wide an experience as possible to learn in the wider community and other learning environments.</li> <li>• To work in collaboration and partnership with local schools, the community, parents and students in the</li> </ul>
-------------------	---

	<p>context of Tower Hamlets to develop a strong sense of citizenship.</p> <ul style="list-style-type: none"> <li>• To put high standards of teaching and learning at the forefront of raising self esteem and personal aspirations and promoting positive change.</li> <li>• To further investigate an increased number of vocational courses so that we can offer a coherent 14-19 curriculum pathway.</li> </ul>
<p>Educational Impact</p>	<p>Extending facilities on site would provide additional opportunities for the formal and informal curriculum and enable the school to offer a range of accredited courses.</p> <p>BSF will provide an exciting, imaginative and fully inclusive school for all students, parents and members of the wider and local community and will work towards achieving:</p> <ul style="list-style-type: none"> <li>• Targeted support for all, thus ensuring an offer which is available to satisfy the needs of all students through personalized and flexible learning plans which will help motivate, build aspirations and self esteem and help all to succeed;</li> <li>• The creation of a safe and secure environment for learning;</li> <li>• The continued focus on a coherent programme of staff CPD which will also further support the Workforce Remodelling agenda;</li> <li>• The provision of increased access to technology for all members of our community to further enhance opportunities for all;</li> <li>• The delivery of a personalised and flexible 14-19 curriculum opportunity for all, working within an agreed LA framework of collaboration and partnership, to provide clear and imaginative pathways for all students; and</li> <li>• To maximise the learning opportunities provided by the process of preparation for the 2012 Olympic Games in London.</li> </ul>
<p>Control Option</p>	<p>The Control Option will consist of a light refurbishment to the main and science buildings</p>

	<p>Significant remodelling and refurbishment to the Heritage building</p> <p>The removal of the existing SEN building and the provision of a new extension to the main building.</p> <p>The new extension to the existing main building will incorporate a new entrance and SEN suite. It will also address the shortfall in accommodation and bring the area in line with the requirements of BB98 schedule.</p>
--	---

**Langdon Park**

<p>Key Issues</p>	<ul style="list-style-type: none"> <li>• ICT not currently integrated with subject classes (majority of provision in Victorian building ICT dept.)</li> <li>• Site perimeter-poor security – due to be upgraded by PFI contractor.</li> <li>• Dining room too small and difficult to heat / cool.</li> <li>• Drinking water only available from 3 external locations</li> <li>• Toilets very poor quality (antiquated layout and provision). Most are locked throughout day due to poor surveillance. Those that remain open become quickly unusable.</li> <li>• Most classrooms have no/poor ventilation, poor heating and poor natural lighting.</li> <li>• Learning support staff / SEN staff / police / counsellors have poor accommodation.</li> <li>• The campus has no internal social spaces.</li> <li>• The campus has no sheltered external spaces.</li> <li>• Internal circulation is severely restricted and limited.</li> <li>• There are inadequate changing facilities.</li> <li>• The main sports hall is a 3 court size (not 4) and is in very poor condition.</li> </ul>
-------------------	--

	<ul style="list-style-type: none"> <li>• The library and study centre should be linked with a main ICT provision.</li> <li>• The whole school suffers from accessibility issues (DDA non-compliant throughout)</li> <li>• More small / group spaces are required to deliver an increasingly personalised educational programme.</li> <li>• More small / group spaces are required to deliver effective pastoral care / support.</li> <li>• The school buildings are disaggregated and entirely at odds with the philosophy of a holistic, integrated teaching institution.</li> </ul>
Educational Impact	<p>Through the BSF programme Langdon Park wants to achieve the following:</p> <ul style="list-style-type: none"> <li>• provide an exciting, challenging and relevant curriculum experience for all our students</li> <li>• focus on the provision of quality teaching and learning to enable our students to become fully independent learners and to acquire the attitude and skills to be successful members of a 21st century world</li> <li>• be in partnership with the local community, including primary schools, colleges and business to create a community ethos based on mutual respect and tolerance which will sustain students both in and beyond the School environment</li> </ul>
Control Option	<p>The existing humanities and science buildings are to be demolished. The existing dining hall is to be demolished.</p> <p>The retained buildings are subjected to key spatial moves:</p> <ul style="list-style-type: none"> <li>• The dining hall and kitchens are brought into the ground floor of the Victorian building. A new car park and food delivery area is formed along the northern school boundary and Bright Street to the rear of the Victorian building. The Victorian building is then given new acoustics / ventilation / lift / services.</li> <li>• The Arts building (containing the sports hall and administration offices) is extensively remodelled and re-skinned, providing an enlarged sports hall with new changing facilities and a spectators' gallery, and a more focused arts building containing drama and music and art, but removing its current</li> </ul>

	<p>administrative function. The art studios are enlarged to a more appropriate size with provision for subdivision as will.</p> <ul style="list-style-type: none"> <li>• The technology building is refurbished and its accommodation profile altered to contain half of the school's science laboratories. (Language labs are relocated to the Victorian building with English, whilst Maths is displaced from the Victorian building to the new building).</li> </ul> <p>A new building is proposed, to house humanities, maths &amp; science, the library, the LRC, administration offices, senior management team offices and a new pupil locker area.</p>
--	--



### 3.2 Option Analysis and Feasibility

- 3.2.1 We have developed our Education Vision, SFC 1 and consulted on it widely, and were rewarded by its approval at the first pass by the DCSF. The DCSF also agreed that although deprivation is a key factor in the determination of priorities, the very high levels of deprivation within the borough experienced by all school populations means that free school meals should not be seen as a significant discriminator. However, we are required at this stage to take account of standards, and will be required to demonstrate to the DCSF that our decisions will achieve the maximum increase in performance in return for the substantial investment being made in our schools. Schools have now developed their individual visions to inform final decisions about specialisation.
- 3.2.2 The Technical Advisors undertook the options appraisal in close consultation with all key stakeholders. After analysing the existing asset data, an initial site visit was made. This was followed by a meeting with each of the schools when there was discussion around their aspirations as set out in the high level school visions. The Technical Advisors approached this as an opportunity to listen and to optimise the school's input to the development of the early proposals.
- 3.2.3 Following this initial process of familiarisation, development opportunities were identified and a consultation meeting was held with Tower Hamlets Council's planning department to identify the planning constraints for each site.
- 3.2.4 A series of sketch options were developed alongside detailed analysis of the schools' existing area shortfalls based on BB98 standards. These were presented to the schools' senior management teams, governors and Trust representatives as part of the process of achieving buy-in from an early stage. Therefore our options were supported by both the individual school's vision and Sfc 2.

### 3.3 Work Classes

- 3.3.1 The option analysis in essence takes the work classes that are set by PfS to apply funding, based on 50% New Build, 35% Refurbishment and 15% Refresh and then through the process of school engagement and design development come up with school specific work classes.

Works Class	Details
No Works	The 'No Works' class is allocated to a limited number of areas that have been recently built or refurbished and that can assist in meeting the aspirations in the school's local vision without further work. The 'No Works' class is not proposed for any areas which are not recently built as this would result in inadequate accommodation which does not meet the BSF vision.
Refurbishment options -	These would include light refurbishment of the whole school and resolving main backlog maintenance issues;
Part remodel, part refurbishment and part new build	These would allow for a proportion of structural and internal remodeling of existing space to redefine the learning environment with the addition of new build extensions to address shortfalls in existing accommodation and statutory

Works Class	Details
options	compliance issues; and,
New build option	This would allow for the total demolition of the existing school buildings to be replaced by new build accommodation that meets BB98 area guidelines and standards.

**3.3.2** The school visions were developed with our educational advisors (ex-Headteachers from LBTH) working closely with Headteachers, pupils and other school staff. The Sorrell Foundation, an organisation who works with young people to inspire creativity in good design, ran workshops to take the thoughts and ideas of pupils and also incorporate them into the final control options.

3.3.3 We have now looked at exactly what type of development will best benefit each of our school communities, and our ability to deliver that model. By carefully prioritising funding allocation we will seek to maximise the potential outcomes for all schools.

3.3.4 School development under BSF is considered within the overall Planning guidelines for Tower Hamlets. The key considerations of this are:

- Sustainable development - Sustainable communities and sustainable development are central to the new planning system. There are three fundamental components to sustainable development: environmental protection, economic growth and social equity. Of particular relevance to this programme therefore would be the following considerations:
- Location of development in suitable places - including ensuring that high quality social and community facilities are retained where they meet an existing or future need and are designed and located to maximise accessibility and serve the diverse needs of the Borough
- Minimising car use - all developments will be required to minimise car travel through provision of minimal or in some cases no on site parking dependant on access to public transport. Green Travel Plans will be a key element for consideration of developments.
- Open Space - the borough will seek to protect and improve all types of open space
- Multiple use of facilities - the use of schools for after hours for a mix of sporting, social, cultural and recreational uses is encouraged subject to impact on residential amenities
- Loss of school play space or sports facilities will not be supported
- Sustainable design - high quality and innovative design is encouraged which should respect the historic fabric of buildings and the local area context, particularly for Listed Buildings and Conservation Areas. There is also a requirement to demonstrate use of renewable energy and energy efficiency measures in the design. A design statement will normally be required for most developments proposed which include accessibility as part of the design of the scheme. Impacts on sunlight/daylight, transport, microclimate etc will need to be demonstrated so as to minimise these effects.
- Funding will only be allocated by PfS on the basis that schools will achieve a “very good” BREEAM rating.

### 3.4 Technical Assessment

3.4.1 The technical team have assessed all of the sites and potential design solutions for the sites and have scored from 1 – 10 with 1 being a negative or low score and 10 representing a positive or high score. The following assessments have been made:

Criteria	Description
Deliverability	The degree of ease for delivering the design solution and buildings considering site constraints, land ownerships and any factors that may affect timescales.
Buildability	The degree of ease of building the proposed options based on existing buildings, site constraints, number of phasing and need for temporary accommodation.
Phasing/Decanting	The ease of phasing the construction build and number of possible phases. A single-phase build will represent the best solution for any given site.
Disruption to Education Delivery	The degree that the proposed build options could potentially disrupt and impact educational delivery during the build.
Planning Constraints	Any planning issues that may affect or limit the deliverability of the options.
Responding to Educational Visions	The perceived degree that the options developed will provide environments for the development of both the individual and Tower Hamlets education visions.
Building Accessibility	The degree that the build options will improve the existing accessibility of the schools both in a community wide level (to maximise extended school and community engagement) and from a physical accessibility level to the buildings.
Improvement of existing area requirements BB98/BB77	The level that the building options will provide improvement of the existing internal areas both from an increase of areas set against BB77/BB98 where shortfalls in area are identified and where improvements within areas where the sufficiency of the existing space is unsuitable for modern education delivery.
Improvement of existing external areas	The level that the design options will provide improvement of the existing external areas both from an increase of areas and an improvement in the opportunities for usage of the external areas.

3.4.2 The Control Options are the result of the technical prioritisation and an explanation for this choice can be found in Appendix A1, School Workbooks.

### 3.5 Methodology

3.5.1 In order to ‘improve the quality of life for everyone who lives and works within the borough’ it is necessary to understand the constraints faced at Tower Hamlets. As a densely populated urban area within Inner London the potential for BSF to make a lasting difference to the lives of children and young people is immense, but the challenges and priorities in doing so are significant.

3.5.2 *Constraints:*

See page 23 for a list of key estate issues and constraints

3.5.3 *Key Priorities:*

See page 21 for a list of key priorities

3.5.4 *Key Challenges:*

The key challenges of the Tower Hamlets BSF programme, as identified in the SfC Part 2 are:

- Improving standards and educational outcomes;
- Increasing choice and diversity (sufficiency);
- Providing for Inclusion;
- Delivering a 14-19 Campus Offer; and
- Developing the capacity to lead and manage change.

### 3.6 Criteria

3.6.1 All the schools that fall within the BSF development for Tower Hamlets require transformation of their education provision. It is for this reason that the analysis was undertaken to assess the varying needs of the secondary school estate and ensure the estate wide BSF investment delivers transformational change. The prioritisation of the school estate ensured the best possible benefit and value from the phases of construction, offering those schools most in need of transformation to appear in the earliest phases of construction. In order to shape and measure the success of the BSF programme, a set of pre-defined criteria were used to give an overall rating of educational need and option analysis:

Criteria	Weighting
Suitability (condition)	3*
Environmental Conditions (BB87)	3*
Sufficiency (11-16 and post 16)	3*
Sufficiency to deliver modern curriculum (14-19)	3*

Agenda)	
Suitability for extended use during school day	2*
Suitability for study support and childcare	1*
Suitability for local community use	1*
Curriculum efficiency e.g. suiting	1*
Security	1*
Spilt Site School	3*
Access and SEN	3*
ICT Provision	3*

3.6.2 Both the authority and the schools carried out this exercise in March 2006, ahead of the Technical Advisor visits; reaching a consensus in ranking the schools that were in greatest need of educational transformation. This exercise then coupled with the assessment from the Technical Advisors enabled the development of a range of costed options for each school, against the following:

- A low spend or refurbishment option (no schools);
- A medium spend or part remodel, part refurbishment and part new build option (17 out of the 21 schools; ranging in a capital expenditure of £5m to £25m, depending on the size of the school);
- A high cost or new build option (two out of the 21 schools, at a total expenditure of £63.28m); or
- A “Do Nothing” option was not considered as this would not enable the Tower Hamlets’ or schools’ visions for education transformation to be met.

### 3.7 Development of Tower Hamlets Estates Strategy; Outcome

3.7.1 The options appraisal and prioritisation process led to a control option and proposed scope of work for each school. Once the high level options had been developed, we acknowledge the earlier school appraisal and analysed the options in terms of:

- Education challenge (special measures and/or level of added value);
- Deliverability;
- Condition issues;
- Regeneration initiatives/links;
- Inclusion/DDA compliance; and
- Level of investment to date.

- 3.7.2 This exercise generated a ranking in terms of how individual options either performed against, or significantly resolved priorities for improvement.
- 3.7.3 This approach was discussed and agreed with Headteachers and Governors in May 2006. There has been ongoing discussions with schools and governors around their development of their own visions, the relationship with the authority's vision and the proposed design solution being discussed. This has been done in the context of the originally priorities remaining the same.

### **3.8 Present Development: Wave 5 Estate Strategy and Control Option Development**

- 3.8.1 PfS have allocated BSF funding to Tower Hamlets over two phases; Wave 3 and Wave 5. The above exercise was completed in 2006 for the purposes of an estate wide SBC and the Wave 3 OBC, submitted and approved in November 2006. However, we have now reached the Wave 5 funding pool and for the purposes of Wave 5, we have revisited the programme and the original control options and funding/capex per school.
- 3.8.2 In the context of Wave 5 and with agreement from our schools we were agreed with them not to revisit the original prioritisation exercise, as the aforementioned challenges and priorities remain ever prevalent. So schools have stayed in the same priority order but the phasing will be determined by their capacity to deliver the outcomes through the various stages of the programme.
- 3.8.3 Developments to the Wave 5 strategy since the estate wide SBC & Wave 3 OBC (2006) options analysis and prioritisation exercise are:
- Wave 5 SfC Part 1 and Part 2;
  - Wave 5 SSfC;
  - Appointment of Wave 5 Design Team and Technical Advisors;
  - Control Option Review (Design Process Protocol);
  - FAM Review;
  - Surveys and Abnormals; and
  - Planning Applications.

### **3.9 Wave 5 Strategy for Change Process**

- 3.9.1 As the first formal component of the BSF approval process (Wave 4 authorities onwards), the SfC amalgamates the borough wide and school specific educational aspirations with the secondary school estate strategy.
- 3.9.2 It is crucial that the LBTH BSF programme is both ambitious and visionary. It is with this in mind that the starting point for the Local Authority was to consider a strategy for improving the education of local children and young people, whilst providing new opportunities for families and the local community. The starting point, the SfC; held on November 2<sup>nd</sup> 2007, a Remit for Change meeting officially began the LBTH Wave 5 programme and SfC process. Attended by the Department, PfS and the Authority, the following remit areas were agreed as part of the approvals process for the SfC:
- Diversity and Standards;
  - Inclusion;

- 14-19 Provision;
- Pupil Place Planning; and
- Change Management

3.9.3 To ensure continued development and delivery of a borough-wide strategy, individual themed workstreams were identified across Wave 5; responsible for supporting this strategy and aligning synergies across the whole programme. In consultation with the workstreams, schools, Students, PfS, LSC, London Diocesan Board for Schools and local stakeholders we began addressing the key challenges faced by the borough. Approved in May 2008, the SfC Part 1 was received positively by the Department for Children, Schools and Families (DCSF) and PfS. The DCSF highlighted our positive examples of good practice within SfC Part1, whilst outlining further issues to address during SfC Part2.

3.9.4 On addressing these issues, further consultation saw the success of SfC Part 2, which emphasised the following priorities approved in 2008.

### **3.10 Wave 5 School Strategy for Change**

3.10.1 During the 2006 development of the SBC and OBC process, each school developed a School Vision in consultation with the authority and the school community. During the development of the SfC and OBC; two years on, the Wave 5 schools have further developed their SSfCs to contribute to the overall borough wide strategy and their own vision for the future. To take forward and develop a transformation strategy into today's context, the SfC process commenced with consultation on the individual SSfC.

3.10.2 Supported and challenged by BSF team and the Tower Hamlets School Improvement Team (part of the Young, People and Learning Directorate), each school considered its own needs and that of its local community in the context of the wider borough strategy. The revised SSfC outlined how the school will support the delivery of the SfC objectives and remit areas and authority's wider Community Plan in light of its own circumstances. Although a generic template was agreed, each SSfC reflects the individuality of the schools in particular reference to their current performance, specialisms, priorities for transforming the learning environment, aspirations for the future and the capacity to manage and lead change. Reviewed and approved by our educational advisors, the SSfCs show a synergy and commitment to the shared vision, as described in the SfC of the real potential and deserved transformation across the borough.

### **3.11 Design Process Protocols**

3.11.1 This Design Process Protocol sets out a common process that Local Authorities follow through each stage of their engagement with PfS. This will enable PfS to effectively support design activities, make sure that deliverables will offer the most suitable levels of support to the SfC, OBC and the procurement and operational stages of a project.

3.11.2 The protocol includes design templates, which LBTH has used through the BSF programme. Additional information will also be provided so that PfS will have sufficient detail to be able to agree the abnormal allocation, and to give confidence that this, together with the authorities design strategy, will deliver the best design quality.

3.11.3 We have followed the common engagement process as set out in the PfS Design Process Protocol. As outlined below and in the individual school workbooks (Appendix 1a), the key

focus of the development of the control options has been to elicit and develop the School Strategy for Changes (SSfC) through facilitated workshops with the design team.

3.11.4 The information required at OBC is highlighted in red.

<p><b>Outline Business Case (OBC)</b> <b>All Schools in the Wave</b></p>	<p>Option Appraisal Strategic Briefing Process Detailed Site Surveys Programme Profile Abnormals and FAM</p>	<p><b>Updated Site Plan/Analysis</b> <b>See Workbooks – Appendix 1a</b> Strategic Brief See Workbooks – Appendix 1a <b>Remodelled Floor Plans</b> <b>See Workbooks – Appendix 1a</b> <b>Proposed Control Option/Site Plan</b> <b>See Workbooks – Appendix 1a</b> <b>Massing Study (Optional)</b> <b>Phasing Strategy</b> <b>See Workbooks – Appendix 1a</b> Planning Brief/Outline consents Schedule of Accommodation for Refurbishment Projects Sustainability - Estate Strategy Abnormal Proforma FAM</p>	<p>Review Deliverables in OBC Identify Abnormal Funding Agree FAM Discuss DQI for schools Check Technical Advisors Costs</p>	<p><b>OBC Approval - OJEU Notice</b></p>
--	--	---	--	--



### **3.12 Appointment of the Wave 5 Design Team and Technical Advisors**

- 3.12.1 The design of the learning environment can have a significant impact in both the way in which we teach and learn and in pupil's attainment and behaviour. To ensure that our schools fully utilise the potential of the BSF opportunity and investment we have appointed a highly credible design team; HLM architects, JM Architects and Cazenove architects.
- 3.12.2 In their role as overarching Client Design Advisor (CDA), HLM architects will work to ensure that principles of design quality and intent are maintained throughout the programme, and that each school project is not only deliverable but transformational in achieving its vision. JM Architects and Cazenove architects have supported HLM in the development of each school project.
- 3.12.3 To ensure that the Wave 5 programme remains affordable within the funding envelope we appointed Gleeds as the Technical Advisors. Gleeds, a leading management consultancy and Wave 3 advisors have provided both technical and QS to ensure the programme affordable, achievable and offers value for money. Their knowledge of the D&B contracts and benchmark data from the procurement phase, will provide us with cost certainty through the design development phase of the NPAP.

### **3.13 Design Templates**

- 3.13.1 Using the exemplar design templates as a basis the individual school workbooks detail the following:
- Site Analysis
  - Strategic Brief
  - Floor Plans
  - Adjacency Diagrams
  - Control Option
  - Phasing Strategy
  - Schedule of Accommodation
  - Sustainability Strategy (estate)
  - Abnormals

### 3.14 Development of Wave 5 Control Options

3.14.1 For all schools, the process of developing the school strategy commenced with the development of the Schools Strategy for Change (SSfC). This was followed by the development of the individual control options for each school, integrating the SSfCs within the design. Having completed an option analysis and control option for Wave 5 during the 2006 process, it was necessary for the Wave 5 2008 OBC process to complete a due diligence of these proposals in the context of advancements and compliance with the Sfc2 and the schools own SSfCs.

3.14.2 To identify the level of work required to bring them up to the nationally accepted levels for BSF and to take the schools forward into the next phase of their lives, a high-level school appraisal was undertaken for each school, as described below.

3.14.3 The appraisals had the following objectives:

- Define the condition and capacity of existing buildings and identify shortfalls;
- Assess current school areas against building bulletin 98 (BB98) standards and identify additional requirements;
- Identify instances where the current configuration of buildings is an impediment to delivering 21st century education;
- Identify instances where environmental issues directly impact on staff and students' morale and behavior;
- Identify which existing buildings are not suitable for remodeling solutions;
- Highlight access issues arising from the Disability Discrimination Act (DDA);
- Identify potential site "abnormals" such as problems with ground conditions, highly constrained sites, underground railways etc;
- Develop building solutions to accommodate potential increases in pupil numbers;
- Consider the impact of proposed building works on the delivery of education and to propose solutions that minimise the need for decant facilities and temporary accommodation; and
- Consider planning constraints and explore solutions with the planning authority in the light of these.

3.14.4 To complete this appraisal, a series of four workshops was held at each Wave 5 schools throughout the Sfc and OBC (2 workshops) stages. A series of sketch options were developed alongside detailed analysis of the schools' existing area shortfalls based on BB98 standards. These were presented to the schools' senior management teams, governors and Trust representatives as part of the process of achieving buy-in from an early stage. Therefore our options were supported by both the individual SSfC and Sfc 2.

3.14.5 The four stage process is described below and in Appendix 11.

- **Stage 1: Control Option Review:** Review of the 2006 control options against the revised SSfCs (2008) to determine the extent of change over time.
- **Stage 2: Accommodation Schedule and Adjacency Diagram:** Following the control option review, the next workshop took place to analyse the individual school estate in order to draw up detailed accommodation schedules and adjacency diagrams. In

consultation with the schools, the LBTH design team were able to understand the school context fully and offer best fit solutions.

- **Stage 3: Outline Brief:** Following the detailed work already completed at stages 1 and 2; workshop 3 began discussions and agreement on the individual school briefs. This involved consultation with our Technical Advisors to determine cost assessments and priority listings.
- **Stage 4: Finalised Outline Brief and Output Specification:** The penultimate stage finalised and agreed the outline brief created during stage 3. This workshop was used to review and ensure aspirations during the process had been captured and that the control option delivered both the SSfC and borough wide SfC.

### **3.15 Character and Innovation**

- 3.15.1 To ensure that the Wave 5 programme exploits the BSF opportunity and through good design recreates the SSfC from a vision into a reality, we are committed to employing the Design Quality Indicators (DQI) for Schools tool (as developed in partnership by the DCSF and the Construction Industry Council).
- 3.15.2 The Design Quality Indicator (DQI) for Schools is a tool which provides a framework for the assessment of school design. It is used to assist teachers, parents, school governors, pupils, people from the community, local authority clients and building professionals achieve design excellence in new or refurbished school buildings and grounds.
- 3.15.3 At the initial stage, it is used to help a group of key stakeholders to form a consensus about priorities and ambitions for the design brief.
- 3.15.4 During the design phase, the DQI can be used by the same stakeholder group to assess how well the plans for building work meet the objectives that were set out at the initial stage.
- 3.15.5 Then, once the building work is completed and the school is in use, the DQI tool can be used to assess how well it functions in relation to the ambitions of the stakeholder group that were set out at the start of the process.
- 3.15.6 A trained DQI facilitator will help manage the use of the DQI for Schools tool throughout the consultation and design process and once the building is complete.
- 3.15.7 The DQI for Schools tool is made up of a number of specific statements about school design, listed under 10 headings:

#### **Functionality**

1. Access
2. Space
3. Uses

#### **Build**

4. Performance
5. Engineering services
6. Construction

## **Impact**

7. The school within it's community
8. Within the school
9. Form and materials
- 10.Character and innovation

3.15.8 The DQI tool will be used to establish and evaluate design throughout the Wave 5 programme from inception through to completion. A range of key stakeholders will be invited as participants to the (held individually for each school), including headteachers, students, teaching staff, non-teaching staff, parents, governors, planners and key local groups. Questionnaire responses will be taken from the participants based on the measurable factors of functionality, build quality and impact. Responses will be continually recorded and monitored throughout.

3.15.9 It is critical to the success of the programme that the selected bidder has the appropriate level of school specific understanding. As a repeat authority we have the opportunity and are committed to facilitating DQI sessions for schools with the selected bidder in attendance. To ensure this joined up approach, the Wave 5 DQI sessions will be undertaken during the winter term 2008.

3.15.10 We will appoint an experienced and registered DQI facilitator to undertake the planned process as detailed in the previous section of this document.

### **3.16 Abnormals**

3.16.1 In accordance with the 'Funding Guidance for BSF project, including Academies' August 2007, paragraphs 30 and 31, the abnormal costs for each control option has been calculated at 9% as all are remodelled/refurbished projects. Surveys will lead to clarity for the school specific Abnormals and to date we have not received back all surveys. We continue to develop our abnormals position based on surveys returned and existing school asset information. We have applied the 9% on new build and 5% on refurbishment, allowing also for the standard additional allocation of £400,000 per school. Where there is a specific abnormals issue to be addressed these have also been included within the specific school funding to ensure we do not go over budget. However, where surveys and changes to control options demonstrate additional Abnormals costs will be necessary we will make the financial case at the appropriate time. The abnormals calculation for each school is detailed further in Appendix 1B. Following the additional surveys and their submission, we will be seeking additional abnormals for each school as the information indicates.

### **3.17 Sustainability – Reducing carbon emissions**

3.18.1 The majority of our projects are refurbishment projects, opportunities to improve energy efficiency are constrained by the existing buildings. We will work with the LEP to identify a lead sustainability champion who will identify practical and appropriate opportunities to improve energy efficiency during the implementation of the Wave 5 programme, and where possible, across other schools in the borough.

3.18.2 We will adopt the four stage carbon hierarchy in order to achieve a 20% reduction in carbon emissions from schools by reducing consumption with low carbon design through building orientation, materials and services, influencing user behaviour to reduce energy consumption, promoting energy efficient design and FM solutions by connecting (for

example) to a heat network, or to heat pumps and using renewable energy sources. But it should be noted that this will be reviewed against individual schemes, due to the high level of refurbishment proposed as part of our programme.

- 3.18.3 We will develop continuous Improvement targets for the LEP to support the achievement of sustainability targets.
- 3.18.4 From an ICT perspective, we will take advantage of the opportunity presented by the BSF programme to use aggregated data centres, virtualised servers and desktops, and of heat-distribution and energy saving technologies. We are currently pursuing this with the Wave 3 procurement process and will continue to develop strongly sustainable and carbon-conscious policies.
- 3.18.5 We will use ICT to help students learn about sustainable practices. We will provide green areas so environmental science experiments can take place and allow students to investigate current issues and their implications.
- 3.18.6 We are developing a programme of participation with our LEP partner, where recycling as part of the design/construction solution will be taught, for example, providing an understanding of how materials are sourced.
- 3.18.7 Our design solutions for each school will include external learning spaces and innovative landscape design. These will include wireless coverage, as well as quiet and interactive experiences, such as nature reserves and composting areas.

### **3.18 Surveys to support abnormals**

- 3.18.1 Surveys have been carried out at each of the Wave 5 schools sites during the OBC process. Various surveys have been commissioned to determine site conditions. These surveys have been used as a tool to refine control options, whilst providing a basis for derogations and specifications for works required.
  - 1. **Desktop geological surveys:** have been completed for eleven schools. The results of these have been made available and were used to formulate the scope of works, where required, to ascertain ground conditions and produce ground investigation reports. These reports have been used to determine derogations expected for each site given the proposed control options. The remaining surveys for Beatrice Tate and George Green have been commissioned and will be completed by December.
  - 2. **Topographical surveys:** have been completed which map the topography or the “lay of the land” for each school. These maps have then been used to locate the results of further surveys.
  - 3. **Underground services:** have been researched through desktop investigations. The services were located on the Topographical maps and then checked onsite through ground penetrating radar and surveying means. Any items which were found to differ from that expected through desktop study were highlighted. These maps are used to form the basis for services design to the current control options. Beatrice Tate and George Green are yet to have been completed, however they have been commissioned and will be completed by December.
  - 4. **CCTV surveys:** of existing sewers were completed once the underground services surveys had been provided. This formed the basis of investigation using CCTV to determine the state and confirm sizes of underground pipes. The surveys have been completed at all schools except Beatrice Tate and George Green.
  - 5. **Wartime ordnance surveys:** have been conducted to ascertain the perceived risk of unexploded ordnance being encountered at each school. This has utilised the desktop

geological survey and government records to allow for potential derogations to be considered for each control option. Bow Boys, Beatrice Tate and George Green have had surveys commissioned and will be completed by December.

6. **Acoustic, noise and vibration surveys:** have been commissioned at 10 sites. These take into account the existing air and ground borne elements affecting each school. These results have been used to determine what building requirements are needed to ensure that BB 93 and BS6472: 1992 conditions are met. This is also a prerequisite for determining British research establishment environmental assessment methodology (BREEAM) requirements at each site. Bow Boys, Beatrice Tate and George Green have had surveys commissioned and will be completed by December.
7. **Arboriculture and ecological surveys:** where commissioned to determine the ecological value of each site. This information will be used to progress control options with the mind to maintain or improve these current conditions.
8. **Desktop studies to determine party wall information:** have been conducted at 13 schools. We have researched existing building records and identified historic listed buildings. Results of these have enabled LBTH to identify potential legal and building issues which need to be incorporated into in construction elements proposed.
9. **M&E and Condition surveys:** As a continuation of the existing annual maintenance planning mechanical, electrical and architectural condition surveys have provided information back to the design team to enable determination of prioritise for renewal and refurbishment of major services and building fabric items. The surveys have been carried out by internal LBTH surveyors and reflect the current control option proposals.
10. **Specific structural investigations:** have been commissioned for schools which intend to use existing structures to support new facilities. Where vertical extensions are required, assessments of structural loads have confirmed that control options are feasible. These have been conducted at Oakland's, Morpeth, Sir John Cass, Bowden House, Bow Boys, Swanlea and PRU.
11. **DDA Audits:** Each school has previously conducted accessibility audits. These have been used to determine DDA shortfalls and have thus been incorporated into current control options to maximise access for all students.
12. **Transport assessments:** have been instigated for each school. These have not yet been completed but will incorporate all forms of public transport to maximise the use of these services.
13. **Type 2 asbestos surveys:** have been completed at all schools. These have been used to predict expected derogations envisioned for each control option. These will be further developed with type 3 fully intrusive surveys being completed when full access is available.
14. **Flood risk assessments:** have been completed at 10 sites. These assessments will be incorporated into water runoff calculations and will be taken into consideration for hard and soft landscaping proposals. These are yet to be completed for Bow Bows, Beatrice Tate and George Green schools.
15. **Air quality assessments:** will be conducted once proposals are further developed, and only if they are required within planning consent documents. Schools with letters of comfort which state this requirement have been identified and assessments are in the process of being commissioned.

### **3.19 Planning Applications**

- 3.19.1 We have been working with the Planning Department, over the last 6 months on the Wave 5 programme, this has included dialogue during the design process, including outlining the schools vision for their pupils, staff and community. This has ensured that the design teams along with the Technical Advisors, understand the likely constraints on each school and the likely impact on cost, phasing and decant strategies.
- 3.19.2 In addition to the above, we have been mindful of the position agreed with the LEP Business Plan, which is to provide the LEP with assurances with regards the Control Option proposals through the provision of the detailed Letters of Comfort from the Planning Department. These letters are based on planning policy and individual school site visits.
- 3.19.3 The above course of action is also in line with PfS 'Supplementary Clarification OBC Guidance' February 2008, sections 1.5.3 (a), Letters of comfort have been provided for all Wave 5 schools with the exception of CFGS, as well as verbal advice provided by PfS at design review meetings during this year.

### **3.20 Delivery of Strategy for Change**

- 3.20.1 Strategy for Change 2 sets out our strategic objectives and plans for improving educational provision and how it will positively impact young people. The OBC now brings the vision from SFC2 and explains how it will become a reality. Section 2.2 Key Estate Priorities has the SFC2 priorities and explains how we have applied these to designing our control options. Appendix 1A has the individual school workbooks and these show the application of SFC 2 and how the phases of design led to the current control options.
- 3.20.2 Our approach to Change and Transition Management will ensure that each school will have a plan that takes deliverables from SFC 2 and turns them into a living programme (Refer to Appendix 15). The schools, the Authority and other stakeholders will resource the plan to ensure transformation takes place in the BSF timescales. Because our BSF programme is not purely new build, our change and transition programme can be implemented as soon as the school and community engagement work is complete. The BSF change and transition team is already meeting to organise engagement and delivery, focusing on the first two waves of four schools.
- 3.20.3 Sport and Community are two significant workstreams in the BSF programme and engagement with the key stakeholders has already started. As our schools will become community hubs and the link between sport and community is strong, the more we can offer the community the more our SFC vision will be realised. Both the LA Community Plan and CYPP promote the expansion of shared sports and community facilities where schools will provide a significant contribution in terms of physical estate as well as opportunities for training, jobs and leisure activity. In addition the Olympic Strategy provides opportunity for broadening the sporting links through global sustainable relationships. Scoping work to prioritise community requirements is scheduled with the Local Area Partnership, Extended Services and Extended Schools teams all participating.
- 3.20.4 The clear links between SFC and the Wave 5 programme are demonstrated in section 2.3 Key Estate Priorities, and in section 3.2 Option Appraisal and Feasibility. Appendix 1A the individual school workbooks also demonstrates how the Control Options will meet the Authority and school needs as detailed in SFC2. The ability to build our Wave 5 programme around a central infrastructure and service provision model established for Wave 3 is key to achieving value for money across the entire programme, see section 5.47.

### 3.22 The FM OFFERING

3.22.1 Hard FM will be available by the LEP to all schools, but Soft FM is a variant that schools can decide to have, or they may decide to stay with their current approach to delivering this service. There are many benefits for schools to have all FM services provided by the LEP and the benefits and choices will be thoroughly discussed with schools as part of the change management process and stage zero engagement. So as part of this OBC is the commitment to a FM strategy and the allocation of the budget to meet these needs.

#### 3.22.2 Services required – Core hours

This Section provides full details of the level and scope of each Service as reproduced below. The following table illustrates how the school-specific range of service requirements will be defined and how it will indicate any deviation from the standardised documentation:

#### 3.22.3 Overview

Service	LA/school	LEP	Lead
Management Service	Part	Part	LEP
Cleaning Waste and Pest Control	Waste Yes	Yes	LEP
Security	Part	Part	LEP
Health and Safety	Yes	Yes	LEP
Buildings and Asset Maintenance	Part	Part	LEP
Grounds Maintenance	Part	Part	LEP
Energy and Utilities	No	Yes	LEP
Caretaking and Portering	Yes	No	LA/school
Furniture, Fittings and Equipment	Part	Part	LA/school
Catering	Yes	No	LA/school

#### 3.22.4 Aims and Objectives

The managed FM Service will be expected to achieve the following agreed levels of Service quality to meet the Authority's needs;

- Single point of contact between the School and the LEP.
- Proactive and responsive to requests for Service within agreed time-scales.



- Integration of all separate services.
- A way of working that fosters measurable, continuous Service improvement in line with educational objectives and Best Value; and
- Emergency situations.

3.22.5 The standards of Service being delivered under the FM Agreement will be determined by the Performance Requirements and Availability Criteria given under that agreement. Although they are given as absolute standards, we recognise that failures in Availability and Performance may occur from time to time. The Payment Mechanism is designed to take this into account and deductions will not apply where standards of Service are returned to the specified levels within the rectification periods.

### 3.22.6 Scope of Services

The scope of services supplied by the LEP shall incorporate the following:

1. A managed FM Service to support the operation of the school;
2. We recognises that the LEP needs to be afforded the ability to determine their own optimum proposals and methods by which to deliver services for each school in order to ensure that all the Availability and Performance Requirements are met. In so doing the Authority and school need to be reasonably satisfied that the LEP is in a position to achieve this delivery. Furthermore, the Authority and school need to ensure that such methods of working are integrated with the School Management such that it does not impinge on the delivery of the curriculum and performance of any community or third party activities and associated school functions;
3. The LEP is therefore required to develop and instigate Service Delivery Plans for the provision of Services. Whilst the Authority and school are to be afforded the ability to comment on these proposals this is not to be determined in any way as to diminish the LEP's responsibility to meet the requirements of the FM Agreement.
4. The LEP shall prepare Service Delivery Plans for each school. Such proposals shall describe the LEP's Facilities Management procedures and approach to meeting the requirements of the FM Agreement prior to Service Commencement. The Service Delivery Plans shall detail how the LEP intends to meet each of the Service Requirements detailed under the subsequent Service headings later in this Section. The Service Delivery Plans shall be updated throughout the operation of the Contract, and the Authority and the school's Representative shall be informed of any significant changes proposed to the Plans as noted in the Service Standards. The general specification information that follows in this section in the Table 1's give guidance on the content of the Service Delivery Plans and the issues to address within;
5. The Service Delivery Plans shall be written in such a way as to be comprehensible to a non-technical reader;
6. The Authority recognises that the LEP needs to be afforded the ability to modify these proposals over the concession period to implement new technologies and efficiencies so long as it is in line with the Service Standards and relevant Key Performance Indicators;

7. The Authority shall have the right to object to any proposals, which interfere with the education of the pupils and the delivery of the curriculum or in any way adversely affect the execution of the school's responsibilities;
8. Similarly, the LEP will have the right to amend procedures in order to incorporate any changes in which the school or Authority operate; and
9. The procedure for instigating agreement and modifications to the Service Delivery Plans is detailed in the FM Agreement but can be summarised as follows: The LEP shall develop, maintain and agree (annually) with the Authority and the School, Service Delivery Plans, setting out the overall generic proposed methodologies for Service Delivery.

3.22.7 However, notwithstanding that the LEP will be responsible for determining the method of executing each service to the required level and at the correct times, this does not imply that it will not be possible to have a single point of responsibility for a number of activities.

### **3.22.8 Services required – out of school hours**

3.22.8 The Authority's Requirements anticipate that schools will be used for educational provision during core school hours, and also outside of School hours for certain School functions. The Authority's Requirements contains provisions to reflect the requirement for use of the school facilities by the school during and outside core school hours.

3.22.9 In addition, a certain number of hours per year will be booked by the Authority and schools for Community Use during the year. Authorities must consult with schools to ensure that the number of hours booked reflects the anticipated community usage of schools through the period of the contract by the schools and by the community. However, it will inevitably be difficult to predict the actual requirement for community use with any certainty, and so Authorities should, in addition, agree a fair and transparent structure with the LEP for community use of schools in excess of the block of hours booked for this purpose, in the event that the actual requirement exceeds the anticipated requirement.

### **3.22.10 Quality of Fm services - Use of Key Performance Indicators and Service Performance Monitoring**

3.22.11 The LEP will be expected to deliver all services and make available all areas to the levels and standards detailed within the relevant parts of these Authority's Requirements throughout the specified Required Periods and periods of Community Use (where applicable).

3.22.12 The sections below detail the service specification and performance requirements for this project. Each service requirement has a corresponding Key Performance Indicator that describes the criteria used to determine whether the FM Service Provider has delivered the Service to the standards required. The KPI's provide the basis on which the FM Service Provider's performance will be measured and on which deductions to payments may be made.

3.22.13 Each KPI is allocated two Performance Monitoring parameters:

- **Frequency** – this states the time period over which the KPI will be monitored

- **Method** – this states how and by which party the monitoring shall be conducted

### 3.22.14 Overall Quality

3.22.14 Work undertaken and services provided by the LEP will required to conform to the below general quality issues:

- All work undertaken by the LEP shall be in accordance with the requirements of relevant Legislation, Good Industry Practice to appropriate professional and technical standards and comply with the requirements of the appropriate professional bodies or Institutions, including guidance notes and codes of practice where applicable;
- The LEP shall exercise all reasonable skill, care and diligence in the discharge of the duties required by the FM Agreement;
- The LEP shall provide adequate supervision of the staff employed by the LEP (or persons under their control);
- The LEP shall ensure its employees (or persons under their control) are made aware of and implement all relevant standards and new legislation;
- All staff shall be made aware of relevant policies and requirements of the school and Authority or a relevant user organisation of the school's facilities insofar as they may apply during the delivery of services;
- The LEP is to ensure that their own personnel and those employed within its supply chain meet the following requirements;
  - Staff that are providing services at the school, including those employed by sub-contractors, are suitably qualified, trained and experienced;
  - Staff based on site that have passed the necessary level of security checks (those who have not had clearance checks or are visiting should be accompanied around the site at all times by one who has);
  - All Service delivery staff (including sub-contractors) shall carry and display clear identification whenever they are on the school premises; and
- The LEP shall operate a quality assurance system covering the delivery of all services to the requirements of ISO 9001 and ISO 14001 or such similar standards as approved by the Authority.

### 3.22.15 Implementation of services

3.22.16 When providing any of the required services or carrying out any works associated with the service obligations the LEP shall, where possible:

- Ensure that such works do not disturb curriculum delivery or other functions of the school<sup>1</sup>; and
- Inform the School representative prior to the start of the school day as to any non-compliance of the facility with Availability and Performance Requirements.

### **3.21 ICT Service Provision**

- 3.21.1 We intend to build on the successful implementation of the Wave 3 ICT Managed Service and further extend the connected collaborative grouping of schools to cover all the Secondary schools in Tower hamlets. This is further enhanced by taking best advantage of developments in the services provided to schools by the London Grid for Learning in combination with additional and complementary services available from the ICT services provider Ramesys.
- 3.21.2 The ICT infrastructure and learning platform, supported by a powerful and flexible Management Information System (MIS), will give teachers immediate access to data, inform parents and carers of progress, allow the convergence of information and resources and provide real and virtual personalised learning experiences.
- 3.21.3 Infrastructure alone will not provide a complete solution; pupils are engaged through a blend of computer and human interactions. Tower Hamlets will support the development of classroom professionals' skills in the use of all technologies, so that they can focus on their core functions of teaching, learning and innovative curriculum development with confidence and are equipped to meet the learning needs of all pupils. The change management strategy includes continuing professional development that embeds a sound pedagogical approach for all classroom professionals.
- 3.21.4 The implementation of the solution is based on the expansion of the Central Server Farm and Schools continued use of the London MLE, which they have been using for a number of years prior to the onset of this wave if the BSF. The solution also provides additional services to schools from locally based servers, systems and applications. The maintenance and support of the solution is provided by a Helpdesk, School Based Technicians, Network Technicians which together form the Full Managed Service.
- 3.21.5 Schools will be able to address local requirements by the allocation of the Schools Choice budgets which will determine the exact descriptions of how the specific needs of individual schools are met by the solution. The Wave 3 schools used this funding to their advantage, supported by the Transformation Managers and the LA, when determining the provision of devices to learners, applications for the delivery of the curriculum content and addressing school specialisms. The same process will be employed with the Wave 5 schools.
- 3.21.6 Given the close proximity of the start Wave 5 from the start of Wave 3 the duration of the ICT Service Contract for Wave 5 can be delivered within the Wave 3 contract period. Under current programme plans both contracts will end at the same time in April of 2015. This will mean that there is no need to partially extend Wave 3 in order to ensure that both contracts end at the same time. Any possible extension of the Managed Service beyond April 2015 would then be predicated on the whole estate rather than on two separate waves, which creates a more attractive and feasible proposition to potential suppliers.
- 3.21.7 The ICT Managed Service for Wave 5 will be implemented in the same manner as for Wave 3 with Early Services available to schools ahead of the Full Managed Service and remain affordable within the £120 per pupil, per annum contribution. When schools enter into early service their contribution will begin at the £120 rate. Early Services will be supplied purely from the Central Service with no change to the school ICT infrastructure and as such will be a limited range of services under a reduced performance regime. For the Wave 5 schools the developments of the interrelationships with the services provided by LGfL will have reached a stage of maturity during Wave 3 implementation that allows new users to take full advantage of

them in collaboration with the services provided by the LEP. The LGfL services will enhance the Early Service offering to give schools the option to being transforming their use of ICT ahead of the construction programme.

3.21.8 The Full Managed Service will involve the school ICT systems being taken under the control of the Managed Service, local ICT Technical Staff transferring to the Managed Service Provider and the full BSF performance regime being applied. At least two of the Wave 5 schools have no construction works to consider and therefore could move to Full Service as soon as possible after Contract Close.

### **3.22 Early Services in detail:**

3.22.1 The Early Services will be provided free to schools, paid for by us. The service will be delivered to a reduced set of performance measures as detailed in the ICT Payment Mechanism document. The service will include the following elements which will all be provided from the expansion of the existing Wave 3 Central Server Farm.

1. Identity Management (Single Sign On) which will provide a single username and password to allow access to all other applications and systems. At this time this will be to external systems only as the schools' existing networks will not have been included in the service at this time.
2. Learning Platform which will be the common interface to the following services:
3. Helpdesk – dealing with Early Services only- any school based issues will be dealt with by the team that currently provides this service.
4. LGfL services:
5. e-mail – Microsoft Exchange E-mail system provided to staff and students under the LGfL services
6. Frontier MLE and Learning Content
7. IP telephony system – Access to a common telephony systems to reduce call costs and increase functionality and capability across all schools
8. Learning Content funds – There is a project budget for additional learning resources which each school will be able to take advantage of once in the service.
9. Broadcast Technology (Video on Demand) – the ability to store audio/video resources and have them distributed across the school – the viability of this service in schools ahead of Full Service will depend on the specification of the existing network infrastructure.
10. Remote Access – files and data will be available via the Central Server Farm to enable staff and students to work remotely from the school site.
11. School Website Hosting – existing school websites can be migrated to this service in order to be kept within the overall service.
12. MIS applications and data migration services – Central management of the MIS systems that are in use in schools at present.
13. Transformational Services – assistance with development planning, training and innovative thinking in the form of dedicated staff from the service provider.

### **3.23 Chargeable Services outside the BSF funding:**

1. Schools Choice Catalogue – A common catalogue of equipment and software at competitive pricing that will be able to be transferred into the Full Service when the time comes.

2. Bespoke maintenance and support facility – Technical assistance should schools require additional local support.
3. Bespoke training and classroom support – CPD and classroom support from dedicated experienced staff should schools require additional resources.

### **3.24 Full Service in detail:**

3.24.1 This is the Full BSF ICT Managed Service that is provided within the annual subscription of £120 per pupil place per year. This service will come into force once the majority of the school site has received new ICT infrastructure and the existing Server Room has been upgraded to meet the requirements of the Managed Service delivery.

3.24.2 The Full service will include all the services in the Early Services plus the following:

- Identity Management (Single Sign On) to all services, including those based within individual schools systems.
- Learning Platform access to all systems and applications including remote access to selected user data that will be copied to the Central Servers as determined by schools.
- Full Data Migration services for all critical data including MIS data and school management data. This data must be on a school Server in order to be included in the migration process.
- Data Backup facility to provide a secure, off site facility for daily backups of the network data.
- Disaster Recovery providing a resilient storage facility by which to recover from major disasters within 7 days
- Virus Protection on all equipment.
- On-Line Security protection with school related Internet Filtering
- Full BSF level maintenance and support service for the whole of the contract period
- Admin and Curriculum Software integration via the Learning Platform and integrated networks
- Implementation of the Local Choice provision in order to more closely address the individual needs of each school
- E-Registration application to provide a common application to record attendance that will be integrated with the MIS systems
- Access Control as appropriate to the design of each school to keep schools safe, secure and happy places for staff, students and parents
- Cashless Catering systems integrated to the network systems.
- CCTV for Curriculum Use and for Behaviour Management if required, to be provided on a school by school basis through Local Choice
- Specialist Equipment support for subject specialism and for Special Needs provision, agree individually with schools under Schools Choice.
- Transformational Services provided to better match the Service to the needs of schools and to enable staff and students to get the best from the systems and services, which will include the following elements.
- Initial Training

- Operational training
- Curriculum training
- Administrative Training
- Innovation development
- The exact mix of these transformational elements will be decided by each school in consultation with the Transformational Manager and recorded annually on the school's Annual Training Plan.
- Training and classroom support in order to support schools as they implement their ideas and develop their capability with ICT.

### **3.25 Project Implementation and Management**

3.25.1 The project development, implementation and operational management will be delivered by a diverse team which will have experience of the Wave 3 delivery and will be as outlined below.

3.25.2 Project Management Team:

- Partnership Manager – reporting to the LEP and the person responsible for the project delivery
- Programme Manager – reporting to the Partnership Manager and responsible for the implementation phases.
- Project Managers – Four people - reporting to the Programme Manager and responsible for implementation of specific schools and the CSF.
- Senior ICT Technical Consultants – Reporting to Project Managers and responsible for the Central Server Farm and/or individual schools.

### **3.26 Implementation team**

- Educational Transformational Manager – reporting to programme manager and responsible for the educational quality of the solution being delivered.
- Innovation Manager – reporting to the Programme Manager and responsible for maintaining the relevance and capability of the solution.
- School ICT Inclusion Consultants – reporting to the Programme Manager and responsible for ensuring the adequacy of the provision for all users, particularly the Special Needs provisions.

### **3.27 Operational team**

3.27.1 Central and Area-Based On-Site Resources:

- Service and Support Manager – responsible for the delivery of the daily operations in post from Wave 3.
- 2 Mobile ICT Technicians – providing maintenance and support cover in addition to the school based technicians.
- School Based Technicians – site specific staff providing the day-to-day support and maintenance.

### **3.28 Helpdesk provision:**

3.28.1 Helpdesk Manager, leading a team comprising of:

- 2 Team Leaders
- 6 Third Line Engineers
- 8 Second Line Engineers
- 10 Helpdesk Engineers

3.28.2 This team take and record calls and issues and support the school based staff in the resolution of these issues.

### **3.29 Service Performance Management**

3.29.1 The Service will be monitored on two fronts, one being the availability of equipment and services and the other being the performance of the service against certain agreed monthly and annual targets.

3.29.2 The availability of devices such as desktop pc's, laptops and peripherals will be measured against the speed that problems are resolved when they arise. An example for a desktop pc would be that the target resolution time is 30 minutes from the time that the Helpdesk call is registered. If the pc is not back to full working order or a replacement device provided within the resolution period this will be recorded and a penalty deduction made against the service charge for that month. Should the issue remain unresolved for an extended period the deductions would be applied repeatedly until full resolution is confirmed by the person who raised the call. The service provider carries spare stock to ensure that they can meet the availability targets, which also ensures an effective and responsive service to schools.

3.29.3 Key Performance Indicators (KPI's) apply to the service and are reviewed each month against agreed minimum levels of performance. One example is KPI1, which deals with disruption to teaching and learning. Should the Managed Service technicians be undertaking routine, planned or urgent maintenance that creates issues with the effective delivery of teaching and learning such incidents will be recorded and assessed against the criteria to determine if a deduction is warranted. An example would be that a room was taken out of use without due notice or communication with the teaching staff and a teaching session had to be delivered in an unsuitable location.

3.29.4 There are various other KPI's dealing with the performance of the different elements of the service, which as a whole are designed to incentivise the service team to deliver a responsive and effective service this is not just a penalty scheme.

## **4 Value for Money**

4.0.1 Our approach to Value for Money and Affordability has been rigorous and robust. We do not have provision to fund additional requirement and have limited scope for diverting resources between programmes. As such, it has been necessary to exercise considerable control over the programme to ensure that the overall project remains affordable within an agreed Authority financial commitment and can be assessed as providing good value for money using both explicit HM Treasury protocols and more traditional assessments of value and resource commitment. Because this programme has no PFI the Treasury models have not been necessary to apply in this OBC, whilst the other elements of the project will be tested using competitive procurement and benchmarking.



- 4.0.2 Current financial allocation (FAM) was distributed to each school across wave 5 in as 50% new build, 35% Refurbishment and 15% Refresh. We have now reallocated the capital funding across the programme and instead of providing a straight allocation as the FAM has we have allocated funds across the wave. This provides all schools with a value for money allocation. Each school has been reviewed in light of asset information, surveys, etc. and current allocation across the wave; this allows for affordability issues and site constraints.
- 4.0.3 The value allocated in the FAM for our New School is £37m (this includes the projected start date of 2012, and allows for inflation) the school is for 1200 students and will be part of the 6<sup>th</sup> form offer for the east of the borough. The additional post 16 places of 850 are distributed throughout key schools as per the school grid. For type 5 places we operate on the basis of fully inclusive schools, with special schools (of which there are 4) providing for those students at the extreme end of special needs spectrum. Inflation has been projected to reflect start dates now as agreed with Bouygues, our selected bidder.
- 4.0.4 The above have been agreed as part of the PPP report and have been subject to interrogation by PfS.
- 4.0.5 We are not seeking PFI credits for the Wave 5 schools because the majority of the schools are a mixture of new build, refurb and refresh. In the main, the schools are below 50% new build per site, due to affordability issues and site constraints.
- 4.0.6 The authority will review the use of PFI credits for the new school, as part of the vfm assessment in the development of the OBC for the school. We will consider the use of the LEP we will negotiate with them to procure the new school, including the possible use of PFI credits but this need careful consideration and planning
- 4.0.7 Summary of Procurement Route for Wave
- 4.1.1 As a repeat authority, we will have already OJEU for our partner and for the creation of the LEP. We have closed dialogue and recommended Bouygues as our selected bidder. This allows us to implement our programme in an efficient fashion, and it is for this reason we are seeking PfS support in securing Stage 0 support for the first 2 phases of W5.
- 4.1.2 The authority have set up the LEP, including Design & Build/ICT/Facilities Management, it has been based on benchmarking of two sample schemes (BGTC and St Pauls Way School) the funding for these schemes were grant. It is for this reason we are proposing to deliver the rest of the programme (with the exception of the new school) through the use of grant funding and not PFI credits.
- 4.1.3 The VfM of the Design and Build (D&B) contracts and the ICT Projects has been tested throughout the procurement phase of the project and will be demonstrated at Final Business Case.
- 4.1.4 In December 2006, the DCSF decided that Tower Hamlets BSF programme would receive its second tranche of funding in wave 5 (FY 09/10). In order to secure this tranche of funding, we required to submit a:
- Strategy for Change (SfC) Part 1 (an updated Education Vision);
  - Strategy for Change (SfC) Part 2 (an updated Strategic Business Case); and
  - An Outline Business Case (OBC).

- 4.1.5 Wave 5 (6 schools) construction commencement is planned for March 2010. With Wave 3 established the Wave 5 schools will be managed by means of the new projects approval process (See Appendix 11). This appendix will provide the detail of how the process will work for wave 5 and for any future new projects we may wish to use the LEP to provide.
- 4.1.5 The original budget for this project is £5.2m, with the increase of the funding envelope this is now under review. It should be noted though that the BSF team is embedded and a key team within the Children's Services. The Service Head is part of the Children Services Directorate Management Team, and supports the direction and decision making of the Children Services Department.

## 4.2 KPI's, Targets and Measurements

KPI's were originally drafted at high level and agreed and signed off in October 2006 as part of the Wave 3 Strategic Business Case. In developing the tender documentation for the Wave 3 procurement, the KPI's have been updated to reflect the annual review of the CYPP 2006-09, recently agreed Local Area Agreement (LAA) targets, being mindful that they are applicable to the estate as a whole. The resulting Collective Partnership Targets (CPTs) are currently being negotiated and refined with our potential Selected Partner and they will be signed off at contract/financial close in December 2008.

The obligation will then be with the LEP to review the CPTs annually in line with its responsibilities in the Strategic Partnership Agreement (SPA), this will take into account annual reviews to the CYPP. The CPTs for Wave 5 will be added to this Wave 3 programme. KPI's will be further reviewed over the next six months as part of our planning for the development of our new Children and Young Peoples plan 2009-2012. We currently monitor progress towards our targets in our CYPP through strategic monitoring groups linked to the ECM themes. Our theme groups are all led by senior LA or PCT officers and have school, business, third sector and wider stakeholder representation. The theme groups report in turn to the Children and Young Peoples Strategic Partnership Group and progress is then signed off by our Local Strategic Partnership.

We will monitor the contribution of the contractual arrangements to support the KPI's through the LEP. Through the BSF programme, the important contribution through contractual arrangements will be reported to and monitored by the LEP as well as feeding into the Strategic theme groups.

## 4.3 Procurement History

- 4.3.1 Wave 3 is currently in the procurement phase and wave 5 in the development phase. Wave 5 will be managed by adopting the new project approval process (See Appendix 11) this funding includes ICT investment and will be entirely capital grant, which will be finalised at Final Business Case (FBC) see section 5.4.2 for financial allocation.

### 4.3.2

Item	DCSF Wave 5 Timescales
SfC Part 1	September 2007 – May 2008 (Completed)
SfC Part 2	October 2007 – August 2008 (Completed)
OBC	September 2008
Programme Funding	FY 09/10

4.3.3 PfS/DCSF has confirmed that funding for Wave 5 will be delivered through the Standards Fund and there will be no PFI credits in this programme. The current procurement path has not followed the existing guidance for delivering 0 to 70% new build by the PFI route because the wave five schools are being delivered by a multi-phased programme, and because the risk of latent defects on the remaining floor area may be higher than is the norm for PFI delivery.

4.3.4 The Education Vision was approved by Cabinet on the 8 February 2006 and was approved by DCSF on 14 June 2006. The Wave 3 Strategic Business Case (SBC) was submitted to Cabinet on 7 June 2006 and was submitted to the DCSF on 31 July 2006. Wave 3 funding (approx £80m) was therefore approved by the DfES in February 2007. The Outline Business Case (OBC) was ratified by Cabinet on 8<sup>th</sup> November 2006 and approved by the DCSF on 6 February 2007

4.3.5 In August 2008, PfS confirmed the Tower Hamlets allocation of funding taking into account, indices, projected pupil allocation and planned start on site dates. This confirmation of funding will update the June 2006 allocation, with £219,287,019 allocated for Wave 5 and the new school, including funding for ICT investment. These figures will be inflated to include projected start dates, as well as to include a new 8FE school, 850 additional 6 FE places. Swanlea School was previously excluded from the funding envelope as PfS deemed it to be a new school, as it was built between 1991 and 1992 and opened in September 1993; they have however following discussions confirmed funding will be available for the school as it is now outside of the fifteen year limit for new school status.

4.3.6 The OBC is due to be submitted to PfS in October 2008 following Cabinet approval.

4.3.7 The works in the programme will be procured as below:

<b>School</b>	<b>Status</b>	<b>% of new build</b>	<b>Procurement route</b>
Central Foundation	VA	38%	Conventional
Phoenix	Community Special	38%	Conventional
Oaklands	Community	50%	Conventional
Sir John Cass Foundation and Redcoat	VA	50%	Conventional
Morpeth	Community	50%	Conventional
Bowden House	Community Special	50%	Conventional
Beatrice Tate	Community Special	50%	Conventional
PRU	PRU	50%	Conventional
Langdon Park	Community	38%	Conventional
Stepney Green	Community	38%	Conventional

Swanlea	Community	50%	Conventional
Bow boys	Community	38%	Conventional
New School	Community	100%	Conventional
Mulberry	ICT only	n/a	n/a
Bishop Challoner	ICT only	n/a	n/a

#### 4.4 The PFI Projects

- There are two existing PFI contracts in Tower Hamlets which relate to the provision of Education. The first, and largest, is the Grouped Schools PFI contract. This will be introduced in full later on in this section. The second, is a single school PFI – that of the Mulberry Girls' School PFI.
- LBTH entered into a Project Agreement for the design construction, financing and servicing of accommodation for Mulberry Girls' School on 15 May 2002 pursuant to the Private Finance Initiative. The Project Agreement was entered into with D4E Mulberry Limited.
- It is proposed that Mulberry School will benefit from an investment of £2,063,35 for ICT Hardware. There will be no capital works carried out on this school via the BSF programme.

4.4.1 Given that there will be no capital works carried out as a result of the BSF investment, the interface between the BSF programme and the existing provider will focus on marrying the Payment Mechanisms for the existing PFI provider (and their Facilities Management obligations) and the LEP (for the provision of the ICT Managed Service). Any changes to the existing contract as a result of this interface will be contained as a variation to the current contract.

#### 4.5 The Grouped Schools PFI

4.5.1 LBTH entered into a Project Agreement for the design, construction, financing and operation of accommodation for 27 schools (reduced through amalgamation and closure of sites to 25) pursuant to the Private Finance Initiative with TH Schools Limited Partnership on 28 June 2002. In 2003, the funder of that Project, Abbey National Treasury Services Plc, decided to leave the market for funding PFI projects and on 15 October 2003, the principal building sub-contractor of TH Schools Limited Partnership, Ballast Plc, was placed in administration. TH Schools Limited Partnership agreed to terminate the former Soft Facilities Management Contract with Rentokil Initial Management Services Limited on 3 October 2004, and a new facilities management contractor, GSL UK Limited, was appointed with effect from 4 October 2004. As a result, the Group Schools PFI Project was restructured and signed with Babcock and Brown (Tower Hamlets Schools) Limited. Balfour Beatty is the principal building sub-contractor, GSL UK Limited is the facilities management contractor, and the senior funder is Sumitomo Mitsui Banking Corporation Europe Limited.

4.5.2 The original capital value of the project was £88.5m, subsequently reduced to £44m and the schools included in this transaction are **Phoenix**, Columbia Primary, Virginia, Clara Grant, Children's House, Wellington, Columbia Market, Marion Richardson, Old Ford, Stewart Headlam, Harbinger, Ben Johnson, Harry Roberts, Bonner, **Bow Boys**, **Central Foundation**, Lansbury

Lawrence, **Langdon Park**, Old Church Infants and Juniors, Olga, Osmani, Redlands, **Stepney Green**, Susan Lawrence Infants and Juniors and Thomas Buxton Infants and Juniors. Of these, five are secondary schools (refer Table 4.6.3).

4.5.3 The construction phase has now completed and the services being provided to these schools by TH Schools Limited Partnership include accommodation provision, security service, utilities supply and energy management, building fabric and services maintenance, environmental management, horticulture, cleaning, pest control, waste management, disaster management, fire and emergency management and help desk.

4.5.4 The Group Schools PFI Contract has a term of 25 years and hence is due to expire on July 2027 for Batch One Schools, August 2027 for Batch Two Schools and September 2027 for Batch Three Schools.

4.5.5 The original investment to the secondary schools within this contract was £15m; thus, during the SBC phase of the wave 3 programme, it was agreed with PfS that additional investment was required on these 5 schools as part of the BSF programme. The total amount of investment agreed at SBC was as follows:

School	Capex (£)(including inflation)	ICT Hardware (£)
Central Foundation Girls School	15,760,167	2,038,700
Langdon Park	15,224,619	1,305,000
Stepney Green	9,183,590	1,305,000
Phoenix	5,387,021	43,500
Bow Boys	5,512,105	1,087,500
<b>Total</b>	<b>51,067,502</b>	<b>5,779,700</b>

4.5.6 **Interface with the Group Schools PFI:** The strategy for managing the interface BSF/PFI and negotiations with the provider and the Shadow LEP are underway. Options will be presented to Cabinet in order to justify any additional funding that may be required to make changes to the existing PFI contract.

#### 4.6 The Conventional D&B Projects

4.6.1 In August 2006 it was agreed with the DCSF, PfS and PUK that the LBTH BSF programme would be procured as a D&B project, this was the basis of the OJEU and the selection of BPEC (Selected Partner). In addition to this, the sums of money identified in the SfC2 are the funding allocation to the authority and not the individual funding envelope, which brings the funding for individual schools below the threshold for PFI. The authority has expressed agreement for the use of PFI credits for the new school, which is a complete new build. The programme has been procured on the basis of D&B benchmarking. We will also need to decide if using PFI credits for the new school, how they can be delivered through the LEP. All other schools within the BSF programme will have a less than 70% new build element. The 2006 FAM also allocated less than

50% new build to the Wave 5 Schools and the 08 FAM allocates funding across the wave and no on a school by school basis. However, this still means that individual schools will again have less than 50% new build as part of their programmes.

- 4.6.2 The BSF estate will be procured through traditional D&B contracts working through the LEP which are exempt from Treasury VFM guidance. The competitive procurement process undergone for the sample schemes is the vehicle for delivering VFM to us. The price submitted by the bidders was evaluated against benchmarks provided by technical advisors and validated by PfS. The competitive process will be reviewed at the FBC stage, supplemented by benchmarking of the final price by the Authority, as appropriate
- 4.6.3 The LEP is the LBTH value for money method of delivering the Wave 5 programme. The LEP (See Sections 2.4 and 6 and Appendix 20) will use a structured approach to delivering new projects (See Appendix 11 – New Project Approval Process), a two staged process where VFM must be demonstrated at each stage.
- 4.6.4 The Wave 5 funding, including ICT investment, is entirely capital grant. There are both capital and revenue costs to provide ICT. The programme funds £1450 per pupil for the creation of the managed services and related hardware and the revenue cost is £120 per pupil. The total funding requirement for Wave 5 is £219,287,019m, £199,495,969m for construction and £19,791,050m for the ICT managed service.
- 4.6.5 Appendix 6 The Financial Allocation Model (FAM) shows BSF prioritised spend across the Wave 5 programme.
- 4.6.6 The LBTH Wave 3 funding (approx £80m) was approved by the DfES in February 2007, following the submission of Strategic Business Case and an OBC.
- 4.6.7 The OBC approval process and the appointment of the LBTH preferred supplier in the form of the LEP, ensures value for money and quality of service by the agreed use of Key Performance Indicators (KPI's) these will cover:
- Quality
  - Partnering
  - Customer Satisfaction
  - Added Value
  - Timeliness.
- 4.6.8 Performance targets have also been set for continuous improvement for each the KPI's. We have reached a commercial agreement with BPEC which provides for a Guaranteed Minimum Saving (GMS) over the life of the programme. The LEP will provide FM and Lifecycle for each school and thus will ensure efficiencies by using the LEP's economies of scale and expertise of delivering these services to the commercial world. Headteachers and Senior school teams will also be released from asset based work to focus on core activity.
- 4.6.9 A Value for Money assessment of the Wave 5 D&B Projects will occur at Final Business Case (FBC) stage whereby the target price and maximum price submitted by the LEP will be benchmarked by the Council as part of the Stage 1 and 2 approval process. The benchmarking process at FBC stage will include an evaluation of the target price and maximum price submitted by the LEP against benchmarks provided by the Council's Technical Advisors. These will be assessed using the area and cost guidelines issued by PfS. The Council will adopt in full the PfS

guidance for benchmarking non-sample scheme projects proposed by the LEP in the following areas:

- Whole life costs (including construction, lifecycle and FM costs)
- Finance Costs
- LEP related costs
- Optimise and manage risk allocation

DRAFT

4.6.10 We will ensure that where the LEP's costed proposals fall within an acceptable range, based on benchmarked data, then the project will be considered to be value for money, unless the consideration of project-specific issues/anomalies generates a different conclusion. This approach will be supplemented by requiring the LEP to demonstrate that it can deliver Value for Money, for example through market testing and the configuration of its supply chain in close consultation with us and other LEP partners. The proposed delivery using external partnerships through the LEP allows an opportunity to share risks associated with such a project. The LEP is further expected to ensure continuous improvement within its delivery of the agreed projects.

#### **4.7 VFM & DQI**

4.7.1 Quality and value for money at design stage will be established by using the Design Quality Indicator (DQI) process, details of this process can be found in section 3.3 Design Process Protocol.

#### **4.8 The ICT Project**

4.8.1 The Treasury guidance on Value for Money is not applicable to ICT contracts in BSF programmes. However, the FBC will demonstrate value for money by showing that throughout the operational phase of the Wave 3 provision and during the procurement process for Wave 5 we have continued to measure the 'on market' cost.

4.8.2 The ICT programme provides for a total hardware spend of £25,991,250 of which £6,200,200 is allocated to wave 3 schools to be funded by Supported Capital expenditure. The remaining funding is to be supported by Capital Grant and is earmarked for the 14 schools and the PRU grouped within the Wave 5 Programme. The Authority, by the S151 Officer Letter of Support, will confirm its commitment to meet these costs.

4.8.3 Schools have also in principle agreed to fund the lifecycle costs of the ICT programme through their own revenue streams. This equates to annual funding of £120 per pupil over the initial 5 year contract proposed for the Managed Service programme.

4.8.4 We are keen to ensure that best advantage is being taken of the continued developments in the services provided to schools by the London Grid for Learning in combination with additional and complementary services available from the ICT services provider. These services are very cost effective and have levels of resilience far above that which a single LEP could provide within the costs.

4.8.5 The full description of the ICT service can be found in section 3.7 ICT Service Provision.

4.8.6 The following proposed VFM benefits will have been established during Wave 3 and further developed into Wave 5 therefore covering all schools:

- Provision of a comparable ICT service for all learners in the borough – controlled levels of investment where young people all have the same standards irrespective of school or establishment;
- Easier migration of learners between schools allowing them to take advantage of opportunities outside of their own school (particularly with regard to the 14-19 agenda and best use of the London Managed Learning Environment facilities), without a consistent approach to migration pupils would require duplicated equipment and services, hence the need for a managed, VFM service;



- Better value for money by aggregating ICT needs and allowing coordination of the purchasing of equipment and services, economies of scale offered by the ICT provider give constant VFM which will be benchmarked by us and LEP; and
- Consistent availability of high quality, education-focused ICT support to teaching and learning. A managed ICT service has a 15 minute equipment replacement procedure where problems cannot be resolved. This ensures teachers and learners do not have to reschedule learning wasting educational time and resource.

4.8.7 Continuous improvement of the Managed Service throughout the operational phase of Wave 3 will result in service efficiencies that will be included in the Wave 5 provision as standard. The Wave 5 requirements and contract documents will be developed from the Wave 3 standard documents in order to ensure consistency of the solution and maximisation of the benefits to be gained from the fine tuning of the service during Wave 3 operational delivery. Hence, the Wave 3 programme will ensure lessons learnt regarding VFM and operational delivery are updated to enhance the Wave 5 provision.

4.8.8 Based on value for money and quality, all Schools participating in Wave 5 of our BSF programme have indicated their willingness 'in principle' to sign up to a 5 year ICT Managed Service (see Appendix 9 ICT letters of Intent), although this will be subject to final agreement of the LEP's proposals by each governing body.

4.8.9 We will continue to press our supply chain for a transformative, flexible, wholly localised and appropriate Managed Service to meet and exceed the needs of our schools and wider community stakeholders. We will build on the ICT Managed Service offer by extending it into our primary schools through the primary capital programme, and ensuring that the interfaces between extended schools, the youth service and 3rd sector partners works efficiently. Again, this expansion will provide primary schools with a proven ICT delivery method and by adding additional scale the ICT provider will be able to review VFM across its programmes.

4.8.10 The funding analysis underpinning the ICT Solution Appraisal will be based on a number of evaluation criteria as listed here:

- The unit cost per items is based on current supplier prices.
- A mandatory revenue contribution of £120 per pupil per year from schools in the BSF programme.
- That equipment proposed will support the performance requirements of the ICT managed service, and that alternative equipment will also be suitable;
- The Managed Service Provider will be able to secure bulk purchase discounts on the indicated prices. (Any bulk purchase savings would be ploughed back in to the schools choice, enabling the purchase of additional equipment);
- That a nominal allocation has been made for refresh within the 5-year funding model, however, flexibility around transferring equipment and when to spend school capital allocation will allow for focussed equipment refresh. Some additional refresh funding could also be realised through bulk purchase discounts. Schools therefore may wish to consider the payment of additional sums above their mandatory revenue contribution (particularly where they have been spending above this level) to ensure refresh funding is sufficient to leave a legacy of high quality up to date equipment at the end of the 5-year Managed Service period;
- In practice in this market the real unit cost of items will tend not to increase over the life of the Managed Service yet the specification should improve.

4.8.11 The ICT Managed Service enables schools to achieve further VFM by procuring ICT equipment from the supplier prior to entering the ICT contract. Not only will the schools benefit from the purchasing power due to scale but they will also be assured that the supplier/ICT provider will transfer the equipment over to the Managed Service at the start of the Full Managed Service at their site.

## **5 Affordability**

### **5.1 The PFI Projects**

5.1.1 This OBC contains no PFI; therefore this section does not apply.

### **5.2 The Conventionally Funded Projects**

5.2.1 The 2006 BSF Financial Allocation Model (FAM) provided £103M (including inflation linked) to deliver the programme, excluding ICT. This has now changed and the 2008 FAM has a value of £199M (including inflation linked). As stated earlier in the document, this has been due to pupil place planning projections, type 5 and post 16 projections. The Key Estate Priorities and the control options have been updated to reflect these changes.

5.2.2 Over the last two years, since the original FAM, the BSF team has engaged closely with schools to develop individual visions and work closely to develop control options. Diligence work in the form of surveys has also been carried and continues, in order to establish abnormalities. This additional detail has meant that the original percentages allocated to new build, refurbish and refresh have changed, as the allocation has now been applied across the wave. The current levels of new build, refurbish and refresh are more closely aligned to the PfS guidance of 50% new build, 35% refurbishment and 15% Refresh and, as stated, have been applied across the wave as opposed to school by school.

5.2.3 Population growth and projected population growth have indicated the need for an additional 850 sixth form places. The 850 additional places include 300 sixth form places at the new school. The 2008 FAM now accommodates these additional 850 additional sixth form places within the control options shown as a new school (OBC to follow)

5.2.4 The funding envelope for individual schools in wave 5 is shown in the table on page 8 and the executive summary.

5.2.5 We are committed to work within the funding envelope provided by PfS. The schools have committed to their revenue contributions as part of the ICT and FM services, and this is supported by our technical advisors Gleeds to ensure that there is no affordability gap. Control options have been closely monitored to ensure that Architects design within the parameters of budget and again supported by Gleeds so that abnormalities costs are accounted for and designs prioritised so that changes and rescopeing can be made if QS costs are higher than FAM allocations.

### **5.3 Capital Value**

5.3.1 The overall capital cost of our entire BSF programme is met within the PfS funding envelope. Wave 5 projects (set out below) make up £177m (funding start) of the overall BSF funding envelope. There are no gaps between the estimated cost and the agreed level of funding as control options were designed in accordance with allocated sums. Where any cost overruns begin to emerge as part of the design development process the Council will require the LEP, in conjunction with the Authority and the individual school, to rescope the projects and implement a regime of value engineering as appropriate before approving any of the LEP's project proposals.

Throughout the design process the architects have prioritised design, working with Gleeds our cost consultants, in order to make rescoping easier if it were to occur. By managing and allocating risk in this way we ensure time and money are saved and school expectations managed.

- 5.3.2 The proposed project delivery will, as with Wave 3 sample schools, be on a targeted Cost Contract basis with the Guaranteed Maximum cost being set at the funding envelope for each school. Again, should unforeseen costs arise during the construction phase (e.g. Abnormals), these costs will be managed by refining and prioritising the design to ensure that the original affordability is not exceeded.
- 5.3.3 Our Technical Advisors Gleeds do not anticipate any overall affordability gap in the overall programme including external works and abnormalities. Where specific abnormalities have been discovered they are included as separate items from the standard 5%, 9% and £400k abnormalities allocations.

#### **5.4 Lifecycle and Facilities Management (FM) costs**

- 5.4.1 Our current FM and Lifecycle strategy sees each individual school responsible for their own solution; with the existing PFI schools receiving a coherent delivery from the PFI provider. Through the procurement phase and competitive dialogue programme the authority is seeking to secure a revised approach to FM and Lifecycle services. Negotiations at the competitive dialogue stage, and as part of the continuing development with each school will see a central and a 'local choice' service that each school can sign up to. LBTH is showing its commitment to the long term maintenance of the BSF Capital expenditure by putting in place an integrated strategy for the design and build and ongoing maintenance of the assets through the LEP. The Lifecycle Plan will see the LEP contracted to carry out maintenance works (through their contractual exclusivity for any works below £250), whilst the Authority will manage the risk of the Lifecycle fund. Hard FM will be included within the scope of the LEP. Given the range of provision, soft FM services will be included as a variant solution in order to offer a 'local choice' option to schools. As part of the continued engagement within Wave 5 the extent of the level of FM services will be discussed individually with schools during the OBC and NPA process.
- 5.4.2 Both our in house and external technical advisors have identified a thorough lifecycle profile at a typical secondary school and identified costs associated. This figure has been verified by reference to, PfS guidance and information from other operational PFI and BSF programmes.
- 5.4.3 We are confident that the level of expenditure included in the model created is adequate to maintain the schools to a consistent high standard and does exceed the level of expenditure currently being allocated to school maintenance on a per school basis.
- 5.4.4 The procurement and operation of Hard Facilities Management services are presently undertaken by schools on an individual basis. Each school manages its own devolved Revenue and Capital budgets to support hard FM and lifecycle, with capital allocated and apportioned against annual prioritisation based on need. Day to day services and maintenance are managed by the Head Teacher and governors, supported by the school bursar/deputy head. Large scale lifecycle and capital items are the responsibility of the Authority or the VA governing body, where applicable. The Council maintains an Asset Management Plan (AMP) for each school, informed by regular condition surveys required by the DCSF.
- 5.4.5 We wish to ensure that all schools, whether funded through existing PFI or Design & Build, will be maintained to the same high standard. Schools procured as Design & Build will be expected

to contribute the full proportion of their budget currently allocated to existing maintenance to the proposed BSF programme. To date no additional funding is required to top up school funding.

- 5.4.6 The incentive for schools to engage the LEP to take on its FM and lifecycle is based on having confidence in the long term budgeting assurance provided, controlled by a market leader who has economies of scale to further reduce cost. The LEP will also enable the senior school team to reduce their time commitment to FM and Lifecycle issues as the LEP and we will manage the day to day services to agreed high performance standards.
- 5.4.7 The Council will work with school on the managed facilities management service across its BSF estate and the LEP will be commissioned to provide the managed service. Schools refurbished under D & B contracts will be offered a package of managed FM services, in line with standards provided by PfS. The costs of a managed facilities management service are to be tested as part of the LEP procurement process and ongoing revenue provision of up to 5% to be set aside from schools devolved budgets for BSF D&B schools from completion of their building works to cover lifecycle and facilities management costs. Further programme delivery, such as primary schools, will be encouraged and it is expected that the LEP will provide an economic and efficient service that delivers value for money and high levels of service for end users.
- All BSF schools will be expected to have more economic and effective maintenance and lifecycle systems designed into them wherever possible. Design quality and environmental indicators will be used to evaluate the effectiveness of the design elements, including the testing of whole life costings, and all proposals will be expected to demonstrate how FM and lifecycle provision is to be delivered through the economic life of the assets created or refurbished. The Council expects all FM proposals to reflect recognised industry norms such as the HVCA guidelines for Building Services maintenance.
  - Monitoring and review of the performance of LEP FM provision will be undertaken by the Council's clienting service. Performance indicators and Service Level Agreements (SLA's) for all sites (whether PFI or traditionally procured) will be developed to monitor the cost and effectiveness of the LEP's FM services. These will be reviewed and benchmarked against Performance Indicators in the standard suite of documents and will be a key determining factor in whether the LEP retains exclusivity for the provision of these services
  - Where appropriate, high standards set within the BSF programme will be rolled out across other parts of the Council's other capital programmes, and across elements of its programme where it jointly commissions capital works with partner organisations. The LEP will be encouraged to deliver proposals that provide opportunities for access to and economic use of the supply chains by all partners or by the Council corporate FM provider, or provide cashable procurement efficiencies.

## 5.5 ICT Projects

- 5.5.1 From early on in the BSF process schools have been involved in formalising the structure of the ICT provision, the managed service. As part of the engagement process schools were also made aware of the costs to use the managed service and signed letters of comfort to express their view that the system represented a step forward in quality and cost. As part of this OBC we have appended letters of commitment for all schools to the ICT managed service. This will be further supported by the inclusion of 5 wave 5 schools into the first phase of the managed service. No schools have chosen to opt out of the service.
- 5.5.2 During the Wave 3 procurement a costing exercise was undertaken to test the affordability of the whole LBTH BSF ICT solution, including Wave 3 and 5 together. This costing exercise was given the title of "Schedule 25" (bid cost model) and a summary of this model is set out below.
- 5.5.3 On going performance and value for money will be part of the LEP service, providing the challenge to the supply chain. The LEP will also manage the ICT contractor against the payment mechanism and will employ continuous improvement targets that drive up performance and drive down costs. Therefore, the methodology for delivering this will be an open book approach to costs from all LEP suppliers.
- 5.5.4 The overall ICT funding for the LBTH BSF Wave 5 programme, based on current pupil data is £1450 per pupil for 9775 pupils, totalling £14,173,750.
- 5.5.5 The Wave 5 schools will benefit from the expansion of the existing Central Server Farm as implemented for Wave 3, which will reduce the capital costs in order to set up the facility in the first place.
- 5.5.6 The level of Refresh funding will need to be revisited at a later stage in order to better reflect the actual spending that schools decide to make as they allocate their Local Choice funding.
- 5.5.7 Transformational Services will be employed at each school, a process which is well established with the Wave 3 schools, in order to gain best educational and operational advantage from the ICT provision.
- 5.5.8 The ICT Payment Mechanism will be applied in the same manner as for Wave 3 and calibration will be achieved by use of the same calibration model which has delivered a dynamic tool for the monitoring of the service delivery for Wave 3.
- 5.5.9 The Helpdesk provision will be expanded to accommodate the new schools and the Technical Support staff currently in the Wave 5 schools will TUPE to join the existing Wave 3 ICT support team, managed by the LEP ICT Provider.
- 5.5.10 Initial year one school equipment investment will depend on how much legacy equipment is transferred from the individual schools. The contract length for most of the Wave 5 schools is around three years which means their reliance on refresh is not as great as the schools receiving five years contract service.
- 5.5.11 At least two of the Wave 5 schools have no reliance on a construction programme and therefore can take up the BSF Managed Service at a time that can be determined in consultation with the LEP and the Authority.
- 5.5.12 All of the schools will be supported in making investment decisions by the Transformation Managers, provided by the ICT provider, and the Authority as part of their initial planning phase and throughout the implementation and operational phases.

5.5.13 On the following page you will find a breakdown of the proportional costs for the different elements of the Wave 5 ICT provision as based on the 'Schedule 25' cost model.

5.5.14 In order to ensure continuous improvement of the ICT service CPT's will be used to ensure technological development and improved value for money are maintained over the life of the contract. See Appendix 21 and section 3.3 for CPT information.

DRAFT

## **5.6 LEA Investment in the LEP**

- 5.6.1 Cabinet in October 2006 agreed that the LEP procurement vehicle offered the best value for money for BSF procurement and cabinet reiterated it's commitment on 30th July 2008. As part of this the Council confirmed it's financial commitment and will maintain its 10% equity share for the lifetime of the LEP. Details of the LEP structure and equity provision are provided in the value for money section.
- 5.6.2 Our equity contribution is £100 and will be met from the Children's Services budgets.
- 5.6.3 Our 10% share of the LEP Shareholder Working Capital Finance Loan will be met from Children's Services budgets. This is provided by the shareholders to fund the LEP working capital requirements, including inter-alia: VAT, Corporation Tax and LEP Running Costs.
- 5.6.4 PfS offer a grant of £500k to offset LEP set up cost for the Authority. This is currently modelled as a fixed price cost which is currently payable on contractual close for each scheme (carried at risk by the supply chain at an annual rate of 5%).

## **5.7 Other sources of funding**

- 5.7.1 Throughout any capital investment programme alternative sources of funding and matched funding will be sought and BSF if no different. By working with other bodies and agencies such as The Big Lottery Fund, The Football Foundation, etc. greater value and enhanced benefits can be added to the overall programme/control options and delivery of these connections are currently being organised.

## **5.8 Affordability – Concluding Summary**

- 5.8.1 Tower Hamlets has been allocated BSF funding in two waves, wave 3 and wave 5. Wave 3 is currently in the procurement phase and wave 5 in the development phase. Wave 5 will be managed by adopting the new project approval process (See Appendix 11). This funding includes ICT investment and will be entirely capital grant, with exception of supporting borrow for some ICT investment, which will be finalised at FBC. There are capital and revenue costs to provide ICT the programme funds £1450 per pupil for the establishment of the managed services and related hardware. Revenue cost per pupil is £120. The total funding requirement for Wave 5 is £219,287,019m, £199,495,969m for construction and £19,791,050m (these figures will be inflated to include projected start dates) for the ICT managed service.
- 5.8.2 BSF provides a significant opportunity for investment to transform secondary education and rebuild, refurbish and equip schools to deliver a curriculum that meets the needs of all the learners in the 21st Century.
- 5.8.3 In order to secure funding through the non PFI route, LBTH is required to outline, a strategy which demonstrates an ongoing commitment to the BSF capital expenditure; this strategy will be the Authority/Schools inclusion of Facilities Management (FM) within the LEP.
- 5.8.4 Affordability will also be maintained by providing close control of the scope of projects and control options will be scoped in priority order to enable any risks to the FAM to be managed. The Wave 3 and 5 BSF Project Board have agreed that the total programme must remain affordable at all times and 'not' be contingent upon identifying funding from other parts of the Council's capital programme or revenue budget.
- 5.8.5 OBC approval marks the start of preparations for the new project approval process (Appendix 11). The new project approval process is the delivery mechanism for the Wave 5 BSF

programme. This delivery mechanism is the Local Education Partnership (LEP) where the Authority and the private sector work in partnership to deliver value for money.

- 5.8.6 The Council has developed a programme that, with the Grouped Schools PFI and New School, will ensure that all the secondary schools in Tower Hamlets will be brought up to and maintained in good condition for the long term. The financial analysis indicates that the programme is affordable taking account of both the initial capital cost and long term maintenance requirements. The Council is implementing procedures to manage the funding of lifecycle through a sinking fund approach. The LEP will ensure that estates management processes provide information allowing us to manage this risk on for the foreseeable future.
- 5.8.7 The approval of the OBC and appointment of the preferred supplier organised in the form of the LEP ensures value for money and quality of service by the agreed use of Key Performance Indicators (KPI's) which will cover: Quality, Partnering, Customer Satisfaction, Added Value and Timeliness. Targets have also been set for continuous improvement of each the KPI's. We have now reached a commercial agreement with BPEC which provides for a Guaranteed Minimum Saving (GMS) over the life of the programme.
- 5.8.8 Managed FM and Lifecycle for each school will ensure efficiencies by using the LEP's economies of scale and expertise of delivering these services to the commercial world. Senior school teams will also be released from asset based work to focus on core activity.
- 5.8.9 Affordability and value for money have been demonstrated throughout the procurement phase, a summary of the affordability of the LBTH programme is as follows:
- D&B – there is no capital funding gap between the DfES allocation and the FAM assumptions for the BSF programme; the continued affordability of the capital programme will be managed within the funding envelope through risk management and design refinement if necessary;
  - Hard FM – the cost of providing a managed Hard FM service will be met by existing school budgets;
  - LCC – a sinking fund will be set up and managed by us, with contributions from both the school (in the form of the DFC) and the Authority;
  - Soft FM – this will be a local choice option and thus where applicable, the cost will be met by existing school budgets; and
  - ICT Manage Service – the ongoing revenue costs of the managed service will be met by existing school budgets.
- 5.8.10 Letters of support from the schools and the Authority 151 officer are included as Appendices x and xx respectively.

## **6 Preparation for new Projects**

- 7.0.1 This procedure has the following key stages:
- Issue New Project Proposal – LBTH;
  - Submission of New Project Proposal – LEP (up to 20 business days + 3 months);
  - Stage 1 Approved (indicative 1-6 months);
  - New Project Final Approval Submission – LEP (indicative 5 months);
  - Stage 2 Approved – LBTH (up to 3 months);



- Contract Close – LBTH/LEP (indicative 1 month; dependent on requirements); and
  - Start on Site – LEP (as per programme)
- 7.0.2 **Issue New Project Proposal.** Prior to issuing a New Project Proposal (NPP), our client team will need to agree and work up a solution which was in line with the Strategic Partnering Board's requirements. This will involve early feasibility work being carried out to come up with a client brief (output specification) within a set funding envelope. For the BSF programme, this output specification will be based on the exemplars developed for the Sample Schools.
- 7.0.3 **Submission of NPP.** The LEP will then have the opportunity to confirm that it wished to submit a proposal (20 working days). Following this, the LEP will carry out further feasibility in order to submit a proposal which includes:
- A proposed Solution;
  - How the project sits into the delivery strategy set in the SBC;
  - The proposed contract route (including a value for money assessment);
  - Consideration of TUPE issues (if applicable); and
  - A fixed project management fee.
- 7.0.4 The LEP has a time period of 3 months in which to submit this NPP.
- 7.0.5 **Stage 1 Approved.** Following receipt of a NPP, and the LEP having passed the annual Track Record Test, we are obliged to procure the new project through the LEP. At this stage, and prior to granting Stage 1 Approval, we must have Outline Business Case approval to proceed with the procurement
- 7.0.6 **New Project Final Approval Submission.** In order to submit a New Project Final Approval Submission, the LEP is required to produce detailed solutions including:
- Draft contract documents;
  - Planning permissions/approval;
  - School Governors' approval;
  - How NP meets criteria project management fee, value for money (VFM), and estimated TUPE cost; and
  - Time table and method statement.
- 7.0.7 At a minimum, and in order to achieve detailed planning consent, it is estimated that the LEP would require 2-3 months to develop detailed designs and then 13 weeks to gain planning consent.
- 7.0.8 **Stage 2 Approved.** Following receipt of Final Submissions, we have an obligation to respond within 3 months. This timescale will both allow:
- Cabinet approval timescales and/or
  - 3 months Judicial Review Period.
- 7.0.9 At this point, the Local Authority should take into consideration:
- Are the stage 1 costs within the target costs?
  - Is the VFM against the target as set out in the Continuous Improvement Plan (CIP)?
  - Does the submission meet our requirements?
  - Are the amendments to the contract documentation acceptable to the LA?

7.0.10 The LEP has the right to then approve the submission, request that it be resubmitted with amendments, or reject the submission. If the submission is rejected improperly, or if we fail to respond in 3 months, then we would be liable for the LEP's costs and would not be able to procure outside the terms of the SPA.

7.0.11 **Contract Close/Start on Site.** Following Stage 2 Approval, the schedule allows for the finalisation of contract documentation prior to contract close. This period is not limited by time; however, should follow the programme proposed by the LA in its NPP and responded to in the LEP's final submission at Stage 2.

## **6.1 Consultant and Statutory Approvals**

6.1.1 Throughout business case development, the BSF team has consulted with the Council's Planning and Highways department, Sport England, English Heritage, and the DCSF (with respect to Section 77 Approvals).

- There is no requirement for SOC approval
- There is no requirement for Section 77 Approval within the BSF programme.
- The Council's Planning Authority has been consulted about the proposed control options and has provided letters of comfort for each of the proposals in accordance with Supplementary Clarification on OBC Guidance and advice from PfS. Traffic Impact, Air Quality and Flood Risk Assessments have been carried out as part of this application in line with the requirements of an Environmental Impact Screening Report produced by the Planning Department. The accommodation schedules have been developed to best meet BB98, the school's individual vision and future anticipated curriculum delivery.
- The PE & Sports stakeholder group was established in June 2008 and is being consulted on the strategic development of sports facilities in the Borough.

## **6.2 Project Management**

- 6.2.1 The project management and governance arrangements in place reflect the current BSF programme status as the programme is at the procurement stage for Wave 3 Sample Schemes, and in project development for non-sample and (pre OBC) for Wave 5.
- 6.2.2 The Project Management structure within the LBTH BSF Programme will be responding to the LEP, therefore transition arrangements are currently being put in place e.g. a Strategic Partnering Board.
- 6.2.3 Longer term Project Management will be delivered by the LEP (See Section 2.4 and Appendix 20) and the mechanism for delivery will be the New Projects Approval Process (NPAP) (See Appendix 11). To manage the transition from procurement to the NPAP the Strategic Partnering Board will manage the performance of the LEP and provide strategic programme governance. The shape of the client management of the LEP structure is under development in relation to the LEP bidder proposals, and the Strategic Partnership Board remit and positioning within the Council's management structure is being planned to secure the widest possible corporate benefit.
- 6.2.4 The LBTH Cabinet has given the BSF Project Board overall programme authority/governance, originally developed for Wave 3 and now continuing for Wave 5. The Project Board provides the next level of project governance to which the BSF project director reports directly and is fully accountable.
- 6.2.5 The BSF team has been organised and resourced to provide the correct capacity to cover both Wave 3 and meet the tight deadlines for Wave 5 and the OBC process. There is a dedicated team of internal project managers and external technical advisors to conclude the procurement phase of Wave 3. Wave 5 also has a dedicated team to develop the projects for Wave 5 via a detailed change management programme delivered by close school engagement and themed workstreams.

### **The Local Education Partnership (LEP)**

- 6.2.6 See section 2.17 Pg 43 for background information and structure diagrams. Section 5.6 Pg 134 also provides information regarding the level of investment in the LEP.

## **6.3 Strategic Partnering Board (SPB)**

- 6.3.1 Tower Hamlets, in its role as project client and commissioner, will formally consult stakeholders through a Strategic Partnering Board. The following members would typically be included on the Strategic Partnering Board:
- A Tower Hamlets' representative;
  - A LEP representative;
  - A non-executive, who will be independent non-voting chairman of the SPB, appointed by agreement of the parties; and
  - Up to six other representatives of stakeholders within the local education community (including the schools themselves) who shall be involved in a non-voting capacity.
- 6.3.2 The SPB will act as the primary mechanism for managing the LEP's performance, based on reports provided by the LEP. The SPB also serves as a forum for the open exchange of ideas in order to enable Tower Hamlets and LEP to discuss forthcoming accommodation and service delivery requirements. The SPB will give guidance on and approve which new projects should

be progressed, by whom and on what basis and plays an important strategic role in developing the SBC.

## **6.4 Workstreams**

6.4.1 In order to provide the detail for the workstreams, each workstream will be supported by a single project manager to thus the development and provide guidance on individual strands within Wave 5. These workstreams will be responsible for supporting the development and delivery of a borough-wide strategy and will interface across the whole Wave 5 programme as well as corporately. Terms of Reference have been identified for each workstream;

- Education,
- ICT
- Stakeholder and Communications
- Sport. PE and Leisure,
- Estates Strategy, and Design and Finance and Risk.

6.4.2 These workstreams have provided strategic input into the OBC documentation, membership and regular meetings have been scheduled and are underway. For example, the Sports, PE and Leisure workstream key priority is to provide input into sport and leisure within the Wave 5 Schools Strategy and develop strategies to expand facilities and provision within schools and the wider community. Membership of this workstream includes representatives from LBTH Cultural services, Schools and Community Sports, Extended services and Sport Partnership Managers, Sport England and Pro-Active East. The Sports Partnership is in consultation with all secondary schools and is considering the priorities for Sports and Leisure developments within all T.H schools. The workstream will outline the current and aspired provision, identifying the gaps in sporting activities, facilities and extended services and ensuring strategies are included within the programme to ensure all children, young people and the community have access to high quality sport and leisure provision. The workstream will also work with our communities to identify any provision gaps and ensure that our BSF schools are fully accessible to communities outside of the school day.

## **6.5 Risk Management**

- 6.5.1 Risk management on the programme is carried out in line with defined corporate standards and PfS and Treasury guidance. Project specific and school risk registers are maintained for each school project in the programme.
- 6.5.2 To ensure that the work of service and of the LEP meets an acceptable standard, business cases, risk management and reporting to board and cabinet will be undertaken within the corporate good practice procedures.
- 6.5.3 Wave 5 will apply lessons learnt in Wave 3, specifically relevant Wave 3 risks will be incorporated into the Wave 5 risk register as part of a regular management process.
- 6.5.4 Monitoring of the LEP's performance will be undertaken by the Council's corporate procurement and risk management teams who will monitor performance against the Output Specifications, Continuous Improvement and Collective Partnership Targets to ensure both effective partnering and continued educational transformation. This includes independent quarterly update reports to CMT for consideration on performance and risk management.

## **6.6 Project Management Structure**

- 6.6.1 This section presents the BSF Project Management Structure, including roles and responsibilities and strategies for conflict resolution. Please refer to the organogram, BSF Project Management Structure, found at Appendix 12.

## **6.7 The Cabinet**

- 6.7.1 The BSF Programme is the ultimate responsibility of the LBTH Cabinet, and is one of its top 5 corporate priorities. Councillor Lutfur Rahman, the Leader of the Council, is the Design Champion, and two members of the Cabinet are on the BSF Project Board, Councillor Hawkins and Councillor Josh Peck.
- 6.7.2 This is the final tier of approval for project decisions and conflict resolution with Councillor Hawkins ensuring that the programme meets its remit for a step change in educational attainment and fits within the council's agenda for Children and Young People, ensuring that the Council receives value for money from the programme and its resources are suitably managed, and the Leader of the Council championing the design role to ensure that the opportunities for transforming the school estate are realised to create a legacy of well thought-out and enjoyable learning environments.
- 6.7.3 The Council's Cabinet retains authority for all key business case approvals and the overall allocation of capital and revenue resources to the programme. A Project Board has overall responsibility for the performance of the LEP and delivery of the BSF programme. Reporting to the Project Board, the Service Head for BSF undertakes the management of the BSF Programme and is directly accountable to the BSF Project Board. A project development team undertakes the business case and project development for the Wave 5 programme, overseeing delivery and acting as client to the LEP.

## **6.8 BSF Project Board**

- 6.8.1 The BSF Project Board is chaired by the BSF Project Sponsor, Kevan Collins. This Board has supported and driven the programme to date. It can be divided into the following key roles, in line with Prince2 Project management good practice:

6.8.2 The members of the Project Board are as follows:

<b>Project Board</b>
Service Head BSF
Head teacher CFGS
Project Director - PFS
Service head Young People and Learning
Corp Director of Resources
Lead Member of Children Services
Assistant Chief Executive (Legal Services)
Service Head of Education Resources
Lead Member of Resources Performance
Corp Director of Children Services
Financial Advisor
Program Manager - BSF
4p's Executive
Head of Education Building Development
Inter Corporate Director
DCSF Education Advisor
Legal Advisor
Corp Director of Communities, Localities and Culture
Tower Hamlets Education Business Partnership

6.8.3 It should be noted that the Project Board will cease to exist in October and will become the shadow Strategic Partnering Board. It is proposed that the final meeting of the board will be the first meeting of the SPB, in order to ensure that there is knowledge transfer of the project to the SPB but also to acknowledge the commitment, support and hard work of the Board in ensuring the progress of the project to date was achieved.

6.8.4 **Senior Users:** Senior users are included on the board to ensure that the interests of those who will be using the final product get a voice in the decision-making process. In addition to the two Council members and the service head for BSF, the Board includes two Head Teachers, one from Wave 3 and one from Wave 4-6. The Board also includes, Director of Education Business Group and chair of the Community Plan Action Group (CPAG), to represent the local business community, and a senior representative School Standards and Attainment. The head of

education building development, as well as an internal resource for the project, also represents an end user in that her team are responsible for the school estate. The service head of resources, in addition to providing internal resources for the project, also represents the LBTH Schools Forum.

**6.8.5 Senior Suppliers:** Senior suppliers are included both to account for the quality of what is delivered and to confirm that it is deliverable within the specified timeframe. The Board includes LBTH Director of Resources, who has corporate responsibility for finance and procurement, and who provides a link with the Council's Corporate Programme Board. It also includes the Director of Development & Renewal, the Assistant CE – Legal Services, and Service Heads who either directly contribute to the project or who line manage staff who contribute to the project. The Board also includes representatives of the legal, technical and financial advisors appointed to the BSF Programme.

## **6.9 ICT Lead**

6.9.1 The head of Young People and Learning is the nominated lead for the ICT and Education strategy for Wave 5 BSF. There is also a dedicated Wave 5 ICT project manager to provide the day to day support such a key area. Each school project has a named BSF team project manager to provide the client link and daily point of contact for each school. We are continuing to utilise external experience and knowledge to keep the ICT discussions moving forward, as well as to support the newly appointed ICT E learning manager.

## **6.10 Project Assurance**

6.10.1 PfS, DCSF and 4ps are all represented on the board and provide external project assurance to the BSF Programme.

6.10.2 As chair, the Director of Children's Services, is responsible for ensuring the board works effectively to make decisions and is able to make recommendations to the Cabinet, and that any project issues escalated to the board by the Project Director are resolved in a timely fashion and a clear decision reached.

## **6.11 BSF Project Sponsor**

6.11.1 Kevan Collins, Director of Children's Services, will continue to be the Project Sponsor, and will be the chair of the SPB. He is also the chair of the Councils Corporate Asset Board. He will be the senior officer who will generally support the project manager, be involved in key negotiation meetings, and be responsible for promoting the project with members, key partners, and other external bodies.

6.11.2 As Project Sponsor the Director of Children's Services is also responsible for the overall business assurance of the project, validating the Business Case against external events and against project progress and also monitoring and controlling the progress of the project at a strategic level. The Director of Children's Services is responsible to the Cabinet for the successful delivery of the BSF Programme and for ensuring the Programme fits seamlessly within related Corporate and Children's Services strategies. He has either lead responsibility or a clear line of command to all related initiatives including:

- Lead responsibility for the Children & Young People's Plan (CYPP);
- Corporate Director of Children's Services and Chair of Divisional Management Team (DMT). Lead responsibility for Local Area Partnerships (LAPs) is then divided amongst DMT members;

- Board member on LBTH's innovative Education in Partnership (EIP) programme;
- Lead responsibility for the Children & Young People's block of the Local Area Agreements (LAA); and
- Board member of Corporate Management Team (CMT).

## **6.12 BSF Project Director**

6.12.1 The BSF Service Head is responsible for all aspects of BSF Programme Direction & Delivery and day-to-day decision making, and takes ownership for relationships with schools and other end users, and internal and external resource management. She works with the Project Manager to ensure the Programme runs to time and quality and that appropriate resources are in place and has direct line responsibility for both BSF Core Team staff and External Advisors.

6.12.2 The BSF Service Head is supported by a PA and an administrator to help manage the complex diary management issues inherent in a major build programme and to ensure the wide range of internal and external stakeholders are supported.

6.12.3 As stated previously the Service Head is a member of the Children Services DMT and as a third tier officer within the council is a member of the Chief Executives Directorate Team. This ensures that there is the opportunity to ensure that the authority is joining up their thinking on investment profile, allocation of assets and resources, and more importantly ensuring that key decisions are made in a timely fashion. This has been a key criteria in ensuring the success of the project to date.

## **6.13 BSF Programme Manager**

6.13.1 The BSF Programme Manager, is responsible for the programme including day to-day monitoring of progress, end of stage reporting, next stage planning, change management process, allocating packages of work to the team and ensuring works are complete to time, quality and budget and works closely with the Project Director and acts on their behalf when required.



## **6.14 BSF Core Team**

- 6.14.1 There are four project management roles within the core team. The roles are designed to respond flexibly to the needs of the programme and are to some degree interchangeable. Where team members have greater experience in certain areas, such as ICT, general Project Management, Procurement or Process Management, lead responsibility has been assigned accordingly, but is subject to change as the team builds up a raft of complementary skills in order that the Programme Manager can maximise available resources as the programme requires. This approach allows the BSF Programme to move forward with a relatively slim core team which can be supplemented at particular pinch points through additional expertise.
- 6.14.2 In addition to the team leader roles, the Core Team also includes a Stakeholder Engagement officer and a part-time web administrator, who work closely with LBTH Children's Services and Corporate Communications to ensure appropriate materials are available for schools, Governors and other partners. The Stakeholder Engagement officer is instrumental in building relationships with schools and has delegated responsibility for the creation and delivery of the Project Communication plan, in liaison with the Project Director.
- 6.14.3 Programme Management support to the core team is provided by Navigant Consulting. Navigant continues to provide programme management resource (integral to the core team) and strategic ICT Advice going forward into the procurement phase of the programme.

## **6.15 BSF External Advisors**

- 6.15.1 External Advisors have been working with us throughout the business case phase of the programme and have now been appointed to advise the project to financial close of the wave 3 programme. Over time the day to day technical advisory support will be managed out of the programme and full time officers employed to enable us to transfer the knowledge to our in house team. This process will also provide value for money to the Authority. The Legal, Technical, and Financial advisors are as follows:
- Trowers & Hamlins – are legal advisors focussing on the legal aspects of the project such as producing and validating the standard documents, OJEU and raising and resolving any derogations to standard documentation with PfS;
  - Gleeds – are the lead on the technical scheme cost analysis for the programme. They are also responsible for the development of the output specification and production of technical tender documentation; and
  - Deloitte – are the lead on the financial aspects of the programme, they are responsible for validating the affordability of the programme and as we move forward into procurement will support the review of the tender documentation and tender returns.
  - HLM Architects – Design advisors to two sample schools and five schools in wave 5

6.15.2 External Advisor have been appointed for the programme, either through extending existing appointments from the W3 procurement phase or new appointments made using the PfS framework.

6.15.3 Caroline Buckingham (HLM architects) has been appointed as Client Design Advisor. Caroline will also lead the DQI sessions for the first phase schools as part of the Stage 0 process, currently planned for the end of November 08.

## **6.16 LBTH Wider Team**

6.16.1 Internal resources are provided by a wide range of LBTH staff. The majority of staff contributing to the programme are represented on the Project Board, either in person or at Director or Service Head level, which gives a clear line of resolution via the Project Board should conflicting priorities occur.

6.16.2 The key internal leads are as follows: Legal – to enable the production of the procurement documentation and to coordinate the collation of the property information. Financial – Manager Children’s Services Finance provides a part-time resource to the BSF team and heads the internal financial team. Service Head Corporate Finance provides support as required. Education – two former Headteachers from the Borough, acts as the lead internal resource on education supported by the Schools Development Advisors. ICT – The Head of E-Learning, acts as the internal lead on ICT. This provides a direct line of communication the Service Head ICT. Technical – BSF programme managers act as internal technical leads, supported by the Head of the in-house Building and Technical Team.

## **6.17 External Assurance**

6.17.1 In addition to Project Assurance provided by Project Board members and Programme Level steering groups such as the Schools Forum, the BSF Programme has also received 4ps Gateway Reviews.

6.17.2 Tower Hamlets is committed to Gateway reviews arranged by the 4ps. A Gateway review is an appraisal of a programme carried out at critical junctures in its development. It is conducted by a team of external professionals who can cast an independent eye over the aims of the programme and the structure of the agreement.

6.17.3 There are 6 4ps Gateway reviews during the lifecycle of a programme, 4 before contract award and 2 looking at service implementation and confirmation of the operational benefits. A programme is reviewed using the 4ps Gateway review workbook appropriate to the point reached in its lifecycle. The process emphasises early review for maximum added value.

6.17.4 The programme is supported by the DCLGs Capacity Building Fund. Gateway reviews are free of charge to the receiving Authority. Authorities participating in the Gateway review programme provide reviewers to support reviews performed in other Authorities. This external peer review process is mandatory at Gate 1 and Gate 3 as part of the BSF Programme, and optional at Gate 0 and Gate 2. LBTH wave 5 will undergo Gate 1 in September of this year.

## **6.18 Development Process**

6.18.1 The purpose of schedule 3 is to set out how the LEP and the Local Authority will work together to agree which New Projects will be taken forward and approved for development by the LEP and on what basis. It sets out a two-stage approval procedure for all New Projects, ‘The New Project Approval Procedure’.

6.18.2 **Start on site:** The table below outlines key dates in the process by school:

School	Expected dates of approval from PFS	SPA stage approvals	Start on site	Service start school opening dates)
Phoenix	May-09 Feb-10	Jun-09 Mar-10	Mar-10	May-11
Central Foundation	May-09 Feb-10	Jun-09 Mar-10	Mar-10	Jul-11
Morpeth	Oct-09 Jul-10	Nov-09 Aug-10	Aug-10	Nov-12
Oaklands	Oct-09 Jul-10	Nov-09 Aug-10	Aug-10	Jun-12
Stepney Green	Aug-10 May-11	Sep-10 Jun-11	Jun-11	Aug-12
Sir John Cass	Oct-09 Jul-10	Nov-09 Aug-10	Aug-10	Nov-12
Bowden House	Oct-09 Jul-10	Nov-09 Aug-10	Aug-10	Jun-11
Langdon Park	Aug-10 May-11	Sep-10 Jun-11	Jun-11	Oct-12
Beatrice Tate	Aug-10 May-11	Sep-10 Jun-11	Jun-11	Apr-12
PRU	Aug-10 May-11	Sep-10 Jun-11	Jun-11	Aug-12
Swanlea	May-11 Feb-12	Jun-11 Mar-12	Mar-12	Jan-13

6.18.3 Please see section 6.3 for details on statutory consultation.

6.18.4 Continuous Improvement will operate across all areas of the LEP's activities and will cover New Project Approvals, Construction, ICT and FM. The new project approval process has a number of continuous improvement targets and key performance indicators attached including the quality of new project stage 1 and stage 2 proposals. For more information please see the LEP Business Plan (Appendix 20), the Continuous Improvement Manual and the Continuous Improvement Plan.

## **6.19 Consultation and Statutory Approvals**

6.19.1 Throughout business case development, the BSF team has consulted with the Council's Planning and Highways department, Sport England, English Heritage, and the DCSF (with respect to Section 77 Approvals).

- There is no requirement for SOC approval
- Currently there is no requirement for Section 77 Approval within the BSF programme, however, during the detail design of the individual projects this will be kept on review.
- The Council's Planning Authority has been consulted about the proposed control options and has provided letters of comfort for each of the proposals in accordance with Supplementary Clarification on OBC Guidance and advice from PfS. Traffic Impact, Air Quality and Flood Risk Assessments have been carried out as part of this application in line with the requirements of an Environmental Impact Screening Report produced by the Planning Department. The accommodation schedules have been developed to best meet BB98, the school's individual vision and future anticipated curriculum delivery.
- The PE & Sports stakeholder group was established in March 2008 and is being consulted on the strategic development of sports facilities in the Borough.

## **6.20 Planning**

6.20.1 Tower Hamlets strategy has developed in the light of the guidance issued by PfS in April 2007, and the supplementary guidance dated February 2008, benefiting from detailed discussions with planning officers as part of the preparation of this OBC. Good relationships have been established which will continue to be developed as the development phase progresses substantial

6.20.2 The national statutory framework for the issuing of outline planning consent has changed considerably in recent years with changes in the volume and nature of information that must accompany a planning application. Increasingly, the difference between the information required for outline and detailed planning applications is reducing to the extent that, since April 2008, there has been no material difference. The development of the control option is deliberately constrained to a level consistent with a 'rich' RIBA stage B to emphasise to bidders that they must exercise skill and flair in developing innovative design solutions that can be tested in respect of the degree to which they are likely to deliver the school and Authority vision for the schools concerned. In consequence, the plans developed for SfC2 and OBC are inadequate for the purposes of securing outline planning permission. We has spoken to their Design Advisor and addressed the risk that this may present in line with the supplementary guidance published in January 2008.

6.20.3 This analysis demonstrates that the planning risk for the wave 5 schools is low. In addition, the reference design proposals for all schools have been considered by planning officers who have identified those issues that they consider will need to be addressed as part of the detailed

planning applications in due course. All the issues raised are judged to be capable of being addressed and mitigated satisfactorily through the detailed design process. Letters of comfort from the planning department are attached at Appendix 9. These provide confirmation that redevelopment of the existing school sites is likely to be acceptable in planning terms. A timetable showing when planning permission will be sought is attached.

6.20.4 At the Strategic level, Director Development and Renewal sits on the BSF Project Board and has been engaged along with the Strategy Planning Manager in discussions to ensure integration of the BSF schemes into the Local Development Framework and regeneration master planning for the borough. Integration into existing regeneration initiatives will be key to the successful development of a detailed planning application.

6.20.5 Site visits have been carried out by the planning team on all the wave 5 schools in order to inform the development of the control options and their comments in the letters of comfort. The resulting recommendations have been integrated into the designs. This relationship will be continued throughout in order to secure the submission of outline planning for the waves 5 schools.

6.20.6 A period of 3 months has been allowed in the programme following detailed planning consent in order to allow the judicial review period to be passed prior to financial close. As part of the programme development, the authority will be taking judicial review risk for 1 month with the LEP taking 2 months.

## **6.21 Highways**

6.21.1 Discussions are underway with the Head of Transportation and Highways and the team and advice has been given on school travel plans, road safety, and safe routes to schools. Continued discussions with the Highways Department will be crucial to ensure that effective and integrated solutions are developed e.g. a closed road to be utilised for decant at Langdon Park and a road closure forming part of an innovative solution at Beatrice Tate.

## **6.22 Sport England and the Football Association**

6.22.1 There are discussions underway to maximise opportunities, e.g. through the 2012 Olympic Games, addressing health and sports inequalities in the borough and work in partnership to develop work around the areas of: Planning, Design, Sports Development, Operational Management and Project Management. Sport England have inputted to the Individual School Workbooks (refer section xxx) and have been fully engaged in discussions throughout the procurement and development phases through their involvement in the Sports workstream. Opportunities to secure funding from the Football Association are currently being investigated and it is hoped this additional funding will be secured to enhance the current proposals for some of the schools.

## **6.23 School Organisation Committee (SOC) Approval**

6.23.1 The School Organisation Committee (SOC), established under the provisions of sections 24 and 138(7) & 8 of, and Schedule 4 of the School Standards and Framework Act, 1998, is tasked with acting independently of the Local Educational Authority (LEA) and taking decisions on behalf of the Secretary of State in respect of:

- individual school organisation proposals such as new schools, changes of character or school closures; and
- consideration and approval of the School Organisation Plan (SOP) for the area.

6.23.2 Having reviewed the works to be carried out as part of the BSF programme, SOC Approval is not required for any of the schemes. The new school may be subject to public consultation but this will be addressed within the separate OBC for the school.

## **6.24 Section 77 Applications**

6.24.1 Section 77 Approval is required when school playing fields are being disposed of; as this is not the case for any of the BSF schools, such consent is not required. This will be kept under review as the phasing of some schemes may take out of use significant areas of playing areas, and therefore may be subject to a temporary waive of conditions.

## **6.25 Sponsor and School Commitment - Consultation with Stakeholders**

6.25.1 Tower Hamlets recognises that the scale of the BSF programme is unprecedented in terms of the opportunities it presents to transform the borough's secondary school system. For it to succeed, stakeholders need to be fully engaged in the planning and development of proposals for their schools. Tower Hamlets is committed to engaging them throughout the programme to ensure that that project is owned and delivered by schools.

6.25.2 Consultation and communication with stakeholders has been an integral part of developing the proposals from an early stage and the communication and engagement strategy has been developed throughout this process. Many key stakeholders within the school community and beyond have been engaged in the development of this OBC, and the governing body approvals (Appendix 9) are a reflection of stakeholder commitment.

6.25.3 The Tower Hamlets BSF Communication and Engagement Strategy, (included in Appendix 17) is regularly reviewed at the BSF Project Board. It aims to promote the shared overall objectives of Tower Hamlets BSF programme through accessible, timely and targeted communication and consultation. A key aim of this strategy is to demonstrate to stakeholders how the BSF programme fits within the corporate context and its aims are underpinned by the Tower Hamlets' vision for Education and Children's Services as a whole.

### **Stakeholder Participation**

6.25.4 The Tower Hamlets BSF Consultation and Communication Strategy sets out the various internal and external stakeholders within the project and the communication and consultation mechanisms being used to engage them. Within the individual school workbooks, a more detailed timeline outlines the consultation that has taken place and will take place with each school.

### **School Workforce and Governors**

6.25.5 Working closely with the local Authority, Headteachers have demonstrated a strong level of commitment to the programme by leading the process of consultation and communication with their school communities. Individual school plans are currently being developed.

6.25.6 Schools have also nominated an ICT representative to sit on the BSF ICT steering group. This group will develop bespoke innovative ICT solutions for schools within the existing framework of

agreed priorities. Members will have the opportunity to be consulted about the ICT options available for their school through soft market testing. The group will support the cross fertilisation of learning by encouraging schools to consider innovative solutions to support their education transformation.

- 6.25.7 Each school in the Tower Hamlet's BSF programme has developed an Education Vision setting out the priorities for their school. With guidance from PfS, Independent Education Advisers have been working closely with School Development Advisors (SDA's) and all BSF schools to ensure that the visions are developed in line with the borough's priorities as a whole. For further information on individual schools, see the individual school workbooks.
- 6.25.8 Schools have also undertaken best practice visits to other schools that have been through the BSF process. These visits have given the stakeholders the opportunity to view examples of good practice, share ideas and develop solutions to manage the change management process within their own school. Additional visits are planned later in the year with a particular focus on the use of ICT in educational transformation, which will offer stakeholders the means to further develop their own innovative approach to BSF.
- 6.25.9 To ensure that the school workforce and Governing Body is kept up to date of any developments within the programme, a number of existing meetings and communication mechanisms are being utilised as well as establishing some new mechanisms specifically for the programme. A number of meetings with the school workforce and Governing Bodies have been held including individual 1-2-1 technical advisory meetings, Governor's surgeries and group workshops. A standing item appears in the Heads and Governor's bulletin, there is a bi-termly BSF newsletter, and on a termly basis, a Director's report is sent to Governor's. There is a dedicated BSF web page on the Tower Hamlets website providing stakeholders with answers to Frequently Asked Questions (FAQ's), information on the programme and useful links to partner organisations such as PfS. Links from the website to schools' own websites and additional information for school newsletters are provided.
- 6.25.10 To further support the schools, an Education Adviser, a former Headteacher from the Borough, acts as a key interface between the BSF team and individual schools. This post will be a key link in supporting the cross fertilisation of the curriculum across the borough, and supporting the curriculum review analysis and planning process, supporting change management within schools and facilitate the sharing of good practice examples across the Borough.

## **Students and Young People**

- 6.25.11 Students and young people are at the heart of the Tower Hamlets BSF programme and there is a commitment to engaging them at every step of the process. Strong links have developed with the LA youth participation team, and are developing plans to consult innovatively with young people. There is a plan to provide a link to the Tower Hamlets AMP website (the voice of young people in Tower Hamlets) from the Councils BSF web pages and use it as a vehicle to gather the views of young people.
- 6.25.12 An exciting project was developed with the Sorrell Foundation. This project enables young people to consult with their peers to offer private sector partners a key insight into students' views about their school and the diverse community it serves. Where possible, these innovative opportunities will enable schools to develop their links with feeder primary schools. The students who take part in the Sorrell Foundation project will become ambassadors for the schools,

enabling young people to lead the cross fertilisation of learning and encouraging schools to innovate and engage young people in the development of their BSF proposals.

### **Parents, Carers and Local Community Residents**

- 6.25.13 Schools in wave 5 have begun to engage parents, carers and the wider community in the BSF programme.
- 6.25.14 Local people will also be able to access regular BSF updates and be consulted through newsletters, websites and the local media (including Bengali press). Information has been disseminated through the staff newsletter 'Pulling Together' and a BSF web page is being developed for the staff intranet.
- 6.25.15 The Tower Hamlets BSF project is working closely with its partners on the EIP (Education Improvement Partnership). The LSC and Tower Hamlets College are both partners of this forum and have been given the opportunity to engage in the development of this business case. The Westminster RC Diocese, the London Diocesan Board for Schools and the Trustees of Central Foundation Schools have been kept fully updated on our progress on BSF and invited to provide comments on the BSF vision. They have also been invited to attend EIP meetings when BSF have been on the agenda. Letters of support from the Diocese is at Appendix 9.
- 6.25.16 Tower Hamlets has joined 4ps BSF network which meets quarterly and Authorities take it in turn to host events. In addition Tower Hamlets works closely with neighbouring BSF boroughs to share best practice and maximise opportunities to innovate. Tower Hamlets Education Business Partnership (THEBP) sits on the BSF Project Board and is an important partner in terms of developing links with local business. It is also planned to develop our relationships with the Local Area Partnership (LAPs) to maximise our knowledge and links with local communities, particularly residents with no existing links to schools.

### **Elected Members**

- 6.25.17 Elected members have taken an active interest in the progress of the BSF programme and have been kept informed throughout its development. The lead member for BSF is Councillor Hawkins who sits on the BSF Board. This political Authority puts the BSF programme right at the heart of the Council's agenda. The Project Board has approved the Education Vision, the SBC and the OBC, and is committed to BSF and the outcomes it will deliver for children and young people in Tower Hamlets.

### **Trade Unions**

- 6.25.18 This aimed to update on the BSF process, the procurement route and the scope of the LEP. The BSF programme will be a standing item throughout the procurement phase of the programme in order to keep staff informed and to ensure early engagement on any potential TUPE issues.

### **Senior Commitment**



6.25.19 Support for the Tower Hamlets BSF programme has been built across stakeholder groups. There is a strong level of commitment from secondary schools in the borough, based on a firm foundation of effective consultation and communication. Schools are being supported to develop their relationships with feeder primary schools to ensure a high level of commitment across school boundaries.

6.25.20 Critically, political and corporate support is in place. The Director of Children's Services, sponsors the BSF programme and chairs the BSF board. There is strong representation on the Board from across the Council's senior management team, including the Assistant Chief Executive, as well as two Headteachers and senior representation from 4Ps and Does. This support has ensured that BSF has a strong profile across the Council and through the BSF Board and EIP; the Council has ensured that its strategic partners are fully aware of BSF's enormous potential to create opportunities and improvements for the whole borough.

6.25.21 LEP (or alternative procurement) relationship: In addition to General LEP duties, the LEP will be established with the capability to undertake the Partnering Services required in order to deliver the new facilities and services outlined in the Strategic Business Case.

**6.26 Partnering Services comprise the following activities:**

- New Project Development which entails taking projects
- through the New Project Approval Process (Stages 1 and 2 submissions and Contractual Close for each of the non-sample schools);
- Delivery of Approved Projects;
- Monitoring KPI's, CPT's and Continuous Improvement

6.26.1 SBC Development, normally a Partnering Service provided by the LEP, will be done by LBTH and given to the LEP on an annual basis. If any LEP input is required for SBC Development it will be charged on a 'call off' basis using hourly or daily rates prescribed in the contractual documentation.

6.26.2 LBTH will also be responsible for preparing and submitting to the LEP all the Stage 0 documentation following recent Guidance issued by PfS.

6.26.3 The LEP will manage its supply chain to enable the delivery of various aspects of the Partnering Services to the LEP. The expertise embedded within the BPEC supply chain will be coordinated by the LEP. The day to day management of the delivery of Partnering Services will be monitored and controlled by the LEP General Manager (GM). Please see Appendix 20 for the LEP structure

6.26.4 The Strategic Partnering Board (SPB) will act as a steering group, a forum for directing investment strategy and overseeing the delivery of projects by the LEP. It will manage LEP performance, set collective partnership targets, review LEP performance against those targets and review financial and operating issues. The SPB will deliver the operating principles set out in 3 documents: the SBC, the SPA and the LEP Business Plan (Appendix 20). Please see appendix 12 for the client side structure.

6.26.5 The LEP will operate on the general principle that a party who stands to gain from a decision of the LEP Board should declare their interest and should not participate in the decision of the LEP Board on that matter. Most conflicts are capable of being determined in advance, provided open and honest communication is employed and that agendas for the LEP Board Meetings are

circulated in advance of each meeting, allowing representative directors to secure voting instructions.

6.26.6 Should parties consider that conflicts of interest within the LEP are not being managed effectively, such matters will be raised at the next LEP Board Meeting and an appropriate mitigation plan agreed. In the unlikely event that a satisfactory agreement cannot be reached the final means of addressing such situations will be dispute resolution provisions under the SHA.

6.26.7 Please see Appendix 4 for the completed risk matrix for the whole Wave.

6.26.8 Please see Appendix 18 & 16 for the schedule of projects currently being undertaken and planned to be undertaken by the LEP.

6.26.9 The BPEC model for the LEP delivery of VFM is achieved through a combination of; cost, quality, timeliness, and innovation. The LEP's Continuous Improvement Plan has been developed with the full commitment of the LEP's key supply chain partners. Continuous Improvement will operate across all areas of the LEP's activities and will cover New Project Approvals, Construction, ICT and FM. Defined targets for improvement are included, together with a timescale within which improvement in performance will be achieved. **The impact of any Continuous Improvement Targets, and if revised the reason and the impact of the amendments Appendix 21; and**

6.26.10 The Collective Partnership Targets (CPTs) will be agreed with LBTH to define agreed first year targets. Progress in meeting these targets will be tracked by the PM. These reports will be discussed and reviewed at the LEP Board to ensure that they are thoroughly prepared and are accurate. The GM will review the targets annually with the SPB, where any amendments will be proposed. The GM will refer these back to the LEP Board for approval. **The impact of any Collective Partnership Targets appendix 21, and if revised the reason and the impact of the amendments**

## 6.27 LEP Relationship

6.27.1 See previous section for LEP details.

## 6.28 The client role in LBTH

6.28.1 The Council has made a clear commitment to provide resources to cover the work associated with all waves of its BSF programme. The BSF team is fully financially resourced within the Council's budgets and the continued funding of the client role forms part of the council's medium term financial strategy.

6.28.2 As part of its human resource strategy, we have a core team organised in two groups, specifically recruited to deal with two phases of pre-LEP work:

6.28.3 One provides the procurement expertise, supported by Navigant Consulting (Programme Management and ICT), Gleeds (D&B and FM), Deloitte (financial advisors), Trowers and Hamlins (legal advisors); and

6.28.4 The second is the Wave 5 development team, again supported by external advisors including HLM Architects, Cazenove and JM Architects (refer to Appendix 12 – Core Team Structure).

6.28.5 By the time of the shadow LEP there will be a reinforced client team in place to support the contract management of the LEP, achieving financial close and client the development of the new project approval process.

6.28.6 We are consulting on proposals for the Client Team structure in preparation for the shadow LEP stage and post financial close. A smooth transition from the procurement phase into delivery phase for both LBTH and the LEP will be planned and delivered. We will agree the proposed structure and the assembly of resources to support the client function.

## **6.29 Contract Derogations**

6.29.1 Contract derogations: The Council intends to use standard form BSF documentation for Wave 5 schools; the authority will only seek specific derogations on an individual school basis, only if required. The authority intends to use the benchmark data and documents produced for the procurement of the LEP as the basis for all documents moving forward. This should ensure a more efficient and cost effective procurement methodology moving forward.

## **7 Leading and Managing Change**

7.0.1 The change management programme is provided in Appendix 15 this programme allocates resources to specific items that are identified within in this section and explains how educational change will be delivered through this BSF programme.

DRAFT

## **7.1 Change management, CPD and workforce reform**

- 7.1.1 We have a comprehensive change management programme (refer to Appendix 15 – Change and Transition Management Plan)<sup>2</sup> which will ensure the co-ordination of all strands of our BSF programme and align them with synergies in the Children and Young Peoples plan. We recognise that the scale of transformation is unprecedented and our programme sets out the need to create a shared vision, building a desire and platform for change that is shared and owned by all stakeholders. The steps for change need to be planned carefully and taken in a timely fashion, with the outcomes monitored and evaluated carefully. We will deal with the key themes of curriculum change, teaching and learning, extended services and integrated provision, SEN and inclusion, pastoral and transition arrangements, collaboration, leadership, governance, LA/School relationships, parental involvement and developing student participation and student voice.
- 7.1.2 We recognise the risk of embarking on a significant change programme and have developed a strategy to ensure that our successful school improvement model is aligned with the requirements of the change management which supports the Wave 3 and Wave 5 programmes. We are doing this by ensuring that we sustain momentum and build additional capacity to meet the challenge of the transformational change programme and as a result, we have increased the capacity of the school improvement service. A change management strategic group established (August 2008) which is multi-disciplinary, brings together the expertise required to support change and innovation whilst maintaining our focus on raising standards. We have appointed dedicated consultants and appointed former heads to the BSF/School Improvement Team to support this work; we have also appointed an additional skilled ICT professional to the BSF team. The ICT element will be developed to facilitate personalised learning opportunities with elements such as making learning materials available on school websites, accessing materials from other schools and allowing for virtual attendance, and to ensure that the ICT Managed Service is responsive to schools needs. The ICT strategy group leads and champions school level changes in preparation for the changes in e-learning, structural issues around the managed service and developing intelligent procurement of ICT both within and across schools.
- 7.1.3 We will support the wider change management programme across Wave 5– both internally from the LA but also from the selected LEP partner, who will show how they will deliver their part of the programme across the Borough, through the agreement of CPTs and KPIs. The agreement will include a call off offer through which the LA will have the option to purchase additional educational support services. In conjunction with schools, we will also set up a Student LEP which will comprise a powerful voice for students in holding the LEP partner to account.
- 7.1.4 We will support and encourage head teachers to use the menu of services provided through the national BSF framework, for example, the NCSL leadership programmes to enhance our succession planning by identifying potential head teachers early and organising bespoke programmes of development for them. We will ensure all of our secondary heads have taken part in ICT development opportunities by 2009 to ensure they have an understanding of the opportunities provided by ICT as it develops in their school and across the authority. Additional consultant support has been brought in to support school leadership teams to engage with change management. Significant additional expertise in curriculum innovation and planning, school leadership and management and educational outcomes has been brought in to add capacity to a strong LA team.

---

<sup>2</sup> Refer Appendix 4 – Change and Transition Management Plan

- 7.1.5 All schools in Wave 5 are individual planning sessions led by the consultants with the SDAs for the coming academic year to develop a clear understanding of the changes required of them and to help to plan appropriate resources to support this. Schools have been supported to establish a change management strategy that includes the creation of change teams representing all sectors of staff at all levels in the organisation. The change teams are coordinated by individual champions who are appointed within each school and this process is described in the draft individual SSfC.
- 7.1.6 All schools in Wave 5 have developed their individual strategies for change and these form the basis for the next level of planning and engagement around change management with them in the autumn term. There is a planned series of scheduled in meetings in place designed to give all stakeholders a voice and to share an active part in sharing accountability for the delivery of the BSF programme in their school. As part of our ongoing strategic engagement with schools a heads conference has been arranged for 22 September looking at securing educational improvement and building on strong partnership working in the context of BSF. We are learning lessons from Wave 3 through formal feedback from key stakeholders including heads, a chair of governors and school development advisors. Lessons learned have already and will continue to shape the development of the Wave 5 programme (refer to Appendix 15 – Change and Transition Management Plan).
- 7.1.7 To meet the challenge of working with a new strategic partner to deliver the BSF transformation the local authority BSF Board will form the basis of the Strategic Partnering Board (SPB). Going forward the SPB will include a core from the existing team and will be broadened to encompass the appropriate skills and experience required to managed the effectiveness of the LEP.

## **7.2 The Change and Transition Management Plan**

- 7.2.1 The Wave 5 Change & Transition Management plan details the key elements of change, the management of change and why it is essential in maximising the effectiveness of the BSF Programme. The Change & Transition Management plan will deliver the Wave 5 Strategy for Change vision and address:
- Our holistic position regarding change and how it will be managed;
  - A plan of engagement with schools and local communities;
  - Key models, tools and techniques to undertake effective organisational change.

- 7.2.2 Change is about people and our change management plan will focus on the importance of 'people issues' and how we plan to manage these issues across the programme by engaging with the wider stakeholder groups and demonstrating the need for involvement and continuity in communication.
- 7.2.3 In 2008 Tower Hamlets' received a 4 star rating and the Corporate Performance Assessment (an improvement from 3 stars in 2005 and was cited as one of the ten most improving in the country). The 2008 JAR inspection rated Children's Services as outstanding with particular praise for the way 'innovative and creative leadership and strong partnerships, underpinned by high ambitions, drive improvement.' However, even with raising standards in education and increasing performance of services across the Authority, continued improvement in education must continue. When the current transformation has been achieved the next change plan will already be developed to insure that children and young people in the borough have learning environments that meet the needs of the changing century.
- 7.2.4 At the heart of this success is our ability to deliver change management as part of its core business. This ability is due to a real commitment to joint working and a focus on the delivery of better outcomes. The embedding of change management within the delivery of the BSF programme is key to ensuring a transformational outcome for education delivery within the borough.
- 7.2.5 We are clear that change management requires a shared vision, a collective desire to make real the shared vision, strong advocates and champions to drive the change forward in the face of inevitable barriers and obstacles along the way. We recognise also that while existing planning mechanisms are a powerful way of embedding new activities within a familiar format, we also need new fit for purpose mechanisms to signal a change of direction, a radically new initiative and a fresh energy and sense of renewal. Our change management plan therefore combines new initiatives and additional dedicated resource, such as the ICT leads meetings which are a new mechanism for driving forward the change programme in ICT, with pre-existing groups such as the curriculum deputies group which is taking forward important changes in direction for curriculum innovation.

### **7.3 What is Change?**

- 7.3.1 Formal change methodologies look at the level and scope of change within the BSF programme as 'transformational', or second order change. Over time individual schools have continually championed first order or transitional change and in working together with the Authority and our private sector partners the shift to transformational change has occurred.
- 7.3.2 In simple terms change management will, at a strategic level be mirrored by Wave 3 and 5 schools in composition and process:
- Require a Change Champion within the authority/school;
  - Require a core team to make the change happen;
  - Provide a vision and a map of the proposed transformation;
  - Implement a structure for implementation;
  - Obtain buy in at all levels;
  - Provide support to all;
  - Be flexible;
  - Make the changes in accordance with usual practice;

- Understand individual school organisation, culture and vision;
- Work closely with the community and LAP organisations; and
- Enable people to live and breathe change.

7.3.3 The less that the proposed change has in common with the schools culture and vision, the less likely success in change will be, hence why Wave 3 will provide the Wave 5 programme with essential lessons learnt that will help to shape the change and transition programme. The level of change at our Wave 3 schools will be taken forward to our Wave 5 schools, ensuring that the areas of change are consistent across all LBTH schools.

7.3.4 Our Wave 5 programme, like Wave 3, has a strong focus on educational attainment and improvement and delivery of a step change in educational service delivery. We will deliver our remit for change in the following areas:

- Improving standards;
- Increasing diversity in our school governance arrangements;
- Attracting and retaining good staff throughout our schools;
- Inclusion;
- Creating community hubs and integrating with LAP initiatives;
- Establish a 14-19 campus offer by providing a whole borough campus approach to learning, delivering a single curriculum across multiple school sites, increasing social cohesion and school and community integration. Providing LBTH pupils will the opportunity to participate in the wider borough education offer;
- Improve the capacity to lead and manage change;
- Reduce the Key Stage 2 and GCSE attainment gap between our young people with special educational needs and the whole population;
- Increase KS4 attainment of our SEN pupils to match and then exceed KS4 attainment for SEN pupils nationally (moving from 8% to 9.4% and then beyond);
- Reduce the gap between the achievements of our SEN pupils and all pupils achieving Level 4 in both English and Maths at Key Stage 2;
- Ensure that the increasing numbers of children with Special Educational Needs can be educated at mainstream schools;
- Develop a new provision for alternative communication users;
- Provide a specific provision within a mainstream secondary school for visually impaired students;
- Create new post 16 provision for young people with autism;
- Improve behaviour and attendance by enriched curriculum development and personalised learning opportunities;
- Provide of sufficient schools places, including post16;
- Create a post16 federation between Morpeth, Oaklands and Swanlea School designed specifically to attract back students;

- Provide BSF investment in 6th form provision at Wessex Centre, Central FGS/Phoenix Special schools, Raine's and Sir John Cass to provide sufficient accommodation appropriate for post16:
  - Deliver a wider lifelong learning offer;
  - This will include making use of imaginative building design;
  - Segregating adult and child learners;
  - Constructing a learning offer that builds in learner progress and responds to the need in individual localities and utilising borough wide BSF ICT investment to capture data on National Curriculum attainment levels;
  - set targets for improvement; and
  - create eportfolios capturing students work and prevent regression for students moving from primary to secondary schools, again at Key Stage 4 to 5.
- Continue to increase the percentage of young people (516) participating in two hours of high quality PE and sport per week from the current 81%. Better facilities provide greater opportunities to increase school and extended school PE activities;
- Ensure schools do not have fall below floor targets. Two BSF Wave 3 schools have been the subject of intervention and support where science has fallen below floor targets and this is expected to have yielded results by the time Wave 5 comes on stream. BSF refurbishment and ICT investment forms a significant part of ensuring that any improvements are sustained;
- Reorganisation of provision at the borough's PRUs, including the rationalisation from six to four sites. Improve PRU facilities and provide better opportunities for parents to positively engage;
- Close identified gaps in place provision in the Borough;
- Deal with an imbalance of surplus places at our boys only schools, and deal with the gender imbalance at other schools in the borough;
- Deal with inadequate accommodation and space at Bow Boys School;
- Create an additional 8FE (1116) school to meet the predicted school population growth to 2014 and to deal with the anticipated growth in post16 numbers due to the change in the statutory leaving age thus providing 100% participation by 2014;
- Create clear, targeted strategy to support greater learner led curricula and more sophisticated assessment and support programmes as part of Wave 3;
- Create high quality 21st Century learning environments with flexibility, for students and the community, supporting new opportunities in the curriculum, ICT and in teaching methods;
- Improved pedagogical framework and effective learning methodologies;
- improved ICT helping to deliver a step change in educational attainment through a transformed and more personalised KS3 and KS4 offer;
- reduce worklessness in families, through our adult learning;
- Improve 1419 pathways to learning which will reduce youth unemployment;
- Create accessible co-located multidisciplinary services including Tier 1 and 2 CAMHS; to support our emotional wellbeing strategy;



- Create high quality accessible facilities for students and the community; and
- Address Surplus places at specific schools.

#### **7.4 How will we achieve Transformation and Change?**

- Increase leadership and Management Capacity; across the authority and secondary school estate;
- Promote innovative Thinking; thinking out of the box to help schools deliver a truly transformation teaching and learning environment;
- Establish an environment for Change; creating an environment, attitude and enthusiasm for change;
- Provide People Development; through support, guidance, advice to inspire confidence in innovative pedagogy, knowledge and skills;
- Bring in New Technologies; providing technology rich environment that push the boundaries of innovative teaching, learning and management methods; and
- Secure LEP Buy In; ensuring the LEP is not only encouraged but motivated to support change management through their KPI's.

#### **7.5 Key Components to Change Management**

- Programme Support;
- Continuous Improvement;
- Monitoring and evaluation;
- Improved educational standards and achievement;
- Pupil involvement and satisfaction;
- Wider stakeholder involvement and satisfaction and
- Learning led designs.

#### **7.6 Design and Change**

##### **Stakeholder Involvement during the Design Process**

7.6.1 Lessons learned around school engagement and transition to change from wave 3 process and best practice in education delivery will be cascaded throughout the BSF estate; initiating from the wave 3 sample schemes and flowing down to schools as we gain more lessons learnt from the phased BSF wave 5 programme.

7.6.2 The stakeholders of the project have been clearly identified and will all have a role in ensuring that the vision is delivered. The input by the Schools' to date in the production of our educational and design visions illustrates the commitment to the need for change by the teachers, pupils, stakeholder organisations and the wider community. There is a commitment by us to ensure that appropriate forums are in place to engage with all stakeholders at key stages of the project, and have therefore established a change management group which will oversee this process.

7.6.3 Our key stakeholders have been involved to date in visioning development, led by our education advisors (ex borough head teachers). A commitment to shared aims and objectives was

captured along with enthusiastic support from Headteachers at the Headteachers conference and subsequent meetings.

7.6.4 We will continue to work closely with our schools and other stakeholder groups through structured calendar of events and through a number of methods, for example:

- Design workshops involving a wide variety of participants including children, parents, teachers and Governors;
- Action Planning events involving collaboration between say, school staff and Governors, Architects, Planners, community development workers, etc;
- 'Planning for Real' events which enable residents to use a model of the new schools to help them envisage and shape the future;
- Competitions involving individual primary schools and individual pupils, with prizes for best designed 'School of the Future'. This will serve to engage all our primary schools in developing the new schools while encouraging more young children to stay in the Borough for their secondary education;
- Parents, teachers and Governors might develop a series of high profile 'Best Practice' visits to visit other BSF or PFI programmes. This will serve to bring new ideas into the borough and allow key stakeholders to see that our common vision of schools for the 21st Century can not only be achieved, but be surpassed.

7.6.5 As part of the change process the Authority will work closely with the schools to appoint school change champions and will have the following responsibilities:

- Represent the school and be a key point of contact for the BSF team;
- Liaise with the BSF project managers in terms of design and programme updates;
- Receive and disseminate regular BSF updates to stakeholders;
- Write features on BSF for the school's website or newsletter updating stakeholders on progress;
- Liaise with all stakeholders regarding design, programme of build and decant;
- Assist with organising community information/consultation events and community surveys with the BSF team;
- Encourage and support staff to build in BSF workshops into school assemblies and tutorials;
- Attendance at meetings to represent the School;
- Liaison with the ICT consultants and the ICT Network Manager;
- Liaison on design with the architects and engineers; and
- Liaison with stakeholders – students, staff, Governors, parents and the local community.

7.6.6 The appointed Client Design Advisor plays a key role in facilitating change within the schools; and will work with the Wave 5 schools in order to develop their output specifications, arrange visits to exemplar schools, develop Design Quality Indicators (DQIs) and share experience and best practice. Stakeholder engagement with design development is an important element in this process of change, most importantly through secondary Head Teachers, Governors, regular

communication between key LA officers and both secondary and primary schools, workshops, bulletins and websites.

7.6.7 The Client Design Advisor and team of architects will also play a key role in facilitating change within the schools; working with the schools to develop their output specifications, arranging visits to exemplar schools, developing Design Quality Indicators (DQIs) and sharing experience and best practice. Again these professional advisors will work with the BSF Team Change Champions maintain continuity at all school development meetings. This work will always link back to Authority education and school visions of change, incorporating use of space, pedagogy, curriculum, extended schools and community use.

## **7.7 Managing Change**

7.7.1 **Individual school level:** Change management will be supported through 'BSF School Change Management Teams', under the leadership of the Service Head for Young People and Learning. Structured teams and management plans will be established in all schools, involving a broad range of school stakeholders. The focus of these teams will be to finalise and realise the individual SSfC plans. The local authority will support these teams to ensure the change management process is embedded and aligns with the borough wide vision.

7.7.2 **Local authority level:** the Tower Hamlets Transformation Team has been set up to finalise and deliver the change management programme whilst including a wider remit of stakeholders. Key dimensions underpinning the delivery at authority level are organisational development, workforce planning, workforce remodelling, continuous professional development, recruitment and retention and performance management. The change management plan will build on existing effective practice and develop in order to deliver our vision for BSF.

## **7.8 Staff Training**

7.8.1 Training and development is essentially concerned with achieving individual change through learning. Change within schools requires such learning to occur and in order to reinforce the following methods will be proposed:

- Measurement: 'what gets measured gets done';
- Recognition and encouragement of those who are making changes;
- Reward; if possible align the reward system to benefit those who make changes;
- Link the changes to individual's key objectives for review under performance measurement and delegate;
- Continue to communicate results and successes;
- Complete a formal 'audit' against deliverables, one year on; and
- Allocate clear ownership of the implementation phase of the change.

- 7.8.2 Training and support for school management teams, who essentially champion change, will ensure projects are delivered with minimal impact on the smooth running of the school. School management teams will be supported by training and advice to enable them to work through the school restructuring, for example, ICT staff transferring to the ICT provider and further to ensure that any future TUPE implications will be carefully managed.
- 7.8.3 We are in an advantageous position to continue to support radical change in workforce remodelling as part of the BSF programme. A cohesive strategy has been developed to address the transformation in school culture required to overcome institutional barriers to change. Remodelling the workforce will be central to achieving this cultural shift. We are dealing with the key themes of curriculum change, teaching and learning, extended services and integrated provision, SEN and inclusion, pastoral and transition arrangements, collaboration, leadership, governance, LA/School relationships, parental involvement and developing student participation and student voice. To achieve this, our change champions has actively supported schools in translating their visions into reality and actively managing change, ensuring that staff prepare to tackle the rapid and radical changes required as their schools embrace future developments in learning environments and pedagogies, especially those which are ICT related.
- 7.8.4 Headteachers will be supported and encouraged to use the NCSL leadership programmes to enhance succession planning by identifying potential head teachers early and organising bespoke programmes of development for them. Within the BSF Change Programme there will be a Leadership workstream to enable BSF Headteachers to work as a group to move transformation forward and deliver the overall school and educational visions. All secondary heads should also take part in the SLICT programme by 2009 to ensure they have an understanding of the opportunities provided by ICT as it develops in individual schools and across the authority.
- 7.8.5 Staff wellbeing is a priority in the recruitment and retention strategy. Tower Hamlets will ensure that schools are even more rewarding places in which to teach and learn within a Borough which is an exciting and vibrant place to work, a place where teachers and Heads are encouraged to innovate and collaborate. Investment in a range of specific programmes to support recruitment and retention in the Borough's schools will continue.
- 7.8.6 Project management and implementation post OBC approval will require the involvement of a large number of individuals throughout the Authority in a significant range of disciplines working with external consultants where appropriate towards the achievement of the project aims and objectives. Where necessary, training and development will be required to ensure that the required capacity is available. External consultants/technical advisors will, as part of their briefs, be required to share their experience as appropriate with officers to ensure that capacity is developed internally. Capabilities will also be developed by:
- Seeking to learn from the experience of other Pathfinder and other Wave 1 and 2 Authorities and our own Wave 3;
  - Utilising the experience of officers within the Authority who have been involved in BSF/PFI schemes both here and in other authorities; and
  - Learning from the experience of other authorities involved in BSF.

## **7.9 Educational Risk**

- 7.9.1 Modern day approaches to educational risk management have been criticised because they fail to focus on the various places that students learn in and student interaction between those environments. Secondly, these approaches will focus on populations at risk as opposed to

individuals. By looking at risks in an ecological way both of these areas of weakness are confronted. Therefore the BSF programme approach to risk management looks at the classroom, the home, the community, and the larger society students live in. Working with educational risk as occurring in each of these four areas allows the BSF team to manage the interactions in risk and mitigate in a far more logical and practical way.

- 7.9.2 The key risk to the Authority is how we maintain standards during the period of transition. To this end the change and engagement plan is the detailed transition tool linked to our leadership work stream which takes school Headteachers from each building phase and provides them with a consistent transition support up to and after the building work is complete. Working together Headteachers will also have the opportunity to visit other BSF programmes, meet with peers, and understand the levels of change already experienced in other operational BSF programmes.
- 7.9.3 Schools will have a main change champion appointed, but additional change champions from the teaching staff and pupils will also be appointed if the individual schools choose to operate in a more detailed way. The change champions will be the key day to day link to our BSF Programme team. Working together regular engagement, communication and transition planning is maintained right up to construction completion.
- 7.9.4 ICT staff that will transfer to the new ICT contractor will be engaged in the transfer as the point that Selected Partner is appointed. Thereafter, the ICT contractor will work with their change team to delivery a seamless transfer for School employees.
- 7.9.5 The Borough is preparing Head Teachers and governing bodies to interface with the Local Education Partnership, and to engage fully with the implications of selecting future FM requirements, both hard and soft. All schools have agreed in principle to meet the revenue costs of the ICT managed service from which they will benefit. The wider change management programme will be supported across Wave 5 – both internally from the LA but also through our LEP, who is required to articulate how they will deliver their part of the programme across the Borough.

## **7.10 Communication and Engagement Strategy**

- 7.10.1 The BSF team will consult with each individual school to develop their own individual communication strategy to enable the school to engage with their stakeholders. The consultation will also highlight the tools required to support the school with their engagement plan
- 7.10.2 The change plan is closely linked to the BSF communication strategy which sets out how, when and in what detail we engage with all of the BSF stakeholders listed above as well as the internal Authority stakeholders and central. We recognise the value of using the schools current communication channels for information sharing, consultation and participation with stakeholders. Further to these mechanisms we have provided a list of engagement options the schools can take on board as part of their strategy.

## **7.11 Stakeholders**

### **7.11.1 School stakeholders**

- Head teachers;
- Governors;
- Teaching and non-teaching staff;
- Pupils (esp. those at affected schools and those from feeder primary schools);

- Parents/Carers;
- VA governing bodies and dioceses Other Tower Hamlets schools; and
- Local health and social care staff who work with and in schools.

#### 7.11.2 Wider community

- Local residents especially those who have no links to school but are neighbours to schools earmarked for redevelopment;
- Local businesses; and
- Voluntary sector and community groups.

7.11.3 We have developed a comprehensive change management programme which will coordinate with all strands of our BSF programme and a comprehensive change management plan will be delivered. This flow of information will be facilitated by two former Headteachers who will act as education delivery champions for the BSF programme and will initially be enabled through cohorts of Headteachers from schools in the same phase of the BSF programme working together. As the programme progresses, this structure will enable a continuous improvement cycle within the secondary school estate, with a broadening of focus from BSF learning to best practice in educational delivery

#### 7.12 ICT

7.12.1 We are intent on ensuring a step change in the pedagogical use of ICT and the Council will oversee the development of its use throughout the estate and beyond schools into the wider community. The ICT provider's specification for this has been clearly defined and agreed as part of the LEP procurement.

7.12.2 We will ensure that educational transformation happens and can be sustained through the creation of strong change management processes, based around the principles at the beginning of this section. The ICT element will be developed to facilitate personalized learning opportunities with elements such as making learning materials available on school websites, accessing materials from other schools and allowing for virtual attendance and working from home.

#### **BSF WILL HELP US DELIVER OUR REMIT FOR CHANGE**

- **Improving standards**
- **Increasing diversity**
- **Providing for inclusion**

## **APPENDICES**

**Appendix 1A: School Workbooks**

**Appendix 1B: Abnormal Costs Pro Forma**

**Appendix 2: Delivery of Strategy for Change**

**Appendix 2A: ICT Output Specification**

**Appendix 3: Value for Money Assessment**

**Appendix 4: Risk Matrix – Risk Management**

**Appendix 5: Unitary Charge Model**

**Appendix 6: TBC**

**Appendix 7: Affordability Model**

**Appendix 8: Not Used**

**Appendix 9: Approvals**

**Appendix 10: Approvals Checklist**

**Appendix 11: New Project Approval Process**

**Appendix 12: LBTH BSF Management Structure**

**Appendix 13: Corporate Vision**

**Appendix 14: Individual School Priorities**

**Appendix 15: LBTH Transformation Plan**

**Appendix 16: TBC**

**Appendix 17: Communication Strategy**

**Appendix 18: Not used**

**Appendix 19: LBTH Education Vision**

This page is intentionally left blank