

Building Learning Futures



Living Ambition:

Environment – **Learning** – Towns & communities – Individuals – Value

**Readiness to Deliver
Statement
September 2009**



3.1.1 Context and vision

Introduction:

Havering is transforming itself. A stable political and officer leadership have reshaped the ambitions of the Council. A board structure is supporting transformation. Place Shaping and Learning for the Future are key elements of transforming delivery, underpinned by reconfigured approaches to customer and community engagement. Commissioning is designed to meet the expressed needs of individuals and business processes reformed to support delivery. The Leader of the Council has a long standing senior presence in Thames Gateway governance and Havering is well placed to maximise place shaping opportunities at borough and sub-regional levels.

Although at first glance successful, Havering faces significant challenges. There is evidence of educational under-achievement and pockets of deprivation. We urgently need to increase the pace of change in developing a sense of place and feeling of well-being in our communities, particularly where deprivation is highest. BLF investment facilitates our wish to strengthen the place of schools as learning hubs in each locality, raising aspiration and achievement at all age levels in all communities, delivering a higher skilled, better rewarded local workforce in a vibrant local economy.

Havering's goal for Building Learning Futures (BLF), as embodied in the Children and Young Person's Plan (2009/11), is 'to achieve excellence in education and training', and for Havering to be a place where 'Every child and young person matters'. The Plan will be the key driver for BLF to reshape, revitalise and refocus secondary education in Havering. In particular BLF will facilitate the process of allowing parents/carers to fully support their children so that they enjoy learning, and are ambitious and aspirational for their children and themselves.

Where we are:

Havering is a London Borough characterised by a number of significant centres of population including Romford, the largest east London town centre underpinning a strong retail and service economy. With the highest proportion of green spaces of any London Borough there are very attractive suburban areas and a high quality of life which results in a majority of the population expressing high levels of satisfaction with Havering as a place to live. It has a number of key features:

- A low level of central government financial support and levels of per capita spend.
- Significant pockets of high deprivation with attendant impact on:
 - standards and rates of progress achieved by these learners
 - life chances, including higher incidence of teenage pregnancy
 - higher than average unemployment rates
 - disproportionate numbers of children in care or with child protection plan.
- Two thirds of schools achieving standards above the national average, with 55.4%(2008) of young people leaving school with 5+ A*-C GCSEs including English and Maths.
- A political administration which has made a positive commitment to Children and Young People's services in the vision for learning futures, the priority to improve the quality of school buildings and in significant investment in

services for young people. In addition, it has demonstrated its commitment to the 14-19 agenda by appointing a separate lead member.

- We are taking forward major regeneration projects in Harold Hill and Rainham, areas with the highest deprivation within the Borough. In Harold Hill we are placing learning and the development of skills at the centre of the project through the development of a Learning Village.
- Rainham is in Thames Gateway, a national and regional priority for growth.
- We have already developed the Children's Trust as a Commissioning Trust; a senior officer is in place as Strategic Commissioner.

Our challenges:

Overall standards at the end of KS4 are high. However, this figure hides very significant differences between schools. This gap in standards, of 56%, (2008) is comparatively high compared to other similar authorities nationally with very few selective schools.

There are similar gaps in the standards achieved by particular groups in different schools. Havering has one of the largest gaps between those learners in receipt of FSM and those who are not.

Rates of progress, as measured by CVA2-4, have been in decline over the last three years and have been below national averages for the last two years (2008). Again there are very significant variations in rates of progress between schools, with a gap of 37.9 between the highest and lowest performing schools. In 2008 only 4 schools had a CVA above national levels.

There are significant gaps in the effectiveness of different schools to ensure appropriate rates of progress for different groups of learners. For example rates of progress (CVA2-4) of boys varies by 48.2, girls varies by 40.3 and for those learners on FSM by 32.2 between the different schools.

Performance by the age of 19, as measured by Level 2 qualifications has remained static (2006-8) whilst Level 3 achievement has declined. The inequality gap at Level 2 has improved but at age 19 performance has been inconsistent (2006-8).

Adult skills levels are low with borough residents disproportionately represented in low wage employment.

What BSF will bring:

Havering has a clear vision for education which is defined through five core principles. Building Learning Futures will allow us to accelerate and enhance the implementation of our vision. The core principles are:

- **Learning as the foundation of community.** For Havering, learning must be the foundation for building a strong, welcoming, safe and caring community, with a rich culture, identity and sustainable way of life. Schools will form the **Learning Hub** of each locality with educational, community, leisure and cultural activities able to take place, linked to the Havering's adult, family and parenting strategies.
- **Learning as an investment in our futures.** We believe that learning is an investment to drive a step change improvement in people's life-long ambition and skills, bringing economic success which everyone shares. The provision of a high quality personal development curriculum for all will enable young

people to make better informed choices about their lives and understand the consequences of decisions they make.

- **Learning as an entitlement for all.** In Havering learning must be an entitlement that is equitable, empowering, enabling, enriching, personalised and life-long.
- **Learning as the heart of ‘think family’.** For our planning and delivery, learning will be at the heart of our family strategy. Families will be supported through early intervention to achieve the best possible quality of life, whatever their circumstances.
- **Learning through an infrastructure that is accessible and inspirational.** Learning can only be at the heart of our planning and vision if it exists in an infrastructure that is accessible, adaptable and, underpins the regeneration of our towns and communities.

3.1.2 Choice, diversity and access

Where we are:

The secondary estate has a diverse mixture of VA, foundation, community, single sex and faith schools already in place. There are mixed age schools with 3-19, 11-16 and 11-18 across the borough. An innovative learning village with provision from 0-19, including special and FHE is at advanced stage of planning. An academy has been agreed for our one remaining London Challenge school (2009). Havering is supportive of the establishment of foundation, trust and federations of schools. 70% of learners are allocated their first choice secondary school.

14-19 is a key driver in bringing about greater educational choice and extending the curriculum opportunities by the development of Diploma, Foundation Learning Tier and Apprenticeship provision across Havering as a single consortium. There is an agreement and commitment to collaborative arrangements in place for off-site provision. The majority of schools take part in a KS4 Engagement Programme including links with post 16 providers, employers and private training providers.

Locality based services have been in place since 2004 with the formation of 6 Locality Management Groups. This supports extended service delivery at all phases and addresses the core offer as well as underperformance. This (LMG) system supports the process of commissioning for early intervention and prevention and the development of the Common Assessment Framework.

Our challenges:

- Increasing the level of challenge and accountability to localities, trusts, federations and individual schools.
- Increasing the number and use of school specialisms and centres of excellence to access specialist curriculum facilities.
- Increasing LDD provision, in borough, in line with parental views.
- Increasing the percentage of learners who get their first choice school through greater levels of satisfaction with all schools.
- Improving participation and collaboration between partners.

What we are doing:

Researching and consulting with parents, young people and all of our partners to establish clear priorities for extending access, choice and diversity. Most of our secondary schools are moving towards Foundation status. Some secondary schools are investigating Trust models. Both of these developments have involved parents, learners and local communities in extensive consultation. All secondary schools have consulted widely on changes to the curriculum. Diversity and innovation in curriculum development has been show-cased to governors.

All our schools are increasing ‘access to learn’ programmes, progression pathways, resources and facilities which meet the needs and interests of many young people. 14–19 provision is being planned collaboratively via the Strategic Partnership Board; in partnership with schools, post 16 and work based learning providers, employers and the voluntary sector.

We have created a new and innovative model of education provision with the Harold Hill Learning Village. An 11-19 Academy will be sharing a campus with a primary school and children’s centre as well as an all age special school and a Further and Higher Education college. This Village is at the heart of an area of high deprivation for which there is a 20 year regeneration programme.

Havering has an excellent track record on consultation with key stakeholders and the local community surrounding key education policies and initiatives.

What BSF will bring:

Building Learning Futures will ensure the development of a diverse and dynamic group of schools that will increase opportunities for choice for parents and young people, where each school has a strong ethos and sense of mission and acts as a centre of excellence with specialist provision, for example; curriculum subjects, international status, training schools, applied learning and inclusion units.

We will:

- Use BSF to rationalise and expand choice and diversity and improve access to high quality, high performing learning centres. These will involve the development of learning hubs through school partnerships and locality based services.
- Enable schools to consider unitary school governance and commissioning arrangements for local areas. There will be strong, self-managing providers with mixed governance providing increased parental choice and rigorous and robust commissioning (and decommissioning) arrangements.
- Expand the impact that good schools can have on other schools through programmes to target the gifted and talented as well as other key cohorts of students, and ensuring a broad, joined up, curriculum offer across the Borough.
- Further develop partnerships with Post-16 and workplace providers to expand choice and diversity and improve progression and retention.
- Encourage schools to become centres of excellence through bidding for second and third subject specialisms.
- Ensure cost effective, sustainable Post-16 provision, developed through the LA 14-19 Commissioning Strategy, utilising individual centres of excellence which will provide specialist equipment and staffing.

- Enable the provision of Life-Long Learning Centres in each locality of schools co-ordinated across the Borough.
- Continue to develop appropriate 'healthy competition' between schools in line with our aspiration to help raise the performance of our less successful schools.

3.1.3 Underperforming

Where we are:

Havering has been able to achieve significant improvements through schools supporting schools in formal partnership arrangements based on a NLE/NSS model and the use of Advanced Skills Teachers. There is a targeted LA intervention programme that allows for early identification of concerns and a culture in our schools that encourages collaboration. Havering has been commended by National Strategies for its clear and transparent systems which have provided a proven track record in successfully addressing any such incidences.

Our challenges:

- To narrow the gap between our highest and lowest performing schools, whilst retaining high standards.
- To share and embed good practice; raising the bar for all.
- To address the underperformance of specific groups in our schools including but not limited to, Looked After Children, Gifted and Talented and those learners eligible for Free School Meals.

What we are doing:

Empowering schools to use accurate data analysis tools and effective self evaluation so that schools increasingly know and understand any under-performance and are able to intervene appropriately. Using the keystone of Quality First Teaching to improve the effectiveness of the teaching taking place to increase rates of progress and attendance and reduce exclusions. Through regular training of school improvement partners, robust quality assurance, performance management and high expectations, we ensure an increasing level of challenge to Headteachers, senior leadership teams and middle managers..

What BSF will bring:

- Extend excellent practice through expanding the successful NLE/NSS model further where significant support is needed and introducing other less formal partnership models.
- Centres of excellence within each locality to support underperforming schools. These will provide both "in reach" and outreach provision for young people, helping to narrow the gap between the highest and lowest performing schools.
- Expanded provision for both the most vulnerable and underperforming learners through the development of an inclusion unit in all schools, based on strategic planning across the LA and between localities.
- Increased access to ICT so that all learners, including the school workforce, can learn in a way, time and place that meets their needs.
- Enhanced Management Information System (data protection and security permitting) that allows cross referencing of data between schools, LA and multi agency services.

3.1.4 Learning

Where we are:

Havering has a vision for learning which is a reflection of what we value as a whole community and what we seek for our young people. This vision places responsibility on schools, localities and learning communities to build participation that encourages all young people to become active participants in all aspects of their learning.

Our challenges:

- To ensure that the quality of teaching meets the individual needs of all learners including those with particular aptitudes and talents.
- To further increase the outreach work of school with specialisms.
- To increase access to relevant learning outside of the classroom; through 24/7 ICT supported learning at home or in community venues.
- To ensure that transition between all key stages focuses on organisational and personal aspects as well as curriculum and pedagogical continuity.
- To locate Havering's music service in an area that is more accessible to enhance the impact this provision can have through wider opportunities for cultural and creative links.
- To locate the Europa Centre, an innovative centre for the development of MFL teaching and global citizenship, where it is accessible to all schools.

What we are doing:

We are supporting schools to develop personal learning and thinking skills within the new KS3 curriculum to increase transferable and life long skills. Havering is introducing Assessing Pupil Progress in the 4 core subjects and developing AFL and Social and Emotional Aspects of Learning (SEAL) across all schools.

Havering is developing the 14-19 offer through collaborative programmes including Diplomas and Young Apprenticeships. We continue to enhance the processes and systems that are in place to encourage greater access to learning outside the classroom, including the school grounds, field work, international links and e-learning.

What BSF will bring:

- Increased numbers of second and third specialisms to enhance the availability of expertise.
- Opportunities for schools to develop greater personalisation and learning styles in their curriculum, through enhancement of IAG and broadening the available experiences and facilities.
- Formalised and increased levels of collaboration between institutions whether secondary schools, FE/HE and universities country wide or internationally.
- Innovative ICT deployment to allow anytime anywhere learning, so that the opportunities to learn fit the needs of learners rather than institutions and reduce the digital divide for learners, parents, families and staff.
- Increased opportunities for parental involvement in their child's education by making available up to the minute details of their child's progress, attendance, behaviour, homework and achievements via a Borough wide learning gateway.
- The Europa Centre (MFL) and Music Service co-located onto an appropriate school(s) site linked to a centre of excellence/school specialism.

3.1.5 Curriculum

Where we are:

We have developed a clear set of principles and curriculum model guidance jointly with all schools for 11-19 provision. This guidance has been used by schools to begin innovation through the development of a 2 year KS3 as well as thematic approaches that support effective transition KS2-3. Extensive enrichment activities take place in all schools, a very successful summer university programme is available for all. 14-19 provision has developed significantly over the last three years through the 14-19 Partnership resulting in an increased collaboration between schools, colleges and all partners, including LSC and work based providers. Commitments are already in place for the delivery of all diploma lines within statutory deadlines.

Havering is strongly linked to many aspects of cultural learning. There are well established links to community performing arts through the Culture Forum and music school, resulting in a rich and diverse programme of cultural engagement. The Europa Centre supports the development of the International Global Curriculum. Havering has an annual multi-cultural festival and is a key contributor to the Cultural Olympiad, 2012.

Our challenges:

- To enhance curriculum opportunities and allow greater personalisation of learning.
- Encouraging schools to develop collaborative partnerships to improve learning outcomes.
- Increasing parental understanding and commitment to new qualifications and curriculum organisation.
- To implement in all schools the QCDA Big Picture plan of the curriculum.
- To further develop courses and programmes to enhance increased employability.
- To establish innovative centres of excellence to deliver high quality vocational pathways.

What we are doing:

Building on successful collaboration and by developing centres of excellence, we are increasing levels of participation and access to vocational pathways. This will ensure that all young people have an entitlement to a personalised curriculum, including Apprenticeship, Diplomas, Foundation Learning Tier and general qualifications (GCSE /A Level). We are strengthening the quality of IAG, including careers education, to enable every young person to make better informed decisions leading to improved life choices.

All our schools have detailed plans to deliver Functional Skills and Personal Learning and Thinking Skills. The LA has appointed a strategic lead for Functional Skills. Havering has a successful Foundation Learning Tier pilot as well as programmes on Accelerated Learning operating in many schools.

What BSF will bring:

- BLF, Primary Capital Programme, Post-16 developments and the Academy programme will continue to build on school specialist status and academic strengths to ensure all young people have an improved choice and access to a wider range of facilities.
- Development of greater partnerships between secondary and primary schools, with the potential for all through schools.

- Post-16 provision that meets learners' interests and aptitudes, expanding where appropriate. Financially sustainable 14-19 all-through courses at centres of excellence with high quality specialist equipment.
- School MIS that track learners progress and attendance across the range of learning institutions away from the 'home' school.
- Further 21st Century vocational, applied and academic curriculum pathway development
- Improved conversion of GCSE A*-C grades into Level 4 qualifications

3.1.6 Integrated Children's Services, ECM and extended schools

Where we are:

The Integrated Working Service promotes all aspects of the Integrated Working agenda as it relates to Every Child Matters and Children's Trust partner providers. Locality groups model excellent partnership working and innovative solutions for delivery of the full core offer of extended services, in line with Havering's Children and Young People's Plan priorities. At the heart of the delivery are the Common Assessment and Lead Professional Frameworks that establish our multi-agency working arrangements of teams around families. The LA continues to increase the number of Children's Centres, currently 12, where parents can access varied services under one roof. Schools are increasing their provision of adult learning and aim to develop this overtime so that parents raise achievement for themselves and their children and improve aspirations. 80% of our schools are Healthy Schools and a similar percentage already offer at least two hours of PE to all learners in KS3 and 4.

Our challenges:

- To improve key outcome indicators including social inclusion, health and youth involvement and achievement for those children in receipt of FSM.
- There is a need to pool budgets by all agencies in order to deliver sustained extended service provision that is not reliant on grants. Schools will want to increase the current success of the 35 Home School Support Workers and grow the para-professional roles that support preventative work with families and improve early intervention.
- Provision of facilities and travel arrangements for the PRUs and Special Schools need to be addressed.
- Expanding the number of Fully Extended schools and co-located services to ensure strategic placement of resources and staff to fully support the most vulnerable.
- Build increased levels of accountability of localities for the outcomes of the young people in their care, enhancing the access and flows of information to each locality.

What we are doing:

Havering is developing local, community based service provision. We are encouraging young people's participation in the development and delivery of services and links are being made with the targeted youth programme to support this. Our aim is that as extended and full service schools develop, they will be the hub of many of these services and could invest in the joint commissioning arrangements for them.

What BSF will bring:

- Buildings that are adaptable to enable a variety of other service users to support improvements in both school standards and family life, inter-agency working, and out of hours provision.
- Schools in localities working collaboratively with a clear vision, identity and accountability through the Children's Trust, that will ultimately lead to sustainability of extended service delivery.
- Creation and co-location of extended services 'hubs' on school sites providing prompt, high quality support to meet the variety of social and learning needs of the locality, adding further to opportunities to develop community cohesion.
- ICT used to further enable multi agency data sharing to facilitate timely identification of and the need for intervention strategies, including family learning and parenting support.
- Specialist 14-19 provision, including strategically placed Specialist Applied Learning Centres geographically spread across the LA enhancing the school based provision for work based learning; the provision being available for use by learners, local business and community groups.
- Integration of ICT into the school building and wider environs through wireless networking, enabling the benefits ICT can bring to culture and sport and the development of ICT use in outside areas for both planned and spontaneous learning opportunities.
- Enhance further the key aspect of our 'wrap around' service vision for all members of the community.

3.1.7 Inclusion

Where we are:

Havering has an effective Strategy for Inclusion which is informed by the Havering Children and Young Person's Plan. Our vision reflects one overriding objective: securing a better future for children and young people, whatever their background. Wherever possible a child's educational needs are met in a local mainstream school, alongside his or her peers. Children with special needs and those from vulnerable groups are increasingly fully included in the life of the school.

Our challenges:

- Increasing the use of integrated and effective services to secure the improved outcomes for all young people.
- Increasing the rights of all young people to have all barriers to learning removed wherever their learning takes place.
- Using innovative approaches to learning and teaching to improve the standards and quality of education provision for all, reducing exclusion and promoting social inclusion.
- Increasing further the focus on effective early intervention and developing a common understanding of what this involves, both within the education sector, partner agencies and the voluntary sector including parent/carers.

What we are doing:

We are supporting schools to develop inclusive practice as a whole school approach. Parents in Partnership' provides an independent advice service to hard to reach families in relation to admissions to schools and accessing appropriate support for young people with special educational needs. The Children's Trust arrangements are providing multi-agency support for young people and their families.

We are ensuring that appropriate enrichment and support is provided, and monitored, within each school and across the locality to narrow the standards and progress performance gaps between groups of learners both within and between institutions. Our services will increasingly be integrated or co-located with mainstream provision to make best use of resources and create maximum opportunity for integrated learning and recreation. Increased respite provision on all school sites via specialist Inclusion Units, will mean less need for permanent provision for vulnerable young people outside mainstream schools or the authority.

What BSF will bring:

- Ensure that all sites and provision are DDA compliant, accessible to all learners and that services are readily available to support personal development and learning.
- Develop one-stop points of access to health, advice, support and training for young people, and use the expertise in special provision to train staff and support learners in mainstream schools.
- Provide new and remodelled, accessible, purpose-built facilities, enhancing existing accommodation which will provide opportunities for innovative, specialised and flexible learning provision. In turn this will help to improve behaviour and attendance and include more learners in mainstream schools and improve their outcomes.
- Develop a New KS4 PRU Hub providing highly specialised provision for the most vulnerable young people, as recommended in the Steer Report.

3.1.8 SEN

Where we are:

Havering's policy for SEN is informed by five key principles. These are:

- All children have the right to an education that is appropriate to their need.
- The education of less able or disabled children is no less important than that of any other child.
- Respect for, and understanding of the differences between people is best fostered in an inclusive school environment.
- The more that schools can do to recognise and accommodate individual differences, the less will special arrangements be required.

As well as maximising the literacy and numeracy skills we work to promote independence and life skills leading to achieving the ECM outcomes. All special school provision in the borough is 'Good' to 'Outstanding' (Ofsted 2008).

Our Challenges:

- Ensuring our provision is designed and implemented to take account of the wide diversity of these characteristics and needs.
- To ensure the majority of children will have their special needs met in mainstream schools, without statements, and that arrangements for SEN are an integral part of the normal curriculum delivery.
- Ensuring those exceptional and high achieving learners also have their needs met.

What we are doing:

- We are using Person Centred Transition Reviews to offer to young people with Statements or on School Action Plus of the Code of Practice. Information, advice

and guidance is offered through Connexions and ICT based systems such as havinger.clickstart.org.uk.

- The new tracking, monitoring and target setting used in our special schools will be rolled out to all schools. This will standardise the setting of personalised targets.
- SIPS will have an enhanced role in monitoring the SEN provision in all of our schools.

What BSF will bring:

- We will use BSF to add value and enhance our existing specialist SEN resources within each secondary school.
- Increase the amount and range of provision to meet the current and future demand of a changing population of learners with SEN via the development of specialist inclusion units on all school sites.
- Provide post 16 provision for LDD learners located in the north and south of the authority, based on current 3-19 provision for young people with profound and multiple learning difficulties.
- Ensure DDA compliance for buildings and ICT, to further improve accessibility.
- Use Management Information Systems to share appropriate multi agency information, ensuring information about behaviour and well being is up to date.
- Empower students by providing extended opportunities for independence through ICT.
- Extend video conferencing facilities to schools to provide wider learning opportunities for students with mobility difficulties.

3.1.9 Leadership and change management

Where we are:

To realise our aims through BSF, we are aware of the need to secure the necessary collective commitment of all staff, governors learners, parents and the wider community.

We have engaged NCSL to develop a programme of support for all our Leadership and Management teams. We have a strong ethos of 'Schools Supporting Schools' and intend to use this to help manage the process of change, along with working closely with neighbouring boroughs.

Our challenges:

- A clear focus on building collaborations or federations to maximise resources, training and staffing for the benefit of the community.
- Ensuring adequate focus on learners as key stakeholders, encouraging them to play a central role in decision-making around buildings, curriculum design and future developments.

What we are doing:

We are supporting the strategic role of governors, providing high quality training and advice. The current programme provides career development and opportunities for all levels of the school workforce, as well as governors and support staff. Succession planning is creating an increasingly a generation of well-trained professionals at all levels. We continue to work with the workforce development partnerships and

professional bodies to recruit and retain appropriate staff, whilst supporting them to develop skills for the future.

The key dimensions of our change management plan are:

- To allocate resources needed to support the change programme.
- To address behavioural/cultural change as well as organisational/structural change.
- To be long term and sustainable.
- To support the whole school during a complex transition.
- The development of the school workforce in order to fully implement the transformational agenda in relation to key education features of our vision.
- To recognise that change management is more than (but embraces) CPD, workforce reform, school improvement planning, leadership development.
- To identify innovative use of new technologies to help manage the process.

What BSF will bring:

- Facilitate on-line courses, mentoring and change management support through the use of all forms of communication and engagement.
- Promote the integration of critical inquiry and creative approaches into the thinking and practice of all staff and learners to enable all to play a strategic role in local decision-making.
- Use student voice as a key driver for change within individual schools and across the LA.
- Use ICT to facilitate communication between groups and individuals, in and across institutions and agencies, sharing ideas and collaborating online.
- Create conditions for all schools to initiate and to commit to transformational change. Develop project management to enable this at all levels.

3.1.10 ICT

Where we are:

Historically there is a range of ICT equipment in Havering's schools and a number of key challenges to provide 21st century learning environments. Some schools have very good ICT provision that they are using and managing effectively, including careful purchasing. Supportive managed services have been used to factor in sustainability.

We already benefit from having a small group of managed service partners that work with the LA. High speed fibre broadband and a common learning platform has enabled the development of shared curriculum materials. The regional broadband consortia, London Grid for Learning, software and resources have been developed for all core and foundation subjects at KS3 and KS4. (Havering chairs LGFL East Sector and is represented on the LGfL board)

The LA has a small ICT curriculum team who work in partnership with commercial providers, other LAs and national bodies to provide high quality support for schools. This has been acknowledged by Becta, Havering is shortlisted for the 2009 ICT Excellence Award in the 'Support for Schools' category.

Havering schools all use SIMS for their MIS. We have high quality LA support, acknowledged by Capita, our LMS team won the 2008 national award for SIMS support. Havering schools have robust MIS implementations with high quality and swift statutory data returns.

The London Managed Learning Environment is under development in a majority of Havering schools. Good practice is being shared though the Havering MLE user

group. We have whole school implementations at all phases that are being used as case studies and reference sites for developing schools.

Our challenges:

- To provide ICT opportunities for young people that are truly transformational and deliver tangible, positive outcomes.
- To extend the use of the ICT to provide learning opportunities anytime, anywhere and to use the MLE to support young people in learning when and where appropriate.
- To extend the use of ICT as one part of a wide learning experience, encouraging young people's love of learning.
- To enable leadership teams to have a mature view of the change management necessary to have ICT and new technology as an embedded, seamless and successful aspect of whole school management and delivery.
- To enable schools to have robust, sustainable ICT infrastructures that can provide young people with the tools and the opportunity to access a diverse set of curriculum pathways.

What we are doing:

Within investment constraints our digital infrastructure is supporting transformation and reforming all aspects of the curriculum and its delivery. It is providing integrated management information systems and making that data readily available to teachers, parents, carers and other professionals.

What BSF will bring:

- ICT that will be a key enabler of community learning.
- ICT as a means of providing equality of access to materials, irrespective of location and time.
- Assistance to young people in taking online learning to the heart of their 'family'
- A borough wide learning network, accommodating the existing robust high quality fibre network (LGfL), to ensure learning opportunities are accessible, good value, adaptable and extendable.
- High quality, accurate and meaningful data collected and shared as part of an integrated management information systems across each locality and school.
- The opportunity to develop cross school managed service provision improving and developing infrastructures, supporting schools by encouraging them to engage with the BECTA Self Review Framework. The key aim being to provide robust, reliable and most importantly appropriate ICT learning environment for teachers, learners and the wider school community.
- Commonality of ICT systems, which will bring economies of scale, locality based support and development. Schools would no longer bear the burden of keeping systems running, staff and pupils will be able to concentrate on pedagogy, learning and the best possible opportunities for the individual.
- A supply chain that is BECTA compliant.

3.1.11 Sustainable Schools

Where we are:

We are fully committed to the desire of Government for every school to be a sustainable school by 2020. The development of sustainable schools is already part of the LA's Sustainability Planning including increasing the number of nationally

accredited Sustainable Schools. Improving the effectiveness of sustainable curriculum delivery is already being supported within current responsibilities. All schools have School Travel Plans and are committed to reducing car journeys to school.

Our Challenges:

- No schools currently meet the National Sustainable Schools bench mark. The teaching of sustainable development, although taking place is not as effective as it needs to be. The curriculum as currently in place is failing to have impact on schools' arrangements.
- Developing sustainable aspects of all of the school estate.
- Increasing waste minimisation, improving energy efficiency and sustainable travel.

What we are doing:

We encourage an integrated approach in schools covering:

- Curriculum (teaching and learning provision)
- Campus (values and ways of working)
- Community (wider influence and partnerships).

We are working to transform our schools, sustainable practices, resourcing, teaching and learning in conjunction with as broad a spectrum of our community as possible.

What BSF will bring:

- BLF will bring a renewed commitment to sustainability; broaden the definition to sustainability across the curriculum and a greater awareness of the challenges in developing sustainable communities and the role of education within these communities.
- All BLF new build schools will develop innovative onsite energy solutions, and where further energy requirements are needed they will be sourced from green suppliers.
- All BLF remodelled schools will incorporate aspects of sustainable practice.
- Schools will be supported in assessing the pedagogical value and potential impact on learning, of ICT resources. This will further contribute to the sustainability of the technologies eventually purchased.

3.1.12 KPIs

Havering has agreed a set of challenging performance indicators to ensure the delivery of this transformation strategy. These indicators are based on the current National Indicators, Children and Young People's Plan 2009-2012 and the Local Area Agreement targets. These Key Performance Indicators are the underpinning framework which will be extended as the Strategy for Change, school level strategies and Outline Business Case are developed and delivered. For the delivery of these KPIs, London Borough of Havering will be the accountable body, with quarterly progress reports to the BSF Project Board and the Havering Children's Trust.

Havering's headline educational KPIs and targets for the BSF programme			
Staying Safe	Baseline 2008/9	2011/12	2020/21
(NI 69) Reduce the % of children who have experienced bullying DCSF DSO	42.6%	30%	5%
(NI 111) Reduce first time entrants to the Youth Justice System aged 10 – 17 PSA 14 LAA 2	294	250	180
(Tellus) Increase the percentage of C&Y that state that they feel safe around their local communities	73% Very or Quite safe	80%	95%
Be Healthy			
(NI 58) Improve emotional and behavioural health of children in care DCSF DSO	14.4%	10%	4%
(NI 56) Work in partnership and continue through transition to reduce obesity among primary school age children in Year 6 DCSF DSO (Reduction against baseline)	86.9% measured,	85%	50%
(NI 50) Improve emotional health of children PSA 12	66.2%	72%	95%
(NI 112) Reduce Under 18 conception rate PSA 14	15%	22.4% (98) conceptions	50 conceptions
(NI 115) Reduce substance misuse by young people PSA 14	10.1%	8.5%	4%
Every school a healthy school	11 Secondary schools	15	All
(NI 113) Reduce Prevalence of Chlamydia in under 20 year olds DCSF DSO (No of people tested)	15.70%	35%	40%
Enjoy and Achieve			
(NI 45) Increase young offenders engagement in suitable education, employment or training MoJ DSO	75%	90%	100%
(NI 57) Increase children and young people's participation in high-quality PE and sport DCSF DSO Introduced in 2009/10	85%	90%	100%
(NI 75) Increase achievement of 5 or more A*-C grades at GCSE or equivalent including English and Maths (Threshold) PSA 10 LAA Statutory Target	55.6%	58.4%	86%
(NI 87) Reduce secondary school persistent absence rate DCSF DSO	5.7%	4.8%	1%
(NI 88) Increase number of Extended Schools DCSF DSO	90 %	100%	100%
(NI 89) Reduce number of schools in special measures DCSF DSO	1 PRU	0	0
Increase the % of secondary schools that are graded good or outstanding (Ofsted)	11/20 - 50% including PRUs	75%	100%
(NI 90) Increase take up of 14-19 learning diplomas DCSF DSO	N/A	5 diploma lines	2020 all lines
(NI 101) Increase % children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (including English and Maths) PSA 11 LAA Statutory Target	5.8 %	25%	75%
(NI 102) Reduce achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 PSA 11 LAA2	KS2 21.8% KS4 33.5%	KS2 18.5% KS4 29.5%	KS2 9% KS4 14%
(NI 105) Reduce the Special Educational Needs (SEN) / non-SEN gap – achieving 5 A*-C GCSE inc. English and Maths DCSF DSO	50%	45%	30%
(NI 106) Increase young people from low income backgrounds progressing to higher education PSA 11	21.5% GAP	16% GAP	4% GAP
(Tellus) Increase the percentage of CYP who report that Most of my teachers make my lessons fun and interesting	N/A new question for Tellus4	70%	95%
Increase the % of parental surveys returned to Ofsted that show high levels of parental satisfaction in their child's school	N/A	75%	95%
Reduce the number of young people with LDD whose needs are currently met outside of Havering schools. KS 3,4 & 5	41	35	25
Reduce the percentage of fixed term exclusions	8.9%	7%	3%
Increasing further the number of LBH young people that choose LBH secondary school places	92	95	100%
(NI 108) Improve Key Stage 4 attainment for Black and minority ethnic groups DCSF DSO (Eng & Maths)	53.5%	60%	85%
(NI 114) Reduce rate of permanent exclusions from school DCSF DSO	0.09%	0.05%	0.2%
Positive Contribution			
Increase the % of young people that participate in volunteering (HAVCO?)	Less than 10%	20%	90%

(NI 110) Increase young people's participation in positive activities PSA 14 LAA 2	72.8%	80%	95%
Economic Well-Being			
(NI 79) Increase achievement of a Level 2 qualification by the age of 19 PSA 10 LAA 2	75%	81%	90%
(NI 80) Increase achievement of a Level 3 qualification by the age of 19 PSA 10 LAA 2	46%	53%	78%
(NI 81) Inequality gap in the achievement of a level 3 qualification by age of 19	29.4 %	25%	12%
(NI 91) Increase participation of 17 year-olds in education or training DCSF DSO	76%	85%	100%
(NI 116) Reduce proportion of children in poverty PSA 9	17.8 Apr 07	15%	5%
(NI 117) Reduce 16 to 18 year olds who are not in education, training or employment (NEET) PSA 14 LAA 2	5.2 %	4.5 %	0%
(NI 148) Increase care leavers in employment, education or training PSA 16	50%	70%	100%

3.2 Deliverability

3.2.1 Pupil Place Planning

In Havering, we recognise that, to achieve the goals set out for **Building Learning Futures** we have to make the most efficient use of our education estate to maximise the benefit and outcomes it will help deliver for our current and future young people – education revenue budgets focused on pupils, not empty space.

We believe that our significant track record of accuracy in pupil place planning - achieving 2% accuracy over 3 years in the secondary sector and better in primary, based on careful trend analysis¹, use of local housing development knowledge and regular consultation with our local authority neighbours – demonstrates our understanding of the local dynamics and that we have the right approach to deliver accuracy.

The population of Havering is 230,000 with an exceptionally large proportion of older people. The birth rate was in decline through to 2002. From 2003 however, the birth rate has since increased, and by 2008 was at 2,539, close to the 1996 level of 2,571.

Long term projections show a population increase of 10-14% by 2026. Havering is a net importer of secondary pupils across the age range. The London Barking and Dagenham (LBBB) account for 40% of all imports with 30% from Thurrock. Over 50% of all exports attend school in Essex with 25% going to Barking and Dagenham. Between 2005 and 2008, exports have fallen from 13.2% to 11.2% and imports roughly static (15.5% - 15.1%).

11-16 years numbers rose by 10.3% over the 10 year period 1999-2009. They are forecast to rise by a further 0.3% over the next 4 years, then rising to 4.5% above the 2009 level by 2019. Additionally, we expect the new Draper's Academy will stem the outflow of pupils to Essex and surrounding boroughs. Forecast projections show growth of 7% by 2019, compared with 2009 levels.

Pressure on secondary places over the medium term is expected from:

- Substantial new housing planned for Harold Wood and London Thames Gateway in Rainham. Although the recession has impacted on housing developments, these plans are still moving forward. Our demographic projections show that this translates to maintaining containable numbers in the north of the borough but a requirement for additional 2-4 forms of entry in the South, affecting mainly Chafford and Brittons Schools by 2015-2017. These are schools which could be affected by the London Borough of Barking and Dagenham's intention to retain

¹ *Planning sources are: Mid-2007 Population Estimates, Mid-2008 Population Estimates, GLA 2008 Round Population Projections, DCSF cross border matrices 2005 – 2008 and local resident births data from the PCT*

more of the pupils within the borough and to build a school specifically to meet the Gateway development. (Barking Riverside, 10FE being delivered by 2013) LBBB advise that in-borough growth is likely to absorb all their planned growth. This is being closely monitored and will be reviewed fully with LBBB before committing to expansion. Consultation and further analysis of parental preferences prior to detailed proposals will inform the location of expansion of these places.

- Growth in primary numbers experienced across London and in particular in neighbouring Redbridge and LBBB, where birth rates have risen dramatically over the last 7 years. The historic tendency has been for pupil growth in inner London to cascade out to Havering but at a lesser volume. The rate of change in inner London is a matter of concern so the rigour and frequency of monitoring is increased.
- The popularity of Havering's secondary schools with parents from neighbouring boroughs, due largely to long term high standards, e.g. Brittons where a substantial proportion of children reside in LBBB.
- 70% of parents are able to get their first choice in secondary schools. This is partly a function of current capacity but reflecting parental choice will remain an important driver for investment.

While there is quite clearly an increase in medium term demand for secondary places we do not expect to need any substantial estate reorganisation in the short term. This is because we expect this demand to be met through a take up of the existing surplus capacity across the Borough followed by expansion on current sites.

The majority of 16-19 pupils in the borough attend Havering Sixth-Form College or Havering College for Higher and Further Education with five schools admitting post-16 students - four VA schools and a Foundation school, Frances Bardsley.

16-19 numbers rose by 37% between 1999-2009. Straight line trend analysis indicates a slight fall over the next ten years but we have to allow for the upward pressure arising from greater participation. We have planned for this increase in post 16 numbers with a new 200 place 6th form at Draper's Academy which will be open in 2012. Discussions are in hand regarding schools participation in post 16 learning outside the conventional sixth form model and the Headteacher of Abbs Cross School, (with a sixth form presumption associated with it's applied learning specialism), leading applied learning developments.

Havering currently has two day special schools; Dycorts and Corbets Tey, catering for children with moderate and complex needs and one day special school catering for children from 2 to 19 who have severe or profound and multiple learning difficulties. Projected demand in the pre 16 age group is forecast to be met within the bounds of this existing capacity.

Havering currently has insufficient 16-19 SEN school place provision. In the 16 to 19 age range a number of young people move from Havering special schools to out of borough special schools and colleges. Demand for post-16 special school provision is likely to increase as general participation widens and entitlement increases to 17 by 2013 and 18 by 2015. We plan to increase capacity to meet this current insufficient provision, as well as the increased future demand through an additional 20 post 16 places at Dycorts Special School

Our plans and assumptions regarding regeneration are dependent on the pace of recovery in the national and regional economic climate. No urgent change is required so close monitoring will inform action.

3.2.2 Estate Planning

Havering's Asset Management Plan priorities for the development of its school estate are based on the security of well distributed secondary schools with flexibility to meet future population change. The priority is to maintain a clear focus on sustainability, extending community benefit of use of premises and increasing the central place of schools in their community. In our first project for example, Brittons, already a full service extended school, is operating from less than optimal premises.

50% of Havering is green belt, which, whilst making the Borough attractive with much open space, limits the potential for release of land to provide an investment fund. Ongoing estate analysis will detail what can be released, the outcome of which will be known by Remit.

There are eighteen secondary schools in Havering, five of which are voluntary aided (two Roman Catholic, one Church of England). Most of the remainder expect to become Foundation over the next two years. The schools are well distributed across the borough with typically good transport links. The size of schools ranges from 4FE to 7FE and five schools have sixth forms and a sixth will be established in 2012 as part of Drapers' Academy. A further school, Abbs Cross, has a sixth form presumption associated with its applied learning specialism.

Havering's strategic approach to Asset Management is to maintain up-to-date condition, sufficiency and suitability survey data to inform investment prioritisation. Extended school responsibility for general condition works allows the local authority to focus on major change and the typically larger scale investments on suitability and sufficiency. A Premises Management Handbook has been published to help schools deliver their responsibilities and a working group with head teacher representation advises the local authority on prioritisation of larger scale investment.

The general condition of our schools is poor, suffering from long term lack of substantial improvement or investment – our focus being on basic maintenance of the estate as a result of the limit on accessible funds. We do believe that, within the Council priority for learning, we have been good custodians of our education estate. The most recently built secondary school is in relatively good condition but does have a range of suitability issues. Only one other school is classified by DCSF criteria as modernised.

To achieve our **Building Learning Futures** goals we plan our investment over 5 phases. Anticipated costs have been calculated by EC Harris using benchmark costs rates against the indicative FAM. These high level costs indicate that Havering has an affordable programme. Details of the first phase costs, which is front loaded to reflect relatively high level need, are included at 3.4.1 and the full programme cost build up is available upon request.

Setting the overall framework at borough level will assist schools to develop their own transformation plans which will determine the detailed proposals and briefs.

Havering's key AMP priorities can be summarised as follows:

Havering has a clear rationale for its priority phase projects determined on the basis of:

- deprivation measured by tax credit percentages data
- educational need by percentage of pupils achieving GCSEs 5A*-C, including English and Maths
- Building need: the latest condition and suitability survey data
- Projects that could contribute to local regeneration
- School organisation factors including excessive surplus capacity or overcrowding
- New housing and population growth
- Other factors have also been considered in line with the DCSF guidance and to seek opportunities to plan for continual learning through FE into adulthood

Dycorts Special, Brittons, Royal Liberty and Bower Park schools have been selected for the priority phase. Not only are they ranked highest on both deprivation and examination results criteria, they also have significant condition needs and their accommodation is unable to deliver a 21st century curriculum.

Both Dycorts and Bower Park, as sample schools, represent opportunities that will enable Havering to join-up a number of initiatives in an ambitious approach to address deep rooted barriers to improved outcomes for Havering's children and their families.

Post 16 collaboration with the colleges and Private, Voluntary and Independent (PVI) sector is strong, enabling shared investment planning. The context for development is a move towards greater collaboration, whereby boundaries between learning providers become more blurred, especially for the 14-19 curriculum. Further waves of investment will be aligned with our roll-out of diplomas and other streams of learning in which the colleges are partners in development.

Dycorts plays a substantial role in our innovative and ambitious Learning Village project that will have a powerful re-generative impact on the Harold Hill community. We will consult on expanding Dycorts intake, to take twenty 16-19 pupils. Initial informal consultation indicates there will be no substantial objection to this expansion. The needs of these students will be met both by on-site provision, and the links formed with the FHE college and Drapers' Academy.

The condition and suitability of the accommodation of Royal Liberty and Bower Park is a substantial barrier to the progress with learning outcomes for their pupils. The development of the first phase schools strongly support our standards targets.

Brittons is one of two schools close to the Thames Gateway area of Havering and is exploring the potential to become our first all-age school through the establishment of a Trust which delivers all aspects of well-being in its community, building on its current full service extended role. PCP capital would be available to join up with BSF funding to help bring this vision into reality – a further demonstration of the holistic nature of our goals for future provision backed by strategic join-up of funding in a planned way to achieve better outcomes and added value.

King's Wood school - which experiences the greatest deprivation in the borough - is becoming an Academy opening in 2010. New buildings will be ready in 2012 when its sixth form opens. The Academy will have a direct link with the FHE college, helping to build on the proven strengths of FE provision. These links will extend to Dycorts and the new primary school, all of which share a campus on Harold Hill.

We have widespread agreement amongst Headteachers, governors and members to the first phase (priority schools). As we move into subsequent phases we are adopting a pragmatic approach. We have made a commitment to our schools to return to the basis for prioritisation before deciding on subsequent projects so that other factors, such as the potential for all age schools, for co-location of services (such as the newly proposed Key Stage 4 PRU hub, the Music and Europa centres) and addressing serious conditions issues can be properly weighted. The outcome will be a prioritisation for investment in learning premises for all ages meeting the full range of the Council's 'Living Ambitions'.

Our approach to prioritisation for all schools in Havering is based upon actual analysis of pupil movement with neighbouring boroughs already involved in BSF, notably Barking & Dagenham from whom we receive the greatest inflow. The approach is also based on Havering's desire to join up PCP and BSF strategy post Remit and through Strategy for Change, matching the PFS 'One Conversation' initiative. There will be continuing consultation to ensure that the subsequent phases not only take into account deprivation, exam results and condition of our estate but also crucially how development links to PCP and potentially to deliver broad improvement to our communities with the Council's Place Shaping ambitions.

A meeting has taken place, and another planned, with officers of the Thames Gateway Development Corporation to explore the potential for joining up activity and funding streams, to ensure maximum coherence and community benefit from investment.

No Section 77 land disposals are anticipated for the first phase priority projects. Three of our secondary sites have non-green belt land. The economic climate and depressed land values make the timing of any potential land release uncertain at this stage. Feasibility work and market judgement will provide Havering with a clear understanding of the potential for maximising use of land and sensible plans for land disposal to aid investment.

Havering will continue to ensure it secures S106 contributions from new housing developments, and these will be used to help meet the costs of its capital investment programmes. The outcome of a review to ensure the robustness of Havering's formula used to calculate the S106 contributions will be known later this month.

There are no PFI managed service contracts between Havering schools and the Authority. There is a heating contract at Bower Park, Brittons and Hall Mead. Bower Park will not provide any obstacle for BSF delivery because the proposal for this school is to demolish and rebuild the areas of the school that are currently under the contractual offer. The contractor, Johnson Controls, has already been notified of this intention, and negotiations with Havering are already well progressed to bring the contract to a close.

Some schools have an ICT managed service. Schools in principle accept the benefits of a full ICT managed service and support planned migration to such a service which would need to reflect the strong partnership arrangements which currently exist in order to maximise value for money. There is a strong desire to draw down the ICT funds early to ensure full engagement for all schools early in BSF and start to gain the consequent benefits.

Dycorts has already had extensive feasibility work carried out (Stage A/B) as part of the Learning Village plans. Detailed feasibility work at Brittons, Bower Park and Royal Liberty will take place post Remit, as we proceed through to Strategy for Change, but initial analysis suggests that these sites will not present complex logistical issues.

Sports and sport facilities are a key element of the strategy for all schools having Healthy School status. All schools will have access to outdoor areas for sports and games, and community access to sports facilities will be developed in line with standards set by Sport England. A meeting with Sport England is booked for 8th October 2009. Havering works very closely with sport and culture colleagues and takes investment in this area and requirement very seriously. This is evidenced through recent investment in an AWP at Britton and the sports centre at Bower Park. Royal Liberty have won £40,000 worth of sports equipment that is not able to be deployed due to unsuitable conditions of the school itself.

Havering's rationale on estate proposals relating to Sport and Culture is to identify and address gaps in existing provision. Community needs are canvassed in the annual Culture and Leisure survey. Any proposal is subject to extensive stakeholder consultation. Proposals relating to Sports facilities are influenced by Sport England's Active Places planning tool, with the borough working towards increasing the percentage of the population living within 20 minutes walking time of quality sports facilities and raising the boroughs Active People score. The impact of new Cultural facilities on the boroughs performance against N1010 (Gallery and Museum attendances) and N1011 (engagement in the Arts) are also considered.

Havering currently has a comprehensive portfolio of Sport and Culture stakeholder groups all of whom are regularly invited to take part in consultation exercises as well as acting as channels for communication. These include the Culture Forum, (which includes representatives of Arts, Sports, Libraries, Parks and Heritage organisations), the Havering Community Sport and Physical Activity Network, (supported by Pro Active East London with membership including LBH Culture and Leisure, NHS Havering, School Sports Partnerships, local leisure providers, Havering Sports Council and Havering Disabled Sports Association) as well as Havering Sports Council, Havering Arts Council, The Havering Education and Arts Partnership, the Fairkytes (Arts Centre) User Group, Libraries User groups and the Parks Forum.

3.2.3 Sustainability

Building Learning Futures is a real opportunity to accelerate the development of our estate to achieve significantly reduced environmental impact and significantly reduced emissions— creating better learning and living environments for our citizens.

Havering has a detailed Climate Change Action Plan in place that has Local Area Agreement priority NI targets (NI185 – reduction in CO2 emissions in the LA) for CO2

reduction target of 7% by 2012. To support this reduction, all new build schools will be designed to meet the 60% CO2 reduction target (as a minimum) through the implementation of good design principles, and using renewable energy technologies such as wood pellet boilers, endeavouring to achieve zero carbon schools by 2016.

The plan details the current CO2 baseline emissions for all schools, which will then form the basis of the benchmarked CO2 reduction targets that will be realised through BSF investment. Ongoing monitoring of the CO2 outputs against these baselines will allow Havering to measure the success of the proposed CO2 reduction against the targets set.

BSF represents a major opportunity to deliver this strategy within the school estate. For example, the planned new schools will be designed to high standards of energy efficiency, use renewable energy, collect rainwater for re-use and have grounds designed specifically to benefit wildlife and maximise outdoor learning opportunities for students.

At the time of build, the Centre for Engineering and Manufacturing Excellence (CEME) Training Centre in Rainham had the largest photovoltaic array in Europe, employs wind turbine and grey water technologies. Havering has piloted the use of sustainable heating technology, with a Biomass boiler in RJ Mitchell Primary School, which is forming the basis for the deployment of all such technologies at other primary schools. Wycombe Primary School has a photo-voltaic array and is selling power to the National Grid. Chafford Secondary School has invested in a new photo-voltaic array which is just brought into commission. BSF will build on these innovative sustainability schemes as detailed above, in order that we meet the reduced/zero carbon CO2 targets that Havering is striving to achieve.

The project group will ensure that the BSF programme sets out a clear vision from the outset that both new build and remodelled schools are to be of low carbon and must strive for 'Excellent' BREEAM targets within the constraints of the allocated budget but achieve 'Very Good' as a minimum.

Havering will ensure:

- That the design specification is clear from the outset that minimising energy and water use is a main priority.
- That designers are allowed to have a relatively flexible approach to coming up with a low carbon, sustainable design.
- That energy and water consumption targets are set in the first stages of design and that the energy and water usage of these designs are modelled throughout the design stage to ensure that they meet these targets.
- That the sustainable design of the school should also be able to fulfil an educational and awareness raising objective and that appropriate technology should be installed to enable users to monitor their resource use and to experience a sustainable lifestyle.

3.2.4 Consultation and communication

We recognise that, **Building Learning Futures** can only fully be realised if we have total commitment from all stakeholders – and that careful and robust consultation is key to success and long term engagement to deliver and implement our programme.

A consultation exercise has started with all secondary schools in the programme, as well as key primary schools, SEN schools, colleges and Governing Bodies. Havering is fully engaged and a wide range of key officers, including the whole of the top two tiers, have been consulted and included in developing this RTD. The challenges and opportunities of BSF were formally discussed in an open forum at the Annual Head Teachers Conference March 2009 and many aspects related to Learning Futures have been substantially debated on a number of occasions. Continuing dialogue is taking place among schools in all phases and their governing bodies, between various parts of the Council, within Havering's Children's Trust and with Councillors about key aspects of Learning for the future.

Consultation with Chairs of Governors has been extensive through circulation of major papers, and presentation at regular meetings. There is a BSF workshop planned for Governors on Saturday 14 November 2009.

Consultation is underway with Thames Gateway. A first meeting has established the potential for collaborative investment from the Development Corporation and for use of a Havering LEP for delivery of infrastructure development within the Borough and with neighbours along the Thames corridor. A further meeting is planned post RTD to further explore these ideas and to engage the Corporation in broader place shaping plans in which investment in learning is central.

Havering has a formal and supportive policy on Trust status as an important tenet of diversity. The Children's Trust is pursuing local delivery of all services for children in collaboration with schools and using as a driver the arrangements for extended schools. Discussions have taken place about the new role of the head teacher in respect of community leadership and how that might change or be differently distributed in a Federation or Trust arrangement.

A positive meeting has taken place with Jackie Griffin from the Office of the Schools Commissioner who expressed satisfaction with Havering's approach to school improvement and agreed that our focus must be on CVA bearing in mind the overall high achievement of 5 A*-C with English and Maths. The Office for Schools Commissioner will continue to be engaged throughout the process.

On 24th June 2009 the Cabinet agreed formally to proceed with the submission of our Readiness to Deliver statement, through to Remit. A consultation strategy is in place, and a Communications and Consultation Plan is being produced and will be completed by 30 September 2009.

Following consultation for the Academy and Learning Village (which includes the proposal for Dycorts School), there is widespread community, parents, staff, pupils and Cabinet support and endorsement. There are strong arrangements in place for involving young people through schools' councils. Havering has an existing relationship with the Sorrell Foundation, having used them on the development of our

primary schools, and is committed to using the Sorrell Foundation and Student Voice as a means to continue to consult and engage with young people.

Havering has identified a need to invest in its special schools. The only necessary statutory consultation required in project 1 is to change the character of Dycorts Special School (a sample school) by increasing the age range to include post 16 learners. This will take place in spring 2010. Initial informal consultations indicate support for this special school investment.

Primary provision has been secured through extensive consultation since 2006 and implementation of capacity reduction and building of two new schools to replace four old schools. Secondary provision place planning shows that there is sufficient current capacity, so the number of schools we have is deemed suitable. Provision for 14-19 diplomas will require some investment for special facilities and for applied learning and this will need to be subject to further consultation.

BSF is a regular item on the 14-19 Partnership agenda. The current BSF Programme Director chairs the 14-19 Partnership Executive, and all providers of learning for that age group have been fully involved in consultation.

A log of consultation engagements and contact details is in place and a record held to demonstrate commitment and to influence future development. Working with colleagues in Culture and Community we have consulted extensively with well-established reference groups (as set out in 3.2.2), and will continue to work with these and other emergent groups as the programme develops. An informative web site is containing background to the consultation that has taken place and is hosted externally at www.matereality.co.uk/haveringbsf/Introduction.htm.

The Chair of the Association of Secondary Head Teachers, Mrs Tess Blight of Sanders Draper School can be approached by email: contact.sanders-draper.havering@lgfl.net, or telephone: 01708 443068.

3.2.5 Project Planning

Building Learning Futures is a core strategic programme for Havering and as such, we have created properly resourced direction, management and technical input to secure the programme and plans from the outset.

Havering will treat each BSF project as part of a major investment programme, and will abide by the principles of the OGC's "Managing Successful Programmes" and commits to the Gateway Review process. The PRINCE2 methodology will be used as a tool to guide the project management of each individual BSF project, and we will abide by PfS standard form and guidance.

Havering has an excellent track record in the delivery of large scale capital investment programmes. The Local Authority has embarked on two major regeneration projects, Harold Hill Ambitions in the north of the Borough incorporating the Learning Village and the Academy at the centre of the plan, and Rainham Compass in the south, which includes a plan to redevelop the primary school as an integrated unit with a Children's Centre and Poly Clinic, plus a redevelopment campus for Havering College of Further and Higher Education, including its construction skills site.

External consultants will be used in Lead and Technical Adviser roles, providing support in line with our current technical and lead advisory support from EC Harris. An internal BSF Programme Manager is now in place and is providing dedicated project planning and management support to the Programme Director. A BSF consultation and engagement manager has been appointed.

A programme plan and risk register were reported to Havering's BSF Board on 4th September 2009 populated with reference to PFS guidance plus additional locally significant risks, the full details of which will be incorporated in to the Project Initiation Document, which will be complete by Remit. A DMS (Document Management System) is currently being investigated and will be procured as the programme progresses. A Risk Workshop is being developed and will be held as part of the development of the Project Initiation Document, before Remit. The Board has asked that the project plan and risk register be regularly presented at its monthly meeting and that it feeds into the corporate Risk Register post RTD.

A programme budget has been established and resourced in a way which avoids pressure on Council Tax. This assures a measure of security in the funding stream. Our project plan details the specifics of these budgetary arrangements.

Havering is currently commissioning a number of work streams for the strategic development of the BSF programme. The work streams being developed are:

- Transforming Learning and Managing Change
- ICT
- Communities
- Sustainable Schools and Estates
- 14-19
- PE/Sport and Culture
- Commercial
- Communications and Stakeholder Engagement

Head teachers and Governors will be appropriately represented in work streams in line with the consultation and engagement work that has been carried out to date. There is engagement with NCSL and their BSF Leadership programme for Havering commences on 29 September 2009. All our secondary schools, special schools and key Local Authority leaders are participating.

3.3 Investment Strategy

3.3.1 Council Commitment

The Council has demonstrated over a period of years its commitment to learning and education, seeing it as a central part of its regeneration and transformation strategies for the Borough. This commitment has taken quantum leaps forward within the last two to three years as the Council has started a number of initiatives.

The Council has published its vision for Havering's 'Living Ambition' subsequently adopted by the Havering Strategic Partnership for the Community Strategy. The vision is reflected in 5 goals, one of which is the "Goal for Learning" with its commitments to achieve excellence in education and learning. The principles within "Living Ambition"

form the basis for the learning vision contained elsewhere in this document and it is from here that **Building Learning Futures** is derived.

A further demonstration of the Council's commitment to transformation through learning is its Primary Review programme, in advance of the Primary Capital Programme. Through this the Council has dealt both with primary surplus places is building two new primary schools, the first to be built in Havering for thirty years. These are amongst the top priorities for the Council administration.

It is from this context that the Council looks to Building Schools for the Future. It is fully aligned with the emphasis on transformation, regeneration, community engagement and the wider role of schools within their communities, which make up our Building Learning Futures programme. It has sought acceleration within the programme and is committed to achieving readiness this year. It has been well briefed on the models and systems by which the programme operates, principally the LEP, will accept the decisions made over funding and the use of standard documentation. This detailed consideration includes awareness of the implications of FM for schools and has already begun, with schools, to explore the possibility of the scope of managed ICT systems.

Havering's Leader of the Council and Chief Executive are committed that we:

- will accept DCSF's and PFS's decision on the appropriateness of funding arrangements, including that new build schools will predominantly be PFI and refurbishment will be through conventional capital funding.
- understand that the default model is the Local Education Partnership (LEP), unless otherwise agreed with DCSF and PFS, and will seek to follow the LEP and only propose an appropriate alternative when it offers better VfM.
- are willing to procure an area-wide ICT managed service and to work with schools to secure their full participation in this service.
- are willing to accept PFS standard form.
- have considered the implication of FM for schools including non PFI schools.
- have identified existing contractual arrangements that might impact on BSF procurement including what steps will be taken to address these (e.g. existing PFI, ICT or FM contracts or framework arrangements).

The Chief Executive will sign the MOU when it is ready.

3.4 Affordability

3.4.1 Balanced investment programme

EC Harris as external technical advisor has carried out high level cost analysis which demonstrated that on a programme wide level the 50/35/15 funding split is appropriate to deliver an estate fit for transformational learning and that costs based on initial high level needs analysis can be met within the programme wide funding boundary. The first priority phase has substantial new build and remodelling to reflect the needs of these schools. The table overleaf shows an indication of likely budget requirements based on current construction indices.

Priority phase school	Proposed capacity	BB98 Area	Estimated CapEx (excluding ICT)
Bower Park	900	7,617	£15,308,100
Brittons	1125	9,652	£22,010,800
Dycorts	88	4,330	£11,569,500
Royal Liberty	600	5,705	£12,269,150
TOTAL	2,713	27,304	£61,157,550

High level analysis of condition, suitability and sufficiency has provided an initial scope of works at each school in the priority phase.

Dycorts will be 100% new build to replace the 1950s building which has high condition and suitability needs. Bower Park will be 70% new build to address accessibility needs and to rationalise the collection of separate poor condition buildings (it has a new sports facility). Brittons has similar issues to Bower Park and will be 70% new build, the remainder being remodelled. Royal Liberty (site grade 2 listed) has poor condition 1920s and 1960s blocks which will be 50% new build and the main Georgian building, which is unavoidably oversized, being remodelled and refurbished.

Havering is also exploring other funding and efficiency opportunities, such as a joint (piggy-back) LEP with LBBB to realise collaborative learning and strengthen cross border place planning.

Release of capital through potential sale of land (which will be identified in the current analysis of potential land release in Havering) could help develop related infrastructure and facilities to help schools realise their broader community and collegiate responsibilities.

3.4.2 Funding

The procurement and management overhead costs of delivering to financial cost is secured and detailed in section 3.5.2.

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

BSF Procurement Budget at September 2009					
	2009/10 - RtD to Remit	2010/11 SfC/OBC	2011/12 Procurement	2012/13 Finalisation of Procurement to FC	Total (by service)
External Advisors (including Legal, Technical, ICT, Financial, Project Manager, Education etc)	£100,000	£1,125,000	£750,000	£250,000	£2,225,000
Planning/Feasibility/Surveys	£25,000	£250,000	£0	£0	£275,000
Other Department costs (Legal, Financial, ICT, Planning etc)	£50,000	£50,000	£35,000	£25,000	£160,000
Project Team - Internal Council costs/internal appointments	£75,000	£350,000	£300,000	£250,000	£975,000
School Support/Change Management funding	£0	£25,000	£25,000	£25,000	£75,000
Consumables	£0	£10,000	£10,000	£10,000	£30,000
Project Contingency	£0	£125,000	£100,000	£50,000	£275,000
Total (Annual)	£250,000	£1,935,000	£1,220,000	£610,000	£4,015,000

The Director of Finance and Commerce (Section 151 officer) is fully appraised regarding affordability and supports this submission.

3.5 Resources and Capability

3.5.1 Governance

We recognise that our ambitions for **Building Learning Futures** through the BSF programme of investment, requires a real commitment to robust and efficient oversight, accountability and executive authority.

A **Learning Futures Programme Board** has been established through a Cabinet decision of 24 June 2009. The Board has a diarised schedule of monthly meetings and has met regularly to supervise the preparation of the RTD. Project governance and Terms of Reference are firmly in place. Delegated authorities are in place and reports to Cabinet at key stages will be presented as necessary.

Four Cabinet members take a leading role in Board membership. The Leader (Cllr Michael White) sits as Chairman of the Board. Lead Members for Education and Children (Cllr Geoffrey Starns), Regeneration (Cllr Michael Armstrong) and 14-19 (Cllr Paul Rochford) are Board members along with the Chief Executive and the Director of Social Care and Learning. The programme is a critical part of delivering Havering's Living Ambition for community well being and key aspects of the Children & Young People Plan outcomes.

The Memorandum of Understanding will be signed by Havering's Chief Executive. Andrew Ireland, Director of Social Care and Learning is Programme Sponsor. David Tomlinson, Head of Schools for the Future is Programme Director and is accountable to the Board. The Programme Manager has been appointed and is in post to support the Programme Director.

Individual school projects and projects transcending school boundaries (though trust or federation proposals) which complement and deliver Havering's shared vision will be developed between RTD and SFC. The development is being supported by NSCL. Throughout there will be regular liaison meetings with the schools, initially in developing and finalising the education and ICT transformation overview followed by close working to develop their specific requirements on FM, ICT managed service and design. The schools will be key contributors to the Output Specifications.

3.5.2 Financial Commitment

A detailed financial and resource plan for the initial programme development work has been drawn up. We have planned to spend £4m (see analysis above) on the process to financial close and creation of a standard LEP. We are advised by 4Ps, based on evidence of other local authorities of our size, that this is sufficient for Havering. Cabinet has signed off £0.4m for 2009/10 leading towards Strategy for Change including engagement of appropriate support. This has enabled completion of the preliminary work in establishing a learning vision as well as procuring specialist technical and programme management advice.

There is substantial input from a number of senior officers and managers, around areas such as SEN, school improvement, ICT, regeneration, sport and culture, asset and data management.

Havering currently anticipates a total resource of £1.8m for the pre-procurement phase, which includes both internal and external sources. The project team has begun work on an organisation resourcing plan. This will be completed by Remit.

Schools are financially committed and engaged in the programme. The Schools Forum has agreed to match fund (£2m) all stages through to Financial Close through DSG. This demonstrates that schools are openly and willingly donating their own resource to ensuring the success of the programme. An allowance within the £4m budget has been set aside for any support that may be required to develop change management funding and third sector engagement.

Cabinet has agreed in principle support for all stages through to Financial Close into the implementation phase.

3.5.3 Project Team and Support

4Ps have been appointed to undertake a full skills audit in autumn 2009 to inform the development of and recruitment to the BLF team.

A project team is in place. The Head of Schools for the Future, already in post, is the BLF Programme Director. A BLF Programme Manager is in place. EC Harris, as experienced technical and ICT advisers, have been appointed through the OGC Framework for provision of services through Readiness to Deliver and up to Strategy for Change. Education advisors and an education ICT adviser have been identified to assist with the development of the BSF Vision and assist with school consultation coordination. A consultation and engagement lead officer is in place. An experienced Design Champion will be appointed during the period between Readiness and Remit (Autumn 2009). Havering has a strong internal corporate procurement department that will further be supported by the commercial expertise that the financial, legal and technical advisory teams will bring to the programme.

The specification for full technical, legal and financial advisory teams will be resolved before the Remit meeting. A process is in train for recruitment of external support through the PfS framework to ensure suitability. An efficient process for internal compliance for recruitment of staff and external consultants is in place. Colleagues internally, led by Havering's Head of Culture & Leisure Services, are involved in driving forward the key developments for PE & Sport and Culture and are working closely with the BLF Programme Director to ensure these strands are joined up with the BLF strategy. Our two schools which have sports specialism will support the programme by offering expertise and access to the wider stakeholder community through links already established.

3.5.4 Corporate strategy

The Council has embarked on a transformation programme designed to build a modern, strong and innovative authority at the heart of its community, capable of delivering its Living Ambition - to provide the highest quality of life in London, and delivering high quality services for its residents.

The Council's **Living Ambition** agenda is being delivered through the Council and its partners working towards **five goals**.

- Goal for **Environment**: to ensure a clean, safe and green borough
- Goal for **Learning**: to achieve excellence in education and learning
- Goal for **Towns and communities**: to provide opportunities for all through economic, social and cultural activity
- Goal for **Individuals**: to value and enhance the life of every individual
- Goal for **Value**: to deliver high customer satisfaction and a stable council tax

Havering has already taken steps to ensure its **Building Learning Futures** Vision is integrated with the wider Living Ambition aims. This is evident in the way the learning ambitions are aligned to the Living Ambitions (see 3.1). This modelling has promoted an initiative to ensure that all key priorities are clearly mapped against Living Ambitions.

Havering has already begun to align strategies and funding streams between both the PCP and BSF to ensure our programmes are strategically joined up under our Building Learning Futures banner. The PCP Strategy for Change clearly aligns the primary capital investment around the provision of potential all-through models, which links directly to the strategy and approach for the BLF programme. The PCP and BSF programmes are already managerially aligned and development of a full governance structure for BLF will absorb PCP as part of a coherent approach.

Area wide investment will continue to be based on the joining up of BLF, PCP and other funding streams to ensure maximum impact and efficient programme delivery.

Havering has a board structure to govern transformation. The two key LA wide delivery components are Towns and Communities and Learning Futures. These transcend directorate-only projects and programmes. BLF will be delivered and managed through this corporate framework, reflecting the high status of this transformational programme and ensure total connectivity with other high level corporate priorities.

We have extensive experience of delivering integrated large scale regeneration programmes in Romford town centre, where comprehensive renewal of the public realm has been co-ordinated with over £400m private sector investment in retail and leisure developments; and in Rainham, where we are progressing major commercial and residential schemes together with environmental improvements and upgrading the area's social and physical infrastructure. In recent years we have also carried out the refurbishment or replacement of all our libraries, invested millions in our parks and green spaces and highway improvements, and successfully completed strategic projects such as the new Harold Hill Leisure Centre.

Havering's Learning Village at Harold Hill and the creation of an Academy within it is developing on time and within budget. This complex project, involving development within metropolitan green belt on a site adjacent to an historic monument has honed the project management skills of internal staff and proven the benefit of strong expert external support. Partnership for Schools has congratulated the team on the quality of the Outline Business Case.

Havering's precursor to the PCP, the development of 2 new primary schools arising from a school reorganisation programme, is ahead of schedule and within budget.

In all these projects there are some key lessons we have learned, including the need to secure expert and strong project management at commencement which is now always in place for large scale projects. Consultation is shown to be robust although communication generally is an area where we can make improvements. To this end we have procured an expert officer for communications and engagement for BLF.

3.6 Benefits Realisation

3.6.1 Working with the Private and Third Sector

BSF will be a key component in helping deliver Havering's 5 Living Ambitions by:

- **Environment** – sustainable building design and practice
- **Learning** – raising aspiration and achievement, closing the gaps and stretching the most able, building economic capacity locally

- **Towns & Communities** - physical regeneration in Harold Hill and Rainham linking to Thames Gateway
- **Individuals** – skills development, personal social participation, economic and social well being for individuals and whole communities
- **Value** – efficiency gain, VfM, internal skills development, collaborative investment, e.g. between BSF and Thames Gateway

The five 'Living Ambition' goals align very closely to the expectations of benefits realisation to be achieved through BSF.

We will consider asking bidders during Competitive Dialogue how they intend to engage with and offer benefits for the third sector and for volunteering to help deliver against the evolving curriculum. Havering is particularly keen to understand how additional benefit can be realised for Brittons, a priority school, which will be involved in the delivery of both Construction and Built Environment and Engineering Diplomas.

Regeneration

Continuing community engagement is a priority for our Communities workstream. BSF investment will contribute to Place Shaping in these areas, raising the quality of the local environment by acting as a catalyst to encourage local regeneration and development. Havering will consider evaluating bidders on how they intend to work with our communities to meet the remit of the 2006 Local Government White Paper "Strong and Prosperous Communities".

Community Employment and Capacity Building

The Authority is committed to utilising BLF as a means to boost local young people's opportunities for employment, education and training.

The programme will work with schools to consider the skills that are needed in the area to tailor and inform the curriculum, to prepare pupils for the jobs market by developing local work related learning skill sets.

There is potential during evaluation to consider how bidders will utilise local small businesses and the local workforce during the formation of its supply chain

Services available through extended services like training, employment skills and ICT will boost employment locally. These initiatives will provide local training for our young people, as well as skills development for adults. This will build capacity of the workforce locally, leading to improved employment opportunities for the local community and residents of the Borough.

Opportunities for Co-location

Havering is already considering how PCP and BSF investment can be married to the **Building Learning Futures** strategy, to provide co-location of both primary and secondary schools on sites where there is measurable demand and a call for all through provision. There are already a number of secondary schools in the BLF programme that have expressed an interest in further consultation on this co-location of provision, and these discussions will take place between submission and Remit. Within 3.6.3, the connection of co-location with Place Shaping is made clear.

Havering has a strong internal procurement team and has a significant project management capability. The LEP will build on this and through development of this expertise will provide for resilience and security of succession.

The LEP may also help deliver related corporate regeneration priorities, for example in increasing community capacity and supporting voluntary and community sector activity for which there are local Performance Indicators.

Havering Children's Services currently has PPP contract management experience through a heating contract at Brittons, Bower and Hall Mead Schools and the Local Authority has PFI experience through the Waste Authority (ELWA). The LEP and PFI contracts will be managed through the developed competence within the staff of our programme office and Commercial work stream, which will be reconfigured to reflect the different priorities and activities pre and post creation of the LEP.

3.6.2 Joining up within the local authority

Havering is committed to ensuring that the BLF investment benefits are maximised, particularly in related areas of public services, such as leisure and green spaces. This is reflected in the "Sport and Culture", "Sustainable Schools & Estates" and "Communities" work streams, which will focus on maintaining a joint strategic approach to wider investment. This is already happening in Havering – the leisure facilities at Kingswood and Brittons schools are examples of a joint approach by Havering to realise wider benefits.

Havering aspires to utilise BLF investment as a means to provide wider public service opportunities to the communities in the Borough. Examples would potentially include pre-schools, children's centres, health provision and sport and leisure partnerships.

Havering has 100% sign up to school travel plans (including private schools). Out of all the 33 London boroughs, Havering has achieved the highest modal shift at 12.69%. More generally we have the highest increase in public bus use and the third highest increase in cycling. This significantly moderates the impact of the increase in pupil numbers we expect to see in the middle of the next decade. Construction traffic will be controlled through time control on access and bidder evaluation will examine contractor proposals. Similarly contractor site waste management proposal will be an important consideration. Where entrances to schools change there will be consultation with neighbours and we shall use our experience of the Learning Village to engage fruitfully with TFL and our highways colleagues. These aspects relate closely to the overall sustainability agenda and we shall be seeking innovative proposals from bidders and from schools to enhance our performance.

3.6.3 Quality of place

The creation of high quality environments is set out in the Havering's Living Ambition vision - aiming for the highest quality of life in London

It states that Havering in 20 years time will be a new model suburb – a more successful and energised gateway to London, but still flavoured and shaped by its attractive natural environment, unique history and vibrant culture. It will be a place of thriving towns, villages and neighbourhoods set in, and studded with, beautiful green open spaces that enhance Havering's standing as one of London's greenest boroughs.

One of the 5 goals is that Havering's towns and communities will be places of culture, commerce, community and beauty of which residents will be proud. This commitment

to creating a high quality environment is enshrined in the Council's adopted Local Development Framework which states in section 6.2;

the aim of Havering's Local Development Framework is to protect and strengthen what is best about Havering, to create places or real quality which are enjoyable and fulfilling to live in and to improve social, economic and environmental opportunities for the whole community.

The Local Development Framework sets out specific policy on design to maintain and enhance the local character of the area and in its reasoned justification states:

Good design is not just about the architecture of individual buildings, but also the functionality and impact of the development on the overall character, beauty, quality and sustainability of an area including resource efficiency. It is pivotal in improving liveability and quality of life. Successful, thriving and prosperous communities are characterised by streets, parks and open spaces that are safe, clean and attractive 'liveable spaces.' Therefore, in line with Planning Policy Statement 1: Delivering Sustainable Development, and the London Plan, this policy promotes high quality, safe and accessible design over the lifetime of a development, and encourages design which improves the character and quality of the borough.

We are realising this ambition through consultation and delivery, first in two priority areas: Harold Hill and Rainham, areas of significant deprivation. In each there is a strong education presence with the Village project in Harold Hill and a co-location of a primary school and health poly-facility in Rainham. Havering plans to use this model to develop Place Plans more widely in the Borough within which BLF will have a central place.

3.7 Additional Criteria for Joint Local Authority Projects

3.7.1 Strategic Planning

Havering has carried out an evaluation on the possibility of a "joint LEP" approach with several neighbouring authorities. Of those authorities that have been evaluated, only LB Barking and Dagenham represents the strongest current potential to help deliver Havering's ambitions. This has been determined in relation to geography, prior connections, and LBBB's programme timeline and logistical compatibility.

LB Barking and Dagenham (LBBB) are further ahead, and at time of writing have issued their OJEU notice and are in to the early stages of procurement. The arrangement that has been discussed is a "piggyback LEP" whereby Havering has access to LBBB LEP but is not part of the LEP board.

Havering would not invest nor be expected to invest in the LBBB LEP. A key advantage is that LBBB will already have undertaken procurement of the LEP, having

taken the lead by the nature of their advanced state within their programme. LBBB have agreed that Havering will not be liable for any contribution to these procurement costs. High level cost analysis at this early stage indicates that this could equate to an initial cost saving for Havering of approximately £1m. The ongoing management costs of the LEP will be something to be determined in the deal that will be brokered with the LEP. It is envisaged that the approximate upfront £1m saved on the procurement of the LEP, would be deployed to contribute to the LEP running costs for Havering-specific building projects.

Havering and LBBB would not need to share a joint transformational vision – this means that the LEP services that are procured for Havering will be tailored specifically to our needs, and the LEP would have to engage with us on this basis.

As governance and project management functions of the LBBB LEP are outside the piggyback model, there is a much reduced risk of the effect of cultural difference and political change. The arrangements would be contractual, therefore subject to the law and rules of contract and this provides confidence and certainty. The separation of client and contractor is more absolute than in a joint LEP, helping to avoid any potential for a conflict of interest.

While the proposed piggyback model does not present specific delivery risk around a "joint structure" (a joint structure would not exist in this arrangement), various risks are apparent with the potential use of a piggyback arrangement. These have been discussed in partnership with LBBB and have been recorded in the Risk Register, with mitigating actions assigned to each risk.

LBBB will be taking the lead in the procurement of the LEP, with Havering having been formally invited to assess and evaluate the bidders that will be responding to LBBB's OJEU notice. Current timelines for LBBB would mean that the involvement in the Competitive Dialogue process would be aligned with Havering's Strategy for Change phase. This would allow for further detailed analysis and probing to ascertain if the piggyback LEP approach is a practical and desirable option that Havering wishes to pursue more formally.

Havering wants to get started on the pathway to realising our vision for **Building Learning Futures..** Our Readiness to Deliver Statement sets out our position. We welcome the 'One Conversation' approach and would like to work with PfS if any modelling needs to be tested. We are ready to widen the debate to include others from a position of strength that inclusion in BLF can offer and are prepared to take a leading role in broadening engagement to include other Thames Gateway local authorities, of which Barking and Dagenham is one. Havering would not want this to result in slowing our own engagement and benefit from Building Learning Futures which is urgent and necessary for reasons outlined in the introduction.