



Turner & Townsend

## PROJECT INITIATION DOCUMENT (PID)

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Transforming Learning in Brent  
Brent Building Schools for the Future  
Brent Council

November 2009 - FINAL



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## Document Control

### Revision History

Date	Author	Reviewed	Status	Version	Change Ref
26 June 09	C Hofmann	Lynda Cox	Draft - First Draft for review by Project Team members	Draft 1A	All sections reviewed
21 July 09	L Cox		Draft - First Draft for review by Project Board members	Draft 2	All sections reviewed
22 July 09	C Hofmann	Lynda Cox	Draft - First Draft for review by Project Board members	Draft 2B	Section 5.1 & Section 10
23 July 09	L Cox	Mustafa Salih	Draft - First Draft for review by Project Board members	Draft 3	All sections reviewed
23 September 09	L Cox	Mustafa Salih	Final draft including Copland for approval by Project Board	Draft 4	All sections reviewed
30 September 09	L Cox	Mustafa Salih	Final draft	Draft 5	All sections reviewed
	L Cox	Mustafa Salih	Final	Final	All sections reviewed
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### Approvals

This Project Initiation Document has, following discussions, been accepted by the Project Board. It is signed off hereunder by the Chairman of the Project Board on behalf of the Board members.

	Signature and Date	Version
Gareth Daniel (Chief Executive (Sponsor))		
John Christie (Director of Children & Families)		

### Distribution

Name	Position	Date of Issue	Version
Project Team		29/06/09	Draft 1A
Project Team		10/09/09	Draft 3
Project Board		10/09/09	Draft 3

Project Board		08/10/09	Draft 5
Project Board		03/12/09	Final
Project Team		08/12/09	Final

## 1 Introduction

The Project Initiation Document (PID) sets out the proposed work programme and project management arrangements for the management and governance of the Transforming Learning in Brent, Building Schools for the Future (BSF) programme for Brent Council. This PID aims to provide a clear understanding of the revised project objectives, key deliverables, timescales, roles and responsibilities and management of risk.

The PID is a baseline document and amendments can only be made once approved by Project Board. This would usually be as a consequence of an exception or through the change control process.

### 1.1 Background

BSF was launched by the Department of Children, Schools and Families (DCSF) (previously Department of Education and Skills (DfES)) in February 2004 and is the largest single capital investment programme in 50 years. BSF is a 15 year programme (over 15 Waves) which will ultimately see almost every secondary school in the country either rebuilt or refurbished.

Brent Council submitted an Expression of Interest (EoI) to Partnerships for Schools (PFS) for entry into Wave 7 of the National BSF programme. The EoI was subsequently approved. Brent Council has now proceeded to the Readiness to Deliver (RtD) stage and originally submitted its RtD to PFS for approval on the 8<sup>th</sup> May 2009, which was evaluated. PFS has stated that no project will formally start until it is content that Brent Council is ready to deliver.

Further to the submission of the RtD Brent Council attended a Panel meeting stage with PFS. The Panel meeting forms part of the BSF 'Pre-Engagement' stage. This stage is essentially a qualification stage through which Local Authorities, who wish to enter the BSF programme, compete against each other to gain a funding allocation in a particular programme Wave.

PFS has decided that at this point Brent Council will not be joining the current programme. However the Council resubmitted its Readiness to Deliver on the 17<sup>th</sup> September 2009 to become part of the next intake and attended a Panel meeting on the 4 November 2009. A decision on the Council's acceptance onto the programme is expected during November 2009. If successful Brent Council will commence on programme in either January or March 2010.

### 1.2 Local Context

Brent is an outer London Authority, with many inner London characteristics. It has a growing and diverse population, and is one of only three Boroughs where black and minority ethnic groups (BME) make up the majority of the population. The Borough is home to some of the country's largest regeneration programmes, with opportunities for wholesale transformation and growth in Wembley, South Kilburn, Stonebridge, Church End, Alperton, Colindale and the North Circular Road. As a council we have a long track record of successful regeneration programmes, and moving forward we see BSF as a critical component of driving and delivering change in our priority areas across the Borough.

Fundamental to the success of these programmes will be our ability to break the deep rooted cycle of deprivation evident in large parts of the Borough. According to the Government's index of deprivation, Brent is within the 15% most deprived areas in the country. Parts of the south of the Borough – Stonebridge, Kilburn, Harlesden, Church End – are amongst the most deprived neighbourhoods in London. Other areas – Wembley, Chalkhill and Barham Park – are clearly falling down the deprivation rankings.

Notwithstanding this many of our education outcomes across the Borough are strong. For several years GCSE results at KS4 in Brent have been above the London and national average. Numbers of young people who are not in e

good, and a significant number of Year 13 students move on to higher education. Our attendance figures are above the national average and Ofsted rates 11 of our 14 secondary schools as good or outstanding.

Many of our school buildings are old, shabby and deteriorating. Some are not fit for purpose and fail to meet the diverse needs of our learners. In their current condition very few are capable of positioning themselves as true community hubs. Significant investment will be required if our schools are to drive both regeneration and place shaping in our priority areas, and deliver additional capacity to meet the needs of the expected growth within the Borough.

## 2 Project Definition

### 2.1 High Level Strategic Objectives

Brent Council's shared aim is to ensure that all children and young people lead happy, fulfilling and successful lives. We want Brent's children to realise their potential and succeed in life. Our challenge is to support the large proportion of children who experience the greatest barriers to learning: those who live transient lives, those with additional or acute needs, and those who live in our priority neighbourhoods or within families on low incomes.

Our performance to date indicates that good progress has been made against the goals we have set but there are still areas where our performance needs to be strengthened. We also need to consider the scale of population growth and the changing profile of children and young people in Brent. There is already clear evidence of increasing deprivation and this likely to be exacerbated by the current economic downturn.

Brent Council views BSF as being integral to the delivery of the priorities contained within both our Corporate Strategy and our Community Plan. A critical component of this is ensuring that we build tangible links between our BSF programme and other regeneration priorities.

Our BSF programme will be directly linked with our other regeneration programmes. Our Local Development Framework and our Regeneration Strategy set out a clear set of regeneration and growth priorities in Wembley, South Kilburn, North Circular Road, Alperton, Church End and Colindale. Internally Brent Council has a Major Project Group, with a specific remit for driving forward regeneration within these areas in a corporate and collaborative fashion. The development of the BSF programme has been integral to the shaping of these wider regeneration priorities, and likewise will be at the heart of their delivery.

All of the Borough's secondary schools are already linked to primary schools, through extended school clusters and all are part of Local Partnership Boards. We will build on this to ensure a direct link between BSF and our Primary Capital Programme (PCP), and in some instances we will create all-through schools on a single site. We will also integrate our existing Academy and the three new proposed academies into our BSF programme. By bringing our school improvement programmes together, we will be able to better deliver co-located community facilities on school sites and promote extended community access. This will ensure that our schools are able to become true community hubs and act as real catalysts for growth and regeneration.

We are particularly keen to explore the location of community sports facilities on school sites, and have recently achieved this in South Kilburn by working closely with Westminster's BSF programme. Other appropriate facilities for co-location may include Children's Centres/Family Centres, health facilities and cultural facilities.

Brent's Children's Partnership has developed a Children and Young People's Plan (CYYP) which sets out our collective vision and aspirations for young people, and informs the way relevant services are commissioned. The key strategic objectives are to:

- Ensure excellent education and training is available to all our children and young people;
- Ensure our children and young people remain safe and protected;
- Ensure access to the very best opportunities in and out of school;
- Support the development of strong families to improve outcomes for children.

Local services have a track record of developing and delivering excellent and innovative services which benefit those in most need, including extended schools, and support when children move from primary to secondary school. The achievement of Brent's children and young people has improved dramatically in recent years. Collectively, Brent's young people are among the top performers in London and many of our education outcomes across the Borough are strong. There are exceptions to the overall strong education performance, and there are significant areas where we need to focus our attention to ensure that all children and young people have the opportunity to succeed.



we have particular concerns about the performance of Somali students (in 2008 just 35% achieved A\*-Cs including English and Mathematics) and Black Caribbean students (in 2008 just 40% achieved A\*-Cs including English and Maths). There remains a disparity between the performances of students eligible for free school meals (FSM) and the remaining students, although our Improving Outcomes programme has made significant strides towards reducing that gap in recent years, focussing specifically on black and minority ethnic (BAME) students.

Our vision for lasting educational transformation through BSF reflects the priorities in the CYPP, as well as Brent Council's wider regeneration, growth, community safety, culture and sport priorities. We are determined to narrow the gaps in standards so that all schools exceed national and floor targets by 2017. Equally it is critical that we build on the progress we have already made towards closing the attainment gap between those minority groups who consistently under-perform and the rest of the Borough's students. Brent Council will work across traditional agency boundaries to achieve the priorities we have set and we know that without this, we will not be able to improve children and young people's prospects across all the five Every Child Matters (ECM) outcomes. Our BSF strategy is a vital component in achieving this.

## **2.2 How will Brent Council address its Remit for Change?**

The Remit for Change is where PfS sets out the strategic objectives and targets for the Council as informed by the pre-engagement process and Readiness to Deliver. It sets out a delivery timeframe and the key dates and milestones leading to submission and approval of the Outline Business Case (OBC).

**[DN: Insert info on Remit for Change when received from PfS.]**

## **2.3 The key elements of the Memorandum of Understanding (MoU)**

The Memorandum of Understanding (MoU) confirms the mutual obligations and respective roles and responsibilities of PfS and Brent Council. It establishes a clear set of expectations between both parties in delivering BSF both nationally and locally, and makes explicit to Brent Council what to expect when embarking on the BSF programme.

The MoU builds on the RtD commitments and is intended to assist in aligning stakeholders at the beginning of the project and to increase the likelihood of securing a successful project delivered on time. Although the MoU is not a legally binding document, it is owned by each of the parties to it, and was signed by PfS on 29 April 2009 and Brent Council on 7 May 2009.

A copy of the MoU is provided in **Appendix C** of this document.

The key elements/responsibilities of the MoU and the how Brent Council will address them, during the course of the BSF programme, are outlined below.

### **Governance and Management**

- Appoint Project Sponsor – Project Sponsor appointed (Chief Executive)
- Set up Project Board – Project Board set up and fully operational
- Scheme support at senior level – Project Team and work stream groups set up and operating
- PfS permitted to access meetings and information – Access to meetings and information granted
- Internal membership – Please refer to **Appendix A** for memberships
- Appoint Project Director – Acknowledged and in progress
- Appointment of External Advisors – Acknowledged and in progress

## **Information Sharing**

- Budget for resources and advisory support – Agreed
- Allow PfS to attend all meetings – Access to meetings and information granted

## **Standard Structure**

- Commitment to use standard Local Education Partnership (LEP) structure – Agreed
- Appoint LEP Director – Acknowledged to be agreed
- Commitment to use LEP as integrator of ICT – Acknowledged to be agreed
- Default funding solution for new build is through PFI – Acknowledged

## **Standard Documents**

- Commit to use standard suite of documentation – Acknowledged
- PfS enforces use of standard documentation – Acknowledged
- Funding is dependent on the above – Acknowledged

## **Resources Internal**

- Confirm commitment to fund and commit
  - Project Sponsor time - Agreed
  - Project Director Time - Agreed
  - Project Team - Agreed
  - Independent client design advisors - Agreed
- Ensure adequate resources are in place for the BSF process – Acknowledged

## **Resources External**

- Commit to appoint, fund and manage external advisors – Agreed
- Appoint external advisors as early as possible but prior to Remit Meeting – Agreed

## **Funding**

- Responsibility for maximising other funding sources – Agreed
- Tailor estates solution for benchmark funding allocation – Acknowledged to be agreed
- Determine procurement route for best value for money – Acknowledged to be agreed
- Provide costed control options for each school site – Acknowledged to be agreed
- Provide indicative construction programme minimising school disruption – Acknowledged to be agreed

## **Communication**

- Inform PFS of any planned communications – Acknowledged, outlined in Communication Plan
- Approval required for any BSF press releases – Acknowledged, outlined in Communication Plan
- Include PFS Chief Executive Officer quote in every press release – Acknowledged, outlined in Communication Plan
- Alert PFS Communication Director to any local issues that may cause negative publicity – Acknowledged
- Agree lines to take on any rapid rebuttal with PFS Communication Director – Acknowledged, lines yet to be agreed

## 3 Project Objectives

### 3.1 What is Brent Council seeking to achieve through its BSF Programme?

BSF will enable Brent Council to transform learning in Brent. At the heart of this will be the effective personalisation of learning to ensure that each learner has the opportunity to achieve and succeed. Our ICT service will fully support this aim. Brent Council is seeking to transform learning through its BSF programme as below:

- A clearly communicated and shared vision for personalisation inspired by the BSF process;
- Strong leadership and governance within each school committed to the transformation agenda;
- High quality staff in schools and across other services who share the drive for effective personalisation;
- An effective 0-19 framework for assessment for learning and pupil progress tracking. This will incorporate parent and student voice and ensure parents have easy access to information and targeted support;
- A flexible, skills-based personal curriculum that supports creativity and culture, where Functional Skills and Personalised Learning and Thinking Skills (PLTS) are embedded within delivery, that will allow young people to access qualifications 'when they are ready' rather than at pre-determined ages;
- A collaborative and connected approach to 14-19 delivery involving colleges and other providers using innovative ICT solutions to transform learning;
- A strong system to support vulnerable learners which focuses attention on hard to reach families and those that may be unable to engage effectively on their own;
- A transformational e-learning strategy that makes best use of media-rich digital technologies within learning spaces that enable personalised use of ICT and curriculum innovation.

#### 3.1.1 A clearly communicated and shared vision for personalisation

As part of the strategy to transform learning in Brent through BSF, the Education Improvement Partnership (EIP) (Brent's strategic partnership involving all secondary Heads and Children and Families Officers) will draw up a 'Learning Contract' which will have personalisation at its heart to ensure that all Brent learners have a broad curriculum which meets their individual needs and talents.

ICT will support this by enabling learners to access resources across the Borough. Our open access policy will offer learners the opportunity to design personalised learning pathways supported by our learning platform. Intelligent data will be available to learners to build upon their pathways.

#### 3.1.2 Strong leadership and governance within each school committed to the transformational agenda

We will develop change plans for each of these areas that will identify how Brent Council intends to achieve transformation. These plans will look beyond the short term and will support the LEP in identifying the continuing change required post construction to effect educational transformation. These plans will support the development of capacity building at both school and local authority level to ensure long-term sustainable change and will also identify how we will guarantee the sustainable leadership necessary to lead and shape the transformed school system in Brent that BSF will enable. System leadership in the future will evolve around the leadership of learning communities rather than single institutions and leadership will become more participative and inclusive than at

present. This will include the development of the strategic role of school governance to reflect this changing model of schooling.

Our strategy will support us by:

- Acknowledging that change is a journey and not a destination – our plans will change as we evaluate our progress;
- Building capacity in our schools and at a local authority level to support transformation;
- Providing a clear change framework to support the work of all stakeholders;
- Making clear what we need to do to transform;
- Empowering those who are leading change to be innovative and radical;
- Developing the necessary skills, knowledge and attitudes that will support us in new ways of working;
- Enabling the innovative use of new technologies;
- Ensuring that schools and the local authority are expert clients in the transformation process;
- Helping us to manage the emotional journey that transformation will require;
- Making links between the various performances regimes to ensure that we can make judgements about the progress we are making against the milestones we have identified.

The change management process will be supported and enhanced through a Continuing Professional Development (CPD) programme led by the EIP and through the workforce reform and modernisation agenda. This process will engage non-school based staff from other service areas – libraries, culture and sports - in order to ensure an effective multi-agency approach to our transformation agenda. ICT will underpin this approach and enable innovation. ICT will give leaders the opportunity to refine and develop their institutional leadership by providing timely and relevant information. It will support workforce reform. Our managed ICT service will in turn support this, providing teachers and support staff with the time and space to be effective practitioners. Our two existing City Learning Centres (CLCs) will have a key role as change leaders and champions of new technologies.

### **3.1.3 An effective 0-19 framework for assessment for learning and pupil progress tracking. This will incorporate parent and student voice and ensure parents have easy access to information and targeted support**

Brent Council has a transformational vision for the curriculum at all key stages. In addition to meeting the five Every Child Matters (ECM) outcomes our vision has the ultimate aim of creating highly successful learners who are confident individuals and responsible citizens. We have robust plans in place to ensure delivery of the secondary strategy and BSF will enable us to deliver the National Curriculum Big Picture by organising learning to focus on attitudes and attributes, functional skills, personal learning and thinking skills, and knowledge and understanding to:

- Ensure all young people are more fulfilled, better equipped for a knowledge based economy and employment, and will engage in lifelong learning;
- Accelerate learning and achievement at each key stage including KS3;
- Strengthen the delivery of each school's specialism;
- Support the development of schools' second or third specialism;
- Provide Brent's young people with the possibilities of taking part in the enormous range of opportunities presented by the 2012 Olympics and Paralympics and their legacy, which is particularly important given the role of Wembley Stadium as a key Olympic venue.

The partnership-wide curriculum will broaden the opportunities available to all young people, meet their needs, se

the most effective curriculum pathway, high quality Information Advice and Guidance (IAG) is a partnership priority. The partnership's IAG provision has been assessed as good and its provision for targeted groups effective.

We believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. BSF investment will support our drive to make more use of the environment to support learning. Learning outside the classroom – be it within school grounds or in the wider locality - provides a stimulating and varied context for creativity, problem-solving, decision-making and participation. Local buildings, streets and green spaces are very much a part of young people's lives and BSF will allow opportunities for young people to shape their future learning environments and ensure that our new and remodelled schools are seen as part of a much wider learning environment that embraces the local community.

**3.1.4 A flexible, skills-based personal curriculum that supports creativity and culture, where Functional Skills and Personalised Learning and Thinking Skills (PLTS) are embedded within delivery, that will allow young people to access qualifications 'when they are ready' rather than at pre-determined ages;**

The opportunity through BSF to completely re-design how the curriculum is delivered and its content will provide many opportunities for young people to develop as independent and life-long learners. The use of ICT and flexible learning spaces will promote the tailoring of a curriculum to suit the stage of progress, talents and interests of all learners. All-through campuses and co-location of special school provision will enable individual schools to draw on the expertise of others. In Brent we intend to move from single institutions to collaborative, multiple campuses, giving learners and communities access to a much wider range of expertise and specialised facilities.

This personalisation of learning will ensure that our young people learn in ways which engage and motivate them. They will employ a range of learning styles, enabled by new and remodelled spaces, which will support their development into confident, motivated, independent learners who can apply their learning across a range of contexts.

**3.1.5 A collaborative and connected approach to 14-19 delivery involving colleges and other providers using innovative ICT solutions to transform learning;**

Brent Council's 14-19 strategy is driven by the 14-19 Partnership comprising all schools, work-based learning providers, the College of North West London, Learning & Skills Centre, Connexions, Education Business Partnership (EBP) and alternative education provision. The partnership's proven track record, endorsed by the DCSF 14-19 Progress Check assessment in October 2008, showed that effectiveness and collaborative arrangements are strong and will ensure effective delivery of the 14-19 entitlement.

The 14-19 Partnership's vision and strategic plan put the development of skills and competencies at the heart of the curriculum. There is a robust strategy for the delivery of all 17 diploma lines at each level by 2013, including the Foundation Learning Tier and Apprenticeships. All our schools have specialist status and between them cover most of the range of specialisms available. The diploma offer by all schools is strategically linked to their specialism. By improving standards in all schools through the opportunities supported by BSF we will extend choice further as all our secondary schools will offer more than one specialism. This will enable a strategic balance of specialisms across the borough and further support and enhance the diploma offer at 14-19.

The diploma lines are being phased in over a five year period, starting with Creative and Media from 2009. The partnership has agreed a lead provider and delivery partners for each diploma based on each school's specialist status and its identified expertise. All schools will be involved in the delivery of at least one diploma. The facility to remodel provision and ICT infrastructures through BSF will enable increased efficiency for the delivery of extended schools core offer for learners and underpin Brent Council's robust strategy for the 14-19 and vocational offer.

Each secondary school provides post 16 education; four schools in the south of the borough are part of a 6<sup>th</sup> form consortium and the two single sex faith schools also offer a joint provision at post 16. We have a Further Education College which works very closely with all secondary schools, offering alternative pathways, and has sites in both the north and the south of the borough.

### **3.1.6 A strong system to support vulnerable learners which focuses attention on hard to reach families and those that may be unable to engage effectively on their own;**

All our schools are linked to primary schools through extended school clusters and all are part of locality partnership boards. These arrangements enable the strategic planning of extended facilities, support community access to school facilities, drive local priority-setting and help meet community needs through multi-agency working.

At the heart of the BSF strategy will be the co-location of multi-agency services in local neighbourhoods. We are already well advanced in developing integrated teams co-located on school sites and successfully applied for funding through the Cross-Government Co-Location fund for two school based capital projects. BSF investment will further support our strategic plan to deliver five integrated teams in localities which will identify needs early and offer appropriate support including speedy access to specialist services.

The development of an educational, social and community campus in Brent schools will transform facilities through improved building design. This will ensure the ability to provide access to the widest range of opportunities for an increasingly diverse community and its learning needs. The quality of place will enhance the success of our integrated services agenda by making the local community want to make use of the facilities located within and around our schools. We will do this by ensuring that our BSF school designs fully meet the needs of our young people and the wider community, are visually attractive, safe, accessible, functional, and improve the character and quality of the local area.

Through improved community access, innovative technology solutions and enhanced family learning opportunities the BSF investment will empower parents to be part of a successful learning experience and support the development of adult skills and thus improve employability. In turn, this will promote improved social mobility using the enhanced facilities to address the causes of underachievement. ICT will give us the opportunity, built on a structured change management programme, to bring agencies together by offering a common learning platform and real time communication. This will enhance their engagement with each other and help promote inter agency working.

The outstanding capacity of our schools to drive community cohesion will be further enhanced through community consultation and the relocation of cultural facilities within schools. BSF development funding will enable innovative building designs to capture Brent Council's extensive diversity and enable extended school use of such facilities during and beyond the traditional school day. A joined up approach with our library service will also offer new ways of accessing learning and learning resources for our pupils and community. BSF will provide greater opportunities for cultural learning and enable schools to deliver the core offer.

Through BSF we intend to remodel all schools to include a welcoming facility for parents which will be linked to extended school developments. This will assist in home-school liaison and we hope will encourage the more 'hard to reach' families to feel that schools have something broader to offer which is personalised to their lives. Technology will support our aim to engage parents and carers.

Through BSF, with the current estate greatly enhanced, the additional, expanded and co-located provision will offer parents a very much greater diversity and choice of school provision for their children.

### **3.1.7 A transformational e-learning strategy that makes best use of media-rich digital technologies within learning spaces that enable personalised use of ICT and curriculum innovation.**

ICT will, through the provision of a managed ICT service and a managed learning environment for schools by the LEP, underpin the transformation that BSF will enable in Brent. The use of new technologies will:

- Support our personalising of the learning experience which will result in improved learner engagement and learning outcomes;
- Create a flexible learning environment so that resources can be accessed whenever and wherever they are needed, including from home;
- Support all staff, through professional development, and provide tools for collaboration, management and administration;
- Enable secure and reliable communications between the school and parents, other schools, the local authority and children's services.

Our open access policy of enabling our workforce and community to access learning and information at a time and place that suits their needs will drive our ICT strategy. BSF will support us in making our schools places where our communities can benefit from our investment in technology. Most schools already subscribe to the London Managed Learning Environment (MLE) and Brent has lead the way in the creation of an ICT Strategic Leadership programme that addresses the contribution that ICT can make to personalised learning, the new curricula, assessment and communications with parents and the community and change management.

Brent Council has secured agreement to use an integrated ICT managed service in line with its ICT strategy and BSF requirements. The development of a managed service will support innovation, enabling the development of e-confidence across our schools. The ICT service will support us in intelligent management and use of data, learning platform development and innovative device strategies. We will work with our ICT partner to implement an ongoing change management process to enable the workforce to benefit fully from the new opportunities available.

As well as enhancing the curriculum, teaching and learning will support school leadership, management and administration of our schools by enabling the secure transfer of data with other schools, local authorities, and children's services and be accessible to all who need to use it - including school governors. It will support communication with parents about students' attendance, behaviour and attainment and allow for efficient administrative and financial systems including electronic filing and cashless financial transactions within the school. It will also support school leaders in the analysis of data to provide information about course effectiveness, staff and learner performance and enable the use of pupil performance data to inform decisions about staff development and deployment.

We recognise that achieving our vision is dependent on all schools being hubs at the heart of their communities, delivering excellent personalised education and effectively contributing to all aspects of well being at the front line of a preventative system. We believe that services should be needs-led and personalised.

The impact of BSF will be that young people develop as independent and life-long learners who develop the skills, capabilities and competencies needed for a 21<sup>st</sup> Century society and economy.

### **3.2 Why is it important to achieve these objectives?**

Brent still has too many children who do not achieve their potential. Although Brent schools overall do well against national benchmark indicators the current school 'stock' and delivery cannot improve further without the transformational opportunity provided by significant investment from BSF.



### **3.3 How will the outcomes of BSF be measured to confirm they have successfully been delivered?**

The CYPP identifies our key strategic objectives for transforming educational outcomes in Brent and these outcomes reflect the wider ambitions of the CYPP. To support the delivery of our transformational agenda, we have identified the following Key Performance Indicators (KPIs) - aligned to those in the CYPP - for our BSF programme. We believe that they are aspirational and reflect the added value that BSF investment will bring to Brent. They have been derived from the principal objectives of our BSF programme and demonstrate how outcomes will improve beyond the completion of our BSF programme and, as such, reflect transformational change sustained over time.

The KPIs will be subject to our corporate monitoring procedures and will be subject to annual review and modification where necessary. Each school will be expected to identify within its own SfC a set of KPIs that demonstrate how Brent Council's aspirations are to be achieved across each school site in Brent. Schools will be expected to make the KPIs part of their ongoing school improvement planning processes and subject to annual review by their Schools Improvement Plan (SIP).

Our BSF KPIs are:

- All secondary schools are rated as Outstanding for effectiveness;
- All secondary schools have an agreed learning contract;
- All young people and their families have access to high quality provision matched to their needs;
- KS4 data indicates that there are no significant differences in attainment between different ethnic groups or between boys and girls;
- Permanent exclusions are significantly reduced;
- Each school's attendance figures match or exceed national averages and no school is categorised for persistent absence (PA);
- All young people leave full-time education by age 19 with sufficient skills and qualifications to enable them to engage in employment or higher education;
- 95% of children participate in five hours of quality PE/sport per week;
- Reduction in the percentage of the adult population who do no physical activity per week;
- Surveys (e.g. Tell Us) indicate that young people feel safe at school and enjoy their learning;
- Surveys of families indicate that they feel supported by schools and extended services;
- All young people aged 14-19 have access to a broad range of high quality learning pathways;
- New build schools achieve a 60% reduction in carbon emissions;
- New build schools achieve a BREEAM rating of Excellent for sustainability.

### **3.4 Delivery of Strategy for Change (SfC)**

The detail Brent Council provided in RtD submission describes the 'what is to be done' element of their strategic planning. The SfC is the 'how it will be done' component; providing additional detail to the information already provided in the RtD and setting out a clear, robust and resourced plan for delivering the key challenges and objectives identified. It ensures that Brent Council's educational priorities are at the forefront of their BSF planning processes, enabling more forward-looking learning environments to be developed. School staff, governors and the local community will need to be engaged with the local authority's development of its strategic objectives and plans for its SfC.

The SfC ties together local education and estate strategies – thus encouraging Brent Council to focus simultaneously on the two principal elements of the BSF programme.

The three key sections of the SfC are:

- Transformational overview
- Proposals to address Key Estate Proposals
- Project planning;
- Updated RtD school chart.

The SfC will capture:

- How Ministerial expectations set out in the Remit for Change will be met;
- The key objectives of local education and corporate strategies and how these will meet local needs;
- How BSF investment in ICT and buildings will enable Brent Council to fulfil its role as strategic commissioner and learners champion of school places to transform outcomes for children and young people;
- What requirements these objectives place on the school and FE estate and how BSF and LSC investment will meet those requirements; and
- The change management strategy and plans to lead and support implementation and delivery.

Brent Council's SfC will be prepared in accordance with the BSF Strategy for Change guidance for Local Authorities in BSF Wave 7-9 (May 2009). Drafting has commenced on Brent Council's SfC with input from the Project Team and work stream groups.

### **3.5 Delivery of the Outline Business Case (OBC)**

The OBC is a detailed assessment of what is achievable and affordable in BSF. It provides sufficient detail to secure formal approval to begin the procurement of a private sector partner.

The OBC aims to ensure that projects are sufficiently robust to move into procurement, and in particular, that they are affordable, offer value for money, will be attractive to the market and have the necessary local authority resources and experience in place.

The three key strands of the SfC – meeting the education challenges; the estate strategy; and the procurement strategy are developed in more practical and financial detail in the OBC. For example, each school's SfC is developed to reflect its own needs and priorities, as well as the overall education priorities from Brent Council's wider SfC. Each school's strategy is then used to inform the design for the school.

The OBC will include the confirmation that the SfC aims and plans remain current (or reasons are given for alternatives developed since the SfC was approved) and in particular that they fit area wide objectives, meet the Ministerial 'Remit for Change', help deliver key policy developments and will improve student outcomes.

Brent Council's OBC will be prepared in accordance with the PfS OBC guidance.

### **3.6 Delivery of Procurement**

Brent Council recognises its liabilities to accord fully with European Union (EU), national and local government, Treasury procurement, legislation and directives together with Town Planning, Building Control and other statutory requirements.

### **3.7 Establishment of Local Education Partnership (LEP)**

Brent Council has agreed that the BSF programme will be delivered through a LEP. The basis for the establishment of the LEP has not been determined at present.

### **3.8 Delivery of Financial Close**

To be agreed.

### **3.9 Internal Resources to support Strategic Partnering Framework (SPF)**

The SPF arrangements will be managed by the Commercial, Facilities management (FM) and Legal work stream group. Decisions in regard to the SPF will be managed by the Project Team and Project Board according to the project management governance arrangements.

## 4 Project Scope

### 4.1 Brent Council's First Wave of Schools

For our first wave projects we will develop four schools as learning campuses to support our transformational vision and to provide a coherent approach to raising attainment. They will model the possibilities opened up by ICT, the co-location of integrated services and provision of world class, specialist facilities for Diplomas. The first wave of schools will consist of:

- **Alperton Community School** – 100% new build on existing site
- **Cardinal Hinsley Mathematics and Computing College** – 100% new build on existing site
- **Queen's Park Community School** – 0%-20% new build (extension) and refurbishment
- **Copland Community School** – 100% new build on existing site

Learning campuses will be delivered in a variety of ways at different schools. Alperton Community School's all-through provision will have an integrated children's centre and further its lead role in developing Functional Skills. Cardinal Hinsley Mathematics and Computing College in the south of the borough, is supporting the delivery of IT and Sport and Active Leisure Diplomas and will have an on-site targeted multi-agency team for young people with additional needs and new arrivals. Queens Park Community School, a fully extended school with an integrated children's centre, sited at the heart of south Brent's regeneration activities, is leading on the development of the Business, Administration and Finance Diploma and will also provide additional school places and resourced SEN provision. Copland School is a leading edge school for Inclusion and a Science Specialist College. Plans for expansion are in place and emphasise the concept of a Science College where all students have the opportunity to follow a course of 10 GCSE subjects in the Upper School. Through extra work Copland students may take additional GCSE examinations – up to 14 subjects. Students are expected to continue their studies in the sixth form by taking GCSE, 'A' levels, Vocational and Access courses. All four schools will have access to high quality ICT, flexible learning and community spaces that enable all stakeholders, especially young people and families, to engage in intergenerational and life-long learning. We will use the new facilities to train and develop a high quality, flexible workforce. Our Top Priority projects are the right projects to make the biggest impact on our transformational strategy within a funding allocation of approximately £80m.

Details of the full project scope are attached at **Appendix I**.

### 4.2 The Geographical Area covered

A map detailing the geographical area covered is attached **Appendix H**.

### 4.3 Linked Capital Projects

Our BSF programme will be directly linked with our other education and regeneration programmes. Demand for additional capacity in both primary and secondary is being felt across the Borough but the position is acute in the Wembley area. There is also a lack of secondary provision in the south of the Borough centred on the Stonebridge area. There is considerable demand from parents in the south of the Borough for places in north Brent schools which currently cannot be satisfied. In view of this Brent Council is developing an all-through Academy in Wembley. The admissions criteria for the new Academy will give priority to secondary pupils both in the Wembley area and in the Stonebridge area.

Our Local Development Framework and our Regeneration Strategy set out a clear set of regeneration and growth priorities in Wembley, South Kilburn, North Circular Road, Alperton, Church End and Colindale. Internally Brent Council has a Major Project Group, with a specific remit for driving forward regeneration within these areas in a

corporate and collaborative fashion. The development of the BSF programme has been integral to the shaping of these wider regeneration priorities, and likewise will be at the heart of their delivery.

The ongoing regeneration of Wembley is a clear example of Brent Council's ability to deliver complex, multi-agency regeneration programmes in an effective and efficient way. Brent Council published a vision setting out its long term aspirations for Wembley and has subsequently worked with a range of public, private and community partners to deliver against these. Specifically, Brent Council played a key role in delivering a multi-million public transport improvement programme – establishing with the London Development Agency a dedicated project management team to oversee capacity and improvements to each of Wembley's three tube and rail stations. Brent Council is now working with landowners and developers to bring forward major mixed use developments, and is taking a direct stake in the regeneration of the area by building a new Civic Centre at the heart of the new Wembley. Critically Brent Council has also taken a lead on a range of revenue based employment projects to ensure that local people are in prime position to reap the benefits of the physical transformation of the area.

Currently this only includes secondary school provision but it is anticipated that the remit of the LEP may be extended to include:

- Primary Capital Programme (PCP)
- Regeneration
- Libraries
- Sport and physical activity
- Culture

Brent Council's Official Journal of the European Union (OJEU) notice will be checked against the local scope to ensure that it includes all the services the Council may wish to deliver via the LEP, as agreed with PfS.

#### **4.4 School Organisation Issues**

The diversity and mobility of Brent's population is increasing and this is reflected in population growth. Recent figures indicate that there are significant numbers of people moving into the Borough and creating new emerging communities, as well as significant numbers of transient people within the Borough. The Office for National Statistics (ONS) estimates that in 2006 our population was 271,400. However, independent research commissioned by Brent Council estimates the figure to be nearer 289,000 in March 2007. This growth, which is largely in the south of the Borough, predominantly comprises young adults, often with pre-school or young children. The increase in young children was confirmed by the 2008 Childcare Sufficiency Assessment undertaken by Brent Council.

##### **4.4.1 New Schools and Expansion**

The number of secondary pupils in the Borough has been increasing each year. Between 2003-04 and 2007-08, there has been an increase of 783 Y7-11 pupils. In percentage terms, the secondary school population has increased by 5.4% in a span of just four academic years. The forecast for Y7-11 by 2017-18 currently stands at 15,205 school places – a 5.7% increase on 2008. Demand for sixth form places has also been increasing, rising from 3453 places in 2004 to 3761 places in 2008.

Brent Council has a steadily growing 11–16 school population, which is centred around not only the growth areas within the Borough, through three of London's key regeneration areas Wembley, South Kilburn and Chalkhill, but also around the increase of overseas migrant workers and their families entering Brent. The rise of migrants into the Borough is reflected in the increase in casual admissions; between January 2006 and December 2008 we

required 1920 primary places and 2315 secondary places and annually we have to find, on average, 600 primary places and 750 secondary places for casual admissions.

Brent is a net exporter of secondary pupils (in 2008, 3,662 pupils travelled out of the borough whilst 3,206 travelled in), but more Brent children are choosing to attend school in Brent. In 2008 77% of secondary aged pupils resident in Brent attended maintained schools within the Council; this is an increase from 73% since 2006. Cross border movement mainly occurs when the child lives close to the Brent borders, or parents have chosen a specific school in another Borough e.g. a faith school.

As set out in the London Spatial Plan and Brent Council's Local Development Framework Brent is expected to experience significant housing growth over the next nine years and this will impact on school rolls. Detailed below is a socio-model of the population increase due to housing growth and the subsequent number of FE required to accommodate this growth:

	New Housing	New Population	New Children & Young People Aged 0-18	Nursery Classes Req	Primary School FEs	Secondary School FEs	Post-16 FEs
Alperton	1,553	3,563	732	3.9	1.3	0.9	1.1
Burnt Oak/Colindale	2,544	5,836	1,199	6.4	2.2	1.4	1.8
Church End	853	1,957	402	2.1	0.7	0.5	0.6
South Kilburn	2,381	5,802	1,384	7.5	2.5	1.6	2.0
Wembley Phase 1	3,728	8,209	1,183	8.4	2.0	0.8	1.3
Wembley Phase 2 NE	1,200	2,839	628	3.3	1.1	0.8	0.9
Wembley Phase 2 NW	1,200	2,745	568	3.1	1.0	0.6	0.8
Rest of Wembley	5,152	11,820	2,428	13.0	4.4	2.8	3.6
Park Royal	1,099	2,521	518	2.8	0.9	0.6	0.8
Other	2,419	5,550	1,140	6.1	2.1	1.3	1.7
<b>Total</b>	<b>22,129</b>	<b>50,840</b>	<b>10,180</b>	<b>56.6</b>	<b>18.4</b>	<b>11.3</b>	<b>14.4</b>
Sub-Total Wembley	11,280	25,612	4,806	27.8	8.6	5.1	6.6

This demand for additional capacity in both primary and secondary is being felt across the Borough but the position is acute in the Wembley area. There is also a lack of secondary provision in the south of the Borough centred on the Stonebridge area. There is considerable demand from parents in the south of the Borough for places in north Brent schools which currently cannot be satisfied. In view of this Brent Council is developing an all-through Academy in Wembley. The admissions criteria for the new Academy will give priority to secondary pupils both in the Wembley area and in the Stonebridge area.

Even with the development of the Academy the pressure on school places remains acute with currently (as at 8 January 2009) 124 children aged 4 - 16 without a school place. In addition Brent Council has established temporary "projects" for secondary pupils who cannot find places and who need to acquire a working knowledge of English. In February 2009 these projects (effectively overspill capacity) provided education for 130 pupils.

This overall increase in pupils has had a dramatic effect on the demand for school places. Two of the schools identified for the top priority phase of our BSF programme are over capacity with sizeable waiting lists.

There is now only one secondary school with any surplus capacity: a Roman Catholic boys' school and this school has become increasingly popular with Polish, Brazilian and Portuguese families moving into the Borough. The BSF programme is critical to assisting with our urgently required expansion plans.

The following current projects will provide an additional eight forms of entry (FE) through:

- Wembley Park Academy (+6FE) - new school;
- Preston Manor High School (+1FE) – popular schools initiative
- Claremont High School (+1FE) – popular schools initiative.

Brent Council’s BSF plans incorporate a number of strategically planned school expansions based on our robust projections and comprise a new secondary school including primary and Post 16 education places in the growth area of Alperton in the north of the borough.

A forecasting exercise has been undertaken which takes account of the slackening in demand for in-year admissions in 2008. Nevertheless it shows that there is still a demand for an additional 10FE in secondary schools by 2016 and 16FE by 2018 in addition to the 2FE that was added by expansion of two secondary schools in 2007 (Preston Manor High School and Claremont High School).

The forecast of numbers is based on projections provided by the GLA. The shortfalls identified are based on maintaining a 5% surplus capacity (the Audit Commission has, in the past, recommended 10%). This is a tight planning margin and is an approach taken to ensure Brent Council does not build too much surplus into the system. The reason for adopting 5% is because of the uncertainties in the future relating to housing growth and migration. The above figures are the minimum growth we believe we should aim to deliver.

Within this growth we recognise that our post 16 provision is increasing in popularity with a significant proportion of our current schools’ sixth forms already at maximum capacity with further demand for them to grow. In view of this we have been in discussions with the further and higher education providers within the borough to ensure that Brent Council makes provision for its pupils with the implementation of both diplomas and a campaign to encourage our young people to continue further and higher education. Our BSF and EIP governance model ensure close working with representatives from the Further Education sector.

The numbers of children and young people in Brent with profound and multiple learning difficulties is rising. This is also the case for autistic spectrum disorder. There has been a 20% increase in the numbers of new statements of SEN comparing 2006/07 to 2007/08 and this trend is continuing. The increasing demand has been taken into account in our BSF planning for the number of places required to meet specialist needs both within mainstream and special schools. Queens Park is at the heart of our inclusion plans and through our first BSF project we will be developing a 15 place SEN Resource Centre as an integral part of this mainstream school.

Our pupil number projections extending beyond the probable length of our BSF programme for: 11-16, post 16 and SEN can be seen in the supplementary information submitted with this document.

All our first wave schools are expansion schemes that have been batched early on to help us meet our statutory duty. The expansion details are shown below:

- |                      |                                    |      |
|----------------------|------------------------------------|------|
| ▪ Alperton School    | 100% new build                     | +1FE |
| ▪ Cardinal Hinsley   | 100% new build                     | +1FE |
| ▪ Queens Park School | 0-20% Extension<br>+ refurbishment | +2FE |
| ▪ Copland School     | 100% new build                     |      |

#### **4.4.2 Consultation**

Brent Council understands that effective consultation, engagement and communication are vital success factors within any transformational change programme.

On a Borough wide basis a number of consultations have already taken place including:

- A Good School Place for Every Child in Brent – July 2008
- School Places Consultation – Have your Say – July 2008

Brent Council has already developed its Communication Plan for BSF to initially deliver the educational vision 'Transforming Learning in Brent'. This has included each school in the Top Priority phase consulting with its stakeholders on the proposals for BSF.

The statutory consultation process in regard to our Top Priority BSF schools is anticipated to commence once the council is on programme and Brent Council has developed a programme for delivering these statutory requirements as set out in the Communication Plan.

The Communication Plan also sets out the long term strategy for the development of communication across the Borough from within Brent Council, and out to the schools and wider community to ensure that one consistent and joined up message is delivered for this programme. The BSF team, council members and schools are already using a secure portal known as 'Huddle' to communicate internally, which will be a valuable communication medium with potential partner's right through the procurement phase. Brent Council has already created its own BSF web page on its website to inform staff, pupils, parents and general members of the public not only about the BSF programme but how it may impact on their lives and how they can get involved in the process.

The complex nature of BSF means that there are many and varied stakeholder groups both internally and externally. As part of our Communication Plan we have undertaken a stakeholder analysis and identified a significant number of stakeholders. With this in mind we have then developed a stakeholder management plan and have already engaged in consultation with key stakeholders within the council and with the schools and governors. All the schools and school governors have been briefed on the process and a number of head teachers, teaching staff and governors have joined the work stream groups, Project Team and hold key representation on the Project Board. As part of our initial EOI, Brent Council undertook a lengthy consultation process. As we progress further into the BSF programme we intend to carry out further detailed consultation to ensure that we fully understand the hopes, wishes and aspirations of our community so that they can maximise educational, sport and cultural benefits from our BSF programme.

Brent Council has already had excellent initial stakeholder support for its BSF proposals from all of its Head teachers and Chairs of Governors. Brent's Children's Partnership has fully endorsed our BSF strategy and will continue to be a key stakeholder as we progress through BSF. The Brent Youth Parliament recently received a presentation from the Project Team on the BSF Programme and not only actively welcomed the proposals but wish to engage further in the process. We have already met with the Sorrell Foundation and agreed to utilise their support for ensuring real engagement and involvement from our children and young people in the design of their schools from September 2009 (subject to the outcome of our Readiness to Deliver submission). Community Partnerships and local MPs have shown cross party support to improving the life chances of the children and young people in Brent. We have also had excellent engagement across Brent Council's departments, with key members from Sports and Leisure, Regeneration and Housing actively engaged in the work group.

Brent Council's well established Culture, Sport and Learning Forum and the Brent Community Sports and Physical Activity Network (Brent CSPAN) have received presentations regarding our BSF Strategy and the membership of two specific BSF work stream groups, around Libraries and Culture and Sport and PE have been established involving private and third sector representatives, where appropriate

Each of our Top Priority Project schools has undertaken substantial consultation with their pupils, staff, governors and parents' regarding the BSF plans for their schools. Each school has established its own BSF teams for pupils and staff and we would like to accelerate this process as soon as possible through the Sorrell Foundation. Such is the level of engagement and interest from all of our secondary schools that a number of our Follow-On Project schools have also started to engage with their pupils, staff, governors and parents as well and are keen to adopt muc



### **4.4.3 Change Management**

Brent Council sees BSF as a corporate priority, not only as an opportunity to narrow the gap in educational standards so that all schools in the Borough exceed floor and national targets by 2017, but to transform delivery of learning in Brent, dramatically improve the life chances of its pupils and act as a catalyst for regeneration, and ensure the levels of deprivation in the Borough do not diminish the life chances of our pupils and their families. The Audit Commission Corporate Assessment reports that “Leadership within the Council is a particular strength” with Council leaders and members displaying a clear understanding of the local issues and taking responsibility for community leadership seriously. Brent Council has a very strong and established ethos of partnership working across the Council commissioning joint arrangements for the delivery of integrated services in local neighbourhoods. A working example of this is Brent’s Children’s Partnership Board which has a clear single vision and aligns the CYPP to the ECM outcomes and Regeneration Plans through multi agency services.

Change management will enable us to achieve the innovative and ambitious plans we have for transformation and will lead to improved teaching and learning and levels of achievement for all students. We recognise that to deliver transformation in learning outcomes we need to transform the way our schools work and how learning is delivered. Brent Council has a strong record of leading and delivering significant transformational programmes. At the heart of the success has been the adoption of a comprehensive partnership approach to change management. The key themes of our developing change management strategy are:

- Leading of learning
- Workforce reform and modernisation
- Building stronger families
- Community Leadership
- Increasing community access
- Students as agents of change
- ICT

- Sustainability

We will develop change plans for each of these areas that will identify how Brent Council intends to achieve transformation. These plans will look beyond the short term and will support the Local Education Partnership (LEP) in identifying the continuing change required post construction to effect educational transformation. These plans will support the development of capacity building at both school and local authority level to ensure long-term sustainable change and will also identify how we will guarantee the sustainable leadership necessary to lead and shape the transformed school system in Brent that BSF will enable. System leadership in the future will evolve around the leadership of learning communities rather than single institutions and leadership will become more participative and inclusive than at present. This will include the development of the strategic role of school governance to reflect this changing model of schooling.

Our strategy will support us by:

- Acknowledging that change is a journey and not a destination – our plans will change as we evaluate our progress;
- Building capacity in our schools and at a local authority level to support transformation;
- Providing a clear change framework to support the work of all stakeholders;
- Making clear what we need to do to transform;
- Empowering those who are leading change to be innovative and radical;
- Developing the necessary skills, knowledge and attitudes that will support us in new ways of working;
- Enabling the innovative use of new technologies;
- Ensuring that schools and the local authority are expert clients in the transformation process;

Helping us to manage the emotional journey that transformation will require;

Making links between the various performance regimes to ensure that we can make judgements about the progress we are making against the milestones we have identified.

The change management process will be supported and enhanced through a Continuing Professional Development (CPD) programme led by the EIP and through the workforce reform and modernisation agenda. This process will engage non-school based staff from other service areas – libraries, leisure - in order to ensure an effective multi-agency approach to our transformation agenda. ICT will underpin this approach and enable innovation. ICT will give leaders the opportunity to refine and develop their institutional leadership by providing timely and relevant information. It will support workforce reform. Our managed ICT service will in turn

support this, providing teachers and support staff with the time and space to be effective practitioners. Our two existing City Learning Centres (CLCs) will have a key role as change leaders and champions of new technologies.

Alperton School has already established its own "Strategy for Change Group" with representation from students, staff, parents and governors. This group will lead the consultation with and involvement of all stake holders to ensure all are committed to the vision for the new school. The students will be a crucial part of this group and the Sorrell Foundation will work separately with them to ensure that the student voice is heard throughout. This group has been meeting once per term to date and will continue to do so during the next academic year, increasing to once per half term as the programme advances. Members of the group and other stakeholders will be enlisted to visit other new schools with a particular pedagogical or social focus in mind.

To support the change management plans an additional member of staff will be trained through the National College for School Leadership (NCSL) programme and will be part of this committee and support the work.

To ensure smooth transition and effective communication the school's SIP will meet with both the deputy and Head teacher at all visits during 2009-2010 and then with the Associate Head teacher from September 2010. The Principal Adviser will join some of these meetings. Additional visits by the school's SIP will be made as necessary and costed into BSF support.

During May 2010 the appointment of an additional/Associate Deputy will be made in order for a start in September 2010. The current Deputy will work as Associate Head teacher during the summer term, prior to becoming acting Head teacher from September 2010 until the completion of the new school. During autumn term 2009 the Governing Body will form a sub-committee to oversee and monitor the building project.

The staff establishment will be reviewed with regard to a move from a split site to a single site as currently some roles are duplicated which will not be necessary on a single site. Staff training will take account of the transformation of learning which will be possible in the new school so that staff are ready to use a variety of pedagogies using the new facilities in order to personalise learning.

Change management at Queens Park School will include the re-structuring of the Senior Leadership Team (SLT) responsibilities with a small team focussing upon the BSF programme. Additional members of staff will be trained through the NCSL programme. The school will also see benefits in looking at utilising community based input and local extended school stake holder input when managing the changes. It is fully recognised that the BSF philosophy includes transformation of our agenda, but we are already recognised as a "change" school for many aspects of our practice.

During the autumn term 2009 a sub committee will be formed to oversee and monitor the expansion plans and building project. During spring term 2010 the Governing Body will agree with the senior Deputy and Head teacher the ratio of time required to for deputy to act-up from September 2010 and review roles of other SLT members as necessary to support this.

To ensure there is no deflection from quality of education, the school SIP will work with both the Head teacher and Deputy for the duration of project, building in more visits as necessary and costed into BSF support. The Principal Adviser may join the school SIP at some meetings.

Change management at Cardinal Hinsley will include the possible re-structuring of the SLT responsibilities with a small team focussing upon the BSF programme. Input from the Diocese will also be a key element of managing the change management process and additional members of staff and governors will be trained through the NCSL programme. The school will also see benefits in developing its collaborative arrangements with Cardinal Vaughan to provide support and guidance in this critical area of change management.

Copland's Interim Executive Board comprises experienced governors who are skilled in change management. Members of the Board have experience of designing and implementing a new PFI two thousand pupil PFI school and major private sector projects. The Acting Head teacher has a track record of outstanding leadership and has planned and overseen a successful building expansion project.

When appropriate, we will support each school in the preparation of an individual School Strategy for Change (SSfC) through workshops, facilitated by external advisers, Brent Council personnel and key educational system leaders.

## 5 Project Deliverables

### 5.1 Master Programme for Development Phase

The key milestones and deliverables for the development phase are detailed on the Master Programme, which is included as **Appendix F** of this PID.

This programme outlines the key milestones in order to achieve the programme within the agreed timeframe. The deliverables for the procurement phase will be developed in the next few months, and included in future revisions of this PID. The key milestone dates and deliverables at this stage are as follows:

Stage & Milestone	Deliverable	Outcome
Outline Business Case (Aug 10 – Nov 10)	<ul style="list-style-type: none"> <li>▪ Prepare Outline Business Case</li> <li>▪ Confirm Scope &amp; Abnormals</li> <li>▪ Finalise OBC</li> <li>▪ Exec Approval</li> <li>▪ Submit OBS for PfS Peer Review</li> <li>▪ Submit OBC to DCSF / MRA</li> <li>▪ Formal Approval to issue OJEU</li> <li>▪ Local Partnerships Gateway Review 1</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal approval to commence next stage</li> <li>▪ Procurement strategy</li> <li>▪ Affordability envelope</li> <li>▪ Risk mitigation</li> <li>▪ FF&amp;E strategy</li> <li>▪ Output specification for individual schools, departments and common areas</li> <li>▪ Action / task plan</li> <li>▪ Bidding documentation</li> <li>▪ Outline planning permission</li> </ul>
Prepare to Procure (Nov 10 – Feb 11)	<ul style="list-style-type: none"> <li>▪ Prepare Procurement Documents</li> <li>▪ Prepare Evaluation Plan</li> <li>▪ OJEU Notice to Board / PfS Project Board Approves Process and OJEU</li> <li>▪ PfS Approves OJEU &amp; Procurement Docs</li> <li>▪ Local Partnerships Gateway Review 2</li> </ul>	
OJEU to Invitation to Participate in Dialogue (ITPD) (Feb 11 – May 11)	<ul style="list-style-type: none"> <li>▪ Publish to OJEU/PQQ</li> <li>▪ Bidders Day</li> <li>▪ PQQs Returned and Evaluated</li> <li>▪ De-Brief</li> <li>▪ Long List Published</li> <li>▪ Issue ITPD</li> <li>▪ Evaluate ITPD</li> <li>▪ Interview Long List</li> </ul>	

	<ul style="list-style-type: none"> <li>▪ Select Short List</li> <li>▪ Short List Agreed by Project Board</li> </ul>	
ITPD to Invitation to Submit Final Bids (ITSFB) (May 11 – Feb 12)	<ul style="list-style-type: none"> <li>▪ Issue ITCD to Short List</li> <li>▪ Initial Bid Dialogue Period</li> <li>▪ Initial Bids Received</li> <li>▪ Evaluation Period</li> <li>▪ Finalise ITSFB</li> <li>▪ PfS Approved</li> <li>▪ Board Agrees Recommended Short List</li> <li>▪ De-Brief</li> <li>▪ Issue ITSFB</li> </ul>	
Preferred Bidder to Financial Close (FC) (Feb 12 – May 12)	<ul style="list-style-type: none"> <li>▪ Receive and Evaluate Final Bids</li> <li>▪ Final Evaluation Report to Board</li> <li>▪ Appoint Preferred Partner &amp; De-Brief</li> <li>▪ Local Partnerships Gateway Review 3</li> <li>▪ Planning Approval</li> <li>▪ Submit FBC to DCSF/MRA</li> <li>▪ FBC Approved</li> <li>▪ Contract Close</li> <li>▪ Financial Close</li> </ul>	

## **5.2 Remit for Change**

The deliverables and outcomes of the Remit of Change will be incorporated within the project deliverables upon receipt of the Remit for Change from PfS.

## **5.3 Memorandum of Understanding (MoU)**

The key elements of the MoU have been incorporated where applicable in the Master Programme and its deliverables.

## 6 Constraints

### 6.1 Constraints identified to date

To date the following constraints for the BSF programme have been identified:

<b>Constraint</b>	<b>Description</b>
LSC initiatives for post-16 provision that could impact on the plans for BSF, but are not yet fully developed	There is a robust strategy for Post 16 provision. Brent was the only council to receive an all green rating at the most recent DCSF 14-19 progress check.
Opposition (and its source and rationale) to some of the local proposals, strategies or plans	A communication plan and supporting stakeholder analysis have been developed that have identified potential sources of opposition and contingencies for managing them.
Political constraints (and their focus and cause) that need to be overcome	Political constraints will be managed at a Project Board level whose membership includes the Lead Member for Children & Families.
Existing partnering agreements that the Council has for the delivery of services or assets, such as strategic and business transformation partnerships, that might limit its ability to deliver its entire BSF programme via the LEP	Existing partnering arrangements will be reviewed at the SfC stage of the programme.
Existing contracts with service providers, e.g. ICT, catering, property and asset management, facilities management	Brent Council has undertaken a high level assessment in regard to existing PFI contracts and has identified that at present there are no potential interface issues. However, a facilities management (FM) service review and assessment has been commissioned in order to explore where further economies of scale and value for money can be achieved across current PFI projects and the BSF programme and to manage any risks that might arise.
Intervention arrangements, where some of the local authority's	A facilities management (FM) and ICT service review and assessment has been

<p>functions have been outsourced</p>	<p>commissioned in order to explore where further economies of scale and value for money can be achieved across current PFI projects and the BSF programme and to manage any risks and intervention issues that might arise.</p>
<p>Cross border issues with neighbouring local authorities, especially where they may also be in a current BSF wave</p>	<p>Brent Council will work with neighbouring local authorities to maximise the benefits that BSF and the creation of a LEP will bring.</p>
<p>Other Council initiatives and project that could impact on the plans for BSF including PCP and Regeneration</p>	<p>We are exploring the location of community sports and leisure facilities on school sites, and have recently achieved this in South Kilburn by working closely with Westminster's BSF programme. Other appropriate facilities for co-location may include Children's Centres/Family Centres, health facilities and cultural facilities.</p> <p>Our BSF programme will be directly linked with our other regeneration programmes. Our Local Development Framework and our Regeneration Strategy set out a clear set of regeneration and growth priorities in Wembley, South Kilburn, North Circular Road, Alperton, Church End and Colindale. Internally Brent Council has a Major Project Group, with a specific remit for driving forward regeneration within these areas in a corporate and collaborative fashion. The development of the BSF programme has been integral to the shaping of these wider regeneration priorities, and likewise will be at the heart of their delivery.</p> <p>Brent Council's PCP is currently being planned as is Phase Three of our Children's Centres; it is envisaged that there will be an opportunity to develop these programmes further through the LEP and across the BSF capital investment plan. Other services to be considered will include Further Education/College, sport, culture, childcare, health and social care, adult training, library, police, local service team/area offices, youth</p>



	and the third sector. There are economic and social advantages available to Brent Council by being able to align BSF funding with other community funding streams.
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## **6.2 Constraints highlighted in Strategy of Change (SfC)**

This section will be updated upon completion and approval of the SfC in which the limitations/constraints that may affect the BSF programme delivery are identified and described in detail.

## 7 Interfaces

To date the following interfaces within Brent Council's BSF programme have been identified:

<b>Interface</b>	<b>Description</b>
Strategic partnerships	Executive, Project Board, Project Team
Major regeneration and development initiatives, strategies and plans within the locality	Executive, Project Board, Project Team, Estates & School Planning work stream group
Planning	Project Board, Project Team, Estates & School organisation work stream
Other agencies and the voluntary sector	Communication strategy
Public transport	Project Team & Estates & School Organisation work stream group
PE and sports developments	Project Board, Project Team, Sport and Culture work stream
Libraries and Culture	Project Board, Project Team, Libraries and culture work stream group
Any NHS LIFT and other health reconfiguration projects, and their potential synergies with BSF	Local Strategic Partnership, Children's Partnership Board
PFI projects	Project Board & Project Team
Cross-border issues with neighbouring local authorities, especially where they may also be in a current BSF wave	Project Sponsor and Project Board
Opportunities with neighbouring local authorities for joined-up working, partnerships and/or joint LEP developments	Project Sponsor and Project Board

## 8 Assumptions

The Project Team will maintain a log of all of the assumptions made, at both local and national level, which apply to this programme. These will include both qualitative and quantitative assumptions. The delivery of the BSF programme is currently based on the following assumptions:

- Appointment of Project Director complete December 2009;
- All work stream groups operational by the end of November 2009;
- Brent Council being approved for BSF Wave 7b;
- Feasibility Studies including option appraisal complete by end of March 2010;
- Appointment of external advisers concluded by January 2010;
- Assessment of existing partnering agreements undertaken by end of November 2009;
- Agreement to diversity strategy by OSC by July 2009;
- Delivery of a cohesive Transforming Learning strategy;
- Commitment in principle to an ICT managed service;
- Space standards will be to BB98 and all other relevant Building Bulletins;
- The standard documents will be available in time for procurement;
- The Project Board, Project Team and work stream groups will make full use of standardised documentation, where appropriate for the delivery of value for money outcomes for the Brent Council;
- Appropriate resources will be made available to the programme to ensure its delivery to time and to budget, including appointing appropriate advisers;
- Formal approvals will be given on time;
- The programme is likely to be delivered using a combination of funding – PFI and conventional;
- The project will be fully accountable to all stakeholders throughout its life;
- Following the conclusion of the procurement phase, Brent Council will need to ensure suitable arrangements are in place for managing the contracts thus created for their duration (25-30 years for PFI contracts).

This list of assumptions will be updated periodically with each iteration of the PID, and will be included in the Sfc and OBC.

## 9 Project Management, Governance, Project Controls & Budget

### 9.1 Project Management

Brent Council has appointed Turner & Townsend to act as interim Project Director up to the completion of the Readiness to Deliver submission including preparing the Council for the Remit meeting and drafting the SfC.

The Prince 2 methodology has been adopted to achieve effective planning, control and reporting throughout the development and delivery of the project. In addition, Brent Council has already developed the following project planning tools to further enable it to manage its BSF programme:

- Microsoft project for project and programme planning;
- Development of a Master Programme;
- Action lists from Master Programme;
- Robust change control procedure;
- Risk management process and protocols;
- Secure communication and information sharing platform (Huddle).

Brent Council has created a project Master Programme based around the current BSF timeline in order to be fully prepared before entering the next stage of the BSF process. Similarly Brent Council has firmly established its governance structure along with its team structure and work stream groups. Brent Council is in the process of appointing the external advisors required to develop the programme through the future pre-procurement and procurement phases.

Brent Council has identified the risks that may affect delivery of its BSF proposals, has undertaken a risk assessment of the BSF programme and identified the major areas of risks. Brent Council has highlighted the controls to minimise and/or mitigate the risks. Risk management is viewed as an ongoing 'proactive' process through each stage of the feasibility, procurement, development and ultimate delivery of the schools. A risk register for the programme has been set up using a standard Corporate Risk Management approach outlining the key risk headings, Education, Programme, Procurement, Financial, Communication, Partnering, Design, ICT, Planning, etc. All risks suggested in the RtD guidance have been included together with other identified risks and mitigation strategies that have been developed by the individual work streams as well as the schools and Project Team. These have been collated by the Project Manager and are managed through the risk register that has been developed; highlighted risks are passed to the Project Board for approval and recommendation.

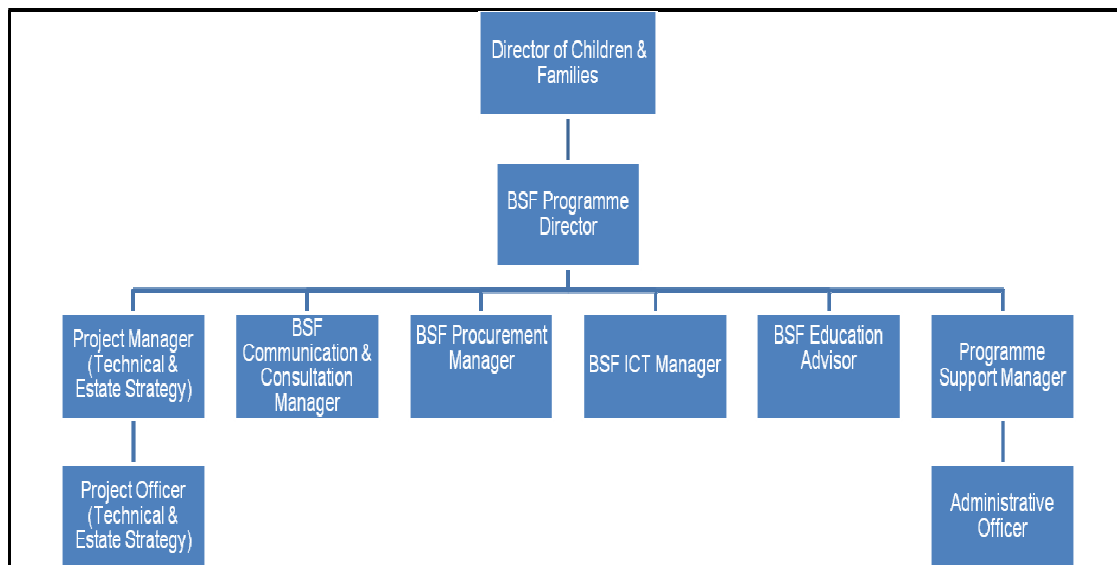
## 9.2 Project Governance

### 9.2.1 Overall

Brent Council's BSF Project Governance structure is composed of a series of individuals and/or teams each of whom has a clearly defined specification of their role and responsibilities. The three main governance levels are:

- The Project Board
- The Project Team
- Work Stream Groups

Brent Council's project governance structure is shown in the chart below.



The Leader of the Council and the Lead Member for Children and Families have played key leadership roles in the development of the proposed BSF programme, and will continue to do so. Our BSF Project Team has received regular updates on the progress of BSF developments including a number of Local Partnership's workshops. The Children and Families Scrutiny Committee receives regular updates and has received a full report on both the EOI and the RtD stages of our BSF programme.

A number of head teachers/teaching staff, administration staff and governors have joined the working groups with excellent representation from Head teachers on our Educational Transformation working group, school business managers on our Estates, Planning and Sustainability work stream group and school ICT Managers on our ICT Workgroup. They are also represented on our Project Team and hold key representation on the Project Board.

### **9.2.2 The Project Board**

The Project Board has delegated decision making responsibility from the Executive. The Project Board will be accountable to the Executive and subject to regular review from Brent Council's Overview and Scrutiny Committee (OSC).

The Project Sponsor is the Chief Executive (Gareth Daniel) who has worked closely with the Director of Children & Families (John Christie) and BSF Lead Member (Bob Wharton) and the BSF Project Lead (Mustafa Salih) to ensure that the programme has had sufficient development resources in place. The Project Sponsor will provide overall sponsorship and leadership of the project.

The Chief Executive is the Chair of the BSF Project Board and will continue to play a key role in ensuring cross-functional and department support as well as securing a properly resourced team and finances to fund resource requirements. As Chief Executive, the Project Sponsor is in a strong position to promote the project to elected members, as well as other stakeholders and executive bodies. Furthermore he is able to obtain Corporate Management Team (CMT) approval for key milestones in the process and play a leadership role within the LSP which oversees the work of the Children's Partnership Board.

The Project Board is intended to manage by exception to ensure minimum demands on members' time while enabling them to fulfil their responsibilities to the project, which is in accordance to the PRINCE2 methodology.

For the Terms of Reference for the Project Board and its current members please refer to **Appendix A** of this report.

### **9.2.3 The Project Team**

The Project Team will ensure that all project activities are well coordinated and effectively programmed in order to meet the project timetable. The Project Team is accountable to the Project Board. Within its coordination role, the main responsibility of the Project Team is to

integrate the input from various work stream groups into a comprehensive and complete whole whilst also seeking to integrate the BSF programme into wider Council strategies. The Project Team comprises of the Project Lead, the Project Director and work stream group managers.

It is understood that PFS expects that a full time Project Director is appointed at the earliest possible opportunity. It is also recognised that Local Authorities are not always able to make such appointments before they secure their entry to the BSF programme and once entry is secured, it may take some time until the appropriate person is recruited. We have strong interim arrangements in place and have now begun the appointment process of a permanent Project Director. Turner & Townsend were appointed at this early stage to provide a full-time and dedicated Interim Project Director as well as the broader technical advisory role they have taken on. This relationship will continue until the post can be filled on a permanent basis. Lynda Cox of Turner & Townsend is acting as the full-time dedicated Interim Project Director for the project and is supported by other colleagues from Turner & Townsend providing capacity to cover other key posts within the BSF Project Team. Brent Council is progressing the appointment of a permanent Project Director and has engaged Tribal to manage a high profile recruitment campaign to fill this post with other key posts within the dedicated BSF Team. It is expected that a permanent Project Director will be in post by January 2010.

For the Terms of Reference for the Project Team, the structure and its current members please refer to **Appendix A** of this report.

#### **9.2.4 The Work Stream Groups**

Specialist work streams groups are in the process of being created and it is anticipated that this will be completed by the end of October 2009. They are based on the project's ongoing needs. Work stream groups will be tasked to address issues or prepare deliverables that fall within a particular area of specialisation. They may operate in isolation or cooperatively with other project teams or work stream groups. The responsibilities of work stream groups may vary according to the particular project needs.

Work stream group leaders are key members of the Project Team that are appointed to coordinate the delivery of particular work streams for which they are considered 'Champions'. They act as primary contacts for the evolving day to day operational issues that are associated with their particular area of specialisation and they manage work stream group members. Work stream group leaders are not essentially occupied in the BSF project on a full time basis although some may be required to be dedicated on a full-time basis during project peak workload periods. Peak periods are likely to occur at different project phases for each work-stream.

The following work groups have been identified for the Brent BSF programme, with Education, Estates, Communication and Technical ICT operational.

Work stream group	Scope of Work
<p><b>Transforming Learning</b></p>	<ul style="list-style-type: none"> <li>▪ Pupil Place Planning and school organisation, including any relocation/co-location of schools</li> <li>▪ Education/Children’s Services strategies</li> <li>▪ Change Management and KPIs</li> <li>▪ Links with Academies, Diocesan and other Trust/Foundation bodies, and Further Education establishments</li> <li>▪ Ensuring diversity in the school estate</li> <li>▪ Managing external advisers, where appropriate</li> </ul>
<p><b>Estates &amp; School Organisation</b> (including Design and Regeneration/ Corporate developments, Sustainability and Planning)</p>	<ul style="list-style-type: none"> <li>▪ Planning and surveying (including land surveys, asbestos, ground conditions)</li> <li>▪ Asset Management Planning</li> <li>▪ Space planning and school design</li> <li>▪ Links with Academies and Further Education provision, including the LSC</li> <li>▪ Options appraisal methodology</li> <li>▪ Managing external advisers, where appropriate</li> </ul> <p><b><u>Design</u></b></p> <ul style="list-style-type: none"> <li>▪ Sustainability</li> <li>▪ Design integration and designing-in transformation</li> <li>▪ Managing the Design Quality Indicator process</li> <li>▪ Liaising with CABE</li> <li>▪ Managing external advisers</li> <li>▪ Extended Schools including out-of hours child care</li> <li>▪ Sport and PE, Arts, and Libraries, etc.</li> <li>▪ Integrated Children’s Services, including exploring potential opportunities for links with Health projects/other agencies/voluntary organisations, etc.</li> </ul> <p><b><u>Regeneration/ Corporate developments</u></b></p> <ul style="list-style-type: none"> <li>▪ Links to corporate developments, housing and regeneration schemes, etc.</li> <li>▪ Ensuring BSF complements delivery of wider Council objectives</li> </ul>
<p><b>ICT</b></p>	<ul style="list-style-type: none"> <li>▪ ICT strategy, including the management of information</li> <li>▪ Infrastructure proposals – software and hardware</li> <li>▪ Development of ICT managed service and learning platform vision</li> <li>▪ Managing external advisers</li> </ul>
<p><b>Commercial and FM</b> (including Legal)</p>	<ul style="list-style-type: none"> <li>▪ Property issues including establishing land title</li> <li>▪ FM strategy</li> <li>▪ Local Education Partnership contractual issues</li> <li>▪ General procurement issues, including providing cabinet reports</li> <li>▪ Insurance</li> <li>▪ TUPE issues</li> <li>▪ Recruitment and retention</li> <li>▪ Pensions</li> <li>▪ Appointment of external advisers</li> </ul>



<b>Primary Capital Programme (PCP)</b>	<ul style="list-style-type: none"> <li>▪ Manage the interface between the PCP and BSF programmes</li> <li>▪ All-through school issues</li> </ul>
<b>Communication &amp; Consultation</b>	<ul style="list-style-type: none"> <li>▪ Communication strategy</li> <li>▪ Manage the statutory consultation process</li> <li>▪ Manage the communication, consultation, engagement process</li> </ul>
<b>Sport and PE</b>	<ul style="list-style-type: none"> <li>▪ Sport, culture and leisure strategy</li> <li>▪ Manage the interface between sport, culture and leisure initiatives and developments and BSF</li> </ul>
<b>Libraries and Culture</b>	<ul style="list-style-type: none"> <li>▪ Contributes to the achievement of objectives and priorities within the Brent Sport and Active Recreation Facilities strategy 2008-2021</li> <li>▪ Manage the interface between libraries and culture initiatives and developments and the BSF programme</li> </ul>
<b>Extended &amp; Integrated Services</b>	<ul style="list-style-type: none"> <li>▪ Extended Schools</li> </ul>
<b>SEN and Inclusion</b>	<ul style="list-style-type: none"> <li>▪ Manage the SEN and inclusion agenda including integration</li> </ul>
<b>Financial</b>	<ul style="list-style-type: none"> <li>▪ Cost modelling and revenue projections</li> <li>▪ Affordability analysis</li> <li>▪ Joined-up funding/links with other funding streams</li> <li>▪ Confirming value for money</li> <li>▪ Managing external advisers</li> </ul>

Memberships of the operating work stream groups are provided at **Appendix A**.

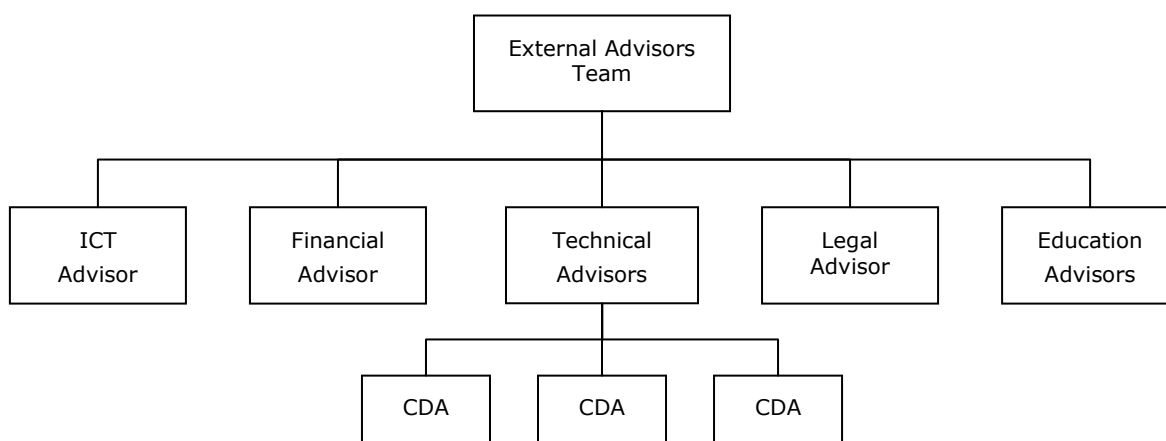
### **9.2.5 Project Directory**

A project directory has been compiled and is attached at **Appendix A**.

### **9.2.6 External Support**

Brent Council is in the process of appointing external advisers through the PfS framework.

The Council's priority lies with the appointment of Technical Advisors in order to commence the feasibility studies for the Top Priority schools. The table below illustrates the range of external advisers that are likely to be employed to provide advisory services to Brent Council in relation to Education, Information and Communication Technology (ICT), Legal Services, Technical Advisers, Client Design Advisors (CDA) and Financial Advisers.



### 9.3 Project Management Budget

Active management of costs will be performed throughout the project life cycle by the project's Cost Manager, working in conjunction with the Project Director and the external advisers.

Cost management will form an integral element of the Change Control procedure adopted on this project. The Cost Manager will provide the earliest possible warning of likely cost variations, to facilitate informed decision making.

Changes will be managed by the Project Director, in accordance with the Delegated Financial Authority Procedure.

Brent Council has reviewed potential programme management costs and has calculated that the cost profile for the programme is expected to be as follows:

<b>Year</b>	<b>Internal Project Team Costs £000</b>	<b>External Advisers £000</b>	<b>Total £000</b>
2009/10	330	150	480
2010/11	450	300	750
2011/12	550	400	950
2012/20	550 (pa)	400 (pa)	950 (pa)

### **9.3.1 Corporate arrangements for budget management and monitoring**

Brent Council has significant resources deployed in the delivery of major projects, both within individual services and across the council. Brent Council has developed the experience and intelligence regarding major projects to understand that sufficient resourcing and capacity building are critical for successful delivery. Brent Council had therefore already committed significant resources for BSF programme management when setting the 2008/09 revenue budget, which is well in advance of being confirmed onto the BSF programme. This level of commitment has allowed Brent Council to develop advisory support, project management structures and communication strategies well in advance of what is normally expected at the RtD stage. The Chief Executive has confirmed availability of project support funding at a rate at least equivalent to 3% of the estimated project capital development expenditure. This has been built into Brent Council's medium term financial strategy and will also support the significant change management requirements and third sector and schools' engagement in BSF.

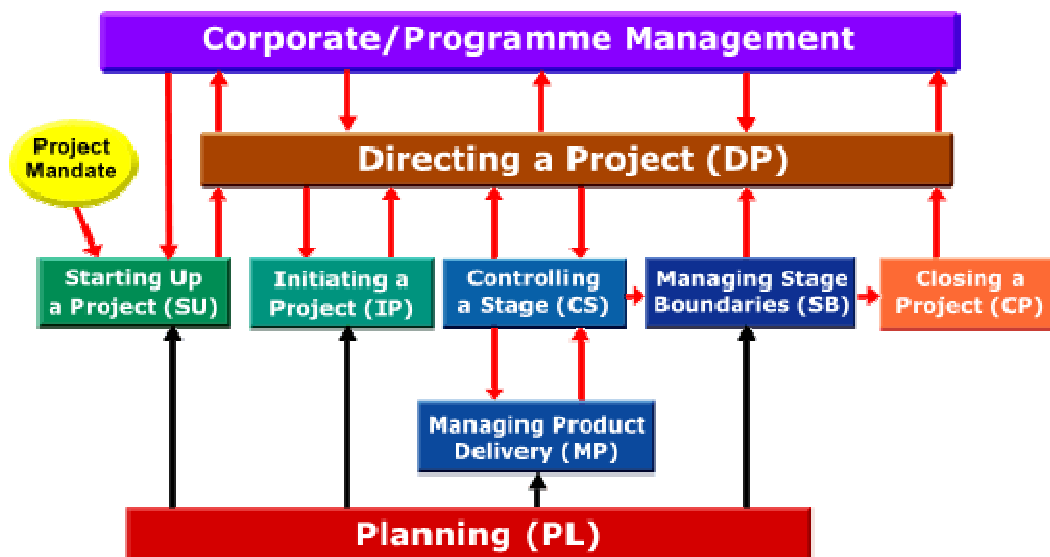
The budget will be managed and monitored by the Project Director who will report on a monthly basis to Project Team and Project Board. Exception reporting will be undertaken where necessary and changes to budget will also be reported through the change control process.

## 9.4 Project Controls

To enable effective planning and implementation procedures to be realised, the Project Manager needs to establish the necessary control systems to manage effective delivery.

The PRINCE 2 project management methodology will be used on the project. The PRINCE 2 methodology has been adopted by the Brent Council to achieve effective planning, control and reporting throughout the development and delivery of the BSF programme. PRINCE 2 stands for Projects in Controlled Environments 2. It is a project management methodology developed and promoted by the Office of Government Commerce (OGC).

The project controls element of a project is clearly demonstrated in the PRINCE 2 approach to project management:



Typical project control functions include:

- Facilitating or overseeing project planning/control sessions (enabling the project management decisions).
- Developing the project schedule/programme and work breakdown structures for time, cost and quality purposes (enabling the data required for project management decisions).
- Managing the critical path.
- Educating the team on current and best practice project management processes and enabling audit trails.
- Estimating project costs and progress (proactive monitoring).
- Tracking and analysing project costs and progress (reactive monitoring).
- Managing the process of issues, risks and change control.
- Documenting and delivering project status information.

## **9.5 Project Board Control**

The major controls for the Project Board will be:

- Project Plan
- The PID
- Planned highlight reports from the Project Director to the Project Board
- End stage agreement and 'sign off' assessments via Project Board meetings
- Exception Reports as necessary
- Exception assessments and approval of Exception Plan where necessary
- Risk Management
- Authorisation of Project Closure

### **Checkpoint Meetings/Reports**

The Project Director will provide monthly reports and additional informal checkpoint reports as required.

### **Highlight Reports**

Highlight reports will be provided by the Project Director on a quarterly basis to the Project Board.

### **Exception Reports**

Exception reports will be generated if the Project Director forecasts that tolerances agreed for any stage, or the project, will exceed those agreed with the Project Board.

### **End Stage Assessments**

End Stage Assessments will be undertaken at the end of each stage, and will be supported by key deliverables of each Stage.

### **Mid Stage Assessments**

Mid Stage Assessments will be held in the event that an Exception Report needs to be presented to the Project Board.

### **Project/Stage Closure**

A final project report will be provided at the end of the project.

### **Change/Issue Management**

All issues raised will be recorded by Project Support. The Project Director will ensure issues are actioned appropriately during the project, and any remaining issues outstanding at Project Closure are catered for in the Follow-On Action Recommendations Report.

### **Tolerances**

The Project Director is required to raise an Exception Report for the attention of the Project Board if it is anticipated that the project cannot be completed within three months of the scheduled date, or if it is forecast that the project budget will be exceeded by 15%.

### **9.5.1 Project Reporting/Progress Update**

A structured reporting and review process will be used as the key formal communication and progress update tool on the project.

The project progress reporting philosophy is to report by exception, where divergences exist from pre-agreed plans, and to look forward to report how the divergences will be overcome. Regular progress reports (of a standard format) will be sought from all advisors engaged on the project and these will be used to provide the data required for the key project reports prepared by the Project Director/Manager.

Reports issued during the project will be of a standard format, in order to promote a high quality of work and ease of reference. The following reports will be issued monthly during the course of the project (pre-contract):

- Project Director’s Report – issued to Project Board
- Project Manager’s Report – issued to Project Director
- Advisers’ Report – issued to Project Manager
- Work Stream Group Leaders’ report – issued to Project Director

The Project Board may require further reports, but in accordance with the BSF guidelines a full formal report will be produced at the end of each of the following stages:

<b>STAGE</b>	<b>REPORT ON:</b>
Pre-engagement stage	Readiness to Deliver
Stage 1	Project Initiation Document
Stage 2	Strategy for Change Part 2
Stage 3	Outline Business Case
Stage 4	Final Business Case
Stage 5	Procurement Planning
Stage 6	Completion of PQQ
Stage 7	Completion of ITPD
Stage 8	Completion of ITCD
Stage 9	Appointment of Selected Bidder
Stage 10	Construction
Stage 11	Schools opening

### **9.5.2 Exception Report/Project Tolerances**

Exception reports will be generated if the Project Director forecasts that tolerances agreed for any stage, or the project, will exceed those agreed with the Project Board.

Appropriate project tolerances will be agreed for each stage of the project prior to formal approval of this PID.

### **9.5.3 Programme Management**

#### **Master Programme**

The Master Programme in **Appendix F** has been compiled from a schedule of the main activity milestones and constraints applicable to the project, and in accordance with the BSF/ PfS guidelines and processes. The main elements of the Master Programme are to include OBC preparation and delivery, the development of the PSC based on an exemplar site and the outline planning permission process. The Project Team is required to adhere to this programme and commit resources as necessary to achieve the required dates. A mandate from the Project Board is required to change these dates. Any significant revisions to the Master Programme need to be formally agreed with the Project Director.

#### **Milestone Dates**

All programmes shall reflect the key milestone dates, which affect the sequence and timing of activities.

#### **Progress Updates**

The Master Programme will be updated to record progress as necessary by the Project Manager to reflect the current status of the project.

Each progress update will have a dedicated number, issue date and time line to assess which individual tasks are ahead or behind programme.

#### **Action Lists**

Action lists shall be generated from the Master Programme, Sub-Programmes and meetings. Progress against actions shall be regularly monitored by the Project Director and steps taken to record and/ or recover slippage.

#### **Early Warning**

Members of the project team must give early warning to the Project Director of any matter that may, in their judgement, adversely affect the timing, quality or cost of the project.

#### **9.5.4 Change Management**

All construction projects will be subject to changes and it is fundamental that control and management is brought into the decision making process. Change control is not intended to prevent change but to enable parties to be in a position to make informed decisions with a high degree of predictability of outcome.

Change Control procedures for design changes will be enforced at the commencement of the Royal Institute of British Architects (RIBA) design stage D – Scheme design.

Any changes to the agreed Brent Council BSF requirements (such as project objectives, constraints, etc) require formal Project Board approval regardless of the stage of the project. Change requests will be generated using with Project Change Control (PCC) Form and will be assessed for financial and programme implications and issued to the Project Board for evaluation and signature.

##### **Change Control Procedure**

A change control procedure will be created and is to be followed in all circumstances. The main stages of a formal change control procedure are:

Stage 1 - Definition of the change proposal by the originator.

Stage 2 - An appraisal by the advisor team.

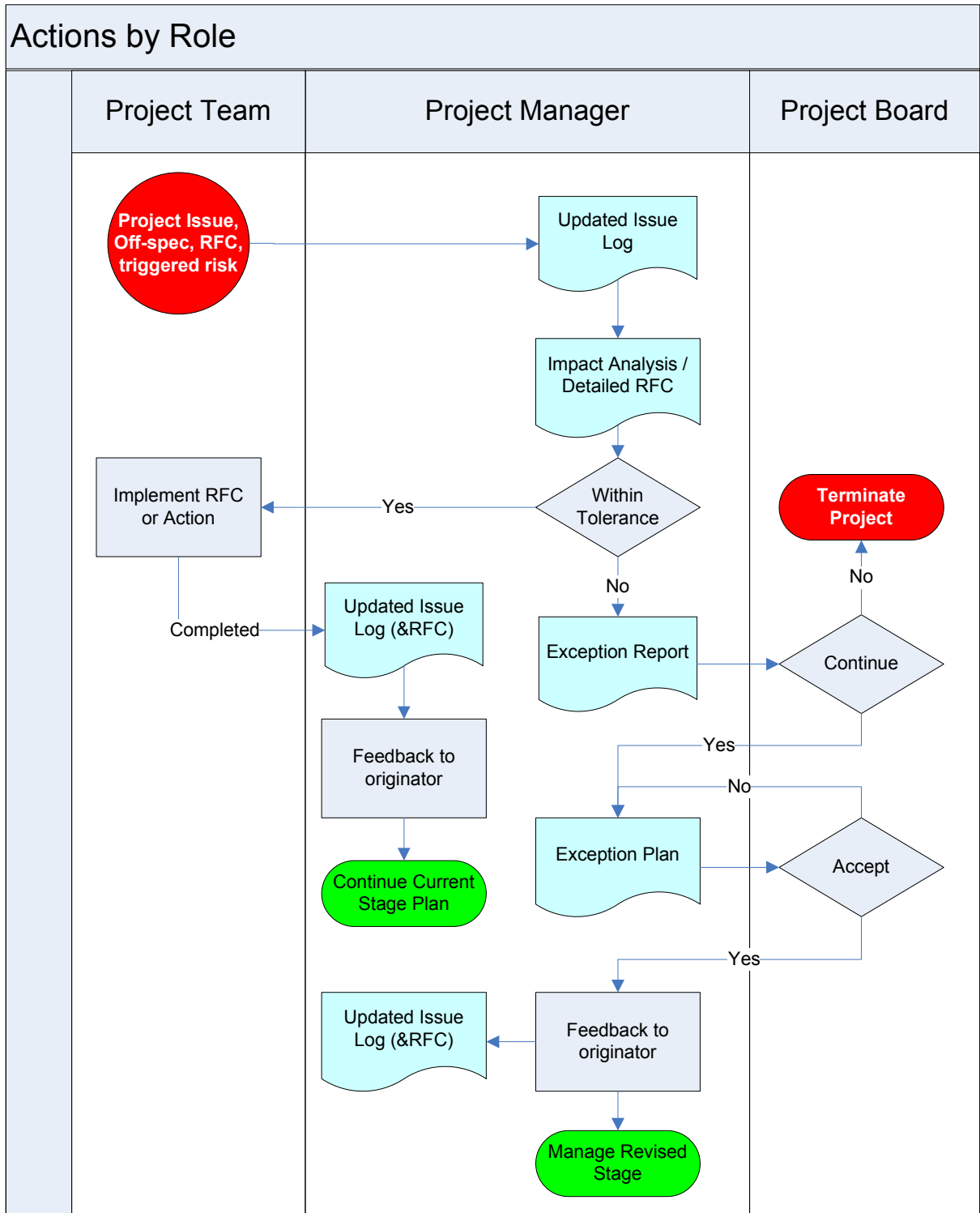
Stage 3 - Recommendations by the relevant party and acceptance and implementation or rejection.

The change, issue and also escalation process in accordance to the adopted PRINCE2 methodology is mapped below.

In addition, local authorities should ensure that an effective process is in place for reporting at the end of each key stage in the BSF process, so that the Project Board can assess that the project has delivered the key milestones for each stage to enable it to progress to the next.



**Change, Issue and Escalation management process:**



### **9.5.5 Review/Approval**

In addition, Brent Council will ensure that an effective process is in place for reporting at the end of each key stage in the BSF process, so that the Project Board can assess that the project has delivered the key milestones for each stage to enable it to progress to the next.

The Executive will remain the decision making body for principal decisions i.e. decisions which will include:

- Delegating appropriate Executive decision making powers to the Leader.
- Approving the overall revenue funding to support the delivery of the projects.
- Approving the PID.
- Approving the Strategy for Change for submission to PfS.
- Approving the Outline Business Case for submission to PfS.
- Approving the publication of the OJEU notice.
- Approving the Final Business Case for submission to PfS.
- Approving contractual arrangements with the recommended partners
- Including authorising all contractual documentation before it is submission to PfS for formal approval.
- Selecting the preferred bidder.

### **9.5.6 Appointment and Control of External Advisers**

Brent Council will seek to appoint additional support through external advisers in areas where external advice is required. The external advice will supplement existing knowledge within the council and will also provide an expanded resource to enable the effective development and implementation of this project. External advisers may be appointed to provide additional support in the following areas:

- ICT
- Sport and PE
- Education
- Financial

- Legal
- Technical

### **9.5.7 Changes to the PID**

The PID is a baseline document and amendments can only be made once approved by Project Board. This would usually be as a consequence of an exception or through the change control process.

### **9.5.8 Gateway Reviews**

There are six Local Partnerships Gateway Reviews available during the lifecycle of a project; four before contract award, and two looking at service implementation, and confirmation of the operational benefits. Brent Council will engage Local Partnerships at the appropriate time.

- Gateway 0- Strategic Assessment
- Gateway 1 - Business Justification
- Gateway 2 - Procurement Strategy
- Gateway 3 - Investment Decision
- Gateway 4 - Readiness to Deliver
- Gateway 5 - Benefits Evaluation

## 10 Project Plan

Brent Council has commenced the development of the project plan for its Building Schools for the Future (BSF) programme. This initial document will be further developed throughout the next stage of the programme. The Project Plan identifies the key milestones and deliverables to be achieved, and will form the basis of the regular report to the Project Board.

The Project Plan will be regularly reviewed to ensure all work stream plans remain aligned with the ultimate delivery of the programme. The evaluation of progress on the Project Plan will be a standing item on the agenda of the Project Team and the Project Board.

<b>Project Phase</b>	<b>Date</b>
Strategy for Change – part 2	Complete May 2010
Outline Business Case	Complete October 2010
Outline Business Case Approval	Complete November 2010
OJEU and Prequalification	Complete April 2011
Invitation To Competitive Dialogue	Complete August 2011
Invitation To Select Final Bidder	Complete January 2012
Selected Bidder to Financial Close	Commence February 2012
Close of Project	May 2012
Construction Phase	Commence June 2012

## 11 Communications Plan

### 11.1 General

The primary goal is to ensure that all individuals involved in the project understand the overall vision and aims, how and when changes will be implemented, to enable participation as required.

Under the banner, 'Transforming Learning in Brent', Brent Council will outline its vision for a new era in education through the BSF programme.

The powerful message will be reinforced via a thorough, consistent and wide-ranging communications package that will ensure every resident, school pupil and employee within Brent and every neighbouring borough and associated body without, is completely informed and engaged about every aspect of Brent Council's radical plan to remodel the very fabric and nature of the education it delivers.

This requires clear presentation and articulation of the vision and key messages, as well as specific requirements (e.g. training and process changes) as these are developed.

Good communications are at the very heart of the success or failure of the BSF programme in Brent, without it the council will lose the support and engagement of schools and residents and will ultimately have failed the children and young people it serves. To this end, Brent Council is committed to delivering clear, timely, high quality and imaginative information to everyone affected by the programme at every major milestone in its delivery.

Communication will be reliable, consistent, timely, open, straightforward, jargon-free and customised wherever possible to the specific needs of target audiences.

The Communications Plan including the communication objectives for the Brent BSF programme is attached in **Appendix H** of this report.

## 12 Risk Management

### 12.1 Risk register and Issue log

We see risk management as an ongoing 'proactive' process through each stage of the feasibility, procurement, development and ultimately delivery of the schools. A risk register for the programme has been set up using a standard Corporate Risk Management approach outlining the key risk headings, Education, Programme, Procurement, Financial, Communication, Partnering, Design, ICT, Planning, etc.

All risks suggested in the RtD guidance have been included together with other identified risks and mitigation strategies have been developed by the individual work stream groups as well as the schools and Project Team. These have been collated by the risk manager and are managed through the risk register that has been developed; highlighted risks are passed to the Project Board for approval and recommendation. Monthly risk updates will be provided to the Project Board through the Project Director's report.

Risks have been identified at a Risk Strategy Workshop prior to the Remit meeting and will be reviewed at key stages throughout the programme.

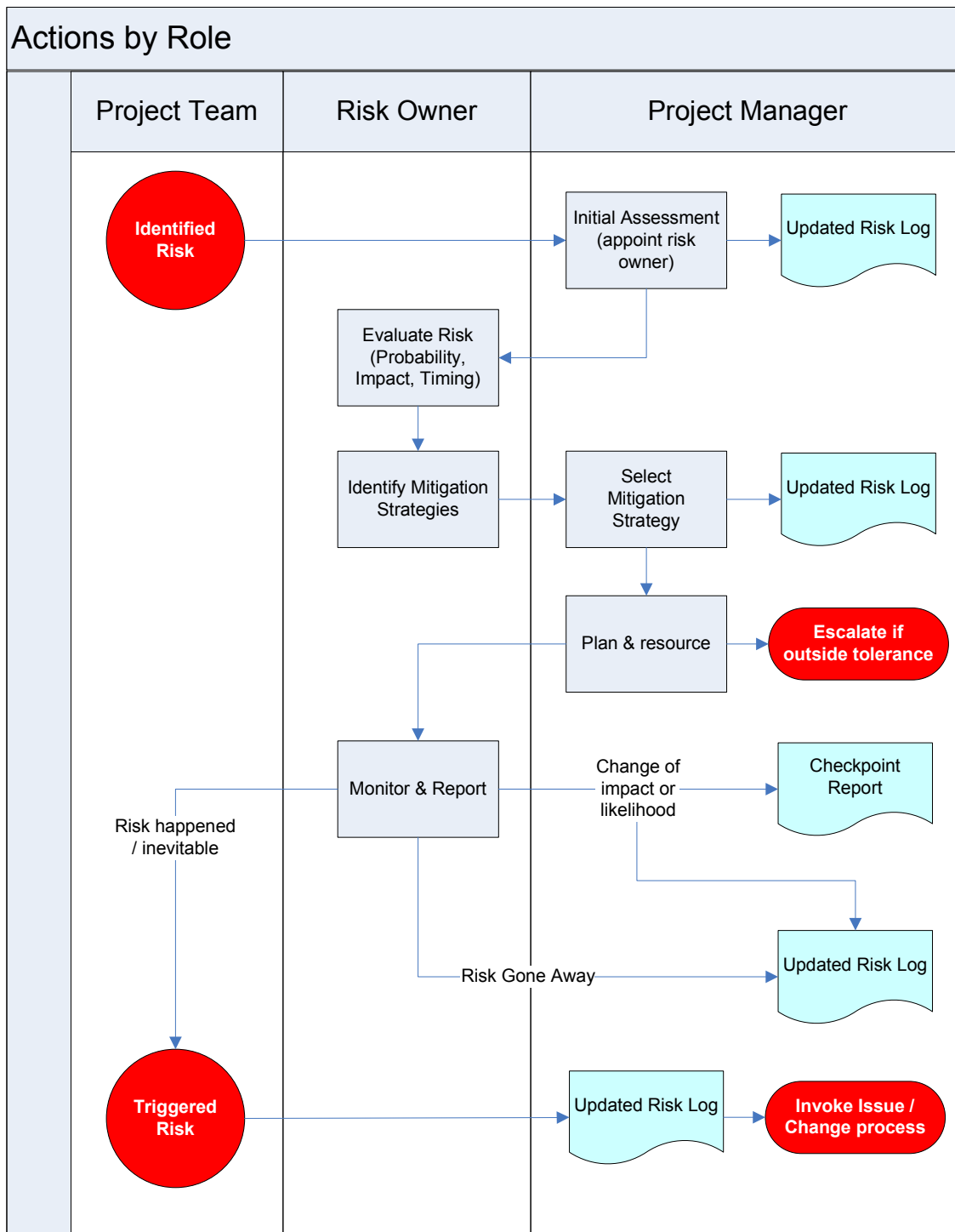
### **Objectives and Process**

The objectives of the risk management process are to:

- Recognise the potential impact of risk on the project objectives;
- Formulate an accepted procedure for the process;
- Identify potential risks and allocate a risk owner – (If high risk the owner will develop an action plan as mitigation measure) and where applicable the financial impact will be incorporated into the cost plan and cost reporting;
- Assess the impact of the identified risks;
- Prioritise and plan risk responses;
- Manage and control the risks.

The graphic below provides an overview of the applicable Risk Management Process.

Outline Risk Management Process in accordance with PRINCE2:





Once the risk register has been finalised the Project Team and Project Board will agree the best way to continue the management of risk throughout the project, including:

- Verification of the risk register, highlighting any amendments required to risk ownership, mitigation and timescales;
- Review of the risk register – frequency and participants;
- Overall ownership of the risk register (currently Turner & Townsend) and regular risk updates to be provided by all risk owners to enable reporting and proactive management;
- Risk escalation process and reporting;
- What should happen to the risk register at the end of the project.

## Appendix A

**Terms of Reference for Project Board and Project Team**

**Project Governance**

**Project Board, Project Team, Work Stream Group Memberships**

**Project Directory**

## Appendix B

**Project Director's Job Description**

**Project Manager's Job Description**

## Appendix C

### **Memorandum of Understanding**

## Appendix D

### **Draft Risk Register**

## Appendix E

### **Readiness to Deliver**

## Appendix F

### **Draft Master Programme**

## Appendix G

### **Draft Communication Plan**



## Appendix H

### Map of Geographical Area Covered

## Appendix I

### **Full Project Scope**