



LONDON BOROUGH OF BRENT

CHILDREN AND FAMILIES

BUILDING SCHOOLS FOR THE FUTURE

**Investing in our future and transforming
educational achievements**

READINESS TO DELIVER

APRIL 2008

Reformatted on 21.04.08

I feel that Building Schools for the Future is a positive initiative that will have a lasting impact on not only the students attending the schools but also the local community. Brent Youth Parliament supports long term initiatives such as these which aim at providing more personalised learning to suit the abilities of all students. Consulting young people from the outset means they are at the heart of this programme. Brent Youth Parliament members will ensure that they work with the council to get the views of young people actively taken into consideration and contribute to decision making in this programme.

Fatima Kanji, 17yrs, Chair of Brent Youth Parliament, April 2008

1.0 Strategy for Change

1.1 Context

- 1.1.1 Brent is a borough of stark socio-economic contrasts. It has the second highest population of ethnic minority residents in the UK (53.9%) and is one of the most ethnically diverse communities in Europe, with large Asian-Indian, Black-Caribbean, Black-African, Irish and refugee communities. As well as these longer established communities, there are also emerging Eastern European, Somali, Turkish and Hispanic communities. Within the West London sub-region, Brent has the highest levels of multiple deprivation, is the most densely populated borough and has a high level of transient population.
- 1.1.2 Five wards, all in the south of the borough, appear in the top 10% most deprived wards in the country with unemployment, is at up to five times the national average, life expectancy 10 years below national comparators and over half the households with incomes below £10,000 per annum.
- 1.1.3 The Council has developed policies (regeneration, education initiatives, environmental and cultural strategies) to address the undesirable effects of these issues. Education standards have continued to rise across the whole of the Borough (with attainment in the north above the borough average). The resulting popularity of Brent schools combined with the trend in demographics (population currently totalling 271,400 is continuing to grow at a fast rate), is creating a sharp, unprecedented shortage of school places across the borough.
- 1.1.4 Brent has ambitious aspirations for all its children and young people and their families. It welcomes the BSF programme as a catalyst for bringing about educational transformation. That transformation will be within a corporate setting in which the Council can be proud of significant achievements not just within the Children and Families (C&F) services, but also in respect of cultural services, regeneration programmes and housing initiatives. BSF investment will therefore not just bring about educational transformation but will also make a significant contribution to the quality of life of local residents both within the borough boundary and in the surrounding areas.

1.2 BSF - Delivering our Vision

- 1.2.1 The Council's Vision for the borough is set out in the Brent 's Corporate Strategy 2006-2010:

'Brent will be a borough where all its communities enjoy a high quality of life and will be able to fully participate in society. Brent Council will have a reputation for good democratic accountable leadership, strong partnerships and excellent services. Brent will be a borough proud of its diversity, served by an ambitious, progressive and outward looking council. Brent will be a home of choice for its diverse population and businesses'

- 1.2.2 Children and Young People are an important part of this vision and The Children and Young People's Strategic Partnership Board have identified six broad priority areas for Brent over the next three years:

1. Creating conditions in which children and young people thrive.
2. Early Years development.

3. Education achievement and school improvement.
4. Support for young people and teenagers.
5. Focus on excluded and vulnerable groups.
6. Safeguarding, health and wellbeing.

1.2.3 Brent schools have a key role to play in delivering this strategy. Brent's track record in improving outcomes for children has been rising over the years and these are set out in the Brent Children and Young People's Plan 2006-2009: Review and Refresh April 2007. Whilst supporting the education transformation agenda in Brent, **BSF will enable** us to address the sufficiency of school places, to improve the suitability of our schools through modernisation, to improve learning environments and home connectivity through enhanced ICT, to enhance 14-19 learning, to enhance diversity and choice – themes which are explored later in this document.

1.3 Diversity, Choice and Access

Diversity

1.3.1 Appendix 1 provides details of Brent's secondary schools. There are 13 maintained secondary schools in Brent and one Academy. A second Academy (an all-through school in the north of the borough) is to open in 2010. Of the 13 schools, 9 are foundation and 4 are voluntary aided. All schools are non-selective and have a comprehensive intake with an age range of 11-18. Two schools have formed a successful federation. One school has applied for Trust status. The schools range in size from 4FE to 10 FE. A number have specialist status covering technology, languages, science and the arts. The Academy's specialism is sport. Single sex education is provided at 4 schools, 2 of which are Roman Catholic. In addition there are 3 PRU's and 4 special schools with secondary aged pupils.

1.3.2 **BSF will enhance diversity through:**

- Delivering up to 3 additional Academies (John Kelly Boys, John Kelly Girls and a potential Academy in the South subject to ongoing feasibility study)
- Delivering and embedding Extended Services through enhanced accommodation that provides good templates for collaborative and inter-agency working
- Delivering local residential SEN provision

Choice and Access

1.3.3 In recent years there has been significant pressure on secondary school places particularly in the non-denominational sector and particularly in Year 7. This reflects an increase in the resident population increasing migration and the increased popularity of Brent schools reducing exports and increasing imports with neighbouring boroughs. Between 2001 and 2006 there was a 20% increase in fertility rates. This has resulted in a sharp increase in demand for reception places in 2007 and 2008 and allows us to forecast with some confidence a further increase in demand for secondary places from 2014. In Section 2 we provide further information on our planning assumptions. Currently parents applying for a place outside the normal admissions round have no choice as all schools bar one, are full and operate long waiting lists. This particularly disadvantages people moving into the borough.

1.3.4 Migration into Brent has meant that there has been a heavy demand for in-year admissions, often by students from overseas who have poor knowledge of English. 14 assessment centres have been set up to support the process of finding school

places for new arrivals. The Council's strategy has been to establish places in Education Projects where students can acquire sufficient English before being placed in secondary schools through which an additional 200 education places have been created. Additional GCSE courses have been provided, and tailor made provision at the College of North West London has been secured. The combined impact of these initiatives has meant that some Brent's most vulnerable children have been able to secure suitable educational provision. BSF will enable more permanent measures to be put in place.

1.3.5 **BSF will enhance diversity**, choice and access for parents through:

- increasing the number of secondary places available
- substantially improving access to school buildings

1.4 Underperforming schools

1.4.1 By April 2006, 10 of our 14 secondary schools were judged to be at least good and three were judged to be outstanding or very good. However there are key areas identified for improvement, of which the Council is targeting:

- accelerating the improvement of underachieving groups
- improving the outcomes for looked after children
- raising standards of KS3 to match or exceed the national average

1.4.2 At Key Stage 3 results were 1% above the national average in English, 1% below in Mathematics and 3% below in Science. Raising the attainment of minority ethnic groups remains an area for development specifically with regard to Black Caribbean and Somali pupils. The percentage of Black Caribbean boys in Brent achieving five or more GCSE A*-Cs has gone up from 30% in 2006 to 45% in 2007. The gap between their achievement and that of other groups continues to narrow but at a slower rate than the national average. We have revised the funding formula to provide extra funding to schools with greater numbers of pupils from underperforming groups.

1.4.3 The Council has successfully raised the proportion of looked after children that are entered for, and gaining success in, examinations but has identified that more work is required to reach figures comparable with similar authorities. A dedicated team of teachers gives a range of individual and well targeted support to this group of pupils including visiting those that are placed in schools out of the borough.

1.4.4 **Regeneration of our schools through BSF** will improve the learning environments to help us address these areas for improvement.

1.5 Personalised Learning

1.5.1 Brent is supporting schools to develop personalised learning through:

- the national strategies and assessment for learning: with teaching and learning consultants working closely with schools;
- work with schools on the development of Managed and Virtual Learning Environments (MVLE);
- the new curriculum at Key Stage 3 (and the new diplomas at Key Stages 4/5)
- workforce reform
- improved progress tracking systems and use of data
- the introduction of the SEAL curriculum

- the introduction of Classroom Quality Standards
- the use of targeted interventions (eg - learning mentors, LSUs)

1.5.2 **BSF will support personalised** learning by:

- remodelling buildings to create flexible learning spaces, out-of school hours facilities and secure zoned areas;
- the co-location of staff from other services, such as the PCT, and increasing access to facilities for the community;
- creating an LA wide managed ICT environment (see Section 3);
- enabling students to access teaching materials, resources and their work remotely (through the London MLE) ,.
- by extending provision for vocational and academic courses, building on the success of the borough's two City Learning Centres

1.6 14-19 Entitlement

1.6.1 Brent's 14-19 Partnership includes all secondary schools, the College of North West London, special schools, work based-learning providers and alternative education providers. The partnership is planning for the delivery of the 14-19 entitlement to 17 diplomas from 2013. It will deliver the Creative and Media diploma from 2009 and has applied to deliver Engineering from 2010.

1.6.2 In assessing Brent's readiness to deliver the 14 industry related diplomas, the partnership has surveyed its premises against the diploma requirements. The survey revealed that six providers have facilities that meet the requirements to offer the Information Technology diploma. Five providers have facilities that come close to meeting the industry standards for Hair and Beauty, Business Administration and Finance, Sport and Leisure, Travel and Tourism and Retail. The partnership **does not** currently have facilities for the delivery of Environmental and Land-based Studies, Manufacturing and Product Design and Public Services. There is insufficient capacity to meet high levels of demand from young people once diplomas have become an established 14-19 pathway. With investment, capacity could be delivered and existing facilities improved to meet the standards required for the delivery of Creative and Media, Engineering, Construction and the Built Environment, Society, Health and Development and Hospitality.

1.6.3 BSF will provide the additional opportunity to create the specialist industry standard facilities that are necessary for the delivery of high quality diplomas as referred above.

1.7 Integrated services

1.7.1 Brent is committed to providing extended and integrated services through schools and children centres. We have exceeded our national target and 11 out of our 14 secondary schools are providing access to the full core offer of extended services. To support the delivery of integrated services we are rolling out the Common Assessment Framework, developing the role of Lead Professional and have established multi-agency panels.

1.7.2 We have opened and designated 5 phase 1 and 7 phase 2 children's centres, and have begun planning locations and service delivery for 8 phase 3 centres. Each centre has a catchment of 800 families with children aged 0-5 and dedicated resources, either centrally commissioned or located at each centre providing a full core offer of activities as defined by the DCSF.

1.7.3 We have a robust infrastructure in place to support our strategy. Brent has developed five localities which aer co-terminus with the PCT, each incorporating between 15 – 17 schools and children’s centres which embrace a multi agency approach in identifying and developing services and activities for children and families. Structures are beign developed which will enable each locality to strengthen universal provision and support vulnerable children as early as possible. Brent schools are at the heart of their communities and play a leading role in driving forward this agenda.

BSF will:

- enable us to develop creative spaces for delivery of extended activities, intimate spaces for specialist services to support vulnerable families, and inspiring venues for the whole community.

1.8 Inclusion Position Statement and Plans

- 1.8.1 A review of special educational needs provision in Brent was completed in October 2005. The review concluded that there should continue to be 5 special schools but with some re-designation to reflect more closely the range of children’s needs. It also concluded that discrete age 16 to 19 provision should be developed for pupils at Grove Park, Hay Lane and Woodfield special schools. Alongside the developments in special schools it was also concluded that provision for SEN in mainstream schools should be strengthened to support the inclusion of pupils wherever possible and in accordance with parental preference. This would not be through separate ‘unit’ provision but through ensuring that designated mainstream schools have full disability access, therapy provision and access to specialist training, advice and support. The outcomes of the current review are being refined will feed into the shaping of BSF schemes as appropriate. An early example of those refinements is the development of a residential/respite unit at one special school and discussions with one secondary school about co-location of special needs provision. **BSF will deliver this.**
- 1.8.2 The number of children with complex and multiple needs and with autistic spectrum disorder, has continued to increase in recent years and further plans are being developed to strengthen in-borough provision and reduce reliance on out –borough placements. **BSF would support** this response through the re-build of current special needs provision.
- 1.8.3 In the recent review, all the mainstream secondary schools, identified as the highest priority in the BSF program (with the exception of Queens Park) have been assessed as having low or medium accessibility. Access to provision at mainstream schools for pupils with disabilities has been enhanced and there are now 11 schools in the borough with high levels of accessibility. **BSF will deliver** excellent accessibility at (current assessment shown in brackets) – Alperton (low); J Kelly Boys (low); J Kelly Girls (medium); Wembley High (medium); Cardinal Hinsley (low).
- 1.8.4 The Borough’s **PRU** provision is recognised as outstanding in spite of accommodation limitations; a third PRU is to be established and this is due to open in September 2008.
- 1.8.5 The Council’s key objectives also include reducing the numbers of 16-19 year olds not in education, employment and training (NEET) and reducing exclusions. NEET targets have been exceeded. By the end of December 6.6% of young people in Brent aged 16-18 were in the NEET group against a target of 7.8%. Reducing permanent exclusions is still a focus and in 2005-06 there was a marginal reduction

overall in the number of permanent exclusions however 3 schools continue to account for nearly 30% of the secondary permanent exclusions. **BSF will enable us** improve the curriculum offer and range of support services to tackle these two key areas.

1.9 Change management

- 1.9.1 Senior managers in school and the Council have an excellent record of managing change and improving outcomes for children. Schools recognise the time, energy and resources they will need to commit to ensure the success of our BSF programme. They are supportive of the plans being developed by the Council to further develop and embed the necessary capacity to successfully deliver BSF both at LA and individual school levels. The Borough's School Improvement Service (SIS) delivers a programme of staff development, promoting new approaches to teaching and learning. Schools are increasingly taking the lead as hubs of professional development, using each school's specialism to support staff development across the Borough. **Through BSF**, the provision of purpose built and innovatively resourced training spaces at each school, fully utilising the new ICT infrastructure and specialist facilities will create centres of excellence to support this work. It is proposed that the NCSL BSF Programme Management course be used to ensure headteachers and C&F officers ability to deliver.

2.0 Estate Strategy and Planning

2.1 Key Asset Management Priorities(AMP)

2.1.1 The Council has a good AMP. Key priorities are focussed on meeting the urgent need for additional school places whilst addressing the condition and suitability of our buildings. Significant work has been undertaken in preparation for BSF. Priorities have been kept under constant review. Those priorities have been aligned with the need to expand accommodation to increase the number of school places and to bring educational transformation. All expansion schemes have been batched early on to help us meet our statutory duty and also to prove attractive to the construction market. Outline proposals are detailed in Appendix 1, phase 1 of which is summarised below:

• Alperton	100% rebuild	+1FE	£38,000,000
• John Kelly boys	100% rebuild	+1FE	£24,000,000
• John Kelly Girls	100% rebuild	+1FE	£28,000,000
• Queens Park	Extension + some refurb	+2FE	£11,000,000

Phase 1 initial is estimated at capital cost £101m, Phase 2 £54m and Phase 3 £78m (all at 2008 prices).

2.2 Overview of Pupil Place Requirements and Planning Projections

2.2.1 In 2006,, the Council commissioned Dr MacAllum (expert demographics consultant) to review our projections. The DCSF and PfS have scrutinized our projections and confirmed their validity – that an additional 16 FE will be required in the secondary sector by 2016.

2.2.2 The rise of migrants into the borough is reflected in the increase in casual admissions. In 2006 Brent admitted at least 1,306 pupils (582 primary and 724 secondary) outside normal admissions times. This overall increase in pupils has had a dramatic effect on the demand for school places. There is now only one secondary 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.

2.2.3 The above figures only include a 5% planning margin and are calculated at the lower end of the housing capacity, therefore it must be noted that the demand for places could be greater if the higher end of housing capacity is needed.

2.2.4 The following current projects will provide an additional 8 forms of entry through: Wembley Park Academy (6FE) - new school; Preston Manor High School (+1FE) – popular schools initiative and Claremont High School (+1FE) – popular schools initiative

2.3 Headline Strategic Vision for ICT

2.3.1 The ICT vision was developed in conjunction with and is kept under review by all schools, the C&F Department, schools and other relevant organisations and consultative groups. This ensures that stakeholders are engaged in proposals and change management. The ICT vision is about:

- exploiting ICT to raise attainment and achievement across all education sectors;
- reducing the administrative burden on learning providers;

- spreading good practice;
- collaboration among teachers and learners, schools and the LA;
- personalising learning;
- promoting inclusion
- building learning communities;
- whole-life learning; and
- flexible accessibility throughout schools and the authority.

2.3.2 The Council believes in the capacity of ICT transformation at a school level and has played a significant part in leading ICT development across London. It was a lead authority in establishing the London Grid for Learning, and the Brent ICT Schools' Adviser sits on the executive Board and Chairs the West Sector of London Grid for Learning. The procurement of a pan-London managed learning environment, to achieve value and consistency in standards, is fundamental to the Council's plans for developing the personalised learning agenda and to equality of access, allowing learners to take control of their learning. This is reflected in the fact that 50% of the secondary schools in Brent are already subscribing to the London MLE, and 30 schools in total so far. The highly successful City Learning Centres, with strong links to secondary schools and primary schools, are important to the delivery of the C&F's ICT strategy.

2.3.3 **BSF will provide** the ICT infrastructure in each school necessary to link it with other schools, colleges and learning centres. The aim is to create a flexible ICT platform, which can accommodate future advances in technology. Collaborative arrangements between institutions, such as video conferencing, will act as a catalyst for school improvement and widen the exposure of teachers and pupils to specialist expertise, master classes and new ways of working. Learners will have access to the widest possible curriculum and learning opportunities, not limited by their own institutions' provision. ICT will link schools to pupils' homes and libraries and provide an important study support tool. Through extended schools plans, it will offer significantly extended learning opportunities for all students.

2.3.4 A fresh focus on ICT through the BSF programme is both timely and welcome. ICT in Brent is already contributing to raising standards, promoting inclusion, building learning communities and improving services for all. **BSF will provide** the additional opportunities provided by commonality, collaboration and consistency and to benefit early from the best technology available.

2.4 Existing and planned consultations

2.4.1 We have agreed consultative arrangements with schools and other stakeholders. The Council began consultation with schools in 2003/04 on its plans for secondary school provision and this informed Brent's "EOI" submission to DCSF in 2004 following approval by Executive. The Council has recently undertaken a major consultation on the strategy for the provision of school places for the future. A survey was delivered to each of the 90,000 households in Brent and over 900 responses were received. Governing bodies of all schools in Brent were asked to respond to the survey separately. Focus groups have been set up. The DCSF has funded a pathfinder project on looking at strategies to target hard to reach groups. The Council's vision for secondary education has wide support within the Council, strong public support, and the endorsement of all key stakeholders, including Governing Bodies, TUs and local MPs.

2.4.2 This submission is informed by consultation and support of other key stakeholders, in particular:

- Church of England: London Diocesan Board for Schools
- Roman Catholic: Archdiocese of Westminster Education Service
- Non-Diocesan: United Synagogues and Islamia Primary Trust;
- Brent's secondary headteachers;
- Learning and Skills Council;
- North West London College;

2.4.3 The revised priorities, whilst anchored in the LA's EoI in that the priorities for investment are based on building need have now evolved, with the broad support of stakeholders, to reflect current priorities for choice and access, targeted improvements and the need to meet the statutory duties for the expansion of school places.

3.0 Commitment to the BSF Model

3.1 Corporate Commitment

3.1.1 Letters of commitment signed (4 March 2008) by the Chief Executive and the joint letter signed by the Chief Executive and the Leader of the Council (11th April 2008) are attached as Appendices 2 & 3.. Brent is committed to the BSF programme and is setting systems in place so that we can deliver projects in the right way, to the right quality to time and budget.

3.1.2 As part of a national programme, we recognise and accept that the DCSF and Pfs have determined a national approach to procurement and funding BSF. In particular that new build schools would be procured through PFI and refurbishment through conventional capital funding.

3.1.3 We understand that the Local Education Partnership (LEP) is the default model and that variations from the model will need the agreement of the DCSF and Pfs, and will seek to follow the LEP and only propose alternatives when it offers Value for Money.

3.1.4 Currently, all secondary schools make their own arrangements for their ICT service. Schools and other stakeholders know that BSF will change that.

3.1.5 The Council plans to secure and use an integrated ICT managed service in line with its ICT strategy and BSF requirements. Within that framework there will be the necessary flexibility to reflect individual school differences whilst ensuring consistency, common service standards and best value. Work is already under way in this respect.

3.1.6 The Council believes a managed service to be transformational in ensuring access and the ability to rely on and engage securely with ICT innovation. This belief stems in part from the Council's close association with the London Grid for Learning (LGfL) pan-London Managed Learning Environment procurement (the LA's ICT Schools' Adviser is a member of Board), which has worked with BECTA and Pfs on the process.

3.1.7 These proposals fit well with Brent's corporate ICT strategy 2007 which says:
"The IT Unit is committed to providing the best levels of service to customers and residents of Brent. This will require working with external partners either from the other local authorities, public agencies or the private sector. The IT Unit already has close working relationships with existing partners such as the West London Alliance (WLA), London Connects and several private sector organisations for current outsourced services or technical support and development. Our strategy remains to

forge new partnerships with any organisation that can demonstrate value to Brent council and support its determination to achieve service excellence.”

- 3.1.8 The Council is increasing working through Project Boards with a membership from multi-disciplinary areas and across the Council. As a result a group involving the Assistant Director of Housing, the Head of Policy and Planning (Town Planning), the Director of Regeneration, the Manager for Corporate Capital Programmes, School Improvement Advisors, the Manger for Extended Schools and the Head of Sports Strategy meet regularly to review corporate developments and their impact on the school's based and non school's based services. The outcome of those deliberations influence policy and investment decisions.

4.0 Project Management

4.1 Member Leadership

4.1.1 The Leader of the Council and senior members are committed to the BSF project. The Executive has made BSF decisions. Recently the policy coordinating group (PCG) made up of all Lead Members made a recorded decision to seek early entry into the BSF programme. The project will be overseen by the member led Strategic Board for the Development of School Places, which has representation across political parties, from headteachers and officers from Children and Families, Planning, Regeneration, Finance , Housing and Legal.

4.2 Project Board

4.2.1 The Council has successfully set up a Project Board which is overseeing the new Wembley Park Academy which is being delivered through the National Framework. This Project Board is chaired by the Director of Children and Families and includes as core members the Director of Planning, the Director of Finance, the Director of Legal Services, the Head of Property and Asset Management and the Head of Asset Management (Children and Families). It is intended that this Board will remain in place and have its remit extended to include BSF. The membership will be refined to reflect the needs of the programme and will include relevant representation from the secondary schools sector and appropriate agencies. The Board will report to the Member Strategy Board for the Development of School Places and be guided by the Children and Families Partnership Board. We will also set up a stakeholder reference group with headteacher representation.

4.2.2 The Council has the experience of setting up other project Boards and project Groups. For example in C&F they have enabled the successful delivery of an investment plan over three years which has included the delivery of the country's first purpose built 4FE primary school.

4.3 Project Director and Project Team

4.3.1 Brent has a good record of managing large and complex projects. The project owner for BSF, Head of Asset Management Children and Families, has substantial and relevant qualitative experience of identifying projects, formulating plans for the successful development and delivery of large and complex capital schemes always taking account of the need to ensure learning environments are relevant and meaningful in the overall drive to raise education standards and transforming the role of schools in resourceful civic hubs in local communities. We have robust officer and member mechanisms to control projects. The BSF programme will report into the Member Strategic Board for the Development of School Places.

4.3.2 In order to deliver BSF, the Council proposes to develop a project team from the existing structure in the C&F Asset Management Service (AMS). AMS increasingly and almost exclusively deals with strategic investment and development initiatives with close co-operative and collaborative arrangements with both the private sector and other Council departments. A new BSF Unit will emerge with dedicated and ring-fenced BSF resource that will subsume the existing AMS and re-organise it so that it better provides services on Finance, Procurement, Estate and Project support across all investment programmes. This Unit would have close working relationships with the Council's corporate ICT, Communication (including consultation), Town Planning service, Property & Asset Management services. Within C&F it would have an extremely close working relationship with the School Improvement Service, Strategy & Partnerships (particularly in respect of the Extended School Programme and Early

Years' developments) and the communications team in Parents and Pupils Support service.

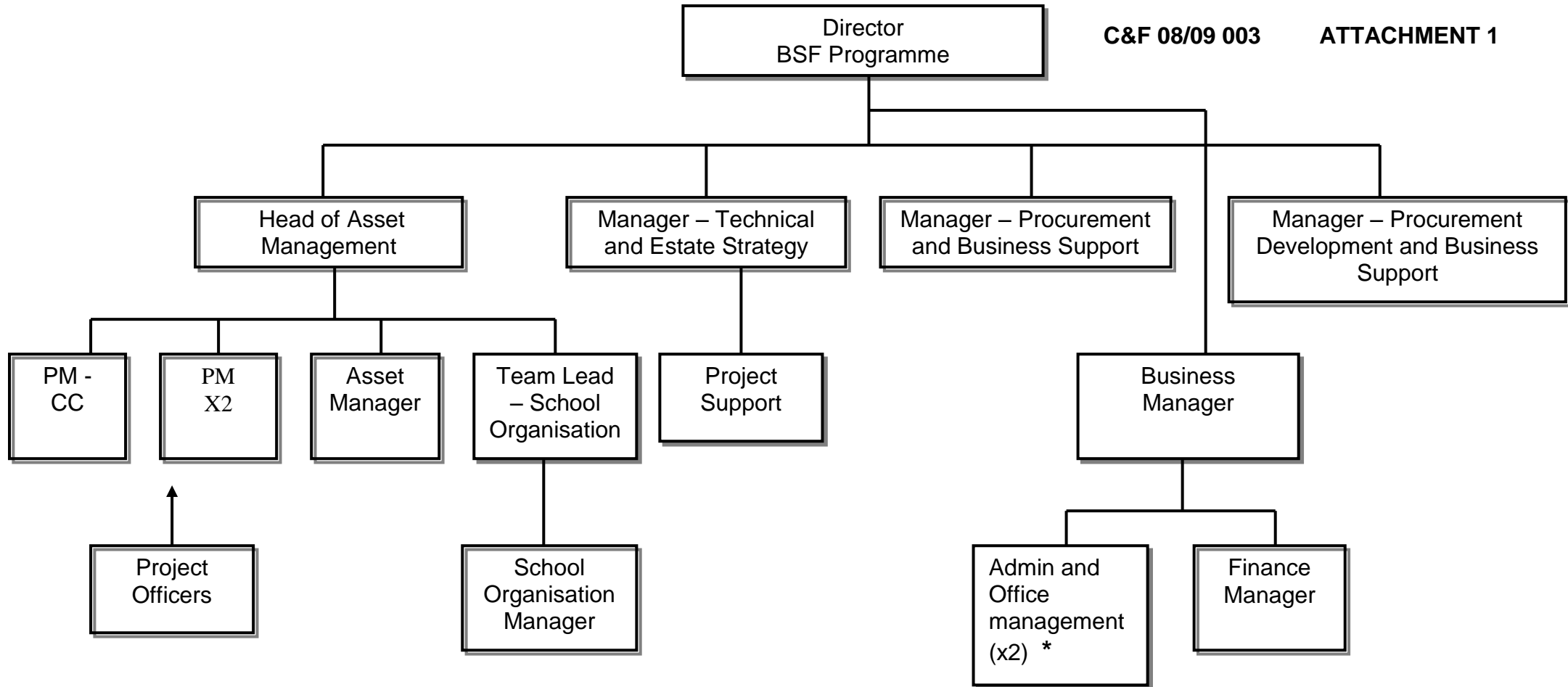
4.3.3 The Council recognises the need to re-position resources to enable the most competent service from within the Council departments drawing in from the external and private providers as necessary. The new posts (initially on a time limited basis) in addition to the existing AMS team are proposed to be – BSF Director (to be appointed in June 2008), Manager for Technical and Estate Strategy, Manager for Procurement and Business Support, Manager for Development Support and a Business Manager.

4.3.4 A draft structure is attached. A project team will be established with the following representation:

NAME	COUNCIL TITLE	BSF ROLE
John Christie	Director of children & Families	Programme Sponsor
Nitin Parshotam	Head of Asset Management Service (C&F)	Project Owner
Dick Beeden		BSF Consultant
Robert Lanwarne		BSF Consultant
John Bowtell	Asset Manager (C&F)	AMP Officer
John Galligan	Strategic Co-ordinator for 14-19 Education and Training	14-19 Adviser
Stewart Smith	ICT Adviser(C&F)	ICT Adviser
Paul May	Capital Accountant	Corporate Finance
Richard Barrett	Head of Property & Asset Management	Lead Adviser on estate matters
Candace Bloomfield	Deputy Head of Procurement	Procurement Adviser
Sarah Mansuralli	Head of strategy & commissioning	Commissioning Adviser
Appoint consultants from the Framework Panel		(Technical Advisers)
Laurie Barton		Architect – Premises Development Plans
Dave Carroll	Head of Policy & Projects	Planning Adviser
Mike Hulme	Head teacher Queens Park	Secondary Head Teacher Representative
VA Reps.		

4.3.5 It is envisaged that other internal resources, for example, Legal Services and Strategic Procurement, will join the team at appropriate stages. The project team will report to the Project Board (chaired by the Director of C&F) through the Project Director.

4.3.6 This project team will work closely with other technically competent specialists and project teams from across the Council in order to ensure that the corporate, municipal and available private sector (framework consultants) know-how is accessed to ensure successful and high quality BSF delivery thus securing and embedding educational transformation.



Effective cross Links with :

Corporate Teams : P&AM, Procurement, Town Planning, Sports Development
Children & Families, School Improvement Service, Strategy & Partnership Division
Frame panel member : Mace, Turner Townsend

5.0 Support Network

5.1 Internal Support

5.1.1 The programme will be driven forward by the Council's BSF Unit working in close co-operation with officers from other departments. Specialist internal support will also be available. C&F has a history of working with other departments to deliver major projects. This is exemplified by the arrangements put in place to deliver the Wembley Park Academy through the National Framework. These arrangements have ensured that the project is moving forward to programme and the recently submitted OBC was commended by PfS for its high quality.

5.1.2 This support will include input from Finance, Legal, and Corporate Procurement. The costs for these will be borne by the Council. The Council will make good use of the newly created Framework Agreements which includes MACE and Turner Townsend. The Council is also able to draw from the technical support available from Navigant currently employed on the delivery of the new Wembley Park Academy.

5.2 External Support

5.2.1 The Council fully recognises the need for good external consultants, e.g. financial, legal and technical, to support the delivery of complex procurements such as BSF. Consultants will be appointed from the Frameworks, immediately we receive approval to proceed to the next phase.

5.2.2 The Council is always seeking to improve the way that we deliver services. We have an Efficiency Board that looks at ways that we can transform services and drive efficiency. The Building Schools for the Future Programme fits into our Business Transformation and efficiency agenda.

5.2.3 The Council has set up a range of framework agreements (available to other West London Boroughs) which aim to have a more collaborative and partnership feel for consultancy for a range of building related services. They were set up with a strong education focus and all of the suppliers have a track record in delivering education services. The agreements cover: Programme Manager/Client Advisor; Architecture; Structural Engineering; Mechanical and Electrical; Building Surveying; Quantity Surveying and CDM.

5.2.4 These frameworks will enable the Council to adjust its resources to ensure the BSF programme can be delivered to time, budget and to the correct standard. Where possible, the Council will work with other West London colleagues using these frameworks to develop a wider schedule of works in order to obtain the maximum amount of efficiency and cost avoidance.

5.3 Funding Arrangements

5.3.1 The Council has significant resources deployed in the delivery of major projects, both within individual services and across the council. The Chief Executive has confirmed availability of project support funding at a rate at least equivalent to 3% of the estimated project development. This is being built into the council's medium term financial strategy. Funding arrangements for advisory support will be in place immediately following selection.

6.0 Corporate Capacity

6.1 Brent is a 3 star Council. In its 2007 Annual Performance Assessment (APA) C&F, was assessed as having a good capacity to improve. It noted that its senior leadership is effective and corporate support for improving provision is good.

6.2. Corporate Procurement Arrangements and Capacity

6.2.1 Brent Council has a commitment to Best Practice Procurement, performance Management and Project Management. Procurement and Project Management are part of the Council's Core Competencies and Senior Managers as part of their Management Development Programme receive training. Many managers have advanced project management and performance management qualifications. Our Corporate Procurement Department is a highly skilled team which has vast experience in construction and facilities type contracts. These skills are key to our vision of providing good services to all of our communities.

6.2.2 We have robust project and procurement procedures which will enable us to deliver our BSF objectives. These procedures enable Brent to project plan and manage projects effectively.

6.2.3 Brent has a 20 year Regeneration Strategy, supported by 3 year Action Plans, which sets a clear corporate agenda for the regeneration of the Borough. Critical to the delivery of these action plans is the need for the Borough to capitalise on the major physical regeneration opportunities, ensuring that the Council plays a full a pro-active role in both creating and bringing forward these opportunities in such a way as to maximise the positive impact on local people's quality of life.

6.2.4 A number of priority areas for growth and regeneration have been identified through the Council's Local Development Framework, namely Wembley, South Kilburn, Alperton, North Circular Road Corridor, Church End and Edgware Road. In order to ensure a co-ordinated and corporate approach to the delivery of these regeneration schemes the Council has established the Major Project Group. This brings together senior managers from regeneration, planning, housing, children & families and property on a regular basis to set a clear vision for change and to project manage the regeneration process.

6.2.5 The regeneration of Wembley is a clear example of the Council's ability to deliver complex, multi-agency regeneration projects in an effective and efficient way. The Council was a key partner in bringing forward proposals for the public transport infrastructure required to support the new National Stadium and stimulate regeneration. A multi-agency project delivery team was established with the London Development Agency and the public transport partners, and major refurbishments and capacity upgrades were made to three tube and rail stations to time and budget. Subsequently the Council is working with private developers to bring forward major mixed use schemes in Wembley, and is itself bringing forward major components of those schemes, such as its plans for a new Civic Centre which encompasses complex relationships and ambitious targets for delivering this essential project which will enhance the Council's delivery of services to its customers.

6.2.6 Further examples evidencing the borough's corporate capacity, are the regeneration of Stonebridge in which the Council has had vested in it the residual interests including land from the former Housing Action Trust (HAT), JFS (secondary school) PFI, Street Lighting PFI, the near completion of the non HRA Housing PFI and the delivery of Willesden Sports Centre through PFI.

6.3 Lessons Learnt

The key lessons learnt through our delivery of strategic and major procurement projects include:

- Effective resource planning to ensure skilled and well resourced team
- Ensure consultation and participation is effective and meaningful by providing a clear engagement timeline
- Ensure that the project coalition includes buy in from elected members, buy in from corporate departments and governing bodies
- Risk assessments need to be made at frequent intervals
- Good stakeholder consultation including consultation with service providers and end users at the outset
- Rigour required in financial and programme management
- Specification and service outputs must be realistic in relation to the funding available
- Timescales need to be realistic, planned carefully and tightly monitored
- Careful planning to ensure minimum disruption to education
- Early engagement with Planning authorities
- Resolving statutory processes early on
- Effective communications with a clear decision making structure
- Joined up working through project boards to bring about corporate solutions

7.0 Stakeholder Commitment and Consultative Arrangements

7.1 Communications Plan

- 7.1.1 The Project Owner will be responsible for ensuring the development of an internal and external communications plan with our corporate communications team. Internal communications will be through the staff intranet, email, face to face briefings and a regular newsletter.
- 7.1.2 The Council intends to involve young people in the development of the Strategy for Change. The Brent Youth Parliament was established in 2007. It took part in the decision for siting the second Academy Members participate in the work of the Council's Overview and Scrutiny Committee and the co-chairs of the Youth Parliament are members of the Children and Young Persons Strategic Partnership Board.
- 7.1.3 We will hold consultations with residents and relevant interest groups. It is standard practice for the AMS to undertake pre-planning consultation exercises before submission of major planning applications. Engagement with the wider community will be through our corporate web and communications team. We also plan articles in the Brent Magazine which is distributed to all households and businesses in the borough.
- 7.1.4 Schools will be responsible for communications to staff, parents, pupils and governors. The Council supports schools in this.

7.2 Consultation arrangements

- 7.2.1 The consultations that have taken place to date are set out in section 2.5. There will be on going consultation with key stakeholders as the BSF programme develops through the project management structure we will put in place as outlined in section 4.

7.3 Stakeholder support and contacts

- 7.3.1 This submission is made with the full involvement and support of other key stakeholders, in particular the Church of England: London Diocesan Board for Schools; Roman Catholic: Archdiocese of Westminster Education Service; Non-Diocesan: United Synagogues and Islamia Primary Trust.
- 7.3.2 The original Eol proposal was endorsed by Brent's secondary headteachers; the local 14-19 Forum; Learning and Skills Council and North West London College.
- 7.3.3 The authority's Eol was shaped by and in consultation with each secondary school; the prioritisations set out in it had 100% support of all secondary schools and VA bodies. The revised priorities in this RTD have evolved from this EOI – they have been phased according to the need to meet the demand for school places and to incorporate measures to achieve education transformation.

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8.0 Risk Management

8.1. Introduction

8.1.1 Risk Management is embedded within the organisation with clear Corporate Guidelines which the BSF programme will follow. Brent also belongs to a benchmarking club where we keep up to date with Best Practice.

8.1.2 The Council's corporate approach will require a BSF risk registers to be created, managed and then regularly reviewed. The register will record an assessment of the potential impact and likelihood of the risk with the current levels of control in place. It then looks at what actions could be taken to reduce or manage the risks further. The risk is then reassessed and a named officer is nominated with responsibility for implementing the agreed action. Key risks identified that have wider departmental and corporate implications will be advised to the BSF Project Board. The BSF risk management will follow corporate guidelines and timescales with regard to monitoring and review.

8.1.3 Early on in the programme the Council will hold risk management workshops. Risks and controls will be identified, options considered and costed into the programme. The Council has undertaken an initial appraisal of the key risks associated with its BSF programme. A risk register will eventually be developed for each individual project.

Risk Identified	Current Position & Control Measures
Stakeholder support is not secured for the Strategy for Change (prioritisation of projects)	There is a close working relationship with schools and other key stakeholders. There is support for the prioritisation of projects. Structures in place to maintain this engagement
Stakeholder support is not secured for LEP procurement route and use of PFI	Workshop sessions will be held with headteachers to explain the procurement strategy
Statutory approvals are not obtained for the expansion of school places	The Council will work with governing bodies to ensure the school organisation guidance is adhered to.
Projects don't obtain planning permission	In the Phase 1 projects feasibility studies are well advanced and there has been an ongoing dialogue with planners. We have confidence that the schemes can be delivered
Constrained sites cause delays to the building programme and increase costs due to the need for decanting	Feasibility Studies have identified decanting issues which will be resolved through temporary accommodation and/or phased construction.
Affordability gap results in a failure to develop an appropriately scoped and deliverable programme	Where possible additional funding will be sought through capital receipts and school contributions.
Projects are not delivered to time or budget	A rigorous cost control and monitoring process will be put in place.
Failure of key decision makers to make decisions on time	Robust project documentation will ensure that decision makers are able to make decisions in accordance with project plan
Failure to identify project team and secure appropriate resources and expertise to support delivery	Project team has been identified and appointments to the structure will be made.

Site not identified nor required	Sites for all schools are secured except for the John Kelly Schools where there is currently a CPO underway for some adjoining industrial land. This will provide more space on an otherwise tight site. Outline planning permission has been obtained for this scheme.
Ineffective collaborative working	The Council will continue to build on existing strong collaborative and innovative working arrangements with schools, the local FE College, the AE service, regional HE establishments, Brent PCT and local employers (particularly those providing work based learning and vocational courses), to deliver this vision.

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