Part One – Public

Lambeth Building Schools for the Future Phase 2 (Wave 5)
Strategy for Change Part 2 Key Challenges and Objectives

Introduction

‘Every young person in secondary education will be confident and creative, aspirational and self reliant, and enjoy high self-esteem’.

The specific objectives of our BSF transformation are to:

- Create world-class learning environments for all secondary age children and young people in Lambeth
- Harness the full potential of ICT to transform learning and improve efficiency
- Enable the delivery of our Education Vision (the 4 main themes are to improve access, achievement, inclusion and community links)
- Deliver the five Every Child Matters (ECM) outcomes

The two phases of Lambeth’s BSF programme are fully integrated in order to deliver a single strategic change to Lambeth’s education and services for children and young people. Important lessons have been learned and experience gained during Phase 1 has been incorporated into the planning and preparations for Phase 2. Phase 2 of the BSF programme will enable us to continue meeting the specific objectives outlined above.
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Meeting Educational Challenges and Key Objectives

39. Where is the local authority now in terms of educational outcomes, diversity of provision, fair access and choice?

Lambeth welcomes the prospects offered by the BSF programme to raise standards, levels of achievement and access for the borough. Lambeth’s Education Vision and Strategy for Change builds on the exceptional performance over the last ten years of the borough’s education community. Together the community has:

- More than doubled GCSE results for 5 A*-C from 25% to 55.4%;
- Increased KS2 Level 4+ results by over 30% points;
- No schools in Ofsted categories of concern since 2002 and the majority of our schools are oversubscribed;
- Exemplar practice in raising achievement levels of SEN and Ethnic Minority groups;
- Successfully launched Lambeth Academy. The Evelyn Grace Academy will opening September 2008 and the Authority has committed to providing an additional Academy.
- Procured and implemented the Lambeth Connected Learning Project, one of the first outcome-based ICT managed services for secondary schools in the country;
- Increased full time qualified teaching staff from 1580 in 2001 to 1770 in 2005 and reduced turnover from 21% to 16% which is expected to reduce further.
- Achieved 4 out of 4 for capacity to improve services for children and young people in the Annual Performance Assessment of Lambeth CYPS, in both 2005 and 2006; and
- Achieved consistently high value contextual added scores in 2005 (1005.7) and 2006 (1015.1).

Lambeth was the first London borough to begin construction on a BSF project in January 2007; the first new parent-promoted secondary school in the country, The Elmgreen School, opened in its temporary location in September 2007.

We regard all this as only the start of the necessary transformation in education and service provision, and have already made a commitment to increase provision by 20%FE, agreed with the DCSF and PFS in February 2006. A subsequent review of pupil place numbers has resulted in a proposal to build a third Academy (6FE and a 200 place 6th Form), for which the consultation is underway. BSF investment will take the borough closer to, but well short of, its target of providing secondary school places in-borough for 80% of Lambeth primary school leavers. School staff and CYPS officers have focused on raising outcomes for young people. BSF will enhance and continue these advances and increase pupil places by 26FE to allow more Lambeth residents to benefit from these improvements.

40. What added value will BSF investment provide to local educational outcomes?

Expanding school places is a top-priority initiative for the Council; the BSF programme is a key project to support this and enable Lambeth to continue and develop the transformation of our secondary education. Phase 2 gives the opportunity to provide much needed expansion and create 21st century learning environments in our existing schools, which are already achieving a great deal, especially in ‘added value’ for our children and young people despite the limitations of the current buildings. As well as providing new build accommodation (a mixture of new and replacement space), the majority of the existing estate will either be refurbished or benefit from minor refurbishment works. Clearly the creation of additional space alone will not facilitate the transformational agenda; these works will allow schools to create the range of spaces from which they do not currently benefit, for example spaces for large group work and personal study.

- Our BSF programme will be a catalyst for change; it combines emphasis on capital investment, innovative technology, a clear focus on learning methodologies and pedagogy which will transform the school estate and be a significant enabler in the transformation of learning within Lambeth.
- Change Management will encompass both organisational change, including changes in how schools approach management, school organisation and structures, school expansion, operational processes (including SEN and extended schools) and changes in working practices and behaviours, in the light of new ways of working and new approaches to education and learning.
- Change management will be incremental and individual to each school given each schools unique and diverse ethos, but will be aligned with Lambeth’s change management plans.
- There are a number of key strategies for which Lambeth’s BSF programme provides support; these include the ‘Team Around the Child’, the SEN strategy, the 14-19 strategy and the Sports Strategy.
- With BSF investment, we shall enhance learning opportunities for young people and the community, and will be able to offer wider and more relevant curriculum opportunities and facilities to support staff development and innovative practice. We shall ensure that school designs deliver the vision for 21st century learning with spaces which promote and support learning, in conjunction with innovative timetabling methodologies which reduce pupil and teacher movement around the school and enable a stronger focus on standards and achievement.
Within the existing school buildings flexible, personalised learning spaces will be designed that draw on school specialisms, providing young people with the opportunities to develop and achieve in ways that match their learning styles and interests. Secondary school buildings will be designed and equipped to support extended school provision for students and the wider community. We firmly believe in engaging with the community to benefit our citizens, and for schools to be the centre of the community.

- A clear focus on personalised learning will enable every pupil to fully achieve their potential, supported by a fully-integrated ICT infrastructure and embedded ICT facilities provided by a managed service. The increased relevance of a personalised curriculum will generate consequent improvements in attendance and behaviour.
- Our 14-19 strategy provides additional post-16 provision to enhance participation in learning beyond the age of 16, and reduce travel costs and the numbers of students not in education, employment or training.
- The authority will build upon existing collaborative arrangements and strengthen and develop new consortium plans with clearly defined specialisms and vocational learning provision. We shall use the BSF programme to re-evaluate existing practices, develop change management and transformational strategies, and embed them into our day-to-day management of schools.
- The plans for physical education, school sport and associated provision are contained within the Lambeth BSF Sports Strategy. Our Sports Strategy will facilitate significantly-improved physical education, sporting and integrated community facilities, improvements in onsite school sports facilities, and the strategic utilisation of school playing fields and community facilities to provide access to large open spaces to play team sports. We shall actively engage with partners, such as the School Sports Partnership, to audit the provision and forging of school-club links, to contribute to the delivery of the Physical Education, School Sport and Club Links Strategy.
- One aim of our BSF programme is to promote sustainability. We shall create ecologically-sound, sustainable buildings under the BSF programme and ensure that all proposals provide sustainability by design.
- We recognise that ours teachers are a key part of the transformation agenda. The improved accommodation and environment will have a positive impact on our teachers and support staff, and will support us in our continued recruitment and retention of teachers.

We recognise the importance of ensuring the long-term future of this project by ensuring that suitable provision is made for ongoing maintenance and Facilities Management support. Accordingly we can confirm our intention to place responsibility for these two key elements with the LEP.

41. How does the local authority propose to ensure choice, diversity and access for all parents and pupils in local schools?

The estate already contains a wide diversity of provision – there is one Parent Promoted School, 3 Church of England, 2 Roman Catholic, 2 Community Schools, 3 Foundation Schools and one Academy, with one Academy in development and one more under consideration, and at least one non-denominational school in each of the 5 town centres. There are also 3 Community and one Foundation SEN schools. We shall continue to develop choice for parents, and work with schools and stakeholders to ensure that we maintain and develop diversity within the Authority as well as providing our residents with the opportunity to receive their secondary education in Lambeth schools if they desire.

We shall further enhance choice and diversity of provision available to parents and pupils by focussing upon:

- **Academies.** Lambeth’s latest forecasts show strong demand for further provision and the Authority has approved plans to create a 3rd Academy school in the borough in addition to the Lambeth Academy and the planned Evelyn Grace Academy, which is in development.
- **Specialist School Status.** All Lambeth secondary schools have already achieved specialist school status. Under our 14-19 strategic plans every student will be based at a home institution with access to specialist teaching and resources, particularly in vocational areas from elsewhere within collaborative arrangements. We believe that second specialisms are key to future delivery by enhancing choice and diversity of provision.
- **Special schools.** Special Schools are developing as Centres of Excellence and will share their expertise and experience with mainstream schools and alternative education provision through outreach support. Mainstream schools within Lambeth all have SEN units. The Michael Tippett School offers post 16 provision for students with complex needs; its established links with local colleges will continue to be developed to widen the range of opportunities available for its students. We have identified a need for provision for 16-18 year olds with learning difficulties and/or disabilities (LLDD) who are not ready for the transition to college without significant support. It is proposed to meet this need in two stages. For the period 2008-2011, Lansdowne (offering provision for students with mixed needs up to the age of 16) will be developed to offer provision for 16-18 year olds. The key aim of this provision will be to ensure a successful transition to college.
- **New Schools and School Competition.** Lambeth has the first Parent Promoted Foundation school in the country; The Elmgreen School opened on 10 September 2007 and will move to its purpose built new building in September 2009. A third Academy is planned for the borough.
LAMBETH STRATEGY FOR CHANGE PART 2

- **Successful and Popular Schools.** We are increasing provision in our successful schools where space allows.
- **14-19 and Post-16.** The Lambeth Consortium (LCm) builds on existing strong collaborative arrangements and is supported by headteachers and college principals. In recognition of recent Government policy we shall increase the number of Post-16 places, to increase choice and encourage those are deterred by travel, enabling young people to access the course they wish to follow, irrespective of their home or base school or college.

Under new collaborative arrangements all secondary schools will offer post-16 provision, initially based upon existing patterns of provision in schools with existing 6th forms supported by the development of new (and primarily vocational) provision in remaining schools. This will be developed over time. There will be a single provider model of provision with all schools being equal partners in the consortia and offering a range of post 16 provision which reflects factors such as specialisms, 14-19 diploma offers, existing strengths and the needs of the students. Collaborative arrangements will ensure co-ordination of the curriculum offer and ensure viability of provision. Schools will work with colleges and other providers to broaden curriculum opportunities to raise the quality of provision across the area and to better meet student choice and needs. Some of this will be delivered by improved ICT provision. We shall work in partnership with the PRUs, the LSC and local colleges to increase the number of vocational courses run by schools and develop collaborative arrangements for 14-19 provision.

**42. How will the local authority ensure robust challenge to schools including strategies for early intervention in the case of underperforming or failing schools?**

**Overview**

The LA has: a “duty to promote high standards of education” for all pupils of compulsory school age (at school or otherwise) and all pupils above or below compulsory school age registered at schools maintained by the LA. The School Improvement Advisory service aims to work with schools to:

- Improve the quality of teaching
- raise standards particularly in basic skills (literacy and numeracy)
- strengthen the quality of leadership, management and governance
- ensure school based monitoring and evaluation systems are robust and effective
- build tactical, strategic and sustainable systems for school improvement

No Lambeth secondary schools are currently giving cause for concern. Where issues arise they will be addressed through School Improvement Partners who clearly alert headteachers and governors as well as the LA. Support and challenge will then be offered in relation to an agreed action plan. An action group is set up providing regular monitoring and fine tuning of support. SIPs also broker support from Strategy teams, other LA officers and other agencies such as City Challenge.

**Strategy**

Lambeth has a clear Strategy for School Improvement to ensure that schools are enabled to raise the standards of education for all pupils and that school management is consistently excellent across all phases. The responsibility for carrying out these procedures rests principally with the Standards Team within the Inclusion and Standards Division although all sections in CYPS contribute to school improvement through their work. The Division works in partnership with schools working with the headteacher and governors to identify action needed to raise standards, provides professional advice and guidance and evaluates the progress made. The division gives professional support in target setting, monitoring of progress and mobilising Directorate action to tackle specific issues.

The Standards Team also contribute to professional development for senior and middle managers through joint observation in classrooms and professional development courses. Where appropriate, advice may also be provided by external consultants. The Research and Statistics Unit of the Department provides data and statistical analysis to inform school management action in raising standards. The Education Business Partnership unit provides specific services in tackling under-achievement, through centrally funded initiatives. The Governor Services Unit provides information, advice and practical support to governors, headteachers and clerks to governing bodies and provides a focused training programme addressing the roles and responsibilities of governors and governing bodies and enabling them to carry out their monitoring role.”

The different sections within the division have staff with particular expertise and experience in a variety of areas to support and challenge the work of schools, which include:

- Learning and teaching
- School governance
- School management
• Training and development
• Information communication technology
• Literacy
• Numeracy
• Pupils from ethnic minorities, traveller families, those who have EAL, refugees and asylum seekers
• Special education needs and inclusion
• Gifted and talented pupils
• Outdoor education and school educational visits
• Sport and the Arts
• Early years
• KS3 and Secondary
• Personnel / Human Resources

Where schools have identified weaknesses or ‘slippage’ is identified which cause the LA concern, identified through an analysis of performance indicators and School Improvement Partner monitoring, it may be necessary to liaise with other sections. This will involve direct contact between the SIP, relevant personnel and the headteacher. The Standards Team will:

• identify the school’s major needs;
• brief colleagues from other sections on key issues the are asked to act on and the deadlines for completion;
• co-ordinate LA support;
• maintain an over-view of intervention;
• monitor progress within the agreed time-scale;
• keep the Governing Body informed of concerns and progress made.

SIMG

The School Improvement Monitoring Group (SIMG) receives regular reports on schools causing concern. It meets quarterly and brings together representatives of sections within CYPS to ensure that:

• all sections are kept informed of the progress of Lambeth schools in addressing the key issues;
• appropriate and co-ordinated action is taken to support schools;
• there is an opportunity to learn from successful action that has helped schools make progress.

Lambeth will be focusing on a number of targets, particularly at Key Stage 3 and Key Stage 4. English and mathematics will be a priority both maximising 5A*-C GCSE grades and Improving CVA. A sharp focus on enhancing personalised learning by systematically implementing revised intervention strategies and ensuring that intervention strategies are implemented according to the needs of learners in schools. Lambeth will continue to develop and further improve pedagogy in secondary teaching through Ensuring highly focused briefings, subject leader development meetings and training in all aspects of the secondary strategy according to the needs of schools.

Quality design features will support the LA focus on developing effective “Behaviour for Learning” strategies and improved levels of attendance across all secondary schools

Trusts and partnerships

Lambeth has a clear remit to ensure that all schools perform at the optimum level. The dialogue has taken place on a number of occasions with schools, where appropriate, concerning changes status (e.g. Academy or Trust status) in order to support improvement. To date, schools have not elected to pursue this route. This is an ongoing dialogue process and it will be revisited where appropriate in the future. The 2007 EAP has identified that the LA will continue to develop stronger partnerships between schools by developing further the roles of associate, interim and executive leaders and by supporting governing bodies with consideration of ‘federation’ and ‘softer’ partnerships when and where they appropriate.

The specific performance of groups
Lambeth has clear processes and protocols outlined in the Education Achievement Plan 2007-8 for identifying and supporting specific under-achieving groups using robust pupil tracking mechanisms. All schools identify underperforming groups and implement strategies for improvement through intervention activities.

School Improvement partners provide an annual analysis of national and local data for all schools followed by intervention, support and challenge to schools and governing bodies as appropriate.

Lambeth provide KS3 and GCSE contextual performance data and reports to all secondary schools including detailed analysis by free school meals, ethnicity, gender, fluency in English, and mobility rate; to clearly identify underperformance by groups of pupils. Lambeth then provides targeted customised support and training to headteachers and teachers in secondary schools on the use of value-added data for school improvement and target setting and how to monitor and track pupil progress through key stages.

In order to raise achievement of pupils with EAL and from ethnic minorities Lambeth ensures integrated support across all secondary schools through targeted support, mentoring support, advice, guidance, training and family/community learning and partnership to ensure that the needs of bilingual learners and underperforming ethnic groups are met. In addition Lambeth provides refugee educational assistance through Lambeth Young Refugee Project (LYRP).

Increased personalisation and use of technologies and data handling in conjunction with flexible room designs to facilitate more small group work will enable a stronger focus on achievement with presently lower performing groups.

**Gifted and talented**

All Lambeth schools have had gifted and talented coordinators and most are now moving to a system where there is a leading teacher for gifted and talented. Lambeth continues to implement gifted and talented programmes. Lambeth closely monitors and evaluates current practice in schools, with particular focus on differentiated teaching and learning programmes and how schools support individual gifted and talented pupils' welfare. Personalised learning strategies will enable Lambeth to continue to support gifted and talented co-ordinators and teaching staff in all schools and to maintain and extend sustainability of the established network groups for G&T. In particular personalising learning will enable teachers to use achievement data in a more targeted manner to support particular groups including but not exclusively gifted and talented by matching teaching and opportunities for learning more accurately to their needs.

**Consortium**

The LSC and the LA have just completed a joint programme of visits to all schools offering, or proposing to offer 6th form provision to agree numbers and funding etc. LCM, the Lambeth consortium (i.e. the strategic forum) has protocols for collaboration and the strategy includes plans for developing a borough wide view of post 16 whole borough curriculum planning with Lambeth College and with the Academy(ies).

Targets and priorities in the 14-19 plan are the same as those in the LAA and both are aligned with the LSC targets especially re NEET, participation and achievement of L2 and L3 by age 19.

The LA has met with the LSC at a Support and Challenge meeting where data was reviewed to inform the quality improvement priorities which are being actioned through the SIPs. Support in 2007/08 will take into account the need for an overall improvement and a better understanding of outcomes at KS5. School improvement support in 2007/08 will take into account value added data at KS5 with focus on better understanding and improving provision where school performance has lower added value or where performance is lower by subject area or qualification type. A robust focus on quality, aligned with new approaches to learning will support this drive for standards. There will be agreed differentiated improvement indicators with schools as a way of ensuring appropriate focus on areas of weakness.

**Demand for secondary places in Lambeth**

Children and Young People’s Service have examined demand for secondary places in Lambeth based on both the school roll projections issued by the GLA in January 2007 and the current primary pupil rolls. Both sets of projections suggest significant growth in the demand for secondary places, as indicated in the table below, which uses the primary pupil roll data until 2013 and the GLA data thereafter.

Pupil roll projections for number of Year 7 pupils compared with the projected number of Year 7 places 2007 to 2017 based on typical cohort survival of current rolls 2008-2012 and GLA population cohort projections 2013-2017.
The planned Year 7 places outlined in the table above integrate the 8 FE increase across existing Lambeth secondary provision, alongside the addition of 6 FE from the Shakespeare Road Academy in 2008. A further addition of 6 FE from 2013 onwards through a potential new 6FE school has also been included in the numbers of planned Year 7 places, and highlights the fact that this will contribute towards providing sufficient places for 80% of Lambeth primary school leavers. However, if out-of-borough imports are included (based on trends from previous years), the percentage of places available to Lambeth school leavers decreases to 74.3% in 2017, despite an overall increase of 26 FE. The available data clearly indicates a high demand for the additional Lambeth secondary school places which will be provided through Phases 1 and 2 of the BSF Programme.

<table>
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<tr>
<th>SCHOOL</th>
<th>LAST OFSTED</th>
<th>KS3 07 (provis.) Eng / Maths / Sci (5+)</th>
<th>OVERALL INSPECTION JUDGEMENT / LEADERSHIP &amp; MANAGEMENT</th>
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<td>75 / 85 / 77</td>
<td>Parental Involvement / Working with Parents - 2</td>
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<tr>
<td>Lambeth Academy</td>
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\[\text{The projection of 330 out-of-borough pupils is at the lower range of the likely annual imports from other boroughs. It has been calculated on a school by school basis taking into account the current intake of Lambeth and out-of-borough pupils. Total initial March offers made to out-borough residents were: 2005-374; 2006-402; 2007-352.}\]
43. How will the local authority deliver personalized learning to ensure that every pupil is fully stretched and can access a broad curriculum that best suits their needs and talents?

Lambeth will support continuing development of AFL, use of APPs and Progression Maps to support development of personalised learning and raise achievement of targeted groups and individuals.

Lambeth will continue to monitor and support schools in the development of high quality tracking and targeting systems. Lambeth schools will ensure that assessment practices support and contribute to improving learning and teaching. The use of data (a Local Authority strength) has become a more important and sharply focused tool and Lambeth schools will utilize data rich technologies appropriately to ensure that personalizing learning enables students and staff to clearly identify what students have or have not achieved, and keep students fully informed of standards required and their progress towards targets.

As part of the personalisation agenda Lambeth teachers will ensure that they fully embed assessment for learning in all schools and classrooms using BSF ICT investment to do so. Lambeth schools will all have clear strategies for embedding assessment for learning, with clear reporting structures to ensure implementation and effectiveness.

There is a need to transform a number of existing practices in schools through CPD. Learner needs have changed and the development of new approaches to learning and, through BSF, learning spaces. Continued implementation of workforce reform is essential for the delivery of personalizing learning.

The links to continuing professional development (CPD), are clear and Lambeth will develop a clear focus on new types of school and classroom-based approaches that will enable teachers development and support transformation.

Lambeth will utilize existing school based specialisms and school strengths to develop locally based and school based centres of professional excellence in training and CPD which will change the emphasis on the LA support from CPD provider to that of commissioned support, delivering support to existing expertise in schools.

This will allow staff and teams from excellent schools, centres of professional excellence and outstanding departments within consortia or Lambeth to develop programs of work in other schools or on a consultancy basis, to improve the performance of departments or areas.

There will be a change of emphasis with CPD in the above model towards more activity being school-based, with a sustained focus on improving learning and teaching rather than a focus on external courses. Locally developed and school based programmes will be closely integrated with the daily needs of schools and teachers. The focus will be on teachers classrooms to making small, incremental changes to improve learning and teaching.

Lambeth will ensure that the Building Schools for the Future programme focuses clearly upon designing learning spaces that reflect these changes. The emphasis on re defining learning and teaching has the consequence that there is an obvious need to design spaces to promote new ways of working and create a climate for change to ensure that, in conjunction with new spaces all members of the school community can take full advantage.
Spaces will be designed to ensure that spaces will be flexible to allow for a variety of learning and teaching approaches and to facilitate a variety of class or group sizes and age ranges for pupil groupings. Rooms will place an emphasis on participation and collaborative working styles and will fully utilize technology to enhance learning.

Personalising learning for new ways of learning and teaching will mean significant changes to the traditional school day and greater access via technology to interactive learning opportunities which will, in turn enable 24-7 access to learning. Changes to school organization to accommodate ‘stage not age’ wherein students are not necessarily taught with others of the same age but, instead, according to attainment. School designs will avoid long corridors with a consequent positive impact on behaviour. Lambeth, though the Technical Advisors, Assistant Director Education Support BSF and through consultants will support schools, governors and headteachers in considering how they can best work with architects to design schools that are flexible enough to respond to current need and changing circumstances with spaces that can be used for more than one purpose, and classrooms that support a range of learning and teaching approaches.

Schools will need to work towards what learning spaces might look after the introduction of a personalized learning model and the LA will encourage headteachers and senior managers to participate in the National College for School Leadership (NCSL) to introduce a leadership programme for BSF heads.

Technology will support schools in three main ways:

1. Through supporting the administration of the school, including budgeting, planning and managing pupil details and progress
2. Through the creation and delivery of lesson materials, including teachers’ and pupils’ use of whiteboards, visualisers, handheld voting devices and tablet PCs to enable reproduction of and access to resources
3. Through the the use of domestic digital technology as a learning tool, including home access to the internet, digital cameras, video cameras, gaming devices, Personal Digital Assistants (PDAs) and mobile phones.

There is work now being carried out to put in place underpinning IT systems to support 14-19 collaboration – including a web-based tracking and monitoring system (Arc Software); an electronic ILP through RM; and all providers will be using VLEs from Sept 2008 to deliver 14-19 learning, including Diplomas.

Currently all Lambeth schools have systems for recording and reporting information about pupils and their achievement. Lambeth has commissioned a study to determine how best to ensure a common platform approach to information management and sharing.

SIMS is the most common system used by schools in Lambeth to track attendance for students, being used primarily as a tool for teachers and managers to track attendance. SIMS now offers additional features for more sophisticated usage (such as a Parental Access Gateway), but these are not commonly used in Lambeth. CMIS is a management information system, and like SIMS, it is used primarily to track attendance for students. It is less common in Lambeth, used by only one school. (Bishop Thomas Grant). As with SIMS, it is used primarily by teachers and managers to track attendance. The CMIS product range also has the capability to allow students and parents to log on, though this is not used in Lambeth.

The Southwark Guarantee provides a system that is used mostly for tracking attendance across schools and providers in Lambeth and Southwark. It is the only existing system in Lambeth that is capable of tracking student movement across schools and providers. However, in its current form, it does not integrate with SIMS and CMIS, so schools using Southwark Guarantee and one of these other systems would need to enter data twice.

The LCLP Portal provides a system that sits on top of back office technologies. It offers a learning platform, and can integrate with MIS systems such as SIMS and CMIS. It is currently used by all schools participating in the LCLP programme and BSF – for this reason it is very widespread among schools. Lambeth will continue to investigate possible solutions solution that meet its needs, both for the immediate term and for the longer term in terms of MIS information sharing and dissemination with consistency and commonality across the borough.

The Lambeth 14-19 consortium have developed the Lambeth 14-19 Strategy 2007 – 10. Lambeth Consortium is committed to ensuring that all Lambeth’s 14-19 year olds are entitled to a full range of relevant and interesting routes through our education services which will excite their enthusiasm for further learning, and lead them to success in adult life.

Lambeth Consortium aims to respond to learners’ specific needs and interests, personalising their learning by offering them a wide range of flexible learning routes:
• All 14-19 year olds are entitled to a comprehensive quality curriculum that provides opportunities for intellectual and skills development, knowledge and understanding and enables them to achieve their full potential and become effective participating members of wider society.
• They will be provided with an appropriate and high quality offer of sixth form and further education, training or employment in the September after their compulsory school leaving age.
• They will be offered a choice of high quality, flexible, coherent, engaging and rich programmes of learning that:
  - offer enjoyment
  - engage their curiosity and spirit of enquiry
  - meet their aspirations
  - respond to local need and opportunity
  - develop specific and general skills, knowledge and attributes
  - match their skills, ambitions and aptitudes
  - lead to outcomes that learners value and that are valued by wider society
  - are flexible enough to enable learners to change their goals and make progress at their own pace
  - Enable all students to have access to all Diploma lines by 2013 in the context of London wide planning
  - support transition and progression along pathways leading to clear opportunities, into employment or higher education
• They will be supported with integrated and coherent information, advice and guidance at key decision-making points and during their learning programmes. Additional support will be provided for vulnerable and at risk young people.
• They will be offered high quality teaching, training, assessment and feedback which will help them to achieve their personal and learning goals.
• They will have access to wider experiences that draw on London’s wealth of cultural, sporting, historical, technological, scientific, business and enterprise resources.
• Lambeth Consortium will ensure that all partners offer personalised learning programmes through specialist facilities, fit-for-purpose and flexible accommodation, and a highly skilled workforce in a secure learning environment.

Lambeth Consortium is committed to working in partnership towards a high quality, varied and accessible 14-19 curriculum to provide all Lambeth’s young people with the opportunity to achieve their full potential; to succeed in learning, gain employment and make a positive contribution to their community. In response to growth, and diversity, Lambeth is considerably expanding the number of places for 14-19s, including new institutions such as Academies and a new Sixth Form College. Building on this, Lambeth Consortium is now applying to offer BAF, C&M, IT and SHD from 2009.

Partners have extensive experience of shared timetabling at post 16, and for IFP, with protocols to manage this. These are being reviewed and adapted for Diplomas by the diploma development groups. Quality assurance is a key concern, and it is proposed to establish a quality assurance subgroup to manage QA issues.

Lambeth Consortium is highly supportive of colleagues coming forward to join Diploma Developments Groups – recognising that collaborative work may put pressure on schools particularly by removing key senior staff from the school for regular periods of time. The DD Groups are supported, and following a favourable Gateway outcome, there will be project management staff appointed to support the Delivery Teams in the period leading up to the launch. Following approval the Executive will develop its strategy for ensuring access to these diplomas for all interested young people.

44. How will the local authority ensure the effective delivery of the 14-19 entitlement in partnership with local LSCs and local FE providers?

Strategy

Lambeth, through its 14 to 19 forum has a very clear area wide plan and vision for the development of 14 to 19 education. Expansion in the total number of post-16 places shows the commitment through building schools the future to create a stronger 14 to 19 offer.

In order to facilitate stronger collaboration and more effective delivery, the members of Lambeth’s 14-19 Strategic partnership are now operating as LCM the Lambeth Consortium. LCM’s first key task was the production of a three year strategy. This strategy builds on the achievements of the partnership following the post inspection action plan, and provides the context for LCM to plan local provision for 14-19 year olds over the next three years. Collaboration partners
include schools, colleges, other learning providers (including apprenticeships and other work-based provision), in addition Connexions and Education Business Partnerships fully involved with supporting the entitlement.

The development of the 14 to 19 Lambeth Consortium (LCm) will ensure that all Lambeth 14 to 19-year-olds have full access to the full 14 to 19 entitlement at appropriate levels. Lambeth has a clear long-term strategy for delivering the specialised diplomas and the consortium will be supported by BSF to ensure that provision and coverage are comprehensive.

Lambeth’s 14-19 Strategic Partnership provided the structure for addressing the priorities of the 2004 Area-wide inspection (joint with Southwark). Through the Lambeth Consortium it has already strengthened its partnership in readiness for ensuring that local 14-19 year olds can choose from a broad and positive learning routes within the context of the DfES 14-19 Implementation Plan (2005).

The strategy for change has been developed through annual reviews and 14-19 inspections. Most relevantly Lambeth and Southwark produced an action plan following their inspection in 2004. Lambeth’s post inspection action plan (2005) prioritised:

- raising achievement of 14-19 year olds
- increasing participation and reducing NEET
- broadening the curriculum
- promoting coherence in the post 16 offer to extend choice and ensure cost effectiveness
- consolidating our strong 14-19 partnerships

Progress reviews are prepared in partnership with the LSC which has provided the key strategic steer for local 14-19 developments through its new borough focused directorate structure. These reviews are submitted to Government Office for London in order that there is a clear record of progress and issues for 14-19. The LSC, crucially has provided LIDF funding to support the achievement of the targets described in the post inspection action plan.

The LSC is now addressing the proposed changes in the routing of funding for post 16 by providing professional support and advice to the key LA staff (Senior management) to ensure that there is effective management of post 16 funding. Between November and December 2007, LSC officers accompanied by key staff in the LSC visited all post 16 providers to agree key priorities for planning and delivery.

**Partnerships**

14-19 providers in Lambeth are fully committed to the benefits of partnership in order to strengthen and diversify the learning offer to young people. All 14-19 year olds will receive a full range of relevant and interesting routes through which will excite enthusiasm for further learning, and lead to success in adult life.

All partners operate within a strong structure for communication and planning which provides them with the flexibility they need to plan for specific curriculum initiatives, e.g. diplomas, and to meet the specific learning needs of learners, including those with specific learning difficulties e.g. engagement project, LCm aims to respond to learners’ specific needs and interests, personalising their learning by offering them a wide range of flexible learning routes. Lambeth College has always been a major player within the 14 to 19 forum and latterly within the consortium.

**Personalisation**

Partners are working towards a high quality, varied and accessible 14-19 curriculum to provide all Lambeth’s young people with the opportunity to achieve their full potential; to succeed in learning, gain employment and make a positive contribution to their community. New and refurbished buildings will ensure that spaces will be flexible to allow for a variety of learning and teaching approaches and to facilitate a variety of class or group sizes and age ranges for pupil groupings. Rooms will place an emphasis on participation and collaborative working styles and will fully utilize technology to enhance learning. Learning spaces will be designed to facilitate new ways of working and create a climate for personalized learning.

Personalising learning for new ways of learning and teaching in conjunction with new spaces for vocational learning, designed to be flexible and adaptable will ensure that schools can respond to current need and changing circumstances and support a range of learning and teaching approaches 14-19. LCm the Lambeth Consortium has worked closely with BSC in order to ensure that the proposals address the need for flexible access to learning spaces for diploma delivery. All diploma applications include the relevant specialist school and the audits of current capital facilities in the providers, and their future needs for diploma delivery are provided to the BSF planning team.
Reorganisation

All stakeholders have agreed with the expansion of post-16 provision in Lambeth. All stakeholders are represented on the 14 to 19 forum and building schools for the future and local learning and skills Council funding is being coordinated.

In response to the growth in demand locally, and diversity, Lambeth is considerably expanding the number of places for 14-19s, including new institutions such as Academies and a new Sixth Form College. Building on this, LCM is now applying to offer BAF, C&M, IT and SHD from 2009.

There is currently provision which caters for Entry Level learners in some schools and the College. LCM is now starting to develop that into a Foundation Learning Tier. That will help to provide structured access to Diplomas for all learners. Also, we anticipate that the Diploma offer will make KS4 learning more attractive and be part of the solution to tackling levels of NEET in the borough.

Access to learning is an entitlement; Lambeth aims to harness ICT to support this for Diplomas, and more generally are working to bridge the digital divide by ensuring all young people have access to flexible ICT – all learners in Lambeth schools have a laptop for their learning.

In Lambeth’s many local communities, with a multiplicity of languages, it is a challenge for partners to reach all learners, but strategies are in place, developed by local schools and Colleges working with Connexions. There is excellent practice in the borough for responding to and catering for diverse communities in the education and training sectors. This best practice has been built upon by the Engineering Diploma group, who are providing an excellent model for challenging stereotypes and supporting students from all background, girls and boys, to access non-traditional options through the London Engineering Project, sponsored by the Royal Academy of Engineering. All our Diploma lines will be marketed to all learners, and LCM will continue to work with providers to ensure that IAG challenges and overcomes stereotyping, which can inhibit opportunity and discourage learning.

The 6 schools currently offering 6th form provision operate within two tight collaborative structures for delivery, branded as NL6 and SL6, in place for over 6 years. These collaborations operate to clear protocols and have established joint timetables. Lambeth College has led on the operation of a highly successful IFP programme with 150 KS4 learners annually. LCM has established as a priority for 2008 the need to ensure that emerging new 6th forms are engaged in strong and supportive partnership arrangements like these, based on a borough strategy for post 16, reflecting the needs. A full assessment of the curriculum needed is being carried out as part of the process of establishing readiness to deliver diplomas.

Lambeth College works closely with Work-based learning providers and the schools to provide a creative and successful KS4 engagement programme; it has already recruited 140 learners against a target of 180 by end of year. Lambeth College has established strong operational links, including joint teaching, with the new Lambeth Academy.

A strong relationship between Lambeth and Southwark led the boroughs to a successful cross-borough Engineering Diploma proposal, with the Diploma to be offered from 2008; building on this we are planning to offer BAF across the two boroughs, benefiting from the particular expertise of Lambeth and Southwark Colleges.

Stockwell Park School is one of very few schools nationally to become a WBL provider, offering apprenticeships and Young Apprenticeships in Business and administration in partnership with Camden ITEC.

Tailored provision has been developed in the borough to address learners’ different needs, for example the Lambeth Refugee Education Project at the CLC EL/L1.

Lambeth College offers foundation degree partnership with Buckingham & Chiltern University (Care Management) and LSBU (Youth Work).

To tackle high levels of NEET, the partnership and Connexions work to the September Guarantee through Lambeth College and other providers

Guidance

High quality IAG provision is an essential element of our plans for 14-19 change. With a broader offer, learners will require more information and guidance in order to make wise and successful choices. In order to ensure all Lambeth 14-19s receive this, LCM is now planning to ensure these high standards are consistently operated across the partnership. The Deputys group has set up an IAG ‘issue’ group, chaired by Connexions, to develop a QA policy for the partnership that supports the new national standards. This will be in place by September 2008. It will include a set of
executive and deputies groups and the 14-19 coordinator and the Connexions operations manager work closely together. This will strengthen further when the Connexions service moves into the LA in 2008.

Currently there is a very strong offer in the borough for IAG through Connexions;

- Connexions works with schools to advise and QA the provision of CEG, as part of the Connexions/schools agreements which are made annually; Connexions QA includes the students voice, as well as views and opinions of parents
- Connexions is keen to promote the Guidance Community model, where CEG is integrated with personal support to deliver a holistic service; There is a high quality CPD programme for CEG practitioners in schools delivered by Connexions in partnership across the central London boroughs
- There is also a Connexions PA in each school and the College to offer personalised advice on areas impacting on young peoples lives

Our Diploma pathways are designed to link to other local 14-19 opportunities for progression, framed within a clear understanding of the learning, training and work opportunities offered in the London economy. As well as Diplomas, Lambeth is keen to develop further the apprenticeship pathway, from E2E to a range of new Young Apprenticeships and Apprenticeships with WBL providers, for which demand currently exceeds supply. There is a strong range of vocational qualifications pre and post-16 in Lambeth College; and more sixth forms opening, which, with the brand new Sixth Form Centre opening in Clapham, will offer a mixture of GCSE and AS/A2 courses, with Diplomas.

Pre-Diploma, high quality IAG through Connexions in years 8 and 9 will provide information for parents and learners planning for KS4 options, including for Diplomas, and support them to make an informed choice.

There will be a range of on-course guidance to inform learners about the opportunities in the sectors of their chosen Diploma, and beyond. This is within the specifications of all Diploma lines of learning, and will also form part of KS4 national curriculum delivery.

Progression opportunities from L2 and L3 will be towards further learning in Apprenticeships, FE or HE or employment opportunities. Work with employers and HE while on a diploma programme will help learners to make effective choices. The involvement of HE managed through the ASPIRE partnership of local universities through Aim Higher, will raise aspirations and open new opportunities.

**Diploma development**

Our Diploma pathways are designed to link to other local 14-19 opportunities for progression, framed within a clear understanding of the learning, training and work opportunities offered in the London economy. As well as Diplomas, Lambeth is keen to develop further the apprenticeship pathway, from E2E to a range of new Young Apprenticeships and Apprenticeships with WBL providers, for which demand currently exceeds supply. There is a strong range of vocational qualifications pre and post-16 in Lambeth College; and more sixth forms opening, which, with the brand new Sixth Form Centre opening in Clapham, will offer a mixture of GCSE and AS/A2 courses, with Diplomas.

Currently Lambeth is currently pursuing a number of diploma lines and all current gateway applications include the relevant specialist school. This is considered to be good practice and will continue to be policy within Lambeth. At present, the diploma lines for which gateway applications are being submitted are as follows:

**The Creative and Media Development Group** includes Lambeth College, Lilian Baylis Technology School (Specialism: Technology; Artsmark Gold), Charles Edward Brooke (Specialisms: Media & Performing Arts: Music: includes Lambeth Refugee Centre; Artsmark Gold; Creative Partnerships Change School), Dunraven (Specialisms: Technology; Maths and Computing; Artsmark Gold), Norwood Specialist: Visual and Performing Arts; Artsmark Gold, The Elmgreen School New school: opened September 2007 and Lambeth City Learning Centre Digital Media Centre in BFI Southbank supporting all schools. Designated Quark Academy

**Information Technology** pilot institutions have a successful record in delivering ICT courses and a history of engaging in curriculum development and providing courses in which students can demonstrate achievement. The diploma will recruit from the whole Y9 cohort (2008/9). These include
We recognise the wide range and extent of opportunities for students graduating with high levels of competence in IT, particularly in the context of business, and future employment and/or progress to HE in London. We are confident our provision will be popular with students and especially relevant in the light of future employment in Lambeth where the major employers are local government, LSBU and SMEs. Many graduates will also be employed in central government, finance, law, media, health, hospitality and service industries across London. Our IT Diploma will prepare students for employment and progress to HE in the field of IT within other industries and as an industry itself.

Our approach will emphasise personalised, flexible learning exploiting digital media through the VLE and characterised by integrating 'work-relatedness' throughout. The Diploma will be delivered across the consortium pilot institutions: BTG (Maths and Computing Specialism) and LBTS, both introducing post-16 provision, DS (Maths and Computing Specialism) and ATS are 11-19 schools, and LC. Collaborations between schools and LC have been running successful programmes for ks4 and post-16 students and shared events and summer schools have been run across the consortium for more able students.

All institutions have a close relationship with LCLC collaborating in planning and delivering the ks3, 4 and post-16 curricula and in CPD.

**Society, Health and Development** is being developed by the partnership of three schools and Lambeth College working on diploma development since November 2006;

- La Retraite R.C. Girls' School 11-18 Science with mathematics
- Stockwell Park, sixth form established 2008 Business & Enterprise
- Lambeth Academy, opened September 2003, sixth form established 2007 Languages
- Lambeth College COVE Construction & Administration Finance and Management

**Business Administration & Finance** is a cross borough partnership developed with Southwark. It includes;

- Dunraven Technology - Mathematics and Computing
- La Retraite - Science
- Lilian Baylis – Technology
- Bishop Thomas Grant – Mathematics and Computing
- Stockwell Park - Business and Enterprise
- Lambeth College - COVE Administration Finance and Management

And Academy at Peckham, Charter Kingsdale, St Michaels, Walworth and Southwark College from Southwark

Our intention is to use the skills of the flexible and highly qualified teaching force in Lambeth’s college and schools who already operate excellent practice around the teaching and learning in vocational qualifications. This group will be the core of staff to develop the diploma programme and will lead the workforce development for all colleagues who will be involved in their Diploma line.

In the Engineering Diploma we are already harnessing the national support programmes to develop our practice and this is being shared with colleagues from other lines of learning.

Each line of learning in Lambeth, as they develop their Diploma plan, is required to audit their (potential) workforce against Diploma requirements, with the use of the LLUK online audit tool as a start to this process.

The Engineering Diploma group has been working on this and has flagged up a range of roles and capabilities which a Diploma team will need to possess to add to the assessment. This includes co-ordination roles, student support, tutorial procedures and IT Management systems. As some of the numbers on proposed diploma lines are large (e.g. C&M), the workforce audit is being managed as a project across the new lines proposed for 2009 roll-out. A project manager (part time) will be available to support this activity for each of the diplomas.

**Specialist School Provision**

All Lambeth schools, some already having a second specialism, and all schools intend to adopt a second specialism when available. Some provision is historic, however more recent provision has been clearly strategically planned and the local authority has been fully involved.

the range of specialist schools within the borough includes a broad range of subjects and the development of the Lambeth Consortium ensures that gets in provision are addressed through collaboration.
Lambeth special schools do not currently have specialist status. As part of the building schools the future programme there will be further discussion with special schools concerning. Special schools with secondary provision are fully engaged with the Lambeth Consortium. Lambeth specialist schools are aware of their responsibility to utilise their specialist status to create whole school improvement and within the consortium will be using their specialisms and areas of expertise as professional centres of excellence to develop their CPD role. Schools will spread best practice and expertise and raise standards within their own school, across their family of schools and across Lambeth.

The relationship between specialisms, 14 to 19 and diploma development, high-quality teaching spaces, and building schools for the future investment is clear.

45. To what extent is the local authority ensuring effective integration of education and other services to support delivery of the Every Child Matters agenda and other relevant corporate priorities?

- Lambeth recognises that its schools have a vital role to play as a community hub, and that this will help achieve the ECM outcomes by improving access to schools in a secure and controlled manner. This will be achieved in a number of ways; for example by the clustering of facilities likely to be used by community groups into defined parts of the building so that the rest of the building can be closed down with the consequential benefit this brings in terms of improving security and reducing running costs. The estates strategy is considering what facilities can be made ‘dual-use’ to serve not only the school, but also the Extended Schools Agenda and the needs of visiting professionals in an appropriate and affordable manner. There is close co-operation between Early Years (Children’s Centre), Youth, Sports and Recreation, the BSF team and other Council Departments to ensure future school accommodation is designed to reflect the delivery needs of extended services and other key strategies such as the Lambeth Integrated Youth Strategy.

- Our BSF programme, with teams elsewhere in Lambeth, will contribute to ECM outcomes as follows:
  1. **Be healthy:** Excellent sports and arts facilities; Improved dining facilities; Extended schools and facilities for multi-disciplinary working.
  2. **Stay safe:** Schools safe by design; Easy supervision; Safe and secure facilities open to the community.
  3. **Enjoy and achieve:** Environments that promote enjoyable learning improved achievement and personal growth; Personalised learning; Arts and sports facilities; Involving parents; Extended school provision for great access and participation.
  4. **Positive contribution:** Improved attendance and better behaviour; Learning spaces to facilitate experimental learning styles; Further a voice for the views of children and young people.
  5. **Economic well-being:** Providing vocational and work based learning; Guidance for 14-19 learning to prepare for work; Facilities for adult education to reduce unemployment.

- We have established strong strategic and operational partnerships with schools, FE colleges, the PCT, Strategic Health Authorities, Police, Probation Service, ADSS, Connexions and the LSC together with voluntary sector organisations.

- The Extended Services Programme and team is being incorporated into new Area Based Service Delivery teams to match the planning areas of the PCT as CYPS moves to a ‘Team Around The Child’ approach to supporting Children, Young People and their Families. The BSF programme and our integrated CYPS will ensure that schools become community hubs through which integrated services can be delivered.

- We are currently working with external partners such as Sport England and Pro-Active Central London on the development of our Sports Strategy. Organisational priorities have been linked to forge a clear and mutually agreeable strategic direction for the sports agenda for schools and the wider community. Fundamentally, we are seeking to work with funding bodies to link investment opportunities and funding streams. We are in the early stages of discussions with the Football Foundation, to explore whether mutually beneficial investment opportunities exist to extend or enhance the sports offer to schools within the Borough, whilst also being suitable for community use. We shall, in partnership with Sport England, be exploring the possibility of using demand and provision data to inform these processes, through the intelligent utilisation of such tools as Active Places and the Active People Survey.

46. How does the local authority plan to champion the needs of all pupils, (including those with SEN)?

- Our estates strategy will carefully consider the accommodation requirements associated with SEN and inclusion, particularly where special units will be co-located in mainstream schools. The estates strategy will also consider the barriers to inclusion presented by the existing buildings and look at ways to remove such barriers.

- Lambeth has a nationally recognised Research and Statistics Unit within CYPS. Much work has been done to look at underperforming groups and what factors affect achievement. To date research has been undertaken on the Impact of Pupil Mobility on Achievement, Raising Achievement of West African Pupils and Raising Achievement of Somali Pupils. Research on the impact of deprivation on under achievement is also planned.
- Phase 2 of the BSF programme will support and complement the Lambeth’s Inclusion Strategy for Education, which aims to provide the highest quality of education and support for all children, young people and their families. For children with SEN, new provision will include:
  - 15-place centre for children with speech and language difficulties
  - 4 x 15-place centres for children with autism
- This will build on the good quality provision currently available in the primary phase and being developed through phase 1 of the BSF project. It will also enable more secondary age children with SEN to be educated within mainstream Lambeth schools.
- In addition, Lansdowne and Turney Special Schools (mixed needs) will be rebuilt/refurbished and consideration given to the development of post 16 provision for children with learning difficulties and/or disabilities who are not ready for a direct transition to college.

47. What is the local authority’s change management strategy for achieving transformation through BSF (including Continuous Professional Development and Workforce Reform)?

Lambeth will be working with schools and other stakeholders to provide strategic support for new methods of management and curriculum delivery. Key to this process are the changing roles of all staff within schools, and particularly the key roles of senior and middle managers in managing change and developing a clear transformation agenda.

Impetus for change in Lambeth is already clear through the 14-19 agenda and other recent initiatives. BSF will provide the framework for cementing these into a coherent ‘Change Strategy’ for the authority in line with the national change agenda. Lambeth is bringing together Workforce Reform and CPD strategies as part of a coordinated approach to support transformation in BSF schools.

Lambeth is beginning work with all schools to identify existing strengths and plan for transformation. BSF is now also a standing item on the termly meeting with all Secondary Headteachers to ensure that education transformation work is being developed in all schools, not just those in the active wave. We are working with schools individually, building on existing good practice, to successfully implement our coordinated change strategy. Leadership reviews in all our secondary schools will assess their strength and readiness for the major changes to come. This may be one day per school - with up to three advisers/consultants conducting interviews, assessing if current vision is shared and whether that is evident in classrooms.

Through Every Child Matters and through the vehicle of our “Team Around the Child” we have a clear remit to develop a workforce that focuses on social inclusion. Through our CPD programme we will ensure that all staff feel fully confident and equipped to deliver to these programmes. This will include ensuring that we align all CPD strategies with a multi agency focus and the development of appropriate training programmes.

Lambeth schools will continue to remodel their workforces through a continuous “school-managed” review of all work-related practices as well as the implementation of the National Agreement and effective change management programmes. The flexibility introduced through remodelling will support BSF and allow Lambeth secondary schools to implement new ways of learning and teaching, in particular, personalised learning. Many Lambeth secondary schools, through collaboration with the LA, have engaged with the NRT change management programmes and the LA has established mechanisms for consulting with schools on the national change management agenda. In addition, the new Performance Management arrangements for teachers and head teachers and Lambeth’s local arrangements of Performance Management and appraisal of all school support staff contribute to the change management programme.

Targets are being set to ensure that BSF meets the needs of children and that its outcomes are managed. These targets, currently the basis for consultation as part of the BSF vision, are to be achieved by 2018.

| Access       | 80% of students completing year 11 will have a place in a Lambeth school or local college. Students will have access to a non-denominational co-educational school in each of the 5 town centres. Vocational opportunities will be increased at all levels. |

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### Achievement

Lambeth students will achieve 1% above the National Average for 5+ A*-C grades. No ethnic group will be significantly behind the national average for achievement. Increasingly diverse provision will be provided for post-16 students (more Level 1 and 2 courses). Key Stage 2-3 Value added will be increased for all students to over 100. Key Stage 2-GCSE Value added will be over 100 in all mainstream secondary schools. 100% of Lambeth schools will be ‘specialist schools’, many with a second specialism. Teacher recruitment and retention will be improved to the London average.

### Inclusion

Numbers of 11-19 NEET will be reduced to a percentage less than neighbouring boroughs. Secondary attendance will be improved to 95% overall (authorised absence less than 5%). Secondary permanent exclusions will be reduced to less than 0.2% per annum. The number of students missing education for over 1 term will be reduced to zero. A virtual school will be established providing secondary education for up to 200 students.

### Community links

100% of Lambeth schools will be extended schools and 30% of those will be full service schools.

48. How will the local authority harness the opportunity of BSF to drive down carbon emissions from schools and promote sustainable behaviours among pupils and their communities?

London Borough of Lambeth will utilise the BSF opportunity to reduce its carbon burden from the schools and improve the sustainability behaviour of its users by undertaking the following:

#### Cross cutting targets

- The aspirational BREEAM target for the project is BREEAM ‘Excellent’ with ‘Very Good’ being mandatory. Other indicators will be: One Planet Living principles’ and the School Design forum’s ‘sustainability doorways’ [www.schooldesignforum.org.uk](http://www.schooldesignforum.org.uk)

#### Carbon and Climate Change

- Engaging in a **carbon** ‘hierarchy’ when approaching design to ensure:
  - consumption demand is reduced first through the use of low carbon design- orientation, fabric, services, user behaviour, influenced
  - supply energy efficiently through connecting where possible to a heat network, or use CHP or heat pumps, and finally to use renewable sources.
- Require contractors to demonstrate where they will ‘improve’ on part L of the building regulations.
- Apply to the DCSF for additional funding to deliver ‘low carbon schools’- namely to be designed to have carbon dioxide emissions of 40% (60% less) of those of the 2002 standards.
- Meeting Lambeth’s Renewables contribution in their planning requirements.

#### Sustainable Materials

- Require the buildings to be built from sustainable, healthy, long life materials (Recycled Content, and Green guide for specification not less than B) for example.

#### Waste

- Aim to be a Zero Net waste project. Where demolition is required during, construction and refurbishment, reduce waste, increase recycling and use a higher proportion of recovered material, adopting benchmarks recommended by the Waste & Resources Action Programme (WRAP), and setting targets for waste recovery, and recycled content.
- Tie in new facilities with Lambeth’s environmental sustainability strategies.
- Meeting Lambeth’s Waste Management Strategy and recovery rates.

#### Water

- The efficient use of water supply and waste water and the consideration of rainwater harvesting or recycling of water.
- Minimisation of water runoff by building in landscaping which interact with the natural environment such as reed beds for water treatment, Sustainable Urban Drainage (SUDS) systems and planting of indigenous species. Minimisation of ecological impact is highly encouraged as is the improvement of land use.
- A target of 2.7 m³/person/annum is regarded as ‘Good Practice’ for schools (without pools).

**Social Sustainability**

- Engage in ‘social’ sustainability issues such as conformity with the Considerate Contractors scheme
- Local sourcing of materials and labour.
- Meet the objectives of the Rethinking Construction Agenda, and of best practice in improving the delivery and performance of the construction industry
- Meeting Lambeth’s Biodiversity Action Plan which identifies priority habitats. Where possible schools projects will improve and increase natural habitats rather than reduce them.
- Encouraging Contractors with good track records in the ‘Social’ area of sustainability- for example who will create local employment and training opportunities,
- User Behaviour: Require the LEP to work with the school users to encourage sustainability practices within the schools (energy efficiency campaigns, whole school approach, Green Flag initiative etc.)

There are likely to be two major impacts due to the effects of emerging extreme weather conditions that will require mitigation:

1. **Temperature rise**: The buildings should be able to withstand a temperature increase of 2 degrees over the next 50 years. This should be achieved by ‘passive’ means (such as thermal mass, shading natural ventilation, use of labyrinths, centralising IT servers) rather than active cooling as active cooling will increase the building’s carbon burden.
2. **Flooding**: The project should mitigate its contribution to flooding in the borough by using Sustainable Urban Drainage techniques and rain water harvesting.

The design of the building should build on lessons learned from the DIES publication ‘Design of Sustainable Schools’ and the Schools Design Forum ‘9 doorways of sustainability’. Some examples of how the building should act as a sustainability show case and learning resource could be the following:

- Best practice sustainable design- adopting the principles explained above 1-18.
- LEP to adopt ‘Whole School Approach’ principles.
- **Energy and water** monitoring to form part of the curriculum- safe clear access to meters will be essential.
- **Waste**- Adopting the principles explained under ‘1.3’ above.
- **Travel** impacts to be mitigated by having safe cycling, walking and public transport routes.
- **Food**- where catering is provided, encouraging nutritional, healthy, freshly prepared food, and partnerships with local organic farms. Vending machines in the schools to be discouraged.
- **Wider community** it will be expected that many of the new facilities will have areas that the community can use- (classes, sports facilities, ICT etc)

The BSF provides an opportunity to improve the teaching of sustainable development.. Several examples are listed below:

- **Improved ICT** and the National Grid For learning: This will enable more connectivity with schools in the rest of the world and potential for global projects on for example climate change.
- **Whole School Approach**- Involving students in the management of energy of water in their school projects- (maths, science, english, physics etc).
- **Sustainability Best practice.** The new facilities will include a certain amount of Renewables. These can be a learning aid if displayed correctly.
- **Learning through landscapes**: It is expected that the schools will have for example Sustainable Urban Drainage Systems (SUDS). These can be a valuable teaching aid.

49. Not applicable
50. Not applicable
51 – 55. **Procurement Strategy**

The London Borough of Lambeth confirms its intention to procure this project using the Local Education Partnership...
(LEP) model.

As the projects will all be Design and Build contracts, with no PFI and an existing ICT contract is already in place, then the following standard BSF contractual terms will be used:

- template ITCD documentation;
- template output specification for Design & Build;
- the Strategic Partnering Agreement;
- the Shareholders’ Agreement;
- the Design & Build contract; and
- VA or other back-to-back agreements (where required).

The London Borough of Lambeth will utilize its experience of using the standard form documents in its Phase 1 projects in order to ensure that it draws up a LEP structure and associated contractual documentation that matches its requirements and aspirations.

The London Borough of Lambeth has consulted with its FE partners, particularly in the area of 14-19 diplomas. The borough is satisfied that there are no current opportunities to consider further joint procurement of new FE facilities beyond that outlined in Section 2.6 of SFC1.

The Borough has also fully consulted the LSC and its FE partners with respect to sixth from provision across the schools in the borough. The projected sixth form pupil numbers (as shown in section 56 below) have been approved by the LSC and SOC.

Current plans are for the Authority to procure Phase 2 through the standard LEP model.

56. Assessment of Existing Asset Base and Pupil Numbers

In assessing the condition, sufficiency and suitability of the secondary estate the London Borough of Lambeth has reviewed historical AMP data and has also considered how these factors would be affected when the future needs of the estate are considered. For example in considering the suitability of the estate we have taken into account the ability of the existing estate to be remodeled and refurbished to provide the teaching spaces required to support the transformation of education at the heart of Lambeth’s BSF programme.

<table>
<thead>
<tr>
<th>Condition</th>
<th>School</th>
<th>Bad</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Score</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop Tenison</td>
<td>Pre-war Blocks</td>
<td>*</td>
<td>50</td>
<td>5</td>
<td>41.78</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post war Blocks</td>
<td>*</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Blocks</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bishop Thomas Grant</td>
<td>Pre-war Blocks</td>
<td>*</td>
<td>25</td>
<td>50</td>
<td>26.53</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post war Blocks</td>
<td>*</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Blocks</td>
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<td>50</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Charles Edward Brooke</td>
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<td>25</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
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<td>*</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Blocks</td>
<td>*</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dunnaven</td>
<td>Pre-war Blocks</td>
<td>*</td>
<td>25</td>
<td>5</td>
<td>14.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post war Blocks</td>
<td>*</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Blocks</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>La Retraite</td>
<td>Pre-war Blocks</td>
<td>*</td>
<td>25</td>
<td>75</td>
<td>42.73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post war Blocks</td>
<td>*</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Modern Blocks</td>
<td>*</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lilian Baylis</td>
<td>Pre-war Blocks</td>
<td>*</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Post war Blocks</td>
<td>*</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

F:\moderngov\data\published\Intranet\C000000229\M00005750\A000003844\07bBSFPart2Appendix2PUBLIC0.doc
The condition assessment considered the physical condition of the buildings in terms of the amount and type of defects present and classified them as follows:

- **Bad** – Significant number or type of defects such that the maintenance regime is unable to do any more than keep the building going. Demolition and replacement of the building may be the best and most cost effective solution.
- **Poor** – A number of defects present, however properly funded repairs could restore the building to point where a proper maintenance regime will keep the building functioning into the future.
- **Satisfactory** – Some defects present, but being controlled by ongoing maintenance works.
- **Good** – Minor level of defects that require minimal maintenance expenditure to control and repair them.
- **Excellent** – No defects present, building likely to have been recently constructed.

### Sufficiency

<table>
<thead>
<tr>
<th>School</th>
<th>BB77 Area</th>
<th>BB98 Area</th>
<th>Total Area</th>
<th>Existing Area</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11-16</td>
<td>Post 16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Archbishop Tenison</td>
<td>0</td>
<td>5,871</td>
<td>1,240</td>
<td>7,111</td>
<td>-1,734</td>
</tr>
<tr>
<td>Bishop Thomas Grant</td>
<td>315</td>
<td>7,880</td>
<td>2,052</td>
<td>10,247</td>
<td>11,102</td>
</tr>
<tr>
<td>Charles Edward Brooke</td>
<td>400</td>
<td>6,876</td>
<td>1,240</td>
<td>8,516</td>
<td>7,907</td>
</tr>
<tr>
<td>Dunraven</td>
<td>210</td>
<td>9,890</td>
<td>2,052</td>
<td>12,152</td>
<td>14,692</td>
</tr>
<tr>
<td>La Retraite</td>
<td>0</td>
<td>6,876</td>
<td>1,646</td>
<td>8,522</td>
<td>7,523</td>
</tr>
<tr>
<td>Lillian Baylis</td>
<td>630</td>
<td>5,871</td>
<td>1,240</td>
<td>7,741</td>
<td>5,400</td>
</tr>
<tr>
<td>London Nautical</td>
<td>0</td>
<td>5,871</td>
<td>1,240</td>
<td>7,111</td>
<td>7,050</td>
</tr>
<tr>
<td>Norwood</td>
<td>315</td>
<td>7,880</td>
<td>1,240</td>
<td>9,435</td>
<td>8,109</td>
</tr>
<tr>
<td>St Martins</td>
<td>0</td>
<td>6,876</td>
<td>1,646</td>
<td>8,522</td>
<td>7,043</td>
</tr>
<tr>
<td>Landsdowne</td>
<td>5,250</td>
<td>0</td>
<td>0</td>
<td>5,250</td>
<td>1,307</td>
</tr>
<tr>
<td>Turney</td>
<td>3,996</td>
<td>0</td>
<td>0</td>
<td>3,996</td>
<td>1,993</td>
</tr>
</tbody>
</table>

The sufficiency assessment considered the overall area of the school and compared it with BB77/98 recommendations on the area required for the proposed student roll. Four ratings have been considered, which in order of priority (highest priority first) are:

- **Very Deficient** – Overall area is more than 10% below BB98 recommendations;
- **Deficient** – Overall area is between 0-10% below BB98 recommendations;
- **Surplus** – Overall area is greater than 10% above BB98 recommendations; and
- **Sufficient** – Overall area is between 0-10% above BB98 recommendations.
Suitability

<table>
<thead>
<tr>
<th>School</th>
<th>Pre-war Blocks</th>
<th>Post war Blocks</th>
<th>Modern Blocks</th>
<th>Bad</th>
<th>Poor</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Score</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop Tenison</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>5</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td>28.85</td>
</tr>
<tr>
<td>Bishop Thomas Grant</td>
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<td></td>
<td></td>
<td>25</td>
<td>5</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td>26.53</td>
</tr>
<tr>
<td>Charles Edward Brooke</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>5</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td>27.35</td>
</tr>
<tr>
<td>Dunraven</td>
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<td>5</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td>14.10</td>
</tr>
<tr>
<td>La Retraite</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>5</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td>30.82</td>
</tr>
<tr>
<td>Lilian Baylis</td>
<td></td>
<td></td>
<td>Modern Blocks</td>
<td>25</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
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<td>75.00</td>
</tr>
<tr>
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<td></td>
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<td>5</td>
<td>*</td>
<td>75</td>
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<td></td>
<td>27.42</td>
</tr>
<tr>
<td>Norwood School</td>
<td></td>
<td></td>
<td>Modern Blocks</td>
<td>25</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25.00</td>
</tr>
<tr>
<td>St Martin in the Fields</td>
<td></td>
<td></td>
<td></td>
<td>25</td>
<td>5</td>
<td>*</td>
<td>75</td>
<td></td>
<td></td>
<td>37.60</td>
</tr>
<tr>
<td>Lansdowne</td>
<td></td>
<td></td>
<td>Modern Blocks</td>
<td>25</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25.00</td>
</tr>
<tr>
<td>Turney</td>
<td></td>
<td></td>
<td>Modern Blocks</td>
<td>25</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25.00</td>
</tr>
</tbody>
</table>

The suitability assessment considered how suitable the school accommodation is for the delivery of education by considering whether the size and number of teaching spaces is sufficient to deliver the curriculum. The ratings used were as follows:

- **Bad** – Accommodation deficient in many curriculum areas;
- **Poor** – Accommodation deficient in one or two curriculum areas only;
- **Satisfactory** – Accommodation meets all current curriculum needs but has limited flexibility to cope with future changes;
- **Good** – Accommodation meets all current curriculum needs with some potential to cope with future changes; and
- **Excellent** – Accommodation meets all current curriculum needs and offers flexibility and adaptability to easily cope with future changes at minimum cost.
Pupil Projections

The estates strategy has been based on the following pupil numbers:

<table>
<thead>
<tr>
<th>School</th>
<th>11-16</th>
<th>Post 16</th>
<th>SEN</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop Tenison</td>
<td>600</td>
<td>100</td>
<td></td>
<td>700</td>
</tr>
<tr>
<td>Bishop Thomas Grant</td>
<td>900</td>
<td>200</td>
<td>15</td>
<td>1,115</td>
</tr>
<tr>
<td>Charles Edward Brooke</td>
<td>750</td>
<td>100</td>
<td>40</td>
<td>890</td>
</tr>
<tr>
<td>Dunnaven</td>
<td>1,200</td>
<td>200</td>
<td>15</td>
<td>1,415</td>
</tr>
<tr>
<td>La Retraite</td>
<td>750</td>
<td>107</td>
<td></td>
<td>857</td>
</tr>
<tr>
<td>Lillian Baylis(^3)</td>
<td>100</td>
<td>30(^4)</td>
<td></td>
<td>130</td>
</tr>
<tr>
<td>London Nautical</td>
<td>600</td>
<td>107</td>
<td></td>
<td>707</td>
</tr>
<tr>
<td>Norwood</td>
<td>900</td>
<td>100</td>
<td>15</td>
<td>1,015</td>
</tr>
<tr>
<td>St Martins</td>
<td>750</td>
<td>150</td>
<td></td>
<td>900</td>
</tr>
<tr>
<td>Third Academy</td>
<td>900</td>
<td>200</td>
<td></td>
<td>1,100</td>
</tr>
<tr>
<td>Landsdowne</td>
<td>0</td>
<td>0</td>
<td>170</td>
<td>170</td>
</tr>
<tr>
<td>Turney</td>
<td>0</td>
<td>0</td>
<td>158</td>
<td>158</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>7,350</td>
<td>1,364</td>
<td>443</td>
<td>9,157</td>
</tr>
</tbody>
</table>

57. Prioritisation of BSF investment

Prioritisation of Schools into sequential phases

**Background**

One of the important decisions to be taken prior to submission of Strategy for Change Part 2 is the sequence in which the work is to be carried out, i.e., prioritising the different schools involved. With 11 or 12 schools in total in the programme it will need to be carried out in several stages, or tranches, each of which will be worked up into a separate Outline Business Case (OBC). Ideally there are three or four schools in a tranche so there should be three for our programme. Two of the first tranche, which should be as representative as possible of the whole estate, will be selected as sample schemes, for which bidders will work up detailed proposals as part of their tender submissions. Lillian Baylis will be handled separately due to the existing PFI scheme.

Many of the parameters are prescribed by Partnerships for Schools (PfS) but the Authority has some flexibility on their relative weightings, and may take certain other matters into account, but all is subject to approval by PfS and DCSF when they consider the Strategy for Change Part 2 submission.

**Methodology**

The table below sets out the PfS factors and the suggested weighting for each factor.

<table>
<thead>
<tr>
<th>TABLE A Factor</th>
<th>Weighting</th>
<th>Sub-factor</th>
<th>Sub-factor weighting</th>
<th>Overall weight of sub-factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building need</td>
<td>60%</td>
<td>Sufficiency</td>
<td>20%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suitability</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Condition</td>
<td>40%</td>
<td>24%</td>
</tr>
<tr>
<td>Educational need</td>
<td>40%</td>
<td>Socio-economic need</td>
<td>40%</td>
<td>16%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contextual Value Added</td>
<td>30%</td>
<td>12%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attainment need</td>
<td>30%</td>
<td>12%</td>
</tr>
</tbody>
</table>

\(^2\) Neptune Refugee Unit

\(^3\) Additional facilities to be delivered via variation to existing PFI contract

\(^4\) Two facilities to be provided, one 15 place Autistic unit and one 15 place physical and complex needs unit

\(^5\) 140 11-16 places and 30 post 16 places

\(^6\) 10 nursery places, 40 primary places and 108 11-16 places
The most controversial of these factors is the attainment need figure which is based on average GCSE results (% 5A*-C) over the last 3 years (excluding English and Maths) where the need is highest if the results are lowest, which successful schools see as rewarding poor performance. Nevertheless this is how PFS expect it, and as the programme is principally about transforming education (and therefore results) it is actually reasonable to say those with the worst results have the greatest need. In addition the Contextual Value Added scores have also been used to obtain a more rounded view of attainment and achievement.

In addition to the recommended PFS factors consideration has also been made of the following factors in determining prioritisation:

- important local educational priorities such as the need to increase SEN provision;
- priorities for expanding school places; and
- schools readiness to deliver educational transformation as set out in the School’s Strategy for Change.

The above factors were accounted for by adjusting the weighted scores on a school by school basis depending on whether they were having a co-located SEN unit and/or expanding their form entry. Their readiness to deliver educational transformation was also considered in a similar manner.

These weightings were only applied to the mainstream schools as the prioritisation of SEN schools takes into account the need to address SEN provision in mainstream schools first, recognising the SEN investment that has already taken place as part of the Phase 1 works.

Assessments based on these and other weightings have shown that the results are not sensitive to the weightings, unless extreme figures are chosen and even then the changes are relatively small and whilst they might change the priority order of the schools they rarely affect the tranche the schools will be in.

**Other Factors Considered**

While the main factors to be considered are prescribed by PFS there is some flexibility at the discretion of the Authority. Further factors which might be considered are:

- issues of practicality, including decant requirements;
- constraints such as land acquisition which are likely to apply to the third Academy; and
- issues of geography to ensure that projects are spread around the borough to minimise blight in one particular area.

Issues of practicality are considered as part of the scoping of the works and it was not felt necessary to factor decanting into prioritisation assessments. Land acquisition is not applicable to any of the mainstream BSF schemes and so was not considered. Issues of geography were considered but were not believed to be significant enough to change the suggested prioritisation as the suggested tranches will deliver at least one project in each of Lambeth’s three Team Around the Child areas.

**Results**

<table>
<thead>
<tr>
<th>School</th>
<th>Building Need</th>
<th>Education Need</th>
<th>Weighted Score</th>
<th>Order</th>
<th>Tranche</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop Tenison</td>
<td>33.25</td>
<td>35.45</td>
<td>34.13</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Bishop Thomas Grant</td>
<td>41.23</td>
<td>40.26</td>
<td>40.84</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Charles Edward Brooke</td>
<td>22.73</td>
<td>51.84</td>
<td>34.38</td>
<td>4*</td>
<td>2</td>
</tr>
<tr>
<td>Dunraven</td>
<td>26.28</td>
<td>34.63</td>
<td>29.62</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>La Retraite</td>
<td>39.42</td>
<td>46.36</td>
<td>42.20</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>Lilian Baylis</td>
<td>75.00</td>
<td>19.56</td>
<td>52.82</td>
<td>8</td>
<td>PFI</td>
</tr>
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<td>London Nautical</td>
<td>45.14</td>
<td>68.57</td>
<td>54.51</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Norwood School</td>
<td>35.00</td>
<td>15.30</td>
<td>27.12</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>St Martin in the Fields</td>
<td>37.60</td>
<td>47.23</td>
<td>41.45</td>
<td>6</td>
<td>2</td>
</tr>
</tbody>
</table>

* Although the prioritisation process has identified Charles Edward Brooke as being a Tranche 1 school, the school has a new Headteacher and is reviewing how to achieve educational transformation in the best manner. It is therefore recommended that it be put back into Tranche 2 to enable these issues to be fully resolved.
Lambeth Strategy for Change Part 2

- Lilian Baylis to be delivered as a variation to the existing PFI contract.
- Lansdowne and Turney special schools will be delivered in Tranches 2 and 3 respectively.
- 3rd Academy to be delivered in the first available tranche, likely to be Tranche 3.

Tranche 1, Tranche 2, Tranche 3

- Tranche 1 – Archbishop Tenison, Bishop Thomas Grant, Dunraven, and Norwood.
- Tranche 2 – Charles Edward Brooke, La Retraite, St Martin in the Fields and Lansdowne
- Tranche 3 – London Nautical and Turney

As the two schools with the greatest need and as they provide a representative sample of much of the Phase 2 school estate it is proposed that Dunraven and Norwood be the projects sample schools.

Avoiding Blight

Sustaining School Reputations

All secondary schools in Lambeth will be included in the transformation of secondary provision, either within BSF or as an academy. This whole borough approach emphasises the commitment of the Council to build on the overall improvements in secondary provision over the last few years. The reputation of the schools will be sustained firstly by a continued emphasis on the quality of teaching and learning in the schools. Secondly, a communication strategy for keeping students, parents, staff, governors and the general public informed about the BSF programme is being developed. This will include a borough-wide approach as well as a school-by-school approach. A key factor will be the stability amongst the senior leadership of the school during this period of change.

Sustaining Education Delivery

The importance of minimising disruption for students, parents and staff in all secondary schools during this period of change will be given high priority throughout the BSF process. Arrangements for decanting students to alternative accommodation within the school or to other accommodation will be worked out in full consultation with students, staff, parents and governors. All schools will be provided targeted curriculum support to minimise the impact on the teaching and learning, on a phased basis, during the transition period. A transition plan for each school will be developed in liaison with each school. This will include a thorough analysis of the risks to education delivery as well as a plan to minimise the risks. The wide range of targeted support provided will continue and will take full account of the phased BSF process. The usual key indicators of education, delivery (e.g. quality of teaching and learning, attainment, attendance and exclusions) will be monitored carefully throughout the BSF process so that appropriate action can be taken as appropriate. In addition, the transformation of secondary schools will provide a unique learning opportunity for students and staff in schools will be encouraged to involve students, as appropriate, in this process of change and development. Recent experience in Islington indicates that, with careful planning, it is possible to minimise disruption to education and sustain education delivery during such a period of change.

It should also not be forgotten that the Phase 2 and 3 schools will also benefit from the facilities and opportunities provided by the completion of the Phase 1 schools.

Sustaining School Buildings

Based on condition surveys from 2003 it is estimated that £26.5m would need to be spent on maintaining the various schools and facilities should BSF redevelopment works not take place. In addition budget requests may be submitted to complete more extensive works to prevent school closures, should the conditions of buildings deteriorate to such an extent that waiting for the BSF programme is not an option. Through Lambeth’s asset management planning process, we will endeavour to reduce the capital expenditure required on schools prior to BSF investment. However, it is vital that schools remain fit for purpose and the need for expenditure will be reviewed regularly.

F:\moderngov\data\published\Intranet\C000000229\A00005750\A000003844\C7tBSFPart2Appendix2PUBLIC00.doc
58. Estate Options
The tables below set out the various options considered for each school on a block by block basis. This optineering took into account the condition, suitability and sufficiency of each block in the context of its ability to meet the needs of Lambeth’s Strategy for Change. This process has also taken account of the need to scope the works so that they are in line with the available funding and are deliverable in line with the indicative programme.

Options considered are indicated with a √ mark, options rejected are indicated with a x mark. The preferred options are highlighted yellow.

There may be some variation of scope within blocks – for example any areas that have received upgrades in the recent past may receive less work; conversely other areas may receive slightly more work. The scope therefore represents the ‘average’ description for each block under consideration.

SCOPE OF WORKS DEFINITIONS

Minor Refurbishment
Where schools have had new accommodation constructed in the last 5 or so years and they are in good condition then they should only require relatively minor amounts of work to enable them to be incorporated within any wider redevelopment plans.

Medium Refurbishment
Retained school buildings will be refurbished as required with the following works being undertaken:

1. Meet existing condition needs as recorded in the Asset Management Plan in so far as the existing structure can be repaired and refurbished.

2. Externally:
   - Refurbish the existing structure to ensure the enclosure is fully weatherproofed

3. Internally:
   - Limited upgrade of existing mechanical and electrical installations
   - Provision of new ICT infrastructure to meet the projects ICT strategy requirements
   - Replacement of sanitary equipment in all toilet areas
   - Replacement of kitchen equipment to ensure fitness for purpose
   - Internal redecoration to all surfaces

Where buildings are refurbished / remodelled then this may result in an ‘over-provision’ of retained accommodation due to existing facilities being larger in area than current guidelines allow for.

Major Refurbishment
Retained school buildings will be refurbished and remodelled as required with the following works being undertaken:

1. Meet existing condition and suitability needs as recorded in the Asset Management Plan in so far as the existing structure can be repaired and refurbished.

2. Externally:
   - Provide new and/or refurbish the existing structure to ensure the enclosure is fully weatherproofed
   - Where possible, address the requirements of BB93 in terms of acoustic insulation and attenuation

3. Internally:
   - Rewire to ensure power installations meet current regulations
   - Provision of new ICT infrastructure to meet the projects ICT strategy requirements
   - Renewal of Mechanical plant to deliver heating and cooling requirements in line with current building regulations
   - Replacement of lighting to achieve required lux levels
• Remodelling of classroom areas (in so far as possible) to achieve requirements of BB98
• Replacement of sanitary equipment in all toilet areas
• Replacement of kitchen equipment to ensure fitness for purpose
• Internal redecoration to all surfaces

Where buildings are refurbished / remodelled then this may result in an ‘over-provision’ of retained accommodation due to existing facilities being larger in area than current guidelines allow for.

New Build

This option provides for either;

- The demolition and rebuilding of buildings; and/or
- The provision of new accommodation to meet minimum accommodation recommendations.

**PROPOSED WORKS AND OPTIONS CONSIDERED FOR EACH SITE**

**TRANCHE 1**

**Archbishop Tenison**

Proposed Works

- Demolition of the existing Technology, Hinton and 6th Form Blocks and there replacement with a single new block linked to the retained main block
- Medium level refurbishment of the main block
- Removal of existing Portakabins
- New landscaping to suit revised site layout

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>DT Block</th>
<th>Hinton Block</th>
<th>6th Form Block</th>
<th>Portakabins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>New Build Replacement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Bishop Thomas Grant**

Proposed Works

- Demolition of existing technology block and replacement with a new entrance and 6th from centre
- Refurbishment of existing over provided gyms to provide new technology spaces
- Medium refurbishment of all other spaces to address existing faculty issues
- New landscaping to suit revised site layout

<table>
<thead>
<tr>
<th>Block</th>
<th>A</th>
<th>A (exten)</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
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<td>✓</td>
<td>✓</td>
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<tr>
<td>Major Refurbishment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>New Build Replacement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Dunraven

Proposed Works

- Mixed redevelopment to suit condition and suitability of the existing buildings
- Masterplan to resolve existing layout issues on site and to maximise the potential for future redevelopment if required
- New landscaping to suit revised site layout

Lower Site

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>Gym</th>
<th>Porta-kabins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
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<td>x</td>
</tr>
<tr>
<td>Medium Refurbishment</td>
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<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Major Refurbishment</td>
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<td>✓</td>
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<td>✓</td>
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</table>

Upper Site

<table>
<thead>
<tr>
<th>Block</th>
<th>Admin Block</th>
<th>Drama / Dining</th>
<th>Education Block</th>
<th>Gym</th>
<th>Library</th>
<th>Premises Officer</th>
<th>Walkways</th>
<th>6th Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>✓</td>
</tr>
<tr>
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<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Medium Refurbishment</td>
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<td>✓</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Major Refurbishment</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>New Build Replacement</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
</tbody>
</table>

Norwood

Proposed Works

- Medium refurbishment of existing blocks to rationalise layouts and improve existing faculty issues
- New landscaping to suit revised site layout

<table>
<thead>
<tr>
<th>Block</th>
<th>South Block</th>
<th>North Block</th>
<th>Gym Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
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<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Minor Refurbishment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Medium Refurbishment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Major Refurbishment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>New Build Replacement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
TRANCHE 2

Charles Edward Brooke

Proposed Works

- Major refurbishment of the listed structures on the lower site
- Clearance of the non-listed elements of the lower site and replacement with an appropriate level of new build
- Clearance and redevelopment of the upper site
- Works to be designed to improve current split site issues by developing each site to suit two main key stages
- New landscaping to suit revised site layout

Lower Site

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>Art Block</th>
<th>Rosla Block</th>
<th>DT Block</th>
<th>Portakabins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
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<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Medium Refurbishment</td>
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<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Major Refurbishment</td>
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<td>✓</td>
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<tr>
<td>New Build Replacement</td>
<td>x</td>
<td>x</td>
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<td>✓</td>
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</table>

Upper Site

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Building</th>
<th>DT Block</th>
<th>Temporaries</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>Minor Refurbishment</td>
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<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Medium Refurbishment</td>
<td>x</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>Major Refurbishment</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
<td>New Build Replacement</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

La Retraite

Proposed Works

- Minor refurbishment of recently constructed facilities
- Medium refurbishment of all other teaching spaces to rationalise layouts and improve existing faculty issues
- New build sports hall to replace gym
- Demolition of existing link block to form new entrance for the school
- New landscaping to suit revised site layout

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>Arnold Centre</th>
<th>Old 6th Form</th>
<th>Burlington House</th>
<th>Link Block</th>
<th>Springfield House</th>
<th>W Block</th>
<th>Gym</th>
<th>Science 1 and 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
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<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td>✓</td>
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<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
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</tr>
<tr>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Major Refurbishment</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>New Build Replacement</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
St Martins

Proposed Works

- Mixed redevelopment to suit condition and suitability of the existing buildings
- New build dining and hall space to replace existing dining space
- Masterplan to resolve existing layout issues on site and to maximise the potential for future redevelopment if required
- New landscaping to suit revised site layout

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>Hall</th>
<th>Entrance</th>
<th>Chapel</th>
<th>Music</th>
<th>DT</th>
<th>Temporary</th>
<th>Sports &amp; 6th Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>Minor Refurbishment</td>
<td>✓</td>
<td>x</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
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<tr>
<td>Medium Refurbishment</td>
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<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Major Refurbishment</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>x</td>
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</tr>
<tr>
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</tbody>
</table>

TRANCHE 3

London Nautical

Proposed Works

- Major refurbishment of existing buildings in line with existing school masterplan
- New landscaping to suit revised site layout

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>Main Block Extension</th>
<th>Gym / Music Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
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<td>x</td>
<td>✓</td>
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<tr>
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<tr>
<td>Major Refurbishment</td>
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</tr>
<tr>
<td>New Build Replacement</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Lansdowne

Proposed Works

- New build proposal to replace existing deficient accommodation to be built alongside existing accommodation

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>Portakabin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Minor Refurbishment</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Medium Refurbishment</td>
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</tr>
<tr>
<td>Major Refurbishment</td>
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<td>x</td>
</tr>
<tr>
<td>New Build Replacement</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
Turney

Proposed Works

- Medium refurbishment of existing buildings, combined with new build accommodation to bring the amount of accommodation up to the required levels.

<table>
<thead>
<tr>
<th>Block</th>
<th>Main Block</th>
<th>Porta-kabins</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do Nothing</td>
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<td>x</td>
</tr>
<tr>
<td>Minor Refurbishment</td>
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</tr>
<tr>
<td>Medium Refurbishment</td>
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</tr>
<tr>
<td>New Build Replacement</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

3rd Academy

Proposed Works

- New build Academy on new site

OTHER WORKS

Lilian Baylis

Proposed Works

- New build 6th Form and SEN units as variation to existing PFI contract.

Lambeth have considered the need for disposals and/or site acquisitions and concluded that with the exception of the third Academy, the estates strategy does not require any disposals or acquisitions. Similarly other than the third academy no new schools are planned and no mergers or amalgamations are required.

59. Annexes

Annex 59 part 2 – drawings have been supplied are attached as a separate document. There may be more drawings required by final submission of SFIC Part 2. These drawings are indicative and represent one possible affordable option under discussion, which may be subject to further planning considerations.

60. ICT Managed Service

Lambeth has a strong position in terms of developing ICT as an enabler of transformational change:

- It has a mature managed service running in 75% of secondaries;
- The 25% of schools managing their own ICT are all under new leadership and regret the decision not to participate;
- We have a well established e-Learning Foundation;
- We have a strong and well respected partner in our service provider, RM plc;
- Relationships with school management teams around strategic ICT are excellent; the teams are open to innovative ideas and to a strategic authority wide programme; and
- We have a communications infrastructure through the managed service that promotes engagement and innovation.

Reviewing the ICT context

It is universally acknowledged that technology, both in terms of provision and practice, is a fast changing arena.

Current ICT practice is predicated on classroom based learning, that is to say significant resources have gone in to the provision of digital projection in all classrooms, extensive hardwiring and desktop PC provision.
The architecture to support a more personalised approach to learning, with a move towards self-paced learning would be built around technologies such as:

- Wireless roaming networks;
- Personal lightweight portable devices (tablets or laptops);
- Connectivity to the home;
- Customised personal online learning environments;
- Wide Area Network connecting into national learning grid;
- Integration between Management Information Systems (MIS)7 and learning/assessment applications; and
- Swipe card and other PIN technologies.

Developments in out ICT provision mean that:

- The Lambeth online environment (LCLP Portal Plus) is now a lot easier to use, lead schools are adopting it enthusiastically, and management information is already being integrated successfully;
- The government has launched the first home access grants (Computers for Pupils);
- The latest individual devices promise full laptop functionality along with 5-hour battery life and easy portability at less than £200;
- The Lambeth e-Learning Foundation has launched a project to offer universal home access for all 14 – 16 year old school students; and
- Research at Archbishop Tenison School indicates that parents will cover the cost of connectivity if the device and management costs are covered elsewhere – e.g. government grant (UHA), BSF, charitable sources etc.

We plan to use all available sustainable funding streams to deliver a truly ubiquitous ICT infrastructure (the fifth utility) and work with schools to use this infrastructure to allow:

- Support for more personalised learning through access to ICT personal learning platform anywhere in the school – displayed on a portable device as a minimum;
- Support for 14-19 by ensuring access to the same learning platform for any student visiting any host school within the programme;
- Support for family learning by offering the learning platform in any student home from Y9 upwards (in time this could extend down to Y7);
- Support for business transformation by allowing schools to communicate and transact with every family over the Internet; and
- Support for the “Team Around the Child” approach to service delivery by allowing access (eventually write as well as read) to pupil data to trusted professionals

In addition, through our e-Learning Foundation programme, we are testing whether we can leverage significant gains in both learning and positive engagement in return for offering universal home access. Initial research suggests that there is support from both young people and their families for this. Our goals include challenging students to achieve a grade higher in their English GCSE than that predicted by their teacher.

**Delivery Strategy**

We intend to:

- Seek the agreement of the schools for this strategy with a major conference and consultation in February. Obtain any necessary council approvals.
- Negotiate one variation with the MSP to bring La Retraite, Norwood, Archbishop Tenison and Turney schools into the BSF service from September 2008 and a service for Lilian Baylis SEN pupils.
- Negotiate a second variation to bring remaining Phase 2 schools in to the BSF service as their schools are refurbished. Where possible the school’s refresh should be synchronised or integrated with this.

The £846k home access hardware fund allows every school to provide a device for three successive Y9 cohorts. However, by integrating the planning of home access with the refresh of LCLP or the rollout of the BSF ICT service this fund will go significantly further and can help the school move from a school-based to an “anytime, anywhere” learning model.

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7 Such as SIMS™ as provided by Capita plc and used in all bar one Lambeth secondary settings
The Lambeth e-Learning Foundation would be engaged, as an incorporated charity, to develop sustainable funding streams to support connectivity and, if possible, other costs of the home access strategy.

64. Consultation

The BSF Communications and Consultations Strategy sets out the process and timetable for consultation. As part of the initial planning process for Phase 1, a substantial consultation exercise with secondary education stakeholders was commissioned in 2005. The results from this major engagement activity helped shape the CYPS secondary Education Vision. Lambeth is committed to a continual process of dialogue with all stakeholders, in particular with schools, and is working with schools on a comprehensive change management programme to ensure that the innovative changes identified in the Strategy for Change are realised and embedded in a transformational educational model. Phase 2 consultations will be undertaken in line with the BSF consultation strategy taking on board any lessons learned from phase 1. Lambeth is continuing to work with schools to ensure that communications are clear and expectations are managed in both Waves of the BSF programme.

Existing Consultation

- We held a day-long School Strategy for Change workshop for SEN schools in September, and discussed the preparation of the necessary documents.
- Our BSF Education Conference was held on 8th October 2007. We discussed with schools the Wave 5 process; prioritisation of the estates strategy, how ICT supports and enables transformation, and the latest Pupil Place Planning figures, were discussed at a strategic level.
- Regular consultation and development meetings take place, and will continue throughout the BSF programme, with head teachers, school governors, school communities (including pupils and parents), the LSC, community representatives, Diocesan Boards, Trades Unions, local education providers (including HE and FE), Lambeth Youth Council, NHS PCT and the Police Authority.
- Regular meetings, publications and updates are provided to all stakeholders both informing and gaining feedback.
- We publish a newsletter every two months.
- We are undertaking soft market testing with potential bidders.

Planned Consultation

- We shall continue to support and visit all schools to review and develop their School Strategy for Change. These were originally developed in 2006 as the Individual School Visions.
- We shall continually involve the schools in the development of the Phase 2 documentation.
- In addition to the set requirements of the School Strategy for Change, we are working with all schools in Wave 5 to develop the ‘A Day in the Life of...’ paper. This will help to articulate the transformation vision (for 2015 and beyond) of students, teachers, support staff and others.

65. Managing the Process

LEP

It is proposed that Phase 2 will be delivered via a LEP. The Project Team is undertaking soft market testing of the LEP and is currently arranging meetings with potential bidders to discuss the project. Lambeth will ask bidders to price for facilities management in the hope that schools will take up the arrangements proposed. It is envisages that the LEP will be open so that regeneration projects could be procured through it.

Member Leadership

The BSF programme in Lambeth has enjoyed all-party support throughout its life and the administration is committed and determined to implement the investment as quickly as possible. The Leader of the Council, Cllr Steve Reed, who was previously Lead Member for Education, takes a close interest and is heavily committed to the programme. The Lead Member for Children and Young People’s Services and the BSF programme is Cllr Sally Prentice. Cllr Prentice has been deeply involved in BSF and the consultation process from the very beginning. The Lead Member, and the Leader of the Council, are both fully committed to delivering the programme. Key Lambeth Cabinet Members meet with the BSF team on a fortnightly basis.

Members of the Council are committed to delivering effective community leadership, democratic renewal and continuous improvements in service delivery. They will also provide visible, accountable leadership, demonstrate clear decision
making processes and increase public involvement. Lambeth will continue to develop the already strong member leadership through training and meetings with Advisory Bodies such as the 4ps and PIS.

Project Board

The BSF Project Board meets monthly and is constituted of senior Lambeth officials as well as a PIS representative. Its full members are:

- Derrick Anderson, Chief Executive, London Borough of Lambeth (LBL)
- Phyllis Dunipace, Executive Director of Children and Young People's Services, LBL, Project Sponsor
- Mark Hynes, Director of Legal and Democratic Services, LBL
- Mike Suarez, Executive Director of Finance, LBL
- Chris Lee, Executive Director Housing and Regeneration
- Harry Scarff, PIS

It also includes representatives from key external organisations who provide important advice and feedback. The other attendees are:

- Martin Lipson, 4ps
- Tamasin Dale, BSF Project Adviser, DfES
- Michael Buchanan, Education Adviser, Partnership for Schools (PIS)
- Mike Pocock, BSF Programme Director, LBL

The membership of this board not only demonstrates Lambeth’s commitment at the highest level, but also provides transparency and accountability to our external partners.

Project Team

Senior Lambeth officers leading the programme are:

- **Chief Executive**: Derrick Anderson, chairs the Project Board and ensures that the resources of the Council as a whole are applied to the programme, due to its high priority.
- **Project Sponsor**: Phyllis Dunipace, Executive Director of Children and Young People's Services. Phyllis is the senior officer accountable to the Project Board and Cabinet for delivery of the programme objectives and has held this position since the project's inception
- **Programme Director**: Mike Pocock, leads the team responsible for delivery of the BSF programme, and oversees programme progress. Mike's previous experience was in the private sector working for major contractors at director level, specialising in PFI and partnership projects, including the NHS LIFT programme which has many similarities to BSF.

The project management structure in Lambeth is aligned with the 4ps guidance on project governance and management structure published in June 2006.

Lambeth’s team has grown significantly and now has 14 in house officers working full time on the BSF programme led by senior officers covering educational improvement, programme management and consultation, reporting to the programme director. The team has a mix of public and private sector experience in order to maximise the prospects of success. The BSF team will remain flexible so that it can evolve as scheme changes from procurement through to construction and delivery. The core project management team draws on skills and knowledge from other departments as and when required. They are closely linked to the School Improvement Team and there are regular meetings with the Education Board, chaired by the Divisional Director for Schools, attended by key education professionals and the Assistant Directors for standards and inclusion, and the Divisional Director for Change Management to ensure appropriate commitment and co-ordination. Lessons learnt from the early stages and the first phase have led to closer involvement from other departments for the Wave 5 programme.

Lambeth currently have two teams operating in parallel to deliver BSF, a Phase 1 and a Phase 2 team. The Phase 2 team is now in place, alongside the Phase 1 team, and is already working to implement Phase 2. There is also a core team of staff providing support to the overall BSF programme. They are supported by a team of external consultants who have been employed to carry out various project management roles within the team and also to conduct a coordinated transfer of skills and expertise. An exit strategy is in place for the current external project and programme managers, Phase 2 of the programme will be delivered by Lambeth staff. This will ensure that skills are transferred to
other Lambeth projects following the completion of BSF. Lambeth is committed to delivering Phase 2 in Wave 5 to ensure close continuity with Phase 1.

Lambeth has advisors engaged who have been working on the Wave 2 programme since July 2005. This has allowed Lambeth to identify required support, both internal and external, and to plan for any further necessary support arrangements. Lambeth has detailed resource plans and corresponding funding arrangements in place to support the current and ongoing engagement for Waves 5. External Advisors are as follows:

- Project Management: In house supported by Atkins (there is an exit strategy in place for Atkins).
- Technical: Atkins
- Legal: The Projects Partnership
- Financial: PWC

Lambeth has seconded the assistant director of education, John Wotherspoon, to the Phase 2 BSF team to provide expert advice and ensure that the BSF programme aligns with Lambeth’s wider strategic aims. There is also dedicated ICT expertise within the team to provide specialist input for this area.

Project Partnership Law have been appointed under the Council’s standard terms and conditions for the duration of BSF programme. Lambeth also has an internal lawyer which supports the project.