



Barnet Education Services Partner Procurement

Final Tender

October 2015

London Borough of Barnet

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Commissioning Group,
London Borough of Barnet,
North London Business Park,
Oakleigh Road South,
London N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
A	12/10/15	M Pullen	A Guest	K Hackwell	Proposal

Information class: Standard

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Introduction

Mott MacDonald Limited, trading as Cambridge Education, is delighted to submit this compliant Final Tender in response to the tender documentation issued by the London Borough of Barnet.

This submission is based upon the documents and clarifications issued within the Data Room by 18:00 Wednesday 7th October 2015.

Contact Details

Bidder (company) Name: Mott MacDonald Limited trading as Cambridge Education

Authorised Representative: Andrew Guest

Contact name (if different from above): Maximillian Pullen

Contact telephone No: 0207 651 0093 / 07854 237 826

Email address: max.pullen@mottmac.com

A. Compliance

1. Form of Covering Letter

12th October 2015

Deborah Hinde
Project Lead – Education Services Partner Procurement
London Borough of Barnet
North London Business Park
Oakleigh Road South
London N11 1NP

Dear Miss Hinde,

Having examined the ISFT and other documents issued and made available to us in the Data Room and having satisfied ourselves as to all other matters relevant thereto, we confirm our Final Tender to provide the Services set out in the ISFT.

We enclose our Final Tender, and confirm that these comprise all of the documents required to be submitted in accordance with the matters set out in the ISFT.

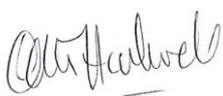
We confirm that, subject to the following paragraph, all competitive dialogue remains "subject to contract" and that the Council's selection of us at any stage as Preferred Bidder will not constitute a binding agreement or contract between us until a formal written agreement or agreements have been executed.

In the event of our selection as a Preferred Bidder, we agree to complete all necessary steps and execute all documentation that is agreed as part of the fine-tuning or following submission of our offer.

We confirm that we agree with the Council in legally binding terms to comply with the provisions relating to confidentiality set out in the ISFT.

We confirm that in submitting our Final Tender, we have satisfied ourselves as to the accuracy and completeness of the information we require in order to do so (including that contained in the ISFT).

Yours sincerely



Kate Hackwell

Divisional Director, Cambridge Education

2. Anti-Collusion Certificate

The essence of the public procurement process is that the Council shall receive *bona fide* competitive tenders from all Bidders. In recognition of this principle we hereby certify that this is a *bona fide* Detailed Solution, intended to be competitive, and that we have not fixed or adjusted the amount of the Detailed Solution or the rates or prices quoted by or under or in accordance with any agreement or arrangement with any other Bidder (other than a member of our own bid team). We have not and insofar as we are aware neither has any person that is part of our bid team:

1. Entered into any agreement with any other person with the aim of preventing solutions being made or as to the fixing or adjusting of the amount of any solution or the conditions on which any solution is made; or
2. Informed any other person, other than the person calling for this Detailed Solution, of the amount or the approximate amount of the Detailed Solution or any rates or prices within it, except where the disclosure, in confidence, of the amount of the Detailed Solution was necessary to obtain quotations necessary for the preparation of the Detailed Solution for insurance, for performance bonds and/or contract guarantee bonds or for professional advice required for the preparation of the Detailed Solution; or
3. Caused or induced any person to enter into such an agreement as is mentioned in paragraph (1) and (2) above or to inform us of the amount or the approximate amount of any rival Detailed Solution for the Project; or
4. Committed any offence under the Prevention of Corruption Acts 1889 to 1916 nor under Section 117 of the Local Government Act 1972 or under the Bribery Act 2010; or
5. Offered or agreed to pay or give any sum of money, inducement or valuable consideration directly or indirectly to any person for doing or having done or causing or having caused to be done in relation to any other Detailed Solution or proposed Detailed Solution for the Services any act or omission; or
6. Canvassed any other persons referred to in Paragraph (1) above in connection with Project; or
7. Contacted any officer of the Council about any aspect of Project including (but without limitation) for the purposes of discussing the possible transfer to the employment of the Bidder of such officer for the purpose of the Project or for soliciting information in connection with the Project.

We also undertake that we shall not procure the doing of any of the acts mentioned in paragraphs (1) to (7) above.

In this certificate, the word "person" includes any person, body or association, corporate or incorporate and "agreement" includes any arrangement whether formal or informal and whether legally binding or not.

Signed: 

Printed name: KATE HACKWELL

For and on behalf of: MOTT MACDONALD LIMITED TRADING AS CAMBRIDGE EDUCATION

Date: 12/10/15

3. Confidential and Commercially Sensitive Information

In accordance with section 4.7 of Volume 1 in the ISFT, we hereby identify those aspects of our Final Tender which we consider confidential or commercially sensitive, as well as the period of time for which we consider the relevant aspect of the information to be confidential or commercially sensitive, the justification for the information being confidential or commercially sensitive and the likely consequences to us of the relevant information being disclosed.

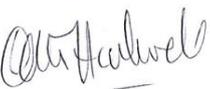
Aspect of Final Tender considered to be confidential or commercially sensitive	Is the information confidential or commercially sensitive or both?	Period of time for which that aspect will be confidential or commercially sensitive	Justification for information being confidential or commercially sensitive	Likely consequences of relevant information being disclosed
Sections of B1	Commercially sensitive	2 years	Cambridge Education IPR	Loss in commercial competitiveness
B2	Commercially sensitive	2 years	IPR This section sets out the methods utilised by Cambridge Education	Loss in commercial competitiveness
Sections of C3	Commercially sensitive	2 years	Cambridge Education IPR	Loss in commercial competitiveness
Sections of C4	Both	2 years	This section sets out the payment terms and financial approach to service delivery	Negative press, loss in commercial competitiveness, loss of service delivery, unmotivated staff, contract end
Schedule 7.1 to Services Agreement	Commercially sensitive	2 years	This section sets out the payment terms	Loss in commercial competitiveness
D1	Commercially sensitive	2 years	This section sets out our unique commercial approach to the savings profile	Negative press, loss in commercial competitiveness, loss of service delivery, unmotivated staff, contract end
F1	Both	2 years	This section outlines innovative alternative proposals, which are part of our commercial offer	Negative press, loss in commercial competitiveness, loss of service delivery, unmotivated staff, contract end

We confirm that we understand that the Council:

(i) will use reasonable endeavours to resist any request to disclose information which is reasonably believed by us to be confidential or commercially sensitive but such endeavours will not extend to putting the Council in a position where they are in breach of an enforcement notice or to breaching any court order;

(ii) cannot guarantee that there will not be any disclosure of the information in the table above; and

(iii) shall have no liability to us in the event that information identified as being commercially sensitive or confidential is disclosed pursuant to the Council's duties under the Freedom of Information Act 2000.

Signed: 

Printed name: KATE HACKWELL

For and on behalf of: MOTT MACDONALD LIMITED TRADING AS CAMBRIDGE EDUCATION

Date: 12/10/15

4. Changes from PQQ

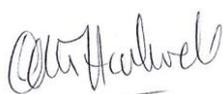
The Pre-Qualification stage of the procurement process required participants to provide details in relation to statements of good standing, information on questions that could give grounds for discretionary rejection, and their financial status.

The information will not be re-assessed at this time unless there have been any significant changes that could influence the outcome of the current stage of the process.

Can you please review the information submitted in your pre-qualification questionnaire and provide details of any significant changes - or alternatively confirm and sign below that there have been no significant changes in the interim. In the event that any information has changed to a significant degree please provide brief details in the space below.

Has any of the information you provided in your PQQ submission changed? Please delete as appropriate.		No
If you have answered 'yes' please provide details below of any significant changes in the information provided in your previously submitted prequalification questionnaire		

We hereby confirm that there have been no significant changes to our status or to any of the information that we provided in our PQQ or that any and all significant changes have been disclosed above.

Signed: 

Printed name: KATE HACKWELL

For and on behalf of: MOTT MACDONALD LIMITED TRADING AS CAMBRIDGE EDUCATION

Date: 12/09/15

5. Organisation Details

5.1 Lead Organisation

Name	Mott MacDonald Limited trading as Cambridge Education
Registered Office	Mott MacDonald House, 8 - 10 Sydenham Road, Croydon, CR0 2EE
Contact Name	Andrew Guest
Job Title	Divisional Director
Telephone	01223 463826
Email	andrew.guest@camb-ed.com

5.2 Partner Organisation

Name	
Registered Office	
Contact Name	
Job Title	
Telephone	
Email	

If you think you would use sub-contractors to meet the requirements of this contract please complete the following sections for all sub-contractors you might use.

5.3 Significant Sub-Contractors

Name	ISS Mediclean Ltd, Trading as ISS Facility Services Education
Registered Office	ISS House, Genesis Business Park, Albert Drive, Woking, Surrey, GU21 5RW
Contact Name	Robert Salmon
Job Title	Sales Director – Education
Telephone	07747 762165
Email	Robert.Salmon@uk.issworld.com

6. Checklist

Document	Location within Volume 5	Completed and Returned
COMPLIANCE		
Section A: Compliance		
Response Form 1 (Form of Covering Letter)	Main Body	X
Response Form 2 (Anti Collusion Certificate)	Main Body	X
Response Form 3 (Identification of confidential and commercially sensitive information)	Main Body	X
Response Form 4 (Confirmation of no material changes since submission of PQQ)	Main Body	X
Response Form 5 (Organisation Details)	Main Body	X
Response Form 6 (Checklist – this Document)	Main Body	X
SERVICE QUALITY		
Section B: Service Quality		
Response Form B1 (Separate Response)	Separate	X
Response Form B2 (13 Separate Responses)	Separate	X
STAKEHOLDER ENGAGEMENT		
Section C: Stakeholder Engagement		
Response Form C1	Main Body	X
Response Form C2	Main Body	X
Response Form C3	Main Body	X
Response Form C4	Main Body	X
Response Form C5 (Separate Response)	Separate	X
FINANCIAL BENEFIT		
Section D: Financial Benefit		
Response Form D1 (Separate Response)	Main Body	X
Response Form D2	Main Body	X
Response Form D3	Main Body	X
CONTRACT/LEGAL		
Section E: Contract/Legal		
Response Form E1 – Return Detailed Mark-Ups of Volumes	Separate	X
Response Form E2 – Variant Bid Summary of advantages and disadvantages of each solution	Separate	X
COMMENTS/FEEDBACK		
Section F: Comments/Feedback		
Response Form F1	Main Body	X

B. Service Quality

1. Response Form B1 - Overview of Services

Please provide a Method Statement covering the overall management and delivery of the Core Services using the headings and following the format below.

Please submit this Method Statement separately (do not embed into this Volume 5 document).

Overall management and delivery of the Services

Overall vision, key outcomes and approach to achieving them
High level service delivery models
Approach to developing the overall services
Approach to managing and delivering Traded Services
Engaging with and supporting the retained client and DCS
Customer satisfaction
Quality assurance
Approach to meeting the following Council policy requirements:

- Health and safety
- Information management
- Business continuity

Please see separately submitted document "353466_MethodStatement_OVERALL_v7_12Oct15.pdf".

2. Response Form B2

Please confirm acceptance of the 13 issued service specifications and submit 13 individual Method Statements, one for each of the Service Specifications, using the headings and following the format below.

Please submit these 13 Method Statements separately (do not embed into this Volume 5 document).

We would anticipate some degree of variation in the level of detail required for each Service Specification, but the responses will have the appropriate detail based on each individual service.

For each individual service
(one statement per individual Service Specification)

Service vision, key outcomes and approach to achieving them
Service delivery model (structure, management and scope/functions of the service)
Delivering the service to meet service requirements
Approach to developing the service
Service specific approaches to:

- Engaging with and supporting the retained client and DCS
- Customer satisfaction
- Quality assurance
- Health and safety
- Information management
- Business continuity
- Summary of commitments, key actions and dates.

Cambridge Education are pleased to confirm acceptance of the published service specifications for Governor Services (D), NLSIN (C), Post-16 Education and Skills (E), School Admissions (E), SEND and Inclusion (D), Shared Services (B), Strategic Management of the Service (E), The Virtual School (C) and Transport Brokering and Contract Management (C).

Please see separately submitted versions of the issued service specifications, detailing minor areas for discussion and agreement during the preferred bidder stage, as established during the last stage of dialogue. **Cambridge Education and ISS confirm acceptance of the amended service specifications submitted, specifically:**

- Catering Service_D_ISSMARKUP_V2_CEMARKUP_ISS
- Education Welfare Service_E_CEMARKUP_v1
- School Improvement Service_E_CEMARKUP_v1
- School Improvement Services – traded_D_CEMARKUP_v1

Please also see separately submitted appropriately named Method Statements, one for each of the 13 Service Specifications.

2. Response Form C2

Please describe how you would seek to engage and build trust with key stakeholders, including Headteachers, governors, parents and the public.

As a guide to the level of detail required, we would anticipate your response being around 3-4 sides of A4.

Through experience we have learnt the important contribution varied stakeholders in education make and therefore how critical it is in ensuring this value is coordinated and maximised. Throughout the dialogue process we have been impressed with the commitment in the borough to include critical stakeholders in a variety of ways, making sure their input is realised. Cambridge Education will build upon this commitment, by including key stakeholders formally in the termly partnership boards and periodic stakeholder groups, and informally throughout the service development process. We know that the London Borough of Barnet (LBB) delivers quality services to schools in the borough and that at the heart of this success are the Headteachers, governors, parents, pupils and public that intertwine with the provision of services.

We believe trust stems from day-to-day actions that demonstrate common values, common purpose and shared ambition. Cambridge Education (CE) and ISS are fully committed to making this a successful partnership by living this from the start.

Throughout the procurement process we have built key relationships with staff, Headteachers, governors, senior leadership and Members, who have provided encouraging feedback that has allowed us to provide detailed plans for how, and when, we will commence and action the next stages of the transition process. We very much look forward to presenting our Final Tender to key stakeholders on the 13th and 19th October 2015.

We bring an aligned culture and complementary skills to the partnership, which will help deliver the outcomes we all seek to achieve. Those stakeholders we have met are clearly conscious of the strong systems currently in place and, like us, are keen to build on these existing foundations. We look forward to formally meeting with key stakeholders during the January segment of the 100 Day Plan to specifically agree how:

- Our shared values translate into a way of joint working that prioritises the achievement of children above all else, creating a common vision for each service
- We formalise the makeup of partnership boards and steering groups so that membership expectations are clear and agreed
- Current service provision can be baselined against regional, similar and statistical neighbours to drive forward good practices for Barnet and the surrounding boroughs, catalysing growth
- Service growth can be driven by our empowerment of schools and collaboration with schools

- We can achieve value for money by finding the balance among quality enhancement, cost reduction and investment required for growth
- The combined business development expertise of CE and ISS can grow the existing successful traded offer, baselined during January, in order to mitigate against the budget savings
- Our strong record of performance improvement in the London Borough of Islington, emerging successes from Slough and in the London Borough of Richmond upon Thames can support the aims and ambitions of all stakeholders in Barnet.

We understand the long-term collaboration required to expand an excellent education offer while delivering savings to the council requires strong and trusting relationships. For over fifteen years CE has developed exceptional results across and between local authorities, most notably in Slough and Islington, where sustainable results are characterised by our clear willingness to engage, listen and act. We propose a partnership where fairness, opportunity and responsibility are the cornerstones that ensure a collaborative drive to change:

- Fairness – we will focus on early intervention, prevention and ‘getting the basics right’
- Responsibility – we need to maintain and grow successful services with reduced resources available from the Council. This will mean that we, along with all stakeholders will need a clear and shared understanding of our individual and collective responsibilities, specifically within Barnet, and to the wider education agenda
- Opportunity – we are a successful provider of support, products and services to schools and local authorities and LBB is a successful council with strong services and good schools. There is an opportunity to build on these services to generate further income resulting in greater protection of those core services which are highly performing.

“I have been impressed by their (CE’s) strategic approach, their adaptability and flexibility, and their willingness to go the extra mile to maximise their input and the outcomes for the schools. I would have no hesitation in recommending them for work with schools and educational institutions.”

Patrick White, Director, Basildon Excellence Cluster

Progress and growth in partnership requires us to understand and address both the culture for development and the processes that drive development action. We recognise that LBB has much to be proud of and we want to build on existing strengths, not impose a generic solution. We are acutely aware of the need for carefully tailored, local approaches and we will ensure that all stakeholders are consulted and updated throughout the initial 100 Day Plan process, the subsequent service development, and the ongoing business as usual. As part of our Final Tender we have submitted a draft 100 Day Plan, which we seek to precisely define during the preferred bidder stage. Based on feedback from LBB and the BPSI Steering Group, we currently plan to:

- Establish the requirements and views of the management and senior leadership teams in the Education and Skills areas
- Interview staff at the forefront of service delivery
- Review relevant documentation to baseline the current service provision, discussing challenges and opportunities with key decision makers

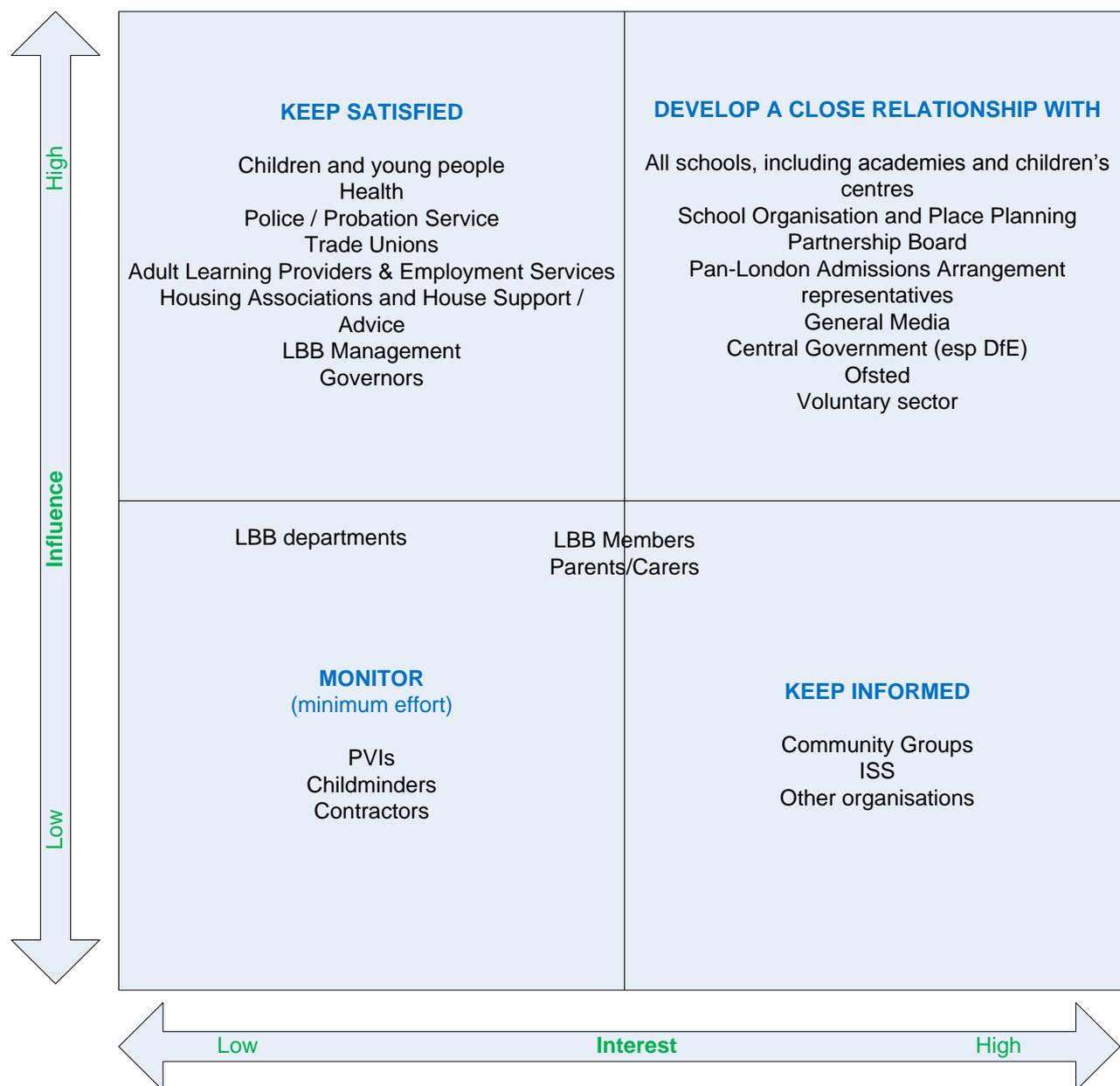
- Review the budgets available for each service, including core funding, delegated schools funding (DSG) and traded income
- Seek the wider views of schools and academies to understand the historical and future needs and wants of users
- Recommend change and development, if and when required, with associated investment
- Further consult, if need be, placing priority with the partnership boards and steering groups
- Implement revised methodologies, tailoring the 100 Day Plan to service needs.

Throughout our delivery of education services in the London Borough of Islington and Slough Borough Council, we have established outstanding transformation that was built on specific and strategic actions. To replicate such performance in Barnet, we will explicitly:

- Invest in establishing common values, shared understanding and deep commitment – during the first 14 days of the 100 Day Plan the Partnership Director will host ‘visioning’ sessions, fundamentally focussing on how services achieve the best for the LBB community
- Ensure a culture of high expectations – our technical experts will review and baseline current performance, making recommendations to develop services based on their broader experiences, in-depth data analysis and understanding of good practice
- Commit to a culture of innovation –building on existing practice and talent to grow Barnet services, whilst supplementing capability and capacity with outside thinking, new ideas and talented individuals
- Implement clear and well-defined governance structures – as outlined in figure C1, these will provide appropriate information, engagement and confidence in the provision of services
- Develop detailed action plans from the baseline analysis with clear success measures and timetables.

Messages will be communicated to the appropriate stakeholders in meaningful and timely ways, including termly newsletters, targeted emails and formal presentations, in order to develop supportive relationships from the outset. In each local authority that CE has worked, we have successfully introduced and run communications strategies that provide the relevant information to the right people, so they can make well-informed decisions in a timely manner. Developed in consultation with key stakeholders, our approach will make sure there is a strong, consistent ongoing dialogue at all times. An extract of the communications and engagement approach we have suggested for the School Admissions service is set out overleaf. We wish to highlight the importance of further tailoring the approach in partnership with key stakeholders during the preferred bidder stage, so as to achieve the best outcome for Barnet, including Headteachers, governors, parents, pupils, service users and the wider public.

Figure C.2: LBB School Admissions Stakeholder Interest Grid



Source: Mott MacDonald trading as Cambridge Education

Key messages for all communications:

- **Cambridge Education is working closely in partnership with the London Borough of Barnet** to make sure effective and high quality services are provided for children and young people from the very early years
- **Mission:** To organise services that maintain, enable and invigorate sustainable change the Barnet community will be proud of
- **Vision:** A true partnership achieving aspirational outcomes.

Table C.3: Extract of the CE Barnet Communications Approach

REF	Who are we talking to?	What do we want to achieve?	What do we want to say?	How and where?	When will activity take place?	By whom?
	Stakeholder group	Comms objectives	Key messages	Comms	Deadline/milestone	Responsibility
SA1	All schools (primary, secondary, special), including academies (Headteachers, other staff and governors)	Provide information and updates on the services available	Admissions process for September 2016, in line with PAN London Co-ordinated Admissions schemes Improving attendance Maintaining low levels of exclusions Providing additional updates on the assisted travel service Providing additional information on the 2015/16 school catering contract, inviting schools to participate	Gatekeeper Stakeholder newsletter Meetings Information to be communicated as required throughout the year and provided mainly by the School Services and Access Team	Throughout the year as required	Head of Service and team leaders
SA2	LBB Management and departments (Corporate team, DCS and contract team and other departments)	Update LBB management and departments on school admissions challenges and/or issues	The most important issues are concerned with: <ul style="list-style-type: none"> • Demographic growth leading to an increase in the demand for school places • Increase in in-year admission applications • Unprecedented demand for Reception class places • Steps being taken to address school transport budget pressures • Changing working practices through increase of online 	Meetings Internal newsletter School Organisation and Place Planning Board Information provided by the Head of Education and Skills and the Head of Service	Throughout the year as required	Head of Service

REF	Who are we talking to?	What do we want to achieve?	What do we want to say?	How and where?	When will activity take place?	By whom?
	<i>Stakeholder group</i>	<i>Comms objectives</i>	<i>Key messages applications</i>	<i>Comms</i>	<i>Deadline/milestone</i>	<i>Responsibility</i>
SA3	Parents/carers Governors	Receive information and updates on the services available	Admissions process for September 2016 Ease of process for online application Improving attendance Maintaining low levels of exclusions Submission of feedback online	LBB website LBB/CE newsletter Local media Information provided by School Services and Access Team	Throughout the year as required	Head of Service and team leaders
SA4	General Media	Respond promptly to requests for information on all services areas		Press releases to local media Information provided by Head of Education and Skills and the Head of Service	Key dates for information are secondary school place offer day and primary school offer day	Head of Service
SA5	LBB members	Update members as required and produce papers to seek approval for policy changes Respond promptly to requests for information on the Admissions Service		Through Strategic Partnership Board and/or School Organisation and Place Planning Board Internal newsletter Reports prepared by Head of Education and Skills		Head of Service

Source: Mott MacDonald trading as Cambridge Education, ISS Mediclean Ltd trading as ISS Facility Services Education

NB - Incoming CE staff, PVI's and childminders, central government, children and young people rows have been not been included for brevity and are available upon request.

Our experience shows that stakeholders are more likely to support change when they receive clear messages and are given regular opportunities to contribute to meeting the challenges identified. In Slough this has been particularly successful in helping to engage schools, initially through the schools forum, in how best to redistribute the Dedicated Schools Grant (DSG) underspend we managed to generate in the first year. With our help, schools collectively identified recruitment and retention of teaching staff as a major emerging risk for the education community, indeed this was thought to be the single most important barrier to raising achievement. Our efforts have ensured there is now a cross borough working party addressing this issue.

Engagement will be a standard agenda item at quarterly meetings of the Strategic Partnership Board (SPB), where we will review issues and agree pre-emptive communications to enhance and develop wider support. Agreed actions may include:

- Running targeted ‘orientation seminars’ to allow stakeholders to express their perceived threats and opportunities using a ‘re-framing’ of perspectives approach to focus on the future benefits of the community
- Meeting stakeholders individually, if they have particularly strong influence or views on the delivery performance or wider support for the partnership
- Providing regular newsletters tailored to different stakeholder groups, promoting forthcoming activities, impact of changes and celebrating milestone successes

In delivering the catering services, we would anticipate engaging with stakeholders in specific, relevant ways. The following table gives some examples of how this could be done:

Table C.4: Communication media with catering stakeholders

Communication Method	Aim
Contract Review Meeting	Review contract performance and activity
Individual Schools	Review tailored School Catering Agreement Review of Performance
Parent Pack	Present Menu School meals information
School Coffee Mornings and Parent Tasting Sessions	‘Open House’ questions and answers sessions for interested parties. Opportunity to join taste the food on the menu
Parents Evenings and New Intake Evenings	Introduce ISS Communicate initiatives Present Menu Provide School Meals information Present Free School Meals information
Company Magazine – Reading for Hungry Minds	News and Events. Thoughts Leadership, Innovation and Ideas
School Nutritional Action Groups (SNAGs)	Review nutritional standards and the promotion of healthy eating initiatives
Pupil/Parent/Customer Surveys	Capture snapshot of satisfaction/rating of service
Web Site	Access menus, pay/pre-order food. Discover information about the

Communication Method	Aim
	service. Access policy information. Review events. See news. Food Education
Daily Contact Points	Queries, Issues, Ideas, Feedback etc.
Social Media (Twitter, Pinterest, You Tube)	News, Events, Thought Leadership, Food Education
Cypad Software	A range of reports are available for each stakeholder including meal number reports, meal uptake, daily choices, debt

Source: ISS Mediclean Ltd trading as ISS Facility Services Education

Finally, in order to make sure there is full stakeholder engagement in our in-depth service reviews during the 100 Day Plan (separately submitted for reference), we will make sure that each has a clearly defined role in the process. We know we cannot hope to identify how to improve services and create opportunity without their input. The team leading this work are experienced in delivering both quick wins as well as sustainable, long term improvements. Introducing a specific, expert team to carry out this stage of the process ensures that the operational team is not distracted from the day job, and individuals remain focused on business as usual.

Using our open, clear and straightforward engagement with stakeholders, we would expect to engender trust, creating joint ownership and achieving aspirational outcomes alongside budget savings in true partnership. Together we will maintain, enable and invigorate sustainable change the Barnet community will be proud of.

3. Response Form C3

Please describe your detailed approach to the transfer, integration and future development of staff. Please be sure to include the following:

- Transfer and Mobilisation (include a planning template if available)
- Staff Retention and Recruitment
- Motivating and Supporting Staff
- Managing Performance and Staff Development

You may submit relevant existing policies and strategies as supplements.

As a guide to the level of detail required, we would anticipate your response being around 6 sides of A4 not including supplemental plans and/or policies.

Both CE and ISS have considerable experience of transferring workforces to new employers, building a common purpose, implementing change and developing services in a commercial environment whilst maintaining value for money and leading on best practice. The nature of our respective businesses mean we take slightly different approaches towards the development of our workforces. Both organisations have at the heart of our policies the commitment to promote and encourage a diverse and supportive environment for staff where they are motivated to deliver outstanding services, try new ways of working and adopt best evidenced practice. Taking this approach within Barnet will ensure the borough maintains a trajectory to being one of the best places in the country for the delivery of education services.

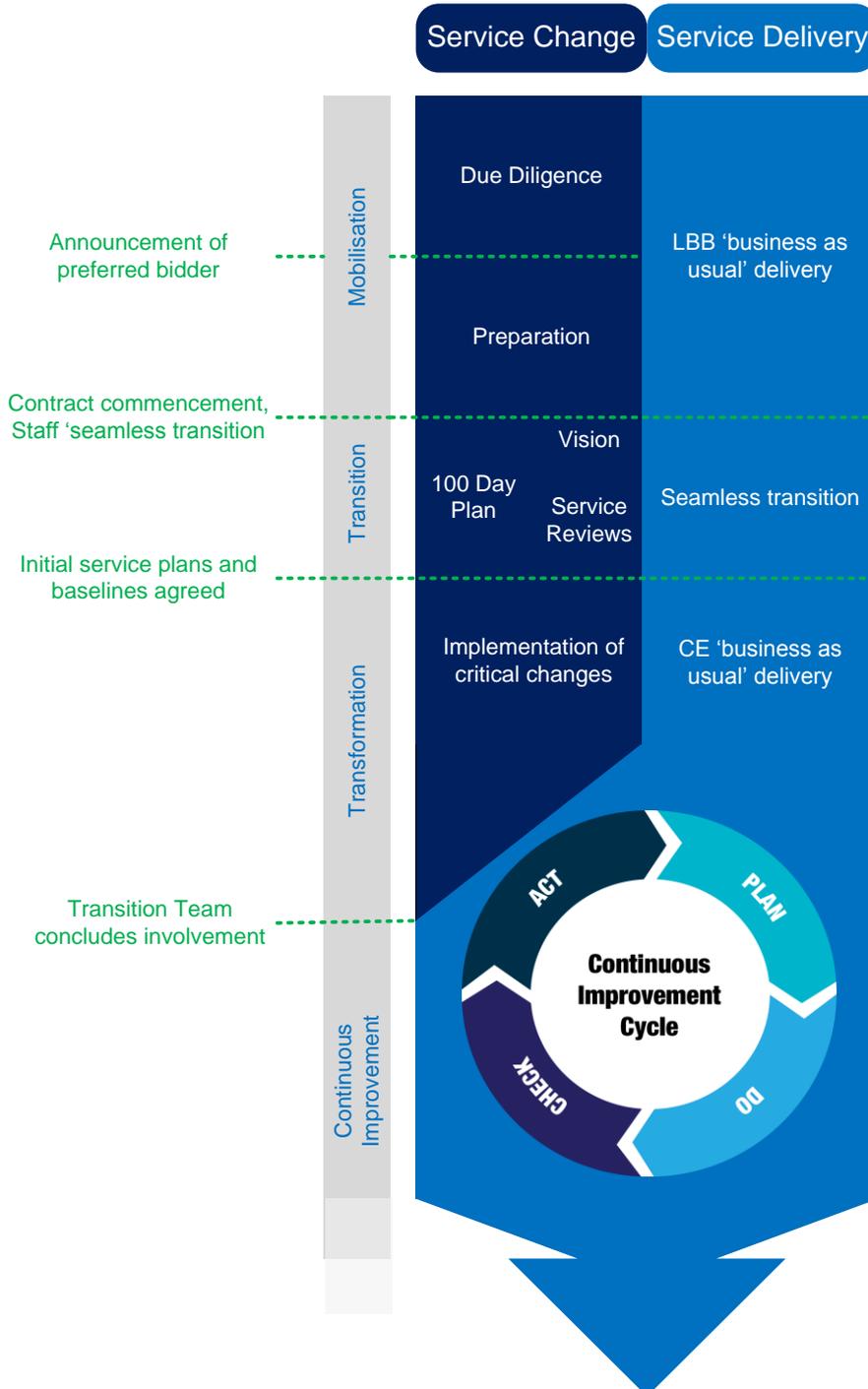
Our Approach to transfer and mobilisation

In line with our approach to service transition, we are planning a seamless transfer and mobilisation for staff. The following diagram shows the summary planning template with four key stages:

- Mobilisation: at announcement of preferred bidder status we will establish the Transition Team (augmented from the bid team) – a “rise and die” team who lead on the Service Change workstream. One of their first tasks will be to complete due diligence - **we have included an Allowable Assumptions table with our Final Tender response at F1, to give an indication of the nature of work that we propose to undertake during that stage.** The Transition Team includes HR specialists who will focus on staff engagement and wellbeing during the transfer arrangements.
- Transition: at contract commencement the LBB Delivery Team will transition into the CE Delivery Team (see organisation chart in response form B1). They will remain focussed on business as usual in the early stages of the contract and then integrate the long-term outcomes from the Service Change workstream into the continuous improvement processes. During the transition period (equivalent to the 100 Day Plan for service reviews) we will start to engage with staff to develop the ongoing vision and culture for the contract.

- Transformation: as well as implementing quick wins for service delivery, during transformation we will fully realise our HR philosophy as set out in the rest of this response C3 – for example, broadening the opportunities for TUPEd staff to work outside LBB and widening share ownership.
- Continuous improvement: quality of services will be significantly influenced by the skill of staff delivering them, so the continuous improvement cycle must encompass staff motivation, performance, and training and development. Our approach to these key strands is set out within this response.

Figure C.3: Transition and Transformation process



Source: Mott MacDonald trading as Cambridge Education

Vision and Culture

We are aware that there will be curiosity, and even trepidation, amongst transferring staff about what it will be like to work for CE or ISS. We can extol the virtues of our culture, our ownership model or our training programmes but for many people that will be rhetoric until they have personal experience of their new employer. Perhaps the most convincing reassurance we can give relates to the personal experience of those who transferred to CE in Islington and Slough. In neither case was there a mass exodus of staff and, as Slough staff recounted to LBB stakeholders during a recent visit, they quickly came to appreciate the focus and drive that CE brings to its operations.

Building on this previous experience we know that the earlier we meet staff and trade union representatives the more positive and reassuring the relationships will be. And it is the case that in the short term the operational aspects of people's day-to-day lives will not alter radically – they will work in the same place doing the same work for the same stakeholders. But there will be a new employer's name on their payslips and we would want to engage with staff as soon as possible so that they feel comfortable about what that means in the medium- and longer-term. We will consult on our vision for the services going forward, how we will bring together our joint values and cultures as well as communicating our ambitions for the service as clearly as possible. Our approach to these consultations is to engender a "One Team" culture, by removing staff and trade union concerns and overcoming assumptions that are stereotypical with a private provider.

During both mobilisation and transformation our leadership will be open, collaborative, driven by a strong moral purpose and rooted in frequent and effective communication. We will model the behaviour we expect, and set clear expectations for staff. We will:

- Set high standards and develop a culture that is both supportive and challenging
- Engender trust and loyalty by giving responsibility but also giving appropriate support as well as understanding and controlling risk
- Encourage creativity, whilst ensuring there is consistency of approach
- Develop relationships with other leaders, staff, partners and the families we will serve.

We also recognise the need for joint working on key areas of work, in Slough we have allowed staff to continue to have time off to help with election duties, or any emergency planning requirements. We also ensure that national initiatives such as PREVENT are handled in an integrated way with the Council and all staff attend the local authority training. There is also a role for our staff to contribute to relevant policies/procedures and represent the local authority through attendance at seminars and events. We would seek to replicate this approach with LBB to help staff work together in an integrated and seamless way. It is also for this reason that we are seeking to maintain a close location of our staff delivering services under this contract to those working in the related areas of children's services.

Communicating and working with staff and unions

Dedicated HR staff will be available throughout the mobilisation period and an open door policy will operate. Barnet staff will be encouraged to discuss any questions / concerns they have regarding the TUPE transfer. We will be looking to utilise a variety of communication media with staff and trade unions including one-to-

ones; team meetings and online forums that will allow anonymous posts. These will foster an open and honest culture which will allow staff to be actively engaged in the process.

Recognised trade unions will be consulted as part of the TUPE process and therefore both companies would want to work with the trade unions as soon as the contract was awarded; CE and ISS have good working relationships at a local and regional level for the all the unions recognised by LBB. This approach has worked well for other contracts such as Slough and The School of Oriental and African Studies (SOAS) - University of London where we have developed strong, mutually supportive relationships with the trade unions to the benefit of both staff and the business. Our support for trade union involvement is evidenced by us supporting the training and development of localised staff representatives from the TUPEd workforces on other contracts. Following transfer, we would want employees who are trade union members to continue to receive the full support of their union. This includes the entitlement to be accompanied by a trade union representative or 'next friend' in relation to any disciplinary or grievance issue.

We recognise that Barnet currently have a TUPE Plus policy agreed with the trade unions and that this requires any new provider to refrain from undertaking changes to terms and conditions within the first year of the contract. CE fully recognises this policy and will adhere to this.

In the longer-term where service improvements might require restructuring or other substantive contractual change (for example as the result of the service reviews) staff will be consulted both formally and informally and staff associations/trade unions will be involved at the earliest possible stage.

Planning

In order to deliver the more strategic actions around vision and relationships it important that no-one is distracted by issues with the operational, "hygiene" activities. We want to reassure staff that they will be paid on time, that their pensions are maintained, and that they can access IT systems on the first day of transfer. All of that takes an inordinate amount of planning and organisation in the background.

The Barnet Transition and Transformation project plan (v2) has been submitted separately, as requested. At the moment some nominal activities have been put in relating to service reviews. Once firm proposals have emerged, an updated Transition and Transformation plan will be created and discussed with the client team. Any updates will take into account the timescales for consulting with staff and unions as mentioned above. It is also recognised that the project plan will require approval from the Senior Management Team and the Strategic Partnering Board and again these approval procedures will be built into any proposed timescales for change.

Our approach to staff retention and recruitment

The experience brought by local staff has been invaluable to our management of contracts. Current staff understand the Barnet context and we will help to complement that expertise, looking to further develop and retain existing talent. Our aim is to achieve a stable workforce and to redeploy or retrain if economic, political or social factors make workforce reform necessary. However, we would also introduce some additional capacity to assist staff at senior levels initially, but for both CE and ISS our approach to promotion is "internal

first". We will only go out for external appointment if there are posts we know we do not have the internal expertise to recruit from. We recognise that some staff do move on and in these instances seek to blend experience with fresh ideas and innovation, continually striving for the balance between a strong induction programme and imbuing the workforce with a clear culture and expectation and encouraging new ideas and approaches.

In both organisations we are keen to encourage staff mobility. For example, staff who have transferred into CE from local authorities have been given specific opportunities to work on some of our overseas projects in countries such as the US, Australia and in many developing countries as part of our international development work. We recognise the skills and expertise brought to the organisation and we are keen to ensure talented people are encouraged to develop.

We recognise there are significant recruitment issues experienced nationally for the services being transferred over. At Slough we have implemented a mixed model approach to ensure that we have the right workforce to deliver the excellent services required of us. Examples of this can be moving towards a consultant approach to deliver our school improvement service and creating career structures in our business support functions, psychology service and admission and attendance service. We have merged services to create new roles which we have successfully recruited to in Slough's admission and school transport service and have cut recruitment costs in our Children's Centres by agreeing a no finder's fee approach with temping agencies if we recruit temporary staff to permanent positions after a 12 week trial period.

Motivating and supporting staff

We engender a two-pronged approach to motivating staff, firstly by developing a shared culture which takes pride in belonging to a successful team, delivering a high quality product to valued clients, and secondly by recognising and rewarding staff in a variety of ways (not just financially).

Culture

Our PRIDE values are central to our mission, the way we work and how we look after people. These values are strongly aligned with those in Barnet, which will enable us to establish professional and constructive dialogue on how best to meet the challenges and our shared ambitions for the service. **Many of our employees in CE have been recruited from the public sector and as well as bringing their skills and experience, they also bring these fundamental values.** However, CE is a company which encourages, supports and ultimately expects the highest standards of work from a dedicated and highly expert workforce. This is reflected in low rates of staff churn and sickness and a very successful record.

Table C.5: Cambridge Education PRIDE values

Value	Relation to the partnership
Progress	<ul style="list-style-type: none"> We actively support the development of our staff and our professions
Respect	<ul style="list-style-type: none"> We value all peoples and cultures equally We treat everyone with respect
Integrity	<ul style="list-style-type: none"> We deliver on our promises We behave ethically We promote a culture of safety and wellbeing
Drive	<ul style="list-style-type: none"> We encourage teamwork and deliver to the best of our ability We work hard for success
Excellence	<ul style="list-style-type: none"> We uphold leading-edge professional standards We develop innovative, efficient solutions that create value for our clients We are proud of our heritage and our achievements

Source: Mott MacDonald trading as Cambridge Education

Figure C.4: ISS Values



Source: ISS Catering Services

Like Cambridge Education, ISS culture is promoted throughout the whole of its organisation. ISS values are:-

Honesty - we respect - our honesty is not negotiable. We respect our customers, our colleagues and our company – honesty comes first.

Entrepreneurship - we act - action speaks louder than words. All our employees have a ‘licence to act’ and are expected to do so.

Responsibility - we care - indifference is immoral. We care about what we do and how we do it.

Quality - we deliver - we are professionals with a passion for quality. We deliver on our promises.

We always endeavour to “do with” rather than “do to” our staff and will promote activities that support this philosophy. For example in Slough the staff newsletter is published by service staff at a range of grades, with senior management invited to submit articles rather than having editorial control. We have a Staff Engagement Plan, which is again made up of members of staff volunteering to be on the project group. This group has been instrumental in setting up Staff Recognition & Rewards, wellbeing initiatives and how to improve internal communications.

Reward and recognition

We are part of one of the largest employee-owned businesses in the world and this creates a unique culture where decisions are made for the benefit of the staff/company over the long-term. We do not have external shareholders meaning we are fully in control of our own future and that successes are shared with staff.

This occurs in three ways. Senior staff at Grade F and above (roughly equivalent to Senior Heads of Service) are invited to buy shares in the company, subject to satisfactory performance. The invitation may also be extended to Grade E staff who are judged to have significant potential or who have made an exceptional contribution during the year. All shareholders are invited to attend the AGM where the Group Board present the forthcoming 1, 3 and 10 year strategic plans. Matters relating to overall governance (for example creation of more preference shares) are voted upon by the full shareholder body, while more tactical matters (for example a decision to enter a new territory or complete an acquisition) are governed by the Shareholders' Committee (a body of 21 staff, representing the full shareholder constituency, which meets at least twice a year).

At the next level all staff are eligible for performance related bonus payments. The size of the bonus pot depends on the success of the business unit in the previous year (we operate in 19 business units across the globe), fostering a shared commitment to the performance of the wider organisation. The portion of that pot allocated to any one individual depends on their personal contribution, providing a direct reward and motivation for high achievement. We believe that this promotes a sensible balance between personal ambition and corporate responsibility.

Finally, in occasional years, depending on economic conditions, funds may be diverted from the shareholder and bonus distribution, either to increase the basic annual salary award or fund a one-off honorarium payment. This benefits all staff (except those on competency or disciplinary procedures) and ensures that the Group remains an employer of choice.

At ISS the Contract Manager and the operational management team are both responsible and accountable for the business within their portfolio, which provides a suitable platform for setting goals, against which bonuses can be paid. The bonus model for our operational management team would be based upon a mix of KPIs including Health & Safety outcomes, Quality Audit Scores, Customer Satisfaction based upon our 'Client Net promoter Score', meal uptake generation and cost management. The Business Development Manager bonus will be based upon the value of new, profitable revenue streams for the partnership. We would be happy to discuss the final formulae with LBB during dialogue, to ensure a joined up approach in

goal setting. Through offering this scheme we firmly believe that all team members will have the incentive to deliver the best possible service, increase uptake and be focused on exceeding their respective targets.

Managing performance and staff development

As stated above, both ISS & CE believe everyone should have the opportunity to develop their full potential to generate skilful, motivated and satisfied employees who will enable us to achieve our vision by continually satisfying and exceeding our customer's expectations. Our approach to staff management and development has three key strands – regular review against clearly set expectations, management of any performance issues, and training and development.

Expectations and regular review

Efficiency and effectiveness depend on having a well-motivated workforce with clearly understood roles and responsibilities, a supportive but rigorous performance management process and a strong management focus on continuous improvement. We therefore:

- Ensure all transferring staff are inducted to CE and have the opportunity to confirm the accuracy and appropriateness of their current job description
- Train all managers to undertake Professional Development Reviews (PDR).

The timing of our PDR process is aligned to business planning so there is a 'golden thread' running through business plans at company, Unit, divisional and sub-divisional levels to the objectives and development targets for individuals. All our staff (including TUPEd staff) are expected to use either the relevant TUPEd policy or CE's PDR process each year with 2-3 informal reviews per year, covering:

1. Performance against last year's objectives
2. Key achievements last year including key CPD
3. Overall performance
4. Future objectives
5. Future development actions and CPD
6. General comments
7. Reviewer's Comments
8. Reviewer's manager's comments.

Addressing performance issues

Where an employee's performance does not reach the required standard, we will ensure that a fair and consistent approach is adopted which follows the appropriate policy when establishing causes and improving performance. If appropriate we will work to identify a role to which the individual employee may be more suited. We support employees whose personal affairs are impacting upon work performance.

This capability policy forms part of our total performance management approach and underpins our commitment to fair and consistent management practices. The policy is linked to our policies for:

- Appraisal
- Induction
- Discipline
- Training & Development.

Training and Development

We endeavour to help our people become as good as they can be in their professional field – which is one of the reasons we have so many market-leading experts in our diverse teams.

Our global learning and development system, Learning Point, can be accessed twenty-four hours a day, seven days a week, anywhere that there is an internet connection. Our extensive use of virtual classrooms will give you the opportunity to collaborate and learn with colleagues elsewhere in the organisation.

We also appreciate the value of face-to-face experiences. In addition to our interpersonal, management and leadership events, we encourage participation in practice groups and other professional networks. These networks organise more informal events and provide additional support networks which have over 16000 employees worldwide across a variety of industries. We have a reputation for leading edge thinking in a selection of areas and participate in a high volume of professional accreditation programmes. We work with a range of higher education institutions, local, national and international, including the likes of Cranfield University in the UK and the Institute of Education and can provide bespoke training as well as nationally recognised, industry specific training.

As mentioned above we have also created a number of career structures to help with recruitment and retention in key areas of work. For example, in Educational Psychology we have introduced a new role of Psychology Support Workers who complete a one year fixed term contract to gain the required experience before they move on to their doctorate. We then support them during their 3 year doctorate in return for them returning to us for their 2 year trainee requirements. The individual can then be offered a post (subject to us having a vacancy) with an incentive 'golden hello' of £3,000. This requires the member of staff to commit to a further 2 years with the organisation and has helped us secure and deliver c£500K of traded psychology support services in Slough.

For catering staff ISS has an electronic Training Matrix system to collect and manage all information related to training. Each member of staff will have an individual training record that documents the dates and details of training as well as a needs analysis that will be completed periodically. The electronic records allow there to be an accurate and up to date record of training for all staff, which is available for schools to view.

ISS recognise the importance of ensuring teams understand and use the training they have been given whilst undertaking their responsibilities and therefore, competency checks are carried out regularly for each member of staff. These checks ensure staff understand and are using the training they have been given and allow us to assess the requirements of any additional or refresher training needs.

Staff say that training needs to be clear, simple and easy to understand. The ISS learning pathways give a consistent structure, enabling everyone to ensure they receive the training they need for their job within their

probationary period. ISS believe people learn and retain more when training is fun and engaging – so there are buzz sessions, activities, films, discussion points and games. Training and learning activities have all designed to be ‘bite-sized’, flexible and on-the-job – which helps minimise the time individuals are ‘off the-job’.

ISS is endorsed by British Institute of Facilities Management (BIFM).

The core training programme is called ‘I Can at ISS’, it spans all job roles, from frontline catering assistants to our senior management team and comprises four stages:

Figure C.5: I Can at ISS



Source: ISS Mediclean Ltd trading as ISS Facility Services Education

3.3.1 Supplementary Documents

Please note a Barnet Transition and Transformation Project Plan has been created and submitted separately as requested.

Please also note the following relevant policies and strategies have been separately submitted as supplements to inform discussion during the preferred bidder stage:

- CE – example mandatory LA H&S comparison
- CE – PDR – appraisal
- CE – PDR – overview guidance
- CE – performance and development workshop
- CE – SBC Staff Newsletter – October 2015
- ISS – annual appraisal guidelines
- ISS – appraisal policy
- ISS – MyAppraisal.

Having reviewed the current LBB policies with regards to HR statutory and TUPE practices, the following table outlines our current position on relevant LBB policies. We can confirm adherence to those policies listed in the first column, with amendments to meet the new structural arrangements. CE will honour the spirit of those policies in the second column, pending further discussion regarding the finer details during preferred bidder stage.

Table C.6: CE current position regarding HR statutory and HR practices

CE will adhere to the statutory/TUPE policies below	CE will honour the spirit of the policies/guidelines below
Policy for Health, Safety & Welfare (amended to reflect new structural arrangements)	Agency Workers Guidance
Equalities Policy and Employment of People with Disabilities	Press Enquiries
Fraud Policy Statement and Procedure (amended to reflect new structural arrangements)	Customer Service
Whistleblowing Policy Statement and Procedure (amended to reflect new structural arrangements)	Hospitality, Gifts and Sponsorship Declaration Form
Capability Policy	Use of Casual Workers Guidance
Grievance Procedure and Dignity at Work (amended to reflect new structural arrangements)	Remuneration Strategy Career Progression Guidelines
Conduct Policy (amended to reflect new structural arrangements)	Staff References
Maternity Policy	Dealing with Death in Service
Paternity Leave Policy	Early Retirement Schemes
Parental Leave Policy	Managing Organisational Change (with amends to reflect new structural changes)
Attendance Management Policy (amended to reflect new structural arrangements)	Private Telephone Calls and Private Correspondence
Local Government Pension Scheme (for staff that TUPE across only – not new starters)	Code of Practice on Lost Property
Special Leave Policy	
Time off for Dependents Policy	
Vehicle and Travelling Allowances	
Overtime and enhanced Payments	
Recovery of Overpayments	
Market Force Supplement Policy (amended to reflect new structural arrangements)	
Additional Employment and Dual Appointments	
Honoraria	
Personal Injury Allowance Scheme (for staff that TUPE across only – not new starters)	
Salaries	
Reimbursement of additional expenses	
Secondment	
Flexible Retirement (amended to reflect new structural arrangements)	
Voluntary Resignation	
Time of For Trade Union Duties and Facilities Agreement	
Trade Union and Employee Engagement Framework (amended to reflect new structural arrangements)	
Recognition of Time off for Health & Safety Representatives	
Stress Policy	
Alcohol, Drugs and Substance Misuse Policy	

CE will adhere to the statutory/TUPE policies below	CE will honour the spirit of the policies/guidelines below
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Continuous Service in Local Government and Related Employment (for staff that TUPE across only – not new starters)	
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Fixed Term Contract Guidance	
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Annual Leave	
--------------	--

Flexi Time	
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Flexible Working Policy	
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Source: Mott MacDonald trading as Cambridge Education

E. Contract / Legal

1. Response Form E1

The Bidder must provide a Mark-Up of the Tier 1 aspects of the following and details of Agreed Principals for Tier 1 aspects where the drafting is still a work in process in the following:

- Services Contract Appendix-4A
- Shareholders Agreement Appendix-4B
- Services Contract Schedules Appendix-4C
- Partnering Agreement if a Variant Bid is Submitted, plus a mark-up of the Services Agreement as would be amended for the Partnering Agreement Model (link to specific clauses or specific commentary).

The Bidder must provide details of Agreed Principals for Tier 2 aspects where the drafting is still a work in process in the following:

- Services Contract Appendix-4A
- Shareholders Agreement Appendix-4B
- Services Contract Schedules Appendix-4C
- Partnering Agreement if a Variant Bid is Submitted, plus a mark-up of the Services Agreement as would be amended for the Partnering Agreement Model (link to specific clauses or specific commentary).

The Bidder must provide a Comment where proposing a material change of the Tier 2 and 3 aspects of the following:

- Services Contract Appendix-4A
- Shareholders Agreement Appendix-4B
- Services Contract Schedules Appendix-4C

These documents will have been issued both in Word and PDF formats as part of the ISFT suite of documents.

Bidders are to submit (return) each Marked-Up Word documents separately

Please see separate submission, to be submitted by midday Friday 16th October 2015.

2. Response Form E2

In the event a Variant Bid is submitted, the Bidder must provide a summary of the Advantages and Disadvantages of each of the submitted solutions.

As a guide to the level of detail required, we would anticipate your response being around 2 to 4 sides of A4.

Please see separate submission, to be submitted by midday Friday 16th October 2015.

Method Statement

Overall Management and Delivery of the
Services

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

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1 Overall vision, key outcomes and approach to achieving them

Our vision is that together we maintain and, where possible, improve upon the high quality of education support services, of which the education community is justly proud, and to build a successful education business that sets support to schools, children and families in Barnet on a long-term, sustainable footing while providing a return to the Council, Cambridge Education (CE) and schools themselves.

1.1 Key outcomes

For our partnership to be successful it must:

- Be effective in capitalising on growth of revenue to offset reducing Council budgets
- Keep the statutory and non-statutory services together to maintain a cohesive and holistic offer to schools, children and families of Barnet
- Be responsive to the views of stakeholders
- Allow the Council to make the key decisions that are important to it
- Be a cultural fit for Barnet.

We are committed to working with a clear and well defined performance monitoring regime, where we will be judged both on our ability to delivery services effectively through Operational Key Performance Indicators, but also on our ability to work with a wide range of stakeholder to achieve the outcome focussed Strategic Performance Indicators.

However the overarching outcomes can be summarised as:

- Excellent provision of education and skills services, maintain London Borough of Barnet (LBB) as a top 10% local authority in these areas
- Sustained improvement of those services requiring additional focus and support
- Strengthening of existing and development of new, supportive relationships, between the Council and schools
- Achievement of the Council's required budget savings target of £1.885m by 2020
- Increasing ownership of the borough-wide education agenda by schools; providing a share of the financial return subject to gainshare.

1.2 Approach

Central to the successful management of these objectives will be a common vision and recognition of the priorities and expertise of each party as well as the challenges we face. The new model for the delivery of services in partnership will achieve LBB's aspirations through appropriate leadership, a supportive structure and the effective management of services.

Our core philosophy and methodology remains the same as presented at Detailed Solution:

- Seamless transitions of services at contract start to avoid reputational risk to both CE and LBB
- A Partnership Director responsible to LBB for the management and performance of Cambridge Education and ISS
- Immediate action to engage with stakeholders, especially the academy trusts. Respect their autonomy but emphasise LBB's responsibilities for them and the value to them, and responsibility for them, of

engaging with the LBB family of schools and services in order to achieve the best possible outcomes for their pupils

- Detailed service reviews in the first five months as part of our 100 Day Plan
- Action plans where staff engage, and are responsible for, clearly defined outcomes in service development
- A rigorous governance and monitoring regime to ensure those outcomes are achieved
- Build on the existing trading base to deliver additional traded services to offset the challenges of a reducing available budget
- Work in partnership and cultural synergy with LBB – officers, members and other associated services such as social services, the Local Safeguarding Children’s Board (LSCB) and the Clinical Commissioning Groups (CCGs).
- Key Performance Indicators (KPIs)
- Operational Performance Indicators (OPIs)
- Performance Indicators.

We have a number of strengths that ensure we can successfully deliver this approach. We are education specialists with many traits from the public sector – we expect to have a professional dialogue with colleagues who TUPE (Transfer of Undertakings [Protection of Employment]) to us from LBB with a genuine exchange of expertise and knowledge. We are a successful commercial organisation used to identifying growth opportunities and turning them into sustainable, valued businesses. We are also ambitious and driven to succeed, and draw on tools and techniques from the private sector. We come with a track record of success.

We took Islington from being subject to the Secretary of State’s Direction in 2000 to being rated by Ofsted as one of the top 10 education authorities in the country in 2012. By December 2014, a year into our contract with Slough, the Borough had come top of the southeast region for the percentage of outstanding schools (37% which is 10% ahead of next placed Buckinghamshire). Two thirds of secondary schools in Slough are academies and over half of primaries, so we are used to succeeding via engagement with trusts. In Richmond, three years into the ISS contract, school meal uptake had increased from 27% in 2011 to 65%, with 90% of food freshly prepared each day, and a meal price that remains below pre-contract levels, despite a substantial increase in food quality.

“You shared our belief in, and had a great passion for improving education standards, and your work benefitted local communities hugely. I wanted to say thank you for that.”

Eleanor Schooling, Islington DCS, to the final Strategic Partnership Board (March 2012)

“Far from parents fleeing Islington schools, schools in the Borough are almost all over-subscribed with fierce competition for places. This is no surprise. Exam results have risen faster than almost anywhere else in the country. All but one of our secondary schools are now rated ‘outstanding’ or ‘good’ by Ofsted. There are no failing schools in the Borough. As an Islington parent myself, I am pleased that so many fellow parents give our schools the ultimate vote of confidence by sending their children to them.”

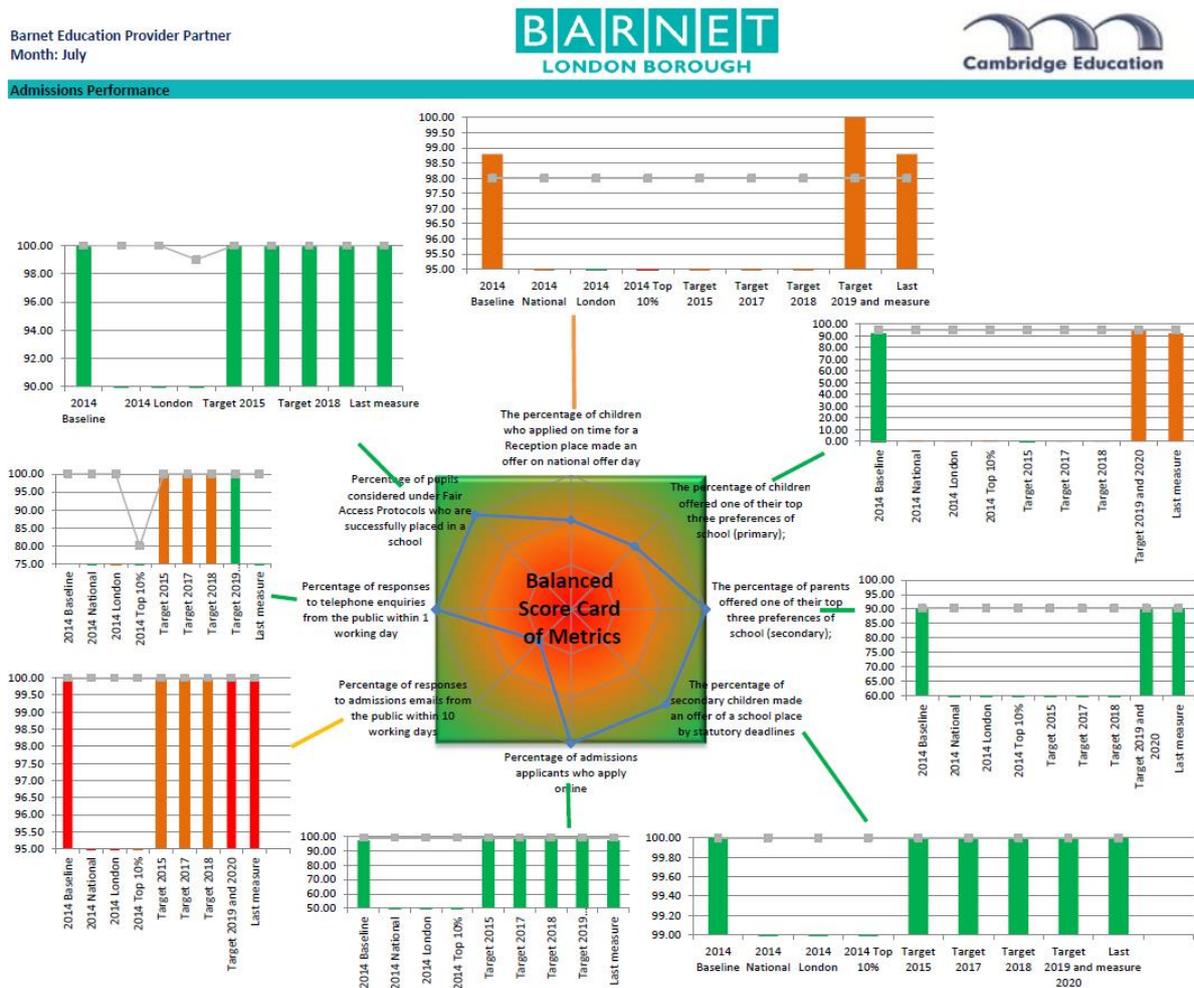
Councillor Richard Watts, Lead Member for Education, Islington Borough Council (April 2011)

2 Quality, performance and operational management systems and

Performance Management System and Methodology

We propose that prior to contract commencement we agree the baseline measures for each service. With each service in mind, we believe it is important to consider service performance against the national picture, local good practice within London, and in relation to the LBB's statistical neighbours of: Kingston-upon-Thames, Merton, Hillingdon, Reading, Sutton, Hounslow, Redbridge, Bromley, Richmond-upon-Thames, Bedford Borough, including also trends over time. Performance over time from this baseline would be presented as a quick-reference dashboard which will highlight any areas of risk using a RAG rating for services and data. We would expect robust discussion around anything ragged red and the associated improvement plan.

Figure 2.1: Example performance dashboard with RAG rating



Source: Mott MacDonald trading as Cambridge Education

“ The appropriate actions in the group’s improvement plan are closely monitored and reported to senior managers, leaders and council members ”

Ofsted inspection of CE working in partnership with Slough Borough Council, 2015

This careful monitoring allows swift intervention to services where expected inputs or outcomes are not being met. Intensive, remedial support including specialist staff, recovery plans and clearly defined programmes of improvement will be targeted in these areas. We therefore welcome the model where both formal Key Performance Indicators (KPIs) and Performance Indicators (PIs) are used alongside the management information collected by our team and shared through the regular contract meetings. Whether deemed strategic or operational, KPIs will incentivise performance ‘above and beyond’ through bonus payments, whereas OPIs rightly provide LBB with the ability to apply deductions for poor performance.

Much of the final confirmed performance for education targets will not be available until, typically October, each year. Each year we shall put an agreed proportion of our profits at risk against achievement of KPIs, using the banded model suggested by LBB. When all performance data is available, we will be proposing to undertake an annual reconciliation to assess the level of service credit to be applied, creating a situation that drives positive behaviours. The proposal can be summarised thus:

Table 2.1: Performance measures examples and consequences

Type of performance measure	Description/Examples	Consequence of failure to achieve
Key Performance Indicators (SKPIs/OKPIs)	key strategic targets for the partnership e.g. <ul style="list-style-type: none"> ■ Management of the schools budget with no overspend [OKPI] ■ Action plans and progress reports for 100% of schools causing concern [OKPI] ■ Top 10% for percentage of pupils eligible for free school meals achieving expected levels of attainment at KS4 (5 A*-C including English and Maths) [SKPI] 	<ul style="list-style-type: none"> ■ Service deduction or bonus regime applied ■ Improvement plan provided ■ Ultimately the ability to lead to critical underperformance and breach
Performance indicators (SPI/OPI)	These are more granular and more regularly available indicators of progress towards the KPIs e.g. <ul style="list-style-type: none"> ■ Percentage of nursery schools rated ‘good’ or better [SPI] ■ Percentage of 16 and 17 year olds whose current activity is not known to the LA [OPI] ■ Percentage of responses to admissions emails from the public within 10 working days [OPI] 	<ul style="list-style-type: none"> ■ Service improvement plan required for PI repeatedly missed (to be approved at Partnership Board level) ■ Ability to escalate to KPIs status ■ Management team to produce clear improvement actions for agreement at contract monitoring meetings

Source: LBB ES Performance Indicators C

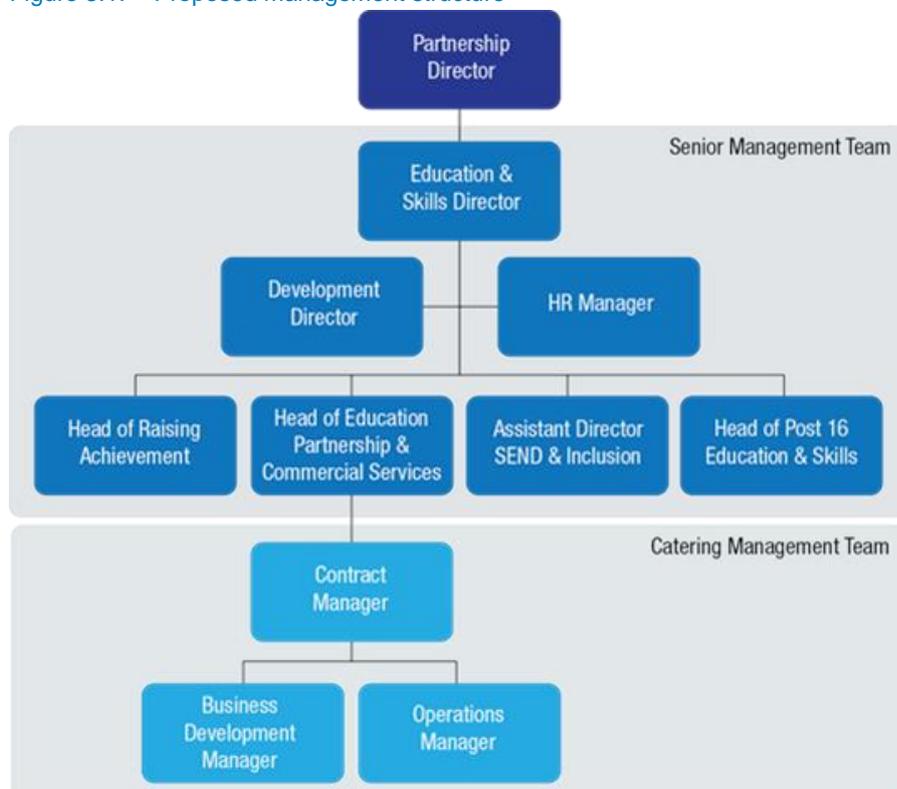
3 High level service delivery models

LBB has been through significant change in the leadership of Education and Skills area recently and we wish to reaffirm that we will not initiate further change for change's sake. Through the provision of complementary talent, we will drive growth through business development, while continuing to focus on service improvement and better outcomes.

Under a single contract, CE and ISS will provide the expertise which has grown our two different service offerings, both dedicated to education. There are differences between the delivery of education services and catering services, and it is important that staff are supported by organisations that fully understand their work, can provide professional development, and have the commercial expertise, business development acumen and wider experiences to make the venture a sustainable success.

From previous experiences in Islington and Slough, we recognise the importance and impact of strong leadership from the outset; building relationships and driving forward LBBs ambitious targets from day one. The proposed management roles outlined below have already been engaged with through the dialogue process, and we have enjoyed applying our wider experiences to affect LBB's specific situation. Our proposed management teams for the delivery of services are:

Figure 3.1: Proposed management structure



Source: Mott MacDonald trading as Cambridge Education, ISS Mediclean Ltd, trading as ISS Facility Services Education

Roles that are changes to the existing structure represent the nature of the additional expertise and

capacity we offer, both in terms of strategic support from the wider CE business, but also in service development and growth. Where acceptable, the catering management team will be created by filling roles with appropriate talent from within LBB.

Partnership Director – Finbar McGaughey: Finbar is the person who will be responsible for the overall delivery of the services to LBB and other services users (e.g. schools), including achievement of the agreed performance measures. He will also be the senior liaison with LBB commissioners, and will have the responsibility for bringing the wider benefits of CE to the benefit of the partnership. Responsible for our portfolio of local authority education services, Finbar will work across all major projects to ensure there is consistency in approach and that opportunities for knowledge transfer, the development of best practice and economies of scale are realised.

HR Manager: People are by far the most important real assets transferring to us as the provider. The HR manager will be responsible for the development of the workforce as the service changes and evolves. This includes the oversight of any staff transferring to our sub-contracted partner, ISS.

Development Manager: This key role has two key responsibilities: the commercial performance of the contract delivering the services within the available funding, including compliance with the Schools Financing Regulations and S251 guidance; and setting and leading the business growth agenda.

The catering service will remain largely as it currently operates, although line management relationships will transfer to a commissioning one.

We are proposing to bring additional resource into the management model for the delivery of catering services in order to generate maximum impact.

Mark Davies, ISS Director of Education, will directly lead the ISS management team. Mark has been involved in the dialogue process already and is keen to see the excellent standards grow across the borough and beyond. He is a member of the Food for Life Standards Committee and a proud supporter of the Soil Association's ethos and programmes. In addition the **Catering Contract Manager** will act as the person responsible and accountable for the overall service delivery plan, and will be the day-to-day contact for the Head of Education Partnerships and Commercial Services.

The catering management team will have a specialist **Business Development Manager** who will work alongside our service delivery teams to and be responsible for generating additional revenue. Working in tandem with the individual specialist ISS Business Development team, we will bring our experienced and successful business development expertise to bid for and win new education and commercial revenue streams for the partnership.

The **Operations Manager** will be the direct link with stakeholder groups including Headteachers, School Nutritional Action Groups, parents' groups and other stakeholders. They will oversee the client meetings with Headteachers, and be responsible for creating effective working partnerships. The Operations Manager will also co-ordinate communication across the schools, through the catering staff in the schools and back to the office, and will oversee monitoring, coaching and retraining.

Area Managers will be responsible for groups of between 15-20 schools, focusing on day-to-day service delivery and financial accountability for their area. Their detailed knowledge and understanding of individual schools will ensure that high performance can be recognised and disseminated, while swiftly addressing underperforming services.

The central administration team known as the **Knowledge Centre** will ensure enquiries coming into the office are directed to the right person immediately and are responded to on the same day. The Operations team and Knowledge Centre will be further supported by ISS central support functions e.g. Procurement /Finance /Nutrition /H&S etc., thus allowing operational managers to focus on food and service quality.

3.1 Bringing additional capacity to the team

CE and ISS will bring both the service improvement and capability expertise, but most importantly the business development capacity.

- We will immediately implement an expanded management team, marketing budget and tried and tested processes for growing business and new service offerings
- The Development Director will be responsible for the strategic development and achievement of the revenue targets set for growth
- For Catering, we will have a dedicated Business Development Manager focussed purely on growth within this service area as the skill set and knowledge base is very distinct.

4 Approach to developing the overall services

It has been clear from the outset that the culture and values of LBB, CE and ISS are closely aligned. We attribute the success of partnerships, and particularly the work we do with local authorities (LAs), to the fact that we are able to identify with their ethos. This is helped by many CE staff having worked in the public sector for many years at senior levels.

CE will:

- Commit to delivering outstanding educational outcomes above all else
- Perform a high level of service, as per our track record of working in partnership with local authorities, schools and academies to deliver high quality services
- Empower schools through collaboration, based on our understanding of shared responsibility and the importance of schools as key strategic partners in driving forward service development
- Be transparent, honest and open in all activity, operating under open book principles.

We are pleased to include draft branding in Appendix A, for further discussion and development during the preferred bidder stage.

4.1 Our approach

We do not anticipate any changes to the level of service delivery at the outset of the contract, due to the seamless transition approach. There will be changes associated with the mechanics of transfer, for example novation of third party contracts and some new governance processes to engage with, but our aim is that these should be invisible to customers.

We wish service users to experience 'business as usual' while we establish our credibility with customers and stakeholders and start to win their trust and engage them in the future ambitions for the services. Development of the service will be based on a philosophy of building on what has already been achieved.

We will deliver an initial 100 Day Plan to manage the transition process and to bring in an Implementation Team, which will provide additional capacity to undertake rapid, detailed service reviews and action accordingly. These reviews will identify opportunities for early success and design proposals for any transformed end state for services. We see one of our key roles in the partnership is to bring creative ideas and new approaches to ensure continuous improvement and growth of services, whilst also delivering LA statutory responsibilities to a high standard.

During the 100 Day Plan transition activities, we will increase the focus and effort of our people on ensuring the ongoing effective delivery of services. We are mindful of the need to sustain high quality provision during a time that will be challenging for all concerned. We are first and foremost an education company and therefore it is critical to us that outcomes remain our highest priority. Therefore, from the outset we will put in place clear monitoring structures and performance reporting. This will allow us to rapidly identify emerging issues and respond accordingly. Having relevant, focussed and timely management information will be critical to the ongoing success of the services we provide.

There is a need to maintain services at transition, to sustain business as usual and provide staff with the comfort and support they need at what can be a difficult time as they move from one employer to another.

It is also important that we make use of some of the great opportunities the first year will bring in developing services and creating a culture of growth.

It will be important to get the contract off to a good start and that means promoting our vision, culture and ambitions for the service as clearly as possible. We will set up initial staff meetings and briefings on the first day to explain and share our approach and ambition for this partnership. We will deploy appropriately skilled and experienced people from the outset to ensure as smooth a transition as possible. With considerable experience in this area, we recognise the significance of handling things sensitively.

In 2012 we successfully transferred over 140 staff from a local authority to ourselves.

We will use open and regular communication helping to build confidence and engagement.

Our approach to partnership i.e. 'doing with' not 'doing to' will allow us to establish and build strong working relationships through the transition stage. We are aware of the trade unions' concerns about the progress of commissioning in LBB and we will continue to do all we can to defuse the situation. The commitment of ISS to the London Living Wage, and its intention to continue with the Barnet Living wage beyond any LBB guarantee, combined with the excellent relationships both ISS and CE have with all the relevant unions will help.

The aim of the Service Review process is three fold:

- To baseline the services using the measures agreed prior to contract start
- To define what the services look like in successful end state in consultation with staff and stakeholders
- To implement any quick wins and critical improvements.

At the same time, we want 'business as usual' in service delivery and to build partnership working with LBB. To this end, we will establish two separate but co-ordinated teams – the Transition Team will focus on the 100 Day Plan and the critical changes, while the Delivery Team will manage day-to-day operations. The benefits to LBB are a smooth and seamless handover of services, ensured continuity of quality levels and motivated staff to provide a sustainable service. We would expect the Transition Team's role to tail off after the 100 Day Plan although there would be continued liaison with, and support to, the Delivery Team. To baseline the services, we will bring in subject area specialists to lead the reviews for each service area in partnership with our commercial manager.

The scope of the service reviews will cover:

- Customer needs, current provision and current satisfaction level
- Performance against the KPIs/SKPIs and other PIs
- Budget, spend YTD, projected spend, traded income projections and actuals
- Resource plans and resource management strategies
- Resource allocation, cost recovery models and time against activity review
- Current pressures and services constraints

- Opportunities for service development and growth
- Opportunities for efficiencies
- Production of a report with clear recommendations including immediate action, first month, first term, first year and longer term considerations
- First year business plan for the service area.

The reviews will be facilitated by external advisors, brought in on the basis of their experience in working in the relevant services areas.

What is important to note is that the service reviews will be collaborative from the outset and are a process by which all staff can review practice and share their views on service development, but will also give us more detailed clarity on the current operational models being used and the aspiration and ambition of the staff working in the services.

Following the completion of the reviews we will consult staff and stakeholders about the findings to correct matters of inaccuracy and to hear their early thoughts on the pictures the reviews paint. We will then involve all staff, whether they are involved in frontline delivery or back-office services, in helping to shape the service development plans.

These plans, owned at service level, will be the driving force for the remainder of Year 1, and then be reviewed as a minimum on an annual basis as part of the budget setting and business planning/continuous improvement cycle.

The partnership requires a strong financial management system and equally competent accounting staff to manage it. CE produces annual audited accounts globally and Group accounts within the UK, in accordance with UK GAAP, and will ensure a high standard of governance exists within this contract. We will deliver the following processes:

- Open book accounting with access to all relevant documentation for inspection and copying, satisfying stakeholder interest
- A financial management system dedicated to the partnership so that there is full transparency on the income and expenditure transactions, assets and liabilities therein
- A separate bank account for the partnership providing effective cash management
- Annual business planning at service level, setting key performance and financial targets, informed by a scan of the market and the strengths and weaknesses of the service, with actions and owners that we monitor and review regularly
- Additional commercial support brought to the annual budget setting process, service pricing and income generation activity
- Monthly financial reviews of each service area with the Development Director, relevant Heads or Service and finance team. This will allow issues to be identified and actions planned and monitored.

Staff are the single biggest factor in delivering successful services, and HR systems are vital to supporting those staff. This is reflected in the fact that the senior HR role sits within the proposed leadership team. We will ensure there are effective transactional HR processes that:

- Pay staff the correct amount, on time

- Make the right contributions for pensions and other non-pay elements
- Maintain accurate establishment data (headcount, structures, vacancies)
- Monitor and manage staff-related costs such as sickness, leave.

We will also ensure there are tailored strategic HR processes to ensure staff are well managed, and that high expectations create an environment where staff are encouraged to grow, develop and deliver.

The IT, financial and HR operational systems have been discussed during dialogue and we are submitting this final response on the basis that the current Council contract with Capita will provide the following services:

- A finance system for managing all education service transactions, but not catering
- HR and payroll transactional services
- IT equipment, core applications, internet connectivity and email services.

We have submitted the more detail requirements for these during the dialogue process and these are included again for the avoidance of doubt at [Appendix B]

It is worth noting that we do not propose for Service Reviews to be a 'once in the contract' event since all services will have a continuous process of review and development built in to their annual cycle of work. This will allow the business to improve in quality, remain flexible in a changing world, seek out opportunities for growth and increase motivation of staff to work in a responsive and effective service. The cycle of reviews will be aligned with the annual business planning and budget setting processes. The annual reviews will include, but not be limited to:

- Performance against KPIs
- Value for Money (VfM) - ensuring that service effort and resource meet key needs and achievement of core targets and cost is not being incurred by activities that have no impact
- Key areas of focus for subsequent efficiency drives
- Key areas for business growth
- Resource planning and management
- Annual service business plan
- Continuous improvement targets.

Our proposal allows Barnet to achieve its budget reduction of 45% of council funding on education services reducing the expenditure by the council by £1.855m over four years and matching the Medium Term Financial Strategy (MTFS) savings for the remaining period to be covered by our contract.

This is proposed to be achieved through a variety of measures, as outlined below.

- Revenue Growth from:
 - Traditional traded services bringing in an additional £1.6m
 - Selling statutory services to other Local Authorities (LAs) proposed to bring in an additional £1m in contracts
 - Growth to an annual surplus of £600k for Catering services

- Efficiency through business process re-engineering to streamline support functions and reduce any unnecessary workload. We also have access to LEAN practitioners who will provide further support if needed
- Streamlined management structures where appropriate
- A review of staff terms and conditions (after the first year recognising the requirements of TUPE (Transfer of Undertakings [Protection of Employment] Plus. We appreciate this is a sensitive area but in times of austerity it is necessary to review the balance between the terms and conditions vital to retain and attract staff, and what is affordable. We have achieved savings in Slough by working with staff and unions to understand what are the non-negotiable areas (maternity, sickness, allowances) and where there is some give and take (holiday, flexi-time and travel).

We believe there are opportunities across the board, for statutory services as well as traded ones, with LAs and with schools. Only exceptional services such as the Virtual School (VS) would be more difficult to offer, but even then it would not be impossible and we have relationship with LAs nearby where collaboration is very much suited.

Geographically, Barnet is well placed, with 32 other London Boroughs within relatively easy reach and, indeed, the whole of South East England is not beyond the realms of possibility. However, an ever-increasing amount of work can be transacted virtually and although there is no substitute for building strong personal relationships, once they have been forged, more remote working is possible.

Our commitment to building the partnership is expressed through the commitment to the exclusivity arrangement proposed in relation to any work subject to gainshare arrangements.

4.2 Approach to managing and delivering Traded Services

We will ensure that the service continues to be led and managed to act as an advocate for children and young people and their parents and carers, and also to provide leadership to the education community in Barnet.

There are challenges for the services, but we believe there is a strong leadership team who are already putting in place plans and strategies to address them. The split already made by the council between commissioning and delivery units means we expect the relationships and split of responsibilities to largely continue as they are at the moment.

Delivering on-going **service improvements and sustainable growth** requires the creation of a customer focus with individual schools, commercial clients and local communities.

We know that in order to maintain high quality services in Barnet we will continually need to refine and develop the services we offer.

The relentless pace of change for schools necessitates a partner who will understand how both national policy changes as well as local challenges can affect their chances of success. New products and types of support will be critical to ongoing effective support. This approach together with robust Performance

Indicators and thorough management methodologies will keep us focussed on successful outcomes in Barnet. We are acutely aware that at the heart of our contract will lie the development and improvement of services for the community of Barnet and particularly children and young people, measured by outputs and outcomes. We would ensure that change was managed sensitively by monitoring colleagues' time allocations so that work beyond Barnet increased incrementally..

Central to service development will be the effective development of services to meeting changing demands. We would anticipate the following as key sources for traded service ideas:

- Existing Cambridge Education products and services
- Traded Services stakeholder groups (including BPSI steering group)
- Staff
- Schools and service users.

To manage the development of ideas from all these sources we will implement our 'ideas funnel' approach to make sure they are commercially appropriate.

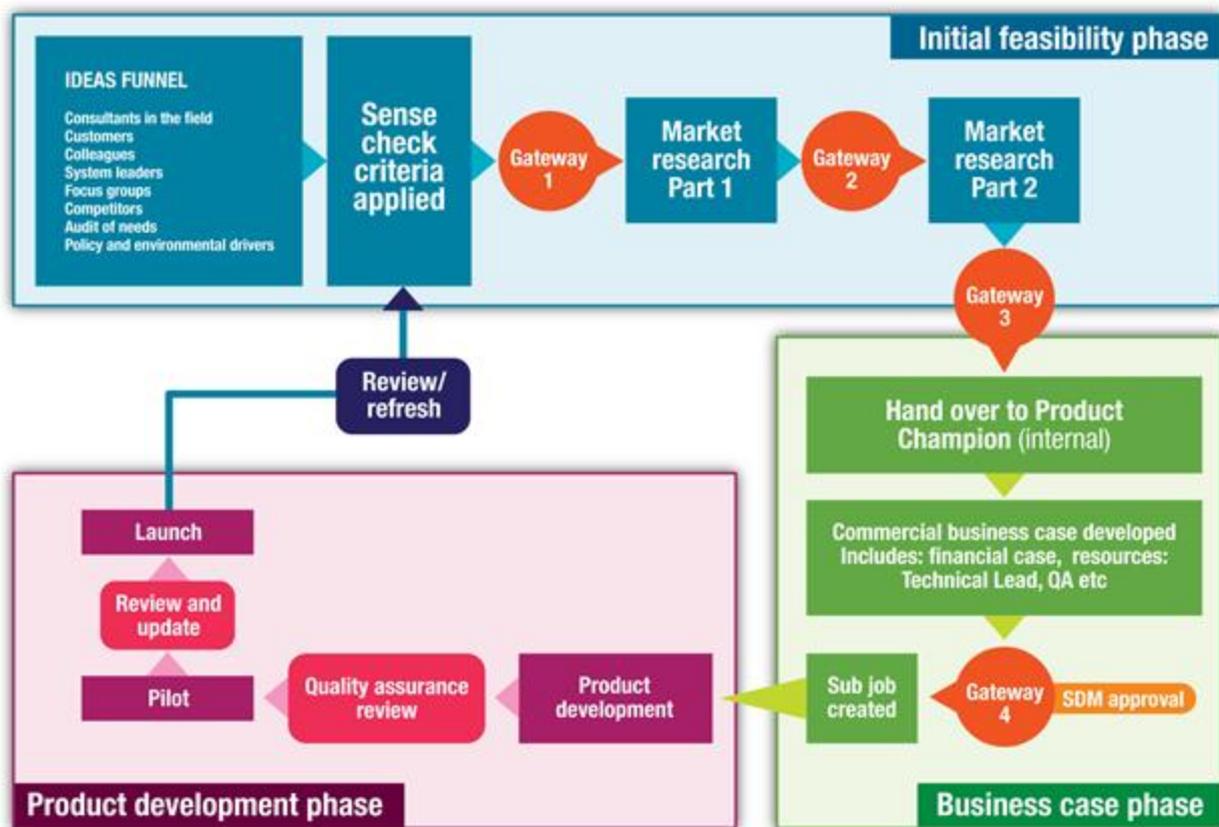
Figure 4.1: Channelling ideas and new products



Source: Mott MacDonald trading as Cambridge Education

More detail of the approach can be seen in the next diagram, with four Gateways in the process of product development. It is important to strike a balance between seeding and supporting new and exciting ideas and the cost both in time and resource in developing products that may not sell. We have developed a process that is sufficiently agile to allow products to be on the market within days of being discussed, but also has sufficient checks and balances to avoid wasted effort and excessive failures.

Figure 4.2: New product development cycle



Source: Mott MacDonald trading as Cambridge Education

4.3 Engaging with and supporting the retained client and DCS

We fully recognise that legislation places the Director of Children’s Services (DCS) as the professional with the responsibility for the leadership, strategy and effectiveness of local authority children’s services. The DCS will retain the responsibility for securing the provision of services which address the needs of all children and young people, including the most disadvantaged and vulnerable, and their families and carers. It is therefore important that we put in place an effective systems to give the DCS confidence that we are providing services that allow the discharging of these functions, including where a local authority has commissioned any services from another provider rather than delivering them itself”.

We will put in place three clear processes to manage this effectively:

- Robust governance to manage the strategic development on the services and the wider partnership

- Performance and contract monitoring regime to support the Council in its commissioning role to be sure the services are focussed on achieving successful outcomes
- Regular formal and informal information exchange to provide the retained client team, and the DCS with the knowledge they need to be able to meet their statutory duties, obligations and responsibilities to the young people of Barnet.

At the top level the Strategic Partnership Board will set the overall strategic development of the relationship. The Partnership Boards for SEND, School Standards, and the School Organisation and Place Planning will provide the regular strategic forum for the DCS and LBB Commissioners to discuss the performance and development of service areas. The DCS will also have an open invitation to all Operations Board meeting, and would be welcome to join Management Meetings where there are issues the feel it would be useful or necessary to engage with.

Alongside this we are proposing regular 1:1 meetings between the Head of Education and Skills and the DCS very much around the sharing and exchange of information.

The following table provides the detail of how we see the activity of CE supporting the retained council functions in meeting their duties and obligations.

Table 4.1: Support of retained function by service area

Service Area	Council duty/obligations	Cambridge Education responsibilities
Admissions	<ul style="list-style-type: none"> ■ Determine annual admission arrangements ■ Make directions for maintained schools to admit pupil in accordance with fair access protocol 	<ul style="list-style-type: none"> ■ Run the admissions system ■ Provide advice and assistance to parents ■ Comply with statutory code when exercising functions ■ Present cases to admission appeal panels ■ Information sharing and complying with requirements of schools adjudicator ■ Consultation on variation of admission arrangements ■ Publish prescribed information ■ Support the fair access panel ■ Support virtual head in relation to education of looked after children
Education Welfare	<ul style="list-style-type: none"> ■ Decision to prosecute ■ Presentation of cases in criminal courts <p>School responsibilities:</p> <ul style="list-style-type: none"> ■ Decision to issue FPN 	<ul style="list-style-type: none"> ■ Investigation of education welfare and children missing education issues ■ Liaison with schools and meetings with parents to discuss education welfare issues ■ Issue of school attendance orders (specifically contracted out function) ■ Referral of cases to Children & Families department in relation to consideration of education supervision orders ■ Preparation of prosecution file and recommendation on prosecution making use of a joint employment contract ■ Monitoring of home education requirements
Employment of children and	<ul style="list-style-type: none"> ■ Decision to serve notice 	<ul style="list-style-type: none"> ■ Investigation of employment of children

Service Area	Council duty/obligations	Cambridge Education responsibilities
young persons	<ul style="list-style-type: none"> ▪ Decision to prosecute ▪ Policy on issue of licences ▪ Decision to issue licence 	<ul style="list-style-type: none"> ▪ matters ▪ Preparation of file and recommendation on prosecution ▪ Administer licence regime and recommendation on issue of licence
Constitution of governing bodies – maintained schools only	<ul style="list-style-type: none"> ▪ Decision to nominate governors as LA governor ▪ Decision to remove LA governors 	<ul style="list-style-type: none"> ▪ Administer process by keeping list of persons interested in being governors and their skill set ▪ Manage the governor appointment panel ▪ Make recommendation to Council on appointment to vacancies
Instrument of Government	<ul style="list-style-type: none"> ▪ Execute instrument of government 	<ul style="list-style-type: none"> ▪ Receive draft instrument and check it complies with regulations ▪ Liaise with schools in case of dispute; make recommendation to LA on execution
10 Duty on local authority to ensure that its functions are exercised so as to promote the effective participation in education or training of persons to whom duty imposed under s.2 (persons who have not yet reached 1st anniversary of reaching compulsory school age and not reached set level of qualification).	<ul style="list-style-type: none"> ▪ Overarching duties ▪ Commissioning responsibilities 	<ul style="list-style-type: none"> ▪ Promotion to effective participation in education or training ▪ Identification of people not fulfilling requirement for education or training ▪ Liaison with schools and other providers of education or training to ensure providers meet their duties ▪ Liaison with other statutory agencies, such as JobCentre Plus and other local authority departments ▪ Maintain data on young people in the local area
School Improvement	<ul style="list-style-type: none"> ▪ Decision on use of formal intervention powers under ▪ Decision to raise concerns about academies 	<ul style="list-style-type: none"> ▪ Support schools on school improvement ▪ Investigate concerns about school performance ▪ Recommend formal intervention powers ▪ Monitoring compliance with formal intervention powers
Duty to support and involve children and young people	<ul style="list-style-type: none"> ▪ Overarching duty 	<ul style="list-style-type: none"> ▪ Consideration of duty when making decisions and undertaking services under the contract
Duty to identify children with SEN and disabilities	<ul style="list-style-type: none"> ▪ Overarching duty 	<ul style="list-style-type: none"> ▪ Consideration of duty when making decisions and undertaking services under the contract
Promoting integration	<ul style="list-style-type: none"> ▪ Overarching duty 	<ul style="list-style-type: none"> ▪ Consideration of duty when making decisions and undertaking services under the contract
Joint commissioning arrangements	<ul style="list-style-type: none"> ▪ Duty to remain with the relevant council departments 	<ul style="list-style-type: none"> ▪ Requirement to work with other council departments and health in relation to joint commissioning recommendations
Duty to keep education and care provision under review	<ul style="list-style-type: none"> ▪ Duty sits with the council 	<ul style="list-style-type: none"> ▪ Consult interested parties and stakeholders on proposed changes to provision ▪ Make recommendations on variation of provision ▪ Monitor effectiveness of current provision and identify best practice
Duty to co-operate	<ul style="list-style-type: none"> ▪ Duty sits with council, including other council departments 	<ul style="list-style-type: none"> ▪ Duty to co-operate other council departments and other statutory agencies ▪ Delivery of services to prepare children and young people for adulthood and

Service Area	Council duty/obligations	Cambridge Education responsibilities
Co-operation between LA and schools	<ul style="list-style-type: none"> Duty sits with council 	<ul style="list-style-type: none"> independent living Duty to co-operate and liaise with relevant schools
Local Offer	<ul style="list-style-type: none"> Duty sits with DCS 	<ul style="list-style-type: none"> Collate information on local offer Keep local offer under review Publish relevant information about local offer
Co-operation with another LA	<ul style="list-style-type: none"> Overarching duty Decide whether to refuse to co-operate based on recommendation from contractor 	<ul style="list-style-type: none"> Duty to co-operate with other local authorities as required Notify council of any concerns about other local authority decision making Drafting reasons for refusal of co-operation and submit to council for a decision
Advice and assistance	<ul style="list-style-type: none"> Commissioning duty sits with council 	<ul style="list-style-type: none"> Facilitate the commissioning process Monitor effectiveness of current service Publish information about service to relevant persons
Requirement to education in mainstream school	<ul style="list-style-type: none"> Duty sits with the council 	<ul style="list-style-type: none"> Make recommendations in relation to place planning for SEN Provide advice and assistance to parents to encourage use of mainstream sector where appropriate Draft EHC plans with this duty in mind
Assessment of EHC needs	<ul style="list-style-type: none"> Consideration of advice and relevant information on whether it is necessary for special educational provision to be made in accordance with EHC plan Determine whether arrangements in accordance with EHC plan are required and instruct contractor to communicate decision – this also requires LA to request more information where needed Make decision on outcome of EHC assessment and whether EHC plan proposed with reasons for decision 	<ul style="list-style-type: none"> Advice on necessity for special educational provision and recommendation to LA Undertake consultation with parents or young person on LA's behalf and feedback results Draft reasons for any recommendation not to make arrangements via an EHC plan and submit to LA for decision Communicate with parents or young person about assessment process and right to express views and submit evidence Making use of joint employment contracts undertake assessment and make recommendation as to whether EHC plan proposed and reasons for such recommendation Following decision of LA on whether EHC plan proposed, communicate this decision to the parents or young person; Provide information to LA in relation to whether child or young person requires additional time to complete training, provide information from other relevant persons and parent or young person.
EHC Plans and consultation requirements	<ul style="list-style-type: none"> Decision on content of draft plan (could determine that this decision is not made, but risk of challenge that the local authority 	<ul style="list-style-type: none"> Detailed discussions on content of plan Consultation with parent or young person Consultation with relevant schools Consideration and recommendation on

Service Area	Council duty/obligations	Cambridge Education responsibilities
	cannot influence the EHC plan at draft stage) <ul style="list-style-type: none"> Decision on finalised plan 	whether school is unsuitable or incompatible with provision of efficient education <ul style="list-style-type: none"> Liaison with other partners re. relevant sections of plan Once plan approved by LA, send finalised plan to parent or young person and school Set up moderating group to ensure consistency in recommendations and content of plan
Securing special educational provision	<ul style="list-style-type: none"> Duty to sit with council 	<ul style="list-style-type: none"> Recommendations on commissioning arrangements Identification of specific educational provision and liaison with provider to ensure it is in place
Reviews and re-assessments	<ul style="list-style-type: none"> Following review and assessment, same decision making as for original assessment 	<ul style="list-style-type: none"> Facilitate annual reviews, including keeping calendar of reviews and ensuring they are carried out by schools Decide whether to send officer to annual review meetings Decide whether there should be re-assessment if requested by school/parent/young person Following review and assessment, same decision making as for an original assessment Comply with statutory timescales
Power to cease to maintain plan	<ul style="list-style-type: none"> Decide whether to cease to maintain plan 	<ul style="list-style-type: none"> Recommendation to council that plan should cease
Power to maintain following 25th birthday.	<ul style="list-style-type: none"> Decision on continuation of plans for final year 	<ul style="list-style-type: none"> Recommendation to council that plan should continue for final year
Transfer of plans	<ul style="list-style-type: none"> Overarching duty to sit with the council 	<ul style="list-style-type: none"> Notify council of any proposals to transfer a plan into area Recommendations on transfer of plan out of area
Release of child under plan from detention	<ul style="list-style-type: none"> Duty sits with the council Decision making as for original assessment section 	<ul style="list-style-type: none"> As for original assessment Ensure original plan being maintained Ensure review undertaken as required Make recommendations to council
Personal budgets	<ul style="list-style-type: none"> Overarching Duty 	<ul style="list-style-type: none"> Requirement to prepare personal budget in specified circumstances
Appeals	<ul style="list-style-type: none"> Make decision on whether to defend appeal and give instructions on settlement options 	<ul style="list-style-type: none"> Preparation of appeal work Recommendation on whether to defend appeal Presentation of appeal where appropriate Ability to contract external providers to assist with appeal, including presentation of appeals Management of appeal process, including liaison with witnesses, collation of evidence, correspondence with tribunal
Right to mediation	<ul style="list-style-type: none"> Overarching duty 	<ul style="list-style-type: none"> Commission mediation services Monitor effectiveness of current services Notify relevant persons of mediation services and obtain certificate in

Service Area	Council duty/obligations	Cambridge Education responsibilities
Resolution of disagreements	<ul style="list-style-type: none"> Overarching duty 	<ul style="list-style-type: none"> prescribed cases Commission dispute resolution services Monitor effectiveness of current providers Publicise arrangements
Special educational provision otherwise than in schools.	<ul style="list-style-type: none"> Decision to make provision otherwise than in schools 	<ul style="list-style-type: none"> Requirement to consult as prescribed Recommendation on provision otherwise than in schools, with draft reasons as to why school provision is inappropriate
Payment of fees	<ul style="list-style-type: none"> Decision on whether to fund payment of fees 	<ul style="list-style-type: none"> Recommendation on payment of fees in specified circumstances
Access to schools, post 16 institutions	<ul style="list-style-type: none"> Authorise contractor named officers who can access schools 	<ul style="list-style-type: none"> Implement a process for putting forward personnel for authorisation Maintain list of authorised persons Provide suitable authority identification for authorised officers
Assessment of post detention EHC plans	<ul style="list-style-type: none"> Duty sits with council in same way as for original assessment 	<ul style="list-style-type: none"> Detail dealt with in same way of original determination and assessment, as set out above. Appeals dealt with as set out for main appeal section
Provision of SEN information	<ul style="list-style-type: none"> Ensure Cambridge Education provides SEN information 	<ul style="list-style-type: none"> Comply with regulations in relation to provision and publication of SEN information
SEN Code of Practice	<ul style="list-style-type: none"> Have regard to code when making decisions 	<ul style="list-style-type: none"> Requirement to have regard to code when undertaking contractual requirements Requirement to keep council informed of relevant changes to the code
Duty to promote educational achievement of LAC	<ul style="list-style-type: none"> Employment of virtual head Overarching duty to promote education of looked after children 	<ul style="list-style-type: none"> Employment of persons to support the virtual school Liaison with virtual head and other council officers to support the council to meet its duty to looked after children Specific responsibilities for data collection, liaison with relevant persons, drafting of documents, monitoring suitability of schools and appropriate use of finances and advice and assistance
Personal Education Plan	<ul style="list-style-type: none"> Agreement of final PEP 	<ul style="list-style-type: none"> Advice and assistance on PEP Providing draft PEPs Monitoring compliance by schools, including school visits
Travel arrangements for eligible children	<ul style="list-style-type: none"> Commission suitable providers for school transport, where required 	<ul style="list-style-type: none"> Assessment of applications in accordance with policy Confirm decisions and notify right of appeal if negative decision Manage appeal process Make travel arrangements with relevant providers
Travel arrangements for other children, persons of sixth form age, adult learners	<ul style="list-style-type: none"> As for eligible children, but with additional of charging mechanism where appropriate 	<ul style="list-style-type: none"> Assessment of applications in accordance with policy Confirm decisions and notify right of appeal if negative decision Manage appeal process Make travel arrangements with relevant providers
Duty to have regard to religion or belief in exercise of travel	<ul style="list-style-type: none"> Have regard to this when agreeing policy 	<ul style="list-style-type: none"> Have regard to this when drafting policy

Method Statement

Overall Management and Delivery of the Services



Service Area	Council duty/obligations	Cambridge Education responsibilities
functions		

Source: Mott MacDonald trading as Cambridge Education

5 Customer Satisfaction

Customer care is fundamental to our partnership approach. Clients are satisfied when they get what they want; therefore, the first step in maintaining levels of satisfaction is to map and understand our customers and their needs. This is why our initial service reviews include reference to customers to assess the baseline satisfaction levels.

The agreement of a rigorous, relevant, coherent set of targets means that all parties are clear on what is expected and what success will look like.

Early discussion of the methods to monitor progress (the nature and frequency of data to be collected) is beneficial, particularly when obtaining “buy-in” for qualitative data collection such as asking heads to complete questionnaires (we regularly achieved 95%+ satisfaction rates in Islington).

However in some areas, particularly relating to statutory, or challenging and monitoring roles, there may need to be a pragmatic approach to defining “need” and “satisfaction” – no governing body is likely to “want” to be replaced by an IEB.

We are fully committed to measuring customer satisfaction and will work with LBB during transition to agree the final format and design of information to be collected.

Subject to that refinement, our proposal for measures of satisfaction will cover:

- Annual Headteacher survey (to cover both statutory and traded services)
- Training evaluations for all professional development courses
- Views of children and young people and their parents and carers in relation to individual services such as admissions and SEND.

We also take customer dissatisfaction, as manifested in complaints, very seriously. Because of our conscientious and rapid response to feedback, criticism is rare, but we are genuine in our attempts to make sure that the loop is closed, and that all feedback, both positive and negative, is fed into the continuous improvement loop. A complaints log will be maintained, and available to LBB as required.

6 Quality assurance

There are two elements to successful quality assurance measures. The first is putting in place the right indicators, or measures, and then monitoring and reporting on them effectively. The second is putting in place the wider activities required of a quality assurance system.

Quality assurance (QA) is a thread that runs through all our work and receives considerable attention:

- Day-to-day, from trained administrators, Project Managers and Project Directors
- Through a comprehensive system of 'e-forms'
- Through bi-annual, internal audits, external quality assurance 'surveillance' audits every 18 months and full external audits every 3 years.

Our Business Management System (BMS) provides processes to help manage and minimise risk on projects; commercial, professional, technical and environmental risks, information security, anti-bribery and those relating to Health & Safety. It complies with international standards ISO 9001: 2008 (Quality), ISO 14001: 2004 (Environment), OHSAS 18001: 2007 (Health & Safety), 27001:2005 (Information Security) and 29001:2007. Compliance with BMS is obligatory for all staff within the company working on any assignment.

We do not wish to sweep aside tried and tested processes and procedures already in use by LBB where they provide for quality delivery but, where there is room for improvement, our experience and systems will be adapted to suit the local need.

Once we have established the baseline for delivery, we would undertake a gap analysis to map our business management system, (BMS) to LBB procedures and processes resulting in a robust and resilient system for monitoring quality. The careful monitoring of quality allows for swift intervention to services where the standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and a clearly defined programme of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in LBB.

Frequent and appropriate reporting at the right levels is key to quality monitoring. We have proposed formal reporting on KPIs to the Partnership Board quarterly and an overview using RAG rating for service performance monthly in Contract Monitoring Meetings. Specific service KPIs would be subject to further refinement as part of the initial service reviews, but would include:

- Budget management
- Timely provision of home-to-school transport
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives, such as the provision of transport by SEN schools and the training of children and young people.

We would present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and would expect robust discussion around anything flagged red and the associated improvement plan.

7 Approach to meeting the following Council policy requirements

7.1 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

We are confident in our ability to meet the requirements of LBB's health and safety policy. We have a Unit Safety Manager who will oversee compliance, not just with LBB requirements, but also the more stringent obligations we have within our own policies.

To build on our strong health and safety processes we decided in 2008 to develop our own behavioural safety programme. Our approach has been to integrate health and safety risk management within a wider risk management framework, as the behaviours we are looking for are the same. We developed a DVD, working with Ray Mears, the well-known authority on survival and bush skills called Circles of Protection – the thinking person's guide to risk management. This programme is key to developing our health and safety culture, the class system:

Figure 7.1: Mott MacDonald CLASS system



Source: Mott MacDonald trading as Cambridge Education

Staff watch the DVD in small groups and then have a structured workshop lead by a manager to discuss how CLASS can help manage risk. It's about attitudes and behaviours rather than processes and procedures.

7.2 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

This is an area we are experienced in, handling much sensitivity data both with on behalf of other local authorities, but also central government.

Our information security management practices are based on and conform to the requirements of ISO 27001:2005 which is the successor standard to ISO 17799/BS 7799.

Our security measures are subject to audit the results of which can be made available to you upon request. These measures include training and awareness, and relevant staff are required to attend our learning and development courses 'Data Protection Training' and 'Information Security - A unified approach', whereby the company's policy on compliance with the Data Protection Act, dealing with such protected data; and our approach to information management security is explained.

7.3 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

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Appendix A. Branding Examples

The following draft logos have been produced to inform further discussions during the preferred bidder stage.





Barnet with
Cambridge Education
Growing a better tomorrow



ENHANCING BARNET
Barnet with Cambridge Education



*Developing a
better tomorrow*



Barnet with
Cambridge Education
The heart of future learning



Barnet with Cambridge Education
At the heart of education

Appendix B. HR, Finance and IT Operational Requirements

The following requirements have been previously submitted and discussed during the Final Tender stage.

B.1 IT Requirements

B.1.1 Initial Setup

<p>End user devices</p>	<p>It is expected that under the CSG contract NEWCO would continue to receive the following categories of end user devices for all qualifying employees (e.g. those working on LBB contract delivery, from LBB premises or LBB locations):</p> <p>Mobile devices (do not anticipate equipment older than three years)</p> <p>Desktops (do not anticipate equipment older than four years)</p> <p>Desktop phones / unified comms</p> <p>Multi-functional devices, printing and reprographics</p> <p>Audio Visual / large displays / digital signage.</p> <p>To plan for hardware refresh, NEWCO would like sight of planned refresh arrangements and current age of end user devices.</p>
<p>Network infrastructure</p>	<p>The following devices are anticipated to be present as part of the current service:</p> <p>Core and edge switches</p> <p>Wireless access points - including guest access to internet</p> <p>Firewall and Endpoint Protection.</p> <p>We expect these devices to be replaced as part of planned refresh prior to end of life under the CSG arrangements.</p>
<p>Server infrastructure</p>	<p>The following devices are anticipated to be present as part of the current service.</p> <p>Server hardware</p> <p>Storage and full user data backup (including off-premise)</p> <p>Core services (DHCP, DNS, File, Print, web, mail hosting, etc.)</p> <p>Active Directory (Authentication); we anticipate users to authenticate as per existing</p>

	arrangement for LBB employees.
Connectivity	<p>All or a subset of following services are anticipated to be present as part of the current arrangements.</p> <p>Primary & backup WAN</p> <p>Inter-site links</p> <p>SIP Trunks / ISDN</p> <p>3G/4G provisions</p> <p>PSN connectivity / access compliance.</p>
Productivity and ERP software	<p>The following services are anticipated to be present as part of the current service.</p> <p>Local or cloud based Office applications</p> <p>PDF creation and editing.</p> <p>NEWCO would like to clarify which of the following applications are currently available to staff under the CSG contract:</p> <p>CRM</p> <p>Corporate reporting systems/applications</p> <p>HR databases</p> <p>Procurement management systems</p> <p>Project Management.</p> <p>NEWCO would expect license for any devices provided as part of CSG contract to be managed and maintained under existing arrangements.</p>
Line-of-business software	<p>The following services are anticipated to be present as part of the current service, and are expected to remain available under the new arrangements.</p> <p>All software currently used for core business specific applications. Example of software may include (but not limited to):</p>

	<p>School MIS systems e.g. Capita SIMS</p> <p>Census and data management system e.g. Capita ONE</p> <p>Early Years data systems</p> <p>Social Care case management systems</p> <p>DfE data systems e.g. Secure Access and Key to Success</p> <p>Pupil mapping and URN databases</p> <p>PVI billing and management databases</p> <p>Customer self-service voice and portal provision</p> <p>Admissions mapping and GIS tools.</p> <p>This list is indicative, rather than exhaustive</p>
<p>Helpdesk and IT Management Software</p>	<p>The following services are anticipated to be present as part of the current service, and are expected to remain available under the new arrangements.</p> <p>ITIL compliance helpdesk</p> <p>Desktop and application deployment software</p> <p>Proactive monitoring and alerts management</p> <p>User accounts, profile and storage management</p> <p>Access control</p> <p>Local and Removable media encryption.</p>

B.1.2 Operational

<p>ITIL Compliant full end user support and operational management</p>	<p>It is expected that the CSG contract would continue to provide ITIL compliant IT support to users (including SLA for account creation password resets and other such user requests) as well as ITIL compliant operational management of the complete solution, as per current arrangements.</p>
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Access to NEWCO Corporate Systems	NEWCO would require access to own corporate systems from clients systems (via NEWCO provisioned Citrix) and would also expect access to NEWCO corporate systems via NEWCO owned device on LBB sites through a solution such as MS DirectAccess via guest WiFi.
Security and other policy considerations	The entire IT service is expected to be fully compliant with all legislative and best practice security, data protection and other IT policies aimed at local government departments.

B.2 Finance and HR Requirements

B.2.1 Initial Setup

MML set of Books	<p>A new company set up would need to be set up for Cambridge Education (CE) contract period.</p> <p>Confirmation of the financial year would be required; contract year, calendar year, tax year.</p> <p>Existing interfaces may need to be updated to ensure data is mapped into a new set of books for MML.</p> <p>Standing data in the trade creditor and debtor ledgers accounts would need to be populated.</p>
Chart of accounts	<p>It is expected that the operating account and sub-account cannot be changed as these are used for consolidation returns to central government.</p> <p>New balance sheet account codes would be required in the new set of books for MML (such as bank, inter-company(s)).</p> <p>MML would review the cost code structure for the contract period and possible mapping between existing cost centres and new costs centres may be required.</p>
Bank Account, purchase cards and imprest system	<p>MML would set up a new bank account for the contract period.</p> <p>It is possible that an imprest system may need to be updated to meet with MML internal governance requirements.</p>

	<p>It is possible that MML will need to set up new purchase cards for staff.</p>
Accounts Payable	<p>It is expected that MML would need to contract with suppliers and a review of existing suppliers and procurement thereof would be undertaken.</p> <p>A supplier approval template may need to be updated for approval by MML staff.</p> <p>MML has internal invoice approval directives and it is expected that these would be introduced to staff who TUPE to MML. If staff are approving invoices or requisitions through an automated workflow this may need to be updated.</p> <p>It is expected that trade invoices will be paid using a bacs file process. The frequency of bacs runs to be determined but a weekly payment run is suggested.</p> <p>If Capita offer an accredited bacs bureau this facility can be used by MML. Otherwise, it is expected MML will receive the bacs file and process through existing MML banking facilities.</p>
Accounts Receivable and credit management	<p>It is expected that sales invoices are updated to include the MML logo, address, bank details and MML VAT registration number.</p> <p>It is expected that statements, reminder letters are updated to be from MML and it is possible that the wording and escalation processes will be modified.</p> <p>MML will encourage clients to pay sales invoices either by bacs or by cheque.</p>

Payroll	<p>It is expected that MML will apply for a PAYE reference for the contract.</p> <p>It is possible that the interface into the MML set of books would need to be updated.</p> <p>Staff payslips would need updated to include the MML logo.</p> <p>It is expected that staff will be paid using a bacs file process and that their bank statements would name MML as the payee.</p> <p>If Capita offer an accredited bacs bureau this facility can be used by MML. Otherwise, it is expected MML will receive the bacs file and process through existing MML banking facilities.</p>
HR	<p>It is expected that MML will manage the professional HR support including strategic HR support and employees relations side. The transactional HR will remain with Capita.</p>
Pensions	<p>It is possible that MML will offer their defined contribution scheme to staff. If this is the case then it is expected payroll will administer the auto enrolment process, including the staff deductions via payroll, the file upload into the pension providers website and the possible staff reimbursement that may be required.</p>
VAT reconciliations	<p>If exempt services are relevant to the contract then it is possible that the VAT reconciliation template may need to be updated to segregate these services prior to consolidation within the MML company return.</p>
Performance reporting	<p>Standard Finance reports should be made available. Trial balance (short and extended), Revenue Outturn, Revenue actuals and Section 251.</p> <p>There may be a requirement for bespoke reporting for MML for payroll, HR and Financial performance.</p>
Security and Access	<p>Security and access to MML set of books would need to be agreed.</p> <p>It is expected any data sensitive information (e.g. payroll) is password protected and that the transmission of bacs files is encrypted.</p> <p>Financial records needs to be maintained for at least six years. It is expected that MML have access to transactional records during the lifetime of the contract and it is agreed how this access can be made available post</p>

	the contract period.
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B.2.2 Operational

Period end accounting	<p>It is expected that a month end close routine is in place with ledgers being closed for bookings at an agreed time and that prior period bookings are restricted to specified MML staff.</p> <p>It is expected that journals are posted to the books within 24 hours of receipt.</p>
Financial Reconciliations	<p>Bank and cash account reconciliations are carried out at the end of each period and within a timely manner (8th day of the following month).</p> <p>Other balance sheet reconciliations (such as salary control, VAT, inter-company, tax control) are carried out at the end of the each period and in a timely manner (10th day of the following month).</p> <p>These reconciliations are reviewed and approved by a MML member of staff.</p>
Accounts Payable	<p>Approved trade invoices are expected to be posted to the MML set of books within a reasonable time period from receipt.</p> <p>Standing data on Supplier accounts are maintained on the financial system ledger whilst ensuring there is a segregation of duties.</p>
Accounts Receivable and credit management	<p>Cash received in the MM bank account is posted to the books in the same day as receipt and is allocated against the relevant sales invoice.</p>
Payroll	<p>It is expected that a payroll calendar with cut-off dates is prepared and communicated for the active contract year.</p> <p>It is expected that a preliminary payroll run is carried out and the payroll report is issued to MML HR for review and approval prior to the live payroll run.</p> <p>Queries raised to payroll should be responded to within a reasonable time period and that Capita manage payroll administration (starter, leavers, P* forms etc).</p>

	<p>The payroll team are expected to carry out checks on the permanent data in the payroll system.</p>
Staff Expenses	<p>It is expected that approved staff expenses are submitted to the appropriate accounts transactional team by the agreed cut-of date and paid in the following bacs payment.</p>
Bacs files	<p>Payment due dates for accounts payable and payroll would be agreed and calendared for the active contract year.</p> <p>MML's internal governance requires that the bacs payment files are approved by MML staff before they are released for payment.</p>
Pensions	<p>It is expected that the Teachers' Pension scheme will be audited annually. To assist in the audit the payroll team should make records available and respond to payroll related queries. LGPS annual returns will need to be provided.</p>
HR	<p>DBS checks to be carried out – preferably electronically.</p> <p>Reports will also be required on a monthly and ad-hoc basis, to included:</p> <p>Monthly – Sickness, starters & leavers, vacancy and recruitment lists, turnover.</p> <p>Ad-hoc – equalities impact, workforce stats, active staff lists, ethnicity, disability, establishments, headcount</p> <p>Data cleansing if data required for re-structures and employee surveys.</p> <p>Employee self-service function for changes to personal details etc.</p> <p>Electronic staff files, with appropriate security measures.</p>
Access & Security	<p>Requests to change staff access rights should be responded to within a reasonable time period.</p> <p>An operational financial system is maintained and available at least 95% of the time, with downtime for system upgrades being minimised.</p>

	System back-ups are carried out frequently.
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Method Statement

School Admissions

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
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Information class: Standard

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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert, paying particular regard to pinch points in the admission cycle
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce an updated service business plan for the coming year within 30 days of the annual service review
- Meet the statutory requirements that LBB has to meet on its behalf, notably compliance with deadlines for admissions notifications
- Ensure close and regular liaison with pan-London arrangements and contiguous Local Authorities occurs
- Keep the DCS, the Operations Board and the Strategic Board well-informed of admissions-related issues
- Make savings as a result of Business Process Re-engineering, service improvement and business process scrutiny
- Explore opportunities to carry out the admissions function for other admissions authorities, including other LAs and academies, by the end of year 2
- Offer an appeals service to other admissions authorities by the end of year 1.

We are aware that admissions is an increasingly complicated area of work as the number of admissions authorities proliferate and the pressure on places shows little sign of ebbing. It is also the first rung on the ladder of school improvement: if pupils do not have a school place, then they cannot benefit from a school education. It is also a service that 'can only go wrong'; in other words, all stakeholders expect a smooth-running service that meets parental preferences and does not place pressure on schools' capacity.

1 Service Vision

We wish to run an admissions service that takes into account the duties and desires of all stakeholders:

- Parents, in having timely information on their children's admission to school and meeting their preference wherever possible
- Schools, in having accurate and timely information on numbers on roll
- LBB, in meeting their statutory requirements which runs efficiently, effectively and economically
- Staff, in ensuring the effective use of Human Resources to meet deadlines without undue pressure.

1.1 Key outcomes

- Timely allocation of school places
- Timely identification of school vacancies
- Effective monitoring procedures to establish the demand for school places
- Sustain the meeting of deadlines imposed by the PAN London Co-ordinated Admissions schemes
- Improvement in the take up of online applications
- Timely referrals to Children Missing Education Officer
- Timely referrals of children to be placed under the In-Year Fair Access Protocol
- Maintain compliance with the provisions of the School Admissions Code, the School Admission Appeals Code and local policy
- Improvement in customer satisfaction in service delivery
- Maintenance of effective provision of advice and training to schools
- Maintenance of effective working partnerships with other local authorities, schools and the DfE
- Timely and accurate provision of data and statistics to meet national and local monitoring requirements
- Maintain the secure handling of data in accordance with data protection legislation and the Council's data management protocols.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

- Establishing the requirements and views of the management and senior leadership teams, including the DCS
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Reviewing and understanding the quality of the service and to provide a baseline against which we can gauge progress
- Reviewing the business plan, service improvement, growth and efficiencies
- Seeking schools/academies' views
- Making recommendations for change, if need be
- Consultation, if need be
- Implementation of revised methodology, if need be
- Ensure there is no detriment to the service during the review processes.

Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan. We will be able to monitor progress against the baseline we establish during the first 100 Day review and monitor, challenge and support the service in order to ensure continuous improvement.

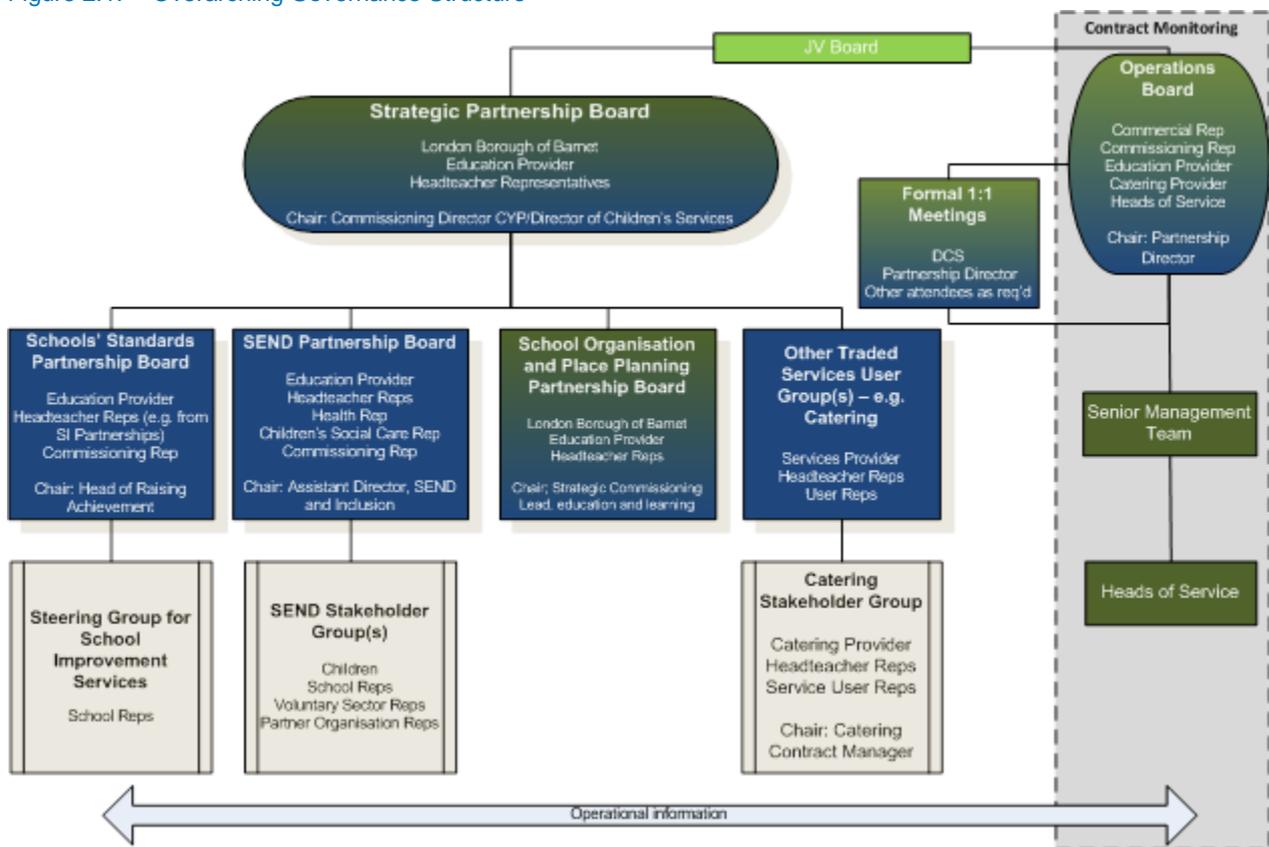
The DCS and the operational and strategic boards will also be presented with information on progress with admissions issues, including any problems and challenges that emerge. We will operate on the basis of 'no surprises'. Reports will also be made to the appropriate member committee, as deemed necessary. Such reports will include the performance of the service, details of any problems that arise or invite any decisions that have to be taken.

2 Service Delivery Model

2.1 Structure

School Admissions governance processes will flow between the School Organisation and Place Planning Partnership Board and Strategic Partnership Board, as identified below:

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

LBB has statutory duties to co-ordinate admissions across the Borough and to arrange efficient and effective admissions to the schools it maintains. The overall responsibility remains with the Council, through the DCS to the elected members. For Cambridge Education, responsibility would be held ultimately by the Partnership Director, but day-to-day by the Director of Education and Skills.

The following named roles are instrumental in the success of the admissions service to Barnet schools:

- LBB DCS
- Partnership Director
- Director of Education and Skills

- AD for support services
- Head of Admissions.

2.3 Scope

- Provide strategic advice to the council on its admissions policy and support any review of admissions arrangements
- Administration of Co-ordinated Admission Schemes
- Administration of the Council's In-Year Fair Access Protocol
- Administration of the School Admission Appeals process
- Administration of the Assisted Travel scheme.

2.4 Service requirements

Cambridge Education will:

A1 Admission arrangements

- Lead the development and delivery of the council's admissions policy and be the main strategic adviser to the council on school admissions
- Make sure that the Council's oversubscription criteria for community schools are fully compliant with the mandatory provisions of the School Admissions Code
- Provide professional guidance and support to governors of admission authority schools and academies with regard to their responsibilities on setting and determining admission arrangements as required by the School Admissions Code
- Advise and assist the Council in determining its annual admission arrangements in accordance with the deadlines imposed by the School Admissions Code, including, where required, undertaking consultation with relevant persons on the Council's behalf.

A2 Co-ordinated schemes

- Formulate and publish a schemes to co-ordinate admissions for Secondary Transfer, Reception Class Admissions, Junior Transfer and In-year admissions in accordance with the requirements of the School Admissions Code and the PAN London Co-ordinated schemes
- Organise and implement the annual timetables for school admission to primary and secondary schools in accordance with the Pan London Co-ordinated Admissions Scheme
- Comply with the administrative and IT processes and protocols outlined in the PAN London Co-ordinated Admissions Business User Guides regarding the management of the co-ordinated admissions schemes.

A3 Processing applications

- Process admission applications in accordance with the requirements of the School Admissions Code, PAN London Co-ordinated Admissions scheme and the local scheme for the co-ordination of In-Year admissions

- Provide customers with all the information necessary to apply for a school place by producing handbooks, leaflets and guidance notes
- Make sure that the take-up in online admission applications is sustained and improved
- Obtain all necessary supporting evidence to verify the information provided on the application form and to support applications for special consideration
- Rank admission applications in accordance with the published admission arrangements for the relevant year
- Support admission authorities to rank applications in accordance with their published admission arrangements and within prescribed deadlines and timescales, offering appropriate professional advice, guidance and training
- Make sure that accurate records of school admission applications are managed and maintained
- Make sure that children without a school place are identified and appropriate steps are taken to support parents to secure suitable education, including for example reporting cases to the officer managing Children Missing Education, Education Welfare or Fair Access Panel
- Support the Virtual Head in ensuring that the admission of looked after children to Barnet schools is prioritised.

A4 Customer service

- Regularly collect customer satisfaction information and maintain and improve satisfaction levels
- Deliver a back office telephone service offering professional advice and guidance to customers and schools on all issues concerning school admissions to support the service provided by CSG
- Brief and train CSG staff in relation to admissions policy and procedures and update CSG about any relevant changes to admissions policy and procedures, including changes to school provision
- Maintain an email service offering professional advice and guidance to customers and schools on all issues concerning school admissions.

A5 Fair access protocols

- Provide advice and assistance to the Council on its fair access protocol to ensure it meets the requirements of the School Admissions Code
- Make sure that vulnerable children are identified from application data and referred for placement by the In-Year Fair Access Panel
- Facilitate regular meetings of the In-Year Fair Access Panel by arranging meetings and presenting appropriate evidence
- Notify schools of In-Year Fair Access placements and arrange the appropriate transfer of pupil funding
- Where a child is refused entry to a school, CE shall support the council by consulting the school and, if the DCS decides to direct, notify the school of the intention to direct or to ask the Secretary of State to intervene.

A6 Appeal arrangements

- Represent the local authority as admission authority at admission appeal hearings, including liaising with schools to obtain relevant data, submitting paperwork to the clerk in accordance with required timescales and attending the hearing to present the case

- Support the Council's Governance Service to ensure that the admission appeal process is compliant with relevant legislation and guidance, including for example, supporting with training of panel members and clerks and raising issues of concern.

A7 School admission appeals - processing applications

- Make sure that the Council provides customers with information about their right of appeal and the procedure to be followed and shall forward any appeal requests to the Council's Governance Service
- Make sure that accurate records of admission appeals applications are maintained.

A8 Assisted travel scheme (non-SEN) - processing applications

- Make sure the Council processes applications in accordance with the requirements of the Home to School Travel Policy
- Make sure that the Council provides customers with all the information necessary to apply for home to school travel assistance.

A9 Nursery admissions - distance measurement

- The service currently also offers a traded service on request, providing schools with the home to school distance measurement for Nursery age children.

A10 Borough-wide review of Primary admissions - reviewing catchment areas

- Develop costed project proposals for supporting the council in any Borough-wide review of Primary admissions arrangements.

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

There are no immediate plans to grow the service beyond LBB. However, as cost pressure increase on Local Authorities, there might be opportunities to make economies by offering a joint service. Given the existence of the pan-London arrangement, it would be obvious to explore the provision of services to other London Boroughs and particularly those which are contiguous with Barnet.

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function. Typical division of responsibilities is outlined below.

Table 4.1: Division of Roles and Responsibilities

Role of Cambridge Education	Role of Retained Function
<ul style="list-style-type: none"> ▪ Run the admissions system ▪ Provide advice and assistance to parents; ▪ Comply with statutory code when exercising functions ▪ Present cases to admission appeal panels; ▪ Information sharing and complying with requirements of schools adjudicator ▪ Consultation on variation of admission arrangements ▪ Publish prescribed information ▪ Support the fair access panel ▪ Support virtual head in relation to education of looked after children. 	<ul style="list-style-type: none"> ▪ Determine annual admission arrangements ▪ Make directions for maintained schools to admit pupil in accordance with fair access protocol.

Source: Mott MacDonald trading as Cambridge Education

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose a monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management

- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives.

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Catering

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Performance manage and contract manage the provision of catering under the Education and Skills remit
- Provide regular reporting and updates on the quality and satisfaction of the service to LBB
- Act as a single point of recourse, escalation and support for schools in relation to ISS.

ISS, working closely in partnership with Cambridge Education will:

- Build upon the success of the highly regarded Barnet Catering Brand
- Introduce service specific solutions under our *Feeding Hungry Minds* banner and underpin this with a significant investment in technology, capital equipment and training to drive contract retention, service development and growth
- Employ a full time, Barnet Business Development Manager who, supported by the wider ISS sales infrastructure, will be responsible for supporting the retention of existing contracts and winning new business to add to our partnership portfolio
- Support the principle of the Living Wage, being the first major FM company to sign up to the 'Living Wage Recognition for Service Providers'. Our intention is to continue with the LBB commitment to pay the 'Barnet Living Wage' (LLW) after LBB ceases to fund the differential
- Introduce the '*I Can*' and *Fish* training programmes to develop and enthuse our people
- Generate and support positive staff engagement we will have a comprehensive employee communications strategy including staff forums, workshops and magazines such as *Reading for Hungry Minds*
- Invest in new technology to provide comprehensive management information and consolidated key performance measurement data, sharing the results with stakeholders.

Specifically regarding school catering, we will:

- Provide popular Food for Life accredited meals and a wide range of curriculum-linked activities such as cooking clubs and growing schemes, as part of our *Feeding Hungry Minds* programme
- Tailor services to individual schools through School Catering Agreements with added value options such as a well-regarded online and Smartboard meal pre-ordering and pre-payment system which will be available to transferring Barnet schools at no extra cost
- Drive sales and customer satisfaction for secondary schools using our innovative Secondary School concept and range of *Farmers Market* food offers
- Utilising a capital fund of £500,000, we will invest in school dining facilities together with equipment and projects to support sustainable growth in meal uptake.

Specifically regarding staff and civic catering, we will:

- Provide high quality offers delivered via the Atrium Café tailored to maximise footfall, customer satisfaction and spend for staff and visitors of NLBP. We will maintain the existing tariff for a minimum of one year. As staff move out of NLBP and the Atrium Café closes, we will investigate the feasibility of providing alternative services to the new building in Colindale
- Bring our experience of delivering quality hospitality for a wide range of events including civic catering, conferences, fine dining, outside catering and special events. Hospitality services will be responsive, flexible and tailored to maximise usage and customer satisfaction

- Support both the Barnet Business Development Manager in identifying and converting new hospitality opportunities, and the Catering Contract Management team in the implementation of any programmes for investment and service development.

We recognise how important the mission of Barnet Education Services is to the people of Barnet particularly in terms of improving educational outcomes for young people across the borough. Looking beyond the current arrangements and as a result of the procurement process, we can see that catering has huge potential to grow further both within Barnet and further afield. We look forward to working in partnership with Cambridge Education and LBB to support the development of education services, deliver class-leading services in catering and to grow the partnership for the future.

A strong public service ethos, a track record in supporting local authorities and schools throughout the UK, and our depth of commercial and business development acumen, represent a strong fit with the culture and aspirations of LBB. By placing our work with you at the centre of our business as a flagship contract, we will ensure we deliver all necessary ISS resources to deliver a seamless transition and to underpin ongoing operations and growth for the future.

The ultimate measure of the success of our role in the partnership will be the achievement of better learning and health outcomes for the children and people of Barnet and for Barnet Education Services to be acknowledged as the catalyst by which this happens.

Strategy, direction and governance

- As part of the Steering Group and the Strategic Partnership Board we will communicate and agree the overall delivery programme for catering, ensuring that all stakeholders are fully aligned. A comprehensive project plan has already been established and will be a key driver for the mobilisation programme.

Delivering a seamless transition

- Ensuring services proceed smoothly from day one for schools, pupils, staff and civic catering is paramount. As one of the UK's, indeed the world's, largest FM organisations, we have extensive experience of implementing major mobilisation programmes involving the multi-site transfers of thousands of people. We understand the nature and scale of this challenge and have proven methodologies and approaches ready for mobilisation
- As part of the 100 Day Plan we will deploy our established team of mobilisation and transition managers and will add to this a large number of resources in specialist areas such as HR, Training, Health & Safety, Information Technology & Systems, and Procurement.

1 Service vision

In partnership with Cambridge Education, ISS will underpin LBB's excellent education offer, maintaining the strong relationship between LBB and schools and delivering the budget savings target.

The catering team will be equipped with the technology, materials and wider ISS support to build on strong foundations and deliver popular food services to pupils, staff and civic guests.

1.1 Key outcomes

- We will maintain and add value to Barnet's highly regarded educational, staff and civic catering offer
- We aim to grow primary meal uptake to over 73% and grow the secondary service by over 20%, ensuring that we feed healthy meals to more pupils, more often
- We will ensure a seamless transition and provide a 'no hassle' food service to our customers
- We will develop the service to increase business in Barnet and beyond
- We will provide meals in line with statutory requirements, food standards and the Catering Service Specification.

1.2 Approach

Working closely in partnership with Cambridge Education and as part of the 100 Day Plan, ISS will complete a review of the catering arrangements specifically:

- Establishing the requirements and views of schools
- Establishing the requirements and views of the LBB management and senior leadership teams
- Holding one-to-one meetings with our catering staff
- Reviewing documentation
- Reviewing the budget and establishing a trading position for each school
- Seeking views of key stakeholders including pupils, parents, and both internal and external customers
- Proposing potential recommendations for any service delivery changes
- Consulting on any proposed changes
- Implementation of any revised methods

We will formally review findings and actions potentially leading to a revision of the service business plan.

The main features of this approach will be:

- An **annual visit** to every school in order to: review results; review the service provision, outline and agree future activities and support, and review School Catering Agreements to ensure it they reflect each school's needs
- Cambridge Education will undertake **twice-annual audits** through a sampling process
- An **extraordinary visit** if a significant concern is brought to CE's/LBB's attention, emerges through ISS Education's work, or is invited by head teachers or governors
- Ongoing **support** in all schools to:
 - Ensure we deliver and develop a great food service
 - Deliver more fresh, healthy meals, to more pupils, - more often
 - Drive meal uptake through ongoing service improvements
 - Provide focussed engagement with schools, parents & pupils in partnership with Barnet

- Support schools with food education activity as a part of the School Food Plan
- Give guidance, instruction and specialist materials to empower catering staff
- Help schools to meet the new standards under the Common Inspection Framework relevant to how children and learners keep themselves healthy, including through healthy eating.
- Ongoing **liaison** with LBB staff, civic and function stakeholders.

There will be an annual report to LBB on the operational performance for the year and a plan of activities to drive uptake and deliver customer and client satisfaction. The Catering Contract Manager will regularly update the Partnership Director (ideally monthly); Strategic Partnership Board as to developments and proposed actions that will ensure the catering service continues to deliver high levels of customer satisfaction within the schools and for staff and civic catering.

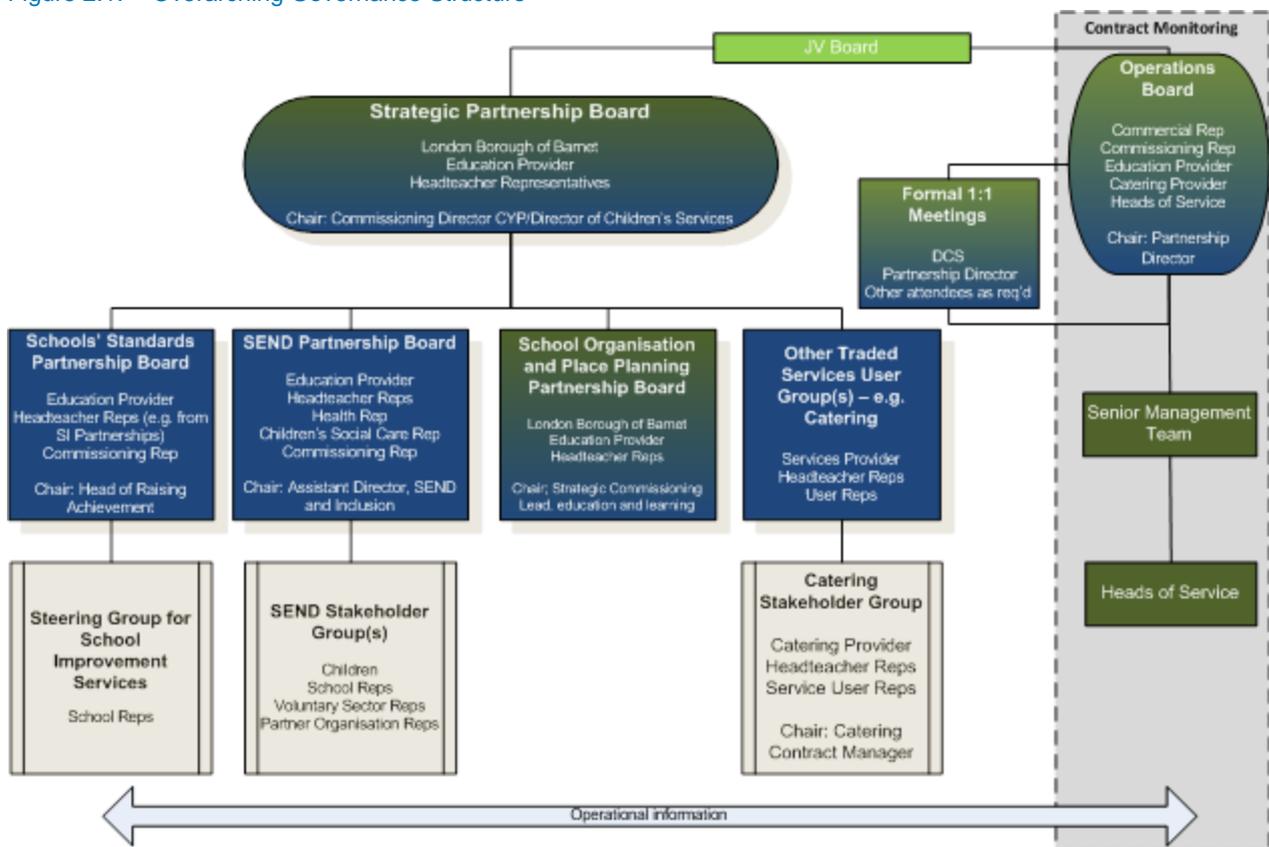
We will present performance updates to the Catering Stakeholder Group and Strategic Partnership Board as well as reports made to the individual schools and appropriate member committee, as necessary. Such reports will include details of achievement of operational KPI's, key areas of focus, future plans and any matters of concern about the performance of Barnet schools, staff and civic catering services.

2 Service Delivery Model

2.1 Structure

Traded Catering Services governance process will flow between the Catering Stakeholder Group and the overarching Strategic Partnership Board as identified below:

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

Our fundamental approach to delivering sustainable growth and building on what LBB has achieved to date is the further development of the management team and additional operational support and functional resource to benefit of the service.

The Catering Contract Manager – Theresa Goodall - has ultimate responsibility for all aspects of delivering the catering services in Barnet.

The School Catering Development Manager reports to the Catering Contract Manager and is responsible for interacting with all stakeholders through the area operations team. The area team will be responsible

for managing the service for designated groups of schools, specialising in school/business type as appropriate and focusing on:

- Engaging with
 - schools
 - parents
 - pupils
 - Barnet staff and visitors
 - Hospitality and civic catering customers
- Ensuring we have resources to deliver and develop a great food service
- Driving growth and underpinning service improvements
- Providing specialist support to our staff
- Day to day service delivery and financial accountability.

The catering team will also benefit from ISS central support functions for specialist advice and assistance including HR and payroll, procurement, food development, nutrition, and marketing.

The following named roles are instrumental to the success of the catering services in Barnet:

- Theresa Goodall – Catering Contract Manager
- Emilia Arvstrand - School Catering Development Manager
- Dawn Harvey – ISS Regional Operations Manager
- TBC – Business Development Manager
- Finbar McGaughey – Partnership Director.

2.3 Scope

School meals

The Catering Service enables schools to meet their statutory requirements in relation to the Government Food Standards. The service creates varied and nutritionally balanced menus to achieve healthy outcomes and drive customer take-up.

- The service provides to over 80 schools across the borough in both the Primary and Secondary sector
- The service operates a Kosher Central Production Unit under a Kedassia licence
- The service provides catering to two Primary and two Secondary Special Schools which require significant additional resourcing
- The Catering Service also provides specialist catering for specific dietary requirements for faith groups and in relation to specific dietary needs
- Contract monitoring is provided for the schools where a catering service is provided and also for schools who provide their own catering service
- Guidance and specialist support is provided on service development to meet the individual needs of schools
- The service provides advice on kitchen and infrastructure development in relation to school premises.

Staff and civic catering

The Catering Service provides the council's staff and civic catering service and catering for external organisations:

- The Staff & Civic Catering provision currently operates primarily out of the Atrium. The Atrium serves three key functions: the Atrium Café, Function Catering, and Civic Catering
- The Atrium Café provides a wide range of food and beverages from 7:30 to 4:30 to users of NLBP
- The function catering service is based on providing a range of choices to customers for both function and civic catering. This includes corporate and civic events, from beverages for small meetings or training sessions to full silver service and event catering. These may be served within NLBP or at any other location. Some of these events require menus to be fully Kosher with a Shomer present
- Certain key civic events take place in the Town Hall. There is a small satellite kitchen in the Town Hall which is used for finishing and preparing for service.

2.4 Service requirements

Increased uptake in schools

ISS Education are extremely proud to have grown meal uptake in every group, borough and local authority contract we have ever been awarded.

Providing nutritious, appetising food in welcoming dining areas is fundamental to children's health, education outcomes and social development. Well-fed children are better behaved, able to concentrate and more likely to develop lasting, healthier lifestyles.

Our approach is to ensure children **want** to take school meals - not because they are 'free' or by telling them it will be good for them - but because they are actively engaged and educated in growing, cooking and tasting food thereby eating healthily and seeing mealtimes as a daily highlight.

We propose to bring the following approaches and initiatives to Barnet to develop the service, to increase uptake and underpin consistent meal number growth:

- Sharing best practice from ISS primary, secondary and SEN schools
- Maximising a well-established relationship with the Food for Life Partnership to deliver tangible service enhancements and higher satisfaction levels
- Appreciating every Barnet school knows its community and has its own ethos so should be able to shape their service through flexible School Catering Agreements
- Introducing a menu selector to enable schools to have flexible menus which take account of demographics, dietary and religious needs and are responsive to feedback. This has been widely welcomed in many schools including West Berkshire and the London Borough of Richmond
- Marketing and promoting our food service through a published plan, focussing on food education and fun with initiatives such as:
 - The award winning Green Fingers food growing campaign with Chris Collins, BBC Gardener
 - Holding our popular FEED days (Food Education Event Day)
 - Introducing Food Detectives designed to encourage healthy choices within primary schools
 - Introducing our flexible marketing concept for secondary schools
- Investing approximately £650k in school facilities, equipment and projects to support sustainable growth in meal uptake

- Providing craft skills and customer care training through our Fish , 'I Can' and Food for Life training, the first to be certified by the Soil Association
- Supporting our kitchen teams with the introduction of over 1000 additional weekly hours across the contract
- Having a proven IT platform so more time is spent on food and service and less on administration
- Providing an optional, no cost, proven online and/or in school meal pre-ordering and pre-payment module to drive uptake in primary schools
- Having clear communication to parents and engagement strategies with stakeholders.

New traded income

The Business Development Manager (BDM) will work alongside our operational delivery teams and be responsible for generating additional revenue, and for the retention of existing schools.

The main targets for additional growth will be;

- Existing Barnet Schools currently providing catering in-house or with a 3rd party
- Primary and Secondary Schools near Barnet that can be supported by the Barnet operational delivery team
- Kosher catering – in both education and hospitality.

The BDM will work in tandem with the individual specialist marketing team and the ISS business development team, who will bring their expertise in completing tenders, to win new business for the partnership.

The BDM will also be responsible for supporting the operational team with retention of existing school contracts ensuring that we:

- Maintain strong customer relationships
- Deliver a bespoke and flexible service
- Share best practice
- Exceed expectations.

Staff catering

Through the 100 Day Plan, ISS will undertake a full review to establish the requirements and views of service users, and recommending any changes, if necessary. Only through taking the time to understand all elements of each service, the individual nature of the Atrium Cafe, and the working culture within NLBP are we able to consider the best way to deliver a range of services that meet all customer's needs.

Ensuring that service standards and service provision is maintained throughout the transfer period is absolutely fundamental. The first three months will also provide us with an opportunity to gain a further understanding of the Atrium Cafe as well as discussing and agreeing our development plans with all key stakeholders.

We will **maintain the existing tariff** for a minimum of one year.

From breakfast through to afternoon tea, our prime focus is to deliver a good range of quality food and beverages for LBB staff and visitors made from quality ingredients, cooked fresh and wherever possible utilising local and sustainable ingredients.

We have assumed the closure of the Atrium Café as LBB staff move out of NLBP to new offices in Colindale by October 2017, resulting in a decrease in traded income from Year 2. We will continue to provide a service should the planned timetable shift and following agreement with LBB.

Trolley services

We believe that the trolley service provides a snack service that is valued by employees and enables to purchase products whilst remaining close to their workstations.

We will ensure that routes target the greatest number of employees, as well as covering any areas where employees are unable to leave their workspace. As LBB move out of North London Business Park, we will review the feasibility of providing viable trolley services to the new Colindale building.

Hospitality including civic catering

The provision of appropriate internal or external hospitality will form a key element of our day-to-day services. Hospitality can provide visitors and guests of LBB of their first and lasting impression of LBB services, it is for this reason that we will place great importance on delivering a first class service in line with LBB policy at all times.

From the point of contract mobilisation, we will work with identified key stakeholders who order hospitality to understand the day-to-day requirements of the service and any challenges faced. We will commit to engaging with these individuals from the earliest possible stage to discuss requirements and to review the existing internal hospitality ordering process. Through reviewing this, we will agree with LBB the terms, conditions and process for the booking of internal hospitality. We will also agree the menu offer, and review the tariff annually thereafter.

Hospitality and Civic Catering is currently serviced from the Atrium and the Kosher CPU, as well as using the finishing kitchen in the Town Hall when required. We will require an appropriate alternative location for the production of food when the Atrium Café closes. Our plans are to provide this service from a different location, either working with a school that has sufficient capacity or by renting a local CPU. Within our financial modelling we have allowed a sum for a potential payback to a school as this is likely to be our preferred route.

ISS is very experienced in delivering high quality hospitality for a wide range of events including conferences, fine dining and special events. It is our attention to detail from booking to service delivery that ensures we consistently deliver first class standards.

Current key volumes and frequencies are pending revision during the 100 Day Plan service reviews.

3 Service Development

In partnership with Cambridge Education, we will underpin LBB's excellent education offer, maintaining the strong relationship between LBB and schools and deliver the budget savings target.

Growth of traded catering services has been assumed through:

- An increase in meal uptake in Barnet primary and SEN schools
- Increased uptake and daily spend per pupil in Barnet secondary schools
- More Barnet schools buying back into the service in later years
- Additional out of borough schools buying into the service in later years
- Sustainable growth in external and internal hospitality catering services. NOTE We have also assumed a reduction in revenue from 2017 when the Atrium Café is due to close.

This will generate additional revenue of £696k by 2022/23 (contract year 7).

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Our responsibility as a provider of a key Barnet service extends beyond providing great, healthy meals. In order to create a successful and exciting meals service we will engage, communicate with and support all of our stakeholders including schools, pupils, parents and customers of staff and civic catering.

Leading the change - working with schools in delivering the School Food Plan (SFP)

ISS will support Barnet schools and head teachers in implementing the School Food Plan with actions to drive food culture and food education and thereby underpin improved learning and health outcomes.

Under the new Common Inspection Framework, from September 2015, Ofsted will inspect how “children and learners keep themselves healthy, including through healthy eating”.

As part of this, inspectors will look at “the food on offer and visit the catering facility to see the atmosphere and culture in the dining space and the effect this has on pupils’ behaviour.”

As we already work closely with the School Food Plan team on a number of initiatives, we will bring this knowledge and insight to Barnet schools. These initiatives include:

School Catering Agreements designed around the SFP	Introduction of Professional Standards for the School Food Workforce	Menu Flexibility for Schools
Services designed around the child’s needs and their feedback	Compliance with the School Food Standards	Marketing and communications programme to raise the profile of school food
School Food Plan training for our Management Team and All Cooks	Food Education activities with our partners in the Food for Life family of organisations	Work closely with schools who face challenges through adopting industry best practice

In addition, we will:

- Promote and support healthy eating by providing information about our food, menus and recipes. This includes actively sharing the benefits from having a Food for Life accredited service, presenting our service in a fun interactive way, distributing Barnet Parent Packs and setting up a web page per school on our Feeding Hungry Minds website www.feedinghungryminds.co.uk/
- Support the Barnet Schools Wellbeing Programme encouraging a culture of cooking from scratch, local food growing and the use of fresh, seasonal and fairly traded food. We will encourage healthy eating through our food and menus, and support food education in schools including cooking clubs and gardening clubs in schools

- Support health programmes such as 'Walk to School Week', providing information and advice, delivering assemblies about food and nutrition and how to achieve good physical health
- Work with the Food for Life family of organisations and local partnerships to introduce the whole school food philosophy and embrace programmes, collateral and best practice from our alliances which we will actively encourage healthy eating and support wellbeing.

Recognising that each Barnet school is different

Working in partnership with all stakeholders is vital for the success and future development of the contract. The communication between the partnership and each school will be a two-way process so that their requirements and expectations are met and to demonstrate we understand their challenges and opportunities.

Services will be tailored and amended to individual schools through School Catering Agreements with added value options or services such as:

- Online and Smartboard meal pre-ordering and pre-payment system
- Attending school council meetings to collate feedback and ideas
- Providing an enhanced FFL offer – moving to Gold
- Giving practical support for schools aiming for the School FFL Catering Mark rather than just having FFL menus
- Additional services including breakfast and/or after school clubs, and Inset day catering
- Supporting schools to deliver their curriculum cookery responsibilities
- Managing the high level cleaning requirement on behalf of the schools
- Investment in facilities or equipment to support additional uptake and improve customer service
- Managing dinner money to allow school to focus on other areas
- Kitchen design and sourcing of new and/or replacement heavy equipment, as required
- Nutrition and dietary advice for parents and pupils with special dietary needs.

Recognising that there is good practice in place our approach will be to ensure this is also captured within our SCA's along with future initiatives. To ensure the service remains flexible and continues to meet each school's expectations, the SCA can be amended to take account of changing school requirements and customer feedback. We will also use each school's SCA to set and review joint objectives and, on an ongoing basis, monitor performance and satisfaction.

Supporting Barnet staff catering and hospitality customers

To ensure a consistent, personal, flexible and responsive service we will provide a dedicated contact point to oversee hospitality requests. Having a single dedicated point of contact will promote consistency in service standards and communication. In conjunction with our Catering Contract Manager, this person will provide pro-active hospitality support to ensure customers are looked after from point of ordering to post meeting or function.

Engaging with our customers using the staff catering services is fundamental to ensure we are delivering the options and quality of food that they want to buy. Through completing scheduled customer surveys and providing comment cards, we will continually seek feedback in order to develop the services.

An additional popular initiative we have implemented in other sites is a monthly coffee morning when customers can meet with the management team to discuss any issues or ideas while enjoying a free cup of coffee.

Supporting Barnet with employment, economy and lifelong learning

Through our Work Inspiration, Get into Work, graduate and apprenticeship programmes, we provide a practical and committed response to help tackle the major issue of youth unemployment. This proactive approach is vital to capture a generation of talent and potential and is one that will support Barnet in tackling unemployment and providing economic stability. ISS commits to supporting Barnet by providing the following:

- Preparing for employment by providing support to Barnet secondary schools with an annual career talk, CV writing and interview skill session
- A work experience placement for each secondary school through our Work Inspiration programme
- Get into Work Programmes for Barnet residents in partnership with the Prince's Trust
- Access to ISS Apprenticeships offering the earn-as-you-learn route, key skills, technical certificates and NVQs.

4.2 Customer satisfaction

The perceived standard of the service delivery is a critical success factor in our partnership with LBB from operational performance levels, to the overall value-for-money our customers receive from us. This perception, as seen through the eyes of each customer is one of the most important aspects in maintaining the current reputation, maximising business retention, and growing the Barnet brand.

Customer satisfaction can be subjective, and therefore challenging to monitor. By using a variety of methods, our customer engagement team will constantly undertake in-depth reviews to capture feedback. As part of our 100 Day Plan we will be seeking views of key customer groups including schools, pupils, parents, and both internal and external stakeholders. From the information gathered during the 100 Day Plan, ongoing customer feedback surveys, and liaison with Operational and Partnership Boards, we will evolve our development strategy.

Schools

Working in partnership with all stakeholders is vital for the success and future development of the contract. The communication between the partnership and each school will be a two-way process in order to fully meet their requirements and expectations and to demonstrate that we understand their challenges and opportunities.

Specific methods and frequencies of measuring customer satisfaction and obtaining feedback will be detailed in each SCA. To ensure the service remains flexible and is meeting the expectations of each school, the SCA can be amended at any time to take account of changing school requirements and customer feedback. We will also use each school's SCA to set and review joint objectives and, on an ongoing basis, monitor performance and satisfaction.

We will engage, communicate and seek feedback from pupils and parents to ensure they are satisfied with the service. In order to do this we will use a variety of methods including pupil surveys, school council meetings, comment cards, online surveys, and attendance at parent meetings.

Staff and civic catering

Every year we will undertake a customer satisfaction survey of all Barnet staff. This survey can be provided in both electronic and written formats to ask customers to assess their perceptions of our staff catering service against set questions.

Customer satisfaction surveys

We propose to undertake the following customer satisfaction surveys with results and action plans presented to the Operational and Partnership Boards, schools and customers of staff and civic catering.

Table 4.1: Customer Satisfaction Survey Plan

Customer Satisfaction Survey	Description	Minimum Frequency
Walk the Talk	Unannounced, face-to-face interviews completed with representative sample of customers. Process managed by ISS Central Customer Engagement Team a) For school meals -with pupils, Business Managers and/or Headteachers. b) For commercial/civic catering- with customers and clients.	Annually
Parents School Meals Survey	Electronic/on line	Annually
Primary/Middle & Secondary pupils and non-Education customers	Electronic/on line	Annually
Primary& Secondary School Pupils	Student Council Meetings attended at schools by Area Managers and/or senior Managers	Termly subject to school organisation of agendas

Customer Satisfaction Survey	Description	Minimum Frequency
Commercial Catering (Staff and Civic Catering)	Customer Experience Survey	Annually
Commercial Catering (Hospitality and Civic Catering)	Customer Experience Questionnaire	Following each event/function
School Meals (school representative)	Customer Experience Survey	Annually
ISS Staff Survey	Our People survey conducted anonymously throughout ISS	Annually

Source: ISS Mediclean

The Customer Experience survey will provide a clear picture/measure of how customers view our performance. The first step in establishing this is to pose one simple question to our customers. How likely is it that you would recommend ISS to a friend, colleague or customer? This survey establishes our Customer Net Promoter Score (CNPS) and it represents a major key performance indicator by which we measure our performance.

'Walk the Talk' is an initiative where a member of our Customer Engagement Team visits a school or the staff restaurant unannounced to view the service from the customer's perspective. We use the experience to gather vital and accurate feedback from school staff, children, parents, and Barnet staff and visitor as to their perception of the service. As these visits are unannounced and the ISS Customer Engagement representative is not involved in the daily service delivery, the feedback we receive is a fair and honest reflection on any typical day and provides valuable insight to help us further develop the service.

Our team would like to work with individual schools councils or focus groups meeting termly to review the food service in school and discuss future menu developments and promotional and marketing activities. We will produce a report for each school council detailing the items discussed and the action we have taken as a result of their feedback.

We will also report on our staff survey as the results from this may well correlate with customer views and will be a useful comparator. By encouraging participation in our ISS-wide annual Our People survey, we have been able to improve staff and customer satisfaction by reporting back via 'You said-We did' communicating actions taken both locally and centrally. Higher satisfaction means greater team engagement and delivery of better service. Using year-on-year statistics enables us to benchmark and report progress and actions taken. Participation in the Our People survey is entirely confidential. Feedback from the survey is summarised by contract and used to assess the effectiveness of our current actions and highlight opportunities for improvement. It is a really useful barometer on how everyone within the business feels about their work on a daily basis.

4.3 Quality assurance

ISS Education has established effective and secure policies and procedures to take account of diverse school demands and ensure we meet the service specification, relevant guidance and legal duties. Our approach of gaining recognised quality accreditations and introducing new concepts will give assurance that our quality systems, improvement programmes and added value initiatives will deliver value for money and ultimately surpass the specification.

We are certificated to ISO 9001:2008. The ISS Quality Management System outlines the objectives, policies, organisational structure and systems implemented and will be retained to ensure compliance with the requirements. This management system covers core activities/processes to be undertaken in LBB services and will be audited three times per year. Having this accreditation gives LBB assurance we have an implemented quality management system covering Management, Equipment, Safety, People, Training & Procurement. It will also give LBB peace of mind that we:

- Are effective - as we have systems/processes to maximise quality and efficiency
- Have satisfied and motivated staff - with defined responsibilities, and established training, and a clear understanding of how their role affects the success of the service
- Are consistent – with documented changes to processes, traceability & compliance
- Seek continuous improvement – with improvements planned and implemented based on facts and using a system of documentation/analysis to monitor and measure performance.

To ensure performance levels within all areas are maintained, improved and evidenced, we will implement a full programme of transparent monitoring. We propose a comprehensive system of transparent self-monitoring and internal audit, which will be shared with the Steering Group, the Partnership Board and each school.

Our monitoring and reporting systems have been created to ensure an open, transparent and equitable monitoring process and to build confidence and trust due to visibility of the information. Our reporting will capture and highlight any deviations from the agreed standards and will profile best practice for sharing throughout the contract. We will follow a sensible and regular monitoring schedule to address key service requirements and assist in setting practical and realistic targets.

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that

compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education and ISS are committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

ISS do not plan to utilise the CSG contract for IT services/support.

For central management we will introduce a finance system that will provide the management information to enable the operational management team to proactively manage their respective areas of responsibility.

Our finance system will produce commercial reports by cost centre (location), with month end accounting and reporting, customer invoicing, credit control, supplier payments, expenses payments, cash management and taxation being managed centrally by ISS.

- We will introduce Cypad, an established modular software platform, with each kitchen being provided with a mobile handheld pc that communicates via 3G technology
- The main element of this intuitive system is the effective management and recording of meal numbers/income within schools.

Additionally, the Kitchen Manager module consolidates administration functions for each kitchen team and will also provide the following benefits:

- Reduced of paperwork therefore saving Kitchen Managers time
- Quick and effective communication across the contract
- Automated prompts for Kitchen Managers to carry out key tasks
- Provides full coverage of all kitchen activities
- Improves operational control as completed activities are shown via a dashboard function
- Facilitates contract monitoring and reporting by school, school type or business area.
- User friendly hardware and software allows for ease of training and the reduction of data errors.

There is no requirement for an expensive and complex IT infrastructure to be installed as it is supported through a Web based application. Our Kitchen Managers have adapted well to and benefitted from the introduction of Cypad throughout our school meals business and will be given the training or support required.

Primary schools

We will also offer primary schools (as a no cost option) an added pre-ordering and pre-payment module.

The pre-ordering module allows meals to be pre-ordered by pupils and parents. Parents can access the following day's menu from our secure website and order their menu choice with their child up to midnight of the day before. In addition, children can pre-order their choice in the class room either by using a tablet or using the school's class room Smartboards.

Secondary schools

In secondary schools, the Cypad management and cashless systems will be used to report meal numbers and cash sales by outlet and service period. For the secondary schools that do not have cashless systems we will present options for introducing them as part of a capital investment programme.

Our extensive experience of cash taking and cashless systems in secondary schools leads us to recommend the use of online payment and the introduction of biometric systems rather than smart cards.

Auditing

As part of our quality assurance process we will undertake a minimum of one Catering Service Inspection (CSI) per annum. The CSI is completed by the Compliance and Training Manager supported by the area management team. This report will be tailored to the contract to ensure that it captures the key information required. As a minimum the CSI will include the following areas for auditing:

- Food storage
- Food production
- Temperature control
- Menu
- Service
- Health & Safety, Hygiene / Cleaning
- Premises and equipment
- Administration.

Results are viewable immediately online by ISS, CE and LBB and would be reviewed as part of monthly client meetings.

4.6 Business continuity

Cambridge Education and ISS are committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education and ISS recognise the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions

- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Education Welfare

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with the Head of Education and Skills / Head of Education Partnerships and Commercial Services / Education Welfare Team Manager and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Maximise sales to schools within Barnet, but also extend the service to schools and LAs beyond by the end of year 2
- Liaise regularly with other LAs and Barnet agencies in order to exchange information, especially in relation to itinerant pupils, those most likely to be missing education
- Work closely with the DCS to develop LBB's school attendance strategy, providing information and support where deemed necessary
- Prepare witness statements and represent the LA in court
- Work with schools, parents and families in order to promote school attendance and pursue non-attendance and to avoid permanent exclusions through managed transfers wherever possible
- Make sure that children in employment are monitored and issued with licences and/or chaperoned, if need be.

High levels of school attendance are an important component in ensuring pupils achieve well. The Education Welfare Service promotes school attendance by working with children and young people, their families and schools. The service also has responsibility for Children Missing Education, home education and children at work. All this requires close liaison with other organisations and especially schools and children's social care.

1 Service Vision

The Education Welfare service will perform school attendance and admission enforcement under The Education Act 1996, including the presentation of court cases and the processing of fixed-penalty notices.

1.1 Key outcomes

- Improvement in individual children's attendance
- Improvement in overall school attendance performance
- Improvement in placement of pupils without places
- Provision of professional advice to schools
- 100% success in obtaining court decisions
- Full provision of work permits
- Full provision of child performance licences
- Inspection of all child performance locations within the LA
- Education secured for excluded pupils.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

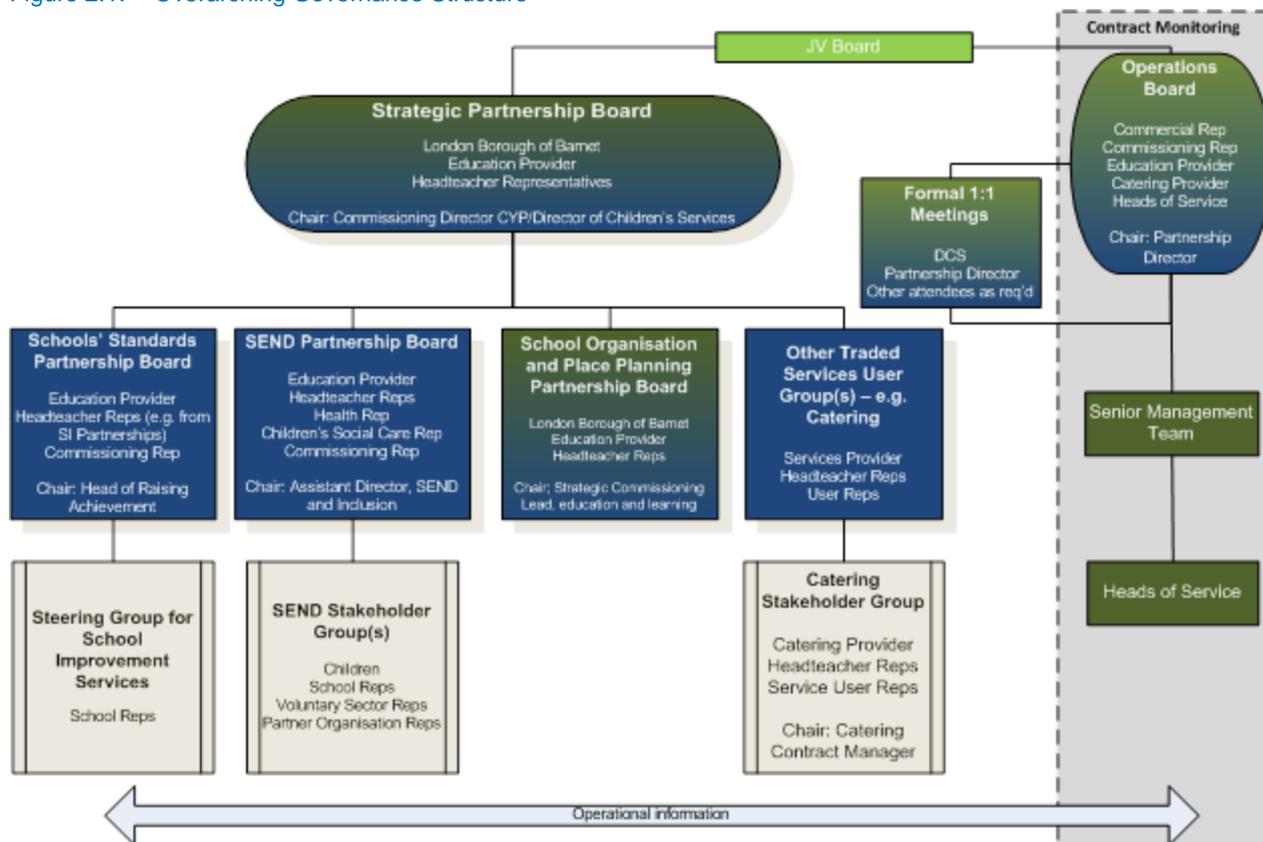
- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be
- Implementation of revised methodology, if need be.

Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison - Director of Education and Skills
- Finbar McGaughey - Partnership Director
- Alison Dawes – Head of Education Partnerships and Commercial Services
- Trevor Orr - Education Welfare Team Manager

2.3 Scope

Attendance strategy

- As part of its role in supporting school improvement, the Provider will lead the development and delivery of the council's school attendance strategy and be the main strategic adviser to the council on school attendance issues.

School attendance (Education Welfare Officers)

- Improvement in individual children's attendance via meetings with parents and planning meetings with schools' attendance leads
- Improvement in overall school attendance performance via the provision of professional advice to schools
- Engaging with families in schools, at home and via awareness meetings in schools for specific groups (new starters, parents of nursery children, parents of children transitioning to next phase of education).
- Preparation of witness statements for Magistrates' and Family Courts
- Representation of LA as witness in legal proceedings.

Children missing from education (CME Officers)

- Intervention to secure school places for children not on roll, using information and advice to parents and the imposition of School Attendance Order procedures to enforce enrolment; all parents refusing a legitimate school place offer must be included in this
- Liaison with colleague LAs to secure school places for children leaving the LA
- Maintenance of tracking procedures and provision of fortnightly status reports to the Pupil Placement Panel (vulnerable pupils).

Courts and sanctions (CS Officer)

- Timely provision of legal sanctions and investigation of offences. It is proposed that certain members of staff have joint employment contracts with the Provider and the Council. Under this contract, the officer will be responsible to the Council for making decisions about education welfare prosecutions and representing the Council in the Magistrates' Court
- Provision of feedback to schools on sanctions: half-termly notifications for schools requesting fixed-penalty notices; ad hoc and prompt notification of court case outcomes.

Children in employment (Licensing and Placement Officer)

- Timely provision of child performance licences to allow colleague LAs to arrange venue inspections
- Inspection of child performance locations within the LA where notified by colleague LAs
- Assessment and management of chaperones, managing applications, tracking DBS process, obtaining references; interviewing candidates, providing training and advice, maintaining an efficient renewal and review process
- Timely provision of work permits to young people
- Investigation of child employment concerns by visiting employers, gathering evidence and considering legal enforcement against parents and employers, engagement with trade bodies, as appropriate and the Health and Safety Executive
- It is proposed that this officer will also have a separate contract of employment with Barnet Council and under this contract, will make decisions on the issue of certain licences on behalf of the Council.

Exclusions (Exclusions Officer)

- Representation of LA at exclusions hearings
- Advice and guidance to schools and parents, including risk assessments in respect of children who have been permanently excluded.

The scope of this service is further documented in the relevant service specification.

2.4 Service requirements

Cambridge Education will:

AS1 – Attendance strategy

- As part of its role in supporting school improvement, lead the development and delivery of the council's school attendance strategy and be the main strategic adviser to the council on school attendance issues.

Children Missing in Education

EWS1 – Placement of children missing from education (CME)

- Monitor and track children believed not to have a school place or at risk of losing a place at current school in accordance with the Education Act 1996.

EWS2 – Placement of children missing from education (CME)

- Execute the School Attendance Order process (Education Act 1996, s437 onwards (subject to function being contracted out to provider).

EWS3 – Placement of children missing from education (CME)

- Track children missing from education leaving Barnet to destination LA and ensure they are suitably logged as per Government guidance.

EWS4 – Placement of children missing from education (CME)

- Visit families whose children have been absent from school for ten school days without authorisation to ascertain circumstances and take appropriate action in relation to safeguarding of children.

Courts and Sanctions

EWS5 – Provision of feedback on legal sanctions

- Provide half-termly data to schools on the outcomes of legal sanctions (court and FPN).

EWS6 – Court and FPN

- Investigate education welfare offences, collate witness statements and make recommendations on prosecution. Following any prosecution, publicise the result in accordance with Barnet Council's communications requirements.

EWS7 – Court and FPN

- Process FPNs on authorisation of head teacher of school, monitor payment and deal with customer queries arising from invoicing, as well as coordinate prosecution of non-payers.

Children in Employment

EWS8 – Child Performance

- Provide prompt and secure data provision of licences, once authorised by Barnet Council, as per the Performance of Children regulations 1968.

EWS9 – Child performance

- Ensure that the licence regime for child performances and chaperones is administered efficiently and in accordance with Government guidance and best practice.

EWS10 – Child performance

- Track progress of applications and maintain records securely.

EWS11 – Child performance

- Maintain a list of licensed chaperones and be able to confirm to colleague LAs the status of any individual on the database.

EWS12 – Child performance: Chaperone licensing

- Process applications for chaperone licences, including assessment of suitability and ongoing training.

EWS13 – Work permits

- Process work permit applications for children within one week of receipt; hours to be checked as well as confirmation child is fit to work; assessment of type of work.

EWS14 – Work permits

- Investigate suspected illegal employment of children by visiting alleged work places, interviewing employers and processing resulting court witness statements; requiring children to leave premises in care of parents.

Exclusions

EWS15 – Exclusion

- Represent the LA at exclusions hearings when required.

EWS16 – Exclusion

- Provide information, advice and guidance to schools (head teachers and governors) and families on the managing school behaviour and exclusions.

EWS17 – Exclusion

- Provide risk assessment expertise to place vulnerable or dangerous pupils appropriately.

EWS18 – List of functions

- Exercise the following functions on behalf of the LA:
 - Engaging with families in schools, at home and via awareness meetings in schools for specific groups (new starters, parents of nursery children, parents of children transitioning to next phase of education)

- Preparation of witness statements for Magistrates' and Family Courts
- Representation of LA as witness in legal proceedings
- Intervention to secure school places for children not on roll, using information and advice to parents and the imposition of School Attendance Order procedures to enforce enrolment; all parents refusing a legitimate school place offer must be included in this
- Liaison with colleague LAs to secure school places for children leaving the LA
- Maintenance of tracking procedures and provision of fortnightly status reports to the Pupil Placement Panel (vulnerable pupils)
- Provision of feedback to schools on sanctions: half-termly notifications for schools requesting fixed-penalty notices; ad hoc and prompt notification of court case outcomes
- Timely provision of child performance licences to allow colleague LAs to arrange venue inspections
- Inspection of child performance locations within the LA where notified by colleague LAs
- Assessment and management of chaperones, managing applications, tracking DBS process, obtaining references; interviewing candidates, providing training and advice, maintaining an efficient renewal and review process
- Timely provision of work permits to young people
- Investigation of child employment concerns by visiting employers, gathering evidence and considering legal enforcement against parents and employers, engagement with trade bodies, as appropriate and the Health and Safety Executive
- Representation of LA at exclusions hearings
- Advice and guidance to schools and parents, including risk assessments in respect of children who have been permanently excluded.

EWS19 – Traded service: attendance in primary schools

- Provide attendance intervention in primary schools, working with families and professionals, maintaining case records and correspondence and addressing strategic attendance issues, within existing budget.

EWS20 – Traded service: attendance in secondary schools

- Provide attendance interventions in applicable secondary schools working with families and professionals, maintaining case records and correspondence and addressing strategic attendance issues within existing budget.

EWS21 – Traded service; professional advice to schools

- Respond to ad hoc requests for information, advice and guidance in a timely manner, i.e. within one working day, by e-mail or phone.

EWS22 – Traded service: court preparation

- Support school staff to prepare evidenced in support of court proceedings.

EWS23 – Court assessment meetings

- Undertake assessment meetings in schools for all cases reaching consideration of implementation of Education Act 1996 or Children Act 1989 sanctions.

3 Service Development

Growth of core services has been assumed through the expansion of service provision out of borough from Year 2 in relation to LAs as well as individual schools. This will generate additional revenue of £148k by 2022/23 (contract year 7).

Growth of traded services has been assumed through increase sales to schools, focussing on the secondary market. This will generate additional revenue of £174k by 2022/23 (contract year 7).

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function. Typical division of responsibilities is outlined below.

Table 4.1: Division of Roles and Responsibilities

Role of Cambridge Education	Role of Retained Function
<ul style="list-style-type: none"> ▪ Investigation of education welfare and children missing education issues ▪ Liaison with schools and meetings with parents to discuss education welfare issues ▪ Issue of school attendance orders (specifically contracted out function) ▪ Referral of cases to Children & Families department in relation to consideration of education supervision orders ▪ Preparation of prosecution file and recommendation on prosecution making use of a joint employment contract ▪ Monitoring of home education requirements. 	<ul style="list-style-type: none"> ▪ Decision to prosecute ▪ Presentation of cases in criminal courts. <p>School responsibilities:</p> <ul style="list-style-type: none"> ▪ Decision to issue FPN.
<ul style="list-style-type: none"> ▪ Investigation of employment of children matters ▪ Preparation of file and recommendation on prosecution ▪ Administer licence regime and recommendation on issue of licence. 	<ul style="list-style-type: none"> ▪ Employment of children and young persons: <ul style="list-style-type: none"> – Decision to serve notice – Decision to prosecute – Policy on issue of licences – Decision to issue licence.

Source: Mott MacDonald trading as Cambridge Education

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose a monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives.

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating,

keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Governor Services

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
A	16/09/15	M Pullen	T Smith	A Guest	Draft A

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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Seek to make savings through Business Process Re-engineering, performance improvement and other strategies
- Seek to expand the service increase of sales to schools and academies, both within and beyond Barnet, using a targeted approach to increase the role and significance of the service, reflecting the increasing focus of governance in schools and providing additional revenue by year 4
- Seek to provide core services to more than local authority / institution or, more likely to individual schools, from contract year 2.

The role of governors becomes increasingly important as schools become more independent and the previous support mechanisms from local authorities shrink or even disappear. We recognise that there is a strong clerking service in Barnet, as well as the availability of training, which could provide the basis for a more widespread support service to governors of both maintained schools and academies. We consider this service capable of expansion both within and beyond Barnet schools and therefore it has been included in our growth assumptions.

1 Service Vision

To make sure all schools have good governance by offering a clear strategic lead in securing good governance in as many schools as possible.

1.1 Key outcomes

- High standards of governance in all schools with all governing bodies judged by Ofsted to be good or outstanding
- Local authority governors appointed promptly to fill vacancies
- High quality and legally compliant clerking, training and information available to school governors.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views, including both governors and Heads
- Recommendations for change, if need be
- Consultation, if need be
- Implementation of revised methodology, if need be.

The service will be formally reviewed annually, the findings of which will inform a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

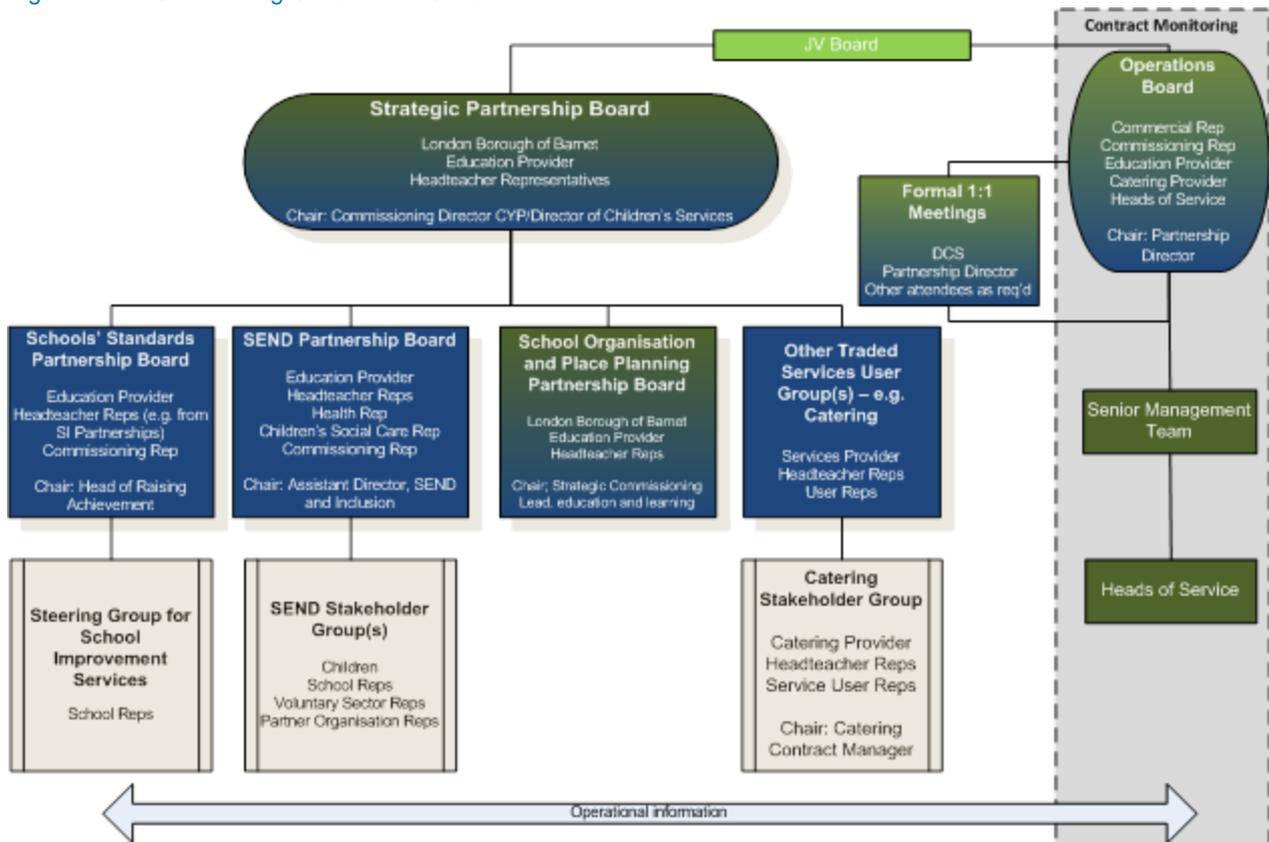
The DCS, and the operational and strategic boards will be presented with termly reports on the service and to the appropriate member committee, as deemed necessary. Those reports will include:

- An update on recruitment of governors
- The nature, extent and quality of governor training.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison - Director of Education and Skills
- Neil Marlow – Head of School Improvement
- Sarah Beaumont – Governor Services Team Manager
- Finbar McGaughey – Partnership Director.

2.3 Scope

In order to ensure the quality of governance:

- Promote and support high standards of governance

- Monitor the quality of governance in all maintained schools with appropriate monitoring arrangements in place to identify signs of failure in relation to governors' oversight of finance, safety or performance standards
- Help ensure that governors of all maintained schools have the necessary skills by ensuring that governors are able to access high quality training that helps to prevent schools from becoming "eligible for intervention"
- Recommend to the council (the DCS) the suspension of governors from maintained schools where they refuse to undertake necessary training
- Maintain records of governors in all maintained schools, including schools' registers of interests
- Where the provider has concerns about governance within an academy in their area, raise this with the local Regional Schools Commissioner and the DfE on behalf of the council.

The service also offers:

- Advice and support to the school or academy's appointed independent clerk including central training session on procedure and clerking skills
- Advice and assistance on governor election procedures documentation membership eligibility and on disqualification procedures and documentation
- Liaison with Diocesan Boards and other appointing bodies
- Liaison with legal services on the provision of Instruments of Government
- Advice on Instruments of Government and on constitutional and procedural matters.

Clerking service

Provision of trained and experienced clerks to provide advice and support to governing bodies throughout the year together with high quality minutes which have consistently proved a strong source of evidence in past Ofsted inspections.

The Clerk's role includes:

- Organisation of agendas and reports and provisionally scheduling governing body meetings at least one term in advance
- Managing the distribution of papers for governing body meetings
- Attending governing body meetings (either three or six meetings per annum)
- Providing accurate minutes
- Circulating unapproved minutes to all governors once agreed by the chair
- Initiating documentation for governor appointment co-option resignation and disqualification
- Initiating procedures for appointment of chair and vice-chair
- Liaising with legal services on the provision of Instruments of Government
- Monitoring governing body constitution in accordance with the appropriate Instruments of Government or Articles
- Maintaining the governor database record and monitor attendance
- Taking appropriate follow-up action arising from meetings
- Liaising with officers of the council and other agencies
- Providing advice and support during governor elections
- Advising on school and academy governor procedural regulations

- Advising on and monitoring the composition of committees
- Providing advice and support on school and academy governance issues
- Making sure governors are aware of training opportunities.

Governor support and development

The service offers:

- Access to a range of courses each term to help governors improve their effectiveness
- Termly Training Link Governor meetings to provide and share information on training and recent educational developments
- A confidential telephone advice line
- Governing body-based development/ briefing session (duration two hours) for:
 - the whole governing body (max. one per year) (excluding SEN Safeguarding and Ofsted topics)
 - individual governors
 - working groups or committees
 - strategies to prepare the governing body for Ofsted Inspection
 - Access to and liaison with a range of experts on educational financial and legal matters within council departments, external organisations and national governors' organisations.

Access to e-learning for governors (traded)

To schools and academies that buy into Governor Support and Development an add-on option is offered which will grant governors full access to a series of e-learning modules.

The scope of this service is further documented in the relevant service specification.

2.4 Service requirements

Cambridge Education will:

GS1 – Strategic advice on school governance

- Lead the development and delivery of governor services and be the main strategic adviser to the council on all matters in relation to school governance.

GS2 – LA Governor Appointments

- Work in partnership with the council's Governance Service in order to ensure that LA Governors are appointed in a timely way, compliant with relevant constitution regulations. Ensure LA vacancies are notified promptly to the council's Governance Service. Chase the Governance Service as necessary to secure nominations for LA Governor vacancies. Advise the DCS of any ongoing problems of filling vacancies and nominating suitable people to fill vacancies, so the DCS can liaise with councillors with a view to rectifying the position.

GS3 – Making Instruments of Government

- Work in partnership with the council's Legal Service, to ensure that Instruments of Government are submitted to the DCS for approval, and are compliant with all government and statutory requirements.

GS4 – Providing training and information

- Make sure that high quality training and information is provided (either directly e.g. through a traded service, or from other providers) to school governors, to prevent schools from becoming 'eligible for intervention', compliant with all government and statutory requirements.

GS5 – Maintaining records of governors in maintained schools.

- Have arrangements in place for maintaining records of governors in all maintained schools to be used to aid communication with governors and provide for them to undertake any necessary due-diligence. Records to include schools' registers of interests. Liaise over appointments to governing bodies with Diocesan Boards and other appointing bodies to the governing bodies of maintained schools to ensure governor vacancies are filled and to promote high quality governance.

GS6 – Prevent schools becoming 'eligible for intervention'

- Promote and support high standards of governance, act as a champion for high quality in school governance, help ensure that governors have the necessary skills, and have in place appropriate monitoring arrangements to identify signs of failure in relation to governors' oversight of finance, safety or performance standards.

GS7 – Recommendation to undertake a Governance Review

- Recommend an external review of governance for school where there are concerns over the quality of governance.

GS8 – Raise concerns about Governance within an academy when appropriate

- Where a concern has been identified about governance within an academy in Barnet, raise this first with the academy and then as appropriate and in consultation with the DCS, with the Regional Schools Commissioner and the DfE on behalf of the council.

GS9 – Removal of governors

- Recommend governing bodies of maintained schools to suspend governors where they refuse to undertake necessary training.

GS10 – List of functions

- The provider will exercise the following functions on behalf of the LA:
 - Promote and support high standards of governance
 - Monitor the quality of governance in all maintained schools with appropriate monitoring arrangements in place to identify signs of failure in relation to governors' oversight of finance, safety or performance standards.
 - Help ensure that governors of all maintained schools have the necessary skills by ensuring that governors are able to access high quality training that helps to prevent schools from becoming "eligible for intervention"

- Recommend to the council (the DCS) the suspension of governors from maintained schools where they refuse to undertake necessary training
- Maintain records of governors in all maintained schools, including schools' registers of interests
- Where the provider has concerns about governance within an academy in their area, raise this with the local Regional Schools Commissioner and the DfE on behalf of the council.
- Provide advice and support to school and academy appointed independent clerks
- Provide advice and assistance on governor election procedures, documentation, membership eligibility and on disqualification procedures and documentation
- Liaison with Diocesan Boards and other appointing bodies
- Liaison with legal services on the provision of Instruments of Government
- Advice on Instruments of Government and on constitutional and procedural matters in relation to school governing bodies
- Promote and support high standards of governance
- Monitor the quality of governance in all maintained schools with appropriate monitoring arrangements in place to identify signs of failure in relation to governors' oversight of finance, safety or performance standards
- Help ensure that governors of all maintained schools have the necessary skills by ensuring that governors are able to access high quality training that helps to prevent schools from becoming "eligible for intervention"
- Recommend to the council (the DCS) the suspension of governors from maintained schools where they refuse to undertake necessary training
- Maintain records of governors in all maintained schools, including schools' registers of interests
- Where the provider has concerns about governance within an academy in their area, raise this with the local Regional Schools Commissioner and the DfE on behalf of the council
- Advice and support to the school or academy's appointed independent clerk including central training session on procedure and clerking skills
- Advice and assistance on governor election procedures documentation membership eligibility and on disqualification procedures and documentation
- Liaison with Diocesan Boards and other appointing bodies
- Liaison with legal services on the provision of Instruments of Government
- Advice on Instruments of Government and on constitutional and procedural matters in relation to school governing bodies.

GS11 – Providing support to Governors

- Provide advice to governors about DfE and statutory requirements, local authority policies and good practice in relation to the management of governing bodies. Advise and assist governing bodies on governor election procedures, documentation, membership eligibility and on disqualification procedures and documentation.

GS12 – Providing clerking

- Provision of a clerking service compliant with all government and statutory requirements. The clerking service currently includes:
 - Organisation of agendas and reports and provisionally scheduling governing body meetings at least one term in advance

- Managing the distribution of papers for governing body meetings
- Attending governing body meetings (either three or six meetings)
- Providing accurate minutes
- Circulating unapproved minutes to all governors once agreed by the chair
- Initiating documentation for governor appointment co-option resignation and disqualification
- Initiating procedures for appointment of chair and vice-chair
- Liaising with legal services on the provision of Instruments of Government
- Monitoring governing body constitution in accordance with the appropriate Instruments of Government or Articles
- Maintaining the governor database record and monitor attendance
- Taking appropriate follow-up action arising from meetings
- Liaising with officers of the council and other agencies
- Providing Advice and support during governor elections
- Advising on school and academy governor procedural regulations
- Advising on and monitoring the composition of committees
- Providing advice and support on school and academy governance issues.
- In addition the traded service offers:
 - Access to a range of courses each term to help governors improve their effectiveness
 - Termly Training Link Governor meetings to provide and share information on training and recent educational developments
 - A confidential telephone advice line
 - Governing body-based development/ briefing session (duration two hours) for:
 - the whole governing body (max. one per year) (excluding SEN Safeguarding and Ofsted topics)
 - individual governors
 - working groups or committees
 - Support to prepare the governing body for Ofsted Inspection
 - Access to and liaison with a range of experts on educational financial and legal matters within council departments, external organisations and national governors' organisations.
 - An add-on option which will grant governors full access to a series of e-learning modules.

3 Service Development

Growth of traded services has been assumed through an increase of sales to schools and academies, both within and beyond Barnet. Cambridge Education will action a targeted approach to increase the role and significance of the service, reflecting the increasing focus of governance in schools. This will generate additional revenue of £205k by 2022/23 (contract year 7).

Growth of core services has been assumed through the delivery of governor support services to more than one local authority / institution or, more likely to individual schools, from contract year 2. This will generate additional revenue of £2k by 2022/23 (contract year 7)

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function. Typical division of responsibilities is outlined below.

Table 4.1: Division of Roles and Responsibilities

Role of Cambridge Education	Role of Retained Function
<ul style="list-style-type: none"> ▪ Administer process by keeping list of persons interested in being governors and their skill set; ▪ Manage the governor appointment panel; ▪ Make recommendation to Council on appointment to vacancies. 	<ul style="list-style-type: none"> ▪ Decision to nominate governors as LA governor ▪ Decision to remove LA governors.

Source: Mott MacDonald trading as Cambridge Education

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose and monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives.

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

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- Any other emergency situation.

The plan must make sure we safeguard the following resources:

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- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

North London Schools International Network
(NLSIN)

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert, paying particular attention to the cost model
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Keep in close touch with schools and the other LAs on whose behalf LBB operates the service
- Seek savings through Business Process Re-engineering and other means
- Expand the North London Schools International Network (NLSIN) within Barnet and beyond
- Expanding the service, primarily during the initial contract years, generating additional revenue from foreign language assistants.

We understand the value of the NLSIN to schools and to neighbouring Local Authorities. However, we also understand that it needs to be self-supporting.

1 Service Vision

To act as a local resource base and advisory service, developing the international and global educational dimensions for member schools and authorities.

1.1 Key Outcomes

School Membership

- Income generation for schools
- Parents and the wider community engaged with schools
- Schools supported in Spiritual, Moral, Social and Cultural development agenda (SMSC)
- Schools supported in gaining the Rights Respecting Schools Award (RSSA)
- Schools supported in the teaching of Modern Foreign Languages (MFL) and able to address the key requirements of the National Curriculum
- Schools supported through the OfSTED inspection process - reports for 'Outstanding' NLSIN schools refer to the benefit of their international activities
- Supports recruitment and retention (International CPD opportunities offered)
- Active global citizenship being developed in schools
- Schools using the global dimension to deliver and address the National Curriculum.

FLA Programme (currently only open to Barnet schools)

- Foreign Language Assistants placed in Barnet schools to support MFL delivery
- Sharing arrangements for schools to share FLAs (not part of standard British Council offer)
- Training and support provided for FLAs and host schools
- Advice provided on the production of suitable resources for the use of the FLA
- Advice provided on good practice in the deployment of the FLA
- Salaries managed through liaison with Barnet HR / payroll and schools invoiced
- Quality assurance for the service provided.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place after the 100 Day Plan although we would review the charging model in the first 100 days. For the main review, likely to take place at the end of the first year of operation, we would:

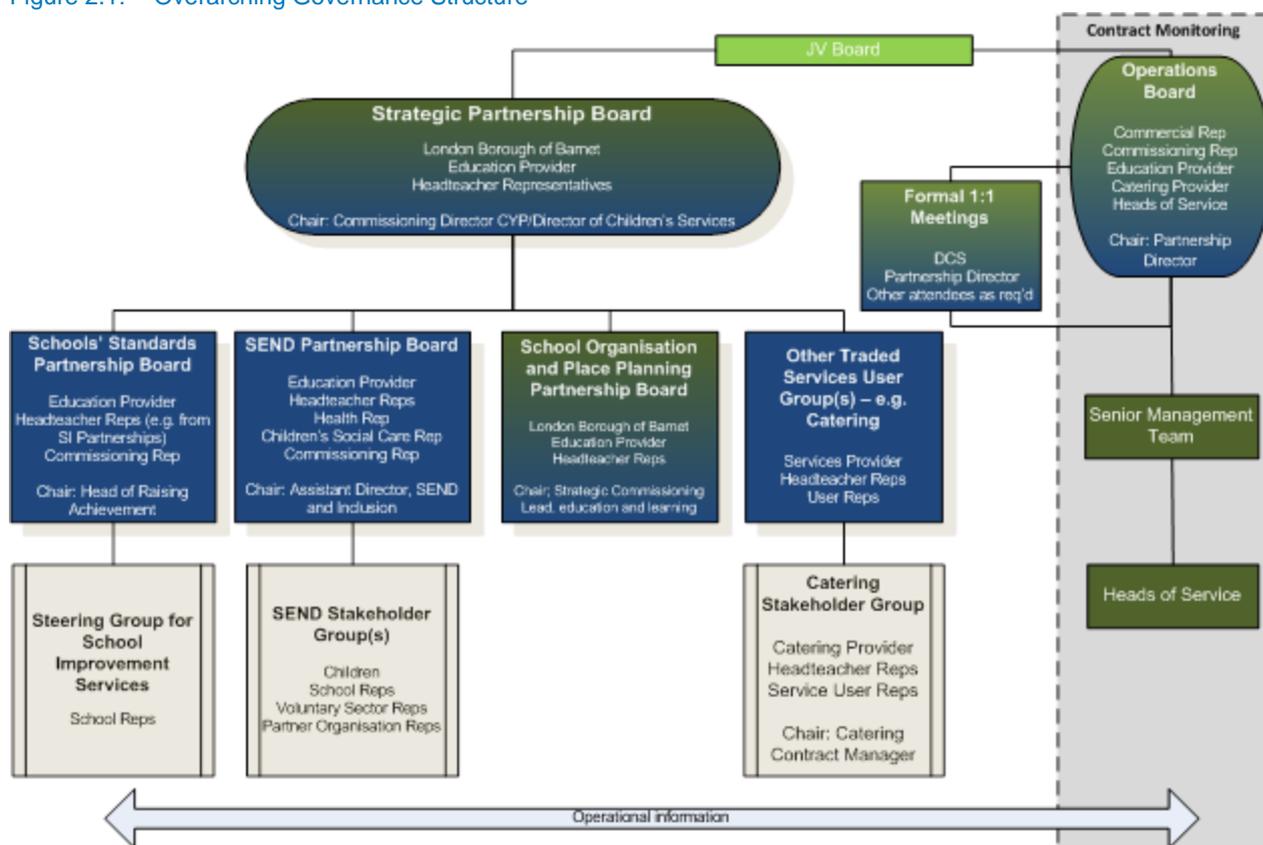
- Establish the requirements and views of the DCS and of the management and senior leadership teams
- Interview staff
- Review documentation
- Review the budget (having reviewed the charging model as part of the first 100 day plan)
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be, including the other LAs involved in the enterprise
- Implementation of changed arrangements, if need be.

There will then be an annual review of the service, which will inform the production of a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison - Director of Education and Skills
- Finbar McGaughey - Partnership Director
- Alison Dawes – Head of Education Partnerships and Commercial Services
- Anne Roots – NLSIN Team Manager.

2.3 Scope

Offered to all member schools

- Tailored individual guidance and staff INSET (included in flat rate membership fee)
- Ongoing regular information about funding, international programmes and initiatives (weekly emails, training events, termly newsletter)

- A support network of advice from other schools (expertise shared and disseminated)
- Opportunity to display work at annual summer exhibition (dissemination activities support programme reporting requirements)
- Opportunity to participate in Area Links with China and Ghana (cluster of 30 schools linked with China, 4 schools linked with Ghana)
- Erasmus Spanish Teaching Assistants for Primary Schools (currently 8 student placements)
- Support with Mandarin teaching (schools sharing the Chinese Language Assistants / annual visit by 30 Chinese teachers placed in NLSIN schools)
- Support with partner finding (advice on how to register on partner finding sites such as Schools-on-Line / eTwinning)
- Advice and support on developing the global dimension to education (training sessions / individual Staff INSET, partnerships with external agencies such as the DfID Global Learning Programme)
- Individual support with funding applications and the International School Award (included in flat rate membership fee)
- Staff development for all member schools (individual staff INSET and NLSIN staff development programme)
- Ongoing advice on how to use international and global education to deliver the curriculum and address other key educational priorities (included in flat rate membership fee)
- Direct links to the British Council and other Global Learning organisations (Oxfam Education / UK Global Learning Association / British Council Ambassador Network / Humanities Education Centre).

FLA Programme

- Liaison with British Council to obtain FLA dossiers from the requested countries and throughout employment period
- Management of the sharing arrangements between schools
- Monitoring of effective communication strategies between host and sharing schools
- Delivery of free training and support for FLAs and host schools throughout the employment period
- Provision of advice on the production of suitable resources for the use of the FLA
- Provision of advice on good practice in the deployment of the FLA
- Overseeing of the management of salaries (invoiced to schools) and liaison with Barnet HR / payroll
- Provision of individual on-going guidance and support as needed.

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

2.4 Service Requirements

Cambridge Education will:

IN1 – Centralised Customer Support & Information Service (phone / email / written correspondence etc.)

- Deliver ongoing support (phone, email and face face individual consultations / bespoke CPD / funding advice / application form guidance) to member schools & respond to external queries (schools / local authorities / agencies / organisations)
- Regularly disseminate (via email / newsletters / annual staff development programme /meetings / NLSIN portal –information about funding, international programmes and initiatives open to schools / Local Authorities.

IN2 – Individual support service

- Deliver tailor made individual guidance / consultancy and staff INSET for member schools.

IN3 – Annual Staff Development Programme – twice termly sessions (free to members only)

- Deliver a range of training sessions / conferences etc. to increase project activity across schools
- Disseminate information about new and existing opportunities for schools (Erasmus +, Connecting Classrooms etc.)
- Provide access to experts (who deliver workshops and / or contribute to events) in the field (DfID Global Learning Programme / international co-ordinators / the British Council).

IN4 – Foreign Language Assistant (FLA) Programme

- Manage the FLA programme across the NLSIN region:
 - Feb – July: Recruitment of schools (via Barnet school / LA circulars / emails to NLSIN contacts / Newsletter / NLSIN portal – IN1, 2, 3, 5, 6, 7) matching process, sharing arrangements (for schools who want an assistant for less than 12 hours) confirmed
 - September – May: Ongoing management of FLA programme (delivered by experienced MFL leader/ liaison with schools and FLAs on all aspects of the placement / on-going support and guidance should problems or queries arise during the contract period, management of salaries (done via Barnet payroll) and invoicing of schools
 - Coordinate end of year evaluations sent to participating schools
 - Coordinate British Council evaluation.

IN5 – To support the development of the international / global dimension to the 2014 curriculum across NLSIN member schools

- Support schools in embedding the International /global dimension within school planning and policy and using it to reflect and address national priorities i.e MFL / SMSC / DfE 2014 National Curriculum / OfSTED
- Disseminate examples of how schools can practically embed the international / global dimension into the curriculum as above via:
 - Individual consultations
 - Staff development programme
 - Dissemination of information
 - Enabling Networking between schools
 - Staff INSET.

IN6 – NLSIN Newsletter

- Produce an electronic termly newsletter.

IN7 – NLSIN Portal

- Monitor and update NLSIN platform with varying levels of access for both NLSIN members and non-members.

IN8 – Council of Management

- Make sure that all NLSIN activities (: training programme / projects / service offered to schools / newsletter / portal / FLA programme /budget / partnerships etc.) are guided and overseen by its Council of Management which consists of senior cross borough Local Authority personnel (Head of School Improvement, Head of Access, Adviser - Partnership & Development, Workforce Development Manager), Head teachers and International co-ordinators from across the NLSIN region.

IN9 – Develop future NLSIN funding strategy & new strategic partnerships

- Research, evaluate and follow up on additional bidding opportunities and seek out and develop new partnerships to widen the offer to schools.

3 Service Development

Growth of traded services has been assumed through expanding the NLSIN, generating additional revenue from foreign language assistants, combined with a review of the charging model during the 100 Day Plan. This will generate additional revenue of £32k by 2022/23 (contract year 7).

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function.

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose a monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives, such as the development of [INSERT EXAMPLE]

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning

- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Post-16 Education and Skills

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
A	16/09/15	M Pullen	T Smith	A Guest	Draft A

Information class: Standard

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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Deliver 14-25 services to more than one local authority, realising significant additional revenue by year 4
- Organically grow the service, realising additional sales of the RONI tool in the first 4 years.

The Local Authority's role in terms of provision is conducted by influencing rather than controlling post-16 provision and therefore the collection, synthesis, analysis and interpretation of data is very important to ensure that providers are meeting the needs of post-16 learners. However, this does mean that the LA has a straightforward role in acting as advocates for young people who have reached 16 years of age. The service appears very successful and, other things being equal after due diligence and the initial review of the service we believe it can be expanded beyond LBB. In particular, we have been impressed by the RONI system, with its capacity to predict who is most likely to become NEET. We are also well aware that difficulties can arise at the 17 year old threshold as well as at 16; that a young person seems to have chosen a fruitful path at 16 does not necessarily mean they will remain on it.

1 Service Vision

To provide strategic leadership that makes sure the young people of the borough have a sufficient and high quality offer of provision for the 16-19 phase, resulting in the highest possible participation in Education, Employment and Training throughout the 16-19 phase, and successful progression to further education, higher education or employment.

1.1 Key outcomes

- Best possible curriculum offer in the locality to ensure all young people have a post-16 pathway. Offer must match the needs of young Barnet residents and school leavers, including vocational, academic and mixed pathways for students seeking provision from Entry level to L3 and above; pathways to employment such as Apprenticeships; pathways for students with high needs; and support to achieve further progression to higher education and/or employment
- Accurate tracking and identification systems, including, for vulnerable young people, the 'Risk of NEET Indicator' (RONI) to give clear focus for allocation of additional support
- Appropriate support provision for vulnerable young people to enable their participation and progression, and to ensure smooth and seamless transitions between providers at age 16-18
- As close to 100% as possible of cohort participation (98% is a more realistic target) including sustaining and improving levels of participation of vulnerable groups, to ensure maximum level achievement and skills, and eventual employment
- High uptake of support offered by teams to schools, including CEIAG, curriculum and accountability to improve guidance and support available to young people resulting in young people making transitions at age 16 and 17 with realistic career aspirations and pathways leading to higher levels of employment
- Rising levels of attainment by post-16 learners (attainment of L2 and L3 by age 19) to achieve more highly qualified Barnet population with better employment prospects
- Sustained and rising uptake of Apprenticeships by Barnet residents and school leavers, to enhance employability
- Robust partnership relationships which support and strengthen pathways to employment
- Good or better Ofsted inspection outcomes for LA school effectiveness descriptors, which maintain and raise uptake of services by schools which in turn support rising skill levels and employability.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

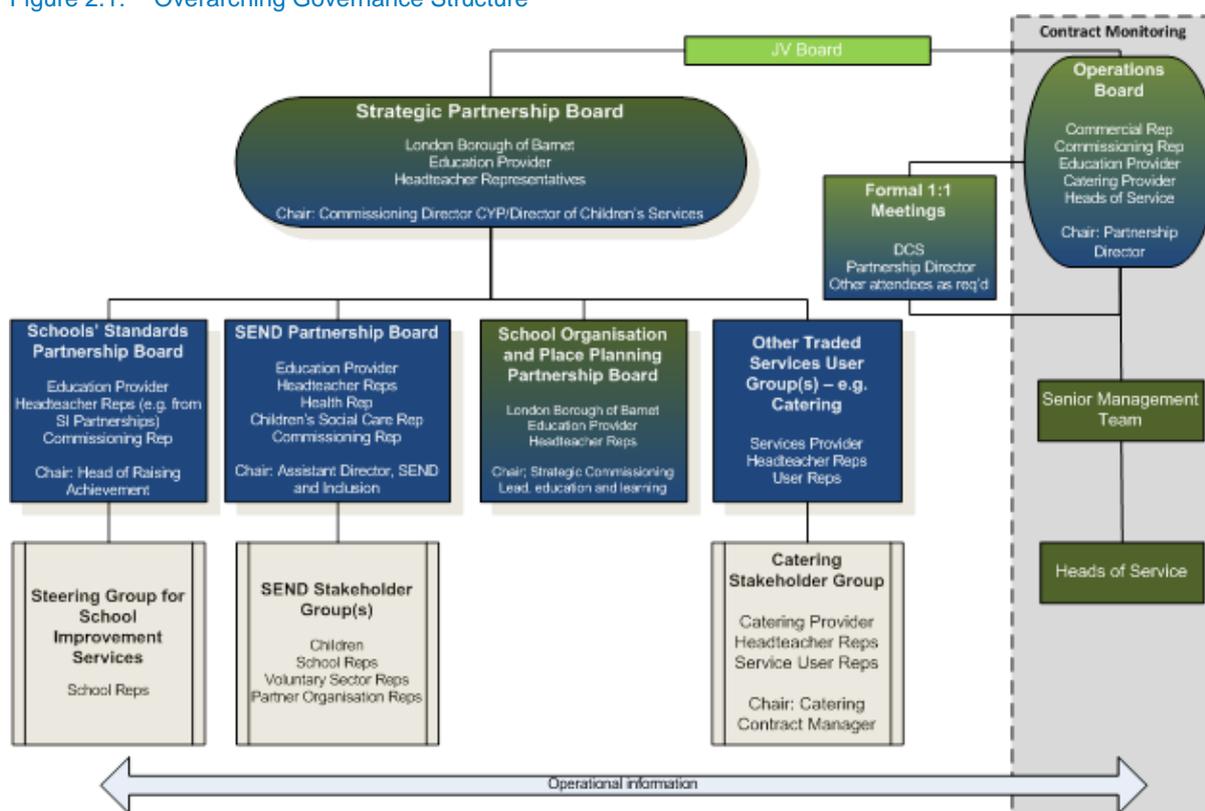
- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be
- Implementation of revised methodology, if need be.

Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:
Director of Education and Skills

- Ian Harrison – Director of Education and Skills
- Finbar McGaughey - Partnership Director
- Elaine Runswick – Post 16 Education and Skills Manager

2.3 Scope

- Securing sufficient education and training, ensuring the pattern of provision continues to meet need (statutory)
- Champion the importance of young people making good choices in post-16 provision that support well-informed career aspirations (statutory)

- Support the creation of new pathways and provision at post-16
- Encouraging, enabling and supporting young people to participate (statutory) – publicise local post-16 provision
- Data (statutory returns and tracking participation - statutory)
- Oversight and organisation of re-engagement provision through external providers
- Linking schools and the post-16 community to the borough's approach to skills and employability.

The scope of this service is further documented in the relevant service specification.

2.4 Service Requirements

Cambridge Education will:

P1 Post-16 Education and Skills strategic advice

- Lead the development and delivery of post-16 education and skills services and be the main strategic adviser to the council on all matters in relation to post-16 education and skills in relation to young people.

P2 Securing sufficient education and training, ensuring the pattern of provision continues to meet need (statutory)

- Set out and map local provision, including Barnet and travel to learn patterns across neighbouring areas and post-16 re-engagement. This includes:
 - Analysis of Learning Aims by provider in Barnet to demonstrate sector coverage and link to LMI;
 - Analysis of prospectuses of local colleges;
 - Identification of sector pathways;
 - Collection and analysis of travel to learn data from LCCIS.
 - Identification, mapping and publicising pathways by providing public facing information (on website and via advisors) for student progression to HE and work, including Apprenticeships and Higher Apprenticeships - to support young people and parents with choices about their 16-18 options
- Analyse the extent to which the local 16-19 offer meets needs and ensures all levels of ability have access to courses, in all sectors, and the support to be successful. Analysis of access and attainment data should be used to support developments that will help to ensure vulnerable groups have outcomes that match All learners; that underachieving groups are supported; and that pathways are built for all learners, especially in the context of changing curricula
- Seek to identify unmet demand through analysis of Labour Market Information, showing skills gaps and needs of local employers. The provider should work with partners (including but not limited to all post-16 providers, e.g. Schools for A level subject gaps, Training providers for Apprenticeships and Colleges for Vocational Qualifications) to address unmet demand by influencing stakeholders, effectively using evidence and lobbying Senior Management and Governors. Unmet demand can also be addressed by obtaining funding to commission additional opportunities.

P3 Champion the importance of young people making good choices in post-16 provision that support well-informed career aspirations (statutory)

- Support schools in the delivery of their CEIAG offer, for which they have a statutory duty in respect of Years 8 to Year 13, by keeping their Careers Leaders up-to-date on policy, responsibilities, provision, and resources
- Work with schools to identify young people who are most at risk of making an unsuccessful transition to post-16 education and training, or who may not sustain participation till age 18. Provide RONI (Risk of NEET Indicator) system and data from school census so schools can verify their at-risk cohort and offer appropriate support to prepare them for a successful transition
- Provide LA transition support for those at risk of non-participation, by seeking additional funds to provide IAG capacity and mentoring support, if appropriate, for those at risk of non-participation
- Continue to work with other council agencies to track non-participants using data sources collaboratively
- Make information about local provision freely available through website and other formats, including use of social media. Information will include but is not limited to information for parents and young people about local EET opportunities, pathways and providers; for example, Apprenticeships, Jobs and College courses in the Barnet locality.

P4 Support the creation of new pathways and provision at post-16

- Secure links and develop and support partnership working to create and maintain collaborative pathways across providers (e.g. Collaborative Sixth programme, IAG network, Oakbridge)
- Promote partnership working and collaborative delivery between sixth forms, to maximise opportunities for young people in sixth forms
- Support partnership working between the Secondary Special Schools and Barnet and Southgate College and other local colleges, in order to facilitate a smooth transition into FE for young people with High Level Needs and to improve the quality of provision
- Raise awareness of the role of vocational pathways and learning at post-16 in schools, and support quality delivery of vocational qualifications by working with schools and colleges
- Provision of training seminars and information exchange opportunities
- Support sixth forms to develop new offers and pathways in line with DfE reforms, e.g. Linear A levels, Applied General and Tech level qualifications, Core Maths and Functional Skills.
- Support providers to develop a range of re-engagement strategies for young people not participating.

P5 Encouraging, enabling and supporting young people to participate (Statutory) – publicise local post-16 provision

- Compile, publish and promote the offer of 16-19 courses and supporting provision accessible for Barnet learners, including SEN to Barnet young people, and update information (prospectus and website) regularly
- Put on annual promotional events and activities to ensure offer is understood for year 11 and other groups; support schools as required in publicising the offer to Barnet young people.

P6 Data (statutory returns and tracking participation - statutory)

- Collect and analyse participation data from CCIS and other appropriate databases; check returns for key published national data, organise collections from schools for: Intended Destinations (annual cycle)
- Complete returns and tracking, including:
 - September Guarantee (annually)

- Actual Destination (from 5/9)
- Joiners and leavers from post-16 provision (London-wide portal system)
- Maintain CCIS database and liaise with regional CCIS data managers and partner boroughs (ongoing)
- Activity Survey (annually)
- Participation Data, including RPA Duty to participate returns (quarterly)
- NEET figures up to age 19 (4 year groups age 16-19 (24) monthly)
- Import data from Council databases e.g. Tribal, Careworks, School Census.

P7 Oversight and organisation of re-engagement provision through external providers

- Identify and list young people not meeting statutory duty to participate; make contact and offer support. Follow local policy on support and challenge to non-participation (letters and referral pathways; monitoring and interviews as required)
- Work with relevant providers of services to deliver additional support to young people, schools and colleges and to ensure a co-ordinated offering. Co-ordinate provider offering provision through Youth Contract and European Social Fund contracts, subject to these contracts being in place
- Co-ordinate arrangements to signpost non-participants to re-engagement opportunities and monitor cases to progression to full participation.

P8 Linking Schools and the post-16 community to the council's approach to skills and employment

- Develop and implement a strategy for links between schools/college and business to create better pathways to employment – e.g.. 'Let's talk Shop' (an initiative to support Retail and hospitality sectors skills development linked to Brent Cross development) as a model, and extend to other business sectors
- Maintain links with schools and colleges on Apprenticeships and support National Apprenticeship week events and follow-ups
- Develop new pathways across providers which open new opportunities (e.g. level 2 programmes in schools to traineeships in other providers)
- Raise awareness of apprenticeship opportunities to young people in Barnet to increase the take up of these opportunities
- Liaise with and provide advice to the council's corporate and delivery leads on regeneration, employment and enterprise in relation to skills development and opportunities for young people.

P9 List of functions

- Exercise the following functions on behalf of the LA:
- Support local providers (schools, colleges and training providers) to ensure their combined offer meets local needs
- Monitor the local post-16 offer and develop proposals to ensure sufficiency
- Provide support to schools on managing the transition of young people from school to new providers, including FE and Training providers
- Provide a mechanism (Risk of NEET Indicator system) for secondary schools and colleges to identify the cohort at risk of non-participation; broker associated support.
- Maintain statutory data collection systems and use this data effectively to further develop policy
- Promote post-16 participation within relevant agencies of the local authority, and partner organisations

- Make proposals to the LA designed to secure sufficient education and training for young people aged 16-19 and to ensure the pattern of provision continues to meet need (statutory)
- Champion the importance of young people making good choices in post-16 provision that support well-informed career aspirations (statutory)
- Support the creation of new pathways and provision at post-16
- Encouraging, enabling and supporting young people to participate (statutory) – publicise local post-16 provision
- Data (statutory returns and tracking participation - statutory)
- Oversight and organisation of re-engagement provision through external providers
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P10 Traded IAG service

- Provide a high quality CEIAG traded service and progression/employability skills advice to schools and other providers that reflect DfE guidance to schools.

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

Growth of core services has been assumed through the delivery of 14-25 services to more than one local authority. This will generate additional revenue of £104k by 2022/23 (contract year 7).

Growth of traded services has been assumed 30% organic growth related to the operation of other local authority services, with additional sales of the RONI tool. This will generate additional revenue of £55k by 2022/23 (contract year 7).

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function. Typical division of responsibilities is outlined below.

Table 4.1: Division of Roles and Responsibilities

Role of Cambridge Education	Role of Retained Function
<ul style="list-style-type: none"> ▪ Implement a process for putting forward personnel for authorisation; ▪ Maintain list of authorised persons; ▪ Provide suitable authority identification for authorised officers. 	<ul style="list-style-type: none"> ▪ Authorise contractor named officers who can access schools.

Source: Mott MacDonald trading as Cambridge Education

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

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Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

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Method Statement

SEND and Inclusion

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Pay particular attention to the need to accelerate the conversion of statements to EHCPs
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Expand the service within and beyond Barnet schools by the end of year 4
- Increase the capacity of the service by recruiting new staff, but also by introducing other means of meeting demand such as 'auxiliary' staff
- Grow traded services through additional sales of Education Psychologists as a traded service to schools, where demand is currently evident
- Seek to increase HIST sales through an alternative marketing approach during year 1.

This service is extensive in that it encompasses all the Council's statutory obligations in ensuring the needs of all those pupils with Special Educational Needs and Disabilities (SEND) are met as well as the support to schools in meeting those needs. We understand that this area of work is especially challenging in Barnet because of a lively awareness about SEND among the resident population. We are also clear that the service is being reorganised and there has been much change, worth more to come. Nonetheless, we will review the service within the first 10 days of the contract and, after consultation, draft and implement a business plan. We believe there is scope for expanding the services both within and beyond Barnet. We appreciate that resources might constrain that expansion, such as the availability of suitably qualified and experienced Educational Psychologists (EPs). However, we have strategies to cope with that such as the employment of 'auxiliary' EPs, such as trainees.

We are aware of the pressure brought to bear on the service by the need to draft EHC Plans rather than statements and the need to convert existing statements into EHCPs. Whilst we do not underestimate that challenge, we believe that business processes can be used to accelerate the process and to meet the demanding conversion targets.

1 Service Vision

To enable the council to meet its statutory duty under Part 3 of the Children and Families Act 2014 and to provide support to schools, colleges and early education settings to assist them in the delivery of their responsibilities.

1.1 Key outcomes

The SEND and Inclusion Service aims to create systems, structures and provision so that Children & Young People with Special Educational Needs and/or Disabilities achieve their academic potential, live as independently as possible, engage in work/employment with support as necessary and engage in purposeful social activity in their local community.

Children and young people level intended outcomes, which the SEND and Inclusion Service will contribute towards achieving, include:

- Children & Young People (CYP) with SEND stay local, within the boundaries of Barnet, for their education and thus access and become familiar with local health and social care services.
- CYP with SEND remain living with their family at least until adulthood
- CYP and their families have high aspirations for their lives, and show this through valuing and striving for academic and accredited learning outcomes.
- There are no informal or formal exclusions from school and college of children and young people with SEND.

Strategic intended outcomes, which the SEND and Inclusion Service will contribute towards achieving, include:

- There is no increased dependency on specialist provision – maintained or non-maintained / independent
- The average learner support costs do not increase.
- Any financial investment is directly related to client level outcomes
- Service design and delivery reduces the negative impact of transitions for CYP and their carers
- Views of CYP and carers influence service design and delivery.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

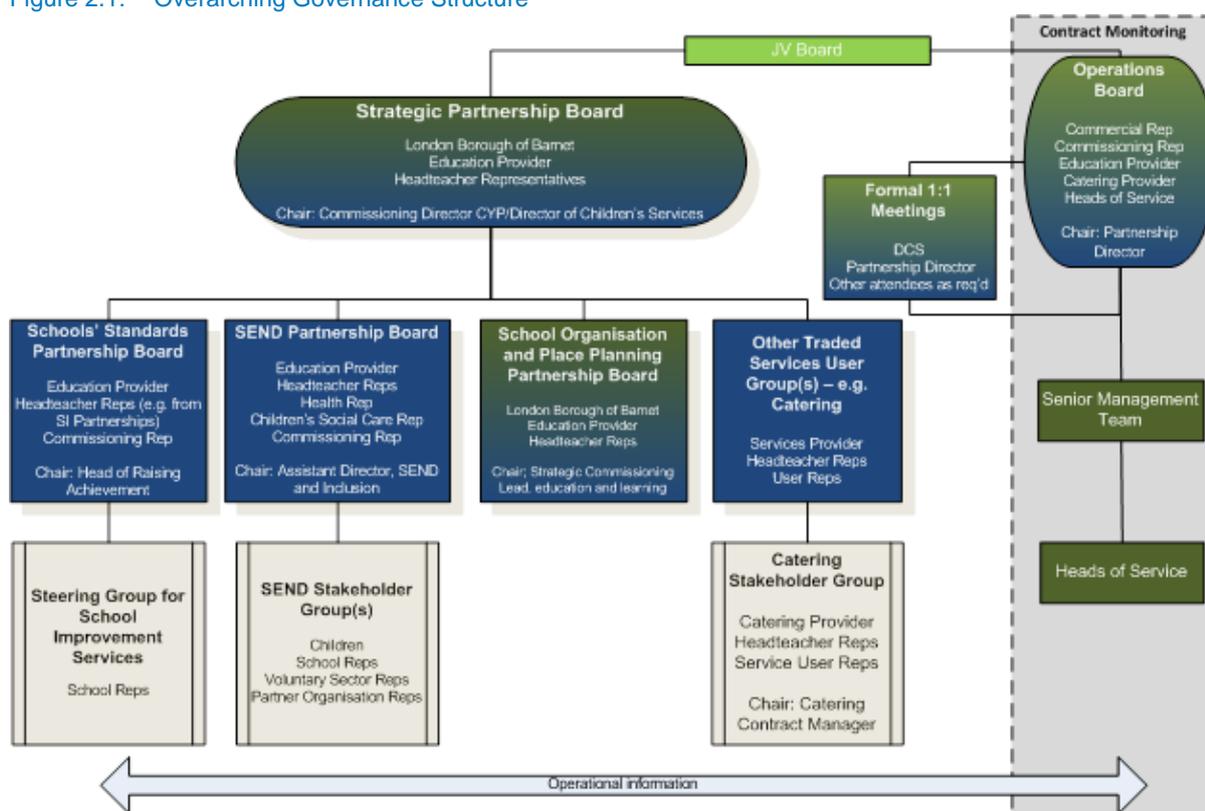
- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be
- Implementation of revised methodology, if need be.

Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison - Director of Education and Skills
- Finbar McGaughey - Partnership Director
- Jane Marriott – Assistant Director SEND and Inclusion

2.3 Scope

The Service includes:

- The delivery of the Council's statutory responsibilities through a combination of central service and fieldwork service contributions
- The provision of fieldwork services and strong leadership across schools and educational settings that builds capacity, confidence and competence in local education settings

- The management of thresholds that ensure as many children and young people as possible attend mainstream education settings, and that the specialist educational provision that is available is targeted on those children who need it most. It delivers the Council's responsibilities under Part 3 of the C&F Act 2014 and Part 3 of the Education Act 1996 until the end of March 2018. The service is driven in its manner of response by two statutory SEN Codes of Practice (2001 and 2014) as well as operating within a wide range of statutory guidance that governs arrangements and educational provision for vulnerable learners as well as those with SEN. This includes guidance for the education of children and young adults with medical needs.

The main functions of the service are delivered through two service areas, which report through the Assistant Director, SEND and Inclusion to the Director for Education and Skills. The two service areas are;

- Specialist Inclusion Services
- SEN Referral and Assessment Service

The scope of this service is further documented in the relevant service specification.

2.4 Service requirements

Cambridge Education will:

SEN1 - Service integration and identification and assessment of SEN

- Co-operate with local partners, including schools, early years settings, further education providers and, statutory agencies in furtherance of the Council's duties in relation to SEN and to support the integration of service provision
- Support the Council to deliver services to prepare children and young people for adulthood and independent living
- Identification and assessment of special educational needs – (school / setting level) in line with the Code of Practice and in conjunction with schools, settings and health professionals, including, where appropriate:
 - Work with health services to ensure early identification of children who may need support;
 - Building links with early years settings and statutory agencies;
 - Ensuring that parents can obtain advice and assistance at an early stage.

SEN2 - Assessment

- Co-ordination and organisation of EHC assessments in line with the Code of Practice and in consultation with schools, settings, social care services and health professionals
- Make sure that parents and children/young people are involved in the process from an early stage and that their views, wishes and feelings are considered in relation to decision making and recommendations
- Support the Council in meeting its statutory duties for assessment of EHC needs, including:
- Advise and make recommendations on whether it is necessary for special educational provision to be made;
 - undertaking required consultation with parents or young person

- communicating the Council's decision to parents or young person
- where required, undertaking assessment.

SEN3 - EHC plans

- Prepare EHC Plans in line with the Code of Practice and in consultation with parents, young people, schools, settings and health professionals:
 - new (first time)
 - Following annual review
 - Following transfer reviews / conversion of statements to EHCPs
 - Following conversion of LDAs to EHCPs
 - Within statutory time limits.
- Support the Council in meeting its statutory duties in relation to preparing EHC plans, including, where required:
 - making recommendation to the Council following assessment
 - following decisions of the Council, communicate this decision to the parents or young person
 - conduct discussions on the content of plan, including consultation with parent or young person and relevant schools
 - consideration and recommendation on detail of the plan
 - liaison with other statutory agencies in relation to relevant sections of the plan
 - submitting plan for approval by the Council
 - set up moderating group, including school staff and parents, to ensure consistency in recommendations and content of plans.

SEN4 -

- Secure the admission of pupils / learners with EHC Plans to schools in Barnet or elsewhere, including:
 - making recommendations to the Council on commissioning arrangements
 - identifying specific educational provision and liaising with providers
 - proactively managing placements to secure school places for children on an EHC plan
 - Prioritising children who are at high risk of missing education, including CLA and children moving into the area.

SEN5 - High Needs Funding

- Make sure higher needs funding is allocated to ensure that children with complex needs are supported, including:
 - ensuring clear standards for the allocation of funding
 - publicising these standards as part of the local offer
 - making sure top up funding is allocated and spent to support the provision detailed in the EHC plans.

SEN6 - Placements

- Support the Council in relation to its duties for placement of children and young people with EHC plans, including:
 - making recommendations in relation to place planning for SEN provision

- providing advice and assistance to parents to encourage use of mainstream sector where appropriate
- drafting EHC plans with this duty in mind
- working with local maintained and academy schools to build capacity for the education of pupils with SEN.

SEN7 - Specialist advice

- Make sure all Barnet schools have access to highly specialist and technical advice in relation to a wide range of SEND matters to include:
 - effective curriculum planning
 - SENCO support and mentoring
 - delivery in local education settings
 - access to specialist knowledge and skills in the areas of ASD; Dyslexia; Hearing Impairment; Visual Impairment; social, emotional and mental health needs
 - ASD friendly learning environments and approaches
 - Dyslexia friendly systems and teaching approaches
 - Schools that are adapted to provide for hearing and visually impaired learners
 - Schools with adaptations for pupils with mobility and other physical needs
 - Pupil assessment and intervention planning.

SEN8 - Specialist assessment reports

- Make sure specialist assessment reports are provided on time in line with the Code of Practice by:
 - EPs
 - Specialist teachers
- Develop relationships with delivery partners that help to secure assessment reports on time from:
 - Health services
 - Early Years services
 - Social Care
 - Others as commissioned
- Establish joint working practices to ensure the sharing of best practice and discussion of complex cases.

SEN9 - Involving parents

- Make sure that parents and young people with SEN are fully involved in the assessment process and participate in decision making, including for example:
 - parent workshops
 - high quality information in the Local Offer
 - parental involvement in training events
 - specialist support for young people.

SEN10 - Mediation and dispute resolution

- Support the Council in relation to its duties for mediation and dispute resolution services, including:
 - Commissioning effective mediation and dispute resolution services in line with statutory duties in Children and Families Act 2014

- Monitoring current providers of services
- Publicising arrangements and notifying parents and young people about the availability of services.

SEN11 - Targeting support for complex and at risk cases

- Make sure staff are targeted to complex cases including those where placement breakdown is possible.
- Effectively manage complex cases, in particular those where placement breakdown is a risk, including:
 - deploying appropriate staff to these cases
 - establishing early warning systems and staff flexibility in order to respond to cases
 - working with schools to avoid placement breakdown.

SEN12 - Phase transitions

- Make sure phase transitions are effectively supported and co-ordinated so that the next placement is secure and sustainable, including:
 - attending annual review meetings at key transfer phases
 - Ensure statutory timelines are met for completion of phase transition EHC Plans and statements.

SEN13 - Local Offer

- Maintain, review and update the Local Offer, ensuring it is compliant with legal requirements and publish relevant information about the Local Offer.

SEN14 - Monitoring placements

- Make sure robust monitoring of pupils with statements / EHC Plans who are electively home educated.

SEN15 - Personal Budgets

- Support the Council to meet its statutory duties to prepare personal budgets in specified cases, including:
 - advising the Council on its policy for personal budgets
 - working with other Council departments to ensure clear processes
 - delivering training for Council and school staff
 - publicising information about personal budgets
 - monitoring personal budgets to provide financial assurance.

SEN16 - Commissioning

- Support the Council in its commissioning responsibilities, including:
 - advising on commissioning of specialist services
 - advising on and working with statutory partners on joint commissioning
 - monitoring contract compliance and effectiveness of current contractors.

SEN17 - Relationships with providers

- Maintain a strong and positive relationship with:
 - Specialist providers – special schools, schools with resourced provisions, special provision in Colleges and Early Years settings
 - Mainstream providers

SEN18 - Therapy services

- Contribute to the joint commissioning of therapy services by the council's commissioning team.

SEN19 - Managing the DSG

- Manage demand and expenditure within the available DSG budgets.

SEN20 - SEN appeals

- Manage SEN appeals on behalf of the council:
 - Preparation of appeal work
 - Make recommendations on whether to defend appeals
 - Presentation of appeals where appropriate
 - Contract external providers to assist with appeals, including presentation of appeals, where appropriate
 - Management of appeal process, including liaison with witnesses, collation of evidence, correspondence with tribunal.

SEN21 - Strategic development

- Lead the development and delivery of SEND services and be the main strategic adviser to the council on all matters in relation to special educational needs.

SEN22 - Counselling to school staff

- Provide counselling support to staff in schools In the event of the death of a child or member of staff or if appropriate following other one-off events that might give rise to a need for psychological support or counselling.

SEN23 - List of functions

- Exercise the following functions on behalf of the LA:
 - Secure the provision of efficient and effective education for those children and young people and adults with SEND from birth to 25 in order to maximise their progress and attainment and to close the gap between their achievements and those of other children and young people without SEND, and where EHC Plans (and statements) exist, the provision that is specified
 - Apply the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated
 - Maintain high quality relations with schools and other education providers, making available advice on the statutory process and also advice to school leaders (Head teachers and Governors) through structured and ad hoc dialogues about SEND matters
 - Implement the statutory guidance and regulations (above) in relation to assessment, preparation of EHC Plans / decisions and their review
 - Provide a statutory and strategy management function that is integrated with the Service's oversight and deployment of a range of specialist fieldwork services
 - Secure specialist assessment, advisory, educational psychology and teaching fieldwork services to work across the 0-25 age range

- Maintain a SENCO support, advice and training programme across all Barnet maintained schools and academies and FE Colleges and Early Years settings that provide state funded education for Barnet learners
- Ensure the service is available to children and adults from birth to 25 years, for whom it has a statutory responsibility, and where it has determined to provide the service to manage thresholds that impact on the efficient and effective delivery of the statutory process
- Ensure a fair, equitable and robust distribution of available High Needs Funding through effective place commissioning, specialist service availability and the allocation of individual student level top-up funding
- Maintain regular and structured dialogues with head teachers of specialist provision: resourced provision in mainstream; special schools; Alternative Provision (PRUs)
- Make decisions in relation to the statutory SEND process, involving stakeholders in structured moderation arrangements
- Defend decisions as appropriate through the SEND appeal process
- Ensure a Pathway to Adulthood approach in close collaboration with the 0-25 team of adult and children's social care services and health services
- Enable some SEN services for children and adults to be delivered through Personal Budgets.
- Ensure access to SEND specialist legal advice and guidance
- Ensure the provision of an externally commissioned service for Mediation and Disagreement Resolution
- Provide Information, Advice and Guidance (Careers and Progression advice) to those young people with EHC Plans or statements where the LA determines that additional targeted support is needed
- Broker and commission the provision of home to school transport for children and adults with SEN and disabilities, ensuring ongoing review and VFM through rigorous budget management
- Ensure robust pupil/student level filing and data management systems
- Ensure safe, secure and effective electronic and other communication with parents, schools, settings and other professional agencies and services.

SEN24 - Educational Psychology - Non-statutory EP support, advice and training

- In addition to the statutory EP support that the LA provides to schools, pupils and families, offer schools the option of purchasing additional EP time for a range of non-statutory support services. Core activities include:
 - consultation and problem solving with school staff, parents and children
 - psychological assessment and interventions
 - training and school development
 - critical incident support
 - multi-agency liaison
 - work with families and settings for children under five.Specialist activities include:
 - resilience programmes
 - literacy interventions
 - solution-focussed teacher coaching
 - action research projects on school priority areas

- participation in school reviews
- leading edge groups
- provision development
- Headteacher coaching
- Professional supervision for other teams in the local authority.

SEN25 - High Incidence Support Team

- Offer:
 - advice and support to improve outcomes for children with SLCN and behaviour, social and emotional needs
 - individual casework for pupils on SEN Support for SLCN or with behaviour, social or emotional needs
 - whole class support and advice with regard to SLCN or behaviour
 - support and advice for teaching and support staff including the implementation of effective interventions to meet the needs of children with SLCN and behaviour, social or emotional difficulties through consultation, observation and feedback
 - delivery of training programmes for SLCN (for example, Talk Boost, Word Aware)
 - advice, support and training in the development of whole school programmes such as speech and language groups, nurture groups and circle time
 - advice regarding comprehensive strategies to improve behaviour and prevent exclusions including whole school behaviour policies, PSPs and risk assessments
 - attendance and support at professional meetings
 - telephone guidance and a quick response to unforeseen problems.
- Offer access to:
 - Optimus Education SEN Hub
 - Team Teach training (positive handling) delivered centrally
 - Link meetings for schools

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

Growth of core services has been assumed through sales of statutory services to more than one local authority. This will generate additional revenue of £483k by 2022/23 (contract year 7). Cambridge Education has assumed the New Burden / SEN Reform Grant continues in 2016/17, albeit at a lower funding level.

Growth of traded services has been assumed through additional sales of the Education Psychologists (EPs) Team as a traded service to schools, where demand is currently exhibited. Cambridge Education also anticipate an increase in HIST sales through an alternative marketing approach in contract year 1. This will generate additional revenue of £254k by 2022/23 (contract year 7).

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function. Typical division of responsibilities are outlined below.

Table 4.1: Division of Roles and Responsibilities

Responsibility	Role of Cambridge Education	Role of Retained Function
Duty to support and involve children and young people	<ul style="list-style-type: none"> Overarching duty 	<ul style="list-style-type: none"> Consideration of duty when making decisions and undertaking services under the contract
Duty to identify children with SEN and disabilities	<ul style="list-style-type: none"> Overarching duty 	<ul style="list-style-type: none"> Consideration of duty when making decisions and undertaking services under the contract
Promoting integration	<ul style="list-style-type: none"> Overarching duty 	<ul style="list-style-type: none"> Consideration of duty when making decisions and undertaking services under the contract
Joint commissioning arrangements	<ul style="list-style-type: none"> Duty to remain with the relevant council departments 	<ul style="list-style-type: none"> Requirement to work with other council departments and health in relation to joint commissioning recommendations
Duty to keep education and care provision under review	<ul style="list-style-type: none"> Duty sits with the council 	<ul style="list-style-type: none"> Consult interested parties and stakeholders on proposed changes to provision Make recommendations on variation of provision Monitor effectiveness of current provision and identify best practice.
Duty to co-operate	<ul style="list-style-type: none"> Duty sits with council, including other council departments 	<ul style="list-style-type: none"> Duty to co-operate other council departments and other statutory agencies Delivery of services to prepare children and young people for adulthood and independent living
Co-operation between LA and schools	<ul style="list-style-type: none"> Duty sits with council 	<ul style="list-style-type: none"> Duty to co-operate and liaise with relevant schools
Local Offer	<ul style="list-style-type: none"> Duty sits with DCS 	<ul style="list-style-type: none"> Collate information on local offer Keep local offer under review Publish relevant information about local offer
Co-operation with another LA	<ul style="list-style-type: none"> Overarching duty Decide whether to refuse to co-operate based on recommendation from contractor 	<ul style="list-style-type: none"> Duty to co-operate with other local authorities as required Notify council of any concerns about other local authority decision making Drafting reasons for refusal of co-operation and submit to council for a decision

Responsibility	Role of Cambridge Education	Role of Retained Function
Advice and assistance	<ul style="list-style-type: none"> Commissioning duty sits with council 	<ul style="list-style-type: none"> Facilitate the commissioning process Monitor effectiveness of current service Publish information about service to relevant persons
Requirement to education in mainstream school	<ul style="list-style-type: none"> Duty sits with the council 	<ul style="list-style-type: none"> Make recommendations in relation to place planning for SEN Provide advice and assistance to parents to encourage use of mainstream sector where appropriate Draft EHC plans with this duty in mind
Assessment of EHC needs	<ul style="list-style-type: none"> Consideration of advice and relevant information on whether it is necessary for special educational provision to be made in accordance with EHC pla; Determine whether arrangements in accordance with EHC plan are required and instruct contractor to communicate decision – this also requires LA to request more information where needed Make decision on outcome of EHC assessment and whether EHC plan proposed with reasons for decision 	<ul style="list-style-type: none"> Advice on necessity for special educational provision and recommendation to LA Undertake consultation with parents or young person on LA's behalf and feedback results Draft reasons for any recommendation not to make arrangements via an EHC plan and submit to LA for decision Communicate with parents or young person about assessment process and right to express views and submit evidence; Making use of joint employment contracts undertake assessment and make recommendation as to whether EHC plan proposed and reasons for such recommendation Following decision of LA on whether EHC plan proposed, communicate this decision to the parents or young person Provide information to LA in relation to whether child or young person requires additional time to complete training, provide information from other relevant persons and parent or young person
EHC Plans and consultation requirements	<ul style="list-style-type: none"> Decision on content of draft plan (could determine that this decision is not made, but risk of challenge that the local authority cannot influence the EHC plan at draft stage) Decision on finalised plan. 	<ul style="list-style-type: none"> Detailed discussions on content of plan Consultation with parent or young person; Consultation with relevant schools Consideration and recommendation on whether school is unsuitable or

Responsibility	Role of Cambridge Education	Role of Retained Function
		<p>incompatible with provision of efficient education</p> <ul style="list-style-type: none"> ▪ Liaison with other partners re. relevant sections of plan ▪ Once plan approved by LA, send finalised plan to parent or young person and school ▪ Set up moderating group to ensure consistency in recommendations and content of plan
Securing special educational provision	<ul style="list-style-type: none"> ▪ Duty to sit with council 	<ul style="list-style-type: none"> ▪ Recommendations on commissioning arrangements; ▪ Identification of specific educational provision and liaison with provider to ensure it is in place
Reviews and re-assessments	<ul style="list-style-type: none"> ▪ Following review and assessment, same decision making as for original assessment 	<ul style="list-style-type: none"> ▪ Facilitate annual reviews, including keeping calendar of reviews and ensuring they are carried out by schools ▪ Decide whether to send officer to annual review meetings ▪ Decide whether there should be re-assessment if requested by school/parent/young person ▪ Following review and assessment, same decision making as for an original assessment ▪ Comply with statutory timescales
Power to cease to maintain plan	<ul style="list-style-type: none"> ▪ Decide whether to cease to maintain plan 	<ul style="list-style-type: none"> ▪ Recommendation to council that plan should cease
Power to maintain following 25th birthday.	<ul style="list-style-type: none"> ▪ Decision on continuation of plans for final year 	<ul style="list-style-type: none"> ▪ Recommendation to council that plan should continue for final year
Transfer of plans	<ul style="list-style-type: none"> ▪ Overarching duty to sit with the council 	<ul style="list-style-type: none"> ▪ Notify council of any proposals to transfer a plan into area ▪ Recommendations on transfer of plan out of area
Release of child under plan from detention	<ul style="list-style-type: none"> ▪ Duty sits with the council ▪ Decision making as for original assessment section 	<ul style="list-style-type: none"> ▪ As for original assessment ▪ Ensure original plan being maintained ▪ Ensure review undertaken as required ▪ Make recommendations to council
Personal budgets	<ul style="list-style-type: none"> ▪ Overarching Duty 	<ul style="list-style-type: none"> ▪ Requirement to prepare personal budget in specified circumstances
Appeals	<ul style="list-style-type: none"> ▪ Make decision on whether to defend appeal and give instructions on settlement options. 	<ul style="list-style-type: none"> ▪ Preparation of appeal work; ▪ Recommendation on whether to defend appeal ▪ Presentation of appeal where appropriate ▪ Ability to contract external

Responsibility	Role of Cambridge Education	Role of Retained Function
		<ul style="list-style-type: none"> providers to assist with appeal, including presentation of appeals <ul style="list-style-type: none"> Management of appeal process, including liaison with witnesses, collation of evidence, correspondence with tribunal
Right to mediation	<ul style="list-style-type: none"> Overarching duty 	<ul style="list-style-type: none"> Commission mediation services Monitor effectiveness of current services Notify relevant persons of mediation services and obtain certificate in prescribed cases
Resolution of disagreements	<ul style="list-style-type: none"> Overarching duty 	<ul style="list-style-type: none"> Commission dispute resolution services Monitor effectiveness of current providers Publicise arrangements
Special educational provision otherwise than in schools.	<ul style="list-style-type: none"> Decision to make provision otherwise than in schools 	<ul style="list-style-type: none"> Requirement to consult as prescribed Recommendation on provision otherwise than in schools, with draft reasons as to why school provision is inappropriate
Payment of fees	<ul style="list-style-type: none"> Decision on whether to fund payment of fees 	<ul style="list-style-type: none"> Recommendation on payment of fees in specified circumstances
Assessment of post detention EHC plans	<ul style="list-style-type: none"> Duty sits with council in same way as for original assessment 	<ul style="list-style-type: none"> Detail dealt with in same way of original determination and assessment, as set out above. Appeals dealt with as set out for main appeal section
Provision of SEN information	<ul style="list-style-type: none"> Ensure Cambridge Education provides SEN information 	<ul style="list-style-type: none"> Comply with regulations in relation to provision and publication of SEN information
SEN Code of Practice	<ul style="list-style-type: none"> Have regard to code when making decisions. 	<ul style="list-style-type: none"> Requirement to have regard to code when undertaking contractual requirements Requirement to keep council informed of relevant changes to the code
Duty to promote educational achievement of LAC	<ul style="list-style-type: none"> Employment of virtual head; Overarching duty to promote education of looked after children 	<ul style="list-style-type: none"> Employment of persons to support the virtual school Liaison with virtual head and other council officers to support the council to meet its duty to looked after children Specific responsibilities for data collection, liaison with relevant persons, drafting of documents, monitoring suitability of schools and appropriate use of finances and advice and assistance
Personal Education Plan	<ul style="list-style-type: none"> Agreement of final PEP 	<ul style="list-style-type: none"> Advice and assistance on PEP Providing draft PEPs Monitoring compliance by schools, including school visits

Source: Mott MacDonald trading as Cambridge Education

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose a monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives.

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all

relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action

- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Shared Services

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
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Issue and revision record

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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Establish working groups to review working practices, staffing and demands for support services and to make recommendations about how shared services could be delivered more economically and effectively
- Work up the staff recommendations into proposals on which we would consult
- Implement the best solution which might well include reorganisation
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Seek increased job satisfaction for those that support other services, listening to the recommendations of those carrying out the work
- Create a sense of succession planning in the first year.

A review of underpinning shared services can not only make savings, but can also produce more effective support across a range of services by providing a 'flywheel' effect and meeting different peaks and troughs of demand for business support generally. We understand the need for expertise in certain areas and we will provide appropriate training. However, we also want to avoid the problems posed by the absence or departure of single specialists.

1 Service Vision

To provide effective and efficient business support, systems and data to the benefit of the Education and Skills services.

1.1 Key outcomes

Business Support and Communications Team

- Effective administrative and business support to the Director and Senior Management Team
- Weekly compilation and circulation of the School Circular
- Web-site updated appropriately
- Timely responses to all complaints
- Health and safety and business continuity effectively managed.

Systems and Data Team

- Systems management (appropriate internal and external ICT systems in place and administered effectively)
- Information management and Data Protection complies with corporate and statutory priorities, including timely responses to all FOIs and SARs
- Statutory returns completed and submitted on time and in the correct format.

Resources and Contracts Team

- Accurate, timely and robust, financial management systems operating efficiently
- Payments to suppliers and members of staff are processed efficiently
- Key contracts monitored and evaluated.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Recommendations for change, if need be
- Consultation, if need be
- Implementation of revised methodology, if need be.

Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

Experience elsewhere has demonstrated three important points: firstly, that savings can be made fairly readily through analysing business processes; secondly, shared services can help to even out workflows

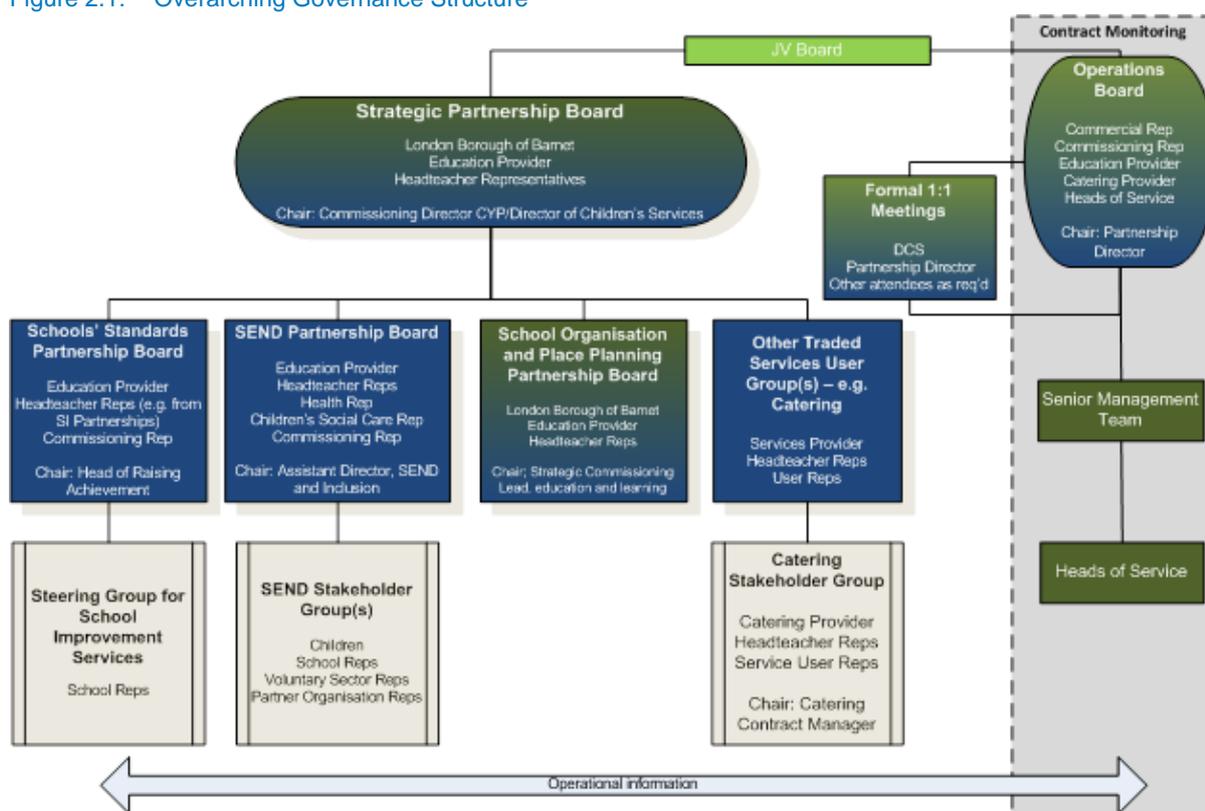
and provide a ready source of assistance across services; and, thirdly, that the best approach is to engage staff to carry out the reviews themselves.

We will bring experience and expertise about how underpinning services can be provided more effectively and economically across the board. Workflows are inevitably uneven across services and by forming pools of multi-skilled staff we can also avoid the problems posed by specialist knowledge being vested in a small number of people. There would also be a strong element of succession planning.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison – Director of Education and Skills
- Finbar McGaughey – Partnership Director.
- Alison Dawes - Head of Education Partnership and Commercial Services
- Guljahan Khatun – Business Support and Communications Team Manager
- Neil Marlow - Head of School Improvement
- Alexandra West – Senior Data and Systems Officer
- Jane Marriott – Assistant Director SEND and Inclusion
- Siobhan Stacey – Senior Business and Contracts Manager

2.3 Scope

Business Support and Communications Team

- Provide an integrated, high quality and proactive business support service within the Education and Skills Service to include the coordination of communications and complaints
- Specific activities in relation to communications and complaints include:
 - the production and distribution of the weekly Schools Circular during term-time
 - keeping the Local Offer web-site and other web-pages relating to the Education and Skills service up-to-date
 - management of complaints, processing complaints to ensure timely responses (within statutory/service timeframes), and escalation to Heads of Service/Assistant Director and/or legal when required
- Work closely and collaboratively with CSG in relation to centrally provided back-office services to ensure that both current and future needs of the Education and Skills Service and the service users are met by CSG to a consistently high standard
- Co-ordination of health and safety management for the Education and Skills service liaising with corporate colleagues and CSG to ensure needs of the Education and Skills service are met
- Co-ordination of accommodation planning and office reorganisation
- Co-ordination of business continuity for the Education and Skills Service.

Systems and Data Team

- Management and development of Education and Skills Service ICT systems, especially in relation to schools and settings, to enhance and maximise the efficiency and effectiveness of the Education and Skills Service and support the service in meeting the council's statutory duties
- Strategic direction of information management (systems and data protection) in line with corporate and statutory priorities
- Operational lead for data protection, including FOIs and SARs
- Ensuring the provision of accessible and responsive technical support in respect of Education and Skills Service's ICT systems, via a help desk or other similar approach, and ensuring appropriate training is provided to service areas/partners, including schools and settings where appropriate
- Co-ordination of arrangements for archiving of records (both paper and electronic)
- Ensuring preparation and completion of statutory returns on time and in the correct format
- Ensuring robust system reporting is in place in order to monitor service delivery, data quality and statutory reporting as well as to comply with data protection and other relevant legislation.

Resources and Contracts Team

- Provision of an integrated, finance support service for the Education and Skills service, providing a financial infrastructure, policies, processes and procedures to support the business
- Ensuring financial management systems remain accurate, timely and robust, and are operationally efficient and relevant in order to support the budget managers across the Education and Skills service. All systems must comply with the Council's financial framework and best practice.
- First point of contact and source of expert advice, guidance and information on budget management for senior managers within the Education and Skills service

- Ensuring the integrity of financial data on the Council's systems, ensuring accuracy and consistency across the range of systems and spreadsheets
- Ensuring payments to suppliers and members of staff are processed efficiently through the appropriate systems e.g. Integra
- Providing expert and accurate financial management information and advice to budget holders in respect of budget preparation and monitoring
- Undertaking school recoupment activities to and from other Local Authorities on behalf of the council
- Monitoring and evaluating key contracts with external suppliers to ensure delivery of services in compliance with contractual terms and agreed service standards and making decisions about whether to make or withhold payments, taking account of the impact on clients (e.g. schools) and members of the public (pupils and parents)
- Management of pre-paid debit cards.

The scope of this service is further documented in the relevant service specification.

2.4 Service requirements

Cambridge Education will:

SS 1-5 - Business support and communications

- Produce and distribute the weekly Schools Circular (or an alternative way of communicating with schools, to be agreed via the relevant forum)
- Keep the Local Offer web-site and other web-pages relating to the Education and Skills service up-to-date
- Manage complaints, processing all complaints to ensure timely responses (within statutory/ service timeframes)
- Manage members' enquiries (councillors and MPs) and ensure timely responses (within statutory/service timeframes)
- Provide a contact point for schools in relation to health and safety, business continuity and other ad hoc issues.

SS 6-8 - Systems and data

- Make sure timely draft responses to the council in relation to all relevant:
 - FOIs (Freedom of Information Requests)
 - SARs (Subject Access Requests)
- Make sure records are appropriately archived (both paper and electronic) in line with council policies
- Make sure preparation and completion of all statutory returns on time and in the correct format.

SS 9-10 - Resources and contracts

- Monitor and evaluate key council contracts with external suppliers that are managed on the council's behalf by the provider - to make sure delivery of services in compliance with contractual terms and agreed service standards and make decisions about whether to make or withhold payments, taking account of the impact on clients (e.g. schools) and members of the public (pupils and parents).

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

The Business Process Review should give members of staff increased job satisfaction and will undoubtedly recognise that those who carry out the work know that work best and are in the best position to review it and make recommendations about how it might change. Once change has been embedded, the shared services should deliver better support across the board and give a sense of succession planning.

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function.

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose and monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives, such as the development of [INSERT EXAMPLE]

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action

plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of

any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

School Improvement (non-traded)

September 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
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Summary of Commitments, Key Actions and Dates

Cambridge Education understand that Barnet regard the School Improvement service (non-traded) as efficient and effective, laying at the centre of the education service. With this in mind, Cambridge Education will:

- Conduct a service review during the first 100 working days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Engage a Cambridge Education Development Director to lead the exploration of service provision to other LAs or schools beyond Barnet
- Keep the LA, through the DCS, in close touch with the performance of Barnet schools, both informally and through a formal monthly 1:1 meeting with the Head of Education and Skills and Partnership Director
- Provide accurate information and advice to assist the LAs statutory decision making
- Seek to make efficiency savings through business process re-engineering, performance improvement and other means, identified through the service review and subsequent annual service business plan, owned by the Partnership Director.

1 Service Vision

To make sure that Barnet is the most successful place for high quality education, where excellent school standards result in all children achieving their best, being safe and happy and able to progress to become successful adults.

Cambridge Education will meet the Local Authority's statutory duties with regard to school improvement, including s13 of the Education Act 1996 to promote high standards of education across the area served by the London Borough of Barnet (LBB), including academies.

We will make sure there is a robust and widely-understood programme of monitoring, challenging, supporting and intervening in maintained schools, whilst also providing the offer to academies (short of intervention), all to be funded from the core budget.

We will establish a reporting regime to elected members, the DCS, the operations board and the strategic board, to make sure they are fully informed of academic and other results and the outcomes of school inspections by OFSTED.

1.1 Key outcomes

- We will aim for every child to attend a good or outstanding school, as judged by Ofsted
- We will make sure the attainment and progress of children in Barnet schools is within the top 10% nationally
- We will accelerate the progress of the most disadvantaged and vulnerable pupils in order to close the gap between them and their peers.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be
- Implementation of revised methodology, if need be.

Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

The main features of any regime will be:

- An **annual visit** to every maintained school in order to: review results; academic and otherwise; make appropriate challenges; and, if need be, intervene in the leadership and management of the school. A

report will be drafted and presented to the Head and chair of governors and it will be anticipated that this will have been agreed by all concerned

- An **extraordinary visit** if a significant concern is brought to the LBB's attention; emerges through Cambridge Education's work; or is invited by the governors
- The **offer of an annual visit** to all academies, to review results, academic and otherwise (attendance, exclusions, staffing etc.)
- **Support** for schools, either directly by employed staff or indirectly through 'signposting' schools to other sources of expertise, most importantly the BPSI. Cambridge Education will also bring its suite of support services and materials
- **Intervention** in schools graded less than 'Good' by Ofsted or considered to be so, or at risk of being so after the annual visit or an extraordinary visit. This will involve the establishment of a review group at the school which will normally meet each half term, chaired by the Head of School Improvement and attended by the Learning Network adviser, the Head, the chair of governors and at least one other governor. That series of meetings will continue until the Head of School Improvement is satisfied the school will achieve a 'Good' by OFSTED.

There will be an annual report to LBB on the academic and other results from the previous academic year and a plan of activities to improve performance. The Partnership Director will regularly update the DCS (ideally monthly), Partnership Board and Strategic Board as to developments and proposed actions that will make sure Barnet school improvement is as envisioned.

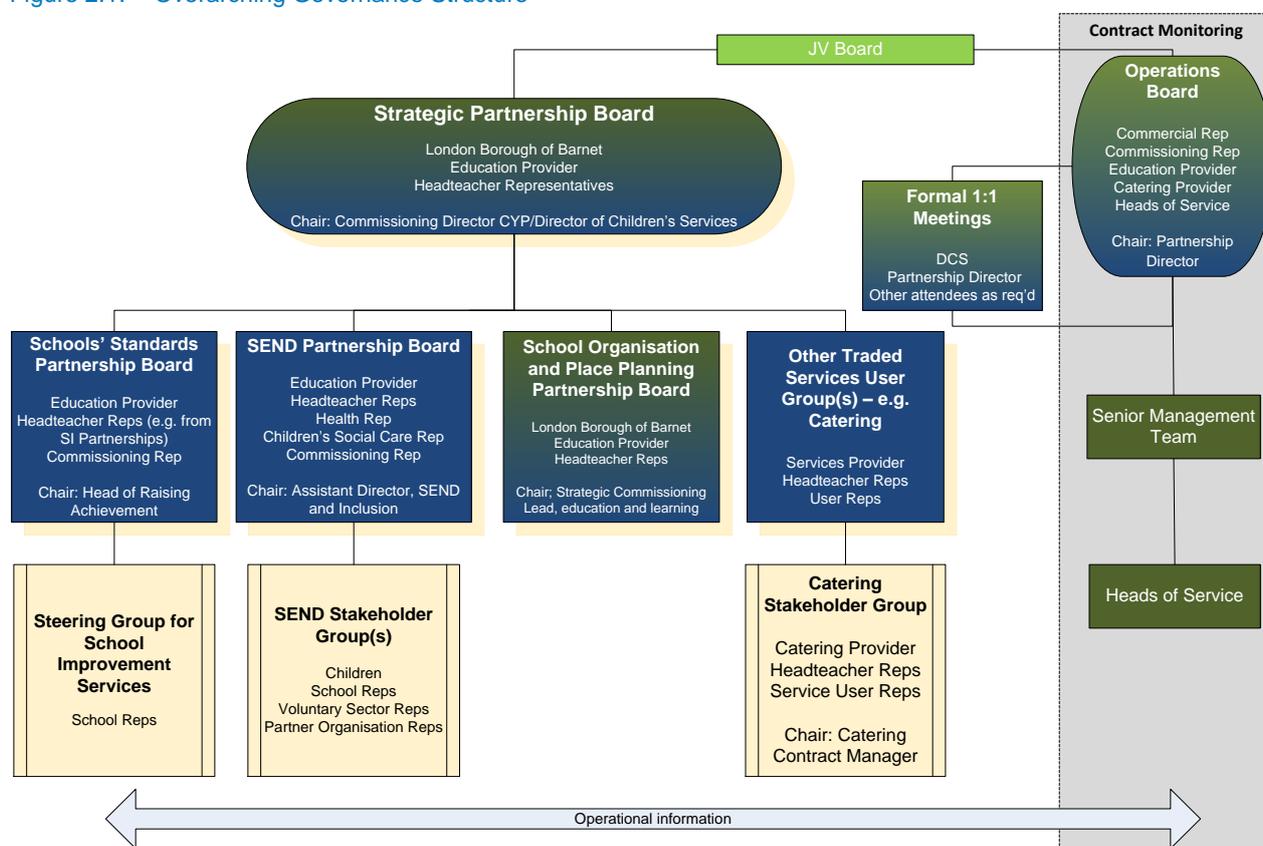
The DCS, operational and strategic boards will also be presented with non-academic results. Reports will also be made to the appropriate member committee, as deemed necessary. Such reports will include details of school inspections by OFSTED, and any matters of concern about the performance of Barnet schools.

2 Service Delivery Model

2.1 Structure

Non-traded school improvement governance processes will flow between the Steering Group for School Improvement Services, the School's Standards Partnership Board and the overarching Strategic Partnership Board, as identified below:

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

Although the Director of Education and Skills will have the ultimate responsibility for this function, and for reporting to the DCS, day-to-day responsibility will fall to the Head of School Improvement, assisted by the Learning Network Inspectors. They will work closely with BPSI in order to ensure the service is running satisfactorily and to identify appropriate support for schools.

The following named roles are instrumental in the success of Barnet schools:

- **Chris Munday** – Director of Children's Services
- **Ian Harrison** – Director of Education and Skills

- **Neil Marlow** – Head of School Improvement
- **Finbar McGaughey** – Partnership Director

2.3 Scope

The authority will retain its statutory duties in relation to the performance of maintained schools, therefore the Head of Education and Skills and/or Partnership Director will conduct monthly briefings for the DCS, especially in relation to schools causing concern, alongside informal ongoing knowledge sharing. When formal powers of intervention require to be used in schools causing concern, Cambridge Education will make recommendations to the DCS and the DCS will decide on the use of those powers, taking account of the recommendations of the provider.

Cambridge Education will:

- Undertake the local authority statutory monitoring, challenge and intervention functions that can be contracted out
- Monitor and challenge maintained schools, in relation to:
 - targets for the improvement of pupil performance
 - the school's self-evaluation judgements against each aspect of the school's provision and outcomes
 - any aspect of school performance where there are concerns
- Challenge all schools, including Academies, in relation to safeguarding of children and young people and provision of advice and guidance to assist schools in carrying out their safeguarding responsibilities
- Provide advice and challenge to maintained schools in relation to their duty to provide a broad and balanced curriculum, to promote British values and to comply with equalities legislation
- Broker school-to-school support such as the use of experienced Barnet Headteachers to act as coaches for inexperienced new Headteachers, the secondment of Headteachers to cover vacancies in fragile schools
- Monitor and challenge schools' provision for pupils with Special Educational Needs and Disabilities
- Share best practice across and between schools in order to improve practice and performance
- Support school improvement and facilitation of school-to-school support through the organisation of half-termly Network Meetings for Headteachers and termly meetings for deputy/assistant Headteachers
- Provide advice, support and guidance to schools when required
- Commission effective school improvement support
- Develop and implement strategies to support highly effective leadership and management in schools
- Equip governors and others with the information and skills to effectively challenge and support Headteachers and their senior leadership teams
- Support Governing Bodies in the recruitment of Headteachers
- Support Headteachers and Governing Bodies in the recruitment of deputy Headteachers
- Develop strategies and co-ordinating arrangements to support the recruitment and retention of school staff
- Provide additional support and guidance to new Headteachers
- Support Governing Bodies and Leadership Teams with information about academy conversion

- Make sure, through the partnership with and between schools, that the local authority is well-enough informed about the quality of provision in schools so that it can assess the risk of schools underperforming or facing a serious decline in performance
- Maintain an excellent working relationships with all schools, including Academies, so that early support and advice can be offered when required
- Identify potential weaknesses in maintained schools as soon as possible and ensure that arrangements are in place for timely intervention, to provide direction, where needed, and extra support
- Support and advise schools in effective ways to narrow the gap between disadvantaged pupils and their peers
- Moderate teacher assessments at Key Stage 1 and Key Stage 2
- Support training for Newly-Qualified Teachers, acting as the 'Appropriate Body'
- Use pertinent performance data and management information to:
 - Review and/or revise strategies for school improvement.
 - Identify schools which are underperforming
 - Channel support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers.
- Provide a comprehensive range of performance data to schools and the council, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data
- Promote high standards for all pupils in all schools
- Provide a traded school improvement service that is responsive to schools' needs for high quality professional development training and consultancy (details are set out in the separate service specification for traded school improvement service)
- Recommend formal intervention in schools of concern, where necessary and appropriate
- Recommend intervention measures, such as the appointment of an IEB or extra governors or structural measures
- Apply intervention measures that have been agreed by the council.

With specific respect to the Narrowing the Gap service, Cambridge Education will:

- Interpret end of summer term data for the local authority compared to national, regional and statistical neighbours in order to identify implications for the service and Barnet schools and to establish any trends and gaps for groups and subjects across the authority and in individual schools
- Target work where identified gaps cause concern, or where overall attainment or progress by disadvantaged groups is low
- For targeted schools, conduct more precise analysis of qualitative data as well as quantitative data across age groups so that improvement measures can be tailored more precisely
- Train and support schools to address narrowing the gap issues, working from analysis into action
- Offer bespoke support for schools where standards are a concern, including training for all levels of leadership in collecting, analysing, interpreting and evaluating data and intelligence in order to identify issues and viable solutions
- Offer courses, individual school-based work and cluster projects to develop practitioners' ability accurately to assess need and make improvements in teaching quality
- Inform schools of changes in the curriculum and assessment, identifying possible implications

For clarity, the scope does not include decisions on whether formal intervention should go ahead, decisions on intervention measures to maintained schools, nor intervention in Academies.

The scope of this service is further documented in the relevant service specification.

2.4 Delivering the service to meet service requirements

Cambridge Education will:

SI1 - School Improvement Strategy

- Lead the development and delivery of the council's school improvement strategy and be the main strategic adviser to the council on school improvement issues
- Develop, review, and consult with schools on, the council's school improvement strategy, including its arrangements for monitoring, challenging and supporting schools in relation to their performance and the achievement levels of pupils, and for intervening in maintained schools where appropriate.
- Implement the strategy on behalf of the LA as its contracted provider of school improvement services.

SI2 - Narrowing the gaps

- Develop, review, and consult with schools on, the council's strategy for narrowing the gaps between disadvantaged and vulnerable pupils and their peers.

SI3 - Statutory school improvement functions

- Support the Council to exercise its statutory school improvement functions, including:
 - providing school improvement support to maximise the number of schools offering a good or outstanding standard of education
 - investigating concerns about school performance
 - making recommendations to the Council on use of formal intervention powers for maintained schools
 - monitoring progress in schools causing concern
 - regularly reporting to the DCS and Council committees, where required, on school improvement issues
 - In relation to academies, liaising with the Regional Schools Commissioner over any concerns and keeping the DCS informed about those concerns.

SI4 - School visits to review achievement and the school's progress

- Produce, and update annually, an Achievement and Target Setting Booklet for all maintained schools to use to analyse their data
- Coordinate visits to all maintained schools of up to half a day each year by suitably qualified and experienced school improvement professionals to review the achievement of pupils and each school's progress and to offer challenge and support for improvement, with the aim of ensuring every school becomes good or outstanding and all schools seek to improve continuously
 - Such visits will take place in the autumn term for primary schools and in the spring or summer term for secondary schools
 - Additional visits to schools in accordance with the service specification

- Changes to this pattern of engagement may be made by agreement with the Strategic Partnership Board.

SI5 - Achievement reviews for secondary schools

- Fund, from core, and provide Achievement Reviews for all maintained secondary schools and for Academies that request one – to be delivered by an LNI or commissioned from an Ofsted inspector working for the traded service. These are reviews of achievement data, a meeting at the school to discuss the data, then a written report. These are optional for Academies.

SI6 - Keeping in touch visits with Academies

- Coordinate a keeping in touch visit of up to half a day to each Academy and Free School (provided free to the school) to discuss the achievement of pupils and the school's progress and any areas where the provider on behalf of the council can provide support or advice. Support beyond the visit is generally expected to be provided on a traded basis.

SI7 - Analysis of each school's data

- Action a desk top analysis of the attainment, achievement and progression data for each school to inform each visit.

SI8 – Provision of datasets

- Provide of a comprehensive range of performance data to schools and the council, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data.

SI9- Reviewing progress in Schools Causing Concern

- Maintain and regularly review (twice a term) a register of schools causing concern, recording key concerns, support being offered, progress/actions taken and next steps required to secure rapid improvements. Report regularly on this to the LA/Schools Standards Board or successor body
- Manage the council's 'Schools Causing Concern' budget to support maintained schools causing concern that are facing financial difficulties. Any funding other than payments to schools must first be agreed with the DCS.

SI10 - Appointment of a lead school improvement professional to support each school causing concern

- Appoint a lead school improvement professional to support each maintained school causing concern, including when a school is placed in an OFSTED category (3 or 4). Similar support may be offered to Academies on a traded basis.

SI11 – Support for Schools Causing Concern

- Provide an effective programme of support to each maintained school causing concern in order to secure rapid improvement, including, for example:
 - Producing an LA Statement of Action for any school judged to be requiring Special Measures or having Serious Weaknesses and an action plan for each other school causing concern
 - Identifying key issues impacting on the school's capacity to improve through the following:

- focus on substantial, current and unresolved issues that have an impact on standards
- Identifying any underlying, hidden issues
- Identifying blocks to progress
- Identifying key areas for action.
- Supporting the writing of an action plan which will translate the goals into a sequence of actions to address the key issues
- Planning the actions to be taken by both school and LA
- Planning the involvement of others, including NLEs, NLGs, Headteachers of Outstanding/Good Schools, SLEs, ASTs and advisers brokered through Barnet Partnership for School Improvement, commissioned either by the school or the provider on behalf of the LA
- Planning systematic monitoring and evaluation so that all the actions agreed are kept under review
- Making regular visits to the school in order to monitor progress
- Liaison between all those identified in joint school/LA action plan
- Supporting aspects of the action plan
- Holding regular (usually termly) School Progress Review meetings with relevant staff from the school and the provider to review progress and discuss next steps
- Reporting on progress, making a judgement and suggesting next steps
- Attending governing body meetings as appropriate
- Offering similar support may be offered to Academies on a traded basis.

SI12 – Monitoring meetings with Schools Causing Concern

- Hold a termly Monitoring Group Meeting with each maintained School Causing Concern Headteacher and Chair of Governors to review the school's progress (twice a term for schools judged inadequate by Ofsted).

SI13 – Safeguarding

- Provide challenge to all schools, including Academies, in relation to safeguarding of children and young people, by reminding them of their duties, encouraging them to carry out regular self-evaluation and asking questions about their policies and practice. Provision of advice and guidance to assist schools in carrying out their safeguarding responsibilities.

SI14 – Curriculum and equalities

- Provide advice and challenge to maintained schools, by reminding them of their duties and asking questions about their policies and practice, in relation to their duty to provide a broad and balanced curriculum, to promote British values and to comply with equalities legislation. Provision of advice and guidance to assist schools in carrying out their responsibilities.

SI15 – Network Meetings

- Run Network Meetings for each of the network areas - half termly meetings for Headteachers of all schools to enable them to network, share data and best practice and to be briefed on relevant issues.

SI16 – School Improvement Partnerships

- Support, facilitate and quality assure School Improvement Partnerships and support the sharing of best practice between schools.

SI17 – Brokering school to school support

- Make sure a good use is made of good and outstanding Headteachers, including National Leaders of Education and Local Leaders of Education in supporting other schools and brokering the provision of such support and providing opportunities for these leaders to share information and best practice.

SI18 – Teaching Schools

- Work closely with Teaching Schools in Barnet to ensure a coherent offer is made and is an integral part of the school improvement strategy and the Borough-wide school improvement offer.

SI19 – Moderation

- Undertake moderation of teacher assessment and assessment processes in line with national requirements.

SI20 – Appointments of Headteachers and deputy heads

- Produce a Toolkit to support Governors in the Recruitment of a Headteacher and update this annually. Ensure a suitably qualified school improvement professional provides support, without charge, to the governing body of any maintained school in the recruitment and appointment of a Headteacher or deputy Headteacher, including attending the final interview.

SI21 – Ensuring the LA knows its schools

- Report to the Director of Children's Services:
 - The outcome of inspections in the previous calendar month
 - Provide regular summary updates to on standards and progress in all schools.
 - Provide regular updates on all schools causing concern, including:
 - A summary of concerns
 - An assessment of the school's current grading
 - Key actions and support planned and delivered to secure the necessary improvements
 - Update on school's progress and against the action plan
 - Any proposed structural solutions.

SI22 – Liaison with the DfE, the EFA and the RSC

- Liaise and maintain positive relationships with the DfE, the EFA and the RSC. Represent the LA in discussions with these bodies about structural and other solutions for schools causing concern, whilst keeping the council's DCS informed about key developments and consulting him on proposed structural solutions.

SI23 – Narrowing the Gap

- Interpret the end of summer term data for the local authority compared to national, regional and statistical neighbours in order to identify implications for the service and Barnet schools and to establish any trends and gaps for groups and subjects across the authority and in individual schools
- Attend Council committees, as required, to report and answer questions on attainment data
- Undertake targeted work where identified gaps cause concern, or where overall attainment or progress by disadvantaged groups is low

- For targeted schools, more precise analysis of qualitative data is required as well as quantitative data across age groups so that improvement measures can be tailored more precisely.
- Provide training and support for schools to address narrowing the gap issues, working from analysis into action
- Provide support and training for effective use of Pupil Premium
- Provide bespoke support for schools where standards are a concern, including training for all levels of leadership in collecting, analysing, interpreting and evaluating data and intelligence in order to identify issues and viable solutions
- Provide courses, individual school-based work and cluster projects to develop practitioners' ability accurately to assess need and make improvements in teaching quality
- Inform schools of changes to the curriculum and assessment, identifying possible implications
- Support the post-16 education and skills team to develop and implement tools and processes to identify young people at risk of NEET
- Support the Headteacher of the Virtual School to refine reporting processes through development of a data dashboard
- Work with Supplementary Schools to improve relationships with mainstream providers and to support any cross-LA work (e.g. with Harrow LA in relation to a Saturday school project).

SI24 - List of functions

- Exercise the following functions on behalf of the LA:
 - The local authority statutory monitoring, challenge and intervention functions that can be contracted out
 - Challenge to maintained schools, in relation to
 - targets for the improvement of pupil performance
 - the school's self-evaluation judgements against each aspect of the school's provision and outcomes
 - Any aspect of school performance where there are concerns
 - Challenge to all schools, including Academies, in relation to safeguarding of children and young people and provision of advice and guidance to assist schools in carrying out their safeguarding responsibilities
 - Provide advice and challenge to maintained schools in relation to their duty to provide a broad and balanced curriculum, to promote British values and to comply with equalities legislation
 - Broker school to school support such as the use of experienced Barnet Headteachers to act as coaches for inexperienced new Headteachers, the secondment of Headteachers to cover vacancies in fragile schools
 - Sharing of best practice across and between schools in order to improve practice and performance
 - Supporting school improvement and facilitating school to school support through the organisation of half-termly Network Meetings for Headteachers and termly meetings for deputy/assistant Headteachers
 - Providing advice, support and guidance to schools when required
 - Commissioning of effective school improvement support
 - Developing and implementing strategies to support highly effective leadership and management in schools

- Equipping governors and others with the information and skills to effectively challenge and support Headteachers and their senior leadership teams
- Supporting Governing Bodies in the recruitment of Headteachers
- Supporting Headteachers and Governing Bodies in the recruitment of deputy Headteachers
- Developing strategies and co-ordinating arrangements to support the recruitment and retention of school staff
- Providing additional support and guidance to new Headteachers
- Supporting Governing Bodies and Leadership Teams with information about academy conversion
- Ensure, through the partnership with and between schools, that the local authority is well-enough informed about the quality of provision in schools so that it can assess the risk of schools underperforming or facing a serious decline in performance
- Maintain excellent working relationships with all schools, including Academies, so that early support and advice can be offered when required
- Identify potential weaknesses in maintained schools as soon as possible and ensure that arrangements are in place for timely intervention, to provide direction, where needed, and extra support
- Supporting and advising schools in effective ways to narrow the gap between disadvantaged pupils and their peers
- Moderation of teacher assessments at Key Stage 1 and Key Stage 2
- Support and induction training for Newly-Qualified Teachers, acting as the 'Appropriate Body'
- Use of pertinent performance data and management information to:
 - Review and/or revise strategies for school improvement
 - identify schools which are underperforming
- Channel support to areas of greatest need, resulting in interventions and challenge that lead to improved outcomes in schools and other providers
- Provision of a comprehensive range of performance data to schools and the council, including data about the local performance of different pupil groups, local benchmarking and post-16 destinations comparative data
- Promoting high standards for all pupils in all schools
- Provision of a traded school improvement service that is responsive to schools' needs for high quality professional development training and consultancy (details are set out in the separate service specification for traded school improvement service)
- Recommend formal intervention in schools of concern, where necessary and appropriate
- Recommend intervention measures, such as appointment of an IEB or extra governors or structural measures
- Apply intervention measures that have been agreed by the council
- Narrowing the Gap service
- The interpretation of end of summer term data for the local authority compared to national, regional and statistical neighbours in order to identify implications for the service and Barnet schools and to establish any trends and gaps for groups and subjects across the authority and in individual schools
- Targeted work where identified gaps cause concern, or where overall attainment or progress by disadvantaged groups is low

- For targeted schools more precise analysis of qualitative data as well as quantitative data across age groups so that improvement measures can be tailored more precisely
- Training and support for schools to address narrowing the gap issues, working from analysis into action
- Bespoke support for schools where standards are a concern, including training for all levels of leadership in collecting, analysing, interpreting and evaluating data and intelligence in order to identify issues and viable solutions
- Courses, individual school-based work and cluster projects to develop practitioners' ability accurately to assess need and make improvements in teaching quality
- Informing schools of changes in the curriculum and assessment, identifying possible implications.

Current key volumes and frequencies are documented in the School Improvement (non-traded) service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

Growth of core services has been assumed through the delivery of improvement to / on behalf of another local authority, reflecting the strong relationships Cambridge Education brings to the partnership. This will generate additional revenue of £180k by 2022/23 (contract year 7).

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education firmly believes that the DCS requires on-the-ground performance knowledge of Barnet schools in order to effectively action powers of intervention. We strongly suggest that regular meetings with Headteachers continues, especially those with schools causing concern.

Where Cambridge Education believes formal powers of intervention should be used, the Head of Education and Skills will make a recommendation to the DCS, with the approval of the Partnership Director. The DCS will then be able to make an empowered decision on use of appropriate action. A draft division of responsibilities is included below:

Table 4.1: Division of Roles and Responsibilities

Responsibility	Role of Cambridge Education	Role of Retained Function
Exercise education functions with a view to promote high standards (s13A Education Act 1996)	Promote and develop support to raise standards	Lead
Exercise education functions with a view to ensure fair access to opportunity for education and training (s13A Education Act 1996)	Monitor fair access, support	Lead
Exercise education functions with a view to promoting the fulfilment of learning potential by every person to whom subsection applies (s13A Education Act 1996)	Monitor and support fulfilment, promote fulfilment of learning potential	Lead
s.60 power to give warning notice to GB in specific circumstances (Part 4, Education Act 2006)		
s.63 power to require GB to enter into arrangements (Part 4, Education Act 2006)		
s.64 power to appoint additional governors (Part 4, Education Act 2006)	Monitor, challenge, support, and provide evidence and recommendation for intervention	Final decision to exercise power
s.65 power to appoint interim executive GB (Part 4, Education Act 2006)		
s.66 power to suspend right to delegated budget (Part 4, Education Act 2006)		
s.72 LA must have regard to Secretary of State guidance (Part 4, Education Act 2006)	Monitor, brief, act	Lead

Source: Mott MacDonald trading as Cambridge Education

Other key interfaces with Cambridge Education will include CSG (finance, HR, IT), the Press Office, Customer contact centre, work with family services, Ofsted and the Department for Education.

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate quarterly reporting on KPIs to the Partnership Board. We also propose a monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives, such as the development of support for schools in specific areas of the curriculum, such as reading, writing and maths.

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning

- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

School Improvement (traded)

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
A	16/09/15	M Pullen	T Smith	A Guest	Draft A

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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert, recognising the important part played by the Barnet Heads in providing SI support themselves and in guiding the service
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Expand the service in primary schools both within and beyond Barnet, ensuring that best use is made of the Barnet 'brand' and of the marketing and QA experience and expertise that will be brought by Cambridge Education
- Expand the service in secondary school and Academy Trust markets, initially within, and later beyond Barnet using a franchise model
- Make sure Barnet schools have first call on services, in keeping with our obligation to meet challenging targets in school improvement.
- Seek more specific growth generated through the service for NQTs, with an expected increase in sales to academies from contract year 1.

The purpose of the service is to provide support to schools in the monitor-challenge-support-intervene continuum. It does this by providing that support through three channels: LBB employees: teachers in Barnet schools; and a range of consultants who can be bought in as needed. Cambridge Education would add its own resources, not only in terms of additional training packages, but also in relation to marketing, branding, pricing and quality assurance. Thus schools will have at their disposal a wide range of support in order to improve their performance across subjects, leadership and management, behaviour, in-school organisation, pedagogy and so on.

1 Service Vision

To provide an excellent central training programme; delivered by fully-trained consultants, through an engaging school membership model.

1.1 Key outcomes

BPSI is founded on the premise that schools possess a great deal of expertise that, if properly shared, facilitated and acted upon, will benefit the wider school community and improve the outcomes of pupils. BPSI aims to support this process by delivering a high quality training programme and consultancy support and facilitating the sharing of good practice between schools.

Barnet Local Authority has an aspiration to be in the top 10% of the Department for Education's (DfE) national performance tables. These performance tables include Early Years; Phonics; Key Stage 1; Key Stage 2 and GCSEs. BPSI is a service that aims to provide effective professional development for those working in schools; therefore it will contribute to Barnet's overall educational aspirations.

The NQT service must meet the DfE requirements of an Appropriate Body and the aim is to provide good quality training for NQTs and support for schools in developing their NQTs.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be, especially with the Heads and the steering group
- Implementation of revised methodology, if need be.

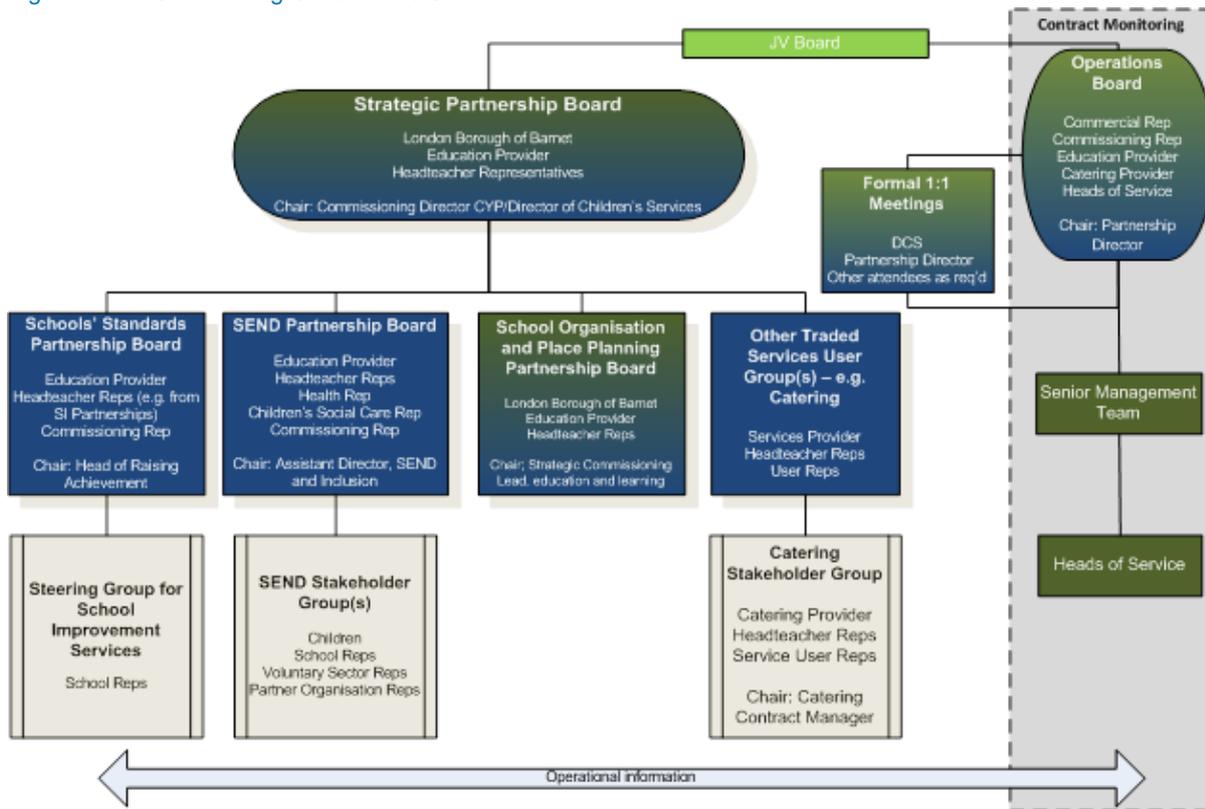
Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

Having carried out the initial review of the service and made any changes, we will continue to work closely with the Heads to make sure

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison - Director of Education and Skills
- Finbar McGaughey - Partnership Director
- Neil Marlow - Head of School Improvement.
- Richard Griggs – BPSI Manager

2.3 Scope

BPSI provides a large training programme for staff employed in schools. This year the programme consists of 436 'training events'. A 'training event' is any separate occasion where training takes place with attendees. Therefore a modular training programme that takes place over a period of weeks may be made

up of a number of 'training events'. These 436 training events equate to 310 training days. Each 'training event' requires the booking of a suitable venue to enable the event to take place. The majority of these events are booked into the training rooms now available at the BEST Hub. Alternative venues for the training will be required from 2017 as it is envisaged that the BEST Hub site will be required for a new school.

BPSI member schools have open access to the training programme as part of their subscription. Non BPSI schools can purchase training on a pay-as-you-go (PAYG) basis. In 2013-2014 PAYG training days purchased by non BPSI schools amounted to 116.

The training programme includes conferences where high profile speakers are invited to speak. Some conferences take place at North London Business Park (NLBP) and two residential conferences are held each year on the south coast for Headteachers and deputy Headteachers respectively. BPSI's collective purchasing power makes such events possible and broadens their availability to individual schools.

The training and consultancy services provided by BPSI cannot be set in stone. The management of BPSI needs to be constantly involved in a variety of groups to ensure effective response to the current educational climate. A key part of this is engaging with schools and schools' meeting groups so an understanding of our customers' needs is retained. Subject matter expert consultations are also encouraged to feed back to the management of BPSI the emerging education issues and needs as they see it. By being active in these areas the 'product' should remain relevant and desirable to schools.

Particular headlines of the 'product' include:

- BPSI Consultancy in Schools
- School and Governance Reviews
- Facilitation of School to School Support
- Support Services
- Website
- Support for statutory school improvement functions
- NQTs
- The Appropriate Body service covers:
 - NQT Induction Training Programme
 - NQT service - Narrowing the Gap focus training for NQTs in secondary settings.

The scope of this service is further documented in the relevant service specification.

2.4 Service requirements

Cambridge Education will:

BPSI1 - Website

- Unless agreed otherwise in consultation with Headteacher customers, provide and manage a website that enables schools to select and book training events. In the first instance, at least until the end of the summer term 2016 this will include:

- An open access website that also has the facility of a members' only Managed Learning Environment (MLE) facility
- A 'walled garden' members only section that can accommodate significant numbers of 'members' (potentially all staff in BPSI schools.) The Walled Garden or Managed Learning Environment is where key resources from our training programme will be made available to paying schools but not others
- Options to book courses; access minutes of meetings; access resources; read about developments relevant to BPSI; and details of BPSI advisers.

BPSI2 - Training Programme

- Design and manage a training programme for school staff (including residential HT and Deputy HT annual conferences).

BPSI3 - Liaison with 'allied educational' bodies

- Maintain close links with other agencies and council services that can support school improvement in member schools. This will include the team responsible for undertaking the LA's Safeguarding training to ensure schools can access their services alongside BPSI's.

BPSI4 - Database

- In the first instance, at least until the end of the summer term 2016, provide access to a Leadership and Management online searchable database of relevant questions for school staff (currently provided by 'The Key for School Leadership').

BPSI5 - Consultancy in Schools

- Provide and develop an extensive list of effective school improvement professionals (these will be recommended by partner Headteachers) able to respond to the needs of individual schools in order to improve their practice
- Take account of Headteacher recommendations when recruiting potential consultants. This will include vetting them, including DBS checks; HMRC checks; appropriate insurance cover etc.

BPSI6 - School and Governance Reviews

- Offer, and where required provide, a service to schools that will review and report on their school and governance practices including leadership & management and pedagogy based upon Ofsted criteria.

BPSI7 - Facilitation of School to School Support

- Offer, and where required provide a service to schools to support the sharing of good practice between schools. This will include collection of intelligence of good practice in schools and liaising with schools and fellow professionals as to how such practice can be made more widely available within the partnership.

BPSI8 - Supporting the LA's School Improvement aspirations

- Provide intelligence, advice and consultancy to support for the LA's statutory school improvement work, in particular in relation to schools causing concern.

- Support new Headteachers where the LA-funded service does not have the capacity to respond or it might be a short term initiative to provide Learning Network Inspector 'backfill' support.

BPSI9 - NQT Appropriate Body

- Meet the DfE requirements of an NQT Appropriate Body as set out in Statutory Guidance for the Induction of NQTs
- Provide an induction training programme (Traded service) for Primary NQTs employed by subscribing schools and CPD for induction tutors in schools (as part of Appropriate Body traded package).

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

Growth of traded services has been assumed through:

- Extension of the school improvement model to secondary schools and Academy Trust markets, initially within Barnet
- A franchise model to out of borough areas.

This will generate additional revenue, offset by increased cost of training room provision (previously free).

More specific growth will be generated through the service for NQTs, with an expected increase in sales to academies from contract year 1.

Total additional revenue generated will be £412k by 2022/23 (contract year 7).

Growth of core services has been articulated in the non-traded school improvement method statement.

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function.

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose a monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives, such as the development of [INSERT EXAMPLE]

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

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Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

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4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

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Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
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- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Strategic Management

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
A	16/09/15	M Pullen	T Smith	A Guest	Draft A

Information class: Standard

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Summary of commitments, key actions and dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert, coordinating with other services that contribute to the strategic management of the service
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Make sure we contribute to LBB's aspirations for children and young people by: attending meetings, drafting reports as required and liaising with other agencies
- Make sure our staff are aware of those aspirations and understand their contribution towards them
- Make accurate predictions of numbers on roll, insofar as possible, liaise with the DCS on the implications of those forecasts (especially in relation to school organisation) and with the LBB capital team in ensuring suitable accommodation is available on time.
- Review the LMS formula as required by statute and concerns expressed by schools
- Attend and contribute to the schools forum
- Oversee the deployment of budgets in maintained schools, including intervention should there be mismanagement
- Explore growth of core services through shared management of services across more than one local authority, realising additional revenue by the end of year 4
- Explore the sale of management ability as consultancy to other local authorities to generate additional revenue by the end of contract year 4.

We recognise the important role we would play in the realisation of LBB's broader aims in relation to children and young people in Barnet, and to their families and carers. As well as meeting statutory requirements in relation to school places, we recognise the need to work closely with other agencies and organisations both within LBB and beyond. Whilst these would be principally children's social care and health, there would also be a need to work with, say, the Youth Offending Team, the police and the probation service from time to time.

1 Service Vision

To deliver strategic direction, support and oversight to the Education and Skills services that create a financially viable service, predominantly to the Barnet area.

1.1 Key outcomes

Strategic and Financial Management

The Education and Skills Delivery Unit is commissioned to deliver services that fulfil the council's statutory duties in relation to education and training of children and young people and to contribute to the:

- Corporate Plan and in particular the council's corporate objectives to:
 - Support families and individuals that need it through promoting independence, learning and well-being: through high quality early years provision to give children the best start in life, ensuring support for children with SEN and/or disabilities and identifying and meeting the needs of vulnerable pupils.
 - Improve the satisfaction of residents and businesses with the London Borough of Barnet as a place to live, work and study: through ensuring that Barnet's schools are high performing and that every child can access a school that is at least good.
 - Create the right environment to promote responsible growth, development and success across the borough: through ensuring that young people are equipped with the learning and skills to progress into adulthood and that schools work in partnership to identify and meet the needs of Barnet's current and future economy.

In particular the Education and Skills Delivery Unit, together with the Families Delivery Unit leads on delivering the following priority outcomes identified in the Corporate Plan:

- To create better life chances for children and young people across the borough
- To promote family and community well-being and encourage engaged, cohesive and safe communities.

And contributes to the following priority outcomes:

- To maintain a well-designed, attractive and accessible place, with sustainable infrastructure across the borough.
- To maintain the right environment for a strong and diverse local economy.
- To sustain a strong partnership with the local NHS, so that families and individuals can maintain and improve their physical and mental health.
- The Children's Trust Board's ambition to ensure:
 - All children and young people in Barnet should achieve the best possible outcomes, to enable them to become successful adults, especially our most vulnerable children. They should be supported by high quality; integrated and inclusive services that identify additional support needs early are accessible, responsive and affordable for the individual child and their family.

The Education and Skills Delivery Unit contributes to the following objectives:

- Every child in Barnet has a great start in life, with the security and safety to grow in a nurturing environment.
 - Engage families early to ensure children have happy lives at home.

- Ensure children in need of support are identified early and appropriately supported in their early years.
- Primary: Childhood in Barnet is safe and fun, with lots of opportunities to grow and develop through education, leisure and play.
 - Provide exciting and supportive learning experiences in welcoming schools.
 - Work with schools and families to join up education, health and safety services.
 - Encourage healthy lifestyles and choices to combat obesity in children and young people.
- Secondary: Children and young people feel supported to achieve and engage, while developing their identities and resilience.
 - Offer opportunities for engagement and support, recognising the needs of the individual and supporting them to achieve.
 - Work in partnership with schools to address the root causes of exclusion and poor attendance.
 - Build peer support networks among professionals to enable.
- Preparation for Adulthood: Young people are ambitious for their futures and contribute positively to society.
 - Enable young people to foster ambitious and realistic aspirations.
 - Ensure services are integrated to support young people as they transition to adulthood.
 - Offer relevant and tailored learning and employment opportunities.
- Early intervention and prevention: Intervening early improves outcomes for children, young people and families, enabling them to thrive.
 - Take a whole family approach to improving outcomes for children and young people.
 - Strengthen early identification and intervene early to improve life chances for those living in the most difficult situations.
 - Keeping children safe: Children and young people are safe in their homes, schools and around the borough, with an ability to develop healthy relationships with others.
 - Educate children and young people on how to stay safe.
 - Targeted, personalised support for those most at risk of not achieving their potential, helping to reduce inequalities
 - Ensure that the families of children and young people at risk of underachievement, support their learning at home.
 - Continue to support children and young people's mental health and emotional wellbeing.
 - Enable those with Special Educational Needs, Learning Difficulties and Disabilities and complex needs to achieve their potential.
- The Education Strategy for Barnet's aims for:
 - all eligible young children to have access to their statutory right to early education and support in good quality settings.
 - all schools to be good or outstanding, as judged by Ofsted.
 - the attainment of children in Barnet schools to remain within the top 10% nationally at primary and secondary stage.
 - all children to make at least their identified expected rate of progress whilst in a Barnet school.
 - skills provision to be market-driven with all young people successfully progressing into education, employment or training.
- Health and Well Being Strategy for Barnet's aims for:

- Reducing obesity in children and young people by working with schools, community groups and parents to promote healthy eating and increase the use of active and sustainable school travel plans and the range of organised physical activities available.

School Organisation and Place planning

- As a result of school place planning analysis ensure that a balance is maintained between the supply and demand of school places.
- Reports are co-ordinated and prepared, as well as briefings and other materials, for schools, Member Committees, senior leaders, free school proposers and others as required on the current and future need for school places.
- Provision of responses to councillors, MPs, members of the public in relation to school place planning queries.
- Co-ordination of the statutory process for commissioning new schools, academy conversions and the school organisation process.
- Revision and updating of Barnet's Planning for New School Places report for the CELS Committee annually.
- Completion of the EFA's annual funding return (SCAP).
- Bids prepared to obtain internal and external funding.
- Monitoring of the Schools Capital budget, including the Schools Maintenance work stream, DDA allocations and allocations to the VA sector.

Commissioning Priorities/Outcomes

- The school improvement system will ensure that all schools are challenged and ambitious for Barnet's children and young people. It will better utilise the expertise within the sector in Barnet.
- The progress of the most disadvantaged and vulnerable pupils is accelerated in order to close the gap between them and their peers.
- Improve the educational offer to all our looked after children through use of the pupil premium and better use of the Virtual School.
- All eligible children and young people have a personalised, outcome focused SEN Statement or Education, Health and Care Plan that is regularly reviewed.
- The local offer for children with SEND clearly sets out a comprehensive, up-to-date range of services.
- To meet growing demand for school places for children with SEND we will increase the availability of provision in Barnet and seek to ensure consistently high quality service by making better use of our centres of excellence.
- Reduce the demand for SEN transport through better enabling work and reduce the cost through more efficient and effective service delivery.
- There are a broad range of opportunities available for young people post-16 and they are supported to make well informed choices.
- Young people are equipped with the skills needed by the local, London and national labour markets.
- There is a sufficient supply of school places where they are needed through to 2019/20 and beyond.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

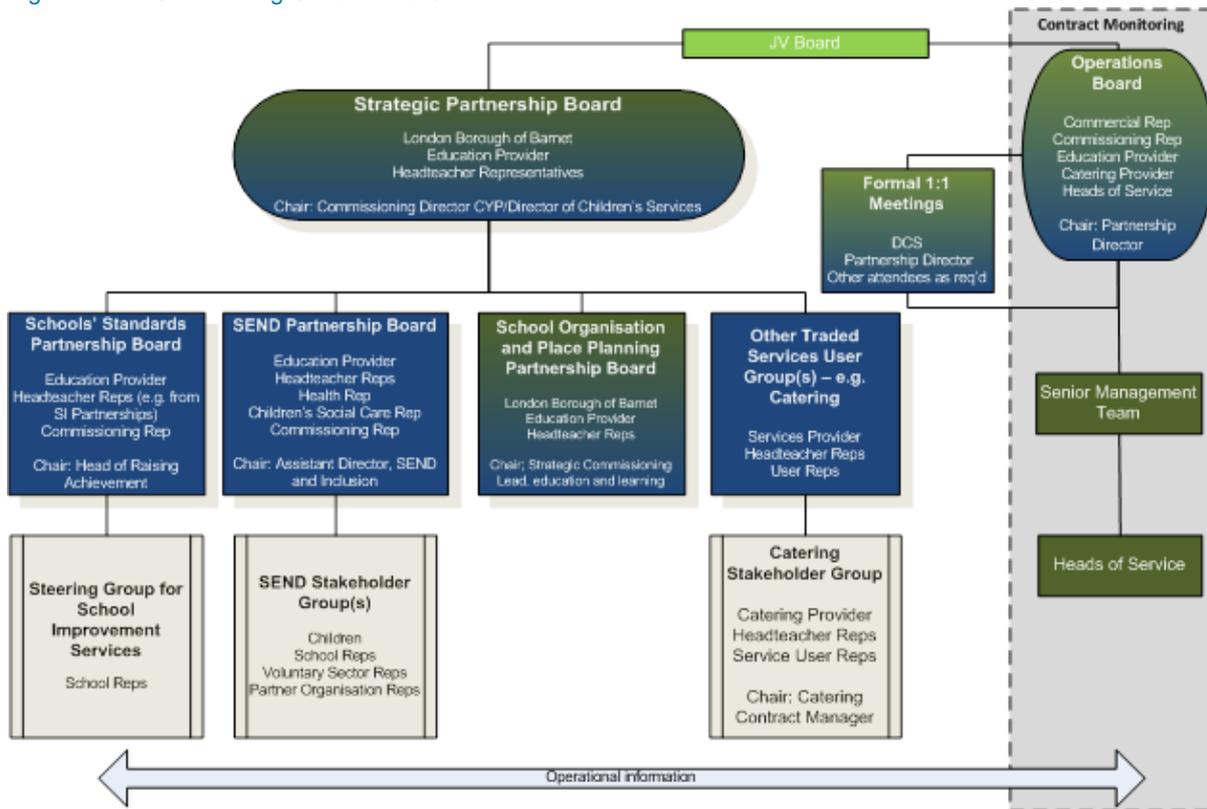
- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Interviewing LBB staff, particularly in children's social care and public health departments
- Interviewing the Lead member for children's services
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be
- Implementation of revised methodology, if need be.

We will form a view as to how the Education and Skills Unit contributes to the wider LBB aims and ensure that our work continues to be informed by them. We will attend meetings and produce reports as required in order to do that. Following the initial review we will draft and implement a business plan to ensure efficiency savings whilst maintaining or improving the services. In subsequent years we will carry out annual reviews and update the business plan accordingly

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison – Director of Education and Skills
- Alison Dawes – Head of Education Partnerships and Commercial Services
- Finbar McGaughey – Partnership Director
- Neil Marlow – Head of School Improvement
- Jane Marriott – Assistant Director SEND and Inclusion
- Elaine Runswick – Post 16 Education and Skills Manager.

2.3 Scope

Strategic and Financial Management

- Strategic direction and oversight of the service as a whole.
- The overall financial management of the service, including ensuring the 'Schools Budget' is balanced and controlled.
- The provision of strategic support and advice to the Schools Forum.
- The client function for the schools' capital programme (Note that the management and delivery of the capital programme sits within the Customer and Support Group and is not, therefore, in scope).
- Overseeing the demographic mapping of future requirements for school places and strategic planning of provision in order to ensure a sufficiency of school places.
- Leadership of the delivery of the Barnet education strategy for the council.
- Leading the management of the council's relationship with schools including; ensuring meaningful communication and two way feedback, performance monitoring, and the appropriate level of support and challenge to deliver excellent education outcomes.
- Ensuring the right leadership capacity is in place for leading the provision of high quality education in the Borough in the context of an increasing plurality of providers.
- Championing the views and interests of parents and vulnerable children.
- Providing advice and support to the Lead Member for Children's Services on education-related matters, in collaboration with the DCS/Commissioning Director for Children and Young People.
- Ensuring that services are operating in compliance with relevant legislation, statutory duties and Council policies.
- Acting as the council's technical lead and professional advisor on education matters and on matters where education contributes to wider corporate objectives.

School Organisation and Place Planning

- Timely provision of current and future demand for school places.
- The production of pupil place projections to inform the council's wider strategic objectives for regeneration.
- Co-ordination of school organisation statutory process (including consultation) and academy conversion process.
- Engaging with Heads at CAPP (Capital, Assets and Place Planning) and PP (Place Planning) meetings to discuss potential expansions and bulges.
- Prepare and submit annual statutory return (SCAP) to the EFA on pupil projections, school capacity and capital.

The scope of this service is further documented in the relevant service specification.

2.4 Service requirements

Cambridge Education will:

S&FM1 - Strategic direction and oversight of the service as a whole

- Lead the development and delivery of the council's education strategy and be the main strategic adviser to the council on education issues.

S&FM2 - The overall financial management of the service, including ensuring the 'Schools Budget' is balanced and controlled.

- Make sure budgets are prepared and agreed for all cost centres for services in scope and for all parts of the 'Schools Budget'. Ensure that robust arrangements are in place for monitoring and controlling all these budgets.

S&FM3 - The provision of strategic support and advice to the Schools Forum

- Write/check and clear all papers for the Schools Forum
- Provide advice to the Schools Forum
- Make sure the Schools Budget is prepared and spent in accordance with regulations (Section 251 guidance).

S&FM4 - The client function for the schools' capital programme (Note that the management and delivery of the capital programme sits within the Customer and Support Group and is not, therefore, in scope).

- Identify priorities for capital investment, drawing on information from condition surveys, forecasts of demand for schools places, LA plans for SEN specialist provision, LA plans to expand Early Years provision and knowledge of schools and local context.
- Make sure that the educational and client requirements are appropriately specified and monitoring is in place to ensure these are delivered.
- Monitor the Schools Capital budget including the Schools Maintenance programme, DDA and VA allocations.

S&FM5 - Emergency planning

- Support the council in its emergency planning and handling of emergencies. Be the main point of contact with schools in relation to emergencies and in co-ordinating a response to emergencies in individual schools or groups of schools.

S&FM6 - List of functions

- Exercise the following functions on behalf of the council:
 - Strategic direction and oversight of the service as a whole.
 - The overall financial management of the service, including ensuring the 'Schools Budget' is balanced and controlled.
 - The provision of strategic support and advice to the Schools Forum.
 - The client function for the schools' capital programme (Note that the management and delivery of the capital programme sits within the Customer and Support Group and is not, therefore, in scope).
 - Overseeing the demographic mapping of future requirements for school places and strategic planning of provision in order to ensure a sufficiency of school places.
 - Leadership of the delivery of the Barnet education strategy for the council.

- Leading the management of the council's relationship with schools including; ensuring meaningful communication and two way feedback, performance monitoring, and the appropriate level of support and challenge to deliver excellent education outcomes.
- Ensuring the right leadership capacity is in place for leading the provision of high quality education in the Borough in the context of an increasing plurality of providers.
- Championing the views and interests of parents and vulnerable children.
- Providing advice and support to the Lead Member for Children's Services on education-related matters, in collaboration with the DCS/Commissioning Director for Children and Young People.
- Ensuring that services are operating in compliance with relevant legislation, statutory duties and Council policies.
- Acting as the council's technical lead and professional advisor on education matters and on matters where education contributes to wider corporate objectives.

SOPP 1-2 - Overseeing the demographic mapping of future requirements for school places and strategic planning of provision in order to ensure a sufficiency of school places.

- Analyse of pupil projections supplied by the GLA to produce a long term needs analysis and strategy for school places in the borough
- Work with education staff, Headteachers, other Council providers, the DfE and the EFA to identify locations for school expansions, bulge classes and new schools.

SOPP3 - Completion of statutory returns in relation to school place planning

- Complete of annual statutory funding returns (e.g. SCAP) and respond to any queries from the DfE/EFA.

SOPP4 - Education lead for school places in relation to the council's regeneration programme

- Calculate child yield and school place requirements to inform and shape the council's regeneration programmes

SOPP5 - Oversee and lead on school organisation proposals and requirements

- Manage and deliver all projects to amalgamate schools, expand schools, close schools or make other changes to school organisational or governance arrangements, including conversions to Academy status and independent schools entering the maintained sector.

SOPP6 – Consultation responses

- Make sure that responses are provided to consultations and requests for information from other organisations and local authorities

SOPP7 - Establishing new schools

- Manage and lead on the process for establishing a new school as required by DfE guidance and local and national policies.

SOPP8 - Represent the council on school organisation issues

- Represent the council at GLA and inter-authority meetings

SOPP9 - Briefings and reports

- Prepare school place demand briefings, reports etc. for a range of forums including council committees, including preparing responses for FOIs and press enquiries

SOPP10 - Key contact

- Act as key contact for DfE/EFA, Diocesan Boards, Regeneration colleagues, Heads, free school proposers in relation to school place planning, ensuring timely government requirements for data submissions, returns and responses.

SOPP11 - Pursue funding opportunities

- Complete and submit funding bids and actively pursue all funding sources for school maintenance/ expansion / new school projects, with appropriate support from technical experts (surveyors etc.)
- Exercise the following functions on behalf of the council:
 - Provide advice to the council on the planning of provision of school places to enable to council to fulfil its statutory duty to ensure sufficient places
 - The production of pupil place projections to inform the council's wider strategic objectives for regeneration.
 - Co-ordination of school organisation statutory process (including consultation) and academy conversion process.
 - Engaging with Heads at CAPP (Capital, Assets and Place Planning) and PP (Place Planning) meetings to discuss potential expansions and bulges.
 - Prepare and submit annual statutory return (SCAP) to the EFA on pupil projections, school capacity and capital, subject to sign-off by the DCS.

3 Service Development

Growth of core services has been assumed through the shared management of services across more than one local authority. This will generate additional revenue of £104k by 2022/23 (contract year 7).

Growth of traded services has been assumed through sales of management ability to other local authorities as consultancy services. This will generate additional revenue of £17k by 2022/23 (contract year 7).

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council's retained function.

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. 'Soft' intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose and monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives.

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action

plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Transport Brokering and Contract Management

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Review LBB policy on home-to-school transport and its implementation
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Meet the profiled service savings profile required by LBB
- Consider ways of making savings through: implementation of the policy; procuring transport differently; delivering the service in a different form (such as combining with adult transport or contracting a school to provide transport); and encouraging independent travel
- Explore with LBB further ways of making savings on transport provided by LBB
- Ensure the availability of efficient, timely and economic transport where appropriate
- Make sure there is close liaison among SEND staff, parents, pupils, schools and providers.

Home-to-school transport is an important cog in raising pupils' achievement – if children and young people are not conveyed to school in a timely and comfortable manner they will not derive maximum benefit from a school education. However, a more critical look needs to be given to the way the service is delivered in terms of policy and its implementation. For example, by no means all pupils with EHCPs need home-to-school transport. Indeed, we do children and young people a disservice in providing it when their making their own way to school can promote their independence.

We are keen to explore the way in which we might commission transport on LBB's behalf beyond home-to-school transport

1 Service Vision

To successfully deliver a passenger transport service – from assessments of need for children with Special Educational Needs and Disabilities (SEND), to brokering transport for SEN, Family Services and Adult Services, through to commissioning and contract management of operational delivery.

1.1 Key outcomes

- Allocation of eligible pupils to appropriate types of travel assistance
- Individual Travel Plans for all recipients of travel assistance
- Independent Travel Training available for those who can benefit
- Arrangements for Personal Travel Budgets in place
- Efficient tendering arrangements for transport routes
- Efficient design of bus, minibus and taxi routes
- Effective monitoring of contracts with transport providers
- Safety of passengers ensured
- High quality of transport provided for adult and pupil passengers.

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

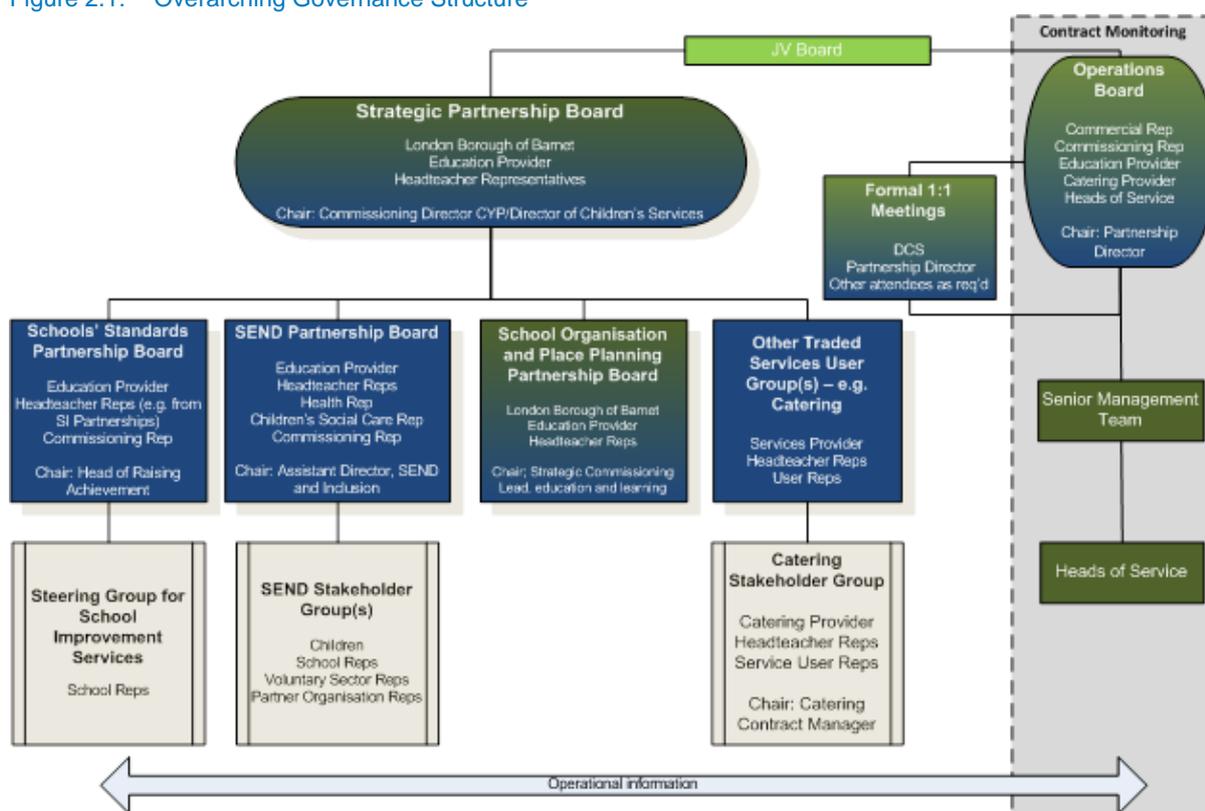
- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be
- Implementation of revised methodology, if need be.

Findings and actions will be formally reviewed annually, informing a revised draft of the service business plan. This will set out the service objectives, resources, methodology and financial plan.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:
Director of Education and Skills

- Ian Harrison – Director of Education and Skills
- Finbar McGaughey - Partnership Director
- Team Manager [as per current post holder, to be confirmed by LBB].

2.3 Scope

- The Assessment of Eligibility
 - To determine whether the Council should offer travel assistance (eligibility), and then (related to SEND only; non SEN travel assistance is assessed and managed by the admissions service)
 - To determine what type of assistance should be offered (the travel solution).
- Brokering Functions
 - Consideration of Form of Travel Assistance

- Safe Travel Plans
- Reviewing and re-applying for travel assistance
- Commissioning Of Independent/Public Transport Travel Solutions
- Personal Travel Budgets and mileage allowances
- Independent Travel Training
- Route Planning
- Tendering Process for Council Arranged Transport
- Determining provision of escorts
- Training
- Transport in Other Local Authority Areas
- Sanctions to support the efficient running of the SEN transport service
- Compliance and Performance Monitoring of Contractors
- Finance
- Internal Monitoring and Reporting
- Emergency Cover
- Safeguarding
- Health & Safety
- Data Protection
- Complaints and Appeals.

The scope of this provision also includes that of Adult Transport. Cambridge Education will deliver the transport brokerage service for adult social care as well as education.

The full scopes of these services are more extensively documented in the relevant service specification.

2.4 Service Requirements

Cambridge Education will:

TP1 - Transport policy

- Lead the development and delivery of SEN transport policy services and be the main strategic adviser to the council on all matters in relation to special educational need transport, including advice on:
 - Development of sustainable travel plans
 - Management of demand
 - Promotion of travel independence for young people with SEND.

SEN1 - Consideration of eligibility

- Consider applications in accordance with Council policy and determine eligibility. Once decisions are made, inform parents of decision
- Coordinate Appeal Hearings as necessary, ensuring a majority of those hearing an appeal are independent of the provider and the council.

TB1 - Consideration of Form of Travel Assistance

- For eligible persons, determine what form of travel assistance is required in accordance with Council policy.

TB2 - Safe Travel Plans

- Carry out a risk assessment for individual passengers
- Complete a Safe Travel Plan (STP) for each passenger (although most will be generic).

TB3 - Review means of travel assistance

- Conduct reviews of travel assistance offered in line with agreed criteria.

TB4 - Commissioning of Travel Solutions

- Arrange appropriate travel arrangements and notify and notify parents of arrangements.

TB5 - Personal Travel Budgets and mileage allowances

- Agree Personal Transport Budgets (PTBs), calculate amounts, arrange payments and monitor attendance.

TB6 - Independent Travel Training

- Make sure delivery of independent travel training (ITT) where required and, if provided by a contractor, monitor and maintain the contract.

TB7 - Route planning

- Determine routes, pick-up/drop-off times and locations
- Notify parents/carers in advance in writing
- Undertake a full review of routes at the end of each school year
- Issue contractors and schools with route sheets comprising names and contact details of passengers, destination, pick-up points, pick-up times, and names and contact details of appropriate responsible persons at each destination point.

TB8 - Tendering Process for Council Arranged Transport

- Issue and evaluate tenders, award contracts
- Keep contracts under review
- Authorise payments.

TB9 - Determine provision of escorts

- Assess which routes require escorts and keep under regular review.

TB10 - Training

- Define training requirements for escorts and drivers
- Consult with schools and or other service providers with relevant skills and experience to deliver appropriate training
- Hold overview of qualification levels and training completed by PTS and other providers' staff.

TB11 - Transport in Other Local Authority Areas

- Arrange a service from a contractor approved by the local council.

TB12 - Compliance and performance monitoring of contractors

- Ensure contractors comply with the statutory and contractual requirements including regarding employment, vehicle maintenance and accident reporting.

TB13 - Finance

- Draw up initial budget estimates for SEN Transport Services, including proposed budget for Personal Travel Budgets and report expenditure in accordance with S.251 requirements.

TB14 - Internal Monitoring and Reporting

- Monitor the quality of service provided to ensure that it complies with current national and Council standards
- Provide regular reports to the council covering agreed matters, including:
 - Key issues for the previous period
 - Financial analysis
 - Statistical analysis.

TB15 - Emergency Cover

- Provide a full time manager or competent deputy duly authorised to act on his/her behalf is provided Monday to Friday between the hours of 0700 and 1700
- Provide a twenty four hour out of hour's service in case of emergencies while passengers, escorts, drivers and vehicles are in transit.

TB16 - Safeguarding

- Make sure transport providers have appropriate safeguarding procedures and that relevant staff involved in the provision of the travel contracts have undergone DBS checks and hold appropriate qualifications.

TB17 - Health and Safety

- Review processes in consultation with Council's H&S Adviser as appropriate and arrange training as appropriate.

TB18 - Data Protection

- Make sure all contractors adhere to the requirements of the DPA.

TB19 - Parental appeals and complaints

- Provide information to SEN team to assist in preparation of responses to appeals/complaints.

TB20 - Provision of Vehicles for Adult Social Care Day Centres

- Arrange with suitable contractors for the provision of vehicles and drivers as specified by Adult Social Care.

TB21 - Ad-Hoc Provision of Vehicles for Other Council Departments

- Arrange with suitable contractors for the provision of vehicles and drivers as specified.

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

There are currently no plans to grow the service beyond anticipated demographic increases.

Cambridge Education will focus on meeting the proposed profile of savings developed by the London Borough of Barnet.

4 Service Specific Approach

Please find any additional service specific delivery approaches detailed below.

4.1 Engaging with and supporting the retained client and DCS

Cambridge Education will provide overarching support for the Council’s retained function. Typical division of responsibilities is outlined below.

Table 4.1: Division of Roles and Responsibilities

Role of Cambridge Education	Role of Retained Function
<ul style="list-style-type: none"> ▪ Assessment of applications in accordance with policy ▪ Confirm decisions and notify right of appeal if negative decision ▪ Manage appeal process ▪ Make travel arrangements with relevant providers. 	<ul style="list-style-type: none"> ▪ Commission suitable providers for school transport, where required. <hr/> <ul style="list-style-type: none"> ▪ Travel arrangements for other children, persons of sixth form age, adult learners - As for eligible children, but with additional of charging mechanism where appropriate

Source: Mott MacDonald trading as Cambridge Education

4.2 Customer satisfaction

Customer satisfaction will be reviewed and benchmarked during the service review elements of the 100 Day Plan. Any necessary service recommendations will be made to the Partnership Director and, in turn, the Partnership Board. A clear articulation of customer needs and wants will be used as crucial criteria for the ongoing success of the school improvement service, whether non-traded or traded.

4.3 Quality assurance

Quality assurance (QA) measures will play an important role when making sure that agreed service provision targets are met. ‘Soft’ intelligence from day-to-day contact with the colleagues delivering the service will provide early indications of matters going astray, as will informal complaints from parents, children and young people, MPs and elected members. Staff Professional Development Reviews (PDRs) will also be a useful source of intelligence. However, our QA systems will pick up more deeply-rooted problems in connection with compliance, including deadlines, as will the KPIs and OPIs.

Cambridge Education has proposed formal, frequent and appropriate reporting on KPIs to the Partnership Board on a quarterly basis. We also propose and monthly Contract Monitoring Meeting. Specific service KPIs will be subject to further refinement as part of the initial service reviews, but will include:

- Budget management
- Recruitment, retention and training of staff
- Qualitative reports on the new service arrangements
- Pressures, budgetary and otherwise
- Reports on progress with initiatives, such as the development of [INSERT EXAMPLE]

We will present this data as a quick reference dashboard which will highlight any areas of risk using a RAG rating for services and data and will expect robust discussion around anything flagged red and the associated improvement plan.

This careful monitoring of quality allows for swift intervention where service standards are not meeting expected outcomes. These areas will be provided with intensive support including specialist staff, action plans and clearly defined programmes of improvement. The improved outcomes from this careful monitoring and prompt intervention will ensure quality provision for all service users in Barnet.

Cambridge Education will comply with international standards ISO 9001: 2008 (Quality).

4.4 Health and safety

Cambridge Education recognises and accepts its statutory responsibilities as an employer and will strive to secure the health, safety and welfare of its employees and stakeholders affected by its activities (for example, members of the public, school pupils, service users, visitors, contractors, etc.). We will do this by assessing the possible risks and establishing suitable and adequate risk control measures, complying with international standards OHSAS 18001: 2007 (Health and Safety). We are committed to complying with all relevant health and safety legislation and, in addition, we will commit to working within the framework of the Council's Health and Safety policy to be compliant with all their requirements. We recognise that compliance is only a minimum requirement, and will therefore strive to improve and achieve higher standards.

The management of health and safety is regarded as an integral part of our business activities, with health and safety objectives regarded as being of equal importance to other corporate objectives. We are committed to continuous improvement in health and safety performance.

We will monitor health and safety performance to verify that our agreed Health and Safety Policy is being implemented, and health and safety standards are being maintained and progressively improved.

4.5 Information management

Information is a valued corporate and public asset. It is a key resource required to deliver the business objectives and to meet the expectations of our customers. Cambridge Education is committed to creating, keeping and managing records which document our activities in order to meet our business purposes and the requirements of information legislation. We will make sure that robust and effective information management policies are fully compliant with both legislation and the London Borough of Barnet's Information Management Policies and standards.

We will comply with international standards ISO 27001:2005 (Information Security) and 29001:2007.

4.6 Business continuity

Cambridge Education is committed to ensuring robust and effective Business Continuity Management (BCM) as a key mechanism to restore and deliver continuity of services in the event of an incident.

Cambridge Education recognises the potential operational and financial losses associated with a major service disruption, and the importance of maintaining viable recovery strategies. To mitigate the impact of any unanticipated events we have created a 'Business Continuity Plan'. This plan will be adjusted to meet the needs of operating within Barnet and includes the following;

- Identification of key operational elements with associated risk and impact analysis
- Dealing with potential critical events that may cause service disruptions
- Operational plans to mitigate potential disruptions and minor incident planning
- Preventative measures to be taken to mitigate for potential critical events and disaster recovery planning.

Adverse conditions may arise from:

- Natural disaster e.g. fire, flood, snow
- Terrorist incident
- Epidemic or pandemic illness
- Political unrest or industrial action
- Infrastructure failure – either to local systems e.g. IT server or to public systems e.g. power cuts
- Any other emergency situation.

The plan must make sure we safeguard the following resources:

- Staff – maintenance of core complement of staff
- Premises - reduction of the impact of the unavailability of our normal worksites
- Technology - safeguard, replace or restore our Information and Communication Technology (ICT)
- Information - protection and recovery of information important to our operations
- Supplies - identification and maintenance of core supplies
- Stakeholders - consideration and protection of the interests of key stakeholders.

Our business continuity plan details the actions to be taken in the event of any incidents that will affect the operation of the service. The plan details the staff involved, who will be responsible for the business continuity plan and how they will communicate the action being taken.

Method Statement

Virtual School

October 2015

London Borough of Barnet

Commissioning Group
London Borough of Barnet
North London Business Park
Oakleigh Road South
London
N11 1NP

Issue and revision record

Revision	Date	Originator	Checker	Approver	Description
A	16/09/15	M Pullen	T Smith	A Guest	Draft A

Information class: Standard

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Summary of Commitments, Key Actions and Dates

Cambridge Education will:

- Conduct a service review during the first 100 days of the contract, coordinated by the Transition Programme Manager and led by a technical expert
- Produce a business plan, featuring immediate required changes and longer service goals, as required
- Agree the business plan adoption in collaboration with Heads of Service and action initial changes within the first 90 days
- Conduct an annual review of the service and produce a updated service business plan for the coming year within 30 days of the annual service review
- Monitor the placement of CLA in schools, which should be Good or Outstanding wherever possible
- Make sure each CLA has a Personal Education Plan and that there are rigorous monitoring systems in place for CLA educated in Barnet schools or in schools elsewhere
- Liaise with other LAs, schools and academies over the education of CLA to hold them to account and to act as advocates of CLA
- Provide support and information to schools in relation to SLA, as necessary
- Work closely with other agencies, notably children's social care, to make sure support for CLA is co-ordinated and that information is shared
- Produce an annual report on the performance of the VS and its impact on CLA
- Garner the views of CLA about their educational experiences and act upon 'lessons learned'
- Offer the service to LAs beyond Barnet and/or achieve economies of scale through collaboration
- Explore traded growth through the provision of services to other local authorities from year 2.

Children Looked After (CLA) deserve as much support as society can give them since they have too often experienced disruption and turmoil in their lives. We are acutely aware of the responsibility placed on LAs, and discharged by the Virtual School (VS) and its Head (VSH), to ensure that CLA have as stable and fulfilling an education as possible, be that at a school in Barnet or beyond. We are also aware that the VS has been restructured this year and is now on a secure footing to develop reliable and effective systems to ensure that CLA receive the very best education.

1 Service Vision

To improve the educational achievement of Children Looked After (CLA) by the London Borough of Barnet.

1.1 Key outcomes

- To ensure CLA are placed in outstanding or good provision wherever possible
- To reduce fixed term exclusions of CLA to be a lower % than London and statistical neighbours
- To improve attendance to a higher percentage than CLAs on average for London and statistical neighbours (and, in particular, to reduce the persistent absence of CLAs)
- To ensure that CLA in all key stages are making expected age-related progress
- To intervene early to place CLA at in appropriate early years settings and to challenge and support the settings
- To continue to improve destinations of CLA in HE, FE and high level apprenticeships, traineeships and volunteering
- To facilitate the reengagement of care leavers into education until they are 21. (25 if they are in HE or if they have an Education Health and Care Plan).

1.2 Approach

Cambridge Education will complete a review of the arrangements in place as part of the 100 Day Plan, specifically:

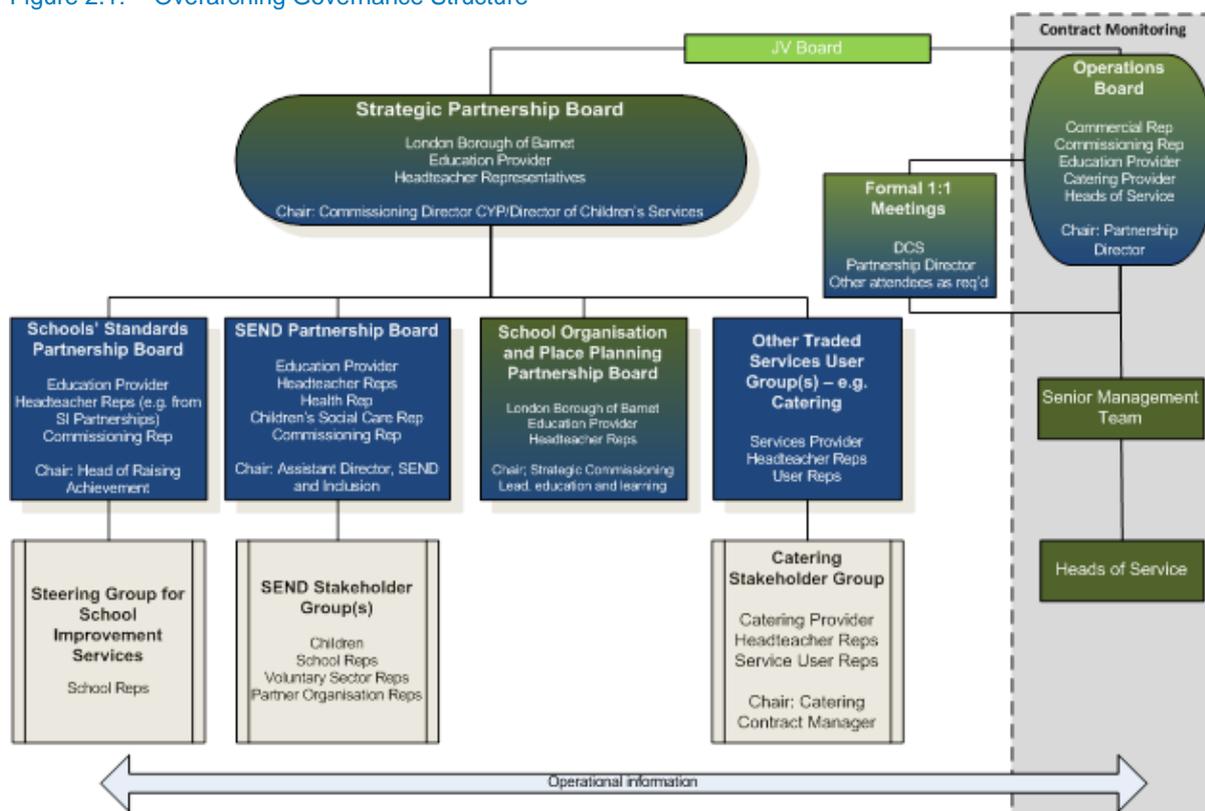
- Establishing the requirements and views of the management and senior leadership teams
- Interviewing staff
- Reviewing documentation
- Reviewing the budget
- Seeking schools/academies' views
- Recommendations for change, if need be,
- Consultation, if need be
- Implementation of revised methodology, if need be.

Following the review and any changes, a business plan will be drafted and implemented. In subsequent years business plans will also be drafted and implemented and progress compared with the baseline arrived at through the initial review.

2 Service Delivery Model

2.1 Structure

Figure 2.1: Overarching Governance Structure



Source: Mott MacDonald trading as Cambridge Education

2.2 Management

The following named roles are instrumental in the success of Barnet schools:

- Ian Harrison - Director of Education and Skills
- Finbar McGaughey - Partnership Director
- Jane Munroe – Head of Virtual School.

2.3 Scope

- Tracking and monitoring the attainment and progress of Children and Young People Looked After (CLA) with a strong focus on ‘closing the Gap’ in attainment and progress between looked after children and their peers
- Ensuring all CLAs have a Personal Education Plan (PEP) that is of high quality and that sets out the plans for supporting each CLA to achieve and progress in their education
- Distributing CLA Pupil Premium funding to schools to support the implementation of PEPs

- Supporting and encouraging schools, social workers and carers to make education a priority for children looked after
- Ensuring schools are held to account for the educational outcomes of looked after children
- Promoting the well-being of looked after children
- Strengthening management information systems to inform effective self-evaluation and improvement planning
- Producing a strategic annual achievement plan and an annual report to stakeholders and being accountable for the Virtual School's impact and outcomes
- Responding effectively to the views and feedback from children and young people
- Streamlining the collation of information about Barnet looked after children wherever they are placed and including children from other local authorities placed in Barnet and using this to promote understanding of the needs of looked after children
- Contributing to the further development of effective leadership and governance structures that ensure that all services supporting children work together to improve the educational achievement of CLA
- Holding to account all those involved with the education of CLA.

Cambridge Education will work with the Challenge Committee as well as working with a co-ordinating group of officers from education and children's social care. CE will also work in close collaboration with Virtual School Headteachers and staff from other local authorities in whose schools Barnet Children Looked After are placed or who have placed their Children Looked After in a Barnet school.

The scope of this service is further documented in the relevant service specification.

2.4 Service requirements

Cambridge Education will:

VS1 - Tracking and monitoring

- Track and monitor the attainment and progress of Children and Young People Looked After.

VS2 - PEPs

- Ensure all CLAs have a Personal Education Plan (PEP).

VS3 - Pupil Premium

- Hold schools to account by controlling the allocation of pupil premium funding to schools. Distribute CLA Pupil Premium funding to schools to support the implementation of PEPs.

VS4 - Support and challenge schools

- Support and challenge schools and other providers in relation to the education of children looked after with the aim of reducing the gaps in attainment and progress between Barnet children looked after and their peers
- Support and challenge by checking and commenting on the quality of personal education plans and withholding pupil premium payments for less than satisfactory plans or if plans are not being appropriately implemented

- Check schools are tracking pupil progress on a termly basis and are setting regular targets and advise, if required, on targets and on approaches to pupil tracking.

VS5 - Annual reporting

- Produce an annual achievement report and action plan setting out:
 - the attainment and progress of LACs and
 - evaluating achievement of individual and whole cohorts, with comparisons to available data for other LAs and nationally
 - progress over the last year and plans for action to improve outcomes over the coming year.

VS6 - Management information systems

- Develop appropriate management information systems and appropriate interfaces with social care, health, schools and other local authorities in order to improve tracking, self-evaluation and improvement planning.

VS7 - Stakeholder challenge

- Co-ordinate and report to the stakeholder Challenge Committee (or equivalent) on the items in its remit:
 - The strategic direction of the school
 - Standards and outcomes for LACs
 - The education and well-being of LACs
 - Monitoring and evaluation of progress against the school's action plan
 - Evaluation of the impact of activity and intervention funded through Pupil Premium Plus
 - Reporting on the views of children and young people.

VS8 - Co-ordination with Family Services

- Work with staff from children's social care and other partner agencies through the Service Coordination Group (or equivalent) on the items in its remit:
 - Reviewing processes and systems to ensure they are fit for purpose, efficient and effective
 - Identifying barriers and blockages impeding the development of the VS and the swift placement of LCAs in the educational setting that best meets their needs
 - Identifying duplication across services and build collaborative relationships to underpin efficiency and effectiveness
 - Actively promoting knowledge sharing and understanding of different professional standpoints
 - Actively considering barriers to educational achievement and wider social and economic outcomes and work collaboratively to remove such barriers
 - Exploring operational issues and take a proactive approach to the elimination of problems
 - Developing cross cutting strategic solutions ensuring that services work together
 - Promoting innovative planning across service boundaries.

VS9 - Admissions to schools

- Work with the Admissions team and social work staff to identify appropriate schools for children looked after and to secure appropriate placements for individual LAC, making use of/advising on powers of direction where appropriate.

Current key volumes and frequencies are documented in the School Admissions service specification; pending revision during the 100 Day Plan service reviews.

3 Service Development

Growth of core services has been assumed through the provision of services to other local authorities from year 2. This will generate additional revenue of £44k by 2022/23 (contract year 7).

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Please find any additional service specific delivery approaches detailed below.

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Cambridge Education will provide overarching support for the Council's retained function. Typical division of responsibilities is outlined below.

Table 4.1: Division of Roles and Responsibilities

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<ul style="list-style-type: none"> ▪ Receive draft instrument and check it complies with regulations ▪ Liaise with schools in case of dispute; make recommendation to LA on execution. 	<ul style="list-style-type: none"> ▪ Execute instrument of government.

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