

NORTH LONDON WASTE AUTHORITY

REPORT TITLE: DELIVERING SOCIAL VALUE IN THE COMMUNITY

REPORT OF: PROGRAMME DIRECTOR

FOR SUBMISSION TO: PROGRAMME COMMITTEE


DATE: 23 SEPTEMBER 2022

SUMMARY OF REPORT:

This report provides an update on progress made and plans for delivering Social Value on the North London Heat and Power Project.

RECOMMENDATIONS:

The Programme Committee is recommended to comment on and note the content of the report.

SIGNED:  **Programme Director**

DATE: 12 SEPTEMBER 2022

1. INTRODUCTION

- 1.1. This report provides Members with an update on the status of the North London Heat and Power Project (NLHPP) with regard to the delivery of social value. Progress against each social value theme is set out in section 2 including:

Apprenticeships
Training placements
Local businesses
Local employment
Schools programme
Equality, diversity and inclusion, and
Community projects.

- 1.2. A summary of the social value data up to the end of July 2022 is provided in the social value dashboard included in Appendix A.
- 1.3. A review of NLHPP Schools Programme activities to date and priorities for engagement going forward are presented in Appendix B.

2. SOCIAL VALUE DELIVERY

Apprenticeships

- 2.1. The project continues to create skilled apprenticeship roles and providing opportunities for local communities. So far, 20 apprenticeships have been created on the project. In addition, in June a further three apprentices from Edmonton in Enfield started on the project with the EcoPark South contractor, Taylor Woodrow. The three apprentices are gaining valuable experience on the project in their local area ahead of starting their placement on the Meridian Water scheme in the autumn.
- 2.2. Ahead of the latest round of apprenticeship recruitment which commenced this summer, the team has reviewed apprenticeship provision on the NLHPP to establish successful outcomes for individuals and approaches to recruitment/apprenticeship management, and identify any lessons learnt which can be used to inform future delivery. The analysis identified the following conclusions and points for future delivery:
- 2.2.1. Sub-contractor organisations have had the lowest success rate in apprenticeship provision. Encouraging sub-contractors to ensure apprenticeship roles are delivered will be important for the success of the project, and the project will encourage incentives and penalty measures to be incorporated into contracts to support this delivery.

- 2.2.2. Although Advisor organisations are not required to provide apprenticeships, they play an important role in supporting degree level (Level 6) apprenticeship provision on NLHPP and have been successful in attracting and retaining apprentices.
- 2.2.3. Degree apprenticeships have had a far higher success rate compared to Level 21 & 32 apprenticeship roles. This corresponds with recruitment challenges which have been starker for Level 2 & 3 apprenticeships compared to Level 6. The type of apprenticeship roles on offer will need to be considered by contractors in the future in light of these trends. Furthermore, more female candidates should be encouraged for apprenticeship positions beyond business administration roles.
- 2.2.4. For the Level 2 & 3 roles, recruitment timing will be considered carefully to enable alignment with course timings for candidates who are completing courses and would be applying for roles. The team will support this through liaison with local colleges and direct promotion of opportunities to suitable courses.
- 2.3. The ERF contractor, Acciona, is currently recruiting for six apprenticeship roles, with three roles due to be filled in September. The range of roles being recruited for include civil engineering, construction, quantity surveying, business administration and accounting. The lessons from past delivery have been shared with the contractor.
- 2.4. Furthermore, Acciona launched a Social Value Governance Board (SVGB) which will support delivery of apprenticeships as well as the contractor's wider social value requirements. The SVGB includes representation from NLWA boroughs, the Construction Industry Training Board (CITB), NLWA and Acciona and will ensure a locally informed and integrated approach to realising local benefits. The contractor is seeking cooperation from all NLWA boroughs as well as an NLWA Member to be represented on the board to provide greater visibility and access to the benefits which will be delivered.
- 2.5. The existing NLHPP apprentices have been connecting through the Apprentices Network which allows them to share experiences, get to know each other as well as learn more about their respective organisations. The latest meeting of the Apprentices Network took place on 25 August and was attended by apprentices from Wood, RLB and Taylor Woodrow. The apprentices used the session for a discussion about industry networking events and bodies which provide such opportunities (including the government's Apprentice Ambassador Network and opportunities through the Association of Project Management and Institution of

¹ Level 2 apprenticeship is an intermediate apprenticeship and is equivalent to 5 GCSEs.

² Level 3 apprenticeship is an Advanced apprenticeship and is equivalent to two A levels.

Civil Engineers), as well as the Reverse Mentoring opportunities on the NLHPP. The next Apprentices Network is scheduled for 22 September.

Training Placements

- 2.6. Previously, Members were updated on the completion of on-site skills training placements by Taylor Woodrow on the EcoPark South contract, helping to achieve 138 training placements on the project which represents progress of over 60% towards the NLHPP target of 225.
- 2.7. A Learner Progression Survey of trainees who have completed a training placement on the NLHPP, undertaken in partnership with CONEL in November 2021, showed that 41% had found employment since completing the placement. The result is just over CONEL's own benchmark of 38% of employment outcomes for trainees. Additionally, almost 30% of trainees have been interviewed for a construction role since completing their placement and just over 22% have found work in the construction sector. The team is engaging with CONEL to run an updated Learner Progression Survey in the coming months for the final cohorts of trainees. Additionally, with the launch of apprenticeship and job roles within Acciona, all trainees who previously expressed interest in vacancies on the project have been contacted about the apprenticeship and employment opportunities which are available to encourage them to apply.
- 2.8. Delivery of training placements is expected to resume in the autumn when the ERF contractor takes over the site. The contractor is liaising with the Meridian Water Skills Academy to ensure projects are not competing for the delivery of placements and look for alignment and collaboration opportunities. Furthermore, the contractor is engaging with Women into Construction to plan delivery of training placements for unemployed local women in early 2023.

Local Businesses

- 2.9. Monthly data collected from contractors shows that the project is achieving 18% spend by the Authority's main contractors with local sub-contractors and suppliers based in London Borough of (LB) Enfield, LB Haringey, and LB Waltham Forest. This progress is set against a project target of 10% of main contractors' spend on sub-contractors and suppliers being local as agreed with LB Enfield as part of Section (S)106 monitoring (although it is not a S106 obligation). This proportion of local spend equates to £12.1m to date.
- 2.10. Spend directly by the Authority is also monitored in relation to NLHPP construction spend. This shows that when NLWA and main contractors' spend is considered together, the project has injected over £21.3m into the local economy in LB Enfield, LB Haringey and LB Waltham Forest.

- 2.11. On 19 May, Acciona has held the first Meet the Buyer event at the Green Towers Community Centre, Edmonton. The event was advertised through the NLHPP website and Construction Enquirer and was open to local businesses offering services across a range of civil engineering and ancillary/site support services. A total of 200 suppliers applied to attend the event, with 41 invited to attend. Invited suppliers were each provided with a designated meeting time to have a one-to-one session with a member of the Acciona's procurement team. A local supplier database has been established as a result of the event which will be used in procurement and updated throughout the project delivery. Further Meet the Buyer events will be held by Acciona in the autumn.

Local Employment

- 2.12. The proportion of contractors' employees on site who are from LB Enfield, Haringey and Waltham Forest is currently at 18%, rising to 23% when all NLWA boroughs are considered.
- 2.13. In July, Acciona has launched recruitment for 10 new employment jobs on the project in a range of roles including document controller, human resources manager, environmental manager, site support roles and site engineering roles, among others. A new local job has been created in May with Acciona with the recruitment of an Office Manager from Waltham Forest. All roles as well as a forward recruitment pipeline have been shared with SVGB to help maximise reach of opportunities within the local area.
- 2.14. In addition, the employment opportunities are being actively promoted at local job fairs. This included two events in Waltham Forest at the end of June and at the end of July which generated significant interest for the open roles. Further job fairs are being planned in Haringey and Waltham Forest in October at which NLHPP and Acciona will be represented.

Schools Programme

- 2.15. Delivery of the NLHPP schools programme with secondary schools in the local area is progressing, with 12 schools and 639 students engaged to date. Delivery has included a session in Enfield for 21 year 10 students from Enfield County Upper School and Bishop Stopford School held on 25 May. The session comprised of a presentation, which provided an overview of the NLHPP project and careers insights; an environmental hazard spotting activity, an introduction to GIS modelling and engineering activity. The event was well-received, with feedback gathered showing that most students (73%) felt they had gained an improved awareness of the variety of job roles involved in a major construction project and of career pathways as a result of our session. Many students indicated that they are now more likely to consider working in the industry.

- 2.16. In June, a number of events were held at Heathcote School and Science College, Leyton Sixth Form College, and Arts and Media School Islington.
- 2.17. The team has undertaken a review of the delivery of the NLHPP Schools Programme to assess engagement to date and identify priority areas going forward. The findings of the review are presented in Appendix B.

Equality, Diversity and Inclusion

- 2.18. Equality, diversity, and inclusion (EDI) remains a priority on the project across the social value themes. EDI characteristics are monitored for the project workforce, apprentices and on-site skills trainees and are presented in the social value dashboard in Appendix A. The representation of individuals from ethnic minority backgrounds within the onsite workforce, and particularly among apprentices and on-site skills trainees remains strong, however the representation of women within the workforce has been a challenge. Face to face engagement with local schools through career insights remains a key instrument in encouraging more women and ethnic minorities to consider a career in the construction and engineering sector. In June, Taylor Woodrow delivered further work experience for 32 students from Haringey Sixth Form College, majority of whom are female. This was followed by work experience for two students from Walthamstow School for Girls in July.
- 2.19. The project has re-established the NLHPP Women in Construction employee group to help break down biases, raise awareness of women and their roles on the project, as well as identify role models who can take part on outreach activities in the local community to inspire the future generation of women on the project.
- 2.20. Furthermore, Acciona has been developing its approach to encourage representation and retention of women and individuals from ethnic minority backgrounds within the workforce. In June, the contractor commenced the Women into Construction's Moving on Up programme which supports women in construction and engages supervisors and senior leaders to develop EDI action plans that contribute to more inclusive workplaces.
- 2.21. The project acknowledges there are challenges with engaging hard to reach groups within the community, and active steps need to be taken to overcome the barriers faced by groups in accessing employment and training. In addition to active participation in local job fairs, the project team is working to identify community groups and organisations who can help with establishing linkages into communities to raise awareness of the range of employment and training available on the project and overcoming those barriers. The team will be promoting the apprenticeship and employment roles as part of a community event in Edmonton in October.

Community Projects

- 2.22. The team has been working with Acciona to shape the community projects workstream. Local community groups and organisations will be able to apply for volunteer time, small grants, and resources towards a local initiative. A brochure with information, including how to apply and what support is available will be launched in the autumn and promoted to local groups.

3. MEMBER ENGAGEMENT

- 3.1. Members are asked to consider how employment opportunities and the schools programme can be progressed in their areas and provide comments. Officers will continue to liaise with borough officers in relevant departments – economic development and education in particular.

4. EQUALITIES IMPLICATIONS

- 4.1. In carrying out this workstream, equalities issues are taken into account as relevant for that activity. In particular, it is acknowledged that work to encourage specific groups into the construction workforce is enhanced when role models are provided with similar characteristics. For this reason, a variety of individuals present at schools and careers events, and recruitment advertising emphasises inclusion.

5. COMMENTS OF THE LEGAL ADVISER

- 5.1. The Legal Adviser has been consulted in the preparation of this report and comments have been incorporated

6. COMMENTS OF THE FINANCIAL ADVISER

- 6.1. The Financial Adviser has been consulted in the preparation of this report and comments have been incorporated.

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APPENDIX A SOCIAL VALUE DASHBOARD



Social Value Dashboard: August





Social Value Dashboard

Summary – data up to July 2022



Social Value Theme	Definition	Target	Progress
Development Consent Order (DCO) Obligations:			
Apprenticeships	S.106 obligation to provide 100 apprenticeships, each with a duration of 12 consecutive months. Apprenticeship means a training work scheme: (a) offered to a person ordinarily resident in the Local Area; (b) in any sector which directly relates to, and other work associated with the Project; (c) which, once successfully completed, will result in a nationally recognised qualification for the apprentice (including but not limited to NVQ Level 3 and 2); (d) at a minimum of 30 hours per week; and (e) offered on at least equivalent terms and conditions of employment to those benefitting Equivalent Workers, including paying a wage in accordance with industry norms	100	54 years of apprentices' employment
			20 individuals
On-site Skills Training Placements	S.106 obligation. 'On-Site Skills Training' means no less than 225 training placements offering relevant skills training in various sectors and provided throughout the Construction and Demolition Period, each placement being: (a) primarily on-site within the Application Site, but which may have an element of off-site classroom training; (b) offered on at least equivalent terms and conditions to those benefitting Equivalent Workers including paying a wage accordance with industry norms (if applicable); (c) one week duration; (d) provided to a school or college leaver, or an adult who has not been employed in the construction industry during the previous six (6) months.; and a person undertaking such a training placement shall be an 'OSS Trainee'.	225	138
LB Enfield targets, adopted as measure by NLHPP:			
Local Labour	Target to promote local employment. Contractors should employ suitable candidates from the local area (London Boroughs of Enfield, Haringey and Waltham Forest)	25%	18%
Local Businesses	Target to maximise contractors' expenditure within the local area (London Boroughs of Enfield, Haringey and Waltham Forest)	10%	28%
			£12.1m (local spend by contractors to date)
		-	£21.3m (local spend by NLWA & contractors to date)
Delivery against Industry Benchmarks:			
Equality, Diversity & Inclusion (EDI)	The project aims to promote women in on-site construction workforce. Representation of women varies across different trades and nature of the roles. Monitoring continues to establish reliable benchmark comparisons.	-	3%*
	The project aims to promote Black, Asian and Minority Ethnic (BAME) Groups in on-site construction workforce. Monitoring continues to establish reliable benchmark comparisons.	-	16%*

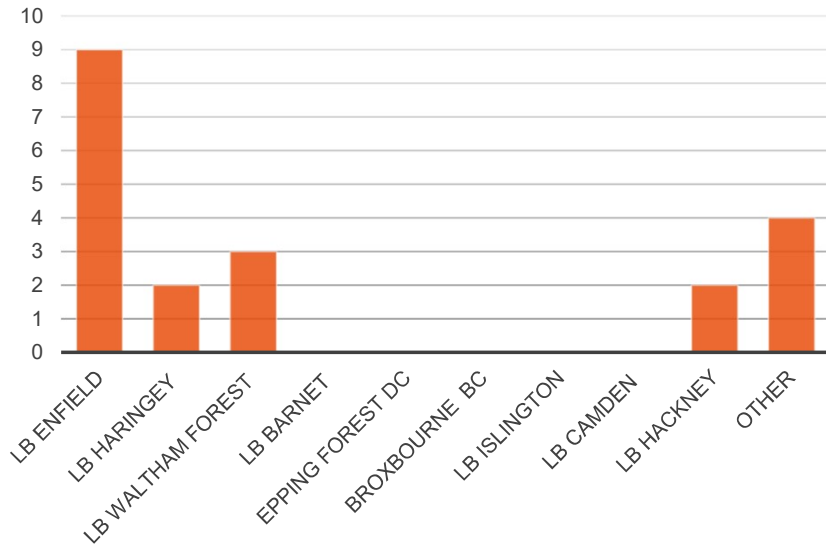
*Not all employees have chosen to report on ethnicity and gender, and the statistics are likely an underestimate. NLHPP is working with contractors to improve data collection.



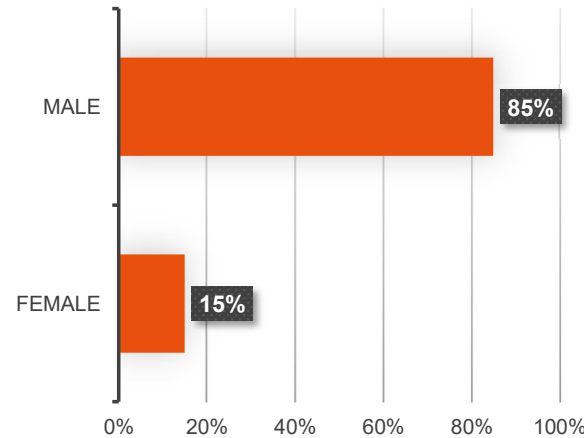
Social Value Dashboard Apprenticeships



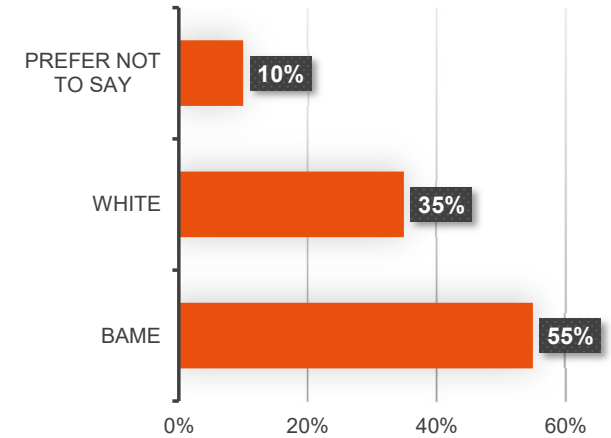
Apprentices - Home Borough



Apprentices - Gender



Apprentices - Ethnicity



Apprentices – Home Borough	Local Wards
LB Enfield	Upper Edmonton (1); Turkey Street (1); Southbury (1); Lower Edmonton (1); Jubilee (3); Grange (1); Chase (1)
LB Haringey	Tottenham Hale (1); Seven Sisters (1)
LB Waltham Forest	Higham Hill (1); Larkwood (1); Hatch Lane (1)
LB Hackney	Haggerston (1); Woodberry Down (1)

Delivery & Monitoring:

Data on origin, ethnicity and gender relating to apprentices is collected from contractors on site for monthly reporting.

Local employment and recruitment of apprentices is prioritised in the contract (in particular in LB Enfield, LB Haringey and LB Waltham Forest, followed by other north London boroughs).

All construction contractors have policies to encourage equality and diversity in their recruitment practices. They have obligations under the contract with NLWA to eliminate all forms of discrimination in employment practices in accordance with an established single equality scheme.

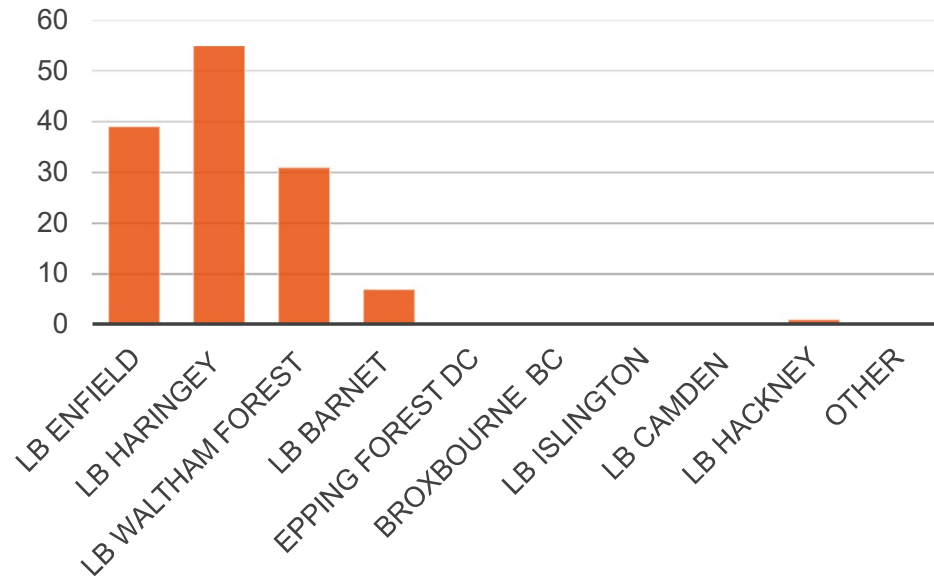


Social Value Dashboard

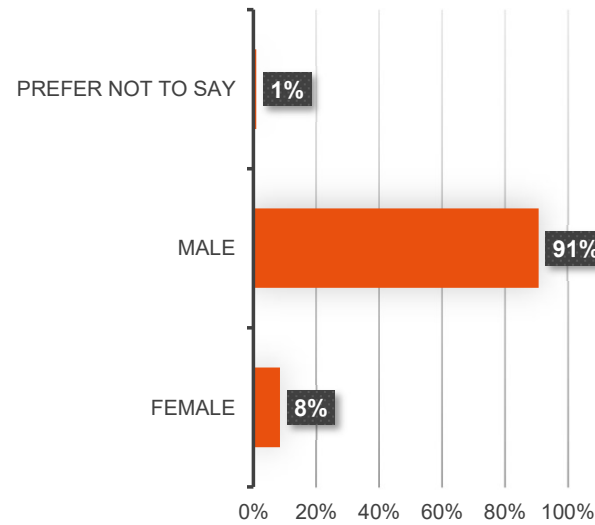
On-site Skills Training Placements



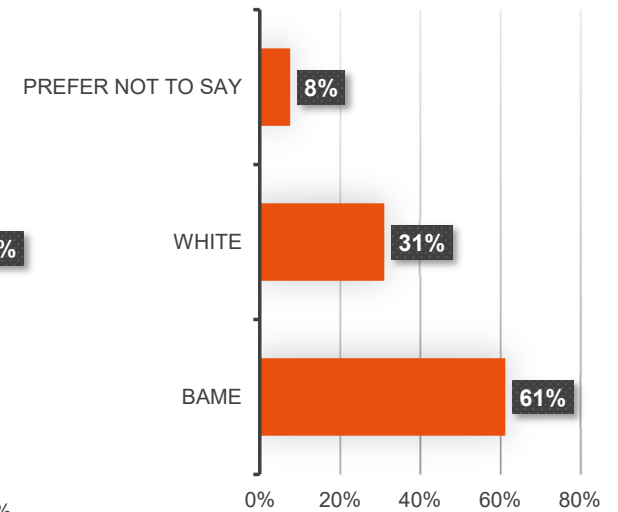
Trainees - Home Borough



Trainees - Gender



Trainees - Ethnicity



Delivery & Monitoring:

Delivery of training placements is targeted at a variety of EDI groups. To date, all trainees are from groups forming part of our EDI categories including long-term unemployed and lone parents.

Training placements are prioritised for local residents (in particular in LB Enfield, LB Haringey and LB Waltham Forest, followed by other north London boroughs). Recruitment of trainees is facilitated through engagement with local Job Centres and agencies.

EDI data relating to the on-site trainees is collected through an end of placement survey and where possible supplemented by information from the training provider. Not all respondents have chosen to report on ethnicity and gender. Information is based on a responses from 119 out of 138 trainees (86%).

APPENDIX B ANALYSIS OF SCHOOL ENGAGEMENT ACTIVITIES TO DATE

Appendix B - An analysis of the North London Heat and Power Project's school engagement activities to date and identification of priority areas for future provision.

1.0 Introduction:

This note analyses how the North London Heat and Power Project (NLHPP) Schools Programme delivered as part of NLHPP (including through North London Waste Authority [NLWA] staff, NLHPP Advisors and contractors) has engaged schools and colleges across north London to date and also recommends where the priority for future engagement should be targeted going forwards.

The key findings of the analysis are:

- There has been good coverage to date of the school engagement programme in the three local priority boroughs (Enfield, Haringey and Waltham Forest). This has been particularly the case across both Enfield and Waltham Forest (mainly due to the established relationship with Borough Council officers facilitating connections with local schools)
- During the last academic year, a number of engagement events in the three priority London Boroughs took place, as well as in Islington and Hackney.
- A priority list (and short list) for future engagement has been established, across all three of the local priority boroughs. This has been based on Index of Multiple Deprivation (IMD) 2019 ranking, the OFSTED rating, the school type/admissions policy and distance to the site.

This analysis has been informed by mapping the geographic location of the secondary schools and post 16 colleges within the seven boroughs which make up the NLWA area and combining it with other publicly available information, such as the 2019 Index of Multiple of Deprivation (IMD) data, school OFSTED rating, the establishment type/admissions policy and the distance to the project site¹. To date, the focus of activities has been centred upon trying to secure engagement with schools located in the three boroughs which surround the site (Enfield, Haringey and Waltham Forest). However, any of the secondary schools or colleges within the seven boroughs are welcome to participate in the school engagement programme (which includes Barnet, Camden, Hackney and Islington) and the programme has been marketed to the boroughs.

This note will continue to develop as future engagement activities are pursued with local schools in the NLWA area. Future activities include the proposed primary school engagement which has not yet started. From the next academic year, starting in September 2022, site visits to the NLHPP construction site will be offered to local schools. This will allow for direct engagement with students through a site tour and presentations/activities on site, making the content as relatable as possible.

The main contractor for the Energy Recovery (ERF) facility, Acciona, are currently drawing up plans for school engagement activities for the next academic year in liaison with the project team which will provide additional coverage and resource in the delivery of the NLHPP schools programme.

This note considers school engagement activities up until the end of the 2022 academic year

2.0 Communications with schools

The team has been delivering the school engagement programme since March 2021. Prior to this, the COVID-19 restrictions were a major constraint on delivery, however, since then, 27 different sessions have been delivered across the NLWA area, at multiple different schools (however some have been visited on several occasions). As part of the programme, the team offers four different

¹ Please note that this does not include independent schools. Engagement with Special Education Needs (SEN) schools is considered in section 6.0 of this note.

‘packages’ related to science or careers. This consists of a variety of presentations and activities which are used to engage with students. These can be delivered at either Key Stage 3 (Year 7-9), 4 (Year 10-11) or 5 (Year 12-13) level. The four topics which can be delivered as part of the programme are:

- 1) Delivering a Large Scale Construction Project;
- 2) Energy from Waste process;
- 3) Recycling and Waste; and
- 4) Careers insights.

In addition to these sessions which are proposed, the project team will also be offering site visits to local schools, which will begin to be offered from the start of the next academic year in September 2022. To date, the careers package has been most popular with the schools and the Project team have delivered presentations and attended careers fairs at a number of different schools across the area. These are usually delivered as one to two hour sessions, or can be longer if the team attends a careers fair. The team continued to highlight the other science based programmes mentioned above, and a session on Recycling and Waste was delivered at Islington Arts and Media school in July. The team also had planned to deliver a series of science based sessions at Highams Park School (in Waltham Forest), but unfortunately this was re-arranged due to unforeseen circumstances with the heatwave causing the school to cancel. The team are working with the school to rearrange this for the Autumn term.

We have tried to make all schools in the area aware of the programme and are keen to engage with as many as possible, but primarily, the focus of project time has been centred on trying to secure engagement with the three London Boroughs surrounding the site.

The team has identified contacts at all seven of the NLWA-member Borough Councils, who assist with the development of the relationships with the schools and has made contact with all of them. This has been especially successful in Waltham Forest, where the team has managed to secure engagement at five schools through this method. Additionally, the team recently engaged with a new contact at Enfield Council, who assisted in the organisation of an event which was available for interested students from all across the borough and the team is also planning a career fair event in November, also with numerous schools across Enfield. In the London Borough of Islington, there is also a direct link to the NLHPP Schools Programme on the [schools activity menu](#). The team welcomes any support that can be given in trying to network and develop these relationships.

3.0 Analysis

To inform the analysis of the current and future provision, we have mapped the geographic locations of the secondary schools and post 16 education sites and overlaid the IMD deprivation data, which is divided up by Lower Super Output Areas (LSOAs). Each LSOA is symbolised based on their IMD decile ranking from 1-10 (1 being the top 10% most deprived in the country, 2 being top 10-20% most deprived and then 10 being the 10% least deprived). The map is symbolised on this ranking, with dark red being most deprived (1) and light green being least deprived (10). The analysis builds on previous deprivation analysis undertaken as part of the Local Needs Assessment in 2020.

The IMD 2019 decile ranking is comprised of seven domains of deprivation which, when combined and appropriately weighted, determine the score of 1-10. The different domains and their weighting into the final score consist of:

- Income (22.5%)
- Employment (22.5%)

- Health Deprivation and Disability (13.5%)
- Disability (13.5%)
- Education, Skills and Training (13.5%)
- Crime (9.3%)
- Barriers to Housing and Services (9.3%)
- Living Environment (9.3%)

It should be noted that the IMD mapping has been informed by data which was published in 2019, which was prior to the COVID-19 pandemic. The current picture may have altered since then and present a different profile of deprivation (or, it may have exaggerated existing inequalities).

Other data has also been collected to inform this analysis, such the school’s OFSTED rating, the establishment type/ admissions policy, the number of pupils and the distance to site. We have then combined this information to identify how successful the engagement has been in providing opportunities to areas with the highest deprivation rating and also informing priorities for future work.

It should also be noted that there are a number of other complementary activities that have been or are currently being pursued with local schools which although recognised, are not counted as part of the NLHPP Schools Programme within this report. This includes various projects led by Taylor Woodrow, such as the Industrial Cadets Gold Programme with Edmonton County School and the facilitation of work experience placements with various local schools, such as Haringey Sixth Form College (held in March and June 2022) and placements for students from Walthamstow School for Girls (held in July 2022). Taylor Woodrow also organised for four students from the Brook on Broadbands School (an SEN primary school based in Haringey), to participate in outdoor planting on site in April 2022. The Project Team are also looking to attend the two community events in Enfield in August and September 2022 for local residents, where a number of local students are likely to be in attendance.

School and College engagement to date

4.1. Schools/ Sixth Form colleges directly engaged with:

Details of the schools that the Project Team have engaged directly with (by meeting with students at in person events or via virtual activities) are summarised below. Please note that a number of these schools have been visited/engaged with on multiple different occasions. The geographical spread of the direct engagement to date consists of:

- 4 schools/sixth form colleges in Enfield;
- 1 sixth form college in Haringey;
- 1 further education college in Haringey (CONEL);
- 5 schools/sixth form colleges in Waltham Forest;
- 1 school in Islington; and
- 1 school in Hackney.

Table 4.1 – Schools and Colleges directly engaged with to date as part of the schools programme

School/ College	No. of pupils at the school	No. of students engaged with	No. of school visits	Date/s visited	IMD decile rating	Ofsted rating	Distance to site
Enfield							

Highlands School ²	1558	N/A (careers insight video)	1	August 2021	6	Outstanding	6.0 miles
Edmonton County School ³	1843	80	1	July 2021	6	Good	3.6 miles
Enfield County School for Girls (Upper Site)	1070	15	1	May 2022	5	Outstanding	5.9 miles
Bishop Stopford's School	761	6	- (same event as above)	May 2022	3 (but borders 1)	Good	4.4 miles
Haringey							
Haringey Sixth Form College ⁴	-	195	5	Mar, Oct, Nov 2021 and Feb, Jul 2022	2	Requires Improvement	2.4 miles
College of Haringey, Enfield and North East London (Tottenham site) (part of Capital City College group)	-	28	1	Nov 2021	1	Requires Improvement	3.1 miles
Waltham Forest							
Heathcote School and Science College	1081	51	3	Jul and Nov 2021	3	Good	3.2 miles
Highams Park School ⁵	1543	2	1	Mar 22	4	Good	2.9 miles
Sir George Monoux Sixth Form College	-	36	1	Feb 22	4	Good	2.0 miles
Leytonstone School	919	30	1	Nov 2021	5	Good	4.4 miles
Leyton Sixth Form College	-	61	3	Feb & March 2022	3	Good	4.8 miles
Islington							
Islington Arts and Media School	780	150	1	July 2022	3	Good	6.2 miles
Hackney							
Our Lady's Catholic High School	658	28	1	July 2022	3	Good	4.4 miles

²-The Project Team are currently engaging with Highlands School to organise a site visit in the next academic year for their students.

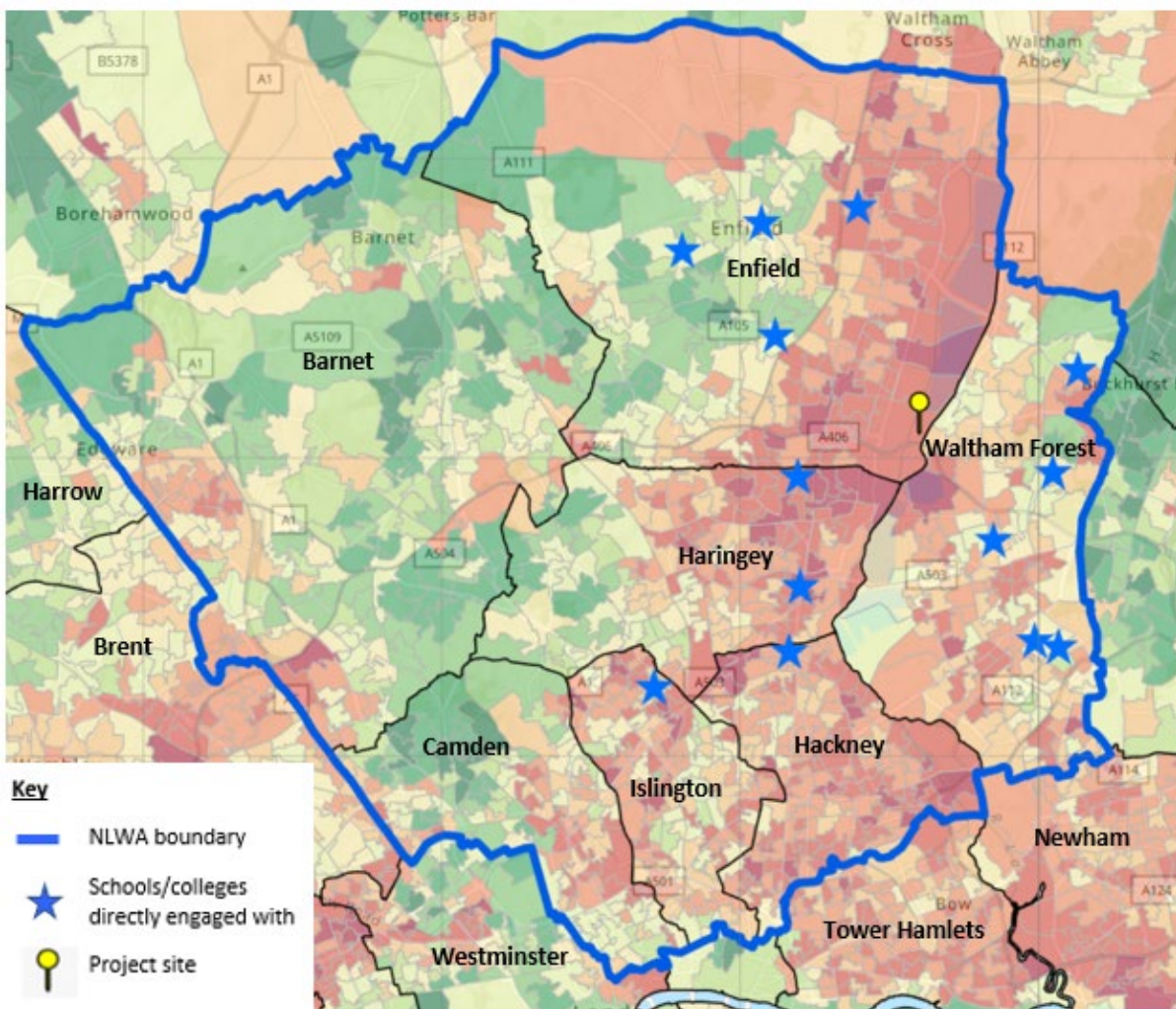
³ - Taylor Woodrow also met with six students from Edmonton County School on a six-weekly basis as part of the Industrial Cadets Gold programme. The students graduated from this programme on 6th May 2022.

⁴ - Nine female students studying Maths and Physics were invited by Taylor Woodrow for a two day work experience placement on 28/29 March 2022. From 14th-17th June 2022, 32 students also undertook work experience on site (two groups of 16, majority women).⁵- The project team planned to attend the Highams Park School careers week on 18th, 20th and 21st July to deliver the science based presentations and activities to students in Year 7, 8 and 9 but the school was closed due to the heatwave. This is being re-arranged for the 2022-23 academic year.

From 4-7 July, Taylor Woodrow also supported two female year 10 students from Walthamstow School for Girls with a week of work experience on site. This involved tours around the construction site, shadowing members of staff, project briefings and a number of activities.

To provide context, a map showing schools visited so far is provided below.

Figure 4.1: Map to show secondary schools and colleges directly engaged with across the NLWA area



4.2. Schools/Sixth form colleges planned engagement activities:

As described above, the project team has directly engaged with students from multiple schools across the NLWA area. However, there are a number of schools where discussions with staff have taken place and the team are seeking to organise an event in future, or a past planned event has been cancelled a result of changes to Covid-19 restrictions and is looking to be rescheduled.

Schools where engagement activities have not yet taken place but are in the pipeline from July 2022 are identified in the table below. Schools/colleges which are identified in the direct engagement

section above which have also invited the team to get involved in future events are not repeated here.

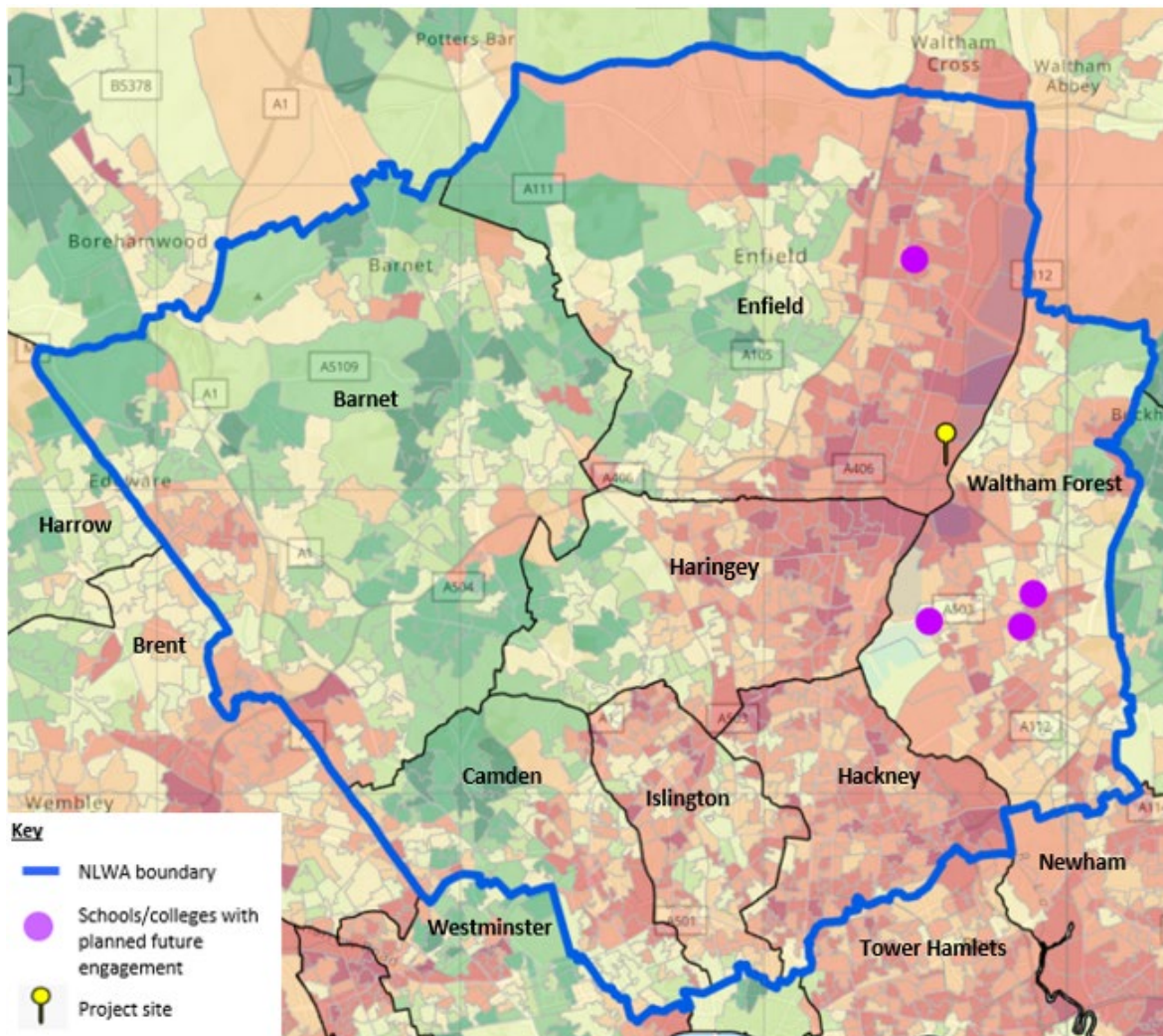
Table 4.2: Schools and Colleges in the NLWA area where future engagement is planned

School / College	IMD Decile Rating	Ofsted rating	Details	Distance to site
Haringey				
College of Haringey, Enfield and North East London (Enfield Centre)- part of Capital City College Group	IMD 3 (borders 2)	-	Obtained contact details for a colleague and discussing future engagement.	3.1 miles
Waltham Forest				
Willowfield School	4	Good	The project team is planning to attend the Willowfield Careers evening in October 2022.	3.4 miles
Waltham Forest College	5 (but borders IMD 2)	Good	Met with the employability coach in March and apprenticeship co-ordinator in April. Seeking to organise an event for the next academic year.	3.5 miles

Enfield Council has also invited the Project Team to attend the Enfield ‘High Achievers’ event in November 2022 to represent the NLHPP, where a number of students from across the borough will be in attendance with their parents to discuss career progression opportunities.

To provide context the map below shows schools where future engagement is being planned:

Figure: 4.2. Map to show secondary schools / colleges in the NLWA area where future engagement is planned



4.3 Schools/ colleges where key contacts have been identified:

The Project team has also obtained contacts details at local schools which we are actively seeking to organise an introductory meeting with to try and increase our engagement in the area. We are working closely with contacts at local councils to try and develop these relationships and initiate these first stage meetings to showcase the NLHPP school engagement offering.

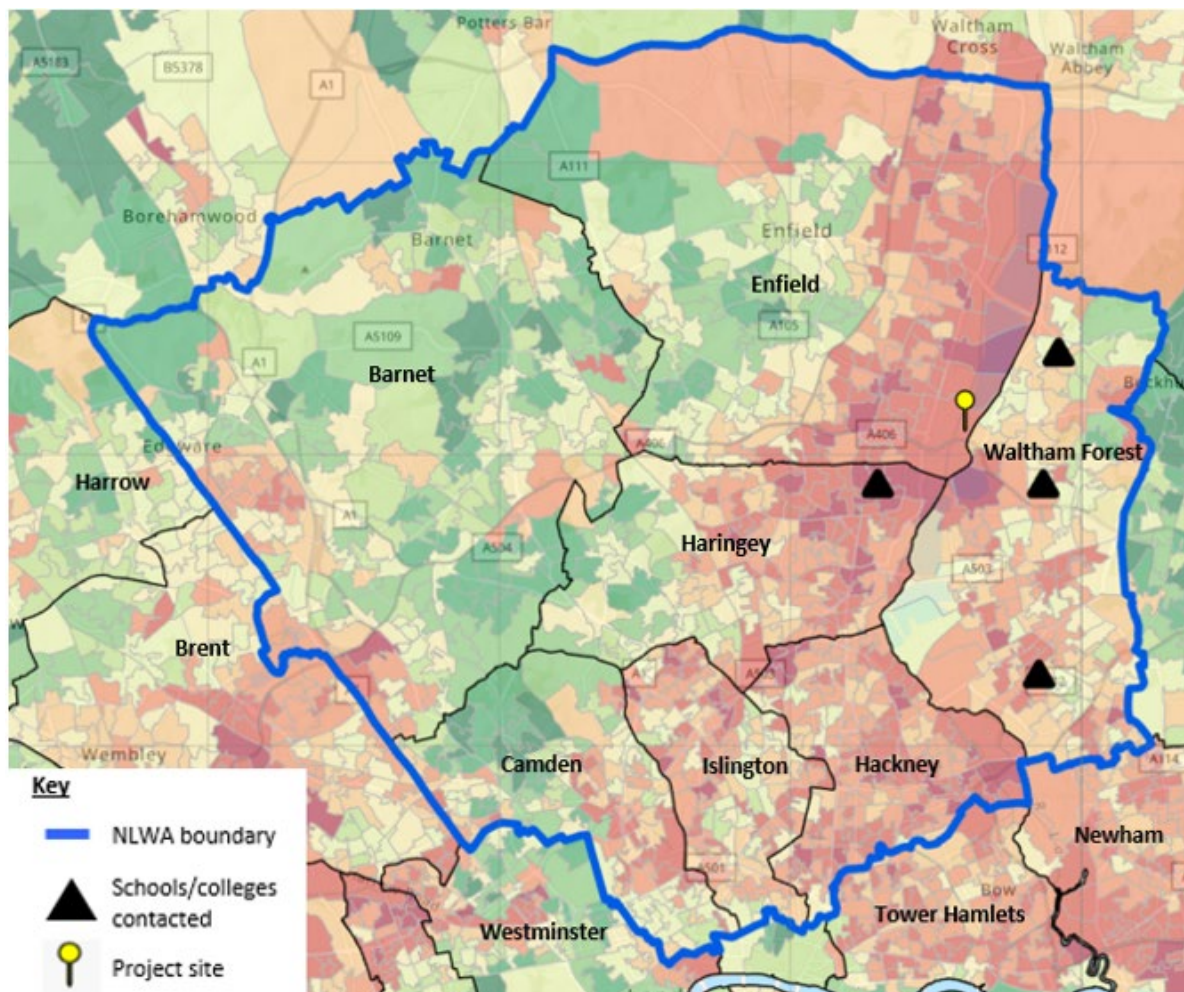
Table 4.3 – Schools and colleges contacted to date in the NLWA area

School / College	Date contacted	IMD rating	Ofsted rating	Distance to site
Haringey				
Duke’s Aldridge	Oct 21 & Jan 22	1	Good	1.8 miles
Waltham Forest				

South Chingford Foundation School	Dec 21 and Jan 22	5	Good	1.9 miles
Chingford Foundation School	Dec 21 and Jan 22	6	Requires Improvement	2.4 miles
George Mitchell School	Jan 22	4	N/A	5.6 miles

To provide context, a map showing schools contacted so far, is provided below:

Figure 4.3. Map to show secondary schools / colleges contacted across the NLWA area

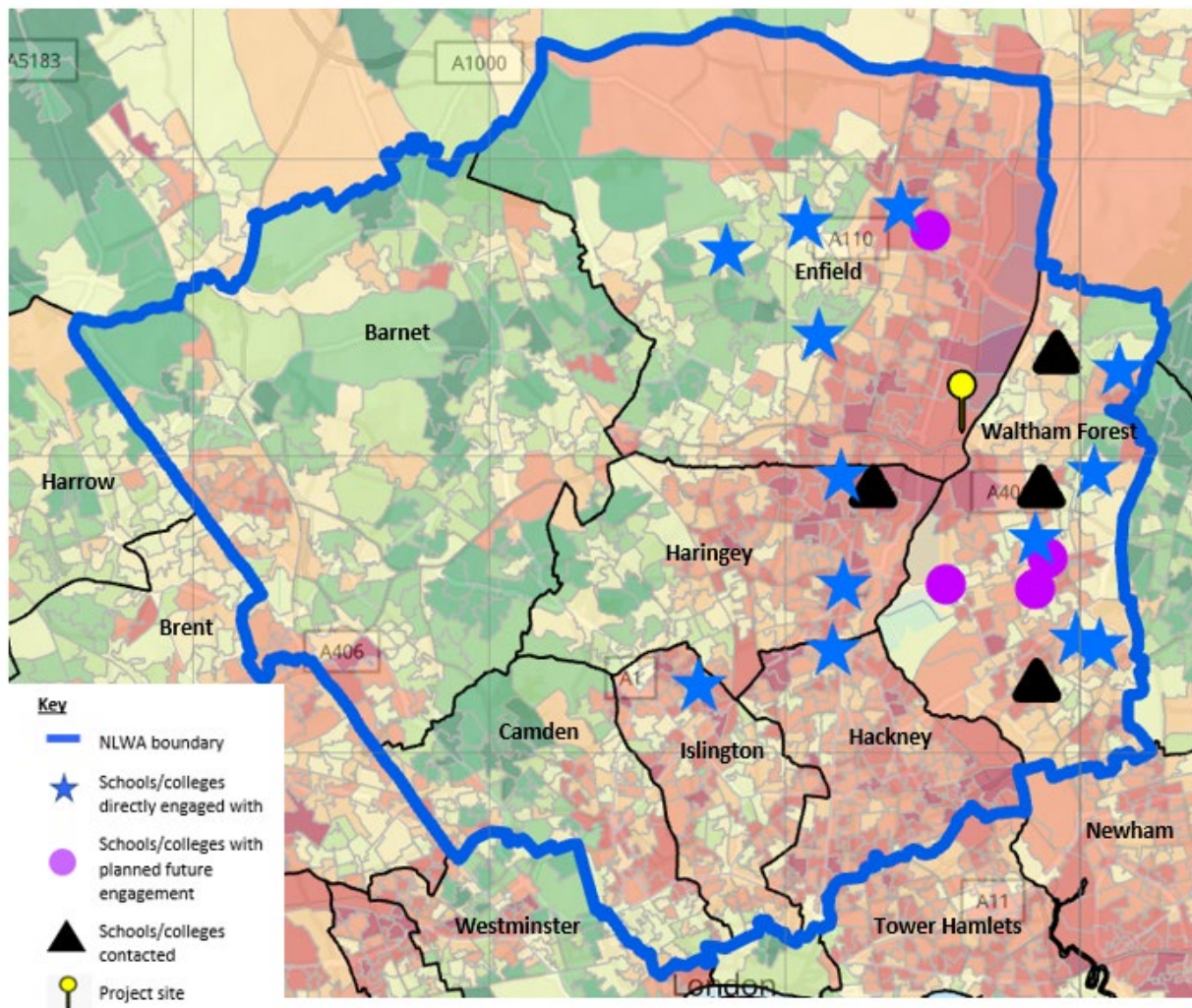


4.3. Summary of engagement so far

The map below shows that there has been a good distribution of engagement activity to date across the NLWA area. The majority of this has been taken place across both Enfield and Waltham Forest. Engagement in both these areas has been particularly successful due to the strong relationship between the project team and Council (who have been key in providing connections to the schools). The provision to date has also correlated well with the areas of deprivation identified by the IMD data (areas in red shown in the map below). The team will also seek to develop a relationship with colleagues within Haringey Council, to try and ensure equal engagement across the three local priority boroughs.

A map showing all forms of engagement undertaken so far is provided below.

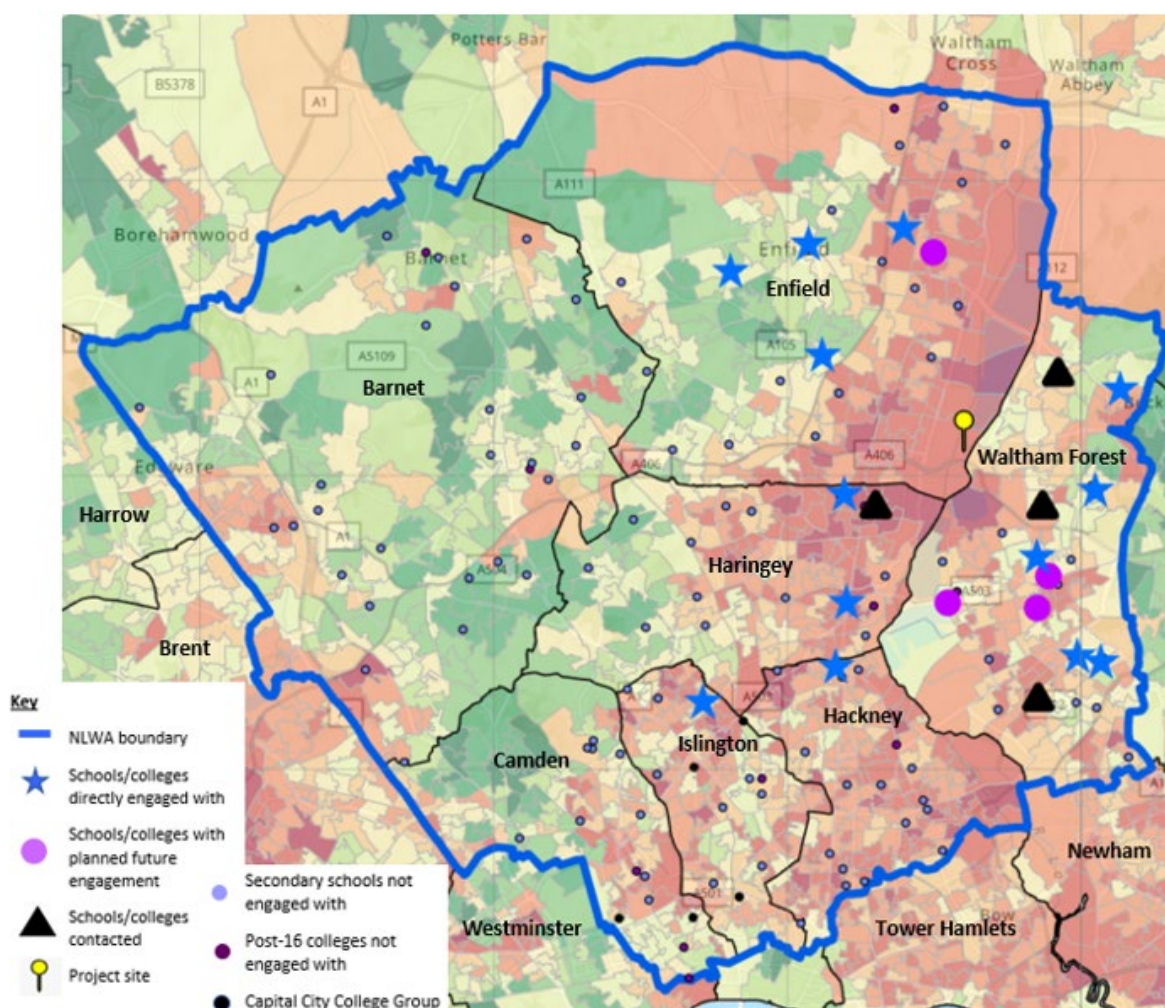
Figure 4.4. Map to show all secondary schools and colleges contacted and/or engaged with across the NLWA area



5.0. Future engagement priorities

A map is provided below of all of the schools / colleges which are located in the seven London Boroughs within the NLWA area. The schools/colleges which have not yet been engaged with are portrayed with a small dot.

Figure 5.0: Map to show all secondary schools and colleges across the NLWA area



It is proposed that priority for future engagement (in terms of project time) is focused towards securing this in the surrounding boroughs of Enfield, Haringey and Waltham Forest. However, if a school contacts the Project Team which is located in one of the four surrounding boroughs, they will be welcome to participate in the schools programme.

Below is a list of secondary schools/colleges which are shown on the map to be located in areas of relative deprivation (IMD decile rating of 1-3), which is recommended as being the focus of future engagement activities. This means that these schools/colleges are located in areas which are either within the top 10%, 20% or 30% most deprived LSOAs in the country (as of 2019). As the map above shows, these are predominately located in the east of Haringey, Enfield and scattered across Waltham Forest. All of these schools identified have a non-selective admissions policy.

Table 5.0- Schools and colleges identified as priorities for future engagement

School	Type	No. of students	IMD decile rating	Ofsted Rating	Distance to site
Enfield secondary schools					
Oasis Academy Hadley	Academy Sponsor Led	1544	1	Good	3.6 miles
Kingsmead School	Academy Converter	1520	2	Good	5.3 miles
Ark John Keats Academy	Free school	1736	2	Outstanding	5.5 miles
Wren Academy Enfield	Free school	182	On border of IMD 2 and 4	N/A	7.7 miles
Oasis Academy Enfield	Academy Sponsor Led	811	3	Good	6.2 miles
St Ignatius College	Voluntary Aided School	1045	3	Good	7.7 miles
Heron Hall Academy	Free school	949	3	Good	5.3 miles
The Lea Valley Academy	Academy Converter	934	Located in IMD 4 but on border of 1 & 2	N/A	7.2 miles
Haringey secondary schools					
Heartlands High School	Academy Converter	1156	On border of IMD 2 and 4	Good	4.9 miles
St Thomas More Catholic School	Academy Converter	1279	On border of IMD 2 and 3	Outstanding	4.0 miles
Harris Academy Tottenham	Free school	1200	3	Outstanding	2.5 miles
Park View School	Community School	1126	3	Good	4.8 miles
Gladesmore Community School	Community School	1274	On border of IMD 3 and 4	Outstanding	4.0 miles
Greig City Academy	Academy Sponsor Led	1064	On border of IMD 3 and 4	Good	5.8 miles
Woodside High School	Academy Converter	1176	On border of IMD 3 and 4	Outstanding	3.9 miles
Haringey post 16 colleges					
Ada National College for Digital Skills	16 plus- has a sixth form	N/A	Located in IMD 3 but on border of IMD 1	Good	4.5 miles
Waltham Forest secondary schools					
Kelmscott school	Community School	874	1	Good	3.7 miles

Lammas School and Sixth Form	Academy Converter	765	2	N/a	4.6 miles
Buxton School	Foundation School	1229	Border of IMD 3 and 4	Good	7.5 miles
Holy Family Catholic School	Academy Sponsor Led	1055	2	Good	3.0 miles
Walthamstow Academy	Academy Sponsor Led	1055	Border of IMD 3 and 4	Good	1.8 miles

Out of the list above, the top ten secondary schools have been identified as the potential main priorities to obtain contact details for future engagement. These have been selected based the location deprivation ranking, their OFSTED rating and the distance to site:

- Oasis Academy Hadley (Enfield)
- Kelmscott School (Waltham Forest)
- Harris Academy Tottenham (Haringey)
- Woodside High School (Haringey)
- Holy Family Catholic School (Waltham Forest)
- Walthamstow Academy (Waltham Forest)
- Kingsmead School (Enfield)
- Ark John Keats Academy (Enfield)
- Lammas School and Sixth Form (Waltham Forest)
- Heartlands High School (Haringey)

After a good level of engagement has been secured within these three areas, it is proposed to then focus attention on securing engagement within the surrounding four boroughs (Barnet, Camden, Hackney and Islington). However, as mentioned previously, any school is welcome to participate in the activities being offered.

6.0 Special Educational Needs Schools

The map below shows the locations of the Special Educational Needs (SEN) schools across the NLWA area. These schools have not been included in the maps shown above and are identified separately within the map below. In total, there are 30 SEN schools within the NLWA area, which when broken down by borough, consisting of: Enfield (5), Haringey (5), Waltham Forest (4), Barnet (4), Camden (4), Hackney (3) and Islington (5). This does not include independent schools. This also does not include schools which are specifically for primary school aged students, but does include schools which cater for students from the age of 2 up to 19. The student age range is included within the table below.

It should also be noted the Acciona are currently developing plans for school engagement, which also include engagement with the [Haringey Learning Partnership](#), which have a number of schools under their umbrella throughout the borough.

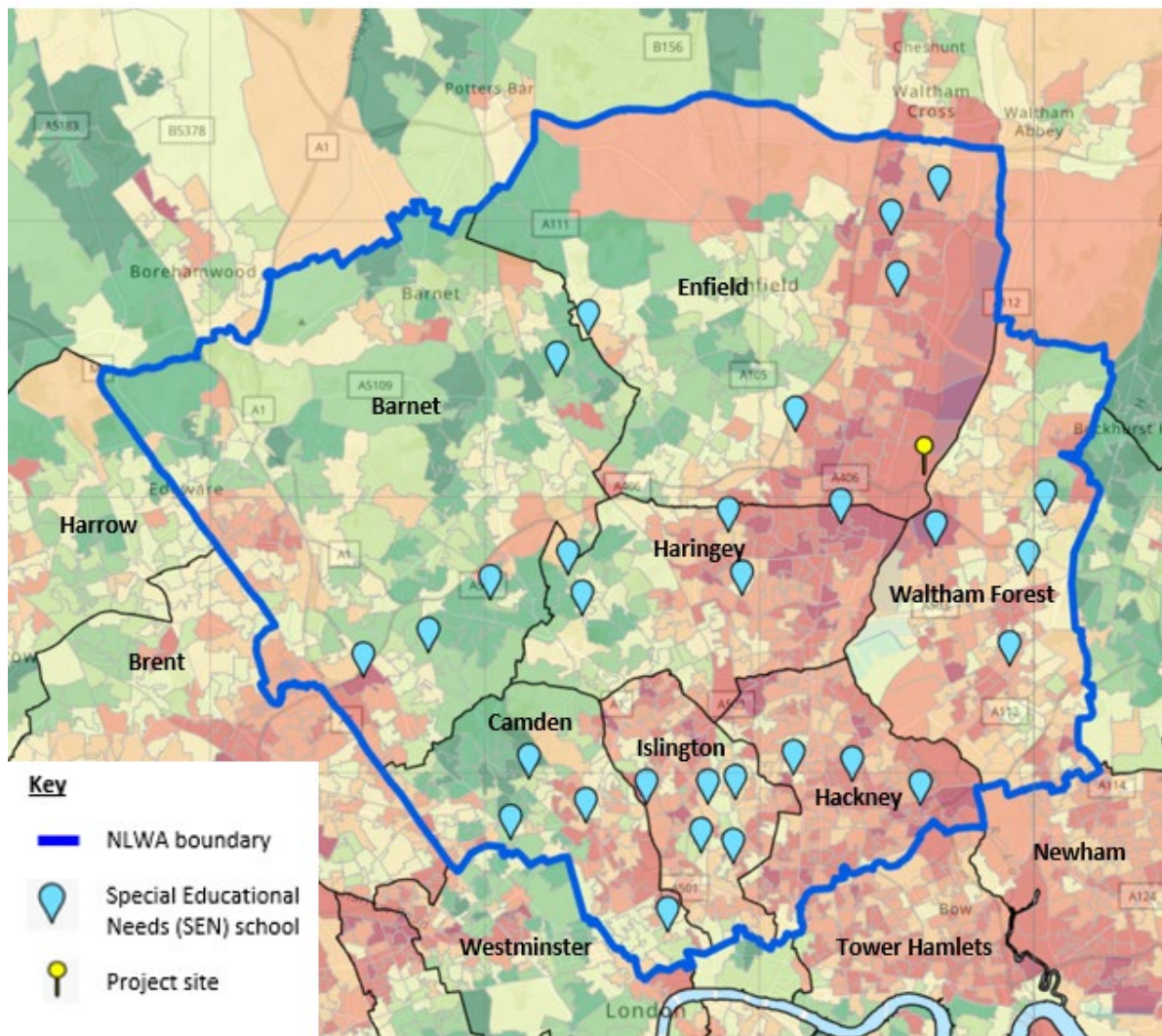
The largest SEN school is located in Enfield (West Lea School), with a capacity of 400 students (and has maximum number of students on roll). The average number of students at an SEN school in this area is approximately 130 students.

It is recognised that the current school engagement packages may need to be adapted to suit each individual event. Taylor Woodrow has previously engaged with an SEN school in Haringey (although

with primary aged students and so has not been identified below). The closest SEN schools to site are:

School	Type	No. of students	Student age range	IMD decile rating	Ofsted Rating	Distance to site
Enfield						
West Lea School	Foundation Special School	400	4-9	2	Outstanding	2.5 miles
Haringey						
Vale School	Community Special School	115	2-16	1	Good	1.8 miles
Waltham Forest						
Lime Academy Hornbeam	Academy Special Converter	285	2-19	1	Good	1.5 miles
Whitefield School	Academy Special Converter	355	2-19	5	Outstanding	2.7 miles
Joseph Clarke School	Academy Special Sponsor Led	104	2-18	6	Good	2.7 miles

Figure 6.0: Map to show all SEN schools across the NLWA area_(with a maximum age of 16)



7.0 Conclusion

Overall, the mapping and schools analysis has demonstrated that there has been good provision to date of the schools programme, particularly across both Enfield and Waltham Forest. There are however a number of events which will be key to increasing engagement such as the Enfield careers evening for students across the borough, and the team will seek to also increase engagement with schools in Haringey (one of the three priority boroughs). The COVID-19 pandemic has limited engagement over the past few years, with a number of the planned in person events being delayed or cancelled. However, since the relaxation of restrictions the programme has progressed at pace and we are hoping to continue this level of delivery in the next academic year.

The analysis has also identified schools which should be prioritised for future engagement. The vast majority are in the east of Enfield and there are a high number in the eastern side of Haringey. The

team will continue to work with local councils to try and develop these relationships and take up opportunities to attend events, especially alongside partner organisations.