

Committee:	<b>Cabinet</b>
Date:	<b>7 July 2009</b>
Title of Report:	<b>Eastbourne Academy</b>
By:	<b>Director of Children's Services</b>
Purpose of Report:	<b>To seek Cabinet's approval to move to the next stage in exploring the possibility of establishing an academy in Eastbourne</b>

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**Recommendation:**

**The Cabinet is recommended to agree that the local authority explore the possibility of establishing an academy in Eastbourne as a replacement for Eastbourne Technology College (ETC) by preparing an Expression of Interest for submission to the Secretary of State; and to do so as a co-sponsor with Sussex Downs College (as the lead sponsor) and the University of Brighton (as partner)**

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**1. Financial Appraisal**

1.1 A full financial appraisal will be developed as part of the process of exploring academy status and will be reported to Cabinet for approval.

**2. Supporting Information**

Introduction

2.1 ETC is a six form entry school serving the Hampden Park area of Eastbourne. Its Ofsted report in 2008 confirmed that the school provides a good quality of education and successfully combines a caring and supportive learning environment with high aspirations for its students, with its pass rate at GCSE, measured by the percentage achieving 5+A\*-C, increasing from 42% in 2004 to 64% in 2008 and good value added scores. However, the school is currently within the National Challenge as its results measured by 5+A\*-C including English and mathematics have been consistently below its floor target (30%). The school has found it difficult over the years to improve on this indicator (see **Annex 1**) but is expected to achieve this for the first time in the summer. The school has also been consistently undersubscribed with some parents within the community choosing to send their children to other schools. Analysis of the learning outcomes from the Hampden Park and Ratton wards indicates that these pupils tend to be the more able, as measured by Year 6 results. The school's attractiveness to parents is not helped by its buildings, which are made up of a series of blocks of different vintages and of variable quality, and which lack the potential and suitability to meet the demands of a 21st century education. A radical school improvement strategy is required to enable the school to meet these challenges.

Rationale

2.2 The required outcome of the project is a set of permanent arrangements that will raise standards in a way that is consistent and sustainable. The project's rationale is based on its capacity to provide:

- A clear strategy that will improve the quality of provision for the local community through the involvement of sponsors with a proven track record in education and a commitment to the area
- A pattern of provision that will meet the demographic needs of the area, taking into account the overall balance of supply and demand for secondary school places across the borough
- A secure platform for achieving higher standards of attainment and the other required outcomes set out in "Every Child Matters" that will contribute to the regeneration of the area
- A basis to improve post-16 participation in the context of the wider opportunities offered in the government's 14-19 reforms and progression, where appropriate, to higher education
- New build with academy status providing early access to the government's BSF programme

2.3 One of the keys to this strategy is the need to consider the demographic trends in Eastbourne. Analysis shows that the total number of available places, as reflected in the Planned Admissions

Number (PAN), will be required for the foreseeable future. The capacity within ETC, or a successor academy, is required because sufficient additional capacity is not available elsewhere.

#### Timescale and process

2.4 The timescale and process for establishing an academy follow a prescribed pattern. In essence there are five phases: Brokerage (identification of sponsors); Expression of Interest (EOI); Feasibility; Funding Agreement; and Implementation. It is estimated that the timescale for the development of the academy, from brokerage (May 2009) to opening (September 2010) will be 15 months.

#### Sponsorship Arrangements

2.5 Sponsoring an academy is a significant commitment. Guidance from the DCSF indicates that lead sponsors take on full responsibility for setting up the new academy. This includes:

- Setting the strategic direction for the school, including its vision and values, and ethos
- Taking the leadership role on the governing body
- Setting goals and standards
- Determining academic, curriculum and admissions strategy
- Recruiting and managing top staff

2.6 The key to successful sponsoring arrangements is to identify sponsors who have the strengths and qualities that will enhance the educational offer to parents and students. Initial discussions have been held with Sussex Downs College as the potential lead sponsor. Sussex Downs has a high reputation locally and nationally and was judged by Ofsted to have outstanding leadership and management in its report in 2007. It has developed close links with ETC over recent years. As in Hastings, it is proposed that the local authority would act as a co-sponsor. In addition, discussions have also been held with the University of Brighton, who have established educational opportunities in Eastbourne for a wide range of students and who would be willing to support the project as one of the partners. It is believed that these arrangements will offer a powerful combination of leadership and support for the proposed academy. **Annex 2** sets out the credentials of the proposed sponsors.

### **3 Conclusion and Reason for Recommendation**

3.1 Moving to the next stage does not commit the County Council nor the sponsors to the establishment of an academy in Eastbourne. It provides the opportunity to explore the issues in more detail and, if Cabinet approves the Expression of Interest, to test out the proposals it contains in a detailed feasibility study before a final decision is taken. The recommendation is made because it provides the basis for considering a clear long-term strategy for ensuring sustainable improvement in educational standards for the local community.

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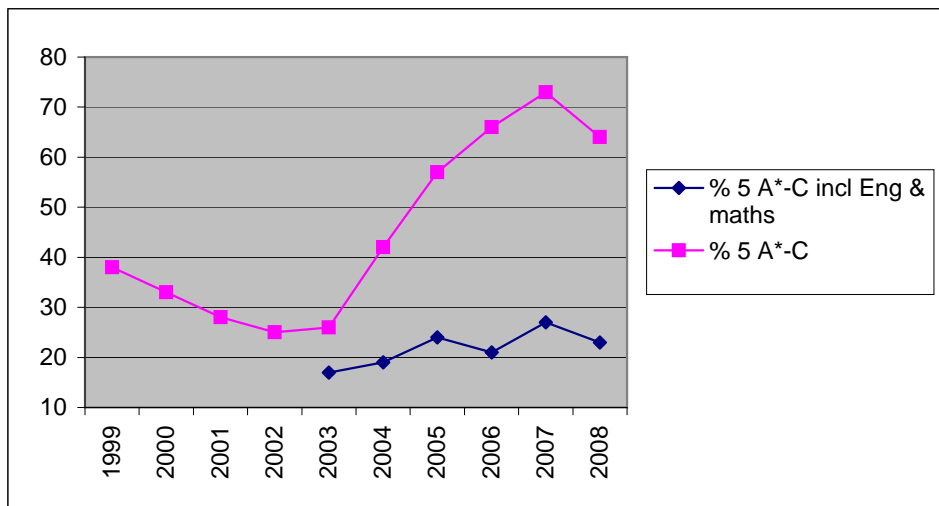
BACKGROUND DOCUMENTS: Education Act 2002; School Governance Regulations 2007; Academies, Trusts and Higher Education: Prospectus Department for Children, Schools and Families and Department for Innovation, Universities and Skills 2007

## Eastbourne Technology College KS4 results

	15 year olds		15 year olds		
	% 5 A*-C incl Eng & maths	% 5 A*-C	KS2-KS4 progress	KS3-KS4 progress	Value Added or Contextual Value Added
1999		38			VA
2000		33			VA
2001		28			VA
2002		25		97.1	VA
2003	17	26		94.4	VA
2004	19	42	956.1	973.3	VA
2005	24	57	991.8	1002.2	
2006	21	66	1028.8		CVA
2007	27	73	1014.4		CVA
2008	23	64	1011.1		CVA

source: all data from DCSF AAT tables

N.B. prior to academic year 2000-01, ETC was known as Hampden Park School  
report produced on 5th Feb 2009



## PROPOSED SPONSORS FOR ACADEMY EASTBOURNE

### SUSSEX DOWNS: EXTRACT FROM OFSTED INSPECTION MARCH 2007

#### Background

1. Sussex Downs College is a large general further education college on the south coast of England. It was formed from two mergers completed in 2003, which involved Eastbourne College of Arts and Technology, Lewes Tertiary College and Park College. It has three campuses at Eastbourne, Lewes and Newhaven. There is a local learning centre at Hailsham and a skills centre in Uckfield.

2. The college serves the communities of Eastbourne, Lewes and Wealden in the main, which include rural as well as urban areas. It works with four community colleges in the Wealden area to provide construction and motor vehicle courses for learners on the Increased Flexibility Programme and the Young Apprenticeship Programme.

3. In 2005/06, there were 4,504 full-time equivalent students aged 16-18, 9,000 (2,170 full-time equivalent) students aged 19 plus and 650 students aged 14-16. The college has around 500 work-based learners and 3,000 students on adult and community learning (ACL) courses. Just under 4% of students are from minority ethnic backgrounds which reflects the local community. Most areas are reasonably affluent but there are some areas of deprivation.

4. The college provides courses in all 15 sector and subject areas. It has a designated Centre of Vocational Excellence (CoVE) for performing arts, is the lead partner in a CoVE for sport and recreation and a partner in a retail CoVE. The college was awarded Action for Business College status in July 2005.

5. The college organises its operations into six distinct areas called learning brands: Eastbourne Vocational College; Lewes Sixth Form College; Park College; The Adult College; The International College and Training Solutions.

6. The college's vision statement is "We will make a major contribution to the transformation of our local community by helping learners to achieve an unbeatable combination of skills and qualifications, thus increasing confidence, prosperity and enhancing personal wellbeing".

#### Scope of the inspection

7. In deciding the scope of this inspection, inspectors took account of: the college's previous inspection report ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)); the college's most recent self-assessment report and development plans; comments from the local Learning and Skills Council (LSC); reports from the inspectorate annual assessment visits; and data on enrolments and learners' achievements over the period since the last inspection. This inspection focused on the following aspects:

- Overall effectiveness of the college and its capacity to improve further
- Achievements and standards
- Quality of provision
- Leadership and management.

#### Effectiveness of Provision

8. **Achievements and standards are good.** Most of the college's work is with 16-18 year old students. Success rates are high and improving. Success rates are also high for 14-16 year old students. Success rates for adults at levels 2 and 3 are above the national average but they are low at level 1. The standard of most students' work is good or better.

9. **Teaching and learning are good.** Most teachers use a good range of activities to fully involve students in lessons and meet individual needs. There is insufficient use of information and learning technology (ILT) in some lessons. Learning resources and assessment practices are good. Initial assessment of literacy and numeracy skills is thorough and additional learning support is good.

10. **The extent to which the college meets the needs and interests of learners is outstanding.** The curriculum offer is extensive and covers all 15 sector and subject areas. Courses are provided from pre-entry level to level 4. Many students progress from a lower to a higher level. Participation rates in the college's enrichment provision are high. The college's approach to social and educational inclusion is outstanding.

11. **Support and guidance for students are good.** Initial advice and guidance are impartial and readily available to prospective students. Information about careers advice and higher education is also good. Welfare support is good. Tutorials are used effectively for reviewing students' progress and setting targets. The tutorial curriculum is good overall but not implemented in a way that ensures all students have an equally good coverage of key themes.

12. **Leadership and management are outstanding.** The principal and governors provide a clear strategic direction and strong, energetic leadership. Significant change in the last five years, including two mergers, has been achieved whilst maintaining and improving success rates for the majority of students. Quality assurance is good. Financial management is good.

### **Capacity to Improve**

13. **The capacity of the college to improve is outstanding.** The self-assessment process is well established and accurate but evidence is insufficient in ACL. Quality assurance is good. Improvement plans are clear, detailed and effective at raising standards. Progress against achieving planned objectives is monitored regularly. Significant management restructuring has been accompanied by effective training for managers and improved student performance. The college's quality assurance processes include regular observations of teaching and learning. Strengths and areas for development are accurately identified by college observers. The monitoring of equal opportunities is rigorous and students from all backgrounds achieve equally well. The college has well qualified staff and other resources are generally good.

## UNIVERSITY OF BRIGHTON AT EASTBOURNE

### **Background**

1. The University currently has over 3000 students in its Eastbourne faculties, including higher education studies at Sussex Downs College:

<b>School</b>	<b>Students</b>
Chelsea	1066
Health Professions	860
Nursing and Midwifery	159
Service Management	663
Sussex Downs College – Eastbourne campus	278
<b>Total</b>	<b>3026</b>

2. The schools offer a wide range of educational opportunities:

#### **Chelsea**

Chelsea has over 100 years at the forefront of teaching, research and consultancy in sports related subjects: Physical Education and Dance; Sport and Leisure Cultures; and Sport and Exercise Science.

#### **School of Health Professions**

The School of Health Professions offers allied health professional teaching and research in Physiotherapy; Podiatry; Occupational Therapy; and complementary Healthcare.

#### **School of Nursing and Midwifery**

The School of Nursing and Midwifery is at the forefront of teaching research and consultancy in a range of areas: pre-registration education; continuing professional development in acute and primary care settings; research degrees; and international health development research.

#### **The School of Service Management**

The School of Service Management offers teaching, research and consultancy in a wide range of disciplines: Events; Hospitality; Retail; Tourism; and Travel.

### **Quality of Research**

3. Results from the 2008 Research Assessment Exercise (RAE) have confirmed that 79 per cent of the university's research output is of international standing. Taking the top three grades, the results show that 15 per cent of the research is 'world-leading' (the highest grade), 29 per cent is internationally excellent (the second highest grade) and 35 per cent is internationally recognised (the third highest grade).

4. Brighton is also ranked as the leading modern university in terms of the quality of its research by Research Fortnight. The Times Higher Education moves the university from 80 in 2001 to 59 in 2008. Among the highlights at the university, 65 per cent of research in art and design was classified as either 'world leading' or 'internationally excellent'. This places Brighton amongst the leading research centres in the country for art and design and Research Fortnight ranked the submission second in terms of the volume and quality of research.

5. The university's research in sports-related studies is amongst the top 25 per cent of all research.

6. These results show that the university is on target to meet its strategy to increase the breadth and quality of its research, with new submissions in communication, cultural and media studies and other hospital-based clinical studies.