

Committee: **Cabinet**

Date: **8 July 2008**

Title of Report: **The Primary Strategy for Change**

By: **Director of Children's Services**

Purpose of Report: **To seek approval of the Cabinet to the proposed Primary Strategy for Change attached at Appendix 1.**

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**Recommendation:** **The Cabinet is recommended to**

- (i) approve the Primary Strategy for Change.**
  - (ii) agree to the proposed alignment of Children's Services budgets as reflected in the Children's Services department's medium term financial plan.**
  - (iii) agree to delegate the decisions on the finalised list of schools for the first four year of the programme, following notification from the Department of Children, Schools and Families (DCSF), to the Director of Children's Services in consultation with the Lead Member for Learning and School Effectiveness and the Lead Member for Children's and Adults' Services .**
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## **1. Financial Appraisal**

1.1 If the strategy is approved, East Sussex County Council (the County Council) will be in receipt of grant funding. The actual level of funding is only known for 2009-2011. The period beyond 2011 is subject to the next Government spending review; DCSF guidance says that it should be assumed that the baseline from 2011/12 will continue subject to future spending decisions. The DCSF expectation is that Local Authorities (LAs) will match fund their Primary Capital Programme (PCP) allocation to maximise its impact. The size of the programme will be dependent on grant funding plus any other resource the County Council agrees to invest. The proposals will be contained within available budgets, as detailed in Annex V of the Primary Strategy for Change (PSfC), which is attached as Appendix 2 of this report.

## **2. Supporting Information**

2.1 **Background:** DCSF required all LAs to produce and submit a PSfC by 16 June 2008. It has to be approved by the Cabinet and the DCSF before any grant will be released. The PSfC must be the over-arching strategy for transforming teaching and learning in primary schools so that children achieve world class educational standards. The development of the strategy must involve a wide range of stakeholders and take into account their views, whilst also meeting the criteria set in the guidance (December 2007). The PCP is intended to support the PSfC. It will enable the rebuilding, refurbishment or remodelling of half the primary schools in the country over the next 14 years (2009-2023).

2.2 The PSfC had to be prepared with full consultation and submitted by 16 June 2008 so that the DCSF could assess the strategy and notify the County Council of the outcome by the end of September 2008. The attached document was accepted by the DCSF in the knowledge that the Cabinet meeting was to take place after the submission date and elected members had been involved in its development.

2.3 The submission to DCSF must identify a small number of projects to utilise the first tranche of PCP funding being made available for 2009/10 and 2010/11. These projects can be anonymised. The PSfC establishes new criteria that will replace the existing Education Asset Management Plan criteria (which were solely based on condition and suitability) previously

used for allocating DCSF Modernisation capital funding. The new criteria are broader so as to include deprivation, standards and high levels of surplus places. It is proposed that the formula for East Sussex will use an equal weighting for standards, deprivation, suitability and condition. Surplus places will be factored in as a secondary criterion. If the DCSF approves the PSfC for East Sussex, some of the projects which featured as high priorities on the previous list will be carried out in the first two years of the programme. This is because to use the new criteria immediately would identify some priority projects that cannot be delivered within two years. For example, they require feasibility studies, statutory notices or updated Area Reviews to determine the strategic need for school places.

- 2.4 **Risk Assessment:** A number of risks will have to be managed as part of the PCP. These are summarised in Appendix 1.
- 2.5 **Consultation and Development Process:** The Asset Management Plan Review Group, with representatives from the main stakeholder groups, played a key part in developing the PSfC. This group included cross-party representation of elected members. Details of the consultation process and the emerging themes are summarised in the PSfC (page 12), attached as Appendix 2.
- 2.6 **Content of the Strategy:** The attached strategy has been written against the specific DCSF framework. The DCSF has agreed that East Sussex may anonymise all provisional projects for the first four years.
- 2.7 **Options:** The only other option would be for the County Council not to participate in the PCP. However, the capital funding available for the County Council, if this strategy is approved, would represent around £65.5 million, roughly the equivalent to the cost of re-building one new school per year.

### **3. Environmental Issues**

- 3.1 The PSfC indicates that new-builds and refurbishments will provide high-quality buildings that are designed to be sustainable and meet environmental excellence standards.

### **4. Conclusion and Reason for Recommendation**

- 4.1 The PSfC was sent to the DCSF in time to reach the deadline of 16 June 2008. It was developed with strategic partners and stakeholders. The views expressed during consultation have been taken into account in the proposal. The Diocesan Boards have indicated their support for the strategy and stress that their expectation is to have full involvement in the subsequent action-planning process.
- 4.2 It is recommended that Cabinet approves the strategy so that a significant number of primary schools can benefit from the PCP.

MATT DUNKLEY,  
Director of Children's Services

Contact Officer: Maggie White, Project Director, PCP (Interim) Tel No: 01273 335483  
Local members: All

### **BACKGROUND DOCUMENTS**

- Supplementary Information-attached as Appendix 1
- The East Sussex Primary Strategy for Change, June 2008-attached as Appendix 2.

## **APPENDIX 1 SUPPLEMENTARY INFORMATION**

### **Risk Assessment**

A number of risks need to be managed:

- Funding is insufficient to deliver all that is needed, meet the expectations of schools and the aspirational agenda.
- From 2011, the new formula will apply and some schools will drop to a lower ranking and may not feature in the final Primary Capital Programme (PCP) at all. Approximately 58 schools will not benefit from the programme and will be dependent on their Devolved Capital Funding.
- There will be changes in priorities over the life of the programme and a degree of flexibility will be needed alongside good stakeholder involvement in the direction and priorities for investment.
- The risk of not achieving PCP funding is minimal. However, the Department of Children, Schools and Families (DCSF) will not approve a strategy that fails to meet its requirements, as laid out in the December 2007 guidance. Conditions may be applied or grant deferred whilst clarifications are sought and discussions take place. The DCSF guidance says

“strategies that fail to commit to addressing surplus capacity ...at individual school level will not be approved. In particular, we would expect to see early action to ensure that no school has more than 25% surplus places”.

The DCSF guidance says

“strategies that fail to commit to addressing the issue of standards at poor performing schools will not be approved”.

- Funding for the full 14-year programme may not be supported following any future change in government.

**THE EAST SUSSEX  
PRIMARY STRATEGY FOR CHANGE  
JUNE 2008**

**CONTENTS**

	<b>Page</b>
<b>FOREWORD</b>	<b>2</b>
<b>SECTION 1: THE LOCAL PERSPECTIVE</b>	<b>3</b>
<b>SECTION 2: BASELINE ANALYSIS</b>	<b>4</b>
<b>SECTION 3: LONG-TERM AIMS</b>	<b>12</b>
<b>SECTION 4: APPROACH TO CHANGE</b>	<b>18</b>
<b>SECTION 5: INITIAL INVESTMENT PRIORITIES</b>	<b>19</b>

**ANNEXES**

- I. Map showing distribution of deprivation affecting children in East Sussex.
- II. Graph showing projected number of primary-school-age pupils by district (2001-2026)
- III. Graph showing surplus places and deficits by town/village
- IV. Funding
- V. Projects for the first 4 years

## **FOREWORD**

East Sussex is located on the south coast of England and is home to just over half a million people. The land area is mostly rural and the county contains some of the most stunning countryside in England which is protected for the nation. The county also has some of the poorest areas in the South East, with many children living in disadvantaged circumstances.

Our beautiful heritage of ancient landscapes and buildings presents certain challenges for re-building and re-modelling primary schools. We want to make all schools places where teaching and learning can be transformed and fit to enable our children to become leading thinkers and achievers in the 21<sup>st</sup> century. This will require high levels of creativity and collaboration with all our partners and stakeholders.



We welcome the opportunity of the Primary Capital Programme (PCP) to initiate a range of school projects that will also strengthen communities. We intend to maximise its role in supporting the Primary Strategy for Change (PSfC) and recognise that this will require difficult decisions to be taken.

This document has been prepared in the light of the specific consultation process undertaken. A high level of agreement with the vision for primary education, and the strategic principles underpinning the PSfC, characterised the responses. Some strong themes also emerged and they are incorporated in the following sections. We are aware that there will be tensions and disappointments ahead for some, however we are confident that we have the vision, the capacity and a proven track record for doing the right things and doing them well.

*Councillor David Elkin  
Lead Member Learning and School Effectiveness  
& Chair of the Asset Management Plan Review Group*

## **SECTION 1: THE LOCAL PERSPECTIVE**

### **Geographical and demographic context**

- East Sussex covers 700 square miles. More than 80% is rural in character and is mostly designated as areas of outstanding natural beauty.
- The population is just over 500,000 and whilst about 125,000 aged under 20 years old, it is an ageing population overall.
- 58% of the population live in urban areas. The main centres of population and employment are concentrated in the southern coastal strip and the west of the county in Hastings and St. Leonards, Eastbourne, Bexhill, Newhaven, Seaford and Lewes.
- The majority of the population is white British with only 2.5% of black and minority ethnic heritage at the last census. The proportion of black and minority ethnic heritage children in schools is currently 6.8% with few living outside the coastal towns. There is a small traditional Traveller community and, in the last two years, an increasing number of families from Eastern Europe have moved to the area.
- Migration data suggest that many of those who are leaving are aged between 15-44 years and every district is losing young people in the 20-24 years age group.
- Current forecasting indicates a dramatic fall in primary-school-aged-pupils by 2026. Rates of pupil population growth and decline will vary throughout the county.

### **Political context**

East Sussex County Council has 49 elected members: 29 Conservatives; 13 Liberal Democrats; 5 Labour; 1 Independent; 1 Independent Democrat. There are five district council areas: Eastbourne; Hastings; Lewes; Rother and Wealden. There are 101 Parish or Town Councils.

### **How well do we perform?**

The most recent Joint Area Review (JAR) of the East Sussex Children's Services Authority Area in 2007 judged that the contribution of the council's children's services in maintaining and improving outcomes for children and young people to be good and the council's capacity to improve its services for children and young people as outstanding. We therefore believe we have the capacity and skills to maximise the potential of the PSfC.

Our shared vision:

***Excellence for all***

This means that we will continue to raise the bar in our expectations of educational attainment for all children and we will target inequalities by making additional intervention where there are gaps in the attainment of particular groups of pupils.

## **SECTION 2: BASELINE ANALYSIS**

### **CHILDREN AND YOUNG PEOPLE'S PLAN**

The latest JAR (2007) judged the Children's and Young People's Plan (CYPP) to be strong. It is clearly aligned to the county's Sustainable Community Strategy and the Local Area Agreement and has a clear description of a shared vision supported by strategic goals that are driven by the needs of those it aims to serve.

### **STANDARDS**

Schools continue to make a difference to children's achievement as they move through the key stages and our children enjoy school.

- All schools have signed up to a vision statement that demonstrates commitment to high standards, collaboration, and promoting the very best outcomes for all children.
- Clear and effective strategies have been introduced for raising educational achievements. These have produced overall continuous improvement. Educational standards in East Sussex for children aged 11 years old are in line with national averages.
- Attendance in all schools is better in East Sussex compared with national averages and statistical neighbours.
- The authority knows its schools very well. It gives appropriate focus to supporting schools in difficulty.

#### **Early years**

The Foundation Stage Profile trends demonstrate performance by young children to be significantly above the national average in all outcomes. The authority has prioritised the narrowing of the gap between the performance of the 20% most vulnerable children and others.

#### **Key Stage 1**

- 2007 performance showed significant improvement, the highest ever level of attainment across all four indicators. Standards are now in line with the national average for reading and writing and exceed national averages for mathematics and science.
- However, geographical analysis shows that the lowest outcome areas are North St. Leonards, Eastbourne North and Hastings East, Newhaven and South St. Leonards.

## **Key Stage 2**

- In 2006-7 the rates of improvement in English, mathematics and science were faster than the national average (2% versus 1%).
- English and science are now at national averages and mathematics is 1% below national average.
- The Hastings Excellence Cluster showed significant improvement with 8% gain in English and 3% gain in mathematics.
- There were significantly lower outcomes in Newhaven and Bexhill and the pace of improvement in Eastbourne is too slow.
- The gap in performance between children entitled to free school meals and others is too large.

## **Key Stage 3 (transition and progression)**

- Overall performance in East Sussex is broadly in line with the national average but below that of statistical neighbours.
- There is too much variation in standards in different parts of the county. Hastings is 13% below the county average for English and 9% below in mathematics.

## **“EVERY CHILD MATTERS”**

### **Employment**

- Overall employment rates are above the national average, although wages are below the average for the south-east of England.
- The County Council is the county's major employer.
- There is seasonal work in hospitality and tourism, mainly in the seaside towns. Agriculture is the predominant industry outside the towns and most employers have fewer than 10 staff.

### **Deprivation and poverty**

Multiple deprivation has increased in all parts of the East Sussex since 2004, with nearly 80% of the super output areas (SOAs) in East Sussex having a worse ranking for multiple deprivation in 2007 than 2004. 15 out of the 327 SOAs in East Sussex are within the 10% most deprived SOAs in England and 14 of these are in Hastings. Although in relative terms, child poverty in East Sussex appears to be improving, the actual number of children living in low-income households has risen by over 800 to more than 17,000 which is 18.5% of the age group. These children are concentrated in the coastal towns of Hastings (29.7%) and Eastbourne (23.6%) The distribution of deprivation affecting children (IDACI index) is illustrated in ANNEX I.

## **Regeneration**

- East Sussex County Council has adopted a five-point plan for the regeneration of Hastings and Bexhill and has set up a delivery agenda for the area. The County Council is now rolling this out further to areas in Eastbourne. The improvement of educational attainment is seen as an imperative to underpin the impact of these strategies.
- Dispersed rural deprivation is a concern. The East Sussex Strategic Partnership is working to support the economic and social viability of small villages and communities.

## **Healthy schools and healthy eating**

- Children and young people in East Sussex are generally healthy.
- 100% of schools are participating in the Healthy Schools programme and 78% are accredited with the National Healthy Schools Standard (NHSS), exceeding the national target of 60%.
- The Food in Schools programme has been positively received.
- The prevalence of obesity is broadly in line with the national average.
- There are 27 schools without production kitchens.
- 90% of 5-16 year olds are engaged in 2 hours per week minimum of high quality Physical Education (PE) and school sport within and beyond the curriculum. There is some concern about the capacity to deliver the new entitlements due to the size and character of school sites.
- There are 8 schools that do not have a hall, which affects school lunchtimes, assemblies and prevents them from providing the new PE and cultural entitlements prescribed by the government. They are all rural schools. [42 schools have halls below the minimum size required].
- 160 schools (82%) either have, or are working towards, a school travel plan.
- There is a broad-ranging strategy adopted by the Children's Trust for promoting the emotional well-being and mental health of children. The Child and Adolescent Mental Health Service is effective. Multi-agency working is developing positive parenting strategies to help parents understand the emotional needs of their children.
- Children and young people are particularly well-supported through youth work activities.

## **Pupil behaviour and achievement**

- Standards of pupil behaviour are good overall. Standards of behaviour continue to be a matter of concern for parents, teachers, children and young people themselves.
- The two primary Pupil Referral Units (PRUs) in the county offer a total of 16 full-time equivalent places. PRU provision in the county is currently being reviewed.
- Should an increase in PRU provision be needed, the present accommodation, in special schools, would not be sufficient and alternative premises would be required.

## **Children and young people with learning difficulties and/or disabilities**

- The council undertook a review of all special educational needs (SEN) provision in 2005. The JAR (2007) concluded that the result of this provision was an effective

culture of partnership and working capacity building between the Children's Services Authority and sections of the voluntary and community sectors.

- 7% of the children and young people in East Sussex have a disability.
- 19% of all primary pupils have a statement of SEN and, of these, around 1.5% have a statement of SEN because they need additional resources to learn in school. The proportion of children and young people with statements are in line with the national average and the numbers of statements being issued are going down.
- Achievement for pupils with SEN at the end of Key Stage 2 is good. Pupils receiving help at the levels of School Action and School Action Plus from 7 to 11 years of age achieve well.
- The number of children placed in special schools is higher than the national average, but this is reducing. These pupils make good progress.
- Pupils with SEN are supported through well-developed multi-agency procedures.
- It is not always possible for children with a SEN statement to have their needs met in their nearest primary school and some children have to travel undesirable distances to school.
- Physical access is restricted in many primary schools and lifts are needed to provide access to upper levels of the premises. The latest survey shows that only 42% of primary schools have full wheelchair access to teaching accommodation.
- The quality of maintained special school buildings is poor in terms of condition and suitability and they are not necessarily located in the most convenient places for a county-wide resource.

#### **Extended schools and services**

- We have exceeded the government's targets for a third of primary schools to be offering interesting and motivating activities for children and young people and a range of support for parents.
- We are finding it challenging to meet the childcare targets for half of the primary schools from 8am to 6pm for 48 weeks per year. More work needs to be done with schools to help them ascertain the childcare needs of their community and identify how to address them.
- The increase in Breakfast Clubs and after school activities are having a positive impact on children's ability and enthusiasm to learn.
- Extended school and childcare projects have expanded to include special schools, with plans to expand further. This will increase care breaks.
- Many projects have improved attendance by children and increased engagement with parents, encouraging a healthy partnership between family and school.

#### **Children's Centres**

- The Children's Centres programme is proceeding very well. East Sussex will have 28 communities served by Children's Centres by the summer of 2008
- All communities will have access to a Children's Centre by 2010. These are not necessarily co-located with primary schools, as this is not always appropriate, given the location, size and character of many sites.
- Development of excellence in Children's Centres is a continuing priority to ensure that young children get the best start for school.

### **Integrated services and workforce issues**

- The Children's Authority is rapidly developing Children's Trust arrangements. It has strong and effective leadership. Service management is very good.
- Strong partnerships have focused effectively on the integration of services to secure many improving outcomes for vulnerable groups.
- A network of 22 Local Partnerships for Children (LPCs) are enabling various professionals to work together at an operational level. Membership is multi-disciplinary and often chaired by a local headteacher.
- Staff are motivated and committed, supported by regular training and development opportunities.
- Social care staff turnover is low and the workforce is stable in East Sussex. During consultation, several governors mentioned difficulties experienced in recruiting primary school headteachers, especially for small schools in rural areas.

## **DIVERSITY OF SCHOOLS AND PARENTAL PREFERENCES**

### **Age profile and makeup of the population**

- Projected population growth over the period 2006-2026 will be 2.6%, which is a slow rate. This is offset by the general trend of natural decline and the population of East Sussex, which is ageing. By 2026, around a third of the population will be of retirement age.
- The trend of natural decline is the second highest of all counties in England and the natural decline in Rother district is the highest of all 354 district and unitary authorities in England.
- Inward migration has brought families from Eastern European EU countries, especially from Poland. Many live in Eastbourne.

### **Anticipated future demand for school places**

- Future strategic planning of the supply of school places is constrained by the fact that the South East Plan and the associated five district Local Development Frameworks will not be finalised until late 2008/2009.
- New house-building is unlikely to exceed previous years and the picture is one of demographic decline.
- Statistics suggest that the county will buck the national trend and primary pupil numbers will significantly reduce by 2026. ANNEX II illustrates our current forecasts for primary pupil numbers up to 2026.
- Forecasts suggest that the most dramatic changes will be in urban areas, particularly in the coastal towns. Hastings could have as many as 20% less primary pupils and Eastbourne 33% less by 2026. Lewes and Rother could have a reduction of 10% and Wealden about 7%.

### **Current levels of provision**

- Educational settings include:
  - 156 primary schools
  - 11 special schools (including 2 for primary-aged children)
  - 27 secondary schools
  - 2 pupil referral units
  - Half of the primary schools are voluntary-aided or voluntary controlled. They are mostly in the rural areas.
  - 53% are urban schools and 47% are rural.
  - 24 are small schools and these are mostly in rural areas.
- East Sussex currently has 8% surplus places, which is within the Ofsted recommended range of 10% and compares favourably with the national and South East averages of 12%. The county-wide average masks considerable variations.

	<b>Percentage of surplus places</b>	<b>No. of schools with 25%+ surplus places</b>
Eastbourne	4.6	2
Hastings	9.8	4
Lewes	9.7	3
Rother	9.6	4
Wealden	7.6	9
<b>East Sussex</b>	<b>8.2</b>	<b>22</b>

- There are significant variations in demand within towns. The graph given as ANNEX III shows how schools in the same town can have both schools with surplus places and others that are over-subscribed.

### **Overall diversity of provision and responsiveness to parents**

- Just under half of primary schools are voluntary aided/controlled and the rest have “community” status. There has been no particular desire to add the different types of management arrangements now available through legislation.
- 134 schools (86%) are all-through primary schools and only 22 (14%) are separate infant and junior schools. Most of the latter group are in Eastbourne.
- Village primary schools are very popular and many pupils, living on the edge of urban areas, travel by car to village schools.

### **Small schools**

- We have 24 small schools (with less than 100 pupils) and 18 of them could not be expanded to accommodate more than 100 pupils.
- 25% of them have more than 25% surplus places but many serve the more remote communities.
- Some of the county’s small schools present challenges. They, have small sites and lack provision for suitable outdoor learning, sport and exercise.
- In the consultation, most people indicated that these schools should be retained to meet the needs of young children who cannot be expected to travel long distances to school. Most of these schools are perceived to be at the heart of their communities.

- East Sussex recognises the many positive features of small schools and maintains the national presumption against their closure.

## **BUILDINGS AND INFORMATION COMMUNICATION TECHNOLOGY (ICT)**

### **The condition and suitability of primary school buildings**

There has been significant investment in school buildings over recent years and schools in East Sussex are structurally sound. 21 schools have been re-built or substantially re-furbished since 1997 as part of the County Council's capital development programme. For example, a new-build 1.5 form-entry school in Rye is nearing completion. This project replaces two schools with poor buildings and surplus places, and provides new and excellent facilities for pupils in the area. Some parts of the primary estate are not in such good order, with suitability a matter of concern.

- 28% have classrooms less than the recommended 49m<sup>2</sup> size. These rooms are not suitable for teaching classes of 30 or for providing spaces for personalised learning and individual computer use.
- 20% of the schools have “temporary” classrooms which have outlived their life expectancy and constitute small “boxes” that prevent teachers from organising the flexible spaces necessary for ICT-led learning.
- 33% have part or all of their accommodation in Victorian buildings and modernisation will be difficult to achieve given that many also have small sites that limit further development. In fact, a third of all our primary schools are situated on small sites and limit the possibility of expansion and extension of facilities.
- £16m is needed to address condition needs.
- 8 schools need re-building (some to be taken out of use).
- 71 schools need re-furbishing.

### **Information Communication Technology (ICT)**

The East Sussex Schools ICT Strategy 2008-2011 states:

*“At the heart of this strategy (ICT) is the aim of raising achievement for all. Building on the themes of confidence, partnership and investment, ICT will transform education in East Sussex by empowering teachers and learners and providing access to education for all. It will be at the heart of rich, active and creative learning experiences and a major force in raising standards.”*

- The county has prioritised schools for receipt of broadband services. All schools are to become broadband-enabled by September 2006, thus meeting the requirements of the Department for Children, Schools and Families (DCSF) in terms of timing and network band-width.
- Schools have been provided with connectivity via a third party provider through the South-East Grid for Learning.
- The county is migrating schools onto its New Generation Network (NGN) as a more cost effective solution. This migration is underway and likely to be complete by the end of 2008.

- The suitability of school buildings for providing access to large amounts of small portable equipment and suitable learning spaces varies considerably. Victorian buildings and mobile classrooms are particularly difficult to adapt. As a result, schools have varying combinations of ICT suites, sets of wireless laptops and classroom-based computers.
- Individual solutions are usually required for premise projects. Almost every classroom is now equipped with an Interactive Whiteboard and we have a number of schools now moving to full provision of laptops for all pupils and staff.
- There are some areas in which we need to show more rapid progress. Ofsted evidence suggests that communication between the local authority and schools has been improving. The ICT support service is currently developing a new audit approach so that we can have a more reliable picture of the equipment, skills and state of readiness for ICT-led learning in every school.

## **OUR CONCLUSIONS ABOUT WHAT IS NEEDED AND WHY**

### **Educational attainment**

- Schools in East Sussex are making a difference to children's lives. Educational standards are rising and are in line with national averages but they need to be higher.
- Action is being targeted at defined aspects and areas of under-achievement. This includes performance in Eastbourne junior schools, where standards overall are hard to shift. In view of the correlation between all-through primary schools and higher standards achieved at Key Stage 2, the opportunity to create all-through primary schools will be explored
- Intervention and additional support in Hastings is producing very good improvement. It needs to be sustained to close the gap further.
- "Coasting schools" (high attaining/low achieving) are a particular challenge. National and local strategies will continue to be implemented.

### **Schools at the heart of their communities**

- The new leadership role for schools as the centre of their communities will be further developed. Schools will be given support to help them provide more opportunities for children and adults to help families balance work and family life through access to extended services.
- Rural schools have a special part to play in the life of communities in East Sussex.
- Use of space in relation to delivering the national play strategy will be actively considered in the process of making a school development plan for the buildings.
- Guidance within the Building Schools for the Future (BSF) programme to ensure that new buildings make space for co-located services will be developed where feasible.

### **Deprivation and poverty**

- East Sussex has a wide range of deprivation. Children living in the most deprived locations continue to need additional support to close the gap despite encouraging improvements already evident from focussed work to date.
- Children who are under-achieving, particularly those entitled to free school meals, need targeted support; they attend a number of schools, including in the rural areas. Support will be provided to these schools by the Schools Improvement Service using the range of specific national and local strategies, in addition to exploiting the potential of a school-building programme.

### **Maximising the use of resources**

- Planning needs to reduce unit costs in some schools. The removal of surplus places is more straightforward in the urban areas of Eastbourne, Hastings and Bexhill. It is more difficult to reduce unit costs in small village schools. The County Council will try to ensure an appropriate balance between maintaining its commitment to village primary schools as community resources and achieving more cost-efficient investment in large urban schools.
- Planning must draw on the full range of initiatives and funding streams available if we are to maximise the opportunity of the PCP.

## **SECTION 3: LONG TERM AIMS**

### **What the consultation process told us**

We tried to reach as many stakeholders as possible to produce this strategy. The Asset Management Plan (AMP) Review Group, with representation from key stakeholders, acted as an advisory body throughout the process of producing this strategy. Feedback from consultation also came from:

- 10 meetings (335 people participated)
- 137 questionnaires received (106 additional comments were submitted)
- 8 letters received from interested parties.

There was strong majority agreement about the vision and the strategic principles which underpin this document. The emerging themes from the written comments (106) and discussion were:

- There is no causal relationship between the quality of buildings and standards
- Schools with poor buildings and high standards should not be left out of the PCP.
- Support for maintaining small rural schools was welcomed but the County Council was asked to note that many had buildings not fit for 21<sup>st</sup> century learning.
- Higher levels of resource have been driven to deprived areas in recent years but all children should benefit from the PCP.

- A small number of respondents linked to infant schools challenged the claim that the all-through primary school was the preferred model for high-quality educational provision.

## **CHILDREN AND YOUNG PEOPLE'S PLAN**

Our PSfC complements the vision of the CYPP, as stated in 2006, that East Sussex should be a place where children:

- are celebrated and cherished and well cared for by their families and their community, with a real recognition both of their distinctive and individual needs and the huge asset to the community that they represent.
- are protected against risks they cannot manage, but supported to take increasing responsibility as they grow older, for all aspects of their lives, and to contribute to the wellbeing of their communities.
- have every opportunity to achieve success in a wide range of fields at all ages; to have meaningful options to choose from; and to have high quality information and advice to guide them.
- have the opportunity to benefit from, and contribute to, the economic prosperity of the county.
- participate as fully as possible in decisions which affect them personally, the development of services, broader strategic development and local democratic activity.

One of its key aims is to raise the aspirations of and for all children and young people in the county, particularly at school and college.

## **STANDARDS**

### **Our key priorities**

We have a robust approach to school improvement and raising standards. We will maintain our focus on enabling every child to enjoy and achieve success in their educational endeavours. Our priorities will inform the choice of building projects.

#### Key Stage 1

- Raising standards in English and Mathematics for all.
- Reading and writing at level 2B+ in North St. Leonards, Eastbourne North and Hastings East.
- Writing at L2+ in Newhaven and South St. Leonards.

Key Stage 2:

- Continued improvement in standards for all.
- Improve performance in Eastbourne, where results are static, and continue support for Hastings, Newhaven, Hailsham and Rye.
- Reduce the number of schools achieving below the floor targets.
- Work with schools across the county which are “coasting” (High attaining/low achieving) or “hard to shift” schools.
- Implement the national pilot “Making Good Progress” in 49 schools.

We will narrow the gap in attainment between the most vulnerable and deprived children and the rest of the county:

- Children eligible for free school meals (a gap of 27% on average)
- Looked After Children
- Pupils with SEN
- Attainment for minority ethnic groups, in particular Gypsy/Roma and Bangladeshi groups (5% points below white British pupils).

To support small rural schools we will:

- Build on the previous Primary Review and the lessons from the establishment of our first primary Federation ( set up to raise standards, reduce unit costs and address issues arising from falling school rolls)
- Support collaboration between strong and under-performing schools.

**Robust solutions for schools performing badly**

- Schools identified for inclusion in the PCP through the agreed formula (see later) will be assessed for standards, surplus places and the need for school places in their locality before any modernisation project is considered.
- Alternative structures of school organisation including federation, amalgamation or closure will be considered for schools that have performed poorly over a period of time or do not respond to intervention. Any new school will be considered and delivered according to national requirements.

**Progression and collaboration with secondary schools**

We will help children move seamlessly from pre-school settings to schools, from primary to secondary and then from secondary to work or to further and higher education.

- Our School Improvement Strategy prioritises transition issues.
- The CYPP is targeting achievement for older pupils, and economic well-being through a series of specific actions.
- The opportunity of the BSF One School Pathfinder will be maximised and the feasibility of using the surplus building (available from 2011/12) is being considered for primary school provision.

## **EVERY CHILD MATTERS**

### **Children with special educational needs and/or disabilities**

- We will improve inclusion.
- We will increase accessibility.
- We will implement the action plan for SEN and projects will include improving the suitability of special schools and developing integrated provision in mainstream schools.

### **Healthy schools and sports and exercise**

- We will develop healthier schools through the NHSS.
- Area reviews will include analysis of indoor/outdoor play space; sports areas and facilities.
- Design of projects will be make the best use of space and shared facilities for children in the whole of the community.

### **Extended schools and community services**

- We will put schools at the heart of the community.
- We will increase access to extended services.
- We will increase the take-up of childcare places and prioritise use of surplus place for making more children's services available to families. Every area plan will consider local needs and how to meet them.

### **Staying safe**

- We will make schools safer through better designs.
- We will encourage safe walking and cycling to school by introducing 20 mph zones where appropriate and discourage use of the car.

## **DIVERSITY, CHOICE AND RESPONSIVENESS TO PARENTS**

To date, there has been no interest from schools to take on a different status. All primary schools in East Sussex are community or voluntary aided/controlled schools. We will consider diversity in status, governance or school model wherever options are promoted that will contribute to raising standards.

### **Strengthening school leadership and governance**

The authority will continue to improve communication with headteachers and governors to strengthen information-sharing through:

- Virtual School Bag (electronic newsletter)
- Revised approach to Area Governors Forums.
- Revised approach to county meetings and headteacher conferences
- Primary Strategic Board.

The quality of leadership and management will be strengthened in schools and settings:

- Differentiated support and strategies with targeted schools.
- Implementing the “Monitor, Challenge, Intervention & Support” programme for vulnerable schools and settings.
- Implementing training and Continuing Professional Development to ensure national early years framework is in schools and settings and schools meet statutory requirements.
- Implementing the authority’s strategy for succession planning as part of the leadership programme.

### **Reviewing provision and managing surplus places**

- We will revise and refresh our pupil place planning model by incorporating new development plans for the five districts and by working more closely with the housing and demography unit in the planning section of the County Council’s Transport and Environment Department.
- A schedule of Area Reviews will be set up to reflect the new priorities of the PCP: standards; deprivation; condition; suitability and surplus places. These will frame the planning process for a PCP project and be the context for removing surplus places and unsatisfactory accommodation.
- We will reduce surplus places in urban areas.
- In areas of surplus, we will consider the best solution for the locality as a whole and any proposals will be consulted on appropriately. The objective will be to provide good accommodation and facilities. The solutions may include reduction in agreed intake numbers; re-location; closure; amalgamation; expansion; re-building or re-modelling.
- The removal of surplus places may be achieved by de-commissioning school space and creating opportunities for co-locating children’s services for parent support.
- We will explore opportunities for creating more all-through primary schools in the Eastbourne area in particular.
- Wherever possible, schools will be built or re-configured to be viable units; for example, 2-form entry and intakes of groups of 30 pupils, to assist the management of school processes.
- We will involve and engage stakeholders. Schools will be asked to collaborate with other schools and partners in their LPC areas to develop and deliver imaginative and affordable solutions and better services for all the children in their cluster.

### **Responding to parental demands and concerns**

- We will consider patterns of parental preference in Area Reviews. Wherever possible, we will expand the schools that parents prefer. This may not be possible in some circumstances where there are geographical constraints; site constraints; the need for places in the wider area.
- We will not expand schools where the demand necessitates unnecessary use of cars. We will plan access to school places with reasonable walking distances in mind and encourage walking and cycling to school.
- We will explore the use of more effective ways to get a whole range of stakeholders involved in developing PCP projects for primary schools. We will be informed by

current thinking about “the ladder of engagement”. We will look at options such as “Planning for Real” and “Participatory Budgeting” to do so.

## **BUILDINGS AND ICT**

### **Using ICT for whole-school improvement**

ICT will be at the heart of a developing primary school providing rich, active and creative learning spaces to motivate and engage all of our young learners. It is intended to take best advantage of new technologies to increase parental involvement, enable new and flexible ways of working, empower teachers and personalise learning. The ICT strategy and facilities will be a key strand within initiatives targeting hard-to-reach communities and families.

- We will work in tandem with the ICT strategy and involve specialists from the corporate team and the School Improvement Service to guide us on appropriate designs and features in the PCP projects.
- We will use ICT for whole-school improvement, embracing teaching and learning through technology. Developments include a self-review framework, the Charter Mark scheme, centres of excellence, primary ICT cluster networks and video-conferencing for master classes.
- The transformation of teaching and learning in primary schools will thus involve use of Virtual Learning Environments, which include Learning Platforms. One component of the learning platform is that all schools will have integrated learning and management systems by 2010. This will be achieved by the SIMS Learning Gateway, which will provide parents and staff with home access to data such as attendance and marking schemes.
- A new Virtual School will support improved achievement by Looked After Children who need supplementary help to learn. It will be led by a “virtual headteacher” and there will be a “virtual governing body” which will replace the existing Better Education for Children in Care Steering Group (which includes senior officers and elected members). There will be other virtual schools.

## **DESIGN**

The context of sustainability/climate change is an important dimension in our thinking and planning. It is the policy of the council to make positive progress in tackling climate change in East Sussex, both in the County Council’s own activities and through work with partners, to influence the behaviour of others. Through our Carbon Management Action Plan, we have already reduced the carbon footprint for East Sussex County Council by 19.7% from the baseline figure in 2001/02. The design of projects within the proposed PCP will contribute to the Climate Change Strategy.

We have been successful in securing framework consultants and contractors and have a successful track record in the delivery of excellent school buildings. We have some

examples of innovative and award-winning features. The PCP provides the opportunity and authority to seek actively designs that will transform the way that the whole school functions. New builds and refurbishments will provide high quality buildings that are designed to meet sustainability and environmental excellence standards such as:

- Reducing the carbon footprint of all buildings (currently primary schools produce 35% of our buildings' carbon footprint) and learn from the BSF pathfinder.
- Imaginative and stimulating designs and materials that are sustainable, demonstrate harmony with the environment and are of durable and high-quality materials that enable schools to afford good maintenance in the future.
- Design the outside spaces to facilitate outdoor learning.
- Access to ICT and to other specialist facilities and creating flexible working areas for individual pupils.
- Design features that encourage good behaviour and attitudes to learning. These will be informed by the views of pupils through "pupils' voice" strategies.

## **SECTION 4: APPROACH TO CHANGE**

### **CAPACITY BUILDING & CHANGE MANAGEMENT**

#### **The Comprehensive Performance Review**

The Annual Performance Assessment (2007) judged the East Sussex Children's Authority as having an excellent capacity to improve and to deliver good outcomes for children (2008). We are confident about our ability to deliver the PCP.

#### **Re-structuring the Children's Services Development Planning Team**

A review has been commissioned to work up new options for improved models of working that will enable us to deliver an increased range of capital programmes across Children's Services. It is anticipated that a new and enhanced structure will be in place for the autumn 2008 with appropriate capacity to meet the demanding targets and timescales involved.

#### **Re-organising the corporate functions for property and capital programmes**

Similarly, a review of the corporate arrangements is underway with a view to strengthening and improving capital programme delivery and corporate asset management. The PCP will contribute towards the development of a prioritised capital programme. An integrated approach to planning and delivery will be used to enable the PCP to reach more schools.

#### **Project Management**

The council has adopted a structured project management approach for use throughout the organisation. A "Project Management Toolkit" and related training is a requirement

for commissioning officers and providers. It is based on Prince 2 project management. It includes rigorous risk assessment and planning approaches.

A dedicated Programme Board for PCP will be established with dedicated programme and project teams reporting to it.

### **The Schools' Improvement Service (SIS)**

East Sussex has had great success through externalising its School Improvement Service. Standards at all key stages have risen, many at a faster rate than nationally. Consideration is being given to options to reinforce and further develop this work.

## **FINANCE**

Complementary strategies and funding streams will be aligned to PCP grant. Every opportunity will be taken to design comprehensive schemes that add value to each other. The potential funding for the PCP is shown in ANNEX IV.

East Sussex reinvests capital receipts in the prioritised capital programme. A significant proportion of the capital programme is allocated each year to Children's Services projects, so the service benefits already from the use of receipts from sale of surplus schools and other properties. The County Council gives priority to capital schemes which generate capital receipts through enabling property to become surplus and acknowledge that some receipts cannot be realised without prior investment in replacement property. Given the high priority placed on the PCP, it has been agreed that the programme will be one of the first calls on receipts from disposal of redundant sites.

## **PROCUREMENT**

Where building work is undertaken directly by the County Council or by maintained schools it will comply with the approved procedures designed to protect the use of public funds. Choice of consultants and contractors is provided through a number of framework agreements, including the South East Improvement and Efficiency Partnership Centre, which is approved and supported by central government. All building work will conform to the latest government standards. The County Council has in place procurement arrangements with sufficient skills and capacity to deliver the PCP.

## **SECTION 5: INITIAL INVESTMENT PRIORITIES**

### **Selection of Projects**

- A formula approach was agreed to be a fair and transparent way to select individual schools initially for inclusion in the programme.
- Schools will be assessed against factors based on the criteria given in the guidance: condition; suitability; standards and deprivation.
- A variety of models was prepared for the AMP Review Group and each was tested against a cross section of anonymised schools.

## *East Sussex Primary Strategy for Change, June 2008*

- An even-weighting of all 4 criteria was recommended as best meeting the needs of East Sussex schools:
  - Condition            25%    Based on £ value of condition work per pupil
  - Suitability         25%    Based on curriculum impact scores per pupil
  - Standards          25%    Based on raw scores (enhancing attainment)
  - Deprivation        25%    Based on Index of Multiple Deprivation (IMD)
- The matter of surplus places is to be a second-order criterion, to be applied at the stage when area reviews and the initial scoping-out of projects come into focus:
- Approximately 79 schools will be identified through the formula and their needs will then be considered in the context of an Area Review.
- Feasibility surveys will be commissioned to construct a proposed schedule of projects driven by the agreed vision and strategic principles.
- Any investment must contribute to driving up standards.

### **The first four years**

The initial use of the formula has identified some priority projects that cannot be delivered in the first two years for a range of reasons:

- The authority's existing priority list for modernisation, with its associated feasibility studies, reflects only condition and suitability work as per the previous AMP arrangements. New feasibility studies are required.
- Updated Area Reviews are necessary to determine the need for school places in the area surrounding the specific schools.
- Statutory notices will be necessary in some cases.

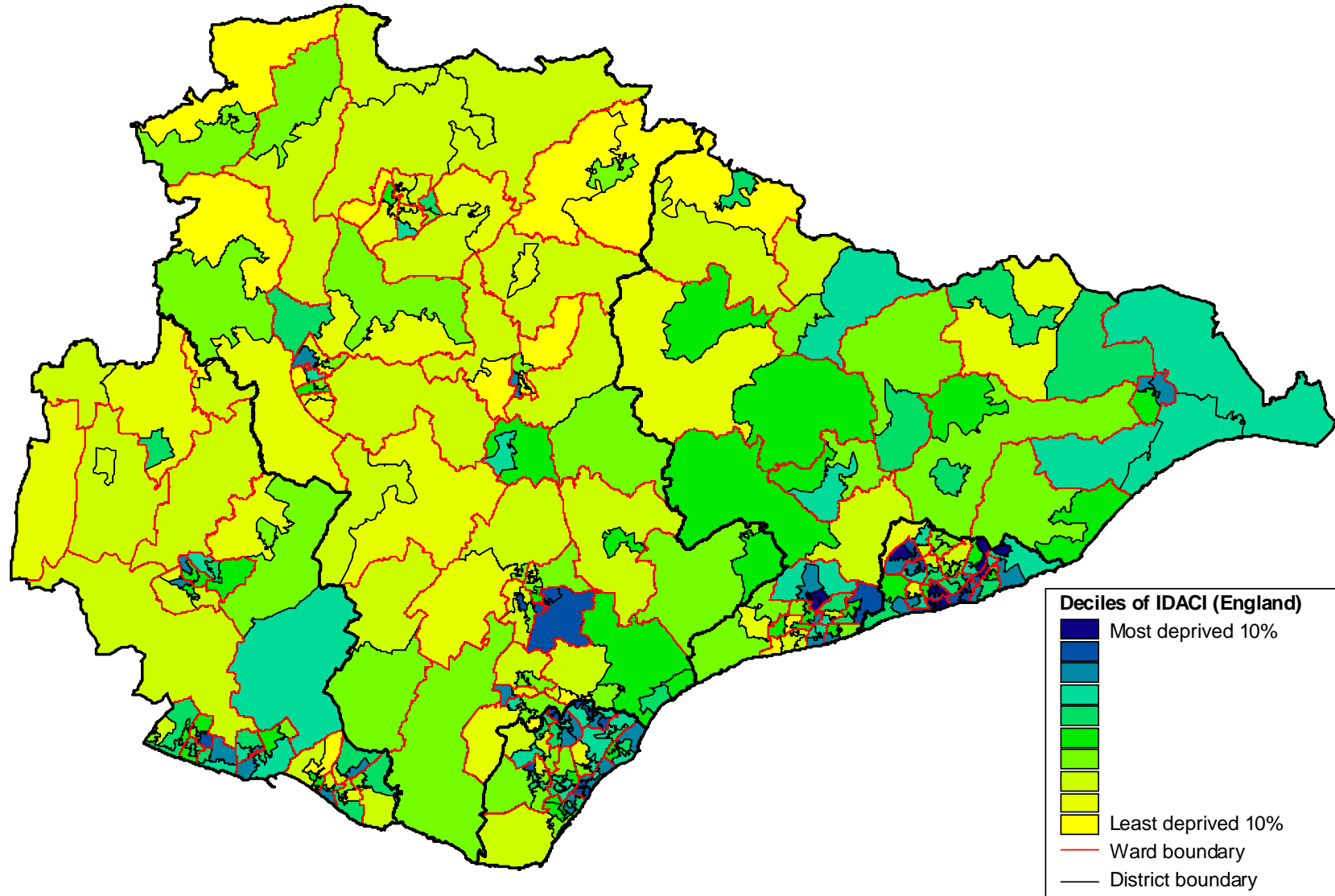
We are proposing to deliver a number of projects from our previous list of condition and suitability priorities in the first two years. We will then move on to the PCP formula-driven projects, which incorporate weightings for standards and deprivation, in Years 3 and 4.

**Please see proposed schedule of works attached as Annex V**

**ANNEX I**

**MAP SHOWING DISTRIBUTION OF DEPRIVATION  
AFFECTING CHILDREN IN EAST SUSSEX.**

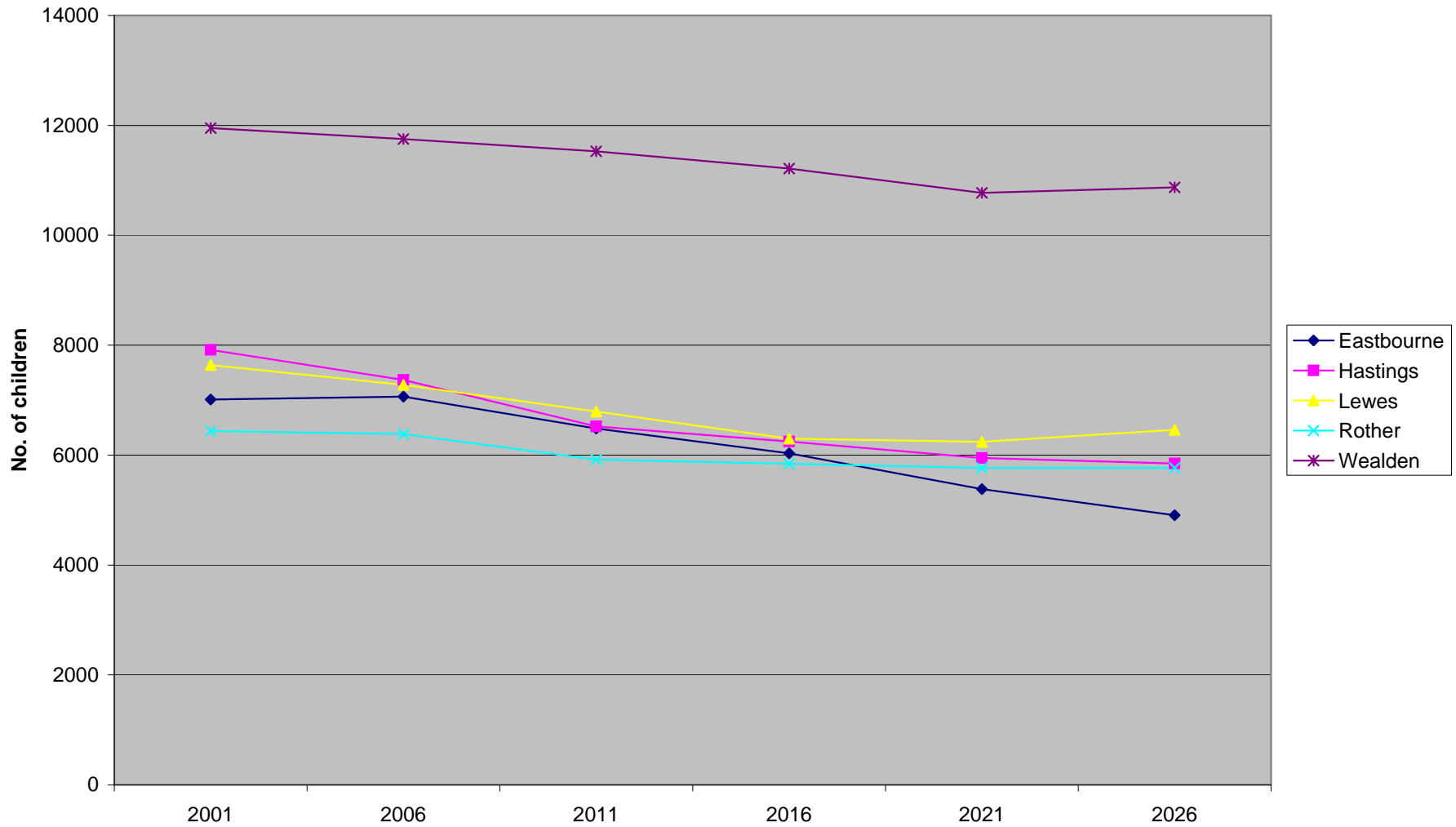
# Indices of Deprivation 2007: Income Deprivation Affecting Children Index (IDACI)



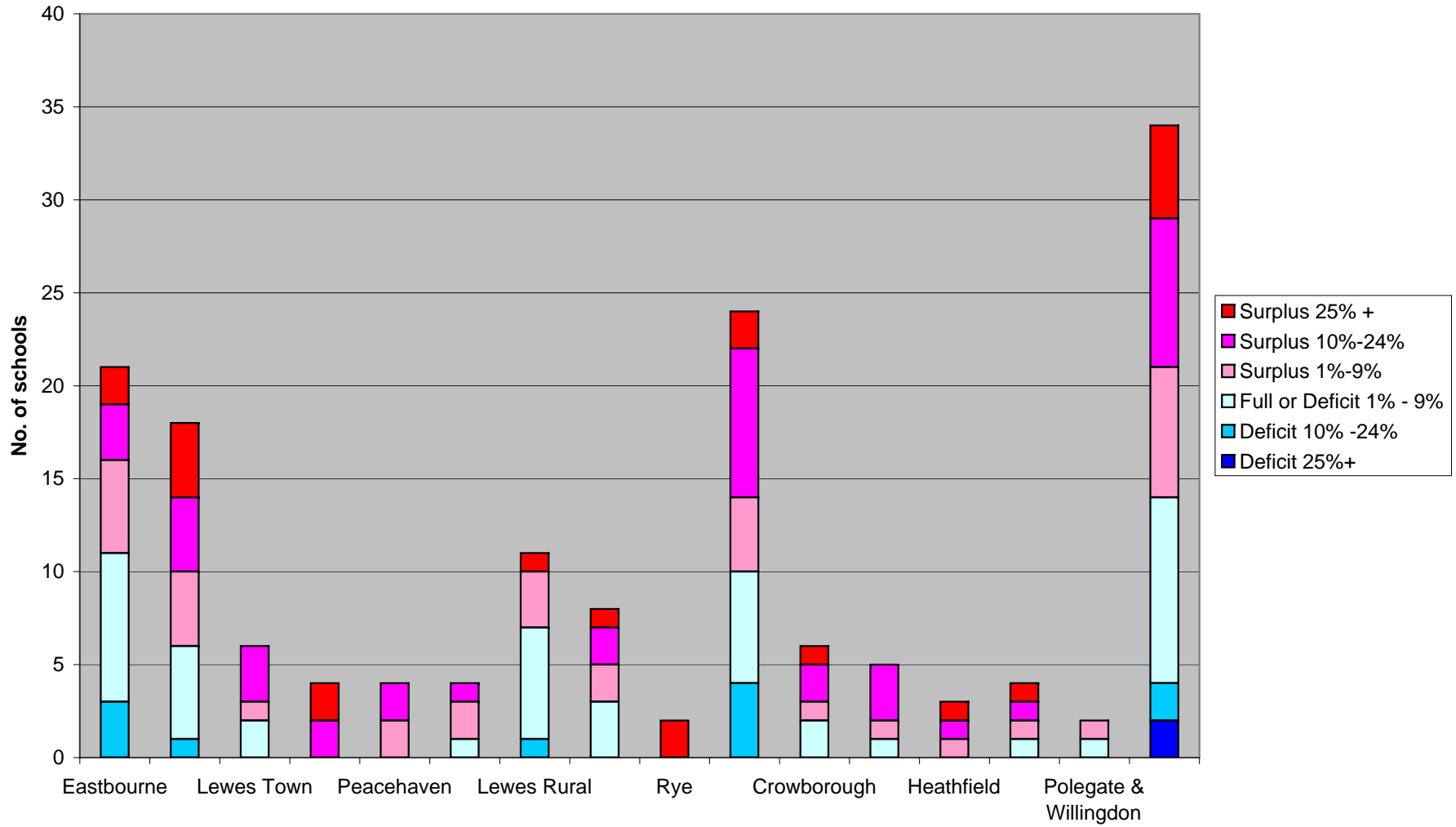
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**ANNEX II: Projected number of children of primary school age by District**



**ANNEX III: Surplus places and deficits by town/village**



**ANNEX IV: FINANCE**

<b>Funding streams</b>	<b>2008/9 £000s</b>	<b>2009/10 £000s</b>	<b>2010/11 £000s</b>	<b>2011/12 £000s</b>	<b>2012/1 £000s</b>	<b>Comments</b>
Every school a reader	50					<i>Revenue grant</i>
Production kitchens						<i>Amount not yet announced.</i>
Early years	2073	2073	2073			
Children's Centres	698	1456	3027			
Extended schools	336	356	184			
Harnessing technology	936	905	875			
Modernisation			4472			
Devolved Formula capital	145	145	145			<i>Estimate based on current pupil numbers</i>
Capital programme (general)	4970	2618	526			<i>Includes kitchen ventilation grant and feasibility study budget</i>
Planning gain			4700	8100	3200	
Capital receipts						
PCP grant		4529	6907	4529	4529	
LCVAP		663	663	663		
<b>TOTALS '000s</b>	<b>9,871</b>	<b>12,745</b>	<b>23,572</b>	<b>12,629</b>	<b>7,729</b>	

**NOTES:**

1. Schools will be expected to contribute Devolved Formula Capital (DFC) to project costs based on the Development Plan for the school. Assumption currently used for DFC is 50% of primary element of this funding which is then spread over 14 year period.
2. Planning gain entries will be slipped one year at September mid-term review to reflect slower than anticipated housing development across the county. Indicative only based on anticipated housing development plans.
3. Funding streams that cover all phases have been apportioned on the same ratio as DFC.
4. Early years, children's centres and extended schools allocations will be agreed through the project board but will align with the PCP strategy.
5. DFC entry is one fourteenth of 50% of annual primary allocation. Use will be dependent on agreement with the diocesan authorities in relation to specific VA/VC schools.
6. Capital receipts will be reflected in an increase in capital programme figures, but cannot be estimated without knowing which land will be surplus and which projects will be included in the PCP.

#REF!

#REF!

Ref No	Name of School/Description of Project	Project Type	Est. Start Date	Est. Finish Date	Est. Cost	How Funded	+25% Surplus Places	No. Additional places	No. places removed	Deprivation	Standards	Condition	Other School Improvement Support	New extended and community services	Sustainability / efficient use of energy	New Facilities.	ICT	Interface with PFI	Additional comments/notes
	Notes: Please insert name of school wherever possible. For projects beyond the CSR period, the Department recognises that LAs may not be in a position to name individual projects. In such a brief description of the project will suffice. Please refer to guidance notes before completing this proforma	Please select from the drop down menu	Please insert expected start date (dd/mm/yyyy)	Please insert planned completion date (dd/mm/yyyy)	Please provide an indication of estimated costs in £	Please indicate each of the funding sources the LA is planning to use for each project using the numerical key provided in the guidance notes. Classifications should be separated by a semi-colon. (e.g., 1;4;7)	Please indicate using the drop down menu whether the school currently has more than 25% surplus places	Please indicate how many additional places the project is expected to deliver	Please indicate how many places will be taken out of use	Please confirm whether the school is located in one of the 20% most disadvantaged SOAs	Please indicate whether the combined % of pupils achieving level 4+ in English and maths has been less than 65% in each of the last 4 years	Please indicate whether the school is one of the 5% worst physical condition	Please indicate using the numerical key provided in the guidance the nature of any additional school improvement support	Please indicate using the numerical key provided the whether the project will deliver new extended or community services. Classifications should be separated by a semi-colon. (e.g., 1;2;4)	For new schools please confirm using the drop-down menu that the project will meet 60% reduction in carbon emissions and BREAM very good.	For refurbishment/extension projects please indicate, using the numerical key provided, whether the project will include any of the following: a new teaching accommodation, assembly hall, kitchen/dining provision, play facilities. Classifications should be separated by a semi-colon. (e.g., 1;4;7)	Please indicate using the numerical key provided the nature of any new ICT provision. Classifications should be separated by a semi-colon. (e.g., 1;4;7)	Please indicate using the drop down menu, whether there are any implications for existing PFI contracts.	
1	Church Wood Borough Hastings	7. Refurb < 50%/Minor works	Jan-2010	Dec-2010	£1,500,000	1;3;11	No	None	150 surplus places have either been taken out of use or formally re-designated in recent years	Yes	Yes	No	6. Other	1;2;3;4				No	This school is totally inaccessible and has a small hall. The project will improve access around the building using lifts and new corridors to enhance learning opportunities for all. It is also proposed to enlarge the size of the hall to meet current guidelines. This will complement the newly provided Children's Centre and community facilities on site.
2	Frant District Wealden	2. New replacement school	Mar-2010	Mar-2011	£3,500,000	3;8;11	No	21	None	No	No	Yes	7. None required	3;4	Yes		1;2;3;4;5	No	This is possibly the worst school in the county for condition and suitability. It is also one of the highest performing and most popular. The project will replace the existing school on a new site in the village. The new school will have more capacity to meet demand for pupil places.
3	St Mary Star of the Sea Borough Hastings	7. Refurb < 50%/Minor works	Sep-2009	Mar-2010	£300,000	1;3;11;12	No	None	None	Yes	No	No	7. None required	3;4				No	71% of the classrooms in this popular Catholic primary school are inaccessible. There are also a number of support spaces that cannot be accessed. The project will improve access around the building using lifts and new corridors to enhance learning opportunities for all. It will open up the school for wider community use.
4	Castledown Borough Hastings	7. Refurb < 50%/Minor works	Sep-2009	Mar-2010	£300,000	1;3;11	No	None	None	Yes	Yes	No	6. Other	3;4				No	50% of teaching rooms (including the nursery) in this school are inaccessible. It is also on a small site with limited outdoor play space and playing field. The project will improve access around the building using lifts and new corridors to enhance learning opportunities for all. It will open up the school for wider
5	Hurst Green District Rother	2. New replacement school	Mar-2010	Mar-2011	£3,500,000	3;6;11	No	None	None	No	No	Yes	7. None required	3;4	Yes		1;2;3;4;5	No	This Victorian building is largely inaccessible. 50% of the teaching rooms are in temporary accommodation and it has a small hall. The project will deliver a replacement school on the existing site providing enhanced teaching and learning opportunities and wider community use.
6	Hankham District Wealden	6. Refurb 50-80%	Sep-2009	Aug-2010	£2,000,000	3;6;11	No	None	None	No	No	No	7. None required	3;4		1;2;3;4;5;6;7	1;2;3;4;5	No	Parts of this Victorian building are inaccessible. It has a very small hall which is completely inadequate for the delivery of PE. 40% of the teaching rooms are in temporary accommodation and the staff facilities are poor. The project will deliver the final phase of a development plan to modernise the school enabling wider community use.



PRIMARY CAPITAL PROGRAMME  
Initial Investment Priorities 2011-12 to 2013-14

#REF!

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	Name of School/Description of Project	DCSF NO	Project Type	Est. Start Date	Est. Finish Date	Est. Cost	How Funded	+25% Surplus Places	No. Additional places	No. places removed	Deprivation	Standards	Condition	Other School Improvement Support	New extended and community services	Sustainability / efficient use of energy	New Facilities.	ICT	Interface with PFI	Additional comments/notes
Reference No.	Notes: Please insert name of school wherever possible. For projects beyond the CSR period, the Department recognises that LAs may not be in a position to name individual projects. In such a brief description of the project will suffice. Please refer to guidance notes before completing this proforma	Where Known please insert the relevant DCSF establishment No. using the following format. 320/3300	Please select from the drop down menu	Please insert expected start date (dd/mm/yyyy)	Please insert planned completion date (dd/mm/yyyy)	Please provide an indication of estimated costs in £	Please indicate each of the funding sources the LA is planning to use for each project using the numerical key provided in the guidance notes. Classifications should be separated by a semi-colon. (e.g., 1;4;7)	Please indicate using the drop down menu whether the school currently has more than 25% surplus places	Please indicate how many additional places the project is expected to deliver	Please indicate how many places will be taken out of use	Please confirm whether the school is located in one of the 20% most disadvantaged SOAs	Please indicate whether the combined % of pupils achieving level 4+ in English and maths has been less than 65% in each of the last 4 years	Please indicate whether the school is one of the 5% worst physical condition	Please indicate using the numerical key provided in the guidance the nature of any additional school improvement support	Please indicate using the numerical key provided whether the project will deliver new extended or community services. Classifications should be separated by a semi-colon. (e.g., 1;2;4)	For new schools please confirm using the drop-down menu that the project will meet 60% reduction in carbon emissions and BREAM very good.	For refurbishment/ extension projects please indicate, using the numerical key provided, whether the project will include any of the following: a new teaching accommodation, assembly hall, kitchen/dining provision, play facilities. Classifications should be separated by a semi-colon. (e.g., 1;4;7)	Please indicate using the numerical key provided the nature of any new ICT provision. Classifications should be separated by a semi-colon. (e.g., 1;4;7)	Please indicate using the drop down menu, whether there are any implications for existing PFI contracts.	
1	Reorganisation of primary schools in Bexhill Phase 1 2-3 schools to be involved subject to the outcome of detailed Area Review of Bexhill area	TBC		Apr-2011	Mar-2012	£3,000,000	1;3;11	TBC	None	TBC	No	No	No	None required	3;4		4;5	1;2;3;4	No	Options to be discussed and developed with schools over the next two years in the context of the availability of both the Year 7 block at Gunters Lane and part of the Bexhill High School Upper site for primary provision from 2011/12 following the BSF One School Pathfinder project.
2	Reorganisation of primary schools in Eastbourne Borough 2 schools to be involved subject to the outcome of detailed area review of Eastbourne	TBC		Sep-2011	Aug-2012	£2,500,000	1;3;8;11	TBC	None	TBC	TBC	TBC	Yes	None required	3;4			1;2;3;4;5	No	Options to be discussed and developed with schools over the next two years in the context of the significant surplus places (nearly 50%) that exist and the continuing low standards. Parts of Eastbourne are in the top 11% most disadvantaged areas in East Sussex.
3	Firle CE Primary Lewes District	2. New replacement school		Jan-2012	Dec-2012	£3,500,000	1;3;11	No	None	None	No	No	Yes	None required	3;4	Yes		1;2;3;4;5	No	This is a village school in Victorian accommodation on a small site. It has a very small hall and 75% of its teaching rooms are in temporary accommodation. The project will replace the school on a new site in the village.