



CABINET

TUESDAY, 11 OCTOBER 2016

10.00 AM COUNCIL CHAMBER, COUNTY HALL, LEWES

MEMBERSHIP - Councillor Keith Glazier (Chair)
Councillors Nick Bennett, Bill Bentley, Chris Dowling, David Elkin (Vice Chair), Carl Maynard, Rupert Simmons and Sylvia Tidy

A G E N D A

- 1 Minutes of the meeting held on 20 September 2016 (*Pages 3 - 6*)
- 2 Apologies for absence
- 3 Disclosures of interests
Disclosures by all members present of personal interests in matters on the agenda, the nature of any interest and whether the member regards the interest as prejudicial under the terms of the Code of Conduct.
- 4 Urgent items
Notification of items which the Chair considers to be urgent and proposes to take at the appropriate part of the agenda. Any members who wish to raise urgent items are asked, wherever possible, to notify the Chair before the start of the meeting. In so doing, they must state the special circumstances which they consider justify the matter being considered urgent.
- 5 Reconciling Policy, Performance and Resources (RPPR) (*Pages 7 - 58*)
Report by Chief Executive
- 6 Proposed closure of Pells CE Primary School, Lewes (*Pages 59 - 152*)
Report by Director of Children's Services
- 7 Any other items considered urgent by the Chair
- 8 To agree which items are to be reported to the County Council

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3 October 2016

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CABINET

MINUTES of a meeting of the Cabinet held on 20 September 2016 at County Hall, Lewes

PRESENT Councillors Keith Glazier (Chair)
Councillors Nick Bennett, Bill Bentley, Chris Dowling, David Elkin (Vice Chair), Carl Maynard, Rupert Simmons and Sylvia Tidy

Members spoke on the items indicated

Councillor Blanch	– items 5 and 6 (minutes 25 and 26)
Councillor Daniel	– items 5 and 7 (minutes 25 and 27)
Councillor Davies	– item 5 (minute 25)
Councillor Field	– item 6 (minute 26)
Councillor O’Keeffe	– item 7 (minute 27)
Councillor Pursglove	– item 7 (minute 27)
Councillor Shuttleworth	– item 7 (minute 27)
Councillor St Pierre	– items 5 and 7 (minutes 25 and 27)
Councillor Stogdon	– items 5 and 6 (minutes 25 and 26)
Councillor Tutt	– items 5 and 7 (minutes 25 and 27)
Councillor Ungar	– item 5 (minute 25)
Councillor Webb	– items 5 and 7 (minutes 25 and 27)

22 MINUTES OF THE MEETING HELD ON 19 JULY 2016

22.1 The minutes of the meeting held on 19 July 2016 were agreed as a correct record

23 REPORTS

23.1 Copies of the reports referred to below are included in the minute book

24 DISCLOSURES OF INTERESTS

24.1 Councillor St Pierre declared a personal non prejudicial interest in item 7 (East Sussex Local Flood Risk Management Strategy) as a Member of the Ouse and Adur Rivers Trust

25 COUNCIL MONITORING: QUARTER 1 2016/17

25.1 The Cabinet considered a report by the Chief Executive.

25.2 It was RESOLVED to:

- 1) note the latest monitoring position for the Council;
- 2) approve the proposed amendments to performance measures and targets set out in paragraph 3.2 of the report;
- 3) agree the proposed revised charges as set out in paragraph 3.5 (i) of the report and in Appendix 5; and
- 4) recommend the County Council to agree the revised charge set out in paragraph 3.5(ii) of the report and Appendix 5

Reason

25.3 The report sets out the Council’s position and year end projections for the Council Plan targets, Revenue Budget, Capital Programme, savings plan together with risks for quarter 1.

26 EMPLOYABILITY AND SKILLS STRATEGY 2016 -2018

26.1 The Cabinet considered a report by the Director of Communities, Economy and Transport and the Director of Children's Services

26.2 The Cabinet RESOLVED to:

- 1) agree the corporate Employability and Skills Strategy for 2016-18; and
- 2) note that a progress report on delivery of the Strategy will be submitted to the Cabinet in June 2017

Reason

26.3 The Strategy supports a move from development activity to embedding delivery, and makes a shift towards an even stronger facilitation, influencing and partnership working role. An aim of the Strategy is to fully embed the Council's employment and skills activity into Departmental Service Plans by March 2018

27 REVIEW OF THE EAST SUSSEX LOCAL FLOOD RISK MANAGEMENT STRATEGY

27.1 The Cabinet considered a report by the Director of Communities, Economy and Transport

27.2 It was RESOLVED to:

- 1) note the outcomes of the public consultation of the draft revised Local Flood Risk Management Strategy 2016 – 2016; and
- 2) agree that the revised East Sussex Local Flood Risk Management Strategy 2016 – 2026 be adopted as County Council policy.

Reason

27.3 The East Sussex Local Flood Risk Management Strategy (2016-2026) sets out the Council's framework and priorities for managing flood risk in East Sussex. It defines the Council's Lead Local Flood Authority role, conveys flood risk information to residents, and outlines the Council's standing advice to planning authorities and developers for sustainable drainage systems. The strategy has been developed with the guidance of a Project Board, and has been subject to consultation and significant support by key partners and members of the public

28 LAND EXCHANGE AT YEW TREE COTTAGE, COLEMAN'S HATCH, HARTFIELD

28.1 The Cabinet considered a report by the Chief Operating Officer

28.2 It was RESOLVED to:

- 1) approve the exchange of land held by the Ashdown Forest Trust with Yew Tree Cottage as set out in Appendix 1 of the report; and
- 2) delegate authority to the Chief Operating Officer to agree the terms of the exchange and to take any action necessary to give effect to it.

Reason

28.3 The exchange is considered to be in the interests of the Trust increasing the woodland owned by the Charity, formalising the current use of the land and will result in the absorption of land typical to much of the surrounding area in to the Ashdown Forest.

29 ITEMS TO BE REPORTED TO THE COUNTY COUNCIL

29.1 The Cabinet agreed that item 5 be reported to the County Council
[Note: The item being reported to the County Council refers to minute number 25]

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Report to:	Cabinet
Date:	11 October 2016
By:	Chief Executive
Title of report:	Reconciling Policy, Performance and Resources (RPPR)
Purpose of report:	To inform Cabinet of progress on savings proposals and the latest update of the Medium-Term Financial Plan

Cabinet is recommended to:

- 1. Note the updated Medium Term Financial Plan (MTFP) including the changes to the forecast funding gap for 2017/19 and pressures (Appendix 1) which indicate a projected shortfall against previous plans of £4.9m for 2017/18 (£7.5m for 2018/19) and detail a number of additional financial risks;**
 - 2. Note that plans are being developed for savings totalling £23.8m in 2017/18 (£17.3m previously included in the MTFP plus £6.5m additional) which remains within our agreed planning range of £70-90m;**
 - 3. Ask Chief Officers to continue to work on savings plans based on the areas of search identified in Appendix 2;**
 - 4. Consider the Scrutiny Committees' initial comments on areas of search set out in Appendix 3; and**
 - 5. Recommend that County Council express a view on whether to accept the Government's four year funding offer as the minimum funding level the Council could expect to receive and approve the efficiency plan set out in Appendix 4.**
-

1. Summary

1.1 This report provides members with the latest update of the Medium-Term Financial Plan and further information on the areas of search being progressed by officers as savings for 2017/18 and 2018/19. With the exception of the decision required to accept the Government's four year funding offer, the report is presented to share the latest information on funding issues, both national and local and on the development of savings plans. The current position is one of considerable uncertainty with a number of "moving parts" that will only begin to be clarified with the announcement of the Autumn Statement in November.

1.2 The update of the MTFP indicates a projected shortfall against previous plans of £4.9m for 2017/18 together with a number of additional financial risks. In response additional savings of £6.5m for 2017/18 have been identified as areas of search. These savings are in addition to the £17.3m previously included in the MTFP.

2. Background

2.1 The State of the County report agreed by Cabinet in June set out:

- the main national and local issues facing the Council over the next three years;
- the agreed policy outcomes to be used to act as the focus of activity over the period;
- the strategic and financial challenge we face; and
- the work we have in place to help to deliver the savings over the remainder of the MTFP period.

2.2 The report took into account our existing plans, the likely changes in funding, growth in demand for services due to demographic and legislative changes and set out MTFP which was

extended to 2020/21 to match the NHS 3+2 model. In this model there is greater certainty about the first three years than the last two, which are indicative of the direction of travel for the County Council. The report confirmed the current planning assumption of the need to make savings of £70m-£90m during the current three year plan period 2016/17-2018/19.

2.3 Cabinet agreed to continue to develop plans for savings of £17.3m in 2017/18 from the areas of search agreed by the County Council in February 2016. A possible funding gap of an additional £7m was also identified due to the Government's announcements at that time on changes to local authorities' responsibilities for schools. The total savings assumption for the MTFP period still remained £70m-90m. The updated MTFP also assumed that Council would agree to annual Council Tax rises of 1.99% and would apply the 2% Adult Social Care precept that the Government has made available in acknowledgement of the considerable pressures local authorities face in this area.

3. Medium Term Financial Plan update

National Outlook

3.1 It has been announced that the Autumn Statement will be made on 23rd November. The Provisional Local Government Settlement is likely to be in December and a technical consultation on the settlement has been announced that will end 28th October. While it is now clear that the previous objective of a budget surplus by 2020 has been abandoned it will remain unclear until the Autumn announcements how this will affect local government funding.

3.2 The Government has announced that, by the end of this Parliament, local authorities will be funded by use of 100% of the business rates that are raised locally. This proposed change to the business rates system is the most significant change in local government funding since the introduction of the community charge and national non-domestic rates. East Sussex is a net importer of business rates and without some form of continuing top-up from the Government will find funding existing services extremely challenging. A detailed response to the consultation has been sent by ESCC, 3SC and SE7 and is available on request.

3.3 The outlook for local government finance therefore remains both highly uncertain and highly challenging.

MTFP Update

3.4 Since the State of the County report in July the MTFP has been updated as follows:

- Collection Fund
The existing MTFP includes an assumption of an annual projected surplus of £2m on council tax collection by the Districts and Borough Councils for 2017/18 to 2019/20. Based on trends for previous years and additional surplus shown in the collection authorities 2015/16 accounts, it is now clear that an estimated surplus of £4m can be assumed 2017/18 to 2019/20. This is an increase of £2m on the previous MTFP assumptions.
- Education Services Grant
In the previous MTFP, a reduction in the Education Services Grant (ESG) which local authorities receive to fund services for schools from £4.4m to zero was assumed. This was based on the Government's plans to reduce the national ESG budget by £600m. The guidance published alongside July's ministerial announcement now suggests ESG of £0.98m is likely to be awarded to ESCC for 2017/18. This is subject to confirmation and approval by Schools' Forum in January 2017, however, as it is now expected to be approved it is now included in the MTFP.
- Inflation
A review of the provision for Pay Award/Inflation/National Living Wage has been undertaken. This has resulted in a reduction of £1m for 2017/18 mainly as a result of updating the inflation rates applied to contracts and the removal of the provision for general running costs.

3.5 The updated MTFP is set out in Appendix 1.

Q1 Review

3.6 At the end of quarter 1, the gross projected year-end overspend within service departments was £12.7m. The main areas of overspend were £8.7m in Adult Social Care, mainly due to ongoing pressures on Independent Sector Care. Discussions are taking place with the CCGs about mitigating this overspend through the deployment of Better Care Fund contingencies, as was also agreed last year. Moving forward the pressure on Adult Social Care has been incorporated into the planning for East Sussex Better Together (ESBT) which is described below. In addition, there is a projected £4.0m overspend in Children's Services, mainly for Education and Inclusion, Special Educational Needs and Disability (ISEND), Looked After Children (LAC), and Home to School Transport. Children's Services are continuing to work towards fully understanding the range of possible outcomes and to seek further mitigations from existing budgets. The current working assumption is that the in-year service overspends can, through mitigating actions, be absorbed without material impact on the Council's forward financial sustainability. This assumption will be tested continuously through Q2 and Q3 review.

4. Service plans and pressures

4.1 The Council has confirmed the approach it wishes to take to making savings which is to prioritise its priority areas and to use its operating principles and facilitating programmes to make the best use of the available resources. Savings of the scale that we have made over the last 5 years and will need to make for the foreseeable future mean that all services have and will continue to need to contribute to the savings. There are three particularly significant areas that are detailed below:

The Council's role in Education

4.2 The Government is reviewing its plans for the future of education policy and the role that it expects for local authorities. This means that the loss of Education Services Grant is not likely to be as immediate as was expected in June (see above). The position regarding Dedicated Schools Grant (DSG) is less clear. In June Cabinet agreed to revise the MTFP to assume the loss of £3m of DSG. It is possible, given the delay in announcements regarding the future funding of schools, that this loss of grant will not occur in 2017/18. For the time being, however, the £3m continues to be excluded from the MTFP.

4.3 The Council will need to continue to plan for the loss of this funding in the medium term however, and to ensure that our schools are well placed to continue to improve education outcomes when the Council is no longer funded to support improvement through the plans we have in place in Excellence for All.

Children's Services, including ISEND

4.4 It was reported at quarter one that there are significant pressures emerging in Children's Services, chiefly in the ISEND, home to school transport and Looked After Children (LAC) budgets. Work is being undertaken to understand the nature of these pressures and whether more can be done to manage demand.

4.5 The Department is considering ways to mitigate the overspend and underlying pressures within the department. Savings for 2017/18 have been identified which, if confirmed, would provide considerable mitigation towards the overall pressure, leaving a net pressure figure of £1.8m.

4.6 Further work is underway to identify further savings for 2018/19, as current indications are that there will be a net pressure of £7.3m by that year – due to the temporary nature of some of the 2017/18 savings as well as increasing pressures in ISEND.

4.7 In summary, the current working position regarding children's services budgets and their impact on the MTFP is as follows:

	2017/18 £million	2018/19 £million
Pressures:		
Underlying Pressures (previously managed through one-off funding, etc.)	2.600	
Emerging SEND pressures	4.600	0.800
Sub-Total Pressures	7.200	0.800
Mitigations:		
Temporary	(0.800)	0.700
Ongoing (excluding CSD share of additional savings requirement)	(0.600)	
Proposed Inter-Block DSG Transfer (assumed to be one-off only pending clarification of national funding changes)	(4.000)	4,000
Net Pressures	1.800	5.500
Cumulative	1.800	7.300

Working with the NHS

4.8 Members are aware that there is growth in the number of older people in the county and the associated need for more care to help with increasingly complex conditions. ESCC is working with the Clinical Commissioning Groups (CCGs) across the county to try to improve the way that health and social care works together to improve outcomes for residents.

4.9 For residents in the areas covered by the Eastbourne, Hailsham, Seaford CCG and Hastings & Rother CCG, East Sussex Better Together will provide a transformational integrated partnership with the County Council. The East Sussex Better Together Strategic Investment Plan sets out how we will spend the pooled health and social care budgets and identifies a range of schemes which will mitigate increasing demands on services. These schemes will change the way care is delivered, leading to efficiencies in operational costs, reductions in admissions to hospital, improvements in triage and assessment capacity. The investment plans for health and social care will help to ensure that we can meet the growth in the demand for community care by making the best use of available resources.

4.10 In November, Cabinet will consider the model for accountable care. Accountable care brings together health and social care providers to take responsibility for the cost and quality of care for a defined population within an agreed budget. An accountable care system is geared towards preventing ill health (keeping people well) and promoting independence and wellbeing, while ensuring we have high quality hospital, care and specialist services when people need them.

4.11 The delivery of ESBT is heavily reliant on shifting resources away from hospital and into community based care and promoting prevention and health and wellbeing to reduce demand. The NHS has introduced a new planning process in 2016/17 and there is a requirement to develop a Sustainability and Transformation Plan (STP) for Sussex and East Surrey. ESBT has been accepted within the STP as the agreed model for place based planning. There will be a need moving forward to ensure that ESBT continues to be recognised by the STP and NHS England as the most effective way to ensure clinical and financial sustainability across health and social care services. New planning guidance has been issued by NHS England which requires two year strategic plans and Trust Provider contracts to be agreed by early December.

4.12 Within the High Weald, Lewes and Havens area the County Council will continue working with the CCG to develop the jointly agreed Connecting For You (C4Y) Programme. Consideration will be given in future years to how population based commissioning can be fully integrated, pooled budgets further developed and proposals for joint services drawn together within a communities of practice model. For 2017/18 we will work with the CCG to align our plans as we have in previous years, but because this is not full integration, the service offer in this part of the county will be different as will be the proposals for identifying savings.

4.13 Areas of search for savings from within the ESBT pooled budget and for the remainder of services within Adult Social Care (ASC) are set out in separate tables within Appendix 2.

Summary

4.14 Officers have updated the MTFP for agreed identified pressures and further corporate savings as set out in the following table.

	17/18 Estimate £million	18/19 Estimate £million	19/20 Estimate £million	20/21 Estimate £million
Deficit - State of the County	7.073	4.974	18.056	29.517
Collection Fund surplus	(2.000)	(2.000)	(2.000)	
Pay Award/Inflation/National Living Wage	(1.010)	(1.837)	(2.428)	(2.839)
Education Services Grant	(0.980)	(0.980)	(0.980)	(0.980)
General Contingency	0.020	0.020	0.020	
Children's Services net pressure	1.800	7.300	7.300	7.300
Adult Social Care net pressure	TBC	TBC	TBC	TBC
Deficit - Cabinet 11th October 2016	4.903	7.477	19.968	32.998

4.15 There are, however, a number of significant financial issues that will alter the budget gap; however the planning horizon remains within the £70-90m assumption.

4.16 The Council is on the cusp of significant service and organisational change that will impact on the MTFP. The business case for the next stage of development for ESBT will have significant financial implications. The Business Case for ESBT accountable care will be discussed by Cabinet in November setting the policy direction on integration. It is possible that an additional pressure of up to £4.9m may be identified, once the treatment of the demographic and inflationary pressures, along with the treatment of the ASC precept are agreed. Additionally, the negotiations relating to ESBT and with High Weald Lewes and Havens are continuing and there remain a number of pressures and risks that are being worked through. These will be reported to Members later in the year when they are clearer.

4.17 Pressures within Children's services are still being worked through, to ensure that the full range of possibilities have been analysed. Some mitigations are dependent on the support of the Schools' Forum. Currently, the known worst case position on DSG has still been assumed within the above figures; if DSG changes were to be deferred, the position in 2017/18 would improve by £3m.

4.18 There are also risks that our plans will be affected by changes in Government policy. Some of that risk may be clearer when the Autumn Statement has been announced on 23 November. Although, should Cabinet agree to accept it, the four year funding offer (see para 11 below) gives us some level of certainty about funding for next year. There are, however, still significant unknowns for example grants, including our share of DSG, capital funding and the Council Tax income that we can expect.

Areas of Search for Savings

4.19 Chief Officers have identified revised areas of search set out in Appendix 2. The areas of search for Business Services/Orbis, Governance Services and Communities, Economy and Transport are in the familiar format ie set out by department. To reflect the new partnership planning arrangements, the proposals for the other portfolios are set out under:

- ESBT total pooled budget (including of Adults, Childrens and Public Health and CCG funding)
- ASC areas of search for savings for those services outside ESBT
- Children's Services outside ESBT

4.20 The table below summarises the areas of search already agreed by County Council and included in the MTFP together with additional areas identified of £6.656m for 2017/18 and 2018/19 (£6.498m in 2017/18 and £0.158m in 2018/19). The update of the MTFP indicates a projected shortfall against previous plans of £4.9m for 2017/18 together with a number of additional financial risks. In response additional savings of £6.5m for 2017/18 have been identified as areas of search. These savings are in addition to the £17.3m previously included in the MTFP.

	2017/18 Areas of Search (£m)			2018/19 Areas of Search (£m)		
	Current: included in MTFP	Additional – areas of search	Total (current + additional)	Current: included in MTFP	Additional – areas of search	Total (current + additional)
Adult Social Care	2.019	0.760	2.779	4.000	0.000	4.000
Business Services / Orbis	0.981	0.491	1.472	1.396	0.000	1.396
Children's Services (excl. schools)	3.139	1.500	4.639	4.903	*(0.697)	4.206
Community, Economy & Transport	0.999	0.537	1.536	0.894	0.825	1.719
Governance Services	0.100	0.170	0.270	0.104	0.030	0.134
ESBT:						
Adult Social Care	8.074	3.040	11.114	16.000	0.000	16.000
Children's Services	0.036	0.000	0.036	0.069	0.000	0.069
Subtotal ESBT	8.110	3.040	11.150	16.069	0.000	16.069
Subtotal Departments	15.348	6.498	21.846	27.366	0.158	27.524
Capital Programme Man't	2.000	0.000	2.000	0.000	0.000	0.000
Subtotal Centrally Held Budgets	2.000	0.000	2.000	0.000	0.000	0.000
TOTAL SAVINGS	17.348	6.498	23.846	27.366	0.158	27.524

* Savings slipping to 2019/20

4.21 In addition, there are a number of corporate workstreams that are nearing completion that may benefit the Council. These include the already identified Minimum Revenue Provision Review, which will recommend a new way of calculating the cost that should be charged to the Revenue Fund for long term debt (current annual budget of £12m).

4.22 The Capital Programme resource position will be clearer after the Autumn Statement as Government Grants are a significant proportion of the budget. This knowledge will allow the Council to review how it is funding essential capital needs (currently, there is a £6m annual contribution to directly pay for capital budgets that have a relatively short term life, as well as New Homes Bonus being applied to capital)

4.23 An additional annual £1.1m has been included in the MTFP for the Council's contribution to the pension fund. The results of the triennial actuarial valuation are expected in October 2016 and may reduce this increase.

4.24 There remains considerable uncertainty about Government plans and therefore our likely resources for the next year. These plans should, however, ensure that the Council can set a balanced budget and may provide some options for members to consider as plans develop and the total picture becomes clearer.

5. Risks, Uncertainty and Next Steps

5.1 The unprecedented and sustained savings the council has had to make over a prolonged period means that there are no easy solutions. Members will be aware that we have

needed to make savings in areas of early intervention and prevention in order to maintain and support the growth in demand for people with the most critical needs. The approach we have taken is intended to provide the best possible priority outcomes under the current circumstances, but it is not without risk, both in terms of delivery of savings and in terms of increased growth in demand.

5.2 Following the November Accountable Care Organisation business case, the Autumn Statement and other ongoing workstreams, such as the DSG interblock transfer, the MTFP will be updated again. The 3 year £70-90m gap remains our overall assumption.

5.3 We will need to carefully monitor the effects of implementing the savings proposals agreed for 2016/17 and emerging pressures to help shape the proposals for 2017/18 and to ensure that we set realistic but challenging performance and savings targets for services.

5.4 Members will note from the report that there is significant uncertainty regarding many aspects of the MTFP. At this stage the identified “areas of search” have been developed with a planning assumption of yielding additional savings of £6.5m, in addition to the £17.3m set out in the February 2016 RPPR Cabinet report to the Council, totalling £23.8m for 2017/18.

5.5 Cabinet is recommended to agree to ask Chief Officers to continue to work up proposals on the areas of search and come back with final proposals in January for recommendation to County Council, taking into account comments received from Scrutiny Committees, partners and a further update of the MTFP once the results of the Autumn statement, grant settlement, schools’ funding and accountable care are clearer.

5.6 In summary, there are a range of outcomes that could lead to the current budget gap for 2017/18 being reduced or in fact increased.

6. Staffing implications

6.1 The savings proposals for the next two years could lead to the reduction of 200 jobs. The County Council has established and robust employment protection policies and will continue to try and avoid making compulsory redundancies, wherever possible.

7. Capital

7.1 In 2015/16 a high level Capital Programme management review was commissioned in recognition that firm targets need to be set to focus and shape the new 5 year Capital Programme 2018-2023 in light of the financial challenges this presented.

7.2 As reported at State of the County in June the Council had a gross remaining 2013-18 programme of £205.1m, which, after applying scheme specific income of £45.8m, resulted in a net programme to be financed of £159.3m. The core need programme 2018-23 was revised down to £326.6m from the initial estimates of £414.0m. The estimated level of funding against this programme amounted to £234.5m, creating a funding gap of £92.1m.

2013-18 Capital Programme

7.3 As part of quarter 1 monitoring, the programme was updated for a net overspend of £200k relating to the Bexhill Hastings Link Road. It is proposed that this is funded from the contingency, reducing the contingency from £8.7m as reported at State of the County, to £8.5m. Additionally, £11.0m previously profiled in the current programme for Newhaven Port Access Road has slipped into the 2018/23 programme. Furthermore, net nil variations have been made to the programme of £600k. The updated programme 2016-18 is therefore £194.9m gross which, after applying £46.4m scheme specific income, results in a net programme to be financed of £148.5m.

2018-23 Proposed Capital Programme

7.4 Taking into account slippage from the 2013-18 programme for Newhaven Port Access Road, the gross estimated costs for the core need have now been revised to £337.6m. Work continues where possible to drive down costs to achieve value for money and efficiencies. The uncertain financial outlook continues, largely in respect of Government grant funding for the core activity. Of the £234.5m estimate of funding, £142.8m relates to Government grants, of which, only £2.7m (2%) are confirmed.

7.5 The Autumn announcements are likely to give us more detail of the level of capital funding available from diminishing government sources. Members will be updated in a future report. The capital position is as difficult, if not more so than the revenue challenge. It is hoped that a balanced capital budget can be proposed and agreed by members in February 2017.

8. Member Engagement in RPPR

8.1 All members will continue to be involved in the RPPR in a variety of ways. The Scrutiny Committees have already begun to review the work they have been carrying out over the last year and the implications this has for the Council's service planning and resources. A summary of their views is set out in Appendix 3. Special scrutiny boards will take place in December. As part of their work programmes, the Committees are involved in the major service change programmes such as ESBT and the Libraries commissioning strategy, which form the Council's thinking on the way forward for the future.

8.2 Following the last Members' Forum in July, a series of others been set up to examine the issues members raised. These are: Accountable Care; roads, infrastructure and drainage; devolution; and the future of local authorities' relationship with schools. There will be an update on the latest overall position on RPPR at each of these briefings.

8.3 The Group Leaders will continue to meet informally regularly to share views and ideas and the Deputy Leader has been meeting with members individually to ensure that all have a the opportunity to understand and participate fully in the choices the Council needs to make.

9. Lobbying

9.1 Members and officers have been and will continue to lobby for the best interests of the residents of East Sussex directly with the Government, through meetings and briefings with our local MPs, through contact with Government officials and through the various partnerships in which we participate such as SE7, 3SC, CCN and LGA. We have used all these channels to try to ensure that, for example, the implications of the proposed changes to local government finance to the sustainability of services in East Sussex is clear.

10. Communications and Consultation

10.1 We will carry out consultation on our proposals as appropriate with those affected directly. In addition we will ensure that the public and partners are aware of our plans and the context in which decisions are being taken.

11 Multi-year Settlement/Offer

11.1 Following publication of the final 2016/17 local government finance settlement, the Secretary of State for Communities and Local Government wrote to all local authorities on 10th March 2016 providing clarification of the requirements for applying to accept the multi-year offer. Acceptance of the offer would provide certainty of funding for the Revenue Support Grant to 2019/20 and the Transition Grant for 2017/18, in all but exceptional circumstances; what would be considered an exceptional circumstance has not been set out. Acceptance is entirely optional but the Secretary of State has stated that he could not "...guarantee future levels of funding to those who prefer not to have a four year settlement". A further consultation launched

on 15th September, has indicated that other grants may be included in the offer. The letter from the Secretary of State required authorities accepting the offer to publish an “efficiency plan”.

11.2 The offer was made before the recent changes in ministerial responsibilities. It is therefore even harder to identify the full implications of accepting or rejecting this offer. This is particularly pertinent, as the Autumn Statement on the 23rd November 2016 is now being seen as an opportunity to reset the public finances, after the target for reaching a budgetary surplus by the end of the Parliament appears to have softened. However, many authorities have indicated that they will accept the multi-year settlement as it does provide some certainty of funding at a time when there is so much uncertainty about local government finances.

11.3 The efficiency plan, set out at Appendix 4, is based on the MTFP agreed by Council in February and updated as part of the State of the County which is reported to Council in July. The plan includes a narrative explaining the Council's RPPR process, its agreed priorities, operating principles and plans for managing within the resources available which were considered in approving the budget, Capital Programme and Council Plan.

11.4 Whilst the acceptance of the 4 year offer is an executive decision, bearing in mind the medium term budgetary implications for the Council, it is recommended that Cabinet seek the view of Council on whether to accept the multi-year settlement. Should it be decided to accept the offer, the Council should remind the Department of Communities and Local Government (DCLG) of the significant financial pressures around Adult Social Care and Children's Services that need to be addressed and that the reductions in Government Funding cannot be achieved through efficiencies alone, but require difficult cuts in services.

Becky Shaw
Chief Executive

Medium Term Financial Projections					APPENDIX 1	
		16/17	17/18	18/19	19/20	20/21
		Estimate	Estimate	Estimate	Estimate	Estimate
		£million	£million	£million	£million	£million
CORPORATE FUNDING						
Business Rates		(71.400)	(73.493)	(75.823)	(78.233)	(79.798)
Revenue Support Grant		(45.107)	(26.727)	(14.966)	(3.491)	
Council Tax		(242.566)	(255.183)	(269.124)	(283.838)	(297.369)
Council Tax - Adult Social Care Precept		(4.657)	(4.926)	(5.199)	(5.488)	
Transition Grant		(2.704)	(2.696)			
New Homes Bonus		(2.878)	(2.346)	(1.818)	(1.749)	(1.700)
TOTAL CORPORATE FUNDING		(369.312)	(365.371)	(366.930)	(372.799)	(378.867)
PLANNED EXPENDITURE						
Net Service Expenditure		311.234	318.341	325.604	324.677	340.917
Pay Award/Inflation/National Living Wage		11.714	9.772	15.102	11.070	11.654
NI - Abolition of Contracted Out		2.500				
Adult Social Care Growth & Demography		6.086	5.119	5.137	5.170	5.304
Extension of Foster Care to 21		1.700	0.900	0.700		
Waste Contract		0.792				
Dedicated Schools Grant			3.000			
Education Services Grant		0.664	3.420			
Apprenticeship Levy			0.600			
Additional capacity at Residential Children's Homes		0.200				
Childrens Services pressures			1.800	5.500		
Adult Social Care pressures			TBC	TBC	TBC	TBC
Savings		(16.549)	(17.348)	(27.366)		
NET SERVICE EXPENDITURE		318.341	325.604	324.677	340.917	357.875
Treasury Management		27.566	27.566	28.566	29.566	30.566
Funding Capital Programme - base contribution		6.000	6.000	6.000	6.000	6.000
Funding Capital Programme - New Homes Bonus		2.878	2.346	1.818	1.749	1.700
General Contingency		3.390	3.380	3.380	3.430	3.480
Contribution to balances and reserves		4.097	(2.801)	0.648	0.648	0.648
Pensions		6.299	7.429	8.559	9.689	10.819
Levies		0.441	0.450	0.459	0.468	0.477
Contribution to Collection & Hardship (Districts &		0.300	0.300	0.300	0.300	0.300
TOTAL CORPORATE EXPENDITURE		50.971	44.670	49.730	51.850	53.990
TOTAL PLANNED EXPENDITURE		369.312	370.274	374.407	392.767	411.865
DEFICIT/(SURPLUS)			4.903	7.477	19.968	32.998
NOT INCLUDED IN FIGURES ABOVE						
Better Care Fund			(0.286)	(7.814)	(14.902)	(14.902)
Care Act (shown at medium risk for 2020/21)						10.577
(Full range - low risk £2.5m; medium risk £10.6m; high risk £21.3m)						
		16/17	17/18	18/19	19/20	20/21
		Estimate	Estimate	Estimate	Estimate	Estimate
		£million	£million	£million	£million	£million
State of the County						
Collection Fund surplus			(2.000)	(2.000)	(2.000)	
Pay Award/Inflation/National Living Wage			(1.010)	(1.837)	(2.428)	(2.839)
Education Services Grant			(0.980)	(0.980)	(0.980)	(0.980)
General Contingency			0.020	0.020	0.020	
Childrens Services pressures			1.800	7.300	7.300	7.300
Adult Social Care pressures			TBC	TBC	TBC	TBC
Cabinet 11th October 2016			4.903	7.477	19.968	32.998

East Sussex County Council
Savings 2017/18 and 2018/19

Department	2017/18 Savings (£'000)			2018/19 Savings (£'000)		
	Current: included in MTFP	Additional: areas of search	Total (current + additional)	Current: included in MTFP	Additional: areas of search	Total (current + additional)
Adult Social Care	2,019	760	2,779	4,000	0	4,000
Business Services/Orbis	981	491	1,472	1,396	0	1,396
Children's Services (excl. schools) *	3,139	6,818	4,639	4,903	(697)	4,206
Communities, Economy & Transport	999	537	1,536	894	825	1,719
Governance Services	100	170	270	104	30	134
East Sussex Better Together (ESBT):						
Adult Social Care **	8,074	3,040	11,114	16,000	0	16,000
Children's Services **	36	0	36	69	0	69
Subtotal ESBT	8,110	3,040	11,150	16,069	0	16,069
Subtotal Departments	15,348	11,816	21,846	27,366	158	27,524
Capital Programme Management	2,000	0	2,000	0	0	0
Subtotal Centrally Held Budgets	2,000	0	2,000	0	0	0
TOTAL SAVINGS	17,348	11,816	23,846	27,366	158	27,524

Public Health	0	0	0	0	0	0
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* CSD total savings identified in 2017/18 are £9,957k as shown on the CSD detailed table. This is reduced for savings identified towards pressures bringing the total to £4,639k (as shown in the table above).

** The savings identified on the detailed ESBT Clinical Care Models table are in excess of the amount shown in the table above, as the detailed table shows savings attributable to the whole Partnership.

Adult Social Care (outside ESBT) - current & additional savings			Gross Budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Commissioned Services	Review funding for Carers; AIDS/HIV; Supporting People community based support; Physical Disability Services; Substance Misuse	Impact on individuals using services and their families and carers including potential loss of housing, loss of support for multiple needs i.e. drug and alcohol problems, mental health issues and challenging behaviour. Potential increase in homelessness, increase in anti-social behaviour and impact on community safety. Potential for increased pressure on drug and alcohol services and health services and loss of resource for District and Boroughs. Potential reductions carers support and risk on the ability of carers to continue in their caring role. Increased risk of early mortality or severe ill-health (HIV) and risk of loss of family life for children of people with HIV. Likely increased demand for community care support in future years.	3,018	809	1,274
Management, Staffing and Support Services	Review Training and Development spend; Staffing structures within Strategy, Commissioning, Planning, Performance & Engagement, Contracts and Purchasing Unit and Complaints	Potential impact on staffing levels. Reduction in support services for clients and operational services e.g. longer waiting times for complaints response and resolution; commissioning and decommissioning new services; partnership working; strategic development and integrated planning; contract management and market development; client, carer and public engagement and consultation; performance monitoring and information.	3,184	543	796
Assessment and Care Management	Review and reduce staffing	Impact on staffing levels resulting in longer waiting times from referral to assessment and reduced capacity for assessment, review and safeguarding activity.	4,964	264	364

Adult Social Care (outside ESBT) - current & additional savings			Gross Budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Directly Provided Services	Review of Older People - Day Services; Discretionary East Sussex Support Scheme; Learning Disabilities - Community Support Teams, Supported Employment and Learning Disability Development Fund services	Impact on individuals using these services through reduced access to services with potential negative impact on independent living; potential loss of friendship networks; increased social isolation; reduced learning and employment opportunities; reduction in advocacy support; increased stress for carers; impact people facing temporary financial hardship.	622	235	336
Community Safety	Review funding of Community Safety	Risk to partnership arrangements and service provision including domestic and sexual abuse services. Broader potential impact on vulnerable people in the local communities.	723	208	208
Older People Community Care	Review Older People and Older People Mental Health funding	Impact on the levels of care and support funding available to meet eligible social care needs. Reduced choice for service users in the way care and support is delivered and reduced choice of services provided. Reductions in preventative support will potentially result in individuals eligible care needs increasing more quickly.	16,559	437	587
Working Age Adult Community Care Budget	Review Learning Disabilities, Mental Health, Substance Misuse funding	Impact on the levels of care and support funding available to meet eligible social care needs. Reduced choice for service users in the way care and support is delivered and reduced choice of services provided. Reductions in preventative support will potentially result in individuals eligible care needs increasing more quickly.	12,861	283	435
				2,779	4,000

East Sussex Better Together: Areas of Search within the Integrated Strategic Investment Plan (pooled budget)			Gross budget	Savings	
			2016/17	2017/18	2018/19
Scheme description	Description of investment proposal	Key outcomes	£'000	£'000	£'000
Personal Resilience: Embed personal resilience across the whole population; improve outcomes from schools, nurseries, hospitals and workplaces; embed behaviour change as core function of all front line staff; improve staff health to increase productivity	Public Health, including: Making Every Contact Count, Smoking Cessation, Alcohol Awareness and Obesity/Physical Activity	People will manage their own health and wellbeing; self-care options embedded and support to make lifestyle changes is integrated		2,857	1,900
Community Resilience: Enabling asset-based approaches to be developed and embedded across the system to reduce social isolation, promote healthy ageing, reduce or slow the progression of ill health for people with existing health and care needs and improve wellbeing by growing the protective factors for good health.	Schemes to be developed within Health and Social Care: Commissioners and Providers	Reduction in need and demand for formal health and care services; Reduction in social isolation; The strengths and talents that communities can contribute to improving health outcomes are valued and harnessed, including embedding these in the support planning process		1,811	2,550

East Sussex Better Together: Areas of Search within the Integrated Strategic Investment Plan (pooled budget)			Gross budget	Savings	
			2016/17	2017/18	2018/19
Scheme description	Description of investment proposal	Key outcomes	£'000	£'000	£'000
Integrated Locality Teams: Developing integrated community Health and Social Care teams is a key programme of work to bring together core health and social care professionals to provide greater integration and coordination of care to meets the needs of local people within a community setting.	Developing integrated community Health and Social Care teams is a key programme of work to bring together core health and social care professionals to provide greater integration and coordination of care to meets the needs of local people within a community setting.	Integrated teams with single line management that are aligned to a number of GP Practices, co-located wherever possible alongside agile/remote working, shared IT systems that support risk stratification and case recording, interdisciplinary working, opportunity to develop new and hybrid roles		14,246	8,266
Proactive Care: The proactive care pathway is supported by the use of risk stratification, personalised care planning and access to self management and psychological support.	Including: Technology Enables Care Services (TECS), Falls and Fracture Liaison, Frailty Strategy, Pro-Active Care, Vulnerable Patients and Specific Conditions (incl. Ear, Nose and Throat (ENT), Musculoskeletal disorders (MSK) and Gastroenterology)	Enhanced capacity and capability for proactive case finding, assessment and care planning; ability to identify patients, clients and carers before they deteriorate and management of more complex cases, ensuring the most effective use of resources and a more holistic approach to care and support		12,076	18,240
Crisis Response: Ensuring that integrated health and social care services are set up to be able to respond early and in a co-ordinated way to a crisis, reducing the likelihood of it leading to a hospital admission.	Crisis Response	Multidisciplinary response and treatment service in the community with assessment visit within 2 hours. Provide treatments at home, which are not currently available, e.g. IV therapies, and enable patient, client and carers to be supported by intensive support and monitoring packages as appropriate.		2,515	4,145

East Sussex Better Together: Areas of Search within the Integrated Strategic Investment Plan (pooled budget)			Gross budget	Savings	
			2016/17	2017/18	2018/19
Scheme description	Description of investment proposal	Key outcomes	£'000	£'000	£'000
Integrated urgent and emergency care: NHS 111: procurement of an integrated service model of NHS 111 and local clinical triage and assessment service	20% reduction in Type 5 attendances (Type 5 are the least complex A&E attendances)	Design of NHS 111 telephone answering, signposting, self management pathways making best use of technology and life threatening triage process and pathway with 999. Developing a local clinical triage and assessment service to better manage urgent care needs		2,200	4,760
Integrated urgent and emergency care: same day urgent primary care: 24/7 Primary Urgent Care Service accessed via NHS 111 or via own GP	Schemes to be developed within Health and Social Care: Commissioners and Providers	Redesign and procurement of a 24/7 urgent primary care service to include current GP OOH service, 2 walk-in centres and overflow support to in hours practices to bring together into one service model that provides consistent clinical triage and face to face assessment capacity		1,000	1,000
Integrated urgent and emergency care centres: enabling streaming and increased primary and social care assessment capability at front of hospital	Schemes to be developed within Health and Social Care: Commissioners and Providers	Expanded multidisciplinary workforce to better meet presenting conditions. Introduction of non clinical navigators and testing extended scope physio roles. Urgent care pathways at front of hospital		1,750	
Accommodation & Bedded Care Strategy	Schemes to be developed within Accommodation Strategy, including: Integrated Equipment and Adaptations, Step-up/Step-down and Residential & Nursing			4,224	2,459

East Sussex Better Together: Areas of Search within the Integrated Strategic Investment Plan (pooled budget)			Gross budget	Savings	
			2016/17	2017/18	2018/19
Scheme description	Description of investment proposal	Key outcomes	£'000	£'000	£'000
Prescribing: Prescribing Support Scheme to incentivise prescribers to change behaviour; providing additional expertise to support Prescribers in Primary Care; Drug and Alcohol services; implementation of joint formulary; integration of Community Pharmacy Medicines Use reviews in GP process and implementation of shared decision making tools	Including: Medicines Optimisation in Care Homes and Repeat Prescribing	Reduction in inappropriate variability in prescribing of medicines; Evidence-based cost-effective use of medicines across pathways; Improved safety and efficiency of repeat prescribing process; Value for money		5,314	7,899
Elective Care: shared decision-making; cardiology; diabetes	Schemes in development; including Shared Decision Making	patient involvement in decision-making; pathway redesign aimed at prevention and disease management		1,000	
Primary care: supporting changes to primary care working practices; establishing a sustainable workforce; rationalising and improving the estate in primary care; delivery of a GP Five Year Forward View Implementation Plan	A range of Primary Care initiatives: being developed within the Primary Care Strategy	Improvements to primary care workload; encourage new and innovative ways of working; facilitate use of new technologies and better use of estate; service redesign		2,000	

East Sussex Better Together: Areas of Search within the Integrated Strategic Investment Plan (pooled budget)			Gross budget	Savings	
			2016/17	2017/18	2018/19
Scheme description	Description of investment proposal	Key outcomes	£'000	£'000	£'000
Mental health: Provision of alternative sources of mental health care and support; de-stigmatisation of service provision; increase in peer support provision; extension in effective interventions to promote self-care and wellbeing; increase in community provision; prevention of deterioration and hospital admission	Range of Mental Health Service Initiatives	Provision of third sector provided peer-led support; development of crisis response; streamlined rehabilitation pathways; expanding role of third sector and primary care; Dementia Crisis Team; Dementia Shared Care wards		1,867	6,180
Learning Disability: strengthening the support pathway and provision to adults with a Learning Disability and challenging behaviour; improving hospital and primary care liaison; developing a crisis response service to maintain individuals in the community.	Schemes to be developed within Health and Social Care: Commissioners and Providers	Increase in people supported to live in local community settings; reduction in numbers of people in inpatient settings; consolidation of approach to market and fee levels		544	1,174

East Sussex Better Together: Areas of Search within the Integrated Strategic Investment Plan (pooled budget)			Gross budget	Savings	
			2016/17	2017/18	2018/19
Scheme description	Description of investment proposal	Key outcomes	£'000	£'000	£'000
Children's Services: integrated delivery of Early Help services; improving offer for children with disabilities and special educational needs; improving mental health and wellbeing through the Child and Adolescent Mental Health Services (CAMHS) transformation plan	Schemes to be developed within Health and Social Care: Commissioners and Providers	Reduction in number of children requiring services; Reduction in number of Looked After Children; Increase in children able to remain in their local communities with their families; Improved health and wellbeing		183	3,216
Planned Care: To be allocated across schemes above	Including: Musculoskeletal disorders (MSK) Prime Provider, Pathway Redesign, Shared Decision Making, Secondary Prevention			2,977	23,679
			846,133	56,564	85,468

East Sussex share of the pooled budget areas of search:

Adult Social Care	11,114	16,000
Children's Services	36	69
	11,150	16,069

The gross budget of £846m represents the pooled in-scope budgets of the Council and the two partner CCGs. The total savings figures represent the amounts required for the partners to achieve pooled financial balance in 2017/18 and 2018/19 respectively. The County Council's share of the required savings is as shown above.

Business Services / Orbis - current & additional savings			Gross Budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
<p>Orbis Business Services partnership will deliver seamless and resilient business services, whilst providing savings to both authorities (East Sussex and Surrey County Councils).</p> <p>Bringing together services will create sufficient scale to drive shared efficiencies, enable us to share skills and knowledge, and invest in technology that could otherwise be prohibitively expensive for each organisation alone. Financial savings are based on management de-layering, process improvement and reduction of duplication.</p> <p>Orbis is expected to grow by bringing on public sector partners, and from the pursuit of income opportunities through the provision of services to public sector clients (on a contractual basis or by means of specific delegation of function). The 'compelling alternative'.</p> <p>The partnership incorporates the following services:</p> <ul style="list-style-type: none"> • Personnel and Training (PAT); • Property and Capital Investment; • ICT; • Procurement; • Finance (including Internal Audit); and • Business Operations (Shared Services) 	<p>The savings proposals per year show the aggregate sum relating to the ESCC one-third share. A two-thirds share is attributable to SCC; however, it is important to remember that the one-third/two-thirds split cannot be disentangled as the proposals reflect the integrated service design.</p> <p>Phased changes to the Senior Management structure. Integrating and reducing, where appropriate, the layers of managerial hierarchy. The phasing allows for capacity retention during the first two years, with all savings expected to be delivered by 18/19.</p> <p>Phased changes to other staff costs that are based on both: existing operational delivery plan; together with (from 17/18 onwards) services that are currently being re-designed through the Orbis 'area for search' programme. These proposals will focus primarily on process improvement and the reduction of duplication of activity.</p> <p>Process Improvement - Making processes more efficient and effective through use of more standardised, streamlined processes. These can often be technology enabled to offer automation or user empowerment through self-service.</p> <p>Removal of duplication - Where activity is common across the two organisations, there is potential benefit through economies of scale and scope to remove duplicated effort</p>	<p>The first year will focus on:</p> <ul style="list-style-type: none"> - stability of service; - embedding new senior management structures; - supporting other departments in the delivery of the change agendas; - planning and implementing the integration of all Orbis services <p>Key factors for delivery of the Orbis Business Plan by the end of 18/19 include:</p> <ul style="list-style-type: none"> - Clarity on level of interrogation of each function; - Recognising the needs of each partner, including agreement to changes in service offer as a result in service design (in line with the Target Operating Model). - Removal of cultural inertia and resistance to 'location based' support i.e. support will be provided by Orbis staff irrespective of whether they are based in Lewes, Kingston or elsewhere. <p>Technology requirements and transitional/programme support to enable changes.</p> <p>Some initial modest growth proposals of currently offered services have been included. These will be dependent on being able to develop a 'marketable' offer through the business plan and a requirement for sufficient commercial skills to deliver new business. At this stage no assumptions of benefits arising from on boarding new public sector partners has been included. Again, that will be a feature of the forward-looking 'compelling alternative' Orbis strategy</p>	21,688	981	1,396

Business Services / Orbis - current & additional savings			Gross Budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
<p>Business Operations (Shared Services).</p> <p>These services are fully described in the Orbis Business Plan and are provided from ESCC or SCC locations. There are already degrees of integration of each of these activities as Orbis has progressed along the Partnership route.</p>	<p>Growth - an initial focus on offering specialist financial and internal audit advice (including expanding current offer e.g. to schools and other public sector organisations) and Business Operations services.</p> <p>Non-staff savings will focus on the ICT and Business Operations areas.</p> <p>The savings proposals are shown net of some additional revenue costs arising out of the investment need to improve IT capability to support the delivery of integrated Orbis services.</p>	<p>Compelling alternative Orbis strategy.</p>			
Orbis Savings	Reconfiguration of services and reduction in staffing for Procurement, Property and Business Operations.	<p>Across Orbis, additional savings are expected to be realised from the Procurement budget that will be part of the wider restructure being undertaken in Autumn/Winter 2016/17 to allow for full year savings from April 2017, as these savings will be considered as part of the wider restructure/consultation there will be no addition consultation required.</p> <p>Additional savings will also be delivered from Business Operations through staff reductions in areas to be identified.</p> <p>Within Property, there will also be a number of capitalised work reduced and stopping specific level of Asset feasibility work. As well as to reshape and reduce Asset Teams. ESCC have stated 30% of the overall total Orbis savings, in line with the current ACR.</p>	7,614	217	

Business Services / Orbis - current & additional savings			Gross Budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
ICT Contracts (MOBO)	Review existing ICT contracts to assess opportunities to reduce/share costs across the partnership. Specific areas and impact to be identified but focus will be on overlaps and duplication.	Potential reduction in service levels,	5,895	100	
Property - Cleaning and Courier services (MOBO)	Review existing contracts to assess opportunities to reduce/share costs across the partnership.	Potential reduction in service levels.	2,318	74	
Delivery of agile efficiencies by centralising support budgets	Management of telephony, postage and printing budgets. Business Growth.		1,173	100	
				1,472	1,396

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Early Help	Withdraw from the current County Council funded universal open access/drop in activity sessions at children's centres; integration of health visiting and children's centres and streamlining of management; some reduction in years 2 and 3 in targeted one to one support for vulnerable families and young people.	Integration of health visiting, the Family Nurse Partnership Programme and children's centres provides the opportunity to look at how the national Healthy Child Programme 0-5 can be provided locally in the most cost effective way, but savings will mean the loss of some posts and changes in the mix of posts of different kinds. Open access activities are currently funded across the county. Ending these activities will reduce opportunities to build supportive connections between local families, promote positive parenting, support children to be ready for school and identify those families with emerging support needs e.g. low level mental health needs. Reduced opportunities to identify families with emerging support needs and reduced capacity for one to one support may impact on demand reduction for social care. The savings start in 16/17, but are being implemented over the 3 years to 18/19, and with significant management savings in 16/17.	18,928	15,519	577	1,238
Early Help 0-5	Reduction and reshaping of management and support functions.	Staff consultation will be needed.	18,928	15,519	407	
Early Help 5-19	Income generation for youth work activities.		18,928	15,519	240	

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Children's Support Services (including Music, Watersports, Duke of Edinburgh (DofE) scheme and Safeguarding quality assurance)	<p>Reduction of management and administrative posts, more Agile working, reducing support to operational managers requiring managers to self-serve. Enhancing digital offer and encouraging channel shift to reduce demand from the public and internal staff, reduction in training budget and income generation. Reviewing policies.</p> <p>Reduction in Safeguarding staffing based on on-going forecasted trend of reductions in Looked After Children (LAC) and Child Protection (CP) plans. Greater use of digital technology for young people's participation and CP and LAC</p>	<p>Review of Admissions policies may change the historical catchment areas for some schools but will also help to ensure efficient processing and policies should be clearer for parents.</p> <p>Reduction in support services and more self service has the potential to impact on operational management capacity and increase pressures on some managers and staff.</p> <p>Reduced opportunities for young people from low income families to learn a musical instrument. It is hoped that this can be mitigated by persuading schools to use pupil premium to part-fund music lessons.</p> <p>This is dependent on achieving the reductions in LAC and CP as the capacity of staffing is dependent on the number of meetings required. These changes will reduce our ability to reduce caseloads in line with recommended national levels for Independent Reviewing Officers (IROs) and could lead to poor case planning.</p>	7,698	3,593	262	342

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Music Service	Management restructure, fee remission and review of terms and conditions of music teachers.	Staff consultation will be needed.	2,544	0	82	68
Home to School Transport	Review of post 16 discretionary transport and HTST policy, regular review of transport arrangements at pupil level to ensure most cost effective provision.	Regular reviews of transport provision at pupil level to ensure it is the most cost effective option may result in changes in the way children are transported in the year and longer journey times. Reduction in the number of pupils with less complex SEND who will receive travel assistance to get to college and the cessation of post 16 transport assistance for low income families. This is likely to increase the number of NEETs and could impact on the viability of some colleges and some courses.	11,708	11,221	488	566
Home to School Transport	Review of unsafe routes	Review of unsafe routes could impact more on pupils in rural areas with a greater expectation on parents to accompany children to school or nearest bus stop. Savings TBC subject to further work which is currently in progress in CET.			TBC	TBC

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Locality Services	Reconfiguration of services and reduction in staffing at both practitioner and management levels and in ongoing support to families.	We will be reconfiguring services to provide social work expertise on the most complex families by effective joint working with the Police through the new Multi-Agency Service Hubs (MASH) arrangement and effective Early Help hub that will redirect families that do not need social work involvement. Reduction in numbers of families who will be assessed and supported by social work teams with early help staff working with families with even more complex needs. The savings start in 16/17, but are being implemented over the 3 years to 18/19.	12,298	11,269	305	85
Troubled Families	Revised Troubled Families strategy to increase Payment by Results (PbR) rates.	PbR is subject to auditing by DCLG and goal posts often change each year.	1,081	0	122	

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Specialist Services	Reduction in staffing alongside income generation	Reduction in capacity to undertake specialist assessment and support which could result in a higher number of court ordered external assessments. Reduction could be mitigated by income generation from other funding streams and by accreditation by the Legal Aid Board so that assessment costs can be shared with other parties in legal proceedings. These plans may need to be reconsidered in light of future savings plans for Drugs and Alcohol Team (DAAT). The savings start in 16/17, but are being implemented over the 3 years to 18/19.	4,890	2,103	275	0

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Looked after Children (LAC)	Reduction in LAC numbers and a continued focus on keeping children in more cost effective in-house placements. Reduction in staffing levels (including adoption services)	LAC modelling is showing decreasing numbers and costs for LAC. Keeping children in in-house provision rather than agency does result in more placement moves for children because effective matching is more limited, children may have to wait longer and sibling groups may be split. Also, reduction in staffing levels will mean reduced support for complex LAC in vulnerable in house foster placements, and young people at risk of being involved in Child Sexual Exploitation remaining at home. Reducing adoption services specifically follows a reduction in govt grant but also acknowledges decreasing numbers of children coming through for adoption. This may affect the capacity to recruit and approve adopters and provide support for adoptive placements leading to adoption disruption. The savings start in 16/17, but are being implemented over the 3 years to 18/19.	25,106	21,712	773	952

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Youth Offending Team (YOT)	Reduction in specialist posts in the YOT	<p>Reconfiguration of services for young people along a 'health hub' model will mitigate some of these reductions. Will reduce the YOT offer to parents to support their young people to stop offending, as well as the ability to reintegrate offenders into education, provide health and lower level mental health support.</p> <p>Achieving these savings will be even more challenging in the light of recently reduced in year grant funding of 10% (£50.6k) from the Youth Justice Board (YJB) and ongoing pressure on the Remand budget (currently £50k).</p> <p>The savings start in 16/17, but are being implemented over the 3 years to 18/19.</p>	1,675	539	27	12

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Standards and Learning Effectiveness Service (SLES)	Reduction in specialist posts and staff numbers, increase in traded activity and school to school support	<p>Reduction in SLES school improvement provision will reduce capacity to increase the proportion of good and outstanding schools that will provide capacity for school to school improvement support and limit the effectiveness of the LAs monitoring of the performance of all schools. This will impact negatively on pupil outcomes, increase the number of underperforming schools and schools in Ofsted categories of concern.</p> <p>Reduction in the statutory provision of Information, Advice and Guidance (IAG) to vulnerable young people will take the current provision below minimum standards. We will mitigate the impact through the use of online mechanisms for delivering information, advice and guidance to young people. However the impact of limited face to face support and tracking will reduce the participation of vulnerable young people in education, training and employment 16-19.</p>	25,650	2,985	100	260

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Inclusion, Special Education Needs and Disability (ISEND)	Reduction in staff posts, reduced placement costs and service redesign in Year 3	<p>Education Support, Behaviour and Attendance Service (ESBAS) will work to mitigate the impact on schools by extending the LA offer of traded work. Reduction in the provision of support to schools for improving behaviour and attendance and in early intervention for pupils facing barriers to engagement. Not all of this work is statutory but is key to managing the demand for expensive, statutory and more costly intervention.</p> <p>Reduction in the Short Term Agency Budget and Short Breaks provision will result in additional pressures on families.</p> <p>Reduction in ISEND assessment and planning will lead to delays in provision beyond statutory timescales. We would mitigate this by working to reduce the number of statutory assessments and plans, through building capacity in schools and colleges to support more young people with school/college based plans.</p> <p>The most significant savings have been delayed to Years 2 and 3 in the context of pressures and demands from the current SEN reforms.</p>	45,005	10,102	332	848
ISEND	Review of respite care.	To be determined as part of the review.	45,005	10,102	125	(50)

Children's Services - current & additional savings			Gross budget *	Net budget *	Savings	
			2016/17	2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000	£'000
Children's Support Services (including Music, Watersports, DofE and Safeguarding quality assurance)	Reduction in support staff, training, participation and engagement of young people, equalities and cease co-ordination of DofE scheme.	Staff consultation will be needed. Consultation with Youth Cabinet will be needed. Consultation with DofE and schools will be needed.	7,698	3,593	250	96
All CSD	Bring forward existing MTFP savings.		152,815	64,604	135	(211)
All CSD	Use of grant including Dedicated Schools Grant (DSG).		152,815	64,604	50	
All CSD	Interblock transfer.	Requires discussion with Schools Forum (Jan 17).	152,815	64,604	4,000	
All CSD	Further vacancy control, reducing travel and other non staffing costs.		152,815	64,604	1,407	
					9,957	4,206

The CSD savings include the mitigation of current pressures as detailed at 4.7 of the report. The summary below provides further analysis:-

	£m
Total 17/18 savings as above	10.0
Of which, to mitigate CSD pressures (per 4.7): temporary	(0.8)
permanent	(0.6)
interblock	(4.0)
Total other 17/18 CSD savings	4.6

Communities, Economy & Transport - current & additional savings			Gross budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Operations and Contract Management					
Waste Operations	Leachate Disposal	More efficient and environmentally sustainable management of closed landfill sites.	672	85	
Waste Disposal	Change to the management of the Corporate Waste Reserve; efficiency improvements, with partners, of the service; and maximising income generation opportunities	The proposed change to the management of the Waste Reserve includes a different approach to managing risk. Moving to a different approach over a four year period reduces the risk provision from around £30m to £13m. If risks occur and have a permanent effect on the revenue budget, there would need to be a matching increase to the base budget, however the proposed approach means that funding could be found if and when required, rather than kept in reserve to a greater extent than appropriate for the medium term. Impacts of efficiency improvements will vary and, where appropriate, the relevant consultation and Member approval will be sought, with the detail of the impact defined at this stage.	28,680	25	
Waste Disposal Service	Review of Current approach during 2017/18	The review will consider options for: demand management; asset management; income generation and the impact of any changes on residents.	28,680		800
Transport Hub	Restructure of Transport Hub teams	There will an impact on staff because of the reduction of staff numbers and a change of role for the staff within the teams in the Transport Hub, subject to staff consultation. There will be minimal impact on service users.	1,344	35	

Communities, Economy & Transport - current & additional savings			Gross budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Rights of Way and Countryside Management	Efficiency savings in the Rights of Way and Countryside sites	Minimal impact, but subject to completion of the strategic commissioning piece of work and staff consultation.	1,335	50	
Grass Cutting	Review of grass cutting policy	Work with borough, district and parish councils the options for reducing the cost of grass cutting.	950	400	
Environment service.	Increasing the coverage of Service Level Agreements with District & Borough Council's re. the provision of environmental advice.	Increased SLA coverage could lead to increased workloads in the Environment team - this may necessitate prioritising work that is in accordance with the SLA's.	337	5	0
Economy					
Planning and Environment Service	Development Control, Transport Development Control and Environment	Review of team structures and income generation opportunities	1,855	40	0

Communities, Economy & Transport - current & additional savings			Gross budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Review fees & charges across the Planning Service.	To charge for pre-application advice on major/significant County matter proposals , and review Ordinary Watercourse Consents fees.	<p>Proponents of major schemes are unlikely to be resistant to making a pre-application charge, although they will expect a certain level of service in return, which they are probably already receiving. Proponents of smaller schemes, particularly waste uses, may be put off from having pre-application dialogue if charges are introduced. Hence, a threshold for schemes we do and do not charge for will need to be introduced. Certain District & Borough Council's may be reluctant to introduce ESCC as a party on their PPA's - we will need to clearly demonstrate the benefits of doing so.</p> <p>Potential that a substantial increase in OWC fees may put off people applying for OWC consent in the first place - this could lead to a greater need for enforcement. However, statutory consultation on major planning applications is assisting in identifying where OWC is required.</p>	1,855	10	25
Communities					

Communities, Economy & Transport - current & additional savings			Gross budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Library and Information Service	Libraries Transformation Programme - internal review of the Library and Information Service	This extensive review of service delivery, the stock fund, opening hours and staffing structure will ensure that the current service is as lean and efficient as possible. Staffing levels and expenditure on the stock fund will be benchmarked against other authorities, and any changes will have a low impact on the majority of our customers. During the review of opening hours, we will use management information about libraries usage to minimise the impact of any potential changes on our customers. Subject to sign off from Cabinet, proposals to change the opening hours of libraries will be publically consulted on in early 2016.	6,444	700	125
Library and Information Service	Libraries Transformation Programme - development and implementation of the Libraries' Strategic Commissioning Strategy	The outcome of the Strategic Commissioning Strategy will potentially affect change in the overall configuration and nature of the library service in East Sussex. The implementation of the Strategy itself will optimise how the Library and Information Service is delivered, responding to current and future need, to achieve the best possible service within available resources. The outcome of the Strategy is dependent on the findings of the needs assessment, however it is estimated that it could achieve further savings during 2018/19.	6,444		750

Communities, Economy & Transport - current & additional savings			Gross budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
The Keep	Improved staff utilisation across a range of functions, increased income generation and reduction in sinking fund	An Income Generation Strategy is currently being developed. The Governance Board has approved, in principle, the approach of the sinking fund.	689	4	19
Trading Standards	Continued modernisation of the Trading Standards Service	A current project specific, fixed term contract and pay protection for a number of staff end during March 15/16. In addition, there will be increased income raised through a new partnership with an approved trader scheme.	868	122	
Registration Services	Create an additional surplus of £60,000 in addition to the current target of £215,800 which has been exceed three years running and is likely to be exceeded again in 2016.17	The Registration service have consistently exceed their income target year on year. This is despite the absence of Southover Grange in Lewes as this is being refurbished. This will be completed as our flagship register office in the Spring/Summer of 2017. The move to Hastings Town Hall in 2016.17 has seen an increase in ceremony income and this is expected to increase again once Southover Grange is open. It has been calculated that an additional £60,000 income should be achievable once Southover Grange is open and Hasting Town Hall continues to increase bookings.	1,262	60	
				1,536	1,719

Governance Services - current & additional savings			Gross budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Communications	Service redesign and some income generation. Staffing restructure; efficiencies; ceasing part of service.	To be assessed as part of a service review. Ceasing support for departments in relation on-line hub where public can respond to consultations. Impact on effectiveness of consultations and added work for departments. Reduced ability to provide Departments with public/audience insight with effect on marketing efficiency.	1,283	130	54
Legal Services	Income generation	Additional income generation from review of pricing and greater scale through partnership working. Restructure will mean less resilience, mitigated through development of Orbis Public Law.	2,128	25	50
Member Services	Efficiencies, staffing restructure	Reduced resilience and ability to ensure continued level of service at times of increased demand or staffing shortages.	541	20	
3rd Sector	Cease corporate support for AiRs (18/19); Reduction in Generic infrastructure or Healthwatch	Reduced support for the VCS.	937		30
Senior Management and Organisational Development	Reduce spend on supporting Council developments, innovation, service improvements, resilience.	Reduced funding of innovation or service infrastructure development. Reduction in ability to ensure appropriate governance/M.O. at time of significant and complex change. Reduction in ability to fund counsel fees resulting in potential additional cost to Depts, particularly Children's Services.	509	50	

Governance Services - current & additional savings			Gross budget *	Savings	
			2016/17	2017/18	2018/19
Service description	Description of savings proposal	Impact assessment	£'000	£'000	£'000
Chief Executives Office	Reduction of across executive support, performance and R&I functions	Less support for Chief Executive and Cabinet. Less capacity for all functions.	952	45	
				270	134

Scrutiny Committee comments on RPPR September 2016

Key areas of interest and lines of enquiry raised by the committees – questions, issues

1. Audit, Best Value & Community Services Scrutiny Committee

The Committee noted key areas of interest and future lines of enquiry for the RPPR process including:

Capital Programme. The Committee requested:

- Further information on the funding of the capital programme and information on the impact on the revenue budget.
- Further clarity on the amount of the contributions from the New Homes Bonus and Section 106/Community Infrastructure Levy (CIL) for future years.
- An indication of the sources of *future* funding for the new capital programme and the likely impact on revenue.

Business Services. The Committee requested:

- A breakdown of the savings achieved under Orbis on a service by service basis.
- Further information on the outcomes from the Income Generation Programme.
- An update on the Property Investment Strategy.
- An update on the Apprenticeship Levy funding, including the rate of draw down and the extent to which this can be offset against Human Resources costs.

Community Services. The Committee:

- Has established a Board to examine the Libraries' Transformation Programme.
- Asked for an update on the Registration Service, to include information on costs, fees and other income.

Governance Services. The Committee requested:

Further information (including gross budget figures) on:

- Orbis Public Law
- Senior Management and Organisation Development,
- Member Services.

Public Health. The Committee asked:

- For clarity about the future ring fencing arrangements of Public Health budgets;
- For assurances about the future management of year on year underspends;
- For further information on the delivery of programmes for Smoking Cessation and Creating Healthy Communities.

2. Adult Social Care and Community Safety Scrutiny Committee

The Committee noted key areas of interest and future lines of enquiry for the RPPR process including:

- The level of confidence that the implementation of an accountable care model, as part of the East Sussex Better Together (ESBT) programme, would be able to deliver the necessary savings for the Adult Social Care Department. This is being scrutinised by the ESBT Joint Scrutiny Board.

- Whether the increased additional pressures on adult social care services will be reduced by focusing on cost avoidance measures e.g. reducing demand through things such as changes to urgent care system.
- The impact of any further reductions to supporting people or community safety services on street communities and homelessness.
- The added complexity of the RPPR process this year due to the joint planning work underway with health partners and the different stages this has reached in the ESBT area and the Connecting 4 You (High Weald Lewes Havens) area.
- The impact that the Sussex and East Surrey Sustainability and Transformation Plan (STP) may have on the Adult Social Care Department.

3. Children's Services Scrutiny Committee

The Committee noted key areas of interest and future lines of enquiry for the RPPR process including:

Revenue Budget

The Committee asked for more detailed information about progress with Children's Services review of all its costs across the department (which it is undertaking in response to a projected overspend for the year of approximately £4million).

Inclusion, Special Educational Needs and Disability (ISEND)

Further clarification was sought regarding the increased costs the ISEND service is experiencing. The Committee were specifically interested in:

- whether more could be done to manage public expectations about the level of special educational needs support available; and
- delays in converting statements to Education, Health and Care Plans (EHCPs) and the additional costs this may incur.

EFFICIENCY PLAN 2016/17 TO 2019/20**1. Background**

1.1 The State of the County report was approved at the Council meeting on 12th June 2016. The report is part of the Council's continuing Reconciling Policy, Performance and Resources (RPPR) process, the business and financial planning cycle. It set out the latest position as more detailed planning for 2017/18 is started, the second year of the three year plan agreed by Council in February 2016. The aim of RPPR is to provide an integrated business planning process which engages all Members through Cabinet, Scrutiny Committees and All Members Forums. This covers both capital and revenue.

1.2 The Medium Term Financial Plan (MTFP) has been extended to 2020/21 to match the NHS 3+2 year model in preparation for an integrated budget with the Eastbourne, Hailsham and Seaford Clinical Commissioning Group (CCG) and the Hastings & Rother CCG and East Sussex County Council (ESCC) as part of the work on East Sussex Better Together (ESBT). The first three years of the revised MTFP updates the existing plans for the savings requirement. The further (+2) two years of the five year plan are more indicative and should be viewed as showing a direction of travel for the County Council. The Council Plan will continue to be set on a three year basis. As with last year, more detailed planning will be carried out on the next financial year than the following three, because of the high degree of uncertainty about both the Council's future functions and funding.

1.3 Current plans are predicated on the need to make savings of £70m-£90m during the current three year plan period 2016/17-2018/19. This means that, despite continued commitments to maximise efficiency and income generation, a continued, direct impact on front line services for all areas across the organisation is unavoidable. The Plan therefore contains some elements of budget reductions, as well as efficiencies.

2. RPPR next steps

2.1 Through the RPPR process, proposals will be brought forward for savings across the next two financial years (2017/18 and 2018/19), on the basis of the plan agreed by Council in 2016 to reshape the organisation and deliver the savings required by commissioning services which will deliver the priority outcomes as far as possible, and in partnership with others where this will yield better outcomes for local people. Where the services commissioned are delivered by others, arrangements will be made to ensure that democratic accountability for use of budgets and outcomes is protected.

2.2 Whilst the existing service change, facilitating and income generation programmes identified will help to ensure that the Council delivers its services in the most efficient way possible and that it maximises the use of all the resources available to it, they cannot deliver the scale of savings required during the next two years. The Council will continue to make sure it learns from best practice elsewhere, benchmarks its services for value for money and take efficiency savings where these are available. However, it will be necessary to continue to make savings of a scale that cannot avoid impact on front line services, which will bring increased risk to the Council and to those served.

2.3 The Council has identified its key outcomes against the four priority areas which will help officers bring forward prioritised and targeted savings plans. The facilitating programmes contribute to the commissioning arrangements which will help to deliver a One Council approach to achieving the outcomes identified by Members.

2.4 The priority outcomes and operating principles are being used to shape the work already underway in relation to the elements in the strategic challenge diagram. Chief Officers used the priority outcomes to identify areas of search for savings agreed in October 2015. These are:

- Adult Social Care – integrating work with health to take a single view of health and care requirement;
- Children’s Services – integrated services with partner agencies; ensuring the right people work with the right children, families and settings in the right way for the right amount of time; integrated work with Adult Social Care and NHS; and mobilising communities and other partners to help children, young people and families as part of the community resilience work and increased digitalisation of service access;
- Review the Capital Programme to ensure the right choices are being made between revenue and capital to meet basic need in the county; and
- Commissioning Strategy for community based services, such as libraries.

2.5 Whilst planning has continued on the current savings assumptions over the summer, there remains significant uncertainty in some key areas. For example, the implications of accepting the Government’s four year funding offer, the new arrangements for localisation of business rates are at a very early stage of development by Government and plans in Adult and Children’s Social Care are dependent on integration with health, the full implications of which are being developed and are yet to be considered by Members. Focused work has continued over the summer on a number of aspects of the MTFP and Members will be updated in September. At that point, it is hoped that there will be greater certainty about what level of additional savings will be necessary. More detailed services and savings plans will be considered in October.

3. Council Priority Outcomes

3.1 Last year, Members endorsed the existing priority outcomes, which provide a focus for decisions about spending and savings and direct work across the Council. The outcome that “the Council makes the best use of resources” is a test that will be applied to all activities. The other three priority outcomes are:

- Driving economic growth;
- Keeping vulnerable people safe; and
- Helping people help themselves.

4. Medium Term Financial Plan (MTFP) and Capital Programme

4.1 The MTFP was approved at County Council on 12 July as part of the State of the County report. The latest projections detailed in Figure 1 show a deficit of £5m over the three year MTFP period and £29.5m by 2020/21. This is within the context of a very uncertain financial outlook and in addition to savings of £64m which have already been planned. Therefore, the total savings requirement for the three year MTFP remains close to the £70m to £90m range as previously identified.

4.2 The table below sets out the existing savings plans by department:

Department	2016/17	2017/18	2018/19	Total
		£'000		
Adult Social Care	7,955	10,093	20,000	38,048
Business Services/Orbis	312	981	1,396	2,689
Children's Services (excl. schools)	4,985	3,175	4,972	13,132
Communities, Economy & Transport	3,117	999	894	5,010
Governance Services	180	100	104	384
Subtotal Departments	16,549	15,348	27,366	59,263
Treasury Management	3,000			3,000
Capital Programme Management		2,000		2,000
Subtotal Centrally Held Budgets	3,000	2,000	0	5,000
TOTAL SAVINGS	19,549	17,348	27,366	64,263

Over two thirds of the savings in years two and three are within ASC budgets and are largely reliant on integration with Health.

4.3 The approved capital programme reported at County Council on 12 July as part of the State of the County report is also attached at Figure 1.

5. Meeting the Strategic Challenge

5.1 Each year, the key elements which will help the Council meet the strategic challenges it faces are identified. The key elements over the next 18 months are set out below, together with progress against them.



Cross-Council Facilitating Programmes

5.2 A summary of the progress on the cross-Council facilitating programmes which will help ESCC work most effectively in future years is set out below:

- i) **People Strategy** – the People Strategy is being implemented. The key issues for the Authority in the coming year are the effects of the National Living Wage, the apprenticeship levy and national targets for recruitment of apprentices on finances and workforce. In addition to working with the LGA to avoid a top-down target for apprentice numbers from Government and to exclude schools from these plans, work on devolution will include proposals for freedom to use the levy locally to support the skills needs in the wider economy.
- ii) **Customer Focus** – improvements are being developed to the way in which the Council deals with customers and to the recording of performance so that customers are served well and consistently, whether services are provided internally or externally. Plans are also being developed on a number of digital projects aimed at improving business intelligence and efficiency.
- iii) **Orbis and Orbis Public Law** – these key partnerships with South East Seven Authorities will improve both the efficiency and resilience of key back office services. This will enable services to continue to be provided against a background of diminishing resources.
- iv) **SPACES** – the programme aims to achieve £30m in capital receipts, £10m reduction in revenue costs and a 20% reduction in CO₂ emissions across the public estate in East Sussex. To date, nearly £6m of benefits have been delivered and a further £10m identified for delivery. This includes £525,000 year on year revenue savings and over £1.1m capital receipts for ESCC.

Maximising Control and Independence

5.3 In order to be able to plan effectively for the future and to maximise the resources available to help local people, the Council is working to ensure as much local control and predictability about its resources as possible. This work is supported by the following workstreams:

- i) **Income Generation** – the Council continues to place a high priority on income generation and work continues through the Member and officer group which has both senior officers and Lead Member involvement.
- ii) **Devolution** – the Three Southern Counties (3SC) area has a different economic profile from those which have already signed deals with the Government, as the 3SC area is a net contributor to the economy of the country. A devolution deal which offers the area greater benefit from the income generated within it will help to maintain the growth the UK economy needs and enable the area to have the infrastructure necessary to support that growth and maintain the quality of life of local people. Good progress is being made in building the partnership which will deliver the deal if it is agreed with Government and initial discussions have been held with the Treasury over the Government's appetite to negotiate a deal which has a greater scope and ambition than most which have been signed to date.

Service Change Programmes

5.4 In response to changes in legislation and in preparation for the scale of savings anticipated during the next planning period, a number of service change streams have been developed. It will be through these change streams, supported by the cross-Council facilitating programmes, that services will be reshaped in a way that will help them become sustainable in the future.

Excellence for All

5.5 Excellence for All 2016/17 sets out how the Council, in partnership with all educational providers across the county, will build on the successes of the past two years to create a truly excellent and inclusive education system for the children and young people of East Sussex.

5.6 Since the original Excellence for All was published in 2013, the Council and its partners have moved a long way towards achieving the shared vision that “all children and young people who are educated in East Sussex will attend an establishment that is at least rated “good” by Ofsted...and will make good levels of progress”. Key achievements to date include:

- Outcomes have increased significantly since 2013, with pupils achieving at least in line with national averages on most indicators, and well above on some, such as the percentage of early years children achieving a Good Level of Development;

- There has been a rapid increase in the number of children having access to high quality primary education, with over 80% of primary schools now judged “good” or better by Ofsted;
- The early years, secondary and post-16 sectors continue to perform well in terms of Ofsted outcomes;
- Positive reductions have been secured in fixed term exclusions since 2014; and
- The percentage of 16-18 year olds participating in education, employment or training continues to rise.

5.7 The strategy sets out how, in partnership with all local providers, the Local Authority will build on this success to deliver five key objectives over the next two years:

- Every school, college and setting to be judged at least “good” by Ofsted, and increase the proportion of schools judged to be “outstanding”;
- Performance at all Key Stages to be at least in the second quartile and, in many instances, in the top quartile on all key outcome measures;
- Accelerate progress for all key groups of pupils at all ability levels, with a particular focus on disadvantaged learners and those with Special Educational Needs and Disabilities, in order to close gaps in achievement at all Key Stages;
- Increase attendance and reduce both fixed term and permanent exclusions in line with national averages; and
- Every young person to be able to access high quality employment, further education or training up to the age of 19.

5.8 Whilst there will be little change in the numbers of children in the county, the peak in birth rates in 2010/11 and the changes in distribution of school age children in the area will mean that there are pressures on school places in some areas.

East Sussex Better Together (ESBT)

5.9 ESBT aims to develop a fully integrated health and social care system in East Sussex by 2018, ensuring every person enjoys proactive, joined-up care and support that enables them to live as independently as possible. The programme will help to bridge the funding gap of £135m by 2020 in health and social care in the ESBT area.

5.10 A single planning process is being developed further in the ESBT area which will ensure that decisions about services and finances are taken in a co-ordinated way across the Eastbourne, Hailsham and Seaford CCG and the Hastings & Rother CCG and ESCC and that resources are pooled. This will optimise health and social care outcomes for local people, whilst preserving the sovereignty and accountability of each organisation.

5.11 The position in the area covered by the High Weald Lewes Havens (HWLH) CCG remains the same as last year, where ESCC will work as closely as possible with health colleagues to improve integration. A programme of joint work is in development and this will be reported to Cabinet, however plans in this area are much less developed.

5.12 The different approaches and different stages of development of the joint programmes may lead to a divergence in the health and social care services offered across the county. The ESBT areas may benefit from new, integrated services which meet the growing needs of the older population which may not be immediately available in the HWLH CCG area. The need to make savings across the whole area in order to deliver a balanced budget could further exacerbate the difference across the county.

Highways Contract Re-let

5.13 The new highways contract which started in May 2016 will deliver savings of just over £1m per annum. The contract means the Council is responsible for managing the contract and the asset, but delivery of the contracted outcomes is the responsibility of the contractor.

6. Monitoring

6.1 Progress against performance targets and budgets are reviewed on a quarterly basis by the Cabinet. A risk register is maintained to monitor key corporate risks and the Audit, Best Value and Community Services Scrutiny Committee consider monitoring reports on a regular basis.

6.2 The role of Scrutiny in the RPPR process is vitally important. Each scrutiny committee brings to bear its collective experience of undertaking scrutiny projects and has the opportunity to add its views on where savings should be sought. Ultimately, each scrutiny committee will provide commentary and recommendations to be taken into account by Cabinet and Council before final decisions are taken on the following next year's budget and Council Plan.

7. Conclusion

7.1 This efficiency plan sets out the Council's priority outcomes, the latest approved MTFP and shows how the strategic challenges will be met.

MTFP to be inserted

CAPITAL PROGRAMME 2016-17 - SOC POSITION	Total Budget £'000	Updated Previous £'000		16/17 Updated £'000	17/18 Current £'000	Total Remaining £'000
Adult Social Care						
Older People's Service Improvements (formerly Opportunities)	536	400		136		136
Greenwood, Bexhill-on-Sea	463	424		39		39
Extension to Warwick House	7,331	7,212		119		119
Social Care Information System	4,258	4,127		131		131
LD Service Opportunities	5,107	1,413		3,194	500	3,694
<i>PSS Grant - 94189</i>	(1,900)	(848)		(1,052)		(1,052)
Refurbishment of Facilities to meet Care Quality Commission Standards	374	347		27		27
House Adaptations	3,332	2,579		486	267	753
	21,401 (1,900) 19,501	16,502 (848) 15,654		4,132 (1,052) 3,080	767 767	4,899 (1,052) 3,847
Business Services						
Core Back Office Services	1,470	847		623		623
The Link	2,718	2,649		69		69
SALIX Contract	2,644	2,264		380		380
<i>SALIX Grant - 94106</i>	(2,085)	(1,705)		(380)		(380)
Property Agile Works	9,029	5,790		3,239		3,239
Core Programme - Capital Building Improvements	40,898	22,251		9,048	9,599	18,647
Core Programme - ICT Strategy Implementation	11,039	7,879		2,050	1,110	3,160
	67,798 (2,085) 65,713	41,680 (1,705) 39,975		15,409 (380) 15,029	10,709 10,709	26,118 (380) 25,738
Children's Services						
ASDC 2012/13	497	484		13		13
Mobile Replacement Programme	8,059	7,909		150		150
Family Contact	346	308		38		38
House Adaptations for Disabled Children's Carers Homes	1,255	870		294	91	385
Universal Infant Free School Meals	1,961	1,272		689		689
<i>Free School Meals Grant - 94194</i>	(1,961)	(1,272)		(689)		(689)
Early Years 2yr Old Grant	3,031	2,774		257		257
Schools Delegated Capital	5,828	4,900		928		928
<i>Grant - 94977</i>	(5,828)	(4,900)		(928)		(928)
Core Programme - Schools Basic Need	85,432	54,299		19,998	11,135	31,133
	106,409 (7,789) 98,620	72,816 (6,172) 66,644		22,367 (1,617) 20,750	11,226 11,226	33,593 (1,617) 31,976
Communities, Economy & Transport						
New Archive and Record Office - "The Keep" - Phase 1 & 2	20,207	20,120		87		87
<i>Other Contributions - 94642</i>	(6,958)	(6,948)		(10)		(10)

CAPITAL PROGRAMME 2016-17 - SOC POSITION	Total Budget £'000	Updated Previous £'000		16/17 Updated £'000	17/18 Current £'000	Total Remaining £'000
Rye Library	87	31		56		56
<i>Section 106 - 94327</i>	(35)			(35)		(35)
Hastings Library	8,846	2,603		6,243		6,243
Newhaven Library	1,754	1,650		104		104
Southover Grange (formerly The Maltings)	1,200	156		1,044		1,044
Library Refurbishment	1,983	1,635		348		348
Newhaven Household Waste Recycling Site	2,041	2,037		4		4
<i>DEFRA Waste Infrastructure Grant - 94105</i>	(2,041)	(2,037)		(4)		(4)
Travellers Site Bridges Tan	1,348	1,314		34		34
Broadband	25,600	17,297		8,303		8,303
Bexhill and Hastings Link Road	124,309	116,670		3,957	3,682	7,639
<i>LEP Funding (SELEP)</i>	(1,586)	(1,586)				
BHLR Complementary Measures	1,800	989		766	45	811
Reshaping Uckfield Town Centre	2,500	963		1,537		1,537
<i>Section 106 - 94366</i>	(2,500)	(963)		(1,537)		(1,537)
Exceat Bridge Maintenance	500	33		467		467
Economic Growth & Strategic Infrastructure Programme						
Economic Intervention Fund	7,945	3,034		1,403	3,508	4,911
<i>Recycled Loan Repayments</i>	(700)	(28)		(200)	(472)	(672)
Catalysing Stalled Sites	916			316	600	916
EDS Upgrading Empty Commercial Properties	500			250	250	500
EDS Incubation Units	1,500			500	1,000	1,500
North Bexhill Access Road	16,796	6,410		6,386	4,000	10,386
<i>LEP Funding (SELEP)</i>	(16,600)	(6,410)		(6,190)	(4,000)	(10,190)
Queensway Gateway Road	6,000	1,419		4,581		4,581
<i>LEP Funding (SELEP)</i>	(5,019)	(1,419)		(3,600)		(3,600)
Newhaven Flood Defences	1,500	300		800	400	1,200
<i>LEP Funding (SELEP)</i>	(1,500)	(300)		(800)	(400)	(1,200)
Sovereign Harbour/Site Infrastructure	1,700	530		1,170		1,170
<i>LEP Funding (SELEP)</i>	(1,700)	(530)		(1,170)		(1,170)
Swallow Business Park	1,400	505		895		895
<i>LEP Funding (SELEP)</i>	(795)	(505)		(290)		(290)
Newhaven Port Access Road	23,219	270		5,205	17,744	22,949
<i>LEP Funding</i>	(10,000)				(10,000)	(10,000)
Street Lighting Invest to Save	920	903		17		17
LSTF - ES Coastal Towns	2,467	2,097		370		370
<i>External Contributions - Various</i>	(459)	(180)		(279)		(279)
LSTF - Travel Choices Lewes	1,196	1,194		2		2
Eastbourne and Hastings Light Reduction	3,704	3,695		9		9
Eastern Depot Development	1,586	196		1,390		1,390
Newhaven Swing Bridge	1,548	1,513		35		35
Waste Leachate Programme	250			250		250
<i>DEFRA Waste Performance Grant - 94048</i>	(159)			(159)		(159)
<i>DEFRA Waste Infrastructure Grant - 94105</i>	(26)			(26)		(26)

CAPITAL PROGRAMME 2016-17 - SOC POSITION	Total Budget £'000	Updated Previous £'000		16/17 Updated £'000	17/18 Current £'000	Total Remaining £'000
Integrated Transport - LTP plus Externally Funded						
Hastings and Bexhill Junction Walking & Cycling Package	250				250	250
Eastbourne/South Wealden Walking & Cycling Package	2,100			750	1,350	2,100
<i>LEP Funding (SELEP)</i>	<i>(1,850)</i>	<i>(600)</i>		<i>(750)</i>	<i>(500)</i>	<i>(1,250)</i>
<i>Developer and Other Contributions - Various</i>	<i>(250)</i>				<i>(250)</i>	<i>(250)</i>
Hastings and Bexhill Junction Improvement Package	1,893				1,893	1,893
<i>LEP Funding (SELEP)</i>	<i>(1,500)</i>				<i>(1,500)</i>	<i>(1,500)</i>
Hailsham/Polegate/Eastbourne Sustainable Transport Corridor	2,350				2,350	2,350
<i>LEP Funding (SELEP)</i>	<i>(2,100)</i>				<i>(2,100)</i>	<i>(2,100)</i>
<i>Developer and Other Contributions - Various</i>	<i>(250)</i>				<i>(250)</i>	<i>(250)</i>
Other Integrated Transport Schemes	46,177	37,465		5,605	3,107	8,712
<i>Developer and Other Contributions - Various</i>	<i>(19,883)</i>	<i>(15,426)</i>		<i>(2,507)</i>	<i>(1,950)</i>	<i>(4,457)</i>
Speed Management	2,948	2,826		122		122
Terminus Road Improvements	6,250	470		5,275	505	5,780
<i>External Contributions - Various</i>	<i>(750)</i>			<i>(750)</i>		<i>(750)</i>
<i>LEP Funding (SELEP)</i>	<i>(3,000)</i>			<i>(2,495)</i>	<i>(505)</i>	<i>(3,000)</i>
Core Programme - Highways Structural Maintenance	103,038	66,483		18,538	18,017	36,555
Core Programme - Bridge Assessment Strengthening	16,860	14,546		1,134	1,180	2,314
Core Programme - Street Lighting - Life Expired Equipment	7,902	6,152		867	883	1,750
Core Programme - Rights of Way Surface Repairs and Bridge Replace	4,617	3,752		437	428	865
	459,707	319,258		79,257	61,192	140,449
	<i>(79,661)</i>	<i>(36,932)</i>		<i>(20,802)</i>	<i>(21,927)</i>	<i>(42,729)</i>
	380,046	282,326		58,455	39,265	97,720
Governance						
Case Management System/Committee Management System	115	83		32		32
ICT For Members	42			42		42
	157	83		74		74
	157	83		74		74
Total Gross	655,472	450,339		121,239	83,894	205,133
Scheme Specific Resource	(91,435)	(45,657)		(23,851)	(21,927)	(45,778)
Total Net	564,037	404,682		97,388	61,967	159,355

Report to: Cabinet

Date of meeting: 11 October 2016

By: Director of Children's Services

Title: Proposed closure of Pells CE Primary School, Lewes

Purpose: To make a final decision on the proposed closure of Pells CE Primary School, Lewes

RECOMMENDATIONS

Cabinet is recommended to:

Approve the closure of Pells CE Primary School, Lewes with effect from 31 August 2017.

1 Background

1.1 On 19 July 2016 Cabinet approved the publication of statutory notices in relation to the proposed closure of Pells CE Primary School on 31 August 2017. A copy of the report can be found at

<https://democracy.eastsussex.gov.uk/ieListDocuments.aspx?CId=133&MId=2604&Ver=4>

and in the Members and Cabinet Rooms. The proposal for closure is being made because of concerns about the long term sustainability of the school on the grounds of its capacity to secure and maintain improvements in standards and in the context of declining popularity and financial viability.

1.2 The Diocese of Chichester shares the Council's concerns and agrees with the proposal to close the school.

1.3 The statutory notice was published in the Sussex Express on 19 August 2016. The notice was also posted at the entrance to the school and in Lewes Library. The notice, together with a full copy of the proposal was sent to the school's governing body, the dioceses and the Department for Education. The notice and full proposal was also posted on the Council's website.

1.4 Publication of the statutory notice was followed by a four week period of representation, when comments or objections could be made to the Council in writing. The representation period closed on 16 September 2016.

1.5 The representation period elicited only one response, from Councillor O'Keeffe, as attached at **Appendix A**. The response related to pupil numbers in Lewes and the consideration of alternative options to closure. An analysis of the response can be found in **Appendix B**. Councillor O'Keeffe's response was in addition to representations she made in an email on 28 July 2016 in which she raised her concerns about school places in Lewes (attached in **Appendix A**).

2 Supporting information

2.1 The decision made by Cabinet on 19 July 2016 to publish statutory notices in relation to the proposed closure of Pells CE Primary School was based on a number of key concerns which are set out below and in the appendices to this report.

Pupil numbers

2.2 Information in relation to pupil forecasting and school places is set out in **Appendix C**. Pells CE Primary School has suffered from very low parental preferences for many years. Even at times of high demand for places in the town the school has been unpopular and unable to

attract sufficient pupils. The capacity of the school is 140. At the May 2016 census the school had 71 pupils on roll which reflects a downward trend over the last 12 years. This figure has subsequently fallen further - at the start of the current academic year there were 53 children on roll at the school.

2.3 Births in Lewes between 2003/04 (reception year intake 2008/09) and 2012/13 (reception year intake 2017/18) have fluctuated from a low of 156 in 2005/06 to a high of 201 in 2009/10. Since then, there has been a marked fall in the birth rate with numbers in 2013/14 (reception year intake 2018/19) at 137 and 2014/15 (reception year intake 2019/20) at 134.

2.4 GP registration data for Lewes, received in August 2016, provides further evidence of the general level of births in the town in 2015/16 which are likely to be in the region of 140 to 150. This gives the first indication as to the primary school reception intake number in academic year 2020/21 based on actual data on children already born rather than a demographic projection. These figures give a strong indication that, even taking into account migration factors and new housing, the 2020/21 reception year intake in Lewes will be under 200.

2.5 This latest data reinforces the evidence provided in the 19 July 2016 Cabinet report, and as detailed in **Appendix C** of this report, in which the Council stated its belief that 200 reception year places in Lewes will be sufficient to meet future demand for places.

Performance data

2.6 Pupils at Pells CE Primary School do not make expected levels of progress consistently enough by the time they leave Year 6. Children who start at a similar level in other schools make better progress. The attainment of pupils in Year 6 has been significantly below the national average in three of the last four years, and was significantly below again in 2016. The Council believes that children will achieve better outcomes if they attend other schools.

2.7 Data released since July 2016 shows that progress is below the national average for every indicator and below the floor standard for the combined outcomes of reading, writing and mathematics. Overall, this indicates that at Key Stage 2 outcomes will be below the floor standard when the final data is released in December 2016. For 2014 and 2015 outcomes at the school were below the coasting schools' criteria and although the government is yet to confirm any changes to the criteria for 2016, it is likely that the school will be classed as coasting once the final data is released in December 2016.

2.8 As the school has been judged 'Requires Improvement' twice in a row, it is very likely that Ofsted will place the school in a category of concern as the pace of improvement has not been swift enough over a number of years to address significant pupil underachievement.

Leadership Position

2.9 There is no permanent leadership solution for the school. The interim leadership being provided by the Council and the Lewes Co-operative Learning Trust is in place until 31 December 2016. The interim leadership arrangements are not financially sustainable from the school's budget; the Council is currently funding these arrangements. The Lewes Co-operative Learning Trust has confirmed that they do not have the capacity to sustain longer term leadership for the school. If the decision is reached that the school will close the Trust would be prepared to provide further interim leadership, in the interests of the children at the school, during the period of closure. However, these arrangements would cease should the decision be made to keep the school open. In this event, a different plan and increased leadership capacity would be required to take the school through very challenging circumstances.

2.10 Recruiting headteachers in all schools, but particularly small schools, is very challenging, both locally and nationally. The school will face an additional challenge in this respect as it is an underperforming school and it will have another Ofsted inspection within the

next year. Recruitment activity across the county indicates that it will be very difficult, if not impossible, for Pells CE Primary to recruit to a headteacher vacancy.

Alternative options

2.11 The Council has been actively promoting federation with schools since November 2014 and has, along with the Diocese, spent a considerable amount of time exploring options for Pells CE Primary School. Despite the high profile of the school's circumstances at no stage during the original consultation period or the subsequent representation period has another school come forward with a partnership proposal for the school and no academy trust has expressed an interest in taking the school into their trust. The long term underperformance, low parental preferences and low pupil numbers means that it is very unlikely to be attractive to an academy trust.

2.12 Whilst the Lewes Co-operative Learning Trust have a commitment to improve the outcomes of all pupils in the town and is providing interim leadership, the Trust and other schools are not willing to federate or amalgamate with Pells CE Primary School.

2.13 On 29 June 2016 a proposal was submitted by Councillor O'Keeffe for a 'Farm School Approach' for Pells CE Primary School. This proposal was not shared with the school during the consultation period but was subsequently sent to the Chair of Governors. As requested by the Lead Member this proposal was fully evaluated by officers who assessed that the proposal did not address the key challenges that the school faces, it had not been costed by the proposer and no evidence was provided as to how it would address the priorities at the school in order to secure and maintain improvements in standards. The proposal and evaluation are provided in **Appendix D**

2.14 The proposal was costed by officers and was found to be unaffordable. The Farm school would cost at least £100,000 to set up, and cost £50,000 each year to cover running costs. In addition setting up a Farm School would require planning permission for change of use and constructing any necessary buildings. This process would take at least 6 months and would cost in the region of £20,000. Any loss of playing field space would also require Secretary of State permission. The proposal does not offer a financially viable solution for the school.

2.15 The Chair of Governors reviewed the plan and did not feel that it offered a sustainable way forward for the school in light of the significant challenges the school is facing.

2.16 The proposal has not been developed any further since its submission to the Council and evaluation by officers in June and no contact has been made by the proposer with the school with regard to developing the plan.

2.17 No other proposals have been submitted to the Council that are considered to offer a sustainable model for the school, both educationally and financially.

Equality Impact Assessment

2.18 Cabinet is required to have 'due regard' to the duties set out in Section 149 of the Equality Act 2010 (the Public Sector Equality Duty, 'PSED') in determining these proposals. An Equality Impact Assessment (EqIA) has been prepared for the proposal. The EqIA is carried out to identify any adverse impacts that may arise as a result of the proposals for those with protected characteristics, to ensure that there is no impact on relationships when carrying out any re-commissioning of services and to ensure that the proposals do not discriminate against any disadvantaged or vulnerable people. In order to comply with the PSED, Cabinet must have 'due regard' to the equality aims, as set out in the Equality Act 2010, and must read and take the findings of the updated EqIA, included in **Appendix E**, into consideration when determining the proposal.

3 Scrutiny Committee

3.1 At the recommendation of CMT, Scrutiny Committee considered the report on Pells CE Primary School at an additional meeting on Monday 4 July 2016. A summary of the Committee's discussion and responses to the proposal is included in **Appendix F**.

4 Statutory process

4.1 Closure proposals must be made in accordance with section 15 of the Education and Inspections Act 2006 (as amended by the Education Act 2011) and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013. This process complied with these requirements.

4.2 The School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 set out a number of factors that Cabinet should have regard to before making a final decision on the proposal to close the school. A detailed consideration of these factors is set out in **Appendix C**.

4.3 When deciding a proposal for the closure of a primary school, the decision maker must verify whether or not the school is designated as a rural primary school under the Designation of Rural Primary Schools (England) Order. Pells CE Primary School is not designated as a rural primary school.

5 Conclusion and reasons for recommendations

5.1 The representation period following publication of the statutory notices brought only one response to the proposal to close Pells CE Primary School. The response does not bring forward any new information or evidence to suggest the recommendation for closure should be reconsidered.

5.2 In conclusion, the Council remains extremely concerned about this very vulnerable school in terms of its long term sustainability on the grounds of its capacity to secure and maintain improvements in standards and in the context of declining popularity and financial viability. The Council believes that children will achieve better outcomes if they attend other schools.

5.3 For the reasons set out in this report and previous reports on the matter, Cabinet is recommended to approve the closure of Pells CE Primary School with effect from 31 August 2017.

STUART GALLIMORE Director of Children's Services

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LOCAL MEMBERS

Councillor Ruth O'Keeffe

APPENDICES

Appendix A	Response received from Councillor O'Keeffe during the representation period
Appendix B	Analysis of responses to the statutory notice
Appendix C	Factors to be considered by Cabinet before reaching a final decision on the proposal
Appendix D	Evaluation of Farm School Proposal
Appendix E	Updated Equality Impact Assessment
Appendix F	Scrutiny Committee comments to Cabinet

Response received from Councillor O’Keeffe on 14 September 2016

Dear Consultation and Stuart

I am writing further to earlier representations concerning the proposals to close Pells School.

Lewes as a Town has significant housing development in progress which will lead by the County Council’s own predictions to around 1000 new homes by 2029, just over half of which already have planning permission and construction will be starting this year or early next.

The rest of the schools in the town are close to full.

We have significant in-migration, steady in nature and with a number of families with children each year. Looking at the County Council’s own figures for the last eight years for Lewes Town only once, eight years ago, were there more children born five years before that than entered the schools. Even taking this one year with a negative result into account there is an average of 12 more pupils at age five than there were children born five years previously, with over 40 more in one of the years.

Landport is a relatively deprived area of the town and their school is very important to them.

The County Council reports showed that numerically around 20% of Landport primary school aged children went to Pells and used this as a way of showing that it was not popular. However there are 222 Primary aged children on Landport at present and a maximum of 140 places at the school. 82 children could not go there because there are not enough places for them. After a year of consultation and speculation and many people telling them the school would be closing, including the families that put it as a first choice being written to by the Council to tell them to make another choice (five still put Pells first) the school still had about half the number of possible pupils from Landport which is very different to the impression given by the report. I have explained all of these figures at meetings.

Parents have petitioned, demonstrated and protested.

The town needs the school places to cope with the combination of immigration and new developments.

In order to explore all possible avenues to help the school to secure a “Good” rating I and a local headteacher have looked at a number of options, as you know.

One of these was to team the school up with a local and highly respected teacher training programme at Sussex University. The University, where Jo Tregenza, the course Director, was keen to set up a hub at the school and have a number of students on site all the time with tutors, working with the children and providing all sorts of extra resources.

When I heard the Prime Minister’s recent speech about Education and the future I was interested to hear what she had to say about the possibility of small schools making use of new partnerships including a mention of University/School partnerships.

I feel that the university partnership could be a pilot model for other small schools in need of further development and a real boost to the life chances of pupils like those at the Pells. I am very surprised that this option has not been fully explored, but appears to have been rejected very quickly. I am not aware of any detailed consideration.

I am writing to ask that more time is granted for Pells to explore this partnership and for the University to have a chance to work with the school to create something special.

kind regards

Ruth

Ruth O’Keeffe MBE

Response received from Councillor O’Keeffe on 28 July 2016

Dear Keith

I remain profoundly concerned about Lewes Town school places.

The PANS for the 6 Lewes Town Primary schools add up to 200.

If you take Pells out then with this PAN in 5 out of the 7 Primary age groups there is a deficit of places before a single house is built on either North Street or Mallong Down. One of the year groups has an artificially high PAN (Y4) because of a bulge class leaving only 4 out of 7 (still over half) over numbers.

The County Council is estimating 1000-1100 new dwellings in the town by 2029 and there is continuing immigration of families with children. Our own ESCC figures show that in 7 out of the 8 last years, the most recent 7, the number of children entering primary school at age 5 overtopped the number of births by an average of 12. This includes the first year when it was - 7. One year it was over 40. There have been “bulge” classes put in twice at South Mallong to cope with this.

Without Pells the figures show the following at the end of the present school year for which the figures are already known.

R +5
Y1 -17
Y2 +17
Y3 -2
Y4 -26 on usual PAN, +4 because of bulge class in hut
Y5 -2
Y6 -11

Further, I am very concerned that Stuart Galimore stated on television that over 160 children could go to Pells but their parents choose not to send them there.

I explained very clearly at the Council meeting why this is not correct.

There are 222 children on Landport at present of Primary age. There are only 140 places at Pells in total. 82 of the children could not go there even if their parents wanted them to. There are 72 children currently in the school, even after the closure discussions and decisions. So there are only 68 places available. This is nearly 100 fewer than the number that was stated in the clip on the television. This is wherever the present children in the school come from. 68 places is not “over 160”. It has a big effect on the percentages as well, meaning that in real terms it isn’t under a quarter of the families that could send their children to Pells do, it is nearly a half even after all of the things that have happened to do with the impending closure.

Pells School has been a good school and could be again. The school place situation will only get worse in Lewes, not better.

The PAN of 200 makes 1400 places for the town. There is a temporary 1430 because of the bulge class in year 4 but since the pupils coming in will be evenly spread and this bulge class has only 2 more years to run it isn’t going to be the solution.

These are the number of pupils I think from the figures that I have been given by the officers we will have:

1. Only adding in the average of 12 more pupils than the birth rate would suggest:

2018-19 1429 (-29)
2019-20 1413 (-13)
2020-21 1429 (-29)
2021-22 1403 (-3)

2. ESCC have used a multiplier of 0.25 for the new developments that are planned, and one of which, the larger, has already got full planning permission and construction is about to start.

This is just for the houses. For flats there is a much lower multiplier used. If you look at the Landport estate which has a mixture of houses, flats and sheltered housing with no children, the multiplier for the last few years is as follows, for the total number, so including those dwellings with no children at all. (Calculated using the figures in the ESCC report)

2013 0.26
2014 0.27
2015 0.27
2016 0.28

The present 790 mixed dwellings including a sheltered housing area with no children at all and a large number of flats have 222 Primary aged children living in them.

The 565 dwellings that are already planned for Lewes are estimated by ESCC to have a probable yield of "70-80" Primary aged children and I think that 70 has been put gradually into the figure totals we are given. 0.27 yield which is the average for the last 4 years on Landport and shows a gently upward trend gives just over 150 rather than 70-80 pupils.

Even if you shave off the bit over 150 (it is actually 152.5) and allow that 80 rather than the 70 I think were put in this is 70 more pupils over the next few years. If you give the development until 2023-4 to build up these child numbers, adding in 15 in 2018-19, 25 in 20-19-20, 35 in 2020-21 and 45 in 2021-22, then 55 before getting to 70 in 2023-24 you have the following:

2018-19 1444 (-44)
2019-20 1448 (-48)
2020-21 1464 (-64)
2021-22 1448 (-48)

3. ESCC further predict that by 2029 there will not be 565 new dwellings in Lewes Town but 1000-1100. This would presumably be through continued infilling and developments with relatively small numbers of dwellings rather than any more large ones. I know of proposals already that consultation has begun on which would indicate that this further 4-500 dwellings is not unrealistic. So if the figures that ESCC are using for yield are the same, this is another potential underestimate of 120 by 2029. I know there is a development of 20-30 family homes being proposed already up near the Nevill at the back of Houndean and the St Anne's site is likely to be for housing too for example.

Adding in just a few of this 120 per year so that a third are allowed for by 2021-22 these are the figures:

2018-19 1454 (-54)
2019-20 1468 (-68)
2020-21 1494 (-94)
2021-22 1488 (-88)

I do understand fully that we have been told the ESCC prediction team have been praised for their work. However I do know that there are other areas of the County where we have been taken by surprise by pupil numbers and overcrowding in schools has resulted.

I still feel that bringing the standard up at the existing school is the most sensible planning that we can have for the future given the number of pupils that in migration and housing developments will bring. The other schools' job in maintaining educational excellence for their pupils will be made unbearably difficult with every single class over numbers. There is not the physical space for every class to go over numbers in any case and there is the additional difficulty of Key Stage 1 classes not being allowed by law to go over. The -17 in Year 1 in the next school year without Pells is really worrying for example. Technically it should mean another bulge class is formed to accommodate them.

If we do not keep Pells School, and indeed I can see the land being sold for housing which will add even more children, then what additional provision are we planning for Lewes Town for Primary pupils? Surely it is economically as well as educationally more astute to use the provision we have rather than build new?

Thank you for reading this and for taking into account the information in it.

kind regards

Ruth

Ruth O'Keeffe MBE

Analysis of responses to the statutory notice

Comment / objection received	Response by the Council
<p>Submission by Councillor Ruth O’Keeffe on 14 September 2016 (organised by area of concern):</p> <p><u>Pupil numbers</u></p> <p>Lewes as a town has significant housing development in progress which will lead by the County Council’s own predictions to around 1000 new homes by 2029, just over half of which already have planning permission and construction will be starting this year or early next.</p> <p>The rest of the schools in the town are close to full.</p> <p>We have significant in-migration, steady in nature and with a number of families with children each year. Looking at the County Council’s own figures for the last eight years for Lewes Town only once, eight years ago, were there more children born five years before that than entered the schools. Even taking this one year with a negative result into account there is an average of 12 more pupils at age five than there were children born five years previously, with over 40 more in one of the years.</p> <p>The town needs the school places to cope with the combination of in-migration and new developments.</p> <p>Landport is a relatively deprived area of the town and their school is very important to them. The County Council reports showed that numerically around 20% of Landport primary school aged children went to Pells and used this as a way of showing that it was not popular. However there are 222 Primary aged children on Landport at present and a maximum of 140 places at the school. 82 children could not go there because there are not enough places for them. After a year of consultation and speculation and many people telling them the school would be closing, including the families that put it as a first choice being written to by the Council to tell them to</p>	<p><u>Pupil numbers</u></p> <p>The Council stands by its pupil forecasts as set out in paragraphs 2.2 to 2.5 of the main report and section 6 of Appendix D below, which are based on a number of factors including birth rate, housing, parental preference and pupil migration.</p> <p>To clarify, the Council did not ‘tell’ parents who expressed a preference for a place at Pells CE Primary School in 2016/17 to choose another school, as has been suggested. Rather, in March 2016 the Council wrote to parents who had expressed a preference for the school offering them the opportunity to change their preference if they wished to do so in light of the impending proposal to consult on the closure of the school. It was made clear that parents were under no obligation to change their preference.</p> <p>Although the response received suggests that there are children living on the Landport Estate who are unable to have a place at the school because of its capacity, the reality is that for the last twelve years pupil numbers have been on a downward trend meaning there have been unfilled places at the school for parents who wished to send their children there. However, the preference data for the school (as reported in Appendix B of the 19 July 2016 Cabinet report) tells us that parents who live on the Landport Estate, who could have had a place at the school, have chosen to send their children to schools elsewhere, generally further away from their home address. Even at times of high demand for places in the town the school has been unpopular and unable to attract sufficient pupils.</p>

make another choice (five still put Pells first) the school still had about half the number of possible pupils from Landport which is very different to the impression given by the report. I have explained all of these figures at meetings.

Parents views

Parents have petitioned, demonstrated and protested.

Alternative options

In order to explore all possible avenues to help the school to secure a "Good" rating I and a local headteacher have looked at a number of options, as you know.

One of these was to team the school up with a local and highly respected teacher training programme at Sussex University.

The University, where Jo Tregenza, the course Director, was keen to set up a hub at the school and have a number of students on site all the time with tutors, working with the children and providing all sorts of extra resources.

When I heard the Prime Minister's recent speech about Education and the future I was interested to hear what she had to say about the possibility of small schools making use of new partnerships including a mention of University/School partnerships. I feel that the university partnership could be a pilot model for other small schools in need of further development and a real boost to the life chances of pupils like those at the Pells. I am very surprised that this option has not been fully explored, but appears to have been rejected very quickly. I am not aware of any detailed consideration.

I am writing to ask that more time is granted for Pells to explore this partnership and for the University to have a chance to work with the school to create something special.

Parents views

The petition and responses received to the original consultation were addressed in the 19 July 2016 Cabinet report.

By the end of the representation period no parents had commented on or objected to the publication of statutory notices.

Alternative options

The proposal, which was submitted for a farm school approach, included a partnership with Sussex University for a learning hub for the PGCE course. As reported in Appendices C1 to C3 of the 19 July 2016 Cabinet report, the proposal was fully evaluated by officers who assessed that it would not address the key challenges that the school faces. It had not been costed by the proposer and no evidence was provided as to how it would address the priorities at the school in order to secure and maintain improvements in standards.

At no stage has the University of Sussex, or any other local university, expressed an interest to the Council, formally or otherwise, in partnering with or sponsoring the school.

The proposal was not developed in any respect with the school during the consultation period and only subsequently sent to the Chair of Governors. The Chair of Governors reviewed the plan and did not feel that it offered a sustainable way forward for the school in light of the significant challenges the school is facing.

The proposal has not been developed any further since its submission to the Council and evaluation by officers in June and no contact has been made by the proposer with the school with regard to developing the plan.

No other proposal was received during either the consultation or representation periods.

Factors which the decision maker should consider before reaching a decision on the proposals

1. Did the publication of the statutory notice comply with the requirements of Section 15 of the Education and Inspections Act 2006 (as amended by the Education Act 2011) and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013?

1.1 The statutory notice complied with the requirements set out above.

2. Is the proposal related to other published proposals?

2.1 The proposal to close Pells CE Primary School is not related to other published proposals

3. Is conditional approval being sought for the proposal?

3.1 When determining the proposal, the decision maker can:

- Reject the proposal;
- Approve the proposal without modification;
- Approve the proposal with such modifications as the decision maker thinks desirable, after consulting with the governing body
- Approve the proposal – with or without modification – subject to certain conditions being met

3.2 In this instance, Cabinet is recommended to approve the proposal without modification i.e. to close Pells CE Primary School with effect from 31 August 2017.

4. Was a statutory consultation carried out prior to the publication of statutory notices?

4.1 A six week period of local consultation was carried out between 15 April and 27 May 2016. The consultation report is included in **Annex 1** to this report.

5. How will the proposal affect education standards and diversity of provision, including the balance of denominational provision?

5.1 The Council has a duty to ensure all pupils receive a good standard of education. It is a matter of serious concern that the provision for the pupils at Pells CE Primary School does not enable them to make expected levels of progress consistently enough by the time they leave Year 6. Children who start at a similar level in other schools make better progress. The attainment of pupils in Year 6 has been significantly below the national average in three of the last four years, and is significantly below again in 2016. The Council believes that children will achieve better outcomes if they attend other schools.

5.2 Data released since July 2016 shows that progress is below the national average for every indicator and below the floor standard for the combined outcomes of reading, writing and mathematics. Overall, this indicates that at Key Stage 2 outcomes will be below the floor standard when the final data is released in December 2016. For 2014 and 2015 outcomes at the school were below the coasting schools' criteria and although the government is yet to confirm any changes to the criteria for 2016, it is likely that the school will be classed as coasting once the final data is released in December 2016.

5.3 The School is a Church of England voluntary controlled school. The Council does not believe the proposal will have a negative impact on diversity of provision, the balance of denominational provision and associated parental choice in the area were the School to close on 31 August 2017 - in the 2017/18 academic year there would be 1040 places at Church schools in the local area and it is estimated that there would be approximately 932 children on roll at those schools. This would leave 108 spare places to accommodate the 53 children currently on roll at the school should every parental preference be for a faith place.

5.4 The church schools in the local area are:

Iford & Kingston CE Primary School
Southover CE Primary School, Lewes
South Malling CE Primary School, Lewes
St Pancras Catholic Primary School, Lewes

6. Pupil forecasting and school places

6.1 School place planning predictions are derived mainly from the Council's pupil forecasting model. The model produces forecasts of the number of children and young people in state funded primary and secondary schools in East Sussex (including maintained schools, free schools and academies).

6.2 The model forecasts pupil numbers:

- Countywide
- For each district and borough
- For each primary and secondary school place planning area (based largely on admissions areas)
- For each individual primary (including infant and junior) and secondary school

6.3 In producing pupil forecasts a number of key factors are taken into account. For the purposes of this report these include:

- Existing and planned capacities of school places as well as published intake numbers
- Existing numbers of pupils in schools (from pupil census data)
- Future births (from Office of National Statistics data) and resulting primary reception year intakes
- GP registration data
- Parental preference for primary reception year
- New housing development in each area and the likely pupil yield

6.4 In the absence of live birth data, longer term predictions are based on the Council's Policy Based Population Projections of future births.

Accuracy of forecasts

6.5 The Council's forecasts achieve a good standard of accuracy and compare well to other local authorities. For instance the accuracy of the one year ahead total primary number on roll forecast for the last four years is as follows:

One year forward primary number on roll forecast	
Academic Year	Accuracy
2012/13	+ 0.5%
2013/14	+ 0.4%
2014/15	+ 0.4%
2015/16	+ 0.1%

6.6 Note that the Council's forecasts tend to err on the high side.

New housing development

6.7 Based on data provided by Lewes District Council, the Council's pupil forecasts assume that between 1000 and 1100 new housing units will be completed in Lewes Town in the period 2015/16

to 2029/30. This includes the developments at North Street and Old Malling Farm as follows:

Development	Total Dwellings	Estimated Mix			Estimated Completion Timescale
		Houses	Flats 2 bed +	1 beds	
North Street	365	212	90	63	2017/18 - 2020/21
Old Malling Farm	200	147	13	40	2020/21 - 2024/25

Note: The dwelling totals for North St exclude 51 extra care units which are unlikely to house children

6.8 From past experience the Council has found that new housing often does not build out as quickly as completion timescales envisage, so the timescales set out above may be optimistic.

Births

6.9 Births are the major determinant of pupil numbers, as one birth more or less equates to the need for one school place five years later. Births tend to peak and trough in 10-13 year cycles. In East Sussex, births peaked in 2010/11 and are now in the downward part of the cycle. This downward trend has been evident in Lewes Town as the following table shows:

Live Births, Lewes primary schools area

Year of Birth	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Primary Reception Year	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
	201	195	195	178	137	134

Forecast as at 01.07.16

6.10 Based on these figures of actual births, we can be confident that there will be sufficient reception year spaces in the town until the turn of the decade. Beyond that the predictions rely on demographic projections of future births which are derived from the Council's Policy Based Population Projections. These projections take account of factors such as migration, fertility rates and, crucially, levels of planned new housing in the area.

6.11 Higher than normal levels of new housing in an area can be expected to boost the number of births as housebuilding aids inward migration and a move to a new home often coincides with people starting a family. Housing data used in the birth projections for Lewes Town are consistent with that used in the pupil forecasts (i.e. 1000 – 1100).

6.12 Taking account of this level of housing completion, the projections give a birth total averaging 157 per annum over the time period. To err on the side of caution the reception year pupil forecasts are set at a higher average – of just over 180 - and skewed so that the highest reception year intakes mirror (with an approximate 5-7 year delay) the projected years of highest housing completion in the town.

6.13 The table below looks at the historical relationship between births and primary reception year intakes in Lewes over the last seven years.

Births v reception year intakes	2004/05 (2009/10 intake)	2005/06 (2010/11 intake)	2006/07 (2011/12 intake)	2007/08 (2012/13 intake)	2008/09 (2013/14 intake)	2009/10 (2014/15 intake)	2010/11 (2015/16 intake)
Live births (from ONS data)	199	156	178	184	163	199	194
Reception year intakes	192	175	220	189	177	213	198

6.14 As the table illustrates, generally there has been a higher uptake of school places than births in Lewes reflecting either children moving into the town before they reach school age or parents choosing Lewes schools from outside the local area.

6.15 Pupil forecasts for the following academic year (2016/17) are based on admissions allocations on National offer Day and allow the Council to make a firm prediction on numbers.

6.16 Pupil forecasts for the following three academic years (2017/18 to 2019/20) use actual birth data and GP registrations at 31 August 2015. The forecasts take account of the historic relationship between births and GP registrations and the resulting reception year numbers (reception year numbers tend to be higher than births) but also children moving into the area and requiring a reception year place as a result of new housing development.

6.17 The table below provides the birth and GP registration data and the admissions allocations (where applicable) for the next four academic years for the town.

Births and GP registrations	2016/17 (2011/12 births)	2017/18 (2012/13 births)	2018/19 (2013/14 births)	2019/20 (2014/15 births)
Live births (from ONS data)	193	176	136	134
GP registration data at 31 August 2015	212	175	139	124
Admissions allocations April 2016	202	n/a	n/a	n/a

6.18 GP registration data for Lewes, received in August 2016, provides further evidence of the general level of births in the town in 2015/16 which are likely to be in the region of 140 to 150. This gives the first indication as to the primary school reception intake number in academic year 2020/21 based on actual data on children already born rather than a demographic projection. These figures give a strong indication that, even taking into account migration factors and new housing, the 2020/21 reception year intake in Lewes will be under 200.

Pupil yield from new housing development

6.19 In addition to factoring in the impact of new housing on future births, through its pupil yield factors the Council's pupil forecasts also allow for the impact of families with school aged children moving into new housing and creating additional demand across all academic year groups.

6.20 The Council's primary pupil yield factors are as follows:

Pupil yield per new dwelling by property type and size	Houses 2 bed+	Flats 2 bed+	All 1-bed
Primary school yields	0.25	0.0375	0.00

6.21 Pupil yield factors are based on the surveys of residents of new housing development. In 2014 and 2015 the Council commissioned consultants Cognisant Research to undertake a study to review its pupil yield factors. The Cognisant Survey involved a mixture of face to face interviews and self-completion questionnaires with a sample of over 1000 households living in newly built housing across East Sussex.

6.22 This survey found the following 'direct' pupil yields.

Direct pupil yields per new dwelling by property type and size (Cognisant Survey)	Houses 2 bed+	Flats 2 bed+	All 1-bed
Primary school yields	0.32	0.16	0.01

6.23 However, the survey also found that many families who had moved into new housing had not changed their children's school. Cognisant were commissioned to undertake a further analysis of the survey data to take account of this fact. The study also allowed for the possibility that when households move to a new dwelling, the dwelling they vacate could potentially be occupied by a family with children (a phenomenon known as backfill).

6.24 This study resulted in the following 'net yields' per dwelling:

Net yields per new dwelling by property type and size (Cognisant Studies)	Houses 2 bed+	Flats 2 bed+	All 1-bed
Primary school yields	0.23	0.11	0.06

6.25 For houses (the dwelling type where most school aged children are to be found) the net yield analysis not only resulted in a lower primary pupil yield than the direct yield analysis, the net yield was also lower than the existing yield factor for housing.

6.26 While in many respects the net yield analysis represents a more sophisticated calculation of pupil yield, in view of the risk that it may underestimate the true level of pupil yield, Children's Services Senior Management Team decided to continue using the Council's existing pupil yields which give a slightly higher pupil yield for houses. This means our forecasts will over estimate pupil numbers rather than under estimate.

6.27 The agreed pupil yields are factored into the forecasts for Lewes Town shown above. Note that the entire pupil yield from new housing development will not impact on schools all in one year. It will be spread over a number of years and academic year groups. In consequence, some school places used by some children arising from the new housing will be vacated and, therefore, available to later children arising from the new housing.

6.28 In the early 2020's, in any one academic year, the pupil yield calculation typically adds between 70 and 80 children to the total number on roll primary school forecast for Lewes Town. (Note that this is in addition to the allowance for the impact on new housing on future births referred to above).

Case study in Hailsham on the impact of new housing on primary pupil numbers

6.29 The recent experience of Hailsham gives an example of what the impact of large volumes of new housing on pupil numbers might be in practice. In the three years 2011/12 to 2013/14 a total of 736 dwellings were completed in Hailsham and Hellingly. Assuming approximately 75% were houses, based on our existing pupil yields this would give a primary pupil yield of around 145 additional pupils. This assumed yield was checked against actual numbers in Hailsham primary schools between 2011/12 to 2014/15. When the effect on reception year number increases attributable to increases in births five years previously (i.e. before the new housing was built and therefore not arising from it) was discounted, the net increase in pupil numbers in Hailsham primary schools was fewer than 30 pupils. This suggests that the immediate impact on demand for school places from additional children moving into the area to occupy new housing may not be as high as anticipated, and that the major effect of new housing on demand will come via the delayed impact on future births and Reception Intake numbers.

Pupil numbers at Pells CE Primary School

6.30 Pells CE Primary School has suffered from very low parental preferences for many years as illustrated in the table below. Even at times of high demand for places in the town the school has been unpopular and unable to attract sufficient pupils.

	2012/13		2013/14		2014/15		2015/16		2016/17	
Published Admission Number (PAN)	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN
20	7	-65%	6	-70%	9	-55%	11	-45%	9	-55%

6.31 For 2016/17 only nine first preferences were received by the closing date for applications. This number reduced to four after parents were given the opportunity to re-submit their preferences. Subsequently a late application was received for Pells after the National Allocation date.

6.32 The take up of reception year places from those who have attended the early years provider on site (Pippa's Group) is low and declining:

2012/13 - 4 out of 8 children (50%)

2013/14 - 5 out of 8 children (63%)




2014/15 - 8 out of 12 children (67%)


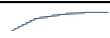

2015/16 - 6 out of 13 children (46%)

6.33 In the period 2001/02 to 2003/04 pupil numbers at the school were close to its capacity of 140. Over the last twelve years numbers have been on a downward trend – in the period 2004/05 to 2009/10 numbers were generally between 110 and 120 each year. Since 2010/11 numbers have been less than 100 and as low as 83 in 2013/14.

6.34 Over the last five academic years the percentage of primary age children living on the Landport Estate attending Pells CE Primary School has fallen from 34% (70 pupils) in January 2012 to only 23% (51 pupils) in January 2016. In contrast the percentage of children living on the Landport Estate attending other schools in Lewes has risen from 62% (127 pupils) in January 2012 to 74% (164 pupils) in January 2016. This is illustrated in the tables below.

Pupils living on the Landport Estate as at January School Census	2012	2013	2014	2015	2016
Primary	204	204	210	217	222
Total	204	204	210	217	222

Primary School Pupils living on the Landport Estate, by School/ Location	Number					Trend
	2012	2013	2014	2015	2016	
Pells	70	57	51	50	51	
Other Lewes School	127	143	152	158	164	
Outside Lewes	7	4	7	9	7	
Total	204	204	210	217	222	

Primary School Pupils living on the Landport Estate, by School/ Location	Percentage					Trend
	2012	2013	2014	2015	2016	
Pells	34.3%	27.9%	24.3%	23.0%	23.0%	
Other Lewes School	62.3%	70.1%	72.4%	72.8%	73.9%	
Outside Lewes	3.4%	2.0%	3.3%	4.1%	3.2%	

Lewes schools as described above are those which fall in the three wards covering Lewes town: Lewes Bridge, Lewes Castle and Lewes Priory.

Forecasts for Lewes Town

6.35 The latest update to the forecasts for Lewes Town has just been completed. The forecasts are based on the January 2016 Pupil Census.

Year R forecast – Lewes Town

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
198	202	187	148	159	185	182	177	188	188	190	187	181	174	164	164

Forecast as at 01.07.16

Published Admission Number = 220 (200 excluding Pells)

Total number on roll forecast for Lewes Town

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
1459	1470	1475	1417	1401	1417	1391	1366	1345	1340	1381	1402	1390	1377	1360	1331

Forecast as at 01.07.16

Capacity = 1600 from 2016/17

1570 from 2018/19 (1430 excluding Pells)

1540 from 2023/24 (1400 excluding Pells)

6.36 The forecasts take account of recent and predicted future trends in births. They make an allowance for migration (through the application of a recent historic average cohort survival factor). They also allow for the impact of planned new housing on pupil numbers.

7. How will the proposal impact on the community?

7.1 The number of children living on the Landport Estate attending the School has fallen from 34% (70 pupils) in January 2012 to only 23% (51 pupils) in January 2016. In contrast the percentage of children living on the Landport Estate attending other schools in Lewes has risen from 62% (127 pupils) in January 2012 to 74% (164 pupils) in January 2016. Though much has been made of the local community support for the School, this is not supported by the data which show that the majority of families living on the Landport Estate have not chosen, and do not choose, to send their children to the School, and that the popularity of the School continues to decline.

7.2 As at the January 2016 School Census, **63.3%** of Pells CE Primary School pupils are Ever6FSM* in comparison to **22.7%** of all pupils in East Sussex maintained schools which indicates that there is a significant **over representation** of Ever6FSM pupils at the School. Therefore children from poorer socio economic backgrounds will be disproportionately affected if the School were to close. However, data on pupil outcomes show that this cohort of pupils achieve better at other schools in the town. This suggests that if the proposals for closure were to be approved, there will be a positive impact on the educational outcomes of this cohort. However, those with the protected characteristics may incur additional travel costs or uniform costs as a result of the change of school. Home to school transport would be provided in accordance with East Sussex County Council's published policies, with individual cases being considered on their merits.

7.3 The vast majority of pupils (86.7%) according to the January 2016 school census are of White British Heritage. This is broadly in line with that of the population across the County based on the 2011 census. 10.2% of Lewes district's school population is Black and Minority Ethnic (BME). Of the 84 pupils attending the School when the Census was carried out, 7.1% (1 in 14 pupils) are from ethnic minority backgrounds. BME children are not over represented at the School and as such will not be disproportionately affected by the proposal.

7.4 Data for the School indicates that the percentage of pupils with English as an Additional Language (EAL) is 1.3% (years 1-6). This is lower than the East Sussex overall of 5.5%. EAL children are not over represented at the School and as such will not be disproportionately affected by the proposal.

7.5 The Council and the Diocese acknowledge that where a school closure is proposed it will have an impact on the local community. The Council and the Diocese have no plans for the site and will not consider the future of the site until such time as the School's future is determined in order to remain impartial during the consultation. If the decision was taken to close the School and the School site was sold, the Diocese proceeds would go into an education foundation account to be invested and used for education purposes in the Diocese and it would be for the trustees to decide whether the money would be reinvested in the local area to support children who have been displaced from the School. In disposing of the playing field, the Council would require consent from the Secretary of State under Section 77 of the Schools Standards and Framework Act 1998.

* A pupil who is described as 'Ever6FSM' means that within the last 6 years the pupil has at some point been eligible for receiving Free School Meals (FSM).

8. How will the proposal affect displaced pupils?

8.1 The table below sets out the predicted number of spaces available in other schools in the town were Pells CE Primary School to close in August 2017. The information is based on year group numbers provided by the schools in Lewes in September 2016, rolled forward one academic year. Reception year numbers are taken from the pupil forecasts as at 1 July 2016. The information provided indicates there will be pressure in Year 3 and this would be addressed through working with the other schools in the town. The Lewes Co-operative Trust has already indicated a willingness for schools to exceed PAN if necessary to ensure every child has a place.

Space available at alternative schools	Predicted number on roll by year group in 2017/18 (based on pupil number data provided by schools in September 2016, together with reception year forecasts for September 2017)							
	R	1	2	3	4	5	6	Total
Pells CE Primary School								
Pupil numbers by year group	6	4	9	15	4	6	5	49
Lewes schools								
Pupil numbers by year group	181	190	189	201	181	198	219	1359
Year Group PANs	200	230	200	200	200	200	230	1460
Spaces available	19	40	11	0	19	2*	11	102
Iford & Kingston CE Primary School								
Pupil numbers by year group	25	30	31	31	29	31	22	199
Year Group PANs	30	30	30	30	30	30	30	210
Spaces available	5	0	0	0	1	0	8	14

Source: Data provided by schools in September 2016 and rolled forward by one year to 2017/18 (e.g. the 2016/17 reception intake is shown as Year 1 in 2017/18)

Reception year pupil numbers for 2017/18 are taken from the pupil forecasts as at 01.07.16

Year group PANs have been adjusted to take account of existing and proposed bulge classes

* Although the number of spaces in Year 5 is shown as 2 some schools are already over PAN which masks the actual places still available. In reality there are 9 spaces available based on current numbers

8.2 Asking schools to exceed PAN is a strategy adopted across the county where there is pressure on places but the level of demand does not justify the creation of bulge classes. Our forecasts indicate that this strategy would only need to be in place for a very short period of time until the larger cohorts in Years 3 and 4 leave the primary phase. It should be noted that there is no class size legislation in Key Stage 2 which limits class sizes to 30 pupils.

8.3 Were closure of the school approved, arrangements would be made for parents/carers to apply for a place at an alternative school in the local area. Parents/carers would be asked to complete an admissions application form and to name up to three schools they would like their child/ren to attend. Parents/carers would be offered a school place for their child/ren, either at one of their preferred schools named on the application form, or if this is not possible, at the nearest school to the child's home where a place is available. It should be noted that parents have a right to express a preference for a school, not to choose which school their child/ren attend.

8.4 The Council will try to meet parents/carers preferences wherever possible but cannot guarantee to do so. The allocation of places will be made in line with the admissions policy as set out in the school admissions booklet which is available on the East Sussex website.

<https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/>

9. Does the school include early years provision and, if so, how will this be re-provided in the event of closure of the school?

9.1 Pells CE Primary School does not have a maintained nursery, however, a third party early years provider does lease part of the school site. The provider is currently looking for alternative accommodation in the town should a decision be taken to close the school with effect from 31 August 2017.

10. Will the proposal have an impact on travel and accessibility?

10.1 The distances from Pells CE Primary School to alternative schools in Lewes are as follows:

St Pancras Catholic Primary School – 1,330 metres

South Malling CE Primary School – 1,814 metres

Southover CE Primary School – 1,382 metres

Wallands Community Primary School – 899 metres

Western Road Community Primary School – 1,382 metres

Each school is within statutory walking distance and many children from the Landport estate already walk to other schools in the town. It is therefore considered unlikely that there will be a significant increase in car use were the school to close.

11. Have any particular issues or objections been raised during the representation period which could directly affect the proposal?

11.1 The representation period elicited only one response, from Councillor O'Keeffe, as attached at **Appendix A** to the main report. The response related to pupil numbers in Lewes and the consideration of alternative options to closure. An analysis of the response can be found in **Appendix B** to the main report. Councillor O'Keeffe's response was in addition to representations she made in an email on 28 July 2016 in which she raised her concerns about school places in Lewes (attached in **Appendix A** to the main report).

11.2 The response does not bring forward any new information or evidence to suggest the recommendation for closure should be reconsidered.

12. Has due regard under the Public Sector Equality Duty (PSED) been given to the need to eliminate discrimination, advance equality of opportunity and foster good relations?

12.1 Due regard has been given as set out in the updated Equality Impact Assessment in **Appendix E** of the Cabinet report.



CONSULTATION REPORT

on the

Proposal to close Pells CE Primary School

June 2016

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1. Introduction

- 1.1 On the 21 March 2016 the Lead Member for Education and Inclusion, Special Educational Needs and Disability gave approval to formally consult with key stakeholders on the proposed closure of Pells CE Primary School.
- 1.2 The proposed changes to the organisation of schools have to follow a prescribed process established by the Education and Inspections Act 2006 (EIA 2006) as updated by the Education Act 2011 and the School Organisation (Establishment and Discontinuance of Schools) (England) Regulations 2013.
- 1.3 This process complied with these requirements.

2. The Consultation

- 2.1 A six week public consultation on the proposed closure of Pells CE Primary School commenced on 15 April and ran until 27 May 2016. Hard copies of the Council's consultation document were distributed to approximately 920 key stakeholders and interested parties. Table 1 below provides a list of consultees. The consultation document was also made available on the Council's website.

Table 1

Organisation	Number of Copies
Pells CE Primary School	151
Hamsey Primary School	15
Iford & Kingston CE Primary School	15
St Pancras Catholic Primary School	15
Southover CE Primary School	15
South Malling CE Primary School	15
Rodmell CE Primary School	15
Wallands Community Primary School	15
Western Road Community Primary School	15
Priory School	15
Sussex Downs College	1
Maria Caulfield MP	1
Lewes District Council	45
Lewes Town Council	20
Diocese of Chichester	1
Diocese of Arundel and Brighton Catholic Schools Service	1
Riverlodge Surgery	20
School Hill Medical Practice	20
St Andrew's Surgery	20
Anchor Field Surgery	20
Mid Downs Medical Practice	20
Sussex Voluntary and Community Learning Consortium	10
Lewes Library	20
Lewes Children's Centre	20
Pippa's Group	20
Lewes New School	20
Lewes Old Grammar School (nursery)	20
Kingston Pre-school Group	20
Lewes Clock Tower Nursery	20
Honey Bees Playgroup	20
Mohair Centre Holiday Playscheme And Nursery	20
Newick Pre-school Playgroup	20
Cottage Pre-school Group	20
Barcombe Playgroup	20

Organisation	Number of Copies
Busy Bees Day Nursery At Lewes	20
South Malling Nursery School	20
South Malling Pre-School	20
Southover Nursery School	20
The Old School House Montessori Nursery	20
Toddlers Inn Ltd	20
Stepping Stones Lewes Community Nursery Ltd	20
Ymca Steps Nursery	20
ESCC Councillors	48
Trade Unions	7
TOTAL	920

- 2.2 The consultation document included a response form to assist and encourage people to give their views. Interested parties could provide a response to the consultation by returning the response form attached to the consultation document, by completing it online, by letter or by email.
- 2.3 An Equality Impact Assessment (EqIA) has been prepared for the proposal.

3. Consultation Events

- 3.1 A meeting was held with school staff and their union representatives on 21 April 2016 to provide the opportunity for officers to provide more detail about the proposal and for those attending to ask questions and raise concerns. A Question and Answer (Q&A) document was produced after the meeting and emailed to the headteacher to circulate to all staff.
- 3.2 A public meeting was held at Pells CE Primary School on the 4 May 2016 to provide more detail about the proposal and enable parents, carers and all interested parties to ask questions and raise concerns. Notes were taken at this meeting and a Q&A document responding to the key issues raised was produced and posted on the Council's website for people to view. This can be viewed in section 5 of this report.
- 3.3 The children of Pells CE Primary School were encouraged to express their views. These were gathered by the Head of School and submitted by email. The overall view expressed by the children was that they liked their school and it should not close just because it was a small school. The pupils particularly highlighted that they would be sad to be split up from their friends and would miss their teachers; however some commented that it might be exciting to make new friends. The feedback received from pupils can be viewed in Section 6 of this report.

4. Consultation Responses

- 4.1 All written responses received during the consultation will be provided to Cabinet for consideration ahead of the meeting on 19 July. A summary of responses, grouped by key theme is provided at Section 7.

In total:

- 104 consultation responses were received during the consultation period of which 43 were completed on line and 61 forms were returned via freepost
- 1 letter was received
- 4 emails were received.

- 4.2 Where known the following stakeholders responded to the consultation

- 22 parents / carers of a child at Pells CE Primary School
- 3 pupils at Pells CE Primary School
- 4 members of staff at Pells CE Primary School
- 5 members of the governing body at Pells CE Primary School
- 46 members of the local community
- 23 other (Home educating parent, parents of children at local schools, teacher at local school, governor at a local school, retired teachers, local town and district councillor, local MP, local town and district councillor, parent of past pupil, prospective parent, Grandparent, local resident and past resident of Lewes, local business, 'just wanting to save our schools')
- 1 Not answered

5. PUBLIC CONSULTATION MEETING, 4 MAY 2016

QUESTION AND ANSWER DOCUMENT produced following the meeting

Q: In light of the government white paper and the desire for every school to become an academy it would appear that we are too small to be an academy - is this really a consultation process or is it a done deal?

A: This is a genuine consultation and we want to hear the views from parents, pupils, staff, the local community and other stakeholders. The Lead Member attended the public consultation meeting to hear and listen to all the views, comments and discussions. He will take account of all responses received during the consultation period before a final decision is made.

Q: Is this proposal merely about saving money?

A: The Local Authority does not save any money by closing the school – Local Authority funds are separate to school funding. But school funds are public money and we have a responsibility to ensure efficient use of school funding; inefficient use impacts on all schools and children in the county. The government is also making changes to the national funding formula which will mean schools will face additional challenges in the future.

Q: Why is the headteacher post being covered by interim leadership arrangements and not being advertised?

A: Interim leadership arrangements are in place until the end of the academic year. We believe it will be difficult for the school to recruit to a headteacher post; at the start of the last academic year there were many schools across the county without a permanent headteacher. Our normal procedure when going through a process like this would not be to bring in a permanent headteacher until a final decision is taken on the proposal in case that decision should be to close the school.

Q: Could vacant teaching posts be advertised as temporary or fixed term to avoid the use of supply teachers during this time?

A: Yes, they can.

Q: Where do you get your forecast statistics from? The Office for National Statistics (ONS) have predicted great rises for school places up to 2022. The birth rate figures you predict do not match up and you are not taking into account housing developments and you should also be considering people moving into Lewes with families. Should children that attend Lewes schools only be children that are born in Lewes?

A: The Local Authority uses ONS and health authority data, GP registrations, early years nursery take up and information on housing developments to inform their pupil forecasts. The figures set out in the presentation show that the birth rate in Lewes has fallen in recent years from 195 in 2011/12 (reception intake year 2016/17) to 134 in 2014/15 (reception intake year 2019/20) – a fall of 61 births per year over a 3 year period.

In certain parts of the County, for example Hailsham, we will see a significant number of school places required in the future due to the volume of housing developments planned there. We believe that the falling birth rate in Lewes will lead to sufficient places being available in the town even taking into account planned housing development at North Street and Malling Farm.

One of the challenges is that the Admissions Code requires Local Authorities to meet parental preference where possible. Pells is not always the first preference school for local parents,

significant numbers of whom have opted to make use of other schools in the town over the last five years rather than send their children to Pells.

Q: Assuming your figures are correct what would the class sizes be like in four or five years' time in Lewes? Do you acknowledge that class sizes in Lewes will go over 30? Twelve pupils have already left the school and at least 2 of those families have been split up. What will happen when all other pupils need to be moved? If Landport does not have a school all children will have to go to other schools and there is not a safe crossing route.

The children already leaving the school are having an unsettling effect on children and staff remaining at the school. Can we stop children from leaving the school?

A: We believe in general there will be sufficient places available in 2017/18 across the town to accommodate children displaced from Pells were it to close. Year 3 in 2017/18 (the current year 1) is likely to see a shortfall of places but schools within the Lewes Co-operative Trust have indicated a willingness to exceed their published admission number (PAN) if needed to accommodate all pupils from Pells.

Class size legislation prohibits classes of more than 30 in Key Stage 1 unless supported by an additional teacher. Class size legislation does not exist in Key Stage 2 and schools are therefore able to exceed 30 in a class if required. This may be the case in Year 3 in 2017/18.

We appreciate the challenge that is created by children leaving the school. It should be remembered that Pells remains open and there is no need for parents to move their children to other schools at this stage. However, if parents choose to move their children to a school with space that is their right under the admissions code. We will work with the leadership team to support the school through this challenging time. If a decision is taken to close we have a duty to ensure every child has a place at an alternative school and admissions would look at each case on an individual basis. Where eligible we would support with transport costs taking into account distance and routes to school.

Q: Where will you put the SEN children and what transition will be available for them? You won't find other schools in Lewes that will take those children. People have said that they choose this school because it is a small school. It seems to me that in this world there is a bias against small schools when we know that small schools work well for some children. If some children are attending this school with SEN their outcomes in this school won't be good. You won't find other schools in Lewes that will take those SEN children.

A: Pells is a mainstream school like other schools in Lewes. All mainstream schools support and accommodate pupils with SEN. Children attending other mainstream schools in Lewes have access to a range of support to help with their needs and this would be the case for children moving from Pells. Outcomes for children with similar needs are good in other schools.

Q: The LA has set out its responsibilities to provide sufficient places and to promote excellence. Is this solely in relation to academic achievement? This school has a high number of SEN pupils. If achieving excellence is about leaving school with good manners, confidence, high self-esteem, then this school achieves that.

A: Determining achievement and attainment does not only look at raw scores and how many pupils' reach level 4 at the end of Key Stage 2. It also considers progress made and there is a measure called expected progress. What we can unfortunately see is that the children here do not make expected levels of progress by the time they leave year 6. Children who start at a similar level in other schools make better progress and we have a responsibility to ensure that we have the same ambition for children at Pells.

Q: You said the LA had looked at all of the options. There is a high proportion of parents looking for the option of flexi schooling. Would the LA consider Pells as an option to become a flexi-school?

A: The Local Authority and the Diocese have explored other options including partnerships and federation – no schools in the area have expressed a willingness to federate or amalgamate with Pells and no academy solutions have been put forward. If you believe there are alternative options please put forward your proposals including detailed information about the educational and business benefits including its long term sustainability. These will be considered by the Lead Member alongside all other responses from the consultation.

The option of flexi schooling is something that an individual headteacher can look at based on a number of factors. Ultimately the final decision rests with the headteacher.

Q: Are the responses to the consultation going to be available before the Lead Member decision is made? Can consultation responses be made available to view during the course of the consultation? People may gain confidence to respond by viewing what other people say.

A: We have received advice that in order to publish responses before the consultation period ends we would need to ask respondent's for their consent. Although it may encourage people to respond it could also potentially discourage others from participating.

The Lead Member report is published 10 days before the meeting takes place and the report will provide an analysis of all the responses received.

Q: What would happen to the site if the school closes?

A: The Diocese has not considered what would happen to the land at this stage other than to begin looking at Trust documents to check on any restrictions on future use. This is a very complicated process. The Diocese refrains from any consideration of possible use at this stage so as not to pre-empt in any way the outcomes of the consultation.

If the school site was sold, the proceeds would go into an education foundation account to be invested and used for Education purposes in the Diocese and it would be for the trustees to decide whether the money would be reinvested in the local area to support children who have been displaced from Pells. Any reinvestment would have to be in church school provision.

Comments made by parents about their specific situations and experience

- I sent my kids to another local school, biggest mistake of my life. Let them become excellent in other forms than just academic, in art, writing, music.
- My son is starting here in September and my other children are here. Teachers saw me when pregnant, they see him now, he has his routine here.
- My son has been failed in a bigger school; he won't make progress in a bigger class. This school remembers my family and this is what this school does and what you have here is excellence. We are going possibly to bring other schools down. Please try and keep our family community going. At this school your child is not categorised as naughty because the teachers know you.

6. Response of Pell's Children

1. What do you like about your school?

- That there are not many children
- That we are pushed to our limits
- School dinners
- We get reward time
- There is lots of sport
- It is local to everyone
- It is small – we get lots of attention
- It is easy to make friends

2. What do you think about the school maybe closing?

- Sad because we will have to organise another school which will cause our parents hassle
- Annoying as we really like this school
- Sad because we will be split up from our friends
- Sad, angry and emotional because it is emotional to leave all your friends and you won't be able to play with them anymore
- Ridiculous – you might be split from your friends and siblings
- Annoying – we might start a new class in September then we might have to move schools

3. What would you miss about your school if it had to close next summer?

- The teachers and everybody
- Friends who you won't be able to see
- Work that you like
- Teachers and the education – people here know where you are
- Everything to do with the school
- Reward time

4. How would you feel about going to another school?

- Sad leaving friends
- Worried because you don't know what the people in the new school are going to be like
- Sad, nervous and excited – you could make new friends
- Sad leaving friends who might not go to the same school as you
- Not happy - we might get sent to a school we don't want
- Unhappy – you will have to get up earlier to go to a school further away
- If sibling go to different schools it will be really difficult
- We will leave all our happy memories behind
- Annoyed – we might get judged on how we look and act. People might not want to be our friend

5. Is there anything else you want to ask/ tell us about?

- There is nothing wrong with our school why might you close it down?
- Our friends are really important
- Just because its small, doesn't mean it has to close
- It's not good for children with special needs to have to change schools and teacher
- I like this school – I don't understand why it might shut down

7. KEY ISSUES RAISED BY RESPONDENTS

School Places

Consultee Comment	County Council Response																																	
<ul style="list-style-type: none">At a time when the population of Lewes is growing there is need for more school places, not fewer. The large number of primary age children from the North Street development has been seriously underestimated by the council.This would be the nearest primary school to serve more than 400 new homes proposed in North Street alone.Encourage more people to attend, don't run the school into the ground.	<p>A full response including the detail on the impact of closing the school on school places, and details of our pupil forecasting methodology and pupil yield for housing development is provided in Appendix B of the report to Cabinet.</p> <p>Parents are entitled to express a preference for a school for their child. It is the responsibility of the school, and the governing body, to ensure that the provision they make is attractive to parents.</p> <p>The Council acknowledges that statutory consultation around school organisation will cause a level of uncertainty which can be a contributory factor on pupil numbers at the school.</p> <p>Births in Lewes between 2003/04 (reception year intake 2008/09) and 2012/13 (reception year intake 2017/18) have fluctuated from a low of 156 in 2005/06 to a high of 201 in 2009/10. Since then, there has been a marked fall in the birth rate with numbers in 2013/14 (reception year intake 2018/19) at 137 and 2014/15 (reception year intake 2019/20) at 134.</p> <p>Pells CE Primary School has suffered from very low parental preferences for many years as illustrated in the table below. Even at times of high demand for places in the town the school has been unpopular and unable to attract sufficient pupils.</p> <table><tr><th></th><th colspan="2">2012/13</th><th colspan="2">2013/14</th><th colspan="2">2014/15</th><th colspan="2">2015/16</th><th colspan="2">2016/17</th></tr><tr><th>Published Admission Number (PAN)</th><th>1st Prefs</th><th>% 1st Prefs Above/ Below PAN</th><th>1st Prefs</th><th>% 1st Prefs Above/ Below PAN</th><th>1st Prefs</th><th>% 1st Prefs Above/ Below PAN</th><th>1st Prefs</th><th>% 1st Prefs Above/ Below PAN</th><th>1st Prefs</th><th>% 1st Prefs Above/ Below PAN</th></tr><tr><td>20</td><td>7</td><td>-65%</td><td>6</td><td>-70%</td><td>9</td><td>-55%</td><td>11</td><td>-45%</td><td>9</td><td>-55%</td></tr></table> <p>For 2016/17 only nine first preferences were received by the closing date for applications. This number reduced to four after parents were given the opportunity to re-submit their preferences. A late application was received for Pells so the school is likely to start September with five children in its reception year.</p> <p>In the period 2001/02 to 2003/04 pupil numbers at the school were close to its capacity of 140. Over the last twelve years numbers have been on a downward trend – in the period 2004/05 to 2009/10 numbers were generally between 110 and 120 each year. Since 2010/11 numbers have been less than 100 and as low as 83 in 2013/14.</p> <p>Over the last five academic years the percentage of primary age children living on the Landport Estate attending Pells CE Primary School has fallen from 34% (70 pupils) in January 2012 to only 23% (51 pupils) in January 2016. In contrast the percentage of children living on the Landport Estate attending other schools in Lewes has risen from 62% (127 pupils) in January 2012 to 74% (164 pupils) in January 2016.</p> <p>The take up of reception year places from those who have attended the early years provider on site (Pippa's Group) is low and declining:</p> <p>2012/13 - 4 out of 8 children (50%) 2013/14 - 5 out of 8 children (63%) 2014/15 - 8 out of 12 children (67%) 2015/16 - 6 out of 13 children (46%)</p> <p>The latest set of pupil forecasts for Lewes, which take account of the proposed large developments at North Street and Old Malling Farm indicate that primary reception year intakes will fall in the period to</p>		2012/13		2013/14		2014/15		2015/16		2016/17		Published Admission Number (PAN)	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	20	7	-65%	6	-70%	9	-55%	11	-45%	9	-55%
	2012/13		2013/14		2014/15		2015/16		2016/17																									
Published Admission Number (PAN)	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN																								
20	7	-65%	6	-70%	9	-55%	11	-45%	9	-55%																								

	<p>2018/19 before rising again in the period to 2025/26. However even at its peak reception year intake numbers are expected to be below 200 in the town. Beyond 2025/26 the Council's demographic based forecasts indicate that reception year intakes will decline. This means that 200 reception year places in Lewes (assuming Pells CE Primary School closes in August 2017) will be sufficient to meet future demand for places. Appendix B sets out the Council's forecasting methodology and predictions for the Lewes area.</p> <p>The Council's pupil forecasts are highly accurate with an accuracy of +0.5 to +0.1% over the last four years. The pupil forecasts take account of both the impact of new housing on future births, and the impact of school aged children moving into new housing. The Council has recently reviewed its pupil yield factors to check accuracy. The review indicated that the Council's pupil yield produced marginally higher pupil yields than other models. The Council has therefore continued to use this model to ensure there is sufficient capacity without overprovision. The most recent example of the use of this forecasting model shows that the housing development in Hailsham produced less pupils than the Council's model estimated. Further detail on this is provided in Appendix B. There is no evidence to suggest that the pupil forecasts for Lewes are inaccurate, on experience to date the forecasts will identify more pupils than will actually result from the new housing.</p> <p>There will be sufficient places available in other schools in Lewes in 2017/18 for children from Pells CE Primary School were it to close. There will be a very small pressure in Years 3 and 4 and this would be addressed through working with the other schools in the town. The Lewes Co-operative Trust has already indicated willingness for schools to exceed PAN if necessary to ensure every child has a place.</p> <p>Asking schools to exceed PAN is a strategy adopted across the county where there is pressure on places but the level of demand does not justify the creation of bulge classes. Our forecasts indicate that this strategy would only need to be in place for a very short period of time until the larger cohorts in Years 3 and 4 leave the primary phase. It should be noted that there is no class size legislation in Key Stage 2 which limits class sizes to 30 pupils.</p>
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Ofsted Judgement

Consultee Comment	County Council Response
<ul style="list-style-type: none"> An Ofsted grade of 'requires improvement' is equivalent to the former grade of satisfactory: this means that there are many good aspects to the schools learning and teaching. How do you know it won't get good at its next inspection? The school could improve more with good support from the county council Please consider making changes/upgrading to better the future 	<p>In September 2009 the school was judged to require 'Special Measures'. In January 2012 the school was removed from special measures due to improved leadership but with an inadequate judgement on outcomes and given a notice to improve. In February 2013 and February 2015 Ofsted judged the school to 'Requires Improvement'. The 2 year period for the school's journey to good ends in February 2017 and the in-year data suggests that outcomes will remain low this year with insufficient improvement in both progress and outcomes to lift the school successfully beyond a requires improvement judgement. The recently received provisional outcomes data for key stage 2 for this year shows that only 33% (4 out of 12 pupils) achieved the expected standard in reading, writing, maths combined, significantly below the East Sussex average of 51.1%. All of this means that it is very unlikely that the school will be judged good at the next inspection. As the school has been judged 'Requires Improvement' twice in a row, it is very likely that Ofsted will place the school in a category of concern as the pace of improvement has not been swift enough over a number of years to address significant pupil underachievement.</p> <p>The school has received significant support from the Council and the Diocese but despite this the school continues to face challenges in achieving an Ofsted judgement as a good school. This has been</p>

<p>education of the children at Pells.</p> <ul style="list-style-type: none"> • There has been nothing done to help shake off the unjust stigma the school has suffered. • Other local schools are in SM or RI – are you proposing to close them? 	<p>confirmed by the interim leadership who have identified significant areas of underperformance. Council monitoring arrangements confirm this view noting that many targets remain unmet or only partially met, and the recent key stage 2 results for this year provide further evidence that the school is underperforming. Despite the considerable efforts of the school, the Council and the Diocese it has not been possible to break the long term cycle of underperformance.</p> <p>The Council has a duty to ensure all pupils receive a good standard of education. It is a matter of serious concern that the provision for the pupils at Pells CE Primary School does not enable them to make expected levels of progress by the time they leave Year 6. Children who start at a similar level in other schools make better progress. The attainment of pupils in Year 6 has been significantly below the national average in three of the last four years, and is significantly below again this year. Pells CE Primary School is not delivering the level of ambition that we have for the children of this county.</p>
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Headteacher Recruitment

Consultee Comment	County Council Response
<ul style="list-style-type: none"> • Why is the headteacher post being covered by interim leadership arrangements and not being advertised? • Try advertising for senior management don't just assume. 	<p>Since January 2016 interim leadership arrangements have been in place and will continue until the end of the academic year. Recruiting headteachers in all schools, but particularly small schools is very challenging, both locally and nationally. The school will face an additional challenge in this respect as it is an underperforming school and it will have another Ofsted inspection within the next year. Recruitment activity across the county indicates that it will be very difficult, if not impossible, for Pells CE Primary to recruit to a headteacher vacancy.</p> <p>There is no permanent leadership solution for the school. The interim leadership being provided by the Council and the Lewes Co-operative Learning Trust is in place until the end of this academic year. The interim leadership arrangements are not financially sustainable from the school's budget; the Council is currently funding these arrangements. The Lewes Co-operative Learning Trust has confirmed that they do not have the capacity to sustain longer term leadership for the school. If the decision is reached that the school will close the Trust would be prepared to provide further interim leadership, in the interests of the children at the school, during the period of closure. However these arrangements will not be available should the decision be made to keep the school open as this would require a different plan and increased leadership capacity to take the school through very challenging circumstances.</p> <p>Our normal procedure when going through a process like this would not be to attempt to recruit to a permanent headteacher role until a final decision is taken on the proposal in case that decision should be to close the school. It is unlikely that a prospective Headteacher seeking a permanent position would commit themselves to a school in such circumstances.</p>

Strengths of Pells CE Primary School

Consultee Comment	County Council Response
<ul style="list-style-type: none"> • Many of the pupils prefer the security and comfort of a smaller school with a caring environment. • Parents value sending their children to the school as it offers smaller class sizes and they feel 	<p>The Council recognises that reviewing the future of any school is controversial and emotive. The Council is challenged with balancing the sensitivities of community feeling on the one hand, with consistently providing a high quality education offer which can be sustained and afforded. Pupils, parents, carers and teachers, both current and past have strong ties to the schools they attend or have attended as part of their own life-stories.</p> <p>Pells CE Primary School is a mainstream school and all mainstream schools are required to meet the individual needs of all their pupils</p>

<p>they would not thrive in a larger school.</p> <ul style="list-style-type: none"> • This school's demographic is different from all others in the town. It is part of the community and provides a non-judgemental, specialist scheme to children and families with diverse needs. • It is a community led by the dedicated teachers, who have carried the school with no visible input from the county. 	<p>including those with SEN. All schools in the area want all children to thrive and have access to a range of support to help with their needs. The Council expects that all children who move from the Pells CE Primary School to other schools would be provided with the same level of care at their new school. Outcomes for children with similar needs are good in other schools.</p> <p>The school has received significant support from the Council and the Diocese but despite this the school continues to face challenges in achieving an Ofsted judgement as a good school.</p> <p>The Council has recognised the contribution staff make to Pells CE Primary School. However, the Council cannot avoid making decisions for the future which are in the best interests of children and young people.</p>
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Impact on pupils

Consultee Comment	County Council Response
<ul style="list-style-type: none"> • Moving my children will have an adverse effect on their education as they are settled at school and doing well • Friendship groups may be split up. • The closure could result in siblings being at different schools (increasing time/finance burden of transport and emotional impact of split) • Current Pells pupils living near the school will have to travel a long way to other schools in some cases and there aren't good enough local public transport links in the town. • This process has created an atmosphere of uncertainty for parents of pupils at the school and are already moving their children to other schools. This is unsettling for pupils who remain at the school. 	<p>The Council recognises that proposing changes to school organisation means there will be changes for pupils. Were closure approved, arrangements would be made for parents/carers to apply for a place at an alternative school in the local area. Parents/carers would be asked to complete an admissions application form and to name up to three schools they would like their child/ren to attend. Parents/carers would be offered a school place for their child/ren, either at one of their preferred schools named on the application form, or if this is not possible, at the nearest school to the child's home where a place is available. It should be noted that parents have a right to express a preference for a school, not to choose which school their child/ren attend.</p> <p>The Council will try to meet parents/carers' preferences wherever possible but cannot guarantee to do so. The allocation of places will be made in line with the admissions policy as set out in the school admissions booklet which is available on the East Sussex website. https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/</p> <p>The Council and affected schools have a duty to support appropriate transition arrangements and the Council would take all practical steps to ease the transition for pupils, most especially for vulnerable learners and those with SEND.</p> <p>Should the proposal be implemented the Council would work with pupils, their parents and the relevant schools to make appropriate transition arrangements for pupils to familiarise themselves with their new environment.</p> <p>Were the school to close the Council is confident that teaching staff at other schools would manage the transition that any pupils from Pells CE Primary School who are moved into the school will benefit from the new arrangement.</p> <p>In the event of closure we recognise that there could be an impact upon the length of journeys between home to school for some pupils on roll. Home to school transport will be provided in accordance with East Sussex County Council's published policies, with individual cases being considered on their merits.</p>

Alternative Suggestions

Consultee Comment	County Council Response
<ul style="list-style-type: none"> • Not enough has been done to investigate alternative options for the school • Explore sufficiently all options for amalgamation and federation and take into account the unique data of the school with its percentages of SEND and PPD. • Consider the school offering the option of flexi schooling • Consider making the school a farm or forest school to attract a wider social mix of children and enable less academically inclined children to excel in and enjoy other skills • Consider formally changing the school into one for children with more difficulties • Twin a good school in Lewes with Pells and share senior staff • The best option, given the key location of the school and its superb site, would be close to it and then re-open it under a new name (Trinity School?) and new leadership. 	<p>The Council has been actively promoting federation with schools since November 2014 and has, along with the Diocese, spent a considerable amount of time exploring options for Pells CE Primary School. No Academy Trust has expressed an interest in taking the school into their Trust; the long term underperformance, low parental preferences and low pupil numbers means that it is very unlikely to be attractive to an Academy Trust.</p> <p>Whilst the Lewes Co-operative Learning Trust have a commitment to improve the outcomes of all pupils in the town and is providing interim leadership, the Trust and other schools are not willing to federate or amalgamate with Pells CE Primary School. It is unlikely that federation would improve the popularity of the school anyway. No other school has room to accommodate all the pupils from Pells CE Primary School on their own site – a split site school has been considered but would create difficult challenges for the school and parents to manage, and in any event, no school has shown an appetite for that model.</p> <p>The Council has a role in supporting schools to explore federation but it is not responsible for securing those partnerships. Federation is a decision made by the governing bodies of schools and the local authority can only direct governing bodies to federate in exceptional circumstances i.e. when it has been identified as causing concern and is eligible for formal action.</p> <p>The Council did not receive any proposals for the future of the school during the consultation process and no firm proposals were shared with the school leadership or governing body. On 23 May 2016 the Chair of Governors confirmed in a telephone conversation with the Assistant Director: Education and ISEND that the governing body were not bringing forward a solution and that no groups had discussed any potential solutions with her regarding the future of the school.</p> <p>Following a meeting between the Director of Children's Services, the Assistant Director: Education and ISEND and Councillor Ruth O'Keeffe on Friday 24 June 2016, a proposal was submitted on 29 June 2016 by Councillor O'Keeffe for a 'Farm School Approach' for Pells CE Primary School. This proposal was not shared with the school during the consultation period but has since been sent to the Chair of Governors. As requested by the Lead Member this proposal has been fully evaluated by officers who have assessed that the proposal does not address the key challenges that the school faces, it has not been fully costed by the proposer and will not lead to the rapid improvement required at the school. The proposal and evaluation are provided in Appendix C of the Cabinet report. The Chair of Governors has reviewed the plan and her view remains unchanged that there is no sustainable way forward for the school in light of the significant challenges the school is facing.</p> <p>The proposal has been costed by officers and is found to be unaffordable. The Farm school would cost at least £100K to set up, and cost £50K each year to cover running costs. In addition setting up a Farm School would require planning permission for change of use and constructing any necessary buildings. This process would take at least 6 months and would cost in the region of £20K. Any loss of playing field space would also require Secretary of State permission. The proposal does not offer a financially viable solution for the school.</p> <p>Though much has been made of the local community support for the school, this is not supported by the data in 2.1.5 of the Cabinet report which show that the majority of families living on the Landport Estate, have not chosen, and do not choose to send their children to the school, and that the popularity of the school continues to decline. There is no</p>

	<p>evidence that the Farm School proposal would increase the popularity of the school.</p> <p>The imminent Ofsted inspection, which in light of the key stage 2 results this year we would now expect early next academic year, is likely to judge the school to be inadequate and this does not allow time for any further exploration of options for this school.</p>
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Impact of the proposals on Teaching Staff

Consultee Comment	County Council Response
What will happen to the teaching and support staff?	Should the current proposals be implemented, the Council would work with the current members of staff, including teaching and support staff in line with the Council's 'Managing Change Policy'. The Council would seek to minimise any compulsory redundancies as a result of the closure. If there are any school-based vacancies in East Sussex that are of interest to those staff at risk of redundancy, colleagues in Personnel and Training would liaise with the school(s) regarding the availability of staff to fill the vacancy, by seeking the agreement of the school to participate in the redeployment process, or at least offer an interview to a member of staff at risk of redundancy who meets the essential criteria of the person specification. For vacancies within the Council, other than in schools there is a mechanism for staff at risk of redundancy to join the redeployment register.

Impact on Community

Consultee Comment	County Council Response
<ul style="list-style-type: none"> Pells has a long standing history in Lewes. To close it would be a travesty. The school is the heart of the community and closing it will have a devastating effect on the community and local businesses. 	The Council and the Diocese acknowledge that where a school closure is proposed it will have an impact on the local community. The Council and the Diocese have no plans for the site and will not consider the future of the site until such time as the school's future is determined in order to remain impartial during the consultation. If the decision was taken to close the school and the school site was sold, the Diocese proceeds would go into an education foundation account to be invested and used for education purposes in the Diocese and it would be for the trustees to decide whether the money would be reinvested in the local area to support children who have been displaced from the school. In disposing of the playing field, the Council would require consent from the Secretary of State under Section 77 of the Schools Standards and Framework Act 1998.

Impact of the proposals on other schools

Consultee Comment	County Council Response
<ul style="list-style-type: none"> The closure would result in increases in numbers in classes at other schools and being scheduled to the limit. My children's school has a considerable number of new pupils from this area and has seen a considerable increase in behavioural issues from an influx of anxious and unsupported children which is impacting on my children. 	<p>A full response including the detail on the impact of closing the school on school places, and details of our pupil forecasting methodology and pupil yield for housing development is provided in Appendix B of the report to Cabinet.</p> <p>Pells CE Primary School is a mainstream school and all mainstream schools are required to meet the individual needs of all their pupils including those with SEN. All schools in the area want all children to thrive and have access to a range of support to help with their needs. The Council expects that all children who move from the Pells CE Primary School to other schools would be provided with the same level of care at their new school. Outcomes for children with similar needs are good in other schools.</p> <p>There are a number of other church schools (listed below) in the town that parents will be able to express a preference for when applying for a school place:</p> <p>Iford & Kingston CE Primary School</p>

<ul style="list-style-type: none"> • Bigger classes could lead to disruption and affect the quality of learning children will receive. • The council should consider the imbalance of Christian Faith Schools in Lewes if there is a closure. 	Southover CE Primary School, Lewes South Malling CE Primary School, Lewes St Pancras Catholic Primary School, Lewes
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Other Comments

Consultee Comment	County Council Response
<ul style="list-style-type: none"> • I think the council is being rather selfish and just thinking of how much extra money they can put in their pockets and not the children whose education and confidence and well-being will suffer. • This is about the Council profiting from the sale of the land • You should fully consult parents with children who attend the school, all staff and the local community • If you have to close the school mothball it because birth rates are cyclical and it will avoid wasting money on building new schools. 	<p>The Council does not save any money by closing the school – Council funds are separate to school funding. But school funds are public money and we have a responsibility to ensure efficient use of school funding; inefficient use impacts on all schools and children in the county. The government is also making changes to the national funding formula which will mean schools will face additional challenges in the future.</p> <p>The Diocese owns the majority of the school site, the Council owns the playing field. The Council and the Diocese have no plans for the site and will not consider the future of the site until such time as the school's future is determined in order to remain impartial during the consultation. If the decision was taken to close the school and the school site was sold, the Diocese proceeds would go into an education foundation account to be invested and used for education purposes in the Diocese and it would be for the trustees to decide whether the money would be reinvested in the local area to support children who have been displaced from the school. In disposing of the playing field, the Council would require consent from the Secretary of State under Section 77 of the Schools Standards and Framework Act 1998.</p> <p>The consultation process has included consultation with parents, all staff and the local community.</p>

Responses generally accepting of the Proposal

- The children may thrive if they have the opportunity to have an education alongside other Lewes children in bigger schools
- Parents should vote with their feet, ie move their children to Pells. If enough parents sent their children to the school I assume the Council would have to keep it open. Without this sort of support, I feel that the Council has no option but to close the school.
- The best thing we can do for these children is to give them the opportunity of an education alongside other Lewes children in bigger schools where they will have the chance to thrive
- Although I understand the Council's reasons for proposing to close Pells CE Primary and am sorry that there is no immediate solution could the Council please consider
 - How best to support the particular needs of the pupils, particularly vulnerable children many with SEND and some from deprived backgrounds, who will suffer greatly from the closure of the school. those with SEND, who currently attend Pells?
 - The large number of primary age children from the North Street development, the number of which has been seriously underestimated by the council, according to Maria

Caulfield MP. The best option, given the key location of the school and its superb site, would be close to it and then re-open it under a new name (Trinity School?) and new leadership.

- Pells has always had a poor reputation and has been the 'sink' school in the town. It has failed the children of Landport and should be integrated into their town.

8. Petition

- 8.1 During the consultation period a 5,000+ signature petition in relation to the proposed closures of both Rodmell CE Primary School and Pells CE Primary was submitted to the Local Authority. The petition is available for members to view.

- 8.2 The petition was presented at Full Council on 10 May 2016 where the following motion was moved.

In view of the increasing need for Primary School places in and around Lewes in the next five years, the strength of public feeling shown by a petition of over 5,000 signatories and the emerging plans for the future at both Rodmell School and Pells School, the Council recommends to Cabinet that the process towards the closure of these two schools is halted at the end of the consultation to enable these plans to be put into place.

- 8.3 A recorded vote on the motion was requested and taken. The motion was carried, the votes being cast as follows - 28 for the motion and 20 against the motion. In accordance with the Lead Member decision and the resolution of the Council we have sought to look at possible alternative options and to engage with stakeholders to consider any emerging plans that are put forward.

EVALUATION OF FARM SCHOOL PROPOSAL

Pells Church of England Primary

School Proposed Strategy

Key Priority from OFSTED Feb 2015	Proposal	Impact Evaluation Measurement tool	Timescale	Finance
Improve the quality of teaching to consistently good across the school.	Use a farm school curriculum that provides 'real' situations as a link to learning - e.g The 3 little Pigs for younger children. Curriculum plans to be developed alongside Sussex university. Enriched curriculum and outdoor learning to raise attendance and participation. Practical based curricular items to do with farm skills and traditional crafts (see other material) to be developed with the support of experts in these fields Regular coaching and lesson study for staff.	Teaching observations within the classroom Both peer evaluation and evaluation by senior staff to be used. Debriefing of experts in various fields to include gathering information about the ways in which new content for practical sessions has been absorbed and is being used by staff.	Full curriculum maps of the new practical farming based schemes of work to be drawn up by the start of the Autumn term 2016 and experts to support across these areas all in place. Inset sessions to bring staff together in preparation for the new curriculum to take place before the start of each term throughout the first academic year 2016-17 that these are being used. Aim for consistently good teaching across the school with all of the additional support being provided by Christmas 2016.	Farm set up using underspend of £38,000 from previous year's budget. Part of pupil premium funding to be used to bring in experts where there is a charge, small group sessions previously financed by this part of the funding now replaced by teacher training resource (see below). Coaching training - internal from staff training budget. Support from Sussex University PGCE programme not charged for as they are receiving the facility of a hub for their teacher training students.

Set tasks that are demanding enough to help pupils to make good progress. Check pupils' learning frequently enough in lessons.	Small group focussed teaching provided as a base for Sussex University's PGCE teacher training programme. Small groups tracked closely to individual plans linked to small steps curriculum approach.	Assessment Information monitoring.	Programme to be developed over the school year 2016-17 and to be fully in place by the end of the school year	<p>Farm set up using underspend of £38,000 from previous year's budget.</p> <p>Part of pupil premium funding to be used to bring in experts where there is a charge, small group sessions previously financed by this part of the funding now replaced by teacher training resource (see below).</p> <p>Coaching training - internal from staff training budget.</p> <p>Support from Sussex University PGCE</p> <p>programme not charged for as they are receiving the facility of a hub for their teacher training students.</p>
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Raise standards in KS1 so that attainment at the end of Key Stage 1 in reading, writing and mathematics are in line with National averages	Farm curriculum raises interest, participation and attendance. Community links improved and parents support learning. University focus input supports teaching and tracking so that targeted support is relevant and sustained.	Attendance and behaviour information. Assessment information	Pupils in the present year R in 2015-16 to show progress in line with National Averages by the end of KS1, pupils in the present Year 1 to show good progress towards this goal if not meeting it completely.	<p>Farm set up using underspend of £38,000 from previous year's budget.</p> <p>Part of pupil premium funding to be used to bring in experts where there is a charge, small group sessions previously financed by this part of the funding now replaced by teacher training resource (see below).</p> <p>Coaching training - internal from staff training budget.</p> <p>Support from Sussex University PGCE programme not charged for as they are receiving the facility of a hub for their teacher training students.</p>
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Strengthen progress in mathematics so that pupils are encouraged to explain how they are carrying out calculations and solving problems.	Real life farming based challenges eg food measures, costing necessitate depth of learning and reasoning. University input supports quality first teaching.	Assessment information	Programme to be developed over the school year 2016-17 and to be fully in place by the end of the school year	<p>Farm set up using underspend of £38,000 from previous year's budget.</p> <p>Part of pupil premium funding to be used to bring in experts where there is a charge, small group sessions previously financed by this part of the funding now replaced by teacher training resource (see below).</p> <p>Coaching training - internal from staff training budget.</p> <p>Support from Sussex University PGCE programme not charged for as they are receiving the facility of a hub for their teacher training students.</p>
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Ensure consistent good progress of groups of pupils, including the most able and those who are disadvantaged.	Enrichment activity linked to young farmers, small farm training groups, Plumpton agricultural college and smallholder magazine provide opportunity for both extension and support. Frequent opportunity for outside visits to places of interest which exemplify aspects of the practical based curriculum e.g. Mohair Centre (animal husbandry and spinning and weaving), Batemans (flour milling), High Weald Dairy (cheese making) etc	Assessment information	<p>Programme to be developed over the school year 2016-17 and to be fully in place by the end of the school year</p> <p>Careful monitoring against measurable and specific targets to be set up</p>	<p>Farm set up using underspend of £38,000 from previous year's budget.</p> <p>Part of pupil premium funding to be used to bring in experts where there is a charge, small group sessions previously financed by this part of the funding now replaced by teacher training resource (see below).</p> <p>Coaching training - internal from staff training budget.</p> <p>Support from Sussex University PGCE programme not charged for as they are receiving the facility of a hub for their teacher training students.</p>
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Ensure older pupils in mixed age classes are given work that is challenging enough	Enrichment activity linked to young farmers, small farm training groups, Plumpton agricultural college and smallholder magazine provide opportunity for both extension and support. Frequent opportunity for outside visits to places of interest which exemplify aspects of the practical based curriculum e.g. Mohair Centre (animal husbandry and spinning and weaving), Batemans (flour milling), High Weald Dairy (cheese making) etc	Assessment information	<p>Programme to be developed over the school year 2016-17 and to be fully in place by the end of the school year</p> <p>Careful monitoring against measurable and specific targets to be set up</p>	<p>Farm set up using underspend of £38,000 from previous year's budget.</p> <p>Part of pupil premium funding to be used to bring in experts where there is a charge, small group sessions previously financed by this part of the funding now replaced by teacher training resource (see below).</p> <p>Coaching training - internal from staff training budget.</p> <p>Support from Sussex University PGCE programme not charged for as they are receiving the facility of a hub for their teacher training students.</p>
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Ensure all pupils are able to use correct spelling, their writing.	Small group work using university allows focus on acquiring, developing and embedding a culture of high expectation. Mentor work support Growth Mindset development to raise expectation and develop resilience.	Work scrutiny.	Programme to be developed over the school year 2016-17 and to be fully in place by the end of the school year Careful monitoring against measurable and specific targets to be set up	Part of pupil premium funding to be used to bring in experts where there is a charge, small group sessions previously financed by this part of the funding now replaced by teacher training resource (see below). Coaching training - internal from staff training budget. Support from Sussex University PGCE programme not charged for as they are receiving the facility of a hub for their teacher training students.
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Fundamental Changes

- Creation of farm school (possible funding from Harvey's).
- Involvement of Sussex University as a learning hub for the PGCE course - confirmed via Jo Tregenza (Director of ITE) - no cost
- Leadership involvement of experienced successful Headteacher - confirmed - no new cost
- Nurture provision focus - school budget
- Introduction of Growth Mindset philosophy - no cost
- Coaching provision for staff -some release costs - school budget.

Summary of some of the main curriculum themes related to farming For each month the main activities on a farm are listed and then school activities related to these with examples for pupils across the year groups. Each month a theme is taken in addition to the day to day practical work, and some festivals are listed that will be worked in to give an appreciation of British Values, the farming year and other cultures. Probable contacts for theme activities are listed with each month.

The school will have;
Horticulture/agriculture:
Orchard fruits
Soft Fruits
Cereals
Vegetables
Flowers
Animal husbandry:
Chickens
Ducks
Goats
Lambs

Looking after the plants and animals will be woven into the school day and used as the inspiration for all subject areas; here are a few brief examples from some subject areas:

English; descriptive, creative and for purpose writing

Mathematics; recording and analysing, practical business applications

Science; experimentation with horticulture and agriculture, recording, presenting information

PSHE and related areas; caring for and looking after animals and crops and the opportunities this gives to learn about development health, being part of a community

History; the way people lived in our area and beyond, different ways in which growing crops and looking after animals have changed over time

Geography: the sorts of agriculture and farming that are usual locally, across the UK and across the world

September

What a farm does:

- Harvesting of top fruit (apples, pears and plums) reaches its peak
- Harvesting of late varieties of soft fruit (raspberries and blackberries)
- Maize harvested to make into silage for winter feeding to cattle
- Topping starts - Ewes are mated with rams for spring lambing
- Autumn calving of dairy cows
- Spreading of farmyard manure onto farmland before autumn cultivations
- Autumn cultivations (ploughing, seedbed preparations, liming etc) and the sowing of arable crops (winter barley, oats and wheat) in full swing
- Local and county ploughing matches take place

Practical activity; Juice from fruit; contact Wobblegate Farm Bolney

Festival ; Autumn Equinox;

Some school activities:

Work to do with harvesting, both of the school crops and looking at what large farms do locally.

Practical work around juice. Juicing by hand, using a juicer. What can be created? Why extract juice from fruit. Visit a juice producer. Health and nutrition.

Ploughing; look at older and new methods; horse power and tractors. Visit and watch ploughing. Possible visit from Harveys Shire Horses to plough a small section of the school field.

Need for winter feed; why? Growing seasons. Fertiliser. Growth of seeds. Plant small scale items like cress to see seeds grow indoors.

October

What a farm does:

- Grape picking and wine making commences. There are several vineyards producing quality award-winning wine in the Chilterns region
- Autumn cultivations (ploughing, seedbed preparations, liming etc) and the sowing of arable crops (winter barley, oats and wheat) continue
- Summer grazed dairy and beef cows are housed for the winter and fed preserved crops (grass and maize silage) and supplementary concentrated feed
- Ewes are mated with rams for spring lambing
- Autumn calving of dairy cows

Practical activity; Flour milling; contact Batemans working mill Baking contact Flint owl Bakery

Festival; Harvest festival, Folk dancing festival in Lewes

Some school activities

Work to do with harvesting, both of the school crops and looking at what large farms do locally.

Work on milling; why is it needed? Historical aspects. Relation to need for power, how is power generated. Wind and water power. Grinding by hand. Visit to a mill. Calculations about the amount of flour produced from grain, and bread from flour. Value added; business aspects. Industrial and artisan baking. Cook bread using yeast. The story of a grain of wheat from planting to harvesting to milling to baking to eating.

Harvest festival; reasons for this in the farm calendar. The modern harvest festival with tins and packets and its relationship to the original one. A time for giving; helping others in the community.

November

What a farm does:

- Autumn cultivations to prepare the ground for planting crops near completion
- Harvesting of winter vegetables (cauliflowers, beetroot, swede, parsnips and leeks)
- Summer grazed dairy and beef cows are housed for the winter and fed preserved crops (grass and maize silage) and supplementary concentrated feed
- Christmas trees are harvested

Vegetable harvesting; contact Ashurst Organics

Festivals; Remembrance; St Andrew's Day; Divali

Some school activities:

Looking at vegetables; different growing patterns above and below ground; harvesting; bringing in the crops at school and using for school dinners. Visit a farm locally that grows vegetables, compare this with the small scale production at school.

Christmas tree harvesting; look at a local producer. History of growing trees for Christmas; economics.

Other forestry in the area.

What are trees used for? Fires/power/furniture/building materials etc. Charcoal making.

Remembrance; why is this done, what is being done, history leading up to it.

December

What a farm does:

- Harvesting of winter vegetables (cauliflowers, beetroot, swede, parsnips and leeks)
- Turkeys and geese plucked in preparation for Christmas market.
- Conservation works take place such as planting, coppicing and laying of hedges; also work in farm woods, before the birds start nesting
- Farm maintenance of buildings, tracks, fences and machinery
- Holly and ivy gathering for Christmas decorations
- Fatstock shows are staged at major livestock markets

Conservation works; contact South Downs National Park

Festivals; Winter Solstice; Christmas

Some school activities:

Christmas preparations; turkeys, geese, vegetarian alternatives. History of celebration of Christmas, from biblical teachings to Father Christmas in Coca Cola coloured robes.

Fatstock shows; why are these held. Animals as food. Philosophical considerations about meat and vegetarians.
Different ways of looking at the world expressed by what people eat.

Learning about maintenance; farm structures to keep animals safe or prevent crops from being trampled.

Storage of crops and food, food safety.

January

What a farm does:

- Fruit trees are pruned to ensure a good crop later in the year
- Some flocks start lambing indoors to produce lamb ready for the traditional Easter market
- Conservation works take place such as planting, coppicing and laying of hedges; also work in farm woods, before the birds start nesting
- Farm maintenance of buildings, tracks, fences and machinery

Practical activity; Sussex Willow Weaving ; contact Dominic Porette

Festivals; New Year and Burns Night (Haggis with Neeps and Tatties)

Some school activities:

Learning about conservation works in Winter time. Why are woods coppiced; making things from coppiced willow. How to lay a hedge. Why is this done; why have a living boundary?

Plant and animal conservation within hedgerows. Birds and nests, how and why do they make them? Trying to make nests from natural materials in school; solving construction problems.

Burns Night meal with neeps and tatties from the school crops. Planning, preparing and enjoying together. Vegetarian alternative to Haggis for anyone who wants this!

February

What a farm does:

- Early lambing continues
- Orchard pruning continues
- Fungicide sprays are applied to crops showing signs of disease or organic methods used
- First top dressings of fertiliser are applied to winter sown arable crops

- Winter stubbles are ploughed and a seed bed is prepared for spring crops if the ground is dry enough

Practical Activity: Animal rescue; contact Sussex Wildlife

Festivals: Chinese New Year and Shrove Tuesday

Some school activities

Looking at why crops are treated for pests and how. Organic and chemical means. Life cycles, ecosystems, people using plants and animals for food. History of development of methods of agriculture designed to overcome pests.

Animal rescue locally; work of Sussex Wildlife and Trevor Weeks. What to do if you find an animal in need of help; why help?

How animals survive the winter and what they need, on farms and in the wild. Hibernation and sleep. Rhythms of nature.

Pancake making; why, how, history and culture. Science work with different kinds of batter to see which work and why. Make pancakes for the whole school for one meal.

March

What a farm does:

- Farmers continue planting spring cereal crops, barley, wheat and oats
- Main lambing season starts and housed ewes go out to grass
- Spring calving of dairy and beef cows
- Spring beef cattle sales held at livestock markets

Practical Activity: Lambing ; contact Mohair Centre

Festivals; Holi (end of winter in Hindu culture), St David's Day, St Patrick's Day, Easter (or April some years), Spring Equinox, Mother's Day.

Some school activities:

Lambing, birth, breeding animals; why and how at appropriate levels for the different age groups in school. Record births in a local flock over the spring. Twin births, orphan animals, keeping animals safe from predators

Welsh and Irish national days and their Saints.

April

What a farm does:

- Fruit orchards begin to blossom
- Crop planting continues Ð maize, linseed, vining peas and game cover crops
- Turnout of winter housed dairy herds and beef cattle
- Grass and arable crops are fertilized

Practical Activity; Cheese making; contact High Weald Dairy

Festivals; St George's Day, Shakespeare's Birthday, Easter (some years)

Some school activities:

Signs of spring. Passage of the seasons. Scientific reasons for them and aesthetic appreciation.

Cheese making. Science and practical application. Research on the different kinds of cheese; soft, hard, blue etc, cheese made from different milks; cows/sheep/goats/buffalo. Try different cheeses. Include non-dairy cheese. Watch cheese being made, try the processes out, make cheese at school.

English national day and their Saint.

Shakespeare's birthday, whole school work on one of the plays at many different levels. Text, scenery, everything needed for a performance.

May

What a farm does:

- Fruit orchards in full blossom
- Oil seed rape in flower
- Arable crops are checked regularly for pests and disease and sprayed if required or organic methods used
- First silage of the year made from surplus grass to be fed to cattle over winter
- Sheep/goat shearing begins
- Early strawberries harvested
- Arable crops checked regularly for pests and disease and are sprayed if required or organic methods used
- Lambing season finishes

Practical activity: Sheep/goat shearing, weaving and spinning contact Mohair Centre

Festivals: Mayday and Whitsun Morris Dancing : contacts Knots of May and Blackpowder Morris

Some school activities:

Flower to fruit; how this works. Bees as pollinators. Structure of flowers/fruit.

Oil seed rape; what is it, why is it grown? Food/fodder/fuel crops and how and why they are chosen. Modern and traditional crops. Looking at profit/conservation considerations.

Sheep/goat shearing; how, why, history. What is the fleece used for? Making things with fleece; felting, spinning, weaving, knitting.

Watch May day festivities and try to take part in Whitsun Morris dancing.

June

What a farm does:

- Salad vegetables and soft fruit harvested (cherries, gooseberries and strawberries)
- Hay making in full swing
- Second grass silage cut of the year taken
- Sheep shearing continues
- Dairy and beef cows mated now for calving in the spring

Jam Making; contact Ouse Valley Foods

Festivals; Queen's official birthday, Father's Day, Summer Solstice

Some school activities:

Why make jam? Food preservation. Sugar/heat/chemicals/ irradiation. Simple and complicated ingredients. "E" numbers. reading food labels. Allergens.

Make jam from school fruit for all children to take home. If any leftover consider selling this for charity/to invest in more fruit plants/? Children to think about this and decide.

Harvest salad vegetables from school garden for meals.

Visit a farm to watch hay making. Why is it done? Traditional and newer methods. What is good and bad about them?

July

What a farm does:

- Harvesting of winter sown arable crops (oil seed rape, barley and wheat) commences using combine harvesters
- Grain is taken from the fields to the farm by trailer
- Baling of crop residues (mainly straw) starts
- Harvesting of soft fruit continues (raspberries, cherries, blueberries and black/redcurrants)

Practical activity: Harvesting; contact Spring Barn Farm

Festivals: Eid al-Fitr; Welsh Eisteddfod

Some school activities

Harvesting school crops.

Find out about combine harvesters.

History of farm machinery. Possible session driving a tractor for older pupils.

August

- Harvesting of arable crops reaches its peak
- Straw is transported to livestock farms to be used for winter bedding and feeding
- Early cultivations (ploughing, seedbed cultivations, liming etc) and sowing of arable crops begins
- Third cuts of grass silage taken (depending on how well grass has grown))

Criteria for the Evaluation of Proposals for Partnership

Proposal Name	Farm School Approach
Submitted by	Cllr Ruth O'Keefe
Date submitted	29 June 2016
Governing Body Approval?	The proposal does not have Governing Body approval. The Governing Body were not involved in drawing up the plan. The Chair of Governors has indicated that she believes that this proposal does not present a sustainable way forward for the school in light of the significant challenges the school is facing.
Evaluation Date	29 – 30th June 2016
Overall assessment	<p>The proposal sets out an approach to address the Ofsted priorities from the most recent inspection (March 2015) by developing a farm curriculum.</p> <ul style="list-style-type: none"> • This is not a credible proposal because: <ul style="list-style-type: none"> ○ It does not address the challenges the school faces of low pupil numbers, financial stability, and pupil performance. ○ No business plan has been submitted that provides evidence that the proposal will lead to financial viability. ○ The proposal does not deliver any transformational approaches to teaching and learning. The approaches to teaching and learning suggested are already used at the school. • No explicit vision is stated. The proposal does not provide clear objectives, targets or milestones for implementation and the measuring of impact. • The milestones do not drive and monitor the progress of the school from its current weak position to an Ofsted 'Good'. • There is no indication as to how the proposed farm curriculum will meet all National Curriculum requirements and enable accelerated progress for the pupils at Pells. Therefore, there is no clarity about how the quality of

	<p>education, outcomes and progress, will improve for all pupils who are vulnerable to underachievement at Pells.</p> <ul style="list-style-type: none"> • The issue of the required leadership of the school from September 2016 has not been addressed; this is a significant weakness of the proposal. The proposal does not refer to the leadership capacity required to improve and sustain improvement; there is no capacity resulting from partnership with another school which we would expect to see for this school. • The proposal references a consultancy headteacher role (an ex Lewes headteacher). However, there is no indication of the time commitment of this role, or whether this is a substantive post. There is no evidence of the impact of this leadership approach on pupils' outcomes. The Pells school budget cannot support the cost of a consultant headteacher and the plan does not indicate how the day to day leadership role would be funded or undertaken. • Staff development includes the use of Initial Teaching Trainers (ITT). There is no evidence regarding the capacity and quality of these personnel, how they will deliver teaching commitments across the year and whether their teaching will cover school or university weeks. • This proposal does not demonstrate that it would lead to increased pupil numbers to ensure a sustainable budget in the future. • The costings for set up and annual running costs of a Farm School are at least £100K and £50K each year thereafter. These costs could not be supported by the school budget and there is no evidence that this significant resource would address the challenges of the school's underperformance. • Setting up a farm at Pells CE Primary School would require Planning Permission for change of use and for constructing any necessary buildings; this would take a minimum of 6 months and would incur costs of approximately £20K (this cost is in addition to the £100K estimated above for the set-up of the Farm School). Any loss of playing field as a result of the proposal would also require Secretary of State approval. No work on setting up the farm could begin until planning permission was secured. • There is no locally or nationally available evidence that a plan of this type will improve performance of pupils at the school, or increase its popularity in the community.
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Criteria for Evaluation:

All proposals will be assessed against the key areas set out below.

1. **Vision**
2. **Education Plan**
3. **Capacity and Capability**
4. **Evidence of strong track record**
5. **Financial Sustainability**

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	Criteria	Comments
1	Vision	
	Is there a clear vision set out for the partnership?	No explicit vision is stated. The proposal broadly sets out how a farm approach could be implemented at Pells but not how this will improve outcomes for pupils. No partnership solution is proposed.
	Is there evidence that leaders of both schools are committed to the vision?	No. No specific school partners are named.
	Is the vision appropriate for the particular context of the schools?	The objectives are aligned to the Ofsted key priorities but are not sufficiently robust to address the detail of the actions that need to be undertaken in the timeline to the imminent Ofsted inspection.

	Criteria	Comments
2	Education Plan	
	Is there a curriculum plan which is consistent with the vision and pupil intake?	<p>The references to the curriculum draw on the context of farming as the context for learning. Many schools already use context based learning to engage pupils and provide a purpose for learning and indeed Pells School already offers a varied range of activities which are integrated with the curriculum. These activities progressively build on creativity and are carefully planned throughout the school year. Examples include:</p> <p>Topic: Into the Woods. This is linked to the Forest School which is on offer within the school and in partnership with Priory School. These offer real life challenges which necessitate depth of learning.</p> <p>Trips and Learning within the Local Community. Sussex Wildlife and Railway Land Live. This project allows students to collect evidence (e.g. mini beasts), research environmental issues and create podcasts.</p> <p>Topic: Battle of Lewes. This is linked to Priory Ruins and is a whole school project delivered in the summer with a comprehensive cross curricular approach. Every child visits the site and experiences a range of practical and academic activities e.g. cooking, gardening and research. This is followed up in school with workshops which develop writing with a purpose.</p> <p>Trips out: these include Lewes Foundry (art Based), Brighton Museum (History), Blacklands Farm (PSHE and PE). In addition there is participation in District Sports and</p>

	Criteria	Comments
		<p>local; sports festivals and PATINA Moving on parade (a strong local community project which involves working with artists).</p> <p>It is not clear how the proposed approach would specifically bring about the rapid improvements required to improve outcomes for all pupils. The proposal does not deliver any transformational approaches to teaching and learning. The approaches to teaching and learning suggested are already used at the school.</p> <p>The proposal does not demonstrate sufficient attention to the make-up of the pupil cohort at Pells including the high numbers of FSM and SEN pupils and the impact that this approach will have on these pupils.</p> <p>A key challenge at the school is the development of the required skills in reading, writing and maths in cohorts of pupils who arrive with low prior attainment and low aspiration and lacking basic skills (e.g. speaking and listening). The school has already provided extensive coaching and support for staff, including being part of the 'maths triad' with other local schools.</p> <p>The proposal lacks detail about behaviour management, especially those with complex needs and presenting extremely high levels of challenge and need.</p> <p>Safeguarding is high profile and demands robust and rigorous systems, monitoring, intervention and support.</p>

	Criteria	Comments
	Are the key issues/priorities for improvement clear?	No. Ofsted key issues are referenced but these are not all the key issues and priorities for improvement that the school has identified. There is no reference to how the issues of financial sustainability, substantive leadership, and the longer term viability of the school will be addressed.
	Does the proposal make reference to key issues from the most recent Ofsted inspection and/or external review?	The proposal only references the Ofsted key issues but does not link these to actions that will address these priorities.
	Does the proposal identify activity that will address the issues identified in the school's self-evaluation and, in particular, issues raised by the most recent data analysis?	No, there is no reference to the school's self-evaluation or data analysis. There is no reference to recent adviser visits where concerns have been raised regarding the time taken for recent initiatives to demonstrate impact.
	Are targets set for attainment, progress, attendance and quality of teaching, including for vulnerable groups?	No. There are no measurable criteria in the proposal.
	Are there short-term targets of interim milestones?	No
	Is it clear how actual performance will be measured against targets?	No
	Are clear success criteria/practice indicators identified for improving the quality of provision in the school?	No
3	Capacity and Capability	
	Is the leadership structure detailed, is there sufficient capacity?	The only leadership referenced is the 'leadership involvement of an experienced headteacher – no new

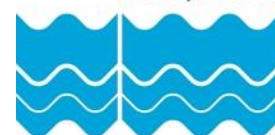
	Criteria	Comments
		<p>cost'. These costs are not included in the proposal.</p> <p>The 'experienced Headteacher' referred to does not have experience of leading partnerships that have been successful in securing improvements. This Headteacher has had limited engagement in the Lewes Area Review and the final report. This would suggest that there is limited understanding of the issues that the school faces and of the capacity needed to bring about improvements.</p> <p>The issue of the required leadership of the school from September 2016 has not been addressed; this is a significant weakness of the proposal. The proposal presents insufficient capacity for leadership, there is no capacity resulting from partnership with another school which would be expected for this school given its size and context and which has been used to good effect whilst the school was in Special Measures.</p> <p>The intended use of pupil premium to fund elements of the proposal is likely to impact on current levels of staffing in the school. The school currently delivers small group teaching utilising the intervention teacher funded by the pupil premium grant.</p>
	Is there a clear staffing structure proposed?	No staffing is detailed other than the provision of Initial Teacher Trainers (ITT) students, who are referenced as providing teaching support via a learning hub and for whom there is no cost. The proposal details the staff

	Criteria	Comments
		<p>development budget to develop existing staff however it does not present the budget plan for this.</p> <p>National research shows that it is not good practice for untrained teachers to support those pupils who are most vulnerable to under achievement and that there would be a lack of understanding of the requirements needed to improve performance through high quality teaching.</p>
	Is there a detailed plan for the implementation of the proposal?	No. There is no timeline for implementation. This plan would need to be in place by September 2016 but this would not be achievable.
	Are there timescales for actions?	The timescales provided are not broken down and are too broad.
	Is it clear who is leading on each aspect of the proposal?	No. No personnel are referenced other than an ex-headteacher in a consultancy capacity. No time/financial commitment is specified.
	Is it clear how the proposal will be monitored, and by whom?	No. There is no monitoring built into the proposal.
	Is it clear how the impact of the proposal will be evaluated, and by whom?	No. There is no evaluation built into the proposal. Although there is a column entitled 'Impact Evaluation Measurement Tool', the contents do not provide a robust evaluation method.
	Is the role of governors in evaluating progress clear?	No. There is no reference to governance built into the proposal.

	Criteria	Comments
	Is the proposal manageable and achievable?	No. The proposal is not sufficiently robust to be either manageable or achievable.
	Will the proposal enable the school to move up to the next inspection category within the agreed timescale?	No this cannot be achieved; please see comments below about the planning permissions required to set up the Farm School which indicate that this would take at least 6 months. There is no evidence that this would secure improvements in pupil achievement.
	Is there a clear partnership agreement in place or a timetable to ensure an agreement is in place?	There is no school named for an agreement, nor any timescale for identifying a school, implementing a partnership agreement or working in partnership.
4	Evidence of Strong Track Record	
	Do those submitting the proposal have a strong track record in successful partnership working?	No evidence of a good track record of partnership working from those submitting the proposal.
	Do those submitting the proposal have a strong track record of improving pupil outcomes, including for vulnerable groups?	No evidence of a good track record of improving pupil outcomes from those submitting the proposal.
	Do those submitting the proposal have a strong track record of financial management?	No evidence of a good track record of financial management from those submitting the proposal.
5	Financial Sustainability	
	Is it clear how the proposal will be financially affordable for the next three years?	The plan references a £38,000 carry forward and an unspecified amount of pupil premium funding to be used to deliver the proposal. There is no 3 year budget plan. The £38,000 carry forward arose from additional resource

	Criteria	Comments
		<p>provided by the Council for interim leadership and additional staff capacity in the academic year (£28k) and £10k from the health improvement grant. These resources have been allocated within the current school budget against current expenditure. Pupil Premium Funding is already committed to staffing costs and is not additional monies.</p> <p>Costs for setting up and running a farm school have been provided by a school that already have this model. They have advised that the costs for the set-up would be in the region of £50,000 and that running costs per year are £55K per year which includes animal feed and associated costs and staffing for a farm manager and farm assistant that provide cover 365 days a year. The school budget cannot support either the set-up costs or the on-going funding costs of a farm school.</p> <p>Setting up a farm at Pells CE Primary School would require Planning Permission for change of use and for constructing any necessary buildings. As the school is adjacent to a conservation area and within the South Downs National Park, it would also need a Landscape and Visual Impact Assessment and possibly an Environmental Impact Assessment, in addition to the usual considerations of impact on neighbouring properties. Planning Officers at the County Council have estimated that we would need a minimum of 3 months to draw up the application and then a minimum of 8 weeks to</p>

	Criteria	Comments
		<p>determine the application. In total it is advised that this would require 6 months for the application and determination process and around £20k for the costs, which would have to include employing the experts needed to undertake the specialist assessments. This timescale and costings assumes that there are no appeals. No work on setting up the farm could begin until planning permission was given.</p> <p>Any loss of playing field space would also require Secretary of State permission.</p>
	Is it clear how the proposal will have a positive impact on the schools' financial income/increase pupil numbers?	<p>There is no detail in the proposal on how it will increase pupil numbers to allow greater financial income. A similar approach is already in place at a farm school in East Grinstead with pupils attending from across East Sussex, therefore there may not be further demand for this type of provision in East Sussex.</p> <p>There is no evidence that the majority of the local community that choose to send their children to other Lewes schools would support a Farm School by sending their children there instead.</p>



Equality Impact Assessment

Project or Service Template

Name of the proposal, project or service
Proposed closure of Pells CE Primary School

File ref:	Pells	Issue No:	2
Date of Issue:	September 2016	Review date:	

Contents

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Part 1 – The Public Sector Equality Duty and Equality Impact Assessments (EIA)

1.1 The Council must have due regard to its Public Sector Equality Duty when making all decisions at member and officer level. An EIA is the best method by which the Council can determine the impact of a proposal on equalities, particularly for major decisions. However, the level of analysis should be proportionate to the relevance of the duty to the service or decision.

1.2 This is one of two forms that the County Council uses for Equality Impact Assessments, both of which are available on the intranet. This form is designed for any proposal, project or service. The other form looks at services or projects.

1.3 The Public Sector Equality Duty (PSED)

The public sector duty is set out at Section 149 of the Equality Act 2010. It requires the Council, when exercising its functions, to have “due regard” to the need to

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it. (see below for “protected characteristics”

These are sometimes called equality aims.

1.4 A “protected characteristic” is defined in the Act as:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race (including ethnic or national origins, colour or nationality)
- religion or belief;
- sex;
- sexual orientation.

Marriage and civil partnership are also a protected characteristic for the purposes of the duty to eliminate discrimination.

The previous public sector equalities duties only covered race, disability and gender.

1.5 East Sussex County Council also considers the following additional groups/factors when carry out analysis:

- Carers – A carer spends a significant proportion of their life providing unpaid support to family or potentially friends. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems. [Carers at the Heart of 21st Century Families and Communities, 2008]
- Literacy/Numeracy Skills

- Part time workers
- Rurality

1.6 Advancing equality (the second of the equality aims) involves:

- Removing or minimising disadvantages suffered by people due to their protected characteristic
- Taking steps to meet the needs of people from protected groups where these are different from the needs of other people including steps to take account of disabled people's disabilities
- Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

NB Please note that, for disabled persons, the Council must have regard to the possible need for steps that amount to positive discrimination, to "level the playing field" with non-disabled persons, e.g. in accessing services through dedicated car parking spaces.

1.6 Guidance on Compliance with The Public Sector Equality Duty (PSED) for officers and decision makers:

1.6.1 To comply with the duty, the Council must have "due regard" to the three equality aims set out above. This means the PSED must be considered as a factor to consider alongside other relevant factors such as budgetary, economic and practical factors.

1.6.2 What regard is "due" in any given case will depend on the circumstances. A proposal which, if implemented, would have particularly negative or widespread effects on (say) women, or the elderly, or people of a particular ethnic group would require officers and members to give considerable regard to the equalities aims. A proposal which had limited differential or discriminatory effect will probably require less regard.

1.6.3 Some key points to note :

- The duty is regarded by the Courts as being very important.
- Officers and members must be aware of the duty and give it conscious consideration: e.g. by considering open-mindedly the EIA and its findings when making a decision. When members are taking a decision, this duty can't be delegated by the members, e.g. to an officer.
- EIAs must be evidence based.
- There must be an assessment of the practical impact of decisions on equalities, measures to avoid or mitigate negative impact and their effectiveness.
- There must be compliance with the duty when proposals are being formulated by officers and by members in taking decisions: the Council can't rely on an EIA produced after the decision is made.
- The duty is ongoing: EIA's should be developed over time and there should be evidence of monitoring impact after the decision.
- The duty is not, however, to achieve the three equality aims but to consider them – the duty does not stop tough decisions sometimes being made.

- The decision maker may take into account other countervailing (i.e. opposing) factors that may objectively justify taking a decision which has negative impact on equalities (for instance, cost factors)

1.6.4 In addition to the Act, the Council is required to comply with any statutory Code of Practice issued by the Equality and Human Rights Commission. New Codes of Practice under the new Act have yet to be published. However, Codes of Practice issued under the previous legislation remain relevant and the Equality and Human Rights Commission has also published guidance on the new public sector equality duty.

Part 2 – Aims and implementation of the proposal, project or service

2.1 What is being assessed?

a) Proposal or name of the project or service.

Proposed closure of Pells CE Primary School with effect from 31 August 2017

b) What is the main purpose or aims of proposal, project or service?

The Proposal is to close Pells CE Primary School with effect from 31 August 2017.

In October 2014 the Lead Member for Education and Inclusion, Special Educational Needs and Disability agreed that a review of primary schools should be undertaken in the Lewes area. This was in the context of the Council's principles for planning the provision of education places in East Sussex as set out in the *Education Commissioning Plan 2014 – 2018* and the Council's strategy for school improvement *Excellence for All*. The Council has a duty to ensure there is sufficient provision to meet the predicted demand for places and to also look more widely at the organisation of schools to make sure they are well placed to deliver a high quality education to their local communities

The Area Review raised significant concerns about the long term sustainability of Pells CE Primary School in terms of the risks to its financial stability, securing good outcomes for pupils and its ability to attract pupils from within its community area. For these reasons and having considered alternative options including federation, amalgamation and academisation, approval was sought from the Lead Member for Education and Inclusion, Special Educational Needs and Disability on 21 March 2016 to consult on a proposal to close Pells CE Primary School. The Lead Member agreed that the Children's Services Department (CSD) should consult on the closure of the school but instructed CSD to fully consider any proposals coming from the schools or from other consultees around federation or amalgamation which would lead to a sustainable solution.

The Diocese of Chichester shares the Council's concerns and agrees with the proposal to close the school.

On 19 July 2016 Cabinet considered the outcome of the consultation and approved the publication of statutory notices in relation to the proposed closure of Pells CE Primary School on 31 August 2017. A copy of the report can be found at <http://esmodern.gov01v/ieListDocuments.aspx?CId=133&MId=2604&Ver=4> and in the Members and Cabinet Rooms. The proposal for closure is being made because of concerns about the long term sustainability of the school on the grounds of its capacity to secure and maintain improvements in standards and in the context of declining popularity and financial viability.

d) Manager(s) and section or service responsible for completing the assessment

Gary Langford, Place Planning Manager, Standards and Learning Effectiveness Service

The Equality Impact Assessment was contributed to by the relevant Council officers.

2.2 Who is affected by the proposal, project or service? Who is it intended to benefit and how?

Children and their families, staff and the local community.

Pupils at Pells CE Primary School do not make expected levels of progress consistently enough by the time they leave Year 6. Children who start at a similar level in other schools make better progress. The attainment of pupils in Year 6 has been significantly below the national average in three of the last four years, and was significantly below again in 2016. The Council believes that children will achieve better outcomes if they attend other schools.

Data released since July 2016 shows that progress is below the national average for every indicator and below the floor standard for the combined outcomes of reading, writing and mathematics. Overall, this indicates that at Key Stage 2 outcomes will be below the floor standard when the final data is released in December 2016. For 2014 and 2015 outcomes at the school were below the coasting schools' criteria and although the government is yet to confirm any changes to the criteria for 2016, it is likely that the school will be classed as coasting once the final data is released in December 2016.

As the school has been judged 'Requires Improvement' twice in a row, it is very likely that Ofsted will place the school in a category of concern as the pace of improvement has not been swift enough over a number of years to address significant pupil underachievement.

The Council's pupil forecasts for Lewes indicate that the number of places available in the town if Pells CE Primary School were to close will be sufficient to meet future demand for places. The latest set of pupil forecasts for Lewes, which take account of the proposed large developments at North Street and Old Malling Farm indicate that primary reception year intakes will fall in the period to 2018/19 before rising again in the period to 2025/26. However even at its peak intake numbers are expected to be below 200. Beyond 2025/26 the Council's demographic based forecasts indicate that reception year intakes will begin to fall away again.

Year R forecast – Lewes Town

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
198	202	187	148	159	185	182	177	188	188	190	187	181	174	164	164

Forecast as at 01.07.16

Published Admission Number = 220 (200 excluding Pells)

Total number on roll forecast for Lewes Town

2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31
1459	1470	1475	1417	1401	1417	1391	1366	1345	1340	1381	1402	1390	1377	1360	1331

Forecast as at 01.07.16

Capacity = 1600 from 2016/17

1570 from 2018/19 (1430 excluding Pells)

1540 from 2023/24 (1400 excluding Pells)

The table below shows there will be sufficient places available in other schools in the Lewes area in 2017/18 for children displaced from Pells CE Primary School if it were to close. There will be a small pressure in Year 3 and this would be addressed through working with the other schools in the town. The Lewes Co-

operative Trust has already indicated willingness for schools to exceed PAN if necessary to ensure every child has a place.

Space available at alternative schools	Predicted number on roll by year group 2017/18 (based on pupil numbers in September 2016 and the reception year forecast for September 2017)							
	R	1	2	3	4	5	6	Total
Pells CE Primary School								
Pupil numbers by year group	6	4	9	15	4	6	5	49
Lewes schools								
Pupil numbers by year group	181	190	189	201	181	198	219	1359
Year Group PANs	200	230	200	200	200	200	230	1460
Spaces available	19	40	11	0	19	2*	11	102
Iford & Kingston CE Primary School								
Pupil numbers by year group	25	30	31	31	29	31	22	199
Year Group PANs	30	30	30	30	30	30	30	210
Spaces available	5	0	0	0	1	0	8	14

Source: Data provided by schools in September 2016 and rolled forward by one year to 2017/18 (e.g. the 2016/17 reception intake is shown as Year 1 in 2017/18)

Reception year pupil numbers for 2017/18 are taken from the pupil forecasts as at 01.07.16

Year group PANs have been adjusted to take account of existing and proposed bulge classes

* Although the number of spaces in Year 5 is shown as 2 some schools are already over PAN which masks the actual places still available. In reality there are 9 spaces available

Asking schools to exceed PAN is a strategy adopted across the county where there is pressure on places but the level of demand does not justify the creation of bulge classes. Our forecasts indicate that this strategy would only need to be in place for a very short period of time until the larger cohorts in Years 3 and 4 leave the primary phase. It should be noted that there is no class size legislation in Key Stage 2 which limits class sizes to 30 pupils.

Were closure of the School approved, arrangements would be made for parents/carers to apply for a place at an alternative school in the local area. Parents/carers would be asked to complete an admissions application form and to name up to three schools they would like their child/ren to attend. Parents/carers would be offered a school place for their child/ren, either at one of their preferred schools named on the application form, or if this is not possible, at the nearest school to the child's home where a place is available. It should be noted that parents have a right to express a preference for a school, not to choose which school their child/ren attend.

The Council will try to meet parents/carers preferences wherever possible but cannot guarantee to do so. The allocation of places will be made in line with the admissions policy as set out in the school admissions booklet which is available on the East Sussex website.

<https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/>

Should the current proposals be implemented, the Council would work with the current members of staff, including teaching and support staff in line with the Council's 'Managing Change Policy'. The Council would seek to minimise any

compulsory redundancies as a result of the closure. If there are any school-based vacancies in East Sussex that are of interest to those staff at risk of redundancy, colleagues in Personnel and Training would liaise with the school(s) regarding the availability of staff to fill the vacancy, by seeking the agreement of the school to participate in the redeployment process, or at least offer an interview to a member of staff at risk of redundancy who meets the essential criteria of the person specification. For vacancies within the Council, other than in schools there is a mechanism for staff at risk of redundancy to join the redeployment register.

2.3 How is, or will, the proposal, project or service be put into practice and who is, or will be, responsible for it?

The East Sussex County Council Cabinet is responsible for making the final decision on the proposal. If approved, the school would close with effect from 31 August 2017.

The Council will be responsible for overseeing the process of the closure of the school. The Council will work closely with the school in implementing the closure, including supporting pupils in 2016/17 and their transition to a new school. The Council's admission's team will work closely with other schools in the town to ensure that every pupil is offered a school place.

2.4 Are there any partners involved? E.g. NHS Trust, voluntary/community organisations, the private sector? If yes, how are partners involved?

Pells CE Primary School is a Voluntary Controlled school. The Diocese of Chichester shares our concerns about the long term sustainability of Pells CE Primary School in terms of the risks to its financial stability, securing good outcomes for pupils, its ability to attract pupils from within its community area and that it is highly likely the school will not be judged good or better at the next Ofsted inspection. The Diocese agreed that the Council should consult with key stakeholders about the proposed closure of the school.

2.5 Is this proposal, project or service affected by legislation, legislative change, service review or strategic planning activity?

Closure proposals must be made in accordance with section 15 of the Education and Inspections Act 2006 (as amended by the Education Act 2011) and the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013. This process complied with these requirements.

2.6 How do people access or how are people referred to your proposal, project or service? Please explain fully.

Were closure of the School approved, arrangements would be made for parents/carers to apply for a place at an alternative school in the local area. Parents/carers would be asked to complete an admissions application form and to name up to three schools they would like their child/ren to attend. Parents/carers would be offered a school place for their child/ren, either at one of their preferred schools named on the application form, or if this is not possible, at the nearest school to the child's home where a place is available. It should be noted that parents have a right to express a preference for a school, not to choose which school their child/ren attend.

The Council will try to meet parents/carers preferences wherever possible but cannot guarantee to do so. The allocation of places will be made in line with the admissions policy as set out in the school admissions booklet which is available on the East Sussex website.

<https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/>

2.7 If there is a referral method how are people assessed to use the proposal, project or service? Please explain fully.

N/A

2.8 How, when and where is your proposal, project or service provided? Please explain fully.

As referred to in 2.5 above, the Council must follow a prescribed process in proposing closure of a school. It cannot shorten the process. The proposed date for closure of Pells CE Primary School is 31 August 2017. The Council has a legal obligation to educate any child that wishes to remain at the school until the date of closure.

Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.

3.1 List all examples of quantitative and qualitative data or any consultation information available that will enable the impact assessment to be undertaken.

Types of evidence identified as relevant have X marked against them			
	Employee Monitoring Data		Staff Surveys
X	Service User Data		Contract/Supplier Monitoring Data
X	Recent Local Consultations	X	Data from other agencies, e.g. Police, Health, Fire and Rescue Services, third sector
	Complaints		Risk Assessments
	Service User Surveys	X	Research Findings
X	Census Data	X	East Sussex Demographics
X	Previous Equality Impact Assessments		National Reports
	Other organisations Equality Impact Assessments		Any other evidence?

3.2 Evidence of complaints against the proposal, project or service on grounds of discrimination.

The consultation responses demonstrated that the majority of parents, pupils, staff, and the local community are against the proposed closure. A number of respondents cited the impact on the proposals on individual pupils, including those with Special Educational Needs and other vulnerabilities. Some respondents also cited that the closure of the school would lead to less choice for parents who wish to send their pupils to a faith school.

At the recommendation of CMT, Scrutiny Committee considered the report on Pells CE Primary School at an additional meeting on Monday 4 July 2016. A summary of the Committee's discussion and responses to the proposal was included in the 19 July Cabinet Report.

The subsequent representation period following publication of statutory notices elicited only one response to the proposal. The response did not bring forward any new information or evidence to suggest the recommendation for closure should be reconsidered.

3.3 If you carried out any consultation or research on the proposal, project or service explain what consultation has been carried out.

In October 2014 the Lead Member for Education and Inclusion, Special Educational Needs and Disability agreed that a review of primary schools should be undertaken in the Lewes area. The area review process involved the preparation of data packs between autumn and spring 2015 and the holding of internal meetings with officers and diocesan colleagues in the spring and of stakeholder meetings in June 2015. Information and evidence from this review informed the decision to seek approval to consult on proposed closure of Pells CE

Primary School. The Lewes Area Review Report was included as an Appendix to the Report to the Lead Member for Education and Inclusion, Special Educational Needs and Disability on 21 March 2016:

<http://esmoderngov01v/ieListDocuments.aspx?CId=456&MId=2867&Ver=4>

A six week public consultation on the proposed closure of Pells CE Primary School commenced on 15 April 2016 and ran until 27 May 2016. Hard copies of the Council's consultation document were distributed to 920 key stakeholders and interested parties which included pupils, parents and carers, staff other local schools, trade unions, the District Council and Parish Councils, the local MP, the Church of England and Catholic Dioceses and the wider local community.

The consultation document was also available on the ESCC website at:

https://consultation.eastsussex.gov.uk/consultation_finder

A meeting was held with school staff and their union representatives on 21 April 2016 to provide the opportunity for officers to provide more detail about the proposal and for those attending to ask questions and raise concerns. Notes were taken at this meeting and a Question and Answer (Q&A) document was prepared and sent to the headteacher to distribute to staff.

A public meeting was held at Pells CE Primary School on the 4 May 2016 to provide more detail about the proposal and enable parents, carers and all interested parties to ask questions and raise concerns. Notes were taken at this meeting and a Q&A document responding to the key issues raised was produced and posted on the Council's website for people to view. This was included within the 19 July 2016 Cabinet report.

The children of Pells CE Primary School were encouraged to express their views. These were gathered by the Head of School and submitted by email. This was included within the 19 July 2016 Cabinet report.

Consultation Responses 104 consultation responses were received during the consultation period of which 43 were completed on line and 61 forms were returned via freepost. In addition

- 1 letter was received
- 4 emails were received.

Where known the following stakeholders responded to the consultation

- 22 parents / carers of a child at Pells CE Primary School
- 3 pupils at Pells CE Primary School
- 4 members of staff at Pells CE Primary School
- 5 members of the governing body at Pells CE Primary School
- 46 members of the local community
- 23 other (Home educating parent, parents of children at local schools, teacher at local school, governor at a local school, retired teachers, local town and district councillor, local MP, local town and district councillor, parent of past pupil, prospective parent, Grandparent, local resident and past resident of Lewes, local business, 'just wanting to save our schools')
- 1 Not answered

During the consultation period a 5,000+ signature petition in relation to the proposed closures of both Pells CE Primary and Rodmell CE Primary School was submitted to the Council. Petitions must be considered in the light of DfE guidance and the greatest weight should be given to representations from those stakeholders most likely to be directly affected by the proposals rather than simply taking account of the numbers of people expressing a particular view. The petition does not identify each signatory's relationship to the school and therefore it is difficult to assess whether the opinions are those of stakeholders that should be given the greatest consideration. The petition was available for members to view.

The petition was presented at Full Council on 10 May 2016 where the following motion was moved.

In view of the increasing need for Primary School places in and around Lewes in the next five years, the strength of public feeling shown by a petition of over 5,000 signatories and the emerging plans for the future at both Rodmell School and Pells School, the Council recommends to Cabinet that the process towards the closure of these two schools is halted at the end of the consultation to enable these plans to be put into place

A recorded vote on the motion was requested and taken. The motion was carried, the votes being cast as follows - 28 for the motion and 20 against the motion.

At the recommendation of CMT, Scrutiny Committee considered the report on Pells CE Primary School at an additional meeting on Monday 4 July 2016. A summary of the Committee's discussion and responses to the proposal was included in the 19 July Cabinet Report.

The subsequent representation period following publication of statutory notices elicited only one response to the proposal. The response did not bring forward any new information or evidence to suggest the recommendation for closure should be reconsidered.

3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the proposal, project or service?

A number of the consultation responses raised concerns about the impact of the proposed closure on specific pupils at the school, including those that are more vulnerable because they have Special Educational Needs. Respondents stated that they like the fact that Pells CE Primary School is a small school with good links to the local community.

The Council recognises that the closure of the school will impact on specific children who will be required to move schools, those families that have chosen the school because of its size and families who have opted for a faith education (Church of England).

Looking at the school data we can see that children with Special Educational Needs (SEN) and eligible for Free School Meals (FSM) are significantly over represented at the school and as such will be disproportionately affected by the proposal. However, data showing the outcomes for disadvantaged pupils and those with Special Educational Needs (SEN) show that outcomes for these pupils are lower than the average for other schools in the town.

Data on outcomes shows that in 2014 and 2015 no SEN pupils achieved Level 4+ for reading/writing/maths combined at Pells CE Primary School. In 2016, no SEN Support¹ Pupils achieved the expected standard² in reading/writing/maths combined.

In addition, in 2016, Pells CE Primary School is below the average of all other Lewes Schools for the progress of SEN pupils:

- Reading: -6.7 (Pells) compared to -2.2 (all Lewes Schools),
- Writing: -15.9 (Pells) compared to +0.22 (all Lewes Schools),
- Maths: -3.7 (Pells) compared to -2.7 (all Lewes Schools).

Data on outcomes for the Ever 6 FSM cohort in 2014 showed the school had the 3rd highest gap between Ever 6 FSM and non Ever 6 FSM pupils for the % achieving reading/writing/maths combined of all the schools in Lewes. In 2015 Pells still had the lowest % of pupils from this cohort achieving Level 4+ for, and the largest gap between Ever 6 FSM and non Ever 6 FSM pupils of all schools in Lewes.

Data on outcomes for the disadvantaged cohort in 2016 shows that only 30% of disadvantaged pupils at Pells CE Primary School achieved the expected standard in reading/writing/maths combined, compared to 34.6% for East Sussex as a whole. The gap between disadvantaged and non-disadvantaged pupils was 20% compared to 23.6% for East Sussex as a whole. However, this can be attributed to a low percentage of non-disadvantaged pupils achieving the expected standard in reading/writing/maths combined: 50%, 8.2% lower than the East Sussex average and 8.7% lower than the Lewes average.

In 2016, in reading, writing and maths, Pells CE Primary School is below the East Sussex average for the progress of disadvantaged pupils:

- Reading: -2.7 (Pells) compared to -0.7 (East Sussex),
- Writing: -8.4 (Pells) compared to -1.4 (East Sussex)
- Maths: -4.2 (Pells) compared to -1.6 (East Sussex).

It is therefore considered that there will be a positive impact as a result of this proposal on the educational outcomes of these groups.

¹ DfE now report outcomes for SEN Support Pupils (previously School Action and School Action Plus) separately from outcomes for SEN pupils with Statements or EHC Plans. Pells CE Primary School did not have any pupils with Statements/EHCP Plans being assessed at the end of Key Stage 2.

² The assessment methodology for KS2 changed in 2016. Pupils are now assessed against an expected standard for the end of the key stage. The pupil Progress measure is defined as the difference between the KS2 score and the average KS2 score for all pupils nationally that achieved the same average point score at KS1. The national average is 0 and pupils are assessed as being above (a positive figure) or below (a negative figure) the national average. The school's progress measure is the average of all the progress scores of all the pupils in the school and the East Sussex progress measure is the average of all the progress scores of all the schools in the county.

Part 4 – Assessment of impact

4.1 Age: Testing of disproportionate, negative, neutral or positive impact.

a) How is this protected characteristic reflected in the County/District/Borough?

At the May 2016 school census in East Sussex there were 37,394 primary age children attending 152 primary schools. In the Lewes District there were 6,881 primary age children attending 28 primary schools. Pells CE Primary School had 71 pupils on roll, this equated to 1.03% of the total primary age population in Lewes District and 0.19% of the county total.

Pupil numbers at Pells CE Primary School have subsequently fallen further – at the start of the 2016/17 academic year there were 53 children on roll at the school. Pells CE Primary School has suffered from very low parental preferences for many years as illustrated in the table below. Even at times of high demand for places in the town the school has been unpopular and unable to attract sufficient pupils.

	2012/13		2013/14		2014/15		2015/16		2016/17	
Published Admission Number (PAN)	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN	1st Prefs	% 1st Prefs Above/ Below PAN
20	7	-65%	6	-70%	9	-55%	11	-45%	9	-55%

For 2016/17 only nine first preferences were received by the closing date for applications. This number reduced to four after parents were given the opportunity to re-submit their preferences. Subsequently a late application was received for Pells after the National Allocation date.

The take up of reception year places from those who have attended the early years provider on site (Pippa's Group) is low and declining:

2012/13 - 4 out of 8 children (50%)

2013/14 - 5 out of 8 children (63%)

2014/15 - 8 out of 12 children (67%)

2015/16 - 6 out of 13 children (46%)

In the period 2001/02 to 2003/04 pupil numbers at the school were close to its capacity of 140. Over the last twelve years numbers have been on a downward trend – in the period 2004/05 to 2009/10 numbers were generally between 110 and 120 each year. Since 2010/11 numbers have been less than 100 and as low as 83 in 2013/14.

Over the last five academic years the percentage of primary age children living on the Landport Estate attending Pells CE Primary School has fallen from 34% (70 pupils) in January 2012 to only 23% (51 pupils) in January 2016. In contrast the percentage of children living on the Landport Estate attending other schools in

Lewes has risen from 62% (127 pupils) in January 2012 to 74% (164 pupils) in January 2016. This is illustrated in the tables below.

Pupils living on the Landport Estate as at January School Census	2012	2013	2014	2015	2016
Primary	204	204	210	217	222
Total	204	204	210	217	222

Primary School Pupils living on the Landport Estate, by School/ Location	Number					Trend
	2012	2013	2014	2015	2016	
Pells	70	57	51	50	51	
Other Lewes School	127	143	152	158	164	
Outside Lewes	7	4	7	9	7	
Total	204	204	210	217	222	

Primary School Pupils living on the Landport Estate, by School/ Location	Percentage					Trend
	2012	2013	2014	2015	2016	
Pells	34.3%	27.9%	24.3%	23.0%	23.0%	
Other Lewes School	62.3%	70.1%	72.4%	72.8%	73.9%	
Outside Lewes	3.4%	2.0%	3.3%	4.1%	3.2%	

Lewes schools as described above are those which fall in the three wards covering Lewes town: Lewes Bridge, Lewes Castle and Lewes Priory.

b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

The proposal will predominantly affect children of primary school age whose families chose to send their children to the school.

Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

The proposal will disproportionately affect children of primary school age in the local community whose families chose to send their children to the school.

c) What is the proposal, project or service's impact on different ages/age groups?

The proposal is only likely to impact on the current reception year and years 1 to 5. It does not affect year 6 who will leave the school at the end of the current academic year to move onto secondary education.

d) What actions are to/or will be taken to avoid any negative impact or to better advance equality?

All local authorities have a statutory duty to offer all children aged 5 to 16 full-time education. Pupils at the school will be offered a place at another school in the town.

As set out in 2.2 above the Council anticipates that the number of reception year places available in Lewes (assuming Pells CE Primary School closes in August 2017) will be sufficient to meet future demand for places. A short term shortfall of places is expected in year 3 and this would be addressed through working with the other schools in the town to ensure every pupil is offered a place. This may mean that some class sizes in other schools exceed 30.

Pupils at Pells CE Primary School do not make expected levels of progress consistently enough by the time they leave Year 6. Children who start at a similar level in other schools make better progress. The attainment of pupils in Year 6 has been significantly below the national average in three of the last four years, and was significantly below again in 2016. The Council believes that children will achieve better outcomes if they attend other schools.

e) Provide details of the mitigation.

Mitigation is in place to ensure that all pupils will be offered a place at another school. Asking schools to exceed PAN is a strategy adopted in other parts of the county where there is pressure on places but the level of demand does not justify the creation of bulge classes. Forecasts indicate that this strategy would only need to be in place for a relatively short period of time until the larger cohorts leave the primary phase. It should be noted that there is no class size legislation in Key Stage 2 which limits class sizes to 30 pupils.

Free transport would be provided to eligible children if appropriate.

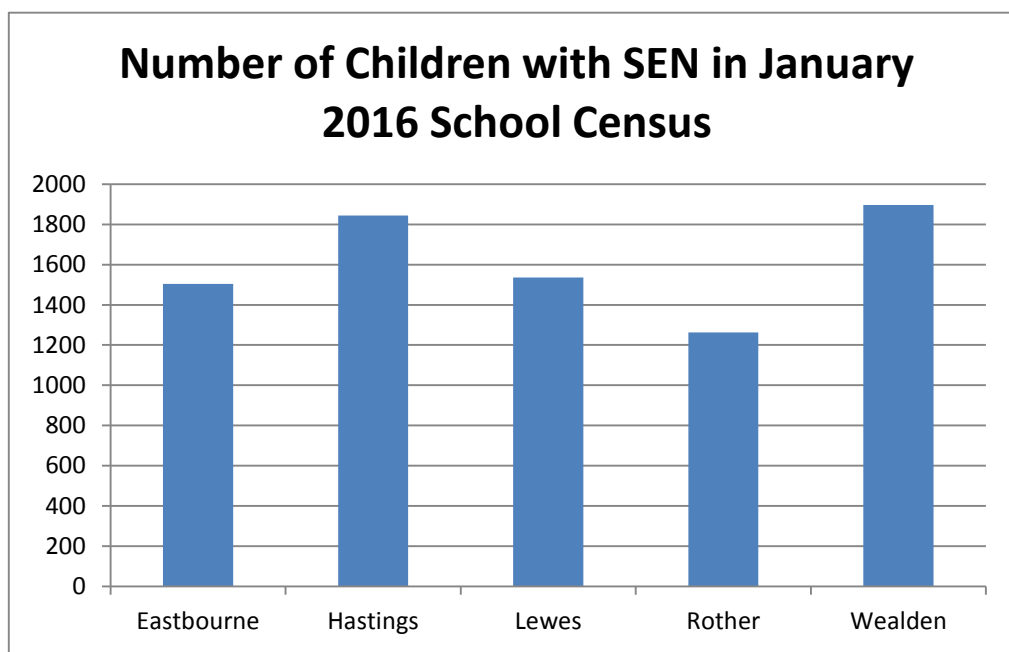
f) How will any mitigation measures be monitored?

The Council regularly reviews its pupil forecasts to ensure there are sufficient school places to meet demand and if necessary takes action to address any shortfalls in places in line with its statutory responsibilities.

4.2 Disability: Testing of disproportionate, negative, neutral or positive impact.

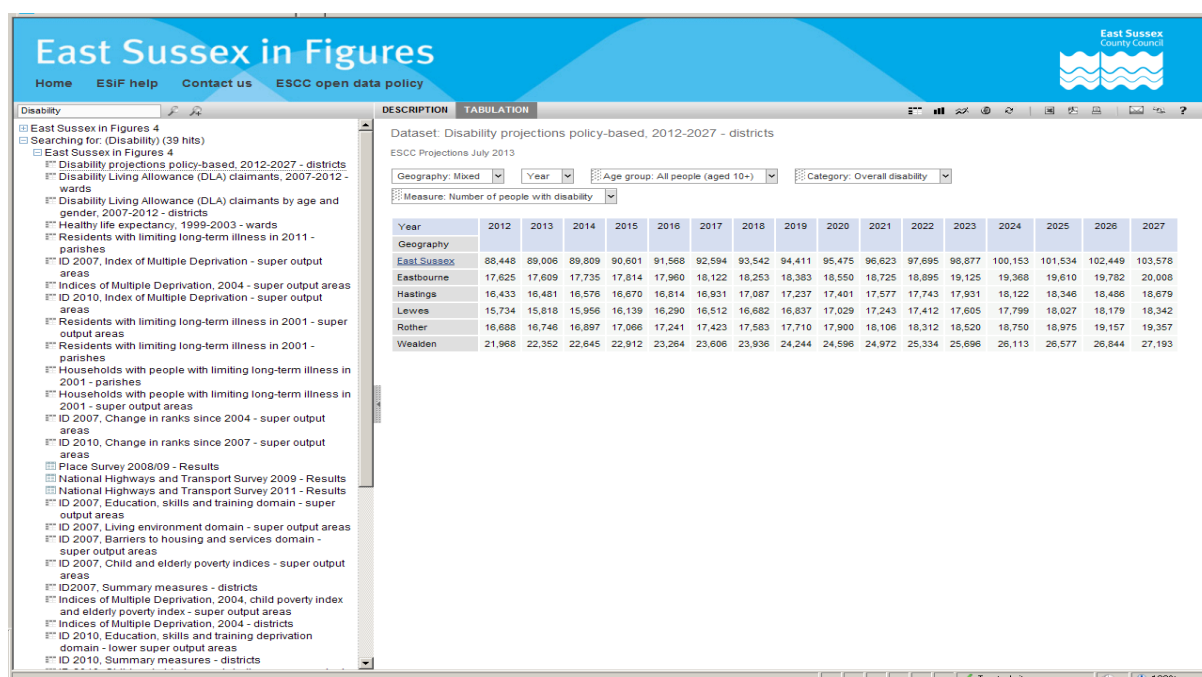
a) How is this protected characteristic reflected in the County /District/Borough?

The following chart shows the number of children recorded as having Special Educational Needs (SEN) in the January 2016 school census (children attending East Sussex maintained primary schools and academies). District/ Borough information relates to the pupil's home address as reported in the January 2016 school census.



In East Sussex there were 8,042 children recorded as having Special Educational Needs in the January 2016 school census. The figure for Lewes District was 1,536.

Disability projections published on East Sussex in Figures (ESiF) in July 2013 put the total number of people with a disability in East Sussex at 89,006 for 2013. The figure for Lewes District is 15,818.



b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

The current SEN data for Pells CE Primary School shows that the percentage of SEN pupils at the school is **30.0% (27 out of 90)**. This is significantly higher in comparison to the % average in East Sussex schools of **12.5%**

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

The data indicates that Pells CE Primary School is significantly over-represented by pupils with this characteristic.

- d) What is the proposal, project or service's impact on people who have a disability?**

Considering the data children with SEN could potentially be disproportionately affected by the proposal. However, data on pupil outcomes show that this cohort of pupils achieve better at other schools in the town. This leads us to believe that there will be a positive impact on this proposal on the educational outcomes of this cohort.

- e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

Pells CE Primary School is a mainstream school. There is no specific provision on the site that is recognised by the Council as reserved for pupils with SEN. All mainstream schools are required to meet the individual needs of all their pupils including those with SEN and disability. All schools in the area want all children to thrive and have access to a range of support to help with their needs. This would be the case for children moving from Pells CE Primary School and all schools would be expected to provide the same level of care as that provided at Pells CE Primary School. Outcomes for children with similar needs are better in other schools.

- f) Provide details of any mitigation.**

Should the proposal to close Pells CE Primary School be approved the Council would work closely with receiving schools to ensure appropriate transition arrangements would be made so that any potential adverse impacts on pupils affected would be mitigated.

The Council and affected schools have a duty to support appropriate transition arrangements and the Council would take all practical steps to ease the transition for pupils, most especially for vulnerable learners and those with SEN. Were Pells CE Primary School to close the Council is confident that teaching staff at other schools would manage the transition of any pupils to their new school. These circumstances are not unusual in that schools regularly manage in-year admissions, though it is recognised that there will be a significant number of pupils making the transition at any one time, including a number of pupils with SEN. Therefore additional support will be in put in place for the transition arrangements as detailed below.

Should the proposal be implemented the Council would work with pupils, their parents and the relevant schools to make appropriate transition arrangements for pupils. Relevant families would be consulted about any specific potential impacts on individuals; for instance, because of loss of support networks or the need to replicate reasonable adjustments made to accommodate disabled children, and we would ensure that appropriate individual arrangements are made where this is necessary to avoid potential adverse impacts. Transfer to a larger school could potentially provide more flexibility of resource to support pupil's needs.

g) How will any mitigation measures be monitored?

The Council will closely monitor the transition of the pupils to their new schools through regular monitoring arrangements already in place.
All schools have to report on the outcomes of all pupils, including those with SEN.
The Council will continue to monitor regularly the outcomes at all schools for these pupils.

4.3 Ethnicity: Testing of disproportionate, negative, neutral or positive impact.

Race categories are: Colour. E.g. being black or white, Nationality e.g. being a British, Australian or Swiss citizen, Ethnic or national origins e.g. being from a Roma background or of Chinese Heritage

a) How is this protected characteristic reflected in the County /District/Borough?

The vast majority of pupils (86.7%) according to the January 2016 school census are of White British Heritage. This is broadly in line with that of the population across the County based on the 2011 census. 10.2% of Lewes District's school population is Black and Minority Ethnic (BME). Of the 84 pupils attending Pells CE Primary School in January 2016 where ethnicity is known, 7.1% (1 in 14 pupils) are from ethnic minority backgrounds.

Data for Pells CE Primary School indicates that the percentage of pupils with English as an Additional Language (EAL) is 1.3% (years 1-6). This is lower than the East Sussex overall of 5.5% (Source January 2016 school census).

b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

BME children are not over-represented at Pells CE Primary School and as such will not be disproportionately affected by the proposal

c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

We do not believe that people with the protected characteristic will be more affected by the proposal than those in the general population who do not share that protected characteristic.

d) What is the proposal, project or service's impact on those who are from different ethnic backgrounds?

N/A

e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

N/A

f) Provide details of any mitigation.

N/A

g) How will any mitigation measures be monitored?

N/A

4.4 Gender/Transgender: Testing of disproportionate, negative, neutral or positive impact

a) How is this protected characteristic target group reflected in the County/District/Borough?

The percentage of pupils attending the school who are male is **46.7%** and female **53.3%**. This compares to the East Sussex figures of male **51.5%** and female **48.5%** (Source: January 2016 school census).

Should the current proposals be implemented, the Council would work with the current members of staff, including teaching and support staff in line with the Council's 'Managing Change Policy'. The Council would seek to minimise any compulsory redundancies as a result of the closure. If there are any school-based vacancies in East Sussex that are of interest to those staff at risk of redundancy, colleagues in Personnel and Training would liaise with the school(s) regarding the availability of staff to fill the vacancy, by seeking the agreement of the school to participate in the redeployment process, or at least offer an interview to a member of staff at risk of redundancy who meets the essential criteria of the person specification. For vacancies within the Council, other than in schools there is a mechanism for staff at risk of redundancy to join the redeployment register.

How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

The following chart shows the gender breakdown of Pells CE Primary School by class (Source: January 2016 school census).

Class	Year Groups	Numbers		%	
		F	M	F	M
Robins	R	6	8	42.9	57.1
Kingfisher	1 & 2	15	7	68.2	31.8
Woodpecker	3 & 4	11	15	42.3	57.7
Puffins	5 & 6	16	12	57.1	42.9

b) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

We do not believe that people with the protected characteristic will be more affected by the proposal than those in the general population who do not share that protected characteristic.

c) What is the proposal, project or service's impact on different genders?

N/A

- d) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

N/A

- e) Provide details of any mitigation.

N/A

- f) How will any mitigation measures be monitored?

N/A

4.5 Marital Status/Civil Partnership: Testing of disproportionate, negative, neutral or positive impact.

- a) How is this protected characteristic target group reflected in the County/District/Borough?

We do not consider marital status/civil partnership characteristics to be relevant to the proposal.

- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

N/A

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

N/A

- d) What is the proposal, project or service's impact on people who are married or same sex couples who have celebrated a civil partnership?

N/A

- e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

N/A

- f) Provide details of any mitigation.

N/A

- g) How will any mitigation measures be monitored?

N/A

4.6 Pregnancy and maternity: Testing of disproportionate, negative, neutral or positive impact.

- a) How is this protected characteristic target group reflected in the County/District/Borough?

We do not consider pregnancy and maternity characteristics to be relevant to the proposal.

- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

N/A

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

N/A

- d) What is the proposal, project or service's impact on pregnant women and women within the first 26 weeks of maternity leave?**

N/A

- e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?**

N/A

- f) Provide details of the mitigation**

N/A

- g) How will any mitigation measures be monitored?**

N/A

4.7 Religion, Belief: Testing of disproportionate, negative, neutral or positive impact.

- a) How is this protected characteristic reflected in the County/District/Borough?**

Pells CE Primary School is a Voluntary Controlled school. The following denominational schools are situated within the Lewes area.

Iford & Kingston CE Primary School
Southover CE Primary School, Lewes
South Malling CE Primary School, Lewes
St Pancras Catholic Primary School, Lewes

- b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?**

Pells CE Primary School is a Voluntary Controlled School. Voluntary Controlled schools are managed in the same way as community schools but have historically been linked to a church. The Council is responsible for school admissions and decides how pupils are admitted in the same way as community schools.

- c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?**

The proposal will predominantly affect children whose families chose to send their children to a denominational school.

d) What is the proposal, project or service's impact on the people with different religions and beliefs?

The Council does not believe the proposal will have a negative impact on the diversity of provision and the balance of denominational provision in the area were Pells CE Primary School to close on 31 August 2017. In the 2017/18 academic year there would be 1040 places at Church schools in the local area and it is estimated that there would be approximately 932 children on roll at those schools. This would leave 108 spare places to accommodate the 53 children currently on roll at the school should every parental preference be for a faith place.

The church schools in the local area are:

Iford & Kingston CE Primary School
Southover CE Primary School, Lewes
South Malling CE Primary School, Lewes
St Pancras Catholic Primary School, Lewes

e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

Should the proposed closure of the school be approved the school would remain open until 31 August 2017.

Were closure approved, arrangements would be made for parents/carers to apply for a place at an alternative school in the local area, including other denominational schools. Parents/carers would be asked to complete an admissions application form and to name up to three schools they would like their child/ren to attend. Parents/carers would be offered a school place for their child/ren, either at one of their preferred schools named on the application form, or if this is not possible, at the nearest school to the child's home where a place is available. It should be noted that parents have a right to express a preference for a school, not to choose which school their child/ren attend.

The Council will try to meet parents/carers' preferences wherever possible but cannot guarantee to do so. The allocation of places will be made in line with the admissions policy as set out in the school admissions booklet which is available on the East Sussex website

<https://new.eastsussex.gov.uk/educationandlearning/schools/admissions/>

f) Provide details of any mitigation.

Free transport would be provided to eligible children if appropriate.

g) How will any mitigation measures be monitored?

The Council regularly reviews its pupil forecasts to ensure there are sufficient school places to meet demand and if necessary takes action to address any shortfalls in places in line with its statutory responsibilities.

4.8 Sexual Orientation - Gay, Lesbian, Bisexual and Heterosexual: Testing of disproportionate, negative, neutral or positive impact.

a) How is this protected characteristic reflected in the County/District/Borough?

We do not consider sexual orientation characteristics to be relevant to the proposal.

b) How is this protected characteristic reflected in the population of those impacted by the proposal, project or service?

N/A

c) Will people with the protected characteristic be more affected by the proposal, project or service than those in the general population who do not share that protected characteristic?

N/A

d) What is the proposal, project or service's impact on people with differing sexual orientation?

N/A

e) What actions are to/ or will be taken to avoid any negative impact or to better advance equality?

N/A

f) Provide details of the mitigation

N/A

g) How will any mitigation measures be monitored?

N/A

4.9 Other: Additional groups/factors that may experience impacts - testing of disproportionate, negative, neutral or positive impact.

a) How are these groups/factors reflected in the County/District/Borough?

As at the January 2016 School Census, **63.3%** of Pells CE Primary School pupils are Ever6FSM in comparison to **22.7%** of all pupils in East Sussex maintained schools. A pupil who is described as 'Ever6FSM' means that within the last 6 years the pupil has at some point been eligible for receiving Free School Meals (FSM).

b) How is this group/factor reflected in the population of those impacted by the proposal, project or service?

The data indicates that there is a significant **over representation** of Ever6FSM pupils at Pells CE Primary School.

- c) Will people within these groups or affected by these factors be more affected by the proposal, project or service than those in the general population who are not in those groups or affected by these factors?**

Children from poorer socio economic backgrounds will be disproportionately affected.

- d) What is the proposal, project or service's impact on the factor or identified group?**

Data on pupil outcomes show that this cohort of pupils achieve better at other schools in the town. This leads us to believe that there will be a positive impact on this proposal on the educational outcomes of this cohort.

Those with the protected characteristics may incur additional travel costs or uniform costs as a result of having to change school.

- e) What actions are to / or will be taken to avoid any negative impact or to better advance equality?**

Free transport would be provided to eligible children.

There is no uniform grant from the Council however many schools make special arrangements for pupils entitled to Free School Meals. The availability of a uniform grant at other schools will be investigated should the decision be taken to close the school.

- f) Provide details of the mitigation.**

As in e) above.

The Council and affected schools have a duty to support appropriate transition arrangements and the Council would take all practical steps to ease the transition for pupils, most especially for vulnerable learners, including those who are EverFSM. Were Pells CE Primary School to close the Council is confident that teaching staff at other schools would manage the transition of any pupils to their new school. These circumstances are not unusual in that schools regularly manage in-year admissions, though it is recognised that there will be a significant number of pupils making the transition at any one time, including a number of pupils from the EverFSM cohort. Therefore additional support will be in place for the transition arrangements as detailed below.

Should the proposal be implemented the Council would work with pupils, their parents and the relevant schools to make appropriate transition arrangements for pupils. Relevant families would be consulted about any specific potential impacts on individuals; for instance, because of loss of support networks, and we would ensure that appropriate individual arrangements are made where this is necessary to avoid potential adverse impacts

All schools have a duty to ensure appropriate provision for pupils who are EverFSM and schools receive specific funding (the pupil premium) to support these pupils. Transfer to a larger school could potentially provide more flexibility of resource to support pupil's needs. Outcomes for EverFSM pupils are good at other schools.

g) How will any mitigation measures be monitored?

The Council will closely monitor the transition of the pupils to their new schools through regular monitoring arrangements already in place.

All schools have to report on the outcomes of all pupils, including those who are EverFSM. The Council will continue to monitor the outcomes at all schools for these pupils.

4.10 Human rights - Human rights place all public authorities – under an obligation to treat you with fairness, equality, dignity, respect and autonomy. **Please look at the table below to consider if your proposal, project or service may potentially interfere with a human right.**

Articles	
A2	Right to life (e.g. pain relief, suicide prevention)
A3	Prohibition of torture, inhuman or degrading treatment (service users unable to consent, dignity of living circumstances)
A4	Prohibition of slavery and forced labour (e.g. safeguarding vulnerable adults)
A5	Right to liberty and security (financial abuse)
A6 &7	Rights to a fair trial; and no punishment without law (e.g. staff tribunals)
A8	Right to respect for private and family life, home and correspondence (e.g. confidentiality, access to family)
A9	Freedom of thought, conscience and religion (e.g. sacred space, culturally appropriate approaches)
A10	Freedom of expression (whistle-blowing policies)
A11	Freedom of assembly and association (e.g. recognition of trade unions)
A12	Right to marry and found a family (e.g. fertility, pregnancy)
Protocols	
P1.A1	Protection of property (service users property/belongings)
P1.A2	Right to education (e.g. access to learning, accessible information)
P1.A3	Right to free elections (Elected Members)

Part 5 – Conclusions and recommendations for decision makers

5.1 Summarise how this proposal/policy/strategy will show due regard for the three aims of the general duty across all the protected characteristics and ESCC additional groups.

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- Advance equality of opportunity between people from different groups
- Foster good relations between people from different groups

5.2 Impact assessment outcome Based on the analysis of the impact in part four mark below ('X') with a summary of your recommendation.

X	Outcome of impact assessment	Please explain your answer fully
	A No major change – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	<p>The proposed closure of the school is appropriate on the basis of concerns over the long term sustainability of the school, in terms of its capacity to secure and maintain improvements in standards and in the context of declining popularity and financial viability. The proposed closure would have a positive impact on the educational outcomes of all children including those pupils with SEN and in the Ever6FSM cohort.</p> <p>All children displaced by the closure of Pells CE Primary School would be accommodated at other schools without the immediate need to provide additional places.</p> <p>Any potential negative impact on children, including those with SEN and those who are Ever6FSM, who are significantly over-represented in the cohort, as a result of having to transfer to another school would be mitigated by putting in place effective transition support for pupils.</p> <p>Children who start at a similar level in other schools make better progress. The Council has a responsibility to ensure that we have the same level of ambition for children currently at Pells CE Primary School.</p>
X	B Adjust the policy/strategy – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.	
	C Continue the policy/strategy - This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate	
	D Stop and remove the policy/strategy – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful discrimination it <i>must</i> be removed or changed.	

5.3 What equality monitoring, evaluation, review systems have been set up to carry out regular checks on the effects of the proposal, project or service?

The Council has a clear schedule for regular monitoring of schools, and the outcomes achieved by all pupils, including outcomes for those with SEN and EverFSM.

5.4 When will the amended proposal, proposal, project or service be reviewed?

The proposal has been reviewed in light of feedback from each consultation period. No further review is anticipated following a final decision on the proposal by Cabinet.

Date completed:	September 2016	Signed by (person completing)	Gary Langford
		Role of person completing	Place Planning Manager
Date:	September 2016	Signed by (Manager)	Jessica Stubbings

Part 6 – Equality impact assessment action plan

If this will be filled in at a later date when proposals have been decided please tick here and fill in the summary report.

☐

The table below should be completed using the information from the equality impact assessment to produce an action plan for the implementation of the proposals to:

- 1. Lower the negative impact, and/or
- 2. Ensure that the negative impact is legal under anti-discriminatory law, and/or
- 3. Provide an opportunity to promote equality, equal opportunity and improve relations within equality target groups, i.e. increase the positive impact
- 4. If no actions fill in separate summary sheet.

Please ensure that you update your service/business plan within the equality objectives/targets and actions identified below:

Area for improvement	Changes proposed	Lead Manager	Timescale	Resource implications	Where incorporated/flagged? (e.g. business plan/strategic plan/steering group/DMT)

6.1 Accepted Risk

From your analysis please identify any risks not addressed giving reasons and how this has been highlighted within your Directorate:

Area of Risk	Type of Risk? (Legal, Moral, Financial)	Can this be addressed at a later date? (e.g. next financial year/through a business case)	Where flagged? (e.g. business plan/strategic plan/steering group/DMT)	Lead Manager	Date resolved (if applicable)

SCRUTINY REVIEW BOARD COMMENTS TO CABINET

Rodmell Church of England Primary School and Pells Church of England Primary School
Review Board – 4 July 2016.

Membership of the Review Board:

Councillors Kathryn Field (Chair), Stephen Shing, Peter Charlton, Kim Forward, Roy Galley, Alan Shuttleworth and Francis Whetstone and representing the Church of England Diocese, Dr Ann Holt.

Review Board Comments for inclusion in report to Cabinet.

No.	Comment	Response
1	Rodmell Church of England Primary School.	The majority of the Review Board members agreed that it would be appropriate to defer the proposed closure of Rodmell Church of England Primary School for a year whilst the Governing Body and School Leadership team rigorously explore the option for partnership working.
2	Pells Church of England Primary School.	<p>Having listened to the evidence put before them, the Review Board were evenly split in their views on the emerging plan for Pells CE Primary School. Four of the eight Members of the Board accepted the Council's position that there is sufficient evidence to support the view that the school should be closed.</p> <p>However, four Members were concerned as to whether there would be a sufficient number of school places available in Lewes should the Pells CE Primary School close. In reaching this view, these Board Members were concerned whether the Council's forecast for future demand for school places might not be accurate, especially taking into account the impact of proposed developments in the area.</p> <p>Some Members of the Board expressed the view that there was merit in exploring the 'Farm School' option. The Board also agreed that if the school were to stay open, further significant work would need to be done on changing the perception amongst local people of the school, so that it could attract more preferences from local families.</p>
3	General comment relating to both proposals.	The Review Board agreed that these proposals needed sensitive handling by the Council and that clear reasoning should be provided to the public explaining the reasons for any decisions taken regarding the futures of both schools. This would be especially important if Cabinet made different decisions about the futures of these two schools.

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