



**LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL  
NEEDS AND DISABILITY**

MONDAY 21 MARCH 2016

2.30 PM CC2, COUNTY HALL, LEWES

DECISIONS to be made by the Lead Member for Education and Inclusion, Special Educational Needs and Disability, Councillor Nick Bennett.

A G E N D A

- 1 Decisions made by the Lead Cabinet Member on 22 February 2016 (*Pages 3 - 6*)
- 2 Disclosures of interests  
Disclosure 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
- 3 Urgent items  
Notification of items which the Lead Member considers to be urgent and propose to take at the end of the appropriate part of the Agenda
- 4 Lewes Area Review of Primary School Places (*Pages 7 - 42*)  
Report by Director of Children's Services
- 5 Heathfield Area Review of Primary School Places (*Pages 43 - 76*)  
Report by Director of Children's Services
- 6 Proposed enlargement of Cradle Hill Community Primary School (*Pages 77 - 90*)  
Report by Director of Children's Services
- 7 Any urgent items previously notified under agenda item 3

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11 March 2016

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## LEAD MEMBER FOR EDUCATION AND INCLUSION, SPECIAL EDUCATIONAL NEEDS AND DISABILITY

MINUTES of a meeting of the Lead Member for Education and Inclusion, Special Educational Needs and Disability held at County Hall, Lewes on 22 February 2016.

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The following Members spoke on the items indicated:

Councillor Field	- Items 4 and 5 (see minutes 4 and 5)
Councillor Shuttleworth	- Items 4 and 5 (see minutes 4 and 5)
Councillor Tidy	- Items 4 and 5 (see minutes 4 and 5)

### 1 DECISIONS MADE BY THE LEAD CABINET MEMBER ON 21 DECEMBER 2015

1.1 The Lead Member approved as a correct record the minutes of the meeting on 21 December 2015.

### 2 REPORTS

2.1 A copy of the reports referred to below are contained in the minute book.

### 3 DISCLOSURES OF INTERESTS

3.1 Councillor Field declared a personal non-prejudicial interest in item 5 (see minute 5) on the agenda. Councillor Field is the Chair of Battle Pre School.

### 4 EDUCATION, HEALTH AND CARE PLANS FOR 16-25 YEAR OLDS

4.1 The Lead Member for Education and Inclusion, Special Educational Needs and Disability considered a report by the Director of Children's Services which sought to approve the Guidance for Education Health and Care Plans (EHCPs) for 16-25 year olds with Special Educational Needs and Disability (SEND).

4.2 RESOLVED: (1) to approve the Guidance for Education Health and Care Plans for 16-25 year olds with Special Educational Needs and Disability (SEND) and endorse the overall approach; and

(2) to delegate authority to the Director of Children's Services to make operational amendments to the Guidance where necessary.

Reason

4.3 The Children and Families Act 2014 places new duties on Local Authorities to support statutory EHCPs for young people potentially up to the age of 25. The guidance aims to support consistent decision making about the provision of services through an EHCP for young people with Special Educational Needs and Disability aged over 16.

## 5 SCHOOLS FORUM – DSG POSITION STATEMENT

5.1 The Lead Member for Education and Inclusion, Special Educational Needs and Disability considered a report by the Director of Children's Services which sought approval for transfers between the blocks of the Dedicated Schools Grant.

5.2 RESOLVED to approve the inter block transfer of funds within the Dedicated Schools Grant of £257,000 to 2 year old funding and a further sum of £700,000 (rounded up) to the High Needs Block, making a total transfer of £957,000 from the Schools Block for 2016/17.

### Reasons

5.3 The take up of two year olds accessing a funded place in East Sussex has risen from 72.24% to 86.24% for 2016/17 and there is a shortfall of funding between what ESCC pays and what it is funded for.

5.4 The pressures within the High Needs Block are significant and additional funding is required to support the increase in the number and cost of agency placements; the tutoring costs of unplaced pupils and the increase in place funding.

## 6 ADMISSION ARRANGEMENTS FOR 2017/18 YEAR

6.1 The Lead Member for Education and Inclusion, Special Educational Needs and Disability considered a report by the Director of Children's Services which sought approval for admission arrangements for the 2017/18 school year.

6.2 RESOLVED: (1) to agree the proposed admission arrangements for the 2017/18 school year, including the following changes to the existing arrangements:

- To restrict the application of the sibling link so that children living within the community area for a given school are a higher priority than siblings living outside the community area but including the proposed clarification set out in paragraph 2.6;
- To change the measurement of the home to school distance tie-break from shortest walking route to straight line; and
- To allow applications received after the closing date due to verified house move or other material change of circumstances to be treated as on time if received before a second deadline.

(2) to agree the following:

- The admission priorities as set out in Appendix 1, Agenda Item 6 (page 57)
- The admission numbers as set out in Appendix 4, Agenda Item 6 (page 65)
- The co-ordinated schemes as set out in Appendix 5, Agenda Item 6 (page 71)

### Reason

6.3 East Sussex County Council has a statutory duty to determine its admission arrangements and consult on any proposed changes. Following consultation, it is the responsibility of the Lead Member to determine the admission arrangements for the school year 2017/18. With regard to the specific changes made to the oversubscription criteria:

- it is intended that the sibling priority and the proposal to allow late applications in respect of verified house moves will help ensure children are able to attend their nearest school.

- the change to the method for measuring distance from home to school for the tie break (from shortest walking route to straight line) will result in operational efficiencies that will help mitigate against planned savings.

(The meeting ended at 10.29 am)

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**Report to:** Lead Member for Education and Inclusion, Special Educational Needs and Disability

**Date of meeting:** 21 March 2016

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

**Title:** Lewes Area Review of Primary School Places

**Purpose:** To note the outcome of the Lewes Area Review of Primary School Places and approve the resulting recommendations.

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## **RECOMMENDATIONS**

The Lead Member is recommended to:

1) agree that the local authority takes forward statutory processes to consult on the closure of Pells CE Primary School by 31 August 2017;

2) agree that the local authority takes forward statutory processes to consult on the closure of Rodmell CE Primary School by 31 August 2017;

3) agree that the local authority enters into discussion with St Pancras Catholic Primary school and the Diocese of Arundel and Brighton to explore a Multi Academy Trust solution for this small school;

4) note that The Lewes Co-operative Learning Trust, whilst at an early stage, has the potential to further develop partnership working across Lewes schools; and

5) agree that the The Lewes Co-operative Learning Trust be used as a catalyst for partnership working across schools in the town to improve outcomes for all pupils.

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## **1 Background**

1.1 In October 2014 the Lead Member 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*; to ensure that there is sufficient provision to meet the predicted demand for places in the Lewes area and also to look more widely at the organisation of schools in the area to make sure they are well placed to deliver a high quality education to their local communities.

## **2 Supporting information**

2.1 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.

2.2 This process identified two schools, Pells CE Primary School (Pells) and Rodmell CE Primary School (Rodmell), where the information and evidence from the review suggested that the schools often struggle to meet their pupil admission number which impacts on the ability of the schools to secure financial stability and good outcomes for pupils. Further discussion with Pells, Rodmell and other schools in Lewes took place during Terms 1 and 2 to explore the options of federation or closure. The emerging final recommendations for the schools and Lewes as a whole are detailed in the Lewes Area Review – Final Report, attached at **Appendix 1**.

2.3 In addition, the Diocese of Arundel and Brighton is actively supporting its schools in considering developing diocesan multi-academy trusts. As a small school, a multi-academy trust would bring a number of benefits to St Pancras Catholic Primary School and make it more sustainable in terms of leadership and financial sustainability.

#### Pells CE Primary School

2.4 Pells has suffered from low preferences for many years. Having received a second 'requires improvement' Ofsted grade in February 2015 the school would be likely to be judged to require special measures if it is unable to secure a 'good' or higher grade at the next inspection. Federation is unlikely to increase the popularity of the school and none of the local schools have expressed a desire to federate with Pells. Amalgamation with other schools has also been explored but no other school has space to accommodate all the Pells' pupils on their school site and a split site school would create different management challenges. No other school has expressed an interest in amalgamation with Pells. The substantive headteacher left in December 2015 and it is considered highly unlikely that the school would be successful in recruiting a high quality headteacher given its circumstances and the local and national recruitment challenges.

#### Rodmell CE Primary School

2.5 Pupils travel from Lewes or Newhaven to attend Rodmell and very few children live in the village itself. The school is too small to be sustainable in the future and is already considering reducing the number of classes across the school. Federation with another school would not provide sufficient financial benefits to make the school more sustainable. The school currently has an unlicensed deficit budget. Despite these challenges the school received a 'good' judgement from Ofsted in November 2015. The substantive headteacher has recently resigned her position with effect from end of August 2016 and it is considered highly unlikely that the school would be successful in recruiting a high quality headteacher given its circumstances and the local and national recruitment challenges.

2.6 Given the circumstances facing each school, we believe the best solution is for both schools to close with effect from 31 August 2017. Were closure approved, arrangements would be made for displaced pupils to apply for a place at an alternative school in the local area. In the short term this would create pressure in some year groups but the pupil forecasts show that in the long term there would be sufficient school places across the area. Local schools who are part of The Lewes Co-operative Learning Trust have agreed to go over their published admission number in the short term to accommodate the displaced pupils.

2.7 It is considered there would be little impact on transport costs as a result of the schools closing. In many cases pupils would attend schools closer to their home address.

2.8 In line with the Council's 'Managing Change Policy' we 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. Both schools will be without a substantive Headteacher from September 2016 and interim leadership solutions will be used to fill these posts.

2.9 An Equality and Impact Assessment would be carried out as part of the statutory consultation process.

2.10 We have worked closely with the two Dioceses throughout the area review process and both Dioceses are supportive of the recommendations put forward. The Diocese of



Chichester has confirmed that its policy is to support schools with capital funding realised from the disposal and sale of school sites closed throughout the Diocese, with the Diocese looking to reinvest in locations impacted. However, this is not a guarantee and is dependent on legal commitments.

### **3. Conclusion and reasons for recommendations**

3.1 *Excellence for All* sets the ambition for the Council to ensure that all children can attend a successful and high performing local school. To secure that ambition the Council must use its processes for planning and commissioning places as set out in the *Education Commissioning Plan*. The Lead Member is invited to note the outcome of the Lewes Area Review and, for the reasons set out in part 2 above, to consider the following recommendations:

- agree that the local authority takes forward statutory processes to consult on the closure of Pells CE Primary School by 31 August 2017;
- agree that the local authority takes forward statutory processes to consult on the closure of Rodmell CE Primary School by 31 August 2017;
- agree that the local authority enters into discussion with St Pancras Catholic Primary school and the Diocese of Arundel and Brighton to explore a Multi Academy Trust solution for this small school; and
- note that The Lewes Co-operative Learning Trust, whilst at an early stage, has the potential to further develop partnership working across Lewes schools and agree that the Trust be used as a catalyst for partnership working across schools in the town to improve outcomes for all pupils.

#### **STUART GALLIMORE Director of Children's Services**

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#### LOCAL MEMBERS

Councillors Ruth O'Keeffe and Carla Butler

#### BACKGROUND DOCUMENTS

None

#### APPENDICES

Appendix 1 – Lewes Area Review – Final report

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**EAST SUSSEX COUNTY COUNCIL  
LEWES AREA REVIEW  
FINAL REPORT**

**JANUARY 2016**

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# 1 INTRODUCTION

***“All Children and young people who are educated in East Sussex will attend an establishment that is at least rated good by Ofsted”***

*Excellence For All – A strategy for education improvement in East Sussex (2013 to 2015)*

## 1.1 Aim of the review

The aim of this area review has been to ensure that there is sufficient provision to meet demand for places now and in the future, and also to look more widely at the organisation of schools in the area to make certain they are well placed to deliver a viable, high quality education to their local communities.

The area review is not just about “raw” number of places, but also about the quality and sustainability of those places. In its analysis and subsequent recommendation the review has considered many variables which influence the quality of provision as well as how East Sussex County Council (ESCC) will be able to guarantee the right places at the right time in the right areas of the highest quality.

Nicky Morgan alongside every parent and professional educator expects that no child “*would spend a single day in a failing school*”.

*“At the heart of our commitment to delivering real social justice is our belief that every pupil deserves an excellent education and that no parent should have to be content with their child spending a single day in a failing school,”*

*Nicky Morgan, Secretary of State for Education, 3 June 2015*

The review process has not identified failing schools in the Lewes area; there is however always potential for failure where a school is not able to guarantee sustainability. Sustainability is not just about financial viability but also the ability of the school to secure good outcomes for all pupils over time. Consideration of this has been an important part of this area review process.

In order to achieve consistently high outcomes there is recognition in *Excellence For All – A strategy for education improvement in East Sussex (2013 to 2015)*, that all sustainable good and outstanding schools will demonstrate potential to be strong in all the following areas. To this end ESCC has prioritised the further development of these key areas:

- Leadership development
- System leadership
- Better governance
- Improved teaching
- Improve outcomes for disadvantaged learners
- Improve Behaviour, Attendance and Safety
- Early Years
- Joint practice development.

In addition, the ESCC Portfolio Plan 2015/16–2017/18 Children and Families Learning and School Effectiveness makes a very firm commitment:

*"Within the context of the ongoing reduction of local government funding we will use the resources we have wisely to ensure we focus on the agreed priorities.*

*The need for savings will continue for the foreseeable future, and we will need to consider some radical changes to our service offer in all areas to become more innovative, efficient and effective. This will include looking at how services are delivered and who they are delivered by."*

Whilst the review is not driven by the need to make financial savings the need to ensure that high quality education is provided as cost effectively as possible is important and has been one of the considerations of this area review.

## 2 BACKGROUND AND STATUTORY RESPONSIBILITIES

Each Local Authority which has responsibility for education has a number of statutory responsibilities. These include:

- Securing sufficient school places
- Securing sufficient childcare places
- Duties with regard to school admissions.

### 2.1 School Places

Local Authorities have a statutory responsibility (Education Act 1996 Section 14) to secure sufficient school places for school age pupils within their area. Additionally this Act (Section 13 general duties) along with the School Standards and Framework Act 1998 (Section 5) requires Local Authorities to promote high standards of education and ensure fair access to education for all children and young people. These duties were further underlined by the Education and Inspections Act 2006 (Section 1) which enshrined a duty to promote high standards and the fulfilment of potential. This is further strengthened through the Education and Adoption Act 2015.

### 2.2 Childcare Places

The Childcare Act 2006 requires Local authorities to secure sufficient childcare places for working parents (Section 6) and ensure that all three- and four-year-old children can access high quality free nursery education (Section 7). There are additional requirements to assess the sufficiency (Section 11) and to provide advice and information (Section 13) to parents.

The Childcare Bill is currently going through Parliament with further implications on capacity in respect of increased provision for eligible working families.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482517/Childcare\\_Bill\\_Policy\\_Statement\\_12.03.2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482517/Childcare_Bill_Policy_Statement_12.03.2015.pdf)

### 2.3 School Admissions

Local Authorities have a number of statutory duties with regard to School Admissions. An Admission Code is published (most recent December 2014) which provides details of these responsibilities stemming from the School Standards and Framework Act 1998 (Section 85 - 2). This Act (Section 86 – 1) was amended by the Education and Inspections Act 2006 (Section 42) requiring Local Authorities to provide advice and assistance to parents and to allow parents to express a preference for a school place. While not a statutory requirement Local Authorities are expected to achieve a high percentage of first preferences. In 2015 84.68% of parents gained their first preference in East Sussex and 93.73% gained one of their three preferences. There are no national figures available for comparison at this point.

It is the intention of the Government to consult on a further amendment to the schools admission code in respect of the admission of summer born children to the reception class in the September following their 5th birthday. Parents would be able exercise choice and opt for admission to Reception or Y1 by right.

<http://schoolsweek.co.uk/nick-gibb-to-amend-school-admissions-code-for-summer-born-children/>

Therefore the Local Authority (in this case East Sussex) must seek to balance securing sufficient school places (avoiding over sufficiency) with ensuring high standards and providing parents with an opportunity to express a preference. This is a growing challenge for Local Authorities as the number of other Admissions Authorities is increasing. Local Authorities determine the admissions for Community and Voluntary Controlled Schools. Academy Trusts and the Governing Bodies of Aided Schools determine the admissions for their schools and set the annual Planned Admission Number (PAN). Popular schools are encouraged to grow in order to meet demand.

## **2.4 Additional factors**

### **2.4.1 Partnership arrangements**

There are also a number of additional factors that have a bearing on this review. These include the national expectation that all schools work in partnership with other schools to provide a network of school to school support. This has led to the formation of different arrangements including school led trusts and federations. Small schools are actively encouraged to consider strong partnership arrangements such as collaborations, hard federations with single governing bodies and leadership and multi-academy trusts. Additionally, the number of candidates for headship is decreasing and some schools are having difficulty in recruiting. Federation is an important consideration as the pressure on school budgets grows and the underpinning minimum funding guarantee provides decreasing financial protection. Further changes to the funding formula are planned and the impact, whilst uncertain, is unlikely to provide significant additional finances. Local Authorities are expected to ensure the efficient use of public funds especially at this time of financial pressure on public service spending while at the same time ensuring continuously improving outcomes for all pupils in their area.

### **2.4.2 Government policy**

Most recently the Government has indicated additional requirements which will impact on these reviews. The Education and Adoption Act 2015:

- Broadens the scope for intervention by the Secretary of State in underperforming schools
- Requires every school judged “inadequate” by Ofsted to be converted into an academy
- Introduces a new “coasting” category for schools
- Removes the requirements for a general consultation to be held where a school “eligible for intervention” is being converted to a sponsored academy.

### **2.4.3 Regional Schools Commissioners (RSCs)**

The role of the Regional Schools Commissioners (RSCs) is also a significant and growing factor. As well as monitoring the performance of academies within their area they have powers to approve changes to open academies such as changes to age ranges, mergers between academies and changes to multi-academy trusts. They have the responsibility of addressing under-performance in local authority maintained schools through the sponsored academy arrangements, a responsibility that is likely to be used more robustly in future.

<https://www.gov.uk/government/publications/academy-conversion-primary-academy-chain-development-grant>

Though there is still a place for federation the RSC favours multi academy trusts, and to this end is actively promoting the founding of or expansion of primary/mixed multi academy trusts. The recently reintroduced primary academy chain development grant provides primary schools a one-off financial incentive to form a multi academy trust or group together to enter an existing trust. Primary schools that are converting to academy status and have fewer than 210 pupils can also apply for the small school supplement grant. East Sussex recognises that federations can be a useful stepping stone to multi-academy trusts.



## 3 PRINCIPLES AND POLICIES RELATING TO SCHOOL ORGANISATION

### 3.1 Context

These reviews are set in the context of ESCC's Education Commissioning Plan 2014-2018. This plan sets out principles for the addition of new places. The plan states that the Council will:

- prioritise the expansion of outstanding and good schools and settings
- consider the pattern of parental preference to meet demand
- consider transport patterns to reduce travel times to schools and settings wherever possible
- where there is demand for both school and Early Years places, wherever possible, provide additional accommodation designed to ensure a seamless transition between Nursery and Reception
- support new schools and settings, including academies, free schools, studio schools and university technology colleges where their location will help relieve pressure on places and/or increase parental choice and raise outcomes
- provide value for money.

### 3.2 Policies

The Council's School Organisation Policy (Appendix A to the Education Commissioning Plan 2014-2108) also sets out some underlying policies:

- to ensure that all schools are well placed to deliver high quality education that meets the needs of their local community and makes the best use of public funding
- where there is sustained evidence that a school is failing to meet the needs of the local community and/or to deliver improved outcomes and/or is not financially viable, to explore the options for closure or a partnership solution
- to maintain a sustainable network of village schools, through exploring a range of partnership solutions where appropriate (collaborations, federations, trust status and academy chains)
- to address the relative under performance at Key Stage 2 of junior schools compared with all-through primary schools by supporting infant and junior schools to form a federation or amalgamate
- to ensure any change to school organisation impacts positively on school performance and the life chances of children
- to support governing bodies to review, on an annual basis, their organisational and leadership arrangements and to plan for building leadership capacity
- to develop an approach to school organisation review that enables stakeholders to engage fully and effectively in the process.

### 3.3 Voluntary Controlled/Aided

Within the area covered by this review a significant number of schools are Voluntary Controlled church schools as well as there being two Voluntary Aided Schools. The Voluntary Controlled Schools are all Church of England and the two Voluntary Aided Schools are a Church of England and Catholic School. There are no Church of England Voluntary Aided Schools in Lewes town.

## 3.4 Church Schools

### 3.4.1 Chichester

The Diocese of Chichester is developing its strategy for school organisation through a working party and pilot project in another part of the county. Through this a number of key points are emerging which are likely to form its overall strategy. These are:

- the Diocese recognises the financial and educational pressures, particularly leadership and governance, upon small schools and is looking to develop long term strategic solutions in partnership with the County Councils and the Regional Schools' Commissioner
- there is a recognition that short/medium solutions may need to be considered
- the Diocese does not take a "protectionist view" but does, as one would expect, want to see some diversity in provision within an area and the continuation of comparable place numbers in church schools and percentage increasing in proportion to other schools in an area.
- the Diocese has worked closely with ESCC to support schools to move to federation including mixed federations between church and community schools.
- the Diocesan Multi Academy Trust is likely to have a preferred model of developing schools to be operating with at least a two form entry capacity either as individual schools or as a cluster of schools
- the Diocesan MAT will undertake due diligence before taking small schools in to ensure long term viability.
- any closure of church schools would only be supported if there were clear opportunities for expansion of church school places in other areas or opportunities for new church schools. Particularly where new centres of population are developing and the dioceses has no existing schools whether VC or VA.

### 3.4.2 Arundel and Brighton

The Diocese of Arundel and Brighton has set out its position in relation to small schools:

- The Diocese recognises the pressures upon small schools and is looking to develop long term strategic solutions. These may include partnership work with the County Councils and the Regional Schools' Commissioner
- The Diocese recognises that short/medium solutions may need to be considered
- The Diocese does not take a "protectionist view" but does, as one would expect, want to see some diversity in provision within an area and the continuation of comparable place numbers in church schools
- The Diocese is actively supporting its schools in considering developing diocesan multi-academy trusts. Information to schools from the Diocese states: *"This is an exciting time for the diocese as we move forward in developing diocesan cluster MATs and it has been very encouraging to see so many schools engage in the debate!"* It is to be expected that small primaries will be able to call upon the DfE's primary chain development grant to accelerate the clustering of Diocesan primary schools.
- The Diocese will closely monitor, with the County Council, the number of places in Lewes to ensure that changes do not have a negative effect on potentially vulnerable schools, for example those with a PAN less than a whole form of entry.

### 3.5 Small Schools

For the purpose of this report a small school is defined as having one form of entry (1fe) with a Pupil Admission Number (PAN) of 30 or less. For schools with less than a half form of entry (0.5fe) and with a PAN of 15 or less these might be described as very small schools. Many of the schools included in the reviews can also be described as rural (serving a population of less than 10,000).

## 4 THE AREA REVIEW PROCESS

In October 2014 the Lead Member for Learning and Schools Effectiveness gave approval for officers to carry out two area reviews of early years and primary school places, one in the Lewes area and one in the Heathfield area. The stated aim of the review was to ensure there is sufficient provision to meet the predicted demand for places in each area but to also look more widely at the organisation of schools and settings in each area to make sure they are well placed to deliver a high quality education to their local communities.

The area review process adopted was based on good practice identified in other areas of the country. The process involved a number of key stages:

- the preparation of comprehensive data sets for each area including: early years providers and school performance and achievement, collaborative structures in place, place planning and pupil migration, financial situation and predictions and premises information
- desk top analysis of the data sets and the key issues with officers from different teams across the Children Services' Department and the Dioceses
- offer of an individual visit to all the schools included in the reviews to discuss the key issues from the data set with them and to understand their context further
- stakeholder meetings held in each location to include all early years providers, schools, Diocese representatives, and local Councillors. The meetings provided a chance for stakeholders to discuss the information in the data key issues and to explore possible solutions. The feedback from each of the stakeholder meetings is provided in the individual reports for Lewes and Heathfield respectively
- following the stakeholder meetings a number of schools were identified where further discussions were required with them about some of the emerging options for the school. Meetings with these schools took place in the autumn term and the feedback from these meetings has been used to shape the final report and the recommendations.

## 5 LEWES AREA REVIEW

### 5.1 Background and Context

#### 5.1.1 Schools

The review of Lewes Town and some of the surrounding area schools includes six primary schools within the town of Lewes with an additional three schools in the surrounding area. The schools are:

##### Lewes Town

- Pells CE Primary
- South Malling CE Primary
- Southover CE Primary
- St Pancras Catholic Primary
- Wallands Community Primary
- Western Road Community Primary

##### Surrounding Area

- Hamsey Community Primary School
- Iford and Kingston CE Primary
- Rodmell CE Primary

#### 5.1.2 Schools' status

- The CE Primary schools are all Voluntary Controlled schools with the exception of Rodmell which is Voluntary Aided. St Pancras Catholic Primary is Voluntary Aided.
- Western Road has Foundation Trust status as part of the Lewes Co-operative Learning Partnership with Priory (secondary) School. Pells, South Malling, Southover, Iford and Kingston and Rodmell are also members of the Co-operative Learning Trust as founding partner schools but without changing their existing foundation status. Wallands, St Pancras and Hamsey are not part of the Co-operative Learning Trust.
- Hamsey is entering into a collaboration with Plumpton primary school from September 2015, with an executive headteacher over the two schools. Hamsey are keen to explore federation as a longer term solution for their school.

#### 5.1.3 PAN - Lewes

- The overall PAN for Lewes Town and surrounding area is currently 249, increasing to 274 in 2016/17. By 2016/17, five schools will have round forms of entry (1fe or 2fe) and one school will have half a form of entry. The remaining three schools will have PANs that do not equate to a half or a full form of entry.

## 5.2 School data

**Table 1: Published Admission Numbers**

DfE No	School	Year R Published Admission Number													
		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
3094	Pells CE Primary School	20	20	20	20	20	20	20	20	20	20	20	20	20	20
3040	South Malling CE Primary School	44	44	30	30	30	30	30	30	30	30	30	30	30	30
3041	Southover CE Primary School	44	45	45	45	45	45	45	45	60	60	60	60	60	60
3342	St Pancras Catholic Primary School	20	20	20	20	20	20	20	20	20	20	20	20	20	20
2072	Wallands Community Primary School	60	60	60	60	60	60	60	60	60	60	60	60	60	60
2073	Western Road Community Primary School	30	30	30	30	30	30	30	30	30	30	30	30	30	30
	<b>Lewes Total</b>	<b>218</b>	<b>219</b>	<b>205</b>	<b>205</b>	<b>205</b>	<b>205</b>	<b>205</b>	<b>205</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>
2060	Hamsey Community Primary School	12	12	12	12	12	15	15	15	15	15	15	15	15	15
3077	Iford & Kingston CE Primary School	20	20	20	20	20	20	20	30	30	30	30	30	30	30
3334	Rodmell CE Primary School	8	8	8	9	9	9	9	9	9	9	9	9	9	9
	<b>Surrounding Area Total</b>	<b>40</b>	<b>40</b>	<b>40</b>	<b>41</b>	<b>41</b>	<b>44</b>	<b>44</b>	<b>44</b>	<b>54</b>	<b>54</b>	<b>54</b>	<b>54</b>	<b>54</b>	<b>54</b>
	<b>Lewes and Surrounding Area Total</b>	<b>258</b>	<b>259</b>	<b>245</b>	<b>246</b>	<b>246</b>	<b>249</b>	<b>249</b>	<b>249</b>	<b>274</b>	<b>274</b>	<b>274</b>	<b>274</b>	<b>274</b>	<b>274</b>

Note:

South Malling reduced its PAN from 44 to 30 in 2010/11

Hamsey increased its PAN from 12 to 15 in 2013/14

Southover's PAN will increase from 45 to 60 in 2016/17

Iford and Kingston's PAN will increase from 20 to 30 in 2016/17

**Table 2: Number on Roll 2015/16**

DfE No	School	Current PAN 2015/16	Current CAP 2015/16	Number on Roll 2015/16								Surplus/Deficit %		
				R	1	2	3	4	5	6	NOR			
	Lewes Town:													
3094	Pells CE Primary School	20	140	13	14	9	12	15	16	12	91	35%		
3040	South Malling CE Primary School	30	270	30	30	30	30	59	30	42	251	7%		
3041	Southover CE Primary School	45	375	45	60	45	47	48	49	48	342	9%		
3342	St Pancras Catholic Primary School	20	140	19	22	13	21	17	15	12	119	15%		
2072	Wallands Community Primary School	60	420	61	62	61	62	67	67	67	447	-6%		
2073	Western Road Community Primary School	30	210	27	30	30	30	28	30	30	205	2%		
	<b>Lewes Town Total</b>	<b>205</b>	<b>1555</b>	<b>195</b>	<b>218</b>	<b>188</b>	<b>202</b>	<b>234</b>	<b>207</b>	<b>211</b>	<b>1455</b>	<b>6%</b>		
	Surrounding Area:													
2060	Hamsey Community Primary School	15	105	7	18	15	15	11	16	16	98	7%		
3077	Iford & Kingston CE Primary School	20	170	27	30	27	24	23	22	22	175	-3%		
3334	Rodmell CE Primary School	9	63	9	9	7	7	5	7	4	48	24%		
	<b>Surrounding Area Total</b>	<b>44</b>	<b>338</b>	<b>43</b>	<b>57</b>	<b>49</b>	<b>46</b>	<b>39</b>	<b>45</b>	<b>42</b>	<b>321</b>	<b>5%</b>		
	<b>Lewes and Surrounding Area Total</b>	<b>249</b>	<b>1893</b>	<b>238</b>	<b>275</b>	<b>237</b>	<b>248</b>	<b>273</b>	<b>252</b>	<b>253</b>	<b>1776</b>	<b>6%</b>		

Source:

Number on Roll by Year Group – October 2015 School Census

Current PAN and CAP - 08.12.15 (Pupil Forecast January 15)

**Table 3: First Preferences**

DfE No	School	2012/13				2013/14				2014/15				2015/16			
		PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR	PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR	PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR	PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR
	Lewes Town:																
3094	Pells CE Primary School	20	7	-65%	8	20	6	-70%	8	20	9	-55%	13	20	11	-45%	13
3040	South Malling CE Primary School	30	38	27%	30	30	37	23%	30	30	32	7%	30	30	41	37%	30
3041	Southover CE Primary School	45	46	2%	45	45	46	2%	46	45	63	40%	60	45	46	2%	45
3342	St Pancras Catholic Primary School	20	15	-25%	18	20	10	-50%	13	20	11	-45%	19	20	14	-30%	19
2072	Wallands Community Primary School	60	53	-12%	58	60	50	-17%	51	60	80	33%	61	60	66	10%	61
2073	Western Road Community Primary School	30	36	20%	30	30	43	43%	29	30	23	-23%	30	30	19	-37%	27
	<b>Lewes Town Total</b>	<b>205</b>	<b>195</b>	<b>-5%</b>	<b>189</b>	<b>205</b>	<b>182</b>	<b>-6%</b>	<b>177</b>	<b>205</b>	<b>216</b>	<b>6%</b>	<b>213</b>	<b>205</b>	<b>197</b>	<b>-4%</b>	<b>195</b>
	Surrounding Area:																
2060	Hamsey Community Primary School	12	6	-50%	11	15	21	40%	16	15	10	-33%	15	15	5	-67%	7
3077	Iford & Kingston CE Primary School	20	21	5%	17	20	14	-30%	18	20	24	20%	30	20	44	120%	27
3334	Rodmell CE Primary School	9	7	-22%	7	9	4	-56%	8	9	7	-22%	10	9	7	-22%	9
	<b>Surrounding Area Total</b>	<b>41</b>	<b>34</b>	<b>-17%</b>	<b>35</b>	<b>44</b>	<b>39</b>	<b>-11%</b>	<b>42</b>	<b>44</b>	<b>41</b>	<b>-7%</b>	<b>55</b>	<b>44</b>	<b>56</b>	<b>27%</b>	<b>43</b>
	<b>Lewes and Surrounding Area Total</b>	<b>246</b>	<b>229</b>	<b>-7%</b>	<b>224</b>	<b>249</b>	<b>231</b>	<b>-7%</b>	<b>219</b>	<b>249</b>	<b>259</b>	<b>4%</b>	<b>268</b>	<b>249</b>	<b>253</b>	<b>2%</b>	<b>238</b>

Source: ESCC School Admissions Team and School Census

Notes:

	First preferences above PAN or up to 10% below PAN
	First preferences between 11-25% below PAN
	First preferences 25%+ below PAN

### 5.3 Analysis of data

- In 2015/16 Wallands and Iford and Kingston had more pupils on roll than the schools' nominated capacity. The remaining schools had surplus capacity with Pells having a surplus of 35%, St Pancras 15% and Rodmell 24%. Overall, there was a surplus capacity of 6% across the area.
- The table in Appendix A shows the projected pupil numbers in the period to 2020/21 measured against capacity. Pupil numbers are expected to be 1745 against a capacity of 1918, giving a surplus capacity of 173 places (9%) across the area. However, some schools are forecast to have significant surplus capacity (Pells, St Pancras), while others are forecast to have in excess of 10% surplus capacity (Western Rd, Hamsey).
- Data showing first preferences' pressure shows a wide variation across schools. Three schools have consistently had first preferences below PAN across the last three years (Pells, St Pancras and Rodmell) and two schools (Western Rd, Hamsey) have had preferences below PAN in two of the last three years.
- Early Years forecasts predict a small surplus of places in the area. However, it is not yet clear what impact government proposals to extend funded childcare for three- and four-year-olds to 30 hours per week will have on the availability of places.
- Live birth data shows a downward trend but recently approved new housing developments within the town, including the "North Street development" will increase pressure on places.
- Data regarding pupil characteristics does not indicate any particular equality issues although one school (Pells) does have a significantly higher percentage of pupils eligible for free school meals and pupil premium grant.
- The majority of schools are currently judged by Ofsted to be "Good", with one school (Iford and Kingston) judged to be "Outstanding". However a number of schools have not had Ofsted inspections for over three years, including Iford and Kingston (2009) and South Malling (2011). One school (Pells CE Primary) is currently judged to be "Requires Improvement".
- Early Years Foundation Stage data shows that for 2014/15 all schools with the exception of one school (Rodmell) achieved above the national average of 66% for Good Level of Development (GLD).
- In 2014/15 the achievement of pupils at Key Stage 1 in reading, writing and mathematics varied across schools and across the different subjects. Five schools (South Malling, St Pancras, Wallands, Western Road and Iford and Kingston) achieved above the national average in all three subjects.
- Key Stage 2 attainment data shows that in 2014/15 all but three schools (Pells, Wallands and Rodmell) achieved results above the National Average for level 4 in combined Reading, Writing and Maths.
- Detailed data on attainment and progress for the Key Stages can be found in Appendix A.

- All schools have buildings which are deemed to be satisfactory by the County Council. A number have sites below the recommended site area (Southover, St Pancras, and Rodmell). Some schools are reliant on the use of mobile classrooms (South Malling, Hamsey, and Iford and Kingston). DDA compliance is restricted in a number of schools (Southover and Western Road) usually because of two storey construction. A large number of schools have no dedicated hall space or undersized hall space (Hamsey, Iford and Kingston, Pells, St Pancras, and Rodmell). Southover and Western Road share a playing field and Rodmell does not have an on-site playing field.
- The school budget share per pupil varies across the schools. The average for the Lewes area is £3,773 which is close to the East Sussex average of £3,722. However, there are four schools which are receiving significantly more in the 2015/16 financial year. These are St Pancras (£4,319), Hamsey (£4,619), Pells (£5,433), and Rodmell (£5,523).



## 6 STAKEHOLDER CONTRIBUTIONS

All schools, except St Pancras Catholic Primary School, were represented at the stakeholder meetings. A few Early Years providers also attended. Both dioceses were represented.

- A general consensus emerged indicating that the main concerns are about Pells and Rodmell and their viability (quality, size and cost).
- It was noted that about 20% of parents are not obtaining their first preference while around 20% of pupils were attending schools in the area while living outside the area (Ringmer and Newhaven/Peacehaven).
- Participants recognised that when there are surplus places this often reflects parental choice particularly around individual school ethos. This may lead to schools predominantly reflecting parental social standing. Generally it was felt that with one or two exceptions the locality of the school is key rather than the status (for example community or controlled) and that even Ofsted grades (unless inadequate) were not deterring expressions of preference. The desire for small schools was often seen as a parental preference. It was also noted that the walking distance to schools within and across Lewes was low so any changes are unlikely to have transport implications.
- Many participants expressed a view that schools' PANs with whole forms of entry (30, 60, 90) are preferable for administrative and organisational purposes.
- The Lewes Co-operative Learning Partnership (LCLP) is at an emergent stage but there is a growing recognition that it could contribute to future strategic leadership in the town.
- When considering the merits of federation some expressed concern regarding potential loss of identity where each school's set of values and/or culture is diminished. The different status of schools was also seen as a potential barrier to federation. However, many saw that there were opportunities to make greater use of sharing resources and expertise. There was inevitably some concern regarding potential loss of jobs through federation.
- Early Years providers represented wished to see greater school links and would like wherever possible to be based on school sites. It was noted that for some providers about 15% of children were coming from addresses out of Lewes Town. Concerns were also expressed about the potential impact of the proposed 30 hours on Early Years providers.
- There were a number of observations about Pells. These included:
  - the school serves the most disadvantaged part of town, many parents from this area are taking their children to Wallands/South Malling
  - the school is not always chosen even though it was the nearest school
  - the school suffers from higher pupil mobility than other schools
  - concern that if Pells moved/closed this would have a negative impact on the EY provision which is on site (Pippins) and currently full.
- A number of suggestions were made regarding alternatives for Pells. These included:
  - relocation perhaps in the North Street area
  - designating as a specialist resource for behaviour
  - partnership with neighbouring schools – Wallands/South Malling
  - rebranding
  - if site no longer required then other educational uses could be found.

- A number of comments were made regarding Rodmell. These included:
  - lots of pupils attend from outside the local community coming from Newhaven and Peacehaven)
  - could the local schools contain these pupils if Rodmell closed (a new school (1 fe) is opening in Newhaven in September 2015)?
  - Rodmell is Voluntary Aided and concern was raised as to how its distinctive character could be maintained. Elsewhere the neighbouring Iford and Kingston is over-subscribed and the village is growing.

## 7 OPTIONS FOR CONSIDERATION

### 7.1 Introduction

The information gathered in the data packs and the discussions that have taken place through the area review process identify two schools, Rodmell and Pells where a number of factors suggest that options for the school should be considered:

- Pells has a “requires improvement” (RI) Ofsted judgement. Pells received its second RI judgement in 2015. If the school does not obtain a “good” (or higher) at the next inspection it will be placed in Special Measures and an academy solution will have to be found.
- Under the Education and Adoption Act 2015 Pells could attract intervention by the Regional Schools Commissioner and be moved to academy status/closure without consultation.
- The headteacher of Pells left in December 2015 and there is an interim Executive Headteacher in place from January 2016. Recruitment to the Headteacher post is likely to be a challenge.
- Rodmell had an Ofsted inspection in November 2015 and was awarded a Good grading.
- Key stage 1 achievement data for 2014/15 shows that the % of children achieving L2b in reading and writing and maths at Pells improved to just below the national average. At Rodmell data for 2014/15 shows that the % of children achieving L2b in reading improved but is still below the national average. In writing the % dropped significantly and for maths it stayed the same at 100%.
- The Key Stage 2 attainment data for 2014/15 shows that the % of children achieving Level 4+ for the combined reading/writing/maths decreased significantly at Pells and increased at Rodmell though still significantly below the national average.
- There are variations in performance at the schools over the years which may be due to the very small cohorts.
- Pells has a surplus capacity of 49 pupils/35% against the overall PAN for the school; this surplus capacity has been broadly the same over the last five years.
- Rodmell has a surplus capacity of 15 pupils/24% against the PAN for the school.
- Parental preference in these schools is low while other local schools are over-subscribed.
- Many of the pupils who attend Pells come from within the local area but a significant number who live close to the school attend other schools across the town, particularly Wallands and South Malling.
- Most pupils who attend Rodmell travel from outside the immediate vicinity of the school.
- At Pells 65% of the pupils are FSM and a third are SEN. Only 17 of the pupils at the school are neither FSM nor SEN.
- Both schools are having to rely on mixed age classes. Rodmell teaches pupils in three classes: a mixed Reception and Year 1 class, a class of Year 2 and Year 3 pupils and a class of Year 4, 5 and 6 pupils. However Ofsted did not find this a hindrance to progress and therefore it is not seen as a barrier to success.
- While research shows that mixed age classes are not a barrier to progress, there is evidence that teacher training and experience are key to success. More a than 2 year age range in one class can present significant challenges to teachers inexperienced in vertical grouping and would require additional whole school training for teachers.

- Both schools require above average school share budget funding and the highest of all schools in the area, both schools require above average school share budget funding and the highest of all schools in the area, Pells (£5,433), and Rodmell (£5,523).
- The current Early Years provision on the Pells site does not appear to have established a successful Village partnership with the school, and few of the pupils that attend the pre-school progress onto the school. The governors of Pells have renewed the lease for the early years provider for another year.
- It is recognised by the local authority, the Diocese and by Ofsted, that the headteacher and governors at Pells have worked hard to improve outcomes at the schools over the last few years and are already actively discussing the best options for the school and its pupils given the challenges of the low first preferences that the school receives.

St Pancras has also been identified through the area review process as a small school which has a trend of low first preferences school and some surplus capacity. However results at this school are strong and the school has a 'Good' Ofsted judgement.

*As recently as November 2015 "The Bishop and Trustees of the Diocese of Arundel & Brighton have indicated a willingness to consider proposals from the Diocesan schools to form "cluster" Catholic multi academy trusts, i.e. academy trusts established to run a group of Catholic schools who have come together based on a shared set of ideals and who are close enough geographically so that collaboration is meaningful and effective"*

We would expect that in time St Pancras will consider joining such a MAT. Being part of a formal partnership structure will help alleviate some of the challenges of being such a small school.

The following section put forward options for consideration for Pells and Rodmell along with the benefits, disadvantages and risks of each option. For each school the four options to be considered are: no change, federation, closure or joining a multi-academy trust.

## 7.2 Options evaluation - Pells

**Pells: 'No Change'** - the school continues as a voluntary controlled school with a PAN of 20.

Benefits of this option:

- the continued PAN of 20 would help ensure that the LA can provide sufficient primary places in Lewes
- the school currently provides places for a significant proportion of disadvantaged pupils
- the buildings and ground will continue to be used for education.

Disadvantages of this option:

- the school will continue to struggle to receive a high number of first preferences
- the school will need to consider re-structuring to ensure that it is financially secure
- the current Headteacher left at the end of the autumn term 2015 and it will be challenging to recruit another substantive Headteacher
- the pupils attending this school are receiving education that has been graded 'RI' twice in the most recent Ofsted inspections
- key stage 2 attainment results for 2014/15 show that the performance at the school has decreased significantly from the previous year
- the school is likely to struggle to attract and retain high quality teachers
- the school has the highest cost of provision in the area at £5,433 per pupil
- the Pells governors have given considerable thought to the future and acknowledge the issues, their over-riding concern has been to secure an appropriate high quality education for their present and future pupils and feel as such that the current situation cannot continue
- opportunities for KS2 pupils breadth of curriculum may be compromised if school further decreases in size and parents choose larger schools with perceived greater opportunities.

Risks to pursuing this option:

- the ability of the school and the local authority to sustain improvement at the school including finding a suitable Headteacher to lead the school
- the ability of the school to be able to continue to offer education and be financially secure
- if the school does not obtain a 'good' (or higher) at the next inspection it will be placed in Special Measures and an academy solution will have to be found. It will be extremely unlikely that there will be interest from an academy sponsor to take on Pells due to its size as less than 1 form of entry, at this point the Regional Schools Commissioner may ask the local authority to consider closure as one option
- the school is vulnerable to being defined as a vulnerable/'coasting school' under the Education and Adoption Act 2015 and is at risk of intervention from the Regional Schools Commissioner.

**Pells: Federation** - the school enters into a federation with another local school

Benefits of this option:

- the continued PAN of 20 would help ensure that the LA can provide sufficient primary places in Lewes
- the buildings and ground will continue to be used for education
- the federation could help with a 're-branding of the school' and help increase the number of first preferences that the school receives
- a federation would help share good practice between the schools, including the sharing of continued professional development, staff and expertise and help improve performance at Pells. There are many examples, both nationally and locally where such a federation has led to significantly improved results
- a strong federation governing body would provide clear strategic direction and expertise to the school
- opportunities for bringing pupils from the two schools together could help improve outcomes for Pells learners and support their transition to secondary school
- over time the federation may wish to explore amalgamation of the two schools
- the school could operate on part of the site and free up accommodation for Early Years, THRIVE or some educational purpose which might benefit both (all) schools in the federation – the space to be managed by the federated governing body to the benefit of all schools.

Disadvantages of this option:

- to succeed in a federation a local school deemed at least securely good with an experienced headteacher with capacity to support Pells would be required and would need to be identified very quickly
- the school may still struggle to appoint a Head of School
- the federation may not be sufficient to improve outcomes for Pells quickly enough or to increase the popularity of the school
- if the federation led to amalgamation of the two schools any potential increase of the PAN could have a detrimental impact on pupil numbers at St Pancras.

Risks to pursuing this option:

- identifying another school with the capacity and willingness to federate
- if the school does not obtain a 'good' (or higher) at the next inspection it will be placed in Special Measures and an academy solution will have to be found
- the Regional School Commissioner may not see federation as robust enough to secure rapid improvement and intervene through the introduction of a sponsor without the trigger of a special measures judgement.

**Pells: Closure** – The local authority takes forward statutory processes to consult on the closure of the school

Benefits of this option:

- parents of the pupils at the school would be able to apply for places at other local schools that are currently Ofsted graded 'good' or better and where attainment outcomes are stronger. The commitment of ESCC to offer all pupils a place in a school rated good or better would be achieved for all local families
- the risk of the school being defined as a 'coasting school' or being put into special measures after then next inspection and requiring intervention from the Regional Schools Commissioner is removed
- the closure of the school may help St Pancras school to increase its number of first preferences
- in the longer term the pupil forecasts suggests that the PAN across the town would be sufficient for the number of pupils if Pells were to close
- an undersubscribed and financially vulnerable school is closed
- there is capacity within the local area to accommodate the displaced pupils without having to expand any other school and in many cases pupils would be attending a school closer to their home address
- KS2 pupils in particular would receive the benefit of larger schools with greater curriculum opportunity
- better value would be achieved as Pells is high cost due to surplus places in the school
- risk of future contraction of school roll with attendant teaching and leadership capacity reduction putting standards at risk will be removed.

Disadvantages of this option:

- the removal of the school's PAN of 20 places will increase pressure on places in the Lewes area, spaces in the short term would be very tight and parental preferences for schools may not be able to be met
- the local authority has no capital funding to permanently expand another school to accommodate any short term pressure
- the Diocese will lose a church school from the town and this could reduce choices for parents in they cannot gain a place at one of the other church schools
- the immediate local community will lose their local education facility.

Risks to pursuing this option:

- other local schools will need to accommodate and meet the needs of the pupils currently at Pells many of whom are in receipt of pupil premium and also receive additional educational needs support
- further exploration would be required with the Diocese about the determination of any capital receipts from the Pells land and whether these could be used to improve provision at another church school in Lewes, at this point in time there is no guarantee that this can happen
- closing the school is likely to be unpopular with staff, parents of pupils at the school and the local community.

**Pells: Join Multi Academy Trust** – An academy sponsor is found who can take Pells on as part of a multi academy trust

Benefits of this option:

- the school would become part of a self sustaining MAT and the expertise of the MAT cluster would be the catalyst for and the means of rapid improvement for the school. This would depend upon there being a sponsor “ready to step in” and support the new academy even prior to conversion
- the risk of the school being put into ‘Special Measures’ after the next inspection is removed as this would be a closure and opening of an academy which is exempt from Ofsted inspection (though subject to DfE /RSC rigour) for 3 years. This would allow the school to concentrate on its rapid improvement overseen by the MAT sponsor
- the local community would retain education provision in the area.

Disadvantages of this option:

- an academy sponsor is unlikely to accept small unsustainable schools into a multi academy trust
- belonging to a MAT does not guarantee a rapid turn around in performance and outcomes
- conversion to academy processes may deflect energy from school improvement at a time when the school has reduced leadership capacity.

Risks to pursuing this option:

- no academy sponsor has shown any interest in taking on Pells as part of a multi-academy trust
- The Diocese of Chichester has confirmed that the school is too small on its own to be considered for the Diocese of Chichester multi-academy trust

### 7.3 Other options considered

Other options put forward at the stakeholder events included the re-location of the school and the re-designation of the school as a specialist facility. A re-location of the school would require capital investment that is not currently available to the local authority and the identification of land for a new school; this option is therefore not considered viable. The re-designation of the school as a special school or specialist unit would require the closure of the current school and the current pupils would need to be accommodated in other local schools. An application to open a new special school site and/or discussions with the Diocese to use the school buildings as a specialist unit would then need to be taken forward. This suggestion could only be pursued if the option to close the school is agreed and implemented.



## 7.4 Options evaluation - Rodmell

**Rodmell: 'No Change'** – the school continues as a voluntary aided school with a PAN of 9.

Benefits of this option:

- the continued PAN of 9 would help ensure that the LA can provide sufficient primary places in the area alleviating pressure in Lewes and Newhaven
- the buildings and ground will continue to be used for education
- there would continue to be a rural village school.

Disadvantages of this option:

- the school will need to consider re-structuring to ensure that it is financially secure
- the school may have to consider reducing the number of classes across the whole school which, if implemented, is likely to be unpopular with parents and will require further staff training.

Risks to pursuing this option:

- the new school that has opened in Newhaven and the loss of the bus service may mean that fewer parents choose Rodmell as their preferred option
- the ability of the school and the local authority to sustain improvement at the school. The school is now rated good but such a small school will always be at risk arising from small changes in demographic, teacher supply and leadership
- opportunities for KS2 pupils breadth of curriculum may be compromised if the school further decreases in size and parents choose larger schools with perceived greater opportunities
- the ability of the school to be able to continue to be financially secure and to attract and retain high quality staff. It has the second highest cost per pupil of the schools in the Lewes area at £5,523.

**Rodmell: Federation** - the school enters into a federation with another local school

Benefits of this option:

- the continued PAN of 9 would help ensure that the LA can provide sufficient primary places in the area and alleviate pressure in Lewes and Newhaven
- the buildings and ground will continue to be used for education
- there would continue to be a rural village school
- a federation would help share good practice between the schools, including the sharing of continued professional development, staff and expertise and help sustain performance at Rodmell. There are many examples, both nationally and locally where such a federation has led to significantly improved results
- a strong federation governing body would provide clear strategic direction and expertise to the school and the good governance of Rodmell would likewise support another school.

Disadvantages of this option:

- to sustain improvement at Rodmell a local school deemed at least securely good with would be required and would need to be identified very quickly
- the school may still be required to reduce the number of classes to reduce costs
- there would still need to be restructuring in order to reduce costs and reduce share of schools' budget; the costs of operating a school of this size on this site will still be high
- federation will not increase the roll and the school will still be running at a high under capacity rate.

Risks to pursuing this option:

- the agreement of a local school to enter into a federation with Rodmell needs to be secured so that the governing body might consider how to effect savings and reduce costs of this very small financially vulnerable school
- the federation may not be sufficient to improve outcomes consistently year on year or to increase the number of first preferences that the school receives.

**Rodmell: Closure** - The local authority takes forward statutory processes to consult on the closure of the school

Benefits of this option:

- a small and financially vulnerable school is closed
- there is capacity within the local area to accommodate the displaced pupils without having to expand any other school and in many cases pupils would be attending a school closer to their home address
- KS2 pupils in particular would receive the benefit of larger schools with greater curriculum opportunity
- better value would be achieved as Rodmell is high cost due to low numbers
- risk of future contraction of school roll with attendant teaching and leadership capacity reduction putting standards at risk will be removed.

Disadvantages of this option:

- the Diocese will lose the only voluntary aided church school in the area and this would reduce choices for parents
- the immediate local community will lose their village school.

Risks to pursuing this option:

- whilst there is sufficient capacity overall in the local areas that the pupils are resident in there may be some pressure at particular schools in particular year groups depending on parental preference
- closing the school is likely to be unpopular with staff, parents of pupils at the school and the local community.

**Rodmell: Join Multi Academy Trust** – An academy sponsor is found who can take Rodmell on as part of a multi academy trust

Benefits of this option:

- the school would become part of a self sustaining MAT and the expertise of the MAT cluster would be the catalyst for securing improved outcomes
- the local community would retain education provision in the area.

Disadvantages of this option:

- any academy sponsor is unlikely to accept small unsustainable schools into a multi academy trust
- the school is still going to be financially and educationally vulnerable
- belonging to a MAT does not guarantee sustained improvement in performance and outcomes
- conversion to academy processes may deflect energy from improving outcomes

Risks to pursuing this option:

- Rodmell would not be attractive to a sponsor given the high cost of maintaining the site as well as the unpredictability of roll
- no academy sponsor has shown any interest in taking on Rodmell as part of a multi-academy trust
- The Diocese of Chichester has confirmed that the school is too small on its own to be considered for the Diocese of Chichester multi-academy trust.

## 8 RECOMMENDATIONS

Consideration of the options for the two schools presented above and following discussions with Headteachers and governors of the individual schools and the other schools in the Lewes area the following recommendations are put forward for approval. These recommendations will provide sufficient pupil places in the Lewes area at good or outstanding schools, enable the local authority to meet parental preferences for schools, and ensure that schools are sustainable both now and in the future. The Diocese of Chichester is fully supportive of these proposals. The Diocese of Chichester's policy is to support schools with capital funding realised from the disposal and sale of schools closed throughout the Diocese and the Diocese would look to reinvest in locations impacted. However, this is not a guarantee and is dependent on legal commitments. The Diocese of Brighton and Arundel is also supportive of these proposals; the Diocese is keen to ensure that there is not an oversupply of places in Lewes which would have a negative effect on a school such as St Pancras which is offering a good education to a significant number of disadvantaged pupils, many where English is not their first language.

### Recommendation 1:

#### **Pells Cof E Primary School - The local authority takes forward statutory processes to consult on the closure of the school by 31 August 2017 (option 3)**

In addition to the benefits detailed in option 3 the reasons for this recommendation are:

- The school has suffered from low preferences for many years
- Having received its second RI Ofsted grade if the school cannot secure a good or higher at the next inspection it will go into special measures
- Federation is unlikely to increase the popularity of the school and none of the local schools have expressed a desire to federate with Pells
- Amalgamation with other schools has also been explored but no other school has space to accommodate all the Pells pupils on their school site, and a split site school would be difficult to manage
- No other school has expressed an interest in amalgamation with Pells
- The governing body of the school, the Lewes Co-operative Learning Trust and local schools are committed to seeking the best education for the pupils at Pells and are willing to work together to achieve this if the school closes
- Closure of the schools will mean that the displaced pupils will apply to other local schools. In the short term this will create pressure in some year groups. Local schools who are part of the Lewes Co-operative Learning Trust have agreed to go over PAN in the short term to accommodate the displaced pupils
- The longer term pupil forecasts include Lewes District Council's housing proposals for the town, including proposed developments at North Street and Old Mall Farm (combined total 565 dwellings). The forecasts, which are based on demographic projections of future births indicate that there should be sufficient capacity in the town to accommodate the likely demand for places in the longer term
- Discussions are ongoing with the Diocese of Chichester to use any capital receipts from the school sites/buildings to improve facilities at other church schools in the town.

### Recommendation 2:

**Rodmell CofE Primary School - The local authority takes forward statutory processes to consult on the closure of the school by 31 August 2017 (option 3)**

In addition to the benefits detailed in option 3 the reasons for this recommendation are:

- Pupils come from Lewes or Newhaven to attend this school and very few from the village itself
- There is capacity within the local area to accommodate the displaced pupils and in many cases pupils would be attending a school closer to their home address
- The school is too small to be sustainable in the future
- Federation with another school would not provide sufficient financial benefits to make the school more sustainable
- The school currently has a deficit budget
- Discussions are ongoing with the Diocese of Chichester to use any capital receipts from the school sites/buildings to improve facilities at other church schools in the town.

### Recommendation 3:

**St Pancras Primary School** - The local authority should enter into discussion with the school and the Diocese of Arundel and Brighton to explore Multi Academy Trust solution for this small school.

### Recommendation 4:

**The Lewes Co-operative Learning Trust**, whilst at an early stage, has the potential to further develop partnership working across Lewes schools and should be used as a catalyst for partnership working across schools in the town to improve outcomes for all pupils. The Trust has already indicated that they acknowledge the short term pupil pressures that the closure recommendations would bring and are collectively committed to working with the local authority to resolve these issues and to work together to support the needs and improve outcomes of all children in the town. The Trust is already actively supporting Pells by providing leadership support following the departure of the substantive Headteacher in Deember 2015. All schools in the town are part of the Trust with the exception of Wallands, St Pancras and Hamsey.

### Recommendation 5:

East Sussex Early Years Improvement team have an expectation that all early years provision on school sites work in close partnership together, under the **'Early Years Foundation Stage Village Project'** approach, to achieve the best outcomes for children in the foundation stage. There is strong evidence that this approach benefits children in nursery and reception with good transitions being a key element of success. There is good evidence within the Lewes area, especially at Wallands' School that demonstrates how quality early years provision on a school site can impact on outcomes for children as they progress through the early years foundation stage. This good practice should be further shared with schools and all schools within the Lewes area should explore how they can further improve relationships with early years settings to support transition and early year foundation stage outcomes.

## APPENDIX A - Lewes Area: Additional Data

**Table 1:**

### Surplus/Shortfall in School Places by Academic Year

DfE No	Lewes Schools	2014/15				2015/16				2016/17				2017/18				2018/19				2019/20				2020/21			
		Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %
3094	Pells CE Primary School	140	87	53	38%	140	91	49	35%	140	97	43	31%	140	93	47	34%	140	86	54	39%	140	85	55	39%	140	89	51	36%
3040	South Malling CE Primary School	270	262	8	3%	270	251	19	7%	240	238	2	1%	240	238	2	1%	210	205	5	2%	210	205	5	2%	210	205	5	2%
3041	Southover CE Primary School	345	339	6	2%	375	342	33	9%	420	349	71	17%	420	357	63	15%	420	356	64	15%	420	369	51	12%	420	380	40	10%
3342	St Pancras Catholic Primary School	140	121	19	14%	140	119	21	15%	140	115	25	18%	140	113	27	19%	140	104	36	26%	140	99	41	29%	140	97	43	31%
2072	Wallands Community Primary School	420	436	-16	-4%	420	447	-27	-6%	420	427	-7	-2%	420	421	-1	0%	420	402	18	4%	420	400	20	5%	420	400	20	5%
2073	Western Road Community Primary School	210	209	1	0%	210	205	5	2%	210	199	11	5%	210	193	17	8%	210	183	27	13%	210	176	34	16%	210	169	41	20%
	Lewes - To be decided	0	0	0		0	0	0		0	8	-8		0	16	-16		0	20	-20		0	41	-41		0	59	-59	
	<b>Lewes Total</b>	<b>1525</b>	<b>1454</b>	<b>71</b>	<b>5%</b>	<b>1555</b>	<b>1455</b>	<b>100</b>	<b>6%</b>	<b>1570</b>	<b>1433</b>	<b>137</b>	<b>9%</b>	<b>1570</b>	<b>1431</b>	<b>139</b>	<b>9%</b>	<b>1540</b>	<b>1356</b>	<b>184</b>	<b>12%</b>	<b>1540</b>	<b>1375</b>	<b>165</b>	<b>11%</b>	<b>1540</b>	<b>1399</b>	<b>141</b>	<b>9%</b>
2060	Hamsey Community Primary School	105	97	8	8%	105	98	7	7%	105	99	6	5%	105	104	1	1%	105	101	4	4%	105	96	9	9%	105	91	14	13%
3077	Iford & Kingston CE Primary School	170	166	4	2%	170	175	-5	-3%	210	182	28	14%	210	183	27	13%	210	184	26	13%	210	188	22	10%	210	190	20	9%
3334	Rodmell CE Primary School	63	50	13	21%	63	48	15	24%	63	55	8	12%	63	56	7	11%	63	60	3	4%	63	62	1	1%	63	65	-2	-2%
	<b>Surrounding Area Total</b>	<b>338</b>	<b>313</b>	<b>25</b>	<b>7%</b>	<b>338</b>	<b>321</b>	<b>17</b>	<b>5%</b>	<b>378</b>	<b>336</b>	<b>42</b>	<b>11%</b>	<b>378</b>	<b>343</b>	<b>35</b>	<b>9%</b>	<b>378</b>	<b>345</b>	<b>33</b>	<b>9%</b>	<b>378</b>	<b>346</b>	<b>32</b>	<b>8%</b>	<b>378</b>	<b>346</b>	<b>32</b>	<b>8%</b>
	<b>Lewes and Surrounding Area Total</b>	<b>1863</b>	<b>1767</b>	<b>96</b>	<b>5%</b>	<b>1893</b>	<b>1776</b>	<b>117</b>	<b>6%</b>	<b>1948</b>	<b>1769</b>	<b>179</b>	<b>9%</b>	<b>1948</b>	<b>1774</b>	<b>174</b>	<b>9%</b>	<b>1918</b>	<b>1701</b>	<b>217</b>	<b>11%</b>	<b>1918</b>	<b>1721</b>	<b>197</b>	<b>10%</b>	<b>1918</b>	<b>1745</b>	<b>173</b>	<b>9%</b>

Lewes To be decided total includes an allowance for additional pupils arising from new housing development

**Key**

	Any deficit or a surplus less than 10%
	Surplus between 10% and 24.99%
	Surplus over 25%

Please note it is not possible to show the nominal deficit/shortfall as a percentage for 'Lewes to be decided' as Capacity is zero.

**Source:**

2008/09 - 2013/14 totals are actuals from the January 14 Schools Census

2014/15 totals are actuals from the January 2015 Schools Census

2015/16 totals are actuals from the October 2015 Schools Census

All other years are forecast totals from 03.07.15 (Pupil forecast January 2015)

Capacities take account of where bulge classes are provided

The proposed future increases in capacity from 2016/17 at Southover CE Primary (to 420) and Iford and Kingston (210) are shown in the table

**Table 2:****Early Years Foundation Stage Attainment Data 2011/12 to 2014/15**

DfE No	School	Good Level of Development							
		2011/12		2012/13		2013/14		2014/15	
		Total No. of Pupils Yr R	%GLD	Total No. of Pupils Yr R	%GLD	Total No. of Pupils Yr R	%GLD	Total No. of Pupils Yr R	%GLD
3094	Pells CE Primary School	19	37%	8	0%	8	63%	13	69%
3040	South Malling CE Primary School	47	75%	30	50%	30	57%	30	77%
3041	Southover CE Primary School	45	62%	45	40%	44	68%	59	73%
3342	St Pancras Catholic Primary School	16	81%	20	65%	13	77%	19	84%
2072	Wallands Community Primary School	60	58%	57	56%	52	65%	61	70%
2073	Western Road Community Primary School	32	38%	30	23%	29	90%	30	90%
	<b>Lewes Total</b>	<b>219</b>	<b>59%</b>	<b>190</b>	<b>45%</b>	<b>176</b>	<b>69%</b>	<b>212</b>	<b>76%</b>
2060	Hamsey Community Primary School	13	46%	13	54%	14	64%	16	81%
3077	Iford & Kingston CE Primary School	20	40%	18	61%	19	74%	31	81%
3334	Rodmell CE Primary School	10	30%	7	71%	8	63%	8	50%
	<b>Surrounding Area Total</b>	<b>43</b>	<b>40%</b>	<b>38</b>	<b>61%</b>	<b>41</b>	<b>69%</b>	<b>55</b>	<b>76%</b>
	<b>Lewes and Surrounding Area Total</b>	<b>262</b>	<b>56%</b>	<b>228</b>	<b>47%</b>	<b>217</b>	<b>69%</b>	<b>267</b>	<b>76%</b>
845	<b>East Sussex Total:</b>	<b>5391</b>	<b>57%</b>	<b>5,360</b>	<b>44%</b>	<b>5,356</b>	<b>66%</b>	<b>5,625</b>	<b>74%</b>
	<b>England Total:</b>	<b>605,995</b>	<b>64%</b>	<b>643,302</b>	<b>52%</b>	<b>641,331</b>	<b>60%</b>	<b>655,016</b>	<b>66%</b>

Source: School Census Jan 2012, Jan 2013, Jan 2014 and Jan 2015  
 Statistical First Releases Nov 2014 and October 2015 and Keyphas July 2015  
 DfE Performance Tables 2012, 2013 and 2014  
 Data collected directly from Schools by ESCC Data, Research and Information Management team

**Key:**

Indicates Good Level of Development (GLD) below East Sussex average

England Includes state-funded Primary schools, including academies and free schools, private, voluntary and independent (PVI) sectors.

**GLD – 2009 to 2012:** a child who has achieved a score of 6 or more in all 7 scales of the PSE(Personal, Social and Emotional Development) and CLL (Communication, Language and Literacy) areas of Learning and scored 78 points or more across all 13 scales of the EYFSP.

**GLD – 2013 onwards:** is the most widely used single measure of child development in the early years. Children have been defined as having reached a GLD at the end of the EYFS if they achieved at least the expected level in the ELGs (early learning goals) in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.




**Table 3:**

**Key Stage 1 Attainment 2011/12 to 2014/15**

		Percentage Achieving L2B+															
		2011/2012				2012/2013				2013/2014				2014/15			
DfE No	School	Total No of Pupils Y2	Reading	Writing	Maths	Total No of Pupils Yr 2	Reading	Writing	Maths	Total No of Pupils Yr 2	Reading	Writing	Maths	Total No of Pupils Yr 2	Reading	Writing	Maths
3094	Pells CE Primary School	16	63%	63%	75%	16	81%	69%	88%	15	73%	60%	80%	11	82%	73%	82%
3040	South Malling CE Primary School	35	71%	69%	83%	28	82%	64%	93%	60	88%	80%	93%	30	90%	87%	87%
3041	Southover CE Primary School	45	78%	67%	87%	45	80%	62%	89%	45	87%	60%	87%	45	78%	67%	82%
3342	St Pancras Catholic Primary School	11	100%	82%	100%	12	92%	83%	92%	19	79%	84%	95%	18	83%	83%	89%
2072	Wallands Community Primary School	63	71%	67%	78%	63	79%	70%	87%	62	74%	76%	82%	60	87%	82%	88%
2073	Western Road Community Primary School	30	97%	87%	93%	26	81%	81%	85%	29	86%	72%	86%	30	90%	80%	83%
	<b>Lewes Total</b>	<b>200</b>	<b>78%</b>	<b>71%</b>	<b>84%</b>	<b>190</b>	<b>81%</b>	<b>69%</b>	<b>88%</b>	<b>230</b>	<b>81%</b>	<b>72%</b>	<b>87%</b>	<b>194</b>	<b>85%</b>	<b>78%</b>	<b>86%</b>
2060	Hamsey Community Primary School	14	79%	36%	79%	16	81%	69%	81%	16	81%	75%	81%	15	80%	73%	87%
3077	Iford & Kingston CE Primary School	21	100%	100%	95%	19	100%	89%	95%	23	78%	70%	74%	23	100%	91%	96%
3334	Rodmell CE Primary School	12	42%	42%	58%	10	80%	80%	80%	6	50%	67%	100%	7	71%	14%	100%
	<b>Surrounding Area Total</b>	<b>47</b>	<b>79%</b>	<b>66%</b>	<b>81%</b>	<b>45</b>	<b>89%</b>	<b>80%</b>	<b>87%</b>	<b>45</b>	<b>74%</b>	<b>71%</b>	<b>81%</b>	<b>45</b>	<b>89%</b>	<b>73%</b>	<b>93%</b>
	<b>Lewes and Surrounding Area Total</b>	<b>247</b>	<b>78%</b>	<b>72%</b>	<b>83%</b>	<b>235</b>	<b>83%</b>	<b>71%</b>	<b>88%</b>	<b>275</b>	<b>79%</b>	<b>69%</b>	<b>79%</b>	<b>239</b>	<b>86%</b>	<b>77%</b>	<b>87%</b>
845	<b>East Sussex Total:</b>	<b>4,980</b>	<b>74%</b>	<b>62%</b>	<b>75%</b>	<b>5,207</b>	<b>76%</b>	<b>64%</b>	<b>76%</b>	<b>5362</b>	<b>79%</b>	<b>69%</b>	<b>79%</b>	<b>5467</b>	<b>83%</b>	<b>74%</b>	<b>84%</b>
	<b>England Total:</b>	<b>578,230</b>	<b>76%</b>	<b>64%</b>	<b>76%</b>	<b>595,092</b>	<b>79%</b>	<b>67%</b>	<b>78%</b>	<b>614,042</b>	<b>81%</b>	<b>70%</b>	<b>80%</b>	<b>642,568</b>	<b>82%</b>	<b>72%</b>	<b>82%</b>

Source: School Census Jan 2012, Jan 2013, Jan 2014 and Jan 2015  
 Statistical First Releases Nov 2014 and October 2015 and Keyphas July 2015  
 DfE Performance Tables 2012, 2013 and 2014  
 Data collected directly from Schools by ESCC Data, Research and Information Management team

Key:  
 Indicates attainment below East Sussex average  
 England Figure includes: state-funded primary schools, including academies and free schools

**Table 4:****Key Stage 2 Attainment Data 2011/12 to 2014/15**

		% Achieving L4+ Reading, Writing and Maths							
		2011/2012		2012/2013		2013/2014		2014/15	
DfE No	School	Total No of Pupils Y6	% L4+ R/W/M	Total No of Pupils Y6	% L4+ R/W/M	Total No of Pupils Y6	% L4+ R/W/M	Total No of Pupils Y6	% L4+ R/W/M
3094	Pells CE Primary School	18	44%	9	44%	13	77%	10	50%
3040	South Malling CE Primary School	24	67%	31	77%	30	83%	43	88%
3041	Southover CE Primary School	48	83%	48	90%	48	94%	47	91%
3342	St Pancras Catholic Primary School	16	75%	25	80%	18	94%	24	88%
2072	Wallands Community Primary School	62	77%	64	80%	62	84%	67	79%
2073	Western Road Community Primary School	28	82%	30	47%	30	87%	30	93%
	<b>Lewes Total</b>	<b>196</b>	<b>75%</b>	<b>207</b>	<b>75%</b>	<b>201</b>	<b>87%</b>	<b>221</b>	<b>85%</b>
2060	Hamsey Community Primary School	7	71%	9	56%	12	100%	7	86%
3077	Iford & Kingston CE Primary School	24	92%	21	81%	22	91%	24	88%
3334	Rodmell CE Primary School	5	80%	9	44%	10	40%	7	57%
	<b>Surrounding Area Total</b>	<b>36</b>	<b>86%</b>	<b>39</b>	<b>67%</b>	<b>44</b>	<b>83%</b>	<b>38</b>	<b>82%</b>
	<b>Lewes and Surrounding Area Total</b>	<b>232</b>	<b>77%</b>	<b>246</b>	<b>74%</b>	<b>245</b>	<b>87%</b>	<b>259</b>	<b>85%</b>
845	<b>East Sussex Total:</b>	<b>4,949</b>	<b>71%</b>	<b>4,810</b>	<b>72%</b>	<b>4,926</b>	<b>78%</b>	<b>5,005</b>	<b>80%</b>
	<b>England Total:</b>	<b>511,835</b>	<b>75%</b>	<b>533,965</b>	<b>76%</b>	<b>553,464</b>	<b>81%</b>	<b>568,725</b>	<b>80%</b>

Source: School Census Jan 2012, Jan 2013, Jan 2014 and Jan 2015  
 Statistical First Releases Nov 2014 and December 2015  
 DfE Performance Tables 2012, 2013 and 2014

**Key:**

Indicates attainment below East Sussex average  
 England: State-funded primary schools, including Academies and free schools

**Report to:** Lead Member for Education and Inclusion, Special Educational Needs and Disability

**Date of meeting:** 21 March 2016

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

**Title:** Heathfield Area Review of Primary School Places

**Purpose:** To note the outcome of the Heathfield Area Review of Primary School Places and the resulting recommendations.

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## **RECOMMENDATIONS**

The Lead Member is recommended to agree that:

- 1) Five Ashes CE Primary School forms a federation with Mayfield CE Primary School;
  - 2) All Saints' and St Richard's CE Primary School works with the Diocese of Chichester and the Local Authority to form a federation with a local school;
  - 3) The local authority works with the Diocese of Chichester to explore a possible Free School for the area linked to the emerging housing plans for the Heathfield area; and
  - 4) Schools and early years providers should further develop the Village Approach to support transition.
- 

## **1 Background**

1.1 In October 2014 the Lead Member agreed that a review of primary schools should be undertaken in the Heathfield 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*; to ensure that there is sufficient provision to meet the predicted demand for places in the Heathfield area, and also to look more widely at the organisation of schools in the area to make sure they are well placed to deliver a high quality education to their local communities.

## **2 Supporting information**

2.1 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 of 2015 and of stakeholder meetings in June 2015.

2.2 This process identified two schools, Five Ashes CE Primary School (Five Ashes) and All Saints' and St Richard's CE Primary School (All Saints' and St Richard's), where the information and evidence from the review suggested that the schools often struggle to meet their pupil admission number which impacts on the ability of the schools to secure financial stability and good outcomes for pupils. Further discussion took place with Five Ashes and All Saints' and St Richard's during Terms 1 and 2 to explore options of federation or closure. The emerging final recommendations for the schools and Heathfield as a whole are detailed in the Heathfield Area Review – Final Report, attached at **Appendix 1**.

2.3 A major consideration in formulating these recommendations has been Wealden District Council's emerging Local Plan which puts forward plans for significant new housing across the Heathfield area in the period to 2037. In this context it is felt that the closure of any schools in this area cannot be taken forward because of the risk of future pressure on

places that could arise as a result of the new housing. In the circumstances, it is considered that a federation option for each school is a more appropriate solution and would help the schools to be more sustainable in terms of leadership and financial sustainability.

Federation is a formal arrangement defined in law under the 'Federation Regulations 2007' whereby there is one governing body for all the schools. Federations provide a number of opportunities for schools to use their resources more effectively and to work together for the benefit of all pupils.

2.4 Should there be a requirement in the future to provide additional school places as a result of the emerging housing plans for the Heathfield area, it should be noted that under current legislation any new schools would have to be established as academies or free schools. The Diocese of Chichester, through its Academy Trust, can apply to set up a Free School and the Local Authority will work closely with them to explore this option linked to a possible reconfiguration of schools in Heathfield to provide a sustainable model of provision which meets the needs of the local community.

2.5 One of the benefits of closer collaboration through federation is the opportunity to work in different ways with local early year providers to aid the transition between pre-school and reception. The Council has an expectation that all early years provision on school sites work in close partnership together, under the 'Early Years Foundation Stage Village Project' approach, to achieve the best outcomes for children in the foundation stage. There is strong evidence that this approach benefits children in nursery and reception with good transitions being a key element of its success. We believe this is an approach that should be further developed by all schools in the Heathfield area.

### **3. Conclusion and reasons for recommendations**

3.1 The Lead Member is invited to note the outcome of the Heathfield Area Review and to consider the following recommendations.

- **Recommendation 1: Five Ashes CE Primary School – The school forms a federation with Mayfield CE Primary School**  
The school is already in a collaboration with Mayfield CE Primary School and the recommendation is that the two schools quickly move to a formal federation. The federation would help Five Ashes become more sustainable, to recruit and retain staff and to secure strong leadership.
- **Recommendation 2: All Saints' and St Richard's CE Primary School - The school works with the Diocese of Chichester and the Local Authority to form a federation with a local school**  
It is recommended that the school moves quickly to a formal federation with a local school. A number of schools are now exploring federation and the local authority will work with the school to establish a federation by the end of 2016. The federation would help the school become more sustainable, to recruit and retain staff and to secure strong leadership. The school should also explore the development of early years provision and/or other uses of the building that would benefit the community or local schools.
- **Recommendation 3: The local authority works with the Diocese of Chichester to explore a possible Free School for the area linked to the emerging housing plans for the Heathfield area**  
The local authority should continue to monitor the impact on school places of the emerging housing plans in the Wealden District Council Local Plan and consider the reconfiguration of schools in the area through a Free School which could establish provision that is more sustainable and in better equipped school buildings. The local authority should work closely with the Diocese of Chichester to explore this option.
- **Recommendation 4: Schools and early years providers should further develop the Village Approach to support transition**  
Schools should work with local early years providers to further develop the Early

Years Foundation Stage Village approach in the area with the aim of achieving better outcomes for children by improving the transition between pre-school and reception.

**STUART GALLIMORE**  
**Director of Children's Services**

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LOCAL MEMBERS

Councillors Chris Dowling, Bob Standley and Rupert Simmons

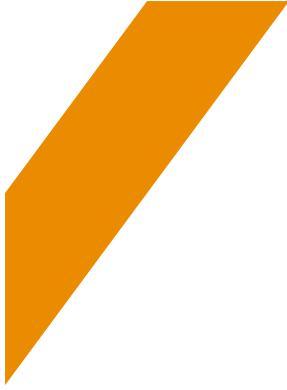
BACKGROUND DOCUMENTS

None

APPENDICES

Appendix 1 - Heathfield Area Review – Final Report

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**EAST SUSSEX COUNTY COUNCIL  
HEATHFIELD AREA REVIEW  
FINAL REPORT**

**JANUARY 2016**



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# 1 INTRODUCTION

***“All Children and young people who are educated in East Sussex will attend an establishment that is at least rated good by Ofsted”***

*Excellence For All – A strategy for education improvement in East Sussex (2013 to 2015)*

## 1.1 Aim of the review

The aim of this area review has been to ensure that there is sufficient provision to meet demand for places now and in the future, and also to look more widely at the organisation of schools in the area to make certain they are well placed to deliver a viable, high quality education to their local communities.

The area review is not just about “raw” number of places, but also about the quality and sustainability of those places. In its analysis and subsequent recommendations the review has considered many variables which influence the quality of provision as well as how East Sussex County Council (ESCC) will be able to guarantee the right places at the right time in the right areas of the highest quality.

Nicky Morgan, alongside every parent and professional educator, expects that no child “*would spend a single day in a failing school*”.

*“At the heart of our commitment to delivering real social justice is our belief that every pupil deserves an excellent education and that no parent should have to be content with their child spending a single day in a failing school,”*

*Nicky Morgan, Secretary of State for Education, 3 June 2015*

The review process has not identified failing schools in the Heathfield area; there is however always potential for failure where a school is not able to guarantee sustainability. Sustainability is not just about financial viability but also the ability of the school to secure good outcomes for all pupils over time. Consideration of this has been an important part of this area review process.

In order to achieve consistently high outcomes there is recognition in *Excellence For All – A strategy for education improvement in East Sussex (2013 to 2015)*, that all sustainable good and outstanding schools will demonstrate potential to be strong in all the following areas. To this end ESCC has prioritised the further development of these key areas:

- Leadership development
- System leadership
- Better governance
- Improved teaching
- Improve outcomes for disadvantaged learners
- Improve Behaviour, Attendance and Safety Early Years
- Joint practice development.

In addition, the ESCC Portfolio Plan 2015/16–2017/18 Children and Families Learning and School Effectiveness makes a very firm commitment:

*"Within the context of the ongoing reduction of local government funding we will use the resources we have wisely to ensure we focus on the agreed priorities.*

*The need for savings will continue for the foreseeable future, and we will need to consider some radical changes to our service offer in all areas to become more innovative, efficient and effective. This will include looking at how services are delivered and who they are delivered by."*

Whilst the review is not driven by the need to make financial savings the need to ensure that high quality education is provided as cost effectively as possible is important and has been one of the considerations of this area review.

## 2 BACKGROUND AND STATUTORY RESPONSIBILITIES

Each Local Authority which has responsibility for Education has a number of statutory responsibilities. These include:

- Securing sufficient school places
- Securing sufficient childcare places
- Duties with regard to school admissions.

### 2.1 School Places

Local Authorities have a statutory responsibility (Education Act 1996 Section 14) to secure sufficient school places for school age pupils within their area. Additionally, this Act (Section 13 general duties) along with the School Standards and Framework Act 1998 (Section 5) requires Local Authorities to promote high standards of education and ensure fair access to education for all children and young people. These duties were further underlined by the Education and Inspections Act 2006 (Section 1) which enshrined a duty to promote high standards and the fulfilment of potential. This is further strengthened through the Education and Adoption Act 2015.

### 2.2 Childcare Places

The Childcare Act 2006 requires Local Authorities to secure sufficient childcare places for working parents (Section 6) and ensure that all three- and four-year-old children can access high quality free nursery education (Section 7). There are additional requirements to assess the sufficiency (Section 11) and to provide advice and information (Section 13) to parents.

The Childcare Bill is currently going through Parliament with further implications on capacity in respect of increased provision for eligible working families.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/482517/Childcare\\_Bill\\_Policy\\_Statement\\_12.03.2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/482517/Childcare_Bill_Policy_Statement_12.03.2015.pdf)

### 2.3 School Admissions

Local Authorities have a number of statutory duties with regard to School Admissions. An Admission Code is published (most recent December 2014) which provides details of these responsibilities stemming from the School Standards and Framework Act 1998 (Section 85 - 2). This Act (Section 86 – 1) was amended by the Education and Inspections Act 2006 (Section 42) requiring Local Authorities to provide advice and assistance to parents and to allow parents to express a preference for a school place. While not a statutory requirement Local Authorities are expected to achieve a high percentage of first preferences. In 2015 84.68% of parents gained their first preference in East Sussex and 93.73% gained one of their three preferences. There are no national figures available for comparison at this point.

It is the intention of the Government to consult on a further amendment to the schools admission code in respect of the admission of summer born children to the reception class in the September following their 5th birthday. Parents would be able to exercise choice and opt for admission to Reception or Y1 by right.

<http://schoolsweek.co.uk/nick-gibb-to-amend-school-admissions-code-for-summer-born-children/>

Therefore the Local Authority (in this case East Sussex) must seek to balance securing sufficient school places (avoiding over sufficiency) with ensuring high standards and providing parents with an opportunity to express a preference. This is a growing challenge for Local Authorities as the number of other Admissions Authorities is increasing. Local Authorities determine the admissions for Community and Voluntary Controlled Schools. Academy Trusts and the Governing Bodies of Aided Schools determine the admissions for their schools and set the annual Planned Admission Number (PAN). Popular schools are encouraged to grow in order to meet demand.

## **2.4 Additional factors**

### **2.4.1 Partnership arrangements**

There are also a number of additional factors that have a bearing on this review. These include the national expectation that all schools work in partnership with other schools to provide a network of school to school support. This has led to the formation of different arrangements including school led trusts and federations. Small schools are actively encouraged to consider strong partnership arrangements such as collaborations and hard federations with single governing bodies and leadership and multi-academy trusts. Additionally, the number of candidates for headship is decreasing and some schools are having difficulty in recruiting. Federation is an important consideration as the pressure on school budgets grows and the underpinning minimum funding guarantee provides decreasing financial protection. Further changes to the funding formula are planned and the impact, whilst uncertain, is unlikely to provide significant additional finances. Local Authorities are expected to ensure the efficient use of public funds especially at this time of financial pressure on public service spending while at the same time ensuring continuously improving outcomes for all pupils in their area.

### **2.4.2 Government policy**

Most recently the Government has indicated additional requirements which will impact on this review. The Education and Adoption Act 2015:

- Broadens the scope for intervention by the Secretary of State in underperforming schools
- Requires every school judged “inadequate” by Ofsted to be converted into an academy
- introduces a new “coasting” category for schools
- Remove the requirements for a general consultation to be held where a school “eligible for intervention” is being converted to a sponsored academy.

### **2.4.3 Regional Schools Commissioners (RSCs)**

The role of the Regional Schools Commissioners (RSCs) is also a significant and growing factor. As well as monitoring the performance of academies within their area they also have powers to approve changes to open academies such as changes to age ranges, mergers between academies and changes to multi-academy trusts. They have the responsibility of addressing under-performance in local authority maintained schools through the sponsored academy arrangements, a responsibility that is likely to be used more robustly in future.

<https://www.gov.uk/government/publications/academy-conversion-primary-academy-chain-development-grant>

Though there is still a place for federation the RSC favours multi academy trusts, and to this end is actively promoting the founding of or expansion of primary/mixed multi academy trusts. The recently reintroduced primary academy chain development grant provides primary schools a one- off financial incentive to form a multi academy trust or group together to enter an existing trust. Primary schools that are converting to academy status and have fewer than 210 pupils can also apply for the small school supplement grant. East Sussex recognises that federations can be a useful stepping stone to multi-academy trusts.

## 3 PRINCIPLES AND POLICIES RELATING TO SCHOOL ORGANISATION

### 3.1 Context

These reviews are set in the context of ESCC's Education Commissioning Plan 2015-2019. This plan sets out principles for the addition of new places. The plan states that the Council will:

- prioritise the expansion of outstanding and good schools and settings
- consider the pattern of parental preference to meet demand
- consider transport patterns to reduce travel times to schools and settings wherever possible
- where there is demand for both school and early years places, the Council will, wherever possible, provide additional accommodation designed to ensure a seamless transition between Nursery and Reception
- support new settings (including in the private, voluntary and independent sectors) and new schools (including academies, free schools, studio schools and university technical colleges) where their location will help relieve pressure on places and/or increase parental choice and raise outcomes
- where possible, only enlarge schools where it creates or sustains round forms of entry as the preferred model of organisation
- value for money.

### 3.2 Policies

The Council's School Organisation Policy (Appendix A to the Education Commissioning Plan 2015-2109) also sets out some underlying policies:

- to ensure that all schools are well placed to deliver high quality education that meets the needs of their local community and makes the best use of public funding
- where there is sustained evidence that a school is failing to meet the needs of the local community and/or to deliver improved outcomes and/or is not financially viable, to explore the options for closure or a partnership solution
- to maintain a sustainable network of village schools, through exploring a range of partnership solutions where appropriate (collaborations, federations, trust status and academy chains)
- to address the relative under performance at Key Stage 2 of junior schools compared with all-through primary schools by supporting infant and junior schools to form a federation or amalgamate
- to ensure any change to school organisation impacts positively on school performance and the life chances of children; to support governing bodies to review, on an annual basis, their organisational and leadership arrangements and to plan for building leadership capacity
- to develop an approach to school organisation review that enables stakeholders to engage fully and effectively in the process.

### 3.3 Voluntary Controlled/Aided

Within the area covered by this review a significant number of schools are Voluntary Controlled church schools and there is one Voluntary Aided School.

## 3.4 Church Schools

### 3.4.1 Chichester

The Diocese of Chichester is developing its strategy for school organisation through a working party and pilot project in another part of the county. Through this a number of key points are emerging which are likely to form its overall strategy. These are:

- the Diocese recognises the financial and educational pressures upon small schools and is looking to develop long term strategic solutions in partnership with the County Councils and the Regional Schools' Commissioner
- there is also a recognition that short/medium solutions may need to be considered
- the Diocese does not take a 'protectionist view' but does, as one would expect, want to see some diversity in provision within an area and the continuation of comparable place numbers in church schools
- the Diocese has worked closely with East Sussex County Council to support schools to move to federation
- the Diocesan Multi Academy Trust is likely to have a preferred model of developing schools to be operating with at least a two form entry capacity either as individual schools or as a cluster of schools
- any closure of church schools would only be supported if there were clear opportunities for expansion of church school places in other areas or opportunities for new church schools.

## 3.5 Small Schools

For the purpose of this report a small school is defined as having one form of entry (1fe) with a Pupil Admission Number (PAN) of 30 or less. For schools with less than a half form of entry (0.5fe) and with a PAN of 15 or less these might be described as very small schools. Many of the schools included in the reviews can also be described as rural (serving a population of less than 10,000).

## 4 THE AREA REVIEW PROCESS

In October 2014 the Lead Member for Learning and Schools Effectiveness gave approval for officers to carry out two area reviews of early years and primary school places, one in the Lewes area and one in the Heathfield area. The stated aim of the review was to ensure there is sufficient provision to meet the predicted demand for places in each area but to also look more widely at the organisation of schools and settings in each area to make sure they are well placed to deliver a high quality education to their local communities.

The area review process adopted was based on good practice identified in other areas of the country. The process involved a number of key stages:

- the preparation of comprehensive data sets for each area including: early years providers and school performance and achievement, collaborative structures in place, place planning and pupil migration, financial situation and predictions and premises information
- desk top analysis of the data sets and the key issues with officers from different teams across the Children Services' Department and the Dioceses
- offer of an individual visit to all the schools included in the reviews to discuss the key issues from the data set with them and to understand their context further
- stakeholder meetings held in each location to include all early years providers, schools, Diocese representatives, and local Councillors. The meetings provided a chance for stakeholders to discuss the information in the data key issues and to explore possible solutions. The feedback from each of the stakeholder meetings is provided in the individual reports for Lewes and Heathfield respectively
- following the stakeholder meetings a number of schools were identified where further discussions were required with them about some of the emerging options for the schools. Meetings with these schools took place in the autumn term and the feedback from these meetings has been used to shape the final report and the recommendations.

## 5 HEATHFIELD AREA REVIEW

### 5.1 Background and Context

#### 5.1.1 Schools

The review of Heathfield and some of the surrounding area schools includes three in Heathfield with an additional six schools in the surrounding area that are part of the Heathfield Community College community area. The schools are:

##### Heathfield

- All Saints' and St Richard's CE Primary School
- Cross in Hand CE Primary School
- Parkside Community Primary

##### Surrounding Area:

- Broad Oak Community Primary School
- Dallington CE Primary School
- Five Ashes CE Primary School
- Mayfield CE Primary School
- Maynards Green Community Primary School
- Punnetts Town Community Primary School

#### 5.1.2 Schools' status

- Four of the schools are community schools, five schools are Church of England schools. All Saints' and St Richard's is a Voluntary Aided school whilst the other four CE schools are Voluntary Controlled. Three of the schools form the Woodlands Federation (Broad Oak, Dallington and Punnetts Town).

#### 5.1.3 PAN - Heathfield

- The overall PAN for the Heathfield area is 230 from 2015/16.



## 5.2 School Data - Analysis

**Table 1: Published Admission Numbers**

DfE No	School	Year R Published Admission Number															
		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22		
3327	All Saints' and St Richard's CE Primary School	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	
3015	Cross in Hand CE Primary School	60	60	60	60	60	60	60	60	60	60	60	60	60	60	60	
2160	Parkside Community Primary School	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	
	<b>Heathfield Total</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>		
2055	Broad Oak Community Primary School	19	20	20	20	20	20	20	20	20	20	20	20	20	20		
3017	Dallington CE Primary School	15	15	15	15	15	15	15	15	15	15	15	15	15	15		
3071	Five Ashes CE Primary	10	10	10	10	10	10	10	10	10	10	10	10	10	10		
3043	Mayfield CE Primary School	20	20	20	20	20	20	20	20	30	30	30	30	30	30		
2074	Maynards Green Community Primary School	30	30	30	30	30	30	30	30	30	30	30	30	30	30		
2082	Punnetts Town Community Primary School	15	15	15	15	15	15	15	15	15	15	15	15	15	15		
	<b>Surrounding Area Total</b>	<b>109</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>110</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>	<b>120</b>		
	<b>Heathfield and Surrounding Area Total</b>	<b>219</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>220</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>	<b>230</b>		

Note:

Mayfield's PAN increased from 20 to 30 in 2015/16

- By 2015/16, four schools will have round forms of entry (1fe or 2fe) and two schools will have half a form of entry. The remaining three schools will have PANs that do not equate to a half or a full form of entry.
- The current number on roll across the area is 1321 (2015/16) as illustrated in the table below.

**Table 2: Number on Roll 2015/16**

DfE No	School	Current PAN 2015/16	Current CAP 2015/16	Number on Roll by Year Group 2015/16							NOR	Surplus/ Deficit %
				R	1	2	3	4	5	6		
3327	All Saints' and St Richard's CE Primary Sch	20	140	17	5	8	5	13	6	9	63	55%
3015	Cross in Hand CE Primary School	60	420	43	32	37	49	45	51	50	307	27%
2160	Parkside Community Primary School	30	210	27	26	29	25	30	26	24	187	11%
	<b>Heathfield Town Total:</b>	<b>110</b>	<b>770</b>	<b>87</b>	<b>63</b>	<b>74</b>	<b>79</b>	<b>88</b>	<b>83</b>	<b>83</b>	<b>557</b>	<b>28%</b>
2055	Broad Oak Community Primary School	20	140	16	13	23	18	20	17	20	127	9%
3017	Dallington CE Primary School	15	105	15	15	11	17	13	14	16	101	4%
3071	Five Ashes CE Primary	10	56	11	6	8	8	5	11	8	57	-2%
3043	Mayfield CE Primary School	30	210	28	28	23	20	21	24	27	171	19%
2074	Maynards Green Community Primary School	30	210	30	30	29	31	30	28	32	210	0%
2082	Punnetts Town Community Primary School	15	105	9	18	11	16	15	18	11	98	7%
	<b>Surrounding Area Total:</b>	<b>120</b>	<b>826</b>	<b>109</b>	<b>110</b>	<b>105</b>	<b>110</b>	<b>104</b>	<b>112</b>	<b>114</b>	<b>764</b>	<b>8%</b>
	<b>Heathfield and Surrounding Area Total</b>	<b>230</b>	<b>1596</b>	<b>196</b>	<b>173</b>	<b>179</b>	<b>189</b>	<b>192</b>	<b>195</b>	<b>197</b>	<b>1321</b>	<b>17%</b>

Source:

Number on Roll by Year Group – October 2015 School Census  
Current PAN and CAP - 08.12.15 (Pupil Forecast January 15)

- In 2015/16 All Saints' and St Richard's had a surplus capacity of 55%, Cross-in-Hand 27%, Parkside 11% and Mayfield 19%. Overall, there was a surplus capacity of 17% across the area.
- Table 1 in Appendix A shows the projected pupil numbers in the period to 2020/21 measured against capacity. Pupil numbers are expected to be 1325 against a capacity of 1596, giving a surplus capacity of 271 places (17%) across the area. Two schools (All Saints' and St Richard's and Cross-in-Hand) are forecast to have significant surplus capacity of 60% and 31% respectively. Three schools (Parkside, Mayfield and Punnetts Town) are forecast to have surpluses in excess of 10%.
- Since the area review process began Wealden District Council have been out to consultation on their new Local Plan which sets out their preferred options for growth and projected housing numbers in the period 2015 to 2037. The consultation ended on 30 November 2015. The Plan includes significant new housing across Wealden including up to 1200 in the Heathfield and wider area over the Plan period.

- The local authority has undertaken some preliminary forecasts for the Heathfield area, taking account of Wealden District Council's (WDC) preferred option for housing delivery in the area over the period 2013 to 2037. The analysis comes with major caveats:
  - The volume of additional new housing will no doubt also stimulate births in the areas affected. This has not been factored into the forecasts
  - In the absence of more detailed data, housing numbers have been spread evenly over the Local Plan period based on an annual average given by WDC. In reality we can probably expect additional housebuilding in each area to be more concentrated although maybe with more happening in the middle or later years of the plan.
- The preliminary forecasts indicate that the projected pupil numbers are expected to be in the region of 1428 against a capacity of 1596 giving a surplus capacity of 168 places or 11% across the area.
- The table below provides data on first preferences. Over the past three years only one school has been consistently over-subscribed (Mayfield) while four have always been under-subscribed (Five Ashes, Dallington, All Saints' and St Richard's and Cross-in-Hand).

**Table 3: First Preferences**

DfE No	School	2012/13				2013/14				2014/15				2015/16			
		PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR	PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR	PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR	PAN	1st Prefs	% 1st Prefs Above/Below PAN	Yr R NOR
Heathfield Town:																	
3327	All Saints' and St Richard's CE Primary School	20	5	-75%	5	20	6	-70%	5	20	3	-85%	6	20	13	-35%	17
3015	Cross in Hand CE Primary School	60	41	-32%	45	60	36	-40%	43	60	34	-43%	37	60	40	-33%	43
2160	Parkside Community Primary School	30	24	-20%	25	30	18	-40%	22	30	24	-20%	29	30	34	13%	27
	<b>Heathfield Town Total</b>	<b>110</b>	<b>70</b>	<b>-36%</b>	<b>75</b>	<b>110</b>	<b>60</b>	<b>-45%</b>	<b>70</b>	<b>110</b>	<b>61</b>	<b>-45%</b>	<b>72</b>	<b>110</b>	<b>87</b>	<b>-21%</b>	<b>87</b>
Surrounding Area:																	
2055	Broad Oak Community Primary School	20	25	25%	20	20	24	20%	23	20	10	-50%	13	20	16	-20%	16
3017	Dallington CE Primary School	15	22	47%	19	15	8	-47%	9	15	14	-7%	17	15	14	-7%	15
3071	Five Ashes CE Primary	10	7	-30%	8	10	5	-50%	7	10	5	-50%	5	10	8	-20%	11
3043	Mayfield CE Primary School	20	24	20%	27	20	25	25%	23	20	31	55%	28	30	35	17%	28
2074	Maynards Green Community Primary School	30	29	-3%	30	30	30	0%	31	30	38	27%	30	30	28	-7%	30
2082	Punnetts Town Community Primary School	15	12	-20%	16	15	7	-53%	7	15	17	13%	17	15	9	-40%	9
	<b>Surrounding Area Total</b>	<b>110</b>	<b>119</b>	<b>8%</b>	<b>120</b>	<b>110</b>	<b>99</b>	<b>-10%</b>	<b>100</b>	<b>110</b>	<b>115</b>	<b>5%</b>	<b>110</b>	<b>120</b>	<b>110</b>	<b>-8%</b>	<b>109</b>
	<b>Heathfield and Surrounding Area Total</b>	<b>220</b>	<b>189</b>	<b>-14%</b>	<b>195</b>	<b>220</b>	<b>159</b>	<b>-28%</b>	<b>170</b>	<b>220</b>	<b>176</b>	<b>-20%</b>	<b>182</b>	<b>230</b>	<b>197</b>	<b>-14%</b>	<b>196</b>

Source: ESCC School Admissions Team and School Census

Notes:

	First preferences above PAN or up to 10% below PAN
	First preferences between 11-25% below PAN
	First preferences 25%+ below PAN

- Two early years providers closed in summer 2015 (Huffle and Daisy Chain); Dallington School started offering nursery provision to pick up the places previously offered by Daisy Chain. A number of schools in the Heathfield area have been considering offering nursery provision to replace the provision lost by Huffle. It is not yet clear what impact government proposals to extended funded childcare for three- and four-year-olds to 30 hours per week will have on the availability of places.
- Live birth data indicates that in 2017/18 there will be an increase of around 11 reception aged pupils compared to the current (2015/16) total of 196 reception pupils in Heathfield and the surrounding area. This would give a Yr R total for 2017/18 of 207. In the Reception published admission number for 2017/18 there will be 230 places available in Heathfield and the surrounding area.
- Data regarding pupil characteristics does not indicate any particular equality issues although one school (Five Ashes) does have a higher percentage of pupils eligible for free school meals and pupil premium grant.

- All schools in the Heathfield and surrounding area have been graded “good” in their last Ofsted inspection.
- EYFS performance data for 2014/15 shows that all schools achieved above or well above the National Average of 66% for children achieving a Good Level of Development. (GLD)
- In 2014/15 the achievement of pupils at Key Stage 1 in reading, writing and mathematics varied across schools and across the different subjects, with five schools (All Saints’ and St Richard’s, Cross in Hand, Parkside, Dallington and Maynards Green) achieving above the national average in all three subjects.
- Key Stage 2 attainment data shows that in 2014/15 all but four schools (All Saints’ and St Richard’s, Broad Oak, Dallington and Mayfield) achieved results above the National Average for level 4 in combined Reading, Writing and Maths.
- All schools have buildings which are deemed to be satisfactory by the County Council. One school, Five Ashes, has all its pupils in undersized classrooms. Two schools, Cross-in-Hand and Parkside, have the vast majority of their pupils in undersized classrooms though this is partially off-set by shared activity areas that allow pupils to access more space. Two schools have over 50% of their pupils in mobile accommodation (Broad Oak and Dallington). Two further schools have 25% of their pupils in mobile accommodation (Mayfield and Punnetts Town). Six of the nine schools have undersized Hall space, below the minimum requirement of 140 sqm (All Saints’ & St. Richard’s, Parkside, Broad Oak, Dallington, Five Ashes and Punnetts Town). Four of the nine schools have no playing field on site (Cross-in-Hand, Five Ashes, Mayfield and Punnetts Town) although in some cases the playing field is very close to the school (e.g. Cross-in-Hand).
- The school budget share per pupil varies across the schools. The average funding per pupil for the Heathfield area is £3,947 which is above the East Sussex average of £3,722. Additionally, there are four schools which received significantly more in 2015/16. These schools were Dallington (£4,565) Punnetts Town (£4,833), All Saints’ and St Richard’s (£6,446) and Five Ashes (£7,403).
- Detailed data on attainment and progress for the Key Stages can be found in Tables 2 – 4 in Appendix A.

## 6 STAKEHOLDER CONTRIBUTIONS

All schools were represented at the stakeholder meeting. Many early year providers attended and the Diocese of Chichester was represented. Participants recognised that the subject of pupil numbers and capacity was an emotive one.

- Participants wished to be assured that the pupil numbers projected reflected an accurate position (e.g. sufficient allowance for housing development) and whether as well as pupils moving into the area (e.g. from Hailsham and Hertsmonceux – some 14% of pupils) there were also pupils moving out who could be catered for in the area (including those with special needs).
- Participants queried whether, if amalgamation/closure is considered, would there be subsequent costs such as transport and redundancy costs which might off-set savings?
- Most acknowledged that funding, especially for small schools, is likely to become an increasing pressure. A smaller budget can lead to less experienced staff being recruited while the cost of older buildings puts additional pressures on schools' budgets.
- Generally most participants expressed a view that federation was preferable to closure. Some recognised that collaboration/federation might help secure the future of some schools but there was also recognition that even with federation there is still the potential for a significant surplus of places (and anyway would reduction of PAN across a federation be enough to avoid a closure?). There was also recognition that change might occur in two stages with some short term solutions and other longer term ways forward.
- Some expressed concerns that any change might lead to the closure of what are currently "successful" schools with good outcomes. They also raised issues regarding parental preference for small schools and the important links many had with their community and local church. While mixed aged classes are seen as a challenge for some, others stated that this can be good for children and some parents like the family grouping.
- The presence of representatives from the Woodland Federation provided opportunity for others to ask how a federation might work. The benefits of federation such as staff development, shared expertise and economies of scale were acknowledged. However, there were questions raised about how the distinct ethos of a school is sustained after federation and whether parents really understood the role of the executive headteacher.
- Some wished to see a strategic approach to federation rather than it being a response to the departure of the head from a neighbouring small school and wanted to see consideration being given to federations outside the immediate geographical area.
- Participants wanted to be assured that stakeholder views would be taken into account and that decisions had not already been taken.
- Early year provider representatives were concerned about the reduction in places through the impending closure of two providers and also expressed concerns about the need for more before and after school care. Early year providers also wanted to see improved progression into schools and expressed a wish to be based on school sites wherever possible. They also recognised that greater collaboration between themselves as providers would be of benefit.

- There were no specific proposals put forward by participants although subsequent to the meeting a number of proposals have been suggested by schools:
  - federation of Five Ashes with Mayfield
  - reduction of Cross-in-Hand to 1.5 form of entry
  - specialist provision within the area linked to the specialist unit at Heathfield Community College extension of school age to 3-11.
  
- Governors at All Saints' and St Richard's have also suggested the school expands the role it currently plays in supporting local schools with the 'Thrive' programme. This programme supports pupils who have particular social and emotional needs. In this model the governors see the school offering both full-time and dual role support as well as training to other schools.

## 7 OPTIONS FOR CONSIDERATION

### 7.1 Introduction

The information gathered in the data packs and the discussions that have taken place through the area review process identify two schools, Five Ashes and All Saints' and St Richard's where a number of factors suggest that options for the schools should be considered:

- Both these schools have a 'Good' Ofsted judgement, but neither school has been inspected within the last 3 years.
- Both schools have had variations in their attainment data over the last 3 years. In 2014/15 both schools were at or above the East Sussex average for % of pupils achieving a L2+ in English and Writing. All Saints' and St Richard's were above for Maths and Five Ashes was below. In 2014/15 both schools were at or above the East Sussex average for the combined L4 (Reading/Writing/Maths). The year before All Saints' and St Richard's were above and Five Ashes were below the East Sussex average for this measure.
- There are variations in performance at the schools over the years which may be due to the very small cohorts.
- The Headteacher at Five Ashes left in December 2015 and the school has entered into a collaboration with Mayfield with a single Executive Headteacher from January 2016.
- All Saints' and St Richard's has a surplus capacity of 90 pupils/64% against the PAN for the school; this surplus capacity has been broadly the same over the last four years and is predicted to continue into the future.
- Five Ashes is a very small school with a PAN of 10 and 57 currently on roll, there is currently no surplus capacity at the school.
- Parental preference in these schools shows a trend of being very low while other schools are over-subscribed. Both schools saw an increase in parental preferences in 2015/16 at 35% below the PAN for All Saints' and St Richard's (from 85% the previous year) and 20% for Five Ashes (from 50% the previous year).
- Many of the pupils who attend All Saints and St Richards travel from outside the immediate vicinity of the school.
- Just over 50% of the pupils who attend Five Ashes come from outside the village of Five Ashes.
- Both schools are having to rely on mixed age classes. While research shows that mixed age classes are not a barrier to progress, there is evidence that teacher training and experience are key to success. More than a 2 year age range in one class can present significant challenges to teachers inexperienced in vertical grouping and would require additional whole school training for teachers.
- Both schools require above average school share budget funding and the highest of all schools in the area. All Saints' and St Richard's (£6,446) and Five Ashes (£7,403).

Other schools that were identified as sharing some of the characteristics of Five Ashes and All Saints' and St Richard's were Dallington and Punnetts Town, both these schools have a PAN of 15 and are small schools. However neither school has a large number of surplus places or a clear trend of low preferences. Both schools are part of a three school Federation with a single Executive Headteacher.

## 7.2 Options evaluation – Five Ashes

**Five Ashes: No Change** – the school continues as a Voluntary Controlled school with a PAN of 10

Benefits of this option:

- the continued PAN of 10 would help ensure that the LA can meet parental preferences for those who choose this school who are often from the local area
- the buildings and ground will continue to be used for education

Disadvantages of this option:

- the school may continue to struggle to receive a high number of first preferences
- the school may need to consider re-structuring to ensure that it is financially secure
- the current Headteacher left at the end of December 2015 and it will prove challenging to recruit another substantive Headteacher. For the foreseeable future the school is entering into a collaboration with Mayfield, and their Headteacher will be Executive Headteacher of the two schools
- the school is likely to continue to experience variations in performance due to the small cohorts
- the school may face challenges around recruitment and retention of high quality teachers and leaders this may pose a risk around Ofsted gradings
- opportunities for KS2 pupils breadth of curriculum may be compromised if school further decreases in size and parents choose larger schools with perceived greater opportunities

Risks to pursuing this option:

- the ability of the school to be able to continue to offer education and be financially secure
- the capacity of the school and the local authority to sustain improvement at the school.

**Five Ashes: Federation** – the school enters into a federation with a local school.

## Benefits of this option:

- the continued PAN of 10 would help ensure that the LA can meet parental preferences for those who choose this school who are often from the local area
- the buildings and ground will continue to be used for education
- federation would help share good practice between the schools, including the sharing of continued professional development, staff and expertise
- federation may make it easier to attract and retain staff
- a strong federation governing body would provide clear strategic direction and expertise to the school
- shared leadership, and other staffing across the two schools would help reduce staffing costs and ensure that the school is financially secure
- bringing pupils from the two schools together will provide opportunities to broaden the experiences for pupils and support transition to secondary school.

## Disadvantages of this option:

- the federation may not be sufficient to improve outcomes consistently year on year or to increase the number of first preferences that the school receives
- there will continue to be a high percentage of surplus places across the Heathfield area
- the costs of operating a school of this size on this site may still be high as federation is not a short cut to reducing costs.

## Risks to pursuing this option:

- the federation would need to be managed well with good leadership to ensure outcomes at both schools continue to improve.



**Five Ashes: Closure** - The local authority takes forward statutory processes to consult on the closure of the school

Benefits of this option:

- a small and financially vulnerable school is closed
- there is capacity with the local area to accommodate the displaced pupils without having to expand any other school
- the surplus places across the Heathfield area would be reduced

Disadvantages of this option:

- pupils in the village will have to travel further to their nearest school and there will be increased transport costs as a result. Initial analysis of what this would mean for existing pupils at the school suggest that over half would qualify for transport costs and this could total between £34,000 - £50,000 per annum
- there would be no places for additional pupils as the area expands as new housing is provided through new build
- the immediate local community will lose their village school.

Risks to pursuing this option:

- whilst there is sufficient capacity overall in the local areas that the pupils are resident in there may be some pressure at particular schools in particular year groups depending on parental preference
- the Wealden DC Local Plan identifies significant housing developments across the area and this may result in an increase in pupil numbers over time in the Mayfield/Five Ashes area
- closing the school is likely to be unpopular with governors, parents of pupils at the school and the local community.

**Five Ashes: Join Multi Academy Trust** – An academy sponsor is found who can take Five Ashes on as part of a multi academy trust

Benefits of this option:

- the school would become part of a self sustaining MAT
- the local community would retain education provision in the area.

Disadvantages of this option:

- any academy sponsor is unlikely to accept small unsustainable schools into a multi academy trust
- the school is still going to be financially and educationally vulnerable
- conversion to academy processes may deflect energy from improving outcomes.

Risks to pursuing this option:

- The school would not be attractive to a sponsor given the high cost of maintaining the site
- The Diocese of Chichester has confirmed that the school is too small on its own to be considered for the Diocese of Chichester multi-academy trust.

### 7.3 Options evaluation – All Saints’ and St Richard’s

**All Saints’ and St Richard’s: No Change** – the school continues as a Voluntary Aided school with a PAN of 20

Benefits of this option:

- the continued PAN of 20 would help ensure that the LA can meet parental preferences for those who choose this school, including those that want a voluntary aided school
- the buildings and ground will continue to be used for education
- the school could explore opening up nursery provision to fill the gap left by early year providers who are closing locally (it should be noted that other local schools are also considering this as an option)
- the school site could be reconfigured in order to free up accommodation for a nursery or community use, for example THRIVE, meeting the requirements of the Childcare Bill should this become the Childcare Act.

Disadvantages of this option:

- the school may continue to struggle to receive a high number of first preferences and continue to operate a high percentage of surplus places
- the school may need to consider re-structuring to ensure that it is financially secure
- the school is likely to continue to experience variations in performance due to the small cohorts
- the school may face challenges around recruitment and retention of high quality teachers and leaders this may pose a risk around Ofsted gradings
- opportunities for KS2 pupils breadth of curriculum may be compromised if school further decreases in size and parents choose larger schools with perceived greater opportunities
- there will continue to be a high percentage of surplus places across the Heathfield area.

Risks to pursuing this option:

- the ability of the school to be able to continue to offer high quality education and be financially secure
- recruitment of leadership and quality teachers may prove to be difficult in the long term
- the capacity of the school and the local authority to sustain improvement at the school.

**All Saints' and St Richard's: Federation** - the school enters into federation with a local school.

Benefits of this option:

- the continued PAN of 20 would help ensure that the LA can meet parental preferences for those who choose this school, including those that want a voluntary aided school
- the buildings and ground will continue to be used for education
- a federation would help share good practice between the schools, including the sharing of continued professional development, staff and expertise
- federation may make it easier to attract and retain staff
- a strong federation governing body would provide clear strategic direction and expertise to the school
- bringing pupils from the two schools together will provide opportunities to broaden the experiences for pupils and support transition to secondary school
- the governors of the school have already indicated their wish to pursue a federation and have already contacted a number of local schools
- the school could explore opening up nursery provision/expand its age range to fill the gap left by early year providers who are closing locally (it should be noted that other local schools are also considering this as an option)
- the school could operate on part of the site and free up accommodation for early years, THRIVE or some educational purpose which might benefit both (all) schools in the federation.

Disadvantages of this option:

- the federation may not be sufficient to improve outcomes consistently year on year or to increase the number of first preferences that the school receives
- the costs of operating a school of this size on this site will still be high as federation is not a short cut to reducing costs
- there will continue to be a high percentage of surplus places across the Heathfield area.

Risks to pursuing this option:

- leadership costs may not be reduced as the school currently has a substantive Headteacher, the federation may have to explore a co-Headship model or re-structure
- the federation would need to be managed well with good leadership to ensure outcomes at both schools continue to improve.

**All Saints' and St Richard's: Closure** – The local authority takes forward statutory processes to consult on the closure of the school

Benefits of this option:

- a small and financially vulnerable school is closed
- there is capacity with the local area to accommodate the displaced pupils without having to expand any other school and in many cases pupils would be attending a school closer to their home address
- the surplus places across the Heathfield area would be reduced

Disadvantages of this option:

- the immediate local community will lose the local school
- the Diocese will lose the only voluntary aided church school in the area and this would reduce choices for parents; though it has been suggested that another local voluntary controlled school may consider changing its status to a Voluntary aided school
- there would be no places for additional pupils as the area expands as new housing is provided through new build.

Risks to pursuing this option:

- whilst there is sufficient capacity overall in the Heathfield area some of the pupils do come from the wider area including Herstmonceux and Hailsham this may lead to pressure at particular schools in particular year groups in these areas depending on parental preference
- closing the school is likely to be unpopular with staff, governors, parents of pupils at the school and the local community
- the Wealden DC Local Plan identifies significant housing developments across the area and this may result in an increase in pupil numbers over time in the Heathfield area.

**All Saints and St Richards: Join Multi Academy Trust** – An academy sponsor is found who can take the school on as part of a multi academy trust

Benefits of this option:

- the school would become part of a self sustaining MAT
- the local community would retain education provision in the area.

Disadvantages of this option:

- any academy sponsor is unlikely to accept small unsustainable schools into a multi academy trust
- the school is still going to be financially and educationally vulnerable
- conversion to academy processes may deflect energy from improving outcomes.

Risks to pursuing this option:

- The school would not be attractive to a sponsor given the high cost of maintaining the site
- The Diocese of Chichester has confirmed that the school is too small on its own to be considered for the Diocese of Chichester multi-academy trust.

## 7.4 Other options considered

A proposal was also put forward to reduce the PAN at Cross-in-Hand to 30 and make the school one form of entry to reduce the number of surplus places across the area. Implementing this would be against national evidence that larger schools perform better and are more financially secure than smaller schools. This action would serve to increase the number of small schools in the area and over time undermine the sustainability of Cross-in-Hand itself. There would also be redundancy costs associated with this as well as disproportionate ongoing maintenance costs for the school with fewer numbers. The school has had a recent Ofsted inspection and was graded as 'Good'.

## 8 RECOMMENDATIONS

Following consideration of the options for the two schools presented above and discussions with Headteachers and governors of the individual schools the following recommendations are put forward for approval. A major consideration has been the introduction of the Wealden Local Plan in September 2015 which puts forward plans for significant new housing across the Heathfield area. These recommendations will ensure that the local authority can continue to provide sufficient pupil places in the Heathfield area, enable the local authority to meet parental preferences for schools and help ensure that schools are more sustainable in the future. The Diocese of Chichester are supportive of these proposals.

### Recommendation 1:

#### **Five Ashes CofE Primary School – The school forms a federation with Mayfield CE Primary School**

The school is already in a collaboration with a local school, Mayfield CE Primary School and the recommendation is that the two schools quickly move to a formal federation. The federation will help the school become more sustainable, to recruit and retain staff and to secure strong leadership.

### Recommendation 2:

#### **All Saints’ and St Richard’s CofE Primary School - The school works with the local authority and the Diocese of Chichester to form a federation with another local school**

The recommendation is that the school moves quickly to a formal federation with a local school. The federation will help the school become more sustainable, to recruit and retain staff and to secure strong leadership.

### Recommendation 3:

#### **Free School**

The local authority should continue to monitor the impact of the housing plans in the Wealden DC Local Plan on forecast pupil numbers and consider the reconfiguration of schools in the area through a Free School which could provide provision that is more sustainable and in better equipped school buildings. The local authority should work closely with the Diocese of Chichester on exploring this option.

### Recommendation 4:

#### **Early Year’s Village Approach**

East Sussex Early Years Improvement team have an expectation that all early years provision on school sites work in close partnership together, under the ‘**Early Years Foundation Stage Village Project**’ approach, to achieve the best outcomes for children in the foundation stage. There is strong evidence that this approach benefits children in nursery and reception with good transitions being a key element of success. This approach should be further developed by schools within the Heathfield area with the local early years providers.



APPENDIX A - Heathfield Area: Additional Data

**Table 1:**

**Surplus/Shortfall of School Places by Academic Year**

D/E No	Heathfield Area	2014/15				2015/16				2016/17				2017/18				2018/19				2019/20				2020/21			
		Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %	Capacity	Number on Roll	Surplus/Deficit No.	Surplus/Deficit %
3327	All Saints' and St Richard's CE Primary School	140	57	83	59%	140	63	77	55%	140	61	79	56%	140	63	77	55%	140	56	84	60%	140	57	83	59%	140	56	84	60%
3015	Cross in Hand CE Primary School	420	348	72	17%	420	307	113	27%	420	320	100	24%	420	306	114	27%	420	299	121	29%	420	291	129	31%	420	290	130	31%
2160	Parkside Community Primary School	210	179	31	15%	210	187	23	11%	210	188	22	10%	210	191	19	9%	210	184	26	12%	210	183	27	13%	210	179	31	15%
	Heathfield - To be decided	0	0	0		0	0	0		0	2	-2		0	12	-12		0	21	-21		0	27	-27		0	24	-24	
	<b>Heathfield Total</b>	<b>770</b>	<b>584</b>	<b>186</b>	<b>24%</b>	<b>770</b>	<b>557</b>	<b>213</b>	<b>28%</b>	<b>770</b>	<b>571</b>	<b>199</b>	<b>26%</b>	<b>770</b>	<b>572</b>	<b>198</b>	<b>26%</b>	<b>770</b>	<b>560</b>	<b>210</b>	<b>27%</b>	<b>770</b>	<b>558</b>	<b>212</b>	<b>28%</b>	<b>770</b>	<b>549</b>	<b>221</b>	<b>29%</b>
2055	Broad Oak Community Primary School	140	130	10	7%	140	127	13	9%	140	128	12	9%	140	130	10	7%	140	134	6	4%	140	134	6	4%	140	128	12	8%
3017	Dallington CE Primary School	105	101	4	4%	105	101	4	4%	105	101	4	3%	105	104	1	1%	105	105	0	0%	105	103	2	2%	105	108	-3	-3%
3071	Five Ashes CE Primary	56	57	-1	-2%	56	57	-1	-2%	56	57	-1	-2%	56	54	2	4%	56	54	2	4%	56	53	3	6%	56	51	5	9%
3043	Mayfield CE Primary School	170	168	2	1%	210	171	39	19%	210	169	41	20%	210	178	32	15%	210	185	25	12%	210	182	28	13%	210	180	30	14%
2074	Maynards Green Community Primary School	210	206	4	2%	210	210	0	0%	210	210	0	0%	210	218	-8	-4%	210	224	-14	-7%	210	224	-14	-7%	210	224	-14	-7%
2082	Punnetts Town Community Primary School	105	94	11	10%	105	98	7	7%	105	95	10	9%	105	90	15	14%	105	87	18	17%	105	83	22	21%	105	85	20	19%
	<b>Surrounding Area Total</b>	<b>786</b>	<b>756</b>	<b>30</b>	<b>4%</b>	<b>826</b>	<b>764</b>	<b>62</b>	<b>8%</b>	<b>826</b>	<b>760</b>	<b>66</b>	<b>8%</b>	<b>826</b>	<b>773</b>	<b>53</b>	<b>6%</b>	<b>826</b>	<b>789</b>	<b>37</b>	<b>4%</b>	<b>826</b>	<b>779</b>	<b>47</b>	<b>6%</b>	<b>826</b>	<b>775</b>	<b>51</b>	<b>6%</b>
	<b>Heathfield and Surrounding Area Total</b>	<b>1556</b>	<b>1340</b>	<b>216</b>	<b>14%</b>	<b>1596</b>	<b>1321</b>	<b>275</b>	<b>17%</b>	<b>1596</b>	<b>1331</b>	<b>265</b>	<b>17%</b>	<b>1596</b>	<b>1344</b>	<b>252</b>	<b>16%</b>	<b>1596</b>	<b>1349</b>	<b>247</b>	<b>15%</b>	<b>1596</b>	<b>1336</b>	<b>260</b>	<b>16%</b>	<b>1596</b>	<b>1325</b>	<b>271</b>	<b>17%</b>

Heathfield to be decided includes an allowance for additional pupils arising from new housing development

**Key**

	Any deficit or a surplus less than 10%
	Surplus between 10% and 24.99%
	Surplus over 25%

Please note it is not possible to show the nominal deficit/shortfall as a percentage for 'Heathfield to be decided' as Capacity is zero.

**Source:**

2008/09 - 2013/14 totals are actuals from the January 14 Schools Census

2014/15 totals are actuals from the January 2015 Schools Census

2015/16 totals are actuals from the October 2015 School Census

All other years are forecast totals from 03.07.15 (Pupil forecast January 2015)

**Table 2:**

Early Years Foundation Stage Attainment Data 2011/12 to 2014/15

DfE No	School	Good Level of Development							
		2011/12		2012/13		2013/14		2014/15	
		Total No. of Pupils Yr R	%GLD	Total No. of Pupils Yr R	%GLD	Total No. of Pupils Yr R	%GLD	Total No. of Pupils Yr R	%GLD
3327	All Saints' and St Richard's CE Primary School	9	67%	5	20%	5	60%	5	80%
3015	Cross in Hand CE Primary School	54	70%	46	57%	44	80%	35	71%
2160	Parkside Community Primary School	29	76%	24	42%	22	68%	29	86%
	<b>Heathfield Town Total:</b>	<b>92</b>	<b>72%</b>	<b>75</b>	<b>49%</b>	<b>71</b>	<b>74%</b>	<b>69</b>	<b>78%</b>
2055	Broad Oak Community Primary School	17	77%	21	29%	23	74%	14	71%
3017	Dallington CE Primary School	15	67%	20	55%	9	67%	16	88%
3071	Five Ashes CE Primary	6	67%	8	50%	9	100%	6	83%
3043	Mayfield CE Primary School	22	64%	27	30%	23	83%	29	83%
2074	Maynards Green Community Primary School	30	83%	28	50%	31	71%	31	87%
2082	Punnetts Town Community Primary School	17	24%	16	6%	8	75%	17	82%
	<b>Surrounding Area Total:</b>	<b>107</b>	<b>65%</b>	<b>120</b>	<b>37%</b>	<b>103</b>	<b>76%</b>	<b>113</b>	<b>83%</b>
	<b>Heathfield and Surrounding Area Total</b>	<b>199</b>	<b>68%</b>	<b>195</b>	<b>42%</b>	<b>174</b>	<b>75%</b>	<b>182</b>	<b>81%</b>
845	<b>East Sussex Total:</b>	<b>5298</b>	<b>57%</b>	<b>5,360</b>	<b>44%</b>	<b>5,356</b>	<b>66%</b>	<b>5,625</b>	<b>74%</b>
	<b>England Total:</b>	<b>605,995</b>	<b>64%</b>	<b>643,302</b>	<b>52%</b>	<b>641,331</b>	<b>60%</b>	<b>655,016</b>	<b>66%</b>

Source: School Census Jan 2012, Jan 2013, Jan 2014 and Jan 2015  
 Statistical First Releases Nov 2014 and October 2015; Keyphas July 2015  
 DfE Performance Tables 2012, 2013 and 2014  
 Data collected directly from Schools by ESCC Data, Research and Information Management team

**Key:**

Indicates Good Level of Development (GLD) below East Sussex average  
 England Includes state-funded Primary schools, including academies and free schools, private, voluntary and independent (PVI) sectors.

**GLD – 2009 to 2012:** a child who has achieved a score of 6 or more in all 7 scales of the PSE(Personal, Social and Emotional Development) and CLL (Communication, Language and Literacy) areas of Learning and scored 78 points or more across all 13 scales of the EYFSP.

**GLD – 2013 onwards:** is the most widely used single measure of child development in the early years. Children have been defined as having reached a GLD at the end of the EYFS if they achieved at least the expected level in the ELGs (early learning goals) in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and in the specific areas of mathematics and literacy.

**Table 3:**

**Key Stage 1 Attainment 2011/12 to 2014/15**

		Percentage Achieving L2B+															
		2011/2012				2012/2013				2013/2014				2014/15			
DfE No	School	Total No of Pupils Y2	Reading	Writing	Maths	Total No of Pupils Y2	Reading	Writing	Maths	Total No of Pupils Y2	Reading	Writing	Maths	Total No of Pupils Y2	Reading	Writing	Maths
3327	All Saints' and St Richard's CE Primary School	9	67%	67%	78%	5	60%	40%	80%	12	67%	67%	67%	4	100%	100%	100%
3015	Cross in Hand CE Primary School	48	81%	79%	73%	59	66%	59%	73%	49	78%	69%	78%	49	92%	80%	88%
2160	Parkside Community Primary School	23	78%	74%	83%	19	89%	68%	84%	28	71%	71%	79%	23	91%	91%	91%
	<b>Heathfield Town Total:</b>	<b>80</b>	<b>79%</b>	<b>76%</b>	<b>76%</b>	<b>83</b>	<b>71%</b>	<b>60%</b>	<b>76%</b>	<b>89</b>	<b>75%</b>	<b>70%</b>	<b>77%</b>	<b>76</b>	<b>92%</b>	<b>84%</b>	<b>89%</b>
2055	Broad Oak Community Primary School	15	87%	80%	87%	17	71%	53%	65%	18	89%	83%	83%	20	70%	65%	85%
3017	Dallington CE Primary School	19	79%	58%	95%	15	80%	67%	73%	13	77%	77%	77%	18	83%	83%	89%
3071	Five Ashes CE Primary	9	56%	22%	44%	8	63%	25%	63%	8	88%	88%	100%	8	88%	100%	75%
3043	Mayfield CE Primary School	29	79%	14%	76%	25	84%	80%	80%	20	85%	75%	75%	27	78%	78%	78%
2074	Maynards Green Community Primary School	29	72%	69%	69%	30	97%	90%	87%	28	89%	86%	89%	30	93%	87%	90%
2082	Punnetts Town Community Primary School	8	88%	63%	88%	13	92%	92%	92%	15	87%	67%	87%	17	88%	88%	82%
	<b>Surrounding Area Total:</b>	<b>109</b>	<b>77%</b>	<b>50%</b>	<b>77%</b>	<b>108</b>	<b>84%</b>	<b>74%</b>	<b>79%</b>	<b>102</b>	<b>86%</b>	<b>79%</b>	<b>83%</b>	<b>120</b>	<b>83%</b>	<b>82%</b>	<b>84%</b>
	<b>Heathfield and Surrounding Area Total</b>	<b>189</b>	<b>78%</b>	<b>61%</b>	<b>77%</b>	<b>191</b>	<b>79%</b>	<b>68%</b>	<b>63%</b>	<b>191</b>	<b>82%</b>	<b>75%</b>	<b>81%</b>	<b>196</b>	<b>87%</b>	<b>83%</b>	<b>86%</b>
845	<b>East Sussex Total:</b>	<b>4,980</b>	<b>74%</b>	<b>62%</b>	<b>75%</b>	<b>5,207</b>	<b>76%</b>	<b>64%</b>	<b>76%</b>	<b>5,362</b>	<b>79%</b>	<b>69%</b>	<b>79%</b>	<b>5,467</b>	<b>83%</b>	<b>74%</b>	<b>84%</b>
	<b>England Total:</b>	<b>578,230</b>	<b>76%</b>	<b>64%</b>	<b>76%</b>	<b>595,092</b>	<b>79%</b>	<b>67%</b>	<b>78%</b>	<b>614,042</b>	<b>81%</b>	<b>70%</b>	<b>80%</b>	<b>642,568</b>	<b>82%</b>	<b>72%</b>	<b>82%</b>

Source: School Census Jan 2012, Jan 2013, Jan 2014 and Jan 2015  
 Statistical First Releases Nov 2014 and 2015; Keypas July 2015  
 DfE Performance Tables 2012, 2013 and 2014  
 Data collected directly from Schools by ESCC Data, Research and Information Management team

**Key:**

Indicates attainment below East Sussex average

England Figure includes: state-funded primary schools, including academies and free schools, private, voluntary and independent (PVI) sectors.

**Table 4:****Key Stage 2 Attainment Data 2011/12 to 2014/15**

		% Achieving L4+ Reading, Writing and Maths							
		2011/2012		2012/2013		2013/2014		2014/15	
DfE No	School	Total No of Pupils Y6	% L4+ R/W/M	Total No of Pupils Y6	% L4+ R/W/M	Total No of Pupils Y6	% L4+ R/W/M	Total No of Pupils Y6	% L4+ R/W/M
3327	All Saints' and St Richard's CE Primary School	12	58%	7	71%	5	100%	10	80%
3015	Cross in Hand CE Primary School	49	82%	50	84%	43	91%	57	88%
2160	Parkside Community Primary School	30	97%	24	79%	31	90%	28	89%
	<b>Heathfield Town Total:</b>	<b>91</b>	<b>84%</b>	<b>81</b>	<b>81%</b>	<b>79</b>	<b>91%</b>	<b>95</b>	<b>87%</b>
2055	Broad Oak Community Primary School	22	91%	29	86%	21	95%	21	71%
3017	Dallington CE Primary School	15	80%	9	67%	7	100%	13	77%
3071	Five Ashes CE Primary	4	75%	14	57%	3	67%	6	83%
3043	Mayfield CE Primary School	18	78%	18	67%	23	87%	19	79%
2074	Maynards Green Community Primary School	21	90%	28	93%	30	93%	26	92%
2082	Punnetts Town Community Primary School	13	100%	12	67%	12	92%	8	100%
	<b>Surrounding Area Total:</b>	<b>93</b>	<b>87%</b>	<b>110</b>	<b>77%</b>	<b>96</b>	<b>92%</b>	<b>93</b>	<b>83%</b>
	<b>Heathfield and Surrounding Area Total</b>	<b>184</b>	<b>85%</b>	<b>191</b>	<b>79%</b>	<b>175</b>	<b>92%</b>	<b>188</b>	<b>85%</b>
845	<b>East Sussex Total:</b>	<b>4,949</b>	<b>71%</b>	<b>4,810</b>	<b>72%</b>	<b>4,926</b>	<b>78%</b>	<b>5,005</b>	<b>80%</b>
	<b>England Total:</b>	<b>511,835</b>	<b>75%</b>	<b>533,965</b>	<b>76%</b>	<b>553,464</b>	<b>81%</b>	<b>568,725</b>	<b>80%</b>

Source: School Census Jan 2012, Jan 2013, Jan 2014 and Jan 2015  
 Statistical First Releases Nov 2014 and Dec 2015  
 DfE Performance Tables 2012, 2013 and 2014

**Key:**

Indicates attainment below East Sussex average  
 England: State-funded primary schools, including Academies and free schools

# Agenda Item 6

Report to: **Lead Member for Education and Inclusion, Special Educational Needs and Disability**

Date: **21 March 2016**

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

Title of report: **Proposed expansion of Cradle Hill Community Primary School**

Purpose of report: **To seek Lead Member approval to publish statutory notices in respect of a proposal to enlarge Cradle Hill Community Primary School for the 2017/18 academic year.**

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## **RECOMMENDATIONS:**

**The Lead Member is recommended to:**

- 1) Authorise the publication of statutory notices in respect of a proposal to enlarge Cradle Hill Community Primary School by one form of entry per year group (30 places per year group, 210 places overall) for the 2017/18 academic year; and**
  - 2) Delegate authority to the Director of Children's Services to amend the proposals prior to their publication if required.**
- 

## **1 Background**

1.1 In recent years births in Seaford have risen from 167 in academic year 2006/07 to 214 in 2010/11 and 216 in 2012/13. The emerging Lewes District Local Plan Joint Core Strategy provides for approximately 600 new homes in the town in the period to 2010 to 2030. As a result, a significant ongoing shortfall of school places is forecast in Seaford.

1.2 In response, the Council recently undertook a period of public consultation on a proposal to enlarge Cradle Hill Community Primary School for the 2017/18 academic year to create an additional form of entry per year group (30 places per year group, 210 places overall) in Seaford. It is anticipated that the school would grow year-on-year until it reaches its new capacity (630 places) by 2021/22.

1.3 The report and appendices describe the consultation process in more detail and set out the responses received during the recent consultation.

## **2 Supporting information**

2.1 Proposed changes to the organisation of schools have to follow a prescribed process established by the School Organisation (Prescribed Alterations to Maintained Schools) (England) Regulations 2013 which came into force on 28 January 2014. This process complied with these requirements.

2.2 Public consultation took place over a 4 week period between 22 January and 26 February 2016. Approximately nine hundred and ninety six (996) consultation documents were distributed to interested parties including: parents and carers, pupils, staff, local schools, the district and town councils, the local MP and the local community. The full distribution list can be found in **Appendix 1**. The consultation document was also made available on the County Council's website.

2.3 Of the 996 consultation documents distributed, 116 were returned before the close of the consultation period. This equates to a response rate of 11.6%. In addition, 46 online replies were made, making a total of 162 responses. Of the responses:

- 48 (29.6%) support the proposal
- 20 (12.3%) neither agree nor disagree with the proposal
- 94 (58%) do not support the proposal

2.4 **Appendix 2** provides a detailed analysis of the consultation responses.

2.5 Of the 48 who do support the proposal:

- 18 recognise the need for additional places in Seaford and believe that Cradle Hill is a popular school with a good reputation
- 16 agreed that the school should expand but raised traffic and parking as an issue that would need to be resolved
- 6 agreed as long as the facilities at the school were improved
- 16 offered no reason for agreeing

2.6 Of the 94 who do not support the proposal:

- 69 cited parking and traffic congestion as their main concern
- 35 do not think the school facilities would be able to cope with increased pupil numbers
- 12 are concerned about the impact on teaching and learning
- 14 are concerned about the loss of community cohesion / character of the school.

2.7 In response to each of these concerns:

- Parking and traffic congestion would be addressed through the detailed design and planning process undertaken before approval to enlarge the school was given. As part of this process the Council would work closely with the Highways Authority to ensure any risks are mitigated. The design and statutory planning process would provide people with a further opportunity to raise concerns about traffic and parking
- The school's facilities would be enlarged to accommodate the increased pupil numbers
- The Council would ensure that any design solution for expansion makes best use of the site to create an environment that has a positive impact on teaching and learning
- The school is popular and regularly oversubscribed. The Council believes the proposed expansion would enhance the school's character and enable it to better serve its local community.

2.8 A full list of comments is available for inspection.

2.9 Some respondents indicated that the Council should build a new school in the town with the Newlands site suggested as a suitable location. The Council considered a number of options for providing additional places, including establishing a new school in the town; however, it believes expanding an existing school is a better model for the town than establishing a new one form entry school which might struggle to remain viable in the long term. Having considered that expansion of an existing school was the preferred option, it became clear to the Council that Cradle Hill would be the best option due to its popularity in the town and the capacity of its site (it has the largest site of all the primary schools in the Seaford) to cope with enlargement of its facilities. It is also worth noting that the Newlands site is not in Council ownership and would have had to be purchased by the Council in order to establish a new school there.

2.10 Some people raised concerns about the impact of increasing pupil numbers on Seaford Head School. The Council is currently developing a strategy for delivering secondary school places in the future, although it does not expect any pressure on places at Seaford Head before the end of the decade.

### **3. Conclusion and reasons for recommendations**

3.1 In conclusion, the majority of respondents to the consultation do not support the proposal to enlarge Cradle Hill Community Primary School, citing parking and traffic congestion as their main area of concern. These are issues that would be addressed through the detailed design and planning process undertaken before approval to enlarge the school was given.

3.2 Despite the concerns raised, the Council has a legal duty to ensure there are sufficient school places in Seaford to meet demand. In light of the pressing need for primary places in the town the Lead Member is recommended to:

- 1) Authorise the publication of statutory notices in respect of a proposal to enlarge Cradle Hill Community Primary School by one form of entry per year group (30 places per year group, 210 places overall) for the 2017/18 academic year; and
  - 2) Delegate authority to the Director of Children's Services to amend the proposals prior to their publication if required.
- 3.3 Publication of notices would trigger a further 4 week period of consultation, known as the representation period, when people can again have their say on the proposal. Within two months of the end of the representation period, the Lead Member must make a final decision taking into account the views of all those affected by the proposal or who have an interest in it. It is anticipated that a final decision would be taken in June 2016.

**STUART GALLIMORE**  
**Director of Children's Services**

Contact Officer: Gary Langford, Place Planning Manager  
Tel. No. 01273 481758  
Email: gary.langford@eastsussex.gov.uk

LOCAL MEMBERS

Councillor Carolyn Lambert

BACKGROUND DOCUMENTS

None

APPENDICES

Appendix 1 – Consultation distribution list  
Appendix 2 – Consultation summary report

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## Consultation distribution list

Organisation	No. of copies
Cradle Hill Community Primary School - pupils and parents/carers	450
Cradle Hill Community Primary School - staff	70
Cradle Hill Community Primary School - governors	16
Cradle Hill Community Primary School - spares for main reception	30
Local schools	15 copies per school
Sussex Downs College	1
Maria Caulfield, Lewes MP	5
Lewes District Council	45
Seaford Town Council	22
Diocese of Chichester	1
Diocese of Arundel and Brighton Catholic Schools Service	1
Old School Surgery	20
Seaford Medical Practice	20
Sussex Voluntary and Community Learning Consortium	10
Seaford Library	20
Seaford Children's Centre	20
Alfriston Pre-school	20
Charlie Bear's Nursery	20
Chyngton Methodist Church Playgroup	20
Early Birds Pre-School	20
Goodtimes Pre School	20
Hopscotch Nursery (Seaford)	20
Little Poppets	20
Micklefield School (nursery)	20
<b>Total</b>	<b>996</b>

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## Have your say on a proposal to increase the size of Cradle Hill Community Primary School: Summary report

This report was created on Friday 04 March 2016 at 11:24.

The consultation ran from 22/01/2016 to 26/02/2016.

### Contents

Question 1: What is your email address?	1
Email	1
Question 2: Do you agree with the proposal to enlarge Cradle Hill Community Primary School?	2
Proposal	2
Question 3: If you wish, you can give your main reasons for your answers to Q2 above, and/or any other options you think the Council should consider:	2
comments	2
Question 4: Are you a...?	2
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*If Other, please say:	3
Question 5: Are you...?	3
gender	3
Question 6: How old are you?	3
How old are you?	3
Question 7: What is your postcode?	3
Postcode	3
Question 8: Which of these ethnic backgrounds do you feel you belong to?	4
Ethnic group	4
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Question 9: Would you say that you have a disability?	5
Disabled	5
Question 10: If you answered yes to Q9, please tell us the type of impairment that applies to you.	6
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If you have a disability or condition we have not listed, please tell us here:	6
Question 11: Do you regard yourself as belonging to any particular religion or belief?	7
Religion	7
Question 12: If you answered yes to Q11 which one?	7
Which religion?	7
*If other, please specify	7

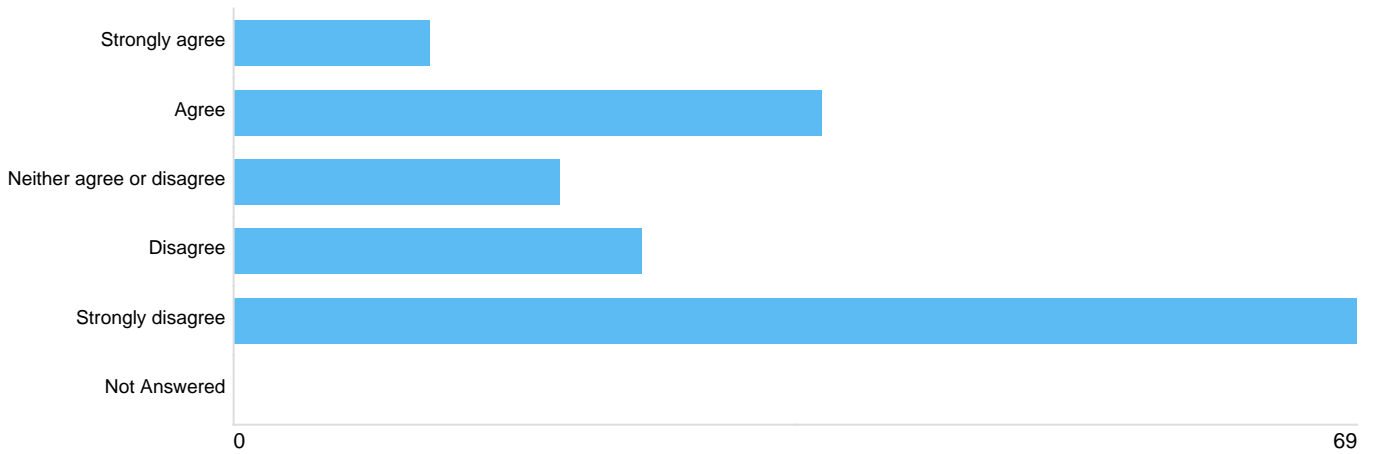
### Question 1: What is your email address?

#### **Email**

There were **32** responses to this part of the question.

**Question 2: Do you agree with the proposal to enlarge Cradle Hill Community Primary School?**

**Proposal**



Option	Total	Percent
Strongly agree	12	7.41%
Agree	36	22.22%
Neither agree or disagree	20	12.35%
Disagree	25	15.43%
Strongly disagree	69	42.59%
Not Answered	0	0%

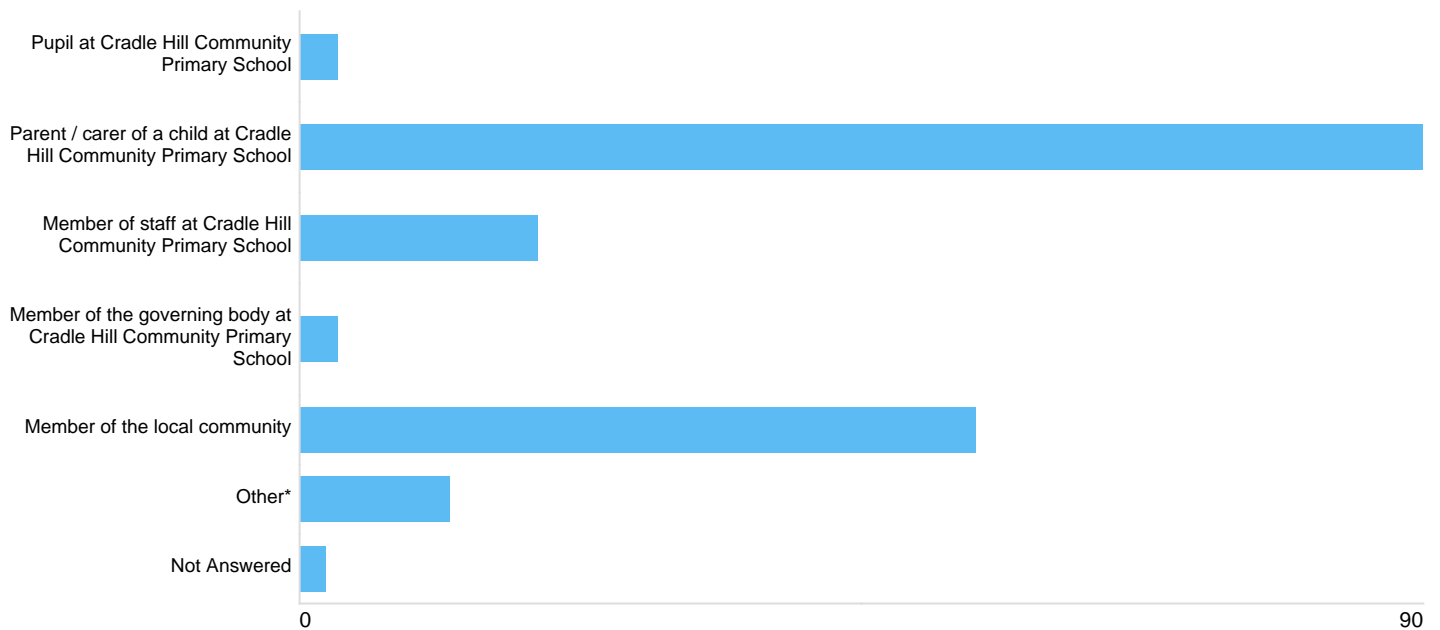
**Question 3: If you wish, you can give your main reasons for your answers to Q2 above, and/or any other options you think the Council should consider:**

**comments**

There were **135** responses to this part of the question.

**Question 4: Are you a...?**

**Responding**



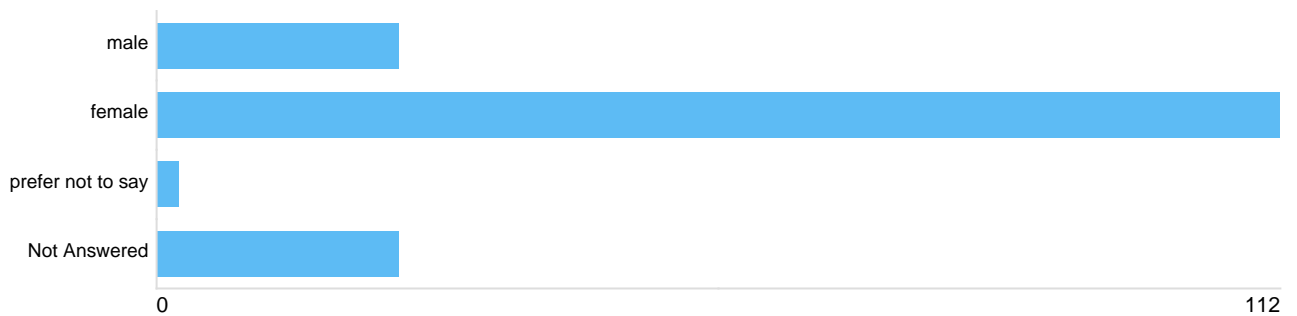
Option	Total	Percent
Pupil at Cradle Hill Community Primary School	3	1.85%
Parent / carer of a child at Cradle Hill Community Primary School	90	55.56%
Member of staff at Cradle Hill Community Primary School	19	11.73%
Member of the governing body at Cradle Hill Community Primary School	3	1.85%
Member of the local community	54	33.33%
Other*	12	7.41%
Not Answered	2	1.23%

***\*If Other, please say:***

There were **14** responses to this part of the question.

**Question 5: Are you...?**

***gender***



Option	Total	Percent
male	24	14.81%
female	112	69.14%
prefer not to say	2	1.23%
Not Answered	24	14.81%

**Question 6: How old are you?**

***How old are you?***

There were **126** responses to this part of the question.

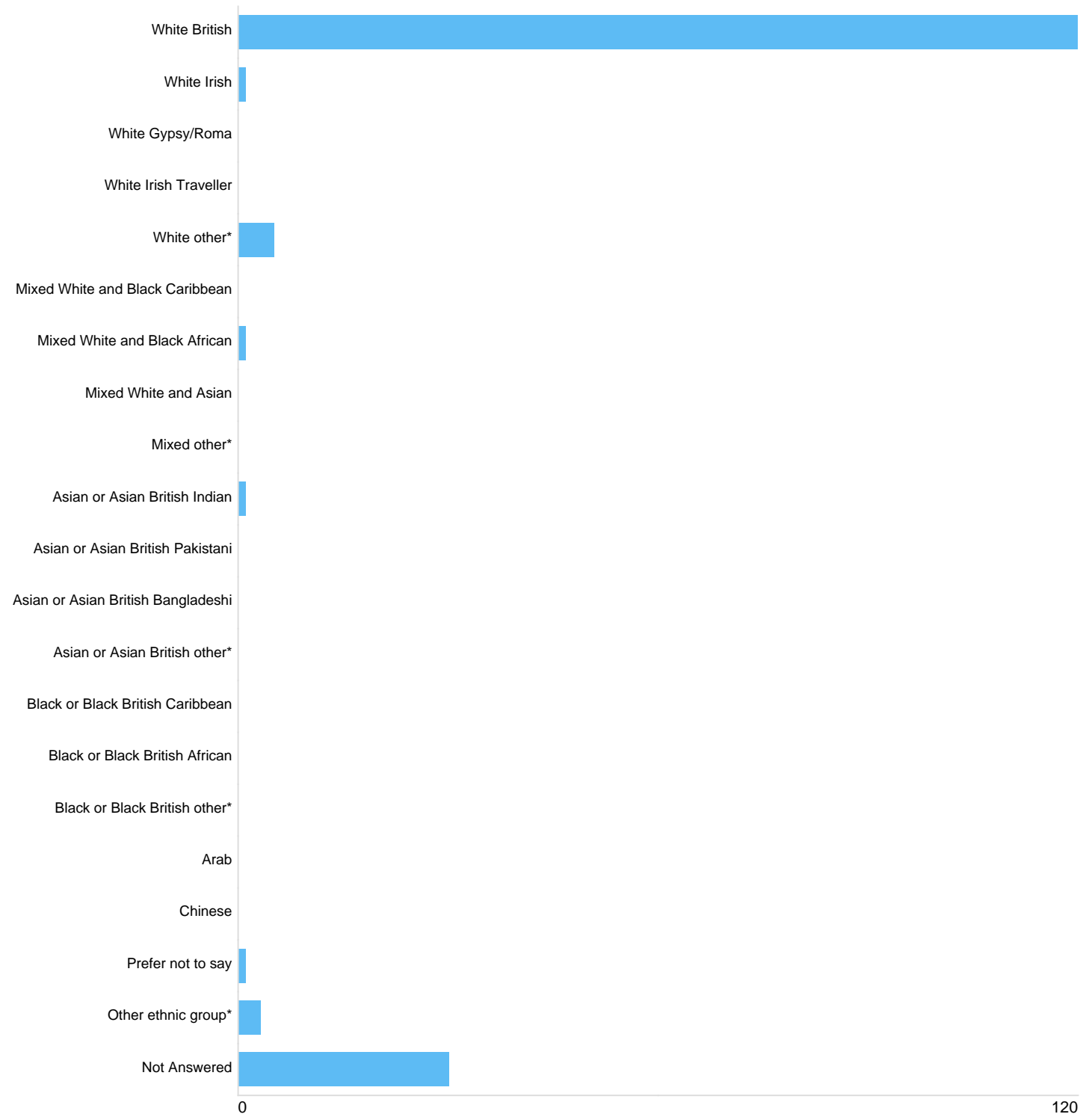
**Question 7: What is your postcode?**

***Postcode***

There were **123** responses to this part of the question.

**Question 8: Which of these ethnic backgrounds do you feel you belong to?**

***Ethnic group***



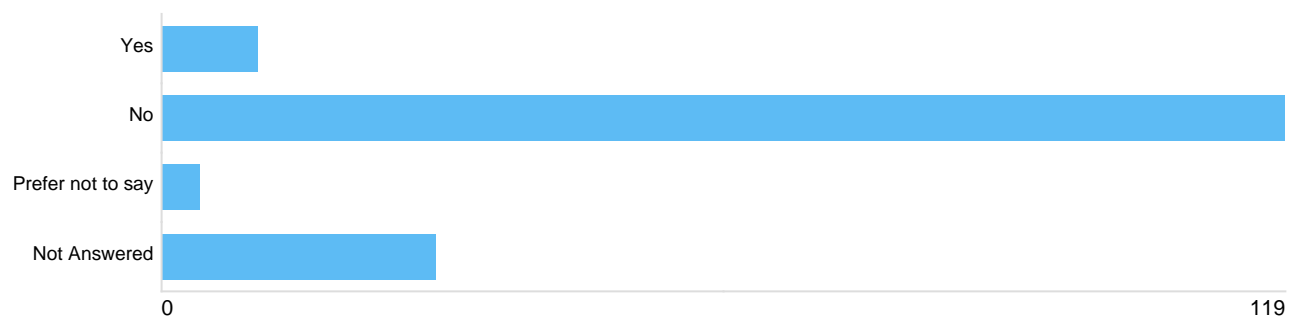
Option	Total	Percent
White British	120	74.07%
White Irish	1	0.62%
White Gypsy/Roma	0	0%
White Irish Traveller	0	0%
White other*	5	3.09%
Mixed White and Black Caribbean	0	0%
Mixed White and Black African	1	0.62%
Mixed White and Asian	0	0%
Mixed other*	0	0%
Asian or Asian British Indian	1	0.62%
Asian or Asian British Pakistani	0	0%
Asian or Asian British Bangladeshi	0	0%
Asian or Asian British other*	0	0%
Black or Black British Caribbean	0	0%
Black or Black British African	0	0%
Black or Black British other*	0	0%
Arab	0	0%
Chinese	0	0%
Prefer not to say	1	0.62%
Other ethnic group*	3	1.85%
Not Answered	30	18.52%

**\*Other ethnic group**

There were 8 responses to this part of the question.

**Question 9: Would you say that you have a disability?**

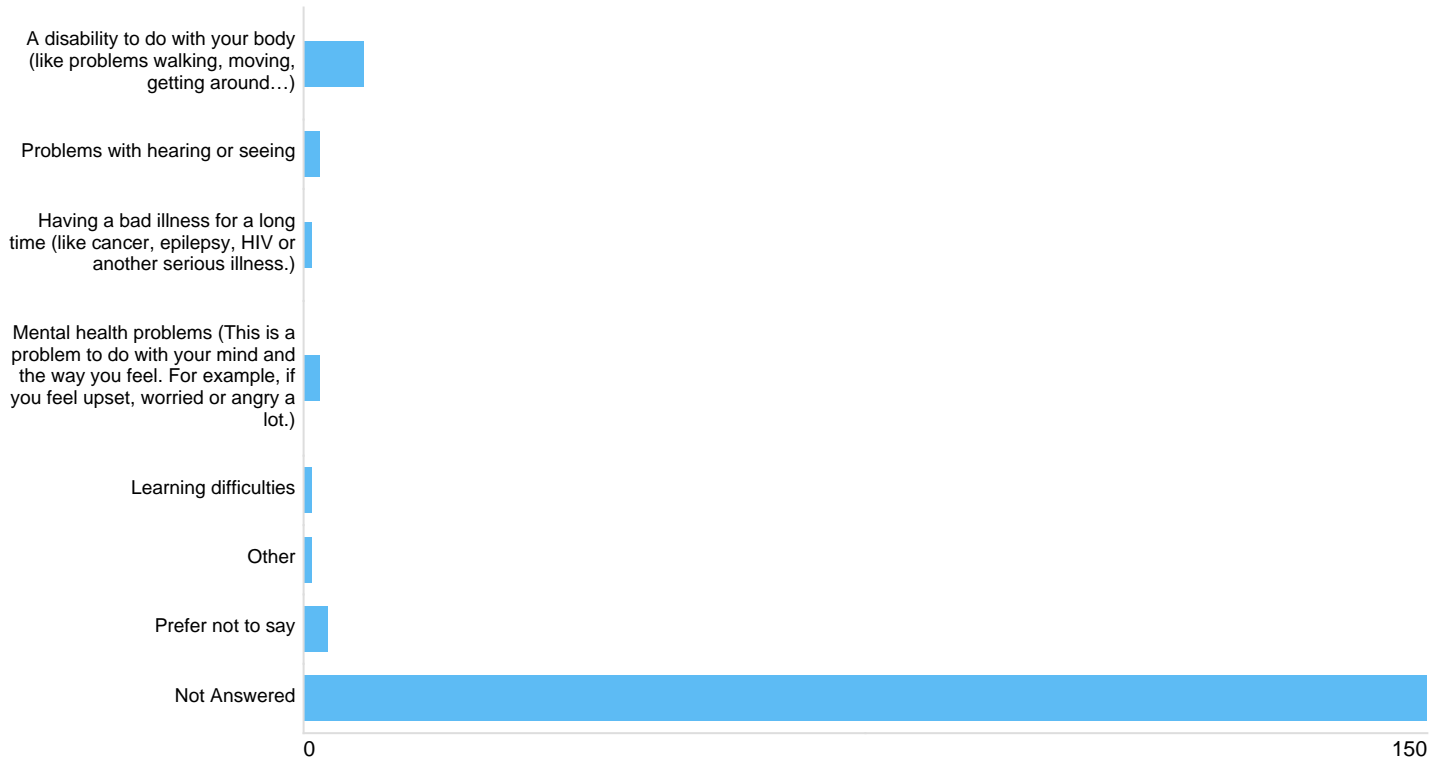
**Disabled**



Option	Total	Percent
Yes	10	6.17%
No	119	73.46%
Prefer not to say	4	2.47%
Not Answered	29	17.90%

**Question 10: If you answered yes to Q9, please tell us the type of impairment that applies to you.**

**disability**



Option	Total	Percent
A disability to do with your body (like problems walking, moving, getting around...)	8	4.94%
Problems with hearing or seeing	2	1.23%
Having a bad illness for a long time (like cancer, epilepsy, HIV or another serious illness.)	1	0.62%
Mental health problems (This is a problem to do with your mind and the way you feel. For example, if you feel upset, worried or angry a lot.)	2	1.23%
Learning difficulties	1	0.62%
Other	1	0.62%
Prefer not to say	3	1.85%
Not Answered	150	92.59%

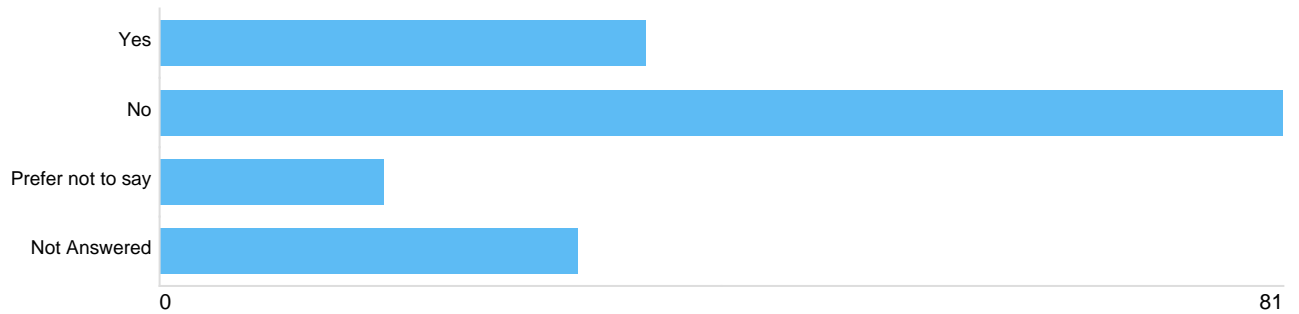
***If you have a disability or condition we have not listed, please tell us here:***

There were **3** responses to this part of the question.



**Question 11: Do you regard yourself as belonging to any particular religion or belief?**

**Religion**



Option	Total	Percent
Yes	35	21.60%
No	81	50.00%
Prefer not to say	16	9.88%
Not Answered	30	18.52%

**Question 12: If you answered yes to Q11 which one?**

**Which religion?**



Option	Total	Percent
Christian	33	20.37%
Buddhist	1	0.62%
Hindu	1	0.62%
Jewish	0	0%
Muslim	0	0%
Sikh	0	0%
Other*	2	1.23%
Not Answered	125	77.16%

***\*If other, please specify***

There were 4 responses to this part of the question.

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