

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

MONDAY 19 FEBRUARY 2018

2.30 PM, COMMITTEE ROOM - COUNTY HALL, LEWES

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

A G E N D A

- 1 Decisions made by the Lead Cabinet Member on 22 January 2018. (*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 Admission Arrangements 2019/20 (*Pages 7 - 78*)
- 5 Any urgent items previously notified under agenda item 3

PHILIP BAKER
Assistant Chief Executive
County Hall, St Anne's Crescent
LEWES BN7 1UE

9 February 2018

Contact Hannah Matthews, 01273 335138,

Email: hannah.matthews@eastsussex.gov.uk

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Agenda Item 1

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

Decisions made by the Lead Member for Education and Inclusion, Special Educational Needs and Disability held at CC2 - County Hall, Lewes on 22 January 2018.

Councillor Kathryn Field spoke on items 5, 6 and 7 (see minutes 30, 31 and 32)

Councillor Roy Galley spoke on items 4 and 5 (see minutes 29 and 30)

Councillor Alan Shuttleworth spoke on items 4, 5 and 7 (see minutes 29, 30 and 32)

Councillor Stephen Shing spoke on item 6 (see minute 31)

Councillor Sylvia Tidy spoke on item 7 (see minute 32)

25 DECISIONS MADE BY THE LEAD CABINET MEMBER ON 11 DECEMBER 2017

25.1 The Lead Member approved as a correct record the minutes of the meeting held on 11 December 2017.

26 DISCLOSURES OF INTERESTS

26.1 There were no disclosures of interest.

27 URGENT ITEMS

27.1 There were no urgent items.

28 REPORTS

28.1 Reports referred to in the minutes below are contained in the minute book.

29 UPDATE ON THE DEDICATED SCHOOLS GRANT ALLOCATION FOR 2018/19

29.1 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 of the Dedicated Schools Grant Allocation for 2018/19.

29.2 RESOLVED to: approve the Dedicated Schools Grant budget for 2018/19.

Reasons

29.3 The report provided the Lead Member with information relating to the use of the four blocks which the Dedicated Schools Grant budget is divided into for 2018-19.

30 EDUCATION COMMISSIONING PLAN 2017-2021

30.1 The Lead Member considered a report by the Director of Children's Services which sought approval for the publication of the Education Commissioning Plan for 2017-2021.

30.2 RESOLVED to: 1) approve the publication of the Education Commissioning Plan 2017-2021;

2) delegate authority to the Director of Children's Services to amend the plan prior to its publication if required; and

3) request that the Lead Member be informed of any changes made to the Plan prior to publication.

Reasons

30.3 The Council has a statutory duty to ensure there is sufficient capacity to meet recent and future demand for early years, primary, secondary and special school places. The Education Commissioning Plan aims to understand the projected demand for places in the future, and sets out where the Council thinks additional places will need to be commissioned or where existing provision needs to be reorganised.

31 FINAL DECISION ON A PROPOSAL TO ENLARGE WILLINGDON COMMUNITY SCHOOL

31.1 The Lead Member considered a report by the Director of Children's Services seeking approval to expand Willingdon Community School from 1000 places to 1200 places with effect from 1 September 2020.

31.2 RESOLVED to: approve the expansion of Willingdon community School from 1000 to 1200 places effective from 1 September 2020, contingent upon:

1) the Council consulting on, and the Lead Member determining, an increase to the school's Published Admission Number (PAN) from 200 to 240 effective from 1 September 2020; and

2) planning permission for the enlargement of the premises being granted under Part 3 of the Town and Country Planning Act 1990(a).

Reasons

31.3 The Council has a statutory duty to ensure there is sufficient capacity to meet demand for school places. The proposal to expand Willingdon Community School will create additional capacity to serve the new housing developments in the area.

32 PRIMARY SCHOOL PLACES IN HAILSHAM

32.1 The Lead Member for Education and Inclusion, Special Educational Needs and Disability considered a report by the Director for Children's Services which set out a number of options relating to increasing the number of primary school places in Hailsham. This included a proposal to: lower the age range at Hailsham Community College to establish an all-through school creating an additional 420 primary places to serve the Hailsham area.

32.2 RESOLVED to: approve Option 4, the Council working with Hailsham Community College to lower its age range with effect from September 2019 to establish an all-through school thereby creating an additional 420 primary places (two forms of entry) to serve north Hailsham.

Reasons

32.3 Hailsham Community College has demonstrated a long term investment and commitment to improve provision and outcomes for children in Hailsham. The creation of an all-through school will provide the opportunity to expand provision to the primary phase, which will

offer further diversity of provision, support the transition of learners from KS3 to KS4 and help improve outcomes at KS4.

(The meeting ended at 3.42 pm)

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Agenda Item 4

Committee:	Lead Member for Inclusion and Special Educational Needs and Disability
Date:	19 February 2018
Title of Report:	Admission arrangements for the 2019/20 school year
By:	Director of Children's Services
Purpose of Report:	To determine the final school admission arrangements for the 2019/20 school year

RECOMMENDATION:

The Lead Member is recommended to:

- 1) agree the proposed admission arrangements for the 2019/20 school year, including the following changes to the existing arrangements:
 - I. To make a change to the community area for Hankham and Stone Cross primary schools so that the current discrete areas are merged to form one shared community area;
 - II. to include the community area formerly served by Rodmell CE Primary School in the community area for Iford & Kingston CE Primary School following the agreed closure of Rodmell CE Primary School
 - III. to include the villages of Ditchling and Streat in Chailey Secondary School's community area to create a shared area with Priory School
 - 2) Agree the admission priorities as set out in Appendix 1.
 - 3) Agree the proposed admissions numbers as set out in Appendix 4, in particular the following changes:
 - I. Proposed increase in PAN at Polegate School;
 - II. Proposed increase in PAN at Ditchling St Margaret's CE Primary School;
 - III. Proposed decrease in PAN at Forest Row CE Primary;
 - IV. Proposed decrease in PAN at Uplands Community College; and
 - V. Defer decision on PAN at Ninfield CE Primary pending consultation.
 - 4) Agree the proposed co-ordinated admissions schemes as set out in Appendix 7.
-

1. Background Information

1.1 The School Admissions Code 2014 states that admissions authorities must determine their admissions arrangements annually. However, provided the relevant admissions authority is not proposing any changes to their admissions arrangements, there is a duty to consult every seven years.

1.2 Consultation on the proposed admission arrangements as outlined in Appendix 1 was carried out between 13 November 2017 and 26 January 2018. This satisfied the duty to consult for at least six weeks and end the consultation period by 31 January 2018. 41 responses were received during this period and the results are outlined in Appendix 3. An addendum was added to the consultation on 15 December 2017 in respect of increasing the PAN of Robertsbridge Community College, at the request of the governors. 30 responses were received in respect of this and these are outlined separately in Appendix 5.

2. Supporting Information

2.1 The community area change proposal in respect of Hankham and Stone Cross should help ensure that children are able to attend their nearest local school. A number of homes have been/are being built in the area between the two schools, straddling the community area boundary, and many of these homes are in the area for Hankham, which is

a much smaller school with a PAN of 20. Meanwhile, many of the places at Stone Cross (which has a PAN of 60) are occupied by children living within Eastbourne Borough, where there are numerous other schools available. However, some of these children are geographically closer to Stone Cross primary school than those in the new homes, and under current arrangements would therefore be more likely to be offered places at Stone Cross, despite having more local alternatives.

3. The proposed Changes

Hankham and Stone Cross community areas (primary)

3.1 The Lead Member is asked to merge the community areas for Hankham and Stone Cross primary schools, giving children living in the area priority for both schools. This would create a shared area served by both schools, as shown on the attached maps. The Lead Member is advised that the responses to the consultation in respect of this were overwhelmingly in favour of this change, with 38 in favour (92.7%) and 3 against (7.3%). A summary of consultation responses in respect of this change can be found in Appendix 3a.

Rodmell and Iford and Kingston Community areas (primary)

3.2 Following the closure of Rodmell CE Primary School, the Lead Member is asked to extend the community area for Iford and Kingston CE Primary School to include the community area previously served by Rodmell CE Primary School. The Lead Member is advised that capacity at Iford & Kingston CE School has been increased from a PAN of 20 to a PAN of 30 and the County Council's forecasts show that the school has the capacity to accommodate these children, who are few in number. The Lead Member is further advised that an in year variation was agreed by the Office of the Schools Adjudicator to apply this change to admissions in September 2018. Consultation responses were strongly in favour of this change with 35 in favour (85.4%) and 6 against (14.6%). A summary of consultation responses in respect of this change can be found in Appendix 3b.

Community area for Chailey School (secondary)

3.3 The Lead Member is asked to include the villages of Ditchling and Streat in the area for Chailey School. These villages currently fall within the community area served by Priory School but are geographically closer to Chailey. Ditchling also falls within the community area served by Downlands Community College in Hassocks, West Sussex. The Lead Member is advised that currently very few pupils from these areas attend Priory School as it is inconvenient for public transport. A map is attached to show the affected area. Consultation responses were again strongly in favour of the change with 35 in favour (85.4%) and 6 against (14.6%). A summary of consultation responses in respect of this change can be found in Appendix 3c.

3.4 Appendix 4 shows the proposed admissions numbers for community and voluntary controlled schools for the 2019/20 school year. For ease of reference, the proposed admission numbers (as far as they are known to the County Council) are included in italics. The Lead Member is asked to note that this is for information only and subject to change.

3.5 With reference to Appendix 4, attention is drawn to the following proposals:

- to increase the PAN of Polegate School from 60 to 90 (subject to necessary planning consent);
- to increase the PAN of Ditchling St Margaret's CE School from 20 to 24; and
- to reduce the PANs of Forest Row Community Primary School and Uplands Community College from 45 to 30 and from 168 to 150 respectively.

Only ten responses to the consultation commented on the changes to the PANs. Of these all but two were supportive of the proposed changes.

3.6 The proposed PAN for Robertsbridge Community College is highlighted in Appendix 4. This follows a request received from the governors of the school to increase the PAN of

the college to 145 (from 130). This was an addendum to the consultation which was added on 15 December and information in respect of this is attached as Appendix 5. The Lead Member is advised that the consultation responses were broadly against this proposal, with 11 in favour (36.7%), 16 against (53.3%) and 3 unable to give a firm opinion or having mixed views (10%). The Lead Member is also advised that the view of the Director of Children's Services is that this change is unnecessary as the current PAN gives sufficient capacity for in area children, and raising it could lead to PAN reductions in other areas and increased spend on Home to School Transport. More detail is set out in Appendix 5.

3.7 The Lead Member is also asked to note that although the PAN for Ninfield CE Primary School has been consulted on at 20 as previously, this will not be sustainable in light of recent events set out in Appendix 6. The Lead Member is therefore asked to defer a decision on the PAN for Ninfield CE Primary School pending a consultation on the proposal to reduce the PAN to 15 with effect from September 2019.

3.8 Appendix 7 outlines the co-ordinated admission schemes for the 'normal' years of entry, i.e. reception classes, transfer between infant to junior schools and on transfer between primary and secondary school

3.9 The Lead Member is advised that an Equality Impact Assessment has been undertaken as part of the consultation process, and is attached as Appendix 8.

4. Conclusion and Reason for Recommendations

4.1 The county council is required by law to carry out consultation on admission arrangements every seven years, or sooner if there are any changes to those arrangements for the schools where the local authority is the admission authority. The Lead Member is recommended to determine the attached admission arrangements for 2019/20 including the following changes to the existing policy. These are:

- 1. To make a change to the community area for Hankham and Stone Cross primary schools so that the current discrete areas are merged to form one shared community area;**
- 2. to include the community area formerly served by Rodmell CE Primary School in the community area for Iford & Kingston CE Primary School following the agreed closure of Rodmell CE Primary School**
- 3. to include the villages of Ditchling and Streat in Chailey Secondary School's community area to create a shared area with Priory School**

4.2 The Lead Member is also recommended to agree the PANs for community and controlled schools as set out in Appendix 4, including the proposed changes as set out above, but to defer the decision on the PAN for Ninfield Primary School until the Lead Member meeting scheduled for 29 March 2018. This will allow for a public consultation on the proposed reduction of the PAN necessitated by the reduction in the number of available classrooms at the school as set out in Appendix 6.

4.3 The determined admission arrangements for community and voluntary controlled schools will be published on the East Sussex County Council website by 15 March 2018 as required under current legislation (with the exception of the PAN for Ninfield as set out above). Any objections to these arrangements can then be made to the Office of the Schools Adjudicator until 15 May 2018. The final arrangements will be published in the composite prospectus online (and available in hard copy on demand) by 12 September 2018 as required by the School Admissions Code 2014.

STUART GALLIMORE
Director of Children's Services

Contact Officer: Jo Miles, Admissions and Transport Manager
Tel: 01273 481911

Local Members: All

Background Documents:

- School Standards and Framework Act 1998
- The School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2012
- The School Admissions (Admission Arrangements) (England) Regulations 2014
- The School Information (England) Regulations 2012
- School Admissions Code 2014

Appendices:

Appendix 1 – Proposed Admissions criteria

Appendix 2- maps showing the areas in question: 2a) and b) show the Hankham/Stone Cross proposal, and map 2c) shows the proposed shared area between Chailey School and Priory School

Appendix 3- Consultation responses

Appendix 4- Admission numbers

Appendix 5- Robertsbridge Community College (including consultation responses in respect of this)

Appendix 6 - Ninfield CE Primary School

Appendix 7 - Co-ordination Admission Schemes – normal year of entry

Appendix 8 – Equalities Impact Assessment

Appendix 1

Proposed Admissions criteria for community and voluntary controlled schools in East Sussex

- 1. Looked after children and children who were looked after, but ceased to be so because they were adopted (or subject to residence orders or special guardianship orders) immediately following being looked after.**
- 2. Children who will have a brother or sister at the school (or linked infant or junior school) at the time of admission and who live at the same address, within the pre-defined community area***

The definitions of 'sibling' and community areas are as shown in the admission booklet 'apply for a school 2019-20'

- 3. Children wishing to transfer between a linked infant and junior school (as per schools listed in the admission booklet).**
- 4. Other children living within a pre-defined community area**

Each home address within the county falls within a community area although living within the community area does not guarantee a place. Maps of the community areas are shown in the admission booklet 'apply for a school 2019-20', with the proposed alterations as attached.

- 5. Children who will have a brother or sister at the school (or linked infant or junior school) at the time of admission who live at the same address, outside the pre-defined community area.***

The definition of sibling is as shown in the admission booklet 'apply for a school 2019-20'

- 6. Other children living outside the pre-defined community area.**

Tiebreaker

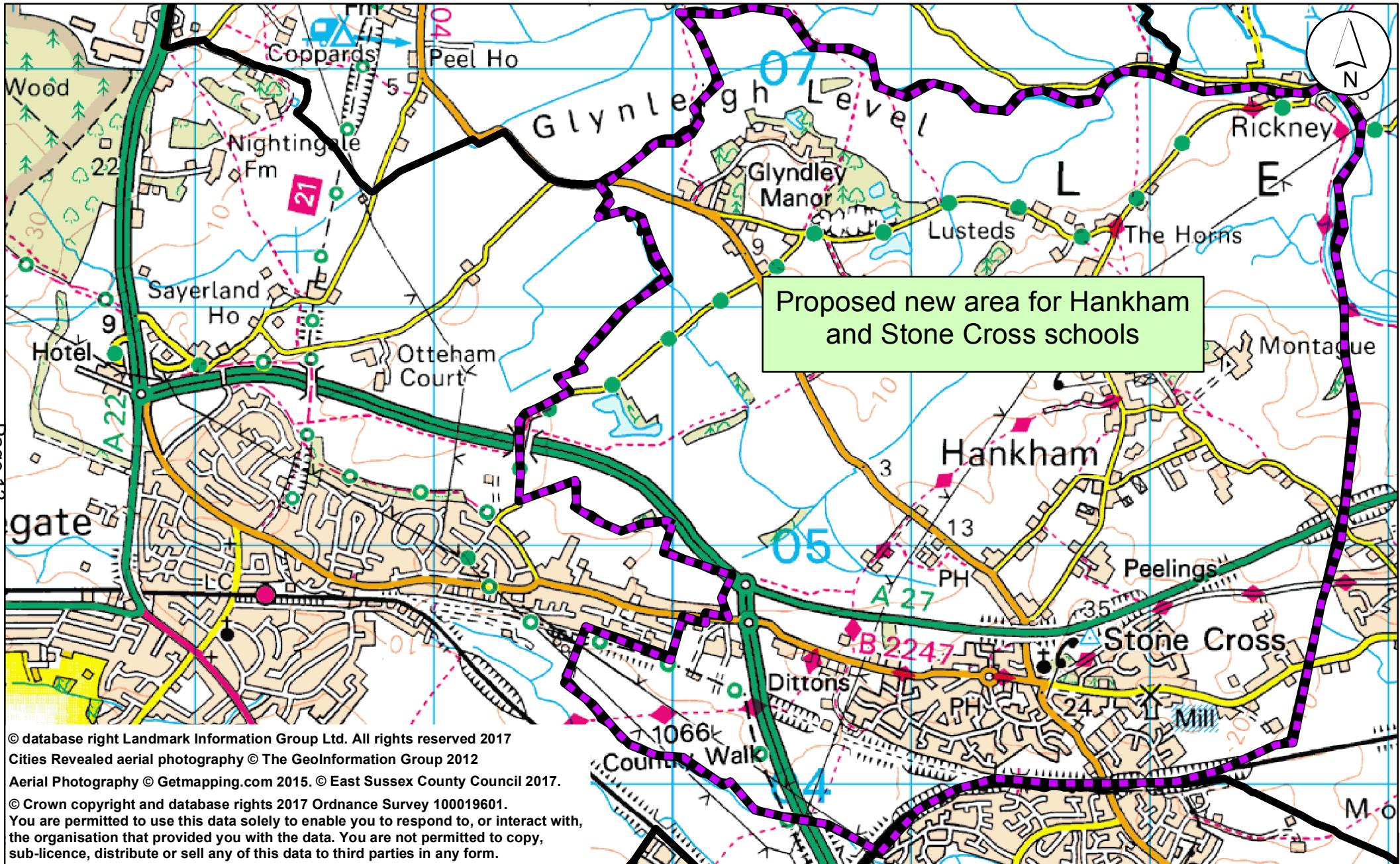
- In the event of oversubscription within any category, place allocation will be decided by prioritising applications on the basis of home to school distance measured in a straight line (as the crow flies). For split site schools, we will measure to the site where the child will attend for the majority of lessons at the point of entry.
- In the event that applicants cannot be prioritised using the tie-breaker above because the distance measurements are the same, the Authority will use random allocation to decide which children will be offered the remaining places. This will be done electronically using the Authority's admissions software.

* ***Children who have a brother or sister who joined the school prior to 1 September 2017 (1 September 2012 for Frant CE Primary School) and who is still on roll will be admitted under the previous criteria which gave priority to brothers and sisters regardless of whether they live in the pre-defined community area or not.***

Twins and children from multiple births (all community and voluntary controlled schools).

Where the admission of both twins or all siblings from a multiple birth would cause the school to rise above its Planned Admission Number, both twins or all of the siblings will be

admitted. Where the admission of the additional child or children from multiple births to an infant class would result in the PAN rising above 30 (or multiples of 30), the additional child/children would be exceptions to the Infant Class Size legislation throughout the infant phase or until the number in the year group reduced to the PAN.

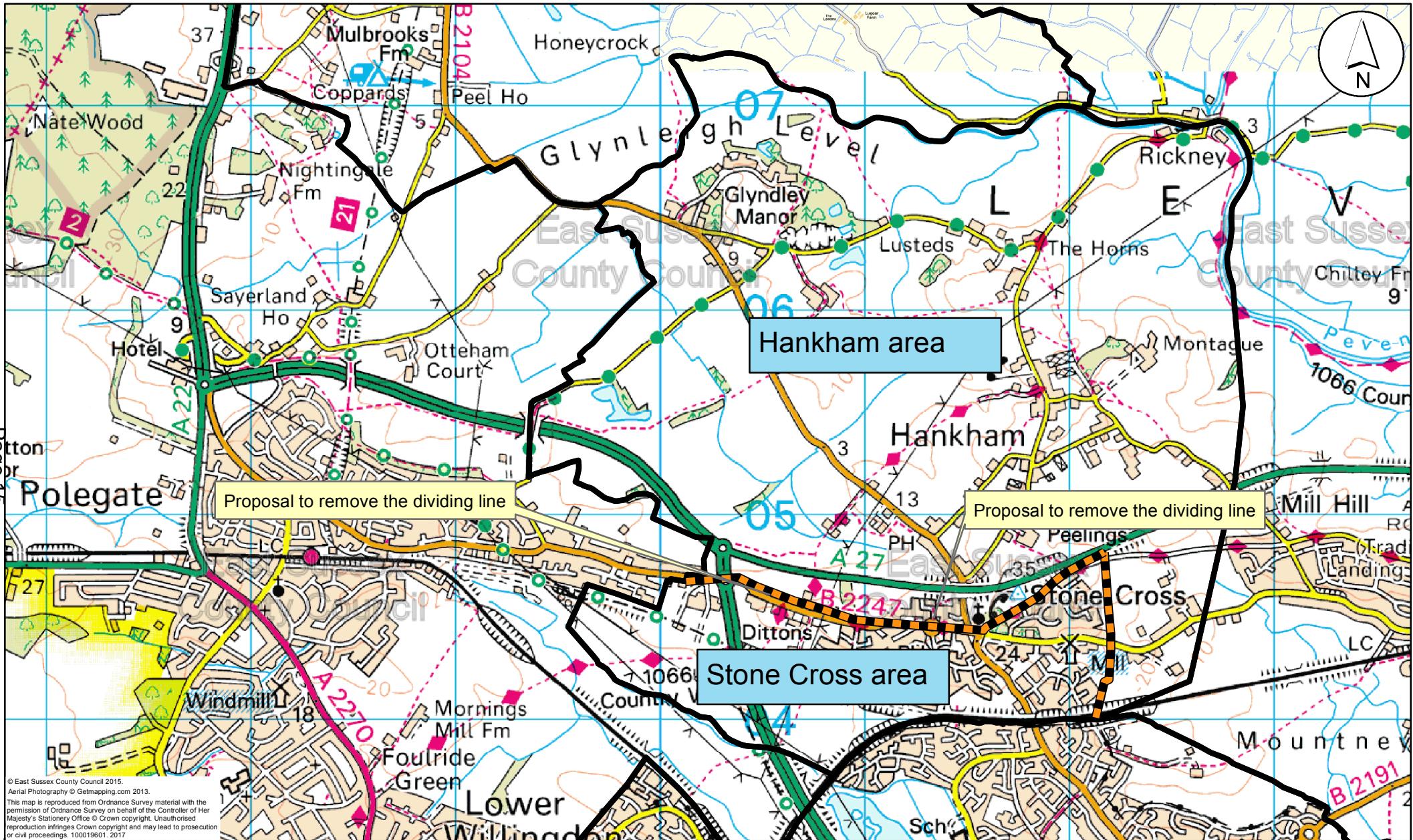


Proposed joint area area for Hankham and Stone Cross schools-
they will share the community boundary

Scale: 1:21,000
Date: 16/10/2017

East Sussex
County Council

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Date: 16 October 2017

Author: Admissions and Transport



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Proposed joint area for Chailey and Priory schools

Scale: 1:140,770

Date: 16/10/2017



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Appendix 3

Responses to consultation on East Sussex County Council's proposed admission arrangements for 2019/2020

We asked for views on the following:-

- 1.** Proposal to merge the community areas for Hankham Primary School and Stone Cross Primary School to form one community area serving both schools
- 2.** Proposal to include the community area formerly served by Rodmell CE Primary School in the community area for Iford & Kingston CE Primary School following the agreed closure of Rodmell CE Primary School
- 3.** Proposal to include the villages of Ditchling and Streat in the community area for Chailey Secondary School to create a shared area with Priory School
- 4.** Proposed Admission Numbers
- 5.** Proposed Co-ordinated schemes

41 people completed the survey online. The results are as follows:

Appendix 3a)- Hankham and Stone Cross

1. Is the proposal to merge Hankham and Stone Cross schools into one area acceptable?

Yes – 38 (92.7%)

No – 3 (7.3%)

Comments received (6)

- 1) We don't think that this will have a negative effect on intake as long as we are not restricted to this proposed new area and that we can still accept pupils from a wider area, as currently.
- 2) The Authority should encourage parents throughout Stone Cross and Hankham to see each school as a neighbourhood school with a shared catchment area thus encouraging the concept of the "local" primary school. The number of pupils in this area over the next few years will increase with the number of houses being built throughout Stone Cross and Westham.
- 3) As the previous Headteacher of Stone Cross School, I fully approve of the proposed merger of the two areas as it will, as stated, ensure that the children in the new developments will be able to access places at their local schools.
- 4) It will allow local children to attend their local school rather than travelling to other schools as children from Shinewater/Langney have filled spaces, although children who live much closer are sent further away.
- 5) As a mother of one child who has just started at Stone Cross school (2017) and another who is due to start at Stone Cross in 2019, I am concerned that I may end up with one child at Stone Cross and another at Hankham, despite us living within the catchment area and being far closer to Stone Cross than Hankham. This is because the change to catchment will presumably mean that a significantly higher number of children will fall under the new catchment area. I would like some reassurance that

siblings of either of the two schools living within the catchment area will have priority over those that don't.

- 6) I would agree with the proposed merger as long as the children living in Stone Cross have the first priority over another child living in Hankham to attend Stone Cross School.

Hankham primary school may have a PAN of 20, but it is still under-subscribed. I would support an extension to the school to make a PAN of 30.

Appendix 3b) Iford and Kingston CE School

2. Is the proposal to include the community area formerly served by Rodmell CE Primary School in the community area for Iford & Kingston CE Primary School acceptable?

Yes – 35 (85.4%)

No – 6 (14.6%)

Comments received (4)

- 1) What are the exact boundaries for the proposed new community area for the school - is there a map, what about Northease?
- 2) While I can see that it is necessary to merge these i'd like to point out that although the school has recently increased in size there has been NO improvement or solution to the parking situation at the school. It was bad 2 years ago but gets incrementally worse EVERY term. Parents from Rodmell will drive their children in to schools and there just isn't space. It is dangerous for the children and frustrating and annoying for local residents and businesses. If you have a solution for this in mind it would be good to let the local populace know.
- 3) Widening the catchment area increases traffic on all routes to the school as well adding to the often dangerous position outside school during peak times.

Surely the green strategy should consider the impact of this move as well as helping communities keep local and help support local village communities rather developing a commuter culture for children commuting to school, commuting to see their friends. The local villages since loosing Rodmell should be supported in helping the children from the local area only.

- 4) We moved our child from a class of 30 plus where she was struggling with her education to the smaller village school of iford and Kingston where class sizes were significantly smaller with an increase in teachers and assistants per child. She has thrived at this school but the increase has caused some issues already. Particularly with the support in the class room where funding reductions and class increases are having significant knock on effects for some of the children. We pay for an external maths tutor, drama lessons to help with her lack of confidence thanks to her previous school and she participated in music which has really helped support her personal well being and mental health after bulling at her previous school so that she is not an additional burden on the school. The school previous had a two tier class room system rather than just single year groups which was a huge benefit to our daughter. You simply cannot increase numbers and decrease funding at the same time. There are other local schools that could also share in the transfer of pupils from rodmell but increasing the funding would be of the best thing for both the school and the current and future pupils. The school will I am sure cope but you are robbing current pupils of the support that they need that makes them happy well rounded educated children.

Appendix 3c) Ditchling and Streat villages (secondary school area)

3. Is the proposal to include the villages of Ditchling and Streat in the community area for Chailey Secondary School to create a shared area with Priory School acceptable?

Yes – 35 (85.4%)

No – 6 (14.6%)

Comments received (14)

- 1) Chailey School already works closely with Ditchling as part of a group of local schools. We provide G and T maths, sporting competitions and other curriculum enrichment. Children are used to us, our buildings and some of our staff. We do draw some children from this area already. there is direct transport from the villages to us.
- 2) As the primary school for Streat Lane is Plumpton it makes sense for the option for all families to consider Chailey or Downlands. This will keep the cohort together.
- 3) It is vital that this proposal is adopted in order to provide student choice (and the consequential transport links for children in Ditchling. There are already strong ties between Chailey and Ditchling (e.g. sports competitions, G and T maths etc.) so not adopting this proposal would be detrimental.

Additionally, the area is currently a shared area between Priory and Downlands Schools but there is not a direct public transport route for students to get from the Ditchling area to Priory.

- 4) However lots of children at Ditchling still need to be within Downlands catchment in Hassocks as it enables them to walk to school. I would answer no if this meant it affected children from Ditchling not having priority in distance for Downlands.
- 5) Ditchling Primary School falls into the grouping of Newick, Plumpton, Chailey St Peters, Fletching, Barcombe, Wivelsfield, Forest Row, Hamsey and Danehill. They share primary sports leadership from Chailey School and high achieving Maths students in Y6 from Ditchling come on Friday mornings to an able maths group alongside other primary children from the cluster. Yet, when it comes to secondary schools they are not given a travel supported option to go to Chailey.
- 6) Very important that Ditchling students are supported (by transport?) in their desire to attend Chailey School. It has a distinctive ethos and being a smaller-than average secondary school is the preferred and most appropriate choice for many families. There should be no barriers preventing them choosing Chailey especially if it incurs extra costs on parents.
- 7) In the last few years no child who attended Ditchling (St Margaret's) CE Primary school has attended either Priory (or Chailey) Secondary schools. Priory is further away from Ditchling and Streat than either Chailey or Downlands. It does not make sense for parents, for reasons relating to time, social grouping, transport, cost or environmental factors, for their children to go to Priory. Priory have made no attempt to advertise their school in Ditchling for a number of years; my understanding is that they are already oversubscribed. Ditchling (St Margaret's) already works in partnership with Chailey secondary who provide curriculum support/activities for schools' in the cluster within which Ditchling works closely. This means the children have some experience of Chailey which would ease transition if they were to attend this school.
- 8) My son started at Chailey in September 2017. We live in Ditchling and are strongly in favour this change. Lewes Priory is much further away. If my son were to attend an after school club and I needed to come and collect him, this would be an hour's round trip, where it is half that for me travelling to Chailey. Logistically very difficult. We feel part of Chailey community, as this school provides so much support for the surrounding rural primary schools.

- 9) It is by far the most sensible thing to do to assist Ditchling and Streat children to attend Chailey Secondary. Lewes is further to travel and far more awkward.
- 10) We would like to ensure that the whole of Streat falls in the area for Chailey School. We are not aware of any children in Streat having attended school in Lewes. At present Streat is split across the two areas.
- 11) 1 - The information you are providing above is wrong! A simple google search reveals the distance from Ditchling to Lewes is closer than from Ditchling to Chailey! Ditchling to Lewes = 7.8 miles & Ditchling to Chailey = 8.6 miles. Streat is also nearer Lewes than Chailey...
- 2 - Currently Chailey always takes children from Ditchling and in 10 years I haven't been aware of a situation regarding Chailey being so oversubscribed that Ditchling kids cannot attend. So this argument doesn't really give any more benefit to residents of Ditchling. If you read between the lines what is actually happening is the council want to save on transport costs for the children from Ditchling who currently attend Priory. So in my opinion the Chailey situation is not relevant as a reason here for adding it into a shared community area.
- 3 - Children from a small village like Ditchling benefit hugely from the chance to attend a town school rather than another rural school like Chailey where there is nothing to do after school for teenagers. In Lewes they have access to sports, shops, social activities etc which they don't in their village.
- 4 - If a school bus was in place for Ditchling & Streat village children to attend Priory (as there was in years previously) many more kids would attend Priory - perhaps this is more cost effective than taxis?
- 12) This should definitely be done!
- 13) In recent years, no children from Ditchling Primary have gone to Priory School, whereas a number have gone on to attend Chailey. The Priory School is not an attractive option for parents, primarily because of the distance and travel difficulties. I understand it is also currently oversubscribed. Ditchling and Chailey schools already work together in a number of areas (curriculum support, sporting activities etc.). The change to the community area would further strengthen this relationship.
- 14) In short it would be helpful if Ditchling became Chailey catchment as transport would then be free.

Appendix 3d- comments on PANs (excluding Robertsbridge) and admission arrangements generally

4. Comments on Proposed Admission Numbers at any school (10)

- 1) The Polegate change may have an impact on our intake, as we take pupils from the Polegate area currently.
- 2) The proposed increase at Polegate could adversely affect Hankham as the school has at present, as in the past, pupils living in Polegate.
- 3) All acceptable.
- 4) Ditchling governors should be supported since they know their area and with projected extra housing in the wider area it makes sense to look to the future.
- 5) I would support the Governors in increasing the PAN to 24 of Ditchling (St Margaret's) CE.
- 6) Makes sense having 30 at Forest Row as having previously tried to sort out class structure at Forest Row for over 7 years this will solve many problems.
- 7) I can only assume that the PAN has been increased due to the increased demand by the increased housing that is happening across the county. This seems fair and

reasonable, providing an increase in one school does not strip a neighbouring school of its expected numbers and force closure. This would be a false economy.

- 8) Forest Row CoE Primary School
I am in agreement with the PAN coming down to 30 - as the Governors and the Head Mistress have agreed. As the Governors and Head Mistress states, "it is a well considered" move at this stage of the schools development. The fact the PAN can be adjusted back to 45 "at any time" in the future is a wise 'fallback'.
- 9) I support the increase in numbers for Ditchling CE primary school. It is a thriving sucessful primary school and schools in the neighbouring villages of Hassocks and Hurstpierpoint are oversubscribed.
- 10) I support the increase from 20 to 24 at Ditchling Primary.

5. Comments on the co-ordinated schemes (2)

- 1) All acceptable.
- 2) no, I only really wanted to comment on the school areas proposed merging in Ditchling and Streat.

4. Are the proposed admissions criteria acceptable?

Yes – 30 (73.2%)

No – 2 (4.9%)

Not answered – 9 (21.9%)

Comments received (4)

- 7) Straight-line measures of distance are not logical in rural areas. Distance ought to be measured according to viable roads and bus routes. If criteria are too prescribed where is the element of parental choice?
- 8) The "equal preference" system needs more clear explanation to parents when choosing one school over another.
- 9) The shortened application time is crazy as parents struggle to fit In viewings around work as it is.
- 10) I live on the East Sussex side of Ashurst Wood, a village in West Sussex with a Primary School. My eldest child attends Forest Row CoE Primary School in Forest Row, East Sussex and my youngest is due to begin Reception there for 2018/2019. Catchment areas are not clearly defined, especially for the weird geographic situation of my home and nearest school. Therefore, I do not know if we fall under criteria 2 or 4 in the changes you propose.

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Appendix 4

Admission numbers

The tables below show the schools the proposed planned admission numbers (PANs) for secondary schools where the County Council is the admission authority. (Proposed changes shown in bold). Establishments listed in *italics* are their own admission authorities, and their admission numbers are included for reference only, and may be subject to change.

1. Eastbourne area

School	Admission number 2019/20
The Causeway	189
<i>The Cavendish School (Academy)</i>	180
<i>The Eastbourne Academy</i>	180
<i>Gildredge House</i>	120
<i>Ratton School Academy Trust</i>	243
<i>St Catherine's College (Academy)</i>	208
Willingdon Community School	200

2. Hastings/St Leonards area

School	Admission number 2019/20
<i>Ark Helenswood Academy (Girls)</i>	216
<i>Ark William Parker (Boys)</i>	240
<i>The Hastings Academy</i>	180
<i>The St Leonards Academy</i>	300

3. Other areas of the County

School	Admission number 2019/20
<i>Beacon Academy</i>	220
<i>Bexhill Academy</i>	330
Chailey School	162
Claverham Community College	230
<i>Hailsham Community College Academy Trust</i>	240
Heathfield Community College	240
<i>King's Academy Ringmer</i>	150
<i>Peacehaven Community School (Trust)</i>	180
<i>Priory School (Trust)</i>	232
Robertsbridge Community College (but see Appendix 5)	130
<i>Rye College</i>	150
<i>Rye Studio (year 10 entry)</i>	50
<i>St Richard's Catholic College (VA)</i>	200
<i>Seaford Head Academy</i>	240
<i>Seahaven Academy</i>	150
Uckfield Community Technology College	270

Uplands Community College	150*
<i>utc@harbourside (year 10 entry)</i>	60

*the lead member is advised that this figure is a reduction from the previous PAN of 168

Primary, Junior and Infant Schools - proposed admissions numbers for the 2019/20 school year.

1. Bexhill area

School	Admission number 2019/20
All Saints Church of England Primary School	30
Chantry Community Primary School	30
<i>Glenleigh Park Primary Academy</i>	75
<i>King Offa Primary Academy</i>	60
Little Common School	90
<i>Pebsham Primary Academy</i>	30
<i>St Mary Magdalene Catholic Primary School (VA)</i>	30
<i>St Peter and St Paul CE Primary School (VA)</i>	60

2. Crowborough area

School	Admission number 2019/20
Ashdown Primary School	60
<i>Jarvis Brook Academy</i>	30
<i>St John's CE Primary School (VA)</i>	30
<i>St Mary's RC Primary School (VA)</i>	30
<i>Sir Henry Fermor CE Primary Academy</i>	60

3. Eastbourne area (including Polegate and Willingdon)

School	Admission number 2019/20
Bourne Primary School	60
<i>The Cavendish School (Academy)</i>	60
<i>Gildredge House (Free school)</i>	56
<i>Heron Park Primary Academy</i>	60
Langney Primary School	60
Motcombe Community Infant School (for pupils aged 4-7)	120
<i>Oakwood Primary Academy</i>	60
<i>Ocklynge Junior Academy (for pupils aged 7-11)</i>	210
<i>Parkland Infant Academy (for pupils aged 4-7)</i>	60
<i>Parkland Junior Academy (for pupils aged 7-11)</i>	60
Pashley Down Infant School (for pupils aged 4-7)	90
Polegate School	90*
Roselands Infant School (for pupils aged 4-7)	90
Shinewater Primary School	60
St Andrews Church of England Infant School (4-7)	90

<i>St Johns Meads Church of England Primary School (VA)</i>	30
<i>St Thomas a Becket Catholic Primary school (VA)</i>	60
Stafford Junior School (for pupils aged 7-11)	90
<i>The Haven Primary School (VA)</i>	60
Tollgate Community Junior School (for pupils aged 7-11)	90
West Rise Community Infant School (for pupils aged 4-7)	90
West Rise Community Junior School (for pupils aged 7-11)	90
Willingdon Primary School	60

*the lead member is advised that this is an increase from 60 and is subject to necessary planning consent for additional accommodation.

4. Hailsham

School	Admission number 2019/20
<i>Grovelands Community School (Trust)</i>	90
<i>Burfield Academy</i>	30
<i>Hawkes Farm Primary Academy</i>	60
Hellingly Community Primary School	30
<i>Phoenix Academy</i>	30
<i>White House Academy</i>	30

5. Hastings/St Leonards area

School	Admission number 2019/20
<i>All Saints Church of England Junior Academy (7-11)</i>	60
<i>Ark Blacklands Primary Academy</i>	90
<i>Ark Castledown Primary Academy</i>	60
<i>Ark Little Ridge Primary Academy</i>	60
<i>The Baird Primary Academy</i>	60
<i>Christ Church CE Primary School (VA)</i>	60
<i>Churchwood Primary Academy</i>	30
<i>Dudley Infant Academy (4-7)</i>	60
<i>Hollington Primary Academy</i>	60
<i>Ore Village Primary Academy</i>	60
<i>Robsack Wood Primary Academy</i>	60
<i>Sacred Heart Catholic Primary School (VA)</i>	30
<i>St Leonards CE Primary Academy</i>	60
<i>St Mary Star of the Sea Primary School (VA)</i>	30
<i>St Paul's Church of England Primary School (Academy)</i>	90
Sandown Primary School	60
<i>Silverdale Primary Academy</i>	90
<i>West St Leonards Primary Academy</i>	30

6. Heathfield

School	Admission number 2019/20
All Saints and St Richard's CE Primary School (VA)	15
Cross-In-Hand Church of England Primary School	60
Parkside Community Primary School	30

7. Lewes area

School	Admission number 2019/20
<i>St Pancras Catholic Primary School (VA)</i>	20
South Malling Church of England Primary School	30
Southover Church of England Primary School	60
Wallands Community Primary School	60
<i>Western Road Community Primary School</i>	30

8. Newhaven area

School	Admission number 2019/20
<i>Breakwater Academy</i>	30
Denton Community School	30
Harbour Primary and Nursery School	60
<i>High Cliff Academy</i>	30

9. Peacehaven/Telscombe Cliffs area

School	Admission number 2019/20
Meridian Primary School	90
Peacehaven Heights Primary School	60
Telscombe Cliffs Community Primary School	90

10. Rye area

School	Admission number 2019/20
<i>Rye Primary Academy</i>	60

11. Seaford area

School	Admission number 2019/20
<i>Annecy Catholic Primary School (VA)</i>	30
Chyngton School	60
Cradle Hill Community Primary School	90
Seaford Primary School	60

12. Uckfield area

School	Admission number 2019/20
Harlands Primary School	30
<i>Holy Cross CE Primary School (VA)</i>	30

<i>Little Horsted CE Primary School (VA)</i>	15
Manor Primary School	60
Rocks Park Primary School	30
<i>St Philip's Catholic Primary School (VA)</i>	30

13. Rural Primary Schools

School	Admission number 2019/20
Alfriston School	15
Barcombe Church of England Primary School	20
Battle and Langton Church of England Primary School	60
Beckley Church of England Primary School	15
<i>Blackboys Church of England Primary School (VA)</i>	15
Bodiam Church of England Primary School	15
Bonners Church of England Primary School	15
Brede Primary School	20
Broad Oak Community Primary School	20
Burwash Church of England Primary School	25
Buxted Church of England Primary School	25
Catsfield Church of England Primary School	15
Chiddingly Primary School	15
Crowhurst Church of England Primary School	15
Dallington Church of England Primary School	15
Danehill Church of England Primary School	12
Ditchling (St Margaret's) Church of England Primary School	20
East Hoathly Church of England Primary School	15
Etchingham Church of England Primary School	15
Firle Church of England Primary School	15
Five Ashes Church of England Primary School	10
Fletching Church of England Primary School	15
Forest Row Church of England Primary School	30*
<i>Framfield Church of England Primary School (VA)</i>	15
Frant Church of England Primary School	15
<i>Groombridge St Thomas Church of England Primary School (VA)</i>	30
<i>Guestling-Bradshaw Church of England Primary School (VA)</i>	30
Hamsey Primary School	15
Hankham Primary School	20
Herstmonceux Church of England Primary School	30
High Hurstwood Church of England Primary School	15
Hurst Green Church of England Primary School	20
Icklesham Church of England Primary School	15
Iford and Kingston Church of England Primary School	30
Laughton Community Primary School	15
<i>Mark Cross Church of England Primary School (VA)</i>	15

Mayfield Church of England Primary School	30
Maynards Green Community Primary School	30
Netherfield Church of England Primary School	20
Newick Church of England Primary School	30
Ninfield Church of England Primary School (but see Appendix 6)	20
Northiam Church of England Primary School	15
Nutley Church of England Primary School	15
Park Mead Primary School	15
Peasmarsh Church of England Primary School	15
Pevensey and Westham Church of England Primary School	60
Plumpton Primary School	20
Punnett's Town Community Primary School	15
Ringmer Primary School	45
Rotherfield Primary School	30
<i>St Mark's Church of England Primary School (VA)</i>	13
<i>St Mary the Virgin Church of England Primary School (VA)</i>	20
St Michaels Church of England Primary School (Playden)	15
St Michaels Primary School (Withyham)	15
St Peter's Church of England Primary School (Chailey)	20
<i>St Thomas' Church of England Primary School (Winchelsea) (VA)</i>	20
Salehurst Church of England Primary School	30
Sedlescombe Church of England Primary School	30
Staplecross Methodist Primary School	15
Stone Cross School	60
Stonegate Church of England Primary School	15
Ticehurst and Flimwell CE Primary School	30
Wadhurst Church of England Primary School	45
Westfield School	30
Wivelsfield Primary School	30

*The Lead Member is advised that this figure is a reduction from the previous PAN of 45.

Appendix 5

The governors of Robertsbridge Community College have requested an increase in the PAN of the College from 130-145. Although there is no requirement to consult on increasing the PAN, in view of the likely impact on neighbouring schools and academies the County Council has chosen to do so.

***Responses to potentially raising the PAN at Robertsbridge Community College from 130 to 145 in September 2019**

*except an exchange between the interim Head of Robertsbridge CC and the LA, which is recorded separately.

30 comments were received. The results are as follows:

In favour – 11 (36.7%)

Against – 16 (53.3%)

Unable to give a firm opinion or have mixed views – 3 (10%)

Comments in favour

- 1) I am in favour of the proposal to increase the PAN for the College to 145 (from 130). The College is successful, has a waiting list and has the capacity to take more students than 130. As such I think it appropriate for the PAN to be increased to 145 or more (which I believe is already the case in some years).
- 2) I would like to express my opinion on the increase of headcount at Robertsbridge Community College from 130 to 145.

Living out of catchment area, I do not feel I should have to move home to get my child in the school of choice. My son is in year 7 , we live in Hastings and a bus to this school comes past this house every school day. I requested Robertsbridge as his first choice in year 6 and unfortunately he not get in. We chose not to appeal at that time but have stayed on the waiting list since the outset.

We are currently number 1 however have now chosen to appeal . When looking round all the schools last year, we felt that Robertsbridge was the best fit for him. However as it turns out, there really was no choice involved. We were allocated an under head count school as it was nearer. We felt and still feel frustrated that the 'carrot was offered' when in fact in our situation we never would have got in to our school of choice.

Increasing the numbers to 145 children per year would actually mean people like us would get a choice in where we want to send our child to be educated up to GCSE level.

- 3) I am writing to you to express my support of the increase capacity of yearly intake from 130-145 students.

First, my son is on the waiting list for Robertsbridge and this increase would enable him to gain admission to the school.

Secondly and connected to my first reason, Robertsbridge is the only school in the area that is not an academy and with this comes many advantages. Being in the teaching profession for fifteen years I am totally against the academy model and would like my son to go to a community college.

Thirdly, we are a Buddhist family and the non denominational academies in the area do not teach Religious education and I this is something that greatly upsets

me. Robertsbridge however, teaches RS as a stand alone subject. I very much hope my views will be considered when making your final decision regarding increasing Robertsbridge's yearly intake.

- 4) I write regarding the PAN for the above school. We live in Burwash, within the catchment area for Robertsbridge. I know that the size of Burwash Primary School is larger than ever and think that it would, therefore, be appropriate for Robertsbridge PAN to rise to 145 pupils from the current 130.
- 5) As a parent of a child at Robertsbridge Community College I would like to add my support to the proposed increase in pupil numbers.

As a parent I obviously have some reservations regarding the potential increase in class sizes however, having read the published FGB minutes I feel that an increase is essential for the long term sustainability of the school.

Being a smaller Rural school Robertsbridge are potentially disadvantaged in some ways, with less income from initiatives such as pupil premium. It could be argued that there is less disadvantage, however rural communities are often impacted by less measurable challenges such as those that occur through poor mental health and rural isolation.

The school and Governing body are clearly working hard to ensure a thriving, sustainable and successful school and therefore as a parent I would urge East Sussex County Council to support the application to increase the PAN numbers from 130 to 145.

- 6) I support the increase of PAN as I know Robertsbridge is like St Richard's in having to have lots of appeals to accommodate parental preference. This total would reduce the number of appeals, give the school further stability and also provide more parents with their school of choice. It is a popular small school and it will remain so with this minor increase.
- 7) I think that raising the PAN number to 145 wouldn't be a bad thing as it is a good college & I think that more pupils could benefit from going to the college & although I like the college being a small college. I don't think that an extra 15 pupils would make too much of a difference
- 8) Whilst I have no objection, in principle, I would want to be confident that the extra resources to absorb this change, would be adequately provisioned, however that may need to be.

We currently have our third child undergoing their education there since 2010 and have been very happy in general, but have noted the periods when resources have been stretched, particularly in terms of staffing, that pupil experiences and education suffer. More children cannot be squeezed into existing, without impact, so I believe a proposal for change cannot be made without publicised assurance of the management plan. I also feel that this should take into account the needs of **local** children. We live in a neighbouring village, less than three miles away and only 25 metres further from Robertsbridge than Claverham, yet were not freely able to choose Robertsbridge as our school of choice, despite the fact that the their primary education in another local village has historically been a feeder school for RCC. Since recent local primary school

closures, this situation has only become more evident and in the case of our village, thus splinters the community with its arbitrary division. I therefore feel it would be unfair, if by increasing the PAN, this did not make local 'choice' fairer. Part of the reason RCC is so oversubscribed is that it currently has such a good public perceived reputation, currently exceeding that of its neighbours, which naturally increases the desire for children from far and wide to be educated there. Maybe a look at school opportunities more local to a large percentage of the wider applicants would be a more long-term, sustainable measure?

- 9) I would very much welcome the idea to raise the current planned admission number to 145.

I wanted desperately for my son to attend this school, appealed and failed. He is visiting a different school now, but is still on the Waiting list. My daughter is now also on the Waiting list as she is unhappy in her current school.

For those reasons I am in favour of raising the admission number, I also don't see that just 15 children more in a year would make a significant difference to the learning/class environment.

- 10) Regarding planned admission number for robertsbridge community college I would like to say that I would like it to be increased to 145 as my son would like to go to robertsbridge very much.
- 11) I am a parent of a child in year 11 at Robertsbridge Community College, I have also been present in some governors meetings in the past as I was their clerk to governors for a while. I support the increase in PAN for sustainability/financial reasons and also for the parents who are keen to gain a place in RCC but unable to. I would support an increase to 150 for maximum financial benefit, or 145 if this is more suitable, to allow for in-year admissions.

Comments against

- 1) In my view the Planned Admission Number (PAN) for Robertsbridge Community College should remain at 130 and not be increased.

In my view a significant reason why more people wish to attend the school is due to a lack of quality school places in Hastings. This is largely due to the presence of Ark Academies in the town, i.e. ARK Academy William Parker and ARK Helenswood Academy and their failure to meet the needs of many children attending the schools. Shifting this problem by increasing the PAN at a successful school like Robertsbridge Community College will not address the underlying issues in Hastings and place undue pressure on the school and its current pupils.

- 2) We would like the Planned Admission Number to remain at 130. We think that the school is a nice size and should remain so.
- 3) I would like to give my opinion on the proposal to increase the PAN at Robertsbridge Community College to 145 from the current 130.

Having spoken to my son who is currently in Year 9 at Robertsbridge Community College I am opposed to any increase in the PAN at this current time due to the lack of space in the college buildings. My son has said that the school buildings are very congested, with the corridors very difficult to walk through when classes are changing.

The school has already had to put measures in place so that not all classes enter in to the corridor when the bells ring as there is no space for everyone.

This is also the case at lunch time when there is very little space and food queues are very long. A PAN increase of 15 would mean an extra 75 pupils in five years time. I do not see that the college buildings can accommodate this increase without considerable investment in new college buildings and in the current climate this appears very unlikely.

- 4) I received a letter last week from Robertsbridge Community College about ESCC's proposal to increase the planned admission number at the school. We have two daughters there, currently in years 8 and 10, who are both doing well, as despite significant challenges Robertsbridge is a good school with good teachers and excellent pastoral care.

My immediate reaction to the letter was to feel for the children who want to attend at the moment but can't get in. Schools as small and familial as Robertsbridge are thin on the ground, especially at secondary level. So my immediate feeling was that as long as the extra cohort could be comfortably accommodated, then that would be OK. However, I decided to ask my children what they thought of the proposal and their instant reaction was instructive.

They were insistent that the school is already crowded, that it was normal to be jostled or even knocked over in the corridors and that, for core subjects, there is simply no extra space in the classrooms to accommodate the two or three more students per class that an increase of 15 per year group would entail.

My eldest, who will hardly be affected by the measure, suggested that the only way to accommodate that number of extra students would be to build more classrooms.

Otherwise, she said, it simply couldn't be done safely or without harming the general standard of education that is the reason the school has become so popular. She also said that class sizes have gone up since she'd arrived at the school, and this had had a noticeable effect in some lessons.

Therefore, having taken these soundings from two people who know the school a lot better than me, I have to say that it does seem that, unless there is an increase in the amount of buildings the school has at its disposal and/or the number of teachers on the payroll to take on the extra class per year that the increased PAN would more or less involve, I can't see this move being anything other than detrimental to the school and the students it currently serves. It would surely be better to try to persuade those in charge of the other schools in the area, which I presume are not so well regarded, to raise their own game. I only wish that more of them fell under direct local authority control.

- 5) In response to your letter dated 16th January 2018, regarding the consultation of increasing the planned admission numbers from 130 to 145. We would be against this if it means bigger class sizes and not an extra class. Although you are only talking about an extra 15 pupils, over the 5 year period this is an increase of 75 pupils. Is the school big enough to take this increase, due to the amount of available classrooms and facilities.

If you are thinking about increasing the size of the school, why don't you look into have a sixth form facility.

- 6) I am a parent of a child in Year 8 at Robertsbridge Community College. We are very aware of the increased demand for places at the school, since several of our son's peers in other schools are on the waiting list to join Robertsbridge. The cause of this seems to be consistent under-achievement by the Academies, especially in the areas of discipline and staff retention. We feel that these are the true causes for the over-subscription at Robertsbridge, and need to be addressed as a matter of urgency.

If the consensus is that Robertsbridge should increase numbers, then we can only support that if the school's resources - already sorely-tested - are increased appropriately. If not, the result will be another failing school in the borough.

- 7) I have grave concerns regarding this proposal. Robertsbridge is a small rural school with a fairly large intake from surrounding areas, where I send 2 of my children. This school does not have the space to accommodate further pupils and would put the school under strain. This could be detrimental to the students already attending and also to the staff. This would mean teachers trying to stretch themselves with larger classes. Ultimately this could have an affect on grades. I hope this proposal is not deemed worthy.
- 8) I feel that the small size of the school is the main reason why we chose it, so I would be concerned about the impact of this increase. It may only be 15 extra a year but after 5 years that would be 75 more pupils in the school... I feel the size of the school is adequate for the area that it needs to serve, proved by the fact that pupils attend from much further away than we live (it's our closest school at 6 miles away).

However, we have not been informed of the school's view on this, whether perhaps the increase in funding this would bring would mean improvements could be made to the school that it could not afford otherwise, whether the school is big enough in class size or number of teachers... we could really benefit from more information about the potential impacts (negative and positive) rather than just a proposed PAN number.

- 9) I writing to you to express my opposition to the proposed plan to increase the PAN for Robertsbridge Community College. This is mainly based on the fact that the building is not big enough for any expansion in number of students, the school would lose the family feel as it has at the moment as with more students come more problems with behaviour. Also it would put more strain on resources, which with all the government cuts would mean even less provision for current student.

It is nice to have smaller secondary school in the area which suit more to certain children rather than the big, over-populated Academies.

Rather than increasing number of PAN in Robertsbridge, make sure there is enough funding, resources and good quality staff in the other schools allowing them to concentrate more on behaviour, teaching etc, achieving the same qualities as Robertsbridge, so parents do not need to look for schools outside their area.

Maybe increasing the number of schools as the number of children is growing might be a good idea rather than trying to squeeze them all in the buildings which will not expand.

- 10) As the Head Teacher of Chailey School I do not believe this increase in PAN is necessary if there are no increases in student numbers in the community area. It sets an example for other schools to follow and may have a detrimental affect on school budgets at a time when they are already stretched.
- 11) I refer to the consultation for increasing PAN at Robertsbridge Community College. It is my opinion that the PAN should **not** increase from 130.

Working on the assumption that 15 more pupils would join the school each year. After 5 years, it is my understanding the overall school roll would increase by 75 pupils. This increase of 75 is well in excess of 10% of the current number of pupils on roll.

As the school is presently fully subscribed, increasing class sizes is not appropriate. It will have a detrimental and dilutive impact on the quality of teaching. Further, the local infrastructure in Robertsbridge will not cope with getting an additional 75 pupils into and

out of the school on a daily basis – this is a rural school with an extensive catchment area, for which implications of transport, health and safety should not be ignored.

- 12) As the parent of a Robertsbridge pupil, my foremost question would be whether an increase in pupil numbers would accompanied by an increase in funding and other resources (e.g. recruitment of highly-skilled teachers)?

It seems that the school is already struggling with the resources allotted to it.

The building is dowdy, there is apparently no budget for text books – nor for school trips (even to local facilities like the Jerwood Gallery, or locations such as Dungeness, Romney Marsh – surely relevant to geography students?).

My son is in a number of classes where disruption is a problem and teachers are apparently not equipped or sufficiently trained to deal with it. I can't see that that situation would be ameliorated by an increase in numbers.

Robertsbridge is quite a good school (though possibly its reputation is exaggerated by very poor perceptions of some other local schools, especially in Hastings). But it isn't obvious that it can bear much greater strain - unless, as mentioned at the outset, accompanied by increased funding.

- 13) In our opinion we believe that the admission number should remain at 130.

Robertsbridge Community College is already oversubscribed. Looking back wasn't the number on roll just over 500+ back in 2002 and now its 600+ ? We currently have a son in Yr 9 and have 2 older sons that have already gone through the RCC. One reason we chose the school was because of its size.

- 14) I am writing oppose the increase in school numbers in each academic year.

There are multiple reasons for this - the school finds it challenging with their current roll numbers to communicate to parents in a timely manner when an issue or incident arises. Class sizes and support for pupils with SEN will be directly impacted. Research clearly shows us that bigger class sizes results in poorer academic results and a possible decrease in behavioural standards.

Staffing numbers won't necessarily increase with an increase of 75+ pupils in the school. To be absolutely clear I wish for the current PAN figure of 130 pupils per year group to remain as it is.

- 15) Given that my daughter says some of her classes do not have enough desks/ chairs for all the students who are currently at the school, i think it unwise to increase the intake numbers.

- 16) I am writing to express my opinion that the PAN at RCC should NOT be increased. One of the unique things and arguably one of its successes is its size. This is one of the main reasons that we selected the school for our daughter who is now in year 8 and applied for our other daughter for admission in September 2018. We are also concerned that this would put increased pressure on the teacher no staff. As a governor of a local primary school I am aware of the financial pressure that schools are under and whilst increased number means increased budget this does not necessarily mean sufficient funds to increase teacher numbers. We have just been informed that options choices for GCSEs have been reduced to 3 meaning they will only be taking 9 GCSEs - I took 11 and am concerned that this decision was made based on lack of resources and that this will reduce my daughters' chances/choices later on.

Unable to comment fully

- 1) As a parent of a child at Robertsbridge, i would like more information before giving a opinion on pupil increase A . is it all year groups or just new intake B. what impact on class sizes will that have C. will more staff be employed D. will more pupils mean more resources E. can the standards be guaranteed if teachers have more children to manage

- 2) We have 3 students at the college, with 2 in yr 10 and 1 in year 9; all 3 report that new students have arrived and been squashed into their classes, in some instances creating real overcrowding..the art teacher is having to make some GCSE students do their work on the floor. Whilst it is a reasonable idea if there are extra resources, enough physical classrooms and enough teachers, then it is more income for the school, but if this is entirely without additional resources, we would say that this is asking for trouble..and a drop in standards.

Gilliam Sheppard, as Education Secretary a long time back..said that class size doesn't matter..when the debate about 30 students in a classroom was raging...but Gilliam Sheppard only ever taught in a grammar school..where she was only dealing with high functioning, task orientated classes, with few challenging students...she had no idea what it was to try to teach an oversized class of students, struggling with concentration difficulties and in need of that extra bit of teacher attention. If you need to maintain a lower number in the classes which contain significant numbers of educationally challenged students, many with statements..as they were called...it cannot be right to squash in more students..this only leads to poor concentration, less motivation and behavioural issues..and hence lower achievement.

We suspect that an increase of 15 students actually means adding 3 more students in each class in one year group..if this means that teachers non contact time can be protected, etc..and they are guaranteed some time for preparation, then there should be guarantees put in place..if RCC teachers get over stretched and over stressed, then it may endanger the good reputation it has worked hard to achieve.

Ideally, probably everybody wants to keep the school small..as that is why many choose it, but if it means the school can function properly, then it is worth considering..but please please ensure that safe resourcing is put in place to protect both students AND staff.

- 3) I would like to respond to the proposed increase of student numbers at Robertsbridge Community College but find it hard to give an opinion when there is no related information.

I understand that the college is oversubscribed and am not in principle against the idea of increasing numbers but I wish to know if there has been any sort of assessment of the impact this would have to the college both in terms of teaching and general infrastructure.

Until this is provided I cannot see how this consultation will result in anything but uninformed opinion of little or no value.

The governors of the college have written a letter in response to the consultation which is attached on the following page.



Headteacher: Mr. D Downs BSc (Hons)

"Success through partnership"

24 January 2018

Ms J Miles
Head of Admissions and Transport
East Sussex County Council
St Anne's Crescent
Lewes
East Sussex

Dear Jo

I am writing to formally respond to the consultation on Admissions for 2019/2020, as currently detailed on the ESCC website and, in particular give our views on the Robertsbridge Community College situation.

Whilst we appreciate that there was an addendum to the consultation to include Robertsbridge Community College, the Governors are disappointed to see the ESCC comment that "The County Council remains of the view that this increase is not necessary" and feel that this prejudges the outcome of the consultation. However I am taking this opportunity to respond on behalf of the Governing Body of Robertsbridge Community College.

As you are aware, Robertsbridge Community College has taken over its allocated public admission number (PAN) for the previous two years with agreement from ESCC Admissions. We were advised that this would continue, and that there was no need to formally increase our PAN to achieve this. This year we were limited to 130, and have a waiting list in most year groups. Up until Christmas, there were 40 students on the waiting list for Year 7 this year; since Christmas, 8 have renewed their applications to remain on there.

We therefore have two larger year groups of 147/148, which include the 145 plus in year admissions, as we can accommodate year groups of 150, eventually making the College 750 students. The additional numbers have been managed, and supported to ensure that the needs of larger cohorts are fully met. We now have a successful model to roll out across the College.

We have undertaken works to the College in recent years which include a new sports hall, library and two classrooms, plus the refurbishment of SEN, science and design technology workshops and food technology room which allow these rooms to take additional students, to the latest building bulletins and DfE recommendations, and therefore have the required general teaching and specialist facility accommodation already on site to accommodate the increased numbers specifically within the specialist facilities.

We are keen to ensure that parent wishes for admission to Robertsbridge Community College are taken into account and considered. We are a successful school, having had our best GCSE results ever for the last three years. As you will be aware a break-even point financially for a school is 800 students, so this will allow us to meet the current financial challenges, as well as meeting parental choice requirements.

Yours sincerely

A handwritten signature in black ink, appearing to read "Karen Marr".

Karen Marr
Chair of Governors
On behalf of the Governing Body

The County Council's view is that increasing the PAN from 130 to 145 is unnecessary at this time as the PAN is more than sufficient to accommodate demand from within the community area. Fewer than half of the children currently on roll at Robertsbridge Community College live within the area served by the college, indicating that the current PAN of 130 is ample provision for the local area. The majority of the remaining students live in Hastings, which is served by its own schools, some of which currently have spare capacity.

Given this, any additional admissions to Robertsbridge Community College would necessarily come from outside the area, and this is likely to have a negative impact on the schools in Hastings which in recent years have not filled to PAN. The risk is that should these schools attract fewer students, they will seek to reduce their capacities, leaving a potential shortfall of available school places in the Hastings area as numbers of children needing secondary school places increase.

Given the higher numbers currently on roll in primary school age groups in the area, this could in turn lead to a high-cost financial obligation on the County Council to provide home to school transport for those students unable to be accommodated in schools in the area where they live. The County Council does not consider this an efficient use of public money. There are also environmental and logistical concerns surrounding a requirement for children in an urban area to travel long distances to get to school.

The County Council also has concerns about the capacity of the college to admit students moving into the area, or needing to be placed in year under the Fair Access Protocol, if it were operating on a PAN of 145, as in practice this could lead to year group sizes in excess of 150.

For this reason the County Council would request that the Lead Member retain the current PAN of 130.

Appendix 6

Ninfield CE Primary School

The Lead Member will be aware that the consultation for 2019-20 listed a Published Admission Number (PAN) of 20 for Ninfield CE Primary School. This reflects the accommodation at the school which currently comprises four classes in the main building and two temporary classrooms on an adjacent piece of land owned by Ninfield Parish Council, and leased by the County Council.

The Council has been working with Ninfield CE Primary School to progress a significant build project to re-provide two temporary classrooms with permanent accommodation, undertake internal remodelling works to the hall and classroom spaces and create additional external hard play spaces in the form of a MUGA for school and wider community use. The project was agreed and a budget allocated in the Council's capital programme to fund it.

The Council has been involved in protracted negotiations with Ninfield Parish Council to secure a long term lease for a small additional piece of land required to provide the requisite space for the new building and external play areas. The lengthy nature of these negotiations has led to a significant escalation in the cost of the project over and above the budget agreed for the project. The Council only receives capital funding to meet our statutory needs of providing additional school places where they are required to meet rising pupil numbers. The replacement of mobile classrooms with permanent accommodation does not form part of the Council's statutory duty. The increase in cost to this project means that the project is no longer affordable to the Council. Consequently, the Council has had to take the difficult decision to halt the project, and this was agreed at a meeting on 24 January 2018.

As a result, the temporary classrooms will need to be removed from site at the earliest opportunity as the Council cannot secure further planning permission for them. The school will therefore be left with only four classrooms in the main building. The implication of this is that the school will, over time, be required to reduce in size so that all children can be accommodated in the four classrooms.

The Lead Member is advised that although the school is popular and fills up to its current PAN of 20 almost every year, the number of children living in the community area currently on roll at the school is 91, which indicates that a reduction in PAN would not lead to a shortage of school places for local children. A PAN of 15 would give 105 places at the school, which is sufficient to meet local demand. Approximately 65 of the children currently on roll in the school travel in from neighbouring towns and villages which have schools of their own (45 from Bexhill and the remainder from surrounding villages). Although a reduction in the PAN will result in fewer places being available at the school, our pupil forecasts show that there should continue to be sufficient capacity at the school to serve children living in the Ninfield community area.

For this reason it is proposed to reduce the PAN of the school to 15, and a consultation process will be undertaken in respect of this in line with the School Admissions Code 2014. Unfortunately, because of the timing of the decision, this has not been able to be undertaken in advance of the deadline for determining admission arrangements for 2019-20 (28 February 2018). However, the urgency of the situation means that it is not possible to delay this decision until 2020, as the current temporary accommodation will need to be removed from the site at the earliest opportunity.

For this reason the Lead Member was asked for permission to launch the required consultation on 7 February 2018 for six weeks, to end on 21 March 2018. The decision in respect of the PAN for Ninfield can then be taken at the Lead Member meeting on 29 March 2018. Unfortunately this will also miss the deadline for publication of the admission

arrangements (15 March 2018), but if the decision is published on 30 March 2018 this will still give time for objections to be made to the Office of the Schools Adjudicator by the deadline of 15 May 2018. Advice has been sought from the DfE who have advised that it is for the County Council to decide how to proceed in this situation but that this approach is sensible and pragmatic given the unfortunate timing of the decision regarding the building project.

The Lead Member is advised that should this reduction in PAN be agreed, the school will be in a position to organise on the basis of its four class permanent accommodation by the summer of 2022 based on existing numbers in the school, enabling the temporary classrooms to be removed from the site as required.

Appendix 7

Co-ordination Admission Schemes for the normal year of entry

Attached are the proposed co-ordinated schemes for primary and secondary admissions at the normal point of entry. The changes to both schemes are minimal.

Introduction

Local Authorities (LAs) are required each year to draw up a scheme for co-ordinating the normal admissions round to primary and secondary schools. The aim of the scheme is to ensure that all parents receive a single offer of a school place on the national allocation date. If the prescribed date falls on a weekend or bank holiday, offers are sent on the next working day.

The scheme proposed by the County Council will be the subject of consultation with all maintained schools in the county and neighbouring local authorities.

Secondary scheme 2019/20

Key dates

Admissions information made available	September 2018
Closing date for applications	31 October 2018
Exchange of preference data between local authorities	26 November 2018
Admission authorities in East Sussex to advise LA of ranked order	4 January 2019
Finalise allocations	8 February 2019
Allocations confirmed to secondary schools	22 February 2019
Decisions conveyed to parents by email	1 March 2019
Closing date for appeals	1 April 2019
'On time' appeals heard	April - June 2019

Applications made in the main round

1. The co-ordinated scheme is based on all preferences expressed by parents being treated equally but where more than one school can be offered, the highest possible school named by the parent will be allocated. It will be for individual admission authorities to prioritise all preferences expressed for their schools against the published admissions criteria, which they have consulted on and determined. Individual academies can agree that the Authority ranks applicants on the academy's behalf. This would be a traded service. The only valid preferences are those stated on the LA common application form which is available online or in hard copy. Other admission authorities in East Sussex must not use any other application form. A separate, supplementary information form can only be used where additional information is required to determine admission within their published criteria. This form will be obtainable from and returnable to that admission authority (voluntary aided (VA) schools). A supplementary information form on its own is not a valid application. Applicants living outside East Sussex must use the common application form that is supplied by their home local authority.
2. The process will begin with the information on admission arrangements and methods of application being made available early in September 2018.
3. The LA application form enables parents to name up to any three maintained schools stated in order of preference. The form should be completed and submitted to the LA by the closing date of 31 October 2018.
4. By 26 November 2018, East Sussex will exchange preference data with any local authority where an application has been received.

5. By 4 January 2019, East Sussex schools that are their own admissions authorities will consider their applications, apply their published admissions criteria and provide the LA with a list of those applicants ranked accordingly.
6. By 18 January 2019, other local authorities will advise East Sussex of decisions reached on applications for their schools from East Sussex residents. East Sussex will apply its published admissions criteria to those schools where it is the admissions authority and determine the outcome of each preference expressed.
7. By 8 February 2019, the LA will match the ranked lists against the parental preferences to ensure only one place is allocated per child. Qualifying late applications received up to 1 February will be included in this process.

Where a child is –

- Eligible for a place at only one school given on the application form, that school will be allocated
 - Eligible for two or three schools, a place will be allocated at the highest-ranking school
 - Not eligible for a place at any of the named schools and the child lives in East Sussex, a place will be allocated at the nearest school to the home with a space.
8. In the period 8 February to 22 February 2019, decision notifications will be prepared. The LA where the child lives will be responsible for sending these to parents.
 9. From this point on secondary schools will be able to see their allocations in SAM. Primary schools will be able to view destination schools for their year 6 leavers in SAM with effect from 1 March 2019.
 10. Wednesday 1 March 2019 allocation decisions will be notified to parents by email. Letters will only be sent where specifically requested, or where the application has been made on a paper form. Where a preference is not being met, the notification email will signpost parents to the East Sussex County Council website where information can be found explaining to parents how places have been allocated at their preferred school(s), and advising parents of the right of appeal.

Applications received after 31 October 2018 but by 1 February 2019

1. If an application form is received after 31 October 2018, it will still be passed to the relevant admissions authority with a note that it has been received after the closing date. It will be for the admissions authority to decide how it wishes to respond to the application. This will continue up until 1 February 2019.
2. If an application is received after 31 October 2018 but before 1 February 2019, together with proof of a change of address* since the closing date, or proof of another good reason why it was not possible for the family to apply on time, it will be treated as on time in respect of community and voluntary controlled schools. If there is no proof, or the reason is not considered valid by the LA, the application will be treated as late. There is no separate right of appeal against the decision as to whether the application is treated as on time or late.
3. Applicants whose forms are received between these dates will be sent a decision on 1 March 2019. For applications received after 2 February 2019, we will aim to send a decision letter within 20 school days.

Changes of preference

1. Parents may change their preferences at any stage up to the closing date of 31 October 2018. After 31 October 2018, we will not allow preferences to be changed without good reason. The LA will judge each case on its merits but will only usually accept a change of preference where there has been a significant change of circumstances (such as a house move*) thus making the original preferences no longer practical. Parents will be required to put their reasons for changing their preferences in writing, and in all cases,

supporting evidence will be required. If the change of preference is agreed, a decision will be sent on 1 March 2019 provided the request was received by 1 February 2019. Such applicants will be advised that they have the right of appeal if the revised preference cannot be met.

**In the case of house moves, proof of ownership or tenancy on an East Sussex property (such as exchange of contracts or signed tenancy agreement of one year) is required if an address is to be used for the purpose of allocating a school place. If an applicant cannot provide evidence, the application cannot be accepted.*

2. There is no right of appeal where the LA does not accept the change of preference.

No application form received by 1 February 2019

No secondary transfer places will be allocated unless a completed application form has been received.

Applications received on or after 1 March 2019

1. Only preferences stated on the LA application will be valid. If the preference is for an 'own authority' school, the LA will pass details to the school for a decision. The school must then advise the LA within fourteen days as to whether a place can be allocated so the LA can formally advise the parent of the decision. Where the preference is for a community or voluntary controlled school, the LA will determine the outcome. If there are no places available at one of the preferred schools a place will be allocated at the nearest school with a place available (if the identified school is its own admissions authority the LA will ask the school whether a place can be allocated). We will aim to process late applications within twenty school days. Any refused preference will carry the right of appeal.
2. Where the preference is for a school in a neighbouring authority, details will be passed to that authority for a decision to be made. Any authority refusing an application should advise the LA of the decision so the LA can consider allocating an alternative school.
3. The Co-ordinated Scheme will end on 31st August each year. Applications received after this date will be processed by individual schools.

Appeals

1. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to prepare and submit their written appeal. The appeal must be against any refused preference, thus if a parent puts on the appeal form a school which did not feature as a preference on the original application form an appeal will not be arranged.
2. Parents submitting an appeal will be entitled to at least ten school days' notice of the date of the appeal. Papers relevant to the appeal will be sent seven working days before the hearing. Appeals must be heard within forty school days of the deadline for lodging appeals. Appeals for late applications will be included with those being heard for the same admission round wherever possible. If this is not possible, they must be heard within thirty school days of the appeal being lodged.
3. The LA must be advised of the outcome of all appeals.

Waiting lists

1. The LA will operate waiting lists for community and voluntary controlled schools so that it is clear as to which child will be offered any place which becomes vacant. Such waiting lists will be operational after the closing date for appeals to be lodged. The waiting list must reflect the admissions criteria. The LA must be notified by admissions authorities of any places that are subsequently allocated from the waiting list. Until co-ordination ends, it remains for the LA to offer places to parents when places become available and are allocated from the waiting list whether the admissions authority is the LA or not.

2. Waiting lists will operate until the end of Term 2, 2019 for Year 7 admissions.

Primary scheme 2019/20

Key dates

Admissions information made available	September 2018
Closing date for applications	15 January 2019
Preferences for each school established	25 January 2019
Exchange of preference data between local authorities	8 February 2019
Admission authorities in East Sussex advise LA of ranked order	15 March 2019
Finalise allocations	29 March 2019
Allocations confirmed to primary schools	16 April 2019
Decisions conveyed to parents by email	16 April 2019
Closing date for appeals	22 May 2019
Appeals heard	June/July

Applications made in the main round

1. The co-ordinated scheme is based on all preferences expressed by parents being treated equally but where more than one school can be offered, the highest possible school named by the parent will be allocated. It will be for individual admission authorities to prioritise all preferences expressed for their schools against the published admissions criteria, which they have consulted on and determined. Individual academies can agree that the Authority ranks applicants on the academy's behalf. This would be a traded service. The only valid preferences are those stated on the LA common application form which is available online or in hard copy. Other admission authorities in East Sussex must not use any other application form. A separate, supplementary information form can only be used where additional information is required to determine admission within their published criteria. This form will be obtainable from and returnable to that admissions authority (voluntary aided (VA) schools). A supplementary information form on its own is not a valid application. Applicants living outside East Sussex must use the common application form that is supplied by their home local authority.
2. The process will begin with the information on admission arrangements and methods of application being made available early in September 2018.
3. The LA application form enables parents to name up to any three maintained schools stated in order of preference. It should be completed and submitted to the LA by the closing date of 15 January 2019.
4. By 25 January 2019 East Sussex will exchange preference data with any local authority where an application has been received.
5. By 8 February 2019 East Sussex schools that are their own admission authorities will consider all applications for their school, apply their published admissions criteria and provide the LA with a list of those applicants ranked accordingly.
6. By 15 March 2019 other local authorities will advise East Sussex of decisions reached on applications for their schools from East Sussex residents. East Sussex will apply its published admissions criteria to those schools where it is the admissions authority and determine the outcome of each preference expressed.
7. By 29 March 2019, the LA will match the ranked lists against the parental preferences to ensure only one place is allocated per child. Qualifying late applications received before 15 March will be included in this process.

Where a child is –

- Eligible for a place at only one school given on the application form that school will be

allocated

- Eligible for two or three schools, a place will be allocated at the highest-ranking school
 - Not eligible for a place at any of the named schools and the child lives in East Sussex, a place will be allocated at the nearest school to the home with a space.
8. In the period 1 April 2019 to 12 April 2019 decision notifications will be prepared. The LA where the child lives will be responsible for sending these to parents.
 9. On 16 April 2019 lists will be prepared of children allocated places at each primary school in East Sussex, and these will be sent to the secondary schools in question.
 10. 16 April 2019 – allocation decisions will be notified to parents by email. Letters will only be sent where specifically requested, or where the application has been made on a paper form. Where a preference is not being met, the notification email will signpost parents to the East Sussex County Council website where information can be found explaining to parents how places have been allocated at their preferred school(s), and advising parents of the right of appeal.

Applications received after 15 January 2019 but by 29 March 2019

1. If an application form is received after 15 January 2019, it will still be passed to the relevant admissions authority with a note that it has been received after that date. It will be for the admissions authority to decide how it wishes to respond to the application. This will continue up until 29 March 2019.
2. If an application is received after 15 January 2019 but before 15 March 2019, together with proof of a change of address* since the closing date, or proof of another good reason why it was not possible for the family to apply on time, it will be treated as on time in respect of community and voluntary controlled schools. If there is no proof, or the reason is not considered valid by the LA, the application will be treated as late. There is no separate right of appeal against the decision as to whether the application is treated as on time or late.
3. Applicants whose forms are received between these dates will be sent a letter on 16 April 2019. For applications received after 29 March 2019, we will aim to send a decision letter within 20 school days.

Changes of preference

1. Parents may change their preferences at any stage up to the closing date of 15 January 2019. After 15 January 2019, we will not allow preferences to be changed without an exceptional reason. The LA will judge each case on its merits but will only usually accept a change of preference where there has been a significant change of circumstances (such as a house move*) thus making the original preferences no longer practical. Parents will be required to put their reasons for changing their preferences in writing, and in all cases, supporting evidence will be required. . If the change of preference is agreed, a decision will be sent on 16 April 2019 provided the request was received by 29 March 2019. Such applicants will be advised that they have the right of appeal if the revised preference cannot be met.

**In the case of house moves, proof of ownership or tenancy on an East Sussex property (such as exchange of contracts or signed tenancy agreement of one year) is required if an address is to be used for the purpose of allocating a school place. If an applicant cannot provide evidence, the application cannot be accepted.*

2. There is no right of appeal where the LA does not accept the change of preference.

No application form received

1. No Reception or junior transfer places will be allocated unless a completed application form has been received.

Applications received on or after 30 March 2019

1. Only preferences stated on the LA application will be valid. If the preference is for an 'own authority' school, the LA will pass details to the school for a decision. The school must then advise the LA within fourteen days as to whether a place can be allocated so the LA can formally advise the parent of the decision. Where the preference is for a community or voluntary controlled school, the LA will determine the outcome. If there are no places available at one of the preferred schools a place will be allocated at the nearest school with a place available (if the identified school is its own admission authority the LA will ask the school whether a place can be allocated). We will aim to process late applications within twenty school days. Any refused preference will carry the right of appeal.
2. Where the preference is for a school in a neighbouring authority, the details will be passed to that authority for a decision to be made. Any authority refusing an application should advise the LA of the decision so the LA can consider allocating an alternative school.
3. The Co-ordinated Scheme will end on 31 August each year. Applications received after this date will be processed by individual schools.

Appeals

1. Parents must be allowed at least twenty school days from the date of notification that their application was unsuccessful to prepare and submit their written appeal. The appeal must be against any refused preference, thus if a parent puts on the appeal form a school which did not feature as a preference on the original application form an appeal hearing will not be arranged.
2. Parents submitting an appeal will be entitled to at least ten school days' notice of the date of the appeal. Papers relevant to the appeal will be sent seven working days before the hearing. Appeals must be heard within forty school days of the deadline for lodging appeals. Appeals for late applications will be included with those being heard for the same admission round wherever possible. If this is not possible, they must be heard within thirty school days of the appeal being lodged.
3. The LA must be advised of the outcome of all appeals to other admission authorities.

Waiting lists

1. The LA will operate waiting lists for all community and voluntary controlled primary, infant and junior schools so that it is clear which child will be offered any place which becomes vacant. Such waiting lists will be operational after the closing date for appeals to be lodged. The waiting list must reflect the admissions criteria. The LA must be notified by admissions authorities of any places that are subsequently allocated from the waiting list. Until co-ordination ends, it remains for the LA to offer places to parents when places become available and are allocated from the waiting list whether the admissions authority is the LA or not.

Waiting lists will operate until the end of Term 2, 2019.

Admission of summer born children to Reception classes.

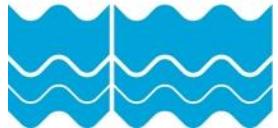
Parents of summer born children who are due to start in reception can request that their child starts on a part-time basis or joins Reception later during the school year.

However, parents can also request that their child starts in Reception in the September following their fifth birthday (i.e. when they would normally be starting Year 1). Parents making such a request should do so during the normal admission round.

The Authority will consider these requests on a case-by-case basis, taking into consideration the child's academic, social and emotional development together with the Headteacher and parent's views. If the request is refused but the child is offered a place in the school (but not

the preferred year group) the parent would not have the right of appeal.

If the request is agreed, parents will need to be clear that this does not mean the child will remain in the year below their chronological age group for all of their school career, particularly on transfer to secondary school



Appendix 8

Equality Impact Assessment

Strategy or Policy Template

Name of the strategy or policy
Admissions arrangements for the 2019/20 school year

File ref:		Issue No:	
Date of Issue:	February 2018	Review date:	February 2019

Contents

Part 1	The Public Sector Equality Duty and Equality Impact Assessments (EIA)	2
Part 2 – Aims and implementation of the proposal, strategy or policy	5	
Part 3 – Methodology, consultation, data and research used to determine impact on protected characteristics.....	8	
Part 4 – Assessment of impact	9	
Part 5 – Conclusions and recommendations for decision makers	15	
Part 6 – Equality impact assessment action plan.....	17	
(a) 6.1 Accepted Risk	19	

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

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

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

1.3 The Public Sector Equality Duty (PSED)

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

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

These are sometimes called equality aims.

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

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

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

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

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

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

- Part time workers
- Rurality

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

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

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

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

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

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

1.6.3 Some key points to note :

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

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

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

Part 2 – Aims and implementation of the proposal, strategy or policy

2.1 What is being assessed?

a) Proposal or name of the strategy or policy.

Admission arrangements for community and voluntary controlled schools in East Sussex for admissions in September 2019.

b) What is the main purpose or aims of proposal, strategy or policy?

The proposal is to make the three following separate changes to the admission arrangements for community and voluntary controlled schools for entry in September 2019:

- Merge the community areas for Hankham and Stone Cross Primary schools to create one joint community area served by both schools;
- Enlarge the community area for Iford and Kingston CE Primary School to encompass the community area previously served by Rodmell CE Primary School, which is scheduled to close in August 2018.
- Include the villages of Ditchling and Streat in the community area for Chailey Secondary School to create a shared area with Priory School. Ditchling is also in the community area for Downlands Community College in Hassocks, West Sussex.

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

Jo Miles, Admissions and Transport Manager, Admissions and Transport Team, Communication, Planning and Performance

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

The first change will affect any parent/carer/child applying for a community or voluntary controlled school place in East Sussex for entry in September 2019 in the Stone Cross and Hankham area. It will mean that children living in the Hankham area will be more likely to be offered places at Stone Cross, and children living in the Stone Cross area will be more likely to be offered places at Hankham, as they will be prioritised for places ahead of children living in Eastbourne borough. This may affect the chances of children living in Eastbourne borough being offered places at Stone Cross or Hankham Primary School, as, although they live outside the community area in any case, they have in recent years been able to be offered places at Stone Cross and Hankham due to the low numbers of children living in the Hankham area, and due to the proximity of their addresses to Stone Cross Primary School by comparison with residents of the Hankham area. It may be that, as a result of this change, children living within Eastbourne borough will be unable to be offered places due to rising numbers of children living within the new joint area served by Stone Cross and Hankham Primary Schools. However, children living in Eastbourne borough have local alternative schools which they can access.

- 2.1 This change to admissions arrangements should help ensure that children are able to attend a local school. It has arisen because there are a number of homes being built in the area between the two schools, straddling the community area boundary, and many of these homes are in the area for Hankham, which is a much smaller school with a PAN of 20. Meanwhile, many of the places at Stone Cross (which has a PAN of 60) are occupied by children living within Eastbourne borough, where there are numerous other schools available. However, some of these children are geographically closer to Stone Cross primary school than those in the new homes, and under current arrangements would therefore be more likely to be offered places at Stone Cross, despite having more local alternatives.
- 2.2 If this change is not made, children living in the new housing may find that, should Hankham School be unable to accommodate all the children living in its area in any given year, they are unable to be offered places at Stone Cross, as they live further from that school than some residents of Eastbourne borough. This would lead to these children having to travel past Stone Cross School in order to attend more distant schools in Eastbourne borough, while children living in Eastbourne borough would be travelling in the opposite direction to attend Stone Cross.
- 2.3 The second change, to the community area for Iford and Kingston CE Primary School, is designed to ensure that the residents of the Rodmell area, whose local school is scheduled to close in August 2018, will have a local school for which they have priority for places. This change to the community area should not put anyone at a disadvantage as the school has recently been enlarged and will have capacity to accommodate these children, who are few in number.
- 2.4 The third change, to enlarge the community area for Chailey Secondary School to encompass the villages of Ditchling and Streat (creating a shared area with Priory School and a three-way shared area with Downlands Community College in Hassocks in respect of the village of Ditchling) is designed to ensure that children living in these villages are able to access places at a more local school. This should not impact negatively on other children living in the Chailey area as the school is currently able to accommodate numbers of children living outside the community area without exceeding its PAN.

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

The admissions policy for community and voluntary controlled schools for entry in September 2019 will change as set out in **2.1b**. Following the adoption of the new policy the Admission team will implement it as part of the schools admissions process.

Lou Carter, Assistant Director, Communication, Planning and Performance (Children's Services)

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

Community and voluntary controlled schools, voluntary aided schools and academies.

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

School Admissions Code 2014.

The School Admissions (Infant Class size) regulations 2012.

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

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

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

3.1.1 Evidence of complaints against the strategy or policy on grounds of discrimination.

None.

3.3 If you carried out any consultation or research on the strategy or policy explain what consultation has been carried out.

Stakeholder consultations have involved parents, schools and neighbouring authorities.

3.4 What does the consultation, research and/or data indicate about the positive or negative impact of the strategy or policy?

Despite publicity, there were few responses to the consultation, although these were largely positive.

Part 4 – Assessment of impact

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

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

There are 64,845 children and young people aged 4-16 attending primary, secondary and special schools in East Sussex. Pupil numbers by Key Stage are:

Mainstream schools:

Foundation Stage:	6701
KS1:	11,298
KS2:	21,840
KS3:	14,689
KS4:	9,388

Special Schools:

Foundation Stage:	56
KS1:	82
KS2:	236
KS3:	319
KS4:	236

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

All primary school aged children and their families in the Stone Cross/Hankham area could potentially be affected by this policy change. However it relates only to mainstream primary schools in the area so older children and children attending special school will not be affected. Primary school aged children living in the Rodmell area will be positively impacted by this change as they will have a school to attend. Secondary School age children living in Ditchling and Streat will be enabled to access a more local school.

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

Yes, only school aged children and their families will be affected. **What is the proposal, strategy or policy's impact on different ages/age groups?**

The policy will affect only school aged children and their families in the areas detailed above, and the impact will not be universal in the affected area as the expectation is that similar numbers of families will still be offered their first

preference school. There may be a few families who will be offered a place at a school that was a lower preference than the school they would have been offered had the existing policy still been in force in respect of Hankham and Stone Cross, but this will be balanced out by other families who will receive a better offer than they would otherwise have had.

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

Robust communications with families and schools. The intention is to ensure that the change to the policy is widely publicised so that parents are able to make informed decisions when applying for a school place for their children.

e) Provide details of the mitigation.

There will be no need for mitigation as it is not anticipated that any families will be adversely affected. Those families (if any) who are unable to be offered a school of their preference as a result of this change will all be living outside the community area and would never have had priority for admission to these schools.

f) How will any mitigation measures be monitored?

The agreed action plan will be monitored by the Equality and Participation team.

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

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

No evidence of disproportionate, negative, neutral or positive impact.

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

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

No evidence of disproportionate, negative, neutral or positive impact.

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

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

No evidence of disproportionate, negative, neutral or positive impact.

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

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

Not applicable.

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

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

Not applicable.

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

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

No evidence of disproportionate, negative, neutral or positive impact.

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

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

No evidence of disproportionate, negative, neutral or positive impact.

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

Rurality

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

Children living in the rural area served by Hankham Primary School will now have the additional security of priority for places at Stone Cross Primary School. Children living in the rural area formerly served by Rodmell CE School will have the security of priority for places at Iford and Kingston CE School. Children living in the rural area of Ditchling and Streat will have added priority for Chailey Secondary School. Children, families and school in other rural communities are unaffected by these changes.

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

See above.

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

Families living in the affected rural areas will be positively affected by the area changes. Families living in other rural areas will be unaffected.

d) What is the proposal, strategy or policy's impact on the factor or identified group?

Positive in the case of those living in the rural areas concerned, neutral (ie no impact) in other rural areas.

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

Not applicable

f) Provide details of the mitigation.

Not applicable

g) How will any mitigation measures be monitored?

Not applicable

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

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

Part 5 – Conclusions and recommendations for decision makers

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

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

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

X	Outcome of impact assessment	Please explain your answer fully.
X	A No major change – Your analysis demonstrates that the policy/strategy is robust and the evidence shows no potential for discrimination and that you have taken all appropriate opportunities to advance equality and foster good relations between groups.	The changes to admissions arrangements should help ensure that all children are able to attend their nearest local school. A thorough communication campaign with all stakeholders will ensure that all families and schools are aware of the changes in time to allow for effective planning.
	B Adjust the policy/strategy – This involves taking steps to remove barriers or to better advance equality. It can mean introducing measures to mitigate the potential effect.	
	C Continue the policy/strategy - This means adopting your proposals, despite any adverse effect or missed opportunities to advance equality, provided you have satisfied yourself that it does not unlawfully discriminate	
	D Stop and remove the policy/strategy – If there are adverse effects that are not justified and cannot be mitigated, you will want to consider stopping the policy/strategy altogether. If a policy/strategy shows unlawful discrimination it <i>must</i> be removed or changed.	

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

An action plan will be developed with the Schools Admissions team so monitoring is carried out.

Equality Impact Assessment

- 5.6 When will the amended proposal, strategy or policy be reviewed?** The admissions policy is reviewed annually in accordance with the statutory process. If agreed for 2019, the policy will be implemented in time for admissions to schools in 2019. A further consultation process will then be carried out in Autumn 2018 for admissions to schools in 2020, and each year thereafter.

Date completed:	30/1/18	Signed by (person completing)	
Jo Miles		Role of person completing	Admissions and Transport Manager
Date:		Signed by (Manager)	

Part 6 – Equality impact assessment action plan

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

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

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

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

Area for improvement	Changes proposed	Lead Manager	Timescale	Resource implications	Where incorporated flagged? (e.g. business plan/strategic plan/steering group/DMT)
Communication plan	Produce a clear plan to ensure all stakeholders are aware of the changes	Jo Miles			
Communication methods	Attend key stakeholder events and ensure all digital routes of communication are used	Jo Miles			

Equality Impact Assessment

(a) 6.1 Accepted Risk

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

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

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