



*Education Strategy*

2003/4

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## Summary

The eb4U Education Co-ordinator is responsible for the development and co-ordination of the strategy and for supporting/advising the Education and Employment Steering Group. The post is managed by the eb4U Neighbourhood Manager and is jointly supervised by the AD, Community and Family Services, within the Local Education Authority's Children Families and Schools department. The Strategy has been developed over time after consulting with a wide range of partners key to education, including residents of the local community. The issues identified (and detailed in the main body of this document) were confirmed at the Education Stakeholder Conference, held in February 2003, as those that **continue to be barriers to raising educational attainment in its broadest sense**. The strategy uses a mixture of approaches such as prevention, intervention, diversion and support.

The strategy is concerned with social inclusion and covers education across early years, statutory schooling and into adult learning so it has a very broad focus. However, these themes run through it:

### 1 Working in Partnership

Partnership working between the major statutory agencies, schools, local providers, voluntary groups and the local community is key to helping improve the educational attainment of young people in East Brighton and to increase post-16 education, training and training into employment opportunities; also support for adults in developing their skills, particularly those returning to employment or those who left school without strong basic skills or qualifications.

### 2 Involving parents and the community

Research has shown that involving parents in their children's learning is a very effective way of helping raise standards. Parents who are well informed and actively supportive within the life of the school also help to maintain a thriving school at the heart of their community. Many may not have had a good experience at school themselves, so the strategy will encourage projects that promote parental involvement in the learning process or those which bring parents and community into school for other reasons, as the 'knock-on effect' can be just as valuable in the longer term. Encouraging volunteers to help in school also has two-way benefits and can be the first step to other things for them.

### 3 From Early Years to University; Adult Education and beyond

The eb4U Education Strategy funds and encourages projects from the very earliest years, including speech and language development programmes for babies with their mothers, nursery places, Learning Support Assistants who work across all school phases targeting speech and language, behaviour, literacy and numeracy. Projects that help raise attainment by improving attendance, reducing exclusion and bullying will also be encouraged. The strategy aims to provide additional support for children, young people and adults to progress from one stage to another in their 'learning journey', including further education, training or employment opportunities for post-16. For adults, we need to create pathways from self development/confidence building

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courses, through access, basic skills, academic or vocational courses to further/higher education or employment.

### 4 Additionality and mainstreaming

New Deal for Communities funding has been given to East Brighton to provide additionality on top of the main service providers' budgets. The strategy is to target eb4U resources on areas where schools, LEA or LSC are unable to meet identified needs but not to *replace* main funding streams. This could also include using the funding to be innovative to pilot new developments to help change the way main service providers deliver their service, to trial good practice from elsewhere and to be more responsive to the needs of the local community.

It is hoped that by doing so, changes or projects that are developed and evaluated as working for the better may be supported in the future by those main service providers and the organisations themselves. The New Deal for Communities programme will end in 2010, and it is essential that eb4U funding is used to help create the conditions where improvements are sustainable into the future and beyond the life of the programme.

eb4U has been working locally for the last three years in partnership with the key statutory agencies and has developed Public Service Agreement targets in particular areas. There have been some successes, for example, increased further education and training and reducing school exclusions but we know there is still work to do.

Some of the gaps identified are:

- improving educational attainment across the key stages
- Work with other stakeholders to develop post-16 educational and learning opportunities within the area
- review and invest in projects to develop adult learning
- support projects that address school attendance, including issues of exclusion.

These issues and more are described in detail on the following pages within the main body of the Strategy.

Teresa Goulding  
eb4U Education Co-ordinator  
October 2003

*Our Vision for A Better Educated East Brighton*

- Giving priority to investing in the future of our young people, to provide them with the best possible foundations for a fulfilling life
- Ensuring the reputation of our schools is transformed, providing a quality of education and learning that will meet the needs of our own communities and will be attractive to people living outside of East Brighton
- Making sure that schools and lifelong learning resources are at the heart of our community
- Instilling a belief in the value of education and learning, and high expectations of what is achievable that is shared by teachers and learners
- Ensuring our young people see themselves and are seen by others as the future of East Brighton

***taken from the Delivery Plan- March 2000***

This Vision still holds true. However, communities develop and change and a strategy needs to grow and change with them. This strategy is concerned with enhancing opportunities for those children, young people and adults who attend local schools and other learning or training venues, to achieve their full potential through the provision of quality education, training and employment opportunities and through their own increased engagement, self-confidence, expectation and aspiration. It will be reviewed on an annual basis.

## **1. Introduction**

'A Better Educated East Brighton' is one of the six strategic themes identified at the beginning of the East Brighton NDC programme, now called eb4U (East Brighton for you). Education is a key priority as research has shown that East Brighton needs to increase levels of educational attainment and participation in learning activities across its community.

In collaboration and partnership with the key statutory agencies, local providers, voluntary groups and the local community, eb4U is committed to helping improve the educational attainment of young people in East Brighton and to increase post-16 education, training and training into employment opportunities. We will also support adults in developing their skills, particularly those returning to employment or those who left school without a strong basic skills base or accredited learning. This will involve regeneration activities and, initially at least, mean supporting or creating an infrastructure that will allow parents to return to training or enter employment eg crèche, nursery and childcare places. There are no simple or quick fixes; rather, sustained and targeted strategies.

In addition to supporting schools and adult education/training with project-based resources, which are supplementary to those provided by main service providers, eb4U (in common with all NDCs) has a clear remit from Government to influence and support strategies that will help statutory providers to consider how their services might be delivered differently or more effectively across East Brighton. This does not necessarily

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mean putting in more resources although it may require initial supportive funds to implement change. This fits within the Neighbourhood Management area of work.

Many factors underpin the primary outcomes and sub-themes within 'Better Educated', not least the impact of family support, aspiration, health and housing circumstances on the ability of a young person or adult to access education, training or employment. These issues cut across all of eb4U's other strategic themes.

### 2. Background

eb4U developed a Delivery Plan, completed in March 2000, which set out the community's vision for education in East Brighton. It also updates and publishes a 'rolling' 3 Year Strategy which summarises the delivery plans for each of the six key themes. In common with other NDCs at the same stage of development, eb4U has just undergone a 3-year evaluation and its findings will further inform and refine its activity and focus. We now have a wealth of data from a variety of sources which will help in this task.

In the past, eb4U has operated by encouraging a wide range of projects but in the future this will need to change to a 'commissioning' role as a result of monitoring and evaluating, the need for more focus and what will achieve greatest impact. Over the next three years our spending will peak. If we were to continue to fund all existing projects and all those potential projects seeking funding, we would potentially overspend our total budget. Our current projects will therefore need to be evaluated for their success and impact which may result in difficult decisions about re-funding; commissioning will enable us to target our reducing resources in areas where there are gaps and where they will have most impact on our key priorities.

### 3. The strategy

The eb4U Education Strategy reflects the framework set out in Fig 1, based on its delivery plan. There are two primary outcomes:

- a) Increase of young people obtaining 5 or more GCSE A\* - C grades to city average by 2010;
- b) a new outcome to reflect adult education, lifelong learning and ICT skills (*wording to be agreed*)

and three sub-themes:

- i) improve educational attainment
- ii) reduce school absence and exclusion
- iii) promote further education, lifelong learning and ICT

Under each of the sub-themes the strategy sets out:

- Performance data:
  - national and local
  - Public Service Agreement targets
  - relevant findings from MORI and SQW NDC review
- Current or pending eb4U projects/work with mainstream agencies
- Current Gaps
- Key Links – City Council and LEA, Health Authority and Police (Local Public Service Agreement and East Brighton Public Service Agreement); Sussex Learning

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and Skills Council, Connexions, Local Strategic Partnership(LSP) Community Strategy etc

These are detailed in the tables under Sections 1, 2 and 3.

The strategy will form the basis for commissioning and assessing education projects. It has been developed through consultation with key partners such as head teachers and schools, Local Education Authority, Sussex Learning and Skills Council, Connexions, Health and Police together with the input and insights of local resident members of the eb4U Education and Employment Steering Group and Board, plus issues raised through wider community consultation. The eb4U strategy takes into account – and refers to - other existing strategies and plans which together contribute to our overarching theme of ‘A Better Educated East Brighton’. It supports the seven priorities set out in key documents such as the LEA’s Education Development Plan (EDP) and the Learning & Skills Council’s Annual Plan. Whilst one of eb4U’s primary outcomes is the increase of young people obtaining 5 or more GCSE A\* - C grades, local strategies cannot overlook the needs of the significant number of young people who do not gain 5 GCSEs and for whom a vocational route would be more appropriate. The Connexions Service and the strategy for Transforming Youth agenda (13-19s) – within which the youth service plays its part - has targets to increase the numbers of young people achieving accredited learning in the Not in Education, Employment or Training (NEET) group.

### 3a) Issues

Many of the issues identified through this cumulative developmental work were confirmed by delegates, including head teachers, at the Education Stakeholder Conference, held in February 2003, as those that **continue to be barriers to raising educational attainment in its broadest sense**.

These include:

- poor attendance, linked to the importance of a stable and safe home environment (substance misuse, domestic violence, children as carers, ill-health, condoned absence)
- a flexible and meaningful curriculum (relevant to the developing 14-19 agenda)
- mental health issues, amongst children and parents
- anti-social behaviour and bullying
- need for positive promotion of schools and links into their local communities
- high proportion of pupils with Special Educational Needs in East Brighton schools
- recruitment and retention of teachers and support staff

Most of the above are addressed within the National Healthy School Standard (promoted by the Department for Education & Skills), which is a whole school approach to school improvement. This work is undertaken, in part, by the Healthy Schools and Personal, Social & Health Education (PSHE) Team which works with schools across Brighton & Hove and East Sussex. In addition, the Extended Schools Programme also promotes the school as the centre of its community and encourages much wider use of its resources and facilities outside traditional weekday school hours.

The effects of exclusion, poor early speech and language development and transition (particularly at KS2 (primary to secondary) and at KS4 (secondary to further education))

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are also issues that need to be considered. There are other issues related to the appropriateness of an academic curriculum for many young people and the development of vocational education/training which could hold the key to their self-esteem and life chances (section 3, above). Improving the results for Looked After Children (LAC) is a city-wide issue but particularly an East Brighton one. We also need to work with others to increase provision in our area for out-of-school activities for children with disabilities. All of the above relate to the area of social inclusion in its broadest sense.

There is a clear, wider link with health, housing and community safety in addressing these issues. The Local Authority's housing policy is undergoing review – the choice-based lettings scheme, for example - and there may be a need for the LEA to review its school admissions policy in the light of the consultation to close one of East Brighton's secondary schools. The impact of school budgets and funding for the 2003/4 academic year (nationally and across the city) are issues that will continue to exercise heads, governors and those involved with school management. Head teachers have expressed concern that some of the gains made over the past few years may be lost and potentially set progress back.

### 4. Making the links

There are strong messages from the highest places – central government, Department for Education and Skills, HM Chief Inspector of Schools – that the child and family are at the heart of government policy: the new Green Paper *Every Child Matters*; appointing a Children's Commissioner, developing integrated family support, a Children's Trust, Children's Centres and so on reinforce the early prevention, support and intervention work being undertaken within Brighton & Hove and supported across many of eb4U's key priority themes and projects. The LEA's creation of a Children Families and Schools department, which brings education and social care together, is already demonstrating real benefits to strategic thinking, planning and front line delivery. The fact that this integration has also happened at Department for Education and Skills (DfES) level recently, along with the appointment of Margaret Hodge, also demonstrates that 'joined up working' is becoming a reality in parts of government too.

We are linked to other key statutory agencies through shared or negotiated targets to improve services and performance. The Local Authority has a Local Public Service Agreement (LPSA), which includes 'stretch' targets (those which go beyond already-challenging targets), some of which are a particular issue for East Brighton. eb4U has targets on its Public Service Agreement (PSA) which the key statutory agencies are signed up to helping deliver, and CityStats (a new joint initiative which holds performance data shared by key agencies and others) which should go live in September 2003.

eb4U's Education Strategy reflects and is underpinned by the many plans and strategies that already exist: those developed (or in development) by eb4U (Health Strategy, Draft Community Training Strategy, Youth Strategy), the LEA's Education Development Plan, Secondary Education Strategy, the Excellence in Cities Plan, Leadership Incentive Grant (LIG) Collaborative Plan, Adult and Community Learning Plan, the Local Authority's Community Strategy and Neighbourhood Renewal Strategy, plus the Sussex Learning and Skills Council's (LSC) Strategic Plan. The LSC has its own priorities and targets – especially in relation to its strategic aims (and

responsibilities) to:

- Raise participation and achievement by young people;
- Extend the range of learning opportunities for adults;
- Meet the learning needs of the workforce;
- Work to achieve these strategic aims through effective partnership.

In order to maximise the impact of work of all the agencies perhaps discussion should be had between them about 'joining up' public funding and planning bodies for education and training (including the LEA, JobCentrePlus, Connexions and Sussex LSC).

The Education Action Zone (EAZ), which has been operating across Whitehawk, Moulsecoomb, Coldean and Bevendean is due to end in December 2003, and will be replaced by the **Excellence in Cities Cluster (EiC)** from January 2004. The EiC comprises all the schools currently in the EAZ plus other city schools which have Beacon status or school achievement awards. The Brighton & Hove EiC Cluster will build on the many effective partnerships that exist within the family of schools and the expertise of head teachers who have already built innovative relationships with other colleagues

### 5. Strategic Development through the Links

eb4U's New Deal for Communities programme is set to finish in 2010, so it is crucial that eb4U is focused on working collaboratively with, and maximising the spend of, existing statutory agencies and is providing 'additionality' to work in areas that will provide the best impact on government targets for the area, to the mutual benefit of East Brighton and the city. The success of eb4U is the city's success, and vice-versa. eb4U will also work to lever in more funding to the area from other sources such as European Social Fund (ESF).

There is an increasing thrust from Government that the multi-disciplinary approach being taken by key statutory organisations will become more prevalent in the future (*'Children's Services for England'*). There is also evidence from initiatives locally and around the country which demonstrates the benefits of a range of cross-sector professionals working, being located and managed together as one team. A study tour to a Full Service School in East Manchester (situated in the most deprived ward in the country), organised through the national Local Government Association Conference in June 2003, provided a good-practice example of an holistic, school-based integrated approach to supporting students and their families.

In Brighton & Hove the SureStart programme is one such good example (managed with Hollingdean Neighbourhood Renewal Fund), as is the nationally-recognised success of eb4U's Community Safety Team. The rolling-out of the Family Support teams, the advent of Children's Centres and creation of a Children's Trust in Brighton & Hove will all take forward and promote this ethos.

The Identification, Referral and Tracking (IRT) project is also being developed, based within the LEA's CFS department. It will, as the title suggests, identify, refer and track the progress of young people at risk. This will, over time, provide a powerful tool in supporting children in need by providing monitoring and evaluatory data. A key part of

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this project is to develop protocols and IT systems to improve information-sharing which will really help support the work of multi-agency teams and their ongoing development. Alongside this work, there is also a pressing need to create a system using eb4U's postcodes to identify and track the progress of individual children. This is something we would wish to pursue in partnership with the LEA.

### **5a) Early years and childcare**

eb4U currently supports work in these key areas of early prevention and intervention. For example, the eb4U 'Health' strand is working closely with health and the LEA to support the implementation of the Family Support strategy, which will increase access to support services to families with the long-term aim of reducing the number of children on the child protection register.

In the 'Education' strand, the successful Learn to Talk – Talk to Learn project is a targeted speech and language programme for families with babies and very young children. This kind of early intervention - and teaching parents to talk to/stimulate their children in order to promote 'school readiness' - has recently been cited as crucial by HM Chief Inspector of Schools. This recognises again that the family has a primary role to play, and that teaching/learning is not the sole responsibility of schools.

The creation of new nurseries/additional nursery places in Whitehawk and Moulsecoomb, as well as crèche and childcare places, is the result of partnership working with the Early Years Development and Childcare Partnership (EYDCP). The development of Children's Centres will also be key to the early years strategy.

### **5b) Across primary and secondary**

A number of eb4U-funded projects also support the LEA's Extended Schools programme – breakfast, lunchtime and after-school clubs, sports activities, library and homework programmes, parent and toddler and community rooms, family learning, improved security and better access, community education and ICT training courses, drop-in clinics and advice/debt services - based on school premises. This kind of development will continue where appropriate, considering the needs of the local community and the school and taking into account other strategic developments such as building and accommodation reviews or the current/planned location of statutory services.

eb4U is funding a school-counsellor project – one counsellor in each of the two secondary schools and one across the primaries – which will increase direct support for children and young people, allowing them to discuss issues and seek advice. This should help prevent events from becoming crises or provide support during such an occurrence. Many children and their families suffer from mental health needs (highlighted in 3a) and this is an area that eb4U will need to continue to support. Workers for the Family Support Strategy will also be well placed to pick up the signs.

The Learning Support Assistant/Mid-day Supervisory Assistant (LSA/MSA) project has now been evaluated, and is being re-developed for January 2004, with the benefit of the evaluation, current performance data and the input of head teachers. This new project will continue to support eb4U's sub-themes of improving speech and language development, behaviour, literacy and numeracy skills and encouraging parents to

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participate in the life of their school and engaging them in their children's learning. These are consistent with the schools' own improvement plans, the LEA's aims and will link very well into the Excellence in Cities (EiC) Plan, below.

The focus of the EiC from January 2004 will be on three strands – Learning Mentors, Gifted and Talented and Attitudes to Learning – and will support collaborative activity across primary and secondary schools in the Cluster. This plan has recently been submitted to DfES for approval.

The national Attendance Project has provided extra resources to the LEA, equivalent to two additional Education Welfare Officers for two years. It will work with the 20 schools across the city with the lowest attendance figures, focusing in East Brighton on the current EAZ primary schools. eb4U will need to continue to support activity aimed at improving attendance and reducing truancy, as part of its primary aim to improve attainment. Attendance is a 'stretch-target' on the city's LPSA and also part of East Brighton's PSA.

### **5c) Secondary and 16- 19**

There are only two secondary schools in East Brighton and there is currently a consultation process in progress involving one of those secondary schools, which will run its course until the start of 2004, when a decision will be taken on its future. The eventual outcome will have an impact on the shape and delivery of education in East Brighton and therefore this strategy will need to be reviewed once the outcome is known. eb4U will support and facilitate the process and work with the LEA and the local community to achieve the best educational outcome for the young people of the area and to meet our PSA targets.

The LEA's Strategy for Secondary Education in Brighton & Hove – drafted July 2003 – describes its city-wide vision for secondary education and outlines its commitment to develop its secondary schools across a broad range of areas. There is no post-16 provision in East Brighton and research from the Learning & Skills Council shows we need to increase levels of attainment at Level 2 by age 19. We therefore need to work in partnership with the LEA, the Learning Partnership and the LSC/training providers, with reference to their Local Strategic Plan, to develop further targeted activities which will address these needs. This must include training (ie: Modern Apprenticeships) but also further education opportunities, specialist provision for young people with learning difficulties and provision for those not wishing to stay on in full time education or, yet, ready to enter employment. In turn, providing this range of opportunities will require partnerships with, and new outreach arrangements by, the all available providers of post 16 education and training including the FE and sixth form college sectors and training providers.

Public transport for local young people is also an issue (*note: LEA Post-16 Transport conference organised by the LEA for 16 October 2003*) which supports the notion of outreach provision, but also could make the case for negotiating different bus routes or enhanced provision. There is the need for a range of learning opportunities for those aged 16-19 in the area.

eb4U has funded a pilot year project – which started in September 2003 - called the 'pre-cadet scheme' which has been devised by eb4U in partnership with the training

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department of Brighton and Sussex Hospitals University Trust and will comprise around 16 fourteen year-old students from our two secondary schools. The training will be delivered in one of the secondary schools by a local provider. The Brighton and Sussex Hospitals University Trust currently runs its own very successful training scheme for post-16s called the 'cadet scheme', which provides access to around 70 different jobs in the health economy. There is obvious potential for a progression route from one scheme to the other, and this is the kind of initiative we will be seeking to foster in other areas of public service. The Government Office for the South East (GOSE) sees this as an exciting new initiative and is keen to see it promoted wider than Brighton & Hove.

Similarly, developing the flexibility of the 14-19 curriculum (including vocational education) with identifiable progression pathways into further education, training or employment means being keyed into the LEA/LSC's development plans and building stronger links with the Connexions service and local businesses. eb4U supports the LEA's Work Experience and Apprenticeship Programme initiative. With regard to pre 16 vocational learning opportunities and initiatives to assist progression and transition at 16, there is a need to:

- develop vocational learning opportunities for those aged 14-16 (ie: at Key Stage 4);
- address the numbers of young people (aged 16-19) who are not in education or employment with training (an issue for Connexions as well);
- develop vocational education and training opportunities for those aged 16+ in the area, especially at level 2 but also at level 3;
- Work with the Partnerships for Progression (P4P) initiative to improve the rate of progression, among young people in the area, to further and higher education.

eb4U, in partnership with others, needs to seek ways of encouraging young people to take up – and remain on – training and further education courses. This could take the form of equipment/book bursaries, retention grants, bus passes or other appropriate incentives. In addition, the Education Maintenance Allowance (EMA) is a government funded scheme to encourage school leavers to continue their education by currently paying them up to £30 a week to stay on at school or college. There are also bonus payments for good attendance and achievement. Whilst EMAs do not exist in Sussex at the moment, in September 2004 the government is introducing a national EMA scheme to replace the existing scheme. This means that the way EMA forms are assessed will change. The new scheme may also include changes to the amounts payable. We have both the University of Brighton and Sussex University on our doorstep, along with City College which delivers vocational training. We need to create strong and innovative links with them to help create better promotion, access and uptake of further and higher education courses for those East Brighton students who want to continue in education beyond 16. As an organisation, we should also be exploring opportunities to support students to take up and remain on courses.

The EiC Cluster work, outlined in 5b, plus the Leadership Incentive Grant Collaborative Plan, is a very exciting new initiative for the two East Brighton secondary schools involved. The work will focus on collaborative teaching/learning, sharing good practice and boosting leadership capacity at middle-management level.

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In addition to support from statutory agencies, there are a number of others that work with disaffected, excluded and at-risk pupils, for example: the Crew Club, Whitehawk Youth Club, 67 Centre (the Youth Service), ACE, Bridge to Employment, Youth Offending Team (YOT), Positive Futures and Positive Activities, Youth Inclusion Project (YIP) and the Police (part of Community Safety Team).

YIP identifies and works with the 50 most at risk young people across Whitehawk & Moulsecocomb, providing support, advice and guidance often to those who have been excluded from school or who have self-excluded. These agencies do a good job, but it may be worth considering who delivers each element and how it is delivered to maximise the impact of this support. A greater impact may be gained from those professionals working as a team, based in the school. This 'joined-up' team approach has had very successful results locally in eb4U's Community Safety Team. The effect of basing professionals in the school, as an integral part of the school team – evidenced in the East Manchester secondary school – has reduced exclusion and improved the attendance, behaviour, attainment and staying-on rate of those students. This required some additional resource, but mostly required a different way of working and a willingness of statutory agencies to shift resources and 'base' their workers in schools. It is something we would positively want to explore here with our partners.

There is also joint-working with Sussex Police, through the Community Safety Team, to develop two School Intervention Officer posts for East Brighton secondary schools and nearby secondary schools to create a 'virtual beat'. This initiative has been trialled successfully in Eastbourne and the Brighton Division Chief Inspector - supported of the head teachers approached – has agreed to introduce dedicated East Sector Policing here.

### **5d) Adult education, training and employment (post-19)**

A new joint LSC/eb4U post for an Employment, Training and Enterprise manager will work across the post-16 – adult agenda on those issues. We are continuing to build stronger links with the LSC, and the above post will help in this. The Business in the Community Manager will also be a key person to help create and support links with local businesses and promote workplace-based learning. There are potential opportunities through local developments such as the Preston Barracks and Westergate House, encouraging social enterprise and business start-ups.

The LEA's Adult and Community Education Consortium (Learning Plan approved by the LSC) covers the city, but there is an East Brighton focus through eb4U's own newly-formed Community Education Consortium (ref: eb4U's draft Community Training Strategy). Its four members (The Bridge, Whitehawk Inn, Friends Centre and Varndean College) are also part of the LEA's Adult and Community Education Consortium. eb4U's Consortium will work with the LEA and others in the adult education sector to maximise funding for East Brighton and encourage the creation and delivery of relevant courses by relevant methods, in local venues. eb4U will continue to support and expand adult education, basic skills and ICT courses via community venues across the eb4U area.

The LSC runs an East Brighton Sub-Group of the 'Brighton Post-16 Place Planning Group' and has data to support the need to improve the basic literacy and numeracy skills of adults in East Brighton and to increase the number of people gaining Level 2

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qualifications. These are both key targets for eb4U, and we will be looking to provide more opportunities and increase provision via this Group and by other routes.

Consultation with the LSC has highlighted the following priorities:

- Expand the role and volume of Information, Advice & Guidance in the area to better provide support to those in low paid/low skilled employment;
- Develop vocational and employment training opportunities for adults (in addition to the general adult education and IT provision that currently exists) in the area;
- Develop 'level 2' further education provision for adults in the area (in response to the proposals in the recent 'Skills Strategy' published by DfES) and ensure that progression routes to 'level 3' learning opportunities, and beyond, are available;
- Continue to expand, and improve, the provision of basic skills (and ESOL) provision in the area designed to meet the Government's 'Skills for Life' agenda, including through Family Learning.

In turn, these priorities will require a range of new adult learning and skills provision (and new arrangements for learning and skills and, possibly, new providers) over and above the arrangements for adult and community learning already mentioned. This will include significantly developing the role of FE colleges, training providers and higher education in the area.

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The following page (Figure 1) shows the strategic framework describing the 'Better Educated' theme, headed by its two primary outcomes and the three sub-themes below.

The final pages of this document expand the strategic framework and detail, in table form, each of the target areas in the boxes under each of the sub-themes.

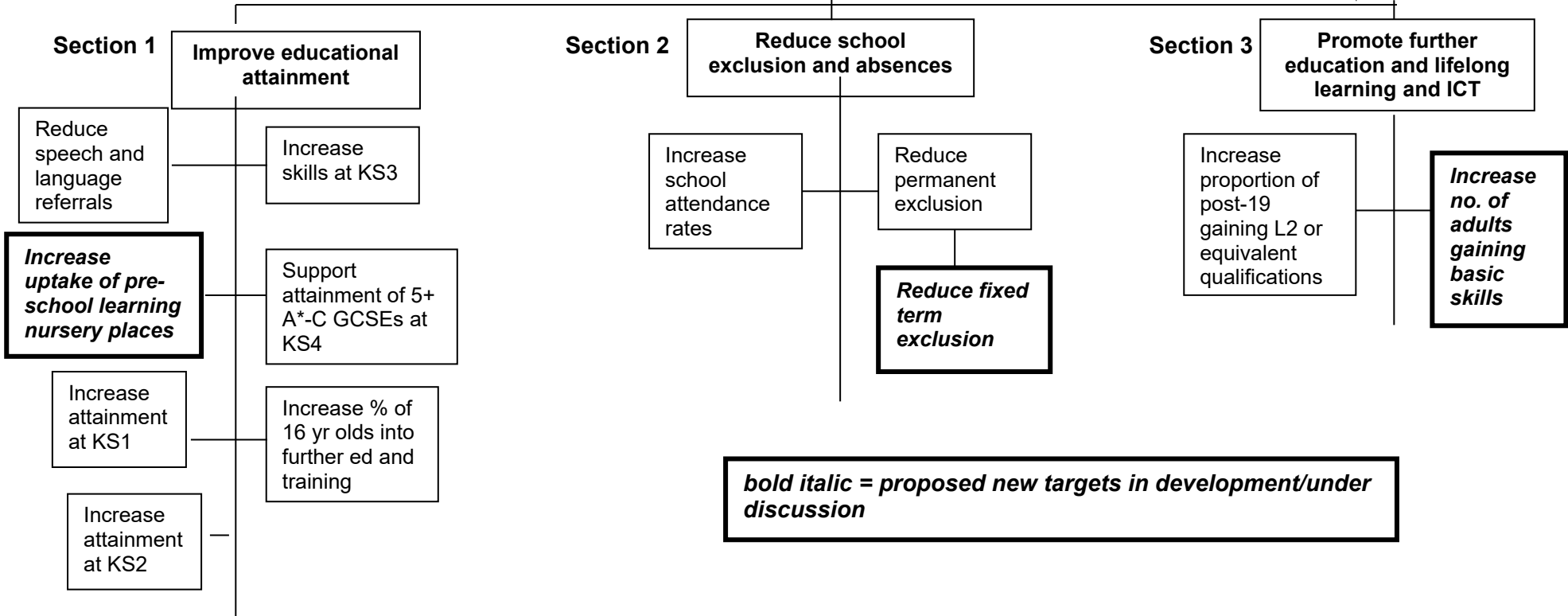
Figure 1

Strategic Framework

**New Deal for Communities Priorities  
Crime, Education, Employment, Health and Housing**

- Primary education outcomes in Delivery Plan:
- Increase the number of young people obtaining 5 or more A-C GCSEs grades to the national average by year 10
  - ***new Primary Outcome for Adult Ed, LLL and ICT***

eb4U education sub-themes identified



## SECTION 1

**Primary Education outcome:** Increase number of young people obtaining 5 or more A\*- C grades at GCSE

**Priority sub-theme:** Improve educational attainment

<b>1.1 Reduce Speech and language referrals</b>	
<b>National Targets</b>	
<b>2020 Community Strategy</b>	None
<b>2010 PSA Target</b>	Reduce speech and language referrals for children aged 3-5 by 30% by December 2003 <i>in development (from 51 in 1999 to ----- in 2010)</i>
<b>Education Development Plan (EDP) Priority</b>	Priority 1 – Raising attainment in Early Years towards early learning goals, and in primary education especially in literacy and numeracy
<b>MORI Findings</b>	None
<b>eb4U/ LEA projects and work with mainstream agencies</b>	eb4U Learn to Talk – Talk to Learn project Health visitors / Speech & Language Therapy Service Early Link project/ Family Support project ( <i>n/a yet</i> ) Children’s Centres/ Family Centres ( <i>n/a yet</i> ) Play Link Buffer Bears Nurseries MNT neighbourhood nursery
<b>Current gaps</b>	
<b>Intended impact</b>	To promote a steady decline in children being referred at age 3 by 2010 and to improve communication skills of parents with their babies
<b>Major links / Partners</b>	EYDCP; LEA Family Support strategy; Children’s Commissioner; LEA PRESENS service; Speech and Language Therapy Service, Primary Care Trust

<b>1.2 Increase uptake of pre-school learning nursery places (under discussion – no target currently set)</b>	
<b>National Targets</b>	
<b>2020 Community Strategy</b>	None
<b>2010 PSA Target</b>	<i>in development</i>
<b>Education Development Plan (EDP) Priority</b>	
<b>MORI Findings</b>	
<b>eb4U/ LEA projects and work with mainstream agencies</b>	Family Support Project / Early Link ( <i>n/a yet</i> ) Learn to Talk – Talk to Learn project Play Link Buffer Bears nurseries
<b>Current gaps</b>	
<b>Intended impact</b>	
<b>Major links / Partners</b>	

<b>1.3 Attainment at Key Stage 1</b>	
<b>National Targets</b>	
<b>2020 Community Strategy</b>	None
<b>2010 PSA Target</b>	Increase attainment levels for Key Stage 1 to 85% at Level 2 and above by 2010 (in EAZ primary schools)
<b>Education Development Plan (EDP) Priority</b>	Priority 1 – Raising attainment in Early Years towards early learning goals, and in primary education especially in literacy and numeracy Priority 4 – Narrowing attainment gaps and tackling underachievement Priority 7 – Raising attainment through partnership working
<b>MORI Findings</b>	64% very/fairly satisfied with primary schools
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;">           eb4U LSA/MSA schools' project            eb4U Learn to Talk – Talk to Learn project            eb4U breakfast clubs            Early Link project (<i>n/a yet</i>)            Family Support project (<i>n/a yet</i>)            Healthy Living Centre Family Support Workers (<i>n/a yet</i>)            eb4U School Counsellor            MNT neighbourhood after-school club            Buffer Bears Nurseries            LEA Attendance project / Education Welfare Service (EWS)            Excellence in Cities         </div> <div style="width: 35%; text-align: right;">           Healthy Schools &amp; PSHE            Extended Schools         </div> </div>
<b>Current gaps</b>	Stronger school links with home and local community Support attendance projects
<b>Intended impact</b>	Increase attainment levels for Key Stage 1 to 85% at Level 2 and above by 2010 (in EAZ primary schools)
<b>Major links / Partners</b>	LEA Family Support Strategy; EYDCP; Children's Centres ; Foundation stage education

<b>1.4 Attainment at Key Stage 2</b>			
<b>National Targets</b>			
<b>2020 Community Strategy</b>	None		
<b>2010 PSA Target</b>	Increase attainment levels for Key Stage 2 to 85% at Level 4 and above by 2010 (in EAZ primary schools)		
<b>Education Development Plan (EDP) Priority</b>	Priority 1 – Raising attainment in Early Years towards early learning goals, and in primary education especially in literacy and numeracy Priority 4 – Narrowing attainment gaps and tackling underachievement Priority 7 – Raising attainment through partnership working		
<b>MORI Findings</b>	64% very/fairly satisfied with primary schools		
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<table border="0"> <tr> <td>           eb4U LSA/MSA schools' project;            eb4U breakfast clubs            LEA 14-19 flexibility curriculum (inc training providers)            eb4U School Counsellor            Libraries Homework Clubs            Family Support project (<i>n/a yet</i>)            LEA Attendance project / Education Welfare Service (EWS)            Excellence in Cities            Healthy Living Centre Family Support Worker         </td> <td style="vertical-align: top;">           Healthy Schools &amp; PSHE            Extended Schools            MNT After school club         </td> </tr> </table>	eb4U LSA/MSA schools' project; eb4U breakfast clubs LEA 14-19 flexibility curriculum (inc training providers) eb4U School Counsellor Libraries Homework Clubs Family Support project ( <i>n/a yet</i> ) LEA Attendance project / Education Welfare Service (EWS) Excellence in Cities Healthy Living Centre Family Support Worker	Healthy Schools & PSHE Extended Schools MNT After school club
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<b>Current gaps</b>	Improved transition between KS2 and KS3 Support attendance projects Stronger school links with home and local community		
<b>Intended impact</b>	Increase attainment levels for Key Stage 2 to 85% at Level 4 and above by 2010		
<b>Major links / Partners</b>	LEA Family Support Strategy; Children's Centres ; LEA Education Development Plan; School development plans		

<b>1.5 Increase skills at Key Stage 3</b>																					
<b>National Targets</b>																					
<b>2020 Community Strategy</b>	To achieve better KS3 results at age 14 in English/literacy: from 62% in 2001 to 78% in 2005 Maths/numeracy: from 64% in 2001 to 78% in 2005 Science: from 63% in 2001 to 74% in 2005 ICT: from n/a in 2001 to 78% in 2005																				
<b>2010 PSA Target</b>	Increase skills of children at Key Stage 3 to support attainment of 5 or more A*-C grade GCSEs to 46% by 2010 in East Brighton secondary schools																				
<b>Education Development Plan (EDP) Priority</b>	Priority 2 – Raising attainment in Key Stage 3 Priority 4 – Narrowing attainment gaps and tackling underachievement Priority 5 – Support for schools causing concern Priority 7 – Raising attainment through partnership working																				
<b>MORI Findings</b>	47% very/fairly satisfied with secondary schools																				
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<table border="0"> <tr> <td>eb4U breakfast clubs</td> <td>Healthy Schools &amp; PSHE</td> </tr> <tr> <td>eb4U LSA/MSA schools' project</td> <td>Extended Schools</td> </tr> <tr> <td>eb4U School Counsellor</td> <td></td> </tr> <tr> <td>Community Safety Team</td> <td>School Intervention Officers</td> </tr> <tr> <td>Connexions PAs</td> <td>Youth Service Community PAs</td> </tr> <tr> <td>Education Welfare Service (EWS)</td> <td></td> </tr> <tr> <td>Youth Inclusion Project (YIP)</td> <td>Youth Offending Team (YOT)</td> </tr> <tr> <td>Bridge to Employment project (B2E)</td> <td></td> </tr> <tr> <td>Excellence in Cities</td> <td>Work Experience</td> </tr> <tr> <td>Business in the Community manager (BiCM)</td> <td></td> </tr> </table>	eb4U breakfast clubs	Healthy Schools & PSHE	eb4U LSA/MSA schools' project	Extended Schools	eb4U School Counsellor		Community Safety Team	School Intervention Officers	Connexions PAs	Youth Service Community PAs	Education Welfare Service (EWS)		Youth Inclusion Project (YIP)	Youth Offending Team (YOT)	Bridge to Employment project (B2E)		Excellence in Cities	Work Experience	Business in the Community manager (BiCM)	
eb4U breakfast clubs	Healthy Schools & PSHE																				
eb4U LSA/MSA schools' project	Extended Schools																				
eb4U School Counsellor																					
Community Safety Team	School Intervention Officers																				
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Youth Inclusion Project (YIP)	Youth Offending Team (YOT)																				
Bridge to Employment project (B2E)																					
Excellence in Cities	Work Experience																				
Business in the Community manager (BiCM)																					
<b>Current gaps</b>	Transition strategies from Key Stage 2 to Key Stage 3, inc. increased vocational routes between KS3 and KS4 Support attendance projects Holistic & co-ordinated approach by professionals eg family support/CST models Stronger school links with home and local community																				
<b>Intended impact</b>	To increase skills of children at Key Stage 3 to support attainment at KS4 and to increase the provision of vocational education opportunities through the 14-19 Agenda																				
<b>Major links / Partners</b>	LEA; LSC and training providers eg City College; Connexions service; Business links; Police; University of Brighton																				

<b>1.6 Attainment at Key Stage 4</b>			
<b>National Targets</b>			
<b>2020 Community Strategy</b>	None		
<b>2010 PSA Target</b>	Support attainment of 5 or more A*-C grade GCSEs (Key Stage 4) to 46% by 2010 in East Brighton secondary schools		
<b>Education Development Plan (EDP) Priority</b>	Priority 3 – Raising attainment in Key Stage 4 Priority 4 – Narrowing attainment gaps and tackling underachievement Priority 5 – Support for schools causing concern Priority 7 – Raising attainment through partnership working		
<b>MORI Findings</b>	47% very/fairly satisfied with secondary schools		
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>eb4U breakfast clubs</li> <li>eb4U LSA/MSA schools' project</li> <li>eb4U Community Safety Team (CST)</li> <li>Youth Inclusion Project (YIP)</li> <li>Crew Club</li> <li>eb4U School Counsellor</li> <li>Connexions PAs</li> <li>Education Welfare Service (EWS)</li> <li>Excellence in Cities</li> <li>eb4U health related projects eg smoking, sexual health; diet and exercise</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Healthy Schools &amp; PSHE</li> <li>Extended Schools</li> <li>School Intervention Officers</li> <li>Youth Offending Team (YOT)</li> <li>LEA 14-19 flexibility curriculum</li> <li>Bridge to Employment project (B2E)</li> <li>Youth Service Community PAs</li> <li>eb4U pre-cadet scheme</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>eb4U breakfast clubs</li> <li>eb4U LSA/MSA schools' project</li> <li>eb4U Community Safety Team (CST)</li> <li>Youth Inclusion Project (YIP)</li> <li>Crew Club</li> <li>eb4U School Counsellor</li> <li>Connexions PAs</li> <li>Education Welfare Service (EWS)</li> <li>Excellence in Cities</li> <li>eb4U health related projects eg smoking, sexual health; diet and exercise</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Schools &amp; PSHE</li> <li>Extended Schools</li> <li>School Intervention Officers</li> <li>Youth Offending Team (YOT)</li> <li>LEA 14-19 flexibility curriculum</li> <li>Bridge to Employment project (B2E)</li> <li>Youth Service Community PAs</li> <li>eb4U pre-cadet scheme</li> </ul>
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<b>Current gaps</b>	<ul style="list-style-type: none"> <li>Increased pre-16 vocational learning opportunities and initiatives to assist progression and transition at 16</li> <li>Exam/study incentives</li> <li>Mentors? (business/Universities)</li> <li>Stronger links with home and local community</li> <li>Holistic &amp; co-ordinated approach by professionals eg family support/CST models</li> <li>Support attendance projects</li> </ul>		
<b>Intended impact</b>	Increased percentage of young people in East Brighton gaining 5 A*-C grade GCSEs, or Level 2 equivalent		
<b>Major links / Partners</b>	LEA EDP; LSC and training providers eg City College; LEA; Connexions service; Police; Business links; University of Brighton; Sussex University		

<b>1.7 Increase percentage of 16 year olds in further education, training or training into employment</b>	
<b>National Targets</b> <b>(young people 16-19)</b>	<b>1. Extend participation in education, learning and training.</b> Raise participation of 16-18 year olds in structured learning, towards a formal qualification, to 80% <b>2. Raise achievement of 19 year olds at Level 2 to 85%.</b> That is those with 5 GCSEs at grades A*-C, NVQ Level 2, Intermediate GNVQ or equivalent <b>3. Raise achievement of 19 year olds at Level 3 to 55%.</b> That is 19 year olds with 2 A levels, an NVQ level 3, an Advanced GNVQ or equivalent
<b>2020 Community Strategy</b>	LSC has set local B&H targets concerning numbers of young people aged 16-19 staying in education and achieving higher qualifications <b>1.</b> 700 <b>2.</b> 550 <b>3.</b> 150
<b>2010 PSA Target</b>	<i>In development</i>
<b>Education Development Plan (EDP) Priority</b>	
<b>MORI Findings</b>	
<b>eb4U/ LEA projects and work with mainstream agencies</b>	eb4U Bursary scheme LEA work experience and apprenticeship programme eb4U pre-cadet scheme Health cadet scheme Government EMA scheme Bridge to Employment project (B2E) Connexions University of Brighton's Community University Partnership Project (Cupp)
<b>Current gaps</b>	Work with other stakeholders to develop post-16 educational and learning opportunities within the area.
<b>Intended impact</b>	Increase percentage of 16 year olds in further education, training or training into employment
<b>Major links/ Partners</b>	LEA including Education Business Partnership (EBP); Connexions; LSC and training providers; Health; links with business (BiCM); University of Brighton; Sussex University

## SECTION 2

**Primary Education outcome:** Increase number of young people obtaining 5 or more A\*- C grades at GCSE  
**Priority sub-theme:** Reduce school exclusion and absence

<b>2.1 Improving School Attendance</b>			
<b>National Targets</b>	To be added		
<b>2020 Community Strategy</b>	To increase school attendance rates and reduced truancy rate Primary: from 92.8% in 2001 to 94.5% in 2005 Secondary: from 90.3% in 2001 to 92% in 2005		
<b>2010 PSA Target</b>	To increase school attendance rates to City average by 2004 and national average by 2010		
<b>Education Development Plan (EDP) Priority</b>			
<b>MORI Findings</b>	64% fairly/very satisfied with primary schools 47% fairly/very satisfied with secondary schools		
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<table border="0"> <tr> <td> <ul style="list-style-type: none"> <li>eb4U breakfast clubs</li> <li>LEA attendance project and EWOs</li> <li>eb4U School Counsellor</li> <li>Connexions intensive support PAs</li> <li>Youth Inclusion Project</li> <li>eb4U Community Safety Team, Neighbourhood Wardens</li> <li>Family Support Project (<i>n/a yet</i>)</li> </ul> </td> <td style="vertical-align: top; padding-left: 20px;"> <ul style="list-style-type: none"> <li>Extended Schools</li> <li>Healthy Schools &amp; PSHE</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>eb4U breakfast clubs</li> <li>LEA attendance project and EWOs</li> <li>eb4U School Counsellor</li> <li>Connexions intensive support PAs</li> <li>Youth Inclusion Project</li> <li>eb4U Community Safety Team, Neighbourhood Wardens</li> <li>Family Support Project (<i>n/a yet</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Extended Schools</li> <li>Healthy Schools &amp; PSHE</li> </ul>
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<b>Current gaps</b>	Support projects that address school attendance, including issues of exclusions.		
<b>Intended impact</b>	To increase school attendance rates to City average by 2004 and national average by 2010		
<b>Major links / Partners</b>	LEA EDP; Individual School Plans, Community Strategy etc.		

<b>2.2 Reduce permanent exclusions</b>	
<b>National Targets</b>	
<b>2020 Community Strategy</b>	Reduce permanent exclusions from school from 25 in 2002/3 to 20 in 2006/7
<b>2010 PSA Target</b>	Reduce permanent exclusions in East Brighton (EAZ) schools from 17 in 1999 to 10% of city total by 2003, and to 7 in 2010
<b>Education Development Plan (EDP) Priority</b>	
<b>MORI Findings</b>	
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<p>LEA Education Welfare Service / Attendance Project</p> <p>Family Support Project (<i>n/a yet</i>)</p> <p>eb4U LSA/MSA schools' project</p> <p>eb4U school counsellor</p> <p>Child Adolescent Mental Health Service (CAMHS)</p> <p>work with Alternative Centre for Education (ACE)</p> <p>Excellence in Cities</p> <p>Youth Inclusion Project</p> <p>eb4U Community Safety Team, Neighbourhood Wardens</p> <p>Healthy Schools &amp; PSHE</p> <p>LEA Anti-Bullying Strategy</p> <p>Crew Club</p> <p>Extended Schools</p> <p>Connexions</p>
<b>Current gaps</b>	Support projects that address school attendance, including issues of bullying, exclusion.
<b>Intended impact</b>	To reduce permanent exclusions in East Brighton schools to a level proportionate to that of the city with the percentage of school-aged children compared with
<b>Major links / Partners</b>	LEA; Police; Child Adolescent Mental Health Service (CAMHS)

<b>2.3 Reduce fixed term exclusions (under discussion – no target currently set)</b>	
<b>National Targets</b>	
<b>2020 Community Strategy</b>	None
<b>2010 PSA Target</b>	Reduce number of incidences of fixed term exclusions from EAZ schools (total = 194 in 1999, 214 in 2003)
<b>Education Development Plan (EDP) Priority</b>	
<b>MORI Findings</b>	
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<p>LEA Education Welfare Service / Attendance Project  Family Support Project (<i>n/a yet</i>)  eb4U LSA/MSA schools' project  eb4U school counsellor  CAMHS  work with Alternative Centre for Education (ACE)  Excellence in Cities  Youth Inclusion Project  eb4U Community Safety Team, Neighbourhood Wardens</p> <p>Crew Club  Extended Schools  Healthy Schools &amp; PSHE  LEA Anti-Bullying Strategy  Connexions</p>
<b>Current gaps</b>	Support projects that address school attendance, including issues of bullying, exclusion.
<b>Intended impact</b>	
<b>Major links / Partners</b>	LEA; Police; Child Adolescent Mental Health Service (CAMHS)



<b>3.2 Increase number of adults gaining basic skills</b>															
<b>National Targets</b>															
<b>2020 Community Strategy</b>	To improve literacy and numeracy of adults by 10% of 33,390 learners ie 3,339 additional learners by 2004														
<b>2010 PSA Target</b>	<b><i>To increase number of adults gaining basic skills .....(under development)</i></b>														
<b>Education Development Plan (EDP) Priority</b>															
<b>MORI Findings</b>	11% feel they need to improve reading 11% feel they need to improve writing 23% feel they need to improve maths 17% have taken part in education/training in last year (19% if working age) 42% have no qualifications (36% if working age) 47% have access to a PC at home or work														
<b>eb4U/ LEA projects and work with mainstream agencies</b>	<table border="0"> <tr> <td>The Bridge</td> <td>eb4U IT Co-ordinator</td> </tr> <tr> <td>The Whitehawk Inn</td> <td>Community Development Workers</td> </tr> <tr> <td>eb4U Community Education Consortium</td> <td>eb4U School Development workers</td> </tr> <tr> <td>LEA Adult and Community Education Consortium</td> <td>Extended schools adult ed. courses</td> </tr> <tr> <td>World Web Wise</td> <td>MNT Mobile Creche</td> </tr> <tr> <td>ebits</td> <td></td> </tr> <tr> <td>Cyberseniors</td> <td></td> </tr> </table>	The Bridge	eb4U IT Co-ordinator	The Whitehawk Inn	Community Development Workers	eb4U Community Education Consortium	eb4U School Development workers	LEA Adult and Community Education Consortium	Extended schools adult ed. courses	World Web Wise	MNT Mobile Creche	ebits		Cyberseniors	
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eb4U Community Education Consortium	eb4U School Development workers														
LEA Adult and Community Education Consortium	Extended schools adult ed. courses														
World Web Wise	MNT Mobile Creche														
ebits															
Cyberseniors															
<b>Current gaps</b>	Review and invest in projects to develop adult learning														
<b>Intended impact</b>															
<b>Major links / Partners</b>	LSC and local training providers; LEA Adult Education and Community Development Plan (Consortium); University of Brighton; eb4U Education Consortium														