



# Bexhill High School

## Building for the Future



## Introduction



Welcome to the second edition of Bexhill High School (BHS) — Building for the Future (BSF), produced as part of East Sussex County Council’s and Bexhill High School’s ongoing commitment to keep you up-to-date with the major developments on the rebuilding of Bexhill High School.

This edition focuses on updating everyone on the progress made in the last few months as the project develops and moves forward into the crucial design phase. It also concentrates on the ongoing contribution of the teachers, stakeholders, students and consultations with local residents who have helped us to reach this stage.

*“ We have consulted with the school community, local residents and pupils during the development of the design and will continue to do so in the build up to the planning application.”*



Penny Gaunt  
Deputy Director  
Children’s Services  
East Sussex County Council

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*“The design developed by the team is inspiring and exciting and matches the school’s transformational vision. The new school facility will be a real asset to the town of Bexhill”*



Mike Conn  
Principal  
Bexhill High School

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*“The consultations held as part of the project have given me a real chance to listen to the issues raised by residents which we will endeavour to incorporate in the design of the new facilities”*

Keith Glazier  
Lead member for  
Children’s Services  
East Sussex County Council





## The Bexhill High School Vision — Your Questions Answered

### How will the new school benefit the students?

The new school will be the first BSF scheme in the county with a very different approach to delivering teaching and learning.

Bexhill High School is developing a transformational learning programme for all students, where personalisation of the learning on offer will stimulate, nurture and stretch each student in accordance with their own abilities, interests and needs.

The new design will encourage students to develop the skills and attitudes that are identified by the 2020 Working Group. These include:

- knowing how to work with others in a team;
- knowing how to evaluate and inform critically;
- taking responsibility for and being able to manage one's own learning, and developing the habits of effective learning;
- knowing how to work independently without close supervision;
- being confident and able to investigate problems and find solutions; and
- being creative, inventive, enterprising and entrepreneurial.

A wide ranging academic and vocational learning programme alongside a diversity of learning methods will be employed including

coaching, project-based learning, small group work, large master classes, mentoring, presentations and peer-working. This will enable a wider range of teaching styles to be employed and for pupils to have more choice over what, how, when and where they learn, and to create a culture of self regulating learners.

### How will the design affect the teaching delivery?

The move to longer, less structured periods is reflected in the principles of the school design solution. As a consequence, there will be fewer classrooms in favour of larger open-plan multipurpose learning zones.

Evidence from other BSF projects suggests schools designed in this way will promote real gains in learning. This will be achieved through the development of more flexible methods of teaching and coaching and through the development of an approach to learning that suits the aptitudes and learning styles of all students. Individual learning programmes will be designed for the individual student and the role of adults will be primarily to support, guide and coach students as they progress.



Possible furniture and equipment being considered for the spaces

## How is the new curriculum going to work?

The new school will have a central social and learning heart, surrounded by the learning zones. The design minimizes the need for corridors in favour of light and airy open planned areas.

The school building will emphasize the importance of the social dimension of learning through the provision of attractive spaces for formal and informal learning.

Bexhill High is also looking in the longer term to develop a three session day (8.30am-5.30pm) and develop a variety of partnerships with local groups and agencies to ensure the new facilities become a community resource.

It is expected that young people in Key Stage 3 (Years 7 and 8 – 11 and 12 year olds) will spend up to 80% of their day in the general learning zone where they will be supported for all aspects of their learning programme, only needing to move out of the immediate facility to access one of the more specialised areas, such as sports, arts, or technology/science.

A Key Stage 4 (Year 9,10,11 – 13 - 16 year olds) student will spend 40 –50% in specialist and 50- 60% in general learning spaces. This is reflected in the emphasis on vocational subjects as well as the guided choices.

It is proposed that the KS3 learning zones will be located on the ground floor and KS4 zones on the first floor with specialist areas located at either end of the communal heart.

At Key Stage 4, students will:

- be guided into choices involving humanities, arts, internationalism and technology alongside the core subjects - mathematics, English, science, and wellbeing (art/sport);

- be offered a vocational subject;
- benefit from a choice of other vocational subjects delivered at the skills centre;
- pursue other combinations of choice, e.g. double languages or humanities, two different performing arts and also two vocational subjects.

The project-based curriculum is seen as the driving force towards increasing student engagement with, and an awareness of, the world of work.

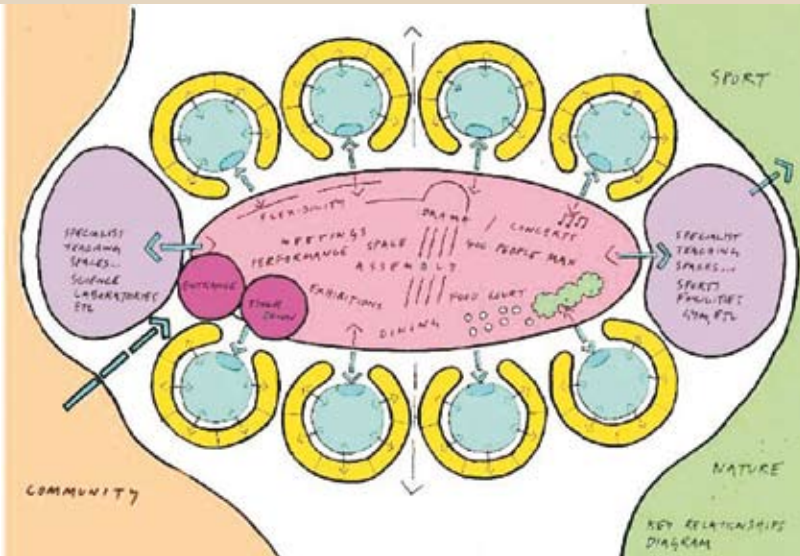
The ethos of teamwork and technology is combined with advanced teaching and learning methods that include a strong emphasis on the development of softer skills (e.g. communication).



## How will the new school look?

Increasingly, it is being recognised that the quality of the environment in which children learn, in particular, the light, space, colour and sound, make a real difference to the way students approach learning.

The main aim is to support the school's strategy for change which will involve a conscious move from the cellular 56 square metre teaching rooms to integrated learning zones of 230-240 sq metres that will encourage multi-disciplinary project based learning.



Concept Design Principle

At the heart of the design concept is the intention to design a school to be more reflective of the working environment in general, similar to business office, retail and commercial environments. They will reflect modern life styles, cultures and reinforce the connection between learning and life and learning and employment, particularly where accommodation and specialist facilities will be used to deliver more practical and applied learning. This will be particularly effective in the delivery of the newly established Diplomas.

### What will happen to the existing school buildings?

The existing Year 7 building at Gunters Lane will not be demolished. It will be used for an educational purpose and remain in ESSC ownership. No decision has yet been made about the precise use and this will be subject to further consultation.

### What is happening with the existing Primary Schools?

The Government's new Primary Capital Programme is intended to enable up to 5% of primary schools in East Sussex to be rebuilt, and 45% refurbished/improved over a 14 year period. The Children's Services Department is currently developing a Primary Strategy for

Change, assessing the future needs of the primary phase pupil population across the whole county. It will be looking at a range of possibilities and undertaking consultations, before it finalises the strategy. Accordingly, no changes are imminent. All the head teachers in the town are united in supporting the Local Authority's intention to do their very best for the whole town by grasping the opportunity that the rebuilding of Bexhill High School will offer.

### Initial Design Concepts

The design of the school is being developed to ensure it is sympathetic with its surroundings. Investigations and surveys are being undertaken as part of the design process to take account of issues such as ecology; trees; lighting; noise; footpaths; security and traffic.

### For the School at Gunters Lane

The proposed new school will cater for 1650 pupils and include a facility to accommodate 22 children with autism.

The design provides a range of Learning Zones which give:

- flexible space to allow for groups of up to 90 pupils, and a series of spaces for smaller group work;

- spaces for individual learning;
- a learning resource area;
- a staff working base;
- soft science exploration zone (KS3);
- a dedicated area for additional needs support (SEN)
- a dedicated area for the autistic children
- specialist areas focusing on sports, drama, art and music at one end and science and technology at the other.



Design of First Floor Layout



Design of Ground Floor Layout

Toilets, banked as small groups of individual cubicles will be included in each zone along with access to drinking water.

For staff, there will also be changes in the traditional custom and practice. The drive to raise standards for students through a new project based approach will see an integrated model for support across the school, including:

- distributed leadership of learning for each learning zone;
- an environment that builds on a personalised learning agenda;

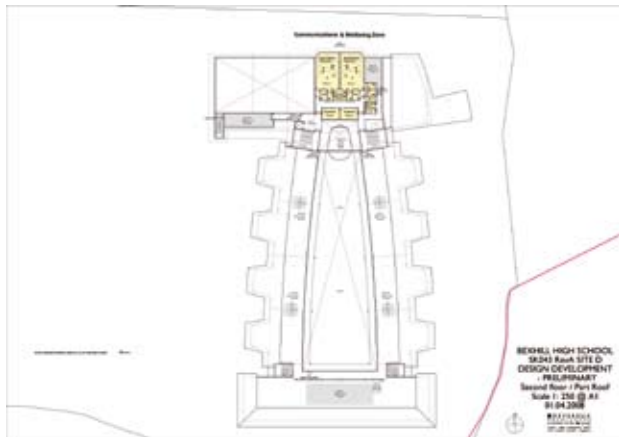
- clusters of learning zones working in partnership;
- the learning zone model will form the essential building blocks for the future development of Bexhill School.

The Learning Zones will also:

- enable staff to plan and deliver learning in teams;
- include a range of presentation styles using ICT and traditional media;



Learning Zone Initial Design



Design of Second Floor and Part Roof Layout

- include discrete areas where teachers and other colleagues can prepare work, assess the progress of students and plan in teams;
- provide ICT facilities to ensure there is easy and effective communication within the school and with other schools/ partners.

## Initial Design Concepts

### For the Skills Centre at Down Road

Following extensive consultation with the Learning and Skills Council (LSC) and colleges, it has been agreed that the skill centre will initially support the learning of 13-16 years olds. The Skill Centre will support the learning of hair and beauty, catering, engineering and construction. It is anticipated that the proposed facility will be extendable in the future to accommodate Post 16 learning should the need be proven. On this basis the initial facility will be approximately 2,000 square metres and will be built on the existing Down Road site adjacent to the existing school.

## Future plans for the rest of the Down Road Site.

Once the school and Skill Centre open in 2010 the remainder of the Down Road site will become available for development in line with Rother District Council's Local Plan. This has identified the site for mixed use development (housing and business users). Any proposals for the site will be subject to further evaluation, consultation and separate planning applications.

## Consultation Sessions

The Project Team has been busy holding a number of consultations over the last few months with the Bexhill Chamber of Commerce, Bexhill Forum, Rother District Council and local residents.

The Resident Consultation sessions held at the school on 5 March 2008 and 26 March 2008 gave the Project Team the opportunity to answer any questions they had on the project. It is hoped that more of these sessions will take place in the build-up to the planning application in early summer 2008.



Residents Meeting Project Team members at the open evening 5 March, Gunters Lane

## Sustainability Update

As part of the BSF programme, the Department for Children, Schools and Families (DCSF) has offered additional funding to the Bexhill High School project to try and reduce the carbon footprint of the proposed design. This funding will be used to implement sustainable elements into the design such as biomass boilers and lighting controls. The exact details are being developed by the Project Team and will include some alternative technologies for educational purposes.

## Who are the Project Team?

The following companies have been engaged to work on the Project:

<b>Faithful and Gould</b>	Programme Manager and Cost Managers
<b>Kier Longley</b>	Design and Build Lead
<b>Devereux</b>	Architects
<b>White Young Green</b>	Services Engineers/ Ecology/Civil/Structural
<b>Standerwicks</b>	Landscape Designers
<b>CfBT</b>	Educational Advisors/ ICT
<b>DMH Stallards</b>	Planning Consultants
<b>Hawksmoor</b>	Acoustics Engineers
<b>Tricon</b>	Catering Consultants
<b>ISIS</b>	Furniture and Equipment advice
<b>RBC</b>	Building Control advice
<b>Kent Architecture Centre</b>	Client Design Advisor
<b>Calford Seaden</b>	CDM Coordinator
<b>JGA</b>	Fire Consultants

## Who else is involved in the delivery of the project?

The Project Team has been liaising with Rother District Council and other East Sussex County Council officers on issues associated with the scheme. They have also been discussing the proposals with Sport England, the Environment Agency, Utility companies and local environmental groups.

## The next steps for the school (Gunters Lane)

The design of the new school will now be taken to the next level of detail to support a full planning application in early Summer 2008. This will include developing the details of the landscaping proposals, likely building materials and completion of supporting surveys and investigations.

## The next steps for the Skill Centre (Down Road)

The conceptual design of the Skill Centre has been formulated following consultations with the school and educational advisors. Several location options have been considered as the facility will have to be built whilst the school remains operational. The envisaged location is situated near to the existing tennis courts. The design will be developed to facilitate the submission of a full planning application later this year.

## Next Generation Technology (ICT)

The school will incorporate the latest ICT equipment within all learning zones to underpin the curriculum. Both hard wiring for fixed stations and wireless technology will be incorporated in the design to facilitate flexible learning. Rather than traditional paper-based instructional material, students will exploit the use of online resources including subscription based educational websites, free internet services and online traditional material.

Through a project based approach, students will be taught how to research online and how to distinguish robust information that will support educational judgements. Students will benefit from an ICT learning environment that will provide for:

- the creation of a virtual learning environment (VLE), enabling students to access the school network from home so that learning can be undertaken 24/7;
- creation of a wireless environment to support flexible learning and teaching with such benefits as electronic registration;
- provision of access to the latest technology for all students;
- multimedia composition and recording studio; and
- e-learning for the community through the benefit of access to the Virtual Learning Environment VLE.

In turn the VLE will provide:

- an individual student portfolio which provides an overview of work and progress across courses and subjects;
- a tool which provides an overview of work and assesses the students' progress and learning processes;

- a range of learning activities that can be connected to general personal learning goals;
- the opportunity for several students to work on a shared document at the same time with a forum allowing adapted discussions and evaluation of researched evidence;
- the adaptation of design and set up to satisfy specific needs for individuals or groups who may benefit from additional support ; and
- a range of managed learning pathways which ensure differentiated learning.

Learners will be able to access work at their pace with support from their learning guides from anywhere at school or at home. Likewise, staff will be able to access data and materials aiding their preparation and delivery and also their continuing professional development.

It is our intention that the ICT managed service supplier will work in partnership with the school and relevant facilities management service suppliers to ensure that, where possible, the building management systems such as heating, lighting, cashless catering, security, access control and CCTV utilizes the schools ICT infrastructure.

## Extended School/Community Use

The new school will include sporting facilities to help deliver the curriculum. These will also be available for community use out of school hours. The proposals have been developed in consultation with Rother District Council and Sport England to maximize the opportunities within the funding available. The funding will enable the construction of a four court sports hall, a dance/drama hall, a small theatre hall and a fitness suite.



Indicative view of a Sports Hall (not actual size)

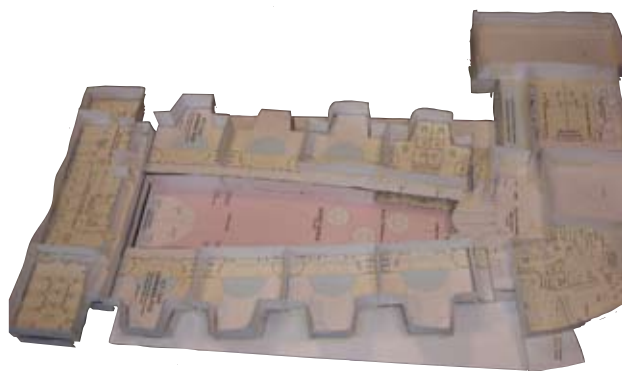
The school will also continue its close relationships with local groups and Bexhill College to ensure that the new facilities and sports pitches are utilized to the benefit of the local community.

### Special Education Needs (SEN)

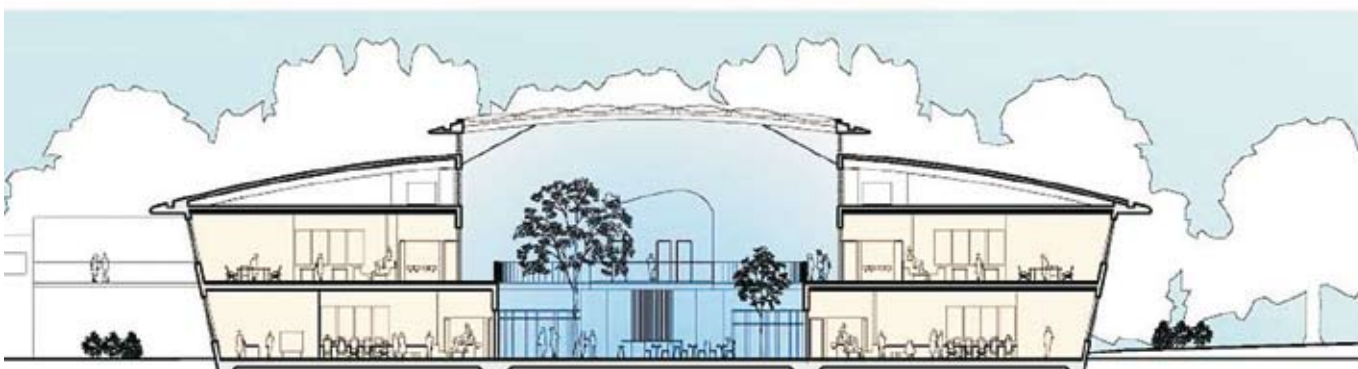
The new school will incorporate specialist facilities to support up to 22 children with autism. It is proposed that this, and the additional needs area, will be co-located on the first floor of the new school. The school will be fully accessible to disabled users.

### Ecology

Several surveys have been carried out to identify the flora and fauna on both sites. Further investigations are planned and the Project Team has been liaising with the local badger protection society and county ecologist on the proposals to ensure that the designs are sympathetic to the local environment.



Model of the new school made by students



Contextual - section of proposed Bexhill High School



## Timetable

Date	Schedule (Approximate — this may be subject to change)
Ongoing	Local residents and stakeholder consultation sessions (design stage)
Summer 2008	Planning application submitted
Autumn/Winter 2008	Anticipated start of building works (subject to grant of planning permission).
Autumn/Winter 2010	School completion date



If you would like our information in large print, in Braille, on audio tape or in another language, please contact 01273 482648.

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