

Public Document Pack

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17 April 2020

Dear Member,

Cabinet - Wednesday, 22 April 2020

Please find enclosed the following documents for consideration at the meeting of the Cabinet on Wednesday, 22 April 2020 which was unavailable when the agenda was published.

Agenda No	Item
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2.	Minutes (Pages 3 - 6)
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Unavailable at the time the agenda was published

4.	Key Decisions (Pages 7 - 42)
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Revised following the meeting of the Children & Young People's Services Scrutiny Committee on 14 April 2020.

Yours sincerely

Tony Kershaw
Director of Law and Assurance

To all members of the Cabinet

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Cabinet

18 February 2020 – At a meeting of the Cabinet held at 10.30 am at County Hall, Chichester.

Present: Mr Marshall (Chairman)

Mr Crow, Mr Elkins, Mr Hunt, Mr Jupp, Mr Lanzer and Mrs Urquhart

Apologies were received from Mrs Jupp and Mrs Russell

Also in attendance: Mrs Dennis, Mr Jones, Mr Turner, Mr Barling and Mr Barrett-Miles

Part I

38. Declarations of Interest

38.1 In accordance with the code of conduct the following personal interests were declared:

- Mr Nigel Jupp as member of Horsham District Council in relation to agenda item 4b, Horsham Enterprise Park Scheme Delivery.
- Mr Bob Lanzer as a member of Crawley Borough Council in relation to agenda item 4a, West Sussex Full Fibre Programme
- Mr Duncan Crow as member of Crawley Borough Council in relation to agenda item 4a, West Sussex Full Fibre Programme

39. Minutes

39.1 RESOLVED – that the minutes of the meeting held on 28 January 2020 be approved and signed by the Chairman.

40. Urgent Matters

40.1 Catherine Galvin, Head of Commissioning, Adults Services provided a short update on the Coronavirus Situation.

40.2 Duncan Crow, Cabinet Member for Fire & Rescue and Communities updated on the work undertaken by the Fire and Rescue Service in response to the recent floods.

41. Key Decisions

41.1 Mr Paul Marshall, Leader, introduced the item.

42. West Sussex Full Fibre Programme (CAB13_19/20)

42.1 The Committee considered a report by Executive Director of Place Services (copy appended to the signed minutes).

42.2 Mr Bob Lanzer, Cabinet Member for Economy and Corporate Resources, introduced the report and thanked officers for their work on

the project. He confirmed that the full fibre project was shifting to focus on gigabit, which would provide greater speeds and therefore enable the use of more advanced technologies.

42.3 Mrs Joy Dennis, Chairman of the Performance and Finance Scrutiny Committee confirmed support for the project, recognising that the Committee had not had input into the current decision, and would welcome a process to do so.

42.4 Mr Michael Jones, Leader of the Labour Group commented on the potential risk of the works on the street scene and pavements and the need to ensure that pavements are repaired to an appropriate standard.

42.5 Cabinet were very supportive of the proposals and recognised the Countywide economic benefit that the project would have and welcomed the County Council using its position to help stimulate the local economy and business.

42.6 Cabinet also endorsed the partnership working with the district and boroughs on the project and welcomed the use of the pooled business rates.

42.7 Cabinet recognised the importance of having assurance from any contractors being used for the groundworks to ensure pavements are restored to a good standard and that the guidance on this should be robust. A 'dig once' approach should be adopted to ensure there is minimum disruption to residents.

42.8 RESOLVED - That Cabinet:

1. Endorses that the Leader approves the proposals for the allocation of the business rate pool as recommended by the West Sussex Full Fibre Programme Board.
2. Delegates to the Executive Director of Place Services the authority to implement the programme, including any project level key decisions, in consultation with West Sussex Councils' Chief Executives Group and the Cabinet Member for Economy and Corporate Relations.

43. Horsham Enterprise Park Scheme Delivery (CAB14_19/20)

43.1 The Cabinet considered a report by Executive Director of Place Services and Director of Property and Assets (copy appended to the signed minutes).

43.2 Mr Jeremy Hunt, Cabinet Member for Finance introduced the report highlighting the work that had developed since the purchase of the site in 2016. The proposal was to now engage with a development partner with progress for the site predicated on meeting milestones for both the commercial and residential development. The engagement of a delivery partner would assist in de-risking the site and enhance its value, recognising the need to develop at pace, with a target of Spring 2023 for the first phase.

43.3 Mr Hunt highlighted the local concern in regard to Wimblehurst Road junction and confirmed that external funding was being explored.

43.4 Mrs Joy Dennis, Chairman of the Performance and Finance Scrutiny Committee confirmed that the Committee was generally supportive of the proposals and recognised the need to continue public engagement.

43.5 Mr Michael Jones, Leader of the Labour Group, highlighted the change in vision for the site since its purchase and the impact that the additional housing could have on the area. Mr Jones also highlighted the risk of the project not being financially viable due to the tight margins and queried if this was the best use of revenue funds.

43.6 Cabinet welcomed the progress on the project and recognised the economic benefits the site would provide including high end jobs and additional housing. There was already interest in commercial space and a need to ensure it does not go to other areas of the country.

44.7 Mr Paul Marshall, Leader added that the consideration for the junction improvements at Wimblehurst Road were welcome, should the funding be forthcoming. The County Council needed to move at pace and the enabling work of securing a development partner was critical to this.

43.8 RESOLVED that Cabinet:

1. Confirms the proposal to deliver the Horsham Enterprise Park Scheme through a 'development agreement'.
2. Authorises the Director of Property and Assets to procure a development partner through an OJEU procurement process using the competitive procedure with negotiation (CPN), and to procure the work packages for enabling works through a non-OJEU procurement process.
3. Delegates authority to the Executive Director of Place Services to award the contract to the bidder submitting the most advantageous tender to deliver the Horsham Enterprise Park scheme consistent with the outline planning permission to finalise negotiations on the contractual development agreement, and to award the contract or contracts for enabling works.
4. Authorises the use of £4.157m from the Horsham Enterprise Park capital programme allocation for site enabling works and infrastructure upgrades, professional services, internal project and contract management, and statutory approvals to be undertaken through existing contractual arrangements or framework agreements.
5. Delegates authority to the Director of Property and Assets, in consultation with the Director of Highways and Transport, to consider and pursue options to enable and fund improvements to the junction of Wimblehurst Road and Parsonage Road, Horsham

(adjacent to the site), and to sign a funding agreement if successful, subject to County Council governance.

44. Date of Next Meeting

44.1 It was confirmed that the next meeting of Cabinet was scheduled for 18 March 2020, subject to forthcoming business.

The meeting ended at 11.32 am

Chairman

Cabinet	Ref No: CAB01 (20.21)
22 April 2020	Key Decision: YES
Small Schools Proposals	Part I
Director of Education and Skills	Electoral Divisions: Angmering and Findon Chichester South Worth Forest Midhurst Bourne
<p>Summary</p> <p>In September 2019 the Cabinet Member for Education and Skills took a decision (decision reference ES02(19/20)) to approve the commencement of a consultation in relation to the proposed reorganisation of 5 rural and small schools in West Sussex.</p> <p>The consultation ended on 25 November 2019. Following assessment of the outcome of the consultation the Cabinet took a decision on 14 January 2020 to undertake a further statutory consultation on the following specific proposals (decision reference CAB10(19/20)):</p> <ul style="list-style-type: none"> (a) Closure of Clapham and Patching C of E Primary School by September 2020 whilst continuing to discuss academisation proposals which the County Council will encourage and support. (b) Closure of Rumboldswyke C of E Infant School by September 2020. (c) Relocation of Warninglid Primary School and the federation of the school by September 2021 (subject to developer's progress). (d) Closure of Stedham Primary School by September 2020, whilst continuing to encourage and assist the school in its discussion on federation, which if agreed by the end of the consultation period (16 March 2020), will result in the consultation ceasing. <p>For Compton and Up Marden CE Primary School, the outcome of the initial consultation was to support the school in securing a federation with one or more other schools.</p> <p>The statutory consultation commenced on 3 February 2020 and closed on 16 March 2020. However, on 7 February 2020, in recognition of the commitment and progress made by the governors of Stedham Primary School and Harting C of E Primary School towards federation, consultation on the closure of Stedham was ceased. This was to enable the schools to resolve future governance arrangements with the Diocesan Board of Education (DBE) of the Diocese of Chichester by 21 April 2020. This was with the goal of achieving a hard federation over the timescale outlined in their Federation Plan.</p> <p>This report outlines the findings of the consultation including the community impact assessment of any possible closure, an analysis of available local school places, and an evaluation of the schools' viability in providing a high-quality education offer for</p>	

the community within which the school is sited. The report also provides an update on progress made by Stedham Primary School and Harting CE Primary School towards resolving the future governance arrangements by 21 April 2020 deadline. The Cabinet will be asked to approve the recommendations detailed below.

West Sussex Plan: Policy Impact and Context

Best Start in Life: Approval of the small school organisation proposals supports the County Council's aspirations to be placed in the top quarter of performing Councils within three years, in terms of children's attainment. Great strides are being made towards this by working in partnership with schools and parents. These consultations are integral to helping achieve high performing and financially sustainable schools in West Sussex that benefit the children and communities for years to come.

Financial Impact

A project team has been set up and funded with the Education and Skills budget. The potential financial impact of implementing the preferred options for each of the four schools is set out in section 4.

Recommendations

The Cabinet is asked to support the proposals outlined in section 2 going forward to:

- Issue closure notices for Clapham and Patching C of E Primary School, Clapham, Worthing
- Issue closure notices for Rumboldswyke C of E Infant School, Chichester
- Request County Council Officers to continue to work with Governors of Stedham Primary School and Harting CE Primary School to progress the Federation Action Plan towards a hard federation by January 2021
- Request County Council Officers to continue to work with Governors to progress proposals for the federation of Compton and Up Marden CE Primary School, Compton with an appropriate partner.
- Issue prescribed alteration notices for the relocation of Warninglid Primary School, Warninglid, Haywards Heath to a new site in Pease Pottage Crawley, by September 2021 (subject to developers completing in June 2021) and implement the proposals submitted by Warninglid Primary School and at least one other partner to Federate.

Proposal

1. Background and Context

- 1.1 In October 2018 the [School Effectiveness Strategy 2018 - 2022](#) was adopted by the County Council following public consultation. It sets out the objectives for school organisation and the criteria against which schools should be

assessed in order to meet these objectives. Implementation of the strategy will help ensure that in West Sussex:

"Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children".

The school effectiveness strategy also states that:

"where schools are identified as being at risk, they need to consider options for change. In addition to "no change" These could include:

- Consulting on amalgamating or merging two or more schools to become an all-through primary school.
- Consulting on expanding the age range of a group of schools so each become all-through primary schools.
- Consulting on federating two or more schools.
- Consulting on closing a school."

1.2 Analysis by the County Council identified a number of schools which, when measured against the criteria set out in the School Effectiveness Strategy, were considered at risk. The criteria are set out below:

Twelve Key Questions for Schools	
1.	Does the school have an Infant to Junior relationship with another school?
2.	Is there a vacancy for a Headteacher?
3.	Is the curriculum better delivered by working with other nearby schools?
4.	Does the budget prohibit leadership responsibilities from being distributed amongst a range of staff?
5.	Does the school have difficulties recruiting high quality teachers, leaders or governors?
6.	Can all the schools in an area sustain the projected numbers of local pupils over the next 5 years?
7.	Are minimum pupil numbers for the school equal to or less than 100?
8.	Does the school have less than or equal to 75% of pupils on roll in proportion to its capacity?
9.	Do parental preferences for the school, taking into account the planned housing development, support the school reaching, or 95% of, the planned roll capacity of the school over the next 5 years?
10.	Is the Ofsted inspection overall judgement of the school 'Good' or better (or recent LA monitoring indicates the school is not moving quickly to 'Good')?
11.	Does the financial projection for the next 3 years show a sustainable budget?
12.	Does the school offer a specialism that is not replicated elsewhere in the area?

1.3 As part of the process of implementing the School Effectiveness Strategy, the County Council held workshops on 9 October 2018, 27 February 2019 and 5 March 2019, to which a number of schools were invited to attend and discuss data on their schools. The outcome of the analysis and discussions that were held was reviewed, and further discussions were initiated with a number of schools on future options such as merger, federation, academisation, relocation or closure. A number of schools have subsequently progressed discussions and some have formally federated. Most notably these have included the federation of Amberley Primary School with St James's C of E Primary School Coldwaltham and the recent federation of Rake Primary School and Rogate C of E Primary

School who have been working towards federation for some 18 months. The County Council has continued to support schools seeking to federate and, as part of this, have published its intent to support federations of schools their first two years to help tackle some of the early challenges they face. A conference was planned for 17 March 2020, to be attended by over 100 headteachers and governors with federation as a key focus. The event was cancelled due to Coronavirus concerns and will be re arranged later in 2020. Since March 2019, and through the process of consultation, the local authority has seen a significant increase in the number of primary schools that either have federated, or intend to federate formally in the next few months with an additional 14 schools actively pursuing federation that were not at this stage last year.

- 1.4 Following the analysis described in paragraph 1.2, due to specific circumstances around five of these schools, an impact assessment was conducted between April and June 2019. The specific circumstances for four of the schools are set out in the previously submitted [Impact Assessments](#).
- 1.5 Rumboldswyke C of E Infant school is not a rural school but serves the community of Chichester. The school was included due to its vulnerability, declining enrolment, and the quality of provision. Following the Ofsted inspection in May 2019, the school was rated as inadequate. The options for the future of Rumboldswyke C of E Infant School were therefore limited following this judgement. Under the establishment and discontinuance of schools regulations 2013, the school has to either academise or close. Since the Ofsted inspection, discussions have taken place with the Regional Schools Commissioner (RSC) and the CE Diocese. The size and nature of the school has made finding a suitable Trust willing to academise the school as a viable Infant School extremely challenging. The RSC agreed to await the outcome of consultation on the viability of the school before making the decision on issuing an academy order.
- 1.6 In September 2019, the Cabinet Member for Education and Skills (decision reference ES02(19/20)) [approved](#) the commencement of a consultation in relation to the proposed reorganisation of rural and small schools in West Sussex. This consultation included an online survey for members of the community and interested parties to 'have their say', opportunities for schools to submit their future plans and representations, contact with local parish councils, discussions with the Diocese and also a public meeting at each school.
- 1.7 Following assessment of the outcome of the consultation, the Cabinet took a [decision](#) to consult on the following specific proposals (decision reference CAB10(19/20)):
 - (a) Closure of Clapham and Patching C of E Primary School by September 2020 whilst continuing to discuss academisation proposals which the County Council will encourage and support.
 - (b) Closure of Rumboldswyke C of E Infant School effective September 2020.
 - (c) Relocation of Warninglid Primary School and the federation of the school by September 2021 (subject to developer's progress).
 - (d) Closure of Stedham Primary School by September 2020, whilst continuing to encourage and assist the school in its discussion on

federation, which if agreed by the end of the consultation period (16 March 2020), will result in the consultation ceasing¹.

The Cabinet also agreed with the proposal that the County Council officers should work with Governors to progress proposals for the federation of Compton and Up Marden CE Primary School, Compton with an appropriate partner.

2. Proposal Details

2.1 The consultation and decision-making timetable (updated from the September 2019 decision paper) is set out below:

7 October 25 November 2019	Stage one – consultation on options – complete
14 January 2020	The Cabinet considered the results of the consultation and decided whether to publish specific proposals for any of the schools listed. - complete
3 February to 16 March 2020	Stage two – publication of proposals and 6 week representation period - complete
22 April 2020	Stage three – Cabinet decision on specific proposals for each of the schools.
5 May to 8 June 2020	Stage four – publication of statutory proposals (4 week representation period) followed by cabinet decision.
31 August 2020	Stage five – implementation of proposals (for Warninglid this will depend on delivery of the build on the Pease Pottage site, which is currently planned for June 2021)

2.2 After consideration of the outcome of the Stage 2 consultation, alongside community impact assessments for Clapham and Patching C of E Primary School and Rumboldswyke C of E Infant School, along with updates on progress being made by Stedham Primary School and Compton Up Marden CE Primary School, it is proposed that the Cabinet approves the following next steps:

- Issue closure notices for Clapham and Patching C of E Primary School, Clapham, Worthing (**Stage 4**)
- Issue closure notices for Rumboldswyke C of E Infant School, Chichester (**Stage 4**)
- Request County Council Officers to continue to work with Governors to progress the Federation Action Plan submitted by Stedham Primary and Harting CE

¹ The consultation on closure of Stedham Primary School was ceased on 7 February 2020 in recognition of the progress being made towards federation and to provide time for governance arrangements for the federation to be agreed with the Diocesan Board of Education by 21st April 2020.

Primary Schools to ensure that the target date for achieving a hard federation is achieved by the target date of January 2021

- Request County Council Officers to continue to work with Governors to progress proposals for the federation of Compton and Up Marden CE Primary School, Compton with an appropriate partner
- Issue prescribed alteration notices for the relocation of Warninglid Primary School, Warninglid, Haywards Heath to a new site in Pease Pottage Crawley, by September 2021 (subject to developers completing in June 2021). Prior to this relocation taking place, County Council officers will work with Governors to implement the proposals submitted by Warninglid C of E Primary School to federate with at least one federation partner.

2.3 Due to the current Covid 19 national situation, there have been calls to postpone the consultation process. As the consultation has already completed and the Council have systems in place to provide scrutiny of the recommendations and a process for decision making, it has been agreed to continue. Not to finalise a decision on the schools leaves the risk of continuing uncertainty and instability.

2.4 Although schools are currently closed for the majority of pupils at this time, the mini-admissions round, to enable displaced pupils to obtain a place at an alternative school, planned for the parents of any school subject to closure is not taking place until mid-June 2020. If further impacted by Covid – 19 then parents will be advised accordingly as to how the round will take place in such circumstances. There is significant information about each school on the school's own website which can provide information for parents seeking to find a new school place for their child. It is anticipated that each school will have staff on site over the coming weeks should parents wish to ask further questions. For those few children with Special Educational Needs or Disabilities (SEND), links have already been made with some parents and further contact with the remainder will be made in the coming weeks to look at alternative provision that can meet children's specific needs. Transition will be an important consideration and the Education and Skills service will be working with each child and their parent to manage any transition.

2.5 The process of agreeing systems and processes for any resulting staff redeployment or redundancy have already been agreed and it is anticipated that schools will still be looking at long term staffing changes over the coming months.

Factors taken into account

3. Consultation

3.1 On the 3 February 2020, copies of the public consultation document were distributed to the following:- Members of Parliament, County Local Committee (CLC) members, District and Parish councillors, union representatives, neighbouring authorities, the parents/carers, staff and governors, early years providers, local libraries, the Diocese of Chichester and the Diocese of Arundel and Brighton and Independent Schools. The consultation was also published on the County Council website and the proposals received local press coverage.

- 3.2 On the 7 February 2020 the consultation in relation to the closure of Stedham Primary school was suspended. This was in recognition of the commitment made by the governors of Stedham Primary School and Harting C of E Primary School to resolve future governance arrangements by 21 April 2020, so that the goal of achieving a hard federation could be achieved over the timescale outlined in the schools Federation Plan.
- 3.3 During the period 12 February 2020 – 3 March 2020, three public consultation meetings were held at neutral venues or, in the case of Warninglid Primary School, at the school. In total approximately 170 people attended the three public meetings. Notes from each of these public meetings were added to the consultation website.
- 3.4 The consultation sought comments on the proposal to close the following schools:
- Clapham and Patching C of E Primary School, Clapham, Worthing whilst continuing to discuss academisation proposals; and
 - Closure of Rumboldswyke C of E Infant School effective September 2020.

The consultation also sought comments on the proposal to relocate Warninglid Primary School and the federation of the school by September 2021 (subject to developer's progress).

- 3.5 Responses to the consultation were received via the online survey, the response form in the consultation booklet, by letter and by email, which were manually entered onto the system.
- 3.6 The consultation period ended on the 16 March 2020. A total of 711 responses were received.

For Clapham and Patching C of E Primary School, in total 316 responses were received. 301 people had completed a response to the consultation either on-line or by returning the response form at the back of the consultation document. 15 emails and letters were received in relation to the consultation and have been acknowledged. A petition for Clapham and Patching C of E Primary School with 67 signatures was received during the public meeting held on 12 February 2020 at The Angmering School. A petition by staff at the old people's home with 12 signatures was also received.

For Rumboldswyke C of E Infant School, in total 201 responses were received. 192 people had completed a response to the consultation either on-line or by returning the response form at the back of the consultation document. 9 emails and letters were received in relation to the consultation and have been acknowledged.

For Warninglid Primary School, in total 194 responses were received. 190 people had completed a response to the consultation either on-line or by returning the response form at the back of the consultation document. 4 emails and letters were received in relation to the consultation and have been acknowledged.

A summative petition entitled 'Keep West Sussex Small Schools Open' and covering Clapham and Patching C of E Primary School, Rumboldswyke C of E Infant School and Stedham Primary School was received with 3260 signatures. However, of these 3200 signatures were verified.

Respondents to the consultation did not always provide answers to all questions.

There were two late responses received after the closing date, these comments have not been included in the final analysis.

A summary and detailed analysis of the online responses received for Clapham and Patching C of E Primary School, Rumboldswyke C of E Infant School and Warninglid Primary School are attached as appendices 1, 3,4, 6,7 and 8. The full set of responses have been shared with the Cabinet member.

3.7 Community Impact Assessment for any rural school being considered for potential closure.

DFE guidance <https://www.gov.uk/government/organisations/department-for-education/services-information> states that there is a presumption against the closure of rural schools. *This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision **in the area**.*

When producing a proposal, the proposer must carefully consider:

- *The likely effect of the closure of the school on the local community;*
- *Educational standards at the school and the likely effect on standards at neighbouring schools.*
- *The availability, and likely cost to the LA, of transport to other schools;*
- *Any increase in the use of motor vehicles which is likely to result from the closure of the school, and the likely effects of any such increase; and*
- *Any alternatives to the closure of the school.*

Proposers should provide evidence to show they have carefully considered:

- *Alternatives to closure including federation with another local school; conversion to academy status and joining a multi-academy trust; the scope for an extended school to provide local community services and facilities e.g. childcare facilities, family and adult learning, healthcare, community internet access etc;*
- *Transport implications i.e. the availability, and likely cost of transport to other schools and sustainability issues; the size of the school and whether it puts the children at an educational disadvantage e.g. in terms of breadth of curriculum or resources available;*
- *The overall and long-term impact on the local community of the closure of the village school and of the loss of the building as a community facility; and wider school organisation and capacity of good schools in the area to accommodate displaced pupils.*

The criteria listed by the DfE are not weighted in any way and require that any proposer of closure has **carefully considered** the key questions and areas highlighted above. Each of these has been carefully considered and reviewed. A Community Impact Assessment has been undertaken in response to these requirements for Clapham and Patching C of E Primary School and meetings were held with the Parish Council and the Church. A transport impact survey has also been undertaken and interviews have been held with neighbouring schools with regard to the part they are able to play in providing community support in the event of closure of the school. The Impact Assessment is included as appendix 2. The key findings of the assessment are included in 7.2.

- 3.8 Although not strictly required by the DfE guidance a Community Impact Assessment has also been undertaken for Rumboldswyke C of E Infant School. The Impact Assessment is included as appendix 5. The key findings of the assessment are included in 7.6.
- 3.9 A community impact assessment has not been undertaken for Warninglid Primary School as it is relocating and not subject to a consultation on closure
- 3.10 The Children and Young People's Services Scrutiny Committee met virtually on 14 April 2020 to review the proposals. The Committee, based on majority votes, made the following recommendations to the Cabinet:-
1. The Committee does not believe that the DfE threshold for closure of rural schools is met for **Clapham and Patching C of E Primary School** and that the Covid-19 crisis is placing unprecedented pressure on the County Council, schools, teachers, parents and children. It therefore recommends that:
 - Cabinet rejects the proposal to close Clapham and Patching C of E Primary School, Clapham, Worthing
 - The Regional Schools Commissioner (RSC) is asked to explore the academisation option with SDET as soon as is practical given the Covid-19 Crisis.
 2. The Committee considers that as closure of **Rumboldswyke C of E Infant School, Chichester**, would make subsequent academisation impossible, and in light of the Covid-19 crisis, that now is not the time to close the school. The Committee recommends that the Cabinet should therefore decline the closure of Rumboldswyke C of E Infant School, Chichester.
 3. The Committee supports the recommendation to request County Council Officers to continue to work with Governors of **Stedham Primary School** and Harting CE Primary School to progress the Federation Action Plan towards a hard federation by January 2021. The Committee commented that there may be need for some flexibility in timing given the current Covid-19 crisis.
 4. The Committee supports the recommendation to request County Council Officers continue to work with Governors to progress proposals for the federation of **Compton and Up Marden CE Primary School, Compton** with an appropriate partner.
 5. The Committee supports the recommendation to issue prescribed alteration notices for the relocation of **Warninglid Primary School, Warninglid**,

Haywards Heath to a new site in Pease Pottage Crawley, by September 2021 (subject to developers completing in June 2021) and implement the proposals submitted by Warninglid Primary School and at least one other partner to Federate.

4. Financial (revenue and capital) and Resource Implications

Revenue

4.1. Since funding for the day-to-day operations of schools comes from the ring-fenced Dedicated Schools Grant (DSG), the implications of any changes to school organisation for the Council's on-going revenue budget is fairly cost neutral. The amount of funding that a school receives to meet its day-to-day running costs is largely driven by the number of pupils on roll in the autumn census each year. As a result of any closure of a school, there will be a redistribution of funding across the remaining schools in that phase and the level of additional funding will vary at each of these schools depending on the number of extra pupils on roll that it attracts. Further work will be undertaken with schools in order to support them with their budget planning. Where schools are below capacity, many find it increasingly challenging to maintain staffing levels. The more primary schools there are with surplus provision, the greater the risk of schools being unable to sustain staffing levels. The cost of any redundancies for school closures falls to the County Council. It is therefore incumbent on the County Council to ensure that schools fill to their planned capacity by reducing surplus provision to ensure that public funds are used effectively and efficiently. Where a local authority has surplus provision, this impacts negatively on grant application linked with Basic Need, and on the contributions the Council can secure from developers for school capital through Section 106 contributions. This puts increasing pressure on West Sussex County Council to find internal resources to fund or expand school building development where it is needed most.

4.2 Should the Cabinet choose to issue closure notices for each school as recommended in this report, despite the schools being funded by DSG, it has been estimated that the following potential revenue costs may fall specifically to the County Council:

- One-off costs in relation to redundancy, payments in lieu of notice (pilon) and early retirement (£0.353m), and
- On-going home to school transport costs (£0.29m) for those pupils who would live more than three miles away from the nearest alternative school.²

4.3 In addition, where a school closes in August, it may be left with stranded contract costs (£0.056m) in relation to buildings maintenance, cleaning, transport, IT and other consumables for the remainder of the year.

4.4 A breakdown of these potential costs by school is set out in the table below:

	One-off Costs £m	Transport Costs £m	Stranded Costs £m
Clapham & Patching	£0.175	£0.029	£0.028
Rumboldswyke	£0.178	Nil	£0.028

² This provides an estimate as much depends on the alternative schools chosen.

Total	£0.353	£0.029	£0.056

- 4.5 Any one-off redundancy and pension costs and stranded contract costs may be off-set through the use of any surplus balances remaining with the schools when they close. Any of the one-off costs that cannot be off-set in this way will be charged against the Education and Skills dismissal or premature retirement budget next year. The value of this budget currently totals £0.490m. At the end of March 2019 Clapham and Patching C of E Primary School had a deficit of £0.009m with Rumboldswyke C of E Infants school having a surplus of £0.044m.
- 4.6 A project team has been created in order to facilitate the pre-publication consultation and to assess both the views on, and the impact of, the various options for change at the schools in question. The cost of this team is being met from within the existing Education and Skills revenue budget, and includes 12 months funding for backfilling posts within School Place Planning, Admissions, Human Resources, and Finance.

Capital

- 4.7 The following potential capital costs have been identified:
- £0.075m to fund furniture, fittings, IT and equipment (FFE) at the new school in Pease Pottage in 2021 as part of relocation of Warninglid Primary School.

5. Legal Implications

A number of legal requirements in relation to the statutory processes and for the proper consideration of duties and responsibilities owed by the Authority are addressed in the body of the report and in the appendices for consideration by the decision-maker. The report format is designed to ensure those are properly captured at the most helpful point in the report narrative to inform the decision. No additional legal considerations arise that are not covered within the report.

6. Risk Implications and Mitigations

Risks of not approving the implementation of the consultation	Mitigation
There is a risk that the National Funding Formula (Schools Block DSG) will result in an increased number of schools with financial difficulties and increased instability of pupil numbers across schools where there are already surplus places which will have an impact on schools' financial viability and educational standards	<ul style="list-style-type: none"> > Continue to work closely with schools on the budgeting and forecasting to ensure they do not go into financial difficulty. > School effectiveness team continue to work closely with school to ensure standards are maintained. > Work with affected schools to manage staff reductions and redundancies. > Work with Schools Forum to remove future Small Schools £20,000 additional lump sum protection and redistribute this across all schools.

<p>There is a risk that those schools that are earmarked for closure or relocation may suffer from a falling enrolment before they close, and thereby lose DSG pupil funding as a result.</p>	<p>>Schools will be able to bid for additional DSG funds from the Schools in Financial Difficulty budget where 'an unusual or unexpected one-off situation has occurred'.</p>
<p>There is a risk that the School Effectiveness Strategy commitments may not be achieved with respect to school organisation:</p> <p>1) All through primaries 2) Local solutions to achieve Small School viability (federation, merger, relocation, closure).</p>	<p>>Continuation of Locality workshops to review options and initiate discussions >Training/ recruitment of HT's with Exec Head capability >Further targeted discussions with vulnerable schools</p>
<p>There is a risk that not to act could continue to sustain the current proportion of surplus places across the county's schools thereby increasing financial and staffing risks to several schools into the future.</p>	<p>>Explore options for reducing surplus places through federations consolidating on to one site where feasible, thereby reducing surplus provision; or >Seeking alternative use for surplus provision in some schools either through provision for SEND or alternative provision for vulnerable students</p>
<p>There is a risk of pupils with Education and Healthcare Plans (EHCPs) and those with school identified SEND being unsettled by any move and the receiving school not having the trained resources required to meet their needs in place in time to meet those needs at the beginning of the transition</p>	<p>>The process of supporting parents will ensure that any move to a new placement is managed effectively with receiving schools engaged fully, and with all necessary information for appropriate resources to be in place to ensure a smooth transition. >Funding for EHCP requirements will follow the child to the receiving school >Additional Specialist Support Centre provision and support for schools in SEND is planned within the SEND and Inclusion Strategy 2019-24</p>
<p>The process is delayed due to national developments including the impact of coronavirus which leaves the school facing uncertainty over a longer period and leading to natural reductions in enrolment due to parents seeking other schools and further financial difficulties and staff reductions.</p>	<p>>Maintain the governance and decision - making schedule and explore alternative means of ensuring scrutiny and decision making if meetings become difficult. > Securing appropriate staffing to ensure that the project meets timelines > Ensure that parents of children currently attending the schools are supported in finding appropriate alternative provision. > Implement contingency arrangements including maintaining the Clapham and Patching building operational for a short period after closing the school and into the new academic year if required to ensure that all pupils with SEND are appropriately supported and transitioned</p>

	into appropriate alternative education provision.
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7. Other Options Considered (and reasons for not proposing)

7.1 Overarching Consideration

7.11 The option of not progressing the chosen option for each of the schools, would mean that we are not progressing the school effectiveness strategy "organisation objective" that *"Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community in which the school is sited and provide strong outcomes for children"*. Concerns would not be addressed and further uncertainty for these schools is predicted. Action therefore needs to be taken following the analysis and public consultation in 2019.

7.12 In the cases of both Clapham and Patching CE Primary School and Rumboldswyke CE Infant School, interest in academizing the schools has been shown by two separate Trusts and with different conditions attached. However, the Regional Schools Commissioner has, in both cases, indicated that no consideration would be given to any proposals until the County Council has completed its consultation process on the viability and proposals to close these schools. Consideration of these approaches has taken place as part of this process.

7.13 The County Council has been in discussions with stakeholders throughout the consultation process. This has meant that opportunities, as and when they are presented, have been investigated and progressed.

7.2 Clapham and Patching C of E Primary School

7.21 Whilst it has been acknowledged that "no change is not an option", no proposals were presented throughout the process for Clapham and Patching CE Primary School to explore federation. Whilst the school is currently on a financial recovery plan and aiming to be within a slight surplus at the end of this financial year, the numbers on roll have been below capacity for several years and the school's finances are artificially inflated due to an additional SEND allocation (higher than average) the local authority has provided over and above that which it is entitled to receive. The school also receives a £20,000 protected supplement provided through the Schools Forum to offset the reduction of the financial lump sum each school receives to meet the national funding formula. Although Schools Forum have protected this for a further year, it is unlikely that this supplement will be maintained beyond 2020-21 as school funding moves to implement the national funding formula.

Viability

7.22 There has been no *"sufficient and compelling evidence"* submitted to demonstrate that the school is, or could be *"financially and educationally viable, and able to draw its intake from the local community, into the future"*. Although

there have been many discussions, and much interpretation of data and the availability of primary school places at public meetings, it is acknowledged that the local catchment area is not, and will not, provide the numbers required to fill the school's capacity now or into the future. It will therefore continue to be heavily reliant on drawing children from a wider area.

Detailed analysis of the consultation returns indicated that 112 out of 301 (36%) respondents confirmed that the school was unable to fill capacity locally due to there being very few local children of primary age. Many referenced that the cost of housing locally was outside the price range of most young families. The lack of local pupils is also acknowledged by the South Downs Education Trust, the academy trust who have expressed interest in academizing the school, whose own projections provided in their academisation plan in January 2020 show the school unable to meet its capacity of 56 pupils over the next three years. They reference over provision for primary school places within the local area, and openly commit to draw children from a wider area than the current catchment.

Relying on admissions from out of area puts other schools, already with surplus places, at greater financial and educational risk. There are currently 255 surplus spaces across 10 primary schools in the localities from where children from Clapham and Patching CE School travel. These have been verified with headteachers of the schools concerned. 60% of these schools are Ofsted rated Good or Outstanding. There are therefore sufficient alternative primary school places of a high quality in the local area and in the localities that are often closer to the pupils' own homes. Reducing surplus provision by closing Clapham and Patching will strengthen other schools into the future.

- 7.23 Clapham and Patching CE Primary School currently has a proportionally high number of children with SEND. Much has been made of the school's current nurturing ethos as being '*unique*' in being able to meet the needs of children. However, mobility of pupils is also disproportionately high with a significant number of children being admitted to the school and similar numbers leaving within year or at points other than the natural transition point to secondary school. In 2017-18, 15 pupils left the school other than the end of Year 6 and 12 were admitted as in year admissions. In 2018-19, 17 left and 14 joined. This is very high mobility considering the size of the school. Although the reasons are varied, consultation feedback from respondents in November indicated that the school did not meet their child's needs and that the significant number of pupils with SEND in the school did affect provision overall.
- 7.24 As the school is a mainstream primary school with no specific SEND designation, pupils with SEND currently attending Clapham and Patching CE Primary School, could be educated in other primary schools with the additional support they would require, either through their EHCP or through local SEND support. In 100% of the primary schools locally with surplus places, provision for SEND is deemed to be effective by Ofsted with many positive comments about the schools' inclusive nature, and the ambition and support for pupils with SEND. Example OFSTED comments from relevant schools are included in the appendices. It is therefore not accurate to say that the needs of the small number of pupils with SEND at Clapham and Patching CE Primary School could not be met in other local schools. SENAT and the County's Specialist Teacher

Team have committed to working with parents and have already begun to find appropriate alternative placements that meet their children's needs.

- 7.25 Feedback though the consultation process has been mixed in relation to the school and its future. At the public meetings, some parents spoke passionately about the nurturing ethos of the school. Some spoke on how they had moved their children to the school due to poor experiences in meeting their children's special educational needs in other schools. Written responses to the consultation process have been more varied in how effectively the school was able to meet the needs of pupils with special educational needs. Indeed, the school's ability or inability to meet the needs of pupils with SEND when there was such a high proportion within the school was an important factor in many responses.

Whilst the school was inspected in November 2019 and was deemed to be Good overall, the new inspection arrangements introduced in September 2019 by Ofsted significantly change the approach and the information that is reviewed in arriving at overall evaluation outcomes. Since September 2019, Ofsted no longer separately make a judgement on school outcomes in core subjects. Any analysis of a school's effectiveness has therefore to be judged across a broader range of measures. In the case of Clapham and Patching CE Primary School, 2019 key stage 1 results are below national average with only 50% of pupils meeting the expected standard in reading, writing and mathematics. Key stage 2 results were below average with pupil outcomes in writing being well below average. Results in elements of literacy have been consistently below average over three years. Persistent absence is well above average and is a significant issue for the school and has been so consistently over three years.

- 7.26 A community impact assessment was undertaken and the following key points were raised:

- Clapham and Patching CE Primary School is considered by many as an important part of village life by active members in the community. Closure is therefore not supported by most residents who responded, and the verbal feedback has indicated that closure would have a negative effect on the community in making the village less attractive for young families. However, few primary aged children reside in the villages and, of those that do, the majority choose to attend other schools. This does not support the case made locally that the presence of the school is required to attract younger families.
- Clapham and Patching CE Primary School does not have its own hall. Therefore, any community events held by the school or the village already utilise the village hall as their main space, severely limiting the role the school can have in the wider community.
- Community events involving Clapham and Patching CE Primary School are infrequent and indeed, as the majority of children travel from outside the catchment, there is limited involvement in community events generally outside of the school day.
- Some events the school hold, such as the annual choir concert for the Clapham Lodge care home, would likely not be able to continue, as Clapham and Patching does not have many children in its local area. However, other local schools have been interviewed as part of the Community Impact

Assessment and several have suggested that they could step in and provide such concerts in the future should Clapham and Patching CE School close.

- 92% of pupils attending Clapham and Patching C of E Primary School come from outside the catchment area. The closure of the school would therefore result in an overall reduction rather than increases in traffic, parking and congestion in the villages.
- There are very few children resident in the school's catchment area and other primary schools with surplus spaces are available within appropriate travelling times in line with national guidance. Indeed, as several schools with surplus provision are closer to children's own homes, travel times overall would be reduced if the school was closed.
- Clapham and Patching villages have several alternative community spaces, which are all utilised for community activities and festivities. Therefore, the closure of the school would not reduce available community spaces.
- The closure of Clapham and Patching CE Primary School will impact on the core vision of both Parish's Neighbourhood Plans by removing a community facility. However, outside the plans' desire to protect current facilities, it does not impact other core objectives stated within the plans.
- There is the potential for an increased transport costs to the local authority post closure, however pre-existing transport arrangements are likely to remain neutral. Overall vehicle movements and pupil miles will reduce if displaced parents choose their catchment or nearest school.

7.27 Interest has been shown by South Downs Education Trust to academise the school and the Trust has developed some plans which the local authority has reviewed. The local authority has also posed further suggestions and questions in support of securing greater clarity on how the school's viability would be any greater than at present. The Regional Schools Commissioner (RSC) has written and indicated clearly to the Trust that they would not consider any application for an academy order until after the County Council has completed its consultation. The RSC indicates clearly that:

'It is the local authority's decision to propose the closure of any of its schools and we do not wish to undermine the statutory process. Therefore, your case for the future viability of the school must be made to the local authority.'

The Regional Schools Commissioner has subsequently written to the local authority indicating that they require the following questions to be answered in relation to the potential academisation:

- a) Is there the need for the places currently at Clapham and Patching School?
- b) Does any academisation proposal pose any significant risks in terms of viability or pupil numbers at other local schools?
- c) Do the Trust's proposals give confidence to the local authority that it will have the popularity with parents so that they will fill the places?

In relation to the need for places, both the local authority and the Trust agree that there is surplus provision within the locality and that the local community does not have the numbers of children resident required to make the school viable from within the community. Indeed they have not been able to do so for

a number of years. House building projections and the cost of local housing similarly inhibit future numbers of young families moving into the area. Therefore, there is general agreement that the school is not required to maintain school places for the local community. The few pupils who are generated from within the locality have several options within easy traveling distance. Therefore, there is not the need for the places currently provided by Clapham and Patching CE Primary School.

The continuation of Clapham and Patching School and any possible growth will impact negatively on those schools in the locality that are already under capacity. Ten primary schools already have surplus places and are struggling to fill to capacity. There is further free school development linked with new housing development close to the actual building developments taking place. Therefore, maintaining such surplus provision by keeping Clapham and Patching CE Primary School open will continue to stretch resources and negatively impact on other local schools.

The Trust's proposals do not give confidence to the local authority that the academisation will increase and sustain popularity. The evidence set out above and in the text below suggests that it will have the opposite effect.

- 7.28 The Trust has not made a convincing case to the local authority and, despite questions posed to help the Trust provide this, the information provided is limited and does not make the case. Several questions were posed to understand the financial and proposed staffing models for the school if academized by the Trust. Despite two attempts to seek responses from the Trust on these issues, the Trust did not provide the information needed over the course of the consultation period. The CEO of the Trust wrote to the local authority on 6th March and indicated the following:

'I understand your need to seek assurance but you will not be surprised that we would consider many of your requests to impinge on areas that we would consider commercially sensitive.'

We subsequently asked again for this information and it was not provided. Only after the publication of the papers for the Scrutiny Committee, did the Trust provide further information and hold a teleconference call with officers. The following key points were discussed and have provided the rationale underpinning the lack of confidence that the proposal will increase popularity and quality.

- a. The federation action plan provided to the Council showed a lack of ambition for increasing enrolment, with the Trust aiming to increase NOR to only 49 from its current 43 over the next three academic years which remains below the capacity of 56. This will leave space in the school and indicates that either the Trust recognises that the school is unable to fill to its current capacity, or that surplus places are intentionally being left open. In both cases, this demonstrates a challenge to the school financially. In a recent call with the Trust, the case was made that they will be aiming to fill to capacity and over their projections. However, there is inconsistency across the information provided on this.
- b. One of the key drivers for parents at the school has been that they wish the school to remain due to its nurturing ethos, and because it meets the needs of

children with special educational needs. The Trust’s planned pupil projections show a reduction in pupils with SEND, Pupil Premium and Children Looked After (CLA) over the next three years. Over three years the planned reduction in vulnerable and SEND pupils outlined in the Trust’s plan is significant:

Number of pupils	2020-21	2021-22	2022-23
Pupil Premium	3	3	3
EHCPs	8	6	3
SEND not EHCP	11	9	7
CLA	1	1	1
EAL	3	2	0
Total vulnerable	26	21	14
Other	17	25	35

This will alter the context of the school and negate what parents consider to be the key rationale for not closing the school. The Trust has recently stated in documentation that it intends changing the school from being a nurturing school to one of a learning school. The Trust has not clarified how this change will be seen operationally. However, the statement linked with the proposed reduction in SEND and vulnerable pupils over the next three years suggests a different ethos and pupil dynamic. This is not something that current parents at the school are expecting. It could undermine confidence of those parents who have specifically chosen the school for its ‘nurturing’ stance.

- c. The Trust has been unwilling to provide any detail of its proposed staffing post academisation until very recently. Much of the ethos at Clapham and Patching CE Primary School has been set by the current headteacher. The Trust has stated that they are not planning on having a headteacher at the school long-term. The Trust has indicated they intend to reduce the current teaching staffing and also reduce salary payments to identified staff at the school. The Trust has also indicated that they will run ‘most of the functions’ for Clapham and Patching from Worthing High School which is only 10 minutes away. Despite requesting information on the implication of these on the future staffing structures, the Trust has declined to provide any further information or clarity and considers this to be commercially sensitive.
- d. The Trust has indicated that, from January 2021, in place of the headteacher, they will have a ‘head of school’ but that this role will be split across four current senior leaders from Worthing High School taking the role in rotation. This is a concern relating to a lack of continuity and risks increasing instability in the school for both staff and parents. The model is untried and untested across the County and the RSC has similarly identified that this, as a model, is not one known to be practised across the region. The uncertainty this creates is considered to be a significant risk to building confidence and stability.
- e. The Trust is a secondary school with currently no primary school within the Trust. The local authority has asked how the Trust will be able to provide the primary specific support required for the school in the future. The Trust makes mention of commissioning expertise from a local primary school. However, this has not been secured and the Chair of Governors of the named school has confirmed that no formal proposals have been tabled.

- 7.29 In recommending the issuing of a closure notice, we are mindful that, the community impact of closure is limited, that pupils can secure appropriate alternative places at good or outstanding schools closer to where they live, and that the small number of pupils with SEND can be supported and secured alternative places that can equally meet their needs with the local authority working with parents to ensure a smooth and supported transition. We have also considered that the case for viability through academisation has not been made by the South Downs Education Trust.
- 7.30 Much has been mentioned about the current Covid 19 crisis and the current closure of schools other than for a limited number of children of key workers, vulnerable and SEND. The issue of social distancing and also the inability for prospective parents to visit schools in looking for an appropriate alternative placement should Clapham and Patching CE Primary School close, has also been raised as a possible reason why any decision on closure should be halted. Currently we are awaiting national guidance on when schools will be allowed to reopen. However, plans are in place for a mini admissions round to be held in June for parents currently at the school. The Council manage over 8,000 in year admissions to schools and, for many of the parents of children involved in in-year admissions, or who are now seeking a school for September 2020, they will similarly be unable to visit schools in making their choices. However, most schools in the county are open with staffing and are able to conduct a telephone conversation with prospective parents if required and information about each school is available on the schools' websites.

For those pupils with SEND and who have not yet had the opportunity to visit appropriate alternative schools, we are mindful of the need to ensure a smooth transition and to ensure that parents are pupils are appropriately supported to secure the correct and supportive alternative school. The council's specialist autism and social communications team are already involved with parents at Clapham and Patching CE Primary and will be continuing to work with parents to secure the appropriate alternative placement.

If schools do not return to normality before the summer recess, agreement has been reached with the Diocese to continue to operate the building for a period of time over the first term of the new academic year once the school is officially closed. This will enable any pupil with SEND who has not already secured an appropriate alternative place to continue in education within a familiar location, make supported visits to secure an alternative school, and then to be supported through a transition over the first half term of the new academic year. This is to be provided in recognition that the transition needs to be successful and that the anxiety of individuals and families is managed and reduced as far as is possible.

7.3 Compton and Up Marden C of E Primary School

- 7.31 During the initial consultation process, proposals were received from the Governors of Compton and Up Marden C of E Primary School for the school to remain unchanged. It was recognised that whilst these proposals were developed with good intent, they did not, on their own contain "*sufficient and compelling evidence*" that the school will be "*financially and educationally viable and able to draw its intake from the local community into the future*".

- 7.32 Views captured through the first consultation process made strong representation of the impact that closure of the school would have on the local community. The school is also one of a few within the county that is in receipt of additional financial support for sparsity due to its geographical isolation. Local transport in the Compton and Up Marden area is limited. In analysing availability in local schools to accommodate pupils in the event of closure, significant capital investment would also be required to create the additional places required.
- 7.33 Whilst taking into account the full range of representations received from the school and community and consideration of the geographical isolation, size and access to the range of specialist expertise at the school, it was recognised that a federation with an appropriate school or schools would support increasing access to expertise to enhance provision and help overcome some of the isolation faced.
- 7.34 On 10th March 2020 Officers held a meeting with the Chair of Governors of the school. The purpose of the meeting was to understand the progress that has been made since the 16th January by the Governing body with its assessment and progression of future organisational options, that will benefit the school and its pupils in the future.
- 7.35 At the meeting the Chair of Governors outlined some of the work that is in progress and the options that were currently being considered, which included both academisation and federation. A Governors meeting on 26 March 2020 discussed these options more fully. The Governors are proposing to hold a Strategy Day on 22 April 2020 with both County Council Officers and the Diocese to attend (subject to the Covid -19 restrictions). It is intended that the outcome of the Strategy Day will be to narrow the options and agree a clear way forward against an agreed timetable.

7.4 Stedham Primary School

- 7.41 During the first consultation phase, governors of Stedham Primary School had begun to explore federation but their proposals and partnerships, although developing rapidly, were not in an advanced or at a formal stage by the timing of the Cabinet meeting in January 2020. Following the Cabinet in January, proposals for federation with Harting CE Primary School were advanced. A Federation Action Plan was produced and initial soundings had been taken with the Diocese regarding requirements that needed to be addressed, particularly in relation to governance, for the federation to be acceptable to the Diocese. In recognition of the commitment made by the governors of Stedham Primary School and Harting C of E Primary School to resolve future governance arrangements by 21 April 2020 and to achieve a hard federation by January 2021, the consultation on closure was ceased. It was recognised however that if these matters were not resolved by the 21 April 2020, then a review of the situation would take place and the recommendation to consult on closure could be reinstated.
- 7.42 On 16 March 2020 a West Sussex representative and the Diocese held a meeting with governors and headteachers of both schools. The conclusion of the meeting was that the plans for future governance of the Federation were

sufficient to meet the Diocesan Board of Education's requirements and it was also acknowledged that the schools were already operating effectively together in a loose federation. It was therefore resolved to support the schools in their Federation and in monitoring the implementation of their Federation Plan within the timelines set for achieving a hard federation by January 2021. The 16th March meeting minutes and an enhanced federation status summary demonstrating the progress being made is included in appendix 9.

7.5 Warninglid C of E Primary School, Warninglid

- 7.51 Warninglid Primary School governors were open in their view that for the school to continue as they were was not an option, and that they had been working closely with the local authority over two years to secure a federation to strengthen the longer-term future of the school. The school made a strong case that the current location of the school is unhelpful due to the lack of visibility and low numbers of children from within the current catchment area. To meet Section 106 requirements in association with a new housing development, a new school is being built by developers at Pease Pottage and will open in September 2021 (subject to the developer completing the build by June 2021).
- 7.52 Consultation responses indicated that relocation of Warninglid to this new site would be a positive move. However, this was seen by some to potentially impact on other local schools. During the consultation process, the governing bodies of two neighbouring schools indicated an interest in establishing a federation with Warninglid Primary School. Whilst it is proposed that Warninglid Primary School relocates to the new site at Pease Pottage upon completion of the new build, it is recommended that a federation would also bring greater strength and support to the school. Proposals have been received from the governing bodies of both Warninglid Primary School and Colgate Primary School, to seek a federation on equal terms as such a partnership would bring benefits to both schools. The Governing Bodies have conveyed their plans to federate to parents of their respective schools. Plans are being supported and monitored by the local authority to secure the federation of the two schools. An interest has also been expressed by Handcross Primary School in federating with both schools. Any relocation of the school to the Pease Pottage site will require the local authority to look at catchment areas for the schools in the area, and also to work with parents of those children who live towards the south of the current school location to ensure that options for more local provision can be offered if required.

7.6 Rumboldswyke C of E Infant School

- 7.61 Rumboldswyke CE Infant School was one of the five schools for which discussions were taking place about future sustainability prior to the school's Ofsted inspection in May 2019. Standards at the school have been in decline and end of Key Stage 1 results have been below the national average for three years in the percentage of pupils meeting the national expectation or achieving greater depth in reading, writing and mathematics. The inspection's rating of the school as inadequate restricted future options available for the school. Under the DfE Schools Causing Concern 2019 protocol, the school has only the options of academisation or closure. Discussion has taken place with the Regional Schools Commissioner (RSC) and the Church of England Diocese. Both are accepting that academisation of a school of the size of Rumboldswyke CE

Infant School is a challenge. The RSC has held back on issuing an academisation order pending the County Council's consultation to determine future viability. The options for the school are still limited and do not include remaining within the local authority's control, either as a stand-alone school or in a federation. The consultation process has received significant publicity. However, officers have approached local Multi-Academy Trusts including the Diocese of Chichester Academy Trust (DCAT) and no Trust has indicated a desire to academise the school as an infant school.

- 7.62 Suggestion has been made around expanding the school to incorporate key stage 2 pupils and for Rumboldswyke to be an all-through primary school. Bishop Luffa School MAT has indicated an interest in undertaking due diligence and potentially academizing the school only as a 4-11 primary school. However, based on place planning and current pupil numbers, there are already 339 surplus primary school places in Chichester, with 250 of these being in key stage 2. Therefore, there is no need for additional Key Stage 2 places. To create additional places when there is already over capacity would negatively affect the pupil numbers and viability of other schools. Representations have been made that the school should remain open as future housing is planned nearby (such as the Southern Gateway). However, the development is long-term and there are other schools with capacity, which are closer. Section 106 contributions will also fund additional capacity as part of the development once it takes place. It is important to note however that the County Council's pupil projections data which identify surplus provision in Chichester now and into the future, incorporates the predicted pupil numbers from all proposed new housing developments that have secured planning approval.
- 7.63 A concern has been raised regarding the impact of closure on reducing key stage 1 church school places within the community. However, the local authority is working with the Church of England Diocese to mitigate this risk and to ensure sufficient church school places for key stage 1 pupils into the future. The financial outlook for this school remains challenging and school enrolment continues to fall. There are a small number of pupils with SEND at the school and the County Council's SENAT and Specialist Teacher Team are working with parents to secure appropriate alternative provision. During the consultation, concern has also been expressed about the climate emergency and the loss of a school that is easily accessible on foot and with good cycle routes. However, other local schools with surplus places are within easy walking distance of the Rumboldswyke community and within the statutory guidance of 45 minutes from home to school for children in the primary years.
- 7.64 During the first consultation period, the school received its first monitoring visit from Ofsted since being judged as inadequate. The visit recognised positive work and judged appropriate actions were taking place, and that the action and support plans were fit for purpose. Whilst recognising progress is being made, leadership at the school is interim only for the remainder of this academic year and, whilst it is recognised that the impact of leaders must not be underestimated, reference is made within the monitoring letter to 'early signs' of progress in learning and pupils' achievement. The DfE Schools Causing Concern protocol (September 2019) indicates that even where a second Ofsted Section 5 inspection judges the school to be no longer inadequate, this on its own would be insufficient to broaden the range of future options for the school.

- 7.65 Although not a statutory requirement as it is for rural schools, we have undertaken a community impact assessment for the school. The key points arising are as follows:
- Rumboldswyke does not hold events for the wider community in the school buildings. Therefore, community impact will be limited.
 - The community has a significant number of facilities and regular events throughout the year. Given the age range of Rumboldswyke students, it is unlikely these will be negatively affected by the closure of the school. Some other schools are already involved in such events as they also draw children from the Rumboldswyke community.
 - No transport costs are expected to accrue to the authority, due to local availability of alternative places.
 - A travel assessment on the effect closure would have on local transport infrastructure concluded that a net increase in trip movements by car is unlikely.
 - The redistribution of the school population to other schools within the Chichester area has been assessed and is unlikely to generate a net increase in movements, as there are travel options for walking and cycling to some of these schools from the existing catchment area.
 - Other local schools have committed to strengthening their community work and indeed two already draw significant numbers of children from the Rumboldswyke community and are already aware of, and support local community events.
- 7.66 The school land and site is mainly owned by the Church of England Diocese and following the completion of closure, the local authority would wish to engage with the Diocese to look at alternative uses of the building for educational purposes in preference to the site being sold for development.
- 7.67 The impact of the closure of the school on the local community has been discussed with representation being made by the local community and local church. However, other local schools serve the same community and are keen to strengthen their links into the community and through the local church to meet any gaps created by the closure of Rumboldswyke C of E Infant School. Due to the low pupil numbers, the surplus provision of key stage 2 places within Chichester, the lack of interest from local MATs to academise the school as a stand-alone Infant School, along with the availability of alternative places for pupils currently attending the school, Rumboldswyke CE Infant School is not a viable proposition into the future.
- 7.68 In recommending the issuing of a closure notice, the County Council are mindful that, the community impact of closure is limited, that pupils can secure appropriate alternative places within Chichester, and that there has been no appetite from other Trusts to academise the school as an Infant School. There is no need for additional key stage 2 places in Chichester and creating additional places will have a significant impact on current key stage 2 schools already running under capacity.

8. Equality and Human Rights Assessment

The equality impact report (appendix 10) has been updated continuously throughout the consultation process through the collection and analysis of data that arises as part of the consultation process. This information been used to inform the decision making process.

9. Social Value and Sustainability Assessment

The DFE guidance states that “there is a presumption against the closure of rural schools. This does not mean that a rural school will never close, but the case for closure should be strong and a proposal must be clearly in the best interests of educational provision in the area in which the school is sited”. Rumboldswyke C of E Infant School is not a rural school and therefore this presumption does not apply in this case.

The effect of closure of schools on the communities of Clapham and Patching and Rumboldswyke, and on the community of Warninglid (if relocation is the chosen option) was noted in several written responses during the consultation. An extract of relevant comments is included in the annexes

The potential impact of closure on transport (nearest school/subject to parental preference) and travel has been assessed as part of the community impact assessments which are included in appendices 2 and 5.

10. Crime and Disorder Reduction Assessment

None for the purpose of this report.

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Appendices

Appendix 1 – Clapham and Patching C of E Primary School Consultation Analysis Summary report

Appendix 2 – Clapham and Patching C of E Primary School Community Impact Assessment report

Appendix 3 – Clapham and Patching C of E Primary School - Annex to the report
Appendix 3b – Clapham and Patching C of E Primary School – Analysis of other responses

Appendix 4 – Rumboldswyke C of E Infant School Consultation Analysis Summary report

Appendix 5 - Rumboldswyke C of E Infant School Community Impact Assessment report

Appendix 6 – Rumboldswyke C of E Infant School - Annex to the report
Appendix 7 – Warninglid Primary School Consultation Analysis Summary report
Appendix 8 – Warninglid Primary School - Annex to the report
Appendix 9 – Stedham Primary School and Harting C of E Primary School meeting with Local Authority and Diocese on 16th March 2020, minutes and enhanced federation status report.
Appendix 10 – Equality Impact Report

Background papers – None

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Appendix 3b

Clapham and Patching Analysis of the data for 'Others' in response to why so few children are attending from the local community

1. In the analysis of the consultation feedback on Clapham and Patching CE Primary School, a significant number of respondents pointed to 'Other reasons' for the lack of local children attending the school.

Question 2	In your opinion why are so few children from the local community attending Clapham & Patching C of E Primary School?
Perceived poor education standards	21
Alternatives that enable a better work/life balance (commute to work, etc)	50
Private education	15
Home schooling	7
Other	196
Not Answered	12
Total responses to each question	301

2. Following further analysis, reasons cited in the 'other' category were as follows:

Limited number of primary age pupils locally	112	57%
The school having too great a proportion of pupils with SEND	21	11%
The threat of closure	11	5%
Parents are unaware of its existence	10	5%
Larger schools offer greater opportunity	8	4%
The school is under-funded	2	1%
Poor education standards	1	0.5%
The church school status	1	0.5%
No reason given	22	11%
Did not answer the question	8	4%

3. Respondents were logged from the following categories:

Pupils	10 (5%)	Relations	8 (4%)
Ex Parent/Carers	6 (3%)	Friends of parents	6 (3%)
Parent/Carers	41 (21%)	Staff	11 (6%)
HT/Governors or staff of other schools	7 (4%)	governors	2 (1%)
Residents	99 (51%)	Others	6 (3%)

4. The information shows that, even amongst local people there is a recognition that the school is not drawing pupils from the local area because the local area is not generating pupils for a primary school and therefore confirms that there is no need for a local primary school to serve the local community. The respondents acknowledgement of this is counter to the arguments made publicly that the local village will die if there is not a local primary school. A few local residents cited that cost of housing in the locality being too high for young families.
5. Over 20% of respondents cited the significant proportion of pupils with SEND attending the school as being a key factor dissuading local families from sending their children to the school.
6. The majority of respondents were residents, most of whom do not use the school either as they do not have children of school age or choose to send their children elsewhere. A small number spoke of the advantages of larger schools.

Equality Impact Report – West Sussex Small Schools Proposals

Title of report	Equality Impact Report
Date of implementation	April 2020

1. Background	
1.1	<p>In October 2018 the School Effectiveness Strategy 2018 - 2022 was adopted by the County Council following public consultation. It sets out the objectives for school organisation and the criteria against which schools should be assessed in order to meet the objectives. Implementation of the strategy will help ensure that in West Sussex:</p> <p><i>“Primary schools will be of a sufficient size to be viable in the future, offer a high quality and broad curriculum, attract pupils from the local community and provide strong outcomes for children”.</i></p> <p>The school effectiveness strategy also states <i>that:</i></p> <p><i>“where schools are identified as being at risk, they need to consider options for change. These could include:</i></p> <ul style="list-style-type: none"> • <i>Consulting on amalgamating or merging two or more schools to become an all-through primary school.</i> • <i>Consulting on expanding the age range of a group of schools so each becomes all-through primary schools.</i> • <i>Consulting on federating two or more schools.</i> • <i>Finally, consulting on closing a school.”</i>
1.2	<p>Analysis by the County Council in 2018 identified around 25 schools which, when measured against the criteria set out in the School Effectiveness Strategy, were considered at risk in relation to their ability to meet the requirements set out above.</p>
1.3	<p>Discussions and workshops were held with Head Teachers and Chairs of Governors in the localities where the schools were identified as vulnerable. The outcome of the analysis was reviewed and discussions were initiated with some of the schools on options for the future such as merger, federation, relocation or closure. A number of schools have subsequently progressed discussions and some have made steps towards federation.</p>
1.4	<p>Due to specific circumstances of five of these schools, an impact assessment was conducted between April and June 2019. Rumboldswyke was included following an Ofsted inspection which rated the school as inadequate. The options for the future of the school are very limited following this judgement.</p>
	<p>Following conclusion of the impact assessment work a consultation process was undertaken to assess views on options for change at the following schools:-</p> <ul style="list-style-type: none"> • Clapham and Patching CE Primary School, Clapham, Worthing • Compton and Upmarden CE School, Compton, Chichester

- Rumboldswyke CE Infants School, Chichester
- Stedham Primary School, Stedham, Midhurst
- Warninglid Primary School, Warninglid, Haywards Heath

This led to preliminary decisions being prepared for the five schools endorsed by a decision of the Cabinet in January 2020. That led to a further period of consultation on specific proposals up to early March 2020. The outcome of this second period of public consultation led to the development of final proposals for consideration by the Cabinet in April 2020.

The following applies generally to small schools in terms of the impact of their constraints on the overall quality of education and their capability in terms of the requirements for the optimum resources to provide a broad curriculum and meet the needs of a full range of educational expectations for pupils:

- Nationally small schools are finding it difficult to operate and provide a quality of education within the resources they can afford with the number of small schools halving over the last 18 years from 11,500 in 2000 to less than 5,500 in 2018;
- Low pupil numbers have led to a paring of costs and staffing to a core with mixed age classes and limited additional classroom support staff;
- It is difficult to manage learning in mixed age classes and to attract newly qualified teachers (NQTs) with future NQT arrangements being skewed against their recruitment to small schools, thereby adding to small school running costs;
- Mixed age classes can have up to 7 development years difference among the teaching group. Research into teaching in mixed age classes indicates that achievement in cognitive skills is often lower than that in single age classes;
- Headteachers of very small schools often have significant teaching commitment reducing time for strategic leadership and management of the school;
- Very small schools often have a higher proportion of SEND pupils and low numbers of PPG. This provides increasing challenge in being able to cover needs effectively;
- Sustaining high standards in very small schools is challenging and it is not unusual for schools to be volatile in their Ofsted inspections;
- Small schools have limited breadth of experience among staff to deliver the breadth and depth of curriculum required to meet the demands of the Ofsted Inspection Framework 2019
- The challenges of the new Ofsted inspection framework (2019), along with responsibilities for pupils' mental health and wellbeing (2018) as well as responsibilities for the delivery of Relationships and Sex Education curriculum (2020) from 2020 increase pressures on small schools with limited capacity;
- Evidence shows that it is becoming increasingly difficult to secure leadership in very small schools with headteacher salaries often being lower than that of deputy headteachers in large schools. It is not unusual for headships of small schools to be difficult to recruit to;
- Very small schools are prone to attract in year admissions of vulnerable pupils due to their surplus capacity which adds pressure on teachers to adapt and also on pupil mobility;

These factors provide an educational context to the public sector equality duty related to the proposals.

Public Sector Equality Duty

The Equality Act (2010) mandates a duty for public bodies to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act;

- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it; and
- foster good relations between persons who share a relevant protected characteristic and those who do not share it.

To meet this duty authorities are required to analyse the impact of proposed policies, strategies and action plans which may have implications for those within the protected groups.

In this Equality Impact Assessment, we evaluate the impact on West Sussex Small Schools to anticipate and address the requirements of the duty. The protected groups are defined by reference to:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race (including, ethnic origin, nationality)
- Religion or belief (including lack of belief)
- Sex/Gender
- Sexual orientation

Data was collated in relation to the population of the areas to help inform the impact work focusing on the schools most significantly affected.

Relevant to the public sector equality duty is an awareness of the numbers of pupils with particular health and educational needs.

ETHNICITY									
FULL SURVEY RESPONSES			CLAPHAM		COMPTON		RUMBOLDSWHYKE		
Option	Total	Percent of All	Total	Percent of All	Total	Percent of All	Total	Percent of All	
White	871	88.34%	106	86.18%	368	86.59%	138	84.66%	
Mixed/multiple ethnic groups	6	0.61%			3	0.71%	1	0.61%	
Asian/any other mixed/multiple ethnic background	2	0.20%					1	0.61%	
Asian/Asian British	4	0.41%			1	0.24%	2	1.23%	
Black/African/Caribbean/Black British	3	0.30%	1	0.81%	1	0.24%			
Other ethnic group	1	0.10%					1	0.61%	
Prefer not to say	99	10.04%	16	13.01%	52	12.24%	20	12.27%	
TOTAL NUMBER OF RESPONSES	986		123		425		163		
AGE GROUPS									
FULL SURVEY RESPONSES			CLAPHAM		COMPTON		RUMBOLDSWHYKE		
Option	Total	Percent of All	Total	Percent of All	Total	Percent of All	Total	Percent of All	
12 or under	43	4.36%	1	0.81%	11	2.59%	1	0.61%	
13-16	7	0.71%			6	1.41%	1	0.61%	
17-24	32	3.25%	4	3.25%	11	2.59%	5	3.07%	
25-44	367	37.22%	40	32.52%	142	33.41%	66	40.49%	
45-64	326	33.06%	45	36.59%	154	36.24%	47	28.83%	
65 plus	148	15.01%	20	16.26%	73	17.18%	28	17.18%	
Prefer not to say	63	6.39%	13	10.57%	28	6.59%	15	9.20%	
TOTAL NUMBER OF RESPONSES	986		123		425		163		

January Census numbers on roll by SEND provision

SEND PROVISION - Summary Total - Rumboldshwkye								
	Numbers				% of total			
SEND PROVISION	2016	2017	2018	2019	2016	2017	2018	2019
Number of EHCP/Statement	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Number of SEN Support	21	27	15	8	18.9%	23.7%	16.3%	11.1%
Number of SEN (all)	21	27	15	8	18.9%	23.7%	16.3%	11.1%
Number with No SEND need	90	87	77	64	81.1%	76.3%	83.7%	88.9%
TOTAL	111	114	92	72				

SEND PROVISION - Summary Total - Stedham								
	Numbers				% of total			
SEND PROVISION	2016	2017	2018	2019	2016	2017	2018	2019
Number of EHCP/Statement	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Number of SEN Support	10	15	11	15	13.0%	16.9%	13.8%	17.2%
Number of SEN (all)	10	15	11	15	13.0%	16.9%	13.8%	17.2%
Number with No SEND need	67	74	69	72	87.0%	83.1%	86.3%	82.8%
TOTAL	77	89	80	87				

SEND PROVISION - Summary Total - Warninglid								
	Numbers				% of total			
SEND PROVISION	2016	2017	2018	2019	2016	2017	2018	2019
Number of EHCP/Statement	0	0	0	0	0.0%	0.0%	0.0%	0.0%
Number of SEN Support	6	10	14	16	9.1%	17.9%	28.6%	41.0%
Number of SEN (all)	6	10	14	16	9.1%	17.9%	28.6%	41.0%
Number with No SEND need	60	46	35	23	90.9%	82.1%	71.4%	59.0%
TOTAL	66	56	49	39				

SEND PROVISION - Summary Total - Compton and Up Marden CofE Primary								
	Numbers				% of total			
SEND PROVISION	2016	2017	2018	2019	2016	2017	2018	2019
Number of EHCP/Statement	1	0	1	0	1.0%	0.0%	1.2%	0.0%
Number of SEN Support	16	19	14	27	16.5%	23.8%	16.9%	31.8%
Number of SEN (all)	17	19	15	27	17.5%	23.8%	18.1%	31.8%
Number with No SEND need	80	61	68	58	82.5%	76.3%	81.9%	68.2%
TOTAL	97	80	83	85				

SEND PROVISION - Summary Total - Clapham and Patching								
	Numbers				% of total			
SEND PROVISION	2016	2017	2018	2019	2016	2017	2018	2019
Number of EHCP/Statement	4	4	5	8	6.7%	6.0%	9.6%	12.9%
Number of SEN Support	13	13	12	21	21.7%	19.4%	23.1%	33.9%
Number of SEN (all)	17	17	17	29	28.3%	25.4%	32.7%	46.8%
Number with No SEND need	43	50	35	33	71.7%	74.6%	67.3%	53.2%
TOTAL	60	67	52	62				

Source: January school censuses 2016-2019

'Race and ethnicity' related issues

The largest ethnic group in West Sussex is White British (88.9%) and the largest minority ethnic group is White other (2.9%) followed by Asian/Asian British (1.7%). Minority groups are largely concentrated in Crawley and in coastal towns such as Bognor Regis, Littlehampton and Worthing and not in the rural areas where the majority of small schools are located..

Ethnic group by geography, census 2011, count (percentage of total pop)

Ethnic Group	West Sussex	Adur	Arun	Chichester	Crawley	Horsham	Mid Sussex	Worthing
Total Population	806,892	61,182	149,518	113,794	106,597	131,301	139,860	104,640
White British	717,551 (88.9%)	56,843 (92.9%)	137,024 (91.6%)	105,841 (93%)	76,888 (72.1%)	121,020 (92.1%)	126,341 (90.3%)	93,594 (89.4%)
White other (inc. Irish)	38,948 (4.8%)	1,820 (2.9%)	8,094 (5.4%)	4,481 (3.9%)	8,292 (7.7%)	5,042 (3.8%)	6,677 (4.7%)	4,542 (4.3%)
Mixed/ multiple ethnic groups	12,155 (1.5%)	886 (1.4%)	1,502 (1%)	1,092 (0.9%)	3,098 (2.9%)	1,774 (1.3%)	1,967 (1.4%)	1,836 (1.7%)
Asian/ Asian British	28,334 (3.5%)	1,058 (1.7%)	2,116 (1.4%)	1,617 (1.4%)	13,825 (12.9%)	2,585 (1.9%)	3,761 (2.6%)	3,372 (3.2%)
Black/ African/ Caribbean/ Black British	7,146 (0.8%)	313 (0.5%)	538 (0.3%)	518 (0.4%)	3,469 (3.2%)	651 (0.4%)	788 (0.5%)	869 (0.8%)
Other ethnic group	2,758 (0.3%)	262 (0.4%)	244 (0.1%)	245 (0.2%)	1,025 (0.9%)	229 (0.1%)	326 (0.2%)	427 (0.4%)

Source: ONS, 2011

Ethnic disproportionality, if not addressed through appropriate provision can result in unequal future outcomes, and this issues is increasingly salient as the BAME population in England continues to grow. A key recommendation of this report is that LAs, multi-academy trusts and schools must have due regard to the Public Sector Equality Duty requirements and should monitor ethnic disproportionality and achievement.

There has not been any particular expected impact or outcome from the current proposals for this aspect of the duty. The consultation has not altered this assessment.

The proposals would not require further attention to this area of possible impact.

2. Describe any negative impact for customers or residents.

For the majority of the protected characteristics no identifiable impact has been identified.

It is obvious that the proposals have a specific impact on a group defined by age – but not in a way any other school based policy or decision would do. It is inevitable that any decision about school planning will affect a defined age group. It is not concluded that these proposals require different approaches as a result.

The specific element of the proposals which have required particular focus for the equality duty has been the implications for children with Education Health and Care Plans (EHCP) and those with defined Special Educational Needs or Disability (SEND).

All of the planning has taken into account the pupils falling into these groups so as to understand

- their current and future needs
- the decisions that have led to attendance at the current school
- the implications for disruption to current provision
- the need to seek and plan alternative provision
- the impact upon the physical and emotional wellbeing of the pupils
- The ability of alternative provision to meet their needs
- The action required to ensure safe and effective transition.
- The need to avoid or mitigate any identified adverse impact on these pupils both as a group and as individuals.

These factors have informed the appraisal of the proposals as the specific individuals are known and their individual needs understood. Their parents and carers and the other groups representing their interests have engaged in the consultation and have been enabled to set out fully the concerns which have particular impact upon these factors. Those have helped inform the final proposals.

3. Describe any positive effects which may offset any negative impact.

The proposals for specific schools have been informed by and plans adjusted to take account of the needs of individuals within the defined group (primarily those with EHCP or SEND). In particular the transition and planning for pupils affected by the possible closure of Clapham and Patching school has been adjusted as indicated in the final form of the proposals.

More generally the proposals support the County Council's aspirations to be placed in the top quarter of performing Councils within three years, in terms of children's attainment. Great strides are being made towards this by working in partnership with schools and parents and these proposals are integral to helping achieve high performing and financially sustainable schools for everyone in West Sussex that benefit the children and communities for years to come. Accordingly the needs of future generations of pupils as well as those immediately affected for a short period have informed the decisions.

4. Describe whether and how the proposal helps to eliminate discrimination, harassment and victimisation.

Care has been paid to understand and plan for the transition of pupils with EHCP and SEND to alternative provision and to anticipate the impact on the individuals concerned.

No specific concerns for adverse impact in terms of harassment or victimisation is indicated. The need to avoid specific discrimination of groups specifically affected has informed the plans for individuals and the schools they currently attend. The proposals are integral to helping achieve high performing and financially sustainable schools for everyone in West Sussex.

5. Describe whether and how the proposal helps to advance equality of opportunity between people who share a protected characteristic and those who do not.

<p>It is considered that the overall aims of the proposals against the objectives set out in the background above and within the context of the impact of small school constraints also set out above will achieve significant benefits for advancing equality of opportunity.</p>
<p>6. Describe whether and how the proposal helps to foster good relations between persons who share a protected characteristic and those who do not.</p>
<p>As in 5 above. The constraints of the small schools in question have been fully set out above and the proposals are aimed at removing the adverse impact of those constraints.</p>
<p>7. What changes were made to the proposal as a result? If none, explain why.</p>
<p>In so far as required during the process any changes have been incorporated into the developing and the final proposals.</p>
<p>8. Explain how the impact will be monitored to make sure it continues to meet the equality duty owed to customers and say who will be responsible for this.</p>
<p>This impact Assessment and the consultation process on options has provided a reference point to ensure that careful attention is made to the impact on pupils in protected groups - especially those referred to in this document and ensure that their interests are kept in mind as proposals are implemented.</p>

<p>To be signed by a Director or Director to confirm that they have read and approved the content.</p>			
<p>Name</p>	 <p>Paul Wagstaff</p>	<p>Date</p>	<p>15 April 2020</p>
<p>Your position</p>	<p>Director of Education and Skills</p>		

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