

# Public Document Pack

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1 April 2020

## **Small Schools Task and Finish Group**

A virtual meeting of the Task and Finish Group, without public access, will be held at **2.00 pm on Tuesday, 7 April 2020.**

Tony Kershaw  
Director of Law and Assurance

### **Agenda**

#### **1. Declarations of Interest**

Members and officers must declare any pecuniary or personal interest in any business on the agenda. They should also make declarations at any stage such as an interest becomes apparent during the meeting. Consideration should be given to leaving the meeting if the nature of the interest warrants it. (If in doubt please contact Democratic Services before the meeting).

#### **2. Notes of the previous meeting** (Pages 3 - 8)

Members of the Task and Finish Group are asked to agree the notes of the previous meeting held on 4 December 2020.

#### **3. Small Schools Proposals** (Pages 9 - 154)

Report by the Director of Education and Skills.

Following a consultation on options for five rural and small schools in November 2019, this Scrutiny Task and Finish Group met to consider the outcome and the proposals for each of the five schools. This was then considered by the Children and Young People's Services Scrutiny Committee on 9 January 2020, prior to Cabinet taking a decision to undertake a statutory consultation on specific proposals for the five schools.

The Statutory consultation completed on 16 March 2020 and the attached draft decision report outlines the output of the consultation and the proposed recommendations for those schools.

The Small Schools Task and Finish Group is asked to comment on the attached draft Cabinet Member decision report and the supporting appendices and provide comment to the Cabinet Member for Education and Skills prior to the formal decision being taken.

4. **Recommendations**

Members of the Task & Finish Group to agree comments and/or recommendations to be forwarded to the Cabinet Member for Education and Skills for consideration prior to the decision being taken.

**To all members of the Small Schools Task and Finish Group**

## **Small Schools Task and Finish Group**

4 December 2019 – At a meeting of the Small Schools Task and Finish Group held at 2.00 pm at County Hall North, Horsham.

Present:

Ms Flynn, Mrs Hall, Mr Hillier, Ms Lord, Mrs Roberts and Ms Sudan

Also in attendance: Mr Jupp and Mr Fitzjohn

### **1. Declarations of Interest**

1.1 The following personal interests were declared: -

- Mr Woodman as: -
  - Chair of the West Sussex Secondary Heads
  - Vice Chair of the West Sussex Schools' Forum
  
- Mr Ryder as: -
  - Chair of governors at Rogate Church of England Primary School
  - Chair of governors at Rake Church of England Primary School
  - Former governor at Stedham Primary School
  - Member of Trotton Parish Council
  - Chair of a Community Land Trust covering Stedham, Trotton and Rogate
  - Member of the West Sussex Schools' Forum

### **2. Notes of the previous meeting**

2.1 Resolved – that the minutes of the meeting held on 24 October be agreed.

### **3. Consultation Process**

3.1 The Group received a presentation by James Richardson, Programme Manager (copy appended to the signed minutes) showing the results of the consultation. He also reported that the Council had received petitions regarding Clapham & Patching Church of England Primary School and Rumboldswyke Church of England Infant School. Consultation headlines included: -

- 1069 responses
- Clapham and Patching 45% for no change, 21% for academisation
- Compton and Up Marden 87% for no change
- Rumboldswyke 90% for academisation
- Stedham 77% for no change
- Warninglid 42% for relocation, 23% for no change, 22% for closure

3.2 Summary of responses to Members questions and comments: -

- 'Other' respondents were people from the wider community, people from outside the area or those who chose not to be identified

- Allowance was made for multiple responses from families sharing an email address
- All information from the consultation and petitions would be available to the Cabinet Member for Education & Skills

3.3 Resolved – that the Task & Finish Group notes the presentation.

#### **4. Stakeholder Representations**

4.1 The Task & Finish group considered the following stakeholder representations: -

4.2 Peter Woodman, Headteacher, The Weald School and Sixth Form College, Billingshurst: -

- The secondary heads appreciated the strategic, systematic approach even if it resulted in tough decisions
- A lot of small schools were under great pressure and were being subsidised by others
- One of the smallest schools in the Weald catchment area had students who were largely out of its own catchment area. If it relied on catchment students alone, it would have very few students.

4.3 Kevin Jenkins, Chair of Interim Executive Board (IEB), Rumboldswyke Church of England Infant School, Chichester: -

- The IEB position was to remain neutral to help the school deliver good education and keep stakeholders well informed
- The IEB asks that Rumboldswyke be treated differently to other schools due to its OFSTED report and wants a clear decision so that the school can plan for the future

4.4 Trevor Cristin, Director of Education, Diocese of Chichester: -

- The process required good communication and an active dialog so that even if parties disagree a constructive way forward could be reached – the diocese and local authority were developing such a dialog
- Initially, communications were not clear about how the process would be carried out and it was challenging for both schools and the Board of Education
- Information from the local authority was controversial with some facts challenged and an opportunity for better cooperation was missed
- The Board of Education had a statutory duty to respond to the local authority's proposals and wanted to be actively involved going forward, in a challenging time for some schools
- Some schools were reluctant to address the challenge in this process, but some school leaders had shown creative determination

4.5 Neil Ryder, West Sussex Governors Association (WSGA): -

- The WSGA Working Group had attended all but one meeting of the schools affected as well as meeting governors and some of the local councillors
- Governors felt they were not being taken seriously enough

- The future of small schools should be judged over the long-term taking a much more strategic view
- Proposals to double the size of Easebourne school had been rebuffed due to lack of information and prior consultation with schools and the increase did not happen
- In 2016 Rogate school was put into special measures – the option of becoming an academy was raised but was not possible, the school therefore formed a partnership with Rake school with the intention of forming a federation. This had persuaded the DfE regional school commissioner to rescind the academy order – so other options can be opened up despite inadequate OFSTED judgements
- Decisions on schools shouldn't be rushed
- Not enough progress has been made on the School's Strategy due to lack of support for governors
- Many parents were upset at the thought that their children's schools might close because they had deliberately selected small schools
- Many children in small schools were vulnerable, and would probably need education, health & care plans if they were sent to larger schools
- We should not close off the option of small schools if parental choice is to remain a core requirement of both local and central government

4.6 Mr Fitzjohn, County Councillor for Chichester South: -

- OFSTED was not happy with the Interim Executive Board (IEB) at Rumboldswyke School
- Admissions at Rumboldswyke had reduced as it was a feeder school for Central School which had been in special measures for some years

4.7 Summary of responses to Members questions and comments: -

- The situation at Central School had had an influence on Rumboldswyke, but Rumboldswyke itself had been judged as 'Requires Improvement' in 2017 and as 'Inadequate' in 2019
- The monitoring letter from OFSTED in relation to Rumboldswyke acknowledged that the IEB was new and said it was performing well
- Parents did not always understand the difference between the Board of Governors and the IEB
- Funding for schools was a Government responsibility with the Schools' Forum deciding how it managed the flexibility it was allowed when allocating funds – this flexibility might reduce when the National Funding Formula is introduced
- The Schools Forum had discussed the impact of funding for small schools and had to make difficult choices about how to support each one
- The amount of funding schools received was only increasing to the level it was at five or six years ago and disproportionately disadvantaged small schools
- A lot of questions in the consultation were inappropriate for the audience and governors and head teachers should be more involved in strategic discussions. There was a lack of context e.g. high numbers of pupils from out of the local area could be good or bad – we need to know why parents have selected the schools

- The Rother Valley Group of headteachers and governors had agreed to examine information on school organisation in their area next year and make suggestions on the way forward
- The WSGA had discussed training on setting-up federations with the local authority and understood that work was happening to produce modules to help governors understand the process
- There had been work with some groups of schools regarding federations for two years – training and support regarding federations needed tightening – a seminar had been held with the WSGA and there would be a conference on federation next term
- Consultation questions were not necessarily inappropriate as they had been posed to a wide range of people with informed views
- The local authority's Governor Services Team and the National Governors Association have provided advice on many subjects, including federation – the WSGA had access to this advice
- The Schools Effectiveness Strategy considered the future of small schools and began tackling issues
- Timing of the process was an issue as December is near the time when applications for primary school places have to be submitted and confidence in schools affected could be undermined and rolls drop dramatically - schools need a decision so that they can plan for the future
- Meetings had been held to try to get the views of local communities including a workshop in October 2018 for many Rother Valley schools about the flow of pupils. Governing bodies were best placed to test what local communities wanted
- The process had started prior to June 2019 and had improved as it progressed
- The timing of the announcement of going to consultation and the releasing of information to communities had put pressure on schools who found it difficult to manage, and panic in communities leading to challenges on admission numbers as people thought schools might close
- Discussions had taken place with Chairs of governing bodies and head teachers a long time before the consultation was launched but were kept confidential to avoid rumours
- Consultations followed statutory guidelines and ran in parallel with the school year and the Council's processes
- Long consultations increased the risks of parents losing confidence
- Local Members wanted the names of the schools affected to be released as they feared that if not, everyone would think their school was included
- People thought the consultation was on closure of schools when it was on a range of possible options – in future attempts would be made to better explain the purpose of a particular consultation
- If a recommendation was made to close a school it would trigger a statutory consultation on the closure
- 14 January was the deadline for people to submit their choices for school admissions and could include schools that were part of the consultation in their three preferences
- Future phases should focus on clear geographical areas

## 5. Admissions

5.1 Ellie Evans, Head of Pupil Entitlement told the Group: -

- The schools admission round was open till mid January
- Parents could state preferences for three schools (one of which should be their local school)
- No accurate information was available as to the effect of the consultation as there were still 3,000 outstanding applications

5.2 Summary of responses to Members questions and comments: -

- Admissions to the five schools involved in the consultation had been volatile in recent years – **ACTION:** Ellie Evans to provide information on school admissions for the five affected schools this year compared to the past two or three years
- The 'Inadequate' OFSTED rating had influenced admissions to Rumboldswyke – a monitoring visit had taken place resulting in a letter from OFSTED saying that an appropriate action plan and support had been put in place to deal with safeguarding issues

## 6. Recommendations

6.1 Resolved – the Task & Finish Group recommends that: -

- i. There is improved communication between the County Council and named schools in future consultations, including early conversations
- ii. Training on school viability should be provided to school governors, as well as risk management, in order to ensure that governors have a good level of support
- iii. Any potential future consultations concerning schools include a clear context set as part of the consultation papers
- iv. The quality of data provided as part of any consultation process is thoroughly checked with any schools concerned to ensure accuracy, and that any data produced is received and understood by the schools
- v. The timeline for any future consultations is carefully considered alongside school holidays and other timelines, such as admissions, that affect schools
- vi. Future consultations are considered in a more strategic and geographical area context
- vii. That County Councillors are encouraged to have regular contact with the schools within their divisions

The meeting ended at 3.44 pm

Chairman

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## **Children and Young People's Services Scrutiny Committee – Small Schools Task and Finish Group**

**7 April 2020**

### **Small Schools Proposals**

### **Report by Director of Law and Assurance**

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#### **Summary**

Following consultation on options for five rural and small schools in November 2019, this Scrutiny Task and Finish Group met to consider the outcomes of the process and the options planned for each school. This was then considered by the Children and Young People's Services Scrutiny Committee on 9 January 2020, prior to Cabinet taking a decision to undertake a statutory consultation on specific proposals for the five schools.

The statutory consultation commenced on 3 February 2020 and closed on 16 March 2020. The attached draft decision report (Appendix A) outlines the output from the consultation and the proposed recommendations for those schools. The report also includes

- the community impact assessment of any possible closure
- an analysis of available local school places and
- an evaluation of the school's viability for a quality education offer for the community within which the school is sited.

Following this meeting, any comments and recommendations will be presented to the Cabinet Member for Education and Skills for his consideration ahead of the decision being taken by the Cabinet Member, following consultation with Cabinet.

#### **Focus for scrutiny**

Members will have the opportunity to consider and question the output of the latest consultation and the further analysis work completed to inform decisions.

The Task and Finish Group is asked to comment on the attached draft Cabinet Member decision report and the supporting annexes and provide comment to the Cabinet Member for Education and Skills prior to the formal decision being taken. For each of the five schools, the key areas for scrutiny to consider include:

- (1) The consultation and analysis. Have all significant concerns and issues been addressed?
- (2) The Community Impact Reports. Have any significant impacts been mitigated sufficiently? Have those raised in paragraph 3.7 of the report been resolved? For example, will children be able to access alternative high-quality education locally and are adequate arrangements in place for achieving this?
- (3) For schools with new structure and governance arrangements being progressed – are the proposals sufficiently developed and supported?

- (4) The risk implications and mitigations (Section 6 of the report) and other options (Section 7) – does this demonstrate that the proposals meet the organisation objective of the School Effectiveness Strategy – *‘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?’*

The Chairman will summarise the output of the debate to inform the recommendations for the Cabinet Member.

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## **Details**

The background and context to this item for scrutiny are set out in the attached reports (listed below), including resource and risk implications, Equality, Human Rights, Social Value, Sustainability and Crime and Disorder Reduction Assessments.

### **Tony Kershaw**

Director of Law and Assurance

**Contact Officer:** Katherine De La Mora, 0330 22 22535

**Appendix A:** Draft Decision Report: Consultation on proposed reorganisation of rural and small schools in West Sussex

### **Appendices to Decision Report:**

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 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 16<sup>th</sup> March 2020, minutes and enhanced federation status report.

Appendix 10 – Equality Impact Assessment

### **Background papers**

None

<b>Cabinet Member for Education and Skills</b>	<b>Ref No:</b>
<b>April 2020</b>	<b>Key Decision: YES</b>
<b>Small Schools Proposals</b>	<b>Part I</b>
<b>Director of Education and Skills</b>	<b>Electoral Division(s): Angmering and Findon Chichester South Worth Forest Midhurst Bourne</b>
<p><b>Summary</b></p> <p>In September 2019 the Cabinet Member for Education and Skills took a <a href="#">decision</a> (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 <a href="#">decision</a> on 14 January 2020 to undertake a further statutory consultation on the following specific proposals (decision reference CAB1019/20):</p> <ul style="list-style-type: none"> <li>(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.</li> <li>(b) Closure of Rumboldswyke C of E Infant School by September 2020.</li> <li>(c) Relocation of Warninglid Primary School and the federation of the school by September 2021 (subject to developer's progress).</li> <li>(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.</li> </ul> <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 Member for Education and Skills 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 Member 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:

<b>Twelve Key Questions for Schools</b>	
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 CAB1019/20):
  - (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 ceasing<sup>1</sup>.

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:

<b>7 October 25 November 2019</b>	<b>Stage one</b> – consultation on options – complete
<b>14 January 2020</b>	The Cabinet considered the results of the consultation and decided whether to publish specific proposals for any of the schools listed. - complete
<b>3 February to 16 March 2020</b>	<b>Stage two</b> – publication of proposals and 6 week representation period
<b>21 April 2020</b>	<b>Stage three</b> – Cabinet Member decision on specific proposals for each of the schools.
<b>5 May to 8 June 2020</b>	<b>Stage four</b> – publication of statutory proposals (4 week representation period) followed by cabinet decision.
<b>31 August 2020</b>	<b>Stage five</b> – 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 County Council 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 Primary

<sup>1</sup> 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.

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 current 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 and 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, 4 and 7. 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.*

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 Small Schools Scrutiny Task and Finish Group will convene to review the proposals on 7 April 2020. The Cabinet will then be consulted on the proposals prior to a decision being made by the Cabinet Member for Education and Skills in April.

#### **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 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 Member 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.<sup>2</sup>

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<sup>2</sup> This provides an estimate as much depends on the alternative schools chosen.

- 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
<b>Total</b>	<b>£0.353</b>	<b>£0.029</b>	<b>£0.056</b>

- 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 balance 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**

None for the purpose of this 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	<p>&gt; Continue to work closely with schools on the budgeting and forecasting to ensure they do not go into financial difficulty.</p> <p>&gt; School effectiveness team continue to work closely with school to ensure standards are maintained.</p>

<p>schools' financial viability and educational standards</p>	<ul style="list-style-type: none"> <li>&gt; Work with affected schools to manage staff reductions and redundancies.</li> <li>&gt; Work with Schools Forum to remove future Small Schools £20,000 additional lump sum protection and redistribute this across all schools.</li> </ul>
<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>&gt;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>	<ul style="list-style-type: none"> <li>&gt;Continuation of Locality workshops to review options and initiate discussions</li> <li>&gt;Training/ recruitment of HT's with Exec Head capability</li> <li>&gt;Further targeted discussions with vulnerable schools</li> </ul>
<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>	<ul style="list-style-type: none"> <li>&gt;Explore options for reducing surplus places through federations consolidating on to one site where feasible, thereby reducing surplus provision; or</li> <li>&gt;Seeking alternative use for surplus provision in some schools either through provision for SEND or alternative provision for vulnerable students</li> </ul>
<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>	<ul style="list-style-type: none"> <li>&gt;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.</li> <li>&gt;Funding for EHCP requirements will follow the child to the receiving school</li> <li>&gt;Additional Specialist Support Centre provision and support for schools in SEND is planned within the SEND and Inclusion Strategy 2019-24</li> </ul>
<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>	<ul style="list-style-type: none"> <li>&gt;Maintain the governance and decision - making schedule and explore alternative means of ensuring scrutiny and decision making if meetings become difficult.</li> <li>&gt; Securing appropriate staffing to ensure that the project meets timelines</li> <li>&gt; Ensure that parents of children currently attending the schools are supported in finding appropriate alternative provision.</li> </ul>

## **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.

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. This is also acknowledged by the South Downs Education Trust, the academy trust who have expressed interest in academizing the school, who's own projections show the school unable to meet

its capacity of 56 pupils over the next three years, 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 some 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. Of all 6 primary schools with spaces locally, 60% of the Ofsted inspections in these schools indicated the school to be good or better. In 100% of the primary schools with places, provision for SEND is effective 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 appendix 8. 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.
- 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.'*

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. In coming to this decision, the following key pieces of information have been considered:

- a. 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 has not provided the information we need. The CEO of the Trust wrote to the local authority on 6<sup>th</sup> 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 have again asked for this information and this has not been provided.

- b. The ambition for increasing enrolment is low, 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.
- c. 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
<b>Total vulnerable</b>	<b>26</b>	<b>21</b>	<b>14</b>
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.

- d. The Trust has been unwilling to provide any detail of its proposed staffing post academisation. Much of the ethos at Clapham and Patching CE Primary School

has been set by the current headteacher. The Trust however, has stated that they are not planning on having a headteacher at the school long-term. 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.

- 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.

### **7.3 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 16<sup>th</sup> 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 will discuss these options more fully. The Governors are then proposing to hold a Strategy Day on 22 April 2020 with both WSCC 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 16<sup>th</sup> 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. However, 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 under-estimated, 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, we 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 analysis (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 annex (appendix 8)

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.

**Paul Wagstaff**

Director of Education and Skills

**Contact Officer:**

Graham Olway

Assistant Director - School Organisation, Resources and School Services

Tel. No. 0330 22 23029

**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 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 16<sup>th</sup> March 2020, minutes and enhanced federation status report.

Appendix 10 – Equality Impact Assessment

**Background papers – None anticipated**

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## Statutory Consultation - Proposal to close Clapham and Patching C of E Primary School: Summary report

This report was created on Tuesday 17 March 2020 at 07:33.

The consultation ran from 03/02/2020 to 16/03/2020.

### Contents

Question 1: Are you under the age of 13? If so, you will need consent from your parent/carer to participate. Please provide their contact details in the boxes provided below so that we can contact them if we need to:	1
Name of parent/carer providing consent.	1
Telephone number or email address	1
Question 2: Are you responding as..... (please select the category which best describes you)	2
main response category	2
Other, please explain	2
Question 1: How do you think the closure of Clapham and Patching C of E Primary School will impact on the local community?	2
School Viability	2
If you have any further views/examples of the community impact, please use the space below to do so (please limit your response to 500 words).	2
Question 2: In your opinion why are so few children from the local community attending Clapham and Patching C of E Primary School?	3
Options answer	3
If you tick the 'other' box, please explain here:	3
Question 3: Do you agree with the proposal to close Clapham and Patching C of E Primary School?	3
Option choice	3
If you have any further views you wish to express about this school, please use the space below to do so (please limit your response to 500 words).	3
Question 1: How old are you?	4
Age	4
Question 2: Are you?	4
Sex	4
Question 3: Is your gender the same as the one assigned to you at birth? Please select one option only.	5
Gender re-assignment	5
Question 4: What is your ethnic group?	5
Ethnicity	5
Question 5: What is your religion?	6
Religion	6
Question 6: Are your day-to-day activities limited because of a health problem or a disability which has lasted, or is expected to last, at least 12 months?	7
Disability	7
Question 7: What is your sexual orientation?	7
Sexual orientation	7

**Question 1: Are you under the age of 13? If so, you will need consent from your parent/carer to participate. Please provide their contact details in the boxes provided below so that we can contact them if we need to:**

***Name of parent/carer providing consent.***

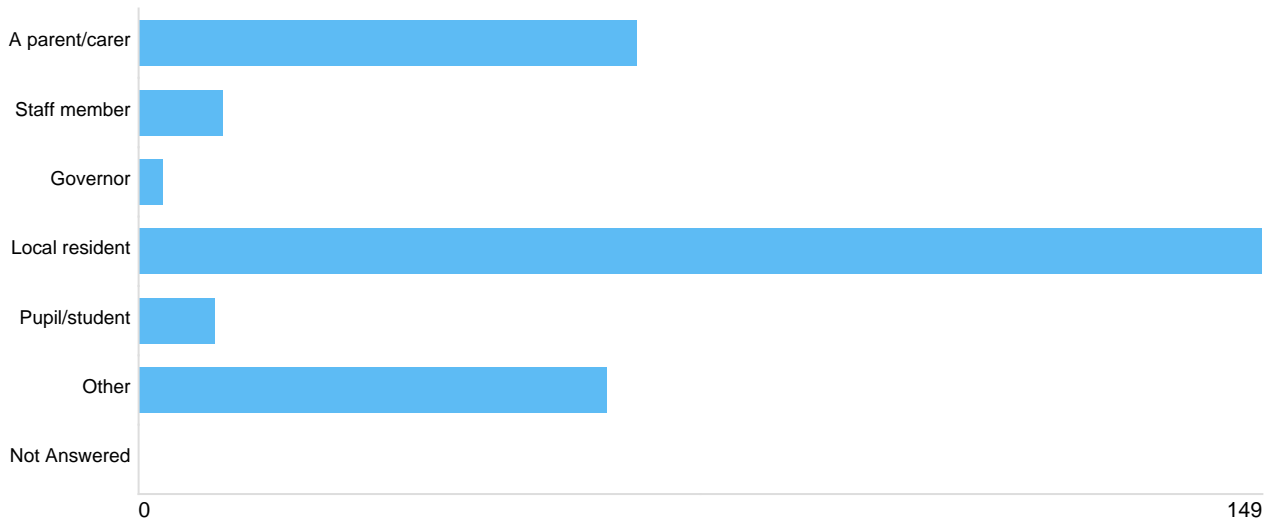
There were **28** responses to this part of the question.

***Telephone number or email address***

There were **25** responses to this part of the question.

**Question 2: Are you responding as..... (please select the category which best describes you)**

**main response category**



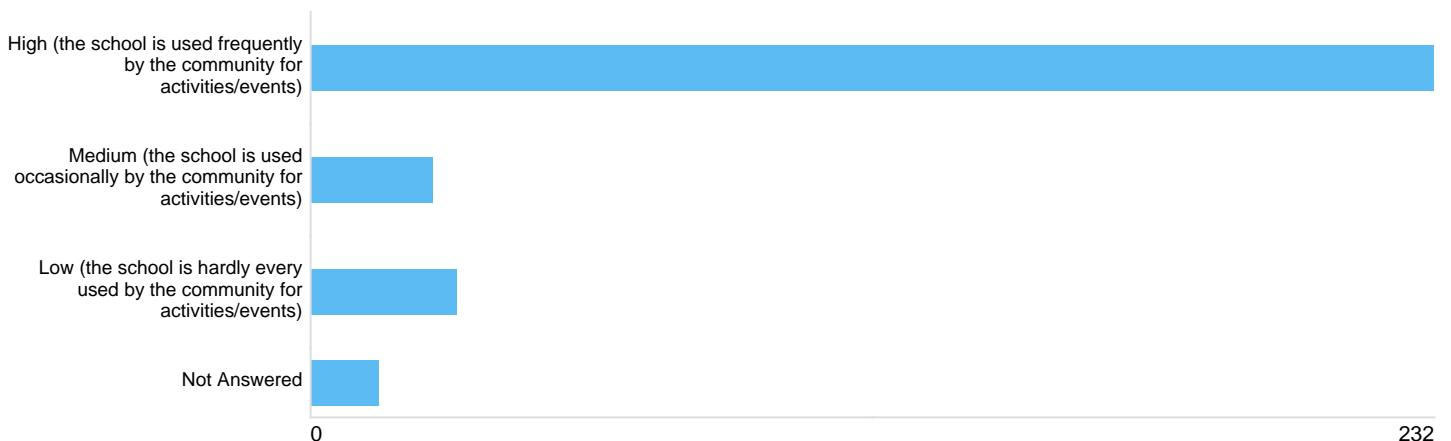
Option	Total	Percent
A parent/carer	66	21.93%
Staff member	11	3.65%
Governor	3	1.00%
Local resident	149	49.50%
Pupil/student	10	3.32%
Other	62	20.60%
Not Answered	0	0%

**Other, please explain**

There were **63** responses to this part of the question.

**Question 1: How do you think the closure of Clapham and Patching C of E Primary School will impact on the local community?**

**School Viability**



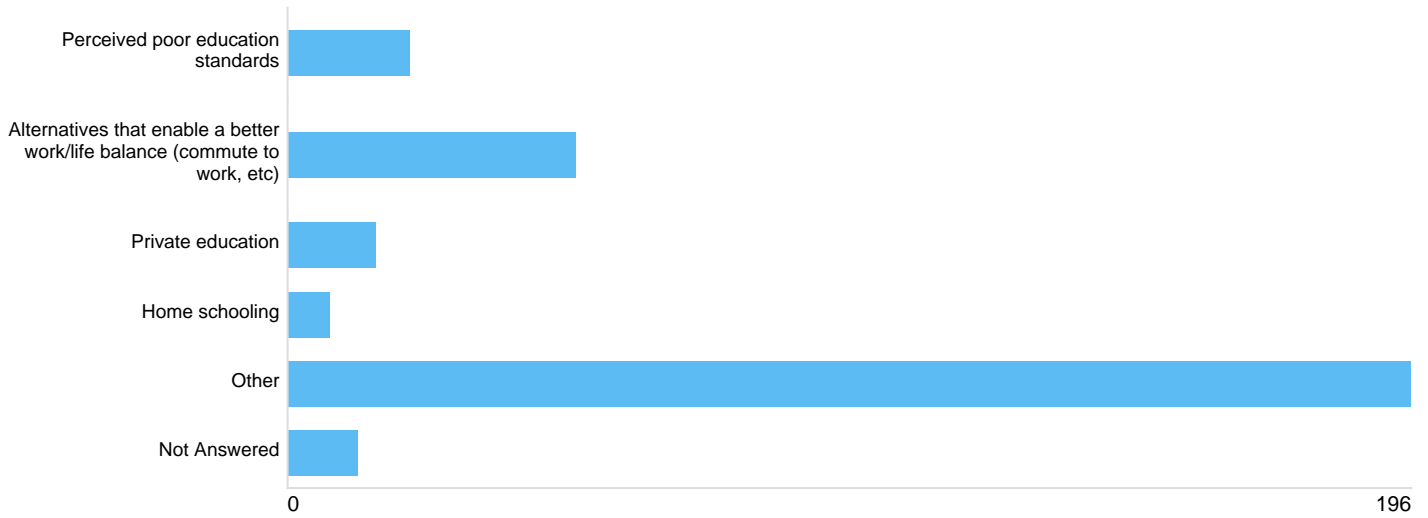
Option	Total	Percent
High (the school is used frequently by the community for activities/events)	232	77.08%
Medium (the school is used occasionally by the community for activities/events)	25	8.31%
Low (the school is hardly every used by the community for activities/events)	30	9.97%
Not Answered	14	4.65%

**If you have any further views/examples of the community impact, please use the space below to do so (please limit your response to 500 words).**

There were **155** responses to this part of the question.

**Question 2: In your opinion why are so few children from the local community attending Clapham and Patching C of E Primary School?**

**Options answer**



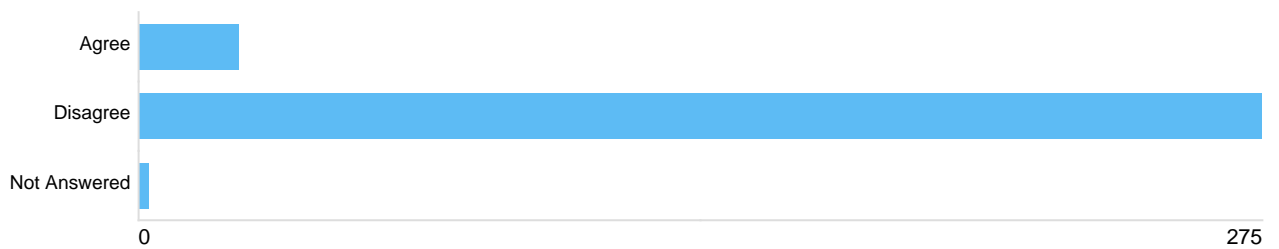
Option	Total	Percent
Perceived poor education standards	21	6.98%
Alternatives that enable a better work/life balance (commute to work, etc)	50	16.61%
Private education	15	4.98%
Home schooling	7	2.33%
Other	196	65.12%
Not Answered	12	3.99%

**If you tick the 'other' box, please explain here:**

There were **198** responses to this part of the question.

**Question 3: Do you agree with the proposal to close Clapham and Patching C of E Primary School?**

**Option choice**



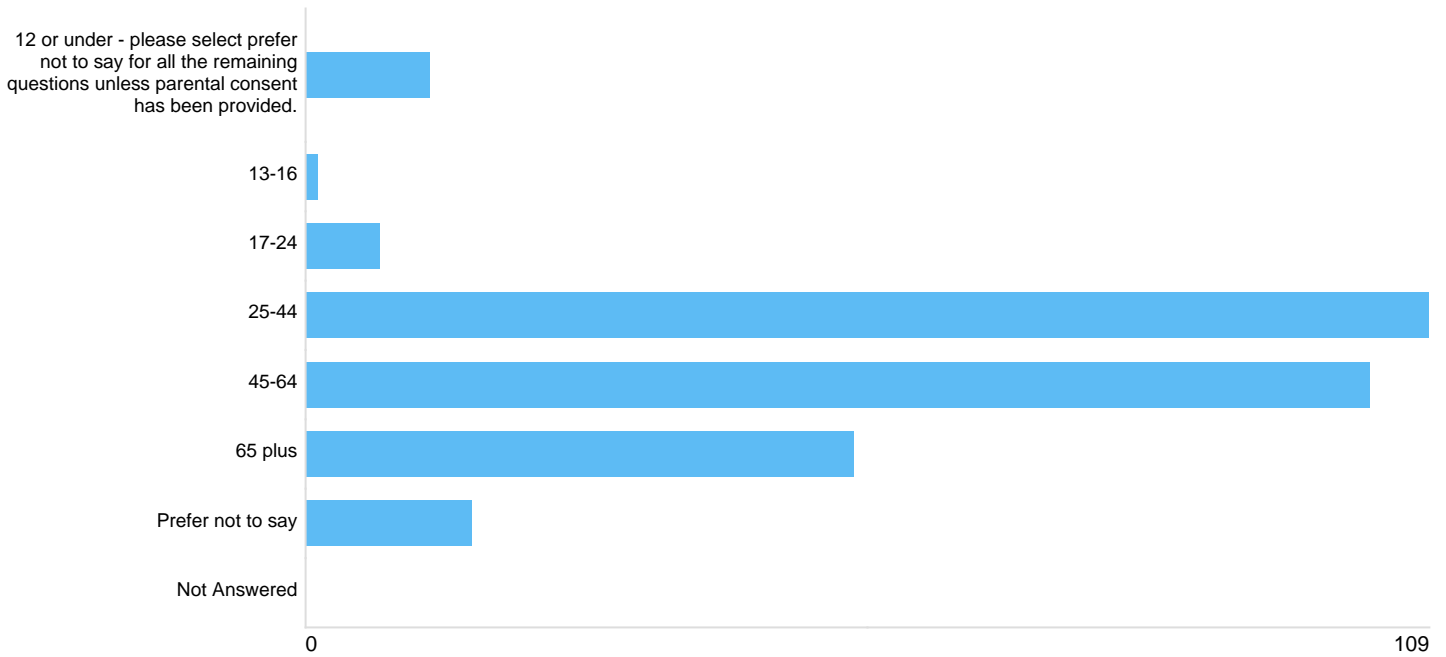
Option	Total	Percent
Agree	24	7.97%
Disagree	275	91.36%
Not Answered	2	0.66%

**If you have any further views you wish to express about this school, please use the space below to do so (please limit your response to 500 words).**

There were **187** responses to this part of the question.

### Question 1: How old are you?

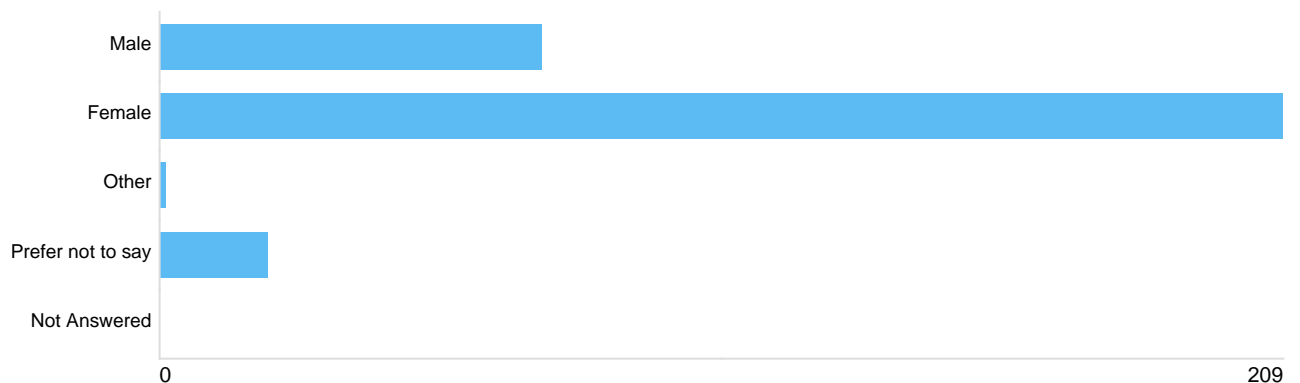
#### Age



Option	Total	Percent
12 or under - please select prefer not to say for all the remaining questions unless parental consent has been provided.	12	3.99%
13-16	1	0.33%
17-24	7	2.33%
25-44	109	36.21%
45-64	103	34.22%
65 plus	53	17.61%
Prefer not to say	16	5.32%
Not Answered	0	0%

### Question 2: Are you?

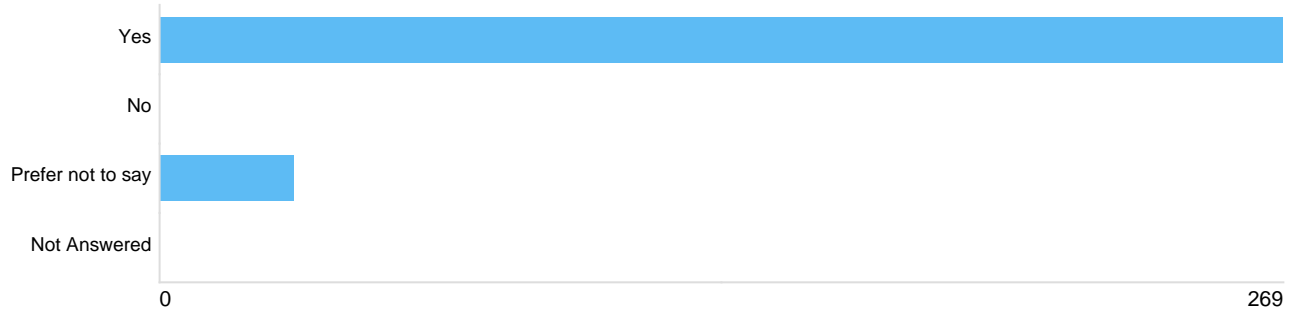
#### Sex



Option	Total	Percent
Male	71	23.59%
Female	209	69.44%
Other	1	0.33%
Prefer not to say	20	6.64%
Not Answered	0	0%

**Question 3: Is your gender the same as the one assigned to you at birth? Please select one option only.**

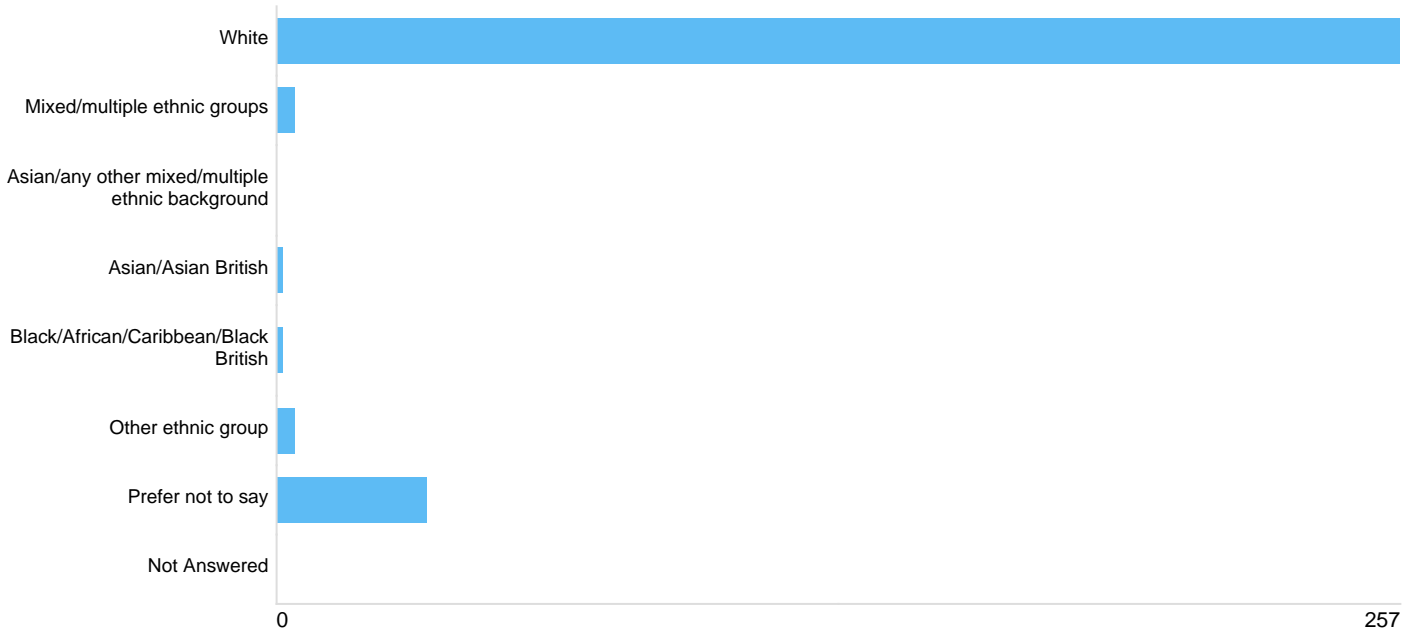
**Gender re-assignment**



Option	Total	Percent
Yes	269	89.37%
No	0	0%
Prefer not to say	32	10.63%
Not Answered	0	0%

**Question 4: What is your ethnic group?**

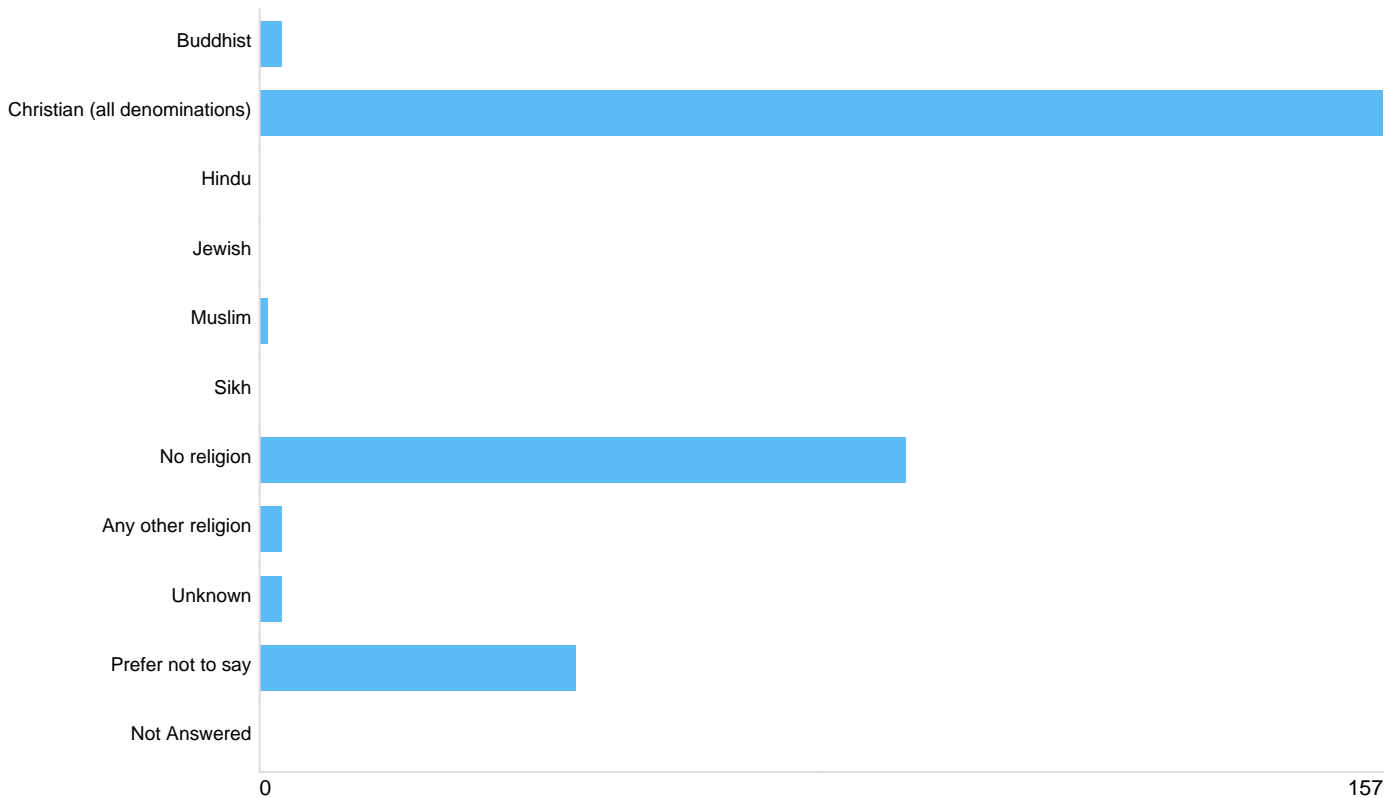
**Ethnicity**



Option	Total	Percent
White	257	85.38%
Mixed/multiple ethnic groups	4	1.33%
Asian/any other mixed/multiple ethnic background	0	0%
Asian/Asian British	1	0.33%
Black/African/Caribbean/Black British	1	0.33%
Other ethnic group	4	1.33%
Prefer not to say	34	11.30%
Not Answered	0	0%

**Question 5: What is your religion?**

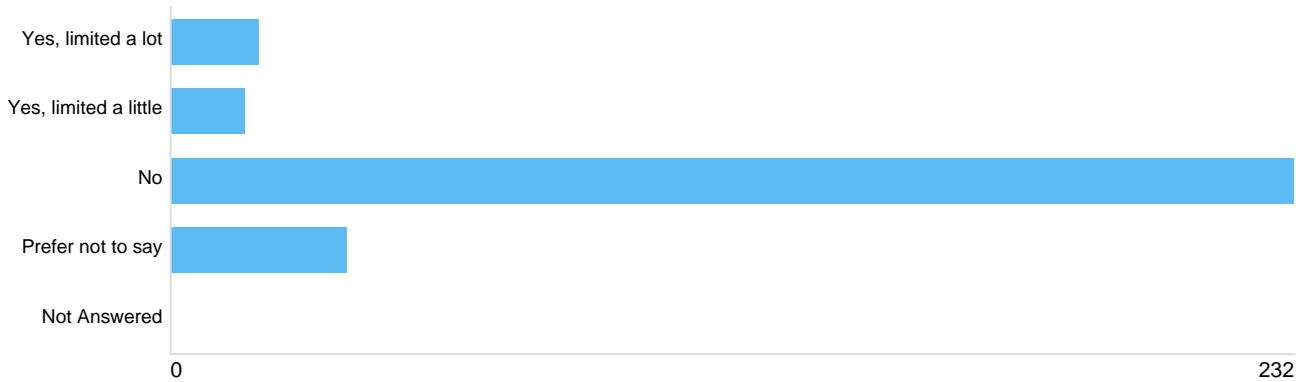
**Religion**



Option	Total	Percent
Buddhist	3	1.00%
Christian (all denominations)	157	52.16%
Hindu	0	0%
Jewish	0	0%
Muslim	1	0.33%
Sikh	0	0%
No religion	90	29.90%
Any other religion	3	1.00%
Unknown	3	1.00%
Prefer not to say	44	14.62%
Not Answered	0	0%

**Question 6: Are your day-to-day activities limited because of a health problem or a disability which has lasted, or is expected to last, at least 12 months?**

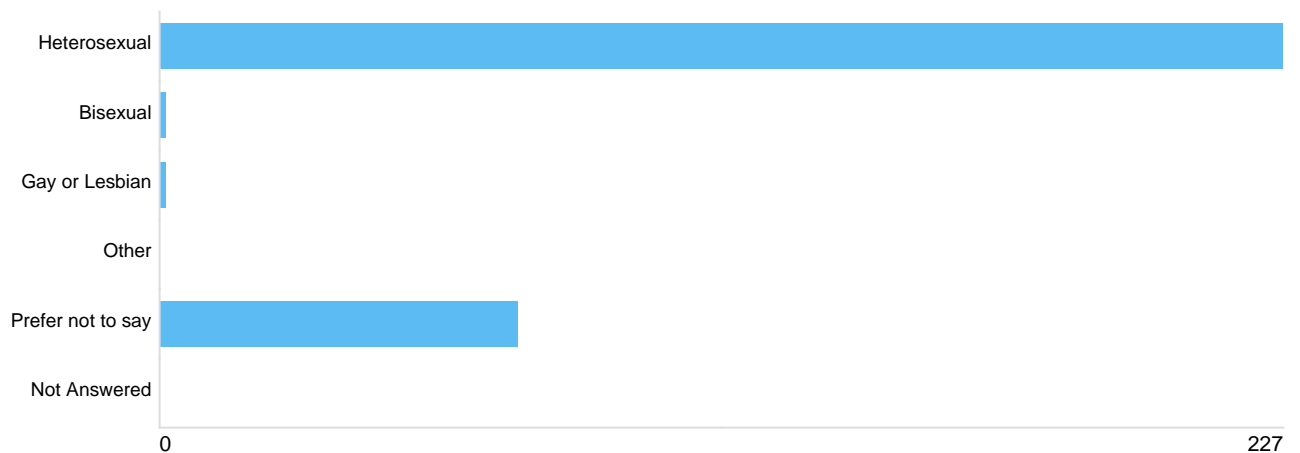
**Disability**



Option	Total	Percent
Yes, limited a lot	18	5.98%
Yes, limited a little	15	4.98%
No	232	77.08%
Prefer not to say	36	11.96%
Not Answered	0	0%

**Question 7: What is your sexual orientation?**

**Sexual orientation**



Option	Total	Percent
Heterosexual	227	75.42%
Bisexual	1	0.33%
Gay or Lesbian	1	0.33%
Other	0	0%
Prefer not to say	72	23.92%
Not Answered	0	0%





# **Community Impact Assessment**

**On the proposal to close  
Clapham and Patching CE Primary School**

**March 2020**

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## **EXECUTIVE SUMMARY**

The following information is provided to inform the DfE's five key questions on the presumption against the closure of rural schools. Information has been gathered through internet research, personal viewings, community feedback and government data. As such, the following summarises the main findings of this report.

### **The likely effect of the closure of the school on the local community:**

- Clapham and Patching CE Primary School is clearly valued by active members in the community. Therefore, closure is not supported by many residents, and the verbal feedback has indicated closure would have a negative effect on the community.
- Clapham and Patching CE Primary School does not have its own hall. Therefore, any community events held by the school already utilise the village hall as their main space, severely limiting the role the school can have in the wider community.
- Clapham and Patching CE Primary School has not been identified to hold frequent community events/extra-curricular activities, largely reducing their wider community participation.
- Other local schools have expressed an interest in continuing and extending the community services Clapham and Patching provides if closure is agreed. Discussions have ranged from cooperating with Church services to using the school to invite the elderly into the wider community, through extending sports leaders and ICT facilities to Clapham Care Lodge. There is a strong interest in filling the gap in the community left by Clapham and Patching.
- Clapham and Patching villages have several alternative community spaces, which are all utilised for community activities and festivities. Therefore, the proposed closure of the school would not limit the available community spaces.
- The proposed closure of Clapham and Patching CE Primary School does impact the core vision of both Parish's Neighbourhood Plans by removing a community facility. However, outside the plans wanting to protect current facilities, it does not impact other core objectives stated within the plans.

### **Educational Standards at the school and the likely effect on standards at neighbouring schools:**

- The school has a high proportion of pupils with SEND (14%). Due to the first £6000 being covered by the school budget this is unsustainable on the school's current budget.
- Furthermore, as the school is not a designated SEND provision, and most children in attendance do not have EHCPs, their needs could be accommodated by other local schools with more suitable provision. Additionally, the high amount of SEND pupils may impact on its declining mainstream intake.

- The school does not have a positive financial history and may not be financially viable moving forward. This drastically effects the necessary provision and resources available to the school to properly deliver a structured curriculum.
- Clapham and Patching CE Primary School has had a changeable history with Ofsted over time. This typically reflects the volatility of small schools and their ability to sustain high quality educational standards.
- The headteacher is undertaking a significant teaching role which reduces the time and capacity to drive the school improvement.
- The breadth of expertise across the staff and the headteacher's teaching commitment will make it challenging to develop the curriculum to the depth and breadth required with teacher subject knowledge to meet the Ofsted requirements post 2019.

**The availability, and likely cost to the LA, of transport to other schools:**

- There is the potential for an increase in transport costs to the LA, however pre-existing transport arrangements are likely to remain neutral.

**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:**

- 92% of pupils attending Clapham and Patching Primary come from outside the catchment area. The closure of the school would therefore reduce traffic and congestion along the Long Furlong, and not negatively affect local children.
- It is highly likely that if these students attended schools in their local towns/catchment area, walking to school would be significantly more viable.
- The distance from the current School catchment area and locations of other primary schools, in Worthing, together with the present built environment indicates this risk of an increase in use of motor vehicles is considered to be high. However, given that a high proportion of pupils travel by car to School this increase will potentially be a nominal 8 trip movements.
- The future travel movements to the existing buildings will depend on the new land use. The current School building is within a Conservation Area, listed Grade II and is recognised as significant in the economic and social viability of the village. If the buildings were retained for Community use then the likelihood is car based travel would be similar to the School and therefore it would be reasonable to assume a low risk of an increase in car movements.
- In conclusion the assessment undertaken indicates a nominal net increase in trip movements by car is likely. It would be appropriate to review the School Travel Plan's STP's of schools absorbing pupils from Clapham & Patching C Of E Primary School to mitigate against this increase in car trip movements.
- 

**Any alternatives to the closure of the school:**

Agenda Item 3  
Appendix 2

- There has been an expressed interest to academise the school. However, WSCC has not found that there is sufficient local demand in the area for an all-through primary.
- RSC are waiting on the results of the consultation before considering further.

## **1.0 - OVERVIEW**

### **1.1 - Introduction:**

West Sussex County Council is carrying out a formal consultation on the reorganisation of rural and small schools in West Sussex. As a part of this consultation, the potential closure of small schools, many of which are currently not performing at national standards are being considered, alongside other potential options, in order to ensure children are receiving the best education possible.

In order to inform and guide this process, an assessment of the wider impact that the school's closure would have on local communities has been carried out.

In this document, the council will:

- Consider the impact that proposals may have on local families and the local community, through the preparation of a community impact assessment.
- Consider the wider application of the school space for the community and assess its feasibility as a community hub.
- Assess the impact on the wider community with regards to local facilities in relation to alternative arrangements for any regular clubs or events held at the school.

### **1.2 - School/Community Relationship:**

There is a widely acknowledged link between the local community and the school in recent government legislation.<sup>1</sup> Through acts such as the Education Reform Act (1988), schools are encouraged to form partnerships with parents, governors and local businesses and for the school to be used as a community space for out-of-school activities such as sports, internet access and adult education, as well as wider-community events such as fetes, bake-sales and other community activities.<sup>2</sup> It is noted that this is particularly vital in small, rural schools in isolated villages, due to the close-knit bonds a smaller community will share with its school.

<sup>3</sup>

Community involvement is therefore a crucial aspect in a rural schools continued viability, and as such establishing the level of involvement of the school in the community is a key consideration for the local education authority. A well utilised school will offer services for locals, serve the children of the local community and

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<sup>1</sup> Marion Moser (2005). *Location, Location, Location: placing the rural primary school and the local community within the spatial market*, Departments of Geography and Educational Research, Lancaster University, available at:

<http://www.leeds.ac.uk/educol/documents/143569.htm>

<sup>2</sup> DfES (2001) *Report of the Way Forward Group on School Governance*, Ref: DfES 0710/2001

<sup>3</sup> DFE (2019). *Opening and closing maintained schools: Statutory guidance for proposers and decision-makers*, accessed via:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/851585/Opening\\_and\\_closing\\_maintained\\_schools1012.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851585/Opening_and_closing_maintained_schools1012.pdf)

have a proven and consistent record of involvement throughout the academic year.

Consequentially, it is crucial to consider the wider ramifications of a potential closure on the community, as well as the children and parents immediately affected. As such, in order to comprehensively assess a school's continued feasibility, it must be considered whether the school is utilised by the community and the ramifications that closure may have on the surrounding area.

### 1.3 - Our Aims:

With this statement in mind, the objective of this report is to:

- Ascertain community involvement in the school, especially regarding out-of-school activities and wider community events;
- Assess the local area and other community hubs, to evaluate whether the community functions of the school could be continued in alternative spaces;
- Consider wider ramifications of closure, including the effect on travel and local congestion by evaluating the suitability of surrounding alternative schools;
- Assess whether the school is utilised by the local area, or if it largely operates outside its catchment area; and
- Evaluate the impact of closure through the application of a set of criteria.

Throughout this process, West Sussex County Council is committed to raising standards, with key tasks including:

- High expectations and a clear focus on improving teaching, learning and attainment in all school communities;
- All resources available to schools being focused on improving outcomes for children and young people in the context of annual budget pressures;



## 2.0 - POLICY AND LEGISLATIVE FRAMEWORK

### 2.1 - DFE Guidance:<sup>4</sup>

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.

### 2.2 - School Effectiveness Strategy 2018-2022:<sup>5</sup>

#### **AIM:**

- To create a strong model of sustainable education for all types of school and key stages by 2022.

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<sup>4</sup> DFE. (2019). *Opening and Closing Maintained Schools: Statutory guidance for proposers and decision-makers*, available at <https://www.gov.uk/government/organisations/department-for-education/services-information>

<sup>5</sup> WSCC. (2018). *School Effectiveness Strategy: 2018-22*, available at: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)

**OBJECTIVES:**

- Establish a preferred model of all-through primary provision for children from 4-11 years old.
- Secure sufficient places for all children in all phases and types of school.
- Maximise the proportion of children being offered a place at one of their three school preferences.
- 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.
- Primary schools will be readily accessible to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas.
- Pupils under eight may receive transport if they live more than 2 miles away from their catchment school, or nearest suitable school and 3 miles for children over eight.

**Twelve Key Questions:**

1. Does the school have an infant to junior relationship with another school?
2. Is there a vacancy for a head teacher?
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 maximum 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 any planned housing development, support the school reaching or exceeding 95% of the school's actual net capacity 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?

### 3.0 - CLAPHAM AND PATCHING CE PRIMARY

#### SCHOOL

#### 3.1 - Clapham and Patching CE Primary School Core

##### Information:

Below is the core information for Clapham and Patching CE Primary School (January 2020):

<i>PAN</i>	8
<i>Net Capacity</i>	56
<i>Type of Establishment</i>	Voluntary Controlled Primary School
<i>Age Range</i>	4-11
<i>Urban/Rural</i>	Rural Village
<i>Previous Ofsted Rating</i>	Requires Improvement
<i>Current Ofsted Rating</i>	Good
<i>Date of last Inspection</i>	June 2017

The capacity of the school is 56 with a current number on roll falling from 55 (January Census 2019) to 47 (January 2020) meaning that utilisation has fallen from 98% to 84% during this period of uncertainty. There were 8 pupils with EHCP's and 21 requiring SEN support at the time of the January Census 2019. The published admissions number for each year group is 8 pupils. The current numbers on roll by year group are summarised below:

<b>School Dec 19</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<i>Clapham and Patching</i>	5	5	7	8	7	6	9

Although the latest OFSTED inspection in 2019 judged the school to have moved from Requires Improvement to Good sustaining this with the staffing and limited resources available to the school due to low enrolment would be extremely challenging. The projected pupil numbers to be in the school in 2022 is 32 using Edge Analytic software for pupil place planning.

#### 3.2 - Why has Clapham and Patching CE Primary School been selected?

- Very few pupils attend from within the catchment area and this is not changing. The catchment is not generating sufficient pupils to sustain the school. Although numbers are falling, the school is still planning on running 3 mixed age classes which is financially challenging for the longer-term future of the school;

- The high proportion of SEND pupils and the financial pressures this creates reduces flexibility and the long-term ability to meet the needs of all pupils;
- The volatility of the school’s inspection outcomes over the last 10 years along with the limited capacity to respond to Ofsted changing requirements re: curriculum breadth;
- Financial viability into the future is weak;
- Surplus capacity in local schools.

### 3.3 - Clapham and Patching SEND Provision:<sup>6</sup>

- A key point from parents and community members (See Section 7.2) is that the needs of the large amount of SEND pupils would not be able to be met at alternative schools
- However, as the table below shows, a very small number of pupils (12%) have an Educational Health and Care Plan (EHCP). Given this small number, the majority of SEN pupils can be accommodated through the SEND Inclusion Strategy 2019.
- Mitigating the needs of SEND pupils without EHCP’s correlates with the inclusion strategy and provides significant mitigation for these worries.
- The SEND Inclusion Strategy identifies the following as core objectives:
  - I. To ensure that children with SEND are, wherever possible, welcomed and included within their local early years setting, mainstream school and college.
  - II. Insufficient inclusion of children and young people with SEND in local early years settings, mainstream schools and colleges.
  - III. Address our need to transport children and young people considerable distances from home in order to go to a school that can meet their needs.

#### **SEND PROVISION - Summary Total**

<i>Send Provision</i>	<b>Numbers</b>				<b>% of total</b>			
	2016	2017	2018	2019	2016	2017	2018	2019
<i>Number of EHCP/Statements</i>	4	4	5	8	6.70%	6.00%	9.60%	12.00%
<i>Number of SEN Support</i>	13	13	12	21	21.70%	19.40%	23.10%	33.90%
<i>Number of SEN (all)</i>	17	17	17	29	28.30%	25.40%	32.70%	46.80%
<i>Number with No SEND Need</i>	43	50	35	33	71.70%	74.60%	63.70%	53.20%
<b>TOTAL</b>	60	67	52	62				

<sup>6</sup> January School Census 2016-2019

### 3.4 - Educational Standards:

A core objective of the School Effectiveness Strategy is to uphold and improve educational standards across the county. This however creates issues for small schools, who may have trouble, due to their capacity and other limiting factors, maintaining the same standards as larger institutions. These can be found below:

- 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 on pupil mobility;

Clapham and Patching CE Primary can be seen to have many of these issues due to its small school status:

- Clapham and Patching CE Primary School has had a volatile history with Ofsted over time. This typically reflects the volatility of small schools and the ability to sustain high quality educational standards;
- Ofsted reports in 2007 and 2011 deemed the school to be satisfactory. Although an Ofsted inspection in 2012 judged the school to be good, this was not sustained, and the school was inspected as Requiring Improvement in 2017. In December 2019 the school returned to good standing, however the fluctuations over the last decade indicate a lack of consistency in teaching standards;
- The headteacher is undertaking a significant teaching role which reduces the time and capacity to drive the school improvement;
- The school has a high proportion of pupils with SEND (14%). Due to the first £6000 being covered by the school budget this is unsustainable on the school's current budget.
- The breadth of expertise across the staff and the headteacher's teaching commitment will make it challenging to develop the curriculum to the depth and breadth required with teacher subject knowledge to meet the Ofsted requirements post 2019;

### 3.5 - Impact on Alternative Local Schools

There are a large number of alternative schools extremely close to Clapham and Patching CE which could accommodate the additional pupils that closure would create. These are detailed below:

<b>Alternative School (Good Ofsted)</b>	<b>Distance from Clapham and Patching</b>
<i>St Margaret's CofE Primary School</i>	1.78 Miles
<i>St Wilfred's Catholic Primary School</i>	1.99 Miles
<i>Vale School, Worthing</i>	2.01 Miles
<i>Durrington Junior School</i>	2.02 Miles
<i>Orchard's Junior School</i>	2.18 Miles
<i>Field Place Infant School</i>	2.18 Miles
<i>Goring-By-Sea CofE (Aided) Primary School</i>	2.52 Miles
<i>West Park CofE Primary (Controlled) School</i>	2.62 Miles
<i>Thomas a Becket Infant School</i>	2.65 Miles
<i>East Preston Infant School</i>	2.76 Miles
<i>East Preston Junior School</i>	2.81 Miles
<i>Thomas a Becket Junior School</i>	2.81 Miles
<i>Elm Grove Primary School</i>	2.93 Miles

In the wider area, and at other schools closer to where parents live, there exist a multitude of schools with the capacity and capability to accept students from Clapham and Patching.

#### **Area around Clapham and Patching (as at 20<sup>th</sup> December 2019)**

<b>School Dec 19</b>	<b>Rec</b>	<b>Y1</b>	<b>Y2</b>	<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>	<b>PAN</b>
Clapham and Patching	5	5	7	8	7	6	9	8
YR in Sept 2020 YR/YR3 data is 1st Pref for the school(s) as at Jan 2020	3	5	5	7	8	7	6	
Arundel Primary	30	29	29	30	31	32	30	30
	0	1	1	0	-1	-2	0	
Broadwater Primary	59	58	60	60	64	64	64	60
	1	2	0	0	-4	-4	-4	
Downsbrook Primary	41	48	29	40	48	69	18	90
	49	42	61	50	42	21	72	
Durrington Infant / Junior School	80	67	80	68	79	74	65	90
	10	23	10	22	11	16	25	
Ferring CEP	22	27	28	30	32	30	30	30
	8	3	2	0	-2	0	0	
East Preston Infant and Junior	101	90	90	70	79	83	58	90
	-11	0	0	20	11	7	32	
Georgian Gardens Primary School	55	53	50	54	58	62	63	60
	5	7	10	6	2	-2	-3	
Goring CE Primary	66	60	59	60	61	62	62	60
	-6	0	1	0	-1	-2	-2	
Hawthorns Primary	13	29	24	20	22	15	28	30
	17	1	6	10	8	15	2	

Laurels Primary	<b>38</b>	<b>29</b>	<b>25</b>	<b>29</b>	<b>20</b>	<b>26</b>	<b>22</b>	30
	-8	1	5	1	10	4	8	
Field Place Inf	<b>62</b>	<b>84</b>	<b>89</b>					120
	58	36	31					
Orchards Junior				<b>113</b>	<b>113</b>	<b>149</b>	<b>147</b>	120
				7	7	-29	-27	
Riverbeach Primary School	<b>117</b>	<b>90</b>	<b>88</b>	<b>88</b>	<b>89</b>	<b>87</b>	<b>91</b>	90
	-27	0	2	2	1	3	-1	
Rustington Primary School	<b>79</b>	<b>88</b>	<b>89</b>	<b>85</b>	<b>89</b>	<b>91</b>	<b>61</b>	90
	11	2	1	5	1	-1	29	
Springfield Infant School	<b>66</b>	<b>60</b>	<b>58</b>					60
	-6	0	2					
Chesswood Junior				<b>148</b>	<b>144</b>	<b>178</b>	<b>159</b>	180
				32	36	2	21	
St John the Baptist CEP	<b>26</b>	<b>22</b>	<b>16</b>	<b>23</b>	<b>23</b>	<b>19</b>	<b>18</b>	20
	-6	-2	4	-3	-3	1	2	
St Margarets Angmering	<b>67</b>	<b>50</b>	<b>58</b>	<b>48</b>	<b>62</b>	<b>72</b>	<b>61</b>	60
	-7	10	2	12	-2	-12	-1	
St Wilfrids Angmering	<b>26</b>	<b>18</b>	<b>24</b>	<b>23</b>	<b>28</b>	<b>32</b>	<b>28</b>	30
	4	12	6	7	2	-2	2	
Summerlea Primary School	<b>51</b>	<b>60</b>	<b>60</b>	<b>57</b>	<b>89</b>	<b>61</b>	<b>61</b>	60
	9	0	0	3	-29	-1	-1	
Thomas A'Becket Jnr				<b>169</b>	<b>169</b>	<b>185</b>	<b>161</b>	192
				23	23	7	31	
West Park Primary School	<b>119</b>	<b>116</b>	<b>119</b>	<b>120</b>	<b>117</b>	<b>119</b>	<b>80</b>	120
	1	4	1	0	3	1	40	
<b>Total</b>	<b>102</b>	<b>142</b>	<b>145</b>	<b>135</b>	<b>49</b>	<b>42</b>	<b>200</b>	<b>1720</b>

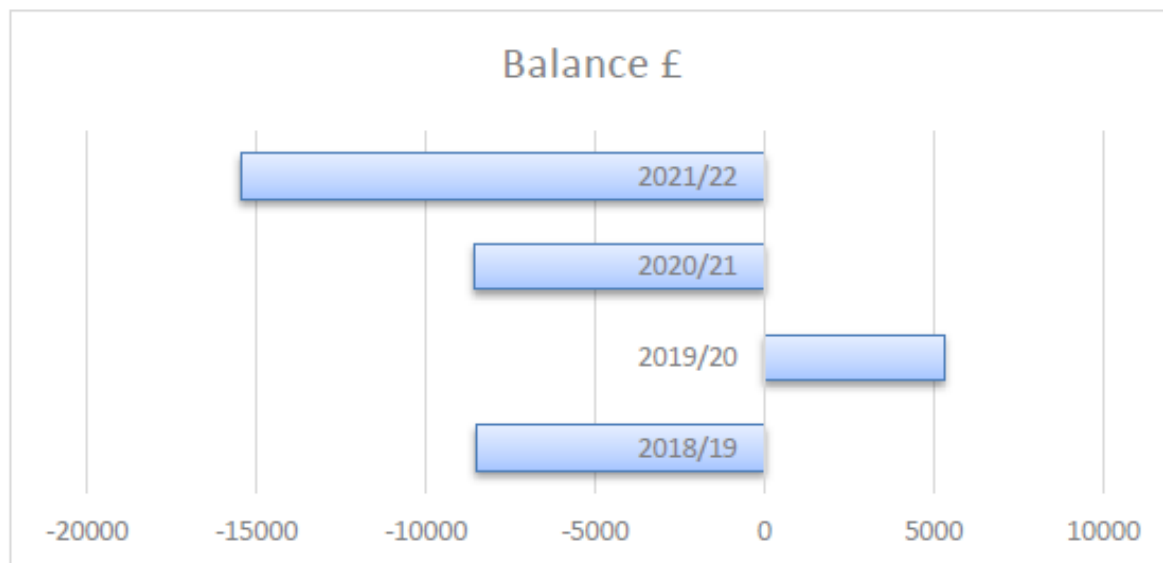
### 3.6 - Financial Viability:

Below is the current (January 2020) financial data for Clapham and Patching CE Primary School. Also included is the potential change in projected Number on Roll (NOR) funding. This is important to note, as a key motivation of the School Effectiveness Strategy is to secure long-term financial sustainability for all schools, taking into account funding challenges and increasing pupil numbers.

#### **Balance History for the last five years:**

	<b>Balance 2014-15</b>	<b>Balance 2015-16</b>	<b>Balance 2016-17</b>	<b>Balance 2017-18</b>	<b>Balance 2018-19</b>
<b>CLAPHAM AND PATCHING</b>	45,640.00	27,882.93	4,119.02	83.52	<b>-8,529.31</b>

**Forecasted Budget Balance:**



*To note: as forecast by the school*

**Potential change in funding based on Projected NOR 2022**

	2019-20 pupil level funding* (A)	2019-20 NOR used for budgets (B)	Forecast NOR used for budgets (C)	Change from 2019-20 (D)	Potential change in funding € (A*D)	2019-20 MFG figure - "Impact of £20k lump sum reduction"	Potential 2020-21 allocation difference from £20k (F)	Potential funding change from today (E+F)	Balance 2018-19 carried forward (G)
<b>Clapham and Patching</b>	3,329.86	57	32	-25	-83,246.50	21,380.26	1,380.26	-81,866.24	-8,529.31



## 4.0 - COMMUNITY IMPACT ASSESSMENT

### 4.1 - Community Activities and Local Facilities:

The table below illustrates the known community events that currently exist throughout the community at Clapham and Patching as of February 2019. It details the buildings they use, whether the school is involved and whether the impact could be mitigated should the school close. The information in this table has been acquired through independent internet research, examining local noticeboards and community spaces, conversations with residents and Parish counsellors and public feedback from community members.

The table is colour coordinated for ease of viewing.

- **RED** = High dependency on school - High impact due to school's closure
- **YELLOW** = Utilised by school - Slight impact due to school's closure
- **GREEN** = No participation by school - Unaffected by School's closure

Facility	Location	Regular Activates	Frequency	Impact Assessment	Mitigation	Impact Level
Clapham and Patching CE Primary School	Village Centre	Choir for Clapham Lodge Care Home	Annually	Likely unable to continue due to loss of children from outside of catchment	Other local schools have expressed an interest in filling the gap left by Clapham	High
		Participation in Community Clubs e.g. horticultural society, harvest festival.	Infrequently	Significant, but given the irregularity of events this is unlikely to be tremendously affected	Promote community clubs widely, to other local schools. This could produce the engagement of even more families.	Medium

Facility	Location	Regular Activates	Frequency	Impact Assessment	Mitigation	Impact Level
Clapham and Patching Village Hall	Short walk from village centre	"Messy Church"	Once a month	Very low impact as aimed for younger children	N/A	Low
		Rentable spaces for weddings/parties etc	When hired	Loss of visitors from outside of local community may minimally impact profits	Further advertisement of services	Low
St Mary's Church	Centre of Clapham Village	Youth Club	Every Thursday	Loss of pupils may reduce numbers - however given most pupils are from out of catchment, this shouldn't be a significant reduction	Encourage wider participation from other local schools	Medium
		Eucharist	Sundays	Given the pupils come from outside of catchment, they are unlikely to attend weekend services	N/A	Low
St John's Church	Outside Patching Village	Family Service	Sundays	Given the pupils come from outside of catchment, they are unlikely to attend weekend services	N/A	Low

Facility	Location	Regular Activates	Frequency	Impact Assessment	Mitigation	Impact Level
Recreational Ground	Village Centre	Used for school activities	Irregular	School activities will no longer continue the field	Unable to mitigate - consequence of closure	High
		Used for community events (E.G. Community BBQ, Scarecrow Competition, V-Day Celebration)	When needed/irregular	Fewer children visiting the community may reduce participation	Encourage local families and residents to attend - advertise to other local areas, such as Findon	Medium
Children's Playground	Village Centre	Under construction	N/A	Purpose of construction is for local children - closure will reduce the number of children visiting the area	Wider advertisement outside of local community	Medium
Sports Field	Surrounding Village Hall	No longer used by sports societies - available to rent	When hired	Unaffected	Unaffected	Low
The Junction @ Clapham (Café)	On the recreational Ground	Varied exercise classes including Zumba and Fitness and Nutrition Club (FAN)	Multiple Times per Week	Unaffected	Unaffected	Low
The Worlds End (Pub)	Outside Patching Village	Pub Quiz	Every Tuesday	Unaffected	Unaffected	Low

Facility	Location	Regular Activates	Frequency	Impact Assessment	Mitigation	Impact Level
		Summer Events	Summer	Unaffected	Unaffected	Low
Patching Pond	Outside Patching Village	Community Space	N/A	Unaffected	Unaffected	Low

## 4.2 - Evaluation of Community Facilities:

The following notes were gathered through visiting the local community and examining communal noticeboards, areas and websites (January 2020). As such, it is a general assessment of the village and whether it has a strong community focus.

- Clapham is a linear village, predominately located along the Long Furlong road. As such, there is constant traffic flow through the village.
- The main housing is located off this main road, maintaining a linear feel to the village.
- Patching shares the community facilities which Clapham. The villages are approximately 1.5 miles apart and up/down a hill. Whilst the community facilities are well utilised, the distance and busy road may make the journey harder for elderly/young participants.
- The village hall, the most utilised community space, is along the Long Furlong, 5 minutes from the school. However, it is shared with Patching, which lies considerably further away.
- The school is also merely 2 minutes away from The Junction @ Clapham (café) and the recreational space.
- There were limited noticeboards advertising upcoming community events, indicating a lack of usage. This was further replicated in the school itself. The most used facility appears to be the village hall.
- Local schools have expressed an interest in continuing and extending the few community services that Clapham and Patching CE Primary provide. For instance, schools have expressed an interesting in taking over the choir to the elderly and extending their facilities to locals and residents.

Whilst the layout of the villages does not make the alternative community facilities ideal, Clapham and Patching CE Primary School is extremely close to the alternatives, meaning that the distance the community must travel would likely be unchanged in the event of closure. Furthermore, whilst the village hall appears well used, there was limited evidence of the other facilities.

## 5.0 - Travel and Transport

A very high percentage of pupils come from outside the catchment area (92%) and only a few of the pupils living in the catchment attend the school (12%) based upon the January 2019 Census. The tables below set out where pupils come from (catchment areas) and where Clapham and Patching pupils go to.

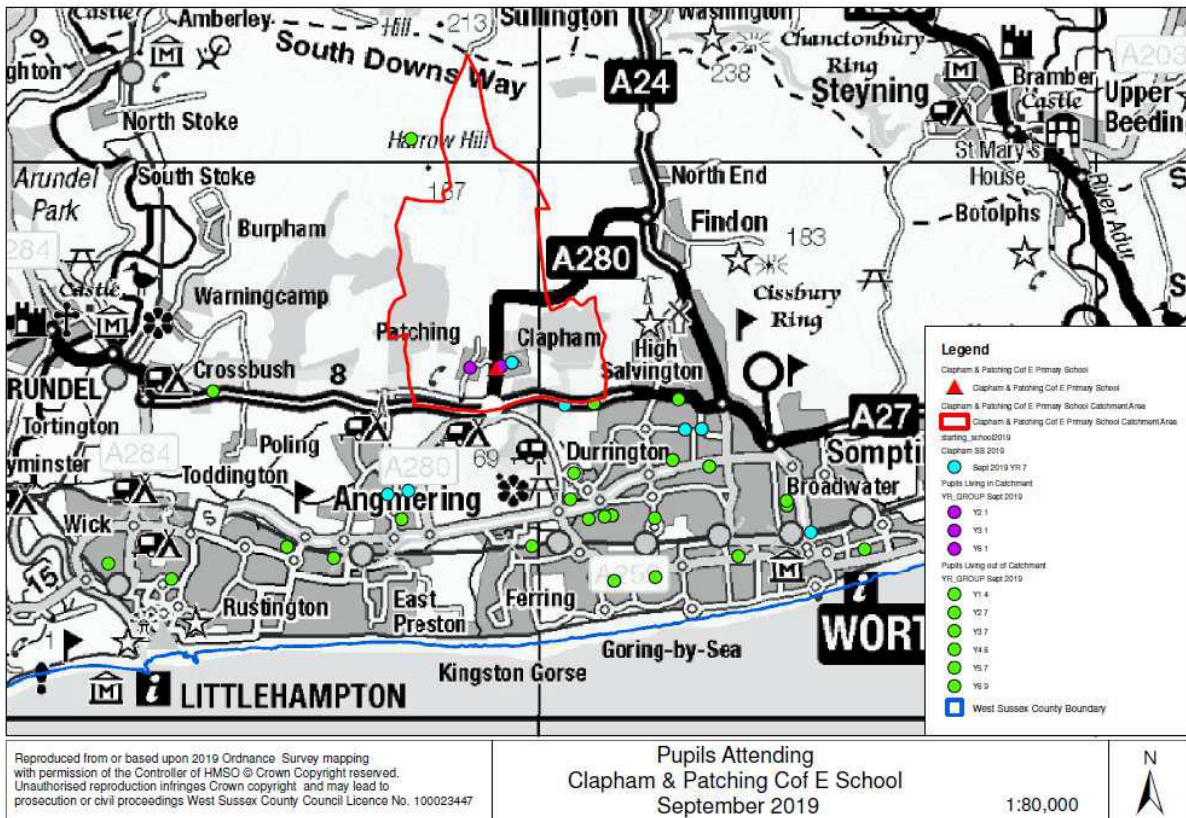
### 5.1 – Where do the pupils come from?

Where do our pupils come from (number of pupils) September 2019	NOR	Hampshire	Barnham/Westergate P.A.	Burgess Hill P.A.	Chichester P.A.	Crawley NE. P.A.	Crawley NW. P.A.	Crawley SW. P.A.	Durrington/Worthing PA	Horsham E P.A.	Horsham W P.A.	Littlehampton P.A.	Manhood P.A.	Steyning/Storrington P.A.	Balcombe	Boiney	Clapham	Compton and Up Marden	Easebourne/Midhurst shared catchment	Fernhurst	Ferring	Funtington	Georgian Gardens	Graffham Inf/Duncton Jnr	Handcross	Holy Trinity Cuckfield	Northchapel	Petworth	Rumboldswyke	Southbourne Inf/Jne	St Margarets Angmering	Stedham	Warninglid	Warden Park Primary	Westbourne	In Catchment	Out Catchment	%	
Clapham & Patching 3007	53								39			4					4				1		3														4	49	92%

### 5.2 – Where do the catchment pupils go?

Where do our catchment pupils go (September 2019)	Pupils living in catchment	Number and % attending Catchment school	850 = Hampshire	851 = Portsmouth	936 = Surrey	Not declared	Bourne P.A.	Lancing P.A.	Littlehampton P.A.	Manhood P.A.	Rother Valley P.A.	Durrington/Worthing P.A.	Alborne	Boiney	Boxgrove	Chichester Free School	Elective Home Ed	Easebourne	Fernhurst	Ferring	Graffham/Duncton	Handcross	Harting	Hassocks Infants	Holy Trinity Cuckfield	Hollycombe	Kingsham	Lancastrian	Midhurst	Parklands	Portfield	Private	Rogate	St Margarets Angmering	St Marks Staplefield	St Peters Henfield	St Richards	St Wilfrids Catholic Burgess Hill	Special	The March	Twineham	Warninglid	Westbourne	West Dean		
CLAPHAM & PATCHING 3007	33	4 12%				3	2	8			6									1											6		3													

A map showing the location of pupils who attend the school is included below. It can be seen that the pupils attending the school travel from a wide area along the south coast between Littlehampton and Worthing.



### 5.3 – Impact on Transport Costs

- Currently (February 2020) there are very few pupils that require transportation at the cost of the LA. This is required as a part of their EHCPs, as Clapham and Patching was identified as the closest school which could accommodate their needs.
- In the event of closure, costs for those who already get transport assistance, and who may continue to be eligible at a new school, are likely to remain neutral.
- In addition, in future any pupils who live in the current catchment are highly likely to be more than 2 or 3 miles (age dependant) from their nearest/catchment school. This means they will likely either need a parent to be paid a fuel/mileage allowance, or a new vehicle will need to be commissioned, which will increase the current expenditure from the LA on transport.

### 5.4 – Transport Survey<sup>7</sup>

Creative roads were commissioned by West Sussex County Council to review the traffic impact of the possible closure of Clapham and Patching CE Primary School. The purpose of the traffic impact assessment is to assess “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”.

<sup>7</sup> WSCC. (2020). *Clapham and Patching CE Primary School Travel Assessment of Possible School Closure*, available at [Travel Impact Assessment](#)

The key findings of the report are deposited below.

- Creative Roads have been commissioned by West Sussex County Council (WSCC) to review the travel impact of the possible closure of Clapham & Patching C Of E Primary School, north of Worthing. The travel impact is to assess "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".
- Clapham & Patching C Of E Primary School is located on the corner of the junction of 'The Street' and the A280 Long Furlong within the Village of Clapham situated to the north of Worthing in the District of Arun. Clapham is a Downland settlement with a rural character. The School site is within a Conservation Area, designated in May 1993.
- The current level of trip movements is closely linked to pupil numbers. The current pupil numbers have reduced from past populations and therefore trip movements by car are presently lower than would traditionally have been anticipated. Therefore the 2018/9 pupil intake has been used as part of this assessment.
- The School's roll was 62 pupils (ages 4 to 11) in 2018-19. The total number of estimated travel movements by car to the existing school premises could be reasonably expected to be 58 in the morning peak hour with a similar figure in the afternoon. On site observations indicate this is a reasonable assumption.
- The distance from the current School catchment area and locations of other primary schools, in Worthing, together with the present built environment indicates this risk of an increase in use of motor vehicles is considered to be high. However given that a high proportion of pupils travel by car to School this increase will potentially be a nominal 8 trip movements.
- As part of the development of a healthy local transport strategy, Local Authorities are encouraged to promote active travel such as walking and cycling. School Travel Plan's remain an important tool for schools to encourage active travel. The Schools absorbing pupils should review their STP's to seek to mitigate this increase in travel by car.
- The future travel movements to the existing buildings will depend on the new land use. The current School building is within a Conservation Area, listed Grade II and is recognised as significant in the economic and social viability of the village. If the buildings were retained for Community use then the likelihood is car based travel would be similar to the School and therefore it would be reasonable to assume a low risk of an increase in car movements.
- In conclusion the assessment undertaken indicates a nominal net increase in trip movements by car is likely. It would be appropriate to review the School Travel Plan's STP's of schools absorbing pupils from Clapham & Patching C Of E Primary School to mitigate against this increase in car trip movements.



## **6.0 - IMPACT ON NEIGHBOURHOOD PLAN:**

Both Parishes have comprehensive neighbourhood plans developed by members of the community, which outline their intentions for their villages over the next decade. As such, it is important to note how the closure of Clapham and Patching CE Primary School would affect these plans, and the community's aspirations for their villages.

### **6.1 - Relevant Sections of Patching's Neighbourhood Plan:<sup>8</sup>**

Patching outlines its vision for its community clearly at the beginning of the neighbourhood plan, stating:

'In 2033, Patching will be a small, peaceful, community of character, befitting its situation within the South Downs National Park. It will value its rural setting, local environment, community assets, and the small local businesses and farming that distinguish it. As a result, development, whether residential or commercial, will be small in scale and in sympathy with the heritage and history of the parish. Our community will have a special, cohesive and discernible identity that is diverse in age, occupation and background, supports residents, and welcomes visitors to the parish and the wider national park.'

Likewise, a questionnaire survey, which was circulated around Patching in 2014 in order to inform the neighbourhood plan, also attests largely to these ideals. Relevant sections from this report have been set out below.

- Overwhelming support for retention of the village hall and village school (both shared with Clapham) and the two pubs in Patching, as important community assets
- Just over half the respondents did not think any new community amenities or facilities were required - but amongst those who did sports facilities, improved bus services, bins for dog waste, and a local shop were suggested.

In its intentions, Patching's Neighbourhood plan outlines the importance of the community's current facilities:

- The Parish Council will seek formal registration of all the above facilities as "assets of community value" with Arun DC under the Localism Act 2011 and the Assets of Community Value (England) Regulations 2012 (The primary school, which is in Clapham parish, has already been registered).
- The church, school, village hall and the two pubs are all central to community life in Patching and are highly valued assets. This was reflected in overwhelming support for them in the residents' survey carried out for the Neighbourhood Plan in 2014, particularly the school. This planning

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<sup>8</sup> Patching Neighbourhood Plan 2018-2035, accessed via:  
<https://www.southdowns.gov.uk/planning/planning-policy/neighbourhood-planning/neighbourhood-development-plans/patching-neighbourhood-plan/>

policy supports their retention and also proposals which will enhance their viability and community value, where these are in line with other planning policies. Loss or diminution of these facilities will only be supported in the exceptional circumstances indicated in the policy.

However, it is important to note the law and relevant policies which contribute to this aspiration:

- The school is located outside Patching parish, and so this Neighbourhood Plan cannot include planning policies seeking to help safeguard its future (Policy CFW3 of the Clapham Neighbourhood Plan already does this).
- Currently, the school has been registered formally as an "asset of community value" with Arun DC under the "Community Right to Bid" legislation in the Localism Act 2011.
- This gives local communities the right to bid for, and run, facilities which are under threat of loss or closure.
- The Parish Council will liaise with owners of the facilities in Patching prior to any formal application to seek their support for registration of the community assets identified in Policy COMM1 above.

## 6.2 - Relevant Sections of Clapham's Neighbourhood Plan:<sup>9</sup>

Clapham's Neighbourhood plan separates its vision and core objectives. These are considered to be the most important issues for residents and as such should be taken as having the most community support.

Clapham outlines its vision for the community in its opening statement:

"In 2035 Clapham Parish will continue to be an attractive place to live. It will maintain its intrinsic rural character whilst allowing for sustainable development to ensure the health/survival of the school, shop/café, church and other such services. The Parish will be connected to the wider South Downs National Park and its neighbours through a network of footpaths and cycleways. The local shop/café will flourish within or adjacent to the Parish boundary, providing an important part of daily community life. Local businesses and those working from home will benefit from an enhanced broadband Internet service with the ability to expand to local small start-up business premises."

The core objectives of the plan include:

- Provide new residential development which complements the current character and cultural heritage of the village, and which is also sustainable in terms of the infrastructure of the village in general;
- Maintain an attractive mixture of green spaces and residential properties;

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<sup>9</sup> Clapham Neighbourhood Plan, accessed via:  
<https://www.southdowns.gov.uk/planning/planning-policy/neighbourhood-planning/neighbourhood-development-plans/clapham-neighbourhood-plan/>

- Ensure appropriate infrastructure, including health, transport and community facilities, to meet the needs of all in the community;
- Ensure new development does not increase flood risk to existing properties or land within the boundary of the Parish or within that of its immediate neighbours;
- Provide new housing which supports a variety of solutions to identified needs;
- Provide for a range of living, working and leisure needs;
- Maximise usage of green spaces in the area, ensuring they are well maintained and provide net gains in wildlife habitats.

Clapham also outlines its intended policies relevant to this report in section CFW3 of its neighbourhood plan. The relevant passages are set out below:

- Proposals that will enhance the viability and/or community value of any property that may be included in the register of Assets of Community Value will be supported. **Proposals that result in the loss of such a property, or in significant harm to its community value, will be resisted, unless it can clearly be demonstrated the continuing operation of the property is no longer economically viable.**
- The buildings in Clapham currently proposed for inclusion in the Register of Assets of Community Value are:
  - The Church of St Mary the Virgin
  - Clapham and Patching C of E School
  - The Junction shop/café.
- They are recognised as significant in the economic and social viability of the village. Each asset furthers the social well-being of the local community.
- The loss of the shop/café, Church or School would have a significant impact on the village community. Each asset is a feature of daily life for residents and each plays a central part in the vitality of the Parish and its sense of community.

The Clapham Neighbourhood plan also outlines its support for alternative facilities that the school building could be used for, in the event of closure.

### **Policy HD12 Clapham and Patching School**

Proposals for conversion of the buildings at the current Clapham and Patching School site into sheltered/assisted accommodation for elderly residents will be supported.

**HD12.1** The School is a Listed Building within the Conservation Area and as such any change to the building would need to be sensitively handled. We fully support the continuing use of the building as a school for as long as this is viable. However, given the size of the School and the expectation that new, larger schools will be built nearby, it is possible that it may close during the 20-year life of the Plan. If this should happen the building could be converted to provide new homes, preferably sheltered and/or assisted

housing for elderly residents, for which a demand has been shown in the Housing Needs Survey.

### 6.3 - Impact of Closure on the Neighbourhood Plans:

- Both community plans emphasise the importance of community values, the importance of retaining a close-knit neighbourhood and the role the school plays in upholding these values.
- In terms of development and community aspirations, the closure of the school conflicts with the desire to maintain community facilities and the desire of policy CFW3 to ensure the continuity of the school.
- However, CFW3 makes statements about the financial longevity of the selected buildings, which have been proven to be unsustainable in the initial impact assessment.
- Furthermore, whilst the community survey cites Clapham and Patching CE Primary School as an integral building in the community, research into the usage of the facility shows that very few community events are actually held on the premises or hosted by the school.
- Whilst closure would certainly affect the general aim of the neighbourhood plan, there is predicted to be little impact on the other areas of the plans by the school's closure. Given that the school has limited involvement in the community mitigation is not necessary.
- The Neighbourhood Plan indicates in policy HD12.1 that it would support the use of the building for other purposes should the school be proven to no longer be viable.

## 7.0 - COMMUNITY FEEDBACK

### 7.1 - Public Opinion – Initial Consultation November 2019:

The following responses were received via an online survey, which asked the community and wider public their opinion on the best option of the consultation. The survey received 107 responses which detailed their concerns, dissatisfactions and recommendations. The key findings of this survey are listed below.

- 63% of respondents listed 'No Change' as their ideal option of the consultation.
  - Of these responses, the school's role in the community and the school's nurturing nature and special educational needs provision were identified as the core motivations in most cases.
- 37% of respondents supported other consultation options, such as closure or federation.
  - The core motivations for these responses ranged from concerns over the financial viability of the school, to grievances stating the school served children outside the community, and therefore contributed to unnecessary congestion.

KEY THEMES	Counts (number of mentions)
Impact on the community	18
Impact on children with EHCP/SEND	24
Impact on the environment (for example – not being able to walk to school resulting in more traffic)	4
Impact on school places (for example – more housing being built resulting in a need for more school places & where would child go to school)	5
Preference of a 'small school' environment	13
Financial implications (for example – not financially viable)	4

#### **Interesting Comments from First Consultation Period**

*"Your planning and assessment is far too focused on money rather than focusing on the needs of the children" (Clapham).*

*"It seems to mainly provide education for pupils outside its catchment area, pupils who should probably go to other schools" (Clapham).*

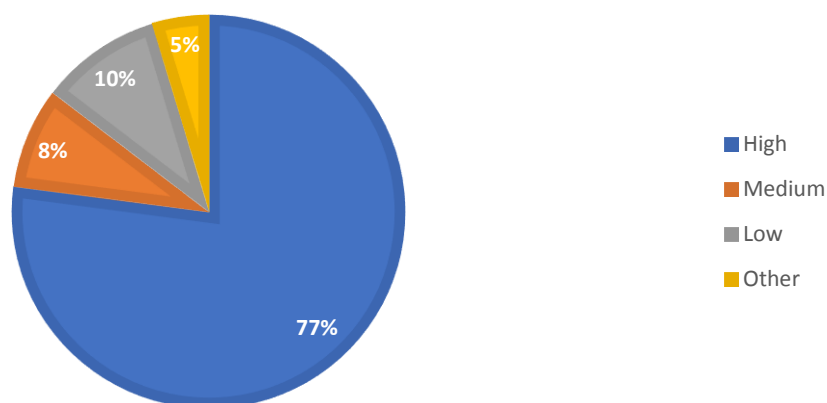
*"Please look into the complaints records (that's it they have kept them as they should). You will see a pattern and that is why the school roll numbers are so low" (Clapham).*

*"It's in the wrong place. Doesn't serve the locals" (Clapham).*

## 7.2 - Public Opinion: Consultation Period February 2020<sup>10</sup>

The following feedback was received through an online questionnaire during the second round of consultation. This received 314 responses which detailed the community's opinion on the consultation. The key responses are listed below:

### HOW DO YOU THINK THE CLOSURE OF CLAPHAM AND PATCHING C OF E PRIMARY SCHOOL WILL IMPACT ON THE LOCAL COMMUNITY?



The key reasons listed for the response include:

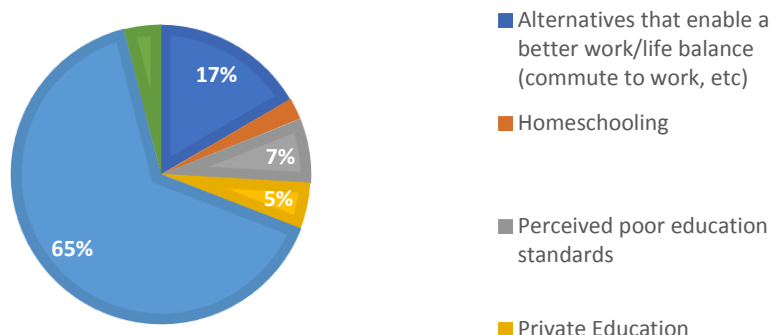
- High
  - Impact on other local facilities, such as providing income for the village hall, supporting local churches and maintaining vegetable patches (horticultural society).
  - Impact on local events, such as the loss of school concerts and fetes.
  - Impact on local residential home (due to loss of 'singing for the elderly at Christmas').
  - Loss of parents/children which give the village a wider age range in their community events.
  - Many responses did not mention the community, instead detailing the positive effects of the school for the children.
- Medium
  - School does not have facilities that the community can utilise, but contribute to community life through participation in events and social gatherings
- Low
  - School is no longer a community asset as it does not provide for local children.

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<sup>10</sup> WSCC. (2020). *Statutory Consultation - Proposal to close Clapham and Patching C of E Primary School: Summary report*, available at [Public Feedback Summary Report](#)

- Does not have any facilities and limited consistent interaction with community.

**IN YOUR OPINION WHY ARE SO FEW CHILDREN FROM THE LOCAL COMMUNITY ATTENDING CLAPHAM AND PATCHING CE PRIMARY SCHOOL?**



Of the respondents (65%) that listed other, most of these identified the lack of children in the catchment area as the core reason for the low community attendance. Other frequent comments in the section included:

- The school's unofficial SEND status meant that parents saw it as ill-suited for mainstream children;
- Threat of closure meant parents were unlikely to subscribe their children to the school;
- Amount of alternative schooling parents can choose, including larger schools which may be more suitable for mainstream children;
- The school is not well-known.

### 7.3 - General Community Comments:

As part of the information gathering for this report, WSCC spoke with prominent members of the community, stakeholders and Parish Counsellors. Below are some of their general comments about the school that have not informed other aspects of this report.

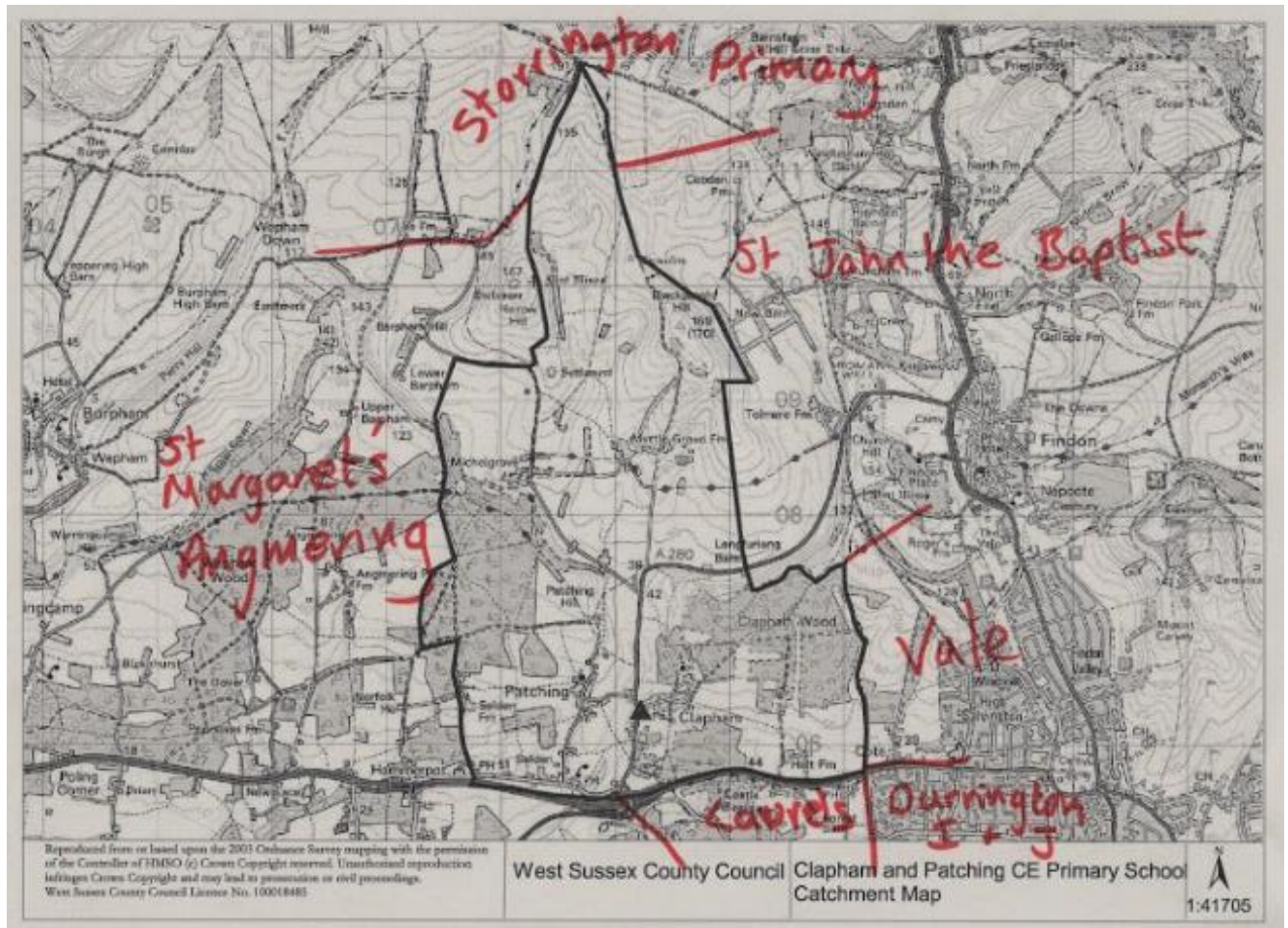
1. Many members of the local church are governors and are actively involved with the school.
2. There is a general sense of continuity between the church and the school. Children who attended Clapham and Patching CE Primary School often get married at the local church due to their familiarity with it, even if they are no longer local.
3. Many commented that the general wealth of the villages may contribute to the lack of local children attending the school, as they are privately educated.
4. Many noted that the villages, and community, feel a great sense of ownership over the school. Many highlighted the negative effect closure would have on the community spirit.

5. Local community members have invested in projects to develop community spaces, which they feel would be jeopardised by the closure of the school. Parish counsellors have raised £6000 in contributions to develop a community playground, which would lack purpose without the school children.
6. There has been a significant loss of community services already, such as bus routes and their previous play area.



## 8.0 – NEIGHBOURING SCHOOLS COMMUNITY ROLE

In order to establish how any community events could be continued in the event of closure, WSCC reached out to several neighbouring schools to establish their level of community engagement, and the possibility to continue the events currently held by Clapham and Patching CE Primary. The location of these schools can be seen on the map below:



All of these neighbouring schools were visited apart from Storrington Primary School. Although this is a neighbouring school, the South Downs separate the two communities.

The feedback from each of these schools is deposited below.

### 8.1 – Vale School, Worthing

<b>Date:</b>	16/3/20
<b>Neighbouring school:</b>	Vale
<b>Contact at the neighbouring school:</b>	Martin Garratt (Headteacher)
<b>Assessment carried out by:</b>	Victoria Ludlow

<p>What broader community engagement does your school currently provide and how wide do you see your current community? Please give some examples of how you engage with the community.</p>	<ul style="list-style-type: none"> <li>• The school consider their current community to be High Salvington and Findon Valley.</li> <li>• Events: Old people’s craft event</li> <li>• Members of the community acting as readers</li> <li>• Close liaison with Findon Valley residents’ association</li> <li>• The school helps look after South Downs (The Gallops)</li> <li>• Use the Mill in Salvington and have close links with the society.</li> <li>• Close links with Findon Valley Free Church and All Saints.</li> </ul>
<p>Should your neighbouring school close, this would leave their current community without a neighbourhood school. How could you expand the community work of your school to fill the gap that may be left?</p>	<ul style="list-style-type: none"> <li>• They could be invited to events above.</li> <li>• Would pick up the community of all children attending the school and that could be extended if C &amp; P was to close.</li> </ul>
<p>Do any of your pupils currently attend from the community of Clapham and Patching and if so, how do you currently link with parents and the community in which they live? What are the challenges and how are overcoming these?</p>	<ul style="list-style-type: none"> <li>• Yes, two children both in Year 6. Both transferring to The Littlehampton Academy.</li> <li>• Current liaison is no different to any other children.</li> <li>• The HT feels there are no challenges.</li> </ul>
Any other comments	

### 8.2 – St John the Baptist CE, Findon

<b>Date:</b>	16/03/20
<b>Neighbouring school:</b>	St John the Baptist CE, Findon
<b>Contact at the neighbouring school:</b>	Ricahrd Yelland (Headteacher)
<b>Assessment carried out by:</b>	Victoria Ludlow

<p>What broader community engagement does your school currently provide and how wide do you see your current community? Please give some examples of how you engage with the community.</p>	<ul style="list-style-type: none"> <li>• Summer Fair invitations to the community</li> <li>• Bonfire Night</li> <li>• Choir go to the Co-op Funeral directors in the Valley around Christmas</li> <li>• Sing at the Findon lights</li> <li>• Go to church for approximately three Sunday services during the year, leading worship occasionally.</li> <li>• Use church building for four school services each year.</li> <li>• Developing relationship with people who have bought Findon Manor.</li> <li>• Links with the Parish Council who support activities and receive a report from the school.</li> <li>• Findon pre-school attend nativity.</li> <li>• Children go to the Sheep Fair in September to help with sheep.</li> <li>• Older people visit – old 'Findonians' visit once a year</li> <li>• School engages with the 'Southdowns Heritage Project'</li> <li>• Local choir use the school hall.</li> </ul>
<p>Should your neighbouring school close, this would leave their current community without a neighbourhood school. How could you expand the community work of your school to fill the gap that may be left?</p>	<ul style="list-style-type: none"> <li>• People could attend events listed above</li> <li>• Church has the same Rector as the C&amp;P parish so links could be made and the community could enjoy the services attended by the school together.</li> </ul>
<p>Do any of your pupils currently attend from the community of Clapham and Patching and if so, how do you currently link with parents and the community in which they live? What are the challenges and how are overcoming these?</p>	<ul style="list-style-type: none"> <li>• Have in the past but not currently.</li> <li>• It was a parental choice to attend. Liaison was the same as with all parents.</li> <li>• School aims to make good use of their rural location in curriculum planning and this engages the children from the remote areas well. This would be a similar context to the C &amp; P community.</li> </ul>
<p>Any other comments</p>	

### 8.3 – St Margaret's CE Primary, Angmering

<b>Date:</b>	16/03/20
<b>Neighbouring school:</b>	St Margaret's CE Primary, Angmering
<b>Contact at the neighbouring school:</b>	Mike Jee (Headteacher)
<b>Assessment carried out by:</b>	Victoria Ludlow

What broader community engagement does your school currently provide and how wide do you see your current community? Please give some examples of how you engage with the community.	<ul style="list-style-type: none"> <li>• Strong connection with church</li> <li>• Parishioners volunteer in school</li> <li>• Rotary club members volunteer in school</li> <li>• Children visit old people's homes and sing</li> <li>• Events in village at Christmas and Easter</li> <li>• Major role in remembrance service</li> <li>• Work closely with other local schools</li> </ul>
Should your neighbouring school close, this would leave their current community without a neighbourhood school. How could you expand the community work of your school to fill the gap that may be left?	<ul style="list-style-type: none"> <li>• The school is the other side of the A27. The adjoining boundary is mainly parkland.</li> <li>• Community could be invited to events at the school. Could visit old people's home in Clapham and would be happy to as St Margaret's see this as important.</li> </ul>
Do any of your pupils currently attend from the community of Clapham and Patching and if so, how do you currently link with parents and the community in which they live? What are the challenges and how are overcoming these?	<ul style="list-style-type: none"> <li>• Not currently.</li> </ul>
Any other comments	<ul style="list-style-type: none"> <li>• Would be very interested in supporting staff with redeployment.</li> </ul>

#### 8.4 – The Laurels Primary School, Worthing

<b>Date:</b>	16/3/20
<b>Neighbouring school:</b>	Laurels
<b>Contact at the neighbouring school:</b>	Charlotte Bull (Headteacher)
<b>Assessment carried out by:</b>	Victoria Ludlow

What broader community engagement does your school currently provide and how wide do you see your current community? Please give some examples of how you engage with the community.	<ul style="list-style-type: none"> <li>• Partnership with Eurotherm and other businesses.</li> <li>• Choir visit Haviland House.</li> <li>• St Synphorian's church for services at major festivals such as Christmas and harvest.</li> <li>• Links with Tesco ... Including donations of food and books for disadvantaged families.</li> <li>• School opened up in school holidays to provide activities for the children. This is funded by grants. The aim is to open up in all school holidays for disadvantaged children.</li> </ul>
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	<ul style="list-style-type: none"> <li>• School provide a lot of additional activities for the families within the school community.</li> <li>• Good links with PCSOs.</li> <li>• Children’s parade.</li> <li>• Durrington Festival.</li> <li>• School fairs – community invited.</li> <li>• Engaged in Beat the Streets initiative.</li> </ul>
Should your neighbouring school close, this would leave their current community without a neighbourhood school. How could you expand the community work of your school to fill the gap that may be left?	<ul style="list-style-type: none"> <li>• Holiday clubs described above could support disadvantaged children from the community.</li> </ul>
Do any of your pupils currently attend from the community of Clapham and Patching and if so, how do you currently link with parents and the community in which they live? What are the challenges and how are overcoming these?	<ul style="list-style-type: none"> <li>• Not currently.</li> </ul>
Any other comments	

### 8.5 – Durrington Infant and Junior Schools

<b>Date:</b>	16/03/20
<b>Neighbouring school:</b>	Durrington Infant and Junior Schools
<b>Contact at the neighbouring school:</b>	Zoe Wilby (Co-Headteacher)
<b>Assessment carried out by:</b>	Victoria Ludlow

What broader community engagement does your school currently provide and how wide do you see your current community? Please give some examples of how you engage with the community.	<ul style="list-style-type: none"> <li>• Invite local community in to speak to the children including local church leading assemblies.</li> <li>• Support the community by supporting local events such as Durrington Festival, children’s parade and Broadwater Carnival.</li> <li>• Go into local nurseries for transition meetings but also to build links and offer advice.</li> <li>• Visit The Heathers at Christmas and sing with them.</li> <li>• Link up with St Symphorian’s church. Carol service for Turning Tides and also for St Barnabas.</li> <li>• Visit the St Barnabas Hospice regularly.</li> </ul>
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	<ul style="list-style-type: none"> <li>• School summer fair and Christmas fair where the community are welcome.</li> <li>• Drama production in summer term is advertised to local community.</li> </ul>
Should your neighbouring school close, this would leave their current community without a neighbourhood school. How could you expand the community work of your school to fill the gap that may be left?	<ul style="list-style-type: none"> <li>• Christmas would be difficult to add extras. Would be willing to visit old people's home if transport could be arranged.</li> <li>• Community would be welcome at school events.</li> </ul>
Do any of your pupils currently attend from the community of Clapham and Patching and if so, how do you currently link with parents and the community in which they live? What are the challenges and how are overcoming these?	<ul style="list-style-type: none"> <li>• Not currently.</li> </ul>
Any other comments	<ul style="list-style-type: none"> <li>• In the past there was a link between the two schools to do a comparative study. This happened until a few years ago.</li> </ul>

## 9.0 - Overall Impact Assessment

Below is the summary of the key findings of this report, and their projected impact on the local area, residents, and parents. It has been conducted using the 5 questions set out by the DfE to inform the presumption against the closure of small schools. These 5 questions are:

1. The likely effect of the closure of the school on the local community;
2. Educational Standards at the school and the likely effect on standards at neighbouring schools
3. The availability, and likely cost to the LA, of transport to other schools;
4. 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
5. Any alternatives to the closure of the school.

The below table is intended as a summary, and as such detailed information which has informed each statement can be found deposited throughout the report. The relevant sections for this information are listed in the far-right column.

Impact Criteria	Comments	Level of Impact	Further Information
<b>Impact of the current proposal on the community spaces</b>	Whilst the school functions as a community hub for some parents, carers and children, it is not utilised by the wider community. Research has shown that the key community events do not utilise the space, due to the lack of a hall, and therefore do not benefit directly from the school.		See Section 4.1
	Public Q+A shows majority support for the school, with concerns and		See section 7.1

Impact Criteria	Comments	Level of Impact	Further Information
	<p data-bbox="607 341 1187 411">grievances from other members of the community.</p> <p data-bbox="607 448 1187 624">The community have invested in projects to develop their public spaces, which they feel have been jeopardised by the potential closure of the school.</p> <p data-bbox="607 660 1187 804">The school helps to fund the community hall, which means the knock-on effect from closure might compromise other spaces.</p>	<p data-bbox="1294 411 1408 443">Medium</p>	<p data-bbox="1516 341 1816 411">See Section 7.1 and 7.2</p> <p data-bbox="1516 485 1742 517">See section 7.3</p> <p data-bbox="1516 660 1742 692">See section 4.1</p>
<p data-bbox="215 847 577 917"><b>Impact on Neighbouring Schools</b></p>	<p data-bbox="607 847 1187 979">92% of pupils come from outside the catchment area. Neighbouring schools are therefore unlikely to be affected as a result.</p> <p data-bbox="607 1023 1187 1123">There are surplus places available in the surrounding area to accommodate the additional pupils</p>	<p data-bbox="1319 1023 1384 1054">Low</p>	<p data-bbox="1516 847 1749 879">See Section 5.1</p> <p data-bbox="1516 1054 1749 1086">See section 3.5</p>



Impact Criteria	Comments	Level of Impact	Further Information
<b>Impact on Educational standards</b>	<p>Clapham and Patching has an extremely inconsistent history with Ofsted, signalling inconsistent teaching standards over the past decade.</p> <p>There exist a multitude of schools rating Good and above in the local area. Therefore, educational standards are likely to overall improve.</p>	<p>Low</p>	<p>See section 3.4</p> <p>See section 3.4</p>
<b>Impact on Community Activities</b>	<p>Research indicates that whilst Clapham and Patching CE Primary School is involved in community activities, many of these activities are held in other community facilities.</p> <p>The school is close to all other community facilities, meaning that additional distance would not be a factor.</p> <p>Some community activities may not be able to continue due to lack of children in the local area.</p> <p>Due to the low number of children in the area, consistent participation in</p>	<p>Low</p>	<p>See section 4.1</p> <p>See section 4.1</p> <p>See section 6.3</p> <p>See section 6.3</p>

Impact Criteria	Comments	Level of Impact	Further Information
	<p>extra-curricular community events is limited</p> <p>Other schools have expressed an interest in filling the gap in community services that Clapham and Patching CE Primary will leave</p>		<p>See section 4.2</p>

Impact Criteria	Comments	Level of Impact	Further Information
<b>Impact on Pupils</b>	<p>The pupils at Clapham and Patching CE Primary School have enjoyed the extra attention and close-knit atmosphere of the school. As such, the move to a larger school is expected to have a larger impact on them than the local community.</p> <p>Pupils have also experienced a more rural education, due to the school's curriculum and 'forest school' objectives. This may not be replicated elsewhere.</p> <p>46% of the current pupils have special educational needs. Sufficient measures will be required to ensure they receive help settling into a new school.</p>	High	<p>See Section 6.1</p> <p>See section 6.1</p> <p>See section 3.3</p>
<b>Impact on parents and families</b>	<p>Parents would have to transport their child to another school which could extend their commute time. However, due to the fact that most children attending the school live outside the catchment area most of these parents will already be commuting into Clapham and Patching.</p>	Medium	See Section 5.1

Impact Criteria	Comments	Level of Impact	Further Information
	<p>May cause initial distress to their children due to relocation.</p>		
<p><b>Impact on Travel and Congestion</b></p>	<p>The costs to the LA would likely remain neutral, due to the low amount of transport costs currently. However, this could increase depending on the parent’s choice of alternative school.</p> <p>The distance from the current School catchment area and locations of other primary schools, in Worthing, together with the present built environment indicates this risk of an increase in use of motor vehicles is considered to be high. However given that a high proportion of pupils travel by car to School this increase will potentially be a nominal 8 trip movements.</p> <p>The future travel movements to the existing buildings will depend on the new land use. The current School building is within a Conservation Area, listed Grade II and is recognised as significant in the economic and social viability of the village. If the buildings were retained for Community use then</p>	<p>Low</p> <p>Medium</p> <p>Low</p>	<p>See section 5.4</p> <p>See section 5.4</p> <p>See section 5.4</p>

Impact Criteria	Comments	Level of Impact	Further Information
	<p>the likelihood is car based travel would be similar to the School and therefore it would be reasonable to assume a low risk of an increase in car movements.</p> <p>In conclusion the assessment undertaken indicates a nominal net increase in trip movements by car is likely. It would be appropriate to review the School Travel Plan's STP's of schools absorbing pupils from Clapham &amp; Patching C Of E Primary School to mitigate against this increase in car trip movements.</p>	Medium	See section 5.4

Impact Criteria	Comments	Level of Impact	Further Information
<p><b>Impact of Neighbourhood Plan</b></p>	<p>Whilst closure would certainly affect the general aim of the neighbourhood plan, there is predicted to be little impact on the other areas of the plans by the school's closure.</p> <p>The neighbourhood plan has contingency built into it in the case that the school closes, outlying the purposes Clapham community would support for the building.</p>	<p>Low</p>	<p>See section 6.3</p> <p>See section 6.3</p>

## REFERENCES AND FURTHER INFORMATION:

Clapham Neighbourhood Plan, accessible via:  
<https://www.southdowns.gov.uk/planning/planning-policy/neighbourhood-planning/neighbourhood-development-plans/clapham-neighbourhood-plan/>

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<https://www.gov.uk/government/organisations/department-for-education/services-information>

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Marion Moser (2005). *Location, Location, Location: placing the rural primary school and the local community within the spatial market*, Departments of Geography and Educational Research, Lancaster University, available at:  
<http://www.leeds.ac.uk/educol/documents/143569.htm>

Patching Neighbourhood Plan 2018-2035, accessible via:  
<https://www.southdowns.gov.uk/planning/planning-policy/neighbourhood-planning/neighbourhood-development-plans/patching-neighbourhood-plan/>

WSSC. (2018). *School Effectiveness Strategy: 2018-22*, available at:  
[www.westsussex.gov.uk](http://www.westsussex.gov.uk)

WSSC. (2019). *Raising Standards: Supporting Small Schools in West Sussex Clapham & Patching CE Primary School Impact Assessment*.

WSSC. (2020). *Statutory Consultation - Proposal to close Clapham and Patching C of E Primary School: Summary report*, available at [Public Feedback Summary Report](#)

WSSC. (2020). *Clapham and Patching CE Primary School Travel Assessment of Possible School Closure*, available at [Travel Impact Assessment](#)

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

1. Summary Data

Question 1	How do you think the closure of Clapham & Patching C of E Primary School will impact on the local community?
High	232
Medium	25
Low	30
Not Answered	14
Total responses to each question	<b>301</b>

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	<b>301</b>

Question 3	Do you agree with the proposal to close Clapham & Patching C of E Primary School?
Agree	24
Disagree	275
Not Answered	2
Total responses to each question	<b>301</b>

2. Commentary

- 2.1 Written responses to the on-line and paper consultation exercise were overwhelmingly in support of maintaining the school open. The vast majority of responses suggested that closure would have an adverse impact on the local community. However, the rationale and statements

made in support of this view were rather narrow in considering the impact. Some made reference to local events that the school supported at times through the year, for example supporting local churches through fund raising, the twice yearly singing at the local care home, the school's summer and autumn fayres and the school's use of the local woods. A number of local residents made reference to the age range and the value young children brought to the village life whilst at the school. One resident said:

*'The presence of the school is important for many reasons, not least that its closure would impact on the viability of the village and discourage families with children from moving into the area'*

However, some other local residents were more pragmatic:

*'Local housing provision means that to live in Clapham and Patching, you'd need to be bigger income earners. The current age of village residents is beyond school age.'*

*'Because of the nature of the catchment area, there are very few primary school aged children living in the villages.'*

*'The school adds nothing to the village either culturally, socially or economically. The number of village children is very small.'*

*'As a neighbour of the school for 23 years, we have never been invited to any event in the school. The school feels a very isolated institution, fine if your children attend, but certainly not part of the wider village community.'*

- 2.2 The issue of low pupil numbers in the local area was a common feature across many consultation responses. Even those who did not wish to see the closure of the school, there was a general acceptance that there are insufficient local children to fill the school and that there was limited sense that this would change in the future. To a few, this in itself created challenges, particularly with regard to the traffic that inevitably came with the majority travelling to the school from outside the catchment area.

*'Traffic flow and the effect of school traffic on residents and pedestrians creates a real safety concern. Careless and indiscriminate driving and parking, loading and unloading children, can block access to residents.'*

- 2.3 A significant factor for a number of parents was the issue of how the school caters for pupils with Special Educational Needs. However, comments on this were mixed. Even where respondents were not in favour of closing the school, there was a recognition among many that the nature of the school did potentially limit the school's attraction to parents. In response to the question on why there were so few children from the local community attending the school, the following responses were reflective of many:

*'The school has a reputation of being a special school and to put your child there means that their options are limited.'*

*'Bullying is not dealt with and high functioning SEND are not adequately supported'*

*'Too many special needs children requiring extra attention means that there is less time for 'mainstream' children.'*

*'The school seems to attract kids with special needs. This means teachers are focusing on them when they should be sharing their attention equally among all the children.'*

Much has been made of the SEND provision being one of the strengths at the school. However, the mixed range of comments from current parent carers, from residents and those ex-parents who had chosen to move their child away, provide a balance that was not necessarily heard at the public meeting.

- 2.4 One of the key strengths and reasons for supporting the school and campaigning to keep the school open was that of the school being a small and nurturing school. Many responses made reference to this. The following comments were indicative of many:

*'The school provides an important and unique setting for children who may otherwise fail to thrive in a larger mainstream school.'*

*'The small school environment is a perfect school for children who need more nurture in a smaller and quieter setting. The smaller mainstream setting means that they can flourish as their sensitivities are reduced and their needs are met in the way of a smaller setting.'*

*'We need more of these sanctuary schools.'*

*'The school is the only one in the county that gives the support my family need.'*

However, this was not a consistent view, even where respondents were against the closure of the school.

*'Bigger schools provide more opportunities'*

*'Some parents may feel that a small school does not offer the breadth of opportunities that a larger school can offer.'*

*'It is just too small. Children will never cope going to secondary school after being there.'*

- 2.5 All this creates a conundrum and a mixed picture. Even where parents and residents do not wish to see the school close, there is a recognition among many that the high proportion of pupils with SEND rightly, or

wrongly, creates a perception that the school is a special school facility in its own right. For some respondents, the very strength seen by some parents is actually a perceived weakness among others. For a few respondents, they themselves consider the school to be a special provision and make reference to the small class sizes which, below 30, are not achievable in larger schools. However, this in itself fails to recognise that these class sizes are not financially viable in any school.

- 2.6 Very few respondents make any reference to the proposed academisation proposals. It is unclear why other than parents and local residents are relatively unsighted on any detail or what the academisation would bring or what differences in the operation of the school such an academisation would create.

## Statutory Consultation - Proposal to close Rumboldswyke C of E Infant School: Summary report

This report was created on Tuesday 17 March 2020 at 07:33.

The consultation ran from 03/02/2020 to 16/03/2020.

### Contents

Question 1: Are you under the age of 13? If so, you will need consent from your parent/carer to participate. Please provide their contact details in the boxes provided below so that we can contact them if we need to:	1
Name of parent/carer providing consent.	1
Telephone number or email address	1
Question 2: Are you responding as..... (please select the category which best describes you)	2
main response category	2
Other, please explain	2
Question 1: How do you think the closure of Rumboldswyke C of Infant School will impact on the local community?	2
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If you have any further views/examples of the community impact, please use the space below to do so (please limit your response to 500 words).	2
Question 2: In your opinion why are so few children from the local community attending Rumboldswyke C of E Infant School?	3
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If you tick the 'other' box, please explain here:	3
Question 3: Do you agree with the proposal to close Rumboldswyke C of E Infant School?	3
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If you have any further views you wish to express about this school, please use the space below to do so (please limit your response to 500 words).	3
Question 1: How old are you?	4
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Sexual orientation	7

**Question 1: Are you under the age of 13? If so, you will need consent from your parent/carer to participate. Please provide their contact details in the boxes provided below so that we can contact them if we need to:**

***Name of parent/carer providing consent.***

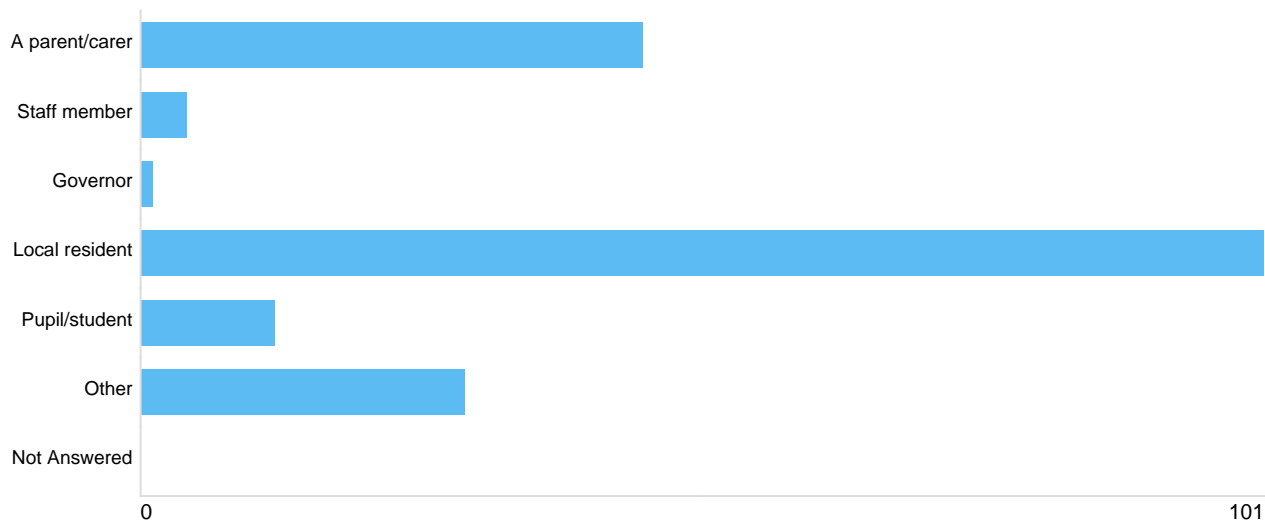
There were **16** responses to this part of the question.

***Telephone number or email address***

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

**Question 2: Are you responding as..... (please select the category which best describes you)**

**main response category**



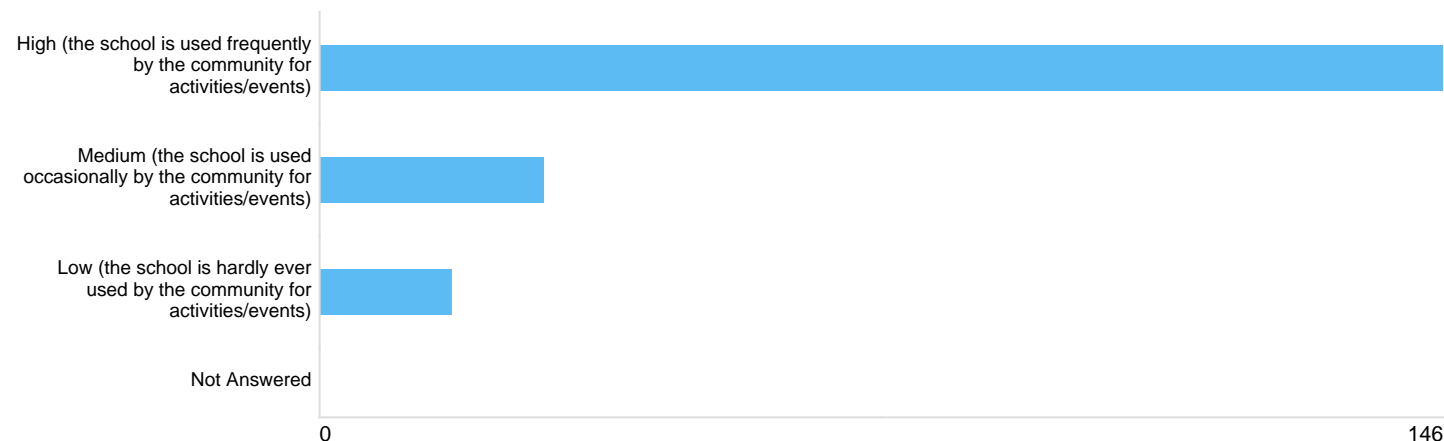
Option	Total	Percent
A parent/carer	45	23.44%
Staff member	4	2.08%
Governor	1	0.52%
Local resident	101	52.60%
Pupil/student	12	6.25%
Other	29	15.10%
Not Answered	0	0%

**Other, please explain**

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

**Question 1: How do you think the closure of Rumboldswyke C of Infant School will impact on the local community?**

**options choice**



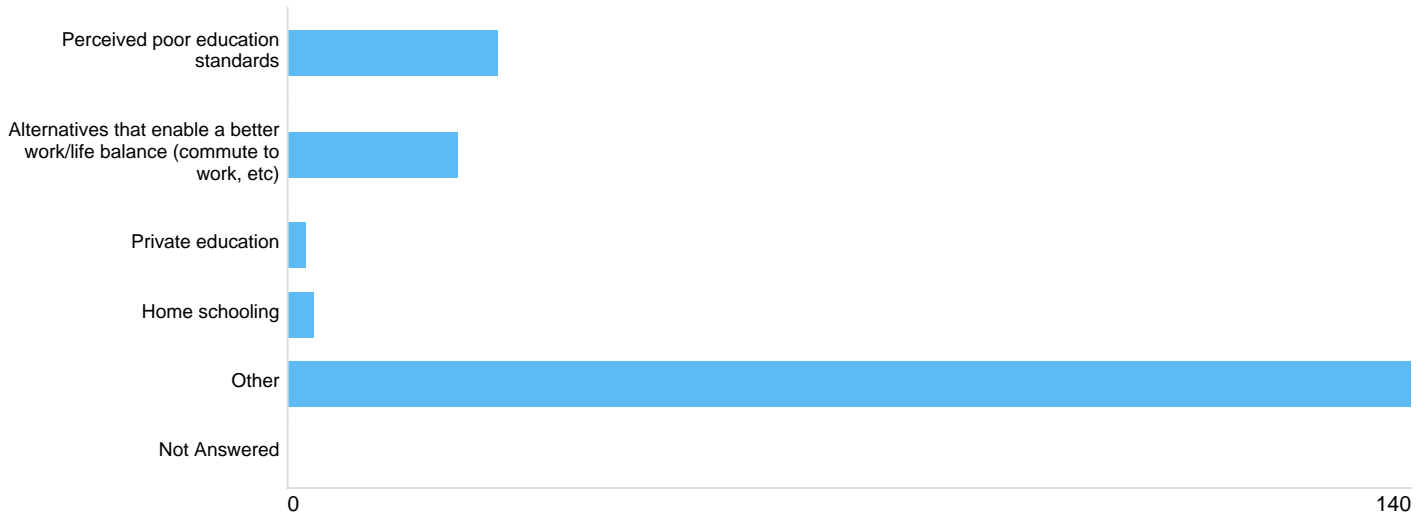
Option	Total	Percent
High (the school is used frequently by the community for activities/events)	146	76.04%
Medium (the school is used occasionally by the community for activities/events)	29	15.10%
Low (the school is hardly ever used by the community for activities/events)	17	8.85%
Not Answered	0	0%

**If you have any further views/examples of the community impact, please use the space below to do so (please limit your response to 500 words).**

There were **88** responses to this part of the question.

**Question 2: In your opinion why are so few children from the local community attending Rumboldswyke C of E Infant School?**

**Options choice**



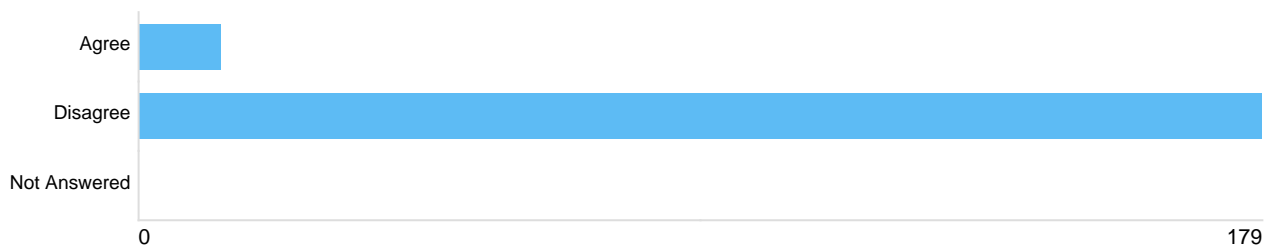
Option	Total	Percent
Perceived poor education standards	26	13.54%
Alternatives that enable a better work/life balance (commute to work, etc)	21	10.94%
Private education	2	1.04%
Home schooling	3	1.56%
Other	140	72.92%
Not Answered	0	0%

**If you tick the 'other' box, please explain here:**

There were 135 responses to this part of the question.

**Question 3: Do you agree with the proposal to close Rumboldswyke C of E Infant School?**

**Options answer**



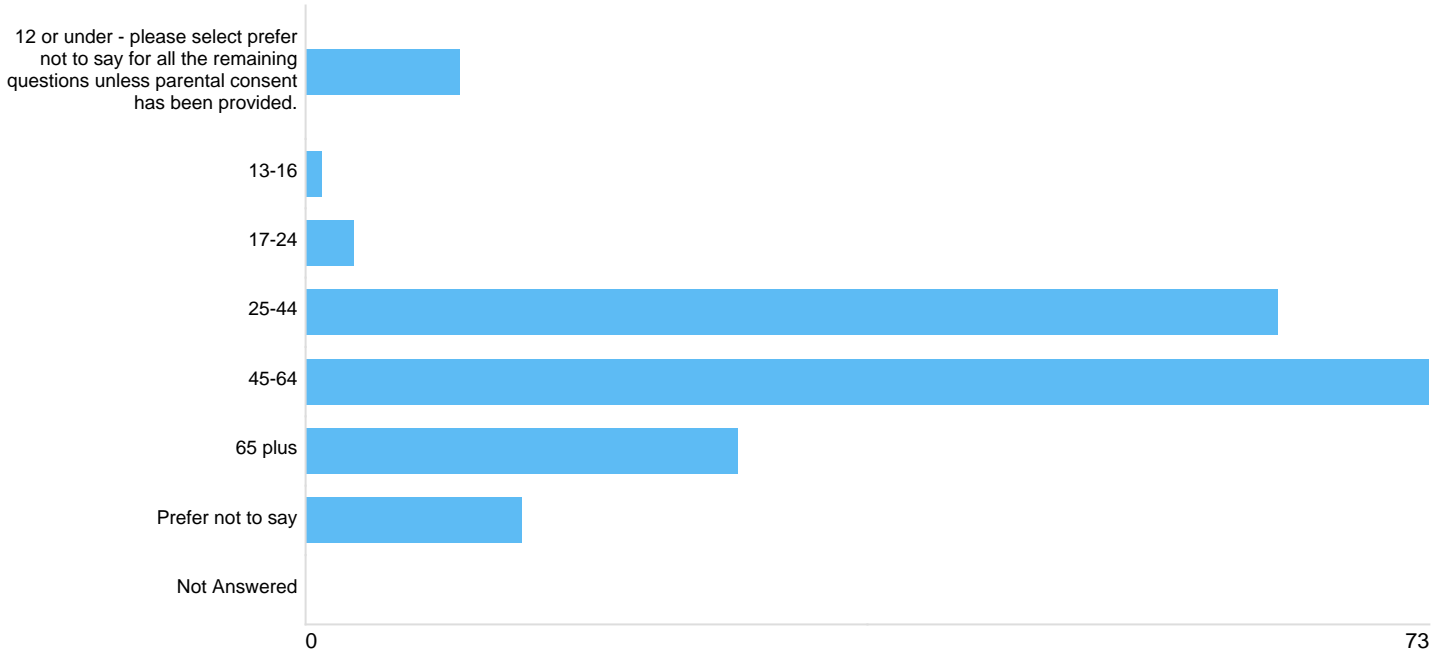
Option	Total	Percent
Agree	13	6.77%
Disagree	179	93.23%
Not Answered	0	0%

**If you have any further views you wish to express about this school, please use the space below to do so (please limit your response to 500 words).**

There were 132 responses to this part of the question.

**Question 1: How old are you?**

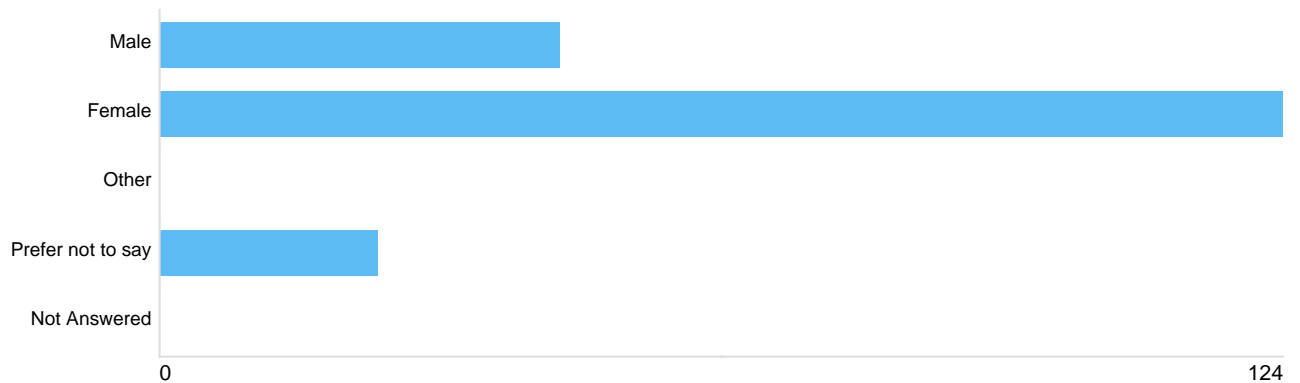
**Age**



Option	Total	Percent
12 or under - please select prefer not to say for all the remaining questions unless parental consent has been provided.	10	5.21%
13-16	1	0.52%
17-24	3	1.56%
25-44	63	32.81%
45-64	73	38.02%
65 plus	28	14.58%
Prefer not to say	14	7.29%
Not Answered	0	0%

**Question 2: Are you?**

**Sex**

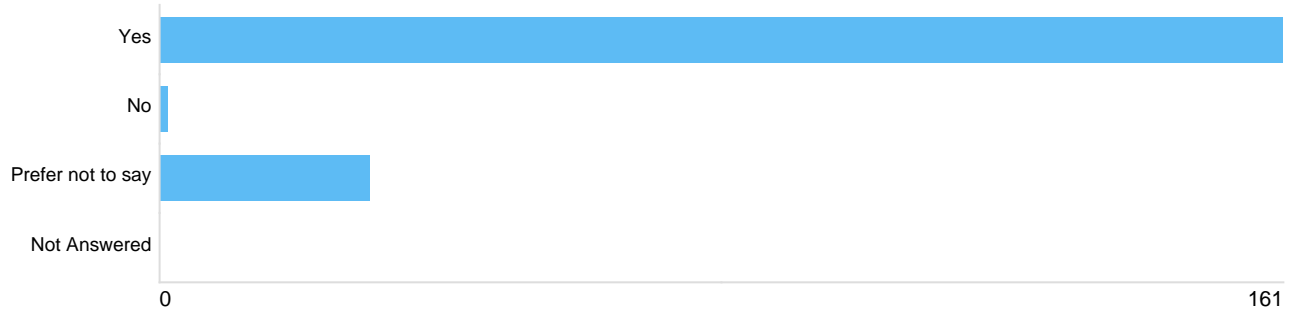




Option	Total	Percent
Male	44	22.92%
Female	124	64.58%
Other	0	0%
Prefer not to say	24	12.50%
Not Answered	0	0%

**Question 3: Is your gender the same as the one assigned to you at birth? Please select one option only.**

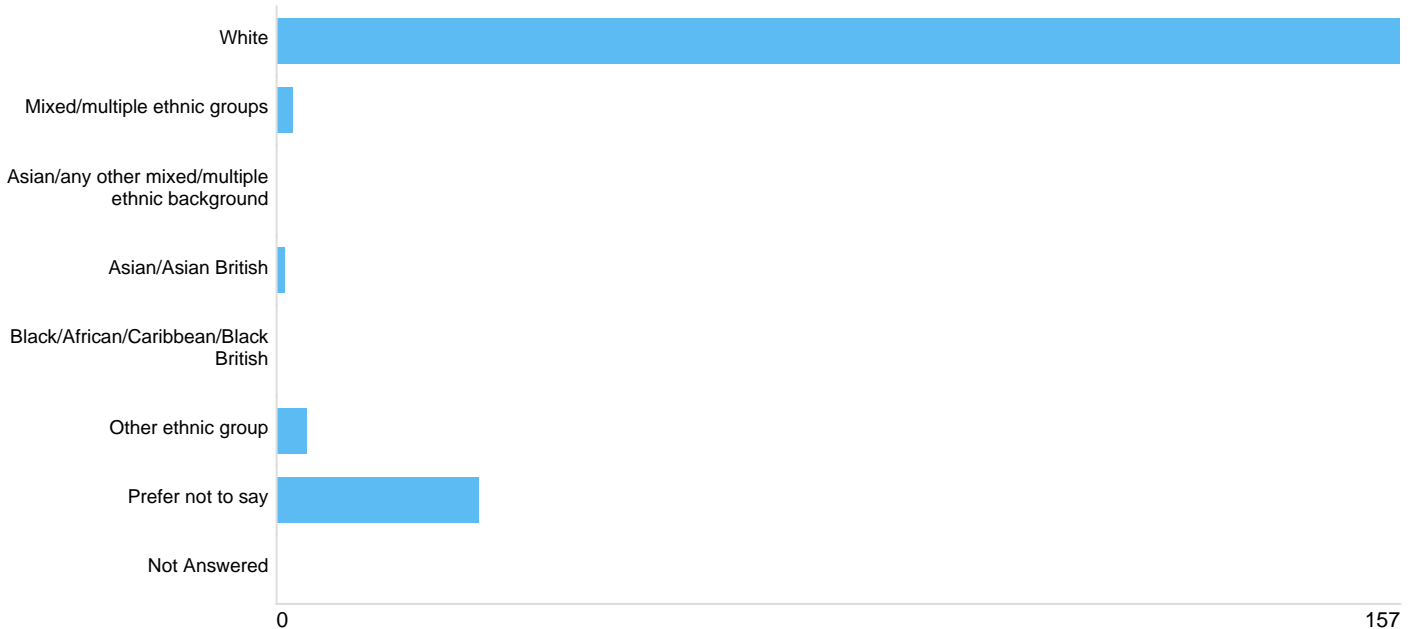
**Gender re-assignment**



Option	Total	Percent
Yes	161	83.85%
No	1	0.52%
Prefer not to say	30	15.62%
Not Answered	0	0%

**Question 4: What is your ethnic group?**

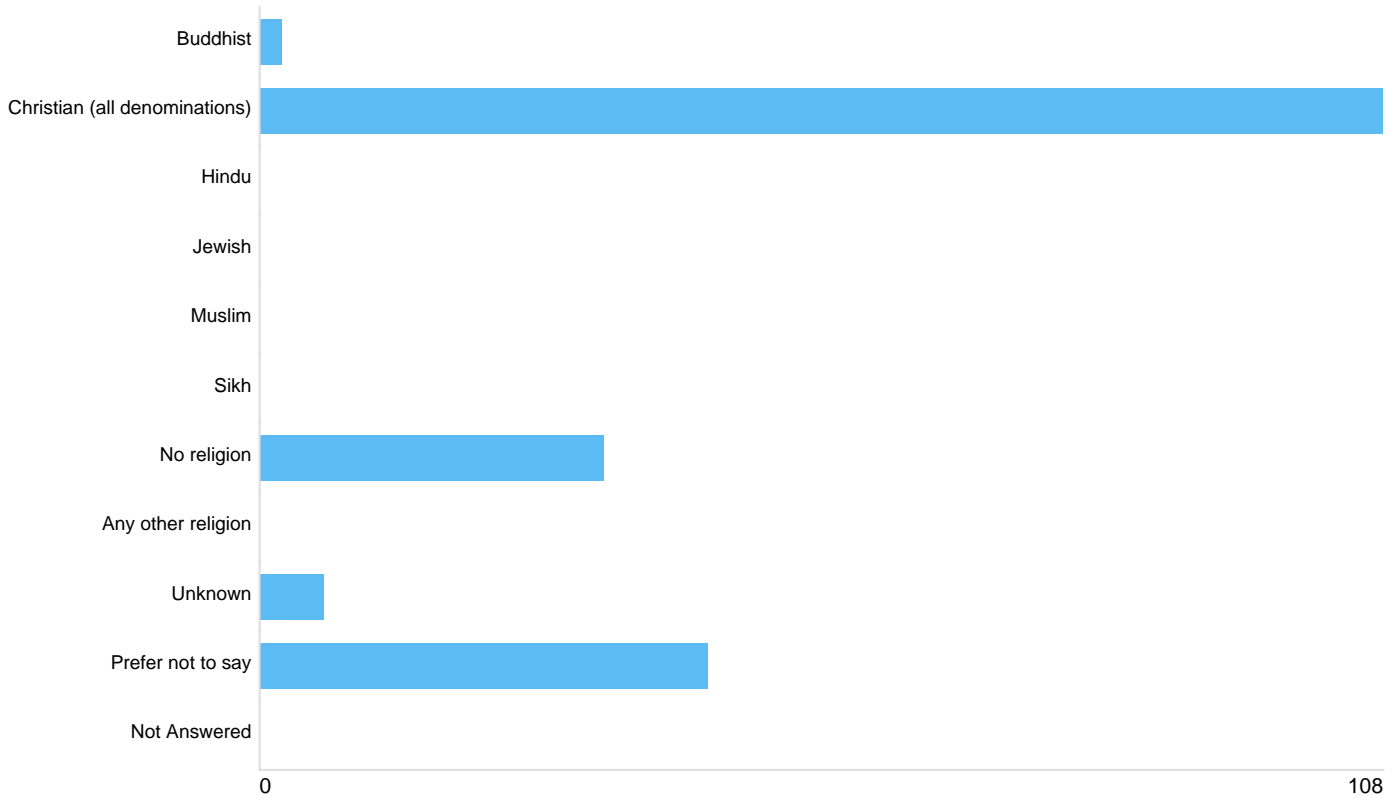
**Ethnicity**



Option	Total	Percent
White	157	81.77%
Mixed/multiple ethnic groups	2	1.04%
Asian/any other mixed/multiple ethnic background	0	0%
Asian/Asian British	1	0.52%
Black/African/Caribbean/Black British	0	0%
Other ethnic group	4	2.08%
Prefer not to say	28	14.58%
Not Answered	0	0%

**Question 5: What is your religion?**

**Religion**



Option	Total	Percent
Buddhist	2	1.04%
Christian (all denominations)	108	56.25%
Hindu	0	0%
Jewish	0	0%
Muslim	0	0%
Sikh	0	0%
No religion	33	17.19%
Any other religion	0	0%
Unknown	6	3.12%
Prefer not to say	43	22.40%
Not Answered	0	0%

**Question 6: Are your day-to-day activities limited because of a health problem or a disability which has lasted, or is expected to last, at least 12 months?**

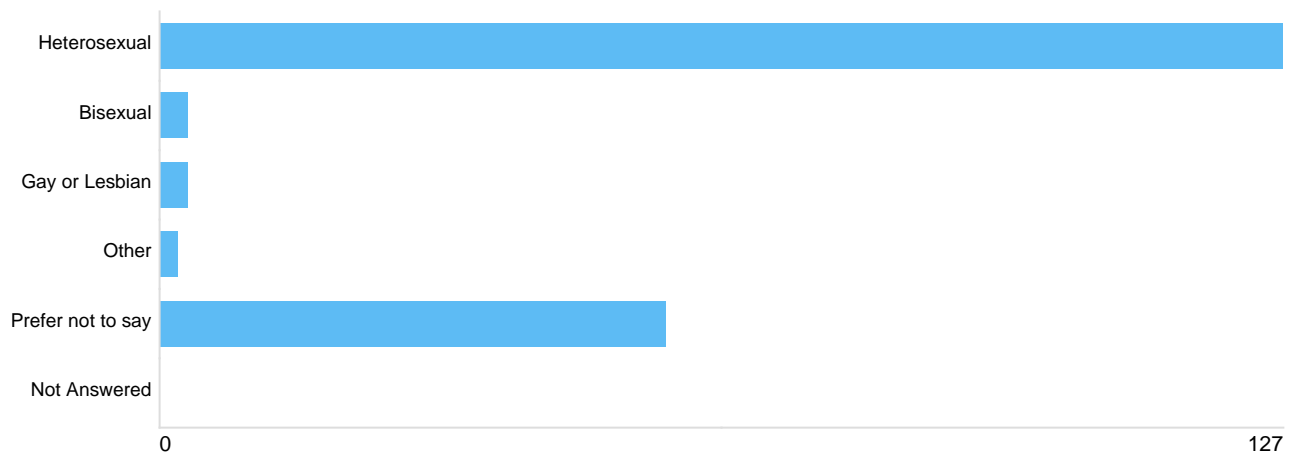
**Disability**



Option	Total	Percent
Yes, limited a lot	6	3.12%
Yes, limited a little	12	6.25%
No	141	73.44%
Prefer not to say	33	17.19%
Not Answered	0	0%

**Question 7: What is your sexual orientation?**

**Sexual orientation**



Option	Total	Percent
Heterosexual	127	66.15%
Bisexual	3	1.56%
Gay or Lesbian	3	1.56%
Other	2	1.04%
Prefer not to say	57	29.69%
Not Answered	0	0%



## **Community Impact Assessment**

**On the proposal to close Rumboldswyke CE Infant  
School**

**March 2020**

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## **Executive Summary:**

The following information is provided to inform the DfE's five key questions on the presumption against the closure of rural schools. Whilst Rumboldswyke is not a rural school, these questions are designed to inform community impact and assess the school's viability moving forward. As such, they have been used throughout this report as guidelines. Information has been gathered through internet research, personal viewings, community feedback and government data. As such, the following summarises the main findings of this report.

### **The likely effect of the closure of the school on the local community:**

- Rumboldswyke does not hold events for the wider community in the school buildings. Community impact will therefore be limited.
- The community has a significant amount 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.
- Most of the events held by the school are after-school clubs, which would be replicated at alternative schools.
- Public feedback has largely indicated the school has strong support in the local community and closure would largely impact the community spirit of the local area.

### **Educational Standards at the school and the likely effect on standards at neighbouring schools:**

- The May 2019 Ofsted Report on the school found that educational standards at Rumboldswyke have remained low despite additional assistance due to poor leadership within the school. As a result, it has been rated inadequate by Ofsted.
- There are several other Good and above primary schools throughout the City of Chichester, which have capacity for additional students.
- The financial outlook over the next five years does not look positive.

### **The availability, and likely cost to the LA, of transport to other schools:**

- No transport costs are expected due to local availability of alternative places.

### **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:**

- 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

### **Any alternatives to the closure of the school:**



- Rumboldswyke had not attracted interest from Academy Trusts, limiting the options available to it moving forward. Although Bishop Luffa have recently reported they would be prepared to academise the school if primary provision was needed; additional KS2 provision in Chichester is not needed.
- Due to the Inadequate rating, Rumboldswyke either must academise or close.

## **1.0 - OVERVIEW:**

### 1.1 - Introduction:

West Sussex County Council is carrying out a formal consultation on the reorganisation of rural and small schools in West Sussex. As a part of this consultation, the potential closure of small schools which are currently not performing at national standards are being considered, alongside other potential options in order to ensure children are receiving the best education possible.

In order to inform and guide this process, an assessment of the wider impact on local communities the school's closure would result in has been carried out.

In this document, the council will:

- Consider the impact that proposals may have on local families and the local community, through the preparation of a community impact assessment.
- Consider the wider application of the school space for the community, and assess its feasibility as a community hub
- Assess the impact on wider community with regards to local facilities, as these will need to be considered as any regular clubs or events held at the school will need alternative arrangements.

### 1.2 - School – Community Relationship:

Supporting a link between the school and the local community has been a common theme within successive government policies since the 1988 Education Reform Act.<sup>1</sup> Both governmental and academic thinking acknowledges the positive relationship shared between school and community and utilise the school as a central community 'hub' around which parents, teachers and local community members identify, and coalesce. Schools are encouraged to form partnerships with parents, governors and local businesses and for the school to be used as a community space for out-of-school activities such as, sports, internet access and adult education, as well as wider-community events such as fete's, bake-sales and other community activities.<sup>2</sup> It is noted that this is particularly prevalent in small, rural schools in isolated villages, due to the close-knit bonds a smaller community will share with its school.<sup>3</sup>

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<sup>1</sup> Marion Moser (2005). *Location, Location, Location: placing the rural primary school and the local community within the spatial market*, Departments of Geography and Educational Research, Lancaster University, available at:

<http://www.leeds.ac.uk/educol/documents/143569.htm>

<sup>2</sup> DfES (2001) *Report of the Way Forward Group on School Governance*, Ref: DfES 0710/2001

<sup>3</sup> DfE (2019). *Opening and closing maintained schools: Statutory guidance for proposers and decision-makers*, accessed via:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/851585/Opening\\_and\\_closing\\_maintained\\_schools1012.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/851585/Opening_and_closing_maintained_schools1012.pdf)

Given the mutual benefits shared by school and community, it is crucial to consider the wider ramifications of a potential closure on the community, as well as the children and parents immediately effected. As such, it must be considered whether the subjective school is utilised by the community, and to what extent, and the ramifications that closure may have on the surrounding area.

### 1.3 - Our Aims:

With this statement in mind, the objective of this report is to:

- Ascertain community involvement in the school, especially regarding out-of-school activities and wider community events;
- Assess the local area and other community hubs, to evaluate whether the community functions of the school could be continued in alternative spaces;
- Consider wider ramifications of closure, including the effect on travel and local congestion by evaluating the suitability of surrounding alternative schools;
- Assess whether the school is utilised by the local area, or if it largely operates outside of its catchment area; and
- To evaluate the impact of closure through the application of a set of criteria.

Throughout this process, West Sussex County Council are committed to raising standards, with key tasks including:

- o High expectations and a clear focus on improving teaching, learning and attainment in all school communities;
- o All resources available to schools being focused on improving outcomes for children and young people in context of annual budget pressures;

## **2.0 - POLICY AND LEGISLATIVE FRAMEWORK**

### 2.1 - DFE Guidance:<sup>4</sup>

Unlike other schools included in the consultation, Rumboldswyke is not a rural school and therefore does not require the same conditions to satisfy the presumption against the closure of rural schools. This means it does not require a community impact assessment. However, in the interest of equality of information throughout the consultation period, this report will assess the impact on the community of Whyke using the same criteria as for rural schools.

Whilst every criterion may not be closely examined, due to the inherent differences between a city and rural community, the following report will follow the same guidance as a rural community impact assessment. This includes:

- 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. child care 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.

### 2.2 - School Effectiveness Strategy:<sup>5</sup>

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<sup>4</sup> DFE. (2019). *Opening and Closing Maintained Schools: Statutory guidance for proposers and decision-makers*, available at <https://www.gov.uk/government/organisations/department-for-education/services-information>

<sup>5</sup> WSCC. (2018). *School Effectiveness Strategy: 2018-22*, available at: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)

**AIM – To create a strong model of sustainable education for all types of school and key stages by 2022**

**OBJECTIVES:**

- Establish a preferred model of all-through primary provision for children from 4-11 years old.
- Secure sufficient places for all children in all phases and types of school.
- Maximise the proportion of children being offered a place at one of their three school preferences.
- 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.
- Primary schools will be readily accessible to pupils; for the majority of children within walking distance in urban areas and with transport to school in rural areas.
- Pupils under eight may receive transport if they live more than 2 miles away from their catchment school, or nearest suitable school and 3 miles for children over eight.

**Twelve Key Questions:**

1. Does the school have an infant to junior relationship with another school?
2. Is there a vacancy for a head teacher?
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 maximum 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 exceeding 95% of the school's actual net capacity 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?

### **3.0 - RUMBOLDSWHYKE CE PRIMARY SCHOOL**

#### 3.1 - Rumboldswyke CE Primary Core Information (February 2020):

<b>PAN</b>	<b>40</b>
<b>NOR</b>	<b>42</b>
<b>Net Capacity</b>	<b>124</b>
<b>Type of Establishment</b>	<b>Voluntary Controlled Infant School</b>
<b>Age Range</b>	<b>5-7</b>
<b>Urban/Rural</b>	<b>Urban</b>
<b>Ofsted Rating</b>	<b>Inadequate</b>
<b>Date of last Inspection</b>	<b>01/05/19</b>

#### 3.2 – Why has Rumboldswyke been chosen?

The school has been included due to its vulnerability, declining enrolment, and the quality of the provision. The school, as of 01 May 2019, has been rated inadequate by Ofsted which when considered with the size and catchment of the school, make the options for the future severely limited. Under the establishment and discontinuance of schools' regulations 2013, the school either must academise or close. The size and nature of the school makes finding a suitable trust to academise the school extremely challenging. Furthermore, due to low enrolment, the financial outlook for the school is challenging.

- The school has been rated inadequate by Ofsted (01 May 2019). Under the establishment and discontinuance of schools' regulations 2013, the school must either academise or close.
- The size and nature of the school makes finding a suitable trust to academise the school extremely challenging. Unsuccessful approaches have been made to the four local Multi-Academy Trusts (MAT's).
- The school is significantly under-capacity. Whilst the school has the capacity for 124 pupils, there are only currently 48 on roll (October 2019).
- Due to low enrolment, the financial outlook for this school is challenging.

#### 3.3 – Educational Standards:

A core objective of the School Effectiveness Strategy is to uphold and improve educational standards across the county. This however creates issues for small schools, who may have trouble, due to their capacity and other limiting factors, maintaining the same standards as larger institutions. These can be found below:

- 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 on pupil mobility;

Rumboldswyke CE Infant School can be seen to have many of these issues due to its small school status.

- Rumboldswyke has had a consistent leadership issue over the course of the last four years. This has had a direct impact on the educational standards within the school, and contributed largely to its consistently poor Ofsted rating;
- The teaching quality and the educational provision has been rated as inadequate by Ofsted, highlighting the difficulty in securing a meaningful number of expert staff;
- The financial situation of the school is declining and unsustainable (See section 3.6);

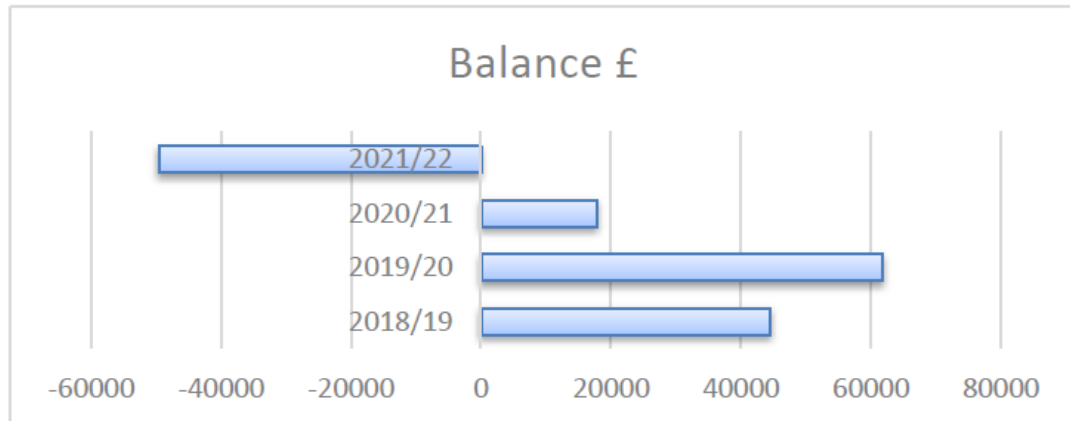
### 3.4 - Impact on Alternative Schools:

Due to Rumboldswyke being an urban school, there are many alternative schools within a very close distance which could accommodate pupils from Rumboldswyke. The table below shows the number of children on roll in Chichester schools and the number of spare places in each class.

Spaces in Chichester								
School Feb 20	Rec	Y1	Y2	Y3	Y4	Y5	Y6	PAN
Central				41	48	25	46	90
Jessie Younghusband	30	29	30	31	30	30	29	30
Lancastrian infant	15	29	30					45
The March	30	30	31	30	27	26	27	30
North Mundham	29	29	30	33	30	29	34	30
Parklands CP	56	60	60	62	60	61	61	60
Portfield Primary	30	30	30	32	27	23	28	30
Rumboldswyke	11	17	14					45
Singleton	7	8	12	11	8	5	15	8
Tangmere Primary	28	31	26	30	31	29	26	30
West Dean	14	14	15	14	14	14	14	14
Lavant CEP	19	15	15	16	15	15	15	14
Boxgrove CEP	8 capped	12	10	9	10	11	13	10
Fishbourne CEP	30	30	30	30	30	30	30	30
Kingsham Primary	34	32	53	50	35	39	26	45
St Richards	45	44	46	46	44	46	42	45

### 3.5 – Financial Viability:

The current financial situation based upon 3-year budgeting is as follows:



*To note: as forecast by the school*

This reduction is significant. Rumboldswyke CE Infant School has received additional funding and support from the community, other schools and the LA over the last four years in order to improve its standards. However, it has not had the desired effect, given the recent Ofsted rating, and furthermore without the additional support the budget is set to significantly drop.

## **4.0 – Travel and Transport**

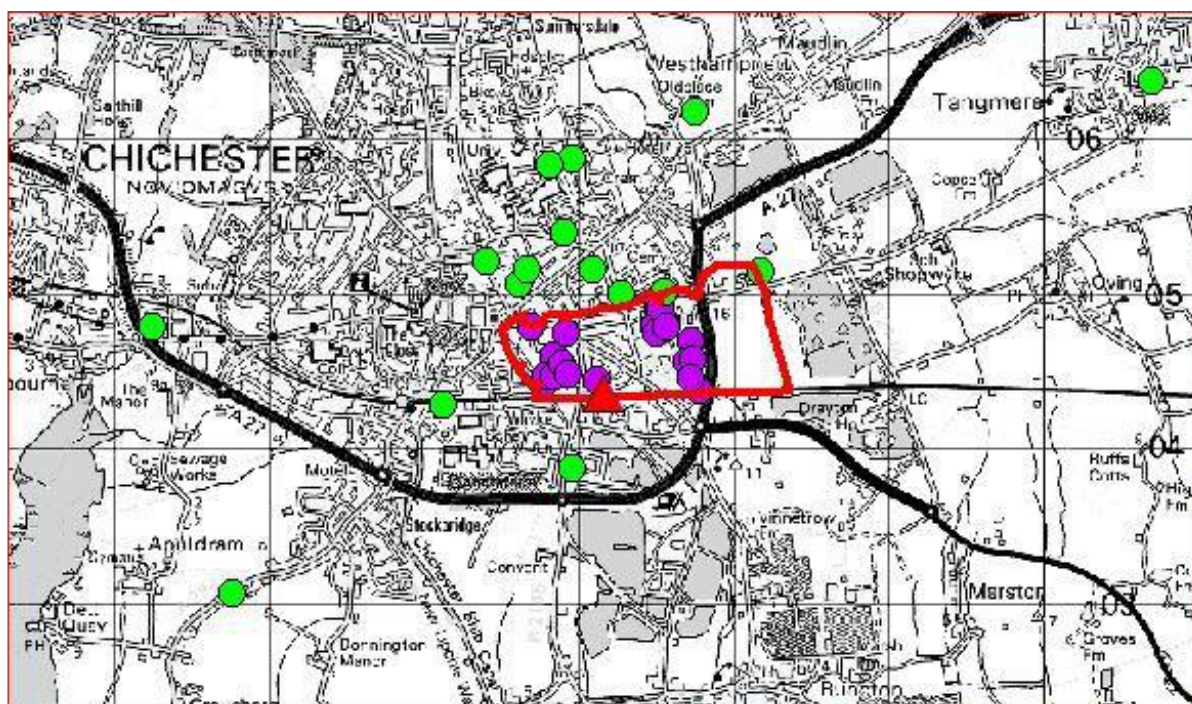
### 4.1 – Where do the pupils come from?

Rumboldswyke CE Infant School currently has (February 2020):

- 23 (55%) pupils attending from within Catchment
- 19 (45%) pupils attending from out of Catchment

Given that Rumboldswyke currently has 1/3 of its capacity enrolled, 45% of pupils coming from outside of catchment is extremely significant. This suggests either local children prefer other schools outside of their catchment, or there is lack of need in the area for an infant school.





#### 4.2 – Travel Assessment of Possible School Closure<sup>6</sup>

Creative roads were commissioned by West Sussex County Council to review the traffic impact of the possible closure of Rumboldswyke CE Infant School. The purpose of the traffic impact assessment is to assess “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”.

The key findings of the report are deposited below.

- Creative Roads have been commissioned by West Sussex County Council (WSSCC) to review the travel impact of the possible closure of Rumboldswyke CofE Infants' School in Chichester. The travel impact is to assess “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”.
- Rumboldswyke CofE Infants' School is located in a residential area in the south-east of Chichester off Rumbolds Close. Rumbolds Close feeds into the B2145 Whyke Road a distributor road that links the centre of Chichester and villages to the south of Chichester and the A27 Chichester Bypass.
- The current level of trip movements is closely linked to pupil numbers. The current pupil numbers have reduced from past populations and therefore trip movements by car are presently far lower than would traditionally have been anticipated. Therefore the 2018/9 pupil intake has been used as part of this assessment.

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<sup>6</sup> WSSCC, Creative Roads. (2020). *Rumboldswyke CofE Infants' School Travel Assessment of Possible School Closure*, available at: [Travel Impact Assessment](#)

- Rumboldswyke CofE Infants' School current roll is 45 pupils (ages 5 to 7) which is a reduction from the 72 pupils in 2018-19. The Department for Transport publish 'National Travel Survey' data, which includes trips to and from School by main travel mode. The total number of estimated travel movements by car to the existing school premises could be reasonably expected to be 31 in the morning peak hour with a similar figure in the afternoon. On site observations indicate this is a reasonable assumption.
- 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.
- As part of the development of a healthy local transport strategy, Local Authorities are encouraged to promote active travel such as walking and cycling. School Travel Plan's remain an important tool for schools to encourage active travel. It would be helpful to review the STP's of schools absorbing pupils from Rumboldswyke School to mitigate any risk of an increase in car trip movements.
- The future travel movements will also depend on the new land use. Two options have been considered: (a) re-used as a special needs school or (b) redeveloped as housing. Neither of these options are considered to increase car movements beyond the 2018/9 travel estimates.
- In conclusion the assessment undertaken indicates a net increase in trip movements by car is unlikely. It would however be helpful to review the School Travel Plan's STP's of schools absorbing pupils from Rumboldswyke School to mitigate any potential risk of an increase in car trip movements.

## 5.0 – COMMUNITY IMPACT ASSESSMENT

### 5.1 - Community Activities and Local Facilities:

The table below illustrates the known community events that currently exist throughout the community at Rumboldswyke as of February 2020. It details the buildings they use, whether the school is involved and whether the impact could be mitigated should the school close. Due to its nature as an urban school, community events can be difficult to locate as residents have access to events held throughout the Chichester district. As such, this report only includes community buildings close to Whyke, and as such may not be exhaustive. The information in this table has been acquired through independent internet research, examining local noticeboards and community spaces, conversations with residents and Parish counsellors and public feedback from community members.

The table is colour coordinated for ease of viewing.

- RED** = High dependency on school - High impact due to school's closure
- YELLOW** = Utilised by school - Slight impact due to school's closure
- GREEN** = No participation by school - Unaffected by School's closure

Facility	Location	Regular Activities	Frequency	Impact Assessment	Mitigation	Impact Level
Rumboldswyke School	Rumbolds Cl, Chichester PO19 7UA	Dance Club	Once per week	Unable to continue due to reliance on school	Encourage local children to attend dance classes at other community facilities, as they are already offered.	High
		After school club: Gymnastics	Once per week	Unable to continue due to reliance on school	After school clubs will likely be continued at alternative schools.	High
		After school club: Ball Skills	Once per week	Unable to continue due to reliance on school	After school clubs will likely be continued at alternative schools.	High

Facility	Location	Regular Activities	Frequency	Impact Assessment	Mitigation	Impact Level
St. Georges Church	Chichester PO19 7AD	General Church Events	Weekly	Could suffer a loss of participation if it is no longer within convenient range for parents		Medium
		St. Georges Tots	Weekly	Caters to younger children than Rumboldswyke accepts		Low
		Lunch club	Biweekly	No effect	N/A	Low
		Choir	Weekly	No effect	N/A	Low
		Craft club	Weekly	No effect	N/A	Low
		Multiple other community events	As needed	No effect	N/A	Low
The Community Hall	Donegall Avenue, Roussillon Park, Chichester, PO19 6DF	Spaces for hire	As needed	No effect	N/A	low
		Yoga	Biweekly	No effect		Low
		Dance and Beyond	Weekly	No effect	Could potentially offset the loss of the school's own dance club	Low
The Lodge	The Lodge, Answorth Cl, Chichester PO19 6YS	Spaces for hire	As needed	No effect	N/A	Low
		Little Learners Pre-School	Weekly	Could suffer a loss of participation if it is no longer within convenient range for parents		Medium

Facility	Location	Regular Activities	Frequency	Impact Assessment	Mitigation	Impact Level
		Deck Night (Games)	Weekly	Could suffer a loss of participation if it is no longer within convenient range for parents		Low
		After School Club: Brownies	Weekly	Could suffer a loss of participation if it is no longer within convenient range for parents		Medium

### 5.2 - Evaluation of Community Facilities:

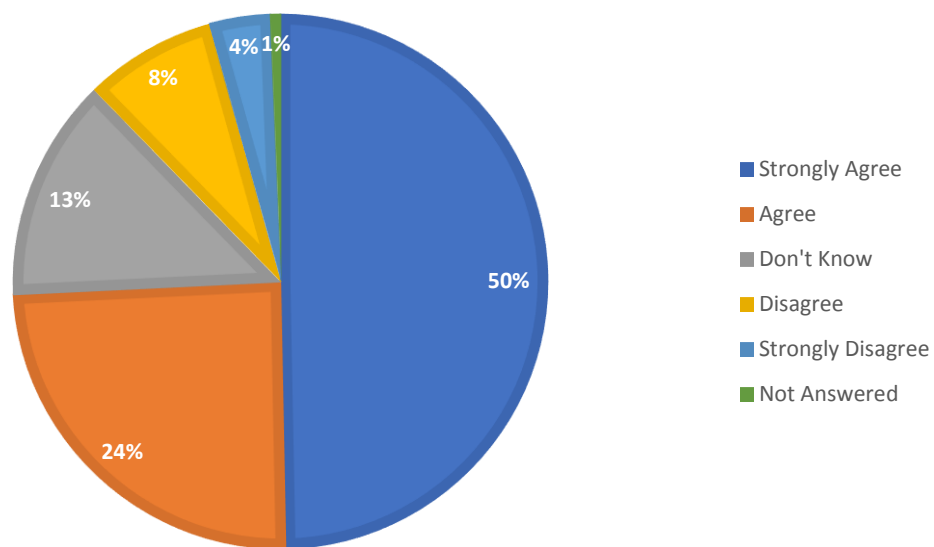
- The school is not currently utilised by the wider community as a community space.
- The events the school does hold are after school clubs, which would be replicated at alternative schools and therefore offer limited impact on pupils and the wider community.
- Being an urban school, there are a significant amount of alternative community spaces which hold frequent events, clubs, and gatherings. The above table highlights that the closure of a school may affect attendance to these clubs, however it should be noted that Rumboldswyke only caters for 5-7-year olds and therefore their participation in a lot of events is unlikely.
- Given this, the closure of the school is unlikely to significantly alter the community and community events.

## 6.0 – Community Feedback

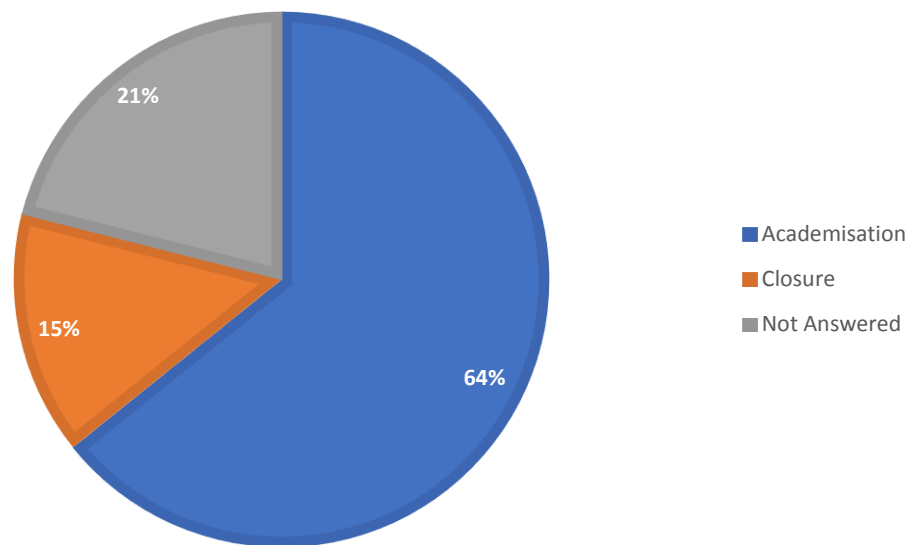
### 6.1 – Public Opinion: Consultation Period November 2019

The following responses were received via an online survey, which asked the community and wider public their opinion on the best option of the consultation. The survey received 163 responses which detailed their concerns, dissatisfactions and recommendations. The key findings of this survey are listed below.

#### **Do you agree or disagree this school secures the highest quality educational provision for all children and young people? - Quality education**



#### **What do you consider to be the best option for your school?**



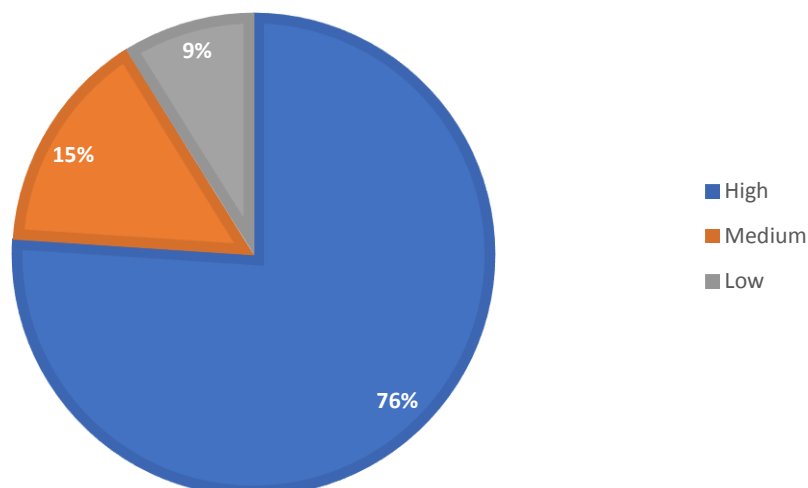
The key reoccurring themes that became apparent throughout the initial consultation period are deposited below. As is evident, community impact was the second most cited defence of the school, showing its importance to residents.

KEY THEMES	Counts (number of mentions)
Impact on the community	22
Impact on children with EHCP/SEND	4
Impact on the environment (for example – not being able to walk to school resulting in more traffic)	15
Impact on school places (for example – more housing being built resulting in a need for more school places & where would child go to school)	24
Preference of a 'small school' environment	13
Financial implications (for example – not financially viable)	3

## 6.2 – Public Opinion: Consultation Period February 2020<sup>7</sup>

The following feedback was received through an online questionnaire during the second round on consultation. This received a total of 201 responses which detailed the community's opinion on the school and their preference moving forward. The key responses are listed below:

### How do you think the closure of Rumboldswyke CE Infant School will affect the community?



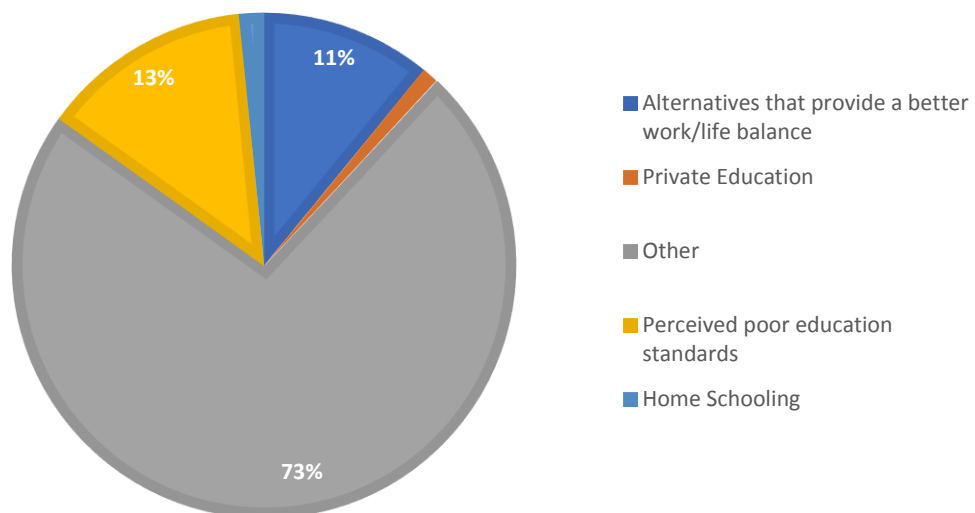
The key reasons listed for the response include:

- High

<sup>7</sup> WSCC. (2020). *Statutory Consultation - Proposal to close Rumboldswyke C of E Infant School: Summary report*, available at: [Summary Report](#)

- Concerns over an increasing population due to new housing developments in Chichester, and the effects removing infrastructure will have.
- Concerns over the effect larger class sizes may have on pupils with Special Educational Needs
- Concerns over increasing the distance of travel for current pupils.
- Medium
  - A general large impact on the community for parents, despite the space not being utilised by the wider community.
- Low
  - The school has not been utilised by the community due to previous headteachers
  - Unused by the wider community and school leavers. In your opinion why are so few children from the local community attending Rumboldswyke C of E Infant School?

**In your opinion why are so few children from the local community attending Rumboldswyke C of E Infant School?**



Of the 192 respondents that listed other, they key reasons for doing so included:

- Most 'Other' responses stated that parents were reluctant to place their children at Rumboldswyke due to the reputation of Central, of which Rumboldswyke is a feeder school.
- Other responses stated the volume of schools in the local area have contributed to the lack of students at Rumboldswyke.
- Preference of sending children to an 'all-through' primary rather than an infant school.



## 7.0 – Overall Impact Assessment

Below is the summary of the key findings of this report, and their projected impact on the local area, residents, and parents. It has been conducted using the 5 questions set out by the DfE to inform the presumption against the closure of small schools. Whilst Rumboldswyke is not a rural school, and therefore these questions do not apply, they have been used due to their appropriate questions and information provided. These 5 questions are:

1. The likely effect of the closure of the school on the local community;
2. Educational Standards at the school and the likely effect on standards at neighbouring schools;
3. The availability, and likely cost to the LA, of transport to other schools;
4. 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
5. Any alternatives to the closure of the school.

The below table is intended as a summary, and as such detailed information which has informed each statement can be found deposited throughout the report. The relevant sections for this information are listed in the far-right column.

Impact Criteria	Comments	Level of Impact	Measures to reduce negative impact	Further Information
<b>Impact of the current proposal on the community</b>	The school facility is not utilised by the wider community.		N/A	Section 5.2
	Public opinion is favoured towards the school, often citing its community role as a core strength of the		N/A	

Impact Criteria	Comments	Level of Impact	Measures to reduce negative impact	Further Information
	<p>school. However, this report has found little evidence behind these statements outside of educational benefits and Church/community links.</p> <p>The school events offered outside of school hours are primarily school clubs, which would be replicated elsewhere.</p>	<b>Low</b>	<p>These events will be replicated at alternative schools, and therefore do not require replacement</p>	<p>Section 6.0</p> <p>See section 5.2</p>
<b>Impact on Neighbouring Schools</b>	<p>There is a demonstrated availability of places in surrounding schools, minimalizing the impact closure may have.</p>	<b>Low</b>	<p>N/A</p>	<p>See section 3.5</p>
	<p>It's situation as an urban school means that residents and locals enjoy a wide</p>		<p>Encourage pupils and families to get involved in the community events and clubs that</p>	

Impact Criteria	Comments	Level of Impact	Measures to reduce negative impact	Further Information
<p><b>Impact on Community Activities</b></p>	<p>range of community events and buildings through both Whyke and the Chichester district. Therefore, community events will continue regardless of the school.</p> <p>The events the school does hold would be unable to continue in the event of closure. However, given that these are all extra-curricular activities, they will likely be replicated in alternative schools.</p>	<p><b>Medium</b></p>	<p>are currently offered throughout the area.</p> <p>These events will be replicated at alternative schools, and therefore do not require replacement</p>	<p>Section 5.1</p> <p>Section 5.1</p>
<p><b>Impact on Travel and Congestion</b></p>	<p>45% of pupils come from outside of the catchment area, ranging from opposite sides of Chichester to surrounding towns such as Angmering. Relocation of children to schools within/closer to there</p>	<p><b>High</b></p>		<p>See Section 4.1</p>

Impact Criteria	Comments	Level of Impact	Measures to reduce negative impact	Further Information
	<p>catchment could reduce congestion and traffic costs.</p> <p>However, 55% come from within catchment, and the school has a recognised walk to school scheme encouraging pupils to walk. Whilst alternative schools are also within walking distance, preference and availability may impact this figure negatively.</p> <p>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.</p>	<p><b>High</b></p>	<p>N/A</p>	<p>See section 4.1</p> <p>See section 4.2</p>

## REFERENCES AND FURTHER INFORMATION:

- DFE. (2019). *Opening and Closing Maintained Schools: Statutory guidance for proposers and decision-makers*, available at <https://www.gov.uk/government/organisations/department-for-education/services-information>
- Marion Moser (2005). *Location, Location, Location: placing the rural primary school and the local community within the spatial market*, Departments of Geography and Educational Research, Lancaster University, available at: <http://www.leeds.ac.uk/educol/documents/143569.htm>
- WSCC. (2018). *School Effectiveness Strategy: 2018-22*, available at: [www.westsussex.gov.uk](http://www.westsussex.gov.uk)
- WSCC. (2019). *Raising Standards: Supporting Small Schools in West Sussex Clapham & Patching CE Primary School Impact Assessment*.
- WSCC, Creative Roads. (2020). *Rumboldswyke CofE Infants' School Travel Assessment of Possible School Closure*, available at: [Travel Impact Assessment](#)
- WSCC. (2020). *Statutory Consultation - Proposal to close Rumboldswyke C of E Infant School: Summary report*, available at: [Summary Report](#)

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Rumboldswyke C of E Infant School Consultation Analysis Summary report

1. Summary Data

Question 1	How do you think the closure of Rumboldswyke C of E Infant School will impact on the local community?
High	147
Medium	28
Low	17
Total responses to each question	<b>192</b>

Question 2	In your opinion why are so few children from the local community attending Rumboldswyke C of E Infant School:
Perceived poor education standards	26
Alternatives that enable a better work/life balance (commute to work, etc)	21
Private education	2
Home schooling	3
Other	140
Total responses to each question	<b>192</b>

Question 3	Do you agree with the proposal to close Rumboldswyke C of E Infant School?
Agree	13
Disagree	179
Total responses to each question	<b>192</b>

2. Commentary

- 2.1 Written responses to the on-line and paper consultation exercise were overwhelmingly in support of maintaining the school open. However, within this, the rationale and impact on the possible closure of the school were mixed in their responses. Although many considered that the school's closure would negatively impact on the local community, few responses were able to articulate how and why. Several responses

indicated that the school is not active in organising and supporting local events but that impact was seen more in the relationships between local residents and families that currently use the school. As several local residents said:

*'Whilst I am not aware that the school holds many community events, the relationships built between different parents and pupils are important as young families in the area can feel quite isolated because of the prevalence of older and retired residents.'*

*'The school could have easily been used for the local community but previous headteachers were not interested in doing this.'*

*'I have lived in this area for 40 years and as far as I know Rumboldswyke School has never been used for any community activities or events!'*

*'Many people who live in this road either went to Rumboldswyke or sent their children there. It has a long and happy history locally and would be missed by many residents.'*

- 2.2 The greatest impact on the community was seen to be a perception that increased house building in the area would put pressure on community infrastructure with a general view that such house building would require a school. This therefore challenged the rationale behind closing a school and questioned whether this was the right thing to do. However, throughout the consultation process, questions, statements and discussion at the public meeting have raised this issue and the responses have been clear and consistent in relation to how place planning operates and that there is no need for the school in the short and medium term.
- 2.3 The issue of Climate Emergency was raised by some respondents with the school being seen to be within easy walking distances for local families. The suggestion was made that closing the school would lead to increased traffic. However, not everyone agreed with this. One resident stated:

*'A large percentage of children who attend Rumboldswyke are driven to and from school every day, many because they are outside Chichester. Surely it makes sense for children to attend a school that is within walking distance.'*

A Traffic Survey confirmed a number of pupils arriving by car each morning and also a number of local families with young children walking past the school to attend a nearby primary school. All schools with current surplus places in Chichester are within easy walking distance from Rumboldswyke within the national guidance on travel times for children of primary school age.



- 2.4 A question was asked as to why respondents felt so few children from the local community were attending the school and why enrolment had declined over time. Although a few made comment about the open of Chichester Free School having an impact, the overwhelming perception was linked with the previous difficulties experienced in the receiving Junior School. The school had been in special measures for some time and many pointed to this and the reputation over that period which they perceived to be the key reason for the declining enrolment at Rumboldswyke. A few were optimistic that this would change:

*'When Central went into special measures parents had a knee jerk reaction and pulled kids away from Rumboldswyke and went to other schools. Now Central are rated good, Rumboldswyke's attendance will improve.'*

- 2.5 Thirteen percent of respondents indicated a perception of poor education standards and quality at Rumboldswyke to be the key reason for the decline in enrolment over time. A very few cited the consultation and uncertainty surrounding the school as a reason for the declining enrolment.
- 2.6 Many personal statements were made in relation to why individuals disagreed with closure. These ranged from projected increasing demand locally due to building development, the unique ethos of the school and also the motives behind the proposed closure. The comments below are representative of many comments made:

*'There are simply not enough spaces in the Whyke area of Chichester'*

*'There are no other small and nurturing schools in the City'*

*'If the school is underperforming then address the situation and provide more training or employ new teachers.'*

*'I believe that this is a political not educational decision which will leave numerous families with much further to transport their children to school.'*

*'Please don't close it, it doesn't make sense to close it when it can become an amazing school again with the help of some people.'*

- 2.7 No comments were raised in relation to the loss of key stage 1 church school places should the school be closed and indeed comments on links with the church were very few.
- 2.8 Several made mention of the possibility of academizing with Bishop Luffa Secondary School Trust but recognised that this would require the Infant School to become an all through 4-11 primary school, a proposal which has been discounted due to the already high number of surplus key stage 2 places in Chichester.

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## Statutory Consultation - Proposal to relocate and federate Warninglid Primary School: Summary report

This report was created on Tuesday 17 March 2020 at 07:33.

The consultation ran from 03/02/2020 to 16/03/2020.

### Contents

Question 1: Are you under the age of 13? If so, you will need consent from your parent/carer to participate. Please provide their contact details in the boxes provided below so that we can contact them if we need to:	1
Name of parent/carer providing consent.	1
Telephone number or email address	1
Question 2: Are you responding as..... (please select the category which best describes you)	2
main response category	2
Other, please explain	2
Name of school	2
Question 1: Do you support the proposal to relocate Warninglid Primary School to the Woodgate development in Pease Pottage by 31st August 2021?	2
School Viability	2
Question 2: Do you support the proposal for Warninglid Primary School to federate with another school or schools to form a closer working partnership?	3
Option choice	3
Question 3: Do you support the proposal to review the catchment areas of neighbouring schools in the vicinity of Warninglid and Pease Pottage should the proposal for Warninglid Primary School to relocate to Woodgate/Pease Pottage be supported?	3
Option choice	3
If you have any further comments or views you wish to express about this school, its potential relocation, federation or catchment review, please use the space below to do so (please limit your response to 500 words).	3
Question 1: How old are you?	4
Age	4
Question 2: Are you?	4
Sex	4
Question 3: Is your gender the same as the assigned to you at birth? Please select one option only.	5
Gender re-assignment	5
Question 4: What is your ethnic group?	5
Ethnicity	5
Question 5: What is your religion?	6
Religion	6
Question 6: Are your day-to-day activities limited because of a health problem or a disability which has lasted, or is expected to last, at least 12 months?	7
Disability	7
Question 7: What is your sexual orientation?	7
Sexual orientation	7

**Question 1: Are you under the age of 13? If so, you will need consent from your parent/carer to participate. Please provide their contact details in the boxes provided below so that we can contact them if we need to:**

***Name of parent/carer providing consent.***

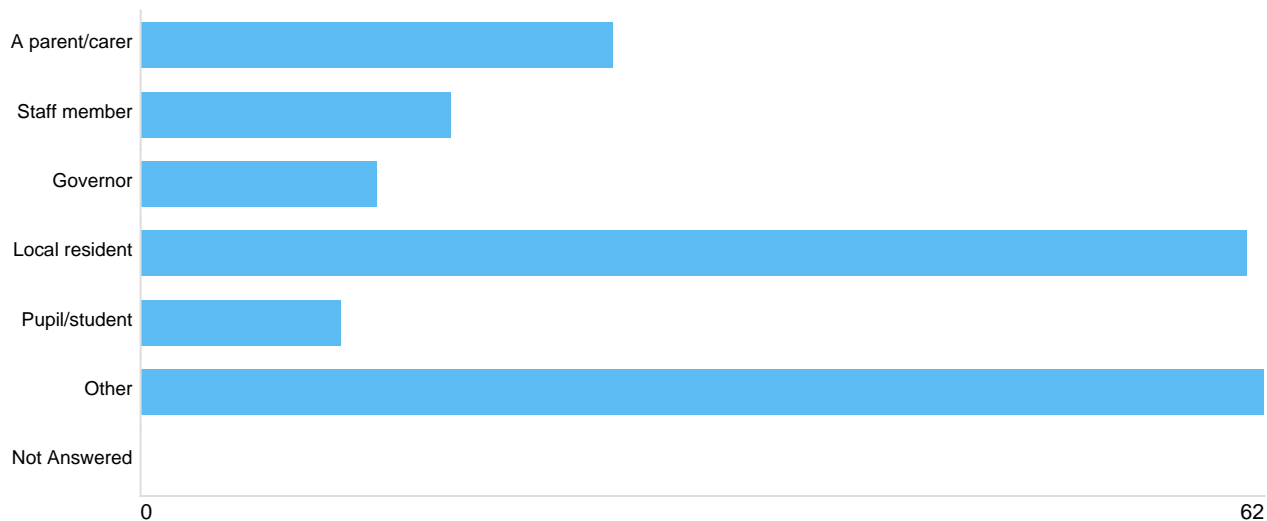
There were **13** responses to this part of the question.

***Telephone number or email address***

There were **12** responses to this part of the question.

**Question 2: Are you responding as..... (please select the category which best describes you)**

**main response category**



Option	Total	Percent
A parent/carer	26	13.68%
Staff member	17	8.95%
Governor	13	6.84%
Local resident	61	32.11%
Pupil/student	11	5.79%
Other	62	32.63%
Not Answered	0	0%

**Other, please explain**

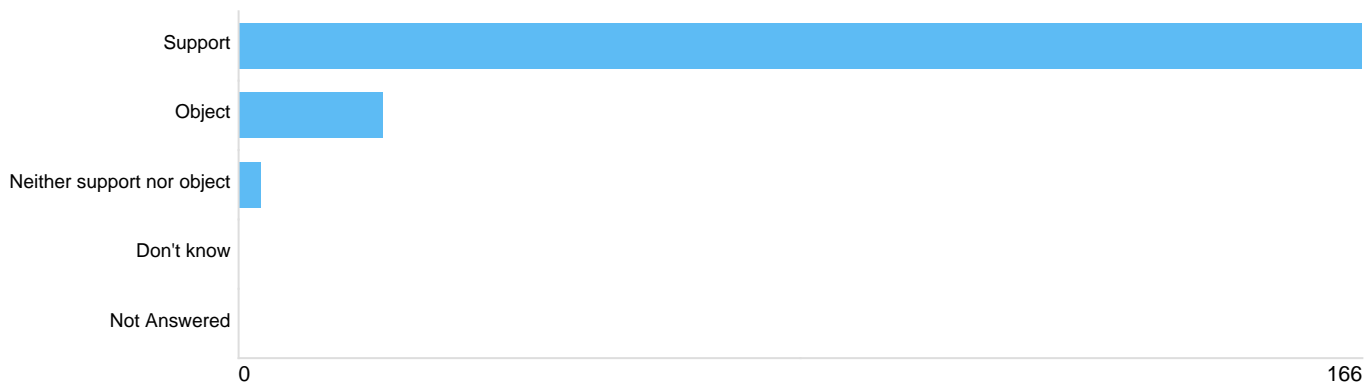
There were **60** responses to this part of the question.

**Name of school**

There were **84** responses to this part of the question.

**Question 1: Do you support the proposal to relocate Warninglid Primary School to the Woodgate development in Pease Pottage by 31st August 2021?**

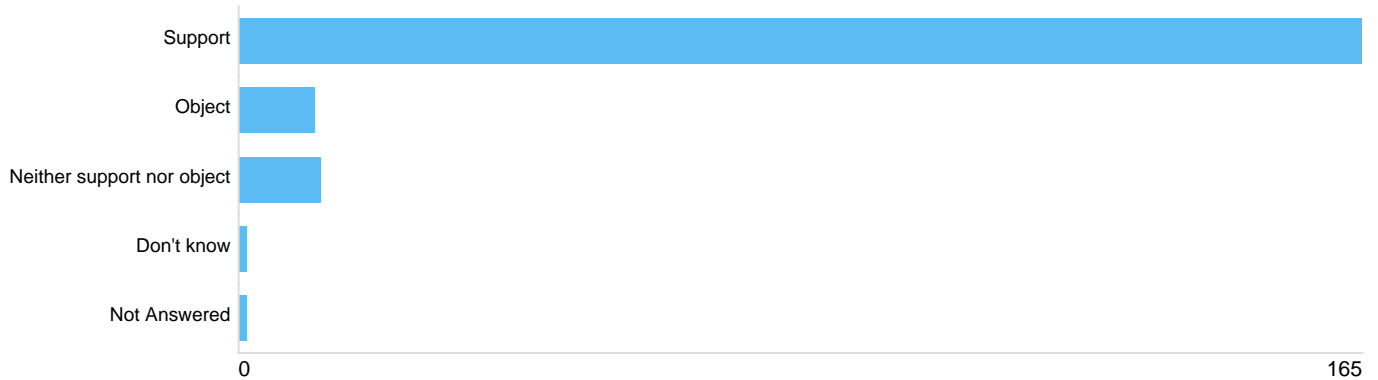
**School Viability**



Option	Total	Percent
Support	166	87.37%
Object	21	11.05%
Neither support nor object	3	1.58%
Don't know	0	0%
Not Answered	0	0%

**Question 2: Do you support the proposal for Warninglid Primary School to federate with another school or schools to form a closer working partnership?**

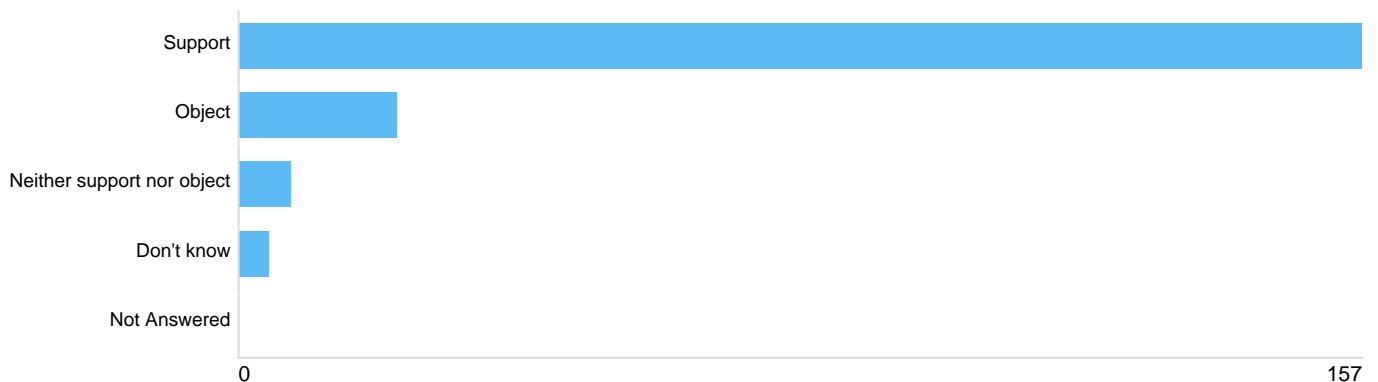
**Option choice**



Option	Total	Percent
Support	165	86.84%
Object	11	5.79%
Neither support nor object	12	6.32%
Don't know	1	0.53%
Not Answered	1	0.53%

**Question 3: Do you support the proposal to review the catchment areas of neighbouring schools in the vicinity of Warninglid and Pease Pottage should the proposal for Warninglid Primary School to relocate to Woodgate/Pease Pottage be supported?**

**Option choice**



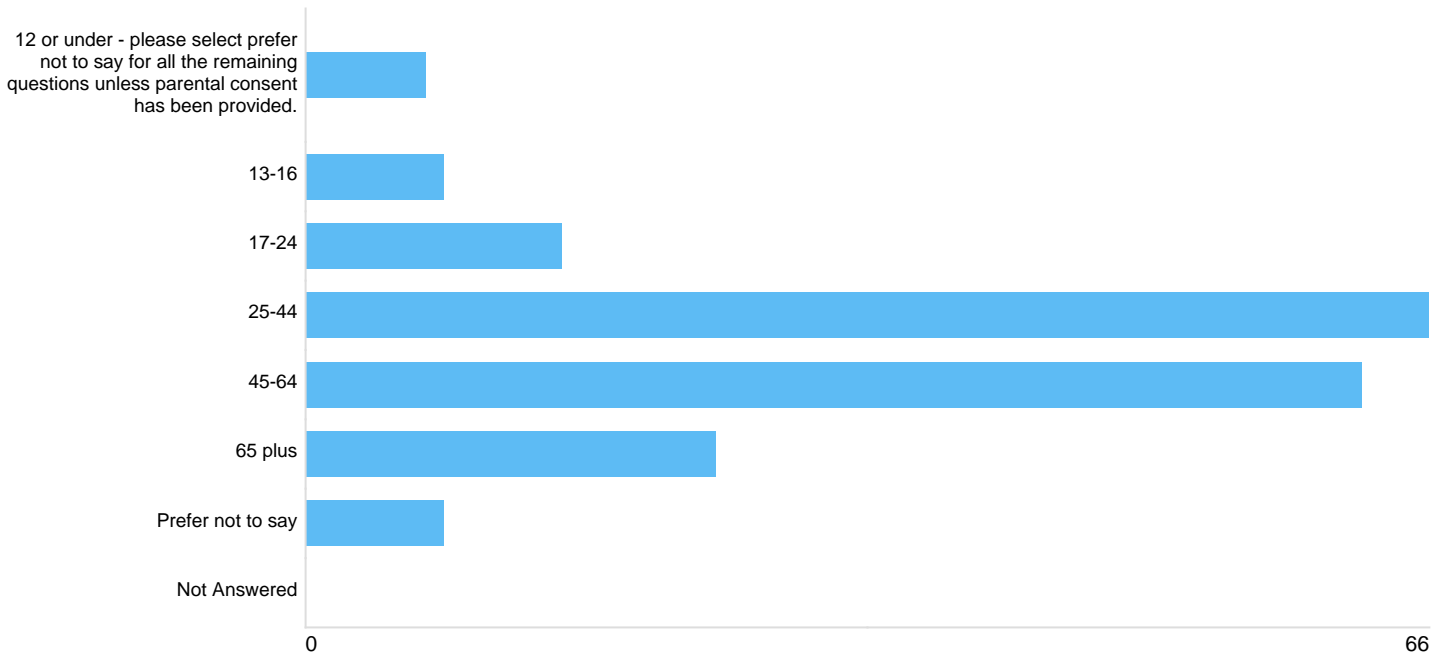
Option	Total	Percent
Support	157	82.63%
Object	22	11.58%
Neither support nor object	7	3.68%
Don't know	4	2.11%
Not Answered	0	0%

***If you have any further comments or views you wish to express about this school, its potential relocation, federation or catchment review, please use the space below to do so (please limit your response to 500 words).***

There were 56 responses to this part of the question.

### Question 1: How old are you?

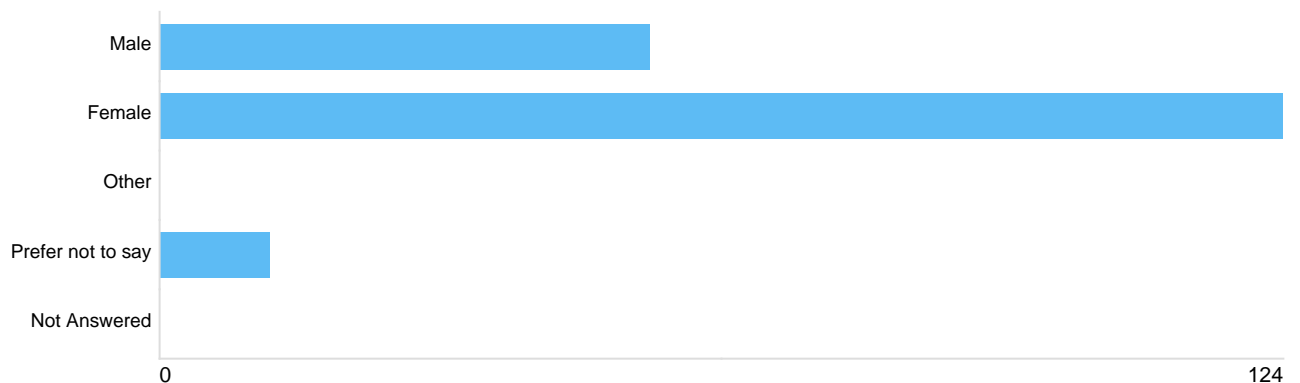
#### Age



Option	Total	Percent
12 or under - please select prefer not to say for all the remaining questions unless parental consent has been provided.	7	3.68%
13-16	8	4.21%
17-24	15	7.89%
25-44	66	34.74%
45-64	62	32.63%
65 plus	24	12.63%
Prefer not to say	8	4.21%
Not Answered	0	0%

### Question 2: Are you?

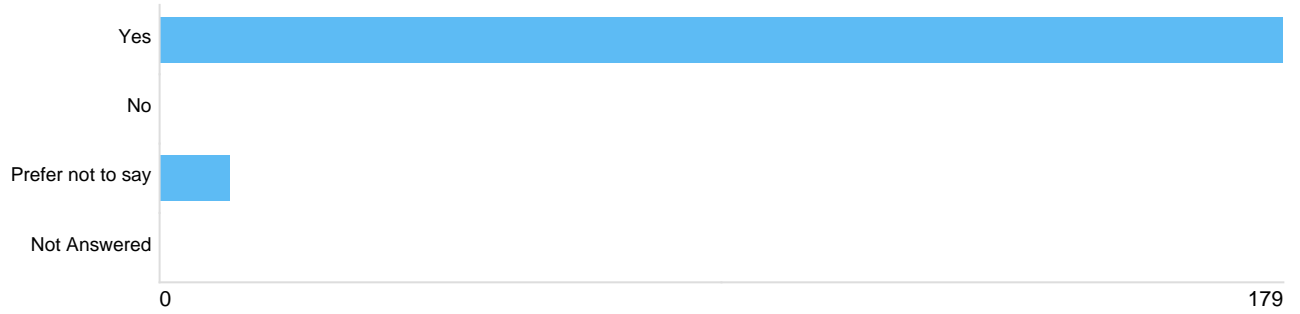
#### Sex



Option	Total	Percent
Male	54	28.42%
Female	124	65.26%
Other	0	0%
Prefer not to say	12	6.32%
Not Answered	0	0%

**Question 3: Is your gender the same as the assigned to you at birth? Please select one option only.**

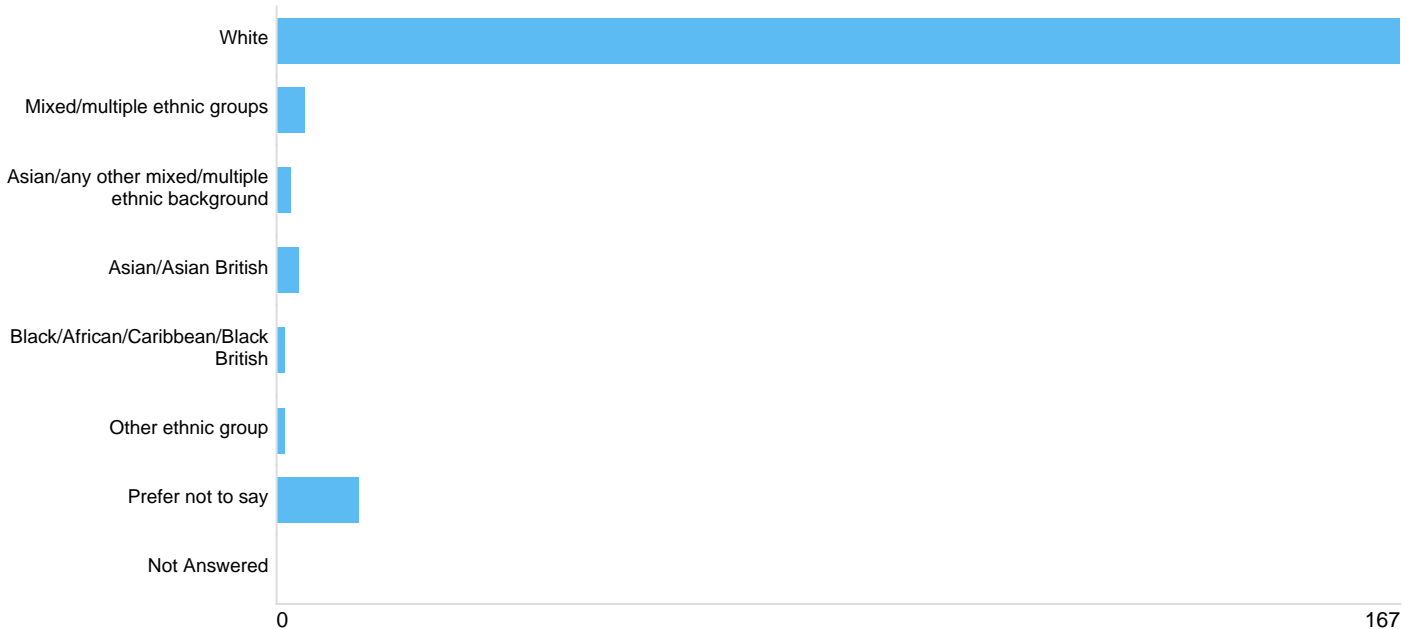
**Gender re-assignment**



Option	Total	Percent
Yes	179	94.21%
No	0	0%
Prefer not to say	11	5.79%
Not Answered	0	0%

**Question 4: What is your ethnic group?**

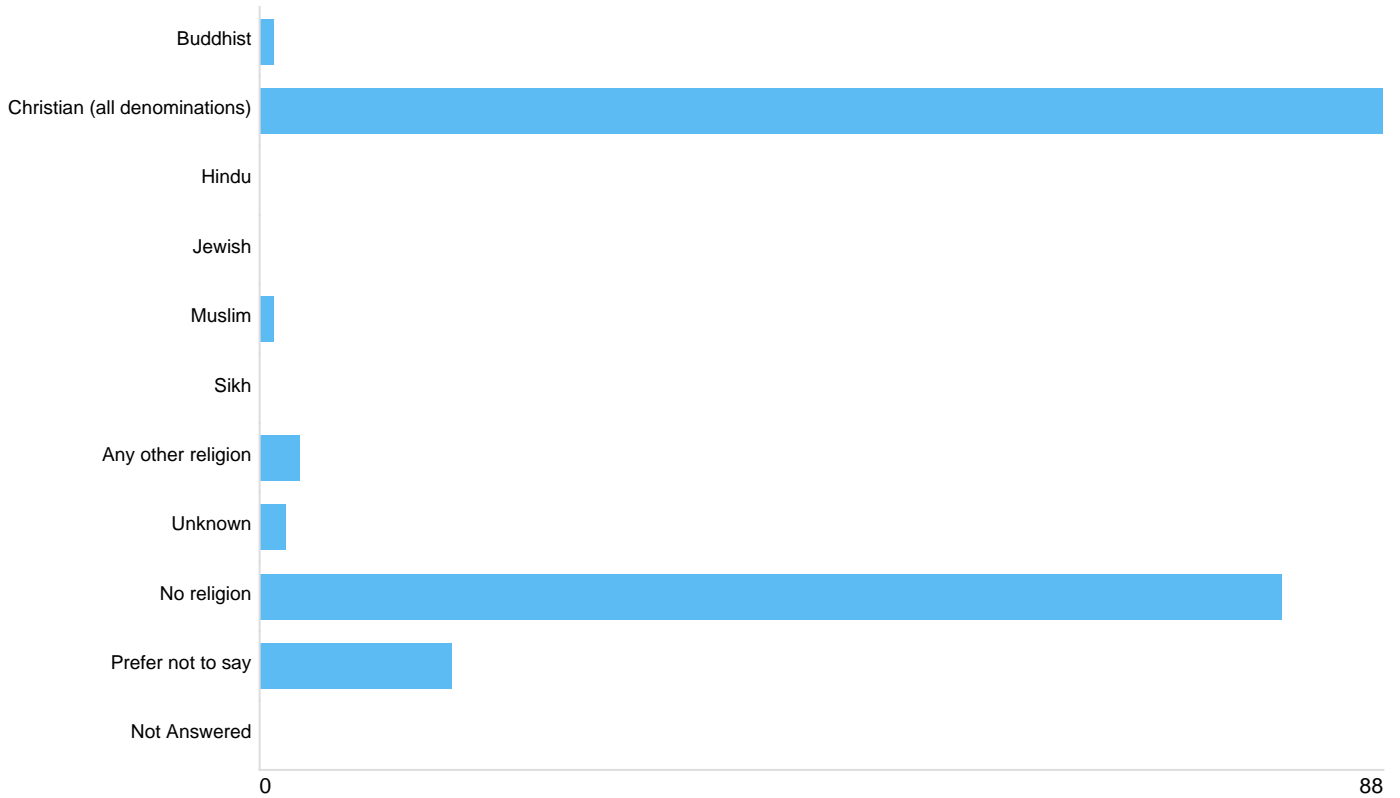
**Ethnicity**



Option	Total	Percent
White	167	87.89%
Mixed/multiple ethnic groups	4	2.11%
Asian/any other mixed/multiple ethnic background	2	1.05%
Asian/Asian British	3	1.58%
Black/African/Caribbean/Black British	1	0.53%
Other ethnic group	1	0.53%
Prefer not to say	12	6.32%
Not Answered	0	0%

**Question 5: What is your religion?**

**Religion**





Option	Total	Percent
Buddhist	1	0.53%
Christian (all denominations)	88	46.32%
Hindu	0	0%
Jewish	0	0%
Muslim	1	0.53%
Sikh	0	0%
Any other religion	3	1.58%
Unknown	2	1.05%
No religion	80	42.11%
Prefer not to say	15	7.89%
Not Answered	0	0%

**Question 6: Are your day-to-day activities limited because of a health problem or a disability which has lasted, or is expected to last, at least 12 months?**

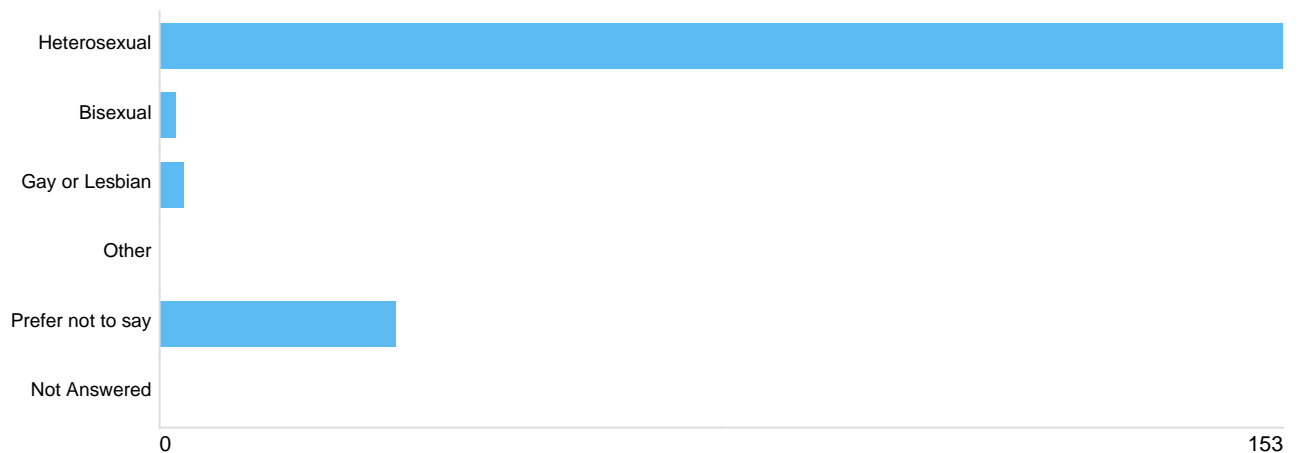
**Disability**



Option	Total	Percent
Yes, limited a lot	0	0%
Yes, limited a little	5	2.63%
No	174	91.58%
Prefer not to say	11	5.79%
Not Answered	0	0%

**Question 7: What is your sexual orientation?**

**Sexual orientation**



Option	Total	Percent
Heterosexual	153	80.53%
Bisexual	2	1.05%
Gay or Lesbian	3	1.58%
Other	0	0%
Prefer not to say	32	16.84%
Not Answered	0	0%

## Warninglid Primary School Consultation Analysis Summary report

### 1. Summary Data

	Do you support the proposal to relocate Warninglid Primary School to the Woodgate development in Pease Pottage by 31st August 2021? -	Do you support the proposal for Warninglid Primary School to federate with another school or schools to form a closer working partnership?	Do you support the proposal to review the catchment areas of neighbouring schools in the vicinity of Warninglid and Pease Pottage should the proposal for Warninglid Primary School to relocate to Woodgate/Pease Pottage be supported?
Support	166	165	157
Neither support or object	3	12	7
Object	21	11	22
Not Answered		1	
Don't know		1	4
Total responses to each question	<b>190</b>	<b>190</b>	<b>190</b>

### 2. Commentary

- 2.1 Written responses to the on-line and paper consultation exercise were overwhelmingly in support of both relocating the school and federation. Support was seen from both parents and local residents. Many saw this as a means of protecting the 'small school' nature and the quality of the teaching provided by current staff. The majority of comments espoused the positive experience current or past parents had had with the school. However, there were a few current parents and residents who had some reservations.

*'We chose the school because of its size. Pease Pottage will no doubt be much bigger and that would not suit my child.'*

*'The proposal to relocate the school to Pease Pottage makes no sense whatsoever. The school in Pease Pottage would have absolutely nothing to do with Warninglid.'*

- 2.2 Whilst overwhelmingly supportive of the proposal, the main reasons for dissent and objection to the proposal among those who objected came from either residents who had chosen their property specifically due to its proximity to another school and had concerns that the relocation

would change their own catchment area, or staff and governors linked with other local schools concerned about the impact of the relocation on their own school numbers.

*'I do support Warninglid relocating and federating but I have concerns that it will expand from a 70-150 place school and the impact that this will have on other schools. For this reason, I object to the review of catchment areas as this will have a knock-on impact on other schools.'*

*'I still do not understand why you are moving a small school to a completely new site impacting on other local schools in the area.'*

Whilst recognising that there are some concerns about a perceived impact on other schools, the point was made clearly at the public meeting that, in relocating Warninglid, there is no immediate plan to increase its planned admission limit from 70 pupils.

- 2.3 From the few respondents that objected, the review of catchment areas was a key concern of the majority and the impact this could have on them being able to access the school of their choice. Within any consultation on catchment area changes, schools and residents would be engaged in that process. However, currently the majority of children attending Warninglid Primary do travel down from the Pease Pottage and Crawley area already. The planned relocation is looking to move the school closer to where the majority of current pupils reside.
- 2.4 There were few other themes covered in respondents' comments.

# Enhanced Collaboration – Federation Preparation

## Governance

### **Establishment of Joint Strategic Development Committee**

A group has been formed to meet monthly to ensure the timelines and actions from the current MOU defined soft federation to a hard federation are delivered from all involved parties. The group meets monthly and includes the Heads, Chairs and Vice Chairs of Governors plus a Foundation Governor from Harting and a co-opted Governor from Stedham to ensure balance in all actions.

### **Attendance at Schools' FGM and Committees**

Open invitations to Governors of each school to attend FGMs and Committees to share governance approaches, activities and modes of operation.

### **Focusing on Aiding Operational Actions**

Both FGMs have committed to support the Heads in addressing operational linkages and actions. Focusing on the enhancement of children's experiences.

## Operation

### **Head's Interaction**

The sharing of School Improvement Plans and audit of staff skills identified shared strengths and schools' development needs. Comparisons in spend patterns highlighted the schools' strategies to ensure future financial viability.

### **Curriculum**

In line with the review of SDPs and the sharing of Subject Areas the establishment of Subject Leads and areas to seek external support. Expanding the coverage of 'non-core' subjects for pupils. Further opportunities include joint sporting events and tournaments as well as potential enrichment days.

### **IT**

A review of IT providers is underway to determine best value, service and provision of collaborative processing to enable remote working/sharing.

## CPD

### **Moderation**

Operating as per Rother Valley Locality Plan ensuring consistency across schools.

### **Peer-to-Peer**

Operating as per Rother Valley Locality Plan focusing on strengthening a given school's 'weak' areas to enhance the pupil experience.

## Community Relations

### **Harting Actions**

- Parents/Carers informed and updated via Newsletter and Parent Governors
- Staff continually updated and involved in Operational aspects of collaboration
- Parish Council Briefed
- Parish Parochial Council to be briefed at earliest date, individual members briefed by Foundation Governor, awaiting full Council meeting date for formal briefing.
- Community meeting, all interested parties were invited, was scheduled, now postponed due to Covid-19

### **Stedham Actions**

- Parents/Carers informed and updated via letters and information clinics held at school and attended by Head Teacher and governors.
- Staff updated at weekly staff meetings and via email
- Local community updated via letter drops and email

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HARTING C.OF E. PRIMARY SCHOOL and STEDHAM PRIMARY SCHOOL

**Minutes of a Meeting held at the Harting CE Primary School  
On Monday 16<sup>th</sup> March 2020 at 6.45 pm**

Present:

Jeff Ace (Chair, Harting) (JA), Fiona Mullett (Head Teacher, Harting) (FM),  
Vida Stewart (Vice-Chair, Harting) (VS), David Furlow (Chair, Stedham) (DF),  
Malcolm Meaby (Head, Stedham) (MM), Celia Billington (Vice-Chair, Stedham) (CB),  
James Richardson (Project Manager, West Sussex County Council) (JR)  
Trevor Cristin (Diocesan Director of Education, Diocese of Chichester) (TC)  
Rose Wisdom (Governor Development Officer, Diocese of Chichester) (RW)

In attendance: Susan Broadhead (Clerk, Harting)

<b>1. Apologies</b>	<b>ACTION</b>
<p>Mr Paul Wagstaff, Director of Education and Skills at West Sussex County Council (WSCC) had sent his apologies.</p>	
<b>2. Welcome and Introductions</b>	
<p>The Harting Chair (JA) explained that the Chairs of both schools would alternate the chairmanship of meetings. Since the meeting was taking place at Harting CE Primary School (Harting), he would chair this meeting. He welcomed all attendees and they each gave a brief description of their role.</p>	
<b>3. Aim of the Meeting</b>	
<p>This would be to determine whether the Harting and Stedham Federation had met the requirements of the Diocese of Chichester, the Department for Education and WSCC to progress to the next phase of Hard Federation; and to understand clearly the additional steps that may be required.</p> <p>JA announced that unfortunately due to escalation of the Coronavirus and precautions announced today (16.03.2020) by the government, the planned public meeting for 21<sup>st</sup> April at Harting had been postponed. However, it was expected that this would not affect the final deadline as the formal consultation process would be easily accommodated in the autumn term. The Federation minuted its thanks to Rose Wisdom (RW) for leading the Federation through the labyrinth of legislation.</p>	

**WSCC Position**

James Richardson (JR) appreciated all the work undertaken by the Federation. It had been well-managed and a great effort. A key point was that the Diocese and WSCC should see progress. He would have to report back to the Children’s Committee in early April 2020 which is why he had called the meeting. As mentioned in point 3, there had been some rescheduling of community meetings due to the COVID-19 virus and Government meeting guidance. The minutes from the meeting would form the submission of the report.

JA added that there were two phases:

- a) Informing the community of the path from soft to hard federation.
- b) Regulations and legislative process. This had a deadline of 31<sup>st</sup> January 2021 to form a Hard Federation. As stated earlier it is expected that the current Coronavirus would not delay this date.

David Furlow (DF) confirmed that there had already been ongoing engagement with the community and staff and that both schools were working together. They now wanted to check with WSCC what was still needed.

JA asked JR whether all the requirements to 21<sup>st</sup> April 2020 had been met.

JR replied that he would need to check if the Diocese agreed with the governance of the Federation as that was the prime reason he asked for the meeting.

**5. Diocese of Chichester, Board of Education (DBE)**

Trevor Cristin (TC) referred to his letter to the Federation which contained the three points required:

- a) Insuring the model of governance meets the requirements
- b) A strong sense of co-operation between the two schools
- c) It could serve as a model for future federations

TC said that there was no cause for reservation as everything was secure. It was a well-documented journey and had been a positive experience. TC said he wanted to see how this Federation would sit with other schools who were in a similar situation. JA replied that he could only speak for Harting. However, the preservation of schools individuality and ethos was stated clearly in Strategic Intent 3 within the current Rother Valley Locality Plan and was agreed by all parties. DF replied that he had created a map of how people can work together which could be equally beneficial to other schools. TC said that it would be very useful to see this for all schools. The Diocese can broker these conversations and open doors to new ways of working. JA said that the Instrument of Government (IoG) had been drawn up to preserve the ethos of both schools and their own identity since they were different types of school: Harting is a voluntary controlled Church of England School and Stedham is a Community School. DF added that the work so far and in the future would concentrate on the most common ground, the development of resources to assist the schools in leveraging resources, reporting instruments and planning activities and the

**DF**



development of resources to enhance the children’s experience. There were so many positive angles to collaborating. They would take the best and also respect both types of school. TC said that this type of Federation was not without precedent. There were more examples of similar federations in East Sussex.

TC noted that the Christian distinctiveness of Harting meant that it was a strong Church of England School. The Diocese would want to keep and develop this by regular visits and the SIAMS (School Inspection of Anglican and Methodist Schools) process. Harting was due a visit by Ruth Cumming (Assistant Director of Education (Teaching and Learning)) on 18<sup>th</sup> March 2020. This was an example of the support given by the Diocese which would be ongoing. TC was confident of where the school was going under the current Head Teacher (Fiona Mullett). Hopefully this relationship will last in the future.

In conclusion, TC said that the Diocese had raised three points and the schools were further ahead than expected and supportive of each other and therefore met the Diocese’s requirements at this stage of the development of the Federation.

RW outlined the next stages of the process from a Diocese perspective. The next DBE meeting would be asked to give its formal approval, conditional approval having been given in February 2020. Both governing bodies having approved the IoG would need to go to formal consultation and consider the responses. If there were any modifications of the IoG then they would need to be re-submitted to the DBE would give its final formal approval. JA asked how long the process normally takes because the Federation had started its path in January 2020. RW replied that every school was different however a longer lead-in time was more common. She continued that as long as the relationship had a strong foundation, this would stand it in good stead. The deadline date of 31<sup>st</sup> January 2021 would seem secure. TC added that the speed of the process may have been of concern but the January 2021 date would be satisfactory. It was noted that the deadline had been set by WSCC (Paul Wagstaff).

DF said that the Federation appreciated the fact that the Diocese had come with outline documents. It had been a pleasure to work in the small modifications. A working group had been set up (the Joint Strategic Development Committee JSDC). This would now add a Foundation Governor (Harting) and another Governor (Stedham) to the membership in order to take the Christian values of Harting into account. It was important though that the Federation was one entity not two schools.

**6. Further requirements for WSCC**

JR agreed that it was all encouraging and would like to put this in his report. The relationship between the two schools was important. Both schools had learnt a lot in the process. He asked if there was anything else to add.

FM said that both schools had arranged to share School Development Plans to see communality. They could see where staffing was similar, where they overlapped and where there were gaps. They would share Continuous

Agenda Item 3

<p>Appendix D          Personal Learning (CPD) and effective working on the curriculum by looking at each school's strengths.</p> <p>MM said that the Head Teachers, JA and governors meet up regularly and that conversations had taken place over a long time.</p> <p>JR would report back to the Children's Committee and the Cabinet and wanted to ensure that the schools are happy with what is said.          It was agreed that the schools would produce a brief appendix giving evidence of the journey. JR stated that it would be good to make sure the softer side also comes across.</p> <p>JR was asked to ensure that the first paragraph of his report stated that the requirements on Harting and Stedham from the Children's Committee and Cabinet had been met.</p> <p>JR agreed that those requirements had been met.</p>	<p><b>JR</b></p> <p><b>Federation Chairs</b></p> <p><b>JR</b></p> <p><b>JR</b></p>
<p><b>7. Concluding points</b></p> <p>TC said that the DBE would set up a relationship with another advisor to support the school. Ruth Cumming is the person in charge of Teaching and Learning and would continue to visit Harting for the time being.</p> <p>JR confirmed that the same people would be involved in the progress from WSCC and would include Jackie Gatenby from the Governance team.</p> <p>The minutes would be drafted and circulated by the 20<sup>th</sup> March.</p> <p>The one page document would be sent out by JA.</p> <p>The Chair concluded that it had been a successful evening confirming that the Harting and Stedham Federation had met both the Diocese and LA requirements for the 21<sup>st</sup> April Cabinet meeting and thanked everyone for braving Covid-19.</p> <p>JR thanked the Chair for hosting the meeting.</p>	<p><b>DBE</b></p> <p><b>JR</b></p> <p><b>Clerk</b></p> <p><b>JA</b></p>

The meeting closed at 7:25 pm.



Signed: .....  
 Jeff R Ace (Chairman of Harting CE Primary)

Date: .....19 March 2020.

## Equality Impact Report – West Sussex Small Schools Consultation on Proposals for Change

Title of report	<b>Equality Impact Report</b>
Date of implementation	<b>September 2019</b>
EIR completed by Name: Tel:	<b>James Richardson</b> <b>0330 222 3727</b>
<b>1. Background</b>	
1.1	<p>In October 2018 the <a href="#">School Effectiveness Strategy 2018 - 2022</a> 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:</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"> <li>• <i>Consulting on amalgamating or merging two or more schools to become an all-through primary school.</i></li> <li>• <i>Consulting on expanding the age range of a group of schools so each becomes all-through primary schools.</i></li> <li>• <i>Consulting on federating two or more schools.</i></li> <li>• <i>Finally, consulting on closing a school.”</i></li> </ul>
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.</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, most notably the federation between Amberley Primary School and St James CE Primary School, Coldwaltham.</p>
1.4	<p>Due to specific circumstances of 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 impact assessments in the appendix to this report. Rumboldswyke was included following the recent Ofsted inspection which rated the school as inadequate. The options for the future of the school are very limited following this judgement. The school has to either academise or close. Discussion has taken place with the Regional Schools</p>

Commissioner (RSC) and Diocese and both are accepting that academisation of a school of the size of Rumboldswyke would not be a feasible option. In addition the financial outlook for this school is challenging and school enrolment continues to fall – currently 52 pupils from 120 capacity (2 classes).

During the period 7 October 2019 – 25 November 2019 a public consultation on options, which included a public meeting at each school, was held for each of the five schools.

Following conclusion of the impact assessment work a consultation process was undertaken to assess views on options for change at the following schools:-

- 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

### **Equality duty**

The Equality Act (2010) mandates a duty within 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 the equalities duty set by the Equality Act (2010), authorities are required to analyse the impact of proposed policies, strategies and action plans across all of the protected groups.

In this Equality Impact Assessment, we evaluate the impact on West Sussex Small Schools to anticipate and avoid any discriminatory or negative consequences for a particular group, on the grounds of:

- 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

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%	
<b>TOTAL NUMBER OF RESPONSES</b>	<b>986</b>		<b>123</b>		<b>425</b>		<b>163</b>		
<b>AGE GROUPS</b>									
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%	
<b>TOTAL NUMBER OF RESPONSES</b>	<b>986</b>		<b>123</b>		<b>425</b>		<b>163</b>		

The following applies “generally” to small schools:

- 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 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;

<b>January Census numbers on roll by SEND provision</b>								
<b>SEND PROVISION - Summary Total - Rumboldshwkye</b>								
	<b>Numbers</b>				<b>% of total</b>			
<b>SEND PROVISION</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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%
<b>TOTAL</b>	<b>111</b>	<b>114</b>	<b>92</b>	<b>72</b>				
<b>SEND PROVISION - Summary Total - Stedham</b>								
	<b>Numbers</b>				<b>% of total</b>			
<b>SEND PROVISION</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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%
<b>TOTAL</b>	<b>77</b>	<b>89</b>	<b>80</b>	<b>87</b>				
<b>SEND PROVISION - Summary Total - Warninglid</b>								
	<b>Numbers</b>				<b>% of total</b>			
<b>SEND PROVISION</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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%
<b>TOTAL</b>	<b>66</b>	<b>56</b>	<b>49</b>	<b>39</b>				
<b>SEND PROVISION - Summary Total - Compton and Up Marden CofE Primary</b>								
	<b>Numbers</b>				<b>% of total</b>			
<b>SEND PROVISION</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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%
<b>TOTAL</b>	<b>97</b>	<b>80</b>	<b>83</b>	<b>85</b>				
<b>SEND PROVISION - Summary Total - Clapham and Patching</b>								
	<b>Numbers</b>				<b>% of total</b>			
<b>SEND PROVISION</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
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%
<b>TOTAL</b>	<b>60</b>	<b>67</b>	<b>52</b>	<b>62</b>				
Source: January school censuses 2016-2019								

- 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 well being (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;

### '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
<b>Total Population</b>	806,892	61,182	149,518	113,794	106,597	131,301	139,860	104,640
<b>White British</b>	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%)
<b>White other (inc. Irish)</b>	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%)
<b>Mixed/ multiple ethnic groups</b>	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%)
<b>Asian/ Asian British</b>	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%)
<b>Black/ African/ Caribbean/ Black British</b>	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%)
<b>Other ethnic group</b>	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.

<b>2. Describe any negative impact for customers or residents.</b>	
No negative impacts have been identified or are anticipated as a result of the Small Schools consultation review at this stage as no decisions have yet been made and the consultation has yet to commence.	
<b>3. Describe any positive effects which may offset any negative impact.</b>	
The small school organisation 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 consultations 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.	
<b>4. Describe whether and how the proposal helps to eliminate discrimination, harassment and victimisation.</b>	
The proposals are integral to helping achieve high performing and financially sustainable schools for everyone in West Sussex.	
<b>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.</b>	
As 4 above,	
<b>6. Describe whether and how the proposal helps to foster good relations between persons who share a protected characteristic and those who do not.</b>	
As 4 above.	
<b>7. What changes were made to the proposal as a result? If none, explain why.</b>	
None.	
<b>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.</b>	
The impact Assessment and consultation process on options will ensure that careful attention is made to the impact of pupils with SEN and ensure that they are not disadvantaged	

<b>To be signed by an Executive Director or Director to confirm that they have read and approved the content.</b>			
<b>Name</b>		<b>Date</b>	



<b>Your position</b>	
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