

Raising Standards

Supporting Small Schools in West Sussex

Clapham & Patching CE Primary School – Draft Impact Assessment

Education & Skills
Directorate

Impact Assessment – DFE guidance

- 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.

School Effectiveness Strategy – Organisation

➤ **AIM** “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 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*

WSCC are committed to working with schools and the Diocese to develop “area based plans” to provide the best provision of school places and outcomes for pupils within a given locality.³

Clapham & Patching- Core Information

PAN	8
Net Capacity	56
Type of Establishment	Primary
STATUS	VC
AGE RANGE	4-11
CURRENT NOR (Census Q1 2019)	55
PROJECTED NOR in 2022 (DEMAND - 1ST PREFERENCE/ DEVELOPMENT)	32
SSC PROVISION	N/A
SSC on site	N/A
EARLY YEARS on site	N/A
Urban/Rural (name)	Rural
OFSTED RATING	Requires Improvement
DATE OF LAST INSP	June 2017

Clapham & Patching- Core Information

SEN

SEND PROVISION - Summary Total - Clapham and Patching

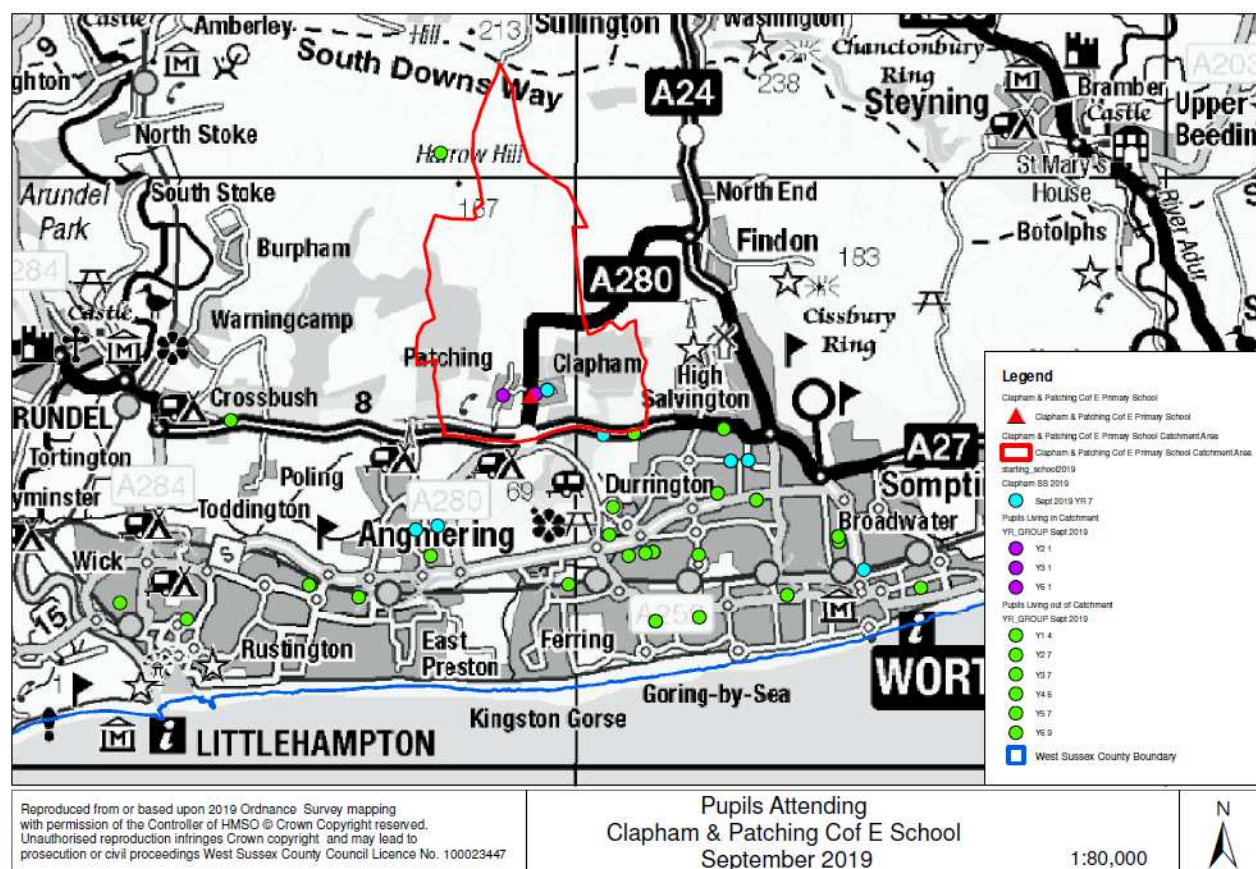
	Numbers				% of total			
SEND PROVISION	2016	2017	2018	2019	2016	2017	2018	2019
Number of EHCP/Statement	4	4	5	8	6.7%	6.0%	9.6%	12.9%
Number of SEN Support	13	13	12	21	21.7%	19.4%	23.1%	33.9%
<i>Number of SEN (all)</i>	<i>17</i>	<i>17</i>	<i>17</i>	<i>29</i>	<i>28.3%</i>	<i>25.4%</i>	<i>32.7%</i>	<i>46.8%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

Pupil Premium 2019/20

Estab	School Name	School Type	Parliamentary Constituency	Number of pupils on roll (7)	Number of Primary pupils on roll (9)	Number of Primary pupils eligible for the Deprivation Pupil Premium	Percentage of Primary pupils eligible for the Deprivation Pupil Premium	Deprivation Pupil Premium Allocation (11)
3007	Clapham and Patching CofE Primary Sc	Voluntary controll	Arundel and South	62.0	62.0	5.0	8.1%	£6,600

Source: <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2019-to-2020>

Clapham & Patching– where do the pupils come from?



	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment	% of pupils attending catchment school
CLAPHAM & PATCHING	56	92%	12%

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Clapham & Patching– Financials

Summary of Balances over 5 year period

		balance 2014-15	Acc fund	balance 2015-16	Acc fund	balance 2016-17	Acc fund	balance 2017-18	Acc fund	balance 2018-19	Acc fund
3007	CLAPHAM & PATCHING	45,640.00		27,882.93		4,110.02		83.52		-8,529.31	

Potential change in funding based on Projected NOR 2022

		2019-20 pupil level funding* (A)	2019-20 NOR used for budgets (B)	forecast NOR 2022 (C)	change from 2019-20 (D)	Potential change in funding (E) (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)
3007	CLAPHAM & PATCHING	3,329.86	57	32	-25	-83,246.50	21,380.26	1,380.26	-81,866.24	-8,529.31

Clapham and Patching– Potential stranded contract costs

Potential Stranded costs						Net Expenditure in 2018-19																
DfE	Cost centre	School	Total Funding in 2018-19 from SBS £	Total spend in 2018-19	Total Funding in 2019-20 from SBS for reference £	Staffing	Staff training (codes) incl APP Levy	Exclude Rates	Buildings Maint	Energy	Utilities other	Cleaning Contracts	Other cleaning	Transport	IT	Supplies non IT codes	SLA (rech exc 73* and 88*) risk to WSCC	SLA codes non WSCC	Capital Spend	Income	04 income (includes UIFSM / PE GRANT / Teacher Pay/ High needs and rates Adj)	Other
3007	AE10	CLAPHAM & PATCHING	355,484.47	369,890.03	345,575.78	402,472.05	5,547.56	3,845.52	5,831.30	3,537.30	570.61	7,217.76	562.31	9,867.59	9,812.75	16,840.31	7,870.94	4,971.65	5,876.25	-13,868.18	-100,911.23	-154.46
NB																						
based on 2018-19 spending patterns																						
KEY Assumptions - Contracts would be terminated and incur some level of severance fee																						
Exact school details will differ apart from corporate contracts, can assume some multi year contracts / leases																						
Assumed areas where contract cost reside																						
Buildings Maint - majority of this spend is on grounds and building maintenance, likely to be in contracts																						
Cleaning Contracts !																						
Transport - potential for contracts with local bus companies for trips / PE provision etc																						
IT - range of potential SLA / licences etc																						
Supplies non IT codes - range of consumable and also Meals contract (Chartwells etc.) would not be cost of contract would be exit clause costs, but in theory pupils will move to other schools so contract would not lose out ?																						
SLA codes non WSCC - range of contracts some IT related might assume multi year arrangements ?																						
SLA with the LA will have no severance charge if timelines for giving notice are adhered to																						
Therefore potential range would be up to;																						
DfE	Cost centre	School	Up to equivalent spend in 2018-19 ? (Rounded)																			
3007	AE10	CLAPHAM & PATCHING	55,000.00																			

Clapham & Patching SLA/ Support Services 18/19

Provider	Name	Value
Buildings and Energy Information Service	Building & Energy Information Services	325
Catering and Extended Catering Services	2018/19 - Free School Meal Service - Primary	358.9
Data Subscriptions	FFT Aspire and Data ePODs	71.3
Employment Support Services	Employment Support Level 2	1513.41
Building Surveying/Engineering Support	Level 2 - Building Surveying & Engineering Professional Services	1519.45
Caretaking and Premises Support	Level 2 - Caretaking & premises support core SLA	549
Grounds Maintenance Support	Level 2 - Grounds maintenance core SLA	320
Finance for Schools	Schools Financial Services Service Level Agreement 2018/19	1134
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary	2057
Finance for Schools	Sickness and Maternity Insurance Scheme - Primary School Bursar/Business Manager	226.08
Finance for Schools	Pay as You Go - Closedown Service 18/19	137
Finance for Schools	Pre-Booked Peripatetic Bursar Visit / Dial Up - Accounts Check and Budget Preparation	222
Furniture and Supplies Team	Level 2 - Supplies SLA services 2 year	372
Governor Support Service	Governor Services	1020
Insurance	Building and Contents	167.5
Insurance	School Journey Insurance - Off Site Activities	19.9
Insurance	Insurance	953
West Sussex SIMS Support	Level 2 - SIMS Support	829.05
West Sussex SIMS Support	SIMS Licenses	214.5
Total		12009.1

Name	Education Advisor Category	SIFD	School Support 17-18	School Support 18-19	Leadership support 18-19
Clapham and Patching CE Primary School	3b	The school currently have a request in for £974.60 to cover the costs of school-to-school support to address the significant issues identified with paperwork relating to safeguarding	The school engaged in the ASPIRE programme (fully funded).	Y The school were funded for school-to-school support for mathematics under SSIF.	Y Significant support from Resource manager Diocese provided support for governors and for more general development of vision and values.

West Sussex School Effectiveness Strategy

– 12 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 schools 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 ?

Clapham & Patching / School Effectiveness

Strategy 12 key questions

	Capacity 2017/18 (PPP 2017/18)	% pupils attending school from outside catchment (+ 50%)	% of pupils attending catchment school (- 50%)	Current NOR (per pupil flow download Jan 2019)	Current Nor/ Capacity (Jan 2019)	Projected NOR 2022 (Edge Oct 2018)	OFSTED
CLAPHAM & PATCHING	56	92%	12%	55	98%	32	Requires improvement

Key

<input type="checkbox"/> % pupils attending school from outside catchment (+ 50%)	>50%	>40%
<input type="checkbox"/> % of pupils attending catchment school (-50%)	<60%	<50%
<input type="checkbox"/> Current NOR (Census Jan 18 2018)	<110	<100
<input type="checkbox"/> Current Nor/ Capacity	<75%	<80%
<input type="checkbox"/> Projected NOR 2022 (Edge May 2018)	<110	<100
<input type="checkbox"/> OFSTED	RI	
<input type="checkbox"/> 3 year Budget (work in progress)	Deficit	

Academic performance KS1 and 2

SUMMARY RESULTS FOR 2017 TO 2019 FOR:				SchoolOrAcademy			Clapham and Patching CofE Primary School								
KEY STAGE (all pupils)	2017 Results			2018 Results			2019 Results			2018 vs 2017	2019 vs 2018	2019 vs 2017	2017 GAP	2018 GAP	2019 GAP
EYFSP	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Yr R Cohort	Number GLD	% GLD	Diff GLD	Diff GLD	Diff GLD	to West Sussex	to West Sussex	to West Sussex
EYFS - % with a Good level of development	5	4	80.0%	6	4	66.7%	4	1	25.0%	-13.3%	-41.7%	-55.0%	9.0%	-4.8%	-46.9%
PHONICS	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Yr 1 cohort	No. working at	% working at	Diff WA	Diff WA	Diff WA			
Phonics Year 1 - % that are Working At	10	6	60.0%	7	3	42.9%	8	6	75.0%	-17.1%	32.1%	15.0%	-19.7%	-38.8%	-5.9%
KEY STAGE 1	Yr 2 cohort	Number EXS+	% EXS+	Yr 2 cohort	Number EXS+ / GDS	% EXS+ / GDS	Yr 2 cohort	Number EXS+ / GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 1 - % RWM EXS+	8	5	62.5%	8	4	50.0%	8	4	50.0%	-12.5%	0.0%	-12.5%	6.3%	-11.5%	-12.9%
Key Stage 1 - % Reading EXS+	8	6	75.0%	8	6	75.0%	8	4	50.0%	0.0%	-25.0%	-25.0%	1.9%	0.4%	-24.6%
Key Stage 1 - % Writing EXS+	8	5	62.5%	8	5	62.5%	8	4	50.0%	0.0%	-12.5%	-12.5%	1.8%	-3.8%	-17.5%
Key Stage 1 - % Maths EXS+	8	6	75.0%	8	5	62.5%	8	5	62.5%	-12.5%	0.0%	-12.5%	4.7%	-11.2%	-11.6%
Key Stage 1 - % Science EXS+	8	7	87.5%	8	6	75.0%	8	5	62.5%	-12.5%	-12.5%	-25.0%	7.5%	-7.1%	-20.4%
Key Stage 1 - % RWM GDS	8	0	0.0%	8	0	0.0%	8	3	37.5%	0.0%	37.5%	37.5%	-5.8%	-7.5%	29.6%
Key Stage 1 - % Reading GDS	8	0	0.0%	8	2	25.0%	8	1	12.5%	25.0%	-12.5%	12.5%	-19.1%	3.6%	-12.5%
Key Stage 1 - % Writing GDS	8	0	0.0%	8	0	0.0%	8	2	25.0%	0.0%	25.0%	25.0%	-9.7%	-11.3%	14.4%
Key Stage 1 - % Maths GDS	8	0	0.0%	8	1	12.5%	8	1	12.5%	12.5%	0.0%	12.5%	-12.7%	-4.3%	-4.7%
KEY STAGE 2	Yr 6 cohort	Number EXS+	% EXS+	Yr 6 cohort	Number EXS+ / GDS	% EXS+ / GDS	Yr 6 cohort	Number EXS+ / GDS	% EXS+ / GDS	Diff EXS+	Diff EXS+	Diff EXS+			
Key Stage 2 - % RWM EXS+	4	3	75.0%	7	5	71.4%	9	3	33.3%	-3.6%	-38.1%	-41.7%	20.1%	10.1%	-28.5%
Key Stage 2 - % Reading EXS+	4	3	75.0%	7	5	71.4%	9	5	55.6%	-3.6%	-15.8%	-19.4%	4.5%	-4.2%	-17.1%
Key Stage 2 - % Writing EXS+	4	3	75.0%	7	5	71.4%	9	5	55.6%	-3.6%	-15.8%	-19.4%	6.5%	-3.7%	-20.1%
Key Stage 2 - % Maths EXS+	4	3	75.0%	7	6	85.7%	9	9	100.0%	10.7%	14.3%	25.0%	4.3%	12.9%	24.2%
Key Stage 2 - % GPS EXS +	4	3	75.0%	7	6	85.7%	9	9	100.0%	10.7%	14.3%	25.0%	1.5%	10.5%	25.3%
Key Stage 2 - % RWM GDS	4	0	0.0%	7	0	0.0%	9	0	0.0%	0.0%	0.0%	0.0%	-4.7%	-6.9%	-7.1%
Key Stage 2 - % Reading GDS	4	1	25.0%	7	0	0.0%	9	2	22.2%	-25.0%	22.2%	-2.8%	1.2%	-28.3%	-4.8%
Key Stage 2 - % Writing GDS	4	0	0.0%	7	3	42.9%	9	0	0.0%	42.9%	-42.9%	0.0%	-8.9%	29.5%	-13.1%
Key Stage 2 - % Maths GDS	4	0	0.0%	7	2	28.6%	9	1	11.1%	28.6%	-17.5%	11.1%	-18.0%	8.3%	-11.5%
Key Stage 2 - % GPS GDS	4	0	0.0%	7	1	14.3%	9	3	33.3%	14.3%	19.0%	33.3%	-24.3%	-15.2%	2.4%

Education Assessment

- 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;
- Sustaining high standards in very small schools is challenging and it is not unusual for schools to be volatile in their Ofsted inspections;

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Education Assessment

- 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;

Education Assessment

- 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;
- 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;
- The school is RI and is not making the progress needed quickly enough. With the headteacher undertaking a significant teaching role, this 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 schools 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;

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Options for the future

- Federation
- Merger
- Closure
- Other

Characteristics	Informal Loose Collaboration			Governance Federation
Statutory/non-statutory	Non-statutory – schools can form informal collaborations without having to follow regulations.	Non-statutory – schools can set up soft Federations without having to follow regulations.	Statutory – soft governance Federations are established using Collaboration Regulations made under Section 26 of the Education Act 2002.	Statutory – hard governance Federations are established using Federation Regulations made under Section 24 of the Education Act 2002.
Governing body	Each school has its own governing body, with representatives on a joint committee that meets informally on an ad hoc basis.	Each school has its own governing body, with representatives on a joint committee.	Each school has its own governing body, with representation and delegated powers on a joint governance/strategic committee.	Single governing body, shared by all schools in the Federation.
Common goals and plans?	All schools share common goals and work together on an ad-hoc basis and through informal agreements.	All schools share common goals; joint committee recommendations, but it is up to the individual governing bodies to authorise decisions/ plans.	All schools share common goals through the Service Level Agreement (SLA) and protocol; Joint committee can make joint decisions/ recommendations in specified agreed areas, but not all.	All schools share common goals through SLA and protocol; having a single governing body allows for efficient, streamlined decision-making in all areas.
Common budget?	No, but if the schools want to commit to a budgetary decision affecting all schools, each individual school's governing body would need to approve this.	No, but it could make budgetary recommendations for the group which in turn would have to be approved by each individual school's governing body.	No, but if the joint/strategic committee has budgetary powers delegated to it, it can make prompt budgetary decisions on behalf of schools in the Federation.	No (technically), but whilst each school receives and must account for its own separate budget, there is considerable scope, through the single governing body, to use the pooled budgets across the schools in the Federation.
Shared Staff	Unlikely to have common management positions, but if they do exist, they would have to be agreed in a protocol or contract.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments, but need to have a protocol or contract to underpin commitment to shared posts.	Common management positions and appointments agreed by single governing body in a simple and effective manner. Schools can agree to have a single executive head teacher responsible to the schools in the hard Federation.

Adapted from National Foundation for Educational Research Source: https://www.teachers.org.uk/files/active/0/SCHL-FEDERATIONATT2_JB.doc [Cached](#) [Similar](#)

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Why has this school been selected from the 25 schools identified from the sieve analysis?

- Very few pupils 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 also 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 limited capacity to respond to Ofsted changing requirements re: curriculum breadth;
- Due to capacity, the school is making insufficient progress to move out of RI;
- As so few pupils attend from the catchment area and this is unlikely to change, transport demands increase the average cost per pupil;
- Financial viability into the future is weak;
- Surplus capacity in local schools;
- Diocesan commitment to expand SEND provision in a bigger local school to strengthen SEND provision;

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Admissions and Transport – alternative schools

(assuming parental preference is for the nearest school)

Children Impacted = 39 (Yr R to Yr 5) :

Nearest school:

The pupils attending Clapham and patching come from a wide area along the south coast. Few pupils attend as their catchment school

School	Likelihood of space
Anundel CofE Primary School	Usually oversubscribed
Bishop Tuftnell CofE Primary School, Felpham	Sometimes have space
Broadwater	Usually oversubscribed
Chesswood Junior	Often have space
Downsbrook Primary School	Sometimes have space
Downview Primary School	Usually oversubscribed
Durrington Infant School	Sometimes have space
Durrington Junior School	Often have space
East Preston Infant	Sometimes have space
East Preston Junior	Sometimes have space
Elm Grove	Usually oversubscribed
English Martyrs	Sometimes have space
Ferring CofE Primary School	Usually oversubscribed
Field Place Infant School	Often have space
Georgian Gardens Community Primary School	Sometimes have space
Goring-by-Sea CofE (Aided) Primary School	Usually oversubscribed
Hawthorns Primary School	Usually oversubscribed
Heene CofE	Usually oversubscribed
Lyminster Primary	Usually oversubscribed
Orchards Junior	Often have space
River Beach Primary School	Usually oversubscribed
Rustington Community	Usually oversubscribed
Springfield Infant School and Nursery	Usually oversubscribed
St Catherine's Littlehampton	Usually oversubscribed
St John the Baptist	Usually oversubscribed
St Margaret's CofE Primary School, Anmering	Sometimes have space
St Marys Washington	Usually oversubscribed
St Marys Worthing	Usually oversubscribed
St Wilfrids School	Sometimes have space
Storrington Primary	Sometimes have space
Summerlea	Usually oversubscribed
The Laurels Primary School Primary School	Usually oversubscribed
Thomas a Becket Infant	Usually oversubscribed
Thomas a Becket Junior School	Often have space
Vale School	Sometimes have space
West Park CE Primary School	Usually oversubscribed
White Meadows	Sometimes have space
Whytemead Primary School	Usually oversubscribed
St Mary's Catholic Primary School, Bognor Regis	Sometimes have space

There is likely to be sufficient space in the Worthing Area to absorb displaced pupils. There are 8 EHCP pupils and their needs/ requirements will need to be specifically addressed .

Transport costs (for those that qualify)

Current School	Moving to	No. pupils	Route	Cost
Clapham @ Patching	The Laurels	3	CP1	£ 9,500
Clapham @ Patching	Summerlea	1	CP2	£ 9,500
Clapham @ Patching	Storrington	1	CP3	£ 9,500

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Community impact

The WSCC Communities team have been consulted as part of the Impact Assessment process. They will provide specific formal feedback in conjunction with the Districts and Boroughs as part of the public consultation. At this stage they have highlighted that:

- Impact on Neighbourhood plan proposals needs to be considered
- Impact on wider community with regard local facilities needs to be considered as any regular clubs or events held at the school will need alternative arrangements.
- Effects on schools receiving pupils would need consideration

Asset ownership/ Legal

West Sussex County Council
Economy, Planning & Place

Legal Aspects
Check List
T.F. 1865
Deeds: D2020 & D1447
Valuation File: DP/V/1593

Job title: Clapham & Patching CE (Controlled) Primary School, The Street, Clapham, BN13 3UU.

1. On what tenure is the site held by WSCC?	WSCC DOES NOT OWN THE FREEHOLD TITLE TO ANY PART OF THE SCHOOL PREMISES. Coloured GREEN - Chichester Diocesan Fund & Board of Finance. ~ Coloured LILAC - WSCC Less than Freehold Highways & Transport Committee. Although this was dedicated this is still part of the School site.
2. Is the site affected by any Tenancy Agreement?	Not that we are aware of.
3. Are there any onerous encumbrances, which could affect development?	The School & The Old School House are Grade II Listed Buildings. ~ Listed Buildings are shown by the MAGENTA PENTAGONS. ~ The School is within a Conservation Area shown coloured PINK HATCHED GREY, coloured LILAC HATCHED GREY & HATCHED GREY. ~ The School is situated within the SDNP (South Downs National Park).
4. What are the boundary liabilities?	The Terrier & Deeds are silent.
5. Are any accommodation works to be carried out?	Not that we are aware of.
6. Would you investigate whether any rights of way affect the site and confirm the situation in due course?	A Public Right of Way is shown by the RED LINE. ~ The Owners of the School House have a right of way on foot only over the land shown coloured PINK HATCHED BROWN.
7. Are you aware of any other legal factor which could affect development?	No.

8. Are there any easements or wayleaves affecting the site?

A Deed of Grant dated 09/02/1979 between the Chichester Diocesan Fund & Board of Finance & the Trustees of the Village Hall to provide foul drainage facilities to the Old Village Hall site. The plan from a photocopy of the original conveyance of this site indicates that the position of this drain is shown by the BROWN PECKED LINE. This plan also shows another section of foul drainage in the position indicated by the YELLOW LINE. Neither of these lines showed up on the search of Southern Water.

NOTE: - UK Power Networks

Due to Copyright restrictions we are unable to re-produce on our Legal Aspect Plan the data provided - but our search results are shown on the accompanying E Map search, and are as follows:

A search dated 05/12/2018 shows:-

- An 11kv underground cable in the position indicated by the RED LINE.
- Low voltage underground cables in the positions indicated by the GREEN LINES.
- Service cables in the positions indicated by the TURQUOISE LINES.

A search dated 05/12/2018 of Southern Gas Networks shows no results.

A search dated 05/12/2018 of Southern Water shows the following:-

- Water pipes in the positions indicated by the BLUE LINES.
- Foul water sewers in the positions indicated by the BROWN LINES.

Please check with all supply authorities.

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Asset ownership/ Legal



Clapham & Patching CE Primary School

N	Scale @ A4 1:500	Produced by Land & Property Information	west sussex county council
	Plot Date : 05/12/2018	Economy, Planning & Place	
<small>Reproduced from a plan dated 2018. The plan is a copy of the original plan and is not a reproduction of the original plan. The plan is a copy of the original plan and is not a reproduction of the original plan. The plan is a copy of the original plan and is not a reproduction of the original plan.</small>			

9. Does WSCC have an interest in or own any land adjacent to the site?	Coloured LILAC - WSCC Less than Freehold Highway & Transport Committee.
10. Do you have any details of the land being used for any purpose other than present use?	No.
11. Does the property fall within an area known to contain radon and in which band does it fall?	Band 4. 5-10%
12. Has any part of the site been subject to a submission under the Dept. for Children Schools and Families Section 77 - General Consent for Change of Playing Field Use?	No.
13. Miscellaneous Information	-

Compiled from the Terrier Records

Land and Property Information
AUGUST 2001 - KL
CHECKED DECEMBER 2018 - LGH
CHECKED MARCH 2019 - LGH

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