



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.¹ 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.² 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.³

¹ 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>

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

³ 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

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:⁴

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:⁵

⁴ 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>

⁵ WSCC. (2018). *School Effectiveness Strategy: 2018-22*, available at: 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):

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

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);

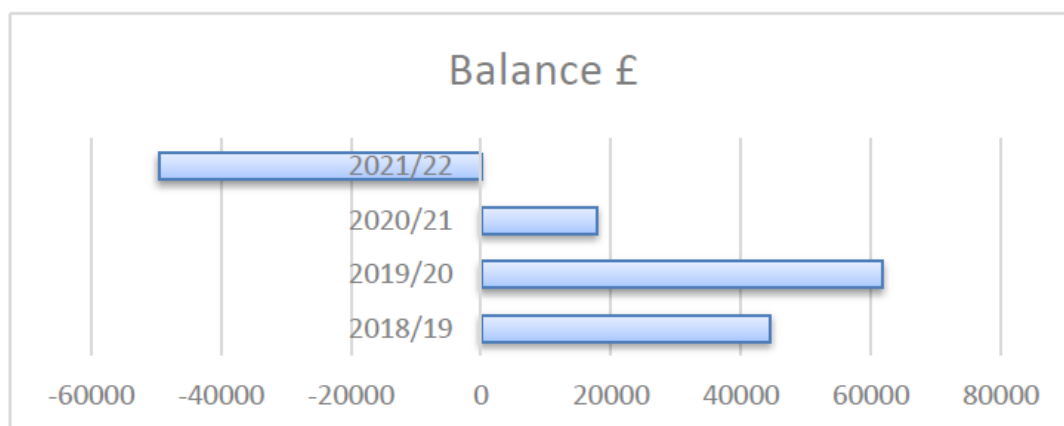
3.4 - Impact on Alternative Schools:

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.

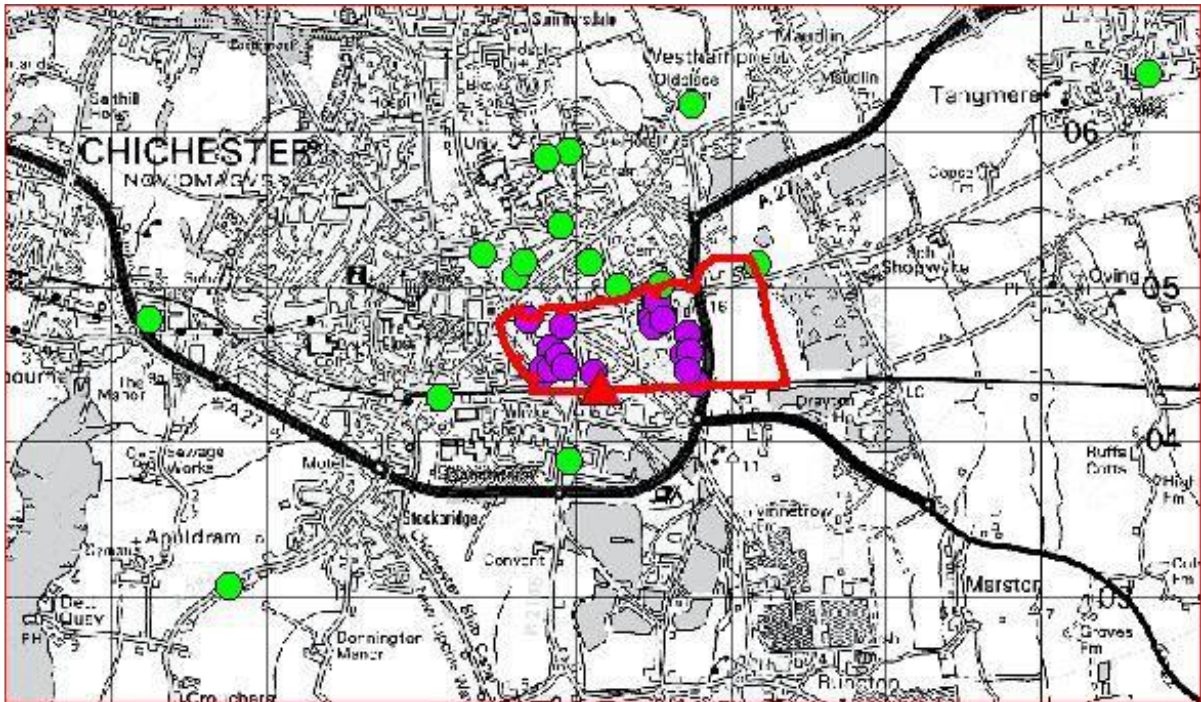
4.0 – Travel and Transport

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 Closure⁶

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.

⁶ 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:

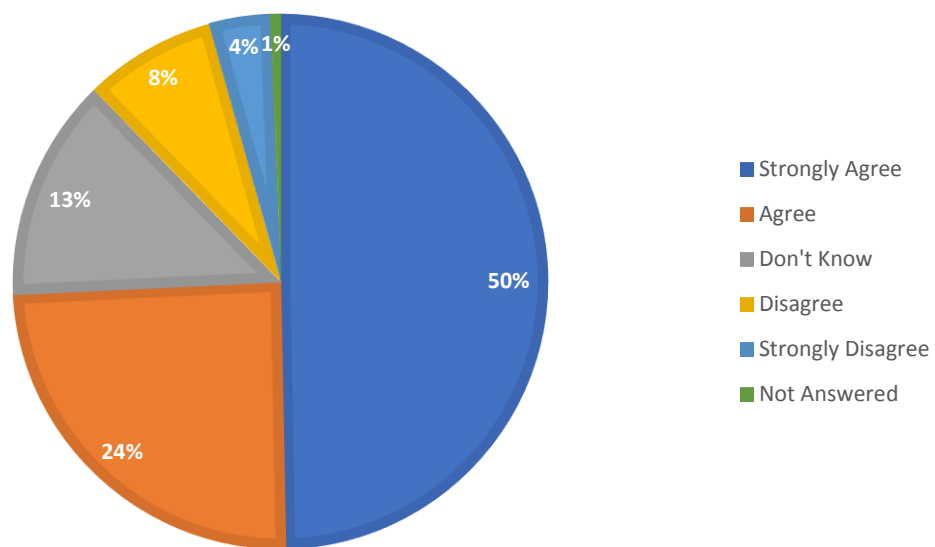
- The school is not currently utilised by the wider community as a community space.
- The events the school does hold are after school clubs, which would be replicated at alternative schools and therefore offer limited impact on pupils and the wider community.
- Being an urban school, there are a significant 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

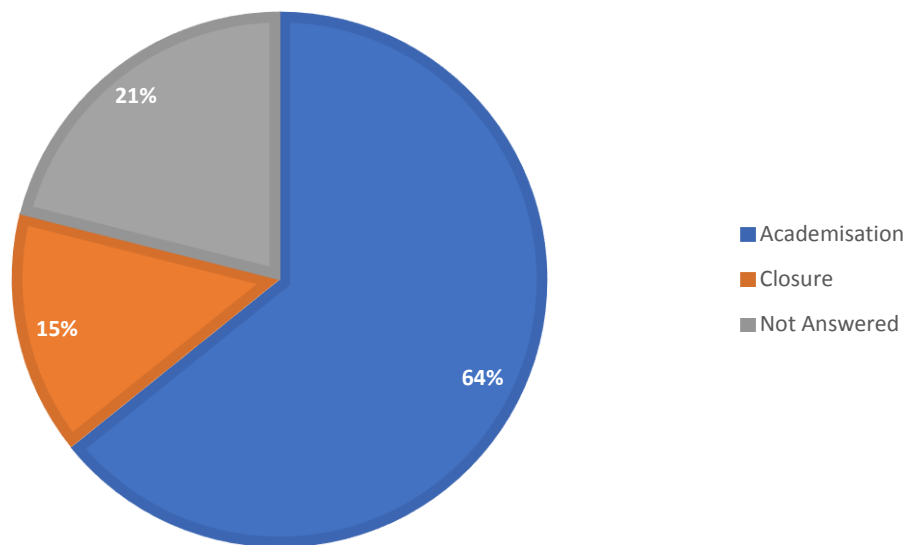
6.1 – Public Opinion: Consultation Period November 2019

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?



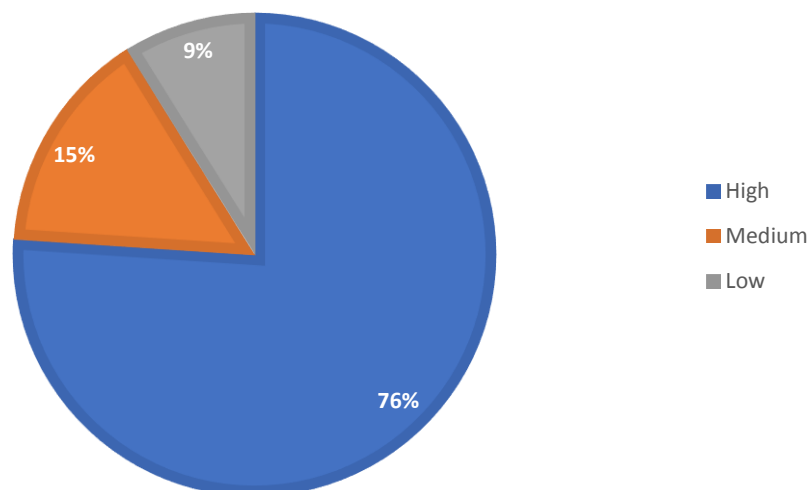
The key reoccurring themes that became apparent throughout the initial consultation period are deposited below. As is evident, community impact was the second most cited defence of the school, showing its importance to residents.

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 2020⁷

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?



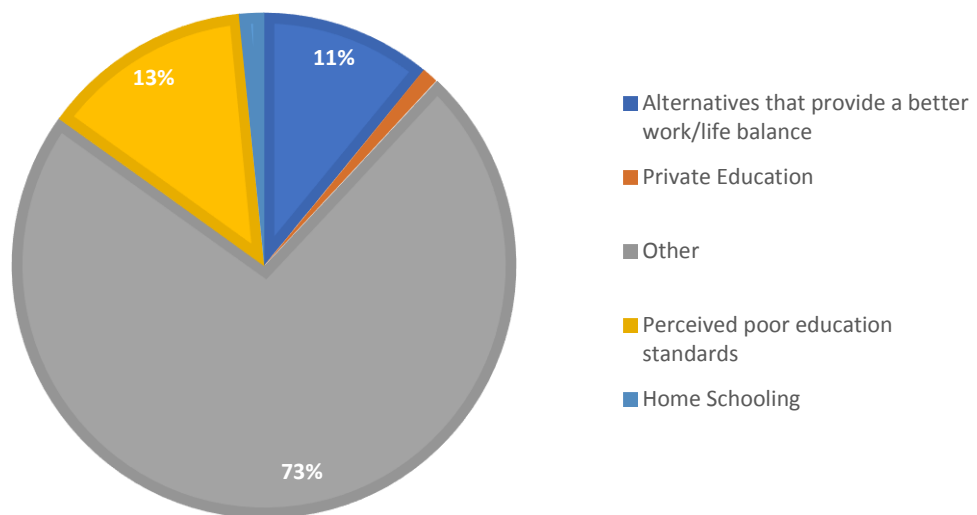
The key reasons listed for the response include:

- High

⁷ 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
Impact of the current proposal on the community	<p>The school facility is not utilised by the wider community.</p> <p>Public opinion is favoured towards the school, often citing its community role as a core strength of the</p>		<p>N/A</p> <p>N/A</p>	Section 5.2

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>	Low	<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>
Impact on Neighbouring Schools	<p>There is a demonstrated availability of places in surrounding schools, minimalizing the impact closure may have.</p>	Low	<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 align="center">Impact on Community Activities</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 align="center">Medium</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 align="center">Impact on Travel and Congestion</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 align="center">High</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>High</p>	<p>N/A</p>	<p>See section 4.1</p> <p>See section 4.2</p>

REFERENCES AND FURTHER INFORMATION:

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