



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.
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Any alternatives to the closure of the school:

- 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.¹ 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.² 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.

³

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

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

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:⁴

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 2018-2022:⁵

AIM:

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

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

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:

School Dec 19	Rec	Y1	Y2	Y3	Y4	Y5	Y6
<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:⁶

- 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>	Numbers				% of total			
	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%
TOTAL	60	67	52	62				

⁶ 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:

Alternative School (Good Ofsted)	Distance from Clapham and Patching
<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 20th December 2019)

School Dec 19	Rec	Y1	Y2	Y3	Y4	Y5	Y6	PAN
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	38	29	25	29	20	26	22	30
	-8	1	5	1	10	4	8	
Field Place Inf	62	84	89					120
	58	36	31					
Orchards Junior				113	113	149	147	120
				7	7	-29	-27	
Riverbeach Primary School	117	90	88	88	89	87	91	90
	-27	0	2	2	1	3	-1	
Rustington Primary School	79	88	89	85	89	91	61	90
	11	2	1	5	1	-1	29	
Springfield Infant School	66	60	58					60
	-6	0	2					
Chesswood Junior				148	144	178	159	180
				32	36	2	21	
St John the Baptist CEP	26	22	16	23	23	19	18	20
	-6	-2	4	-3	-3	1	2	
St Margarets Angmering	67	50	58	48	62	72	61	60
	-7	10	2	12	-2	-12	-1	
St Wilfrids Angmering	26	18	24	23	28	32	28	30
	4	12	6	7	2	-2	2	
Summerlea Primary School	51	60	60	57	89	61	61	60
	9	0	0	3	-29	-1	-1	
Thomas A'Becket Jnr				169	169	185	161	192
				23	23	7	31	
West Park Primary School	119	116	119	120	117	119	80	120
	1	4	1	0	3	1	40	
Total	102	142	145	135	49	42	200	1720

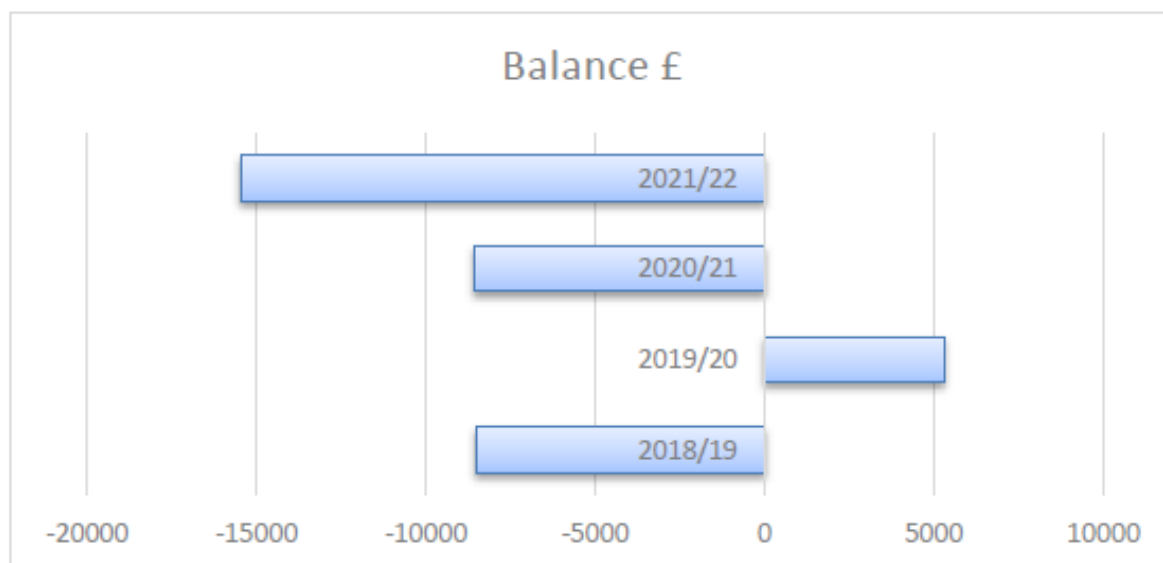
3.6 - Financial Viability:

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:

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

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)
Clapham and Patching	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.

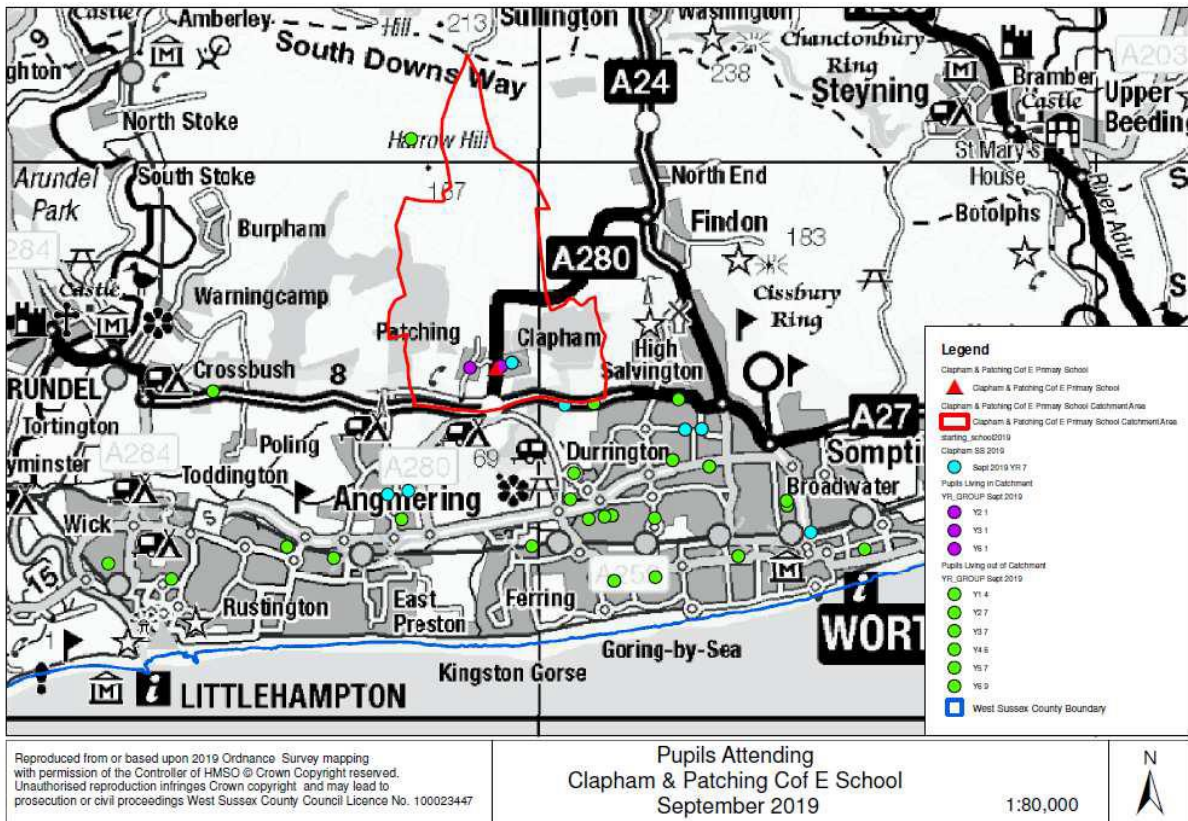
5.1 – Where do the pupils come from?

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 Survey⁷

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”.

⁷ 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:⁸

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

⁸ 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:⁹

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;

⁹ 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).

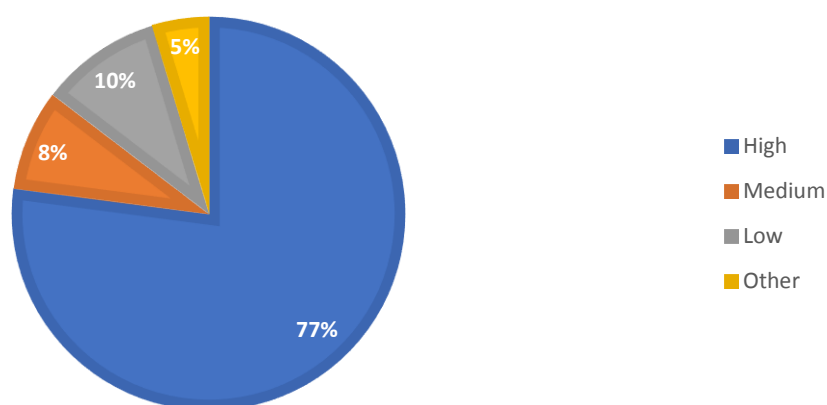
"Please look into the complaints records (that's it they have kept them as they should). You will see a pattern and that is why the school roll numbers are so low" (Clapham).

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

7.2 - Public Opinion: Consultation Period February 2020¹⁰

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?



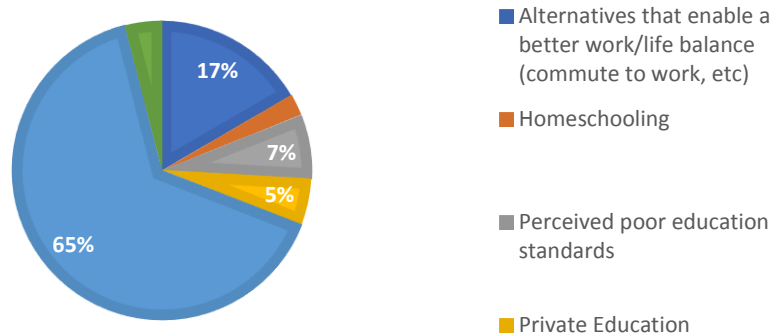
The key reasons listed for the response include:

- 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.

¹⁰ 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:

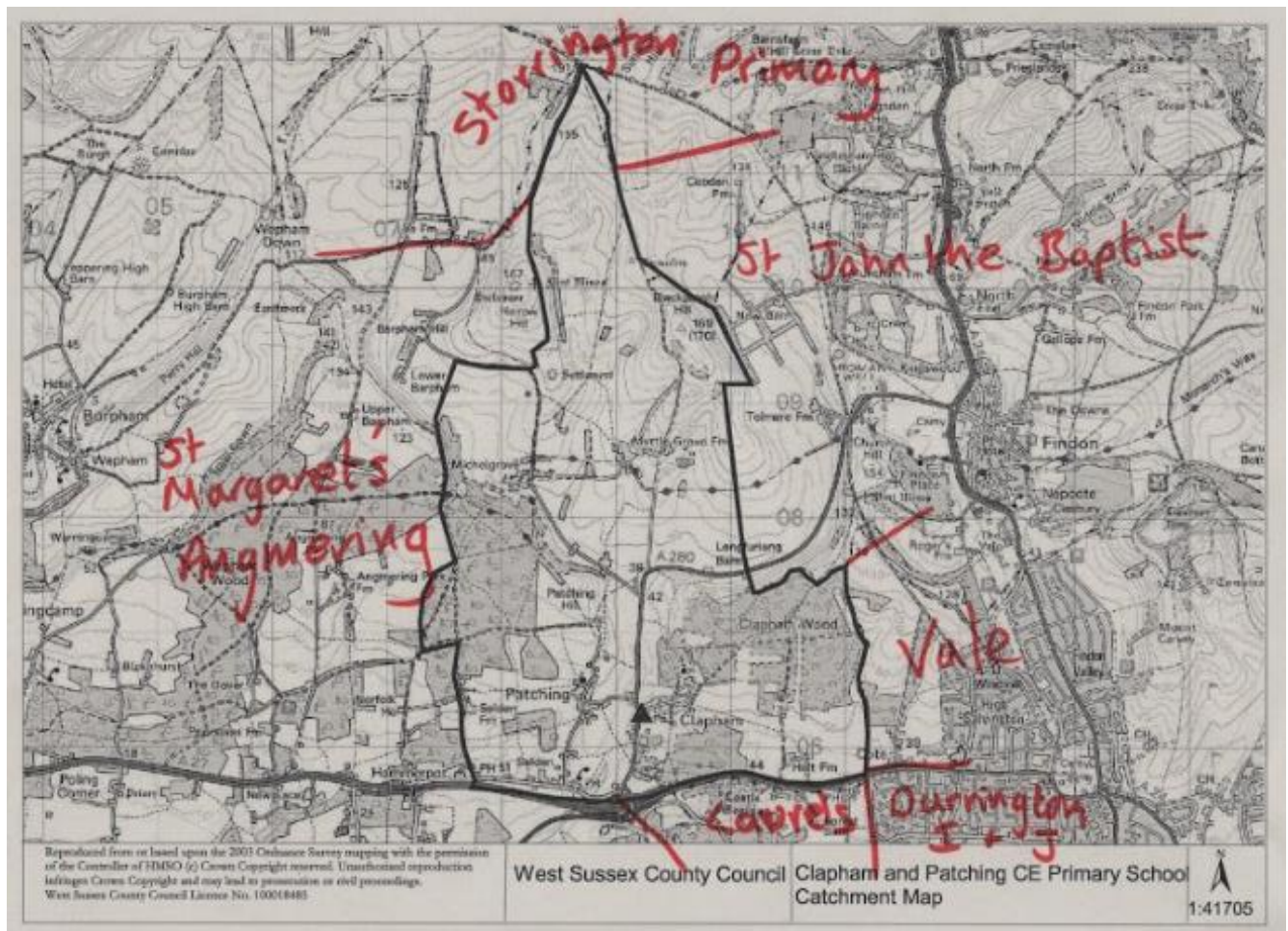
As part of the information gathering for this report, WSCC spoke with prominent members of the community, stakeholders and Parish Counsellors. Below are some of their general comments about the school that have not informed other aspects of this report.

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

Date:	16/3/20
Neighbouring school:	Vale
Contact at the neighbouring school:	Martin Garratt (Headteacher)
Assessment carried out by:	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"> • The school consider their current community to be High Salvington and Findon Valley. • Events: Old people’s craft event • Members of the community acting as readers • Close liaison with Findon Valley residents’ association • The school helps look after South Downs (The Gallops) • Use the Mill in Salvington and have close links with the society. • Close links with Findon Valley Free Church and All Saints.
<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"> • They could be invited to events above. • Would pick up the community of all children attending the school and that could be extended if C & P was to close.
<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"> • Yes, two children both in Year 6. Both transferring to The Littlehampton Academy. • Current liaison is no different to any other children. • The HT feels there are no challenges.
Any other comments	

8.2 – St John the Baptist CE, Findon

Date:	16/03/20
Neighbouring school:	St John the Baptist CE, Findon
Contact at the neighbouring school:	Ricahrd Yelland (Headteacher)
Assessment carried out by:	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"> • Summer Fair invitations to the community • Bonfire Night • Choir go to the Co-op Funeral directors in the Valley around Christmas • Sing at the Findon lights • Go to church for approximately three Sunday services during the year, leading worship occasionally. • Use church building for four school services each year. • Developing relationship with people who have bought Findon Manor. • Links with the Parish Council who support activities and receive a report from the school. • Findon pre-school attend nativity. • Children go to the Sheep Fair in September to help with sheep. • Older people visit – old 'Findonians' visit once a year • School engages with the 'Southdowns Heritage Project' • Local choir use the school hall.
<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"> • People could attend events listed above • Church has the same Rector as the C&P parish so links could be made and the community could enjoy the services attended by the school together.
<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"> • Have in the past but not currently. • It was a parental choice to attend. Liaison was the same as with all parents. • 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 & P community.
<p>Any other comments</p>	

8.3 – St Margaret's CE Primary, Angmering

Date:	16/03/20
Neighbouring school:	St Margaret's CE Primary, Angmering
Contact at the neighbouring school:	Mike Jee (Headteacher)
Assessment carried out by:	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"> • Strong connection with church • Parishioners volunteer in school • Rotary club members volunteer in school • Children visit old people's homes and sing • Events in village at Christmas and Easter • Major role in remembrance service • Work closely with other local schools
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"> • The school is the other side of the A27. The adjoining boundary is mainly parkland. • 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.
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"> • Not currently.
Any other comments	<ul style="list-style-type: none"> • Would be very interested in supporting staff with redeployment.

8.4 – The Laurels Primary School, Worthing

Date:	16/3/20
Neighbouring school:	Laurels
Contact at the neighbouring school:	Charlotte Bull (Headteacher)
Assessment carried out by:	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"> • Partnership with Eurotherm and other businesses. • Choir visit Haviland House. • St Synphorian's church for services at major festivals such as Christmas and harvest. • Links with Tesco ... Including donations of food and books for disadvantaged families. • 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.
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	<ul style="list-style-type: none"> • School provide a lot of additional activities for the families within the school community. • Good links with PCSOs. • Children’s parade. • Durrington Festival. • School fairs – community invited. • Engaged in Beat the Streets initiative.
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"> • Holiday clubs described above could support disadvantaged children from the community.
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"> • Not currently.
Any other comments	

8.5 – Durrington Infant and Junior Schools

Date:	16/03/20
Neighbouring school:	Durrington Infant and Junior Schools
Contact at the neighbouring school:	Zoe Wilby (Co-Headteacher)
Assessment carried out by:	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"> • Invite local community in to speak to the children including local church leading assemblies. • Support the community by supporting local events such as Durrington Festival, children’s parade and Broadwater Carnival. • Go into local nurseries for transition meetings but also to build links and offer advice. • Visit The Heathers at Christmas and sing with them. • Link up with St Symphorian’s church. Carol service for Turning Tides and also for St Barnabas. • Visit the St Barnabas Hospice regularly.
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	<ul style="list-style-type: none"> • School summer fair and Christmas fair where the community are welcome. • Drama production in summer term is advertised to local community.
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"> • Christmas would be difficult to add extras. Would be willing to visit old people's home if transport could be arranged. • Community would be welcome at school events.
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"> • Not currently.
Any other comments	<ul style="list-style-type: none"> • In the past there was a link between the two schools to do a comparative study. This happened until a few years ago.

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
Impact of the current proposal on the community spaces	<p>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.</p> <p>Public Q+A shows majority support for the school, with concerns and</p>		<p>See Section 4.1</p> <p>See section 7.1</p>

Impact Criteria	Comments	Level of Impact	Further Information
	<p data-bbox="607 344 1189 408">grievances from other members of the community.</p> <p data-bbox="607 448 1189 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="607 663 1189 807">The school helps to fund the community hall, which means the knock-on effect from closure might compromise other spaces.</p>	Medium	<p data-bbox="1516 344 1821 408">See Section 7.1 and 7.2</p> <p data-bbox="1516 480 1749 512">See section 7.3</p> <p data-bbox="1516 663 1749 695">See section 4.1</p>
<p data-bbox="215 847 573 919">Impact on Neighbouring Schools</p>	<p data-bbox="607 847 1189 983">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 1189 1126">There are surplus places available in the surrounding area to accommodate the additional pupils</p>	Low	<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
<p>Impact on Educational standards</p>	<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>
<p>Impact on Community Activities</p>	<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
<p>Impact on Pupils</p>	<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>	<p>High</p>	<p>See Section 6.1</p> <p>See section 6.1</p> <p>See section 3.3</p>
<p>Impact on parents and families</p>	<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>	<p>Medium</p>	<p>See Section 5.1</p>

Impact Criteria	Comments	Level of Impact	Further Information
	May cause initial distress to their children due to relocation.		
Impact on Travel and Congestion	<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 & 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>Impact of Neighbourhood Plan</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/>
- 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>
- DfES (2001) Report of the Way Forward Group on School Governance, Ref: DfES 0710/2001
- January School Census 2016-2019
- 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
- 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](#)