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Stage 2 Hearings

Horsham District Local Plan Examination

Matter 6d – Strategic Policy HA(NP1): Land at Adversane (Kingswood) (MM227)

Responding to West Sussex County Council's Additional Hearing Statement – Education (HDJB30)

Prepared for:
Thakeham Homes Ltd



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1. Responding West Sussex County Council's Education Statement (HDCJB30)

Introduction

- 1.1. This Statement has been prepared by Woolf Bond Planning Ltd on behalf of Thakeham Homes Limited ("Thakeham"). It responds to the Additional Hearing Statement prepared by West Sussex County Council ("WSCC") (**HDCJB30**). It also considers the Inspector's question posed in **IDJB11**.
- 1.2. The Council's position is that their decision to identify Adversane as a new settlement is based upon the assessment in the Sustainability Appraisal (**HDCJB13**) and explained in the Cabinet report on the proposed modifications (**HDCJB29**).
- 1.3. The Sustainability Appraisal (**HDCJB13**) (paragraph 2.4.1) includes text provided by Council officers to justify the selection of Adversane in preference to an assessed reasonable alternative (Buck Barn). It is said that *"This takes particular account of discussions with the local education authority, West Sussex County Council, which has highlighted the need for substantial expansion of secondary school education in the west part of the District. This can only be achieved through the allocation of a new strategic scale development at Adversane. Evidence has shown this to be a deliverable option whereby impacts can be mitigated"*.
- 1.4. Paragraph 1.2.3 of the Cabinet Reports (**HDCJB29**) states as follows:

"With regards to the consideration of strategic sites, and the recommendation of an additional strategic site, particular consideration has been given to changes to infrastructure needs and requirements since the assessment was previously undertaken. In particular, need for additional secondary school provision has been identified in the west of the District. No secondary school is proposed at Land West of Billingshurst, which would therefore exacerbate existing issues, with no clear mitigation outlined. Conversely, land at Adversane identifies land for a secondary school, and would therefore be able to meet existing and additional educational needs close to where the need originates, when compared against other strategic scale proposals."

- 1.5. The Plan would not be sound if the decision to prefer Adversane to the reasonable alternative is not based upon proportionate evidence (paragraph 35(b) NPPF).
- 1.6. The Council has added documents to the Examination Library to seek to demonstrate that their position is based upon proportionate evidence.
- 1.7. The Council's position is not supported by proportionate evidence as, absent a new settlement at Adversane, there would be no need for an additional secondary school at Billingshurst. The Council's position is not justified by the evidence, and the only option for the Inspector is to find the plan (as proposed to be modified) unsound.
- 1.8. Woolf Bond has reviewed **HDCJB30** (including the trajectory in the Appendix to the Statement). The principal issues that arise are:
- The statement made at paragraph 4 "*Planning School Places states that secondary schools should operate at a minimum of 6 forms of entry and no larger than 10 forms of entry*" is not correct.
 - Any implied suggestion that an expansion of the Weald School (if required) is to be ruled out is not correct.
 - The secondary education capacity figures (in the Appendix) demonstrate that if the demand arising from Adversane is taken out of the equation, there is sufficient secondary school capacity to accommodate pupil demand arising from proposed housing allocations.
- 1.9. The WSCC figures indicate that, taking account of additional housing as proposed in the Local Plan (as proposed to be modified) there is a deficit of secondary school places from 2036/2037.
- 1.10. The housing trajectory at the Appendix to **HDCJB30** contemplates that all 1,000 homes at Land East of Billingshurst, all homes on smaller sites, and 1,425 homes at Adversane will be delivered during the plan period (to 2040).

1.11. As shown in the table included at **WBP5**, if the annually occurring education demand arising from Adversane is removed from the trajectory there is spare capacity throughout the plan period, as shown on the attached table. The attached table answers the question posed by the Inspector in **IDJB11**.

1.12. It can be seen that HDC's decision making process is not based upon proportionate evidence.

1.13. We assess the education need position under the following questions:

1. The no. of secondary school places generated by the Adversane allocation during the plan period.
2. If Adversane was not allocated, what would be the surplus or deficit of secondary school provision in the Billingshurst area using WSCC's trajectory.
3. If required, could The Weald School in Billingshurst be expanded to accommodate additional pupils.

The no. of secondary school places generated by the Adversane allocation during the plan period

1.14. WSCC's Appendix applies a multiplier of 0.16 pupils per dwelling.

1.15. Applying the 0.16 pupil multiplier to the 1,425 dwellings relied upon to be delivered at Adversane during the plan period to 2040, results in a need for **228 secondary school pupils**.

1.16. The table at **WBP5** shows the annualised pupil yield from Adversane based upon the Council's site trajectory.

If Adversane was not allocated, what would be the surplus or deficit of secondary school provision in the Billingshurst area using WSCC's trajectory.

- 1.17. As the first table in WSCC's Appendix identifies, the dwelling numbers from the emerging Local Plan relating to the plan period to 2040, comprise (i) 1,000 dwellings east of Billingshurst, (ii) 1,425 dwellings at Adversane; and (iii) 230 dwellings from smaller sites.
- 1.18. As WSCC's Appendix shows, applying WSCC's forecasts, planning applications and dwelling numbers from sites in the emerging Local Plan, WSCC identify a shortfall of 169 secondary school places in the school planning area by the end of the plan period (2040).
- 1.19. However, as shown in the table at **WBPS**, if the 228-pupil figure generated by the 1,425 dwellings at Adversane during the plan period is subtracted from the -169 figure in the penultimate column in the second table in WSCC's Appendix, this would result in a surplus of 59 places. This equates to a 3.9% flexibility.
- 1.20. This means even with the addition of 1,000 dwellings at Billingshurst and the 230 dwellings from 'smaller sites' there would not be a need for a new secondary school in the Billingshurst school planning area. Rather, there would be a surplus of 59 places.
- 1.21. This surplus, representing a 3.9% flexibility, is in line with the guidance contained in paragraph 82 of the Department for Education's 'Securing Developer Contributions for Education' Document (August 2023) which makes provision for a 2% operating margin.
- 1.22. In the circumstances, the provision of a secondary school at Adversane is not required to meet education needs arising in this part of the District. Rather, it is required to meet the needs of the Adversane allocation only.
- 1.23. The Main Modification seeking to allocate Land at Adversane for 3,000 dwellings, of which 1,425 are relied upon by HDC to come forward during the planned period of 2040, is not justified taken into account the reasonable alternatives and nor is it based on proportionate evidence.

Accordingly, there is no basis on which to justify the allocation of adversary in relation to meeting secondary school needs in this part of the District. This is in addition to our separate concerns relating to locational and geographical suitability, viability and delivery.

If required, could The Weald School in Billingshurst be expanded to accommodate additional pupils.

- 1.24. As our analysis of WSCC's figures show, there is no need for a secondary school to meet the demand generated by the proposed allocations at Billingshurst (1,000 dwellings), the 230 dwellings from small sites, the 'Edge' forecasts and planning applications from the April 2025 base date.
- 1.25. Paragraph 4 of the WSCC Statement (HDCJB30) states: *"Planning School Places states that secondary schools should operate at a minimum of 6 forms of entry and no larger than 10 forms of entry."*
- 1.26. That is not what the Planning School Places 2026 document states (**WBP1**). Page 4 actually states as follows:
- "In planning secondary provision, the County Council would normally expect schools to operate at:*
- A minimum size of 6 forms of entry (6FE), providing 900 places, and ideally no more than 10FE (1,500 places);"* (our underlining).
- 1.27. There are secondary schools within WSCC that exceed 10 forms of entry. They include Littlehampton Academy (Littlehampton) (11FE), Durrington High (Worthing) (11FE), and Steyning Grammar (13FE).
- 1.28. A full copy of the Planning School Places document (2026) is appended to this Statement as document **WBP1**.
- 1.29. Paragraph 4 of WSCC's Statement states *"The Weald School in Billingshurst is the only secondary school in the planning area and is currently 10 forms of entry and a landlocked site."*

- 1.30. However, this is inconsistent with Planning for School Places 2026 which indicates *“Current provision at The Weald is sufficient from within catchment demand however new housing may create pressure for bulge classes or an expansion to 11FE”¹*.
- 1.31. The Planning for School Places therefore does not discount potential of The Weald School to accommodate additional pupils, either through bulge classes or expansion.
- 1.32. A 10FE has capacity for 1,500 pupils (10 x classes of 30 pupils = 300 pupils x 5yrs). An 11FE has capacity for 1,650 pupils (11 x classes of 30 pupils = 330 pupils x 5yrs).
- 1.33. With respect to the potential of The Weald School to expand, Thakeham has assessed the site area of The Weald School against the Government’s guidance for 11FE Secondary School sites.
- 1.34. Information submitted with the applications relating to the expansion of The Weald School from a 9FE to 10FE². This indicates that The Weald site (including the playing fields west of Stane Street) extends to around 11.4ha³.
- 1.35. The Weald school also includes a sixth form with around 300 pupils.
- 1.36. The Department for Education’s ‘Area Guidelines for Mainstream Schools, Building Bulletin 103’ (June 2014)⁴ (**WBP2**) indicates that a secondary school with 1,650 pupils should extend to a minimum gross site area of 91,500m² (9.15ha).
- 1.37. Applying the guidance in Figure 5 of the Department for Education’s ‘Area Guidelines for Mainstream Schools, Building Bulletin 103’ (June 2014) (**WBP2**) a maximum gross site area of

¹ Page 79

² Site location plan, Site Layout and decision notice for application ref WSCC/072/14/BL (included as Appendix **WBP3**) and the Site Layout and decision notice for application ref WSCC/012/16/BL (included as Appendix **WBP4**).

³ The northern part of the site where Billingshurst Primary School is located extends to around 2.4ha, which exceeds the minimum recommended site area of a 3FE primary school (with 630 pupils). This is around 2.25ha as shown in Figure 20 of Building Bulletin 103 (top of the dark shaded band).

⁴ See top of the dark shaded band in Figure 21 of “Area guidelines for mainstream schools: Building Bulletin 103” issued by the Department for Education (June 2014) (Copy included as Appendix **WBP2**).

- 2,785sqm (0.28ha) of land would be required to accommodate a 300 pupil sixth form.
- 1.38. When the 9.15ha Requirement for an 11FE secondary school is added to the 0.28ha required for a circa 300 pupil six form, the total gross site area required by the Department for Education's guidelines would be 9.38ha.
 - 1.39. As The Weald site extends to 11.4ha, this is in excess of the site areas required to meet the space requirements for an 11FE and sixth form.
 - 1.40. Accordingly, and if required, The Weald school in Billingshurst could be expanded to accommodate additional pupils. However, and notwithstanding, our analysis has shown there would be no need to expand The Weald to accommodate the planned level of growth proposed through the emerging Local Plan, excluding Adversane.
 - 1.41. Therefore, whilst the District Council⁵ relies upon the need for secondary education provision to address the expected shortfall in the Billingshurst area (west of the District) to justify the inclusion of Adversane as a strategic site allocation, this Statement and the accompanying evidence indicates that without the new settlement there are appropriate mechanisms which could meet secondary school needs; without the provision of a new secondary school.
 - 1.42. It is solely the proposed allocation of Adversane which necessitates the requirement for an additional secondary school in the west of the District. Even if Adversane were to be developed as a new settlement it is highly doubtful that it could viably sustain and support a new secondary school.
 - 1.43. As Thakeham's representations to the Main Modifications alongside their Hearing Statements have consistently explained, without this justification, the Sustainability Appraisal and other evidence demonstrate that the Council's approach will frustrate the achievement of the sustainable pattern of development integral to the NPPF (paragraph 11). It is therefore unsound and the only solution is for Adversane to be omitted from the Plan.

⁵ See paragraph 1.23 of the Report to their Cabinet on 6th July 2026 regarding the Main Modifications (**HDCJB29**)

Summary

- 1.44. In order to the Plan to satisfy the tests of soundness at paragraph 35 of the NPPF, further Modifications must be advanced which delete the proposed allocate at Adversane and consider the allocation of an alternative new settlement.
- 1.45. Given the potential consequences of the analysis, it is suggested that a further hearing session be held on this issue.

WBP1 Complete Copy of West Sussex CC School Places Planning 2026

westsussex.gov.uk



Planning School Places 2026





Foreword

The County Council retains its statutory responsibility to ensure sufficient, high-quality education places for children and young people across West Sussex. This document supports openness and transparency by explaining how decisions on school organisation are developed and considered over time.

School place planning is increasingly shaped not only by demand, but by the need to support wellbeing, inclusion and positive outcomes. The Children's Wellbeing and Schools Act 2026 strengthens the role of local authorities, enabling a more locally responsive, needs-led approach and greater flexibility in how new provision is delivered. This allows us to work with partners to shape provision that reflects local priorities.

The information presented is based on the best available data and informed by collaboration across Council services, schools, trusts, dioceses and other partners. It supports transparent decision-making, ensuring resources are used effectively while maintaining a sustainable pattern of provision that promotes both educational standards and wellbeing.

The need for school places continues to evolve, influenced by demographics, housing development and parental preference. In response, we aim to balance sufficiency with sustainability, promote inclusive access, and create environments where children and young people can thrive.

This document will be kept under review to reflect changing circumstances and policy developments, including the implementation of the Children's Wellbeing and Schools Act. By publishing this information, we aim to provide clarity for schools, families and communities, and support effective partnership working. Feedback is welcomed to help ensure our approach continues to meet the evolving needs of children, young people and their communities.

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INTRODUCTION

This document outlines the policies and principles that guide West Sussex County Council (WSCC) in planning, organising and commissioning a sufficient supply of high quality education places. It aims to:

- set out the policies and principles of West Sussex County Council (WSCC) for planning, organising and commissioning a sufficient supply of suitable school places to meet statutory duties across early years, primary, secondary and post-16 provision, including education up to age 25 for children and young people with special educational needs and/or disabilities (SEND), in line with the Department for Education (DfE) SEND Code of Practice: 0–25 years (2014);
- describe the current pattern of education provision across the county, including school organisation, capacity, pupil numbers and areas where provision may be subject to review;
- present pupil number forecasts and projections, and explain how changes in demand — both rising and falling — may be managed; and
- identify opportunities for expansion, rationalisation or other changes to provision where required, particularly in response to housing growth, demographic change and emerging surplus capacity, to support informed planning by schools, dioceses, academy trusts, parents, developers and local communities.

WSCC has a statutory responsibility to ensure that sufficient, high-quality school places are available where they are needed, and that surplus capacity is addressed where necessary. The Council undertakes this role to raise standards, manage demographic change and maintain a diverse, sustainable system of education provision. This work is carried out in partnership with dioceses, multi-academy trusts, governing bodies, headteachers, local communities and other key stakeholders, reflecting the shared responsibility for place planning across different types of schools and providers.

The need for school places is not static and changes over time in response to birth rates, population movements, housing development and parental preference. Where demand increases, this may lead to the creation of new schools or the expansion of existing provision through permanent or temporary accommodation. Where demand declines, surplus places may emerge, requiring consideration of measures such as reductions in Published Admission Numbers (PANs), changes to catchment arrangements, rationalisation of provision across an area, or other structural options.

Any review of school organisation undertaken, including proposals to open, close, federate, amalgamate, expand or contract schools, is primarily informed by forecast pupil numbers and medium to long term projections. We are committed, wherever practicable, to ensuring that the number and distribution of school places closely aligns to the demand. However, forecasting demand is inherently complex and based on probabilities rather than certainties. Pupil forecasts are derived using robust methodology but are influenced by variables such as housing delivery rates, migration patterns and parental preference, and therefore do not come with guarantees.

In bringing forward proposals or options for change, we must balance a range of considerations, which may at times be competing, including the need to:

- respond to local need, educational standards and government policy priorities;
- take account of evidence on school performance, leadership and sustainability; and
- ensure that limited revenue and capital resources are used efficiently and in a way that minimises financial risk to both schools and the local authority.

In recent years, expansion of school provision has been supported in areas experiencing growth. The established approach is to promote sustainable expansion, considering factors such as the availability of capital resources, the suitability and capacity of existing infrastructure, site constraints, transport implications and the long-term viability of the provision. Strategic decisions are also informed by the wider pattern of provision within a planning area and the likely trajectory of future demand, including the impact of known and planned housing developments.

Not all unfilled places constitute surplus capacity. A level of spare capacity is required to allow for parental preference, year-on-year fluctuations in demand and variations in cohort size. This is in line with the National Audit Office report on Capital Funding for new school places published in 2013, where it states:

“It considered that on average 5 per cent was the bare minimum needed for authorities to meet their statutory duty with operational flexibility, while enabling parents to have some choice of schools”.

Education provision across West Sussex is broad and involves a wide range of providers. For clarity, this document considers provision across three phases:

- **Ages 0–4:** early years education, predominantly delivered by private, voluntary and independent providers;
- **Ages 4–16:** compulsory school-age education, primarily delivered by schools; and
- **Ages 16–19:** post-16 education, delivered by colleges and school sixth forms, extending up to age 25 for young people with SEND.

This document forms part of a wider suite of plans and policies that support education planning and capital strategy in West Sussex. It provides the strategic context for detailed place planning activity, including the annual review of pupil projections, consideration of surplus capacity, and the development of options appraisals where change may be required. It also supports forward planning for education provision in response to likely and confirmed housing growth.

Please Note - it is not a statutory requirement to produce this document. However, we believe it is helpful to the local and national education system, that the data is openly shared. The accuracy of school place planning is dependent on a multitude of demographic and economic factors, many of which are beyond our control. We therefore request readers of this document accept that all projections provided are best estimates based on current data at the time of publication.

POLICY AND PRINCIPLES

School Organisation

West Sussex County Council (WSCC) is responsible for planning, organising and commissioning sufficient, high-quality school places across the county. This duty spans all phases of education, from ages 4–18 in mainstream provision, and up to age 25 for children and young people with special educational needs and disabilities (SEND).

The Local Authority (LA) fulfils this responsibility through a combination of:

- Expanding, reducing, or reconfiguring existing provision
- Establishing new schools where required
- Closing provision where there is sustained decline in demand

These decisions are underpinned by pupil forecasting, place planning analysis, and a requirement to ensure both sufficiency and long-term sustainability of provision.

Planning school places and area working

To support effective pupil place planning in West Sussex, and in line with the DfE's requirements for pupil forecasting, capital investment and school capacity, the County Council plans provision through defined school planning areas (sometimes referred to as locality groups of schools). These are based on secondary school catchment areas, with associated primary planning areas aligned to them. There are currently 26 primary and 18 secondary school planning areas across West Sussex, and any changes to these areas are subject to approval by the Department for Education.

Decisions relating to changes in education provision within a planning area, such as the expansion of existing schools or the introduction of additional provision, are discussed regularly with the West Sussex Standards and Effectiveness Service, headteachers, and, where appropriate, diocesan authorities and academy trusts. Further detail on proposed changes within each planning area is set out in the relevant District and Borough commentaries in this document.

Compulsory school age provision (4–16)

The County Council's policies on the size of a school aim at meeting the needs of pupils and the local community, in an educationally effective way. This means:

- settings need to be cost effective and able to provide the breadth of curriculum and teaching expertise to meet the standards set out in the education policy;
- settings also need to be organised to support friendly working relationships between adults and children;
- access to education locally is an important contributor to the sustainability of rural communities; and
- there should be sufficient places available in schools to support parental preference whilst avoiding an excess of surplus capacity.

Planning Primary Provision

Provision for children aged 4-11 at primary, infant and junior schools

The guiding principles for primary school provision in West Sussex are that, wherever possible:

- All-through primary schools serving pupils aged 4–11 should be established;
- Schools should be a minimum of one form of entry (1FE), providing 210 places, and ideally no larger than 3FE (630 places), noting that Department for Education guidance indicates that new primary schools should ideally be at least 2FE (420 places) to ensure long-term viability and sustainability; and
- The pattern and distribution of schools should ensure that primary provision is readily accessible to pupils and, in urban areas, within walking distance for the majority of children, in accordance with the principles set out in the transport section on page 9.

Planning Secondary Provision

Provision for children aged 11-16 at secondary schools

Secondary schools in West Sussex are, on average, larger than those in many other parts of the country. In rural areas, the County Council will also encourage secondary schools to build on their links with local primary schools in order to extend their presence within communities and improve accessibility for parents and carers.

In planning secondary provision, the County Council would normally expect schools to operate at:

- A minimum size of 6 forms of entry (6FE), providing 900 places, and ideally no more than 10FE (1,500 places);
- Recognising, however, that 4FE and 5FE secondary schools are well established and operate successfully in West Sussex; and
- For planning purposes, one form of entry is defined as 30 pupils, meaning that a 6FE 11–16 secondary school would typically have year groups of 180 pupils and a total roll of 900 pupils.

Provision for Post 16 students other than at University or in Higher Education

The County Council has a statutory duty to secure sufficient suitable education and training opportunities to meet the reasonable needs of young people in the county. Young people are defined as those who are over compulsory school age but are under 19 or aged 19-25 for those children with SEND.

The County Council does not have a duty to cater for higher education (HE) students at universities. The responsibility for HE planning and regulation sits with the Office for Students (OfS).

Ensuring the supply of places meets demand can be managed in a number of ways including:

- building new facilities;
- supporting providers to extend and/or relocate if necessary, to allow for expansion;
- supporting providers to work in partnerships within areas to collaborate to meet future demands through effective transition planning.

In making decisions the County Council mainly works with schools, but also with providers offering different types of provision, including:

- Schools with Sixth Forms;
- Special Schools with post 16 provision;
- General Further Education Colleges;
- Sixth Form Colleges;
- Private Training Providers including Apprenticeship Providers; and
- Out of County Independent Specialist Providers.

The County Council works closely with the Department for Education (DfE). Department for Education (DfE) provides guidance on the design and specification of FE colleges through the Further Education Output Specification.

Private training providers develop their own property strategies and make investments in their buildings and facilities. Currently, there are no public capital funds for private training.

Class Sizes

WSCC has invested significantly in both capital and revenue funding to ensure that, except in exceptional and unavoidable circumstances, infant classes do not exceed 30 pupils. Primary schools are planned and resourced so that average class sizes can be kept below 30, with accommodation designed in line with Building Bulletin 103 Area Guidelines for Mainstream Schools (BB103) and the DfE net capacity methodology, providing suitable and flexible teaching spaces to support this level of provision.

BB103 recognises that schools require flexibility in how accommodation is used and that class organisation may vary over time. While we ensure schools are appropriately planned and funded within national guidance and legislative requirements, the Council believes that decisions on class structures and staffing arrangements should be determined locally by headteachers and governing bodies, taking account of their pupils' needs, curriculum delivery and staffing.

In secondary schools, we resource pupils in line with the average for English shire authorities and plan places using BB103 standards to ensure sufficient overall capacity and specialist accommodation. As with primary provision, the organisation of classes within secondary schools is a matter for headteachers and governors, operating within legislative and accommodation constraints.

Admissions Policy

Parents in West Sussex are encouraged to indicate up to three preferences when applying for a school place for their child.

The pattern of mobility across many parts of the county is evidence that parental preference is met in a very high proportion of cases.

Full details of the County Council's admission policies are published on the County Council website. Any questions you may have following National Offer Day should be directed to the Pupil Admissions Teams at WSCC.

The governing bodies of voluntary aided church schools, academies and free schools set the admissions criteria for their individual school. In the case of academies, the ESFA requires that any changes to the admission policy, including increases in the number of sixth formers and the minimum number of external places to be offered, must be in consultation with the Local Authority and other providers.

The Greenwich Judgement affects schools close to the county boundary. In practice, the Law requires the Local Authority to admit pupils no less favourably and according to its admission criteria irrespective of the Local Authority in which they live.

Parental preference was confirmed to have primacy, so that applicants from outside of a school's catchment area, who express a preference for that school, should be prioritised over applicants within the catchment area who express no preference.

This means that a significant number of pupils from Surrey, Brighton and Hove, East Sussex, Hampshire and Kent attend West Sussex schools close to the county boundary and vice versa.

Other than for single sex schools, admissions policies adhere to the National School Admissions Code with respect of matters of gender, race or disability.

School places are allocated based on the published admission arrangements and oversubscription criteria for each school. Where a school has a catchment area, priority is given to children who live within the catchment boundary however being in a school's catchment area does not guarantee a place at the catchment school. Parents who are refused a place at any of their preference schools are automatically added to a waiting list and offered the right of appeal.

Summer Born Children

Parents are required to apply to the relevant admission authority if they wish their child to be considered for delayed entry into reception. The admission authority of each school must decide based on the circumstances of the case and in the child's best interests. It should be rare for an authority to refuse a parent's request.

Short-term and long-range forecasting methodology

The Local Authority (LA) is responsible for ensuring a sufficient, sustainable, and high-quality supply of school places across the county. This requires a proactive and flexible approach to managing both increasing and decreasing pupil numbers, driven by demographic change, housing development, and parental preference patterns.

The LA responds to changes in demand through a range of interventions, including the expansion of existing provision, reconfiguration or reduction of capacity where demand declines, and the establishment of new schools where growth is significant.

In areas of sustained falling rolls, more fundamental changes such as amalgamation or, in exceptional cases, closure may be considered to maintain the long-term viability of provision.

The recently published Children's Wellbeing and Schools Act strengthens the LA's strategic role in this process by removing the 'free school presumption' and enabling a broader range of delivery options. This allows the LA to consider both maintained schools and academies on an equal footing and to shape proposals that best meet local need. As a result, school place planning is now more locally led, transparent, and responsive.

Forecasting is underpinned by a robust evidence base, combining:

- Office for National Statistics (ONS) birth data
- School Census data, including pupil movement patterns
- Housing development trajectories

These datasets are modelled using Edge-ucate, developed by Edge Analytics, which provides detailed short- and long-term pupil forecasts. The model enables the LA to assess the impact of demographic change, migration, and housing growth, and to plan effectively for both rising demand and declining pupil numbers.

Place planning is undertaken at school planning area level and reflects the reality that parental preferences influence patterns of demand. Forecasting therefore incorporates historic movement trends to ensure projections are realistic and aligned with how families choose schools.

Key Strategic Outcomes

This approach enables the Local Authority to:

- Ensure sufficiency of school places
 - Provide enough places in the right locations to meet statutory duties
- Maintain financial and operational sustainability
 - Manage surplus capacity in areas of declining pupil numbers
 - Support the long-term viability of schools
- Respond effectively to demographic change
 - Plan for both population growth and falling rolls
 - Align provision with housing development and local need
- Strengthen local strategic leadership
 - Shape school provision using increased powers under the Children's Wellbeing and Schools Act
 - Take a coordinated, place-based approach
- Support parental preference
 - Reflect patterns of school choice in planning decisions
 - Maximise opportunities for families to access preferred provision
- Improve transparency and decision-making
 - Use robust, data-led forecasting to inform strategies
 - Provide a clear evidence base for investment and organisational change

For September 2026 we were able to offer a place at a preferred school to: -

Starting School Primary 2026

99% of those who applied were offered one of their three preferences and 91.8% were offered their first preference school. This is a slight increase on the data for September 2025.

For starting school, in Year R, additional places were secured in Barnham/Westergate to cater for the demand arising from the housing developments in the area. One own-admission authority school in the Haywards Heath NEARs planning area, Woodgate Primary Academy, offered over their PAN of 15 by 15 places taking a total 30 pupils in YR in an area of new housing.

Junior Transfer 2026

100% of those who applied were offered their first preference school, which is an increase on the data for September 2025.

Secondary Transfer 2026

97.1% of those who applied were offered one of their 3 preferences, which is a slight increase on the data for 2025. 86.5% of those who applied were offered their first preference which is a slight decrease on the data for September 2025.

In some areas, for transferring school (Year 7), schools who are their own admission authority made the decision to offer additional school places.

In Chichester, the schools offered a further 15 secondary places.

In Barnham/Westergate the schools offered a further 30 secondary places.

In Adur, the schools offered a further 70 secondary places

In Crawley, the schools offered a further 60 secondary places.

In Mid Sussex, the schools offered a further 42 secondary places.

Removal of School Places

West Sussex County Council has developed a proposed approach to managing primary school places in response to sustained and forecast declines in pupil numbers. Falling birth rates, both nationally and locally, have resulted in increasing levels of surplus capacity across primary schools, which is projected to rise from around 11% in 2025 to approximately 15% by 2027. While housing development will generate some new demand in specific areas, this is not expected to offset the overall reduction in primary-aged pupils. Excess surplus places present financial, educational and organisational challenges for schools and the local authority, particularly as school funding is primarily driven by pupil numbers.

The proposed approach establishes a clear, consistent framework for reviewing and responding to surplus places through the Council's annual school place planning process. Schools meeting defined criteria relating to financial sustainability, pupil numbers, use of catchment places, availability of alternative provision, leadership capacity and performance will be subject to an options appraisal.

A range of options may be considered, including Published Admission Number (PAN) reductions, federation or academisation, amalgamation or rationalisation

of provision, relocation to growth areas, redesignation (including SEND use), and, where all other options have been exhausted, school closure.

Any proposals would be developed in line with Department for Education guidance, with appropriate stakeholder engagement and statutory consultation, and with regard to the presumption against the closure of rural schools. The overall aim is to ensure a financially sustainable pattern of provision that continues to deliver high-quality education, maintains reasonable local access to schools, and supports pupils, families and communities during a period of demographic change.

Further information on the Report can be found via the following link.

[Primary School Places Review](#)

Finance

Funding for the provision of additional school places (Basic Need) in West Sussex is included in the County Council's Capital Programme by way of a Grant from central government. The Capital Programme is determined annually through a decision made at County Council, which gives the highest priority to meeting basic need through Primary and Secondary basic need allocations.

This funding is an un-ring-fenced capital grant and is available to contribute to meet the demand for additional school places. There is also an expectation that funding will be obtained in the form of Section 106 Developer Contributions and through the Community Infrastructure Levy (CIL). These contributions will form an element of the financing of the County Council's basic need programme for the provision of new school places.

The Capital Programme also makes provision for school capital maintenance projects for community and voluntary controlled schools. The prioritisation of spending is governed by the Asset Management Plan.

Capital work in Voluntary Aided Schools is, in approved cases, funded directly by the DfE to the value of 90% of most costs, with the remaining 10% being met by the school.

Under the Government's or Voluntary Aided schools' legislation, new schools must be opened as free schools or academies and, only if no free school sponsor can be found, opened as Local Authority maintained schools. In this instance, funding is made available from the DfE.

In some circumstances, this will include the provision of new school sites with the developer building schools on behalf of the Local Authority, which would then open as academies and be managed by an academy sponsor.

Transport

For children of compulsory school age, transport to school is provided in accordance with the County Council's statutory duty. Pupils under the age of eight receive transport if they live more than two miles away from their catchment or nearest available school. Pupils over the age of eight receive transport if they live more than three miles away from their catchment or nearest available school.

Primary age pupils over the age of eight from low-income families (where the child is eligible for free school meals, or where the family receives Working Tax Credit at the maximum level for the case), receive transport if they are attending their catchment or nearest available school. Secondary age pupils in years 7 to 11 from low-income families (where the child is eligible for free school meals or the family receives Working Tax Credit at the maximum level for the case), receive transport to one of their 3 nearest schools, between 2 and 6 miles from home.

For those pupils who are attending a school of faith and have demonstrated eligibility of low income, they would need to be attending their nearest school of faith and live between 2 and 15 miles from home.

Distance is measured by the shortest available walking route. The County Council is developing an Active Travel to School programme to encourage and enable walking, wheeling and cycling for the journey to and from school. This includes a range of initiatives and improvements that support the County Council's Active Travel Strategy. Schools are encouraged to develop travel plans to identify barriers to active and sustainable travel, monitor travel behaviours and promote alternatives to short distance car trips where appropriate.

LEGAL OBLIGATIONS

Significant Changes to Existing Schools

Where proposals involve a significant change to an existing maintained school (including community, voluntary controlled, voluntary aided and foundation schools), the County Council works closely with the school or schools concerned. Where a governing body agrees to a proposal, the Council may bring it forward in accordance with Department for Education (DfE) statutory guidance and the relevant legal framework.

Examples of significant changes include:

- Enlargement of premises or expansion onto an additional or satellite site
- Reduction in pupil numbers
- Changes to a school's age range, including adding or removing sixth form provision
- Closure of an additional site or relocation
- Change of school category
- Changes to SEND provision or the type of need catered for
- Introduction or removal of boarding provision

The statutory process for making a significant change consists of:

1. Publication of statutory proposals
2. Representation period
3. Decision
4. Implementation

Although there is no statutory requirement for pre-publication consultation, DfE guidance sets out a clear expectation that Local Authorities will engage stakeholders at an early stage when developing proposals.

Establishing New Schools

Under the Children's Wellbeing and Schools Act 2026, the previous requirement that all new schools must be academies (the 'free school presumption') has been removed. This provides Local Authorities with greater flexibility to determine the most appropriate form of provision to meet local need.

Local Authorities now play a central role in leading the establishment of new schools and may:

- Develop and publish a specification for the new school
- Invite proposals from a range of providers
- Bring forward their own proposals where appropriate
- Assess proposals against clear and transparent criteria

A wider range of school types may be considered, including:

- Maintained schools
- Academies
- Special schools
- Alternative provision

The process for establishing a new school typically includes:

- Identification of need (based on sufficiency and place planning)
- Development of a specification
- Engagement and consultation with stakeholders
- Publication of proposals or invitation for applications
- Representation period
- Evaluation and decision-making
- Implementation and opening

This approach supports a more locally led, transparent, and needs-based system, ensuring provision aligns closely with community requirements, demographic change, and education priorities.

School Closures and Consultation

Local Authorities retain the power to close all categories of maintained schools. In addition, the governing body of a voluntary, foundation, or foundation special school may publish proposals to close its own school. Decisions relating to school closures are taken by the Local Authority following the statutory process, which enables those directly affected to make representations.

Given the sensitive nature of school closures, the DfE places strong emphasis on early, proportionate, and meaningful engagement with stakeholders.

Although there is no statutory requirement for pre-publication consultation, Local Authorities are expected to undertake informal consultation prior to publishing proposals, particularly where changes are significant.

Effective consultation should:

- Begin at a formative stage, before decisions are finalised
- Involve key stakeholders, including:
 - Parents and carers
 - School staff and governing bodies
 - Pupils (where appropriate)
 - Local communities
 - Diocese or relevant bodies

- Clearly set out:
 - The rationale for the proposal (e.g. falling rolls, surplus capacity)
 - Options considered
 - Likely impacts (educational, community, and accessibility)
- Allow sufficient time for responses
- Demonstrate how feedback has been considered

This is particularly important in areas experiencing declining pupil numbers, where reducing surplus capacity may be necessary to ensure the long-term viability of provision.

Following informal consultation, the statutory closure process consists of:

1. Publication of statutory proposals
2. Representation period (formal consultation)
3. Decision
4. Implementation

The statutory representation period provides a formal opportunity for comment but is intended to test proposals that have already been developed through earlier engagement.

Intervention and Direction by the Secretary of State

The Secretary of State retains powers to intervene in underperforming maintained schools under existing legislation, including the Education and Inspections Act 2006.

Where a school is judged to require significant improvement or special measures, and there is no reasonable prospect of rapid improvement, the Secretary of State may direct the Local Authority to take specified action, including closure or academisation.

In such cases:

- Consultation will normally take place with:
 - The Local Authority
 - The governing body
 - The relevant diocese or appointing authority (where applicable)
- A direction may be issued without the need to publish statutory closure proposals, where intervention is considered the most appropriate course of action.

Summary

This integrated approach to school organisation ensures that WSCC can:

- Meet its statutory duty to secure sufficient school places
- Respond flexibly to both rising and falling pupil numbers
- Take a locally led, evidence-based approach to school provision
- Balance sufficiency with financial and operational sustainability
- Engage effectively with communities and stakeholders
- Deliver high-quality education provision aligned to local need

WEST SUSSEX EARLY YEARS' AND CHILDCARE SERVICE – OVERVIEW

Early years provision plays a critical role within the wider education system, supporting children's development and readiness for school, and informing future demand for primary school places. A strong early year's foundation contributes to improved educational outcomes and supports a smooth transition into statutory schooling.

Right from the Start – West Sussex Early Years and Childcare Strategy 2024–2027 recognises the critical role the early years play in securing positive outcomes for children and families. The County Council is committed to working with partners across the system to ensure services are well coordinated and accessible, providing seamless pathways to universal provision alongside targeted additional support where required.

The strategy sets out an ambition for a system wide approach to early years and childcare, supporting families from birth and beyond, and ensuring children are placed at the centre of provision in line with the Council's wider Children First vision. Further information can be found via the following link.

[Right From The Start: West Sussex Early Years and Childcare Strategy 2024 to 2027 - West Sussex County Council](#)

Early Years Funded Entitlement

West Sussex County Council has a statutory duty to ensure access to high quality early education and childcare places, free of charge, for eligible children aged 0 to 14, or up to 18 for children with disabilities.

In West Sussex, free childcare is delivered through the [Early Years Funded Entitlement](#) (EYFE) enabling families to access good quality, flexible education through [pre-school, nursery or childminder](#) registered to offer funded places. EYFE is central to the Government's ambition to ensure all children have the best start in life. [giving every child the best start in life](#).

EYFE Schemes:

- **Universal EYFE** - all 3 and 4 year old children are eligible to access up to 15 hours EYFE a week the term after their third birthday (570 hours per year).
- **EYFE for Working Families** - eligible working families can access up to 30 hours per week of funded childcare for children from the term after they turn 9 months old until the term after the child turn 3 years old. They can also receive up to an additional 15 hours a week of Extended EYFE the term after the child's third birthday, in addition to Universal EYFE (30 hours per week over 38 weeks of the year, 1140 hours per year).
- **Early Learning for 2 year olds (previously known as LA Issued EYFE)** – eligible families who meet income-based criteria may be eligible for up to 15 hours EYFE a week from the term after the child turns 2 years old.

Parents must apply online via the Government's eligibility checker. While providers may charge for additional services or sessions, families must not be required to purchase these to access a funded place. No financial support is available for transport.

Further information can be found at

[Childcare and early education - West Sussex County Council](#)

Family Information Service on 01243 777807. Website: [Best Start in Life](#).

Wraparound childcare

The [National Wraparound Childcare Programme](#) announced in the Spring Budget 2023, aims to ensure that by 2026 all parents and carers of primary aged children can access term time childcare between 8am and 6pm, supporting parental employment and labour market participation.

Wraparound provision may be delivered by:

- Schools
- Private, voluntary and independent (PVI) providers, including childminders and early years settings

Provision may operate on a school site or nearby location but should not require children to be collected from school and transported elsewhere by parents. West Sussex County Council has produced local guidance to support the phased expansion of wraparound childcare between September 2024 and September 2026. Programme funding runs until April 2026, with the expectation that most provision will be self-financing and sustainable by September 2026.

Breakfast clubs

In September 2024 the DfE published information on the [Breakfast club early adopters scheme](#) inviting schools to participate in a national pilot involving up to 750 state funded primary schools from April 2025.

Breakfast clubs:

- Must run for at least 30 minutes before the school day
- Must offer healthy food
- Must be free and universally accessible
- Support pupil wellbeing, family finances and childcare flexibility

Following the early adopter phase, in November 2025 the DfE updated its [guidance for schools and trusts for phase 1 of the national rollout from April 2026](#) reflecting learning from early adopters and clarifying delivery models and local authority roles.

National Rollout

- April 2026 – March 2027: £80 million investment to support 2,000 additional schools
- Easter 2026 onwards: Over 500 new breakfast clubs, bringing total participation to 1,250 schools
- Capacity to support 300,000 pupils across nine regions Schools in the national rollout receive:
 - £1,000 start up grant
 - £25 per day fixed cost payment
 - £1 per attending pupil per day (partly paid in arrears)

Full universal rollout will follow evaluation of Phase 1.

School based nurseries

In September 2024, the Government announced plans to deliver 3,000 school based nurseries by upgrading unused spaces in primary schools, improving access to high quality early years provision.

West Sussex Delivery

- Phase 1 (2024–2025): Three West Sussex schools secured capital funding, creating 117 early years places, including 50 places for 2 year olds.
- Phase 2 (2025–2026): One further West Sussex school secured funding to create a 20 place nursery for 2 to 4 year olds, opening in 2026–2027.
- Phase 3 (2027–2030): Local Authorities will be invited to submit multiyear proposals to further develop and expand SBN provision

The DfE produced guidance to support schools to [Establish school-based nursery provision](#). WSCC has also developed local guidance and support for school to [set up or expand early years and childcare provision](#).

Further information on how the WSCC works to ensure there are sufficient childcare places across the county can also be found on the WSCC website at [Childcare sufficiency - West Sussex County Council](#)

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) STRATEGY

Planning for children and young people with Special Educational Needs and Disabilities (SEND) is an integral part of the wider education system. Most needs are expected to be met within mainstream settings, supported by a coordinated approach across early years, mainstream and specialist provision to promote inclusion, wellbeing and positive long term outcomes.

There are no fixed national guidelines for the size of special schools. The size of special schools relates to the age range and the type of special educational need. Where pupils present significant management difficulties special schools tend to be smaller.

The County Council has recently published its SEND Strategy 2026 to 2030. The strategy sets out how the County Council will support all children and young people with Special Educational Needs and/or Disabilities (SEND) to achieve highly, so that they typically have positive experiences and outcomes.

[West Sussex SEND strategy 2026 to 2030](#)

The vision is that 'By listening, caring and acting, we will create a bright and inclusive future for all children and young people with SEND in West Sussex'.

Within the SEND Strategy six priorities have been identified. Each of the priorities has clear supporting objectives set out in the Implementation Plan. These will be delivered by West Sussex and partner agencies including health and social care during the period to 2030.

West Sussex has developed a "Special Provision Place Strategy". This includes the use of 'edge-ucate SEND' from edge analytics. We currently use the same provider for our mainstream pupil projections. This will support our statutory obligation for planning education services for children with special educational needs and disabilities (SEND).

This information will utilise the latest available evidence on SEND pupils, demographic changes and planned housing developments to configure reports to inform its SEND planning activities.

The County Council provides a range of provision for children and young people with SEND as follows;

Mainstream settings

In line with current national SEND Reform Plans it is expected that the majority of children with SEND will be able to have their needs appropriately met in a mainstream school setting. With schools being equipped with appropriate intervention spaces, resources and access to specialist support to meet existing need as well as identifying new need early and put appropriate support in place. Many mainstream schools within West Sussex already operate Support Bases, that provide crucial support for those with SEND to remain in education close to where they live.

Specialist Hubs within mainstream schools (also known as Specialist Support Centres/SSCs) - provide specialist placements for those that require a higher level of support or intervention, whilst enabling varying levels of inclusion in the mainstream school environment.

Specialist school placements – for children and young people with the most complex SEND needs.

In response to parental views on school placements, the County Council will make arrangements for each child who has an Education, Health and Care Plan to ensure that:

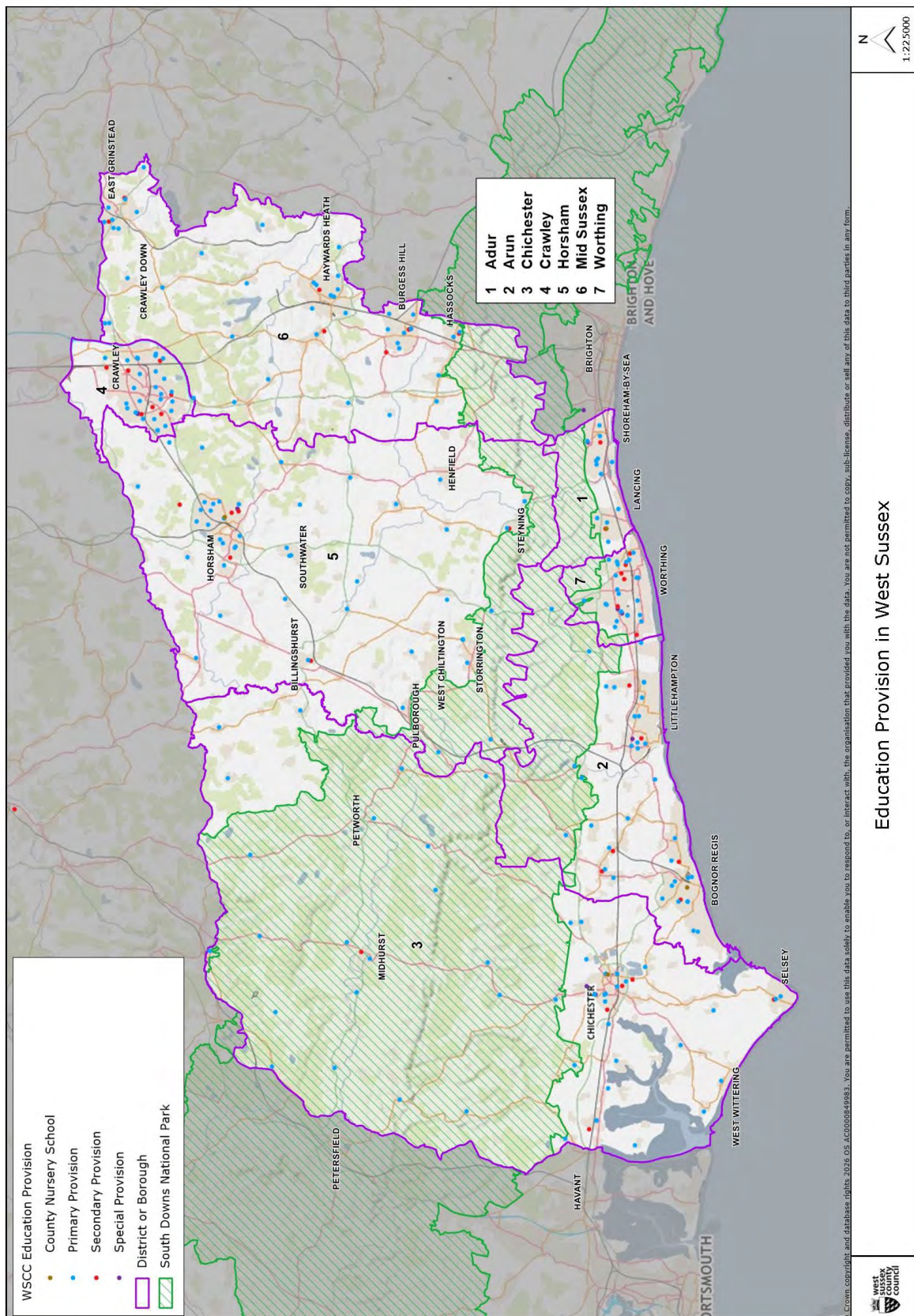
- the preferred school can meet the child's particular special educational needs; and that
- this is compatible with the efficient education of other children and the efficient use of resources.

Alternative Provision

Pupils can require alternative provision for a variety of reasons, including medical needs, exclusion, or they have been directed off-site as a strategy to improve their behaviour. There is a range of provision offered to meet these needs under commissioning arrangements with schools and the local authority. These include blended learning, vocational training at a college of further education, planned activities with different appropriate provision settings, commissioned by schools and/or placement in West Sussex Alternative Provision College (WSAPC), a Pupil Referral Unit (PRU) and short stay school. There are 292 full time equivalent places at the WSAPC although 16 of these are used to resource outreach services.

A small number of part time places are commissioned with further education colleges for Key Stage 4 pupils who would benefit from a vocational pathway, a proportion of these young people being at risk of exclusion. These places are provided with a contribution from the local authority.

OVERVIEW OF SCHOOL ORGANISATION, TYPES AND CAPACITIES



The table below shows how the schools in West Sussex are currently structured:

School Phase	Sub Phase	Key Stage	Year Group	Typical Age
Primary	Infant	EYFS	R	4-5
Primary	Infant	KS1	1	5-6
Primary	Infant	KS1	2	6-7
Primary	Junior	KS2	3	7-8
Primary	Junior	KS2	4	8-9
Primary	Junior	KS2	5	9-10
Primary	Junior	KS2	6	10-11
Secondary	Secondary	KS3	7	11-12
Secondary	Secondary	KS3	8	12-13
Secondary	Secondary	KS3	9	13-14
Secondary	Secondary	KS4	10	14-15
Secondary	Secondary	KS4	11	15-16

Number of Schools

As of 1 March 2026, there are 284 publicly funded schools for pupils aged 0-18 in West Sussex (up to 25 for those with SEND) with a wide variety of governance arrangements and sponsors. Below is a summary of the provision across the county.

Table 1 - Table of Schools

Phase	Type of School	Total
Nursery	Maintained Nursery Schools	4
Nursery	Overall Total	4
Primary	Community	76
Primary	Voluntary Aided (Church of England)	17
Primary	Voluntary Aided (Catholic)	4
Primary	Voluntary Controlled (Church of England)	39
Primary	Academy	89
Primary	Free School	1
Primary	Overall Total	226
Secondary	Community	12
Secondary	Voluntary Aided (Church of England)	2
Secondary	Voluntary Aided (Catholic)	2
Secondary	Voluntary Controlled (Church of England)	1
Secondary	Academy	19
Secondary	Foundation	1
Secondary	Overall Total	37
All Through	Free School	3
All Through	Overall Total	3
Special	Community Primary	3
Special	Community Secondary	3
Special	Academy Primary	1
Special	Academy Secondary	1
Special	Community All Through	3
Special	Foundation All Through	1
Special	Pupil Referral Units	2
Special	Overall Total	14
All Phases	Total All Schools	284

Number on Roll (NOR) January 2026

The school census is taken on a nationally prescribed Thursday each term in the Autumn, Spring and Summer. We use the spring school census because it provides the most accurate snapshot of pupil numbers, once in-year admissions and early movement have settled after the start of the academic year. It also includes the most complete and validated datasets, which are used by the DfE as the baseline for funding and national statistics.

In January 2025 there were 118,238 * pupils aged 2-18 years in state sector schools in West Sussex (up to 25 for SEND pupils). As of January 2026, this number has decreased to 117,313 including nursery classes and PRUs.

Table 2 - County Totals

Phase	Number	*Pupils	Capacity / Planned Places	% of surplus accommodation
Nursery Schools Nursery Classes	4	627 834	n/a	
Infant	18	3862	4532	14.8%
Junior	17	5848	6854	14.7%
Primary	191	52260	59107	11.5%
Free Schools Primary	1	315	420	25%
Secondary	37	47822	53921	11.3%
Free Schools All Through	3	3273	3914	16.7%
Special Schools	12	2213	2156	-2.7%
Pupil Referral Units	2	259	n/a	
Totals	284	117313	130464	

*Taken from the Spring Term School Census.

Table 2 - Additional Data

Phase	Number	*Pupils	Planned Places
Nursery Schools	4	627	n/a
Nursery Provision in Schools		834	n/a
Special Schools	12	2213	2210
Pupil Referral Units	2	259	n/a

*Taken from the Spring Term School Census.

Table 3 – Community and Foundation Schools

Phase	Number	*Pupils	Capacity	% of surplus accommodation
Infant	12	2790	3106	10%
Junior	8	3135	3581	12.4%
Primary	57	15829	17641	10.2%
Secondary	11	14893	17514	14.9%
Totals	90	38976	44235	

*Taken from the Spring Term School Census.

Table 4 – Voluntary Controlled Schools

Phase	Number	*Pupils	Capacity	% of surplus accommodation
Infant	1	44	60	26.7%
Junior	2	273	318	14.1%
Primary	36	5309	6452	16.5%
Secondary	1	1334	1350	1.2%
Totals	40	6960	8180	

*Taken from the Spring Term School Census.

Table 5 - Voluntary Aided Schools

Phase	Number	*Pupils	Capacity	% of surplus accommodation
Junior	1	291	360	19.2%
Primary	20	4416	5019	12%
Secondary	4	4438	4393	-1.0%
Totals	25	9145	9772	

*Taken from the Spring Term School Census.

Table 6 - Academies and Free Schools March 2026

Phase	Number	*Pupils	Capacity	% of surplus accommodation
Infant	5	1028	1366	24.7%
Junior	6	2149	2595	17.2%
Primary	79	27021	30415	11.2%
Secondary	21	27157	30664	11.4%
Free Schools (all through)	3	3273	3914	16.4%
Totals	111	58299	66561	

*Taken from the Spring Term School Census

Academies in West Sussex March 2026

Planning Area	Sponsor / Trust	Academy Name
Chichester	Bishop Luffa Learning Partnership	Bishop Luffa C of E School
Chichester	Bishop Luffa Learning Partnership	Rumboldswyke C of E Primary School
Chichester	Bishop Luffa Learning Partnership	Lavant C of E Primary School
Chichester	Bishop Luffa Learning Partnership	Fishbourne C of E Primary School
Bognor Regis/Felpham	Bishop Luffa Learning Partnership	Nyewood C of E Infant School
Chichester	Bishop Luffa Learning Partnership	West Dean C of E Primary School
Worthing	Bohunt Education Trust	Bohunt Worthing Academy
Steyning/Storrington	Bohunt Education Trust	Steyning Grammar School
Horsham East	Bohunt Education Trust	Rusper Primary School
Worthing	Bosco Catholic Education Trust	St Mary's RC Primary School
Barnham/Westergate	Bosco Catholic Education Trust	St Philip Howard Catholic School
Haywards Heath	Bosco Catholic Education Trust	St Joseph's Catholic Primary School
Burgess Hill	Bosco Catholic Education Trust	St Paul's Catholic College
Crawley N.W.	Bosco Catholic Education Trust	Our Lady Queen of Heaven Catholic Primary School
Shoreham	Bosco Catholic Education Trust	St Peter's Catholic Primary School
Angmering	Bosco Catholic Education Trust	St Wilfrid's Catholic Primary School

Planning Area	Sponsor / Trust	Academy Name
Horsham	Bosco Catholic Education Trust	St Robert Southwell Catholic Primary School
Burgess Hill	Bosco Catholic Education Trust	St Wilfrid's Catholic Primary School
Littlehampton	Bosco Catholic Education Trust	St Catherine's Catholic Primary School
Bognor Regis/Felpham	Bosco Catholic Education Trust	St. Mary's Catholic Primary School
Littlehampton	Bosco Catholic Education Trust	St. Phillip's Catholic Primary School
Chichester	Bosco Catholic Education Trust	St. Richard's Catholic Primary School
Crawley N.W.	Collegiate Trust (The)	Gossops Green Primary School
Crawley N.W.	Collegiate Trust (The)	Waterfield Primary School
Crawley	Collegiate Trust (The)	Ifield Community College
Chichester	Diocese of Chichester Academy Trust	St Joseph's Infant School
Chichester	Diocese of Chichester Academy Trust	St. Joseph's C of E Junior Academy
Chichester	Diocese of Chichester Academy Trust	The March C.E. Primary School
Worthing	Diocese of Chichester Academy Trust	Heene C of E Primary School
Shoreham	Diocese of Chichester Academy Trust	St Nicolas and St Mary C E Primary School
Crawley	Diocese of Chichester Academy Trust	St Margaret's C of E Primary School
Bognor Regis/Felpham	Downview Trust	Downview Primary School
Worthing	Durrington Multi-Academy Trust	Durrington High School
Worthing	Durrington Multi-Academy Trust	Laurels Primary School
Burgess Hill	Durrington Multi-Academy Trust	Oak Tree Primary School
Crawley N.E.	GLF Schools	Forge Wood Primary School
Crawley S.W.	GLF Schools	Southgate Primary School
Horsham W.	GLF Schools	Greenway Academy
Crawley N.E.	Greensand Multi-Academy Trust	Milton Mount Primary School
Haywards Heath	Harlands Educational Trust	Harlands Primary School
Crawley N.E.	Hazelwick School	Hazelwick School
Horsham	Horsham Learning Alliance	The Forest School
Hassocks	Hurst Education Trust	Albourne C of E Primary School
Haywards Heath/ Cuckfield	Hurst Education Trust	St Wilfrid's C of E Primary School
Haywards Heath/ Cuckfield	Hurst Education Trust	Bolnore Village Primary School
Steyning/Storrington	Hurst Education Trust	St Peter's C of E Primary School
Haywards Heath/ Cuckfield	Hurst Education Trust	Balcombe C of E Primary School
Haywards Heath/ Cuckfield	Hurst Education Trust	Holy Trinity C of E Primary School
East Grinstead	Hurst Education Trust	Crawley Down Village C of E School
East Grinstead	Hurst Education Trust	St. Mary's C of E Primary School
East Grinstead	Hurst Education Trust	Turners Hill C of E Primary School
East Grinstead	Hurst Education Trust	West Hoathly C of E Primary School
Lancing	New Horizons Academy Trust	Seaside Primary School
Haywards Heath	Orchard Hill College Academy Trust	Brantridge Special School
Barnham/Westergate	Ormiston Academies Trust	Ormiston Six Villages Academy
East Grinstead	Everychild Partnership Trust	Baldwins Hill Primary School
East Grinstead	Everychild Partnership Trust	Blackwell Primary School
East Grinstead	Everychild Partnership Trust	Halsford Park Primary School

Planning Area	Sponsor / Trust	Academy Name
Crawley S.W.	Reach2 Academy Trust	Desmond Anderson Primary School
Shoreham	Reach2 Academy Trust	Eastbrook Primary Academy
Lancing	Reach2 Academy Trust	Globe Primary School
Shoreham	Reach2 Academy Trust	Holmbush Primary School
Crawley S.E.	Reach2 Academy Trust	Pound Hill Infant School
Littlehampton	Reach 2 Academy Trust	White Meadows Primary School
Hassocks	Saint Lawrence Church of England Primary School, Hurstpierpoint	St Lawrence CofE Primary School
Worthing	Schoolsworks Academy Trust	Downsbrook Primary School
Angmering	Schoolsworks Academy Trust	East Preston Junior School
Bognor Regis/Felpham	Schoolsworks Academy Trust	Edward Bryant School
Durrington	Schoolsworks Academy Trust	Hawthorns Primary School
Manhood	Schoolsworks Academy Trust	Medmerry Primary School
Littlehampton	Schoolsworks Academy Trust	River Beach Primary School
Bognor Regis/Felpham	Schoolsworks Academy Trust	Rose Green Junior School
Littlehampton	Schoolsworks Academy Trust	Rustington Community Primary School
Worthing	Schoolsworks Academy Trust	Whytemead Primary School
Littlehampton	Schoolsworks Academy Trust	Summerlea Community Primary School
Chichester	Solent Academies Trust	Littlegreen School
Worthing	South Downs Education Trust	Clapham & Patching C of E Primary School
Worthing	South Downs Education Trust	Worthing High School
Durrington	Sparkle Multi-Academy Trust	Orchards Junior School
Durrington	Sparkle Multi-Academy Trust	Orchards Infant School
Haywards Heath	Sussex Learning Trust	Northlands Wood Primary School
Haywards Heath	Sussex Learning Trust	Warden Park Primary Academy
Haywards Heath	Sussex Learning Trust	Warden Park School
Haywards Heath	Sussex Learning Trust	Woodgate Primary Academy
Billingshurst	Sussex Learning Trust	Billingshurst Primary School
Crawley N.W.	The Collegiate Trust	Waterfield Primary School
Crawley S.W.	The Kemnal Academies Trust	Broadfield East Primary School
Chichester	The Kemnal Academies Trust	Chichester High School
Crawley S.W.	The Kemnal Academies Trust	Hilltop Primary School
Chichester	The Kemnal Academies Trust	Portfield Primary School Academy
Manhood	The Kemnal Academies Trust	Seal Primary Academy
Crawley S.W.	The Kemnal Academies Trust	Seymour Primary School
Chichester	The Kemnal Academies Trust	Tangmere Primary Academy
Crawley N.W.	The Kemnal Academies Trust	The Bewbush Academy
Crawley N.W.	The Kemnal Academies Trust	The Mill Primary Academy
Crawley S.W.	The Kemnal Academies Trust	The Oaks Primary School
Crawley S.W.	The Kemnal Academies Trust	Thomas Bennett Community College
Manhood	The Kemnal Academies Trust	The Academy, Selsey
Barnham/Westergate	The Oak Academy Trust	Barnham Primary School
Horsham W.	The Southwater Infant Academy	Southwater Infant Academy
Horsham W.	The Southwater Junior Academy	Southwater Junior Academy
Midhurst	United Learning	Midhurst Rother College

Planning Area	Sponsor / Trust	Academy Name
Shoreham	United Learning	Shoreham Academy
Bognor Regis/Felpham	United Learning	Southway Primary School
Bognor Regis/Felpham	United Learning	The Regis School
Shoreham	United Learning	Glebe Primary School
Haywards Heath	University of Brighton Academies Trust	Blackthorns Primary School
Burgess Hill	University of Brighton Academies Trust	Burgess Hill Academy
Haywards Heath	University of Brighton Academies Trust	Lindfield Primary School
Rother Valley	University of Chichester Academy Trust	Fernhurst Primary School
Chichester	University of Chichester Academy Trust	Kingsham Primary School
Littlehampton	Woodard Academies Trust	The Littlehampton Academy
Lancing	Woodard Academies Trust	The Sir Robert Woodard Academy

Current Conversions in Progress

As of 1 April 2026, we are currently working on two academy conversions. There has been a significant decrease in schools wishing to convert to academy status and this is not expected to change.

Free Schools in West Sussex

Planning Area	Sponsor / Trust	Academy Name
Crawley N.E.	Aurora Academies Trust	The Gatwick Free School
Horsham E.	Bohunt Education Trust	Bohunt, Horsham
Horsham E.	GLF Schools	Kilnwood Vale Primary School
Chichester	Sussex Learning Trust	Chichester Free School

COMMENTARIES BY DISTRICT/ BOROUGH COUNCILS

Introduction

The county is divided into seven Districts and Boroughs within which there are eight planning authorities including the South Downs National Park. While these geographies do not align precisely with defined school planning areas, they provide a robust and practical framework for monitoring pupil numbers and assessing 'basic need' at a strategic level. For monitoring pupil numbers and determining the basic need in a particular area, they provide the most helpful framework for pupil place planning at a strategic level. Schools that are within a district/borough that do not correlate to the planning area are shown in the tables with their family group of schools.

The information within the District and Borough profiles, sets out how WSCC is planning to provide for the statutory educational needs for pupils (aged 4-16) in primary and secondary schools incorporating the eight planning authorities.

There is a greater level of certainty in the short term, with many of the proposed schemes already coming forward. However, this document seeks to give an indication as to possible requirements, to mitigate future planned development in the longer term.

Whilst the information provided concentrates on starting school years, Reception for primary and infant schools, Year 3 for junior schools and Year 7 for secondary, it is recognised that pupils can apply to be admitted to any year group at any time throughout the academic year.

Projected housing growth identified through adopted and emerging Local Plans is a key driver of future pupil place demand. The County Council applies established pupil yield factors to forecast the indicative number of additional school places arising from population generated by new housing development. These forecasts inform both the scale and timing of education infrastructure required to meet statutory duties.

Funding to support these projects may include Government grants as well as contributions from developers, including Section 106 agreements and, where appropriate, the Community Infrastructure Levy (CIL), when projects mitigate development impacts.

District and Borough Local Plans

Local Planning Authorities (LPAs) must prepare and maintain an up to date Local Plan for their area covering a 15 year period. The LPAs in West Sussex are at different stages of Plan preparation.

The local plan preparation stages below reflect the existing statutory process, through the Planning and Compulsory Purchase Act 2004 and the National Planning Policy Framework. Future local plans are expected to be prepared through a more streamlined process with fewer consultation stages, and shorter timescales. These will be reflected in future documents.

The key stages currently required include:

- Early consultation (Regulation 18)
- Pre-Submission Representation Period (Regulation 19)

- Submission
- Public Examination
- Proposed Modifications – if required by Inspector
- Adoption.

The table below sets out which stage in the Plan preparation process each of the LPAs reached at May 2026

District / Borough	Most Recent Plan Preparation Stage	Date	Number of dwellings and plan period
Adur	Local Plan adopted Local Plan Review has commenced	Dec 2017	A minimum of 3,718 dwellings 2011 – 2032
Adur	Shoreham Harbour Joint Area Action Plan adopted by ADC/BHCC/WSCC	November 2019	1,450 dwellings 2011 – 2031 (970 in Adur and in the Adur Local Plan above, 400 in Brighton and Hove)
Arun	Local Plan adopted Local Plan Review has commenced	July 2018	A minimum of 20,000 dwellings 2011 – 2031
Chichester	Chichester Local Plan 2021-2039 adopted	August 2025	10,350 dwellings in the period 2021 – 2039
Crawley	Crawley Local Plan adopted	October 2024	5,330 dwellings 2023-2040
Horsham	Local Plan adopted Horsham Local Plan Review submitted for examination Local Plan Review examination hearing ongoing	Nov 2015 July 2024 At May 2026	At least 16,000 dwellings 2011 – 2031 Housing numbers under review as part of the examination
Mid-Sussex	District Plan adopted Site Allocation DPD adopted District Plan Review examination hearings ongoing	April 2018 June 2022 At May 2026	A minimum of 16,390 dwellings 2014 – 2031 Housing numbers under review as part of the examination
South Downs National Park	Local Plan adopted South Downs Local Plan Review Reg 18 Consultation South Downs Local Plan Review Reg 19 Consultation	July 2019 January to March 2025 May to June 2026	4,750 dwellings* 2014-2033 6,137 dwellings 2024-2042
Worthing	Worthing Local Plan adopted	28 March 2023	3,672 dwellings 2020 – 2036

WSCC Planning Policy and Infrastructure Team: Positions are correct at May 2026 and subject to change.

*SDNP figure for the whole park area

Local plan timetables are subject to review and if up to date information is required should be checked on the District / Borough website.

The County Council, as Local Education Authority, identifies and secures the education infrastructure required to mitigate the impact of new development, in line with its statutory duties. These requirements are set out through Infrastructure Delivery Plans (IDPs) and inform Local Plan preparation and site allocations. This approach is consistent with national planning policy, which requires that sufficient school places are available to meet the needs of existing and new communities.

N.B. the number of homes allocated in adopted Local Plans over the various plan periods amount to over 80,000. In a number of areas these are the minimum requirements, therefore numbers are expected to exceed these figures. As the plan periods vary, it should be noted that, some sites have already been built out or have planning permission. Planned development that makes up the housing allocation requirements are through allocated sites in Local Plans, requirements for Neighbourhood Plans site allocations as well as windfall allowance.

If further non-allocated development takes place this is considered at the time of the application and any further education provision that is required will be reflected in the Planning School Places document the following year.

Where developments are planned on, or close to the boundary of West Sussex, education provision requirements in West Sussex will be reflected in this document. The following sections consider the developments with planning permission and planned development through Local Plans.

All District and Boroughs, except for Worthing and Adur, have 'made' neighbourhood plans in their area. Detailed information can be found on the relevant local authority webpage.

ADUR DISTRICT PROFILE

Overview, local context

Adur has 12 primary schools across two planning areas (Lancing and Shoreham) and two secondary schools, both with post-16 provision.

Primary demand rose significantly in previous years, leading to bulge classes and expansions, but the recent fall in the birth rate has created surplus places. Several primary schools have consulted on PAN reductions to support financial sustainability.

Secondary demand is on the opposite trajectory: high pressure since 2019, continuing until at least 2031, driven by earlier primary growth and housing development

Primary Provision

Lancing Planning Area –Historic Reception Trends

PAN remained 300 until 2023 when it reduced to 270 for starting school in September 2024 due to The Globe Primary Academy successfully consulting to reduce their PAN from 90 to 60.

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	300	265	35	88%
2020	300	249	51	83%
2021	300	278	22	93%
2022	300	209	71	70%
2023	300	253	47	84%
2024	270	236	34	87%
2025	270	246	24	91%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
The Globe Primary Academy	2024	Reduction in PAN	Removal of 30 places a year	60	420

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Shoreham –Historic Reception Trends

PAN remained 450 until 2024 when it reduced to 390 for starting school in September 2025 due to the local authority successfully consulting to reduce the PANs at Buckingham Park Primary School from 90 to 60 and Glebe Primary School from 90 to 60.

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	450	438	12	97%
2020	450	422	28	94%
2021	450	397	53	88%
2022	450	378	72	84%
2023	450	347	103	77%
2024	450	314	136	70%
2025	390	326	64	84%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School/Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Buckingham Park Primary	2025	Reduction in PAN	Removal of 30 places a year	60	420
Glebe Primary	2025	Reduction in PAN	Removal of 30 places a year	60	420

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Primary Capacity – 2025 Snapshot

Lancing Planning Area

- Total capacity: **2130**
- Total NOR: **1768**
- Occupancy: **83 %**

Shoreham Planning Area

- Total capacity: **3201**
- Total NOR: **2566**
- Occupancy: **80 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Secondary provision

Adur has two secondary schools Sir Robert Woodard Academy (PAN 240) and Shoreham Academy (PAN 300)

Adur Planning Area –Historic Year 7 Trends

Demand has exceeded capacity every year since 2021, often requiring bulge classes and temporary accommodation.

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	540	576	-36	107%
2022	540	607	-67	112%

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2023	540	573	-33	106%
2024	540	595	-55	110%
2025	540	547	-7	101%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Sir Robert Woodard Academy	2021	Bulge Class	Additional Cohort of 40 for 5 years	n/a	n/a
Sir Robert Woodard Academy	2022	Bulge Class and temporary accommodation	Additional Cohort of 66 for 5 years	n/a	n/a
The Shoreham Academy	2023	Bulge Class	Additional Cohort of 30 for 5 years	n/a	n/a
Sir Robert Woodard Academy	2024	Bulge Class	Additional cohort of 70 for 5 years	n/a	n/a

* New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Secondary Capacity – 2025 Snapshot

Adur Planning Area

- Total capacity: **3079**
- Total NOR: **3189**
- Occupancy: **104% (over-capacity)**

Adur District Forecasts and Future Planning

Forecasts

Lancing Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	270	234	36	87%
2027	270	244	26	90%
2028	270	206	64	76%
2029	270	204	66	76%

A 5% buffer is the NAO benchmark for sufficient capacity.

Shoreham Primary Forecasts PAN vs Year R intake

The reduction in the PAN for starting school in 2027 and beyond from 390 to 360 is due to the local authority successfully consulting to reduce the PAN at Swiss Gardens Primary School from 60 to 30.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	390	289	101	74%
2027	360	259	101	72%
2028	360	249	111	69%
2029	360	255	105	71%

A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Shoreham	Swiss Gardens Primary School	2027	PAN Reduction Removal of 30 places per year	30	210

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Adur Secondary Forecasts PAN vs Year 7 intake

Where demand continues to exceed capacity, the schools continue to offer a local solution by way of bulge classes or temporary accommodation

Year	PAN	Forecast Intake	Surplus places	% of Capacity in use ¹
2026	540	587	-47	109%
2027	540	578	-38	107%
2028	540	569	-29	105%
2029	540	525	15	97%
2030	540	528	12	98%
2031	540	481	59	89%
2032	540	496	44	92%
2033	540	452	88	84%
2034	540	422	118	78%
2035	540	381	159	71%

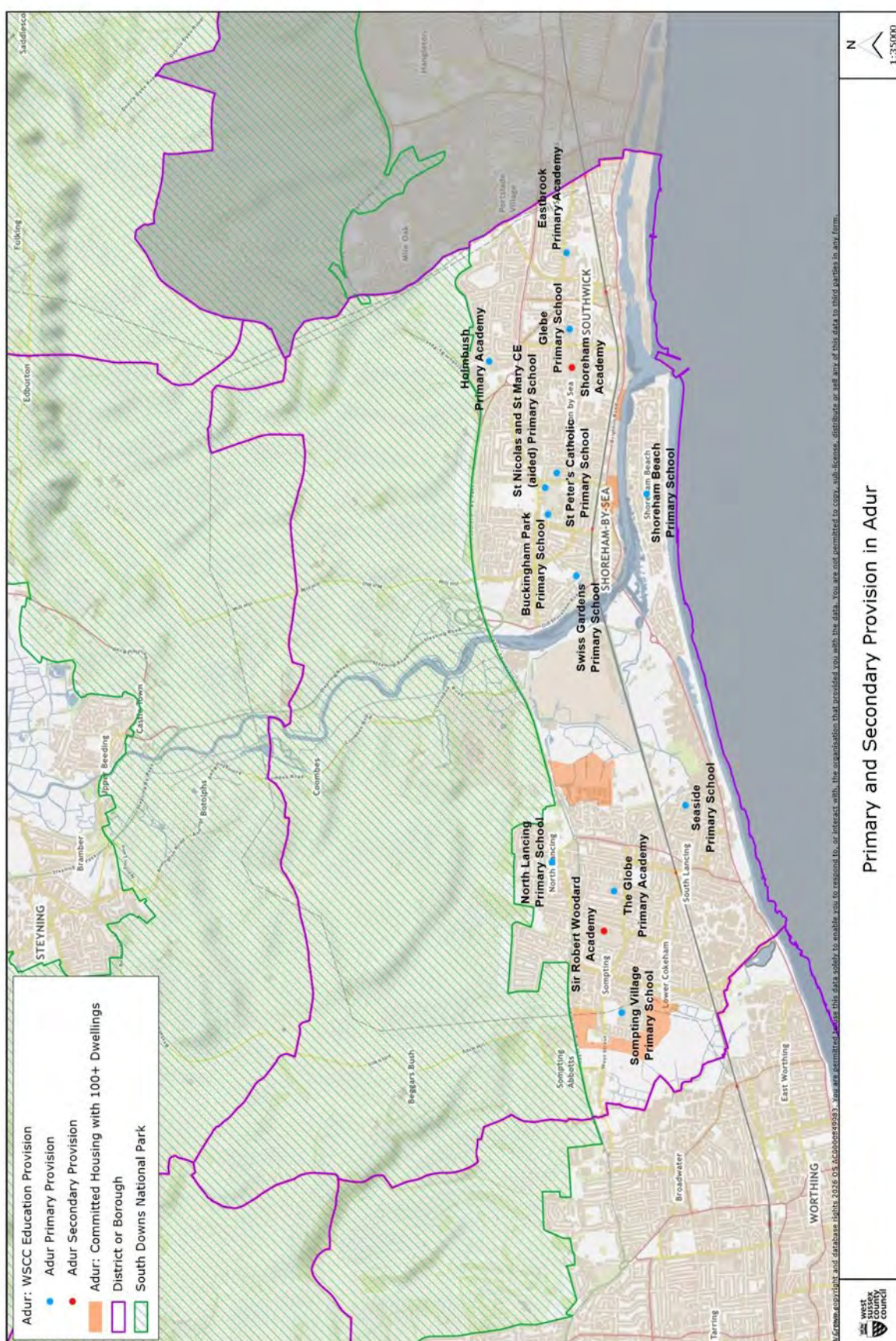
A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects – secondary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Lancing	Sir Robert Woodard Academy	2026	Bulge Class. Additional Cohort of up to 40 for 5 years	n/a	n/a
Shoreham	Shoreham Academy	2026	Bulge Class. Additional Cohort of up to 30 for 5 years	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Future Planning



Housing Growth (Adopted Local Plan 2017)

Housing growth in Adur is tightly constrained, with the Local Plan providing capacity for 3,718 homes to 2032 based on what the district can realistically accommodate. Growth is heavily concentrated in three locations: Shoreham Harbour (c.1,100 homes), New Monks Farm (600 homes, including land for a new 1FE–2FE primary school), and West Sompting (480 homes). Additional supply comes from smaller brownfield sites within Lancing, Shoreham, Southwick and Fishersgate.

Although planned development may generate some localised demand, current pupil forecasts indicate a continuing decline in the school-age population across much of the area. Ongoing monitoring of housing delivery, demographic change and school capacity will be required to ensure that education provision remains sustainable and responsive to changing patterns of demand.

Preparation of the new plan is underway, and adoption is expected to be completed by the successor authority following local government reorganisation in Sussex. The emerging plan will shape the long-term pattern of growth in Lancing, Sompting, Shoreham-by-Sea, Southwick and Fishersgate, providing the strategic context for future school place planning across the district.

Lancing primary provision

A school site has been secured through the S106 agreement at New Monks Farm. A new school will be commissioned once forecasts show demand exceeding existing local provision. Current projections indicate no need for additional places within the next four years.

Planned mitigation - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Lancing	New Primary School (New Monks Farm)	Dependent on the housing delivery timescale	New 1FE expandable to 2FE primary school	30 60	210 240

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Planned mitigation – secondary

There are currently no permanent project requirements across the planning area.

Summary

Where there is pressure

- **Secondary** (now–2029): Over-capacity; reliant on bulges.

Where there is surplus

- **Primary (both areas)**: Surplus places increasing,
- **Secondary post-2031**: Reduced numbers in primary provision begin to show at secondary.

Actions in-year

- Support secondary schools with accommodation for bulge cohorts when necessary.

Actions in next 3+ years

- Monitor delivery of New Monks Farm to trigger new primary provision if required.
- Implement Swiss Gardens PAN reduction (Sept 2027)
- Review need for any further PAN reductions in primary schools if birth rate continues to drop.
- Maintain agreed secondary bulges until forecast pressure passes.

ARUN DISTRICT PROFILE

Overview, local context

Arun has 35 primary schools (including infant/junior schools) across four primary planning areas — Angmering, Barnham/Westergate (BEW), Bognor Regis/Felpham, and Littlehampton — and six secondary schools, five with post 16 provision. Secondary church provision in Barnham attracts pupils from outside the district, increasing cross boundary movement.

Demand is rising rapidly in Barnham/Westergate for both primary and secondary provision, driven by inward migration and new housing under construction, this is expected to continue. This pattern is not currently reflected in the other Arun planning areas.

Primary Provision - Angmering Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	298	265	33	89%
2020	298	290	8	97%
2021	298	263	35	88%
2022	298	280	18	94%
2023	298	240	58	80%
2024	298	249	49	83%
2025	298	249	49	83%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

Barnham / Westergate Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	192	183	9	95%
2020	192	174	18	91%
2021	192	190	2	99%
2022	192	177	15	92%
2023	192	175	17	91%
2024	192	176	16	92%
2025	192	190	2	99%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

Bognor Regis / Felpham Planning Area – Historic Reception Trends

PAN remained 705 until 2022 when it reduced to 675 for starting school in September 2023 due to Southway Primary School successfully consulting on reducing their PAN from 90 to 60. The PAN will reduce again in 2026 to 645 due to Bishop Tufnell Primary School successfully consulting to reduce their PAN from 90 to 60.

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	705	596	109	85%
2020	705	600	105	85%
2021	705	602	103	85%
2022	705	568	137	80%
2023	675	564	111	83%
2024	675	511	164	76%
2025	675	549	126	81%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Demand for places has been declining for the last 7 years with surplus places across the schools in the planning area.

Recent changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Southway Primary School	2023	Reduction in PAN	Removal of 30 places per year	60	420

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Littlehampton Planning Area – Historic Reception Trends

River Beach Primary School agreed to admit a bulge class in reception for September 2020 to ensure sufficient places in the planning area for pupils starting school.

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	465	457	8	98%
2020	465	463	2	99%
2021	465	425	40	91%
2022	465	425	40	91%
2023	465	409	56	88%
2024	465	413	52	89%
2025	465	414	51	89%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
River Beach Primary School	2020	Bulge class	Additional Cohort of 30 for 7 years	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Primary Capacity – 2025 Snapshot

Angmering Planning Area

- Total capacity: **2098**
- Total NOR: **1882**
- Occupancy: **90 %**

Barnham / Westergate Planning Area

- Total capacity: **1359**
- Total NOR: **1320**
- Occupancy: **97 %**

Bognor Regis / Felpham Planning Area

- Total capacity: **4932**
- Total NOR: **4069**
- Occupancy: **83 %**

Littlehampton Planning Area

- Total capacity: **3352**
- Total NOR: **3052**
- Occupancy: **91 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to some schools capping admission into some or all year groups.

Secondary Provision

Arun District has six secondary schools The Angmering School (PAN 270), Ormiston Six Villages Academy (PAN 150), St Philip Howard Catholic School (PAN 180), Felpham Community College (PAN 300), The Regis School (PAN 300) and The Littlehampton Academy (PAN 330).

Angmering Planning Area – Historic Year 7 Trends

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	270	228	42	84%
2022	270	265	5	98%
2023	270	264	6	98%
2024	270	234	36	87%
2025	270	268	2	99%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

There have been no changes in provision in the last five years. Current provision has been sufficient to meet the needs in the area.

Barnham / Westergate Planning Area– Historic Year 7 Trends

Where demand exceeds capacity schools have offered a local solution by way of bulge classes or temporary accommodation

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	330	330	0	100%
2022	330	326	4	99%
2023	330	368	-38	111%
2024	330	369	-39	111%
2025	330	364	-34	110%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	*New Capacity
St Philip Howard Catholic School	2023	Bulge Class	Additional Cohort of 30 for 5 years	n/a	n/a
Ormiston Six Villages Academy	2023	Additional 2 pupils per FE	*Additional 10 pupils based on area demand	n/a	n/a
St Philip Howard Catholic School	2024	Bulge Class	Additional Cohort of 30 for 5 years	n/a	n/a
St Philip Howard Catholic School	2025	Bulge Class	Additional Cohort of 30 for 5 years	n/a	n/a

*To ensure sufficient school places available on National Offer Day for Transferring into year 7

Bognor Regis / Felpham Planning Area - Historic Year 7 Trends

Where demand exceeds capacity schools have offered a local solution by way of bulge classes or temporary accommodation

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	600	543	57	90%
2022	600	603	-3	100%
2023	600	629	-29	104%
2024	600	587	13	98%
2025	600	565	35	94%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	*New Capacity
The Regis School	2023	Bulge Class	Additional cohort of 30 pupils over 5 years	n/a	n/a
Felpham Community College	2023	Additional 1 pupil per FE	*Additional 10 pupils based on area demand	n/a	n/a
The Regis School	2024	Bulge Class	Additional cohort of 30 pupils over 5 years	n/a	n/a

*To ensure sufficient school places available on National Offer Day for Transferring into year 7

Littlehampton Planning Area – Historic Year 7 Trends

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	330	270	60	82%
2022	330	284	46	86%
2023	330	331	-1	100%
2024	330	278	52	84%
2025	330	227	103	69%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

There have been no changes in provision in the last five years. Current provision has been sufficient to meet the needs in the area.

Secondary Capacity – 2025 Snapshot

Angmering Planning Area

- Total capacity: **1764**
- Total NOR: **1345**
- Occupancy: **76 %**

Barnham / Westergate Planning Area

- Total capacity: **2070**
- Total NOR: **1999**
- Occupancy: **97 %**

Bognor Regis / Felpham Planning Area

- Total capacity: **3687**
- Total NOR: **3222**
- Occupancy: **87 %**

Littlehampton Planning Area

- Total capacity: **1806**
- Total NOR: **1369**
- Occupancy: **76 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to some schools capping admission into some or all year groups.

Arun District Forecasts and Future Planning - Forecasts

Angmering Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	298	281	17	94%
2027	298	244	54	82%
2028	298	249	49	84%
2029	298	246	52	83%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Barnham / Westergate Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	192	202	-10	105%
2027	192	233	-41	121%
2028	192	218	-26	114%
2029	192	219	-27	114%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Bognor Regis / Felpham Primary Forecasts PAN vs Year R intake

The reduction in the PAN from 675 in 2025 to 645 for September 2026 is due to Bishop Tufnell C of E Primary School successfully consulting on reducing their PAN from 90 to 60. The PAN will reduce again for 2027 and beyond from 645 to 555 due to the local authority successfully consulting to reduce the PAN for Bersted Green Primary School from 60 to 30. Nyewood Infant School successfully consulting to reduce their PAN from 90 to 60 and Downview Primary School also successfully consulted to reduce their PAN from 90 to 60.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	645	540	105	83%
2027	555	484	71	83%
2028	555	486	69	80%
2029	555	487	68	79%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Littlehampton Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	465	389	76	84%
2027	465	396	69	85%
2028	465	350	115	75%
2029	465	350	115	75%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Bognor Regis / Felpham	Bishop Tufnell CofE Primary School	2026	PAN Reduction Removal of 30 places per year	60	420
Bognor Regis / Felpham	Bersted Green Primary School	2027	PAN Reduction Removal of 30 places per year	30	210
Bognor Regis / Felpham	Downview Primary School	2027	PAN Reduction Removal of 30 places per year	60	420
Bognor Regis / Felpham	Nyewood Infant School	2027	PAN Reduction Removal of 30 places per year	60	180

*New capacity for permanent changes to schools' PAN will take 3, or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Arun Secondary Forecasts PAN vs Year 7 intake

Demand continues to exceed capacity across district based on housing planning permissions already granted. Pupils will require developer funded transport to the nearest school with places available, either within the district or neighbouring district/boroughs until a new school to serve the district is operational.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	1530	1,460	70	95%
2027	1530	1,521	9	99%
2028	1530	1,548	-18	101%
2029	1530	1,546	-16	101%
2030	1530	1,535	-5	100%
2031	1530	1,506	24	98%
2032	1530	1,571	-41	103%
2033	1530	1,569	-39	103%
2034	1530	1,501	29	98%
2035	1530	1,541	-11	100%

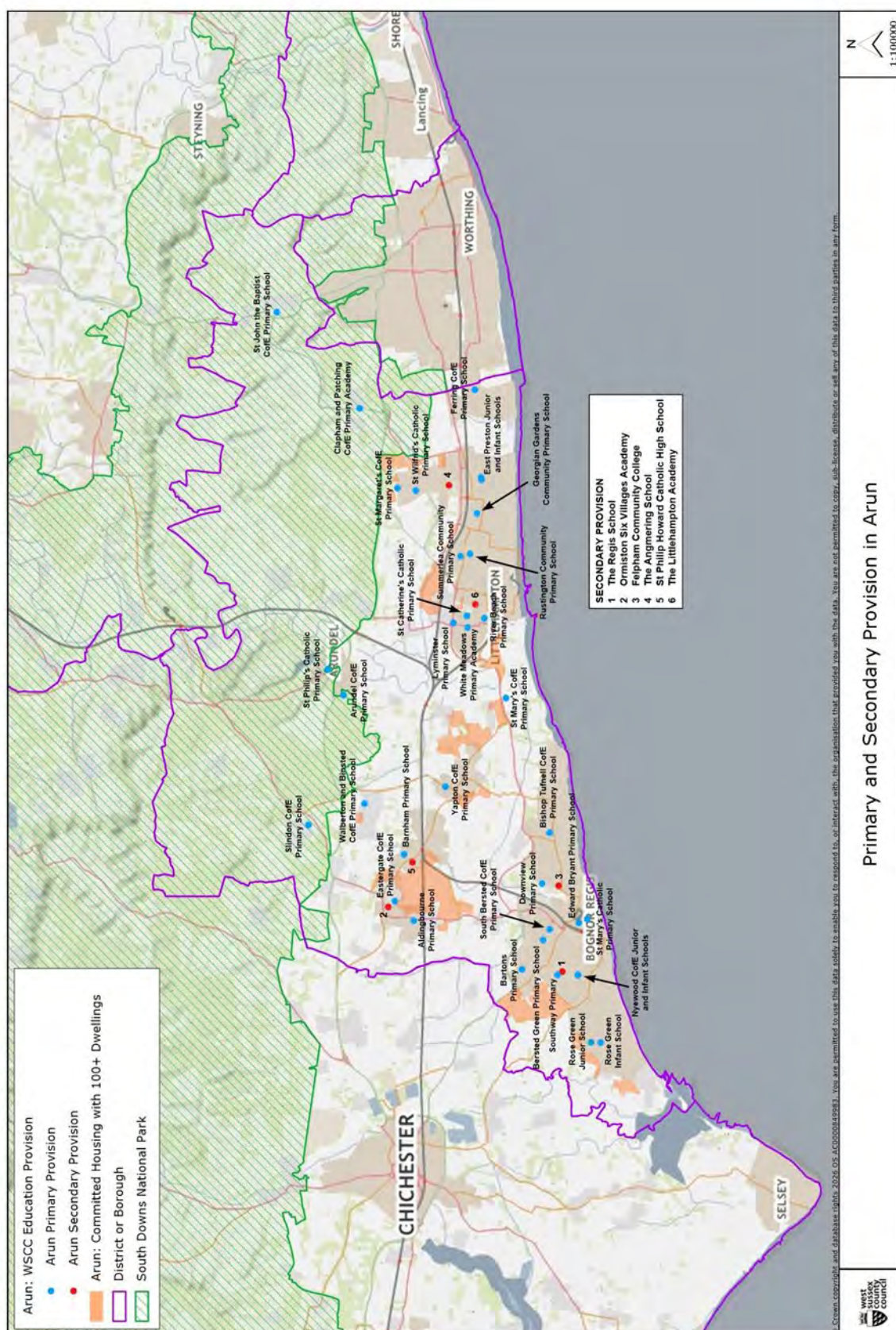
¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects – secondary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Arun District	Secondary education provision	Dependent on securing a site to enable delivery.	New 8FE expandable to 10FE Secondary School	240 300	1200 1500

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Future Planning



Housing Growth (Adopted Local Plan July 2018)

The current local plan for Arun District was adopted in July 2018 covering the period 2011 – 2031. Within the plan were allocated housing developments expected to bring forward a minimum of 20,000 new dwellings. Included in this figure were the following allocations.

Greater Bognor Regis Urban Area

- SD1 Pagham South 400 dwellings
- SD2 Pagham North 800 dwellings
- SD3 West of Bersted 2,500 dwellings

Greater Littlehampton Urban Area

- SD4 Littlehampton West Bank 1,000 dwellings

Inland Arun

- SD5 Barnham/Eastergate/Westergate 3,000 increased to 4,300 dwellings
- SD6 Fontwell 400 dwellings
- SD7 Yapton 500 dwellings
- SD8 Ford 1,500 dwellings
- SD9 Angmering North 800 dwellings
- SD10 Climping 300 dwellings
- SD11 Angmering South & East 250 dwellings

Work is underway to prepare key evidence that will form the foundation of the new Arun Local Plan. This includes a Strategic Flood Risk Assessment, a Landscape and Gap Assessment, a Settlement Hierarchy Study, a Biodiversity Study, and a further Call for Sites, all of which will shape future decisions on growth distribution and land allocation.

The Local Plan work programme is expected to be reviewed in early 2026, once the Government has published details and legislation for the new Local Plan system. A refreshed timetable will also take account of wider changes linked to local government reorganisation and devolution, which are likely to influence both local and strategic planning arrangements across the area.

Planned mitigation - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Barnham / Westergate	Yapton Primary School	2028	Expansion Additional 15 places per year over 7 years	60	420
Angmering	Expansion of existing, or provision of a new primary school	Dependent on the housing delivery timescale	1FE expansion or a new 1FE expandable to 2FE primary school	30 60	210 240
Barnham / Westergate	Primary education provision BEW North	Dependent on the housing delivery timescale	Provision of 1FE primary school	30	210
Barnham / Westergate	Primary education provision BEW North	Dependent on the housing delivery timescale	Expansion of the 1FE primary school to 3FE including required provision for EY and SEND	90	630

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Barnham / Westergate	Primary education provision BEW South	Dependent on the housing delivery timescale	New 3FE primary school with EY and SEND	90	630
Bognor Regis / Felpham	Primary education provision Pagham	Dependent on the housing delivery timescale	New 1FE expandable to 2FE primary school	30 60	210 420
Bognor Regis / Felpham	Primary education provision West of Bersted	Dependent on the housing delivery timescale	New 3FE primary school with EY and SEND	90	630
Littlehampton	Primary education provision Ford	Dependent on the housing delivery timescale	New 2FE primary school	60	420
Littlehampton	Primary education provision West Bank, Littlehampton	Dependent on the housing delivery timescale	1 x new 1.5FE expandable to 2FE primary school	45 60	315 420

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Planned mitigation – secondary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Arun District	Secondary education provision	Dependent on securing a site to enable delivery.	New 8FE expandable to 10FE Secondary School	240 300	1200 1500

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Summary

Where there is pressure

- **Primary:** Barnham/Westergate — now over PAN in forecasts and 95%+ occupied.
- **Secondary:** Barnham/Westergate — sustained over-capacity

Where there is surplus

- **Primary Planning Areas:** Angmering, Bognor/Felpham, Littlehampton
- **Secondary Planning Area:** Littlehampton

Actions in-year

- Implement Bishop Tufnell PAN reduction (Sept 2026).
- Continue managing secondary bulges where necessary.

Actions next 3+ years

- Implement Bersted Green PAN reduction (Sept 2027)
- Implement Downview PAN reduction (Sept 2027)
- Implement Nyewood Infant's PAN reduction (Sept 2027)
- Finalise and deliver Yapton Primary expansion (Sept 2028).
- Agree BEW North initial 1FE delivery path for (Sept 2028+ Depending on housing delivery).
- Secure the secondary site (land for 10FE); agree phased delivery of the 8 – 10FE secondary education provision
- Progress Pagham and West of Bersted primary sites/mitigations.
- Prepare Ford and West Bank primary schemes for timely delivery.

CHICHESTER DISTRICT PROFILE

Overview, local context

Chichester has 47 primary schools (including infant & junior schools) across four primary planning areas — Bourne, Chichester, Manhood, and Rother Valley — and six secondary schools, four with post-16 provision. The district borders Hampshire (west) and Surrey (north) with strong road/rail links, so cross-boundary pupil movement is significant (especially across Bourne and the Rother Valley). Secondary church provision in Chichester also attracts pupils from outside the district.

Primary Provision -Bourne Planning Area – Historic Reception Trends

The PAN remained 220 until 2024 when it reduced to 215 for starting school in September 2025 due to the local authority successfully consulting on behalf of Compton and Up Marden C of E Primary School to reduce their PAN from 20 to 15 per year of age.

Historic PAN vs Year R Intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	220	211	9	96%
2020	220	187	33	85%
2021	220	196	24	90%
2022	220	178	42	80%
2023	220	182	38	83%
2024	220	190	30	85%
2025	215	187	28	87%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Compton and Up Marden C of E Primary School	2025	Reduction in PAN	Removal of 5 places per year	15	105

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Chichester Planning Area– Historic Reception Trends

Historic PAN vs Year R Intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	545	473	72	87%
2020	545	455	90	83%
2021	523	488	35	93%
2022	538	505	33	94%
2023	553	515	23	96%
2024	538	508	30	94%

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2025	538	530	8	96%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

School Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Rumboldswyke CofE Primary School	2021	Remodel	Reduction in PAN from 40 to 18, increase in provision to now cover R - 6	18	126
Portfield Primary Academy	2022	Increase in PAN	Additional 15 places per year over 7 years	45	315
St Joseph's Infant School Chichester	2023	Increase in PAN	Additional 15 places per year	60	180
St Joseph's Junior School Chichester	2023	Reduction in PAN	Removal of 30 places per year	60	240
Kingsham Primary School	2024	Reduction in PAN	Removal of 15 places per year	30	210
Jessie Younghusband Primary School	2025	Relocation of school to the new education provision on the Minerva Heights Development.	No increase in current provision of 30 places per year	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 3, 4 or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Manhood Planning Area – Historic Reception Trends

The Manhood Peninsula spans a large area in the south of the county and, for primary school place planning, is organised around two planning centres: Selsey and The Watering's. The current PAN Structure for the Selsey Area includes Seal Primary Academy and Medmerry Primary School with a Cumulative PAN: 90. The structure for The Wittering's Area includes East Wittering CP School, West Wittering CE Primary School and Sidlesham Primary School with a Cumulative PAN: 80.

Selsey

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	90	61	29	67%
2020	90	61	29	67%
2021	90	81	9	90%
2022	90	63	27	70%
2023	90	60	30	67%
2024	90	64	26	71%
2025	90	66	24	73%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs of the area

The Witterings

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	80	87	-7	101%
2020	80	73	7	91%
2021	80	67	13	84%
2022	80	79	1	99%
2023	80	59	21	74%
2024	80	72	8	90%
2025	80	65	25	72%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs of the area.

Rother Valley Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	310	274	36	87%
2020	310	275	35	87%
2021	310	243	67	78%
2022	310	253	57	82%
2023	310	255	55	82%
2024	310	235	75	76%
2025	310	246	64	79%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs of the area.

Primary Capacity – 2025 Snapshot

Bourne Planning Area

- Total capacity: **1514**
- Total NOR: **1287**
- Occupancy: **85 %**

Chichester Planning Area

- Total capacity: **3714**
- Total NOR: **3641**
- Occupancy: **98 %**

Manhood (Selsey) Planning Area

- Total capacity: **619**
- Total NOR: **505**
- Occupancy: **82 %**

Manhood (Witterings) Planning Area

- Total capacity: **560**
- Total NOR: **481**
- Occupancy: **86 %**

Rother Valley Planning Area

- Total capacity: **2359**
- Total NOR: **1710**
- Occupancy: **72 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to some schools capping admission into some or all year groups.

Secondary Provision

Chichester District has six secondary schools. Bourne Community College (PAN 180), Bishop Luffa School (PAN 240), Chichester Free School (PAN 120), Chichester High School (PAN 270), The Academy Selsey (PAN 120) and Midhurst Rother College (PAN 210).

Bourne Planning Area – Historic Year 7 Trends

Historic PAN vs Year 7 Intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	180	142	38	78%
2022	180	153	27	85%
2023	180	176	4	98%
2024	180	171	9	95%
2025	180	132	48	73%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

There have been no changes in provision in the last five years. Current provision has been sufficient to meet the needs of the area.

Chichester Planning Area – Historic Year 7 Trends

In September 2023 to help cater for the large increase in pupil numbers experienced across the county for starting Year 7 at secondary school, Chichester Free School admitted a bulge class of 30.

Historic PAN vs Year 7 intake

Year	PAN Year 7	Intake	Surplus	% of Capacity in use ¹
2021	630	575	85	87%
2022	630	610	20	97%
2023	630	632	-2	100%

Year	PAN Year 7	Intake	Surplus	% of Capacity in use ¹
2024	630	588	42	93%
2025	630	567	63	90%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Chichester Free School	2023	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
Chichester Free School	2024	Bulge Class	Additional cohort of 10 for 5 years	n/a	n/a
Chichester Free School	2025	Bulge Class	Additional cohort of 40 for 5 years	n/a	n/a

Manhood Planning Area – Historic Year 7 Trends

The reduction in the PAN for the planning area from 150 in previous years to 120 for 2023 and beyond is due to The Academy Selsey successfully consulting to reduce its PAN from 150 to 120 places with effect from September 2023.

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	150	97	53	65%
2022	150	95	55	63%
2023	120	105	15	87%
2024	120	109	11	81%
2025	120	123	-3	102%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
The Academy Selsey	2023	Reduction in PAN	Removal of 30 places per year	120	600

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Rother Valley Planning Area – Historic Year 7 Trends

In 2022 and 2024, Midhurst Rother College admitted pupils above its PAN in response to demand. No additional accommodation was required, as the 2010 rebuild provided sufficient capacity for a PAN of 240.

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	210	195	15	93%
2022	210	218	-8	104%
2023	210	185	25	88%
2024	210	225	-15	107%
2025	210	215	-5	102%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Midhurst Rother College	2022	n/a	*Additional 8 pupils based on area demand	n/a	n/a
Midhurst Rother College	2024	n/a	*Additional 15 pupils based on area demand	n/a	n/a

*To ensure sufficient school places available on National Offer Day for Transferring into year 7

Secondary Capacity – 2025 Snapshot

Bourne Planning Area

- Total capacity: **900**
- Total NOR: **729**
- Occupancy: **81 %**

Chichester Planning Area

- Total capacity: **4066**
- Total NOR: **3482**
- Occupancy: **86 %**

Manhood Planning Area

- Total capacity: **750**
- Total NOR: **501**
- Occupancy: **67 %**

Rother Valley Planning Area

- Total capacity: **1416**
- Total NOR: **1158**
- Occupancy: **82 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to some schools capping admission into some or all year groups.

Chichester District Forecasts and Future Planning - Forecasts

Bourne Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	215	167	48	78%
2027	215	173	42	80%
2028	215	165	50	77%
2029	215	163	52	76%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Chichester Primary Forecasts PAN vs Year R intake

Portfield Primary Academy are undertaking a building project to support the PAN increase in September 2022 from 30 to 45 places per year of age.

The reduction in PAN from 538 in 2025 to 517 for 2026 is due to Birdham Primary moving to the Manhood Planning Area. It then falls to 487 for September 2027 and beyond is due to St Joseph's Infant School successfully consulting to reduce their PAN from 60 to 30 places per year of age. St Joseph's Junior School also successfully consulted to reduce their PAN from 60 to 45 places per year of age with effect from September 2027. This reduction does not impact the places available for starting school.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	517	509	8	98%
2027	487	502	-15	103%
2028	487	490	-3	101%
2029	487	491	-2	101%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Manhood Peninsula

The Manhood Peninsula is served by one primary planning area, however, for school place planning this is separated into two primary planning areas, Selsey and The Witterings. From 2026, Birdham CE Primary will move from the Chichester to Manhood Planning Area, following DfE approval. The revised PAN totals 110 places across Selsey schools (Seal, Medmerry, Sidlesham) and 81 across the Witterings schools (East Wittering, West Wittering, Birdham).

Selsey Primary Forecasts PAN vs Year R intake

The reduction in the PAN from the proposed PAN of 110 to 80 for starting school in September 2026 and beyond is due to Seal Primary Academy successfully consulting on reducing their PAN from 60 to 30.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	80	96	-16	120%
2027	80	76	4	95%
2028	80	72	8	90%
2029	80	68	12	85%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

The Witterings Primary Forecasts PAN vs Year R intake

The schools included in the Wittering's forecasts are East Wittering Community Primary School, West Wittering CE Primary School and Birdham Primary School.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	81	58		72%
2027	81	62		77%
2028	81	60		74%
2029	81	57		70%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Rother Valley Primary Forecasts PAN vs Year R intake

The reduction in the PAN from 310 in 2026 to 295 for starting school in September 2027 and beyond is due to Fernhurst Primary School successfully consulting on reducing their PAN from 30 to 15.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	310	246	64	79%
2027	295	230	65	78%
2028	295	216	79	73%
2029	295	210	85	71%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects - primary

Planning Area	School / Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Chichester	Portfield Primary Academy	2026	Building project to support the PAN increase in 2022	n/a	n/a
Manhood – Selsey	Seal Primary Academy	2026	Reduction in PAN removal of 30 places per year	30	210
Chichester	St Joseph's Infant School	2027	Reduction in PAN removal of 30 places per year	30	90
Chichester	St Joseph's Junior School	2027	Reduction in PAN removal of 15 places per year	45	180
Rother Valley	Fernhurst Primary School	2027	Reduction in PAN removal of 15 places per year	15	105

*New capacity for permanent changes to schools' PAN will take 3,4 or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Bourne Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	180	153	27	85%
2027	180	154	26	86%
2028	180	149	31	83%
2029	180	156	24	87%
2030	180	147	33	82%

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2031	180	143	37	79%
2032	180	141	39	78%
2033	180	137	43	76%
2034	180	131	49	73%
2035	180	128	52	71%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Chichester Secondary Forecasts PAN vs Year 7 intake

The reduction in the PAN from 630 in 2025 to 600 for transferring school at Year 7 in September 2026 is due to Chichester High School successfully consulting on reducing their PAN from 270 to 240.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	600	603	-3	101%
2027	600	629	-29	105%
2028	600	650	-50	108%
2029	600	657	-57	110%
2030	600	617	-17	103%
2031	600	648	-48	108%
2032	600	635	-35	106%
2033	600	638	-38	106%
2034	600	617	-17	103%
2035	600	579	21	97%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Manhood Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	120	110	10	92%
2027	120	102	18	85%
2028	120	126	-6	105%
2029	120	104	16	87%
2030	120	99	21	83%
2031	120	106	14	88%
2032	120	104	16	87%
2033	120	112	8	93%
2034	120	95	25	79%
2035	120	87	33	73%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Rother Valley Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	210	230	-20	110%
2027	210	227	-17	108%
2028	210	206	4	98%
2029	210	219	-9	104%
2030	210	218	-8	104%
2031	210	222	-12	106%
2032	210	200	10	95%
2033	210	215	-5	102%
2034	210	197	13	94%
2035	210	175	35	83%

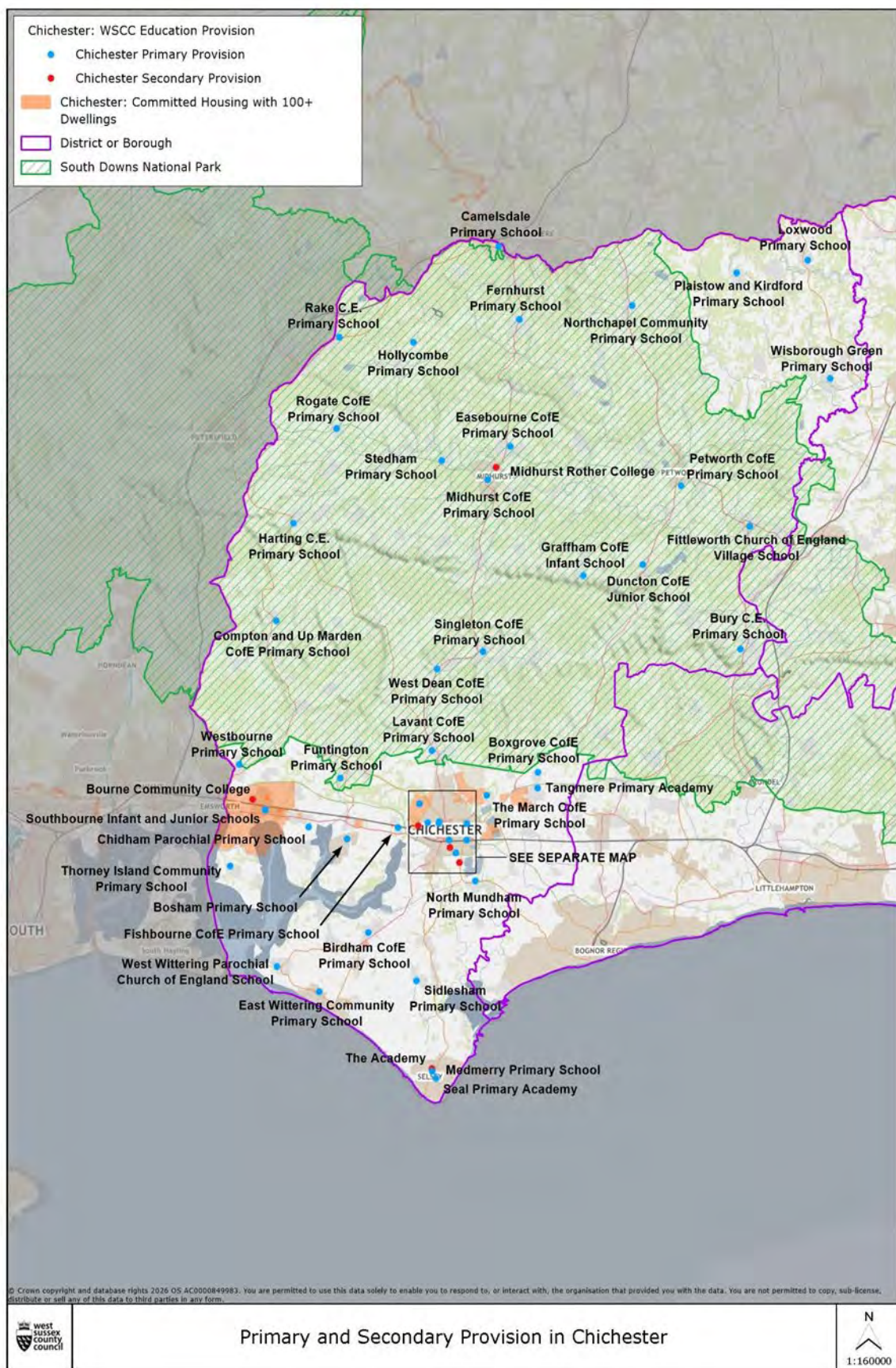
¹ A 5% buffer is the NAO benchmark for sufficient capacity.

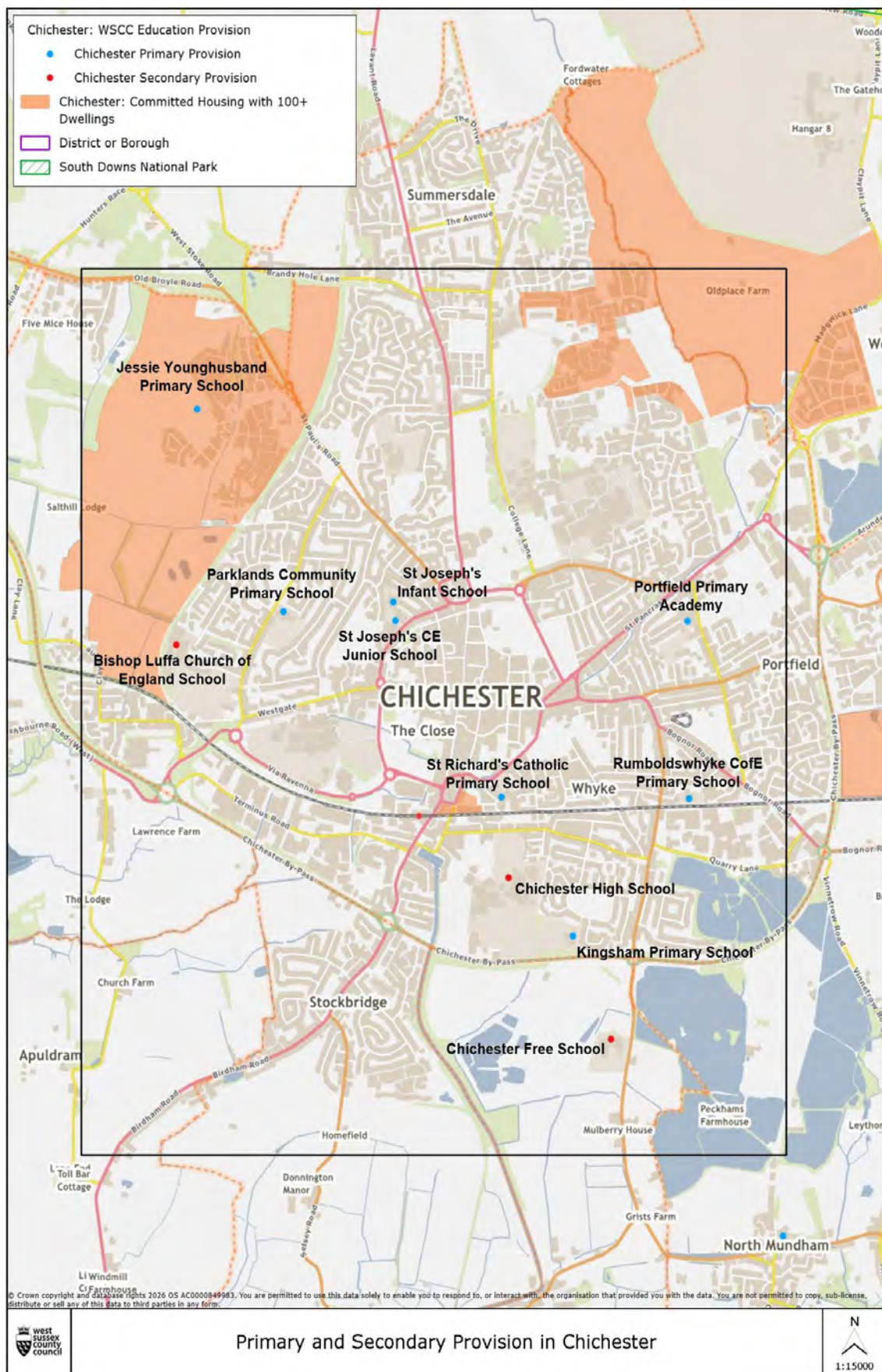
Planned projects - secondary

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Midhurst Rother College	2026	n/a	* Additional 45 pupils based on area demand	n/a	n/a

* To ensure sufficient school places available on National Offer Day for Transferring into year 7

Future Planning





Housing Growth (Adopted Local Plan August 2025)

The adopted Chichester Local Plan (2021–2039) sets a requirement to deliver at least 11,484 dwellings across the plan period, equivalent to 638 homes per year. The requirement is stepped to manage delivery and infrastructure pressures, with 575 homes per year expected until 2029/30 and 701 homes per year thereafter. This level of planned housing represents a significant driver of future demand for school places across the district.

Growth is focused on Chichester city and the east–west corridor, reflecting sustainable transport access, proximity to employment and opportunities to support existing infrastructure. The adopted spatial strategy directs further development to key settlements in the east of the district and those with the capacity to expand sustainably. This concentration of homes is expected to place the greatest pressure on schools in and around Chichester, East Broyle, Fishbourne, Bosham, Southbourne, Chidham & Hambrook, and Selsey, as well as settlements along the A259/A27 corridor.

Planned mitigation - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Chichester	Expansion of Jessie Younghusband School	Dependent on the housing delivery timescale and pupil demand.	30 places per year over 7 years	60	420
Chichester	Primary Education Provision in Tangmere Village. Now known as Three Spires	Dependent on the housing delivery timescale.	New 2FE expandable to 3FE Primary School with EY and SEND	60 90	420 630

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Planned mitigation - secondary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Chichester	Increase in the PAN at Chichester High School, utilising surplus accommodation	Dependent on the housing delivery timescale and pupil demand.	TBC	TBC	TBC

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Summary

Where there is pressure

- **Primary: Chichester** planning area over capacity in the forecast period.
- **Secondary: Chichester** shows **sustained deficits 2025–2034**

Where there is surplus

- **Primary: Bourne** (78%–76%), **Rother Valley** (79–71%),
- **Secondary: Bourne, Manhood**, and most year groups in **Rother Valley** have headroom.

Actions in-year

- Implement Seal PAN reduction (Sept 2026).
- Support Portfield Primary School Expansion
- Implement Chichester High School PAN Reduction (Sept 2026)
- Support secondary schools with accommodation for bulge cohorts if required.

Actions in next 3+ years

- Implement St Joseph's Infant PAN reduction (Sept 2027)
- Implement St Joseph's Junior PAN reduction (Sept 2027)
- Implement Fernhurst PAN reduction (Sept 2027)
- Monitor Delivery of Three Spires to trigger new primary provision when required.
- Monitor delivery of second phase of Minerva Heights development to trigger primary school expansion if required.
- Review need for any further PAN reductions in primary schools if birth rate continues to drop.

CRAWLEY BOROUGH PROFILE

Overview, local context

Crawley has 25 primary schools, six secondary schools, and one all-through school (The Gatwick School). Primary planning is split into four areas: Northeast, Northwest, Southeast, and Southwest. Secondary provision is treated as a single planning area, as all schools are within reasonable travel distance across the town.

Primary demand rose in the 2010s due to largescale housing (e.g. Forge Wood), inward migration from London, airport-related migration, and strong local employment. Extra places were created at several schools and the DfE opened The Gatwick School. However, a downturn in birth rate, compounded by COVID19 and Brexit, has led to a rise in surplus primary places in more recent years. Several schools have or are considering PAN reductions to improve organisation and financial stability.

An ongoing uncertainty is the short notice placement of refugee families, which can reduce surplus places suddenly.

By contrast, secondary demand for places is high, driven by earlier primary growth and inward migration. Fewer schools have expanded so the Borough has experienced five consecutive years of pressure, with a shortfall expected for another nine years. A combination of bulge classes, permanent expansions, and a new secondary free school planned in response to new housing form part of intended mitigation.

Primary Provision Crawley Northeast Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	390	344	46	88%
2020	390	331	59	85%
2021	390	351	39	90%
2022	390	366	24	94%
2023	390	372	18	95%
2024	390	354	36	91%
2025	390	342	48	88%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

Crawley Northwest Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	600	545	55	91%
2020	600	490	110	82%
2021	600	525	75	88%

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2022	600	543	57	91%
2023	600	561	39	94%
2024	600	549	51	92%
2025	600	515	85	86%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

Crawley Southeast Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	240	222	18	93%
2020	240	239	1	100%
2021	240	230	10	96%
2022	240	212	28	88%
2023	240	238	2	99%
2024	240	227	13	95%
2025	240	222	18	93%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

Crawley Southwest Planning Area – Historic Reception Trends

PAN remained at 480 until 2022 when it reduced to 450 for starting school in September 2023 due to Southgate Primary Academy successfully consulting on reducing their PAN from 60 to 30. The PAN reduced again for starting school in September 2024 to 420 due to Seymour Primary Academy successfully consulting on reducing their PAN from 60 to 30.

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	480	449	31	94%
2020	480	446	34	93%
2021	480	341	139	71%
2022	480	392	88	82%
2023	450	427	23	95%
2024	420	364	56	87%
2025	420	378	42	90%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Southgate Primary Academy	2023	Reduction in PAN	Removal of 30 places per year	30	210
Seymour Primary Academy	2024	Reduction in PAN	Removal of 30 places per year	60	420

* New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Primary Capacity – 2025 Snapshot

Crawley Northeast Planning Area

- Total capacity: **2712**
- Total NOR: **2493**
- Occupancy: **92 %**

Crawley Northwest Planning Area

- Total capacity: **4272**
- Total NOR: **3841**
- Occupancy: **90 %**

Crawley Southeast Planning Area

- Total capacity: **1698**
- Total NOR: **1601**
- Occupancy: **94 %**

Crawley Southwest Planning Area

- Total capacity: **3305**
- Total NOR: **2790**
- Occupancy: **84 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Secondary Provision

Crawley has six secondary schools and one all-through school:- Hazelwick School (PAN 300), Holy Trinity CE Secondary School (PAN 210), Ifield Community College (PAN 210), St Wilfrid's Catholic College (PAN 180), Oriel High School (PAN 240), Thomas Bennett Community College (PAN 240) and The Gatwick School (PAN 120).

Crawley Planning Area – Historic Year 7 Trends

PAN remained 1470 until 2021 when it increased to 1500 for transferring school at Year 7 in 2022 due to St Wilfrid's RC Secondary increasing their PAN from 150 to 180. The PAN is to increase to 1530 for Year 7 Transfer in 2026 in preparation for the reconstruction project at Holy Trinity CE Secondary School, which is part of the DfE Priority Schools Building Programme, where the school will undergo a 1FE expansion increasing their PAN to 240 from September 2026.

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	1470	1447	23	98%
2022	1500	1541	-41	103%
2023	1500	1600	-100	106%
2024	1500	1507	-7	100%
2025	1500	1541	-41	103%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Ifield Community College	2021	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
St Wilfrid's RC Secondary	2021	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
Oriel High School	2021	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
St Wilfrid's RC Secondary	2022	Permanent expansion	30 places per year over 5 years	180	1100
Holy Trinity CE Secondary	2022	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
Holy Trinity CE Secondary	2023	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
Oriel High School	2023	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
Hazelwick Secondary	2024	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
Holy Trinity CE Secondary	2025	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
St Wilfrid's RC School	2025	6 over PAN	One child per FE for 5 years	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Secondary Capacity – 2025 Snapshot

Crawley Borough

- Total capacity: **9023**
- Total NOR: **8915**
- Occupancy: **99 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Crawley Borough Forecasts and Future Planning -Forecasts

Northeast Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	390	339	51	87%
2027	390	354	36	91%
2028	390	334	56	86%
2029	390	338	52	87%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Northwest Primary Forecasts PAN vs Year R intake

The reduction in the PAN from 600 in 2025 to 570 for starting school in September 2026 and beyond is due to The Bewbush Academy successfully consulting to reduce their PAN from 90 to 60.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	570	491	79	86%
2027	570	520	50	91%
2028	570	478	92	84%
2029	570	476	94	84%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Southeast Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	240	224	16	93%
2027	240	212	28	88%
2028	240	217	23	90%
2029	240	216	24	90%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

Southwest Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	390	349	41	89%
2027	390	341	49	87%
2028	390	343	47	88%
2029	390	339	51	87%

¹ A 5% buffer is the NAO benchmark for sufficient capacity

The reduction in the PAN from 420 in 2025 to 390 for starting school in September 2026 and beyond is due to Broadfield Academy successfully consulting to reduce their PAN from 90 to 60.5

Planned projects - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Crawley Northwest	The Bewbush Academy	2026	PAN Reduction Removal of 30 places per year	60	420
Crawley Southwest	Broadfield Academy	2026	PAN Reduction Removal of 30 places per year	60	420

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Crawley Borough Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	1530	1560	-30	102%
2027	1530	1565	-35	102%
2028	1530	1536	-6	100%
2029	1530	1541	-11	101%
2030	1530	1586	-56	104%
2031	1530	1539	-9	101%
2032	1530	1563	-36	102%
2033	1530	1453	77	95%
2034	1530	1464	66	96%
2035	1530	1406	124	92%

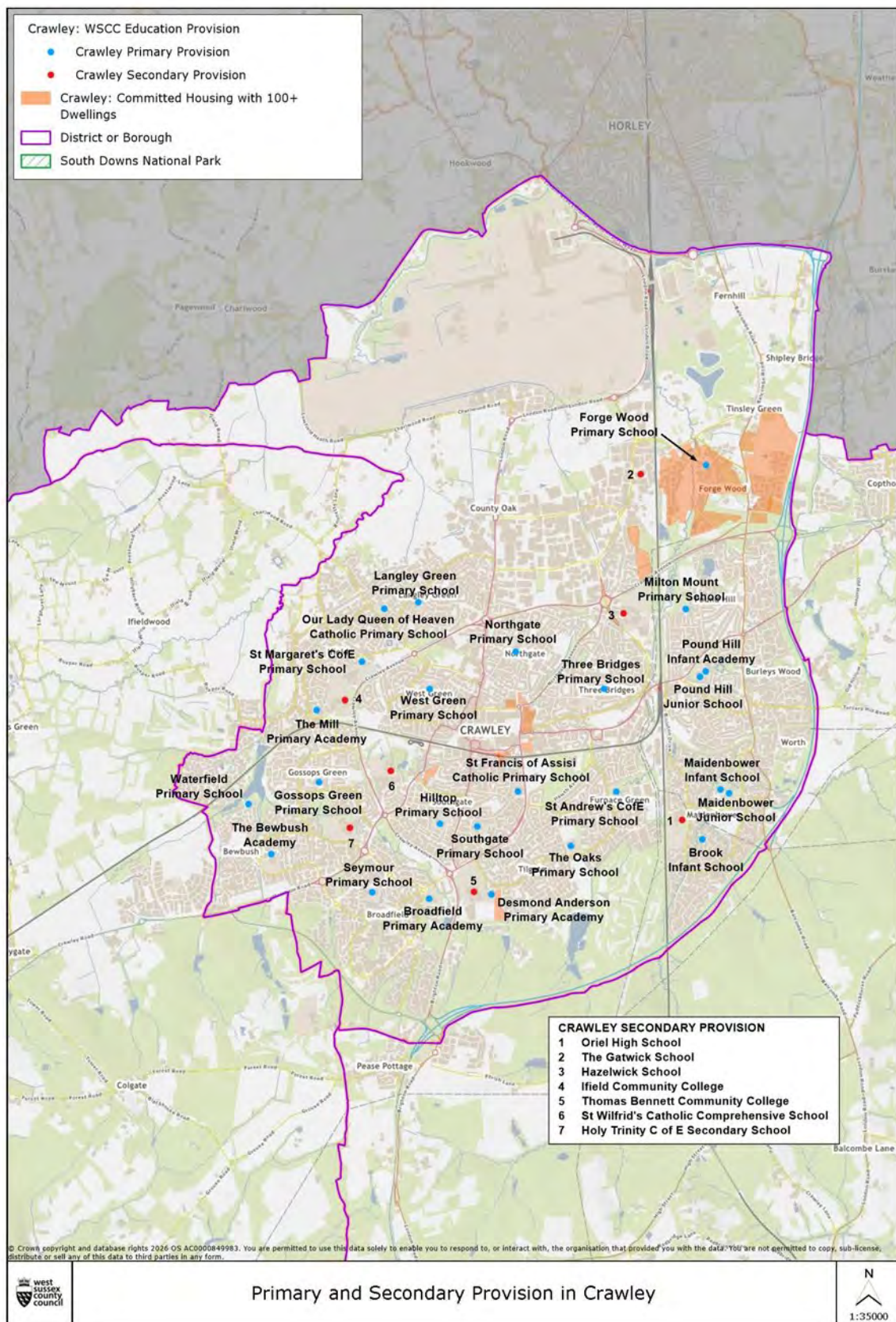
A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects – secondary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Crawley	Holy Trinity CE Secondary	2026	Permanent PAN increase/expansion	240	1440

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Future Planning



Housing Growth (Adopted Local Plan October 2024)

The current local plan for Crawley was adopted in October 2024. Within the plan were allocated housing developments expected to bring forward a minimum of 5,330 net new dwellings between 2023 to 2040. Included in this figure are the key housing sites (policy H2);

- Forge Wood, Pound Hill (434 dwellings)
- Former TSB site, Russell Way, Three Bridges (59 dwellings)
- 7 – 13 The Broadway & 1 - 3 Queens Square, Northgate (25 dwellings)
- Shaw House, Pegler Way, West Green (33 dwellings)
- Longley House, Southgate (121 dwellings)
- Land at Steers Lane, Forge Wood (185 dwellings) (subject to implementation of outline planning permission of CR/2018/0894/OUT, or any amendment thereof, and associated Reserved Matters approval(s))
- Town Centre Key Opportunity Sites (1,500 net dwellings)

Primary Provision

Growth at Forge Wood is largely accommodated by the 2FE primary school, with land protected for future expansion if needed. Kilnwood Vale is served by its new primary school, and reduced PANs at schools in the west provide flexibility if numbers rise again. Across Crawley, pupil numbers are generally expected to fall, with careful monitoring underway to assess any need for PAN reductions or additional places. Town Centre developments may create localised pressure, but overall forecasts indicate a decline linked to lower birth rates.

Planned mitigation - primary

None sought at present. WSCC will continue to monitor future forecasts on an annual basis.

Secondary Provision

To address the lack of capacity, existing secondary schools are taking extra classes with one permanent expansion in train at Holy Trinity CE Secondary while the long-approved new free school awaits a suitable site.

Planned mitigation – secondary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Crawley Borough	Permanent expansion Holy Trinity CE Secondary	2026	30 places per year over 5 years	240	1440

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Summary

Where there is pressure

- **Secondary:**
 - Borough-wide **shortfall 2026–34**; strongest pressure 2028–32.

Where there is surplus

- **Primary:**
 - Significant surplus in **Southwest** and **Northwest**.
 - Birth rate decline suggests surplus will continue.
- **Secondary:**
 - No surplus — pressure across all schools.

Actions in year

- Manage bulge classes and over-allocations across the six secondary schools and one all-through school.
- Monitor DfE delivery of the expansion plans for Holy Trinity CE Secondary
- Monitor refugee placements for impact on capacity.
- Prepare for PAN reductions in 2026 at Broadfield and Bewbush Primary Academies in Crawley Northeast and Northwest.

Actions in next 3+ years

- Advance secondary expansion agreements with St Wilfrid's RC Secondary
- Monitor progress of DfE delivery plan for the Forge Wood Secondary Free School agreed in 2017 now known as Meadowbrook Secondary.
- Continue monitoring Town Centre residential developments.
- Review PAN needs in Southeast if birth-rate declines further.

HORSHAM DISTRICT PROFILE

Overview, local context

There are 42 primary schools in Horsham district and five secondary schools, of which two have post-16 provision, The Weald in Billingshurst and Steyning Grammar School; there is one all-through school, Bohunt Horsham. The district is broken down into four school planning areas for primary, Billingshurst, Horsham East, Horsham West and Steyning/Storrington and the schools are divided into these areas in line with their geographical location. For secondary, Horsham town is not broken down into two, as all secondary schools are within the travel distance for children within Horsham East and Horsham West.

Primary Provision - Billingshurst Planning Area – Historic Reception Trends

Historic PAN vs YEAR R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	320	261	59	82%
2020	320	288	32	90%
2021	320	286	34	89%
2022	320	277	43	87%
2023	320	289	31	90%
2024	320	288	32	90%
2025	320	283	37	88%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs of the area.

Horsham East Planning Area – Historic Reception Trends

Historic PAN vs YEAR R intake

The area PAN rose to 553 in 2021 following the opening of Kilnwood Vale Primary Free School (PAN 30 in 2019, increasing to 60 in 2020). It remained at 553 until 2024, when it increased to 568 due to Littlehaven Infant School reducing its PAN from 45 to 30 and Bohunt Horsham opening its primary phase (PAN 30), a net gain of 15 places. In 2025, Littlehaven Infants and Northolmes Junior amalgamated to form Oakfields Primary (PAN 30), and Bohunt Horsham increased to a PAN of 60, bringing the total area PAN to 598.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	493	459	34	93%
2020	523	516	6	99%
2021	553	495	58	90%
2022	553	506	47	92%
2023	553	499	54	90%
2024	568	481	87	85%
2025	598	560	38	94%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Kilnwood Vale Primary School	2019	New 2FE primary school opened with one class in 2019 then expanded to take two YR classes in 2020	30 places for reception year 60 places per year over 7 years	30 60	30 420
Littlehaven Infant School	2024	Reduction in PAN	Removal of 15 places a year	30	135
Northolmes Junior School	2024	Reduction in PAN	Removal of 15 places a year	30	240
Bohunt Horsham (all-through school)	2024 2025	Primary phase opened with one class in 2024 then expanded to take two YR classes from 2025	30 places for reception year 60 places per year over 7 years	30 60	30 420
Oakfields Primary	2025	Amalgamation of Littlehaven Infants and Northolmes Junior	Remains at 30 places per year	30	210

*New capacity for permanent changes to schools' PAN will take 3,4 or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Horsham West Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

The PAN remained at 470 until 2024 when it reduced to 440 for starting school in September 2025 due to Southwater Infant Academy successfully consulting to reduce their PAN from 120 to 90. The PAN will reduce again to 410 for starting school in September 2026 as Trafalgar Infant School successfully consulted to reduce their PAN from 90 to 60.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	470	422	48	90%
2020	470	446	24	95%
2021	470	426	44	91%
2022	470	420	50	89%
2023	470	412	58	88%
2024	470	389	81	83%
2025	440	356	84	81%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Southwater Infant Academy	2025	Reduction in PAN	Removal of 30 places a year	90	270
Trafalgar Infant School	2026	Reduction in PAN	Removal of 30 places a year	60	180

*New capacity for permanent changes to schools' PAN will take 3 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Steyping (Chanctonbury) Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	203	177	26	87%
2020	203	164	59	81%
2021	203	191	12	95%
2022	203	167	36	82%
2023	203	167	36	82%
2024	203	168	35	83%
2025	203	151	52	74%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

Storrington (STARS) Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	160	155	5	97%
2020	160	159	1	99%
2021	160	143	17	89%
2022	160	150	10	94%
2023	160	143	17	89%
2024	160	137	23	86%
2025	160	147	13	92%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

Primary Capacity – 2025 Snapshot

Billingshurst Planning Area

- Total capacity: **2240**
- Total NOR: **1988**
- Occupancy: **89 %**

Horsham East Planning Area

- Total capacity: 4365
- Total NOR: **3708**
- Occupancy: **85 %**

Horsham West Planning Area

- Total capacity: **3443**
- Total NOR: **2939**
- Occupancy: **85 %**

Steyning (Chanctonbury) Planning Area

- Total capacity: **1473**
- Total NOR: **1187**
- Occupancy: **81 %**

Steyning (STARS) Planning Area

- Total capacity: **1120**
- Total NOR: **988**
- Occupancy: **88 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Secondary Provision

Horsham District has five secondary schools The Weald School (PAN 300), The Forest School (PAN 228), Millais School (PAN 300), Tanbridge House (PAN 300), Steyning Grammar School (PAN 390) and the all-through school Bohunt Horsham (PAN 240).

Billingshurst Planning Area – Historic Year 7 Trends

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	300	302	-2	101%
2022	300	299	1	100%
2023	300	302	-2	101%
2024	300	308	-8	103%
2025	300	298	2	99%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last seven years. Current provision is sufficient to meet the needs from within the area.

Horsham – secondary provision

Bohunt Horsham opened in 2019 on a temporary site in Hurst Road until moving to its new purpose-built accommodation on the Mowbray development North of Horsham in January 2022. The secondary phase of the school initially opened with four forms of entry and then expanded to eight forms of entry in September 2021 and continues with eight forms of entry in its new building. The PANs of the remaining three schools, Tanbridge House, Millais School and the Forest School remain unchanged although the status of the Forest School changed from a boys school to co-educational in 2021 and Millais will change from a girls school to co-educational in September 2026.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	1068	947	121	89%
2022	1068	940	128	88%
2023	1068	948	120	89%
2024	1068	935	133	88%
2025	1068	907	161	85%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Forest School (previously known as Forest School for Boys)	2021	Change of status to co-educational to admit girls and boys	Re-modelling of some facilities within the school accommodation to cater for girls.	n/a	n/a
Bohunt Horsham Secondary	2021	Secondary free school on permanent site from Jan 2022	240 places per year over 5 years	240	1200

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Steining / Storrington Planning Area – Historic Year 7 Trends

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	390	380	10	97%
2022	390	347	43	89%
2023	390	368	-8	102%
2024	390	282	108	73%
2025	390	266	124	68%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last five years. Current provision has been sufficient to meet the needs of the area.

Secondary Capacity – 2025 Snapshot

Billingshurst Planning Area

- Total capacity: **2144**
- Total NOR: **1800**
- Occupancy: **84 %**

Horsham District Planning Area

- Total capacity: **5554**
- Total NOR: **4726**
- Occupancy: **85 %**

Steyping/Storrington Planning Area

- Total capacity: **2602**
- Total NOR: **1944**
- Occupancy: **75 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Horsham District Forecasts and Future Planning

Forecasts

Billingshurst Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	320	277	43	87%
2027	320	258	62	81%
2028	320	243	77	76%
2029	320	243	77	76%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Horsham East Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	598	558	40	93%
2027	598	496	102	83%
2028	598	534	64	89%
2029	598	545	53	91%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Horsham West Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	410	368	42	90%
2027	410	356	54	87%
2028	410	385	25	94%
2029	410	388	22	95%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Steyning (Chanctonbury) Primary Forecasts PAN vs Year R intake

The reduction in the PAN for starting school in 2027 and beyond from 203 to 188 is due to the local authority successfully consulting to reduce the PAN at Upper Beeding Primary School from 45 to 30.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	203	163	40	80%
2027	188	148	40	79%
2028	188	129	59	69%
2029	188	128	60	68%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Storrington (STARS) Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	160	132	28	83%
2027	160	125	35	78%
2028	160	124	36	78%
2029	160	120	40	75%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Horsham W	Greenway Junior School	2027	PAM Reduction Removal of 30 places per year	90	360
Steyning	Upper Beeding Primary School	2027	PAN Reduction Removal of 15 places per year	30	210

*New capacity for permanent changes to schools' PAN will take 4 or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Billingshurst Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	300	299	1	100%
2027	300	314	-14	105%
2028	300	325	-25	108%
2029	300	313	-13	104%
2030	300	316	-16	105%
2031	300	287	13	96%
2032	300	295	5	98%
2033	300	296	4	99%
2034	300	271	29	90%
2035	300	255	45	85%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Horsham Secondary Forecasts PAN vs Year 7 intake

A public consultation on Millais School becoming co-educational has been undertaken and the proposals were approved by the Cabinet Member for Children, Young People and Learning in April 2025. The proposals are planned to come into effect in September 2026 providing more places for boys in the local area where there has been a shortfall.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	1068	952	116	89%
2027	1068	992	76	93%
2028	1068	990	78	93%
2029	1068	1003	65	94%
2030	1068	1018	50	95%
2031	1068	940	128	88%
2032	1068	1025	43	96%
2033	1068	1020	48	96%
2034	1068	940	128	88%
2035	1068	996	72	93%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Steining/Storrington Secondary Forecasts PAN vs Year 7 intake

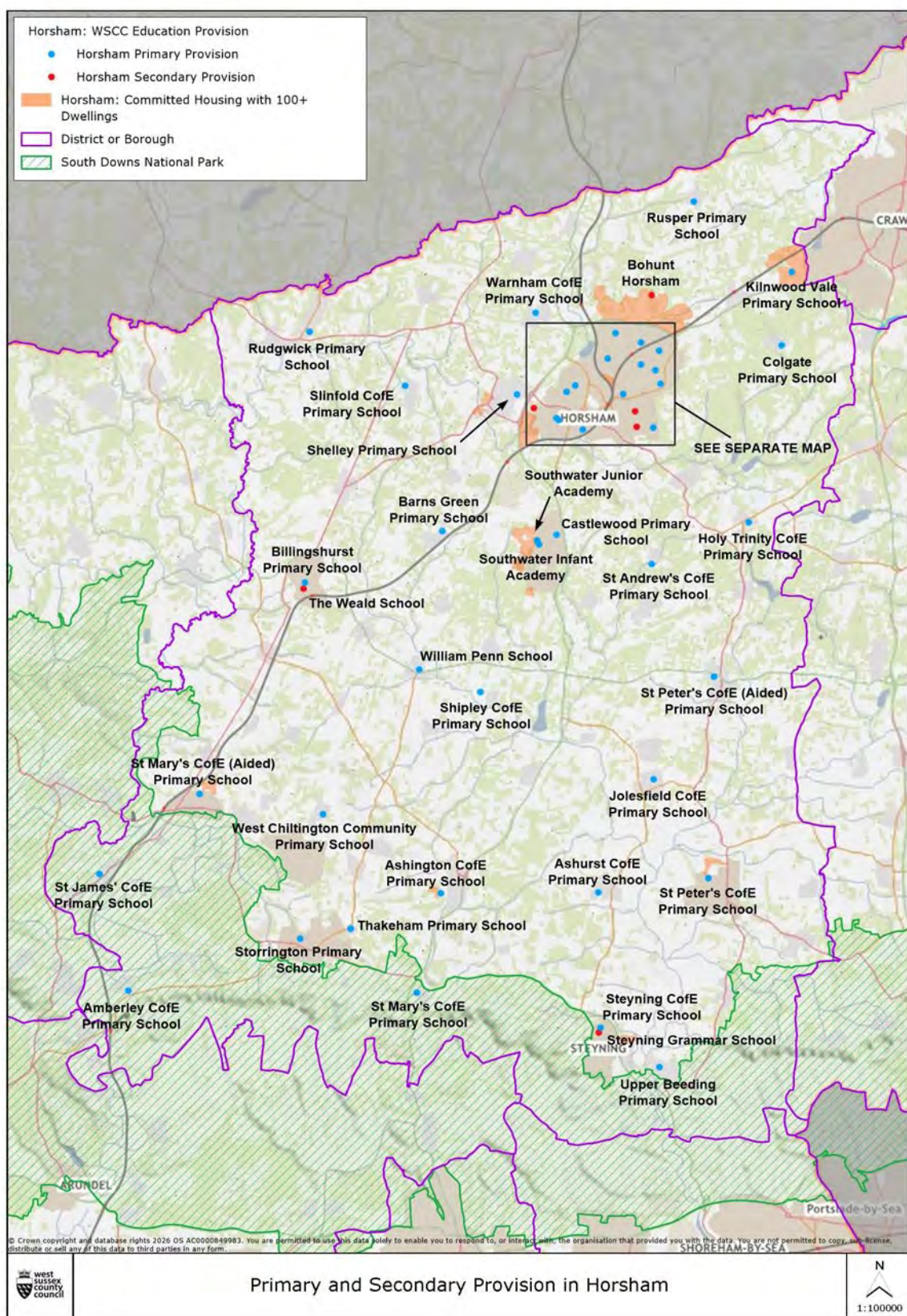
Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	390	280	110	72%
2027	390	257	133	66%
2028	390	284	106	73%
2029	390	261	129	67%
2030	390	241	149	62%
2031	390	254	136	65%
2032	390	240	150	62%
2033	390	238	152	61%
2034	390	217	173	56%
2035	390	196	194	50%

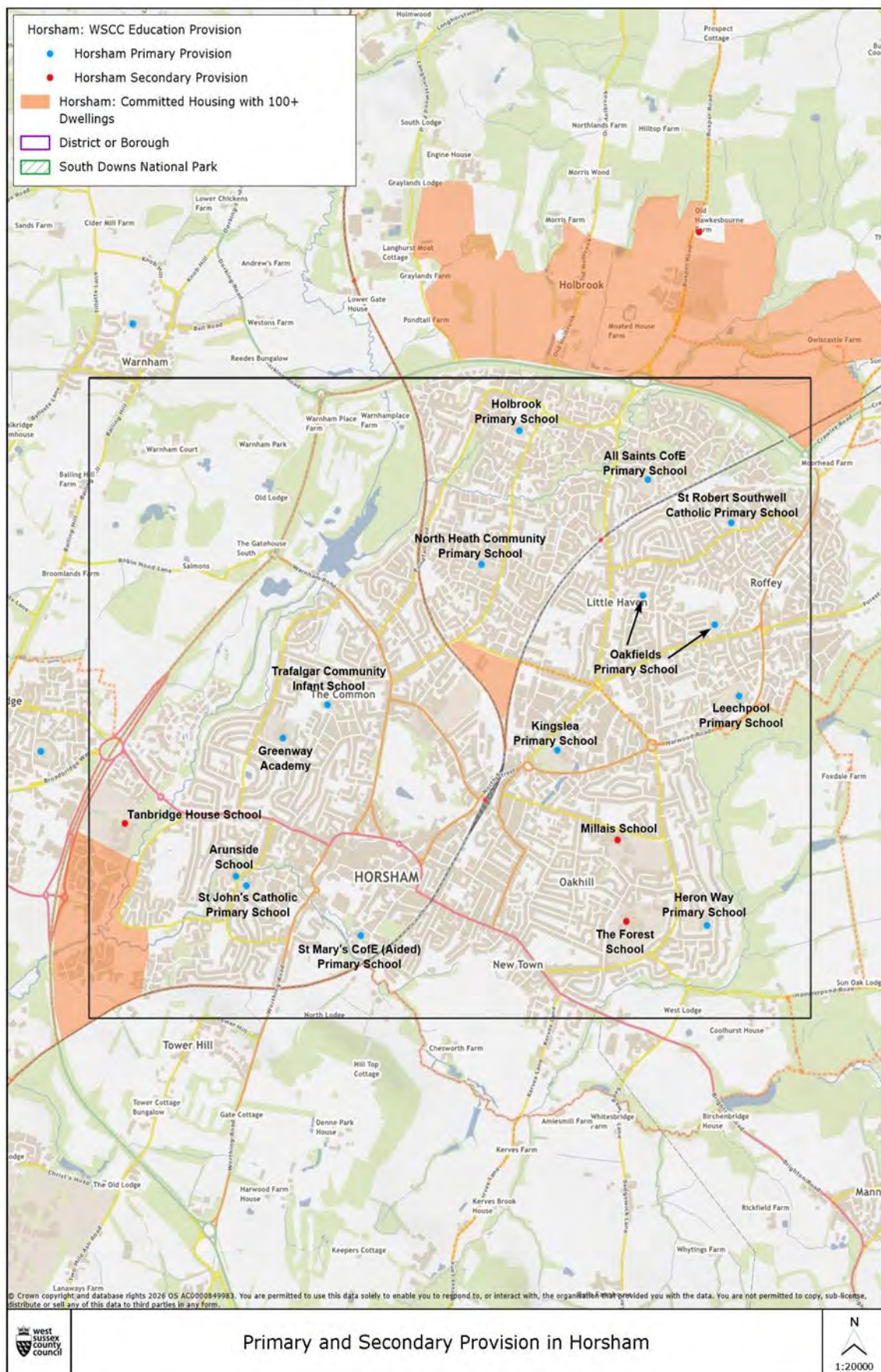
¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects - secondary

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Millais School	Sept 2026	Change of status to admit boys and girls	Re-modelling of some facilities within the school accommodation to cater for boys.	n/a	n/a

Future Planning





Housing Growth (Adopted Local Plan November 2015)

The current local plan for Horsham was adopted in November 2015. Within the plan were allocated housing developments expected to bring forward a minimum of 16,000 new dwellings between 2011 – 2031. Included in this figure were the following allocations;

- SD1 Land North of Horsham 2,500 dwellings
- HDPF SD10 Land West of Southwater 600 dwellings
- HDPF SD11 Land South of Billingshurst 150 dwellings

A review by Horsham DC of the current adopted local plan has commenced and is currently at examination. The examination hearings had been cancelled previously (16 December 2024). The final number and location of development has not been confirmed. Further information can be found on the [Horsham DC website](#).

Primary Provision

Billingshurst

Planning applications continue to be monitored in Billingshurst as there are several speculative applications anticipated or in the pipeline. Land may be identified in masterplans on the larger of these schemes.

Development in Rudgwick could create pressure for a modest expansion of the village primary school, dependent on final housing numbers and discussions with the school. Cross-border housing continues to be monitored and discussed with Surrey County Council to manage potential impacts and maintain efficient school organisation.

Horsham East

The major Mowbray Village development North of Horsham includes a new education campus, with land safeguarded for a second primary school if demand grows. Kilnwood Vale is currently served by a new primary school with space reserved for future expansion.

Horsham West

There are currently no plans to change the provision of schools in Horsham West although forecasts and planning applications are being monitored in the absence of an agreed local plan review anticipated later this year.

Steyning/Storrington

New housing is expected to increase demand above current school capacity. Applications are currently below PAN, numbers are being closely monitored. When future demand requires additional places, any expansion of local schools will be planned in collaboration with school leaders, educational advisers and the diocese.

Planned mitigation - primary

Planning Area	School / Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Billingshurst	Expansion of existing primary provision within the Planning Area	Dependent on housing delivery agreements and timescale	15 places per year over 7 years	tbc	tbc

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	* New Capacity
Horsham East	New 1FE Primary school to serve North Horsham	Dependent on the housing delivery agreement and timescale	30 places per year over 7 years	30	210
Horsham East	Expansion of Kilnwood Vale Primary school to 3FE	Dependent on the housing delivery timescale	30 places per year of age over 7 years	90	630
Storrington	Expansion of existing primary provision within the Planning Area	Dependent on the housing delivery timescale	15-30 places per year over 7 years	tbc	tbc

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Secondary Provision

Billingshurst:

Current provision at The Weald is sufficient from within catchment demand however new housing may create pressure for bulge classes or an expansion to 11FE.

Horsham:

The Local Plan review may lead to significant new housing, likely necessitating one or two new secondary schools to serve Horsham, Billingshurst and neighbouring Crawley. This document will be updated when more certainty is provided by the Local Planning Inspectorate anticipated in 2026/2027.

Summary

Where there is pressure

- Secondary: The Weald, Tanbridge House, short-term peaks between 2028–33.
- Primary: Monitoring **Billingshurst** village

Where there is surplus

- Primary: Billingshurst rural schools, Steyning, Storrington.
- Secondary: Steyning/Storrington largest headroom.

Actions in-year

- Implement Trafalgar Infant PAN reduction (Sept 2026).
- Oakfields Primary: Littlehaven Infants to move onto Northolmes Junior site as part of amalgamation (Sept 2026).
- Support Millais's co-educational transition (from Sept 2026).

Actions next 3+ years

- Monitor data for The Weald and other secondaries in Horsham.
- Plan for future primary and secondary schools based on Local Plan outcomes and demographic trends.

MID SUSSEX DISTRICT PROFILE

Education in Mid Sussex

Mid Sussex has 42 primary schools and 7 secondary schools, of which 3 have post-16 provision. The district is organised into five school planning areas: Burgess Hill, East Grinstead, Hassocks, Haywards Heath Town (SALT), and Haywards Heath Rural (NEARS). Schools are grouped by geographical location.

Different planning areas are facing different challenges. With significant housing and economic growth, parts of Mid Sussex—particularly around Haywards Heath—are seeing growth in demand, with recent rapid growth in primary now impacting secondary. In East Grinstead and some rural catchments the population of young children is decreasing and schools have fewer numbers; WSCC is encouraging schools to consider reducing PAN, federate or collaborate to address these concerns.

Primary Provision - Burgess Hill Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	390	387	3	99%
2020	390	361	29	93%
2021	390	355	35	91%
2022	390	364	26	93%
2023	390	316	74	81%
2024	390	345	45	88%
2025	390	339	51	87%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last seven years. Current provision has been sufficient to meet the needs in the area.

East Grinstead Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Pan remained 495 until 2024 when it reduced to 465 for starting school in September 2025 due to Blackwell Primary School successfully consulting to reduce their PAN from 60 to 30.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	495	437	48	88%
2020	495	470	25	95%
2021	495	433	62	87%
2022	495	450	45	91%
2023	495	432	63	87%
2024	495	381	114	78%
2025	465	387	78	83%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Blackwell Primary Academy, East Grinstead	2025	Reduction in PAN	Removal of 30 places a year	30	210

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Hassocks Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	210	194	16	92%
2020	210	175	35	83%
2021	210	196	14	93%
2022	210	193	17	92%
2023	210	184	26	88%
2024	210	198	12	94%
2025	210	197	13	94%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

There have been no changes in provision in the last seven years. Current provision is sufficient to meet the needs in the area.

Haywards Heath Town (SALT Group) Historic Reception Trends

Historic PAN vs Year R intake

Linfield Primary Academy agreed to admit a bulge class in September 2021, Harlands Primary Academy agreed to admit a bulge class in September 2023. These bulge classes ensured there were sufficient places in the planning area for pupils starting school.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	540	532	8	99%
2020	540	538	2	100%
2021	540	556	-16	103%
2022	540	535	5	99%
2023	540	551	-11	102%
2024	540	530	10	98%
2025	540	538	2	100%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Lindfield Primary Academy	2021	Bulge Class	Additional Cohort of 30 places over 5 years	n/a	n/a
Harlands Primary Academy	2023	Bulge Class	Additional Cohort of 30 places over 5 years	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Haywards Heath Rural (NEARS Group) Historic Reception Trends

Historic PAN vs Year R intake

PAN remained 161 until 2023 when it increased to 166 for starting school in 2024 due to Woodgate Primary School increasing its PAN from 10 to 15.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	161	150	11	93%
2020	161	132	29	82%
2021	161	144	17	89%
2022	161	152	9	94%
2023	161	161	0	100%
2024	166	157	9	95%
2025	166	152	14	92%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
Woodgate Primary (formerly Warninglid Primary), Pease Pottage	2021	Relocation and name change of existing provision	10 places per year over 7 years	10	150
Woodgate Primary, Pease Pottage	2023	Permanent expansion	5 places per year over 7 years	15	150

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Primary Capacity – 2025 Snapshot

Burgess Hill Planning Area

- Total capacity: **2748**
- Total NOR: **2470**
- Occupancy: **90 %**

East Grinstead Planning Area

- Total capacity: **3512**
- Total NOR: **3043**
- Occupancy: **87 %**

Hassocks Planning Area

- Total capacity: **1470**
- Total NOR: **1405**
- Occupancy: **96 %**

Haywards Heath Rural (NEARS) Planning Area

- Total capacity: **1162**
- Total NOR: **1018**
- Occupancy: **88 %**

Haywards Heath Town (SALT) Planning Area

- Total capacity: **3772**
- Total NOR: **3838**
- Occupancy: **102 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Secondary Provision

Mid Sussex District has seven secondary schools Burgess Hill Academy (PAN 240), St Paul's Catholic College (PAN 180), Imberhorne School (PAN 270), Sackville School (PAN 270), Downlands Community School (PAN 240), Oathall Community College (PAN 270) and Warden Park Academy (PAN 300).

Burgess Hill Planning Area – Historic PAN vs Year 7 Trends

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	420	427	-7	102%
2022	420	415	5	99%
2023	420	369	51	88%
2024	420	388	32	92%
2025	420	351	69	84%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	*New Capacity
St Paul's Catholic College	2024	One extra pupil per FE	Bulge of 6 for 5 years	n/a	n/a
St Paul's Catholic College	2025	One extra pupil per FE	Bulge of 6 for 5 years	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry. It also does not reflect 6th form provision where applicable.

East Grinstead Planning Area – Historic Year 7 Trends

Historic PAN vs Year 7 Intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	540	539	1	100%
2022	540	557	-17	103%
2023	540	554	-14	103%
2024	540	528	12	98%
2025	540	535	5	99%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School / Scheme	Implementation Year	Project Type	Provision change	New PAN	*New Capacity
Imberhorne Secondary School	2022	Bulge class	Additional cohort of 30 for 5 years	n/a	n/a
Imberhorne Secondary School	2023	One extra pupil per FE	Additional 9 pupils for 5 years	n/a	n/a
Sackville Secondary School	2023	One extra pupil per FE	Additional 9 pupils for 5 years	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Hassocks Planning Area Historic Year 7 Trends

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	240	240	0	100%
2022	240	271	-31	113%
2023	240	269	-29	112%
2024	240	241	-1	100%
2025	240	238	2	99%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent Changes

School	Implementation Year	Project Type	Provision change	New PAN	*New Capacity
Downlands Secondary School	2022	Bulge Class	Additional Cohort of 30 places per year over 5 years	n/a	n/a
Downlands Secondary School	2023	Bulge Class	Additional Cohort of 30 places per year over 5 years	n/a	n/a
Downlands Secondary School	2024	One extra pupil for FE	Additional 8 places per year over 5 years	n/a	n/a

*New capacity for permanent changes to schools' PAN will take 5 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Haywards Heath Planning Area Historic Year 7 Trends

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	570	539	31	95%
2022	570	580	-10	102%
2023	570	568	2	100%
2024	570	590	-20	104%
2025	570	600	-30	105%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Secondary Capacity – 2025 Snapshot

Burgess Hill Planning Area

- Total capacity: **2425**
- Total NOR: **2116**
- Occupancy: **87 %**

East Grinstead Planning Area

- Total capacity: **3433**
- Total NOR: **3083**
- Occupancy: **90 %**

Hassocks Planning Area

- Total capacity: **1215**
- Total NOR: **1250**
- Occupancy: **103 %**

Haywards Heath Planning Area

- Total capacity: **2914**
- Total NOR: **2882**
- Occupancy: **99 %**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Mid Sussex District Forecasts and Future Planning - Forecasts

Burgess Hill Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	390	392	-2	100%
2027	390	363	27	93%
2028	390	357	33	92%
2029	390	356	34	91%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

East Grinstead Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	465	466	-1	100%
2027	465	414	51	89%
2028	465	414	51	89%
2029	465	412	53	89%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Hassocks Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	210	181	29	86%
2027	210	178	32	85%
2028	210	169	41	80%
2029	210	168	42	80%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Haywards Heath Town (SALT) Primary Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	540	536	4	99%
2027	540	493	47	91%
2028	540	514	26	95%
2029	540	516	24	96%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Haywards Heath Rural (NEARS) Forecasts PAN vs Year R intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use 1
2026	166	166	0	100%
2027	166	172	-6	104%
2028	166	149	17	90%
2029	166	150	16	90%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects - primary

Planning Area	School / Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
East Grinstead	The Meads Primary, East Grinstead	2027	Reduction in PAN from 45 to 30	30	

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Burgess Hill Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	420	417	3	99%
2027	420	405	15	96%
2028	420	434	-14	103%
2029	420	429	-9	102%
2030	420	416	4	99%
2031	420	446	-26	106%
2032	420	445	-25	106%
2033	420	481	-61	115%
2034	420	445	-25	106%
2035	420	448	-28	107%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

East Grinstead Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	540	550	-10	102%
2027	540	577	-37	107%
2028	540	541	-1	100%
2029	540	520	20	96%
2030	540	540	0	100%
2031	540	485	55	90%
2032	540	516	24	96%
2033	540	560	-20	104%
2034	540	504	36	93%
2035	540	503	37	93%

¹ A 5% buffer is the NAO benchmark for sufficient capacity..

Hassocks Secondary Forecasts PAN vs Year 7 intake

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	240	240	0	100%
2027	240	228	12	95%
2028	240	222	18	93%
2029	240	232	8	97%
2030	240	205	35	85%
2031	240	221	19	92%
2032	240	220	20	92%
2033	240	205	35	85%

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2034	240	199	41	83%
2035	240	187	53	78%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Haywards Heath Secondary Forecasts PAN vs Year 7 intake

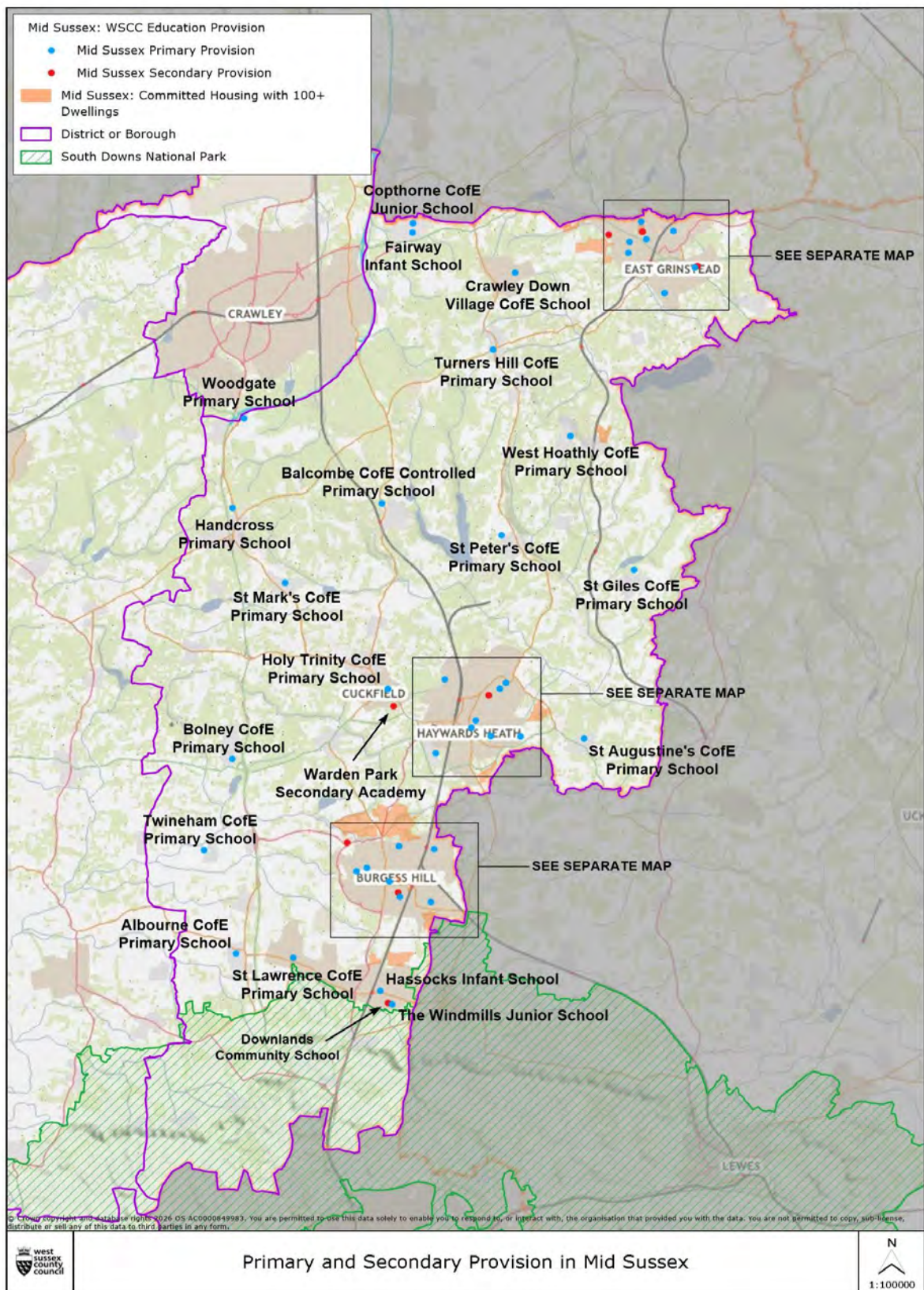
Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	570	608	-38	107%
2027	570	636	-66	112%
2028	570	630	-60	110%
2029	570	656	-86	115%
2030	570	636	-66	112%
2031	570	645	-75	113%
2032	570	617	-47	108%
2033	570	615	-45	108%
2034	570	635	-65	111%
2035	570	590	-20	104%

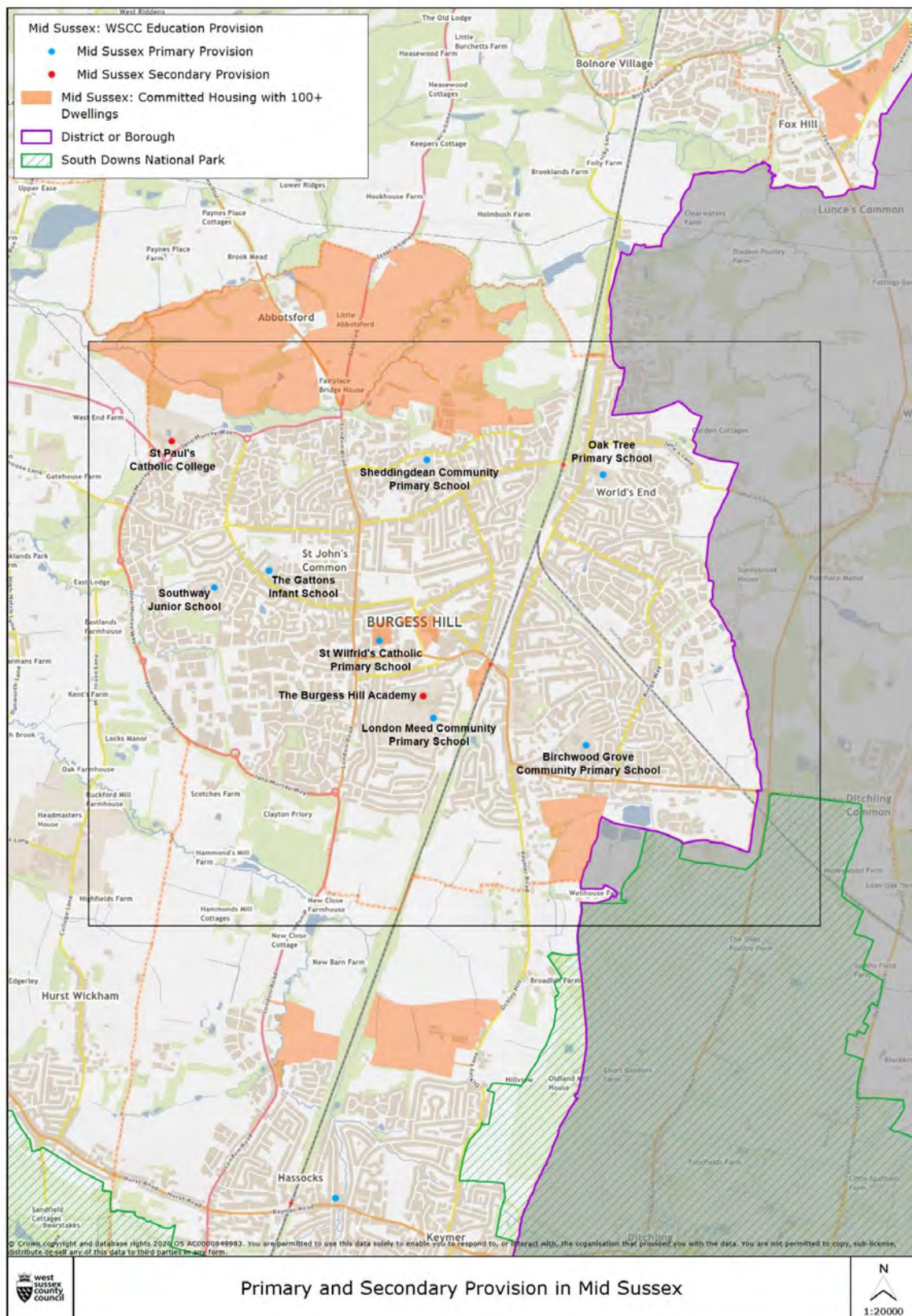
¹ A 5% buffer is the NAO benchmark for sufficient capacity.

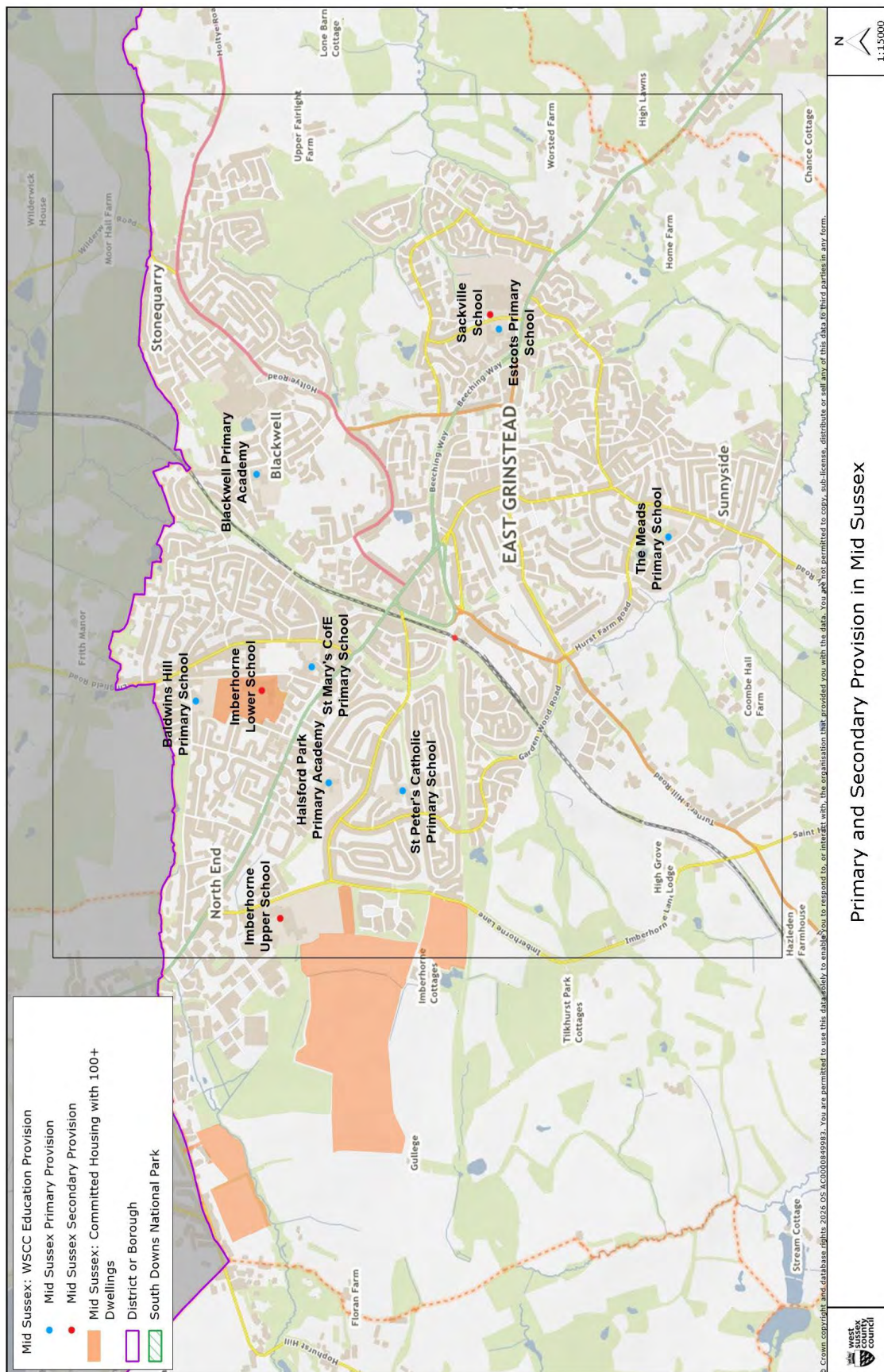
Planned Projects – Secondary

Planning Area	School/Scheme	Implementation Year	Provision Change
Burgess Hill	The Burgess Hill Academy	2026	Extra places offered over PAN. Seven additional places in existing accommodation.
Haywards Heath	Warden Park Academy	2026	Bulge class, 30 additional places in existing accommodation
Hassocks	Downlands Secondary School	2026	Extra places offered over PAN. Five additional places in existing accommodation.

Future Planning







Housing Growth (Adopted Local Plan April 2018)

The current local plan for Mid Sussex District was adopted in April 2018. Within the plan were allocated housing developments expected to bring forward a minimum of 16,390 new dwellings between 2014 – 2031. Included in this figure were the following allocations;

- DP8 Land to the east of Burgess Hill 480 dwellings
- DP9 Land to the north and north-west of Burgess Hill 3,500 dwellings
- DP10 Land to the east of Pease Pottage 600 dwellings
- DP11 Land to the north of Clayton Mills, Hassocks 500 dwellings

A further Site Allocations Development Plan Document was approved by the Planning Inspectorate in 2023 to identify residual housing sites through to 2031 including;

- SA20 Land South and West of Imberhorne Upper School 550 dwellings

A review by Mid Sussex DC of the current adopted local plan has commenced and the revised plan is currently being examined by the Local Planning Inspector. The following sites have been identified for development up until 2039:

Significant Sites (Policy DPSC GEN: Significant Site Requirement)

- Land to the West of Burgess Hill/North of Hurstpierpoint (DPSC1) - 1,350 dwellings.
- Land at Crabbet Park (DPSC2) – 2,000 dwellings (1,500 to 2039 approx.).
- Land to the South of Reeds Lane, Sayers Common (DPSC3) – 2,000 dwellings (1,850 to 2039 approx.).

Further smaller sites 'Sustainable Communities – Housing Sites' have been identified in proximity to the significant site South of Reeds Lane, which contribute to the improved sustainability of Sayers Common (543 dwellings).

Burgess Hill Primary Provision

Up to 5,000 new homes are planned in Burgess Hill, largely within the Brookleigh strategic development (3,500 units now underway), alongside other major sites nearing completion such as East of Kings Way and Keymer Tiles. Brookleigh includes proposals for an all-through school and an additional primary school. The sponsorship of the all-through school, Bedelands, was originally awarded to University of Brighton Academy Trust (UBAT) in 2020, but with the trust now being dissolved, the DfE is re-brokering the project to a new sponsor. The timeframes for delivery of the school are currently under review as the housing trajectory for Brookleigh has slowed.

East Grinstead Primary Provision

Heathy Wood, a development to the west of Copthorne of 500 homes is close to completion. Although informal consultation on potential school reorganisation took place, it produced mixed views. Current capacity across Fairway Infants, Copthorne CE Junior and the wider area is sufficient, so this relocation is no longer being proposed.

East Grinstead is identified as a large settlement with potential for future growth. A site for a new primary school has been identified west of Imberhorne Upper School should population increases justify it in the longer term.

Hassocks Primary Provision

Primary pupil numbers have grown, and all four schools—Hassocks Infants, Windmills Junior, St Lawrence CE Primary and Albourne CE Primary—are now operating close to capacity. A site for a new 2FE primary school with Early Years provision and a SEND class-base has been allocated at Land North of Clayton Mills, where the housing construction is in train. WSCC is monitoring demand closely which is currently forecast to fall. WSCC will work with Mid Sussex District Council and the developer to secure the site through the s106 agreement for future delivery if required.

Haywards Heath primary provision

Housing growth in Haywards Heath is creating pressure for additional primary places. A new school is proposed at Hurst Farm, which may also support demand from nearby East Sussex communities. Other local schools, including Harlands Primary, are considering expansion. WSCC continues to monitor pupil numbers to ensure future places align with local growth, proximity, and parental preference.

Planned projects - primary

Planning Area	School/Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Burgess Hill	Northern Arc All-Through School Primary Phase (Bedelands)	2029+ dependent on housing trajectory.	60 places per year over 7 years (initially starting with 30 places)	30 60	210 420
Burgess Hill	New primary school to serve Brookleigh, Northern Arc	Dependant on housing delivery.	60 places per year over 7 years (initially starting with 30 places)	30 60	210 420
East Grinstead	New primary school West of Imberhorne Lane	Dependent on housing delivery	60 places per year over 7 years initially starting with 30 places	30 60	210 420
Hassocks	New Primary school, land north of Clayton Mills	Dependent on housing delivery	30 places per year over 7 years expandable to 60 places	30 60	210 420
Haywards Heath	New Primary School at Hurst Farm	Dependent on housing delivery	30 places per year over 7 years expandable to 60 places	30 60	210 420

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Burgess Hill – secondary provision

The Brookleigh (Northern Arc) development of 3,500 homes will increase demand for secondary places. Burgess Hill Academy can expand temporarily if required, but a new all-through school with a 6FE secondary phase is planned to open, subject to housing delivery. This new provision is expected to relieve pressure on neighbouring planning areas, including Haywards Heath and Hassocks.

Additional demand for sixth-form places and SEN provision is also anticipated, with sixth-form growth likely at Haywards Heath Sixth Form College and Specialist Resource Provision for children with SEND included within them all-through school at both primary and secondary phases.

East Grinstead – secondary provision

There has been a long-held aspiration to relocate Imberhorne Lower School to the Upper School site to remove the split site arrangement. Feasibility work is ongoing and linked to wider local planning policies in East Grinstead and Mid Sussex. The granting of planning permission for the development of 550 homes south and west of Imberhorne Upper School may support this proposal with additional playing fields, but no timescales have been set.

Hassocks – secondary provision

There are no plans to change the organisation of Downlands Secondary School which serves the Hassocks locality as there is interaction between the Burgess Hill and Hassocks localities at Secondary. Completion of the secondary phase of Bedelands in Burgess Hill is currently paused as the housing trajectory has slowed.

Haywards Heath – secondary provision

Secondary capacity is forecast to fall short, and existing schools have taken additional pupils until the new Brookleigh secondary school is built. With this planned school in place, no permanent secondary expansion or additional school is currently expected in Haywards Heath. This position will be reviewed once housing allocations are confirmed through the Mid Sussex Local Plan Review

Planned projects - secondary

Planning Area	School / Scheme	Implementation Year	Provision Change	New PAN	*New Capacity
Burgess Hill	Bedelands All-Through School (Secondary Phase) Burgess Hill Northern Arc	Dependent on housing trajectory.	180 places per year over 5 years (initially starting with 4FE)	120 180	600 900
East Grinstead	Relocation of Imberhorne Lower School to Upper School site	Dependent on housing delivery	Removal of split site arrangements	270	1727

*New capacity for permanent changes to schools' PAN will take 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Summary

Where there is pressure

- Primary: Haywards Heath Town (SALT);
- Secondary: Haywards Heath and Burgess Hill show sustained forecast deficits until Bedelands opens; East Grinstead experiences intermittent pressure (notably 2027, 2033).

Where there is surplus

- Primary: East Grinstead (mid-90s utilisation), Hassocks (mid-80s in the longer term),

- Secondary: Current headroom limited; some variability in Burgess Hill historic numbers but forecasts including housing show deficits until new school delivery.

Actions in year

- Continue managing bulge arrangements (Burgess Hill Academy and Warden Park Academy 2026; East Grinstead one-per-FE policies as required).
- Monitor Haywards Heath Town pressure pending Hurst Farm delivery or expansion of an existing school.
- Maintain close liaison with MSDC/DfE on sponsor re-brokerage for Bedelands.

Actions in next 3+ years

- Fix Brookleigh timelines (primary & secondary phases) with DfE/Homes England.
- Monitor numbers in Hassocks in light of site availability at Clayton Mills (Ockley Park) primary.
- Review NEARS rural capacity and transport implications given forecast over PAN.

WORTHING BOROUGH PROFILE

Overview, local context

Worthing Borough contains 21 primary schools, including 7 infant/junior schools, and 6 secondary schools, one of which offers post-16 provision.

The borough comprises two primary planning areas for primary provision, Durrington and Worthing and one planning area for the secondary provision covering the whole borough of Worthing. Primary schools are allocated to planning areas based on location, while secondary schools typically operate borough-wide catchments.

Primary Provision - Durrington Planning Area Historic Reception Trends

Historic PAN vs Year R intake

PAN remained 510 until 2024 when it reduced to 450 for starting school in September 2025 due to the local authority successfully consulting to reduce the PAN at Durrington Infant School from 90 to 60 and Orchards Infant School from 120 to 90.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	510	467	43	92%
2020	510	436	74	85%
2021	510	434	76	85%
2022	510	474	36	93%
2023	510	395	115	77%
2024	450	423	27	94%
2025	450	370	80	82%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes.

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	New Capacity
Durrington Infant School	2024	Reduction in PAN	Removal of 30 places per year	60	180
Orchards Infant School	2024	Reduction in PAN	Removal of 30 places per year	90	270

*New capacity for permanent changes to schools' PAN will take 3,4 or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Worthing Planning Area – Historic Reception Trends

Historic PAN vs Year R intake

PAN stayed at 705 until 2024, when it reduced to 630 for September 2025 admissions following a consultation. This included reducing PAN at Thomas A' Becket Infant School (180 to 150) and Whytemead Primary School (45 to 30), closing Lyndhurst Infant School, and reorganising Chesswood Junior into an all-through primary.

The new school named Homefield Primary opened on 1 September 2024 with a PAN of 60 for Reception and 120 for Year 3 transfers.

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2019	705	696	9	99%
2020	705	663	42	94%
2021	705	640	65	91%
2022	705	647	58	92%
2023	705	653	52	92%
2024	630	610	20	97%
2025	630	617	13	98%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes

School/Scheme	Implementation Year	Project type	Provision Change	New PAN	* New Capacity
Lyndhurst Infant School	2024	School Closure	n/a	n/a	n/a
Homefield Primary School formally known as Chesswood Junior School	2024	Significant Change of Character and change of name	Creation of primary provision 2FE for KS1 and 4FE for KS2	60 120	180 480
Thomas A'Becket Infant School	2024	Reduction in PAN	Removal of 30 places per year	150	450
Whytemead Primary School	2024	Reduction in PAN	Removal of 15 places per year	30	210

*New capacity for permanent changes to schools' PAN will take 3,4, or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

Primary Capacity – 2025 Snapshot

Durrington Planning Area

- Total capacity: **3887**
- Total NOR: **3160**
- Occupancy: **81%**

Worthing Planning Area

- Total capacity: **5088**
- Total NOR: **4464**
- Occupancy: **88%**

Please Note: Operational capacity across the Planning Areas may be lower than published due to schools capping admission into some or all year groups.

Secondary Provision

Worthing has six secondary school Bohunt, Worthing (PAN 180), Davison CofE High School for Girls (PAN 270), Durrington High School (PAN 330), St Andrew's C of E High School (PAN 180), St Oscar Romero Catholic School (PAN 180) and Worthing High School (PAN 210).

Worthing Borough Planning Area – Historic Year 7 Trends

For September 2023 St Andrew's High School, to cater for the increase in pupil numbers in neighbouring Adur District, agreed to admit additional pupils over its published admission number. These pupils could be accommodated utilising surplus places in other year groups. All the secondary schools in the planning areas also agreed to admit an additional 5 pupils over their PAN. For September 2024 all schools in the planning area agreed to admit an additional 5 pupils over their PAN to assist with the continued increase in pupil numbers in their & neighbouring planning areas.

Historic PAN vs Year 7 intake

Year	PAN	Intake	Surplus	% of Capacity in use ¹
2021	1350	1290	60	96%
2022	1350	1369	-19	101%
2023	1350	1361	-11	101%
2024	1350	1370	-20	101%
2025	1350	1358	-8	100%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Recent changes.

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
St Andrews CE High School (previously known as St Andrews CE High School for Boys) Worthing	2021	Change of educational provision to admit girls and boys	Re-modelling of some facilities within the school accommodation to cater for girls.	n/a	n/a
St Oscar Romero Catholic School	2023	Significant Change of Character	Creation of 200 place post 16 provision	n/a	n/a
Bohunt School, Worthing	2023	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
Davison CofE High School for Girls	2023	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
Durrington High School	2023	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
St Andrew's C of E High School Worthing	2023	Bulge Class	*Additional 5 places based on area demand	n/a	n/a

School / Scheme	Implementation Year	Project Type	Provision Change	New PAN	* New Capacity
St Oscar Romero Catholic School Durrington	2023	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
Worthing High School	2023	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
St Andrew's C of E High School Worthing	2024	Bulge Class	Additional cohort of 30 for 5 years	n/a	n/a
Bohunt School, Worthing	2025	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
Davison CofE High School for Girls	2025	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
Durrington High School	2025	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
St Andrew's C of E High School Worthing	2025	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
St Oscar Romero Catholic School Durrington	2025	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a
Worthing High School	2025	5 extra pupils for FE	*Additional 5 places based on area demand	n/a	n/a

*To ensure sufficient school places available on National Offer Day for Transferring into year 7

Secondary Capacity – 2025 Snapshot

Worthing Planning Area

- Total capacity: **7280**
- Total NOR: **6780**
- Occupancy: **93 %**

Worthing Borough Forecasts and Future Planning - Forecasts

Durrington Primary Forecasts PAN vs Year R intake

The PAN reduces from 450 in 2025 to 420 for September 2026 following a consultation to lower West Park C of E Primary from 120 to 90.

The reduction in PAN at Durrington Junior was agreed in a 2022 consultation to address surplus places across the borough. Durrington Infant reduced from 90 to 60 in 2023, with this smaller cohort transferring to the Junior school in 2027, this does not affect the number of places available for starting school.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	420	378	42	90%
2027	420	338	82	80%
2028	420	347	73	83%
2029	420	350	70	83%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Worthing Primary Forecasts PAN vs Year R intake

The reduction in PAN at Thomas A 'Becket Junior School was agreed in a 2022 consultation to address surplus places across the borough. Thomas A 'Becket Infant reduced from 180 to 150 in 2023, with this smaller cohort transferring to the Junior school in 2027, this does not affect the number of places available for starting school.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	630	538	92	85%
2027	630	578	52	84%
2028	630	579	51	83%
2029	630	573	57	81%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Planned projects – primary

Planning Area	School/Scheme	Implementation Year	Provision change	New PAN	*New Capacity
Durrington	West Park C of E Primary School	2026	PAN Reduction Removal of 30 places per year	90	630
Durrington	Durrington Junior School	2027	PAN Reduction Removal of 30 places per year	60	240
Worthing	Thomas A 'Becket Junior School	2027	PAN Reduction Removal of 32 places per year	160	640

*New capacity for permanent changes to schools' PAN will take 4 or 7 years to be fully implemented as the school(s) PAN only applies to the year of entry.

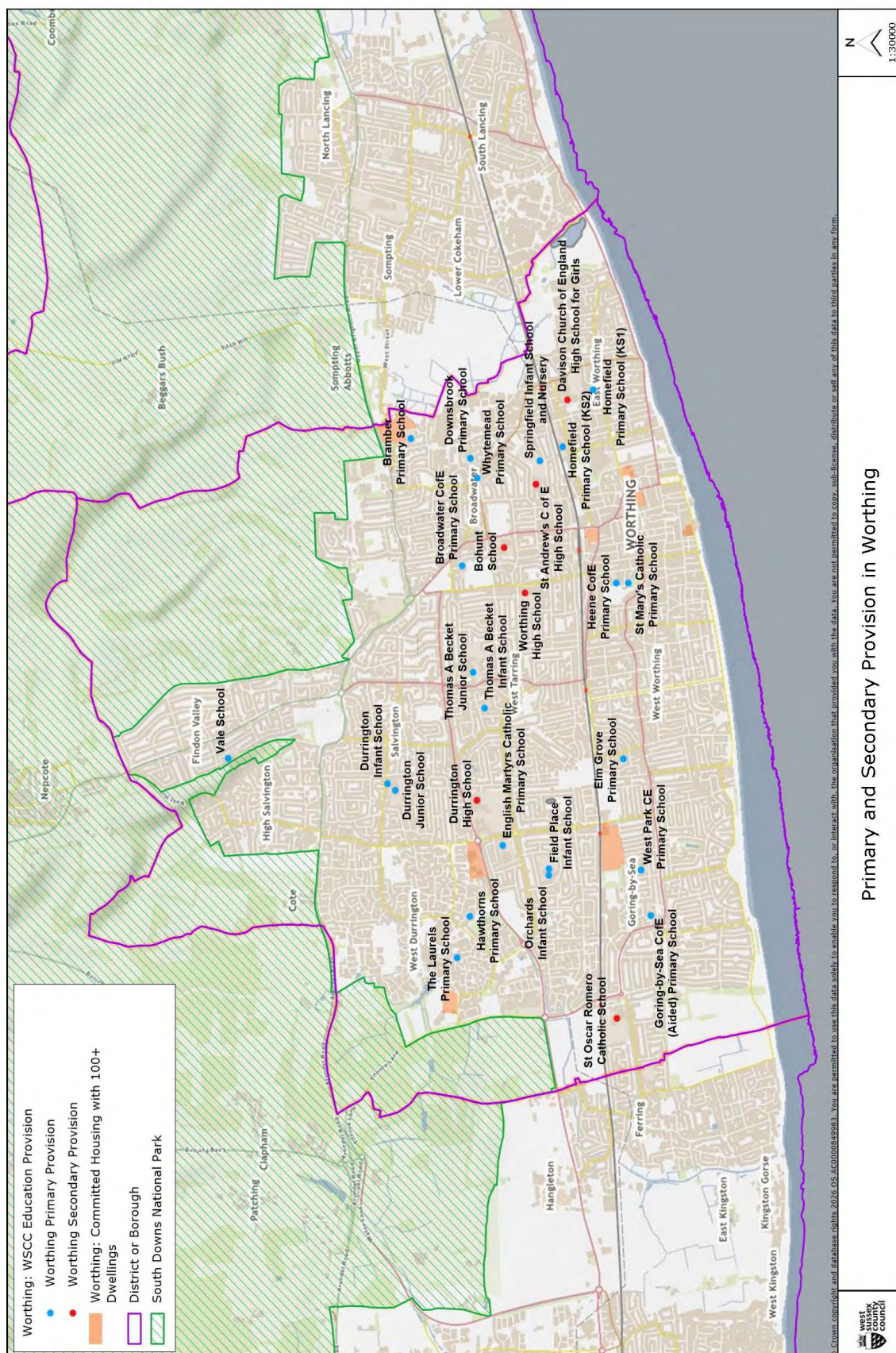
Worthing Secondary Forecasts PAN vs Year 7 intake

Based on the current pupil forecasts, there are no changes planned that will impact the number of available places in the next ten years.

Year	PAN	Forecast Intake	Surplus	% of Capacity in use ¹
2026	1350	1,379	-29	102%
2027	1350	1,409	-59	104%
2028	1350	1,312	38	97%
2029	1350	1,336	14	99%
2030	1350	1,290	60	96%
2031	1350	1,276	74	95%
2032	1350	1,193	157	88%
2033	1350	1,154	196	85%
2034	1350	1,123	227	83%
2035	1350	1,117	233	83%

¹ A 5% buffer is the NAO benchmark for sufficient capacity.

Future Planning



Housing Growth (Adopted Local Plan March 2023)

The Worthing Local Plan (2020–2036) allocates a series of residential and mixed-use redevelopment sites across the borough, with an indicative capacity of approximately 1,400 new homes. Growth is primarily focused on brownfield intensification within the existing urban area, alongside a small number of edge-of-settlement sites. These allocations are expected to generate incremental but sustained demand for school places across the town, with the largest impacts likely in the Durrington/Northbrook area and central Worthing.

A number of significant schemes are expected to come forward within the next five years, including major redevelopments at Centenary House, HMRC Barrington Road, Teville Gate, Union Place, and Grafton, each delivering between 150–250 dwellings. Additional planned housing at Fulbeck Avenue (152 homes) and Beeches Avenue (90 homes) will contribute further to growth on the northern and eastern edges of the borough. Smaller allocations such as Lyndhurst Road (150 homes), Stagecoach Marine Parade (60 homes) and Martlets Way (28 homes) form part of cumulative pressures on centrally located and coastal primary schools.

Overall, projected pupil yields from the Local Plan allocations are expected to be absorbed across the existing network of schools. However, numbers will require ongoing monitoring to ensure the timing of housing delivery aligns with future demand, particularly where multiple sites in the Durrington/Northbrook area come forward concurrently. Due to the incremental and brownfield-led nature of development in Worthing, no new school sites are required at present, but the pattern of small and medium allocations will necessitate continued review through each Annual Pupil Forecast cycle.

Summary

Primary

- Surplus capacity across both planning areas.
- Demand declining and PAN reductions appropriate.
- No additional places required.

Secondary

- Short-term pressure until 2027.
- Longer-term surplus expected.
- No changes to provision currently planned.

GLOSSARY

TERM	DEFINITION
School Code	Also known as the 'DfE number' this is a number unique to each school and is used for identification purposes.

School Code	Type of School
C	Community: the local authority owns the school's land and buildings, funds the school and employs the staff, but the governing body is responsible for running the school.
VC	Voluntary Controlled: mainly religious or 'faith' schools. Some/all of the land and buildings are usually owned by a charitable trust, which also appoints some members of the governing body, but the local authority funds the school and employs the staff.
VA	Voluntary Aided: mainly religious or 'faith' schools. The land and buildings are usually owned by a charitable trust. Capital works are funded by the Diocesan Board of Education. The governing body employs the staff and sets the admissions criteria.
F	Foundation Trust: Foundation schools are run by their own governing body, which employs the staff and sets the admissions criteria. Land and buildings are usually owned by the governing body or a charitable foundation. A Trust school is a type of foundation school which forms a charitable trust with an outside partner – for example, a business or educational charity.
A	Academy: Academies are publicly funded independent schools, operating outside the local authority framework, accountable directly to the Secretary of State. The Pupil Place Plan may not hold all the information for academies that it does for other types of schools, as academies are not obliged to provide this for the County Council. Schools can choose to convert to academies at any time of the year, and more schools may have converted since the publication of this plan. An up-to-date list of schools which have started the conversion process is available from the Gov.UK website. it will not show schools still at the informal consultation stage.

FS	The term 'free school' originally referred to non-profit, independent, state-funded academies established from 2010 by a range of proposers—such as charities, universities, businesses, and parent or teacher groups—in response to local demand, outside local authority planning processes. Since May 2015, the term has broadened to include all new provision academies, including those created through the local authority-led 'presumption' process. In this plan, these are shown as 'ACA'.
Published Admission Number (PAN)	This is the maximum number of pupil places that must be offered where there is sufficient demand. For primary schools, this applies to 4-year-olds, starting school and those transferring to Junior schools at Year 3. For secondary schools, there is an admission number for Year 7 and sometimes a separate number for Year 12 (sixth form), which is set by the governing body and not shown in this plan. Schools may agree to admit above this number
N.A.O.	National Audit Office
Nursery School	While nursery classes are included within many primary schools, there are also four local authority-maintained nursery schools that provide a range of structured educational experiences based on learning through play for under 5s.
Special Support Centres	Specialist provision for children with Special Educational Needs and Disabilities (SEND), e.g. hearing impairment or autism, based on the sites of mainstream schools.
Special Schools	Schools providing education for children with Special Educational Needs and Disabilities (SEND).
Multi Academy Trust (MAT)	All academies in a MAT are governed by one Trust and a single Board of Directors. The Board of Directors is responsible for decisions relating to how each academy is run, from the curriculum to staffing. The MAT can establish a local governing body for each of its academies, to which it can delegate some of its functions. The MAT remains accountable for these functions.
Umbrella Trust (UT)	Each academy has its own Trust, but all the schools in the UT can share governance and procurement of services. If a group of schools wants to convert as part of a UT, each school converts separately but will set up an Umbrella Trust to join together. The schools can agree that the UT will appoint governors or members of the Trusts in each of the schools and set a joint vision.

Links to further information:

WSCC Documents & Strategies

- [West Sussex Primary School Places Scrutiny Report \(PDF\)](#)
- [West Sussex west-sussex-early-years-and-childcare-strategy-2024-to-2027/](#)
- [West Sussex send strategy 2026-2030 \(PDF\)](#)
- [West Sussex school-and-college-transport](#)

Early Years & Childcare

- [West Sussex childcare-and-early-education](#)
- [West Sussex childcare-and-funding/childcare-options](#)
- [West Sussex beststartinlife.gov.uk/](#)
- [West Sussex information-for-childcare-providers/set-up-or-expand-childcare-provision](#)

Government Guidance

- [National Wraparound Childcare Programme Handbook.pdf](#)
- [Breakfast-clubs-early-adopter-guidance-for-schools-and-trusts-in-england](#)
- [Free-breakfast-clubs-guidance-for-schools-and-trusts-for-phase-1-of-the-national-rollout-from-april-2026](#)
- [Establishing-school-based-nursery-provision](#)

Local Plans

Adur Local Plan [Local Plan adopted](#)

Adur [Shoreham Harbour Joint Area Action Plan](#)

Arun [Local Plan adopted](#)

Chichester [Chichester Local Plan 2021-2039 adopted](#)

Crawley [Crawley Local Plan](#)

Horsham [Local Plan adopted](#)

Horsham [Horsham Local Plan Review submitted for examination](#)

Horsham [Local Plan Review](#) examination hearing ongoing

Mid Sussex [District Plan adopted](#)

Mid Sussex [Site Allocation DPD adopted](#)

Mid Sussex [District Plan Review](#) examination hearings ongoing

South Downs National Park [Local Plan adopted](#)

Southdowns National Park [South Downs Local Plan Review](#) Reg 19 Consultation

Worthing [Worthing Local Plan adopted](#)

We would welcome your feedback on this document. For your comments to be taken into consideration for our next publication, please send them through via email: SOAD@westsussex.gov.uk

Please contact us on 0330 222 3048 if you, or someone you know would like a copy of this document in another language, in braille, large print, on audio or computer disc.

WBP2

Copy of "Area guidelines for mainstream Schools: Building Bulletin 103" Department for Education (June 2014)



Department
for Education

Area guidelines for mainstream schools

Building Bulletin 103

June 2014

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Introduction

The purpose of this document is to set out simple, non-statutory area guidelines for mainstream school buildings (part A) and sites (part B) for all age ranges from 3 to 19. It supersedes the area guidelines in Building Bulletins (BB) 98 and 99, recommending reduced minimum internal and external areas.

The document aims to assist architects, sponsors and those involved in creating a design brief for new school buildings, or for school refurbishment or conversion projects. It may also be of interest to head teachers, governors and others who need advice on the appropriate amount of space for teaching and learning activities.

However, in line with policies which seek to increase choice and opportunity in state funded education, these guidelines will not necessarily have to be met in every case and should always be applied flexibly in light of the particular circumstances.

This document is in two parts:

- part A sets out building area recommendations for both overall categories of space and individual types of spaces and includes graphs and formulae to show the recommended area ranges of these spaces;
- part B sets out the types and categories of external areas and includes site area recommendations for the various categories of outdoor spaces needed within the playing field area and net site area. As in part A, graphs allow users to determine the sizes of external areas.

The guide supports the *Schedule of Accommodation (SoA) tool* (see references) which can be accessed separately. The tool can be used to calculate the number and types of spaces recommended for a specific school based on its proposed pupil numbers, age range and curriculum. For secondary schools a curriculum analysis, like the template attached to the *SoA tool*, should be used to check the number and type of rooms that suit the curriculum of the individual school.

This guidance can be used to estimate the area needed for new schools, as well as the extra building area that may be needed for schools increasing in size. When considering how existing buildings will be used, it is important to recognise that the proportion of net to gross area will vary depending on the design, and to identify any 'supplementary area' needed for non-school or support functions, as described on [page 6](#).

Text in italics refers to documents with hyperlinks in the online version and/ or a listing in the 'references' section on [page 42](#) where the website address is given.

Applying the principles

This guidance is generally written to apply to new buildings in primary and secondary schools. However, the principles apply to all types of mainstream schools (i.e. all those except special schools or alternative provision) and most of the details can be used when considering schools with existing buildings, whether they are to be remodelled or unaltered.

The recommended area in square metres (m²) for various categories of space and individual types of spaces, or rooms, are shown on graphs and based on simple formulae. All formulae use a 'base' area and an area per pupil place: in most cases this means the number of places planned rather than the number on the school roll. However, in the case of the area of spaces (figures [6](#) and [15](#)), this is the maximum group size, or number of 'workplaces' in the room.

The graphs and formulae can be used to check the area needed for a given number of pupil places, either for the school as a whole or for individual categories of space. Rather than set specific areas for a particular number of pupils in a given category of space, the graphs show zones of area with the top of the zone being the recommended maximum area and the bottom being the recommended minimum area. Further explanation as it applies to net area is given on [page 7](#).

Existing buildings

When calculating the total area needed for any school that includes existing buildings:

- when adding places to existing schools, the 'base' area is often already provided, for instance in the form of the main hall, head's office, staff room and central stores, so only the area per pupil place for the additional places would be needed. This would cover not only additional classrooms but also the associated support spaces, listed in this guidance, needed to accommodate the extra pupils;
- the total net area of all buildings available to the school should be included: whether owned or maintained by the local authority, governing body or trustees; or owned and maintained by others but available for the school to use during at least 80% of any normal school week (such as indoor sports facilities with a 'joint use agreement');
- the different categories of space in the net area, discussed below, may need specific attributes that can only be provided by certain buildings: for example halls would need large volumes;
- existing rooms are likely to be below or above the recommended 'zone' for the type of space and so may either need to be a 'restrictive' version of the space recommended (see [page 12](#)) or be above the area recommended. Similarly, non-

net area such as circulation may be above the minimum that could be achieved in a new building. Therefore the total net and gross area may either be constrained or need to allow a 'fit factor' of 10% to 15% to accommodate the extra area, so that the maximum recommended net and gross area are likely to be appropriate;

- where the fit is more than this, remodelling may be more economical, for instance to divide large rooms and create a better suite of spaces;
- the issue is exacerbated in listed buildings, where remodelling may be restricted, such that the total area could be well in excess of the recommended range for the required spaces, and the 'fit factor' may be as high as 25%, or perhaps more.

When considering existing spaces, the graphs in figure [6](#) and [15](#) can be used to calculate the group size that can be accommodated in a space of a given size, depending on the type of space and activities (see [page 12](#)).

Similarly, reviewing the site area against the relevant graph ([figures 20 and 21](#)) is also useful when considering alterations to an existing school.

Less common situations

Middle schools will often include a range of basic teaching spaces with extra specialist facilities that can be used as classrooms and also timetabled as practical spaces. These are not covered in this guidance but the recommendations for spaces in other categories of space, such as halls or staff areas, will apply. The recommended areas for the various categories of space, and net and gross area, can be established by using the base area defined in [annex A](#) along with the area per pupil for primary and secondary places.

All-age schools of up to around 750 places (2FE or forms of entry) are likely to find a similar economy of scale, so could use the formulae recommended for an 11 to 16 school, or 11 to 18 school where there is a sixth form. All-age schools above 750 places, or with more than about 300 11 to 16 places, should use the total of the primary and secondary base areas (as defined in [annex A](#)).

Split sites (where a significant part of the school is provided in buildings on more than one site) may need extra area in some cases, to allow for the replication of key resources. This is unlikely to be more than 75m² gross, for administrative and kitchen facilities, depending on the distance between sites and the facilities on each site.

Unusual curriculum requirements, in schools such as university technical colleges and studio schools, may require very different spaces so the guidelines for basic teaching, halls, teaching storage and site area may not be applicable. Recommendations for other areas may still apply and the principles for each category of space can still be useful with appropriate advice.

Part A: The buildings

This part sets out how to establish the floor area requirements for spaces within primary and secondary school buildings. For middle schools and all age schools the sizes of spaces can be established by referring to the relevant areas for primary and secondary schools, as explained in [annex A](#).

Part A is in three sections, as shown in figure 1 below:

- **Net area**, which is the usable area and comprises basic teaching area; halls, dining and PE spaces; learning resource areas; staff and administration; and storage;
- **Non-net area**, which supports the functioning of the building, and includes toilets and personal care, kitchen facilities, circulation, plant and internal walls;
- **Supplementary area** (including net and non-net), which is used for non-school or support functions such as specially resourced special needs facilities.

The gross area, or gross internal floor area, of the building(s) is the total of the net and non-net area. It is important to note that the gross area will usually be proportional to the net area. Generally, the gross area of new buildings will vary between 142% and 145% of the net area in primary schools and 140% and 145% in secondary schools, depending on the provision of areas such as circulation or the kitchen. In existing buildings this proportion may rise to as much as 150%. In single-storey primary schools where a full-service kitchen is not required (for instance where catering is cook-chill), 140% may be achieved.

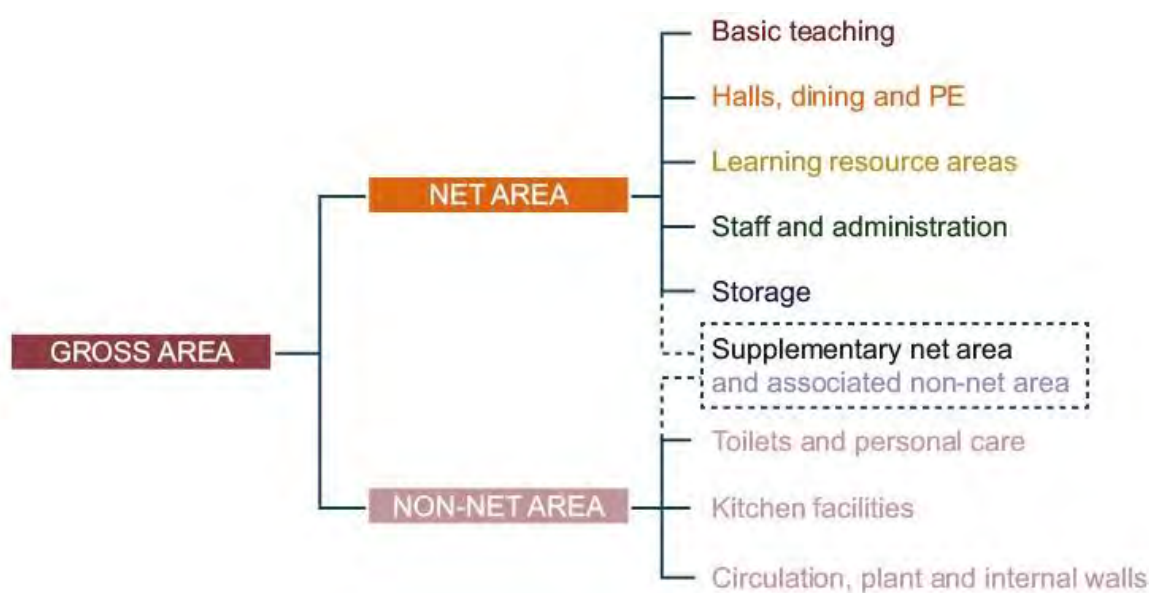


Figure 1: Categories of space that make up gross and net area

Net area

The net area is the total area of all usable spaces, both teaching and non-teaching. It includes everything except corridors, toilets and showers, boiler and plant rooms, school kitchens, and the area occupied by internal walls. A precise definition of what is included in net area can be found in the guidance document [Assessing the Net Capacity of Schools](#).

Net area is made up of spaces, (usually enclosed rooms) within the five categories of space in figure 2 below.

Categories of space	For primary	For 11-16	For post-16
1. Basic teaching	Zone m	Zone M	Zone MM
2. Halls, dining and PE	Zone p	Zone P	Zone PP
3. Learning resources	Zone t - s	Zone T - S	Zone RR
4. Staff and administration	Zone r - q	Zone S - R	Zone TT
5. Storage	Zone s - r	Zone R - Q	Zone SS

Figure 2: Table showing relevant zones for each category of space when calculating the net area for primary, 11-16 and post-16 pupil places

The graphs in figures 3, 4 and 5 below show the zones for each category of space. The top of each zone is the recommended maximum area for the category, and the bottom is the recommended minimum area. Each is calculated for the number of pupil places by using the formulae shown in the graphs and [annex A](#).

The graphs also show the recommended minimum and maximum overall net area, and the likely range of gross area needed based on the proportion of net to gross area described on [page 6](#).

To achieve the recommended minimum overall net area, which is greater than the sum of the individual minimum areas (see below), the area of each category of space should average around the middle of the recommended range. Where more space is required for some categories, such that the area falls in the upper half of the range, less space must be allocated to other categories to stay within the recommended overall net area. Even if the maximum recommended net area can be provided, it is unlikely that all categories of space will be able to be at the top of each zone, so schools will always need to decide their priorities.

The recommended maximum net area may be needed where there are a very high proportion of pupils with SEN or disabilities, or where there are existing buildings with several rooms larger than the minimum size (see [page 4](#)).

It is important to note that:

- the total area for each category should be at least the minimum recommended to allow for the core functions needed to suit the school capacity. An area greater than the minimum but within the zone will usually be preferred for each category;
- anything lower than the recommended minimum area for a category will compromise the space provided in it;
- when added together, the recommended minimum for each category of space (the 'sum of minima' shown in the graphs) will be less than the overall recommended minimum net area. This difference is the 'float' that can be used to enhance some areas, depending on the priorities of the school, for example providing different variations of teaching spaces.

The next few pages give some guidance on the spaces recommended for both primary and secondary sectors within each of the five categories of space which make up the overall net area. For each space, the broad activities to be accommodated are noted and the space, with appropriate fittings, furniture and equipment (FF&E), should be designed to suit these. Examples of how this can be achieved are in the generic *Area Data Sheets (ADS)* and related FF&E layouts linked to *baseline designs* (see references).

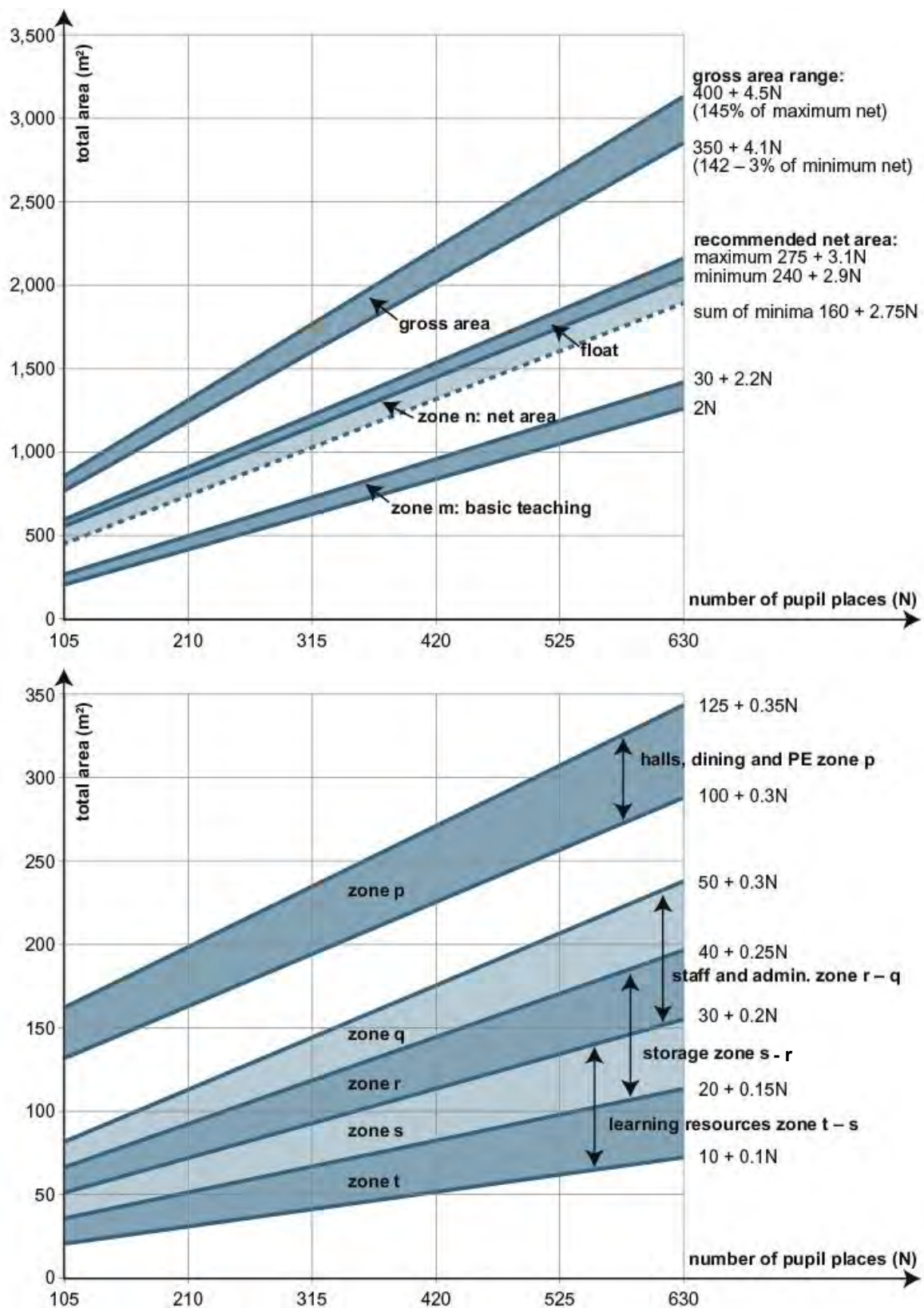


Figure 3: Gross and net areas for primary schools

The **top** graph shows 'zones' recommending the overall net area and basic teaching area, with the related formulae, as well as the recommended range of gross. The bottom and top of each zone denote the recommended minimum and maximum area. The **bottom** graph shows zones recommending the area and related formulae for the remaining four of the five categories of space. Note that the scale of the 'total area' axis is different in the two graphs.

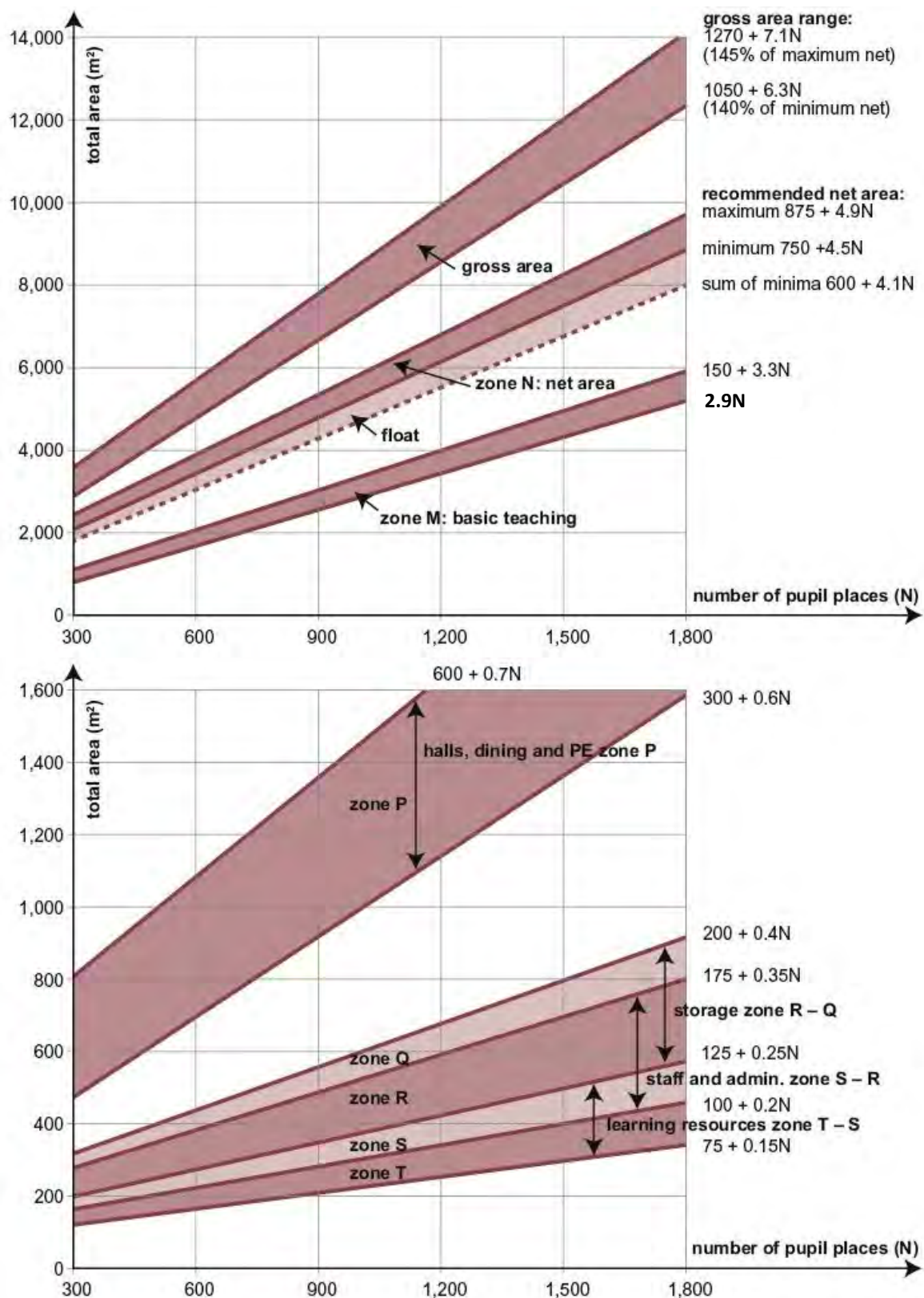


Figure 4: Gross and net areas for 11 to 16 schools

The **top** graph shows 'zones' recommending the overall net area and basic teaching area, with the related formulae, as well as the recommended range of gross. The bottom and top of each zone denote the recommended minimum and maximum area. The **bottom** graph shows zones recommending the area and related formulae for the remaining four of the five categories of space. Note that the scale of the 'total area' axis is different in the two graphs.

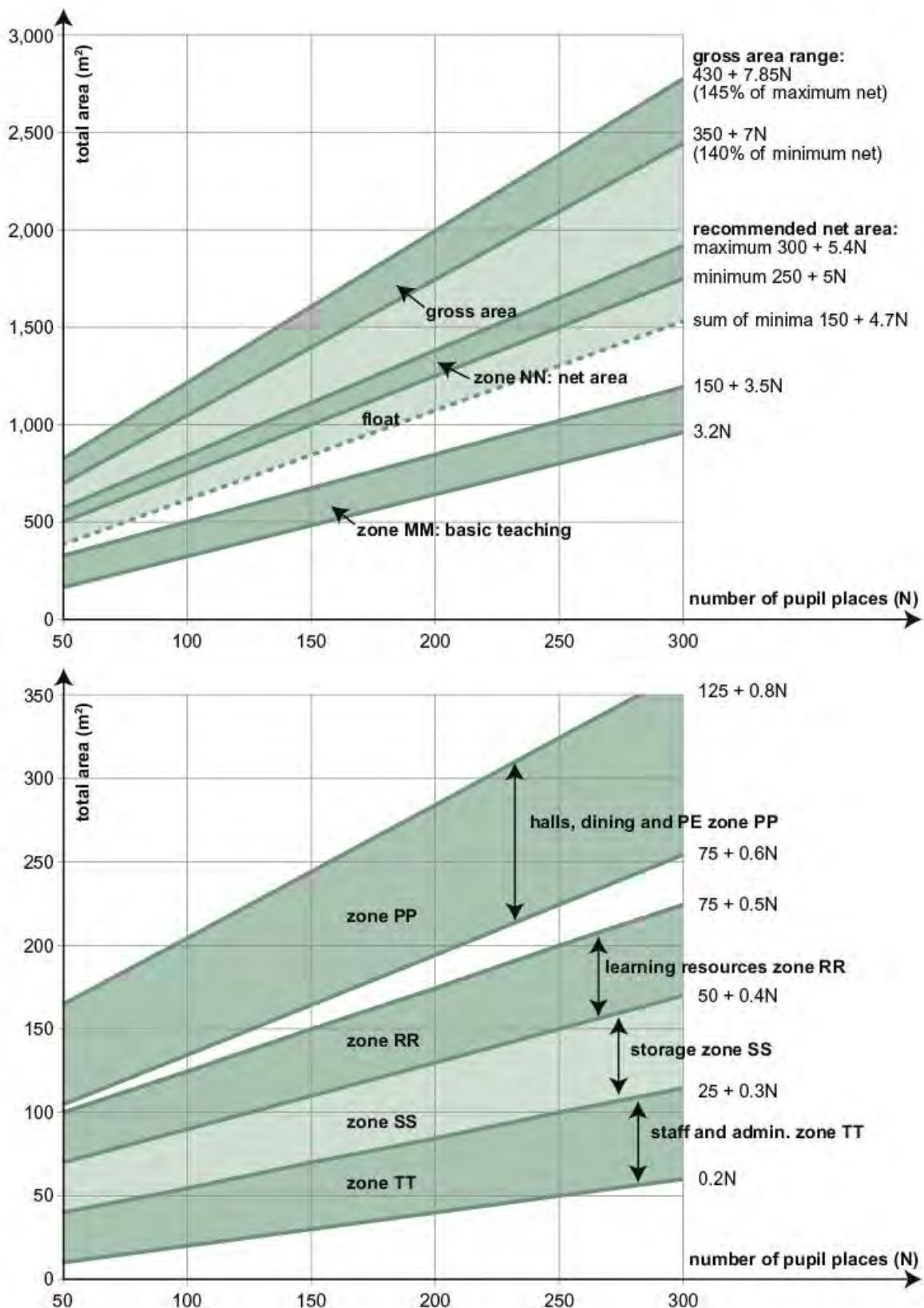


Figure 5: Gross and net areas for post-16 places

The **top** graph shows 'zones' recommending the overall net area and basic teaching area, with the related formulae, as well as the recommended range of gross. The bottom and top of each zone denote the recommended minimum and maximum area. The **bottom** graph shows zones recommending the area and related formulae for the remaining four of the five categories of space. Note that the scale of the 'total area' axis is different in the two graphs.

1. Basic teaching

The total area for basic teaching (zones m, M and MM) comprises all the teaching spaces (except halls and PE spaces) needed for the full range of curriculum subjects, whether in classroom bases for primary classes or in timetabled spaces. The area can be divided up in many different ways.

Figure 6 shows the zones of recommended area that suit various types of basic teaching space for primary and secondary schools. Figures 7 and 8 show the most common types of space and their respective sizes used in the *SoA tool*.

The top of each zone is the recommended maximum area for the category, and the bottom of each zone represents the minimum area recommended for a specific group size, and can be calculated using the formulae shown. An area in the upper part of the zone may be required where:

- there is more FF&E to allow a wider range of activities, for example for a specialist laboratory;
- there is likely to be more than one wheelchair user and assistants;
- the space cannot be used efficiently, for instance if the shape of an existing space is not a simple rectangle or it has a depth of less than 7m.

The *SoA tool* uses standard room sizes for all basic teaching spaces, and these are within the lower half of the recommended zone in figure 6, as shown in figures 7 and 8.

There is some flexibility in the sizing of spaces to allow for specific situations. In some cases, such as existing buildings, a space within the recommended zone may not be possible, so a 'restrictive' version of that space in the zone below that recommended may be used for a few spaces, as long as there are larger spaces in the same suite. However, since these smaller spaces will only accommodate a very limited number of activities and FF&E layout options and minimal disabled access, they are **not** recommended for new-build projects.

Similarly, in some cases the zone above that recommended can provide an 'extensive' version of the space, which can accommodate a wider range of relevant activities and FF&E layouts than would typically be required.

Figure 6 can also be used to show how one size of space will provide restrictive, standard and extensive provision for different group sizes. So for instance, an existing textiles room of 80m² with appropriate FF&E would be suitable for groups of 20 to 24, but could provide an extensive facility for groups of 15 to 20 or a restrictive space for groups of 24 to 28.

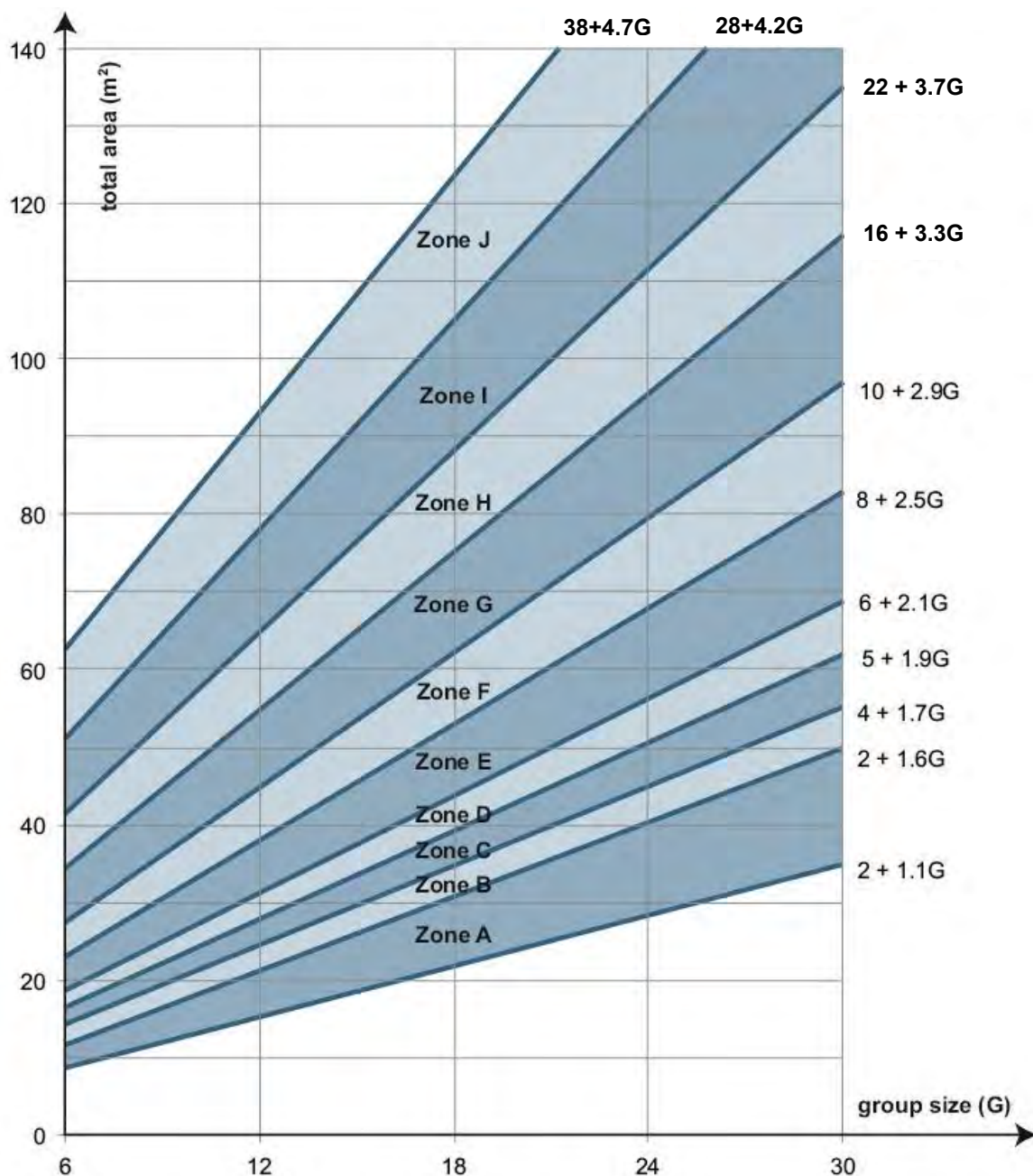


Figure 6: Zones for basic teaching space in primary and secondary schools

Graph showing zones of recommended area for various teaching spaces listed in figures 7 and 8. The top and bottom of each zone denote the recommended minimum and maximum area, and can be calculated using the formulae shown.

ADS Code	Zone	Area Data Sheet (ADS) name and description	Size used in SoA tool
PRI03	D	Nursery playroom: For a range of FF&E layout options and activities for 3 to 4 year olds	55m ² for 26
PRI13	D	Reception classroom: For a range of FF&E layout options and activities for reception pupils	62m ² for 30
PRI23	D	Infant classroom (extensive): For a full range of FF&E layout options and activities for Key Stage 1 pupils	62m ² for 30
PRI33	C	Junior classroom: For a range of FF&E layout options and activities for Key Stage 2 pupils	55m ² for 30
PRI22	B	Classbase with sink: For limited primary activities including water-based, typically for infant (Key Stage 1), with easy access to a shared teaching area without sink	50m ² for 30
PRA26	C	Shared teaching without sink: Open plan teaching area shared by adjacent classbases with sinks to enhance the range of activities, typically infant (Key Stage 1)	varies
PRI32	B	Classbase without sink: For limited primary activities, typically for junior (Key Stage 2), with easy access to a shared teaching area with sink	50m ² for 30
PRI36	C	Shared teaching with sink: Open plan teaching area shared by adjacent classbases without sinks to enhance the range of activities, typically junior (Key Stage 2)	varies
PRA01	D	ICT rich practical room Classroom used for fixed ICT devices for all workplaces with limited layout options	62m ² for 30
PRA11	D	Food bay/ practical resources: For primary food preparation with a small group and pupil access to practical resources	13m ² for 4
PRA12	D	Food/ science/ DT area: Specialist space for primary food preparation, science, art and Design Technology activities	34m ² for 15 62m ² for 30
RES00	B	Large group room: Room for assistance with individuals and groups	27m ² for 15

Figure 7: Typical primary teaching spaces in basic teaching area and respective zones.

The ADS code refers to the *Area Data Sheets* (see references)

Basic teaching for primary

Basic teaching area for primary pupils should include:

- **classrooms** (enclosed spaces) or **classbases** (smaller semi-enclosed rooms opening onto shared teaching area): one for every class (usually 30 pupils); and,
- space for a cooker: in a food bay of at least 4m², as part of a shared teaching area, or in a specialist practical space.

It may also include the following types of spaces, as shown in figure 7:

- **shared teaching area:** shared by groups from two or three adjacent classbases, with appropriate acoustic properties (and usually able to be partially supervised by the teacher from each classbase) to allow some facilities, usually for practical work, to be shared rather than provided in every classroom;
- **specialist practical spaces:** enclosed rooms fitted with specialist equipment and shared by a number of classes. They will be specific rooms with services and appropriate finishes, ideally either for up to 15 or for up to 30 pupils, for art, design technology or science activities;
- **large group room:** usually for up to 15, if the school prefers a separate space to allow, for instance, a year group to break into more groups for a subject.

Whatever arrangement is chosen, the basic teaching area should accommodate all the types of activities that need to take place in this area and the associated FF&E. Figure 8 shows the activities and associated FF&E that all year groups typically require and figure 9 illustrates the activities that may be required or optional depending on the age range.

Activity	Fittings, furniture and equipment typically required
Group discussion, whole class teaching	Whiteboard, interactive screen or similar
Table-based classwork	Adequate table space, generally arranged in groups
Individual, group or whole class ICT-based work	'parking' area for laptop trolley, data points and wireless
Science and art using water, paint and glue	Sink, washable floor area and resources for simple 'wet' practical activities, using the furniture available
2D and 3D Design Technology, working with a range materials such as card or wood, or construction kits	Further tables or fixed side benching and resources for wet and messy work, option of 'heavy duty' tables for hand tool work in specialist space
All activities above	Adjustable table and specialist appliances for wheelchair user, with space for assistant

Figure 8: Activities to be accommodated in basic teaching area for all year groups

Activities and facilities	Nursery, Reception	Year 1, Year 2	Year 3, Year 4	Year 5, Year 6
Free floor space, usually on a carpeted area, for gathering the whole class together sitting on the floor, for teacher-led instruction, group discussion, literacy, numeracy, storytelling	typically required	one area used for both	one area used for both	generally not required
large scale construction kits, some ICT space-consuming work using robots or similar	optional			typically required
Book corner or quiet area with room to browse, and cushions (with the option to overlap with the free floor area if small class-base in zone B), for individual or group reading/ research	typically required	preferred	optional	not required
music or language audio-visual resources (overlapping with book corner)	preferred	preferred (if available)	optional	not required
Space for creative play and role play	typically required	preferred	not required	not required

Figure 9: Optional activities to be accommodated in basic teaching area

Classrooms or classbases: Nursery playrooms and reception classrooms should be in zone D, but they could have classbases in zone C and shared teaching configured within the same overall area. They may also be linked together as a single space. The overall area of basic teaching and learning resources must be 2.3m² per pupil place for 3 to 4 year olds and 2.5m² per pupil place for 2 to 3 year olds to meet the standards in the [Statutory Framework for the Early Years Foundation Stage](#).

For Key Stage 1 and 2 there are three options recommended for classrooms or classbases (using the zones defined in figure 6) within the total basic teaching area:

- typically, standard classrooms in zone C (55m² to 62m² for 30 pupils), and one or two specialist spaces or a large group room; or,
- extensive classrooms in zone D (62m² to 69m² for 30 pupils) accommodating all activities, with a small food bay; or,
- semi-open classbases in zone B (50m² to 55m² for 30 pupils) which are restrictive so need to open onto shared teaching area to allow a full range of activities.

Classrooms or classbases should be in a suite, normally for each Key Stage, and usually include a small group room that is included in the learning resources area category.

Figure 10 shows how a basic teaching area equivalent to six classrooms of 62m², a specialist walk-in store, small group room, classroom stores, toilets and a circulation route can be configured in a variety of ways to suit individual schools' requirements.

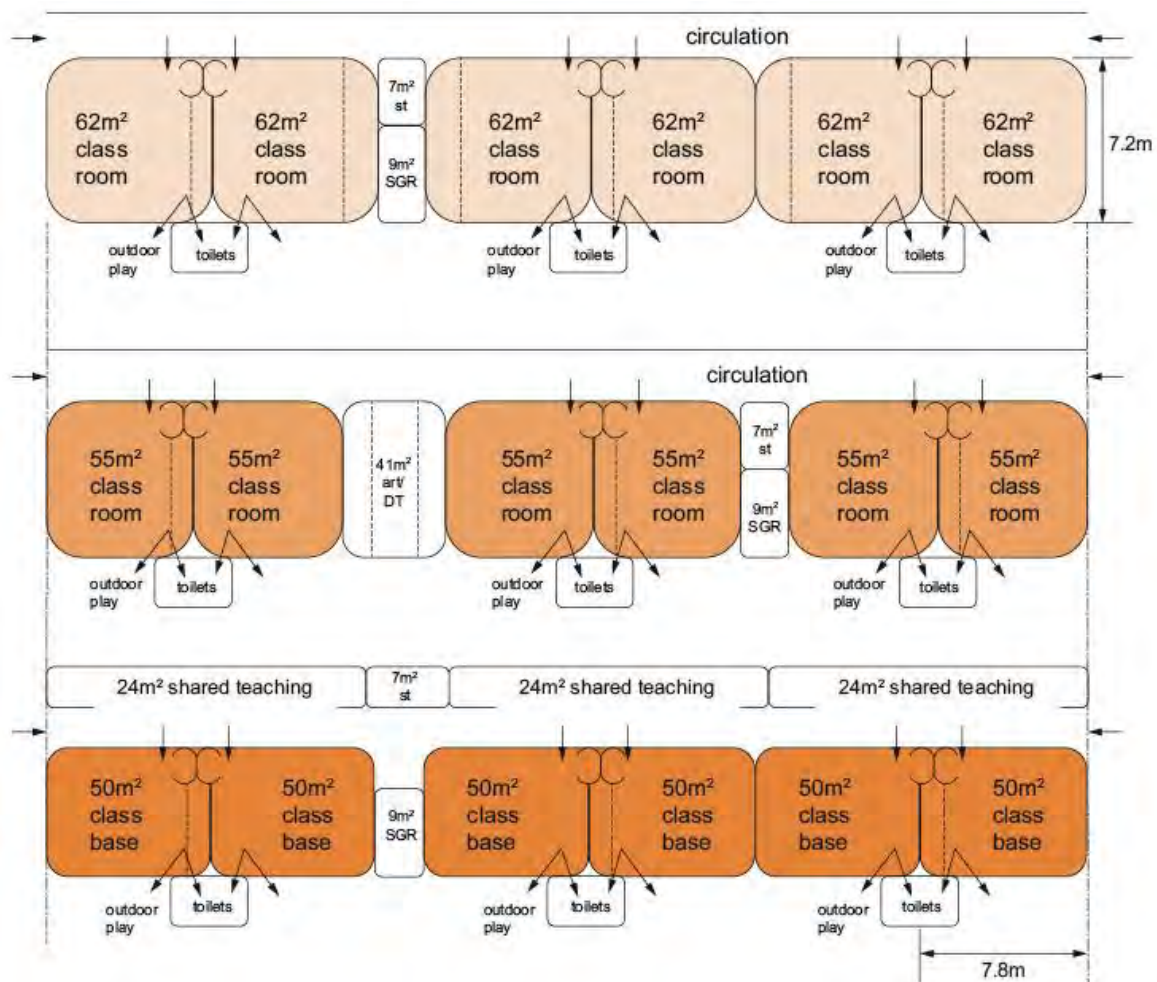


Figure 10: Options for arranging basic teaching area, and associated storage, toilets and group rooms, in primary schools.

The specialist space in the central option could also provide for food in lieu of a food bay, not shown in this diagram.

ADS Code	Zone	Area Data Sheet (ADS) name and description	Size used in SoA tool
CLA02	C	Seminar room: For smaller 14-19 groups with a range of FF&E layout options and activities	41m ² for 22
CLA12	C	General classroom: For a range of FF&E layout options and activities	55m ² for 30
CLA13	D	Extensive classroom: Suitable for all classroom FF&E layout options and activities	62m ² for 30
CLA32	D	ICT-rich classroom: With fixed ICT devices for all workplaces and a range of FF&E layout options	62m ² for 30
CLA35	D	ICT-rich learning area: Semi-open plan area with fixed ICT devices for all workplaces and range of FF&E layout options	62m ² for 30
CLA41	D	ICT/ business studies room: Classroom with fixed ICT devices for half of the workplaces with business environment	62m ² for 30
DAT02	F	General art room: For a range of FF&E layout options and activities suitable for general 2D art	83m ² for 30
DAT03	G	3D art room: for general and 3D art including clay work	97m ² for 30
DAT05	G	3D art room (textiles): For general artwork and printing techniques and 3D art	104m ² for 32
DAT12	H	Hair and beauty salon: for hair styling and beauty therapy	69m ² for 16
DAT22	G	Graphic products: For graphics and light, small scale product design	83m ² for 25
DAT25	G	Constructional textiles: For working with textiles	83m ² for 25
DAT28	G	Electronics and control systems: For electronics, pneumatics and light, small scale product design	83m ² for 25
DAT32	F	Food studio: for demonstrations of food preparation	69m ² for 24
DAT35	H	Food room: For non-vocational practical cookery activities by pupils in pairs	104m ² for 24 if 1 space, 97m ² if 2
DAT43	H	Resistant materials workshop: for working with resistant materials and electronics	104m ² for 24 if 1 space, 97m ² if 2
DAT46	I	RM workshop with heat bay: For working with a range of resistant materials, including wood, metal and plastics	111m ² for 24
DAT49	J	Construction workshop: workshop for vocational construction courses	97m ² for 16
PER01	D	Music classroom: for performance, composing and theory	62m ² for 30
PER02	E	Extensive music classroom: for performance, composing and theory, with option of keyboards for all pupils	69m ² for 30
PER04	F	Music recital/ drama studio: studio space for drama and large music recital room combined	83m ² for 30
PER05	F	Drama studio: studio space for drama	90m ² for 30
SCI02	E	Science studio: For demonstration and light experiments	69m ² for 30
SCI05	F	General science laboratory: For demonstration and a wide range of 'hands on' experiments	83m ² for 30
SCI11	F	Specialist science laboratory: For demonstration for all types of experiments, up to A-level	90m ² for 30

Figure 11: Typical secondary teaching spaces in basic teaching area and respective zones.

The ADS code refers to the *Area Data Sheets* (see references)

Basic teaching for secondary

The number of timetabled spaces within the basic teaching area of a secondary school will depend on the curriculum and group sizes. This can be determined using a curriculum analysis, but the *SoA tool* will indicate a reasonable expected number of spaces based on typical requirements.

Ideally, these should be within suites of spaces to suit departments and/or year groups, allowing for future adaptability. All but heavy practical spaces may be used as registration bases for year or house groups, and can be useful if the number of spaces in five of the suites accommodates a full year or house for registration.

General teaching spaces: In new schools these spaces should be general classrooms or, for smaller sixth form groups, seminar rooms (both in zone C) to ensure each has sufficient room for wheelchair users and assistants. These will generally be subject-specific, for instance for mathematics, English, Humanities or Modern Foreign Languages, but may be predominantly for a year group learning a range of subjects.

In existing buildings, some of the general teaching spaces may be restrictive classrooms (zone B), but there should be at least one general classroom (zone C) for each curriculum department. An extensive classroom (zone D) can be useful to allow further activities such as map work or role play.

ICT-rich teaching spaces: With the increasing use of laptops and tablet computers, the need for untimetabled ICT-rooms as a bookable resource has diminished. However, there is still likely to be a need for a few ICT-rich classrooms (zone D), equipped with fixed desktop computers for each workstation, to teach computing as a discrete subject or to accommodate a language laboratory. ICT-rich classrooms with fixed desktop computers for half the workstations may also be appropriate for business studies or vocational learning.

Light practical teaching spaces will generally have water, drainage and occasionally gas services and chemical resistant finishes, and will often be ICT-rich. All but science laboratories, which should be serviced by a central preparation room, should have one, or preferably two, accessible 'walk-in' store(s) accessed from the room for resources and work in progress. They include:

- for **science**: general science laboratories (zone F) and, particularly where there are post-16 places, specialist science laboratories (in the upper half of zone F) for more advanced experiments. These may be paired with science studios (zone E) which can be used for light experiments but would mainly be used for classwork, discussion and demonstrations;
- for **art**: general art rooms (zone F) and 3D art rooms (zone G) for clay or wet textiles such as screen printing. Where specialist FF&E is needed, for example a pug mill for pottery, these spaces will need to be in the upper half of zone G.

There may also be a photography studio (zone F), and associated darkroom (listed under 'learning resources area');

- for **Design Technology**, light practical spaces (zone G) are likely to include graphics products and constructional textiles and may include, where there is demand, a room for electronics and control systems;
- for practical **vocational courses**, light practical spaces may include a health and beauty salon (zone H), which may incorporate a 'reception' area that can be accessed by visitors.

Heavy practical teaching spaces will have fixed equipment (such as lathes or cookers), very resistant finishes, heavy electrical loads and often for some specialist extraction. The configuration of FF&E typically needs a room depth of at least 7.8m. They include:

- food rooms (zone H) for practical cookery activities with a cooker and sink for each pair of pupils. A restrictive food room (zone G) can provide a cooker for each group of three pupils. A space for vocational catering courses, with specialist FF&E (zone H) may be needed;
- workshops for Design Technology (zone H) and vocational courses, such as engineering (zone I) or construction (zone J);
- a fitness/ exercise studio for PE (zone G).

If there is only one workshop or food room, it should be in the upper half of zone H, as resources cannot be shared. Both types of space need a prep/ storage area adjacent (see storage), although this can be shared if there are more spaces of either type.

Performance teaching spaces: Music, drama and media studies require specific spaces with appropriate acoustic properties, and blackout facilities where necessary, as well as occasional access to a hall for performances to audiences larger than the class group. Basic teaching spaces for these subjects include:

- music classrooms (zone D) and/ or an extensive music classroom (zone E), if the option for all pupils to have a keyboard is preferred;
- drama studio and/or music recital space (both zone F), or a shared space for both;
- audio-visual studio for media studies.

Dance needs to be taught in spaces in the 'halls, dining and PE' category.

Any suite of basic teaching spaces should include support spaces, and these are covered under learning resource area. This is particularly true in music, where a class group should be able to break into smaller groups. Local staff areas are also important and appropriate storage is crucial (see [page 25](#)).

2. Halls, dining and PE

This category (zones p, P and PP) covers predominantly large spaces for sports and performance, as well as for dining and social activities.

Any school should have a main hall for assemblies (for the whole school in small primary schools but for one or two year groups in larger secondary schools) examinations, public performances, parents' evenings and community events.

Primary school halls and studios

Primary schools larger than one form of entry (FE) will require an additional small hall and/ or studios (one for approximately every further FE). In a primary school, the total area for this category of space (figure 12 below) should include:

- a main hall of at least 120m² for infants or 140m² for juniors, sufficient for PE and dance, assemblies, performances, parents' evenings and dining;
- a studio of at least 45m² in schools with more than 300 pupil places, to provide more space for music, drama and 'circle time' if required;
- an additional small hall of at least 80m² in schools with more than 600 pupil places, for PE without apparatus.

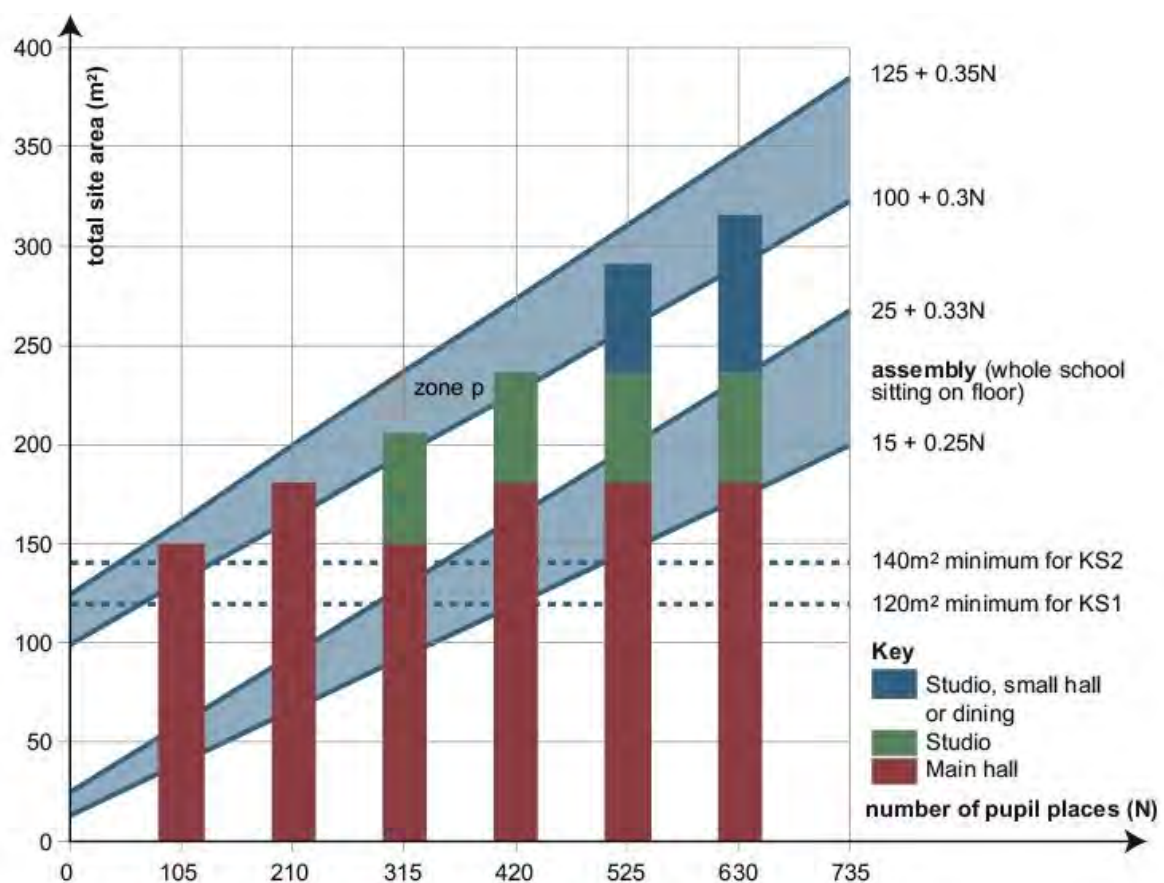


Figure 12: Recommended area for halls, dining and PE for any primary school.

The main hall will usually be used for dining, in two or three sittings (or equivalent if continuous flow) over the lunch period. It will have an adjacent servery that is usually within a space that can also accommodate the chair store for dining furniture.

In large primary schools, where there are three or more spaces in this category, one may be permanently set up as a dining space.

Secondary schools

All secondary schools will have a main hall. In new secondary schools the area for this category of space (figure 13 below) should include:

- a school sports hall, which should be designed to critical minimum dimensions, for three or four badminton courts in schools with more than 600 places (see below). Typically this will also be used for examinations;

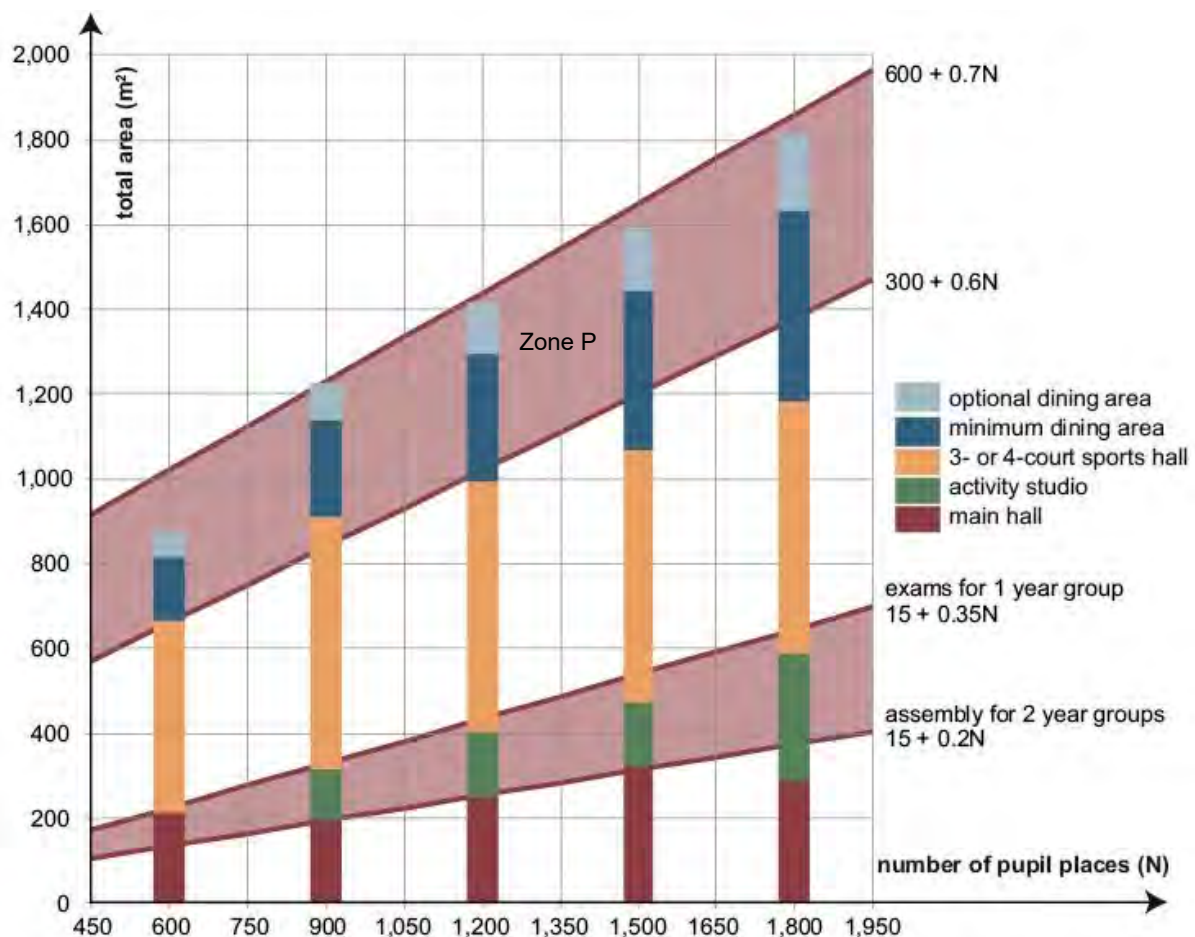


Figure 13: Area for halls, dining and PE for an 11 to 16 secondary school

Recommended area for halls, PE spaces and dining for any 11 to 16 secondary, as well as recommended area for assembly and exams based on five year groups. Note that the 600 place school is shown with a three court sports hall.

- one or, in schools with over 1500 places, two activity or dance studios of at least 120m², with a minimum internal width of 10m and height of at least 3.5m and a sprung floor, for some gymnastic activities, dance; and examinations if required;
- dining areas sufficient and appropriate for those pupils who wish to eat meals, based on the number of 'sittings', as discussed below;
- sixth form social spaces, where applicable, which should total at least 40m² plus 0.3m² for every sixth form pupil place.

In existing schools, there should generally be at least three large spaces totalling a similar area and volume as those for new secondary schools, as described above.

Sports halls in secondary schools can be a:

- *school sports hall*, providing a multi-purpose space for PE and also exams, and for informal recreational community use outside school hours, typically 18m x 28m or 33m (for three or four courts respectively) x 7.5m high if new; or
- *community sports hall*, if funding allows, for school use and formal club-level use outside school hours, designed to larger Sport England dimensions, typically 20m x 34.5m (with four courts) x 7.5m high if new. See Sport England 2012 design guidance note: [Sports Halls Design and Layouts](#).

Exams will typically be done in the sports hall, so the specification should allow for a suitable environment for this.

Dining area

The total area of spaces used for dining should allow 0.9m² per 'cover', or dining place. The number of covers should be based on the predicted number of pupils who would eat lunch on site (including packed lunches) divided by the number of 'sittings' or equivalent (if continuous flow) in the lunch break. Crucially, the number of sittings will depend on the time available for lunch.

Figure 14 shows the range of area needed, depending on the time available and therefore the number of sittings possible. It is important to note that the lower recommended area for dining is **only** sufficient if the lunch time available is at least an hour. This may be achieved by a single lunch break for all pupils or by a 'split lunch' break whereby some pupils work while others have a lunch break.

The main servery is part of the kitchen area allocation and should be adjacent to the dining area used for hot food diners. In a secondary school, the dining area will include:

- tables and chairs for dining 'covers' and space to access them;

- reasonable space for pupils to queue up to and in front of the main servery and past checkout facilities;
- clearance areas and waste disposal;
- where required, satellite or temporary servery areas.

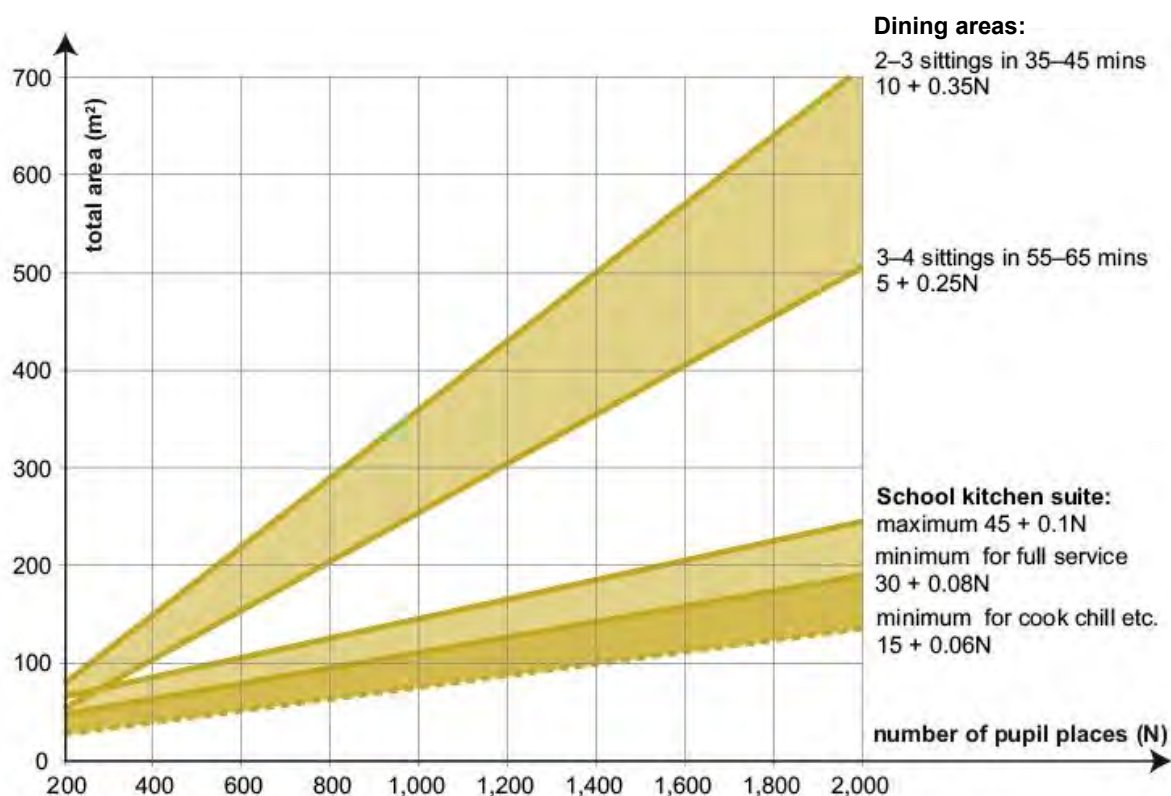


Figure 14: Recommended area for dining and kitchen suite for any school.

In secondary schools, there can also be opportunities to create a much wider range of eating spaces within the dining area allocation, such as cafés and buffet areas that also become social spaces. The area may include further provision for cold meals or snacks, for instance from vending machines.

Social spaces specifically for sixth form pupils may be used for eating cold food, from vending facilities or a satellite servery.

A useful option to enable a larger hall and smaller dining space(s) is to assume some of those eating cold food can use the main hall (or they may go outside in the summer). In this case the storage provision in the hall will also need to accommodate tables and chairs and the dining area will need to be sufficient to accommodate hot food sittings.

3. Learning resource areas

The total area for learning resource (within zones t – s, T – S and RR) in any school should include the following range of untimetabled spaces used for learning and therapy:

- a medical inspection (MI)/ therapy room, required by the [School Premises \(England\) Regulations 2012](#): for the medical examination and treatment of pupils: a separate 'sick bay' is also required (see staff and administration), so that the MI room will be free to be used for medical issues, visiting therapists or similar support for pupils;
- at least one library or learning resource centre (LRC) with a total area of at least 9m² plus 0.05m² for every primary pupil place and 0.12m² for every secondary pupil place;
- at least one small group room (zone B, typically 9m² for up to four pupils) for every 150 pupil places, to provide quiet, discrete facilities away from the classroom for a small number of pupils to work with a teaching assistant, peripatetic teacher or counsellor;
- a SEN resource base (zone C) specifically to support pupils with SEN or disability for learning and behaviour support, therapy and case conferences.

Figure 15 shows the zones of recommended area that suit various types of small space within both learning resources and the staff and administration area. Figure 16 shows the most common types of space in the learning resources area and their respective sizes used in the *SoA tool*.

Primary schools

In primary or all-age schools, the total area (zone t – s, figure 3) for this category of space may also include:

- a further small group room for the nursery, if applicable, for quiet activities such as storytelling;
- changing room(s) without showers for Key Stage 2 pupils, although this is unusual and other spaces may double for this function if required.

Secondary schools

In secondary schools, the total area (zones T - S and RR, figures 4 and 5) for this category of space should also include:

- music group/practice rooms (zone B): up to four for each timetabled music room, including one extensive group/ practice room (zone C) for drums and for groups up to seven;
- specific area(s) for sixth form study (zone B) where applicable totalling at least 20m² plus 0.2m² for every sixth form pupil place.

And may also include:

- a lighting and audio control room (zone B) at the back of the main hall;
- local resource areas within departments such as design and technology;
- a small recording studio or control room (zone B);
- a kiln room if there is also a 3D art room;
- a darkroom (zone B) or other ancillary areas.

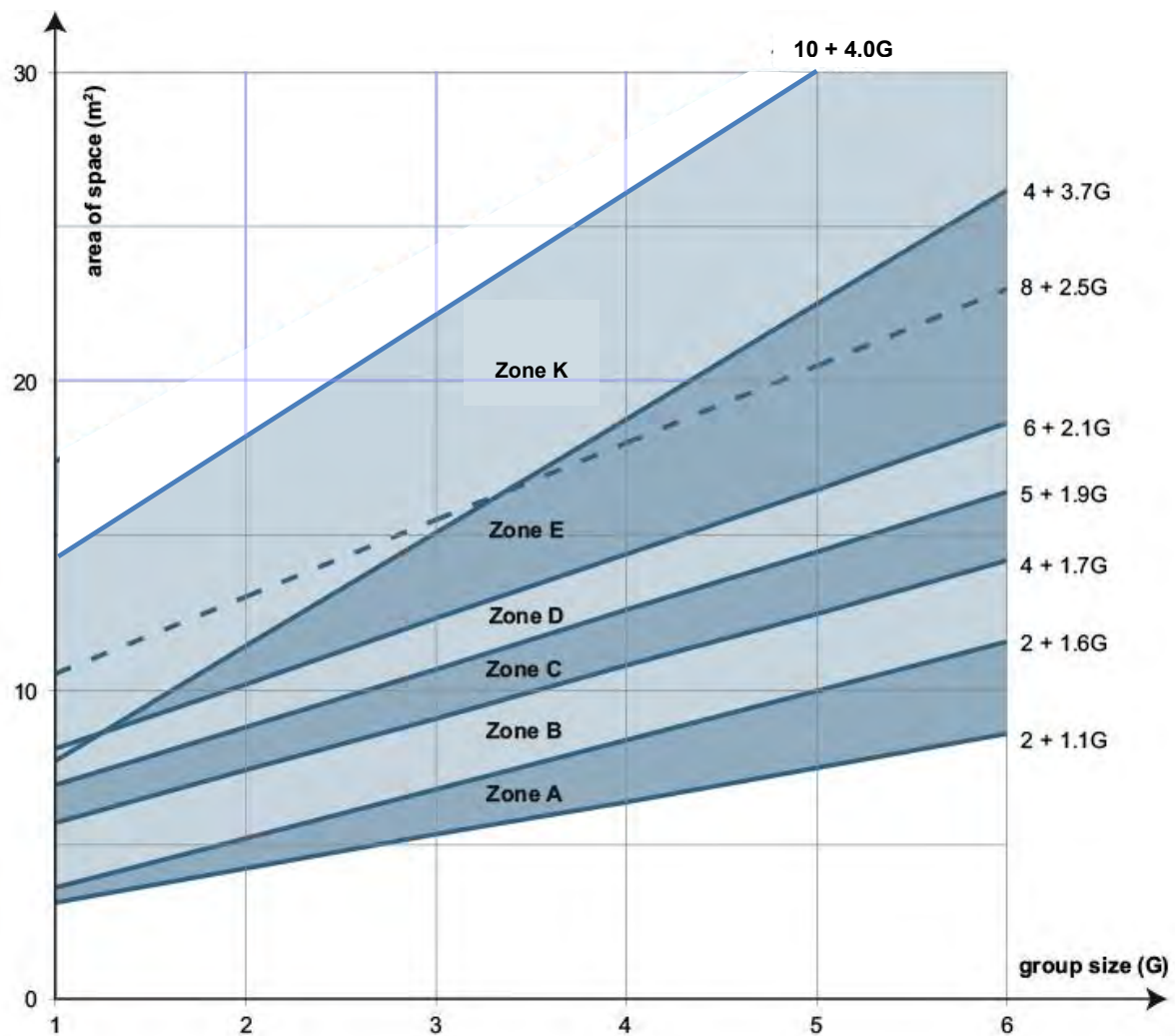


Figure 15: Recommended area for small spaces in all schools

Group size (G) represents maximum number of people accommodated, for instance in a meeting, rather than the number of workstations.

ADS Code	zone	ADS name and description	Size used in SoA tool
RES00	B	Group room: For assistance with individuals and groups	varies
RES12	B	Music practice/ group room: For music practice/ lessons	8m ² for 3
RES13	C	Extensive music practice room: For music practice/ lessons, including drums	16m ² for up to 7
RES14	B	Control room for recording: Housing specialist recording equipment	8m ² for 3
RES15	B	Recording studio: For music practice and recording with specialist equipment	9m ² for 4
RES16	B	Lighting/ audio control room: For controlling lighting and audio systems in adjacent performance space	6m ² for 2
RES21	-	Kiln room: For kiln(s) and drying racks	4m ²
RES22	B	Dark room: Specialist dark room for photograph developing	9m ² for 4

Figure 16: Typical small spaces in learning resources area

Key: Secondary only Secondary and primary

ADS Code	Zone	ADS name and description	Size used in SoA tool
ADM02	A	Interview room: Off reception area for meetings with visitors without the need to access the main school	6m ² for 3
ADM03	-	Sick bay: Semi-open bay for pupils who are feeling unwell	4m ²
ADM04	-	Sick room: For pupils who are feeling unwell	6m ²
ADM05	K	General office: Main office for administrative staff, with reception desk for visitors, off entrance/ reception area	varies
ADM11	D	Head's office (meeting room): Office for head teacher and meetings of staff, visitors or other adults	16m ²
OFF00	D	Office (only): For one or more members of staff, with admin storage	7m ² for 1, 9m ² for 2
OFF10	C	Office/ meeting room: For one or more members of staff, with space for meetings	13m ² for 2 + 3
OFF15	E	Office/workroom: For one or more premises managers, caretakers or ICT technicians, with space for repair of equipment	varies
OFF20	C	Office/ pastoral room: For one or more members of staff, with space for meetings	12m ² for 1 + 3
OFF31	C	Staff room (prep and social): Main space for any staff in school to work, meet and socialise, including preparation of teaching resources	varies
OFF32	B	Staff room (social): Main space for staff to meet and socialise	varies
OFF33	D	Staff work room: Space for staff in a school or a suite to work and meet	varies
OFF41	C	Conference/ meeting room: For meetings of staff, governors and other adults	varies

Figure 17: Typical small spaces in staff and administration area

4. Staff and administration

The total area for staff and administration comprises most non-teaching areas within the net area except stores. The total area (zones r – q, S - R and TT) should include the following range of spaces for any school:

- a general office (zone K) for administrative staff, with storage for confidential records in FF&E, a reception desk onto the reception area, and the option of a second reception desk onto a part of the school open to pupils;
- a secure reception area for visitors, with access to the rest of the school controlled by the office staff (this net area is for seating and display, over and above the circulation space through the entrance/ reception space);
- an interview room (zone A), ideally accessed from the entrance foyer or reception area, along with an accessible visitors' toilet, so that they can be used by visitors without them entering the main school;
- a sick bay or sick room, required by the [School Premises \(England\) Regulations 2012](#): for the short term care of sick and injured pupils. This is different to the MI/ therapy room described under learning resource areas and should be near to the main office and a toilet, and include a washing facility;
- a head teacher's office (meeting room) (zone D) of about 16m²;

Figure 17 shows the most common types of space within the staff and administration area and their respective sizes used in the *SoA tool*.

Primary schools

In primary and middle schools, the total staff and administration area (zone r – q) should also include:

- a preparation and social space (zone C) for teaching staff, usually in the form of a central staff room for work and social use, including a kitchenette.

And may also include:

- a separate staff work room (zone D);
- offices for other senior teaching staff, such as the deputy or assistant heads, who may need privacy for interviews and pastoral support;
- separate reprographic facilities, if they are not in the general office;
- an office for a facilities manager or caretaker (zone E) in schools with over 400 pupil places.

Secondary schools

In secondary and all-age schools, the total staff and administration area should include:

- reprographic facilities, which schools may choose to provide as a series of bays or a separate specialist room with appropriate ventilation;
- a staff social area or staff room (zone B) with a kitchenette usually centrally located;
- staff work area, either centrally located (combined with or adjacent to the staff social area) to encourage interaction, or in smaller local staff work rooms (zone D), usually department-based - providing both would result in the under-use of space;
- offices for other senior teaching staff (zone D), particularly heads of year, who will need privacy for interviews and pastoral support;
- a meeting room or conference room (zone C), usually near to the head's office;
- an office/ meeting room (zone C) for the SENco and team.

And may also include:

- additional accommodation for the bursar and other administrative staff (zone K);
- an office / workshop for facilities manager or caretaker (zone E);
- an office/ workshop for ICT technician (zone E).

5. Storage

The total area for storage (zones s – r, R – Q and SS) for all schools includes teaching storage, for teaching resources such as materials and equipment, and pupils' work. It also includes non-teaching storage for pupils' belongings, administrative resources, and cleaning and maintenance equipment.

Primary school teaching storage

Where there are primary places, the total storage area (zone s – r) should include the following teaching storage:

- full height, lockable storage of at least 1m² for every classroom, easily accessible by staff (but not pupils), for resources such as valuable or hazardous items;
- specialist walk-in stores for teaching resources: at least one 5m² storeroom, accessible ideally from a corridor or shared teaching area, housing shared resources for practical subjects such as science, design and technology and art;
- indoor PE equipment storage, opening onto one side of the main hall, totalling at least 10% of the area of the hall.

It is important that defined teaching storage is provided to avoid compromising the usable area and flexibility of the teaching spaces.

Secondary school teaching storage

Where there are secondary places, the total storage area (zone R – Q) should include:

- *general teaching/ ICT stores*: at least one of 5m² for every general teaching department for books and materials for general teaching subjects: preferably accessed from a circulation area or perhaps a shared staff workroom;
- *science preparation/ storage*: central preparation room for science laboratories totalling 0.35 to 0.5m² for every workplace in science laboratories, depending on the age range and storage available in laboratories, including a cupboard for radioactive materials: ideally one for all science spaces but this may need to be more, for instance if science is over two floors;
- *chemical store*: separate store for chemicals off or near the preparation room;
- *practical stores*: specific walk-in stores for materials, equipment and pupils' work-in-progress in practical subjects: two of 5m² for each art room and at least one of 5m² for all other light practical teaching rooms except science spaces;
- *DT preparation/ storage*: room for resistant materials workshops of at least 30m², of a suitable shape to safely accommodate machinery (such as a circular saw) in the centre and storage around the edge;
- *food store/ prep room*: preparation/ storage room or smaller store rooms for food rooms totalling at least 10m²;
- *music store*: at least one shared music instrument store of at least 5m²;
- *drama store*: a store for costumes and props off one drama studio, where applicable, of at least 10m²;
- *indoor PE equipment storage* at least 10% of the size of the teaching space, opening onto the side of the sports hall and of the activity studio;
- *outdoor PE storage*, accessed externally, ideally near to outdoor PE facilities.

Non-teaching storage

Non-teaching storage should include:

- for primary pupils, coat and bag storage for pupils' personal belongings, equivalent to at least 3m² per class (the net area not including the circulation past the coats), located in separate cloakrooms, corridors or directly off classrooms, depending on the routes used to access classrooms from the playground;

- for secondary pupils, lockers off the circulation space and the area in front of them to open doors, which is part of the locker area (typically 0.75m deep), can enhance the width of corridors when the lockers are not in use;
- secure storage for valuable items such as school and personal records, archives or examination papers, located to suit the relevant examination board requirements;
- storage bays suitable for mobility equipment around the school;
- central storage for bulk stock, such as pens or paper;
- storage for maintenance equipment and cleaners' and caretaker's equipment;
- furniture storage for seating, chairs, tables, exam furniture and staging, and for dining furniture when the hall is used for dining. This may be positioned immediately adjacent to the main servery in the kitchen, so it can double up with the queuing area in front of the servery when the furniture is in use.

Non-net Area

The non-net area is made up of variable areas that are not included in the net area of the school. It comprises the three categories of space listed below, plus non-net areas needed to support any supplementary net areas (see [page 33](#)):

1. toilets and personal care;
2. kitchen facilities (see [figure 14, page 24](#));
3. circulation, plant and internal walls.

The first two categories of space will depend on the number of pupil places, other uses such as non-school activities and for kitchens, the type of catering arrangements in the school. The last category will generally be directly proportional to the net area, so it is important to include any supplementary net area in the total net area before calculating the requirement for these areas.

Toilets and personal care

The total area of toilet and personal care facilities must include:

- *toilets for pupils*: this should provide approximately one for every 20 pupils in total, but there must be one for every ten full-time equivalent pupils aged two to four, including reception and nursery places, see [EYFS](#);
- separate toilets for staff: at least one toilet with wash hand basin plus one for every 25 full-time equivalent members of staff (not including catering staff);

rounded up, see the [Workplace Health, Safety and Welfare Regulations 1992, Approved Code of Practice and Guidance, L24](#);

- accessible toilets for disabled pupils, staff or visitors (which may also count towards the number of staff toilets above);
- in schools with pupils in Year 7 and above, changing rooms with showers, near to indoor and outdoor sports provision.

And should also include:

- changing facilities for staff, which may also offer accessible changing facilities;
- a specialist hygiene room with fixed or mobile hoist and space for assistants to change a pupil. In a primary school this should contain a changing bed and accessible WC unless this is included in an adjacent accessible toilet (9m²). In a secondary school this should contain an accessible shower, sluice toilet and a changing trolley (12m²).

Some of the spaces listed above may be designed to allow facilities appropriate to:

- use outside the school day;
- particular religious requirements, including orientation and ablutions.

Normally in secondary schools it is sufficient to provide changing facilities for half a year group with equal and separate facilities for boys and girls in co-educational schools. Showers should generally be in the form of separate cubicles, with about one for every seven pupils changing. At least one accessible changing area (with a sanitary fitting, wash basin and shower) should be provided, although this may be also be used by staff.

Kitchen facilities

The total kitchen area ([figure 14, page 24](#)) should include:

- facilities for preparing food and drink, and washing up afterwards, where needed;
- food store rooms;
- facilities for catering staff, including changing areas, toilets and a workstation for administration;
- main servery serving hot food and other items.

The size of the core preparation area will depend on the equipment needed, which in turn will depend on the type of preparation system to be used that ranges from traditional, through cook-chill to pre-prepared 'fast food'. The minimum recommended area in figure

14 will suit a cook-chill kitchen, or similar, whereas the minimum size for a full service kitchen is $30\text{m}^2 + 0.08\text{m}^2$ for every pupil dining on site.

There should be easy access for deliveries and a secure site for bins.

Circulation, plant and internal walls

Circulation

The circulation should be at least 22.5% of the total net area of primary schools (or 20% in single-storey schools) and 25% of the total net area of secondary schools. This also applies to supplementary area. Within this area:

- all rooms should be accessed from a circulation route, except store rooms accessed directly from learning spaces;
- corridors leading to more than one or two teaching rooms should have a clear width of at least 1.8m wall to wall (2.55m wall to wall where there are lockers);
- shorter corridors leading to one or two small spaces should have a clear width of at least 1.2m;
- where there is an access route through a space, such as dining or library, to another room, a 'strip' of circulation at least 1.2m wide should be discounted from the usable net area.

Plant

An area equivalent to 1.5% to 3.5% of the total net area will be needed to accommodate boiler rooms and a server room, as well as hub rooms and vertical ducts. Further area will generally be needed if ventilation plant, chimneys or sprinkler tanks are included in the gross area of the building.

Internal walls

The area of internal walls will occupy an area equivalent to at least 4% of the net area, and up to 6%, if the walls are thicker due to existing or different forms of construction.

Supplementary area

Supplementary area is used for non-school or support functions not normally provided in mainstream schools catering for 3 to 18 year olds. This will include specially resourced provision for a specific special need, such as a designated unit, but not typical facilities for pupils with SEN.

It is important to note that a dedicated, additional funding stream needs to be identified for any supplementary area, including the associated non-net area, unless that area already exists in appropriate accommodation.

There are three types of non-school and support area that fall within the category of supplementary area listed in figure 18 below and matching those in the [net capacity assessment method](#).

Category	Types of facilities
Early years and childcare	Crèche Nursery provision for 0 to 3 year olds Child-care provision for out of school hours
Adult learning and skills	Adult learning and skills facilities not available to the school during the school day Centres for Local Authority Services, such as staff training
Additionally resourced facilities	Additional facilities for pupils with SEN or disabilities, such as specially resourced provision or a designated unit Non-school facilities funded from other sources and not available to the school during the normal school day, such as community library facilities or youth centres Accommodation for Local Authority designated support services, including peripatetic and support staff
Parent/ community rooms and chapels	Parent or community room not available to the school Chapel or similar place of worship not available to the school except for that purpose

Figure 18: Table showing types of non-school and support provision

Additionally resourced facilities are those where the premises related costs of maintaining the accommodation are covered by specialist funding from the Local Authority or other sources.

Some small non-school areas may be in supplementary area but can also be included in the recommended net area for the school, including:

- separate space not normally available to the school during the school day, such as a parents room, an office for community staff who run facilities out of school hours, or separate locker or equipment storage for use by separate users such as after school/ holiday clubs;
- area to accommodate the enhancement of school facilities for community use: this will include spaces which have been enlarged beyond the recommended 'standard', for instance to allow for spectators in the sports hall;
- a chapel or contemplation room also used by the school for other purposes.

Part B: The site

This part of the guide sets out how to establish the site area requirements for a school. For middle schools and all age schools the sizes of spaces can be established by referring to the relevant areas for primary and secondary schools, as explained in [annex B](#). It is in three sections: net site area; non-net site area; and, supplementary area.

Part A is in three sections, shown in figure 19 below:

- **Net site area**, which is the usable site area available to pupils, and is also known as the 'playing field area' when considering land disposals ([Section 77 of the School Standards and Framework Act 1998](#));
- **Non-net site area**, which supports the functioning of the site and includes the footprint of buildings and access areas such as paths, roads and parking;
- **Supplementary area**, which is used for non-school or support functions such as specially resourced special needs facilities.

The gross or total site area is the total of the net and non-net site area. Generally, the total site area needed for a new 5 to 11 primary or a secondary school will vary between around 111% and 125% of the net site area such that the net site area is 80% to 90% of the total. The net site area for infants' schools is likely to be smaller as there is no requirement for soft outdoor physical education (PE) area (such as pitches). The gross site area may therefore be as high as 135% of the net site area, as the buildings and access area is a larger proportion of the total site.

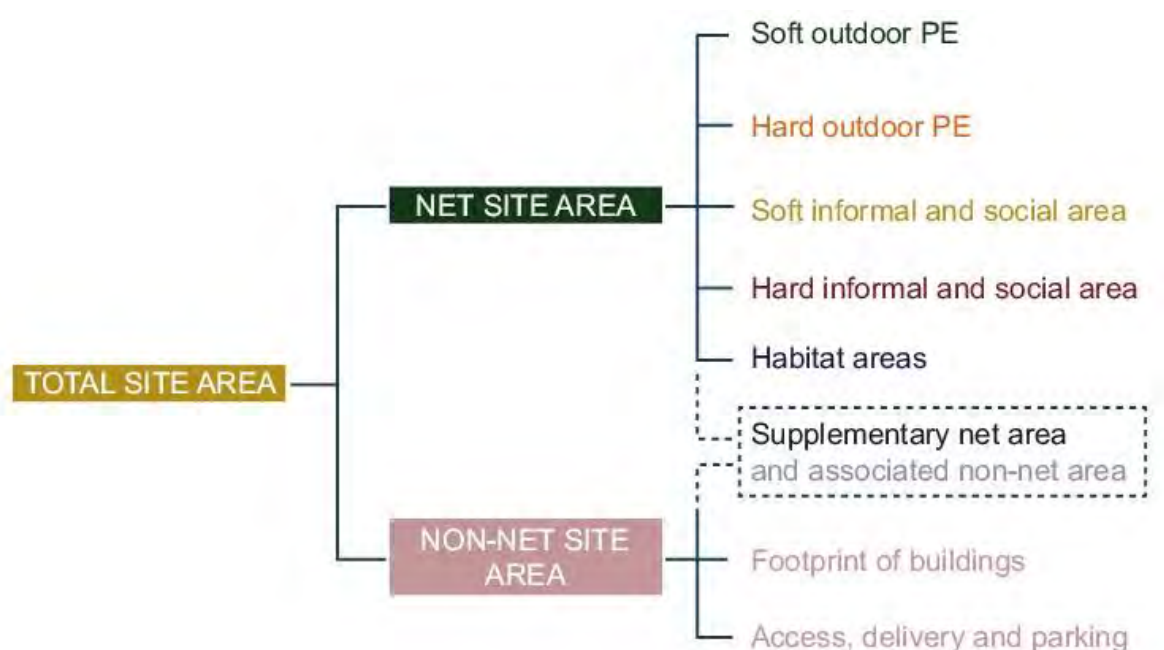


Figure 19: Categories of space for net and non-net site area

Net Site Area

The net site area, also known as the school playing field area in [Section 77 of the School Standards and Framework Act 1998](#) 'protection of school playing fields', can be divided into the following five categories of outdoor space:

1. soft outdoor PE (zone u or U);
2. hard outdoor PE (zone X - W);
3. soft informal and social area (zone W - V);
4. hard informal and social area (zone Y - X);
5. habitat areas (zone Z - Y).

The graphs in figures 20 and 21 below show the zones for each category of outdoor space. As with the area of buildings, the top of each zone is the recommended maximum area for the category, and the bottom is the recommended minimum area. Each is calculated for the number of pupil places by using the formulae shown in the graphs and [annex B](#). The graphs also show the recommended minimum and maximum net site area, and the likely range of gross area needed, based on the minimum and maximum proportion of net to gross (see [page 35](#)). The range in the graphs allows for variation in the shape and contours of the site, and size of the building footprint.

The total net site area required by an inclusive community school should not normally need to exceed the maximum recommended net site area for the number of pupil places and age range of the school. However, existing sites with at least this site area available must generally keep this area for 105% of the current capacity to allow for future growth, see [Section 77 of the School Standards and Framework Act 1998](#).

Some schools will be on restricted sites and will not have enough outdoor space to meet requirements on site. In these situations pupils will need to be provided with access to suitable off-site provision. On restricted sites, where space will be at a premium, a flexible approach to the site area and the management of the use of that area will be needed, and consideration should be given to providing the following, in priority order:

- firstly, space for hard informal and social area including outdoor play area immediately accessible from nursery and reception classrooms (zone Y);
- then some hard outdoor PE space to allow some PE or team games to be played without going off site, ideally in the form of a multi-use games area that can also be used as hard informal and social area (zone X);
- then soft informal and social area for wider range of outdoor educational opportunities and social space (zone W);
- finally some soft outdoor PE can be provided. If this is in the form of an all-weather pitch, it can count twice towards the recommended minimum (zone U or u).

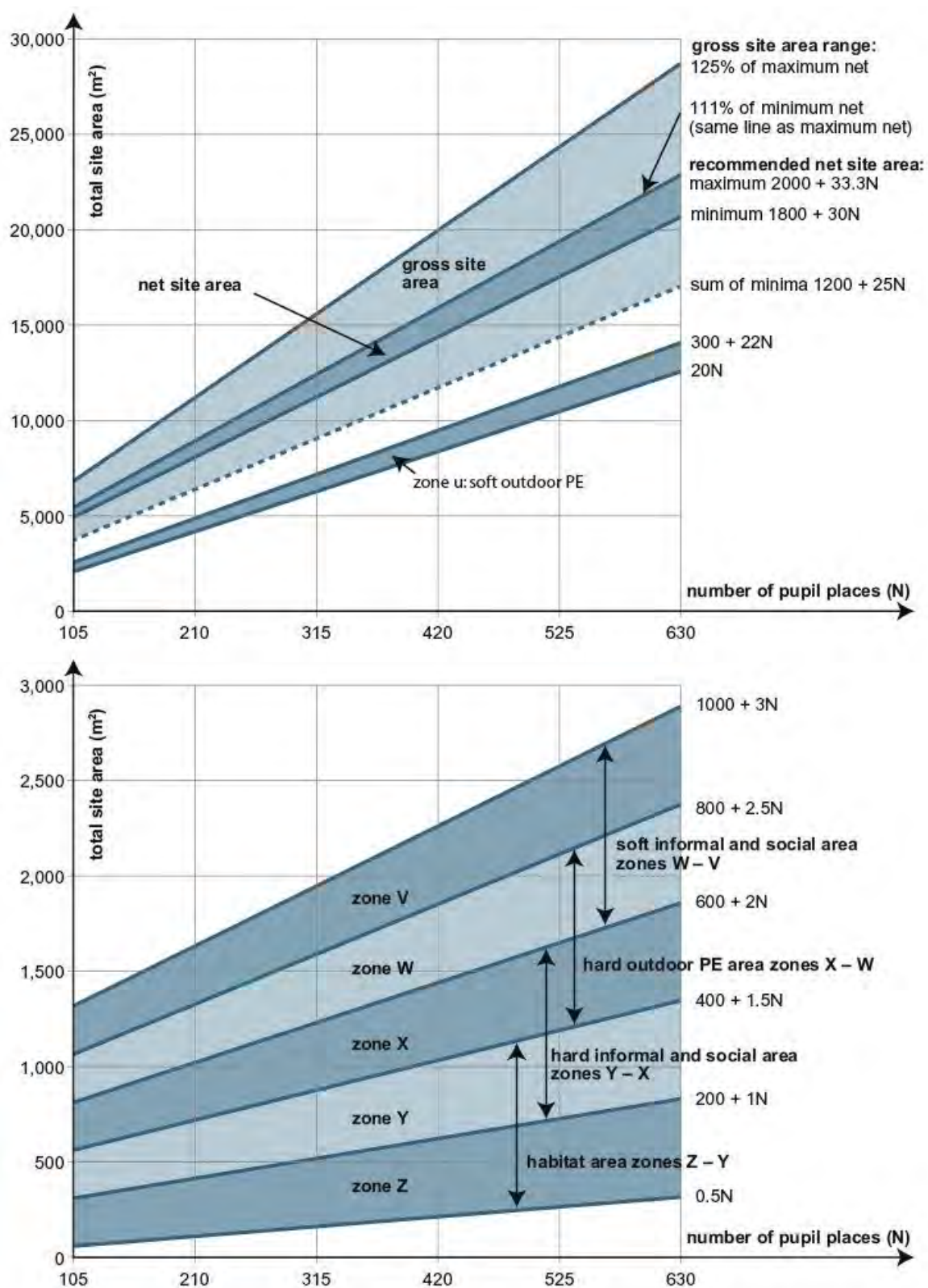


Figure 20: Gross and net site area for 5 to 11 primary schools

The **top** graph shows the recommended minimum and maximum net site area with the related formulae; it also shows the minimum and maximum likely total site area as a proportion of the net site area; and shows the soft outdoor PE (zone u), which allows for 35m² for pupils in Key Stage 2. The **bottom** graph shows the remaining four of the five categories of net area and related formulae, which applies to all schools.

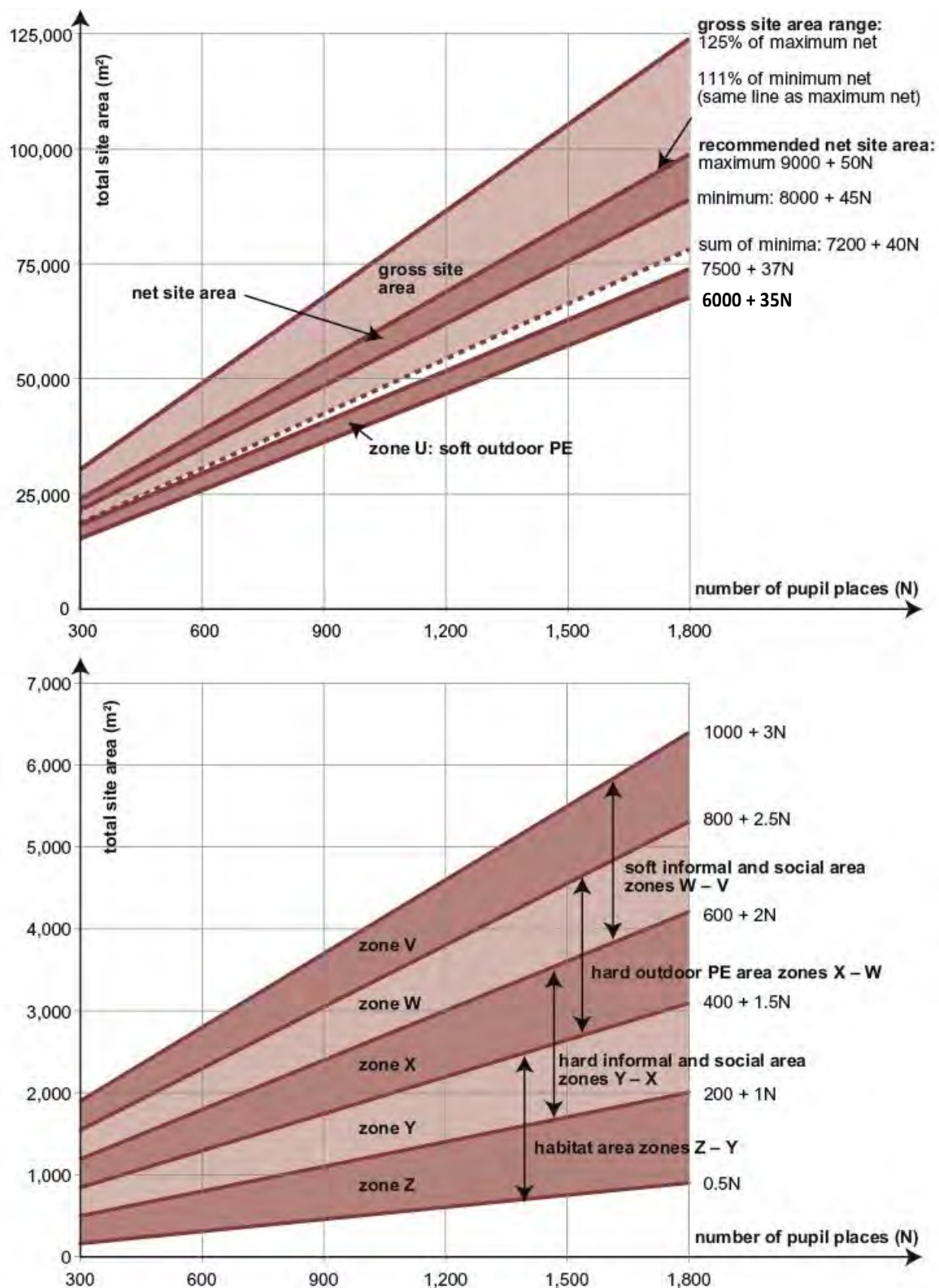


Figure 21: Gross and net site area for secondary schools

The **top** graph shows the recommended minimum and maximum net area with the related formulae; it also shows the minimum and maximum likely total site area as a proportion of the net area; and shows the soft outdoor PE area (zone U). The **bottom** graph shows the remaining four of the five categories of net area and related formulae, which applies to all schools.

1. Soft outdoor PE area

The total area of soft surfaced outdoor PE (zone u for 5 to 11 primary or zone U for secondary) should include sports pitches laid out to suit team games including:

- winter pitches for the school's preferred team games, such as football, rugby and hockey; and,
- overlapping summer pitches, such as cricket, a 400m athletics track and facilities for field events.

As well as the grass pitches above, the area may also include:

- all-weather pitches such as synthetic turf pitches, which allow more intensive use than grass and, particularly with floodlighting, can also offer a popular community resource (*Sport England, 2012: Artificial Surfaces for Outdoor Sport*);
- other soft-surfaced facilities that can provide for the PE and sports provision such as trim trails and bike tracks.

The area of all-weather pitches can be counted twice for the purposes of both these guidelines and [section 77](#) applications, as they can be used for significantly more than the seven hours a week assumed of grass pitches.

The location, size and shape of grassed outdoor PE areas should be based on a number of considerations including the statutory requirements, safety considerations, gradient, relationships between winter-games pitches and summer athletics and cricket provision (as appropriate), orientation of pitches and accessibility.

2. Hard outdoor PE area

In new schools, the total area of hard surfaced outdoor PE (zone X - W) should include:

- a porous macadam multi-use games area (MUGA), with three netball courts overlaid, with critical dimensions of 22m x 33m plus margins for primary or 60m x 33m plus margins for secondary pupils;
- further tennis/netball courts in larger schools.

Laying out a variety of courts within a single multi-use games area makes supervision easier and extends the range of games.

In existing schools, a similar amount of hard surfaced area should be laid out for games.

3. Soft informal and social areas

A variety of informal and social areas should be created to suit the learning development and cultural needs of pupils during breaks as well as before and after school, and for a range of more formal curriculum needs. These will include soft-surfaced, usually grassed, areas and hard-surfaced courtyards, paths and playgrounds.

The soft-surfaced areas should be conveniently situated, safe and provide some shade.

The total area (zone W - V) could include:

- soft-surfaced areas, such as grass, sand or bark mulch, for play, or to sit and socialise;
- grassed banks or terraces that can be used for large gatherings;
- shrubs or planted areas (including those near buildings);
- meadowland or woodland, where there is space available.

4. Hard informal and social areas

To complement the soft informal and social areas, there should be hard-surfaced playgrounds for the encouragement of healthy, active, creative outdoor play, as well as for more formal learning activities including outdoor study groups and for pupils to engage in outdoor art, theatre, dance and design. There may also be the need for areas dedicated specifically to early years (nursery and reception), including some sheltered space.

‘Furniture’ can be created through the introduction of natural materials that blend into the landscaping.

The total area (zone Y - X) may include paths and rooftop play areas in restricted sites.

5. Habitat areas

Habitat areas can include a range of outdoor classroom spaces and designs, to provide a valuable resource for teaching and learning across the whole curriculum.

The total habitat area (zone Z - Y) should include grounds developed for a range of supervised activities, for instance meadowland, wildlife habitats (such as ponds), gardens and outdoor science areas to support the curriculum. Such areas should generally be fenced to avoid unsupervised access.

Parts of this area may be designed to be developed over time by the school.

Non-net site area

The non-net site area will vary depending on the configuration of the site and buildings. It will include:

- the 'footprint' of all buildings;
- access for people and deliveries;

Access will usually include:

- entrance paths, roads and related landscaping other than that related to play and social areas available to pupils;
- parking (a few bays for disabled car parking and visitors, car parking for staff and community use and bicycle parking, to meet local transport planning requirements).
- refuse and recycling areas (secure or distant from the buildings to meet local planning requirements);

Non-net site area may also include:

- space for coaches, buses or taxis to safely drop-off pupils, particularly those with SEN or disabilities;

It is most important to consider means of separating children's access from vehicular circulation, delivery areas and parking.

Supplementary site area

As discussed on [page 33](#), any school may have supplementary site areas for non-school or support functions, for example play space for a crèche or extra car parking for community use. Any site area associated with these functions will be supplementary site area, and will either need to be funded from other funding streams or on an existing site left as additional to the site area needed for the school.

Glossary and references

Glossary

All-weather pitches: includes synthetic turf pitches and those with polymeric surfaces such as shredded rubber bonded with bitumen, latex or polyurethane.

Extensive space: is a version of the space that can accommodate a wider range of relevant activities and FF&E layouts than would typically be required

FE: Form of entry

FF&E: Fittings, furniture and equipment

Float: The difference between the sum of the recommended minimum area of each category of space and the overall recommended total net area

Key stage (KS): Specific part of child's education and relates to their age and year group

Mainstream schools: all those except special schools and alternative provision

MUGA: Multi-use games area

Restrictive space: Smaller space than would be typically be recommended that will only accommodate a very limited number of activities, and FF&E

SEN: Special education needs

References

Schedule of Accommodation (SoA) tool (see Gov.uk school building design website)

Area Data Sheets (ADSs) (see Gov.uk school building design website)

[Baseline Designs](http://www.gov.uk/government/collections/school-building-design-and-maintenance), Education Funding Agency, Department for Education:
www.gov.uk/government/collections/school-building-design-and-maintenance

EYFS: [Statutory Framework for the Early Years Foundation Stage 2012](http://www.gov.uk/government/publications/early-years-foundation-stage-framework):
www.gov.uk/government/publications/early-years-foundation-stage-framework

Net capacity assessment method, [Assessing the Net Capacity of Schools](http://www.education.gov.uk/schools/adminandfinance/schooladmissions/net/a0076743/assessing-the-net-capacity-of-schools):
www.education.gov.uk/schools/adminandfinance/schooladmissions/net/a0076743/assessing-the-net-capacity-of-schools

[Schools Premises \(England\) Regulations 2012](http://www.legislation.gov.uk/ukxi/2012/1943/contents/made):
www.legislation.gov.uk/ukxi/2012/1943/contents/made

[Section 77 of the School Standards and Framework Act 1998](http://www.legislation.gov.uk/ukpga/1998/31/section/77):
www.legislation.gov.uk/ukpga/1998/31/section/77

Sport England, 2012, design guidance note: [Sports Halls Design and Layouts](http://www.sportengland.org/media/31363/Sports-Halls-Design-and-Layouts-2012.pdf):
www.sportengland.org/media/31363/Sports-Halls-Design-and-Layouts-2012.pdf

Sport England, 2012, design guidance note: [Artificial Surfaces for Outdoor Sport](http://www.sportengland.org/media/30552/Artificial-Surfaces-for-Outdoor-Sports-2012.pdf):
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[Workplace Health, Safety and Welfare Regulations 1992, Approved Code of Practice and Guidance, L24 2nd Ed. 2013](http://www.hse.gov.uk/pubns/priced/l24.pdf): www.hse.gov.uk/pubns/priced/l24.pdf

Annex A: Building areas

Recommended minimum areas for mainstream schools	Base area for:				Area per pupil place for:		
	All primary	Middle schools	Secondary and all-age up to 750		All primary	Key Stage 3/4	Post-16
			up to 16	with 16+			
1. Basic teaching	-	-	-	-	2*	2.9	3.2
2. Halls, dining and PE	100	200	300	375	0.3*	0.6	0.6
3. Learning resources	10	50	75	125	0.1	0.15	0.4
4. Staff and admin.	30	75	100	100	0.2	0.2	0.2
5. Storage	20	75	125	150	0.15	0.25	0.3
Float	80	100	150	250	0.15	0.4	0.3
Minimum net area	240	500	750	1000	2.9	4.5	5
Non-net area	110	200	300	400	1.2	1.8	2
Minimum gross area	350	700	1050	1400	4.1	6.3	7
Recommended maximum areas for mainstream schools							
Maximum net area	275	575	875	1175	3.1	4.9	5.4
Maximum gross area	400	835	1270	1700	4.5	7.1	7.85

Recommended building areas for all types of mainstream school

* nursery places for 3 to 4 year olds should have 2.3m² basic teaching but do not need hall, dining and PE area.

All age above 750 places, or with more than about 300 11 to 16 places, should use the total of the primary and secondary base areas. Split sites (where a significant part of the school is provided in buildings on more than one site) may need extra gross area of up to 75m² in some cases, to allow for the replication of administrative and kitchen facilities, depending on the distance between sites and the facilities on each site.

Note: The net area includes a 'float'. When the recommended minimum areas of each category of space are added together, the total will be less than the recommended total net area. This difference provides the 'float' that can be used to enhance some areas, depending on the priorities of the school.

See Building Bulletin 104 for building area formulae recommended for special schools, alternative provision, specially resourced provision and units.

Annex B: Site areas

Recommended minimum site areas for all schools	Base area for any:		Area per pupil place for:			
	primary school	secondary or middle school	Nursery	Reception and Key Stage 1	Key Stage 2 - 4 & post-16	5 to 11 primary
1. Soft outdoor PE	-	6000	-	-	35	20
2. Hard outdoor PE	400	400	-	1.5	1.5	1.5
3. Soft informal and social area	600	600	2	2	2	2
4. Hard informal and social area	200	200	1	1	1	1
5. Habitat	0	0	0	0.5	0.5	0.5
Float	600	800	2	5	5	5
Minimum net site area	1800	8000	5	10	45	30
Non-net	200	1000	1	1	5	3.3
Minimum total site area	2000	9000	6	11	50	33.3
Recommended maximum site areas for new schools (minimum for existing schools where available)						
Maximum net site area	2000	9000	6	11	50	33.3
Maximum total site area	2400	11000	7.5	14	63	42

Recommended site areas for all types of mainstream schools

Note: The net area includes a 'float'. When the recommended minimum areas of each category of space are added together, the total will be less than the recommended total net area. This difference provides the 'float' that can be used to enhance some areas, depending on the priorities of the school.

Where there is limited outdoor space available to pupils on a restricted site, consideration should be given to providing the following:

- firstly, hard informal and social area, including outdoor play area immediately accessible from early years classrooms;
- then hard outdoor PE space, ideally in the form of a multi-use games area;
- then soft informal and social area;
- finally soft outdoor PE area.

See Building Bulletin 104 for site area formulae recommended for special schools, alternative provision, specially resourced provision and units.



Department
for Education

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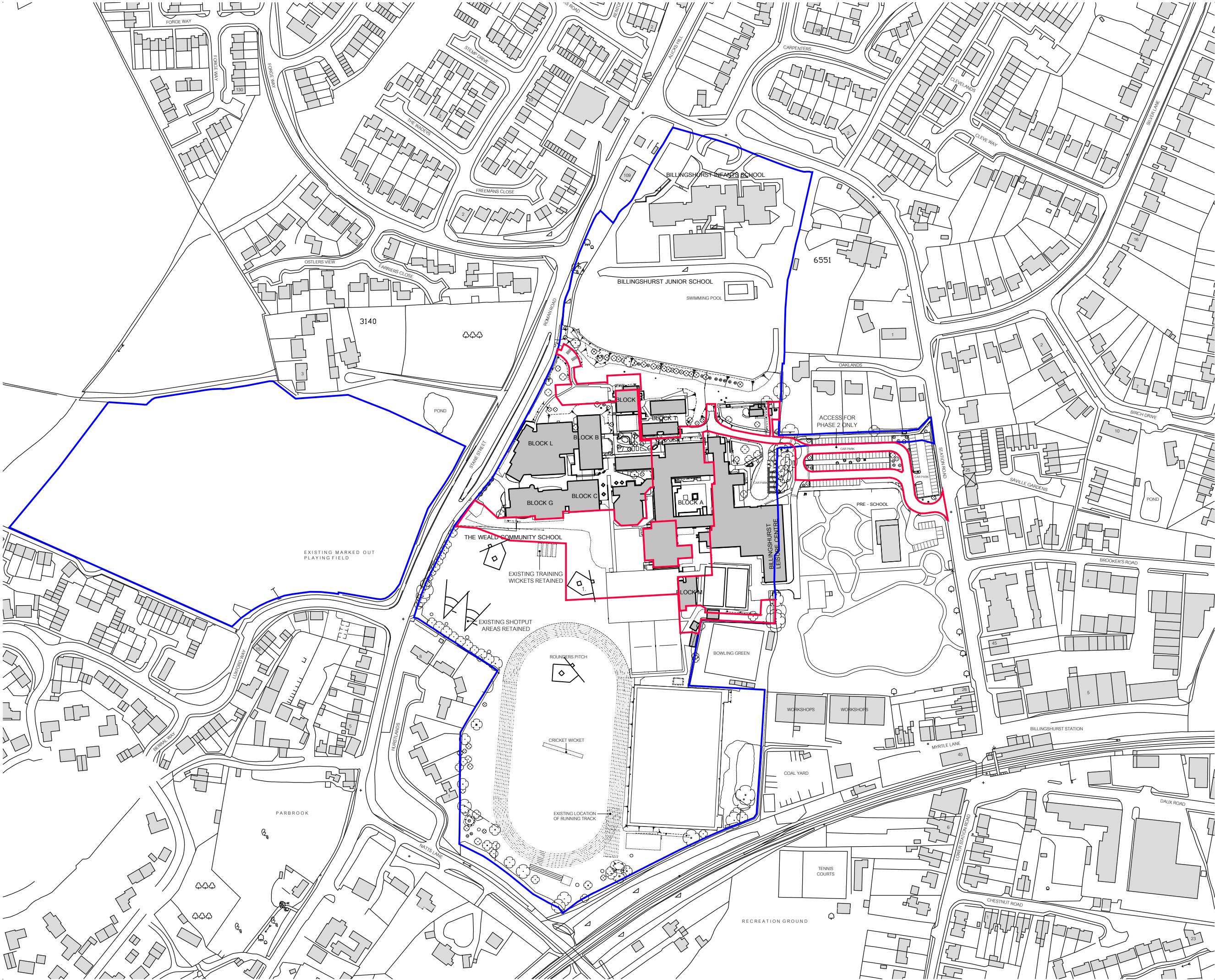
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WBP3

Extracts from planning application for extensions/reconfiguration of the Weald School, Billingshurst to increase capacity to 10FE (WSCC ref 072/14/BL) – Site location plan, Proposed Site Plan and decision notice.

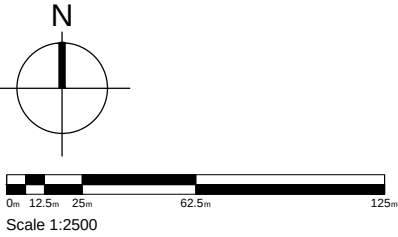


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Rev	Amendments	By	Chkd	Date
E	PLANNING APPLICATION	LJ	RMT	15/08/14

1. 1 NO ROUNDERS PITCH
TEMPORARILY RELOCATED

THIS DRAWING IS BASED ON SURVEY
INFORMATION INDICATED ON DRAWING REF.
14088_100 FROM MALTBY LAND SURVEYS LTD



HNW Architects, 61 North Street, Chichester, West Sussex, PO19 1NB
Telephone: 01243 533300 E-mail: hnw@hnw.co.uk www.hnw.co.uk

Project
**THE WEALD SCHOOL
BILLINGSHURST**

Drawing Title
Site Location Plan

Drawing Status
PLANNING

Scale	Drawn By	Date
A3 - 2500	CR	JUN 2014

Checked By	Date
GE	JUN 2014



Project No.	Drawing No.	Revision
14002	P100	E



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Rev	Amendments	By	Chkd	Date
B	PLANNING APPLICATION	LJ	RMT	19/08/14
C	8no new parking spaces indicated and additional notes added	RMT	GE	18/09/14
D	Additional notes added regarding landscape bund and Stane St vehicular access.	RMT	GE	30/09/14

KEY
Existing Building
Proposed Building

Existing Sub-station
New Sub-station
New seeded grassed area to make good as required
New hardstanding replacing demolished Kitchen / Dining room
Demolished Kitchen outline dashed

STANE STREET
POND
New Refuse Area
Existing fence/hedge cut back/removed to widen existing vehicular access for construction vehicle access and future vehicular access to the school. Existing crossover widened
8no new parking spaces
Landscape bund (formed from dug soils from Drama Extension)
Max gradient 1:3, max height of bund anticipated to be 1.5m high with levels graded down to existing

Block L1
Block B1
Block G
Block C
Block A
Main Hall
Gym
Leisure Centre
Sports Hall
M Block
Music Extension
Drama Extension
Temporary Classrooms
Temporary Classrooms
New Infill Block
LRC
D Block
Block T
Block T
Coach Parking

0m 5m 10m 25m 50m
Scale 1:500

WILLMOTT DIXON CONSTRUCTION

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Project
THE WEALD SCHOOL
BILLINGSHURST

Drawing Title
Proposed Site Plan

Drawing Status
PLANNING

Scale	Drawn By	Date
A1 - 1:500	MA	JUL 2014

Checked By	Date	Revision
GE	JUL 2014	D

Project No. 14002 Drawing No. P152

HNW Architects Ltd - Registered No. 3589904

Application No: WSCC/072/14/BL
REGULATION 3

**TOWN AND COUNTRY PLANNING ACT 1990
THE TOWN AND COUNTRY PLANNING GENERAL REGULATIONS 1992
TOWN AND COUNTRY PLANNING (DEVELOPMENT MANAGEMENT
PROCEDURE) (ENGLAND) ORDER 2010**

To Executive Director Residents' Services

In pursuance of their powers under the above mentioned Act and Orders, West Sussex County Council hereby notify you that they **PERMIT** the following development, that is to say:-

Re-development of the Weald School including the erection of new 3-storey infill teaching block, changing rooms, new kitchen facilities, works to provide new delivery access, erection of new roof to provide two storey covered dining space, single storey extensions to drama and music blocks, erection of a new substation and provision of dedicated recycling area, the provision of four temporary classrooms (for use during construction) and hard and soft landscaping at The Weald School, Station Road, Billingshurst, West Sussex, RH14 9RY

to be carried out in accordance with your application and plans (as modified by the under-mentioned conditions if any) submitted to this Council on 2 October 2014 (and in accordance with the relevant correspondence a copy of which is attached *) and subject to the conditions specified hereunder:-

1. The development hereby permitted shall be begun before the expiration of three years from the date of this permission.

Reason: *To comply with Section 91 of the Town and Country Planning Act 1990.*

Date 04/02/15

Signed
Strategic Planning Manager



***N.B.** The reasons for imposing the above conditions are as specified after the conditions.
The words in brackets do not apply unless a copy of the relevant correspondence is attached.
Your copy of the application, determined as above, is returned herewith for your records.

IT IS IMPORTANT THAT YOU SHOULD READ THE NOTES AT APPENDIX A OF THIS FORM

Continuation Sheet

APPROVED PLANS

2. The proposed development shall not take place other than in accordance with the particulars of the application and the approved plans:
- Site Location Plan (drawing P100 Revision E);
 - Proposed Site Plan (drawing 152 Revision D);
 - Proposed Ground Floor Plan Block A (drawing P210 Revision A);
 - Proposed First Floor Plan Block A (drawing P211 Revision A);
 - Proposed Second Floor Plan Block A (drawing P212 Revision A);
 - Proposed Roof Plan Block A (drawing P213 Revision A);
 - Existing and Proposed Elevations (drawing P220 Revision D);
 - Existing and Proposed Elevations Sheet 2 (drawing P221 Revision B);
 - Proposed Sections (drawing P230 Revision A);
 - Proposed Site Sections (drawing P153 Revision A);
 - Proposed Demolition Plan (drawing P157 Revision A);
 - Proposed Refuse Area Plan & Elevations (drawing P158 Revision A);
 - Block M – Music Proposed Plan and Elevations (drawing P912 Revision A);
 - Block D – Drama Proposed Plan and Elevations (drawing P914 Revision A);
 - School Travel Plan – Summer 2014 (date stamped 2 Oct 2014).

save as varied by the conditions hereafter or any variation thereto that may be agreed in writing by the County Planning Authority.

Reason: *To secure a satisfactory development.*

SURFACE WATER DRAINAGE

3. Development shall not begin until a scheme of surface water drainage have been submitted to and approved by the County Planning Authority. Those details shall include:
- Design for 1:100yr return period.
 - Inclusion of 30% peak run-off and 20% additional volume for climate change.

Thereafter, the drainage details shall be implemented in full as approved.

Reason: *To protect water quality and ensure compliance with the NPPF*

Date 04/02/15 Signed Divisional Manager (County Development)



Continuation Sheet

FOUL WATER DRAINAGE

4. Development shall not begin until a scheme of foul water drainage has been submitted to and approved by the County Planning Authority. Thereafter, the drainage details shall be implemented in full as approved.

Reason: *To protect water quality and ensure compliance with the NPPF*

TREE PROTECTION

5. Development shall not begin until a tree protection plan has been submitted to and approved in writing by the County Planning Authority. Once approved, the plan shall be implemented in full and maintained throughout the entirety of the construction period. All work shall be carried out in accordance with BS 5837:2012.

Reason: *To protect the health of existing trees to be retained during the construction period.*

CONSTRUCTION MANAGEMENT PLAN

6. Development shall not begin, including any works of demolition, until a Construction Management Plan has been submitted to and approved in writing by the County Planning Authority. Thereafter the approved Plan shall be implemented and adhered to throughout the entire construction period. The Plan shall provide details as appropriate but not necessarily be restricted to the following matters:

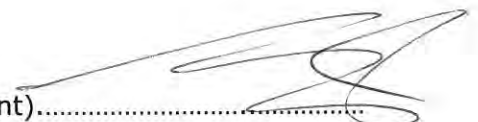
- the anticipated number, frequency and types of vehicles used during construction,
- the method of access and routing of vehicles during construction,
- the parking of vehicles by site operatives and visitors,
- the loading and unloading of plant, materials and waste,
- the storage of plant and materials used in construction of the development,
- the erection and maintenance of security hoarding,
- the provision of wheel washing facilities and other works required to mitigate the impact of construction upon the public highway (including the provision of temporary Traffic Regulation Orders),
- details of public engagement both prior to and during construction works.
- The prevention of deliveries at the site during 0800-0900 and 1430-1530
- Access arrangements from the public highway, including temporary accesses and alterations to existing accesses.

Reason: *In the interests of highway safety and the amenities of the area.*

Date 24/02/15

Signed

Divisional Manager (County Development)



Continuation Sheet

MATERIALS & FINISHES

7. Development shall not begin until a schedule of materials and finishes to be used for:
- external walls, windows and doors of the proposed building(s); and
 - roof plant/machinery enclosure fencing (including details of acoustic properties)

has been submitted to and approved by the County Planning Authority. The County Planning Authority may require samples of such materials and finishes materials. Only the approved materials and finishes shall be used in the development.

Reason: *In the interests of visual amenity.*

STANE STREET ACCESS

8. No part of the development shall be first occupied until such time as the vehicular access onto Stane Street has been amended in accordance with the details indicatively shown on drawing number P152 Revision D.

Reason: *In the interests of road safety.*

SCHOOL TRAVEL PLAN

9. Upon the first occupation of the development hereby approved, the school shall implement the measures incorporated within the approved School Travel Plan. The school shall thereafter monitor, report and subsequently revise the School Travel Plan as specified within the approved document.

Reason: *To encourage and promote sustainable transport.*

LANDSCAPING SCHEME

10. Within 3 months of the commencement of development, a landscaping scheme shall be submitted in writing to the County Planning Authority for approval. The scheme shall provide details of all proposed planting, including species, location, and size, planting layout, any soil amelioration techniques and soil improvement materials required. Once approved, the scheme shall be implemented in full.

Reason: *To ensure the long term visual amenity of the site.*

Date 04/02/15

Signed

Divisional Manager (County Development).....



Continuation Sheet

LANDSCAPE MAINTENANCE

11. All planting, seeding or turfing comprised in the landscaping details approved under condition 10 shall be carried out in the first planting and seeding season as soon as reasonably possible or following the occupation of the building, whichever is the sooner, and any trees or plants which within a period of five years from the completion of the development die, are removed or become seriously damaged or diseased shall be replaced in the next planting season with others of similar size and species, unless the County Planning Authority gives written consent for any variation.

Reason: *In the interests of the amenity and of the environment of the development.*

WORKING HOURS

12. No vehicle associated with the development shall enter or leave the site or work take place except between the hours of 08:00 and 18:00 hours on Mondays to Fridays inclusive, and 09:00 and 13:00 on Saturdays, with no working on Sundays, Bank Holidays or Public Holidays, unless otherwise agreed in advance and in writing by the County Planning Authority.

Reason: *In the interests of local residents' amenity.*

CONSTRUCTION DELIVERIES

13. No deliveries of material associated with the construction of the development shall take place between 8.00 and 9.00 hours and 15.00 and 15.30 hours on any school day during school term time.

Reason: *In the interests of the safety of school pupils and to avoid congestion of local roads.*

REINSTATEMENT WORKS

14. Within three months of the completion of the works hereby approved those areas of land utilised temporarily as a contractor's compound shall be cleared of all construction and temporary base materials and reinstated to their former condition and use. The reinstatement shall include appropriate remedial measures, where the earth has been compacted/contaminated, and details of a scheme for suitable arrangements to ensure adequate drainage, levelling, topsoiling and turfing/seeding to grass. All other areas previously laid to grass where ground levels have been altered or the ground damaged by the works, shall be similarly reinstated and planted. Any planting failures arising within five years shall be remedied. All the above requirements are to be carried out to the satisfaction of the County Planning Authority.

Reason: *In the interest of the amenity of the area.*

Date 04/02/15 Signed 
Divisional Manager (County Development).....

Continuation Sheet

Informatives

A. Reason for the granting of Planning Permission:

The proposed development meets the main material considerations in that it:

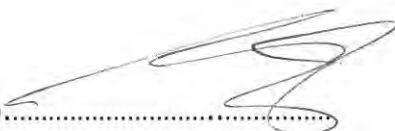
- meets an identified need;
- is satisfactory in terms of design and appearance;
- has an acceptable impact on the water environment; and
- is acceptable in terms of highway capacity and road safety.

B. The County Planning Authority has acted positively and proactively in determining this application by assessing the proposal against all material considerations, including planning policies and any representations that may have been received and subsequently determining to grant planning permission in accordance with the presumption in favour of sustainable development, as set out within the National Planning Policy Framework.

C. **Minor Highway Works** - The applicant is advised to contact the Highway Licensing team (01243 642105) to obtain formal approval from the highway authority to carry out the site access works on the public highway.

D. The applicants' attention is drawn to the contents of Southern Water's response dated 27th October 2014, concerning capacity for surface and foul water disposal and SUDS guidance. The letter expresses that "The applicant/developer should enter into a formal agreement with Southern Water to provide the necessary sewerage infrastructure required to service this development, and to make connection with the sewerage system and connection to the water supply. Please contact Southern Water, Sparrowgrove house, Sparrowgrove, Otterbourne, Hampshire, S021 2SW (Tel 0330 303 0119), or www.southernwater.co.uk.

Date 04/02/15 Signed
Divisional Manager (County Development)



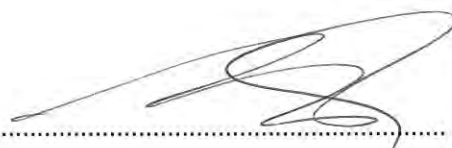
Continuation Sheet

This information is only intended as a summary of the reasons for the grant of planning permission. For further details on the decision please see the report by contacting County Planning, West Sussex County Council or visiting the website at <http://www.westsussex.gov.uk/ePlanning>

APPENDIX A

1. Where this notice conveys approval or permission, conditional or unconditional, please note that the decision given does not purport to convey any consent which may be required under the Public Health Acts, Building Regulations or Control of Pollution Act 1974.
2. The grant of planning permission does not entitle developers to obstruct a public right of way. Development, in so far as it affects a right of way, should not be started, and the right of way should be kept open for public use, until the necessary order under section 247 or 257 of the Town and Country Planning Act 1990 for the diversion or extinguishment of the right of way has been made and confirmed. Nor should it be assumed that an order, once made, will invariably be confirmed.

Date 04/02/15

Signed
Strategic Planning Manager

WBP4

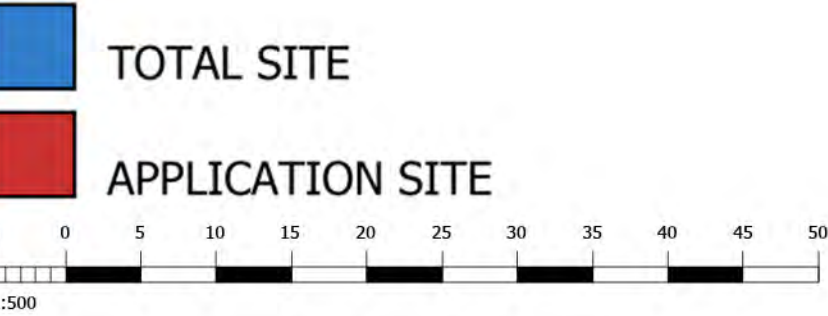
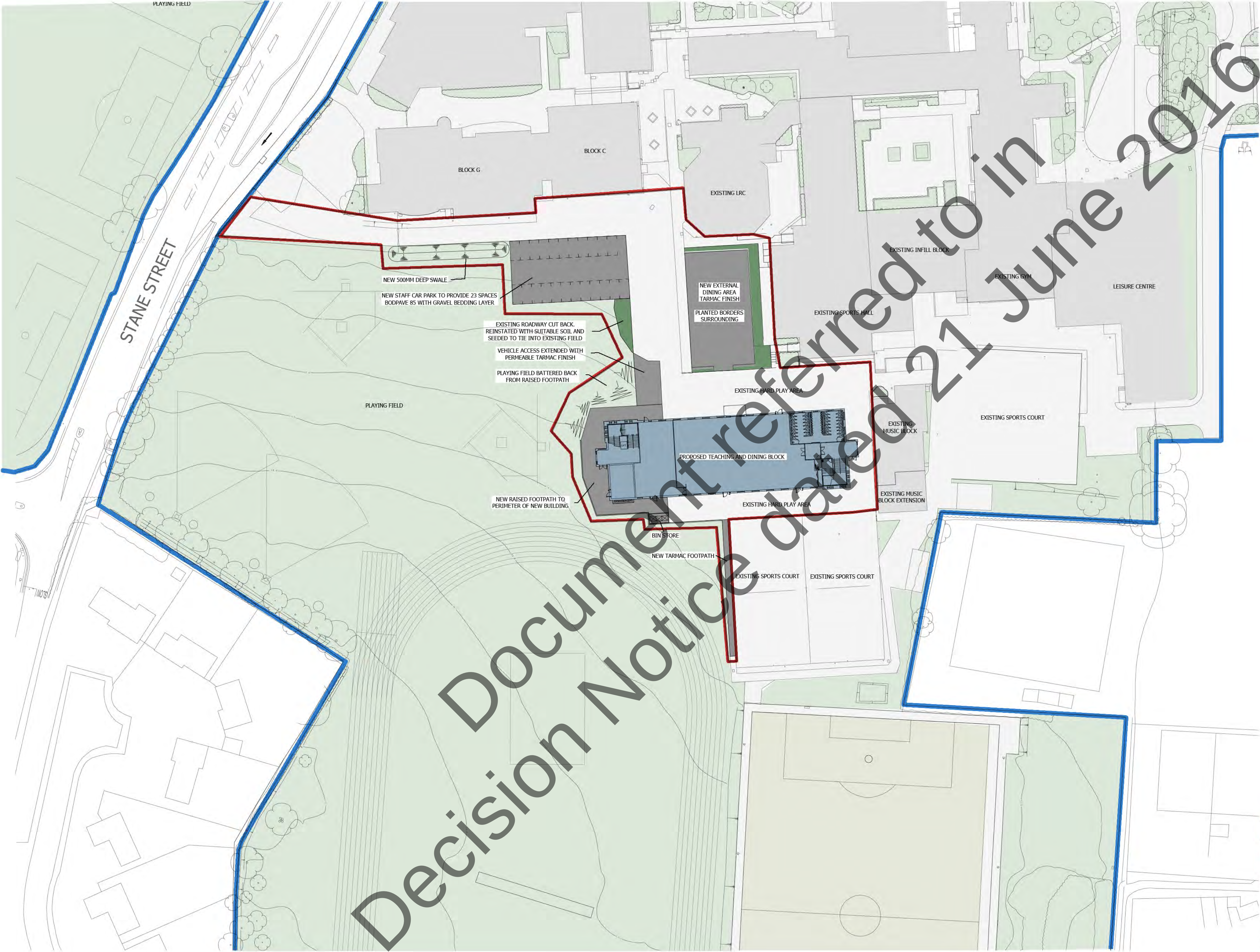
Extracts from revised planning application for extensions/reconfiguration of the Weald School, Billingshurst to increase capacity to 10FE (WSCC ref 012/16/BL) – Proposed Site Plan and Decision notice.

DO NOT SCALE FROM THIS DRAWING EXCEPT FOR PLANNING PURPOSES ONLY.

ALL DIMENSIONS RELATING TO SUB-CONTRACTOR OR SUPPLIERS WORK MUST BE CHECKED ON SITE AND AGREED BETWEEN THE GENERAL CONTRACTOR & THE SUB-CONTRACTORS \ SUPPLIERS. ALL DIMENSIONS ARE IN MILLIMETERS. IF IN DOUBT ASK.

ALL WORKS OR MATERIALS INDICATED ON THE DRAWING ARE TO BE TO THE LATEST BRITISH STANDARDS AND ARE TO BE CARRIED OUT IN ACCORDANCE WITH THE RELEVANT CODES OF PRACTICE OR RECOGNIZED TRADE ASSOCIATIONS RECOMMENDATIONS & PUBLICATIONS

REV.	AMENDMENT	BY	DATE
------	-----------	----	------



Project
THE WEALD
BILLINGSHURST

Drawing

BLOCK PLAN

Date
JAN 2016

Drawn by
TG

Scales
1:500@A1

Suitability
PLANNING

Doc No

PL-02

— the —
SEAMAN
PARTNERSHIP

Unit 2, Martins Barn, Birdham Road

Chichester, West Sussex, PO20 7BX

Tel: 01243 514131 Fax: 01243 511488

office@the-seaman-partnership.co.uk

w.w.w.the-seaman-partnership.co.uk

**Application No: WSCC/012/16/BL
REGULATION 3**

**TOWN AND COUNTRY PLANNING ACT 1990
THE TOWN AND COUNTRY PLANNING GENERAL REGULATIONS 1992
TOWN AND COUNTRY PLANNING (DEVELOPMENT MANAGEMENT
PROCEDURE) (ENGLAND) ORDER 2015**

To Executive Director Residents' Services

In pursuance of their powers under the above mentioned Act and Orders, West Sussex County Council hereby notify you that they **PERMIT** the following development, that is to say:-

**Construction of a stand alone 3 storey teaching and dining
block and creation of an external dining space at The Weald
School, Station Road, Billingshurst, West Sussex, RH14 9RY**

to be carried out in accordance with your application and plans (as modified by the under-mentioned conditions if any) submitted to this Council on 29 March 2016 (and in accordance with the relevant correspondence a copy of which is attached *) and subject to the conditions specified hereunder:-

COMMENCEMENT

1. The development hereby permitted shall be begun before the expiration of three years from the date of this permission.

Reason: To comply with Section 91 of the Town and Country Planning Act 1990.

APPROVED PLANS

2. The proposed development shall not take place other than in accordance with the particulars of the application and the approved plans:
 - Location Plan (drawing PL-01 dated Jan 2016);
 - Block Plan (drawing PL-02 dated Jan 2016 D);
 - Site Plan (drawing PL-03 dated Jan 2016);
 - Floor Plans (drawing PL-04 dated Jan 2016);
 - Elevations (drawing PL-05 dated Jan 2016);
 - Luminaire Schedule and External Lighting Layout (Ref: 19007/E/01 - Rev P2 dated 21/03/16, and drawing 6308 RevP2 dated Feb 2016);

along with submitted supporting documents, save as varied by the conditions hereafter or any variation thereto that may be agreed in writing by the County Planning Authority.

Reason: To secure a satisfactory development.

Signed

Date **21 June 2016** Strategic Planning Manager **Michael Elkington**

***N.B.** The reasons for imposing the above conditions are as specified after the conditions.
The words in brackets do not apply unless a copy of the relevant correspondence is attached.
Your copy of the application, determined as above, is returned herewith for your records.

IT IS IMPORTANT THAT YOU SHOULD READ THE NOTES AT APPENDIX A OF THIS FORM

Continuation Sheet

SURFACE WATER DRAINAGE

3. No development shall take place until a scheme of surface water drainage have been submitted to and approved by the County Planning Authority. Those details shall include:

- Design for 1:100yr return period.
- Inclusion of 30% peak run-off and 20% additional volume for climate change,
- Inclusion of pollution/siltation control measures,
- Finishes of all hard surfaces.

Once approved, the surface water drainage scheme shall be implemented in full.

Reason: To protect the water environment.

FOUL WATER DRAINAGE

4. No development shall take place until a scheme of foul water drainage has been submitted to and approved by the County Planning Authority.

Reason: To protect water quality and ensure compliance with the NPPF.

MATERIALS & FINISHES

5. No development shall take place until a detailed schedule of materials and finishes (and where required by the County Planning Authority, samples of such materials) to be used for external walls, windows and doors, retaining walls and associated railing, has been submitted to and approved by the County Planning Authority. Thereafter, only the approved materials and finishes shall be used in the development.

Reason: In the interests of visual amenity.

STANE STREET ACCESS

6. No development shall take place until such time as the vehicular access onto Stane Street has been widened in accordance with plans and details to be submitted to and approved in writing by the County Planning Authority.

Reason: In the interests of road safety.

SCHOOL TRAVEL PLAN

7. No part of the development hereby approved shall be first occupied until an updated School Travel Plan has been submitted to and approved in writing by the County Planning Authority. The Travel Plan shall include a mechanism for review. Once approved the School Travel Plan shall thereafter be implemented in full.

Reason: To encourage and promote sustainable transport.

Date **21 June 2016** Signed
Strategic Planning Manager **Michael Elkington**

Continuation Sheet

SOFT LANDSCAPING SCHEME

8. Within 3 months of the commencement of development, a detailed landscaping scheme (in general accordance with the Outline Planting Plan RCO 175/01 Rev02, Ecological Enhancements ROC 175/02 Rev 01, Detailed Planting Plan RCO 175/03 Rev00, and Detailed Plant Schedule and Specification RCO 175 Rev00) shall be submitted to and approved in advance in writing by the County Planning Authority. The scheme shall include details of species, planting sizes, planting spacing, soil amelioration techniques and soil improvement materials required, and on-going maintenance provision. Once approved the scheme shall be implemented in full in the first planting season (November - February) following the commencement of the development. Any plants which die, are removed or become seriously damaged or diseased shall be replaced in the next planting season with others of a similar size and species, unless otherwise agreed in writing with the County Planning Authority.

Reason: To ensure the long term visual amenity of the site.

CONSTRUCTION HOURS

9. No Construction (including any demolition and site clearance) of the development hereby permitted, involving the use of plant/machinery/equipment/vehicles and the deliveries of construction materials/plant/machinery/equipment being received by or despatched shall only take place between the hours of:
- 08.00 and 18.00 on Monday to Friday inclusive;
 - 09.00 and 13.00 on Saturdays; and

not at any time on Sundays, Bank Holidays or Public Holidays unless otherwise agreed in advance and in writing by the County Planning Authority.

Reason: In the interests of the amenity of the locality and of local residents.

CONSTRUCTION DELIVERIES

10. No deliveries of material associated with the construction of the development shall take place between 8.15am and 9.00am and 3.00pm and 3.30pm on any school day during school term time.

Reason: In the interests of the safety of school pupils and to avoid congestion of local roads.

CONSTRUCTION MANAGEMENT PLAN

11. No development shall take place, including any works of demolition, until a Construction Management Plan has been submitted to and approved in writing by the County Planning Authority. Thereafter the approved Plan shall be implemented and adhered to throughout the entire construction period. The Plan shall provide details as appropriate but not necessarily be restricted to the following matters:
- the anticipated number, frequency and types of vehicles used during construction,
 - the method of access and routing of vehicles during construction,

Date **21 June 2016** Signed
Strategic Planning Manager **Michael Elkington**

Continuation Sheet

- the parking of vehicles by site operatives and visitors,
- the loading and unloading of plant, materials and waste,
- the storage of plant and materials used in construction of the development,
- the erection and maintenance of security hoarding,
- the provision of wheel washing facilities and other works required to mitigate the impact of construction upon the public highway (including the provision of temporary Traffic Regulation Orders),
- details of public engagement both prior to and during construction works.
- The prevention of deliveries at the site during 0800-0900 and 1430-1530
- Access arrangements from the public highway, including temporary accesses and alterations to existing accesses.

Reason: In the interests of highway safety and the amenities of the area.

INFORMATIVES

- A. The County Planning Authority has acted positively and proactively in determining this application by identifying matters of concern within the application and negotiating with the Applicant to secure acceptable amendments to the proposal to address those concerns. As a result, the County Planning Authority has been able to grant planning permission for an acceptable proposal, in accordance with the presumption in favour of sustainable development, as set out within the National Planning Policy Framework
- B. Minor Highway Works - The applicant is advised to contact the Highway Licensing team (01243 642105) to obtain formal approval from the highway authority to carry out the site access works on the public highway.
- C. The applicants' attention is drawn to the contents of Sussex Police response dated 21st April 2016, concerning detailed security considerations and crime prevention advice.
- D. With regard to condition 7 (School Travel Plan), the applicant should ensure that any updated Travel Plan pursues the implementation of staggered bus departures/arrivals and further improvements to the local pedestrian routes in consultation with the WSCC School Travel Advisors.
- E. With regard to condition 8 (Soft Landscaping Scheme), the applicants' attention is drawn to the comments of the WSCC Tree Officer dated 14th April 2016 regarding additional planting recommendations and location of proposed sparrow boxes. Further, the applicant is advised that additional planting will be expected to strengthen the existing screening provided by boundary vegetation abutting gardens of residential properties in Hurstlands. This should be included within any submitted scheme in respect of condition 8, following discussion with the WSCC Tree Officer.

Date **21 June 2016** Signed
Strategic Planning Manager **Michael Elkington**

Continuation Sheet

This information is only intended as a summary of the reasons for the grant of planning permission. For further details on the decision please see the report by contacting County Planning, West Sussex County Council or visiting the website at <http://www.westsussex.gov.uk/ePlanning>

APPENDIX A

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2. The grant of planning permission does not entitle developers to obstruct a public right of way. Development, in so far as it affects a right of way, should not be started, and the right of way should be kept open for public use, until the necessary order under section 247 or 257 of the Town and Country Planning Act 1990 for the diversion or extinguishment of the right of way has been made and confirmed. Nor should it be assumed that an order, once made, will invariably be confirmed.

Date **21 June 2016** Signed
Strategic Planning Manager **Michael Elkington**

WBP5 Assessment of Secondary School Places at The Weald School without the Adversane Allocation

WBP5

 Assessment of Secondary School Places at The Weald School without the Adversane Allocation

	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35	35/36	36/37	37/38	38/39	39/40
HDC Trajectory for Adversane - Dwelling Nos	0	0	0	0	50	100	125	150	150	150	175	175	175	175
Pupil yield from Adversane at a multiplier of 0.16 pupils per dwelling	0	0	0	0	8	16	20	24	24	24	28	28	28	28
<i>WSCC figures from HDCJB30</i> <i>Places available surplus or deficit (+/-) based on Edge forecast + planning applications from 1/4/25 + numbers in the Emerging LP. <u>Including</u> Adversane</i>	258	255	210	227	206	175	136	93	50	6	-41	-88	-132	-169
<i>Cumulative no. of places available surplus or deficit (+/-) based on Edge forecast + planning applications from 1/4/25 + numbers in the Emerging LP. Excluding Adversane</i>	258	255	210	227	214	199	180	161	142	122	103	84	68	59
<i>Cumulative % of surplus compared to a 1,500 place secondary school (10FE). . Excluding Adversane</i> <i>[surplus places/1,500 place school]</i>	17%	17%	14%	15%	14%	13%	12%	11%	9%	8%	7%	6%	5%	4%



woolf bond
planning

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The Vine
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Cheyenne House
West Street
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Surrey
GU9 7EQ

01189 884923 | office@woolfbond.co.uk | woolfbond.co.uk

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Woolf Bond Planning Ltd (trading as Woolf Bond Planning)
Registered office: Agriculture House, Stoneleigh Park, Kenilworth CV8 2TZ
Registered in England No. 15596600



The
1908
Group