



# CHESSWOOD JUNIOR SCHOOL

**Home of Bright Sparks**

Chesswood Road Worthing West Sussex BN11 2AA

**Head Teacher: Mr Andrew Jolley**

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Tuesday, 16 June 2020

## School Capacity Update – Maximum Capacity

Dear Parent,

Further to my letter last Friday, I am writing to update you regarding the current capacity to admit further pupils in different year groups. We are almost full in Year 3 and Year 4 for both key worker children and full in Year 5. Year 6 has 29 places remaining. Aside from Year 6 admission we are now approaching the point where we will need to close admission to ALL until the end of the summer term. Once a year group is full, whilst we will consider new applications, it is likely that we will only be able to admit in exceptional circumstances with exceptional solutions – that we have not yet conjured up... I would therefore ask, with the utmost respect and understanding for key worker families, if you have not already applied and you are able to continue to keep your child on the home learning programme, please continue with that option. If there are exceptional circumstances please complete the form at the following location and we will do our very best to accommodate but may need to decline the application.

**Year 6 Form – All Year 6 non key worker or priority pupil families should use this form.**

<https://www.chesswood.w-sussex.sch.uk/page/?title=Year+6+Summer+Term+Booking&pid=969>

**Year 3-6 Priority Pupil Form – This form would be used by key worker families and priority pupils from all year groups.**

<https://www.chesswood.w-sussex.sch.uk/page/?title=Key+Worker+and+Vulnerable+Child+Booking&pid=970>

Our maximum capacity may change in response to government changes in social distancing but many other factors will also then need to be considered including the school risk assessment.

Year	Average of Max Capacity	Count of UPN	Unfilled Places
Year 3 Total	38	26	1
Year 4 Total	46	36	2
Year 5 Total	30	18	0
Year 6 Total	143	95	29
Grand Total	257	175	32

The remainder of this letter sets out, for transparency, the reasoning underlying our determination that the school is nearing capacity in Year 3-5.



There are four main aspects to consider when expanding capacity further and all hold key factors constraining our capacity at this time:

**Physical classroom space and 2m distancing:** we are now using 23rd of 24 classrooms spaces available. The 24 is currently a library. Other spaces in school are largely inappropriate e.g. school hall used for school lunches; music room – the storage of music equipment and wider school equipment moved there to create safe ‘clutter free’ spaces. I have, this week liaised with other local secondary schools to determine whether there were any opportunities to educate groups (‘bubbles’) of children within those settings, unfortunately that is not possible at this time for good reasons. Our secondary colleagues provide assistance wherever they can. In line with government guidance community spaces and buildings should not be used. So there is some wriggle room here but not much.

**Staff Availability & bubbles:** Now most staff are working full teaching weeks, there is a statutory obligation (rightly!) to provide specific planning, preparation and assessment time. This relies on another teacher leading that bubble for an afternoon per week. Therefore, aside from Year 6 who go home on Friday afternoon to facilitate teacher PPA, two teachers are required for each bubble. In addition to this, newly qualified teachers are statutorily entitled (rightly!) to a further half day development time in their first year – we have 3 NQTs. All staff leading classes have attended work each day, we do have internal cover arrangements should a member of staff be taken ill, however these will be compromised if we increase the number of classes. We will not use supply teachers given their likely movement between schools. On that basis, whilst there is additional capacity it must be kept available in the coming weeks to address any staff absence.

**Managing high and complex need:** Class capacity will vary depending on the type of need for children within the class. Most children do not receive additional support beyond the class teacher. However, for a small but notable minority of children with high or complex need, they are likely to require additional staff. On that basis, the additional staff must be deducted from the room capacity, as appropriate. Chesswood, as a result of its highly inclusive and outstanding special educational needs provision has significantly more children within this group than most schools. These children are, rightly, a priority therefore class capacity must be adjusted on this basis.

**Sustaining Quality Learning for the Majority:** Daily attendance has steadily increased from 125 on the 3<sup>rd</sup> June to 175 today. However, that only equates to 27% of pupils on site, on a given day. Almost three quarters require online or home learning packs. Maintaining that quality of service and support remains a high priority. Moving staff away from this role given the number already engaged in teaching on school site will have a direct impact on the quality of service as we are broadly at the minimum number to maintain development and oversight of home learning; the ‘keeping in contact’ with families process and responding to welfare and safeguarding concerns for our most vulnerable families.

Finally, once again, I would like to thank all families for working in such a close partnership from home using the online learning or hard copy packs or for those with children at school doing everything to support the control measures in place. The whole Chesswood community is truly working as a really effective team and that is something to take great pride in for all children, families, staff and governors – it is great to be a part of such a positive team when facing such significant challenges.

Yours sincerely,



## Class and Room Capacity Overview

Year	Joint Bubble		Bubble	Average of Max Capacity	Count of UPN	Unfilled Places
Year 3	3AB	Miss Bagnell and Mr Verner	Year 3 A	11	11	0
Year 3	3AB	Miss Bagnell and Mr Verner	Year 3 B	10	10	0
Year 3	3CD	Mrs Lucas	Year 3 C	9	9	0
Year 4	3CD	Mr Harney	Year 3 D	8	7	1
<b>Year 3 Total</b>				<b>38</b>	<b>26</b>	<b>1</b>
Year 4	4AB	Mr Davies and Mrs O'Byrne	Year 4 A	9	9	0
Year 4	4AB	Mr Davies and Mrs O'Byrne	Year 4 B	8	8	0
Year 4	4CD	Mrs Howard and Mrs Burrige & Ms Sheppard	Year 4 C	11	11	0
Year 4	4CD	Mrs Howard and Mrs Burrige & Ms Sheppard	Year 4 D	8	8	0
Year 4	4E	Mr Barnard	Year 4 E	10	8	2
<b>Year 4 Total</b>				<b>46</b>	<b>36</b>	<b>2</b>
Year 5	5AB	Miss Maskell and Mrs Spark	Year 5 A	8	8	0
Year 5	5AB	Miss Maskell and Mrs Spark	Year 5 B	11	11	0
Year 5	5CD	Mr Light	Year 5 C	11	11	0
<b>Year 5 Total</b>				<b>30</b>	<b>18</b>	<b>0</b>
Year 6	6BP	Mrs Arkinstall and Mrs Bourner & Mr Powell	6BP 1	12	12	0
Year 6	6BP	Mrs Arkinstall and Mrs Bourner & Mr Powell	6BP 2	12	11	1
Year 6	6EP	Miss Price and Ms Daly	6EP 1	11	9	2
Year 6	6EP	Miss Price and Ms Daly	6EP 2	12	0	12
Year 6	6OP	Mr Quick & Mr Haggart	6OP 1	12	11	1
Year 6	6OP	Mr Quick & Mr Haggart	6OP 2	12	10	2
Year 6	6RW	Mrs Robinson-Wright and Mrs Cuthbertson	6RW 1	12	10	2
Year 6	6RW	Mrs Robinson-Wright and Mrs Cuthbertson	6RW 2	12	10	2
Year 6	6SJ	Mrs Johnson and Mrs Clements	6SJ 1	12	12	0
Year 6	6SJ	Mrs Johnson and Mrs Clements	6SJ 2	12	11	1
Year 6	6TH	Mr Hicks and Mrs Lulham	6TH 1	12	9	3
Year 6	6TH	Mr Hicks and Mrs Lulham	6TH 2	12	9	3
<b>Year 6 Total</b>				<b>143</b>	<b>95</b>	<b>29</b>
<b>Grand Total</b>				<b>257</b>	<b>175</b>	<b>32</b>