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# Measuring the capacity of schools in Wales

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## Guidance

Welsh Government Circular No: 021/2011

Date of issue: October 2011

Replaces Circular No: 09/2006

# Measuring the capacity of schools in Wales

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|----------------------------|---|
| <b>Audience</b>            | Local authorities (LAs); governing bodies of foundation and voluntary aided schools; church diocesan authorities; community schools in Wales; Wales audit offices.  |
| <b>Overview</b>            | <p>This document refreshes <i>Measuring the Capacity of Schools in Wales</i> National Assembly for Wales Circular No: 09/2006 to provide updated, clarified guidance. While the method remains unchanged, the fuller guidance should ensure that school capacities and admission numbers are calculated more consistently across Wales. The document is a handbook for practitioners which must always be read in conjunction with, and cannot take precedence over, the Welsh Assembly Government School Admissions Code (the School Admissions Code) and related regulations, both of which are updated from time to time.</p> <p>The capacity of a school is the number of pupils it can accommodate. This guidance describes the method of assessing the capacity of primary and secondary schools and deriving appropriate admission numbers from the capacity. This method can be used:</p> <ul style="list-style-type: none"><li>• for planning school places</li><li>• to report on surplus capacity</li><li>• to set school admission numbers.</li></ul> |
| <b>Action required</b>     | LAs are responsible for assessing the capacities and admission numbers of all the schools they maintain, including voluntary aided and foundation schools. They should use the refreshed guidance when recalculating school capacities and admission numbers.   |
| <b>Further information</b> | Enquiries about this document should be directed to:<br>Schools Management and Effectiveness Division 3<br>Department for Education and Skills<br>Welsh Government<br>Cathays Park<br>Cardiff<br>CF10 3NQ<br>Tel: 029 2080 1013 / 029 2082 6065<br>e-mail: SchoolsManagementDivision3@wales.gsi.gov.uk  |
| <b>Additional copies</b>   | Copies of the guidance document and capacity calculation forms are available on the Welsh Government website at <a href="http://www.wales.gov.uk/educationandskills">www.wales.gov.uk/educationandskills</a>  |
| <b>Related documents</b>   | See Annex B.  |

## **Contents**

|  |    |
|--|----|
| Section 1 – Introduction to the methodology  | 1  |
| Section 2(a) – Formula for assessing primary school capacity                               | 9  |
| Section 2(b) – Primary school capacity: designation of rooms                               | 17 |
| Section 2(c) – Primary school capacity calculation   | 21 |
| Section 3(a) – Formula for assessing secondary school capacity                             | 24 |
| Section 3(b) – Secondary school capacity: designation of rooms                             | 32 |
| Section 3(c) – Secondary school capacity calculation                                       | 37 |
| Section 4 – Setting a lower admission number than the capacity assessment method indicates | 42 |
| Annex A  | 45 |
| Annex B  | 47 |

### Section 1 – Introduction to the methodology

#### Background

1.1 The capacity of a school is the number of pupil places it contains. This guidance, which describes the method for assessing the capacity of all maintained mainstream schools in Wales, replaces all previous methods of assessing capacity. We are considering providing additional guidance on the strategic management of school places in due course. The method is intended to provide a robust and consistent method of assessing the capacity of schools. The capacity measurement is used for a number of purposes:

- When divided by the relevant number of year groups, it provides the indicated admission number. This admission number, when incorporated into the published admission arrangements, sets the number of pupils to be admitted to the school (usually to the reception class for primary schools and to year 7 for secondary schools) each year.
- When compared with the number on roll it indicates the number of surplus places or the number of additional places which may be needed in a school.
- The school places information will inform decisions about how capital resources are best deployed and whether school re-organisation proposals are required.
- It is also used to determine whether the capacity of a school is to be increased to such an extent that a statutory proposal for an enlargement must be published.

#### Application

1.2 The capacity assessment method applies to all community, voluntary aided, voluntary controlled and foundation schools in Wales. The method does not apply to nursery or special schools or pupil referral units.

#### Assessment of Capacity

1.3 For primary schools, the capacity is calculated on the size of rooms designated as 'classbases'. Specialist and support rooms such as libraries, IT rooms and staff rooms are not included in the calculation, but must all be measured. The spaces in classrooms are then checked against the total usable space available to see if there is too much or too little space available to support the core teaching activities. The space allowance per pupil in a classroom is  $1.86\text{m}^2$ . This means that a standard classroom for 30 pupils is  $56\text{m}^2$  or more, in line with Building Bulletin 99 which states that a standard classroom of this size will accommodate most activities and at least two desktop computers.

1.4 For secondary schools the capacity is similarly based on the size of teaching spaces but all types of room which can be used for teaching or study are included. The capacity calculation depends on the type of room, with more space per pupil

## Measuring the Capacity of Schools in Wales

allowed in rooms used for practical subjects. There is no built in numerical check to ensure that there are sufficient ancillary areas, such as storage and offices, but the information is listed so that local authorities can compare provision at schools in their area to ensure consistency of treatment.

1.5 The formula then applies a utilisation factor (which varies with the age range of the school) to reflect the fact that, in secondary schools, not all rooms can be fully used all the time because of the variety of subjects taught and the different sizes of teaching groups, especially in the sixth form.

1.6 Different assessment forms are used for primary and secondary schools. Examples of the two assessment forms, guidance notes and reference tables are included in the guidance. The measured capacity should be the basis for calculating the admission number. Both primary and secondary capacity calculations may be adjusted downwards slightly at the end to allow for particular circumstances.

### One consistent measure

1.7 The capacity should not change greatly from year to year. Although some authorities may choose to recalculate capacity on an annual basis the calculation for each school will normally only need to be updated if permanent physical changes are made to the usable space or accommodation is re-configured so usages change, such as:

- <sup>1</sup>Space being removed or more space being added.
- Rooms being re-configured with smaller spaces being combined into one larger room or vice versa.
- Rooms being re-equipped so that they are put to a different use and the type of space is therefore changed.
- Where agreements are made that rooms should be used by other organisations or for community purposes, for example as community health facilities, playgroups, adult education.

1.8 There may be other instances when a revision might be necessary, e.g. if there is a pressing need for a primary school which provides nursery places to substantially increase the number of places available, perhaps due to a local independent provider closing, and nursery pupils will occupy significantly more classroom space that was formerly available to school age pupils.

1.9 The local authority should be notified if changes are planned to a school which could affect the capacity so that a recalculation may be arranged. In addition, a recalculation may be requested by a headteacher or governing body if they consider that the capacity calculation and admission number for their school no longer reflects the use of space.

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<sup>1</sup> Regulation 11(5) of The Education (Determination of Admission Arrangements)(Wales) Regulations 2006.

## Measuring the Capacity of Schools in Wales

1.10 The admission number is set as part of the annual determination of admission arrangements and must reflect accommodation available for teaching and learning. If changes to the accommodation occur between the determination and application of the admission number a formal variation of the admission arrangements may be necessary (see paragraph 1.27). The usual statutory procedures apply if an enlargement constitutes a prescribed alteration under section 28 of the School Standards and Framework Act 1998 (the 1998 Act).

1.11 However, if an admission authority proposes to set an admission number which is lower than that indicated by the capacity assessment a notice must be published in a newspaper serving the area<sup>2</sup>. It is good practice to post a copy of the notice at the school gate and distribute letters to both parents and those with an interest notifying them of the proposed admission number. Parents and governing bodies have the right to object to the Welsh Ministers about the setting of a lower number<sup>3</sup>. More details about this process are included at Section 4 of the guidance.

### Admission number

1.12 The admission number is the number of pupils who should be admitted to a relevant age group if sufficient applications for places are received. Pupils may not be refused a place until the admission number is reached. The number is calculated by dividing the capacity by the number of year groups to be accommodated at the school. As the admission number reflects the school's ability to accommodate pupils it should only be exceeded in exceptional circumstances. Once an admission number has been set by the admission authority, an admission authority should not admit children above the published number unless the school governing body and the local authority agree that admitting above that number will not adversely affect the school in the longer term and will not have a detrimental effect on neighbouring schools. If it is necessary to breach the admission number for more than two years the local authority, in consultation with the Diocesan Authority where appropriate, should review the provision of school places in that area.

1.13 Governing body admission authorities should be particularly mindful that admitting more pupils than the school has capacity for could prejudice the efficiency of education for pupils, and could have the effect of drawing pupils from other schools that may then find it more challenging to retain sufficient teachers to facilitate the delivery of a broad and balanced curriculum.

1.14 If there is more than one entry point, for example if pupils are admitted to a primary school at Key Stage 2 as well as at Reception age, the school may have two admission numbers. In this circumstance it will be necessary to complete two capacity assessment forms, one for each relevant age of entry, taking account of the infant accommodation on one form and the junior accommodation on the other and reflecting each key stage's use of shared accommodation, if appropriate.

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<sup>2</sup> Regulation 11(5) of The Education (Determination of Admission Arrangements)(Wales) Regulations 2006.

<sup>3</sup> The Education (Objections to Admission Arrangements)(Wales) Regulations 2006.

## Measuring the Capacity of Schools in Wales

1.15 It may also be appropriate to have two admission numbers for schools with two language streams where one is teaching through the medium of Welsh, the other through the medium of English. In this case capacity forms would need to be completed based on current usage of the space by each stream. The admission numbers, once calculated, would only need to be amended if there were significant changes in the intake for each language medium.

### Responsibilities

1.16 Local authorities measure all usable spaces on a school site, both teaching and non-teaching. The measurements are used to create a 'footprint' of all usable space available.

1.17 Local authorities use these measurements to assess the capacity of all maintained mainstream schools in their authorities, including voluntary aided and foundation schools. The task will include:

- Designating any non-school or support facilities which are to be excluded from the capacity measurement.
- Designating chapels or community rooms if appropriate.
- Identifying and designating rooms that are 'classbases' in primary schools or teaching or study rooms in secondary schools and allocating them to the appropriate category.
- Noting when the check for too little or too much support space in primary schools has been triggered and considering whether some re-configuration or re-designation of rooms is required.
- Considering whether there are any special circumstances at a school which suggest the measured capacity should be adjusted using the flexibility allowed for within the formula.

1.18 Local authorities should therefore keep and update a database of capacity assessment data and should ensure that the extent of any excluded facilities is appropriate to need. They should also provide the Welsh Ministers with information on school places and take-up in their area when it is requested on an annual basis. The return should include the capacity, admission number(s) and numbers on roll for each school.

1.19 Governors can decide that part of the school premises should be used for community services including childcare, family learning, health or social care, and adult and community learning. Where governors establish such facilities or services, or allow other organisations to do so, the local authority may designate them as an excluded area for the purpose of capacity assessment.

1.20 Schools are not responsible for the measurement of area or capacity but should be consulted when the capacity form is being completed. They are likely to have input, for example when establishing room type and usage. Schools must inform the local authority of any physical change to the buildings or to the usage of rooms that might change the area or capacity measurements. Both forms include

## Measuring the Capacity of Schools in Wales

space for the local authority representative and school Headteacher (and the chair of the governing body if the school is a voluntary aided or foundation school) to sign to indicate that they are satisfied with the calculation. If a signature is missing, this may indicate that there is some area of dispute.

1.21 In the first instance points of dispute may be resolved informally by local negotiation. Schools Management and Effectiveness Division of the Welsh Government will provide clarification of the capacity procedure if required. However, if no agreement is reached with a community school following formal consultation and the local authority sets the disputed admission number as part of the annual determination of admission arrangements round, the school has the formal right to object to the Welsh Ministers. Such objections should be lodged within six weeks of the date the school was notified that the local authority had decided to determine the disputed admission number. Further details of the timetable for the consultation, determination and objection process are included in the School Admissions Code<sup>4</sup>.

1.22 Governing Bodies of foundation and voluntary aided schools may decide to determine an admission number which is different from that calculated by the local authority. Prior to determination they should consult the local authority and other local admission authorities about the admission arrangements which include the admission number. Following consultation if they decide to determine the disputed number they should notify consultees, including the local authority. Consultees then have 6 weeks from the date they received the notification to refer an objection to the Welsh Ministers for consideration<sup>5</sup>.

### 1.23 Timetable and procedure for determining admission numbers<sup>6</sup>

Full details of the timetable and procedure for determining admission arrangements are set out in full in the School Admissions Code, which should be referred to by those responsible for this activity, but a brief summary of the procedure relating to admission numbers is as follows:

Admission numbers are determined as part of the annual determination of admissions arrangements round. Once an admission authority is satisfied that a school's admission number has been correctly calculated the following process should be followed:

#### Consultation

Admission authorities (that is local authorities and the governing bodies of voluntary aided and foundation schools) must consult on admission arrangements, which include admission numbers:

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<sup>4</sup> Welsh Assembly Government School Admissions Code document 002/2009.

<sup>5</sup> School Standards and Framework Act 1998 section 90.

<sup>6</sup> The Education (Determination of Admission Arrangements)(Wales) Regulations 2006.



## Measuring the Capacity of Schools in Wales

- Local authorities must consult each year on the admission arrangements for those schools for which they are the admission authority. A list of admission numbers for all community and voluntary controlled schools in the local authority area must be included in the consultation.
- Governing bodies of voluntary aided and foundation schools must also consult on their admission arrangements, which must include the school's admission number.
- Consultation must not start before 1 September of the determination year. It must be concluded by 1 March of the determination year. Full details of the admissions process are included in the School Admissions Code.

### Determination of and objection to admission arrangements

- Once the admission authority has considered any responses from consultation it must determine the admission arrangements, including the admission number(s), with modifications if appropriate, by 15 April of the determination year.
- Within 14 days of determination the admission authority must notify consultees of the determined arrangements.
- If any admission authority wishes to object to determined arrangements it must submit a written objection to the Welsh Ministers within six weeks of the receipt of notification of determination of the admission arrangements. For example, if a local authority disputed an admission number determined by the governing body of a voluntary aided or foundation school it could decide to refer an objection to the Welsh Ministers within 6 weeks of being notified of the determined arrangements by the governing body.
- If a governing body of a community or voluntary controlled school wishes to object to the admission number which has been determined for their school by the local authority it must submit a written objection to the Welsh Ministers within the same timeframe.
- In the case of the determination of a lower admission number than that indicated by the capacity assessment method, parents also have the right to object to the Welsh Ministers about this lower number within 6 weeks of the publication of a notice in the local press. Guidance on this process is at section 4.

In the case of an objection to an admission number the Welsh Ministers will consider the evidence produced by the objector, After consideration of the evidence, which might include a statement of why the objection has been made, together with plans and a capacity assessment of the school in question, the Welsh Ministers will decide whether, and if so, to what extent, the objection should be upheld. The decision will be published by notification in writing to all the objectors, and to all those who were statutory consultees for the admission arrangements. Reasons for the decision will be given in the notification, which will also be published on the Welsh Government website at [www.learning.wales.gov.uk](http://www.learning.wales.gov.uk) within 14 days of the decision.

## Measuring the Capacity of Schools in Wales

1.24 The admission arrangements for new schools (including the admission number) should be determined in accordance with The New School (Admissions) (Wales) Regulations 2006.

### Variation of admission numbers

1.25 Once admission numbers have been formally determined to apply for a particular school year and are not subject to objections they cannot be changed for that year unless<sup>7</sup>:

- a. There has been a major change of circumstances (e.g. a fire which has destroyed classroom space).
- b. A genuine error, omission or misprint has occurred in the determined arrangements, or an admission authority has been made aware of the inclusion of unlawful practices in its admission arrangements.
- c. An admission authority sees a need to revise its admission arrangements in the light of a Welsh Ministers' determination in relation to another school with the same or substantially the same admission arrangements.
- d. It is necessary to vary the determined admission number to implement approved statutory proposals published under section 28 of the 1998 Act<sup>8</sup>.

The Welsh Ministers' decision as to what might constitute a major change in circumstances would depend on the facts of each case, but might include situations where:

- Accommodation in a very poor state of repair needs to be removed.
- Planning permission for demountables has expired, necessitating their removal.
- Building work is in progress which temporarily removes capacity.
- All or part of another school is transferred to take up some of the premises of the school for which the variation is proposed and the transfer does not require a statutory proposal for school re-organisation.
- A pressing need to convert some of the accommodation, which is considered essential to meet the needs of the curriculum, has resulted in a decrease to the capacity.

1.26 If a situation outlined in a, b or c above arises the authority may make an application to the Welsh Ministers for variation of the admission arrangements under section 89(5) of the 1998 Act. If a variation is referred, all those who were consulted on the original admission arrangements should be notified of the proposed variation.

1.27 The Welsh Ministers will consider the evidence produced by the proposer of the variation, which might include a statement of the case for a variation, together with plans and capacity assessments of the school both before and after the

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<sup>7</sup> School Standards and Framework Act 1998 section 89(5).

<sup>8</sup> The Education (Variation of Admission Arrangements)(Wales) Regulations 2006.

## **Measuring the Capacity of Schools in Wales**

changes. Once a determination is made the proposer must notify all consultees of the outcome of the determination and, if the variation is agreed, the date from which it will have effect.

1.28 Where statutory proposals for school re-organisation have been published under section 28 of the School Standards and Framework Act 1998, an admission authority may, without further procedures or approval from the Welsh Ministers, vary an admission number where such a variation is necessary to implement approved statutory proposals.

### Section 2(a) – Formula for assessing primary school capacity

#### Guidance Notes

The aim of the formula is to offer a realistic and consistent assessment of the capacity of primary schools. The capacity of a school is expressed as the number of pupil places it contains; this is used to set the admissions number.

#### Method

2.1 Pupil places are calculated from the space in classrooms but every usable space in the area of the school building **must** be listed. This is to allow checks to be made that there is enough support space in the school and there is not an excessive amount of non-teaching space.

All buildings available to the school should be listed, i.e:

- Those owned or maintained by the local authority, Governing Body or trustees.
- Those not maintained as above, but which are available for the school to use during at least 50% of the school week (those available or used by the school for less than 50% need not be listed).

Space which is only available to the school for part of the week should be pro-rated to reflect actual usage.

#### Accuracy of measurements

2.2 Internal area should be measured to the face of internal walls or doors. Areas occupied by fixed storage may be discounted where considered appropriate. We would not expect removable cupboards or storage under benching 1 metre or less in height which provides a useable work surface to be discounted.

#### Rooms excluded from the capacity assessment

2.3 The following areas need not be listed on the capacity assessment form:

- toilets and showers;
- boiler rooms and plant rooms;
- school kitchens and serveries and associated stores and offices;
- outdoor swimming pools;
- circulation areas, including any corridor, landing or balcony measuring 2.5m<sup>2</sup> or less wide; stairwells; lift wells and shared circulation in mixed use areas;

## Measuring the Capacity of Schools in Wales

- spaces unusable as potential classbases for health and safety reasons agreed by the local authority (such as basements, sheds or loft spaces used only for storage).

2.4 The following spaces should be listed at Part 1 of the capacity assessment form but will be excluded from the capacity calculation and need not therefore be measured precisely:

- SEN unit, together with associated offices, practical areas and stores, for pupils who are not generally educated in mainstream classes. The pupils who are educated in such a unit should also be excluded from the number on roll when calculating surplus capacity.
- Parent or community rooms.
- Rooms wholly used by bodies other than the school, e.g. accommodation used by a playgroup/Meithrin. If the facilities are available to the school for part of the time the space should be pro-rated to reflect actual usage.
- Local authority designated specially resourced facilities.
- Local authority designated adult education facilities.
- Chapels.
- Temporary accommodation which has been or is intended to be in use for less than 3 years. Enlargements which are intended to be permanent should be counted for capacity purposes from the outset even if the pupils are originally housed in temporary accommodation.
- Indoor swimming pools.

Complete Part 1 for these spaces, including the room reference and description. It is optional to include measurements of the area in square metres, although they can be a useful reference when cross-checking the capacity calculation against plans of the school. In addition, their inclusion means that the capacity calculation will provide a full, rather than partial, footprint of the school.

### Nursery provision

2.5 Any classroom or area which contains nursery age children should be included at Part 2. This will include dedicated nursery units or classes and the space occupied by nursery children in classes mixed with other year-groups. We would not expect schools with an age range of 4-7 or 4-11 to contain nursery accommodation unless it is non-maintained provision, e.g. a playgroup. If the accommodation is wholly available to the non-maintained sector it should be included in part 1 and not counted towards the capacity of the school.

2.6 To calculate the nursery space in mixed classes, insert the maximum number of nursery children expected to attend any session. Where there are several nursery pupil intakes in a year use the maximum number of nursery pupils which are expected during the year. The spreadsheet will calculate the space occupied by the nursery children. The residual space in a mixed classroom will be automatically carried forward to Part 4 of the capacity assessment form and the number of pupil

## Measuring the Capacity of Schools in Wales

places calculated. We would not expect recalculation to be necessary to reflect normal fluctuations in pupil numbers; recalculation should only be necessary if there is a significant, long-term increase or decrease in the proportion of nursery pupils in a mixed class.

2.7 The formula allows 2.3m<sup>2</sup> per nursery pupil. The total number of nursery places will be listed separately and not included as part of the capacity of the school. The number of nursery places is not statutorily binding in the same way as an admission number, but is a useful measure of how many nursery pupils can be accommodated in the space available. The number is based on full time places: it is up to the admission authority whether the places are allocated on a full or part time basis.

### Ancillary areas

2.8 In primary schools most teaching spaces will be in classbases and these form the main basis of the assessment of capacity. The school will also have ancillary areas, which are used to support the core teaching activities. The spaces in these ancillary areas will not usually count as part of the school's capacity but the formula allocates "resource workplaces" to these areas to enable basic checks to be made that there is sufficient, but not too much, resource space. In primary schools there are two types of ancillary space – specialist or general – and the resource places in each type of space are calculated differently. Where schools have two intakes, e.g. at Reception and Year 3, shared resource areas may either be apportioned according to actual use by each age group or divided in proportion to the ratio of pupils in each group. Ancillary areas shared by nursery and early years classes may be treated in the same way.

2.9 A description of typical ancillary areas and general resource areas is shown below. A primary school with fewer than around 420 places would not normally have more than one of each of the areas listed.

2.10 Specialist Ancillary areas might include the following:

| Space type                           | Physical attributes  |
|--------------------------------------|--|
| All halls (including any stage area) | Usually a large volume (high ceiling), hard floor finish; likely to have little or no furniture. Equipment normally laid out as required.  |
| Dining rooms                         | Dedicated dining space with washable floor finish; likely to be adjacent to kitchen or servery area; may contain specialist dining furniture, but little or no other furniture or equipment.           |
| Drama, dance and music spaces        | Equipped for the expressive arts; possibly a large volume (high ceiling), acoustic isolation, "dim-out"; only furniture and equipment related to drama (e.g. stage blocks), audio/visual and/or music. |

## Measuring the Capacity of Schools in Wales

| Space type  | Physical attributes  |
|---|--|
| ICT rooms   | Separate spaces equipped with specialist fixtures to provide networking and power supply. Predominantly used for ICT.  |
| Libraries   | Equipped with shelving for the storage and display of books; possibly also ICT and/or audio-visual equipment.  |
| Specialist practical spaces such as food and ceramics | Dedicated room equipped for producing fired-clay work; including kiln, appropriate floor finish (such as quarry tiles), some fixed benching or shelving and sinks(s).<br>Dedicated room for the preparation of food: including washable floor finish, some fixed benching, sink(s) and at least one piece of specialist fitted equipment (e.g. hard-wired cooker). |
| Art rooms and wet practical areas                     | Dedicated room or area equipped for art and craft or wet practical activities, which is predominantly used for this purpose.   |

2.11 Specialist areas should be included at Part 3a or 3b, depending on their size. The spreadsheet uses different formulae to calculate the number of resource places for different sized areas.

2.12 General resource areas are those which are not classbases, or shared practical areas adjacent to and counted as part of classbases or specialist spaces as described above. General resource areas should be entered at Part 3c and might include the following:

- Headteacher's office.
- Administration office.
- Staff Room.
- SEN withdrawal rooms, e.g. for pupils with special needs who are otherwise taught in mainstream classes.
- Rooms which are too small reasonably to serve as class bases – usually rooms of below 15 places or 28m<sup>2</sup>. In exceptional circumstances where schools are operating very small classes, small rooms with fewer than 15 places may be suitable for use as classrooms and can be entered at Part 4. An adapted spreadsheet is available on request for this purpose. However, if small rooms are grouped together and can be used as one teaching space the total area for this space may be entered at Part 4.
- Rooms which are not suitable as a class base, e.g. areas equipped for the storage of apparatus, equipment or materials used in teaching.
- Store rooms.
- Dedicated cloakrooms (with fixed benches and hooks).

## Measuring the Capacity of Schools in Wales

2.13 The room reference, description and area (m<sup>2</sup>) for all ancillary areas should be listed in the appropriate section of Part 3. The number of resource places for each category is calculated by the spreadsheet using the following formulae:

|   |   |  |
|---|---|--|
| Large specialist (over 75m <sup>2</sup> ) | – | (area divided by 12.5) + 20 = pupil capacity |
| Specialist (75m <sup>2</sup> or less)     | – | (area divided by 2.5) = pupil capacity       |
| General Resource                          | – | (area divided by 1.86) = pupil capacity      |

2.14 Ancillary areas are not suitable for general teaching purposes and as such are excluded from the capacity assessment. However, to check that a school has sufficient resource space available the spreadsheet applies a test to see that the places in areas allocated for ancillary purposes together with resource places in classbases total at least 30% of total places available in the school. If there is a shortfall, the capacity is adjusted downwards. This arithmetic adjustment may be sufficient, but it may be more appropriate for the local authority, in consultation with the school, to review the use of rooms and either add accommodation to provide more resource space or identify a class base which can be designed for conversion to an ancillary area. Setting a lower capacity and therefore a lower admission number will be a means of relieving the pressure on such schools which have a shortfall in accommodation if adding capacity is not considered appropriate.

2.15 The formula also applies a test to check that there is not an excessive amount of non-teaching space in a school where rooms which might be suitable as classrooms have been inappropriately designated as ancillary areas. If less than 70% of all workspaces are in classrooms the overall capacity is adjusted upwards. While the arithmetic check may be sufficient local authorities may prefer, in consultation with their schools, to review the rooms which will be counted as classbases and resource areas and re-designate some areas as classrooms regardless of current usage.

### General Teaching Areas

2.16 The formula calculates the capacity of the remaining spaces, which are suitable for use as classbases (including open plan areas, quiet rooms and practical areas which are adjacent to or form part of general teaching areas). All permanent accommodation should be included in the assessment; genuinely temporary accommodation may be ignored. If an enlargement is intended to be permanent it should be counted from the outset, even if pupils are originally housed in temporary accommodation.

2.17 Large rooms are assumed to hold a single class of 30 pupils unless they are big enough for two or more teaching groups, each of 30 pupils, in which case the spreadsheet will record the appropriate multiple of 30.

- The area of each room or space is divided by 1.86m<sup>2</sup>, rounding down to the nearest whole number to give the number of pupil places.
- Remaining places in spaces with more than 30 (or multiples of 30) pupil places are treated as resource places. For example, a classbase of 63m<sup>2</sup> would have 30 pupil places and 3 resource places. The resource places will be calculated automatically.



## Measuring the Capacity of Schools in Wales

- c. The number of pupil places in classbases is totalled to give the school's capacity.
- d. If the total number of pupil places in classbases is greater than 70% of all resource and pupil places, the capacity will be reduced to 70% of that figure.
- e. If more than 30% of the work places are in ancillary rooms which could potentially be classrooms (i.e. they can accommodate 15 or more pupils), the capacity is increased to 70% of the workplaces available.
- f. There is an option to round **down** the calculated admission number by up to 10% but no more than 30 places in cases where, due to the particular circumstances of the school, it would be difficult to admit the indicated number (see paragraph 2.19).
- g. The admission number is the capacity, or adjusted capacity, divided by the number of year groups in the school. As the number reflects the school's ability to accommodate pupils it should not be exceeded unless there exceptional circumstances which support this action.

### 2.18 Definitions

**Classbase** – A classroom or area suitable for use as the registration base and teaching base for one class.

**Classbases with adjoining practical areas/open plan areas** – In the case of small classbases that were designed to be used with part of an adjacent shared teaching area the floor areas may be combined for capacity assessment purposes where the spaces can be used together and are usually able to be partially supervised by the teacher from the classbase. If they cannot reasonably be used together to teach a class, they should be measured and included as separate spaces.

**Halls** – At least one large space will usually be required in any primary school for PE, as well as assemblies and school performances and should be included as an ancillary area on the capacity form. In one school of up to 10 classes 1 hall will accommodate all these activities.

**Split Site schools** – Those identified as occupying a split site by the local authority for the purposes of its funding formula for schools' delegated budgets.

**Temporary accommodation** – Temporary accommodation which has been or is intended to be in use for less than 3 years. Genuinely temporary accommodation which will be removed within three years of installation may be ignored. However, if an enlargement is intended to be permanent it should be counted from the outset, even if pupils are originally housed in temporary accommodation.

**Permanent accommodation** is that which is intended to be permanent from the outset or has been on site for 3 or more years. It includes any rooms which have been 'mothballed' and those in demountable units which have been (or are likely to be) on site for 3 years or more.

## Measuring the Capacity of Schools in Wales

### 2.19 Unusual Circumstances

#### *Rounding down to suit specific circumstances*

The capacity form allows rounding **down** of the capacity and therefore also the admission number by up to 10% but no more than 30 places to allow for instances where the particular circumstances of the school skew the capacity. Such circumstances could include:

- Split sites where, for example, the infant building is smaller than the junior building and the distribution of classrooms overall makes a lower number more appropriate.
- Where there is normally a mixed nursery/reception class which could lead to an unusual result.
- Where children with special needs are admitted, who require mobility or other equipment which occupies significant space, and these pupils are taught alongside the mainstream pupils.
- The configuration of rooms is not regular, for example a significant proportion of the classrooms accommodate fewer than 30 pupils.
- Health and safety or practical reasons, for example if there are small dining facilities or narrow corridors. However in such cases it may be more appropriate to remodel the space available so that it may be used more effectively.

The rounding should only be used if the local authority or school governing body, in the case of voluntary aided and foundation schools, can reasonably justify its use. A note of the reason for the use of the rounding should be included on the form, for clarity.

Rounding should not be necessary to ensure compliance with class size limits since the formula already includes a limit of 30 pupil places per classroom, but if an admissions number appears to be creating difficulties in meeting the class size limit, an examination of available space could be undertaken to establish whether the school has sufficient resource space. If under-provision of resource space is identified, consideration could be given to allocating a suitable sized room to other purposes if this will also facilitate compliance with the limit.

Once an admission number has been set, the admission authority should respect that number. Pupils should not be admitted above the published number unless there are exceptional circumstances (see paragraph 1.12).

#### **Split sites**

In most cases the formula should be applied to split site schools, including federated schools, as though the school were a single unit, with the admission number rounded down by up to 10% if this is appropriate. However, if the admission authority considers that the admission number still over-estimates the school's capacity due to the particular physical difficulties of the school being on more than one site, the

## **Measuring the Capacity of Schools in Wales**

authority can consider publishing a statutory notice to set a number lower than that indicated by the capacity calculation.

### **Schools with more than one year of admission**

Two capacity forms should usually be completed for schools with more than one year of admission and, if considered appropriate, for those schools with a Welsh and English medium stream, in order to calculate a separate admission number for each year of admission or language stream.

Where the use of a resource area such as a hall or library is shared, for example between pupils in two different language streams or between key stages 1 and 2, the area can either be apportioned according to actual use by each group or divided in proportion to the ratio of pupils in each group.

### **Schools without halls**

Some schools have no halls because physical activities can be done in other non-school accommodation, such as a local hall. If such facilities are available to the school for less than 50% of the school week, they need not be measured or included in the capacity of the school.

If a school has no hall or access to a hall, a suitably sized classroom may be deemed to be a hall by the authority for the purposes of the capacity calculation. This means that it can be listed as an ancillary area on the spreadsheet, rather than being counted as a classbase, but this approach is optional and should not be adopted if an unrealistic capacity results.

### **Multi-purpose rooms**

If an area is used for more than one purpose (for example if a classbase has both computer and library areas or includes a wet practical area) the formula for the predominant use should normally be applied. However, if this gives an inappropriate result, the area could be apportioned and the appropriate formula applied to each part.

### **Outdoor areas**

Outdoor areas should not be counted as part of a school's capacity. Such areas would only be included if they were usable as a teaching area which is available in all weathers; for example an environmental teaching and learning area housed in a conservatory building could be counted as ancillary space and listed at part 3 of the form.

## Section 2(b) – Primary school capacity: designation of rooms

### Ready Reckoner

| Room  | Relevant part of capacity form |
|---|--------------------------------|
| Administration office                                       | 3c                             |
| Adult Education room or other specially designated facility | 1                              |
| Art/multi materials room $>75\text{m}^2$                    | 3a                             |
| Art/multi materials room $\leq 75\text{m}^2$                | 3b                             |
| Attic/loft space  | Not included                   |
| Audio/visual (TV room)                                      | 3b                             |
| Balcony/landing $>2.5\text{m}^2$                            | 3c if usable as support space  |
| Balcony/landing $\leq 2.5\text{m}^2$                        | Not included                   |
| Basement  | Not included                   |
| Boiler room/Plant room                                      | Not included                   |
| Canteen/Dining room $>75\text{m}^2$                         | 3a                             |
| Canteen/Dining room $\leq 75\text{m}^2$                     | 3b                             |
| Caretaker's room  | 3c                             |
| Changing room   | 3c                             |
| Chapel  | 1                              |
| Circulation   | Not included                   |
| Classroom   | 4                              |
| Cloakroom (dedicated, with fixed benches and hooks)         | 3c                             |
| Community/Parents' room                                     | 1                              |
| Corridor  | Not included                   |
| Dance/drama/music room $>75\text{m}^2$                      | 3a                             |

## Measuring the Capacity of Schools in Wales

| Room  | Relevant part of capacity form                           |
|---|--|
| Dance/drama/music room $\leq 75\text{m}^2$  | 3b   |
| Design technology $> 75\text{m}^2$  | 3a   |
| Design technology $\leq 75\text{m}^2$   | 3b   |
| Dining room $> 75\text{m}^2$  | 3a   |
| Dining room $\leq 75\text{m}^2$   | 3b   |
| Electricity distribution room/switch room   | Not included   |
| Foundation Phase external environmental teaching area – if enclosed and usable in all weathers. | 3c   |
| General resource  | 3c   |
| Gymnasium $\leq 75\text{m}^2$   | 3a   |
| Gymnasium $> 72\text{m}^2$  | 3b   |
| Hall and stage $> 75\text{m}^2$   | 3a   |
| Hall and stage $\leq 75\text{m}^2$  | 3b   |
| Headteacher's office  | 3c   |
| ICT room $> 75\text{m}^2$   | 3a   |
| ICT room $\leq 75\text{m}^2$  | 3b   |
| IT server   | 1  |
| Kitchen and associated stores and offices   | Not included   |
| Library $> 75\text{m}^2$  | 3a   |
| Library $\leq 75\text{m}^2$   | 3b   |
| Liftwell  | Not included   |
| Lobby, reception, waiting area  | 3c if usable as support space; not included if unusable. |
| Loft spaces (used for storage)  | Not included   |
| Medical room  | 3c   |

## Measuring the Capacity of Schools in Wales

| Room  | Relevant part of capacity form     |
|---|------------------------------------|
| Meeting room  | 3c                                 |
| Music room >75m <sup>2</sup>  | 3a                                 |
| Music room ≤75m <sup>2</sup>  | 3b                                 |
| Nursery classbase, nursery resource area or playspace                             | 2*                                 |
| Planning and preparation area for use by teachers                                 | 3c                                 |
| Playspace (indoor) for KS1  | 3b or 3c depending on how equipped |
| Practical area (if it opens onto or is part of a classroom)                       | 4 – added to classroom area        |
| Practical area (if separate)  | 3b or 3c depending on how equipped |
| Quiet room or area (if it opens onto or is part of a classroom)                   | 4 – added to classroom space       |
| Quiet room or area (if separate)  | 3c                                 |
| Outdoor areas   | Not included                       |
| Reading room  | 3c                                 |
| SEN units, specially resourced and associated offices, practical areas and stores | 1                                  |
| Servery   | Not included                       |
| Science room  | 3b                                 |
| Sheds   | Not included                       |
| Shower  | Not included                       |
| Small rooms ≤28m <sup>2</sup>   | 3c                                 |
| Small rooms (grouped together to form one room)                                   | 4                                  |
| Specialist room, e.g. food/ceramics >75m <sup>2</sup>                             | 3a                                 |
| Specialist room, e.g. food/ceramics ≤75m <sup>2</sup>                             | 3b                                 |
| Staff room  | 3c                                 |

## Measuring the Capacity of Schools in Wales

| Room  | Relevant part of capacity form |
|---|--------------------------------|
| Stairwell   | Not included                   |
| Storage/Store rooms   | 3c                             |
| Swimming pool – outdoor   | Not included                   |
| Swimming pool – indoor  | 1                              |
| Temporary accommodation (which has been or intended to be in use for less than 3 years)                                   | 1                              |
| Toilet  | Not included                   |
| Utility room  | 3c                             |
| Wet practical area (if not adjacent to a classroom and able to be partially supervised by the teacher from the classroom) | 3a or 3b, depending on size    |
| Withdrawal room for use by mainstream pupils with SEN   | 3c                             |
| Writing room  | 3c                             |

\* Where nursery pupils are educated in a mixed classroom with reception pupils, insert the maximum number of nursery pupils attending any session into the relevant section at Part 2. The spreadsheet will calculate the space occupied by the nursery pupils and the residual space in the mixed classroom will automatically be entered into Part 4 and the number of places calculated.

# Measuring the Capacity of Schools in Wales

## Section 2(c) – Primary school capacity calculation

### Primary school capacity calculation

**Note: Areas for data entry are shaded yellow**

School Name

LA No

Sch No

Age range

### Schedule Of Accommodation

#### Part 1: Excluded Areas

*Note: Areas of the school which are not taken into account for capacity purposes should be listed here. Measurements are optional*

| Room ref | Room description | Areas (m <sup>2</sup> ) |
|----------|------------------|-------------------------|
|          |                  |                         |

**Total excluded area**

#### Part 2: Nursery Provision

*Note: All areas which contain nursery age children should be included here.*

| Room ref | Room description | Areas (m <sup>2</sup> ) | Nursery places |
|----------|------------------|-------------------------|----------------|
|          |                  |                         |                |

*Divide space by 2.3m<sup>2</sup> to calculate number of places*

|  |  |
|--|--|
|  | Nursery unit or classbase<br>[used only by nursery age children] |
|--|--|

*To calculate nursery space in mixed classes, insert number of nursery children (x) and area size (y), as indicated.*

|  |                         | Nursery pupils (x)                        | Area size (y) |
|--|-------------------------|---|---------------|
|  | Mixed nursery/reception |   |               |
|  |                         | <i>residual area c/fwd down to part 4</i> |               |

**Total nursery area and places**

[n]



## Measuring the Capacity of Schools in Wales

### Part 3: Ancillary Areas

| Room ref                   | Room description   | Areas (m <sup>2</sup> ) | Total places          | 15 or more places |
|----------------------------|--|-------------------------|-----------------------|-------------------|
| <i>a</i>                   | <i>Large Specialist Areas and Halls (over 75m<sup>2</sup>)</i> |                         | <i>(Area/12.5)+20</i> |                   |
|                            |  |                         |                       |                   |
| <i>b</i>                   | <i>Specialist Areas (75m<sup>2</sup> and under)</i>            |                         | <i>(Area/2.5)</i>     |                   |
|                            |  |                         |                       |                   |
| <i>c</i>                   | <i>General Resource Areas</i>                                  |                         | <i>(Area/1.86)</i>    |                   |
|                            |  |                         |                       |                   |
| <b>Total resource area</b> |  |                         | <i>[i]</i>            | <i>[iv]</i>       |

# Measuring the Capacity of Schools in Wales

## Part 4: Classbases

(Area/1.86)

| Room ref | Room description                                    | Areas (m <sup>2</sup> ) | Total places | Pupil places | Resource places |
|----------|---|-------------------------|--------------|--------------|-----------------|
|          |   |                         |              |              |                 |
|          | Space in mixed nursery/early years [if appropriate] |                         |              |              |                 |

**Total classbase area**

[ii] [iii]

Adjusted capacity – if insufficient resource areas

a

Capacity adjusted – if excessive resource areas

b

Option to round down by up to 10% – see guidance notes

c Revised no

Number of age groups in the school (do not count the nursery year)

d

Indicated Admission Number [a, b or c, divided by d]

|                                |  |                       |                        |
|--------------------------------|--|-----------------------|------------------------|
| <b>Capacity of school</b>      |  | <b>pupil places</b>   | <b>[no adjustment]</b> |
| <b>Capacity of nursery [n]</b> |  | <b>nursery places</b> |                        |

**Declaration of Accuracy:**

Local Authority

Chair of Governors of voluntary aided or foundation school

Headteacher

Date of calculation

### Check to ensure that sufficient resource areas are available

Total [i], [ii] + [iii] 0

70% of the total workplaces ([i] [ii]+ [iii] \*70%) 0

If the number of workplaces in classbases is greater than 70% of the total number of workplaces and resource places, the capacity is reduced accordingly at box a.

### Check to ensure that there are not excessive classbase size resource spaces

[ii] and [iv] \* 70% 0

If the number of workplaces in classbases is less than 70% of rooms which can accommodate 15 or more pupils, the capacity is increased accordingly at box b.

### Section 3(a) – Formula for assessing secondary school capacity

#### Guidance Notes

3.1 Every usable space in the area of the school building should be listed, although not all rooms will count towards the calculation of teaching space.

All buildings available to the school should be included, i.e.:

- a) Those owned or maintained by the local authority, Governing Body or trustees.
- b) Those not owned/maintained as above, but which are available for the school to use during at least 50% of the school week.

Space which is only available to the school for part of the week should be pro-rated to reflect actual usage, using the time available column.

#### Accuracy of measurements

3.2 Internal area should be measured to the face of internal walls or doors. Areas occupied by fixed storage may be discounted where considered appropriate. We would not expect storage 1 metre or less in height, such as cupboards under benching which provides a useable work surface, to be discounted.

#### Rooms excluded from the capacity assessment

3.3 The following areas need not be listed on the capacity assessment form:

- toilets and showers;
- boiler rooms and plant rooms;
- school kitchens and serveries and associated offices and stores;
- outdoor swimming pools;
- circulation areas, including a corridor, landing or balcony 2.5m<sup>2</sup> or less wide, stairwells, lift wells and shared circulation in mixed use areas;
- spaces unusable as potential classbases for health and safety reasons agreed by the local authority (such as basements, sheds or loft spaces used only for storage).

3.4 The following spaces should be listed at Part 1 of the capacity assessment form but will be excluded from the capacity calculation, so need not therefore be measured precisely:

## Measuring the Capacity of Schools in Wales

- A separate SEN unit, together with any associated offices, practical areas and stores for pupils who are not generally educated in mainstream classes for most of the school week. The pupils who are educated in such a unit should also be excluded from the number on roll when calculating surplus capacity. [Note: SEN rooms used by pupils who are mainly taught in mainstream classes should be included in Parts 2 to 7 of the form, depending on how they are equipped and used.]
- Parent or community rooms.
- Local authority designated specially resourced facilities.
- Local authority designated adult education facilities.
- Chapels.
- Rooms which are not available for the school's use.
- Temporary accommodation which has been or intended to be in use for less than 3 years. Enlargements which are intended to be permanent should be counted for capacity purposes from the outset even if the pupils are originally housed in temporary accommodation.

Complete Part 1 for these spaces, including the room reference and description. It is optional to include measurements of the area in square metres.

### Pupil Places

3.5 The capacity method measures the teaching area available in units known as "pupil places". Each room or useable space is classified according to its type and then allocated a notional number of pupil places. There is a different space allowance for each type of space as described below. This is because different activities require different types of space, which in turn require very different areas to accommodate the same number of pupils. For instance, a classroom of 60m<sup>2</sup> and a gymnasium of 270m<sup>2</sup> are both assumed to accommodate a class of 30.

In very large spaces or open plan areas which can reasonably accommodate more than one teaching group, pupil places should be counted in multiples of 30. The spreadsheet assumes no more than two groups of 30 per large space: if in practice a large space, such as a learning plaza, can accommodate more than two groups it will need to be notionally divided into two smaller spaces.

3.6 If an area is used for more than one purpose, it should normally be recorded in the part of the form which represents the predominant use. However, if this is felt to give an inappropriate result, the space can be recorded (in full) in two parts of the form, with the proportion of time used for each purpose entered in the time available column. This will apportion the space between the two uses. Care will need to be taken to ensure the two time available factors sum to one, assuming the space is available for teaching for the whole day – see paragraph 3.9.

## Measuring the Capacity of Schools in Wales

### Parts 2-6

3.7 Each room or area should be classified into one of the following categories according to its physical attributes, equipment and usage. Pupil places and resource places will then be calculated according to the relevant formula. Additional places over 30 per room will be counted as “resource places”.

- General teaching areas – pupil places in the area used for teaching or study are calculated using the formula *area divided by 2* (part 2 of the form).
- Resource places in large classrooms and ancillary areas are also calculated using the formula *area divided by 2*.
- ICT rooms and language laboratories – pupil places are calculated using the formula *area divided by 2.57*(part 3).
- Light practical teaching areas or large and performance spaces of  $75\text{m}^2$  or less – pupil places are calculated using the formula *area divided by 3* (part 4).
- Heavy practical teaching areas – pupil places are calculated using the formula *area divided by 5* (part 5).
- Large and performance areas of more than  $75\text{m}^2$  – pupil places are calculated using the formula (*area divided by 9*) + 5 (part 6).

3.8 **General teaching area** – includes most spaces used for teaching and study other than specialist teaching space of the kinds described in the tables below. These general teaching areas should be listed at Part 2 of the capacity assessment form.

3.9 In the case of any teaching area which is also used partly for social, dining, careers advice or other purposes for part of the school day, the calculated number of pupil places will be multiplied by the proportion of the school day for which the area is available for teaching or study, rounded down to the nearest whole number. There is space on the worksheet to indicate the time the area is available, with the default value “1” indicating full-time availability.

For example, if a  $240\text{m}^2$  dining hall is available for teaching drama or PE for 50% of the day, then  $240\text{m}^2$  will be entered at Part 6 of the form with the time available entered as 0.5. Using the large performance area allowance this gives 15 pupil places. If the same hall was used for half the day for general teaching and could reasonably accommodate two teaching groups it would count as 30 places. This principle also applies to other accommodation located in premises outside the school (such as adjacent leisure centres or community facilities) which are used by the school on a regular basis for more than 50% of the school week.

3.10 **Ancillary areas** – additional pupil places over 30 in large rooms count as resource places. Places in ancillary areas which are unsuitable for use as teaching areas because of their limited size (i.e. smaller than  $10\text{m}^2$ ) or other features also count towards the resource places total. Such areas might include stores, the headteacher’s or deputy’s office, pastoral offices, administrative offices, reception

## Measuring the Capacity of Schools in Wales

and waiting areas, medical inspection room, lobby/locker area and practical preparation areas. Places in ancillary areas should be listed at Part 7 of the form. Resource places do not count directly as part of the school capacity but are summarised at the end of the calculation. If there is more or less ancillary space than the usual expected range for a secondary school this is highlighted for further investigation by the local authority so that appropriate action may be taken.

3.11 Specialist areas should be included in the relevant part of the form as set out in the table below.

| Space type   | Physical attributes   |
|--|---|
| <b><i>ICT and Business [Part 3]</i></b>  |   |
| ICT room and ICT 'cluster'   | Equipped with fixtures to provide networking and power supply. Predominantly used for ICT: i.e. at least 60% of pupil places (based on ICT and business) used for ICT workstations.   |
| Language Laboratory  | Fixtures to provide networking and power supply; audio and/or ICT equipment.  |
| <b><i>Light Practical and halls, studios or performance areas of 75m<sup>2</sup> or smaller [Part 4]</i></b> |   |
| Library  | Equipped with shelving for the storage and display of books: possibly also ICT and/or audio/visual equipment.   |
| Science laboratory and any preparation area used by pupils   | Fixtures to provide water, gas and power supply, some fixed furniture (benching or 'bollards'); possibly a fume cupboard.   |
| Art room and kiln room   | Washable floor finish (tiled or vinyl), fixed benching and sinks; furniture and equipment might also include plan chests, screen printing table, drawing boards, easels, light box, ICT equipment, potter's wheel, pug mill, and/or kiln and drying racks (likely to be in separate kiln room). |
| Textiles room (wet or dry)   | Fixtures to provide power supply, washable floor finish (tiled or vinyl), and laundry fixed benching and sinks; furniture and equipment might also include sewing and knitting machines, weaving, ICT equipment, screen printing table, washing machine (may be in separate laundry area).      |
| Graphics room  | Fixtures to provide networking and power supply; furniture and equipment might include drawing boards and/or ICT equipment; spray booth, plan chest, and/or light box.  |

## Measuring the Capacity of Schools in Wales

| <b>Light Practical and halls, studios or performance areas of 75m<sup>2</sup> or smaller [Part 4]</b>    |  |
|--|--|
| Pneumatics, electronics control technology (PECT) (also known as electronics)                            | Fixtures to provide power supply (including low voltage) and compressed air; some fixed benches and bench-mounted equipment; possibly also networked ICT equipment; fixed or loose serviced benches or tables for mechanical, electrical, electronic, and pneumatic components and systems; multi-benches, drawing boards, light box, sink and/or etching tanks; small computer numerically controlled (CNC) machines. |
| Dark room  | Fixed benching with sinks, washable floor finish; equipment for developing photographs (e.g. enlarging equipment, drying cabinet).   |
| Recording studios/control room   | Room with acoustic insulation, fixed benching with audio/visual equipment (e.g. mixers, tape decks, ICT equipment) and cable connections to adjacent music/drama space; may have observation window or musical instruments, loud speakers, amplifier and/or effects unit.  |
| Halls, studios, performance and general PE spaces which are 75m <sup>2</sup> or smaller                  | See descriptions under Part 6.   |
| <b>Heavy Practical [Part 5]</b>  |  |
| Specially equipped PE space under 120m <sup>2</sup>  | Squash court or multi-gym equipped with specialist weights or fitness training equipment.  |
| Food room (also known as food technology)  | At least two pieces of serviced equipment (e.g. cookers), plus some fixed benching, sinks, washable floor finish and other items of equipment that might include microwave ovens, freezers, refrigerators, dishwashers and/or ICT equipment.   |
| Engineering or Multi-materials workshop (also known as CDT, woodwork, metal-work or resistant materials) | At least two floor mounted pedestal machines (e.g. drill, lathe, sander, mill, bandsaw), plus bench-mounted machinery, some fixed perimeter benching, multi-benches; may also have serviced tables, plastics equipment (e.g. vacuum former, hot wire cutter) and/or computer numerically controlled (CNC) lathes or milling machines.  |
| Small indoor swimming pools  | 120m <sup>2</sup> in total or under.   |

## Measuring the Capacity of Schools in Wales

| <b>Heavy Practical [Part 5]</b>   |  |
|---|--|
| Heat treatment bay  | Heat treatment bay (may be in same room or separate) will include brazing hearth and/or other heat treatment equipment (e.g. chip forge, welding bench).   |
| <b>Large &amp; performance areas of more than 75m<sup>2</sup> [Part 6]</b><br><b>Note: Areas 75m<sup>2</sup> or smaller should be listed at Part 4.</b> |  |
| Large indoor swimming pools   | Over 120m <sup>2</sup> in total. Built for purpose, even if unused.  |
| Sports hall   | A large volume with a high ceiling; appropriate floor finish, marked out with court lines; possibly equipped for indoor sports (e.g. basketball or volleyball, cricket nets, gymnastics).  |
| Gymnasium   | A large volume, with a high ceiling; appropriate floor finish, marked out (possibly sprung) floor; possibly wall bars and other fixed equipment for indoor sports and gymnastics.  |
| Projectile room   | Long (usually over 18m), narrow space, possibly with high ceiling; equipped for archery, pistol or rifle shooting, golf, bowls or cricket practice.  |
| Hall and stage  | Usually a large volume with appropriate hard floor finish; may be a raised stage area (which should be included in total area); may also be used for drama, PE, and/or dining.   |
| Dining (if used for teaching or study)  | [See notes on inclusion of space used for teaching or study for part of the school day at paragraph 3.9.]<br>Dedicated dining spaces with washable floor finish; likely to be adjacent to kitchen or servery area; may contain specialist dining furniture, but little or no other furniture or equipment. |
| Atria and Malls   | If suitable for use as teaching areas (see paragraph 3.9).   |
| Drama studio  | Designed and equipped such that expressive arts can take place, i.e. large volume, little furniture and equipment; may have dim-out or black-out stage area.   |
| Dance studio  | Large volume, little or no furniture and equipment, sprung floor.  |
| Music room, recital room and group/practice room  | Fixtures to provide networking and power supply; likely to include ICT equipment and electronic keyboards; may have acoustic treatment. Group and practice rooms may have angled wall and little or no furniture or equipment.   |



## Measuring the Capacity of Schools in Wales

**Large & performance areas of more than 75m<sup>2</sup> [Part 6]**  
**Note: Areas 75m<sup>2</sup> or smaller should be listed at Part 4.**

Media room

Space as drama; equipment as recording studio.

### Capacity

3.12 The capacity calculation should include all permanent accommodation i.e. that which is intended to be permanent from the outset or has been on site for 3 or more years. It includes any rooms which have been 'mothballed' and those in demountable units which have been (or are likely to be) on site for 3 years or more. Genuinely temporary accommodation which will be removed within three years of installation may be ignored. However, if an enlargement is intended to be permanent it should be counted from the outset, even if pupils are originally housed in temporary accommodation.

3.13 Once the data is entered into the appropriate part of the spreadsheet, the relevant formula is automatically applied to calculate the number of pupil places in each area. The spreadsheet then totals the number of pupil places in the five categories of general teaching areas, ICT and business areas, light practical/smaller performance areas, heavy practical areas and large and performance areas.

3.14 The total number of pupil places, adjusted if appropriate, is then multiplied by the appropriate utilisation factor to reflect usage. The factor will depend upon the school's age range and will be entered into the sheet automatically; it is 0.71 for schools with years 7 to 13 and 0.75 for schools with years 7 to 11. The resulting figure is the capacity of the school.

### Admission number

3.15 The admission number is calculated by dividing the capacity by the number of year groups to be accommodated at the school. In secondary schools with pupils in years 12 and 13 the number of year groups is adjusted to reflect the proportion of post-16 students at the school. This level of occupancy, when multiplied by the school admission number can be used to derive a separate admission number for year 12. If the school admits pupils to year 12 from elsewhere, an admission number for year 12 **should** be calculated, in addition to the admission number for year 7. [Note: the numbers of pupils in years 12 and 13 entered at part 9 of the form should include those pupils retaking a year.]

3.16 We would not expect recalculation to be necessary to reflect normal fluctuations in post-16 pupil numbers; recalculation should only be necessary if there is a significant, long-term increase or decrease in the size of years 12 and 13.

### Rounding

3.17 The capacity form allows rounding **down** of the capacity and admission number by up to 10% to allow an admission authority to set a reasonable admission number that suits the organisation of the school. This rounding should only be used

## Measuring the Capacity of Schools in Wales

where particular circumstances at the school skew the capacity. Such circumstances could include:

- Split sites where, for example, the distribution of teaching areas overall make a lower number more appropriate.
- Where children with special needs are admitted who require mobility or other equipment which occupies significant space, and these pupils are taught alongside others without such needs.
- The configuration of rooms is not regular or suitable for the needs of the curriculum, for example a significant proportion of the teaching areas accommodate fewer than 30 pupils, where this is not conducive to the day to day running of the school.
- Health and safety or practical reasons, for example if there are small dining facilities or narrow corridors. In such cases it may, however, be more appropriate to remodel the space available so that it may be used more effectively.

The rounding should only be used if the local authority or school governing body, in the case of voluntary aided and foundation schools, can reasonably justify its use. A note of the reason for the use of the rounding should be included on the form, for clarity.

3.18 Once an admission number has been set, the admission authority should respect that number unless exceptional circumstances apply (see paragraph 1.12).

## Measuring the Capacity of Schools in Wales

### Section 3(b) – Secondary school capacity: designation of rooms

#### Ready Reckoner

| Room  | Relevant part of capacity form  |
|---|---------------------------------|
| Adult education facility or other specially resourced facility          | 1                               |
| Administration office   | 7                               |
| Art or pottery room   | 4                               |
| Atria & Malls (if suitable for use as teaching areas)                   | 6                               |
| Attic/loft space  | Not included                    |
| Audio/visual room   | 7                               |
| Balance room (storage area for weighing materials for use in Chemistry) | 7, unless used by pupils when 4 |
| Balcony/landing $\leq 2.5\text{m}^2$                                    | Not included                    |
| Basement  | Not included                    |
| Boiler room/Plant room  | Not included                    |
| Canteen – see entry for dining room                                     | 6                               |
| Careers room (see paragraph 3.9)  | 7                               |
| Caretaker's room  | 7                               |
| Changing room   | 7                               |
| Chapel  | 1                               |
| Circulation   | Not included                    |
| Classroom (General teaching area)                                       | 2                               |
| Classroom $\leq 25\text{m}^2$ but not $< 10\text{m}^2$                  | 2                               |
| Cloakroom (dedicated, with fixed benches and hooks)                     | 7                               |
| Coffee/drinks bar not used for study                                    | 7                               |
| Common room for post-16 pupils (not used for study)                     | 7                               |

## Measuring the Capacity of Schools in Wales

| Room   | Relevant part of capacity form            |
|--|---|
| Community/Parents' room  | 1   |
| Corridor   | Not included                              |
| Dance studio $\leq 75\text{m}^2$   | 4   |
| Dance studio $>75\text{m}^2$   | 6   |
| Dark room – if used by pupils  | 4   |
| Dining room not used for study   | 7   |
| Dining room used for teaching – depending on size and type of usage                            | 2, 4 or 6                                 |
| Drama studio $\leq 75\text{m}^2$   | 4   |
| Drama studio $>75\text{m}^2$   | 6   |
| Engineering or Multi-materials workshop (e.g. CDT, woodwork, metalwork or resistant materials) | 5   |
| Electricity distribution room/switch room  | Not included                              |
| Food technology room   | 5   |
| Graphics room  | 4   |
| Gymnasium  | 6   |
| Hair and beauty  | 4   |
| Hall & stage $\leq 75\text{m}^2$   | 4   |
| Hall & stage $>75\text{m}^2$   | 6   |
| Head/Deputy Head teacher's office  | 7   |
| Heat treatment bay   | 5   |
| ICT room & ICT 'cluster'   | 3   |
| Inclusion room – for use by pupils temporarily withdrawn from class                            | 2, 4 or 7 depending on size and equipment |
| IT server room   | 1   |

## Measuring the Capacity of Schools in Wales

| <b>Room</b>   | <b>Relevant part of capacity form</b> |
|---|---------------------------------------|
| Kiln room   | 4                                     |
| Kitchen and associated stores and offices                           | Not included                          |
| Language laboratory   | 3                                     |
| Lecture theatre $\leq 75\text{m}^2$                                 | 4                                     |
| Lecture theatre $> 75\text{m}^2$                                    | 6                                     |
| Library   | 4                                     |
| Liftwell  | Not included                          |
| Lobby/Locker area (if not Circulation)                              | 7                                     |
| Loft spaces (used for storage)                                      | Not included                          |
| Media room – depending on size and type of usage                    | 4 or 6                                |
| Medical room  | 7                                     |
| Meeting rooms (if unavailable for use as a teaching space)          | 7                                     |
| Music room/recital room and group/practice room $\leq 75\text{m}^2$ | 4                                     |
| Music room/recital room and group/practice room $> 75\text{m}^2$    | 6                                     |
| Music classroom   | 2                                     |
| Pastoral office   | 7                                     |
| Pneumatics electronics control technology (PECT) (aka electronics)  | 4                                     |
| Practical preparation areas used by pupils                          | 4                                     |
| Practical preparation areas (if not used by pupils)                 | 7                                     |
| Prayer room (if unavailable for use as a teaching space)            | 7                                     |
| Projectile room   | 5                                     |
| Reception/waiting area  | 7                                     |
| Recording studio/control room                                       | 4                                     |
| Reprographics   | 7                                     |

## Measuring the Capacity of Schools in Wales

| Room  | Relevant part of capacity form               |
|---|--|
| Science laboratory & any preparation area used by pupils                                | 4  |
| SEN unit or resource base for pupils not educated in mainstream                         | 1  |
| SEN withdrawal room, for use by pupils educated in the mainstream                       | 2 or 7, depending on its size and attributes |
| Servery   | Not included                                 |
| Shed  | Not included                                 |
| Shower  | Not included                                 |
| Sports hall $\leq 75\text{m}^2$   | 4  |
| Sports hall $> 75\text{m}^2$  | 6  |
| Squash court  | 5  |
| Staff room  | 7  |
| Stairwell   | Not included                                 |
| Storage/store room  | 7  |
| Study area for post 16 pupils (including common rooms used for study)                   | 4  |
| Swimming pool – indoor $\leq 120\text{m}^2$   | 5  |
| Swimming pool – indoor $> 120\text{m}^2$  | 6  |
| Swimming pool – outdoor   | Not included                                 |
| Technicians room (for DT/Science) if not used by pupils                                 | 7  |
| Temporary accommodation (which has been or intended to be in use for less than 3 years) | 1  |
| Textiles room (wet or dry)  | 4  |
| Toilet  | Not included                                 |
| Tutorial room   | 2  |
| Unspecialised rooms $< 10\text{m}^2$  | 7  |

## Measuring the Capacity of Schools in Wales

| Room                 | Relevant part of capacity form |
|----------------------|--------------------------------|
| Utility room         | 7                              |
| Video conferencing   | 7                              |
| Weights/Fitness room | 5                              |

# Measuring the Capacity of Schools in Wales

## Section 3(c) – Secondary school capacity calculation

### Secondary school capacity calculation

Note: Areas for data entry are shaded yellow

LA No

School Name

School No

Age range

### Schedule Of Accommodation

#### Part 1: Excluded Areas

Note: Areas of the school which are not taken into account for capacity purposes should be listed here. Measurements are optional

| Room Ref | Room Description | Areas (m <sup>2</sup> ) |
|----------|------------------|-------------------------|
|          |                  |                         |

Total Excluded Areas

#### Part 2: General Teaching Areas: Area ÷ 2

| Room Ref | Room Description | Areas (m <sup>2</sup> ) | Time available | Pupil places | Resource places |
|----------|------------------|-------------------------|----------------|--------------|-----------------|
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |

Total General Teaching Areas

(i)

(vi)





# Measuring the Capacity of Schools in Wales

## Part 5: Heavy Practical Areas: Area ÷ 5

| Room Ref | Room Description | Areas (m <sup>2</sup> ) | Time Available | Pupil places | Resource Places |
|----------|------------------|-------------------------|----------------|--------------|-----------------|
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |

Total Heavy Practical Areas

(iv)

(ix)

## Part 6: Large and Performance Areas of More Than 75m<sup>2</sup>: (Area ÷ 9) + 5

| Room Ref | Room Description | Areas (m <sup>2</sup> ) | Time Available | Pupil places | Resource Places |
|----------|------------------|-------------------------|----------------|--------------|-----------------|
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |
|          |                  |                         | 1.00           |              |                 |

Total Large and Performance Areas of More Than 75m<sup>2</sup>

(v)

(x)

## Measuring the Capacity of Schools in Wales

### Part 7: Ancillary Areas: Area ÷ 2

| Room Ref                     | Room Description | Areas (m <sup>2</sup> ) | Resource places |
|------------------------------|------------------|-------------------------|-----------------|
|                              |                  |                         |                 |
| <b>Total Ancillary Areas</b> |                  |                         |                 |

(xi)

# Measuring the Capacity of Schools in Wales

## Part 8: Summary of Accommodation – Teaching Areas

|   |                                | Area | Pupil Places |          |
|---|--------------------------------|------|--------------|----------|
| General teaching area                   | [total pupil places in part 2] |      |              | (i)      |
| ICT and business area                   | [total pupil places in part 3] |      |              | (ii)     |
| Light practical area                    | [total pupil places in part 4] |      |              | (iii)    |
| Heavy practical area                    | [total pupil places in part 5] |      |              | (iv)     |
| Large and performance                   | [total pupil places in part 6] |      |              | (v)      |
| <b>Capacity based on teaching areas</b> |                                |      |              | <b>a</b> |

| Age Range  | Utilisation Factor | Data Missing | <b>b Utilisation factor</b>              |
|------------|--------------------|--------------|--|
| Years 7-11 | 0.75               |              | <i>Please enter Age Range in cell K6</i> |
| Years 7-13 | 0.71               |              |  |

Multiply the number of pupil places by the appropriate utilisation factor:  $(a * b \text{ or } c)$   **c Capacity of school**

Option to round down the capacity and admission number by up to 10% – see guidance notes.  **d Revised capacity**

## Part 9: Years 12 and 13

| Complete this box if the school has pupils in yrs 12 and 13 | Pupils in year 11    | Pupils in years 12 and 13 | Post sixteen occupancy        |
|---|----------------------|---------------------------|-------------------------------|
| this year   |                      | <input type="text"/>      | <input type="text"/>          |
| last year   | <input type="text"/> | <input type="text"/>      | <input type="text"/>          |
| year before last  | <input type="text"/> |                           |                               |
| average occupancy   |                      |                           | <input type="text"/> <b>e</b> |

School admission number  $[c \text{ or } d \div (5+e)]$   **f Admission number**

Admission number for year 12  $[f \times e \div 2]$   **Admission number for year 12 (if needed)**

Declaration of Accuracy: Local authority

Headteacher

Chair of Governors of Voluntary Aided or Foundation School:

Date of calculation:

## For Information Only – Summary of Resource Places

### Resource Places

Total resource spaces in Part 7 (xi)

Total resource spaces in Parts 2 to 6  $[(vi)+(vii)+(viii)+(ix)+(x)]$

**TOTAL**

### Section 4 – Setting a lower admission number than the capacity assessment method indicates

4.1 The MCSW formula aims to offer a realistic and consistent assessment of a school's capacity, which is used to set its admission number. However, there may be occasions when the local authority, or governing body of a voluntary aided or foundation school, feels that it would be more appropriate to set a lower admission number.

4.2 The first option is to use the 10% rounding down permitted by the formula in certain circumstances. The primary formula allows for rounding down of capacity, and therefore of the admission number, by up to 10% but no more than 30 places to give admission authorities flexibility where the specific circumstances of the school skew the capacity. Such circumstances could include those set out at paragraph 2.19. Rounding down should not be used routinely and should usually not be necessary to ensure compliance with class size limits, since the formula already includes a limit of 30 pupil places per classroom.

4.3 The secondary formula also allows for rounding down of the capacity and admission number by up to 10% to allow an admission authority to set a reasonable admission number that suits the organisation of the school. This rounding should **only** be used where particular circumstances at the school skew the capacity. Such circumstances could include those set out at paragraph 3.16.

#### Determining a lower number

4.4 If an admission authority wishes to set an admission number lower than the flexibility within the formula allows in order to improve educational outcomes, it first must consult on the lower number through the consultation and determination of admission arrangements process (see paragraphs 1.23 to 1.24). Following determination of the arrangements the Education (Determination of Admission Arrangements) (Wales) Regulations 2006 require that the admission authority publish a notice so that parents of children aged between 2 and 11 who live in the relevant consultation area for the school will have the opportunity to object to the Welsh Ministers about this lower number. The requirement to publish a notice does **not** apply where the use of the 10% rounding is appropriate.

4.5 Circumstances where determination of a lower number might be appropriate might include:

- The pressing need to convert a classroom(s) to other uses.
- The urgent need to remodel the school so as to provide fewer classrooms which are better suited for the effective delivery of the national curriculum.
- The need to remove unsatisfactory accommodation which it would not be cost effective to repair or replace and there are sufficient alternative suitable school places in the area. (This will most commonly apply to demountable classrooms but could apply in the case of unsatisfactory discrete blocks which could feasibly be removed).

## Measuring the Capacity of Schools in Wales

### Publication of the notice

4.6 The notice must be published, within 14 days of the date that the admission arrangements are determined, in a newspaper circulating in the locality served by the school. The content of the notice is prescribed in the regulations as follows:

- a. the names of the admission authority and of the school(s) in respect of which an admission number lower than the current indicated admission number has been determined for any relevant age group;
- b. the admission number indicated by the MCSW formula;
- c. the lower admission number which has been determined for the relevant age group;
- d. the admission authority's reasons for determining a lower admission number than that indicated by the MCSW formula;
- e. the right of parents living in the relevant area to refer an objection about the admission number to the Welsh Ministers;
- f. the date by which an objection must be referred;
- g. the Welsh Government address to which an objection must be forwarded;
- h. the address and telephone number of a contact at the admission authority who can provide parents with further information about the admission number or about parents' right of objection.

4.7 A draft notice is at annex A. If an admission authority is publishing such a notice for more than one school, it is anticipated that the reasons given for the reduced number will be identified separately in each case unless the same reason clearly applies to all.

### Objections<sup>9</sup>

4.8 Six weeks must be allowed for objections to be lodged.

4.9 If parents request further information about the proposed lower admission number, the admission authority is required to provide it to them without charge. The information which can be requested is prescribed in the regulations as follows:

- a. Details of the assessment of the school's current indicated admission number (i.e. a copy of the MCSW capacity assessment calculation for the year in question and supporting information, such as a plan of the school.)
- b. A written statement of information about parents' right of objection which explains the following:
  - that objections can be referred to the Welsh Ministers who will decide whether, and if so, to what extent, the objection should be upheld;

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<sup>9</sup> The Education (Objection to Admission Arrangements)(Wales) Regulations 2006.

## Measuring the Capacity of Schools in Wales

- the extent of the relevant area in which consultation on the admission arrangements took place;
- the limitations on a parent's right to object, i.e.:
  - i. only parents of children aged 2-5 or parents of children of primary school age who live in the consultation area for the school can object;
  - ii. five parents would have to lodge the same type of objection before the matter would be considered by the Welsh Ministers.

4.10 On referral of an objection, the Welsh Ministers will decide whether, and if so, to what extent the objection should be upheld. The decision will be published by notification in writing to all the objectors, and to all those who were statutory consultees for the admission arrangements. Reasons for the decision will be given in the notification, which will also be published on the Welsh Government website at [www.learning.wales.gov.uk](http://www.learning.wales.gov.uk) within 14 days of the decision.

## Measuring the Capacity of Schools in Wales

### Annex A

#### **Draft notice of determination of an admission number which is lower than that indicated by the capacity assessment calculated using the Welsh Government formula “Measuring the Capacity of Schools in Wales”**

[Name of admission authority (local authority or governing body) and of the school/schools subject to the determination of a lower admission number.]

1. NOTICE IS GIVEN in accordance with section 89A and 90 of the School Standards and Framework Act 1998, Regulation 11(1)(b) of the Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and Regulations 5 and 7 of the Education (Objections to Admission Arrangements) (Wales) Regulations 2006 that the [name of admission authority] has determined to admit [number] pupils to the school at age [relevant age] from [insert date].
2. The indicated admission number calculated using the Welsh Government school capacity assessment formula “Measuring the Capacity of Schools in Wales” (MCSW) is [insert admission number].
3. The reasons for the determination of a lower admission number are: [insert reasons].
4. Parents [of children between the ages of 2 and 5 and those receiving primary education] living in the relevant area of the school may refer an objection about this lower admission number to the Welsh Ministers.
5. Objections must be referred within 6 weeks from the date of publication of this notice; in this instance by [specify date 6 weeks from date of notice].
6. Objections should be addressed to Schools Management and Effectiveness Division, Department for Children, Education, Lifelong Learning and Skills, Welsh Government, Crown Buildings, Cathays Park, Cardiff CF10 3NQ.
7. Further information about this proposed admission number or about the parents’ right to object may be obtained from [name of admission authority] at [address of admission authority] or by telephone at [appropriate number for contact].

[Date of notice]

[Chair of Governors/Relevant Local Authority officer]

#### **Explanatory Note**

[It is good practice to include a note which explains the purpose of the notice. The note is optional and does not form part of the notice.]

An example of an explanatory note might be “The admission number for a school, when incorporated into the published admission arrangements, sets the number of pupils to be admitted to the school each year and is calculated using the Welsh Government guidance “Measuring the Capacity of Schools in Wales” (2006).



## **Measuring the Capacity of Schools in Wales**

The admission authority [xx local authority or the governing body of xx school] wishes to set an admission number which is lower than the calculation indicates and is required to publish a notice of their intention so that parents of children aged between 2 and 11 who live in the area have the opportunity to object to the Welsh Ministers about this lower number if they consider it appropriate.”

### Annex B

#### Related documents

- School Standards and Framework Act 1998
- Education (Determination of Admission Arrangements) (Wales) Regulations 2006
- Education (Objection to Admission Arrangements) (Wales) Regulations 2006
- New Schools (Admissions) (Wales) Regulations 2006
- Education (Variation of Admission Arrangements) (Wales) Regulations 2006
- Education Act (Transitional Provisions and Consequential Amendments) (Wales) Regulations 2006
- Education Act 2002 (Commencement No. 8) (Wales) Order 2006
- Welsh Assembly Government (now Welsh Government) School Admissions Code document 002/2009
- Welsh Assembly Government (now Welsh Government) School Admission Appeals Code document 003/2009