



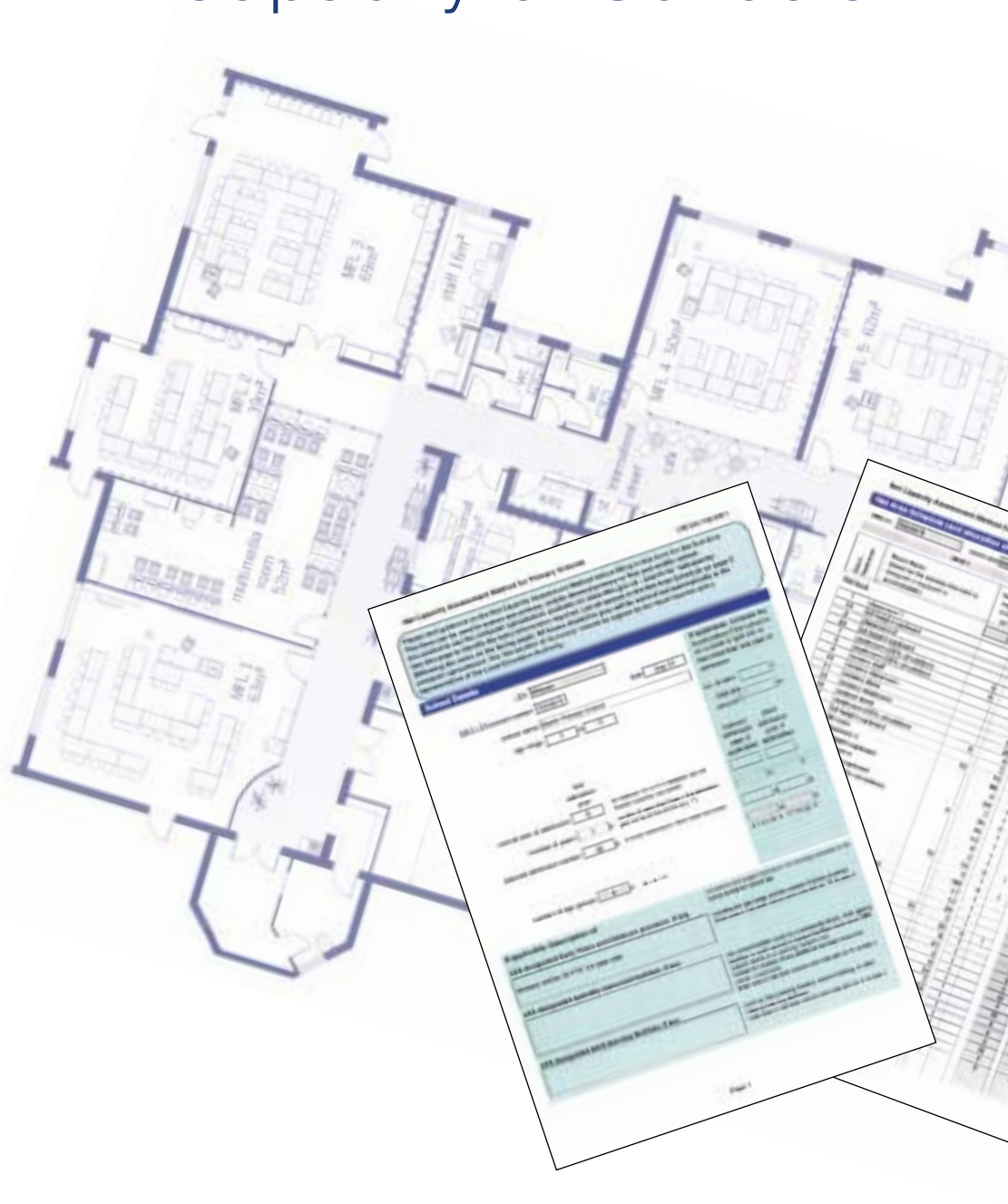
# Assessing the Net Capacity of Schools

**Local Education Authorities**

Status: Statutory

Date of Issue: August 2002

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# Assessing the Net Capacity of Schools

<b>Audience</b>	Local Education Authorities
<b>Status</b>	Statutory
<b>Date of issue</b>	August 2002
<b>Reference number</b>	DfES/0739/2001 REV
<b>Related documents</b>	Asset Management Plans Section 5: Sufficiency
<b>Superseded documents</b>	This guidance will replace all previous methods for determining the capacity of a school, including the method found in Schedule 2 to the Education (Information as to Provision of Education) (England) Regulations 1999 which will be amended.

## Overview

<b>Overview</b>	The capacity of a school is the number of pupil places it can accommodate. This guidance describes the method of assessing the 'net capacity' of schools, which should now be used as the measure of the capacity of all maintained, mainstream schools in England.
<b>Action required</b>	Local Education Authorities in England are responsible for informing the Department of the net capacity of all maintained mainstream schools, and any future changes to them.
<b>Further information</b>	<p>Web-site for copies of relevant forms: <a href="http://www.dfes.gov.uk">www.dfes.gov.uk</a> Search for 'netcapacity'.</p> <p>Further advice and guidance:  Tamasin Dale      020 7273 6766      <a href="mailto:tamasin.dale@dfes.gsi.gov.uk">tamasin.dale@dfes.gsi.gov.uk</a>  Beech Williamson   020 7273 6749      <a href="mailto:beech.williamson@dfes.gsi.gov.uk">beech.williamson@dfes.gsi.gov.uk</a>  Schools Building and Design Unit      <a href="http://www.teachernet.gov.uk/schoolbuildings">www.teachernet.gov.uk/schoolbuildings</a></p> <p>Caxton House Tothill Street LONDON SW1H 9NA Fax                      020 7273 5703</p> <p>More copies:  DfES Publications   0845 60 222 60      <a href="mailto:dfes@prolog.uk.com">dfes@prolog.uk.com</a>  PO Box 5050, Sherwood Park Annesley, Nottinghamshire NG15 0DJ Fax:                      0845 60 333 60</p>

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## Introduction

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- 1 The capacity of a school is the number of pupil places available. This Guidance describes the ‘net capacity assessment method’ of assessing the capacity of all maintained mainstream schools in England, which replaces all previous methods of assessing the capacity of schools. Any references to the capacity of a school will now mean the net capacity.

### The Purpose of Net Capacity

- 2 Net capacity is intended to provide a single, robust and consistent method of assessing the capacity of schools. It will be used for a number of purposes. By comparison with the number on roll, it can indicate the number of places that are surplus or additional places that are needed in a school. If it is divided by the number of year groups, it can indicate the admission number that can generally be accommodated. It will also inform decisions about how capital resources are best deployed, as the basis of a School Organisation Plan.

### Schools to which Net Capacity Applies

- 3 The net capacity assessment method will apply to all mainstream Community, Voluntary Aided, Voluntary Controlled and Foundation schools in England. The method will not apply to City Technology Colleges, Academies, nursery schools, special schools or pupil referral units.

### How Net Capacity is Assessed

- 4 For primary schools, the net capacity is calculated on the basis of the number and size of spaces designated as ‘classbases’. For secondary schools, it is based on the number, size and type of teaching spaces and the age range of the school. In both cases, this is checked against the total usable space available, which must be measured, and ensures that there is neither too much nor too little space available to support the core teaching activities. The method also allows some flexibility to suit the inclusion of pupils with special educational needs (SEN) and admission arrangements.
- 5 The net capacity of a school should be assessed by the measurement of the available space and calculation, using the relevant assessment form. Although the information and calculations can be done by hand on a printed copy of the form, it is easier to use the computer spreadsheets available by searching for ‘netcapacity’ on the Internet at [www.dfes.gov.uk](http://www.dfes.gov.uk). All calculations will then be done automatically by the computer.
- 6 Although the method of assessing net capacity is broadly similar, different assessment forms are used for primary schools (including middle deemed primary) and secondary schools (including middle deemed secondary). Examples of both assessment forms are set out in Part 5 of this Guidance.

The image shows three overlapping assessment forms used for net capacity assessment. The top-left form is titled 'School Details' and contains fields for school name, address, and other basic information. The top-right form is titled 'Capacity Calculation' and includes sections for 'Net Capacity Assessment Method for Primary Schools' and 'Net Capacity Assessment Method for Secondary Schools', with various input fields and calculation areas. The bottom form is titled 'Net Area Schedule' and features a large table with multiple columns for recording area measurements and calculations. A 'Notes Page' is also visible on the right side of the bottom form.

- 7** Both assessment forms comprise four parts:
- School Details (including boxes ‘a’ to ‘n’);
  - Net Area Schedule (steps 1 to 4);
  - Capacity Calculation (including boxes ‘p’ to ‘z’);
  - Declaration of Accuracy.

### **Responsibilities**

- 8** Steps 1 to 3 of the Net Area Schedule, as well as the status of spaces marked ‘U’ as described in paragraph 66, may be measured and assessed by independent surveyors, such as the Valuation Office, as they are based only on the physical attributes of the spaces available.
- 9** Local Education Authorities are responsible for assessing the net capacity of all maintained mainstream schools in the Authority, based on these measurements. This will include identifying the School Details and, at step 4 of the Net Area Schedule:
- designating any non-school or support facilities excluded from the capacity assessment of the school, including early years provision, adult learning and skills facilities and specially resourced facilities (such as Learning Support Units) in line with the definitions in Part 4 of this Guidance;
  - designating a chapel and/or parents/community room if applicable;
  - designating the rooms that are ‘classbases’ in primary schools, or teaching rooms in secondary schools, that are the basis of the capacity calculation.

Local Education Authorities may therefore keep and update a database of net capacity assessment forms. They should ensure that the extent of any excluded facilities are appropriate to local needs.

- 10** The Secretary of State requires all Local Education Authorities under Section 29(1) of the Education Act 1996 to inform the Department of the net capacity of each school in its area, and any changes to a school’s net capacity. Local Education Authorities should provide the Department with a completed net capacity form for each school, as requested.
- 11** School governors may determine part of the school premises to be used for childcare facilities, family learning rooms, health or social care rooms or adult and community learning facilities. Where governors establish such facilities or services, the Local Education Authorities may designate them as an excluded area for the purposes of the net capacity assessment (see Part 4).
- 12** Schools are not responsible for the measurement of area or capacity. Similarly, Admission Authorities, where they are not the Local Education Authority, are not responsible for setting the net capacity, although the net capacity should be one of the factors that governors take into account when setting the admission number for the school. However, schools may be involved in initial capacity assessment, in:
- agreeing that the admission details are in line with current practice or acceptable as proposed;
  - establishing which rooms are identified as ‘classbases’ in primary schools, or teaching rooms in secondary schools.
- 13** Schools must inform the Local Education Authority of any physical change to the buildings that might change the area or capacity measurements.

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## Part 1: Background

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### Why Net Capacity has been Introduced

- 14** Historically, a variety of methods have been used to assess the capacity of schools, based on different indicators. But the capacity of a school, for any purpose, should now be the net capacity. This will be based on the physical capacity of the school buildings.
- 15** The net capacity assessment method will provide a realistic and fair assessment of physical capacity. Its key features are that:
- all usable spaces are measured, both teaching and non-teaching, to present a fair assessment of the actual space available and ensure that there is sufficient space available for ancillary accommodation such as staff rooms and storage;
  - the assessment is based only on the physical attributes of the available space, and is **not** affected by the number of sixth form students on roll or pupils with statement of special educational needs (SEN);
  - the assessment does not need to be updated unless there is any change in the physical attributes of the usable space;
  - the capacity divided by the number of years will generally produce a figure that is related to a reasonable or consistent year size (based on a number of forms of entry (FE) of 30, for instance);
  - realistic long-term allowances are made for pupils with SEN or disabilities.
- 16** The net capacity of most schools should match their preferred admissions number. It will often be the same or very close to the capacity measured under the previous assessment methods. It is most likely to differ if the number of pupils with a statement of SEN has been consistently very high or the amount of supporting space is insufficient.

### Increased Area Standards

- 17** The net capacity method uses a higher standard area per pupil than in the past. In primary schools, the minimum area for a classbase for 30 pupils is 49m<sup>2</sup>, but this must be supported by at least a further 14m<sup>2</sup> of ancillary area, not including the hall. Part of this further area could be in non-teaching spaces such as stores, but it will predominantly be for teaching: either within the overall area of the classroom or in shared teaching areas<sup>1</sup>.
- 18** In secondary schools, the smallest general classroom assumed for 30 pupils has risen from 46m<sup>2</sup> to 49m<sup>2</sup> and in other types of space there is a similar increase from previous methods. In both sectors, further allowances are made for increasing the overall area per pupil to allow for those with SEN or disabilities.

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<sup>1</sup> Further guidance on the recommended teaching area of schools is in Building Bulletin 82: Area Guidelines for Schools and other Building Bulletins.

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## Part 2: How the Net Capacity Method Works

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### General

- 19** All usable spaces must be included in the net capacity measurement. Every space in the 'net area' of the school buildings must therefore be listed and measured, including separate stores, garages and temporary buildings. This is to ensure that there is enough support space available in the school for staff, storage and other ancillary accommodation.
- 20** **Net area** is the total area of all usable spaces, both teaching and non-teaching. It includes everything except corridors, toilets and showers, boiler and plant rooms, school kitchens, and the area occupied by internal walls. A full definition of net area is given in paragraph 47. This parallels the standard measurement used in non-educational sectors, except that it excludes 'shared circulation' and school kitchens.
- 21** The capacity will be calculated from the space in the classbases or teaching spaces as long as this is within reasonable limits. Because all spaces in the net area are measured, these limits are based on a minimum and maximum proportion of all the usable space available (as set out in paragraphs 37 and 38). The upper limit ensures that there is enough space available for the support areas that the school needs. The lower limit checks that a reasonable proportion of spaces that could be used for classbases or teaching spaces are actually designated as such.
- 22** So, although all spaces in the net area of a school must be measured, this is only to set the limits described above. Unless it exceeds these limits, the net capacity of primary schools is based only on the size and number of spaces designated as 'classbases'. A **classbase** is a classroom or area designated as the registration base for one class.
- 23** Similarly, in secondary schools the net capacity is based on the size and number of teaching spaces, and on a 'utilisation factor' linked to the age range of the school, unless it exceeds the limits mentioned above. This is similar to the previous method of assessing the physical capacity of secondary schools.
- 24** **Teaching spaces** comprise all rooms available for teaching or learning, including all timetabled spaces, halls, libraries and study areas (but not including dining areas or social areas). The **utilisation factor** is a decimal fraction equivalent to the average proportion of time that any workplace is in use, to allow for teaching spaces being timetabled or partially used.

### Flexibility to Allow for SEN Inclusion and Admission Arrangements

- 25** Net capacity offers the flexibility to allow extra space for pupils with special educational needs (SEN) or disabilities. The net capacity of a school can therefore be based on a long-term policy of inclusion of all pupils (with and without statements of SEN).
- 26** The net capacity based on classbases or teaching spaces can be reduced by up to 10% in both primary and secondary schools. A primary school intake of 30 could therefore be reduced to 27, 28 or 29 to allow extra space for adult assistants or for wheelchair users, where the Local Education Authority recognise that the long-term inclusion policy of the school requires this extra allowance. This would be in addition to the allowances for specially resourced facilities (paragraph 60).

- 27** The flexibility also allows the net capacity to be reduced slightly to match the proposed admission number if it is a little below the capacity based on spaces. This allows some flexibility to suit a reasonable admission arrangement and organisation of the school (including infant class size limits, as necessary). For instance, a 5 to 11 primary school with 11 classbases suitable for 30 pupils each would have a capacity of 330 based on classbases, but the proposed admission number of 45 at box 'b' (1½ 'forms of entry') would reduce the capacity to 315 to avoid more than three classes of 30 in every two year groups.

### One Permanent Measure

- 28** Net capacity does not need to be calculated every year. It will only need to be updated if physical changes are made to the usable space, such as:
- space being removed or more space being added;
  - several small spaces being converted into one larger one;
  - changes being made that affect the type of space (as described in paragraph 34) in classbases in primary schools or in teaching spaces in secondary schools.
- 29** Not having to update capacity calculations each year will save time and resources in the longer term. It also means that the Local Education Authority has flexibility to set a capacity to suit the long-term organisation of the school. For instance, if the number on roll of a primary school were significantly lower or higher than a capacity that would suit the space available, the number of rooms designated as classbases need not match the number actually used as such. The school may use underused spaces for other purposes in the short term. The capacity should also be set at a level that allows for the long-term approach to the inclusion of pupils with SEN or disabilities (see paragraphs 25 and 26).

### Indicated Admission Number

- 30** The indicated admission number is calculated by dividing the net capacity by the number of year groups to be accommodated at the school. In secondary schools with sixth forms, the number of year groups is adjusted to include the '**stay-on**' rate of all post-16 students remaining at the school. If the school also admits sixth form students from elsewhere, this should be noted as a second year of admission.
- 31** In schools where there is more than one normal year of admission, the number of year groups will also be adjusted. The number of additional pupils it is intended to admit from outside the school for each additional normal year of admission should be noted. For instance, where a primary school has a feeder infant school so that it has 30 pupils in Reception and Year 1 and 2, and 60 pupils in Years 3, 4, 5 and 6, the number of **further** pupils to be admitted in the second normal year of admission (30) should be noted (see Example 3 in Section 5).

### Workplaces

- 32** The net capacity method measures the area available in units known as 'workplaces'. Workplaces are used as the unit of measurement to ensure that the spaces in schools are weighted fairly. This is because different activities require different types of space, which in turn require very different floor areas to accommodate the same number of pupils. For instance, a classroom of 50m<sup>2</sup> and a gymnasium of 260m<sup>2</sup> will both accommodate a class of 30.



**33** Each space in the net area is allocated a notional number of workplaces. This is based on different formulae for each type of space (as described in paragraph 34). These formulae are based, in turn, on guidance for the size of such spaces<sup>2</sup>. However, the number of workplaces is not an indication of the minimum or maximum number of pupils that any room can or should hold. Nor is it an indication that the room should be used for teaching or working.

**34** The **types of space** are generally based on the physical attributes of the space rather than its use. A change to the use of a space (for instance, from classroom to staff room) would therefore not be enough for its type to change.

- In primary schools there are two types of space. Most spaces will be 'general'. Some will be 'specialist', including halls, dining, drama, dance, or music spaces, indoor swimming pools, ICT rooms and libraries.
- In secondary schools there are four types of space. Again, 'general' describes most spaces. Other specialist spaces are divided into 'light practical', 'heavy practical' and 'large and performance'.

Annexe A lists the rooms and areas that would normally be included in each type of space, and their likely physical attributes.

**35** A further element of the net capacity assessment method is that:

- workplaces between 15 and 30 or, in larger spaces, the highest multiple of 30 (for example 60, 90, etc.) are known as 'basic workplaces'; and
- workplaces in spaces with less than 15 workplaces, or the remaining workplaces in spaces with more than 30, are known as 'resource workplaces'.

This means that small rooms (25m<sup>2</sup> or less in 'general' spaces) and extra space in larger rooms (over 49m<sup>2</sup> in general) do not count towards the capacity of any school. Such space should still be measured, however, to ensure that there is enough support space. They may also be used as ancillary teaching areas or seminar rooms for small groups.

**36** The allocation of basic workplaces to a space indicates that it is a potential classbase or teaching space. This is based purely on the size and type of the space. It is not a reflection of the current use of the space. Nor is it expected that all basic workplaces should be used for teaching.

**37** The upper limit described in paragraph 21 means that if more than 70% of all workplaces available are designated as classbases in primary schools, or as teaching spaces in secondary schools, a lower figure will be set as the capacity. This default figure will make allowance for a reasonable amount of support space.

**38** The lower limit described in paragraph 21 means that the capacity will be set at a higher figure if the number of basic workplaces in spaces designated as classbases in primary schools, or as teaching spaces in secondary schools, is less than 70% of the basic workplaces available, having discounted an additional allowance of 75 basic workplaces.

**39** This allowance of 75 basic workplaces, additional to the three basic workplaces for every seven pupil places in the net capacity, allows parity across a range of school sizes for large non-teaching spaces and halls (see paragraph 68). Small schools with few classbases may have a reasonable number of basic workplaces in a hall, staff room and other supporting

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<sup>2</sup> In Building Bulletin 82: Area Guidelines for Schools.

spaces, such as a dining area, while large schools have a sufficient proportion of space to allow for two halls or staff rooms and various other larger supporting spaces such as an SEN resource base.

### Schools Without Halls

- 40 Some schools have no hall because physical activities can be done in other, non-maintained accommodation, such as a village hall. If the non-maintained facilities (as described in paragraph 46) are available to the school for less than 80% of the normal school week, they need not be measured or included in the capacity of the school.
- 41 If a school has no hall but has a large classroom that can be used as such, even if it is not well suited for the purpose, that classroom can be deemed to be the hall by the Local Education Authority. It can then be marked as a 'specialist' space (in a primary school) in step 2 of the net area schedule.

### Split Sites and Small Sites

- 42 The allowance of 75 basic workplaces (paragraph 39) is for each site that the school occupies, to allow for the extra space requirements of split sites. Schools on split sites are those identified as such by the Local Education Authority for the purposes of funding through the Local Management of Schools (LMS) system.
- 43 A further allowance of 50 basic workplaces is given to schools where the total site area is smaller than an area approximately equivalent to the minimum team game playing field area required by the Education (School Premises) Regulations 1999. This effectively allows schools on small sites (such as in inner city areas) to have more space than a school with a larger site, such as an additional hall. This will help to make up for their inadequate outdoor 'playing field' area.



Primary school plan showing net area.

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## Part 3: What Needs to be Measured

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- 44** The net capacity of a school is based on the net area of all buildings that are available to that school. These comprise:
- all buildings, on any site used by the school, that are owned or maintained by the Local Education Authority, Governing Body or Trustees and are intended to be secure and weather-tight;
  - 'non-maintained' accommodation used by the school as described in paragraph 46 below.
- 45** **All** spaces in the net area should be measured. This should be done by listing the spaces and their measurements in the Net Area Schedule on page 2 of both net capacity assessment forms (see Part 5). Certain spaces will be measured but excluded from the net capacity of the school. These are described in Part 4.

### Non-Maintained Accommodation

- 46** Non-maintained accommodation means any buildings that are not maintained by the Local Education Authority, Governing Body or Trustees as part of the school premises. The net area of any 'non-maintained' accommodation should also be measured and included if it is available for the school to use during at least 80% of any normal school week. This would normally be under a 'joint use agreement', or similar. The accommodation would normally be on a site that is adjacent to the school or is easily accessible from the school.

### Net Area

- 47** Net area includes all spaces in all buildings (as described in paragraph 44 above) except the following, which need not be measured.
- Residential (including caretaker's houses) or farm buildings in use as such, or intended for next use<sup>3</sup>.
  - Buildings condemned by the Local Education Authority as structurally unsafe.
  - Accommodation under the control of service or external bodies and maintained by them (such as telephone or electricity services, the Police or Health Service).
  - Open-sided covered areas (such as external balconies, covered ways, external fire escapes and canopies) and any other area not intended to be secure and provide reasonable weather resistance<sup>4</sup> (including outdoor swimming pools).
  - Areas with headroom of less than 1.5m, unless beneath an open mezzanine level.
  - Additional area provided by open mezzanine levels in spaces of 3m or less in height.
  - Toilets, washrooms and showers, and any associated lobbies (including changing areas where these adjoin showers).
  - Plant rooms, including lift rooms, boiler rooms, tank rooms, fuels stores, and any space occupied by permanent air conditioning, heating or cooling apparatus and ducting which renders that space substantially unusable.

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<sup>3</sup> For instance, if it is a temporarily empty residence awaiting a new tenant.

<sup>4</sup> Reasonable resistance to penetration by rain, snow and wind, and to moisture rising from the ground.

- Internal walls, including structural walls, non-structural partition walls, columns, piers, chimney breasts other projections and vertical ducts.
- School kitchens, used for preparing school meals for pupils, including the kitchen, related stores, office and washroom facilities for catering staff, and servery areas (where these are not available for furniture storage or other uses at other times)<sup>5</sup>.
- Circulation area, including any corridor, landing or balcony 2.5m or less wide for *essential access*, stairwells, entrance lobbies, lift wells, any protected corridor (deemed to be for the purpose of escape in case of fire) and *shared circulation* in mixed use areas that have a circulation route running through them.

**48 Shared circulation** is that part of an entrance hall, atrium, wide corridor or open plan area used for the purpose of *essential access*. It can be determined by either:

- measuring, from a scale plan, the notional circulation routes between openings across the shared space, using appropriate widths (normally 1.5m); or
- estimating the circulation area as one of the following three proportions of the floor area of the space of which it is a part:
  - 85% (for instance, in corridors between 2.5m and 3.5m wide);
  - 50% (for instance, in shared resource areas or reception spaces with circulation through them);
  - 15% (for instance, in halls or classrooms with a single circulation route through them).

In cases of dispute, shared circulation should be measured from a scale plan.

**49 Essential access** is the primary or only circulation route for regular access by pupils to a room or discrete area from a corridor or other spaces. It does **not** therefore apply to:

- secondary routes to spaces accessible from other circulation areas;
- routes through other spaces leading to offices, storerooms or similar that do not require regular access by pupils;
- circulation between desks or work-stations within rooms.

### Measuring 'Non-net' Area

**50** It is possible to list all the spaces in a school in the net area schedule if, for instance, the data is being downloaded from a computer-aided drawing. In these cases, the area of any spaces that are not in the net area (such as toilets, corridors or plant rooms) should be noted in the 'non-net' column<sup>6</sup>. These spaces will not be allocated workplaces. Although it is not required, it can be useful to list potentially useful spaces that are not currently in the net area, such as school kitchen facilities, for future reference or benchmarking.

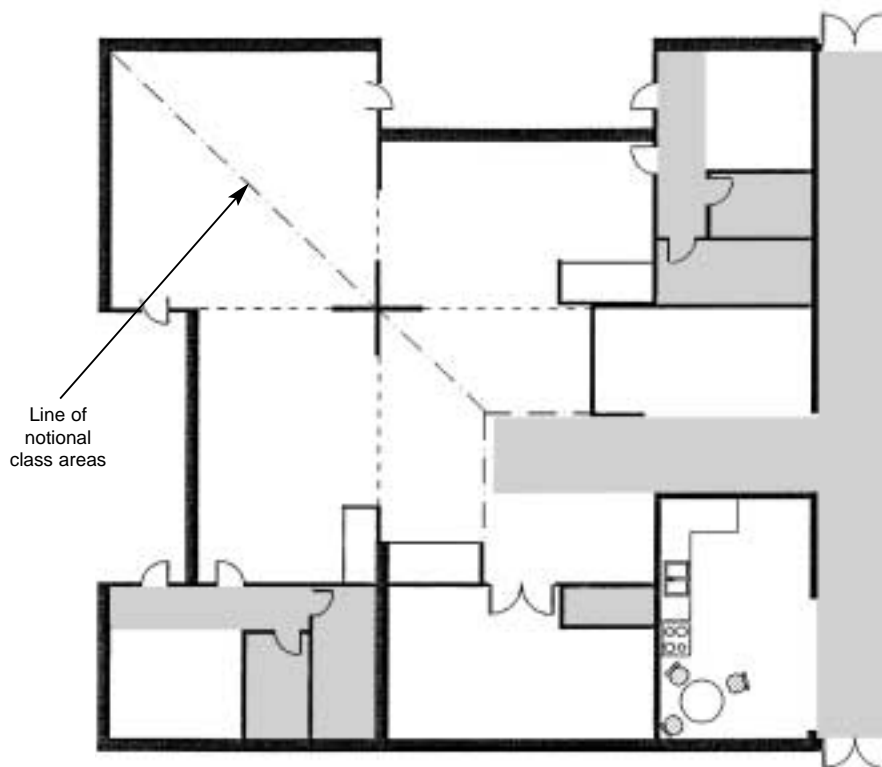
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<sup>5</sup> In some cases, the level of specialist equipment provided or Environmental Health requirements mean that a servery cannot be used for any other purpose than preparing, finishing or re-heating and serving food. However, where this is not the case, the servery can provide a useful storage area (for instance, for dining furniture) when not being used for serving food. Where such areas can be used as storage, therefore, they should be included in the net area.

<sup>6</sup> Once the data is in the computer spreadsheet, 'dragging and dropping' from 'net' to 'non-net' columns, or vice-versa, must be avoided.

## Open Plan Areas

- 51** Some open or semi-open plan schools have small classbases that were designed to be used with part of an adjacent shared teaching area. Where such spaces exist and can be used together for teaching a class, their floor areas can be combined for the net capacity assessment. In this situation, a marked up scale plan should be used to show the notional boundaries of the space or spaces (see Example 1 in Part 5). If the classbases and shared area are so designed that they cannot reasonably be used together to teach a class, they should be measured and included as separate spaces.



Open plan area in a primary school, from Example 1 in Part 5.

## Accuracy of Area Measurements

- 52** Internal area should be measured to the face of internal walls or sliding/folding doors. Any fixed storage, such as benching, should be included in the area of the space, unless it is full-height (from floor to ceiling) and effectively forms another space. The measurement of any space larger than  $6\text{m}^2$  should be rounded up or down to the nearest one square metre ( $1\text{m}^2$ ).  $0.5\text{m}^2$  should be rounded up. Small spaces of less than  $6\text{m}^2$  do not need to be measured as accurately because they will have just one resource workplace, whatever the exact area.

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## Part 4: Measured But Excluded Areas

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- 53** Many schools have small rooms that are not available to the school during the school day, because they are used, for example, as community offices or stores, or by school nurses or counselling services. These can normally be noted as such and included in the net area schedule and will not count towards the net capacity, because they are too small to have basic workplaces (paragraph 35).
- 54** Some larger areas should be measured but will be excluded from the capacity assessment by being designated by the Local Education Authority as non-school and support provision or as a parents/community room or chapel. These will be noted on the assessment form, and designated by marking an appropriate code letter at step 4 of the Net Area Schedule. The area measurements can be used as a record of how much space is available in this type of accommodation, for future use or benchmarking.

### Non-School and Support Provision

- 55** Non-school and support provision should be measured but can be excluded from the capacity if approved by the Local Education Authority as being in one of the following categories. The first two categories would only apply to facilities that are not normally available to the school during the school day.
- Early Years and Childcare (marked with an 'E' at step 4 of the Net Area Schedule).
  - Adult Learning and Skills facilities (marked with an 'A').
  - Specially resourced facilities (marked with an 'R').

### Early Years Provision

- 56** Early years provision will include both Local Education Authority and other nursery provision and will normally be part of the Early Years Development and Childcare Partnership Development Plan. Therefore, if a nursery for 3 to 4 year olds is on the school site, this should be excluded from the capacity of the school and the age range of the school should start at Reception.
- 57** In some schools, early years provision on the school site includes Reception classes. This may still be excluded and, for the purposes of the calculating capacity only, the age range of the school will then start at Year 1 rather than Reception. The indicated admission number (paragraph 30) would then be calculated on the basis of the number of year groups in the school excluding Reception. However, it will also apply to the Reception year group.
- 58** Measurements of workplaces in early years and childcare facilities on school sites may be useful for future planning for the provision of such facilities. So if there is this type of accommodation on the school site that is included in the Early Years Development and Childcare Partnership Development Plan but is in a building that is not owned or maintained by the LEA or school, it could still be measured. It will not count towards the net capacity of the school.

## Adult Learning and Skills Facilities

**59** Adult Learning and Skills facilities will normally be in line with the Local Learning and Skills Council Business Plan. They will include:

- parts of City Learning Centres not generally available to the school;
- space specifically for teacher training;
- other Lifelong Learning facilities not available to the school.

## Specially Resourced Facilities

**60** Specially resourced facilities are those where the premises related costs of maintaining the accommodation are covered by specialist funding from the Local Authority or other sources. These will include:

- non-school facilities funded from other sources and not available to the school during the normal school day, such as community library facilities or youth centres;
- support facilities normally available to the school during the normal school day, including:
  - facilities for pupils with special educational needs (SEN) and disabilities (such as a support centre for pupils with sensory impairments);
  - facilities for pupils with behaviour management problems (such as a Learning Support Unit);
  - accommodation for Local Education Authority designated support services, including peripatetic and support staff.

## Parents/Community Rooms and Chapels

**61** In some primary schools, a room for parents, families or the local community may be large enough to have basic workplaces<sup>7</sup> and may affect the capacity calculation. This space may be felt to play an important role in encouraging parents and others in the local community to participate in the life of the school. One parents/community room in any primary school may therefore be marked with a 'P' at step 4 of the net area schedule and excluded if:

- the Local Education Authority agrees;
- it is used regularly during the normal school day by parents or members of the local community;
- it is not available to the school during the school day (for instance because of the size or type of furniture).

**62** A parents' or community room in a secondary school that is large enough to have basic workplaces can be noted as such and need not be marked with a 'P'. It is unlikely to affect the capacity as the secondary methodology allows for a number of non-teaching spaces with basic workplaces to be included.

**63** One Chapel, or other place of worship, on any school site may also be excluded by being marked with a 'W' at step 4 of the Net Area Schedule if:

- the Local Education Authority agrees (usually because it is a Church school);
- it is in use as such;
- it is not available to the school except for that purpose.

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<sup>7</sup> A parents/community room over 25m<sup>2</sup> would be allocated basic workplaces by the formula at step 2 of the Net Area Schedule. However, such a room would not be expected to exceed 30 basic workplaces.

- 64** Related ancillary spaces will usually be too small to have basic workplaces, so will rarely affect the capacity calculation. They should therefore be noted as such and included in the net area schedule.

### Spaces Unusable as Basic Workplaces

- 65** Basic workplaces should only be allocated to spaces that could potentially be used as classbases or teaching spaces, although this may not reflect their current use (halls or staff rooms, for instance). As discussed in paragraph 35, the net capacity method ensures that small rooms and extra space in large rooms are only allocated resource workplaces, so do not count towards the capacity of a school. This is done automatically in the computer spreadsheet.
- 66** Some spaces are large enough to be allocated basic workplaces, but their physical attributes mean that they should not be considered a potential teaching space. Such spaces should still be measured and allocated workplaces as they can provide useful support space (lofts or basements used for storage, for instance). However, they should be marked with a 'U' at step 4 of the Net Area Schedule and allocated only resource workplaces. They cannot then count towards the net capacity. The computer spreadsheet will not allocate basic workplaces to spaces marked with a 'U'.
- 67** Normally, therefore, the following spaces **only** are not suitable as potential teaching spaces and should be given a status of 'U', on the basis of their physical attributes, if they are large enough to otherwise be allocated basic workplaces.
- Spaces with no, or very little, light, ventilation or heating, or inadequate access or means of escape (such as basements, garages, storage containers, sheds or loft space used only for storage, or enclosed server areas also used for storage)<sup>8</sup>.
  - Spaces or areas that are less than 3.5m wide (not including any shared circulation area).
  - Dedicated cloakrooms and changing rooms (without showers<sup>9</sup>) that have fixed benches and/or hooks on most walls, and perhaps fixed 'island' units.
  - Usable area in spaces which are predominantly for circulation, such as malls or other large corridors (where shared circulation is 85% of the total area), foyers or main entrance halls.
  - Indoor swimming pools<sup>10</sup>.

### Large Non-Teaching Spaces

- 68** Some spaces, such as dining areas and staff rooms, will be large enough to be allocated basic workplaces but do not have any of the physical attributes above to be given a status of 'U'. Although they may theoretically be potential classbases or teaching spaces, they will not count towards the capacity because they will not be marked with a 'C' or 'T'. Instead, the basic workplaces they are allocated will be part of the allowance for large non-teaching spaces and halls discussed in paragraph 39.

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<sup>8</sup> In cases of dispute, reference should be made to the Education (School Premises) Regulations 1999 and the relevant Approved Document of the Building Regulations 2000.

<sup>9</sup> Changing rooms with showers directly adjacent should not be included in the net area of the school.

<sup>10</sup> Outdoor swimming pools should not be included in the net area of a school.



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## Part 5: Using the Net Capacity Assessment Forms

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- 69** The net capacity of a school should be assessed by using the relevant assessment form. Although the information and calculations can be done by hand on a printed copy of the form, it is easier to use the computer spreadsheets available by searching for 'netcapacity' on the Internet at [www.dfes.gov.uk](http://www.dfes.gov.uk).
- 70** This part of the Guidance summarises the process involved, with reference to relevant paragraphs elsewhere in the Guidance, and highlights what to do in some unusual situations. It then uses three examples<sup>11</sup> to demonstrate a primary school assessment, a secondary school assessment (without a sixth form) and the relevant parts of an assessment of a school with a sixth form and a second admission year.

### Summary

- 71** Different assessment forms are used for primary schools (including middle deemed primary) and secondary schools (including middle deemed secondary). They both follow the same arrangement, as set out below.
- 72** **School Details** (on the first page) should be completed to show some basic information about the school. In the secondary school form, this includes determining the 'utilisation factor' (paragraph 24) and, in schools with sixth forms, the average 'stay-on rate' (paragraph 30).
- 73** Box 'b' allows the admission number to be noted<sup>12</sup>, so that the final capacity calculation can take account of any minor reductions required. As discussed in paragraphs 25 to 27, this may be to allow for the inclusion of pupils with special educational needs (SEN) or disabilities, or to suit admission arrangements based on an appropriate organisation. Alternatively, this box may be left blank. If it is filled in, it should be based on the current admission number or a preferred, organisationally sensible admission arrangement, taking account of infant class size limits, and should include any reduction planned to allow for the inclusion of pupils with SEN or disabilities.
- 74** If the assessment form is being completed before details of pupil numbers are known (for instance in a new school or one that does not currently have a sixth form), then proposed or projected pupil numbers should be entered here.
- 75** The School Details section should also be used to describe any accommodation that is used for non-school or support functions (see paragraph 55), as designated by the Local Education Authority. Such accommodation should be measured but is excluded from the net capacity assessment, so the descriptions are primarily for the use of Local Education Authorities. The description of any early years or specially resourced support facility, such as a centre for hearing impaired pupils, should include the number of places accommodated, as designated by the Local Education Authority, over and above the maintained places in the school<sup>13</sup>.

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<sup>11</sup> These examples, based on real schools, have been chosen as they show a variety of situations relevant to capacity assessment. They are not intended to illustrate best practice or design guidance.

<sup>12</sup> If the admission year is Reception in a school with a policy of 'rising fives' (i.e. it takes smaller numbers in the first two terms of Reception), the maximum number in that year should be taken as the admission number.

<sup>13</sup> Unlike previous capacity methods, the number of pupils with statements of SEN is not required and will not affect the capacity.

**76** The **Net Area Schedule**, on page 2 of the form, is the basis of the net capacity assessment and should be used to list all the measured spaces in the net area. There are four steps to completing a Net Area Schedule.

- **Step 1** is to note the reference number, the name and the measured area of each space listed. The room names should generally be those used by the school or the Local Education Authority (not the cleaning contractor).
- **Step 2** is to identify the type of each space based on its physical attributes, as described in paragraph 34. Annex A and the 'notes page' opposite the Net Area Schedule in the assessment forms give further guidance.
  - In primary schools there are two types of space. Most spaces will be 'general'. Some will be 'specialist', including halls and libraries.
  - In secondary schools there are four types of space: 'general', 'light practical', 'heavy practical' and 'large and performance'.
- **Step 3** is to calculate the number of 'workplaces' in each space, depending on the type of space and its size. The calculation will be done automatically in the computer spreadsheet. Workplaces are the unit of measurement used in the capacity calculation and are described in paragraphs 32 to 36.
- **Step 4** is to identify the status of each space, in the last column. Various code letters can be used to designate any space:
  - that should be measured but excluded from the net capacity of the school (marked 'E', 'R' or 'A' as discussed in paragraph 55, 'P', paragraph 61 or 'W', paragraph 63);
  - that is a parents/community room or chapel (marked with a 'P' or 'W' as discussed in paragraphs 61 to 64);
  - that is large enough to be allocated basic workplaces but is not suitable as a potential classbase or teaching space because of its physical attributes (marked with a 'U'), as described in paragraphs 65 to 68;
  - as a classbase in a primary school (marked with a 'C') or teaching space in secondary schools (marked with a 'T').

Spaces that are none of the above, including staff rooms, store rooms and, in primary schools, halls and other ancillary teaching areas, should not be marked and this column should be left blank.

**77** Steps 1 to 3 (and designating spaces marked 'U' in step 4) may be done by independent building surveyors, such as the Valuation Office. Local Education Authorities are responsible for designating other code letters at step 4. These will usually match current use but, as discussed in paragraph 29, in some cases they may not. Rooms not given a code letter in the Net Area Schedule may be used by the school for any purpose, without the capacity calculation being affected.

**78** The **Capacity Calculation**, on the last page of the form, is done automatically in the computer spreadsheet. The first part shows the total workplaces measured in the Net Area Schedule, starting with those in spaces that are excluded from the net capacity of the school. These spaces will include those described at the end of the School Details section, if applicable, and may include a parents/community room. Workplaces in a chapel, if the school has one, will not be shown in this part of the form, but will be excluded from the net capacity.

**79** The total workplaces remaining are used in the calculation of the net capacity of the school. In primary schools the net capacity is based initially on the 'basic workplaces' in spaces designated in step 4 of the Net Area Schedule as classbases (marked 'C'). In secondary schools it is based initially on the 'basic workplaces' in teaching spaces (marked 'T' in step 4),

less 60 basic workplaces for unmetabled teaching spaces such as the hall and the library, multiplied by the 'utilisation factor' determined in the School Details.

- 80** The formulae in boxes 'r' to 'y' check that this initial calculation is a reasonable proportion of the total available (paragraph 21) and incorporates any reduction required to suit the planned admission number if it has been entered in box 'b'. The indicated admission number is calculated at box 'z' by dividing the net capacity by the number of age groups (from box 'n' in the School Details).
- 81** The **Declaration of Accuracy** offers the opportunity for a representative of the Local Education Authority, who are responsible for the assessment, and the Head Teacher of the school to sign and date in the boxes provided to confirm that they are satisfied with the accuracy of the information given in the School Details and step 4 of the Net Area Schedule. The Head Teacher may represent the Admission Authority where it is different to the Local Education Authority, for the purposes of the capacity assessment.
- 82** This declaration does not apply to the measurement of area, which may be carried out independently by building surveyors, or the calculations, which are done automatically in the computer spreadsheet.

### Unusual Situations

- 83** If a school is on a **split site**, as identified as such by the Local Education Authority for the purposes of funding through the Local Management of Schools (LMS) system, the number of sites should be noted in box 'l'.
- 84** If the school is on a **small site**, such that the total site area is smaller than an area equivalent to the minimum team game playing field area required by the Education (School Premises) Regulations 1999, the total site area should be noted in box 'm'.
- 85** In schools with **more than one normal year of admission**, the number of years that those pupils admitted are expected to be in the school should be noted in box 'c' (and, for a third year of admission, box 'f'). The number of additional pupils it is intended to admit from outside the school for each additional normal year of admission should be noted in box 'd' (and, for a third year of admission, box 'g').
- 86** If the school has a separate agreed admission number for post-16 pupils, it should be entered in box 'g' of the secondary school assessment form. For the purposes of calculating admission numbers, it is assumed that such pupils are expected to be at the school for two years (even if a few stay on for three). If it is not intended to admit into the sixth form from outside the school, as in the majority of cases, these boxes will not apply.
- 87** Some schools share their accommodation with other sixth forms. For the purposes of indicating admission numbers, the full-time equivalent number of sixth form pupils should be used for both those staying on (boxes 'i' and 'j') and any further admissions (box 'g'). However, the number of sixth form pupils will not affect the net capacity: only the indicated admission numbers.<sup>14</sup>
- 88** If a **change in age range** is envisaged, the net capacity of the school can often be re-assessed without re-measuring. The School Details and step 4 (except for 'U') of the Net Area Schedule will need to be altered, but steps 1 to 3 may remain unless the school is moving from primary to secondary status.

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<sup>14</sup> Any change to sixth form details will only alter the net capacity within the flexibility allowed by the capacity calculation. An average stay-on rate is calculated so that sixth form details should only be changed if there is a significant, long-term increase or decrease in the size of the sixth form.

## Example 1: a 5–11 Primary School

### School Details

- 89** The first part of this section is completed to show the date of the assessment and some basic information about the school: its DfES reference number, the Local Education Authority (LEA), the school name, and its age range. *In this example, the school is on one site, so box 'l' is left blank. The overall site area is well above the statutory minimum requirement for team game playing field area for a school of this size, so box 'm' is also left blank.*
- 90** The normal year of admission and number of years that pupils will be in the school are noted in this section. *In this case, the normal year of admission is Reception, so 'R' is noted. This does not include the 26 nursery places noted in the 'Early Years and Child Care' box at the bottom of this page.*
- 91** **Box 'a'** indicates the number of years that pupils in the first admission year will be in school. *In this case this is 7, as the age range is 5 to 11. This information is used in the indicated admission limit calculation in the Capacity Calculation.*
- 92** **Box 'b'** can be used to show the planned admission number. *In this example, 30 pupils are currently admitted in year 'R' (Reception). For instance, this box could indicate 30 in a school that could otherwise take 32 but needs to now take account of maximum infant class sizes, or 45 in a school that would otherwise take 46 (as described in paragraph 27).*
- 93** **Box 'n'** is calculated automatically in the computer spreadsheet. *In this example, like most primary schools, there is only one admission year, so the figure in 'n' equals the number of years in box 'a'.*

### If Applicable: Areas Not Included in School Capacity

- 94** This part of the School Details section should be used to describe any accommodation that is used for designated non-school or support provision (see paragraph 55). Such accommodation should be measured but is excluded from the net capacity assessment of the school. *In this example, a Nursery Unit for a full time equivalent of 26 3-4 year olds is noted in this section. This accommodation is excluded from the net capacity assessment, but is listed in the net area schedule for future reference and benchmarking.*

### Net Capacity Assessment Method for Primary Schools

Please read guidance on the Net Capacity Assessment Method before filling in this form for the first time. This form can be used to assess any primary, middle deemed primary or first and middle school. It is easiest to use the computer spreadsheet, available on [www.dfes.gov.uk](http://www.dfes.gov.uk) - search for 'netcapacity'. Use this page to identify the basic information required. List all spaces in the Net Area Schedule on page 2 (following the notes on the facing page). All boxes shaded in grey will be worked out automatically in the computer spreadsheet. The 'Declaration of Accuracy' should be signed by the Head Teacher and a representative of the Local Education Authority.

#### School Details

LEA

DfES LEA/school number

school name  date

age range  to

first admission year  for instance 'Y2' or 'R' if reception (do not include nurseries: see below)

normal year of admission  a number of years that those in the admission year will be at this school (e.g. '7')

number of years  b if known (allowing for infant class size limits)

planned admission number

number of age groups  n (a + e + h)

**If applicable:** complete the boxes below if the school is on a small or split site or has more than one year of admission.

no. of sites

total site area (m<sup>2</sup>)

(second admission year, if applicable)

(third admission year, if applicable)

c  f

d  g

e  h

$e = (c \times d) / b$      $h = (f \times g) / b$

#### If applicable: Description of

**LEA designated Early Years and Childcare provision, if any**

non-school and support provision, not normally available to the school during the school day

**LEA designated specially resourced facilities, if any**

including the age range and the number of places involved. Enter area in 'net area' column and note with an 'E' at step 4

**LEA designated adult learning facilities, if any**

non-school facilities (such as a community library, multi-agency support centre or a Learning Support Unit). Include the number of any additional specially resourced places, if applicable. Enter area in 'net area' column and note with an 'R' at step 4

(such as City Learning Centres, teacher training, or other Lifelong Learning facilities). Enter area in 'net area' column and note with an 'A' at step 4

## The Net Area Schedule

- 95** Guidance on the four steps involved in completing the Net Area Schedule, on page 2 of the form, is given here and in the 'notes page' to the right of the Net Area Schedule in the form.
- 96** **Step 1** is to list all measured spaces (as described in Parts 3 and 4 of this Guidance) using a room reference and room name for each space. The measured area (to the nearest m<sup>2</sup>) of all spaces in the net area is shown in the 'net area' column. The area of any shared circulation (as described in paragraph 48) is entered in the 'non-net area' column. All spaces that have a net area are allocated a minimum of one workplace, even those below 0.5m<sup>2</sup>. *In this example:*
- Rooms 7, 8 and 43 are around 3.5m wide and are 85% circulation;
  - Rooms 17, 32, 50 and 54 are 50% circulation;
  - Room 22 is 15% circulation.
- In each case the circulation area is noted in the 'non-net' column.*
- 97** Room references are linked to a scale plan of the school (see page 25). *Rooms 51, 52 and 53 are in an open plan area, the plan of which has been marked up to indicate the classbase areas, as discussed in paragraphs 114 to 116.*
- 98** **Step 2** is to tick the type of each space as either general or specialist. In the computer spreadsheet a '1' is used as a tick (when a measurement is placed in the 'net area' column the computer will automatically place a '1' in the 'general' column, but it is removed if a '1' is placed in the specialist column).
- 99** The definitions of the two types of space for primary schools are listed on the 'notes page' of the form and explained in more detail in Annexe A of this Guidance. *Here there are four 'specialist' spaces: the library, a food room, the hall and a dedicated ICT room. All other spaces in this example are 'general' spaces.*
- 100** **Step 3** is to calculate the number of workplaces. The area of each space is put into one of three formulae, as listed on the 'notes page' and in Annexe A of this Guidance, depending on its type and size. This is done automatically in the computer spreadsheet.
- 101** As described in paragraph 35, each space will be allocated basic workplaces and/or resource workplaces. *For instance, in this example:*
- Room 47 is a general space of 21m<sup>2</sup>. Using the formula for 'general' spaces, the number of workplaces would be calculated as  $(21 \div 1.5) - 3$ . This equates to 11 workplaces, all of which are resource workplaces.
  - Room 34, the hall, is a specialist space of 192m<sup>2</sup>. This would be calculated using the formula for specialist spaces of more than 75m<sup>2</sup> as  $(192 \div 12.5) + 20$ . Rounded up, this equates to  $16 + 20 = 36$ , of which the first 30 are basic workplaces and the remaining 6 are resource workplaces.
- 102** **Step 4**, in the last column, is to identify the status of spaces (with one of the code letters listed on the 'notes page'). *In this example, Rooms 1, 2, 20, 21, 51/52, 52/53 and 58 have been designated as classbases and are marked with a 'C'. Room 42 is a parents' room and has therefore been marked with a 'P'. Rooms 9 to 12 are marked with an 'E' as they provide the nursery facilities.*



## Capacity Calculation

- 103** All the calculations are done automatically in the computer spreadsheet, but are described here. Letters used in any formulae refer to the figure in the box with the same letter.
- 104** The first part of this section shows the total of workplaces in spaces that have been measured but are not included in the net capacity calculation, as described in Part 4 of this Guidance. *Here there are 30 basic workplaces and 36 resource workplaces in the nursery (marked with an 'E' at step 4 of the Net Area Schedule) and 17 basic workplaces in the parents' room (marked with a 'P' at step 4).*
- 105** **Boxes 'p' and 'q'** show the total number of workplaces in the net area of accommodation available to the school. This is calculated by subtracting the excluded workplaces marked 'E', 'R', 'A', 'P' or 'W' at step 4 from the overall totals at the top of the Net Area Schedule. *In the example, excluded workplaces are those in the nursery and parents' room, marked with 'E' and 'P' at step 4.*
- 106** **Box 'r'** indicates the initial calculation of the capacity based on the basic workplaces available in the classbases. However, it defaults to 70% of the total workplaces ( $p + q$ ) if this is lower (as described in paragraphs 21 and 37). *In this example, box 'r' shows the total basic workplaces in the 7 spaces that are designated as classbases (marked with a 'C' at step 4). This is  $7 \times 30 = 210$ . If this were more than 70% of the total workplaces available (in this case  $(261 + 168) \times 70\% = 300$ ) then 'r' would show the lower figure instead.*
- 107** **Box 's'** indicates the additional allowances used to give parity to small schools, split site schools and those on small sites, as described in paragraphs 39, 42 and 43. Box 's' equals 75 multiplied by the number of sites noted in box 'l' under School Details, plus a further 50 if the total site area noted in box 'm' under School Details is less than  $1500 + (15 \times r)$ . This formula is approximately equivalent to the requirement for team game playing fields.
- 108** **Box 'v'** sets the maximum workplaces available, which will equal 'r' unless it exceeds the limit described in paragraphs 21 and 38. It is the higher of 'r' and  $(p - s) \times 70\%$ . *In the example, box 'v' shows the total from box 'r' again, because this is more than 70% of the total basic workplaces ('p') less the allowance shown in box 's' (in this case  $(261 - 75) \times 70\% = 130$ ).*
- 109** **Box 'w'** sets the minimum workplaces available, based on 'v' but slightly reduced to allow some flexibility to set a reasonable admission number that suits the organisation of the school, or to allow extra space for pupils with SEN or disabilities. In the primary form, this figure is the lower of two calculations: 90% of the figure in box 'v', or 'v' rounded down to the nearest multiple of a quarter form of entry (FE). *In this case, 'v' multiplied by 90% is 189 and 'v' rounded down to the nearest multiple of  $\frac{1}{4}FE$  is 210. 189 is lower, so box 'w' shows a figure of 189.*
- 110** **Box 'x'** calculates the capacity based on the planned admission number by multiplying the planned admission number (box 'b' = 30) by the number of age groups in the school (box 'n' = 7). If box 'b' has not been filled in, box 'x' should remain blank.
- 111** **Box 'y'** is the final calculation of the net capacity of the school, which will match the capacity based on the planned admission number if it is within the minimum and maximum set in boxes 'w' and 'v'. Hence it equals 'v' if 'x' is more than 'v' (or if 'x' is blank), equals 'x' if 'x' is between 'v' and 'w' inclusive, or equals 'w' if 'x' is less than 'w'. *Box 'y' is the same as the capacity based on the planned admission number ('x' = 210) in this example. However, a planned admission number of 28 could be entered in box 'b' (to allow for SEN inclusion) to give a net capacity of  $28 \times 7 = 196$ .*



# Net Capacity Assessment Method for Primary Schools

## Capacity Calculation

Workplaces Not Included in Capacity Calculation (if measured)	Basic Workplaces	Resource Workplaces
parents/community room	17	0
early years and childcare facilities	30	36
specialised resourced facilities		
adult learning facilities		

workplaces in space marked 'P' at step 4, only one per school  
 workplaces in spaces marked 'E' at step 4, as noted under School Details  
 workplaces in spaces marked 'R' at step 4, as described under School Details  
 workplaces in spaces marked 'A' at step 4, as described under School Details

### Workplaces Included in Capacity Calculation

capacity based on classbases	261	p	168	q
basic workplace allowance	210	r		
maximum workplaces available	75	s		
minimum workplaces available			210	v
capacity based on planned admission no.			189	w
	210	x		
<b>Net Capacity</b>	210	y		

All calculations below should be rounded down to the nearest whole number.  
 totals of all workplaces except those shown above as excluded or marked 'W' at step 4

basic workplaces in spaces marked 'C' at step 4, or  $((p + q) \times 70\%)$ , if lower  $(75 \times I)$ , plus 50 if m is less than  $(1500 + (15 \times r))$   
 $(r)$ , or  $((p - s) \times 70\%)$ , if higher

lower of  $(v \times 90\%)$  and  $v$  rounded down to nearest multiple of  $(30 \times n / 4)$   
 $(b \times n)$

if  $x$  is more than  $v$ , then  $y = v$   
 if  $x$  is between  $v$  and  $w$ , then  $y = x$   
 if  $x$  is less than  $w$ , then  $y = w$

(second admission year, if applicable)  $(z \times e) / c$   
 (third admission year, if applicable)  $(z \times h) / f$

first admission year  
 indicated admission number 30 z  
(y / n) rounded down (n, c, e, f and h as calculated under School Details)

### Declaration of Accuracy

We confirm that we are satisfied with the accuracy of the information given under School Details and the status of spaces (step 4 of the Net Area Schedule) on this form.

Signature of Head Teacher

Date

Signature on behalf of Local Education Authority

Date

- 112** **Box ‘z’** calculates the indicated admission number for the first year of admission by dividing the net capacity (at box ‘y’) by the number of age groups (at box ‘n’ in the School Details). If there is a second year of admission noted in box ‘e’ in the School Details, the indicated admission number for that year equals  $(z \times e) \div c$ , as described in Example 3.

### Section F: Declaration of Accuracy

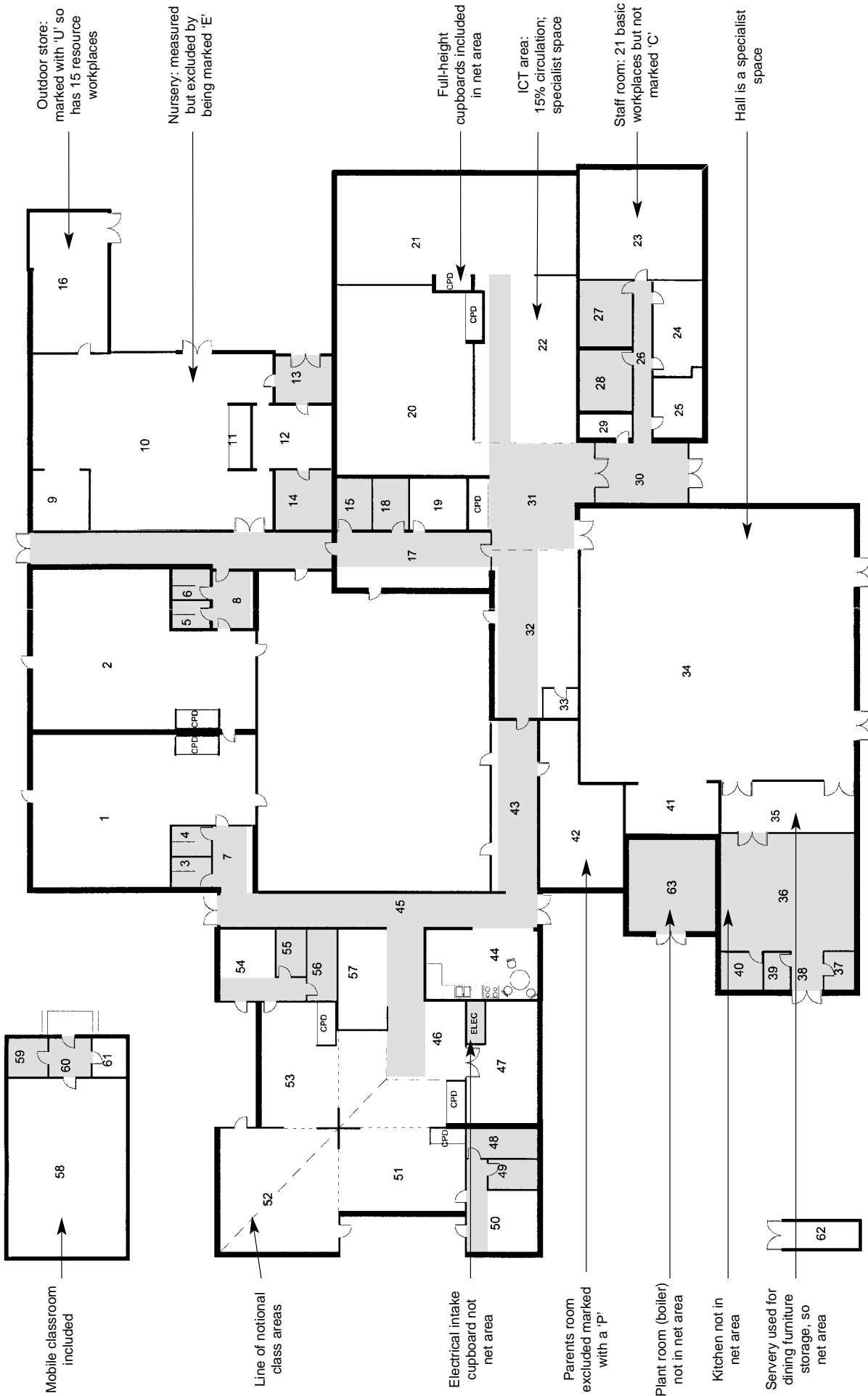
- 113** A representative of the Local Education Authority and the Head Teacher of the school should sign and date in the boxes provided (on a hard copy of the form) to confirm that they are satisfied with the accuracy of the information given under School Details and step 4 of the Net Area Schedule.

### Open Plan Areas

- 114** As discussed in paragraph 51, some schools include open or semi-open plan areas that may have small classbases that were designed to be used with part of an adjacent shared teaching area. Where such spaces exist and can be used together for teaching a class, their floor areas can be combined for the net capacity assessment.
- 115** An example of this situation is included in the plan of the example primary school on the opposite page. The broken lines show the notional boundaries of the classbases labelled 51 and 53. If the classbase areas were measured separately, each would be 22m<sup>2</sup>. This is too small to be allocated basic workplaces so these areas would not count towards the capacity. However, in this case, these areas are capable of being used with the shared wet area labelled 52 and the central shared teaching area, so the Local Education Authority has marked an overall area for each class on the plan (marked with the diagonal ‘dash-dot’ line), such that each area totals around 54m<sup>2</sup>.
- 116** In the case of the group room (marked 47), this is separated from the central shared area (marked 46) by a door and a store room, so it would not be easy to use it reasonably in conjunction with the shared area. This room has therefore been noted only as 21m<sup>2</sup>, although with minimal adaptations the two areas (46 and 47) could be used as a small classbase.

### Key to ‘Non-net’ Areas

3	Girls toilet	3m <sup>2</sup>	36	Kitchen	40m <sup>2</sup>
4	Boys toilet	3m <sup>2</sup>	37	Kitchen store	3m <sup>2</sup>
5	Boys toilet	3m <sup>2</sup>	38	Kitchen lobby	3m <sup>2</sup>
6	Girls toilet	3m <sup>2</sup>	39	Kitchen office	2m <sup>2</sup>
13	Nursery lobby	6m <sup>2</sup>	40	Kitchen store	4m <sup>2</sup>
14	Nursery toilets	8m <sup>2</sup>	45	Corridor	25m <sup>2</sup>
15	Pupil toilets	5m <sup>2</sup>	48	Girls toilet	5m <sup>2</sup>
18	Pupil toilets	10m <sup>2</sup>	49	Boys toilet	4m <sup>2</sup>
26	Staff corridor	7m <sup>2</sup>	55	Boys toilet	4m <sup>2</sup>
27	Male staff toilets	8m <sup>2</sup>	56	Girls toilet	5m <sup>2</sup>
28	Female staff toilets	8m <sup>2</sup>	60	Mobile classroom lobby	4m <sup>2</sup>
30	Entrance lobby	14m <sup>2</sup>	61	Mobile classroom toilet	4m <sup>2</sup>
31	Entrance	30m <sup>2</sup>	64	Covered area	30m <sup>2</sup>



Merlin Primary School Plan

## Example 2: an 11–16 Secondary School

**117** This example demonstrates how to assess the capacity of a secondary school without a sixth form, or a middle deemed secondary school. Schools with sixth forms are covered in the next example. Most of the methodology is the same as that in the primary school assessment form.

### School Details

**118** The first part of the School Details section is completed to show the date of the assessment and some basic information about the school: its DfES reference number, the LEA, the school name, and its age range. *Like Example 1, this example is on one site of a reasonable size, so boxes 'l' and 'm' are left blank.*

**119** The normal year of admission and the age range of the school are noted in this section. This information is used to determine the utilisation factor (shown in box 'u') that is used in the Capacity Calculation. *For this 11–16 school, the utilisation factor is 0.75. This is selected automatically in the computer spreadsheet.*

**120** **Box 'a'** indicates the number of years that pupils in the first year of admission will be in school. *In this case this is 5, as the age range is 11 to 16. This information is used in the indicated admission limit calculation in the Capacity Calculation.*

**121** **Box 'b'** can be used to show the planned admission number. *In this example, 174 pupils are admitted in year 'Y7'. These pupils will therefore be at the school for 5 years (box 'a'). The figure of 174 allows for 6 classes of 29 rather than 30 to make some allowance for the inclusion of pupils with SEN and disabilities.*

**122** **Box 'n'** is calculated automatically in the computer spreadsheet. *In this example, like most secondary schools, there is only one admission year, so the figure in 'n' equals the number of years in box 'a'.*

### If Applicable: Areas Not Included in School Capacity

**123** This part of the School Details section can also be used to show details of any accommodation that is for designated non-school or support functions (see paragraph 55), which is excluded from net capacity assessment. *In this example, a support centre for hearing impaired pupils is noted in this section. The number of places (28) in the unit and a brief description of the facilities are shown.*

# Net Capacity Assessment Method for Secondary Schools

Please read the Net Capacity guidance (DfES/0739/2001) before filling in this form for the first time. This form can be used to assess any secondary, middle deemed secondary or upper school. It is easiest to use the computer spreadsheet, available on [www.dfes.gov.uk](http://www.dfes.gov.uk) - search for 'netcapacity'. Use this page to identify the basic information required. List all spaces in the Net Area Schedule on page 2 (following the notes on the facing page). All boxes shaded in grey will be worked out automatically in the computer spreadsheet. The 'Declaration of Accuracy' should be signed by the Head Teacher and a representative of the Local Education Authority.

## School Details

LEA   
 DfES LEA/school number   
 school name  date   
 age range  to   
 utilisation factor  u

	'u'		'u'
9 - 13	0.83	11 - 18	0.71
11 - 13	0.79	12 - 18	0.70
11 - 16	0.75	13 - 18	0.69
12 - 16	0.73	14 - 18	0.67
13 - 16	0.72	16 - 18	0.63
14 - 16	0.69		

**If applicable:** complete the boxes below if the school is on a small or split site or has more than one year of admission.

no. of sites   
 total site area (m<sup>2</sup>)

(second admission year, if applicable) (Y12 admission, if applicable)

c   
 d   
 e   
 h

$e = (c \times d) / b$        $h = (2 \times g) / b$

for instance 'Y7'  
 number of years, up to age 16, that those in the admission year will be at this school (e.g. '5') if known; if in Y12, further agreed admission number beyond those 'staying on'

first admission year (if below 16)   
 normal year of admission   
 number of years up to age 16  a  
 planned admission number  b

## sixth form data

FTE NoR in Year 11	FTE pupils staying on post-16	'stay-on rate'
this year <input type="text"/>	<input type="text"/>	<input type="text"/>
last year <input type="text"/>	<input type="text"/>	<input type="text"/>
year before last <input type="text"/>	<input type="text"/>	<input type="text"/>

average sixth form 'stay-on rate'  (i + j) / 2

number of age groups  n

**If applicable:** complete these boxes if the school has a sixth form.

Post-16 numbers should only include pupils remaining at the school in Years 12 to 14. Calculate the 'stay-on rate' to nearest two decimal places by dividing the post-16 numbers by the PREVIOUS Year 11 (e.g. 1.33). In new sixth forms use proposed numbers.

$(a + e + h + k)$

## If applicable: Description of LEA designated Early Years and Childcare provision, if any

LEA designated specially resourced facilities, if any

A support centre for 28 hearing impaired pupils

LEA designated adult learning facilities, if any

non-school and support provision, not normally available to the school during the school day including the age range and the number of places involved. Enter area in 'net area' column and note with an 'E' at step 4

non-school facilities (such as a community library, multi-agency support centre or a Learning Support Unit). Include the number of any additional specially resourced places, if applicable. Enter area in 'net area' column and note with an 'R' at step 4

(such as City Learning Centres, teacher training, or other Lifelong Learning facilities). Enter area in 'net area' column and note with an 'A' at step 4

## The Net Area Schedule

- 124 Step 1** is to list all measured spaces (as described in Parts 3 and 4 of this Guidance), using a room reference and room name for each space. Like the primary school form, the measured area (to the nearest m<sup>2</sup>) of all spaces in the net area is shown in the 'net area' column. The area of shared circulation is entered in the 'non-net area' column. Room references are linked to a scale plan of the school (see page 36).
- 125 Step 2** is to tick the type of each included space. In the computer spreadsheet a '1' is used as a tick (see paragraph 98).
- 126** The definitions of the four types of space for secondary schools are listed on the 'notes page' of the form and explained in more detail in Annexe A of this Guidance. *In this example, 'light practical' spaces include the science preparation area, the dark room and kiln room, and the library; 'heavy practical' spaces include the multi-materials preparation area and the multi-gym (because it is less than 120m<sup>2</sup>); and 'large and performance' spaces include the drama space (including a stage area) and a music practice room.*
- 127 Step 3** is to calculate the number of workplaces. The area of each space is put into one of five formulae, as listed on the 'notes page' and in Annexe A of this Guidance, depending on its type and size. This is done automatically in the computer spreadsheet.
- 128** As described in paragraph 35, spaces will have basic workplaces and/or resource workplaces. *For instance, in this example:*
- *Room A8 is a general space of 21m<sup>2</sup>. Using the general formula, the number of workplaces would be calculated as  $(21 \div 1.5) - 3$ . This equates to 11 workplaces, all of which are resource workplaces.*
  - *Room A41 is a dining hall of 195m<sup>2</sup>. This would be calculated using the 'large and performance' formula for spaces of 75m<sup>2</sup> or more as  $(195 \div 12.5) + 20$ . Rounded up, this equates to  $16 + 20 = 36$ , of which the first 30 are basic workplaces and the remaining 6 are resource workplaces.*
- 129 Step 4** is to identify (with one of the code letters listed on the page opposite the Net Area Schedule) the status of spaces. *In this example, the spaces marked with a 'T' have been designated as teaching spaces. These include mobile classrooms, the hall and the library. They also include a music practice room, kiln room and dark room. However, small spaces, such as music practice rooms, kiln rooms and dark rooms, will not count towards the capacity as they do not have basic workplaces. Room A21 has been marked with a 'U' because it has no source of light or ventilation. Other stores are too small to be given basic workplaces so do not need to be marked with a 'U'. Room A26 is a chapel and has therefore been marked with a 'W' (the workplaces in this space will not be included in the capacity). The sacristy is not marked but only has resource workplaces so will not count towards the capacity.*

### Net Capacity Assessment Method for Secondary Schools Net Area Schedule (and allocation of workspaces)

DfES/0749/2001

DfES no. 765/4242

school name Holy Grail Community Secondary School

Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	STEP 2				STEP 3		STEP 4
				general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	
<b>Totals</b>			<b>5382</b>	<b>105</b>	<b>25</b>	<b>5</b>	<b>10</b>	<b>1531</b>	<b>526</b>	
M1	mobile classroom		54							
M2	store		4							
M3	mobile classroom		50	1				30	3	T
M4	mobile classroom		50	1				30	1	T
M5	mobile classroom		50	1				30	1	T
M6	mobile classroom		50	1				30	1	T
A5	deputy head's office		18	1				30	1	T
A6	bursar's office		16	1				30	1	T
A8	Head teacher's office		21	1				0	1	T
A9	deputy head's office		12	1				0	9	T
A10	office		11	1				0	8	T
A12	reception area		11	1				0	11	T
A13	waiting/corridor (50% circulation)		8	1				0	5	T
A14	office		9	1				0	5	T
A15	store		12	1				0	5	T
A16	MI room	8	11	1				0	5	T
A18/19	drama hall/stage		9	1				0	5	T
A20	lobby/ locker area (85% circulation)		12	1				0	5	T
A21	under-stage storage		9	1				0	3	T
A22	music		30	1				0	3	T
A22A	store		5	0				0	5	T
A22B	store		91	1		1		30	3	T
A22C	store		76	1				0	7	T
A23	music practice		6	0		1		0	1	T
A24	store (50% circulation)		3	1				27	58	T
A25	sacristy		6	1				0	0	T
A26	chapel		12	1				0	1	T
A27	art room	5	5	0				0	1	T
A28	kiln room		10	1		1		0	1	T
A29	wet cupboard		66	1				0	1	T
A30	print store		74	1				0	1	T
A31	art room		6	0	1			30	4	T
A32	dark room		6	0	1			26	11	W
A33	multi-materials workshop		8	1				0	0	T
A34	heat treatment bay		62	1				0	1	T
A35	graphics		5	0	1			0	1	T
A36	multi-materials prep.		106	0	1			21	3	T
A37	CAD-CAM		16	0	1			0	0	T
A38	pneumatics, electronics, control technology		82	0	1			26	1	T
A39	materials store		23	0	1			0	0	T
A41	dining room		35	0	1			0	1	T
A45	outdoor store		57	0	1			29	0	T
A52	caretaker's office		19	1				0	2	T
A53	store		195	1				19	10	T
A57	learning resource centre (library)		13	0				0	0	T
A58	careers room		29	1		1		30	10	T
A60	support centre for hearing impaired pupils		9	1				0	6	T
A61	HI support centre office		152	0	1			17	6	T
			15	1				0	0	T
			57	1				30	3	T
			13	1				0	27	T
				1				30	7	T
				0				5	6	R
				0				6		R

### Net Capacity Assessment Method for Secondary Schools

DfES/0749/2001

DfES no. 765/4242

school name Holy Grail Community Secondary School

Room Reference	Room Name (based on the activities the room is designed or equipped to accommodate)	'Non-Net' Area, if known (m <sup>2</sup> )	Net Area (m <sup>2</sup> )	STEP 2				STEP 3		STEP 4
				general	light practical	heavy practical	large & perform.	Basic Workplaces	Resource Workplaces	
A62	HI support centre ICT 'cluster'		28							
A63	SEN resource base		31							
A64	ICT room		11	0	1					
A66	textiles (15% circulation)		58	1						
A67	laundry (50% circulation)		64	0	1					
A68	food room		6	0	1					
A69	stores		93	0	1					
A73	classroom		12	1		1				
A74	staff room	6	52	1						
A80	store		52	1						
A83	store		8	1						
A84	multi-gym		8	1						
A85	hall/gym									
A86	store									
A87										

## Capacity Calculation

- 130** This section is similar to the Capacity calculation in the primary form, except for the addition of box 't' to allow for the utilisation factor. Again, calculations described here are automatic in the computer spreadsheet (see paragraph 103).
- 131** The totals of basic and resource workplaces in measured but excluded spaces are shown in the first part of this section. *Here there are 30 basic and 19 resource workplaces in the support centre for hearing impaired pupils (marked with an 'R' at step 4).*
- 132** **Boxes 'p' and 'q'** show the total number of workplaces in the net area of accommodation available to the school. This is calculated by subtracting the excluded workplaces, *in this case marked with 'W' and 'R' at step 4*, from the overall totals at the top of the Net Area Schedule.
- 133** **Box 't'** shows the total basic workplaces in the spaces that are designated as teaching areas (marked with a 'T' at step 4). *This is 1239. If this were more than 70% of the total workplaces available (in this case  $(1471 + 496) \times 70\% = 1376$ ), then 't' would show the lower figure instead (as described in paragraphs 21 and 37).*
- 134** **Box 'r'** indicates the initial calculation of the capacity based on the basic workplaces available in teaching spaces, less 60 workplaces for untimetabled teaching spaces such as the hall and library, multiplied by a utilisation factor (*in this case, 0.75*) from box 'u' under School Details. *In this example,  $r = 884$ .*
- 135** **Box 's'** shows the allowance for large non-teaching spaces, as discussed in paragraph 107. In secondary schools, 50 is added if the site area is less than  $10,000 + (30 \times r)$ .
- 136** **Box 'v'** shows the total from box 'r' again, because this is more than 70% of the total basic workplaces ('p') less the allowance shown in box 's' all multiplied by the utilisation factor (*in this case  $(1471 - 75) \times 70\% \times 0.75 = 732$* ). If 'r' were less than this, then 'v' would show the higher figure instead.
- 137** **Box 'w'** sets the minimum workplaces available, to allow for admission arrangements and pupils with SEN or disabilities. In the secondary school assessment form, this is 10% below the figure in box 'v', *giving a minimum of 795 in this example.*
- 138** **Box 'x'** calculates the capacity based on the planned admission number by multiplying the planned admission number (*'b' = 174, from School Details*) by the number of age groups in the school (*'n' = 5, from School Details*), *giving a figure of 870, in this case.*
- 139** **Box 'y'** shows the net capacity of the school. This is the same as the capacity based on the planned admission number (*'x' = 870 in this case*). If the capacity based on the planned admission number is more than 'v' or less than 'w', then the net capacity will be 'v' or 'w', respectively.
- 140** **Box 'z'** is the **indicated admission number**. This is calculated by dividing the net capacity (*'y' = 870*) by the number of age groups (*'n' = 5, from School Details*).



# Net Capacity Assessment Method for Secondary Schools

## Capacity Calculation

**Workplaces Not Included in Capacity Calculation (if measured)**

	Basic Workplaces	Resource Workplaces	
early years and childcare facilities	0	0	workplaces in spaces marked 'E' at step 4, as described under School Details
specialised resourced facilities	30	19	workplaces in spaces marked 'R' at step 4, as described under School Details
adult learning facilities	0	0	workplaces in spaces marked 'A' at step 4, as described under School Details

**Workplaces Included in Capacity Calculation**

workplaces available in teaching spaces: 1471 (p)

capacity based on teaching spaces: 496 (q)

basic workplace allowance: 1239 (t)

maximum workplaces available: 884 (r)

minimum workplaces available: 75 (s)

capacity based on planned admission no.: 870 (x)

All calculations below should be rounded down to the nearest whole number.

totals of all workplaces except those shown above as excluded or marked 'W' at step 4

basic workplaces in spaces marked 'T' at step 4, or  $((p + q) \times 70\%)$ , if lower

$((t - 60) \times u)$  (u from School Details)

$(75 \times l)$ , plus 50 if (m) is less than  $(10,000 + (30 \times r))$

(r), or  $((p - s) \times 70\% \times u)$ , if higher

$(v \times 90\%)$

$(b \times n)$

**Net Capacity** 870 (y)

if x is more than v, then  $y = v$   
 if x is between v and w, then  $y = x$   
 if x is less than w, then  $y = w$

first admission year: 174 (z)

indicated admission number: 174 (z)

(y / n) rounded down (n, c, e, f and h as calculated under School Details)

(second admission year, if applicable) (Yr12 admission, if applicable)

$(z \times e) / c$   $(z \times h) / 2$

### Declaration of Accuracy

We confirm that we are satisfied with the accuracy of the information given under School Details and the status of spaces (step 4 of the Net Area Schedule) on this form.

Signature of Head Teacher: \_\_\_\_\_ Date: / /

Signature on behalf of Local Education Authority: \_\_\_\_\_ Date: / /

## Example 3: an 11–18 Secondary School with a Second Admission Year

**141** The following example shows how a net capacity assessment form would be completed if the school in Example 2 had smaller 11 to 16 numbers and a sixth form. The spaces listed in the Net Area Schedule are exactly the same, but some additional data needs to be entered under School Details and this will affect the net capacity calculation.

### School Details

- 142** The age range is shown as 11–18, so a utilisation factor of 0.71 (rather than 0.75) is shown in box 'u' and will be used in the calculation in box 'r'. As in Example 2, the normal year of admission is 'Y7' and pupils will be at the school for 5 years, up to the age of 16 (box 'a'). *However, the admission number at Year 7 is only 116 in this example, to allow for the additional pupils in the sixth form.*
- 143** To illustrate an example of a second admission year, the sixth form includes a separate admission of pupils into year 12 from outside the school, in addition to those remaining at this school in the sixth form. *This further admission number of 40 pupils in Yr 12 is shown in box 'g'.*
- 144** The shaded 'sixth form data' section under School Details calculates an average 'stay-on rate' from the average of 'i' and 'j'. This is in the form of a decimal fraction indicating the proportion of a year group (not as a percentage). *So, in this example, last year's Year 11 group was 119 and the total sixth form this year is 153. The 'stay-on rate' is therefore calculated as 1.29 (153 ÷ 119).* Box 'i' is the 'stay-on rate' for the total number of sixth form pupils remaining on roll at the school in the academic year of the capacity assessment (*in this case 2002–03*), as a proportion of the Year 11 number on roll in the previous year (*2001–02*). Box 'j' is the stay-on rate for the previous academic year (*2001–02*).
- 145** The number of sixth form pupils remaining on roll in each case is the total full time equivalent (FTE) number of post-16 pupils remaining at the school, not just those in Year 12. It should **not** include those admitted from elsewhere, as noted in box 'g'. *In the example, the average 'stay-on' rate, calculated from the sixth form details ('k' = 1.28), is added to the Yr 12 admission number as a proportion of the first admission number ('h' = 0.67) and to the number of years up to age 16 ('b' = 5) to give a total number of age groups in box 'n' of 6.95. This total is used in boxes 'x' and 'z' in the Capacity Calculation.*
- 146** Details of areas not included in the school capacity are the same as in Example 2.

# Net Capacity Assessment Method for Secondary Schools

DfES/0749/2001

Please read the Net Capacity guidance (DfES/0739/2001) before filling in this form for the first time. This form can be used to assess any secondary, middle deemed secondary or upper school. It is easiest to use the computer spreadsheet, available on [www.dfes.gov.uk](http://www.dfes.gov.uk) - search for 'netcapacity'. Use this page to identify the basic information required. List all spaces in the Net Area Schedule on page 2 (following the notes on the facing page). All boxes shaded in grey will be worked out automatically in the computer spreadsheet. The 'Declaration of Accuracy' should be signed by the Head Teacher and a representative of the Local Education Authority.

## School Details

LEA

DfES LEA/school number

school name  date

age range  to

utilisation factor  u

		'u'		'u'
9 - 13	0.83	11 - 18	0.71	
11 - 13	0.79	12 - 18	0.70	
11 - 16	0.75	13 - 18	0.69	
12 - 16	0.73	14 - 18	0.67	
13 - 16	0.72	16 - 18	0.63	
14 - 16	0.69			

first admission year (if below 16)

normal year of admission

number of years up to age 16  a

planned admission number  b

for instance 'Y7'

number of years, up to age 16, that those in the admission year will be at this school (e.g. '5') if known; if in Y12, further agreed admission number beyond those 'staying on'

If applicable: complete the boxes below if the school is on a small or split site or has more than one year of admission.

no. of sites

total site area (m<sup>2</sup>)

(second admission year, if applicable) (Y12 admission, if applicable)

Y12

c

d

e  h

$e = (c \times d) / b$   $h = (2 \times g) / b$

## sixth form data

FTE NoR in Year 11	FTE pupils staying on post-16	'stay-on rate'
this year	<input type="text" value="153"/>	<input type="text" value="1.29"/> i
last year	<input type="text" value="119"/>	<input type="text" value="1.26"/> j
year before last	<input type="text" value="118"/>	
average sixth form 'stay-on rate'	<input type="text" value="1.28"/> k	$(i + j) / 2$

number of age groups  n

If applicable: complete these boxes if the school has a sixth form.

Post-16 numbers should only include pupils remaining at the school in Years 12 to 14. Calculate the 'stay-on rate' to nearest two decimal places by dividing the post-16 numbers by the PREVIOUS Year 11 (e.g. 1.33). In new sixth forms use proposed numbers.

## If applicable: Description of LEA designated Early Years and Childcare provision, if any

## LEA designated specially resourced facilities, if any

A support centre for 28 hearing impaired pupils

## LEA designated adult learning facilities, if any

non-school and support provision, not normally available to the school during the school day including the age range and the number of places involved. Enter area in 'net area' column and note with an 'E' at step 4

non-school facilities (such as a community library, multi-agency facilities, or youth centre) or support facilities (such as an SEN support centre or a Learning Support Unit). Include the number of any additional specially resourced places. Enter area in 'net area' column and note with an 'R' at step 4

(such as City Learning Centres, teacher training, or other Lifelong Learning facilities). Enter area in 'net area' column and note with an 'A' at step 4

## Capacity Calculation

**147** All details in the Capacity Calculation are the same as in Example 2, except that:

- **Box 'r'** shows 't', less 60 workplaces for unmetabled teaching areas (see paragraph 134), multiplied by the utilisation factor of 0.71 (rather than 0.75).
- **Box 'v'** shows the total from box 'r' again.
- **Box 'w'** shows a figure based on 90% of 'v' (as in paragraph 137).
- **Box 'x'** multiplies the planned admission number ( $'b' = 120$ ) by the number of age groups in the school ( $'n' = 6.95$ ), *giving a figure of 834, in this case*. As this falls between the maximum and minimum in boxes 'v' and 'w', this is the figure used in **box 'y'**, showing the net capacity of the school.
- **Box 'z'** is the **indicated admission number**, calculated by dividing the net capacity ( $'y' = 834$ ) by the number of age groups ( $'n' = 6.95$ ). As there is a second year of admission, the indicated admission number for that year is also shown, calculated as  $(z \times h) \div 2$ . *In this case  $(120 \times 0.67) \div 2 = 40$  when rounded.*

# Net Capacity Assessment Method for Secondary Schools

## Capacity Calculation

**Workplaces Not Included in Capacity Calculation (if measured)**

	Basic Workplaces	Resource Workplaces	
early years and childcare facilities	0	0	workplaces in spaces marked E at step 4, as described under School Details
specialised resourced facilities	30	19	workplaces in spaces marked R at step 4, as described under School Details
adult learning facilities	0	0	workplaces in spaces marked A at step 4, as described under School Details

All calculations below should be rounded down to the nearest whole number.

totals of all workplaces except those shown above as excluded or marked W at step 4

**Workplaces Included in Capacity Calculation**

workplaces available in teaching spaces **1471** p

capacity based on teaching spaces **496** q

workplaces available in teaching spaces **1239** t

capacity based on teaching spaces **837** r

basic workplace allowance **75** s

maximum workplaces available **837** v

minimum workplaces available **753** w

capacity based on planned admission no. **834** x

basic workplaces in spaces marked T at step 4, or  $((p + q) \times 70\%)$ , if lower

$((t - 60) \times u)$  (u from School Details)

$(75 \times I)$ , plus 50 if (m) is less than  $(10,000 + (30 \times r))$

(r), or  $((p - s) \times 70\% \times u)$ , if higher

$(v \times 90\%)$

$(b \times n)$

**Net Capacity** **834** y

if x is more than v, then  $y = v$   
 if x is between v and w, then  $y = x$   
 if x is less than w, then  $y = w$

first admission year indicated admission number **120** z

(y / n) rounded down (n, c, e, f and h as calculated under School Details)

(second admission year, if applicable) (Yr12 admission, if applicable)

**40**

$(z \times e) / c$   $(z \times h) / 2$

### Declaration of Accuracy

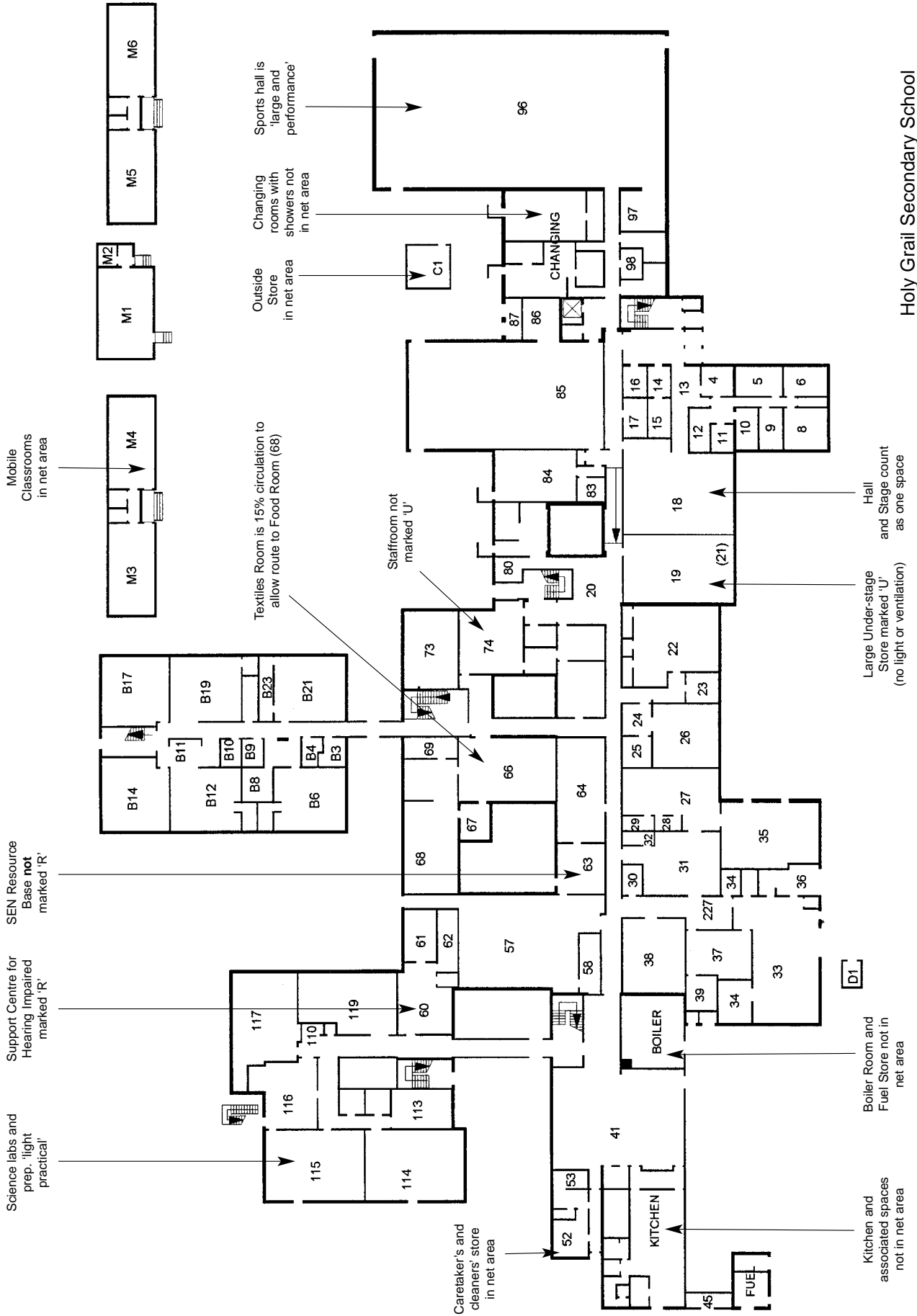
We confirm that we are satisfied with the accuracy of the information given under School Details and the status of spaces (step 4 of the Net Area Schedule) on this form.

Signature of Head Teacher

Date

Signature on behalf of Local Education Authority

Date



Holy Grail Secondary School  
Ground Floor Plan

## Annexe A: Definitions of Types of Spaces

**148** This annexe defines the types of space that should be designated at step 2 of the Net Area Schedule. It lists typical spaces that are covered by the type of space, except 'general', and describes their physical attributes. Any space not described below should be designated as 'general'.

### Primary Schools

**149** In primary schools there are two types of space:

- **'general'** will cover any area which is not a specialist space, as described below (including classbases, associated shared practical areas and any wet, practical or ICT area within classrooms or shared teaching areas);
- **'specialist'** will include all halls (including any stage area), dedicated dining rooms, drama, dance, music spaces, swimming pools; enclosed spaces equipped with specialist fixtures to provide dedicated ICT rooms, food rooms, ceramics rooms, libraries, middle school practical areas for science, art, food and design and technology.

**150** In primary schools, most spaces will be 'general'. A detailed description of the features of all other types of space is given in the tables below. A primary school with less than around 420 places would not normally have more than one of each of the specialist spaces listed.

Spaces included	Physical attributes
<b>Specialist</b>	
ICT room	Equipped with fixtures to provide networking and power supply. Predominantly used for ICT: i.e. at least 60% of workplaces (based on 'specialist' formula) used for ICT workstations.
Library	Equipped with shelving for the storage and display of books: possibly also ICT and/or audio/visual equipment.
Food room	Dedicated food room equipped for the preparation of hot food: including washable floor finish, some fixed benching, sink(s) and at least one piece of specialist fitted serviced equipment (e.g. 'hard-wired' cooker).
Ceramics (kiln) room	Dedicated room equipped for producing fired clay-work: including kiln, appropriate floor finish (such as quarry-tiles), some fixed benching or shelving, and sink(s).
Hall	Usually a large volume (high ceiling), hard floor finish; likely to have little or no furniture and equipment normally laid out.
Dining	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.
Studio (for drama, dance and/or music)	Equipped such that expressive arts can take place; 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.

**151** The **number of workplaces** for each type of space must be at least 1. In primary schools, it can be calculated using the following formulae, rounded up to the nearest whole number:

- For 'general' spaces **(area÷1.5) – 3**
- For 'specialist' spaces less than 75m<sup>2</sup> **(area÷2.5) – 4**
- For 'specialist' spaces of 75m<sup>2</sup> or more **(area÷12.5) + 20**

### Middle Schools

**152** Middle deemed primary schools should be assessed using the form for primary schools. Practical areas for science, art, food or design and technology should be deemed 'specialist'. The physical attributes will generally be the same as similar spaces in secondary schools, but with less fixed services and equipment.

**153** Middle deemed secondary schools should be assessed using the form for secondary schools. Practical areas will be deemed 'light practical' or 'heavy practical' as below.

### Secondary Schools

**154** In secondary schools there are four types of space:

- **'general'** will cover any area which is not a specialist space, as described below (including GNVQ/business rooms);
- **'light practical'** will include any spaces equipped with specialist fixtures to provide ICT rooms, libraries, science laboratories, science preparation rooms, wet or dry textiles, art, graphics, pneumatics, electronics, control technology, darkrooms, kiln rooms, recording studios;
- **'heavy practical'** will include any spaces designed or equipped with specialist fixtures to provide PE spaces below 120m<sup>2</sup> such as multi-gyms, small swimming pools, food rooms, engineering and multi-materials workshops and preparation rooms;
- **'large and performance'** will include PE spaces over 120m<sup>2</sup> such as sports halls, gymnasias, projectile rooms, large swimming pools; all halls (including any stage area), dining, drama, dance, music and media spaces; atria and malls.

**155** The **number of workplaces** for each type of space must be at least 1. It can be calculated using the following formulae, rounded up to the nearest whole number:

- For 'general' spaces **(area÷1.5) – 3**
- For 'light practical' spaces **(area÷2.5) – 4**
- For 'heavy practical' spaces **(area÷3.5) – 5**
- For 'large and performance' spaces less than 75m<sup>2</sup> **(area÷2.5) – 4**
- For 'large and performance' spaces of 75m<sup>2</sup> or more **(area÷12.5) + 20**

**156** The spaces included in the last three types of space, and their likely physical attributes, are given in the tables below. Any space not described below should be designated as 'general'.



Spaces included	Physical attributes
<b>Light practical</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 workplaces (based on light practical formula) used for ICT workstations.
Library	Equipped with shelving for the storage and display of books: possibly also ICT and/or audio/visual equipment.
Science laboratory and preparation area	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) and laundry	Fixtures to provide power supply, washable floor finish (tiled or vinyl), 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.
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).
Kiln room	See art room.
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.

Spaces included	Physical attributes
<b>Heavy practical</b>	
PE space under 120m <sup>2</sup>	Squash court, small indoor swimming pool, 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.
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).
Preparation areas	At least one piece of floor fixed machinery (e.g. circular saw, planer, hacksaw) and storage of materials (wood and/or metal).
<b>Large &amp; performance</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	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.
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 classroom, 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.
Media	Space as drama; equipment as recording studio.



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