## NET CAPACITY ASSESSMENT TOOL

UPDATING THE NCA TOOL FOR 2023 ONWARDS

- Summary of what is to be said - comparison!
- Expect audience to be familiar
- Testing has led to improvements (list some examples - improving isues around the way you collect info - not calculation)
- Types of rooms links to types in SoAs

Assessing the Net Cap



## HOWTHETOOLWORKS

## For mainstream:

PAN and number of year groups in Year R to 13 replaced


## HOWTHETOOLWORKS




## NET CAPACITY ASSESSMENT METHOD

- Measure area of space
- Identify generic space type
- Formula calculates number of workplaces
- Basic workplaces can be used for teaching
- Resource workplaces can be used for support spaces
- Identify if Unusable as basic workplaces (e.g. insufficient daylight/ ventilation)

Objective independent measure

- Identify activity space type (use of space)
- Identify if used for classbase or teaching
- Identify if used for other purposes (such as SEN resourced provision, nursery or community facilities)
- Formulae calculates number of pupil places available based on this (within allowable limits)


## Net Capacity

| Basic workplaces included in capacity <br> calculation: | 388 |
| :--- | :---: |
| Resource workplaces included in capacity <br> calculation: | 377 |
|  |  |

calculation:

| 210 |
| :---: |
| 53 |

The total number of basic workplaces in classbases (rooms designated as "Classbas
Basic workplaces calculated in classbases
Basic workplaces calculated in teaching
spaces
$\square$ The lower of: (a) the basic workplaces calculated in classbases and / or teaching basic and resource workplaces.
This ensures that enough support space is being considered to support the teach
Workplaces available in classbases /
teaching spaces

263

Capacity based on classbases / teaching $\square$ The capacity based on classbases / teaching spaces uses the utilisation factor timetabled or partially used.

## Basic workplace allowance

$\square$ 75 basic workplaces, or 125 basic workplaces if the total site area is small (v classbases / teaching space). Discounting a basic workplace allowance allon non-teaching spaces

The higher of: (a) the capacity based on classbases / teaching spaces or ( basic workplace allowance) multiplied by the utilisation factor. In primary schools, where PAN is less than $5 \%$ higher than maximum cap: This ensures a reasonable amount of space is being considered as teach

Bed

1





$$
\text { Net Capacity }^{870}
$$


minimum workplaces available
$\square$ (a) $90 \%$ of the maximum workplaces available (or for primary schools o age groups multiplied by 30 divided by 4)
capacity based on planned admission no $\square$ The number of pupils that are at the establishment based the Planned

Equal to (a) the capacity based on the planned admission number w available or (b) the minimum or maximum workplaces available whe outside of the minimum and maximum workplaces available.


The confirm that we acy



STEP 1


|  | STEP 2 |  |  |  |  |  | STEP 3 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Validations | Unusable as Basic Yorkplaces | Height of Room (m) <br> Ioptiona | No. of sinks [optiona I] | Accessibility [optiona I] | Daylight provisio n Ioptiona | Hotes | Room Use | Status | Type of space validation |
| hot recorded in net spaces | Daylight/ventilation |  |  |  |  |  | Dffices | Earlyyears | Space with status type and |
|  |  |  | 2 |  |  |  | Shared teaching areas | Earlyyears |  |
|  |  |  | 2 |  |  |  | Toilets (pupils) | Earlyyears |  |
|  |  |  | 1 |  |  |  | Nursery playrooms | Early years |  |
|  |  |  |  |  |  |  | Classroom stores | Earlyyears |  |
|  | Fire escape |  |  |  |  |  | Circulation spaces |  |  |
|  | Fire escape |  |  |  |  |  | Coats and bags stores |  |  |
|  |  |  |  |  |  |  | Classroom stores |  |  |
|  |  |  | 1 |  |  |  | Toilets (pupils) |  |  |
|  | Daylight/ ventilation |  |  |  |  |  | Therapy rooms |  |  |
|  |  |  |  |  |  |  | Circulation spaces |  |  |
|  |  |  |  |  |  |  | Junior classrooms | Teaching |  |
|  |  |  | 2 |  |  |  | Toilets (pupils) |  |  |
|  |  |  | 2 |  |  |  | Toilets (pupils) |  |  |
|  |  |  |  |  |  |  | Classroom stores |  |  |
|  |  |  | 1 |  |  |  | Shared teaching areas | Teaching |  |
|  |  |  |  |  |  |  | Junior classrooms | Teaching |  |
|  |  |  | 1 |  |  |  | Accessible toilets |  |  |
|  |  |  |  |  |  |  | Classroom stores |  |  |
|  |  |  |  |  |  |  | Classroom stores | Teaching |  |
|  |  |  | 2 |  |  |  | Toilets (pupils) |  |  |
|  |  |  | 1 |  |  |  | Reception classrooms | Teaching |  |
|  |  |  |  |  |  |  | Teaching resources stor | tical) |  |
|  | Daylight/ventilation |  |  |  |  |  | Offices |  |  |
|  |  |  | 1 |  |  |  | Reception classrooms | Teaching |  |
|  |  |  |  |  |  |  | Shared teaching areas | Teaching |  |
|  | Daylight/ventilation |  |  |  |  |  | Classroom stores |  |  |
|  |  |  | 3 |  |  |  | Toilets (pupils) |  |  |
|  | Daylight/ventilation |  |  |  |  |  | Cleaners' stores |  |  |
|  |  |  |  |  |  |  | Circulation spaces |  |  |
|  |  |  |  |  |  |  | Small group rooms |  |  |
|  |  |  |  |  |  |  | Offices |  |  |
|  |  |  | 1 |  |  |  | Toilets [staffl visitors) |  |  |
|  | Narrow (<3.5m) |  |  |  |  |  | Circulation spaces |  |  |
|  |  |  |  |  |  |  | Storage rooms |  |  |
|  | Daylight/ventilation |  |  |  |  |  | Storage rooms |  |  |
|  | Daylight/ventilation |  |  |  |  |  | Sports equipment stores |  |  |
|  |  |  |  |  |  |  | Assembly halls | Teaching |  |

## UTILISATION FACTORS



## WORKPLACES

Workplaces are used unit of measurement to ensure that spaces in schools are weighted fairly

- because a classroom of $50 \mathrm{~m}^{2}$ and a gymnasium of $260 \mathrm{~m}^{2}$ will both accommodate a class of 30

Each space in the net area is allocated a notional number of workplaces. based on different formulae for each type of space

- workplaces between 15 and 30 or, in larger spaces, the highest multiple of $30(60,90$, etc.) are known as 'basic workplaces'
- workplaces in spaces with less than 15 workplaces, or the remaining workplaces in spaces with more than 30 , are known as 'resource workplaces'
So small rooms ( $27 \mathrm{~m}^{2}$ or less in 'general' spaces) and extra space in larger rooms (over $50 \mathrm{~m}^{2}$ 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



## GENERIC SPACETYPES

- General - daylit classrooms, staff rooms, offices, group rooms
- Enclosed/ open-plan or semi-open/ under $27 \mathrm{~m}^{2}$ / Unusable as basic workplaces
- Fitted - ICT-rich/ music/ LRCs
- Light practical - science/ other
- Heavy practical - workshop/ clean
- Large - halls and PE
- Storage - not prep rooms
- Non-net - kitchens, changing with showers, toilets, circulation, plant


## OBJECTIVES ATTRIBUTES OF GENERIC SPACETYPES

| Room type | Spaces | Light | reasonably ventilated and heated | servicing | sinks | walls with fitted furniture | fixed equipment | Examples |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| General | Enclosed | daylit | Yes | electrical and IT | 1 or no sinks | 1 or no walls | minimal | Classrooms, staff rooms, offices, group rooms |
| Open-plan/ semiopen general | Open-plan/ semi-open | lit | Yes | electrical and IT | 1 or no sinks | 1 or no walls | minimal | spaces open to main circulation route or other spaces |
| Fitted | Any | any | Yes | electrical and IT | no sinks | 2 or more walls | any | ICT-rich rooms, music rooms with fixed benching for keyboards or secondary school libraries/ LRCs with fixed shelving |
| Light practical (science) | Any | daylit | Yes | electrical, IT and wet | 1 or more sinks | 2 or more walls | any | fitted furniture suitable for science (e.g. benching with gas taps); e.g. science studio/ demonstration, science laboratories, science prep rooms |
| Light practical (other) | Any | daylit | Yes | electrical, IT and wet | 1 or more sinks | 2 or more walls | any | e.g. art rooms, graphics or textiles rooms, hair and beauty salons or primary practical spaces |
| Heavy practical (workshops) | Any | daylit | Yes | electrical, IT, wet, extract | 2 or more sinks | varies | workshop machines | a workshop environment (e.g. design technology, engineering and construction workshops, prep rooms for workshops, CADCAM and heat treatment areas) |
| Heavy practical (clean) | Any | daylit | Yes | electrical, IT and wet | 3 or more sinks | 2 or more walls | for food or clinical | a clean, hygienic environment (e.g. food room, catering training rooms, clinical or massage spaces with beds, fitness/ exercise rooms) |
| Large | Enclosed large volumes | varies | Yes | electrical | n/a | n/a | often for PE or performance | sports halls, gymnasia, swimming pools, halls (including any stage area), dining halls (not smaller social areas), drama, dance or media studios, atria and malls. |
| Storage (fitted) | Enclosed | minimal daylight | No | minimal | 1 or no sinks | shelving or racking |  | not occupied and suitable for storage of teaching resources, work in progress, furniture, sports or other equipment. Not including preparation spaces (e.g. in science and design technology). |
| Non-net | Any | varies | varies | varies | varies | varies | varies | Any spaces within a commercial school kitchen, including preparation, washup, food stores, admin, changing and toilets; any changing area with showers; any spaces of which more than $85 \%$ is circulation; any toilets, suites of toilets or hygiene rooms; any plant space, server rooms |

## UNUSABLE AS BASICWORKPLACES

- Daylight/ ventilation - insufficient for full-time occupation
- Heat/ insulation - insufficient for full-time occupation
- Fire escape - inadequate
- Narrow - less than 3.5 m
- Low ceiling - less than 2.1 m
- Changing benches - cloakrooms
- $85 \%$ circulation -but still some usable space
- Pools
- Outbuildings

NET AND NON-NET


Primary school plan showing net area.


## ISSUES RAISED INTESTING

- Errors highted in beta version have been corrected
- Method generally matches that of original mainstream except 10 or more (not 15 or more) workplaces count as basic workplaces in SEN schools
- Names of rooms have been amended to match 'Uniclass' naming system
- This then matches the names used for Schedules of Accommodation
- Number of options for names is useful for SoA, but has been reduced for NCA
- 'Soft' and 'Hard' validations can be useful to avoid mistakes


## SEN TOOL PILOT DATA (74 SCHOOLS)

- Using Pilot NCAs for 35 Special Schools (ignoring AP and odd sizes)
- And 39 recent DfE capital schemes:
- 57 ( $77 \%$ ) have GIAS or design capacity within the $25 \%$ range in the tool, so match
- 6 (8\%) have GIAS or design capacity within 6 places of the range, so close
- 63 ( $85 \%$ ) therefore have a reasonable capacity provided by the tool
- Of the remaining II (I5\%),
- $2(3 \%)$ have a design capacity below the range as groups are very small
- $2(3 \%)$ have a range that matches LA assumptions which are lower than GIAS
- 3 have capacities that are similar to the number if every classroom had 8 pupils.


## MEASURING CAPACITY OF EXTERNAL FACILITIES AS MITIGATION IN RESTRICTED SITES

FEBRUARY 2020

## BACKGROUND AND ANALYSIS

CDC measures area of external areas but not the facilities provided
BBIO3/IO4 minimum areas based on the use of a traditional sports provision: grass pitches and tarmacadam hard surface areas

Analysis shows the range and type of facilities provided have more impact on sport and activity than the overall playing field area

Option for capacity assessment to include:

- an alternative measure of the actual facilities, not based solely on area, for use in sites below the recommended net site area
- Proposal to use a point system that can be compared to a minimum required depending on school size and type
- Could be additional to net capacity of buildings

- Could allow more workplaces in buildings where there is minimal external facilities


## REASONABLE SITE: EXISTING PRIMARY SCHOOL

Example (1)
school). A 2FE, 420 pupil mainstream primary school, ages 4 to 11 . Its gross area is 19,020 sqm which is $19 \%$ above the minimum and net area is $15,900 \mathrm{sqm}$ which is $10 \%$ over minimum.


## RESTRICTED SITE: EXISTING PRIMARY SCHOOL

| Example (2) |
| :--- |
| A 2FE, 420 pupil mainstream primary school, ages 4-11. It is 31\% |
| below minimum net area. |
| This is a good example of a primary school that provides adequate |
| external play provision on a restricted site. |


|  | $\begin{aligned} & \text { Gross site } \\ & \text { area (sqm) } \end{aligned}$ | Net site area (sqm) | $\begin{array}{\|l} \text { Soft } \\ \text { Outdoor } \\ \text { PE (sqm) } \end{array}$ | Soft informal and social areas (sqm) | Hard outdoor PE (sqm) |  | Habitat area (sqm) |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| min BB103 | 15,986 | 14,400 | 8,400 | 1,440 | 1,030 | 620 | 210 |
| max B8103 | 19,983 | 15,986 | 9,540 | 2,260 | 1,850 | 1,440 | 1,030 |
| actual | 13,300 | 9,900 | 2,986 | 6,004 | 0 | 1,000 | 210 |


| Artificial <br> grass court | Outdoor <br> learning | Play <br> equipment <br> for primary | Small <br> outdor <br> pitch | Supervised <br> wild life <br> area |
| :---: | :---: | :---: | :---: | :---: |
| 15 | 1 | 2 | 2 | 2 |
| Playground <br> for primary | Indoor hall | Total | Required <br> score |  |
| 5 | 7 | 34 | 18 |  |




