

North Tyneside Council Report to Cabinet Date: 8 September 2014

ITEM 7(b)

Title: Education Review

Portfolio: Children, Young People and Learning

Cabinet Member(s): Cllr Ian Grayson

Report from Service

Area: Deputy Chief Executive

Responsible Officer: Paul Hanson, Jean Griffiths, Mark Longstaff Tel: (0191)6437000

Wards affected: All

PART 1

1.1 Purpose:

On 14th October 2013, Cabinet agreed to commission a review of education in North Tyneside. The purpose of this report is to explain the work done by the review and ask Cabinet to agree a set of options for consultation.

1.2 Recommendations:

It is recommended that Cabinet

- (1) Note the progress made in reviewing education in North Tyneside including the contribution from leaders across the education system
- (2) Agree to consultation on the basis of the options outlined in paragraph 1.13
- (3) Agree to the further actions outlined at paragraph 1.13 and agree to receive further reports as required.

1.3 Forward Plan:

Twenty eight days notice of this report has been given and it first appeared on the Forward Plan that was published on 21 July 2014.

1.4 Council Plan and Policy Framework

This report links to the Our North Tyneside Plan through the priority placed upon Our People and Our Economy

- Our People will “Be supported to achieve their full potential, especially our children and young people”
- We will be successful if “The gap in educational attainment across the borough has been reduced”

- Our Economy will “Have the right conditions to support investment and create new jobs, especially apprenticeships” and “Have local people that have the skills which businesses need”
- We will be successful if “More jobs have been created, including quality apprenticeships” and “Local employers find it easier to recruit the skilled workforce they need from the local area”.

1.5 Information:

This report summarises the work that has been done since the Cabinet commissioned a review of the education system at its meeting on 14th October 2013. It covers the following

- A summary of the challenges and opportunities facing education in North Tyneside over the next 10 years
- Engagement with Headteachers and partners to agree the overall approach
- The development of a set of principles against which proposals and plans can be tested
- The creation of a “rich picture” using a range of data and intelligence to describe the current system
- The early thinking done by a set of Task and Finish Groups of system leaders to further explore specific issues relevant to the future development of education in North Tyneside
- The headline options available to meet those challenges and take those opportunities, on which Cabinet is asked to approve consultation; and
- Some specific proposals for further work which will be reported back to Cabinet as appropriate.

1.6 The challenges and opportunities facing education in North Tyneside

The education system in North Tyneside is one to be proud of. More of our schools than most other areas are Good or Outstanding. That means our children and young people get the best possible start in life. Significant investment has been made in the school estate including new schools in Wallsend, Longbenton and Monkseaton over the last 10 years.

A high proportion of schools in the Borough are directly maintained but there are 12 primary faith schools and one primary academy. The secondary faith school is an academy and there is as an all-age academy school sponsored by The Woodard Trust.

Outcomes for children and young people are good, although there is a continued focus on ensuring they do well at key stage 4, improving post-16 achievement and closing the gap in attainment between more vulnerable learners and their peers.

In financial terms the picture is currently stable, school balances rose once more in 2013/14, up 10% to an overall surplus of £6.6m and only 4 LA-maintained schools are forecasting a deficit budget in 2014/15.

In the next decade education in the Borough faces some challenges and has the chance to take some significant opportunities. In summary they are

- **Surplus places;** for 15/16 the Council anticipates 11,591 admissions to secondary schools against a capacity of 14,673. That 21% surplus capacity is spread across the borough and concentrated on particular schools. While we know population numbers begin to change and numbers will rise again around 2019/20, the current position is unsustainable; for example the overall position in 22/23, unchanged, would be a 12% surplus. The challenge is to plan the system to remove that surplus capacity but remain sustainable in the long term
- **Rising demand;** for some of our secondary schools the reverse is true. Significant numbers of children and young people are heading toward them through the First and Primary pathways. We need to prepare to handle that demand. The Office of National Statistics forecast an increase in the 0-15 population by 7% (2,600) by 2035. In addition, The draft Local Plan, envisages somewhere between 10,500 and 12,500 additional homes being built in North Tyneside between 2014 and 2030 which is related to that rise in population but may also attract additional families to the Borough. The challenge is to plan for that demand
- **Attainment at Key Stage 5;** while the Borough-wide position continues to improve, performance in this important area is not yet strong enough (particularly 16-18 level 3 performance in specific areas) and the offer around technical skills needs to be sharpened
- **Financial stability;** as a consequence of the surplus capacity and, in the case of specific post-16 pressures, some of our schools face a deficit position that will become unsustainable unless action is taken. By 2016/17 10 of our 15 secondary schools are forecasting a deficit budget. The challenge is to find a sustainable solution that works across the borough
- **Unemployment among young people:** North Tyneside's young people are more successful than most at securing places in education, employment and training when they leave statutory education post-16. However, the picture changes between the ages of 18 and 24 as those claiming Jobseekers Allowance is higher than the national average. This continues through the employment age range of 25 – 64 where the number remains higher than the national average. The challenge is to make sure everyone is well informed of the opportunities available to them and have the right skills to be ready for work
- **Capital investment;** current plans propose the building of six new schools. Working with the Diocesan Authorities a new build has brought together two primary schools in Longbenton. Longbenton High School is to be rebuilt for scheduled opening in September 2016. As part of the national Priority School Building Programme, Whitehouse Primary School, Marden High School and John Spence Community High School are to be rebuilt for scheduled opening in the 2016/17 academic year. Finally, Backworth Park Primary School is to be rebuilt under a s106 Agreement resulting from approved development in the area by Northumberland Estates. It is expected to be open in September 2017. Each of these projects presents a significant opportunity to develop North Tyneside education
- **Strategic economic development;** delivery of new businesses on the North Bank of the Tyne, at Quorum and Quadrant and the announcement of the new site

at Indigo Park mean significant numbers of new jobs will appear in North Tyneside. The opportunity is there to make sure the people of the Borough get those jobs.

The work of the review has been undertaken with a clear eye on those challenges and opportunities.

1.7 Engagement with Headteachers and partners to agree the overall approach

Following the decision by Cabinet in October 2013, the Cabinet Member and the Officer Team undertook a significant period of engagement with Headteachers and partners to agree the overall approach. Between December and February, the team held four area based meetings, a session with the Directors of North Tyneside Learning Trust and discussions with the leadership of TyneMet.

In addition, the Deputy Chief Executive met bi-laterally with all of the Secondary and Middle School Headteachers as well as holding further discussions with the Learning Trust, TyneMet and a collective discussion with the Whitley Bay and Monkseaton Headteachers.

Briefings on the review were conducted for Secondary Headteachers and the wider All Headteacher Briefings. The review was subject to discussion at the Secondary Leadership Conference, the Primary Leadership Conference, the Education Improvement Partnership and the Primary Learning Partnership.

By the middle of March the Cabinet Member, the Officer team, system leaders and partners had agreed to adjust the approach outlined to Cabinet in October 2013. This included extending the time line and thinking more comprehensively about the challenges and opportunities.

- 1.8** The agreed approach was straightforward; it posited the agreement of a set of principles, the creation of a rich picture of education in North Tyneside and the application of those principles to that picture to create options to handle the challenges and take the opportunities. It also involved the establishment of a Project Board formed from representatives across the education system.

1.9 Development of an agreed set of principles

The Council's Officer Team issued a first draft set of principles on 14th March 2014. This was the subject of discussion with Secondary Headteachers on 24th March 2014 and full discussion and feedback from all Headteachers on 28th March 2014. Based on feedback a revised set of principles was issued on 2nd May 2014 and further discussions held with Headteachers and partners. The final set were agreed and issued on 12th June 2014 and are included in Appendix A. The options for consultation have been tested against those principles.

1.10 Creation of a "rich picture"

Using data provided by schools and TyneMet, intelligence from the Local Plan and Strategic Housing Market Assessment as well as insight into Youth Unemployment the Officer Team created a rich picture of education in North Tyneside. Detailed and useful debate was held throughout May 2014 and a final draft issued on 4th June 2014.

Updated on 27th August 2014, that picture informed a risk rating for the education system against the principles and the key components of that system. That risk rating is contained at Appendix B.

It is important that Cabinet appreciate that rating for what it is; an assessment of risk. It is not representative of the hard work done by Governing Bodies and Leadership Teams to deliver top quality education. Nor does it fully represent ongoing work to manage those risks. However, it is also important that Cabinet understand that the final proposals for the education system in North Tyneside must manage those risks.

1.11 Task and Finish Group work

During the discussion of the principles and the development of the rich picture, colleagues felt it important to carry out further work to sharpen our thinking and shape future plans. To that end through June, July and August five Task and Finish Groups were held to consider

- Locality and access
- Capital investment
- Post-16 provision
- Youth employment and unemployment
- Ambition and collaboration

At this stage those Groups have simply begun to frame the issue and suggest further action. The next stage will involve further development of those ideas and a sense check that the membership of each Group is right.

However, Cabinet will wish to note that the options presented for consultation, reflect that early thinking done by colleagues across the education system. Importantly, some of the additional work required in the coming months is a direct result of the first proposals made by the groups. The Task and Finish Group Memberships and key messages are contained in Appendix C.

1.12 The options

While colleagues and partners have been generous with their time, expertise and views, during the initial discussions it became clear to the Cabinet Member and the Officer Team that individual schools and areas would be unable to generate a comprehensive solution to meeting the challenges and taking the opportunities. The North Tyneside Council team therefore committed to demonstrating appropriate leadership and, in line with information provided to Cabinet at its meeting in October, bring forward options for consideration and consultation.

1.13 There are three headline approaches that could be taken in North Tyneside. The first question in our consultation will be to seek views on which the people of the Borough prefer. Those approaches are

- **Make individual plans to handle the challenges and take the opportunities;** This would mean each organisation would make its own plans to manage capacity, finance, standards and buildings: essentially retaining the current

position. Appendix D describes this in more detail and what it would mean for each of our Secondary Schools against the principles and the risk rating

- **Make area or locality plans to handle the challenges and take the opportunities;** This would mean more collaborative work was done at area and locality level. This might mean organisations sharing resources, teams, skills and buildings: Essentially a development of current collaborate arrangements. Appendix E describes this in more detail and lists what that would mean for the schools in the four Areas of North Tyneside against the principles and the risk rating
- **Begin to remodel the education system;** Appendix F lists what this would mean. In summary this option would
 - Propose work with Headteachers and Governing Bodies across the Whitley Bay and Monkseaton group of schools to retain the three-tier system while managing places, raising standards and controlling costs. This would mean work to develop a stronger federation or federations to share costs and resources but preserve the aspects of the system that are important to many families in the area
 - In the North Shields area, re-build Whitehouse Primary (due to open for 2016/17), re-build Marden High School and John Spence Community High School (due to open 2016/17). Propose work to change what happens at Norham High School from academic year 15/16 – which would mean
 - Acknowledging family choice already being made
 - Managing a reduction in size, not just letting it happen
 - Working to create a new model that would
 - Include the closest Primary Schools
 - Develop a partnership with Churchill Community College and TyneMet College
 - Improve standards
 - Directly involve employers and pathways to work
 - Continuing to deliver the National Curriculum
 - But include direct work with employers to prepare students for work
 - And engage them with wider opportunities, particularly science, technology, engineering and maths
 - Building a plan to redevelop the campus
 - Propose work in the North West of the Borough to re-build Backworth Park Primary school (due to open in 2017), re-build Longbenton Community College (due to open in 2016) and cap the entry numbers at George Stephenson High School. For Longbenton this means
 - Rebuilding the school
 - Working with the Governing Body to tackle the deficit
 - Delivering the agreed leadership approach of a fixed term Executive Head Teacher with the intention of
 - Maintaining and improving standards
 - Resolving the budget position
 - Developing school leadership to take advantage of the new building

For Seaton Burn this means

- Recognising and develop the role of the Business and Enterprise College in the community
 - Working with the primary-secondary partnership on standards, assets, costs and leadership
 - Developing the College Campus as a hub for community activity, drawing in wider public services including the John Willie Sams Centre
 - As part of wider work exploiting technology and employer links to improve access to post-16 opportunity
- **Further work;** In addition to the options suggested for consultation the Review has identified some additional work required to develop the education system in North Tyneside. Cabinet are asked to agree the following work is done and further reports are brought back to Cabinet as appropriate
 - Reviewing and revising early years provision in the context of the Council's Ready for School Service Redesign Project building on the work already considered by Cabinet on 14th July
 - Reviewing the Post-16 offer in North Tyneside making sure the offer was consistent across the Borough and balanced academic and vocational skills aligned to the economy of the Travel to Work Area. This work to include provision for pupils at our Special Schools
 - Reviewing adult learning in the context of the Council's Ready for Work and Life Service Redesign Project
 - Reviewing Planned Admission Numbers and catchment areas as new schools are delivered
 - Reviewing information, advice and guidance alongside employer engagement
 - Considering the transport implications of emerging plans.

1.14 Decision options:

The following decision options are available for consideration by Cabinet:

Option 1

Agree to enter pre-publication consultation on the options outlined in paragraph 1.13 and return to Cabinet in November, to provide the results of that consultation and seek further Cabinet decisions as required; or

Option 2

Ask the Officer Team to carry out further work and submit alternative options.

1.15 Reasons for recommended option:

Option 1 is the recommended option.

The recommended option is to enter pre -publication consultation of the options outlined in paragraph 1.13. This reflects the choices facing North Tyneside as it aims to meet the challenges and take the opportunities facing its education system.

1.16 Appendices:

Appendix A: The Principles agreed to underpin the review

Appendix B: The RAG rating flowing from the rich picture

Appendix C: Membership of the Task and Finish Groups and the main messages

Appendix D: The consequences by school of individual plans

Appendix E: The consequences by area of area plans

Appendix F: Begin to remodel the education system

1.17 Contact officers:

Paul Hanson, Deputy Chief Executive Tel: 643 7000

Jean Griffiths, Head of Children, Young People and Learning Tel: 643 8782

Mark Longstaff, Head of Commissioning and Investment Tel: 643 8089

1.18 Background information:

The following background papers/information have been used in the compilation of this report and are available at the office of the author:

Review of Vocational Education – The Wolf Report, March 2011

<https://www.education.gov.uk/publications/.../The%20Wolf%20Report.pdf>

First Steps A new approach for our schools – CBI – November 2012

www.cbi.org.uk/media/1845483/cbi_education_report_191112.pdf

Review of Secondary School Provision – Report to Cabinet 14th October 2013

http://www.northtyneside.gov.uk/pls/portal/NTC_PSCM.PSCM_Web.download?p_ID=548184

Reforming the accountability system for 16 to 19 providers, Government response to the consultation on 16 to 19 accountability, 27 March 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/296186/DfE_consultation_response_16-19_Accountability_final_for_publication.pdf

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

The financial and other resource implications of this report are limited to the cost of the education review work and consultation activity, all of which are being met from existing budgets.

2.2 Legal

The Local Authority has a duty under section 14 of the Education Act 1996 to ensure sufficiency of school places. The Local Authority must also promote high educational standards, ensure fair access to educational opportunity and promote the fulfilment of every child's educational potential.

The Department for Education has issued guidance which Local Authorities must have regard to when exercising functions under the School Organisation (Establishment and Discontinuance of Schools) Regulations 2013 and The School Organisation (Prescribed Alterations to Maintained School) Regulations 2013.

The Guidance states that when significant changes to schools are proposed which may relate to a reorganisation within an area then a statutory process must be followed. The process includes a period of consultation which should take place before any proposals are made and published.

The matter for decision in the report is for agreement to a 'pre-publication' consultation period to be entered into to enable the options proposed to be considered further and to enable interested parties to be consulted to decide on the option to be adopted. There will then be a further report on the outcome of this consultation in November.

Once the outcome of the 'pre-publication' consultation is known and depending on the option that is put forward at that stage it may be necessary for a statutory process to follow including a statutory consultation period before any proposals involving significant changes to schools were published.

2.3 Consultation/community engagement

Paragraph 1.7 describes the engagement already undertaken with Headteachers and partners. In addition the Officer team have sought the views of local businesses via the Council's own partners and the North East Chamber of Commerce. Individual Governing Bodies and groups of chairs of Governing Bodies have also been briefed on the process. Briefing for Elected Members has been provided and further briefings planned on 2nd and 3rd September 2014.

The approach to consultation and community engagement has been developed and agreed with partners. The overall plan will be made available as the consultation begins. A set of products is proposed and the approach taken is based on the statutory advice for the appropriate consultation in the event of a major change to the education system.

In terms of the consultation products, Officers have produced

- A standard presentation summarising the proposals
- A consultation document summarising the proposals and allowing for comment
- A supplement to Our North Tyneside summarising the proposals and allowing for comment
- An on-line version of the same material allowing for comment.

In terms of consultees, the plan covers

- Governing Bodies, pupils and their families
- Diocesan authorities and faith groups
- Trustees, teachers and staff

- Any LA likely to be affected by the proposals
- Trades Unions, Elected Members, MPs
- Local Businesses and their representatives
- Any other interested body or person.

2.4 Human rights

There are no direct human rights implications flowing from this report.

2.5 Equalities and diversity

There are no equalities and diversity implications associated with this report. However, the Education Review is aimed at improving equality of access to opportunity and tackling inequalities within the education system.

2.6 Risk management

The Education Review has a project risk register which is monitored by the Project Board.

2.7 Crime and disorder

There are no crime and disorder implications flowing from this report.

2.8 Environment and sustainability

There are no environment and sustainability implications associated with this report. However, the Education Review is aimed at ensuring North Tyneside has sustainable communities and the specific construction projects referenced in the report have their own sustainable construction context.

PART 3 - SIGN OFF

- Deputy Chief Executive
- Head(s) of Service
- Mayor/Cabinet Member(s)
- Chief Finance Officer
- Monitoring Officer
- Head of Corporate Strategy

Principles to apply to the review

The Context

The local authority and secondary headteachers acknowledge the changing landscape of education in North Tyneside which has been influenced by both national and local factors. Schools, which now have greater autonomy to drive system leadership have pledged to support the local authority with its statutory responsibility to provide sufficient high quality school places. There is common agreement that whilst savings need to be made as a direct result of surplus places this process must not compromise the educational entitlement of children and young people. We continue to be bound by a commitment to raise standards further across the system including in our weaker areas of performance.

The Principles

The principles have been constructed to help us to make challenging decisions as we aim to deliver a system which offers choice and diversity. We also anticipate that more detailed criteria will be required in some areas. For the principles to be meaningful we acknowledge that there needs to be: a continued collective commitment to all children across the borough; strengthened school to school collaboration; a commitment by all to openness and transparency and a shared accountability. This will enable us to be courageous and innovative in the models we adopt.

As a community of leaders in education we believe that all children and young people have the right to attend a school:

- which provides continued and improving high quality provision for all children
- which is good and in which they experience excellent teaching
- which provides a safe environment for children
- where young people are supported to become responsible citizens
- where all children are valued in an atmosphere of inclusion
- where the number of pupils on roll enables school leaders to provide a diverse curriculum appropriate for 21st century learning
- which successfully prepares pupils for work, and ensures they are employable
- which offers learning and skills opportunities that match job opportunities
- where the building is fit for purpose, and facilitates learning
- which is financially stable
- which provides leading practice in progression across the phases from cradle to career
- which successfully engages with the community including businesses and particularly parents and carers, to the benefit of all
- which has strong partnerships with other schools and providers to ensure the achievements for all North Tyneside pupils, secured by collaboration over recent years, are sustainable
- which is of an appropriate size to enable the local authority to fulfil its statutory responsibility regarding pupil places
- which contributes to the Local Plan and associated development



NORTH TYNESIDE COUNCIL
Children, Young People and Learning / Commissioning and Investment

RAG rating of Secondary Schools as at August 2014 - Whole Estate

| | Planning area | Surplus Capacity | | Financial Summary (Outturns) | | | | | Intake year - Pupils from within catchment | Ofsted | Building Condition |
|--|---------------|-------------------|-------------------|------------------------------|-------|-------|-------|-------|--|--------|--------------------|
| | | 2013 | 2015 (projected) | 2013 | 2014 | 2015 | 2016 | 2017 | | | |
| Burnside Business & Enterprise College | sw | AMBER | AMBER | GREEN | GREEN | GREEN | RED | RED | AMBER | GREEN | GREEN |
| Churchill Community College | sw | RED | AMBER | GREEN | GREEN | GREEN | RED | RED | AMBER | GREEN | GREEN |
| George Stephenson High | sw | AMBER | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | AMBER | GREEN | AMBER |
| John Spence Community High | se | AMBER | GREEN | GREEN | GREEN | GREEN | RED | RED | RED | GREEN | RED |
| Longbenton Community College | sw | GREEN | AMBER | RED | RED | RED | RED | RED | AMBER | GREEN | RED |
| Marden Bridge Middle | ne | AMBER | GREEN | GREEN | GREEN | GREEN | RED | RED | AMBER | AMBER | GREEN |
| Marden High | se | AMBER | RED | GREEN | GREEN | RED | RED | RED | RED | GREEN | RED |
| Monkheaton High | ne | RED | RED | GREEN | GREEN | GREEN | RED | RED | RED | AMBER | GREEN |
| Monkheaton Middle | ne | AMBER | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | RED | GREEN | GREEN |
| Norham High | sw | RED | RED | RED | RED | RED | RED | RED | RED | AMBER | AMBER |
| Seaton Burn College | sw | RED | RED | GREEN | GREEN | GREEN | GREEN | GREEN | AMBER | GREEN | AMBER |
| St Thomas More RC Academy | ne | GREEN | GREEN | RED | GREEN | GREEN | GREEN | GREEN | N/A | GREEN | GREEN |
| Valley Gardens Middle | ne | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN | GREEN |
| Wellfield Middle | ne | OVERSUB - SCRIBED | OVERSUB - SCRIBED | GREEN | GREEN | GREEN | RED | RED | AMBER | GREEN | GREEN |
| Whitley Bay High | ne | GREEN | GREEN | GREEN | GREEN | GREEN | RED | RED | GREEN | GREEN | GREEN |
| Kings Priory Academy | se | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Tyne Met/Queen Alexandra College | se | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | GREEN | N/A |

* Including pupils in catchment attending NT Middlesbrough and Academies, Northumberland and Newcastle schools
** Priority Schools Building Programme

| > 20% surplus RED | Deficit RED | <50% - RED | In Category -RED | > 30% RED |
|---|--------------------------|--------------------|--|--------------------|
| >10%<20% surplus AMBER | To be confirmed AMBER | 50% - 80% AMBER | Satisfactory or Requires Improvement AMBER | 20% - 30% AMBER |
| <10% >10% Surplus GREEN | Surplus GREEN | > 80% GREEN | Good or Outstanding GREEN | < 20% GREEN |
| > 10% over subscribed | | | | |
| White Cells - Information not available or not comparable under consistent conditions | | | | |

**Review of the Education System
Membership of Task and Finish Groups and Main Messages**

| Locality and Access | |
|----------------------------------|-------------------------------------|
| Audrey Kingham, Deputy Principal | Tyne Metropolitan College |
| Tracy Hush, Headteacher | Norham High School |
| David Baldwin, Headteacher | Churchill Community College |
| Jim Stephenson, Headteacher | John Spence Community High School |
| Tracy Crowder Headteacher | Monkseaton High School |
| Karen Charlton, Headteacher | Monkseaton Middle School |
| Mark Longstaff | Head of Commissioning & Fair Access |

| Capital investment | |
|-------------------------------------|---|
| Natalie Thorne, Bursar | Whitley Bay High School |
| Anna Peach, Business Manager | Norham High School |
| Ann-Marie Crozier, Deputy Principal | Tyne Metropolitan College |
| David Baldwin, Headteacher | Churchill Community College |
| Jim Stephenson, Headteacher | John Spence Community High School |
| Adelaide Emmerson, Business Mgr | George Stephenson High School |
| Iain Betham | Senior Mgr - Capital Planning & Fair Access |

| Post 16 | |
|------------------------------|-----------------------------------|
| Steve Wilson | Whitley Bay High School |
| Jon Vincent, Principal | Tyne Metropolitan College |
| Jonathan Morris, Headteacher | Marden High School |
| David Baldwin, Headteacher | Churchill Community College |
| David Griffiths | Senior School Improvement Officer |
| Andrew Sherlaw | Monkseaton High School |
| Tracy Hush, Headteacher | Norham High School |
| Di Donkin, Headteacher | St Thomas More RC Academy |

| Youth Employment | |
|----------------------------------|--|
| Audrey Kingham, Deputy Principal | Tyne Metropolitan College |
| Tracy Hush, Headteacher | Norham High School |
| David Baldwin, Headteacher | Churchill Community College |
| Tracy Willis, Deputy Headteacher | Monkseaton High School |
| Dave Erskine, Headteacher | Southlands School |
| Jean Griffiths | Head of Children Young People & Learning |

| Defining ambition and demanding more of collaboration | |
|---|--|
| Rachel Mays, | Whitley Bay High School |
| Jon Vincent, Principal | Tyne Metropolitan College |
| David Baldwin, Headteacher | Churchill Community College |
| Tracy Crowder, Headteacher | Monkseaton High School |
| Tracy Hush, Headteacher | Norham High School |
| Alison Shaw, Principal | Seaton Burn Community College |
| Di Donkin, Headteacher | St Thomas More RC Academy |
| Ian Wilkinson, Headteacher | George Stephenson High |
| Karen Charlton, Headteacher | Monkseaton Middle School |
| Jean Griffiths | Head of Children Young People & Learning |

Feedback from initial meetings of the task and finish groups

Locality and Access

1. The Group met on 9th July 2014, they discussed the following
 - The offer/provision within a locality and the partnership arrangements
 - Need to have consistence and collective responsibility to respond to parental perceptions of Schools in an area & therefore parental choice
 - Be mindful that whatever we do will future proof/sustain the much wider community and not just schools it will impact upon the future housing and business and employment infrastructure
 - The message should be that a young person can access a high quality education offer and choose where to go
 - The potential overlap between this group and the Ambition and Collaboration group.
2. The Group felt that
 - Further work was required to establish a clearer definition of the offer/provision within a locality but more importantly within the system
 - There was a need to build on some of the strong locality partnerships/relationships but not at the expense of borough wide approach.

Capital Investment

3. The Group met on 17th July 2014, they discussed the following
 - The provision of community facilities on school sites should align with Council's wider accommodation review
 - The Opportunities around S106 funding
 - The need to ensure that there will be no loss of existing grants and funding to support 'approved' school projects.
4. The Group felt that:
 - Capital Receipts generated as a result of the education review should be ring fenced to invest back in to education
 - The Council Capital Plan should align with Council Priorities and where appropriate funding to follow.

Post 16

5. The Group met on 8th July 2014, they discussed the following
 - The importance of focussing on young people first

- The impact of the financial changes in funding are going to create even more difficulties for post 16 providers
- Post 16 equal opportunities should be diverse and accessible. However, where specialist, there should be one centre for the region for the sustainability of the course
- Matching training programmes to demand
- Understanding learners' choices and offers beyond North Tyneside
- IAG should be improved. There is currently a conflict of interest to retain students in their current place of education. Any changes should be driven by local needs (employment routes available) and students' desires. High achieving young people should be provided with greater choice and not automatically directed to the HE route
- Ofsted's return to providing a grade for 6th forms
- Specific provision with expensive resource (for example, engineering) should be centralised
- Schools cannot and should not be "mini FE providers" with a huge breadth of subjects.

6. The Group felt that

- A meaningful survey of stakeholder groups, children and parents should be undertaken to find out what they would like
- A fundamental review of the impact of transport on choice needs to be undertaken and a view taken on the business case for providing transport and centralising some course
- A review of the pathways for SEN and vulnerable students at different sites is needed with an emphasis on independent travel
- An evaluation of the quality of provision and the location of provision needs to be considered

Youth Employment

7. The Group met on 25th June and 11th July 2014, they discussed the following

- Any infra structure solutions need to take account of:
- Importance of providing a coherent and strategic vocational offer to young people from 13 – 18
- Importance of harnessing opportunities presented by the wider regeneration programme of the borough and building more on employer engagement
- Those young people with special educational needs.

8. The Group felt that

- The impact of statutory education on youth unemployment should be considered.

Ambition and Collaboration

9. The Group met on 3rd July 2014, they discussed the following

- How to work differently
- The need to include training providers
- The importance of research and development to school improvement
- Need a binding charter to sign up to.

10. The Group felt that

- Work was required to include training providers more effectively in the system
- Further work was required on the future of school improvement
- Developing some sort of charter for collaboration would be helpful.

The consequences by school of individual plans

Our education leaders, day to day and year to year, are constantly planning how to manage challenges and take opportunities. That North Tyneside has a strong education system is a testament to their success in doing so.

Taking this approach in the next few years might involve

- **Managing surplus/over capacity;** by capping admissions to Published Admission Numbers, benefiting from capping of Published Admission Numbers at other schools or promotion and marketing
- **Managing finance;** by rationalising the offer, changing staffing structures, reducing costs, generating income, sharing resources
- **Raising standards;** by continuous professional development, coaching and mentoring of teaching teams, learning from best practice, school to school/school to college collaboration
- **Managing buildings;** inclusion within Priority Building Schools Programme, Expression of Interest in the next phase of the Programme, prioritisation within Education Maintenance Programme.

As it stands, as the report is published, the risk position looks as follows (making it clear Governing Bodies and Leadership teams continue to work hard at managing those risks).

| Planning Area | Key Actions | Surplus Capacity | Financial Summary | Building Condition |
|--|----------------------------------|------------------|-------------------|------------------------------|
| | | 2018 (proj.) | 16/17 | As % of PSBP** rebuild costs |
| Burnside Business & Enterprise College | Manage budget | | | |
| Churchill Community College | Manage budget | | | |
| George Stephenson High | Manage budget and Cap PAN at 228 | | | |
| John Spence Community High | Manage budget | | | |
| Longbenton Community College | Manage budget, PSBP | | | |
| Marden Bridge Middle | Manage budget | | | |
| Marden High | Manage budget | | | |
| Monkseaton High | Manage budget | | | |
| Monkseaton Middle | Manage budget | | | |
| Norham High | Manage budget | | | |
| Seaton Burn College | Manage budget | | | |
| St Thomas More RC Academy | Manage budget and Cap PAN at 270 | | | |
| Valley Gardens Middle | Manage budget and Cap PAN at 180 | | | |
| Wellfield Middle | Manage budget | | | |
| Whitley Bay High | Manage budget and Cap PAN at 350 | | | |
| Kings Priory Academy | | | | |
| Tyne Met/Queen Alexandra College | | | | |

** Priority Schools Building Programme

| > 25% Surplus | Deficit | > 30% Red |
|--|-----------------|-----------------|
| >10%<25% Surplus | To be Confirmed | 20% - 30% Amber |
| <10%>-10% Surplus | Surplus | < 20% Green |
| >10% Oversubscribed | | |
| White cells -information not available or not comparable | | |

While no option will eliminate risk, it can be seen significant if risks remain the pros and cons before consultation are seen as:

| Pros | Cons |
|--|---|
| Maximum flexibility at organisation level | Does not resolve borough wide surplus capacity |
| Manages some capacity and financial issues | Does not tackle attainment at KS5 |
| Does not require Statutory consultation / decision making processes. | Does not resolve rising demand |
| Decision making at a organisation level | Does not create system wide financial sustainability |
| | Does not move to improve employability and tackle youth unemployment |
| | Does not plan pupils in a manner that will secure full investment at Marden and John Spence |
| | Does not move to link the Education system to strategic economic development |

The consequences by area of area plans

Again, our education leaders day to day and year to year collaborate on locality and area basis: Many are involved in wider regional, national and international collaboration to get the best for learners in North Tyneside. Working together it will be possible to mitigate further the risks and take some of the opportunities; again by sharing costs and resources and collaborating on teaching and learning.

As it stands as the report is published, the risk position looks as follows (making it clear that Governing Bodies and Leadership teams continue to work together to manage risks and maximise opportunity).

The Planning Areas include the schools as shown:

- **North East;** Whitley Bay High, Monkseaton High, Marden Bridge, Monkseaton, Valley Gardens Middle School, Wellfield Middle School, and St Thomas More Academy
- **South East;** John Spence Community High School, Marden High School and Norham High School
- **North West;** George Stephenson High School, Longbenton Community College, Seaton Burn Business and Enterprise College
- **South West;** Churchill Community College, Burnside Business and Enterprise College

| Planning Area | Key Actions | Surplus Capacity | Financial Summary | Building Condition |
|---------------|-------------------------------|------------------|-------------------|------------------------------|
| | | 2018 (proj.) | 16/17 | As % of PSBP** rebuild costs |
| North East | Manage Finances and Cap PAN's | | | |
| South East | Manage Finances | | | |
| North West | Manage Finances and Cap PAN's | | | |
| South West | Manage Finances | | | |

** Priority Schools Building Programme

| > 25% Surplus | Deficit | > 30% Red |
|-------------------|-----------------|-----------------|
| >10%<25% Surplus | To be Confirmed | 20% - 30% Amber |
| <10%>-10% Surplus | Surplus | < 20% Green |

This option improved the position on individual action. Some significant risks remain.

The Pros and Cons before consultation are seen as:

| Pros | Cons |
|--|--|
| Maximum flexibility at area level | Does not resolve borough wide surplus capacity |
| Manages some further capacity and financial issues | Does not resolve rising demand |
| Does not require Statutory consultation / decision making processes. | Does not tackle attainment at KS5 |

| | |
|--|---|
| | Does not create system wide financial sustainability |
| | Does not ensure consistent approach across borough |
| | Does not move to improve employability and tackle youth unemployment |
| | Does not plan pupils in a manner that will secure full investment at Marden and John Spence |
| | Does not move to link the Education system to strategic economic development |
| | Does not address the key capacity and financial issues on an area basis |
| | Continues to represent potential instability within planning area. |

Begin to remodel the education system

This option combines leadership decisions at individual organisation level, some area and locality collaboration and some remodelling of the education system in North Tyneside.

Cabinet will wish to be clear that:

- The option requires significant further work by leadership teams, Governing Bodies and the Council Officer team
- It proposes some highly creative approaches that will need the courage and innovation stated in the principles
- That further work will be done in the light of extensive consultation and appropriate decisions will be brought back to Cabinet in due course.

In that light, the risk picture should look as follows:

| Planning Area | Key Actions | Surplus Capacity | Financial Summary | Building Condition |
|---------------|---|------------------|-------------------|------------------------------|
| | | 2018 (proj.) | 16/17 | As % of PSBP** rebuild costs |
| North East | Manage places, raise standards, develop stronger federations between schools. | | | |
| South East | Revised model of delivery, develop partnerships with other schools and Tyneside Met. Strengthen work with employers. | | | |
| North West | Longbenton-Rebuild accommodation and deliver agreed leadership approach. Seaton Burn-Develop the Business and Enterprise offer. Work with whole cluster to raise standards, manage assets, cost and leadership. | | | |
| South West | Manage finances, strengthen relationships with other schools. | | | |

** Priority Schools Building Programme

| > 25% Surplus | Deficit | > 30% Red |
|-------------------|-----------------|-----------------|
| >10%<25% Surplus | To be Confirmed | 20% - 30% Amber |
| <10%>-10% Surplus | Surplus | < 20% Green |

This option improves the provision further and has the following pros and cons.

The Pros and Cons to these solutions are:

| Pros | Cons |
|---|--|
| Works to deliver a borough wide provision that enables delivery of the key principles. | Removes some school level flexibility |
| Maximises the potential for efficiency and viability across all areas | Presents short term implementation challenges to protect pupils and learning at Norham High School |
| Removal of surplus places across key areas | Requires significant cross-system development work at a time of tight resourcing. |
| Begins to tackle projected rise in demand | |
| Provides local access to good quality provision. | |
| Begins to tackle attainment at KS5 | |
| Develops system wide financial sustainability | |
| Moves to improve employability and tackle youth unemployment | |
| Plans pupil profile in a manner that will secure full investment in the Marden and John Spence estates, | |
| Moves to link the Education System to strategic economic development. | |