

North Tyneside Council Report to Cabinet 13 July 2015

Education Review Update

Portfolio: Children, Young People and Learning

Cabinet Member(s): Councillor I Grayson

Responsible Officer: Paul Hanson, Deputy Chief Executive Tel: (0191)6437000
Jean Griffiths, Head of Children, Young People & Learning
Mark Longstaff, Head of Commissioning & Investment

Wards affected: All

PART 1

1.1 Purpose

On 14th October 2013, Cabinet agreed to commission a review of education in North Tyneside. On 8th September 2014, 10th November 2014 and 12th January 2015 Cabinet considered the findings, recommendations and consultation responses to arrive at an agreed set of options. Following significant support for the recommended option Officers, Head Teachers and Governing Bodies have begun to remodel the education system. The purpose of this report is to provide an update to Cabinet on progress and agree the next set of actions.

1.2 Recommendations

It is recommended that Cabinet:

- (1) note the progress made in reviewing education in North Tyneside; and
- (2) agree to the further actions outlined at paragraph 1.15 and 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 23rd March 2015.

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 agreed a set of preferred options at its meeting on 12th January 2015. It covers the following areas of significant progress

- An update on the delivery of major investment projects to improve the education estate
- Outcomes from the work done with the Governing Body and senior leaders at Longbenton Community High School
- The development and delivery of the Ready for School Project and associated service changes as part of the Creating a Brighter Future Programme
- The development and delivery of the Ready for Work and Life Project and associated service changes as part of the Creating a Brighter Future Programme
- A report back on the financial picture for academic year 2015/16 as it compares to the work done as part of the original “rich picture”.

It also covers the following areas of significant progress but where there is still work to do

- An update on the work done with the Governing Bodies and Head Teachers of Whitley Bay and Monkseaton
- An update on the work done with the Head Teachers in the Seaton Burn area
- An update on the work done in partnership to support Norham High School and recommendations on next steps
- An explanation of progress made on the specific areas for work agreed with Cabinet on 8th September 2014.

1.6 The delivery of major investment projects to improve the education estate

There is currently a funded plan to invest in the region of £39m in 5 schools in North Tyneside. In the order of delivery they are

- **Longbenton Community High School;** an £11.8m PFI project, currently on site, with delivery planned for September 2016. The project is on timetable and progressing well
- **Whitehouse Primary School;** a £2.7m project, currently on site with delivery planned for April 2016. The project is on timetable and progressing well

- **John Spence Community High School;** a £9.4m project, having received Planning Permission on 22nd April 2015, work on site commenced week commencing 8th June 2015 with delivery planned for September 2016. The project is on timetable and progressing well
- **Marden High School;** a £10.1m project, having received Planning Permission on 29th May 2015, work commenced on site week commencing 8th June 2015 with delivery planned for September 2016. The project is on timetable and progressing well
- **Backworth Park Primary School;** a £4.8m project expected to start in June 2016 with delivery planned for July 2017.

In addition, the Education Funding Agency (EFA) has included Cullercoats Primary School in the second tranche of its Priority Schools Building Programme. The nature of the investment is still being discussed with the School and the EFA.

It is important to note nearly £20m of this funding (being the total of investment in John Spence Community High School and Marden High School) was secured as a direct result of the decisions made by Cabinet following consultation on the Education Review.

1.7 Longbenton Community High School

Cabinet will remember specific work was proposed for Longbenton Community High School

- *“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”*

Cabinet will wish to note that the construction work has begun, the year end deficit position has shown improvement and the Head of School working with the Executive Head Teacher recently concluded an OFSTED Inspection with Good in all areas. This represents a maintained position since the last inspection but an improvement against the judged position from the Authority’s more recent School Improvement assessment. Progress is therefore directly in line with the plan agreed with Cabinet.

1.8 Development and delivery of Ready for School Services

Work has been ongoing to develop and deliver an entitlement to ensure that all children are ready for school. This clearly outlines what every child in the borough needs to be able to do by the time they enter Reception class at age 4. We know that the vast majority of parents and carers in the borough do not need any support to provide the right sort of experiences for their children in order for them to be school ready, however a very small minority do and it is this group which will be the focus of a whole family approach where the Authority and other agencies will work together to ensure parents deliver the entitlement for their children.

At Oaktrees, our provision for 2 year olds, we have learned how to maximise the chances of engaging with families whose children may not be school ready and now carry out home visits before they start, identify a key worker to support the family with issues they are facing whilst their child is with us and engaging parents in ‘Ready 2 Go’ – a course designed to teach them about their child’s development and how they can help them as well as giving parents valuable skills to help them get ready for work.

For families with more complex needs, our Family Partner role will support them, again addressing everything that is going on in the family as a whole, to ensure the very youngest and most vulnerable children have the best chances of success once they start school. Language development, social skills and emotional and the physical well being of our children are essential elements of helping children become school ready and as we develop this, health visitors and school nurses will be central to this work as will our schools. Several schools are looking at how they can deliver services to children and families better by taking responsibilities for child care from birth or two years and how their pastoral staff may be able to support those vulnerable families by taking on whole family working themselves.

1.9 Development and delivery of Ready for Work and Life

As with the Ready for School strategy, a very similar approach has been taken with Ready for Work and Life where the Authority has been working with school, businesses and other agencies to ensure that all young people are as ready for work and life as possible when they leave school at 16 or 18. We also want to provide support to adults to be ready for employment throughout their working life.

To address the challenges that some of our most vulnerable young people and adults have to manage, a similar entitlement has been agreed with partners. This focuses skills, attitudes and experiences required by young people to prepare them for employment. It also takes into account the importance of emotional and physical wellbeing.

Specific initiatives that have been developed include a Schools into Work programme and a schools Careers Education Champions programme.

The Schools into Work programme is led by a local businessman and its aim is to simplify and increase effective employer engagement in schools and support businesses to develop their skills to engage with schools. More than 30 new employers have committed to working in schools to provide presentations on what employers expect of young people, how to prepare to apply for work and to provide information regarding the jobs and careers on offer now and in the future. This work will also include developing employers to be directly involved in supporting project based learning with real examples of work related challenges as part of the school curriculum. This increases the 85 existing employer events in schools.

The Careers Education Champions pilot programme was launched as part of a regional programme to drive up the quality of Careers Education in schools in September 2014, following a successful bid to the North East Local Enterprise Partnership. The pilot is developing the skills of school teaching staff to be 'careers champions' in their school and ultimately in other schools in their locality and to gain a nationally recognised kite mark of quality 'Inspiring IAG' (Information Advice and Guidance). The pilot will finish in late 2015 with an interim evaluation taking place in June 2015. Seaton Burn Community College and Churchill Community College committed to this programme and identified two lead teachers to undertake the training and deliver improved careers education in their schools to all year groups and to commit to sharing the good practice with other schools in their locality.

The Authority has continued its success in apprenticeship recruitment following Cabinet's pledge last year to maintain a target of 50 apprenticeships in any one year with a highly successful 'Get Up and Go' event as part of apprenticeship week in March, recruitment for a further round of apprentices will take place in areas such as Business Administration, Legal Services and ICT Engineering. The event provided information on the apprenticeship opportunities available in North Tyneside to over 270 young people aged 15 to 17. The Authority has also supported employers to create 101 new apprenticeship opportunities.

1.10 An updated financial picture

Governing Bodies, Head Teachers, the members of the Schools Forum and the Officer team have worked hard to handle the existing financial challenges outlined to Cabinet last year. At 31st May the agreed position was

- 6 schools (5 Secondary and 1 Primary) with agreed deficits –two more than 2014 but continuing the low trend
- A total deficit value of £2.6m up £1.1m from last year however,
- Increased balances of £7.6m up from £6.6m last year.

As an indication of the scale of the work done; the position predicted during the “Rich Picture” discussions during the summer of 2014 was 10 Secondary schools in deficit with a total deficit value of £4.4m. Work continues to manage the situation.

1.11 Whitley Bay and Monkseaton

Cabinet will remember specific work was proposed for the Whitley Bay and Monkseaton group of schools

- *“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”*

Work with Head Teachers and Governing Bodies continues; as can be seen in the updated financial picture, progress has been made but there are still significant challenges. However, there is significant willingness to deepen collaboration and maximise resources. Examples include Shared Bursar arrangements between Monkseaton High School and Whitley Bay High School over the last two years and similar arrangements between the two schools in relation to a Data Manager Post.

1.12 The Seaton Burn area

Cabinet will remember the specific work for Seaton Burn was proposed to be

- *“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”*

The work done so far has concentrated on the first three main issues. The approach agreed with all five Head Teachers is to work with the data to understand what intervention options are available and to then widen the discussions to all five Governing Bodies and the community.

The Head Teachers have worked with the Officer team to look at how to handle successful engagement with the communities in the area by working with each school and each community's annual calendar of events.

The main issue for Cabinet to note at present is plans to extend Brunton First School in Great Park adding capacity to the Newcastle Education system which might have implications for North Tyneside and particularly for Hazlewood Primary School.

1.13 Norham High School

Cabinet will remember the specific work proposed at Norham High School was

- *“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”*

The suggested partnership was created and some significant work has been done on the long term future for the school. However, as Cabinet know, matters changed in November 2014 when Ofsted inspected Norham High School and rated it as Inadequate.

As a result of this the school improvement service has provided additional support and challenge to the school beyond the original arrangements, in partnership with Churchill Community College. A monitoring review has been conducted by the local authority. The outcome of this review has indicated that some progress has been made but this needs to accelerate.

Ofsted will make a return visit to the school before the end of the academic year. As part of the visit Her Majesty's Inspectors will make a judgement on the progress that the school has made to improve. They will also make a judgement on the quality of support the school has received which has been commissioned or delivered by the Authority. A key factor in future decisions for the school will be the performance of pupils in their GCSEs which will be known in August.

1.14 Other specific areas of work agreed at Cabinet on 8th September 2014

There were other specific areas where Cabinet agreed to further work

- **Reviewing the Post-16 Offer;** this has begun but is complex. Not least because of the fragmented data picture and the impending reforms from April 2016. While North Tyneside has improved and is now at the National Average, our relatively strong system ought to be producing better results. Work continues on the principles to be applied, the current picture and the options to improve performance. Further reports will be made to Cabinet as required

- **Planned Admission Numbers and Catchment Areas;** this too has begun but must be handled with care. The early work during the Education Review and following Cabinet in January has focussed on the impact of the proposed level of growth in the draft Local Plan. As Cabinet know, this allowed the latest consultation draft to signal the potential need for an additional primary and secondary school during the period of the plan. The headlines from this work were presented to Head Teachers on 27th March 2015. The next stage of the work includes a borough-wide consideration of the issues leading to a set of practical proposals that will be discussed with Head Teachers and Governing Bodies as well as agreed with Cabinet in due course
- **Transport and accessibility;** again the work done so far has been in response to the draft Local Plan. The transport implications of any proposed developments will be shared in due course but flow from the work to consider the Post-16 offer and the analysis of planned admission numbers and catchment areas
- **School Improvement;** while not specifically referenced in the report to Cabinet on 8th September 2014, this has emerged as an important facet of the work of the Education Review. The Officer team made a commitment to Head Teachers that, as well as reviewing our education system, we would look critically at the Authority's relationship with the schools and education providers more generally. A significant amount of this work is being done via the Schools Forum (membership detailed at Appendix A) which has the necessary statutory powers to consider proposals and plans. A conversation on School Improvement has been underway with the Education Improvement Partnership – a long standing, Head Teacher-led mechanism for directing investment for school improvement (membership detailed at Appendix B along with the membership of the executive group which represents all aspects of the borough). Speaking very generally, the picture for first and primary schools remains largely unchanged for the moment. The major shift relates to secondary where the emergence of Teaching Schools and the increased focus from Ofsted on recruiting serving Head Teachers as Inspectors means there is a need to redesign the approach, co-producing a new model with Head Teachers and using the capability of our Teaching Schools.

1.15 Decision options:

The following decision options are available for consideration by Cabinet:

Option 1

Agree to

Note progress described in paragraphs 1.6 – 1.14

Receive further reports as required; and

Note the intention to work with the Schools Forum and Education Improvement Partnership as plans mature and proposals develop.

Option 2

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

Option 1 is the recommended option.

1.16 Reasons for recommended option:

Option 1 is recommended for the following reasons

Progress continues in line with the plans agreed by Cabinet.

1.17 Appendices:

Appendix A: Current Membership of the Schools Forum

Appendix B: Current Membership of the Education Improvement Partnership

1.18 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

Alison Campbell, Strategic Business Partner Tel: 643 7038

1.19 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:

[Report to Cabinet on 8 September 2014 - Education Review](#)

[Report to Cabinet on 10 November 2014 - Education Review feedback fro Pre-Publication Consultation](#)

[Report to Cabinet on 12 January 2015 - Feedback from Publication Consultation](#)

[Supplementary Report to Cabinet on 12 January 2015 - Feedback from Publication Consultation](#)

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.

2.3 Consultation/community engagement

Cabinet is aware that significant internal and external engagement has been undertaken. That work continues as related to specific pieces of work. The Governing Bodies and Head Teachers of all the schools specifically referenced have been directly involved with this work. All Head Teachers continue to be informed at Head Teacher Briefing and the Schools Forum and Education Improvement Partnership are directly engaged with the issues.

The proposals for additional school capacity were included in the draft Local Plan consultation exercise that concluded on 27th March 2015.

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 had a project risk register which is monitored by the Project Board. It is also a strategic risk reported to the Senior Leadership Team and Cabinet.

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

Appendix A

Membership of the Schools Forum

Category	Phase	Role	Name	School
Schools-North West	Primary	Head teacher	Lisa Taylor	Bailey Green
Schools-North West	Primary	Head teacher	Jill Forster	Benton Dene
Schools-North West	Secondary	Head teacher	Alison Shaw	Seaton Burn
Schools-North East	Primary	Head teacher	Jim Hannah	Star of the Sea RC
Schools-North East	First	Head teacher	Stephen Easton	Marine Park
Schools-North East	Middle	Head teacher	Karen Charlton	Monkseaton Middle
Schools-North East	Middle	Head teacher	Mike Homer	Valley Gardens
Schools-South West	Primary	Head teacher	Andrew James	Holy Cross
Schools-South West	Primary	Head teacher	Vacant	Vacant
Schools-South West	Secondary	Head teacher	David Baldwin	Churchill
Schools-South East	Primary	Head teacher	Gavin Storey	Cullercoats
Schools-South East	Primary	Head teacher	Jim Crinson	Collingwood
Schools-South East	Secondary	Head teacher	Jim Stephenson	John Spence
Schools-Other	Primary	Governor	Michael McHugh	St Mary's Forest Hall
Schools-Other	Primary	Governor	Peter Thorp	Redesdale
Schools-Other	Secondary	Governor	Adrian Smith	Valley Gardens
Schools-Other	Secondary	Governor	Viv Buller	Churchill
Schools-Other	Nursery	Head teacher	Lesley Colthart	Sir James Knott
Schools-Other	PRU	Head teacher	Karen Croskery	Moorbridge
Schools-Other	Special	Head teacher	Dave Erskine	Southlands
Schools-Other	Academy	Other	Di Donkin	St Thomas More
Schools-Other	Academy	Other	Gill Hewlett	Kings Priory
Non School Members	16-19 Provider	Other	Jon Vincent	Tyne Met College
Non School Members	Early Years PVI	Other	Alex Thompson	Children's Choice
Non School Members	C o E Diocese	Other	Paul Rickeard	Diocese
Non School Members	RC Diocese	Other	Collette Bland	St Mary's Cullercoats
Non School Members	NT Learning Trust	Other	Kheri Ellis	NT Learning Trust
Non School Members	Woodard Trust	Other	Paul Durgan	Woodard Trust
Non School Members	Trades Union	Other	TBC	Trades Union

Membership of the Education Improvement Partnership

School	Headteacher
Marden Bridge Middle School	John Newport
Monkseaton Middle School	Karen Charlton
Valley Gardens Middle School	Mike Homer
Wellfield Middle School	Caroline Kemp
John Spence Community High School	Jim Stephenson
Burnside Business and Enterprise College	Michelle Murphy
Churchill Community College	David Baldwin
George Stephenson High School	Ian Wilkinson
Longbenton Community College	Paul Quinn
Marden High School	Jonathan Morris
Monkseaton High School	Tracy Crowder
Norham High School	Tracy Hush
St Thomas More Roman Catholic Academy	Di Donkin
Seaton Burn College	Alison Shaw
Whitley Bay High School	Steve Wilson
Silverdale Special School	Peter Gannon
Southlands Special School	Dave Erskine
Woodlawn Special School	Gill Wilson
Beacon Hill Special School	Helen Jones

Membership of the Executive Education Improvement Partnership Group

Role within the group	Name
Chair and South West locality representative	David Baldwin
North West locality representative	Ian Wilkinson
North East locality representative	Tracy Crowder
South East locality representative	Tracy Hush
Principal Manager Disability and Additional Needs Service	Kath Robinson
Chief Adviser Secondary	David Griffiths
Chief Adviser Primary	Angela James
Head of Children, Young People and Learning	Jean Griffiths