

# North Tyneside Council

## Report to Cabinet

### Date: 11<sup>th</sup> July 2016

#### ITEM 7(c)

Title: Education for North Tyneside

**Portfolio:** Children, Young People and Learning

**Cabinet Member:** Cllr Ian Grayson

**Responsible Officers:** Paul Hanson, Deputy Chief Executive  
Jacqui Old, Head of Health, Education, Care and Safeguarding  
Mark Longstaff, Head of Commissioning and Investment  
**Tel:** 0191 643 7000

**Wards affected:** All

## PART 1

### 1.1 Executive Summary:

North Tyneside has an education system to be proud of. A top performer regionally and nationally, this is a reflection of the hard work done by our head teachers, governing bodies, elected members, Authority staff and our fantastic children and young people.

Education in England is changing. A new funding formula is proposed for 2017/18 and the Fostering and Adoption Act passed earlier this year makes it clear that schools judged as Inadequate or "Coasting" will be converted to academy status.

In March, the Government published an Education White Paper, "Education Excellence Everywhere". While it contains a range of proposed changes including governance, head teacher development and handling curriculum changes, the headline issues were the proposal to convert all schools to academies by 2020 and to significantly change the role of local authorities in education.

This caused national concern across the political and professional spectrum and on 6<sup>th</sup> May, the Secretary of State for Education announced that high performing local authority areas would not be required to convert en masse. Little further detail has emerged but the Education for All Bill was announced in the Queen's Speech on 18<sup>th</sup> May and signals further changes for education and local authorities.

All of this is happening in the local context of the Education Review carried out in North Tyneside between 14<sup>th</sup> October 2013 and 12<sup>th</sup> January 2015.

This report considers progress against the recommendations of that review, the current position of education for North Tyneside and asks Cabinet to consider the issues and the proposed approach in the context of national changes.

It is important to note that the report has been written to reflect significant consultation with head teachers and governors.

## **1.2 Recommendation(s):**

It is recommended that Cabinet:

- (1) note progress on the recommendations of the Education Review
- (2) note the improved position between April 2014 and June 2016
- (3) note the continued financial challenges faced by schools and the joint work to deal with those challenges
- (4) agree the issues and concerns highlighted as important to the Authority and schools
- (5) agree the approach being taken to work with schools; and
- (6) 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 13<sup>th</sup> May 2016 and was delayed from Cabinet's June meeting to allow the Mayor and Cabinet to meet with head teachers and chairs of governing bodies to hear their views.

## **1.4 Council Plan and Policy Framework**

This report is directly concerned with:

- “Our People will be ready for school – giving our children the best start in life”
- “Our People will be ready for work and life – with the skills and abilities to achieve their full potential, economic independence and meet the needs of local business”; and
- “Our Economy will have the right skills and conditions to support investment, and create and sustain new, good-quality jobs and apprenticeships for working-age people.”

## **1.5 Information:**

### **1.5.1 Background**

North Tyneside has an education system to be proud of. A top performer regionally and nationally, this is a reflection of the hard work done by our head teachers, governing bodies, elected members, Authority staff and our fantastic children and young people.

Education in England is changing. A new funding formula is proposed for 2017/18 and the Fostering and Adoption Act passed earlier this year makes it clear that schools judged as Inadequate or “Coasting” will be converted to academy status.

In March, the Government published an Education White Paper, "Education Excellence Everywhere". While it contains a range of proposed changes including governance, head teacher development and handling curriculum changes the headline issues were the proposal to convert all schools to academies by 2020 and to significantly change the role of local authorities in education.

This caused national concern across the political and professional spectrum and on 6<sup>th</sup> May the Secretary of State for Education announced that high performing local authority areas would not be required to convert en masse. Little further detail has emerged but the Education for All Bill was announced in the Queen's Speech on 18<sup>th</sup> May and signals further changes for education and local authorities.

1.5.2 All of this is happening in the local context of the Education Review carried out in North Tyneside between October 2013 and January 2015. Cabinet will remember that the Cabinet Member for Children, Young People and Learning worked with the officer team, head teachers and governors to consider education for North Tyneside and, after extensive consultation, made a number of proposals which were subject to further consultation and agreed by Cabinet at its meeting in 12<sup>th</sup> January 2015.

1.5.3 The body of this report covers three issues:

- An update on the recommendations of the Education Review and progress since it was last considered by Cabinet in July 2015;
- A summary of the issues for North Tyneside implied by the current position and the national context; and
- A proposal for how the Authority, head teachers, governing bodies and other partners will work together during the next two years.

1.5.4 Update on the recommendations of the Education Review and Progress since July 2015

1.5.5 Cabinet will remember that one of the tools used in the Education Review was a "rich picture which looked at the secondary school system in terms of pupil numbers, performance, finance and building condition. Appendix 1 contains the original rich picture presented to Cabinet as part of the review and an updated version, drawing out some of the changes. Cabinet will note some continued challenges but also some significant improvements which are described below.

1.5.6 **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:

- **Whitehouse Primary School;** a £2.7m project delivered to plan in April 2016
- **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
- **John Spence Community High School;** a £9.4m project with delivery planned for September 2016. Following an archaeological issue, the project was delayed and will now be delivered in October 2016

- **Marden High School;** a £10.1m project, the project is on timetable and progressing well for occupation from September 2016
- **Backworth Park Primary School;** a £4.8m project was expected to start in June 2016 with delivery planned for July 2017 however, a slower than planned build-out rate of the nearby housing development has delayed receipt of the s106 funding to deliver the school. Delivery is now planned for summer 2018 to align with the revised residential build out rate.

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.

### 1.5.7 Longbenton 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 progress on the construction work, the deficit position improved although financial challenges remain and an OFSTED Inspection last summer with Good in all areas. This represented a maintained position since the last inspection but an improvement against the judged position from the Authority’s more recent School Improvement assessment. Progress continues to be directly in line with the plan agreed with Cabinet with sustained successful joint working between the teams at Longbenton High School and George Stephenson High School.

### 1.5.8 The Development and delivery of Ready for School Services

Work has continued 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 have been 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.

Cabinet will be very clear that the child care review and the work to reshape our 0-19 services have been specifically done with this in mind. Successful partnerships with our primary schools have meant they have taken the lead in early years work and the Authority services are increasingly focussed on those families who are at risk of not supporting children to be ready for school.

### 1.5.9 Development and delivery of Ready for Work and Life

As with Ready for School, 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 was been agreed with partners. This focused on 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 including a Schools into Work programme and a schools Careers Education Champions programme. A refreshed Skills and Employment Strategy will be considered by Cabinet later this year to replace the approach agreed in October 2013. This will build on our national best practice in ensuring North Tyneside young people are in education, employment and training and the evaluation of the work done to test a different approach to careers education. Critically, it will be keyed into the North East Strategic Economic Plan and the skills and employment aspects of the devolution deal, allowing North Tyneside to play its full part in the work of the Combined Authority in this area.

The Authority has continued its success in apprenticeship recruitment following Cabinet's pledge to maintain a target of 50 apprenticeships in any one year. The highly successful 'Get Up and Go' events continue as part of Apprenticeship Week in March.

#### 1.5.10 An updated financial picture

Governing Bodies, Head Teachers, the members of the Schools Forum and the Officer team have continued to work hard to handle the financial challenges outlined to Cabinet last year. At the end of the financial year 2015/16 the position was

- Overall level of School Balances at the end of March 2016 was £6.98m compared to £7.63m as at March 2015
- Within the March 2016 balance, there is a total deficit value of £1.8m, compared to the total initial deficit approval requested at the start of the year of £2.6m
- At the end of 2015/16, 8 schools were in deficit (6 Secondary and 2 Primaries)

As an indication of the scale of the work done; the position predicted during the "Rich Picture" discussions during the summer of 2014 was that at the end of 2015/16 10 Secondary schools would be in deficit with a total deficit value of £4.4m. The actual overall position for our Secondary schools was an overall net surplus of £0.896m and 6 schools in deficit.

Despite this improvement the emerging position for 2016/17 is one of continued financial challenge for a number of schools, both in terms of deficit approvals and reduced surplus balances held by schools. 9 Schools (6 Secondary and 3 Primary) have sought deficit approval for 2016/17 to the value of £4.7m. (subject to the School Deficit Clinics process being concluded).

Work continues with schools to manage the situation and establish a longer term sustainable solutions. Cabinet will wish to note the position and that this will continue to be reported regularly to Cabinet.

#### 1.5.11 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. Despite a significant willingness to deepen collaboration and maximise resources and some specific joint work between Whitley Bay High School and Monkseaton High School in particular, this has proven too big a footprint to make the right difference. Work has therefore focussed on specific issues as follows

- **Monkseaton High School;** where close working between the school leadership and the Authority has resulted in the school moving from Requires Improvement to Outstanding
- **Marden Bridge Middle School;** again where close working and support from school leaders particularly from Benton Dene Primary School and Valley Gardens Middle School along with staff from the Authority has moved the school from Requires Improvement to Good
- **Monkseaton High School and Monkseaton Middle School;** where a judgement of Requires Improvement at Monkseaton Middle School along with other issues have prompted closer working between the schools. Monkseaton High School are providing increased leadership capacity to the middle school
- **Wellfield Middle School;** where the head teacher of Denbigh Primary School has been acting as Executive Head Teacher and a new head teacher has been recruited.

In the light of the financial picture and the information in Appendix 1, officers and school leaders continue to work together to ensure the system remains sustainable.

#### 1.5.12 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 by last summer had concentrated on the first three main issues. The approach agreed with all five Head Teachers was to work with the data to understand what intervention options were available and to then widen the discussions to all five Governing Bodies and the community. However, events overtook this recommendation.

Results at Seaton Burn in summer 2015 were poor and led to a change in leadership. An OFSTED inspection quickly followed and judged the school as Inadequate (in line with the Local Authority assessment.)

Immediate steps were taken to improve matters with the Head Teacher of John Spence Community High School leading a team including Authority officers and leadership from St Thomas More, Burnside Business and Enterprise College and Monkseaton High School to support the Governing Body, leadership team and pupils. The Head Teacher of Fordley Primary School and North Tyneside Council’s Head of Commissioning and Investment were asked to join the Governing Body for 12 months to provide additional expertise.

The recent Monitoring Visit by OFSTED reflected significant progress and was very positive about the support provided to the school by local leaders and the Authority. In January the DfE informed the local authority and governing body that it was expected that Seaton Burn would convert to an academy and a sponsor was being sought.

On 2<sup>nd</sup> March they informed the Local Authority and Chair of Governors that as no suitable Academy Sponsors exist in North Tyneside, the Department for Education had looked outside the Borough and asked Gosforth Academy to consider sponsorship. The Regional Schools Commissioner, using the powers in the Education and Adoption Act, placed an Academy Order on Seaton Burn Business and Enterprise College on 19<sup>th</sup> April 2016. The letter informed the Governing Body that a sponsor would be sought. Cabinet will be aware that the process has proven protracted.

The current DfE plan remains conversion and sponsorship but this is likely to take at least a further 4-6 months. Cabinet will wish to note however, the continued support provided to the school by North Tyneside school leaders and the Authority with the primary concern being the education of the pupils during this process.

### **1.5.13 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 provided additional support and challenge to the school beyond the original arrangements working in partnership with Churchill Community College. Over the last year that partnership has developed more deeply with the Principal of Churchill Community College taking on the Executive Head Teacher Role and working closely with a new Chair of Governors.

That partnership has proven successful with some promising early results and an OFSTED Inspection which has moved the school from Inadequate to Requires Improvement. Puzzlingly, on the day of the Inspection, the Regional Schools Commissioner issued an Academy Order in respect of Norham. Officers are discussing this with the DfE team as the criteria of the Education and Adoption Act ceased to apply in the same 48 hour period.

#### 1.5.14 Other specific areas of work agreed at Cabinet on 8<sup>th</sup> September 2014

There were other specific areas where Cabinet agreed to further work

- **Reviewing the Post-16 Offer;** this has begun but remains complex. Since last summer, the new accountability measures have been implemented and the Government has announced a series of Local Area Reviews. The Review that includes North Tyneside has been delayed to better match the work of the Combined Authority and the devolution deal and proposals will be subject to a further Cabinet Report
- **Planned Admission Numbers and Catchment Areas;** this work has focussed on the impact of the proposed level of growth in the draft Local Plan. As Cabinet know, this allowed the draft to signal the potential need for an additional two primary schools and a secondary school during the period of the plan. The headlines from this work were presented to Head Teachers on 27<sup>th</sup> March 2015. The Draft Local Plan was submitted to Government, as intended, last month. Officers are now working on some specific issues with an eye on the signal in the Government's White Paper that Local Authorities will be consulted on taking responsibility for all admissions and the commissioning of new school places
- **Transport and accessibility;** again the work done so far has been in response to the draft Local Plan. The Cabinet Member for Housing and Transport is working with officers to develop a Transport Strategy for North Tyneside which will support the Combined Authority and delivery of the Devolution Deal. This will be considered by Cabinet later this year
- **School Improvement;** while not specifically referenced in the report to Cabinet on 8<sup>th</sup> September 2014, this 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. While work has continued, the White Paper makes this a central issue to our future work on education for North Tyneside.



1.5.15 A summary of the issues for North Tyneside implied by the current position and the national context

1.5.16 The current national position means that local authorities are responsible for sufficiency, standards and additional needs as well as a list that runs to 43 pages. The White Paper set out Government proposals to change those responsibilities.

1.5.17 Paragraph 1.52 of the White Paper talks of a clearly defined role for local authorities which will be

- Ensuring every child has a school place
- Ensuring the needs of vulnerable pupils are met; and
- Acting as champions for all parents and families.

1.5.18 In addition, the Government are proposing to consult local authorities on taking over responsibilities for all school admissions: In her evidence to the Select Committee, the Secretary of State made it clear; she expects the commissioning of new school places to be the responsibility of the local authorities.

1.5.19 These proposals are being made in the context of the new National Funding Formula, the Education and Adoption Act and a clear view from Government that they wish to see all schools become academies. The challenge for North Tyneside, an area with high performance and a low level of academisation, is how to continue to be successful in a changing environment. To that end, the Mayor and Cabinet, the officer team have been listening to head teachers and governors to identify the issues for the Authority and the issues for schools.

1.5.20 That work included an extensive series of one to one conversations, discussions with Secondary Head Teachers, a detailed session at Head Teachers' Briefing on 13<sup>th</sup> May 2016, a Mayor's Listening Event on 10<sup>th</sup> June 2016 and a session at the Primary Head Teachers Conference. A little more detail of the feedback from Head Teachers at Head Teacher Briefing is at Appendix 2 but the issues can be summarised as follows.

#### 1.5.21 **Issues for the Local Authority**

1.5.22 Work with Head Teachers has confirmed the Authority view that the following issues should inform our work.

1.5.23 In terms of people, the following are important

- Making sure the team do not lose talent during a period of uncertainty
- Making sure the officer team are skilled up to support our schools and new demands
- Considering TUPE and employment issues
- Preserving and developing successful collaborative relationships.

1.5.24 In terms of process, the following are important

- Maintaining the positive contribution of the Local Authority during a period of change
- Framing discussions with schools to be inclusive and flexible
- Re-shaping, as required, the service offer from the proposed new funding formula in 2017/18.

1.5.25 In terms of issues of content, the following are important

- Continuing our successful work on school improvement
- Inclusion and additional needs
- Early help, managing demand and securing better outcomes
- Delivering capital projects.

1.5.26 **Issues for our schools**

1.5.27 Reflecting their diversity and unique circumstances, head teachers identified around 60 different issues. However, work with head teachers and the Mayor's Listening Event confirmed there are a clear top five

- Finance and budgets
- Losing Local Authority services
- Fragmentation and isolation
- Assessment
- SEND and vulnerable pupils.

1.5.28 The next section of the report suggests how the Authority and our school leaders will work together to tackle those issues.

1.5.29 A proposal for how the Authority, head teachers, governing bodies and other partners will work together during the next two years

1.5.30 In the first instance information has been sought from the Department for Education around how they feel North Tyneside, in its almost unique position, should respond to the national changes and contribute even more to North East education. Officers have spoken to the Regional Schools Commissioner and her team.

1.5.31 More significantly, the Cabinet Member for Children, Young People and Learning has written to all head teachers on behalf of the Mayor and Cabinet reaffirming their commitment to our partnership with schools and recognising the excellent work done in North Tyneside. This was intended to provide some reassurance to head teachers and governing bodies that, whatever changes are proposed, the Authority remains committed to a partnership that gets the right outcomes for children and young people. A copy of that letter is at Appendix 3.

1.5.32 In addition, the Cabinet Member for Children, Young People and Learning has written to the Secretary of State for Education seeking clarification on a number of points as the Government's policy relates to high performing local authority areas, taking issue with some of the tone of national announcements and inviting the Secretary of State to North Tyneside to meet the team and understand the work that is done. The Mayor has reinforced that invitation and asked both MPs to do the same. A copy of the Cabinet Member's open letter to the Secretary of State is at Appendix 4.

1.5.33 While there is already a set of structures to allow the Authority and school leaders to work together, at the Mayor's Listening Event on 10<sup>th</sup> June, head teachers and chairs of governing bodies asked for two things

- A paper that could be used by all Governing Bodies to discuss the current position and the relationship with the local authority; and
- An options paper that described what might happen across North Tyneside in the context of current performance, the current status of schools and national policy.

1.5.34 It was suggested that this could be worked up with head teachers and shared widely. It was also suggested that North Tyneside should begin to consider what contribution it can make to the emerging proposals for Achieving Excellence Areas.

## **1.6 Decision options:**

The following decision options are available for consideration by Cabinet.

### Option 1

Agree the recommendations in paragraph 1.2

### Option 2

Not agree the recommendations in paragraph 1.2 and request further work

Option 1 is the recommended option.

## **1.7 Reasons for recommended option:**

Option 1 is recommended for the following reasons:

It reflects the recommendations agreed by Cabinet as part of the Education Review and the work done with the Elected Mayor, Cabinet Member, Head Teachers and Chairs of Governing Bodies.

## **1.8 Appendices:**

Appendix 1: Rich picture at 2014 and at 2016

Appendix 2: Feedback from head teachers on the issues for schools and for the Authority

Appendix 3: Copy of letter from Cllr Ian Grayson to all head teachers and chairs of governing bodies

Appendix 4: Copy of letter from Cllr Ian Grayson to the Secretary of State for Education

## **1.9 Contact officers:**

Paul Hanson, Deputy Chief Executive tel. 0191 643 7000

Jacqui Old, Head of Health, Education, Care and Safeguarding, tel. 0191 643 7006  
Mark Longstaff, Head of Commissioning and Investment, tel. 0191 643 8089  
Alison Campbell, Senior Business Partner, tel. 0191 643 7038

## **1.10 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:

- (1) [Review of Secondary School Provision Cabinet Report 14<sup>th</sup> October 2013](#)
- (2) [Education Review Cabinet Report 8<sup>th</sup> September 2014](#)
- (3) [Education Review – Feedback from Prepublication Cabinet Report 10<sup>th</sup> November 2014](#)
- (4) [Education Review – Feedback from Publication Consultation 12<sup>th</sup> January 2015](#)
- (5) [Education Review – Feedback from Publication Consultation Supplementary Report 12<sup>th</sup> January 2015](#)
- (6) [Education Review Update Report 13<sup>th</sup> July 2015](#)

## **PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING**

### **2.1 Finance and other resources**

There are no direct financial implications from this report. The school's net overall financial position has improved between April 2014 and June 2016. Schools continue to face financial challenges and the Authority is working with them to deal with those challenges. Any future proposals as a result of national policy or local decisions that have financial implications will be brought to Cabinet as appropriate.

### **2.2 Legal**

There are no direct legal implications arising from this report. Changes in the responsibilities of the Authority with respect to education provision are expected with the Education for All Bill. Proposed legislative changes will continue to be monitored as the Bill progresses through Parliament.

### **2.3 Consultation/community engagement**

#### **2.3.1 Internal Consultation**

Discussions have been held with the Elected Mayor and Cabinet Members and with the senior team leading services for our schools.

#### **2.3.2 External Consultation/Engagement**

One to one discussions with a range of Head Teachers between March and June 2016

Discussion with all Secondary Head Teachers on 21<sup>st</sup> March 2016

Discussion with all Head Teachers at Head Teacher Briefing on 13<sup>th</sup> May 2016

Mayor's Listening Event with Chairs of Governing Bodies and Head Teachers on 10<sup>th</sup> June 2016

Discussion with Primary Head Teachers 16<sup>th</sup> June

## 2.4 Human rights

There are no human rights issues arising directly from this report

## 2.5 Equalities and diversity

There are no equalities and diversity issues arising directly from this report

## 2.6 Risk management

There are no risk issues arising directly from this report

## 2.7 Crime and disorder

There are no crime and disorder implications arising directly from this report.

## 2.8 Environment and sustainability

There are no environment and sustainability implications arising directly from this report.

### PART 3 - SIGN OFF

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



North Tyneside Council

NORTH TYNESIDE COUNCIL  
 Children, Young People and Learning / Commissioning and Fair Access  
 RAG rating of Secondary Schools as at June 2016 - School Estate

	Surplus Capacity			Financial Summary (Outturns)					Intake year - Pupils from within catchment	Ofsted	Building Condition
	2013	2015	2018 (projected)	14/15	15/16	16/17	17/18	18/19		As at June 2016	As % of PSBP** rebuild costs
Burnside Business & Enterprise College	Yellow	Yellow	Red	Green	Green	Green	Red	Red	Yellow	Green	Green
Churchill Community College	Red	Red	Yellow	Green	Green	Green	Green	Green	Green	Green	Green
George Stephenson High	Yellow	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Yellow
John Spence Community High	Yellow	Green	Green	Green	Green	Green	Green	Green	Yellow	Green	Green
Longbenon Community College	Green	Yellow	Yellow	Red	Red	Red	Red	Red	Green	Green	Green
Marden Bridge Middle	Yellow	Yellow	Yellow	Green	Green	Green	Green	Red	Yellow	Green	Green
Marden High	Yellow	Yellow	Yellow	Red	Red	Red	Red	Red	Yellow	Green	Green
Monkseaton High	Red	Red	Red	Green	Green	Green	Green	Green	Red	Green	Green
Monkseaton Middle	Yellow	Green	Green	Green	Green	Green	Green	Red	Red	Yellow	Green
Norham High	Red	Red	Red	Red	Red	Red	Red	Red	Green	Yellow	Yellow
Seaton Burn College	Red	Red	Red	Green	Green	Green	Green	Green	Green	Red	Yellow
St Thomas More RC Academy	Green	Green	Green	Green	Green	Green	Green	Green	Grey	Green	Green
Valley Gardens Middle	Green	Green	Green	Green	Green	Green	Red	Red	Yellow	Green	Green
Wellfield Middle	Red	Red	Red	Green	Red	Green	Green	Green	Red	Green	Green
Whitley Bay High	Green	Green	Green	Green	Green	Red	Red	Red	Yellow	Green	Green
Kings Priory Academy	Green	Green	Green	Grey	Grey	Grey	Grey	Grey	Grey	Green	Grey
Tyne Mer Queen Alexandra College	Green	Green	Green	Grey	Grey	Grey	Grey	Grey	Grey	Green	Grey

\* Including pupils in catchment attending NT Mainsream and Academic, Nonhumberland and Newcastle schools

\*\* Priority Schools Building Programme

Key

> 25% surplus	Surplus	> 80% Green	Good or Outstanding	< 20% Green
> 10% < 25% surplus	Deficit	50% - 80% Amber	Satisfactory or Requires improvement	20% - 30% Amber
> 10% over subscribed		< 50% - Red	In Category	> 30% Red



NORTH TYNESIDE COUNCIL  
Children, Young People and Learning / Commissioning and Fair Access  
RAG rating of Secondary Schools as at April 2014 - School Estate

	Surplus Capacity		Financial Summary (Outturns)					Intake year - Pupils from within catchment	Ofsted As at April 2014	Building Condition As % of PSBP** rebuild costs
	2013	2018 (projected)	12/13	13/14	14/15	15/16	16/17			
Burnside Business & Enterprise College										
Churchill Community College										
George Stephenson High										
John Spence Community High										
Longbenton Community College										
Marden Bridge Middle										
Marden High										
Monkseaton High										
Monkseaton Middle										
Norham High										
Seaton Burn College										
St Thomas More RC Academy										
Valley Gardens Middle										
Wallsend Middle										
Whitley Bay High										
Kings Priory Academy										
Tyne May Queen Alexandra College										

\* Including pupils in catchment attending NT Mainstream and Academics, Non/umbrella and Newcastle schools  
\*\* Priority Schools Building Programme

Key

> 25% surplus	Surplus	> 80% Green	Good or Outstanding	< 20% Green
>10%-<25% surplus	Deficit	50% - 80% Amber	Satisfactory or Requires Improvement	20% - 30% Amber
> 10% over subscribed		<50% - Red	In Category	> 30% Red

## Feedback from Headteacher Briefing 13<sup>th</sup> May 2016

Do you agree the issues that we see as important?	Yes	No	don't know
<b>People</b>			
Making sure we don't lose talent during a period of uncertainty	27	2	2
Making sure the Officer Team are skilled up to support our schools and new demands	26	0	0
Watching TUPE Relationships	18	0	2
<b>Process</b>			
Re-positioning the Local Authority in a different role	23	1	0
Framing the discussion to be inclusive and flexible	21	0	0
Re-shaping the service offer from 2017/18	23	0	1
<b>Content</b>			
School Improvement and school improvement	26	0	0
Inclusion and additional needs	28	0	0
Early help, managing demand and securing better outcomes	22	1	1
Delivering capital projects	21	1	1
Plus shaping the portfolio to meet your needs and a changing landscape	18	0	0

### School's Main Issues in order of priority

Finance/Budgets

Losing excellent LA Services

Fragmentation/isolation/changes around us

Assessment

SEND Provision

Vulnerable Pupils - changes in provision

Academisation

Link between OfSTED/Standards/Academisation - changing landscapes

Recruitment of quality teachers





North Tyneside Council



**Councillor Ian Grayson**  
**Cabinet Member Responsible for**  
**Children, Young People and Learning**

**Quadrant**  
**The Silverlink North**  
**Cobalt Business Park**  
**North Tyneside**  
**NE27 0BY**

To: All Head Teachers

13 May 2016

**Tel: 0191 6435319**  
**E-mail: [igrayson@hotmail.com](mailto:igrayson@hotmail.com)**

Dear Colleagues

I appreciate the last few weeks have been difficult in terms of national policy direction. Whilst our primary and middle schools have been preparing for new national tests and our secondary and sixth forms were getting ready for crucial exams it has been an unfortunate distraction for senior leaders and governing bodies to consider their position on system-wide compulsory academisation.

Following the Secretary of State's announcement last week I wanted to acknowledge how tricky it has been and to reaffirm North Tyneside Council's commitment to our partnership with our schools. No matter what form our schools take, maintained, trust, faith or academy I am enormously proud of the difference our work together makes for the life chances of the young people of North Tyneside and hugely proud of the leadership you show.

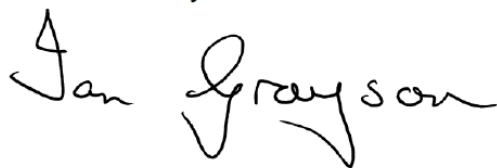
While there was a lot that concerned me about the White Paper, the map on Page 7, showing North Tyneside as a strong national performer, gave me comfort that as the system changes we will continue to manage those changes and face any challenges together.

Obviously, with our Officer Team, the Cabinet have been considering our policy position in relation to the national direction of travel. We will be watching the Queen's Speech with interest and take a careful look at any emerging legislation, particularly the suggestion that high performing local authorities will be able to sponsor academies. Equally, I know you will be taking a careful look at what is best for the young people, families and communities you serve.

Later this summer, Cabinet will formally consider its position and I was hoping some of you would take time to meet with the Mayor, my Cabinet colleagues and I at one of our special Listening Events so we can hear directly from you before firming up our plans. The team will be in touch shortly with your invitation.

For the moment, thanks for everything you do for young people in North Tyneside.

Yours sincerely

A handwritten signature in black ink that reads "Ian Grayson". The signature is written in a cursive style with a large initial 'I' and a long, sweeping underline.

**COUNCILLOR IAN GRAYSON**  
**CABINET MEMBER RESPONSIBLE FOR CHILDREN, YOUNG PEOPLE AND LEARNING**



**North Tyneside Council**



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09 June 2016

The Rt Hon Nicky Morgan MP  
 Secretary of State for Education  
 Department for Education  
 Piccadilly Gate  
 Store Street  
 Manchester  
 M1 2WD

Dear Secretary of State

### **Education Excellence Everywhere White Paper and Education For All Bill**

Now the Government's legislative intentions are emerging following the Queen's Speech I would like to understand your views on some crucial issues.

#### **"High-performing schools in strong local authorities"**

As you will see from Page 7 of the White Paper, North Tyneside is an area judged by your department as a strong performer. The strength of that performance has come from years of hard work by our head teachers and their leadership teams, governing bodies, elected members and our fantastic young people. Currently, 92 % of our young people attend a Good or Outstanding school and OFSTED have consistently highlighted the quality of education in our borough. Currently, there are three academies in North Tyneside, one 4-19, one secondary school and one primary school. You will therefore understand the concerns we have about the plans you have suggested in the White Paper and seem to be proposed for the Bill.

While my colleagues and our education leaders welcome your decision to step back from compelling all schools to convert, it remains unclear what role you expect local authorities to take where they have delivered high quality outcomes but have a low level of academisation. In North Tyneside, we are faced with an emerging set of plans and proposals that still have the same end point in mind, the conversion of all of our schools to academies.

I note however, during your appearance at the Education Select Committee on 27 April, you indicated your officials were considering the role of local authorities as they relate to academies and, indeed, whether they might directly sponsor their own academies. I have been unable to source an outcome to those considerations via your Department's official announcements or the Local Government Association, so I would be grateful if you could let me know the current policy direction and proposals in this area.

Cont'd/...

### **School improvement, led by Head Teachers**

In North Tyneside, we are clear that our education leaders shape our work; in terms of the role of the local authority and its work with schools, that means that the vast majority of the work we do is commissioned from schools and purchased from us. However, the statutory responsibility for standards has proven a useful lever when schools have done less well and we have been able to work with Governing Bodies and school leaders to take decisive action. I note the intention to review the statutory responsibilities currently held by local authorities and Directors of Children's Services; I do not envy your officials the task given that the list of responsibilities alone runs to 43 pages; but I do wonder if you and your colleagues have thought through the absolute removal of the democratic mandate and local accountability for education in one place.

Beyond the somewhat superficial answer that good people will move to other organisations, I would appreciate understanding your views on how school improvement will actually work. The White Paper suggests some sort of market with local authorities "acting as champions for all parents and families". I am not at all convinced that will work in practice; I am interested in what has convinced you.

### **Governance**

As well as top performing schools we have Teaching Schools, National Leaders in Education, National Leaders in Governance and, among other capability a School Centred Initial Teacher Training programme recently judged as Outstanding. However, our low level of academisation means we are effectively excluded from the decision making processes you have delegated to the Regional Schools Commissioners. I would be interested to know if, in discussions with your officials and some of your colleagues, whether you have thought about the loss of expertise to Head Teacher Boards that this current arrangement forces. I know a number of North Tyneside Head Teachers, who demonstrate leading practice, would be a valuable addition to support our Regional Schools Commissioner and I would ask you, in the light of recent announcements, to consider a non-academy representative on the Head Teacher Board.

### **Academy Orders and Inspection**

There is a further aspect of governance that really worries me; the interaction between decisions around Academy Orders and Inspection where I have just had a troubling local example. Norham High School was judged Inadequate and I understand the Government's policy direction that this should lead to an Academy Order. However, as the Regional Team know, this is a school with some specific historic challenges. We therefore asked that Churchill Community College (an Outstanding School with Teaching School Status and a host of other attributes) stepped in to work alongside the Local Authority and a new leadership at Norham high School – the kind of solution I know you have highlighted as best practice. That partnership has worked well and the school is improving; however, I was astonished to see that an Academy Order was served on the same day that OFSTED gave notification of an inspection which might make the Academy Order unnecessary. In terms of this specific issue we will be discussing with the Regional Schools Commissioner and her team what purpose the Academy Order serves, but I do think much more thought must be given to how your Officials use Academy Orders and how they coordinate with colleagues in OFSTED. I would be interested in your views.

Cont'd/...

## Language

I understand, as Secretary of State, you must give general and national policy direction, but some of the language used by you, your colleagues and your officials is very uncomfortable when applied to a local area that does well. On 25 November 2015, your colleague The Chancellor of the Exchequer, spoke of “making local authorities running schools a thing of the past”. I have to confess to being surprised, as I am very clear that none of our high performing Head Teachers and Governing Bodies think North Tyneside Council run their schools.

The White Paper goes on to talk about “geographic monopolies” as if local authorities somehow confine our school leaders to barracks and only the transformative power of the multi-academy trust can set them free. As I write this, our Head Teachers, their teams and our Governing Bodies are helping schools within North Tyneside, within neighbouring authorities and in other parts of the country; all of that has happened without structural change.

I would be grateful if your team could acknowledge the good work that happens between local authorities and schools; I feel it weakens the argument to make the kinds of generalisations I am currently hearing.

## History

As an elected member of a Borough that traces its roots back to the mid 19<sup>th</sup> Century, I am deeply conscious that our local authority has held a responsibility for education since the transfer from School Boards in 1902. 114 years later I read a White Paper that suggests “local authorities will step back and concentrate on their core functions.” I have to confess to being baffled as to what those “core functions” are if they do not involve a function we have carried as our most important job for all of that time.

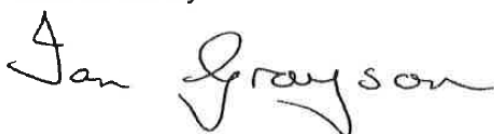
North Tyneside Council has always paid the closest attention to the life chances of our young people; our education leaders and elected members have worked together to build an education system to be proud of. I am deeply worried that the changes proposed by your Government will have a lasting and damaging impact on that success.

When I spoke to all of our Head Teachers recently, I made it clear that the Mayor and Cabinet will support our schools whatever form they take and that we value our partnership. However, as you consider the draft bill I would be grateful if you could spend a little more time thinking about the role of successful school and local authority partnerships and how to support and develop that relationship rather than seek to confine it to the past.

Finally, if you would like to talk this through in person and meet some of our brilliant young people and the team that works with them, we would be delighted to see you in North Tyneside.

I look forward to hearing from you.

Yours sincerely



**COUNCILLOR IAN GRAYSON**  
**CABINET MEMBER RESPONSIBLE FOR CHILDREN, YOUNG PEOPLE AND LEARNING**