

# North Tyneside Council

## Report to Cabinet

### Date: 10<sup>th</sup> July 2017

#### ITEM 6(e)

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 and their teams, governing bodies, elected members, Authority staff and our fantastic children and young people.

Education in England continues to change. A new funding formula is proposed for 2018/19 and the Fostering and Adoption Act passed in 2016 provided the Secretary of State with a power to convert schools judged as Inadequate or “Coasting” to academy status.

In November 2016 the Government published a Green Paper, “Schools that work for everyone.” While the policy intention of the Green Paper was to use incentives to encourage private schools, universities, selective schools and Faith schools to provide more good school places, the headlines focussed on a suggestion that selection would return and grammar schools expanded. Working with Chairs of Governing Bodies and Head Teachers, the Authority responded to the consultation in December. The Government had planned to publish its response to the consultation in March but that has yet to happen and was overtaken by the announcement of the General Election.

All of this continues to happen 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 pays particular attention to the need to continue to manage the impact of surplus places at secondary level and the consequence financial challenge for the Dedicated Schools Grant.

## **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 2017
- (3) note the continued financial challenges faced by schools and the joint work to deal with those challenges
- (4) agree the next set of issues which will be 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 24<sup>th</sup> April 2017.

## **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 and their teams, governing bodies, elected members, Authority staff and our fantastic children and young people.

Education in England continues to change. A new funding formula is proposed for 2018/19 and the Fostering and Adoption Act passed in 2016 provided the Secretary of State with a power to convert schools judged as Inadequate or “Coasting” to academy status.

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return and grammar schools expanded. Working with Chairs of Governing Bodies and Head Teachers, the Authority responded to the consultation in December. The Government had planned to publish its response to the consultation in March but that has yet to happen and was overtaken by the announcement of the General Election.

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 2016;
- 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 on the key issues.

1.5.4 Update on the recommendations of the Education Review and Progress since July 2016

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 (based on April 2014) presented to Cabinet as part of the review and an updated version (based on June 2017), 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**

Four major projects have been delivered

- **Whitehouse Primary School;** a £2.7m project delivered to plan in April 2016
- **Longbenton Community High School;** an £11.8m PFI project delivered to plan in September 2016
- **John Spence Community High School;** a £9.4m project delivered two months later than planned in October 2016; and
- **Marden High School;** a £10.1m project delivered to plan in September 2016.

In total, over 2500 North Tyneside students moved into four new school buildings between April and October 2016.

Two more projects are in flight

- **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

- **Cullercoats Primary School;** The Education Funding Agency (EFA) has included Cullercoats Primary School in the second tranche of its Priority Schools Building Programme. The EFA has confirmed that the school will benefit from a 'heavy refurbishment', retaining the existing building and replacing mechanical and electrical installations, roofs, windows and internal finishes where appropriate. Current information indicates that the project will start in January 2018 and last for 18 months. A detailed specification and programme is anticipated by the summer.

### **1.5.7 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. The Authority knows 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.

The most significant change in the last 12 months has been the transfer of the team responsible for school nursing and health visiting to the Authority. This move has meant a step change in the work done by the Authority's Locality Teams to work with families and schools to ensure children are ready for school. The impact can be seen in the numbers of young people who are reaching a good level of development. At the end of reception, 70% of children reached a good level of development in 2016 this is 5% higher than in 2015 and just above the national average. This is the first time North Tyneside has been above national average for this measure.

### **1.5.8 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. The Authority also wants 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.

At its meeting on 16<sup>th</sup> January 2017, Cabinet agreed a new Employment and Skills Strategy for North Tyneside. Since then the governance structure has been strengthened and there has been a review undertaken of the Employment and Skills

teams to ensure the service is appropriately organised to meet the Authority's priorities. There has been an increased focus on priority groups, improved outcomes for learners and an emphasis placed on securing pathways to training and employment.

### 1.5.9 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 as part of the Education Review. At the end of the financial year 2016/17 the position was

- Overall level of School Balances at the end of March 2017 was £4.986m compared to £6.982m as at March 2016
- Within the March 2017 balance, there was a total, improved deficit value of -£3.944m compared to the total initial deficit approval requested at the start of the year of -£4.809m
- At the end of 2016/17, 9 schools were in deficit (6 Secondary and 3 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 prediction for the financial year 2016/17 at June 2014 was a deficit of -£8.43m. The actual overall position for our Secondary schools at the end of 2016/17 was an overall net deficit of -£0.832m and 6 schools in deficit.

Despite this improvement the emerging position for 2017/18 is one of continued financial challenge for a number of schools, both in terms of deficit approvals and reduced surplus balances held by schools. 10 Schools (8 Secondary and 2 Primary) have sought deficit approval for 2017/18 to the value of -£6.842m (subject to the School Deficit Clinics process being concluded).

It is important to note that this position is based on two sets of issues. In the first instance, the pressure in some parts of the Secondary School system is a direct consequence of the current surplus capacity. While this has dropped from the peak of 20% explained during the Education Review to 18%, it will take another four years for the numbers to return and start to expand. It is also the case, as a consequence of parent choice, settlement patterns and individual school choices, that surplus is concentrated in three Secondary Schools and specifically causes the challenges at Norham High School and Monkseaton High School.

However, as has been widely publicised, school budgets are under pressure as a consequence of national policy and, while the move to the National Funding Formula has once more been postponed, Head Teachers in all of our schools are facing rising costs.

Work continues with schools to manage the situation and establish long term sustainable solutions. The proposed next steps are described below as part of an update on work with specific schools and localities.

### 1.5.10 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 the construction work is complete, the deficit position improved although financial challenges remain and an OFSTED Inspection in summer 2015 resulted in a judgement of Good in all areas.

The work proposed in the Education Review is complete.

### 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. Over the period since the review began significant work has been done to support three of the Middle Schools. Marden Bridge Middle School was supported by the Authority and a range of school to school effort to move from Requires Improvement to Good. Significant support was directed to Wellfield Middle School to secure standards.

More recent work has focussed on specific issues in the Monkseaton area where the Authority and both Governing Bodies have generated significant joint working between Monkseaton High School and Monkseaton Middle School. This has resulted in

- The Head Teacher and Chair of Governors at Monkseaton High School being asked to assume leadership of Monkseaton Middle School
- Sharing of capability and capacity which is having an impact on teaching and learning in Monkseaton Middle School and a positive financial impact for Monkseaton High School; and
- Discussions within and between each Governing Body to consider further support and joint working for 2017/18.

However, it is important to note that, while the overall education system for Whitley Bay and Monkseaton is in overall financial balance Monkseaton High School continues to face a significant financial challenge as consequence of pupil numbers: It is expected that achieving its Outstanding rating and population changes will improve this but that is not a short term solution.

### 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”*

Cabinet will remember that this work was done but 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.

A 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 2016 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. 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.

On 2<sup>nd</sup> March 2016 the Regional Schools Commissioner informed the Local Authority and Chair of Governors that, as no suitable Academy Sponsors existed in North Tyneside, the Department for Education had looked outside the Borough and asked Gosforth Academy to consider sponsorship.

The governing body of Seaton Burn College appointed an Executive Head Teacher from 1 September 2016 to strengthen leadership capacity, Ian Wilkinson Head Teacher of George Stephenson High School. However, on 21<sup>st</sup> September 2016 the Director of Children’s Services was advised of the decision of the Regional Schools Commissioner to impose an Interim Executive Board from 1 November 2016. Formal notification followed that an Interim Executive Board would be established and the Governing Body and the Executive Head Teacher stood down. Following discussion with the Regional Schools Commissioner a North Tyneside representative was included in that Board and the Head Teacher of George Stephenson High School has served on the Board ever since.

Despite some early communication issues, the Interim Executive Board has sought support from North Tyneside both in terms of the Authority and its schools. The School continues to purchase a full set of school services.

Earlier this year, the Governing Body of Gosforth Academy agreed to sponsor Seaton Burn. However, the conversion has not yet taken place and is understood not to be planned any earlier than January 2018 a matter for concern which continues to be raised with the Regional Schools Commissioner and DfE. In the meantime, Authority officers continue to work with the Interim Executive Board to focus on the students at Seaton Burn College; an Assisted Review of the school is planned for October 2017.

### 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 partnership, particularly between Churchill Community College and Norham has proven particularly effective with the Principle of Churchill taking over as Executive Head Teacher. An OFSTED Inspection moved the school from Inadequate to Requires Improvement and in summer of 2016 Norham High School saw a 19% increase in its GCSE results. While the Academy Order continues to be in place and a Sustainability Assessment was submitted to the Regional Schools Commissioner, no other action has been taken by DfE.

As well as the focus on improving results, significant work has been done to ensure Norham High School becomes financially sustainable. This has proven a significant challenge and will remain central to the work between the Authority and the School. However, Admissions for September 2017 suggest the changes are beginning to influence parental choice with 71 places allocated versus 57 last year.

### 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;** in the face of Local Area Reviews and some national uncertainty, this work has focussed on standards. The outcome of which was that North Tyneside’s Post-16 results passed the National Average for the first time. The point score per A-level entry in 2016 was in line with the England state-funded schools and also in line with all schools and colleges. The average point score per vocational entry was equivalent to a distinction +. This is well above the national average.
- **Planned Admission Numbers and Catchment Areas;** this work has continued to focus on the impact of the proposed level of growth in the draft Local Plan. Over the next couple of years our intention is to work alongside all schools and their



governing bodies to review Planned Admission Numbers and catchment areas to reflect changes in the pupil population alongside the formal Admission arrangements process. This will need to flow from the Adoption of the Local Plan and the Master Planning work required at Killingworth and Murton

- **Transport and accessibility;** the Transport Strategy for North Tyneside was agreed by Cabinet at its meeting on 8<sup>th</sup> June 2017. The needs and priorities for young people are included in that strategy and the associated delivery plan.

#### 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. To date, the Government has not made any practical changes to those responsibilities and the issues raised by the 2016 White Paper were overtaken by the change of Prime Minister, change in Secretary of State and the publication of the Green Paper “Schools that work for everyone.”

1.5.17 The only other practical actions taken at this stage are the deferral of the new National Funding Formula to 2018/19 with full implementation the following year. And some signals that the Government considers Local Authorities to have an important role in school improvement; going as far to include some modest funding in the 2016 Budget.

1.5.18 The General Election result is not likely to lead to rapid clarity on the national policy direction; the first indication will be the Queen’s Speech. While this uncertainty continues it has been as important as ever to focus on the needs of our children and young people and to listen to Head Teachers and their Governing Bodies.

#### 1.5.19 **Listening to Head Teachers and Governing Bodies**

1.5.20 The Mayor, Cabinet and the officer team have been listening to head teachers and governors to identify the issues for the Authority and the issues for schools.

1.5.21 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.

1.5.22 A further follow-up Listening event took place on 8<sup>th</sup> December 2016. This informed the Authority’s response to the Government Green Paper and reflection on the next set of priorities for education in North Tyneside. Further work was done via a customer survey of Head Teachers and their teams asking about services to schools and in discussion with Head Teachers at their regular briefings.

#### 1.5.23 **Issues for education in North Tyneside – the next set of priorities**

1.5.24 The proposed approach is to focus on areas that make the most difference for children and young people and are therefore a priority for Head Teachers and their teams, Governing Bodies and the Authority but also represent those areas where the Authority has most influence on the system. Those four key issues are

- **Finance;** where the overall system is in balance but local and national conditions will create a deficit position without significant action and where the surplus places at secondary level are having some specific effects at particular schools
- **School Improvement;** where the Authority and local system leaders have the strongest tool in the box – the ability to ensure as many schools as possible are Good and Outstanding; both to benefit our children and young people and, in this context, ensure Head Teachers and Governing Bodies remain in charge of their own destiny
- **Alternative Provision and Additional Needs;** where system change is required in the face of rising demand and where Authorities are likely to remain responsible; and
- **A Model for High Performing Local Authority Areas in the emerging landscape;** where successive Secretaries of State have said their Officials are still considering the approach.

1.5.25 The rest of this report explains the proposed approach.

### 1.5.26 Finance

1.5.27 Cabinet has seen the impact of surplus secondary places on the Dedicated Schools Grant and the pressures on some schools caused by other system changes. However, it is clear to the Officer Team, in discussion with Head Teachers and Business Managers that the Authority could do more to improve how it works together with them. Taking the priority placed upon this by Head Teachers, feedback from a discussion at Head Teacher's Briefing and the obvious issues in the system the following steps will be taken

- **An agreed development programme;** working with Head Teachers and their teams one-to-one or in small groups the Authority will support continued improvement in capability and capacity
- **A picture of impact of the Funding Formula and other financial factors including the Additional 15 Hours of Childcare and the use of Pupil Premium;** working to ensure Head Teachers and their teams understand the wider financial picture
- **Every school will get a financial forecasting assessment;** based on the last three years of returns the Authority will build on work it has already begun to reflect back to Head Teachers the accuracy of forecasting. The Authority will be using this to target the development work
- **Long term financial planning;** working with Schools Forum and Head Teachers to ensure the Dedicated Schools Grant makes appropriate provision to tackle planned deficits across the system. This is critical: In addition to the hard work being done at specific schools, collective action will be required to manage the local and national conditions
- **Monkseaton High School;** holding the largest deficit, Senior Leadership Team members have been working with the Head Teacher and Chair of Governors to develop a plan, agreed with the Governing Body and the Governing Body of Monkseaton Middle School which aims to put both schools on a sustainable footing ahead of tackling the historic deficit issues caused by pupil numbers, staffing changes and the costs of the High School building

- **Norham High School;** holding the second largest deficit, Senior Leadership Team members are working with the Head Teacher and Chair of Governors to develop a plan agreed by the Governing Body which will move the school towards a sustainable position ahead of tackling the historic deficit issues caused by past performance and falling pupil numbers
- **Working up a new finance offer;** working with Head Teachers and colleagues in Engie to develop the right financial services model for the emerging landscape.

### 1.5.28 School Improvement

1.5.29 The Government's White Paper suggested a review of the responsibilities of the Director of Children's Services, particularly in terms of standards. That review has not materialised and the system is currently an unhelpful mix of responsibilities between each local authority's DCS and the relevant Regional Schools Commissioner. Regardless of this confusion, it is clear school improvement and our School Improvement Service remain the most effective lever available in the system. Given that, the Authority will take the following steps

- **Ensuring Governing Bodies keep an absolute focus on performance;** helping Governing Bodies understand this is the best way to remain in control of their destiny
- **Supporting our Primary Schools to negotiate Inspection following last year's Key Stage Two debacle;** where the Authority are working with Head Teachers to ensure they can satisfy OFSTED that they understand what happened last year and demonstrate the right trends and, so far, the results of all relevant inspections have been positive
- **Coasting schools;** where the Authority have worked with the leadership at two schools to demonstrate that they are not "Coasting". In the case of Whitehouse Primary, this was demonstrated by a strong inspection result. In the case of Monkseaton Middle School, the support from Monkseaton High School and the Authority was deemed by the Regional Schools Commissioner to be sufficient
- **Preparing to support our Secondary Schools depending on this year's GCSE results;** where the new grading system has even our most experienced leadership teams unclear about the impact on results and, in consequence, Inspection
- **Undertaking specific scenario planning discussions with specific groups of Head Teachers;** working with some pyramids and collaboratives, and in some cases, individual schools, to look at what might happen in a given set of circumstances and how they might need to react to that. For example, the practical work having to be done by Longbenton and George Stephenson given the changes at Seaton Burn
- **Developing a Local Authority School Improvement Offer in a new, mixed economy;** building on our current successes to look at how to grow our school improvement business, tackling issues or resourcing and cash flow, retaining credibility, getting marketing and sales right and coping with likely changes in responsibilities.

### 1.5.30 Alternative Provision and Additional Needs

1.5.31 Through research it is well understood that stability of education placement leads to better outcomes for children. There is collective agreement amongst Head Teachers and

officers that too many vulnerable children are moving around the education system and placements in resourced provision, special schools and alternative provision are under pressure. Once placed in a setting re-integration back into their mainstream school is not occurring quickly enough, if at all. Budgets are over spent and significant funding is being used on high cost placements rather than early intervention that would enable children to remain in school. Head Teachers have taken ownership of this challenge and the following steps will be undertaken

- **Audit current provision;** agree the changes that are required to ensure the offer meets current educational priorities
- **Develop a whole system solution;** through collaboration secondary Head Teachers have identified a work programme to improve the current offer. The Authority will work with primary and special school Head Teachers to agree their priorities and align both approaches in order to develop a whole system solution
- **Ensure effective strategic leadership;** agree with Head Teachers a new leadership model and secure funding to ensure a strong strategic direction, effective implementation and monitoring
- **Address mental health issues;** provide a professional development programme for school staff and all those that work with children and young people
- **Learn from best practice;** identify the best practice locally and nationally to help shape decision making
- **Ensure appropriate distribution of funding;** .work in partnership with finance and Schools Forum to ensure alternative provision and additional needs are appropriately funded and sufficient emphasis is placed on preventative measures
- **Commission and secure pathways to employment for vulnerable pupils including those with additional needs;** develop appropriate training and work placements to ensure vulnerable young people have the skills and opportunities available that enable them to secure employment.

1.5.32 All of this is intended to design and deliver a model fit for the future: Where the Authority can demonstrate its responsibility for clear lines of accountability for the quality and amount of provision, as well as the educational and social outcomes, for all children and young people of compulsory school age who do not access education in the usual way.

1.5.33 That model is absolutely focussed on keeping children in school. In the case of both Primary and Secondary schools groups of Head Teachers and specialists are working together to create the right approach. This has been underpinned by the successful development of a Mental Health and Emotional Wellbeing Strategy a multi-agency partnership which has delivered some new ways of working and resources for schools.

#### 1.5.34 **A Model for High Performing Local Authority Areas**

1.5.35 In the absence of any national indication of what this is, the Authority will set about creating one. The Authority will take the following steps

- **Creating the components of that model from the work we are doing on the key issues;** finance, school improvement, alternative provision and additional needs.

Plus some areas where we are clear Head Teachers continue to be keen to retain the Authority's services for example, catering and property project management

- **Looking at other Local Authorities;** where colleagues elsewhere are wrestling with the same issues. Particularly in Camden where their Head Teacher-Led arms length schools services model attracted national attention
- **Looking at the schools services market;** where a range of providers are selling services to schools (albeit none with as broad a remit as a Local Authority) to understand how the market works outside a Local Authority structure and who are the market leaders
- **Following up Lord Nash's response to Cllr Grayson with a request to speak to the relevant Officials;** continuing discussions with DfE seeking to understand their thinking and emerging policy direction
- **Engagement with Head Teachers and Governing Bodies;** to build on the customer survey the Authority undertook last year and the work it has been doing to commercialise our services to schools.

1.5.36 Following discussion at Cabinet, it is proposed that these four priorities will provide focus for the Authority's work on education as they both pick up the remaining work required from the Education Review and start to shape our relationship with schools in a way that ought to be fit for the emerging future.

1.5.37 Further work will be required to understand national policy in the light of the General Election result and further reports will be made to Cabinet as required.

## **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 2017

## **1.9 Contact officers:**

Paul Hanson, Deputy Chief Executive tel. 0191 643 7000  
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## **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](#)
- (7) [Education Review Cabinet Report 11th July 2016](#)

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

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

There are no direct financial implications from this report. The net overall financial position has improved between April 2014 and June 2017. 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.

### **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 2017  
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 2016  
Mayor's Listening Event with Chairs of Governing Bodies and Head Teachers on 8<sup>th</sup> December 2016

## 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

RAG rating of Secondary Schools as at June 2017 - School Estate

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

\* Including pupils in catchment attending NT Mainstream and Academics, Northumberland 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

