

Meeting: Children, Education and Skills Sub-committee

Date: 23 January 2017

Title: National Education Policy

Author: Paul Hanson

Service: Deputy Chief Executive

Wards affected: All

1. Purpose of Report

The purpose of this report is to update Sub-committee Members on the recent work done by the Authority with school leaders in response to the national direction of education policy.

2. Recommendations

The Committee are asked to note the report and consider the issues, particularly in the context of preparing their future work programme.

3. Information

- 3.1 The Committee have previously been briefed by Officers on national education policy and the local response. All Elected Members have also received briefing on the Government's White Paper, Education Excellence Everywhere published on 17th March 2016 and the subsequent changes to that policy position announced by the then Secretary of State for Education on 6th May 2016, stepping back from compulsory academisation of all schools.
- 3.2 Following the EU Referendum, change of Prime Minister and change of Secretary of State for Education the Government published a further Green Paper "Schools that Work for Everyone and sought views on its contents. The Cabinet Member for Children, Young People and Learning has responded on behalf of the Authority following discussions with Cabinet colleagues and school leaders.
- 3.3 The Elected Mayor has held two Listening Events for Chairs of Governing Bodies and Head Teachers on 10th June and 8th December. Sub-committee Members will see the outputs from those events in the attached papers.
- 3.4 At the Sub-committee meeting on 23rd January 2017 the Sub-committee will be briefed on the work done in the second half of last year.

4. Appendices

This report contains the following Appendices:

- A. A Briefing Note issued to all Governing Bodies at the request of Chairs of Governing Bodies and Head Teachers
- B. An Update Report to Cabinet considered at its July meeting
- C. An Options Paper provided to all Chairs of Governing Bodies and Head Teachers at the request of Chairs of Governing Bodies and Head Teachers
- D. Cllr Ian Grayson's response, on behalf of the Authority, to the Government's education Green Paper – "School that work for Everyone".



North Tyneside Council

Briefing

To: North Tyneside School Governing Bodies

Author: Paul Hanson

Cc: Norma Redfearn, Elected Mayor
Cllr Ian Grayson, Cabinet Member

Date: 7th July 2016

Title of Briefing: Current education policy

Issue

1. On 10th June 2016, the Elected Mayor hosted a special Listening Event to hear from Chairs of Governing Bodies and Head Teachers their views on the current national education policy direction and the local response. As part of that discussion, the Mayor was asked to provide briefing for all Governing Bodies to support discussion. While it was clear many Governing Bodies were already engaged in debate, it was felt helpful to have an overview of the issues and a sense of the Authority's position.
2. Everything that follows must have a caveat. The result of the European Referendum is leading to a period of significant political change and it is unclear whether the current policy direction will continue. This note describes that position knowing it may change.

Background

3. Governing Bodies in North Tyneside contain a great deal of experience and expertise. They are accustomed to working with school leadership teams to manage change in education. However, the current national policy direction suggests potential significant structural change to how schools are managed particularly the direction of travel towards academy status.
4. 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.
5. 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.

6. 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.
7. This caused some national concern across the political and professional spectrum and on 6th 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 18th May and signals further changes for education and local authorities.

North Tyneside – a high performing local authority area

8. Nationally, North Tyneside is an outlier; it has high performance (the best outside London) and very few academies (three, St Thomas More, Kings Priory and Grasmere Primary.) This puts it in a singular position in considering any changes. It also means that any legislation based on current Government policy will not immediately affect North Tyneside at an area level.
9. What will remain are the clauses of the Education and Adoption Act 2016 which deal with Inadequate or "Coasting" schools. Performance is therefore more likely to prompt change in the short to medium term.

Issues for Governing Bodies

10. For the moment, as an Authority, we see the following issues for Governing Bodies notwithstanding our view that all of our Governing Bodies always start with a focus on the right outcome for our children and young people
 - **A continued focus on the values of the school;** all those involved in the policy discussions are clear the starting point on any discussion ought to be about shared values: Working together on those values in school and working with others who share them
 - **A continued focus on performance;** not only does high performance secure the right outcomes for children and young people it will keep the future of schools in the hands of the Governing Body
 - **Staying informed;** Annex A to this note contains some suggested national and local reading. In particular, Governing Bodies will wish to keep an eye out for the Education for All Bill, should it appear as planned
 - **Understanding the options and what they might add to the school;** in discussion with Department for Education officials, we have made it clear that the case for academies is different in North Tyneside. Elsewhere that case has been based on more money and greater flexibility being available. We have established with our Head Teachers and Governing Bodies that there is no extra money in the system and they do not feel constrained by their relationship with the Local Authority.

Issues for North Tyneside and North Tyneside Council

11. We see the following issues as critical

- **How to make sure we retain our successes so far and are fit for the future;** in discussion with Head Teachers and Governing Bodies we are clear the partnership with the Local Authority is much valued and there is a commitment to maintaining that partnership in a time of change with a recognition that the services and support we provide need to meet customer needs and change with the times. We also need to look at the greater emphasis being placed on specific roles in the system: For example National Leaders of Education and Teaching Schools.
- **How we fit in a system where we are an exception;** the current decision taking structures exclude North Tyneside. Plans for schools to change are considered by the Regional Schools Commissioner, Janet Renou in the North East, and a Head Teacher Board. Because North Tyneside's Outstanding schools are not Academies, those Head Teachers are not eligible to sit on the Head Teacher Board despite their expertise and success
- **How we develop North Tyneside solutions to poor performance in a changed environment;** the North Tyneside team has a track record of working together to improve schools. However, since the Education and Adoption Act became law earlier this year, schools judged as Inadequate will be served with an Academy Order and found a sponsor if there is no local sponsor available. As there are no appropriate sponsors in North Tyneside at the moment, this means the solution must come from elsewhere, no matter how high performing the school support arrangements. This has been the case at Seaton Burn Business and Enterprise College.

Taking a considered view

12. Again, across the range of people involved in the national debate, including the National Schools Commissioner, Sir David Carter and the General Secretary of the National Association of Head Teachers, Russell Hobby, the message has been one of caution and taking a considered view. As a high performing local authority area there is no immediate imperative for almost all of our schools to consider changing status.
13. The Referendum result makes this even more important and the policy environment will be even more uncertain for the rest of the year. Only if the Government makes further statements or the proposed Bill emerges will we see a clearer picture.

The Local Authority position

14. The Mayor and Cabinet Member for Children, Young People and Learning have made the Local Authority position very clear. Like our Governing Bodies, their focus is on the right outcomes for children and young people. They value our partnership with schools whatever the type; as long as we continue to work together for the children and young people in North Tyneside.

Next steps

15. Working with the Mayor, the Cabinet Member, Chairs of Governing Bodies and Head Teachers, the Authority's officer team have identified a number of technical issues on which we can usefully and jointly work. That will form the core of the work programme at Head Teacher Briefing and in the other structures that support our partnership.

16. Should Governing Bodies find a conversation with the Authority team useful, my colleagues and I are happy to help.

Useful Reading

The Government's White Paper, published on 17th March 2016, can be read here

<https://www.gov.uk/government/publications/educational-excellence-everywhere>

The Local Government Association's summary and response can be read here

<http://www.local.gov.uk/documents/10180/5533246/2016+03+17+LGA+briefing+on+DfE+Educational+Excellence+Everywhere.pdf/42716f4f-8810-46c0-8037-0a5288dd2bf8>

The Secretary of State's attendance at the Commons Education Committee on 27th April 2016 can be watched here

<http://www.parliamentlive.tv/Event/Index/8a66c874-4332-491b-a297-f56d71f4951a>

The Department for Education's Press Release on the White Paper Next Steps (including the changed position on compulsory academisation), issued on 6th May 2016 can be read here

<https://www.gov.uk/government/news/next-steps-to-spread-educational-excellence-everywhere-announced>

The Queen's Speech made on 18th May 2016 can be read here

<https://www.gov.uk/government/speeches/queens-speech-2016>

Education in North Tyneside – Report to Cabinet 11th July 2016 can be read here

http://www.northtyneside.gov.uk/pls/portal/NTC_PSCM.PSCM_Web.download?p_ID=565906

North Tyneside Council

Report to Cabinet

Date: 11th 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 6th 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 18th 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 14th October 2013 and 12th 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 13th 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.

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This caused national concern across the political and professional spectrum and on 6th 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 18th 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 12th 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 2nd 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 19th 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 8th 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 27th 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 8th 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 13th May 2016, a Mayor's Listening Event on 10th 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 10th 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 14th October 2013](#)
- (2) [Education Review Cabinet Report 8th September 2014](#)
- (3) [Education Review – Feedback from Prepublication Cabinet Report 10th November 2014](#)
- (4) [Education Review – Feedback from Publication Consultation 12th January 2015](#)
- (5) [Education Review – Feedback from Publication Consultation Supplementary Report 12th January 2015](#)
- (6) [Education Review Update Report 13th 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 21st March 2016

Discussion with all Head Teachers at Head Teacher Briefing on 13th May 2016

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

Discussion with Primary Head Teachers 16th 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
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 As at June 2016	Building Condition As % of PSBP** rebuild costs
	2013	2015	2018 (projected)	14/15	15/16	16/17	17/18	18/19			
Burnside Business & Enterprise College											
Churchill Community College											
George Stephenson High											
John Spence Community High											
Longbenton Community College											
Marsden Bridge Middle											
Marsden High											
Monkseaton High											
Monkseaton Middle											
Norham High											
Seaton Burn College											
St. Thomas More RC Academy											
Valley Gardens Middle											
Wallfield Middle											
Whitley Bay High											
Kings Priory Academy											
Tyne Mer/Queen Alexandra College											

* Including pupils in catchments attending MT Mainstream and Academics, Northumbria and Newcastle schools

** Priority Schools Building Programme

> 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% or > 25% deficit		< 50% Red	In 2016/17	> 30% Red

Key



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										
Mardon Bridge Middle										
Mardon High										
Monkseaton High										
Monkseaton Middle										
Norham High										
Seaton Burn College										
St. Thomas More RC Academy										
Valley Gardens Middle										
Wellfield Middle										
Whitley Bay High										
Kings Priory Academy										
Tyne May Queen Alexandra College										

* Including pupils in catchments attending NT Mainstream and Academies in Northumberland and Newcastle schools
 ** Priority Schools Building Programme

> 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

Key

Feedback from Headteacher Briefing 13th May 2016

Do you agree the issues that we see as important?	Yes	No	don't know
People			
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
Process			
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
Content			
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

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



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

Quadrant
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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 19th 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



North Tyneside Council

Briefing

To: North Tyneside Head Teachers
North Tyneside Chairs of Governing
Bodies

Author: Paul Hanson

Cc: Norma Redfearn, Elected Mayor
Cllr Ian Grayson, Cabinet Member

Date: 12th October 2016

Title of Briefing: Current education policy - Options

Introduction

1. 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.
2. The Mayor and Cabinet believe in the fundamental value of working in partnership with all of North Tyneside's schools and that it is important Governing Bodies are supported to consider what is right for the young people of the Borough.
3. Faced with concerns about national policy direction, on 10th June 2016, the Elected Mayor hosted a special Listening Event to hear from Chairs of Governing Bodies and Head Teachers their views on the current national education policy direction and the local response. As part of that discussion, Chairs of Governing Bodies and Head Teachers requested that the Mayor asked the Officer Team to produce an options paper to promote debate and obtain feedback from Head Teachers and Governing Bodies.
4. Everything that follows must have a caveat. The result of the European Referendum, the changes in Prime Minister and Cabinet are leading to a period of political reflection and it is unclear whether the current policy direction will continue. This note describes that position knowing it may change.
5. It is also important that readers appreciate that this note covers a range of options based on national policy as it is currently understood. It does not represent the local policy of the Mayor and Cabinet; the latest explanation of the issues and policy

position in North Tyneside was considered by Cabinet on 11th July 2016 and can be found here

http://www.northtyneside.gov.uk/pls/portal/NTC_PSCM.PSCM_Web.download?p_ID=565906

National policy context

6. Education in England is changing. A new funding formula is proposed (although now postponed from 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.
7. 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 issue was the proposal to convert all schools to academies by 2020 and to significantly change the role of local authorities in education.
8. This caused national concern across the political and professional spectrum and on 6th May 2016, 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 18th May 2016 and signals further changes for education and local authorities.
9. A further layer of debate has been prompted by the new Secretary of State producing a Green Paper for consultation. “Schools that work for everyone” was published on 12th September 2016 with consultation closing on 12th December 2016.
10. While the headlines have been very much focussed on the proposals to allow the growth of selective schools, the Green Paper is largely focussed on making the benefits available to some parts of the education system conditional on practical interventions to increase the number of good school places in areas of poor performance and concentrations of families with low incomes. Independent Schools’ charitable status, Universities’ ability to charge higher tuition fees, Selective schools’ ability to expand, non-selective schools’ ability to convert to selective and Faith Schools’ ability to expand are all proposed to become based on work with poor performing schools, sponsorship of academies and interventions in communities where there are concentrations of families on low incomes including those which the Government has described as “families who are just about managing.”
11. In addition, the Catholic Diocesan Education Authority has begun consultation on how the Catholic family of schools might respond to these changes. That consultation runs broadly in parallel with that for the Green Paper. Clearly some of the options represented in this paper cut across that consultation: There is no intended contradiction. This paper was requested by Head Teachers and Chairs of Governing Bodies to simply allow discussion. The authors are clear both Diocesan Education Authorities will continue to consider what is best within their authority.

Identifying the options

12. Until the 6th May announcement, the Department for Education had a “preferred model”. However, that is not enshrined in statute and is not the only approach. It

has been suggested by DfE Officials that the Regional Schools Commissioner (who holds delegated power from the Secretary of State) has particular views and any option would need to be agreed by the RSC and the Head Teacher Board.

13. It is also clear that the details of particular options can vary with circumstance. Rather than generate too great a number, this paper tries to identify the range of possibilities to support discussion. It is also noted that emerging guidance seems to suggest that capital funding for schools will only be guaranteed to MAT's of 5 or more schools and 3,000 pupils. This is noted as an issue and will be considered further in the context of considering developing the options further.
14. In considering the options, it may also be helpful to look back to the principles which were developed and agreed to support the Education Review conducted in North Tyneside between 2013 and 2015. These are at Annex A.

The Options

15. That range seems to be

- **The status quo endures;** no further changes are made, education in North Tyneside continues in its current structures
- **Events take their course;** specific choices are made by Governing Bodies or performance events prompt change
- **Specific system change is enacted;** for example, the Diocesan Authorities choose a particular structure for the Faith Schools or a school or group of schools choose a particular change in structure
- **A targeted choice is made to create more flexibility;** for example one or two of our schools convert to academy status and apply to be sponsors in order to be ready to support Inadequate or Coasting schools, particularly in North Tyneside
- **A borough-wide choice is made to convert en masse;** meeting the national goal of all schools being academies while providing an answer to retaining system integrity
- **A borough-wide choice is made to convert en masse including changes outside the North Tyneside borders;** as above, but recognising a number of schools have relationships outside North Tyneside and that the high performance of North Tyneside might be usefully spread into other areas.

16. In each case, the Authority's relationship with schools might change and different models might be required to respond to different options. This is considered after the options.

The status quo endures – Option A

17. This option is available to North Tyneside until the Government legislates otherwise. The previous Secretary of State made it clear that high performing local authority areas will not be required to academise. Other than the provisions of the Education and Adoption Act, there is no imperative for individual schools to convert to academy status.

18. This does not mean that some schools might choose to do so: that is their right. But there is no need to convert unless there is an external or performance imperative.

19. This option has the following strengths and risks

- **Strengths;** the current position has enabled a high performing local authority area with good outcomes for children. This option does not mean distracting and costly structural change. It retains the ability of schools to make a choice
- **Risks;** the current position is an outlier and comes under regular pressure to conform, which can be time consuming and divisive. It also means there is no, current, North Tyneside solution for a school judged as Inadequate or Coasting.

20. It is fair to say, in the current climate and with one or two decisions already made in North Shields and at Seaton Burn, this option is unlikely to occur.

Events take their course – Option B

21. Given the dynamic nature of the education environment, the financial pressures in the system and the mechanisms around Inadequate or Coasting schools there are likely to be a number of events that change the system. That might mean schools positively choosing to change their status: For example, five of the primary schools in North Shields are choosing to create a Multi-Academy Trust in order to preserve their successful collaboration or the Special Schools move ahead to form a Multi Academy Trust together.

22. Schools that have been working together closely, particular providing school-to-school support following a performance or leadership issue might choose to make structural changes to cement that collaboration. Or a school might be judged as Inadequate or Coasting, receive an Academy Order and Department for Education will seek to find a sponsor, as has happened at Seaton Burn Business and Enterprise College.

23. This option has the following strengths and risks

- **Strengths;** where positive choices are made, there is absolutely no reason why this should damage current successful partnerships. It might also bring greater flexibility should one or two converting schools also seek and secure Academy Sponsor status
- **Risks;** the option relies on events and, in some cases, negative issues driving system change. Of itself, this is not a particularly proactive or resilient approach.

24. There is a final neutral characteristic of this option, which is the emergence of other providers in North Tyneside. For example the greater profile of the Woodard Trust at Kings Priory and the potential involvement of Gosforth Academy at Seaton Burn. Depending on attitudes and relationships, this has the opportunity to bring diversity and strength to the system or disruption in an unhelpful way.

25. This option is occurring and changes are happening.

Specific System change is enacted – Option C

26. It is clear that both the Church of England and Roman Catholic Church Education Authorities are concerned to ensure any changes are managed and inclusive. Discussions have therefore been taking place, particularly among the Catholic Faith Schools, where consultation is under way.

27. This option has the following strengths and risks

- **Strengths;** there is no reason why such a change must dramatically alter current successful relationships
- **Risks;** nationally, while there is seen to be merit in a 0-19 approach, there have also been concerns that the creation of Multi-Academy Trusts by “pyramid” will have an imbalance between primary and secondary and a worry that a secondary alone might struggle to secure the right school improvement resource. (It is fair to say these concerns have been echoed locally by some colleagues). A potential complicating factor of any cross-LA boundary option is that responsibilities for additional needs and safeguarding will stay with each local authority.

28. Along with any cross LA boundary option there are also opportunities to extend the strong performance in North Tyneside.

29. This option remains a choice for both Diocesan Authorities: Whatever their choices and plans, North Tyneside Council has committed to working alongside Faith School colleagues to preserve and develop our successful partnerships.

A targeted choice is made to create more flexibility – Option D

30. Our Outstanding schools currently have some choices and this option would see one or two make a change that might make the North Tyneside system more flexible and robust in terms of the current legislative position.

31. In this option one or two Outstanding primary schools and one or two Outstanding secondary schools would convert to academy status and simultaneously seek Academy Sponsor status. This would allow those schools to act as sponsors should a school be judged as Inadequate or Coasting.

32. This option has the following strengths and risks

- **Strengths;** the option provides a capability to deliver a North Tyneside solution in the event of performance issues. It would also allow the converting schools access to governance structures and, potentially, some additional capital funding. It would also allow North Tyneside schools to work with DfE to support North East schools identified as needing support in a slightly different way to how that happens now
- **Risks;** the option places some significant emphasis on those schools and indentifying “volunteers” may prove tricky. Change would need to be managed carefully.

33. This option might prove to be the most pragmatic approach. But much still depends on the evolving national picture.

A borough-wide choice is made to convert en masse – Option E

34. The current national position suggests an optimum model of around 5 schools working together and discourages single-convertor academies. At the other end of the scale, the DfE has clear views on what constitutes too large and converting all schools at the level of local authority footprint is well beyond that threshold. Local officials have also made it clear that the footprint of the North Tyneside Learning Trust is too great and that even all of our secondary schools converting would be too great a single structure.

35. Taking those constraints, the current landscape and known intentions, Annex A shows a series of groupings that could be the components of a borough-wide conversion to academy status. This picture is based largely on geography. It makes no judgement on relationships, strengths of particular schools or preferences. As requested by Head Teachers and Governing Bodies, it simply provides a view of a potential option.

36. This option has the following strengths and risks

- **Strengths;** were it possible to coordinate, and acceptable to the RSC and Head Teacher Board, this would see North Tyneside schools all convert to academy status and the debate would be ended. There is no reason why the change should damage successful partnerships and, depending on Head Teacher and Governing Body choice, the Authority could continue to deliver services to schools subject to any statutory change. This option also shows that, while the overall system remains in financial surplus, there are combinations of schools in Multi-Academy Trusts that would handle existing deficits in individual schools.
- **Risks;** the option has significant risks of destabilising relationships and creating tensions. The orchestration of almost 80 governing body decisions is not a task to be undertaken lightly and some scenario planning would be required to understand how this might be achieved as well as the raft of additional governance work required to make it happen.

37. It is by no means clear this option is completely deliverable. However, as requested by Head Teachers and Governing Bodies Annex B shows how it might work.

A borough-wide choice is made to convert en masse including changes outside the North Tyneside borders – Option F

38. This option is similar to the previous one but allows for the potential for schools to suggest other partner schools outside North Tyneside to be part of any changes. In particular, our Teaching Schools are part of wider alliances that might become attached to a changed landscape.

39. This option has the following strengths and risks

- **Strengths;** the opportunity to spread best practice and create new relationships

- **Risks;** the risk of spreading ourselves too thin and the need to manage complexity in those areas where responsibilities remain within local authority boundaries; safeguarding and additional needs.

40. This option is presented to acknowledge the work done beyond North Tyneside and the wider set of relationships.

Implications for the Local Authority and North Tyneside

41. It is probably most useful if the implications for the Local Authority are conceived of in two parts

- **Statutory change;** current legislation, particularly the Education and Adoption Act, have changed the arrangements where a school is judged as Inadequate. Previously, the local authority Director of Children’s Services would use existing statutory powers and guidance on Schools Causing Concern in order to intervene. The position is now that an Academy Order will be served by the RSC and the authority will be required to facilitate the process. In the case of “coasting” schools, there is not yet a clear definition of what that means and once such a definition emerges then that will change the current arrangements regardless of whichever option occurs or is preferred

The next, most significant legislative change is the proposal that the Education for All Bill will review the responsibilities of local authorities and Directors of Children’s Services particularly as they relate to School Improvement. Again, this will change current arrangements regardless of option

- **Customer and commercial choice;** 75% of the Authority’s income to deliver services to schools comes directly from schools. Over the last few years the officer team have been working with schools and Schools Forum to make services to schools more customer focussed and a commercial choice for Head Teachers and Governing Bodies. It is this choice, rather than the structure or status of schools which will shape the Authority’s offer. Clearly there are significant financial challenges that the Authority continues to face but the test of our relationship will be continued, successful sales to schools.

42. It is the former, in particular, where alternative models of delivery might be required. If the Government legislates to change responsibilities then it may make sense to investigate a school improvement joint venture/trading company with Head Teachers.

43. In some places this has been described in shorthand as the local authority becoming a sponsor. While the Secretary of State indicated in evidence to the Education Committee that she is considering this with officials, no detail has emerged and currently this would not be considered. There have been signs of some policy thinking in this area and North Tyneside Officers are making sure they are involved and informed.

44. One final implication for North Tyneside is important to note: The current financial pressure on our education system. The number one concern of our Head

Teachers, this is particularly acute at secondary where lower pupil numbers and surplus places continue to be a challenge to leadership and the curriculum.

Decision making

45. It is important to understand the different decision makers

- **Governing Bodies;** remain the prime decision makers for most schools
- **Trust Members and Trustees;** where trust status is involved the Members and Trustees will have lead decision taking
- **The Regional Schools Commissioner;** holds delegated responsibility from the Secretary of State for Academy Orders and authorising conversion of schools
- **The Diocesan Authorities;** hold responsibilities for Faith Schools
- **The Director of Children's Services;** holds the statutory responsibilities for sufficiency, standards and additional needs; and
- **The Mayor and Cabinet;** retain executive responsibility for those matters that pertain to the Local Authority.

46. Any significant change is likely to require satisfying a set of these decision makers.

The Local Authority position

47. The Mayor and Cabinet Member for Children, Young People and Learning have made the Local Authority position very clear. Like our Governing Bodies, their focus is on the right outcomes for children and young people. They value our partnership with schools whatever the type; as long as we continue to work together for the children and young people in North Tyneside.

A question for Governing Bodies

48. At the Mayor's Listening Event there was a helpful discussion on whether these options could be usefully posed as a question to Governing Bodies. Head Teachers might choose to do this with their Chair of the Governing Body. If they do so, the Authority is keen to have feedback on preferences and opinion.

Next steps

49. Based on the discussion at the Mayor's Listening Event, it was suggested Head Teachers might discuss these options with their Governing Body and among various collaboratives providing feedback on preferences and opinion to the Authority.

50. Subsequent discussion with Head Teachers led to agreement that a follow up event would be held to consider those options and receive that feedback. That event is planned to take place on the 8th December 2016 at 5pm at The Langdale Centre.

51. The discussions at that event and the emerging national picture will be reported to the Cabinet in due course.

52. In the meantime, some Governing Bodies have already asked for a conversation with the Authority team. That opportunity is open to any Governing Body who would like some additional involvement.

**Principles applied to the Education Review 2013 - 2015
(Developed with Head Teachers and agreed by Cabinet 9th September 2014)**

The Context

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

The Principles

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

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

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

Summary of Assumptions in Option E: Variations 1-5

This Appendix contains data relevant to Option E – A Borough-wide choice is made to convert en masse. We have identified 5 variants that might prove instructive. The parameters and assumptions are explained below.

Option E – Variation 1

Takes into account existing Academy arrangements

Includes proposed Academy arrangements of North Shields Primary Schools

Primary collaboration and secondary collaboration.

Schools are linked only by geography

Faith Schools would align by geography

Special Schools are presented as a Multi Academy Trust in their own right

Outstanding Schools (OfSTED Grade 1),NLE,NLG,TSA identified

Option E – Variation 2

Takes into account existing Academy arrangements

Includes proposed Academy arrangements of North Shields Primary Schools

Preference by Pyramid

Faith Schools would align by geography

Special Schools are presented as a Multi Academy Trust in their own right

Outstanding Schools (OfSTED Grade 1),NLE,NLG,TSA identified

Option E – Variation 3

Takes into account existing Academy arrangements

Includes proposed Academy arrangements of North Shields Primary Schools

Schools are linked by locality

RC Faith Schools as a single group & CoE Faith Schools as a single group

Special Schools are presented as a Multi Academy Trust in their own right

Outstanding Schools (OfSTED Grade 1),NLE,NLG,TSA identified

Option E – Variation 4

Realigns Current Academy arrangements into locality areas.

Schools are linked by locality

RC Faith Schools as a single group & CoE Faith Schools as a single group

Special Schools are presented as a Multi Academy Trust in their own right

Outstanding Schools (OfSTED Grade 1),NLE,NLG,TSA identified

Option E – Variation 5

Realigns Current Academy arrangements into locality areas.

Schools are linked by locality

Realigns all Primary Faith Schools into locality areas

Realigns all Special Schools into locality areas

Outstanding Schools (OfSTED Grade 1),NLE,NLG,TSA identified

Key

Ofsted Rating	1	Outstanding
	2	Good
	3	Requires Improvement
	4	Inadequate
NLE	National Leaders of Education	
NLG	National Leaders of Governance	
TSA	Teaching School Alliance	

Option E – Variation 1

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 1	St Cuthbert's R C Primary	SE	143,584	996,943	215	2		4,646
	St Joseph's R C Primary	SE	132,108	1,580,016	312	2		5,071
	St Mary's R C Primary N/S	SE	86,916	870,986	229	1		3,810
	Star of the Sea Primary	NE	164,894	1,578,263	431	2		3,659
RC Faith Primary Borough East			527,502	5,026,208	1,186			4,238
Academy Group 2	St Bernadette's R C Primary	SW	122,639	1,307,237	340	2		3,843
	St Columba's R C Primary	SW	60,521	958,123	231	2		4,155
	Holy Cross R C Primary	SW	66,121	954,440	208	2		4,589
	St Mary's R C Primary F/H	NW	81,518	808,214	188	2		4,299
	St Stephen's R C Primary	NW	80,723	1,081,499	230	2	NLE	4,701
RC Faith Primary Borough West			411,522	5,109,513	1,197			4,269
Academy Group 3	Wallsend St Peter's C of E Primary	SW	89,692	1,086,584	217	2		5,012
	Christ Church C of E Primary	SE	141,745	924,679	199	2		4,647
	St Bartholomews R C Primary	NW	8,359	865,945	212	2		4,081
CofE Borough Wide			239,796	2,877,208	628			4,582
Academy Group 4	Collingwood Primary	SE	153,897	1,684,328	357	2		4,719
	New York Primary	SE	193,045	1,370,857	264	1	TSA	5,195
	Percy Main Primary	SE	38,990	1,087,844	196	2		5,550
	Riverside Primary	SE	18,099	987,494	171	2		5,761
	Waterville Primary	SE	20,281	1,276,902	210	1		6,078
North of Tyne MAT			424,311	6,407,426	1,198			5,347
Academy Group 5	Beacon Hill	SW	190,447	3,631,831	139	1		26,166
	Benton Dene School	NW	247,910	2,510,664	105	1		24,003
	Silverdale	SW	155,270	2,186,458	56	2		39,044
	Southlands	SE	109,079	2,040,798	106	2		19,253
	Woodlawn	NE	81,543	1,890,970	100	3		18,872
Special Schools			784,249	12,260,721	506			24,250
Academy Group 6	Burnside College	SW	816,200	7,119,582	1,180	2		6,034
	Churchill Community College	SW	720,753	5,450,594	751	1	NLE,NLG,TSA	7,258
	George Stephenson High	NW	475,936	6,109,437	1,160	1	NLE,TSA	5,267
	Longbenton Community College	NW	-345,326	4,912,109	853	2		5,759
	Seaton Burn Community College	NW	-183,653	2,948,349	537	4		5,490
Secondary Borough West			1,483,909	26,540,072	4,481			5,923
Academy Group 7	John Spence High	SE	286,761	4,714,783	803	1		5,871
	Marden High	SE	-236,030	3,813,528	710	2		5,371
	Norham High	SE	-445,210	2,871,595	341	3		8,421
Secondary Borough East			-394,478	11,399,905	1,854			6,149
Academy Group 8	Marden Bridge Middle	NE	102,447	2,036,350	468	2		4,351
	Monkseaton Middle	NE	91,668	1,669,757	351	3		4,757
	Valley Gardens Middle	NE	195,082	2,852,070	722	1		3,950
	Wellfield Middle	NE	-6,077	1,333,613	312	2		4,274
	Whitley Bay High	NE	49,642	7,837,749	1,608	1	TSA	4,874
Monkseaton High	NE	-626,029	2,780,477	480	1	NLE,NLG	5,793	
Secondary Borough 3 Tier			-193,267	18,510,016	3,941			4,697
Academy Group 9	Carville Community Primary	SW	50,586	1,030,955	179	2		5,747
	Wallsend Jubilee Community Primary	SW	61,051	1,419,473	345	2		4,110
	Redesdale Community Primary	SW	24,710	963,930	226	2		4,265
	Richardson Dees Community Primary	SW	131,550	1,133,662	222	2		5,111
	Western Community Primary	SW	160,599	1,974,528	446	1		4,427
Primary West Wallsend			428,496	6,522,548	1,419			4,598

Option E - Variation 1

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 10	Battle Hill Community Primary	SW	121,551	1,674,832	368	2		4,555
	Denbigh Community Primary	SW	179,495	1,827,977	409	1		4,467
	Hadrian Park Primary	SW	78,334	1,501,994	368	2		4,082
	Stephenson Memorial Primary	SW	194,750	1,883,962	399	2		4,722
Primary East Wallsend			574,130	6,888,765	1,544			4,462
Academy Group 11	Amberley Primary	NW	10,216	1,580,804	423	1		3,741
	Backworth Park Primary	NW	20,051	702,146	130	2		5,390
	Bailey Green Primary	NW	252,766	1,948,378	454	1		4,293
	Holystone Primary	NW	46,495	1,685,734	463	1		3,639 *
	Shiremoor Primary	NW	222,334	1,643,748	368	1	TSA	4,472
	Westmoor Primary	NW	70,015	1,227,407	323	1		3,800
Primary Killingworth			621,879	8,788,215	2,160			4,068
Academy Group 12	King Edward Primary	SE	-44	1,703,194	448	2		3,805
	Preston Grange Primary	SE	53,354	872,942	208	2		4,197
	Spring Gardens Primary	SE	253,341	1,896,004	438	2		4,331
	Whitehouse Primary	SE	209,113	1,031,771	172	2		6,006
Primary West North Shields			515,764	5,503,911	1,265			4,350
Academy Group 13	Cullercoats Primary	SE	77,163	1,550,055	431	2		3,596
	Monkhouse Primary	SE	44,897	870,258	211	2		4,124
	Sir James Knott Nursery	SE	126,141	306,744	48	2		6,391
Primary East North Shields			248,201	2,727,057	690			3,952
Academy Group 14	Balliol Primary	NW	20,656	953,360	163	2		5,835
	Benton Dene Primary	NW	75,294	1,964,152	447	1	NLE,NLG	4,391
	Forest Hall Primary	NW	80,635	882,911	205	2		4,311
	Ivy Road Primary	NW	20,331	716,968	131	3		5,456
Primary West			196,916	4,517,391	947			4,770
Academy Group 15	Burradon Primary	NW	54,154	854,282	165	2		5,171
	Fordley Community Primary	NW	-12,956	1,409,100	295	1		4,773
	Greenfields Primary	NW	29,513	1,457,227	338	2		4,309
	Hazlewood Primary	NW	30,547	791,827	169	2		4,691
Primary North West			101,258	4,512,436	967			4,664
Academy Group 16	Coquet Park First	NE	93,573	804,039	170	1		4,735
	Southridge First	NE	105,932	1,209,450	330	1		3,669
	Whitley Lodge First	NE	62,488	1,031,847	261	2		3,956
First North East			261,993	3,045,336	760			4,006
Academy Group 17	Appletree Gardens First	NE	112,128	1,296,359	293	2		4,432
	Langley First	NE	240,385	1,304,754	337	1		3,876
	Marine Park First	NE	158,211	2,019,125	490	1		4,119
	Rockcliffe First	NE	68,092	972,978	256	1		3,808
	South Wellfield	NE	154,399	1,211,571	322	2		3,762
First East			733,215	6,804,787	1,697			4,010
Academy Group 18	St Thomas More RC High							
Academy Group 19	Kings Priory							
Academy Group 20	Grassmere							
Academy Group 21	Moorbridge	NE	17,051	1,777,895	87	2		20,436

Option E - Variation 2

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 1	St Cuthbert's R C Primary	SE	143,584	996,943	215	2		4,646
	St Joseph's R C Primary	SE	132,108	1,580,016	312	2		5,071
	St Mary's R C Primary N/S	SE	86,916	870,986	229	1		3,810
	Star of the Sea Primary	NE	164,894	1,578,263	431	2		3,659
RC Faith Primary Borough East			527,502	5,026,208	1,186			4,238
Academy Group 2	St Bernadette's R C Primary	SW	122,639	1,307,237	340	2		3,843
	St Columba's R C Primary	SW	60,521	958,123	231	2		4,155
	Holy Cross R C Primary	SW	66,121	954,440	208	2		4,589
	St Mary's R C Primary F/H	NW	81,518	808,214	188	2		4,299
	St Stephen's R C Primary	NW	80,723	1,081,499	230	2	NLE	4,701
RC Faith Primary Borough West			411,522	5,109,513	1,197			4,269
Academy Group 3	Wallsend St Peter's C of E Primary	SW	89,692	1,086,584	217	2		5,012
	Christ Church C of E Primary	SE	141,745	924,679	199	2		4,647
	St Bartholomews R C Primary	NW	8,359	865,945	212	2		4,081
CofE Borough Wide			239,796	2,877,208	628			4,582
Academy Group 4	Collingwood Primary	SE	153,897	1,684,328	357	2		4,719
	New York Primary	SE	193,045	1,370,857	264	1	TSA	5,195
	Percy Main Primary	SE	38,990	1,087,844	196	2		5,550
	Riverside Primary	SE	18,099	987,494	171	2		5,761
	Waterville Primary	SE	20,281	1,276,902	210	1		6,078
North of Tyne MAT			424,311	6,407,426	1,198			5,347
Academy Group 5	Beacon Hill	SW	190,447	3,631,831	139	1		26,166
	Benton Dene School	NW	247,910	2,510,664	105	1		24,003
	Silverdale	SW	155,270	2,186,458	56	2		39,044
	Southlands	SE	109,079	2,040,798	106	2		19,253
	Woodlawn	NE	81,543	1,890,970	100	3		18,872
Special Schools			784,249	12,260,721	506			24,250
Academy Group 6	Burnside College	SW	816,200	7,119,582	1,180	2		6,034
	Carville Community Primary	SW	50,586	1,030,955	179	2		5,747
	Wallsend Jubilee Community Primary	SW	61,051	1,419,473	345	2		4,110
	Redesdale Community Primary	SW	24,710	963,930	226	2		4,265
	Richardson Dees Community Primary	SW	131,550	1,133,662	222	2		5,111
	Western Community Primary	SW	160,599	1,974,528	446	1		4,427
Burnside Pyramid			1,244,696	13,642,130	2,599			5,250
Academy Group 7	Churchill Community College	SW	720,753	5,450,594	751	1	NLE,NLG,TSA	7,258
	Battle Hill Community Primary	SW	121,551	1,674,832	368	2		4,555
	Denbigh Community Primary	SW	179,495	1,827,977	409	1		4,467
	Hadrian Park Primary	SW	78,334	1,501,994	368	2		4,082
	Stephenson Memorial Primary	SW	194,750	1,883,962	399	2		4,722
Churchill Pyramid			1,294,883	12,339,359	2,295			5,377
Academy Group 8	George Stephenson High	NW	475,936	6,109,437	1,160	1	NLE,TSA	5,267
	Amberley Primary	NW	10,216	1,580,804	423	1		3,741
	Backworth Park Primary	NW	20,051	702,146	130	2		5,390
	Bailey Green Primary	NW	252,766	1,948,378	454	1		4,293
	Shiremoor Primary	NW	222,334	1,643,748	368	1	TSA	4,472
	Holystone Primary	NW	46,495	1,685,734	463	1		3,639
	Westmoor Primary	NW	70,015	1,227,407	323	1		3,800
George Stephenson Pyramid			1,097,815	14,897,652	3,320			4,487

Option E - Variation 2

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 9	Longbenton Community College	NW	-345,326	4,912,109	853	2		5,759
	Balliol Primary	NW	20,656	953,360	163	2		5,835
	Benton Dene Primary	NW	75,294	1,964,152	447	1	NLE,NLG	4,391
	Forest Hall Primary	NW	80,635	882,911	205	2		4,311
	Ivy Road Primary	NW	20,331	716,968	131	3		5,456
Longbenton Pyramid			-148,411	9,429,501	1,800			5,239
Academy Group 10	Seaton Burn Community College	NW	-183,653	2,948,349	537	4		5,490
	Burradon Primary	NW	54,154	854,282	165	2		5,171
	Fordley Community Primary	NW	-12,956	1,409,100	295	1		4,773
	Greenfields Primary	NW	29,513	1,457,227	338	2		4,309
	Hazlewood Primary	NW	30,547	791,827	169	2		4,691
Seaton Burn Pyramid			-82,395	7,460,785	1,504			4,959
Academy Group 11	John Spence High	SE	286,761	4,714,783	803	1		5,871
	King Edward Primary	SE	-44	1,703,194	448	2		3,805
	Preston Grange Primary	SE	53,354	872,942	208	2		4,197
	Spring Gardens Primary	SE	253,341	1,896,004	438	2		4,331
	Whitehouse Primary	SE	209,113	1,031,771	172	2		6,006
John Spence Pyramid			802,526	10,218,693	2,068			4,941
Academy Group 12	Marden High	SE	-236,030	3,813,528	710	2		5,371
	Cullercoats Primary	SE	77,163	1,550,055	431	2		3,596
	Monkhouse Primary	SE	44,897	870,258	211	2		4,124
	Sir James Knott Nursery	SE	126,141	306,744	48	2		6,391
Marden Pyramid			12,171	6,540,585	1,400			4,672
Academy Group 13	Norham High	SE	-445,210	2,871,595	341	3		8,421
Norham Pyramid			-445,210	2,871,595	341			8,421
Academy Group 14	Monkseaton High	NE	-626,029	2,780,477	480	1	NLE,NLG	5,793
	Marden Bridge Middle	NE	102,447	2,036,350	468	2		4,351
	Monkseaton Middle	NE	91,668	1,669,757	351	3		4,757
	Wellfield Middle	NE	-6,077	1,333,613	312	2		4,274
	Appletree Gardens First	NE	112,128	1,296,359	293	2		4,432
	Langley First	NE	240,385	1,304,754	337	1		3,876
	Marine Park First	NE	158,211	2,019,125	490	1		4,119
	Rockcliffe First	NE	68,092	972,978	256	1		3,808
South Wellfield	NE	154,399	1,211,571	322	2		3,762	
Monkseaton Pyramid			295,224	14,624,983	3,308			4,421
Academy Group 15	Whitley Bay High	NE	49,642	7,837,749	1,608	1	TSA	4,874
	Valley Gardens Middle	NE	195,082	2,852,070	722	1		3,950
	Coquet Park First	NE	93,573	804,039	170	1		4,735
	Southridge First	NE	105,932	1,209,450	330	1		3,669
	Whitley Lodge First	NE	62,488	1,031,847	261	2		3,956
Whitley Bay Pyramid			506,717	13,735,155	3,090			4,445
Academy Group 16	St Thomas More RC High							
Academy Group 17	Kings Priory							
Academy Group 18	Grassmere							
Academy Group 19	Moorbridge	NE	17,051	1,777,895	87	2		20,436

Option E - Variation 3

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 1	St Cuthbert's R C Primary	SE	143,584	996,943	215	2		4,646
	St Joseph's R C Primary	SE	132,108	1,580,016	312	2		5,071
	St Mary's R C Primary N/S	SE	86,916	870,986	229	1		3,810
	Star of the Sea Primary	NE	164,894	1,578,263	431	2		3,659
	St Bernadette's R C Primary	SW	122,639	1,307,237	340	2		3,843
	St Columba's R C Primary	SW	60,521	958,123	231	2		4,155
	Holy Cross R C Primary	SW	66,121	954,440	208	2		4,589
	St Mary's R C Primary F/H	NW	81,518	808,214	188	2		4,299
	St Stephen's R C Primary	NW	80,723	1,081,499	230	2	NLE	4,701
RC Faith Schools			939,024	10,135,721	2,383			4,253

Academy Group 2	Wallsend St Peter's C of E Primary	SW	89,692	1,086,584	217	2		5,012
	Christ Church C of E Primary	SE	141,745	924,679	199	2		4,647
	St Bartholomews R C Primary	NW	8,359	865,945	212	2		4,081
CofE Borough Wide			239,796	2,877,208	628			4,582

Academy Group 3	Collingwood Primary	SE	153,897	1,684,328	357	2		4,719
	New York Primary	SE	193,045	1,370,857	264	1	TSA	5,195
	Percy Main Primary	SE	38,990	1,087,844	196	2		5,550
	Riverside Primary	SE	18,099	987,494	171	2		5,761
	Waterville Primary	SE	20,281	1,276,902	210	1		6,078
North of Tyne MAT			424,311	6,407,426	1,198			5,347

Academy Group 4	Beacon Hill	SW	190,447	3,631,831	139	1		26,166
	Benton Dene School	NW	247,910	2,510,664	105	1		24,003
	Silverdale	SW	155,270	2,186,458	56	2		39,044
	Southlands	SE	109,079	2,040,798	106	2		19,253
	Woodlawn	NE	81,543	1,890,970	100	3		18,872
	Moorbridge	NE	17,051	1,777,895	87	2		20,436
Special Schools & PRU			801,300	14,038,616	593			23,690

Academy Group 5	Burnside College	SW	816,200	7,119,582	1,180	2		6,034
	Carville Community Primary	SW	50,586	1,030,955	179	2		5,747
	Wallsend Jubilee Community Primary	SW	61,051	1,419,473	345	2		4,110
	Redesdale Community Primary	SW	24,710	963,930	226	2		4,265
	Richardson Dees Community Primary	SW	131,550	1,133,662	222	2		5,111
	Western Community Primary	SW	160,599	1,974,528	446	1		4,427
	Churchill Community College	SW	720,753	5,450,594	751	1	NLE,NLG,TSA	7,258
	Battle Hill Community Primary	SW	121,551	1,674,832	368	2		4,555
	Denbigh Community Primary	SW	179,495	1,827,977	409	1		4,467
	Hadrian Park Primary	SW	78,334	1,501,994	368	2		4,082
	Stephenson Memorial Primary	SW	194,750	1,883,962	399	2		4,722
South West Locality			2,539,579	25,981,489	4,893			5,309

Option E - Variation 3

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 6	George Stephenson High	NW	475,936	6,109,437	1,160	1	NLE,TSA	5,267
	Amberley Primary	NW	10,216	1,580,804	423	1		3,741
	Backworth Park Primary	NW	20,051	702,146	130	2		5,390
	Bailey Green Primary	NW	252,766	1,948,378	454	1		4,293
	Shiremoor Primary	NW	222,334	1,643,748	368	1	TSA	4,472
	Holystone Primary	NW	46,495	1,685,734	463	1		3,639
	Westmoor Primary	NW	70,015	1,227,407	323	1		3,800
	Longbenton Community College	NW	-345,326	4,912,109	853	2		5,759
	Balliol Primary	NW	20,656	953,360	163	2		5,835
	Benton Dene Primary	NW	75,294	1,964,152	447	1	NLE,NLG	4,391
	Forest Hall Primary	NW	80,635	882,911	205	2		4,311
	Ivy Road Primary	NW	20,331	716,968	131	3		5,456
	Seaton Burn Community College	NW	-183,653	2,948,349	537	4		5,490
	Burradon Primary	NW	54,154	854,282	165	2		5,171
	Fordley Community Primary	NW	-12,956	1,409,100	295	1		4,773
Greenfields Primary	NW	29,513	1,457,227	338	2		4,309	
Hazlewood Primary	NW	30,547	791,827	169	2		4,691	
North West Locality			867,009	31,787,938	6,625			4,798

Academy Group 7	John Spence High	SE	286,761	4,714,783	803	1		5,871
	King Edward Primary	SE	-44	1,703,194	448	2		3,805
	Preston Grange Primary	SE	53,354	872,942	208	2		4,197
	Spring Gardens Primary	SE	253,341	1,896,004	438	2		4,331
	Whitehouse Primary	SE	209,113	1,031,771	172	2		6,006
	Marden High	SE	-236,030	3,813,528	710	2		5,371
	Cullercoats Primary	SE	77,163	1,550,055	431	2		3,596
	Monkhouse Primary	SE	44,897	870,258	211	2		4,124
	Sir James Knott Nursery	SE	126,141	306,744	48	2		6,391
	Norham High	SE	-445,210	2,871,595	341	3		8,421
South East Locality (Main)			369,487	19,630,873	3,809			5,154

Academy Group 8	Monkseaton High	NE	-626,029	2,780,477	480	1	NLE,NLG	5,793
	Marden Bridge Middle	NE	102,447	2,036,350	468	2		4,351
	Monkseaton Middle	NE	91,668	1,669,757	351	3		4,757
	Wellfield Middle	NE	-6,077	1,333,613	312	2		4,274
	Appletree Gardens First	NE	112,128	1,296,359	293	2		4,432
	Langley First	NE	240,385	1,304,754	337	1		3,876
	Marine Park First	NE	158,211	2,019,125	490	1		4,119
	Rockcliffe First	NE	68,092	972,978	256	1		3,808
	South Wellfield	NE	154,399	1,211,571	322	2		3,762
	Whitley Bay High	NE	49,642	7,837,749	1,608	1	TSA	4,874
	Valley Gardens Middle	NE	195,082	2,852,070	722	1		3,950
	Coquet Park First	NE	93,573	804,039	170	1		4,735
	Southridge First	NE	105,932	1,209,450	330	1		3,669
Whitley Lodge First	NE	62,488	1,031,847	261	2		3,956	
North East Locality			801,941	28,360,138	6,398			4,433

Academy Group 9	St Thomas More RC High
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Academy Group 10	Kings Priory
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Academy Group 11	Grassmere
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Option E - Variation 4

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 1	St Thomas More RC High							
	St Cuthbert's R C Primary	SE	143,584	996,943	215	2		4,646
	St Joseph's R C Primary	SE	132,108	1,580,016	312	2		5,071
	St Mary's R C Primary N/S	SE	86,916	870,986	229	1		3,810
	Star of the Sea Primary	NE	164,894	1,578,263	431	2		3,659
	St Bernadette's R C Primary	SW	122,639	1,307,237	340	2		3,843
	St Columba's R C Primary	SW	60,521	958,123	231	2		4,155
	Holy Cross R C Primary	SW	66,121	954,440	208	2		4,589
	St Mary's R C Primary F/H	NW	81,518	808,214	188	2		4,299
St Stephen's R C Primary	NW	80,723	1,081,499	230	2	NLE	4,701	
RC Faith Schools			939,024	10,135,721	2,383			4,253

Academy Group 2	Wallsend St Peter's C of E Primary	SW	89,692	1,086,584	217	2		5,012
	Christ Church C of E Primary	SE	141,745	924,679	199	2		4,647
	St Bartholomews R C Primary	NW	8,359	865,945	212	2		4,081
CofE Borough Wide			239,796	2,877,208	628			4,582

Academy Group 3	Beacon Hill	SW	190,447	3,631,831	139	1		26,166
	Benton Dene School	NW	247,910	2,510,664	105	1		24,003
	Silverdale	SW	155,270	2,186,458	56	2		39,044
	Southlands	SE	109,079	2,040,798	106	2		19,253
	Woodlawn	NE	81,543	1,890,970	100	3		18,872
	Moorbridge	NE	17,051	1,777,895	87	2		20,436
Special Schools & PRU			801,300	14,038,616	593			23,690

Academy Group 4	Burnside College	SW	816,200	7,119,582	1,180	2		6,034
	Carville Community Primary	SW	50,586	1,030,955	179	2		5,747
	Wallsend Jubilee Community Primary	SW	61,051	1,419,473	345	2		4,110
	Redesdale Community Primary	SW	24,710	963,930	226	2		4,265
	Richardson Dees Community Primary	SW	131,550	1,133,662	222	2		5,111
	Western Community Primary	SW	160,599	1,974,528	446	1		4,427
	Churchill Community College	SW	720,753	5,450,594	751	1	NLE,NLG,TSA	7,258
	Battle Hill Community Primary	SW	121,551	1,674,832	368	2		4,555
	Denbigh Community Primary	SW	179,495	1,827,977	409	1		4,467
	Hadrian Park Primary	SW	78,334	1,501,994	368	2		4,082
Stephenson Memorial Primary	SW	194,750	1,883,962	399	2		4,722	
South West Locality			2,539,579	25,981,489	4,893			5,309

Option E - Variation 4

	SCHOOL	Locality	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 5	George Stephenson High	NW	475,936	6,109,437	1,160	1	NLE,TSA	5,267
	Amberley Primary	NW	10,216	1,580,804	423	1		3,741
	Backworth Park Primary	NW	20,051	702,146	130	2		5,390
	Bailey Green Primary	NW	252,766	1,948,378	454	1		4,293
	Shiremoor Primary	NW	222,334	1,643,748	368	1	TSA	4,472
	Holystone Primary	NW	46,495	1,685,734	463	1		3,639
	Westmoor Primary	NW	70,015	1,227,407	323	1		3,800
	Longbenton Community College	NW	-345,326	4,912,109	853	2		5,759
	Balliol Primary	NW	20,656	953,360	163	2		5,835
	Benton Dene Primary	NW	75,294	1,964,152	447	1	NLE,NLG	4,391
	Forest Hall Primary	NW	80,635	882,911	205	2		4,311
	Ivy Road Primary	NW	20,331	716,968	131	3		5,456
	Seaton Burn Community College	NW	-183,653	2,948,349	537	4		5,490
	Burradon Primary	NW	54,154	854,282	165	2		5,171
	Fordley Community Primary	NW	-12,956	1,409,100	295	1		4,773
	Greenfields Primary	NW	29,513	1,457,227	338	2		4,309
Hazlewood Primary	NW	30,547	791,827	169	2		4,691	
Grassmere								
North West Locality			867,009	31,787,938	6,625			4,798
Academy Group 6	John Spence High	SE	286,761	4,714,783	803	1		5,871
	King Edward Primary	SE	-44	1,703,194	448	2		3,805
	Preston Grange Primary	SE	53,354	872,942	208	2		4,197
	Spring Gardens Primary	SE	253,341	1,896,004	438	2		4,331
	Whitehouse Primary	SE	209,113	1,031,771	172	2		6,006
	Marden High	SE	-236,030	3,813,528	710	2		5,371
	Cullercoats Primary	SE	77,163	1,550,055	431	2		3,596
	Monkhouse Primary	SE	44,897	870,258	211	2		4,124
	Sir James Knott Nursery	SE	126,141	306,744	48	2		6,391
	Norham High	SE	-445,210	2,871,595	341	3		8,421
	Collingwood Primary	SE	153,897	1,684,328	357	2		4,719
	New York Primary	SE	193,045	1,370,857	264	1	TSA	5,195
	Percy Main Primary	SE	38,990	1,087,844	196	2		5,550
	Riverside Primary	SE	18,099	987,494	171	2		5,761
Waterville Primary	SE	20,281	1,276,902	210	1		6,078	
South East Locality (Main)			793,799	26,038,298	5,007			5,200
Academy Group 7	Monkseaton High	NE	-626,029	2,780,477	480	1	NLE,NLG	5,793
	Marden Bridge Middle	NE	102,447	2,036,350	468	2		4,351
	Monkseaton Middle	NE	91,668	1,669,757	351	3		4,757
	Wellfield Middle	NE	-6,077	1,333,613	312	2		4,274
	Appletree Gardens First	NE	112,128	1,296,359	293	2		4,432
	Langley First	NE	240,385	1,304,754	337	1		3,876
	Marine Park First	NE	158,211	2,019,125	490	1		4,119
	Rockcliffe First	NE	68,092	972,978	256	1		3,808
	South Wellfield	NE	154,399	1,211,571	322	2		3,762
	Whitley Bay High	NE	49,642	7,837,749	1,608	1	TSA	4,874
	Valley Gardens Middle	NE	195,082	2,852,070	722	1		3,950
	Coquet Park First	NE	93,573	804,039	170	1		4,735
	Southridge First	NE	105,932	1,209,450	330	1		3,669
Whitley Lodge First	NE	62,488	1,031,847	261	2		3,956	
North East Locality			801,941	28,360,138	6,398			4,433
Academy Group 8	Kings Priory							

Option E - Variation 5

	SCHOOL	TEAM	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 1	Burnside College	SW	816,200	7,119,582	1,180	2		6,034
	Carville Community Primary	SW	50,586	1,030,955	179	2		5,747
	Wallsend Jubilee Community Primary	SW	61,051	1,419,473	345	2		4,110
	Redesdale Community Primary	SW	24,710	963,930	226	2		4,265
	Richardson Dees Community Primary	SW	131,550	1,133,662	222	2		5,111
	Western Community Primary	SW	160,599	1,974,528	446	1		4,427
	Churchill Community College	SW	720,753	5,450,594	751	1	NLE,NLG,TSA	7,258
	Battle Hill Community Primary	SW	121,551	1,674,832	368	2		4,555
	Denbigh Community Primary	SW	179,495	1,827,977	409	1		4,467
	Hadrian Park Primary	SW	78,334	1,501,994	368	2		4,082
	Stephenson Memorial Primary	SW	194,750	1,883,962	399	2		4,722
	St Bernadette's R C Primary	SW	122,639	1,307,237	340	2		3,843
	St Columba's R C Primary	SW	60,521	958,123	231	2		4,155
	Holy Cross R C Primary	SW	66,121	954,440	208	2		4,589
	Wallsend St Peter's C of E Primary	SW	89,692	1,086,584	217	2		5,012
	Beacon Hill	SW	190,447	3,631,831	139	1		26,166
Silverdale	SW	155,270	2,186,458	56	2		39,044	
South West Locality			3,224,270	36,106,162	6,084			5,935

Academy Group 2	George Stephenson High	NW	475,936	6,109,437	1,160	1	NLE,TSA	5,267
	Amberley Primary	NW	10,216	1,580,804	423	1		3,741
	Backworth Park Primary	NW	20,051	702,146	130	2		5,390
	Bailey Green Primary	NW	252,766	1,948,378	454	1		4,293
	Shiremoor Primary	NW	222,334	1,643,748	368	1	TSA	4,472
	Holystone Primary	NW	46,495	1,685,734	463	1		3,639
	Westmoor Primary	NW	70,015	1,227,407	323	1		3,800
	Longbenton Community College	NW	-345,326	4,912,109	853	2		5,759
	Balliol Primary	NW	20,656	953,360	163	2		5,835
	Benton Dene Primary	NW	75,294	1,964,152	447	1	NLE,NLG	4,391
	Forest Hall Primary	NW	80,635	882,911	205	2		4,311
	Ivy Road Primary	NW	20,331	716,968	131	3		5,456
	Seaton Burn Community College	NW	-183,653	2,948,349	537	4		5,490
	Burradon Primary	NW	54,154	854,282	165	2		5,171
	Fordley Community Primary	NW	-12,956	1,409,100	295	1		4,773
	Greenfields Primary	NW	29,513	1,457,227	338	2		4,309
	Hazlewood Primary	NW	30,547	791,827	169	2		4,691
	Grassmere							
	St Mary's R C Primary F/H	NW	81,518	808,214	188	2		4,299
	St Stephen's R C Primary	NW	80,723	1,081,499	230	2	NLE	4,701
St Bartholomews R C Primary	NW	8,359	865,945	212	2		4,081	
Benton Dene School	NW	247,910	2,510,664	105	1		24,003	
North West Locality			1,285,518	37,054,261	7,360			5,035

Option E - Variation 5

	SCHOOL	TEAM	15/16 OUTTURN FIGURE	16/17 Funding	Pupil Nos Oct 2015	Ofsted Rating	Other	Ave Funding Per Pupil
Academy Group 3	John Spence High	SE	286,761	4,714,783	803	1		5,871
	King Edward Primary	SE	-44	1,703,194	448	2		3,805
	Preston Grange Primary	SE	53,354	872,942	208	2		4,197
	Spring Gardens Primary	SE	253,341	1,896,004	438	2		4,331
	Whitehouse Primary	SE	209,113	1,031,771	172	2		6,006
	Marden High	SE	-236,030	3,813,528	710	2		5,371
	Cullercoats Primary	SE	77,163	1,550,055	431	2		3,596
	Monkhouse Primary	SE	44,897	870,258	211	2		4,124
	Sir James Knott Nursery	SE	126,141	306,744	48	2		6,391
	Norham High	SE	-445,210	2,871,595	341	3		8,421
	Collingwood Primary	SE	153,897	1,684,328	357	2		4,719
	New York Primary	SE	193,045	1,370,857	264	1	TSA	5,195
	Percy Main Primary	SE	38,990	1,087,844	196	2		5,550
	Riverside Primary	SE	18,099	987,494	171	2		5,761
	Waterville Primary	SE	20,281	1,276,902	210	1		6,078
	St Cuthbert's R C Primary	SE	143,584	996,943	215	2		4,646
	St Joseph's R C Primary	SE	132,108	1,580,016	312	2		5,071
	St Mary's R C Primary N/S	SE	86,916	870,986	229	1		3,810
Christ Church C of E Primary	SE	141,745	924,679	199	2		4,647	
Southlands	SE	109,079	2,040,798	106	2		19,253	
South East Locality (Main)			1,407,230	32,451,721	6,067			5,349
Academy Group 4	Monkseaton High	NE	-626,029	2,780,477	480	1	NLE,NLG	5,793
	Marden Bridge Middle	NE	102,447	2,036,350	468	2		4,351
	Monkseaton Middle	NE	91,668	1,669,757	351	3		4,757
	Wellfield Middle	NE	-6,077	1,333,613	312	2		4,274
	Appletree Gardens First	NE	112,128	1,296,359	293	2		4,432
	Langley First	NE	240,385	1,304,754	337	1		3,876
	Marine Park First	NE	158,211	2,019,125	490	1		4,119
	Rockcliffe First	NE	68,092	972,978	256	1		3,808
	South Wellfield	NE	154,399	1,211,571	322	2		3,762
	Whitley Bay High	NE	49,642	7,837,749	1,608	1	TSA	4,874
	Valley Gardens Middle	NE	195,082	2,852,070	722	1		3,950
	Coquet Park First	NE	93,573	804,039	170	1		4,735
	Southridge First	NE	105,932	1,209,450	330	1		3,669
	Whitley Lodge First	NE	62,488	1,031,847	261	2		3,956
	Star of the Sea Primary	NE	164,894	1,578,263	431	2		3,659
	Woodlawn	NE	81,543	1,890,970	100	3		18,872
	Moorbridge	NE	17,051	1,777,895	87	2		20,436
North East Locality			1,065,429	33,607,266	7,017			4,790
Academy Group 5	St Thomas More RC High							
Academy Group 6	Kings Priory							



North Tyneside Council



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

Rebecca Sandford
Department for Education
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SW1P 3BT

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E-mail: igrayson@hotmail.com

Date: 9th December 2016

Dear Ms Sandford

Schools that work for everyone

Thank you for the opportunity to comment on the Government's policy position. On behalf of North Tyneside Council I welcome the focus on providing more Good school places where they are needed, albeit with some reservations about the proposals and a view about some omissions.

First of all can I welcome the decision to withdraw the Education for All Bill from the Parliamentary timetable; as you will see from my correspondence with Ministers I am one of many colleagues who had serious concerns about the policy position promoted by the previous Prime Minister and Secretary of State.

While I can see that certain parts of the education system have specific entitlements which should be conditional on a greater contribution to wider education, I am not convinced the pressure on Independent Schools and Universities to sponsor academies will do anything more than provide convenient additional capacity for academy sponsors. I am also worried that the proposals will lead to an even more complex market that will dilute accountability for education outcomes.

I am convinced that, while I have Lord Nash's reassurance that Ministers are still considering the position of high performing local authority areas, the Green Paper misses significant opportunity to use the capability of those local authority areas that are doing well, to help deliver more Good school places: We would like to help, but because our Outstanding Head Teachers and National Leaders in Education and Governance do not lead academies they are not allowed to. As well as the absence of democratic accountability in the National and

Regional School Commissioner roles the continued local focus on Multi-Academy Trusts and Academisation is simply a structural distraction and a poor use of resources.

A poor use of resources at a time when schools are struggling with rising costs, significant additional needs and flat-lined funding. I am currently working with schools who are outstanding, full and delivering wider community outcomes yet because of a range of funding choices made by the Government, including the reduction in Post-16 funding in 2010, are struggling to maintain standards and balance the books.

I can also see a valid concern for those families who are just about managing; but the recent Autumn Statement and the medium term financial outlook seem far more concerning than arriving at a technical definition. In terms of identifying those families I suggest Ministers listen to some of the Head Teachers who are organising charitable contributions to families in their schools in the run up to Christmas and visit one or two of our local food banks.

Finally, I am sure, from the coverage and the way in which it focussed on more Grammar Schools, Ministers can now see that the Green Paper has been an unwelcome distraction from the major issues that faces all of us looking to get the best education for all of our children and young people; clarity on long term funding, clarity on roles and responsibilities, appropriate local accountability for performance, support to partnerships that improve outcomes and an end to the apparent view of central Government that, despite being in the business of education for over a century, there is no useful future for local government in making any of this happen.

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

Meeting: Children, Education and Skills Sub-committee
Date: 23 January 2017
Title: Children and Young People's Plan 2014-18 update

Author: Bruce Parvin Tel: 0191 643 7054

Service: Corporate Strategy
Policy Performance and Research

Wards affected: All

1. Purpose of Report

Recommendation 2 of the Child Poverty Sub Group report in 2014 was that the Children, Education and Skills Sub-committee receive a bi-annual performance report on the delivery of the Children and Young People's Plan 2014-18.

The previous report to this sub-committee was in June 2016. The attached report represents a mid-year progress report for 2016/17.

2. Recommendations

The Sub-committee is recommended to note the progress made in delivering the Children and Young People's Plan priorities and if considered appropriate provide comments and / or recommendations.

3. Background

- 3.1 North Tyneside's Children and Young People's Plan provides the strategic framework for the integrated planning, commissioning and delivery of children's services, in order to improve the lives of children and young people. The plan is produced and owned by the Children, Young People and Learning Partnership. Since 2010 the plan has also served as the borough's Child Poverty Strategy, setting out how partners will work together to address the underlying causes of deprivation.
- 3.2 In 2014 the Children, Young People and Learning Partnership agreed to develop a new plan. Partners recognised the need to further integrate children's services to address the complex issues facing children and young people in the borough. The new Children and Young People's Plan 2014-18 was approved by Council in September 2014.
- 3.3 North Tyneside Council's Overview and Scrutiny Committee's 'Review of Child Poverty' report was published in 2014 and included the recommendation that the Children, Education and Skills Sub-committee should receive bi-

annual progress reports on the implementation of the Children and Young People's Plan.

- 3.4 Cabinet accepted Overview and Scrutiny's recommendation on the 10 March 2014 and agreed that the first report on the new Children and Young People's Plan would be presented at the June 2015 Children, Education and Skills Sub committee meeting.

4. Detail

The updated report including key performance information is attached.

5. Conclusion

Committee members are requested to note the progress made against the Children and Young People's Plan and make any further comments or recommendations around the delivery of the shared priorities, or any further information required.

6. Background Information

The following documents have been used in the compilation of this report and may be inspected at the offices of the author.

- Various Children's Social Care Management Information reports
- Management Information reports to the North Tyneside Local Safeguarding Children's Board
- Department for Education Statistical First Release (SFR) information.