

Northumberland
County Council
Service Statement
2017/18

Education and Skills



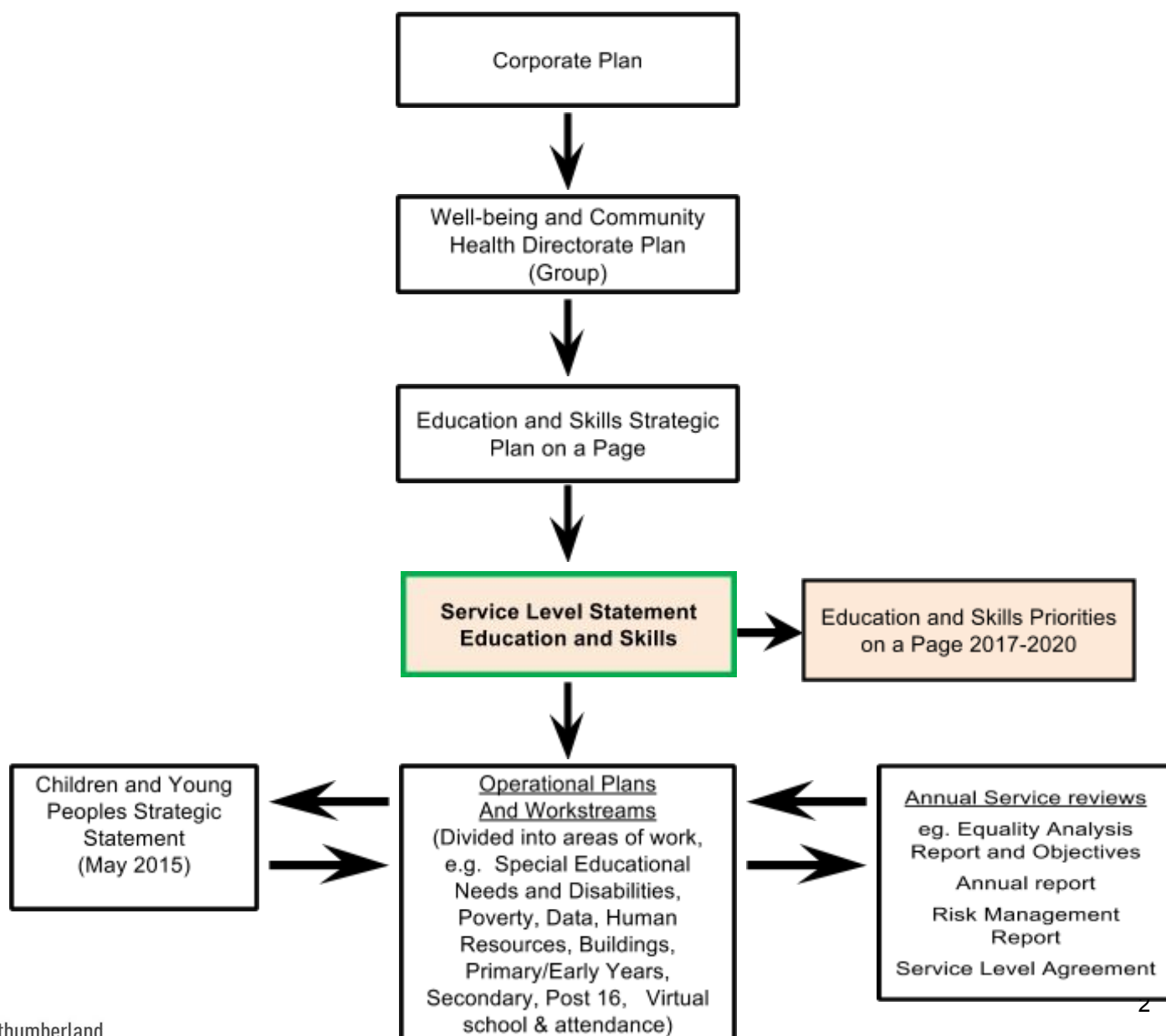
Where does this Service Statement fit in with our other plans?

The provision of good education is fundamental to the future of our county. We want all of our schools and academies to be outstanding but also places where success is not just measured narrowly in terms of league tables but also fulfills the potential of every child. Achieving good academic and vocational qualifications including English and Mathematics, provides the cornerstone for success for future employment.

We encourage schools, colleges and academies to develop the full capacity of every child. This includes their spiritual, social, cultural and emotional development. Schools and academies across Northumberland serve approximately 45,000 children and make a significant contribution to them becoming good citizens with clear moral principles that guide their lives and help them build relationships.

It is the prime responsibility of the Education and Skills Service of the Local Authority to act as champions for these children and their families to support and challenge schools, academies and colleges to ensure they all get the best start in life.

Planning Framework

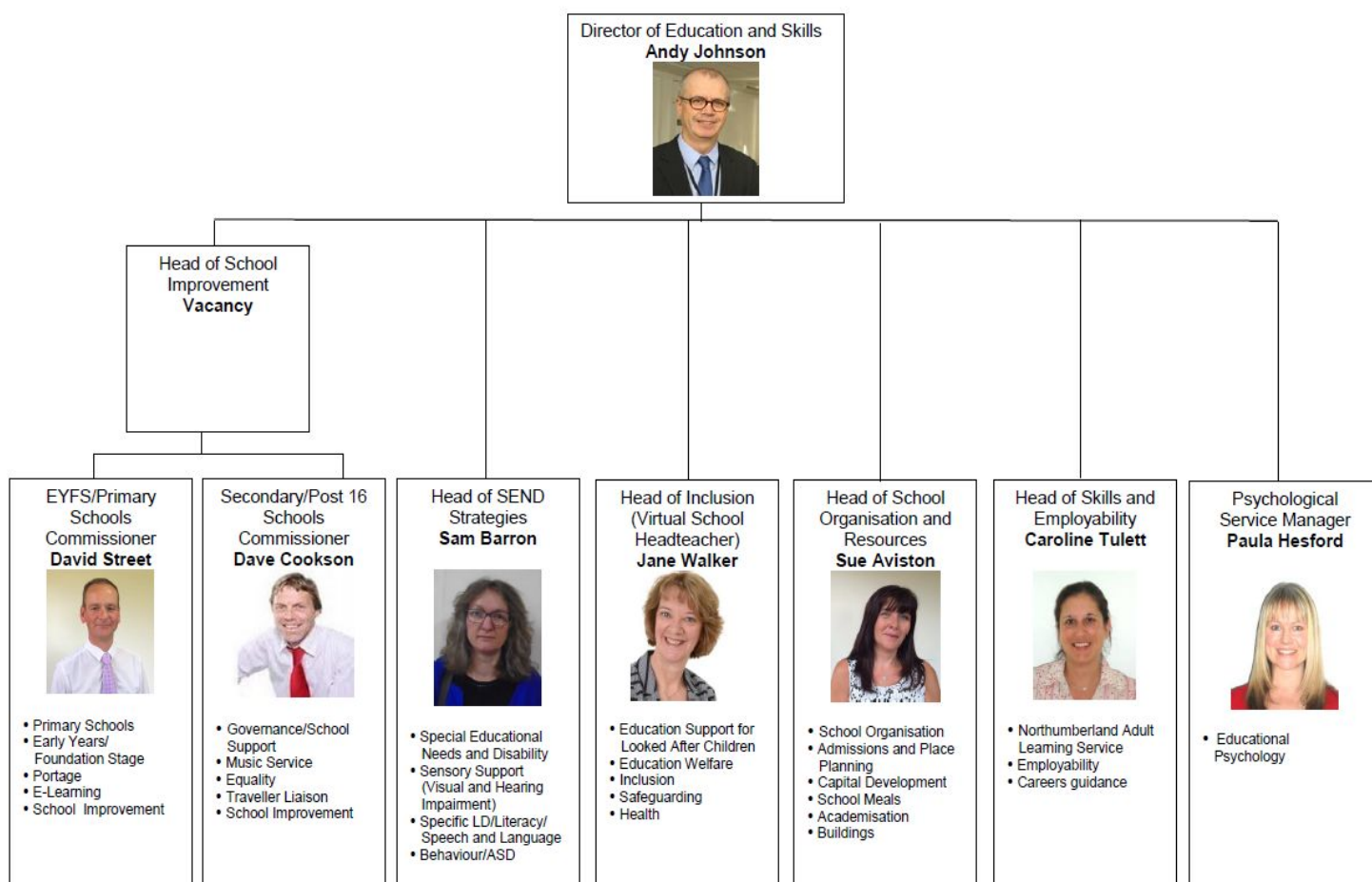


The Wellbeing and Community Health Directorate plan defines the purpose of the Education and Skills Service, as follows:

To drive educational excellence by: enhancing resident's skills and employment opportunities; providing services that support the quality of early years, primary and secondary education; and by delivering services to support those with special educational needs, disabilities (SEND) and additional needs. We will act as a champion for children and parents.

Our primary functions:

Education and Skills Service



Key Statistics

Early years

- 86% of all eligible 2 year olds took up their statutory entitlement to early education in the spring term 2017. This is a 22% increase on the summer term 2015, and is better than the national average of 58%. However, there is a significant level of variation across the county.
- In 2016-17, 74.9% achieved a good level of development compared to a national average of 70.7%.

School choice

- There are 171 schools with approximately 45,000 children attending.
- In September 2016, 94.1% of parents got their first choice of primary school compared with 88.4% nationally. 98.7% of parents got their first choice of secondary school compared with 84.1% nationally.

Primary age school children

- 85% of year one pupils passed the phonics test at the end of year 1 compared to a national average of 81%.
- By the end of key stage 1, 81%, 74% and 79% reached the expected standard in reading, writing and maths compared to the national average of 76%, 68% and 75%.
- By the end of key stage 2, 61% of pupils reach the expected standard in reading, writing and maths compared to a national average of 61%.
- The rate of fixed period exclusion for primary schools is 0.9% compared with a national average of 1.02%.
- Six children have been permanently excluded from a primary school in 2016-17.

Secondary age school children

- At the end of key stage 4, the average attainment 8 score was 44.4 compared with a national average of 46.0.
- By the end of key stage 4, the average progress 8 score was -0.17 compared with a national average of -0.03.
- 70 children have been permanently excluded from secondary schools in 2016/17. These figures are higher than in 2015/16.
- The fixed period exclusion rate is 4.7% compared with the national average of 6.62%.

Alternative Provision

- The local authority has to arrange alternative provision for these children within 6 days of an exclusion taking place, 71% receiving 25 hours plus per week and 75% arranged within 6 days.

Looked after children

- No children and young people who are looked after by the local authority have been permanently excluded since November 2008.
- Education outcomes for looked after children are good and improving at all levels other than

KS4; in 2017 the % of pupils meeting national expectations more than doubled since 2016; reducing school moves to improve stability remains good.

Children with Special Educational Needs and Disabilities

- Attainment for children with SEND is much lower than those of their peer group.
- Children with SEND make good or outstanding progress if they are attending one of our special schools. However their progress is much more variable if they are attending a mainstream school.
- In 2016 we completed 266 new Education and Health Care Plans for children and young people with special educational needs; 65.4% were completed within time scale. In comparison, in the first 3 months of 2017, we completed 46, and 41 were completed on time, equating to 85.4%, a significant improvement.
- In 2016, we completed 405 special educational needs (SEN) transfer reviews (ie transfers from previous SEN statements), and 85% were completed within time scale. However, in the first 3 months of 2017, we completed 107, of which 97% were completed on time, again a significant improvement.
- In the academic year 2015-2016 Educational Psychologists completed 232 statutory pieces of Psychological Advice as part of the requests for Education and Health Care Assessments. This was a significant increase on the number requested the previous year of 119.

Young People in work based learning, sixth forms or colleges and adult learners

- The Adult Learning Service (NALS) was inspected by Ofsted in June 2014 and was judged good.
- Of the 5527 learners enrolled, 59% were unemployed, 18% have declared SEN and 36% are living in the top 20% deprived areas. Outcomes remain good: success rates for 16-18 year olds are 11% above the national average at 83.3% and for 19+ are just above the national average at 85.9%.
- Achievement rates for apprentices continue to be outstanding: overall rates are 76.3%, which is 9.3% above the national average and timely rates are 72.6%, which is 13.9% above the national average. 92.5% of apprentices and 86.4% of classroom learners progress to positive destinations of learning and work.
- Of those that were unemployed and needed skills training to return to work, 32% gain employment during or on completion of their programme. The percentage of young people aged 16-17 leaving full time education and subsequently categorised as Not Known is down to 0.8% at March 2017, while the percentage categorised as not in education employment or training (NEET) is at 3.8%, a combined figure of 4.6% comparing favourably with 7.8% nationally.
- There is wide variation between the performance of our young people in our sixth forms, but in general it is slightly below average.
- At its last Ofsted inspection Northumberland College was judged to be good by Ofsted.

Performance of Education and Skills according to Ofsted

- In 2013 a critical report was received by the Council which focused on the poor performance of schools across the county, but singled out the particularly weak performance of secondary schools.
- 95% of early years providers in Northumberland were judged by Ofsted to be good or outstanding at March 2017, compared to a national average of 93%.
- 81% of our first and primary schools are judged to be good or better, this means that 83% of

- primary aged pupils are in good or outstanding schools.
- 68% of our secondary schools are judged to be good or better, this means that 64% of secondary aged pupils are in good or outstanding schools.
- 100% of our special schools are judged to be good or outstanding.
- The pupil referral unit is judged to be good.
- The Northumberland Adult Learning Service (NALS) was judged to be good in June 2014.
- The Virtual School that provides education for children who are looked after or who are missing from education was identified as a strength by Ofsted.

Summary of Service Resources at 1 April 2017

Staff - There are 372 staff in the Education and Skills service equating to 317 full time equivalents. The service's staffing budget is £19.8m. This does not include a number of teachers employed by the Education Other Than At School Service who are employed on a casual basis.

Council Funding - total Council Base Budget for Education and Skills 2016/17 was £24.3m, divided into £18.3m non controllable (pensions and asset depreciation) and £6m in controllable (although statutory duties must be met).

The most significant pressures on Council Base Budget for Education and Skills 2016/17 were:

- School transport costs likely to overspend by £727k (mainly linked to expansion of special education requirements).
- The academisation of schools that had existing deficits before the agreed Council controls had time to take place.

Grant funding - provided by Department for Education to fund schools and academies and LA services -

- Education Support Grant (ESG), £3 million; this grant will be phased out by 2020 and subsumed into the Dedicated Schools Grant (DSG) central funded element. It is calculated based on the number of establishments within a LA, the number of places and at what ages and types.
- Dedicated Schools Grant (DSG); this grant has been allocated via a local formula. In 2020 the government proposes to move to a national funding formula in an effort to ensure a fairer allocation across England. Academies in Northumberland are already funded directly via the Education Funding Agency (EFA).

Academies	£60m
Schools	£162m (divided into £15.5m Early Years; £118.7m mainstream and £27.8m high need blocks)
Sixth Forms	£7.6m

In 2016/17 the DSG had to be exceeded by nearly £1.7m due to pressures on funding SEND high needs places. Reserves covered some of this amount but reserves have now been exhausted and a realignment of the high needs block has been necessary via introduction of service level agreements with schools for council services.

Historically, schools are funded according to the number and type of pupils - the Northumberland local formula for Age Weighted Pupil Unit (AWPU).

Primary	£2807 per pupil
Key Stage 3	£3715 per pupil
Key Stage 4	£4580 per pupil

In addition each school receives a lump sum: Primary £110k; Secondary £170k

Primary Free School meal allocation	£1297 per pupil
Secondary Free School meal allocation	£1562 per pupil

Children with low prior attainment also get an additional allowance

Low prior attainment primary	£1109
Low prior attainment secondary	£956

- c. Currently around 92 schools across Northumberland are forecasting financial deficits or serious financial problems between 2017-2020. The introduction of the national funding formula will have little or no impact on these deficits.
- d. Apprenticeship and Skills Funding of the NALS service

Work programme - £560k
Employability and Skills - £539k
Adult Learners - £4.4m

In addition £366k is drawn from Council funding for apprenticeships.

Customer perception of the education and skills service

a) Parents, pupils

The local authority is developing new ways of recording and using feedback from pupils and parents. A report will be available in 2017, generally anecdotal evidence shows a good level of satisfaction amongst pupils and parents about the quality of education they are offered, although this varies very widely across different partnerships.

b) School staff and governors

We are about to survey customer perceptions on school improvement services. A response will be available in June 2017.

c) Parents with children with special educational needs and disabilities

A survey of parents of children and young people with special educational needs has been undertaken, showing:

- 91% of those who had applied for an EHCP or statement felt they had had an opportunity to

contribute their views or opinions; 6% did not and 3% weren't sure

- 71% felt the support outlined in the EHCP helped their child or young person to make progress; 13% felt it did not and 16% were not sure
- The majority of the 294 responses came from parents of children in primary phase (165) with the next greatest number in the secondary phase (107). Responses were received in all age ranges from 0-25.
- A minority of respondents (18%) indicated that their child was unhappy. The most common reasons for this related to feeling their child needed increased or better quality support, issues relating to social integration or bullying in school or children finding homework or schoolwork difficult.
- The large majority of parents/carers felt their child was making progress at school with around half feeling that the progress was good or outstanding.
- Parents were asked to think about any extra support their child received. The majority indicated that support was helping their child to make progress.
- Of those respondents with children with a statement or an EHCP, most felt that the process had allowed them to share their views with professionals co-ordinating their child's assessment.
- Around half of respondents had accessed health provision/support for their child. The very large majority were satisfied or more with their experience with over 60% rating the support as good or excellent. For the Sensory Impairment service, the Service User Audit in 2016 showed high levels of satisfaction with the way the Service meets the needs of Hearing Impaired children and young people.

d) Adult Learners

- The National Learner Satisfaction Survey for 2015/16 showed an overall learner satisfaction score of 9.1 / 10 with 95.2% of learners likely to recommend NALS to friends or family. The results of the survey are an improvement on the previous year.
- Learner feedback shows satisfaction scores rising from 2014/15 to 2015/16 as follows:
 - Quality of our teaching has risen from 92% to 93%
 - Quality of learner treatment and respect by staff has risen from 95% to 97%
 - Quality of advice has risen from 84% to 88%
 - Quality of support for learners has risen from 92% to 93%
 - Courses meeting learner expectations has risen from 91% to 92%
- Similarly the National Employer Satisfaction Survey showed an overall satisfaction score of 9.1/10 with 94% of employers likely to recommend NALS to another employer seeking similar training.

- Adult Learning monitors the impact of learning on learners' lives through the National Institute for Adult and Continuing Education (NIACE) indicators. The key measure has been those who express that the positive impacts have been moderate to very strong. The data shows moderate to very strong positive impacts in all of the measures: home (63%), finance (37%), emotions and feelings (71%), health (53%), social skills (66%), employability (49%) and community life (52%).

Appendix 1 - Data Measures Used in Performance Framework

Measure	3 Year Out-turn			Target 2017/18				National Averages
	2014/15	2015/16	2016/17	Qtr 1	Qtr 2	Qtr 3	Qtr 4	
% children taking up the Statutory entitlement to early education for all eligible 2 year olds	64	77.6	86.2	86.5	86.5	87.0	88.0	71%
% of pupils in primary schools judged by Ofsted to be good or outstanding (at end of year)	88	85	83.2	84.6	84.4	84.0	84.0	90
EYFSP - % of pupils achieving a Good Level of Development	64.9	73.4	74.9	N.A.	N.A.	N.A.	N.A.	70.7
Phonics - % of year 1 pupils working at the expected standard	78	83.7	85	N.A.	N.A.	N.A.	N.A.	81
KS1 - % of pupils achieving the expected standard	N.A.	Reading - 78.5 Writing - 70.1 Maths - 76.2	Reading - 80.7 Writing - 73.8 Maths - 79.0	N.A.	N.A.	N.A.	N.A.	Reading - 76 Writing - 68 Maths - 75
KS2 - % of pupils achieving the expected standard in reading, writing and maths	N.A.	55.6	61	N.A.	N.A.	N.A.	N.A.	61
Number of permanent exclusions from primary schools in academic year	7	3	6	0 (Sept)	0 (Dec)	0 (April)	0 (July)	N.A.
KS4 - average Attainment 8 score	N.A.	N.A.	44.4	N.A.	N.A.	N.A.	N.A.	46
KS4 - average Progress 8 score	N.A.	N.A.	-0.17	N.A.	N.A.	N.A.	N.A.	-0.03
% of pupils in secondary school judged by Ofsted to be good or outstanding (at end of year)	55	58	63.7	63.7	67.0	68.0	68.0	82
Number of schools on vulnerable list at risk of being Requires Improvement or Inadequate that are currently good or outstanding	N.A.	24	14	23	22	21	20	N.A.
Number of permanent exclusions from secondary schools in academic year	37	41	70	10 (Sept)	20 (Dec)	30 (April)	40 (July)	N.A.
% permanently excluded pupils a) receiving full-time education	N.A.	N.A.	71	88 (Sept)	90 (Dec)	92 (April)	95 (July)	N.A.
b) by 6th school day following exclusion	N.A.	N.A.	75	61 (Sept)	64 (Dec)	68 (April)	73 (July)	N.A.
Number of permanent exclusions from school of LAC in academic year	0	0	0	0	0	0	0	N.A.
% of 16 - 17 year olds a) Not in education, employment or training b) Not Known	a) 6.1 b) 4.4	a) 5.7 b) 2.5	a) 4.8 b) 0.5	a) 3.8 b) 0.8	a) 3.8 b) 0.8	a) 3.6 b) 0.8	a) 3.5 b) 0.7	a) 2.6 b) 5.2

% of apprenticeship leavers who progress into a positive destination over the total number of leavers.	93.5	93.5	96.4	90	90	90	90	N.A.
% overall success of apprenticeships in NVQ, Technical Certificate and Functional Skills Framework	85.8	85.7	82.4	86.0	86.0	84	86.0	N.A.
% of new Education and Health Care Plans successfully completed within statutory 20 week time scale	14	90	86.1	85	85	85	85	64.3
% of SEN Statements and Learning Difficulty Assessments transferred to Education and Health Care Plans within statutory 18 week time scale	2	72	79.3	90	90	93	95	N.A.

Appendix 2 - Service statement priorities

- High standards in education in every part of the county
- High quality leadership and excellent teachers
- Shared values that transcend community differences

To deliver these 3 high level objectives, the following priorities have been adopted.

1. Play a part in strategic leadership of improvement.
2. Ensure access to quality places where they are needed.
3. Support and protect vulnerable children by intervening and using our formal powers.
4. Work with children's social care colleagues and broker good support.
5. Help build pupils' character and resilience.
6. Ensure excellent early years provisions.
7. Deliver excellent 16-19 skills provisions.
8. Support fair and sustainable funding and good use of capital funds to focus on the greatest need.
9. Assist schools with curriculum and assessment reforms.
10. Know our schools, their performance and the standards they achieve to report to Council and community.
11. Help to recruit, develop, support and retain teachers to accelerate school improvement.
12. Play a part in strategic leadership of improvement to educational outcomes.