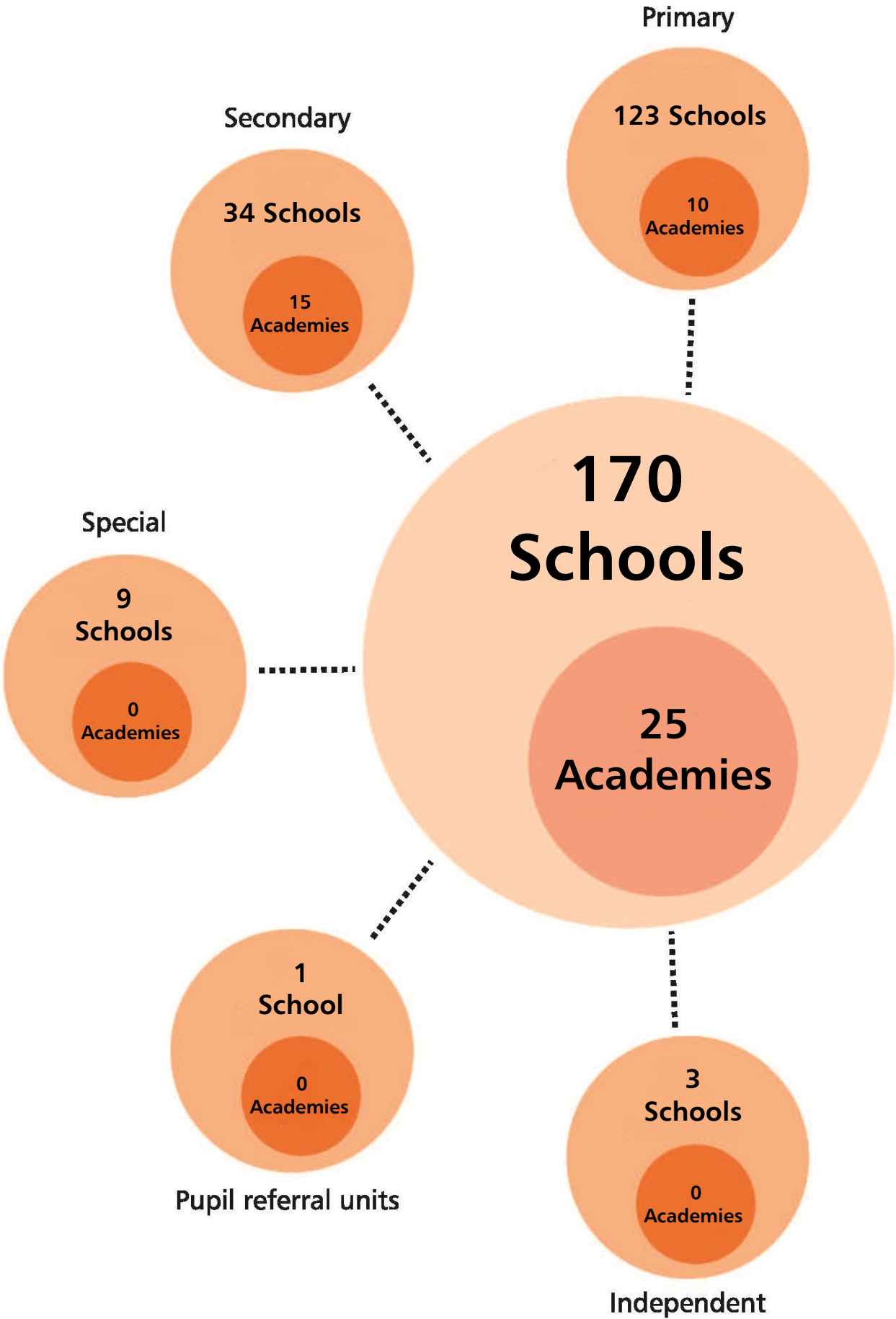


The Report of the Director of Education and Skills

Version 4



Figure 1: Schools and Academies as at December 31st 2017





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Director's Commentary

Dr Andrew Johnson - Interim Director of Children's Services and Director of Education and Skills

1. This is my fourth and final annual report as the Director of Education and Skills for Northumberland because I intend to retire in 2018. It has been a real privilege to hold this post for the past four years and I would like to pass on my thanks to all the children, parents, staff and governors who have helped me during my time in the county.
 2. For much of 2017 I was also interim Director of Children's Services, and was able to see first-hand the valuable work our teams in children's social care carry out. Again I would like to thank them and all colleagues and elected members for the support I have received.
 3. 2016/17 was another year in which the council significantly invested in children's services. It was both a year of change, with a new administration forming under a new Chief Executive and a year of continuity where our previous initiatives came to fruition.
 4. My successor in the role, will I believe, have a firm foundation upon which to build. No doubt they will continue to focus on:
 - **Improving outcomes at the end of secondary schools and academies;**
 - **Social mobility and the most vulnerable;**
 - **Improving our response to Special Educational Needs;**
 - **Building school and academy partnerships.**
 5. Northumberland continues to face challenges due to its geography. Small schools are increasingly under financial pressure to survive and we cannot fail to recognise that in such circumstances the Local Authority has a vital role to support them.
 6. The number of academies continues to grow and our functions continue to change. By the end of 2017 our relationship with the Regional Schools Commissioner was much stronger and we look forward to working with them to improve educational outcomes in several areas of the county.
 7. Investment in resources and building continues to be impressive and there will be significant development for Special Schools and schools in Ponteland in the coming months and years.
 8. As I said last year, Education can make people and communities more resilient and bring people together; however change can have the opposite effect. As we embark upon a major consultation exercise in the west of the county I hope that we can continue to move forward and work together in partnership.
- ### We need to have high standards of education in every part of the county
9. Good early-years education, particularly for children from low-income backgrounds, is crucial to longer-term academic success. The last three years has seen considerable change for the better. At least nine out of ten childcare places are in registered providers of early education judged good or outstanding. Over two-thirds of young children reached the government's 'good level of development'. The gap between the most disadvantaged five-year-olds and their peers has narrowed significantly.
 10. The quality of primary schools (including first schools) has remained strong. However it has become clear that first and primary schools in Northumberland will face very significant challenges due to their relatively small size if they are to maintain these standards. A worrying sign has been the number of primary schools and first schools have recently dropped one or two inspection grades.
 11. In 2014/15, I highlighted the disproportionate number of secondary schools where academic outcomes were below average; in 2015/16 this was reflected in many being judged by Ofsted to require special measures or to have serious weaknesses. As a result many of these schools have become sponsored academies. In 2016/17 the legacy of under-achievement remains but at last we are beginning to see signs of recovery in schools.

12. We cannot excuse this under-performance but it is reasonable to report that this is a common issue across the North and the Midlands, where every area is below the new national measures; Progress 8, Attainment 8 and achievement of the English Baccalaureate. Ofsted have raised concerns at a national level about the quality of education in areas of England that are geographically and economically isolated, many of which are in coastal areas and Northumberland faces all of those challenges.
13. Standards can only truly be considered high, if they are high in every part of the county and for all pupils regardless of their background or ability. It is pleasing to report that all of our maintained special schools have been judged to be good or outstanding; however we still need to improve outcomes for pupils with special educational needs in mainstream settings.

We need to have high quality leadership and excellent teachers

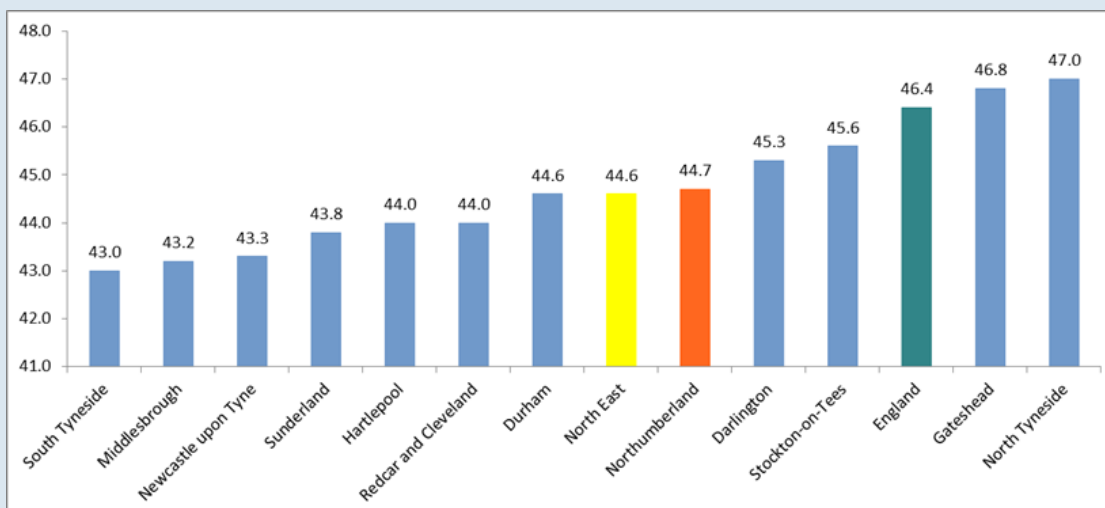
14. National government has introduced structural change intended to improve the quality of leadership in the school system and thus improve outcomes. To a large extent this has meant beginning to remove control from local authorities and placing it with academies. However structural change is only successful if there are enough good leaders and teachers in the system to make a difference. We have had some disappointing failures in the academisation process, balanced with some notable success.
15. The recruitment and retention of headteachers and teachers across Northumberland is very difficult. In the main, staff, particularly younger staff looking for career progression are attracted to larger primary schools not small rural first schools. There is considerable evidence that it is those schools in isolated and deprived areas that are losing out in the recruitment stakes. Recruitment is particularly difficult in some secondary subjects, including mathematics and science. Without subject specialism this makes the challenge of running a small school with a sixth form with a broad curriculum very difficult. The family and childrens scrutiny committee have set up a working group to look at this issue.

We need to have shared values that transcend community differences

16. Reorganisation of the school system has been an ever-present over the last four years. When I began as Director there had already been changes involving the closure of middle schools and the conversion of first schools to primary schools. The Ashington and Alnwick partnerships have reorganised into a primary-secondary structure and the Ponteland partnership has introduced a similar structure. There are moves across many parts of the county to set up multi-academy trusts. When I speak to school leaders about why they want to make such structural changes they always begin by telling me about their values of ensuring every pupil gets the best possible education. When I speak to others about why they oppose such changes they also tell me it's because they want the best possible education.

New Accountability Measures - Secondary Attainment 8

Figure 2: Average Attainment 8 Score by Local Authority 2017
(data taken from statistical first release SFR01/2018)

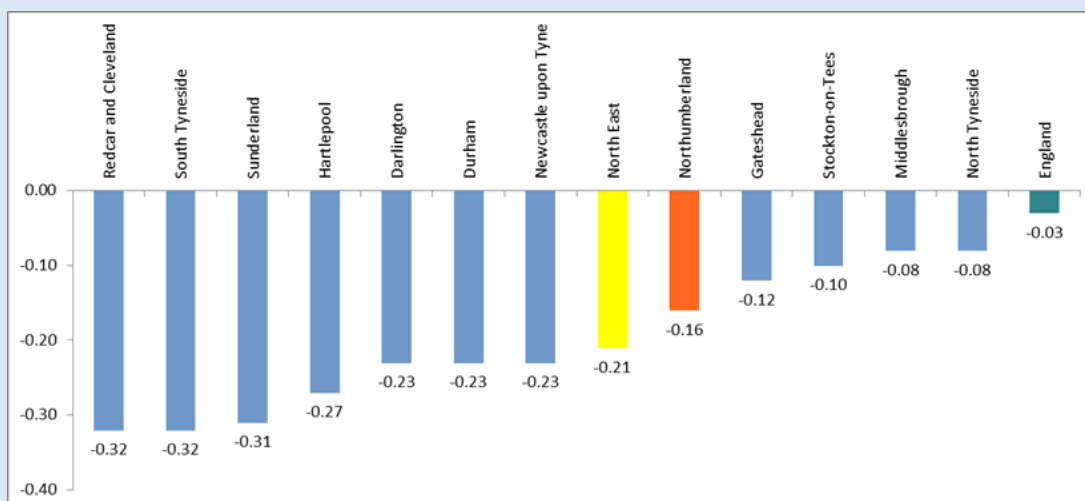


17. Therefore there is no doubt that all community-groups share the same values, however they can be sharply divided about how to achieve them. The local authority's power to influence change is fast diminishing and there is a danger that without this aspect of local system leadership the larger stronger schools will survive and the small more isolated will go to the wall. Local authorities carry out local consultations, national organisations do not. We are keen to establish our own multi-academy trust to increase our level of influence.
18. The challenges remain, when I met groups of headteachers and governors earlier this year, often they tell me partnership working is difficult because shared leadership is impossible. Unfortunately for those small schools the reality of the national funding formula that is based upon an average-sized school of 220 receiving a £1million funding a year will inevitably hit home. Often they have less than a half that number of pupils, and half the funding, but have to deliver the same curriculum offer. Partnership and shared leadership is no longer optional, as a local authority we have to highlight this to our schools.
19. The solutions are often within our grasp but unfortunately we need to learn how to make real change happen and go beyond the theory and rhetoric. Shared buildings, leadership, governance and resources offer a survival route for our smaller schools. However a few schools must set aside their previously competitive attitudes and parochial outlook if this is to succeed.
20. The key function of the local authority continues to be to:
 - play a part in strategic leadership of improvement
 - monitor, challenge, support and intervene directly in schools
 - know our schools, their performance and the standards they achieve
 - identify where there is the greatest need
 - intervene and using our formal powers
 - accelerate the rate at which schools are improving
 - support leaders to ensure they are diminishing the attainment gap
 - broker additional support and partnership working
 - support governors to ensure they are effective
 - use capital funds to focus on the greatest need
 - support and promote adult education
 - improve social mobility and drive further improved educational standards.
21. The North of Tyne combined authority will provide great scope to improve education and skills across the region and 2018 will prove to be one of the most exciting times for Northumberland working in partnership with Newcastle upon Tyne and North Tyneside.

New Accountability Measures - Secondary Progress 8

The graph below illustrates that we still need to improve our secondary education.

Figure 3: Average Progress 8 Score by Local Authority 2017
(data taken from statistical first release SFR01/2018)



22. Our expertise in primary school improvement has spread internationally and we were very proud and pleased to sign a memorandum of understanding with the Malaysian MASHA international school who we hope to welcome to our family of schools in 2018.
23. In October 2013 Ofsted carried out a focused inspection of Northumberland. They inspected 17 schools. One was graded outstanding, three were graded good, nine required improvement and four were placed in special measures. They are shown in the table below:

School / Academy	October 2013 Grade	Last Inspection Grade
Guide Post Mowbray	Requires Improvement	Good
Prudhoe High	Inadequate	Good
Otterburn	Requires Improvement	Good
Blyth Newsham Primary	Requires Improvement	Good
Astley Community High	Requires Improvement	Good
The Dales	Outstanding	Outstanding
Berwick Middle	Good	Good
Shanklea Primary	Good	Good
Alnwick St Paul's Middle	Good	Closed
Guide Post Middle	Inadequate	Closed
Alnwick Lindisfarne	Inadequate	Closed
St Cuthbert's Amble	Inadequate	Closed
NCEA (Academy)	Requires Improvement	Requires Improvement
Cramlington St Peter's	Requires Improvement	Became Academy
Berwick Academy	Requires Improvement	Requires Improvement
Seghill	Requires Improvement	Requires Improvement
St Cuthbert's RC Berwick	Requires Improvement	Requires Improvement

These schools were selected by Ofsted to give perspective on how the local authority supports and challenges its schools. Three years later 5 of these schools have improved significantly; 4 have closed; 1 school became an academy*; 3 have remained outstanding or good. The 2 original academies remain requires improvement

**Note: When a school becomes an academy it is taken out of local authority control and becomes governed by a trust and the Department for Education.*



Executive Summary

1. Education for children below the age of 11 remains strong although there have been some worrying signs recently of small first and primary schools being judged to no longer be providing a good education.
2. Education for children above the age of 11 has improved. But improvement has been patchy and it is too early to see the result of this improvement in inspection judgements. The progress of the most able, the vulnerable and children with special educational needs in mainstream schools remain a focus for improvement.
3. The proportion of good and outstanding nurseries, pre-schools and childminders is very high at around 95%.
4. The gap continues to narrow between children eligible for free school meals and their peers reaching a good level of development by the age of five.
5. The proportion of good and outstanding primary and first schools is around 84%. Around 8% of primary and first schools have become academies, but this number is set to grow in 2018.
6. The proportion of good and outstanding secondary and high schools is too low and stands at only 69%. More than half of secondary schools are now academies or have academy orders, and therefore no longer within the control of the local authority. Even more secondary schools are set to become academies in 2018.
7. Pressures on the recruitment of teachers and headteachers have not abated. The smaller the school the more difficult it is to retain and recruit good staff, particularly leaders.
8. The newly introduced national funding formula does little to resolve the funding challenges many schools face. An average-sized primary school nationally receives four times as much funding as an average-sized Northumberland primary.
9. Pupils with special educational needs in specialist schools make great progress and are well equipped for their future lives. Pupils with special educational needs in mainstream schools do less well and there is too much inconsistency between schools.
10. Almost all providers are safe places for children and young people of all ages. Safeguarding continues to be the highest priority for the local authority.
11. The move towards establishing multi-academy trusts across Northumberland is accelerating and the role of the local authority is diminishing. More than 50% of Secondary schools (11-18 or 13-18) are now academies or have academy orders.
12. The local authority has made a massive multi-million pound investment in improving school buildings and is committed to continue to invest, particularly in secondary and special schools.



Early Years and Primary Education

Early Years

1. **Northumberland has a diverse mix of early-years providers.** Childminders, Private Voluntary and Independent nurseries and provisions attached to schools educate the children from 0-5 years. There are 480 Ofsted registered early-years providers in Northumberland of which 320 take funded education children.
2. **95% of early years providers are good or outstanding.** This is equal to the North East average and above the national average of 93%. These inspection outcomes are a fair reflection of strength across this sector in Northumberland.
3. **All providers educate their children within the principles and content of the Early Years Foundation Stage.** The Early Years Profile, assessed at the end of the reception year, found that 75% of children gained a good level of development (4% above the national average). For the second year running Northumberland have been above the national average, following a 5 year rising trend.
4. **Girls outperform boys at the end of the Foundation Stage but this gap has closed by 6% in 2017.** Around a third of children with SEND achieve a good level of development. The disadvantaged gap has closed for the third year running however it remains too large at 19%
5. **The most disadvantaged children in Northumberland get access to 15 hours of educational childcare as soon as they are 2 years old.** Currently 85% of those eligible take up their entitlement, giving them the best possible start to their early education. Participation rates have been increasing for the last 3 years and are now significantly above the national average. The local authority has worked with settings to develop sufficient high quality places for 2 year olds across the county, many of which are in new school units.
6. **There remain challenges for the early-years sector.** The attainment of disadvantaged, boys and children with SEND are increasing but the gaps with others nationally are still too large at the end of the foundation stage. The under-achievement of disadvantaged children in particular must be diminished rapidly across the early years as those gaps identified by 5 years of age rarely close throughout the rest of the child's education.



Primary Education

1. **In Northumberland around 84% of primary schools are good or outstanding (January 18).** This is lower than the national average. The challenges of the current Ofsted framework continue to stretch some schools in Northumberland. This is particularly the case for small rural schools where any lack of capacity in teaching or leadership has a most dramatic effect on overall Ofsted judgements. However, being a small school is never an excuse for poor children's outcomes. Good leadership, teaching, progress and attainment is seen across schools of all sizes in Northumberland and this is reflected in their outcomes.
2. **Phonics teaching is strong across the county.** As a result 85% of children meet the expected standard in the screening check which is above the national average. There is a 4 year rising trend using this measure. The gender gap is greater than the national average, as is the gap for children with an EHC Plan. The gaps are in line with national gaps for SEN Support children and slightly better for children receiving Free School Meals; however gaps are smaller than they were at the end of the foundation stage.
3. **The teaching of core subjects is usually good across key stage 1.** As a result at the end of key stage 1 reading, writing and mathematics attainment is above the national average. The percentage of children attaining highly is also higher than the national average. Progress in reading, writing and mathematics from the appropriate early learning goals is higher for all children than that seen nationally. Girls continue to outperform boys in line with the national averages in each subject. The disadvantaged gaps remain and need to close more rapidly.
4. **Outcomes across key stage 2 are broadly average,** however there is too much variation between schools and outcomes are not as good as they are at the end of key stage 1. Attainment in reading, writing and mathematics combined has increased in 2017 led by the improvements in reading and mathematics. However the disadvantaged gap remains too large. Boys fall further behind girls in reading and writing however they do catch up in mathematics, particular more-able boys who outperform the more-able girls. Mathematics attainment is now just below the national average and needs to improve.
5. **Pupils' progress between key stage 1 and 2 is in line with the national average in reading, writing and mathematics.**
6. **There are clear strengths but also areas for improvement in primary education in Northumberland.** Maintaining above national attainment at all key stages is vital as is improving outcomes for boys and particularly for disadvantaged children at all key stages.
7. **Early years providers and schools in Northumberland must use their pupil premium funding far more successfully to diminish the advantage some children have over others** simply because of where and what sort of household they are born into. These strategies are the key themes for improvement across primary education in Northumberland.



Secondary Education

Context

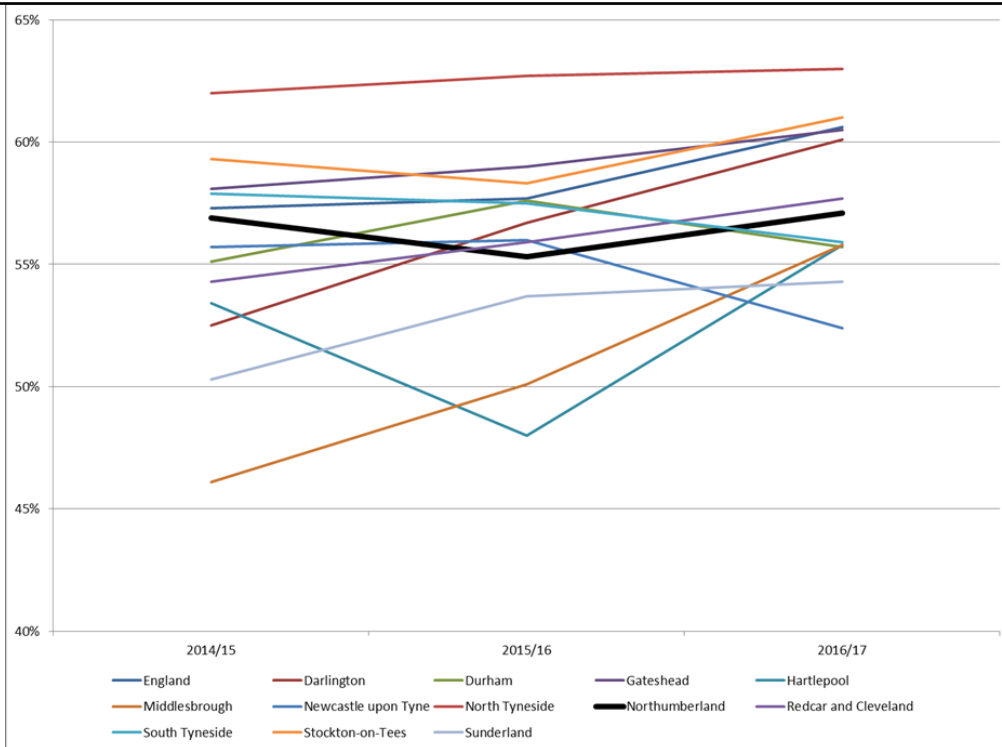
1. In 2017, pupils sat reformed GCSEs in English language, English literature and maths for the first time, graded on a 9-1 scale. The accountability measures for pupil outcomes at the end of secondary school were also revised again in 2017.
2. **The Progress 8 and Attainment 8 measures continue.** These measures focus on progress and attainment across eight GCSE subjects, which may include three technical or vocational subjects. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school by comparing pupils' results to the actual achievements of other pupils with the same prior attainment.
3. **A "strong" pass has become an attainment accountability measure.** The headline English and maths measure is now the percentage of pupils achieving a grade 5 or above in English and maths.
4. There is also an additional measure showing the percentage of pupils achieving a grade 4 or above in English and maths in performance tables.
5. The proportions of pupils entering and achieving the English Baccalaureate (EBacc) are also a published accountability measure.
6. A pupil destination measure has also been introduced. This shows the percentage of pupils continuing to a sustained education, employment or training destination in the year after completing key stage 4 study (after year 11). The data published in October 2017 is for pupils who finished year 11 in 2015, which is the most recent data available. To be counted in a sustained destination, pupils had to have a recorded activity throughout the first two terms of the 2015/16 academic year.

What Happened in Northumberland

7. Northumberland secondary schools performed -0.16 below the national average for Progress 8. This means that students achieved an average of nearly a fifth of a grade worse per subject than other pupils nationally, with the same prior attainment at Key Stage 2. This is not good enough.
8. **39.3% of Northumberland pupils achieved a strong pass in English and maths** in comparison to 42.6% of all schools nationally. Once again this is improving but not good enough.
9. The proportion of all pupils achieving the EBacc nationally was 21.3%. **Northumberland pupils achieved 16.1%.** A disappointing result.
10. **94% of 2015 leavers in Northumberland stayed in education or entered employment.** This matches the national average.
11. **Of the 12 middle/secondary schools that received section 5 or section 8 inspections 9 remained at their previous grade.** One middle school and one secondary school declined a grade. Cramlington Learning Village improved their grade from Inadequate in April 2015 to Good in February 2017.
12. The attainment gap for disadvantaged pupils continues to be a high priority. Whilst there is less significant impact in our primary schools **disadvantaged pupils in secondary schools continue to achieve, on average, over half a grade worse per subject than their peers.**
13. **Leaders across all sectors must continue to see the achievement of this group as a priority.** In particular, governors should be driving improvement and challenging senior leaders where improvement is not happening. The clear line of sight between pupil premium spending and academic impact is improving but the evidence of impact is still not consistent enough.



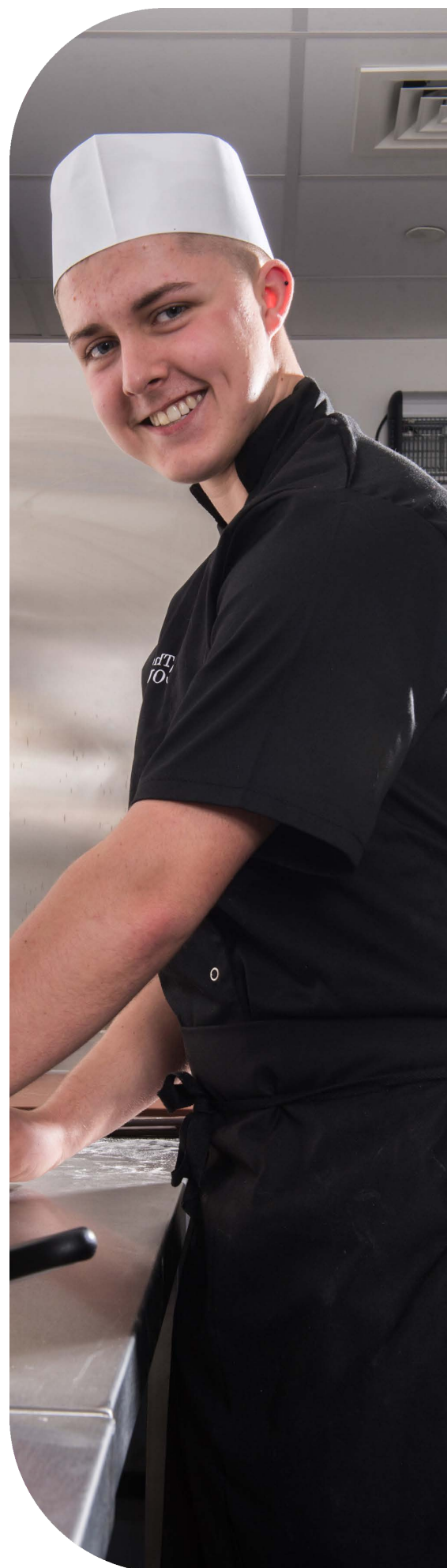
Whilst five GCSEs A*-C including English and Maths is not now a performance indicator, it does provide some view of progress over time. This view should be tempered by the numerous changes to the curriculum and assessment frameworks surrounding key stage 4 over the last two years. In 2016/17 North Tyneside pupils continue to achieve the highest percentage whilst Newcastle upon Tyne has fallen to the lowest of the north east local authorities at 52.4%. Newcastle upon Tyne is one of 3 authorities that suffered a decline on this measure over the last 12 months. Northumberland results continue to rise year on year and are now only 3.5% behind the national average. 5 north east local authorities performed better and 5 worse than Northumberland.



Education and Skills Post 16

- Participation in further education in Northumberland is above the national average (130 in every 1000 against national average of 114 in every 1000).** Participation is varied across the county, with lower participation in very rural areas to the west and north Northumberland. There have been good improvements in increasing the number of vocational training opportunities in the north and west of the county through planned changes to the Learning and Skills Service provision.
- There are nearly 18,200 further education learners in Northumberland.** Northumberland College and the Council's Learning and Skills Service provide 86% of these further education places in the county.
- Achievement rates for further education in Northumberland are 83.2%.** This is above the national rate of 82.8%, and the north east region at 82.9%.
- Further education and skills providers perform well in Northumberland:** all of the providers are judged to be 'Good' in 2016-17. This represents 7 providers (Azure Charitable Enterprises, Buzz Learning Ltd, Cambian Dilston College, Northumberland College, Northumberland County Council, Release Potential Ltd, Skills North East).
- There were 3,670 apprenticeship starts in Northumberland in 2016/17.** Participation in Apprenticeships in Northumberland is above the national average (40 in every 1000 against national average of 25 in every 1000). 11% of the apprenticeship starts in the North east are from Northumberland, ranking the county 3rd in the north east.
- The hardest to fill apprenticeship vacancies are located in the very rural areas** to west and north Northumberland.
- Northumberland's achievement rate for completion of apprenticeships is 74.3%** and is consistently above the national average of 67.0%.
- The County Council is a key provider of employment and training to apprentices and it has performed particularly well in the last three years.** Its apprenticeship provision is rated as 'Outstanding'. 96% of council apprentices had a positive destination at the end of their apprenticeship in 2016/2017. There has been a particularly successful council Apprenticeship recruitment campaign, "We're Making it Work" aiming to recruit 220 apprentices in 2018, rising to 400 per year by 2020.
- There has been a small increase in the number of degree level apprenticeships delivered in Northumberland,** and the council has started two new degree level pathways

10. The best schools concentrate on providing useful work experience and have well developed links with local business. A number of schools have successfully achieved the Gatsby Standards for Good Careers Guidance as a result of a partnership project with the North East LEP.
11. **At age 16 the national participation rate in education and training (including work based learning) at the end of 2016 was 94.3%. In Northumberland participation was above the national average at 95.0%.** At age 17 the national participation rate was 88.0%. In Northumberland participation was 90.5%. Most young people stay on in school sixth forms and further education.
12. **The overall proportion of 16-17 year olds who are not in education, employment or training (NEET) in Northumberland is 4.9%.** This is favourably below the national average of 6.4% and the regional average of 6.0%.
13. **The council led Careers Guidance Team focusses on statutory services and support for the most disadvantaged young people and at risk groups.** They have successfully reduced NEET figures consistently over the last three years and have been particularly successful in tracking young people whose EET status was not known. They have reduced this to 0.5% of young people. This compares favourably with the national average of 3.0% and the north east regional average of 1.6%.
14. **There have been a very effective programme of school and careers guidance partnerships** and projects to improve access to careers education.
15. **The Education Business Partnership collaborates effectively with schools to provide young people with work related learning opportunities,** enterprise events, business and apprenticeship ambassador programmes.
16. **The Careers Guidance team have provided effective careers speed networking, school leaver events and careers fairs.** The Learning and Skills Service has a new programme of individual coaching which has been effective in re-engaging particular groups of NEET young people.
17. **Northumberland college has campuses at Ashington, Kirkley Hall, Blyth, Berwick and Hexham.** The Learning and Skills Service has 12 learning centres in Northumberland's main towns and delivers outreach provision to other places across Northumberland.
18. **Further education and skills providers offer technical and professional education as well as second chance education to young people and adults who have lower prior attainment.** The prior attainment of learners in the College, Learning and Skills Service and other providers is in most cases much lower than pupils in school sixth forms.





Special Educational Needs and Disability (SEN/D)

1. **This continues to be a key priority for the local authority**, shared with partners in health and social care. It is pleasing to report on the many positive developments over the last year.
2. **There is a clear SEND strategy in place** which outlines the continued push towards establishing consistently strong joint arrangements for meeting the needs of SEND learners across education, health and social care for the period 2016-18.
3. **The Head of SEND Strategy form the Local Authority leads development work and strategy on SEND across education, health and care.** This is an innovative post which combines the role of the Designated Clinical Officer for Northumberland CCG to further promote joint working between education and health. In addition, the recent appointment of a SEND Senior Manager, SEND Project Manager and a School Improvement Partner for SEND will support the local area in delivering on improvements to children and young people with SEND. The Head of HR has a joint role between the NHS and LA. The CEx of the LA also has a joint strategic role. This structure and sharing of staff demonstrates the areas commitment to forging strong working relationships between partners to benefit children with SEND.
4. **In January 2017, 1679 children and young people aged 0-25 had either a statement of SEN or EHCP.** This represents a significant increase since 2013/14 and has put significant pressure on places in the area. The LA has commissioned extra capacity for September 2018 and will continue to develop mainstream provision as part of the outcome of the SEND consultation. EHCPs are being completed within timescales and the area is on target to convert all statements into appropriate plans by April 2018.
5. **In January 2017, 11.3% of all school-age pupils in Northumberland (5208) were at SEN Support.** The vast majority of these (78%) were attending a mainstream school. 14.4% of all primary mainstream pupils, 10.4% of all secondary mainstream pupils and 100% of all special school pupils were at SEN Support (School Census; Jan 2017). The support provided to these children to maximise achievement varies widely between schools. The recent appointment of a school improvement adviser for SEND is targeted at improving the quality and consistency of this approach.
6. **In 2016/17, 276 Psychological Advices were provided by Psychological Services, with 270 of these (97.8%) being produced within the statutory timescale.** This was achieved despite a further significant increase in the number of advices being requested on the previous year (232 advice requests in 2015-2016).
7. **Working relationships between services and the main parent/carer forum for the area (In it Together) has developed significantly** and this has led to progress in meeting the needs of parents. However there is a small but very vocal group of parents who are very critical of the SEND area.
8. **The local authority has embarked upon a place planning and capital funding review, and the results will be available in early 2018.** In the meantime significant capital funding has already been allocated to a series of projects to increase specialist educational provision, attached to The Dales and Hexham Priory. It continues to be a challenge for the council to balance the number of specialist educational places available with the need of children and young people.

9. **Northumberland early health checks are very effective** as can be seen from the data. 90% children receive the 30 month screening checks in line with national average. 100% of these screening checks by HVs involve a standardised assessment after which children are offered additional support when required sooner rather than later. The proportion of pupils with SEND achieving a good level of development (GLD) in the early years has risen markedly over three years and in 2017 is above the national average at 33%.
10. **The most prevalent areas of need identified continue to be moderate learning difficulties, SEMH and SLCN.** In the January 2017 school's census, numbers returned for 'no specialist assessment' were significantly lower (0.6%) than the national average (3.6%) which suggests that schools are effectively seeking specialist advice and diagnoses for learners. This is a reflection of the ongoing good partnership work between schools and SEND services, along with School Improvement Partners.
11. **The proportion of school leavers with SEND in education, training or employment rose to nearly 90% in 2016.** Of those with Statement/EHCPs, 13.6% of young people 16-18 not following paths of employment/further training.
12. **There have been 117 school inspections in the last 2 years. Many of those reports comment on the effectiveness of school provision for SEND learners.** A high proportion of those reports give a positive judgement in relation to provision for and progress of pupils with SEND. This would indicate that the majority of schools overall are meeting the needs of SEND learners in Northumberland extremely well. There is however, a need to refresh the graduated response and provide training to schools so that processes are clear and robust for requesting additional funding beyond that which is already delegated. This is a priority for 2017 / 2018.
13. **Outcomes for children and young people who attend special schools in Northumberland are at least good and in many cases outstanding,** with all Special schools being graded as good or outstanding.
14. **There are a higher proportion of students identified with Special Educational Needs SEN Support in the lower national curriculum groups,** the highest percentage in Northumberland are within the NCY 6 (10 and 11 age group), this is consistent with the national figures. However, whilst the numbers do fall, there is a rise in NCY 11 and NCY 13, interestingly, these year groups are all at the end of a Key Stage.
15. **Since 2014/15 participation of SEND learners in the Northumberland Adult Learning service (NALS) has nearly doubled,** pass rates have risen from 84% to 90% and the achievement gap has been narrowed to less than 2% with those with a declared disability and / or learning difficulty out-performing those with no declared disability or learning difficulty. In 2016, Key Stage 5 students at SEN Support had generally higher Average Point Score (APS) on entry to KS5 and had better outcomes than the national average. Students at Key Stage 5 with a statement of SEN or EHCP had a lower APS on entry to KS5 and lower outcomes; however this was a very small cohort of students. The % of 19 year olds accessing SEND Support qualified to Level 2 with Maths and English in 2015 was 27.8%, which was lower than the regional and national average. The % of those 19 year olds with EHCP/ Statement qualified to Level 3 with Maths and English in 2015 was 20.2%, which was lower than the regional and national average.

Outcomes achieved by pupils receiving SEN support:

The proportion of children reaching the expected good level of development at the end of Reception has increased from 23% in 2015 to 33.1% in 2017. However, there is still a considerable difference when compared to the national average for all children of 74.9%.

The proportion of pupils reaching the expected standard in the Year 1 phonics check has improved by 4.3% to 53.3% since 2015. This is below the national average of 85% for all pupils.

The proportion of children achieving Expected + in Reading, Writing and Maths is very similar to 2016 (40%, 29%, 41%). However the gap has increased by an average of 3% over that time.

Only 20.8% of pupils reached the expected standard in reading, writing and mathematics at the end of KS2. This is well below the average for all pupils (60.5%). This gap has increased by 3.4% over 3 years.

The proportion of pupils reaching 5 A*-C (4+) grades including English and Maths declined by 0.7% to 16.5%. This is well below the 2017 average for all pupils (51.2%). However this gap has reduced by 3.3% over 3 years.

Outcomes achieved by pupils with Education, Health and Care Plans or Statements of Special Educational Needs:

The proportion of pupils reaching the expected standard in reading, writing and mathematics at the end of KS2 is 7.6%, well below the national average for all pupils of 60.5%.

14.2% of pupils achieved 5A*-C (4+) grades including English and Maths, a 5.2% increase from 2015. However, this is significantly below the achievement of all pupils (51.2%).

- **Strategic work across education, health and care has further developed with a strong focus on partnership working and joint commissioning;**
- **The proportion of pupils with SEND and/or an EHCP subject to fixed-term exclusion have fallen markedly and in 2016 only 0.1% of pupils with SEND and/or an EHCP were permanently excluded;**
- **At KS4 in 2016-17 in relation to achieving 5+ A*-C (4+), the attainment gap was narrowed again for learners with EHCPs and on SEN Support;**
- **In Y1 Phonics tests in 2017, the attainment gap for those with EHCPs narrowed;**
- **There has been a significant increase in pupils identified by schools as requiring SEN Support who are eligible for Free School Meals (FSM). 1913 learners fall into this category with 385 of these having an EHCP/Statement.**

Our Local offer page is available here:
<http://www.northumberland.gov.uk/SEND-Local-offer>
 It contains our area SEND self evaluation and strategic plan.



Safeguarding

1. **The Education and Skills Service continues to be an actively committed partner of Northumberland's Local Safeguarding Children Board (NSCB)** and supports all schools, academies and alternative education settings to keep children safe. The Virtual School teams have representation on all sub groups of the safeguarding board and can evidence their contribution to all sub group action plans.
2. **For the second consecutive year 100% of schools and academies completed a statutory safeguarding standards audit (Section 175)** which incorporates statutory and Ofsted requirements. The on-line tool has enabled us to embed a safeguarding assurance and improvement framework for education settings to improve the welfare and safety of children and young people and provide assurance for the NSCB of the effectiveness of safeguarding arrangements and practice.
3. **The Education & Skills Service uses schools' safeguarding standards audits as a valuable resource when an investigation is being carried out into intelligence or complaints from Ofsted or to the Local Authority.** Since April 2016 21 complaints have been investigated in this way, resulting in 5 referrals to social care. The remaining 16 were all resolved in school and the actions identified for improvement were monitored by the Education & Skills service. None of these complaints required the intervention of other agencies to resolve. Good communication has a significant role to play in effective safeguarding practice. The Education & Skills Service continues to publish a half termly newsletter – Safe to Learn – to schools, academies and alternative providers. The publication was initially introduced through the NSCB's communication strategy and is now used by Designated Safeguarding Leads (DSLs) as their regular briefing to all staff, containing updates on current safeguarding issues as well as advice and guidance on a range of relevant topics. The feedback from schools is positive.
4. **For the second year the Education & Skills Service led on the NSCB's priority to improve partnership working with schools on the safeguarding agenda.** There is convincing evidence that schools are better engaged in the work of the NSCB. The Education Reference Sub-Group, chaired by the Head of Inclusion, continues to meet termly under the same Terms of Reference but in a revised format as a series of workshops designed to promote learning on safeguarding themes identified by the group members. Attendance at the group remains healthy and there has been positive feedback from all partners in relation to improved communication. Senior leaders from partner agencies attended as guest speakers, including the Service Director for Children's Social Care, the Principal Social Worker, the Senior Manager Early Help, the Acting Clinical and Professional Lead- health visiting and school nursing for Northumbria Healthcare Trust, and the Head of Quality and Commissioning and Designated Safeguarding Nurse for looked after children from NHS Northumberland Clinical Commissioning Group (CCG).
5. **The Schools' Safeguarding and Wellbeing Team manager has continued to deliver training to governors on their safeguarding roles and responsibilities,** with numbers receiving training increasing by nearly 100% on the previous academic year (2015 - 2016 up to 55 governors, 2016 - 2017 95 governors). Included in this training is their duty to ensure schools engage with the NSCB and follow the NSCB's policies and procedures. All school staff have received child sexual exploitation training through the train the trainer model. At the request of schools an up to date safeguarding policy template, in line with the latest statutory, Ofsted and DfE guidance, is shared with schools through the NSCB pages on the NCC website. Schools can adopt and then adapt the policy.
6. **In partnership with colleagues from the NSCB and children's social care the Education & Skills Service took an active role in the consultation events held to review the Thresholds of Need document** and supported the roll out of the revised guidance. Attendance at the events was very good, with 135 schools sending at least one representative to one of the locally held meetings. Their feedback is evident in the finalised document.

7. **The Schools' Safeguarding and Wellbeing team has played a significant part in the roll out of Operation Encompass.** Since April 2017 and to date over 100 head teachers and safeguarding leads have had face to face training and over 500 school staff have had face to face training. The team manager continues to support this work and is a key member of the multi-agency steering group which will monitor the continued roll out of this initiative. Early indications are that the programme is very valuable and supports the safeguarding of very vulnerable children in school.
8. **The Virtual School completed on behalf of the Education & Skills Service a deep dive activity which focussed on the service's response to key priority areas including domestic violence, disabled children and neglect.** An evaluation was made across all areas and an action plan produced which is monitored every three months. By 31st March 2017 we had:
 - raised awareness regarding domestic violence amongst service staff by producing and sharing a '10 Things You Need to Know About Domestic Violence' document;
 - completed with HR a thorough review of the service's Single Central Record;
 - delivered safer recruitment training to all managers and senior staff who are involved in appointment panels;
 - shared the updated neglect strategy with managers and ensured that staff have had sight of it.
9. **A review is continuing into how the service scrutinises the quality of work carried out with disabled children, based on an audit of current practice within services.**
10. **The Education Welfare team, Education Support for Looked After Children team, Inclusion team and Schools' Safeguarding and Wellbeing team continue to provide statutory services for vulnerable learners and those with complex needs considered to be high-risk.** Services include:
 - education for pupils with medical needs, mental health needs, teenagers who are pregnant and teenage mothers;
 - integrated working with Northumberland Adolescent Services;
 - representation at Multi Agency Risk Assessment Conference;
 - quality assurance of alternative providers;
 - involvement in complex abuse strategy meetings for pupils involved in or at risk of child sexual exploitation;
 - a drug exclusion pathway;
 - sharing learning from serious case reviews.
11. **For the fourth consecutive year there were no children recorded as missing from education or left the area and not found or placed onto the lost pupil system,** demonstrating the continued effectiveness of our well-established multi-agency protocol to identify, find and support children missing from education. Data is held centrally on all pupils not receiving full time education and is updated monthly. 303 pupils were known to have attended an alternative education provider during the year. A first day absence protocol is also in place for pupils being educated other than at school.



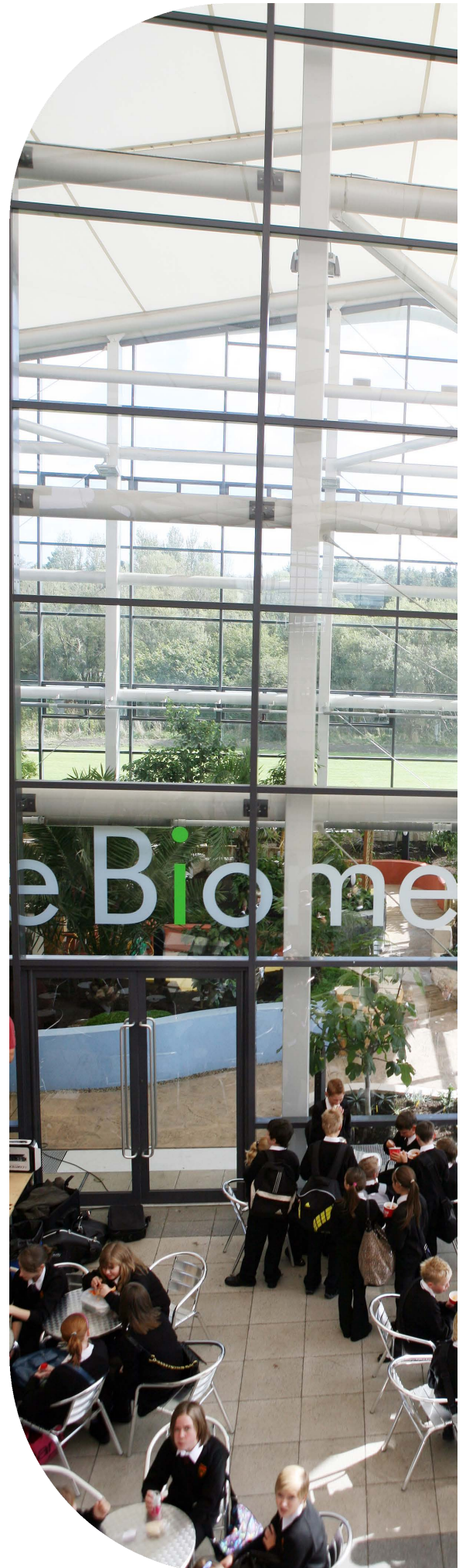


Inclusion and Social Mobility

1. **Following a review of our fair access arrangements in 2016, a Pupil Placement Panel was implemented with the intention of stabilising education placements for our most vulnerable learners and reducing mobility during the academic year.** The decision making of the panel is structured by a statutory framework of regulations and duties which apply to schools and the local authority regarding school exclusion, admissions, attendance and absence, behaviour and discipline, alternative provision and Ofsted. After the first year of the panel there is insufficient evidence available to judge whether or not the new arrangements for fair access in Northumberland are more effective than the Fair Access Panel which it replaced. The overall mobility (or mid- year admissions) in Northumberland has remained the same as last year (2015-16) with the exception of special schools where mobility has reduced significantly.
2. **The impact of the Pupil Placement Panel on improving outcomes for some of Northumberland's most vulnerable learners is however starting to emerge.** Key Stage 4 outcomes for panel placed pupils have not been collected for 2017 as this was the first year of the panel and the impact on outcomes is not yet evident. However, there is encouraging evidence that there are improved opportunities for pupils whose behaviour is challenging, for example:
 - 80% of the 34 permanently excluded pupils in Year 11 are now in employment (5 pupils), further education (15 pupils) or training (7 pupils);
 - some permanently excluded pupils have been successfully re-integrated into mainstream school after alternative provision intervention. In September 2016 there were 47 pupils working with the Inclusion service, of whom 14 (or 30%) had been re-integrated by July 2017. As a further 76 pupils were excluded during the year however, the rate of re-integration is low and needs to improve;
 - overall absence has improved indicating that there is reduced risk of children going missing from education.
 - of the 89 referrals to the panel up to July 2017, 76 or 85% have been allocated to successful school placements (ie they are still attending or on roll at the school allocated by the panel);
 - 14 permanently excluded pupils were successfully re-integrated into school placements.
3. **There are still a number of challenges to overcome for the panel and secondary schools during the second year (2017-18).** It is well known that there is a shortage of appropriate long term alternative provision for vulnerable learners at Key Stage 4, and transition support for the increasing numbers of previously home educated pupils seeking school places is in short supply. All have resource implications which create pressures for schools and the local authority. There has been no reduction in the number of pupils not receiving their entitlement to full time education. There has not been a reduction in permanent exclusions. Indeed the total of 76 for 2016-17 is the highest recorded during the last 10 years.
4. **Northumberland continues to perform better than North East and national averages for persistent absence and overall absence.** Of note is the significant improvement since last year for overall absence in special schools which is now much better than the national average. However, the worrying variation between attendance levels and persistent absence in secondary schools remains, with one school's performance for persistent absence being double that of the national average.
5. **There has been a sharp rise in the number of families choosing to home educate from 130 last year to 203 in 2017.** Although no official data is available nationally, we do know that in the 11 neighbouring authorities of Northumberland that a similar trend is being reported. In 2016-17 no parents were served with an attendance order for not providing suitable education to their child(ren). Similarly, no referrals were made to children's social care for early help or additional support after the family had decided to home educate.

6. **All families who choose to electively home educate (EHE) are offered a visit from the EHE Education Welfare Officer.** Parents with children in schools in the south east of the County are making the decision to home educate, with 9 from Ashington High, 8 from the Northumberland Church of England Academy and the Blyth Academy, 6 from Bedlingtonshire High and 5 from Cramlington Learning Village. Three of these schools are academies and two are awaiting academy orders (expected January 2018). The reasons for the sharp rise include:
 - parents applying for schools and being refused places;
 - schools putting pressure on parents with children at risk of permanent exclusion who they don't want in school;
 - parents believing that EHE might be best the option when the preferred school place is not available;
 - parents believing that EHE might be the best option when they are dissatisfied with their child's current school;
 - parents believing that EHE might be the best option when waiting for a special school place after statutory assessment for an EHCPlan;
 - parents wanting term time holiday eg 3 weeks or more.
7. **During the year 29 pupils returned to school placements after a period of elective home education** compared to 11 returning in 2015-16. None of them returned to the same school that they left to be home educated. Pathways for pupils previously EHE who want to progress to further education at age 16 are not clearly defined. Providers, including 6th forms, are often reluctant to admit learners who have not been through the system and followed a conventional curriculum. Nationally pupils who are electively home educated are considered to be at an increased risk of harm as the usual protective factors provided by school are not in place, and because parents can refuse to allow professionals into the home to see the child.
8. **The Education Welfare Service issued 58 Fixed Penalty Notices to parents in 2016-17**, effectively enforcing parental responsibility to ensure that their children attend school regularly and receive a suitable education. Considerably more Warning Notices were issued prior to this legal action being taken, demonstrating that the service takes swift and effective action. This has contributed to the improvement in overall absence in primary and secondary phases.
9. **In 2016-17 the number and rate of permanent exclusions (across all state-funded primary, secondary and special schools) in Northumberland rose sharply from 40 in 2015-16 to 76 by July 2017.** Most permanent exclusions occurred in secondary schools. Nationally the number and rate of permanent exclusions have increased since last year (latest validated data 2014-15), although the DfE reports a considerable variation within local authorities across the country. The same trend has occurred for fixed term exclusions. These figures are key indicators in behaviour policy. Good discipline in schools is essential to ensure all pupils can benefit from the opportunities provided by education.
10. **The majority of pupils permanently excluded during the last 5 years were in Year 10**, however this year has seen an increase in exclusions in Years 9 and 11. The male / female split varies year on year, but males are always in the majority. 97% of permanently excluded pupils are of White British ethnicity and 52% have SEND (7% with EHC Plans). No pupils were permanently excluded from the Pupil Referral Unit during 2016-17.
11. **Overall, Key Stage 4 outcomes for permanently excluded pupils in 2017 were poor.** There were 37 permanently excluded pupils in Year 11 and not on a school roll at the time of end of Key Stage 4 examinations and assessments:
 - 32 of those pupils were entered for at least 1 GCSE
 - 3 pupils achieved a level 4+ in maths and 1 pupil achieved a level 4 in English literature;
 - no pupils achieved the Basics (level 4+ in English and maths combined);
 - 16 pupils achieved an accreditation in English and maths functional skills.
12. **The average period of time in alternative provision following permanent exclusion was 16 months.** 10 pupils had been in full time alternative provision for at least 24 months (ie all of Key Stage 4), and 3 had been in alternative provision for over 30 months. At the beginning of September 2017, 13 pupils were not in education, training or employment. 14 had enrolled at College, 7 were applying for apprenticeships and 3 had secured employment.
13. **However, evidence is starting to emerge of improving outcomes for permanently excluded pupils who attend alternative provision.** During 2016-17 the local authority commissioned a school improvement partner (SIP) to make an annual visit to each of the 14 alternative providers on the council's procurement framework. These visits were aligned with and in addition to the contract monitoring visits carried out by the children's commissioning team. 12 of those providers had Northumberland pupils placed there at the time of the SIP visit, and the overall quality of alternative provision was judged to be good in 42% and requires improvement in 58%. No provider was judged to be inadequate.

14. **The quality assurance of the providers was therefore robust and each has an action plan for improvement.** Common themes emerging were:
 - the need for schools to monitor more closely the progress made by the pupils they place in alternative provision;
 - the need for support to providers to ensure that they are fully compliant with statutory guidance Keeping Children Safe in Education 2016.
15. **Alternative Provider network meetings were re-introduced this year** and the agendas were set using the feedback from quality assurance visits.
16. **During the 2016-17 academic year 1 complaint was received from Ofsted regarding an alternative provider.** The complaint was investigated and appropriate action taken by the local authority, although no further action was taken by the NSCB.
17. **There were increases in the number and rate of fixed period exclusions** for primary and secondary schools, however fixed period exclusions fell for special schools.
18. **Persistent disruptive behaviour is the most common reason for fixed period exclusions.** The 507 fixed period exclusions for persistent disruptive behaviour in state-funded primary, secondary and special schools made up 32.6 per cent of all fixed period exclusions, up from 406 (27.21 per cent) in 2015-16. This compares favourably to the latest national figure in 2015-16 of 34.6 per cent.
19. **Physical assault against an adult is the most common reason for fixed period exclusion from special schools,** accounting for around 29/58 (50 per cent) in 2016-17. This is a concern for Northumberland and is two times as prevalent as the latest national figure (2015-16) which is closer to 25%.
20. **The Secondary Behaviour and Attendance Collaborative continued to meet this year and bring together staff from all secondary and high schools in Northumberland** with responsibility for behaviour and attendance. The collaborative provides a unique opportunity to share information and good practice on strategies and methodologies for improving school behaviour and raising attendance. The collaborative meets each half term and is chaired by a Senior Education Welfare Officer.
21. **Meetings have been well attended by staff at an appropriate level of seniority from schools across the County.** Each meeting has seen specific input from two schools on topics including positive discipline and punctuality (Ashington High School), Community engagement for Alternative Provision (Duchess Community High School), Impact of Attendance Panels (Prudhoe High School). Representatives from CYPS and Children's Social Care have also attended and given presentations at the request of the group.



22. **Feedback from participants has indicated that the opportunity the collaborative provides to step back and reflect on their own local circumstances and to hear about good practice elsewhere is invaluable.** Hearing at first hand about successful approaches which have been used elsewhere in the County has increased significantly their confidence in identifying and implementing their own solutions, and in turn sharing their experiences with the rest of the group.

23. **The EOTAS team continues to be a high quality, well-established service with an excellent reputation.** and outcomes for pupils with health and medical needs - including those with mental health needs, pregnant teenagers and teenage mothers – were good overall. A total of 14 different venues were used by EOTAS to deliver tuition on a one to one or small group basis to 52 pupils, and the average length of time in provision was 7.5 months.

24. **As age, length of time out of full time education (or school), recovery rates and reason for requiring EOTAS tuition all vary, year on year comparisons are not possible.** Outcomes are best evaluated on an individual rather than academic cohort basis. For 2016-17:

- there were 23 pupils in Year 11 in 2017 who were working with the EOTAS team at the time of their GCSE examinations;
- 22 of those pupils were entered for at least one GCSE;
- 8 of those pupils, or 34.8%, achieved the basics of grade 4+ in English and mathematics combined.

25. **In the context of the varied and often complex health needs of this group of pupils however, there is evidence of under-achievement** which should inform future delivery of the EOTAS service. For example, from the 2016-17 Year 11 cohort, based on their achievement at Key Stage 2, only 52% of pupils achieved expectations in English and 17% in maths.

26. **During 2016-17 a section 188 consultation with unions was carried out to re-model the EOTAS tuition service.** This was partly due to budget pressures but mainly in the interests of improving service delivery. The new model was agreed ready for implementation in September 2017. Three lead teachers with specialisms in English, maths and science are now part of the core team and report to three learning managers, two of whom are new to their posts. Two inclusion support workers have been added to the team to provide a service to pupils and their families who are entering, already engaged with or leaving a programme of tuition. The team improvement plan will focus on having challenging expectations for pupils, the quality of teaching and the performance management of teachers through a revised appraisal policy and programme of continuing professional development.

27. **176 child performance licences were issued by the Education Welfare service in 2016-17**, in line with numbers in previous years. Children in Northumberland enjoyed success in high profile productions including a lead roles in The Dumping Ground, The Dog Ate My Homework, Raven, Mission Employable, the Royal Ballet production of Cinderella, the English Youth Ballet productions of Swan Lake and Giselle, and the Northern Opera's production of La Cenerentole.

Health

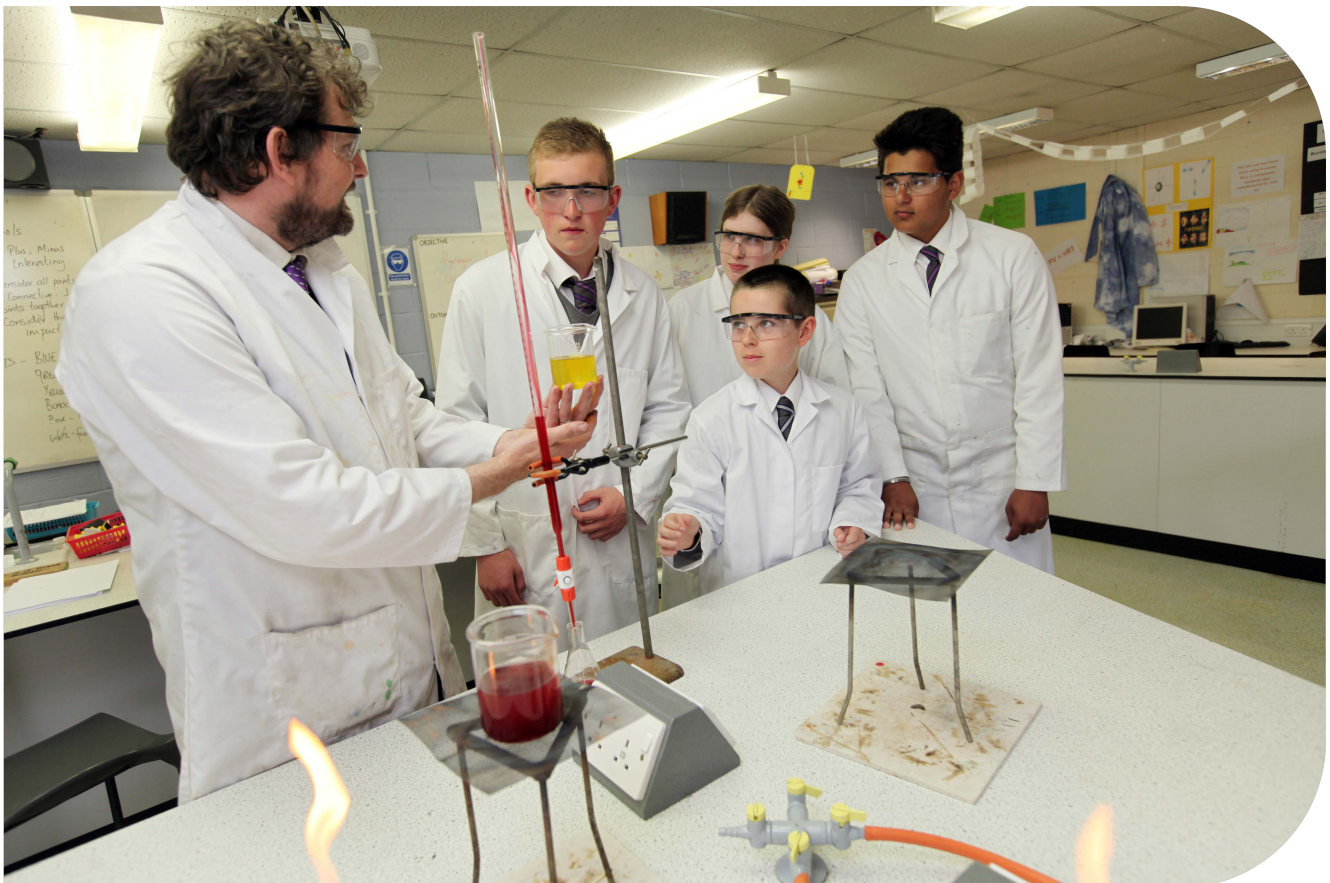
28. **In partnership with Public Health, the schools' Health and Wellbeing team delivered a universal offer to schools and academies to promote health and wellbeing.** The Schools' Safeguarding and Wellbeing team continued to support schools to develop a compliant and preventative Personal, Social and Health Education (PSHE) curriculum. The support is integrated, dynamic, targeted and free of charge to schools. The resources are all on-line and therefore readily accessible.

29. **The Education & Skills Service has had high level involvement with the Council, NHS and Clinical Commissioning Group (CCG) to develop and deliver our local area Emotional Health and Wellbeing of Children and Young People in Northumberland strategy** through the Local Transformation Plan 2015-2020, focussing on resilience and to introduce mental health champions to schools.



Virtual School

1. **Education outcomes for Northumberland's looked after children are good in comparison to national averages and progress from the starting point of entry into care is consistently good in every phase.** Careful commissioning of alternative provision by the Virtual School, the use of managed moves and effective challenge to schools, academies and alternative providers have sustained our record of no permanent exclusion of a Northumberland looked after child since 2008. This has been achieved despite DfE evidence that children in care are nearly twice as likely to have a permanent exclusion than all other children.
2. **Based on the provisional results at Key Stage 2 for 2017, even though national expectations at age 11 are very challenging, the success rate in Northumberland has more than doubled since last year.** 28% of looked after pupils in Northumberland have met the national expectation in the combined measure of reading, writing and maths, compared to 61% of all pupils in the county and an emerging average of 61% of all non-LAC pupils nationally.
3. **At 18 pupils the Key Stage 2 cohort of Looked After Children in 2017 was unusually large.** 10 of those pupils had an identified special educational need, including 5 pupils with Education Health and Care Plans (EHCP). 6 pupils were placed in schools outside of Northumberland, and at the time of the end of year assessments 1 pupil was on a placement at the Pupil Referral Unit (PRU).
4. **All the pupils have worked hard and there are impressive stories of individual success.** When one child joined her school 12 months ago she was working at a level more than a year below most pupils of her age. The effective use of the Pupil Premium Plus by the school to provide classroom support and interventions from the Virtual School for maths meant that despite this initial gap she met national expectations by the end of Year 6.
5. **The factors which we know have a positive impact on achievement are all evident for our 2017 cohort.** 16 of the 18 pupils attend schools which are judged to be Good or Outstanding by Ofsted and attendance was outstanding for Year 6 with an average of 99.6% and 12 pupils achieving 100% attendance. Disruptions to learning were minimised, with excellent school placement stability (only 1 pupil had 1 school move during the year) and only 3 pupils experienced 1 placement move during the year. There were no permanent exclusions, and only 1 pupil experienced at least 1 fixed term exclusion.



6. **The overall outcome for the cohort was, however, below our expectations** with three pupils who we expected to meet the standard not managing to do so. The reasons for this are known for the individuals concerned, and indicates that further work needs to be done to improve reading in Year 6.
7. **At Key Stage 4, and based on provisional results for 2017, the number of pupils who achieved the basics (ie grades 4 or above in English and maths combined) is the same as last year.** However, at 30 pupils the 2017 cohort was much bigger and outcomes have therefore dipped from 22.7% to 16.7%. This outcome was in line with our expectations.
8. **The number of looked after pupils with SEND is high** – five attended non-mainstream schools for the duration of Key Stage 4 and 6 did not access GCSE courses. Two pupils attend residential special schools and 18 (or 60%) of pupils have an identified special educational need including 9 with EHC Plans. One pupil was in secure accommodation. Despite the dip in performance there are individual stories of great achievements in challenging circumstances and the impact which professionals have had on improving outcomes for these young people is evident. 70% of Year 11 pupils attended Good or Outstanding schools and there were no permanent exclusions. During the last 3 years only 1 pupil experienced at least 1 fixed term exclusion and placement stability was good - 7 pupils had a change of school placement and only 6 pupils had a change of placement.
9. **The journeys of individual looked after pupils into further education, employment and training has continued to improve for the fourth consecutive year** as individuals have raised their aspirations in response to the high expectations of professionals and carers. This is evidence that our young people value their achievements. 29 of the 30 pupils are now engaged in education, training or employment. Full details will be published in the Annual Report of the Virtual School Headteacher 2017 when national validated data is available for comparison.
10. **During the year an electronic Personal Education Plan (ePEP) was developed and began implementation in September 2017.** The ePEP will improve integrated working and communication between professionals, and encourage pupils to contribute so that their voices can be heard. The Virtual School commissioned Education Psychology service to deliver training to Designated Teachers on resilience, attachment and trauma and to work with individual pupils to support better emotional health.





Equalities

1. **In January 2017, 95% of the pupils in Northumberland schools were of White British heritage, and 5% Black or minority ethnic (BME).** Gypsy, Roma, Traveller and Irish Traveller pupils make up 0.12% of the pupil population and 2.5% of the minority ethnic pupil population. In Northumberland schools in January 2017, 50 community languages in addition to English were spoken, one of these being British Sign Language. The languages spoken by the largest numbers of bilingual pupils in our schools are Polish, Panjabi and Chinese.
2. **Northumberland welcomed its first cohorts of refugee families from Syria in 2016 and 2017.** The children from these families have enjoyed a warm welcome in their schools, and we have been able to double our capacity to deliver English as an Additional Language support, with the appointment of a second EAL teacher.
3. **We also have a small number of refugee and unaccompanied asylum seeker children in the county.** The County Council has a Refugee and Asylum Seeker Strategy Group which meets regularly and strategically plans services and support.
4. **Strong and supportive relationships between partner organisations and the council continue to keep our schools safe from discrimination and prejudice.** We continue to commission Show Racism the Red Card to deliver their race equality educational workshops in 22 of our schools each year. In May 2017, two pupils from Seahouses Middle School were invited to the King Power Stadium in Leicester to be awarded a prize for their winning entry in the prestigious anti-racism competition.
5. **Many of our schools also booked a Hate Crime Awareness workshop from Northumbria Police's Community Engagement Officer,** and demonstrated their commitment to teaching about tolerance, mutual respect, and the rule of law.
6. **Most schools report their racist incidents to the Local Authority.** This figure always hovers around 100 per year. The new online form also gives schools the opportunity to request additional support from our partners. Recording and responding to incidents helps schools to demonstrate compliance with statutory obligations such as The Prevent Duty, KCSIE and The Equality Act.
7. **In the 2016 NCC Excellence Awards, the Outstanding Diversity Project was the work of the Equalities and Schools Team in supporting gender diverse and transgender young people in our schools.** A new resource of guidance and support for all schools has been published, as this remains an area of equality that is very new to many professionals.
8. **The Council has carried out a self evaluation of services to children and young people aged 0-25 with Special Educational Needs and / or Disabilities across Education, Health and Care.**
9. **The Self Evaluation Report has highlighted good practice within many areas** eg early identification of need, completion of Education, Health and Care Plans within statutory timescales, timescales within which children and young people are seen when referred to health teams, educational outcomes for those attending Special Schools and the development of a draft Joint Commissioning Strategy.
10. **The report has also highlighted a number of areas for future development, examples include preparation for adulthood and joining up pathways across education health and care,** promoting the graduated response in schools in response to identification of children and young people with SEND, raising the profile of SEND within health and social care and increasing co-production with children, young people and their families.
11. **Alongside this work, the Council has refreshed its key strategies.** The following drafts are now in place - SEND Strategy, Inclusion Strategy, SEND Joint Strategic Needs Assessment, Accessibility Strategy and the Joint Commissioning Strategy and these went out to consultation with the public and partner agencies in November 2017.



School Organisation and Resources

1. **While the role of the local authority in the management of schools has diminished over the years, the Council continues to have a duty to ensure:**

- a. **there are sufficient, good quality school places to for all children residing in the county;**
- b. **to ensure there is sufficient capacity to promote parental choice and diversity.**

In a context where increasing numbers of schools in the County are becoming academies, and are therefore autonomous, meeting these duties is undoubtedly becoming more challenging. However, the Council continues to have at its heart the desire to work in partnership with all schools and academies in supporting our children and young people in Northumberland to achieve their potential and enhance their life chances.

2. **A draft School Organisation Plan is in development and will be shared with schools early in the New Year.** Although no longer a statutory requirement, the plan for Northumberland aims to provide a strategic framework for working in partnership with schools and academies to ensure fairness in accessing good quality education across the whole county. The plan will reflect the Council's changing role as a provider of education to a key commissioner of school places and champion of parents and children. Schools, academies and other stakeholders will be invited to contribute to the development of the plan, including how good local school places will be available to all. The plan will also recognise the differing needs of our various communities and children and young people.
3. **A key challenge will be to develop a plan that supports both the provision of viable schools in rural communities where populations are decreasing, whilst at the same time managing the increasing pressure on places in specific urban areas where the population is rising and increased capacity is required.** Events are occurring with schools in the West of the County even as this report is being written that have highlighted the specific challenges of our rural schools in delivering viable, long-term quality educational experiences to children and young people. Part of the solution in meeting these challenges will include working with schools and academies that are their own admissions authorities to ensure that the number of places in each locality reflects their local populations.
4. **Following on from the capital investment of up to £14.9m in the Alnwick Partnership and £57m in Ponteland Partnership, reorganisation to the primary/secondary system in these two partnerships is progressing.** The four middle schools in the Alnwick Partnership closed on 31 August 2017 and the primary schools in Alnwick now have their full contingent of year groups up to Year 6. Alnwick The Duchess's High School lowered its age range to 11 in September 2017 and welcomed its first cohort of Year 7 and Year 8 students, as well as its usual Year 9 intake. The new Year 7 and Year 8 accommodation at the school's new site at Greensfield will be completed in Summer 2018 ready for the 2018/19 academic year. In Ponteland Partnership, the first schools became primaries in September 2017 and retained Year 4 pupils into Year 5. They will retain these pupils again in September 2018 as they move into Year 6. Ponteland High School will become an 11-18 secondary school in September 2019; progress on the project to provide brand new buildings for the high school, Ponteland Primary and Ponteland Leisure is outlined in 'Schools Capital Investment' below.

5. With the exception of some partnerships in the South East Central areas of the county (see Admissions), overall pupil numbers in the County continue to decline, as can be seen by the total number of pupils on roll in each partnership in the table below.

School Partnership	January 2013	January 2016	December 2017
Alnwick	2827	2602	2764
Ashington	2853	2682	2673
Bedlington	3018	2601	2612
Berwick	3664	2653	2458
Blyth (including Bede Academy)	4581	4623	4649
Coquet	1410	1321	1348
Cramlington	4231	4142	4084
Haydon Bridge	1757	1556	1346
Hexham	3581	3523	3511
Morpeth	3769	4027	4035
The Northumberland CE Academy	2223	2130	2182
Ponteland	3147	3269	3299
Prudhoe	2724	2583	2539
Seaton Valley	1775	1734	1757
South East Roman Catholic	2462	2420	2268

6. **In the 2016/17 academic year, 8 schools became academies as a result of self-conversion or sponsorship.** Another school will convert to become a sponsored academy in January 2018 and 17 schools are in the pipeline to convert next year, amongst them a group of 10 schools and a group of 6 schools who will convert as multi-academy trusts respectively. We have also been successful in bidding for an additional £35k from the DfE to grow our capacity to deal with the increasing academy conversions. Schools forum also agreed that we should also introduce a minimum charge of £5k per school when they convert to become an academy, this has generated £15k towards legal costs.
7. **Apart from the closure of the middle schools in Alnwick through reorganisation, Acklington CE First School has been approved for closure in August 2018 and consultation is ongoing on the proposed closure of St Mary's CE Middle School, Belford and the extension of the age range of Belford First School.** Two further middle schools, St Peter's RC Academy in Cramlington and St Benedict's RC Middle school in Ashington also closed in August.
8. **Northumberland County Council's obligation to ensure that every child living in the county is able to access a mainstream school place if they want one. The provision of quality education is at the heart of sustainable communities and therefore is a fundamental consideration of all new housing developments.** Where a new housing development is forecast to create a demand for school places in excess of those available in the catchment area of the development, the local authority will seek a contribution from developers that reflects the likely costs of the additional school places required.
9. **Working closely with planning colleagues, an Education Infrastructure Contribution Policy has been drafted to reflect the Council's position in requiring contributions from developers.** Providing this information in advance provides a transparency and clarity to the process to inform planning considerations at an early stage. This work has been successful both in highlighting the need for an education contribution and clarifying the methodology behind the calculations. The policy has been approved and will be adopted from January 2018.
10. **In the absence of a formally adopted core strategy or local plan, there has been some recent success in gaining s106 contributions to education.** While given the long term nature of such developments, funding may not be received for some years, in the period from April 2017 a total of £11.7 million has been requested in relation to 26 applications. Of this funding £5.9 million has been secured to date.
11. **7500 Children currently use school transport, 900 children with SEND are provided with transport (including 300 post-16) and 696 children benefit from transport provided on grounds of religious belief.** Mainstream home school transport costs £8.6m, concessionary travel cost £4.6m, supported buses cost £3m and SEND transport costs £4.4m. A review of post-16 transport is being undertaken in 2018. Transport for children with SEND is treated as the highest priority.

Admissions

12. **Much of the movement in pupil numbers is related to parental choice. Many schools in the county continue to have spare capacity and many of those that are full take pupils from outside their catchment areas to fill spare places.** However, some areas of the county are experiencing pressure on school places; this is as a result of increased house building in some areas such as Morpeth and Cramlington, or a mixture of increasing birth rates and house building in others, such as Blyth.
13. **In the academic year 2016/17, there were 1752 in-year transfers of pupils from one school to another in Northumberland and 455 (26%) of these related to pupils moving into the county from other local authority areas.** It can be difficult to place pupils moving into certain partnerships where the schools are already oversubscribed in their local school and therefore parental choice cannot always be met, such as those areas named above where there is continuing pressure on places.
14. **The requirement for additional school places in Morpeth, Blyth and Cramlington as a result of current and forecast pressure on places will be addressed through capital investment in schools via the Government's Basic Need allocations and Section 106 funding where appropriate.** Additional places are planned for New Delaval Primary School and Horton Grange Primary School in Blyth from September 2018, with additional places planned for Newsham Primary School as necessary from September 2019. The Council is also working with the Three Rivers Multi-Academy Trust to create an additional class of 30 places at Chantry Middle School from Year 5 in September 2018, using funding from the Basic Need grant allocation. Section 106 funding has been secured for Beaconhill Primary School in Cramlington in order to expand it from a one form entry primary school to two form entry from 2021. These projects are in addition to those outlined in the School Capital Investment section below.
15. **Northumberland is very successful in meeting parental preference for school places.** The percentage of first preferences met for entry into September 2016 was as follows:
 - Entry to Reception (including first and primary schools) = 96.5%
 - Entry to secondary school (including middle, high and secondary schools) = 98.2%
16. **A key challenge in terms of resource is ensuring that hard-to-reach parents/carers are communicated with and supported to apply for places for their children.** One innovation employed in 2017 has been to actively engage with schools, to secure their involvement in reaching parents/carers to encourage them to make their applications. In addition, particularly for those without established contact with schools, information has been to early years' settings and doctors' surgeries with a view to engaging more parents/carers in the process.

Schools Capital Investment

17. **The Council has invested more than £6.9 million this year in improving and adapting the existing school estate through a combination of new build, extension, alteration and refurbishment projects.** Capital spend is expected to increase significantly in 2017/18 as we move into the next phases of development within the Ponteland Partnership and we also see the completion of the extension to the Duchess's Community High School.
18. **The reorganisation of the Ponteland Partnership to a two-tier Primary/Secondary model has required major investment in 2016/17 and continues into 2017/18. The first phase of capital investment of £3.2 million has involved the construction of classroom extensions at four schools to increase pupil capacity, along with refurbishment works to existing buildings at a further two sites.** The second phase of the capital development will see Darras Hall Primary School new build at a budgeted cost of £6.8 million. Work is well underway and the new build is scheduled to be completed by August 2018. Work is well underway in the design and construction of a joint High School, Primary School and Leisure Centre in Ponteland. This £46 million flagship project will bring together education and leisure facilities onto one site, within the town of Ponteland, affording the local community access to first class facilities in one location.
19. **Work is well underway in the construction of an extension to Duchess's Community School in Alnwick.** This capital investment of £8.63 million will see the school increase its capacity to accommodate the extra pupils resulting from the reorganisation of the partnership to two-tier.

20. **Capital investment of £3.09m has been allocated to increase the number of SEN places in two settings across the county.** An additional 3 classrooms, and associated ancillary spaces, will be provided through the construction of a first floor extension to the existing Hexham Priory school building. The additional accommodation will increase the capacity of the school from 80 to 104. A new SEN setting has been designed to be developed at the former Ashington High School Annexe. The new provision will seek to address insufficiency of places for children with SEMH needs available locally by creating approximately 50 primary school aged places
21. **The council successfully bid for central government capital funding to expand childcare provision across the county through the provision of extra 30 hours free places for 3 and 4 year olds.** Just over £2m has been allocated to develop increased provision in Seahouses, Ashington, Bedlington and Blyth.
22. **The School Capital Improvement Programme (SCIP) has continued for the 6th year, working on refurbishment of existing schools to address Health & Safety issues, maintain operational functionality and improve environmental performance.** £2.9 million has been invested this year throughout the county on projects such as replacing deteriorated and inefficient timber windows with new double glazed units, improving existing roofs through a combination of new pitched and flat roof works, improving fire detection and alarm systems, improving school heating with new boilers and distribution systems, improving safeguarding and meeting legislative requirements relating to water hygiene and kitchen gas safety. Since its instigation in 2011, the council has invested over £23 million through this programme to improve the school estate.
23. **Two schools around the county have benefitted from works totaling £24K in this year to improve accessibility and facilities for pupils with special educational needs.** Although these are not major projects, they improve the school life of these pupils immeasurably. This level of investment is lower than in 2015-16, as the SEN improvements are driven by demand from pupils as they move through the educational process and their scope can fluctuate from year to year.
24. **A separate investment in excess of £350k has been made at Stannington First School to increase school capacity** by constructing a standalone extension that includes an additional classroom along with associated ancillary facilities.
25. **A capital investment of £450k was allocated to extend the provision at the Pupil Referral Unit** at Hepscott Park
26. **Looking ahead, the SCIP programme continues over the next year with a further allocation of £3.0 million to invest in improving existing schools.** Works to over 20 individual schools are planned under this programme with the works to be undertaken being a combination of roof and window works, heating improvements and electrical rewires.
27. **Agreement has been reached on the relocation of Morpeth First School** from its current site at Goose Hill to the Loansdean site. Some of the existing design work is being utilised and construction work is expected to commence in the summer of 2018, with the school complete and welcoming pupils at the start of the new academic year in September 2019.

Schools Business Support

28. **The implementation of the Department for Education's National Funding Formula has been a significant piece of work during the year,** and will continue to be so as we work towards the full implementation of the DfE's "Hard" Funding Formula with no discretion available to individual local authorities from 2020/21. There are some significant differences between the values proposed by the DfE and those used by Northumberland previously to allocate £175million equitably between the 164 maintained schools and academies.
29. **The Council continues to facilitate the work of an active Schools Forum, recognizing its important contribution in influencing education policy in Northumberland.** 5 meetings were held in 2017, as well as its role overseeing the work of the Formula Funding Formula and Additional Educational Needs Committees. As well as financial monitoring reports, key issues considered included SEN, the National Funding Formula, and strategic oversight of the Council's Service Level Agreement offer to schools. The Council would like to take this opportunity to thank all Schools' Forum members for their valuable support and input in fulfilling this vital role.
30. **In the year to August 2017, the Department was involved in 275 FOI requests.** A wide range of topics were covered including Schools Funding, SEN, pay and other income generated, as well as requests for local area information.

31. SEND data has come under far greater focus, in the light of:

- The need to convert all Statements of Special Educational Need (SEN) to Education Health and Care (EHC) Plans by March 2018;
- The growth and numbers being educated within our Special Schools and consequently the pressures on capacity;
- The increase in pupils being supported via top up funding; and
- Pressures on high needs block funding arising from Top Up Funding and increases in pupils being educated in independent sector settings.

32. A new High Needs funding system from 2018/19 means that it is crucial that information held accurately reflects SEND in Northumberland in order to ensure that:

- The SEND consultation is supported with appropriate information in relation to the prevalence, location and primary needs of pupils with SEND in Northumberland;
- The funding received via the High Need block is maximised in order to support our children and young people with SEND.

33. Schools have a crucial role to play in ensuring the accuracy of this information. This is particularly important when the data is subject to national scrutiny and used to allocated funding, as is the case with the Department for Education's termly School Census exercises.

School Meals

34. The School Meals service offers management support to school catering staff and is currently working with 60 schools within Northumberland. This year the team have been actively promoting the benefits of electronic pre-ordering of school meals, working with an external company, Live Kitchen, who provide the necessary hardware and software. Currently nine schools have "gone live", with each of these schools increasing their uptake of school meals; in two schools, nearly 70% of the meals are pre-ordered. Benefits overall include reduced costs through reduced food waste and less time taken by office staff to administer registers and collect money. It's hoped that more schools will benefit from the installation of Live Kitchen over the coming year.

35. School Meals have continued to maintain accreditation with the Soil Association Food for Life bronze award. This means the School Meals menus are over 75% homemade and the food sourced by the service meets the Soil Association their certification requirements. Local products are used where possible and practical, and offer seasonal menus.

36. During the summer school holidays, staff in School Meals worked in partnership with Public Health, Active Northumberland and local community groups on a scheme to provide a meal for those children normally entitled to free school meals. The initial pilot project in Blyth resulted in very good feedback and evaluation and there are plans to on this success with other partners, both locally and regionally.



Annex 1.

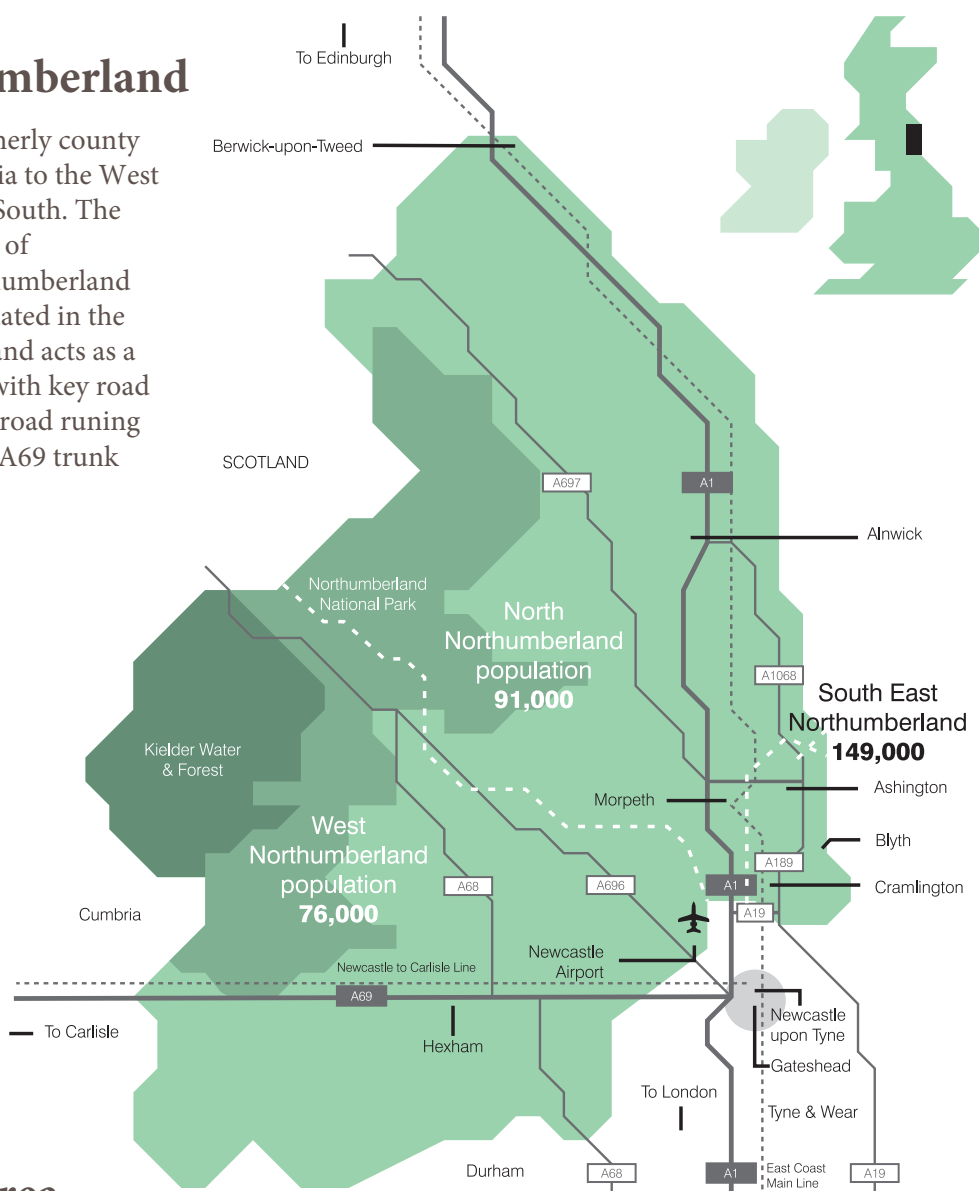
Facts and Figures - about Northumberland

(taken from Northumberland County Council Background Statement - January 2016)

Introduction to Northumberland

Northumberland is England's most northerly county bordering Scotland to the North, Cumbria to the West and Durham and Tyne and Wear to the South. The Eastern coastline is designated as an area of Outstanding Natural Beauty while Northumberland National Park and Kielder Water are situated in the West of Northumberland. Northumberland acts as a gateway between Scotland and England with key road transport routes including the A1 trunk road running north-south through the county and the A69 trunk road providing an east-west route.

- Northumberland's population is set to grow by 2.7% to 324,375 by 2031;
- 22% of the population is aged 65 and over, which is set to rise to 31% by 2031;
- Working age population will fall from 193,800 to 172,500 (down 11%) over the same period;
- Number of under 16s will fall from 52,900 to 50,100;
- 98% of residents belong to the white ethnic group.



Children living in this area

Approximately 60,000 children and young people under the age of 18 years live in Northumberland. This is 18.9% of the total population in the area.

Approximately 18% of the local authority's children are living in poverty.

The proportion of children entitled to free school meals:

- in primary schools is 12.0% (the national average is 14.1%);
- in secondary schools is 11.0% (the national average is 12.9%).

Children and young people (0-17) from minority ethnic groups account for 2.5% of all children living in the area, compared with 21.5% in the country as a whole.

The largest minority ethnic groups of children and young people in the area are Mixed Ethnic Group (White and Asian, 340 children) and Indian (219 children).

The proportion of children and young people with English as an additional language:

- in primary schools is 2.1% (the national average is 20.6%);
- in secondary schools is 1.5% (the national average is 16.2%).

Within the context of the relatively low numbers from minority ethnic groups, there is a relatively large Traveller and Eastern European population who seek seasonal, agricultural work in the rural parts of the County.



- Population **315,800**
- Area **5013 km²**
- Density **63 people per km²**
- **50%** of the **population live in 3% of the land area**

To give that some context. Northumberland is twice the size of Derbyshire but with less than half the population.

Child protection in this area

At 30th November 2017, 2048 children had been identified through assessment as being formally in need of a specialist children's service. This is an increase from 2018 at 30th November 2016.

At 30th November 2017, 318 children and young people were the subject of a child protection plan. This is an increase from 258 at 30th November 2016.

Children looked after in this area

At 30th November 2017, 392 children were being looked after by the local authority. This has been relatively stable for the last 6 months. Of this number:

- 82 (or 21%) live outside the local authority area;
- 26 live in residential children's homes, of whom 11 (42%) live out of the authority area;
- 12 live in residential special schools of whom 12 (100%) live out of the authority area;
- 284 live with foster families, of whom 55 (19%) live out of the authority area;
- 30 live with parents, of whom 3 live out of the authority area;
- 4 children are unaccompanied asylum-seeking children;
- 1 Child lives in secure residential housing within Northumberland County.

In the last 12 months:

- there have been 22 adoptions;
- 46 children became subject of special guardianship orders;
- 222 children ceased to be looked after, of whom 1% subsequently returned to be looked after;
- 12 children and young people ceased to be looked after and moved on to independent living;

Annex 2.

Ofsted Inspections

Figure 4: State of Northumberland: most recent inspection judgements for overall effectiveness of all maintained schools as 31st January 2018.

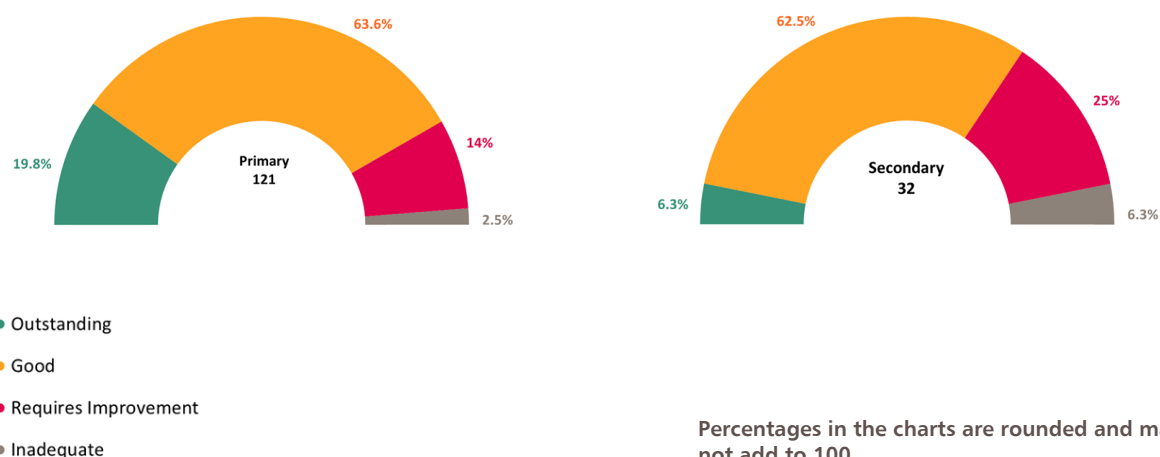
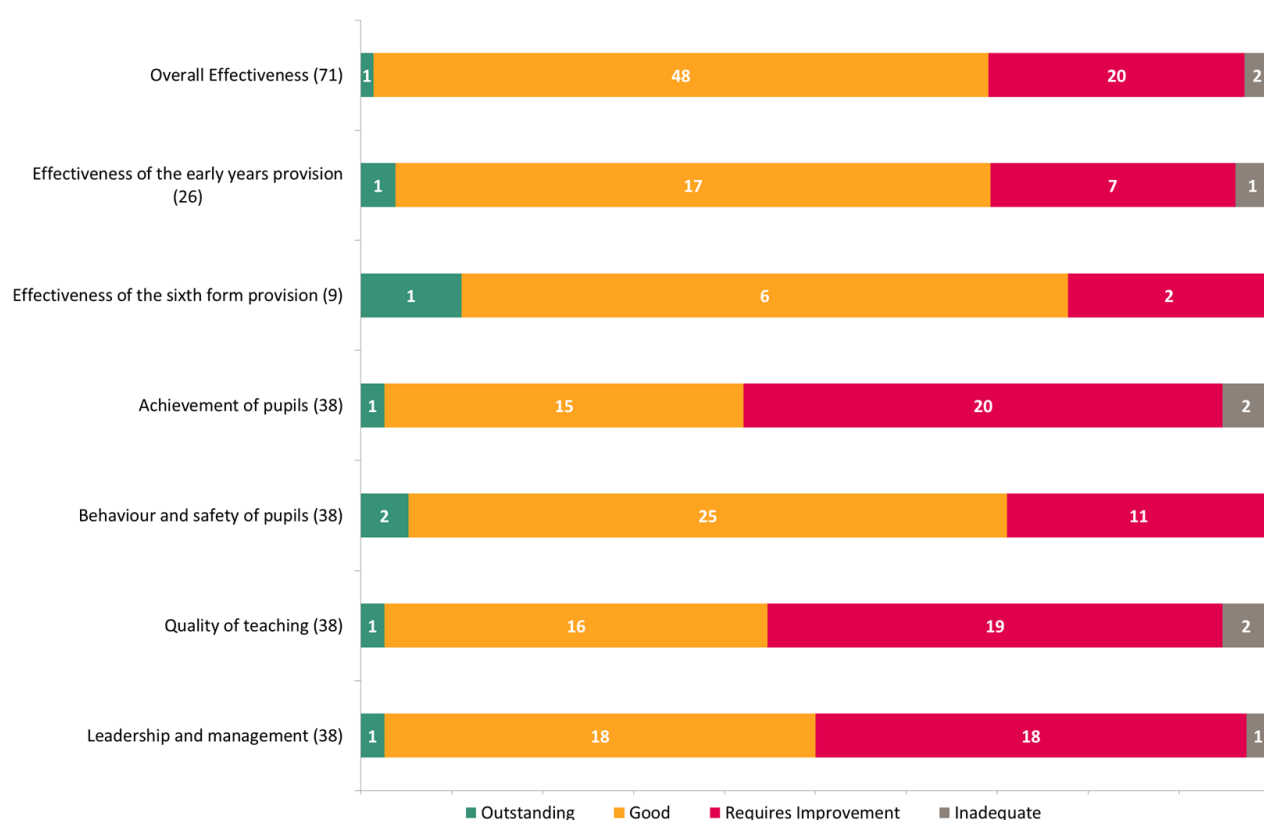


Figure 5: State of Northumberland: Key inspection judgements for schools inspected between 1st September 2016 to 31st January 2018



Annex 3.

Attainment and Progress

Secondary Schools

2016/17

School	Ofsted Overall Effectiveness at 31/01/2018	Attainment 8	Progress 8	% Achieving 4+ in English and Maths	% Achieving 4+ in English and Maths - Disadvantaged Pupils**
Maintained Schools					
Alnwick the Duchess's	Good	47.8	-0.13	72.0	38.0
Astley Community High	Good	41.4	-0.31	52.0	26.0
Bedlingtonshire High	Inadequate	36.7	-0.43	41.0	39.0
Haydon Bridge High	Inadequate	41.7	-0.21	48.0	33.0
James Calvert Spence College	Requires Improvement	41.2	-0.03	51.0	38.0
Ponteland High	Good	50.1	0.13	80.0	50.0
Prudhoe High	Good	48.3	0.17	65.0	41.0
Academies					
Ashington High	N/A	43.0	-0.50	59.0	44.0
Bede Academy	Good	44.6	-0.23	67.0	46.0
Berwick Academy	Requires Improvement	39.4	-0.46	48.0	8.0
Blyth Academy	Requires Improvement	34.8	-0.80	32.0	21.0
Cramlington Learning Village	Good	48.8	0.04	70.0	51.0
Hexham Queen Elizabeth High	Good	54.4	0.53	79.0	48.0
King Edward VI School	Outstanding	52.5	0.05	73.0	39.0
Northumberland Church of England Academy	Requires Improvement	34.0	-0.66	33.0	27.0
St Benet Biscop Catholic Academy	Requires Improvement	44.4	-0.25	57.0	40.0
LA Average*		44.7	-0.16	60.8	-
National Average		46.3	-0.03	63.9	-

2015/16

School	Ofsted Overall Effectiveness at 31/08/2017	Attainment 8	Progress 8	% Achieving A*-C in English and Maths	% Achieving A*-C in English and Maths - Disadvantaged Pupils**
Maintained Schools					
Alnwick the Duchess's	Good	49.1	-0.07	68.0	48.0
Astley Community High	Good	47.7	0.01	61.0	53.0
Bedlingtonshire High	Inadequate	40.2	-0.41	31.0	14.0
Haydon Bridge High	Inadequate	45.4	-0.33	54.0	42.0
James Calvert Spence College	Requires Improvement	42.2	-0.20	41.0	19.0
Ponteland High	Good	55.6	0.06	76.0	56.0
Prudhoe High	Requires Improvement	53.4	0.17	74.0	47.0
Academies					
Ashington High	Inadequate	41.0	-0.55	42.0	24.0
Bede Academy	Good	52.6	0.46	70.0	59.0
Berwick Academy	Requires Improvement	42.9	-0.71	48.0	36.0
Blyth Academy	Requires Improvement	40.6	-0.47	39.0	26.0
Cramlington Learning Village	Inadequate	52.1	-0.04	67.0	44.0
Hexham Queen Elizabeth High	Good	55.9	0.31	80.0	54.0
King Edward VI School	Outstanding	54.0	0.02	80.0	63.0
Northumberland Church of England Academy	Requires Improvement	40.1	-0.46	49.0	34.0
St Benet Biscop Catholic Academy	N/A	49.2	-0.13	59.0	35.0
LA Average*		48.1	-0.14	61.3	36.2
National Average		49.9	-0.03	63.0	43.1

* LA Averages include special schools;

** % Disadvantaged Gap is the difference in achievement between the disadvantaged (FSMever6/LAC) group and the non disadvantaged group.

2015/16 figures taken from 2016 Final DfE Performance Tables; 2016/17 figures taken from 2017 Final DfE Performance Tables.

Middle Schools

2016/17

School	% Achieving the Expected Standard or Better in Reading, Writing & Maths 2017	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Bedlington Meadowdale (Academy)	85	Good	Good
Bellingham Middle	58	Requires Improvement	Good
Berwick Middle	61	Good	Good
Chantry Middle (Academy)	71	Requires Improvement	Requires Improvement
Corbridge Middle	82	Good	Good
Glendale Middle	73	Good	Good
Haltwhistle Upper School (Academy)	54	N/A	Inadequate
Hexham Middle (Academy)	73	Good	Good
Hexham St Josephs Middle	77	Good	Good
James Calvert Spence College	25	Requires Improvement	Requires Improvement
Newminster Middle (Academy)	69	Good	Good
Ovingham Middle	58	Good	Good
Ponteland Middle (Academy)	92	Outstanding	Outstanding
Prudhoe Highfield Middle	47	Good	Good
Rothbury Dr Thomlinson	79	Good	Good
Seaton Delaval Whytrig Middle	48	Good	Good
Seaton Sluice Middle	54	Good	Good
St Mary's CoE Middle, Belford (Proposed Closing 2018)	59	Good	Good
Tweedmouth Middle	64	Requires Improvement	Requires Improvement
LA Average*	61		
National Average	61		

* LA Averages include special schools; 2017 figures taken from 2017 Final DfE Performance Tables.

Primary Schools

2016/17

School	% Achieving the Expected Standard or Better in Reading, Writing & Maths 2017	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Allendale Primary	64	Good	Good
Alnwick Swansfield Park Primary	-	Outstanding	Outstanding
Ashington Bothal Primary	58	Good	Good
Ashington Central Primary	39	Requires Improvement	Good
Beaconhill Primary	66	Good	Good
Bede Academy	70	Good	Good
Bedlington Station Primary	73	Good	Good
Bedlington Stead Lane Primary	43	Good	Good
Belsay Primary	-	Outstanding	Outstanding
Blyth Horton Grange Primary	72	Good	Good
Blyth Malvin's Close Primary (Academy)	25	Requires Improvement	Requires Improvement
Blyth Morpeth Road Primary (Academy)	38	Good	Good
Blyth New Delaval Primary	40	Good	Good
Blyth Newsham Primary	42	Good	Good
Blyth St Wilfrid's RC Primary	62	Good	Good
Branton Primary	0	Good	Good
Burnside Primary	70	Good	Good
Cambois Primary	75	Requires Improvement	Good
Choppington Primary	31	Requires Improvement	Good
Cragside Primary	69	Good	Good
Cramlington Eastlea Primary	71	Requires Improvement	Good
Cramlington Village Primary	-	Good	Good
Croftway Primary (Academy)	28	Inadequate	Requires Improvement
Darras Hall Primary	-	Outstanding	Outstanding
Ellingham Primary	-	Good	Requires Improvement
Ellington Primary	33	Outstanding	Outstanding
Embleton Vincent Edwards Primary	-	Requires Improvement	Good
Felton Primary	-	Good	Good
Greenhead Primary	-	Good	Requires Improvement
Guide Post Mowbray Primary	53	Good	Good
LA Average*	61		
National Average	61		

* LA Averages include special schools; 2017 figures taken from 2017 Final DfE Performance Tables.

Some newly established primary schools do not yet have a year 6.

Primary Schools

2016/17

School	% Achieving the Expected Standard or Better in Reading, Writing & Maths 2017	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Guide Post Ringway Primary	53	Requires Improvement	Good
Hareside Primary	63	Good	Requires Improvement
Haydon Bridge Shaftoe Trust Primary	64	Inadequate	Inadequate
Heddon St Andrew's Primary	-	Good	Good
Henshaw Primary	0	Good	Good
Hipsburn Primary	-	Outstanding	Outstanding
Linton Primary	0	Requires Improvement	Good
Longhoughton Primary	-	Good	Good
Newbrough Primary	-	Good	Good
Northburn Primary	55	Good	Good
Northumberland Church of England Academy	66	Requires Improvement	Requires Improvement
Pegswood Primary	50	Good	Good
Ponteland Primary	-	Good	Good
Ponteland Richard Coates Primary	69	Good	Good
Seahouses Primary	-	Good	Requires Improvement
Shanklea Primary	79	Good	Good
Shilbottle Primary	-	Outstanding	Outstanding
Stakeford Primary	47	Good	Good
Stamfordham Primary	-	Outstanding	Outstanding
St Aidan's Primary	-	Good	Good
St Bede's Primary	60	Good	Requires Improvement
St Matthew's Primary (Academy)	76	Good	N/A
St Michael's Primary, Alnwick	-	Good	Good
St Paul's RC Primary, Alnwick	-	Good	Good
St Peter's and Paul's Catholic Primary (Academy)	-	Good	N/A
Swarland Primary	-	Good	Good
Warkworth Primary	-	Good	Good
Whalton Primary	-	Outstanding	Outstanding
Whitfield (Academy)	50	Inadequate	Inadequate
Whittingham Primary	-	Good	Good
LA Average*	61		
National Average	61		

* LA Averages include special schools; 2017 figures taken from 2017 Final DfE Performance Tables.

Some newly established primary schools do not yet have a year 6.

Annex 4.

Individual School Inspections

First Schools 2016/17

School	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Abbeyfields First (Academy)	Outstanding	Outstanding
Acklington First (Closing 2018)	Good	Good
Acomb First	Requires Improvement	Requires Improvement
Adderlane First (Academy)	N/A	Inadequate
Amble First	Requires Improvement	Good
Amble Links First	Good	Good
Beaufront First	Outstanding	Outstanding
Bedlington West End First	Good	Good
Bedlington Whitley Memorial First	Good	Good
Belford First	Requires Improvement	Requires Improvement
Bellingham First	Good	Good
Berwick St Mary's First	Good	Requires Improvement
Broomhaugh First	Outstanding	Outstanding
Broomhill First	Good	Good
Broomley First	Outstanding	Outstanding
Cambo First	Outstanding	Outstanding
Chollerton First	Outstanding	Outstanding
Corbridge CoE First	Good	Good
Grange View First	Good	Good
Greenhaugh First	Good	Good
Haltwhistle Lower School (Academy)	N/A	Requires Improvement
Harbottle First	Outstanding	Outstanding
Hexham First	Good	Good
Hexham St Mary's RC First	Good	Good
Hexham The Sele First	Outstanding	Outstanding
Holy Island First	Outstanding	Outstanding
Holy Trinity First	Good	Good
Holywell First	Good	Good
Hugh Joicey Ford First	Requires Improvement	Good
Humshaugh First	Good	Good
Kielder First	Outstanding	Outstanding
Longhorsley First	Good	Good
Lowick CoE First	Outstanding	Outstanding

School	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Mickley First	Good	Good
Morpeth All Saints First	Good	Good
Morpeth First	Outstanding	Outstanding
Morpeth Stobhillgate First	Outstanding	Outstanding
Netherton Northside First	Good	Good
New Hartley First	Good	Good
Norham St Ceolwulf's First	Outstanding	Outstanding
Otterburn First	Good	Good
Ovingham First	Outstanding	Outstanding
Prudhoe Castle First	Requires Improvement	Good
Prudhoe West First (Academy)	Good	Good
Red Row First	Good	Good
Rothbury First	Good	Good
Scremerston First	Good	Good
Seaton Delaval First	Good	Good
Seaton Sluice First	Good	Good
Seghill First	Requires Improvement	Requires Improvement
Slaley First	Good	Good
Spittal First	Good	Good
St Cuthbert's RC First, Berwick	Requires Improvement	Requires Improvement
St Robert's First, Morpeth	Good	Good
Stannington First	Good	Good
Thropton First	Good	Requires Improvement
Tritlington First	Requires Improvement	Good
Tweedmouth Prior Park First	Requires Improvement	Good
Tweedmouth West First	Good	Good
Wark First	Good	Good
West Woodburn First	Good	Good
Whitley Chapel First	Good	Good
Whittonstall First	Good	Good
Wooler First	Good	Good
Wylam First	Outstanding	Outstanding

Special Schools and Pupil Referral Unit

2016/17

Maintained Special Schools

School	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Atkinson House School	Good	Good
Barndale House School	Good	Good
Cleaswell Hill School	Outstanding	Good
Cramlington Hillcrest School	Good	Requires Improvement
Hexham Priory School	Outstanding	Outstanding
Morpeth Collingwood School	Good	Good
The Dales School	Outstanding	Outstanding
The Grove Special School	Outstanding	Outstanding

Pupil Referral Unit

School	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Pupil Referral Unit	Good	Good

Independent Special Schools

School	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Howard House	Good	Good
Nunykirk Centre for Dyslexia	Requires Improvement	Good

Secure Children's Homes

School	Ofsted Overall Effectiveness at 31/01/2018	Ofsted Overall Effectiveness at 31/08/2016
Kyloe House	Good	Good

Annex 5.

Priorities On A Page

Northumberland Education and Skills Priorities on a Page 2017-20

Provide world-class education and care that allows every child and young person to reach his or her potential, regardless of background

E & S Vision

System goals

Safety and wellbeing
All children and young people are protected from harm and vulnerable children are supported to succeed with opportunities as good as those for any other child

Educational excellence everywhere
Every child and young person can access high-quality provision, achieving to the best of his or her ability regardless of location, prior attainment and background

Prepared for adult life
All 19-year-olds complete school, college or an apprenticeship with the skills and character to contribute to the UK's society and economy, and are able to access high-quality work or study options

E & S delivery priorities

- 1 Play a part in strategic leadership of improvement**
 - a Support the system to strengthen training and development of senior and middle leaders
 - b Attract great leaders to work in challenging areas
 - c Enable effective school-to-school support across the county
 - d Ensure each part of the county has enough high-quality sponsors and good governance
- 2 Ensure access to quality places where they are needed**
 - a Deliver new schools buildings, in parts of the county where they are most needed
 - b Ensure sufficient supply and maintenance of high-quality school, specialist, and post-16 places
- 3 Support and protect vulnerable children by intervening and using our formal powers**
 - a Work with other agencies to protect children from radicalisation
 - b Support schools to help children and young people build good mental health and access support where they need it
 - c Embed current reforms and review our strategy to improve special education needs and disabilities provision – improve educational outcomes
 - d Help improve the alternative provision to improve quality and outcomes for pupils
- 4 Work with children's social care colleagues and broker good support schools**
 - a Create a stronger partnership approach for schools
 - b Build a culture of excellence by encouraging innovative, evidence-led practices
- 5 Help build pupils' character and resilience**
 - a Support schools to develop pupils into well-rounded, confident, happy and resilient individuals to boost their academic attainment, employability and ability to engage in society as active citizens
 - b Facilitate access to high-quality, careers support and work experience
- 6 Ensure excellent early years provisions**
 - a Extend free childcare to 30 hours for working parents of 3 and 4-years olds
 - b Ensure the market works efficiently and effectively, so it provides sufficient places for all parents to access the childcare offers to which they are entitled
 - c Support reforms that increase the quality of the early years education and childcare offered across the county, focusing on developing the workforce
 - d Help to diminish the attainment gap at all ages and stages but starting in the early years.
- 7 Deliver excellent 16-19 skills provisions**
 - a With NALs, deliver hundreds of high-quality apprenticeship starts
 - b Create clear, high-quality technical and professional routes to employment that are accessible for all
 - c Ensure every area is effectively served by a sustainable, resilient and responsive system of school sixth forms
- 8 Support fair and sustainable funding and good use of capital funds to focus on the greatest need**
 - a Support school, high needs, early years funding and improve the effectiveness of pupil premium spending on outcomes
 - b Support all our institutions to improve financial management and efficiency
- 9 Assist schools with curriculum and assessment reforms**
 - a Embed reforms to GCSEs and A-levels so that they are recognised as gold standard qualifications, and ensure that schools are able to deliver the National Curriculum
 - b Improve literacy and numeracy for all, including through strengthening primary assessment
 - c Ensure pupils are offered more stretching programmes of study, increasing the take up of STEM study, the Ebacc and facilitating A-levels
 - d Ensure schools help all pupils progress, particularly stretching the most able pupils and supporting low attainers
- 10 Know our schools, their performance and the standards they achieve to inform our Council and community**
 - a Work with inspectors to improve reliability for parents, schools and staff, and the wider education system – while reducing burdens and perverse incentives
 - b Implement new accountability measures across schools and post-16 that are driven by the progress and attainment of all pupils
 - c Provide parents and governors with clear, accessible information to support school choice and help them to hold schools to account
- 11 Help to recruit, develop, support and retain teachers to accelerate school improvement**
 - a Support talented individuals to teach where they are needed through our NQT programme
 - b Support university and school-led training and accreditation
 - c Ensure teachers can access sufficient, high-quality CPD and teaching materials
 - d Foster a world-leading teaching profession, by reducing bureaucracy and increasing teachers' access to and use of high-quality evidence
- 12 Play a part in strategic leadership of improvement to educational outcomes**
 - a Embed a school system that prevents underperformance, helps all schools to improve. Clearly articulating the roles of RSCs, MATs and schools and where we fit in
 - b Intervene promptly in underperforming schools to ensure our toughest schools are run by our best leaders, especially in areas of long-term or chronic underperformance

Principles

Children and young people first
Ensure children and young people, along with their families and carers, are satisfied with the quality of the education system and children's services

High expectations for every child
We are unapologetically ambitious for every child and young person, and will ensure there are no forgotten groups or areas

Outcomes, not methods
Set stretching, well-measured outcomes and empower professionals to determine how to achieve them, through innovative local solutions

Supported autonomy
Align control, responsibility and accountability in one place, as close to the front-line as possible, ensure institutions can collaborate and access the support they need, to set them up for success

Responsive to need and performance
Ensure institutions respond to changing user needs and performance

