

**Northumberland
County Council**
Service Statement
2015/17

Education and Skills



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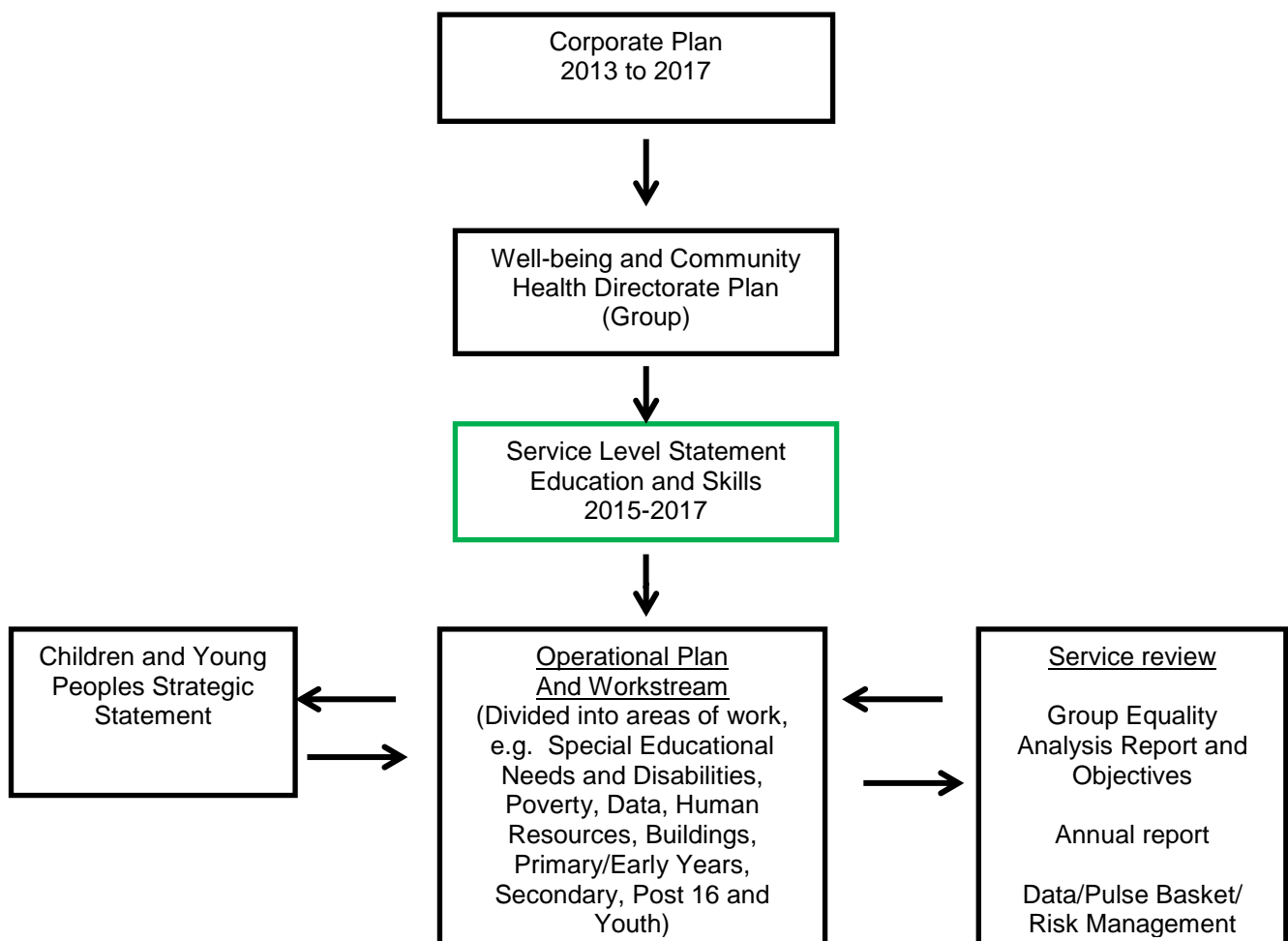
Statement

The provision of good education is fundamental to the future of our county. We want outstanding schools and academies where success is not just narrowly based on league tables but on how the potential of every child is developed. However, we cannot deny that getting a good range of academic qualifications including English and Mathematics, provides the cornerstone for success for future employment.

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

It is the prime responsibility of the Education and Skills Service to support and challenge our colleagues in schools, academies and colleges to ensure all children get the best chance for a good education.

Planning Framework



The Directorate Plan Sets out the Purpose of the Education and Skills Service, as follows:

To drive educational excellence by: enhancing resident's skills and employment opportunities; providing services that support the quality of early years, primary and secondary education and youth provision; and by delivering services to support those with special educational needs, disabilities (SEND) and additional needs.

Primary functions:

For Schools

- Supporting Strategic Planning and Policy / system leadership
- Partnership and Infrastructure Planning
- School Improvement Services, including Human Resources and Data
- Major Developments and delivery of capital projects
- Response to Social Inclusion Policy
- Ensure appropriate safeguarding systems are in place working in collaboration with colleagues in Children's Social Care
- Ensure educational opportunities meet the needs of local businesses
- Supporting access to External Funding
- Strategic Support to set direction for post-16 education
- Commissioning Adult Learning

For Pupils / Students

- Ensure all pupils and young people are given the opportunity by schools/academies to reach their full potential
- Support and challenge more secondary schools / academies to become good and outstanding
- Support and challenge secondary schools / academies to improve exam success, particularly for the disadvantaged
- Support and challenge schools / academies to ensure that all pupils receive an entitlement to good quality full time education in inclusive settings where they are safe to learn

For Parents

- Ensure parents have sufficient choices of good or outstanding schools / academies
- Encourage parents to get involved and improve the quality of leadership in schools / academies

Service Parameters – Where are we now?

Key Service Facts and Figures

- There are 180 schools with approximately 45,000 children.
- Between 1.9.13 and 31.8.14, there were 40 inspections of schools. To date in the 2014/15 academic year, there have been 28 inspections.
- The vast majority of pupils are in primary schools that are judged to be good or outstanding, but 1,878 are not.
- The number of pupils in secondary schools that are judged to not yet be good or outstanding is 9,617, demonstrating a marked difference between primary and secondary school performance.
- 96% of parents typically get their first preference of school.
- In 2013/14, 99% of 3 and 4 year olds took up some form of free education.
- 64% of all eligible 2 year olds took up their statutory entitlement to early education in the spring term 2015. There is a significant level of variation across the county.
- There have been 98 requests for the Education and Health Care Plans recorded since 01/09/2014.
- The Council's Adult Learning Service (NALS) was inspected by Ofsted in June 2014 and was judged good with outstanding Leadership and Management.
- NALS helped over 400 unemployed people back into work.
- The Council supported and/funded 166 new start apprenticeships between April 2014 and December 2014.
- The destinations of young people leaving full time education and subsequently categorised as Not Known is down to 4.3% at March 2015, with the percentage categorised as NEET up to 6.3%.
- In 2013/14 the Youth Service worked with 7,336 teenagers with additional numbers engaged with the Voluntary and Community Sector. The service needs to develop impact measures.
- No Looked after children and young people have been permanently excluded in the last 4 years.

Summary of Service Resources at April 2015

- The Dedicated schools grant covers schools staff and pension costs of £115,296,390 and non-staff costs of £69,960,670.
- Capital funding for schools is £20,130,000.

	FTE	Staff & Pension Costs	Non Staff Costs	Income	Capital
Education & Skills Service	256.6	13,495,470	1,009,970	6,936,780	0

External Validation

Inspections

Services in Education and Skills are subject to a range of Ofsted inspections.

- 111 of 122 primary and first schools were judged as good or outstanding at March 2015, i.e. 91% compared to a national average of 83%.
- 25 of 41 secondary schools were judged as good or outstanding at March 2015, i.e. 61% compared to a national average of 72%.
- NALS was inspected by Ofsted in June 2014 and was judged to be good.
- The Focused inspections of Northumberland schools in October 2013 found that the Council's support for school improvement was weak. The Annual report provides a self-evaluation of the current position. The operational plans provide a description of the steps we are taking to address these issues.

Customer perception

Following criticism of the way the Council provides its school improvement service, a revised offer has been developed for implementation in April 2015. The local authority is developing better ways of recording and using feedback from pupils and students.

Benchmarking

In October 2014, Northumberland was ranked =21st of 150 local authorities for the percentage of its primary schools judged good or outstanding, yet =111th of 150 local authorities for its secondary schools (see the Director of Education & Skills' Annual Report). There is no doubt that some schools are failing to provide strong enough outcomes, as shown below:

Measure	Northumberland	National
Early Years Stage – Good level of development for All Pupils	57%	60%
Key Stage 2 – Level 4+ Reading, Writing, Maths Combined Measure for All Pupils	79%	79%
5 A* - C GCSEs Inc. English & Maths – Disadvantaged Pupils	26% (peers 60%), so gap = 34%	36% (peers 62%), so gap = 26%
5 A* - C Inc. GCSEs English & Maths – Boys	46% (females 58%), so gap=12%	50% (females 61%), so gap = 11%

- 27% of Looked After Children gained 5 + A*-C GCSEs incl. English and Maths in 2014, compared with a national average of 12%.

SERVICE STATEMENT PRIORITIES

1. Ensure children in Northumberland have the best chance they have ever had of attending a good school.
2. Increase the local authority's level of accountability and focussed activity to aid improvement in many of the weaker schools.
3. Reduce the number of Northumberland's schools that require improvement.
4. Ensure low expectations are challenged.
5. Improve the quality and consistency in the teaching of English and Mathematics.
6. Increase the proportion of children attending good or outstanding primary schools.
7. Increase the proportion of children attending good or outstanding secondary schools.
8. Reduce the number of children from low income backgrounds who are left behind.
9. Work effectively with academies and their sponsors to provoke and support improvement.
10. Support school governors to ensure they can challenge school leaders where necessary.

Data Measures Used in Performance Framework

Measure	Out-turn		Target	
	2013/14	2014/15	2015/16	2016/17
% of primary schools judged by Ofsted to be good or outstanding	89.4	91.0	91.0	92.0
% of secondary schools judged by Ofsted to be good or outstanding	60	61	70	75
Number of pupils that are in schools that are not yet judged to be good a) primary b) secondary	a)2,516 b)8,889	a)1,878 b)9,617	a)1,880 b)8,000	a)1750 b)7,200
% children taking up the Statutory entitlement to early education for all eligible 2 year olds	N.Av.	64	70	80
% of 16 - 18 year olds a) Not in education, employment or training b) Not Known	a) 5.8 b) 6.1	a) 6.3 b) 4.3	a) 6.0 b) 5.0	a) 5.7 b) 4.0
% of apprenticeship leavers who progress into a positive destination over the total number of leavers.	90	92	90	90
% overall success of apprenticeships in NVQ, Technical Certificate and Functional Skills Framework	80.2	83.5	84.0	85.0
Number of permanent exclusions from primary schools in previous 12 mths	6	7	0	0
Number of permanent exclusions from secondary schools in previous 12 mths	29	42	32	21
% fixed period exclusions from primary schools	0.48	0.72	0.75	0.75
% fixed period exclusions from secondary schools	4.21	5.16	6.00	6.00
Number of permanent exclusions from school of LAC in last 12 mths	0	0	0	0
% of new Education and Health Care Plans successfully completed within statutory 20 week time scale	N.A.	7	80	100
% of SEN Statements and Learning Difficulty Assessments transferred to Education and Health Care Plans within statutory 18 week time scale	N.A.	11	80	100
Number of schools on vulnerable list at risk of being Requires Improvement or Inadequate	N.A.	44	30	20