



Northumberland
County Council



School Organisation Plan 2021 - 2024

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Foreword

Although no longer a statutory requirement, the Northumberland School Organisation Plan is becoming an increasingly important document for demonstrating how the Council plans to fulfil its statutory duty to ensure that each school-age child and young person living in the county has a local school place available to them.

The plan also sets out the way schools and academies in Northumberland are organised within school partnerships that provide a structured pathway from phase to phase as children progress along their educational journey. How the council is addressing the growing needs of children and young people with special educational needs is also included in this plan. A key focus of the Council is of course the climate emergency and how school place planning is taking this into account to support the Council's Climate Change Action Plan 2021-2023 is also included in this plan.

A good education gives every young person the foundation for achieving to the best of their potential. Northumberland County Council aims to give every child and young person living in the county the best possible life chances by providing the very best opportunities in education in good schools that provide well for their needs, and as close to their home communities as possible. This plan is a key element in our work to ensure this aim becomes a reality for all children and young people living in Northumberland.

Councillor Guy Renner-Thompson
Portfolio Holder for Children and Young People

Section 1

Introduction



1.1 Purpose of the School Organisation Plan

The Council's Corporate Plan for 2023/26 has 3 key priorities. Within the priority 'Tackling Inequalities - Supporting everybody to live their best lives', it sets out four outcomes the Council is working to achieve and the actions being taken to achieve them. A key target within these outcomes is that all children and young people, no matter their circumstances or educational need, have access to education as close to their home communities as possible and achieve the best educational outcomes.

The School Organisation Plan for Northumberland covers the period 2021-2024 and sets out how the council will fulfil its statutory duty to provide sufficient school places for all children and young people resident within the county. The plan is refreshed annually.

The School Organisation Plan provides an overview of current and future pupil numbers in Northumberland which assists the Council with planning the future

provision of school places in the county. The plan will also be of assistance to schools and academies, parents and other stakeholders in helping them to understand how the availability of school places across the county is monitored, how the need for school places is identified and where necessary, how additional places are delivered and funded.

This School Organisation Plan contains updated general statistical information and data relating to students within specific school partnerships, as well as changes relating to school organisation in some areas; this data and information is updated annually to reflect changes that have occurred within the school year. In short, the plan supports the Council's objective of preserving access to local education for all children and young people of statutory school age and sets out some of the actions, such as management of surplus places, to enable this to be achieved.





Section 2

The Northumberland Context

2.1 School Organisation Plan links to standards and performance in education in Northumberland

Responsibility for the School Organisation Plan lies with the School Organisation and Resources Team within Education and Skills Group, which in turn forms part of the Wellbeing and Community Health Service in Northumberland. The plan provides an analysis of the current capacity and numbers on roll in Northumberland schools and highlights any planned work to be undertaken to meet any identified need for additional places or to address surplus places. As such, the School Organisation Plan supports the Education and Skills Service in delivering the priorities set out in its Service Statement 2023/24 by:

- providing data, information and context to support school organisation initiatives that are planned to have a direct and positive impact on standards and performance in schools;
- identifying and delivering capital projects to provide additional places or enhance the schools estate that will improve the educational experience of children and young people in Northumberland.

The Education and Skills Service Priorities for 2023/24 are available to review [here](#).

2.2 Headline population data

In Northumberland, 96.7% of the land mass is classed as rural, with 46% of the population living in this area. The other 54% of the population live mainly in the South East area of the county. In relation to the population itself, the county has an estimated population of 320,567 (Census 2021), a 1% fall on the 2020 mid-year population estimate. According to the Office for National Statistics, the county's population is forecast to increase by 4.4% to around 339,415 between 2022 and 2043. This has changed from the forecast decrease in population set out in the previous version of this plan, although it is less than the England average which is forecast to increase by 7.8% over the same period.

However, the increase in population does not appear to be in younger age groups; the number of children and young people aged 0 to 15 living in Northumberland has been slowly but steadily declining for a significant number of years, with circa 57,500 in 2001, 55,000 in 2006 and 51,721 in 2021 (Census 2021). The birth rate in Northumberland has also declined slightly by about 0.1% overall between



2009 and 2020, with the County's General fertility rate (GFR) at 48.9 (per 1000 female population age 15-44) compared to 55.1 for England. However, there is variation at the school partnership level, which is addressed in Section 7, Projections and Place Pressures.

2.3 Schools and academies

As at September 2024, there were 168 schools, academies and free schools (not including independent schools) in Northumberland who at January Census 2024 educated 42,635 children and young people in Reception to Year 13); this is a fall of 1.5% from 42,873 recorded in January 2023 census, reported in the previous version of this document. Since the first version of this plan in 2021, there has been a 5.2% fall in the number of students on roll in Northumberland's schools and academies.

Categories of Schools

Schools are classified into two main categories. The first category is academies and free schools, which are funded directly by central government and where the local authority has no statutory responsibility. The second category is local authority-maintained schools, which are then further split into 4 sub-groups Community, Voluntary Aided (VA), Voluntary Controlled (VC) and Foundation/Trust schools. The local authority does have various levels of responsibilities within maintained schools, depending on the sub-category e.g., school organisation matters, funding and admission arrangements.

Academies / Free Schools

Northumberland currently has 59 academies; these schools receive their funding directly from the government, and not via the local authority. They are run by an academy trust which employs the staff. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups, and in Northumberland there are currently 14 sponsored academies, 32 converter academies, and 1 free school. We currently do not have any university technical colleges or studio schools.



Maintained Schools

Maintained schools are funded by the local authority. Whereas formally they are run ("maintained") by the local authority, delegation of powers to the Governing Body means that they have many of the same responsibilities and powers as academies. These fall into four main categories:

- **Community Schools**

Community Schools are controlled by the Local Authority and are not influenced by business or religious groups. There are 72 schools in this category in Northumberland.

- **Voluntary Controlled Schools**

Most Voluntary Controlled Schools, but not all, are Church of England Schools; there are currently 8 schools in this category.

- **Voluntary Aided Schools**

These are Foundation Schools with a Religious character and in Northumberland all are Church of England or Roman Catholic Schools There are currently 23 schools in this category.

- **Foundation Schools**

These are Foundation Schools without a Religious character. Some Foundation Schools acquire a Trust and are known as Trust Schools. The Governing Body owns the building (unless there is a Trust in which case the Trust owns the building and land) and is the formal employer of the staff. There are currently 5 schools in Northumberland in this category.



Numbers and types of Northumberland Schools (not inc. Independents):

Phase	Community	VA	VC	Foundation/ Trust	Academy / Free School	Total
First	20	10	3	0	16	49
Primary	35	4	5	3	31	78
Middle	6	0	0	1	7	14
All-through (3-18)	0	0	0	0	1	1
Age 10-18	1	0	0	0	0	1
High	1	0	0	0	4	5
Secondary	0	0	0	1	9	9
Special	7	0	0	0	3	10
Pupil Referral Unit	1	0	0	0	0	1
Total	70	14	8	5	71	168

There are currently 71 academies, including 2 free schools, in Northumberland. In relation to future academisations, it is expected that 7 primary schools in the Alnwick Partnership will convert to become part of the Pele Trust in 2025. James Calvert Spence College is currently operating as an age 10-18 school in 2024/25 but will reorganise formally to an age 11-18 secondary school in September 2025 as part of the second phase of reorganisation to a primary/secondary structure in the Coquet Partnership.

There has been only 1 school closure in Northumberland since 2020:

Schools closed	Year/Date of Closure	Reason for closure	Closure proposed by	Closure approved by
West Woodburn First School	August 2020	Closure of school due to viability issues	NCC	NCC

There are future planned closures of the 3 middle schools in the Berwick Partnership (in August 2026) as part of the reorganisation of that partnership to a primary/secondary structure. Further information on the organisation of schools is set out in individual partnerships in Section 2.

2.4 Number of pupils on roll in schools and academies in Northumberland, surplus places and inward migration

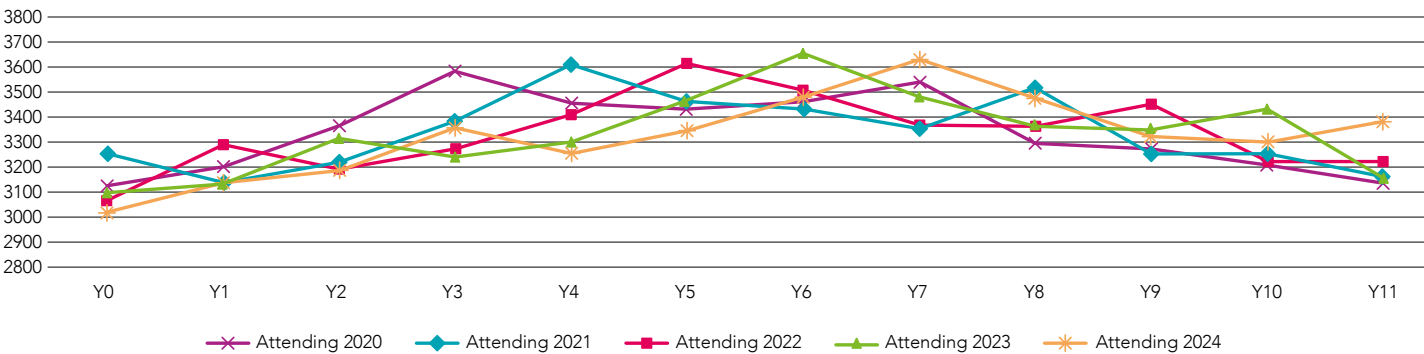
There were a total of 39,878 children and young people of statutory school age (Reception to Year 11) on roll in all types of schools (excluding Special and independents in Northumberland as at January 2024. This latest figure represents a slight decline in numbers overall in the county compared to the 2021 data when plan was first published. This is the lowest number of pupils on roll in these year groups in the past 5 years.

However, this masks a considerable variation between school partnerships as some, with some partnerships in the north and west of the county experiencing a significant decline in birth numbers that will have implications for schools in future years. Further information on pupil numbers and surplus places is provided in Section 4.2 and in the individual partnership sections of this document.

DfE data for 2021/22 indicates that under 7% of pupils on roll in schools from Reception to Year 11 live in neighbouring authorities, mainly coming from Newcastle, North Tyneside and Durham. These pupils are able to attend Northumberland schools as a result of surplus places in popular schools e.g. some schools in Ponteland and Hexham Partnerships are particularly popular with parents in neighbouring Newcastle and Durham authorities respectively. The numbers on roll by year group from Reception to Year 11 over the last 5 years are given in the following table:

NORTHUMBERLAND													
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	Total
Attending 2020	3122	3202	3364	3582	3456	3433	3457	3541	3292	3274	3210	3137	40070
Attending 2021	3255	3141	3223	3384	3609	3466	3434	3352	3519	3250	3259	3167	40059
Attending 2022	3070	3288	3189	3269	3409	3616	3506	3369	3365	3452	3221	3222	39976
Attending 2023	3098	3138	3317	3247	3306	3461	3658	3482	3374	3355	3438	3162	40036
Attending 2024	3015	3134	3182	3355	3256	3346	3486	3626	3477	3321	3300	3380	39878

CENSUS DATA - Pupils on Roll in Northumberland



As can be seen from the above data, the numbers of students joining Reception classes is continuing to decline and this will have an impact on the funding available to schools. Small, rural schools are particularly susceptible to fluctuations in pupil numbers and the viability and sustainability of some be at risk. Section 4.2 Management of Surplus Places sets out the Council's programme for supporting the viability of schools across the county to ensure that students continue to have schools within or as close as possible to their home communities

Section 3

Duty to provide school places

3.1 Local Authority duties and powers

Local authorities have a statutory duty under the Education and Inspections Act 1996 to ensure there are a sufficient number of school places within its area and that within such provision, parental preference, diversity and fair access are promoted. Our objective as a local authority is to work towards ensuring that there are sufficient 'good' places (as defined by Ofsted) available for all children and young people resident in the county within or as close as possible to their own communities.

This plan identifies where school places, including special school places, are required now and in the future and explains the mechanisms for providing these places. It also identifies where there are significant numbers of surplus places in the county and how some of the challenges that this poses may be addressed.



3.2 Challenges in delivering duties

The power of local authorities to influence how and where school places are provided within its area has been reducing for a significant number of years as a result of national policies. For example, local authorities have for some time been unable to open their own (community) schools, as every new school opened must now be a free school (effectively an academy).

Schools that are their own admissions authority (i.e., voluntary aided schools, academies and free schools) are able to increase their Planned Admission Numbers (PAN) without consultation, although they must notify the local authority when they do so. Therefore, one of the key roles of the Council is to maintain good working relationships with and between all types of schools to ensure that there are sufficient good school places available in the right places in the county, while balancing the desire of schools or academies to increase or reduce places into their own establishments, parental demand for places in successful schools and the impact of any changes on other schools to ensure a fair system for all.

3.3 Impact of Northumberland and National policies on school place planning

The provision of school places is not only influenced by statutory duties placed on the Council, but also by Northumberland's local policies and wider national policies.

Government policy in recent years has pushed for the conversion of ever more schools to become academies and as stated, the need for any new school identified by a local authority must be provided as a free school, which will effectively be an academy. Furthermore, where a school is judged to be inadequate by Ofsted, the school must become a sponsored academy, or in some instances, the Secretary of State may order the closure of the school. In the case of a school closure, the local authority would be under a duty to find alternative suitable school places for displaced pupils at other schools in the locality, and to manage any increased home to school transport costs if required. The overall impact of the reducing number of community and voluntary controlled schools in Northumberland means that the local authority's ability to influence where school places are created is diminishing.

The Northumberland Local Plan 2016-2036 includes the planning policies that will be used to guide and determine future housing planning applications in Northumberland, detail the scale and distribution of new housing development and include land allocations and designations, which in turn can influence the growth of pupil numbers in the county. The Northumberland Local Plan was adopted in March 2022 and can be reviewed by following this link [Northumberland County Council - Northumberland Local Plan](#).



Section 4

School Place Planning

4.1 Current methodology

Forecasting the number of pupil place requirements within any local authority is not an exact science and therefore presents a challenge due to changing demographics in some areas, fluctuating parental preferences and new housing developments. These issues are in addition to the potential for academies and free schools to increase or even decrease (the latter with permission from the Schools Adjudicator outside of the normal consultation process) their available pupil places outside of the control of the Council.

In Northumberland, pupil forecasting is carried out at school partnership level. At its basis, data received from the NHS on the number of children registered with GP surgeries is used. This enables the Council to match the postcodes of these newborn children to individual school catchment/Transport Priority areas. Where admissions authorities (such as voluntary aided schools or academies) set their own catchment area which differs from the Transport Priority Area set for the school by the Council, the latter is used for forecasting purposes. These catchment/Transport Priority Areas provide a reliable indication of how many children are likely to enter schools in Reception classes. Once actual places are taken up within the school system, the year-on-year transition of pupils through the school system is assumed.

The forecasts are further refined as pupils enter and move through the system by including a weighting (based on previous trends) at phase change points. For example, as a result of parental preference in some school partnerships additional children may historically enter schools at a particular phase in Year 5 including, while in other partnerships, there may be a trend for a proportion of children to leave the partnership at the end of a phase change to take up places at popular schools in other partnerships. Parental preference also impacts the



movement of pupils in schools within their school partnerships and to other partnerships in the county. Another factor in relation to parental preference is the inward and outward flow of pupils into or from other neighbouring local authorities. The impact of housebuilding is also factored into the final pupil forecast, although only housing that has been approved or minder to be approved is included in the assessment (see para. 4.5 for further detail). The Council's calculation for pupil yield arising from housebuilding indicates there are just under 3 children generated per year group from every 100 houses built.

The Council works in partnership with schools and academy trusts to ensure that where the need for additional places is identified that suitable arrangements are put in place to address the need. The DfE collects school capacity and pupil forecasting data annually from the County Council (SCAP collection), which assists the DfE in allocating the Basic Need capital grant and in policy making relating to school place sufficiency and forecasting.

4.2 Managing Surplus Places

The definition of surplus school places is the number of school places that remain unfilled in a school compared to the total of number of places available (capacity), as measured by its available teaching and learning spaces. Surplus places are not related to the Planned Admission Number (PAN) of a school, which is the number of places a school offers in its entry class or classes i.e., Reception, Year 4 (middle), Year 7 (secondary) or Year 9 (high school).

As at January 2024, there were **10,034** surplus places in schools and academies in Northumberland (Reception to Year 13 and not including special schools), which equates to **21%** surplus places overall – this is an increase of 3% since the previous version of this plan. Again, the figure of 21% masks the considerable variation in surplus places at school partnership level and even with school phases: further detail at the partnership level is provided at Section 7 of this report. Having surplus places within an individual school is itself not necessarily a negative situation, indeed it is preferable for schools to have a minimum of around 5% surplus places in order to facilitate an element of parental preference for school places and to enable the school to have some flexibility to offer places to children who may move into the catchment area outside of the normal entry point into the school.

However, where the number of surplus places within a school begins to impact on the ability of the

school to provide a broad and balanced curriculum in terms of staffing levels, as well as maintain, heat, light and clean the school building, then it can be detrimental to the educational experience of children and can threaten the viability and sustainability of individual schools. Where there is over provision of places across a whole school partnership, parents can have excessive choice and schools begin to compete for pupils. This can lead to children undertaking longer journeys by car to schools that are more popular with parents, driving past other schools within their own communities on the way and also impacting negatively on the environment. The results of excessive surplus places have in the past in Northumberland led to some schools, particularly small rural schools, becoming unviable, having to close and thereby making it necessary for all children that may have been served by that school to undertake longer journeys for their education away from schools further from their home and village communities; in addition, this will have impacted on the environment.

There is no magic formula for calculating the right number of surplus places within Northumberland and there is no official maximum level of surplus places a local authority should aim to maintain, although the Council is challenged regularly by the DfE on its arrangements for managing surplus capacity. Northumberland County Council aims to have a 3-point approach to the management and



rebalancing of surplus places in the county:

1. At a strategic level in relation to the whole county, whereby oversight of the total number of surplus places is reviewed as part of this plan as an annual reference point to inform officers, interested parties, and the DfE;
2. At school partnership (planning area) level firstly when surplus places are reviewed annually as part of this plan or secondly, reviewed as part of partnership-wide school organisation project. This often leads to specific proposals for individual schools (see below).
3. At the individual school level when specific actions are proposed to address the impact of surplus places, such as outcomes of a partnership-wide school organisation review, or where the school's viability or its ability to carry out effective staff planning impacted by excessive surplus places, or where the number of places available at a school far exceeds the needs of its own community, which is impacting the viability of other schools and the environment by encouraging increased car journeys;

Any proposals based on the approaches to rebalancing surplus places above will be driven by the following principles:

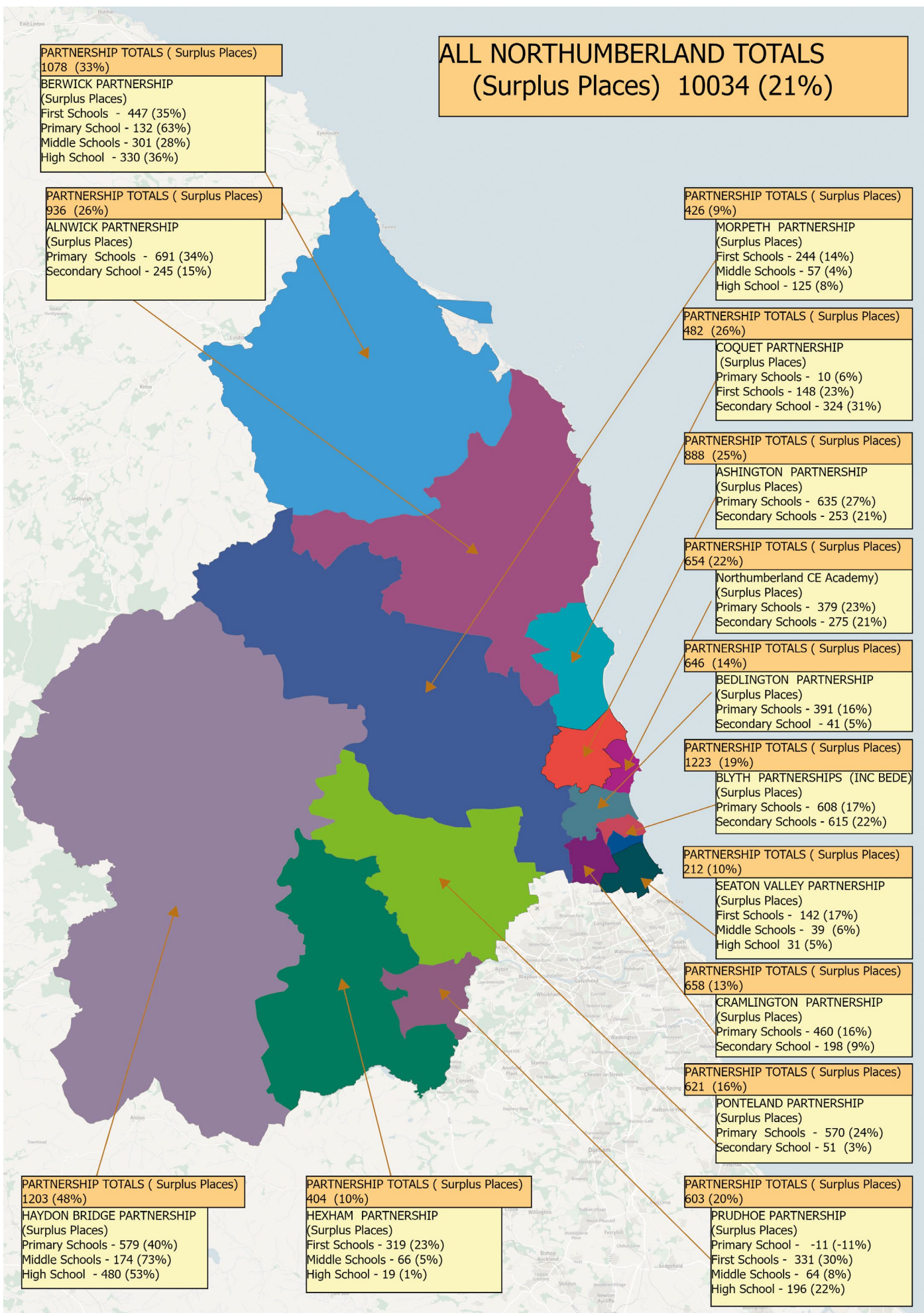
- Length of journeys to school for primary and secondary pupils to be no longer than DfE guidelines unless it is unavoidable due to specific local circumstances;
- Linked to above, decisions support schools remaining as close to pupils home communities as possible, particularly in relation to rural areas;
- Reducing impact on viability of other local schools;
- Reducing carbon emissions through reduction in car travel on the environment, specifically in relation to supporting of the Council's Climate Change Action Plan 2024-2026.

At the partnership level, where pupil numbers within a whole partnership are falling year on year, there may be occasions when there is simply an over-provision of schools and the closure of one or more may be the best interests of the long-term sustainability of the whole partnership. Any proposals to remove surplus places through the closure of schools must be balanced with the desire to provide schools within reasonable distance of pupils, especially younger children. Proposals for school closures at the partnership level generally occur as a result of whole partnership educational

organisation review. It should be noted that statutory legislation limits the power of local authorities to approve the closure of local authority-maintained schools only; local authorities do not have powers to close academies.

Outside of a whole partnership organisation review, will be an assessment of the impact of surplus places across whole school partnerships as part of this plan. This may lead to the reduction of the Planned Admission Number (PAN) of a particular school or schools within to a level that provides enough places to serve its local community, while offering a level of flexibility for parental preference that does not impact detrimentally on other schools. Any proposal by the Council to reduce the PAN of a school would be based on the forecast pupil numbers for that school and would be limited statutorily to community and voluntary controlled schools only and subject to necessary consultation as required by the Admissions Code 2021. While the reduction of a school's PAN would not actually remove any physical capacity from the school and therefore the 'surplus' would remain, the opportunity for schools to impact negatively on each other would be reduced and there would be considerable benefit to the environment through the reduced number of car journeys, thus supporting the Council's Climate Change Action Plan 2021-23. On the other hand, where a school has a PAN appropriate to its community but is not able to attract enough pupils to plan its staffing or class organisation effectively due to parental preference, there may be a stronger rationale for that school to reduce its PAN, subject to their being no other negative impact such as an increase in car journeys.

Where the Council identifies that an academy or voluntary aided school has excessive surplus places to the point where it is negatively impacting on other local schools, officers will discuss the situation with our relevant partner Admissions Authorities to identify a solution. However, the Council has no powers to reduce (or increase) the PAN of academies, voluntary aided or foundation schools. The impact of decisions made outside of the control of the Council can also have an impact on the level of surplus places e.g. decisions taken by the School's Adjudicator or the Regional Schools Commissioner have previously led to overprovision of places in some school partnerships. The number of surplus places by phase within each school partnerships is given at Appendix 1 attached to this report. Surplus places at partnership level are reviewed in Section 7. The following map identifies the level of surplus places in each school partnership as at January 2024.



4.3 School Admissions

By their nature, school admissions arrangements and school place planning are closely linked. The management, consultation and publication of school admission arrangements are a legislative requirement of all Admissions Authorities, including Academies, and guidance is set out in the new School Admissions Code 2021 which came into effect on 1 September 2021.

Northumberland County Council is the Admissions Authority for all community and voluntary controlled schools within the county. One element of legislation, set out in the Admissions Code, is that parents must be able to express a preference for a place for their child at any school, and where a place is available it must be offered, no matter where the child is resident. While this is a benefit to parents, the impact on many schools in Northumberland, particularly those in rural areas, is that they have less reliable annual intakes than urban schools and are more vulnerable to events that impact on their popularity, such as poor Ofsted judgements or a neighbouring school receiving an 'Outstanding' Ofsted judgement. This in turn can make forecasting at the individual school level more difficult.

Northumberland schools are organised within 'partnerships' to ensure a clear pathway through a child and young person's educational journey. In the remaining 3-tier partnerships, this pathway follows from first school to middle school to high school, while in the primary/secondary partnerships the pathway begins in primary school and follows on to secondary school at age 11. The Council allocates a Transport Priority area to every school or academy, except in circumstances where a school or academy exists outside of the prevalent educational pathway within the relevant partnership. The Transport Priority Area is a defined geographical area from which a school would be expected to take children and assists the Council in ensuring that schools and academies have variable numbers of children living within it, and to assist with the organisation of Home to School transport priority. However, the application of parental preference and the existence of surplus places in schools means that even with transport priority and catchment areas in place, there is considerable movement of children across catchment boundaries in some areas of the county as parents select to send their children to schools that are not then identified catchment school.

The Council's oversubscription criteria for community and voluntary schools after the allocation of places to pupils with an Education,

Health and Care Plan and 'looked after' children are as follows:

1. Children living within the catchment area of the school.
2. Children with an exceptional social or medical reason that means that they can only attend that specific school.
3. Children resident in the greater catchment area of the school partnership who have siblings already in the school and who are expected to be on roll at the school at the time of admission who live within the greater catchment area of the school partnership.
4. Children resident in the greater catchment area of the school partnership who are expected to be on the roll at the school at the time of admission.
5. Children who have a sibling who already attends the school and who is expected to be on roll at the school at the time of admission.
6. Children on whose behalf preferences are expressed on grounds other than those outlined above.

Academies and voluntary aided schools are able to set their own admissions criteria, which in some cases differ from the Council's admissions criteria (for example they may set their own catchment area that differs from the Council's Transport Priority area) and can impact on the ability of children deemed by the Council to live within the school/academy's Transport Priority Area to gain a place at that school/academy.

Northumberland County Council has a very high success rate in meeting parental preference in relation to first choice of Reception places in first or primary schools and middle, high and secondary schools. For places allocated in September 2024, the percentage of first preference places met was as follows:

- **Reception (primary/first schools) first preferences allocated = 97.71%**
- **Secondary (middle/high/secondary schools) first preferences allocated = 95.04%**

While overall this measure is an indicator of a high success rate in meeting parental preference, it may also indicate that in some areas of the county there are high surplus places enabling parental preference to be met at this level (refer to section 4.2 Managing Surplus Places).

4.4 Home to School Transport

Northumberland County Council is responsible under legislation for the management and funding of home to school transport in the county. Generally, children of statutory school age who meet the criteria in relation to distance from home to school (ie who live further than 2 miles up to age 8, or 3-miles age 8 and over from their transport priority are or nearest school or where there is no safe walking route) are provided with transport to their nearest qualifying or faith school (where a place at a particular faith school has been allocated at the parent's request) where that is a parental preference. Pupils whose parents have expressed a preference for a school which is not the nearest qualifying or faith will not be eligible for home to school transport.



In 2023/24, the Council spent £10.8m on statutory mainstream home to school transport for students in Reception to Year 11 and £1.6m on mainstream post-16 home to school transport. In relation to students with special educational needs, in 2023/24 the Council spent £11m on home to school transport.

4.5 House Building

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 an education contribution from developers that reflects the likely costs of the additional places required. While contributions towards educational infrastructure had been received from developers in relation to large developments in the past, in 2017 the Council implemented an Education Infrastructure Policy to provide structure and consistency in relation to housing impact assessments. At the time of writing £17.3m of contributions set out within S106 agreements have been agreed by developers to support educational infrastructure, although the spending of this contribution is time-limited usually to 5 or 10 years from the building of the last house depending on the terms of individual agreements. The principles of the Council's Education Infrastructure Policy are included within the Northumberland Local Plan and can be reviewed by following this link [Northumberland County Council - Northumberland Local Plan](#).

Currently, the Council's secures educational infrastructure contributions via Section 106 of the Town and Country Planning Act 1990 and is consistent with 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. It is accepted that there are limitations on the use of planning obligations, and these may only be used where the obligation is:

- Necessary to make the development acceptable in planning terms
- Directly related to the development; and
- Fairly and reasonably related in scale and kind to the development.

If it is found that insufficient school places exist, an appropriate level of contribution will be calculated that takes due account of:

- The size of the development;
- Current and forecast school numbers;
- Likely pupil yield at primary and secondary level, as well as yield of pupils with Special Educational needs who may need a place at a Special School;
- The need to manage capacity and retain some flexibility in the system;
- Local and national information in relation to cost factors for the respective type of pupil places;
- Outstanding developments in the partnership area for which planning permission has already been granted.

The impact of each proposed planning application on local schools is assessed individually. The existence of surplus places in other schools in the relevant school partnership does not necessarily preclude the possibility of a request for a contribution towards educational infrastructure where the Council believes data warrants it; for example distance to alternative schools with surplus places would be a factor if the journey time for students was unacceptable.

Likewise, when predicting pupil flows, the impact of housing developments in neighbouring partnerships to that where a planning application is put forward will also be taken into account. This could mean that while surplus capacity may currently exist in a school, the impact of the planning application development combined with housing development in surrounding areas could mean that additional capacity would be required at the relevant school within the timeframe of the build-out period and therefore it would be appropriate for developers to be requested to contribute to the costs of providing additional places or educational infrastructure.

Northumberland's 'Five Year Housing Land Supply of Deliverable Sites' is used as part of the analysis of the impact of planning applications to provide a strategic view of the likely impact; this is in line with DfE requirements and recommendations.

Further information on how developer contributions are assessed and requested is available in the Northumberland County Council Education Infrastructure Policy provided at Appendix 2 of this document.



The level of approved planned housebuilding across the county over the next 5 years varies considerably between school partnerships, although generally there is less housebuilding planned in the rural West and North overall, with the majority of new housing planned for the more urban Southeast. The following table shows how many dwellings are currently planned to be constructed in each partnership between 2021/22 and 2025/26:

Partnership	No. Dwellings planned for construction 23/24-2027/28
Alnwick	650
Ashington	300
Bedlington	435
Berwick	623
Blyth and Bede combined	234
Cramlington	1,092
Coquet (Amble)	877
Haydon Bridge	171
Hexham	222
Morpeth	1,111
NCEA (Hirst, Newbiggin, Lynemouth)	543
Ponteland	93
Prudhoe	312
Seaton Valley	170

The impact of the above planned housebuilding on schools within these relevant partnerships will vary between partnerships considerably, as in some cases the number of pupils generated from new housing will simply help to stall the effect of falling pupil numbers in those areas, whereas in other partnerships additional places may need to be created. The number of houses constructed at any one time will also be a factor in the impact on schools, as some will experience 'bulge' years where expansion of accommodation for additional pupils is only required for a limited number of years. Further information on the impact on individual partnerships is set out in [Section 7](#).

4.6 Inter-authority movement of pupils

There has been a historical movement of pupils into and out of certain school partnerships, usually at phase changes, which is factored into pupil forecasting as stated in 4.1. Overall, just under 5% of pupils on roll in Northumberland schools live in neighbouring authorities. However, there is significant variation between partnerships; for example, there are almost no out of county students on roll in schools in Ashington and Coquet Partnerships, while around 37% students on roll in Ponteland Schools live out of county (mainly Newcastle). There are also significant numbers of out of county students from Durham attending schools in Hexham Partnership (around 8%) and Prudhoe Partnership (also around 8%).

Although the law places a statutory duty on local authorities to provide places for children resident within their own boundary, some schools in

Northumberland benefit greatly from the inward flow of out of county pupils, and indeed would potentially create viability issues for some schools if this did not occur.

While this movement of pupils in and out of partnerships is generally consistent over time and therefore predictable, certain events such as a school reorganisation can trigger 'new' outward and inward flows that must be monitored in order to analyse the impact on the affected schools, such as adjustments to forecasting weightings and, if necessary, consider the need for additional places. Therefore, the reorganisation of Berwick Partnership that will take place in a phased way from September 2025 may impact the inward and/or outward flow of pupils in that area.



Section 5

Creating places through capital development

The Council works with schools and academies collaboratively in order to ensure that sufficient school places for children and young people living in Northumberland are available where a need is identified. Where the provision of additional places is to be met via capital development, the Council applies a number of principles to such projects:

5.1 Principles

- Where relevant, designs include flexibility to allow for curriculum development and delivery and future population growth ('future-proofing');
- Collaborating with maintained mainstream schools and academies to provide sufficient places where there is a need;
- Maximising developer contributions to ensure that appropriate investment is made in education infrastructure;
- Working in partnership with contractors to deliver quality construction and efficiency in design and procurement;
- Scheduling significant capital projects to be ready in time to meet need or demand for places;
- Support the public purse by endeavouring to ensure value for money by minimising future liabilities for suitability, maintenance and flexibility;
- Deliver school buildings that will serve local communities for several generations and are designed to be sympathetic to the local area.

5.2 Funding

Capital projects can be funded through a variety of sources depending on circumstances including whether they are stand alone projects or partnership wide reorganisations. Key funding streams are:

- Section 106 funding from new house building developments; the DfE have identified this as the primary route through which funding for additional school places required as a result of pupil yield from new housing development should be sought, with the publication of their "Securing Developer Contributions for Education, April 2019"
- Basic Need Grant funding from central government based on identification of need for places in specific schools and partnerships; in the light of the above, this would be relevant mainly in the case of rising birth rates or inward movement of populations not related to new housing.
- School Condition Allocations from central government;
- Capital contributions from individual school budgets (DFC) or through collaboration with academies that are granted funds from Condition Improvement Funding.

5.3 Methods

The Council has approved capital schemes to accommodate additional school places by:

- **Extending schools by adding classrooms** or reconfiguring existing spaces; where the need for additional places at some schools have been forecast to be permanent and not just a one-off 'bulge year', capital schemes have been undertaken to provide classroom extensions or reconfiguration. This has also applied where school reorganisations have taken place, such as Alnwick and Ponteland Partnerships, and additional classrooms have been required to accommodate new Year 5 and Year 6 groups.
- **Provision of new buildings;** Most recently as part of the reorganisation of the Ponteland Partnership, the option appraisal exercise for provision of accommodation to support the process has identified the provision of new shared accommodation for Ponteland High School and Ponteland Primary School as the most cost effective and educationally preferable route. The new school buildings form part of an education and leisure complex and are now under construction in compliance with Building Bulletin 103.

5.4 Working with Partners

The Council works with a range of partners to deliver suitable accommodation for additional school places:

- Headteacher and Governing Bodies
- RC and CE dioceses
- Academy trusts
- Regional Schools Commissioner, EFA and DfE
- Town and parish councils
- Housing developers
- Local communities

5.5 Recent Capital Projects completed or ongoing

Capital projects in schools are vital to support expansion, rebuilding/remodelling or reorganisation of schools. Some recent capital projects include:

- Expansion of Red Row, Amble Links, Grange View and Broomhill Schools to enable them to operate as Primary schools following reorganisation of the Coquet Partnership to primary/secondary from September 2024;
- Also as part of Coquet reorganisation, remodelling and refurbishment of the former middle school building at South Avenue in Amble to accommodate King Edwin Primary (formerly Amble First) and Barndale by the Sea, a satellite site of Barndale School (special school).
- Rebuilding of Astley High and Whytrig Middle is underway and remains on programme to open in September 2025;
- The constructor of the rebuild for James Calvert Spence College in Coquet Partnership has been appointed, with construction starting in 2025 and completion planned for September 2026;
- A sports building at King Edward VI (KEVI) to support increasing numbers at the school underway and planned to be completed later in 2025. The building includes a 4-court sports hall and 4-zone changing facilities.
- Capital projects to support reorganisation of Berwick Partnership to primary/secondary from September 2025 have begun with plans developed for works at 9 of the primary schools. Works have been programmed to be completed for September 2025.
- 20 capital projects have been completed as part of the School Capital Improvement Programme (SCIP) from September 2023 to September 2024, with a combined value of £2.7m.

Section 6

Non-Mainstream Provision

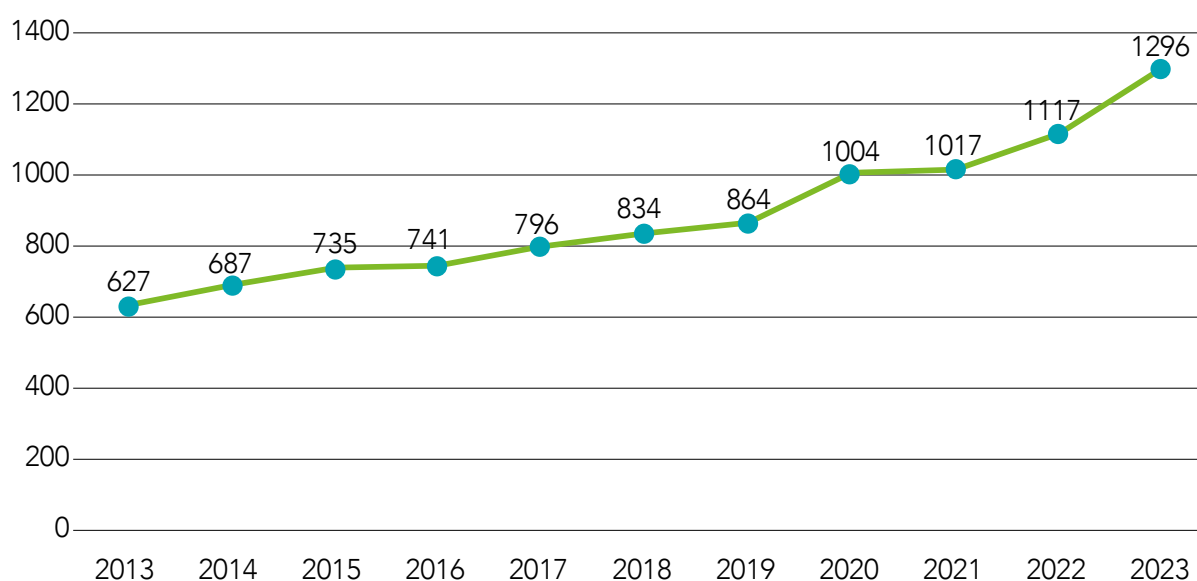


6.1 Special Educational Needs

Overview

The number of children and young people allocated an Education and Healthcare Plan has been increasing steadily in Northumberland since 2013. Significant capacity to many of the County's 9 special schools has been added year on year in each of the past 10 years. The average annual rate of increase in EHCPs has run at between 7 and 9 percent over the last ten years, with the exception of 2020 and 2023 which both increased by 16% on the previous year's figures. There are now more than twice the number of children and young people with an EHCP in Northumberland in 2023 than there were in 2013, with capacity in some specialist provisions having to grow to meet demand. The demand from parents for their children to be educated within special school provision both in and out of the county continues to be a contributing factor in the rise of EHCP numbers.

No. students with EHCP on roll at Northumberland maintained special schools



This steady upward trend in demand for special school places equates to an average increase over this period to date of 7% each year (actual variation from year to year has been between 1% and 16%). Overall, there are 78% more children and young people with an EHCP in Northumberland in 2022 than there were in 2013. Contributing to this is the continuing increasing demand from parents for their children to be educated within special school provision both in and out of the county.

It is also widely acknowledged nationally that there are significant financial pressures on mainstream schools in supporting SEND provision, not least due to school budget pressures and expectations on schools to fund the first £6k of support for each SEND learner with an EHCP. In particular, there has been a significant increase in the number of children and young people who have been identified with a primary special need of autism (ASD) and/or social emotional and mental health (SEMH) needs.



To address the need to increase specialist provision capacity within Northumberland in a managed way, a five-year programme of proposed projects has been set out in the Northumberland [SEND Capacity and Place Planning Strategy](#). This strategy will endeavour to ensure that the right type of specialist provision places are created in the right areas of the county, at the right time. The strategy sets out the methodology for forecasting SEND places and provides a forecast for each school partnership over the next 5 years. The strategy also sets out high-level ideas and proposals for meeting the need for additional capacity and the accompanying timetable for consultation in school partnership areas.

Work in relation to the strategy has already begun, with Northumberland successfully in bidding for a special free school, the Gilbert Ward Academy, for secondary age young people who have autism and social, emotional and mental health needs which opened in September 2023. Other work includes the creation of a 50-place satellite site of Barndale House Special School opening in September 2024

for students with primary needs in SEMH, ASD, MLD and SLCN and as part of the reorganisation of the Berwick Partnership, a 30-place SEND unit on site at St Mary's CE First School operating from September 2024 and a 40-place SEND unit on site at Berwick Academy; both units will provide education for students with primary needs in SEMH, ASD, MLD and SLCN.

The proposed increase in specialist provision will of course require capital funding and indications on the potential cost of this provision and the funding streams are also set out in the strategy. The SEND Capacity and Place Planning Strategy is updated annually to reflect changing needs or alternative proposals and the latest iteration now includes data and information in relation to Alternative Provision in the county.

6.2 Post-16 provision

Local authorities are required to ensure that all young people in its area continue in education or training until at least their 18th birthday. The Council has broad duties to encourage, enable and assist young people to participate in education or training. Specifically, these are to:

- secure sufficient suitable education and training provision for all young people in our area who are over compulsory school age but under 19 or aged 19 to 25 and an Education and Health Care Plan is maintained. This is a duty under the Education Act 1996. To fulfil this, the Council needs a strategic overview of the provision available in the county and to identify and resolve any gaps in provision;
- provide support that encourages, enables or assists all young people aged 13-19 and between 19 and 25 for those with special educational needs and disabilities (SEND) to participate in education or training under section 68 of the Education and Skills Act (ESA) 2008.

In Northumberland, all high and secondary schools and academies have sixth form provision. The Council also seeks to support this duty by providing improved accommodation for sixth form students in high and secondary schools. Furthermore, the Council approved a new Post-16 Transport Policy implemented for 2018/19 which provides free transport to eligible students to enable them to access the closest relevant learning to their home address, although this of course has an ongoing impact on the Council's Home to School Transport budget.

6.3 Early Years provision

The Council is committed to ensuring that young children can access high quality early education and care in a range of provision in order to create a solid foundation on which to build and go on to succeed at school and in later life. The local market for early years provision is mainly dominated by the private and voluntary sector which varies in provision size, quality and type, although there are a significant number of schools and Children's Centres who equally deliver good quality similar early years provision within the county.

All schools and Ofsted-registered early years providers must adhere to the EYFS, which sets the standards for the learning, development and care of children from birth to 5 years old and which they are inspected against. The Council is committed to supporting early years provision across Northumberland.

Early years education and care is delivered by the following settings in Northumberland :

- 137 schools deliver funded education
- 132 schools offer wraparound service, with more in the pipeline
- 89 PVI nursery settings; 11 of these deliver 'out of school' care
- 22 settings offer funded education for 2 year olds
- 289 settings offer funded education for 3 and 4 year olds
- 16 Home Carers

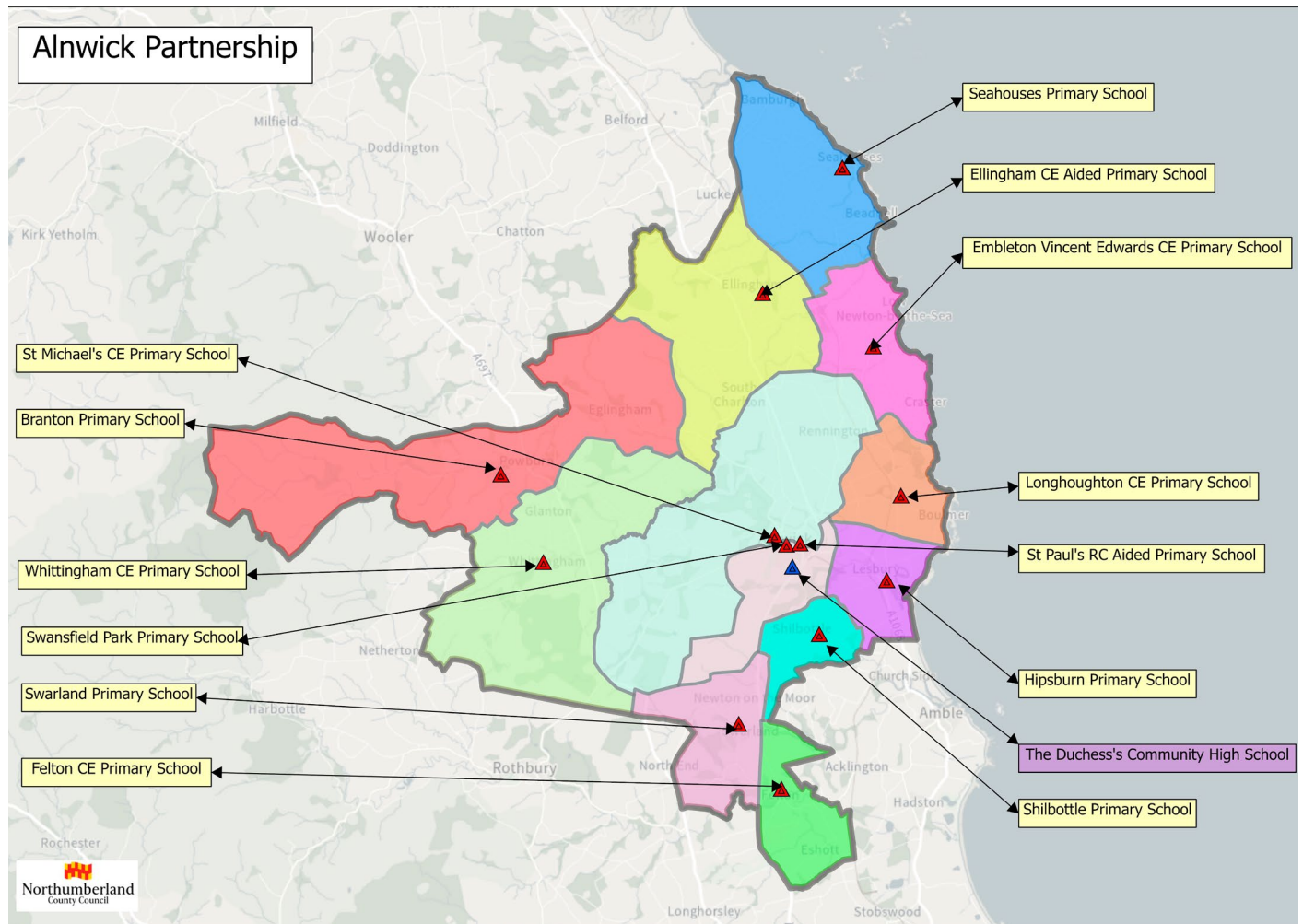
Support for families is offered through the 13 Family Hubs and 2 Outreach centres (formerly Sure Start centres) across the county.

Section 7

School Partnerships (Planning Areas) - projections and pressures



7.1 Alnwick Partnership



The Alnwick Partnership is organised in the primary/secondary structure and is formed from the following schools:

- Ellingham CE Primary
- Seahouses Primary
- Longhoughton CE Primary
- Shilbottle Primary
- St Michael's CE Primary
- Swarland Primary
- Felton CE Primary
- St Paul's Catholic Primary
- Branton Primary
- Whittingham CE Primary
- Hipsburn Primary
- Embleton Vincent Edward's CE Primary
- Swansfield Park Primary
- Belford Primary (from September 2024)
- The Duchess's High School

The majority of pupils who live in the Alnwick Partnership attend schools within the partnership, although significant numbers do not attend their own catchment school. Overall, the number of pupils being born in the Alnwick Partnership has been declining slowly over a number of years and this trend is continuing. There is some housebuilding in Alnwick over the next 5 years which will yield around 3 of 4 pupils in each year group in each of these years. Alnwick Partnership does benefit from cross-border flows of pupils into school both at primary with 9% of pupils crossing from neighbouring partnerships. However, the overall number of surplus places for the partnership has risen to 34%. While there is some housebuilding planned to be constructed in the greater Alnwick catchment over the next five years, its impact will be limited to a small number of schools and is only likely to reduce the impact of surplus places rather than require additional places to be created.

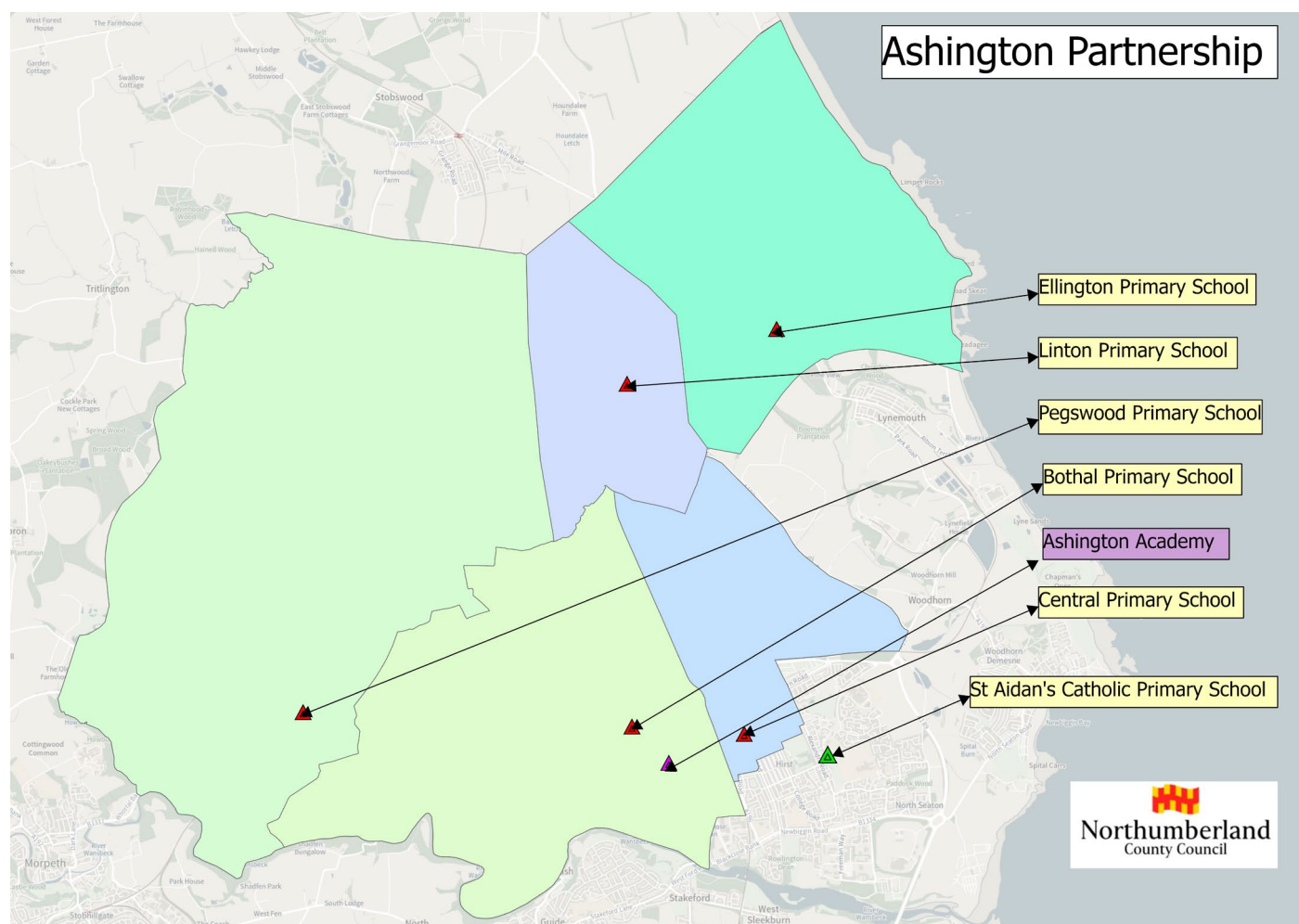
The majority of pupils out of catchment pupils attending Alnwick schools come from Berwick and Coquet Partnerships. The reorganisation of the latter two partnerships to primary/secondary structures may reduce this flow in the future. The fall in birth rate in the partnership is having the most impact on the primary phase at the moment. In the light of this and to support the viability of primary schools in the partnership, the Council has already reduced the PANs in 2 of the primary schools from September 2024, and a 3rd school will reduce its PAN from September 2025. The review of the appropriateness of PANs will need to continue with the potential for more consultation on the reduction of PANs in a small number of schools as part of the annual consultation on admissions arrangements in Autumn, subject to relevant approvals. However, with 7 primary schools in the partnership being approved to academise with the Pele Trust from September 2025, any proposals for the reduction of PANs of those schools, other academies and voluntary aided schools would require trustees and governing bodies (as appropriate) to consult and approve any reductions. Further to this, Pele Trust is currently consulting on the reduction of the PAN of The Duchess High School from 240 to 210 with effect from September 2026 intake into Year 7 in light of falling student numbers in the partnership.

The pupil forecast table below demonstrates that the primary phase will continue to increasing surplus places for the foreseeable future. As a result of the reorganisation of schools in the Berwick Partnership (see para. 7.3), Belford Primary has been incorporated in the Alnwick Partnership with effect from September 2024. This is unlikely to impact the number of students attending The Duchess High School as historically most students living in Belford catchment attended the school as out of catchment students.

ALNICK FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	165	184	181	233	190	159	209	217	235	202	252	258	104	138		2727
2025	152	176	188	196	235	182	163	241	218	241	207	252	136	90		2678
2026	160	162	180	204	199	224	186	188	240	223	246	208	132	118		2668
2027	176	171	163	191	203	187	225	209	185	243	224	243	106	114		2639
2028	141	185	170	171	189	189	185	253	205	186	243	220	125	92		2555
2029	157	148	182	177	166	173	185	206	246	204	184	237	114	108		2486
2030	155	164	146	191	174	153	171	208	201	247	204	180	124	98		2417
2031	155	161	163	154	189	162	153	194	205	204	249	201	95	107		2393
2032	155	161	160	153	152	176	162	174	191	207	205	245	107	82		2332
PAN TOTALS	266	266	266	266	266	266	266	240	240	240	240	240	150	150		3362

Key: PAN - Planned Admission Number

7.2 Ashington Partnership



The Ashington Partnership is organised in the primary/secondary structure and includes the following schools:

- Bothal Primary
- Central Primary
- Ellington Primary
- Pegswood Primary
- Linton Primary
- St Aidan's RCVA Primary
- Ashington Academy

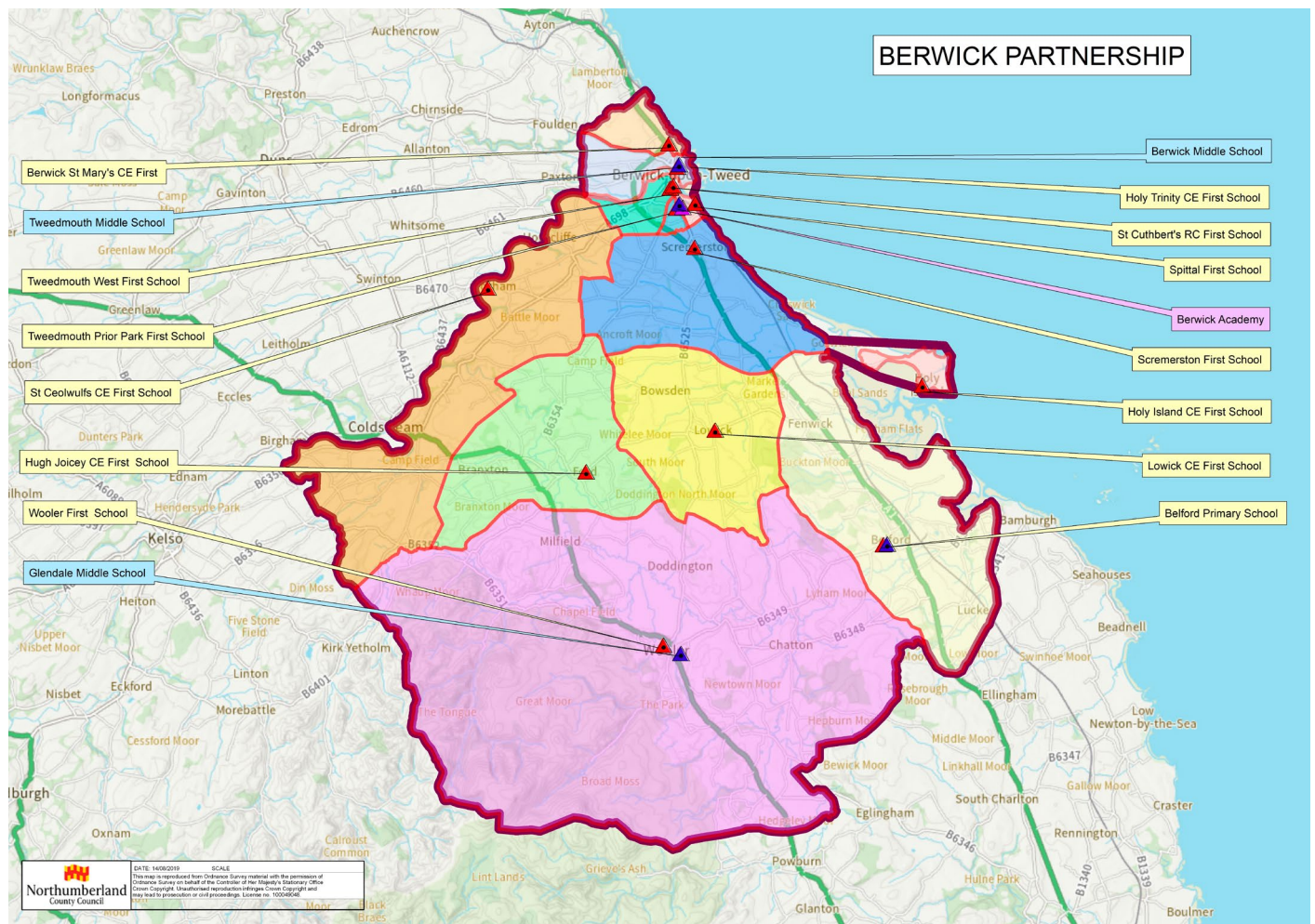
After a slight downward trend, GP birth data for Ashington has begun to increase slightly. Around 34% of pupils who attend schools in the primary phase in Ashington reside in neighbouring partnerships, mainly the NCEA partnership, given its proximity to Ashington.

The significant level of house building planned for Morpeth town over the coming period begins to impact on surplus places in schools is expected to result in fewer places being available for children outside of the Morpeth Partnership and Ashington schools will retain more of their catchment children. Overall, the number of surplus places in Ashington Partnership has risen slightly to 25%.

ASHINGTON FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	218	259	239	230	255	249	291	192	188	168	162	167	35	44		2697
2025	200	218	260	237	231	257	253	209	189	182	162	153	45	31		2626
2026	197	201	219	258	239	233	261	182	205	182	175	153	41	40		2583
2027	199	198	201	217	258	240	236	187	178	198	175	164	40	36		2526
2028	225	200	198	199	218	260	243	170	183	172	190	165	43	36		2502
2029	209	226	200	196	200	219	263	175	166	177	165	178	43	38		2457
2030	206	209	225	197	196	200	221	189	170	160	169	155	47	38		2381
2031	207	206	208	222	197	196	202	158	183	163	152	158	41	41		2333
2032	207	206	204	204	221	196	197	143	153	175	155	142	42	36		2280
PAN TOTALS	288	288	308	308	308	308	308	180	180	210	210	210	150	150		3406

Key: PAN - Planned Admission Number

7.3 Berwick Partnership



The Berwick Partnership is currently organised within the 3-tier system with one exception and is formed from the following schools:

- Berwick St Mary's CE First
- Tweedmouth West First
- Tweedmouth Prior Park First
- Holy Trinity CE First
- St Cuthbert's RCVA First
- Scremerston First
- Spittal First
- Norham St Ceolwulf's CE First
- Hugh Joicey CE First
- Wooler First
- Lowick CE First
- Holy Island CE First
- Tweedmouth Middle School
- Berwick Middle School
- Glendale Middle School
- Berwick Academy

Approval has been given to reorganise the partnership to a primary/secondary structure in a phased way from September 2025. A significant factor in the decision to reorganise is the continuing significant fall in birth rate in the partnership. There are currently 33% surplus places across the partnership, and almost no inward flow of pupils into Berwick. The reorganisation of the schools will result in the closure of the middle schools and together with a reduction of the PANs of some first schools as they become primary and at Berwick Academy, 732 places will be removed from the system.

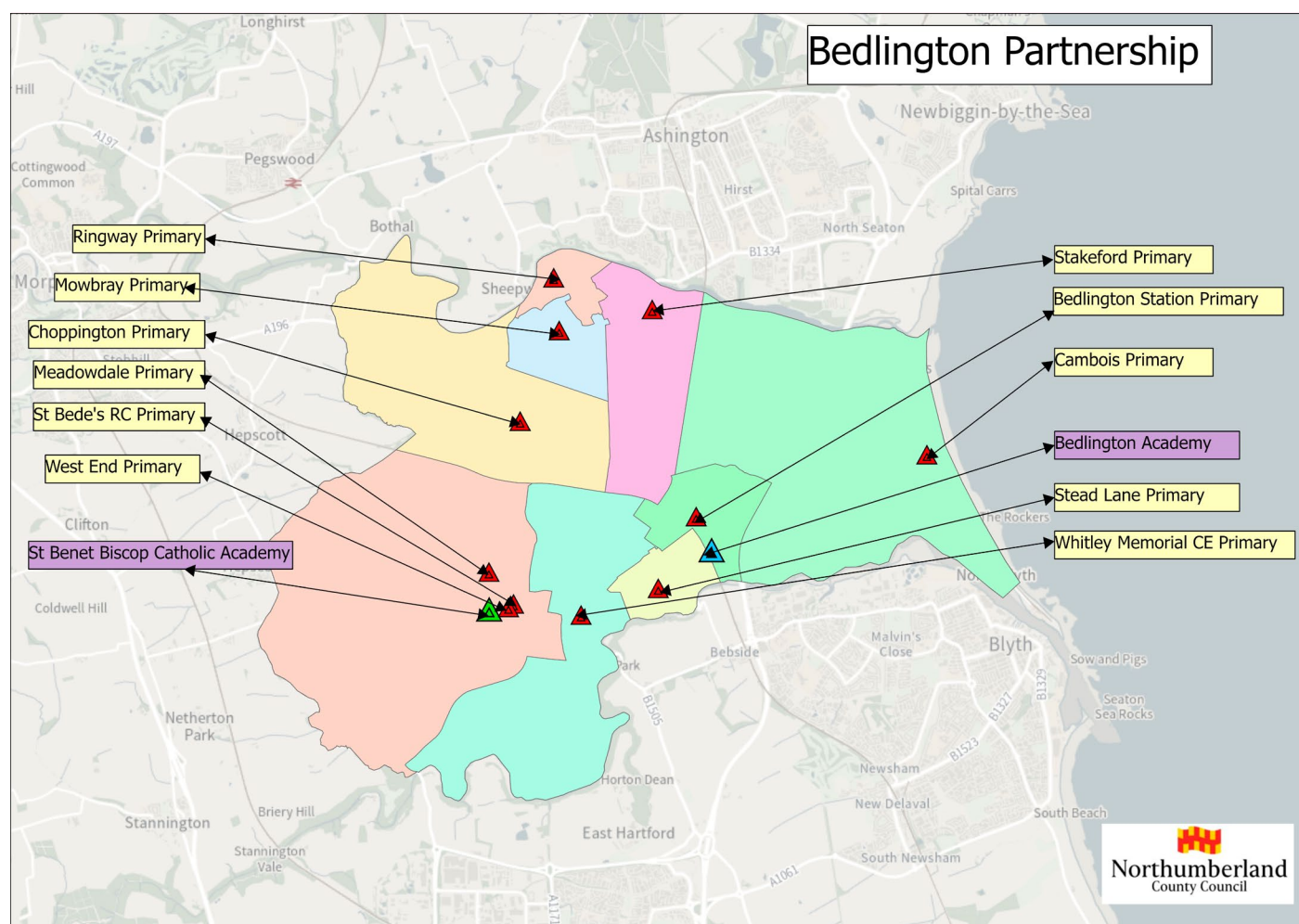
The independent school Longridge Towers is also located in the Berwick catchment and the Council has historically arranged for children resident on Holy Island to be educated there from middle school age – following reorganisation to the primary students will be able to remain in Holy Island school for Year 5 from September 2025 and for Year 6 from September 2026, this delaying the need to access Longridge Towers until Year 7.

The forecast below is based on the PANs of the schools as at May 2024.

BERWICK FINAL FORECASTS															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR Total
Actual Jan 2024	159	161	182	209	177	179	209	202	195	171	144	156	69	46	2259
2025	161	161	162	182	209	172	181	187	194	179	166	139	74	55	2222
2026	144	164	164	163	183	203	175	163	180	179	175	161	65	58	2178
2027	146	149	166	164	164	178	206	157	158	167	175	169	74	51	2124
2028	145	150	149	165	164	159	179	184	151	145	161	168	77	59	2055
2029	152	149	148	147	162	156	158	158	174	136	138	153	76	61	1968
2030	149	154	147	146	144	155	155	139	150	158	130	131	69	60	1888
2031	147	152	153	145	144	138	154	137	132	136	151	124	59	55	1828
2032	147	149	151	152	144	138	138	137	131	121	131	144	56	47	1787
PAN TOTALS	293	293	293	293	293	279	279	301	301	225	225	225	150	150	3600

Key: PAN - Planned Admission Number

7.4 Bedlington Partnership



Bedlington Partnership became wholly primary/secondary in September 2020, after having a mixed economy of provision for several years. The schools are as follows:

- Bedlington West End Primary
- Whitley Memorial CE Primary
- St Bede's Catholic Primary (academy)
- Mowbray Primary
- Guidepost Ringway Primary
- Stakeford Primary
- Choppington Primary
- Bedlington Stead Lane Primary
- Bedlington Station Primary
- Cambois Primary
- Meadowdale Academy (primary)
- Bedlington Academy
- St Benet Biscop Catholic Academy

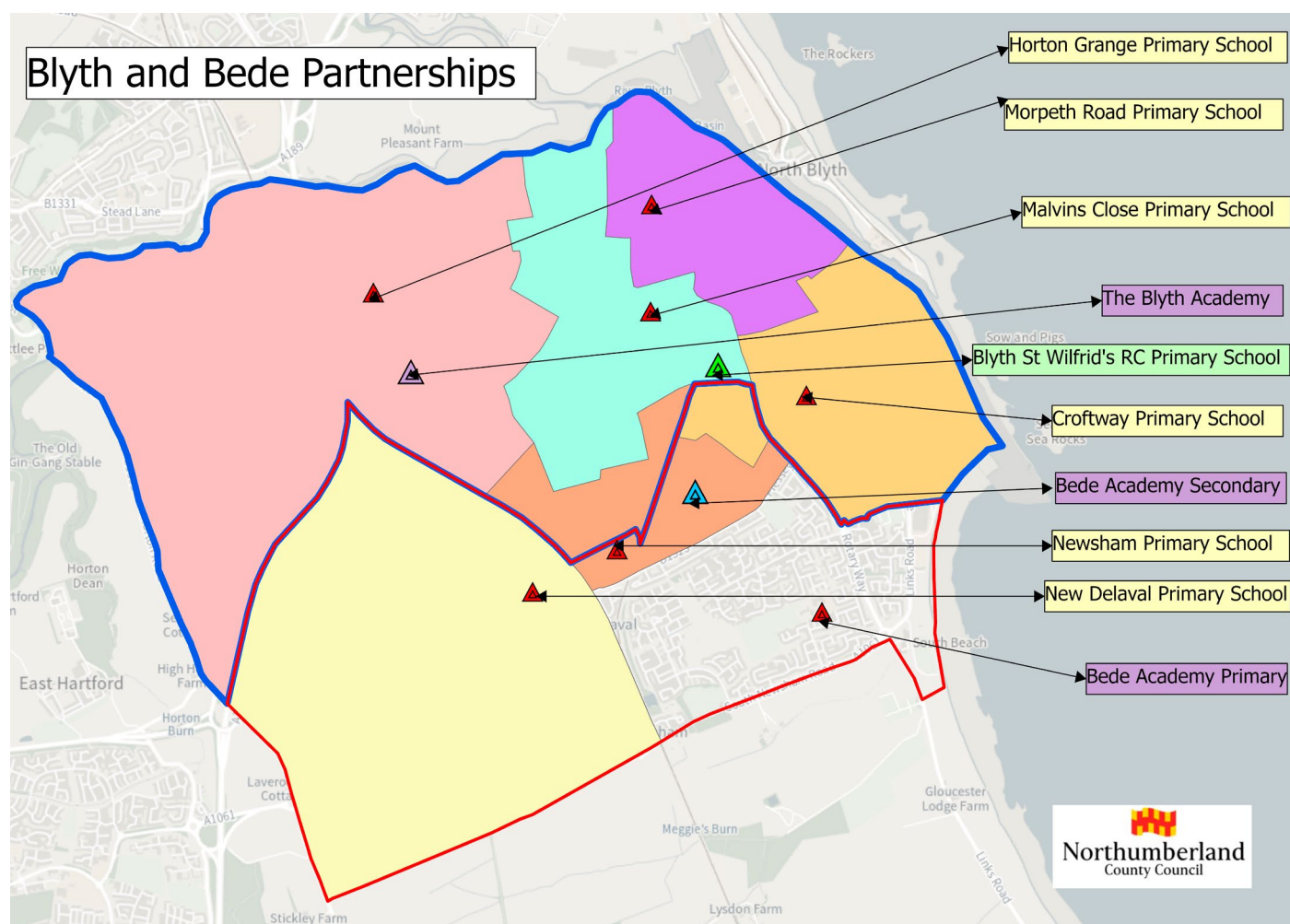
The partnership has 2 secondary schools located within it, Bedlington Academy which serves the partnership area and St Benet Biscop Catholic Academy, which serves the RC community in the Southeast of the county, being the only RC 11-18 school in the county. Just under half of its intake of pupils feed in from the RC primaries in the Southeast (and a small number from further afield), with the remainder of the pupils residing in the Bedlington area.

The birth rate in Bedlington is in a slow, but steady decline. While there is some approved housing development in the town over the next five years, it is likely to have a negligible impact on this decline. Currently, Bedlington has around 16% surplus places, lower than the county average of 19% but the forecast below suggests this will increase in future years.

BEDLINGTON FINAL FORECASTS															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR Total
Actual Jan 2024	266	277	273	282	285	300	307	365	338	330	335	329	114	104	3905
2025	262	269	282	280	288	290	304	367	359	321	325	328	109	102	3887
2026	253	265	274	289	286	293	293	362	360	340	316	318	108	98	3854
2027	236	255	267	278	293	288	293	347	353	339	332	307	104	97	3788
2028	233	239	258	272	282	295	289	348	339	333	332	323	100	93	3736
2029	250	235	241	262	275	284	296	342	339	319	325	322	106	90	3687
2030	247	253	238	245	266	278	285	351	334	319	312	316	105	95	3644
2031	244	250	256	243	249	269	279	338	343	315	313	304	103	95	3602
2032	242	247	252	260	245	251	269	330	330	323	308	304	99	93	3552
PAN TOTALS	300	300	300	369	369	255	255	390	390	390	330	330	330	330	4638

Key: PAN - Planned Admission Number

7.5 Blyth Partnership (including Bede)



Blyth has two partnerships, Blyth Partnership and Bede Partnership, which as two of the County's most urban partnerships covering the same town are more effectively considered together in relation to school place planning. Blyth was the second area to be reorganised in the primary/secondary structure in Northumberland since 2008. The town has the following schools:

- Horton Grange Primary
- Morpeth Road Primary Academy
- St Wilfrid's Catholic Primary Academy
- Malvin's Close Primary Academy
- Croftway Primary Academy
- Newsham Primary
- New Delaval Primary
- Bede Academy (all-through)
- The Blyth Academy

Two of the primary schools in Blyth feed to both Blyth Academy and Bede Academy (all-through). Of the nine schools and academies within the partnerships, six are academies.

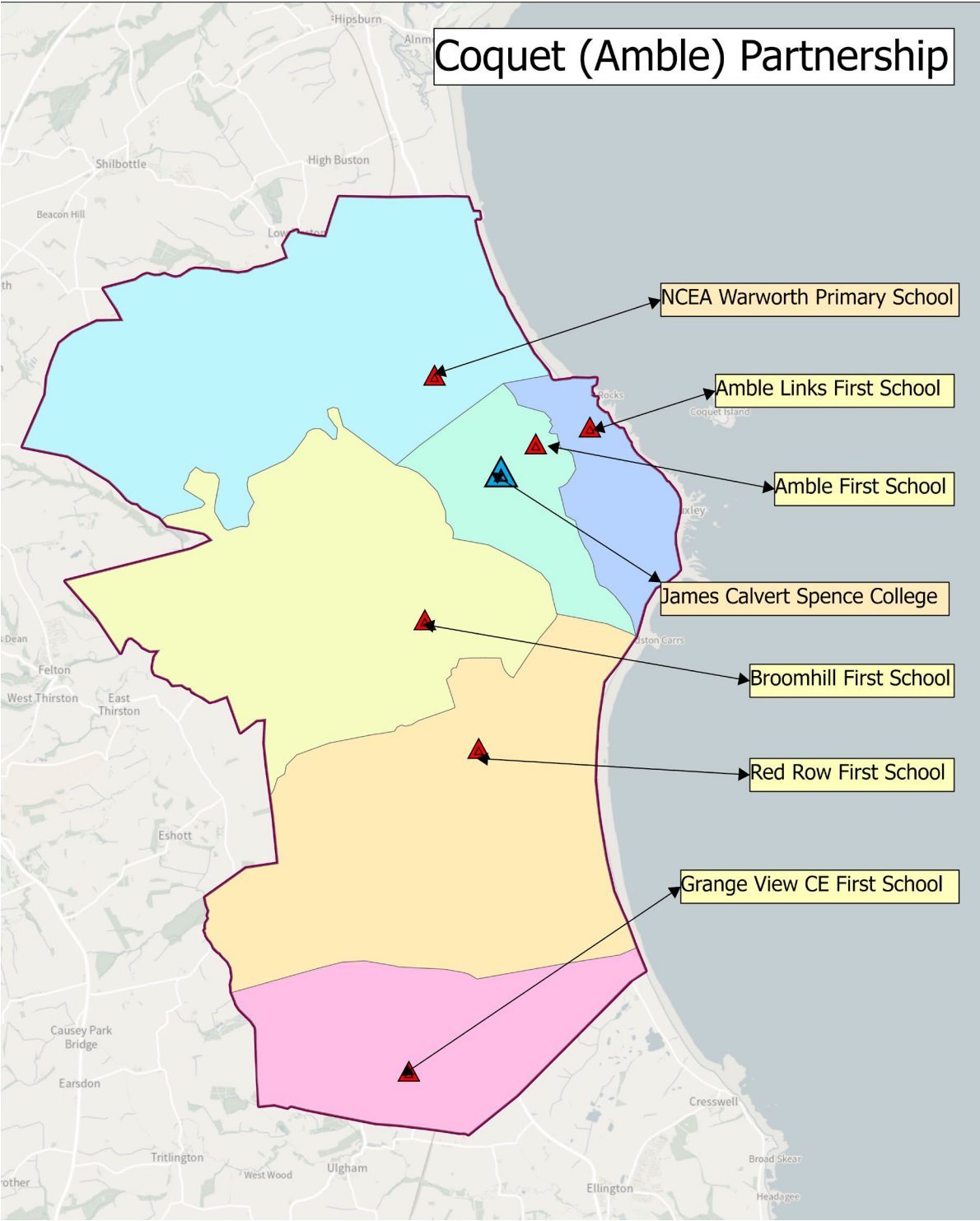
Increasing birth rates and the impact of some inward flow appear to have peaked and there has been a slight reduction in births overall within the partnership increased in recent years, but now appear to be steadying, although this masks some variation across individual school catchment areas. There is very little additional housebuilding in the Blyth and Bede Partnerships over the coming five years in relation to their size (in numbers), and given the flow of pupils from Blyth Partnership into neighbouring partnerships and St Benet Biscop at secondary phase, it is envisaged that there will continue to be sufficient places in Blyth secondaries to meet demand.

The number of surplus places in Blyth has fallen since the last version of this plan, and stands at 19%, equivalent to the county average. The forecast below suggests numbers will remain relatively steady across primary and secondary phases for the foreseeable future

BLYTH (INC. BEDE) FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	399	423	402	440	440	425	433	443	395	373	366	392	109	92		5132
2025	381	403	429	410	440	440	424	410	448	388	370	362	121	98		5124
2026	366	384	407	436	409	439	438	401	414	438	383	365	111	108		5100
2027	399	369	385	411	431	405	433	410	401	402	430	375	112	99		5061
2028	393	401	370	389	408	428	400	407	412	390	395	422	115	100		5031
2029	386	394	403	375	386	404	423	376	408	401	384	388	130	103		4961
2030	385	389	397	409	373	384	401	399	379	399	395	377	120	116		4925
2031	385	387	392	403	407	371	381	378	401	370	393	388	116	107		4878
2032	389	386	388	396	399	403	366	357	379	390	363	385	120	104		4823
PAN TOTALS	510	510	510	465	465	465	465	464	464	464	435	435	300	275		6227

Key: PAN - Planned Admission Number

7.6 Coquet Partnership (Amble)



The Coquet Partnership currently has 6 first schools and one age 9-18 school as follows:

- | | | |
|---------------------|------------------------|--|
| • Amble Links First | • Red Row First | • NCEA Warkworth CE Primary |
| • Amble First | • Grange View CE First | • James Calvert Spence College (JCSC - age 9-18) |
| • Broomhill First | | |

The Council approved the reorganisation of the Coquet Partnership to a 2-tier (primary/secondary) structure of schools and the first phase of implementation has begun in September 2024 with all first schools becoming primary and retaining their Year 4's as they become Year 5. In September 2025 the primaries will retain their Year 5's as they become Year 6. In September 2025, James Calvert Spence College (JCSC) will also reduce its age range to 11 to 18 and will take students into Year 7 only from that point. This also includes circa £33.5m investment to improve JCSC buildings and support the reorganisation to primary/secondary.

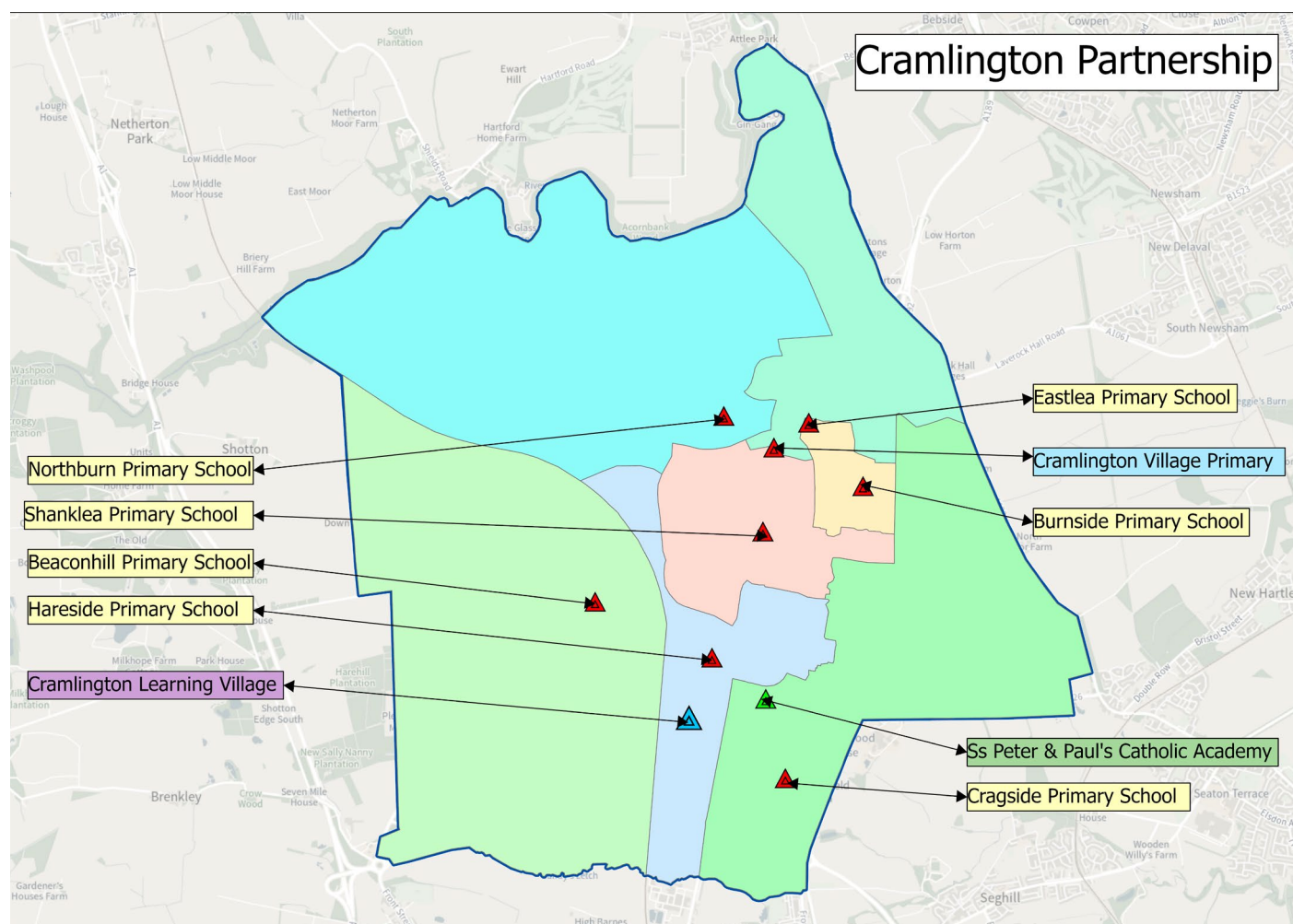
After remaining steady for some time, birth data for Coquet Partnership is showing signs of decline, although there is some considerable variation in this decline between schools. Most pupils at primary phase attend school in the Coquet catchment, whereas historically around 68% of secondary age pupils attend James Calvert Spence College (JCSC), with other pupils attending neighbouring partnership schools, mainly The Duchess High School in Alnwick. However, with reorganisation of the partnership and the construction of a new building for JCSC for September 2026, and the planned reduction of the PAN at The Duchess High School, it is envisaged that more students will remain within Coquet for their secondary years.

There is also very little inward flow of pupils into the Coquet partnership, with only 2% of pupils at first school and secondary phase residing in other partnerships. The housebuilding planned within the partnership locally over this forecast period is substantially larger than in most other partnerships and will hopefully impact on local schools. Coquet Partnership is currently bucking the trend in the county, having had a slight reduction in surplus places from 27% to 26% since the last version of this plan. The forecast below indicates surplus places may increase slightly in future years, but this may be counter-acted by the impact of reorganisation as stated above.

COQUET (AMBLE) FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	125	124	126	114	112	106	104	107	92	99	88	97	40	32		1366
2025	112	130	128	129	119	110	110	100	111	95	101	91	46	28		1411
2026	106	117	134	131	134	117	113	105	103	113	96	103	41	32		1444
2027	107	112	117	133	132	127	117	106	106	103	111	96	45	28		1440
2028	99	111	111	115	133	124	126	107	104	103	99	108	41	31		1413
2029	109	102	107	106	112	122	120	112	103	99	97	94	47	28		1357
2030	105	112	101	105	106	104	120	109	111	100	95	95	42	32		1337
2031	104	108	112	100	105	100	104	110	109	109	97	94	42	29		1323
2032	104	107	108	110	100	99	99	96	110	107	105	96	42	29		1311
PAN TOTALS	159	159	159	149	149	141	141	120	120	120	120	120	90	90		1837

Key: PAN - Planned Admission Number

7.7 Cramlington Partnership



Cramlington Partnership was the first partnership in Northumberland to be reorganised to the primary/secondary system in 2007 and consists of the following schools:

- Northburn Primary
- Shanklea Primary
- Beaconhill Primary
- Hareside Primary
- Eastlea Primary
- Burnside Primary
- Cragside Primary
- St Peter and St Paul's RC Primary Academy
- Cramlington Village Primary
- Cramlington Learning Village (CLV - academy)

Most pupils living in Cramlington in the primary phase attend one of the town's schools, but there is much cross-over between partnerships. Around 9% of pupils on roll at the schools reside in neighbouring partnerships, with around 4% attending from out of county. Cramlington Learning Village (CLV) is the feeder secondary academy with a PAN of 350 and is a popular choice both within its own greater catchment with around 86% of catchment pupils attending.

As a result of oversubscription for places in Year 7 for September 2023 from students already in feeder schools, CLV chose to accept an additional 40 places over PAN in this year group to allow for educational continuity for children out of catchment currently in its feeder primaries; the Council supported this bulge year through the provision of additional classrooms. However, as a result of the falling birth rate in the partnership, it appears that this bulge year will be a one-off with admissions for September 2024 only at 336.

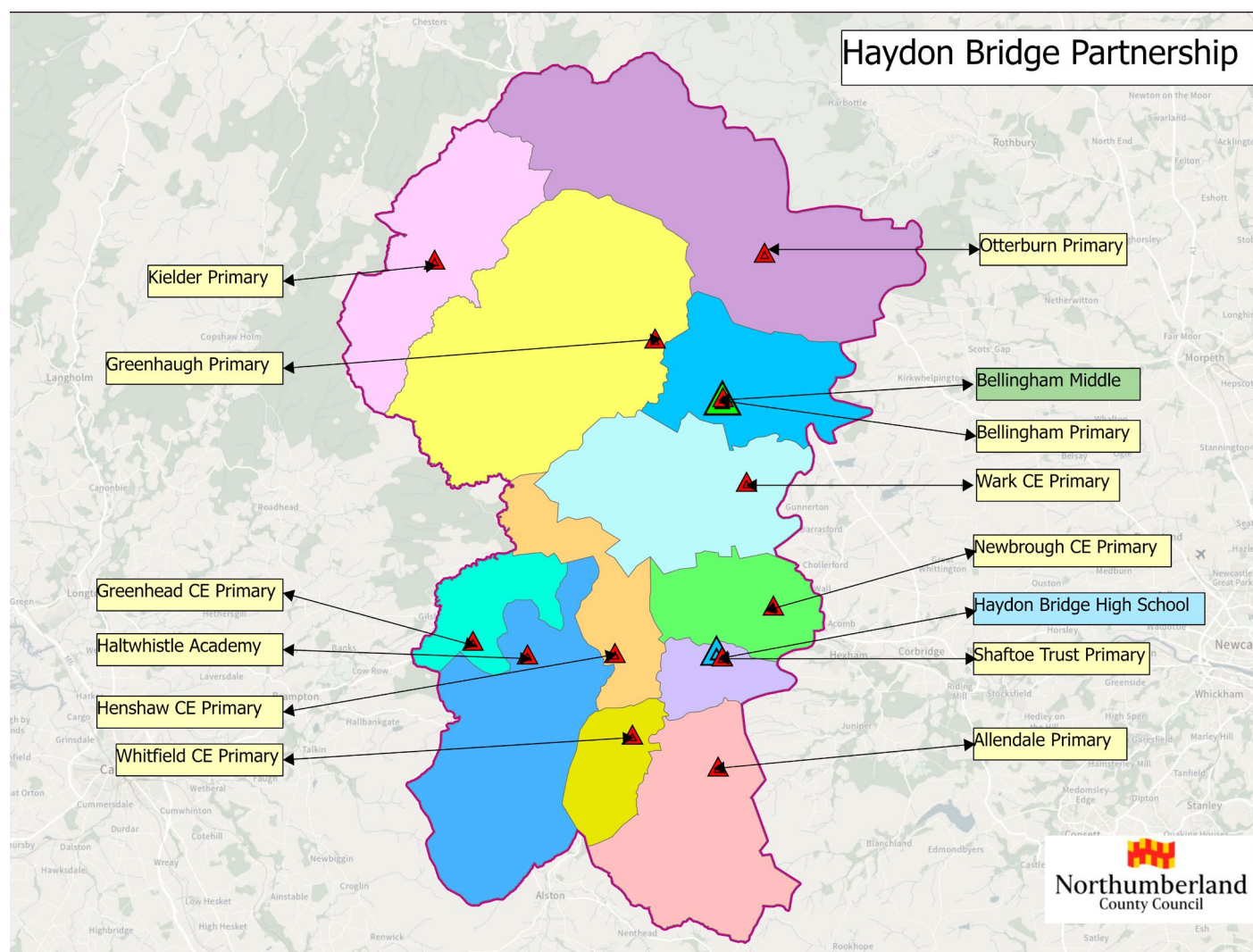
Although there has been considerable house building in the partnership which will continue for the next 5 years, many of the estates in the town are maturing and the birth rate is continuing to decrease. Therefore, pupil yield from the housebuilding is not having any impact on pupil places with surplus places at 13% (16% at primary) and therefore there is no requirement to create additional capacity in schools while surplus places exist. In order to balance the number of places available in schools to the needs of their local communities in the partnership, the PAN at Northburn Primary has been reduced to 15 from 30 and further reductions in PANs may be consulted upon in coming years should pupil numbers continue to fall in the partnership.

Furthermore, as a result of the popularity of schools in Cramlington with parents living in neighbouring partnerships and in North Tyneside, student numbers in the schools are boosted otherwise surplus places would be higher.

CRAMLINGTON FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	348	343	332	370	327	350	321	391	348	349	335	342	136	139		4431
2025	316	357	353	344	379	335	360	322	397	352	351	339	151	123		4479
2026	313	324	366	365	353	387	344	359	327	401	354	355	146	137		4532
2027	318	321	326	371	366	353	389	337	358	325	395	351	151	133		4494
2028	299	323	321	327	370	364	352	378	333	352	318	389	149	137		4410
2029	316	302	321	321	325	366	362	341	373	326	344	311	167	135		4312
2030	310	320	304	324	322	325	368	354	339	370	321	340	135	152		4283
2031	309	313	323	308	326	322	327	361	353	337	365	319	148	122		4233
2032	309	313	316	327	310	327	325	321	360	351	333	362	138	134		4225
PAN TOTALS	390	390	390	390	390	390	390	350	350	350	350	350	250	200		4930

Key: PAN - Planned Admission Number

7.8 Haydon Bridge Partnership



With the exception of Bellingham Middle School, Haydon Bridge Partnership is now organised as primary/secondary provision effective from September 2019. Bellingham Middle School remained open following an appeal by the Governing Body to the School's Adjudicator. The partnership consists of the following schools and academies:

- Allendale Primary
- Whitfield CE Primary Academy
- Henshaw CE Primary
- Greenhead CE Primary
- Shaftoe Trust Primary
- Newbrough CE Primary
- Kielder Primary
- Wark CE Primary
- Greenhaugh Primary
- Otterburn Primary
- Bellingham Primary
- Haltwhistle Academy
- Bellingham Middle School and Sports College
- Haydon Bridge High School

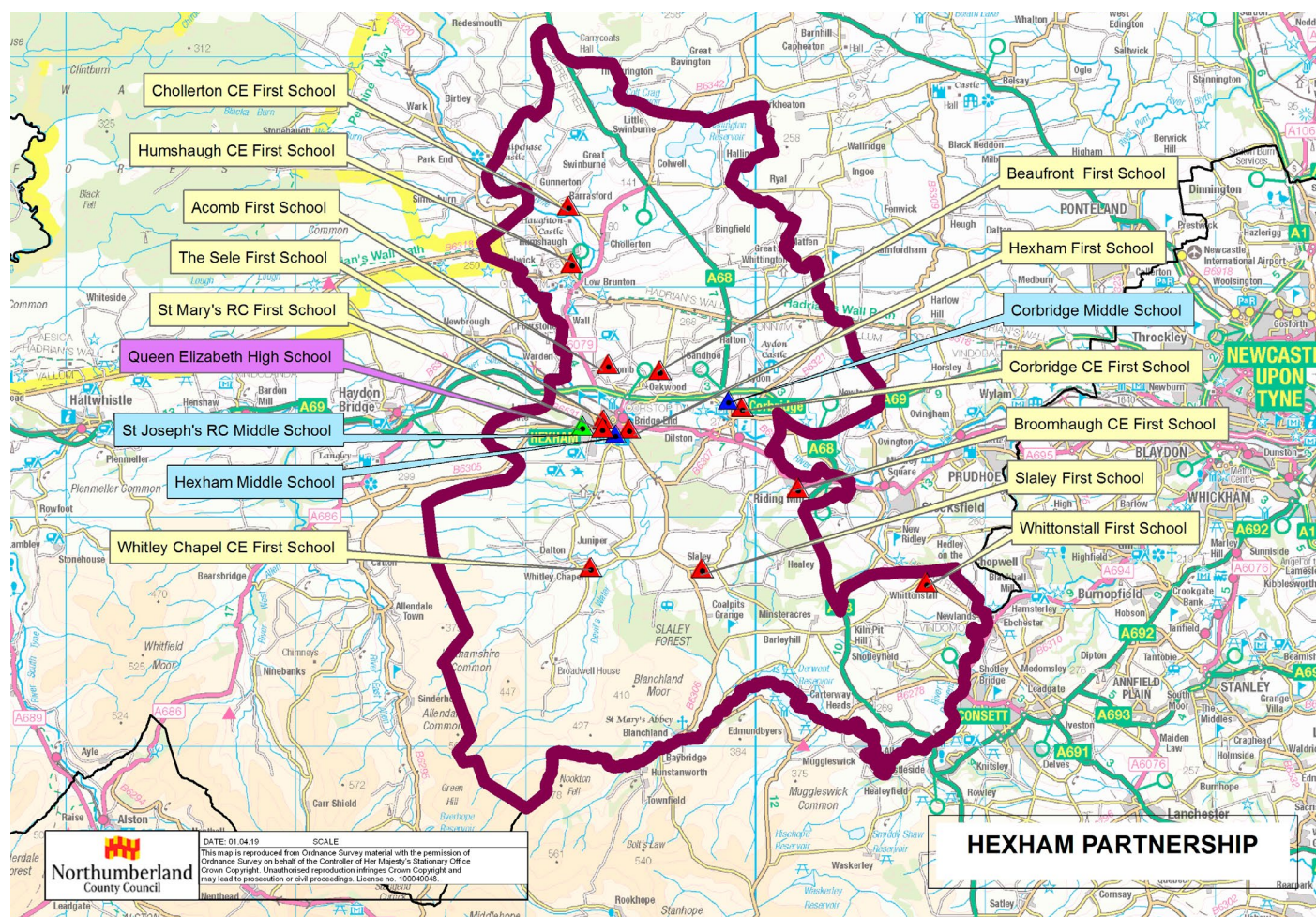
There is very little inward flow of pupils into the secondary schools in the partnership either from other partnerships or neighbouring authorities, whereas those primaries bordering the neighbouring authorities of Durham and Cumbria do gain a small number of students from those counties. Birth rates in this partnership fluctuate over time due its rural nature, and therefore surplus places vary. Surplus places in the partnership as a whole have increased to 48% as a result of a continuing fall in birth numbers. This is not expected to change over the next 5 years with very little housebuilding planned in that period.

Although there is a general fall in pupil numbers in the partnership, Haydon Bridge High School has been slowly but steadily increasing its number on roll in the past few years. However, the forecast below indicates that this is set to fall once the smaller cohorts from primary move into secondary phase.

HAYDON BRIDGE FINAL FORECASTS															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR Total
Actual Jan 2024	129	125	148	127	107	104	114	97	90	70	79	80	25	23	1318
2025	118	126	128	149	126	93	100	93	93	85	69	79	38	15	1310
2026	103	116	129	129	148	109	90	82	89	88	83	69	37	22	1294
2027	104	101	118	130	128	128	105	73	79	84	86	83	32	22	1274
2028	100	102	103	119	129	111	123	86	70	74	82	86	39	19	1242
2029	110	98	103	103	117	111	105	99	81	65	71	81	40	23	1207
2030	107	109	100	104	101	101	106	85	95	76	64	71	38	23	1179
2031	105	106	111	101	103	88	97	86	82	89	75	64	33	22	1163
2032	106	104	108	112	99	89	85	79	83	77	87	74	29	19	1150
PAN TOTALS	191	191	191	201	201	261	261	180	180	180	65	120	150	100	2472

Key: PAN - Planned Admission Number

7.9 Hexham Partnership



Hexham Partnership is organised within the 3-tier system and consists of the following schools and academies:

- Chollerton CE First
- Humshaugh CE First
- Acomb First
- The Sele First
- St Mary's Catholic First (academy - part of Bishop Wilkinson Catholic Trust)
- Whitley Chapel CE First
- Beaufront First
- Hexham First
- Corbridge CE First
- Broomhaugh CE First
- Slaley First
- Whittonstall First (academy – part of Tynedale Trust)
- St Joseph's Catholic Middle (academy - part of Bishop Wilkinson Catholic Trust)
- Hexham Middle Academy (Hadrian Trust)
- Corbridge Middle
- Queen Elizabeth High Academy (Hadrian Trust)

In comment with other partnerships in the far west and north of the county, the birth rate in the Hexham Partnership has been in steady decline. However, some schools in the partnership continue to be popular with parents both within the partnership and in neighbouring partnerships. The partnership also attracts around 8% of students from out of county, mainly Durham; at secondary level (middle and high) the inward flow from out of county is higher at around 9%. At the middle school phase, 23% of students live in other Northumberland Partnerships, while this rises to 26% at high school phase. This demonstrates the increasing number of surplus places in these schools that are able to be offered to students outside of the partnership and the willingness of parents to send their children on longer journeys outside of their communities as they get older.

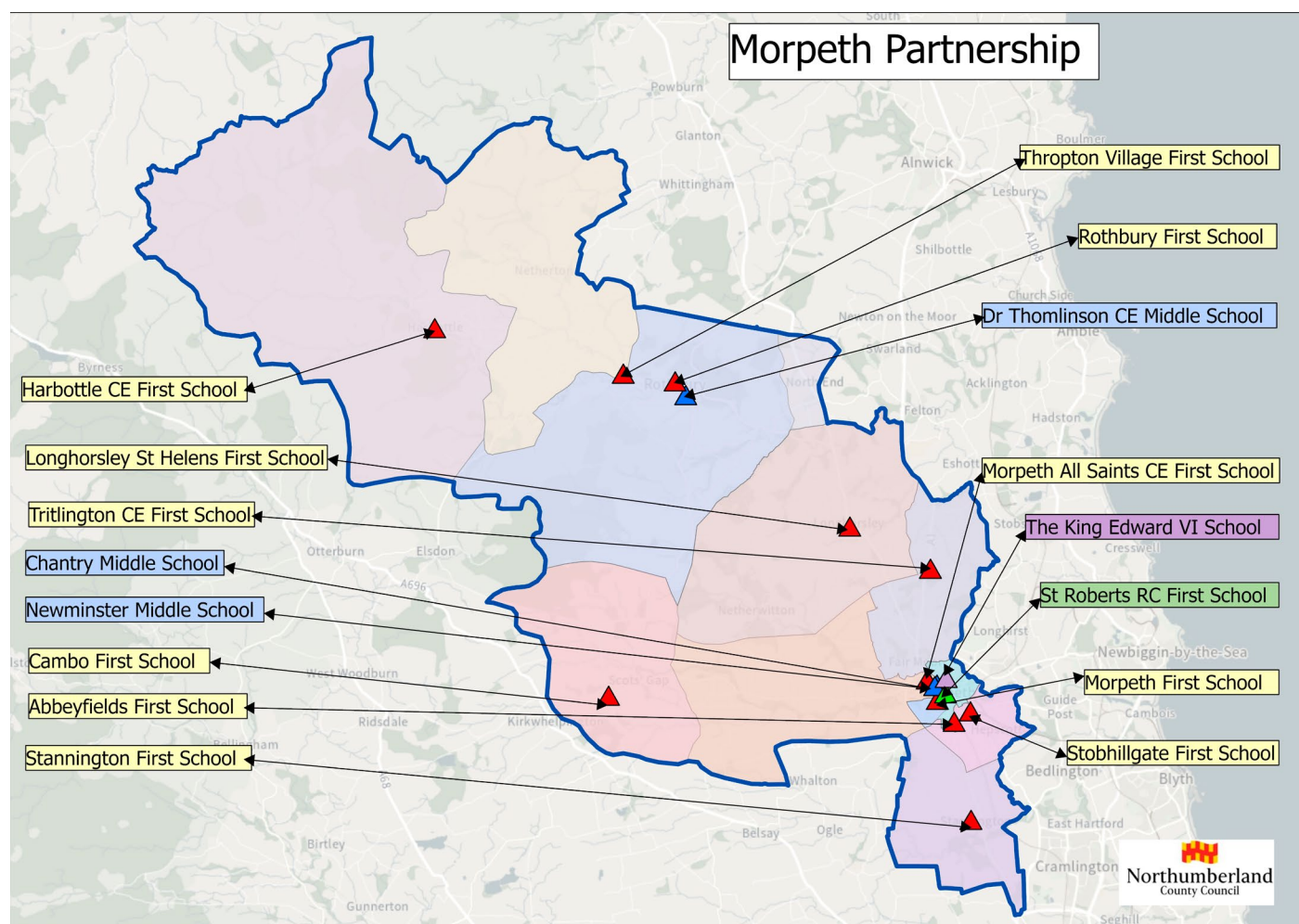
Overall, there are 10% surplus places in the partnership. However, there are 23% surplus places at first school phase and this will increase in the coming years as the smaller cohorts of students move into and through these schools. For example, the cohort of children joining Reception classes in September 2022 was 187; in September 2027, the cohort will be 117. Surplus places all first schools are set to will increase, but if the more popular schools take larger numbers of out of catchment pupils, this will have an increasingly negative impact on the sustainability and viability of the smaller, rural schools in the west of the county. The number of houses planned to be built in the partnership in the next few years is insignificant will have no effect on reducing the impact of the falling birth rate. The need to consider the impact on the environment of large numbers of children being transported by car significant distances past catchment and other schools has been highlighted under Section 4.2 Surplus Places.

In order to manage the number of surplus places in the partnership and to support as the viability of all schools in the partnership, proposals have been brought forward in Autumn 2024 to reduce the PAN of one school as part of the annual Admissions Consultation - should the proposal be approved it would take effect from September 2026. It is envisaged that this would be the first such proposal in the partnership and that others would be brought forward in coming years to reduce the risk of school closures in the future.

HEXHAM FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	197	209	195	239	216	276	283	303	281	315	302	307	187	178		3488
2025	178	202	215	197	241	250	290	301	306	297	318	301	191	183		3468
2026	160	182	208	217	199	278	262	307	304	323	300	317	186	187		3430
2027	185	163	185	207	216	226	288	276	307	318	323	297	195	182		3368
2028	139	188	164	182	204	245	234	302	274	321	317	319	183	191		3262
2029	171	141	190	163	181	233	254	245	302	287	321	313	198	179		3177
2030	165	173	143	190	163	208	243	268	246	317	288	318	195	193		3109
2031	163	168	176	143	189	186	216	256	269	258	318	285	198	190		3017
2032	164	166	171	176	143	217	194	228	257	282	259	315	178	193		2944
PAN TOTALS	274	274	274	274	274	330	330	330	324	306	306	306	250	250		4102

Key: PAN - Planned Admission Number

7.10 Morpeth Partnership



Morpeth Partnership is organised within the 3-tier system and consists of the following schools and academies:

- Harbottle CE First (Cheviot Trust)
- Thropton Village First (Cheviot Trust)
- Tritlington CE First
- Morpeth All Saints First (Cheviot Trust)
- Cambo First
- Stannington First
- Rothbury First
- Morpeth First
- Stobhillgate First (Cheviot Trust)
- St Robert's Catholic First (Bishop Bewick Trust)
- Abbeyfields School (3-Rivers Trust)
- Longhorsley St Helen's CE First
- Dr Thomlinson's CE Middle Academy (Cheviot Trust)
- Newminster Middle Academy (Cheviot Trust)
- Chantry Middle Academy (Cheviot Trust)
- King Edward VI High Academy (Cheviot Trust)

Morpeth Partnership schools, particularly those located in and around Morpeth Town, continued to be some of the most popular in the county. While the schools retain the majority of pupils in their catchments, the significant surplus places in the schools enable parents in Morpeth to have a greater choice of local school, while the surplus places remaining after local children have been allocated are readily taken up by pupils from neighbouring catchment areas. As a result, there are only 9% surplus places at the partnership level, although this has risen from 4% at the last version of this plan. Furthermore, at first school phase there are 14% surplus places. However, this masks further variation in the number of surplus places at individual first schools, with some of the smaller, rural schools in the partnership in particular experiencing a significant and continuing fall in birth rate in recent years.

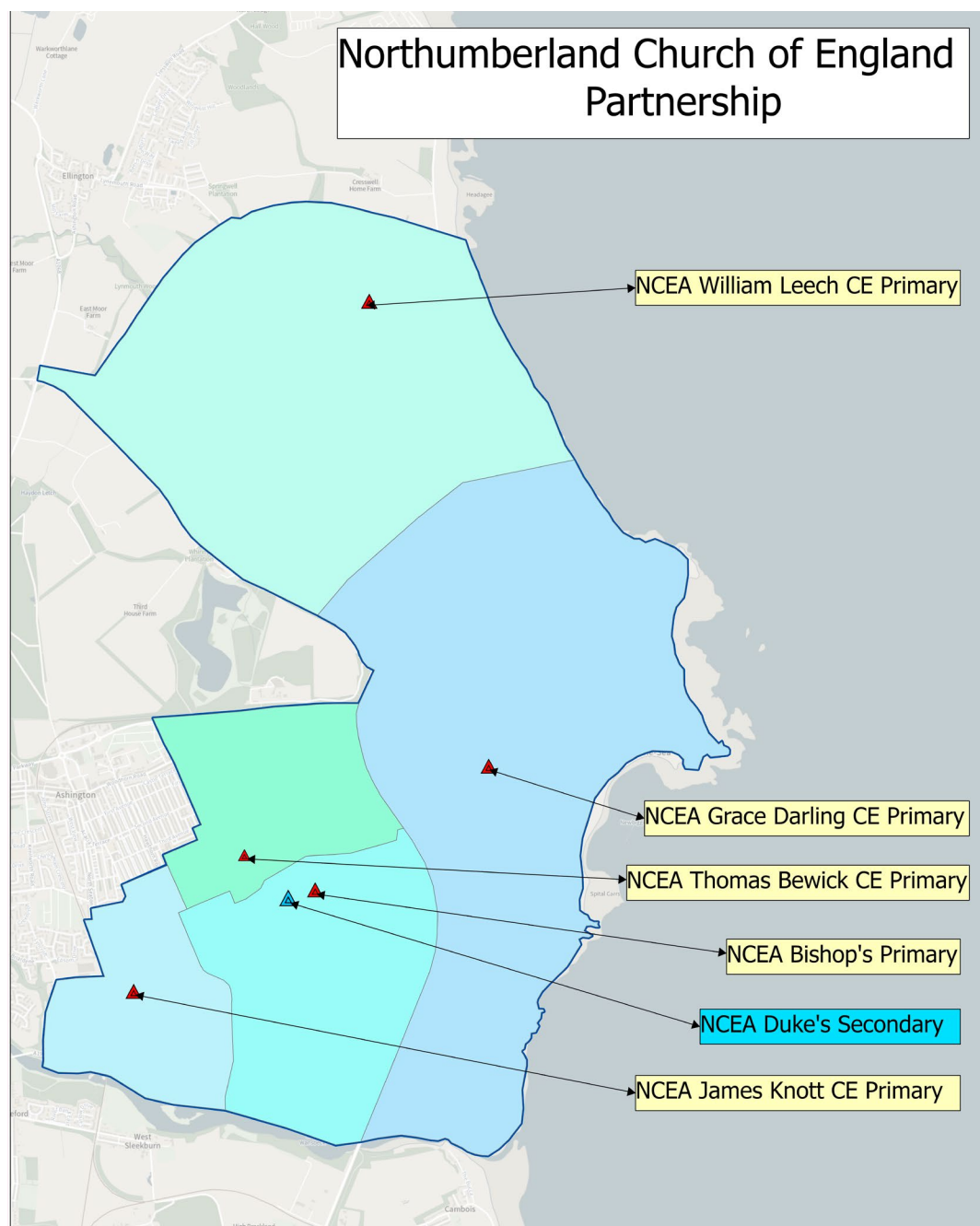
At the middle school phase, the schools in Morpeth town are experiencing relatively steady birth rates and the house building in the town is having an impact on the growth of numbers of students living in these catchments, at least for the foreseeable future. It is therefore expected that these additional pupils living in the town middle school catchments will reduce surplus places with the consequential impact of reducing the number of out of catchment students coming into the Morpeth school system. This will be further impacted by the change to the Cheviot Trust Admissions Policy that will place in-catchment students ahead of other students where schools are oversubscribed. However, Dr Thomlinson CE Middle School in the north of the partnership is experiencing a significant reduction in birth rate, with the consequential impact that as one of the feeder middles to KEVI, surplus places are created at Year 9. The Year 9 surplus places at KEVI will be taken up by out of catchment students, this will not be the case at Dr Thomlinson given its rurality.

The bulge in middle school numbers as they move to KEVI in Year 9 in September 2025 has required additional sports facilities to be created at the high school, and this project has been funded by the Council through S106 funding.

MORPETH FINAL FORECASTS															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR Total
Actual Jan 2024	267	262	316	291	303	308	314	367	317	322	340	324	190	198	4119
2025	253	279	272	326	302	325	314	323	375	328	325	342	212	174	4152
2026	262	266	291	283	339	325	333	325	333	388	332	329	220	194	4220
2027	243	274	271	295	289	356	325	334	326	336	384	328	206	201	4169
2028	240	253	277	273	299	301	353	325	333	327	330	376	205	188	4079
2029	250	247	253	275	273	308	295	351	321	332	319	321	239	188	3971
2030	250	262	252	257	281	286	308	298	353	326	329	315	206	218	3941
2031	250	262	270	260	265	299	290	314	303	361	326	329	201	188	3918
2032	247	261	266	273	264	278	298	292	315	307	358	322	208	184	3873
PAN TOTALS	327	327	327	327	327	316	316	316	346	320	320	320	250	250	4389

Key: PAN - Planned Admission Number

7.11 Northumberland Church of England Academy Partnership



The Northumberland Church of England Academy was established as an all-through, 3-11 provision in 2009, including primary provision on sites in Hirst, Newbiggin-by-the-Sea and Lynemouth. NCEA's Josephine Butler Campus in Hurst included provision for secondary, primary and a specialist unit for SEND. The NCEA Trust has disaggregated its all-through provision into distinct phases of education as follows:

- NCEA Bishop's Primary
- NCEA Grace Darling Primary
- NCEA Thomas Bewick Primary
- NCEA William Leech Primary
- NCEA James Knott Primary
- NCEA Duke's Secondary School
- NCEA Castle School (special)

NCEA Warkworth CE Primary also forms part of the NCEA Trust, but for pupil place planning purposes the Council includes it within the Coquet (Amble) Partnership of schools.

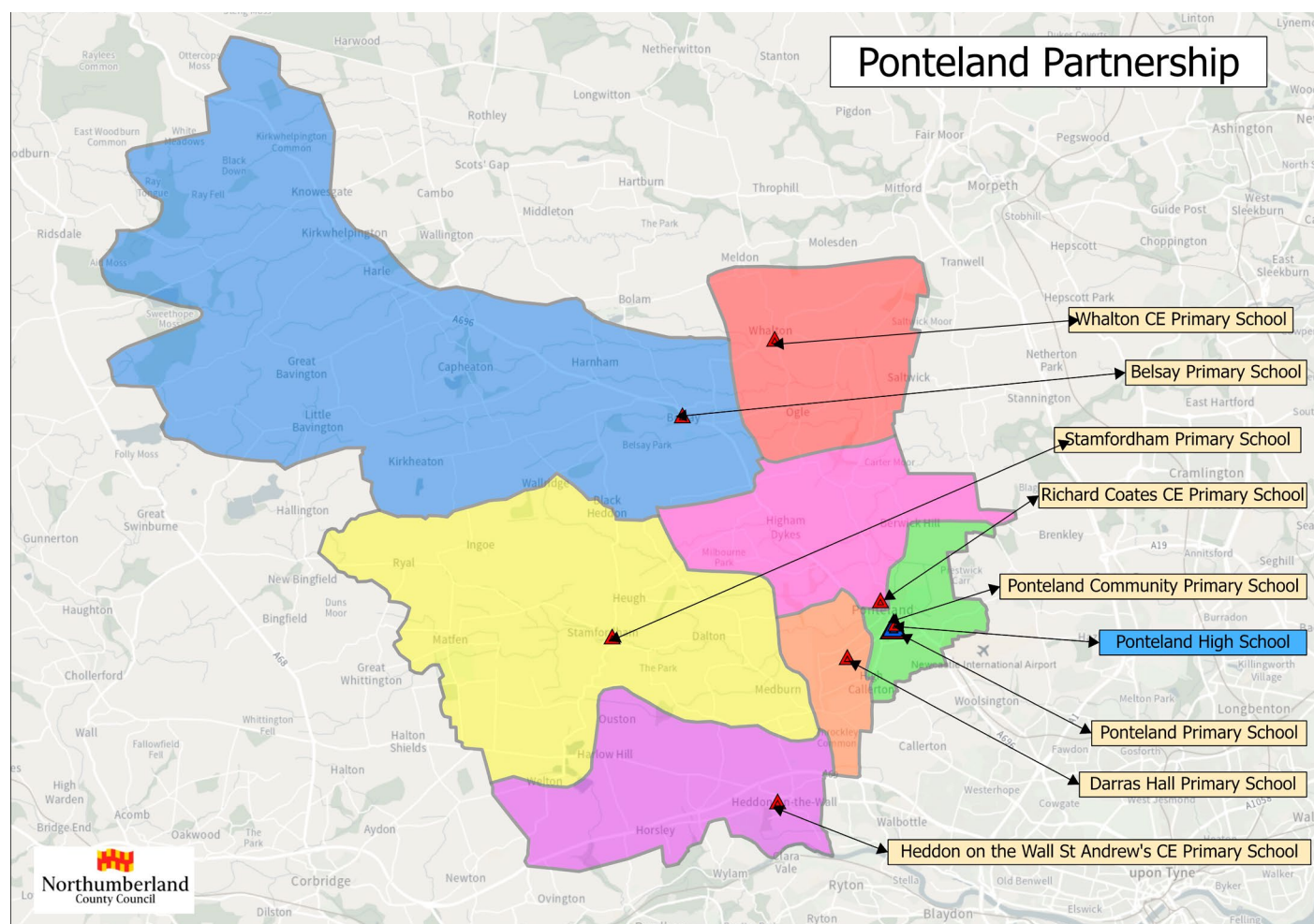
Birth data in the catchment area of NCEA fluctuates slightly up or down year to year, but is generally fairly steady and is one of the few partnerships in the county where there is no trend of falling pupil numbers. However, NCEA Bishop's Primary schools retain 48% of its catchment pupils, although this is somewhat ameliorated by the 15% of pupils on roll who cross over to NCEA from neighbouring partnerships. Likewise, NCEA Duke's Secondary retains only 58% of catchment pupils, but again 15% of pupils on its roll live in other partnerships. The partnership currently has 22% surplus places overall, which has increased from 14% since the last version of this plan, but this will not raise any viability issues for schools in this partnership given the size of schools.

It is expected that the number of students who leave NCEA partnership to go into Ashington Partnership will be reduced over time as the ability of Ashington students to take up places in Morpeth town schools is reduced by the pupils yielded from the housebuilding in the town combined with the change to the Cheviot Trust Admissions Policy. There is some significant housebuilding planned to be constructed in the partnership over the next 5 years, although it is unclear whether this along with the envisaged push-back of pupils from other partnerships may result in the need for additional places. Therefore, the impact of new proposed housing development in the NCEA partnership will be assessed at the local school level and where appropriate a contribution towards education infrastructure will be requested.

NCEA FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	160	184	178	167	187	189	192	206	197	187	188	181	36	30		2282
2025	154	163	187	185	171	191	192	214	207	199	186	189	51	28		2316
2026	184	155	164	192	187	173	193	213	214	207	196	186	52	39		2356
2027	168	185	152	165	190	185	171	209	208	210	200	191	50	40		2322
2028	168	168	183	154	163	189	183	186	204	205	203	196	52	39		2293
2029	167	168	167	185	153	163	188	200	182	202	199	200	54	40		2267
2030	166	166	166	168	184	152	161	204	196	180	196	195	55	41		2230
2031	166	165	165	167	167	183	150	176	200	193	174	192	54	42		2194
2032	166	165	164	167	167	167	182	164	173	198	188	171	53	41		2167
PAN TOTALS	210	210	210	210	210	210	210	190	190	190	210	210	210	210		2880

Key: PAN - Planned Admission Number

7.12 Ponteland Partnership



Ponteland Partnership is organised in the primary/secondary structure and includes the following schools and academies from the Ponteland Partnership:

- Whalton CE VA Primary
- Belsay Primary (Pele Trust)
- Stamfordham Primary
- Ponteland Primary (Pele Trust)
- Richard Coates CE Primary (Pele Trust)
- Darras Hall Primary (Pele Trust)
- Heddon-on-the-Wall St Andrew's CE Primary (Pele Trust)
- Ponteland Community Primary
- Ponteland High School (Pele Trust)

The birth rate in Ponteland Partnership has been in a malaise for the last few years but is now showing a small sign of recovery. In any event, it would need to rise by more than 100% before all places in the partnership are taken up by students living in the school catchment areas; this is highly unlikely given the negligible planned housebuilding in the next few years.

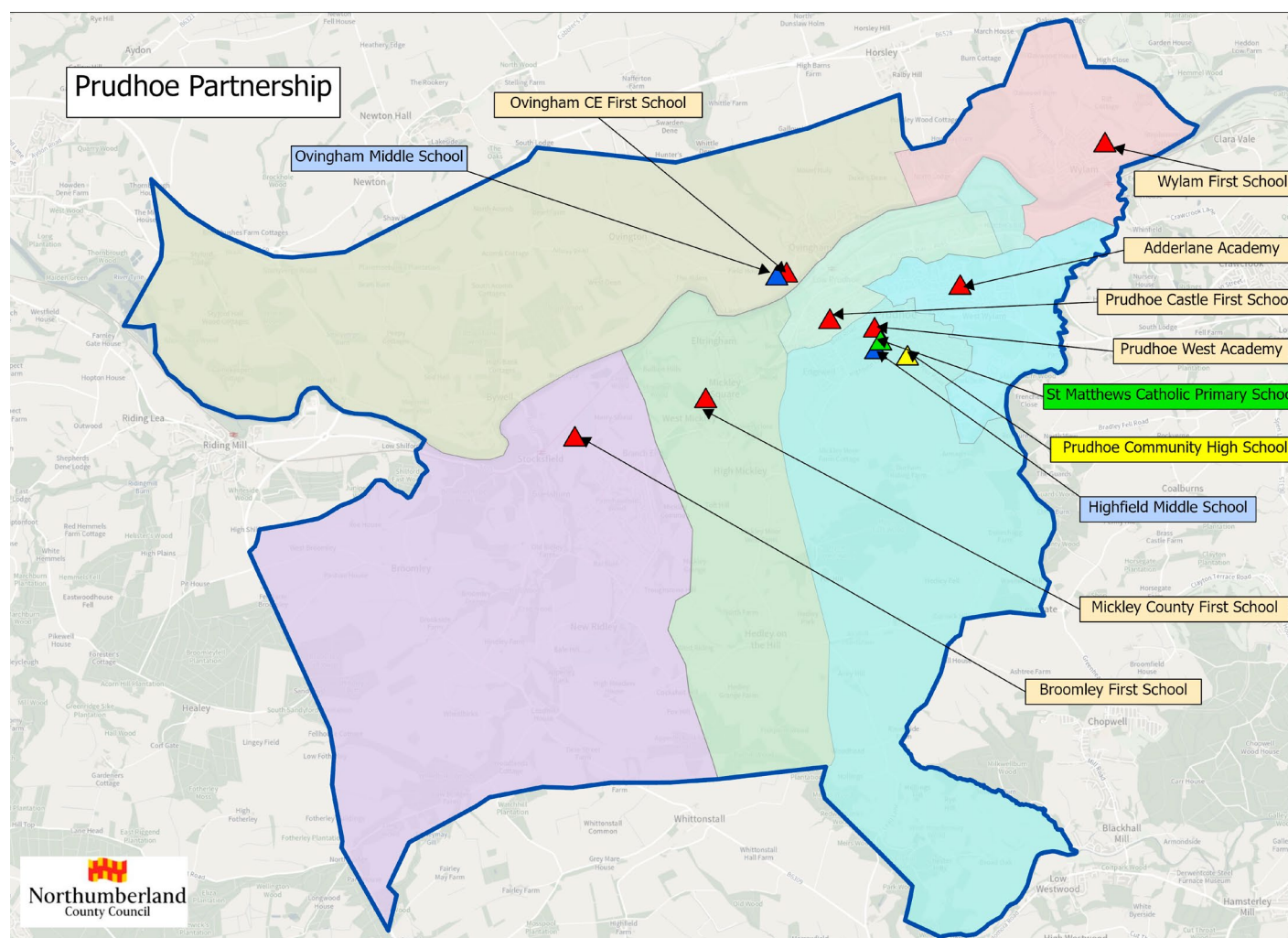
As a result, apart from Stamfordham, Ponteland schools have significant surplus places. However, these places are historically taken up by pupils in neighbouring partnerships, but mostly by students living in Newcastle local authority. Overall, 37% of students on roll in schools in Ponteland Partnership live out of county, while in secondary phase this rises 40%.

Should the increase in birth numbers become a trend, it is envisaged the drop in future primary places taken up in the forecast below will begin to be reversed. In any event, secondary numbers will remain strong due to the continued expected influx of secondary students from Newcastle at Year 7.

PONTELAND FINAL FORECASTS															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR Total
Actual Jan 2024	245	237	249	262	245	259	261	248	277	256	249	255	123	141	3307
2025	213	250	248	258	270	254	266	241	241	241	257	250	133	117	3237
2026	186	217	261	257	265	280	261	241	240	236	241	257	130	126	3197
2027	149	190	227	270	264	275	281	241	240	235	237	241	133	123	3108
2028	187	152	198	234	277	273	281	241	240	235	235	236	125	126	3042
2029	196	191	158	204	239	280	278	240	239	234	234	234	122	118	2968
2030	186	200	199	163	210	248	281	241	240	235	235	235	122	116	2909
2031	181	190	209	206	168	217	254	241	240	235	235	235	122	115	2850
2032	180	185	198	216	212	174	223	237	240	235	235	235	122	115	2807
PAN TOTALS	280	280	280	280	310	310	310	240	240	240	272	272	200	150	3664

Key: PAN - Planned Admission Number

7.13 Prudhoe Partnership



Prudhoe Partnership is organised in the 3-tier system, with one exception. They are all academy schools as follows:

- | | | |
|--|--|---------------------------------------|
| • Wylam First (Cheviot Trust) | • Prudhoe West First (Wise Trust) | • Ovingham Middle (Cheviot Trust) |
| • Ovingham CE First (Cheviot Trust) | • St Matthew's Catholic Primary (Bishop Wilkinson Trust) | • Highfield Middle (Cheviot Trust) |
| • Prudhoe Adderlane First (Wise Trust) | • Mickley First (Cheviot Trust) | • Prudhoe High School (Cheviot Trust) |
| • Prudhoe Castle First (Cheviot Trust) | • Broomley First (Cheviot Trust) | |

The former Tyne Community Learning Trust joined with the former 3 Rivers Learning Trust in 2022 and now form the Cheviot Learning Trust.

While the birth rate in Prudhoe Partnership had been decline slowly, more recently the level of decline has increased significantly. For example, the number of students living in the partnership expected to join first schools in September 2022 was 161, whereas the number of students joining Reception in September 2027 is 110. As a result, there are already 20% surplus places in the partnership which allows for most parents to secure their first place preference school.

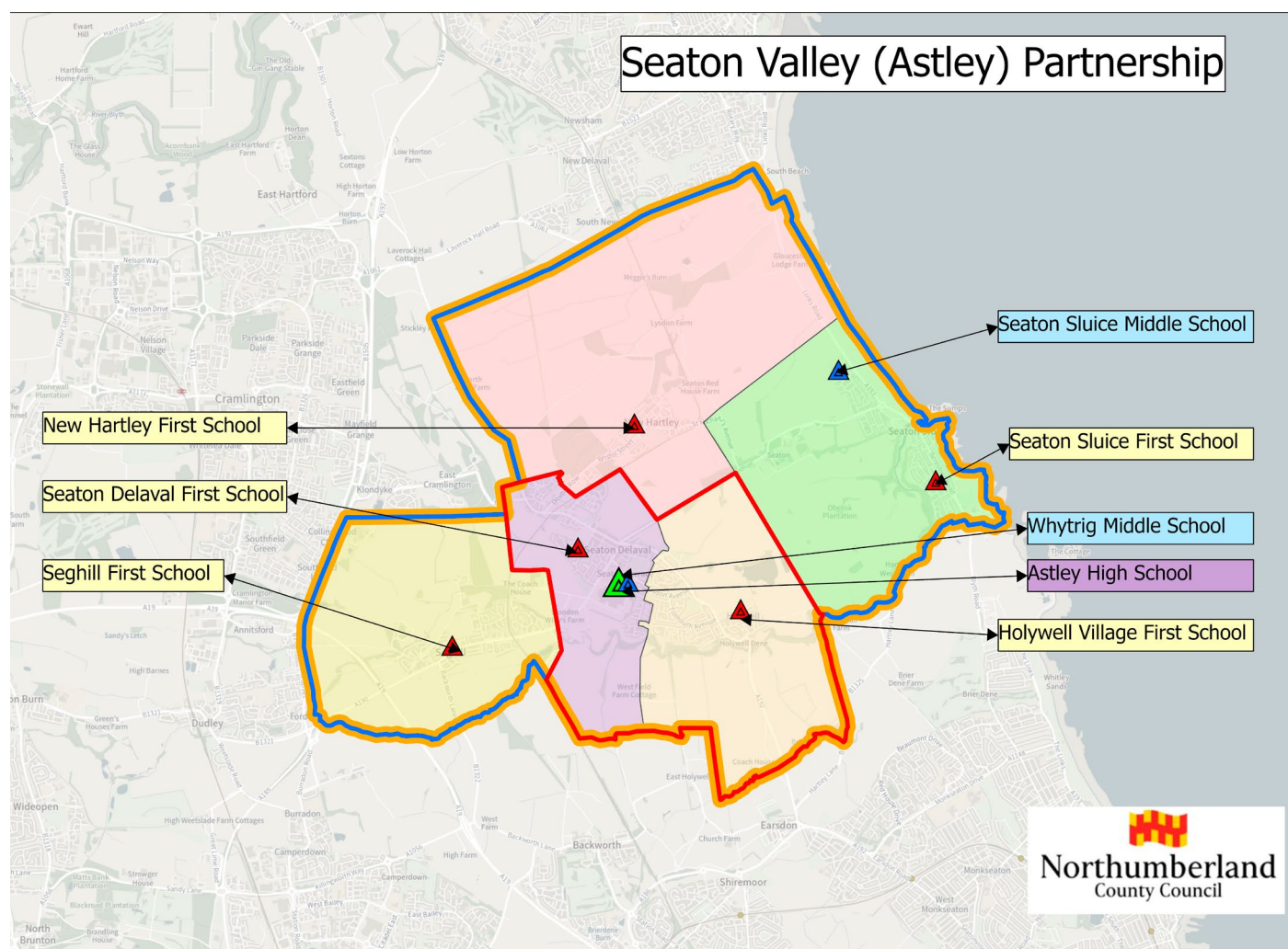
In spite of the small number of students joining from other Northumberland Partnerships and inward flow of students live in other local authority areas (currently 8% on roll), surplus places are predicted to increase in future years. While there is some planned housebuilding in the partnership in the next 5 years, this is unlikely to have a noticeable impact on the surplus places. There is also considerable variation within individual schools, some oversubscribed schools and some with significant surplus places. As a result of St Matthew's Roman Catholic School becoming a primary some years ago, students on roll there do not join middle schools in the partnership and continue on the RC pathway to St Thomas More in Gateshead for secondary education.

As a result, the forecast below shows significantly reducing cohorts throughout the first, middle and high phases.

PRUDHOE FINAL FORECASTS															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR Total
Actual Jan 2024	173	148	160	201	177	194	197	175	205	159	175	195	101	84	2344
2025	137	176	148	162	204	176	199	181	178	200	161	175	104	95	2295
2026	134	139	176	150	164	202	181	183	184	174	201	161	92	98	2239
2027	129	136	138	176	151	161	205	164	184	178	174	199	84	87	2166
2028	110	131	134	137	176	148	164	186	165	178	177	172	104	79	2062
2029	136	112	129	134	137	172	149	148	187	159	177	175	90	99	2004
2030	128	138	110	128	134	134	175	135	149	181	159	175	92	85	1923
2031	126	129	135	109	128	130	135	158	136	143	180	156	92	87	1844
2032	125	127	127	134	109	125	132	122	158	130	142	177	83	87	1777
PAN TOTALS	251	251	251	251	251	242	242	216	216	220	220	220	150	150	3131

Key: PAN - Planned Admission Number

7.14 Seaton Valley Partnership



Seaton Valley Partnership is organised in the 3-tier system and includes the following schools:

- New Hartley First
- Seaton Sluice First
- Whytrig Middle
- Seaton Delaval First
- Holywell Village First
- Astley High
- Seghill First
- Seaton Sluice Middle

The number of children being born in the Seaton Valley Partnership does fluctuate from year to year but overall numbers remain fairly steady, and data indicates there will continue to be sufficient places to accommodate all students living within catchment across all phases.

There are currently only 10% surplus places overall across the partnership, but in fact this is as a result of almost no surplus places in the first school phase. Most out of catchment students live in Blyth Partnership, and mostly attend Seaton Sluice First and Seaton Sluice Middle. Although close in proximity to North Tyneside, only 1.6% students on roll live out of county, although with the proposed closure of Monkseaton High School, this may increase in future. However, in relation to Astley High, almost 20% of students live in Blyth.

While there is minimal housebuilding planned over the next 5 years, there is the possibility of an extremely significant development being brought forward for planning permission within the partnership in the near future which would be built out over around 10+ years. As such, this development would have a significant impact on local schools and preliminary assessments indicate a significant request for a contribution towards educational infrastructure would be required.

SEATON VALLEY FINAL FORECASTS																
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR	Total
Actual Jan 2024	132	141	126	128	154	145	152	176	160	150	148	147	102	61		1922
2025	117	138	143	127	128	164	153	164	183	159	154	145	91	86		1952
2026	116	122	140	144	127	136	172	164	170	182	163	151	89	77		1954
2027	98	122	123	140	143	134	143	184	170	169	186	159	92	76		1940
2028	112	103	123	123	140	152	141	153	191	169	173	181	97	78		1935
2029	115	117	104	123	123	147	159	150	159	189	172	168	111	83		1920
2030	112	120	118	104	122	130	154	170	156	157	193	168	103	94		1900
2031	110	116	121	117	102	128	135	164	175	153	159	187	103	87		1857
2032	109	114	116	120	116	107	134	144	170	173	156	155	115	87		1814
PAN TOTALS	165	165	165	165	161	175	175	175	175	150	150	150	100	70		2141

Key: PAN - Planned Admission Number

Appendix 1

Surplus Places in Northumberland by School Partnership

Alnwick Partnership (January 2024)

	Primary	Secondary
Surplus Places	691	245
% Surplus Places	34%	15%

Ashington Partnerships (excl NCEA Academy (January 2024))

	Primary	Secondary
Surplus Places	635	253
% Surplus Places	27%	21%

Bedlington Partnership (January 2024)

	Primary	Secondary
Surplus Places	391	41
% Surplus Places	16%	5%

Berwick Partnership (January 2024)

	First	Middle	Secondary
Surplus Places	447	301	330
% Surplus Places	35%	28%	36%

Blyth Partnership (inc Bede) (January 2024)

	Primary	Secondary
Surplus Places	608	615
% Surplus Places	17%	22%

Coquet Partnership (January 2024)

	Primary	First	Secondary
Surplus Places	10	148	324
% Surplus Places	6%	23%	31%

Cramlington Partnership (January 2024)

	Primary	Secondary
Surplus Places	460	198
% Surplus Places	16%	9%

Haydon Bridge Partnership (January 2024)

	Primary	Middle	Secondary
Surplus Places	549	174	480
% Surplus Places	40%	73%	53%

Hexham Partnership (January 2024)

	First	Middle	High
Surplus Places	319	66	19
% Surplus Places	23%	5%	1%

Morpeth Partnership (January 2024)

	First	Middle	High
Surplus Places	244	57	125
% Surplus Places	14%	4%	8%

NCEA Partnership (January 2024)

	Primary	Secondary
Surplus Places	379	275
% Surplus Places	23%	21%

Ponteland Partnership (January 2024)

	Primary	Secondary
Surplus Places	570	51
% Surplus Places	24%	3%

Prudhoe Partnership (January 2024)

	Primary	First	Middle	High
Surplus Places	12	331	64	196
% Surplus Places	8%	30%	8%	22%

Seaton Valley Partnership (January 2024)

	First	Middle	High
Surplus Places	142	39	31
% Surplus Places	17%	6%	5%

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