



Northumberland
County Council

SCHOOL ORGANISATION PLAN 2018-2021 (updated July 2019)



CONTENTS

1. Introduction	
1.1 Purpose of the School Organisation Plan	5
2. The Northumberland Context	
2.1 School Organisation link to standards and performance in education in Northumberland	6
2.2 Headline school population data	6
2.3 Schools and academies	7
2.4 Number of pupils on roll in schools and academies	10
3. Duty to provide school places	
3.1 Local Authority duties and powers	11
3.2 Challenges in delivering duties	11
3.3 Northumberland and National education policy	12
4. School Place Planning	
4.1 Current methodology	13
4.2 Surplus Capacity	14
4.3 School Admissions	16
4.4 Home to School Transport	17
4.5 House building	18
4.6 Inter-partnership and inter-authority movement	19
5. Creating places through capital development	
5.1 Principles	20
5.2 Funding	20
5.3 Methods	21
5.4 Partners	21

6. Non-mainstream provision	
6.1 Special Educational Needs	22
6.2 Post-16 provision	27
6.3 Early Years provision	27
7. Projections and Place Pressures by School Partnership (planning area)	
7.1 Alnwick Partnership	29
7.2 Ashington Partnerships	31
7.3 Berwick Partnership	33
7.4 Bedlington Partnership	35
7.5 Blyth Partnerships (including Bede)	37
7.6 Coquet Partnership (Amble)	39
7.7 Cramlington Partnership	41
7.8 Haydon Bridge Partnership	43
7.9 Hexham Partnership	45
7.10 Morpeth Partnership	47
7.11 Northumberland Church of England Partnership	50
7.12 Ponteland Partnership	52
7.13 Prudhoe Partnership	54
7.14 Seaton Valley Partnership	56
Appendices	
Appendix 1 - Surplus Places in Northumberland by School Partnership	58
Appendix 2 - Education Infrastructure Contribution Policy	61
Appendix 3 - Capital Projects Data and Information	Link

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V 1.0	July 2018	S Aviston	New Plan
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1. INTRODUCTION

1.1 Purpose of the School Organisation Plan

In its Corporate Plan for 2018/21, Northumberland County Council sets out its vision and values for the county. A key feature of this vision is the desire to ensure that children and young people achieve and realise their potential. At its most basic level, the School Organisation Plan for Northumberland supports this vision by demonstrating how the council will fulfil its statutory duty to provide sufficient school places for children and young people in Northumberland. This is the first update of the School Organisation Plan within its 3 year life cycle.

However, the plan will also assist schools, parents and partners to understand how the availability of school places across the country are monitored, how the need for school places is identified and where necessary, how additional places are delivered and funded. There is a further challenge in Northumberland in that whilst as a county we have sufficient places, overall they are not necessarily in the areas of greatest demand. So whilst we have some pressure on school places in our urban, more highly populated areas, we have significant surplus places in other areas. The School Organisation Plan covers the period 2018/21 in line with the Corporate Plan, and this is the June 2019 update to reflect changes in statistical information and data relating to school partnerships, as well as changes relating to school organisation in some areas.

Following approval from the Council's Cabinet in June 2019, the updated school organisation plan will be circulated to the following groups for information before publication in July 2019:

- All Northumberland schools
- Diocesan Education authorities
- Neighbouring local authorities
- Relevant healthcare authorities (Northumbria Healthcare NHS Foundation Trust; NHS Northumberland CCG; Northumberland Tyne and Wear NHS Foundation Trust)

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, 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 the work planned to be undertaken to meet any identified need for additional places. As such, the School Organisation Plan supports the Education and Skills Service in delivering the priorities set out in its Service Statement 2019/20 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 Statement for 2019/20 is available to review [here](#)

2.2 Headline population data

In Northumberland, 96.7% of the land mass is classed as rural, with just under half of the population living in this area. The other half 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 319,030 (mid-year population estimates 2017), a slight increase on the previous estimate. According to the Office for National Statistics, the county's population is forecast to decrease slightly by 0.5% to around 315,952 by 2039, contrasting with a forecasted 9.7% increase in the UK population between 2017 and 2039.

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 52,204 in 2017 (Mid-Year Population Estimates 2017). The birth rate in Northumberland has also declined slightly by about 0.5% overall between 2007 and 2016, with the County's General fertility rate (GFR) at 55.7 (per 1000 female population age 15-44) compared to 61.2 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 of May 2019, there are 165 schools, academies and free schools (not including independents) in Northumberland who currently educate 45,407 children and young people (Jan 2019 census - Nursery to Year 13).

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 40 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, 25 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 82 schools in this category in Northumberland.
- Voluntary Controlled Schools
Most Voluntary Controlled Schools, but not all, are Church of England Schools; there are currently 9 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 29 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	V C	Foundation /Trust	Academy / Free School	Total
First	34	16	5	1	6	62
Primary	28	12	4	2	14	60
Middle	8	1	0	1	7	17
High (inc All Through)	3	0	0	0	4	7
Secondary (inc All Through)	1	0	0	1	7	9
Special	7	0	0	0	2	9
Pupil Referral Unit	1	0	0	0	0	1
Total	82	29	9	5	40	165

A further 8 schools within the Prudhoe Partnership and 1 school within the Hexham Partnership are expected to convert to become an academy trust in Autumn 2019. In Autumn 2015 there were 177 schools in the county, 175 in Autumn 2016 and 166 in Autumn 2017. Although 3 school closures occurred in August 2018, the Northumberland Church of England Academy (NCEA) changed from an all-through academy to 3 separate academies in the secondary, primary and special academy phases. School closures have taken place in the county over the past four years as follows:

Schools closed	Year/Date of Closure	Reason for closure	Closure proposed by	Closure approved by
Bothal Middle School	August 2015	Reorganisation of Ashington Partnership to primary/secondary	Ashington Learning Trust	NCC
Hirst Park Middle School	August 2015	Reorganisation of Ashington Partnership to primary/secondary system	Ashington Learning Trust	NCC
Herdley Bank Primary School	August 2016	Unviable due to reducing pupil numbers	Governing Body	NCC
James Calvert Spence, South Avenue (middle)	August 2016	Amalgamated with James Calvert Spence, Acklington Road to become age 9-18 all-through school	Governing Body	NCC
Seahouses Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
The Dukes Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
Lindisfarne Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
St Paul's RC VA Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	Governing Body	NCC
St Benedict's RCVA Middle School	August 2017	Reorganisation of Ashington RC schools to primary/secondary system	Governing Body	Schools Adjudicator
St Peter's Catholic Academy	August 2017	Reorganisation of Cramlington RC schools to primary/secondary system	Academy Trust	Secretary of State
Acklington CE First School	August 2018	Closure of school due to viability issues	Governing Body	NCC

St Mary's CE Middle School, Belford	August 2018	Closure of school due to viability issues	NCC	NCC
Netherton First School	August 2018	Closure of school due to viability issues	NCC	NCC

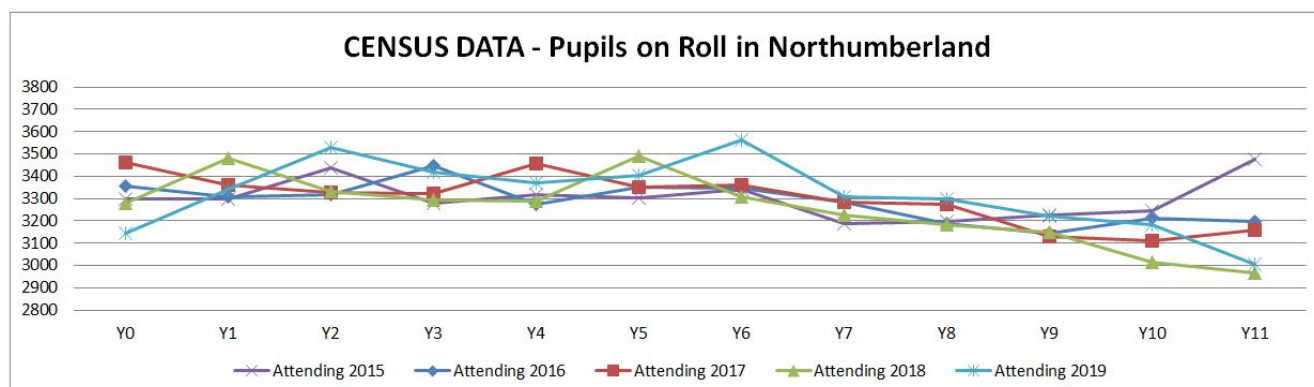
Current, future or proposed future changes to the organisation of schools in individual partnerships are set out in Section 2.

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

There were a total of 39,795 children and young people of statutory school age (Reception to Year 11) on roll in all types of schools (except independents) in Northumberland as at January 2019, an increase of almost 5% in 2018; although 2018 was a low birth year, this figure still shows growth in the number of pupils on roll in schools in these age groups. However, as there were 43,807 places available in schools from Reception to Year 11, there are currently around 4,012 surplus places in these year groups across the county, although of course there is considerable variation in surplus places between partnerships. Further information on surplus places is provided in Section 4.2 and in the individual partnership sections of this document.

The January 2019 figure of 39,795 on roll (Reception to Yr 11) includes 2,153 children who reside in neighbouring authorities, but who are able to attend Northumberland schools as a result of surplus places in popular schools e.g. some schools in Ponteland and Hexham Partnerships; these children account for 5% of the total number of children on roll in Northumberland schools. 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 2015	3296	3299	3438	3277	3317	3301	3342	3189	3199	3224	3245	3475	39602
Attending 2016	3355	3309	3318	3445	3273	3352	3346	3284	3188	3146	3210	3196	39422
Attending 2017	3461	3362	3325	3323	3459	3351	3360	3282	3274	3131	3109	3161	39598
Attending 2018	3281	3481	3333	3292	3289	3490	3306	3226	3183	3147	3015	2966	39009
Attending 2019	3145	3341	3531	3419	3372	3404	3564	3310	3296	3222	3185	3006	39795



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 choice, 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.

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 places within 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.

Locally, the new draft Northumberland Local Plan (NLP) document is currently being prepared by the Council. It will include the planning policies that will be used to guide and determine future planning applications in Northumberland, detail the scale and distribution of new developments and include land allocations and designations. The draft Local Plan has been consulted upon and has been independently reviewed in May 2019. It is currently proposed that the Local Plan will be adopted in March 2020. The NLP will assist as an overarching guide to the Council's potential pupil place planning needs and will be used in conjunction with the detailed housing development information provided by colleagues in planning.

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 by school partnership area and at its basis is data received from the NHS on the number of children registered with GP surgeries. The Council is able to match the postcodes of these newborn children to individual school catchment areas, which provides 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 through the school system is assumed.

However, the forecasts are further refined as children move through the system by including a weighting (based on previous trends) at phase change points in the system. For example, as a result of parental preference in some school partnerships additional children may historically enter the middle school phase in Year 5, while in other partnerships, there may be a trend for a proportion of children to leave the partnership at the end of Year 4 and take up places at popular schools in other partnerships. The impact of housebuilding (where it has been given planning permission) is factored into the final pupil forecast. The Council's calculation for pupil yield arising from house-building 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 (SCRAP 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 Surplus Capacity

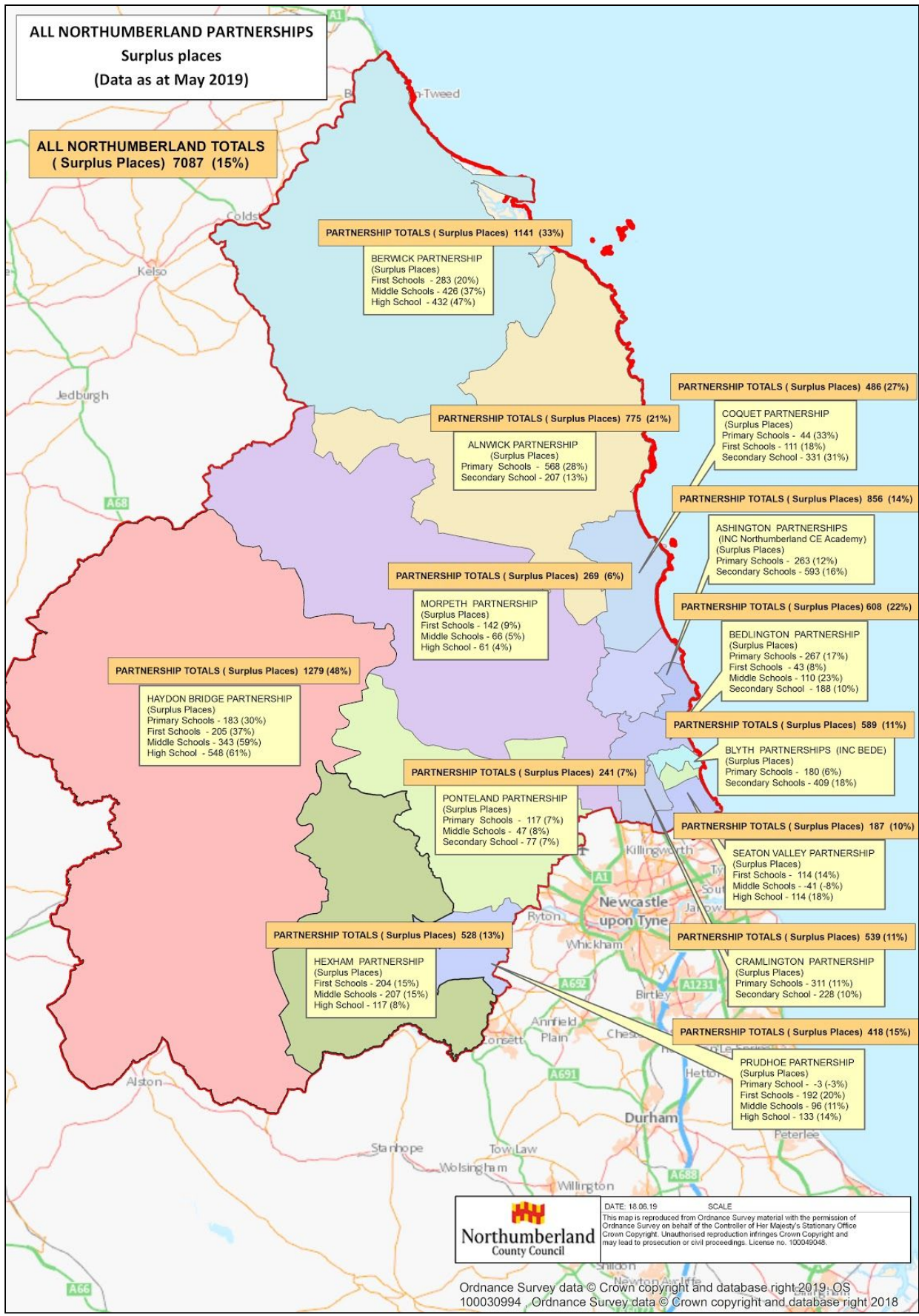
The Department for Education (DfE) indicates that 5% surplus places provides sufficient flexibility for parents to exercise a preference for school places and the Council is challenged regularly by the department on how it is managing surplus capacity. While 5% surplus places may be an achievable target in urban areas of the county, in Northumberland this is considered to be not only unachievable due to the rurality of the county, but equally it would be unreasonable to work towards such a low level of surplus places in rural schools.

Removing surplus places to the level suggested by DfE would necessitate the closure of a significant number of schools, thereby extending the lengths of journey of children, many of whom already have long journeys to and from school, to an unacceptable degree. In addition, this would have a negative impact on the viability of many rural communities. Therefore, while the Council has in the past and will in the future consider proposals for the closure of schools, including rural schools, where there are issues relating to school organisation, financial viability and/or the quality of educational provision and standards, the removal of surplus places as a stand-alone objective in Northumberland is not considered to be a priority.

However, the Council has been able to reduce surplus places through wider school reorganisations and through a small number of individual school closures as detailed in section 2.3. This process has removed 794 places in the last 4 years.

Reorganisation of maintained schools in the Haydon Bridge Partnership will remove a further 155 places over time; this number would have been 395 had not the School's Adjudicator overturned the Council's approval of the closure of Bellingham Middle School which had been proposed to take place in August 2019. The DfE, whilst challenging the authority on its level of surplus places, has also recently made decisions in relation to the change of age ranges of Ponteland Academy and Meadowdale Academy which will increase surplus places in the primary phases of the Ponteland and Haydon Bridge Partnerships respectively. The number of surplus places by phase within each school partnerships is given at Appendix 1 attached to this report.

The following map identifies the level of surplus places in each school partnership as at May 2019.



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 School Admissions Code 2014.

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 catchment 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 catchment area is a defined geographical area from which a school will expect 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 eligibility. However, the application of parental preference and the existence of surplus places in schools means that even with 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 the catchment school.

The catchment area of the high or secondary school in any partnership contains all of the feeder school catchments within it and is referred to as the 'greater catchment area'. 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.

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 to school (ie who live further than 2 miles up to age 8 or 3 miles age 8 and over from their catchment or nearest school or where there is no safe walking route) are provided with transport to their catchment, nearest or nearest faith school where that is a parental preference. Pupils whose parents have expressed a preference for a school that is not their catchment, nearest or nearest faith school (where a place at a particular faith school has been allocated at the parent's request) will not be eligible for home to school transport.

The Local Authority spends over £8m per year on fulfilling its statutory duties as set out in its home to school transport. This figure will rise in the next financial year with the introduction of a revised post-16 transport policy which now includes free transport to post 16 learners. Therefore, the policy intention of the Council's school transport policy is to support children to attend schools in their locality.

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. To that end, the Council has an Education Infrastructure Policy, included as Appendix 2 of this document. This policy will be updated and incorporated into the Councils' infrastructure delivery plan in late 2019.

Furthermore, in April 2019 the DfE published its "Securing developer contributions for education" non-statutory guidance to assist local authorities with securing developer contributions and to promote good practice on pupil yield evidence, engagement with local planning authorities and the delivery of expanded or new schools arising as a result of new housing development. In this guidance, the DfE makes it clear that developers must be responsible for contributing to educational infrastructure costs arising from new housing.

The education contribution is sought under 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.

However, the impact of each proposed planning application on local schools is assessed individually and the existence of surplus places in other schools in the relevant school

partnership does not preclude the possibility of a request for a contribution towards educational infrastructure where the Council believes data warrants it. Likewise, the impact of housing development in neighbouring partnerships to that where a planning application is being assessed will also be taken into account when predicting pupil flows; 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 local schools within the timeframe of the build-out period and therefore developers should be requested to contribute to the costs of providing additional places or educational infrastructure. Further information is available in the Northumberland County Council Education Infrastructure Policy .

4.6 Inter-partnership and 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. Some of the inward flow into certain partnerships includes pupils from neighbouring local authorities areas e.g. Durham and Newcastle. In 2019, of the 39,795 children and young people on roll in Northumberland schools in Reception to Yr 11, 2,153 (5%) reside in neighbouring authorities. Although local authorities have a duty to provide places for children resident within their boundaries, some schools in this county would not be educationally or financially viable without the inward movement of out of county pupils. For example, Ponteland Partnership has by far the largest inward migration of pupils; of the 3,117 pupils on roll in Ponteland schools (not including sixth form), 1,359 (44%) live in other local authority areas, mainly Newcastle.

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. For example, the reorganisation of the Alnwick Partnership to the primary/secondary system in recent years has in part led to an increase in pupils leaving the Berwick Partnership through parental choice to join The Duchess's High School at the end of Year 6. In other partnerships, such as Ponteland which is still transitioning from the 3-tier system to the primary/secondary system it will take another two years or so for the system to be embedded and for parents to adjust to the new arrangements.

5. 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

6. NON-MAINSTREAM PROVISION

6.1 Special Educational Needs

In Northumberland, the number of children and young people who have been diagnosed as having Autism, Social Emotional and Mental Health needs has been increasing. The 9 Special Schools in the County (following the inclusion of NCEA Castle School as a stand-alone special school) have seen numbers rise by 38% between 2013 and 2019, as shown in the following table:

Base Name	Special School Numbers						
	2013	2014	2015	2016	2017	2018	2019
Atkinson House School	59	50	54	58	64	71	78
Barndale House Special School	35	37	40	36	38	40	37
Cleaswell Hill Special School	125	148	154	161	173	175	181
Collingwood School & Media Arts College	104	127	142	136	136	145	144
Cramlington Hillcrest School	45	56	58	61	72	81	88
Hexham Priory School	60	65	76	77	88	96	99
NCEA Castle School							102
NCEA Unit	98	98	98	98	98	98	
The Dales School	68	72	77	76	88	89	98
The Grove Special School	33	34	36	38	39	39	37
Grand Total	627	687	735	741	796	834	864

Note: The Dales data above includes figures for Ashdale. Data extracted from Jan 19 Census

In late 2017, the Council consulted on its Vision and Strategy for children and young people with SEND for 2017 to 2020. In light of the increasing number of children with SEND in Northumberland, part of this consultation included proposals for growing specialist provision within Northumberland to ensure children with SEND are educated close to home in high quality education establishments in order to inform place planning strategy. Current and planned work to achieve this objective includes the following:

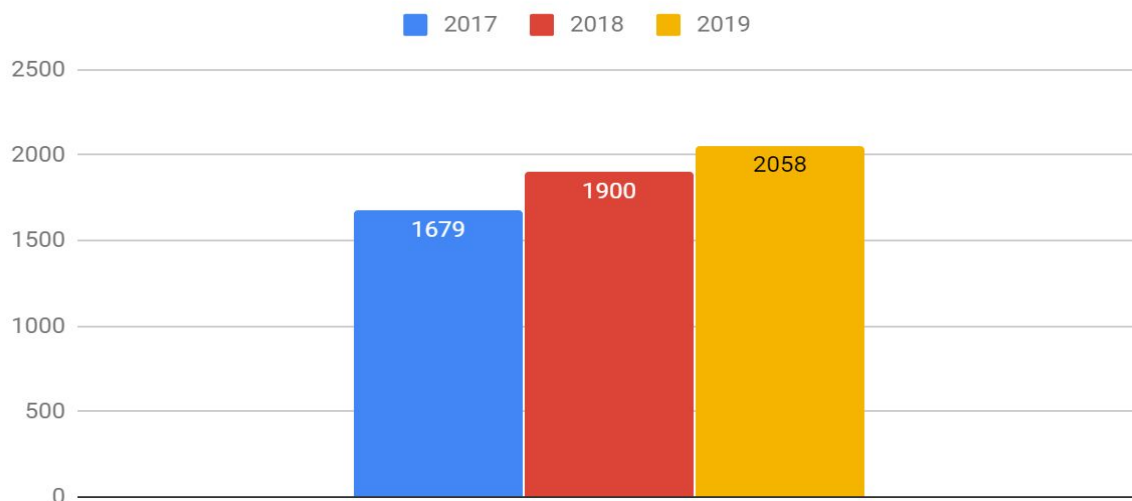
- 50 special education places have now been provided at Ashdale, a satellite site of The Dales School, Blyth; this high-quality unit was developed in a former sixth form provision and was recently nominated for an industry recognised building award.
- In the west of the county, the building of Hexham Priory Academy School was extended, creating a further 32 places for local children.
- Approval for plans to establish Additionally Resourced Provision (ARPs) in Seaton Sluice First School and Astley High School for January 2020 are in train. These provisions will assist with higher number of students with SEND on roll in schools in

the Seaton Valley Partnership who reside in the Blyth Partnership area. The provision at Astley High School would be planned to meet the needs of young people with ASD and those with emotional vulnerability needs. The provision at Seaton Sluice First School is proposed to meet the needs of pupils aged 4-9 with a broad range of needs, including ASD, Communication and Interaction, and Moderate Learning Difficulties.

In Autumn 2018, the Council submitted a bid to the DfE for the establishment of a free special school in the County that would provide 80 places for children with social and emotional mental health issues (SEMH) and autistic spectrum disorder (ASD); it is proposed that 50 of these places would be allocated to children resident in Northumberland, with 10 places each allocated to children resident in the North Tyneside, Gateshead and Newcastle council areas. The Council was told in February 2019 it had been successful in the first round of the bidding process and could now move to the trust competition stage. A suitable site has been identified in Blyth and work is now underway to identify a suitable sponsor with whom to partner for the next stage.

Going forward, the number of children allocated an Education and Healthcare Plan (EHCP) is continuing to rise in Northumberland. The graph below provides the number of children in all age groups from 0-25

All pupils for whom the authority maintains a statement of special educational needs or an EHC Plan

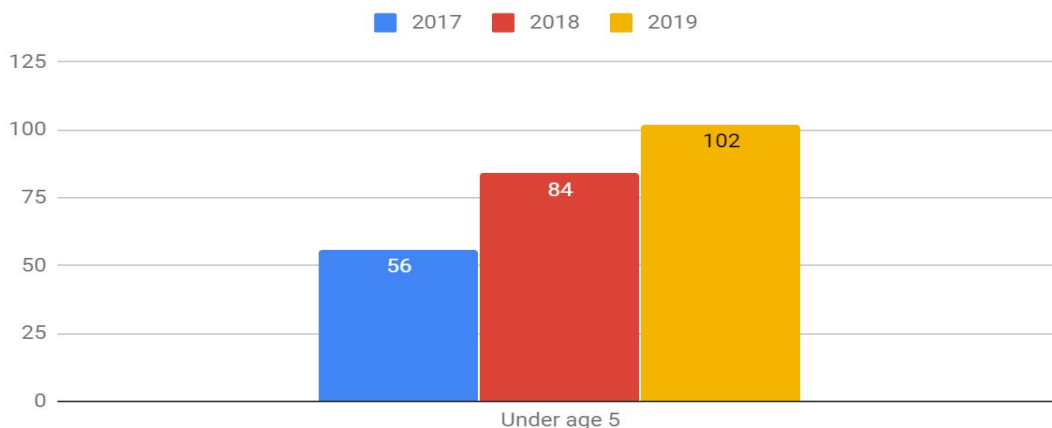


As at the January 2019 SEN2 Census, 2,058 children and young people had EHCP plans; this is an increase of 8.3% since 2018. Nationally, the increase in EHCPs allocated is larger at 11%. The number allocated in Northumberland however has increased again since January 2019, and as at May 2019, there were 2,159 children and young people with an

EHCP. The largest increase by age group has been within the 0-5 year olds (21%) and 5-10 year olds (32%) (see graphs below):

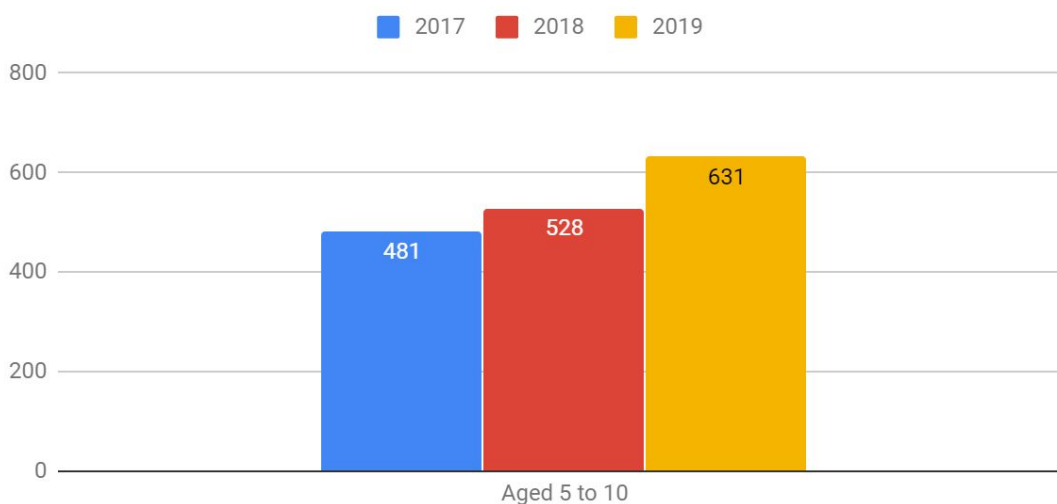
Number of pupils for whom the authority maintains a statement of special educational needs or an EHC Plan

Under age 5



Number of pupils for whom the authority maintains a statement of special educational needs or an EHC Plan

Aged 5 to 10

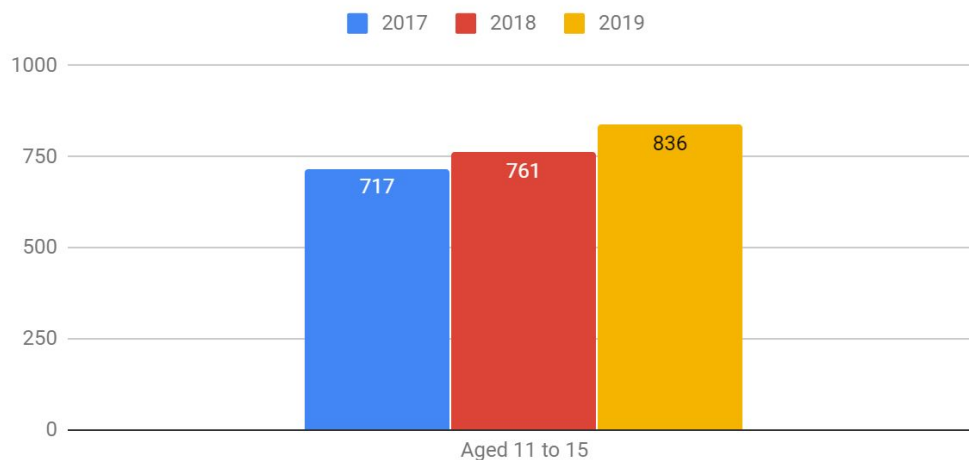


Over the last 3 years, there has been pressure for special school places for pupils due to transfer to secondary school and this has resulted in the Local Authority requiring to increase capacity at short notice.

Whilst the allocation of places in the age 11 to 15 age groups (Year 7 to Year 11) has increased at 10%, this is not as pronounced as the primary phase and early years increases (see below):

All pupils for whom the authority maintains a statement of special educational needs or an EHC Plan

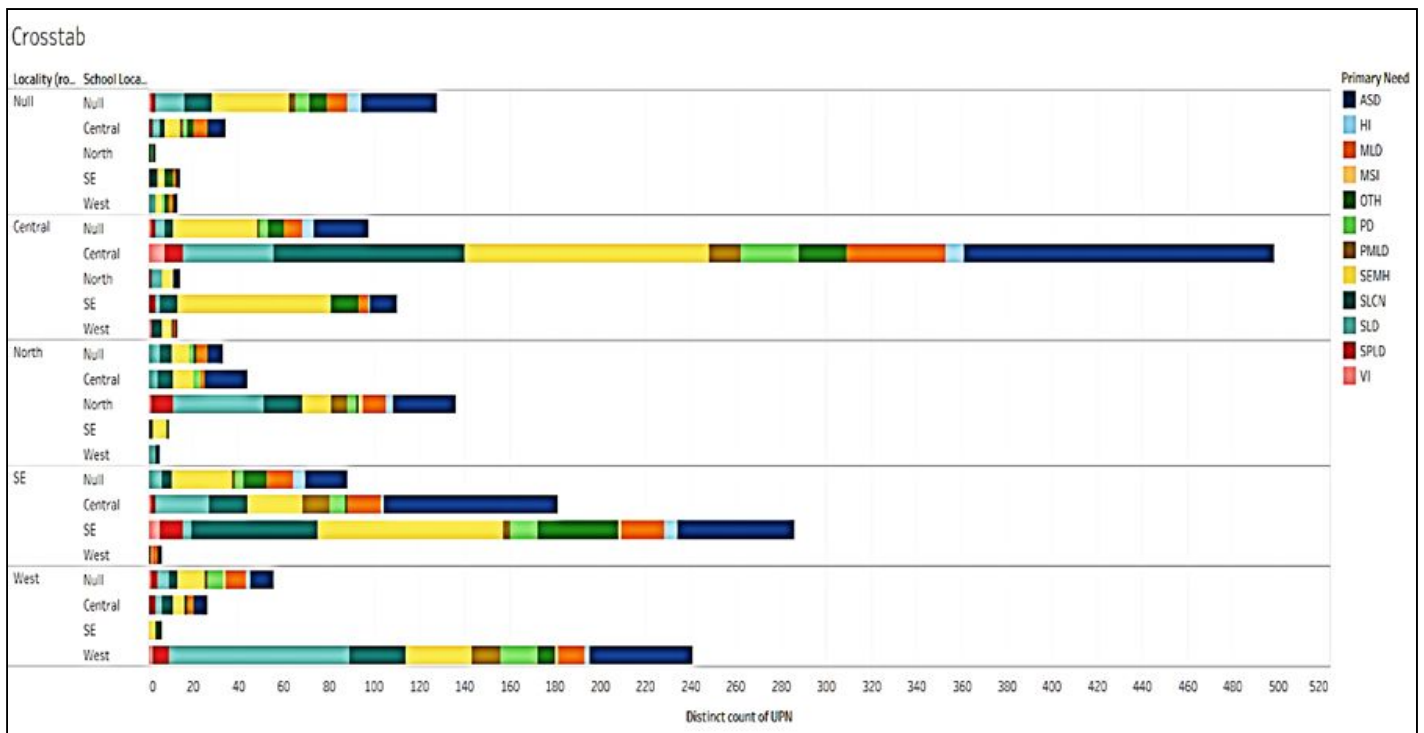
Aged 11 to 15



Specifically in relation to the age 5-10 group and the age 11-15 group, some of the increase in allocation of EHCPs is due to the fact that the Council no longer has top up funding (provision of funded support in school without an EHC needs assessment or EHCP), as this has been replaced with STAR (Short Term Additional Response) funding, which is time limited. Those with top up funding are being reviewed, where the decision will be made whether to cease funding or apply for an EHCP. 32% have converted to a plan. Another factor is the increase in demand from schools for additional funding, driven by pressures on school budgets. However, overall there are far fewer children in mainstream schools with EHCPs in the primary phase than in the secondary phase.

There has been no change in the number of EHCPs allocated in the age 16-19 age group from 2018 to 2019, while in the age 20-25 age group, Northumberland is bucking the national trend with a fall in the allocation of EHCPs.

A particular issue within the context of the size of Northumberland and the location of specialist provision, are the distances that many children with SEND have to travel to attend suitable provision. The following graph shows where children on roll in a special school in Northumberland live compared to where they have to travel for their education (see below):



The graph above shows in which area of the County (North, Central, South East and West) children with an EHCP on roll in mainstream and Special Schools reside compared to where they travel to receive their education. For example, the majority of children resident in the Central sector of the County with an EHCP receive their education in the Central and South East areas, therefore have the shortest journeys to school. Relative to the total number of children with EHCPs living in the west of the county, more have further to travel either to other areas of the county or out of county. The proportion of children denoted with 'null' in the above graph shows those children living in the various parts of the county who are educated out of county.

The data and information on the number of children assigned with an EHCP and their patterns of provision is being better understood. Resources will be allocated to identify the tools and intelligence required to better plan for the needs of this group of children to work towards ensuring that the right type of specialist provision is available in the right area to reduce the need for long journeys and out of county placements.

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 fulfill 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 e.g. the new building for Ponteland High School will include state of the art accommodation for sixth form. Furthermore, the Council has approved a new Post-16 Transport Policy for 2018/19 which provides free transport to eligible students to enable them to access relevant learning.

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 in Northumberland is delivered via:

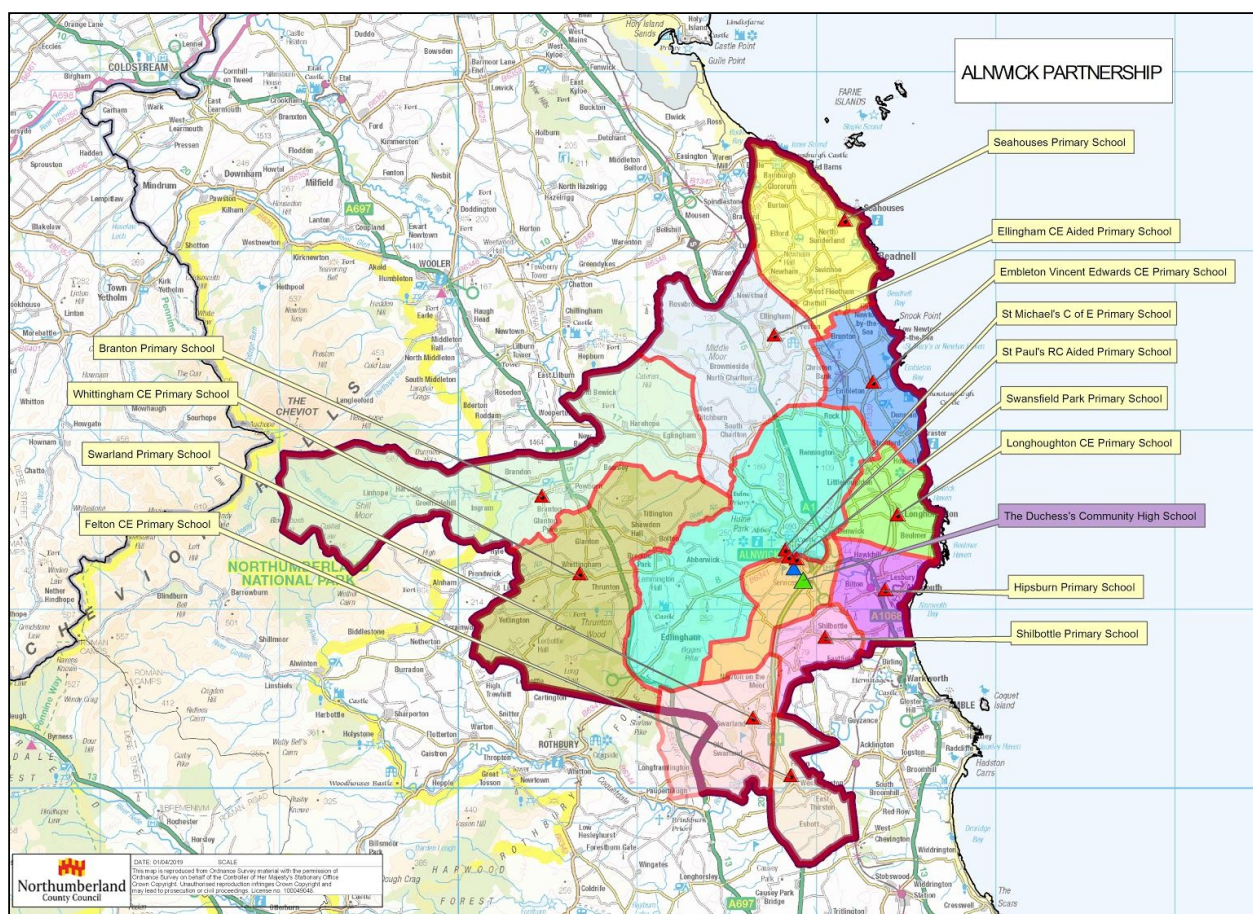
- 202 Childminders (of which 115 deliver EYFS)
- 60 Full Day Care 8am-6pm
- 49 Preschool/ playgroups
- 16 Children's Centres
- 57 Out of School Clubs
- 46 Home Carers
- 2 Creche

Of the above, 228 PVI's deliver the EYFS via funded entitlement, and 108 schools also deliver the EYFS.

The council was recently successful in bidding for grant funding to expand the number of places available for working parents of 3 and 4 years olds. This, together with council own funding has provided an additional 290 places in Blyth, Ashington, Seahouses and Bedlington.

7. SCHOOL PARTNERSHIPS (PLANNING AREAS)

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 RCVA Primary
- Branton Primary
- Whittingham CE Primary
- Hipsburn Primary

- Embleton Vincent Edward's CE Primary
- Swansfield Park Primary
- The Duchess's High School

The partnership only recently reorganised to the primary/secondary structure, beginning in September 2016. £14.9m was invested by the Council and LCVAP in the school's remaining open to support, including the addition of a Year 7 and Year 8 block at the new Duchess's High School building Greensfield in Alnwick, which completed in the summer of 2018.

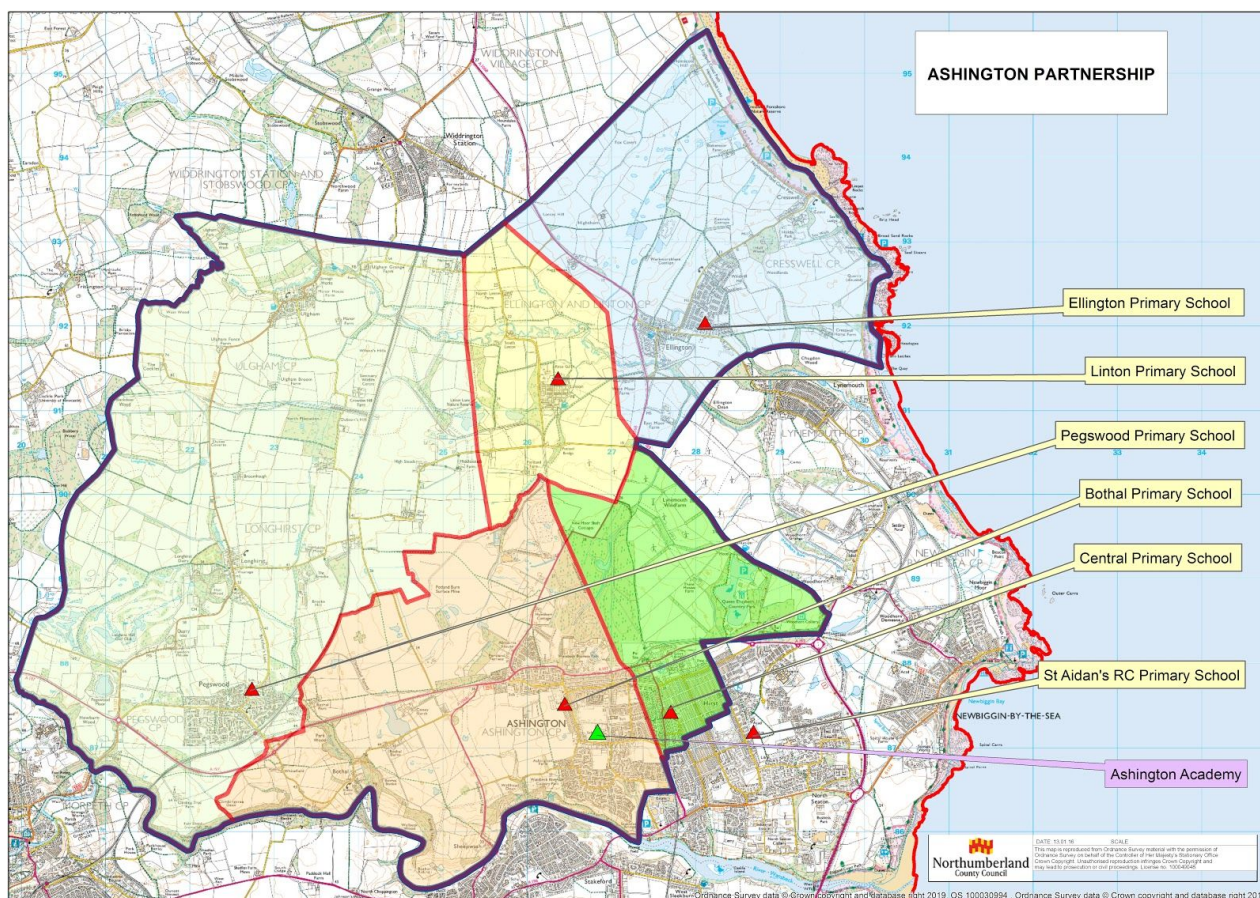
The number of pupils being born in the Alnwick Partnership has been declining slowly over a number of years, although the birth data of pre-school children indicates this could be beginning to plateau. However, there will continue to be surplus capacity within the partnership over the coming years, particularly in the primary phase. As a result, there is a fair amount of movement of pupils around the partnership in relation to schools, with parents able to exercise their preference for schools with ease. As noted earlier in this document, in such a rural county, higher numbers of surplus places is an accepted consequence of ensuring that pupils (especially young children) do not have to travel excessive distances to school. However, this would not preclude proposals for school closures where the quality of educational provision was threatened due to viability issues within a school.

The Duchess High School continues to retain around 89% of the students living in its catchment area, and around 25% of students on roll live in neighbouring partnerships. The table below demonstrates that the primary phase will continue to have surplus places for the foreseeable future. There are sufficient places in the secondary phase at The Duchess for in-catchment children, although parental choice for out of catchment pupils may be reduced as a consequence of approved house-building schemes in the partnership.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2019	167	215	200	207	198	214	240	225	249	223	250	234	121	141	2,884
2020	166	170	229	207	218	194	221	254	237	254	226	250	141	95	2,862
2021	181	169	182	236	218	214	201	258	258	258	257	227	149	111	2,920
2022	159	183	175	183	243	208	216	235	257	257	256	253	132	117	2,872
2023	173	160	189	176	187	232	210	252	242	255	255	251	148	104	2,834
2024	169	174	168	192	182	180	236	247	256	256	255	252	148	116	2,831
2025	166	168	179	167	195	172	180	253	253	253	252	249	148	116	2,752
2026	167	165	173	164	192	169	177	250	250	250	249	246	148	116	2,716
2027	165	166	172	178	170	185	171	209	250	250	249	246	148	116	2,676
PAN TOTALS	287	287	287	292	292	292	292	250	250	250	250	250	250	150	3,679

Key: PAN - Planned Admission Number

7.2 Ashington Partnership



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

- Bothal Primary
- Central Primary
- Ellington Primary
- Pegswood Primary
- Linton Primary
- Ashington Academy

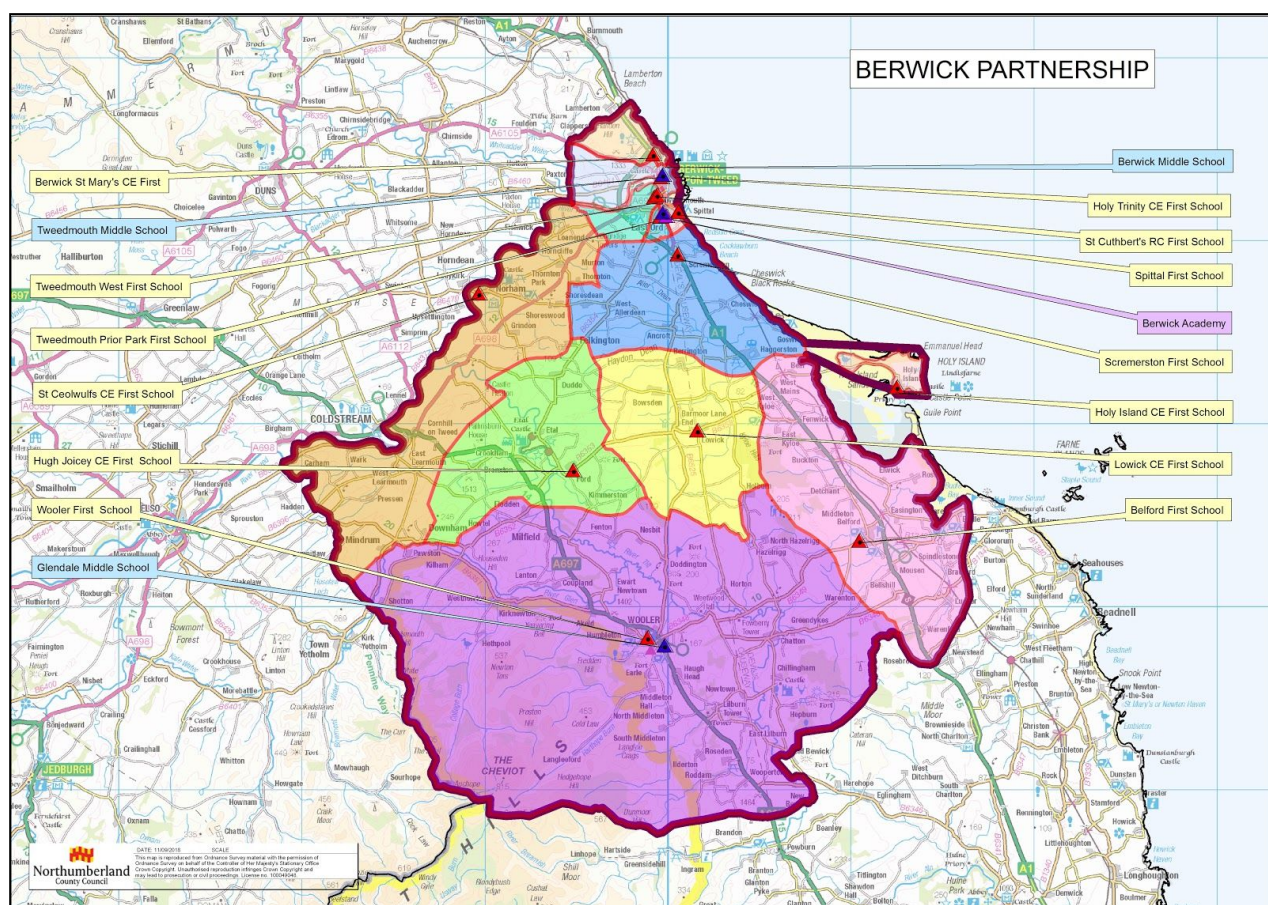
Numbers on roll in the primary phase in Ashington have fluctuated in recent years, but the latest data indicates that, after some decline, numbers are beginning to grow in the younger age groups. At this stage, there is sufficient capacity in general across the partnership for the period of the forecast, although individual schools may be subject to place pressures according to local circumstances e.g. housing development in the catchment area. The impact of planned development is assessed at the school/academy level, not at the partnership level, to ensure that all local circumstances are addressed.

Some primary schools in the Ashington Partnership have suffered from drift at the end of Year 4 .e.g Pegswood Primary, as many parents choose to send their children to popular schools in the Morpeth Partnership, where the number of school places is in excess of the current local population. However, as the significant level of house building planned for Morpeth town over the coming period begins to impact on surplus places in schools, it is expected that there will be fewer places for children outside of the Morpeth Partnership and Ashington schools will retain more of their catchment children. The recent judgement by Ofsted of Newminster and Chantry Middle Academies as Requires Improvement may also influence parental preference.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2019	248	282	285	283	265	230	277	183	180	161	192	155	38	69	2,848
2020	233	250	280	286	289	257	236	213	171	166	159	188	49	28	2,803
2021	229	236	249	282	293	281	263	205	199	158	164	157	58	36	2,811
2022	230	231	232	248	285	281	284	217	189	180	154	159	47	43	2,779
2023	267	232	227	230	250	273	284	216	199	171	175	148	48	35	2,753
2024	242	269	227	225	232	239	275	216	198	180	165	169	45	35	2,717
2025	237	241	261	223	224	219	238	213	195	177	171	157	51	33	2,639
2026	238	236	233	256	222	212	219	201	192	174	169	163	48	38	2,602
2027	241	237	231	232	259	213	214	187	184	174	169	163	51	36	2,591
PAN TOTALS	318	308	308	308	308	308	308	210	210	210	210	210	150	150	3,516

Key: PAN - Planned Admission Number

7.3 Berwick Partnership



The Berwick Partnership is almost wholly 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 RC First
- Scremerston First
- Norham St Ceolwulf's CE First
- Hugh Joicey CE First
- Wooler First
- Lowick CE First
- Holy Island CE First
- Belford Primary
- Tweedmouth Middle School
- Berwick Middle School

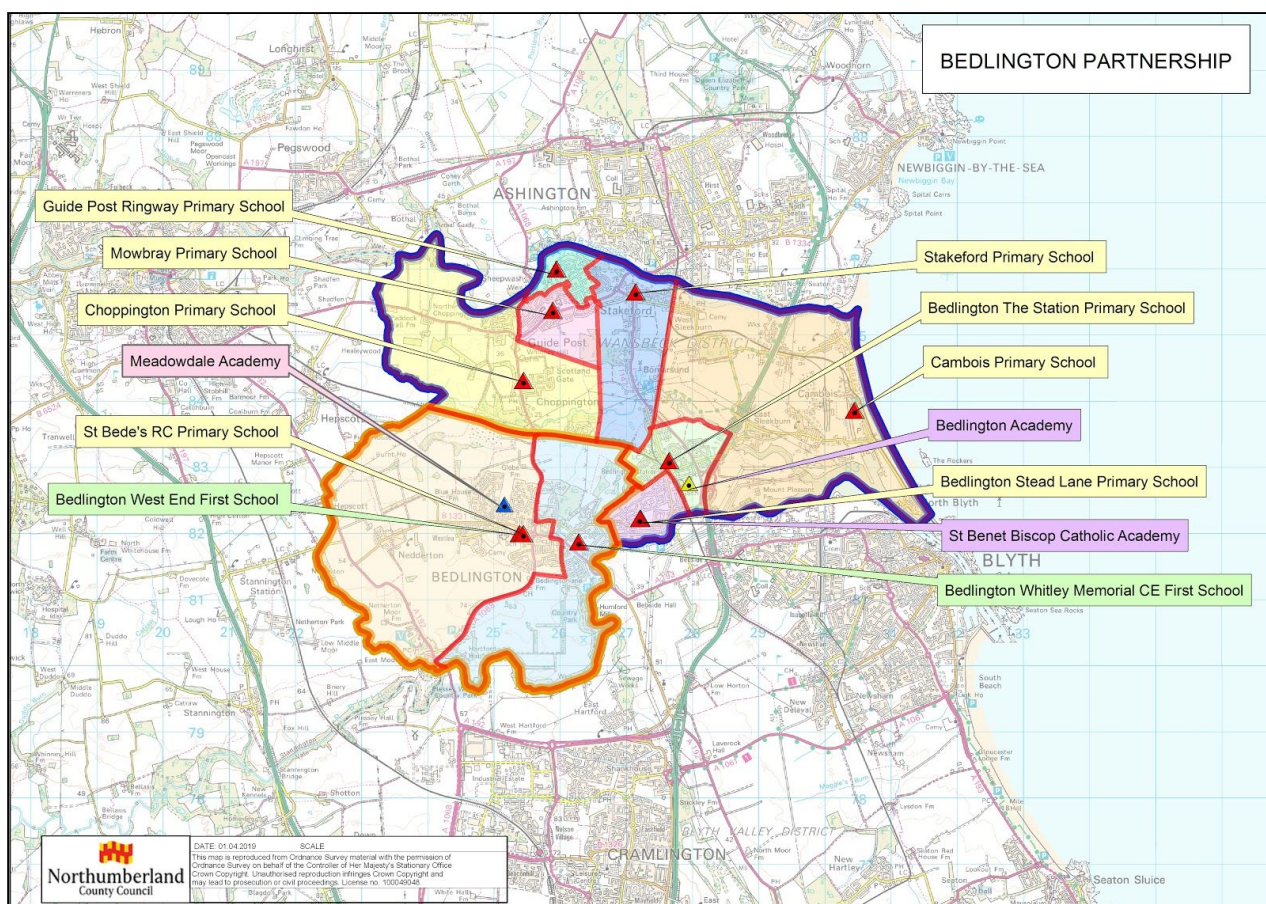
- Glendale Middle School
- Berwick Academy

Birth data for the partnership indicate that there will be a continuing fall in pupil numbers for the foreseeable future. Berwick Academy continues to Require Improvement as judged by Ofsted in January 2016, although the latest monitoring report indicates that the leadership team at the academy have credible intervention strategies in place. The poor Ofsted judgement has led to a fall of 22% in student numbers (from 620 to 484) between the January 2017 census and January 2019 census. This is due to a combination of pupils leaving the middle schools in the partnership to join schools in neighbouring partnerships to the south of the catchment and to join the Eyemouth High School in Scotland, which has recently had a new building. The independent school Longridge Towers is also located in the Berwick greater catchment and the Council has historically arranged for children resident on Holy Island to be educated there from middle school age, which means they do not go on to join Berwick Academy in Year 9. Furthermore, St Mary's CE Middle School in the partnership closed in August 2018 as a result of viability issues due to falling pupil numbers. There are therefore projected to be significantly increasing surplus places in the Berwick Partnership in the secondary phase for the period of this forecast.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2019	188	224	249	237	228	196	216	191	139	132	134	129	53	36	2,352
2020	230	191	224	249	234	225	193	190	178	104	126	127	56	36	2,364
2021	256	234	192	225	246	231	223	171	178	135	101	120	54	38	2,406
2022	240	262	235	193	222	244	228	197	160	135	129	96	51	37	2,428
2023	209	245	261	234	190	219	239	201	183	121	128	122	39	34	2,425
2024	225	214	242	259	228	185	213	209	185	136	114	119	50	27	2,406
2025	230	227	210	239	251	222	179	184	191	136	127	104	50	34	2,381
2026	230	232	224	207	232	244	215	155	169	140	127	117	44	34	2,368
2027	225	232	231	223	202	228	239	188	143	125	133	119	50	30	2,368
PAN TOTALS	293	293	293	293	293	301	301	271	271	225	225	225	150.00	150.00	3584.00

Key: PAN - Planned Admission Number

7.4 Bedlington Partnership



There is currently a mixed economy of provision in the Bedlington Partnership, with most schools organised as primary/secondary and 3 remaining organised within the 3-tier system as follows:

- West End First
- Whitley Memorial CE First
- St Bede's RC Primary
- Mowbray Primary
- Guidepost Ringway Primary
- Stakeford Primary
- Choppington Primary
- Bedlington Stead Lane Primary
- The Station Primary
- Cambois Primary
- Meadowdale Middle Academy
- Bedlington Academy
- St Benet Biscop Catholic Academy

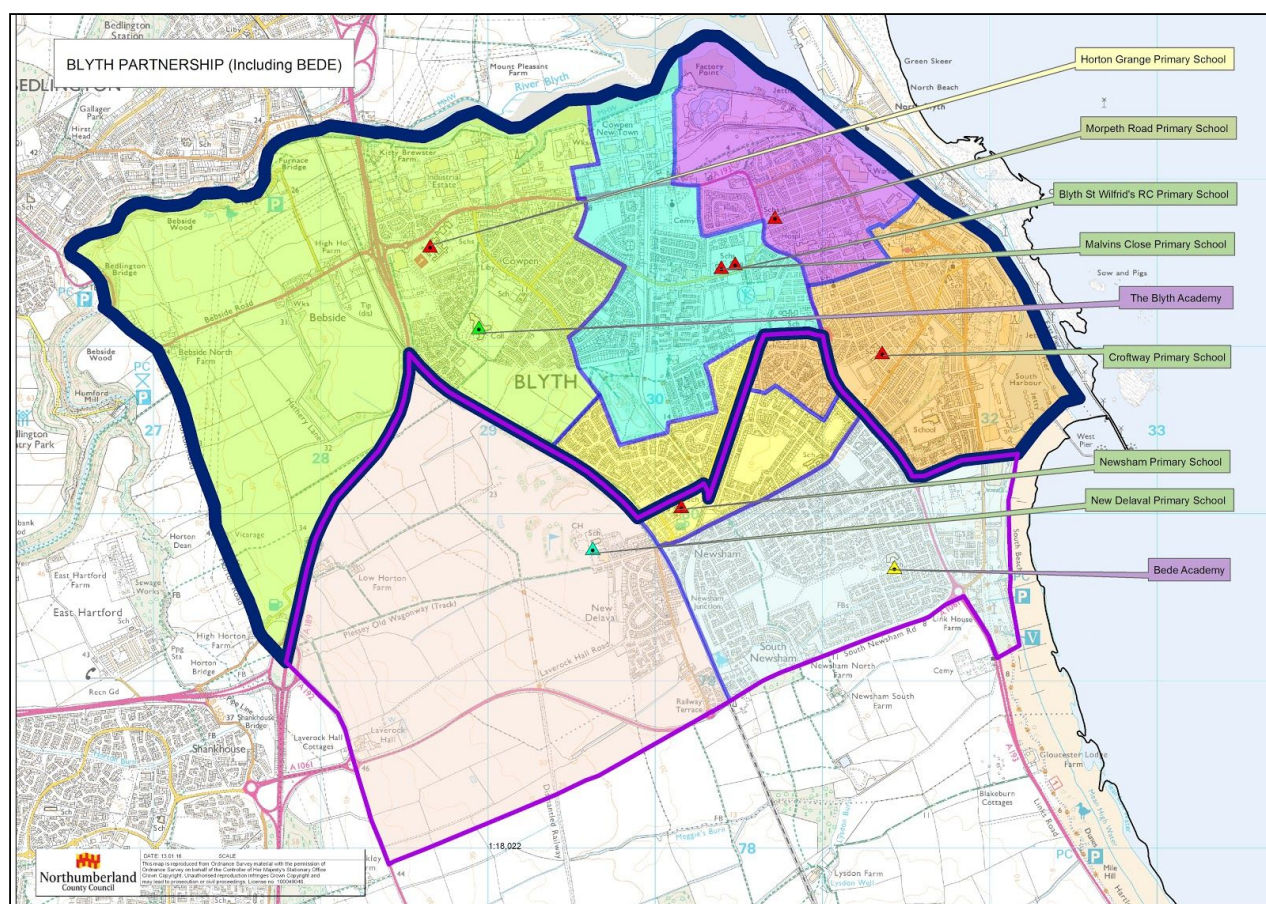
However, Meadowdale Middle Academy will convert to become a primary school with effect from 1 September 2020. This has led to the Governing Bodies of the two remaining first schools in the partnership, West End and Whitley Memorial CE First Schools, requesting the Council to undertake consultation on a proposal to extend the age range of these schools to become primaries, also from September 2020. Informal consultation is currently taking place, and should statutory consultation be subsequently approved, a final decision would be taken on this proposal in September 2019. This proposal would also necessitate the need for additional places to be created in the secondary phase in Bedlington from Year 7 and the Council is consulting with the two secondary academies in the partnership, Bedlington Academy and St Benet Biscop RC Catholic Academy as part of the process. St Benet Biscop RC Catholic Academy is the only RC 11-18 school in the county and just under half of its intake of pupils feed in from the RC primaries in the South East (and a small number from further afield), with the remainder of the pupils residing in the Bedlington area.

While Bedlingtonshire Academy and St Benet Biscop Catholic Academy currently have two intakes into their schools, at Year 7 and Year 9 in order to accommodate the two organisational systems in place, both will remove their Year 9 intake from September 2020. The birth rate in Bedlington has been falling for a number of years and the current surplus places are predicted to increase. The approved housing development in the town will not reverse this trend, although if future housing development is approved in the town, this may begin to have an impact. As in all other cases, surplus places at the partnership level would not preclude requests for education infrastructure contributions from developers, should local impact on schools be identified.

Final Forecasts															NOR TOTALS
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	
Actual Jan 2019	293	306	315	278	308	314	277	378	376	348	322	298	97	73	3,983
2020	237	299	310	320	282	307	316	342	389	362	334	314	96	75	3,982
2021	250	242	302	315	323	280	309	389	351	363	347	326	101	74	3,972
2022	252	255	244	305	317	321	281	378	398	363	347	337	104	78	3,979
2023	237	256	257	246	307	314	321	344	388	363	347	337	108	80	3,907
2024	254	242	258	260	248	305	315	394	353	363	347	337	108	83	3,867
2025	245	258	242	260	260	245	304	384	402	362	346	336	108	83	3,832
2026	246	248	258	243	260	256	243	371	392	360	344	334	108	83	3,745
2027	246	250	250	261	245	257	257	299	380	360	344	334	108	83	3,671
PAN TOTALS	339	339	339	339	339	353	353	488	488	360	360	360	360	360	5177

Key: PAN - Planned Admission Number

7.5 Blyth Partnerships (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 RC Primary
- 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, five are academies.

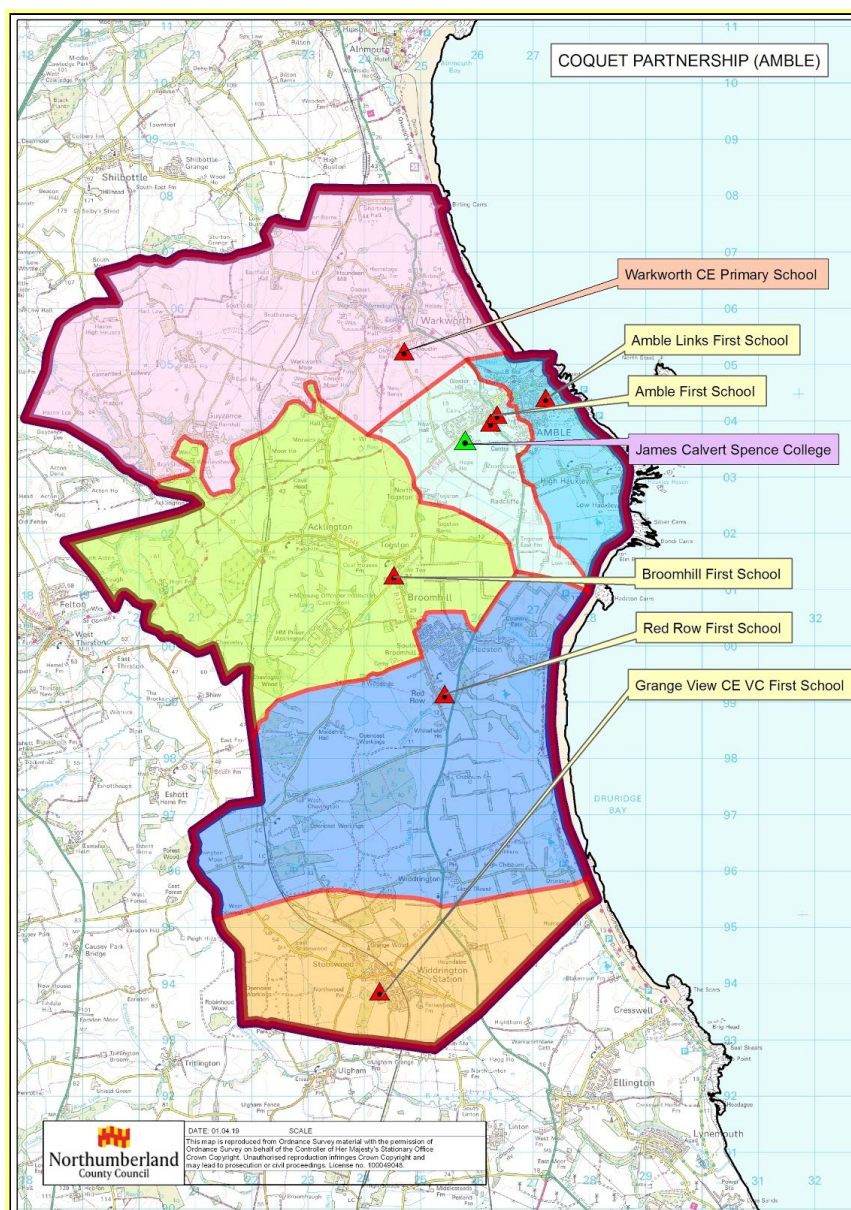
Birth rates in general in Blyth have increased in recent years, but now appear to be steadying, although this masks some variation across individual catchment areas. Furthermore, house building programmes in the town have been increasing and their impact is beginning to be felt. Planned admission numbers were increased in Reception in September 2018 at Horton Grange Primary (by 30 per year group) and New Delaval Primary (by 15 per year group) and as these increases will now need to be permanent, basic need capital projects will be undertaken in 2019 to create additional accommodation at these schools. Additional places may be needed in the future at other schools in the town e.g. Newsham Primary if deemed necessary.

At secondary level, around 36% of students (not including those attending special schools, alternative provision or St Benet Biscop RC Academy for faith reasons) residing in the Blyth Academy partnership move to either the Bede Academy from Year 7 or to secondary provision in other partnerships e.g. Cramlington Learning Village. It is forecast that there will be no requirement to provide additional places at Blyth Academy unless increasing numbers of pupils in the catchment are retained from year 7. Although not deemed necessary to accommodate local children in Blyth, Bede Academy has decided to increase its planned admission number into Year 7 from 105 to 134 (not including 90 pupils transferring from the primary element of the academy).

Final Forecasts														NOR	
Age Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2019	435	426	465	444	439	428	431	344	366	336	331	315	116	83	4,959
2020	426	441	432	468	453	445	435	353	345	353	339	332	121	95	5,038
2021	465	430	445	433	475	456	449	358	350	336	352	337	124	99	5,108
2022	418	467	424	436	430	469	451	354	346	333	327	342	125	102	5,025
2023	455	420	464	419	436	427	466	352	345	331	327	320	128	102	4,993
2024	437	455	416	457	417	432	423	349	342	329	324	318	120	105	4,924
2025	436	436	450	409	455	412	427	346	339	326	321	315	120	98	4,889
2026	440	435	433	444	409	452	410	345	338	325	320	314	120	98	4,882
2027	436	438	433	429	446	407	451	345	338	325	320	314	120	98	4,899
PAN TOTALS	510	465	465	465	465	465	465	345	345	345	345	345	300	275	5,600

Key: PAN - Planned Admission Number

7.6 Coquet Partnership (Amble)



Like Berwick Partnership, the Coquet Partnership is almost wholly organised within the 3-tier system with one exception and is formed from the following schools:

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

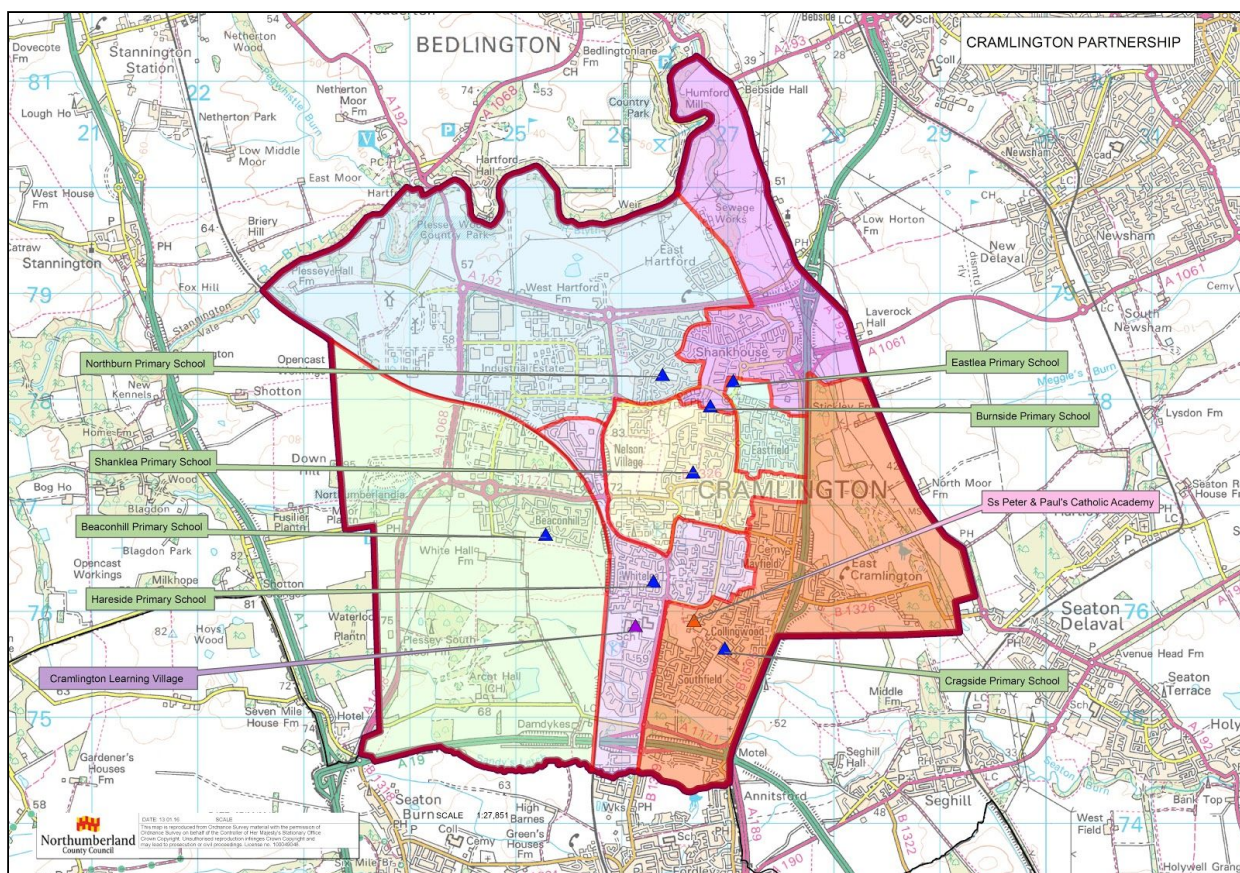
In August 2018, Acklington CE First School closed as a result of viability issues arising from falling pupil numbers and its catchment was shared between Warkworth CE Primary and Broomhill First.

Birth data indicates that while there is sufficient capacity in schools at the partnership level, this masks variation in capacity at the individual school level, e.g at the first and primary phase, some schools are more popular and attract pupils from other catchments. As a result, the house building planned within the partnership locally over this forecast period will impact on some schools more than others and may need to be expanded as a result of parental preference.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2019	112	127	130	111	121	111	113	92	89	79	87	83	59	33	1,347
2020	117	118	129	134	114	111	115	108	91	90	82	88	51	34	1,383
2021	118	122	119	131	136	105	114	109	106	92	92	82	52	30	1,409
2022	125	124	121	119	131	122	105	106	105	104	91	90	47	30	1,421
2023	101	130	122	121	119	117	122	97	102	102	103	89	52	27	1,405
2024	114	105	127	121	119	105	117	112	92	98	100	99	52	30	1,392
2025	112	117	102	126	119	105	104	106	106	88	96	96	59	30	1,366
2026	112	115	114	100	123	104	104	95	100	102	86	92	58	34	1,341
2027	111	115	114	114	100	110	105	96	91	98	101	84	57	34	1,331
PAN TOTALS	157	163	163	163	163	141	141	120	120	120	120	120	90	90	1,871

Key: PAN - Planned Admission Number

7.7 Cramlington Partnership



Cramlington Partnership was the first 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 Learning Village (CLV - academy)

Cramlington Learning Village is the feeder secondary academy and is a popular choice both within its own greater catchment with around 87% of catchment pupils attending, while around 13% of pupils on roll attend from neighbouring partnerships and from out of county.

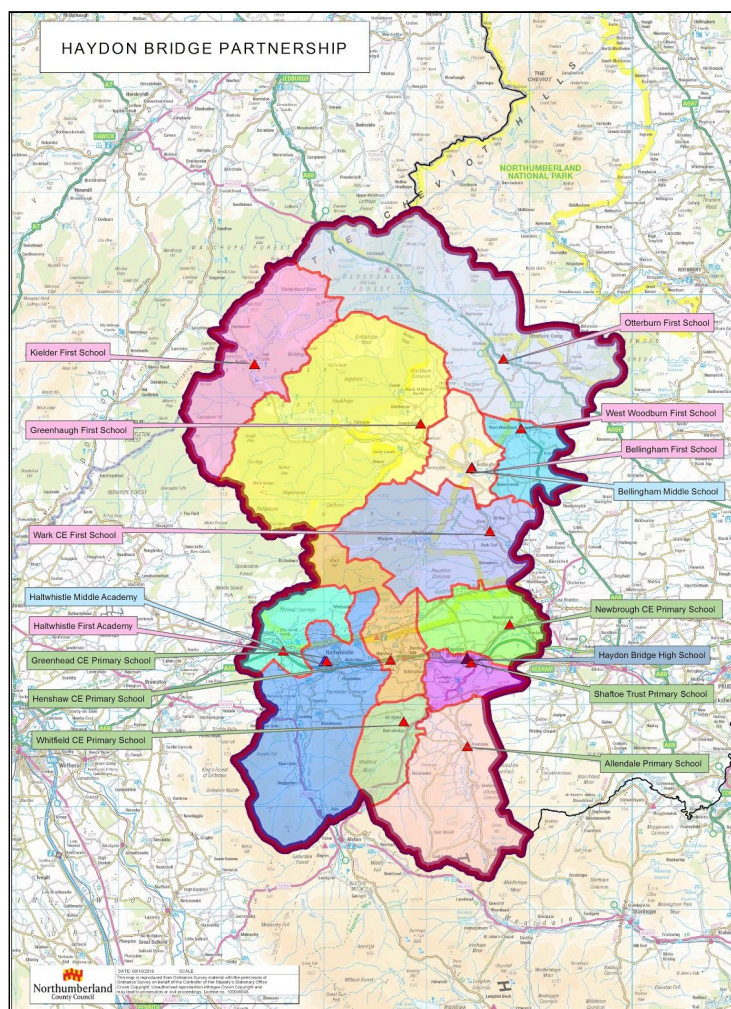
Many of the estates in the town are maturing and the birth rate has been decreasing in recent years. Where there is considerable house building taking place, Section 106 agreements are in place to address the predicted shortfall; we envisage that an expansion of Beaconhill Primary is likely to be required, with the possibility of the need for a new school to serve the Arcot development site. However, the timing of these expansions has not yet been determined as there is as yet no discernible impact on pupil numbers, and it is also dependent on build rates.

The CLV currently has a PAN of 350, the largest in the county, and is predicted to be oversubscribed in Years 7 and 8 in future years by up to 11 places. However, this will be monitored as it is likely that these additional pupils would be able to be accommodated over the year group.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2019	325	306	381	354	359	346	359	335	354	352	348	338	129	154	4,440
2020	310	337	315	393	361	371	355	355	339	345	355	351	169	101	4,458
2021	328	322	346	326	401	373	379	361	359	331	350	358	173	132	4,540
2022	310	339	325	352	328	401	376	361	359	345	330	347	174	135	4,482
2023	322	320	341	329	352	331	400	359	358	344	343	326	168	135	4,428
2024	318	331	321	344	328	355	331	357	355	341	340	337	158	131	4,348
2025	313	324	330	322	342	329	354	331	351	337	336	334	166	123	4,292
2026	314	319	324	333	321	344	329	350	327	335	333	331	166	129	4,255
2027	313	320	322	330	335	326	347	333	348	314	333	331	166	129	4,248
PAN TOTALS	390	390	390	390	390	390	390	350	350	350	350	350	250	200	4,930

Key: PAN - Planned Admission Number

7.8 Haydon Bridge Partnership



Haydon Bridge Partnership currently has a mixed economy of educational provision, consisting of the following schools:

- Allendale Primary
- Whitfield CE Primary Academy
- Henshaw CE Primary
- Greenhead CE Primary
- Shaftoe Trust Primary
- Newbrough Primary
- Kielder First
- Wark CE First
- Greenhaugh First
- Otterburn First
- Bellingham First
- West Woodburn First
- Haltwhistle First Academy

- Haltwhistle Middle Academy
- Bellingham Middle Academy
- Haydon Bridge High School

From September 2019, Haydon Bridge Partnership will become almost entirely primary/secondary following the approval of the extension of the remaining maintained first schools (with the exception of West Woodburn) to become primary schools with effect from that date. While Haydon Bridge High School currently has two intakes into Year 7 and Year 9, from September 2020 it will have one intake only into Year 7. Significant capital investment in the school buildings estate was also approved to support the changes, including at HBHS, while the latter was approved to have a package of revenue support over 3 years. The Council had approved the closure of Bellingham Middle School as part of the overall changes in the partnership, but following an appeal by the school's Governing Body (as a Foundation school), the School's Adjudicator overturned the decision.

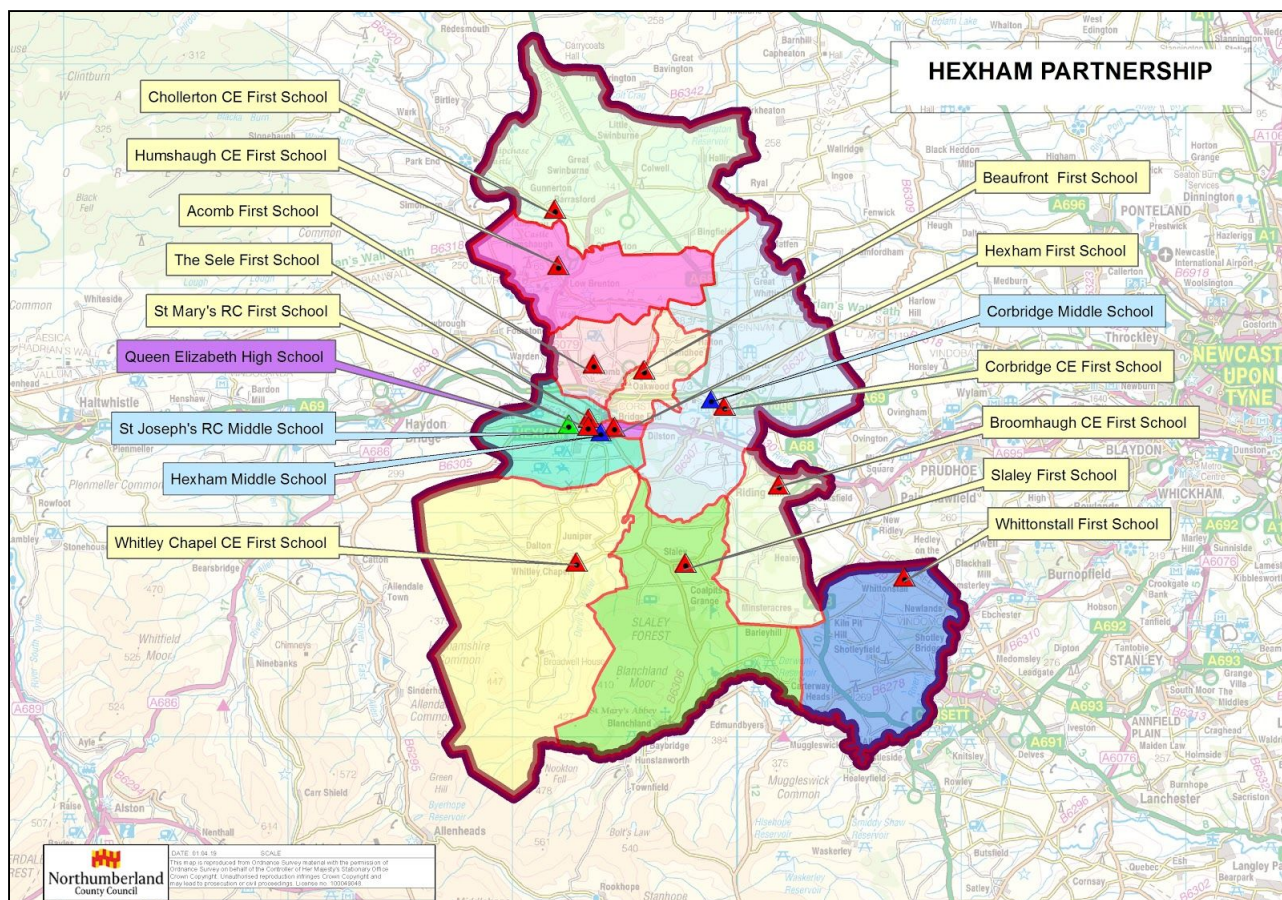
Following the decision of the Wise Academies Trust (approved by the Secretary of State) to close Haltwhistle Middle Academy from 1 August 2019 and to extend the age range of Haltwhistle First to become a primary in September 2019, Bellingham Middle School will be the only middle school operating within the partnership from that date. The Council has approved significant capital investment in school buildings to support the reorganisation in Haltwhistle.

Cabinet decided not to approve West Woodburn First School to become a primary school in September 2019 as, although the Governing Body supported the proposal, there were issues concerning the financial and educational stability of the school. However, in early 2019, the school has federated with Otterburn First School and is now in a more stable position; a request to the Council's Cabinet to publish a statutory notice proposing that West Woodburn should become a primary school in line with the rest of the partnership was brought in June 2019.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2019	118	143	142	138	131	108	127	77	81	75	73	85	44	23	1,365
2020	110	120	143	146	138	111	104	111	77	66	76	72	40	34	1,347
2021	123	110	119	146	145	116	106	91	110	62	66	74	33	31	1,333
2022	141	123	108	119	142	119	109	90	88	86	61	62	33	25	1,305
2023	118	140	120	108	116	117	112	92	87	68	84	57	28	26	1,274
2024	123	120	140	123	107	98	112	97	91	70	69	82	26	22	1,281
2025	122	123	118	141	121	89	93	97	95	72	69	66	37	20	1,263
2026	125	121	119	118	137	99	83	78	92	73	70	64	30	29	1,237
2027	125	124	120	120	116	114	93	71	76	73	73	67	30	23	1,224
PAN TOTALS	211	211	211	211	211	235	235	200	200	120	120	120	150	100	2,535

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 RC First
- Whitley Chapel CE First
- Beaufront First
- Hexham First
- Corbridge CE First
- Broomhaugh CE First
- Slaley First
- Whittonstall First
- Hexham Middle Academy
- Corbridge Middle
- Queen Elizabeth High Academy

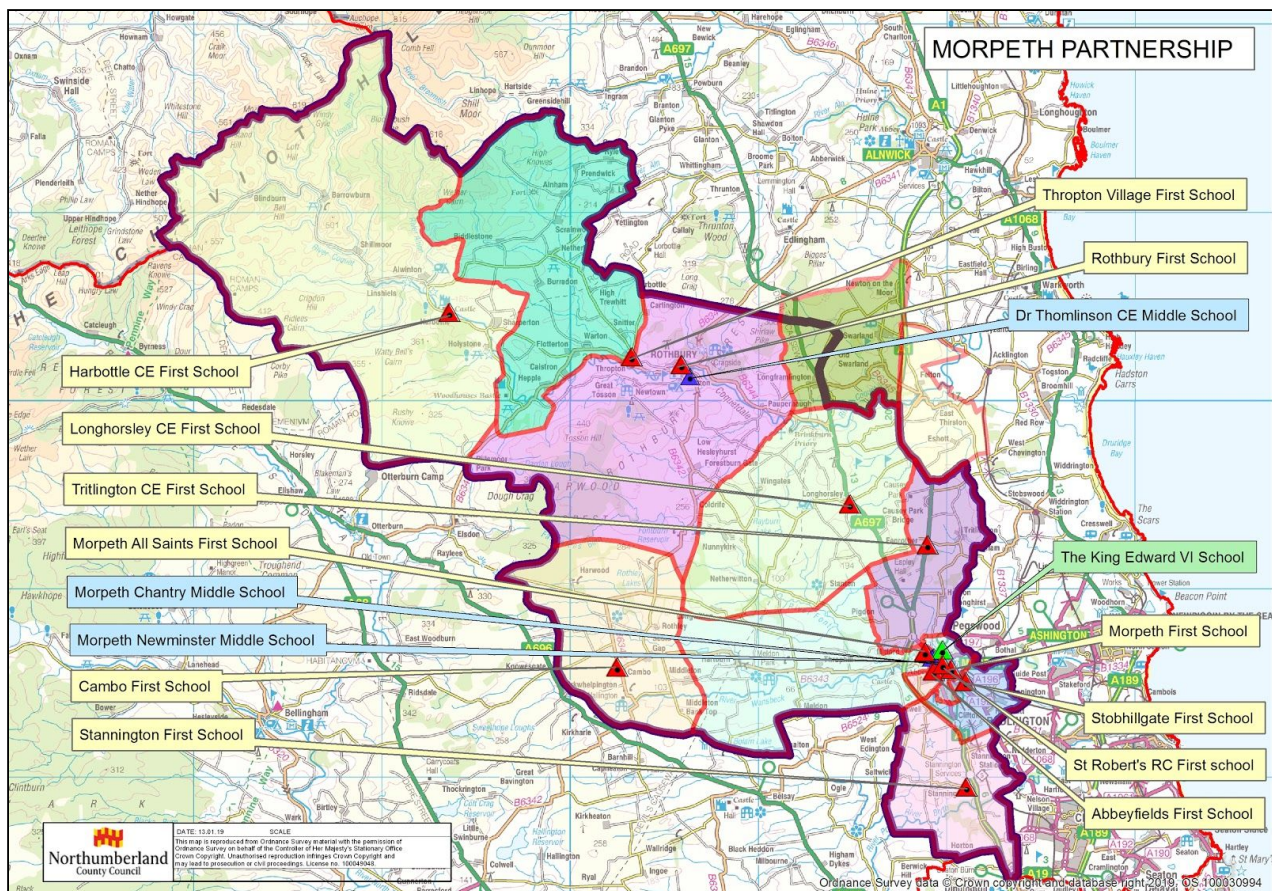
Following intensive and often emotive informal consultation in the first half of 2018 on draft proposals for school reorganisation, while the Council's Cabinet decided not to move forward with any of the proposed structural changes and therefore the partnership will remain organised within the 3-tier system for the foreseeable future. However, Cabinet noted the dire need for replacement buildings at QE High Academy (which together with Hexham Middle forms the Hadrian Learning Trust) and approval was given to develop a cost analysis for the re-provision and refurbishment of buildings for the two academies at the QE site; this work has now been completed and work is now underway to identify a preferred bidder for the scheme, with the buildings planned to be completed in 2021. Whittonstall First School is federated with Broomley First School in the Prudhoe Partnership and will become part of the Tynedale Community Learning Academy Trust, which is planned to be formed in September 2019. To the best of our knowledge, no other schools in the Hexham Partnership at this stage are planning to become part of this trust.

The birth rate in the partnership has been in a steady decline for some years, which enables parents outside of the catchment area to take up places in some of its schools. The latest date indicates there are 13% surplus places within the partnership, but without inflow of pupils from neighbouring partnerships and authorities, this figure would be closer to 28%. Therefore, in spite of planned house building there will continue to be sufficient places at the partnership level, but the impact of any planned housing development on an individual school would be assessed, with the possibility of a request for infrastructure contribution where appropriate.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2019	223	222	236	234	234	259	292	300	289	313	306	292	200	179	3,579
2020	207	230	226	237	239	273	273	292	304	308	308	303	192	192	3,584
2021	212	215	236	229	244	280	290	276	298	311	311	307	199	185	3,591
2022	181	219	218	236	233	283	294	290	278	311	311	307	199	191	3,552
2023	203	186	219	216	237	267	294	291	289	296	310	305	199	191	3,505
2024	204	209	187	217	218	273	279	292	292	308	299	304	199	191	3,473
2025	199	209	210	185	219	251	285	277	293	307	307	294	199	191	3,425
2026	198	204	210	209	187	253	262	283	277	306	306	302	193	191	3,381
2027	196	203	206	210	211	217	265	261	285	298	306	302	199	185	3,345
PAN TOTALS	274	274	274	274	274	324	324	324	324	306	306	306	250	250	4,084

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 Academy
- Thropton First Academy
- Tritlington CE First
- Morpeth All Saints First
- Cambo First
- Stannington First
- Rothbury First
- Morpeth First (Goosehill)
- Stobhillgate First
- St Robert's RC First
- Abbeyfields First Academy
- Dr Thomlinson's CE Middle Academy
- Newminster Middle Academy
- Chantry Middle Academy
- King Edward VI High Academy (KEVI)

All of the academies listed above form the 3 Rivers Trust. Morpeth Partnership schools, particularly those located in and around Morpeth Town, are some of the most popular in the county. While the schools retain the majority of pupils in the greater catchment, there have been significant surplus places for a number of years and therefore this has allowed parents in Morpeth to have a greater choice of local school, as well as surplus places being readily taken up by pupils from neighbouring catchment areas as a result of having surplus places. Overall, in January 2019, there were 4,194 pupils in schools in the greater Morpeth catchment area (all phases). Of these, 38% (not including sixth form or St Robert's which has no catchment) are 'out of catchment' pupils. However, this includes pupils who live within the greater Morpeth catchment who attend a school that is not their own catchment school, as well as pupils attending from outside of the greater Morpeth catchment. The number of 'out of county' pupils attending Morpeth schools is insignificant. 29% of the students on roll at King Edward VI High School (KEVI) reside outside of the Morpeth Partnership, while 48% of students on roll at Chantry Middle and 40% of students on roll at Newminster Middle reside outside of the Morpeth Partnership.

While birth rates have been lower than the capacity of the schools, the influx of children from out of catchment into Morpeth town until more recently has not been problematic. However, in recent years there has been a surge in house building activity in Morpeth town and the surrounding locality which is scheduled to continue for at least the period of this forecast. Over time, it is expected that the pupils yielded from these new houses will take up a significant level of the surplus places and that in terms of population, theoretically there are enough school places in Morpeth schools for children and young people residing in the Morpeth Partnership. However, bucking the trend of the partnership is Stannington First School, which for the first time in a number of years is oversubscribed by catchment pupils as a result of an influx of children arising from the nearby new housing development that has been larger than predicted. Additional accommodation is proposed to be put in place which would be subject to Cabinet approval with a view to being in place in 2020.

As explained, surplus places in Morpeth town schools in particular are taken up by children and young people from outside of the catchment area and this is expected to continue for the foreseeable future. Therefore, children and young people moving into the new houses in Morpeth Town have difficulty in securing a place at a local school, particularly in the middle school phase, where this occurs outside of the normal admissions round. Compounding this situation, is the impact of the 3 Rivers Academy Trust Admissions Policy which gives priority to children who have been in a first school feeder school for at least 2 years for places in the middle schools and priority to children who have been in the middle schools for at least 2 years for places at KEVI in order to preserve educational continuity. The impact of the change in admission arrangements has seen parents residing outside of the Morpeth catchment area applying for places in the Morpeth first schools, rather than waiting until the middle school phase, in order to ensure their children meet the 2 year criterion stipulated

within the 3 Rivers Admissions Policy. This has led to fewer places being available for in-catchment children as they move into the partnership area. It is the preference of Northumberland County Council that, outwith looked after children and children with SEN with a school named on an EHCP, priority for school places in local schools should be given to local children so that they may be educated within their own communities, although the Council does not have the power to enforce a change in admission arrangements at academies.

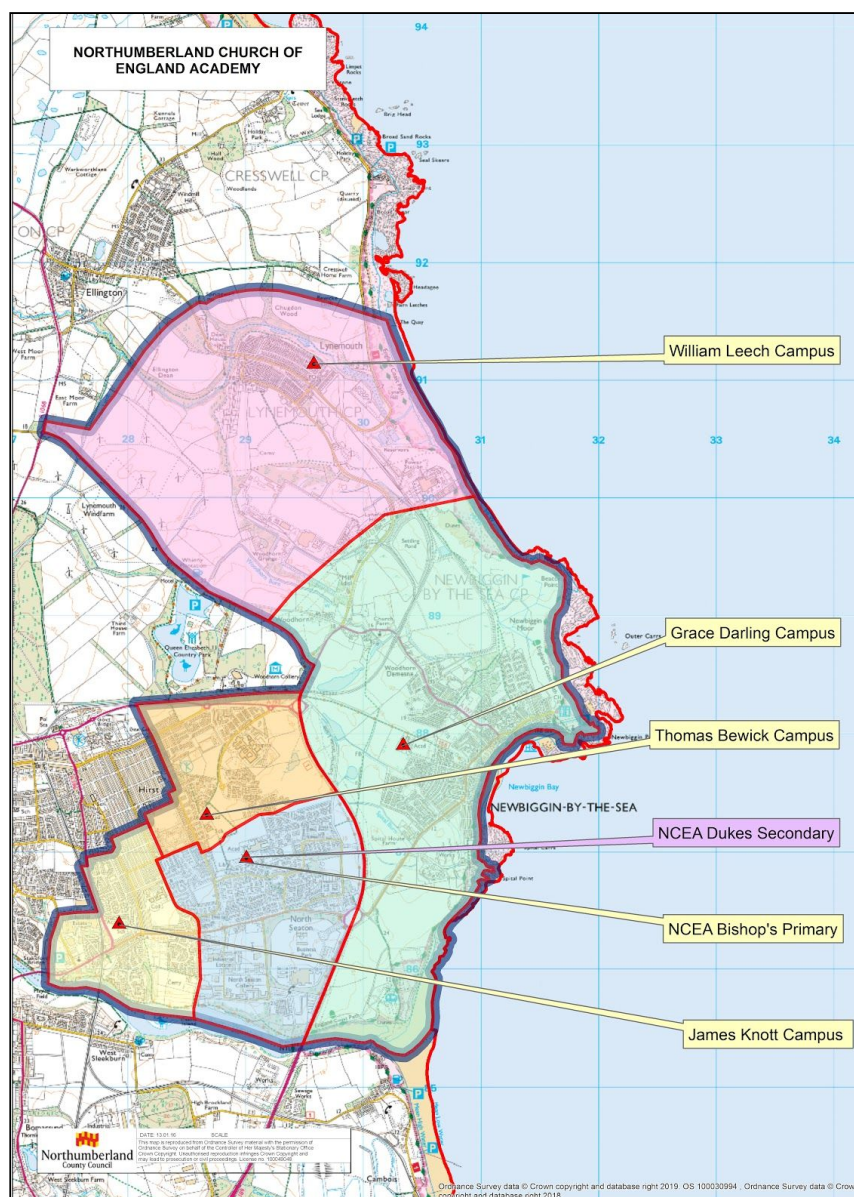
The Council carried out works to provide additional accommodation for an additional 30 places in Year 5 at Chantry Middle Academy for September 2018 (taking it up to a PAN of 158) to accommodate in-catchment children moving into the new housing in Morpeth Town. The 3 Rivers Trust will revert to a PAN of 128 at Chantry for September 2019 and will manage places available on an annual basis according to local need. Newminster Middle Academy may also need additional accommodation to manage in the future as 'bulge' cohorts move through the system, but this will be reviewed on an ongoing basis.

3 Rivers Academy Trust has stated that it does not wish to expand the PAN at KEVI in order to preserve the current educational experience for students. Therefore, over time while it is expected that the number of children attending Morpeth town schools in particular from out of catchment will reduce significantly due to the take up of places by in-catchment children, there will be a bulge in numbers moving through the secondary phase for the foreseeable future, and in practice the PAN at KEVI will be capped at its current level of 320 places therefore reducing the number of out of catchment children. The reduction of places available in the Morpeth Partnership for out of catchment children over time will be beneficial to neighbouring partnerships, particularly in Ashington and Bedlington as they will be able to retain more local children in the schools in those partnerships.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2019	270	285	314	296	294	348	324	314	311	327	328	317	239	227	4,194
2020	274	286	306	337	315	327	357	326	325	330	330	330	239	214	4,297
2021	291	289	305	326	347	336	337	335	335	339	339	339	242	214	4,373
2022	329	305	296	314	333	333	335	333	333	337	337	337	242	216	4,378
2023	244	344	314	306	321	333	334	332	332	336	336	336	242	216	4,326
2024	281	255	342	324	312	331	332	330	330	334	334	334	242	216	4,295
2025	275	286	255	333	324	322	324	322	322	326	326	326	242	216	4,200
2026	278	281	290	259	327	316	318	316	316	320	320	320	242	216	4,118
2027	277	283	291	301	266	316	318	316	316	320	320	320	242	216	4,102
PAN TOTALS	327	327	327	327	327	316	346	316	316	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. From Autumn 2019, the NCEA Trust has reorganised its provision into 3 separate academies as follows;

- NCEA Bishop's Primary Academy (on 5 sites)
- NCEA Duke's Secondary Academy
- NCEA Castle Special Academy

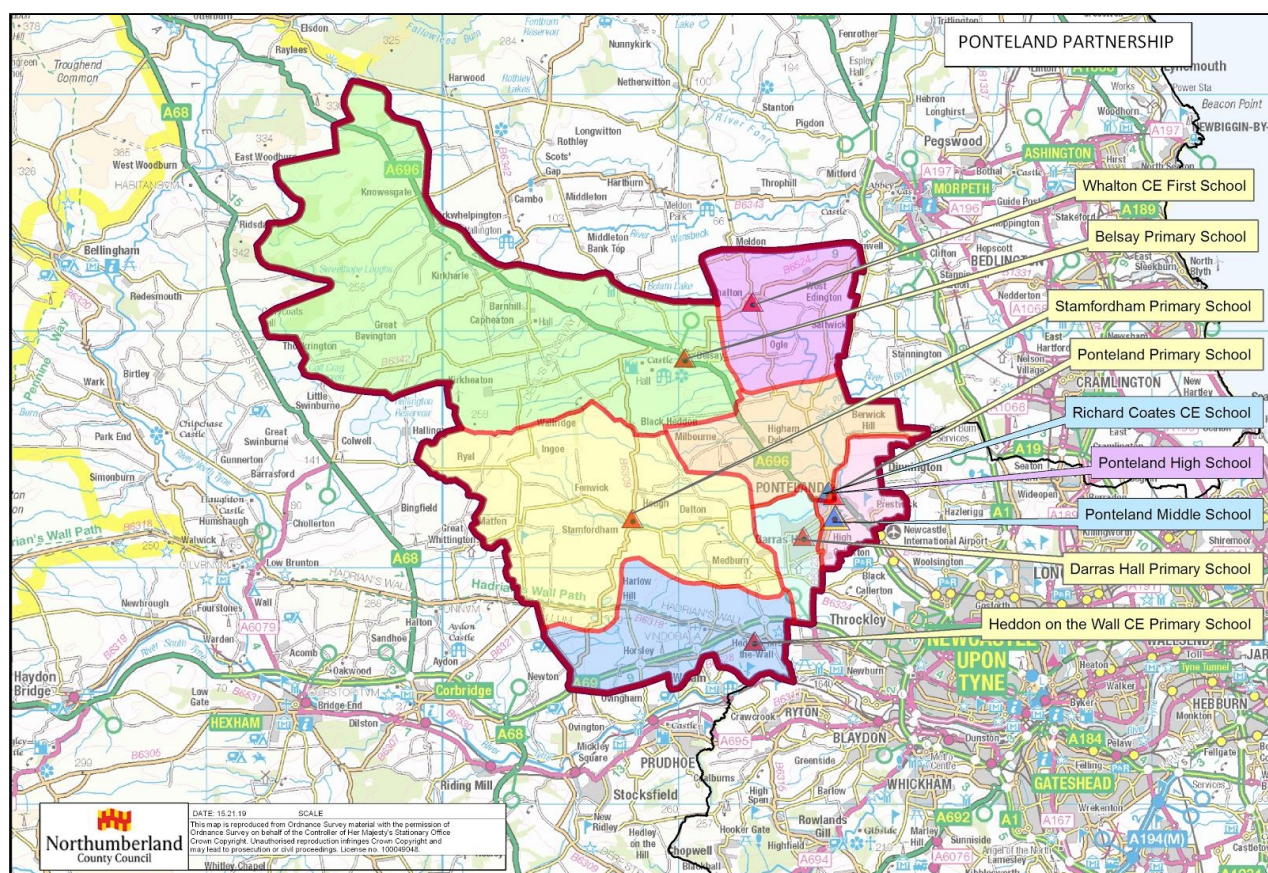
Birth data indicates a steady number of children living in the NCEA Partnership area and this is above the actual capacity in schools. However, schools in NCEA suffer from a domino effect created in neighbouring partnerships with popular schools e.g. surplus places in Morpeth schools are filled by pupils living in Ashington, which then creates surplus places for pupils living in NCEA to take up. Therefore, over time it is expected that as children arising from new house building in Morpeth take up places that otherwise would have been taken up by Ashington pupils, the latter will then be retained in Ashington Schools and there will be fewer places available in that partnership to pupils living in the NCEA partnership. At some point, therefore, there may be need to create additional places in the NCEA partnership.

Therefore, bearing the above in mind, 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.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual JAN 2019	196	206	184	185	189	184	184	184	160	168	142	147	74	36	2,239
2020	209	199	201	188	188	183	179	191	183	165	164	137	78	43	2,308
2021	185	214	196	206	192	184	180	187	191	189	162	160	72	45	2,364
2022	182	189	207	198	207	185	177	184	184	194	182	155	81	41	2,366
2023	186	184	179	206	196	196	175	179	178	184	184	171	79	47	2,343
2024	191	188	175	179	205	186	187	177	174	180	176	174	89	45	2,325
2025	190	192	180	176	178	195	177	190	173	175	171	166	91	51	2,305
2026	190	190	179	174	177	194	176	189	172	174	170	165	91	51	2,292
2027	188	190	183	180	175	169	186	180	185	174	167	162	87	53	2,282
PAN TOTALS	210	210	210	210	210	210	210	210	210	210	210	210	210	210	2,940

Key: PAN - Planned Admission Number

7.11 Ponteland Partnership



Ponteland Partnership began transitioning from the 3-tier system to the primary/secondary in September 2017 when all first schools became primary schools and Richard Coates CE Middle School extended its age range downwards to age 3. The reorganisation will be completed in September 2019 when Ponteland High School extends its range to become an 11-18 secondary school. Ponteland Middle Academy has been given approval by the Secretary of State to become a primary school from September 2020. The following schools and academies form the Ponteland Partnership:

- Wharton CE Primary
- Belsay Primary Academy
- Stamfordham Primary
- Ponteland Primary Academy
- Richard Coates CE Academy
- Darras Hall Primary Academy
- Heddon-on-the-Wall Primary Academy
- Ponteland Middle Academy
- Ponteland High Academy

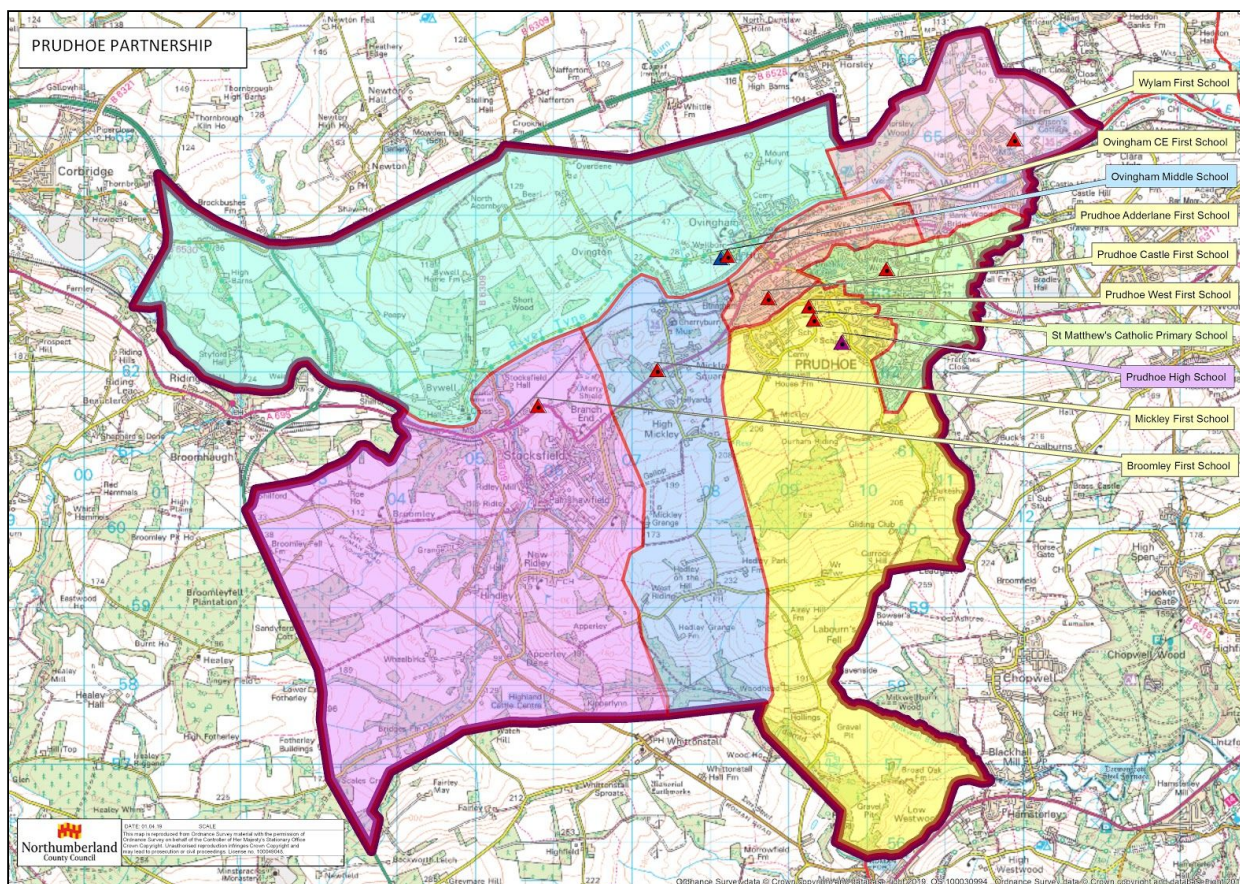
The Council has invested £57m in buildings, including schools and a new leisure centre, to support the reorganisation and to upgrade community facilities. In February/March 2019, Ponteland High and Belsay, Ponteland, Richard Coates, Darras Hall and Heddon-on-the-Wall Primaries converted to academies as part of the Pele Trust. Stamfordham and Whalton CE Primaries continue to be local authority maintained schools.

The birth rate in Ponteland Partnership is continuing to decline and the surplus capacity in the schools will continue to increase for the foreseeable future. However, the schools located in Ponteland village are very popular with parents residing out of catchment and out of county, particularly with neighbouring Newcastle parents, with 47% of pupils on roll in the schools overall (not including sixth form) residing out of county. Surplus capacity in individual schools ranges from 0% (at Stamfordham) to 77%. The Council is aware of the impact on neighbouring authority schools of excessive numbers of their catchment children drifting into Ponteland schools and therefore there would be no plans to increase provision at maintained schools unless it was to satisfy demand for Northumberland Children. Therefore, while generally the surplus capacity indicates there are sufficient places across the partnership, some individual schools may be impacted by local housing development should it be approved, and could require additional places to meet local growth; in these cases it will be appropriate to request an education infrastructure contribution from the relevant developer.

Final Forecasts Year Group/Form 7 Year	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR
Forecast 2019	215	229	238	257	239	292	300	270	275	273	259	262	144	117	3,370
2020	215	225	239	250	269	315	298	299	273	273	273	257	153	128	3,469
2021	204	226	236	253	264	356	323	299	304	273	275	273	150	136	3,572
2022	218	216	237	250	266	348	365	324	303	278	275	275	157	133	3,644
2023	188	229	224	247	260	348	353	362	325	278	278	272	157	140	3,660
2024	208	197	235	232	256	337	351	349	362	276	276	273	155	140	3,646
2025	204	216	202	243	239	332	340	346	348	274	273	270	157	138	3,583
2026	202	212	222	209	252	312	336	336	347	272	272	269	157	140	3,536
2027	202	210	220	232	218	331	317	334	338	272	272	269	157	140	3,511
PAN TOTALS	250	250	250	280	280	430	430	542	542	272	272	272	200	150	4,420

Key: PAN - Planned Admission Number

7.12 Prudhoe Partnership



Prudhoe Partnership is organised in the 3-tier system, with one exception, and includes the following schools.

- Wylam First
- Ovingham CE First
- Prudhoe Adderlane First Academy
- Prudhoe Castle First
- Prudhoe West First Academy
- St Matthew's RC Primary Academy
- Mickley First
- Broomley First
- Ovingham Middle
- Highfield Middle
- Prudhoe High School

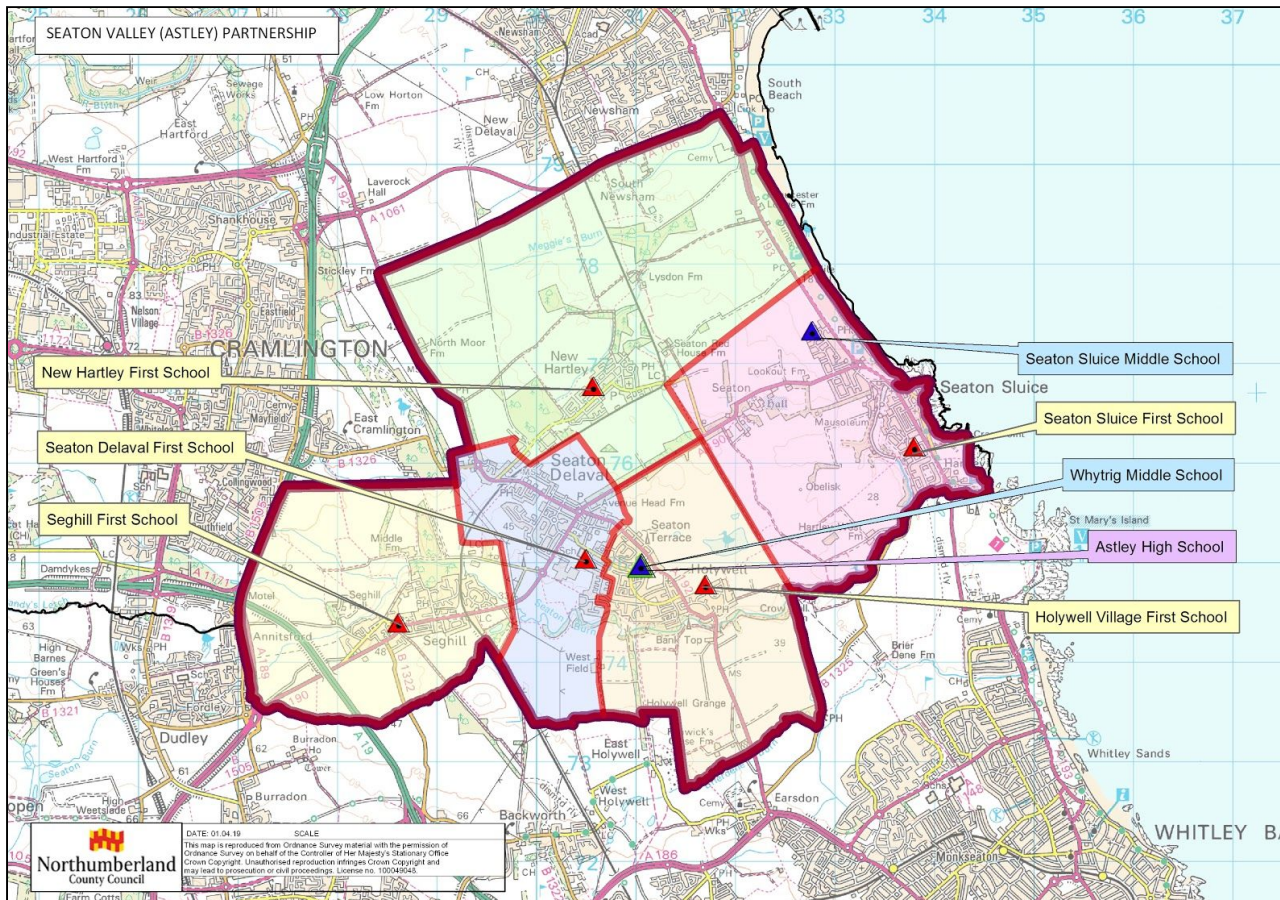
Prudhoe Adderlane and Prudhoe West First Academies form part of the Wise Academies Trust (which also include schools in other partnerships in the county). Wylam, Ovingham CE, Prudhoe Castle, Mickley and Bromley Firsts, Ovingham and Highfield Middles and Prudhoe High School will form the Tynedale Community Learning Trust in September 2019, together with Whittonstall First School in the Hexham Partnership. St Matthew's RC VA school forms part of the St Thomas More Partnership of Schools Academy Trust and children feed into the St Thomas More Catholic High School in Blaydon at age 11.

The birth rate in the Prudhoe Partnership has been declining steadily for a number of years. This has enabled a significant amount of inter-catchment movement of pupils, as parents have been able to exercise their parental choice with ease due to the level of surplus places. There is very little inward movement from out of county pupils (unlike into some Hexham schools). While there appear to be sufficient places available in Prudhoe schools in general, the impact of planned housing development on individual schools will be assessed to ensure that contributions towards education infrastructure are requested when there is an identified need.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2019	196	198	200	216	192	180	211	207	196	195	198	176	118	104	2,587
2020	172	204	202	205	219	194	185	197	208	189	200	198	114	106	2,593
2021	199	178	206	206	207	220	198	172	198	199	193	199	127	103	2,604
2022	166	206	179	209	206	206	222	183	171	188	202	190	127	114	2,568
2023	166	171	207	181	209	205	209	206	181	163	190	199	121	114	2,523
2024	180	173	172	210	182	208	208	193	204	173	165	188	127	109	2,491
2025	175	185	172	173	209	179	209	191	190	193	174	161	120	114	2,446
2026	176	179	184	172	171	206	179	192	187	179	193	169	104	108	2,399
2027	171	180	180	186	173	171	208	166	190	178	181	191	110	93	2,380
PAN TOTALS	251	251	251	251	251	242	242	216	216	220	220	220	150	150	3,131

Key: PAN - Planned Admission Number

7.13 Seaton Valley Partnership



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

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

While pupil numbers overall in the Seaton Valley Partnership have remained more or less stable over a number of years, this masks a change in demographics in relation to individual schools, with the Seaton Delaval area experiencing a growth in the birth rate in recent years, and schools in the Seaton Sluice and Seghill area experiencing a fall in the birth rate. There

are currently 10% surplus places across the partnership, and there is not a significant number of pupils attending these schools from out of catchment or out of county, except for Astley High where 23% of students (not sixth form) live outside of the partnership, including out of county (although the majority live in other Northumberland partnerships) and Seaton Sluice Middle where 20% of children live outside of the partnership. However, this masks variation at the school level.

Numbers of pupils being born in the Seaton Delaval First and Whytrig Middle School catchment have been increasing in recent years. In September 2017, the PAN of Seaton Delaval was increased from 30 to 45 in Reception, while in September 2018 the PAN of Whytrig Middle was increased from 54 to 90 in Year 5 and therefore both schools will increase in capacity over time. The increased capacity at Whytrig will need to be made permanent.

It is not envisaged that any other schools in the partnership will need additional capacity at this stage, but the impact of any proposed housing development on an individual school will be assessed in line with the Council's Education Infrastructure Policy. As the year groups in Seaton Delaval First School are growing at the bottom end, the need to provide additional places at the school will be reviewed on an annual basis.

Final Forecasts	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Year Group															
Actual Jan 2019	133	142	161	132	123	132	143	141	141	139	140	116	72	61	1,776
2020	155	132	142	161	132	121	133	139	139	144	139	136	70	55	1,799
2021	152	153	132	143	162	130	123	140	140	143	144	135	82	54	1,833
2022	142	152	154	133	144	160	133	135	141	144	143	141	81	63	1,866
2023	120	141	152	155	133	141	142	142	139	145	144	140	84	62	1,838
2024	141	119	141	151	154	130	141	141	141	141	143	139	83	64	1,830
2025	141	139	118	139	150	150	130	140	140	143	139	138	83	64	1,813
2026	138	139	137	117	138	146	139	139	139	142	141	134	83	64	1,797
2027	136	136	139	137	117	136	139	139	139	142	141	137	81	64	1,782
PAN TOTALS	165	161	161	161	161	175	139	139	139	150	150	150	100	70	2,021

Key: PAN - Planned Admission Number

SURPLUS PLACES BY SCHOOL PARTNERSHIP**Alnwick Partnership (January 2019)**

	Primary	Secondary
Surplus Places	347	186
% Surplus Places	19%	11%

Ashington Partnerships (inc NCEA Academy - January 2019)

	Primary	Secondary
Surplus Places	273	638
% Surplus Places	13%	17%

Bedlington Partnership (January 2019)

	Primary	First	Middle	Secondary
Surplus Places	292	47	64	245
% Surplus Places	18%	8%	13%	13%

Berwick Partnership (January 2019)

	Primary	Secondary
Surplus Places	479	638
% Surplus Places	20%	17%

Blyth Partnerships (inc Bede) (January 2019)

	Primary	Secondary
Surplus Places	181	447
% Surplus Places	6%	19%

Coquet Partnership (January 2019)

	Primary	First	Secondary
Surplus Places	68	126	334
% Surplus Places	50%	19%	31%

Cramlington Partnership (January 2019)

	Primary	Secondary
Surplus Places	299	254
% Surplus Places	11%	11%

Haydon Bridge Partnership (January 2019)

	Primary	First	Middle	Secondary
Surplus Places	190	192	332	545
% Surplus Places	32%	35%	57%	60%

Hexham Partnership (January 2019)

	Primary	First	Middle
Surplus Places	206	183	143
% Surplus Places	15%	14%	10%

Morpeth Partnership (January 2019)

	First	Middle	High
Surplus Places	128	91	100
% Surplus Places	8%	7%	7%

Ponteland Partnership (January 2019)

	Primary	Middle	High
Surplus Places	59	-98	79
% Surplus Places	3%	-19%	7%

Prudhoe Partnership (January 2019)

	Primary	First	Middle	High
Surplus Places	-4	246	63	191
% Surplus Places	-3%	22%	7%	21%

Seaton Valley Partnership (January 2019)

	First	Middle	High
Surplus Places	122	-31	123
% Surplus Places	15%	-6%	19%



Northumberland
County Council

**EDUCATION
INFRASTRUCTURE
CONTRIBUTION POLICY**

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Contents

<u>Section</u>	<u>Page Number</u>
1. <u>Introduction</u>	1
2. <u>Admissions Policy</u>	2
3. <u>Methodology</u>	6
4. <u>Special Educational Needs</u>	8
5. <u>Other considerations</u>	9
6. <u>Timing of Payments</u>	10
7. <u>Indexation & Review</u>	10

Northumberland County Council Education Infrastructure Contribution Policy

1. Introduction

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.

A contribution will be sought where a school's actual pupil population is at 95% or more of its maximum capacity, the 5% figure is used by the Council for contingency planning for example to allow for an unexpected influx of new pupils, managing year to year fluctuations in numbers, and the consequential impact of parental preference etc.

Due to this impact, without any mitigating education contribution, an objection to the planning application will be made as this will adversely affect the Council's ability to deliver its statutory services.

The education contribution is sought under 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.

Northumberland would also seek to be transparent in relation to both how the proposed obligation is calculated, drawing on key pieces of information already in the public domain. This should assist all parties in being able to assess the likely amount and impact of any obligation at an early stage in the process.

2. Admissions Policy

To this effect the Contribution Policy will be significantly influenced by the Council's Admissions Policy, in order to decide the appropriate catchment area schools, and whether sufficient capacity exists within them to incorporate the likely numbers of new pupils arising from any new development.

The Council's Admissions Policy is consistent with the Department for Education's School Admissions Code, and is contained within the School Admissions Handbook, available online at:

http://www.northumberland.gov.uk/Education/Schools/Admissions.aspx#admission_policies

Separate handbooks, containing information on the respective admissions policies are maintained for:

- First and Primary Schools; and
- Middle, High and Secondary Schools

It must be remembered that it is not necessarily the Council that sets and manages admissions policies, for each school this is set by the respective Admissions Authority. The respective Admissions Authority for each type of school is shown in the table below:

Type of School	Admissions Authority
Community	Local Authority
Voluntary Controlled	Local Authority
Voluntary Aided	School Governors
Foundation / Trust	School Governors
Academies	Academy Trust

Northumberland County Council sets an Admission Policy which is adopted by Community and Voluntary Controlled schools. While we will make every effort to work on a coordinated basis with other schools, they are under no obligation to adopt the same policy or use the same criteria, in part or in whole.

Admission Criteria

When a school is oversubscribed (i.e has more applications than places available), the national School Admissions Code requires that priority of admission is given to :

- Children with a Statement of Special Education needs or Education Health and Care (EHC) plan who have the specific school named in the plan; or
- Children who are “looked after” or have previously been “looked after”.

Remaining applications are determined on the basis of set of criteria, of which the next is whether or not a child is resident in, or has firm evidence that they will be living in the **catchment area** at the admissions’ date. The relevant catchment area for a school can be checked on Northumberland’s digital mapping service, available at :

<http://www.northumberland.gov.uk/About/Maps/Digital-maps.aspx#listofalldigitalmappingervicesavailableinnorthumberland>

Under this menu, see “Map of Schools”. This shows the county divided by School Catchment area.

An example of this is shown below, for the Coquet / James Calvert Spence College partnership to demonstrate the relationship between primary (red) and secondary (green) catchment areas :

Alternatively the relevant catchment area schools can be identified by entering the relevant postcode on the “My Place” area on the Council home page, at :

<http://www.northumberland.gov.uk/Home.aspx>

Having identified the correct schools within the catchment area for the development, it is only these schools that will be used to assess whether there is sufficient school capacity in order to accommodate the likely number of pupils generated by the development, i.e the “**pupil yield**”.

3. **Methodology**

In line with the restrictions on the use of planning obligations a contribution will only be sort where there are insufficient school places in the catchment area schools of 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;
- 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.

Where it is necessary to make assumptions in relation to inform the respective calculation these factors will be subject to annual review, to ensure their ongoing accuracy.

The Council's need to retain a certain degree of capacity for place planning and management has also already been highlighted and an allowance of 5% will be factored for this purpose.

At the consultation stage in relation to a potential development, the respective schools within the catchment area for the development will be identified, and consideration given as to whether they have sufficient capacity to manage the numbers of new pupils likely to be generated by the development. The current number of pupils attending, compared to the maximum capacity of the school is a key consideration in this respect.

An estimate of the likely is calculated by applying the estimated pupil yield arising in relation to the development. Current data suggests this is just under 3 children per year group for Primary and Secondary education. The specific ratios used are shown in the example calculation table below, and will be reviewed on an annual basis.

For a 500 home development, the anticipated number of new pupils generated would be calculated as follows:

Phase	Yield	No of Houses	No of Years	PUPILS (Rounded)	LESS 3% SEN (Rounded)	Final Pupil Split
Primary	0.02714	500	7	95	3	92
Secondary	0.02286	500	5	57	2	55
SEN	3% of pupils generated – see Section 4			5	0	5

However, in keeping with the 3 key principles, a charge will only be levied when catchment area schools cannot accommodate the additional anticipated pupil yield.

If additional school places are likely to be required an appropriate charge will be calculated, depending on whether primary or secondary school places are required, up to Year 11 pupils aged 16.

Despite the extension of the mandatory education age to 18, no charge is currently made in relation to post 16 (Year 12 or 13) students because a number of education options may be available, not all of which will necessarily be school based.

The respective primary and secondary contribution per pupil place is calculated by reference to standard area spaces requirements of 6 m² (primary) and 8m² (secondary) multiplied by an estimated total build costs per metre. Both the space per individual additional pupil and the space requirements have been identified by reference to the National School Delivery Cost Benchmarking study[1], produced in conjunction with the Department for Education, Infrastructure and Projects Authority and the Local published in Feb 2017 which identifies new development gross costs per m² in excess of £3,000.

On the basis of both this and comparable local data the figure of £3,000 per m² will be used as the basis for calculations. Sample calculations for a 500 unit development are shown below, following on from the pupil yield calculations above :

Phase	Number of Pupils	Area (m ²)	Gross or Total Cost per m ²	Contribution Per Pupil (£)	Total Contribution
Primary	92	6	£3,000	18,000	1,656,000
Secondary	55	8	£3,000	24,000	1,320,000
Total for Primary and Secondary contribution					2,976,000

The “Total Cost” figure is cost represents the total capital cost of providing the places, not simply a “build cost” and is made up of the following elements:

Build Cost	£2,200.00
External Works	£500.00
Professional Fees	£150.00
FF&E	£100.00
ICT	£50.00
Total	£3,000.00

It is consistent with the term “Gross Cost per m²” used in the National School Delivery Cost Benchmarking study but does not include any element of land purchase costs. If land is required that is not owned by Northumberland County Council, then this can be considered as part of the discussions around the required contribution

4. Special Educational Needs:

It is a fact that approximately 3% of the school age population will have complex Special Educational Needs (SEN), as reflected in both local and national pupil numbers having EHC Plans. This accounts for approximately 1400 school age children in Northumberland. This does not include a wider group of

children who do not have EHC plans, but are identified and recorded as needing additional SEN support. Taken together, this accounts for approximately 16% of the school age population.

At the same time Northumberland's Special Schools are at capacity, with pupil numbers showing 32 % growth over the last five years, as shown in the table below:

Special School	2013	2014	2015	2016	2017
Atkinson House	62	53	56	59	66
Barndale House	36	38	40	37	39
Cleaswell Hill	126	149	155	163	173
Collingwood School	105	129	145	137	137
Cramlington Hillcrest	46	56	58	62	74
Hexham Priory	61	65	77	78	89
The Dales School	68	73	76	76	89
The Grove School	36	39	42	43	45
TOTAL	540	602	649	655	712

Our maintained special schools are now at capacity. We are also placing children in out of county placements due to a lack of places. The placement costs arising from this is currently estimated as £4 million per year. We also spend over £4 million per year on SEN transport, both within and outside of the county but what this does not take into account are the long travel times and the impact has on our pupils.

In addition, the 2014/15 Ofsted Annual Report highlighted that in areas of Northumberland, pupils may need to travel long distances to access specialist provision (page 62, para 102).

Given that Northumberland's 8 maintained special schools are all either good or outstanding, the Council is keen to reverse the trend of increasing out of borough placements by increasing the capacity to provide quality SEN education within the county, and enable pupils to be educated within their communities.

An SEN contribution will therefore be requested as part of any Education s106 agreement, reflecting the need to develop the Council's capacity on a co-ordinated county wide basis.

This contribution will be calculated based specifically on the smaller cohort of pupils with more complex needs requiring EHC Plans, or previously SEN Statements. This will be examined in relation to the Ward in which the development is proposed, and up to 3 neighbouring wards. On average it is anticipated that 3% of the pupil yield figure will be assumed to have complex SEN requirements as indicated by the requirement for an Education Health and Care (EHC) Plan.

Following on from the example of the new 500 unit development shown above, the 5 SEN school places identified would result in the following SEN element within the s106 agreement :

Phase	Number of Pupils	Area (m ²)	Gross or Total Cost per m ²	Contribution Per Pupil (£)	Total Contribution (£)
SEN	5	33	£3,000	99,000	495,000

It is also noted that the term SEN covers a wide range of circumstances and requirements. Given that the SEN pupils included in the contribution calculation is now focussed on those with complex needs, the area figure used is drawn from the Department for Educations Building bulletin 104 *Area guidelines for SEND and alternative provision*. It is accepted that there can be a range of variations, in relation to whether new build, extension or refurbishment, and depending on any economies of scale arising from the size of the development, however these will be used as the basis for calculations, and will remain subject to annual review.

Due to the specific nature of a pupils SEN needs it is not always possible for these to be met from within the school catchment area, so it is anticipated that the Council will request no specifically that there is no geographical restriction as part of the s106 agreement.

5. Other considerations

Given the long term nature of some housing developments, as well as looking at capacity in terms of current school places and actual pupil numbers, it is important to consider potential longer term trends. Key influences in relation to this will be :

Birth data for the catchment area : If there are significant variations in birth data for the catchment area this may impact on pupil numbers.

Other housing developments : within a school catchment area there may be other schemes already under construction, or approved but not yet being built that will affect pupil numbers in future years. When assessing future demand for school places these elements will be considered.

Pupil data : Northumberland County Council receives a range of data in relation to education. Key to this is the school census data collected once a term. Not all of the data is made publicly available, due to the factors such as data suppression where small and potentially identifiable numbers are involved (e.g SEN) however Ofsted publish overall school pupil data on a monthly basis, available to the public at:

Individual School data is available on the “School Level Data” sheet.

6. Timing of Payments

It is understood that the scheduling of payments in relation to the Education Infrastructure contribution will be part of an agreement in relation to the timing of the s106 payments overall. However the position in respect of the Education contribution is that a payment profile will be sought that reflects the Council’s need to deliver the additional school places during the course of the development. To reflect this, the default profile required will be in three equal parts, falling due : -

- On occupation;
- After 25% of the approved development’s housing units are complete; and
- After 75% of the approved development’s housing units are complete

7. Indexation & Review

Because of the extensive amount of time that can lapse between approval being given and time at which it is payable under the terms of the S106 agreement, the charge shall be index linked and subject to annual review, by reference to the Building Cost Information Services index¹ .

The assumptions used in the calculation of the education contributions shall be reviewed annually to ensure they remain an accurate reflection of the likely costs to be incurred. Given the publication of the National Benchmarking Report in February it is proposed that the figures used are reviewed using the latest available data as at 1st March each year, and adopted from 1st April. Given the adoption of this policy during 2017/18, it is proposed that the first review of the figures will be based on 1 March 2019 data, with a view to adopt any revised assumptions from 1 April 2019 figures.

In order to provide some certainty and stability for potential developers, their advisers and the Council itself, the entire policy shall be reviewed on a 3 yearly cycle, with the first review to be completed by 31 March 2021.

¹The National School Delivery Cost Benchmarking study, published in February 2017 provides the results of a national cost benchmarking exercise. Funded by the Local Government Association(LGA) information has been shared with the Department for Education and the Infrastructure and Projects Authority



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