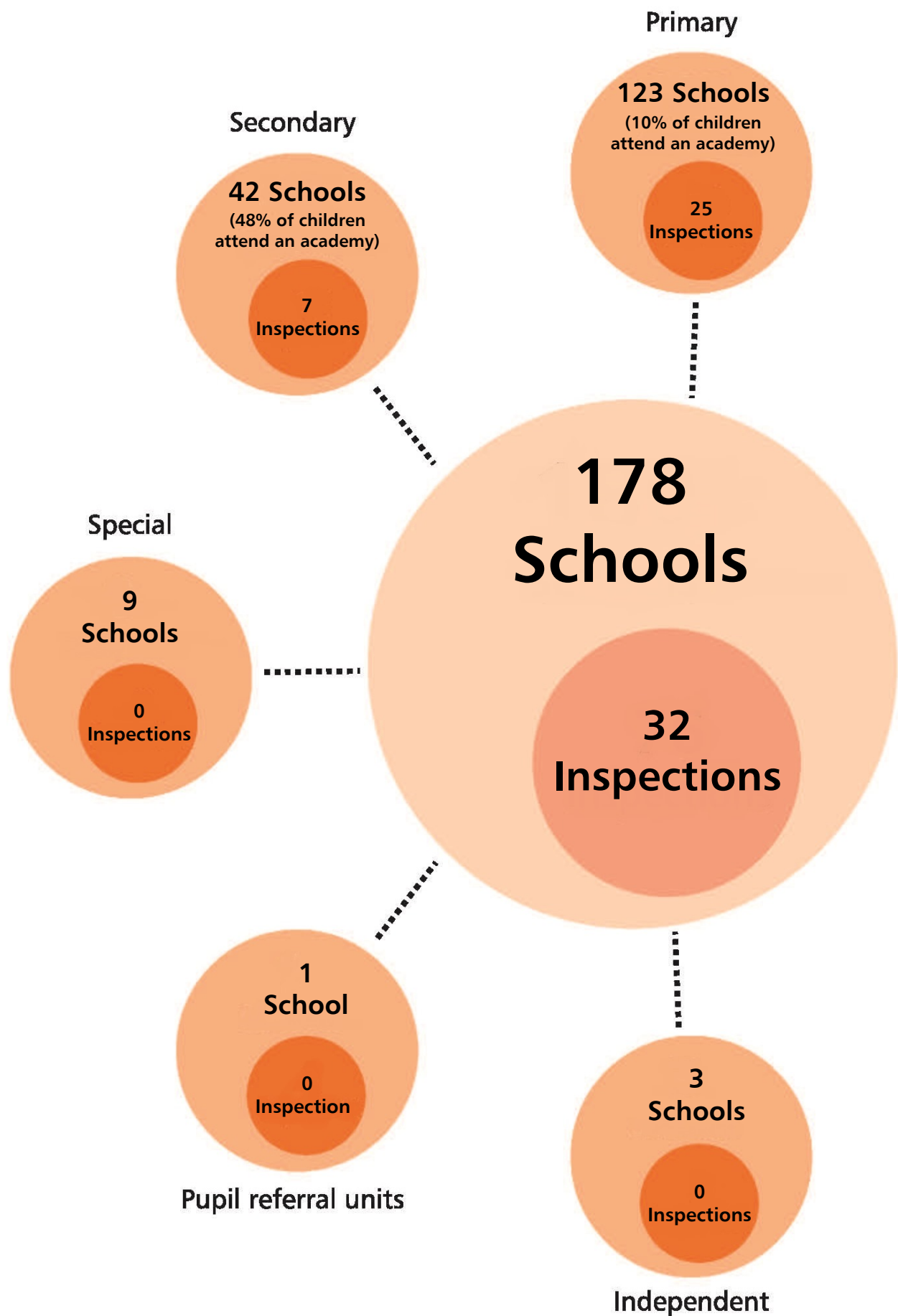


The Report of the Director of Education and Skills

Report Version 4



Figure 1: Schools and Inspections 2015/16





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The new £12.5m Prudhoe Community High School



Director's Commentary

Dr Andrew Johnson - Director of Education and Skills

1. This is my third annual report as the Director of Education and Skills for Northumberland. It is my belief that the most important question a director can answer in an annual report is whether things are getting better or worse. In my first report in 2013/14 I described school performance as not good enough and a local authority that must do better. This year has been characterised by rebuilding our capacity as an authority and rebuilding our schools. We have invested in some major regeneration projects in Alnwick, Bedlington, Prudhoe and Ashington and have set aside even more resources to improve our schools.
2. It is therefore a great pleasure to report that our schools have begun to improve and the local authority is having more impact on supporting that improvement. However given the under-achievement in the past we still have a long way to go and must continue to focus relentlessly on improving secondary education especially for the most vulnerable and disadvantaged children and young people.
3. During the last three years the government has introduced a more academically demanding curriculum, different and more rigorous assessment systems, higher expectations in inspections, a systematic reform by accelerating the academisation of schools and most recently a national funding formula.
4. Those working in the education system in Northumberland have responded well to these changes, however because of the unique nature of the school system across Northumberland, they are faced with even greater challenges than most schools nationally.
5. Education can make people and communities more resilient and it can bring people together, however change can also have the opposite effect. Where opportunities and values are perceived as being forced upon communities then those who feel excluded or isolated can become resentful.
6. I am confident if we can work together to drive forward the changes to our education system then we can help the county become more successful, cohesive and prosperous.

To be able to succeed we need:

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

In each of these areas there has been progress in the last three years but there is still much to be done in the next two years if the job is to be completed.

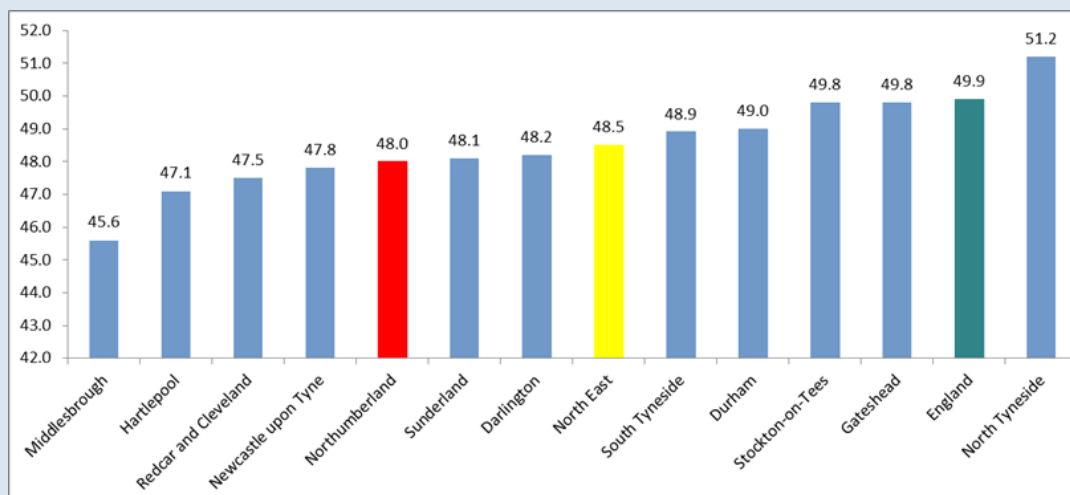


High standards of education in every part of the county

7. Good early-years education, particularly for children from low-income backgrounds, is crucial to longer-term academic success. The last three years has seen considerable change for the better. At least nine out of ten childcare places are in registered providers of early education judged good or outstanding. Over two-thirds of young children reached the government's 'good level of development'. The gap between the most disadvantaged five-year-olds and their peers has narrowed significantly.
8. The quality of primary schools (including first schools) has remained strong with around 87% being found to be good or outstanding. However in the first few weeks of the 2016 academic year it has become clear that first and primary schools in Northumberland will face very significant challenges due to their relatively small size if they are to maintain these standards. An worrying sign has been the number of primary schools and first schools have recently dropped one or two inspection grades.
9. In 2014/15, I highlighted the disproportionate number of secondary schools where academic outcomes were below average; in 2015/16 this was reflected in many being judged by Ofsted to require special measures or to have serious weaknesses. As a result many of these schools have become sponsored academies. In 2016/17 the legacy of under-achievement remains but at last we are beginning to see signs of recovery in schools. However we remain as one of ten local authorities in England with 40% or more of pupils in secondary schools and academies that are less than good and where attainment and progress measured by the new accountability measures are below average.
10. We cannot excuse this under-performance but it is reasonable to report that this is a common issue across the North and the Midlands, where every area is below the new national measures; Progress 8, Attainment 8 and achievement of the English Baccalaureate. Ofsted have raised concerns at a national level about the quality of education in areas of England that are geographically and economically isolated, many of which are in coastal areas and Northumberland faces all of those challenges.
11. Standards can only truly be considered high, if they are high in every part of the county and for all pupils regardless of their background or ability. It is pleasing to report that 8 of our 9 special schools have been judged to be good or outstanding; however we still need to improve outcomes for pupils with special educational needs in mainstream settings.

New Accountability Measures - Secondary Attainment 8

Figure 2: Average Attainment 8 Score by Local Authority 2016
(data taken from statistical first release SFR48/2016)



High quality leadership and excellent teachers

12. National government has introduced structural change intended to improve the quality of leadership in the school system and thus improve outcomes. To a large extent this has meant beginning to remove control from local authorities and placing it with academies. However structural change is only successful if there are enough good leaders and teachers in the system to make a difference.
13. The recruitment and retention of headteachers and teachers across Northumberland is very difficult. In the main staff, particularly younger staff looking for career progression, are attracted to larger primary schools not small rural first schools. There is considerable evidence that it is those schools in isolated and deprived areas that are losing out in the recruitment stakes. Recruitment is particularly difficult in some secondary subjects, including mathematics and science. Without subject specialism this makes the challenge of running a small school with a sixth form with a broad curriculum very difficult.
14. My advice to policy-makers is to worry less about structures and to worry more about capacity. No structure will be successful if leadership is poor or there are not enough good people in the classroom.

Shared values that transcend community differences

15. Reorganisation of the school system has been an ever-present over the last three years. When I began as Director there had already been changes involving the closure of middle schools and the conversion of first schools to primary schools. The Ashington and Alnwick partnerships have reorganised into a primary-secondary structure and the Ponteland partnership is about to introduce a hybrid structure. There are moves across many parts of the county to set up multi-academy trusts. When I speak to school leaders about why they want to make such structural changes they always begin by telling me about their values of ensuring every pupil gets the best possible education. When I speak to others about why they oppose such changes they also tell me it's because they want the best possible education.
16. Therefore there is no doubt that all community-groups share the same values, however they can be sharply divided about how to achieve them. The local authority's power to influence change is fast diminishing and there is a danger that without this aspect of local system leadership the larger stronger schools will survive and the small more isolated will go to the wall. Local authorities carry out local consultations, national organisations do not.
17. The challenges remain, when I met groups of headteachers and governors earlier this year, often they tell me partnership working is difficult because shared leadership is impossible. Unfortunately for those small schools the reality of the national funding formula that is based upon an average-sized school of 220 receiving a £1million funding a year will inevitably hit home. Often they have less than a half that number of pupils, and half the funding, but have to deliver the same curriculum offer. Partnership and shared leadership is no longer optional.
18. The solutions are often within our grasp but unfortunately we need to learn how to make real change happen and go beyond the theory and rhetoric. Shared buildings, leadership, governance and resources offer a survival route for our smaller schools. However a few schools must set aside their previously competitive attitudes and parochial outlook if this is to succeed.

The key function of the local authority must be to:

- play a part in strategic leadership of improvement
- monitor, challenge, support and intervene directly in schools
- know our schools, their performance and the standards they achieve
- identifying where there is the greatest need
- intervening and using our formal powers
- accelerate the rate at which schools are improving
- support leaders to ensure they are diminishing the attainment gap
- brokering additional support and partnership working
- supporting governors to ensure they are effective
- use capital funds to focus on the greatest need



The new Duchess High School, Alnwick

Executive Summary

1. Education for children below the age of 11 remains strong although there have been some worrying signs recently of small first and primary schools being judged to require special measures or to no longer be providing a good education.
2. Education for children above the age of 11 has improved and is generally good. But improvement has been patchy and it is too early to see the result of this improvement in inspection judgements. The progress of the most able, the vulnerable and children with special educational needs in mainstream schools remain a focus for improvement.
3. There remains mistrust between some first, primary, middle and secondary schools around how accurately children are assessed at transition between schools. Providing a full curriculum offer in small schools is challenging.
4. The proportion of good and outstanding nurseries, pre-schools and childminders is very high at around 94%.
5. The gap has started to narrow between children eligible for free school meals and their peers reaching a good level of development by the age of five.
6. The proportion of good and outstanding primary and first schools remains around 87%. Around 7% of primary and first schools have become academies.
7. The proportion of good and outstanding secondary and high schools is too low and stands at only 65%. More than half of secondary schools are now academies or have academy orders, and therefore no longer within the control of the local authority.
8. Pressures on the recruitment of teachers and headteachers have not abated. The smaller the school the more difficult it is to retain and recruit good staff.
9. The newly introduced national funding formula will do little to resolve the funding challenges many schools face. An average-sized primary school nationally receives four times as much funding as an average-sized Northumberland primary.
10. Pupils with special educational needs in specialist schools make great progress and are well equipped for their future lives. Pupils with special educational needs in mainstream schools do less well and there is too much inconsistency between schools.
11. Most providers are safe places for children and young people of all ages. However on occasions leaders and managers have not ensured that safety is given sufficient priority.
12. The move towards establishing multi-academy trusts across Northumberland is accelerating and the role of the local authority is diminishing. More than 50% of Secondary schools (11-18 or 13-18) are now academies or have academy orders.
13. The local authority has made a massive multi-million pound investment in improving school buildings and is committed to continue to invest, particularly in secondary and special schools.



Early Years and Primary Education

Early Years

1. **Northumberland has a diverse mix of early-years providers.** Childminders, Private Voluntary or Independent nurseries and provisions attached to schools educate the children from 0-4 years. There are 450 early-years providers.
2. **94% of early years providers are good or outstanding.** This compares well to the North East average of 93% and the national average of 91%. These inspection outcomes are a fair reflection of strength across this sector in Northumberland. All providers educate their children within the principles and content of the Early Years Foundation Stage. The Early Years Profile, assessed at the end of the reception year, found that 73% of children gained a good level of development (4% above the national average). This is the first time Northumberland have been above the national average, following a 4 year rising trend.
3. There are also 4 year rising trends in the early-years for boys, pupils with special educational needs and disadvantaged children's attainment, however these have been almost matched by increases for girls, non-SEND and non-disadvantaged children. As a result the gaps between these groups remain too large and need to be diminished rapidly.
4. The most disadvantaged children in Northumberland get access to 15 hours of educational childcare as soon as they are 2 years old. Currently 82% of those eligible take up their entitlement, giving them the best possible start to their early education. **Participation rates have been increasing for the last 2 years and are now significantly above the national average.** The local authority has worked with settings to develop sufficient high quality places for 2 year olds across the county, many of which are in new school units.
5. Northumberland has been chosen to pilot the 30 hours extended entitlement for 3 and 4 year olds across 2016-17. **This is a recognition of the high quality educational provision in Northumberland** and of the local authority Early Years Team who continue to support over 450 childminders, private, voluntary, independent nurseries and schools to successfully deliver the Early Years Foundation Stage.
6. **There remain challenges for the early-years sector.** The attainment of disadvantaged, boys and children with SEND are increasing but the gaps with others nationally are still too large at the end of the foundation stage. The under-achievement of disadvantaged children in particular must be diminished rapidly across the early years as those gaps identified by 5 years of age rarely close throughout the rest of the child's education.

Primary Education

1. **In Northumberland around 87% of primary schools are good or outstanding.** Although this is above the North East average (83%) it is now below the national average of 90%. The challenges of the current Ofsted framework continue to stretch some schools in Northumberland. This is particularly the case for small rural schools where any lack of capacity in teaching or leadership has a most dramatic effect on overall Ofsted judgements. However, being a small school is never an excuse for poor children's outcomes. Good leadership, teaching, progress and attainment is seen across schools of all sizes in Northumberland and this is reflected in their outcomes.

2. **Phonics teaching is strong across the county.** As a result 84% of children meet the expected standard in the screening check which is above the national average. There is a 3 year rising trend using this measure. Gender gaps are smaller than the national average. The gaps are in line with national gaps for SEND and disadvantaged children; however gaps are smaller than they were at the end of the foundation stage.
3. **The teaching of core subjects is usually good across key stage 1.** As a result at the end of key stage 1 reading, writing and mathematics attainment is above the national average. The percentage of children attaining highly is also higher than the national average. Progress in reading, writing and mathematics from the appropriate early learning goals is higher for all children than that seen nationally. Girls continue to outperform boys in line with the national averages in each subject. The disadvantaged gaps remain and need to close more rapidly.
4. **According to Ofsted overall the teaching and outcomes across key stage 2 are broadly average,** however there is too much variation between schools and outcomes are not as good as they are at the end of key stage 1. Above average attainment in reading, writing and reading, writing and mathematics combined are a real success in 2016. Results in mathematics and grammar punctuation and spelling are broadly in line with national averages.
5. **Pupils' progress between key stage 1 and 2 is better than the national average in writing and just below the national average in reading and mathematics.** However the disadvantaged gap remains too large. Boys fall further behind girls in reading and writing however they do catch up in mathematics, particular more-able boys who outperform the more-able girls.
6. There are clear strengths and areas for improvement in primary education in Northumberland. Maintaining above national attainment at all key stages is vital as is **improving outcomes for boys and particularly for disadvantaged children at all key stages.**
7. Trying to remove the postcode lottery and improve parenting remains a key element in the work of the local authority to improve children's outcomes. **We are modelling the sort of strategies described in the July 2016 Ofsted report 'Unknown Children- destined for disadvantage?'** Northumberland is moving swiftly to implement the recommendation listed in that report.
8. **Early years providers and schools in Northumberland must use their pupil premium funding far more successfully to diminish the advantage some children have over others** simply because of where and what sort of household they are born into. These strategies are the key themes for improvement across primary education in Northumberland.



Secondary Education

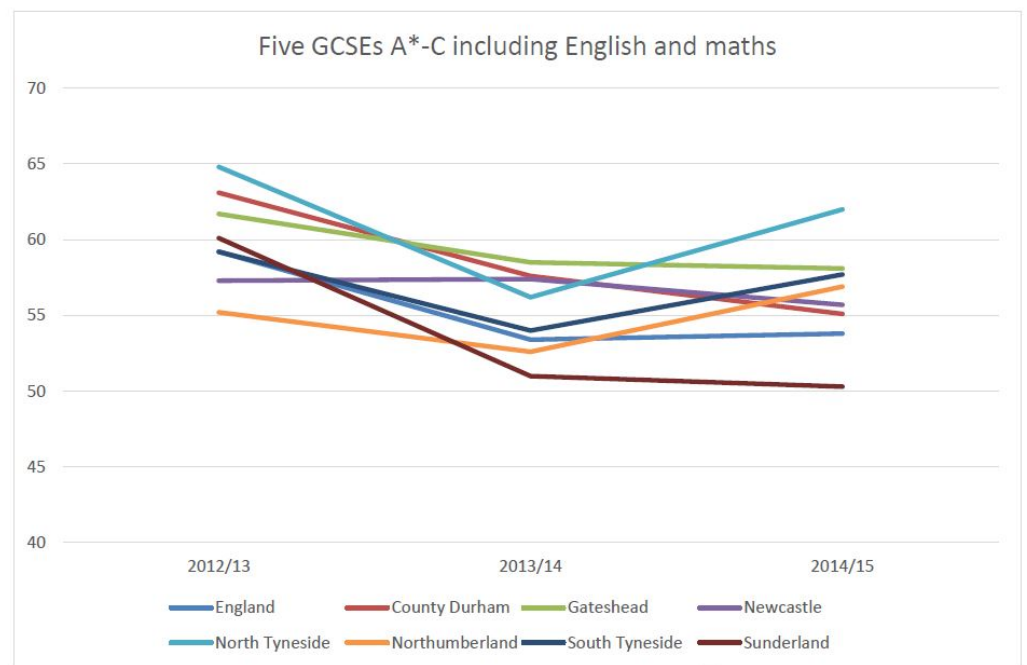
A Case Study - Prudhoe Community High School

Prudhoe Community High School was placed into Special Measures by Ofsted in October 2013. The Local Authority moved swiftly to broker a new Headteacher from an outstanding local school, and installed an Interim Executive Board (IEB). The IEB were instrumental in holding the school to account and aiding accurate self-evaluation. Effective support from local teaching school alliances was also brokered via the Local Authority.

These actions, combined with the support of services across the local authority and support from councillors, helped the school come out of Special Measures in October 2014. The journey of improvement was maintained and the school was judged to be good in September 2016. This was just a few days after the school community moved into its new £12.5m new building, a project managed in conjunction with the authority.

- 1. The accountability measures for pupil outcomes at the end of secondary school were revised in 2016.** The Progress 8 and Attainment 8 measures have been introduced. These measures focus on progress and attainment across eight GCSE subjects, which may include three technical or vocational subjects. Progress 8 aims to capture the progress a pupil makes from the end of primary school to the end of secondary school by comparing pupils' results to the actual achievements of other pupils with the same prior attainment. The new measures reflect the wider curriculum and all grades count towards the measure, not just those above a C. The proportions of pupils entering and achieving the English Baccalaureate (EBacc) are also a published accountability measure.
- 2. Northumberland secondary schools performed -0.1 below the national average for Progress 8.** This means that students achieved an average of 1/10th of a grade worse per subject than other pupils nationally, with the same prior attainment at Key Stage 2.
- 3. Using the previous key measure of attainment in comparison with 2015 the proportion of students achieving 5A*-C with English & Mathematics increased by 2% to 59%. This also represents an increase of 6% since 2014.**
- 4. However, the proportion of all pupils achieving the EBacc has not changed since 2014 and remains 24%. In Northumberland it has fallen by 2% since 2014 to 19%.**
- 5. In 2016 the proportion of pupils eligible for free school meals in state schools attaining the EBacc remained at 10% nationally. In Northumberland it remained static at 6%.**
- 6. The proportion of good and outstanding secondary schools rose in 2015-16. Of the 7 middle/secondary schools inspected 5 remained at their previous grades but two secondary schools improved to good from requires improvement.**
- 7. It was the strong capacity of leaders to secure improvement that made the difference in both schools.** Leaders at all levels were united in their purpose and understanding of their roles and responsibilities. Communication and collaboration were strong and the headteachers set an ambitious direction to improve learning. There was a clear pattern of improved teaching because leaders had focused on professional development. Senior leaders understood clearly what staff needed to improve their teaching and used external sources of support, including local teaching school alliances, the local authority and partnerships with local schools.
- 8. The lower performance in secondary schools in Northumberland cannot be accounted for by disadvantage alone,** although obviously this is a crucial factor. Pupil disadvantage does not appear to have such a significant impact in our primary schools where there are many examples of schools delivering excellent results for the most disadvantaged. Disadvantaged pupils in secondary schools achieved, on average, over half a grade worse per subject than their peers.
- 9. Leaders across all sectors must continue to see the achievement of this group as a priority.** In particular, governors should be driving improvement and challenging senior leaders where improvement is not happening. The clear line of sight between pupil premium spending and academic impact is improving but the evidence of impact is still not consistent enough.

The graph to the right shows the recent trend in GCSE pass rates for 16 year old school pupils completing year 11 across the North East local authorities. In 2014 to 2015, North Tyneside had the highest percentage of students achieving GCSE A* to C including English and mathematics at 62%, whilst Sunderland had the lowest percentage at 50.3%. All local authority areas showed a decline in performance over the preceding two years other than Northumberland which showed an increase of 1.7%. All areas, with the exception of Sunderland, were above the England average in 2014 to 2015.



Taken from North East Area Review - February 2017

Education and Skills Post 16

- Participation for 16-17 year olds in Northumberland is above the national average by 1.3% at 92.8%.** Most young people stay on in school sixth forms and further education.
- Changes made by national government mean that the provision of independent and impartial careers advice is now the responsibility of secondary schools.** The council led Careers Guidance team concentrates its statutory services on the most disadvantaged young people and at risk groups.
- There have been very effective school and careers guidance partnerships and projects to improve access to careers education** for young people. A programme of careers fairs has been delivered with schools and employers as part of planning next steps for school leavers.
- The best schools concentrate on providing useful work experience** and have well developed links with local business. The Education Business Partnership has provided many young people with opportunities to develop enterprise skills and work with local employers and industry specialists.
- Northumberland College** is the only further education college in the county with campuses at Ashington, Kirkley Hall, Berwick and Hexham, and is judged to be good.
- Northumberland County Council** provides further education through its Learning and Skills Service (NALS) at 12 learning centres in Northumberland's main towns.
- Further education and skills providers perform well in Northumberland:** all of the providers are judged to be 'Good' in 2015-16. This represents 6 providers and 10,610 learners overall.
- Further education and skills providers offer technical and professional education as well as second chance education to young people and adults who have lower prior attainment. The prior attainment of learners in the college, council and other providers is in most cases much lower than pupils in school sixth forms.
- Participation in further education in Northumberland is above the national average** (130 in every 1000 against national average of 114 in every 1000). Participation is very varied across the county, with lower participation in very rural areas to the west and north Northumberland.
- Success Rates for further education for 16- 18 year olds is 80.3%, 1.9% above the national average.** For adults the success rate is 90.7% which is 4.3% above the national average.

11. **There has been good growth in the number of traineeship starts** in Northumberland: the second highest growth in places in the north east from 13/14 to 15/16. The supply of vacancies is currently outweighing the demand from young people and adults in many providers.
12. **Participation in Apprenticeships in Northumberland is above the national average** (40 in every 1000 against national average of 25 in every 1000). 13% of the apprenticeship starts in the North east are from Northumberland, ranking the county 2nd in the north east. The hardest to fill apprenticeship vacancies are located in the very rural areas to west and north Northumberland.
13. **Northumberland's success rates for completion of apprenticeship frameworks is 71.5%** and is consistently above the national average (68.9%). The majority of apprenticeship providers in Northumberland are above 80%. A small number of providers are below the national average.
14. **The County Council is a key provider or employment and training to apprentices and it has performed particularly well in the last three years.** Its apprenticeship provision is rated as 'Outstanding'. 91% of council apprentices have a positive destination at the end of their apprenticeship.
15. There is a growing demand for more high quality apprenticeships, degree level apprenticeships and new opportunities in some industrial sectors like Science, Technology, Engineering and Energy.
16. Nationally, the proportion of young people not in education, employment or training (NEET) has been falling steadily since 2011. The new requirement that all 16 and 17 year olds participate in some form of education, employment and training has had an impact.
17. However the proportion of young people aged over 18 who are NEET remains a concern in several parts of the country. Northumberland has adopted much better tracking systems and now have far fewer young people whose destinations are 'unknown'.
18. **The combined 'NEET' and 'Not Known' for 16 and 17 year olds is 4.7%. This is 2.4% below the England average.** The proportion of 'Not Known' is very low at 1.3%, whereas the England average is 4.4%.
19. **The proportion of 19 year olds with a statement or EHC plan achieving a level 2 qualification has steadily increased and in 2015 was well above the national average** for similar pupils. The % of learners attaining a level 3 qualification has improved and is broadly in line with the national average for similar pupils.
20. **However, the proportion of young people with SEN support achieving L2 and L3 qualifications by age 19 is too low** and is not improving. This is a key issue for improvement.





Special Educational Needs and Disability (SEN/D)

1. **This area of work was identified as a key priority for the local authority in 2015/16 and it is pleasing to report significant improvements across many areas.**
 - A significant reduction in fixed term exclusions of SEN support pupils and for learners with an Education Health Care Plan (EHCP).
 - The proportion of learners with SEND subject to permanent exclusions is below the national average.
 - An improving trend of children reaching the expected level at the end of the Early Years and now above the national average.
 - Achievement of pupils with an EHCP at the end of Key Stage 2 was in the top quartile in 2015, a 12% improvement on 2013.
 - The proportion of SEN support pupils reaching expected levels at the end of Key Stage 2 in 2015 was just above the national average for similar pupils, increasing by 14% over two years.
 - Whilst outcomes are generally weaker at KS4 and are a key priority for improvement, the proportion of high needs EHCP learners achieving 5 A*-C grades including English and
 - Maths at KS4 has doubled from 6% in 2014 to 12.5% in 2016 and is above the national average for similar pupils (based on 2015 national average).
2. Whilst there is evidence of some improving trends for learners with the highest level of needs, the performance of pupils with SEN support is not good enough at KS2 or at KS4. Some learners are receiving education in mainstream schools and academies which are not providing a good standard of education.
3. **The local authority is increasing the support and challenge to schools in relation to the outcomes** achieved by pupils with SEN support via the School Improvement Partner programme. There is improved training/support offer for SENCOs facilitating school to school support for SEND provision, targeted work with lowest performing schools and an intensive focus on persistent absence of pupils with SEN support
4. **In September 2016 the Special Educational Needs and Disabilities (SEND) offer to schools was reshaped** and Psychological Services was established as a separate service and schools have been nominated a link EP. EPs responded to 654 requests for involvement (including requests for EHCP Advice). In addition, in 2015/16 EPs were involved in delivering 47 pieces of development work with reach figures of 593.
5. **232 psychological advices were written in 2015/2016. 221 of these (95.2%) were produced within the statutory timescale.** This was achieved despite a very significant increase in the number of advices being requested on the previous year (119 advices requested in 2014/15). EP capacity / time available is an area being developed in 2016/17 to ensure we continue to be able to respond to the high level of demand from settings.
6. **There is a growing demand for SEND services from the local authority.** Northumberland has a marginally higher than average proportion of pupils in primary or secondary education with SEND. The proportion of pupils in primary or secondary education with a statement or EHCP is marginally below national average. 1575 learners aged 0-25 have a statement or EHCP. 6100 learners are eligible for SEN support. The proportion of pupils eligible for SEN support is marginally above the national average.

7. **The most prevalent areas of need identified are speech and language and communication (SLCN), moderate learning difficulties (MLD) and social emotional and mental health needs (SEMH).** The proportion of pupils with MLD attending special schools is much lower than average, reflecting that MLD pupils are much more likely to remain integrated in mainstream schools.
8. **The number of children who have significant medical needs and/or disabilities from birth is increasing.** This appears to be due, in part, to improvements in medical intervention at birth. There is a higher than average proportion of pupils with SLCN needs Communication (SLCN) support in mainstream primary schools, with a lower proportion of pupils identified with specific learning difficulties. However in mainstream secondary schools, the proportion of those with specific learning difficulties is much lower than the national average. Some of this variation reflects a position where, because of the historical approach to specific learning difficulties such as dyslexia in Northumberland, some pupils have been identified as MLD or SLCN rather than SpLD. This is an issue which is now being addressed through our SEND specialist support services.
9. **The proportion of children receiving health screening checks is high.** Integrated working between education settings and health visitors is well established and continually improving. Early intervention through multi-agency working is developing well with increasing numbers of early help assessments from a range of agencies, including good support from the school nursing service.
10. **The Early Years Inclusion Toolkit and support from Area SENCO/Early Years team is much valued** by PVI settings. The Portage team is highly regarded by families, as is the Sensory Impairment Team.
11. **The local authority invests significantly more than most local authorities in services to support schools with children and young people with emerging needs.** There is a large infrastructure of SEND specialist support including Portage, Educational Psychology, Hearing/Visual Impairment, Autism and Behaviour Support, Literacy and Communication Support. Feedback from schools indicates services are valued but how this service will be funded in future given the changes to the national funding of schools is a major challenge for the future.
12. **Children's Centres provide a range of support and early intervention for those with SEND** – families report a positive experience and improving outcomes for their children. Disabled Children's Team provides an excellent service to children with moderate/severe learning difficulties and physical disabilities and is highly regarded by schools and families.
13. The health offer through Northumbria Healthcare NHS Foundation Trust **was judged outstanding** (CQC May 2016).
14. **Eight out of nine special schools are providing a good or better quality of education for children** and young people. Hillcrest special school, judged to require improvement in 2015, is rapidly improving
15. **Excellent arrangements to support transitions to adult services for children** with complex needs (CQC May 2016) Strong evidence of consultation with families regarding the local offer.
16. Good relationship with the network of parent/carer forums (**In It Together**). Increasing evidence of co-production with parents/carers and families – paper guide to local services (2016), survey for use with parents/carers in the EHC process.
17. The Director of Children's Services /Deputy Chief Executive has strategic oversight of adult services, children's services and public health. Partnership agreement between the local authority and Northumbria Healthcare NHS Foundation Trust (judged outstanding) are very strong.
18. **Significant improvement in the proportion of EHC assessments completed within statutory timescales** (20 weeks). Performance for the past 6 months has been above the national average, however this remains a target area for 2016-17. Process of transferring from Statements to EHC plans is on track for completion by the deadline of March 2018. Completion of transfers within statutory timescales has improved significantly and is now at 90%.
19. **Increasing the capacity of the Primary Mental Health Worker team** to provide additional support to children and young people through schools and colleges is a key focus of the SEND strategic board.



Safeguarding

1. **The Education and Skills Service is an active partner of Northumberland's Local Safeguarding Children Board (LSCB)** and supports all schools, academies and alternative education settings to keep children safe. Engagement of schools, academies and alternative providers with the LSCB has improved through the newly formed Education Reference Group which is chaired by the Head of Inclusion. Headteachers and Designated Safeguarding Leads also participate in the work of the LSCB through membership of other sub-groups. A half termly bulletin - Safe to Learn - is published to education settings with advice and guidance made accessible on a well-used dedicated schools' webpage which includes model policies and training information.
2. **100% of schools and academies completed a statutory safeguarding standards audit (Section 175)** which has provided a benchmark for annual review and continuous self - evaluation of safeguarding issues in the context of statutory and Ofsted requirements. The refreshed on-line tool has enabled us to embed a safeguarding assurance and improvement framework for education settings to improve the welfare and safety of children and young people and provide assurance for the LSCB of the effectiveness of safeguarding arrangements and practice.
3. During 2015-16 the Education Service investigated 20 complaints about the welfare and safety of children received through Ofsted, **none of which required further action by the local authority or LSCB.**
4. As an LSCB partner the Education Service was subject to external scrutiny from Ofsted during the local authority's inspection of services for children in needs of help and protection, children looked after and care leavers, and the local safeguarding children board. **The overall judgement for the LSCB was good**, with recognition given to the diverse and extensive role of the Education Service in safeguarding and the effectiveness of the support and challenge given to schools and all education settings.
5. **The Education Service hosted a very well-attended Safe to Learn conference in March with participants from all school phases.** Themes explored by professionals from a range of partner agencies included Early Help, child sexual exploitation, transgender, and the sex and relationships curriculum. Impact evaluation of our partnership delivery of safeguarding training to schools, including governors, is positive and we received national recognition for the child sexual exploitation training from Police Commissioner Vera Baird and an award for outstanding Partnership Working from Northumbria Healthcare Trust. Leadership and curriculum guidance about Prevent and fundamental British values is commissioned by the service for all schools from education charity Show Racism the Red Card.
6. The Casey report, published in December 2016, looked at opportunity and integration in disparate communities across the country. Dame Louise Casey proposes a series of performance indicators and targets for local authorities, including developing a list of indicators of a potential breakdown in integration. These might include incidences of hate crime or deficiencies in English language. The report also suggests that more weight should be attached to a British Values focus and syllabus in developing teaching skills and assessing schools performance, to help build integration, tolerance, citizenship and resilience in our children. **The local authority, through the Equalities team, is well placed to respond to these indicators/targets should central government choose to adopt them as policy.** Plans are in place to: offer a single agency training programme from the Education Service to schools; with other local authority services, monitor the take up and impact of safeguarding training in schools and academies; with the LSCB, offer a comprehensive training programme to Governors.

7. **For the third consecutive year there were no children recorded as missing from education or left the area** and not found or placed onto the lost pupil system, demonstrating the continued effectiveness of our well-established multi-agency protocol to identify, find and support children missing from education. Data is held centrally on all pupils not receiving full time education and is updated monthly. A first day absence protocol is also in place for pupils being educated other than at school.
8. **Ensuring that pupils who are not able to attend school full time, for whatever reason, still receive their entitlement to full time quality education is a strength.** The Council's procurement process was completed in January 2016 and 14 alternative education providers were added to the framework. Following this rigorous process the providers are now subject to regular contract compliance visits, complete their own self-evaluation, and from September 2016 will receive an annual visit from a School Improvement Partner. A system was implemented during 2015-16 to monitor the registers of the providers of alternative education on the Council's framework to ensure compliance with statutory requirements and the regulations for registering as independent schools.
9. **Alternative education provider events are also held so that communication is good and understanding of Northumberland arrangements for safeguarding children are followed.** The number of pupils going into alternative provision has risen, especially in the Primary phase. Outcomes at Key Stage 4 are improving for this group of pupils, with increasing numbers achieving Level 1 and Level 2 qualifications in English and maths to progress into education, training and employment at 16. Nevertheless, a significant number of pupils are left in alternative provision when they could be re-integrated back into mainstream school and work needs to be done to improve this.
10. **Our fair access arrangements have been reviewed this year with the intention of stabilising education placements for our most vulnerable learners and reducing mobility during the academic year.** From September 2016 a Pupil Placement Panel will be convened for primary and secondary phases to ensure that vulnerable pupils are placed quickly into appropriate provision. Managed moves will be monitored through this panel to ensure that the local authority can better influence the and improve the success rate (currently less than 50% of known managed moves lead to stable new school placements for pupils).
11. **There has been a significant rise in the number of families choosing to home educate** with three times as many referrals being received last year compared to two years ago. We continue to make home visits to all families who choose Elective Home Education and the appropriateness of the education received is assessed by a nominated Education Welfare Officer.
12. **Northumberland performs better than national averages for persistent absence and overall absence in the primary phase,** in line with national averages at the secondary phase and there is a trend of improvement over time. Indeed, the rate of persistent absence has halved in Northumberland during the last three academic years. However, there is a worrying variation between attendance levels and persistent absence in secondary schools. A new model of delivery for the education welfare service which is more closely aligned with other inclusion support services has significantly contributed to this improvement.
13. **The Education Welfare Service issued 248 Penalty Notices to parents in 2015-16, effectively enforcing parental responsibility to ensure that their children attend school regularly and receive a suitable education.** Considerably more Warning Notices were issued prior to this legal action being taken, demonstrating that the service takes effective measures. This has contributed to the improvement in overall absence in primary and secondary phases. A proportion of the unpaid fines were for leave of absence during term time and followed a parent's successful court appeal against current legislation regarding unauthorised absence for family holidays, although payments are now being received.

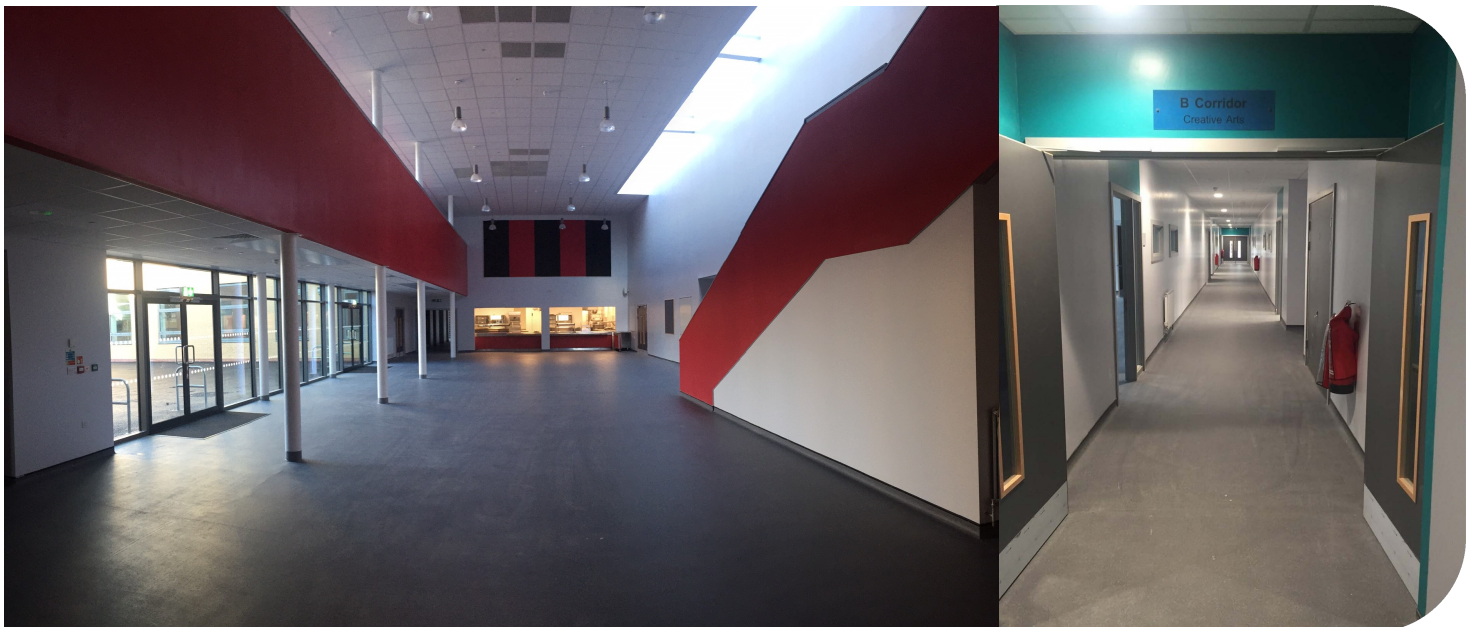


Spittal Community First School



Inclusion and the Virtual School

1. **The number of permanent exclusions have decreased as our inclusion strategy is implemented**, early help approaches have started to have impact, and the challenge to schools to find alternatives to permanent exclusion for vulnerable learners is increasingly effective. The secondary Behaviour and Attendance Collaborative continues to be well attended with senior leadership representatives from all schools and academies who share good practise, discuss strategies to address current issues and receive training from service professionals and partners. However, the number of pupils at risk of permanent exclusion from the primary phase is increasing and the lack of long term provision for Key Stage 4 pupils who are permanently excluded are still areas of concern. The % of fixed term exclusions is showing a downward trend for both schools and academies.
2. **Outcomes for pupils with health (including mental health) and medical needs continue to improve.** The service provides a diverse curriculum with experienced teaching staff to engage and support pupils and the Arts Award Centre of Excellence delivered by EOTAS is recognised nationally as a model of best practice.
3. 169 child performance licences were issued by the Education Welfare service in 2015-16, in line with numbers in previous years. Children in Northumberland enjoyed success in high profile productions including a lead role in Billy Elliott, performing with the Royal Ballet, participating in the Children in Need virtual choir, and parts in popular TV dramas Call the Midwife and Vera.
4. **Plans are in place to develop the newly formed team of Inclusion Support Workers to provide early help to schools to improve engagement in full time education by reducing fixed term exclusions** and those identified at being at risk of exclusion. Using an approach underpinned by attachment and nurture principles, work collaboratively with schools/academies/alternative providers to better meet the social and emotional needs of learners to improve their readiness to learn.



The new Duchess High School, Alnwick

5. **Education outcomes at Key Stage 1 are good with Northumberland's looked after children performing in line with expectations with all Northumberland pupils in reading and writing and out-performing their non-looked after Northumberland peers in mathematics.** At Key Stage 4 there was a significant improvement in performance since the previous year and the Northumberland gap for those achieving 5+A*-C including English and maths closed by 16.4%. Almost 100% of pupils who completed accredited courses in Year 11 have been engaged in further education, training or employment since September 2016. For the second consecutive year 100% of our Year 13 pupils have progressed to University, having achieved good A'level results.
6. **Achievement at Key Stage 2 was in line with our expectations of individual pupils, but comparisons with previous years are no longer possible due to national changes in the curriculum and new accountability measures.** For the previous three consecutive years there had been an improvement in outcomes for looked after pupils at Key Stage 2 and the gap had closed to 17% between Northumberland LAC and all Northumberland pupils.
7. Using the new curriculum and new measure that gap has increased significantly in 2016. Compared with other looked after children our children make good progress from their starting points. Monitoring of progress from the starting point of date of entry into care by the Virtual School for each national curriculum year group shows that for reading, writing/English and maths rates of progress have dipped since last year as pupils and teachers get to grips with the tougher curriculum and new progress measures. **Full details will be published in the Annual Report of the Virtual School Headteacher 2016 when national validated data is available for comparison.**
8. Careful commissioning of alternative provision by the Virtual School, the use of managed moves and effective challenge to schools, academies and alternative providers have sustained our record of no permanent exclusion of a Northumberland looked after child since 2008. This has been achieved despite DfE evidence that children in care are nearly twice as likely to have a permanent exclusion than all other children.
9. **The Virtual School was identified as a strength in the local authority's Ofsted inspection of services for children in needs of help and protection,** children looked after and care leavers in February 2016. The report acknowledges the effectiveness of partnership working with Designated Teachers in schools and quotes overwhelmingly positive feedback from the pupils themselves that 'ESLAC is mint'.
10. **Plans are in place to: improve education outcomes at Key Stage 2 and Key Stage 4; develop new and improve existing strategies to develop clear academic and vocational pathways of education provision for Looked After learners and Care Leavers;** using an approach under-pinned by attachment and nurture principles, work collaboratively with schools/ academies/alternative providers to better meet the social and emotional needs of our Looked After children in education settings to improve their readiness to learn; develop and implement an electronic Personal Education Plan (ePEP) to improve integrated working and communication between professionals who contribute to improved achievement for Looked After Children.
11. **The Pupil Referral Unit (PRU) is a good one.** It fulfills all its functions well as a short stay school. We hope to work with them over the next year to extend their excellent work.





Health and Wellbeing

1. **In partnership with Public Health, the schools' Health and Wellbeing team delivered a universal offer to schools and academies using bi-annual visits to profile actions to promote health and wellbeing; providing up to date national and local guidance on policy and practice in relation to health education** including support and advice on policy development or curriculum updates as necessary; providing guidance and support to effectively manage a drug or alcohol related incident; publishing a Health and Wellbeing newsletter provided each school term; and support to undertake the HRBQ (Health Related Behaviour Questionnaire).
2. Every school in the target partnerships had a health and wellbeing contact who was able to deliver teacher and parent sessions to schools and academies. Feedback from parents is extremely positive and the work with them around safe relationships is a clear preventative factor when looking at risk taking behaviour leading to sexual exploitation. The drug exclusion pathway was updated and the majority of High Schools received face to face visits, in partnership with SORTED, to improve awareness of this resource and to raise awareness of the services SORTED can provide.
3. **Schools in the Bedlington, Ashington, Blyth and Seaton Delaval partnerships were targeted for additional support** which included support to develop planned actions based on the issues highlighted through the public health visits and outcomes of HRBQ. Additional supportive programmes covering young peoples mental health & wellbeing training, sexual violence sessions delivered by R.E.A.C.H, the Roots & Shoots programme and GAN programmes were all made available to these school partnerships.
4. **The service contributed to a reduction in under 18 conception rates by working in collaboration with other commissioned providers** to facilitate specialist SRE (sex and relationships education) advice, training and support to Year 7, Year 8 and Year 9 teachers in the targeted education partnerships.



The new sports hall at the new Duchess High School, Alnwick



School Organisation and Resources

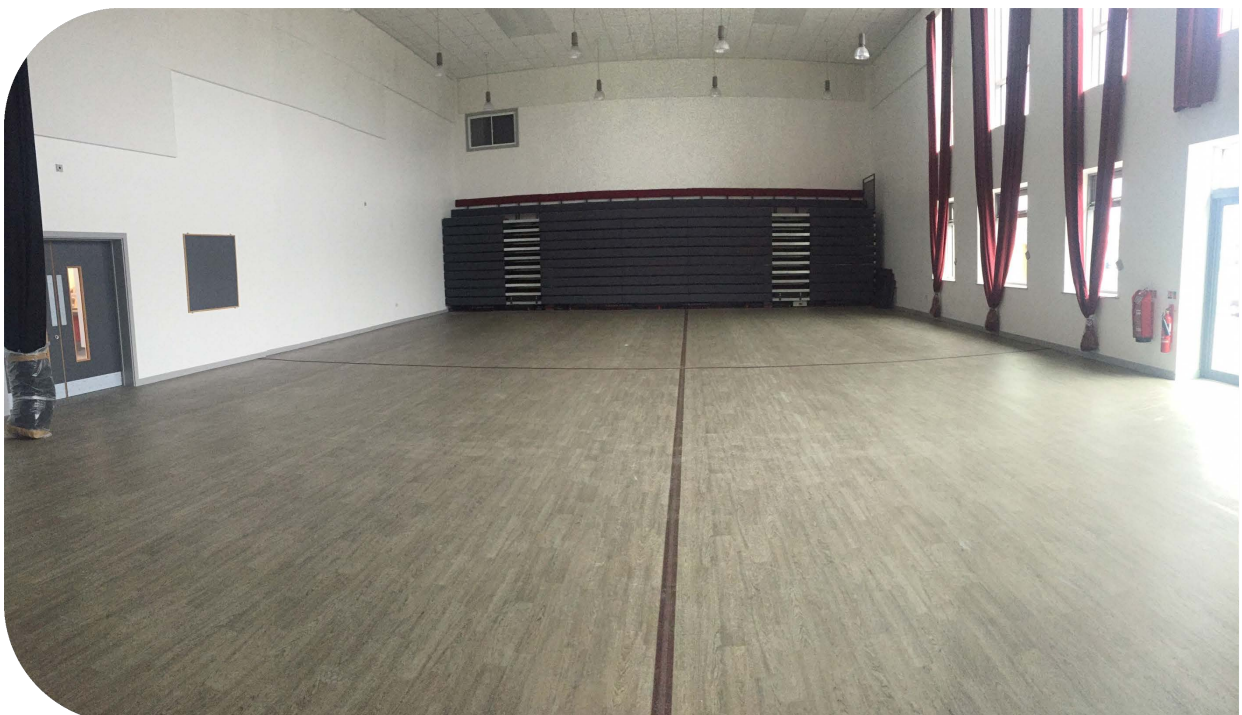
1. **The Council has a duty to ensure there are sufficient, good quality school places to for all children** residing in the county and to ensure there is sufficient capacity to promote parental choice and diversity. Meeting this requirement is challenging in a landscape where schools have become more autonomous from local authorities and in the case of academies, independent of the Council.
2. **While School Organisation Plans are no longer a legislative requirement, a plan for Northumberland will be developed in 2017 to provide a strategic framework** for delivering the Council's aim of ensuring that all children in the county attend a good school within their own community. The plan will reflect the Council's changing role as a provider of education to a key commissioner of school places and champion of parents and children. The Council will work with schools, academies and other stakeholders to develop a plan that will meet the need for good local school places and which reflects the different needs of the varied communities and pupils across the county.
3. A key challenge will be to develop a plan that supports both the provision of viable schools in rural communities where populations are decreasing, whilst at the same time managing the increasing pressure on places in specific urban areas where the population is rising and increased capacity is required. However, there is a need to work with schools and academies that are their own admissions authorities to ensure that the number of places in each locality reflects their local populations.
4. Data reflects that there will be a need for capital investment to meet the requirement for additional school places in certain areas of the county and this will be met through prudent use of the Government's Basic Need allocations, acquisition of Section 106 funding and requests for Capital investment through Council funding where appropriate.
5. In 2016, the Council approved capital investment of up to £14.9m in the Alnwick Partnership and £57m in Ponteland Partnership.
6. In 2016, three schools became academies as a result of self-conversion or sponsorship in order to support the need for improvement. A further 6 schools will potentially become academies before the end of this academic year. Two schools closed in 2016 and a further five have been approved for closure in 2017 as part of reorganisation proposals.

7. Overall, pupil numbers have been declining in the County, but this high level figure masks variation between school partnership areas, demonstrated by the table below:

School Partnership	January 2013	January 2016
Alnwick	2,827	2,602
Ashington	2,853	2,682
Bedlington	3,018	2,601
Berwick	3,664	2,653
Blyth (including Bede Academy)	4,581	4,623
Coquet	1,410	1,321
Cramlington	4,231	4,142
Haydon Bridge	1,757	1,556
Hexham	3,581	3,523
Morpeth	3,769	4,027
NCEA	2,223	2,130
Ponteland	3,147	3,269
Prudhoe	2,724	2,583
Seaton Valley	1,775	1,734
South East Roman Catholic	2,462	2,420

8. Much of the movement in pupil numbers is related to parental choice. Almost all schools have spare capacity, those that are full take pupils from outside their catchment areas to fill spare places.
9. In the academic year 2015/16, there were 795 in-term transfers of pupils from one school to another in Northumberland. 214 (27%) of these transfers related to pupils moving into Northumberland from other local authorities. It can be difficult to place pupils moving into certain partnerships where the schools are already oversubscribed in their local school and therefore parental choice cannot always be met.
10. In relation to meeting parental preference for schools, the percentage of first preferences for entry into the various school phases in September 2015 was as follows:
- **Entry to Reception – 92% of first preferences met**
 - **Transfer from first school to middle school – 97% of first preferences met**
 - **Transfer from middle school to high school – 98% of first preferences met**
 - **Transfer from primary school to secondary school – 92% of first preferences met**
11. A key challenge in terms of resource is ensuring that hard-to-reach parents and carers are communicated with and supported to apply for places for their children in Reception and at transfer points. One innovation employed in 2016 has been to redesign the envelope containing the letter notifying parents of the need to apply for a place so that it is attractive and engaging.
12. The council has invested more than **£6.5 million** this year in improving and adapting the existing school estate through a combination of new build, extension, alteration and refurbishment projects.
13. Many more millions were invested via the Priority School Building Programme new build schools at Alnwick, Bedlington and Prudhoe are now complete, whilst the schemes have been funded through central government Northumberland County Council have enhanced the projects this year by £1.2m to provide community leisure facilities and additional pupil capacity.

14. The School Capital Improvement Programme (SCIP) has continued for the 5th year, working on refurbishment of existing schools to address Health & Safety issues, maintain operational functionality and improve environmental performance. £2.4 million has been invested this year throughout the county on projects such as replacing old metal windows with new double glazed units, improving fire detection and alarm systems and improving school heating with new boilers and distribution systems. **Since its instigation in 2011, the council has invested over £20 million through this programme to improve the school estate.**
15. **Eight schools around the county have benefitted from works totaling £110K** to improve accessibility and facilities for pupils with special educational needs. Although these are not major projects, they improve the school life of these pupils immeasurably.
16. **A major investment in 2015/16 and continuing into 2016/17 has been the re-organisation of schools in the Alnwick area** to change to a primary secondary organisation of schools. This investment of almost £2.4 million has involved the construction of classroom extensions at four sites to increase school capacity, along with refurbishment works to existing buildings at a further two sites. The second phase of the capital investment will be complete in 2016/17 with a further **£9.1m will be invested in the extension on the high school site, together with an extension and refurbishment of 2 further school sites.**
17. **A separate investment of over £400K has been made at Spittal First School** to increase school capacity by constructing a standalone extension which provides two additional classrooms with associated facilities.
18. Considerable feasibility and planning work has been undertaken over the reporting period on plans for the future of education in Ponteland and the surrounding area. **This will see an investment of almost £60 million over the next 3 years on a variety of projects.** These include combining the existing Ponteland High and First Schools and Leisure Centre buildings into a brand new, purpose built facility. In addition Darras Hall First school will also be getting a new build school on its existing site. The remaining first schools in the partnership will all also have refurbishment works and/or constructing extensions.
19. Looking ahead, the SCIP programme continues over the next year **with a further allocation of £3.2 million** to invest in improving existing schools. **Works to over 25 individual schools are planned under this programme.** Major projects are planned at **Stannington First School** and the **Hepscott Park Pupil Referral Unit** to increase capacity through providing new extensions. Planning is progressing and the works are programmed to commence on site early in 2017.
20. Planning will also **progress on the relocation of Morpeth First School** from its current site at Goose Hill to the County Hall site. This is part of the Council's major project to redevelop the County Hall site following the move to new council headquarters in Ashington. Construction work is expected to commence in the summer of 2017, with the school complete and welcoming pupils at the start of the new academic year in September 2018.



The new gym at the new Duchess High School, Alnwick

Annex 1.

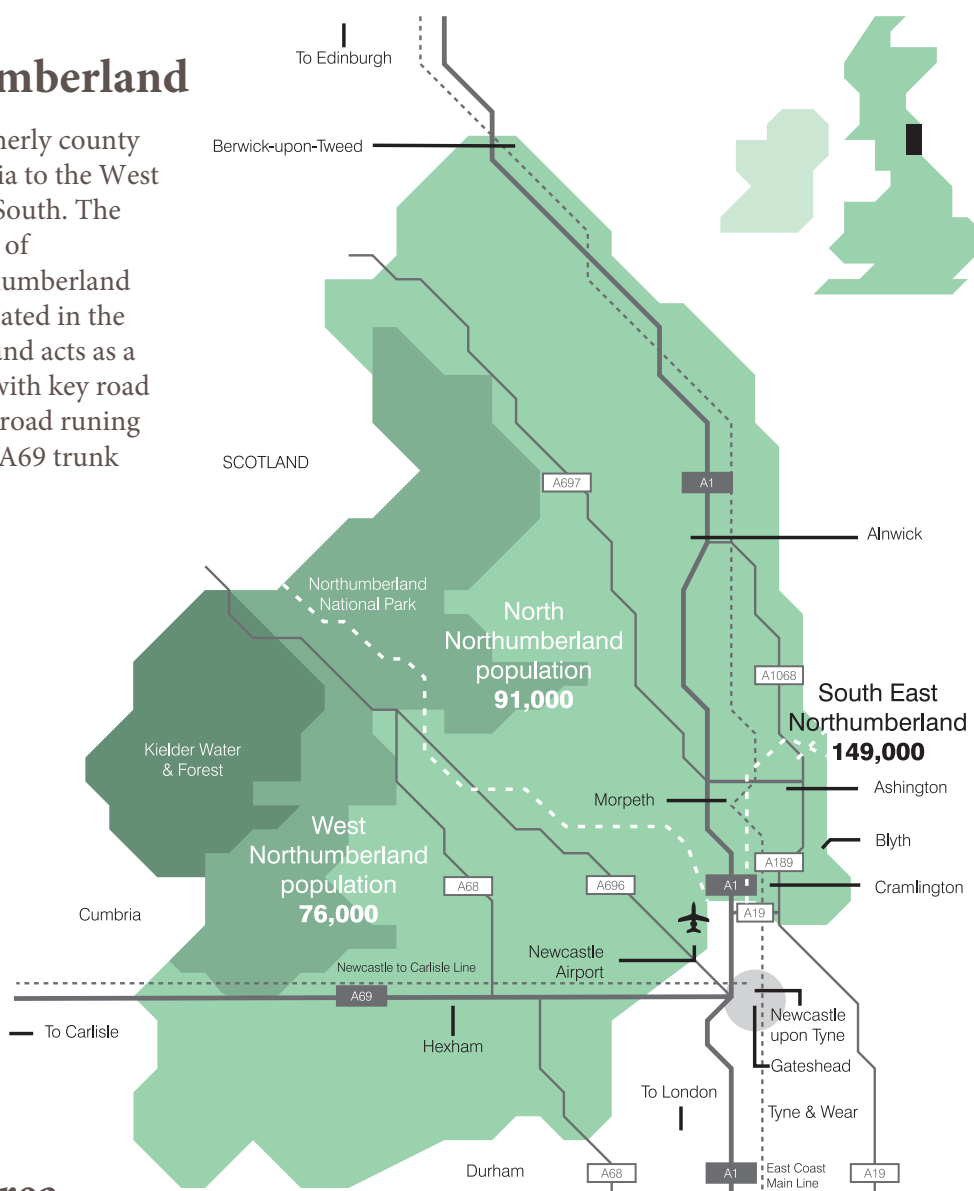
Facts and Figures - about Northumberland

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

Introduction to Northumberland

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

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



Children living in this area

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

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

The proportion of children entitled to free school meals:

- in primary schools is 12.5% (the national average is 16.5%);
- in secondary schools is 11.4% (the national average is 14.9%).

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

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

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

- in primary schools is 5.2% (the national average is 19.4%);
- in secondary schools is 1.6% (the national average is 15%).

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



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

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

Child protection in this area

At 30th November 2015, 2462 children had been identified through assessment as being formally in need of a specialist children's service. This is a reduction from 3009 at 31st March 2015.

At 30th November 2015, 386 children and young people were the subject of a child protection plan. (396 as at 25.1.16) This is an increase from 355 at 31st March 2015.

Children looked after in this area

At 30th November 2015, 354 children were being looked after by the local authority (347 as at 25.1.16). This has been relatively stable for the last 6 months. Of this number:

- 93 (or 27%) live outside the local authority area;
- 22 live in residential children's homes, of whom 7 (32%) live out of the authority area;
- 11 live in residential special schools of whom 11 (100%) live out of the authority area;
- 267 live with foster families, of whom 63 (24%) live out of the authority area;
- 13 live with parents, of whom 0 live out of the authority area;
- 0 children are unaccompanied asylum-seeking children;
- 1 Child lives in secure residential housing within Northumberland County.

In the last 12 months:

- there have been 36 adoptions;
- 23 children became subject of special guardianship orders;
- 167 children ceased to be looked after, of whom 1% subsequently returned to be looked after;
- 7 children and young people ceased to be looked after and moved on to independent living;
- 3 children and young people ceased to be looked after and are now living in houses of multiple occupation.

Annex 2.

Ofsted Inspections

Figure 4: State of Northumberland: most recent inspection judgements for overall effectiveness of all maintained schools as 31st August 2016.

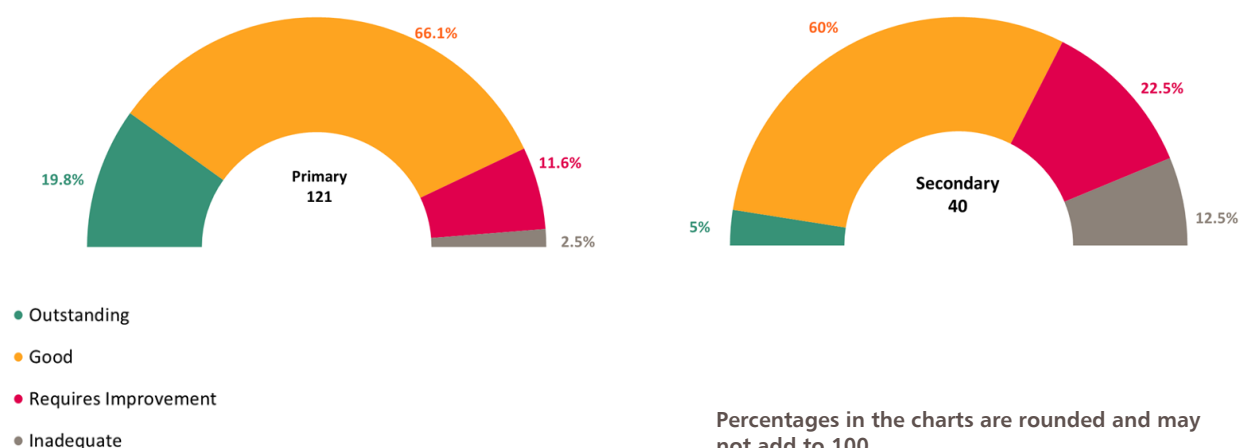
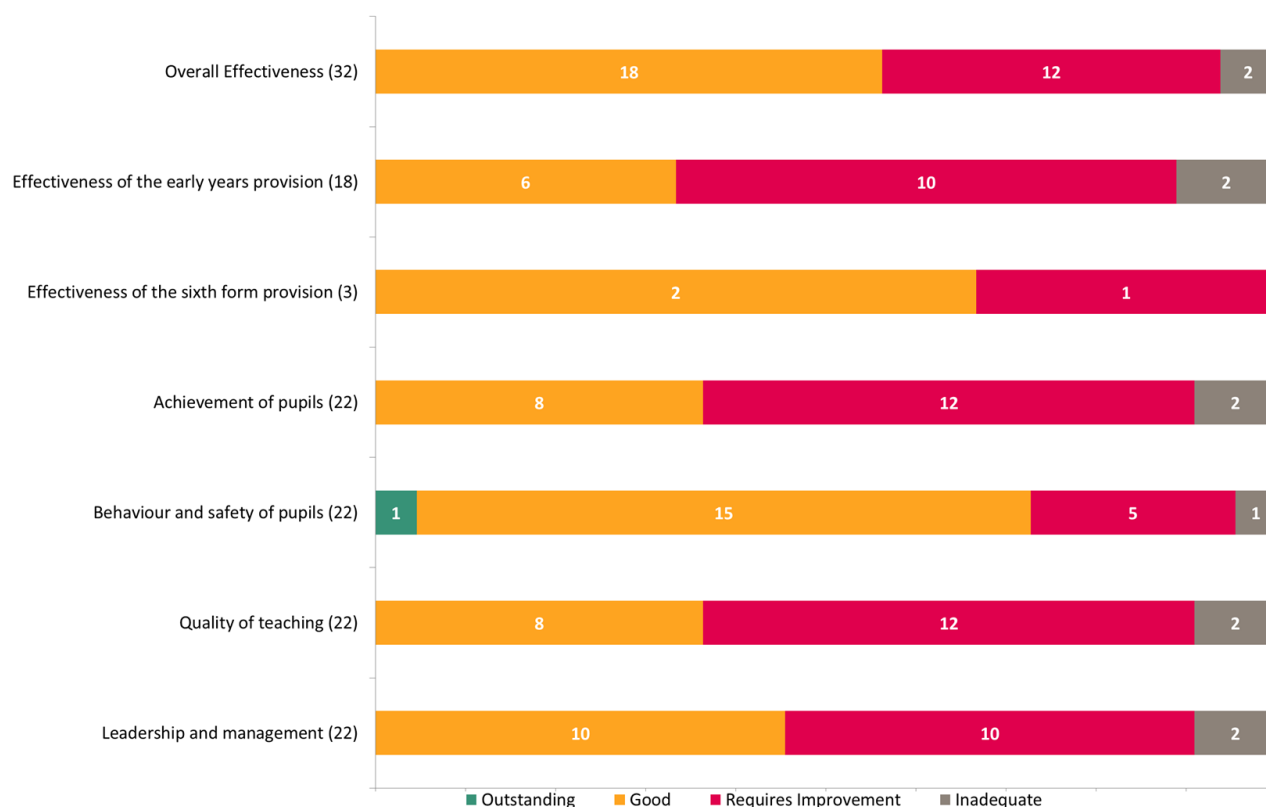


Figure 5: State of Northumberland: Key inspection judgements for schools inspected between 1st September 2015 to 31st August 2016



Annex 3.

Attainment and Progress

Secondary Schools

2015/16

School	Ofsted Overall Effectiveness at 31/08/2016	Attainment 8	Progress 8	% Achieving A*-C in English and Maths	% Achieving A*-C in English and Maths - Disadvantaged Gap**
Alnwick the Duchess's	Good	48.93	-0.10	68	-24
Ashington High	Inadequate	40.92	-0.50	42	-28
Astley Community High	Good	47.64	0.00	59	-13
Bede Academy	Good	52.45	0.50	70	-17
Bedlingtonshire High	Inadequate	39.76	-0.40	31	-29
Berwick Academy	Requires Improvement	42.43	-0.70	48	-15
Blyth Academy	Requires Improvement	40.37	-0.50	39	-27
Cramlington Learning Village	Inadequate	52.02	0.00	67	-28
Haydon Bridge High	Inadequate	44.87	-0.40	54	-15
Hexham Queen Elizabeth High	Good	55.45	0.30	80	-28
James Calvert Spence College	Requires Improvement	42.05	-0.20	39	-36
King Edward VI School	Outstanding	53.92	0.00	79	-19
Northumberland Church of England Academy	Requires Improvement	39.91	-0.50	49	-28
Ponteland High	Good	55.54	0.10	76	-23
Prudhoe High	Requires Improvement	53.32	0.20	74	-30
St Benet Biscop Catholic Academy	N/A	49.07	-0.10	58	-33
LA Average*		47.81	-0.10	61	-32
National Average		49.34	0.00	62	-

2014/15

School	Ofsted Overall Effectiveness at 31/08/2015	Attainment 8	Progress 8	% Achieving A*-C in English and Maths	% Achieving A*-C in English and Maths - Disadvantaged Gap**
Alnwick the Duchess's	Good	48.31	-0.08	54	-19
Ashington High	Inadequate	41.22	-0.33	45	-16
Astley Community High	Requires Improvement	47.74	0.33	63	-28
Bede Academy	Good	52.02	0.55	69	-25
Bedlingtonshire High	Inadequate	42.50	-0.28	59	-40
Berwick Academy	Requires Improvement	45.33	-0.29	52	-26
Blyth Academy	Requires Improvement	33.99	-0.60	40	-28
Cramlington Learning Village	Inadequate	48.22	-0.27	60	-40
Haydon Bridge High	Inadequate	44.62	0.02	46	-23
Hexham Queen Elizabeth High	Good	56.61	0.43	81	-39
James Calvert Spence College	Requires Improvement	44.42	-0.12	55	0
King Edward VI School	Outstanding	54.63	0.26	75	-32
Northumberland Church of England Academy	Requires Improvement	40.27	0.04	51	-20
Ponteland High	Good	54.32	0.12	68	-16
Prudhoe High	Requires Improvement	53.51	0.26	64	-46
St Benet Biscop Catholic Academy	N/A	49.64	0.11	60	-35
LA Average*		-	-	59	-31
National Average		48.06	0.00	58	-27

* LA Averages include special schools;

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

2014/15 figures taken from 2015 validated RAISEonline; 2015/16 figures taken from 2016 unvalidated RAISEonline.

Middle Schools

School	% Achieving the Expected Standard or Better in Reading, Writing & Maths 2016	Ofsted Overall Effectiveness at 31/08/2016	Ofsted Overall Effectiveness at 31/08/2015
Alnwick Lindisfarne Middle	52	Good	Good
Alnwick St Paul's Middle	42	Good	Good
Alnwick the Dukes Middle	29	Good	Good
Ashington St Benedict's Middle	38	Good	Good
Bedlington Meadowdale Academy	80	Good	Good
Bellingham Middle	52	Good	Good
Berwick Middle	62	Good	Good
Chantry Middle	68	Requires Improvement	Good
Corbridge Middle	65	Good	Good
Cramlington St Peter's Catholic Academy	72	N/A	N/A
Glendale Middle	60	Good	Good
Haltwhistle Upper School	50	Inadequate	Inadequate
Hexham Middle	51	Good	Requires Improvement
Hexham St Josephs Middle	63	Good	Good
James Calvert Spence College	40	Requires Improvement	Requires Improvement
Newminster Middle	72	Good	Good
Ovingham Middle	70	Good	Good
Ponteland County Middle	73	Outstanding	Outstanding
Ponteland Richard Coates Middle	57	Good	Good
Prudhoe Highfield Middle	63	Good	Good
Rothbury Dr Thomlinson	69	Good	Good
Seahouses Middle	39	Requires Improvement	Requires Improvement
Seaton Delaval Whytrig Middle	43	Good	Good
Seaton Sluice Middle	61	Good	Good
St Mary's CoE Middle, Belford	26	Good	Good
Tweedmouth Middle	31	Requires Improvement	Requires Improvement
LA Average*	55		
National Average	53		

* LA Averages include special schools; 2016 figures taken from unvalidated 2016 RAISEonline.

Primary Schools

School	% Achieving the Expected Standard or Better in Reading, Writing & Maths 2016	Ofsted Overall Effectiveness at 31/08/2016	Ofsted Overall Effectiveness at 31/08/2015
Allendale Primary	68	Good	Good
Ashington Bothal Primary	47	Good	Good
Ashington Central Primary	33	Good	Good
Beaconhill Primary	77	Good	Good
Bede Academy	68	Good	Good
Bedlington Station Primary	62	Good	Good
Bedlington Stead Lane Primary	44	Good	Good
Blyth Horton Grange Primary	50	Good	Good
Blyth Malvin's Close Primary	22	Requires Improvement	N/A
Blyth Morpeth Road Primary	43	Good	Good
Blyth New Delaval Primary	30	Good	Good
Blyth Newsham Primary	42	Good	Requires Improvement
Blyth St Wilfrid's RC Primary	73	Good	Good
Burnside Primary	72	Good	Good
Cambois Primary	29	Good	Good
Choppington Primary	0	Good	Good
Cragside Primary	80	Good	Good
Cramlington Eastlea Primary	50	Good	Good
Cramlington Village Primary	-	Good	Good
Croftway Primary	26	Requires Improvement	Requires Improvement
Ellington Primary	-	Outstanding	Outstanding
Greenhead Primary	-	Requires Improvement	Requires Improvement
Guide Post Mowbray Primary	38	Good	Requires Improvement
Guide Post Ringway Primary	38	Good	Good
Hareside Primary	68	Requires Improvement	Good
Haydon Bridge Shaftoe Trust Primary	75	Inadequate	Good
Henshaw Primary	-	Good	Good
Linton Primary	-	Good	Good
Newbrough Primary	-	Good	Good
Northburn Primary	55	Good	Good
Northumberland Church of England Academy	46	Requires Improvement	Requires Improvement
Pegswood Primary	-	Good	Good
Shanklea Primary	61	Good	Good
Stakeford Primary	77	Good	Good
St Bede's Primary	48	Requires Improvement	Requires Improvement
St Matthew's Primary	50	N/A	N/A
Whitfield	50	Inadequate	Inadequate
LA Average*	55		
National Average	53		

* LA Averages include special schools; 2016 figures taken from unvalidated 2016 RAISEonline. Some newly established primary schools do not yet have a year 6.

Annex 4.

Individual School Inspections

First Schools

School	Ofsted Overall Effectiveness at 31/08/2016	Ofsted Overall Effectiveness at 31/08/2015
Abbeyfields First	Outstanding	Outstanding
Acklington First	Good	Good
Acomb First	Requires Improvement	Good
Adderlane First	Inadequate	Inadequate
Alnwick Swansfield Park First	Outstanding	Outstanding
Amble First	Good	Good
Amble Links First	Good	Good
Beaufront First	Outstanding	Outstanding
Bedlington West End First	Good	Good
Bedlington Whitley Memorial First	Good	Good
Belford First	Requires Improvement	Good
Bellingham First	Good	Good
Belsay First	Outstanding	Outstanding
Berwick St Mary's First	Requires Improvement	Requires Improvement
Branton First	Good	Good
Broomhaugh First	Outstanding	Outstanding
Broomhill First	Good	Good
Broomley First	Outstanding	Outstanding
Cambo First	Outstanding	Outstanding
Chollerton First	Outstanding	Outstanding
Corbridge CoE First	Good	Requires Improvement
Darras Hall First	Outstanding	Outstanding
Ellingham First	Requires Improvement	Good
Embleton Vincent Edwards First	Good	Good
Felton First	Good	Good
Grange View First	Good	Good
Greenhaugh First	Good	Good
Haltwhistle Lower School	Requires Improvement	N/A
Harbottle First	Outstanding	Outstanding
Heddon St Andrew's First	Good	Good
Hexham East First	Good	Good
Hexham St Mary's RC First	Good	Good
Hexham The Sele First	Outstanding	Outstanding
Hipsburn First	Outstanding	Outstanding
Holy Island First	Outstanding	Outstanding
Holy Trinity First	Good	Good
Holywell First	Good	Good
Hugh Joicey Ford First	Good	Good
Humshaugh First	Good	Good
Kielder First	Outstanding	Outstanding
Longhorsley First	Good	Good
Longhoughton First	Good	Good
Lowick CoE First	Outstanding	Outstanding
Mickley First	Good	Good

School	Ofsted Overall Effectiveness at 31/08/2016	Ofsted Overall Effectiveness at 31/08/2015
Morpeth All Saints First	Good	Good
Morpeth First	Outstanding	Outstanding
Morpeth Stobhillgate First	Outstanding	Outstanding
Netherton Northside First	Good	Good
New Hartley First	Good	Good
Norham St Ceolwulf's First	Outstanding	Outstanding
Otterburn First	Good	Requires Improvement
Ovingham First	Outstanding	Outstanding
Ponteland First	Good	Good
Prudhoe Castle First	Good	Good
Prudhoe West First	Good	Good
Red Row First	Good	Good
Rothbury First	Good	Good
Scremerston First	Good	Good
Seahouses First	Requires Improvement	Requires Improvement
Seaton Delaval First	Good	Good
Seaton Sluice First	Good	Good
Seghill First	Requires Improvement	Requires Improvement
Shilbottle First	Outstanding	Outstanding
Slaley First	Good	Good
Spittal First	Good	Good
St Aidan's First	Good	Good
St Cuthbert's RC First, Berwick	Requires Improvement	Requires Improvement
St Michael's First, Alnwick	Good	Good
St Paul's RC First, Alnwick	Good	Good
St Paul's Catholic Academy	N/A	N/A
St Robert's First, Morpeth	Good	Good
Stamfordham First	Outstanding	Outstanding
Stannington First	Good	Good
Swarland First	Good	Good
Thropton First	Requires Improvement	Good
Tritlington First	Good	Good
Tweedmouth Prior Park First	Good	Good
Tweedmouth West First	Good	Good
Wark First	Good	Good
Warkworth First	Good	Good
West Woodburn First	Good	Good
Whalton First	Outstanding	Outstanding
Whitley Chapel First	Good	Good
Whittingham First	Good	Good
Whittonstall First	Good	Good
Wooler First	Good	Good
Wylam First	Outstanding	Outstanding

Special Schools

School	Ofsted Overall Effectiveness at 31/08/2016	Ofsted Overall Effectiveness at 31/08/2015
Atkinson House School	Good	Good
Barndale House School	Good	Good
Cleaswell Hill School	Good	Good
Cramlington Hillcrest School	Requires Improvement	Requires Improvement
Hexham Priory School	Outstanding	Outstanding
Morpeth Collingwood School	Good	Good
Nunykirk Centre for Dyslexia	Good	Good
Pupil Referral Unit	Good	Good
The Dales School	Outstanding	Outstanding
The Grove Special School	Outstanding	Outstanding



Spittal Community First School

