

North Tyneside Council

Report to Cabinet

Date: 20 September 2021

Title: Ambition for Education – Update

Portfolio:	Children, Young People and Learning	Cabinet Member:	Councillor Peter Earley Councillor Martin Rankin
Report from Service Area:	Health, Education and Safeguarding		
Responsible Officers:	Jacqui Old, Director of Children and Adults	Tel: 0191 643 7317	
	Mark Longstaff, Director of Commissioning and Asset Management	Tel: 0191 643 8089	
	Janice Gillespie, Director of Resources	Tel: 0191 643 5701	
Wards affected:	All		

PART 1

1.1 Executive Summary:

North Tyneside has an education system to be proud of. A strong performer regionally and nationally, this reflects the hard work of Head Teachers and their teams, governing bodies, Elected Members, Authority staff and the fantastic children and young people.

The Authority believes that education is the catalyst for social mobility and the mitigation of deprivation; championing the learner continues to sit at the heart of the Authority's decision making.

As schools continue to remain at the centre of government's response to the global pandemic, it has cemented the need to build on the Authority's partnerships to transform lives, uncap the potential of children and young people, and mitigate against the longer-term impact of COVID-19. In difficult times schools across the Borough have remained open and offered continuous support to children, young people and the wider communities they serve.

Despite the challenges that COVID has brought, officers continue to work with schools to tackle the priorities within the Ambition for Education document to improve outcomes for all pupils

Notwithstanding the above the purpose of this report is to outline the key strategic challenges currently facing the education system in North Tyneside, the work already underway and the further work required to tackle these challenges in partnership with educational leaders.

1.2 Recommendation(s):

It is recommended that Cabinet:

(1) note the key strategic challenges facing the education system and the work done to date.

(2) agree that the following work is progressed in relation to each challenge:

a) Financial sustainability of Schools in particular Secondary Provision

In working with both Monkseaton High, Norham and other stakeholders:

- carry out option appraisals to address the structural deficit issues,
- enter pre-publication engagement and consultation, and
- bring forward proposals to achieve educational and financial sustainability at both schools.

b) Increasing demand in relation to Children & Young People with Special Educational Needs and Disabilities and associated resource pressures.

- progress the work within the eight Action plan themes identified within the High Needs recovery plan.

c) Post 16 provision across the borough:

- establish a 'post 16 Charter and information Hub for North Tyneside
- secure appointment of a dedicated officer post to promote schools and business/Industry partnership arrangements
- strengthen the depth and consistency of careers education across all North Tyneside Schools
- strengthen SEND Post 16 pathways across North Tyneside

d) Impact of Local Plan proposals on School Places and the need to further review catchment areas.

- refresh the Educational Impact Assessment as part of review of Local Plan
- review assumption made in 2016 against actual pupil numbers as well as forecasting future demands
- further review catchment area arrangements.

(3) agree to establish a project team and steering group to support and progress the work required.

(4) agree to receive further reports as required.

1.3 Forward Plan:

Twenty-eight days' notice of this report has been given and it first appeared on the Forward Plan that was published on 19 August 2021.

1.4 Council Plan and Policy Framework

This report relates to the following themes in the Authority's updated Our North Tyneside Plan 2020-2024:

- A family friendly North Tyneside
- A thriving North Tyneside
- A caring North Tyneside

1.5 Information:

1.5.1 Background

Over time, North Tyneside has established and sustained an Education system to be proud of, but the Authority is not complacent.

Historically, schools and colleges in the Borough have performed well in public examinations and against inspection frameworks with 91% judged to be good or better by Ofsted, but the Authority also recognises that for disadvantaged pupils there is more to do. At the end of the academic year 2019, performance data showed that despite pupils' overall outcomes comparing favourably with national outcomes, those of disadvantaged pupils continue to lag those of their non-disadvantaged peers and remain stubbornly below the national average. The picture is compounded further for those pupils identified as long-term disadvantaged for whom the gap between them and their peers is stark.

Indeed, gaps in disadvantaged pupils' attainment widen as they move through the education system. The Authority is still to capture the full impact of extended school closure on the learning and achievement of children and young people. The abandonment of public examinations in 2020 and 2021 means the longer-term impact of COVID-19 will only begin to be seen in 2022 and beyond. This remains a continuing priority for the Authority.

Despite the many difficulties for pupils in Y11 and Y13 in 2019/2020, most of the Authority's young people accessed their first-choice destination, and the proportion of pupils deemed as not in education employment or training (NEET) remained in line with national figures at 2.6% (national 2.4%). The same is true for 2020/2021, where despite the many setbacks and repeated disruption in schools children and young people secured qualifications enabling them to take the next steps into education, employment or training. This is testimony to the determination of both school staff and Authority Officers and their work with young people.

Central to the Authority's ambition for education is a desire to equip all students with the knowledge, skills and resilience needed to contribute to an unknown future and the world of work which may not be fully understood.

As well as the updated Council Plan Policy Framework recent key strategic documents have also been developed and approved in recent months

- Children and Young People Plan 2021-2025
- Ambition for Education Strategy in North Tyneside 2020-2024
- Joint School improvement Strategy
- North of Tyne Education Challenge
- Special Educational Needs and Disabilities Inclusion Strategy

*'Making North Tyneside an even greater place for children and young people to thrive; where all can access a high-class education with a culture of inclusion and achievement.'*¹

Our 'Ambition for Education in North Tyneside' document sets out the priorities and targets for education from 2020 to 2024. It builds on the vision provided by 'Our North Tyneside Plan' and the 'Children's and Young People's Plan'. Our targets align with the 'North of Tyne Education Challenge' and 'Joint School Improvement Strategy' together with the SEND Inclusion Strategy.

The body of this report covers the following areas:

a) A recap and update on the work associated with the Education Review

b) Key Strategic Challenges facing Education provision in the borough:

1. Financial Sustainability of Schools in particular Secondary Education
2. Increasing demands in relation to Children and Young People with Special Educational Needs & Disabilities (SEND) and associated resource pressures
3. Post 16 provision across the borough
4. Impact of Local Plan proposals on School Places and need to review catchment areas.

1.5.2 What matters most to children, young people, their families and carers

Before discussing the policy and technical matters, Cabinet will wish to be assured the absolute focus of everyone involved is what matters most to children, young people, their families and carers. In particular:

1.5.2.1 Attainment and Progress

The following provides some headline information around pupils' achievement last captured in 2019 and which will provide a baseline against which the Authority can begin to measure the impact of COVID:

- 72% of children reached a Good Level of Development at the end of the Reception year in 2019, improved by 49% since 2013 and in line with national average (71.5%).
- 83% of pupils in year 1 reached the threshold score in the phonics test. This is in line with the national figure.
- At Key Stage 1 across reading, writing, maths and the combined measure, North Tyneside has performed significantly better than the national figure at both the expected level and at the higher, greater depth standard.
- 67% of pupils achieved at least the expected level in reading, writing and mathematics (combined) at key stage 2. This is 2% above the national figure although a one percentage point decrease from 2018. However, at the expected

¹ Ambition for Education in North Tyneside Strategy 2020-2024

standard at key stage 2 the local authority performance is significantly above the national level.

- At key stage 4 attainment in 2019 is lower than the national average: 64.1% of students achieved 4 or above in English and maths compared to the national average of 64.9%.
- Attainment 8 (the attainment of students across 8 qualifications) is 45.9 points which is below the national average of 46.8 points.
- 22% of pupils in North Tyneside achieved the English Baccalaureate in 2019; this is below the national average (all schools 25%). The Government’s ambition, however, is for 75% of pupils to achieve the English Baccalaureate.
- At key stage 5:
 - The point score per academic entry is 33.5 which is above the England state-funded schools but below all schools and colleges. When expressed as a grade this is grade C+.
 - The average point score per vocational entry is 31.86 (distinction-). This is well-above the national average of 28.9 points (merit+).
- 91.9% of children go to a good or outstanding school. The National percentage of pupils in good or outstanding schools is 85%.
- 92% of parents and carers received their first choice Primary School compared to 90% nationally.
- 89% of parents and carers received their first choice Secondary School compared to 82% nationally.

1.5.3 A further update on the work associated with the Education Review

Work on supporting the Education system in the borough is a continuous process and before embarking on the next set of challenges it is worth reflecting on progress made and on some of the recommendations identified in the Education Review carried out in North Tyneside between 14 October 2013 and the 12 January 2015.

Area Updates – North West

Work identified	Progress Update
Rebuild Backworth Primary	Completed
Rebuild Longbenton College	Completed
• Work with Governing Body to tackle Deficit	Completed
• Deliver / Support New Leadership	Completed
Provide support to Seaton Burn College, including <ul style="list-style-type: none"> • Secondary / Primary Relationships • Brokering Business Relations • Support to Governing Body 	All completed Subsequent Academy Sponsor (North Gosforth)

Area Updates – North East

Work identified	Progress Update
Facilitate work with Head Teachers and Governing Bodies across a group of schools. <ul style="list-style-type: none"> • Maintain a 3-tier system whilst managing places, raising standards and controlling costs • Create stronger federation to share costs/resources 	Completed Work continues

Area Updates – South West

Work identified	Progress Update
Greater partnership with Secondary Schools in the Locality & Tyne Met College	Completed
Broker support from Churchill to Norham on Leadership arrangements	Completed

Area Updates- South East

Work identified	Progress Update
Rebuild Whitehouse Primary School	Completed
Rebuild Marden High School	Completed
Rebuild John Spence High School	Completed
Broker and provide support to Norham High School: <ul style="list-style-type: none"> • Develop Partnership arrangements with Churchill Community College & Tyne Met College. • Broker stronger Secondary/Primary relationship • Invest in School Building- Norham 	All Completed
Significant refurbishment of Cullercoats Primary	Completed

1.5.4 Key Strategic Challenges Facing Education provision in the Borough

1.5.4.1 Financial Sustainability of Schools in particular Secondary Provision

a) Current Position- Challenge

Cabinet will be aware that school funding is a matter for the Department for Education; either by direct funding agreements with Academy Sponsors or delegated by local authorities to schools where budget management is the delegated responsibility of each Governing Body.

Governing Bodies, Head Teachers and their teams, the members of the Schools Forum and the Officer team have continued to work hard to handle the financial challenges. At the end of the financial year 2020/21 the position was: -

- The overall level of School Balances at the end of March 2021 was £3.721m compared to £0.165m as of March 2020. An improvement of £3.556m. This position is significantly better than the forecast at the start of the year.
- The total initial deficit approval requested at the start of 2020/21 was £10.052m. The outturn position for those schools in deficit was £9.289m which was an improvement of £0.763m from initial forecasts; and

- Of the eleven schools who requested deficit approval in 2019/20 four schools have reported an improved forecast position for the 2020/21 financial year and are no longer in deficit.

Despite this improvement the emerging position for 2021/22 is one of continued financial challenge for a number of schools, both in terms of deficit approvals and reduced surplus balances held by schools.

In 2021/22, 6 Schools (3 Secondary, 2 Primary and 1 Special) have sought deficit approval to the value of £13.580m.

It is important to note that this position is based on two sets of issues. In the first instance, the pressure in some parts of the Secondary School system is a direct consequence of the current surplus capacity. This has dropped from the peak of 20% explained during the Education Review to 15%, and is expected to reduce further, to less than 12%, by 2022/23.

It is also the case, as a consequence of parental choice, settlement patterns and individual school choices, that surplus is concentrated in three Secondary Schools and specifically causes the challenges at Norham High School and Monkseaton High School.

Norham High School

- The school continues to be judged as 'Inadequate' and an academy order from 2015 remains in place. Attempts to find an academy sponsor were unsuccessful due to concerns raised around the financial viability and longer-term sustainability of the school.
- The appointment of a new headteacher in September 2019 has seen a change in fortune with an interim monitoring visit in December 2019 indicating effective action is being taken to remove special measures. A further two Ofsted remote monitoring visits during the academic year 2020/2021 were equally positive. Such efforts are seeing increases in the proportion of parents identifying Norham as their school of first choice. In September 2020, only twenty-six pupils did so, this has almost doubled to 46 for September 2021, but remains well below the school's Published Admission Number (PAN). The school awaits a full Ofsted inspection when it is hoped the inadequate judgement will be removed.
- Local Authority officers continue to work productively with school leaders and Governors to remove the special measures. All departments have improved the quality of their schemes of work and there is now a whole school approach to developing pupils' literacy skills. Behaviour has improved considerably and respect in the school is restored.
- The financial position for Norham High school continues to be challenging, as the Governing Body are managing a structural deficit.
- The 3-year budget plan submitted by the school May 2021 showed that the overall deficit position is projected to be £3.969m in 2021/22.
- The headteacher has completed a staffing restructure and implemented a faculties model of leadership to take effect from September 2021. Thus, significantly

reducing the staffing costs for the school. This should bring about an in year balanced budget for 2022/23.

Monkseaton High School

- The financial position for Monkseaton High school continues to be challenging, whilst the Governing Body are managing a considerable structural deficit. The 3-year budget plan submitted by the school in May 2021 showed that the overall deficit position is projected to be in the region of £6.925m by 2023/24, rising by around £0.880m per year.
- Whilst officers are working with the School to manage the financial position Governors remain unable to bring about an in-year balanced budget.
- An independent review of the school's financial position indicated that the sixth form was not financially viable given its current occupancy. However, because the school sits within the three-tier system any reduction in age range would compromise the wider educational viability of the school.
- Surplus capacity within the school is proving the most challenging aspect of setting an in year balanced budget due to significant under occupancy as a result of parental choice. Based on current pupil projections the surplus capacity at Monkseaton High school for the next 3 years is estimated to be around 60%.
- Leaders have made some attempts to reduce staffing costs at the schools, although too much of the school's budget continues to be spent on staffing.

b) Work done

There has been a significant amount of work done over a long period of time in support of all schools in managing financial challenges and in particular these two Secondary Schools. Work has included:

- Quality Assurance mechanisms have improved. Through work undertaken with colleagues from School's Forum a renewed 'Schools in financial difficulty support and challenge framework' has been implemented. This has reduced the time afforded to schools to bring about balanced budgets. Schools must now show how they can achieve balanced budgets and repay deficits within three years.
- Improved financial planning tools and use of deficit clinics is enabling schools to better identify financial pressures and begin to take action to reduce pressures earlier
- Independent financial reviews of both Norham and Monkseaton High Schools have been completed. Both schools have received detailed reports on curriculum and staffing expenditure matched against national benchmarking data.
- An officer group continues to work with both Norham and Monkseaton High School to explore options available to leaders to bring about financial improvements.

c) Work to do.

In working with the schools identified above and other stakeholders, develop and consider options to address structural deficit issue at the Schools and bring forward proposals to achieve educational and financial sustainability at both.

For full detailed analysis of Schools (DSG) finance see Appendix 1

1.5.4.2 Increasing demands in relation to Children and Young People with Special Educational Needs & Disabilities

a) Current Position- Challenge

National Context

The Local Government Association (LGA) Education Funding Report (June 2019) highlighted the significant national increase since 2014 in the number of children with Education, Health and Care Plans (EHCPs) and the proportion educated in special schools. Local authorities continue to be concerned about the level of High Needs funding to meet this increasing need.

SEND in North Tyneside

North Tyneside, like many local authorities both regionally and nationally, is experiencing an increase in the number of children with SEND. There has been a notable increase locally in the number of children with: Autism Spectrum Disorder (ASD) and/or Social Emotional and Mental Health (SEMH) difficulties; and profound Multiple Learning Difficulties (MLD).

The following provides an overview pertaining to the presentation of SEND in North Tyneside and the subsequent financial position of the High Needs Block within the Dedicated Schools Grant:

- Just under 5,000 children and young people in North Tyneside schools have special educational needs and/or disabilities (SEND), with 3,792 (12% of the overall school-age population) supported through a SEN Support Plan and 1,827 (3.6%) with an Education, Health and Care Plan (EHCP). This is high when compared to national averages.
- For children and young people with an EHCP, the Authority has seen a 32% increase between January 2019 and January 2020. Again, this is high when compared to national averages. The Authority also place a higher proportion of our children and young people in specialist provisions than is seen nationally.
- The most prevalent need recorded by schools for SEND pupils in North Tyneside is Speech, Language and Communication Needs (SLCN), at 30%, which is higher than the national average. This is followed by Social, Emotional and Mental Health needs (SEMH). The Authority is aware that the proportion of different primary needs is changing over time.
- Due to several factors, as set out below, the current high needs funding deficit in North Tyneside is circa £9m and this is forecast to increase to £12.5m by the end of the financial year 2021/22.

- All councils with an overspend must submit a proposed budget recovery plan to the Department of Education (DfE) North Tyneside submitted their recovery plan to the ESFA on 13th August 2021.

The main reasons for the overspend are rising needs and pressures on budgets, attributed to:

- An increase in the number of children and young people with SEND and Educational, Health, Care Plans (EHCPs). EHCPs identify educational, health and social needs and set out the additional support required in order to meet those needs. In North Tyneside, as of the end of April 2021, there are 1,919 children and young people with an EHCP, an increase of 74% since January 2018. As of the January 2021 school census, there were 3,735 pupils in our schools have an SEN support plan, an increase of 15% since January 2018.
- A national extension in the length a young person can have an EHCP, increased from 18 to 25-years-old, with no extra funding to support this
- Additional children and young people within specialist provision and not enough places in special schools
- Increase in the number of 'out of borough' placements, which cost the authority more
- The way funding is allocated to the local authority, meaning limited flexibility to transfer money from one area to another. Previously the Authority had flexibility to determine how much money was allocated to different provision, but now there are four blocks of funding ringfenced to schools, high needs, central school services and early years. The Authority needs the permission of the schools' forum to move the funding around and this is limited to 0.5%.
- A large proportion of the funding allocated by DfE for high needs is based on historical spending patterns
- The cost of funding the support for those with special educational needs and disabilities is not fixed. This is a demand-led service where costs can and do change considerably depending on the specific needs of the individual.

b) Work done

Significant work has been progressed in relation to the current pressures in provision for Children and Young People with SEND. The most significant piece of work has focussed around developing a recovery plan, which has been discussed with the Education and Skills Funding Agency (ESFA).

The recovery plan identifies several Action Plan Themes, they are:

- **Theme One:** Improved graduated approach to support more young people to have a success in their local school
- **Theme Two:** Review of commissioned services with a focus on maintaining young people in their local school

- **Theme Three:** Annual reviews are focussed, timely and include a lens of 'value for money'
- **Theme Four:** The banding and mechanisms used to fund schools are brought in line with graduation aspirations
- **Theme Five:** More effective place planning and projection is used to ensure sufficient resource
- **Theme Six:** ARP (Additional Resourced Provision) Review of commissioned places in mainstream schools
- **Theme Seven:** Use of SEND capital increase capacity at in-borough schools
- **Theme Eight:** Seek Schools Forum approval of a percentage transfer from the school's block to the high needs block for 2022-23

c) Work to do

- To progress the associated actions identified within the action plan themes identified above.

1.5.4.3 Post 16 provision across the borough

a) Current Position

In light of the pressures from COVID-19 and following the re-location of Queen Alexandra sixth form college from their North Shields campus to the Tyne Met campus at Wallsend, Lead Members and the Authority sought this opportunity to review the provision for Post 16 students across the borough.

The overriding ambition within this review, was to ensure that children and young people have access to the best Post 16 provision that is based on the following proposed principles:

- All students, including those who are disadvantaged and with special educational needs and/or disabilities, can access well considered curriculum that are responsive to their needs and interests and those of employers;
- All students, no matter what their need are in receipt of high-quality teaching and learning experiences that build students' knowledge and skills progressively and prepare them well for the next steps in their education, employment or training;
- Students have flexibility and inclusivity of choice, with access to a broad range of academic, vocational and/or technical pathways; and
- There is longer term sustainability and suitability of any Post 16 offer.

b) Work done - The Review Process

It was agreed that an external independent consultant was required to undertake this review to ensure it was completed with impartiality and objectivity, an ex Her Majesties Inspector of schools, agreed to undertake the review.

All schools across North Tyneside were fully involved in the process of review. At a time when school leaders were managing considerable disruption and several extended periods of closure, their shared commitment to this review and their positive contributions were commendable.

Their desire for the Local Authority to provide strategic guidance as a result of this review is equally keen.

Using a series of questions as a basis for discussion with school and college leaders, the following actions were undertaken:

- There were Teams conversations with all Secondary headteachers.
- Headteachers of all special schools, including the Pupil Referral Unit, received individual online conversation using a similar set of questions.
- There were online conversations with the principals of the three local further education colleges.
- Towards the end of this consultation phase, briefer follow up calls to school and FE leaders were made updating them on the developing themes and findings.
- Online meetings were held with groups of First, Primary and Middle school head teachers to outline the scope of the review and seek leaders' views.

In addition, to those held with school leaders, further meetings were held as follows:

- Online conversations with a wide range of senior and specialist officers of the Borough. These included SEND and participation leads.
- Online conversations with a cross-section of employers and training providers, from across the Borough, including: the Northumbria NHS Trust, North Tyneside Business Forum, Cobalt Park, Gorilla Training, the North East Local Enterprise Partnership and North Tyneside Enterprise
- Online conversations with colleagues from the North Tyneside Learning Trust, Connexions and North of Tyne.
- Extensive conversations with the expert Borough data/participation team in the development and implementation of a suite of student and parent/carers surveys. The surveys were followed up by conversations with targeted groups of students and parent/carers.
- Conversations with a senior officer of the Catholic Diocese of Hexham and Newcastle
- Conversations with a sample of key stage 4 students from three secondary schools. As well as a conversation with young people leaving care.
- An online questionnaire was sent to all Borough schools with students in key stages 3,4 and 5.

c) Work to do

After detailed evaluation and analysis of the findings there are four main proposed recommendations emerging from this review.

- The establishment of a 'Post 16 Charter' and Information Hub for North Tyneside.
- A dedicated officer post to promote schools and business/industry partnership
- Strengthening the depth and consistency of careers education across all North Tyneside schools.
- Strengthening SEND pathways across North Tyneside.

1.5.4.4 Review of Educational Impact Assessment of Local Plan proposals on School Places and Catchment areas.

a) Current Position/Work Done

In April 2016 the Council undertook an Assessment to consider the impact on education as a result of creating over 17,000 new homes in the borough 2017 – 2032.

The Authority took into consideration the following:

- The overall population growth projection for North Tyneside
- Existing School locations and capacities (physical capacities)
- Known planned alterations or extensions to existing school capacities or locations
- Existing and proposed pupil numbers based upon the Council's adopted Pupil Placement Projection Model Methodology
- The identified development phasing for Local Plan development sites
- The potential growth in pupils numbers by each primary and secondary school catchment area.

At the point of assessment, the detailed work suggested the need for two additional Primary Schools and an additional Secondary School over the period of the Local Plan to 2032 to accommodate the forecast increase in pupil numbers.

b) Work to do

- Further work is required to refresh the Educational Impact Assessment as part of the review of the Local Plan.
- In particular reviewing the assumptions made in 2016 and update against actuals over that period as well as forecasting future demands within the pupil projection model.

- As part of this review consider further and future options to review Catchment area arrangements.

1.5.5 Establishing a Project Team

The challenges identified above which are significant in their own right are linked and any proposed changes in any one of the parts of the jigsaw could have a consequential impact on the other key areas.

Therefore, in taking this work forward it is proposed to establish a core team officer to progress this work consider options for change and/or improvements. The work of this team will be overseen by the Education Review Steering Group.

Subject to agreement the proposal would be to establish the Team from the 1st October 2021 and for the team to be in place for up to two years to support the work required and any proposals and decisions made. The funding to support the Team will be in the first instance drawn from the change reserve.

1.5.6 Establishing a Steering Group

Given the importance of the work identified it is proposed to establish formal governance arrangements to oversee progress. It is proposed that the Steering Group (Project Board) will be chaired by the Cabinet Member for Children Young People & Learning and include Directors and Senior Officers of the Authority as well as other key Stakeholders such as Headteachers and Trade Unions colleagues.

1.6 Decision options:

The following decision options are available for consideration by Cabinet:

Option 1

Accept the recommendations outlined in section 1.2 of this report.

Option 2

Not to accept the recommendations outlined in section 1.2 of the report.

Option 1 is the recommended option.

1.7 Reasons for recommended option:

Option 1 is recommended for the following reasons:

It reflects the priorities agreed by the Elected Mayor, Cabinet Member, Head Teachers and Chairs of Governing Bodies.

1.8 Appendices:

Appendix 1: Schools Finance Overview

1.9 Contact officers:

Jacqui Old, Director of Children and Adult Services, tel. 0191 643 7006

Mark Longstaff, Director of Commissioning and Asset Management, tel. 0191 643 8089

Janice Gillespie, Director of Resources, tel. 0191 643 8109

1.10 Background information:

The following background papers/information have been used in the compilation of this report and are available at the office of the author:

- (1) [Review of Secondary School Provision Cabinet Report 14th October 2013](#)
- (2) [Education Review Cabinet Report 8th September 2014](#)
- (3) [Education Review – Feedback from Prepublication Cabinet Report 10th November 2014](#)
- (4) [Education Review – Feedback from Publication Consultation 12th January 2015](#)
- (5) [Education Review – Feedback from Publication Consultation Supplementary Report 12th January 2015](#)
- (6) [Education Review Update Report 13th July 2015](#)
- (7) [Education Review Cabinet Report 11th July 2016](#)
- (8) [Education for North Tyneside Cabinet Report 10th July 2017](#)
- (9) [Education for North Tyneside Cabinet Report 30th July 2018](#)
- (10) [LGA Education Funding Report, House of Commons, 4 June 2019](#)
- (11) [Education for North Tyneside Cabinet Report 29th July 2019](#)
- (12) Education Policy Institute – School Funding Review
- (13) [Ambition for Education Cabinet Report 25th January 2021](#)
- (14) [Ambition for Education Strategy 2020 - 2024](#)
- (15) [SEND Inclusion Strategy 2021 - 2024](#)
- (16) Long Term Disadvantaged Report
- (17) Post 16 Review Report

PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING

2.1 Finance and other resources

As mentioned in section.1.5.5 there is a need to establish a core project team to deliver the planned work described throughout this report. Funding will be made available to support this from the Authority's change reserve. The position will be reviewed accordingly at the end of the initial period and any continued support required to be considered within future Cabinet reports.

Schools continue to face financial challenges and the Authority is working with them to deal with those challenges. The Dedicated Schools Grant is ring fenced grant that reflects overall School financial position deficits as well as the financial position of the High Needs Block. Any future proposals as a result of national policy or local decisions that have financial implications will be brought to Cabinet as appropriate

2.2 Legal

There are no direct legal implications arising from this report.

2.3 Consultation/community engagement

2.3.1 Internal Consultation

- Discussions have been held with the Elected Mayor and Cabinet Members and with the senior team leading services for our schools.

2.3.2 External Consultation/Engagement

- Discussion with all Head Teachers – Headteacher Briefings
- Discussion with Headteacher representative Groups:
 1. Education Improvement Partnership (Secondary Headteachers)
 2. Primary Learning Partnership (Primary Headteachers)
 3. Special Headteachers and Officers Group
- Consultation with Schools Forum –
- Briefings and Reports to Schools Forum
- Post 16 dialogue with key stakeholders:
 1. Young People
 2. Headteachers all phases
 3. Local Colleges including CEO & principal of Tyne Met
- SEND discussion with the Education & Skills Funding Agency (ESFA)
- SEND discussions with Strategic Partners

2.4 Human rights

This report has been prepared having regard to Article 2 of the First Protocol of the Human Rights Act 1998 and a person's right to have an effective education.

2.5 Equalities and diversity

Inherent within the principles of working for the Authority's Ambition for Education is a commitment to work with school colleagues to close the gaps in educational attainment and progress, between the most vulnerable pupils and their peers. Any proposed changes will be reported back through Cabinet and will undergo Equality Impact

Assessments where a potential impact on people with protected characteristics is possible.

2.6 Risk management

There are no risk issues arising directly from this report

2.7 Crime and disorder

There are no crime and disorder implications arising directly from this report.

2.8 Environment and sustainability

There are no environment and sustainability implications arising directly from this report.

PART 3 - SIGN OFF

- Chief Executive X
- Director(s) of Service X
- Mayor/Cabinet Member(s) X
- Chief Finance Officer X
- Monitoring Officer X
- Assistant Chief Executive X