

# North Tyneside Council

## Report to Cabinet

### Date: 19 September 2022

#### Title: Ambition for Education – Update

<b>Portfolio:</b>	<b>Children, Young People and Learning</b>	<b>Cabinet Member:</b>	<b>Councillor Steven Phillips</b>
	<b>Finance and Resources</b>		<b>Councillor Martin Rankin</b>
<b>Report from Service Area:</b>	<b>Health, Education and Safeguarding</b>		
<b>Responsible Officers:</b>	<b>Jacqui Old, Director of Children and Adults</b>	<b>Tel: 0191 643 7317</b>	
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<b>Wards affected:</b>	<b>All</b>		

## **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.

Officers continue to work with schools to tackle the priorities within the Ambition for Education document to improve outcomes for all pupils, 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.

The purpose of this report is to:

- outline the key elements and ambitions in the recent White Paper 'Opportunity for all: strong schools with great teachers for your child'
- outline the key elements and ambitions in the recent Green Paper 'Special Educational Needs and Disabilities Review: Right support, Right place, Right time'
- outline the 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 and partners.

## **1.2 Recommendation(s):**

It is recommended that Cabinet:

- (1) note the key elements and ambitions in the recent White Paper 'Opportunity for all: strong schools with great teachers for your child'
- (2) note the key elements and ambitions in the recent Green Paper 'Special Educational Needs and Disabilities (SEND) Review: Right support, Right place, Right time'
- (3) note the key strategic challenges facing the education system and SEND and the work done to date.
- (4) agree that the following work is progressed in relation to the following challenges:

### **a) Financial sustainability of Schools in particular Secondary Provision**

Working with Monkseaton High, 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 across the system.

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

- progress the work identified within the Dedicated School Grant Management Plan.
- (5) Authorise the Director of Commissioning and Asset Management and the Director of Children and Adults in consultation with the Cabinet Member for Children, Young People and Learning and the Cabinet Member for Finance and Resources and the Director of Resources to take all necessary steps to progress the work set out in recommendation (4) above.
  - (6) agree to receive further reports as required on the progress made in relation to the challenges set out in recommendation (4) above.

## **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 2021-2025:

- 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 95% 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 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 2021-2024
- Children and Young People's Mental Health and Emotional Wellbeing Strategy 2021-2026

*'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.'*<sup>1</sup>

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'. The Authority's targets align with the 'North of Tyne Education Challenge' and 'Joint School Improvement

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<sup>1</sup> Ambition for Education in North Tyneside Strategy 2020-2024

Strategy' together with the Special Educational Needs and Disability (SEND) Inclusion Strategy.

## **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 current headline information around pupils' achievement, last captured in 2019, and will provide a baseline against which the Authority can begin to gain an understanding of the impact of COVID:

- Changes to statutory requirements for the end of Early Years assessment have changed markedly. There is now no formal requirement for Local Authorities to moderate submitted assessment information.
- In 2022, 75% of pupils reached the thresholds for the phonic screening check at the end of Year 1. This is in line with the national average of 75.5%, but much lower than pre-pandemic outcomes of 83% in 2019.
- In 2022, at Key Stage 1 across reading, writing, maths and the combined measure, North Tyneside has performed slightly better than that seen nationally at both the expected and at the higher level. The combined figure for reading, writing, and mathematics is 54.1% at the expected standard against 53.4% nationally. At the higher standard this is 7.6% compared with 5.9% nationally. Reading and mathematics attainment fell by 9% points compared with 2019 outcomes. Writing attainment has been hardest hit with 14% points drop.
- In 2022, at Key Stage 2, the position in North Tyneside shows performance at above the national picture with combined scores for reading, writing and mathematics at the expected standard at 60% with national equivalent outcomes at 58.7%.
- There has been a return to externally marked examinations at both Key Stage 4 and 5 this year, albeit with some exam adaptations intended to mitigate against COVID disruption. Generally, A level results in 2022 show a slight increase on 2019 outcomes and a slight decrease on the teacher assessed grades of 2021. The Authority average points for 2022 is 38.8 (33.8 2019) and an average B grade (average C grade 2019). This is very pleasing given the disproportionate impact of COVID on our students.
- At Key Stage 4, Attainment 8 scores have increased to 47.9 from 45.9 in 2019. We have seen 67.4% of our young people achieve standard Grade 4 pass in English and mathematics up 3.3 percentage points from 64.1% in 2019.
- 93% of pupils attend good or outstanding schools, compared to 87% nationally.
- 95% of parents and carers received their first-choice primary school compared to 92% nationally.

- 90% of parents and carers received their first-choice secondary school compared to 83% nationally.

### **1.5.3 Schools White Paper – Opportunity for all: strong schools with great teachers for your child**

In March 2022, the government published its White Paper. The vision within the white paper is to introduce and implement standards that will improve children's education, deliver the right support if they fall behind and give them the tools to lead a happy, fulfilled, and successful life.

Delivery of this vision will be underpinned by the following:

#### **1.5.3.1 Excellent Teacher for every child**

By 2030:

- All teachers will have access to world-class training and professional development.
- Teaching will be an attractive, high-status profession.
- High-quality early years provision will ensure children have the best possible start to their education.

#### **1.5.3.2 Delivering high standards of curriculum, behaviour and attendance**

By 2030:

- From early years onwards, all children will be taught a broad, ambitious, knowledge-rich curriculum and have access to high-quality extra-curricular provision.
- All children will be taught in calm, orderly, safe and supportive schools with high levels of attendance.
- Children will have fair access to high-quality time in school regardless of where they live.

#### **1.5.3.3 Targeted support for every child who needs it**

By 2030:

- High-quality classroom teaching and evidence-based targeted support – including tutoring – will be made available to every child that is behind, with parents regularly updated on their child's progress.
- Schools will be better equipped to robustly and routinely identify children who need this support and to act quickly, including for those with SEND.
- Schools will fund evidence-based, targeted activities to improve the attainment of disadvantaged children, including the most able, from their Pupil Premium funding.

#### **1.5.3.4 A stronger fairer system**

By 2030:

- All schools will provide a high quality and inclusive education within the resilient structure of a strong trust, sharing expertise, resources and support.
- The best trusts in the system will work where they are needed most, levelling up standards, and transforming previously underperforming schools.

- Every part of the system, from strong trusts to local authorities, will be held accountable to a set of clear roles and responsibilities, so that no child falls through the cracks.

#### **1.5.4 Test and Learn Exercise**

As part of a stronger fairer system, all Local Authorities were invited to submit an expression of interest to be part of a Local Authority Multi Academy Trust (MAT) and as such be included within a Test and Learn exercise in the academic year 2022 /2023. The exercise will seek to support a small number of projects and are looking for a broad mix of high performing LAs which, together, reflect the geographic diversity of the country and mix of school types and phases.

The Test and Learn pilot is designed to allow the department to evolve its approach over time, working with Local Authorities on the development of the first new academy trusts and learn from that to inform future policy development. 10 Local Authorities will be selected from those expressing an interest.

Following consultation with Schools, a number indicated that they would like to submit an expression of interest to be part of a Local Authority MAT. An expression of interest was submitted by 31<sup>st</sup> July 2022, with a decision expected by the end of September / early October 2022.

#### **1.5.5 A strengthened role for local authorities**

- Local authorities have crucial responsibilities for children, SEND, Children's Social Care, attendance, admissions, place planning and other key areas.
- Local authorities will remain at the heart of the new system, championing all children in their area-especially the most vulnerable-as they step back from directly maintaining schools in their new role.

#### **1.5.6 Green Paper – SEND Review – Right Support Right Place Right Time**

The reforms to the SEND system introduced in 2014 had the right aspirations: an integrated 0-25 system spanning education, health and care, driven by high ambition and preparation for adulthood.

The system is driven by a hard-working and dedicated workforce who are committed to delivering excellent support for children and young people with SEND.

Despite examples of good practice in implementing the 2014 reforms, this is not the norm and too often the experiences and outcomes of children and young people are poor.

The government commissioned the SEND Review in 2019 in response to growing concern about the challenges facing the SEND system in England and the future of the children and young people it supports.

The SEND Review committed to examining how the system has evolved since 2014, how it can be made to work best for families and how it can ensure the effective and sustainable use of resources.

For too many children and young people, the SEND system is not working well enough:

- Children and young people with SEND and those in alternative provision have consistently poorer outcomes than their peers
- Experiences of the SEND and alternative provision system are negative
- The SEND and alternative provision system is financially unsustainable
- There is too much inconsistency across the SEND system in how and where needs are assessed and met.

Therefore, as a result, the Green paper focuses on ensuring there is a system where every child and young person can access the right support in the right place at the right time, with the following being the key areas for change:

#### **1.5.6.1 A single national SEND and Alternative provision system**

The review has concluded that there is a need for greater consistency in how needs are identified and supported. Therefore, the government's proposal is to:

- establish a new national SEND and alternative provision.
- review and update the SEND Code of Practice.
- establish new local SEND partnerships and produce a local inclusion plan.
- introduce a standardised and digitised EHCP process.
- support parents and carers to express an informed preference for a suitable placement by providing a tailored list of settings.
- streamline the redress process, making it easier to resolve disputes.

#### **1.5.6.2 Excellent provision from early years to adulthood**

The government's proposal is to:

- increase total investment in schools' budgets by £7 billion by 2024-25, compared to 2021-22.
- consult on the introduction of a new National Professional Qualification (NPQ) for school SENCos (Special Educational Needs Co-ordinators)
- commission analysis to better understand the support that children and young people with SEND need from the health workforce.
- improve mainstream provision, building on the ambitious Schools White Paper
- fund more than 10,000 additional respite placements
- invest £2.6 billion, over the next three years, to deliver new places and improve existing provision for children and young people with SEND or who require alternative provision.
- set out a clear timeline that, by 2030, all children will benefit from being taught in a family of schools
- invest £18 million over the next three years to build capacity in the Supported Internships Programme

#### **1.5.6.3 A reformed role for alternative provision**

The government's proposal is to:

- make alternative provision an integral part of local SEND systems
- give alternative provision schools the funding stability to deliver a service focused on early intervention
- build system capacity to deliver the vision through plans for all alternative provision schools to be in a strong multi-academy trust
- develop a bespoke performance framework for alternative provision
- deliver greater oversight and transparency of pupil movements

- launch a call for evidence, before the summer, on the use of unregistered provision

#### **1.5.6.4 System roles, accountabilities and funding reform**

The government's proposal is to:

- deliver clarity in roles and responsibilities with every partner across education, health, care and local government having a clear role to play, and being equipped with the levers to fulfil their responsibilities
- equip the Department for Education's (DfE) new Regions Group to take responsibility for holding local authorities and MATs to account
- provide statutory guidance to Integrated Care Boards (ICBs) to set out clearly how statutory responsibilities for SEND should be discharged
- introduce new inclusion dashboards for 0-25 provision,
- introduce a new national framework of banding and price tariffs for funding,
- work with Ofsted/Care Quality Commission (CQC) on their plan to deliver an updated Local Area SEND Inspection Framework

#### **1.5.6.5 Delivering change for children and families**

The government's proposal is to:

- take immediate steps to stabilise local SEND systems by investing an additional £300 million through the Safety Valve Programme and £85 million in the Delivering Better Value programme
- task the SEND and Alternative Provision Directorate within DfE to work with system leaders
- support delivery through a £70 million SEND and Alternative Provision change programme
- publish a national SEND and alternative provision delivery plan
- establish, for implementation of the national delivery plan, a new National SEND Delivery Board

### **1.5.7 Key Strategic Challenges Facing Education provision in the Borough**

#### **1.5.7.1 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 2021/22 the position was:

- The overall level of School Balances at the end of March 2022 was £3.398m compared to £3.721m as of March 2021. This position is significantly better than the forecast at the start of the year, though it does not include commitments in the schools.



- The total initial deficit approval requested at the start of 2021/22 was £13.799m. The outturn position for those schools in deficit was £11.832m which was an improvement of £1.967m from initial forecasts; and
- Five of the six schools in deficit in 2021/22 continue to be in deficit in 2022/23.

Despite the improvement in 2021/22 the emerging position for 2022/23 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 2022/23, 9 Schools (3 Secondary, 5 Primary and 1 Special) have sought deficit approval to the value of £13.971m.

The significant challenge around Secondary Schools is predominantly linked to surplus places across the Secondary estate as a result of parental choice, settlement patterns and individual school choices.

Whilst this surplus has dropped from the peak of 20% explained during the Education Review (2014) to less than 12% by 2022/23, this has caused particular challenges at Norham High School and Monkseaton High School:

### **Norham High School**

- At the last Ofsted inspection in March 2022, Norham High School was judged to be good across all judgement areas. This is a great outcome for school leaders and the community it serves. A request was made to the Secretary of State to remove the academy order which sat against the school since its previous inspection in 2015 when it was judged to be inadequate.
- The financial position for Norham High school continues to be challenging, as the Governing Body continue to manage a large deficit. However, following a staffing restructure school leaders have secured an in year balanced budget for the financial year 2023/2024 and the school is no longer considered to be in a structural deficit.
- Pupil numbers are increasing steadily as pupils' outcomes and the school's reputation improves.

### **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 2022 showed that the overall deficit position is projected to be in the region of £6.314m by 2024/25, rising by around £0.320m per year on average.
- 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 45%.
- 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 the structural deficit issue at Monkseaton High School and bring forward proposals to achieve educational and financial sustainability.

### **1.5.7.2 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**

Partners across Education, Health and Care in North Tyneside took part in a joint five-day inspection in November 2021. Inspectors spent time speaking to children and young people with SEND, parents and carers, school and college leaders, as well as council and local NHS teams.

Inspectors found that outcomes for children and young people with special educational needs and disabilities (SEND) in North Tyneside are 'strong', noting there is a positive picture for attendance, exclusions from school and the number of young people with SEND who progress to further education, employment or training.

With a focus on strategic leadership, inspectors said that leaders of education, health and social care are 'united in their mission to improve the experience and outcomes of children and young people with SEND'. Adding, 'leaders are determined to know what is working and what needs changing and are looking at detailed information and identifying priorities that chime with the issues raised by children and young people with SEND and their families'.

Inspectors also highlighted the influential roles of the North Tyneside Parent and Carer Forum and the SEND Youth Forum, in making sure the voices of children, young people and their families are heard.

Notwithstanding the positive Ofsted report, 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 primary needs relating to Autism Spectrum Disorder (ASD), and those with Social Emotional and Mental Health (SEMH) and Speech, Language and Communication Needs (SLCN).

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:

- In January 2022, there were 5,218 pupils in North Tyneside schools with identified special educational needs and/or disabilities; 3,769 were supported with an SEN Support Plan and 1,449 had an EHCP.
- At the same point, North Tyneside maintained a total of 2,047 EHCPs for children and young people aged 0-25.
- For children and young people with an EHCP, this figure (2,047) represents a 10.9% increase between January 2021 and January 2022, in line with national comparators. This is, however, a reduction in year-on-year increases in the Authority, which were 15% between January 2020 and January 2021 32% between January 2019 and January 2020. This reduction has been sustained; in July 2022 there were 2,128 children and young people with an EHCP, representing a 6.7% increase compared to 12 months ago.
- The Authority continues to place a higher proportion of our children and young people in special school provision than is seen nationally (38.3% compared to 34.8%).
- The most prevalent need recorded by schools for SEND pupils in North Tyneside is Speech, Language and Communication Needs (SLCN), at 32%, which is higher than the national average (30%). This is followed by Social, Emotional and Mental Health

needs (SEMH), 22%. The Authority is aware that the proportion of different primary needs is changing over time.

- Due to a number of factors, as set out below, the current high needs funding forecast deficit in North Tyneside is circa £17m.

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

- An increase in the number of requests from education settings and parents/carers for Education, Health and Care Needs Assessments (EHCNAs), which can, at their conclusion, result in an EHCP. Rising from 262 during 2018, to 410 in 2019, 353 in 2020 and 359 in 2021. Currently in 2022 there have been 280 requests and if the rate of requests continues we could expect this figure to be over 400 by the end of the 2022
- Of those requests for EHCNAs, the Authority has seen an increase in the number for children under 5 years of age; rising from 23% in 2019 and 2020 to 32% in 2021 and currently in 34% in 2022. Though this reflects the Authority's strength in identifying need early, this also may commit the Authority, where their needs do not reduce, to a spend for those children for most of their childhood, if an EHCP is agreed.
- 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 July 2022, there are 2,128 children and young people with an EHCP, an increase of 93% since January 2018.
- The Authority and its partners are experiencing an increase in the complexity of children and young people's presentations. Compounded by Covid 19, we have observed an increase in those with needs relating to their mental health and emotional wellbeing, which has also contributed to an increase emotionally based school avoidance. Identifying education settings with the right multi-agency support framework which sits around then to meet this complexity of need has become more problematic.
- 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 educated in non-maintained and independent specialist placements, which cost the Authority more
- The way funding is allocated to the 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 Schools Forum to transfer funding to high needs, 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.

### **c) Department for Education Safety Valve Intervention Programme**

In July 2022, the Authority was formally invited by the Department for Education (DfE) to take part in the 'safety valve' intervention programme, commencing in September 2022, with the aim of agreeing a package of reform to the Authority's high needs system that will bring our Dedicated School Grant (DSG) overspend under control.

The safety valve intervention programme commenced in 2020-21 and continued with further Authorities in 2021-22, targeting Authorities with the highest DSG deficits. The DfE signed 14 agreements during 2020-21 and 2021-22 and after the provision of an additional £300 million in the Spending Review, are expanding the programme to 20 further Authorities in 2022-23, which includes North Tyneside Council.

The programme requires the Authority to develop a Dedicated Schools Grant Management Plan which describes how the Authority will reform its high needs systems, with support and challenge from the DfE. If the Authority demonstrates sufficiently that its DSG Management Plan creates lasting sustainability and is effective for children and young people, including reaching an in-year balance as quickly as possible, then the DfE will enter into an agreement with the Authority, subject to Ministerial approval.

The Authority is undertaking significant work to develop the DSG Management Plan, setting out:

- How it will control its deficit and reach an in-year balance (as a minimum) and how quickly.
- How it will contribute to the reduction of the historic deficit through use of DSG surpluses, in addition to reaching an in-year balance.
- How it will ensure that the DSG Management Plan is deliverable, how it will be managed as it is implemented and how this plan will continue to ensure the appropriate support for children and young people with SEND. This includes agreeing who will be responsible for the ongoing monitoring of progress towards the agreement.

The Authority is required to submit to the DfE an initial proposal consisting of a DSG management plan and accompanying narrative by 13 January 2023 for review. The final submission is required by 3<sup>rd</sup> February 2023 and, if the agreement is approved by Secretary of State, the Authority will be notified by March 2023.

## **1.5.7.3 Post 16 provision across the borough**

### **a) Context**

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 is progressing to:**

- Establishing a 'Post 16 Charter' and Information Hub for North Tyneside. Headteachers have met with senior officers to establish a charter and have reached an agreement to signpost post 16 offer on the corporate website to create a one stop information hub for parents and pupils.
- A dedicated officer is in post to promote schools and business/industry partnership. The Authority has established a pilot project for two school curriculum leaders to work alongside business partners from Cobalt Business Park to review schemes of work and find opportunities for greater business involvement. They are also working with the Local Enterprise Partnership to seek 45-day work placements so pupils in North Tyneside experience a strong technical offer to sit alongside academic and vocational offers.
- Strengthening the depth and consistency of careers education across all North Tyneside schools.
- Strengthening SEND pathways across North Tyneside.

**1.5.7.4 Local Plan proposals on School Places and Catchment areas.**

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.

**a) Work is progressing to**

- Further refresh the Educational Impact Assessment as part of the review of the Local Plan.
- reviewing the assumptions made in 2016 and update against actuals over that period as well as forecasting future demands within the pupil projection model.
- consider further and future options to review Catchment area arrangements.

#### **1.5.7.5 Schools rebuilding programme and Capital Investment**

The School Rebuilding Programme is a 10-year programme that was announced in 2020. The programme sought to identify 50 schools in each of the 10 years for capital investment to address condition issues in school buildings.

The first wave of schools identified in 2020 included Whitley Bay High School, and work is currently on site to provide significant new accommodation for the school, including the retention of two more recent blocks. Works are due to complete in August 2023 in relation to the new buildings, moving on to demolition of redundant buildings and establishment of new external areas between Autumn 2023 and Summer 2025.

The second wave of schools were announced by the Government earlier this year, determined by the DfE, and Local Authorities and Responsible Bodies were invited to submit expressions of interest for future waves of this 10-year programme. North Tyneside submitted 12 expressions of interest for maintained schools across the borough, and in July 2022, it was confirmed that Wellfield Middle has been successful in gaining investment within wave three of the programme. Officers are now working with colleagues within the DfE to undertake feasibility studies from which a scope of works will be developed.

The Authority is aware that it is likely that the DfE will announce future wave programmes before the end of the year, and other schools within our batch of 12 schools have received requests for further surveyor visits. The outcome of those visits has not been released to date.

#### **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:**

None.

#### **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

Jon Ritchie, 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 14 October 2013](#)
- (2) [Education Review Cabinet Report 8 September 2014](#)
- (3) [Education Review – Feedback from Prepublication Cabinet Report 10 November 2014](#)
- (4) [Education Review – Feedback from Publication Consultation 12 January 2015](#)
- (5) [Education Review – Feedback from Publication Consultation Supplementary Report 12 January 2015](#)
- (6) [Education Review Update Report 13 July 2015](#)
- (7) [Education Review Cabinet Report 11 July 2016](#)
- (8) [Education for North Tyneside Cabinet Report 10 July 2017](#)
- (9) [Education for North Tyneside Cabinet Report 30 July 2018](#)
- (10) [LGA Education Funding Report, House of Commons, 4 June 2019](#)
- (11) [Education for North Tyneside Cabinet Report 29 July 2019](#)
- (12) Education Policy Institute – School Funding Review
- (13) [Ambition for Education Cabinet Report 25 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
- (18) [Ambition for Education Cabinet Report 20 September 2021](#)
- (19) [North Tyneside Council Local Area SEND Ofsted Inspection](#)
- (20) [Schools White Paper - Opportunity for all: Strong schools with great teachers for your child](#)
- (21) [Green Paper – SEND Review: Right Support, Right Place, Right Time](#)



## **PART 2 – COMPLIANCE WITH PRINCIPLES OF DECISION MAKING**

### **2.1 Finance and other resources Needs Refresh**

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. As reported to cabinet High Needs is currently projecting an overall pressure of £16.924m. The Authority is currently working on a management plan with the Education and Skills Funding Agency (ESFA) to review the financial position of the High Needs Block and to draft a potential “safety valve” very high deficit intervention agreement.

Any future proposals as a result of national policy or local decisions that have financial implications will be brought to Cabinet as appropriate. The High Needs position and updates on the management plan will continue to be reported bi-monthly as part of the financial management report and longer-term impacts are being considered as part of the 2023 – 2027 medium term financial plan.

### **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 undergo Equality Impact Assessment during development if the potential for impact on people with protected characteristics is possible and will be reported to Cabinet.

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