



# School Organisation Plan 2021—2024

December 2022 Update

  
Northumberland  
County Council



# CONTENTS

	<b>Foreword</b>	<b>4</b>
<b>1.</b>	<b>Introduction</b> <b>1.1 Purpose of the School Organisation Plan</b>	<b>5</b>
<b>2.</b>	<b>The Northumberland Context</b> <b>2.1 School Organisation link to standards and performance in education in Northumberland</b> <b>2.2 Headline school population data</b> <b>2.3 Schools and academies</b> <b>2.4 Number of pupils on roll in schools and academies</b>	<b>6</b> <b>6</b> <b>6-9</b> <b>9-10</b>
<b>3.</b>	<b>Duty to provide school places</b> <b>3.1 Local Authority duties and powers</b> <b>3.2 Challenges in delivering duties</b> <b>3.3 Northumberland and National education policy</b>	<b>11</b> <b>11</b> <b>11-12</b>
<b>4.</b>	<b>School Place Planning</b> <b>4.1 Current methodology</b> <b>4.2 Managing Surplus Places</b> <b>4.3 School Admissions</b> <b>4.4 Home to School Transport</b> <b>4.5 House building</b> <b>4.6 Inter-partnership and inter-authority movement</b>	<b>13</b> <b>13-17</b> <b>18-19</b> <b>19-20</b> <b>20-21</b> <b>22</b>
<b>5.</b>	<b>Creating places through capital development</b> <b>5.1 Principles</b> <b>5.2 Funding</b> <b>5.3 Methods</b> <b>5.4 Partners</b>	<b>23</b> <b>23</b> <b>23-24</b> <b>24-25</b>
<b>6.</b>	<b>Non-mainstream provision</b> <b>6.1 Special Educational Needs</b> <b>6.2 Post-16 provision</b> <b>6.3 Early Years provision</b>	<b>26-32</b> <b>32</b> <b>33</b>

<b>7.</b>	<b>Projections and Place Pressures by School Partnership (planning area)</b>	
	7.1 Alnwick Partnership	34-35
	7.2 Ashington Partnerships	36-37
	7.3 Berwick Partnership	38-39
	7.4 Bedlington Partnership	40-41
	7.5 Blyth Partnerships (including Bede)	42-43
	7.6 Coquet Partnership (Amble)	44-45
	7.7 Cramlington Partnership	46-47
	7.8 Haydon Bridge Partnership	48-49
	7.9 Hexham Partnership	50-52
	7.10 Morpeth Partnership	53-55
	7.11 Northumberland Church of England Partnership	56-57
	7.12 Ponteland Partnership	58-59
	7.13 Prudhoe Partnership	60-61
	7.14 Seaton Valley Partnership	62-63
<b>Appendices</b>		
	<b>Appendix 1 - Surplus Places in Northumberland by School Partnership</b>	<b>65-66</b>
	<b>Appendix 2 - Education Infrastructure Contribution Policy</b>	<b>66</b>

<b>Document Revision Information</b>			
<b>Version</b>	<b>Date</b>	<b>Author</b>	<b>Description</b>
V 2.0	September 2021	S Aviston	Plan 2021-24
V2.1	December 2022	S Aviston	Annual refresh

## **FOREWORD**

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

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

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

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



# 1. INTRODUCTION

## 1.1 Purpose of the School Organisation Plan

The Council's Corporate Plan for 2020/21 sets out one of its key Objectives as 'Learning; We Want you to achieve and realise your potential'. While this objective is applicable to all residents within the context of life-long learning, a key feature of this vision is the desire to ensure that all children and young people in Northumberland have the same opportunities as their peers to achieve and realise their potential.

This is the second iteration of the School Organisation Plan for Northumberland and covers the period 2021-2024 and like the previous version, it supports this vision by setting out how the council will fulfil its statutory duty to provide sufficient school places for all children and young people resident within the county.

Northumberland's mix of a large expanse of sparsely populated rural area and densely populated urban towns, particularly in the Southeast corner, continues to pose a challenge to finding a balance of sufficient and sustainable school places to serve the needs of these often very different types of communities. This plan provides an overview of the current and future pupil numbers in Northumberland which will assist the Council with planning the future provision of school places in the county. The plan will also be of assistance to schools and academies, parents and other stakeholders in helping them to understand how the availability of school places across the country is monitored, how the need for school places is identified and where necessary, how additional places are delivered and funded.

This School Organisation Plan contains the latest statistical information and data relating to pupils within specific school partnerships, as well as changes relating to school organisation in some areas and will be updated annually to reflect changes to data within the school year.

## 2. THE NORTHUMBERLAND CONTEXT

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

Responsibility for the School Organisation Plan lies with the School Organisation and Resources Team within Education and Skills Group, which in turn forms part of the Wellbeing and Community Health Service in Northumberland. The plan provides an analysis of the current capacity and numbers on roll in Northumberland schools and highlights any planned work to be undertaken to meet any identified need for additional places or to address surplus places. As such, the School Organisation Plan supports the Education and Skills Service in delivering the priorities set out in its Service Statement 2019/20 by:

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

The Education and Skills Service Priorities for 2021 are available to review [here](#)

### 2.2 Headline population data

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

However, the increase in population does not appear to be in younger age groups; the number of children and young people aged 0 to 15 living in Northumberland has been slowly but steadily declining for a significant number of years, with circa 57,500 in 2001, 55,000 in 2006 and 51,721 in 2021 (Census 2021). The birth rate in Northumberland has also declined slightly by about 0.1% overall between 2009 and 2020, with the County's General fertility rate (GFR) at 48.9 (per 1000 female population age 15-44) compared to 55.1 for England. However, there is variation at the school partnership level, which is addressed in Section 7, Projections and Place Pressures.

### 2.3 Schools and academies

As at September 2022, there were 167 schools, academies and free schools (not including independent schools) in Northumberland who currently educate 42,878 children and young people (January 2022 census - Nursery to Year 13); this is a fall of 2% from 44,984 recorded in October 2021 census, reported in the previous version of this document.

## Categories of Schools

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

## Academies / Free Schools

Northumberland currently has 55 academies; these schools receive their funding directly from the government, and not via the local authority. They are run by an academy trust which employs the staff. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups, and in Northumberland there are currently 14 sponsored academies, 32 converter academies, and 1 free school. We currently do not have any university technical colleges or studio schools.

## Maintained Schools

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

€ Community Schools

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

• Voluntary Controlled Schools

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

• Voluntary Aided Schools

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

• Foundation Schools

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

## Numbers and types of Northumberland Schools (not inc. independents)

Phase	Community	VA	VC	Foundation/ Trust	Academy / Free School	Total
First	22	12	4	1	14	53
Primary	33	11	4	2	25	75
Middle	6	0	0	1	7	14
Age 9-18	1	0	0	0	0	1
High	1	0	0	0	4	5
Secondary	1	0	0	1	7	9
Special	7	0	0	0	2	9
Pupil Referral Unit	1	0	0	0	0	1
<b>Total</b>	<b>72</b>	<b>23</b>	<b>8</b>	<b>5</b>	<b>59</b>	<b>167</b>

There are currently 59 academies including 1 free school in Northumberland. At least a further 2 schools are expected to join existing academy trusts in the county in 2023.

Schools closed in the last 5 years since 2017 are set out in the following table:

Schools closed	Year/Date of Closure	Reason for closure	Closure proposed by	Closure approved by
Seahouses Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
The Dukes Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
Lindisfarne Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
St Paul's RC VA Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	Governing Body	NCC
St Benedict's RCVA Middle School	August 2017	Reorganisation of Ashington RC schools to primary/secondary system	Governing Body	Schools Adjudicator
St Peter's Catholic Academy	August 2017	Reorganisation of Cramlington RC schools to primary/secondary system	Academy Trust	Secretary of State
Acklington CE First School	August 2018	Closure of school due to viability issues	Governing Body	NCC
St Mary's CE Middle School, Belford	August 2018	Closure of school due to viability issues	NCC	NCC
Netherton First School	August 2018	Closure of school due to viability issues	NCC	NCC
West Woodburn	August 2020	Closure of school due to	NCC	NCC

First School		viability issues		
--------------	--	------------------	--	--

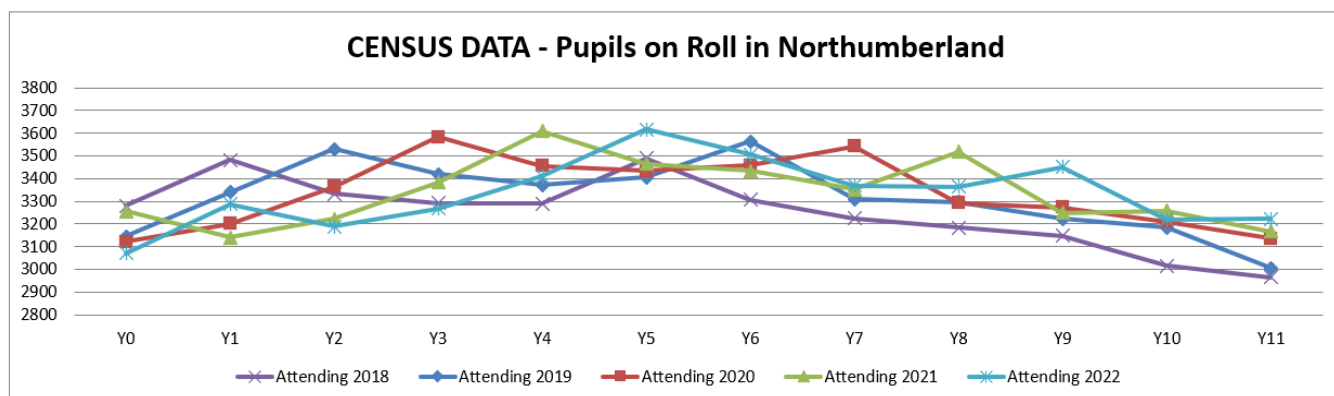
Current, future or proposed future changes to the organisation of schools in individual partnerships are set out in Section 2.

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

There were a total of 39,976 children and young people of statutory school age (Reception to Year 11) on roll in all types of schools (excluding Special and independents in Northumberland as at January 2022. This represents a fall of 2.5% compared to the previous year; while this level of fluctuation is not unusual over time, this is the lowest number of pupils on roll in these year groups in the past 5 years. However, this masks a considerable variation between school partnerships as some, mainly in the urban towns and villages in the South East have experienced growth in numbers due to increased birth rates and house building; there can also be considerable variation between individual schools within partnerships even in urban areas, for example when new housing is constructed or when estates mature and produce fewer children. Further information on pupil numbers and surplus places is provided in Section 4.2 and in the individual partnership sections of this document.

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

NORTHUMBERLAND	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
Attending 2018	3281	3481	3333	3292	3289	3490	3306	3226	3183	3147	3015	2966	39009
Attending 2019	3145	3341	3531	3419	3372	3404	3564	3310	3296	3222	3185	3006	39795
Attending 2020	3122	3202	3364	3582	3456	3433	3457	3541	3292	3274	3210	3137	40070
Attending 2021	3255	3141	3223	3384	3609	3466	3434	3352	3519	3250	3259	3167	40059
Attending 2022	3070	3288	3189	3269	3409	3616	3506	3369	3365	3452	3221	3222	39976



### 3. DUTY TO PROVIDE SCHOOL PLACES

#### 3.1 Local Authority duties and powers

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

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

#### 3.2 Challenges in delivering duties

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

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

#### 3.3 Impact of Northumberland and National policies on school place planning

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

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



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

## 4. SCHOOL PLACE PLANNING

### 4.1 Current methodology

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

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

The forecasts are further refined as pupils enter and move through the system by including a weighting (based on previous trends) at phase change points. For example, as a result of parental preference in some school partnerships additional children may historically enter schools at a particular phase in Year 5 including, while in other partnerships, there may be a trend for a proportion of children to leave the partnership at the end of a phase change to take up places at popular schools in other partnerships. Parental preference also impacts the movement of pupils in schools within their school partnerships and to other partnerships in the county. Another factor in relation to parental preference is the inward and outward flow of pupils into or from other neighbouring local authorities. The impact of housebuilding is also factored into the final pupil forecast, although only housing that has been approved or minder to be approved is included in the assessment (see para. 4.5 for further detail). The Council's calculation for pupil yield arising from housebuilding indicates there are just under 3 children generated per year group from every 100 houses built.

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

### 4.2 Managing Surplus Places



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

As at January 2022, there were **9,072** surplus places in schools and academies in Northumberland (Reception to Year 13 and not including special schools), which equates to **18%** surplus places overall. However, this figure masks the considerable variation in surplus places at school partnership level, which are reviewed in Section 7 of this report. Having surplus places within an individual school is itself not necessarily a negative situation, indeed it is preferable for schools to have a minimum of around 5% surplus places in order to facilitate an element of parental preference for school places and to enable the school to have some flexibility to offer places to children who may move into the catchment area outside of the normal entry point into the school.

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

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

1. At a strategic level in relation to the whole county, whereby oversight of the total number of surplus places is reviewed as part of this plan as an annual reference point to inform officers, interested parties, and the DfE;
2. At school partnership (planning area) level firstly when surplus places are reviewed annually as part this plan or secondly, reviewed as part of partnership-wide school

organisation project. This often leads to specific proposals for individual schools (see below).

3. At the individual school level when specific actions are proposed to address the impact of surplus places, such as outcomes of a partnership-wide school organisation review, or where the school's viability or its ability to carry out effective staff planning impacted by excessive surplus places, or where the number of places available at a school far exceeds the needs of its own community, which is impacting the viability of other schools and the environment by encouraging increased car journeys;

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

- Length of journeys to school for primary and secondary pupils to be no longer than DfE guidelines unless it is unavoidable due to specific local circumstances;
- Linked to above, decisions support schools remaining as close to pupils home communities as possible, particularly in relation to rural areas;
- Reducing impact on viability of other local schools;
- Reducing impact of car travel on the environment, specifically in relation to support of the Council's Climate Action Plan - 2021-23

At the partnership level, where pupil numbers within a whole partnership are falling year on year, there may be occasions when there is simply an over-provision of schools and the closure of one or more may be the best interests of the long-term sustainability of the whole partnership. Any proposals to remove surplus places through the closure of schools must be balanced with the desire to provide schools within reasonable distance of pupils, especially younger children. Proposals for school closures at the partnership level generally occur as a result of whole partnership educational organisation review. It should be noted that statutory legislation limits the power of local authorities to approve the closure of local authority-maintained schools only; local authorities do not have powers to close academies.

Outside of a whole partnership organisation review, will be an assessment of the impact of surplus places across whole school partnerships as part of this plan. This may lead to the reduction of the Planned Admission Number (PAN) of a particular school or schools within to a level that provides enough places to serve its local community, while offering a level of flexibility for parental preference that does not impact detrimentally on other schools. Any proposal by the Council to reduce the PAN of a school would be based on the forecast pupil numbers for that school and would be limited statutorily to community and voluntary controlled schools only and subject to necessary consultation as required by the Admissions Code 2021. While the reduction of a school's PAN would not actually remove any physical capacity from the school and therefore the 'surplus' would remain, the opportunity for schools to impact negatively on each other would be reduced and there would be considerable benefit to the environment through the reduced number of car journeys, thus supporting the Council's Climate Change Action Plan 2021-23. On the other hand, where a school has a PAN appropriate to its community but is not able to attract enough pupils to plan its staffing or

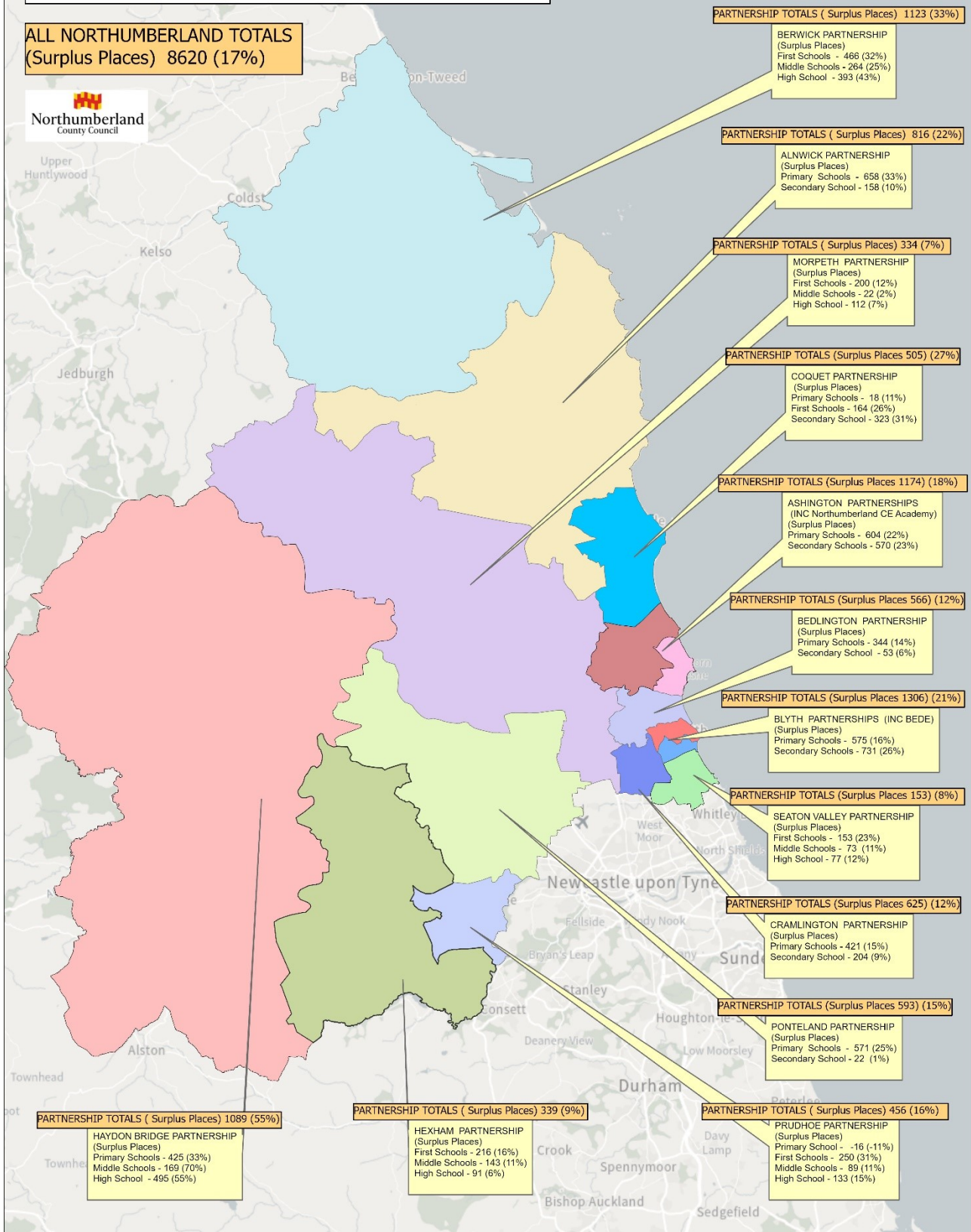
class organisation effectively due to parental preference, there may be a stronger rationale for that school to reduce its PAN, subject to their being no other negative impact such as an increase in car journeys.

Where the Council identifies that an academy or voluntary aided school has excessive surplus places to the point where it is negatively impacting on other local schools, officers will discuss the situation with our relevant partner Admissions Authorities to identify a solution. However, the Council has no powers to reduce (or increase) the PAN of academies, voluntary aided or foundation schools.

The impact of decisions made outside of the control of the Council have also had an impact on increasing the level of surplus places. For example, in the recent past, decisions taken by the School's Adjudicator and the Regional Schools Commissioner have led to an overprovision of places in certain school partnerships, which could impact on the viability of some schools. The number of surplus places by phase within each school partnerships is given at Appendix 1 attached to this report. Surplus places at partnership level are reviewed in Section 7. The following map identifies the level of surplus places in each school partnership as at January 2022.

# ALL NORTHUMBERLAND PARTNERSHIPS Surplus Places (Census Data as at January 2022)

**ALL NORTHUMBERLAND TOTALS  
(Surplus Places) 8620 (17%)**





### 4.3 School Admissions

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

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

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

The catchment area/Transport Eligibility Area of the high or secondary school in any partnership contains all the feeder schools' catchments within it and is referred to as the 'greater catchment area'. The Council's oversubscription criteria for community and voluntary schools after the allocation of places to pupils with an Education, Health and Care Plan and 'looked after' children are as follows:

1. Children living within the catchment area of the school.
2. Children with an exceptional social or medical reason that means that they can only attend that specific school.
3. Children resident in the greater catchment area of the school partnership who have siblings already in the school and who are expected to be on roll at the school at the

time of admission who live within the greater catchment area of the school partnership.

4. Children resident in the greater catchment area of the school partnership who are expected to be on the roll at the school at the time of admission.
5. Children who have a sibling who already attends the school and who is expected to be on roll at the school at the time of admission.
6. Children on whose behalf preferences are expressed on grounds other than those outlined above.

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

Northumberland County Council has a very high success rate in meeting parental preference in relation to first choice of Reception places in first or primary schools and middle, high and secondary schools. For places allocated in September 2022, the percentage of first preference places met was as follows:

- **Reception First preferences allocated = 97.3%**
- **Secondary/Middle/High First preferences allocated = 97.2%**

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

#### 4.4 Home to School Transport

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

In 2021/22, the Council spent almost £9m on statutory mainstream home to school transport for students in Reception to Year 11, with just over £1.5m being spent on mainstream post-16 home to school transport. In relation to students with special educational needs, in 2021/22 the Council spent just over £6m on statutory mainstream home to school transport for students in Reception to Year 11, and £1.7m on post-16 transport.

## 4.5 House Building

The provision of quality education is at the heart of sustainable communities and therefore is a fundamental consideration of all new housing developments. Where a new housing development is forecast to create a demand for school places in excess of those available in the catchment area of the development, the local authority will seek an education contribution from developers that reflects the likely costs of the additional places required. While contributions towards educational infrastructure had been received from developers in relation to large developments in the past, in 2017 the Council implemented an Education Infrastructure Policy to provide structure and consistency in relation to housing impact assessments. At the time of writing £17.3m of contributions set out within S106 agreements have been agreed by developers to support educational infrastructure, although the spending of this contribution is time-limited usually to 5 or 10 years from the building of the last house depending on the terms of individual agreements. The principles of the Council's Education Infrastructure Policy are included within the Northumberland Local Plan and can be reviewed by following this link [Northumberland County Council - Northumberland Local Plan](#).

In August 2020, the Government initiated a consultation 'Planning for the Future' with a view to bringing in reforms of the planning system to streamline and modernise the planning process, bring a new focus to design and sustainability, improve the system of developer contributions to infrastructure, and ensure more land is available for development where it is needed. The outcome of this consultation has not yet been published but the paper set out a proposal to revise the process by which developer contributions are secured and suggests that this process is incorporated within the overall Council Local Plan. The outcomes of this consultation and the consequent implementation of changes are still awaited.

Currently, the Council's secures educational infrastructure contributions via Section 106 of the Town and Country Planning Act 1990 and is consistent with Northumberland County Council's obligation to ensure that every child living in the county is able to access a mainstream school place if they want one. It is accepted that there are limitations on the use of planning obligations, and these may only be used where the obligation is:

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

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

- The size of the development;
- Current and forecast school numbers;
- Likely pupil yield at primary and secondary level, as well as yield of pupils with Special Educational needs who may need a place at a Special School;
- The need to manage capacity and retain some flexibility in the system;

- Local and national information in relation to cost factors for the respective type of pupil places;
- Outstanding developments in the partnership area for which planning permission has already been granted.

The impact of each proposed planning application on local schools is assessed individually and the existence of surplus places in other schools in the relevant school partnership does not preclude the possibility of a request for a contribution towards educational infrastructure where the Council believes data warrants it. Likewise, the impact of housing development in neighbouring partnerships to that where a planning application is put forward will also be taken into account when predicting pupil flows; this could mean that while surplus capacity may currently exist in a school, the impact of the planning application development combined with housing development in surrounding areas could mean that additional capacity would be required at local schools within the timeframe of the build-out period and therefore developers should be requested to contribute to the costs of providing additional places or educational infrastructure. Northumberland's 'Five Year Housing Land Supply of Deliverable Sites' is used as part of the analysis of the impact of planning applications to provide a strategic view of the likely impact; this is in line with DfE requirements and recommendations.

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

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

<b>Partnership</b>	<b>No. Dwellings planned for construction 21/22-2025/26</b>
Alnwick	777
Ashington	459
Bedlington	271
Berwick	679
Blyth and Bede combined	551
Cramlington	1,077
Coquet (Amble)	674
Haydon Bridge	105
Hexham	395
Morpeth	1,405
NCEA (Hirst, Newbiggin, Lynemouth)	437
Ponteland	241
Prudhoe	279
Seaton Valley	193



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

#### 4.6 Inter-partnership and inter-authority movement of pupils

There has been a historical movement of pupils into and out of certain school partnerships, usually at phase changes, which is factored into pupil forecasting as stated in 4.1. Some of the inward flow into certain partnerships includes pupils from neighbouring local authorities' areas e.g. Durham and Newcastle, particularly into Hexham and Ponteland Partnerships respectively. As stated in section 2.4, the DfE have published data for 2021/22 on cross-border flows and this indicates 7% of pupils on roll in schools from Reception to Year 11 live in neighbouring authorities, mainly Newcastle, North Tyneside and Durham; this matches the Council's own previous data on this measure.

Although the law places a statutory duty on local authorities to provide places for children resident within their own boundary, some schools in Northumberland benefit greatly from the inward flow of out of county pupils, and indeed would not be educationally or financially viable did this not occur. Data for 2020/21 indicates that Ponteland Partnership continues to have the largest inward migration of pupils; with 637 (36% of total on roll) out of county students attending primary schools in the partnership, and 554 (43% of total on roll not including 6<sup>th</sup> form) out of county students attending Ponteland High School. The majority of these students live in Newcastle.

While this movement of pupils in and out of partnerships is generally consistent over time and therefore predictable, certain events such as a school reorganisation can trigger 'new' outward and inward flows that must be monitored in order to analyse the impact on the affected schools, such as adjustments to forecasting weightings and, if necessary, consider the need for additional places. Therefore, events such as the now-approved reorganisation of the Coquet Partnership in September 2024 onwards and the proposed changes to school structures in the Berwick Partnership (should any be approved) may impact the inward and/or outward flow of pupils in those areas.

## 5. CAPITAL DEVELOPMENT

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

### 5.1 Principles

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

### 5.2 Funding

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

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

### 5.3 Methods

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

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

#### 5.4 Working with Partners

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

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

#### 5.6 Capital Projects completed

Capital projects completed in the timeframe within last 18 month period include the following:

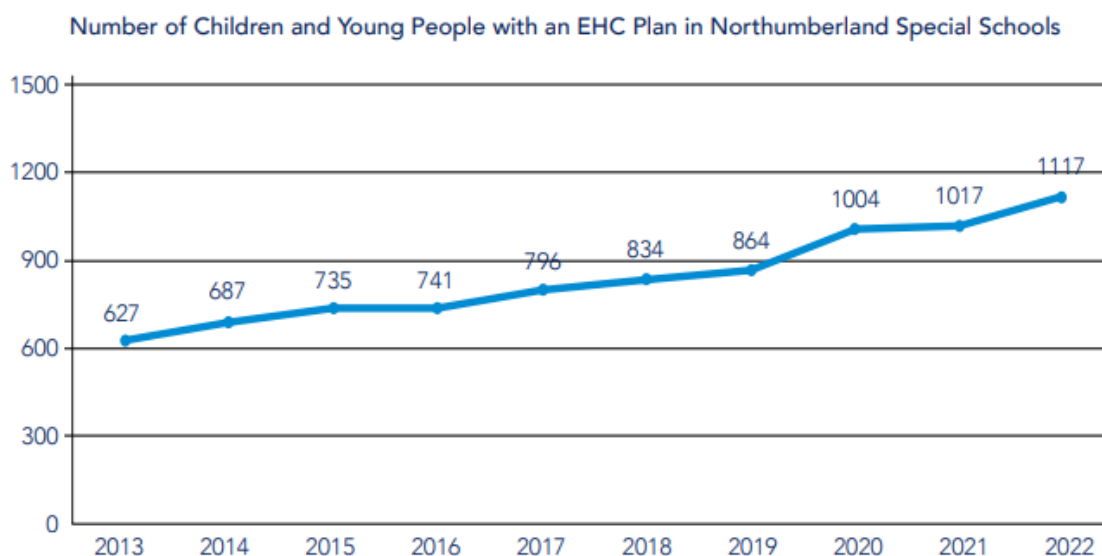
- Ponteland scheme - Successfully handed over Ponteland Schools and Leisure scheme.
- Hadrian Learning Trust buildings project completed
- 28 projects completed under the SCIP scheme, across the county, totaling approximately £3m.
- Seaton Valley Outline Business Case delivered and project now in Planning phase Programme for delivery of Mobile Classroom provision in roll-out stage.
- Relocation and expansion of Atkinson House from Seghill to Emily Wilding Davison in Ponteland
- Complex Coquet Partnership project underway
- Bedlington Station Early Years project well underway and due to be completed by January 2023
- Projects underway at KEVI, Cleaswell Hill, PRU and mobile classroom replacements

## 6. NON-MAINSTREAM PROVISION

### 6.1 Special Educational Needs

#### Overview

In Northumberland, the number of children and young people who have been diagnosed as having Autism, Social Emotional and Mental Health needs has been increasing, with Significant additional capacity in the county's 9 special schools being required year on year for the past 10 years, as demonstrated in the graph and table below:



School	Special School Numbers									
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Atkinson House	59	50	54	58	64	71	78	72	75	75
Barndale House	35	37	40	36	38	40	37	46	48	59
Cleaswell Hill	125	148	154	161	173	175	181	187	188	194
Collingwood School and Media Arts College	104	127	142	136	136	145	144	197	201	232
Cramlington Hillcrest	45	56	58	61	72	81	88	99	100	109
Hexham Priory	60	65	76	77	88	96	99	113	113	120
NCEA Castle							102	99	99	111
NCEA Unit	98	98	98	98	98	98				
The Dales	68	72	77	76	88	89	98			
The Dales (including Ashdale)								144	148	169
The Grove	33	34	36	38	39	39	37	47	45	48
<b>Grand Total</b>	<b>627</b>	<b>687</b>	<b>735</b>	<b>741</b>	<b>796</b>	<b>834</b>	<b>864</b>	<b>1004</b>	<b>1017</b>	<b>1117</b>

This steady upward trend in demand for special school places equates to an average increase over this period to date of 7% each year (actual variation from year to year has been between 1% and 16%). Overall, there are 78% more children and young people with an

EHCP in Northumberland in 2022 than there were in 2013. Contributing to this is the continuing increasing demand from parents for their children to be educated within special school provision both in and out of the county.

This steady upward trend is also seen in the number of SEND commissioned places in the independent sector which has also seen an increase of 93 places since 2017 (see the following table).

*Independent and non-maintained SEND settings showing number of Northumberland-resident students on roll*

School	2017	2018	2019	2020	2021	2022
Appletree School	1	2	2	2	1	0
Azure Charitable Enterprises	0	2	3	2	2	2
Buzz School and College	0	6	20	22	25	43
Dilston College	12	6	1	1	1	0
GUST	13	28	28	26	28	29
Howard House	1	1	0	3	5	3
High Peak	0	1	1	1	1	1
ID Academy	0	0	0	3	3	5
Kirby Moor School	6	4	6	8	9	11
Nisai Virtual Academy Ltd	1	1	2	5	3	3
North East Autism Society - Thornhill Park	1	3	2	2	2	2
North East Centre for Autism - Aycliffe	2	2	1	1	1	1
Northern Counties School	18	25	23	22	21	20
Nunykirk School	10	27	45	41	46	35
Parkside House School	11	11	17	19	14	15
Peartree Project	1	1	1	1	4	4
Percy Hedley College	5	3	7	9	6	7
Percy Hedley School	27	21	23	20	17	13
Priory Fieldfare	0	0	0	1	1	0
Rosewood Independant School	0	0	0	0	13	18
Spark of Genius - Caledonian School	0	0	0	0	1	1
Spark of Genius - Harbour Point School	2	2	3	2	3	0
Talbot House School Newcastle	10	6	15	11	7	5
<b>TOTAL</b>	<b>121</b>	<b>152</b>	<b>200</b>	<b>202</b>	<b>214</b>	<b>218</b>

*Note - Nunykirk School closed on 31 August 2022*

It is also widely acknowledged nationally that there are significant financial pressures on mainstream schools in supporting SEND provision, not least due to school budget pressures and expectations on schools to fund the first £6k of support for each SEND learner with an EHCP. In particular, there has been a significant increase in the number

of children and young people who have been identified with a primary special need of autism (ASD) and/or social emotional and mental health (SEMH) needs. Northumberland has been successful in bidding for a special free school, the Gilbert Ward Academy, for secondary age young people who have autism and social, emotional and mental health needs which is planned to open in Autumn 2023. Looking at more recent data, as at the January 2022 SEN Census, 2,650 children and young people had EHCP plans; this is an increase of 58% since 2017.

To address the need to increase specialist provision capacity within Northumberland in a managed way, a five-year programme of proposed projects has been set out in the Northumberland [SEND Capacity and Place Planning Strategy](#). This strategy will endeavour to ensure that the right type of specialist provision places are created in the right areas of the county, at the right time. The strategy sets out the methodology for forecasting SEND places and provides a forecast for each school partnership over the next 5 years. The strategy also sets out high-level ideas and proposals for meeting the need for additional capacity and the accompanying timetable for consultation in school partnership areas. Work in relation to the strategy has already begun, with the creation of a satellite site of Barndale House Special School being approved to go ahead in Amble with effect from September 2024 - the 50-place provision created would be for students with primary needs in SEMH, ASD, MLD and SLCN.

The proposed increase in specialist provision will of course require capital funding and indications on the potential cost of this provision and the funding streams are also set out in the strategy. As for this School Organisation Plan, the SEND Capacity and Place Planning Strategy will be updated annually to reflect changing needs or alternative proposals.

## 6.2 Post-16 provision

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

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

In Northumberland, all high and secondary schools and academies have sixth form provision. The Council also seeks to support this duty by providing improved accommodation for sixth form students in high and secondary schools e.g. the new building for Ponteland High School



includes state of the art accommodation for sixth form. Furthermore, the Council approved a new Post-16 Transport Policy implemented for 2018/19 which provides free transport to eligible students to enable them to access the closest relevant learning to their home address, although this of course has an ongoing impact on the Council's Home to School Transport budget.

### 6.3 Early Years provision

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

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

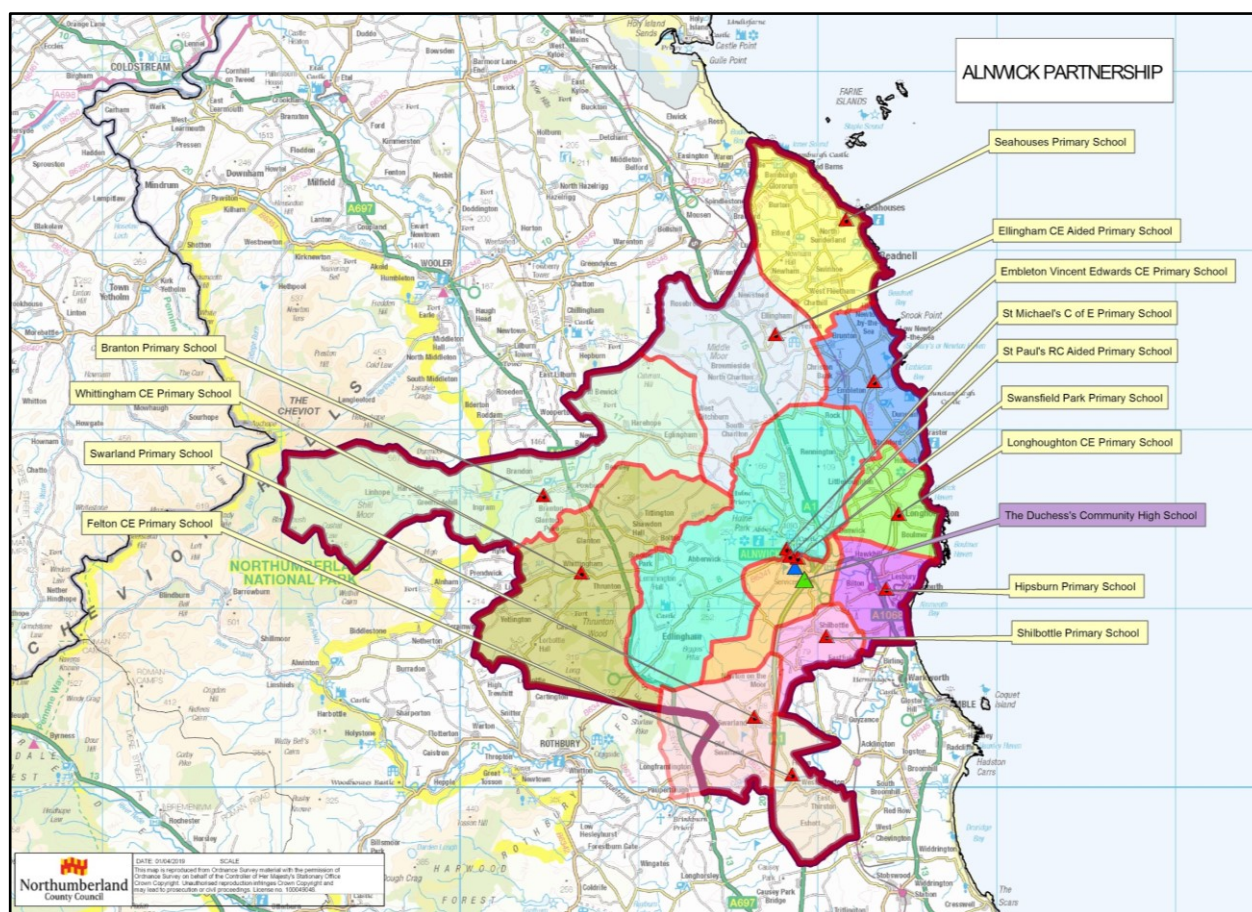
Early years education and care is delivered by 377 settings in Northumberland is delivered via:

- 174 Childminders (of which 132 deliver EYFS)
  - 95 groups offer Full and sessional Day Care, including 8 which offer out of school clubs (funded education)
  - 93 schools offer wrap around care
  - 16 Children's Centres
  - 52 Home Carers
  - 2 Creche

Of the above, 227 PVI's deliver the EYFS via funded entitlement, and 108 schools also deliver the EYFS.

## 7. SCHOOL PARTNERSHIPS (PLANNING AREAS)

### 7.1 Alnwick Partnership



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

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



The majority of pupils who live in the Alnwick Partnership attend schools within the partnership, although significant numbers do not attend their own catchment school. Overall, the number of pupils being born in the Alnwick Partnership has been declining slowly over a number of years, although there are indications that decline could be beginning to plateau. There is some housebuilding in Alnwick over the next 5 years which will yield around 3 of 4 pupils in each year group in each of these years. Alnwick Partnership does benefit from cross-border flows of pupils into school both at primary with 9% of pupils crossing from neighbouring partnerships but even more at secondary phase where the percentage rises to 26%. As a result, the overall level of surplus places in Alnwick Partnership is 21%. While there is some housebuilding planned to be constructed in the greater Alnwick catchment over the next five years, its impact will be limited to a small number of schools and is only likely to reduce the impact of surplus places rather than require additional places to be created.

The majority of pupils crossing partnerships into Alnwick reside in Berwick and Coquet Partnership. Surplus capacity within the partnership has been impacting on schools in the primary phase initially, with some individual schools being impacted more than others. Therefore, in order to assist schools with managing their staffing plans and organisation of classes going forward, consultation on the reduction of PANs in a small number of schools is being undertaken as part of the current annual consultation on admissions arrangements for September 2024; these proposed reductions would be to relevant approval by the Council's Cabinet.

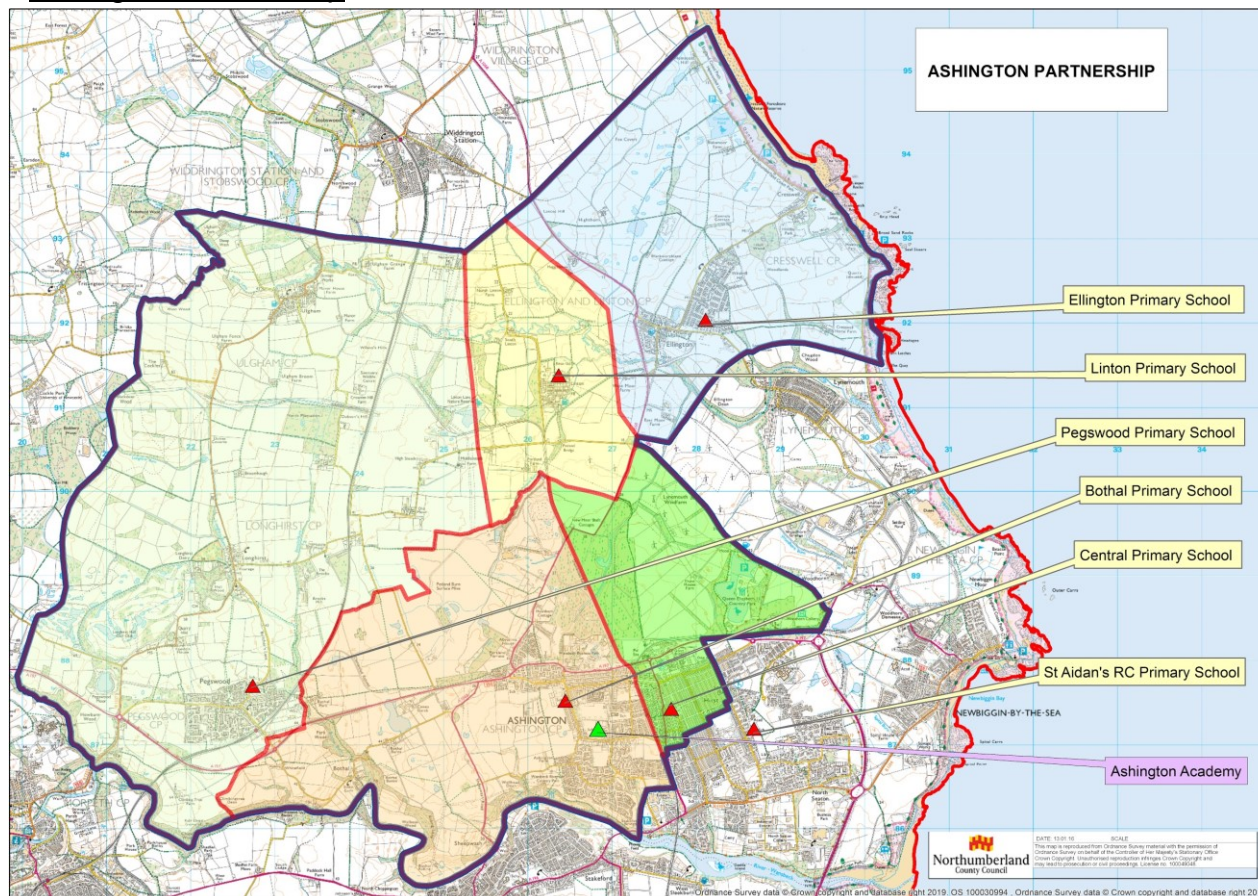
The Duchess High School continues to retain around 85% of the students living in its catchment area, and around 24% of students on roll live in neighbouring partnerships; less than 1% of students on roll live out of county. However, even if all of the secondary age students residing in The Duchess's catchment area attended the school, there would still be surplus places (even allowing for the planned housebuilding) and this enables significant in-flow from other neighbouring partnerships, mainly Berwick and Coquet. As a result, consultation on a reduction of The Duchess's PAN for intakes in September 2024 is currently taking place, again subject to approval by the Council's Cabinet.

The pupil forecast table below demonstrates that the primary phase will continue to have surplus places for the foreseeable future. As stated, there are sufficient places in the secondary phase at The Duchess for in-catchment children, as the forecast below includes 'out-of-catchment' children who would not necessarily be offered a place once the school reaches its PAN. Furthermore, consultation is currently taking place on proposals to change the organisation of schools in the Berwick Partnership (see para. 7.3) which could result in the expansion of the Alnwick Partnership greater catchment area.

Final Forecasts														NOR	
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2022	166	210	190	168	222	193	205	216	250	260	240	261	129	137	2847
2023	175	165	211	191	171	211	194	238	222	267	260	239	151	112	2808
2024	173	177	170	217	198	166	216	229	249	241	270	263	139	132	2838
2025	157	178	184	177	226	194	172	255	241	270	245	274	151	121	2843
2026	162	159	178	185	179	213	193	197	261	255	269	243	155	131	2779
2027	167	164	156	176	184	166	211	220	199	275	252	265	138	134	2708
2028	165	167	163	156	177	173	164	243	225	211	274	250	152	120	2638
2029	162	164	165	162	156	166	171	190	249	239	209	272	144	132	2579
2030	160	160	164	161	164	147	166	199	195	265	239	209	158	125	2512
PAN TOTALS	287	287	287	292	292	292	292	250	250	250	250	250	250	150	3,679

Key: PAN - Planned Admission Number

## 7.2 Ashington Partnership



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

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

GP birth data for Ashington continues to indicate a slightly downward trend in numbers of children being born in the greater catchment area, although some schools have a more significant trend downwards than others. 34% of pupils who attend schools in the primary phase in Ashington reside in neighbouring partnerships, mainly the NCEA partnership, which given its proximity to Ashington is not surprising.

Some primary schools in the Ashington Partnership have suffered from drift at the end of Year 4 .e.g Pegswood Primary, as many parents choose to send their children to popular schools in the Morpeth Partnership, where the number of school places is in excess of the current local population. The significant level of house building planned for Morpeth town over the coming period begins to impact on surplus places in schools is expected to result in fewer places being available for children outside of the Morpeth Partnership and Ashington

schools will retain more of their catchment children. As a result of the difficulty in being able to effectively manage staffing plans and class organisation due to uncertainty around pupil numbers, Pegswood Primary was approved to reduce its PAN from 40 to 30 with effect from September 2023.

Ashington Academy is beginning to attract more catchment pupils and given the larger cohorts of pupils living in the catchment who will be entering secondary phase in the near future, this is a potential concern with regard to the number of places the academy is offering at entry, which is now below its actual capacity of 210.

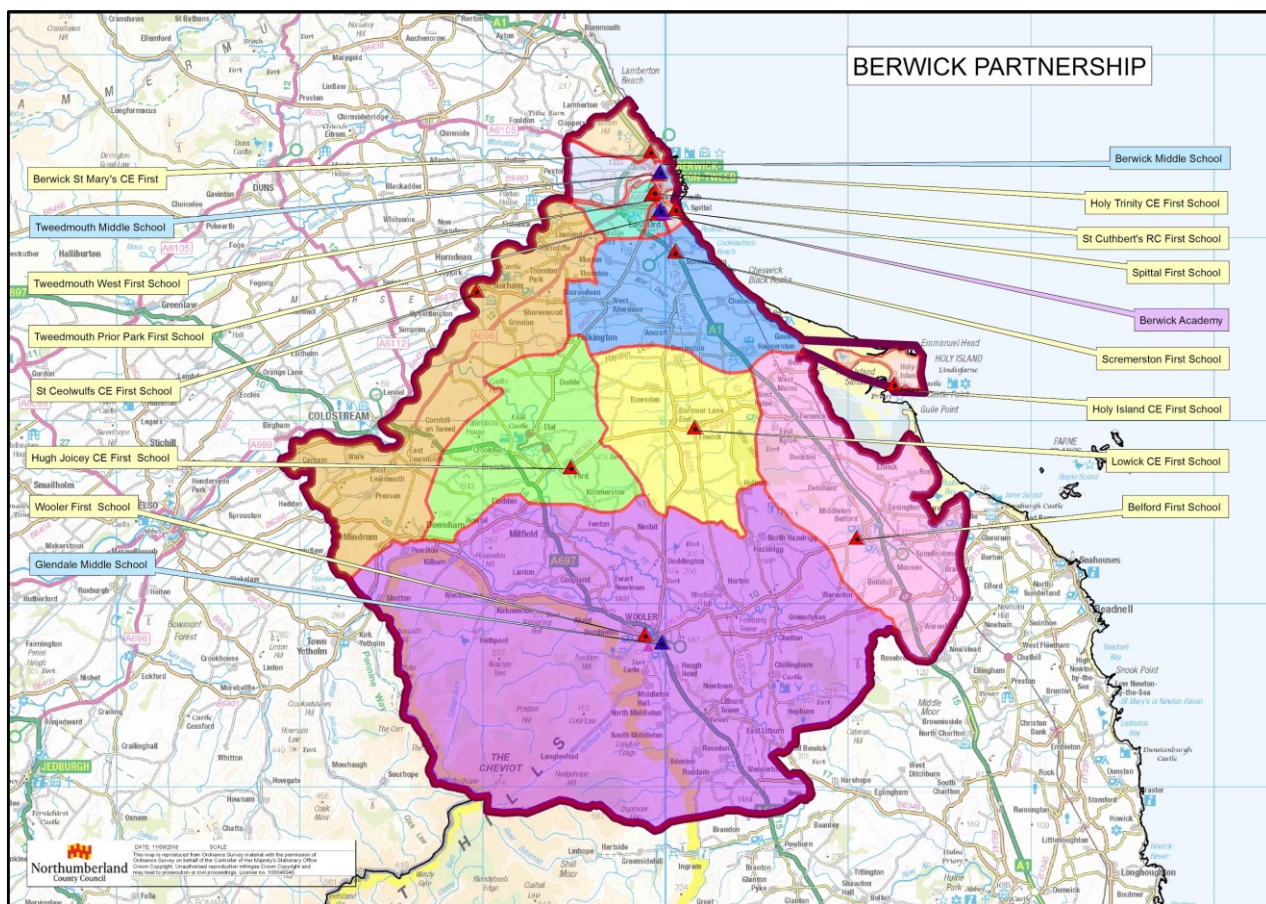
Overall, the number of surplus places in Ashington Partnership match the County figure of 18%.

Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS	
Actual Jan 2022	242	241	248	248	274	273	267	184	172	196	165	170	53	37	2770	
2023	257	243	240	245	249	268	275	198	178	162	187	158	53	41	2753	
2024	231	260	244	240	248	246	273	207	195	171	157	182	50	41	2745	
2025	206	234	261	243	242	245	250	205	203	186	165	152	56	38	2685	
2026	202	208	231	256	242	235	245	185	198	190	176	157	46	43	2615	
2027	228	204	207	228	257	237	237	183	179	186	181	168	48	35	2577	
2028	224	230	203	204	228	250	238	176	177	169	177	173	52	37	2537	
2029	218	226	228	200	204	222	252	177	171	166	160	169	53	40	2487	
2030	215	220	225	225	201	199	224	188	172	161	158	154	52	41	2434	
PAN TOTALS	318	308	308	308	308	308	308	180	210	210	210	210	150	150	3,486	

Key: PAN - Planned Admission Number



## 7.3 Berwick Partnership



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

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

Birth data for the partnership indicates a fall in pupil numbers for the foreseeable future. There is almost no inward flow of pupils into Berwick, with only just over 1% coming into the partnership; these pupils come mostly from out of county.

First schools are generally popular with pupils within their own catchment, but as the schools do not benefit from inward flows of pupils, levels of surplus places in this phase are high at 32%. Significant numbers of pupils in the partnership also leave the middle schools in the partnership to join schools in neighbouring partnerships to the south of the catchment and to join the Eyemouth High School in Scotland, which has recently had a new building. Consequently, there are 25% surplus places in the middle schools.

Berwick Academy continues to try to recover from the Requires Improvement as judged by Ofsted in January 2016, although the number on roll has risen since the previous version of this document. The independent school Longridge Towers is also located in the Berwick greater catchment and the Council has historically arranged for children resident on Holy Island to be educated there from middle school age, which means they do not go on to join Berwick Academy in Year 9. Berwick Academy currently has 43% surplus places, a slight reduction since the last version of this document, while the partnership as a whole has 33% surplus places. This is reflected in the pupil forecast below.

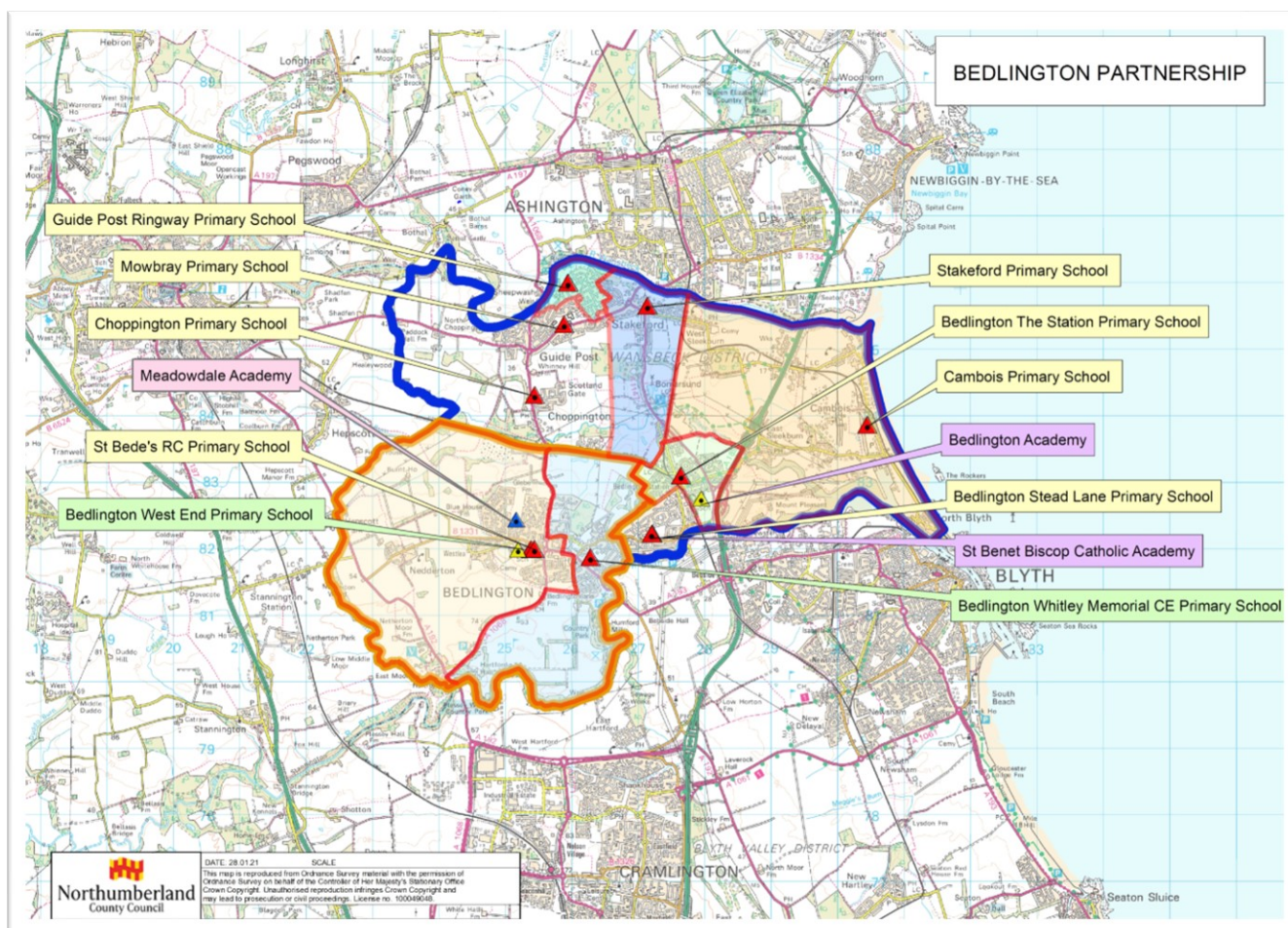
Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2022	182	205	183	188	220	230	228	194	170	166	145	120	51	41	2323
2023	166	183	206	182	186	212	228	198	182	145	163	137	50	37	2275
2024	167	170	188	208	183	183	213	201	189	158	145	157	57	37	2255
2025	167	173	176	191	211	181	185	190	193	166	159	142	64	42	2239
2026	149	172	175	175	190	204	180	162	178	166	163	152	56	47	2168
2027	166	152	170	171	171	181	199	155	150	151	160	152	60	41	2080
2028	162	169	151	167	168	163	177	172	143	127	146	150	61	44	2000
2029	161	165	170	149	165	161	161	153	161	122	124	138	61	45	1936
2030	160	164	166	168	148	159	159	140	144	137	120	118	56	45	1884
PAN TOTALS	293	293	293	293	293	301	301	271	271	225	225	225	150	150	3,584

Key: PAN - Planned Admission Number

As a result of the £39.9 capital funding for Berwick school buildings identified within the within the medium-term capital plan, consultation on structures of school organisation is currently underway in the partnership in order to ensure that this funding is invested in a viable and sustainable school system, including addressing the fall in pupil numbers. A final decision on school structures is expected in Summer or early Autumn 2023.



## 7.4 Bedlington Partnership



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

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

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

small number from further afield), with the remainder of the pupils residing in the Bedlington area. Experience of other reorganisations in the county indicate that it will take 2 or 3 years for the new arrangements to become embedded in Bedlington.

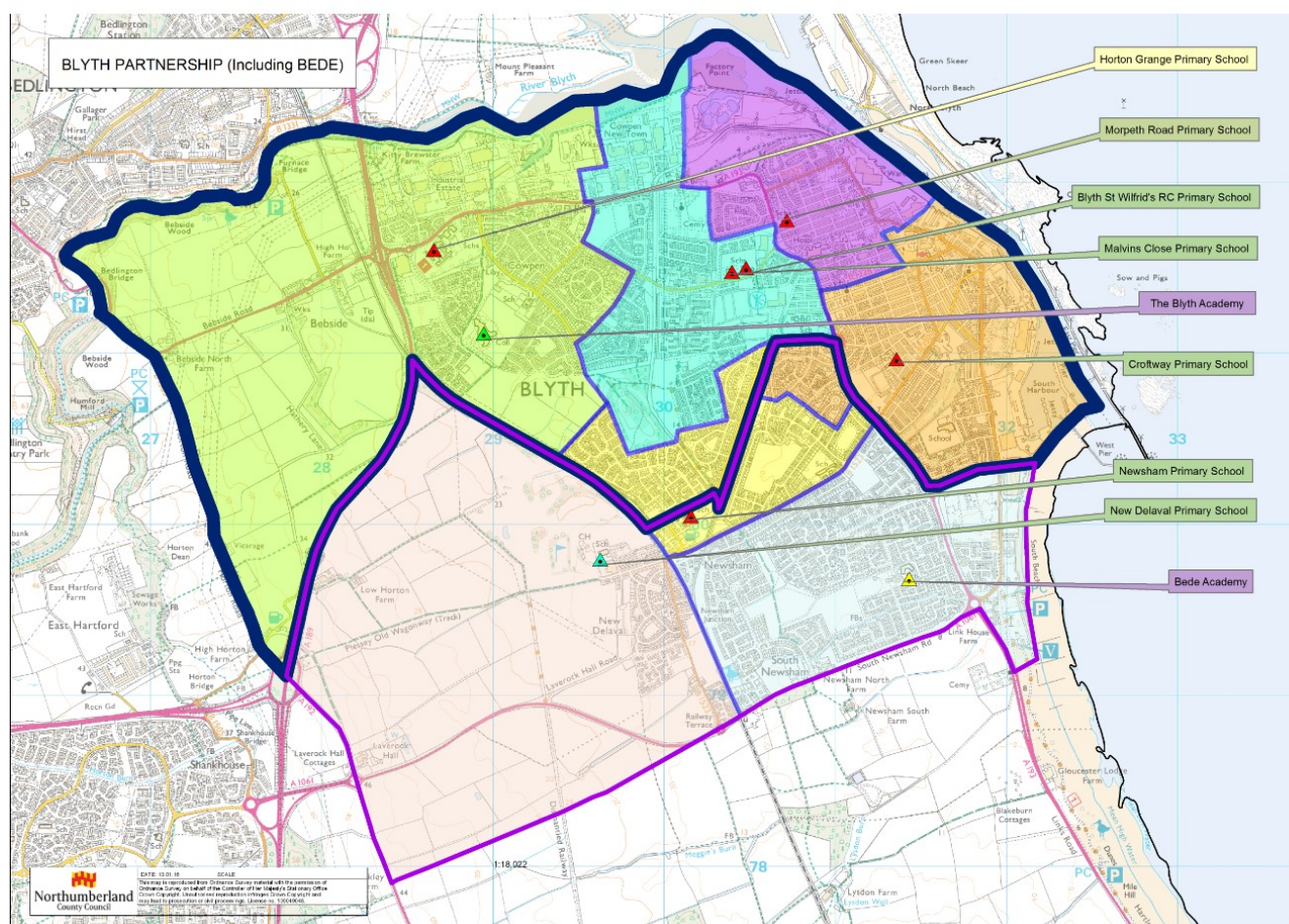
The birth rate in Bedlington has been falling for a number of years and the current surplus places of 22% are predicted to increase in the short-term. While there is very little approved housing development in the town over the next five years, there is more planned in the longer term which at least may be able to reduce the continuing fall in numbers, although there may be localised impact on some primary schools. As in all other cases, surplus places at the partnership level would not preclude requests for education infrastructure contributions from developers, should local impact on schools be identified.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2022	262	269	278	298	305	327	289	375	365	341	349	339	99	89	3985
2023	265	262	275	280	303	306	330	363	375	358	329	338	104	84	3974
2024	251	267	270	278	286	306	310	416	365	370	347	321	103	88	3978
2025	250	253	275	273	284	288	310	391	418	359	359	338	98	88	3984
2026	241	252	259	276	277	286	291	388	391	410	347	348	103	83	3953
2027	255	243	258	261	281	279	288	364	389	384	396	337	106	87	3927
2028	253	256	249	260	265	282	281	361	365	381	371	384	102	90	3900
2029	250	255	262	250	264	266	284	352	361	358	369	360	117	87	3836
2030	250	252	261	264	254	265	268	356	353	355	346	358	109	99	3790
PAN TOTALS	300	467	467	467	467	353	353	458	488	360	360	360	360	360	5,620

Key: PAN - Planned Admission Number



## 7.5 Blyth Partnerships (including Bede)



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

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

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

St Wilfrid's Catholic Primary became part of the Bishop Bewick Catholic Education Trust in December 2020.

Increasing birth rates and the impact of some inward flow appear to have peaked and there has been a slight reduction in births overall within the partnership increased in recent years, but now appear to be steadying, although this masks some variation across individual school catchment areas. There is additional housebuilding in the Blyth and Bede Partnerships over the coming five years, but given the number of places now available in the partnership, it is envisaged that this will be sufficient to cater from demand from any additional pupils generated from new housing.

Overall, there now appear to be sufficient pupil places at primary level for local children with the majority of Blyth pupils staying in the town for their education. While there is some movement of pupils between catchment areas at primary phase in Blyth, there is a relatively low level of inward flow, with less than 1% coming into Blyth schools out of catchment at primary level and 5% coming into the secondary academies.

Based on January 2022 data, Blyth Academy continues to attract around 46% of students in its catchment area. Although not deemed necessary to accommodate local children in Blyth, Bede Academy increased its planned admission number into Year 7 from 105 to 134 (not including 90 pupils transferring from the primary element of the academy) from September 2019.

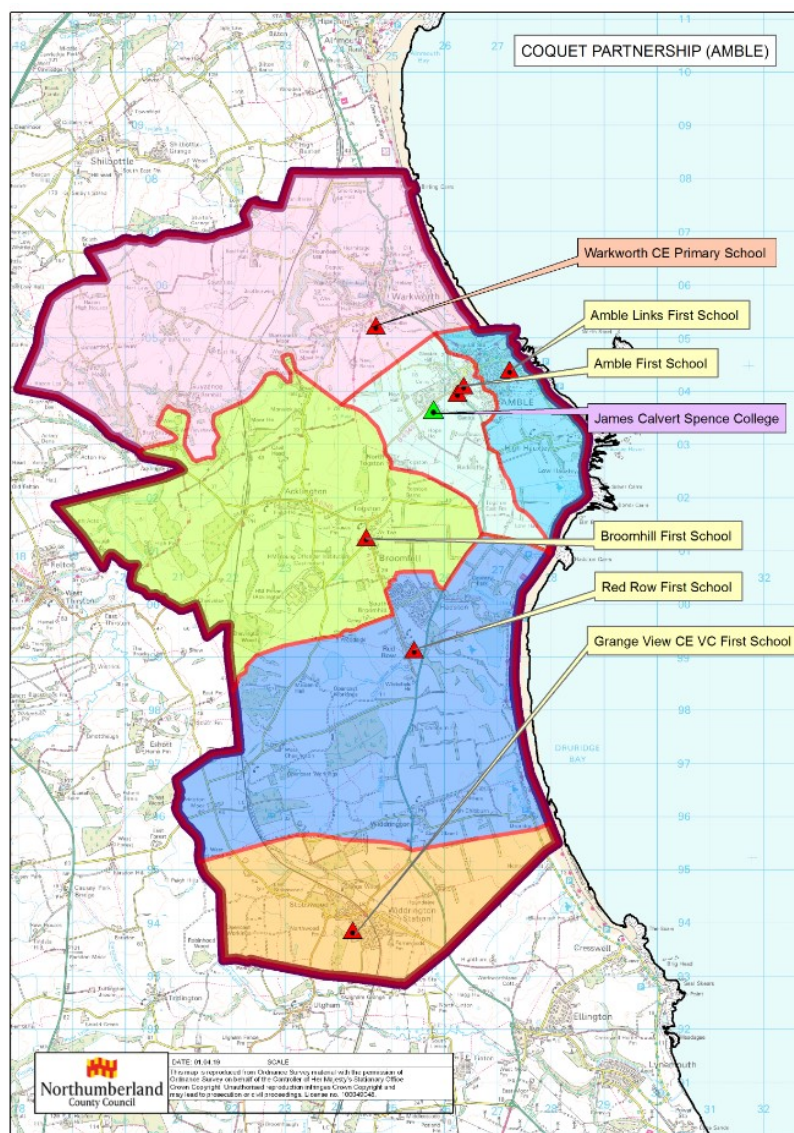
Given the retention of pupils at primary phase and at Bede Academy, the level of surplus places in Blyth is slightly above the county average at 21%.

Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS	
Actual Jan 2022	399	422	434	426	431	453	430	383	376	401	345	350	104	95	5049	
2023	446	401	414	435	422	425	446	387	386	369	397	342	112	93	5075	
2024	397	453	398	420	436	421	423	406	394	383	370	398	109	100	5109	
2025	383	400	446	401	418	432	417	383	410	389	381	369	126	97	5052	
2026	368	385	389	444	394	409	422	371	382	400	381	374	116	112	4946	
2027	398	371	377	389	439	387	402	378	373	374	395	377	119	103	4882	
2028	398	400	364	378	386	433	382	362	381	367	371	392	120	106	4839	
2029	388	400	394	365	375	381	427	344	364	375	363	368	125	107	4775	
2030	387	390	393	395	362	370	375	384	346	358	371	360	117	111	4720	
PAN TOTALS	510	465	465	465	465	465	465	464	345	345	345	345	300	275	5,719	

Key: PAN - Planned Admission Number



## 7.6 Coquet Partnership (Amble)



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

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

Following extensive consultation, in November 2022 the Council approved the reorganisation of the Coquet Partnership to a 2-tier (primary/secondary) structure of schools; the first phase of implementation will begin in September 2024 when first schools become primary and retain their Year 4's as they become Year 5, while in September 2025 they will retain their Year 5's as they become Year 6. In September 2025, James Calvert Spence College (JCSC) will also reduce its age range to 11 to 18 and will take students into Year 7 only from that

point. This also includes circa £33.5m investment to improve JCSC buildings and support the reorganisation to primary/secondary.

Birth data for Coquet Partnership is relatively steady, although this masks some variation in capacity at the individual school level, e.g at the first and primary phase, some schools are more popular and attract pupils from other catchments. Most pupils at first school phase attend school in the Coquet catchment, whereas only 66% of secondary age pupils attend James Calvert Spence College (JCSC), with other pupils attending neighbouring partnership schools, mainly The Duchess High School in Alnwick.

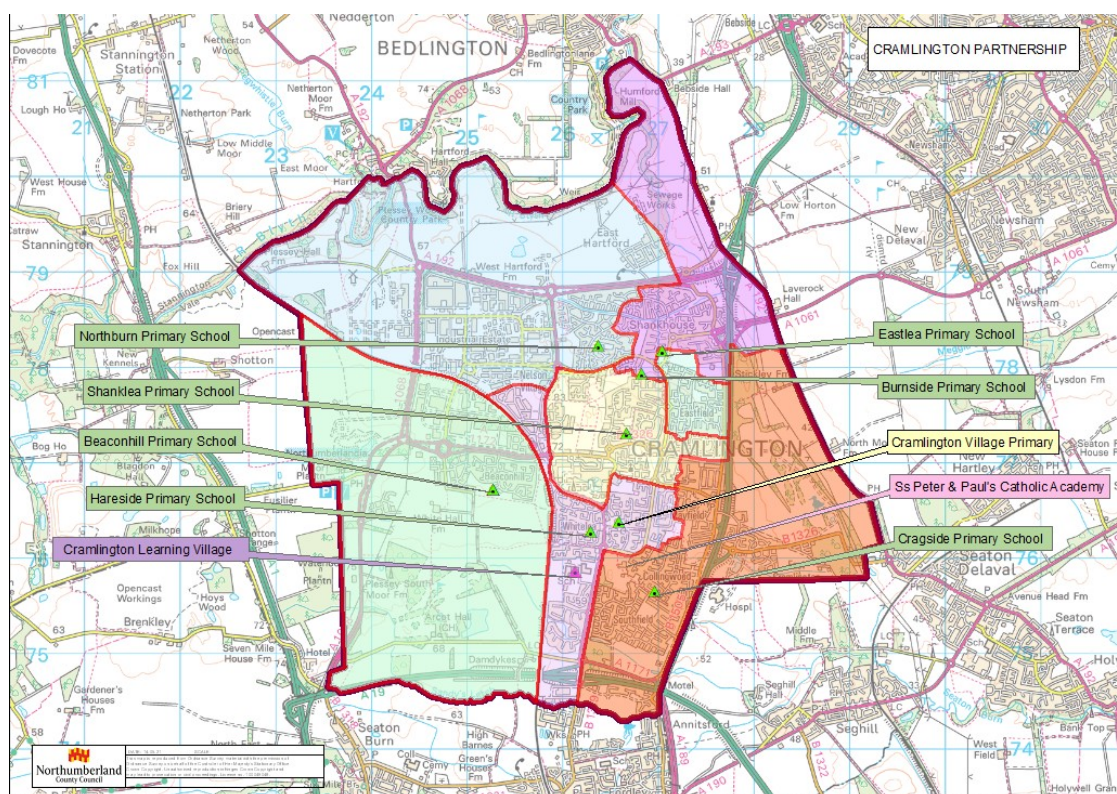
There is also very little inward flow of pupils into the Coquet partnership, with only 2% of pupils at first school and secondary phase residing in other partnerships. There is some housebuilding planned within the partnership locally over this forecast period which will impact on a small number of schools, but due to parental preference there is sufficient capacity for pupils within their own catchment schools for the foreseeable future. As a result of relatively high surplus places at JCSC, overall surplus places in the partnership are at 27%, but it is envisaged that this figure will reduce as a result of additional students being retained within the partnership following reorganisation.

Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS	
Actual Jan 2022	126	119	105	112	112	116	107	98	96	101	94	88	39	30	1343	
2023	121	125	118	103	109	104	116	95	95	95	102	91	44	28	1347	
2024	117	123	127	119	103	104	107	105	94	97	98	101	46	32	1373	
2025	107	120	126	128	120	100	108	98	106	97	101	99	49	33	1392	
2026	102	110	120	124	126	112	101	97	96	106	99	99	47	36	1375	
2027	116	105	110	118	122	118	112	89	94	96	106	96	46	34	1361	
2028	113	118	104	107	114	112	117	99	86	93	95	103	45	33	1338	
2029	110	115	117	101	103	105	111	103	95	84	92	92	48	32	1310	
2030	106	110	111	112	96	94	103	96	97	92	82	87	43	35	1264	
PAN TOTALS	157	163	163	163	163	141	141	120	120	120	120	120	90	90	1,871	

Key: PAN - Planned Admission Number



## 7.7 Cramlington Partnership



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

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

Most pupils living in Cramlington in the primary phase attend one of the town's schools, but there is much cross-over between partnerships. 10% of pupils on roll at the schools reside in neighbouring partnerships or out of county.

Cramlington Learning Village (CLV) is the feeder secondary academy and is a popular choice both within its own greater catchment with around 87% of catchment pupils attending, while 11.5% of pupils on roll attend from neighbouring partnerships and from out of county. CLV currently has a PAN of 350, the largest in the county, and is predicted to be oversubscribed in Years 7 in September 2023. CLV has chosen to allocate places over its PAN in this year group to allow for educational continuity for children out of catchment currently in its feeder primaries and therefore the Council is supporting this bulge year through the provision of additional classrooms.



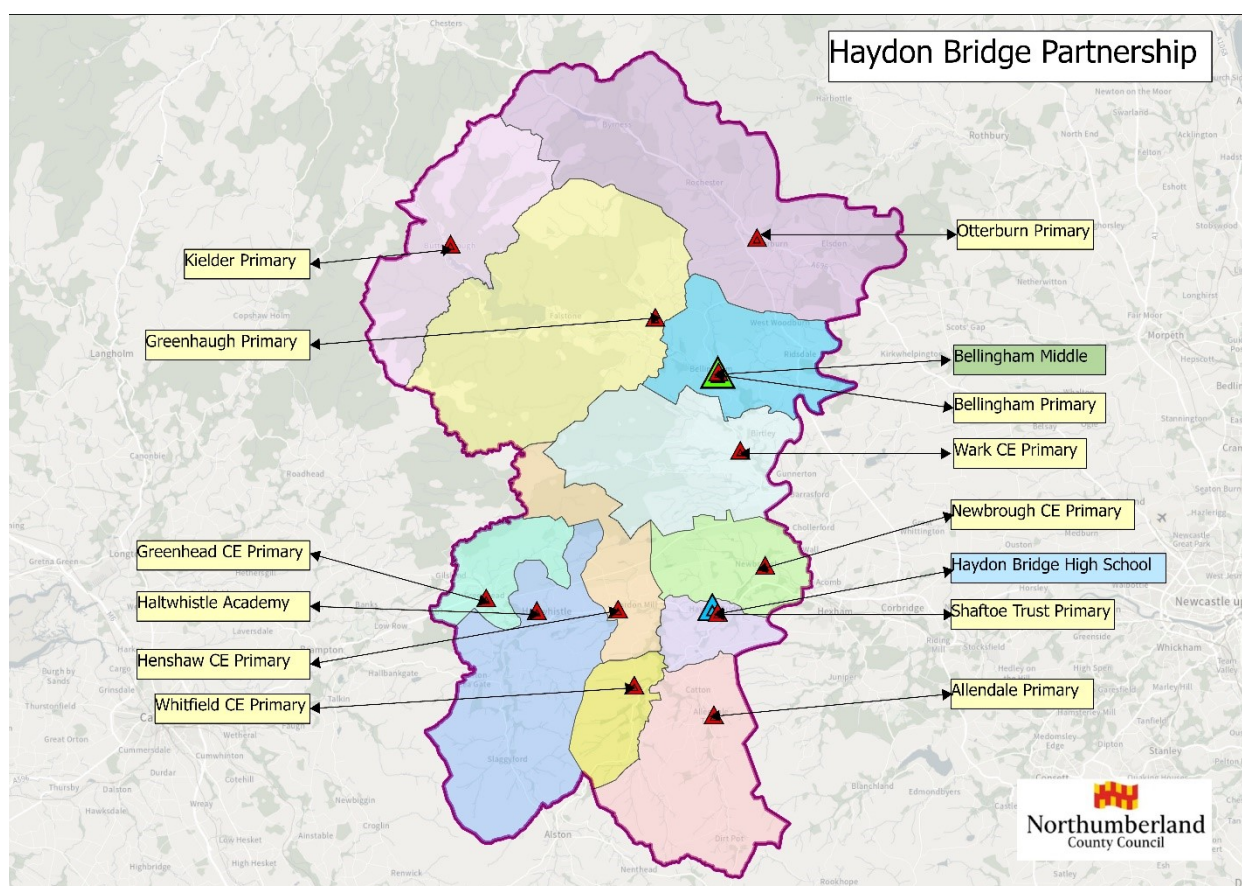
As a result of considerable house building in the partnership, there are a number of Section 106 agreements in place to provide additional places. However, many of the estates in the town are maturing and birth rate has been decreasing in recent years, therefore pupil yield from new housing is not having any impact on the availability of pupil places. There is considerable scope for families living in Cramlington to have their first choice of primary school as a number of schools currently have much higher PAN than is required for the number of children living in their catchment. While it is envisaged that an additional form of entry will be required at Beaconhill Primary at some point, and there may be a need for a new school to serve the Arcot development site, there are still far more places in the primary schools than are required by the local community. Therefore, in order to balance the number of places available in schools to the needs of their communities, consultation is currently taking place on a proposal to reduce the PAN in one of the partnership's community schools for the September 2024 intake, with a view to consultation on the reduction of other community/voluntary schools' PANs taking place in the coming years. These proposals would be subject to approval by the Council's Cabinet.

As a result of the popularity of schools in Cramlington with parents living in neighbouring partnerships and in North Tyneside, surplus places are one of the lowest levels in the county at 13% overall although this has increased slightly from last year.

Final Forecasts																NOR TOTALS
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13		
Actual Jan 2022	323	365	329	346	310	395	362	351	347	354	326	346	143	167	4464	
2023	336	325	370	334	349	311	397	358	351	343	352	325	159	128	4438	
2024	329	343	334	381	343	356	318	397	363	353	346	356	149	142	4512	
2025	303	336	353	345	389	349	362	319	402	364	355	350	161	134	4522	
2026	301	310	340	358	347	391	350	358	319	398	361	354	156	144	4486	
2027	319	307	313	344	360	348	391	345	357	314	394	359	158	140	4450	
2028	317	324	309	316	345	360	347	385	343	351	311	391	161	141	4402	
2029	313	322	328	313	318	346	360	343	384	339	348	309	177	144	4344	
2030	310	318	326	333	316	319	348	356	342	380	337	347	139	158	4330	
PAN TOTALS	390	390	390	390	390	390	390	350	350	350	350	350	250	200	4,930	

Key: PAN - Planned Admission Number

## 7.8 Haydon Bridge Partnership



With the exception of Bellingham Middle School, Haydon Bridge Partnership is now organised as primary/secondary provision effective from September 2019. The partnership consists of the following schools and academies:

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

Significant capital investment in the school buildings estate was approved to support the move to full primary/secondary organisation, including at HBHS and Haltwhistle Academy (primary) which relocate to the former middle school site in the village. While the Council

had approved the closure of Bellingham Middle School as part of the overall changes in the partnership, this was overturned by the School's Adjudicator following an appeal and the middle school remains open within a primary/secondary system in the rest of the partnership.

There is very little inward flow into Haydon Bridge Partnership, with only 3% of pupils living in other partnership or out of county. However, since the reorganisation of the remainder of the partnership and the capital investment in the school, pupil numbers are now beginning to increase going into Year 7 and it is envisaged that Haydon Bridge High School will become more popular due to its reputation and recovering Ofsted grade.

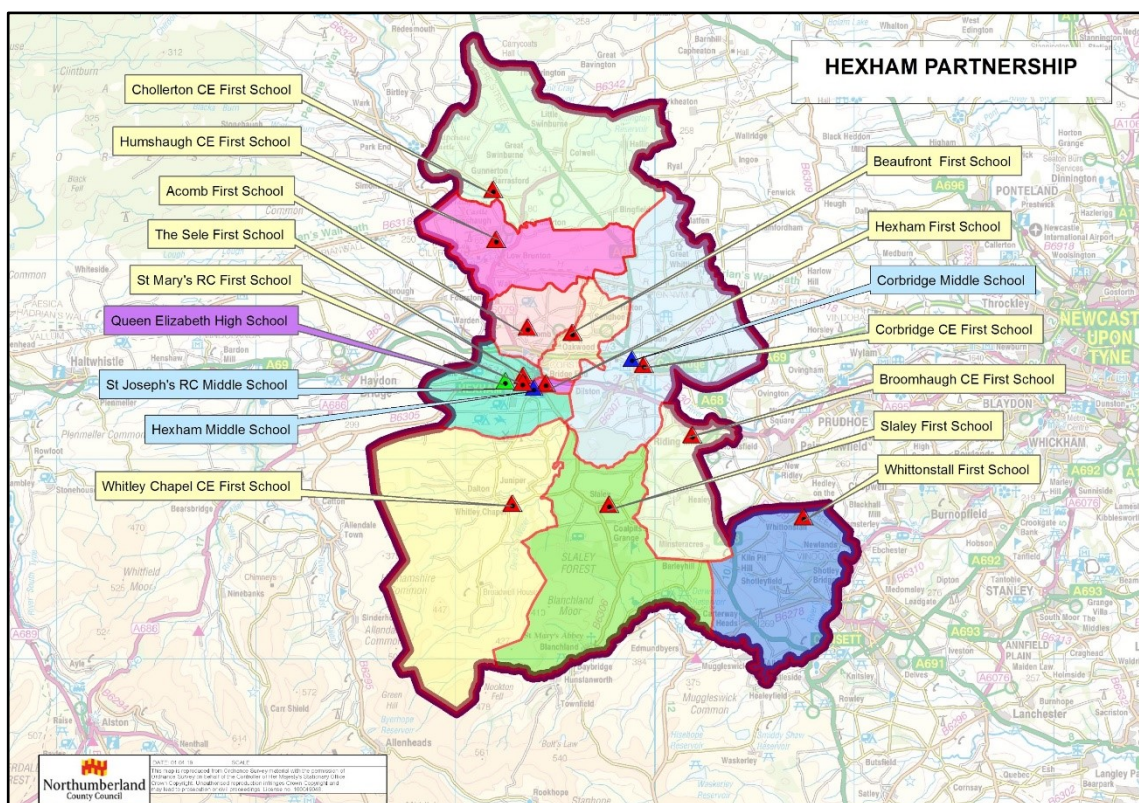
Birth rates in this partnership fluctuate over time due its rural nature, and therefore surplus places vary. Currently surplus places are in the partnership as a whole remain high at 45% and with very little housebuilding it is not expected that this figure will change much over the forecast period.

Final Forecasts															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2022	151	129	107	121	145	115	121	78	92	82	62	69	31	29	1332
2023	125	152	138	107	119	122	112	96	74	88	81	59	36	18	1327
2024	128	127	164	139	106	101	119	89	92	72	88	78	31	21	1353
2025	114	129	136	164	137	90	99	96	86	89	72	85	40	18	1356
2026	99	115	138	136	161	115	87	78	90	82	87	68	43	23	1323
2027	123	100	123	137	133	135	111	69	74	86	80	83	35	25	1313
2028	118	124	107	123	135	112	131	88	65	71	85	77	43	20	1298
2029	116	118	133	106	120	113	108	104	84	62	70	81	39	25	1280
2030	113	116	126	132	104	101	110	86	98	80	61	66	42	23	1259
PAN TOTALS	191	201	201	201	201	261	261	180	125	120	120	120	150	100	2,432

Key: PAN - Planned Admission Number



## 7.9 Hexham Partnership



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

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

With the exception of 2 or 3 atypical years, over the past 15 years or so the birth rate in the Hexham Partnership has been in steady decline in common with its neighbouring partnerships. However, due to the popularity of some schools and the ability to feed into popular middle and high school, significant numbers of pupils from outside of the catchment

area take up places in particular schools which supports their viability, including from out of county. 6% of pupils on roll at first schools in the partnership reside out of county, while 11% reside in other Northumberland partnerships. At the middle school phase, 8% of pupils on roll live out of county, while 20% live in other Northumberland Partnerships. At high school level, while again 9% of pupils live out of county, 25% of pupils on roll live in other Northumberland partnerships.

As a result of the popularity of the schools, there are only 13% surplus places overall, although this masks considerable variation between individual schools. Therefore, while there are sufficient places at the partnership level, there are a small number of schools that may be impacted by the planned additional housing development over the forecast period and therefore could be identified to require infrastructure contribution where appropriate.

On the other hand, some schools in the partnership have very few children being born in their catchment areas which has led to high levels of parental choice at first school level. While parental choice is not in itself an issue, where this leads to large numbers of children being transported by car significant distances past catchment and other schools, this impacts on both the sustainability of more local schools to a child's residence and has a negative impact on the environment through unnecessary and long car journeys across the partnership. As for other partnerships in the area, future proposals will be brought forward in the partnership to consult on the reduction of PANs in certain community and voluntary school catchment areas where the PAN no longer meets its community needs. This is in the light of the sustainability of local schools and in support of the Council's Climate Change Action Plan to reduce car journeys and increase walking, cycling and the use of public transport, with a view to balancing the needs of schools' communities with their wider impact on each other and the environment.

The reprovision and refurbishment of buildings for Hexham Middle and Queen Elizabeth High School (Hadrian Trust)(middle and high) has now been completed.

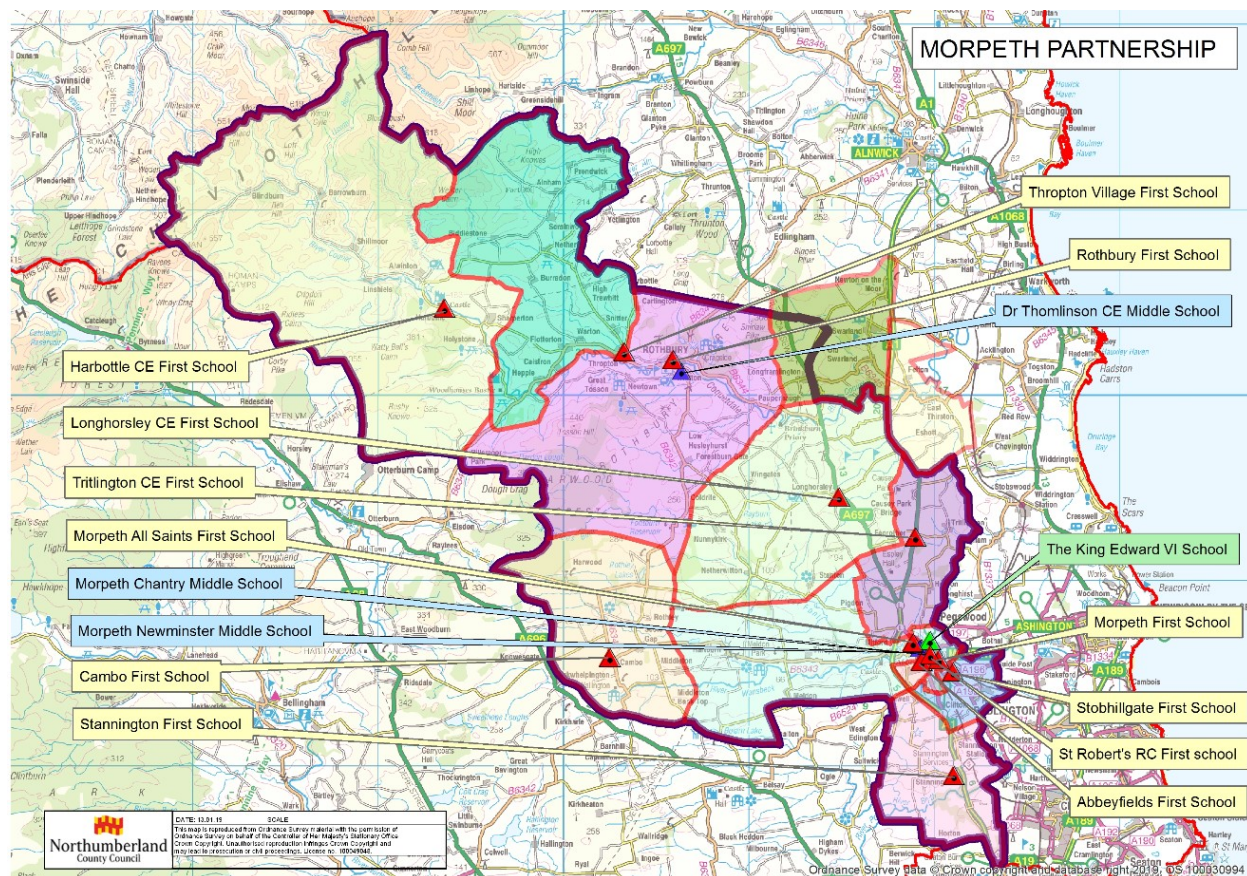
Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2022	190	234	215	243	228	270	263	289	282	305	310	304	216	204	3553
2023	214	194	239	219	244	261	278	272	292	289	306	308	203	215	3534
2024	181	222	201	246	222	281	272	291	278	302	293	307	206	203	3503
2025	171	186	227	205	248	255	291	282	295	286	305	292	203	205	3453
2026	154	176	188	230	204	281	261	300	284	301	286	301	192	202	3360
2027	182	158	179	190	230	233	289	270	303	290	302	283	199	192	3300
2028	179	186	160	181	190	261	239	298	272	309	290	299	188	199	3251
2029	172	183	188	162	180	216	268	246	300	278	309	287	199	187	3177
2030	171	175	186	191	162	206	222	278	248	308	278	307	192	198	3123
PAN TOTALS	274	274	274	274	274	330	324	324	324	306	306	306	250	250	4,090

Key: PAN - Planned Admission Number





## 7.10 Morpeth Partnership



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

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

Morpeth Partnership schools, particularly those located in and around Morpeth Town, are some of the most popular in the county. While the schools retain the majority of pupils in the greater catchment, there have been significant surplus places for a number of years and therefore this has allowed parents in Morpeth to have a greater choice of local school, as well

as surplus places being readily taken up by pupils from neighbouring catchment areas. 22% of pupils at first schools, 20% of pupils at middle schools and 20% of pupils at high schools on roll live in neighbouring partnerships. As a result, there are only 4% surplus places overall in the partnership.

While birth rates have been lower than the capacity of the schools, the influx of children from out of catchment into Morpeth town until more recently has not been problematic. However, in recent years there has been a surge in house building activity in Morpeth town and the surrounding locality which is scheduled to continue for at least the period of this forecast. Over time, it is expected that the pupils yielded from these new houses will take up a significant level of the surplus places and that in terms of population, theoretically there are enough school places in Morpeth schools for children and young people residing in the Morpeth Partnership.

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

The impact of the change in admission arrangements has seen parents residing outside of the Morpeth catchment area applying for places in the Morpeth first schools, rather than waiting until the middle school phase, in order to ensure their children meet the 2 year criterion stipulated within the 3 Rivers Admissions Policy. This has led to fewer places being available for in-catchment children as they move into the partnership area. A reduction in the PANS of some first schools in the partnership where the PAN is considerably larger than is needed to serve the needs of its community would assist in reducing the pressure on places at the town's middle schools further down the educational pathway. However, as the Council is not the admissions authority for all schools in the partnership, an agreement would be needed with the relevant admissions authorities to undertake consultation on this proposal.

The Council carried out works to provide additional accommodation for an additional 30 places in Year 5 at Chantry Middle Academy for September 2018 to accommodate in-catchment children moving into the new housing in Morpeth Town. In September 2021, additional places were provided at Newminster Middle School while Chantry Middle School has increased its PAN as a result of a large cohort of pupils currently in Year 4 in feeder schools. Funding from the Council was already in place for additional accommodation at Newminster following the previous need for expansion at Chantry, while the 3 Rivers Trust has project managed delivery of the additional accommodation. Further larger year groups came into the 2 town middles in September 22 and pupil indicates that this will continue at least until September 2023.

Given the larger year groups entering the town middle schools from 2021, the Trust has recognised that additional accommodation will need to be made at the KEVI site ahead of their arrival and this will be planned between the Council and the Trust ahead of their arrival at the academy.

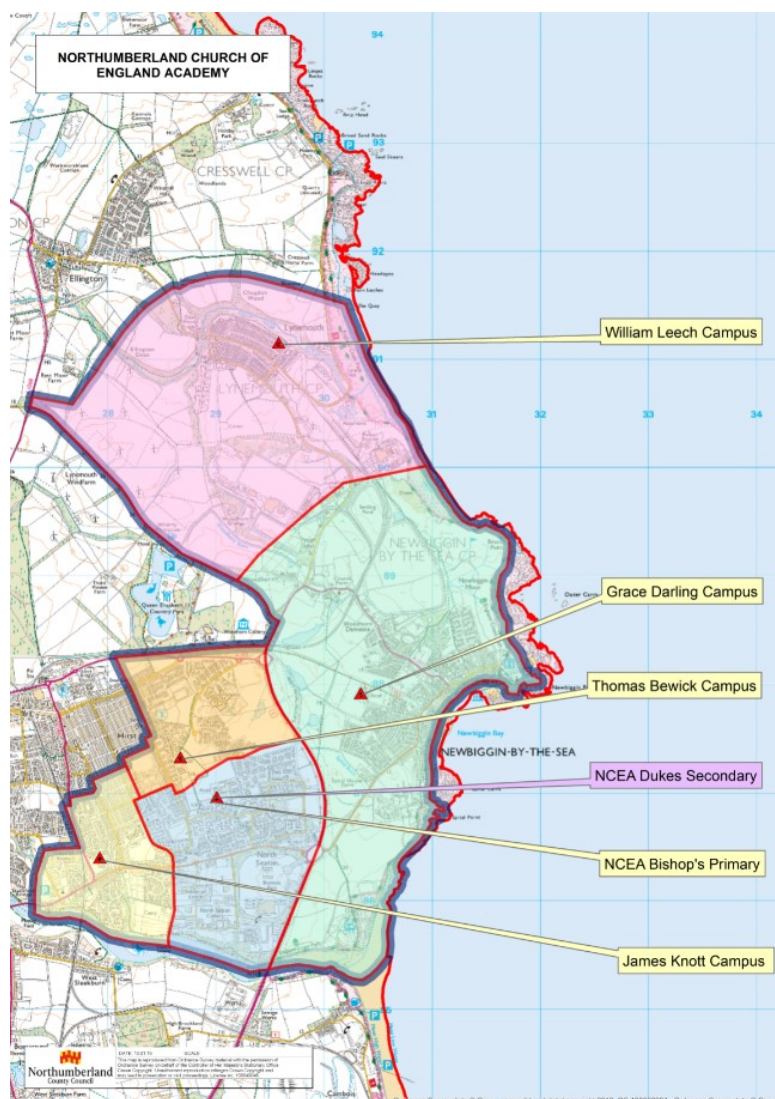
Over time while it is expected that the number of children attending Morpeth town schools in particular from out of catchment will reduce significantly due to the take up of places by in-catchment children, there will be a bulge in numbers moving through the secondary phase for the foreseeable future, and in practice the PAN at KEVI will be capped at its current level of 320 places therefore reducing the number of out of catchment children. The reduction of places available in the Morpeth Partnership for out of catchment children over time will be beneficial to neighbouring partnerships, particularly in Ashington and Bedlington as they will be able to retain more local children in the schools in those partnerships.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2022	301	294	302	288	298	366	311	318	346	326	320	326	227	188	4211
2023	245	304	302	306	288	322	365	312	317	353	325	317	230	209	4197
2024	257	254	319	313	313	318	328	372	318	331	359	329	224	212	4245
2025	249	268	271	333	323	348	328	337	380	333	339	365	227	206	4307
2026	256	260	278	277	337	351	349	329	338	389	334	337	246	210	4291
2027	263	264	265	280	276	360	347	346	325	342	385	328	226	227	4235
2028	253	270	268	265	277	293	355	344	342	328	337	378	222	209	4141
2029	253	260	277	271	264	297	291	354	341	347	326	333	260	204	4078
2030	253	260	268	281	272	285	296	291	353	349	346	323	229	240	4046
PAN TOTALS	327	327	327	327	327	316	316	346	316	320	320	320	250	250	4,389

Key: PAN - Planned Admission Number



## 7.11 Northumberland Church of England Academy Partnership



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

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

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



Birth data in the catchment area of NCEA fluctuates slightly up or down year to year, but is generally fairly steady and is one of the few partnerships in the county where there is no trend of falling pupil numbers. However, NCEA Bishop's Primary schools retain 48% of its catchment pupils, although this is somewhat ameliorated by the 15% of pupils on roll who cross over to NCEA from neighbouring partnerships. Likewise, NCEA Duke's Secondary retains only 58% of catchment pupils, but again 15% of pupils on its roll live in other partnerships. The partnership currently has 14% surplus places overall, which is below the county average of 18%.

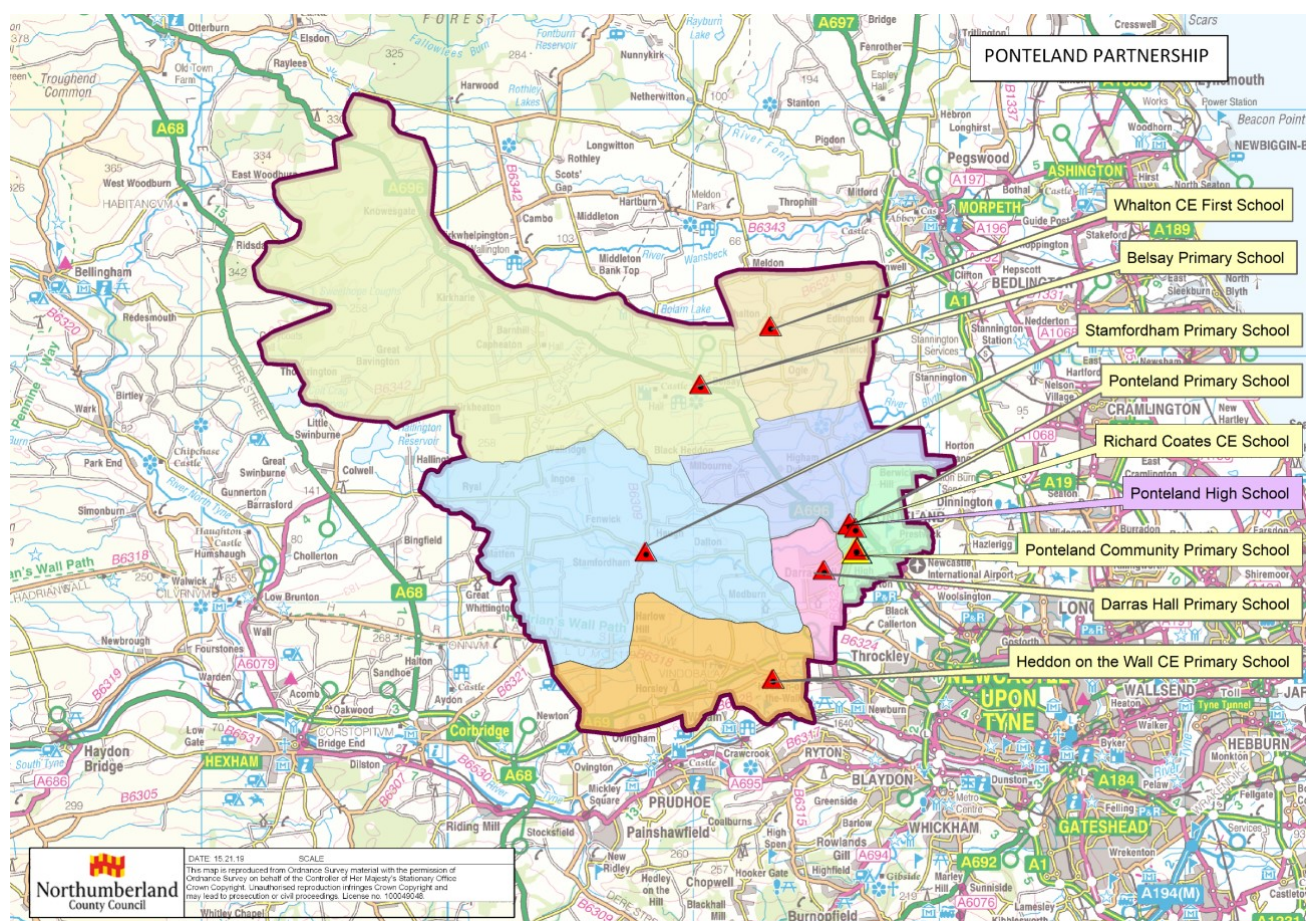
However, schools in NCEA suffer from a domino effect created in neighbouring partnerships with popular schools e.g. surplus places in Morpeth schools are filled by pupils living in Ashington, which then creates surplus places for pupils living in NCEA to take up. Therefore, over time it is expected that as children arising from new house building in Morpeth take up places that otherwise would have been taken up by Ashington pupils, the latter will then be retained in Ashington Schools and there will be fewer places available in that partnership to pupils living in the NCEA partnership. There is also some additional housebuilding planned to be constructed in the partnership over the next 5 years, which together with the envisaged push-back of pupils from other partnerships may require additional places to be created.

Therefore, bearing the above in mind, the impact of new proposed housing development in the NCEA partnership will be assessed at the local school level and where appropriate a contribution towards education infrastructure will be requested.

Final Forecasts															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2022	175	167	182	188	196	179	182	188	190	189	169	146	50	30	2231
2023	190	173	163	183	187	195	177	185	187	185	182	164	54	34	2259
2024	158	191	172	167	185	189	195	183	187	185	181	180	61	37	2273
2025	151	158	189	175	168	186	189	201	184	184	180	178	66	42	2252
2026	181	150	152	187	172	165	181	190	197	177	176	173	65	45	2212
2027	171	181	146	152	185	170	162	183	187	191	169	170	63	44	2173
2028	171	170	177	147	151	184	168	165	182	183	184	165	62	44	2154
2029	171	171	177	178	146	151	182	171	164	178	177	180	61	43	2150
2030	170	171	167	178	177	145	149	185	170	160	172	172	66	42	2123
PAN TOTALS	210	210	210	210	210	210	210	210	210	210	210	210	210	210	2,940

Key: PAN - Planned Admission Number

## 7.12 Ponteland Partnership



The reorganisation of Ponteland Partnership to the primary/secondary system was completed in September 2019 with Ponteland High School became an 11-18 secondary school. Ponteland Community Academy (formerly middle) also became a primary school in September 2020. The following schools and academies form the Ponteland Partnership:

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

Ponteland High and Belsay, Ponteland, Richard Coates, Darras Hall and Heddon-on-the-Wall St Andrew's Primaries form the Pele Trust, while Ponteland Community Academy is a stand-alone multi-academy trust. Stamfordham and Whalton CE Primaries continue to be local authority maintained schools.

The Council has invested £57m in buildings, including schools and a new leisure centre, to support the reorganisation and to upgrade community facilities. This has included brand new accommodation for Ponteland High, Ponteland Primary and Ponteland Leisure on Callerton Lane into which they moved in October 2020.

The birth rate in Ponteland Partnership has declined slowly for a number of years but there are now signs that it is plateauing. Schools therefore have considerable surplus places after their own catchment children have been allocated, and these are willingly taken up by pupils in neighbouring partnerships but mostly by pupils in neighbouring authorities. January 2020 data indicates that at the primary phase, 36% of pupils on roll in Ponteland Partnership schools reside out of county, while this rises to 43% in the secondary phase. However, as two primary schools that were former middle schools remain in their larger provision, there are still technically 15% surplus places in the partnership.

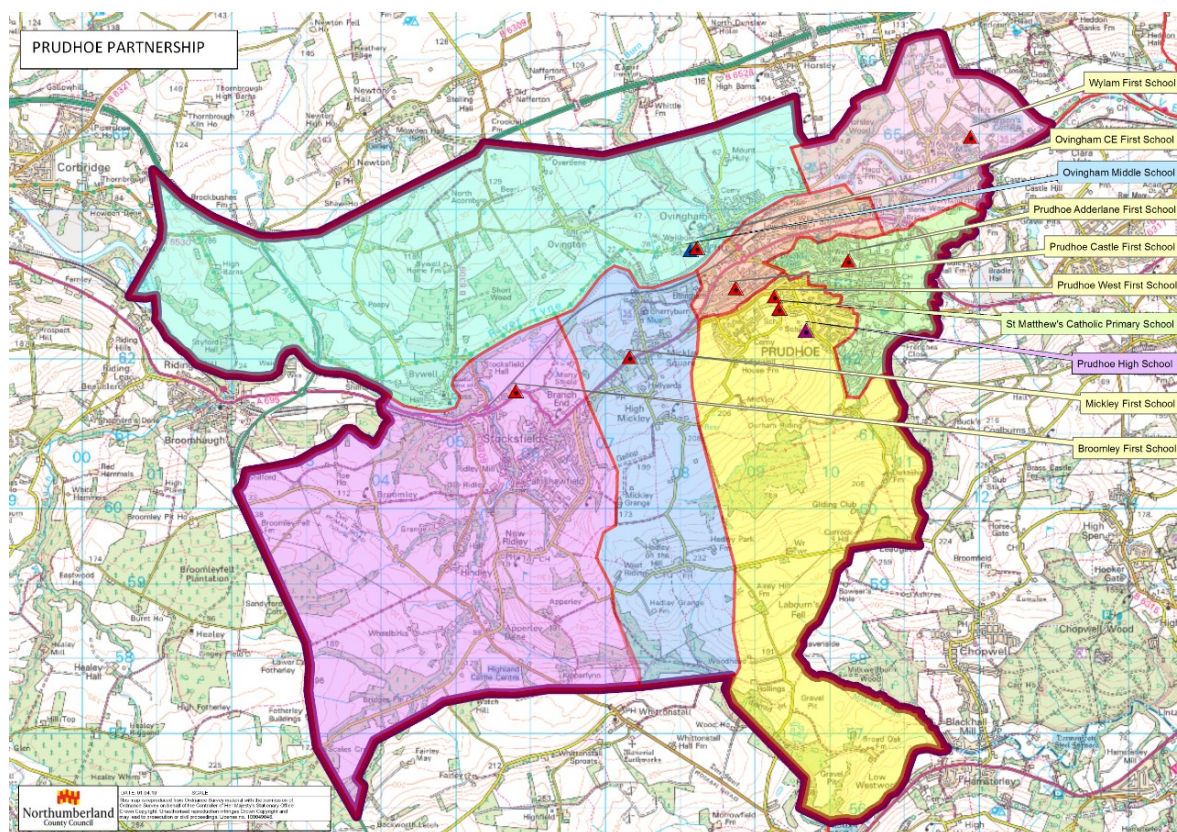
The Council is aware of the impact on neighbouring authority schools of excessive numbers of their catchment children drifting into Ponteland schools and therefore there would be no plans to increase provision at maintained schools unless it was to satisfy demand for Northumberland Children. Therefore, while generally the surplus capacity indicates there are sufficient places across the partnership, some individual schools may be impacted by the planned housing development over the next five years, which although minimal could require additional places to meet local growth; in these cases it will be appropriate to request an education infrastructure contribution from the relevant developer.

Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS	
Actual Jan 2022	229	255	232	243	252	258	288	254	246	253	257	271	144	153	3335	
2023	231	237	269	244	255	277	262	240	240	232	253	255	151	133	3278	
2024	239	241	252	282	258	282	282	240	240	228	234	253	142	140	3316	
2025	210	249	255	266	283	283	283	243	238	227	229	233	140	131	3269	
2026	183	218	259	265	277	281	281	241	238	223	225	225	128	129	3173	
2027	218	190	229	272	278	280	280	240	238	224	222	222	125	118	3137	
2028	216	226	200	240	280	280	280	240	238	224	224	220	124	116	3109	
2029	213	224	238	210	252	281	281	241	238	224	224	222	122	114	3085	
2030	208	221	236	250	221	277	281	241	238	224	224	222	124	113	3079	
PAN TOTALS	250	250	250	280	280	430	430	510	542	272	272	272	200	150	4,388	

Key: PAN - Planned Admission Number



## 7.13 Prudhoe Partnership



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

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

The birth rate in the Prudhoe Partnership continues to decline steadily, although not dramatically. This has enabled a significant amount of inter-catchment movement of pupils, as parents have been able to exercise their parental choice with ease due to the level of surplus places schools. There is very little inward movement from out of county pupils (unlike into some Hexham schools), with only 6% of pupils coming from other partnerships and out of county into the first school phase, 6% of pupils in the middle phase and 9% of pupils in the high school phase. While the overall level of surplus places is 14% in the partnership, there



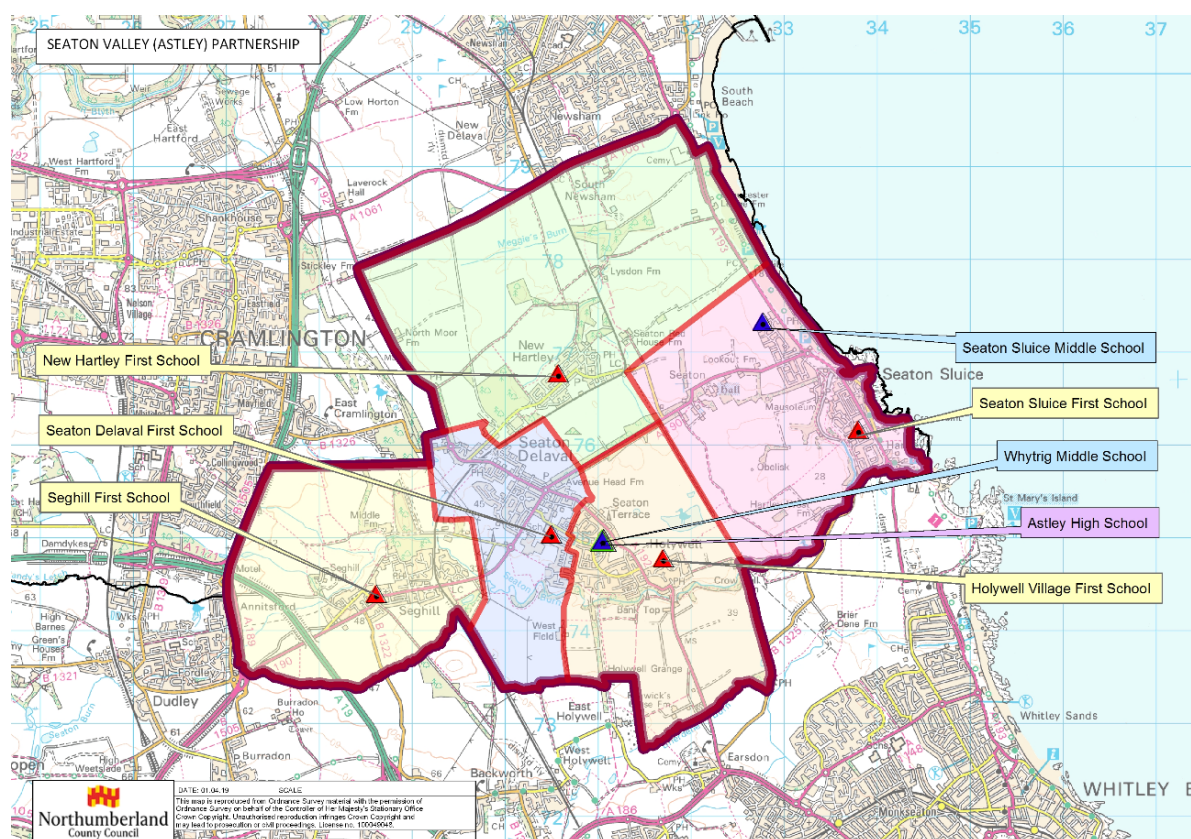
is considerable variation within individual schools, some oversubscribed schools and some with significant surplus places.

As a result, while there are sufficient places available in Prudhoe schools in general, the impact of planned housing development on individual schools will be assessed to ensure that contributions towards education infrastructure are requested when there is an identified need.

Final Forecasts															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2022	165	199	177	197	201	187	218	177	170	200	192	181	108	96	2468
2023	161	169	198	178	197	199	190	202	179	166	201	191	105	99	2435
2024	169	167	170	200	179	197	204	178	206	177	169	202	111	97	2425
2025	137	175	167	172	202	179	202	191	181	203	179	169	116	102	2377
2026	134	142	173	167	171	199	181	186	192	176	203	177	97	107	2307
2027	153	139	141	173	167	169	202	168	188	187	177	202	102	89	2255
2028	151	158	137	141	173	165	172	187	169	183	188	176	116	94	2211
2029	148	155	157	138	141	171	167	159	189	165	184	187	101	107	2169
2030	144	153	154	157	138	139	174	155	161	184	166	183	108	93	2110
PAN TOTALS	251	251	251	251	251	242	242	216	216	220	220	220	150	150	3,131

Key: PAN - Planned Admission Number

## 7.14 Seaton Valley Partnership



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

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

The number of children being born in the Seaton Valley Partnership does fluctuate from year to year but overall numbers remain fairly steady, while the data indicates there are sufficient places to accommodate those children at all phases. does not indicated that there are is a downward trend in numbers as in other partnerships. However, within the partnership there has been a change in demographics in relation to individual schools, with the Seaton Delaval area experiencing a growth in the birth rate in recent years, and schools in the Seaton Sluice and Seghill area experiencing a fall in the birth rate. However, as a result of increased scope for parental choice due to surplus places in some schools in the partnership, the PAN of Seaton Delaval has been reduced to 30 from 45 for the September 2023 intake to better reflect the number of children who apply for a place at the school and enable the school to better manage its staffing structure.

There are currently only 7% surplus places across the partnership. There is not a significant number of pupils attending these schools from out of catchment and given the partnership's proximity to North Tyneside there is a small element of cross-border flow both ways. However, in relation to Astley High, 24% of students (not sixth form) attend from neighbouring partnerships, mainly the Blyth and Bede catchment areas, li Seaton Sluice Middle where 25% of children live outside of the partnership.

As a result, it is not envisaged that any additional capacity is required in any schools in the partnership for the foreseeable future. While there is minimal housebuilding planned over the next 5 years, the impact of any proposed housing development on an individual school will be assessed in line with the Council's Education Infrastructure Policy.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2022	116	130	148	134	142	162	138	141	158	150	142	136	67	67	1831
2023	132	117	129	148	134	144	169	149	141	158	154	139	76	57	1847
2024	139	134	117	130	150	137	151	183	150	142	163	152	77	65	1890
2025	114	142	133	118	131	153	144	164	184	150	147	161	84	66	1891
2026	132	116	140	134	118	133	159	155	164	184	155	144	89	72	1894
2027	127	134	114	140	134	120	139	172	155	164	189	151	79	76	1894
2028	129	129	132	114	140	136	125	149	171	155	168	185	83	68	1885
2029	128	131	127	132	115	142	141	134	149	171	159	165	102	71	1868
2030	126	130	129	127	133	116	148	152	134	149	176	156	91	87	1855
PAN TOTALS	165	161	161	161	161	175	139	139	139	150	150	150	100	70	2,021

Key: PAN - Planned Admission Number

## SURPLUS PLACES BY SCHOOL PARTNERSHIP

**Alnwick Partnership (January 2022)**

	Primary	Secondary
Surplus Places	658	158
% Surplus Places	33%	10%

**Ashington Partnerships (inc NCEA Academy (January 2022)**

	Primary	Secondary
Surplus Places	604	570
% Surplus Places	22%	23%

**Bedlington Partnership (January 2022)**

	Primary	Secondary
Surplus Places	344	53
% Surplus Places	14%	6%

**Berwick Partnership (January 2022)**

	First	Middle	Secondary
Surplus Places	466	264	393
% Surplus Places	32%	25%	43%

**Blyth Partnership (inc Bede) (January 2022)**

	Primary	Secondary
Surplus Places	575	731
% Surplus Places	16%	26%

**Coquet Partnership (January 2022)**

	Primary	First	Secondary
Surplus Places	18	164	323
% Surplus Places	11%	26%	31%



### Cramlington Partnership (January 2022)

	Primary	Secondary
Surplus Places	421	204
% Surplus Places	15%	9%

### Haydon Bridge Partnership (January 2022)

	Primary	Middle	Secondary
Surplus Places	425	169	495
% Surplus Places	33%	70%	55%

### Hexham Partnership (January 2022)

	First	Middle	High
Surplus Places	265	105	-31
% Surplus Places	16%	15%	-2%

### Morpeth Partnership (January 2022)

	First	Middle	High
Surplus Places	200	22	112
% Surplus Places	12%	2%	7%

### Ponteland Partnership (January 2022)

	Primary	Secondary
Surplus Places	571	22
% Surplus Places	25%	1%

### Prudhoe Partnership (January 2022)

	Primary	First	Middle	High
Surplus Places	-16	250	89	133
% Surplus Places	-13%	23%	11%	15%

### Seaton Valley Partnership (January 2022)

	First	Middle	High
Surplus Places	153	73	77
% Surplus Places	23%	11%	12%