



SCHOOL ORGANISATION PLAN 2018 – 2021 (update January 2021)



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Document Revision Information			
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V 1.0	July 2018	S Aviston	New Plan
V1.1	July 2019	S Aviston	updated
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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 children and young people achieve and realise their potential. This School Organisation Plan for Northumberland 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. This is the second and final refresh of the School Organisation Plan 2018/19 and it will be replaced with a new 3 year plan in the summer of 2021.

While this plan sets out how the Council intends to meet its statutory duty, it 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. The challenge facing Northumberland continues to be the spread of the population within such a largely rural county, with pressure on places in our urban towns and larger villages, and significant falls in pupil numbers in the more rural areas. This iteration of the School Organisation Plan 2018/19 includes changes in statistical information and data relating to school partnerships, as well as changes relating to school organisation in some areas.

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

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

2. THE NORTHUMBERLAND CONTEXT

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

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

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

The Education and Skills Service 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 just under half of the population living in this area. The other half of the population live mainly in the South East area of the county. In relation to the population itself, the county has an estimated population of 322,434 (mid-year population estimates 2017, a 1% growth on the 2017 estimate, which had also seen slight increase from the previous level. According to the Office for National Statistics, the county's population is now forecast to increase by 4.7% to around 339,415 between 2021 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 8.3% 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 52,443 in 2019 (Mid-Year Population Estimates 2019). The birth rate in Northumberland has also declined slightly by about 0.1% overall between 2008 and 2019, with the County's General fertility rate (GFR) at 51.1 (per 1000 female population age 15-44) compared to 57.7 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 2020, there were 164 schools, academies and free schools (not including independents) in Northumberland who currently educate 44,984 children and young people (October 2020 census - Nursery to Year 13); this is a fall of 1% from 45,407 recorded in January 2019 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 47 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 75 schools in this category in Northumberland.

● Voluntary Controlled Schools

Most Voluntary Controlled Schools, but not all, are Church of England Schools; there are currently 9 schools in this category.

● Voluntary Aided Schools

These are Foundation Schools with a Religious character and in Northumberland all are Church of England or Roman Catholic Schools. There are currently 27 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	29	15	5	1	11	61
Primary	28	11	4	2	15	60
Middle	7	1	0	1	8	17
Age 9-18	1	0	0	0	0	1
High	1	0	0	0	4	5
Secondary	1	0	0	1	8	10
Special	7	0	0	0	2	9
Pupil Referral Unit	1	0	0	0	0	1
Total	75	27	9	5	48	164

There are now 48 academies and 1 free school in Northumberland. More schools have converted to become academies since the previous version of this document; for example a further 8 schools within the Prudhoe Partnership converted as the Tynedale Learning Trust in September 2019, while the RC Diocese of Hexham and Newcastle has established two academy trusts in the region with the expectation that all current RC academies will join and all RCVA schools will convert and join the relevant academy in their area by early 2022. So far St Matthew's RC Primary, St Joseph's RCVA Middle and St Mary's RCVA First have joined/converted to Bishop Bewick Catholic Education Trust, while the former Pax Christi academies and St Bede's RCVA Primary and St Wilfrid's RC VA Primaries have joined Bishop Bewick Catholic Education Trust. St Aidan's RCVA Primary, Ashington and St Paul's RCVA Primary, Alnwick are in train to convert to the Bishop Bewick Trust in April 2021, with St Cuthbert's RCVA First, Berwick and St Robert's RCVA First, Morpeth joining them in April 2022.

There has been a reduction in the number of school closures since the last update of this document, with only the closure of West Woodburn First School in August 2020. Schools closed in the last five years since 2016 are set out in the table below:

Schools closed	Year/Date of Closure	Reason for closure	Closure proposed by	Closure approved by
Herdley Bank Primary School	August 2016	Unviable due to reducing pupil numbers	Governing Body	NCC
James Calvert Spence, South Avenue (middle)	August 2016	Amalgamated with James Calvert Spence, Acklington Road to become age 9-18 all-through school	Governing Body	NCC
Seahouses Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
The Dukes Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
Lindisfarne Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	NCC	NCC
St Paul's RC VA Middle School	August 2017	Alnwick Partnership reorganisation to primary/secondary system	Governing Body	NCC
St Benedict's RCVA Middle School	August 2017	Reorganisation of Ashington RC schools to primary/secondary system	Governing Body	Schools Adjudicator
St Peter's Catholic Academy	August 2017	Reorganisation of Cramlington RC schools to primary/secondary system	Academy Trust	Secretary of State
Acklington CE First School	August 2018	Closure of school due to viability issues	Governing Body	NCC
St Mary's CE Middle School, Belford	August 2018	Closure of school due to viability issues	NCC	NCC
Netherton First School	August 2018	Closure of school due to viability issues	NCC	NCC
West Woodburn First School	August 2020	Closure of school due to viability issues	NCC	NCC

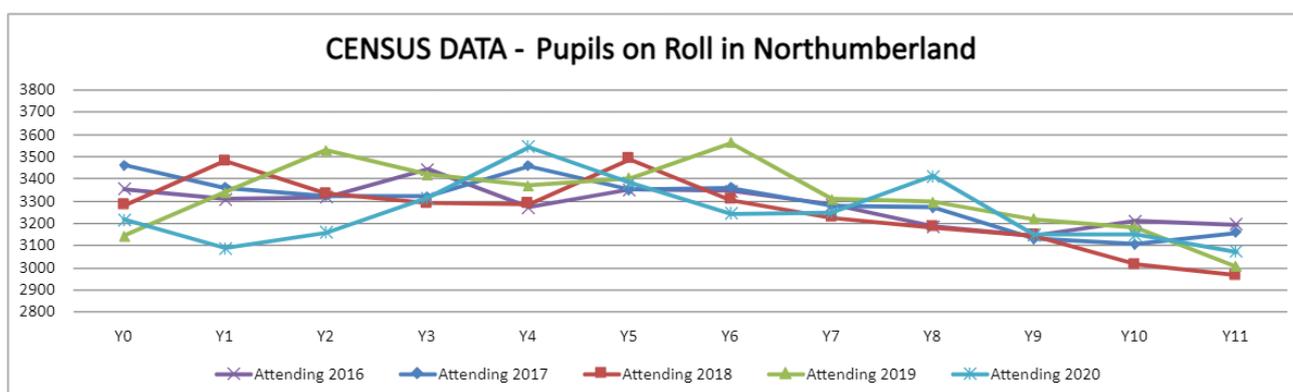
Current, future or proposed future changes to the organisation of schools in individual partnerships are set out in Section 2.

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

There were a total of 38,995 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 October 2020. This represents a fall of 2% 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 2019/20 indicates that just under 5% 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 2016	3355	3309	3318	3445	3273	3352	3346	3284	3188	3146	3210	3196	39422
Attending 2017	3461	3362	3325	3323	3459	3351	3360	3282	3274	3131	3109	3161	39598
Attending 2018	3281	3481	3333	3292	3289	3490	3306	3226	3183	3147	3015	2966	39009
Attending 2019	3145	3341	3531	3419	3372	3404	3564	3310	3296	3222	3185	3006	39795
Attending 2020	3219	3088	3161	3315	3544	3383	3245	3251	3414	3151	3149	3075	38995



3. DUTY TO PROVIDE SCHOOL PLACES

3.1 Local Authority duties and powers

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

This plan identifies where school places, including special school places, are required now and in the future and explains the mechanisms for providing these places.

3.2 Challenges in delivering duties

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

Schools that are their own admissions authority (i.e. voluntary aided schools, academies and free schools) are able to increase their Planned Admission Numbers (PAN) without consultation, although they must notify the local authority when they do so. Therefore, one of the key roles of the Council is to maintain good working relationships with and between all types of schools to ensure that there are sufficient good school places available in the right places in the county, while balancing the desire of schools or academies to increase 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 document is currently being prepared by the Council. It will include the planning policies that will be used to guide and determine future planning applications in Northumberland, detail the scale and distribution of new 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 submitted to the Secretary of State for Housing, Communities and Local Government on 29 May 2019 and is currently undergoing examination. The second phase of the public hearing sessions took place in October and November 2020. Following the close of these hearings the Council has some further work to carry out and submit to the Inspector. Following the submission and consideration of this work the Inspector will write to the Council setting out her preliminary conclusions on whether the Plan is sound or can be made so with modifications.

Any main modifications required to make the Plan sound will be consulted upon by the Council, together with the results of any further Sustainability Appraisal and Habitats Regulations Assessment which may be necessary. The responses to the consultation will be considered by the Inspector before she finalises her Report into the soundness of the Plan. Up-to-date information and documents relating to the examination can be found on the examination webpage.

- [Click here to view the Northumberland Local Plan Examination webpage.](#)

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 is the data received from the NHS on the number of children registered with GP surgeries. The Council is able to match the postcodes of these newborn children to individual school catchment areas, which provides a reliable indication of how many children are likely to enter schools in Reception classes. Once actual places are taken up within the school system, the year on year transition through the school system is assumed.

The forecasts are further refined as children 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 on the movement of pupils in schools within their school partnerships and to other partnerships in the county; another factor of parental preference concerns inward and outward flows from other neighbouring local authorities. The impact of housebuilding (where it has been given planning permission) is also factored into the final pupil forecast (see para. 4.5 for further detail). The Council's calculation for pupil yield arising from house-building indicates there are just under 3 children generated per year group from every 100 houses built.

The Council works in partnership with schools and academy trusts to ensure that where the need for additional places is identified that suitable arrangements are put in place to address the need. The DfE collects school capacity and pupil forecasting data annually from the County Council (SCAP collection), which assists the DfE in allocating the Basic Need capital grant and in policy making relating to school place sufficiency and forecasting. While there was no SCAP collection in 2020 due to the impact of COVID 19, it is being resumed in 2021.

4.2 Surplus Capacity - overview

While there is no official level of surplus places a local authority should aim to maintain, the Council is challenged regularly by the DfE on its arrangements for managing surplus

capacity. Work is ongoing to develop further plans to manage surplus places in Northumberland. However, these plans will be developed within the context of a largely rural county i.e the removal of surplus places must be balanced with the desire to provide schools within reasonable distance of all pupils in Northumberland.

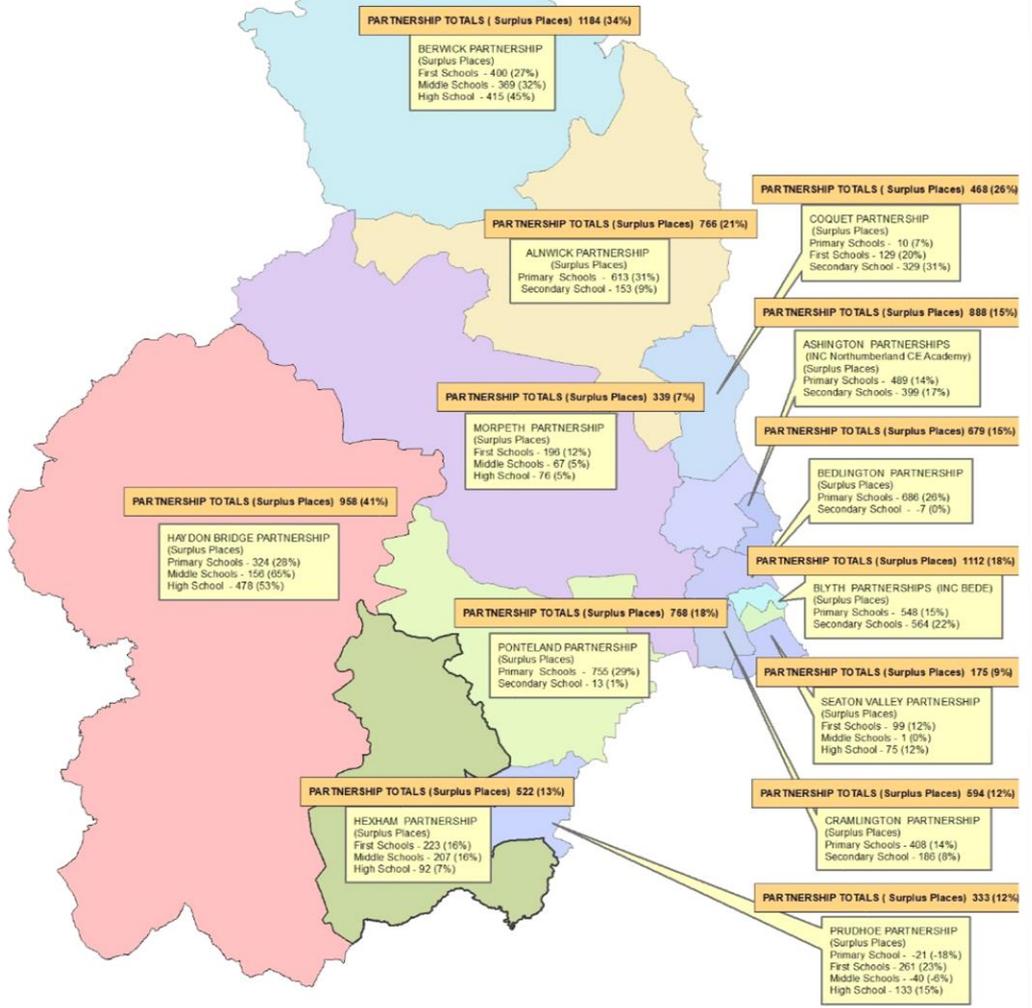
As at October 2020, there are 8,684 surplus places in schools and academies in Northumberland (Reception to Year 13 and not including special schools), which equates to 17% surplus places overall. However, this figure masks the considerable variation in surplus places at school partnership level, which are reviewed in section 7 of this report. Given the geography of Northumberland, there is no quick fix for the removal of surplus places per se as this would inevitably necessitate the closure of a significant number of schools. This in itself would extend the lengths of journey of children, many of whom already have long journeys to and from school, to an unacceptable degree. In addition, this would have a negative impact on the viability of many rural communities. Therefore, while the Council has in the past and will in the future consider proposals for the closure of schools, including rural schools, where there are issues relating to school organisation, financial viability and/or the quality of educational provision and standards, the removal of surplus places as a stand-alone objective in Northumberland is not considered to be a priority.

A key factor in the Council's ability to remove surplus places over the last 10+ years has been through wider school reorganisations, while there have also been a number of individual school closures as detailed in section 2.3. This process has removed 838 places in the last 5 years.

The impact of decisions made outside of the control of the Council have had an impact on increasing the level of surplus places; for example, the decision of the School's Adjudicator in 2018 to overturn the Council's approval of the closure of Bellingham Middle School has meant that the level of surplus places in the Haydon Bridge Partnership remains high (the school has a capacity of 240 with only 84 pupils on roll), while the Regional Schools Commissioner approved the change of age ranges of Ponteland Academy and Meadowdale Academy effective from September 2020, thereby increasing surplus places in the primary phases of the Ponteland and Bedlington Partnerships respectively. 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 October 2020.

ALL NORTHUMBERLAND PARTNERSHIPS
Surplus places
(Data as at October 2020)

ALL NORTHUMBERLAND TOTALS
(Surplus Places) 8684 (17%)



 **Northumberland**
County Council

DATE: 03.02.21 SCALE:
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4.3 School Admissions

By their nature, school admissions arrangements and school place planning are closely linked. The management, consultation and publication of school admission arrangements are a legislative requirement of all Admissions Authorities, including Academies, and guidance is set out in the School Admissions Code 2014.

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

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

The catchment area of the high or secondary school in any partnership contains all of 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 and can impact on the ability of catchment children to gain a place at their catchment school.

4.4 Home to School Transport

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

The Local Authority spent almost £10m per year on fulfilling its statutory duties as set out in its home to school transport, up from circa £8m reported in the previous version of this plan, a significant element of this increase has been due to incurring higher costs procuring additional transport as a response to COVID-19.

This figure will rise in the next financial year with the introduction of a revised post-16 transport policy which now includes free transport to post 16 learners. Therefore, the policy intention of the Council's school transport policy is to support children to attend schools in their locality.

4.5 House Building

The provision of quality education is at the heart of sustainable communities and therefore is a fundamental consideration of all new housing developments. Where a new housing development is forecast to create a demand for school places in excess of those available in the catchment area of the development, the local authority will seek an education contribution from developers that reflects the likely costs of the additional places required. To that end, the Council has an Education Infrastructure Policy, included as Appendix 2 of this document. 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.

While the outcomes of this consultation and the consequent implementation of changes is awaited, the Council's infrastructure policy will be refreshed in March 2021. 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 is available in the Northumberland County Council Education Infrastructure Policy provided at Appendix 2 of this document.

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 authority areas e.g. Durham and Newcastle. As stated in section 2.4, the DfE have published data for 2019/20 on cross-border flows and this indicates that just under 5% 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. For example, for 2019/20 Ponteland Partnership had by far the largest inward migration of pupils; of the 3,151 pupils on roll in Ponteland schools (not including sixth form), 1,398 (44%) live in other local authority areas, mainly Newcastle.

While this movement of pupils in and out of partnerships is generally consistent over time and therefore predictable, certain events such as a school reorganisation can trigger 'new' outward and inward flows that must be monitored in order to analyse the impact on the affected schools, such as adjustments to forecasting weightings and, if necessary, consider the need for additional places. For example, the recent reorganisation of the remaining first schools in the Haydon Bridge Partnership to primary schools in September 2019 will take some time to become embedded and for parents to adjust to the new arrangements and perhaps reduce the flow of pupils into the Hexham Partnership.

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 since the last update of this plan include the following:

- Delivered capital projects, with a total capital investment of £37.8m, since the Covid pandemic.
- Ponteland scheme - Successfully handed over phase 1 Ponteland Schools and Leisure scheme.
- Hexham scheme - Obtained planning approval and commenced Hexham Academies Scheme on site.
- Haydon Bridge High School – massively expanded scope of works delivered within budget.
- St Benet Biscop – delivered to budget and within 3 months ready for the new academic year.
- DfE Grant funded nursery schemes at CVP and Morpeth Road – both schemes delivered to budget and complicated funding passport arrangements set up.
- 16 projects completed under the SCIP scheme, across the county, totaling approximately £1.8m.

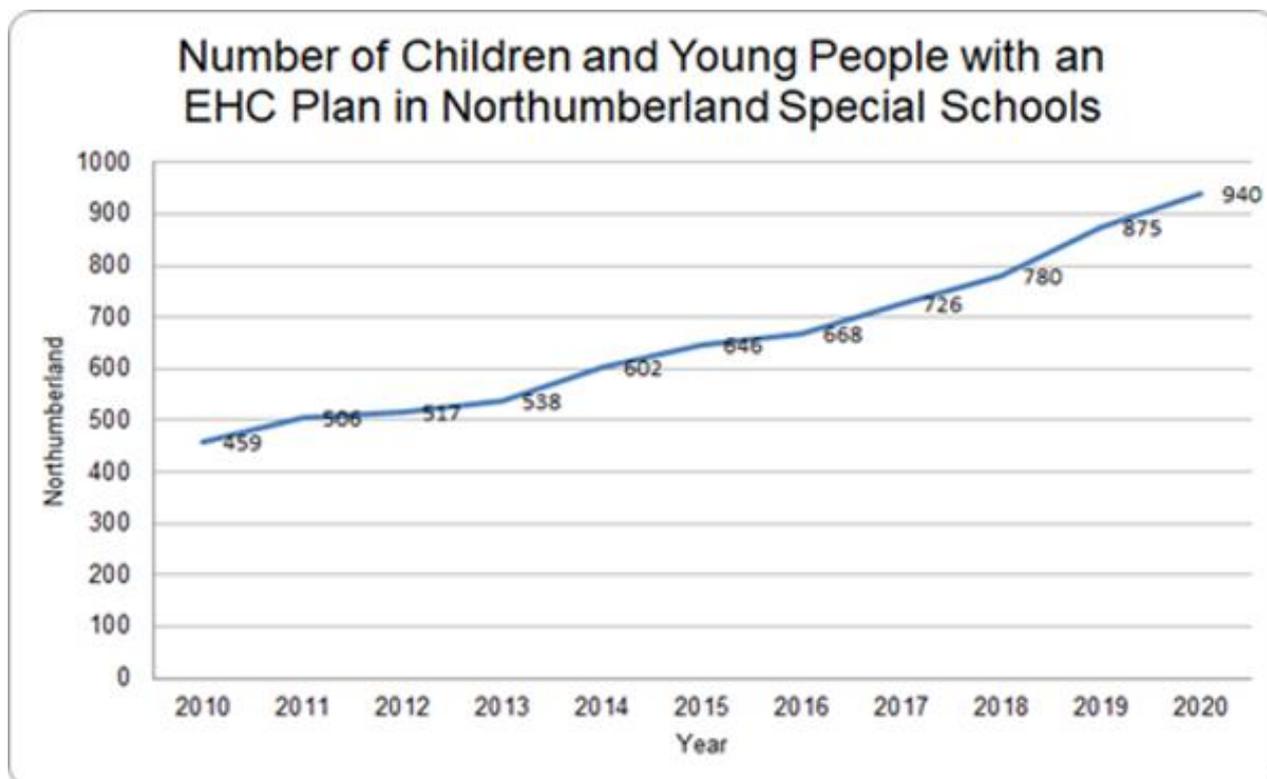
- ARP schemes – Astley and Seaton Sluice schemes delivered to very tight programmes.
- Stannington First School expansion – delivered to programme.
- Bedlington West End Primary School – successfully delivered to budget.
- Seaton Valley Outline Business Case – complete and ready to move forward to next stage.
- Identified a programme for delivery of Mobile Classroom provision.

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 below:



Overall, 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 2% and 12%). There continues to be an increasing demand from parents for their children to be educated within special school provision both in and out of the county. 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.

The following table highlights the increasing numbers of pupils with SEND that attend special schools in Northumberland. In addition, the local authority has seen an increasing number (6% since January 2019) of placements at independent and non-maintained special schools.

	2015	2016	2017	2018	2019	2020
Atkinson House School		56	59	64	73	70
Barndale House School	1	36	38	40	37	37
Buzz Learning		13	16	16	31	27
Cleaswell Hill School	1	160	173	175	181	187
Collingwood School & Media Arts College		136	137	146	143	162
Cramlington Hillcrest School		61	73	80	88	92
Dilston College		12	26	16	3	2
NCEA Castle School					102	91
Northumberland Pupil Referral Unit	9	1	2	9	12	10
Nunykirk School		8	10	27	45	41
The Dales School	1	75	88	88	97	140
The Grove Special School		39	39	39	37	39
Grand Total	12	597	661	700	849	898

(Source: SEN2 and School Census Jan 2020)

Within these numbers, 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 and/or social emotional and mental health needs. Northumberland has been successful in bidding for a special free school for secondary age young people who have autism and social, emotional and mental health needs which is due to come online in 2022.

As at the January 2020 SEN Census, 2,174 children and young people had EHCP plans; this is an increase of 6% on 2019. Nationally, the increase in EHCPs allocated is larger at 10%.

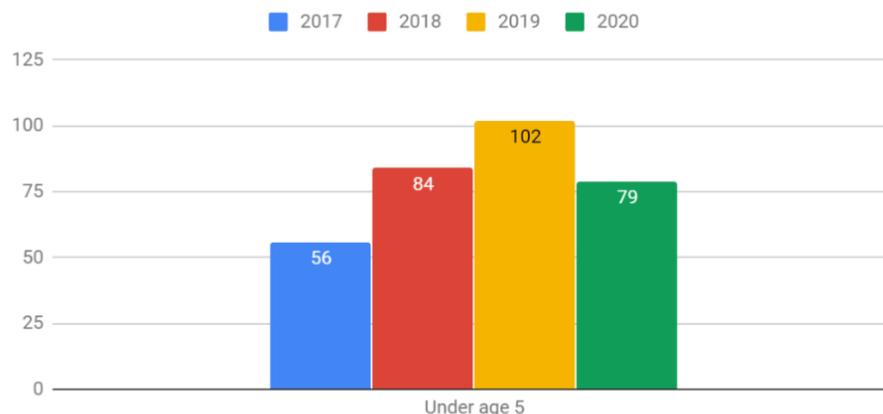
All pupils for whom the authority maintains a statement of special educational needs or an EHC Plan



The number of children aged under 5 with an EHCP has decreased. In Northumberland 4% of children with an EHCP are under the age of 5 equalling the National picture (see following graph).

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

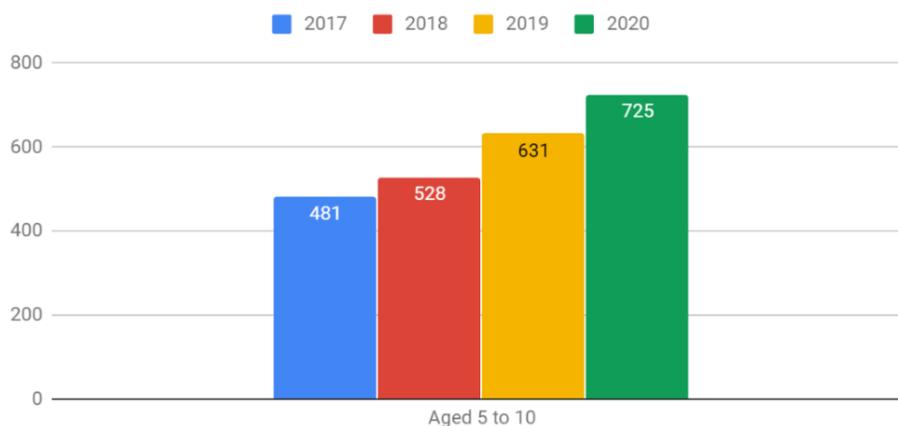
Under age 5



Children in the 5 - 10 age group have shown an increase of 14.9% compared with 9.8% Nationally (see graph below).

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

Aged 5 to 10

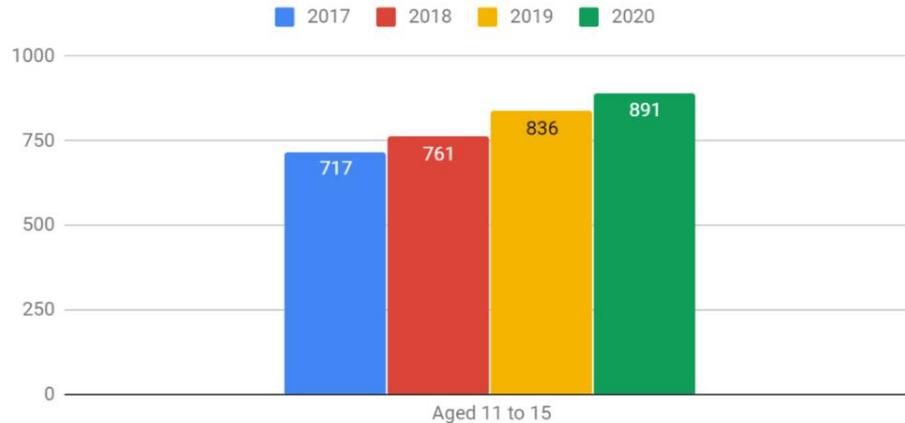


In recent years, there has been pressure for special school places for pupils due to transfer to secondary school and this has resulted in the Local Authority requiring to increase capacity at short notice.

The 11 - 15 age bracket account for the largest number of children and young people with an EHC plan as at January 2020 - a 6.6% increase on the previous year, compared with a 9% rise nationally.

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

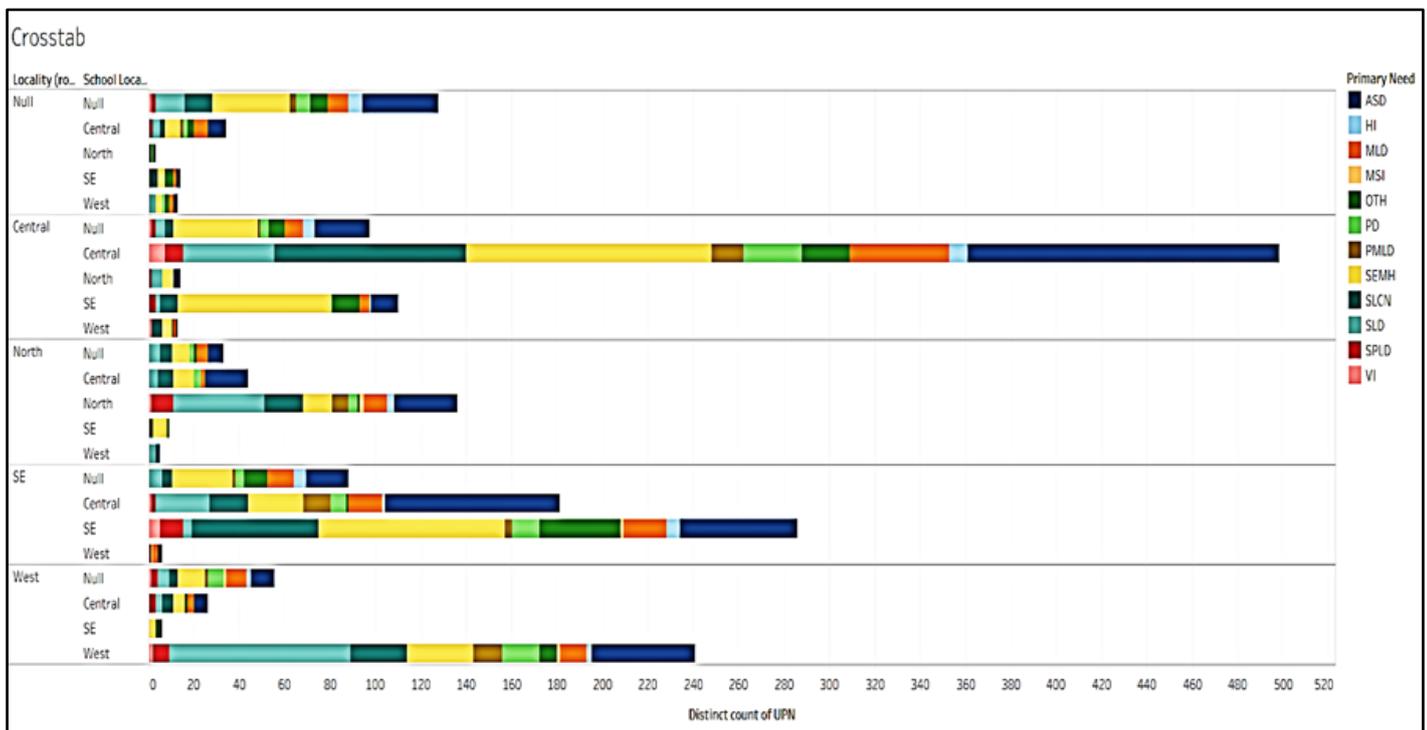
Aged 11 to 15



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

There has been a slight decrease (1.4%) in the number of EHCPs allocated in the age 16-19 age group from 2019 to 2020, while in the age 20-25 age group, Northumberland continues to buck the national trend with a fall in the allocation of EHCPs.

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



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

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

Additional SEND Provision and SEND Place forecasting

In late 2017, the Council consulted on its Vision and Strategy for children and young people with SEND for 2017 to 2020 which formed the basis of the [Northumberland SEND Strategy 2018-2020](#). A new draft strategy draft Strategy is due for consultation from January 2021.

In light of the increasing number of children with SEND in Northumberland, part of the consultation in 2017 included proposals for growing specialist provision within

Northumberland to ensure children with SEND are educated close to home in high quality education establishments in order to inform place planning strategy. As part of the 2018/20 strategy, capital works have been carried out to increase SEND capacity in Northumberland as part of the SEND strategy which include the following:

- A capital scheme was undertaken to provide 50 special education places at Ashdale, a satellite site of The Dales School, Blyth; this high-quality unit was developed in a former sixth form provision and was nominated for an industry recognised building award.
- A capital scheme has provided 32 places at Hexham Priory Academy School through expansion on the current site, creating a further 32 places for local children.
- A capital scheme to provide an Additionally Resourced Provision (ARP) has been completed at Astley High School, with specialist provision now on site for up to 10 students with ASD and those with emotional vulnerability needs from early in 2021.
- A capital scheme to provide an ARP at Seaton Sluice First School has now been completed with provision for up to 12 pupils aged 4-9 with a broad range of needs, including ASD, Communication and Interaction, and Moderate Learning Difficulties.
- The new ARPS will assist with higher number of students with SEND on roll in mainstream schools in the Seaton Valley Partnership and neighbouring partnerships.
- The Council submitted a successful bid to the DfE for the establishment of a free special school in Blyth that will provide 80 places for children with social and emotional mental health issues (SEMH) and autistic spectrum disorder (ASD) and this has been successful. The initial proposal is that 50 of these places would be allocated to children resident in Northumberland, with 10 places each allocated to children resident in the North Tyneside, Gateshead and Newcastle council areas. A suitable site has been identified and a successful sponsor has been appointed and is now working on the plan for the school. The new school is planned to open in 2022,

A key focus of work for the School Organisation Team is to support the identification of need for specialist provision and consequential capital expansion projects within Northumberland through improvement in forecasting processes. An initial survey of SENCOs working in schools and academies is planned for early 2021 in order to gain the view of those working at the 'coal-face' with regard to the potential for future places in specialist provision and special schools.

The process used for mainstream pupil forecasting, which uses past pupil numbers and planned housebuilding to predict future pupil numbers, is also being adapted for use with SEND data and this will be refined in 2021 using other available data and information such as the survey referenced above to offer more reliable forecasts. The current forecasts by year group for pupils with ASD as a primary need and pupils with SEMH as a primary need are included below. As these forecasts are limited to current data and do not include the potential impact of future interventions or strategy, they are at the moment limited to a five-year forecast and are to be used as guidance on potential future numbers.

ASD – 5 year forecast to 2024

Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Totals	
Actual Jan 2020	36	41	53	61	70	80	71	75	60	68	70	52	27	21	785	
2021	45	49	58	74	82	88	99	78	85	69	78	73	28	23	928	
2022	40	60	68	80	98	103	109	108	87	97	79	81	39	23	1072	
2023	40	53	84	94	107	123	127	119	121	100	110	81	43	32	1234	
2024	40	53	75	116	125	134	152	138	133	139	113	114	43	36	1411	

SEMH – 5 year forecast to 2024

Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	Totals	
Actual Jan 2020	51	83	111	151	187	181	182	158	144	134	121	103	15	8	1629	
2021	54	87	120	143	181	202	191	182	164	133	118	106	16	9	1707	
2022	55	93	125	154	171	196	213	190	189	152	118	103	16	9	1784	
2023	55	93	133	161	184	185	206	212	198	174	134	102	16	9	1864	
2024	55	93	134	171	193	199	195	205	220	183	154	117	16	9	1944	

6.2 Post-16 provision

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

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

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

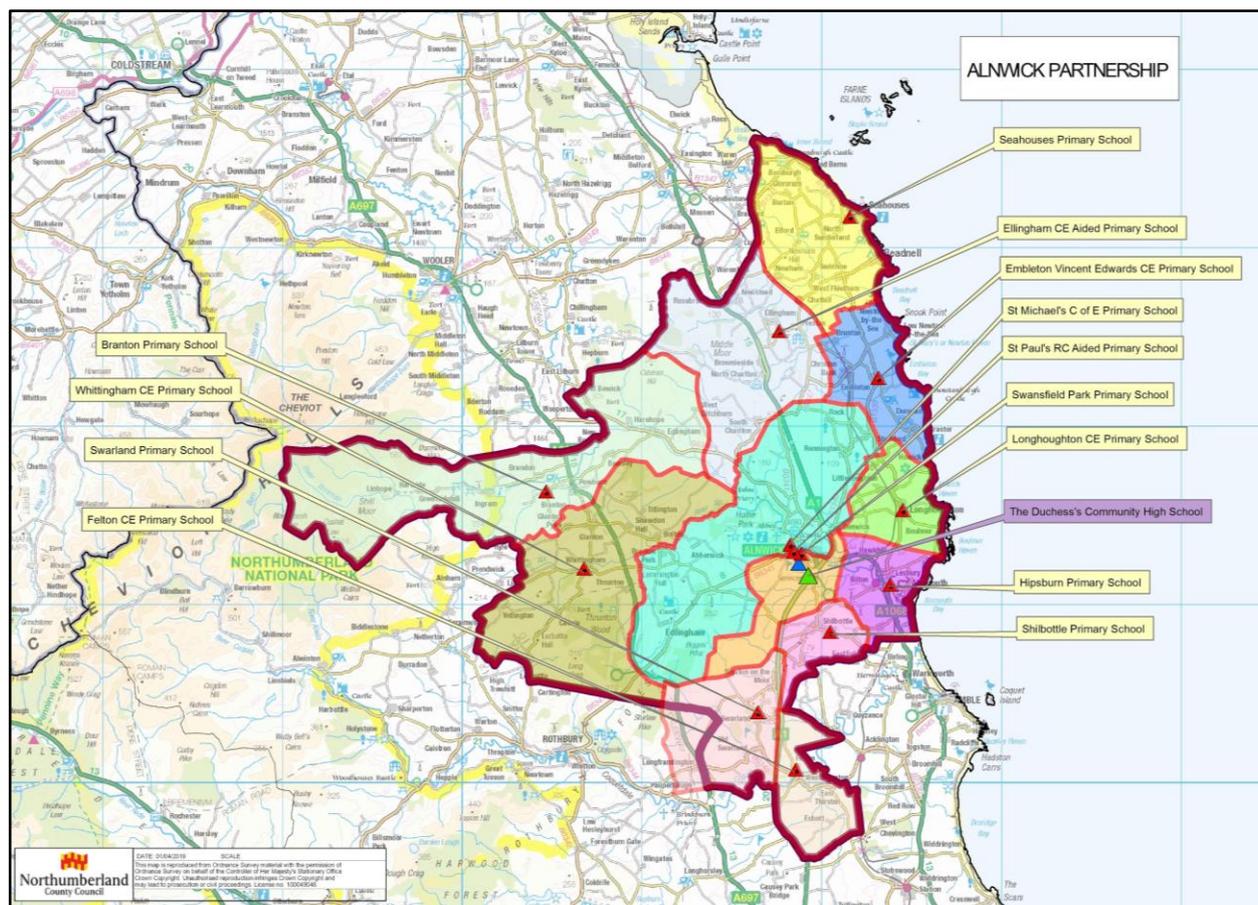
Early years education and care in Northumberland is delivered via:

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

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

7. SCHOOL PARTNERSHIPS (PLANNING AREAS)

7.1 Alnwick Partnership



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

- Ellingham CE Primary
- Seahouses Primary
- Longhoughton CE Primary
- Shilbottle Primary
- St Michael's CE Primary
- Swarland Primary
- Felton CE Primary
- St Paul's RCVA Primary
- Branton Primary
- Whittingham CE Primary
- Hipsburn Primary

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

The 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%.

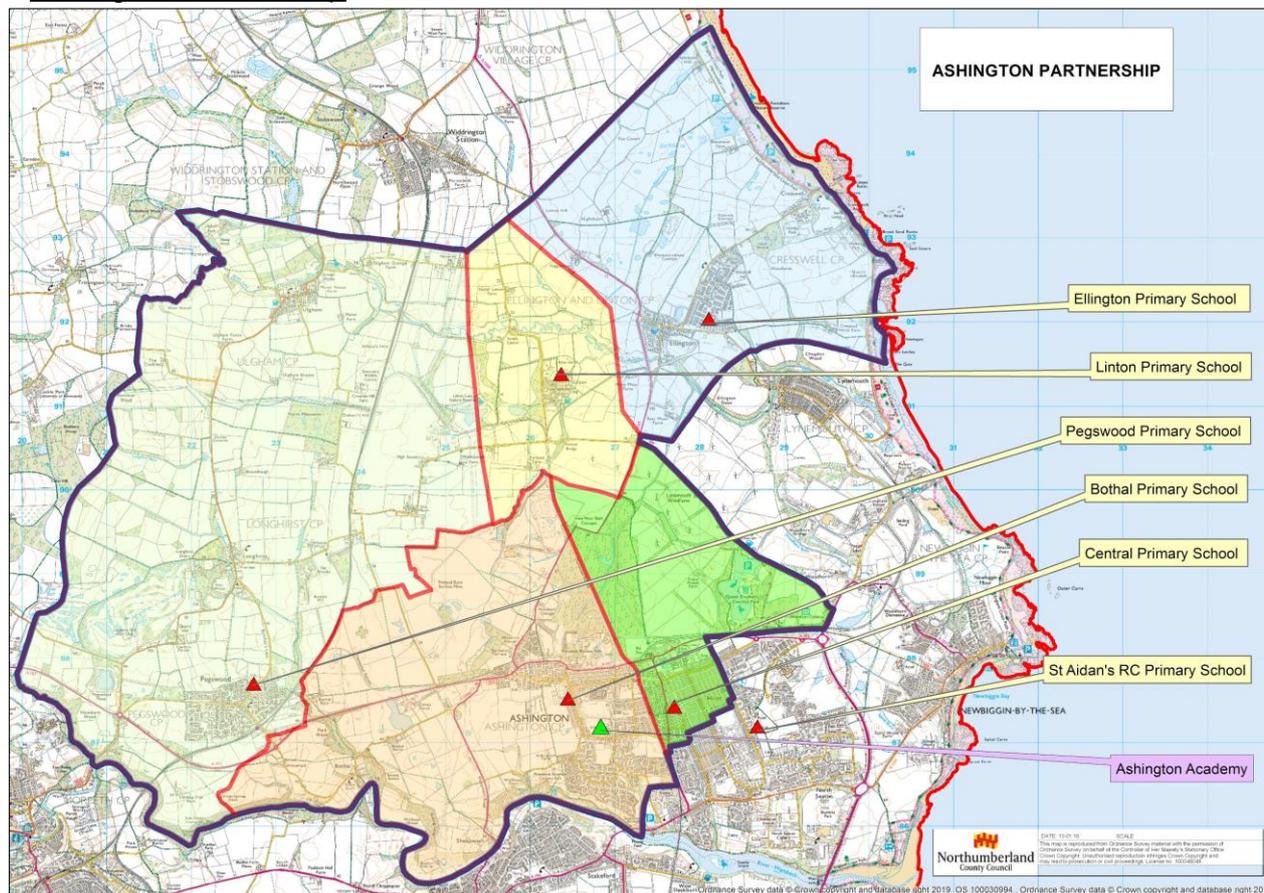
The majority of pupils crossing partnerships into Alnwick reside in Berwick and Coquet Partnership. Surplus capacity within the partnership over the coming years however is likely to have more impact in the primary phase.

The Duchess High School continues to retain around 86% of the students living in its catchment area, and around 26% of students on roll live in neighbouring partnerships. The pupil forecast table below demonstrates that the primary phase will continue to have surplus places for the foreseeable future. There are sufficient places in the secondary phase at The Duchess for in-catchment children, although parental choice for out of catchment pupils may be reduced slightly as a consequence of approved house-building schemes in the partnership.

Final Forecasts															NOR TOTALS
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	
Actual Jan 2020	189	171	207	207	209	191	219	259	225	258	224	249	117	100	2825
2021	212	195	180	217	217	204	201	254	254	254	254	226	138	95	2902
2022	168	217	203	187	225	210	213	233	257	257	256	254	123	112	2913
2023	178	172	221	206	190	214	215	242	238	255	255	252	137	100	2875
2024	154	182	177	226	212	182	221	246	249	256	255	253	137	111	2861
2025	181	159	187	181	232	203	188	252	253	256	255	253	137	111	2847
2026	175	182	159	188	182	219	206	212	253	253	253	250	137	111	2781
2027	169	177	184	185	179	216	203	208	250	250	250	247	137	111	2766
2028	169	170	181	160	190	172	223	233	215	250	250	247	137	111	2708
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
- Ashington Academy

The latest GP birth data for Ashington indicates that once again numbers in the in the primary phase are fluctuating, with the latest trend slightly downwards. However, 32% 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. However, as the significant level of house building planned for Morpeth town over the coming period begins to impact on surplus places in schools, it is

expected that there will be fewer places for children outside of the Morpeth Partnership and Ashington schools will retain more of their catchment children.

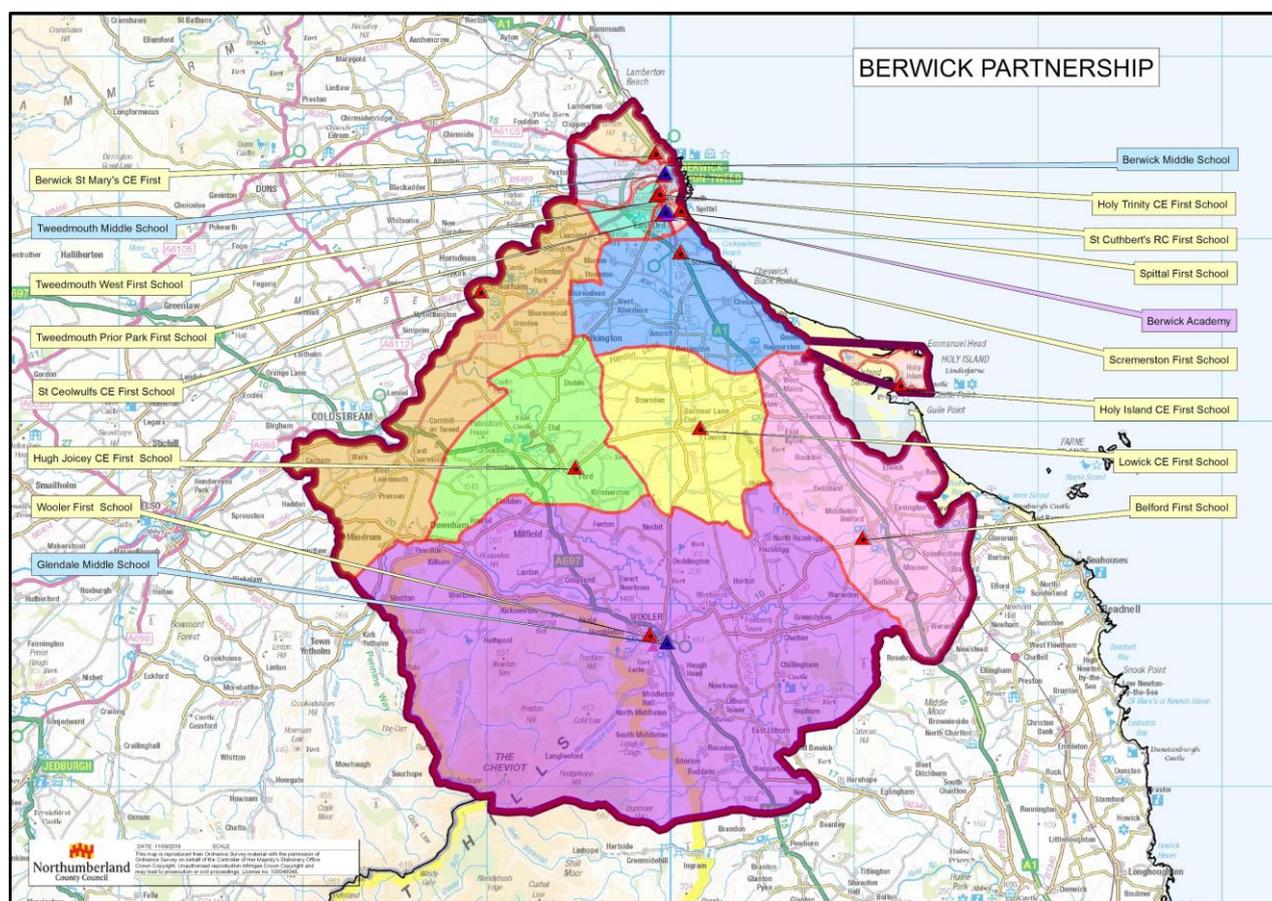
Furthermore, Ashington Academy is beginning to attract more catchment pupils and given the larger cohorts of pupils living in the catchment who will be entering secondary phase in the near future, this is a potential concern with regard to the number of places the academy is offering at entry, which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

Overall, the number of surplus places in Ashington Partnership match the County figure of 17%.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	251	248	282	278	273	256	231	205	183	176	154	183	33	34	2787
2021	255	253	248	282	279	266	262	184	202	172	173	151	49	27	2803
2022	241	257	252	248	283	271	271	187	181	189	169	169	40	40	2797
2023	275	243	252	249	245	271	273	186	181	167	182	162	44	32	2761
2024	240	276	239	249	246	235	273	186	180	166	160	175	42	35	2702
2025	250	239	268	233	243	233	233	183	177	163	157	151	46	34	2609
2026	250	248	232	262	228	230	232	180	174	160	155	148	40	37	2576
2027	249	248	244	229	259	218	232	180	174	160	155	148	40	32	2570
2028	251	248	244	241	227	249	220	180	174	160	155	148	40	32	2570
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 RC First
- Scremerston First
- Norham St Ceolwulf's CE First
- Hugh Joicey CE First
- Wooler First
- Lowick CE First
- Holy Island CE First
- Belford Primary
- Tweedmouth Middle School
- Berwick Middle School
- Glendale Middle School

- Berwick Academy

Birth data for the partnership indicates a continuing if slow 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 27%. However, significant numbers of pupils in the partnership 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 32% surplus places in the middle schools.

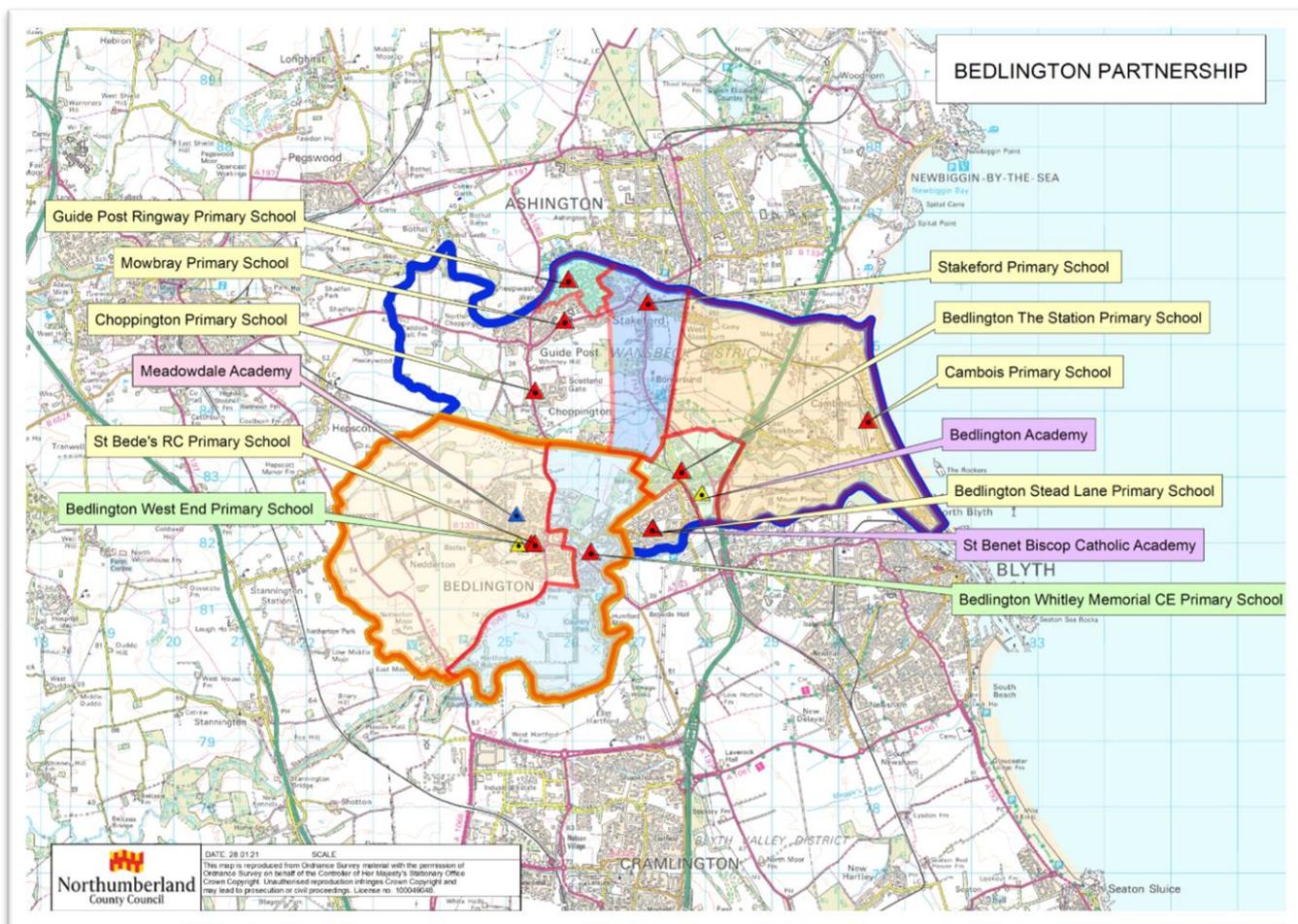
Berwick Academy continues to try to recover from the Require Improvement as judged by Ofsted in January 2016, although the number on roll has risen the previous version of this document. The independent school Longridge Towers is also located in the Berwick greater catchment and the Council has historically 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. Unfortunately, Berwick Academy currently has 45% surplus places, the highest level in the County, while the partnership as a whole has 34% surplus places.

However, the Council has identified funding within the medium term capital plan to address the need for a new high school building in Berwick although plans will not be brought forward in this academic year.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	174	191	223	244	241	224	198	193	172	124	126	128	48	46	2332
2021	208	178	192	223	245	238	224	177	180	139	120	121	52	36	2332
2022	175	213	180	193	224	242	238	201	166	147	135	116	49	39	2319
2023	167	179	213	179	192	220	240	212	186	134	140	128	45	36	2273
2024	159	171	177	209	177	187	216	212	194	148	127	131	50	34	2194
2025	175	161	168	173	205	170	182	189	193	153	139	117	52	38	2114
2026	175	177	158	164	170	199	166	160	172	152	144	129	47	39	2051
2027	168	177	176	156	163	166	196	147	147	138	145	136	53	35	2002
2028	168	170	176	174	155	159	164	174	135	117	131	136	56	40	1954
PAN TOTALS	293	293	293	293	293	301	301	271	271	225	225	225	150	150	3,584

Key: PAN - Planned Admission Number

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 RC Primary
- 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

Bedlington West End and Whitley Memorial CE reorganised from first schools to primary schools in September 2020, while Meadowdale Academy reorganised from a middle to a primary at the same time. St Bede's RC Primary became part of the Bishop Bewick Catholic Education Trust in December 2020.

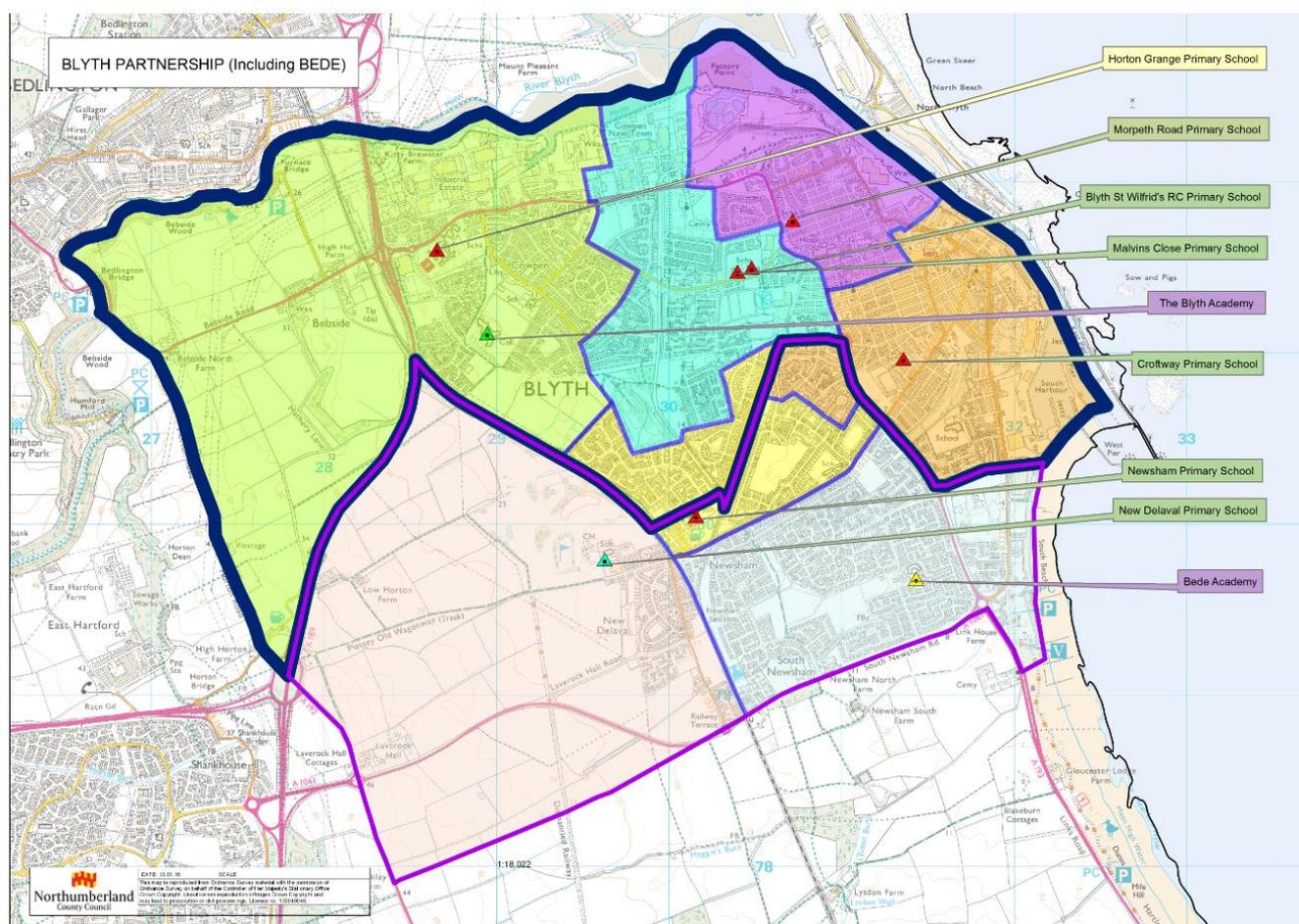
As a result of the reorganisation, additional places were needed in the secondary phase in Bedlington from Year 7. The Bishop Bewick Catholic Education Trust agreed to the expansion of places in Years 7, 8 and 9 at St Benet Biscop High School and six classrooms were constructed at the site during summer 2020 ready for the students arrival in September, in spite of COVID 19 restrictions. St Benet Biscop RC Catholic Academy is the only RC 11-18 school in the county and just under half of its intake of pupils feed in from the RC primaries in the South East (and a small number from further afield), with the remainder of the pupils residing in the Bedlington area. Experience of other reorganisations in the county indicate that it will take 2 or 3 years for the new arrangements become embedded in Bedlington.

The birth rate in Bedlington has been falling for a number of years and the current surplus places are predicted to increase. There is some approved housing development in the town but this is unlikely to reverse this trend, 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 2020	269	294	305	317	278	309	309	359	374	356	340	307	100	82	3999
2021	285	273	297	309	321	279	309	388	363	361	345	329	100	81	4039
2022	258	289	276	301	313	322	279	388	393	363	350	334	106	81	4052
2023	263	262	290	278	303	312	321	349	392	363	350	338	107	86	4015
2024	233	267	263	293	280	303	311	401	352	363	350	338	109	87	3950
2025	262	237	268	265	295	280	302	389	404	363	351	338	109	88	3952
2026	261	267	238	271	268	295	279	377	393	364	351	339	109	88	3899
2027	253	263	266	238	271	265	292	347	379	362	349	337	109	88	3821
2028	253	256	262	266	238	268	262	363	348	360	347	335	109	88	3755
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 RC 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 became part of the Bishop Bewick Catholic Education Trust in December 2020.

Birth rates in general in Blyth have increased in recent years, but now appear to be steadying, although this masks some variation across individual catchment areas. Furthermore, house building programmes in the town have been increasing and their impact is beginning to be felt. As a result capital projects were undertaken at Blyth Horton Grange Primary and New Delaval Primary to provide additional accommodation for growth in pupil numbers in those partnerships in current and future years. 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.

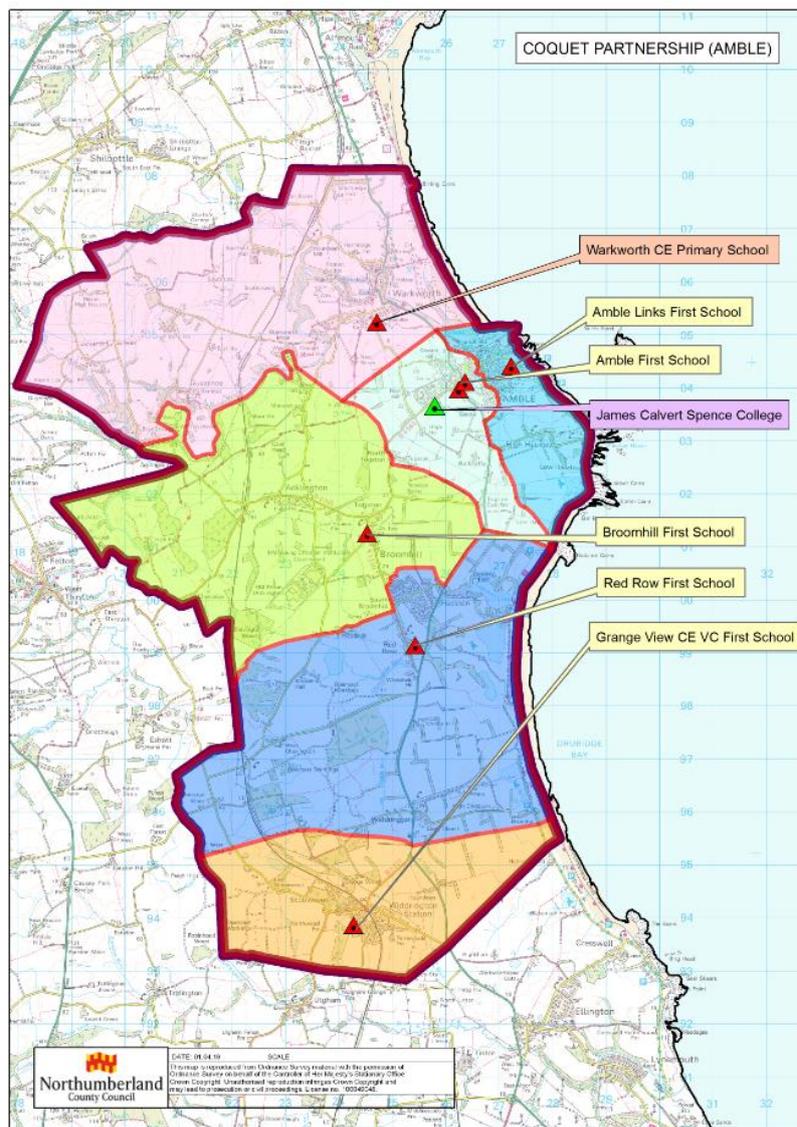
Based on January 2020 data, Blyth Academy attracts only 46% of students in its catchment area. Although not deemed necessary to accommodate local children in Blyth, Bede Academy increased its planned admission number into Year 7 from 105 to 134 (not including 90 pupils transferring from the primary element 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 only slightly above the county average at 18%.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	442	432	431	462	438	418	420	395	350	354	331	323	80	102	4978
2021	458	444	437	431	465	434	419	374	350	342	350	328	107	68	5006
2022	441	459	449	437	433	459	434	373	353	340	340	346	107	90	5064
2023	450	442	458	443	433	423	454	382	352	339	334	332	111	91	5046
2024	420	449	440	451	438	422	417	397	349	336	332	324	107	94	4978
2025	440	418	446	432	445	426	415	364	346	333	328	321	106	91	4912
2026	439	437	417	441	429	435	421	364	345	332	327	320	106	90	4905
2027	437	437	438	413	439	421	432	371	345	332	327	320	106	90	4906
2028	436	434	437	433	411	430	417	380	345	332	327	320	106	90	4899
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)



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

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

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.

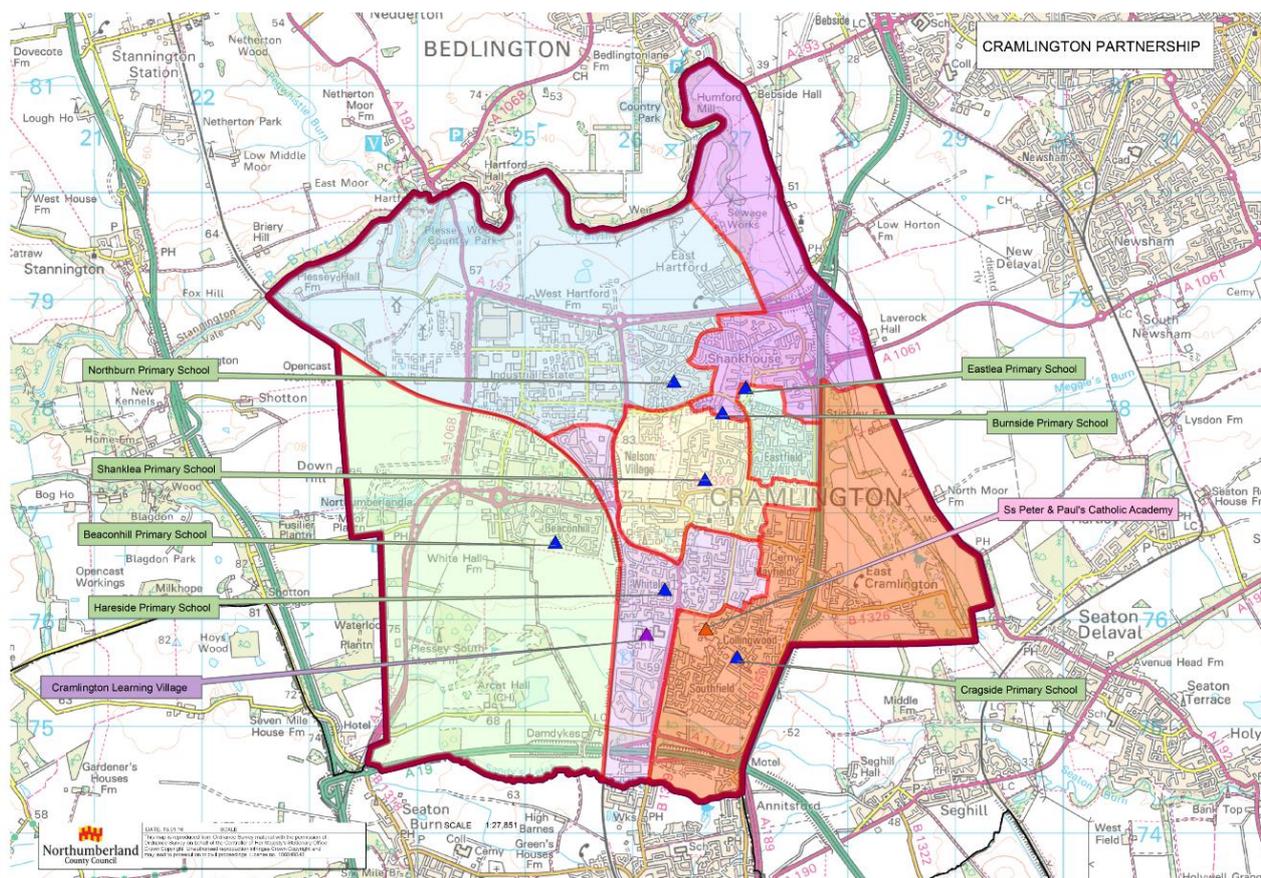
Funding has been allocated for investment in new buildings for James Calvert Spence in the Council's Medium Term Plan but this will be subject to Cabinet approval for plans to be brought forward.

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 may impact on some schools more than others, but at this point there is sufficient capacity for pupils within their own catchment schools. As a result of relatively high surplus places at JCSC, overall surplus places in the partnership are at 26%.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	111	116	119	127	114	114	108	107	94	92	80	91	41	41	1355
2021	120	116	115	120	130	107	116	103	108	96	95	83	52	26	1388
2022	126	126	116	117	124	123	110	112	105	111	100	99	46	33	1447
2023	115	131	122	115	117	114	122	102	110	105	111	100	53	29	1447
2024	116	120	126	120	114	106	112	112	100	109	104	111	54	34	1438
2025	116	119	114	123	118	103	104	103	109	98	107	103	61	35	1413
2026	117	119	114	112	122	107	100	96	100	108	97	107	58	39	1392
2027	116	120	115	112	112	111	106	94	95	100	108	98	61	37	1385
2028	115	119	116	114	113	103	111	99	93	95	101	109	56	39	1382
PAN TOTALS	157	163	163	163	163	141	141	120	120	120	120	120	90	90	1,871

Key: PAN - Planned Admission Number

7.7 Cramlington Partnership



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

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

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 88% of catchment pupils attending, while around 12% 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 and 8 in future years by up to 11 places. However, this will be monitored as it is likely that these additional pupils would be able to be accommodated over the year groups or it is likely that these will be out of catchment pupils who can be accommodated within their own catchments.

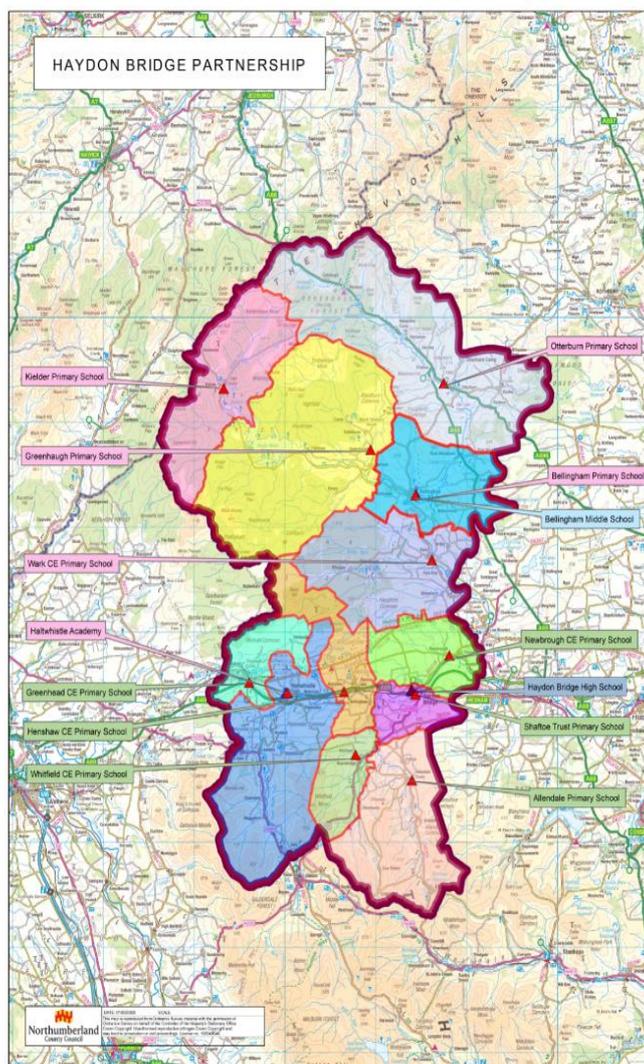
Many of the estates in the town are maturing and the birth rate has been decreasing in recent years. As a result of considerable house building in the partnership, there are a number of Section 106 agreements in place to provide additional places. It is envisaged that an additional form of entry will be required at Beaconhill Primary is likely to be required, and at some point there may also be the need for a new school to serve the Arcot development site. However, the timing of these expansions has not yet been determined as there is as yet no discernible impact on pupil numbers, and this is also dependent on build-out rates.

As a result of the popularity of schools in Cramlington, surplus places are one of the lowest levels in the county at 12% overall.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	324	330	301	389	354	359	352	350	333	346	354	348	158	117	4415
2021	336	337	336	313	396	364	371	356	353	328	350	356	167	131	4494
2022	308	348	343	349	321	401	376	361	359	347	332	354	168	139	4506
2023	311	318	347	348	350	323	400	359	357	346	345	329	165	139	4437
2024	295	320	316	352	348	352	326	357	354	343	342	341	153	137	4337
2025	311	301	316	318	351	348	353	321	351	339	338	337	160	127	4273
2026	308	317	299	320	318	352	351	349	316	337	336	334	160	133	4230
2027	304	315	318	305	323	322	358	350	347	306	336	334	160	133	4210
2028	304	310	315	325	307	327	327	350	348	336	305	334	160	133	4182
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 Primary
- Kielder Primary
- Wark CE Primary
- Greenhaugh Primary
- Otterburn Primary

- Bellingham Primary
- Haltwhistle Academy
- Bellingham Middle School and Sports College
- Haydon Bridge High School

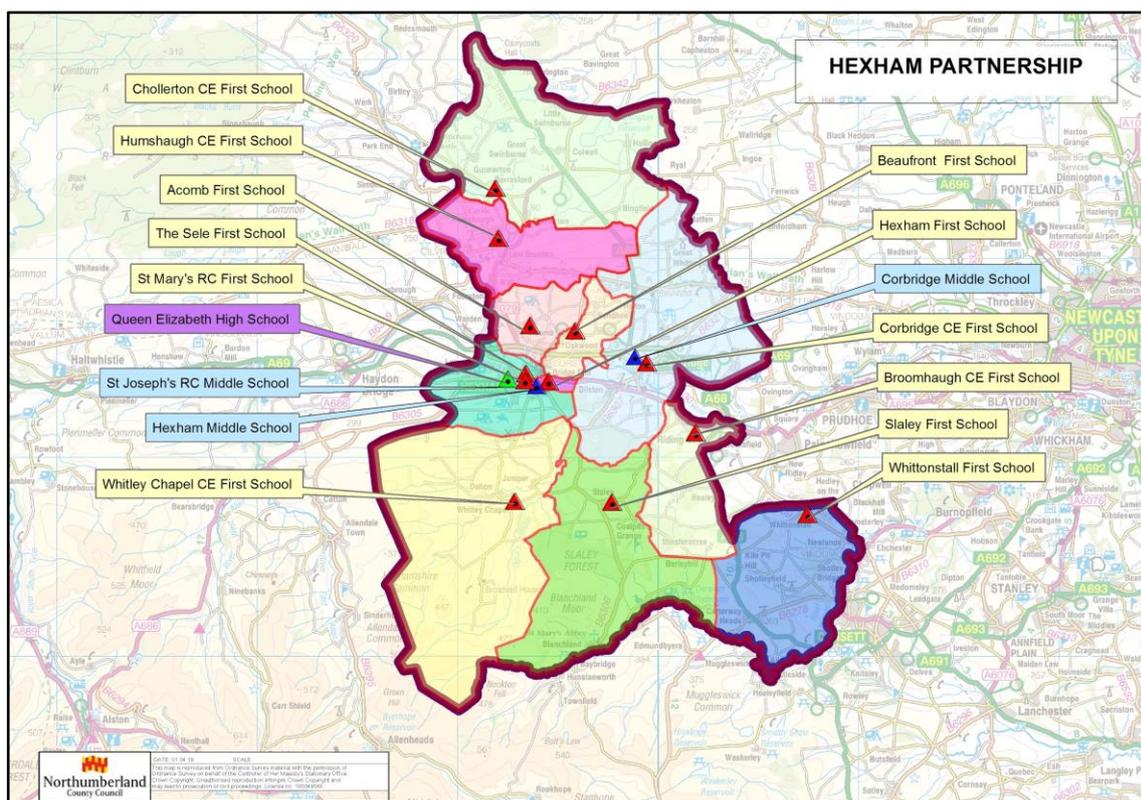
Significant capital investment in the school buildings estate was approved to support the move to full primary/secondary organisation, including at HBHS and Haltwhistle Academy (primary) which relocate to the former middle school site in the village. The Council had approved the closure of Bellingham Middle School as part of the overall changes in the partnership, but following an appeal by the school's Governing Body (as a Foundation school), the School's Adjudicator overturned the decision. West Woodburn First School was not approved to become a primary school with other first schools there were issues concerning the financial and educational stability of the school. As a result of all children leaving the school by Christmas 2019, a decision was made by Cabinet to consult on the closure of the school and this was approved in May 2020, with the school closing officially in August 2020.

There is very little inward flow into Haydon Bridge Partnership, with only 3% of pupils living in other partnership or out of county. Like other schools, local parents lost confidence in HBHS following 'Inadequate' Ofsted reports in 2014 and 2018. However, since the reorganisation of the remainder of the partnership in 2019 and the capital investment in the school, pupil numbers are beginning to recover. However, surplus places in the partnership as a whole remain high at 41%.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2020	111	120	143	142	135	111	105	86	73	74	78	72	36	35	1321
2021	126	113	120	145	141	113	107	83	84	62	76	76	33	29	1306
2022	139	127	112	121	144	118	108	84	80	71	63	74	34	26	1301
2023	118	140	125	111	118	118	111	83	80	66	70	60	33	27	1259
2024	114	120	140	127	111	99	114	88	81	68	68	69	27	26	1250
2025	121	115	119	140	125	92	94	89	84	68	68	65	30	21	1231
2026	123	121	111	117	136	101	86	72	83	68	66	64	29	24	1202
2027	122	123	120	112	116	112	97	67	69	69	69	64	29	23	1192
2028	119	123	122	120	110	95	107	75	64	57	70	67	29	23	1182
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 RC First Academy
- Whitley Chapel CE First
- Beaufront First
- Hexham First
- Corbridge CE First
- Broomhaugh CE First
- Slaley First
- Whittonstall First
- St Joseph's RC Middle Academy
- Hexham Middle Academy
- Corbridge Middle
- Queen Elizabeth High Academy

St Mary's RC First and St Joseph's RC Middle became part of the Bishop Wilkinson Catholic Education Trust in December 2020.

With the exception of 2 or 3 blip years, over the past 15 years or so the birth rate in the Hexham Partnership has been in steady decline. 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. 5% of pupils on roll at first schools in the partnership reside out of county, while 10% reside in other Northumberland partnerships. At the middle school phase, 9% of pupils on roll live out of county, while 22% 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.

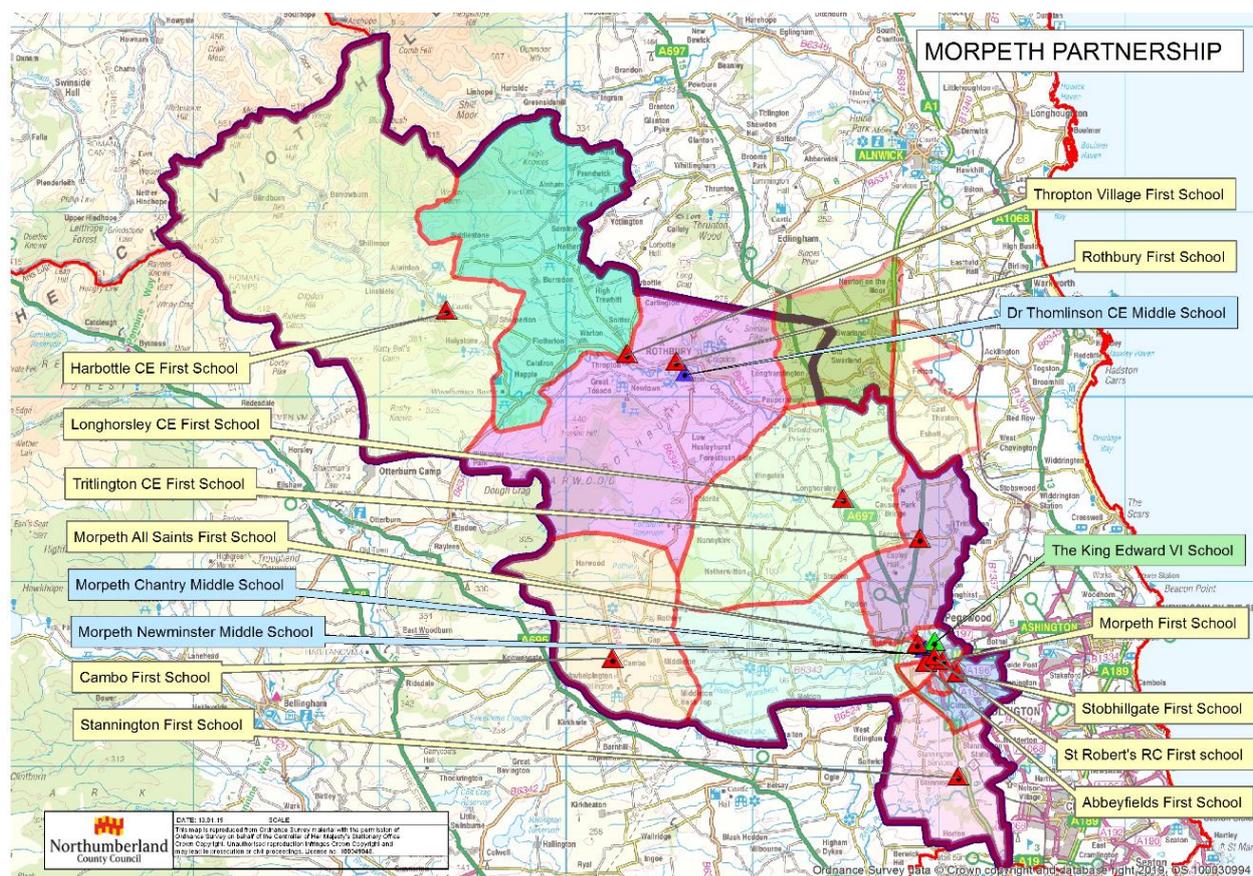
As a result of the popularity of the schools, there are only 12% surplus places overall, although this masks considerable variation between individual schools. Therefore, while there are sufficient places at the partnership level, there are some schools that would be impacted by additional housing development and therefore could be identified to require infrastructure contribution where appropriate.

Following consultation in 2018, the Council approved significant capital investment for the replacement of the Hadrian Learning Trust academy buildings (QE High School and Hexham Middle School). However, Cabinet noted the dire need for replacement buildings at QE High Academy (which together with Hexham Middle forms the Hadrian Learning Trust) and approval was given to develop a cost analysis for the reprovision and refurbishment of buildings for the two academies at the QE site; this work has now been completed and work is now underway to identify a preferred bidder for the scheme, with the buildings planned to be completed in 2021. Whittonstall First School is federated with Broomley First School in the Prudhoe Partnership and has become part of the Tynedale Community Learning Academy Trust, which is was formed in September 2019.

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	210	223	230	236	231	266	274	313	303	307	312	301	178	203	3587
2021	240	217	231	234	239	270	285	286	320	309	309	309	190	175	3613
2022	178	246	224	234	236	278	288	295	291	311	311	307	193	187	3579
2023	194	182	249	222	231	269	292	294	297	310	310	305	190	190	3533
2024	172	198	185	247	220	265	283	299	297	308	308	303	190	187	3463
2025	197	175	201	184	246	252	279	290	301	307	307	302	190	187	3417
2026	195	200	178	200	182	283	266	286	293	306	306	301	190	187	3372
2027	186	198	204	178	199	211	299	274	290	306	306	301	190	187	3328
2028	188	189	202	205	177	230	223	308	277	306	306	301	190	187	3289
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 Academy
- Thropton First Academy
- Tritlington CE First
- Morpeth All Saints First
- Cambo First
- Stannington First
- Rothbury First
- Morpeth First (Goosehill)
- Stobhillgate First Academy
- St Robert's RC First
- Abbeyfields First Academy
- Dr Thomlinson's CE Middle Academy
- Newminster Middle Academy
- Chantry Middle Academy
- King Edward VI High Academy (KEVI)

All of the academies listed above form part of the 3 Rivers Trust. Morpeth Partnership schools, particularly those located in and around Morpeth Town, are some of the most popular in the county. While the schools retain the majority of pupils in the greater catchment, there have been significant surplus places for a number of years and therefore this has allowed parents in Morpeth to have a greater choice of local school, as well as surplus places being readily taken up by pupils from neighbouring catchment areas as a result of having surplus places. At first and middle phases, 20% of the pupils on roll live in neighbouring partnerships, while at high school this rises to 26%. As a result, there are only 7% 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. In 2020, as a result of being oversubscribed by catchment pupils as a result of a nearby new housing development, additional accommodation has been delivered at the school to manage the bulge in pupil numbers through the school.

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.

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 2020, significant additional places will be needed at both Chantry and Newminster Middle Schools as a result of a large cohort of pupils currently in Year 4 in feeders schools; funding was already in place for additional accommodation at Newminster following the previous need for expansion at Chantry, and discussions are taking place between the Council and the 3

Rivers Trust on the preferred option to deliver the additional accommodation. Pupil data indicates that further larger year groups coming into year 5 at the two middle schools are expected for another 2 years after 2020.

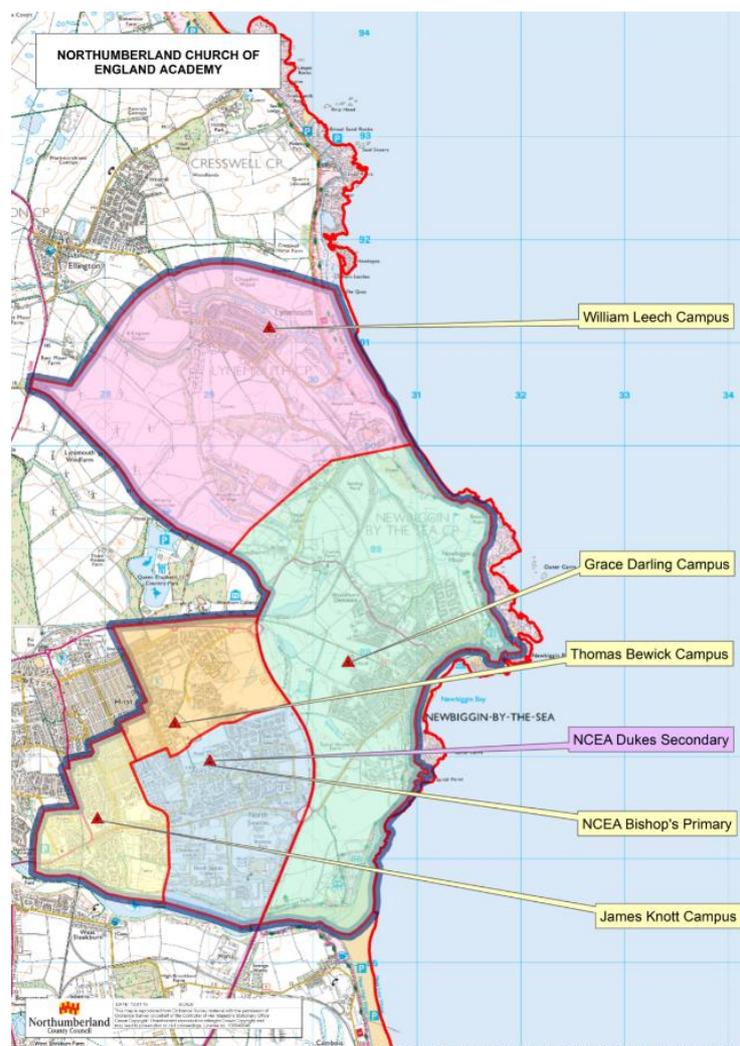
3 Rivers Academy Trust has stated that it does not wish to expand the PAN at KEVI in order to preserve the current educational experience for students. However, given the larger year groups expected in the town middle schools from 2020, the Trust has recognised that additional accommodation will need 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															
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2020	283	277	303	334	300	320	345	327	313	326	327	321	236	225	4237
2021	318	300	301	328	336	325	325	355	325	329	329	329	239	215	4353
2022	297	335	324	325	344	333	333	334	333	337	337	334	239	218	4423
2023	239	313	344	339	333	333	333	334	332	336	336	333	237	218	4358
2024	238	251	327	342	342	331	331	332	330	334	334	331	237	216	4273
2025	268	244	255	333	333	322	322	324	322	326	326	323	237	216	4152
2026	266	276	251	262	327	316	316	317	316	320	320	317	237	216	4057
2027	257	273	291	264	270	316	316	317	316	320	320	317	237	216	4030
2028	251	264	287	306	272	301	316	317	316	320	320	317	237	216	4040
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. From Autumn 2019, the NCEA Trust has reorganised its provision into 3 separate academies as follows;

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

Birth data indicates a steady number of children living in the NCEA Partnership area and this is above the actual capacity in schools. NCEA Bishop's Primary school only retains 63% of its catchment pupils, although this is somewhat ameliorated by the 11% of pupils who cross over to NCEA from neighbouring partnerships. Likewise, NCEA Duke's Secondary retains

only 54% of catchment pupils, but again 15% of pupils on its roll live in other partnerships. The partnership has 19% surplus places overall, not much above the county average of 17%.

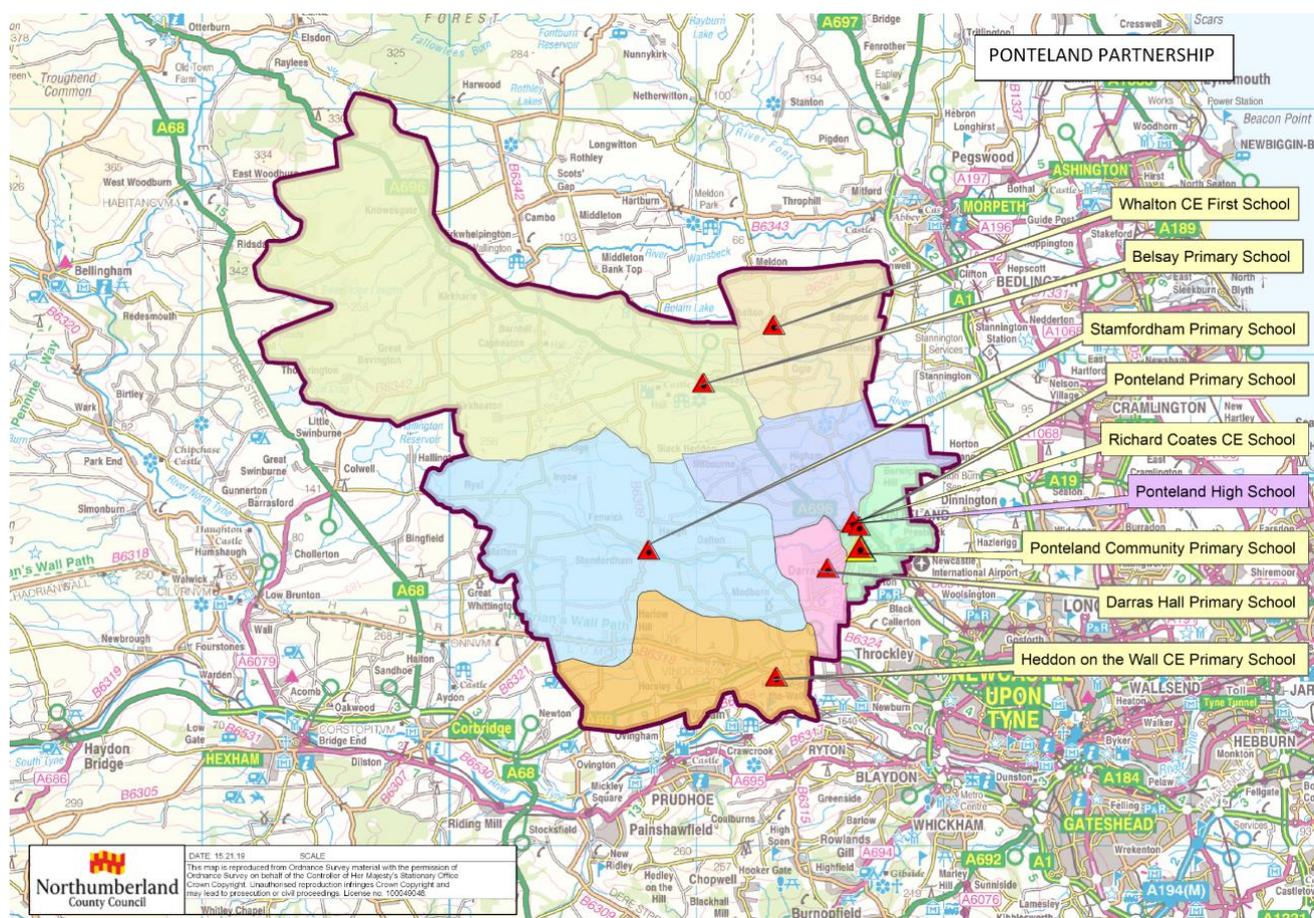
However, schools in NCEA suffer from a domino effect created in neighbouring partnerships with popular schools e.g. surplus places in Morpeth schools are filled by pupils living in Ashington, which then creates surplus places for pupils living in NCEA to take up. Therefore, over time it is expected that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

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

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	185	194	199	185	187	187	182	196	179	155	165	140	72	45	2271
2021	187	188	191	203	191	184	186	194	195	184	155	161	70	41	2331
2022	185	189	184	194	209	188	182	197	192	199	182	150	79	40	2369
2023	190	185	180	182	194	199	180	187	189	191	191	171	72	45	2356
2024	154	191	177	178	183	186	192	186	181	189	184	181	84	41	2307
2025	179	155	184	178	181	177	180	201	182	182	184	176	90	48	2296
2026	178	179	148	183	179	173	171	188	195	182	176	174	87	51	2264
2027	178	178	147	182	178	172	169	186	193	180	175	173	87	51	2251
2028	177	178	171	147	184	171	167	177	182	194	176	167	87	50	2229
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 Academy
- Stamfordham Primary
- Ponteland Primary Academy
- Richard Coates CE Academy
- Darras Hall Primary Academy
- Heddon-on-the-Wall Primary Academy
- Ponteland Community Academy
- Ponteland High Academy

Ponteland High and Belsay, Ponteland, Richard Coates, Darras Hall and Heddon-on-the-Wall 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, 42% of pupils on roll in Ponteland Partnership schools reside out of county, while this rises to 48% in the secondary phase. However, as two primary schools that were former middle schools remain in their larger provision, there are still technically 18% surplus places in the partnership, although this will reduce when Richard Coates CE Primary moves into its new accommodation at the former Ponteland Primary School site in 2021.

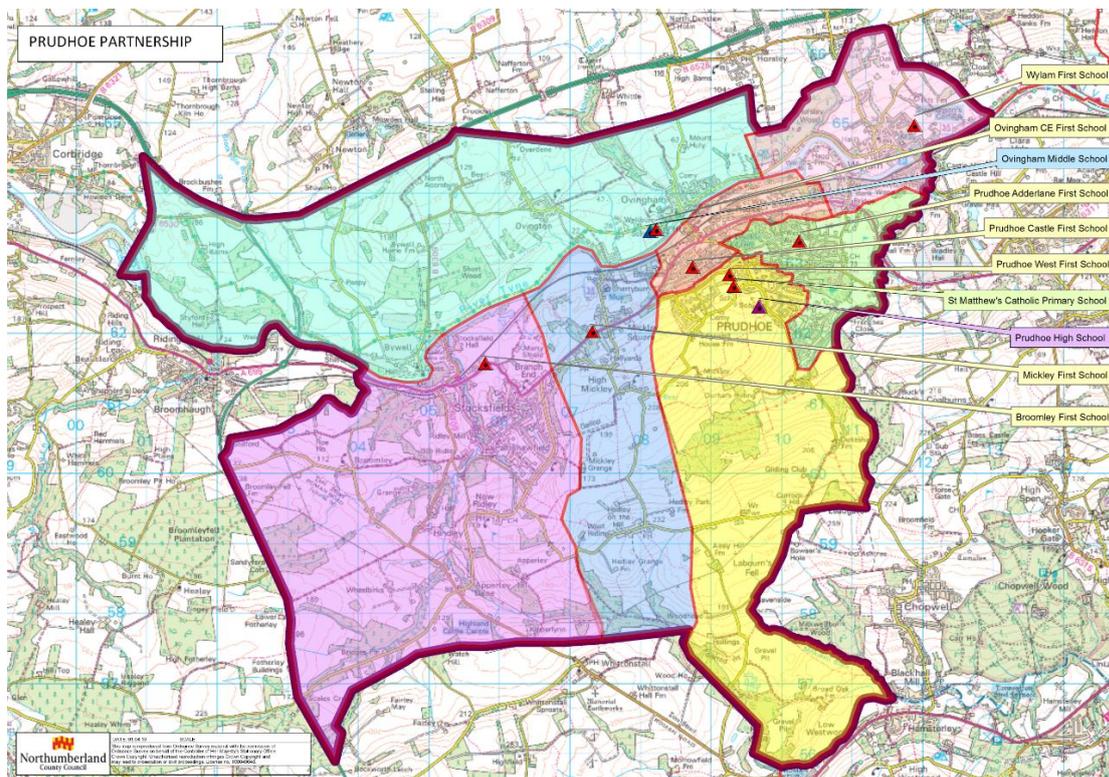
The Council is aware of the impact on neighbouring authority schools of excessive numbers of their catchment children drifting into Ponteland schools and therefore there would be no plans to increase provision at maintained schools unless it was to satisfy demand for Northumberland Children. Therefore,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

Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2020	218	221	238	244	282	278	311	303	265	272	276	260	120	136	3424
2021	223	227	232	250	262	360	289	313	305	266	275	275	138	109	3522
2022	206	234	239	244	269	335	374	292	316	278	270	277	144	125	3604
2023	170	215	241	248	259	339	345	373	291	278	278	268	143	131	3579
2024	172	177	220	248	261	324	347	342	370	276	276	274	139	130	3556
2025	196	177	180	226	261	327	331	343	338	274	274	272	143	126	3469
2026	191	202	182	185	238	328	335	329	340	272	272	270	143	130	3418
2027	185	197	209	189	197	302	338	334	327	272	272	270	143	130	3366
2028	182	191	204	217	201	249	311	337	333	272	272	270	143	130	3312
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, and includes the following academies schools.

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

Prudhoe Adderlane and Prudhoe West First Academies form part of the Wise Academies Trust (which also include schools in other partnerships in the county). Wylam, Ovingham CE, Prudhoe Castle, Mickley and Bromley Firsts, Ovingham and Highfield Middles and Prudhoe High School form the Tynedale Community Learning Trust, together with Whittonstall First School in the Hexham Partnership. St Matthew's RC VA school now forms part of the Bishop Wilkinson Catholic Education Trust.

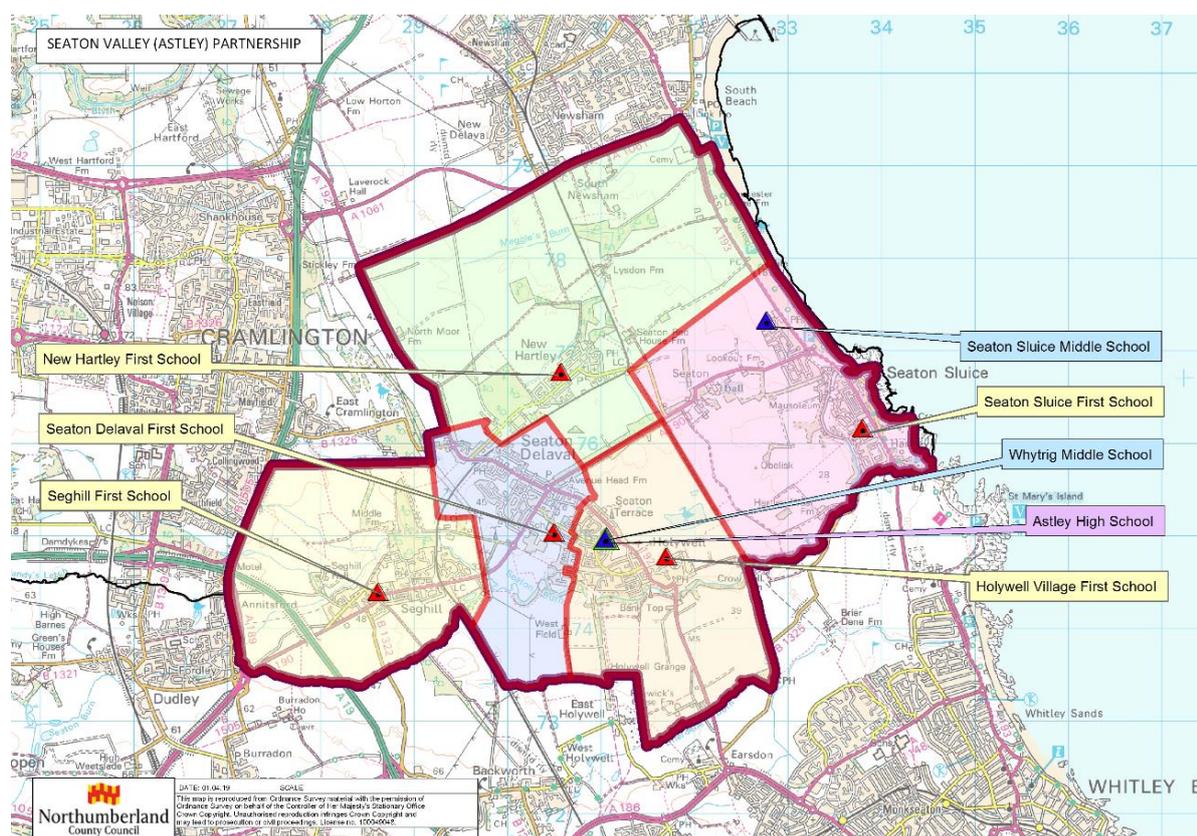
The birth rate in the Prudhoe Partnership has been declining steadily for a number of years. This has enabled a significant amount of inter-catchment movement of pupils, as parents have been able to exercise their parental choice with ease due to the level of surplus places schools. There is very little inward movement from out of county pupils (unlike into some Hexham schools), with only 5% 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 12% in the partnership, there is considerable variation within individual schools, e.g. Prudhoe Castle First Academy has 58% surplus places, while Mickley First Academy has more pupils on roll than its recorded capacity.

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

Final Forecasts															NOR TOTALS
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	
Actual Jan 2020	170	202	197	196	209	187	182	195	202	182	197	198	103	114	2534
2021	213	176	204	199	195	207	191	169	193	192	187	197	126	96	2543
2022	156	221	179	207	199	194	212	178	169	185	197	187	124	117	2524
2023	150	162	221	179	204	195	196	195	175	159	188	196	117	115	2453
2024	155	157	162	222	177	201	198	181	192	165	162	186	122	108	2387
2025	167	160	156	161	218	173	202	181	177	180	167	159	116	113	2328
2026	167	172	158	154	157	212	173	184	176	165	181	163	100	108	2267
2027	158	172	173	158	152	154	214	159	181	166	167	179	104	93	2229
2028	159	162	172	173	156	149	156	197	157	170	169	166	114	96	2197
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

While pupil numbers overall in the Seaton Valley Partnership have remained more or less stable over a number of years, this masks a change in demographics in relation to individual schools, with the Seaton Delaval area experiencing a growth in the birth rate in recent years, and schools in the Seaton Sluice and Seghill area experiencing a fall in the birth rate. There are currently 9% surplus places across the partnership, and there is not a significant number of pupils attending these schools from out of catchment or out of county, except for Astley High where 26% of students (not sixth form) live outside of the partnership, including out of county (although the majority live in other Northumberland partnerships) and Seaton Sluice

Middle where 25% of children live outside of the partnership. However, this masks variation at the school level.

Numbers of pupils being born in the Seaton Delaval First and Whytrig Middle School catchment have been increasing in recent years. In September 2017, the PAN of Seaton Delaval was increased from 30 to 45 in Reception, while in September 2018 the PAN of Whytrig Middle was increased from 54 to 90 in Year 5 and therefore both schools will increase in capacity over time. Additional capacity is being added to Whytrig Middle in a phased way to manage the increase in pupil numbers and further accommodation will be put in place over Summer 2021 ready for September.

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

Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS	
Actual Jan 2020	152	135	138	159	133	131	142	153	142	137	144	137	78	65	1846	
2021	138	152	133	138	160	136	136	140	140	142	140	141	87	65	1846	
2022	124	139	151	135	140	164	141	141	141	140	146	137	89	72	1860	
2023	128	125	137	151	135	143	142	142	142	141	143	142	86	74	1829	
2024	143	128	122	136	151	137	141	141	141	140	143	139	88	71	1822	
2025	136	143	125	121	135	152	140	140	140	139	141	137	87	73	1810	
2026	133	136	139	124	120	137	139	139	139	138	140	136	87	72	1779	
2027	132	132	133	139	124	122	139	139	139	138	140	136	87	72	1773	
2028	134	132	130	133	139	126	126	139	139	138	140	136	87	72	1772	
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 (October 2020)

Alnwick Partnership	Primary	Secondary
Surplus Places	613	153
% Surplus Places	31%	9%

Ashington Partnerships (inc NCEA Academy (October 2020)

Ashington Partnership	Primary	Secondary
Surplus Places	489	399
% Surplus Places	14%	17%

Bedlington Partnership (October 2020)

Bedlington Partnership	Primary	Secondary
Surplus Places	686	-7
% Surplus Places	26%	0%

Berwick Partnership (October 2020)

Berwick Partnership	First	Middle	Secondary
Surplus Places	400	369	415
% Surplus Places	27%	32%	45%

Blyth Partnership (inc Bede) (October 2020)

Blyth Partnership	Primary	Secondary
Surplus Places	548	564
% Surplus Places	15%	22%

Coquet Partnership (October 2020)

Coquet Partnership	Primary	First	Secondary
Surplus Places	10	129	329
% Surplus Places	7%	20%	31%

Cramlington Partnership (October 2020)

Cramlington Partnership	Primary	Secondary
Surplus Places	408	186
% Surplus Places	14%	8%

Haydon Bridge Partnership (October 2020)

Haydon Bridge Partnership	Primary	Middle	Secondary
Surplus Places	324	156	478
% Surplus Places	28%	65%	53%

Hexham Partnership (October 2020)

Hexham Partnership	First	Middle	High
Surplus Places	223	207	92
% Surplus Places	16%	16%	7%

Morpeth Partnership (October 2020)

Morpeth Partnership	First	Middle	High
Surplus Places	196	67	76
% Surplus Places	12%	5%	5%

Ponteland Partnership (October 2020)

Ponteland Partnership	Primary	High
Surplus Places	755	13
% Surplus Places	29%	1%

Prudhoe Partnership (October 2020)

Prudhoe Partnership	Primary	First	Middle	High
Surplus Places	-21	261	-40	133
% Surplus Places	-18%	23%	-6%	15%

Seaton Valley Partnership (October 2020)

Seaton Valley Partnership	First	Middle	High
Surplus Places	99	1	75

% Surplus Places	12%	0%	12%
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Northumberland
County Council

EDUCATION INFRASTRUCTURE CONTRIBUTION POLICY

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V 1.0	Sept 2017	B Parvin	New Policy
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Northumberland County Council Education Infrastructure Contribution Policy

1. Introduction

The provision of quality education is at the heart of sustainable communities and therefore is a fundamental consideration of all new housing developments. Where a new housing development is forecast to create a demand for school places in excess of those available in the catchment area of the development, the local authority will seek an education contribution from developers that reflects the likely costs of the additional places required.

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

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

The education contribution is sought under Section 106 of the Town and Country Planning Act 1990, and is consistent with Northumberland County Council's obligation to ensure that every child living in the county is able to access a mainstream school place if they want one.

It is accepted that there are limitations on the use of planning obligations and these may only be used where the obligation is:

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

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

2. Admissions Policy

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

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

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

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

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

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

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

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

Admission Criteria

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

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

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

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

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

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

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

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

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

3. **Methodology**

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

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

- The size of the development;
- Current and forecast school numbers;
- Likely pupil yield;

- The need to manage capacity and retain some flexibility in the system;
- Local and National information in relation to cost factors for the respective type of pupil places.

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

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

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

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

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

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

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

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

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

The respective primary and secondary contribution per pupil place is calculated by reference to standard area spaces requirements of 6 m² (primary) and 8m² (secondary) multiplied by an estimated total build costs per metre. Both the space per individual additional pupil and the space requirements have been identified by reference to the National School Delivery Cost Benchmarking study[1],

produced in conjunction with the Department for Education, Infrastructure and Projects Authority and the Local published in Feb 2017 which identifies new development gross costs per m² in excess of £3,000.

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

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

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

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

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

4. Special Educational Needs:

It is a fact that approximately 3% of the school age population will have complex Special Educational Needs (SEN), as reflected in both local and national pupil numbers having EHC Plans. This accounts for approximately 1400 school age children in Northumberland. This does not include a wider group of children who do not have EHC plans, but are identified and recorded as needing additional SEN support. Taken together, this accounts for approximately 16% of the school age population.

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

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

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

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

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

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

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

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

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

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

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

5. Other considerations

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

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

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

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

<https://www.gov.uk/government/statistical-data-sets/monthly-management-information-ofsteds-school-inspections-outcomes>

Individual School data is available on the "School Level Data" sheet.

6. Timing of Payments

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

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

7. Indexation & Review

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

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

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

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