

DATE & TIME OF MEETING:	Thursday, 26 May 2016 @ 2pm
VENUE:	The Grand Meeting Room County Hall, Northallerton, DL7 8AD
Please confirm attendance by e-mail to deborah.wilbor@northyorks.gov.uk telephone 01609 532727.	

Agenda

Part 1: Procedural

Item	Title	Lead
1.1	Welcome and apologies	Chair
1.2	Membership update	Chair
1.3	Minutes from the previous meeting and matters arising	Chair
1.4	Notification of other urgent business	Chair

Part 2: School Improvement

Item	Title	Lead
2.1	Performance Update and Improvement Partnerships Reports (i) Early Years (ii) Primary (iii) Secondary (iv) Special	Jill Hodges

Part 3: School Funding

Item	Title	Lead
3.1	National Funding Consultation Verbal update. For reference, the NYCC response can be found at: http://cyps.northyorks.gov.uk/index.aspx?articleid=32220	Anton Hodge

Part 4: School Organisation

Item	Title	Lead
4.1	Planning of School Places: Basic Need – Report to NYCC Executive 24 May 2016	Suzanne Firth
4.2	Schools Capital Maintenance Programme – Report to NYCC Executive 24 May 2016	Suzanne Firth

Part 5: The White Paper

Item	Title	Lead
5.1	Presentation and Discussion. Documents attached: a) White Paper News b) White Paper News c) Summary of Nicky Morgan's	Pete Dwyer

Part 6: Future Agendas

Dates of future meetings	Title
15 September 2016	
20 October 2016	

Membership

Schools Members (29)			
Headteachers (16)			
Primary	Tammy Cooper	Ruswarp CoE VC Primary School	Jan 2020
Primary	Ian Clennan	Selby Community Primary School	Dec 2017
Primary	Rachel Wells	West Heslerton CE Primary School	Dec 2017
Primary	Ian Yapp	Riverside Community Primary School	Jan 2018
Primary	David Barber	Hambleton CoE Primary School	Aug 2019
Primary	Vacancy		
Primary	Vacancy		
Primary	Vacancy		
Secondary (Chair)	Carl Sugden	King James's School	Nov 2016
Secondary	Michele Costello	Settle College	Sep 2017
Secondary	Mark McCandless	Ryedale School	May 2018
Secondary (IP Chair)	Rob Pritchard	St John Fisher Catholic High School	Apr 2019
Secondary	Sue Whelan	Eskdale School	Aug 2019
Secondary	Vacancy		
Special	Hanne Barton	The Dales Special School	Nov 2016
Nursery	Jane Pepper	Childhaven Nursery	Aug 2019
School Governors (8)			
Primary	Vacancy		
Primary	Ken Blackwood	Appleton Wiske Primary School	Oct 2019
Primary	Helen Flynn	Hookstone Chase Primary School	May 2017
Primary	Jim Martin	Newby and Scalby Primary School	Nov 2017
Primary	Geoff Archer	Applegarth Primary School	Apr 2019
Secondary	Denise Powley	Lady Lumley's School	Apr 2019
Secondary	Gerry Price	Bedale High School	Apr 2019
Secondary	Rosemary Rees	Settle College	Nov 2016
Academy Representatives (4)			
Secondary	Andrew Cummings	South Craven Academy	Sep 2016
Secondary	John Barker	Skipton Girls' High School	Dec 2017

Special	Annette Fearn	The Woodlands Special School	Aug 2019
PRS	Catherine Farrell	The Grove Academy	Aug 2019

Pupil Referral Service Representative (1)			
PRS	Les Bell	Selby PRS	Oct 2018

Non-Schools Members (6)			
Early Years	Gill Hunton	Osmotherley Pre-School	Aug 2019
RC Diocese	Vacancy		
CoE Diocese	Vacancy		
Unison	Stella Smethurst		Dec 2016
Teachers Unions	Chris Head		Dec 2019
16-19 Providers	Debra Forsythe-Conroy	Harrogate College	Aug 2018

Observers (4)		
County Councillor	Arthur Barker	Lead Member for schools, 16-19 year old education and early years provision
County Councillor	Janet Sanderson	Lead Member for children's services, special needs, youth justice, youth service and adult education
EFA Observer	Keith Howkins	Education Funding Agency
	Stephen Payne	Teachers' Association

Vacancy Update:

Primary headteachers – 3

Secondary headteachers – 1

Primary School Governors - 1

Non-schools vacancies - 2

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NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	Thursday 26 May 2016
Title of report:	Minutes of the Education Partnership – 28 January 2016
Type of report: Delete as required	For information only
Executive summary: Including reason for submission	The minutes of the previous meeting of the North Yorkshire Education Partnership are presented for approval.
Budget / Risk implications:	N/A
Recommendations:	The minutes are approved as an accurate record.
Voting requirements:	N/A
Appendices: To be attached	N/A
Report originator and contact details:	Marion Sadler – Clerk to the NYEP Tel: 01609 532234 E-mail: marion.sadler@northyorks.gov.uk
Presenting officer: If not the originator	N/A

Minutes of the NYEP meeting held on 28 January 2016

PRESENT:

Chair:	Carl Sugden
Primary Headteachers:	Ian Clennan, Tammy Cooper, David Barber, Ian Yapp
Secondary Headteachers:	Rob Pritchard
Nursery headteacher:	Jane Pepper
Special Headteacher:	Hanne Barton
Pupil Referral Service:	Fiona Dodgson (substitute for Les Bell)
Academies:	Andrew Cummings, Annette Fearn, Catherine Farrell
Governors:	Geoff Archer, Ken Blackwood, Denise Powley, Rosemary Rees
Early Years Providers:	
16-19 Providers:	
Diocesan Representatives:	
Trade Unions:	Chris Head
Observers:	Cllr Arthur Barker, Stephen Payne, Cllr Janet Sanderson, Wendy Ripley
In Attendance:	Pete Dwyer, Carolyn Bird, Helen Coulthard, Anton Hodge, Jill Hodges, Jane le Sage, Marion Sadler, Deborah Wilbor
Apologies:	Rachel Wells, Michelle Costello, Mark McCandless, Sue Whelan, Helen Flynn, Jim Martin, John Barker, Gill Hunton, Stella Smethurst, Debra Forsythe-Conroy, Les Bell,

682: WELCOME

The Chair opened the meeting by welcoming everyone and introducing new members. The Chair welcomed all to the meeting and reminded colleagues of the focus of the NYEP.

682: MEMBERSHIP OF THE EDUCATION PARTNERSHIP

The Chair welcomed the reappointment of Ken Blackwood to the Partnership for a further four years and the appointment of Chris Head as the Teachers' Union representative. Catherine Farrell was in attendance as the PRS Academy representative. Vacancies still remained for Primary Heads (3), Secondary Heads (1), Primary Governors (1), Dioceses (2).

Minutes of the NYEP meeting held on 28 January 2016**683: MINUTES OF THE PREVIOUS MEETING****RESOLVED –**

The minutes of the meeting held on 15 October 2015 were approved as an accurate record.

684: MATTERS ARISING

There were no matters arising.

685: NOTIFICATION OF OTHER URGENT BUSINESS

There were no notifications of other urgent business for consideration.

686: DRAFT SCHOOL ORGANISATION STRATEGY

CONSIDERED: Carolyn Bird presented a report setting out the Local Authority's draft schools strategy and seeking the Partnership's views. The paper would also be presented to the Spring Term School Improvement Network meetings.

The draft strategy laid out the position in relation to the LA's principles and strategic approach to its statutory duty for the provision of high quality school places whilst articulating the complex school organisation landscape in which the LA now operated. The strategy had been produced in response to requests from Headteachers and Governing Bodies for a clear statement of the LA's current and future position regarding the planning of school provision.

Ken Blackwood said that, in his view, schools were facing challenging times and the LA should be looking in detail at small schools close to each other and support them to move to collaborative arrangements. The LA also needed to consider those schools not in close proximity to each other but whose future sustainability was in doubt. The LA needed to be proactive in its strategic oversight of early years provision and look to provide support to providers in order to fill gaps in provision.

Chris Head said that the challenge for small sixth forms was significant in the view of the Teachers' Panel with some schools in significant difficulties. The increase in employers' National Insurance contributions would need to be met from school budgets thus increasing pressures further with impact likely on a national basis.

Carolyn Bird outlined the importance of timely discussions between schools and the LA in order to try to prevent schools getting into difficulty. There were different models of collaboration and a need for structured conversations on a cluster/area basis as well as with individual settings. In some areas of the County, though, it would be difficult not to have a physical school presence even if provision were delivered in collaboration with other establishments.

There was agreement that, in some instances, schools did not have a sense of urgency in relation to their sustainability and there was a need for the LA to raise awareness and provide strategic direction alongside an opportunity for Heads and Governors of schools potentially at risk to have those conversations. Longer term it was suggested that a skills audit of Heads and capacity within schools for collaboration should be considered.

Pete Dwyer stressed the importance of the paper and the need to read its content in the context of the report later on the agenda concerning the Chancellor's Autumn Statement and the proposed consultation on the Role of Local Authorities in Education. There was a risk that individual schools could rush into inappropriate fragmented arrangements as a result and the School Organisation Strategy was an important part of the LA's position to actively support local coherent collaborative

Minutes of the NYEP meeting held on 28 January 2016

solutions which over time may evolve to more formalised arrangements as policy changes.

RESOLVED: that the Partnership's views on the draft paper be noted.

687: FUNDING UPDATE AND THE IMPACT OF THE SPENDING REVIEW

CONSIDERED: report, presented by Anton Hodge and Pete Dwyer, setting out information in relation to the announcements made by the Chancellor in his Autumn Statement and the LG Financial Settlement.

It was noted that there would be no increase in DSG funding for 2016-17 and a consultation would be held in early 2016 on a national funding formula and changes to Local Authorities funding through a significant cut to the Education Services Grant alongside an indication of proposals to reduce the role of Local Authorities' role in education including school improvement. A government paper to be published shortly, would consider LA statutory duties with early suggestions that Local Authorities would still retain statutory duties around SEN, safeguarding, admissions and planning of school places. It was reported that this was likely to be a two stage consultation.

AH indicated that the Council's budgetary position, set out in section 6.0, still awaited confirmation.

The Chair stressed the importance that all schools were aware of budgetary pressures and the impact on frontline services and maintain their pressure in appropriate forums around both schools and Local Authority funding levels. Concern was expressed about Government's view that savings could be met from procurement when this was a small proportion of schools' expenditure and that schools would be forced to make staffing reductions in 2016/17 only to see an improved budget position within two years.

RESOLVED: that the Partnership endorse the proposals.

688: School Budgets 2016-17 – Schools Block

CONSIDERED: report, presented by Anton Hodge and Helen Coulthard, setting out the planned expenditure on the Schools Block Budget in 2016-17, proposed changes, use of one-off reserves and de-delegated and centrally managed budgets for which agreement was sought.

The Partnership was noted that they had already approved recommendations 1, 5, 7 and 8 at their last meeting. Views were now sought on the remaining recommendations. A further case for exception (Settle College) under section 3.3 was noted in relation to the treatment of the loss of split site funding in the MFG calculation and clarification provided about the necessity to apply for an exception. It was confirmed that in relation to exceptions at 3.3 adjustments could be made in future.

Clarification was provided as to the difference between iDACI and indices of multiple deprivation. It was confirmed that Minimum Funding Guarantee would also apply to those schools affected by iDACI. What is difference as a percentage of budget share.

RESOLVED: that the Partnership endorsed the following recommendations (not agreed at the previous meeting on 15 October 2015):

- i. to agree the exceptions at section 3.3 in respect of Dishforth Airfield, Staynor Hall and Settle

Minutes of the NYEP meeting held on 28 January 2016

- ii. to agree that the exceptions for Dishforth Airfield and Staynor Hall are funded from reserves (3.4)
- iii. to agree that sparsity funding is allocated to St Francis Xavier School as per previously agreed local criteria.
- iv. to agree that Option 1 as set out in sections 3.7-3.13 of the report be used in relation to IDACI funding
- v. to agree the Schools Budget as presented in the summary in section 4.4 of the report.
- vi. that there be a clear communication to schools about the impact of iDACI.

689: SCHOOL BUDGETS 2016-17 – EARLY YEARS BLOCK

CONSIDERED: report, presented by Helen Coulthard, setting out a proposal to consult on changes to the funding formula used to determine hourly rates paid to early years providers for the free early education entitlement to three and four year olds.

The Partnership noted the potential impact of the requirement to implement the National Living Wage and auto-enrolment for pensions from April 2016 thus increasing costs significantly. The proposal to consult on three possible options was also noted alongside the use of one-off DSG reserves to help mitigate against identified risks.

Jane Pepper felt that there would be a need to look further at these issues in the near future and asked that schools be involved in the consultation.

RESOLVED: That the Partnership endorse a consultation with all early years providers and primary schools on the three options for determining hourly funding rates for the free early education entitlement for three and four year olds as set out in Section 3.

690: SCHOOLS BUDGETS 2016-17 – HIGH NEEDS BLOCK

CONSIDERED: report, presented by Anton Hodge and Jane Le Sage, seeking the Partnership's recommendations regarding the commissioning elements of the High Needs Block and their cost implications.

AH reported on work undertaken by the Formula Review Group and sought the Partnership's endorsements to the recommendations proposed at section 10 of the report.

In relation to the Resource Allocation System, Jane le Sage reported that significant work had been undertaken particularly in relation to weightings applied for children with complex social, emotional and mental health needs and technical issues regarding the system. Further work would now be progressed to undertake further moderation of data.

Annette Fearn expressed concern at the delays in providing budget information to schools in a timely fashion. Officers confirmed that the LA would look into this further and report back.

RESOLVED: That the Partnership endorse the following recommendations:

- i. to agree to continue with the transitional arrangements in 2016-17 with respect to the RAS allocations (section 3)
- ii to agree to the continuation of the contingencies (section 6)

Minutes of the NYEP meeting held on 28 January 2016

- iii. to support the Local Authority in working with all providers to lobby central government regarding the allocation of High Needs funding
- iv. that the following matters be noted:
- changes regarding the calculation of Minimum Funding Guarantee (MFG) in special schools, and also the LA's intention to support any school adversely affected by this (section 4)
 - no major changes were proposed for the allocation of funding for the Pupil Referral Service (section 5)
 - the pressures arising from the Independent and Non-Maintained Schools sectors (section 7)
 - the pressures arising from post-school provision (section 8)
 - the overall budget pressures caused and agree the proposed way of addressing this (including the confirmation of the end of transitional funding allocated via Prior Attainment, which frees up £733k of funds within the High Needs Block) (section 9)
 - the work being undertaken within the Inclusion Service to reduce financial pressures where possible
 - that the remaining work to finalise High Needs budgets will continue and any remaining issues can be discussed at the next meeting of the Funding Review Group (5 February). Any items requiring agreement with the Partnership would be considered at the next Partnership meeting on 9 March.

691: SCHOOL BALANCES CONTROL SCHEME

CONSIDERED: report, presented by Helen Coulthard, setting out outcomes of the review of the scheme and seeking approval to remove the School Balances Control Scheme. The Partnership welcomed the proposed recommendation.

RESOLVED: the Partnership endorsed the removal of the scheme

692: TRADED SERVICES UPDATE

CONSIDERED: report, presented by Ian Yapp, providing an update of the Traded Services Panel meeting on 24 November 2015.

There was discussion about the future focus of the Panel and how it integrated with the work of SmartSolutions. Ken Blackwood expressed his concern about the focus on profitability of specific services and the increased risks around HR and/or legal cases where advice has not been sought due to the costs incurred (eg HR). There was recognition of the changing landscape of education which had resulted in such services being provided on a traded basis rather than as part of the LA's core role.

Anton Hodge reminded the Partnership that funding had been delegated to schools for such services. Officers were keen that schools were fully aware of the LA's core offer and how this linked with the commerciality of Smartsolutions. Assurance was given that the LA, through SmartSolutions, were not intending to make money out of schools and that all profits were reinvested in services.

RESOLVED: that the report be noted.

693: REPORTS OF THE IMPROVEMENT PARTNERSHIPS

CONSIDERED: Jill Hodges introduced the reports from the Chairs of the four Improvement Partnership. Joint meetings had been held with the Chairs although

Minutes of the NYEP meeting held on 28 January 2016

work in establishing the Special School Improvement Partnership had been delayed due to recruitment of the Chair. Dianne Reynard had now been appointed to this role

Early Years Improvement Partnership

Jane Pepper reported that the Partnership had met three times and was working to develop a strategy to improve outcomes at the end of EYFS and had devolved funding to develop sector-led peer to peer capacity across the sector.

Primary Improvement Partnership

Wendy Ripley reported that the Partnership had progressed work around peer review methodology and establishing good working relationships with both schools and Early Years and Secondary Improvement Partnerships

Secondary Improvement Partnership

Rob Pritchard reported that the Partnership had progressed work with schools which were judged RI on one or more occasions, developing leadership capacity to promote improvement, and bespoke work with individual schools as part of the development of an intensive county-wide recruitment strategy. Secondary SINs would include a presentation by Wendy Ripley.

Special

Diane Reynard was providing support in the absence of a Lead Adviser SEND to work around improvement with schools who were expecting Ofsted inspections in the near future.

The Chair enquired about the use of data to inform the work of the Improvement Partnership and the ability to have the right type of challenge in conversations. Rob Pritchard indicated that consideration would be given to raw data and local intelligence when determine support needs and capacity. This had been well received to date. Aligning research across Partnerships about use of data and influence of value added and progress data was a critical piece of cross Partnership work.

The Chair of the Education Partnership congratulated officers and Partnership Chairs on the progress made in establishing the Improvement Partnerships. There was further work to do to communicate effectively and promote the work of the Partnership to all schools and to engage them in their work.

Carl Sugden outlined the Education Partnership's role in holding Improvement Partnerships to account and scrutinising their work/progress towards all pupils in good/outstanding schools. There was a need for future reports to include data showing impact of the investment and standard content was suggested around performance against % of schools which were good/outstanding and budget expenditure. Jill Hodges reported that currently 87% of primary schools were now good or outstanding with the rate of progress twice national average with 85% of pupils across primary/secondary in good or outstanding schools. This was above all national indicators around Ofsted.

659: DATES OF FUTURE MEETINGS

The date of the next meeting was confirmed as 9 March 2016 at 2.00 pm at County Hall, Northallerton.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	Thursday 26 May 2016
Title of report:	Report of the North Yorkshire Improvement Partnership Boards
Type of report: Delete as required	For information only
Executive summary: Including reason for submission	To provide an update of the priorities, activity, early impact and funding for the Improvement Partnerships
Budget / Risk implications:	N/A
Recommendations:	For the NYEP to note and approve
Voting requirements:	N/A
Appendices: To be attached	Ofsted outcomes as of May 2016 <ul style="list-style-type: none">• Primary• Secondary• Nursery• Special• PRs• EY settings• Childminders• EY Schools Reports from <ul style="list-style-type: none">• Early Years Improvement Partnership• Primary Improvement Partnership• Secondary Improvement Partnership• Special Improvement Partnership
Report originator and contact details:	Jill Hodges – Assistant Director, Education and Skills 01609 532166 Jill.hodges@northyorks.gov.uk
Presenting officer: If not the originator	Chairs of the Improvement Partnerships Early Years – Jane Pepper Primary – Wendy Ripley Secondary – Rob Pritchard Special – Jane le Sage for Diane Reynard

Ofsted Inspections September 2015 – May 2016
1) Primary Schools – inspections published at 1.5.16

	Type	Latest inspection date	Current overall effectiveness	Previous overall effectiveness
Bilsdale Midcable Chop Gate CofE VC	8 to 5	22/09/2015	3	2
Cayton Primary School	5	23/09/2016	2	3
Langton Primary School	5	24/09/2015	2	3
Stokesley CP School	5	07/10/2015	2	3
Sheriff Hutton Primary School	5	20/10/2015	2	3
Kettlesing Felliscliffe CP School	8	04/11/2015	2	2
Thorpe Willoughby CP School	5	04/11/2015	2	3
Askrigg VC Primary School	8	05/11/2015	2	2
Hovingham CofE VC Primary School	8 to 5	10/11/2015	3	2
Slingsby CP School	8	17/11/2015	2	2
Foston Cof E VC Primary School	8	01/12/2015	2	2
Great Smeaton Academy Primary	5	01/12/2015	2	3
Leeming and Londonderry CP School	5	02/12/2015	2	3
Dishforth Airfield CP School	8 to 5	03/12/2015	1	2
East Whitby School	5	08/12/15	2	3
Melsonby Methodist Primary School	8	08/12/2015	2	2
Wistow Parochial School	8 to 5	10/12/15	2	2
Bolton on Swale School	8	10/12/15	2	2
Hawes CP School	8 to 5	10/12/15	4	2
Knaresborough St John's	8	12/01/16	2	2
Settle CE	8 to 5	19/01/16	2	2
Fountains CE	8	26/1/16	2	2
North Stainley CE	8	03/02/2016	2	2
Skelton Newby Hall	8	09/02/16	2	2
Kirby Hill	8 to 5	23/02/16	3	2
Bentham School	5	23/2/16	2	3
Wykeham CE	8 to 5	24/2/16	2	2
Drax	5	2/3/16	2	3
Moorside Infant	8 to 5	08/03/16	4	1
Bradleys Both	5	09/03/16	2	3



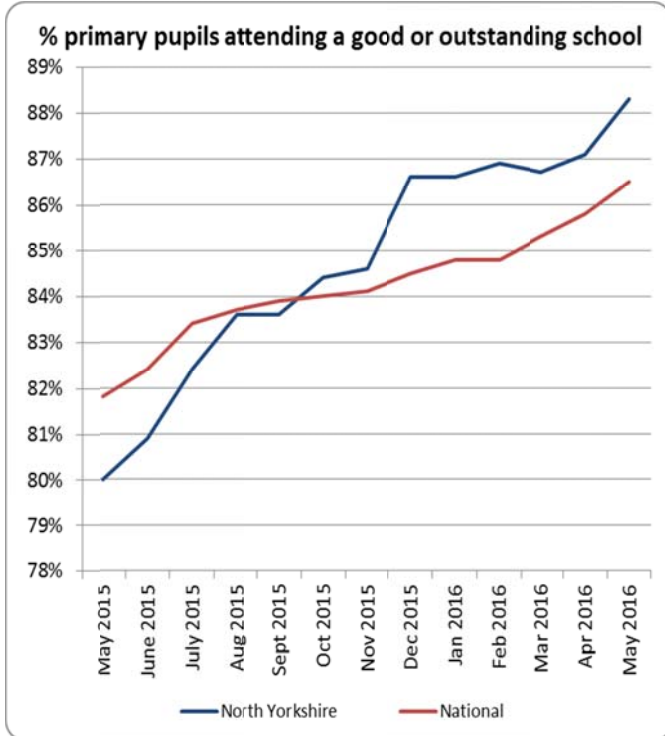
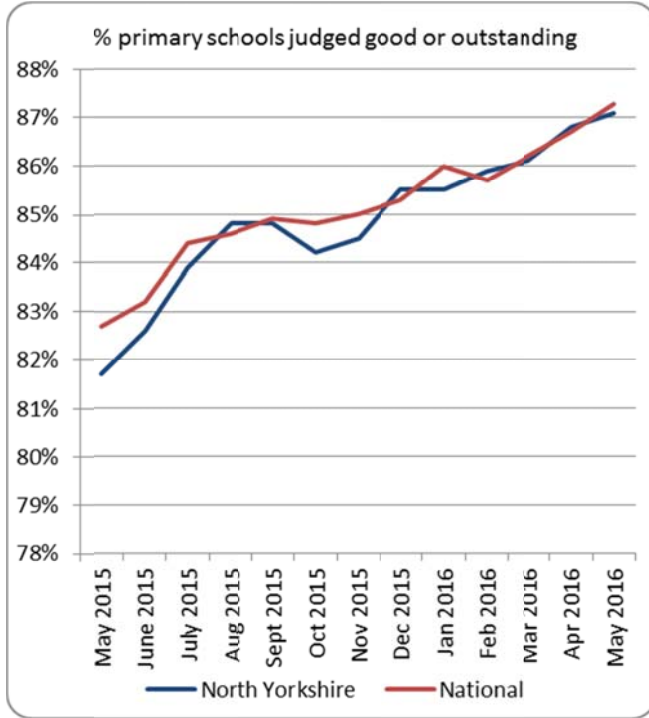
NORTH YORKSHIRE EDUCATION PARTNERSHIP

Hackforth and Hornby	8	09/03/2016	2	2
Filey Junior School	5	16/03/16	3	3
Kirk Hammerton	5	13/04/16	3	3
Northstead	5	13/04/16	2	3

Overall outcomes. Source: Watchsted	NY 1.1.15	National 1.1.15	Diff. NY vs nat January 2015	NY 1.5.16	National 1.5.16	Diff. NY vs nat May 2016
Primary schools graded good or	80.4%	82.2%	-1.8 ppt	87.1%	87.3%	-0.2%
Pupils in good or outstanding primary	77.7%	81.4%	-3.7 ppt	88.3%	86.5%	+1.8%



**NORTH YORKSHIRE
EDUCATION PARTNERSHIP**



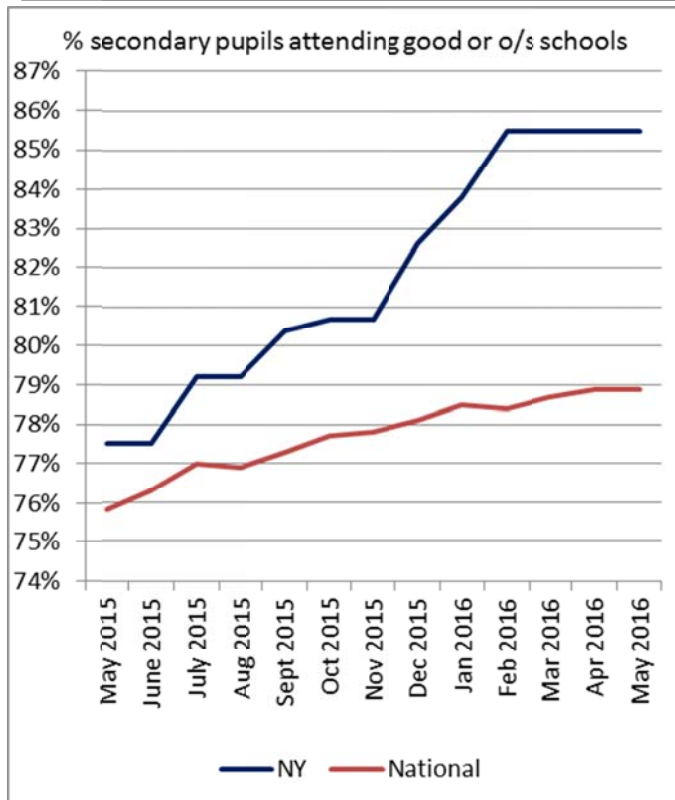
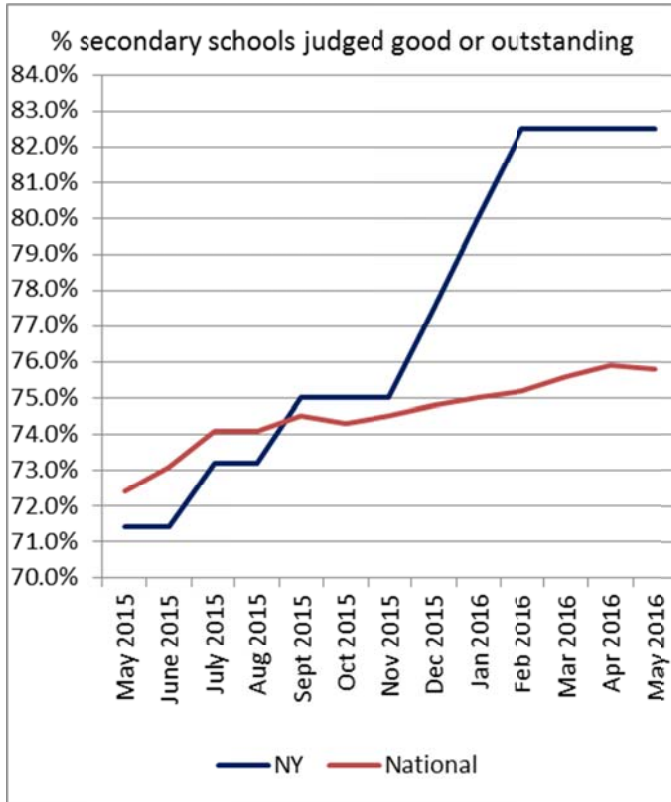
2) Secondary Schools – inspections published at 1.5.16

	Type	Latest inspection date	Current overall effectiveness	Previous overall effectiveness
Malton School	5	06/10/2015	2	3
Eskdale School	5	03/11/2015	3	3
Graham School Science College	SM to 5	02/11/2015	3	4
Risedale Sports and Community College	5	26/11/2015	2	3
Settle College	5	17/11/2015	2	3
Outwood Academy Ripon	8 to 5	14/01/16	1	2
Lady Lumley's School	8	23/02/16	2	2

Overall outcomes. Source: Watchsted	NY 1.1.15	National 1.1.15	Diff. NY vs nat January 2015	NY 1.5.16	National 1.5.16	Diff. NY vs nat May 2016
Secondary schools graded good or outstanding	71.4%	72.2%	-0.8 ppt	82.5%	75.8%	+6.7
Pupils in good or outstanding secondary	77.5%	75.6%	+1.9 ppt	85.5%	78.9%	+6.6



**NORTH YORKSHIRE
EDUCATION PARTNERSHIP**



3) Nursery Schools – inspections published by 1.5.16

	Type	Latest inspection date	Current overall effectiveness	Previous overall effectiveness
None this academic year to date.				

Overall outcomes.	NY 1.1.15	NY 1.5.16	National
Nursery schools	100%	100%	98% (Dec 15)

4) Special Schools – inspections published by 1.5.16

	Type	Latest inspection date	Current overall effectiveness	Previous overall effectiveness
None this academic year to date.				

Overall outcomes.	NY 1.1.15	NY 1.5.16	National
Special schools graded good or outstanding	92%	92%	92% (Dec 15)

5) Pupil Referral Services - inspections published by 1.5.16

	Type	Latest inspection date	Current overall effectiveness	Previous overall effectiveness
The Rubicon Centre	5	15/12/16	3	3
Scarborough PRS	8 to 5	26/01/16	3	1

Overall outcomes.	NY 1.1.15	NY 1.5.16	National
Pupil Referral Services good or outstanding	80%	60%	85% (Dec15)

6) Early Years Settings – inspections published by 1.5.16

Name	Type	Latest inspection date	Current overall effectiveness	Previous overall effectiveness
Chipmonks At Giggleswick	EYR Inspection	08/09/2015	2	2
Hemingbrough Pre-School	EYR Inspection	11/09/2015	2	2
Yellow Ribbon Pre-School	EYR Inspection	17/09/2015	2	2
Barkston Ash Nursery School	EYR Inspection	23/09/2015	2	1
Little Footsteps Nursery	EYR Inspection	23/09/2015	1	2
Sunnyfield Kindergarten	EYR Inspection	30/09/2015	2	2
Busy Bees	EYR Inspection	07/10/2015	2	3
St Hilda's Playgroup	EYR Inspection	14/10/2015	2	3
Swinton Playgroup	EYR Re-Inspection	15/10/2015	2	4
Holme Garth Nursery	EYR Re-Inspection	29/10/2015	2	4
Killinghall & District Playgroup	EYR Re-Inspection	03/11/2015	2	3
Stepping Stones Day Nursery	EYR Re-Inspection	13/11/2015	2	4
St Joseph's Playgroup	EYR Inspection	13/11/2015	3	3
Olive Tree Day Nursery	EYR Inspection	13/11/2015	2	3
Seamer Pre-School	EYR Inspection	24/11/2015	1	2
Markington Village Pre-School	EYR Inspection	01/12/2015	2	3
St John's Playgroup	EYR Inspection	04/12/2015	2	3
Little Bears Pre-School	EYR Inspection	07/12/2015	2	3
Alne Pre-School Playgroup	EYR Inspection	07/12/2015	1	3
Coliseum Kids	EYR Inspection	16/12/2015	3	3
Madhatters	EYR Inspection	08/01/2016	2	3
Brambly Hedge Day Nursery	EYR Inspection	14/01/2016	3	2



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Ridgeway Private Day Nursery Ltd	EYR Inspection	27/01/2016	2	3
Wheatcroft Playgroup	EYR Re-Inspection	28/01/2016	2	3
Stepping Stones RAF Leeming	EYR Inspection	09/02/2016	2	2
Filey Childcare Ltd	EYR Inspection	18/02/2016	2	2
Flaxton Children's Nursery	EYR Inspection	22/02/2016	4	2
Hambleton Playgroup	EYR Inspection	26/02/2016	2	2
Rigton Red Kite	EYR Inspection	01/03/2016	2	n/a
Sheriff Hutton Pre School Playgroup	EYR Inspection	01/03/2016	2	n/a
Scruton Pre School incl Headstart Committee	EYR Inspection	03/03/2016	4	n/a
Patchwork Private Children's Daycare	EYR Inspection	10/03/2016	2	2
Cowling Pre-school and Toddlers Limited	EYR Inspection	11/03/2016	2	3
Wharefdale Babies	EYR Inspection	11/03/2016	2	2
Manor EY Pre-school Limited	EYR Inspection	24/03/2016	1	n/a
Hebden Lodge Nursery Ltd	EYR Inspection	01/04/2016	2	2
Little Treasures	EYR Inspection	08/04/2016	4	n/a

7) Childminders – inspections published by 1.5.16

Type	Number of childminders	Current overall effectiveness	Previous overall effectiveness
EY Re-inspection	2	2	4
EYR Inspection	2	1	3
EYR Inspection	36	2	2
EYR Inspection	11	2	No previous
EYR Inspection	4	1	1
EYR Inspection	1	3	No previous
EYR Inspection	1	Met	Outstanding
EYR Inspection	4	Met	2



NORTH YORKSHIRE EDUCATION PARTNERSHIP

EYR Inspection	3	4	2
EYR Inspection	7	3	2
EYR Inspection	5	2	1
EYR Inspection	1	Not met	2
CR Inspection	1	Not met	Met
Total childminders inspected academic year to date	78		

Overall outcomes.	NY 1.1.15	NY 1.5.16	National
Nursery schools	100%	100%	98% (Dec 15)
EY settings good or outstanding	92%	94.9%	N/A
Childminders (with funded places, NY records)	79.8% (Aug 15)	76.8%	N/A
Childminders (as defined by Ofsted Dataview)	86% (Aug 15)	N/A	84% (Aug 15)

8) North Yorkshire Early Years Judgements in Schools September 2014 – April 2016

March 2016 figures with national comparators taken from Ofsted Management Information to March 2016.

School list of published outcomes in North Yorkshire up to end of April shows that whilst the majority (58 out of 81) of EY outcomes are the same as the overall judgement, in 19 out of 81 inspections they have been higher. In only 4 cases the EY outcome has been lower than the overall judgement.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

EY judgement	Outstanding	Good	RI	Inadequate
NY March 2016	16%	70%	14%	0%
National March 2016	7%	60%	28%	5%

EY compared with overall	Same	Above	Below
NY March 2016	75%	20%	5%
National March 2016	79%	18%	4%

Inspections by April 2016	Date	Overall I	EY	EY compared with overall
Pickhill Church of England Primary School	10/09/2014	2	2	=
Sharow Church of England Primary School	16/09/2014	3	2	+1
Nawton Community Primary School	24/09/2014	2	2	=
Harrogate, Grove Road Community Primary School	24/09/2014	2	2	=
Oakridge Community Primary School	30/09/2014	1	2	-1
Danby Church of England Voluntary Controlled School	01/10/2014	2	2	=
Brayton Church of England Voluntary Controlled Primary School	01/10/2014	2	2	=
Marton-Cum-Grafton Church of England Voluntary Aided Primary School	14/10/2014	1	1	=
Skipton, Ings Community Primary and Nursery School	15/10/2014	3	3	=
Selby, Longman's Hill Community Primary School	04/11/2014	3	3	=
Cliffe Voluntary Controlled Primary School	04/11/2014	3	3	=
Kirkbymoorside Community Primary School	06/11/2014	2	2	=
West Heslerton Church of England Voluntary Controlled Primary School	13/11/2014	1	1	=
Holy Trinity CofE Junior School	26/11/2014	2	0	n/a
Easingwold Community Primary School	02/12/2014	2	2	=



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Barkston Ash Catholic Primary School	02/12/2014	2	2	=
South Otterington Church of England Voluntary Controlled Primary School	04/12/2014	1	2	-1
Sowerby Community Primary School	09/12/2014	2	2	=
Pickering Community Junior School	09/12/2014	2	0	n/a
Rillington Community Primary School	07/01/2015	2	2	=
Kirk Fenton Parochial Church of England Voluntary Controlled Primary School	08/01/2015	2	2	=
North Rigton Church of England Primary School	15/01/2015	2	2	=
Stillington Primary School	20/01/2015	3	2	+1
Richmond Church of England Primary School	20/01/2015	4	2	+2
Staveley Community Primary School	21/01/2015	2	2	=
Cawood Church of England Voluntary Aided Primary School	22/01/2015	2	1	+1
Saltergate Infant School	28/01/2015	2	2	=
Amotherby Community Primary School	04/02/2015	2	2	=
Sherburn Hungate Community Primary School	04/02/2015	2	2	=
Snainton Church of England Voluntary Controlled Primary School	04/02/2015	3	2	+1
Cowling Community Primary School	11/02/2015	2	2	=
Hemingbrough Community Primary School	11/02/2015	2	2	=
St Nicholas Church of England Primary School, West Tanfield	11/02/2015	2	2	=
Fairburn Community Primary School	12/02/2015	1	1	=
Baldersby St James Church of England Voluntary Controlled Primary School	25/02/2015	2	2	=
Harrogate, Bilton Grange Community Primary School	11/03/2015	2	3	-1
Glusburn Community Primary School	17/03/2015	2	2	=
Harrogate, Coppice Valley Community Primary School	25/03/2015	2	2	=
Fountains Earth, Lofthouse Church of England Endowed Primary School	25/03/2015	3	2	+1
Barton Church of England Primary School	21/04/2015	3	3	=
Sleights Church of England Voluntary Controlled Primary School	22/04/2015	2	1	+1
Camblesforth Community Primary School	23/04/2015	2	2	=
Gillamoor Church of England Voluntary Controlled Primary School	27/04/2015	2	2	=
Mill Hill Community Primary School	29/04/2015	2	2	=
Moorside Junior School	06/05/2015	3	0	n/a
Barwic Parade Community Primary School, Selby	06/05/2015	3	2	+1
Leavening Community Primary School	06/05/2015	2	2	=
Sacred Heart RC Primary School	12/05/2015	2	2	=
Harrogate, St Peter's Church of England Primary School	14/05/2015	2	1	+1



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Kettlewell Primary School	02/06/2015	2	2	=
Ripley Endowed Church of England School	02/06/2015	3	2	+1
Romanby Primary School	09/06/2015	2	2	=
Huby Church of England Voluntary Controlled Primary School	09/06/2015	2	2	=
St George's Roman Catholic Primary School	09/06/2015	2	1	+1
Colburn Community Primary School	10/06/2015	3	3	=
Tockwith Church of England Voluntary Controlled Primary School	17/06/2015	2	2	=
Burneston Church of England Voluntary Aided Primary School	17/06/2015	2	2	=
Osmotherley Primary School	24/06/2015	3	3	=
South Milford Community Primary School	24/06/2015	2	1	+1
Swainby and Potto CofE Primary School	30/06/2015	3	3	=
Ripon, Greystone Community Primary School	01/07/2015	3	2	+1
Pickering Community Infant School	02/07/2015	2	2	=
Thomas Hinderwell Academy	07/07/2015	3	3	=
Bilsdale Midcable Chop Gate Church of England Voluntary Controlled Primary School	22/09/2015	3	2	+1
Cayton Community Primary School	23/09/2015	2	2	=
Langton Primary School	24/09/2015	2	2	=
Stokesley Community Primary School	07/10/2015	2	2	=
Sheriff Hutton Primary School	20/10/2015	2	3	-1
Thorpe Willoughby Community Primary School	04/11/2015	2	2	=
Hovingham Church of England Voluntary Controlled Primary School	10/11/2015	3	3	=
Great Smeaton Academy Primary School	01/12/2015	2	2	=
Leeming and Londonderry Community Primary School	02/12/2015	2	2	=
Dishforth Airfield Community Primary School	03/12/2015	1	1	=
Whitby, East Whitby Community Primary School	08/12/2015	2	2	=
Wistow Parochial Church of England Voluntary Controlled Primary School	10/12/2015	2	2	=
Hawes Community Primary School	10/12/2015	4	3	+1
Settle Church of England Voluntary Controlled Primary School	19/01/2016	2	2	=
Kirby Hill Church of England Primary School	23/02/2016	3	2	+1
Bentham Community Primary School	23/02/2016	2	1	+1
Wykeham Church of England Voluntary Controlled Primary School	24/02/2016	2	2	=
Drax Community Primary School	03/03/2016	3	2	+1
Moorside Infant School	08/03/2016	4	4	=
Bradleys Both Community Primary School	09/03/2016	2	2	=
Filey Junior School	16/03/2016	3	0	n/a
Kirk Hammerton Church of England Primary School	13/04/2016	3	1	+2



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Improvement Partnership Reports

The Early Years Improvement Partnership (EYIP)

The Early Years Improvement Partnership met on 8 February and 23 March and will meet again on the morning of 26 May.

Membership: This includes 5 Headteachers (1 from a maintained nursery school, 4 from schools with nursery classes) 8 representatives from the private and voluntary sector (full day care and sessional providers), 1 representative from the Prevention service. Efforts are made to capture the views of childminders. The Partnership Board is supported by NYCC officers from Education and Skills, Commissioning and Strategy, Finance and Inclusive Education.

Jane Pepper (Chair), Headteacher, Childhaven Nursery School
 Caroline Midgley, Embsay Children's Centre
 Donna Makepeace, Ings Primary School
 Elizabeth Robson, Oatlands Infant School
 Elizabeth Walker, Burniston & Cloughton Playgroup
 Gail Brown, Brotherton & Byram Academy
 Gail Hope, Fieldside Day Nursery
 Gill Donaghy, Brayton Head Start Playgroup
 Gill Hunton, Osmotherley Playgroup
 Helen Hardie, Childminder representative
 Jayne Hopkins, Ashville Independent School
 Josy Thompson, Funcare Day Nurseries, Little Dragons, Playaway, Woodlands, Harrogate
 Linda Mortimer, Saltergate Infant & Junior School
 Sarah Moon-Gatford, Incy Wincy Day Nursery

Andrea Sedgewick – Strategy & Commissioning
 Andy Lancashire – Principal Adviser, Early Years & Primary
 Helen Coulthard - Finance
 Ruth Mason – Lead Adviser, Early Years
 Mandy Lambert (Clerk)

Main Focus

The partnership board's main focus is to oversee improvements in Early Years outcomes (currently measured at the end of the Early Years Foundation Stage as "Good Level of Development in The prime Areas of personal, Social and Emotional Development, Communication and Language, Physical Development, and the Specific areas of Literacy and Mathematics), and in terms of Ofsted outcomes (Inspections of Early Years Settings, and judgements of Early Years in Schools). There is a strong focus on "Closing the gap" in Early years, and recognition that there is a diversity of need across the LA area.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

The Partnership Board oversees the deployment of Early Years advisers and consultants and Early Years lead teachers and practitioners in supporting improvements, and contributes to planning for the Early Years leadership networks and training for the sector.

The EYIP has an additional role consulting on policy and finance developments.

Key issues

Ofsted outcomes for settings continue to show an upward trend. Currently 95.2% of settings are judged to be good or outstanding (compared with 92% in 2015 and 86% nationally). This may be a consequence of focussed risk assessment carried out by EYIAs and targeting of EY consultant time on settings previously judged RI or due an inspection, and of course, the good work taking place within settings.

EY judgements in school compare favourably to the national figures see below. Figures are for inspections between Sept 14 and March 16.

EY judgement	Outstanding	Good	RI	Inadequate
NY March 2016	16%	70%	14%	0%
National March 2016	7%	60%	28%	5%

Early Years Advisers have been funded through the EYIP to work with colleagues in localities on Closing the Gap in Early Years. These projects have been developed to address locally identified priorities including language and communication, mathematical development and boys' writing, with a focus on targeted work with vulnerable groups.

Members of the Improvement Partnership Board spoke at all the Early Years Leadership Forums in the Spring term, and the Chair attended 4 out of the 5 meetings to outline the role of the Improvement Partnerships and the commitment to developing sector leadership and the significance of quality Early Years learning in improving life chances for all children, especially the more disadvantaged.

A focus for the EYIP is to develop and extend the capacity of the Early Years Lead Teachers, Practitioners and child minders to work alongside the EY advisers and consultants. There are currently 5 FTE advisers and 6 FTE consultants. Members of the Partnership Board have reviewed the work of advisers and leads and are working to develop an understanding of how the role of practitioner leads can complement their work. It was agreed that next year there should be an increase in the number of EY leads from settings and to open this opportunity to EY teaching assistants in schools. Two cohorts of practitioners from schools and settings and childminders have taken part in pedagogical mediation training, alongside advisers and consultants. A "Partnership Working Day" is being planned for 10 June. This is intended to bring together participants from projects working throughout the county, as well as EY advisers, consultants, lead teachers and



NORTH YORKSHIRE EDUCATION PARTNERSHIP

practitioners to share the experience and learning from this year's work and to plan for future collaborative working in communities.

It has been agreed that there is a need to support the leadership of EYFS in schools. Headteacher members of the Partnership Board plan how to take this initiative forward, in the role of Consultant head teacher with Early Years specialism, bearing in mind the increasing number of schools considering extending their age range to include 2, 3 and 4-year-olds, the fact that many Primary School Headteachers lack direct experience of the EYFS and the strong evidence that attainment in the EYFS is a strong predictor of outcomes at KS1 and beyond.

There is no national comparative data, but through local clusters and networks work is developing to establish tracking of progress throughout the EYFS.

Funding:

Overall budget	Sept 15 – August 16	£150000
Committed	Chair	£14000
	Admin/running costs	£11500
	Training	£13600 (pedagogical mediation)
	Training	£2960 (Ofsted – Getting to Good/Good-Outstanding)
	Closing the Gap	£38500
	Lead practitioners	£47440
	Contingency	£27400

Future spend this academic year is anticipated to include:

- Support for Children in Local Authority Care in the EYFS by complementing the "Imagination Library" by purchasing books for settings as well as monthly books for children in foster care.
- Funding to support the recruitment of Childminder Champions and more EY leads.
- EY conference in the summer term.

Policy and Development

A consultation on Early Years funding within the LA took place in the Spring term. It is anticipated that a national funding formula for Early Years will be announced later this year. While the distribution of funding exposes the diversity of the Early Years sector, and challenges the efforts to develop collaborative networks between school and settings, the Partnership Board continues for focus on developing professional dialogue and mutual respect for the contribution that all sectors of the Early Years community make towards positive outcomes for children.

NYCC has been selected as one of eight early innovators to explore how the 30 hour flexible offer can be developed in rural areas, and for children with additional needs.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Jane Pepper Chair, Early Years Improvement Partnership Primary Improvement Partnership

The membership of the PIPB is as follows:

Wendy Ripley (Chair)
Anne Vetch, Governor, Kettlewell Primary School
Catherine Lassey, Headteacher, Dacre Braithwaite CE Primary School
Don Parker, Headteacher, Askwith Community Primary School
Jane Douglass, Headteacher, Castleton and Glaisdale Federation
Jane Pepper, Headteacher Childhaven Nursery School & Chair of EYIP
Mary Kelly, Governor, Boroughbridge Primary School
Mike White, Headteacher, Brompton on Swale Community Primary School
Nigel Ashley, Headteacher, Meadowside Community Primary School
Rick Weights Headteacher, Monk Fryston CE Primary School
Simone Bennett, Headteacher, Christ Church CE VC Primary School

Jill Hodges (Assistant Director, Education & Skills)
Andy Lancashire, Principal Adviser, Early Years & Primary
Ruth Mason, Lead Adviser, Early Years
Helen Davey, Lead Improvement Adviser, South,
Jo Mackle, Lead Improvement Adviser, North
Joy Willis, Lead Improvement Adviser, East
Matt Blyton, Lead Improvement Adviser, West
Steven Holmes, Lead Improvement Adviser, Central
Mandy Lambert (Clerk)

Meetings

Since the last NYEP meeting, two PIP meetings have taken place on: 10 February and 21 March 2016. Meetings to date have focused on:

- establishing and building relationships
- establishing priorities and drawing up the PIP development plan for 2015 – 18
- discussing priority schools
- discussing and agreeing initial allocations from the PIP budget
- agreeing the North Yorkshire Strategy for School Improvement and Quality Assurance; particularly a Memorandum of Understanding for commissioned support
- identifying priority actions for the remainder of the 2015 -16 academic year and scoping out project proposals and funding and other resource needs
- how to communicate the actions of the PIP more widely.
- mapping available support from TSAs across North Yorkshire



NORTH YORKSHIRE EDUCATION PARTNERSHIP

- identifying a project to develop 'peer reviews' within the Swaledale TSA; this would develop shared principles across other alliances and collaborations rather than a 'one-size fits all' model.
- investigating a recruitment package for primary schools in North Yorkshire.

Additionally 'Building Capacity' grants have been allocated to each TSA (£33K each.) and to STAR (Sherburn and Tadcaster) Alliance and CASTLE (Skipton/North Craven) Alliance (£20K ea.)

It is fair to say that the implications of the White Paper 'Educational Excellence Everywhere' have been, and continue to be, discussed in much detail. Discussion on the roles of the sector, the TSAs and the LA, membership of the Board and ways forward is continuing and will be the focus of the next meeting on the 25th May. These discussions have been both necessary and important. The Board also feels that it needs to revisit and review priorities to ensure that there is capacity to deliver and that there are not too many.

The main priorities in the PIP development plan for 2015 – 18 are:

1. Ensure that the proportion of pupils who attend a school that is good or outstanding is at least 95% by July 2018. We will do this by increasing the number of schools in the LA that are good and outstanding (as defined by Ofsted). We will achieve this by focusing our actions and the support and challenge we provide on those schools:
 - that the most recent Ofsted inspection has deemed to require improvement
 - that are below floor standards
 - where contextual information and local intelligence indicate a school is an 'insecure' good or outstanding school, for whatever reason(s)
 - that are small and/or in rural or coastal locations
 - support 'securely' good to become outstanding.
2. Improve outcomes for pupils and ensure that by July 2018 we are at least 5% above national benchmarks for the end of the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 (working in partnership with the Early Years Improvement partnership to achieve this).
3. Close the attainment and progress gaps between disadvantaged pupils and other pupils in North Yorkshire and nationally.
4. Improve outcomes and the progress made by more able/most able pupils and children who have high prior attainment.
5. Ensure that our performance measures and our actions take full account of national strategies and changes and provide timely support to help our schools implement these; for example, sharing information and knowledge that will help schools to embed the accountability measures and statutory assessment arrangements being implemented in 2016.
6. Meet the new national standard requirements (which will be broadly equivalent to a 'good level 4' or RWM 4b+) being implemented in 2016.
7. To develop quality assurance procedures that monitor, review and report on all aspects of school-to-school support being delivered within the LA irrespective of who is delivering it.

Workstrands for the rest of the year given previous comment about revisiting priorities at the next meeting



NORTH YORKSHIRE EDUCATION PARTNERSHIP

As previously stated we have identified a number of important work strands for the remainder of the 2015-16 academic year. These will contribute to achievement of the PIP priorities. These are:

- **Mapping:** developing a comprehensive map of alliances, partnerships and the school-to-school support taking place across North Yorkshire; compiling a directory of sources of expertise and support that can be kept up to date easily.
- **Peer Reviews:** establishing memorandums of understanding and commonly shared terminology; developing a range of protocols and supporting documentation for peer reviews; piloting quality assurance procedures for peer reviews.
- **Getting beyond good:** a time-limited piece of research that aims to identify which actions and strategies are most effective at moving 'securely good' schools to outstanding; the outcomes of which can be shared with and implemented by North Yorkshire schools.
- **Assessment:** investigate the county wide picture in terms of the implementation of new assessment systems; understand what is working well in different settings (small schools, across collaborations/federated schools, for teaching heads etc); identify how we can share knowledge and expertise and best provide support for example through a county-wide conference and/or the establishment of assessment 'networks'.

Funding

Funding available Sept 2015 – August 2016 is **£692757**

Primary Improvement Partnership - financial position at 31 March 2016

Actual spend Further commitments

Management costs	7955	12045
Admin/supply/travel/catering	1302	692
Any new TSAs/ partnerships	0	50000
Building Capacity in existing TSAs / partnerships	238000	0
Maths Project	9160	0
Specific Projects e.g: Peer reviews Good to outstanding CPD re Executive Headships		90000
Schools Causing Concern	43000	215657
Contingency		27946
	<u>299417</u>	<u>396340</u>

Andy Lancashire for Wendy Ripley, Chair



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Secondary Improvement Partnership

The Secondary Improvement Partnership has met three times since the beginning of January. Meetings have focused on: monitoring the progress and impact of the priorities in the current development plan; monitoring the budget (396k in total); and early discussions/ decisions about the priorities and budget for the academic year 2017 – 2017.

Members of the Secondary Improvement Partnership Board:

Rob Pritchard, (St John Fisher Catholic High School: Chair)
 Martyn Sibley, (Tadcaster Grammar School: Selby Area)
 Phil Loftus, (Norton College: Coast and Ryedale)
 Ian Robertson, (Richmond School: The North)
 Michele Costello, (Settle College: Craven)
 Helen Woodcock, (Rossett School: Harrogate and District)
 Honor Byford (CoG Graham School: Governor)
 Janet Bates, (Principal Secondary Adviser)

Key aims of the Secondary Improvement Partnership Development Plan 2015 – 2016

Ensuring all schools are good or better

The core offer of support (15k per school) was taken up by the five secondary schools that have been judged as requiring improvement at the last two inspections. Plans for the support required through the £15k have been scrutinised by the Improvement Partnership Board and, in response to feedback from schools, criteria have been produced to clarify the parameters for the support. The funded support was also offered to a small number of schools currently judged to be good by Ofsted. The LA is providing/ brokering support to schools already in a category of concern or whose data indicates that they would be vulnerable in an inspection, and the Secondary Improvement Partnership has also provided some limited support to a number of these schools. Lead Improvement Advisers are monitoring the impact of all support to ensure the resource is well targeted, and the Chair of the Improvement Partnership will give an overview of impact to Headteachers through the Secondary School Improvement Network meeting on 24 June.

Developing leadership capacity to promote improvement

This continues to be a key priority for the Secondary Improvement Partnership. Schools have been generous in supporting the partnership by deploying leadership capacity in schools across the LA. Some have been asked to support the initiative by building extra leadership capacity into their schools for September 2016, supported by £25k of funding through the Secondary Improvement Partnership. The Associate Senior Leader, employed through the Secondary IP for two terms, is



NORTH YORKSHIRE EDUCATION PARTNERSHIP

currently deployed in two schools in different areas of the county as a Consultant Headteacher. The Secondary IP Board has made the decision to secure the appointment for a further year. (approx. £90k)

The Secondary IP is also part funding for two years a Lead Practitioner for English in the Selby Area, hosted at Sherburn High School (£25k); and another Lead Practitioner for English based at St Francis Xavier School (12k).

Developing an intensive county wide recruitment strategy (Approx. £50k)

Keeley Hawes, based in the HR team in County Hall, is working with the Secondary IP and schools to improve recruitment to North Yorkshire secondary schools. Keeley has now worked with a number of schools on an individual basis to produce recruitment action plans, and there is clear evidence of impact through this strategy. Case studies are being produced. The North Yorkshire secondary recruitment website ('Inspire, Lead, Teach') is up and running; secondary schools can post adverts there free of charge and exchange information through an online forum. Keeley and the recruitment team have also produced marketing materials to encourage students to train in North Yorkshire schools, and for NQTs and other teachers to apply to posts in the county. Links have been made with a range of ITT providers, and there will be a North Yorkshire Recruitment Conference early in the Autumn Term. The Secondary IP Board has made the decision to retain the recruitment post for the next academic year, to build on the progress already made this year.

Current and potential other work strands include:

Further development of quality assurance procedures that monitor, review and report on all aspects of school-to school support being delivered within the LA, ensuring that the support is timely and with clear and agreed outcomes. In line with the audit report recommendations, the Secondary IP is setting up SLAs with schools giving and receiving support.

A peer review framework, along the lines of the Essex model, that will establish a range of procedures and protocols, including quality assurance procedures. This will build on the headteacher peer review visits already taking place across the county.

Special Improvement Partnership

Membership

Diane Reynard (Chair)
 Mark Mihkelson, Brompton Hall School
 Denise Sansom, Brooklands School
 Marc Peart, Forest Moor School
 Jonathan Tearle, Mowbray School
 Debbie Wilson, Springhead School
 Sarah Edwards, Springwater School
 Hanne Barton, The Dales School
 Peter Hewitt, The Forest School
 Marianne Best, Welburn Hall School



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Jane le Sage, Assistant Director

There have been two meetings since the last Education Partnership Board:

- Tuesday 1st March 2016
- Wednesday 11th May 2016

Each of our meetings begins with an input from the local authority which cover key messages from both a local and national perspective. The Board welcome the presence of the LA officer and find these briefings to be very useful. The main agenda follows with an information sharing opportunity to conclude.

The focus of each of these meetings is highlighted below:

1st March 2016

Identifying expertise and outreach opportunities

Arising from the local authorities update we discussed the contribution special schools could make to the LA's professional development offer. It was clearly recognised that each special school had a wealth of expertise in a range of areas that could greatly benefit our mainstream settings. The chair sent out a template for each school to identify what areas of expertise they had, and, what they felt they could offer as outreach.

Accountability – a discussion about peer reviews.

The Chair presented a range of options that were considered and discussed in detail. It was agreed that one model be trialled which would comprise of an educational consultant, LA officer and peer headteacher carrying out a one day intensive review of the school. The focus of the review would be individualised to meet each schools perceived needs. The Chair sent out a template for heads to preference who they would like as their peer head and to identify which term they would like the review to take place.

Priority areas for 2016/17 to help steer the SSIPB's annual action plan.

Headteachers had been asked to bring their own schools priorities to share with the group. These were discussed and common themes began to emerge. It was agreed that these would be collated by the chair and shared through the minutes. A decision as to how to produce the priority actions would be discussed at the next meeting.

IMPACT

- **Special school heads interested in sharing their expertise with each other and their mainstream colleagues.**
- **Consensus to create a peer to peer review model that works for the specialist sector.**
- **Agreement for each school to identify their school improvement areas in order to produce an action plan that will systematically address these over the next 12 months.**



NORTH YORKSHIRE EDUCATION PARTNERSHIP

11th May 2016

Peer to Peer support = feedback from Headteacher preference

Heads were presented with who the peer headteacher would be for their peer review. Most heads had asked for their review to take place in the new academic year however one head has agreed to trial the process after half term and share outcomes.

Outcome of School's 'Areas of expertise/Specialisms'

Most schools had supplied information about what their schools' expertise was and what they believed they could deliver as professional development for others. The heads agreed that they were willing to share this information with each other initially and then more widely with the local authority but wanted to re-visit the information they had presented first.

The chair agreed to collate all the information to share with each other and re-send out the paperwork identifying what they would be prepared to offer to other schools.

The peer review process – presentation from Eric Craven (ex-HMI)

The proposed framework for peer reviews was outlined. Two possible models were outlined, a 'mocksted' approach and a bespoke model where each school determined what areas they wanted to focus on. For example, a school might have been trialling a new behavioural approach, felt it was working but wanted an external view of its impact. It was agreed that the bespoke model would have the greatest impact on improvement. The chair agreed to co-ordinate the first peer review.

Academisation – presentation by Pete Dwyer, Director for CYPS

The Director for Children and Young People's services led a discussion about academisation. It was made very clear that the local authority wanted to work with all schools and that the way forward was to instill an open and transparent dialogue with any school wishing to become an academy. The concept of a Learning Trust between the local authority and schools was discussed. The heads felt this was an interesting option and would like to know more about this at their next meeting.

IMPACT

- **Heads agree to share areas of expertise initially with each other and eventually with the local authority with the aim of being part of the LA's professional development offer.**
- **Peer to peer review programme to be produced with first review taking part after half-term (Summer 2016).**
- **Heads agree to discuss academisation further including the 'LA's Learning Trust model.**

Work undertaken:

- **To introduce and seek agreement over an accountability framework which will enable the local authority to gain greater knowledge and understanding of its specialist settings.**

First peer review to take place at Brooklands School - 2nd half Summer term (Marc Peart - Peer Headteacher)



NORTH YORKSHIRE EDUCATION PARTNERSHIP

- Ensure the local authority recognises the expertise that lies within its specialist provision and the role these schools could play in delivering specialist professional development for all schools.

Schools' identified expertise to be shared internally with the minutes of the last meeting. Information to be gathered about what each school is prepared to offer and shared at next meeting (16 June). Further discussion to take place with local authority.

- Create a Special Schools improvement/development plan that ensures all settings are able to deliver 'no less than good' learning opportunities for their pupils.

Working party of 4 heads and chair of SSIPB to draft priority action plan – 16 June 2016

Funding – expenditure to date

11th November 2015 – 23rd April 2016.

£3,927 - Please note this does not include cost of venues for the meetings.

All Improvement Partnerships

Veritau have undertaken an initial audit around all four Partnerships. The report is not yet finalised but the Partnerships will be responding to any recommendations.



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	Thursday 26 May 2016
Title of report:	PLANNING OF SCHOOL PLACES – BASIC NEED PROGRAMME 2015-2018
Type of report: Delete as required	For information
Executive summary: Including reason for submission	To brief the Education Partnership on the progress of the 2015-17 Basic Need programme and proposals for further investments in 2017/18.
Budget / Risk implications:	
Recommendations:	To note the report
Voting requirements:	
Appendices: To be attached	Report to the Executive – 24 May 2016
Report originator and contact details:	Suzanne Firth, Strategic Planning Manager
Presenting officer: If not the originator	

1.0 PURPOSE OF THE REPORT

1.1 To brief the Education Partnership on the progress of the 2015-17 Basic Need programme and proposals for further investments in 2017/18.

2.0 BACKGROUND

2.1 The attached report will be considered by the Executive on 24 May 2016. It provides an update on progress with implementing the 2015-17 Basic Need programme which delivers additional school places. It recommends a series of additional investments up to 2018/19 to meet further Basic Need for school places.

3.0 RECOMMENDATIONS

3.1 To note the report.

PETE DWYER

Corporate Director – Children and Young People's Service

NOT FOR PUBLICATION

Appendix A, B and C of this report contain information of the type defined in paragraph 3 of Part 1 of Schedule 12A Local Government Act 1972 (as amended).

NORTH YORKSHIRE COUNTY COUNCIL

EXECUTIVE

24 May 2016

PLANNING OF SCHOOL PLACES – BASIC NEED PROGRAMME 2015-2018

Report of the Corporate Director – Children and Young People's Service

- 1.0 PURPOSE OF REPORT
- 1.1 To brief the Executive on the progress of the 2015-17 Basic Need programme and to seek approval for further investments in 2017/18.
- 2.0 EXECUTIVE SUMMARY
- 2.1 A £58m capital programme for 2015-2017 was approved by the Executive on 30 September 2014 for the provision of additional school places. This is funded from a combination of Basic Need grant and developer contributions.
- 2.2 This programme is now being delivered in line with the requirements for school places. The position is volatile and schemes are subject to slippage as a result of uncertainty over the speed of housing development. Costs for many of the schemes are significantly higher than anticipated. The overall programme is predicted to exceed the funding currently available by just over £1m.
- 2.3 Given the large grant allocations in 2015/16 and 2016/17 it was anticipated that future years' allocations would be much lower, as the bulge in the demand for primary places was met. A further £1m of grant funding was allocated to North Yorkshire for 2017/18 in an announcement in February 2015 and it was confirmed on 17 March this year that for 2018/19 no further allocation was being made. There are no indications of the level of funding beyond 2018/19 at this point.
- 2.4 The 2015-2017 programme has been reviewed and priorities for further additional places up to 2018/19 are identified in this report.
- 2.5 The publication of the White Paper 'Educational Excellence Everywhere' on 17 March will have significant implications for future schools' capital planning. Whilst plans to convert all schools to academy status between now and 2022 have been dropped full academisation is still the government's intended direction of travel. The responsibility for place planning is expected to rest with local authorities so Basic Need grant is likely to continue in some form. New arrangements are emerging for the delivery of new schools through the Free School programme.

3.0 GOVERNMENT ANNOUNCEMENTS

Basic Need Grant

- 3.1 Basic Need grant is not time-limit so can be carried forward if unspent at the end of each financial year without risk of clawback. It is based on the DfE's assessment of need derived from local authority data.

LA Basic Need 2015/16 (announced in 2014)	£20,126,485
LA Basic Need 2016/17 (announced in 2014)	£19,168,081
LA Basic Need 2017/18 (announced in 2015)	£1,084,853
LA Basic Need 2018/19 (announced in 2016)	£0
Total 2015-2018	£40,379,419

Other Funding Streams for school places and/or educational provision

- 3.2 Funding has been retained nationally to fund an additional 500 Free Schools and new University Technical Colleges and Studio Schools. This includes the c£10m funding for the UTC in Scarborough which is due to open in September 2016.
- 3.3 It has been announced that there will be a national capital pot of £200m for SEN provision from 2017 to deal with increased demand for places and services. Details are awaited about how local authorities might access this pot.
- 3.4 An expression of interest was submitted in April which will allow us to bid for potential capital funding later in 2016 to support the extension of early years funding to 30 hours.

4.0 PRIORITIES FOR INVESTMENT

- 4.1 The Local Priority Statement which spells out the County Council's priorities for investment in schools was reviewed and approved by full council in February 2015 following consultation. A further review may be necessary in future to take account of the changing role of the local authority in education.
- 4.2 The key priorities contained within the revised statement are reflected in the proposed 2016/17 Basic Need capital programme. They are:
- Providing new school places in areas of growth
 - Supporting school improvement through collaboration between schools and the restructuring of educational provision
 - Meeting key local service priorities or statutory service obligations
 - Enabling savings or efficiencies to be made in the use of property
 - Ensuring compliance with statutory and regulatory requirements
 - Maintaining the condition of the school estate to ensure buildings continue to be safe, warm, weather-tight and fit for their purpose.
- 4.3 A separate report is being brought in parallel with this report recommending investments in the condition and suitability of school buildings (including a programme for investment in VA schools).

5.0 INVESTMENT IN ADDITIONAL SCHOOL PLACES

- 5.1 In September 2014 the Executive approved a £58m investment programme in new primary school places to meet rising demand. This was funded through a combination of Basic Need grant and developer contributions.
- 5.2 Eight projects from that two year programme have now been completed. A further ten projects are currently on site with six more at an advanced stage of development, intended to deliver additional primary school places by September 2017. Some of these projects are substantial and complex phased projects involving the significant reconfiguring and major expansion of some school sites, in some cases onto extended sites. One project is a wholly new school which will open in Selby in September 2016. The total value of these pipeline projects is £35.6m. A number of these schemes are expected to cost significantly more than originally envisaged, costs having risen as schemes have developed. This reflects both the currently high rate of construction inflation and some of the significant challenges thrown up in extending some schools, particularly the costs of mitigating highways and planning concerns. A list of projects and costs is included in the private Appendix A.
- 5.3 Commitments valued at a further £26.6m were also made within that programme to take forward a number of major schemes which are directly associated with major housing developments. These include:
- North Northallerton Development Area
 - Sowerby Gateway
 - Olympia Park, Selby
 - Manse Farm, Knaresborough
 - New school site in Malton
 - North Scarborough
 - Middle Deepdale
- 5.4 Development of these housing sites has been slower than anticipated so none of these school projects have yet commenced on site. In all cases they will now deliver places beyond September 2017 and in some cases beyond 2018 so expenditure will slip into future years. However, it remains likely that these housing developments will proceed, albeit more slowly than expected and therefore the funding for additional places will continue to be required.
- 5.5 Work is now underway to commence the planning for schools to serve the North Northallerton and Sowerby Gateway developments. These will be new primary academies which will probably, following the publication of the White Paper, need to be part of Multi Academy Trusts.
- 5.6 Planning for a new school site at Olympia Park has been paused in the light of uncertainty around that housing development. It is still anticipated that this would be an enlargement and relocation of Barlby Bridge Primary School although this will be kept under review in the light of revised guidance from the DfE.

- 5.7 There are now signs of the Manse Farm development commencing in Knaresborough and, following recent discussions with local schools, it is likely that this will be a new primary academy as part of a local MAT.
- 5.8 In Malton an application for a large housing development was rejected so a review of options is being undertaken in that area. If the new housing development does not come forward the provision of additional places could take the form of primary places on the secondary school site, potentially through the relocation and expansion of an existing local school. The number of new dwellings to be provided in Malton potentially has implications for the scale of future housing developments in Norton.
- 5.9 It is likely that a new primary school will be needed to serve any new development in Norton, in addition to the development of the Brooklyn House site which is currently planned as an enlargement of Norton CP School. This was agreed in principle as part of the deliberations about the expansion of Norton CP School. This would be a primary academy as part of a MAT.
- 5.10 Discussions are ongoing about the provision of a replacement school for Overdale CP School in Middle Deepdale to reach agreement with developers about the delivery and funding of the school. This is expected to be built by September 2018 subject to resolving legal issues.

5.11 A summary of these projects and anticipated costs is provided at private Appendix B.

6.0 VOLATILITY OF DEMAND

- 6.1 As indicated above the programme remains volatile with a need to keep pupil forecasts under continuous review. New priorities are emerging as applications for further housing come forward. Other factors such as the major rebasing of armed service personnel are having a significant impact on place planning. During 2015/16 it has been necessary to inject a number of small scale projects into the programme mid-year, approved via the Quarterly Capital Monitoring process and funded from contingencies, to ensure places were available in time to meet rapidly rising demand.
- 6.2 Revised ONS demographic data has shown a significantly lower birth rate in the Harrogate District compared to previous data and this has meant that pupil forecasts have reduced. A review is being undertaken of the current Basic Need programme in Harrogate to determine whether it is necessary to proceed with all of the planned expansions in that area on the same timescale as previously envisaged. In parallel alternative sources of population data are being explored within the Council.

7.0 FINANCIAL POSITION OF THE PROGRAMME TO DATE

- 7.1 There is a £3.8m potential shortfall between the funding originally committed for the 2015-17 programme and the current estimated costs of projects now in the pipeline.
- 7.2 There is potentially a small surplus of £178,000 in relation to those schemes which, whilst they have been committed to, are not yet advancing. A contingency of £2.6m was set aside as part of the programme to provide some degree of buffer against the anticipated volatility of pupil numbers but this still leaves an over-commitment of

£1.1m across the 2015-17 programme should all these projects be delivered. The position is summarised below:

2015/17	Cost Estimate	Basic Need Grant	Developer Contribution	Other Funding	Current Commitment	Predicted Shortfall
Schemes in progress	£35,582,799	£22,846,582	£9,767,099	£337,860	£31,748,040	-£3,834,759
Schemes not yet in progress	£26,473,640	£15,205,838	£10,345,480	£0	£26,651,338	£177,698
Total	£62,056,439	£38,052,420	£20,112,579	£337,860	£58,399,378	-£3,657,061
Unallocated contingency					£2,589,500	-£1,067,561

8.0 FURTHER PRIORITIES BEYOND SEPTEMBER 2017

- 8.1 A review of pupil forecasts has shown that there are further areas of the County where rising birth rates and demographic change will increase the demand for pupil places beyond the current supply by 2018/19.

Impact of Military Rebasing

- 8.2 A very significant element of this is the impact of the rebasing of armed services personnel from abroad and other parts of the UK into Catterick Garrison, Dishforth and other bases. Officers have worked closely with the MoD to attempt to map the scale and timing of the impact but it has proved challenging to identify where families and their children will be housed in sufficient time to plan for an expansion of places. The impact of the rebasing in Catterick during the summer of 2015 was to virtually eradicate all surplus places across the area. There were 240 more primary pupils in schools in the area in September compared to July 2015. In addition there are two planning applications now submitted each for up to 170 service families' homes to be built in Catterick by 2019 which could generate a further 200-300 additional primary aged children. In the longer term up to 800 additional primary places will be needed to meet the demands of Local Plan housing.
- 8.3 Consultation was undertaken in January 2016 to evaluate views across the Catterick area on how best to make these additional places available and agreement has now been reached in principle on a strategy to deliver them. It is estimated that it will cost approximately £8.5m to meet the need for additional places in Catterick and Dishforth directly arising from the movement of military personnel and new housing in these areas. In addition it is proposed to undertake feasibility work at Linton on Ouse School to determine scope for future expansion there, subject to further data on MoD plans.

Impact of Housing Developments

- 8.4 There are a number of other areas where there are large numbers of housing applications being submitted by developers, often significantly exceeding the Local Plan housing targets e.g. Easingwold, Thorpe Willoughby, Whitley in Eggborough and Hambleton. If these developments are built out in line with expectations there will be the need to add capacity to primary schools in all of these areas with a potential cost of £3.4m. Where necessary additional land is being negotiated to allow school sites to expand to meet the need.

- 8.5 There is need to make £1.1m provision for further expansion of places in Harrogate town pending further review of forecasts. This may slip subject to the review of birth data.
- 8.6 The above investments would total £12.9m of which £6.2m would be expected to be met from developer contributions creating the requirement for £6.8m of Basic Need or other Council funding. The private Appendix C provides the detail of this.
- 8.7 When the decision was made to plan for a new school site for Norton in addition to expanding Norton Community Primary School onto a satellite site there was an additional cost associated with this option amounting to a potential £4.7m (excluding any developer contributions). The application for housing has yet to be submitted so the timing of additional demand is likely to go beyond 2018 but may materialise quite soon thereafter. This would be a call on future capital resources.
- 8.8 In some cases these applications have come in so rapidly and on such a scale that they have not yet been reflected in the capacity/forecast data submitted to DfE which generates the Basic Need grant allocation intended to meet the costs of new places, although it may generate an allocation in future years. The allocation of just over £1m for 2017/18 and zero for 2018/19 was anticipated but given the above pressures will clearly be quite inadequate to meet the above costs in addition to the already identified shortfall relating to the existing programme.

9.0 SCALE OF POTENTIAL SHORTFALL UP TO 2018/19

9.1 It is estimated that the total cost of meeting the additional primary pupil place need up to 2018/19 could be as much as a further £12.9m along with an existing shortfall of £1.1m relating to the current programme. If £6.2m of developer contributions is secured in respect of new priorities this would leave a requirement for £7.9 of additional funding offset by the additional allocation of Basic Need grant of £1.04m. Therefore the County Council would need to consider underwriting these investments up to a value of £6.8m.

9.2 Emerging advice on the Free Schools programme indicates that this shortfall could be further reduced if applications are made by sponsors to the EFA to create new free schools. In such cases the EFA would then meet the site acquisition and capital investment costs. The value of this is very uncertain since it involves a competitive bidding process. An explanation of sources of funding to meet the demand is provided below. The following table provides a summary of the total predicted funding shortfall for the provision of places to 2018/19.

	Cost Estimate	Basic Need Grant	Developer Contribution	Other Funding	Current Commitment	Predicted Shortfall
2015/17 Programme	£62,056,439	£38,052,420	£20,112,579	£337,860	£58,399,378	-£3,657,061
						Net shortfall
Unallocated contingency	£2,589,500					-£1,067,561
Total Basic Need Grant 2017/19	£1,084,853					
	Cost Estimate	Basic Need Grant/LA Funding	Developer Contribution	Other funding	Current Commitment	Total predicted shortfall
2017/19 Additional Priorities	£12,974,222	£6,803,190	£6,170,732	£0	£0	£6,820,482

10.0 FUNDING FOR NEW SCHOOL PLACES

- 10.1 Historically there have been two main sources of funding for school places. The first is Basic Need grant which comes from central government via the Education Funding Agency and the second is contributions from developers where housing generates the need for additional school places.
- 10.2 Basic Need grant is based on the DfE's assessment of future shortfalls in school places across planning areas (based on LA data). Where there is a gap between current capacity and forecast pupil rolls a per-place sum is provided. However there are a number of reasons why this is not sufficient to meet the costs of providing school places.
- 10.3 The reason why allocations for 2017-19 are so low is one of timing and was anticipated. Previously forecasted shortfalls of places which have not yet been delivered are deducted from the funding allocation and only 'new' demand is funded each year. Most of the earlier forecast demand is still being delivered due to slippage, largely associated with slow housing development. Much of the newly identified demand described above has yet to feed through into our 'SCAP' returns and funding allocations so although it could generate Basic Need grant in future this would be after 2018/19. As has already been stated a large element of this is the impact of armed services rebasing and planned service families' accommodation.
- 10.4 The DfE assumes a per place cost for primary and secondary school places which is significantly lower than the actual cost of building new schools and expanding existing ones. DfE officials have acknowledged that Basic Need grant will meet no more than 80% of the cost of places. In reality, work undertaken by local authorities nationally has suggested this could be as low as 50% in some places and for some projects.
- 10.5 It is assumed, and ministers have stated, that local authorities will be able to secure developer contributions to supplement Basic Need grant. However, the DfE multiplier used by NYCC to determine the level of developer contribution takes no account of the cost of acquiring new land and sites and it does not take abnormal site factors such as poor ground conditions into account. The mitigation measures required to make development acceptable in planning terms has been a significant additional cost in the current programme and this is not factored into grant funding. Recent benchmarking of 52 local authorities' Basic Need projects has shown that there was approximately £2000 difference per place between the funding provided in 2015/17 and the actual cost of construction in the last year.
- 10.6 For example the per place value of a primary school place in the 2015/17 allocations was £11,569. A national benchmarking exercise demonstrated an average new build cost for primary places to be £20,034 per places and for refurbishment or extension of £13,755 per place. This helps to explain why so many of the projects in the current programme have exceeded their budgets in spite of efforts to drive down costs through careful specification and procurement.
- 10.7 There is a lag between the development of a places shortfall and funding coming through which makes it less responsive to rapid changes in demographics. The

annual 'SCAP' return translates into allocations three years later i.e. the 2017/18 allocation is based on the capacity data submitted in Summer 2014; the data we will submit this summer, which will include the impacts of rebasing and service families developments, will drive the allocation for 2019/20.

- 10.8 The per place multipliers on which Basic Need grant is calculated are uplifted annually but given the lead time of projects the gap between the allocation announcement and expenditure means that inflation is a very significant factor in the shortfall. Delays in forecast housing coming on stream and the slipping of projects to address that means a serious squeeze on the funding arising from the effects of inflation.
- 10.9 Securing developer contributions towards education is becoming far more challenging in the context of the new Community Infrastructure Levy and is likely to reduce the availability of this funding stream in those Districts where CIL has been adopted and education included in charging schedules. Work is being undertaken to see what can be done to maximise contributions to the County Council's infrastructure needs but the legislation is new and different Districts are at different points in their introduction of CIL arrangements. In addition developers are increasingly employing education consultants to challenge local authorities on the need for contributions towards school places. The absence of a single system and mixed messages from central government are making the negotiation of contributions generally more challenging.
- 10.10 Recently the potential for securing funding for new schools via the development of Free School bids has been encouraged by DfE. Alternative funding for a number of new schools, the need for which has already been established, via the Free Schools programme is being explored as a potential means of reducing this shortfall.
- 11.0 FINANCIAL IMPLICATIONS
- 11.1 In February, the Council agreed to earmark £7.5m for the provision of additional primary school places over the next few years on the basis that matched funding is secured from the Department for Education. Although some additional funding has now been promised by DfE, this does not yet equate to a matched value. Nevertheless, given recent announcements regarding the Council's continuing role in the provision of school places, Executive is asked to agree that the earmarked funding will be used to bridge the current funding gap to ensure that sufficient places are available for children and young people in North Yorkshire. Officers will continue to work to bring down costs and seek to maximise DfE and other contributions wherever possible.
- 12.0 LEGAL IMPLICATIONS
- 12.1 The County Council has a statutory duty to ensure sufficient school places are available for every child under the Education Act 1996. This programme is the key means of meeting that duty.

13.0 RECOMMENDATION

- 13.1 The Executive is asked to approve the proposed programme of capital investments to meet the demand for school places and to bridge the anticipated funding gap with earmarked funding as previously agreed.

PETE DWYER

Corporate Director – Children and Young People’s Service

COUNTY HALL
NORTHALLERTON

24 May 2016

Author of report – Suzanne Firth, Strategic Planning Manager



NORTH YORKSHIRE EDUCATION PARTNERSHIP

Date of meeting:	Thursday 26 May 2016
Title of report:	SCHOOLS CAPITAL MAINTENANCE PROGRAMME – 2016/17
Type of report: Delete as required	For information
Executive summary: Including reason for submission	To brief the Education Partnership on the proposed Schools Capital Maintenance Programme 2016/17.
Budget / Risk implications:	
Recommendations:	To note the report
Voting requirements:	
Appendices: To be attached	Report to the Executive – 24 May 2016
Report originator and contact details:	Suzanne Firth, Strategic Planning Manager
Presenting officer: If not the originator	

1.0 PURPOSE OF THE REPORT

- 1.1 To brief the Education Partnership on the proposed Schools Capital Maintenance Programme 2016/17.

2.0 BACKGROUND

- 2.1 The attached report will be considered by the Executive on 24 May 2016. It proposes a series of capital investments in schools for 2017/18 including the programme for investment in Voluntary Aided schools which the local authority coordinates.
- 2.2 Attention is drawn to paragraph 3.4 of the attached report which recommends a change to the way that proposed investments are treated for schools which convert to academy status where it is proposed that commitments are honoured where schools convert after allocations have been made and where it would be reasonable to do so. This ensures that funding allocated to maintained schools is invested in them as far as is reasonably practicable.
- 2.3 Attention is also drawn to paragraph 8.7 which recommends a change to the way that contributions from schools towards capital planned maintenance projects are agreed. Since 2011/12 with the agreement of the Schools Forum/Education Partnership a flexible approach has been adopted whereby contributions by schools to these projects has been individually negotiated. It is proposed not to continue with this arrangement in 2016/17 because of the resource required to negotiate individual contributions with large numbers of schools. Projects will only be included in the programme this year on the understanding that schools will contribute all of their available DFC. In some cases this means that schools will be asked to fully fund maintenance projects that have been identified as a high priority rather than other projects they might have hoped to progress.
- 2.4 Subject to the programme being approved on 24 May by Executive individual schools will be notified of their inclusion in the programme.

3.0 RECOMMENDATIONS

- 3.1 To note the report.

PETE DWYER

Corporate Director – Children and Young People's Service

NOT FOR PUBLICATION

Appendices B, C and E of this report contain information of the type defined in paragraph 3 of Part 1 of Schedule 12A Local Government Act 1972 (as amended).

NORTH YORKSHIRE COUNTY COUNCIL

EXECUTIVE

24 May 2016

SCHOOLS CAPITAL MAINTENANCE PROGRAMME – 2016/17

Report of the Corporate Director – Children and Young People's Service

- 1.0 PURPOSE OF THE REPORT
 - 1.1 To seek Executive approval for the Schools Capital Maintenance Programme 2016/17.
- 2.0 EXECUTIVE SUMMARY
 - 2.1 In announcements made in February 2015 the DfE allocated Schools Condition and Devolved capital funding totalling £17.1m to North Yorkshire schools for 2015/16. A one-year programme was approved by the Executive in April 2015 and is being delivered.
 - 2.2 At that time indicative allocations for Condition funding were made for 2016/17 and 2017/18 which indicated a similar level of funding for 2016/17, subject to any reductions for academy conversions. The allocation for North Yorkshire was confirmed on 26 February 2016 and will be £16,081,789, a reduction of just over £1m associated with academy conversion. The same process will apply to Condition funding for 2017/18.
 - 2.3 For the provision of additional places ('Basic Need'), a £58m programme was approved by the Executive on 30 September 2014. A further £1m was allocated for 2017/18 in an announcement in February 2015. It was confirmed on 17 March that there will be no further Basic Need funding for North Yorkshire for 2018/19. The three year Basic Need programme running from April 2014 to March 2017 has been reviewed and proposals for investment in additional places up to 2018/19 are presented in a separate report.
 - 2.4 The publication of the White Paper 'Educational Excellence Everywhere' on 17 March will have significant implications for future capital planning. These are currently being considered. Funding for meeting the condition needs of school buildings will reduce as schools convert to academy status between now and 2022.
 - 2.5 This report proposes a one year programme of investments to address the condition and suitability needs of school buildings in 2016/17. It includes a

programme for investment in voluntary aided schools which the local authority coordinates on behalf of Dioceses and non-Denominational Aided schools.

3.0 GOVERNMENT ANNOUNCEMENTS

- 3.1 Capital Maintenance (Schools Condition) allocations for 2016/17 were announced on 26 February 2016. Indicative allocations for 2017/18 have already been announced but could be impacted by future Academy conversions, school closures or changes in pupil numbers so need to be treated with caution. The likelihood of significantly higher numbers of Academy conversions following the publication of the White Paper is a major risk associated with capital planning for schools.
- 3.2 The School Condition allocation is part of the Single Capital Pot and can be used for all local priorities although they are intended specifically for investment in schools (and children's centres).
- 3.3 Academies receive their funding for condition related investment and devolved capital direct from the Education Funding Agency (EFA) so are not included in these figures.
- 3.4 Schools Condition funding does not have to be used strictly for maintenance; it can also be used for other capital improvement works e.g. compliance and suitability. Capital maintenance for schools which have applied to convert to Academy status is not included in the local authority's allocation. Condition-related investments will not therefore normally be taken forward in respect of these schools although the buildings will be maintained safely until conversion. In the past projects were withdrawn in respect of schools choosing to convert after the programme had been set but in the context of a more rapid move towards a fully academised system this no longer seems a reasonable approach. It is therefore proposed to honour commitments where the school was included in the local authority's allocation and it is considered reasonable to do so.
- 3.5 The allocation is once again 100% grant funded (no borrowing approvals or PFI). There is no time-limit on expenditure so can be carried forward if unspent at the end of the financial year without risk of clawback.

Local Authority Capital Funding Allocation – 2016/17

LA Schools Condition Allocation (announced in 2016)	£12,491,584
LA Basic Need (announced in 2014)	£20,126,485
Total LA funding	£32,618,069

Local Authority Capital Funding Allocation – 2017/18

LA Schools Condition Allocation (estimated)	£11,991,584
LA Basic Need (announced in 2015)	£1,084,853
Total LA funding	£14,278,155

Local Authority Capital Funding Allocation – 2018/19

LA Schools Condition Allocation	Unknown
LA Basic Need (announced in 2016)	£0
Total LA funding	Unknown

Schools and VA Capital Funding Allocation – 2015/16, 2016/17 and 2017/18 (estimated)

Allocation	2015/16	2016/17	2017/18
Devolved Formula Capital – LA Schools	£2,105,428	£1,980,062	1,861,000
Devolved Formula Capital – VA Schools	£365,039	£326,282	£290,000
VA School Condition Allocation	£1,394,565	£1,283,861	£1,180,000
Total non-LA funding	£3,865,032	£3,590,205	£3,331,000

- 3.6 Please note that funding for VA programmes is made on the basis of 90% with the remaining 10% the responsibility of governors. Estimates for 2017/18 are based on similar scales of reduction as last year. In the light of the recent White Paper and subsequent announcements it is difficult to estimate the scale and speed of academy conversions and therefore the potential level of reduction in next year's allocation.

Other Funding Streams for Condition Related Investment

- 3.7 There has been no further capital funding made available to address the impact of the introduction of Universal Infant Free School Meals.
- 3.8 The Education Funding Agency has agreed to fund and deliver two projects at Willow Tree Community Primary and Barlby High School which were allocated funding for the replacement of individual blocks (not whole school replacement) as part of the Priority School Building Programme 2.
- 4.0 IMPACT OF WHITE PAPER
- 4.1 On 17 March 2016 a White Paper entitled 'Educational Excellence Everywhere' was published indicating the intention that all schools should become academies by 2020 or have a plan that would see them convert no later than 2022.
- 4.2 The White Paper signals the creation of a new duty on local authorities to facilitate conversion during that period with existing duties on asset management to continue until such point as all schools have converted.
- 4.3 Subsequent announcements by the Secretary of State have rowed back from the element of compulsion for good or outstanding schools in high performing local authority areas but the detail of how this is to be defined has yet to be published. However, even before any new legislation or regulation is enacted

these announcements could lead to a more rapid rate of conversion in North Yorkshire than has been the case in recent years, with a reducing capital maintenance allocation. The size of the schools capital programme is therefore likely to decline over the next four to six years. This will have an impact on flexibility within the programme to address strategic investment needs.

5.0 CAPITAL PLAN 2015/16

- 5.1 A number of block sums were agreed by the Executive for 2015/16. These were mainly programmes associated with compliance issues. As these programmes are reactive not all of the funding has been fully expended or allocated to schemes. In addition there are elements of general contingency as yet unallocated and some underspends in particular programmes. It is proposed that the unallocated funding of £295,000 should roll forward into 2016/17.
- 5.2 In 2015/16 members agreed to support a scheme to consolidate and improve accommodation at Caedmon College, Whitby following the amalgamation of Whitby Community College and Caedmon School across two sites in 2014. Feasibility studies were commissioned during 2014 but paused when the school indicated its intention to convert to academy status. Given that decision-making has now been suspended on proposals to amalgamate the school with Eskdale School it is proposed that this commitment remains in place until a final decision is reached on the future pattern of education in Whitby.
- 5.3 Provision was also made in previous programmes for investment in corporate premises, other than schools, which deliver services to children and young people. This included outdoor education centres, children's centres, youth service and children's social care premises. Responsibility for these premises other than Children's Centres has passed from CYPS to the Corporate Property Team who are now responsible for the maintenance and improvement of all corporate premises. Capital funding for children's centres is included in the allocation for schools but there is no specific allocation ring-fenced for it.

6.0 IMPLICATIONS OF THE CAPITAL ALLOCATION 2016/17

- 6.1 In the light of continued uncertainty about future funding streams it is proposed to set a further one year programme for both LA capital and for the Voluntary Aided schools programme in line with the funding announcement and to plan for a further one year Capital Maintenance programme for 2017/18.
- 6.2 A three year Basic Need programme to provide additional places needed by September 2017 is already in place having been approved by the Executive in September 2014. The demand for places remains volatile and the programme is under continuous review. A separate report is provided dealing with proposals for investment in additional places up to 2018/19.

7.0 PRIORITIES FOR INVESTMENT

- 7.1 The Local Priority Statement which spells out the County Council's priorities for investment in schools was reviewed and approved by full council in February 2015 following consultation. A further review may be necessary in future to take account of the changing role of the local authority in education.
- 7.2 The key priorities contained within the revised statement are reflected in the proposed 2016/17 capital programme. They are:
- Providing new school places in areas of growth
 - Supporting school improvement through collaboration between schools and the restructuring of educational provision
 - Meeting key local service priorities or statutory service obligations
 - Enabling savings or efficiencies to be made in the use of property
 - Ensuring compliance with statutory and regulatory requirements
 - Maintaining the condition of the school estate to ensure buildings continue to be safe, warm, weather-tight and fit for their purpose.

8.0 PROPOSED CAPITAL PROGRAMME 2016/17

- 8.1 Appendix A provides a proposed capital maintenance programme for 2016/17. The following sections of the report provide the rationale for each element of the programme. Appendix B (not for publication) indicates the proposed local priorities. For reasons of commercial sensitivity individual project budgets are not published.

Compliance issues

- 8.2 Provision has been made in previous programmes to address priorities arising out of technical fire risk, gas ventilation, legionella and window glazing assessments. The window filming programme is now complete as are the majority of works arising out of technical fire risk inspections. A programme of investment to address legionella risk was undertaken during 2014/15 involving work at a number of schools and a further block sum was made available to address urgent compliance issues emerging during 2015/16. It is proposed that there should be a review of Legionella compliance during 2016/17 to identify future investment priorities. No new investment is proposed during 2016/17.
- 8.3 A corporate strategy on Radon protection has been developed and is being implemented with monitoring underway in a number of schools in high risk areas at present. Some mitigation work has been undertaken in a small number of schools where needed. Unallocated funding from the 2014/15 programme was carried forward to fund works arising from the monitoring programme during 2015/16. No additional funding is required from the new allocation in 2016/17.

- 8.4 It is becoming increasingly necessary for the County Council to help schools with issues emerging from Ofsted inspections around the health, safety and welfare of pupils, including boundary and internal security issues which may have a bearing on judgements around the safeguarding of children. With reduced DFC schools often have insufficient funding to address these issues themselves and look to the local authority for support. The costs of such adaptations can be significant. A number of such schemes were undertaken in 2014/15 and 2015/16. Three further schemes are proposed in 2016/17 and urgent schemes may need to be funded from compliance sums in-year if concerns arise. A budget of £170,000 is proposed.

Accessibility Related Works

- 8.5 Schools Access Initiative funding was withdrawn in 2011/12. It is necessary to continue to make provision for some accessibility work in the programme to address the needs of individual children and for any significant access related work that emerges from other developments. There is a small balance in the existing programme which was originally ring-fenced for access works. This will be carried forward into 2016/17 for this purpose and allocated on a project by project basis as individual pupil needs are identified. This carry forward is unlikely to be sufficient to meet the costs of potential investments so it is proposed to set aside a further block sum of £250,000 from the 2016/17 allocation for such projects.

Capital Planned Maintenance

- 8.6 The total maintenance backlog in schools across the County exceeds £39m and is growing. The DfE's evaluation in 2014 of relative condition need in schools showed that the County Council's school estate was in the highest category of need nationally. It is therefore important that investment continues to be made in maintaining the fabric of school buildings.
- 8.7 The continued low value of Devolved Formula Capital impacts on the level of funding required to support the Capital Planned Maintenance Programme which addresses structural issues such as roof and window replacements, mechanical and electrical upgrades etc. Since 2011/12 with the agreement of the Schools Forum/Education Partnership a flexible approach has been adopted whereby contributions by schools to these projects has been individually negotiated. It is proposed not to continue with this arrangement in 2016/17 because of the resource required to negotiate individual contributions with large numbers of schools. Projects will only be included in the programme this year on the understanding that schools will contribute all of their available DFC. In some cases this means that schools will be asked to fully fund maintenance projects that have been identified as a high priority rather than other projects they might have hoped to progress. On this basis an assumption has been made that £150k will be contributed by schools to the Capital Planned Maintenance budget.
- 8.8 Some schools still have large DFC balances, others are re-paying licensed deficits or loans. Account has been taken of this in putting together a Capital

Planned Maintenance programme to ensure that funding is maximised towards essential condition items.

- 8.9 A Capital Planned Maintenance budget of £3m (including fees) is proposed for schools and children's centres in 2016/17. This is a smaller programme than last year because a decision was taken to front load the 2015/16 programme with as much work as possible which was needed across the two years. The aim was to reduce the risks during the period when the Jacobs contract came to an end and new arrangements for maintenance would be put in place.
- 8.10 The one-year programme has been developed taking account of the highest priority condition items, as identified through the annual condition survey and discussions with schools, with the remainder as a contingency for urgent unplanned work which emerges mid-year. Once again this year it will contain a smaller number of larger value projects than in previous years as there are some schools with growing maintenance backlogs requiring significant investment.
- 8.11 Emergency replacement of boilers will be funded from within this contingency. Work to increase electrical capacity, which emerges as a significant additional cost will need to be accommodated within project costs or prioritised from contingencies if necessary.
- 8.12 Appendix C (Not for Publication) provides a list of the proposed schemes for inclusion in the 2016/17 programme.

Lath and Plaster Ceilings

- 8.13 A risk was identified a number of years ago around the condition of lath and plaster ceilings which are present in a number of school buildings. A programme of inspections commenced in 2015/16 with work being identified at some properties and remedial works undertaken. Now that new consultancy arrangements are in place and a new Property Risk Manager has been appointed the risk strategy that was developed is being reviewed and arrangements will be made to continue with this exercise. The costs will be met from the allocation made available for capital planned maintenance works.

School Modernisation Programme

- 8.14 In 2015/16 a number of projects were approved aimed at improving and modernising school facilities. This was welcomed by many schools who had requested support for such projects. It is proposed to undertake a further programme to bring specialist teaching accommodation at a number of schools up to modern curriculum standards and to ensure they are suitable and fit for purpose.

- 8.15 This would include the refurbishment of science laboratories and other specialist teaching accommodation such as design technology and Post 16 accommodation. Ten such projects are proposed.
- 8.16 There would also be a small number of projects reconfiguring accommodation in primary schools to aid curriculum delivery. This programme would also allow a number of projects to refurbish and improve school toilets which schools are increasingly unable to fund from their own resources. Eighteen such projects are proposed. It is assumed that schools will contribute towards these projects from Devolved Formula Capital.
- 8.17 The total value of this investment is £6.1m which is a significant proportion of the overall programme. However, it will not be possible to include all of the projects which schools have asked the local authority to support. Remaining bids will be reconsidered when the programme for 2017/18 is developed. A list of them is provided at Appendix D. A number of these projects will be subject to feasibility assessments this year to establish costs.

Replacement of Portable Classroom Units and HORSAs buildings

- 8.18 A review of the condition of Portable Classroom Units and HORSAs buildings has been undertaken this year to determine whether there are any which are beyond economic repair or at risk of becoming unsafe. Where the school has no further use for them in the long term they are removed or demolished to reduce the school's maintenance liabilities. The local authority will continue to support this wherever possible.
- 8.19 Where new or replacement teaching accommodation is required this will be with permanent buildings wherever possible although in some cases it will be necessary to consider portable or modular solutions. Portable solutions will also be provided where accommodation is genuinely temporary. These would be to a specification which is energy efficient, meets all current building regulations and provides a pleasant environment for teaching and learning. Schools are giving good feedback about the quality of recent portable and modular teaching spaces. It is proposed to replace two temporary classrooms in this year's modernisation programme described above.

Kitchen Improvement Programme

- 8.20 From September 2014 every child in reception, year 1 and year 2 in state-funded schools became entitled to a free school lunch. North Yorkshire County Council received £1,269,049 (plus a further £184,466 for Voluntary Aided schools) in capital funding in 2014/15 to assist with the implementation of this new policy. This was prioritised towards a small number of schools which would feel the biggest impact of the new policy and in particular those which were bringing meals in from other schools. More than £800,000 of catering reserves were also invested by the Catering Service in additional equipment.

- 8.21 In December 2014 a further block of funding was made available and four bids were submitted. Three of these were successful. The total value of these investments was £578,000.
- 8.22 In the 2015/16 programme a small number of further schemes were approved. Schools continue to come forward struggling to cope with the increased volume of meals they are delivering and it is proposed to include in the 2016/17 capital programme ten further schemes at a total value of £971,000 to support those schools which are still struggling to deliver the entitlement.

Condition and Asbestos Surveys

- 8.23 In previous years the County Council paid an annual fee to Jacobs for undertaking condition and asbestos surveys, in line with the contract. These surveys help to inform investment priorities and are not replaced by the national Property Data Survey which looks at higher level condition in order to inform central government capital allocations. The costs of this work were uplifted annually in line with inflation.
- 8.24 The new Mouchel contract which commenced on 1 April does not include this work, which has been brought back in-house. As yet no agreement has been reached on how this work will be recharged to CYPS so it is proposed to make financial provision equivalent to the previous costs to fund this work in 2016/17 i.e. £380,000

Planning Advice

- 8.25 It has been agreed corporately that departments which seek pre application planning advice from NYCC planning or other associated services will contribute a fixed amount towards these services so that they may remain viable. This was previously funded by the services themselves with no recharge to Directorates. It has been agreed that CYPS will contribute £190,000 in 2016/17 towards this service. This sum was based on an analysis of three years' previous work and will be reviewed in future years. It is additional to the fee paid for planning applications which is met from project budgets.

Non School CYPS Premises

- 8.26 Funding for schools is intended to cover any investments required in Children's Centres. No significant investments have been identified for 2016/17. The number of children's centre premises has been reducing in recent years with the rationalisation of prevention services. The maintenance and improvement of other premises are now the responsibility of the Corporate Property Team.

Tenanted Dwellings

- 8.27 A programme of priority works was undertaken in 2015/16 with the remaining balance to be completed in 2016/17. No further investments are recommended until a review is completed by the Corporate Property Team of the arrangements for income and investment in these properties.

ICT Projects

- 8.28 There is no allocation of capital for ICT following the withdrawal of the Harnessing Technology fund in 2011/12. Infrastructure needs for schools ICT are now met through school revenue budgets. ICT requirements arising from capital projects will be met from project budgets as will any fixed and loose furniture and equipment.

Development of Future Programme

- 8.29 It is proposed once again to fund from contingencies any advance feasibility work required as part of the early development of projects for the next capital programme.

Strategic Support for Capital Delivery

- 8.30 The capital programme and individual projects within it are commissioned and sponsored by CYPS Strategic Planning staff but following restructuring of the property function they are now delivered by staff working within the corporate Property Service. It is proposed to continue funding one Band 15 post, now within the Infrastructure and Delivery Team. This post provides support for the delivery of the CYPS planned maintenance programme and other parts of the CYPS capital programme. Monitoring arrangements will be in place by the Property Service to record the work undertaken in respect of individual schemes.

Contingency

- 8.31 It is necessary to retain an element of client contingency within the programme to ensure that funding is available where unforeseen additional costs arise as schemes develop through feasibility and into detailed design and procurement. There is an element of contingency included within the proposed capital planned maintenance programme to meet unforeseen emergency work which emerges during the year relating to asbestos or other urgent and unplanned infrastructure requirements. The general contingency, will address any additional costs associated with 2015/16 schemes yet to be completed as well as those in the proposed 16/17 programme.

9.0 DELIVERY OF PROGRAMME

- 9.1 CYPS will commission the programme via the Corporate Property Service's Investment and Delivery Team in line with new corporate arrangements. The Property Service will be responsible for directly delivering and/or procuring via Mouchel the required technical and professional advice and for procuring schemes from the County Council's framework contractors. The transition from Jacobs to Mouchel involves a significant change of personnel, systems and fee arrangements. Ensuring that the new arrangements are in place and operating smoothly is one of the key risks to the financial monitoring and delivery of the programme.

10.0 VOLUNTARY AIDED SCHOOLS CONDITION ALLOCATION PROGRAMME

- 10.1 10.1The Voluntary Aided Schools Condition Allocation Programme (previously Local Authority Coordinated Voluntary Aided Programme) is also proposed to be a one-year programme which has been developed in conjunction with the Dioceses and non-denominational VA schools. Appendix E provides the background and details of the proposed programme.

11.0 RECOMMENDATIONS

It is recommended that Executive:

- a) Approve the proposed schools capital programme for 2016/17 as summarised in Appendix A;
- b) Agrees that the programme for Voluntary Aided Schools set out in Appendix E proceeds as described.

PETE DWYER
Corporate Director – Children and Young People's Service

COUNTY HALL
NORTHALLERTON

24 May 2016

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Appendix A - Proposed Capital Maintenance and Improvement Programme 2016/17	
Potential Capital Funding Available:	Amount £
Carry forward from 15/16	295,000
Capital Maintenance Allocation	12,491,584
Estimate contribution from School's DFC	300,000
Total Potential Capital Funding Available	13,086,584
<u>Proposed Capital Investment:</u>	
<u>Local Investment Priorities</u>	
School Modernisation Programme - Primary	3,346,000
School Modernisation Programme - Secondary	2,780,000
Kitchen Improvement Programme	971,000
Total Local Investment Priorities	7,097,000
<u>Capital Maintenance and Compliance/Regulatory Requirements</u>	
Pre-Application Planning Advice - Internal Fee	190,000
Condition Survey and Asbestos Survey Programme - Internal Fee	380,000
School and Children's Centre Capital Planned Maintenance Programme 2016/17	3,000,000
Compliance Works - Health and Safety, Fire, Legionella etc	170,000
Accessibility Schemes	250,000
Total Proposed Investment - Capital Maintenance and Compliance	3,990,000
Strategic Support for Capital Projects - Band 15 Post - Investment and Delivery Team	50,600
Total Proposed Investment	11,137,600
Contingency	1,948,984

Appendix D

Remaining School Bids

DfE No	School	Cost	Description
2190	Airy Hill CP School		Additional accommodation for EY provision
2242	Alverton Community Primary School		Extend Car Park
3008	Bainbridge Primary School		Security fencing
3223	Barlow Church of England Voluntary Controlled Primary School		Hall and community room
2108	Barrowcliffe School		KS1 Basement
3227	Bishop Monkton CE Primary School	£ 300,000	New Classrooms
2112	Braeburn Primary and Nursery School		Amalgamation project
2250	Brompton & Sawdon CP School		Mezzanine
2250	Brompton & Sawdon CP School		Demolition of disused toilet block
3015	Brompton-on-Swale Church of England Primary School	£ 250,000	Replacement of 2 PCU's with permanent accommodation
3232	Burton Leonard Church of England Primary School	£ 250,000	Replacement of PCU with permanent accommodation
2312	Burton Salmon Community Primary School	£ 100,000	Additional teaching space - HORSAs replacement
3273	Christ Church CE VC Primary School	£ 14,280	Mezzanine Extension
3150	Cliffe VC Primary School		Classroom Extension and remodel of teaching space
2167	Colburn Community Primary School	£ 200,000	School development
2317	Cowling Community Primary School		Intervention spaces
2317	Cowling Community Primary School		Adaptation of school house
3235	Cracoe & Rylestone VC CE Primary School		Entrance Lobby

DfE No	School	Cost	Description
3025	Danby Church of England Voluntary Controlled School		Multi-purpose room via mezzanine expansion
2165	Dishforth Airfield CP School		Office/staff room extension
2165	Dishforth Airfield CP School	£ 28,000	Canopy
3027	Dishforth CE Primary School	£ 271,350	Classroom and hall extension
2318	Drax CP School	£ 10,000	Secure fencing
2257	East Ayton CP School		Toilets for EY provision, creation of external link between R and N
2154	East Whitby CP School		Redevelopment of outside area
3153	Escrick CE VC Primary School		Internal remodelling of KS1 classrooms 6 & 14
3237	Follifoot CE Primary School		New Hall with kitchen and server
3237	Follifoot CE Primary School		Hard surface play areas
3237	Follifoot CE Primary School		Entrance
3237	Follifoot CE Primary School		Staffroom and Headteachers office
3237	Follifoot CE Primary School		Re-site toilet block
3237	Follifoot CE Primary School		Hall
3139	Fylingdales CE VC Primary School	£ 33,000	Library extension
3040	Gillamoor Church of England VC Primary School	£ 73,000	Church Hall
2117	Gladstone Road Primary School		Additional staff toilets
2117	Gladstone Road Primary School		Staffroom
3240	Goldsborough Primary		New Entrance Area
3240	Goldsborough Primary		Kitchen
2327	Great Ouseburn Primary		Library area refit
2327	Great Ouseburn Primary		Mezzanine classroom (freeing up PCU for private nursery)
3242	Green Hammerton Church of England	£ 100,000	Playground Extension

	Primary School		
DfE No	School	Cost	Description
3050	Hawsker-cum-Stainsacre Primary School		Mezzanine
3050	Hawsker-cum-Stainsacre Primary School		Hall
3155	Hertford Vale CE Primary School		Alcove wall year 4&5 classroom
3155	Hertford Vale CE Primary School		KS1 and KS2 Girls and Boys Toilets
3263	Holy Trinity Juniors		Toilets - additional
3055	Huby Church of England Voluntary Controlled Primary School		Accommodation development
2063	Hunton and Arrathorne Primary School		Kitchen
2228	Hutton Rudby Primary School		Split of Year 1 and reception class and creation of corridor
3249	Kirkby Malzeard Primary School	£ 6,000	Demolition of toilet block
3068	Knayton CE VC Primary School		Kitchen Refurbishment
2404	Langton Primary School	£ 66,000	Hot Water provision
2404	Langton Primary School	£ 54,000	Upgrade heating and pipework
3255	Long Marston CE VC Primary School		Kitchen extension
2406	Luttons Community Primary School	£ 26,000	Horsa demolition
2075	Nawton CP School		Ext to 3 classrooms
2075	Nawton CP School		Classroom refurbishment
2330	New Park Harrogate		Secure entrance; toilet refurbishment
2081	North & South Cowton Community Primary School	£ 250,000	Replacement of temporary accommodation
3258	North Stainley Church of England Primary School	£ 2,000,000	Replacement School
2235	Pickering Community Infant & Nursery School		Outdoor play area

DfE No	School	Cost	Description
3088	Pickhill Church of England Primary School	£ 247,000	Replacement Horsa unit
2411	Rillington CP School	£ 10,000	internal remodel of ICT suite room 17'
2427	Riverside Community Primary School	£ 1,000,000	TCU replacement scheme
2427	Riverside Community Primary School	£ 50,000	Early Years Outdoor Play
2427	Riverside Community Primary School		Drainage and sewerage
2427	Riverside Community Primary School		Perimeter Fence
2382	Rossett Acre Primary School		Hall
2223	Seamer & Irton Community Primary School		Additional hall facility
3101	Sessay Church of England Voluntary Controlled Primary School		Phase 2: Replace HORSAs kitchen and dining
2132	Slingsby CP School		Use of Old School House
2183	Sowerby Community Primary School	£250,000	Replacement of temporary classroom with permanent accommodation
3275	Spofforth CE Primary School		Relocation
2358	Staveley Community Primary School	£ 250,000	PCU replacement
2138	Stillington Primary School	£ 500,000	Replace double temporary classroom unit with permanent accommodation
2359	Sutton in Craven CP School		Phase 2. Reconfigure entrance area, creating secure lobby, general office and head's office
2359	Sutton in Craven CP School		Phase 3A. New staff WCs in former office and head's office Phase 3B Construct Multi media centre by infilling existing open courtyard area Phase 3C Move internal wall to create larger classroom Phase 3D Create staffroom in existing ICT room
2359	Sutton in Craven CP School		Phase 4A Move kitchen into former staffroom, to create larger kitchen area, and associated store room and staff change. Phase 4B Create group room in existing kitchen
2359	Sutton in Craven CP School		Phase 5 Remove internal walls to create larger hall, taking in

DfE No	School	Cost	Description
			former library and undersize Classroom.
2359	Sutton in Craven CP School	£ 405,365	Remodel internal space utilising an open quadrangle and building a new classroom
2237	Thirsk Community Primary School	£ 48,000	Improvements to existing car park layout
2188	Wavell Community Junior School	£ 500,000	Two class extension.
3163	Weaverthorpe Church of England Voluntary Controlled Primary School		Provision of a hall
2197	Whitby West Cliff Primary School		Additional Toilet facilities
2217	Whitby, Stakesby Community Primary School	£ 250,000	Accommodation to be shared by school & Children's Centre
Secondary Schools			
4232	Barlby High School		Dining hall
4052	Bedale High School	Unknown. School estimate £120k	Central learning and admin area
4052	Bedale High School	Unknown	Covered Walkway
4052	Bedale High School	Unknown	ICT
4221	Boroughbridge High		Music Block - The request is to apply sound damping to the main music room and complete works recommended on the fire report to enable two upstairs rooms in the music block to be used for individual tuition.
4221	Boroughbridge High		Asbestos Removal
4221	Boroughbridge High		Drama Studio Changing and Storage Rooms
4221	Boroughbridge High		Staff toilets. The request is to bring the staff toilet from the last century; thereby creating a facility that does not threaten the uses health and hygiene.
4221	Boroughbridge High		Social Spaces. The request is to provide social spaces to

			enhance school learning and offer alternative teaching and social environments.
4221	Boroughbridge High		Potential safeguarding works
DfE No	School	Cost	Description
4224	Brayton High School		Creating a Secure Reception Area
4224	Brayton High School		Refurbishment of Art Room 1 & remodelling of Art Room 2
4224	Brayton High School		Refurbishment of Music Room 1
4039	Caedmon College Whitby		Creation of post-16 accommodation at Scoresby site and creation of food tech room at Normanby site
4005	Easingwold	£ 285,000	Refurbishment of 2 remaining changing rooms
4005	Easingwold School	£150,000	Contribution towards a new Sports Hall
4005	Easingwold School		Security Measures
4041	Eskdale School		Accommodation improvements to PE areas
4070	Graham School Science College		Reception Area - Upper School (related to safeguarding bid above)
4070	Graham School Science College - Upper School		Refurbishment of Lower School Sports Hall
4202	King James's School	£110,000	Dining Room ventilation
4202	King James's School		Music
4202	King James's School		Bus bays
4202	King James's School	£42,000	Food Technology ventilation
4054	Lady Lumley's School	£120,000	ICT suite - form large open plan area
4054	Lady Lumley's School		Refurbishment to form Food Tech room
4054	Lady Lumley's School	£250,000	Extension of sixth form social space
4054	Lady Lumley's School		Replacement of temporary classrooms with permanent build
4054	Lady Lumley's School		Covert ICT room back to general classroom
4077	Malton School	£1,600,000	New Wing

4077	Malton School		Re-surfacing of West Wing Tennis Courts
4077	Malton School		Remodel changing rooms into classrooms
4074	Northallerton School and 6th Form College	£225,000	Refurbishment and part remodelling of music
4503	Northallerton School and 6th Form College	£300,000	Expansion of dining hall.
DfE No	School	Cost	Description
4074	Northallerton School and 6th Form College	£100,000	Refurbishment and reconfiguration of double PCU for group teaching maths.
4074	Northallerton School and 6th Form College	£100,000	Safety work to bridge
4076	Richmond School	£250k-300k	Expansion of sixth form space.
4215	Ripon Grammar School	£30k school quote	Boys boarding house washrooms refurbishment
4215	Ripon Grammar School		Girls toilets and washroom
4215	Ripon Grammar School		Dining facility
		£988,400	
4004	Risedale Community College	£30,000	Reconfiguration of space
4022	Ryedale School		Remodel a toilet area to form specialist classroom
4022	Ryedale School		Conversion of a DT space to Art through refurbishment
4022	Ryedale School	£320,000	New build science Lab
4022	Ryedale School		Remodel of teaching spaces
4022	Ryedale School		Remodel / refurbishment of Food Tech room
4022	Ryedale School		Improvements to office provision
4022	Ryedale School	£40,000	Upgrade to Hall heating
4073	Scalby School		Accommodation improvements
4073	Scalby School		Sports facilities improvements
4073	Scalby School		Provision of additional specialist accommodation
4225	Selby High School		Science refurbishment
4225	Selby High School	£371,000	Increase size of the male & female changing room

4225	Selby High School		Staff toilets
4216	Sherburn High School		Design Technology refurbishment, asset numbers 106,104,103 & 105.
4216	Sherburn High School	£180,000	Changing Rooms
DfE No	School	Cost	Description
4216	Sherburn High School		Girls and boys toilet refurbishment
4216	Sherburn High School	£50,000	3G Pitch
4211	Tadcaster Grammar School Business and Enterprise College		TCU replacement x 6
4211	Tadcaster Grammar School Business and Enterprise College	£100,000	Replace artificial pitch
4211	Tadcaster Grammar School Business and Enterprise College		Sports Hall
4035	Thirsk School	£300,000	Refurbishment of VIth form
4035	Thirsk School	£340k or £150k	Replacement or light touch refurbishment of TCUs.
4206	Upper Wharfedale School		Dining Facilities
4206	Upper Wharfedale School		Additional Space for SEN pupils
4206	Upper Wharfedale School		Music Room
4206	Upper Wharfedale School		Swimming Pool roof cover
4206	Upper Wharfedale School		Staff Toilets
4075	Wensleydale School	£200,000	2nd phase of DT refurbishment to take in textiles.
4075	Wensleydale School	£300,000	Refurbishment of Youth building
4075	Wensleydale School	£400,000	Refurbishment of DT area
Special Schools			
7022	The Forest School		Medical Room/Additional Therapy Room/Meeting Room with flexible space that can be used by mutli-agency staff. Reconfigure admin area and provide automatic doors on entry to school

7022	The Forest School	£163,727	Refurbishment of Food Tech room
7024	Springwater School	£238,000	PCU required for expanding sixth form numbers
7004	Welburn Hall School	£413,000	Conversion of outbuildings to dedicated KS2 area
7017	Springhead School		Front Door
7027	Brooklands School		Refurbish Boys and Girls showers
7027	Brooklands School	£4,800	Refurbish Library Corridor
7022	The Forest School		Automatic Doors
7022	The Forest School		Therapy Suite
7030	Foremost School		Drainage
7029	Mowbray School		No heating in Sports Hall, only one male toilet for 13 male staff, not enough car parking spaces on site
7027	Brooklands School		Possible conversion of one of the garages to accommodate growth of post 16 group over the next few years
	Welburn Hall School		Kitchen Ventilation Scheme (electric)

NB Not all projects have been subject to feasibility costing.

White Paper News

29 April 2016

Briefing on the government's White Paper "Educational excellence everywhere"

It's hard to realise that it is still only 43 days since the publication of the White Paper "Educational Excellence Everywhere".

As you will have seen there has been a tremendous amount of national discussion and debate in the media, amongst schools, local authorities, MPs and indeed at a parliamentary level. If the purpose of a White Paper is to encourage discussion and pave the way for legislation it is certainly achieving that.

A statement of intent has been made by the Government regarding a direction of travel towards a fully academised system. What is not so clear is the manner in which that will come about. If the national engagement in the debate has been high, so has the local with many good individual and collective conversations underway and more to follow. This is necessary and welcomed and we are keen as an LA to be open and actively engaged wherever possible.

For areas such as North Yorkshire, where the numbers of existing academies are very small (below 8%), the challenge for schools is to ensure they are in good, productive and quality arrangements which will secure improvement as well as retaining appropriate levels of autonomy. As you will know existing and new Multi Academy Trusts do - and will - vary both in terms of their style/culture and indeed effectiveness. Try and view "due diligence" as something that operates both ways and ensure, if exploring options, there is organisational and cultural fit.

As we have said previously, part of our local strategy is to ensure that we are communicating well across the school community. It is really important that individual and groups of schools feel empowered to make good timely decisions.

The Local Authority's position

Our position remains clear and consistent with our ambitions for all schools to be good or outstanding and welcoming the essential role school/sector led improvement plays as a key component of that.

In terms of academy status:

- We are not concerned with the “name over the door” – we are concerned with what best drives and embeds improvement
- We do feel that where possible and appropriate local solutions bring additional value and believe that there is much about “community of place” and “leadership of place” that remains important.
- We want to work closely and positively with all current academies, academy trusts and teaching school alliances and also positively fulfil a role in enabling the growth and development of new organisational forms.

In terms of facilitating further academies:

- We are concerned about the relative lack of capacity in the region in terms of MATs to take in the 92% of non-academy schools in North Yorkshire.
- We are actively encouraging good and outstanding schools in strategic locations and existing partnerships/teaching school alliances to form MATs. We are also in dialogue with the Diocesan Authorities to discuss their ambitions.
- We are already working with some groups of schools to support and facilitate their thinking. The decisions to be made are ultimately for schools, but we can help with setting the scene, enabling school leaders/governors to consider the wider picture, and with modelling options.

So what can we do to help?

- We want to encourage open debate and avoid, wherever possible, any sense that discussions need to be secretive. Sharing intelligence will help us fulfil our facilitative role.
- We acknowledge there is also some anxiety in some areas of the school community following the publication of the White Paper. We want to support schools to make the right decisions at the right time and we are concerned that rapid decisions may not always be the right ones.
- We can facilitate workshops for groups of headteachers and governors
- We can instigate if necessary or indeed join discussions between schools/existing academies/MATs/TSAs or try and answer specific queries that may exist on eg funding/HR issues

- We can simply provide – as we always have – a knowledgeable objective and confidential sounding board for headteachers and governors

Next steps

Aligned to the White Paper, we will be clarifying future roles for the LA and, in particular, the School Improvement Service. Some are asking whether we will develop the suggested option of an arms-length umbrella trust. At this stage we are keen to understand this further and discuss with yourselves. Our early thinking recognises that there are some risks in confusing our future “championing” role with that of direct delivery arrangements, but we are interested and want to understand any opportunities there may be. It is still early days in terms of the developing scene. We do anticipate that those looking for “places to shop” will be able to access a rich School Improvement Traded Service.

There will be many opportunities created for further discussions on both an individual and collective basis in the coming weeks.

We want to be involved. We are available to help. We look forward to hearing from you.

Your Local Authority contacts

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White Paper News

17 May 2016

Briefing on the government's White Paper "Educational excellence everywhere"

What a difference a few days make!

Since our first White Paper News, the Secretary of State made her announcement on 6th May, which, whilst not in any way departing from the government's direction of travel, made significant concessions in terms of the ways in which schools are able to determine their future. North Yorkshire County Council, together with other high performing councils, had been making strong representations to government about the matter of compulsion, in particular, and our Members are pleased that the Secretary of State has responded in the way she has. A copy of the letter sent by our Leader, Councillor Carl Les, and our Executive Member for Schools and Early Years, Councillor Arthur Barker, can be found at <http://cyps.northyorks.gov.uk/educationwhitepaper>.

At the time of writing, we are expecting the Queen's Speech which will outline legislation to follow the White Paper. It is important to remember that neither the White Paper nor the Queen's Speech have any legislative standing; any changes to the law will need to go through the normal processes through the Houses of Commons and Lords.

We welcome the Secretary of State's announcement. It gives valuable "thinking time" for schools and for the local authority. It is clear that a fully academised system is what the government intends; equally it is clear that the route to that may not be straightforward for many schools in North Yorkshire and around the country.

North Yorkshire Local Authority: today and in the future

North Yorkshire is a strong local authority with a clear vision for the future and for education and children's services. That vision is built firmly on school led school improvement, maximising funding for schools and a real respect for the autonomy of quality school leadership in the county.

88% of North Yorkshire schools are judged good or better. Our rate of improvement is twice the national average. Every week sees success stories of schools moving from RI to Good. We are not an authority which the Secretary of State is likely to consider inadequate.

Nor are we anywhere near the “tipping point” mentioned in her statement where the balance of schools no longer supported by a local authority in effect means that authority is unable to support the rest. Currently, only approximately 8% of North Yorkshire schools are academies. To reach the point of a third of schools becoming academies, such a movement would equate to, or even outnumber, the total number of schools in several smaller authorities.

North Yorkshire Local Authority values education and those that provide that education, funding services for them well in excess of national funding expectations for decades. We have a clear vision for all the county’s children, described in “Young and Yorkshire” and we see all schools, whether maintained or academies, as having a key role in supporting outcomes for children articulated in that plan.

The LA has, we believe, experience, skill, expertise and resource. The question is how that historic capacity is best applied in the future. As described earlier the style of leadership has changed over time to a model which fully embraces a school led rather than an LA controlled approach. The success of the county, we believe, has been because we have adapted, have respected schools, recognised the crucial importance of school leadership, and also put great value on leadership of place. We still hold to those values, in the context of the changing landscape of 2016 to 2022. An emphasis on place should not be confused, however, with parochialism or any lack of understanding of the need for us to continue to learn and share from best practice nationally and, indeed, internationally.

Our vision for the future

The LA is committed to further developing a school led self-improving system; this was enshrined in the commission report and its recommendations are now implemented but ripe for enrichment. Teaching School Alliances will be at the heart of this strategy.

The County is committed to supporting all schools and academies now, and in the future, to be as successful as they can possibly be for the communities that they serve. The stronger they are, the stronger the County’s communities are.

North Yorkshire sees all schools at the heart of its growth strategy for communities, families and the County’s economy.

We will continue to deliver high quality services, support and challenge schools and facilitate the development of multi-academy trusts.

We are developing a menu of opportunities for support which schools and multi-academy trusts, as appropriate, will be able to interact with in whatever ways seem appropriate.

More details of this will emerge in the near future but in essence, at one end of the spectrum is the development of increased opportunities for purchasing services through SmartSolutions. At the other end may well be an “umbrella trust” arrangement which may be of interest to smaller multi-academy trusts within the county. We are very mindful of the importance to many school leaders and governors of

geography and community, and the challenges of size. We want to find a mechanism to ensure that schools of a similar view have choices available to them.

It is a complex matter and further clarification is required from government but we are being asked about this possibility by schools across the County and so feel it important to let you know what is being considered.

We will keep you updated about progress on this.

Opportunities to engage and help shape the future

As outlined in the last newsletter, numbers of conversations are taking place between school leaders and senior officers of the authority. We are doing this to try to get a rapid “sense check” of the various views amongst schools/current academies, the academy prospects they are contemplating, and the local circumstances. Those school leaders are from primary schools, from secondary schools and teaching school alliances. We have also prioritized and held initial but constructive discussions with the Special School Improvement Partnership. These conversations are also helping us understand the options for where we need to develop new provision to meet growing numbers of children requiring school places.

Many schools are associated with churches of various faiths and we are seeking to work closely with them and the relevant Dioceses to support and develop their work for the future.

We are encouraged by the ways in which schools, whilst understanding the continuing direction of travel, are taking the opportunity offered by the Secretary of State’s announcement to consider their options carefully before making decisions that will be irrevocable. We support them in that and welcome the opportunities that are being offered to work alongside schools - including existing academy leaders – to help them shape that future. This term’s network and governor meetings will create excellent opportunities for further face to face discussion with larger groups and we are ensuring senior engagement in those sessions from the LA.

For further information/discussion at an individual level, feel free to contact any of the officers below.

As ever, if you have any comments or feedback on this communication they would be welcome.

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Extract from Secretary of State's statement to the Commons, 9 May

With permission, Mr Speaker, I shall make a statement on all schools becoming academies.

In our White Paper "Educational Excellence Everywhere", published in March, I set out the Government's vision of continuing the rise in educational standards in England during the rest of the current Parliament. We are committed to building on the reforms of the past six years, which have led to 1.4 million more children being taught in good and outstanding schools. However, we are not content to stop there: 1.4 million children is a start, but it is not enough. We must ensure that we deliver a great education to every single child, because we owe it to the next generation to give them the tools that will enable them to realise every ounce of their potential.

The White Paper was called "Educational Excellence Everywhere" for a reason. As I have said before, for me the "everywhere" is non-negotiable. In the White Paper, for example, we set out our plans for "Achieving Excellence Areas", where we will focus specific resources on tackling entrenched educational underperformance. The White Paper also sets out how we want to see the teaching profession take responsibility for teacher accreditation, tackle unfair funding, build leadership capacity and set high expectations for every child, with a world-leading knowledge-based curriculum in a truly school-led self-improving system learning from the best from across the world and preparing the next generation to compete on the global stage.

It is the vision of a fully academised system that has attracted the most attention. Over the course of the last few weeks, I have spoken to many hon. Members on both sides of the House, as well as to school leaders, governors, local government representatives and parents. It is clear from those conversations that the strength and importance of academies is widely accepted. There is a clear recognition of the case for putting greater responsibility for the school system in the hands of school leaders. Let me be clear: we firmly believe that schools becoming more autonomous and more directly accountable for their results raises standards. Academies are the vehicle to allow schools and leaders to innovate with the curriculum, have the flexibility to set the pay and conditions for their staff and bring about great collaboration with other schools.

We still want every school to become an academy by 2022. We always intended this to be a six-year process in which good schools should be able to take their own decisions about their future as academies. However, we understand the concerns that have been raised about a hard deadline and legislating for blanket powers to issue academy orders. That is why I announced on Friday that we have decided it is not necessary to take blanket powers to convert good schools in strong local authorities to academies at this time.

In March, a record high of 227 schools chose to apply for academy status, showing clearly where the momentum lies as school leaders, parents, governors and teachers across the country embrace the benefits that being an academy brings. Since then, we have also issued more than 104 academy orders to underperforming schools, meaning that the young people in those schools will soon benefit from the strong leadership provided by expert academy sponsors. That is why those who took to the airwaves this weekend to crow about a victory in their battle against raising standards will find themselves sorely disappointed. There will be no retreat from our mission to give every child the best start in life and to build an education system led by school leaders and teachers on the frontline, running their own schools as academies.

The Education and Adoption Act 2016 already enables us to rapidly convert failing schools and schools that are coasting, where they can benefit from the support of a strong sponsor. As a result, it is now easier to respond swiftly and effectively when schools underperform.

Schools will not be allowed to languish unchallenged for years. As we set out in the White Paper, and as I have subsequently argued, the most pressing need for further powers is to boost standards for those schools languishing in the worst performing local authorities and to provide for schools in local authorities likely to become unviable. So instead of taking a blanket power to convert all schools, we will seek powers in two specific circumstances where it is clear that the case for conversion to academy status is pressing. In our worst performing local authorities, we need to take more decisive action so that a new system led by outstanding schools can take their place. Similarly, because of the pace of academisation in some areas, it will become increasingly difficult for local authorities to offer schools the necessary support, and there will be a need to ensure that those schools are not dependent on an unviable local authority.

We will therefore seek provisions to convert schools in the lowest performing and unviable local authorities to academy status. In some circumstances, that might involve the conversion of good and outstanding schools when they have not chosen to do so themselves. However, the need for action in those limited circumstances is clear, because of the considerable risk to the standard of education that young people in those schools receive, as the local authority is either unable to guarantee their continued success or support further improvement. We will consult on these arrangements, including the thresholds for performance and unviability, and I am making a clear commitment that the definition and thresholds of underperformance and viability will be the subject of an affirmative resolution in this House.

I would also like to reassure hon. Members in regard to concerns about how we protect small schools, particularly those in rural areas. I have already made it clear that no small rural school will close as a result of the move to have more schools becoming academies. There is already a statutory presumption against the closure of rural schools, but we will now go further. Where small rural schools are converting to academy status, we will introduce a dual lock to ensure their protection: both local and national Government will have to agree to a school closing before a decision can be made. There will also be dedicated support to help rural primary schools during the process of conversion, and a £10 million fund to secure expert support and advice for them.

While we want every school to become an academy, we will not compel successful schools to join multi-academy trusts. In order to share expertise and resources, we expect that most schools will form local clusters of multi-academy trusts, but if the leadership of a successful school does not wish to enter a formal relationship with other schools, we trust it to make that decision and will not force it to do so. Small schools will be able to convert to stand-alone academies as long as they are financially sustainable.

I began this statement by saying that our goal has not changed. This Government will continue to prioritise the interests of young people and getting them the best start in life by having an excellent education over the vested interests who seek to oppose the lifting of standards and the rooting out of educational underperformance. Those very same vested interests allowed schools to languish for years unchallenged and unchanged until the launch of the sponsored academies programme by the last Labour Government.

Our work to improve our education system will continue apace. We will continue to empower school leaders and raise standards. We will continue to hold high expectations for every child. We will establish a fair national funding formula for schools, so that young people everywhere get the funding they deserve. We will continue to work towards a system in which all schools are run and led by the people who know them best, in a way that works for their pupils, as academies. The reforms will transform the education system in our country and ensure that we give every child an excellent education, so that they have the opportunity to fulfil their potential. I commend this statement to the House.