

Education and Skills Annual Report

Academic Year 2021 - 2022

Newcastle
City Council



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Foreword

As the newly appointed Cabinet Member for Growing City responsible for Education and Skills, I welcome you to the Education and Skills Report 2021–2022.

I would like to pay tribute to my predecessor Paula Holland and to Judith Hay, previous Director of Children Education and Skills who, together through their shared commitment and dedication, did so much to improve outcomes for children and young people in Newcastle.

I am pleased to extend a warm “Newcastle Welcome” to Cath McEvoy-Carr, appointed as Director of Children Education and Skills. She brings a wealth of knowledge, skills and experience which is already clear in the work being carried out by Cath and the excellent team at Newcastle.



Councillor Sylvia Copley
Portfolio Holder for Education and Skills

In Newcastle, there are about 72,100 children and young people aged 0-19 years. 46,300 of those are in Newcastle schools including 4,110 educated in independent schools. This is an increase of 683 in the school-aged population compared with January 2021.

As a council, we are ambitious for every one of our children and young people and have pledged to put babies, children and young people at the heart of every decision that affects them and everything that we do in the city. This is reflected in the high quality of our education and skills provision and in the dedication of those staff supplying services.

In this city we:

- celebrate diversity
- want our children to feel safe and secure in their homes, schools, and communities
- want children and young people to be able to make best use of every opportunity available to them.

It is often said “It takes a village to raise a child” - this is certainly true when we look at the vital contributions made by parents, carers, families, council officers, service providers, voluntary sector partners and local communities working together to ensure the long-term wellbeing and achievements of children and young people which lay the foundation for a great future for them as adults.

I hope that you enjoy reading the report!

Introduction

It is a privilege to offer an introduction to the Newcastle City Council Annual Education Report for 2021. Although I have only been the Director of Children, Education and Skills for a short while in Newcastle, I have so far been impressed with the level of commitment and dedication from all of our education, school and nursery staff as well as the associated services that support our children and young people across the city.

Our young residents have shown enormous resilience over the challenges of the last few years but our learning environments have needed to adapt and go above and beyond in order to provide the right interventions and support. This is reflected in the many positive stories and achievements that we have witnessed over the last year and the Newcastle Schools Awards 2022 celebrated many of those situations and successes.

We know that the next year is going to continue to be tough. Newcastle's child poverty ranking is already a challenge and with the cost of living crisis some of our children will need additional assistance in order to achieve to their true potential but I know that we have the right motivation and all the necessary skills to help our children be the best they can be.



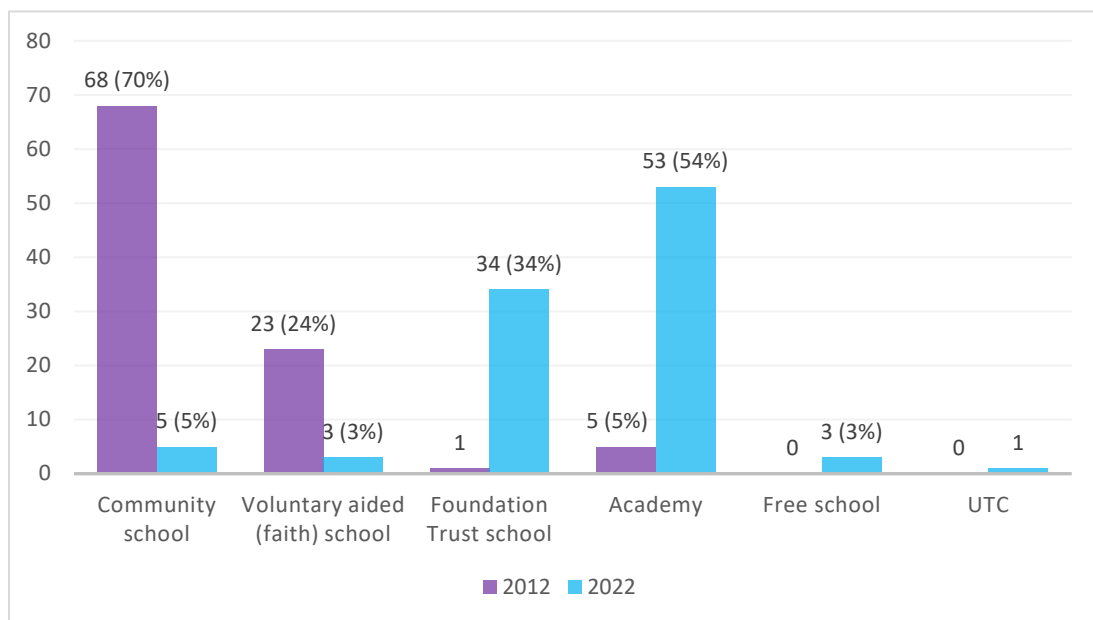
Cath McEvoy-Carr
Director of Children, Education and Skills



Newcastle Schools and Pupils

Our schools

The local authority has different responsibilities and accountabilities in relation to the different types of school. Despite increased academisation, local authorities still have wide ranging statutory duties, and the local authority continues to work with all schools equally.



**Note that some academies are also faith schools*



Newcastle City Council is committed to working in partnership with all schools in the City to ensure no child, school or family is left behind.

Our children and young people

Approximately 62,900 children and young people aged 0 - 18 live in Newcastle. This is around 20% of the total population in the area ([ONS Demography and migration data, England and Wales: Census 2021](#)).

In January 2022, there were 46,300 pupils in Newcastle schools, including 4,110 in independent schools ([Schools, pupils and their characteristics, DfE 2022](#)). This is 683 more pupils than in January 2021.

In Newcastle 7,680 (16.6%) pupils had identified special educational needs and/or disabilities (SEND), compared with 16.5% nationally, of whom:

- ❖ 1,712 (3.7%) had a statement or Education, Health and Care (EHC) plan (England average: 4.0%)
- ❖ 5,968 (12.9%) had SEN Support (England average: 12.6%)

The proportion of children eligible for and claiming free school meals (2022) in:

- ❖ primary schools was 39.9% (England average: 23.1%)
- ❖ secondary schools was 36.7% (England average: 20.9%)

The proportion of children and young people with English as an additional language in:

- ❖ primary schools was 27.1% (England average: 21.2%)
- ❖ secondary schools was 22.1% (England average: 17.5%)

Children and young people from minority ethnic groups made up:

- ❖ 37.1% of children in primary schools in Newcastle, compared with 34.8% in England and 13.9% in the North East
- ❖ 33.3% of children in secondary schools in Newcastle, compared with 34.1% in England and 12.4% in the North East
- ❖ 5,968 (12.9%) had SEN Support (England average: 12.6%)



School Effectiveness

Although schools faced disruption due to Covid absence in autumn 2021, this academic year has been a welcome return to some sort of normality for young people and school staff. However, the impact of the pandemic on children and their families has proved to be significant. Schools have had to adapt what they do; not just because many pupils have missed out on learning, but also because many have missed out socially, got out of the routine of coming to school or are struggling with their mental health. Put simply, more of our young people are struggling in education.

Working with our secondary school colleagues, we have established multi-agency support to secondary schools. This support brings together those who work in SEND, in Children's Social Care, in Children and Families Newcastle, in Health and in the voluntary/charitable sector.

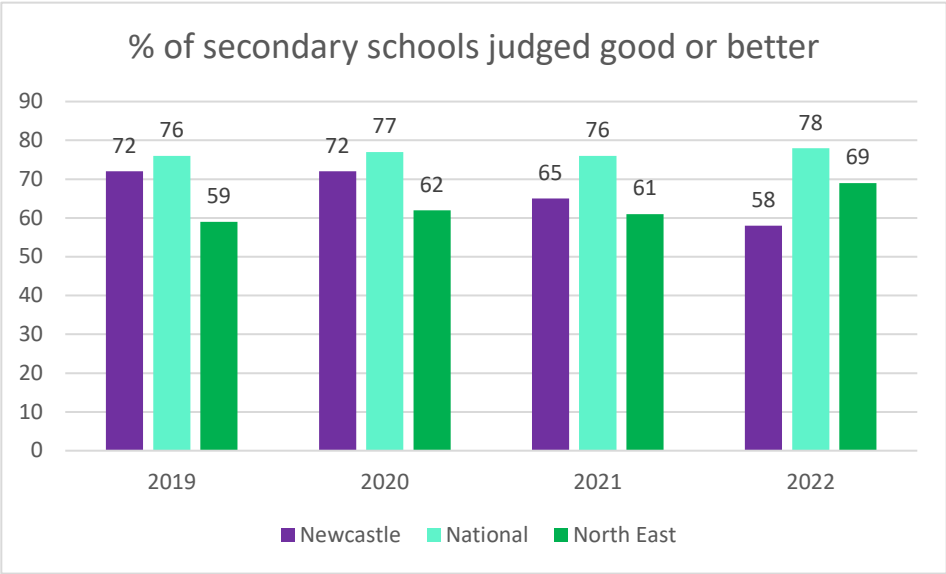
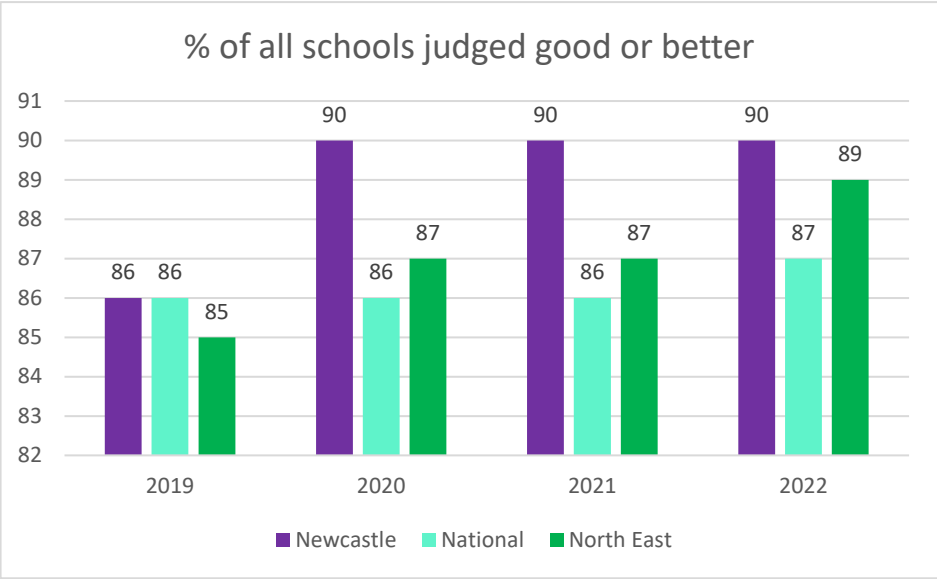
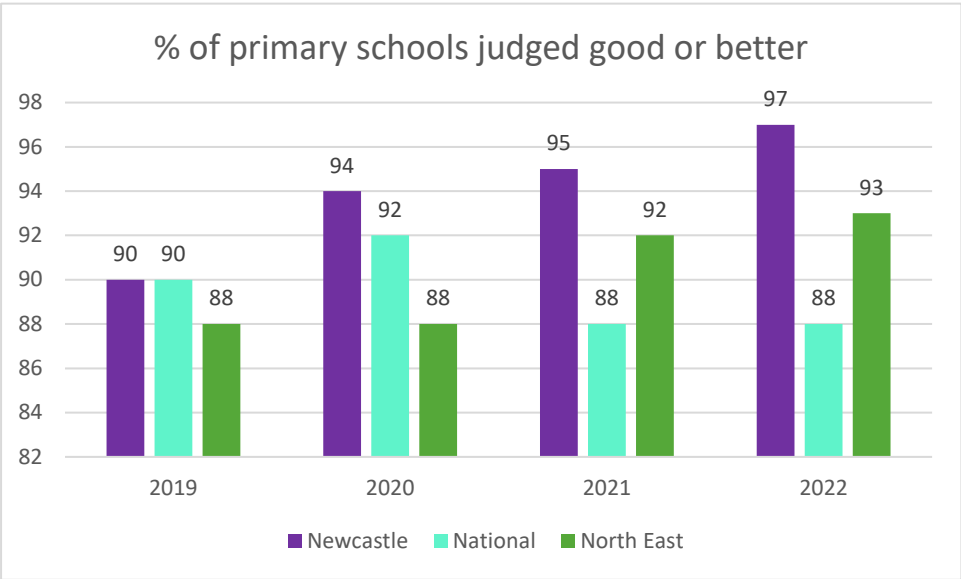
Together, we address barriers to learning for individuals and groups of young people. This work has resulted in a drop in the number of young people being expelled from school and has increased the resource that schools can access if they are finding it difficult to meet pupils' needs.



We have continued to expand curriculum networks, providing school leaders with subject specific support. However, this year we have focused particularly on communication and on reading. These are two key areas that many young children are struggling with after the lockdowns. If children learn to speak confidently in different situations, they are more likely to make and keep friends and develop socially. If they learn to read, they can access the school curriculum and are more likely to enjoy learning. We have worked with early years and special educational needs leaders, both in our schools and across the broader early years sector, to ensure that all providers are giving children the skills they need to succeed.

Secondary schools have seen more students in Years 7 and 8 who are struggling to read fluently. This is because they have had less opportunity to catch up in primary school. We are training secondary school staff to be early reading experts so that struggling readers can be identified and helped to catch up.

School inspections from Ofsted resumed this academic year. The School Effectiveness Service provides school leaders with support when required, and, in particular, when schools are at risk of being judged to be less than good. The proportion of all schools judged to be at least good in Newcastle is higher than the National and North East average. However, over a third of our secondary schools are currently rated as less than good. Whilst we are confident that this will improve significantly over the coming year, improving secondary education in the city remains a priority.



2022 Results

The 2022 results are the first to be published since 2019. At the time of writing, they are provisional and subject to change.

Overall outcomes at the end of Reception, key stage 1 and key stage 2 were lower in 2022 than in 2019 (the last year that results of statutory assessments were published). This is a consistent picture across the country and is particularly marked in outcomes for disadvantaged pupils.

The proportion of Newcastle pupils achieving a Good Level of Development in Reception, meeting standards in phonics and meeting the expected standard in key stage 1 were below the national average in 2022. This continues a trend we saw prior to the pandemic. Outcomes at the end of key stage 2 remained above the national average and have been consistently strong in the city for several years.

Nationally, as well as in Newcastle, outcomes for disadvantaged pupils dropped sharply in 2022. In Newcastle, outcomes for disadvantaged pupils throughout the primary age range have been higher than national average for disadvantaged pupils for several years. This was maintained in 2022 despite the overall drop.

GCSE grades were assessed by teachers in 2020 and 2021. Results in most schools in these years were significantly higher than in previous years. In 2022, students sat exams which were marked centrally. Grade thresholds were reduced, and students had some advance warning of examination content. Results in GCSE across England are higher than in 2019, but lower than the school assessments during the Covid-19 pandemic.

GCSE outcomes in Newcastle have been below the national average for several years.

However, in key areas this gap narrowed in 2022. Overall attainment, and the proportions of pupils achieving English and mathematics at grades four and five all improved against the national average and against the North East average. This was a broad trend which included disadvantaged pupils and those with SEND.

In Summary, end of primary and secondary outcomes were encouraging in 2022 when compared against national and local averages. However, in common with the rest of the country, outcomes for disadvantaged pupils are too low. This is the key area on which we continue to focus.



Priorities 2022/23

- Continue our multi-agency work on inclusion, rolling the system out into primary schools, so that the number of pupils being expelled or suspended continues to fall.
 - Work with schools to strengthen systems that help families get children into school regularly, so that fewer pupils miss significant amounts of education.
 - Support improvements in secondary school provision, particularly for disadvantaged children, so that all children in Newcastle can attend a school that is good or better.
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Newcastle City Learning



The independent living group take a trip to the Laing Art Gallery

have had to adapt, be versatile and change how they offer their services. Most of our adult learners are now back in the classroom with their teachers and are doing really well with the majority of those who come to learn with us staying on programme and continuing to progress.

Our provision for young learners aged 16-19, and up to 25 for those with an Education Health Care Plan, has continued to grow through the last year. There is even more need now than ever for this kind of alternative support for our young people, whose education has been interrupted by the lockdown.

Newcastle City Learning continues to grow in strength. Our vision is to provide learning opportunities to all residents within the city to enable them to learn and grow and enjoy a more rewarding life. We also support local employers with their training needs, whether this be through apprenticeship programmes, online learning programmes or supporting them to find new employees with the knowledge and skills they need to be successful at work.

Our adult provision has begun to grow again, after the very prolonged period of lockdown which very much affected our ability to provide our services face to face to our learners. This has meant that the staff at Newcastle City Learning



Newcastle City Learning offers a comprehensive full-time study programme for our young learners, in a smaller and safe environment. Last year we started working alongside the Council to offer outreach learning support for some of our most vulnerable young people and we are also providing transitional support to those who might want to join us at the age of 16. This part of our work continues to expand and thrive.

Our KEEP programme has provided a place of structure and learning for a small number of young people who need a much smaller group to work in and extra support to get them back on track. For example, those living in care, or whose family life has been very much affected by the pandemic, and those who are working with the Youth Justice system to move forward with their lives in a more positive direction.

All our young people have achieved great things this year and as a result are far better prepared for adulthood and the world of work.

For 2022/23 we are developing a strong vocational programme for those learners who want to study in a smaller environment for now but want to look at gaining valuable qualifications and experience, as well as developing their social and

professional behaviours before either moving on to a level 3 programme to further their job prospects at Newcastle College or applying for an apprenticeship.

We do hope that in September 2022 our adult learners will return in larger numbers to face to face learning. We are continually expanding our curriculum offer to make sure that it is fit for purpose in 2022 and beyond. We have renovated some of our learning spaces to offer more appropriate learning environments, such as our new beauty rooms, larger classrooms to accommodate the huge need for more ESOL provision, and we are looking also to upgrade our WiFi systems within Westgate College to ensure that we can continue to use online learning to support our work in the classrooms.

We developed a new curriculum offer for September 2021 which had many of our favourite courses but also a range of new programmes to support those who needed support post pandemic.



We introduced a new programme called DREAM, DISCOVER, DO alongside the North of Tyne Combined Authority, who provided funding for this project. Our initial cohorts, whilst small have provided us with some great feedback about this very unique course which aims to support those who have lost their way during the pandemic, or who may have been made redundant and find that they need to re-invent themselves to dream big, find the support they need to move forward and to then put an action in place to take them closer to their dreams, and closer to the job they desire or the business they have always wanted to set up. This is going really well.

We also introduced a project to try and encourage adults back into the community. The Thinking Folk project encourages socratic dialogue to get people talking, thinking about questions posed. The question posed could be anything, as long as it can generate a certain amount of conversation and allow people to put different points of view forward. This kind of activity, whilst being most enjoyable, also develops some key softer skills within the adults taking part. But the best bit is that they are just having fun, talking to other people and socialising again. Essential for some people who became very lonely during the pandemic.

In last year's report we reported that we had received a very successful interim visit by Ofsted. This year we facilitated a full Ofsted visit to demonstrate how far we had travelled since their last visit in 2017. Overall, the inspectors judged our provision to be GOOD and this was a great achievement by all the staff at Newcastle City Learning. But more importantly some of the comments made by Ofsted inspectors were so complimentary and the report certainly identified many strengths within the service provision now.



Also, this last year our long serving Adult & Skills Tutor, Brenda McCutcheon, was awarded the British Empire Medal. An official presentation of the medal will take place in September 2022 at the Civic Centre.

“Across NCL’s different types of provision, managers and teachers design and teach effective programmes that enable learners to acquire the skills and knowledge that they need to progress in education, find employment and lead more independent lives.”

Ofsted

“Learners and apprentices develop substantial new knowledge and skills while on programmes.”

Ofsted

“Learners of all ages thrive in a learning culture that celebrates diversity.”

Ofsted



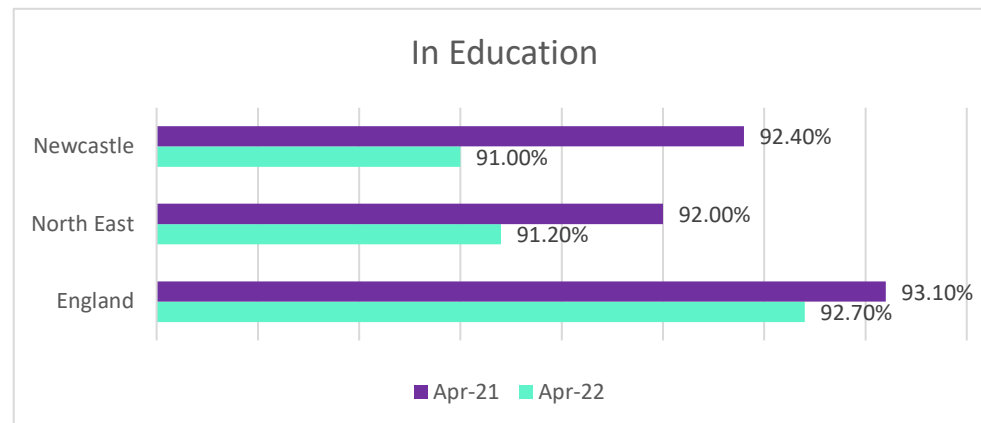
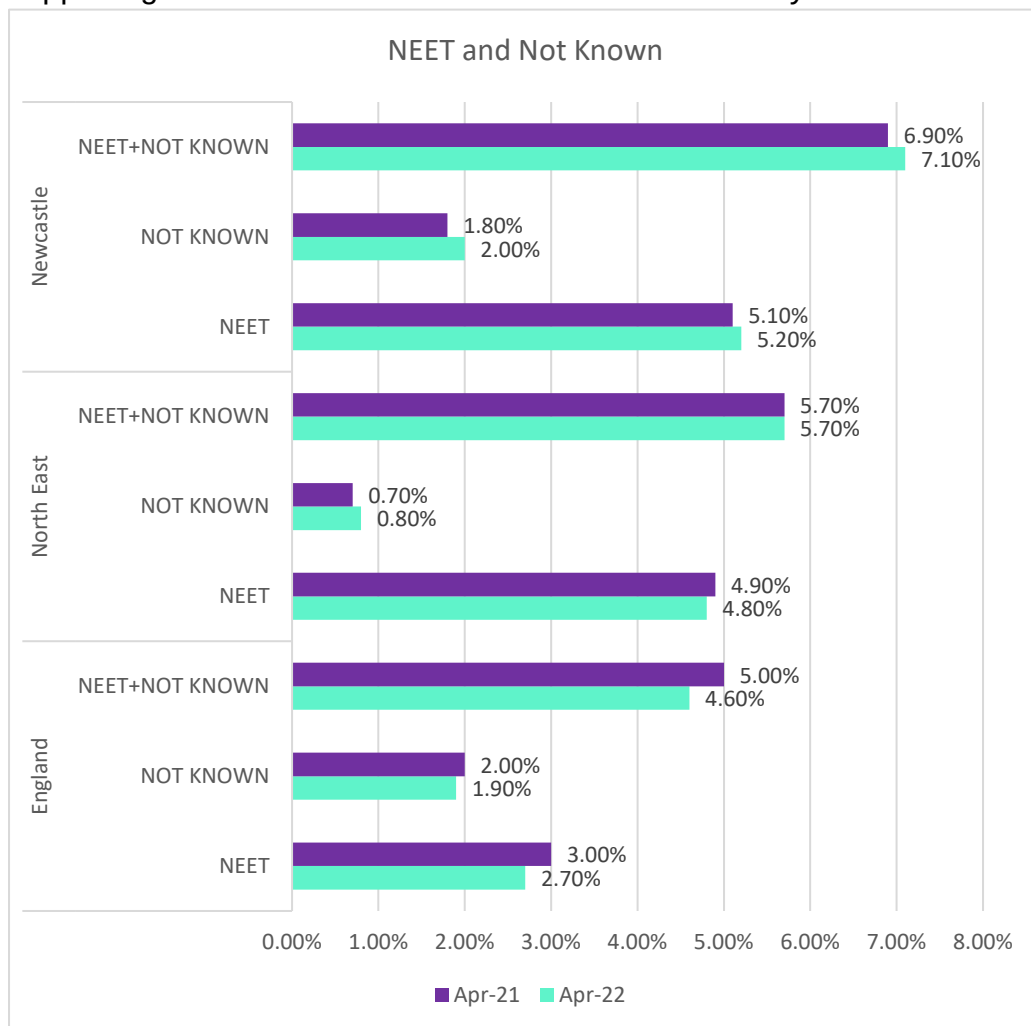
Priorities 2022/23

- Continue to provide a high-quality curriculum to meet the needs of local adults, young people and employers' training needs from within the city of Newcastle.
 - To offer broad and appropriate curriculum for our residents to ensure the continued sustainability of the service moving forward.
 - Continue to offer educational experiences and support to allow the residents, both young and old, to improve their knowledge, skills and confidence to realise better life changes moving forward.
 - To build on the success of our recent Ofsted visit and to maintain that very high quality of education provided to our learners.
 - Sustain our continued positive financial position in very challenging circumstances post-lockdown, to ensure the sustainability of the service within the city.
 - To improve the quality of the learning environment in which Newcastle City learners undertake their learning – this being the only key weakness identified by the Ofsted inspection team which is adversely impacting on the learner experiences currently. Our vision is to be able to offer a stimulating learning environment which contributes significantly to raising and maintaining learner motivation and aspiration enabling them to achieve well.
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Careers and Guidance

Following the creation of the team in April 2021, this year has seen us developing our role within the school inclusion agenda, as well tracking and supporting the 16-18 NEETS and Not Knowns in the city.



Our work in schools saw us focus on a small, targeted group of pupils between years 9-11 who are most at risk of being NEET, as well as receiving a number of referrals from the Inclusion Panel. Work has been undertaken to look at predictors of NEET through the year to help us refine further our criteria for inclusion in target groups for 2022/23 academic year.

For young people outside school, the team tracks and monitors the destinations of 16-17-year-old NEETs on behalf of the Local Authority and continues to offer individual support via the Skills Hub. Young people attending the Skills Hub remains low following the pandemic therefore we are also trialling a face to face offer at the Nunsmoor centre, half a day per week to see whether young people find a community location more accessible.

Since we are a small team, with a new identity, we realise it is important to keep young people, families and other services aware of our offer. We have developed a quarterly newsletter which goes out to a wide range of partners; we sent every year 11 parent / carer a 'leavers pack' of information; and we are developing a website which we hope will be live by the time you read this report.

The consequences of Covid continue to present us with challenges tracking and monitoring the destinations of 16-17-year-old NEETs. Though we have been able to return to doorstep visits and more face-to-face work, greater numbers of young people are struggling to engage due to anxiety and this is resulting in a small increase in the NEET numbers – a trend seen across other core cities.



“The Newcastle Careers Guidance team have been a fantastic support to the students of St Cuthbert's. The personal one to one guidance has been outstanding with supporting our young men onto their next steps.”

Sarah Garay, St Cuthbert's School

Priorities 2022/23

- Develop the careers team website to provide information on education and training options to young people and families across the city.
- Plan and support the My Future, My Choices event.
- Produce a Careers/Transition Guide for schools.

Special Educational Needs and / or Disabilities (SEND)

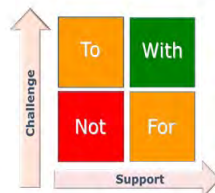
Our aim continues to be to **promote inclusion**, by improving and investing in provision and the support available for children and young people in mainstream schools and settings, whilst ensuring that there is **sufficient specialist capacity**. Inclusion is more than just attending somewhere, it's also about belonging and feeling welcome.

It has been a very busy, challenging and demanding year, but we are hearing some encouraging feedback from families and schools/ settings, that children are having their needs identified earlier and that they are able to access the support they need.

We have continued to invest in additional staffing capacity and training for the workforce. Particularly in **relational and restorative practice** which is improving how we work and put families at the centre of all practice.

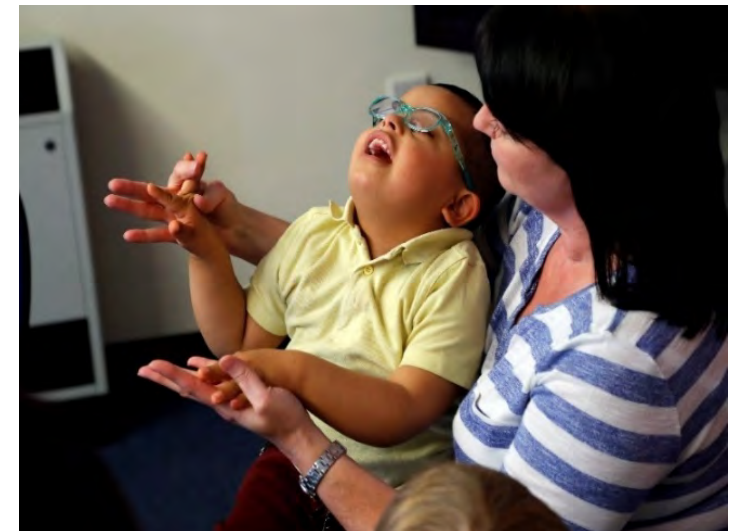
What is relational and restorative practice?

- A whole system, whole city approach promoting relational working; **building and maintaining meaningful and respectful relationships**, as opposed to focussing solely on policy and process
- Restorative justice = reactive, Restorative practice = proactive
- **Working 'with'**, not 'to' or 'for'
- It is not a model or a tool, it is a **way of thinking and working**
- It is strengths based and values driven
- **Connect before content, Connect before correct**



let's talk
Newcastle

Newcastle
City Council





Alex and Jack from Trinity School were part of the interview panel recruiting senior SEND staff.

This year we have continued our journey working in partnership with parent/carers, children and young people to **'Get it right together'**. We are totally committed to working together to co-produce services but acknowledge that some changes may seem slow as true co-production does take time.

Local Offer Website

Our local offer website was redesigned following feedback from parents/carers and children and young people. We relaunched the website at an event in Eldon Square in November 2021.

It is a work in progress, and we will continue to improve and ensure that the local offer is kept up to date.

"It is great to see big improvements on the Local Offer."



SEND governance

We have excellent partnership arrangements in Newcastle which continue to improve. We started frequent meetings between education, health and care partners during the pandemic so that we could address concerns quickly and effectively and prevent issues escalating. These meetings have now been put on a more formal basis and provide regular opportunities for the parent/carer forum to raise any questions they have with senior leaders across education, health, and social care. The questions and answers, and details of all our governance arrangements are published on our Local Offer (www.newcastlesupportdirectory.org.uk/send-local-offer) for all to see.

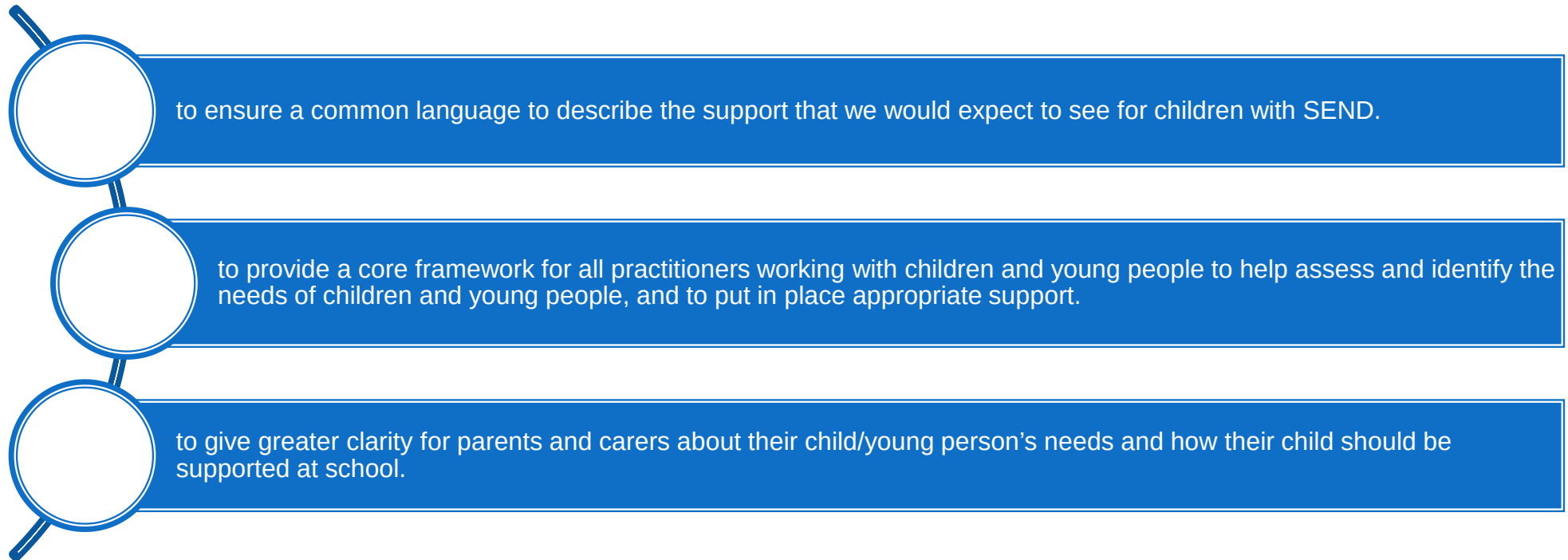
Support for mainstream schools and settings

We started the year by setting up task and finish groups to co-produce 'descriptors of need' which will help mainstream schools/settings identify children and young people with SEND. These groups included representatives from parents/ carers, schools/settings and SEND professionals from across education, health and care. This huge piece of work will help to promote consistency across Newcastle of how children are supported in mainstream schools/settings.

A task and finish group was also established to research the best evidence-based practice to support children with Social, Emotional and Mental Health (SEMH) needs in mainstream schools/settings.

Our ambition is that the SEND descriptors of need and SEMH training package will be embraced by all schools and settings in Newcastle from September 2022.

The SEND descriptors of need aim:



Quality assurance

We have implemented our SEND quality assurance framework and we have started the termly audits of Education, Health and Care Plans (EHCPs) and the professional 'advices' on which they are based. We are seeing some improvement in the quality of advice and compliance with the legal and practice standards relating to EHCPs. This process is ongoing as we recognise that the SEND workforce across the partnership is continually changing.

Some feedback from the parents and carers involved in the EHC Process

Dad said that he had no worries about the process as it had all been explained so clearly.

Too much bureaucracy and the forms didn't work well.

Communications needs to be improved, to make sure everyone is on the same page and that parents don't have to worry that the right people are being kept up to date.

Mum was very worried and anxious at the beginning of the process due to uncertainty about whether the assessment would actually take place.

Mum said it was great to have someone who could explain each step and who kept her updated.

The Educational Psychologist was phenomenal, and informed school they needed to use their agreed hours to enable the EP to support their child in school



Inspection

In February, colleagues from the DfE and NHS England returned to check how we were getting on with implementing our Accelerated Progress Plan (APP). Their feedback was very positive. We have made tremendous progress in 6 months, particularly as some of the changes have been significant. They will return in October 2022 to consider our progress and will be looking to see how we can demonstrate:

- ❖ how various new processes and systems for EHCPs are leading to sustained improvements in timeliness and quality
- ❖ the effectiveness of your revised graduated response in reducing absence and exclusions, and evidence for the effectiveness of wider work on the graduated response within schools
- ❖ how pupils and parents' experience of therapies, especially occupational therapy, has improved, as new pathways are developed.

SEND Advice Support Allocation Panel (ASAP)

Throughout this year we have worked really hard to strengthen our graduated response. We have invested in additional commissioned outreach support from our specialist provisions, and we have recruited additional capacity from SEND Outreach service and educational psychologists to support schools.

In June 2022 around 200 people from Newcastle schools/settings, SEND professionals and parents/carers attended our SEND ASAP relaunch event. The purpose was to inform schools of the new services available from SEND ASAP from September 2022, and to look at some case studies and the positive impact that the service has had on maintaining children in mainstream schools.

The presentations and keynote speeches are available on our [local offer](#).



A new EHCP template

It might just be a bit of paper (or a computer file), but we recognise that the EHCP template is a crucial document which, at its best, should make sure we prompt the right conversations and get the right information to produce a really good EHC plan for children and young people.

Until recently in Newcastle, we had two separate templates for pre-16 and post-16 children and young people. There were advantages and disadvantages of each one. With the help of [NDTi](#) we worked together to come up with one new template for Newcastle. You might be surprised to know that we went through an interesting and exciting journey to come up with the final template. We had an opportunity to have open discussions, be creative and develop the template by mutual consent. The new template:

- ❖ prompts preparing for adulthood discussions from the earliest years
- ❖ makes it clear that only provision above that expected in mainstream school is included
- ❖ shows a clear link between outcomes and provision
- ❖ allows families to put forward their views however they wish to do so
- ❖ is colour coded and more accessible than previous versions and looks good on a mobile phone.

We will start to use the new template from September 2022 for new EHC assessments. The next step is to look at our existing EHCPs and we will be working with families to transfer them onto the new template throughout the year.

Challenges

Despite our investment in early support, we are still seeing a huge increase in demand for EHCP assessments. The most significant growth area of need is for children and young people with autism and those with SEMH needs.

Even though we have invested in additional staff and systems to improve our performance, the significant increase in EHC requests has resulted in pressure across the system and meant that our performance in completing EHCPs within the 20-week timescale is poorer than we would like.

We remain committed to improving mainstream provision, whilst at the same time we are considering short-term and medium-term options to address the demand for specialist provision, such as creating additional ARP spaces, and expanding our specialist schools.



Outcomes Framework

This framework is based on the five overarching outcomes for all children and young people, providing a holistic view of where they are in their lives. We will use a simple set of tools developed with young people and staff. The tools ask a set of holistic questions when an Education, health and Care Plan Review takes place. This will help us to understand the child or young person's needs and will help everyone to hear their voice and know exactly what works well for them. This is an important part of our **Getting It Right Together** approach.

Happiness Survey

There has been a good response to this survey and workshops which was developed by SEND children and young people. Senior Leaders are making sure that the key areas about, Friendships, Activities, SEND Voice networks, knowing who to speak to when you need help and quiet and calm environments are being actioned.



How are things going for you?

The survey will take approximately **10 minutes** to complete.

You have told us that you want us to listen to what you have to say.
You want us to do things differently because of what you tell us.

This survey will help us to understand what works and doesn't work for you.

We want you to have the **best outcomes** ever! 🍌

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SEND Performance 2021/22

All Newcastle specialist schools remain rated as Outstanding or Good by Ofsted inspectors. We know that unfortunately pupils with SEND in Newcastle are more likely to be permanently excluded from schools than those without SEND and that attendance for pupils with SEND remains too low. We are committed to ensuring that we do everything we can to understand and support the needs of our children and young people, and to reduce the need for exclusions and improve attendance to at least national benchmarks. This is a key priority in our Accelerated Progress Plan.

In Newcastle (January 2022) 7680 (16.6%) of pupils has identified special educational needs and/or disabilities (SEND) compared with 16.5% nationally.

In Newcastle 16.6% (7680) of pupils have identified special educational needs and/or disabilities (SEND) compared with 16.5% nationally.

3.7% (1712) of pupils have EHC plans compared to 4.0% in England. In addition, a further 5968 (12.9%) of required SEND support compared to 12.6% nationally.

27.6% of children in care (children in care of the LA continuously for at least twelve months at 31 March 2021) received SEND support (27.4% nationally) and 19.9% have an EHC plan (28.9% in England).

We completed 262 EHC plans (including exceptions) in the 2021 calendar year. Of these, 15.3.% were completed within the required 20 weeks. This compares with 57.9% in England.



Priorities for 2022/23

- ➔ Knowing our children and young people well and understanding their needs
 - ➔ Clear equitable pathways of early support and appropriate provision for all children and young people in Newcastle.
 - ➔ Improved outcomes for our children and young people (improved lived experience).
 - ➔ Robust transition arrangements across social care, education and health.
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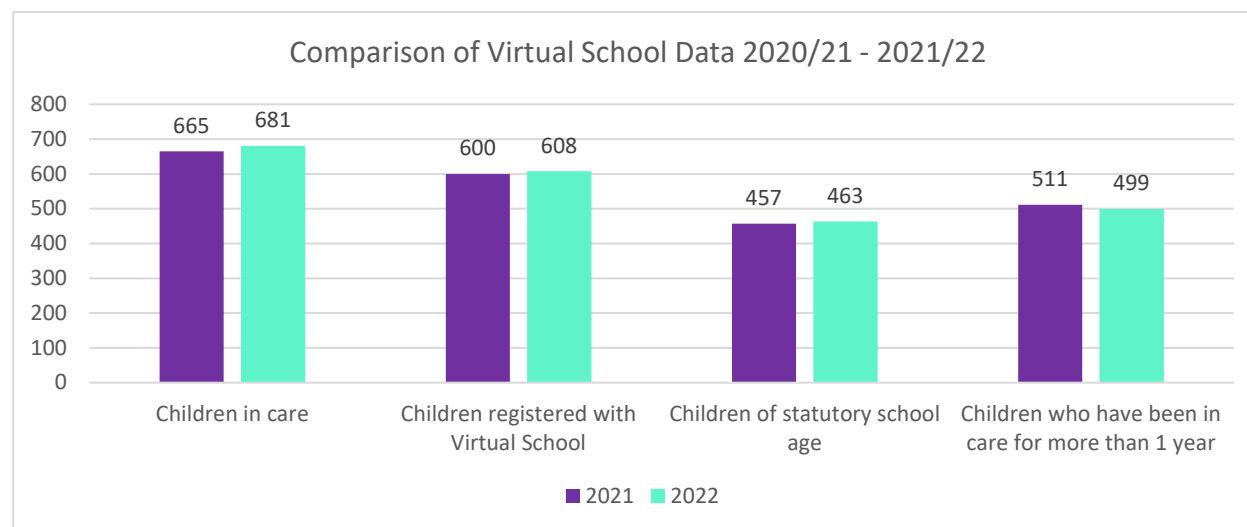
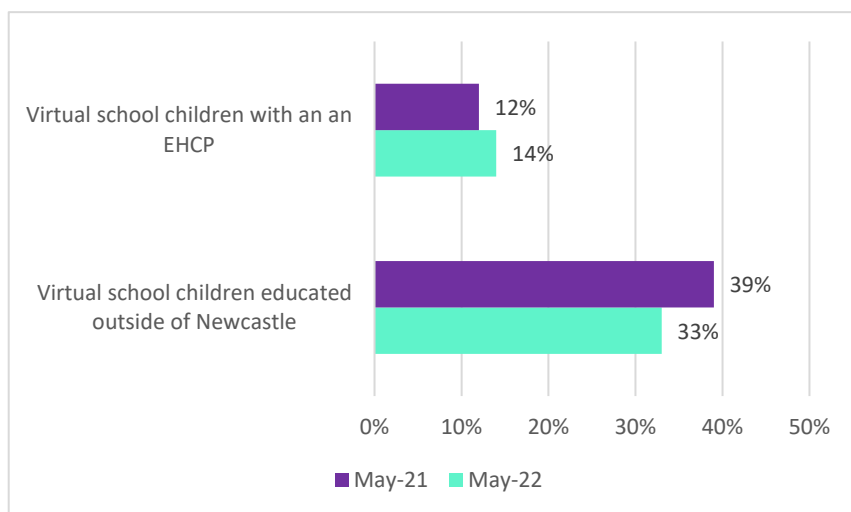


The Virtual School

The Virtual School supports the education of children who are in the care of Newcastle Council. We provide statutory support and challenge to schools that our children attend, we track attendance and progress and provide targeted interventions so that each child can achieve their goals and educational outcomes. The Virtual School has a governing body that is represented by schools, Children's Social Care, Health, LA officers and the wider community. The Virtual School Headteacher reports to the Council's Corporate Parenting Committee.

Comparison with last year

The size of the Virtual School increased, as did the percentage of children with EHCPs. There was a reduction in children in care for over a year and more children were educated in Newcastle Schools.



Achievements

Children’s progress looks to maintain the levels of progress that were evident in 2019 being in line or above national comparisons for Children in Care at all ages.

The attendance of children in care increased in Newcastle schools from 85.5% in 2020/21 to 88.5% 2021/22.

Virtual School caseworkers provide individual support to children in care to support their progress and inclusion. Though co-operation and consultation, we are successful in ensuring that children in care can access an appropriate education.

“The support she received from a member of your staff team, has changed her situation into a massive positive for the young lad in her care. He now attends a special needs school, which is able to meet his needs. This she feels only became possible because of Virtual School involvement.”

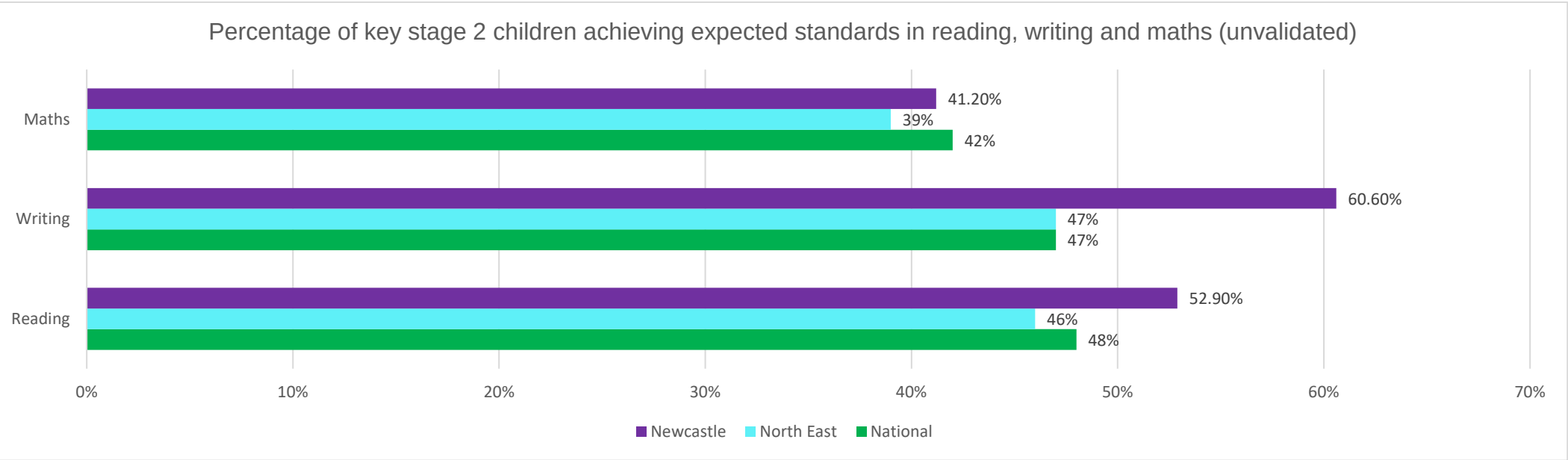
Fostering Under Newcastle

“The Virtual School has recently strengthened the system to track the attendance of children in care and this is beginning to have a positive impact.”

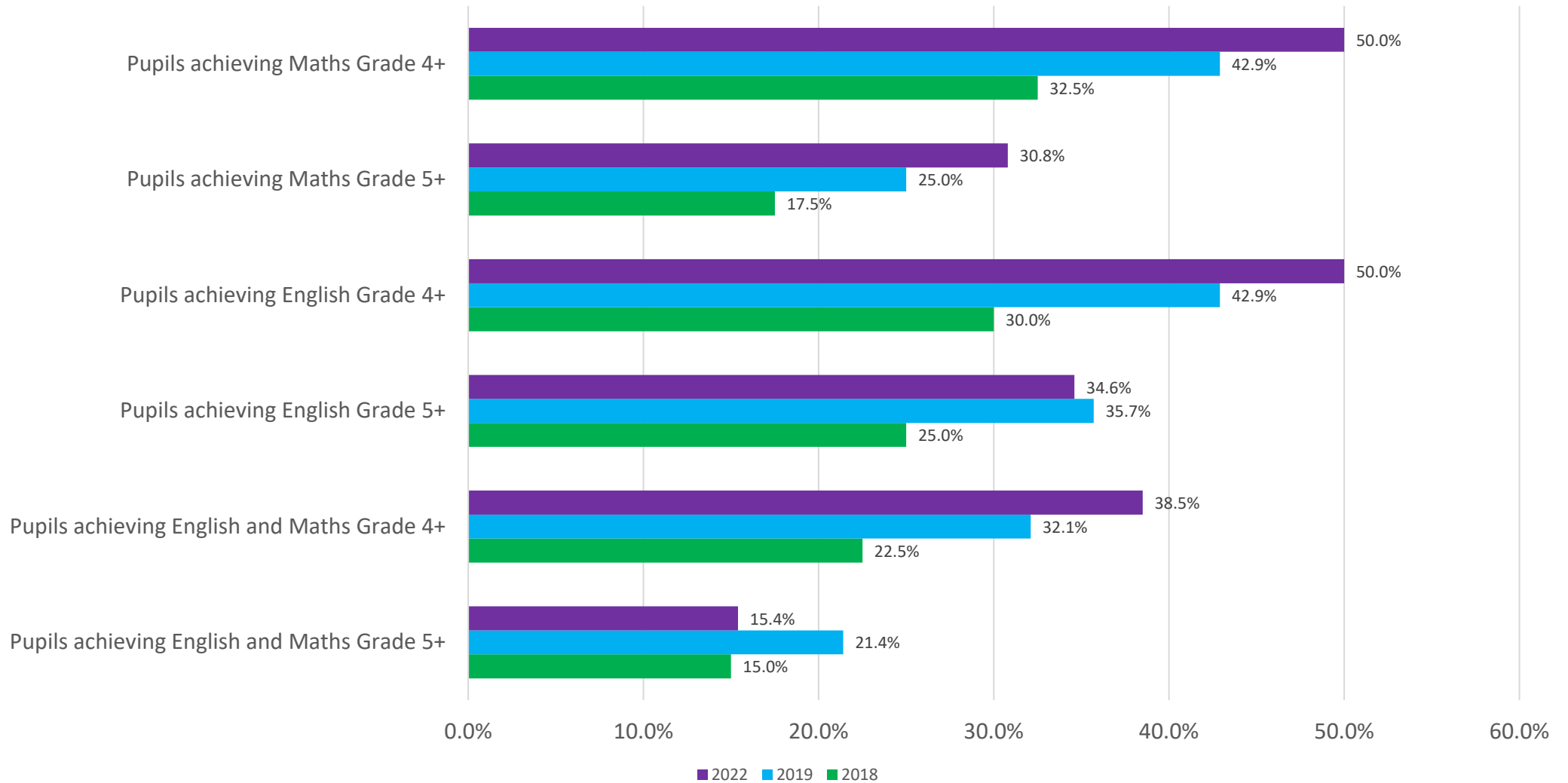
The Virtual School works well with schools when there is potential for a breakdown in school placement.”

Ofsted ILACS

Ofsted Inspection of Local Authority Children’s Services (ILACS)



Key Stage 4 GCSE Results (unvalidated)



The expansion of Virtual School Head duties has meant that the Virtual School oversight has grown from 610 (children in care only) to 2542 (all children with social workers). In Newcastle, we have taken a strategic approach focusing on our knowledge and intelligence of this cohort. New data systems are being introduced, reporting to Senior Social Care and Education Leadership Teams. This system combines the ability to track children individually, in a year group, whole school and locality level. We are working with two school trusts directly to support the attendance of all children with a social worker on a test-and-learn basis.

Priorities 2022/23

- ➔ Continue to ensure that all children in care make good progress.
 - ➔ Improve the attendance of children with a social worker.
 - ➔ Continue to forge strong links with Childrens Social Care, school, and carers, including those placed outside Newcastle.
 - ➔ Provide bespoke solutions for individual children.
-



Access and Inclusion

The data and trends reported below are indicative of the period 1 September 2021 - 16 June 2022, during which the work of the Access and Inclusion team began to develop to reflect the practice and support available pre-pandemic and the associated restrictions. During this period the Access and Inclusion team:



Provided support to schools and Children's Social Care through single points of contact.

Carried out 'safe and well' checks for some vulnerable groups of pupils in the city.

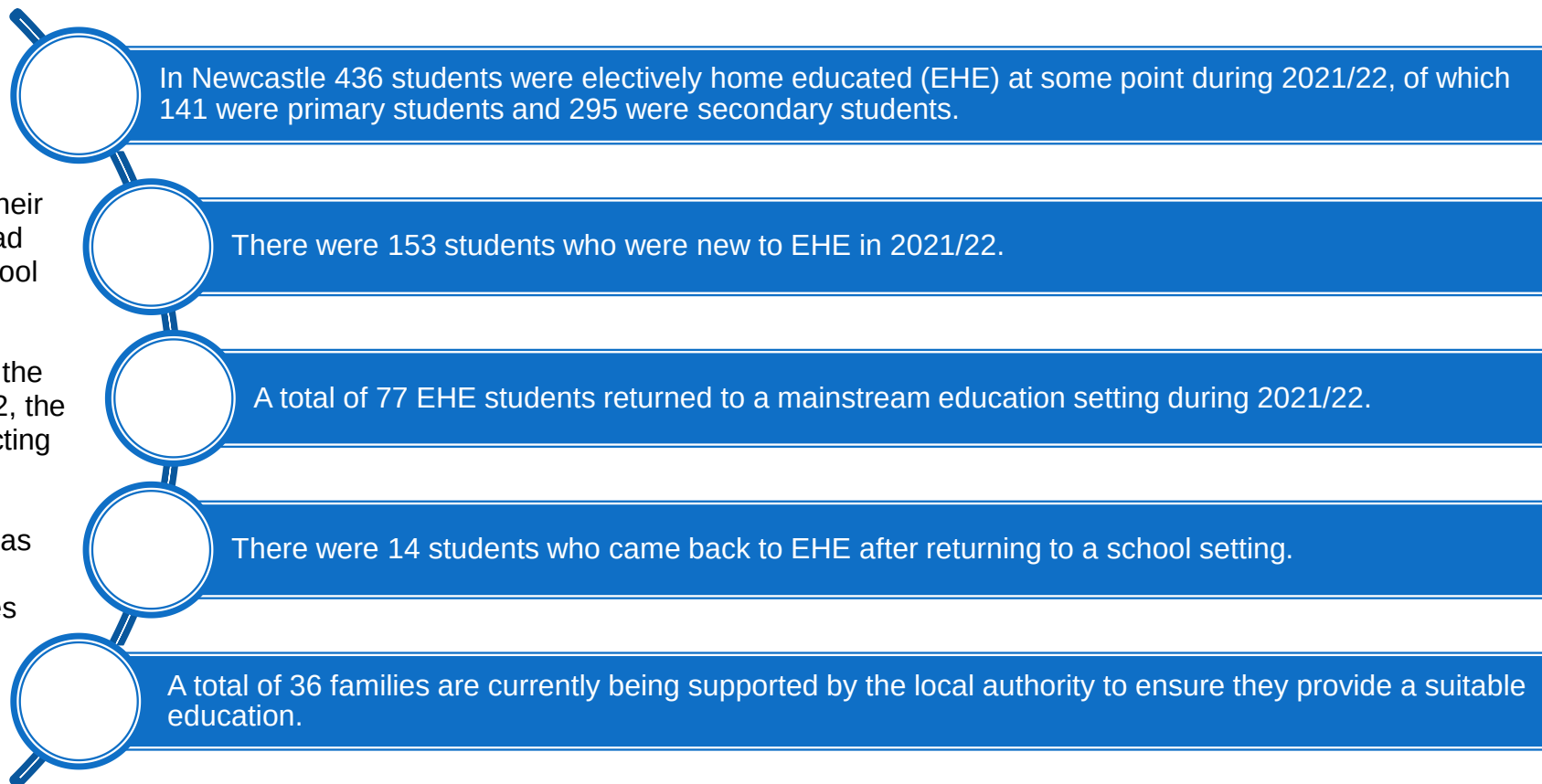
Supported the Education and Skills Division, alongside the North of Tyne Combined Authority, to identify vulnerable pupils needing additional support.

Provided support for schools around the attendance of children which included the return of the legal monitoring process where pupil's attendance fell below 90%.

Elective Home Education

Elective Home Education (EHE) happens when a parent chooses to provide education for their children at home instead of sending them to school full-time.

Since the beginning of the academic year 2021/22, the number of parents electing to home educate has continued to increase. This increasing trend has been seen in our neighbouring authorities as well as at a national level.



Priorities 2022/23

- ➔ Work with home educating parents and partner agencies to ensure the voices of EHE children and young people are heard when decisions are made that affect them.
 - ➔ Encourage school staff and Family Partners to coordinate a meeting ahead of a pupil being withdrawn from school to EHE and involving the LA at this early stage.
-

Children Missing Education (CME)

This data covers the period 1 September 2021 to 17 June 2022

Children Missing Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at school.



In the academic year 2021/22 there have been 124 children in Newcastle reported as being CME. Schools report these children via the online referral form. There have also been 50 cases referred from partner agencies.

There was a significant peak during the first academic term following the summer break which is consistent with previous years. This peak is due to families returning to their home countries over the summer and failing to inform school.

There has been 373 enquiries from other LAs who believe pupils have moved to Newcastle. These enquiries are investigated and if a pupil is found to be in Newcastle and without a school place, they are supported into education.

Checking and reporting systems have been developed, including linking into the national census data, to enable the local authority to search to see if a Child Missing Education is attending a school anywhere else in the UK.

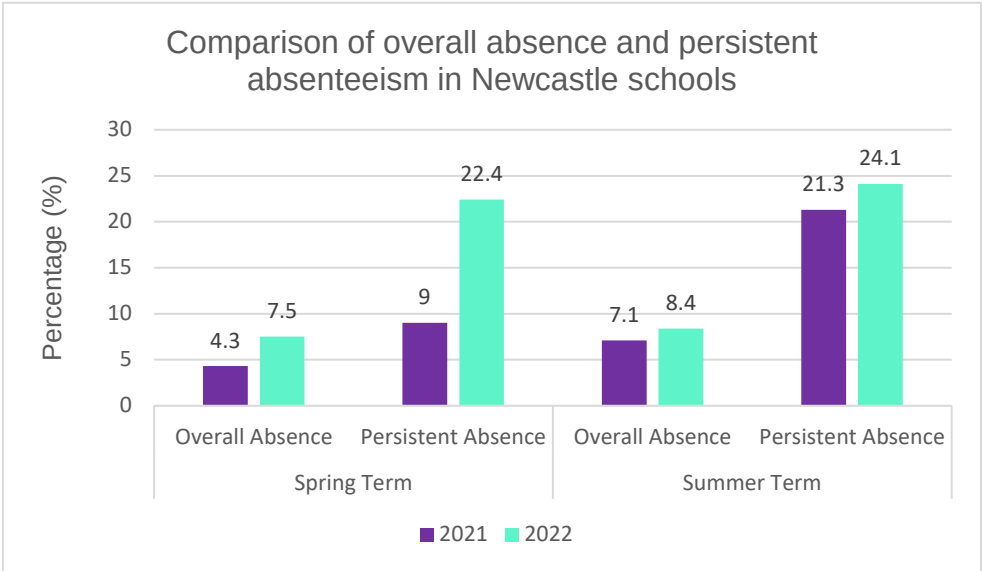
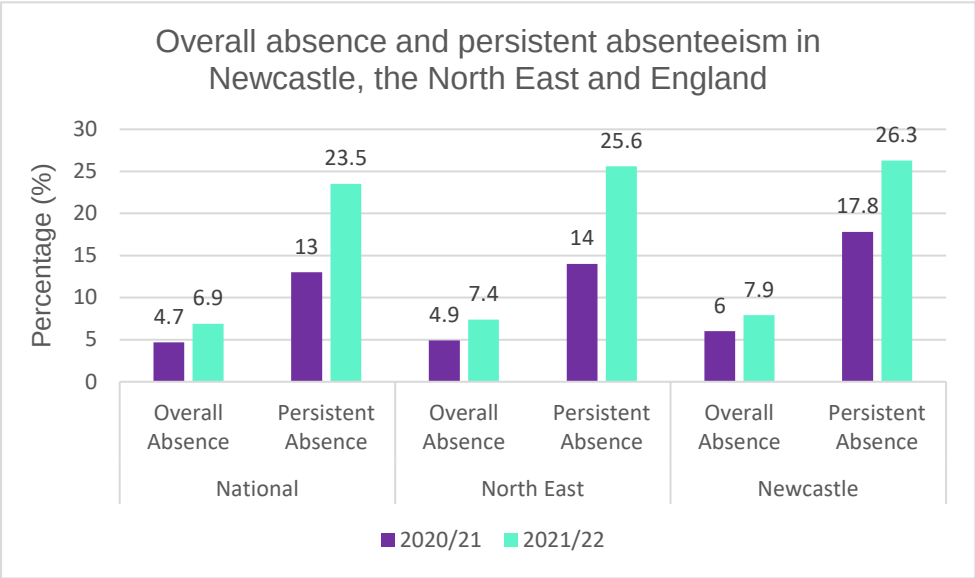
Multi-agency links have been developed, including working with the Police.

Priorities 2022/23

- Continue to review and develop the CME process.
 - Progress with the accountability plan – how often and to whom we report CME numbers and trends.
-

Attendance

The 2021/22 data indicates an increase in both, overall and persistent absence levels in Newcastle for the autumn, spring and summer term against 2020/21 data. There has also been an increase in both overall and persistent absence locally as well as nationally.



As reflected in the attendance data, Covid-19 has had a significant impact on many of our most vulnerable learners across the city. As a result, we have responded to an increase in requests for advice, guidance, and support to schools in respect of their most challenging and complex school attendance cases, particularly where legal action may not be appropriate. Support for school staff and stakeholders around the legal monitoring referral and process has been provided at regular intervals throughout the year or when directly requested. Positive links have been established with SEND and the Family Partners across the city to ensure intervention can be offered and implemented effectively where required.

295 pupils were referred to Access and Inclusion in 2021/22 for irregular school attendance.



Partial Timetables

All pupils of compulsory school age are entitled to a full-time education. We acknowledge, however, that there may be exceptional circumstances where a temporary partial timetable is required to meet a pupil's individual needs. Where there are barriers which prevent a pupil from attending full-time education, a partial timetable can be considered as part of a re-integration package. Each school or setting must ensure that when a pupil is not expected to attend, there is a written agreement with parents/carers about who is carrying out the duty of safeguarding for each session.

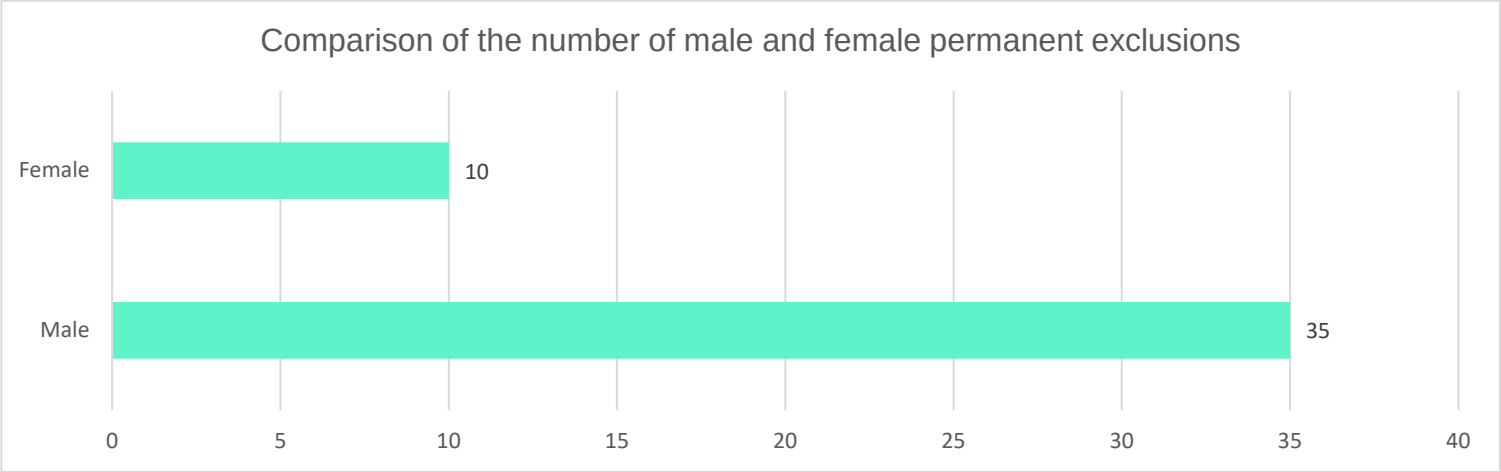
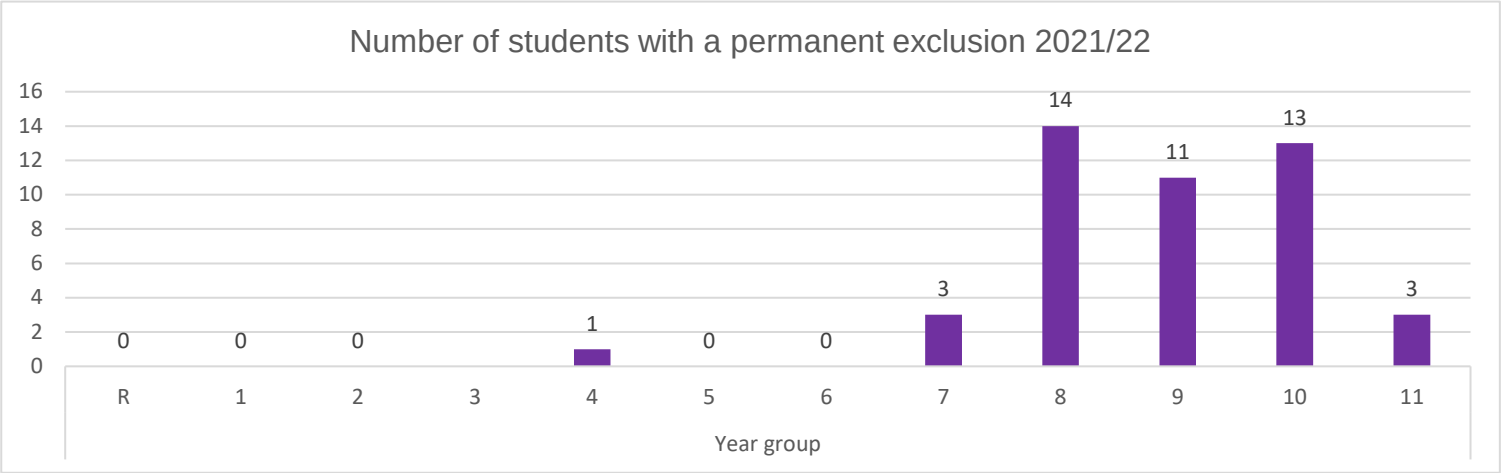
Priorities 2022/23

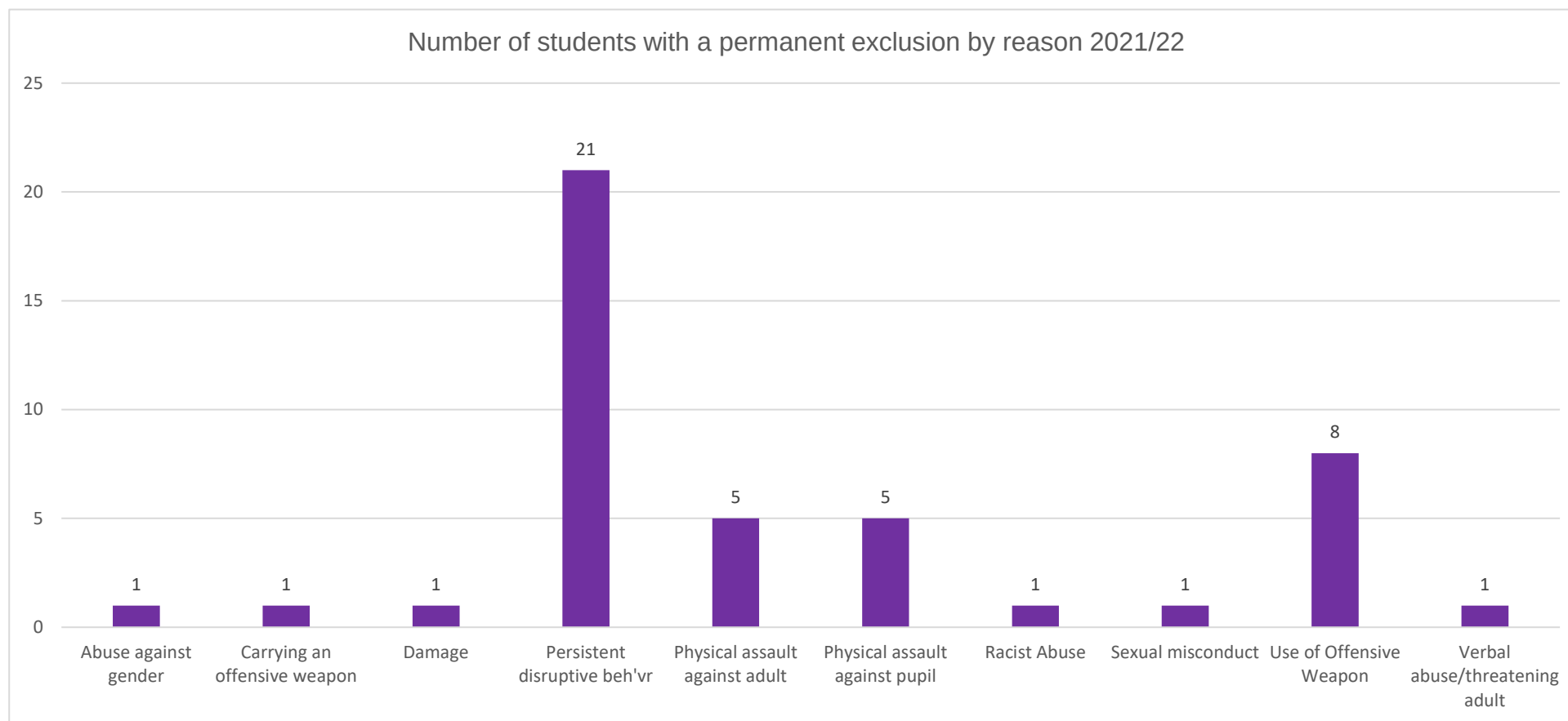
- ➔ To work directly with every school in Newcastle to support attendance at school, including pupils who require short term school attendance intervention through partial timetables.
 - ➔ To efficiently prepare for the implementation of the new 'Working together to improve school attendance' guidance.
 - ➔ To work collaboratively with all stakeholders to ensure that partial timetables are time limited and pupils are able to return and access a full time offer as soon as possible.
-



Exclusion

Local unvalidated data indicates a decrease in the number of permanent exclusions in Newcastle during the academic year 2021/22 when likened to other comparable years. The number of permanent exclusions recorded this academic year was 43, 18 of which were issued for ‘persistent disruptive behaviour’. We are starting to see a reduction in the number of pupils permanently excluded for persistent disruptive behaviour; this may be due to the more robust support mechanisms offered to all secondary schools in Newcastle. We have also noticed a spike in the number of permanent exclusions for offensive weapons in Newcastle compared to previous academic years. We are working with partner agencies to adopt an alternative approach to address this issue.





Priorities 2022/23

- ➡ To continue to establish the new Fair Access Protocol with schools in Newcastle. This ensures that children without a school place are supported back into full time education as soon as possible.
- ➡ Continue to work with schools to look at how funding that supports vulnerable children, which includes those permanently excluded, can be most effectively used to prevent and or reduce the number and frequency of exclusions in our schools.
- ➡ Continue to progress toward improving inclusion, working collaboratively with schools and LA Advisors to reduce exclusions and promote inclusive practice to improve outcomes for children and young people.

Safeguarding

Safeguarding is everyone's responsibility. Promoting the safety and wellbeing of Newcastle children is integral to our service. Education and Skills work closely with schools and other agencies to ensure that children's welfare needs are met. The impact of the Covid 19 pandemic continues to present challenges for education providers, particularly around the emotional impact of the public health crisis on children. Through improved liaison with education settings and other agencies, a range of strategies are now in place to improve outcomes for children, with the Education and Skills division providing advice, support and guidance to education settings and other agencies where needed. The introduction of Locality Inclusion Panels (LIP) and Team around the School (TAS) have been integral to promoting multi-agency working to enable greater support for children across Newcastle.



The Safeguarding Lead for Schools is the Education and Skills Division's principal link to the Newcastle Safeguarding Children's Partnership (NSCP). The lead sits on the subgroups of the main partnership and is also the education representative on strategic groups such as M-SET (missing, sexually exploited and trafficked), case review and Business Group to the Partnership. This serves as a strategic and operational conduit to and from the Newcastle Education Safeguarding Partnership for schools and the other services within the division.

The introduction of a Designated Safeguarding Lead Officer has provided support to several of our schools through a pilot to provide supervision for Designated Safeguarding Leads within schools. This officer provides advice and support, as well as acting as a key link between education providers and Education and Skills, Children's Social Care, and to some strategic safeguarding groups within the partnership. The success of this

pilot has led to it being extended for another year.

Newcastle Education Safeguarding Partnership provides the mechanism to fulfil the requirements of Working Together to Safeguard Children (2018) and enables representatives from schools, colleges and nurseries to link with the work of NSCP. It has representation from state mainstream and special education and independent sectors for statutory school age children, nursery schools and further education for 16-18-year-olds.

Multi Agency Safeguarding Hub (MASH)

Settings have continued to contribute effectively to multi-agency safeguarding processes, such as through communication with (MASH), to provide timely information-sharing that inform safeguarding decisions from children's social care. MASH discussions promote the safeguarding of children and young people by ensuring that their educational needs are addressed. Many schools and education providers have also actively been involved in MASH discussions when possible. The hard work of schools and education providers in ensuring that relevant information is provided to inform decisions around safeguarding is much appreciated, especially when facing many challenges in the aftermath of the lockdowns in previous academic years.

There have been 838 MASH involvements recorded between 3 September 2021 and 27 May 2022. Please note that this relates to the number of individual children considered and that some children may have had more than one MASH involvement within this timeframe.



Priorities 2022/23

- Continue to maintain relationships with schools and other educational settings to gather relevant information to aid decision-making around children at risk of harm.
 - Develop and expand the offer of support to Designated Safeguarding Leads across all schools in Newcastle.
-

School Organisation and Infrastructure

School Organisation and Infrastructure incorporates some key statutory duties of the local authority:

- ❖ ensuring sufficiency of school places
- ❖ allocation of school places through the Coordinated Admissions Schemes for primary and secondary schools in line with the School Admissions Code and coordination of in-year admissions
- ❖ management of the maintained school estate for which the local authority is the responsible body.

In addition, these services work with families, schools and other services to:

- ❖ maximise parent and pupil access to education-related benefits, such as free school meals and mainstream home to school travel
- ❖ develop and deliver proposals to improve the carbon efficiency of the school estate in line with the Council's Net Zero ambitions and revised government guidelines.



Pupil Population and School Places

- ❖ There is continued growth in the city and pupil population but this is slowing overall, and latest ONS population estimates suggest much slower growth than previously estimated between now and 2030.
- ❖ In January 2022, there were 46,300 pupils in Newcastle schools, including 4,110 in independent schools and 128 in non-maintained special schools.
- ❖ The number of pupils in state-funded primary schools (including first) has grown by 3,282 (16.8%) to 22,797 since 2012, and by 1,483 (7.0%) since.
- ❖ Since 2015, the number of pupils in state-funded secondary schools (including middle) has grown by 2,409 pupils (15.4%) to 18,016 in 2015.
- ❖ The largest cohort (R-Y11) in the city is the current year 4 with 3,283 pupils and the smallest is year 11 with 2,760 pupils.
- ❖ Pupil growth has shifted from primary to secondary-aged pupils.
- ❖ There is a projected fall in reception intakes to primary schools in some parts of the city, though the extent of this will depend on future rates of net migration into/out of Newcastle, including that resulting from housing growth.
- ❖ There is sufficient short-term capacity in primary schools, except in pockets of significant housing growth.
- ❖ Secondary place pressures are ongoing, with most secondary schools admitting over their admissions numbers. Two new secondary schools, Callerton Academy and Great Park Academy (GPA), opened on temporary sites in September 2021 but secondary place pressures will not be resolved until both schools are fully open in their new buildings on their permanent sites.
- ❖ SEND place pressures are very significant.
- ❖ Future post-16 needs will need consideration as larger cohorts progress through secondary schools.



The Impact of Housing Developments on Demand for School Places

In the last five years, there have been around 1,000 new houses completed each year in Newcastle, excluding student accommodation.

Existing large-scale housing developments, such as in Newcastle Great Park (NGP) and Scotswood, are partially completed and have been a key source of some, but by no means all, of the recent inward migration and pupil population growth.

Between 2018 and 2030, major new family housing developments (Newcastle and Gateshead Core Strategy) are expected to create more than 9,500 additional new homes on Strategic Land Release (SLR) sites with an estimated future pupil yield of around 5,900 across the age ranges.



In addition, a major building programme of purpose-built student accommodation has taken place within the city. Changes in the tenure and/or population of the existing housing stock is occurring with a reduction in HMOs (House in Multiple Occupation) which is returning to family housing. Around 2,300 homes have been released due to the new student accommodation, many of which are in the Inner East of Newcastle.



School Admissions

A new statutory School Admissions Code (September 2021) was introduced and implemented this academic year.

Through the Co-ordinated schemes for primary and secondary school admissions, applications are managed from around 7,000 individual applicants who are resident in Newcastle.

**On Secondary National Offer Day
(1 March 2022)**

- 77.82% of applicants were offered their first preference and 93.24% were offered one of their preferred schools. These percentages have decreased since last year and are close to, but remain lower than, the national average.

**On Primary National Offer Day
(16 April 2022)**

- 93.06% of applicants were allocated their first preference and 98.90% were offered one of their preferred schools. These percentages have increased since last year's and are slightly higher than national comparators.

Following National Offer Days, more than 650 late application forms were processed.

The numbers of families making offset request for their children to start outside their age-related cohort has increased.

In Year Admissions

In 2021/22, the school admissions team processed 3,269 in-year applications for a change of school containing 10,103 preferences. While the number of applicants has reduced by 12.5% since 2020/21 (3,733), the number of preferences expressed (individual schools) has increased by 53% (6,602 in 2021/22).

Of these, 1,455 applications (45%) were for children who were new to the city. This compares to 1,342 in 2020/21 (36% of applications) and 927 in 2019/20.

Up to the end of June 2022, there were 746 applications for children arriving from outside the UK. So far this has included 40 Ukrainian students.

Managing in-year admissions has become increasingly challenging in terms of the numbers of more complex or vulnerable families and the lack of available places in the secondary sector.



Free School Meals

The number of students eligible for Free School Meals continues to increase by approximately 130 per month, with 16,763 students being assessed to be eligible for Free School Meals at the beginning of July 2022. This rate of increase has returned to pre-pandemic levels, though the overall number of students eligible has increased by 4,500 since the beginning of the pandemic period (March 2020).

Newcastle City Council's approach to Free School Meals is recognised as best practice by the Child Poverty Action group and the DfE. Other local authorities have sought advice about Newcastle's approach to maximising take-up of free school meal entitlement as the number of families across the country who are struggling with the cost of living continues to increase.

Free School Travel

The number of students eligible for Free mainstream home to school travel is also increasing due to increasing pupils eligible for free school meals and growing secondary aged cohorts. The number of students eligible increased from 535 in AY 2019 to 801 in AY 2021, with further increases predicted in 2022.



Education Capital Programme

- ❖ Simonside Primary School's new building was completed in June 2021 and the external areas in 2022
- ❖ Broadway East First School moved to its new expanded building in Newcastle Great Park at Easter 2022 and has been renamed Havannah First School to reflect its new location
- ❖ Temporary classrooms have been put in place at Gosforth Central Middle School until the proposed building extension is completed. There have been significant delays to delivering this project linked to the pandemic and, more recently, issues relating to the PFI.
- ❖ Callerton Academy (Y7-11) and Great Park Academy (Y5-11) new schools opened in September 2021 in temporary sites prior to the availability of new buildings on their permanent sites, both of which have outline planning approval. Both schools were over-subscribed for September 2022.
- ❖ Following budget and planning approval, work started at Kingston Park Primary School in March 2022 on a new building to enable its future expansion
- ❖ Expansion of Gosforth Park First School to ensure sufficiency of places in central Gosforth area has been approved and will have an increased intake in 2023 following remodelling of the former Broadway East First School building.
- ❖ Regent Farm First School will be rebuilt through the DfE's School Rebuilding Programme and feasibility stage has now been completed.
- ❖ Four other Newcastle Schools submitted to DfE for the next phase of the School Rebuilding Programme, including Benton Park Primary School which was one of the next wave of 60 schools nationally announced by DfE in June 2022.
- ❖ A range of projects to increase places for pupils with special educational needs are progressing or proposed, including at Sir Charles Parsons, Thomas Bewick, Trinity, Walker Riverside, Hadrian.



School Condition – Maintained Schools

School Condition Allocation (SCA) grant funding from DfE is allocated to local authorities to meet their own local condition priorities across the schools for which they are the responsible bodies. Separate allocations are made to other responsible bodies, such as Academy Trusts and Dioceses. This funding is used to address strategic condition and estate issues, such as ensuring school buildings are structurally sound, watertight, warm etc, for example, replacement of boilers and heating systems, roof repair and replacements, replacements of windows, decarbonisation work.

The annual SCA grant to Newcastle City Council has reduced over time as schools have become academies and the local authority no longer the responsible body. In 2022/23, the grant was around £1.6m, though many of these larger capital projects are delivered over more than one year. In 2021/22, condition projects were delivered across 25 schools with an overall value of around £3,69m.

Climate Change and Decarbonisation

Part of the Council and national climate change and sustainability strategies involves decarbonisation public sector buildings, including schools. As a result, new standards for new buildings have been introduced alongside a range of measures to make existing buildings more carbon efficient. To date, Newcastle City Council has successfully bid for more than £9m of Public Sector Decarbonisation funding to deliver projects in 16 Newcastle schools, including a range of measures such as replacing gas boilers with air-source heat pumps, installing solar PV panels, LED lighting.



Priorities 2022/23

- Ensure sufficiency of secondary school places prior to completion of new secondary schools by DfE
 - Work with Head of SEND and schools to develop next phase of the SEND Capital Plan and additional specialist place requirements in special schools and/or mainstream
 - Increase support for vulnerable families to access education and navigate school admission processes.
 - Work with schools, academies, wider council teams and external contractors to develop and deliver proposals to improve the carbon efficiency of the school estate line with the Council's Net Zero ambitions and revised government guidelines
 - Work with families, schools and other services to maximise education-related benefits, such as free school meals, to alleviate the impact of child poverty.
 - Work with Planning and others across the Council on Core Strategy for 2030 and beyond, including future school place and land requirements.
 - Work with Planning, housing developers, schools and trusts to progress proposals related to large-scale housing developments at Newburn, Throckley, Middle, Lower and Upper Callerton and Kinston Village.
 - Work with DfE, schools and other partners on sufficiency of post-16 provision.
-



Education Finance

The government is responsible for funding state run schools. There are three main elements making up school budgets: schools and central services; high needs; and early years. Some of the funding is passported directly to schools from the government and some is distributed by the council. In total, the local authority area was allocated £273.4m in the 2022/23 Dedicated Schools Grant (DSG) to support the education of children and young people in Newcastle.

Schools and Central Services

Until the Government adopts a formal National Funding Formula (NFF) for all schools, local authorities are required to set a local formula. School funding in Newcastle rose by 5.8% to £202m in April 2022. This funding is allocated to schools on a formulaic basis. The formula contains minimum per pupil funding levels of £4,265 for primary and £5,525 for secondary.



Early Years

The local authority receives £20.3m to support education places for eligible 2 year olds and 3 – 4 year olds, which includes extended hours for eligible working parents and early years pupil premium.



High Needs

This funding pays for the support of children and young people (CYP) with special educational needs and vulnerable pupils. The SEND Strategy sets out the local authority's priorities to support children and young people with SEN. High Needs funding is passported to schools and education providers. In April 2022, total funding rose by 12.5% to £51m.

Additional Funding

State-run schools are in receipt of other Government grant funding including Pupil Premium; PE and Sports Premium, Covid-19 Recovery Premium Funding; School-led tutoring grant; Universal Infant Free School Meals grant, as well as other smaller grants. Pupil Premium is to help improve the attainment of disadvantaged pupils. In 2021/22 Newcastle schools received £19.2m in Pupil Premium. PE and Sports Premium is paid to state-run primary schools to support physical activity and sport, for which Newcastle schools received £1.5m. Recovery Premium is part of a suite of grants to support pupils whose education has been impacted by coronavirus. Recovery Premium funding totalled £2.4m for Newcastle schools. School-led tutoring grant is provided to schools to provide tutoring for disadvantaged and vulnerable pupils who have missed the most education due to Covid-19. For 2021/22, Newcastle schools can receive £2.1m. For 2022/23, the Government has provided £6.1m in Supplementary Grant paid to schools to cover the impact of the health and social care levy on schools and to fund wider costs pressures.



Financial Performance

For maintained schools (not academies), the local authority is required to have oversight of their budget position over a three-year period. Each school is allocated a rating based on their budget and pupil number forecasts. Red means the school is finding it challenging to set a balanced budget over three years. Green rating indicates that the school budget is sustainable over the same period. A deficit recovery process is in place. The local authority works closely with those schools finding it challenging to set a budget to move towards a sustainable position.

Financial Sustainability Rating	Number of Maintained Schools
Red	4
Amber	9
Green	29
TOTAL	42



Schools carry forward any unused funding at year end to support future years' spending plans. This might include saving up to fund large one-off special expenditure, such as equipment or building works. Balances increased by £0.7m compared to 2020/21, partly due to the ongoing effect of the pandemic. At 31 March 2022 balances for maintained schools totalled £12.2 m.

Afterword

Hello. I hope that you enjoyed reading the eighth Newcastle Education and Skills Annual Report. It is filled with celebration and success – something we often forget to pause and reflect on in the pressures and daily work of making things even better.

This reports on the last academic year in Newcastle, 2021/22, and what a year it was: last year also saw some significant changes in education and skills leadership in the council. We welcomed a new Cabinet Member in Councillor Sylvia Copley, and also a new Director of Children, Education and Skills in Cath McEvoy-Carr. More importantly, last year was the first uninterrupted academic year for our children, families and the education workforce since 2018/19. It is these facts that will drive our priorities for the next two years, along with some key national strategies.

During 2020-21, we asked the Isos Partnership to facilitate useful and productive discussions around mainstream inclusion. This culminated in a set of published recommendations which were fully accepted by education partners in the city; implementation of these recommendations took shape and began to demonstrate impact during last year. The **Team Around the School** was formed – a regular multi-agency meeting in secondary schools, focussed on providing support on school-specific themes. In addition, two **Locality Improvement Panels** were created bringing resource and multi-agency support to bear in helping schools to provide more bespoke curriculum offers to individual pupils, particularly those voting with their feet and simply not attending school and those at risk of suspension and exclusion. By the end of 2022/23, every school in Newcastle will be benefitting from this additional capacity. We will be asking Isos to come back to Newcastle at the end of the 2022/23 academic year to give us an external evaluation of the progress we've made over the last two years.

In terms of external scrutiny, there have been several inspections and visits by the relevant regulators in the last year –

- inspection of Local Authority Children's Services – [link to report](#)
- inspection at Newcastle City Learning – [link to report](#)
- our SEND Accelerated Progress Plan, produced following the revisit by Ofsted and CQC in May 2021, has had two progress reviews – [link to documentation](#).



Mark Patton
Assistant Director: Education & Skills



All of these documents reflect on the brilliant work that goes on day in, day out across our city in the best interests of our children and young people. Yes, there are challenges ahead and there are always improvements to be made, but let's not forget the great job that we all do each and every day.

Finally, after reflecting on the hundreds of conversations with schools and other partners, the refocused strategic priorities for the Education and Skills Division of the local authority for the next two years are:

Celebrate and build upon what we do well	➔ publicise the great work that happens in our schools and services more often and more widely in the city and beyond ➔ all schools in Newcastle to be rated at least 'good' by Ofsted
Mainstream and specialist inclusion	➔ create sufficient good quality places to educate children and young people near to their families, friends and communities ➔ identify and create diverse curriculum opportunities to support schools to help pupils to remain engaged in school and in their education ➔ flexibly adapt the resource available to support all types of education providers in the city to meet the needs of children and young people, this includes flexibly planning for and deploying the various funding streams that are available
Absence, suspension and exclusion rates, especially for those pupils with SEND and those who are disadvantaged	➔ reduce these steadily to at least core city, regional and then national benchmarks
Multi-agency and external partner support and resource	➔ improve the visibility of education and ensure that the voice of education is heard in policy-making forums in the city and the sub-region, particularly key partners in health, the Combined Authority and the VCS sector ➔ improve the collective understanding of the priorities and work of strategic partners by sharing relevant information across the education sector
Employability	➔ drive further improvements in the range and regularity of independent careers information, advice and guidance for all school-aged pupils in Newcastle ➔ working with council services and external partners, contribute effectively to the agile offer for school leavers and adults most at risk of not being able to engage with work-based training or employment

Once again, I very much hope that you have enjoyed reading this report which celebrates some of the marvellous things that we did in Newcastle during 2021/22, as well as highlighting those strategic areas that we will be focussing on in the next two to three years. I will leave you with this quotation:

I believe it's our responsibility to show our communities the value of people, to celebrate different, and to take a stand for acceptance and inclusion

Julie Goudy

Special thanks to the Newcastle schools who have provided the wonderful photographs that appear in this report, and to the pupils and staff who star in them

Archbishop Runcie C of E First School

Beech Hill Primary School

Callerton Academy

Hadrian School

Havannah First School

Lemington Riverside Primary School

Newcastle Bridges School

Prosper Learning Trust

Simonside Primary School

St Bede's Catholic Primary School

St Catherine's Catholic Primary School

St Cuthbert's Catholic Primary School, Kenton

Thomas Walling Primary Academy

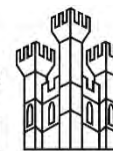
Throckley Primary School

Waverley Primary School

Welbeck Academy

Westgate Hill Primary Academy



Newcastle
City Council 

www.servicestoschools.org.uk

www.newcastle.gov.uk