

**North Yorkshire County Council
Scarborough and Whitby Area Constituency Committee
25 November 2022**

Schools, Educational Achievement and Finance

1.0 Purpose of the Report

- 1.1 To inform Members of the local educational landscape, educational achievement and the financial challenges which affect schools in the Scarborough and Whitby constituency committee area.

2.0 Local educational landscape

- 2.1 There are now 15 primary academies and 5 secondary academies within the Scarborough and Whitby constituency area. The academy conversion rate for primary schools is slightly higher within the constituency area when compared to the county as a whole (39.5% compared to 36.0% in North Yorkshire.) The academy conversion rate for local secondary schools is similar to the picture for the whole county (71.4% compared to 65.1% in North Yorkshire).

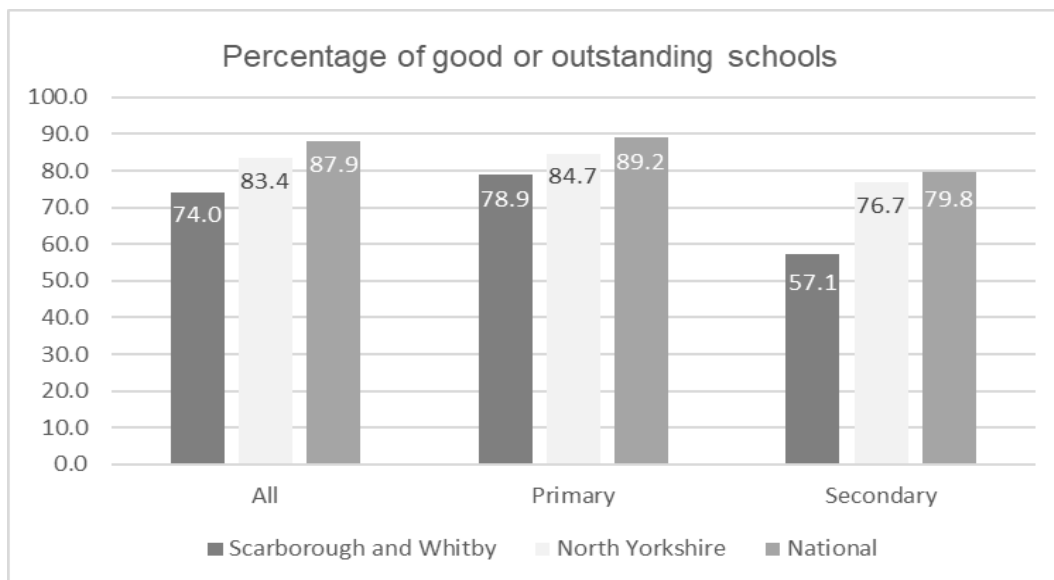
Summary of schools' status – 1 November 2022

	Schools in North Yorkshire		Schools in Scarborough and Whitby ACC	
Primary Maintained	192	64.0%	23	60.5%
Primary Academy & Free School	108	36.0%	15	39.5%
Total	300		38	
Secondary Maintained	15	34.9%	2	28.6%
Secondary Academy & UTC	28	65.1%	5	71.4%
Total	43		7	
Special Maintained	7	70%	2	66.66%
Special Academy	3	30%	1	33.33%
Total	10		3	
PRU Maintained	4	80%	1	100%
PRU Academy	1	20%	0	
Total	5		1	
Total maintained	218	60.9%	28	57.1%
Total Academy	140	39.1%	21	42.9%
Overall Total	358		49	

3.0 School standards

- 3.1 School Ofsted judgements

In the constituency area, as of 31 August 2022, 78.9 per cent of primary schools were judged good or outstanding by Ofsted, which is below the North Yorkshire and national averages. In terms of secondary schools, 57.1 per cent were judged good or outstanding, which is also lower than the North Yorkshire and national averages. There are 13 schools judged requires improvement (RI) or inadequate in the constituency area. Of the schools judged RI, two have received successive RI judgements in their two most recent Ofsted inspections and have therefore, met the coasting school definition.



3.2 Uneven impact of the pandemic on 2021/22 performance data

Schools and pupils included in the 2021/22 school and college performance measures will have had an uneven disruption to their learning.

3.3 We, therefore, recommend not making direct comparisons with data from previous years. Comparisons with local and national averages can be made cautiously to put results in to context.

3.4 There are other factors that will also make direct comparisons difficult:

- Several changes were made to exams and grading. These include advanced notice of exam topics and GCSE, AS and A level grading being based around a midpoint between 2021 and pre-pandemic outcomes.
- Changes were also made to the way school and college performance measures were calculated.

3.5 The following data should be used with caution. It reflects results in 2021/22 but cannot provide information about the factors which may have influenced these results.

3.6 When forming a view of how well schools are doing it is important to consider a range of different information sources.

3.7 Attainment overall

The Committee has previously (3 December 2021) considered a report which contained all of the key attainment data for 2017, 2018, and 2019.

3.8 For two years, exams and assessments in schools did not take place because of the disruption to students' education caused by the coronavirus (COVID-19) pandemic. In 2020 GCSEs, AS and A level exams faced widespread cancellation and were replaced with a

grading process involving teacher/ centre assessment. Similarly, summer 2021 assessments were awarded based on teacher or centre assessment and no statistical adjustment processes were used. Overall, final grades were significantly higher in both 2020 and 2021 than in 2019.

- 3.9 The Government allowed GCSEs, AS and A Level and equivalent assessments and exams to go ahead in England in summer 2022, and has made some changes to general, vocational and technical qualifications (VTQs). Additionally, school-level performance (league) tables were re-introduced for the end of the GCSE phase (key stage 4) in 2022; school-level information for Secondary phase was not published during either 2020 or 2021.
- 3.10 In primary schools, national curriculum assessments due to be held in summer 2020 and summer 2021, including tests, teacher assessments and the phonics screening check, were also cancelled. These statutory assessments resumed in 2022 with the wider introduction of the Reception Baseline Assessment.
- 3.11 Early Years Foundation Stage Profile
65.7% of children in the constituency area achieved a Good Level of Development in 2022. An in-year comparison of EYFSP outcomes (see table below) shows that a lower proportion of pupils within the Scarborough & Whitby constituency area achieve a good level of development compared with all NYCC pupils, but slightly higher than those nationally.

Early Years Foundation Stage Profile – percentage achieving a good level of development			
	Scarborough & Whitby	North Yorkshire	National
2017	67.1%	71.6%	70.7%
2018	67.5%	72.5%	71.6%
2019	70.0%	72.8%	71.8%
2022	65.7%	68.3%	65.2%

- 3.12 Key Stage 2
In 2022, 43.0% of children in the constituency area achieved the expected level or above in reading, writing and maths combined, which is lower than the North Yorkshire and national average. An in-year comparison of KS2 attainment with LA and national figures (see table below) shows that gaps have widened. An analysis of attainment data for the academic year 2021/22 identifies a gap with national of 15.7 percentage points. This attainment gap can be attributed to a decline in standards for some schools in writing and/or maths.

Key Stage 2 - percentage achieving the expected standard or above in reading, writing and maths combined.			
	Scarborough & Whitby	North Yorkshire	National
2017	49.7%	58.7%	61.1%
2018	57.6%	62.2%	64.4%
2019	56.1%	63.4%	65.0%
2022	43.0%	55.3%	58.7%

3.13 Key Stage 4

Although Key Stage 4 data has been published by the DfE it has not yet been validated at individual school level. Therefore, all data in this section of the report should be considered provisional.

- 3.14 The average Attainment 8 score, which measures the achievement of a pupil across eight qualifications, was 42.3 for 2022. This is below the North Yorkshire average and below the national average, reflecting the pattern of previous years.

KS4 – Average Attainment 8 Score			
	Scarborough & Whitby	North Yorkshire	National
2017	41.9	49.6	46.3
2018	42.3	48.3	46.4
2019	40.8	48.7	46.7
2022	42.3	50.2	48.9

- 3.15 The Progress 8 score, which measures pupil progress from the end of primary school to the end of secondary school, was below the national average, and below the North Yorkshire average in 2022. A comparison of the Progress 8 scores for schools within the Scarborough & Whitby constituency area with the LA figure, identifies a performance trend consistently below the county average.

KS4 – Average Progress 8 Score			
	Scarborough & Whitby	North Yorkshire	National
2017	-0.13	0.17	0.00
2018	-0.06	0.13	-0.03
2019	-0.31	0.09	-0.03
2022	-0.27	0.04	-0.03

- 3.16 The percentage achieving a grade 5 or above (grading is 9-1) in English and Maths (Basics measure) was 39.6% for 2022. This is below both the national and North Yorkshire average in 2022, and presents a similar pattern to the two previous years of published data.

KS4 – Percentage achieving a grade 5 or above in English and Maths			
	Scarborough & Whitby	North Yorkshire	National
2017	35.8%	50.4%	42.6%
2018	38.7%	47.7%	43%
2019	34.3%	47.4%	43.2%
2022	39.6%	53.6%	49.4%

3.17 Not in education, employment or training

There were 917 young people recorded in Year 11 in this constituency in May 2021 and, as of August 2022, 35 (3.8%) of this cohort were not in education, employment or training after leaving school.

4.0 Suspension Incidents and Permanent Exclusions

4.1 Suspension Incidents

In the 2021/22 academic year, there have been a total of 5010 suspensions for a total of 1958 individual children in North Yorkshire. 410 of these children were on roll of mainstream schools in Scarborough and Whitby constituency.

4.2 In 2021/22, there were 3553 suspensions for a total of 1578 individual children, 3478 of these children were on roll of mainstream schools in Scarborough and Whitby constituency.

Suspension Incidents				
Suspensions	Incidents Scarborough & Whitby	Incidents North Yorkshire	Percentage of North Yorkshire total	Most common reason (Scarborough & Whitby)
2021/22	946	5010	18.9%	Persistent or general disruptive behaviour (42%)
2020/21	710	3257	21.80%	Persistent or general disruptive behaviour (36.3%)
2019/20	1059	4366	24.30%	Persistent or general disruptive behaviour (48.1%)
2018/19	2001	5962	33.60%	Persistent disruptive behaviour (52.1%)

4.3 In 2021/22 schools in the constituency area had a 14.1% share of the schools population in North Yorkshire and 18.9% of suspensions for the county, although this dropped from 21.8% in 2020/21.

4.4 Permanent exclusions

In 2021/22, there were 54 permanent exclusions from schools in the county, 5 of which were for children in Scarborough & Whitby area schools. In the same period of 2020/21, there were 26 permanent exclusions, 7 of which were from Scarborough & Whitby.

Permanent exclusions			
Academic year	Scarborough & Whitby	North Yorkshire	Percentage of North Yorkshire total

2021/22	5	54	9.30%
2020/21	7	26	26.9%
2019/20	5	52	9.6%
2018/19	20	87	23.00%

- 4.5 From September 2020 a preventative model of alternative provision has been commissioned through the Scarborough Pupil Referral Service and Whitby Outreach to enhance support for schools in an attempt to avoid a permanent exclusion. The model was subject to a post implementation review before the summer and the local authority has now started a programme of further discussions with secondary leaders in localities to refine the model further from September 2023. It is important to note that the SEN Green Paper published in March 22 recommends the preventative model as a national approach into the future.

5.0 Special Education Needs and Disabilities

5.1 Reshaping of SEN Provision over the 2020/21 Academic Year

The development of the new model of provision, Targeted Mainstream Provision (TMP) is intended to help the LA meet demand for full time education provision for children with SEND and who have an Education, Health and Care (EHC) Plan. This model delivers provision for children and young people who are able to access mainstream education but with additional support for their special educational needs.

- 5.2 Over the 2020/21 academic year the first provisions were successfully opened and a number of schools were approved to operate TMPs. Westcliff Primary Academy and East Whitby Academy are the provisions operational which are within reasonable travel distance to serve the area. As of January 2023 Caedmon College, subject to Executive approval, will add further TMP provision for Secondary age pupils.

- 5.3 Work is continuing through 2022/23 to increase the amount of TMPs in areas which do not yet have host schools identified, to ensure that the LA has capacity to meet demand for this provision. The LA are currently engaged in constructive dialogue with local schools to move towards establishing more TMPs in the Scarborough area and have recently received an application to establish a Social Emotional and Mental Health (SEMH) TMP for primary aged pupils.

- 5.4 In regards to special school provision it was recently announced that Woodlands Academy have been selected through the DfE rebuilding schools programme. The Academy will be rebuilt to provide a brand new facility for the area, upgrading it to the most recent sustainability standards. To further increase the number of special school places available in the east of the county the council's Executive agreed, on 8 Nov 2022, to proposals to increase the number of day places at Brompton Hall school and establish SEMH provision for girls at the school. It was also agreed to wind down under-used residential provision at the school to allow the increase in places to happen.

5.5 SEN Statistics for Constituency Area

As of January 2022 there were 667 children living in the constituency with a North Yorkshire funded EHC plan, 17% of the North Yorkshire total. The most common needs for children with a North Yorkshire funded EHC plan living in the area are Autistic Spectrum Disorder (ASD) at 28% and Social, Emotional and Mental Health (SEMH) at 25.3% and Moderate Learning Disabilities (MLD) at 18.7%.

5.6 As of January 2022 school census there were 1536 children recorded as SEN Support from schools in this constituency, 15.6% of the North Yorkshire total. The most common needs for children receiving SEN support in the area are Speech, Language and Communication at 24.3% Social, Emotional and Mental Health (SEMH) at 20.8% and Specific Learning Difficulties (e.g. Dyslexia) at 17.3%.

6.0 Elective Home Education

6.1 As of the beginning of the 2022/23 academic year there were 816 children recorded as Electively Home Educated (EHE) in North Yorkshire, 144 of which were formerly from a mainstream school in the Scarborough and Whitby area. At the same point last year, there were 778 children EHE in North Yorkshire, 133 formerly from a mainstream school in the Scarborough and Whitby constituency area. This represents a 5% increase in North Yorkshire and an 8% increase in the Scarborough and Whitby constituency area.

6.2 In the 2021/22 academic year, 418 children became EHE in North Yorkshire, 81 of which were formerly educated in a mainstream school in the Scarborough and Whitby area. This figure was 102 from Scarborough and Whitby of 503 becoming EHE in North Yorkshire, in the previous academic year (2020/21).

7.0 School Finance

7.1 2021/2022 School Revenue Balances

Local Authority maintained school revenue balances as at 31 March 2022 are summarised below, together with a comparison with 2021. The balances are also expressed as a percentage of school delegated budgets.

	Primary & Nursery 183 schools	Secondary 15 schools	Special 7 schools	Pupil Referral Unit 4 schools	Total 209 schools
Total School Revenue Balances (Net) as at 31 March 2022	£17,600k	-£203k	-£462k	£821k	£17,756k
% of Revenue Budget	14%	-0.4%	-2.9%	34.5%	9.0%
No. Schools with an Accumulated Revenue Budget Surplus as at 31 March 2022	168	10	4	3	185
No. Schools with an Accumulated Revenue Budget Deficit as at 31 March 2022	15	5	3	1	24
<i>Comparison to total school revenue balance (net) as at 31 March 2021</i>	+£24k	+£715k	-£421k	+£7k	+£325k

(The number of school budgets submitted to the local authority for 2021/22 is lower than the total number of local authority maintained schools operating within North Yorkshire due to a number of school federations operating a single, amalgamated budget covering all of the schools within the federation)

7.2 24 schools (11% of LA Maintained schools) had an accumulated revenue budget deficit totalling £6.2M as at 31 March 2022. An analysis of the budget deficits by school phase is detailed in the table below:

	Primary & Nursery	Secondary	Special	Pupil Referral Unit	Total
No. Schools with an Accumulated Revenue Budget Deficit as at 31 March 2022	15	5	3	1	24
Total School Revenue Deficit Balances as at 31 March 2022	-£809k	-£3,454k	-£1,834k	-£60k	-£6,157k
Average Value of Accumulated Revenue Budget Deficit as at 31 March 2022	-£54k	-£691k	-£611k	-£60k	-£257k
Highest Accumulated Revenue Budget Deficit as at 31 March 2022	-£219k	-£956k	-£1,140k	-£60k	-£1,140k
Lowest Accumulated Revenue Budget Deficit as at 31 March 2022	-£0.9k	-£394k	-£45k	-£60k	-£0.9k

7.3 School Budget Projections - Based on 2022/23 Start budgets

The 2022/23 Start Budgets submitted to the local authority by schools in May 2022 are summarised below:

	Primary & Nursery	Secondary	Special	Pupil Referral Unit	Total
	180 schools	15 schools	7 schools	4 schools	206 schools
Total Forecast School Revenue Balances (Net) as at 31 March 2023	£14,531k	-£998k	-£1,675k	£599k	£12,457k
No. Schools with an Accumulated Forecast Revenue Budget Surplus as at 31 March 2023	170	9	2	3	184
Average Value of Accumulated Forecast Revenue Budget Surplus as at 31 March 2023	£89.5k	£299k	£234k	£222k	£103.5k
No. Schools with an Accumulated Forecast Budget Deficit as 31 March 2023	10	6	5	1	22

Average Value of Accumulated Forecast Revenue Budget Deficit as at 31 March 2023	-£68k	-£615k	-£429k	-£66k	-£299k
<i>Comparison to total school revenue balance as at 31st March 2022</i>	<i>-£3,069k</i>	<i>-£795k</i>	<i>-£1,213k</i>	<i>-£222k</i>	<i>-£5,299k</i>

(The overall number of individual school budgets have reduced from 209 to 206 between the 2021/22 and 2022/23 financial years due to 2 schools moving to operate within a joint budget Federation budget and 1 school converting to academy status from 1st April 2022)

7.4 School Finance and Funding Issues

- The Department for Education (DfE) announced in July 2022 that overall school funding will increase by 1.9% for the 2023/24 financial year.
- School budgets have experienced significant cost pressures in the 2022/23 financial year and this is likely to continue through to 2023/24. Cost pressures include:
 - Pay award cost pressures with the September 2022 teachers pay award of 5% with an increase of 8.9% in starting salaries. A National Employers offer of £1,925 on non-teaching (NJC) salary points from 1st April 2022 plus a 4.04% increase on allowances; this equates to a 10% increase for staff on lower salary bands.
 - Energy inflation cost pressures of in excess of 200% and uncertainty as to the impact of the Government Energy Bill Relief Scheme
 - Overall inflationary pressures of in excess of 10%
 - Cost pressures associated with Covid recovery additional support and catch up
 - Cost pressures associated with supporting an increasing number of pupils with SEND
 - Below forecast inflation increases in school funding provided by Government for the 2022/23 and 2023/24 financial years.

7.5 Schools produced 2022/23 Start Budgets prior to a number of the cost pressures, highlighted above, being fully known; it is anticipated that the majority of schools will see a deterioration in their budget position for the 2022/23 financial year compared to their original forecast.

- North Yorkshire secondary schools are placed 140 out of 150 local authorities in terms of funding level per pupil. On average, a school in North Yorkshire will receive £5,713 per pupil in 2022-23 compared to a national average of £6,213. Comparing the funding for a 1,500 pupil secondary school this equates to a difference in funding of £0.75m. The funding for North Yorkshire primary schools is more favourable with a position 31 out of 150 local authorities in terms of funding per pupil. For primary schools, a North Yorkshire school will receive on average £4,899 per pupil compared to a national average of £4,786.
- North Yorkshire has a number of schools that, geographically, are vital in serving their local communities. Inadequate sparsity funding and general financial pressures for smaller, rural secondary schools, continues to be a significant concern. NYCC utilises the provision in the DfE National Funding Formula (NFF) to locally provide additional lump sum funding of £50k for the smallest (less than 350 pupils), most rural secondary schools. NYCC continues to lobby the DfE and local MPs for higher levels of funding for the small, rural secondary schools within the LA.

7.6 Local Authority Support for Schools in Financial Difficulty

The Local Authority adopts a number of measures to support schools facing financial difficulty:

- the use of a financial risk rating framework to determine the level of support, challenge and intervention undertaken at individual school level, including the use of Notices of Financial Concern where deemed appropriate. Currently, six schools are subject to a Notice of Financial Concern.
- the undertaking of School Resource Management reviews in individual schools where this has been identified as an appropriate intervention through the risk rating process. The reviews are based on the DfE School Resource Management Adviser (SRMA) model and are undertaken by LA staff, many of whom have the SRMA accreditation;
- review of the Schools Financial Value Standard (SFVS) and Resource Management dashboard in financially challenged schools;
- continuing the promotion of school collaboration and the sharing of best practice in terms of effective resource management between schools;
- the provision of Headteacher and Governor finance briefings and training;
- continuing to lobby DfE for fairer funding for North Yorkshire schools, especially in relation to small, rural secondary schools.

7.7 Schools Financial Position – Scarborough & Whitby

2021/22	2022/23
23 schools projecting to be in budget surplus as at 31 March 2022 5 schools projecting to be in deficit by March 2022; 18% of schools in Scarborough & Whitby. (3 primary & nursery, 1 secondary, 1 special)	23 schools projecting to be in budget surplus as at 31 March 2023 5 schools projecting to be in deficit by March 2023; 18% of schools in Scarborough & Whitby. (1 primary & nursery, 2 secondary, 2 special)
Projected average primary & nursery surplus = £123k Projected average secondary surplus = £44k Projected average special surplus = £350k Projected average PRU surplus = £455k	Projected average primary & nursery surplus = £103k Projected average secondary surplus = N/A Projected average special surplus = N/A Projected average PRU surplus = £375k
Projected average primary & nursery deficit = -£26k Projected average secondary deficit = -£394k Projected average special deficit = -£41k Projected average PRU deficit = N/A	Projected average primary & nursery deficit = -£19k Projected average secondary deficit = -£172.15k Projected average special deficit = -£92k Projected average PRU deficit = N/A
(Data Source – 2022/23 Start Budgets)	(Data Source – 2022/23 Start Budgets)

8.0 **Planning school places**

8.1 School sustainability

The sustainability of schools is largely influenced by three key factors which are usually related to each other:

- Falling pupil rolls
- School standards
- Financial difficulty

- 8.2 Where school closures have regrettably occurred in North Yorkshire these factors have been relevant. There have been seven closures in the county over the last three years with one of these occurring in the constituency area.
- 8.3 Collaborative working
Collaborative working is two or more schools working together to the mutual benefit of their pupils with the overall aim of improving outcomes for all. This has the potential to broaden opportunities and contribute to efficiencies. There are now four federations in the Scarborough and Whitby area. In each of these federations there are two maintained schools with a single governing body and headteacher. In three cases the pairs of schools are small, rural schools with the same religious character where LA Officers worked with the Diocese of York to support the Governing Bodies to come to the federation decision. The other federation is made up of Caedmon College and Eskdale School, the secondary schools which serve Whitby Town and its rural area. This federation is the result of closer working relationships towards the shared goal of continuing to increase the quality of provision for pupils in the Whitby area.
There are also a number of other arrangements operating across the constituency area. Typically, these arrangements feature the shared headship but without the shared governance which would characterise federation. LA officers regularly support discussions between school leaders and governors to consider where collaborative working opportunities are available.
- 8.4 Pupil rolls – current and future
The County Council has a statutory duty to ensure sufficient school places are available for every child under the Education Act 1996. For this purpose, it groups schools together into planning areas in accordance with the requirements of the Education and Skills Funding Agency. Appendix 1 shows the planning areas together with:
- Capacity in the planning area
 - Current numbers on roll
 - Projected future numbers
 - Projected impact of approved housing developments
- 8.5 The County Council is carefully monitoring pupil numbers across the constituency area. A large proportion of the constituency is rural and served by small schools located within villages. A falling birth-rate combined with changing demographics means that a number of small schools are facing financial challenges associated with low numbers on roll. In some areas larger schools also face financial difficulty as they experience lower numbers than they are historically structured to accommodate. This is particularly the case where numbers on roll are above a round form of entry e.g. 1 or 2 forms of entry (30 or 60 pupils), but are not high enough to easily afford the structure for the next form of entry.
- 8.6 Larger Villages with proposed or committed housing developments – There a number of villages where housing allocations have been made within the Scarborough Local Plan including East and West Ayton, Seamer and Burniston. The schools that serve these areas, East Ayton Community Primary School, Seamer & Irton Community Primary School and Lindhead School respectively, are operating near to capacity. Where possible within planning regulations, developer contributions have been sought to provide additional school places should the need arise.
- 8.7 Scarborough North and Central Primary areas - The North and Central areas cover all of the schools located within the urban area of Scarborough Town. Each area presents a different picture in terms of school capacity etc.
- 8.8 The schools in the North area are seeing high numbers on roll at present and significant housing developments with planning permission, plus others allocated in the Local Plan

going forward. The strategy to provide these places within the North has been to seek a site as part of the largest housing allocation and to provide a new school, should it be required, through developer contributions.

- 8.9 However, in the Central Area the falling birth rate in the district has caused a reduction in pupil numbers, which is a source of financial pressure in some of the schools that have previously operated at higher numbers on roll. This issue has been being monitored by the Local Authority for some years.
- 8.10 LA officers held a meeting with local primary Headteachers last year and discussed the issues arising from this dichotomy. One of the key concerns is that providing additional places too early to meet new demand for places in the North of Scarborough could further destabilise schools in central Scarborough. As present no site has been secured to deliver a further school in the North of Scarborough, should it be required, however the Local Authority has secured S106 contributions towards this provision and will continue to do so where possible.
- 8.11 Although there continues to be a surplus of primary places across Scarborough Town in terms of physical capacity there have been some challenges over the last year in terms of being able to utilise that capacity. Lower numbers at some schools over a number of years have resulted in reduced class structures to match demand for places. In the last year there have been significant numbers of children move into the area as part of initiatives to support families arriving from outside the UK, and finding places in the required year groups has proved a challenge in some cases.
- 8.7 Scarborough South Area (Eastfield and Cayton) – The Scarborough South Area is the main area of proposed housing growth for Scarborough Borough Council (SBC). Significant housing developments are underway at Middle Deepdale (Eastfield) and sites are allocated in the Local Plan for North of Middle Deepdale and also in the ‘South Cayton Strategic Area’. The latter two developments are not included in the figures appended as they do not yet have planning permission but are projected to require significant educational provision. Some of this need could be met at local schools but there is likely to be a need for additional schools within the area. The LA is working with SBC to ensure that, where appropriate, developer contributions are secured. The schools in the Scarborough South area have also, like those in Scarborough Town, helped to provide capacity for pupils moving into the area as part of national initiatives to help families arriving from outside the UK.
- 8.8 Overdale C.P. School - This newly expanded school, which moved onto its new site in 2021, will accommodate the emerging demand from the housing developments within the school’s catchment area. The Local Authority is in discussion with both SBC and developers about any provision required to meet additional demand in the longer term.
- 8.9 Scarborough Secondary Area – The appended figures illustrate that across the Scarborough Secondary Planning Area there is forecast to be a relatively significant surplus of places by 2026/27. However, beyond this time the surplus will be reduced if the allocated housing sites in the Local Plan achieve planning permission and are built out. Further projections of this scenario indicate that additional secondary accommodation may need to be provided at George Pindar School to meet the developments within their catchment area. However, it should be noted that there is a current surplus at the school and this is projected to continue unless a large proportion of the proposed housing comes forward. During the 2019/2020 academic year the Hope Sentamu Learning Trust, who are the Multi Academy Trust which operate Graham and George Pindar schools, consulted upon a reduction of their Published Admission Number which would have the effect of reducing the Net Capacity of both schools from September 2021. The proposed level of reduction was lowered following concerns raised by LA Officers around ensuring that sufficient capacity was retained across the system, and agreement was also reached to hold annual reviews

of sufficiency of places across the area. During the 2022 admissions round for Year 7 places at Scarborough Secondary Schools a combination of this PAN reduction, a peak of pupils on roll and a number of parents not applying for places created some challenges for the Admissions Team and initially led to some pupils being allocated places outside of Scarborough/Eastfield. The trend of need for secondary places across the area is declining and this is not projected to occur again. If there were to be pressure on secondary places in future years Graham and Pindar would be asked to admit above their admission number in line with their physical capacity.

- 8.10 Over the last year there have been significant numbers of secondary age children move into the area as part of initiatives to support families arriving from outside the UK. Finding places in the required year groups has proved a challenge in some cases where existing resourcing cannot easily cope with significant number of in-year entries.
- 8.11 Whitby Town Area – As demonstrated in the appended figures, there is significant surplus capacity within both the Primary and Secondary sector. The reorganisation of the secondary schools into a federation has been implemented. The schools now share an Executive Headteacher, with two 11-16 institutions located on separate sites and a shared Sixth Form Unit located on a third site.
- 8.12 Rural Primary Schools- The rural areas of the constituency are characterised by small primary schools serving villages as well as, in some cases, very extensive sparsely populated catchment areas. The geography combined with low pupil numbers lead to financial and organisational challenges for some schools. Across the constituency area the schools have worked innovatively to mitigate these challenges including forming local federations. The fluctuation of pupil numbers exacerbates the already challenging nature of school funding for smaller schools.

9.0 Recommendation

- 9.1** That Members note the report on educational factors in the Scarborough and Whitby constituency area.

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Appendix 1 - School Place Planning data

APPENDIX 1

Planning Areas and forecast surplus/shortfall school places

PRIMARY							
School planning area	Places available as at 2021/2022	Number on Roll 2017/2018	Number on roll 2021/2022	Surplus Capacity 2021/2022	Forecast pupils as at 2026/2027	Pupils from current housing permissions until 2026/2027	Surplus capacity 2026/27
Scarborough Central Primary Area Barrowcliff Primary Gladstone Road Primary Friarage CP St Martin's CE CA Primary Thomas Hinderwell Academy Primary Wheatcroft CP	2371	2196	1996	375	1728	105	538
Scarborough Primary North Newby & Scalby Primary Northstead CP St Peter's RC Primary	1257	1249	1251	6	1185	95	-23
Scarborough Primary Outer Area Brompton & Sawdon CP East Ayton CP Hackness CE VC Primary Lindhead School Seamer & Irton CP Snainton CE Primary Wykeham CE Primary	1106	1061	1084	22	943	63	100
Scarborough Primary South Cayton CP Braeburn Primary & Nursery Overdale CP St George's RC Primary	1275	855	909	205	834	166	115
	6009	5361	5240	769	4690	429	890

School planning area	Places available as at 2021/2022	Number on Roll 2017/2018	Number on roll 2021/2022	Surplus Capacity 2021/2022	Forecast pupils as at 2026/2027	Pupils from current housing permissions until 2026/2027	Surplus capacity 2026/27
Whitby Primary Outer Area Castleton CP Danby CE Egton CE VA Fylingdales CE Glaisdale Primary Goathland Primary Hawsker cum Stainsacre CE VC Lealholm Primary Lythe CE VC Primary Oakridge CP Sleights CE St Hedda's RC Primary Staithe, Seton CP	948	659	621	327	563	17	368
Whitby Primary Area Ruswarp CE Primary West Cliff Primary Whitby, Airy Hill Primary Whitby, East Whitby Primary Stakesby CP	1050	850	804	246	700	175	175
	1998	1509	1425	573	1263	192	543

SECONDARY							
Scarborough Secondary George Pindar School Graham School Scalby School St Augustine's RC School Scarborough UTC	4549	3439	3391	1158	3478	145	926
Whitby Secondary Caedmon College Whitby Eskdale School	2019	1262	1245	774	1215	53	751

Note

- Figures above take into account outstanding housing permissions, but not undetermined planning applications or draft Local Plan proposals.