



School Organisation
and Resources

SCHOOL ORGANISATION PLAN

2025-2030



Northumberland
County Council

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FOREWORD

Northumberland County Council aims to provide every child and young person living in the county the best possible life chances. This begins by providing the very best opportunities in education in good schools that provide well for their needs, and as close to their home communities as possible.

The School Organisation Plan for Northumberland is a key plank in assisting the Council to fulfil these aims and ensure that a good education is a reality for all children and young people living in Northumberland. The plan demonstrates how the Council fulfils its statutory duty to ensure that each school-age child and young person living in the county has a local school place available to them. It also shows the organisational structure of schools and academies in the county and how they are organised within school partnerships which provide a structured pathway for students as they move from phase to phase along their educational journey.

Data indicates that births in Northumberland are continuing to fall and this is reflected in the pupil forecasts included in this plan. While the effect of fewer students will be felt across the whole of the county, certain areas will be more significantly impacted, such as the far North and West of the county. As pupil numbers are directly related to school funding, schools and academies in the county are already finding their viability and sustainability is becoming increasingly challenging.

Another key challenge for Northumberland and indeed for the country as whole, is the continuing rise in the number of students diagnosed with special educational needs. While the main policy for increasing SEN provision is set out in our linked SEND Capacity and Place Planning Strategy, it is also referenced in this plan given the Council's drive to increase specialist provision based within mainstream schools across the whole of the county. This again will support our aim of enabling students with SEN to be educated with their peers within or as close to their home communities as possible.

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



1 - INTRODUCTION

1.1 Purpose of the School Organisation Plan

One of the four key priorities of the Council's Corporate Plan for 2023/26 is 'Tackling Inequalities - Supporting everybody to live their best lives'. One of the four key targets to achieve this priority is that all children and young people, no matter their circumstances or educational need, have access to education as close to their home communities as possible and achieve the best educational outcomes. The School Organisation Plan 2025-2030 directly supports this priority.

This is the third version of the Northumberland School Organisation Plan and as for previous versions, will be refreshed in the light of new data annually. The plan sets out how the council fulfils its statutory duty to provide sufficient school places for all children and young people resident within the county. Perhaps more importantly, the plan also provides data and information demonstrating the growing challenge of falling pupil numbers for our school partnerships, which has been a recurring theme for Northumberland over the last few years and which is set to continue for the foreseeable future.

The School Organisation Plan provides an overview of current and future pupil numbers in Northumberland which assists the Council with planning the future provision of school places in the county. The plan will also continue to be of assistance to schools and academies, parents and other stakeholders in helping them to understand how the availability of school places across the country is monitored, how the need for school places is identified and where necessary, how additional places are delivered and funded.

This School Organisation Plan continues to provide pupil forecast information and data at the school partnership level. However, the Council is able to provide data and information at the individual school level and works with schools and academy trusts in order to support them in providing solutions to specific challenges, such as reorganisation to different education structures or falling pupil numbers. Any changes to structures or provision e.g. where schools have joined an academy trust, are captured in the annual refresh of the plan.

Overall, the School Organisation Plan is an important planning tool to support the Council's objective of enabling school-age children and young people to access education as close to their homes and communities as possible.



2 - THE NORTHUMBERLAND CONTEXT

2.1 School Organisation Plan - Standards and performance in education in Northumberland

Responsibility for the School Organisation Plan lies with the School Organisation and Resources Team within Education and Skills Group, which in turn forms part of the Wellbeing and Community Health Service in Northumberland. The plan provides an analysis of the current capacity of mainstream schools and academies, together with data and information on student numbers on roll. It also highlights where there is planned work to be undertaken to meet any need for additional places as a result of growth in student numbers in a particular area and conversely, how the authority plans to manage surplus places.

The School Organisation Plan supports the Education and Skills Service in delivering the priorities set out in the [Education SEND and Skills Annual Report for Northumberland Academic Year 2024-25](#) through:

- providing data, information and context to support school organisation initiatives that are planned to have a direct and positive impact on standards and performance in schools;
- identifying and delivering capital projects to provide additional places, support reorganisation of educational structures or enhancement of the schools estate where appropriate, all with the aim of improving the outcomes and educational experience of children and young people in Northumberland.

2.2 Population data

In Northumberland, 97% of the land mass is classed as rural with one of the lowest population densities in England. The South East of the County contains the largest towns and therefore more than half of Northumberland's population is concentrated in the area. The county has an estimated population of 331,420 (Census 2024 usual residents), which is a 3.4% increase on 2021 (320,600) reported in the previous version of this plan. According to the Office for National Statistics, the county's population is forecast to increase to around 339,415 by mid 2043 which would be a 4.4% increase from 2022. This increase is significantly lower than the estimated population growth for England which is forecast at 12.4% for the same period (2022-2043). The North East region is forecast to have the slowest growth rate in the country at 4.8% for this period.

Within the general population, the number of children and young people aged 0-15 has increased slightly in 2024 at 51,900 compared to the figure of 51,721 in 2021. This follows a significant number of years of decline in this age group's population with circa 57,500 in 2001 and 55,000 in 2006.



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However, the share of the population in this age group continues to fall, making up only 15.87% compared to 16.1% reported in the last version of the plan. This demonstrates that we have an increasingly older population in the county, with the median age being 49, compared to 42 in the country as a whole.

The birth rate in Northumberland increased slightly in 2024 by 0.9% from 2021, this reflects a small national increase in total birth numbers for 2024. Since 2015 until 2024 live births were following a downward trend. The County's General fertility rate (GFR) at 48.8 (per 1000 female population age 15-44) is significantly lower than the 54.1 (per 1000 female population age 15-44) for England and Wales.*

However, there is variation at the school partnership level, which is addressed in Section 7, Projections and Place Pressures.

**Source: - Office of National Statistics.*

2.3 Schools and academies

There are now 168 schools, academies and free schools (not including independent schools) in Northumberland. These settings educated 42,177 children and young people in Reception to Year 13) as of January 2025; this represents a 1.07% decrease from 42,873 recorded in January 2024 census. Overall, there has been a 6.2% decrease in the number of students on roll in Northumberland's schools and academies.

Categories of Schools

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

Academies / Free Schools

Northumberland now has 79 academies (81 by March 2026), which are classed as state-funded maintained schools, funded directly from the Government. Academies are the employers of the staff who work in them and they are also their own Admissions Authorities i.e. they set their own admissions policies. Most academies in Northumberland are now run by academy trusts, although Berwick Academy and Ponteland Community Primary school remain stand-alone academies. There are no university technical colleges or studio schools in the county.

Maintained Schools

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



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- Community Schools

Community Schools are controlled by the Council and are not influenced by business or religious groups. The Council is the Admissions Authority for all community 67 schools in this category in Northumberland.

- Voluntary Controlled Schools

Most Voluntary Controlled (VC) Schools, but not all, are Church of England Schools; there are currently 7 schools in this category. The Council is the Admissions Authority for all VC schools in the county.

- Voluntary Aided Schools

These are Foundation Schools with a Religious character and in Northumberland all are Church of England or Roman Catholic Schools. There are currently 12 schools in this category and these schools are their own Admissions Authorities.

- Foundation Schools

These are Foundation Schools without a Religious character. Some Foundation Schools acquire a Trust and are known as Trust Schools. The Governing Body owns the building (unless there is a Trust in which case the Trust owns the building and land) and is the formal employer of the staff. There are currently 3 schools in Northumberland in this category and they are their own Admissions Authorities.

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

Phase	Community	VA	VC	Foundation/ Trust	Academy / Free School	Total
First	14	7	0	0	16	37
Primary	38	5	7	3*	37	90
Middle	6**	0	0	1	7	14
All-through (3-18)	0	0	0	0	1	1
High	1	0	0	0	4^	5
Secondary	1	0	0	1	8	10
Special	7	0	0	0	3	10
Pupil Referral Unit	1	0	0	0	0	1
Total	68	12	7	5	76	168

Notes:

*Bothal and Central Primary Schools will convert to academies in March 2026

**The three middle schools in Berwick will close in August 2026

^Berwick Academy will reorganise to a secondary age 11-18 academy in September 2026

While there have been no school closures in Northumberland in the last 6 years, 3 middle schools in the Berwick Partnership are planned to close in August 2026 as a result of the reorganisation of the partnership from a 3-tier to a 2-tier (primary/secondary). Further information on the organisation of schools is set out in individual partnerships in Section 7.



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

As can be seen in the table below, there were a total of 39,342 children and young people of statutory school age (Reception to Year 11) on roll in all types of schools (excluding Special and independents in Northumberland as at January 2025). This latest figure represents circa 2% decline in numbers overall in the county compared to the 2021 data when plan was first published. This is the lowest number of pupils on roll in these year groups in the past 5 years.

However, the larger year groups currently in the secondary phase are bolstering the overall number of pupils across the whole of the school-age system - of more concern is the 13% decrease in the numbers of pupils on roll in Reception in 2025 compared to January 2021. If this trend continues, this steep decrease in pupil numbers will have significant impact on the viability and sustainability of schools across the county as the year groups move through primary into secondary.

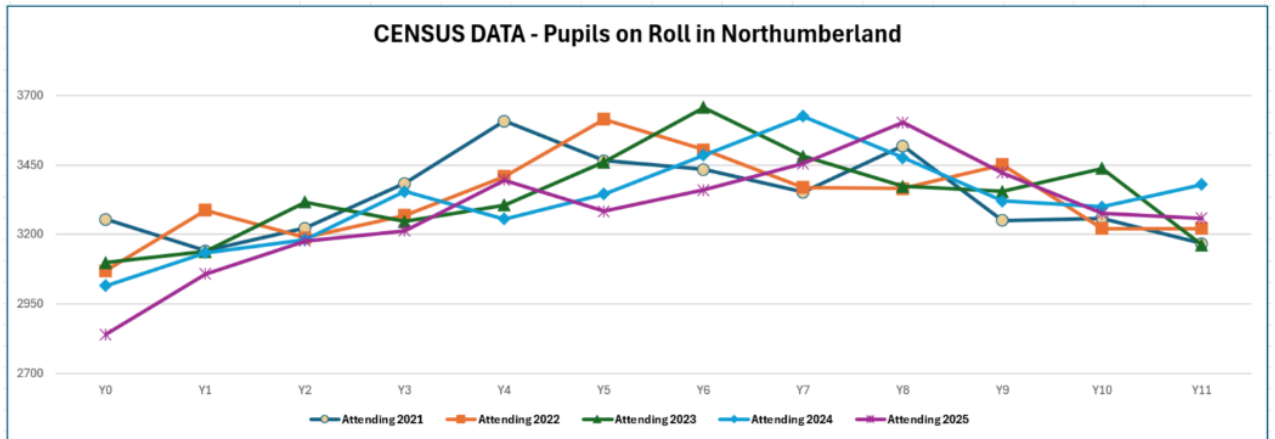
Furthermore, although there is a general decline in pupil numbers across the county, as reported in the previous version of this plan, the partnerships in the north and west of the county are experiencing a more significant decline in birth numbers. Schools in these areas are already beginning to experience the impact of falling numbers on their budgets. Further information on pupil numbers and surplus places is provided in Section 4.2 and in the individual partnership sections of this document.

NORTHUMBERLAND													
	Y0	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Y10	Y11	TOTAL
Attending 2021	3255	3141	3223	3384	3609	3466	3434	3352	3519	3250	3259	3167	40059
Attending 2022	3070	3288	3189	3269	3409	3616	3506	3369	3365	3452	3221	3222	39976
Attending 2023	3098	3138	3317	3247	3306	3461	3658	3482	3374	3355	3438	3162	40036
Attending 2024	3015	3134	3182	3355	3256	3346	3486	3626	3477	3321	3300	3380	39878
Attending 2025	2839	3057	3176	3213	3396	3284	3360	3455	3604	3423	3276	3259	39342

The data in the above table is displayed in graphical form below. This clearly shows the continuing reduction in the number of students joining schools in Reception year on year and this will have a cumulative impact on the funding available to schools. Small, rural schools are particularly susceptible to fluctuations in pupil numbers and the viability and sustainability of some will be at risk. Section 4.2 Management of Surplus Places sets out the Council's principles and process for supporting the viability of schools across the county to ensure that students continue to have schools within or as close as possible to their home communities.



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3 - DUTY TO PROVIDE SCHOOL PLACES

3.1 Local Authority duties and powers

Although not a legislative requirement to publish a school organisation plan, it is a statutory duty of a local authority to comply with the Education and Inspections Act 1996 to ensure there are enough school places within its area for every school-age child; the school organisation plan is a useful way of demonstrating how Northumberland County Council achieves this requirement. In making appropriate provision of places, the Council ensure that parental preference, diversity and fair access are promoted. Our objective as a local authority is to work towards ensuring that there are sufficient 'good' places (as defined by Ofsted) available for all children and young people resident in the county within or as close as possible to their own communities.

The data and information set out in this plan identifies the number of school places that are required now and that may be required in the future; it also explains the mechanisms for providing additional places where these may be needed. However, a key data strand of information provided here is the significant numbers of surplus places in the county; these have increased from 21% (notified in the last version of this plan) to 23% and this figure is directly linked to the decreasing birth rate in the county (refer to section 4.2 and Appendix 1).

3.2 Local Authority Powers

The powers of local authorities to manage and influence school organisation and school places within their areas have been diminishing for some time as a result of the national policies of successive governments. For example, local authorities have for some time been unable to open their own (community) schools although there are provisions in the Children's Wellbeing and Schools Bill 2024/25 that will reverse this. Currently, every new school opened must now be a free school (effectively an academy).

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



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3.3 National Policies and school place planning in Northumberland

Government policy for many years encouraged schools to academise, latterly to join an academy trust. Only 2 high/secondary schools remain community schools, and 1 secondary school which is a foundation/trust - the other 13 providing secondary and high education are academies. In the primary/secondary, academies have now just become the majority, although just by 2 schools (5 by March 2026). The overall impact of the reducing number of community and voluntary controlled schools in Northumberland means that the local authority's ability to influence where school places are created is diminishing. It is vital therefore that the Council continues to work collaboratively with the academy sector in order to ensure enough school places are provided in the county, and in the right places, within or as close to students' home communities as possible.

As a result of changes made to Ofsted gradings, schools or academies that are placed in the new 'Urgent Improvement' category are no longer required to become sponsored academies.

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



4 - SCHOOL PLACE PLANNING

4.1 Current methodology

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

In Northumberland, we produce and publish pupil forecasting at the school partnership level, although it is possible to forecast at the individual school/academy level. Birth data received from the NHS on the number of children registered with GP surgeries forms the basis of our forecast. This enables the Council to match the postcodes of these newborn children to individual school catchment/Transport eligibility areas. If another admissions authority (e.g. voluntary aided school or academy) sets their own catchment area which differs from the Transport Eligibility Area set for the school by the Council, the latter is used for forecasting purposes. These catchment/Transport Eligibility Areas provide a reliable indication of how many children are likely to enter schools in Reception classes. Once actual places are taken up within the school system, the year-on-year transition of those cohorts of students/pupils through the school system is assumed.

The forecasts are further refined as pupils enter and move through the system by including a weighting (based on previous trends and historical data) at phase change points. For example, as a result of parental preference in some school partnerships additional children may historically enter schools at a particular phase in Year 5 including, while in other partnerships, there may be a trend for a proportion of children to leave the partnership at the end of a phase change to take up places at popular schools in other partnerships. Parental preference also impacts the movement of pupils in schools within their school partnerships and to other partnerships in the county. The latest Ofsted grading can also influence the number of students who apply for places at a school or academy, whether positively or negatively.

Another factor in relation to parental preference is the inward and outward flow of pupils into or from other neighbouring local authorities. The impact of housebuilding is also factored into the final pupil forecast, although only housing that has been approved or minder to be approved is included in the assessment (see para. 4.5 for further detail). The Council's calculation for pupil yield arising from housebuilding indicates there are just under 3 children generated per year group from every 100 houses built - this is generally far fewer than the number of children assumed to be generated from housing by parents and community members.



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As stated, the Council always aims to work in partnership with schools and academy trusts to ensure that where the need for additional places is identified that suitable arrangements are put in place to address the need. The Council is required annually by the Department for Education (DfE) to submit school capacity and pupil forecasting data (SCAP collection). Where it is identified that a local authority will need to provide additional school places, this data assists the DfE in allocating funding (Basic Need capital grant). Due to falling rolls in Northumberland in recent years, we currently have not qualified for the most recent allocations of Basic Need grant.

4.2 Surplus School Places in Northumberland

Background

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

In themselves, surplus places are not necessarily a sign for concern. For example, it is preferable for a school to have at least 5% surplus places in order to facilitate parental choice and to enable the school to have some flexibility to offer places to children who may move into the catchment area outside of the normal entry point into the school. Furthermore, some schools are able to provide well for their pupils even if they have significant numbers of surplus places, for example if the school building is larger than the number of students attending but sufficient funding is generated to operate effectively.

However, where the number of surplus places within a school begins to impact funding levels whereby the ability of the school to provide a broad and balanced curriculum in terms of staffing levels, as well as maintain, heat, light and clean the school building is impacted, then this can be detrimental to the educational experience of children. This situation can threaten the viability and sustainability of individual schools. Where there is over provision of places across a whole school partnership, parents can have excessive choice and schools begin to compete for pupils. This can lead to children undertaking longer journeys by car to schools that are more popular with parents, driving past other schools within their own communities on the way as well as impacting negatively on the environment.

Northumberland context

The impact of excessive surplus places has in the past in Northumberland led to some schools, particularly small rural schools, becoming unviable and having to close. Therefore, it has been necessary for all children that may have been served by that school to undertake longer journeys for their education away from to schools further from their home and village communities. Longer journeys impact the educational experience of students, especially very young children, as well as the negative impact on the environment as previously stated.



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As at January 2025, there were **12,426** surplus places in schools and academies in Northumberland (Reception to Year 13 and not including special schools), which equates to **23%** surplus places overall. This is an increase of 2% from the figure published in the last version of this plan. As demonstrated at para. 2.4, the declining number of students entering the school system in the last few years, and the cumulative impact this will have as they move through the system, means that the percentage of surplus places will inevitably increase again by the time the next version of this plan is produced.

While every school partnership within the county has a level of surplus places, the county-level figure of 23% masks the considerable variation in this figure at school partnership level; there is even significant variation between school phases within the same partnership. Details of the level of surplus places at school partnership level are provided at Section 7 of this plan, together with updates on how surplus places are being or planned to be addressed.

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

1. Northumberland level: Oversight of the total number of surplus places is monitored and reviewed as part of this plan as an annual reference point to inform officers and assist in decision-making. Other interested parties and the DfE also monitor information on surplus places at county level;
2. School partnership (planning area) level: Surplus places at partnerships level are reviewed annually as part of this plan; this may lead to specific actions or proposals for schools. Partnership-level data is also reviewed where specific proposals have been brought forward, for example as part of a partnership-wide school organisation project; these may also lead to specific proposals for individual schools (see below).
3. Individual school level: when specific actions are proposed to address the impact of surplus places, such as:
 - outcomes of a partnership-wide school organisation review;
 - school's viability or its ability to carry out effective staff planning is being impacted by excessive surplus places;
 - the number of places available at a school far exceeds the needs of its own community which is impacting the viability of other local schools and also the environment through increased car journeys.

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

- Length of journeys to school for primary and secondary pupils to be no longer than those set out in the DfE's guidance [Travel to school for children of compulsory school age January 2024](#) unless it is unavoidable due to specific local circumstances;



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- Linked to above, decisions to support schools to remain as close to students home communities as possible, particularly in relation to rural areas;
- Reducing impact on viability of other local schools;
- Reducing carbon emissions through reduction in car travel on the environment, specifically in relation to supporting of the Council's [Climate-Change-Action-Plan-2024-26](#).

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

Outside of a whole partnership organisation review, there would be an assessment of the impact of surplus places across whole school partnerships as part of this plan. This may lead to the reduction of the Planned Admission Number (PAN) of a particular school or schools within a partnership to a level that is more appropriate to the needs of its local community, while offering a level of flexibility for parental preference that does not impact detrimentally on other schools. Any proposal by the Council to reduce the PAN of a school would be based on the forecast pupil numbers for that school and would be limited statutorily to community and voluntary controlled schools only, and subject to necessary consultation as required by the Admissions Code 2021.

While the reduction of a school's PAN would not physically remove the excess capacity from the school (and therefore the 'surplus' would remain), the opportunity for schools to impact negatively on each other would be reduced and there would be considerable benefit to the environment through the reduced number of car journeys, thus supporting the Council's Climate Change Action Plan 2021-23. In addition, the freeing-up of capacity within a school could enable alternative provision to be established, for example the establishment of a SEND support base to assist with the need to grow capacity for the increasing number of students with SEN who have Education and Health Care Plans (EHCPs) and enable them to be educated within or close to their homes communities (refer to Section 6.1).

Conversely, where a school has a PAN appropriate to its community but it is not able to attract enough pupils to plan its staffing or class organisation effectively due to parental preference, there may be a stronger rationale for that school to reduce its PAN, subject to there being no other negative impact such as an increase in car journeys.



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Where the Council identifies that an academy or voluntary aided school has excessive surplus places to the point where it is negatively impacting on other local schools, officers would discuss the situation with our relevant partner Admissions Authorities to identify a solution. Similarly, where an academy trust or Governing Body of a VA or foundation/trust school identified a rationale for reducing the PAN of a school or closure, the Council would work with the academy trust or Governors to establish whether proposals had an appropriate rationale in comparison to the Council's data on need for places; the Council would also be a consultee in any such proposals.

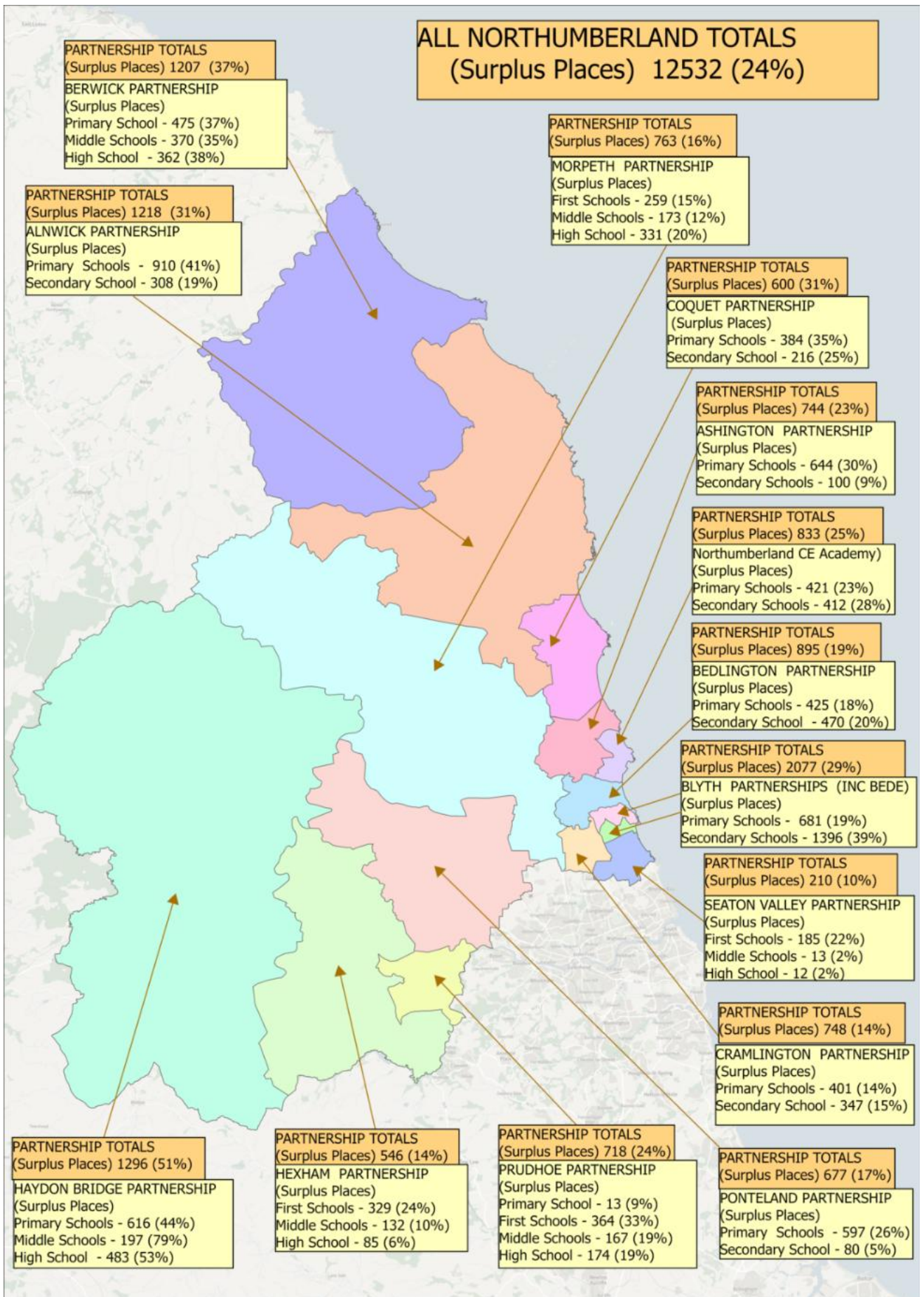
The Council has no powers to reduce (or increase) the PAN of academies, voluntary aided or foundation schools, but always aims to work in partnership with other responsible admissions authorities. The impact of decisions made outside of the control of the Council also have an impact on the level of surplus places e.g. decisions taken by the School's Adjudicator or the Regional Schools Commissioner have previously led to overprovision of places in some school partnerships. The number of surplus places by phase within each school partnerships is given at Appendix 1 attached to this report. Surplus places at partnership level are reviewed in Section 7.

The increasing surplus places in the county is already becoming one of the biggest challenges to schools, the Council and other admissions authorities. As a result it is highly probably that in the coming years, the Council and other admissions authorities will need to identify solutions to the viability and sustainability issues caused by excess surplus places, perhaps leading to proposals being brought forward with stakeholders and the wider community.

The following map identifies the level of surplus places in each school partnership as at January 2025.



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4.3 School Admissions

The school admissions process and school place planning are closely linked. The management, consultation and publication of school admission arrangements are a legislative requirement of all Admissions Authorities, including Academies, and guidance is set out in the [School admissions code 2021](#).

Northumberland County Council is the Admissions Authority for all community and voluntary controlled schools within the county. One of the provisions in the Admissions Code is that parents must be able to express a preference for a place for their child at any school and where a place is available it must be offered (no matter where the child is resident). While this is a benefit to parents, this means that many schools in Northumberland do not have reliable annual intakes. This affects small, rural schools in particular and they are therefore more vulnerable to events that impact on their popularity, such as poor Ofsted judgements or conversely a neighbouring school receiving an 'Outstanding' Ofsted judgement. This in turn can make forecasting at the individual school level less reliable.

Northumberland schools are organised within 'partnerships' to ensure a clear pathway for students joining the education system. In the 4 remaining 3-tier school partnerships, this pathway follows from first school to middle school to high school; in the 9 partnerships organised within the 2-tier (primary/secondary) system, the pathway begins in primary school and follows on to secondary school at age 11.

The Council's oversubscription criteria for community and voluntary schools after the allocation of places to pupils with an Education, Health and Care Plan and 'looked after' children are as follows:

1. Looked After Children (as defined by Section 22 of the Children Act 1989), including a child who was previously 'looked after' but immediately after being looked after became the subject to an adoption, residence or special guardianship order. Children who appear to have been in state care outside of England and ceased to be in state care as a result being adopted.
2. Children living within the catchment area of the school and those on whose behalf firm evidence is presented that they will be living in the catchment area by the appropriate admission date.
3. Children with an exceptional social or medical reason that means that they can only attend that specific school.
4. Children who have a sibling who already attends the school and who is expected to be on roll at the school at the time of admission.
5. Children on whose behalf preferences are expressed on grounds other than those outlined above.

Academies and voluntary aided schools are able to set their own admissions criteria, which often differs from the Council's admissions criteria (for example they may set different oversubscription criteria).



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Northumberland County Council has a very high success rate in meeting parental preference in relation to first choice of Reception places in first or primary schools and middle, high and secondary schools. For places allocated for September 2025, the percentage of first preference places met was as follows:

- **Reception (primary/first schools) first preferences allocated = 97.68%**
- **Secondary (transfer into Year 5 in middle/Year 7 in secondary/Year 9 in high schools) first preferences allocated = 97.25%**

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

4.4 Home to School Transport

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

The address of every statutory school-age student living in Northumberland is allocated to a Transport Eligibility area; parents can find out to which schools their child may qualify for transport (should they be eligible) by accessing the Council's digital map at [School catchment and transport eligibility maps](#) and then by entering their postcode. The Transport Eligibility Areas cover defined geographical areas from which a school or academy would be expected to take children and this assists the Council in ensuring that schools and academies have sufficient numbers of children living within their local area; it also assists with the organisation of Home to School transport eligibility. While most Transport Eligibility Areas match a school's catchment area in Northumberland, some may differ; for example academies can set their own catchment area. However, as parents are able to express a preference for any school and with growing surplus places in schools, even with transport eligibility areas and catchment areas in place, there is considerable movement of children across catchment boundaries.

In 2024/25, the Council spent £10.9m on statutory school-age mainstream home to school transport for students and £1.92m on post-16 mainstream home to school transport. This represents an increase of £420k.

In 2024/25, the Council spent £8.63m on statutory school-age special educational needs home to school transport and £5.12m on post-16 special educational needs home to school transport.



4.5 House Building

Through the application of the Council's education infrastructure contribution arrangements via its Local Plan, new housing developments are assessed to establish whether additional capacity will be needed in local schools to accommodate any new students arising from such housing. Where this is the case, appropriate contributions are secured from the relevant housing developer. In this way, the educational infrastructure in the local area where the housing is planned is supported with the aim of maintaining quality education at the heart of sustainable communities.

Since 2017 when the appropriate arrangements for securing developer contributions were put in place, to date almost £38m has been requested from developers toward education infrastructure, with just over £17m secured. While the Council's ability to spend contributions is time-limited, the requirement is usually to spend within 5 or 10 years from the building of the last house depending on the terms of individual agreements. The principles of the Council's Education Infrastructure Policy are included within the [Northumberland Local Plan 2016-2036](#)

Currently, Northumberland County Council secures educational infrastructure contributions via Section 106 of the Town and Country Planning Act 1990 and this supports the Council's obligation to ensure that every child living in the county can access a mainstream school place within or as close as possible to their home community (although as stated in para. 4.3, parents can express a preference for any school). It is accepted that there are limitations on the use of planning obligations, and these may only be used where the obligation is:

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

If it is found that insufficient school places will exist as a result of additional students arising from new housing, an appropriate level of contribution is calculated that takes into account:

- The size of the development;
- Current and forecast school numbers;
- Likely pupil yield at primary and secondary level, as well as yield of pupils with Special Educational needs who may need a place at a Special School;
- The need to manage capacity and retain some flexibility in the system;
- Local and national information in relation to cost factors for the respective type of pupil places;
- Outstanding developments in the partnership area for which planning permission has already been granted.

The impact of a proposed planning application on local schools is assessed individually. The existence of surplus places in other schools in the relevant school partnership does not necessarily preclude the possibility of a request for a contribution towards educational infrastructure where the Council believes data warrants it; for example distance to alternative schools with surplus places would be a factor if the journey time for students was unacceptable.



School Organisation and Resources

Likewise, when predicting pupil flows, the impact of housing developments in partnerships neighbouring a partnership where new housing is planned may also be considered, if appropriate. For example, while there may be surplus capacity in a school, the impact of the new planning application combined with housing development already approved in surrounding areas could mean that additional capacity would be required at the relevant school within the timeframe of the build-out period; therefore it would then be appropriate for developers to be requested to contribute to the costs of providing additional places or educational infrastructure.

Northumberland's 'Five Year Housing Land Supply of Deliverable Sites' is used in the analysis of the impact of planning applications to provide a strategic view of the likely impact; this is in line with DfE requirements and recommendations. Further information on how developer contributions are assessed and requested is available in the Northumberland County Council Education Infrastructure Policy provided at Appendix 2 of this document.

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

Partnership	No. Dwellings planned for construction 2024/25-2028/29
Alnwick	622
Ashington	300
Bedlington	435
Berwick	623
Blyth and Bede combined	152
Cramlington	1,106
Coquet (Amble)	783
Haydon Bridge	156
Hexham	174
Morpeth	963
NCEA (Hirst, Newbiggin, Lynemouth)	428
Ponteland	68
Prudhoe	370
Seaton Valley	216



School Organisation and Resources

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

4.6 Inter-authority movement of pupils

There has been a historical movement of pupils into and out of certain school partnerships, usually at phase changes, which is factored into pupil forecasting as stated in para. 4.1. Overall, approximately 5.5% of pupils on roll in Northumberland schools live in neighbouring authorities. Most of these children live in Newcastle and attend Ponteland Schools, live in Durham and attend schools in the Hexham or Prudhoe partnerships or live in Scotland and attend schools in the Berwick partnership.

Around 3.3% of children living in Northumberland attend schools outside of the County, this includes children travelling to colleges, independent special schools and schools close to County borders in Newcastle, Durham, Cumbria and Scotland.

Although the law places a statutory duty on local authorities to provide places for children resident within their own boundary, some schools in Northumberland benefit greatly from the inward flow of out of county pupils and indeed would potentially create viability issues for some schools if this did not occur. While this movement of pupils in and out of partnerships is generally consistent over time and therefore predictable, certain events such as a school reorganisation can trigger 'new' outward and inward flows that must be monitored in order to analyse the impact on the affected schools, such as adjustments to forecasting weightings and, if necessary, consider the need for additional places.



5 - CREATING PLACES THROUGH CAPITAL DEVELOPMENT

As stated, the Council works in collaboration with schools and academies with the aim of ensuring that sufficient school places for children and young people living in Northumberland are available within or as close to their home communities as possible. Where additional places need to be provided and funded via capital development, the Council applies a number of key principles to these projects:

5.1 Principles

- Where relevant, designs include flexibility to allow for curriculum development and delivery and future population growth ('future-proofing');
- Collaborating with maintained mainstream schools and academies to provide sufficient places where there is a need;
- Maximising developer contributions to ensure that appropriate investment is made in education infrastructure (i.e. S106 funding);
- Working in partnership with contractors to deliver quality construction and efficiency in design and procurement;
- Scheduling significant capital projects to be ready in time to meet need or demand for places;
- Protecting the public purse by endeavouring to ensure value for money by minimising future liabilities for suitability, maintenance and flexibility;
- Delivering school buildings that will serve local communities for generations and are designed to be sympathetic to the local area.

5.2 Funding

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

- Section 106 funding from new house building developments; the DfE have identified this as the primary route through which funding for additional school places required as a result of pupil yield from new housing development should be sought as set out in [Securing developer contributions for education August 2023](#).
- Basic Need Grant funding from central government based on identification of need for places in specific schools and partnerships; in the light of the above, this would be relevant mainly in the case of rising birth rates or inward movement of populations not related to new housing. As stated in para. 4.1, as a result of falling pupil numbers, Northumberland has not qualified for the most recent allocations of Basic Need grant.



School Organisation and Resources

- School Condition Allocations from central Government;
- Capital contributions from individual school budgets (DFC) or through collaboration with academies that are granted funds from Condition Improvement Funding.
- Government school building programme for schools and sixth-form colleges in England with buildings in very poor condition which need to be refurbished or rebuilt. Local authorities, academy trusts, Governing Bodies and VA school bodies acting on the governing body's behalf are able to nominate schools during the various rounds opened for applications.

5.3 Methods

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

- **Extending schools by adding classrooms or reconfiguring existing spaces;** This is where the need for additional places at some schools has been forecast to be permanent and not just a one-off 'bulge year' and capital schemes have been undertaken to provide classroom extensions or reconfiguration. This has also applied where school reorganisations have taken place, most recently in Coquet and Berwick Partnerships where additional classrooms have been required to accommodate new Year 5 and Year 6 groups.
- **Provision of new buildings;** Replacement and rebuilding of whole school buildings may be identified as stand-alone projects based on condition, for example the recent reprovision of new buildings for Seaton Valley High School (SVHS) and Whytrig Middle School in September 2025 - this scheme was wholly funded by the Council.

Other projects to replace buildings may be identified as a result of school reorganisation projects; for example the project to replace the buildings of Ponteland High School was able to be extended to include a new building for Ponteland Primary School as part of reorganisation to the 2-tier (primary/secondary) system. Also, while the Council had agreed make provision to fund the replacement of new buildings for James Calvert Spence High School and Berwick Academy, these projects were expanded following approval of the Coquet and Berwick Partnerships to reorganise to the 2-tier structure so that the high schools will be replaced with buildings for appropriate for students aged 11-18.

5.4 Working with Partners

The collaborates with a range of partners to deliver suitable accommodation when planning and providing additional school places:

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



School Organisation and Resources

5.5 Completed and Planned Capital Projects

Capital projects in schools are vital to support expansion, rebuilding/remodelling or reorganisation of schools.

Recently completed capital projects:

- New buildings for Seaton Valley High School and Whytrig Middle on shared site opened in September 2025, completed on time and under budget;
- £13.3m has been invested in the 6 primary schools in Coquet Partnership to support reorganisation to the 2-tier(primary/secondary) structure and provision of a 50-place SEND satellite site for Barndale School from September 2024. King Edwin First School and 'Barndale by the Sea' now share the refurbished former middle school in Amble, and is the first shared site for a mainstream and special school in the county.
- The £6.5m new sports block at King Edward VI (KEVI) High School funded by the Council opened officially in January 2026. It provides a four-court hall for netball, basketball, badminton and cricket and as well as an excellent provision for students, it will be available for use by the community via agreements.
- £5.7m has been invested in 9 Primary schools in the Berwick Partnership Capital projects to support the reorganisation of Berwick Partnership to the 2-tier (primary/secondary) structure from September 2025. This includes provision of a SEND Unit at St Mary's CE Primary School.
- 16 capital projects were completed as part of the School Capital Improvement Programme (SCIP) from September 2024 to September 2025, with a combined value of £1.7m. SCIP projects include replacement and upgraded roofs, replacement windows and upgraded heating. As well as maintaining the school estate, these type of projects reduce operating costs for schools and contribute towards achievement of the Council's climate change objectives.

Significant Ongoing and Planned Capital projects:

- Construction of the new school building and playing fields for James Calvert Spence College in Coquet Partnership is underway, with the school planned to take occupation in September 2026. This £25.7m project is fully funded by the Council.
- The contract to replace the Berwick Academy buildings is now in the tendering process with funding of £35.4m committed by the Council. The school is expected to take up occupation in September 2028

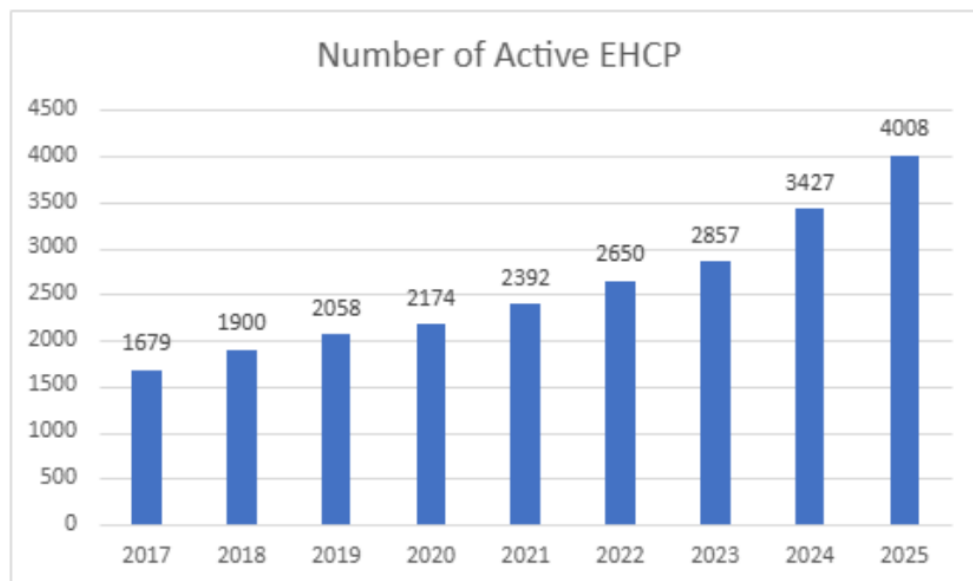


6 - NON-MAINSTREAM PROVISION

6.1 Special Educational Needs

Overview

Nationally, the number of children and young people with SEN has been increasing significantly for several years and the Government has stated its intention to reform the SEN system by bringing forward a SEN White Paper in 2026. The growth in SEN diagnoses in Northumberland is in line with the national picture, and in particular there has been considerable growth in the number of children and young people assessed to need an Education and Health Care Plan, as can be seen from in the graph below.



Between 2021 and 2025, the number of children and young people with an EHCP increased by 67%; measure from 2017, EHCPs have increased by 238%. The primary needs showing the most significant growth in children and young people with an EHCP have been in autism (ASD), social or emotional and mental health (SEMH) needs and Speech Language and Communication. As well as pressure on the availability of appropriate specialist places, the growth in students with EHCPs has led to huge pressure on funding for both mainstream schools and the Council.

The Council's 5-year programme to increase specialist provision in the county is set out in the [SEND Capacity and Place Planning Strategy](#) and has been in place since 2023. The strategy identifies proposals for creating sustainable specialist provision through carrying out consultation with schools and academies by locality, prioritising those areas with greatest need and/or little specialist



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provision already in place. The key plank of this strategy is to develop the right type of specialist provision places in the right areas of the county, at the right time. The strategy sets out the methodology for forecasting SEND places and provides a forecast for each school partnership, which are refreshed annually. While the strategy also sets out high-level ideas and proposals for meeting the need for additional capacity, these are reviewed regularly in order to respond to emerging needs and opportunities that arise, as is the programme for consulting with localities.

Most of the Special Schools in Northumberland have grown their capacity in response to the increasing SEN needs, and a new secondary special school, Gilbert Ward Academy also opened in September 2023. A 50-place satellite site of Barndale House Special School opened in Amble in September 2024, as did the 30-place SEND unit on the site at St Mary's CE Primary School; the 40-place secondary SEND unit will on site at Berwick Academy will open in September 2026, providing a primary/secondary pathway for students living in the Berwick EHCP whose needs cannot be met in mainstream but who may be able to benefit from some mainstream learning.

In addition, a number of Specialist Support Bases have opened on the site of primary and first schools since 2022; these settings provide specialist teaching and learning but enable students to remain close to or within their own communities. Again, this offers opportunities for students to access mainstream lessons where appropriate for their individual needs. Further primary support bases are being planned and a number of secondary schools/academies are proposing to open specialist support bases in collaboration with the Council. This programme of work to open bases in mainstream schools is in line with Government policy and will form the thrust of the delivery of additional specialist places over the coming years.

6.2 Post-16 provision

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

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

Most high and secondary schools and academies in the County have sixth form provision, but in recent years 2 academies have not been able to sustain sixth form provision; these academies signpost those students who wish to continue further education to appropriate providers. Although not a requirement, the Council continues to support access to further education through its Post-16 Transport Policy which provides free transport to eligible students to enable



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them to access the closest relevant learning to their home address; however, this policy of course has an ongoing impact on the Council's Home to School Transport budget as stated at para. 4.4.

6.3 Early Years provision

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

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

As at 2025, early years education and care is delivered by the following settings in Northumberland :

- 137 schools deliver funded education
- 132 schools offer wraparound service, with more in the pipeline
- 46 schools deliver Primary wraparound childcare (age 5-11)
- 89 PVI nursery settings; 11 of these deliver 'out of school' care
- 217 settings offer funded education for 2 year olds
- 283 settings offer funded education for 3 and 4 year olds
- 15 Home Carers

Support for families is offered through the 14 Family Hubs (formerly Sure Start centres) across the county.



7 - SCHOOL PARTNERSHIPS (PLANNING AREAS) - PROJECTIONS AND PRESSURES

7.1 Alnwick Partnership





School Organisation and Resources

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

School/Academy	Admissions Authority/Governance
Belford Primary	NCC
Branton Primary	Pele Trust
Ellingham CE Primary	Pele Trust
Felton CE Primary	NCC
Hipsburn Primary	NCC
Embleton Vincent Edward's CE Primary	Pele Trust
Longhoughton CE Primary	Pele Trust
NCEA Harry Hotspur CE Primary	NCEA
Seahouses Primary	NCC
Shilbottle Primary	Pele Trust
St Paul's Catholic Primary	Bishop Bewick Catholic Education Trust
Swansfield Park Primary	Pele Trust
Swarland Primary	NCC
Whittingham CE Primary	NCC
The Duchess High School	Pele Trust

The majority of pupils who live in the Alnwick Partnership attend schools within the partnership, although significant numbers do not attend their own catchment school. Although birth numbers in the year September 2024 to August 2025 rallied slightly, the number of pupils being born in the Alnwick Partnership is continuing a trend of decline, as demonstrated by the GP/birth date below.

Alnwick Partnership GP/Birth Data September 2025

R (2029)	R (2028)	R (2027)	R (2026)	R (2025)											
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
131	129	141	178	166	175	157	162	156	201	160	154	177	186	189	185

Student numbers in Alnwick are currently increased by around 9% due to cross-border flows of pupils from the Berwick and Coquet Partnerships, but it is expected that this figure will reduce in future due to the reorganisation of schools in those partnerships to the 2-tier system and rebuilding of their secondary schools.



School Organisation and Resources

As a result of falling numbers, the overall number of surplus places for the partnership is 31%, a rise of 5% from the last version of this plan. There are currently 266 places available in each cohort at primary phase; as can be seen from the above table, this is far in excess of the number of places required for student population in the partnership. In recent years, the Council has implemented its Surplus Places Strategy and has reduced the Planned Admission Number (PAN) of some schools to better match their communities and reduce the impact of parental choice, particularly on small rural; the most recent primary school to reduce its PAN is Swarland Primary. The Duchess High School has also reduced its PAN in recent years in light of the falling cohorts joining the school.

The review of the appropriateness of PANS will need to continue with the potential for more consultation on the reduction of PANs in a small number of schools as part of the annual consultation on admissions arrangements in Autumn, subject to relevant approvals. The Council shares data with academy trusts and the Dioceses, and where necessary will work collaboratively with them where proposals to support the wider sustainability and viability of educational pathways within the partnership may be required.

The pupil forecast table below for Alnwick Partnership from 2024/25 to 2032/33 is provided below.

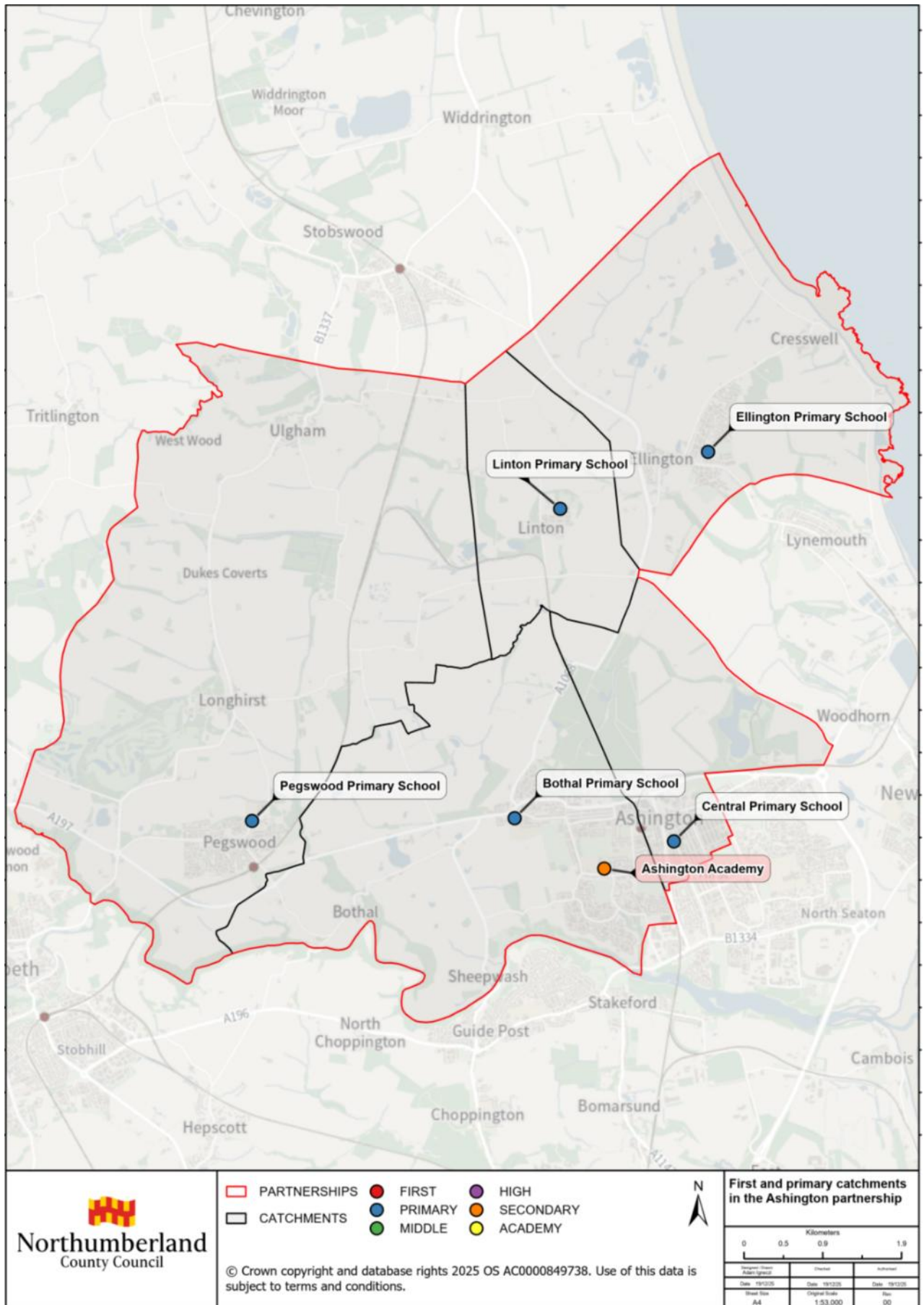
Final Forecasts														NOR	
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	177	169	189	195	225	182	175	211	214	230	196	253	148	91	2655
2026	172	188	178	208	198	217	194	196	213	218	233	200	139	130	2684
2027	188	181	193	191	206	187	227	212	194	214	218	233	107	122	2673
2028	151	196	183	205	187	193	193	246	209	193	211	216	125	94	2601
2029	135	157	196	191	198	172	196	207	240	206	189	207	116	110	2520
2030	163	139	157	207	186	184	176	212	203	238	203	186	113	102	2470
2031	159	168	141	167	202	175	191	193	210	203	237	202	103	100	2449
2032	158	164	170	150	163	191	181	208	191	210	202	235	111	90	2423
2033	152	162	167	150	147	154	198	198	206	191	209	200	130	98	2361
PAN TOTALS	275	296	317	317	317	322	322	240	250	250	250	250	250	150	3806

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.2 Ashington Partnership





School Organisation and Resources

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

School/Academy	Admissions Authority/Governance
Bothal Primary	Ashington Learning Trust (WISE Academies from March 2026)
Central Primary	Ashington Learning Trust (WISE Academies from March 2026)
Ellington Primary	NCC
Pegswood Primary	NCC
Linton Primary	NCC
Ashington Academy	North East Learning Trust (NELT)

As can be seen from the GP/Birth data for Ashington Partnership, pupil numbers have been declining from around the time the current Year 2 (age 6 in table) were born.

R (2029) R (2028) R (2027) R (2026) R (2025)

Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
171	163	199	176	175	178	199	224	216	212	225	218	221	237	221	228

The number of overall surplus places in Ashington Partnership is 23%, which represents a slight fall of 2% compared to the last version of this plan. However, surplus places have continued to rise at primary phase from 27% at the last plan to 30% currently. Around 34% of pupils who attend schools in the primary phase in Ashington reside in neighbouring partnerships, in particular NCEA partnership, which has probably resulted in there being more secondary places taken up and accounts for the fall in surplus places at secondary phase. There are only around 276 houses planned within the Ashington Partnership area to 2028/29 and with only 3-4 pupils per year group for every 100 houses built, any students arising from new housing will have little or no impact on the falling numbers.

More positively the significant level of house building planned for Morpeth town over the coming period is likely to result in fewer places being available to students living in the Ashington Partnership area, with the potential for Ashington schools to retain more of their catchment children.

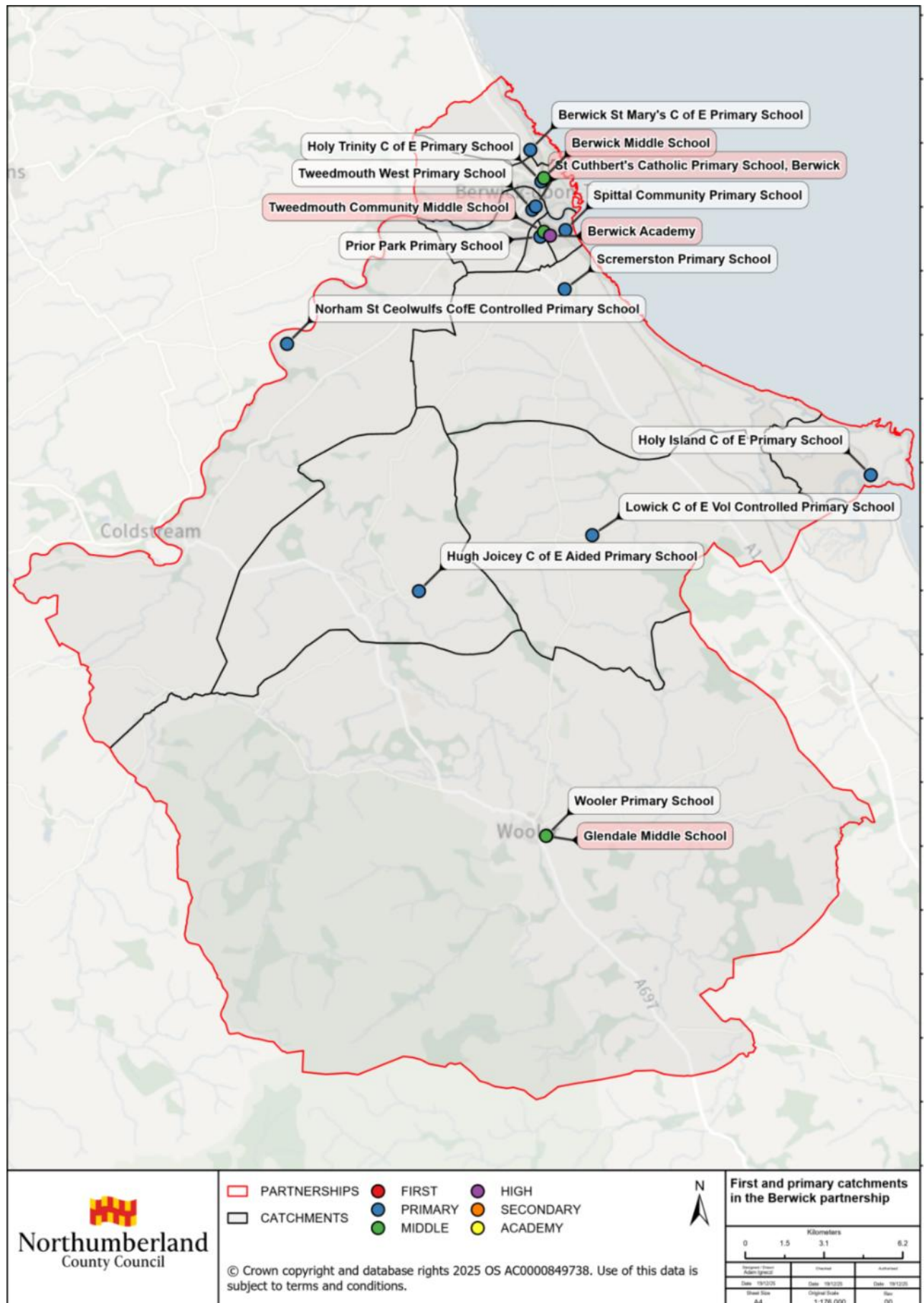
The final forecast table below for Ashington Partnership is from 2024/25 to 2033/34

Final Forecasts	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Year Group															
Actual Jan 2025	223	227	260	246	238	258	252	212	185	172	160	151	52	34	2670
2026	205	231	233	268	258	248	271	192	218	187	178	165	44	47	2745
2027	207	209	228	230	267	253	244	189	178	196	169	156	44	40	2608
2028	234	211	210	230	234	269	257	176	185	168	189	159	45	40	2607
2029	192	239	212	212	234	236	273	186	172	175	162	178	46	41	2559
2030	213	197	240	213	215	236	239	197	181	163	168	153	51	41	2507
2031	211	218	197	240	217	216	238	173	192	171	156	158	44	46	2475
2032	210	213	216	196	243	216	217	170	166	179	162	145	45	39	2417
2033	211	213	212	215	197	242	216	155	164	155	170	150	42	41	2383
PAN TOTALS	248	248	248	258	258	258	258	180	180	180	210	210	150	150	3036



School Organisation and Resources

7.3 Berwick Partnership





School Organisation and Resources

Berwick Partnership began the transition to the 2-tier (primary/secondary) structure in September 2025 as first schools became primaries. The 3 middle schools in the Berwick Partnership will close on 31 August 2026 and Berwick Academy will extend its age range from a 13-18 academy to an 11-18 secondary academy on 1 September 2026.

School/Academy	Admissions Authority/Governance
Berwick St Mary's CE Primary	NCC
Holy Island CE Primary	Governing Body (VA)
Holy Trinity CE Primary	Governing Body (VA)
Hugh Joicey CE Primary	Governing Body (VA)
Lowick CE Primary	NCC
Norham St Ceolwulf's CE Primary	NCC
Prior Park Primary	NCC
Scremerston Primary	NCC
Spittal Primary	NCC
St Cuthbert's Catholic Primary	Bishop Bewick Catholic Education Trust
Tweedmouth West Primary	NCC
Wooler Primary	NCC
Berwick Middle School (closes August 2026)	NCC
Glendale Middle School (closes August 2026)	NCC
Tweedmouth Middle School (closes August 2026)	NCC
Berwick Academy	Berwick Academy Trust

Part of the rationale for moving to the 2-tier structure was to address the significant falling pupil numbers in the Berwick Partnership. The latest GP/birth data for 2024/25 is provided below:

Berwick Partnership GP/Birth Data September 2025

R (2029)	R (2028)	R (2027)	R (2026)	R (2025)											
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
98	130	140	137	142	145	170	172	188	217	190	197	210	240	237	216



School Organisation and Resources

There are currently 37% surplus places across the partnership (up from 33% in the last version of this plan), and almost no inward flow of pupils into Berwick. The reorganisation of the schools will result in the closure of the middle schools and together with a reduction of the PANs of some first schools as they become primary and at Berwick Academy, 732 places will be removed from the system. However, as can be seen from the latest birth data above, schools in the Berwick Partnership will continue to face significant falling rolls for the foreseeable future that will bring further pressure on the sustainability and viability of some. This may lead to further discussions between the Council and appropriate Governing bodies and boards with respect to proposals for addressing viability issues. There are around 622 houses planned to be built in the partnership up to 2028/29 but the location of these houses will dictate whether or not this has a positive impact on local schools; in any event the number of students who will arise from housing will be unlikely to address the underlying trend of falling rolls.

The independent school Longridge Towers is also located in the Berwick catchment and the Council has historically arranged for children resident on Holy Island to be educated there from middle school age. However, as a result of reorganisation students are now able to remain in Holy Island school up to Year 6, thus delaying the need to access Longridge Towers until Year 7.

The forecast below is based on the PANs of the schools as at January 2025.

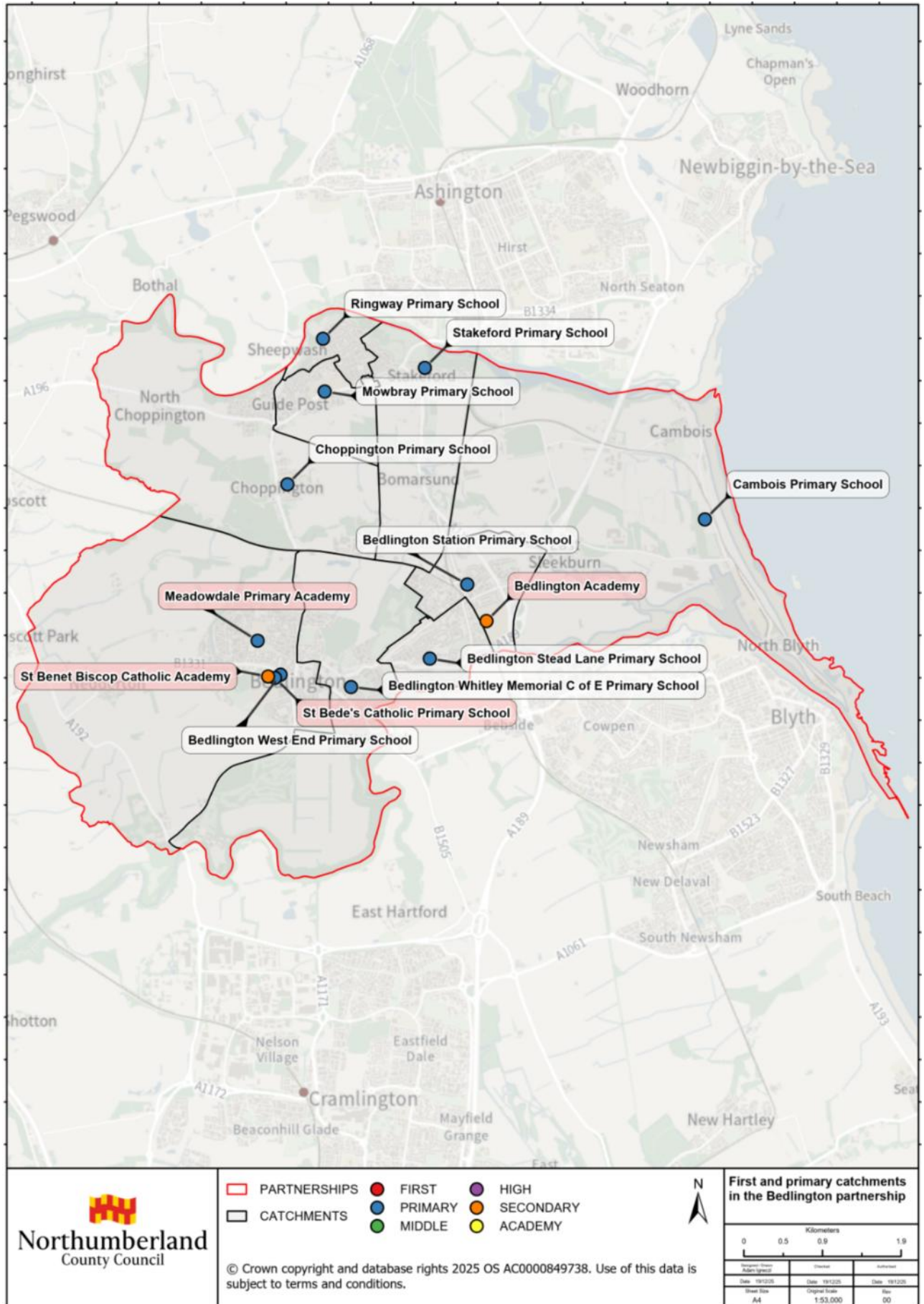
Final Forecasts																NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS	
Actual Jan 2025	143	148	153	166	193	153	165	187	190	184	156	140	61	46	2085	
2026	138	144	151	154	168	187	159	158	190	188	188	165	63	45	2100	
2027	139	137	140	143	145	151	176	135	143	167	169	171	67	46	1929	
2028	141	139	137	137	141	137	149	159	131	134	161	165	75	50	1857	
2029	133	142	139	134	135	132	135	135	154	124	130	157	72	55	1777	
2030	140	134	139	134	129	125	129	121	129	142	117	125	67	53	1683	
2031	138	139	129	132	128	118	120	113	113	118	133	111	53	49	1594	
2032	137	137	135	123	126	117	113	105	106	104	110	127	47	39	1527	
2033	137	136	134	130	119	116	113	101	100	98	98	106	55	35	1477	
PAN TOTALS	230	263	263	263	263	249	249	249	271	225	225	225	150	150	3275	

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.4 Bedlington Partnership





School Organisation and Resources

Bedlington Partnership became wholly primary/secondary in September 2020, after having a mixed economy of provision for several years.

School/Academy	Admissions Authority/Governance
Bedlington Stead Lane Primary	NCC
Bedlington Station Primary	NCC
Bedlington West End Primary	NCC
Cambois Primary	NCC
Choppington Primary	NCC
Guidepost Ringway Primary	NCC
Meadowdale Academy (primary)	NELT
Mowbray Primary	NCC
St Bede's Catholic Primary	Bishop Bewick Catholic Learning Trust
Stakeford Primary	NCC
Whitley Memorial CE Primary	Governing Body (VA)
Bedlington Academy	NELT
St Benet Biscop Catholic Academy	Bishop Bewick Catholic Education Trust

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

Bedlington Partnership GP/Birth Data September 2025

R (2029)	R (2028)	R (2027)	R (2026)	R (2025)	R (2024)	R (2023)	R (2022)	R (2021)	R (2020)						
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
217	235	221	224	240	249	250	265	259	282	250	298	297	312	299	336

As can be seen from the above table, the birth rate in Bedlington Partnership has been in decline since the current Year 10 began their educational pathway. Pressure on places at the primary phase was increased through the decision of the DfE to support the transition of Meadowdale Academy from a middle school to a primary school in 2020. While there is some approved housing development in the town over the next five years, it is likely to have a negligible impact on this decline.

The pupil forecast table below for Bedlington Partnership from 2024/25 to 2032/33 is provided below:



School Organisation and Resources

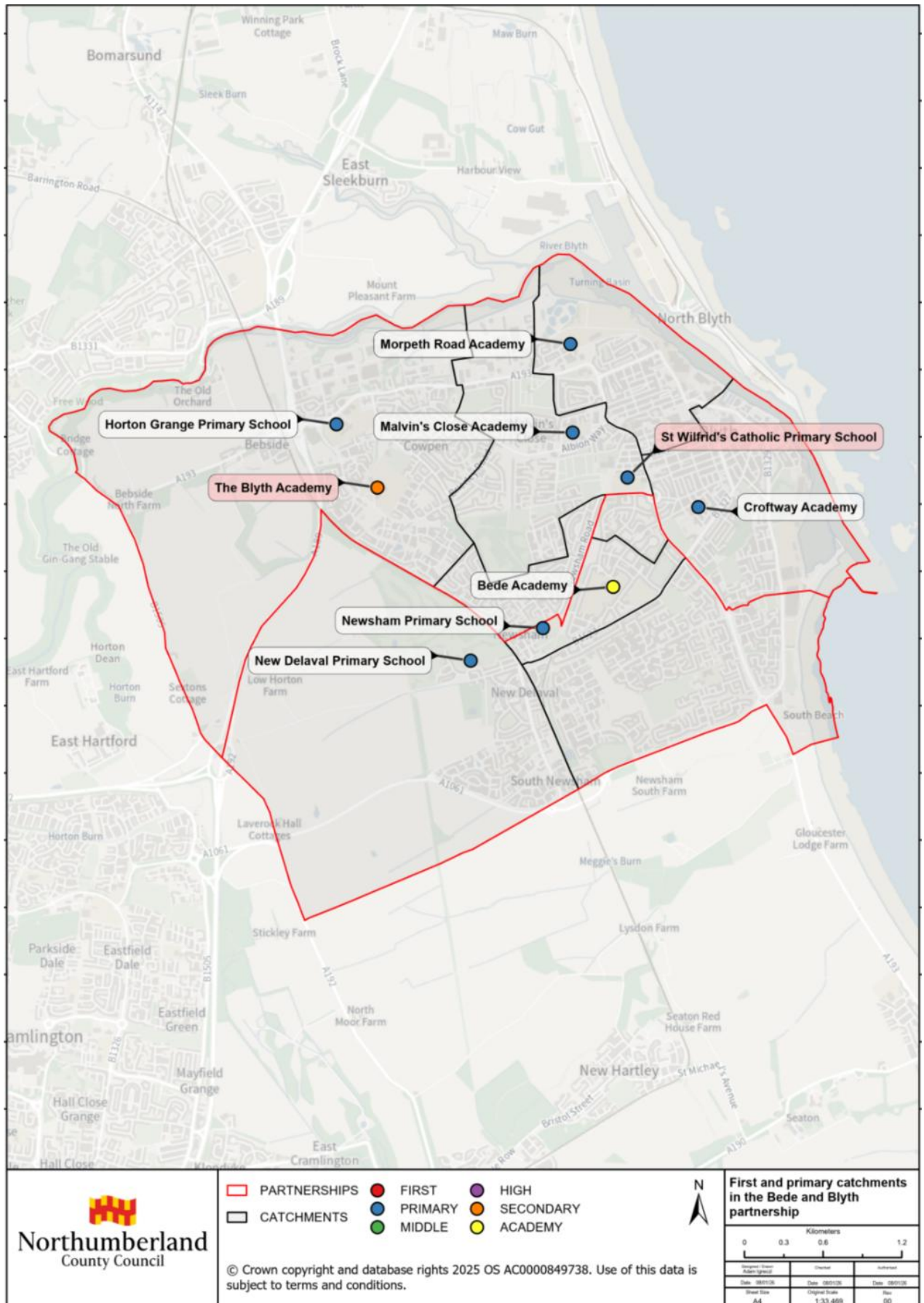
Currently, Bedlington has around 19% surplus places and while this is lower than the overall county average of 23%, it is still an increase of 5% since the last version of this plan. Given the birth data above and the forecast below, it is likely that surplus places will continue to grow in the partnership in the primary phase and potential solutions to maintain viability and sustainability across the piece may need to be brought forward.

Final Forecasts														NOR	
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	264	266	274	269	277	283	282	352	357	327	319	329	99	100	3798
2026	252	269	273	281	275	283	283	334	349	345	323	316	105	88	3776
2027	236	254	269	273	281	276	278	329	325	331	335	315	99	93	3696
2028	233	238	256	272	275	283	271	324	321	311	323	328	99	88	3623
2029	247	235	239	257	273	276	278	316	316	306	302	316	103	88	3553
2030	247	249	236	241	258	274	271	323	308	301	298	295	99	92	3493
2031	243	249	250	237	241	259	269	315	315	293	293	291	93	88	3435
2032	239	242	247	249	235	240	252	310	305	298	283	284	91	83	3358
2033	240	238	242	247	248	234	233	292	301	289	288	275	90	81	3298
PAN TOTALS	300	300	300	300	369	255	255	330	330	330	330	330	330	330	4389

Key: PAN - Planned Admission Number. NOR - Number on Roll



7.5 Blyth Partnerships (including Bede)





School Organisation and Resources

Blyth has two partnerships, Blyth Partnership and Bede Partnership, which as two of the County's most urban partnerships covering the same town are more effectively considered together in relation to school place planning. The 2 Blyth partnerships have been organised in the primary/secondary structure since 2008.

School/Academy	Admissions Authority/Governance
Croftway Primary	WISE Academies
Horton Grange Primary	NCC
Malvins Close Primary	WISE Academies
Morpeth Road Primary	WISE Academies
New Delaval Primary	NCC
Newsham Primary	NCC
St Wilfrid's Catholic Primary	Bishop Bewick Catholic Education Trust
Bede Academy (all-through age 4-18)	Emmanual Schools Foundation
The Blyth Academy	Northern Education Trust

The majority of schools in Blyth and Bede Partnerships are academies, with Bede Academy being an age 4-18 all-through school, although it takes an additional cohort of students who have not been in its primary phase into its secondary phase at transition.

Blyth and Bede Partnerships GP/Birth Data September 2025

R (2029)		R (2028)		R (2027)		R (2026)		R (2025)							
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
253	261	280	276	276	277	264	299	296	283	300	282	271	302	305	315
137	156	157	168	131	145	170	195	175	176	160	168	188	169	168	155
390	417	437	444	407	422	434	494	471	459	460	450	459	471	473	470

While the Blyth area did experience an increase in birth rates a number of years ago, this is no longer the case and the area also has increasing surplus places, moving from 19% at the last version of this plan to 29% now. However, this increase has been driven at by surplus places at secondary phase, which is at 39% surplus places, while there remain 19% surplus places at primary. The birth numbers above indicate that there are still considerable numbers of children being born within the partnerships and that there is unlikely to be an impact on schools in the primary phase. The Blyth Partnership traditionally loses students to neighbouring partnerships e.g. Cramlington, Seaton Valley and St Benet Biscop at secondary phase; this has led to The Blyth Academy not being able to sustain a sixth form provision.



School Organisation and Resources

The peak of housebuilding in the Blyth and Bede Partnerships has now passed, with only 152 homes planned to be built up to 2028/29 currently. The forecast below suggests numbers will remain relatively steady across primary and secondary phases for the foreseeable future.

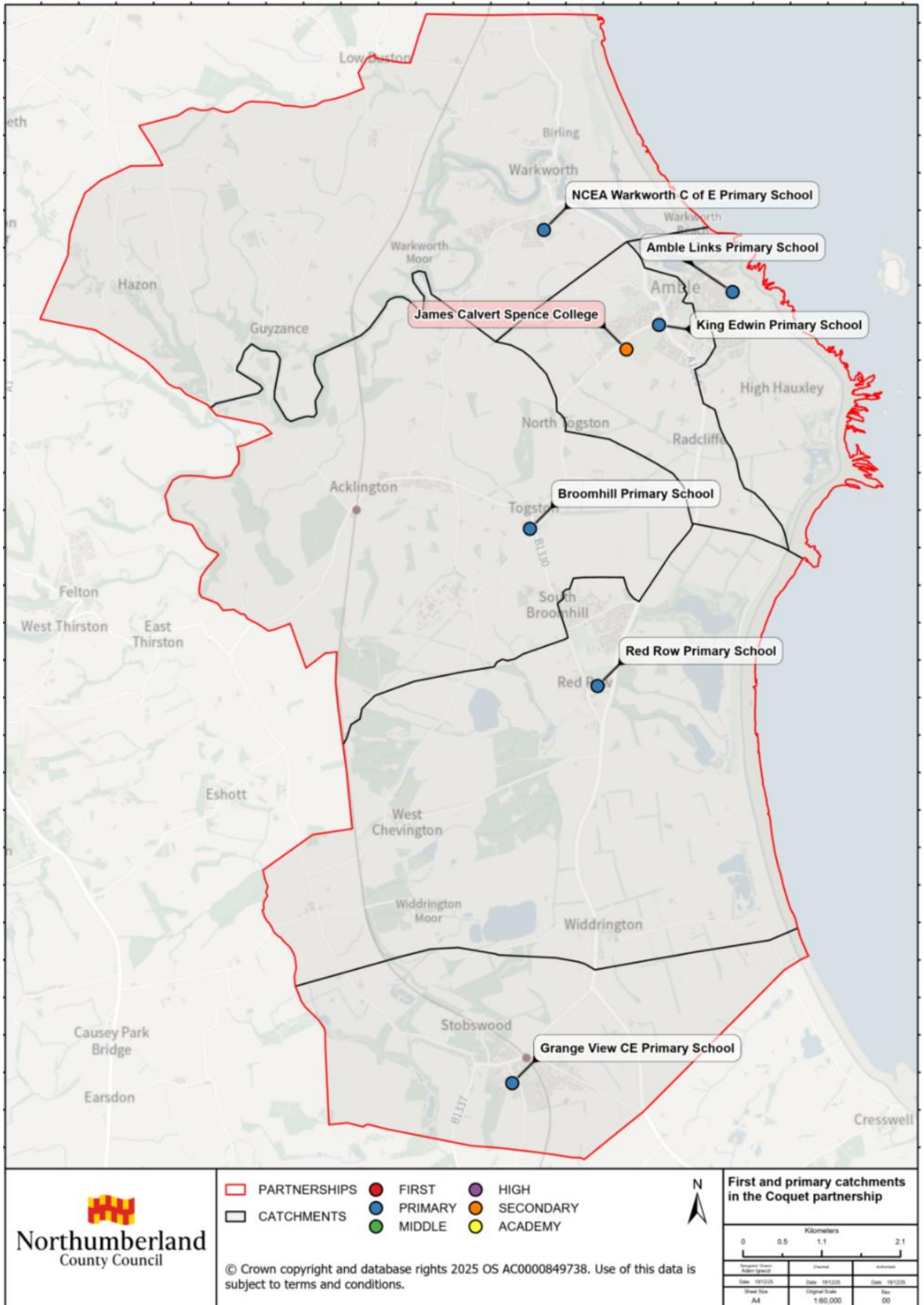
Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	374	398	420	397	443	430	427	387	433	389	356	353	130	98	5035
2026	363	379	401	426	400	442	432	398	388	428	382	352	114	117	5023
2027	394	364	376	401	423	394	438	397	393	379	415	372	113	102	4962
2028	388	395	362	376	399	417	391	403	393	384	367	405	120	101	4901
2029	370	389	395	364	376	395	416	361	401	385	374	359	131	107	4822
2030	378	371	388	397	363	372	393	384	359	393	375	366	116	117	4772
2031	378	379	371	390	396	359	370	363	381	352	383	367	118	104	4712
2032	382	379	378	373	390	392	358	342	361	374	342	375	119	106	4669
2033	379	383	379	380	372	386	390	330	340	354	364	335	121	106	4619
PAN TOTALS	510	510	510	510	465	465	465	404	404	464	435	435	300	275	6152

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.6 Coquet Partnership (Amble)





School Organisation and Resources

The Coquet Partnership currently has 6 first schools and one age 11-18 school

School/Academy	Admissions Authority/Governance
Amble Links Primary	NCC
Broomhill Primary	NCC
Grange View CE Primary	NCC
King Edwin Primary	NCC
NCEA Warkworth CE Primary	NCEA
Red Row Primary	NCC
James Calvert Spence College JCSC - age 11-18)	NCC

Coquet Partnership is unusual in Northumberland in that the majority of schools, including the secondary school, remain under the control of the Council. The partnership has now reorganised to the 2-tier (primary/secondary) structure beginning in September 2024. While the high school would have been replaced whether or not reorganisation was implemented, it has enabled the £33.5m investment in the replacement of the JCSC buildings to be made in line with reorganisation in order to ensure that the buildings are appropriate for generations to come.

After remaining steady for some time, birth data for Coquet Partnership is showing signs of a steady trend of decline, although there is some variation in this decline between schools.

Coquet Partnership GP/Birth Data September 2025

R (2029)	R (2028)	R (2027)	R (2026)	R (2025)	R (2024)	R (2023)	R (2022)	R (2021)	R (2020)	Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
										01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
										To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
										31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
										89	84	106	112	113	119	131	139	140	133	132	137	151	115	147	141

Coquet Partnership currently has 31% surplus places, increasing from 26% since the last version of this plan. Most pupils at primary phase attend schools in the Coquet catchment, whereas historically around 68% of secondary age pupils attend James Calvert Spence College (JCSC), with other pupils attending neighbouring partnership schools, mainly The Duchess High School in Alnwick. However, with reorganisation of the partnership and the construction of a new building for JCSC for September 2026, and the planned reduction of the PAN at The Duchess High School, it is envisaged that more students will remain within Coquet for their secondary years.



School Organisation and Resources

There is also very little inward flow of pupils into the Coquet partnership, with only 2% of pupils at first school and secondary phase residing in other partnerships. The good news is that a further 783 homes are planned to be built in the partnership up to 2028/29 and hopefully this will reduce or even reverse the birth rate even in some primary phase catchments.

The forecast below indicates surplus places may increase slightly in future years, but this may be counter-acted to a degree by the impact of reorganisation and house-building in the next few years as stated above.

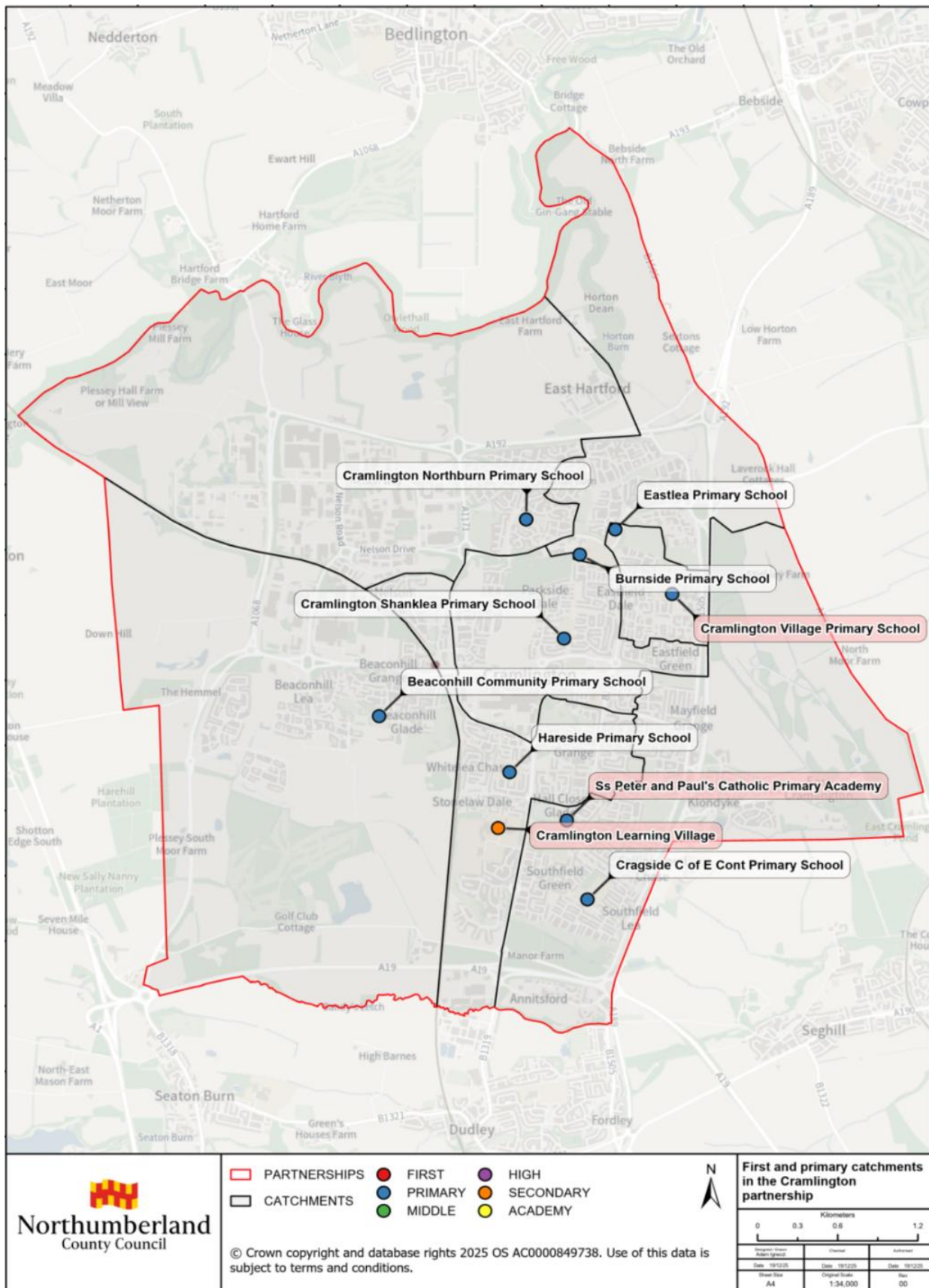
Final Forecasts														NOR	
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	109	123	120	125	111	113	103	107	104	94	93	85	49	19	1355
2026	107	114	128	125	130	113	118	104	111	109	96	96	41	30	1424
2027	108	111	115	129	125	128	115	115	104	112	107	96	43	25	1433
2028	101	111	111	114	128	122	127	110	113	104	108	105	42	27	1421
2029	81	104	109	108	112	122	119	120	106	111	99	104	46	26	1365
2030	101	83	102	106	106	107	120	113	116	104	105	95	46	29	1332
2031	99	103	81	100	104	101	105	113	109	114	99	101	42	29	1301
2032	97	101	102	80	98	100	100	100	111	108	109	96	46	26	1276
2033	95	98	99	100	79	94	98	95	97	109	103	106	44	29	1244
PAN TOTALS	159	159	159	149	149	141	141	120	120	120	120	120	90	90	1837

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.7 Cramlington Partnership





School Organisation and Resources

Cramlington Partnership was the first partnership in Northumberland to be reorganised to the primary/ secondary system in 2007.

School/Academy	Admissions Authority/Governance
Beaconhill Primary	NCC
Burnside Primary	NCC
Cragside CE Primary	NCC
Cramlington Village Primary	Cramlington Village Primary Trust
Eastlea Primary	NCC
Hareside Primary	NCC
Northburn Primary	NCC
Shanklea Primary	NCC
St Peter and St Paul's Catholic Primary	Bishop Bewick Catholic Education Trust
Cramlington Learning Village (CLV)	CLV Trust

Most pupils living in Cramlington in the primary phase attend one of the town's schools, but there is much cross-over between partnerships. Around 9% of pupils on roll at the schools reside in neighbouring partnerships, with around 4% attending from out of county. Cramlington Learning Village (CLV) is the feeder secondary academy with a PAN of 350 and is a popular choice both within its own greater catchment with around 86% of catchment pupils attending.

Cramlington Partnership GP/Birth Data September 2025

R (2029)	R (2028)	R (2027)	R (2026)	R (2025)											
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
248	300	256	270	266	268	291	302	289	335	282	277	263	353	321	311

In spite of the considerable house building in the partnership over recent years, the number of children being born in the partnership has been in decline for a considerable number of years. The reasons for this are not known, but it may be due to many of the estates in the town becoming mature, while families may be delaying having children. As a result, surplus places in the partnership have increased slightly from 13% at the last version of this plan to 14% currently. Furthermore, as a result of the popularity of schools in Cramlington with parents living in neighbouring partnerships and in North Tyneside, student numbers in the schools are boosted otherwise surplus places would be higher.

Cramlington has the largest number of homes planned to be built in the county by 2028/29, being 1,100. However, until there is a clear trend identified that births at primary phase are increasing and increased places required from in-catchment students, there is no current requirement to create additional capacity in schools in the partnership. However, the situation in Cramlington is being closely monitored.



School Organisation and Resources

The forecast below indicates there are a further couple of large cohorts currently in primary schools coming through the Cramlington system; however, CLV was provided with additional capacity for a recent large cohort and is unlikely to require additional capacity to manage the forthcoming bulge years.

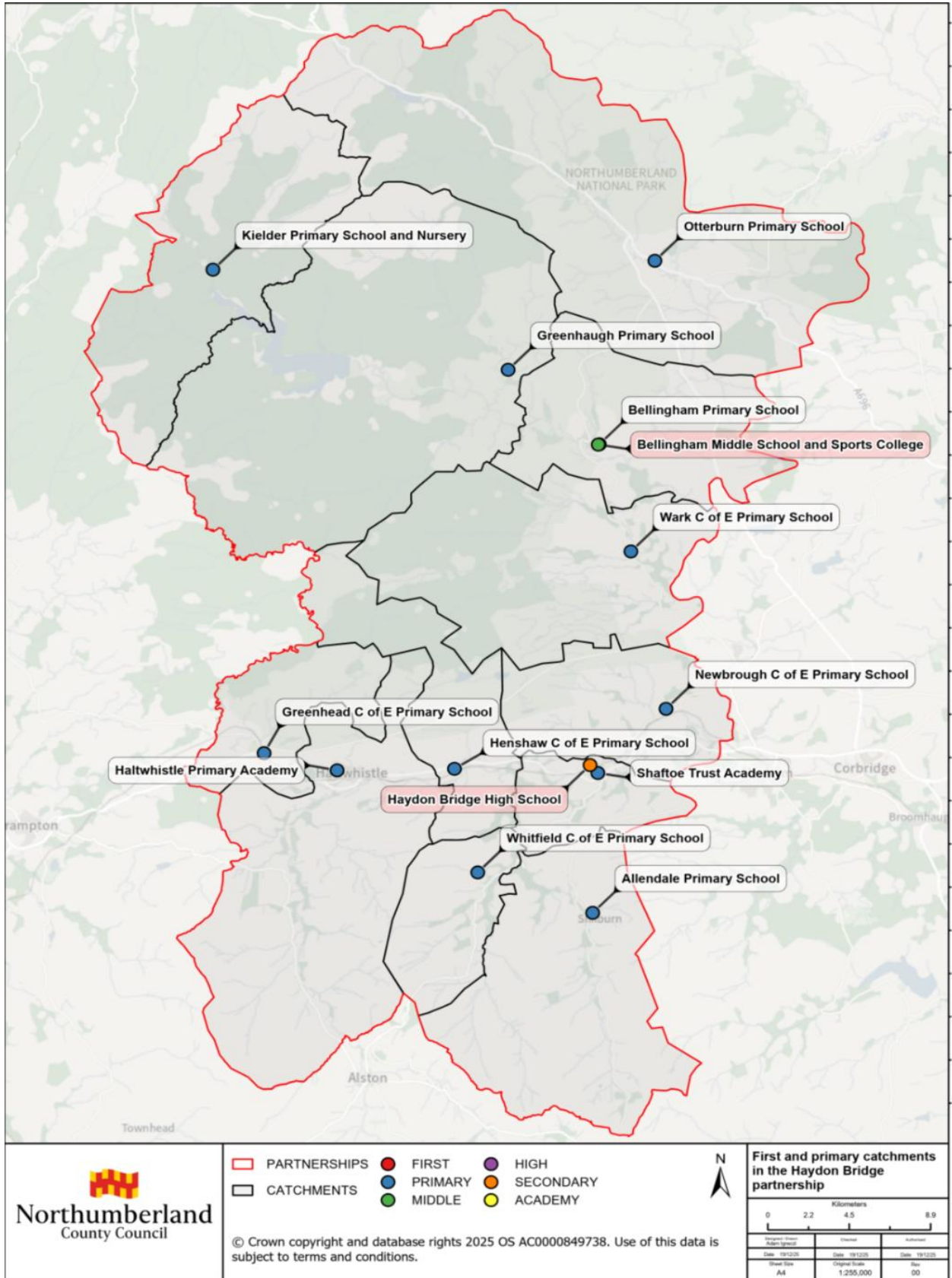
Final Forecasts																	NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS		
Actual Jan 2025	325	350	349	343	374	340	349	339	385	350	346	340	137	124	4451		
2026	319	341	370	371	360	394	355	367	351	399	359	360	144	125	4615		
2027	323	327	345	377	373	365	395	358	364	350	394	359	147	132	4610		
2028	306	331	331	351	379	378	365	398	355	363	345	393	147	134	4576		
2029	355	311	332	334	351	382	376	366	392	352	356	342	162	134	4543		
2030	323	359	312	335	333	352	379	376	360	388	344	352	141	147	4504		
2031	323	327	363	317	337	337	352	381	372	358	382	343	147	129	4468		
2032	323	325	331	370	319	341	337	355	378	371	353	382	144	134	4461		
2033	323	324	327	335	370	321	339	338	350	376	364	351	161	131	4410		
PAN TOTALS	375	375	390	390	390	390	390	350	350	350	350	350	250	200	4900		

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.8 Haydon Bridge Partnership





School Organisation and Resources

With the exception of Bellingham Middle School, Haydon Bridge Partnership is now organised as primary/secondary provision effective from September 2019.

School/Academy	Admissions Authority/Governance
Allendale Primary	NCC
Bellingham Primary	Foundation Trust
Greenhaugh Primary	NCC
Greenhead CE Primary	Durham and Newcastle Diocesan Learning Trust
Haltwhistle Primary	WISE Academies
Henshaw CE Primary	Durham and Newcastle Diocesan Learning Trust
Kielder Primary	NCC
Newbrough CE Primary	Durham and Newcastle Diocesan Learning Trust
Otterburn Primary	NCC
Shaftoe Trust Primary	WISE Academies
Wark CE Primary	Durham and Newcastle Diocesan Learning Trust
Whitfield CE Primary	Good Shepherd Learning Trust
Bellingham Middle	Foundation Trust
Haydon Bridge High School	Foundation Trust

There is very little inward flow of pupils into the secondary schools in the partnership either from other partnerships or neighbouring authorities, whereas those primaries bordering the neighbouring authorities of Durham and Cumbria do gain a small number of students from those counties. Birth rates in this partnership fluctuate over time due its rural nature, as can be seen in the table below although on a clear downward trend. However, overall the decline in birth rate in this partnership has not been as severe over time as in some other partnerships.

Haydon Bridge Partnership GP/Birth Data September 2025

Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
114	100	108	112	111	128	143	141	162	145	129	135	148	157	131	145



School Organisation and Resources

Surplus places in the Haydon Bridge Partnership as a whole have increased to 51% as a result of the continuing fall in birth numbers. This is a rise of 3% since the last version of this plan and the partnership continues to have the highest surplus places in the county. Furthermore, with only around 156 houses planned to be built up to 2028/29 it is not expected that this any additional pupils arising from new housing will have any noticeable impact on the number of surplus places.

Surplus places in neighbouring Hexham Partnership continue to enable parents to exercise parental preference for schools in that partnership; this impacts both primaries in the Haydon Bridge Partnership and the high school itself, in particular.

The student forecast below to 2032/33 indicates a slow decline in numbers in the primary and secondary phases; any changes made to schools in Hexham Partnership or to Bellingham Middle may have a positive impact on numbers in Haydon Bridge.

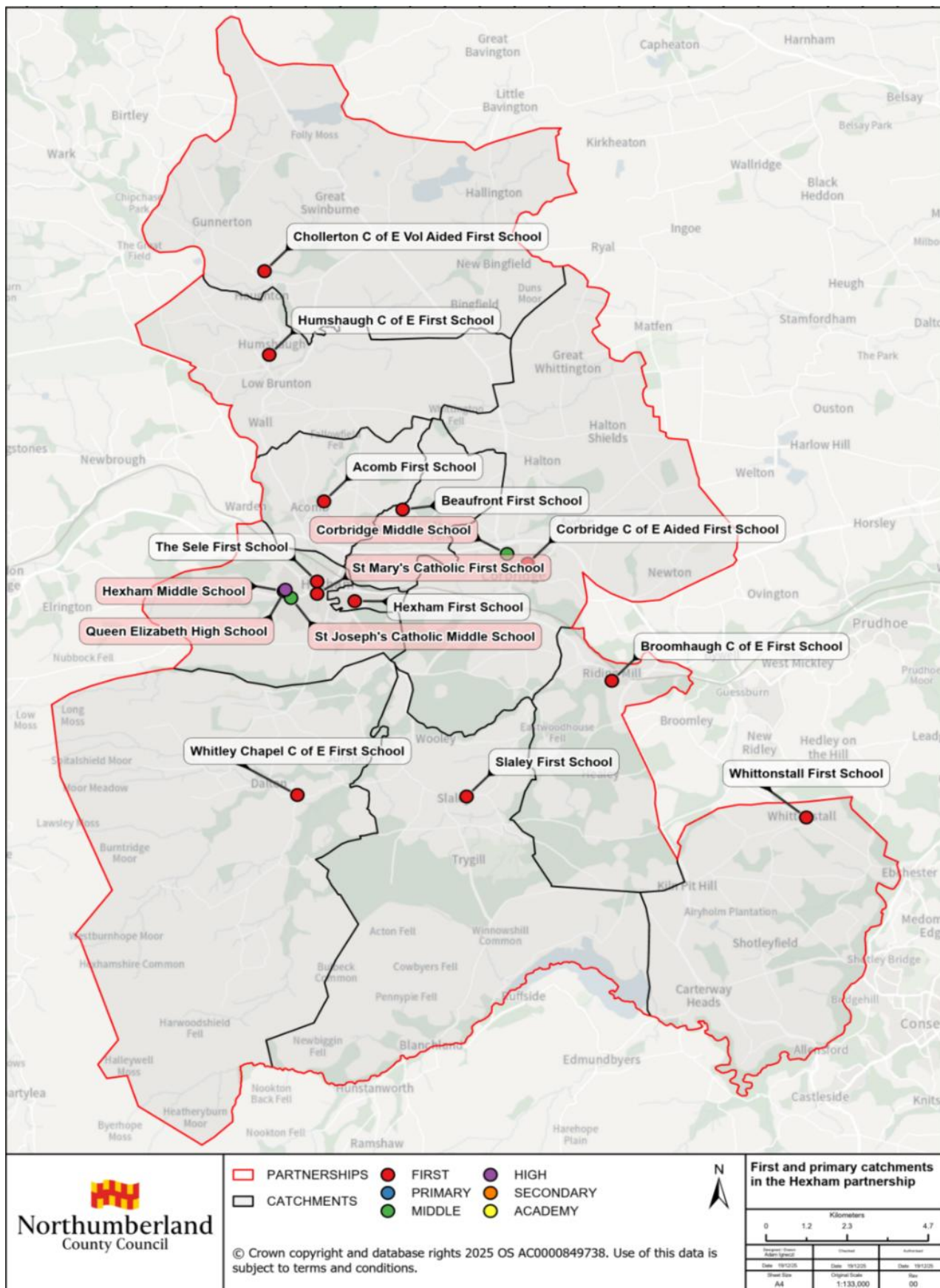
Final Forecasts														NOR	
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	109	124	125	146	122	83	101	84	91	73	75	73	34	20	1260
2026	100	105	124	125	144	102	80	79	81	81	74	73	34	21	1223
2027	102	97	106	125	124	121	99	64	77	73	82	72	33	20	1194
2028	98	99	97	106	123	104	117	78	62	69	74	80	33	20	1160
2029	91	95	98	97	104	103	100	91	75	55	69	71	36	20	1103
2030	100	88	95	98	95	87	99	78	88	67	55	67	32	22	1071
2031	98	97	88	95	96	80	84	78	76	78	67	54	30	19	1040
2032	97	95	97	87	92	80	76	66	75	67	78	65	24	18	1017
2033	96	93	94	95	85	76	76	59	62	65	66	74	29	14	983
PAN TOTALS	191	191	191	201	201	261	261	180	180	180	65	120	150	100	2472

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.9 Hexham Partnership





School Organisation and Resources

Hexham Partnership is one of the 4 partnerships remaining in the County that continue to be is organised within the 3-tier system.

School/Academy	Admissions Authority/Governance
Acomb First	NCC
Beaufront First	NCC
Broomhaugh CE First	Governing Body (VA)
Chollerton CE First	Governing Body (VA)
Corbridge CE First	Governing Body (VA)
Hexham First	NCC
Humshaugh CE First	Governing Body (VA)
Slaley First	NCC
St Mary's Catholic First	Bishop Wilkinson Catholic Education Trust
The Sele First	NCC
Whitley Chapel CE First	Governing Body (VA)
Whittonstall First	Cheviot Trust
Hexham Middle School	Hadrian Trust
Corbridge Middle School	NCC
St Joseph's Catholic Middle	Bishop Wilkinson Catholic Education Trust
Queen Elizabeth II High School	Hadrian Trust

In comment with other partnerships in the far west and north of the county, the birth rate in the Hexham Partnership continues to be in steady decline as demonstrated in the table below, although there is some variation in the rate of decline between schools.

Hexham Partnership GP/Birth Data September 2025

	R (2029)	R (2028)	R (2027)	R (2026)	R (2025)										
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
122	144	117	155	133	148	155	187	168	205	176	201	177	200	176	172



School Organisation and Resources

The Council has begun to take action to counteract the impact of surplus places in the Hexham Partnership by reducing the PAN at The Sele First School from 84 to 60 from September 2026. However, the continuing viability and sustainability of the first schools in particular in the partnership is becoming more difficult and further proposals are likely to be needed in the near future.

A positive for the partnership is that many of its schools are popular with neighbouring partnerships and neighbouring authorities, with around 8% of students from out of county, mainly Durham. The middle and secondary schools also benefit from this, with inward flow from out of county is higher at around 9%; the exception is St Joseph's Catholic Middle which has had fewer students joining its Year 5 in recent years (note RC schools do not have catchment areas).

Overall, there are 14% surplus places in the partnership, which is a rise of 4% on the last version of this plan. However, by phase there are 24% surplus places in first schools; the middles have 10% and the high school has 6% but their numbers are supported by the inward flow from Durham and neighbouring partnerships.

In relation to housebuilding, there are only around 156 houses planned to be built in the Hexham Partnership area up to 2028/29, so students arising from new houses will not have any noticeable impact on surplus places. The need to consider the impact on the environment of large numbers of children being transported by car significant distances past catchment and other schools has been highlighted under Section 4.2 Surplus Places.

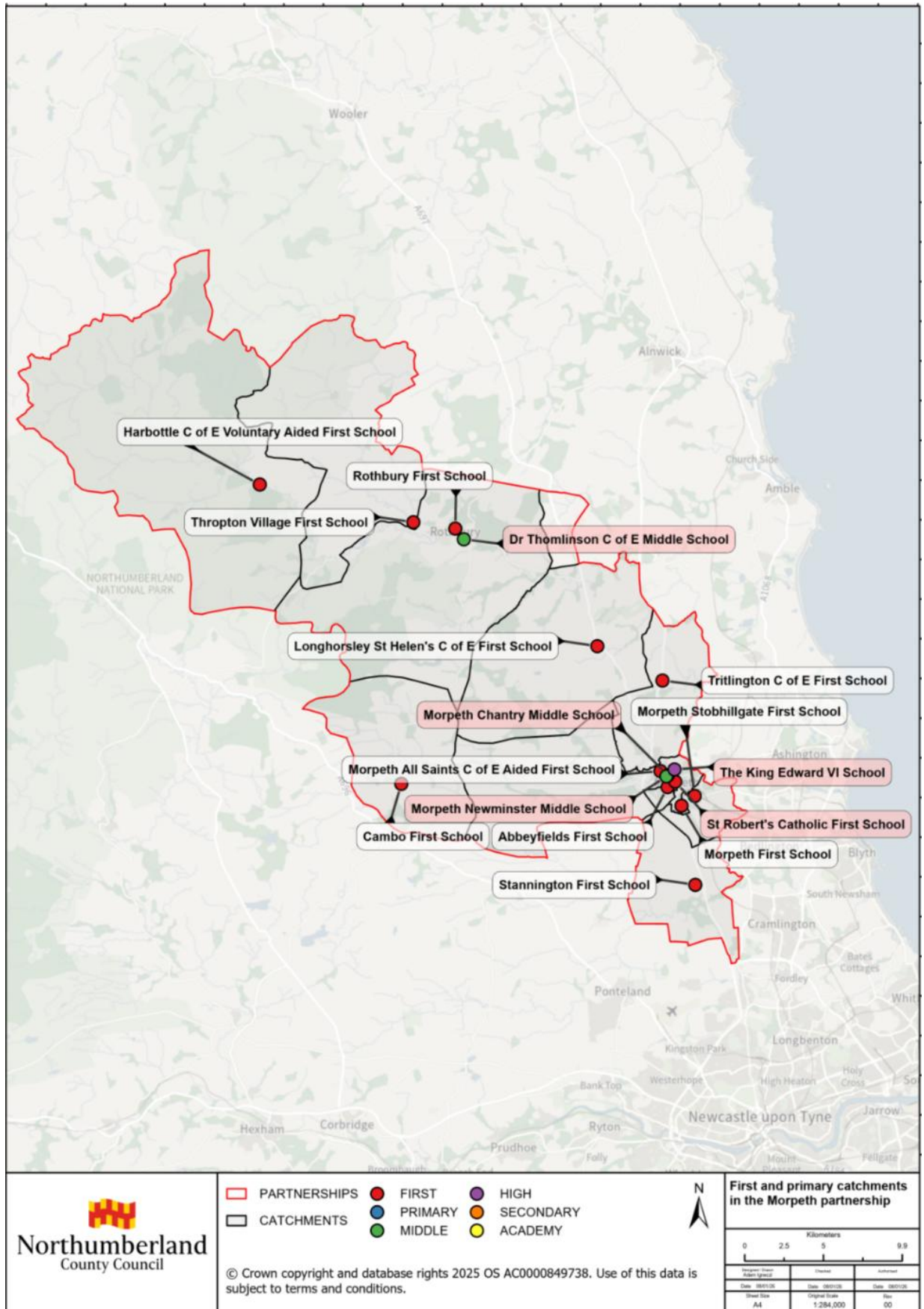
Final Forecasts														NOR	
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	196	194	212	197	247	262	279	293	305	307	313	301	200	185	3491
2026	165	199	200	216	202	292	271	294	296	326	309	314	193	197	3474
2027	192	167	202	200	218	235	298	282	294	313	325	307	200	190	3424
2028	145	194	169	202	202	253	241	310	282	311	313	322	196	196	3335
2029	178	146	196	168	204	235	259	250	310	298	310	310	206	193	3262
2030	175	179	147	196	170	238	240	270	250	329	298	308	199	203	3200
2031	170	175	181	148	198	199	243	250	270	265	328	296	197	195	3118
2032	172	171	178	182	150	232	204	254	251	286	265	326	190	194	3055
2033	168	172	174	179	184	175	238	213	255	266	286	263	210	187	2969
PAN TOTALS	274	274	274	274	274	330	330	330	330	306	306	306	250	250	4108

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.10 Morpeth Partnership





School Organisation and Resources

Morpeth Partnership one of the four remaining partnerships in Northumberland organised within the 3-tier system.

School/Academy	Admissions Authority/Governance
Abbeyfields First	Cheviot Trust
Cambo First	NCC
Harbottle CE First	Cheviot Trust
Longhorsley St Helen's CE First	Cheviot Trust
Morpeth All Saints	Cheviot Trust
Morpeth First	NCC
Rothbury First	NCC
St Robert's Catholic First	Bishop Bewick Catholic Education Trust
Stannington First	NCC
Stobhillgate First	Cheviot Trust
Thropton Village First	Cheviot Trust
Tritlington CE First	Governing Body (VA)
Chantry Middle	Cheviot Trust
Newminster Middle	Cheviot Trust
Dr Thomlinson's CE Middle	Cheviot Trust
King Edward VI High (KEVI)	Cheviot Trust

In spite of significant housebuilding within the Morpeth Partnership over the last few years, the birth rate appears to have reached its high point with the current Year 4 and has been on a slow but steady decline since. However, there are around a further 963 houses planned within the partnership up until 2028/29, therefore birth numbers may rally.

Morpeth Partnership GP/Birth Data September 2025

R (2029)		R (2028)		R (2027)		R (2026)		R (2025)							
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
185	184	201	202	218	212	221	217	280	264	243	233	199	229	166	189

As a result of falling numbers, here are 15% surplus places at the partnership level, which has risen from 9% at the last version of this plan. However, this masks variation in the number of surplus places at individual first schools, with some of the smaller, rural schools in the partnership in particular experiencing a significant and continuing fall in birth rate in recent years, while some town schools have steady or even increasing births in their catchments (likely due to housebuilding).



School Organisation and Resources

Morpeth Partnership schools, particularly those located in and around Morpeth Town, continue to be some of the most popular in the county and therefore surplus places in the town schools will continue to be taken up by students from neighbouring partnerships while they remain in the system.

With the exception of Dr Thomlinson's Middle School which continues to have falling numbers in its catchment, the other middle schools have relatively steady numbers, again probably due to the housebuilding in the partnership. It is therefore expected that these additional pupils living in the town middle school catchments will reduce surplus places with the consequential impact of reducing the number of out of catchment students coming into the Morpeth school system. While the falling numbers of pupils at KEVI at Year 9, these are in fact taken up by out of catchment students. As a result of the popularity of Morpeth Schools, in particular those within the town of Morpeth itself, the forecast for pupil numbers in the partnership does not raise any concerns. Any future bulge year groups at middle or high phase in Morpeth town will be able to be accommodated by the capacity added to those schools in recent years.

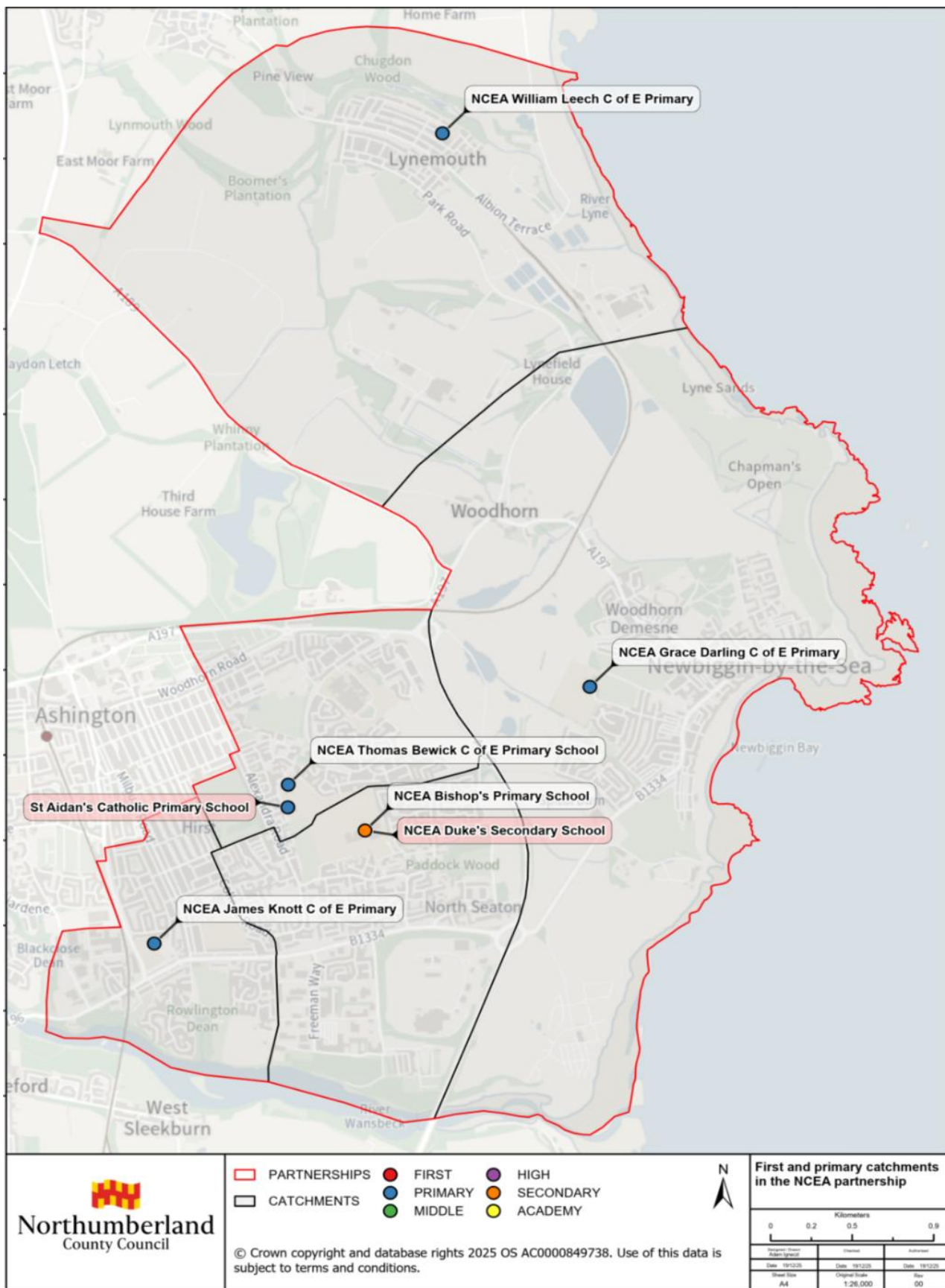
Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	272	274	268	320	290	312	312	315	366	320	323	337	182	180	4071
2026	267	287	288	280	332	312	325	325	326	380	329	330	207	169	4155
2027	250	280	294	293	284	346	315	327	326	330	378	326	196	192	4136
2028	248	261	286	299	297	296	349	316	327	329	328	375	193	182	4087
2029	225	257	263	285	298	305	294	348	314	327	324	322	223	179	3961
2030	255	236	261	265	287	309	305	295	348	316	325	320	192	206	3920
2031	250	266	243	267	270	301	313	310	298	353	317	324	191	178	3881
2032	246	261	271	245	269	280	302	314	310	300	351	314	192	177	3832
2033	243	256	266	271	245	277	279	302	312	310	297	346	185	178	3767
PAN TOTALS	320	327	327	327	327	316	316	316	316	320	320	320	250	250	4352

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.11 Northumberland Church of England Academy Partnership





School Organisation and Resources

The Northumberland Church of England Academy Trust was established in 2009 and includes those schools that had formed part of the former Hirst Partnership, with schools based in Hirst, Newbiggin-by-the-Sea and Lynemouth. NCEA Castle School which provides specialist education was also established at this time.

NCEA Warkworth CE Primary in Coquet Partnership and NCEA Harry Hotspur in Alnwick Partnership also form part of the NCEA Trust, but for pupil place planning purposes the Council these schools are included in their respective partnerships.

School/Academy	Admissions Authority/Governance
NCEA Bishop's Primary	NCEA
NCEA Grace Darling Primary	NCEA
NCEA James Knott Primary	NCEA
NCEA Thomas Bewick Primary	NCEA
NCEA William Leech Primary	NCEA
NCEA The Dukes Secondary	NCEA
NCEA Castle School (Special)	NCEA
St Aidan's Catholic Primary*	Bishop Bewick Catholic Education Trust

*St Aidan's is not a feeder school to NCEA Duke's Secondary but due to its location is included in the number of school places available in this partnership area for planning purposes.

While birth data in the NCEA catchment area has fluctuated form year to year, it has been generally steady. Numbers of students being born in the partnership exceeded the number of school places available even just 3 years ago, but as some parents expressed a preference to send their children to schools in other partnerships (e.g. Ashington) this did not cause an issue with places. However, as can be seen from the table below, there is also now a trend of falling numbers in NCEA's catchment area.

NCEA Partnership GP/Birth Data September 2025

R (2029)	R (2028)	R (2027)	R (2026)	R (2025)											
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
188	202	228	228	250	206	214	263	252	240	248	248	290	249	250	282

The partnership currently has 25% surplus places overall, which has increased from 22% since the last version of this plan. It had been expected that as students living in Ashington Partnership were no longer able to take up places in Morpeth Partnership due to housebuilding, the expected consequence would be that the



School Organisation and Resources

would also reduce over time. However, as the birth rate in Morpeth also appears to be declining, the impact of housebuilding in the town on numbers of students entering the system from other partnerships may not be as marked as envisaged. Therefore, if places continue to remain in Ashington Partnership that can be taken up by NCEA students particularly in the secondary phase, and there is a falling roll in the NCEA Partnership, the impact of this on NCEA school will need to be carefully monitored in the coming years.

There are around 428 houses to be built in the NCEA partnership up to 2028/29, and this may have some positive impact on local NCEA primaries, but it is unlikely to impact the secondary phase if students continue to be able to access surplus places in Ashington. As a result of the factors in play set out, it is not envisaged that any additional capacity will be needed to be added to schools in NCEA Partnership in the short to medium term.

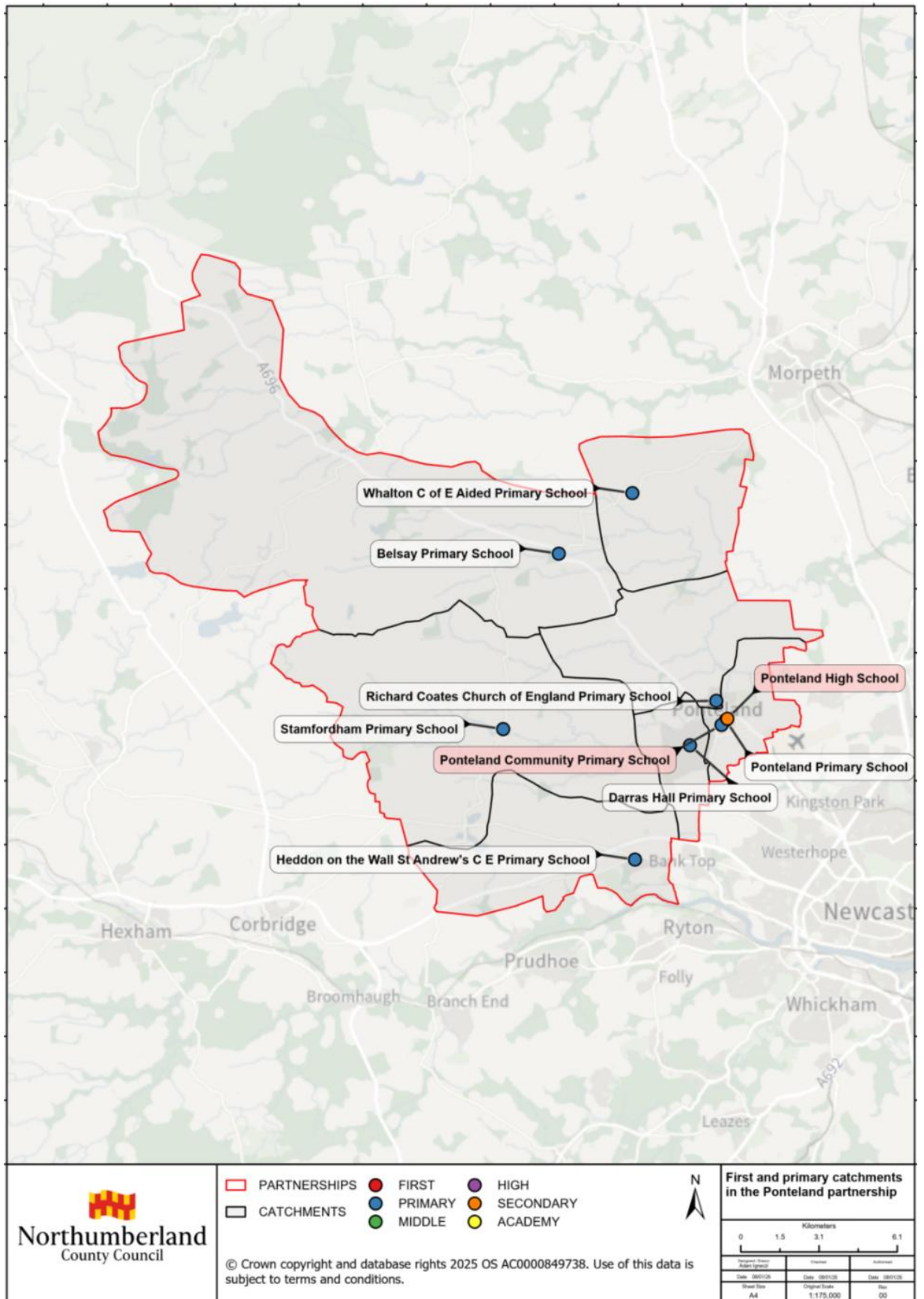
Final Forecasts															NOR
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	133	165	185	174	180	188	188	201	198	192	185	189	49	34	2261
2026	176	140	173	194	188	191	199	214	210	209	204	200	49	41	2389
2027	161	179	139	170	195	184	184	205	202	198	195	191	48	41	2291
2028	160	163	178	138	173	194	182	197	200	198	193	193	49	40	2259
2029	142	163	163	178	141	173	193	195	192	196	193	191	49	41	2211
2030	154	144	162	162	182	140	172	206	189	188	191	191	49	41	2170
2031	157	155	143	161	165	181	138	182	200	185	183	188	49	41	2127
2032	153	158	154	141	163	164	178	147	177	195	180	180	49	41	2079
2033	152	154	157	153	144	163	162	190	142	173	190	177	47	41	2045
PAN TOTALS	240	240	240	240	240	240	240	190	190	190	190	210	210	210	3070

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.12 Ponteland Partnership





School Organisation and Resources

Ponteland Partnership was organised to the primary/secondary structure between 2017 to 2019.

School/Academy	Admissions Authority/Governance
Belsay Primary	Pele Trust
Darras Hall Primary	Pele Trust
Heddon-on-the-Wall CE Primary	Pele Trust
Ponteland Primary	Pele Trust
Richard Coates CE Primary	Pele Trust
Ponteland Community Primary	Ponteland Academy Trust
Stamfordham Primary	NCC
Whalton CE VA Primary	Governing Body (VA)
Ponteland High School	Pele Trust

The birth rate in Ponteland Partnership has fluctuated for many years with significant surplus places in primary and secondary phases.

Ponteland Partnership GP/Birth Data September 2025

R (2029) R (2028) R (2027) R (2026) R (2025)

Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
105	138	120	95	119	136	154	150	149	161	147	141	132	130	108	124

For the moment, Ponteland schools are highly popular with parents in the neighbouring Newcastle local authority and therefore surplus places do not present an issue for this partnership. Overall, around 37% of students on roll in schools in Ponteland Partnership live out of county at primary phase, while in secondary phase this rises to around 40%. There has been an uncharacteristically low Reception Year in September 2025 and this will need to be monitored to establish whether this is an anomaly or a clear downward trend.

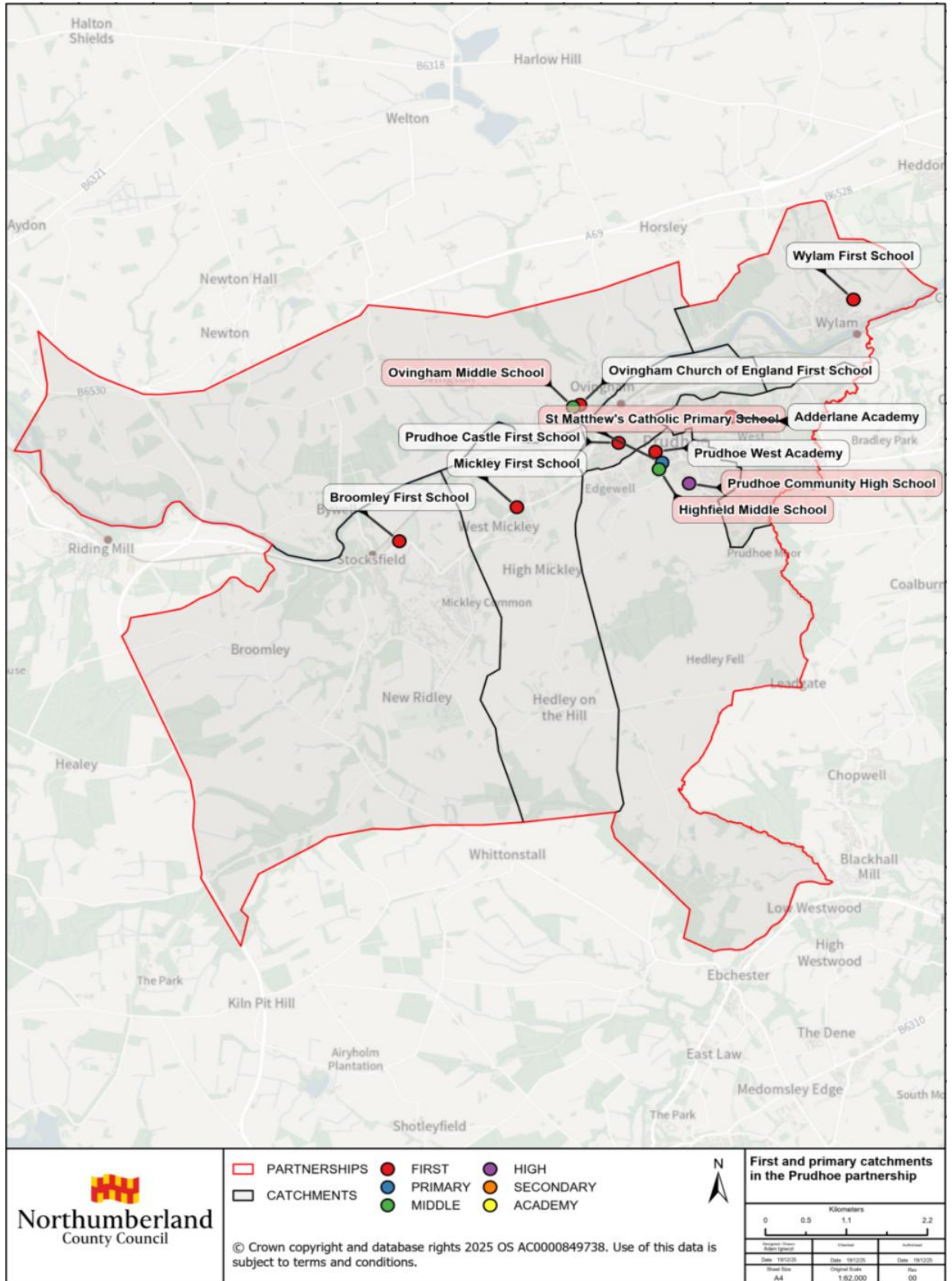
Final Forecasts	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR
Year Group															TOTALS
Actual Jan 2025	215	247	245	248	274	248	254	244	249	274	254	246	157	121	3276
2026	188	219	259	251	257	279	250	234	245	244	274	254	139	151	3244
2027	149	191	228	264	258	260	280	230	234	239	243	273	143	134	3125
2028	189	152	198	232	270	261	260	256	228	227	237	241	154	137	3042
2029	217	191	158	201	238	274	262	239	255	223	226	236	136	147	3004
2030	191	220	199	161	207	242	275	240	238	249	222	225	133	131	2934
2031	186	194	229	203	166	210	242	252	240	232	248	221	127	128	2879
2032	186	189	202	233	209	168	211	222	252	234	231	247	125	122	2831
2033	194	189	197	206	240	212	168	193	222	246	233	230	140	120	2789
PAN TOTALS	250	280	280	280	280	310	310	240	240	240	240	240	200	150	3540

Key: PAN - Planned Admission Number. NOR - Number on Roll



School Organisation and Resources

7.13 Prudhoe Partnership





School Organisation and Resources

Prudhoe Partnership is one of the four remaining partnerships to be organised in the 3-tier system in the County, with the exception of St Matthew's Catholic Primary.

School/Academy	Admissions Authority/Governance
Broomley First	Cheviot Trust
Mickley First	Cheviot Trust
Ovingham CE First	Cheviot Trust
Prudhoe Adderlane First	WISE Academies
Prudhoe Castle First	Cheviot Trust
Prudhoe West First	WISE Academies
St Matthew's Catholic Primary	Bishop Wilkinson Catholic Education Trust
Wylam First	Cheviot Trust
Highfield Middle	Cheviot Trust
Ovingham Middle	Cheviot Trust
Prudhoe High School	Cheviot Trust

As can be seen in the table below, the birth rate in Prudhoe Partnership has been in steady decline effectively from since the current Year 4 joined Reception classes, although the years before they joined fluctuated in numbers, significantly in some cases.

Prudhoe Partnership GP/Birth Data September 2025

R (2029)		R (2028)		R (2027)		R (2026)		R (2025)							
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
111	108	110	128	133	136	167	161	166	205	165	198	179	177	190	164

There are currently 22% surplus places in the partnership, up from 20% in the last version of this plan. However, this masks that there are 33% surplus places in the first school phase. Some schools do benefit from a small percentage of pupils coming in from neighbouring partnerships and neighbouring local authority areas (Gateshead LA in particular). However, as can be seen from the above birth data, cohorts joining Reception classes are set to fall for the foreseeable future with the surplus places continuing to rise.

There are around 370 houses planned to be built in the partnership up to 2028/29, the number of children arising from new homes is unlikely to reduce the number of surplus places to any noticeable extent and is likely to have a minimal positive impact on only a small number of schools. In order to address the viability and sustainability issues that the growing surplus places is creating in the partnership, the Cheviot Trust consulted on proposals for amalgamations of 4 of their schools into 2 in 2025; however, these proposals were withdrawn while the Trust reviews the initial feedback from parents, staff and the wider community.



School Organisation and Resources

As a result of St Matthew's Roman Catholic School becoming a primary some years ago, students on roll there do not join middle schools in the partnership and continue on the RC pathway to St Thomas More in Gateshead for secondary education.

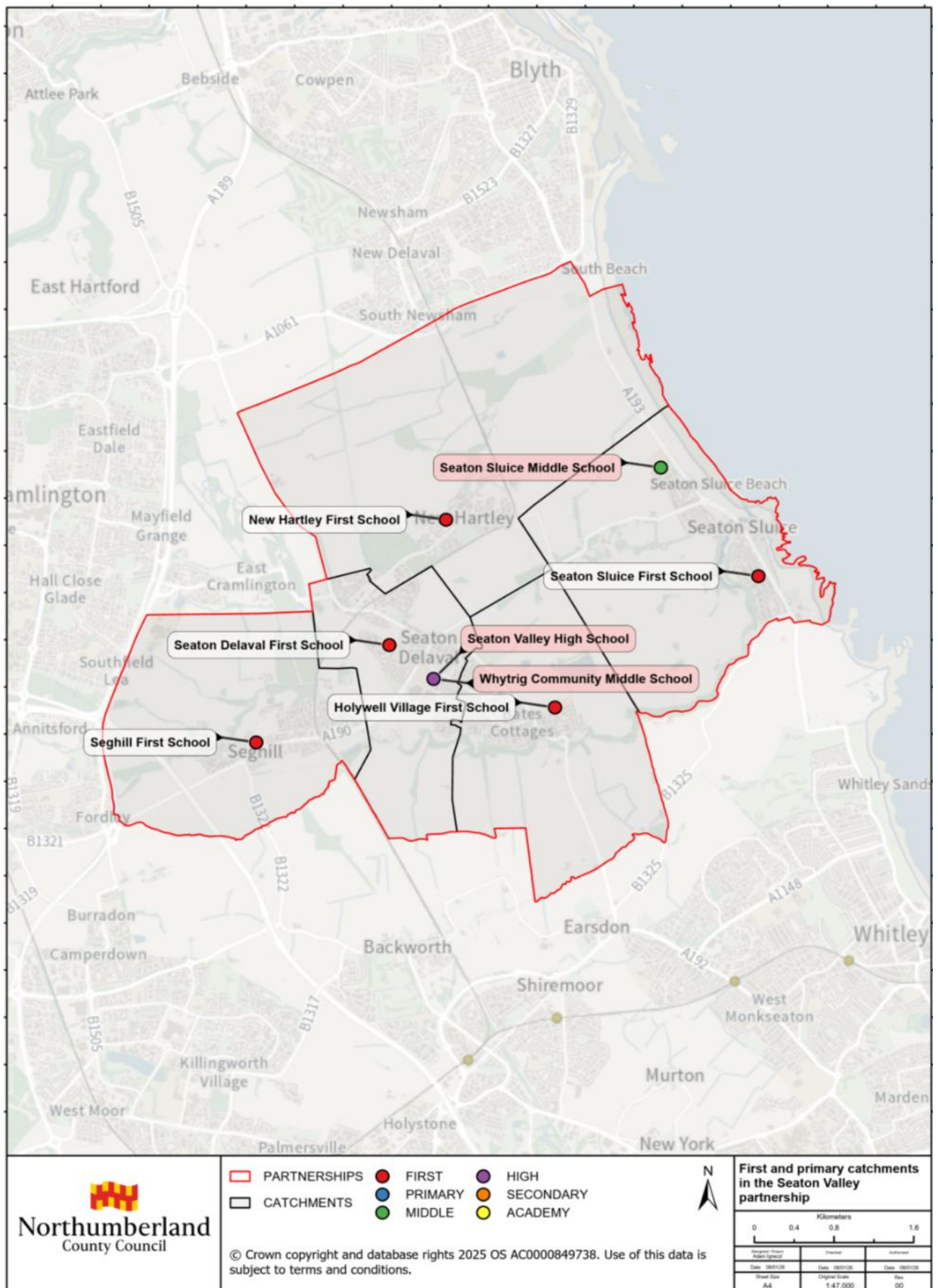
The forecast below shows significantly reducing cohorts throughout the first, middle and high phases to 2032/33.

Final Forecasts Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	NOR TOTALS
Actual Jan 2025	146	167	149	158	205	172	196	192	178	198	159	173	106	100	2299
2026	137	148	169	152	163	204	177	186	198	175	201	160	93	101	2265
2027	133	139	148	170	155	161	208	167	190	193	176	199	84	89	2211
2028	114	134	138	148	172	152	164	195	170	185	193	175	105	81	2127
2029	112	115	133	137	149	169	154	152	197	164	184	191	91	100	2049
2030	127	111	112	130	137	144	169	141	153	189	162	180	100	87	1942
2031	123	126	109	110	130	133	145	156	142	146	187	158	95	96	1857
2032	121	122	125	108	112	128	134	135	159	138	146	185	85	91	1789
2033	119	120	121	125	110	110	129	125	137	154	138	145	99	81	1712
PAN TOTALS	251	251	251	251	251	242	242	216	216	220	220	220	150	150	3131

Key: PAN - Planned Admission Number. NOR - Number on Roll



7.14 Seaton Valley Partnership





School Organisation and Resources

Seaton Valley Partnership is the final of the 4 school partnerships to remain organised in the 3-tier system in Northumberland.

School/Academy	Admissions Authority/Governance
Holywell Village First	NCC
New Hartley First	NCC
Seaton Delaval First	NCC
Seaton Sluice First	NCC
Seghill First	NCC
Seaton Sluice Middle	NCC/Seaton Valley Federation
Whytrig Middle School	NCC /Seaton Valley Federation
Seaton Valley High School	NCC/Seaton Valley Federation

The number of children being born in the Seaton Valley Partnership fluctuates from year to year but is bucking the trend compared to every other partnership by not showing a clear trend of falling birth numbers, at the moment.

Seaton Valley Partnership GP/Birth Data September 2025

	R (2029)	R (2028)	R (2027)	R (2026)	R (2025)										
Age 0	Age 1	Age 2	Age 3	Age 4	Age 5	Age 6	Age 7	Age 8	Age 9	Age 10	Age 11	Age 12	Age 13	Age 14	Age 15
01.09.24	01.09.23	01.09.22	01.09.21	01.09.20	01.09.19	01.09.18	01.09.17	01.09.16	01.09.15	01.09.14	01.09.13	01.09.12	01.09.11	01.09.10	01.09.09
To	To	To	To	To	To	To	To	To	To	To	To	To	To	To	To
31.08.25	31.08.24	31.08.23	31.08.22	31.08.21	31.08.20	31.08.19	31.08.18	31.08.17	31.08.16	31.08.15	31.08.14	31.08.13	31.08.12	31.08.11	31.08.10
120	135	123	110	138	119	146	139	128	136	158	142	121	180	136	136

Furthermore, surplus places remain at 10% overall, exactly the same as the figure reported in the previous version of this plan. However, this figure masks that there are 22% surplus places in the first school phase. Furthermore, numbers in schools in Seaton Valley are bolstered by out of catchment students, with most living in Blyth Partnership and attending Seaton Sluice First and Seaton Sluice Middle. There is negligible inward flow from neighbouring North Tyneside students. There continue to be around 20% of students live in Blyth who attend Seaton Valley High.

Currently the number of places available in the middle school phase does not match the number of places available in the high school phase. It is likely that a request to consult on a proposal to reduce the number of places in the middle school phase to better match the needs of the Seaton Valley community will be brought forward in Autumn 2026.

There are around 216 houses planned to be built in the partnership by 2028/29, although this will not lead to a requirement for additional capacity in the schools, given the existing surplus places, but may need to fewer students from Blyth being able to attend Seaton Valley schools.



School Organisation and Resources

The forecast for Seaton Valley Partnership to 2032/33 below indicates that there continues to be sufficient school places within the partnership.

Final Forecasts														NOR	
Year Group	R	1	2	3	4	5	6	7	8	9	10	11	12	13	TOTALS
Actual Jan 2025	116	139	147	133	128	161	163	161	174	150	153	144	85	95	1949
2026	130	123	144	152	134	136	175	176	165	171	155	150	86	75	1971
2027	104	137	126	147	151	141	146	186	179	161	174	151	89	75	1967
2028	117	110	141	129	148	160	152	157	191	175	165	171	89	78	1982
2029	128	124	113	144	129	155	172	163	160	186	179	161	100	78	1993
2030	120	135	127	116	144	135	167	183	166	155	190	174	94	88	1994
2031	119	125	137	128	114	150	144	176	185	160	158	183	102	83	1964
2032	117	124	126	138	126	118	159	152	178	179	162	152	108	90	1929
2033	119	122	127	129	138	132	127	170	155	173	182	157	90	95	1918
PAN TOTALS	150	150	165	165	165	175	175	175	175	150	150	150	100	70	2115

Key: PAN - Planned Admission Number. NOR - Number on Roll



APPENDIX 1

SURPLUS PLACES BY SCHOOL PARTNERSHIP

Alnwick Partnership (January 2025)

	Primary	Secondary
Surplus Places	910	308
% Surplus Places	41%	19%

Ashington Partnerships (excl NCEA Academy (January 2025)

	Primary	Secondary
Surplus Places	644	100
% Surplus Places	30%	9%

Bedlington Partnership (January 2025)

	Primary	Secondary
Surplus Places	425	470
% Surplus Places	18%	20%

Berwick Partnership (January 2025)

	First	Middle	Secondary
Surplus Places	475	370	362
% Surplus Places	37%	35%	38%

Blyth Partnership (inc Bede) (January 2025)

	Primary	Secondary
Surplus Places	681	1396
% Surplus Places	19%	39%



Coquet Partnership (January 2025)

	Primary	Secondary
Surplus Places	384	216
% Surplus Places	35%	25%

Cramlington Partnership (January 2025)

	Primary	Secondary
Surplus Places	401	347
% Surplus Places	14%	15%

Haydon Bridge Partnership (January 2025)

	Primary	Middle	Secondary
Surplus Places	616	188	483
% Surplus Places	44%	78%	53%

Hexham Partnership (January 2025)

	First	Middle	High
Surplus Places	329	132	85
% Surplus Places	24%	10%	6%

Morpeth Partnership (January 2025)

	First	Middle	High
Surplus Places	259	142	331
% Surplus Places	15%	10%	20%

NCEA Partnership (January 2025)

	Primary	Secondary
Surplus Places	421	412
% Surplus Places	23%	28%

Ponteland Partnership (January 2025)

	Primary	Secondary
Surplus Places	597	80
% Surplus Places	26%	5%



School Organisation and Resources

Prudhoe Partnership (January 2025)

	Primary	First	Middle	High
Surplus Places	13	364	101	174
% Surplus Places	9%	33%	13%	19%

Seaton Valley Partnership (January 2025)

	First	Middle	High
Surplus Places	185	13	12
% Surplus Places	22%	2%	2%

