

# CHILDREN'S SERVICES COMMITTEE

## AGENDA



**Tuesday 4 February 2025**

**at 5.00 pm**

**in the Council Chamber,  
Civic Centre, Hartlepool**

CHILDREN'S SERVICES COMMITTEE:

Councillors Creevy (C), Dunbar (VC), Harrison, Holbrook, Jorgeson, Little and Sharp.

Co-opted Members: Vacancy C of E Diocese and Joanne Wilson, RC Diocese representatives.

School Heads Representatives: Adam Palmer (Secondary), Sue Sharpe (Primary), Zoe Westley (Special).

Parent Governor Representative: Martin Pout

Six Young Peoples Representatives

Observer: Councillor Allen, Chair of Adult and Community Based Services Committee

**1. APOLOGIES FOR ABSENCE**

**2. TO RECEIVE ANY DECLARATIONS OF INTEREST BY MEMBERS**

**3. MINUTES**

3.1 Minutes of the meeting held on 10 December 2024 (*previously circulated and published*)

#### CIVIC CENTRE EVACUATION AND ASSEMBLY PROCEDURE

In the event of a fire alarm or a bomb alarm, please leave by the nearest emergency exit as directed by Council Officers. A Fire Alarm is a continuous ringing. A Bomb Alarm is a continuous tone.

The Assembly Point for everyone is Victory Square by the Cenotaph. If the meeting has to be evacuated, please proceed to the Assembly Point so that you can be safely accounted for.

**4. BUDGET AND POLICY FRAMEWORK ITEMS**

No items

**5. KEY DECISIONS**

- 5.1 Dedicated Schools Grant – School Budget Shares 2025/26 and Central School Services Block 2025/26 - *Executive Director, Children’s and Joint Commissioning Services and Director of Finance, IT and Digital*
- 5.2 School Admission Arrangements for 2026-27 - *Executive Director, Children’s and Joint Commissioning Services*

**6. OTHER ITEMS REQUIRING DECISION**

- 6.1 To re-appoint a Local Authority Representative to serve on the Governing Body of Throston Primary School – *Executive Director, Children’s and Joint Commissioning Services*

**7. ITEMS FOR INFORMATION**

- 7.1 Pupil Performance 2024 – Headline Indicator Summary - *Executive Director, Children’s and Joint Commissioning Services*

**8. ANY OTHER BUSINESS WHICH THE CHAIR CONSIDERS URGENT**

FOR INFORMATION

Date of next meeting – Tuesday 18 March 2025 at 5.00 pm in the Civic Centre, Hartlepool



<p><b>CHILDREN'S SERVICES COMMITTEE</b></p> <p><b>4<sup>TH</sup> FEBRUARY 2025</b></p>
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**Subject:** DEDICATED SCHOOLS GRANT –  
SCHOOL BUDGET SHARES 2025/26 AND  
CENTRAL SCHOOL SERVICES BLOCK 2025/26

**Report of:** Executive Director, Children's and Joint  
Commissioning Services and Director of Finance, IT  
and Digital

**Decision Type:** Key Decision – CJCS 160/25 tests (i) and (ii) applies

**1. COUNCIL PLAN PRIORITY**

<b>Hartlepool will be a place:</b>
- where people are enabled to live healthy, independent and prosperous lives.
- where those who are vulnerable will be safe and protected from harm.
- of resilient and resourceful communities with opportunities for all.
- with a Council that is ambitious, fit for purpose and reflects the diversity of its community.

**2. PURPOSE OF REPORT**

2.1 To provide details of the 2025/26 schools block funding allocation and to propose school budget shares for 2025/26. The schools block funding forms part of the Dedicated Schools Grant (DSG).

### 3. BACKGROUND

- 3.1 The Education and Skills Funding Agency (ESFA) published indicative National Funding Formula (NFF) allocations for 2025/26 on 28 November 2024 based on October 2023 census data.
- 3.2 On 17 December 2024, ESFA released final funding information to reflect the October 2024 school census.
- 3.3 Members will recall that Hartlepool agreed to adopt the “hard” formula that mirrors the NFF. This approach continues to be supported by the Schools’ Forum for 2025/26.
- 3.4 In adopting the “hard” formula, local authorities are still required to consider how they set their individual school budgets (ISBs) for 2025/26. Any transfers to and from the schools block from other DSG blocks must be considered. Also, a local approach to setting a Minimum Funding Guarantee (MFG) and Cap must be agreed and implemented.
- 3.5 Consultation on setting individual school budgets (ISBs) took place with Schools’ Forum during September to December 2024.

### 4. 2025/26 SCHOOLS BLOCK FUNDING

- 4.1 The following table shows the Hartlepool Schools Block allocation of £87.471m based on October 2024 census numbers. This shows an increase of £0.508m for 2024/25, or 0.6%.

Schools Block	Pupil Numbers (Oct 2024)	2025/26 Funding (£m)
Primary	7,594	44.371
Secondary	5,629	42.335
Premises		0.588
Growth		0.177
<b>NFF Schools Block 2025/26</b>		<b>87.471</b>
NFF Schools Block 2024/25, including grants rolled into the formula in 2025/26		86.963
Funding increase		0.508
Percentage increase in funding		0.6%

- 4.2 Schools received separate grants for the 2024 to 2025 teachers’ pay additional grant (TPAG), the teachers’ pensions employer contribution grant (TPECG) 2024, and the core schools budget grant (CSBG) in 2024/25. These grants have been rolled into the NFF in 2025/26 so will be part of ISBs instead of being paid as separate grants. The 2024/25 funding shown in the table at paragraph 4.1 includes these grants to show a meaningful comparison.

- 4.3 Units of funding for 2025/26 are £5,843 for primary pupils (£5,382 in 2024/25) and £7,521 for secondary pupils (£6,926 in 2024/25). Some of the increase in unit funding reflects the mainstreaming of the grants.
- 4.4 The guarantee of a minimum per-pupil funded amount per school remains within the NFF for 2025/26. The minimum per pupil funding levels in 2024/25 have increased to £4,955 (from £4,610) for all primary schools and £6,465 (from £5,995) for all secondary schools. One primary school in Hartlepool was below the minimum per pupil level so received the mandatory uplift within the formula.
- 4.5 At their meeting on 24 September 2024, Schools' Forum voted in favour of applying the maximum possible MFG, along with an appropriate cap. The maximum MFG was expected to be 0.5%, however, this was changed to a maximum of 0.0% within the information received on 28 November 2024. Schools' Forum was asked to confirm that they still recommended the maximum MFG (now 0.0%) at their meeting on 10 December 2024 and this was agreed unanimously. Following release of the Authority Pro Forma Tool (APT) on 17 December 2024, the cap has been calculated at 0.38%. This means that all schools will receive at least the same amount per pupil as in 2024/25 (0.0%) but no more than 0.38% per pupil.
- 4.6 At their meeting on 24 September 2024, Schools' Forum agreed to transfer 0.5% of schools block funding to the high needs block. The transfer is in recognition of the growing DSG deficit to support pupils with SEND.
- 4.7 The Schools Block Budget includes an allocation for Growth Funding. The ESFA calculate the growth allocation using information from the Office of National Statistics. Schools' Forum had agreed a disbursement policy where Pupil Admission Numbers (PAN) had increased on request of the Local Authority.
- 4.8 During 2024/25 Schools' Forum requested that the policy was reviewed as a small number of schools were experiencing significant movement from their 2023 October census, which their 2024/25 Schools budget is calculated on.
- 4.9 Schools' Forum agreed a new growth policy from 2025/26 that will provide support to a small number of schools whose pupil numbers grow more than a half-class size between census points. Disbursements under the new growth policy amount to £0.105m in 2025/26, leaving funding of £0.072m towards the proposed 0.5% block transfer to the high needs block.
- 4.10 The table below summarises the proposed school budget for 2025/26. School Budget Shares for 2025/26 would mirror the NFF and include the 0.5% transfer of funding to the high needs block. The table includes a comparison with 2024/25 individual school budgets. So as to provide a meaningful comparison, the separate grants rolled into the schools block have been included in the 2024/25 budget.

School Budget Share 2025/26	Proposed Budget £m
Schools Block funding	87.471
Growth disbursement	(0.105)
Transfer-out to High Needs Block	(0.436)
<b>School Budget Share Proposed 2025/26</b>	<b>86.930</b>
School Budget Share Decrease from 2024/25 (£m)	(0.090)
School Budget Share Decrease from 2024/25 (%)	(0.1%)

## 5. 2025/26 CENTRAL SCHOOL SERVICES BLOCK FUNDING

- 5.1 The Central Schools Services Block (CSSB) of the DSG funds local authorities for the statutory duties and other commitments they hold for maintained and academy schools.
- 5.2 CSSB funding of £0.688m for 2025/26 (£0.692m in 2024/25) was published by ESFA on 17 December 2024 based on October 2024 census numbers.
- 5.3 The historic cost element of the CSSB (originally approximately 50% of the block) has been reduced by 20% in 2025/26 for the sixth successive year as part of the government's strategy to gradually remove funding for historic items that are expected to reduce in cost over time.
- 5.4 Although a number of historic items for Hartlepool no longer require CSSB funding, there are two historic items remaining that will not reduce or come to an end in the short to medium term. These relate to the schools contribution to licences and the pension costs associated with the former Brierton school closure. Although the government's 20% reduction will eventually result in a financial pressure, this is not expected to materialise until 2026/27. Officers have raised this position in advance with EFSA.
- 5.5 Schools' Forum is required to agree each element of spending against the CSSB on an annual basis. At their meeting on 24 September 2024, Schools' Forum agreed to fund the elements amounting to £0.595m shown in the table below.

	Forum Approval £m	Committee Updated £m
<b>Historic Commitments</b>		
Licenses	0.067	0.067
Termination of Employment costs	0.031	0.031
Total	<b>0.098</b>	<b>0.098</b>
<b>Ongoing Responsibilities</b>		
Retained Education Services*	0.215	0.216
Admissions	0.159	0.159
Copyright licences*	0.083	0.095
Servicing Schools Forum	0.046	0.046
Total	<b>0.497</b>	<b>0.510</b>
<b>Grand Total</b>	<b>0.595</b>	<b>0.608</b>

- 5.6 The budget requirement for Retained Education Services and Copyright Licences were subject to change after the Forum approval on 24 September 2024 and Forum were made aware of this. The budget amounts shown in the final column of the table at paragraph 5.5 above are the updated amounts for approval. Lines with a change are marked with an asterisk.
- 5.7 The cost of copyright licences has significantly increased during 2024/25. Copyright licences for all schools are paid centrally by the ESFA and recharged to Local Authorities. Final estimates for 2025/26 show that an additional budget of £0.012m is required.
- 5.8 After meeting the revised budget requirement of £0.608m, there is residual funding of £0.080m. At their meeting on 24 September 2024, Schools' Forum recommended that the residual balance be transferred to the high needs block to support the financial pressure on supporting pupils with SEND.

## 6. RISK IMPLICATIONS

- 6.1 If individual school budgets are not approved, the local authority may not meet its requirement to notify the ESFA of individual school budgets by the statutory date. In addition, individual schools will not be able to plan their budgets.

## 7. FINANCIAL IMPLICATIONS

- 7.1 As outlined in this report, providing schools with an MFG of the maximum 0.0% per pupil, along with a 0.38% cap, is affordable within the 2025/26 NFF.

## 8. LEGAL CONSIDERATIONS

- 8.1 The local authority is required to consult all schools on annual changes to their formula, along with any proposed block transfers.

**9. OTHER CONSIDERATIONS/IMPLICATIONS**

<b>CHILD AND FAMILY POVERTY</b>	There are no specific equality and diversity considerations.
<b>EQUALITY AND DIVERSITY CONSIDERATIONS</b>	There are no specific equality and diversity considerations.
<b>STAFF CONSIDERATIONS</b>	There are no staff considerations,
<b>ASSET MANAGEMENT CONSIDERATIONS</b>	There are no asset management considerations.
<b>ENVIRONMENT, SUSTAINABILITY AND CLIMATE CHANGE CONSIDERATIONS</b>	There are none.

**10. CONSULTATION**

- 10.1 Schools' Forum and the Head Teachers they represent, have been consulted on ISB options for 2025/26.

**11. CONCLUSION**

- 11.1 Updated funding arrangements for the School's Block in 2025/26 allow for an MFG of the maximum 0.0% increase per pupil compared to 2024/25 funding, along with a cap of 0.38%.
- 11.2 Following consultation, Schools' Forum recommended a block transfer of 0.5% from the Schools Block to the High Needs Block in 2025/26. Residual growth funding of £0.072m would be used towards the 0.5% transfer.
- 11.3 At their meeting on 24 September 2024, Schools' Forum recommended that the residual balance of £0.080m within the CSSB be transferred to the high needs block to support the financial pressure on supporting pupils with SEND.



## 12. RECOMMENDATIONS

12.1 It is recommended that Members:

- a) Note the contents of this report;
- b) Note the agreement by Schools' Forum to centrally retain funding of £0.595m, updated to £0.608m to reflect the increased copyright licence cost as outlined in paragraph 5.5;
- c) Note the agreement by Schools' Forum to transfer 0.5% of schools block funding (£0.436m) to the High Needs Block as outlined in paragraph 4.6;
- d) Agree the MFG to be used for 2025/26 as outlined in paragraph 4.5 of this report and noting the recommendation from Schools' Forum of applying an MFG of 0.0%, alongside an appropriate cap which has been calculated at 0.38%;
- e) Approve the School Budget Share for 2025/26 as summarised in the table at paragraph 4.10 of this report;
- f) Note the agreement by Schools' Forum to transfer the residual funding from the Central School Services Block to the High Needs Block (£0.080m) as outlined in paragraph 5.8.

## 13. REASONS FOR RECOMMENDATIONS

13.1 It is a statutory requirement for local authorities to consult and agree the school budget share to inform individual school budget allocations so that figures can be confirmed to ESFA by the deadline of 22 January 2025. Members are asked to note that figures will be provided to ESFA by the deadline, stating the date of Committee is 4 February 2025. ESFA will contact the Council to confirm details of the decisions taken at Committee as part of their validation checks.

## 14. BACKGROUND PAPERS

14.1 Schools' Forum Report and minutes 24 September 2024 and 10 December 2024.

**15. CONTACT OFFICERS**

Sally Robinson  
 Executive Director of Children's and Commissioning Services  
[Sally.robinson@hartlepool.gov.uk](mailto:Sally.robinson@hartlepool.gov.uk)  
 (01429) 523914

James Magog  
 Director of Finance, IT and Digital  
[James.magog@hartlepool.gov.uk](mailto:James.magog@hartlepool.gov.uk)  
 (01429) 523003

Sign Off:-

Managing Director	Date: 06/01/2025
Director of Finance, IT and Digital	Date: 06/01/2025
Director of Legal, Governance and HR	Date: 06/01/2025

# CHILDREN'S SERVICES COMMITTEE

## 4<sup>TH</sup> FEBRUARY 2025



**Subject:** SCHOOL ADMISSION ARRANGEMENTS FOR 2026-27

**Report of:** Executive Director, Children's and Joint Commissioning

**Decision Type:** Key Decision Test (ii) CJCS 161/25

### 1. COUNCIL PLAN PRIORITY

<b>Hartlepool will be a place:</b>
- where people are enabled to live healthy, independent and prosperous lives.
- where those who are vulnerable will be safe and protected from harm.

### 2. PURPOSE OF REPORT

2.1 To consider and agree the proposed admission arrangements for community schools in Hartlepool for 2026-27 academic year. As the local authority, the Council is the admission authority it is therefore responsible for determining the admission arrangements for these schools.

### 3. BACKGROUND

3.1 It is a mandatory requirement of the national School Admissions Code that all schools must have admission arrangements that clearly set out how children will be admitted to schools, including the criteria that will be applied if there are more applications than places at the school (oversubscription). Admission arrangements are determined by admission authorities. The local authority (LA) is the admission authority for community schools, while the Governing Body is the admission authority for Voluntary Aided and Foundation Schools, and the relevant Trust for an Academy or Free School.

3.2 All admission authorities must set admission arrangements and their published admission number annually. Where changes are proposed to admission arrangements, the admission authority must first consult on those arrangements.

If there are no changes proposed they only need to be consulted on at least every seven years. Consultation must be for a minimum of six weeks and must take place between 1 October and 31 January of the school year before those arrangements are to apply. The consultation period allows parents and carers, other schools, religious authorities and the local community to raise any concerns about proposed admission arrangements.

#### 4. STATUTORY REQUIREMENTS AND FUTURE IMPLICATIONS

- 4.1 It is a statutory requirement of all admission authorities must determine arrangements every year, even if they have not changed from previous years and a consultation has not been required. Admissions authorities must determine admissions arrangements for entry in September 2026 by 28 February 2025 and these must be published on their website for the whole offer year. The LA must receive a copy of the admission arrangements of other admission authorities, including Academies, before 15 March in the determination year and provide details on its website of where these can be viewed. Information on how to refer objections to the Schools' Adjudicator (which must be made by 15 May 2025) will also be available on the website.
- 4.2 The LA must publish online, with hard copies available for those who do not have access to the internet, a composite prospectus for parents by 12 September 2025, which contains the admission arrangements for each of the state-funded schools in the LA area to which parents and carers can apply.

#### 5. PROPOSALS

- 5.1 The published admission number for each community school is detailed in **APPENDIX 1** to this report which Committee are asked to approve.
- 5.2 The admission arrangements including the over-subscription criteria in respect of community schools are included in **APPENDIX 2**.

#### 6. OTHER CONSIDERATIONS/IMPLICATIONS

<b>RISK IMPLICATIONS</b>	There are none
<b>FINANCIAL CONSIDERATIONS</b>	There are no financial considerations
<b>LEGAL CONSIDERATIONS</b>	There will be a breach of statutory duty imposed on the LA if admission arrangements for 2026/27 are not determined by 28 February 2025 and published on the Council's website by 15 March in the determination year, The School Admissions Code 2021.

<b>CHILD AND FAMILY POVERTY</b>	There are none
<b>EQUALITY AND DIVERSITY CONSIDERATIONS</b>	There are none
<b>STAFF CONSIDERATIONS</b>	There are none
<b>ASSET MANAGEMENT CONSIDERATIONS</b>	There are none
<b>ENVIRONMENT, SUSTAINABILITY AND CLIMATE CHANGE CONSIDERATIONS</b>	There are none
<b>CONSULTATION</b>	There are none

## 7. RECOMMENDATIONS

7.1 Children's Services Committee is asked to approve the following in respect of community schools, when determining the admission arrangements for 2026-27:

- the admission numbers as detailed in **APPENDIX 1**;
- the current admission arrangements, detailed in **APPENDIX 2**.

## 8. REASONS FOR RECOMMENDATIONS

8.1 To comply with the statutory requirements of the School Admissions Code 2021.

## 9. BACKGROUND PAPERS

9.1 There are no background papers.

**10. CONTACT OFFICERS**

Amanda Whitehead  
Assistant Director (Education)  
[Amanda.whitehead@hartlepool.gov.uk](mailto:Amanda.whitehead@hartlepool.gov.uk)  
(01429) 523736

Sign Off:-

Managing Director	Date: 16/12/2024
Director of Finance, IT and Digital	Date: 17/12/2024
Director of Legal, Governance and HR	Date: 06/01/2025



**PROPOSED ADMISSION NUMBERS 2026-27**

<b>Community Schools</b>	<b>2026/2027</b>
Fens Primary School	60
Golden Flatts Primary School	30
Kingsley Primary School	55
Lynnfield Primary School	55
Rift House Primary School	36
Throston Primary School	60



## HARTLEPOOL BOROUGH COUNCIL

### School Admissions Arrangements 2026-27

#### **ADMISSION ARRANGEMENTS FOR COMMUNITY SCHOOLS DETERMINED ADMISSIONS POLICY FOR 2026-27**

*The admissions policy for entry to community and voluntary controlled primary schools, effective from 2026/27 admissions round, is as follows:*

Pupils with an Education, Health and Care Plan where the school is named in the Plan, will be admitted to the school. The remaining places will be awarded in the following priority order:

#### ***Oversubscription Criteria:***

1. Looked after children and children who were previously looked after but immediately after being looked after became subject to adoption, child arrangements order, or special guardianship order<sup>1</sup> including those who appear [to the admission authority] to have been in state care outside of England and ceased to be in state care as a result of being adopted. A looked after child is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989).
2. Those children who have brothers or sisters who will be attending the school at the time of admission;
3. Those children who live in the school's admission zone;
4. Those children who are distinguished from the great majority of other applicants whether on medical grounds or by other exceptional circumstances and who would suffer significant hardship if they were unable to attend the school;
5. Those children who live closest to the school as determined by a straight line distance measurement; from the address point (geographical co-ordinates) for the child's home to the address point (geographical co-ordinates) of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

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<sup>1</sup> A 'looked after child' is a child who is (a) in the care of a local authority, or (b) being provided with accommodation by a local authority in the exercise of their social services functions (see the definition in Section 22(1) of the Children Act 1989) at the time of making an application to a school. A child is regarded as having been in state care outside of England if they were in the care of or were accommodated by a public authority, a religious organisation, or any other provider of care whose sole or main purpose is to benefit society. This includes children who were adopted under the Adoption Act 1976 (see Section 12 adoption orders) and children who were adopted under the Adoption and Children Act 2002 (see Section 46 adoption orders). A 'child arrangements order' is an order settling the arrangements to be made as to the person with whom the child is to live under Section 8 of the Children Act 1989 as amended by Section 14 of the Children and Families Act 2014. Section 14A of the Children Act 1989 defines a 'special guardianship order' as an order appointing one or more individuals to be a child's special guardian (or special guardians).



6.

**Tie-breaker:**

If more children qualify under a particular criterion than there are places available, priority will be given to those children who live closest to the school (as described under criteria 5). Should it not be possible to separate two or more applications, for example two applicants who live at an equal distance from the school, the Local Authority's computerised system will use random selection.

**Definitions:**

**Sibling:** Sibling refers to brother or sister, half brother or sister, adopted brother or sister, step brother or sister, or the child of the parent/guardian's partner and, in every case, the child should be living in the same family unit at the same address. In all cases the responsible parent will hold the child benefit for those children permanently living at that address. A brother or sister living at the same address must be attending the preferred school at the same time as the child who is applying. *Please note, this criteria only applies to siblings who are of compulsory school age, not younger siblings who attend a nursery setting attached to a school*

**Twins or multiple birth children:** If you have more than one child who are twins or part of a multiple birth going through the application process this year, you must make a separate application for each child and indicate on each online or paper form that your child has a sibling also going through the process. For community schools, we will offer a place to the other child(ren) if one of your twins/multiple birth children is offered the last place available and you have applied to the same school for the other child(ren).

**Distance:** Distance will be measured by a straight line measurement from the address point (geographical co-ordinates) of the child's home address to the address point of the school, using the Local Authority's computerised measuring system, with those living closer to the school receiving the higher priority.

**Admission Zone:** All community schools in Hartlepool have a defined geographic area called an Admission Zone. Do not assume that you live within a particular school's admission zone as some streets are split. To find out which admission zone you live in contact the School Admissions Team on telephone number 01429 523765 or 01429 523768. Please note, a child is not guaranteed a place at an admission zone school.

**Medical Grounds/Exceptional Circumstances:** A panel of specialist officers will determine whether the evidence provided is sufficiently compelling to meet the requirements for this criterion. If you think your child has a particular medical or social need to go to a certain school, you must provide supporting evidence from a doctor, psychologist or other professional involved with your child. The supporting evidence must relate specifically to the school you are claiming medical grounds/exceptional circumstances for, and clearly demonstrate why it is only that school that can meet your child's needs in a way that no other school can. If you are applying on-line for a place under this criterion, please send your supporting evidence to the Admissions Team by the National closing date, which should include your child's name and date of birth.

**NB:** Exceptional social reasons do not, in the view of the Authority, include domestic inconvenience arising from parents' work patterns, child-minding problems, separation from particular nursery/primary school friends. Problems of this kind are widespread and cannot be classed as exceptional. Medical reasons do not include temporary conditions. They are permanent medical conditions which require special treatment available at the preferred school only. Medical evidence must be provided and the Authority's officers must be satisfied that the child would suffer to a significant degree if he/she went to any other school.

<h1 style="margin: 0;">CHILDREN'S SERVICES COMMITTEE</h1> <h2 style="margin: 0;">4<sup>TH</sup> FEBRUARY 2025</h2>
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**Subject:** TO RE-APPOINT A LOCAL AUTHORITY REPRESENTATIVE TO SERVE ON THE GOVERNING BODY THROSTON PRIMARY SCHOOL

**Report of:** Executive Director, Children's and Joint Commissioning Services

**Decision Type:** Non-Key

**1. COUNCIL PLAN PRIORITY**

<b>Hartlepool will be a place:</b>
- Where people are enabled to live healthy, independent and prosperous lives.
- Where those who are vulnerable will be safe and protected from harm.

**2. PURPOSE OF REPORT**

2.1 To consider a nomination for the re-appointment of a Local Authority Governor position on the governing body of Throston Primary School.

**3. BACKGROUND**

3.1 Under the School Governance (Constitution) (England) Regulations 2012 the process for appointing Local Authority Governors to school governing bodies requires the local authority to consider nominations to vacancies before they are presented to the relevant governing body for formal approval. A nomination has been received for the re-appointment of local authority governor at the above school. The current term of office expired on 19 January 2025.

**This item contains exempt information under Schedule 12A of the Local Government Act 1972 (as amended by the Local Government), (Access to Information), (Variations Order 2006) namely, information relating to any individual (Para 1).**

**4. PROPOSALS/OPTIONS FOR CONSIDERATION**

- 4.1 The report seeks the committee's decision on the re-appointment as Local Authority Governor on the governing body of Throston Primary School for a period of 4 years.

**5. OTHER CONSIDERATIONS/IMPLICATIONS**

<b>RISK IMPLICATIONS</b>	None
<b>FINANCIAL CONSIDERATIONS</b>	None
<b>LEGAL CONSIDERATIONS</b>	None
<b>CHILD AND FAMILY POVERTY</b>	None
<b>EQUALITY AND DIVERSITY CONSIDERATIONS</b>	None
<b>STAFF CONSIDERATIONS</b>	None
<b>ASSET MANAGEMENT CONSIDERATIONS</b>	None
<b>ENVIRONMENT, SUSTAINABILITY AND CLIMATE CHANGE CONSIDERATIONS</b>	None
<b>CONSULTATION</b>	The governing body undertakes regular audits and reviews of governor skills to identify where there may be gaps in the overall skills set of the governing body. They use this information in retaining and recruiting new governors to fill vacancies on the governing body.

**6. RECOMMENDATIONS**

6.1 The Committee gives consideration to application for nomination as Local Authority Governor. Details included in confidential Appendix A.

**This item contains exempt information under Schedule 12A of the Local Government Act 1972 (as amended by the Local Government), (Access to Information), (Variations Order 2006) namely, information relating to any individual (Para 1).**

**7. REASONS FOR RECOMMENDATIONS**

7.1 To ensure that the identified governing body can appoint a Local Authority Governor who is able to contribute to the effectiveness of governance at the school

**8. BACKGROUND PAPERS**

8.1 There are no background papers

**9. CONTACT OFFICER**

Amanda Whitehead  
 Assistant Director (Education)  
[Amanda.whitehead@hartlepool.gov.uk](mailto:Amanda.whitehead@hartlepool.gov.uk)  
 (01429) 523710

Sign Off:-

Managing Director	Date: 16/12/2024
Director of Finance, IT and Digital	Date: 16/12/2024
Director of Legal, Governance and HR	Date: 06/01/2025

<h1 style="margin: 0;">CHILDREN'S SERVICES COMMITTEE</h1> <h2 style="margin: 0;">4<sup>TH</sup> FEBRUARY 2025</h2>
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**Subject:** PUPIL PERFORMANCE 2024 – HEADLINE INDICATOR SUMMARY

**Report of:** Executive Director, Children's and Joint Commissioning Services

**Decision Type:** For information

**1. COUNCIL PLAN PRIORITY**

Hartlepool will be a place:
<ul style="list-style-type: none"> <li>- where people are enabled to live healthy, independent and prosperous lives.</li> </ul>
<ul style="list-style-type: none"> <li>- of resilient and resourceful communities with opportunities for all.</li> </ul>

**2. PURPOSE OF REPORT**

2.1 To provide a summary of the pupil performance measures for Hartlepool from the public examinations and teacher assessments in the summer of 2024.

**3. BACKGROUND**

3.1 The report provides headline data from 2019 to 2024 across each Key Stage and including EYFS. Following the 2017 national consultation on primary assessment, the DfE announced that end of Key Stage 1 assessments would no longer be statutory from the 2023/24 academic year onwards, therefore, Key Stage 1 was not collected and is not available for inclusion in the report.

3.2 The report provides a comparison from 2019 to 2024 (Pre COVID and the latest three years) within Hartlepool, and provides a comparator against national outcomes, where available. It is to be noted that there was no testing in 2020 and 2021.

## 4. PROPOSALS/OPTIONS FOR CONSIDERATION

### Outcomes Summary

- 4.1 The published pupil performance measures for 2024, along with national averages, are presented at **APPENDIX A**.
- 4.2 Hartlepool's quartile placement for each 2024 measure is also presented in the table at **APPENDIX A**. Quartile A is the top quartile (top 25%) of all local authorities nationally; quartile D is the bottom quartile (bottom 25%).
- 4.3 The headline performance measures of a Good Level of Development (GLD) at the end of early years and the Phonics Screening Check at the end of Year 1 are well embedded in primary schools. Changes to the Early Years Foundation Stage framework from 2021 onwards mean comparison to previous years is not meaningful.
- 4.4 In summary:
- a) Standards at the end of reception year have improved in 2024 and the gap to national has reduced. However, Hartlepool remains below national benchmarks and in quartile D of all local authorities.
  - b) Children's understanding and use of letters and the sounds that they make (phonics) reduced by one percentage point compared to the previous year and dipped below national average. This places Hartlepool in quartile D when compared to all local authorities nationally.
  - c) Key Stage 1 is no longer reported.
  - d) Standards at the end of Key Stage 2 exceeded national for reading, writing, maths, science and the combined reading, writing and maths indicator (RWM). Grammar, punctuation and spelling (GPS) and RWM decreased by one percentage point each compared to the previous year, whilst reading, maths and science increased. Writing remained the same and Hartlepool moved into the top quartile for this subject. At the higher levels, all subjects were below national with the exception of writing which was above. Reading decreased by one percentage point and maths increased by one percentage point, all other indicators remained in line with the previous year.
  - e) At the end of the Key Stage 4, the percentage achieving the basics (grade 9-4 in English and maths) reduced by one percentage point, whilst Average Attainment 8 and Average Progress 8 scores were broadly in line with 2023. All three indicators were below national average. Quartile bandings are not available at present.
  - f) Standards at A Level are still to be verified.

- 4.5 The Department for Education are continuing to work with the education sector across Hartlepool as part of the Priority Investment Area programme to help address areas where there are weaker attainment and progress outcomes. This work will continue throughout the academic year.

## 5. OTHER CONSIDERATIONS/IMPLICATIONS

<b>RISK IMPLICATIONS</b>	None.
<b>FINANCIAL CONSIDERATIONS</b>	None.
<b>SUBSIDY CONTROL</b>	None.
<b>LEGAL CONSIDERATIONS</b>	None.
<b>CHILD AND FAMILY POVERTY</b>	Disadvantaged Pupils (FSM) continue to have poorer outcomes than Non FSM Pupils.
<b>EQUALITY AND DIVERSITY CONSIDERATIONS</b>	None.
<b>STAFF CONSIDERATIONS</b>	None.
<b>ASSET MANAGEMENT CONSIDERATIONS</b>	None.
<b>ENVIRONMENT, SUSTAINABILITY AND CLIMATE CHANGE CONSIDERATIONS</b>	None.
<b>CONSULTATION</b>	n/a

## 6. RECOMMENDATIONS

- 6.1 It is recommended that Children's Services Committee note the contents of the report.

## 7. REASONS FOR RECOMMENDATIONS

- 7.1 It is important that Committee scrutinises pupil performance data in order to support and challenge Hartlepool schools and Council officers to ensure that children receive a first class education in Hartlepool. This will also help to realise this Committee's stated ambition that every school in Hartlepool will be judged as good or outstanding by Ofsted.

## 8. BACKGROUND PAPERS

- 8.1 None.

## 9. CONTACT OFFICERS

Amanda Whitehead  
 Assistant Director (Education)  
[Amanda.whitehead@hartlepool.gov.uk](mailto:Amanda.whitehead@hartlepool.gov.uk)  
 (01429) 523910

Sign Off:-

Managing Director	Date: 16/12/2024
Director of Finance, IT and Digital	Date: 16/12/2024
Director of Legal, Governance and HR	Date: 16/12/2024



**Key Stage Summary**

**Appendix A**

Early Years Foundation Stage	2019		2022*				2023				2024			
	% Achieving													
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
Good Level of Development	72.2	71.8	64.4	↓	C	65.2	64.5	↑	D	67.2	65.5	↑	D	67.7
Expected levels cross all early learning goals	71.5	70.7	62.5	↓	C	63.4	61.3	↓	D	65.6	63.7	↑	D	66.2

\* Data from 2022 onwards is not comparable with previous years due to changes to the EYFS framework

Phonics	2019		2022				2023				2024			
	% of Pupils working at standard													
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
Year 1	84	82	77	↓	B	75	79	↑	C	79	78	↓	D	80
By the end of Year 2	91	91	88	↓		87	90	↑		89	90	-		89

Key Stage 2	2019		2022				2023				2024			
	% of Pupils meeting the expected standard													
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
GPS	79	78	70	↓	D	73	72	↑	C	73	71	↓	C	72
Reading	76	73	76	-	B	75	74	↓	B	73	75	↑	B	74
Writing	81	78	71	↓	B	70	75	↑	B	72	75	-	A	72
Maths	82	79	72	↓	B	72	75	↑	B	73	76	↑	B	73
Science	82	83	79	↓	C	79	80	↑	C	81	83	↑	B	81
RWM (combined)	68	65	63	↓	A	59	66	↑	A	60	65	↓	A	60

Key Stage 2	2019		2022				2023				2024			
	% of Pupils meeting the higher standard													
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
GPS	34	36	23	↓	D	28	27	↑	D	30	27	-	D	32
Reading	24	27	27	↑	C	28	27	-	C	29	26	↓	D	28
Writing	20	20	12	↓	C	13	14	↑	B	13	14	-	B	13
Maths	22	27	17	↓	D	23	21	↑	C	24	22	↑	C	24
RWM (combined)	8	11	5	↓	D	7	7	↑	C	8	7	-	C	8

Key Stage 2	2019		2022				2023				2024			
	Average Scaled Score													
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
GPS	106	106	104	↓		105	104	-		105	104	-		105
Reading	104	104	105	↑		105	105	-		105	105	-		105
Maths	105	105	103	↓		104	104	↑		104	104	-		104

GCSE	2019		2022				2023				2024			
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
% achieving Basics (9-4 grades)	60.0	64.6	65.4	↑	C	68.8	59.9	↓	D	65.4	58.9	↓		65.4
Average Attainment 8 score	42.9	46.7	45.0	↑	D	48.8	41.3	↓	D	46.4	41.0	↓		46.1
Average Progress 8 score	-0.34	-0.03	-0.43	↓	D	-0.03	-0.46	↓	D	-0.03	-0.47	↓		-0.03

National refers to All state funded schools

A Levels	2019		2022				2023				2024			
	LA	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National	LA	Trend	Quartile	National
% achieving 3 A*-A grades (or equivalent)	7.0	10.8	6.4	↓	D	20.3	3.7	↓	D	13.7	x			x
% achieving 2AAB grades in facilitating subjects	8.8	14.1	5.3	↓	D	20.7	9.8	↑	D	15.8	x			x

Data from All state funded schools & colleges

x - Redacted due to data quality issues - to be released in revised publication

**Quartile** refers to banding of local authorities - **A** = top quartile of all local authorities nationally, then **B**, then **C**, and **D** = bottom quartile of all local authorities nationally