

# education**Gateshead**

## Yearly Report Service and School Performance



*Raising achievement for all*

## 1. Introduction

A key target for education in Gateshead is to ensure that schools are performing well and providing Gateshead children and young people with the best start to life and preparing them for further learning, training or employment. Schools that perform well place the success of their children and young people at the centre of all their activity. Academisation has resulted in 9/10 secondary schools no longer being maintained by the Council. Of the remaining schools in Gateshead (Nursery, Primary and Special) only 4 have decided to become academies. Therefore, in Gateshead we have a polarised system with secondary education standards and performance the responsibility of the Regional Schools Commissioner and the Council retaining the responsibility for the clear majority of primary and special schools.

Each term the Council's school Inspection team assesses the performance of each school against the criteria identified in the School Intervention and Support Policy (SISP).

The purpose of "SISP" is to identify issues early in schools and to take appropriate action to improve the situation. This process is well established in the service and with schools.

There are three main sources of information that feed into the SISP process when judging the performance of school.

- i. The latest Ofsted Inspection: the relevance of the inspection findings is highly dependent on the time that has passed since the inspection.
- ii. Pupil Performance Data: our young people are assessed or tested regularly throughout their school careers. All this data is captured and analysed. This assessment data is extremely important in identifying whether pupils are making good progress but needs to be balanced with an understanding of the context of each school and sometimes with the specific "story" for each child or young person. The performance of specific vulnerable groups such as CLA, pupil premium and SEND is given particular attention.
- iii. First Hand Experience: each maintained school buys into an advice and support SLA that entitles the school to visits from a link inspector. It is the link inspector's role to work alongside the school staff to identify any areas of underperformance and then support the school to take appropriate action.

## Performance of educationGateshead

Although the Learning and Schools Service consists of many teams, all of them contribute, to a greater or lesser degree, to the effectiveness of our schools. This report looks at two “proxy” and broad brush indicators that provide external objective evidence on the performance of educationGateshead in working alongside schools to give pupils the best possible education.

- i. Pupil Performance Data (Exam/assessment test results) achieved by Gateshead children/young people as a whole cohort and an analysis of Looked after Children. (academy performance is included)
- ii. Ofsted Inspection Results achieved by Gateshead schools.

## **2. Pupil Performance Data 2018**

- i Pupil Performance Data 2018 All Gateshead Pupils

### Early Years Foundation Stage

Statutory Assessment completed by the end of Reception.

	2016 % pupils achieving expected learning			2017 % pupils achieving expected learning			2018 % pupils achieving expected learning		
	England	North East	LA	England	North East	LA	England	North East	LA
Good level of development	69	68	68	71	71	70	72	71	70
LA – England GLD Gap			-1			-1			-2

### Summary

Over recent years there has been a concerted effort by schools and educationGateshead officers to ensure a rise in the proportion of children achieving the expected level of development in every area of learning by the end of Reception.

The percentage of pupils in Gateshead showing a good level of development at the end of the Key Stage has increased from 64% to 70% over the last 4 years. This is broadly in line with the national figure (72%) and the regional figure (71%). Whilst this figure is pleasing, it is even more impressive when the children’s levels of development on entry are considered.

## Challenges

The data show that the EYFS attainment in Gateshead is much improved and now broadly in line with national averages. Our ongoing challenge, in all schools, is to ensure that our young children are making good progress from their accurately assessed starting points and greater proportions are achieving “a good level of development”. Ofsted inspections commonly judge progress in EYFS to be good or better.

## Key Stage 1 SATs

Statutory assessment taken at the end of Year 2.

These assessments have radically changed in recent years and, therefore, there is little trend data available. Well established “levels” have been replaced with assessments of below or at “expected standard”. The most able pupils may achieve at “greater depth”.

Percentage of pupils achieving the “expected standard”

	Reading		Writing		Mathematics	
	2017	2018	2017	2018	2017	2018
Gateshead	77	78	70	72	76	77
National	76	75	68	70	75	76
National Rank	45	28	52	41	61	50

## Summary

Key Stage 1 data indicates that attainment by the age of 7 in Gateshead is, generally, in line with the national average when considering “expected standard”. Over the last few years attainment overall has increased at a greater rate in Gateshead than nationally and in neighbouring authorities. It is particularly pleasing to see that the proportion of children achieving at a “greater depth” also continues to keep pace with regional and national figures.

## Challenges

Key Stage 1 SAT results are improving and this trajectory needs to continue. While this position is not seen in all Gateshead schools it is a common position. The challenge is to ensure that every school can demonstrate that all groups of pupils make strong progress from their starting points.

This is the third year of “non-level” assessment at Key Stage 1 and the data picture continues to be positive in Gateshead.

### Key Stage 2 2017 SATs

Statutory Assessment taken at the end of Year 6 (final year of primary school) These assessments radically changed in 2016 with well established “levels” being replaced with assessments of below or at “expected standard”. The most able pupils may achieve at a “higher standard”.

Percentage of pupils achieving at the expected standard in Reading, Writing and Mathematics

	Expected Standard	
	2017	2018
Gateshead	68	70
National	61	64
National Rank	19	16

### Summary

Gateshead’s performance continues to be above the national and regional averages by the end of key Stage 2 on the majority of measures. The Local Authority is in a strong position when compared to regional neighbours and the national picture.

The progress scores (new measure) also show that pupils in Gateshead make very strong progress across Key Stage 2 often ranking in or near the highest performing 10% of Local Authorities.

### Challenges

On the majority of performance indicators Key Stage 2 attainment and progress measures are extremely positive. However, a key remaining challenge is to address the achievement gap between more vulnerable pupils and their peers at Key Stage 2. This is addressed on a school by school basis and in most cases any underperformance can be correlated to issues with the quality of teaching or impact of leadership.

This is the third year of new “tougher” and “non- levelled” assessments. The assessments have been highly controversial and still “label” only 64% of primary aged children as achieving the expected standard nationally. A greater focus on reading, writing and mathematics to increase test scores has had an impact on the quality of the wider curriculum. A new Ofsted inspection framework that assesses the quality and impact of the broader curriculum has the potential to ensure that primary age children, nationally, may see a less

English and mathematics dominated curriculum. The school improvement team will work very closely with schools in assessing the likely impact of the new inspection framework when it is released.

#### Key Stage 4 (GCSE/Equivalents)

These assessments radically changed in 2016 and, therefore, there is little trend data available. Essentially, the key assessment measure of the percentage of pupils achieving 5A\*-C including English and mathematics has been replaced by two measures; attainment 8 – which gives an indication of actual GCSE performance across a range of subjects and progress 8 – which gives an indication of the progress across a range of subjects the students have made from their starting points at the end of the primary schools.

The KS4 system changed again for 2017 and 2018 with English and maths GCSEs using numbers and others staying with letters to grade performance which are then converted to points in a way that ‘penalised’ lower grades. The effect of this has been to bring points down nationally so figures aren’t directly comparable pre 2016.

#### Average Attainment 8 & Progress 8 Score

	Attainment 8 Score		Progress 8 Score	
	2017	2018	2017	2018
Gateshead	46.8	46.0	-0.12	-0.25
National	44.6	44.3	0	0
National Rank	55	72	97	131

#### Summary

The figures suggest that, overall, the typical Gateshead student gets better GCSE grades than students nationally or in the North East – and based on attainment alone Gateshead is the second highest performing authority in the north east and highest performing when compared to statistical neighbours. This assertion is supported by using the “old” 5A\*-C including English and mathematics measure. However, given their very strong starting points, Gateshead students did not make as much progress as students nationally.

#### Challenges

As stated earlier in the report the Council does not maintain this sector of education in Gateshead with responsibility for performance resting with the Regional Schools Commissioner.

Variation in performance between schools remains a significant challenge. Within schools the performance gap between those students that are disadvantaged and their more advantaged peers continues to be an ongoing and complex problem to overcome.

### Post 16 Performance

Post 16 assessment has again seen a significant change in the way it is presented and because of this there is little trend data.

#### Average Point Score per Entry

	*APS per Entry	
	2017	2018
Gateshead	36.39	31.68
National	33.23	33.05
National Rank	19	65

\*Covers students at the end of advanced level study who were entered for at least one academic qualification equal in size to at least half (0.5) an A level or an extended project (size 0.3), or applied general or tech level qualification during their 16-18 study.

#### Summary

2018 saw a decrease in average points per entry in Gateshead. The decrease was reflected in the fall in the national ranking. On this measure Gateshead was the fifth highest performing LA in the North East.

#### ii. Pupil Performance Data 2018 (**looked after children**)

The performance of all children and young people is extremely important to the Council. However, those pupils that are most vulnerable are given a particular focus as education services attempt to reduce inequalities and ensure all learners thrive in Gateshead. In particular, our looked after children are all part of a virtual school with their own headteacher and a specific team (REALAC), that provides additional educational support. It is an ongoing challenge for the headteacher of the virtual school and REALAC to provide individualised support across all Gateshead schools to each LAC pupil. Historically, the LAC cohort has higher levels of SEND than seen in the non-looked after population and so direct comparisons between the groups are often not informative. However, individual pupils are tracked and resources are targeted when needed. Below is contextual and academic performance data for Looked after Children.

## Looked after Children Numbers in and out of Borough per statutory age

Current Year Group	Jul-16	Jul-17	Nov-18
Year 11	35	34	34
Year10	26	23	21
Year 9	23	29	31
Year 8	25	19	24
Year 7	12	27	22
Year6	24	23	31
Year 5	20	18	30
Year 4	14	28	24
Year 3	24	27	12
Year 2	20	15	14
Year 1	17	12	12
Reception	4	6	19
Total	244	261	274

(Figures as of November 2018)

## Special Educational Needs (SEN) and LAC

The following tables provide data relating to LAC with SEN, across a number of key stages and year groups.

Year	Single Plan	SEN Support
Reception	0	1
1	2	3
2	2	5
3	0	8
4	3	8
5	7	11

6	8	10
7	9	6
8	7	8
9	8	13
10	7	4
11	2	21
Total	55	98

(Figures as of November 2018)

### Key Stage 1 SATs

Gateshead Year 2 Looked after Children cohort was 13 pupils. Below is a table showing results of their end of year assessments

Number Achieving Expected Level	6	6	6
Number in Cohort	13	13	13
% Achieving Expected Level			
Writing	46		
Reading		46	
Maths			46

The cohort was 13 in 2017-18 which is less than 2016-17 when it was 15.

6 Children have special educational needs – 46% of the cohort, this is a large increase on the previous year when it was only 13%. Of the 13 children, 7 were working below the expected standard for their age on entry to reception. All those pupils working at the expected early learning goals for their age achieved standards in writing, reading or maths.

The table below shows a comparison between Looked after Children Results at Key Stage 1 for 2017-18 and 2016-17.

	2017	2018
% Achieving Expected Level	13% SEND	46% SEND
Writing	80%	46%
Reading	80%	46%
Maths	87%	46%

### Key Stage 2 SATs

Gateshead Year 6 Cohort was 18 pupils.

	LAC	All Gateshead
% Achieving Expected Level	61% SEN	
Writing	33%	82%
Reading	50%	80%
Maths	50%	81%
Writing, Reading and Maths	33%	70%
Grammar, Punctuation and Spelling	50%	84%

The Cohort in 2017-18 was 18 compared to 2016/17 when it was 20.

11 of 18 children were SEN – 61% of the cohort who were working below the expected standard on entry to key stage 1 with 7 at the expected standard. However, 9 children gained the expected level in reading, maths and grammar. Only one pupil didn't make the expected standard from their starting point in writing.

For the whole Year 6 population in Gateshead results were higher than the national average in all subjects. There is not as yet the national average for looked after children to compare averages for them. The Key Stage 2 results overall for Looked after Children for 2017-18 have risen in some areas such

as Reading and Maths and also Writing/Reading/Maths combined from the previous year.

#### Key Stage 4

Gateshead's Looked after Children Year 11 Cohort was 30 Children. Below is a table showing Provisional Results for their GCSE/Equivalent Results.

This year's GCSE's come under the new grading system, they are marked by a number system between 9 and 1, 9 would be the equivalent of a A\* while 1 would be the equivalent of a G. 4 is the classed as a C which is seen as a standard pass. These examinations are generally accepted as being of a higher standard and, therefore, it is more challenging to attain the standard pass or above.

23 Looked after Children achieved 1 x GCSE Passes at Grade 1 or above.
17 Looked after Children achieved 5 x GCSE Passes at Grade 1 or above.
6 Looked after Children achieved 5 x GCSE Passes at Grade 4 or above.
3 Looked after Children achieved 5 x GCSE Passes at Grade 4 or above including English & Maths.

Please note – 63% were SEN of which 23% of the cohort attend Special schools and were not expected to make 5 (9-4) because of SEN needs. These pupils took other qualifications such as functional skills or may not be able to gain accredited courses through exams. The cohort for this year had a higher ratio of SEN children increasing from 56% in 2017 to 63% in 2018. 13% of the cohort attend PRU's because of being at risk of permanent exclusion.

#### Challenges

As our LAC are spread across Gateshead schools it is a greater challenge to identify underperformance because of weaker teaching or school leadership. In addition, due to the small cohort sizes year on year academic results can vary widely. However, our ambition is to ensure that all LAC thrive in school and are given as much additional resource as possible to overcome any barriers to learning. Accurate performance tracking, deep knowledge of individual children and young people and a supportive but challenging relationship with our schools and academies are the elements that we have

established to impact on the pupil progress. However, as corporate parents the performance of our LAC will always be an ongoing priority and focus.

### 3. Ofsted Inspection Findings

In Gateshead (the following figures refer to the summative grade or “Overall Effectiveness” grade given to each school in its last inspection and includes both maintained schools and academies):

- 88% of all schools are either good or outstanding
- 93% of primary schools are good or outstanding
- 100% of special schools are good or outstanding
- 44% of secondary schools are good or outstanding.
- 38% of all schools are outstanding (approx. 20% nationally)
- 1 secondary academy is judged to be inadequate.
- 1 secondary academy, technically, (Heworth Grange) has no judgement grade yet

#### Overall Effectiveness Ofsted Judgements at 1.1.19

School Group, Type and Status	Inadequate	Satisfactory/ Requires Improvement	Good	Outstanding	Good or Better
All Schools (83 Judgements)	1%	11%	50%	38%	88%
Primary (67)	0%	7%	55%	37%	93%
Secondary (9)	11%	44%	11%	33%	44%
Special (6)	0%	0%	50%	50%	100%
Other (1)	0%	0%	0%	100%	100%

## Summary

The overall data suggests that the “typical” child makes good progress in the Gateshead school system ie from relatively low starting points, below the national average, they attain GCSEs that are often above the national average.

However, this simple positive narrative masks some significant ongoing issues ie

- Pupils, in general, make more rapid progress in primary education than they do in secondary.
- Too few (44%) secondary schools/academies are judged by Ofsted to provide a good standard of education – this variation in performance between schools is also apparent in pupil progress and attainment data.
- Not all groups of pupils achieve equally well in Gateshead and while progress has been made in accelerating the progress of the most vulnerable it continues to be an issue. In particular, Looked after Children, those eligible for pupil premium and those pupils with SEND.

The Council, at this time, has the resources to address issues of underperformance in its maintained nursery, primary and special schools. The Council’s approach of intervening and targeting resource in those schools that require support has proven to be successful for several years. The system for challenging and supporting underperforming academies rests outside of the Council and, so far, has not been successful in addressing the wide variation in pupil outcomes and performance. However, the Council will continue to carry out a desk top analysis of secondary academy performance to identify strengths and weaknesses. This analysis will be shared with the academies and the Regional Schools Commissioner.

The secondary sector will continue to see significant change in the short term that is outside of the Council’s direct control.

- Joseph Swan Academy will become part of the Emmanuel Foundation Trust.
- Thomas Hepburn Academy will close at the end of the 18/19 academic year.
- Heworth Grange Academy will be inspected as a part of the Consilium Multi Academy Trust.