Gateshead Council

TITLE OF REPORT: Schools Performance Overview Report:

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Summary

1   This report details the position of Gateshead schools in relation to:

- Ofsted Inspection findings for September 2022 - December 2023.
- Outcomes of Gateshead students in relation to tests and examinations 2022-23.
- Exclusions in Gateshead for the academic year 2022-2023.
- Elective Home Education (Academic Year 2022-23)
- School Attendance (Academic Year 2022-23: Autumn and Spring Term)

Ofsted Inspections Findings

Background

2   September 2019 saw the introduction of a new schools' inspection framework – the Education Inspection Framework (EIF). This framework differed quite considerably from the previous version. There is a significant focus on the quality of the curriculum. Schools receive an overall effectiveness grade based on a sub grade for each of the following areas:

- quality of education
- behaviour and attitudes
- personal development
- leadership and management

3   The quality of Early Years and 6th Forms are also inspected.

Ofsted use the following grading system:

1 = Outstanding
2 = Good
3 = Requires Improvement
4 = Inadequate

4   Inspections were paused during the pandemic and reinstated in September 2021. This resulted in slight changes to the timing of inspections. The most significant change has been that outstanding schools which were previously exempt from routine inspection are once again being inspected.

5   Terminology has changed since September 2022. Schools receive either a graded inspection (which can change the overall effectiveness of a school) or an ungraded inspection (where the overall effectiveness cannot change).

6   In Gateshead 16 primary schools and 2 secondary schools joined BWCET (Bishop Wilkinson Catholic Education Trust). This means they are new schools and may not be inspected for 3 years after conversion to an academy. One school is still in the process of converting to join BWCET.

7   Full copies of all inspection reports can be found at www.ofsted.gov.uk

Outcomes September 2022 - December 2023

Primary/Nursery School	School Type	Previous Inspection	Present Inspection
Blaydon West Primary School	Maintained	Good	Good
Carr Hill Community Primary School	Maintained	Good	Good
Clover Hill Community Primary School	Maintained	Outstanding	Good
Corpus Christi	Primary converter academy	Outstanding	Outstanding
Crookhill Community Primary School	Maintained	Good	Good
Dunston Hill Community Primary School	Maintained	Good	Good
Fell Dyke Community Primary School	Maintained	Requires Improvement	Good
Front Street Primary School	Maintained	Outstanding	Outstanding
Harlow Green Community Primary School	Maintained	Good	Good
Highfield St Joseph's	Maintained	Good	Good
Kibblesworth Academy	Primary converter academy	Good	Good

Oakfield Infant School	Maintained	Outstanding	Requires Improvement
Oakfield Junior School	Maintained	Good	Good
Parkhead Community Primary School	Maintained	Good	Good
Roman Road Primary School	Maintained	Inadequate	Good
Portobello Primary School	Maintained	Good	Good
Rowlands Gill Primary School	Maintained	Requires Improvement	Good
Ryton Community Infant School	Maintained	Good	Good
South Street Community Primary School	Maintained	Requires Improvement	Requires Improvement
St Anne's Catholic Primary School	Primary converter academy	N/A	Good
St Joseph's Catholic Primary School, Blaydon	Primary converter academy	N/A	Good
St Joseph's Gateshead	Primary converter academy	N/A	Good
Swalwell Primary School	Maintained	Requires Improvement	Good
The Drive Community Primary School	Maintained	Good	Good
White Mere Community Primary	Maintained	Good	Good
Windy Nook Primary School	Maintained	Good	Good
Winlaton West Lane Community Primary School	Maintained	Good	Good

Secondary School	School Type	Previous Inspection	Present Inspection
Grace College	Secondary converter academy	N/A	Requires Improvement
Lord Lawson of Beamish Academy	Secondary converter academy	Requires Improvement	Good
St Thomas More Catholic School	Secondary converter academy	Outstanding	Good
Whickham School	Secondary converter academy	Good	Good

Independent schools

8   There are currently (Oct 23) 8 independent schools in Gateshead. 3 are graded good and 5 are graded requires improvement.

Summary of outcomes (as at 27/10/23)

	Good/Outstanding	Outstanding	Good	Requires improvement	Inadequate
Gateshead All	88%	20%	68%	12%	0%
Gateshead excluding independent (includes special)	93%	22%	71%	7%	0%
Gateshead primary excluding independent	94%	18%	76%	6%	0%
Gateshead secondary excluding independent	78%	22%	56%	22%	0%
England (all schools) as at 27/10/23. Data from Watchsted	89%	14%	75%	9%	2%

Outcomes of Gateshead Students in Relation to Tests and Examinations 2022-23

Background

9   Outcomes from examinations and assessments taken in the summer of 2023 are published nationally for the first time since the pandemic.

10   The following tests and assessments took place in primary schools:

- Early Years Foundation Stage Profile at the end of Reception Year when most children are 5. This assessment has been revised since 2019 so no comparison can be made with previous years.

- Phonics screen at the end of Year 1 when children are 6. Children who do not meet the required standard are tested again in Year 2.

- Reading, writing and maths assessments at the end of Year 2 when children are 7. Teachers assess whether children have met the expected standard using a combination of tests and criteria set by government. These assessments will be optional from this academic year onwards. Schools may choose to use national materials or complete their own teacher assessments.

- Multiplication check at the end of Year 4 when children are 9. The government publish the national average score achieved. This has yet to be released.

- Reading, maths and grammar punctuation and spelling tests at the end of Year 6 when children are 11. Government sets the expected standard based on scores in the tests. Children are also assessed in writing through a set of criteria used by teachers to check whether the expected standard has been met or not.

- Information about how children performed at the end of Year 6 is compared with how they performed in Year 2 and a progress score for the school (not individual children) is calculated. A score of 0 is expected progress.

Outcomes

- The impact of the pandemic continues to be evident in outcomes from tests and assessments taken by the youngest children in primary schools (EYFSP data). There has been an improvement on the previous year in Gateshead and nationally. Gateshead outcomes are not significantly different from national other than for children with SEN. Children with SEN achieved well compared to those with SEN nationally.

- Year 1 and Year 2 phonic screen outcomes. Outcomes are slowly beginning to return to levels seen pre pandemic nationally and for Gateshead. The widest gaps between Gateshead and national are for children whose home language is not English. Once children have mastered the language, they catch up quickly with peers.

- KS1 assessments at age 7. Schools have focussed on the basics of reading, writing and mathematics to support children to catch up.

Outcomes are slowly beginning to return to levels seen pre pandemic nationally and for Gateshead. Gateshead outcomes are not significantly different from national other than for children whose home language is not English. Once children have mastered the language, they catch up quickly with peers.

- In KS2 assessments at age 11, pupils outperformed their peers nationally in all subjects. Reading outcomes have returned to pre pandemic levels nationally. Gateshead outcomes are higher than this. There has been a significant amount of work with schools and by schools to close gaps in reading. The impact on writing outcomes continues to be seen at a national and local level.

- No direct comparison should be made with 2022 outcomes for GCSEs as the grading system changed. Gateshead students generally performed better than National in GCSE outcomes – except in progress measures.

Below national by more than 8%	
Below national by more than 2% but not signi	
Above national	

EYFSP

GLD	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	67.6	74.0	61.5	60.4	52.7	24.7
National	67.2	74.2	60.6	62.7	52.0	19.9

Phonics Year 1

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	78.2	81.9	74.6	73.7	65.2	42.4
National	78.9	82.4	75.5	78.4	66.7	42.2

Phonics Year 2

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	89.4	91.6	83.7	81.6	83.7	66.8
National	88.6	91.2	86.2	87.7	81.0	58.8

KS1
Reading Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	67.5	71.2	63.9	55.6	55.5	31.4
National	68.3	71.8	64.8	64.8	53.9	27.8

Writing Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	59.6	65.6	53.9	50.8	45.5	18.4
National	60.1	66.2	54.3	58.7	44.4	18.7

Maths Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	70.2	70.0	70.4	62.9	58.2	32.4
National	70.4	70.2	70.6	69.2	55.7	32.0

Key Stage 2
Reading Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	76.9	78.6	75.2	64.6	66.1	49.3
National	72.6	75.6	69.8	69.7	60.2	38.5

Writing Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	72.8	78.7	67.2	65.4	58.6	32.1
National	71.5	78.2	65.1	71.7	58.1	28.9

Maths Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	75.9	75.5	76.3	73.8	63.1	38.5
National	72.9	72.3	73.4	77.3	58.7	36.2

GPS Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	75.7	78.8	72.8	71.1	64.3	40.5
National	72.3	76.5	68.2	74.9	58.9	32.8

KS2 Progress Reading

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	0.7	0.8	0.6	1.2	0.3	-0.2
National	0	0.3	-0.2	0.6	- 0.9	-1.4

KS2 Progress Writing

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	-0.1	0.8	-0.9	1.4	-0.6	-1.9
National	0	0.9	-0.8	1.3	-0.7	-2.2

KS2 Progress Maths

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	0.2	-0.5	0.9	3.5	-0.3	-1.2
National	0	-0.8	0.8	2.3	-1.1	-1.6

KS4

	A8	P8	% E&M 9-5	% Ebacc entry	Ebacc APS
Gateshead	47.5	-0.11	45.3%	48.2%	4.19
National	46.9	0	45.1%	39.0%	4.05
SEN support Gateshead	33.9	-0.52	18.7%	24.2%	2.80
SEN support National	33.0	-0.46	20.3%	18.7%	2.74
SEN EHCP Gateshead	13.0	-1.11	7.4%	7.4%	1.06
SEN EHCP National	14.0	-1.14	6.8%	4.2%	1.11
Disadvantaged Gateshead	35.5	-0.80	25.5%	35.7%	3.04
Disadvantaged National	34.7	-0.59	24.5%	27.1%	2.94
Female Gateshead	50.2	+0.03	50.6%	52.2%	4.41

Female National	48.6	+0.11	47.2%	43.6%	4.24
Male Gateshead	44.9	-0.25	43.6%	44.1%	3.96
Male National	44.0	-0.18	43.0%	34.7%	3.87

School Exclusions

Background

11   The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.

12   The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Exclusion information 2022-2023

Permanent exclusion data:

13   Permanent exclusion rates over a 3 year period. NB National Data for 2022-23 is not yet available:

	2019-2020	2020-2021	2021-2022
National permanent exclusion rate	0.06%	0.05%	0.04%
Gateshead permanent exclusion rate	0.11%	0.13%	0.10%

14   The number of pupils permanently excluded from Gateshead schools over a three-year period and including Autumn 2023:

Academic Year	Permanent Exclusions (Total)	Permanent Exclusion (Secondary/ Primary)	Autumn Term	Spring Term	Summer Term
2020/21	42	42/0	19	8	15
2021/22	50	49/1	18	19	13
2022/23	94	92/2	32	31	31
2023/24 (Autumn only)		29/0	29	NA	NA

15   Permanent exclusions per school 2022-23 and Autumn term 2023:

School	Total permanent exclusions issued		Total withdrawn/not upheld		Total resident in another authority	
	2022/23	2023/24	2022/23	2023/24	2022/23	2023/24
1	5	5		1		1
2	7	1				
3	21	5				
4	7	2				
5	12	5				
6	11	3			2	1
7 (Out of Area)	1	1				
8	2		1		1	
9 (Out of Area)	3					
10	5	1	1			
11	10	2	2			
12 (Out of Area)	1	1		1		
13	9	3			3	1
Total	94	29	4	2	6	3

* Out of Area: a child from Gateshead who attends a school in a different LA eg on the boundary such as South Tyneside.

16   Pupil profile at the point of permanent exclusion:

Pupil profile	2022/23	2023/24 (Autumn term)
CioC	0	1 (rescinded)
Child Protection	2	1
Child in Need	10	0
Early Help	18	5
Not known to CSC	64	23
Pupil Premium	52	19
Non-pupil premium	42	10
SEN(K)	44	14
EHCP	2 (1x rescinded)	1 (rescinded)
Non-SEN	48	14
Male	69	20
Female	25	9
Y4	1	
Y5	1	
Y7	18	2
Y8	21	12
Y9	24	6
Y10	18	4

Y11		11	5

17. Breakdown of permanent exclusions upheld by reason in academic year 2022-2023:

Reason	Number
Physical assault	25
Verbal abuse	14
Bullying	0
Racist incident	0
Sexual misconduct	0
Drug/alcohol	2
Damage	2
Theft	2
Persistent disruptive behaviour	43
Inappropriate use of social media	1
Other	5

Suspension rate data:

	2019-2020	2020-2021	2021-2022
National suspension rate	4.17%	4.14%	4.25%
Gateshead suspension	4.77%	6.88%	7.93%

Totals suspension issued 2022 - 2023

	2022-23	Autumn 2023
Suspension issued:	3788	670
SEN (K)	1300	232
EHCP	160	21
Males	2253	402
Females	1535	268
Pupil Premium	2732	

Summary

Permanent Exclusions

- The rate of permanent exclusion over the three-year period is above the national average and has risen significantly in the last year by 47%.
- Permanent Exclusion from Academies / Non-maintained schools, account for 82% of these.
- There is one school who has a disproportionately high rate of Permanent Exclusions this year which has added disproportionately to the rise this year.
- Persistent disruptive behaviour continues to be cited as the main reason for a permanent exclusion accounting for 43% of all permanent exclusions.
- In 2022-2023 boys represented the highest number of permanent exclusions that were issued and upheld. This is a trend continuing from the previous year.
- In 2022-2023 Key Stage 3 was the phase where most permanent exclusions were issued and upheld. This is a trend continuing from the previous year.

- In 2022-2023 persistent disruptive behaviour was the predominant reason cited for issuing a permanent exclusion.

Suspensions

- The rate of suspensions over the three-year period is above the national average.
- In 2022-2023 males represented the highest number of suspensions issued. A trend that is reflected in permanent exclusions that were issued.
- In 2022-2023 pupils identified as pupil premium were twice as likely to be issued with a suspension than those not identified as pupil premium.

Addressing the challenge:

18   The reduction of exclusions is a key focus of local area work across the Gateshead system so that we can achieve a cultural change, supported by the SEN and emerging Alternative Provision strategic plan.

19   This SEN / AP strategic plan will pay particular attention to early intervention through the SEN framework (with a focus on the Social, Emotional and Mental Health needs of the students) but also on building capacity within schools to adapt policy, procedure and practice through the work of the newly established Quality Assurance team, SENIT (LINT, HINT) and health.

20   The strategy will:
   i.   Build on the assessment hubs being established through the SEN plan action plan. This will allow identification of need/s and provide timely intervention before behaviours identified escalate to a point of exclusion for the child.
   ii.   Develop an outreach model from commissioned provider River Tyne Academy to build capacity within Secondary schools to be able to intervene and support students on the edge of exclusion, to prevent them from being excluded from school/
   iii.   Develop an advocacy offer to parents/carers that will support them through their rights to challenge schools when students reach 15 days exclusion or are permanently excluded. This will quality assure that schools are doing everything possible to intervene and support, before issuing an exclusion and will encourage them to reconsider or look for alternative strategies.
   iv.   Analyse the data collected from schools and intervene with an offer of support when the number of suspensions begin to escalate in specific establishments and share trends in data, in order to work collectively on specific emerging themes or local issues.
   v.   Work proactively with schools to support them with assessing the right support when faced with challenging disruptive behaviour, especially males in KS3 and pupil premium students, eg HINT, Educational Psychologists and applications with EHCP, where appropriate.
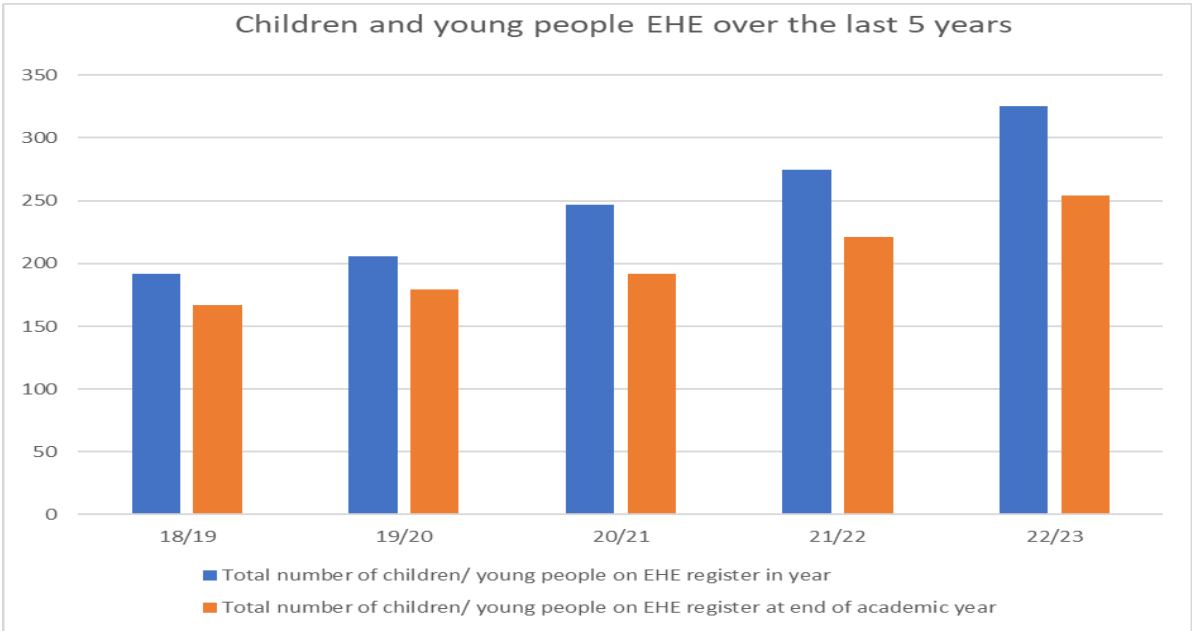
Elective Home Education

Background

21 Elective Home Education (EHE) is a term used to describe a choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. Parents have a right to educate their children at home, and the government wants the many parents who do it well to be supported.

22 Parents who choose to educate a child in these ways rather than sending the child to school full-time take on financial responsibility for the cost of doing so, including the cost of any external assistance used such as tutors, parent groups or part-time alternative provision.

23 One of the most significant issues for any local authorities is maintaining adequate oversight. In Gateshead Local Authority the Elective Home Education officers maintain close links with other services and conduct a multi-agency elective home education group once per month to ensure information is shared so as far as it is possible to do so, so that the identities of children who may be being electively home educated are established so that it can be established if they are receiving a full time, suitable education.

Elective Home Education 2022-2023 Data Set:

Elective Home Education Annual Report 2022/23

24 Home education numbers have continued to increase over the last 5 years. Many parents have indicated that they feel they have no other choice, due their children's needs.

Table 1 – Number of children and young people EHE over last 5 years

Children and young people EHE over the last 5 years

Legend:
- Total number of children/ young people on EHE register in year
- Total number of children/ young people on EHE register at end of academic year

- There were 325 children and young people open on the Elective Home Education (EHE) registers in 2022/23. This was a 18% increase compared to 2021/22 and a 69% increase since 2018/19. This increase is in line with national trends.

- There were 91 primary aged children EHE and 234 secondary children EHE in 2022/23.

- There were 47 children and young people who were at SEN support level and 11 children who had an EHCP on the register in 2022/23. This was a 11% increase from 2021/22.

- There were 145 males EHE and 180 females EHE. Over the last 5 years there have been more females EHE than males.

- The number of children and young people on the EHE register changes throughout the year. At the end of the academic year there were 254 children and young people open on the EHE register.

Table 2:

25   **Active cases:** As of 13th December 2023, there are **236** pupils open as active cases on the EHE register. Of these **56** have been added to the EHE register from 4th September 2023.
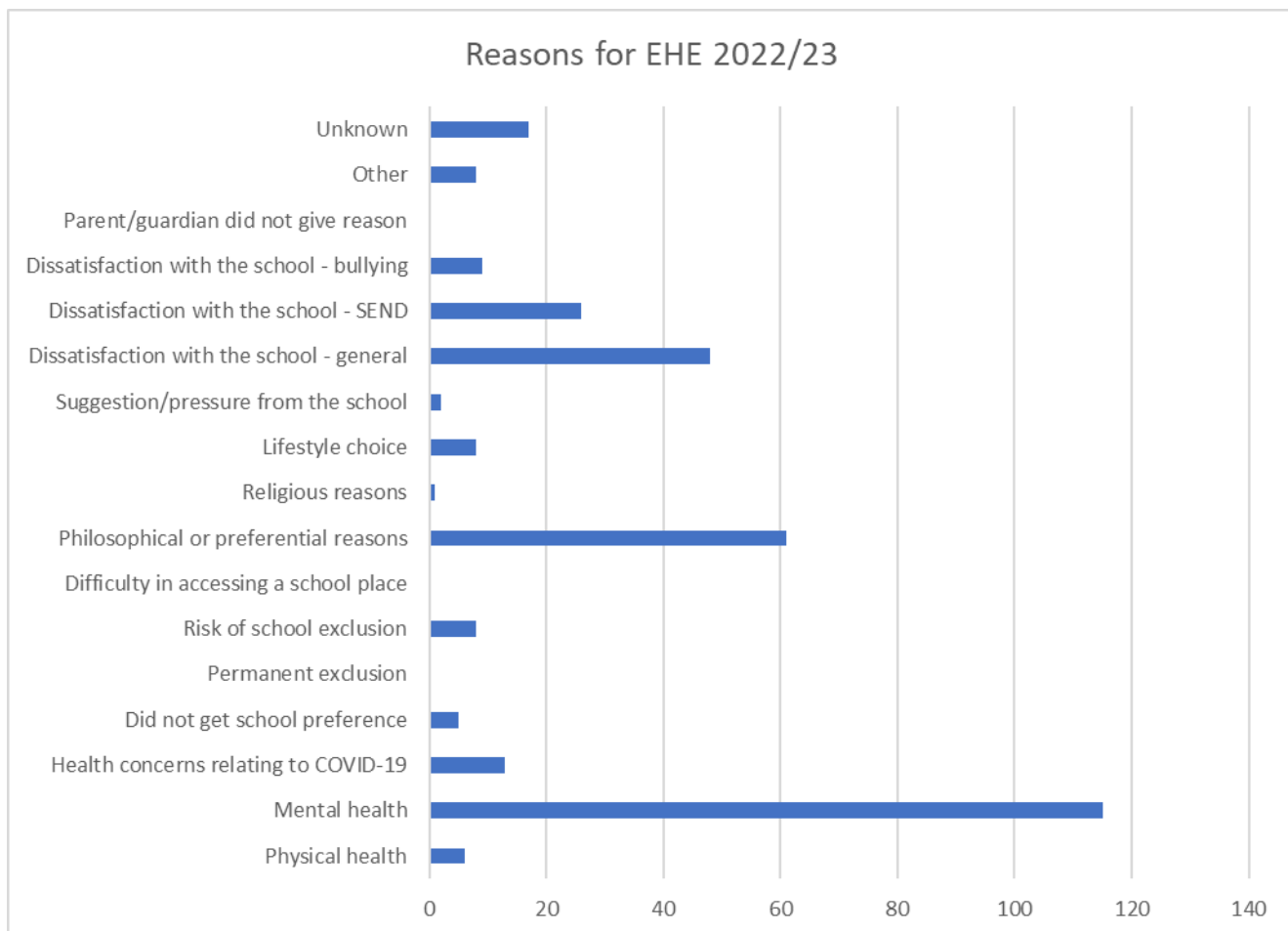
26   The current **236** open cases are made up of the following age ranges:

Year	Number
R	5
1	5
2	15
3	4
4	12
5	10
6	15
7	20
8	31
9	35
10	43
11	41

27   The current open cases are made up of:

9 pupils open to Early Help
2 pupils open to CSC at CIN (CIN assessment)
0 pupils open to CSC as CP
46 pupils that were SENK **at the point of deregistration from school.**
9 pupils that had an EHCP plan **at the point of deregistration from school.**

Table 3 – Reason why parent removed child or young person from school to EHE.

Reasons for EHE 2022/23

Reason	Value
Unknown	~17
Other	~8
Parent/guardian did not give reason	0
Dissatisfaction with the school - bullying	~9
Dissatisfaction with the school - SEND	~26
Dissatisfaction with the school - general	~48
Suggestion/pressure from the school	~2
Lifestyle choice	~8
Religious reasons	~1
Philosophical or preferential reasons	~61
Difficulty in accessing a school place	0
Risk of school exclusion	~8
Permanent exclusion	0
Did not get school preference	~5
Health concerns relating to COVID-19	~13
Mental health	~115
Physical health	~6

- In 2022/23 mental health was the most common reason for home educating. Dissatisfaction with school when combined (general, SEND and bullying) were a more common reason that philosophical/ preferential reasons which were historically the most common reason for EHE.

Other data

- The most significant rise in number of young people being deregistered from school was in Y9 where there was a 96% increase; this cohort had the most significant % rise in the previous year. Most of the Y9 children who were deregistered this year cite poor mental health or dissatisfaction with school as the reason for deregistration. The Y9 cohort also had the most referrals to PPP indication Covid may have had a significant impact on this year group.
- There are 38 children on the EHE register who have never attended a school setting.
- In 2022/23 there were 146 children who are currently or historically open to Childrens Services at CP, CIN or Early Help. There were 8 open to CIN and 27 open to Early Help in the year 2022/23
- There were 51 children and young people who returned to mainstream education in 2022/23, often supported via the Fair Access Process.
- 3 CME referrals were completed for children who left area with no forwarding address.
- There is the equivalent on 1.2 full time member of staff supporting the Elective home education process.

Summary

I.   There is an increasing trend of parents who are choosing to educate their children at home in Gateshead, in line with the National Averages, especially post covid.

II. There are robust processes in place to oversee and support the arrangements for children educated at home to ensure they are receiving appropriate education and they are safe.

III. Protocols are in place to ensure good information sharing between education and social care teams where children are known to both and there are no children electively home educated who are subject to a child protection plan.

IV. Although Primary, SEND and EHCP numbers remain static from 2021-22, Secondary numbers have increased by 29% which is concerning and attributed to the increase in mental health concerns, post pandemic. This is reflected in 'Mental Health' being cited most by parents, as the reason for EHE followed by Philosophical or Preferential Reasons which pre-pandemic, was the highest category.

V.   There is a well-established elective home education multi-agency group. This is where colleagues from health, children's social care and education can explore any concerns, seek information around children, and ensures a sou overview of children who are electively home educated.

School Attendance (Academic Year 2022-23)

Background

29   Regular school attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.

30   Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly.

31   In Gateshead, once a school has exhausted all strategies available to them to support an improvement in a child/young person's attendance, a referral can be made to Legal Intervention Team for formal action to be taken against the parents for failing in their legal responsibility to ensure their child's regular attendance.

32   Good school attendance is considered to be an attendance percentage
        approximately 95%+. The Department for Education calculate an overall
        national absence rate. Pupils are considered to be **persistently absent** (PA) if
        their attendance falls below 90%. The Department for Education calculate an
        overall national persistent absent rate from this.

School Attendance 2022-2023 Data Set:

33   The national and Gateshead overall absence rate

	2018-2019	2019-2020 Autumn term	2020-2021	2021-2022	2022-2023 **Autumn+spring term only**	2022-2023 Full year
National rate	4.8	4.9	4.6	7.6 (+3)	7.3 Aut+spring term 2021-2022: 7.4	Not available
Gateshead rate	4.6	5.7	5	8.3 (+3.3)	7.5 Aut+spring term 2021-2022: 8.1	8

() increase/decrease from previous full year comparison only
Pandemic absence statistics suspended spring/summer

34   The national and Gateshead % persistent absence (less than 90%
        attendance):

	2018-2019	2019-2020 Autumn term only	2020-2021	2021-2022	2022-2023 **Autumn+spring term only**	2022-2023 Full year
National rate	18.5	13.2	12.1	22.5 (+)	21.2	Not available
Gateshead rate	17.9	15.9	13.4	24.3 (+)	21.2	23.3

() increase/decrease from previous full year
Pandemic absence statistics suspended spring/summer

35   The national and Gateshead % severe persistent absence (less than 50%
        attendance):

	2018-2019	2019-2020 Autumn term only	2020-2021	2021-2022	2022-2023 **Autumn+spring term only**	2022-2023 Full year
National rate		0.9%	1.1	1.7 (+0.6)	1.9	Not available
Gateshead rate		0.9%	1.2	2.2 (+1.1)	2.2	Not avaiable

increase/decrease from previous full year
Pandemic absence statistics suspended spring/summer

Summary

I. Overall absence rates have been above the national average. Pupils in Gateshead schools attend school less regualrly than other pupils nationally.
% persistent absence have been above national average in 2021 and 2022.
% persistent absence have been above national average in 2022 and showed a sharper increase than that seen nationally.

II. As reported in Nexus for the full year 2022-2023:
* Overall absence - 43 schools had strengths compared to 29 who had challenges
*Persistent absence 44 schools had strengths compared to 31 who had challenges
*Severely persistently absent – 46 schools had strengths compared to 26 who had challenges.

Absence breakdown from Census information (rounded):

National average (NA) is provided where available.

	Attendance %		% Persistent absence	
	Autumn + spring term 2022-2023	Full year 2022-2023	Autumn + spring term 2022-2023	Full year 2022-2023
All pupils	92.4 NA: 92.7	92 NA not available	21.2 NA: 21.2	23.3
Primary	94.3 NA: 94	5.67 NA not available	15.1 NA: 17.3	
Secondary	90.6 NA: 91.3	88.9 NA not available	28.5 NA: 25.2	
Special	89.86 NA: 86.8	89.7 NA not available	28.5 NA: 39.1	

	Attendance %		% Persistent absence	
	Autumn + spring term 2022-2023	Full year 2022-2023	Autumn + spring term 2022-2023	Full year 2022-2023
SEN K	89.2 NA: 89.9	91.5	31.3 NA: 30.8	24.9
EHCP	89.5 NA: 87.6	90.8	29.3 NA: 36.3	26.5
No SEN	93.2 NA: 93.5	92.1	19.1 NA: 18.5	22.8
Pupil premium	88.7 NA: 89.1	88.4	35 NA: 35.7	36.8
Non-pupil premium	99.4 NA: 94	94	13.9 NA: 15.9	15.2
Male	92.4 NA: 92.7	92	21.4 NA: 21.2	23.1
Female	92.5 NA: 92.7	92	21.4 NA: 21.3	23.5

	Attendance %		% Persistent absence	
	Autumn + spring	Full year 2022-	Autumn + spring	Full year 2022-

	term 2022-2023	2023	term 2022-2023	2023
Y1	94.2	94	17	
Y2	94.5 NA: 94	94.4	14.3 NA: 17.6	
Y3	94.7 NA: 94.3	94.6	15.1 NA: 16	
Y4	94.8 NA: 94.3	94.6	14.2 NA: 16	
Y5	94.8 NA: 94.2	94.5	14.3 NA: 16.3	
Y6	94.3 NA: 94	94.2	16.1 NA: 16.9	
Y7	92.5 NA: 93.4	91.7	21.4 NA: 18.5	23.4
Y8	90.6 NA: 91.8	90	27.5 NA: 24.3	29.1
Y9	88.2 NA: 90.7	87.9	32.2 NA: 27.4	33.5
Y10	87.3 NA: 90	86.8	35 NA: 28.9	35.2
Y11	88 NA: 89.8	84.6	32.4 NA: 28.2	53.1

Summary (cont)

Autumn + Spring term 2022-2023 data set compared to national average (NA) figures

I. Attendance percentages for all pupils and primary phase was broadly in line with national averages for the period.
II. Pupils attending special schools' overall attendance was better than pupils in the same provision nationally.
III. Overall attendance percentage in Gateshead secondary schools was below the overall national average for this phase.
IV. Overall % persistent absence was in line with national average. Gateshead's decline in this measure in 2022-2023 was at a faster rate than seen nationally when compared to the same period last year.
V. Overall % severe persistent absence is above national average. However, Gateshead's increase is at a slower rate than that seen nationally when compared to the same period last year.

Autumn + Spring term 2022-2023 group comparison

VI. Overall attendance % strengths in EHCP and non-pupil premium groups; above NA.
VII. Overall attendance % most vulnerable groups compared to NA are pupil premium and Y8-Y11.
VIII. Overall % persistently absence strengths are EHCP and non-pupil premium; above NA.
IX. Overall % persistently absence most vulnerable groups are Y7-Y11.

Addressing the challenge:

i. Working Together to Improve Attendance key priority area:

To implement a collective and cohesive strategy across **all** services, supported by the Leader of the Council. The graduated partnership approach

to improving attendance utilising/extending the existing strategies and approaches across the system is now in DRAFT format awaiting approval. Appropriate governance arrangements have been agreed to ensure that strategies and approaches are robustly aligned and working well, driving improvements in attendance.

ii. Rigorously track local attendance data to devise a strategic approach to attendance. An officer to manage the synergy system so attendance data can be routinely and robustly interrogated to inform and evaluate work has been appointed. This will also ensure we are supporting home schools with their duty under regulation 12(1)(a) of the Education (pupil registration) (England) Regulations 2006) to inform the local authority at regular intervals f these pupils not attending school regularly – this would also support our duty 'arranging education for children who cannot attend school due to health needs' (December 2023).

iii. Monitor and improve the attendance of children with a social worker through their Virtual School. This forms part of the work already started by the Virtual school. Work has been completed provide training for designated teachers about their role in promoting good outcomes for pupils in our care; this includes attendance. Work has also been delivered around personal education plans. Work across children's social care is underway so that all social workers recognise the importance of good school attendance, and that attendance is built into every child in need or child protection plan where attendance is a concern.

iv. Multi-disciplinary support for families. Plans to reconfigure family hub delivery will address and support this key priority area will address signposting to services ad when not sufficient and absenteeism persists, it will allow for schools and other services to work together to provide more intensive whole family support through the Early Help model.

v. Agreed **joint** approach for **all severely absent pupils** (those pupils missing 50% or more of school time). This may include consideration of an Educational Health and Care plan or alternative form of education. This is being actioned through the SEN action plan.

vi. Develop a **school attendance support team** which provides core functions free of charge to all schools (regardless of type), to challenge, support and advise through termly target support meetings and to support and advise any lead practitioner on any attendance elements in a single plan. As above this would also ensure we are supporting home schools with their duty under regulation 12(1)(a) of the Education (pupil registration) (England) Regulations 2006). This could also be part of an SLA offer to schools to provide additional advice and support to improve attendance.

vii. Explore the concept, across all services, the expectation that if all avenues have been facilitated by schools, the local authority and other partners, and the appropriate educational support or placement (e.g. on the education health and care plan) have been provided but severe absence continues as unauthorised absence, **it likely constitutes neglect.** Schools and local authorities should be especially conscious of any potential safeguarding

issues in these cases and where these remain, conduct a full children's social care assessment.

viii.   Continue to increase the challenge to parents / carers through the Legal Intervention Team, as shown in the increase in data below.

Legal Intervention Team Data:

Total number of prosecutions 2017 - 2023

2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
154	66	84	23	59	178

36   Penalty Notices issued for Non-Attendance 2017 -2023

	2017-18	2018-19	2019-20 (Sept-March)	2020-21	2021-22	2022-23
Number Issued	53 (2 pending)	20	5	0	14	31
Number Paid	20	0	2	n/a	3	16
Number Unpaid	25	13	3	n/a	7	15
Withdrawn	6	7	0	n/a	0	0
Payments pending	-	-	-	-	4	0

Recommendations

37   OSC is asked to consider the position of schools in relation to:

- Ofsted inspections
- Assessment, test and exam outcomes for the academic year 2022 – 23
- School Exclusions
- Elective Home Education
- School Attendance

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