

TITLE OF REPORT: Schools Performance Overview Report:

REPORT OF: Helen Fergusson, Director of Children’s Services and Lifelong Learning

Summary

1. This report details the position of Gateshead schools in relation to:
 - Ofsted Inspection findings for January 2024 – September 2024.
 - Outcomes of Gateshead students in relation to tests and examinations 2023-24.
 - Exclusions in Gateshead for the academic year (Data not yet available – report to follow).
 - Elective Home Education (Data not yet available – report to follow)
 - School Attendance (Data not yet available – report to follow)

Ofsted Inspections

Background

2. Ofsted introduced a number of changes to school inspections this academic year. The single word grading for overall effectiveness has been removed. The focus during ungraded inspections has changed, along with the process inspectors use whilst on the school site.

There is little change to a graded inspection. There continues to be a significant focus on the quality of the curriculum. Schools continue to receive grades for each of the following areas:

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

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

3. Ofsted use the following grading system currently:

- 1 = Outstanding
- 2 = Good
- 3 = Requires Improvement

4 = Inadequate

4. From September 2025 there will be a new Inspection Framework in place. Ofsted plan to share information with schools over the next two terms so leaders, schools and Local Authorities have the information they need in time for the start of next academic year.

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

Outcomes January 2024 – September 2024

Primary/Nursery School	School Type	Previous Inspection	Present Inspection
Greenside Primary School	Maintained	Outstanding	Outstanding
St Alban's Catholic Primary School	Primary converter academy	N/A	Good
Barley Mow Primary School	Maintained	Good	Good
Hill Top School	Maintained	Good	Good
Lingey House Primary School	Maintained	Outstanding	Good
Ravensworth Terrace Primary School	Maintained	Outstanding	Good
Highfield Community Primary School	Maintained	Good	Good
South Street Community Primary School	Maintained	Requires Improvement	Good
St Philip Neri Roman Catholic Primary School	Primary converter academy	N/A	Good
Sacred Heart Catholic Primary School	Primary converter academy	Outstanding	Good
Brandling Primary School	Maintained	Requires Improvement	Good

Oakfield Infant School	Maintained (when inspected)	Requires Improvement	Good
St Augustine's Roman Catholic Voluntary Aided Primary School	Primary converter academy	N/A	Good

Secondary School	School Type	Previous Inspection	Present Inspection
Cardinal Hume Catholic School	Secondary converter academy	Outstanding	Outstanding
Thorp Academy	Secondary sponsor led academy	Good	Good

Independent schools

6. There are currently (October '24) 8 independent schools in Gateshead. 3 are graded good and 5 are graded requires improvement.

Summary of outcomes (percentages have been rounded).

	Good/Outstanding	Outstanding	Good	Requires improvement	Inadequate
Gateshead All	91%	15%	76%	9%	0%
Gateshead excluding independent (includes special)	96%	17%	80%	4%	0%
Gateshead primary excluding independent	100%	12%	87%	1%	0%
Gateshead secondary excluding	78%	22%	56%	22%	0%

independent					
England (Primary & Secondary) as at 16/10/2024 . Data from Watchsted	92%	12%	80%	8%	0%

Outcomes of Gateshead Students in Relation to Tests and Examinations 2023-24

Background


7. 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 aged 5.
 - Phonics screen at the end of Year 1 when most children are aged 6. Children who do not meet the required standard are tested again in Year 2 when most are aged 7.
 - Multiplication check at the end of Year 4 when most children are aged 9.
 - Reading, maths and grammar punctuation and spelling tests at the end of Year 6 when most children are aged 11. The 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. The Local Authority moderates these judgments.
 - Progress information for the end of Year 6 was not available last year as there were no Key Stage 1 assessments due to Covid.

Outcomes

- In the Early Years the impact of the pandemic continues to be evident in communication and language outcomes. In terms of a good level of development for all children, Gateshead outcomes are in line with the national average. Outcomes across the different groups are not significantly different from similar groups nationally.
- Year 1 and Year 2 phonic screen outcomes continue to return to levels seen pre pandemic nationally and for Gateshead. Gateshead outcomes by the end of Year 1 are in line with the national average. By the end of Year 2 outcomes are positive for all groups. Gaps between Gateshead and national have

narrowed for children whose home language is not English. Once children's language skills have developed, they catch up quickly with peers.

- In the Year 4 multiplication check, Gateshead pupils outperformed their peers nationally in all measures. Outcomes have improved over the last three years.
- In Key Stage 2 assessments at age 11, children outperformed their peers nationally in reading, mathematics, grammar, punctuation and spelling. Outcomes for those with English as an additional language have improved on the previous year.
- The GCSE figures are provisional at this stage. At present very few Local Authorities have submitted data, this means national averages are not reliable.

Below national by more than 2% but not significantly 

Above national 

Early Years Foundation Stage Profile

Good Level of Development

	All	Girls	Boys	English as an Additional Language (EAL)	Disadvantaged	Special Educational Needs (SEN)
Gateshead	67.4	76.3	58.4	62.7	53.5	18.5
National	67.7	75.1	60.7	63.7	51.9	19.8

Phonics Year 1

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	80	84	76	77	64	46
National	80	84	77	80	68	44

Phonics Year 2

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	90	93	87	85	83	65
National	89	92	87	88	82	61

Key Stage 2

Reading Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	76	79	73	67	62	46
National	74	78	71	72	62	41

Writing Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	72	79	65	70	58	31
National	72	78	65	72	58	30

Maths Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	75	75	74	74	61	38
National	73	73	74	77	59	37

Grammar Punctuation and Spelling Expected

	All	Girls	Boys	EAL	Disadvantaged	SEN
Gateshead	75	78	71	75	61	38
National	72	76	69	75	59	34

Year 4 Multiplication Check

% achieving full marks

	All
Gateshead	40%
National	34%

Average attainment score

	All
Gateshead	21.3
National	20.6

KS4 (Provisional)

	A8	P8	% E&M 9-5	% Ebacc entry	Ebacc APS
Gateshead	46.2	-0.14	48.7	54.4	4.21
National	46.1	-0.03	46.2	40.6	4.09
SEN support Gateshead	33.7	-0.65	27.1	30.3	2.93
SEN support National	33.1	-0.45	21.6	20.1	2.79
SEN EHCP Gateshead	13	-1.19	8.7	7.7	1.13
SEN EHCP National	14.2	-1.13	7	4.8	1.14
Disadvantaged Gateshead	34.8	-0.76	29.2	40.2	3.13
Disadvantaged National	34.7	-0.57	26	28.7	3
Female Gateshead	47.8	-0.07	50.4	57.9	4.34
Female National	48.4	0.09	48.5	44.6	4.27
Male Gateshead	44.8	-0.2	47.3	51.3	4.11
Male National	43.9	-0.15	44	36.7	3.91

School Exclusions

Background

8. 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.
9. 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 2023-2024

Permanent exclusion data:

10. Permanent exclusion rates over a 3 year period (Autumn Term for comparison).

%	2021-2022	2022-23	2023-24
National permanent exclusion rate	0.03	0.04	0.05
Regional permanent exclusion rate	0.04	0.06	0.09
Gateshead permanent exclusion rate	0.04	0.06	0.08

11. The number of pupils permanently excluded from Gateshead schools over a three-year period:

Academic Year	Permanent Exclusions (Total)	Permanent Exclusion (Secondary/ Primary)	Autumn Term	Spring Term	Summer Term
2021/ 22	50	49/1	18	19	13
2022/23	94	92/2	32	31	31
2023/24	79	79	27	28	23

12. Permanent exclusions per school 2023-24 cf previous year:

School	Total permanent exclusions issued		Total withdrawn/not upheld	
	2022/23	2023/24	2022/23	2023/24
1	5	6		1
2	7	2		
3	21	11		
4	7	11		
5	12	16		
6	11	11		
7	5	3	1	1
8	10	7	2	
9	9	8		
10	0	0		

Out of Area School	7	4		1
Total	94	79	3	3

13. Pupil profile at the point of permanent exclusion:

Pupil profile	2022/23	2023/24
CioC	0	1 (rescinded)
Child Protection	2	2
Child in Need	10	4
Early Help	18	19
Not known to CSC	64	53
Pupil Premium	52	54
Non-pupil premium	42	25
SEN(K)	44	33
EHCP	2 (1x rescinded)	1 (rescinded)
Y4	1	0
Y5	1	0
Y6	0	0
Y7	18	11
Y8	21	25
Y9	24	24
Y10	18	13
Y11	11	5

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

Reason	2022-23	2023-24
Physical assault	25	13
Verbal abuse	14	6

Bullying	0	1
Racist incident	0	0
Sexual misconduct	0	0
Drug/alcohol	2	1
Damage	2	0
Theft	2	0
Persistent disruptive behaviour	43	52
Inappropriate use of social media	1	0
Other	5	4

Suspension rate data:

%	2021-22	2022-23	2023-24
National suspension rate	2.21	2.96	4.13
Regional suspension rate	3.43	4.65	6.77
Gateshead suspension rate	2.77	3.35	5.79

Average days missed from school due to suspension data:

	National			North East		
	2022/23 Spring term	2022/23 Summer term	2023/2 4 Autum n term	2022/2 3 Spring term	2022/23 Summe r term	2023/2 4 Autum n term
Average days missed per suspended pupil	3.4	3.5	3.8	4.4	4.3	4.8
Suspensions	263,904	275,951	346,279	19,894	21,012	26,438

Gateshead			
	2022/23 Spring term	2022/23 Summer term	2023/24 Autumn term
Average days missed per suspended pupil	4.3	4.5	4.5
Suspensions	1,242	1,534	1,658

Summary

Permanent Exclusions

- Our current rate of permanent exclusion is above the national average but slightly below the regional average. The North East has one of the highest exclusion rates in the country. The number of permanent exclusions across Gateshead has reduced by 16%.
- One school who had a disproportionately high rate of Permanent Exclusions last year has reduced the number of exclusions by 48% but there has been an increase of between 25% - 40% for 2 other secondary schools, which is of concern.
Persistent disruptive behaviour continues to be cited as the main reason for a permanent exclusion accounting for 66% of all permanent exclusions and as a service, we work in partnership with our schools, to support them to manage children with dysregulated behaviour through various methods, including our HINT service.
- Key Stage 3 remains the phase where most permanent exclusions are issued and upheld, particularly in Yr 8-9. This is a trend continuing from the previous year.

Suspensions

- The rate of suspensions over the three-year period is above the national average but below the regional average.
- Males continue to be represented the highest number of suspensions (and permanent exclusions) issued.

Addressing the challenge:

15. The reduction in the rate 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 SEND Strategy the Gateshead Alternative Learning

Provision Strategic Plan (GALPS), to address the disproportionately high number of vulnerable CYP being excluded.

16. This SEN /GALPS 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, SEN Inclusion Team (Low Incidence Needs Team, High Incidence Needs Team) and health.
17. The strategy will:
 - i. Build on the assessment hubs being established through the SEND strategic action plan. This will allow identification of need/s which can lead to dysregulated behaviour and provide timely and appropriate intervention before behaviours identified escalate to a point of exclusion for the child.
 - ii. Develop a fit for purpose Service Level Agreement with River Tyne Academy to ensure that appropriate needs intervention takes place and leads to swift reintegration for CYP who are excluded.
 - iii. Develop an advocacy offer to parents/carers that will support them through their rights to challenge schools when students reach 45 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. Schools are rigorously challenged by the Education, Schools and Inclusion Senior Leadership Team if a vulnerable CYP is excluded and every attempt is made to work in partnership to avoid permanent exclusions, especially in our primary schools.
 - 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. A new data tracking tool to enable us to do this effectively, is currently being sourced.
 - 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 High Incidence Needs Team Educational Psychologists support and applications with Education Health Care Plan, where appropriate.

Elective Home Education

Background

18. 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.

19. The DfE data set for the October census 2023, states that Local Authorities identified an estimated 92 000 children as in elective home education, although they recognise this figure will be an underestimate on actual numbers. The DfE census information for Gateshead for the October 2024 census states that 268 children and young people were home educated on this date. During 2023-24 academic year, there were 386 children and young people electively home educated in Gateshead. In academic year 2024 - 25 there have been a total of 347 children on the EHE register; so far of these 23 have returned to school. There are currently 306 children and young people electively home educated in Gateshead including 10 who have been referred to the Legal Interventions Team to progress towards a School Attendance Order. Between 2022-23 and 2023-24 there has been a 19% increase in children and young people who have been home educated. Over the course of the last, and current academic year, we have seen an increase in children electively home educated particularly where there are concerns about children's mental health

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20. 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 to their children's needs.

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

- There were 386 children on the Elective Home Education (EHE) register in 2023/24. This was a 19% increase compared to 2022/23 and an 87% increase since 2019/20.
- There were 110 primary aged children on the EHE register during 2023/24, which is an increase of 20% from last academic year.
- There were 276 secondary aged children on the EHE register during 2023/24, which is an increase of 18% from last academic year.
- There were 159 males on the EHE register in 2023/24, which is an increase of 9% from last academic year. There were 227 females on the EHE register in 2023/24, which is an increase of 26% from last academic year. Over the last 5 years there have been more females EHE than males and this trend has continued this academic year.
- The number of children and young people on the EHE register changes throughout the year. At the end of the academic year there were 292 children and young people open on the EHE register, which is a 14% increase from the end of last academic year.

21. Active cases: As of 25th November 2024, there are 306 pupils open as active cases on the EHE register. Of these 74 have been added to the EHE register from September 2024.

22. The current **306** open cases are made up of the following age ranges:

Table 2:

Year	Number
R	6
1	11
2	10
3	13
4	8
5	18
6	9
7	27
8	31
9	54
10	50
11	63
12 and 13	8

23. The current open cases are made up of:

- 66 pupils who were at SEN K when in school.
- 19 pupils with an EHCP.

The SEN team and EHE team work with parents to ensure that when a child with special educational needs is being educated at home, the education is suitable and remains so; and that their assessment of this is properly linked with the process of keeping special needs provision under review.

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

In 2023/24 mental health was the most common reason for home educating, similar to the previous year.

There were 56 children who were deregistered due to dissatisfaction with school (general, SEND and bullying) compared to 50 children who were deregistered due to mental health.

Additional Information

There were 54 children on the EHE register who have never attended a school setting.

During the year, 12 children left Gateshead LA to EHE in a different authority. Information was shared with their receiving LA.

During the year, 8 children left a Gateshead school but were not Gateshead residents.

During the year, 5 Children Missing Education referrals were completed for children who left the area with no forwarding address. These children were all located outside of the UK by CME officer.

There were 30 referrals to the Legal Intervention Team to start the School Attendance Order process as evidence of education provision was unsatisfactory or the team was unable to make contact with the family. Once this happens, the children become Children Missing Education rather than Elective Home Educated. This is a 42% increase on 2023/23.

There were 9 School Attendance Orders issued to parents of children on the EHE register. Of these, 3 children have returned to school once a referral has been made to Legal Intervention Team. Additionally, 9 parents provided further evidence to satisfy enquiries about suitability of EHE.

There is the equivalent on 1.4 full time member of staff supporting the Elective Home Education process which needs to be reviewed in light of increasing numbers.

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 or child in need plan due to new strict protocols being established.
- IV. For the first time, the number of primary school aged CYP who have moved to EHE has risen at a higher rate (20%) than secondary (18%). The number of CYP EHE in secondary still remains higher than primary.

- 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 sound overview of children who are electively home educated.

School Attendance (Academic Year 2023-24)

Background

24. 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.
25. Improving attendance is everyone’s business and this is supported through the DfE Working Together to Improve Attendance document which became statutory in August 2024 and which sets out a number of duties for which the Local Authority are responsible for delivering. 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.
26. 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.
27. 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. Pupils who attend less than 50% are considered to be **severely absent (SA)**.

School Attendance

28. The most up to date national, regional and Gateshead overall attendance rate (Autumn 2024):

%	National	Regional	Gateshead
Primary	95.1	95	95.6
Secondary	92.4	91.7	91.4
Special	87.7	87.8	90.4

29. The national and Gateshead % persistent absence rate from School Census data (less than 90% attendance):

	CioC	EHCP	SEND
%	31.71	32.02	33.21
LA Average	22.56		

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

	CioC	EHCP	SEND
%	10.8	5.8	5.93
LA Average	3.11		

Summary

- I. Overall attendance rates are consistently higher than the national and regional averages for both Primary and Special Schools.
- II. Secondary School average falls 1% below the national average and is the only measure below the regional average (0.3%) and it is this area which is a key focus for the Local Authority and the work involved in Working Together to Improve Attendance and the Gateshead Attendance Action Plan.
- III. The attendance of our most vulnerable students (Children in our care, EHCP and SEND) is disproportionately lower (persistent and severely absenteeism) than those without these challenges. This is also a key area of focus.

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 has now been produced.
- ii. Rigorously track local attendance data to devise a strategic approach to attendance. A data tracking system is currently in the process of being sourced and implemented with the support of commissioning. 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 of 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 and all social workers have pledged to 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. The new Family Hub system will address and support this key priority area through multi disciplinary meeting and signposting to services and when n 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.
- vi. Explore the development of 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. This is now a statutory duty of a LA through Working Together to Improve Attendance. 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 Service Level Agreement 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. Please note the increase in referrals from schools for unauthorised leave of absent (absence without permission from parents) has increased by 45%.

Legal Intervention Team Data:

Penalty Notices – Attendance

Table A: Penalty Notices issued for Non-Attendance 2021 -2024

	2021-22	2022-23	2023-4
Number Issued	14	31	26
Number Paid	3	16	8
Number Unpaid	7	15	16
Withdrawn	0	0	2

Payments pending	4	0	0
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Penalty Notices – Unauthorised Leave of Absence (holidays in term time)

Table B: Referrals for Unauthorised Leave of Absence 2021-2024

	2021-22	2022-23	2023-24
Number of referrals	534	1036	1498
Warning Letters	362	742	1029
Penalty Notices issued	172	294	469
Penalty Notices paid	99	208	367
Penalty Notices not paid	15	31	62
Penalty Notices withdrawn	17	25	40
Payments pending	41	30	0

Prosecutions

Table C: Total number of prosecutions annually 2021 - 2023

2021-22	2022-23	2023-24
59	178	162

Recommendations

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

- Ofsted inspections
- Assessment, test and exam outcomes for the academic year 2023 – 24
- School Exclusions
- Elective Home Education
- School Attendance

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