

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

10 DECEMBER 2013

PROVISIONAL TEST AND EXAMINATION RESULTS FOR 2013

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Summary

The report seeks to present the **provisional** education results for Medway for the year 2013. The report summarises the performance of Medway's schools as indicated by the provisional results in the 2013 tests, teacher assessments and examinations. On the basis of these provisional results, irrespective of where this places Medway in national attainment tables, for primary phase these are the best set of results Medway has ever had. Tables showing the performance are presented as graphs appended to this report. This data is un-validated and must be treated with caution.

1. Budget and Policy Framework

- 1.1 Medway Council is committed to ensuring that children and young people have the best start in life and good educational attainment is key. Improving attainment is a priority within the Council Plan and within the Children and Young People's Plan. It is the key priority within the Council's School Improvement Strategy.
- 1.2 This report relates to the Department for Education's published indicators for end of key stage tests, teacher assessments and examinations. In some cases the national information will not be available until after the deadline for submitting the report. If information has been published and is available it will be presented during the meeting.

2. Highlights

- Best ever results
- Early years 5 points above national average
- Year 1 Phonics 62% achieved the measure
- Improved Year 2 Phonics (now 80% achieved measure)

- Key Stage 1 2B+ significant improvement Level 3 matches national average
- Key Stage 2 now 6 percentage points higher than the lowest local authority
- Key Stage 2 improvements are faster than the average national improvement
- GCSE's 5A*- C above national average
- Post 16 (A Level equivalents) doing well compared to national picture

3. Background

- 3.1 Each year children and young people are assessed or tested against nationally agreed criteria, at key points in their school careers. This year a new assessment measure was introduced for 11 year olds. This replaced the previous measure of the proportion of pupils gaining level 4 or better in both English and mathematics with the percentage of pupils gaining level 4 or better in the reading test, the mathematics test and writing teacher assessment. This is recognised as being a more demanding measure.
- 3.2 A new assessment measure has been introduced for the early years foundation stage (5 year olds) and is not directly comparable with previous years. This measure refers to the proportion of children reaching a "good level of development".
- 3.3 The assessment reported and subsequently published at local authority level may be those made by teachers and moderated by the local authority as part of its statutory duty. This is the case for Early Years Foundation Stage, Key Stage 1, Key Stage 3 and in part for Key Stage 2.
- 3.4 Key Stage 2 pupils also sat tests in May 2013 for reading, mathematics and grammar, punctuation and spelling which were externally marked and these results are published alongside the teacher assessments.
- 3.5 For 2013 it is the results in the Key Stage 2 tests and the results at secondary for the 5 A*-C including English and mathematics which are used by the Department of Education to determine the 'floor threshold' status of the schools.
- 3.6 Pupils aged 16 or at the end of their Key Stage 4 programme of study take examinations for a range of courses approved by government as being either GCSEs, or study which is equivalent to GCSEs. The results of all the pupils' individual examinations are grouped together to see whether they meet nationally agreed criteria for measuring school outcomes, e.g. has the pupil gained 5 or more GCSEs (or equivalent) at grades A*-C including English and mathematics. Any pupil gaining 5 or more GCSEs grade A*-C will have achieved a full "level 2" qualification. (5 or more GCSEs grade A*-G is deemed to be a full "level 1" qualification).
- 3.7 Key Stage 5 or post 16 students usually gain "level 3" qualifications, (the equivalent of A levels) so that they are well placed to enter the workforce or progress to higher education. Again, the subjects and courses are assessed through examinations and marked externally. There have been changes to the

performance table reporting criteria for 2013 with the introduction of more information about A level and academic qualifications and grades attained at A level in the “facilitating subjects”.

- 3.8 Although the school landscape is changing as more and more schools convert to independent Academies, the school results are reported by local authority regardless of what type of school the pupils are from.
- 3.9 Medway Council’s elected Members champion children and young people and have an important role in scrutinising attainment. The results presented in this report are provisional and may change.
- 3.10 The results below are for:
- the early years foundation stage
 - the 6 year old and seven year old phonic check
 - the moderated teacher assessments at Key Stage 1 (7 year olds)
 - the end of Key Stage 2 (11 year olds), the GCSE results (16 year olds)
 - the post 16 Key Stage 5 results.
- 3.11 The picture this year across Medway is largely positive. Results have improved in each measure at primary phase with some schools showing significant gains. While results at the end of key stage 4 have dipped slightly they are in line with the national average.

4. Medway Provisional Results: Early Years, Key Stage 1, 2 and Phonics

4.1 Early Years Foundation Stage

Provisional Early years Foundations Stage profile (EYFSP) summary scores were submitted by schools to Medway in July 2013. 57% of children achieved a good level of development. Indications are that this figure is 5 percentage points above the national provisional unvalidated figure of 52%. Medway is placed 23rd out of 151 Local Authorities and is in the “top quintile”. The spread of scores from the lowest performing and average for the cohort is smaller than national (33.7% vs. 36.6%) showing greater impact on supporting development for all children.

4.2 Year 1 Phonics Checks

This is the second year that this measure has been reported. Phonic ability is an important component of learning to read but it is not the only skill required. Phonics checks were completed across Medway in the week beginning 17 June. All pupils in year 1 (6 year olds) and those in year 2 (seven olds) who did not achieve the check in 2012 took the 2013 phonics check. Medway officers carried out statutory compliance visits to 18 percent of schools and all the schools were found to be carrying out the checks correctly.

- 4.3 The phonics test looks at Year 1 and also at the pupils from the year before, now in Year 2, who had not previously achieved the expected measure in phonic and re-tests them. This is an improvement of 33 percentage points on 2012 for the cohort and ranking Medway 5th nationally for improvement for the year 2 cohort. As this cohort was at the bottom of the national league, the improvement shows that pupils are catching up to where they need to be

Table to show Provisional Results Key Stage 1 2013 Phonics Check Percentage Attaining

Year 1 Cohort 2013									
	All Pupils			Boys			Girls		
	Medway 2013	National 2013	Medway increase 2013	Medway 2013	National 2013	Medway increase 2013	Medway 2013	National 2013	Medway increase 2013
Year 1 Phonics Check	62%	69%	15%	58%	65%	14%	67%	73%	17%
Year 2 Cohort 2013 – figures given are for percentage of all Year 2 pupils achieving the check by the end of Year 2									
	Medway 2013 overall	National 2013 Overall	Medway increase for this cohort	Medway 2013 overall	National 2013 Overall	Medway increase for this cohort	Medway 2013 overall	National 2013 Overall	Medway increase for this cohort
Year 2 Phonics Check	80%	85%	33%	79%	82%	35%	82%	87%	32%

- 4.4 The data here shows that the Yr 1 2013 cohort are closer to the national average ie, the gap narrowed. In terms of improvement this places Medway in the 9th rank nationally for all pupils' improvement. The most improved LA made a 20-percentage point improvement compared to Medway's 15% improvement.

4.5 Key Stage 1 2013 Provisional Results

Early indications are that 2013 has been a successful year for 7 year olds in Medway. There has been an increase in performance for both genders and all measures in reading, writing and mathematics. Particularly significant is the improvement in attainment at level 2B plus for boys, (2B+ is the national standard for end of key stage 1). There have also been significant improvements at level 3. For **level 3 in reading Medway now matches the national average for all pupils and girls**, with boys also closing the gap with national to one percentage point. For all pupils a 3 percentage point improvement to 13% in writing has halved the gap between Medway and national to 2 percentage points in 2013.

Table to show Provisional Results Key Stage 1 2013 Percentage Attaining

Level 2+ Attainment									
	All Pupils			Boys			Girls		
Subject	Medway 2013	National 2013	Medway increase 2013	Medway 2013	National 2013	Medway increase 2013	Medway 2013	National 2013	Medway increase 2012
Reading	88%	89%	2%	85%	86%	3%	92%	92%	3%
Writing	84%	85%	2%	79%	80%	4%	89%	90%	1%
Mathematics	92%	91%	2%	91%	90%	2%	93%	93%	1%
Level 2B+ Attainment									
Reading	77%	79%	3%	72%	74%	4%	82%	83%	2%
Writing	65%	67%	4%	56%	60%	3%	74%	75%	4%
Mathematics	78%	78%	3%	77%	76%	4%	79%	80%	1%
Level 3 Attainment									
Reading	29%	29%	3%	24%	25%	2%	33%	33%	3%
Writing	13%	15%	3%	8%	10%	2%	17%	20%	3%
Mathematics	21%	23%	2%	24%	25%	3%	18%	21%	1%

The table shows that:-

- For Level 2 or better reading, the gap with national closed completely for girls and from 2 percentage points to 1 percentage point for boys.
- For Level 2 or better writing, the gap with national for boys closed to 1 percentage point from 3 percentage points.
- For Medway, level 2 or better in mathematics is now above national by 1 percentage point, closing and reversing the gap with the 2012 national figure.
- For Medway boys, level 2B attainment shows a closing gap with national from 4 to 2 percentage points in reading, and a reversal of the gap in mathematics from two percentage points below national 2012 to one percentage point above national in 2013. Overall for all pupils the mathematics L2B+ gap has closed completely.
- The Level 3 writing gap between national and Medway is halved for all pupils and boys from 4 percentage points in 2012 to 2 percentage points in 2013.
- The Level 3 reading gap closed completely for all pupils and girls.
- The Level 3 mathematics “boys gap” closed from 3 percentage points in 2012 to 1 percentage point in 2013. For all pupils the gap with national has closed to 2 percentage points from 3 percentage points in 2012.

5 Key Stage 2 2013 Provisional Results

- 5.1 Early indications are that there has been an improvement in attainment at key stage 2 in 2013 to best ever results. Medway results in the key measure of level 4 or better in reading, writing and mathematics improved by 2 percentage points to 70%. Nationally results remained at 75%, so the gap between Medway and national closed to 5 percentage points.
- 5.2 Medway improved in reading at level 4 or better. Nationally there was a drop of 2 percentage points, resulting in the gap between Medway and national halving to 3 percentage points from 6 in 2012. Similarly, for mathematics Medway improved by 2 percentage points, while the national figure remained unchanged, closing the gap to 4 percentage points from 6 percentage points in 2012.
Results are subject to change following appeals and marking reviews.
- 5.3 The DfE sets a “floor standard” of pupils achieving 60% Level 4 and above in maths, reading and writing, or, at least the national median progress in these. In Medway this places 9 primary schools and academies below floor.

Table to show Key Stage 2 results

Key Stage 2 2013 Results – All Pupils								
	% Level 4 plus (age expected level)				% Level 5 plus			
	Medway 2013	National 2013	Medway Change	National Change	Medway 2013	National 2013	Medway Change	National Change
Reading Test	82%	85%	1%	-2%	38%	44%	-3%	-4%
Mathematics Test	80%	84%	2%	0%	35%	41%	2%	2%
Writing Teacher Assessment	81%	83%	3%	2%	26%	30%	2%	2%
Reading, writing and mathematics	70%	75%	2%	0%	17%	21%	1%	1%
Key Stage 2 2013 Results – Boys								
	% Level 4 plus (age expected level)				% Level 5 plus			
	Medway 2013	National 2013	Medway Change	National Change	Medway 2013	National 2013	Medway Change	National Change
Reading Test	77%	83%	0%	-1%	34%	41%	-2%	-2%
Mathematics Test	79%	84%	0%	0%	35%	43%	0%	1%
Writing Teacher Assessment	75%	78%	4%	2%	20%	23%	2%	1%
Reading, writing and mathematics	65%	72%	2%	1%	14%	18%	0%	1%
Key Stage 2 2013 Results – Girls								
	% Level 4 plus (age expected level)				% Level 5 plus			
	Medway 2013	National 2013	Medway Change	National Change	Medway 2013	National 2013	Medway Change	National Change
Reading Test	86%	88%	0%	-2%	43%	48%	-4%	-5%
Mathematics Test	81%	85%	3%	1%	34%	39%	3%	3%
Writing Teacher Assessment	87%	88%	2%	1%	33%	38%	3%	3%
Reading, writing and mathematics	76%	79%	4%	0%	20%	24%	1%	1%

6 Key Stage 4 results, provisional based on the provisional statistical first release and subject to change`

- 6.1 Results for key stage 4 are provisional and subject to change following the autumn checking exercise and outcomes of reviews and appeals.
- 6.2 Pupils aged 16 or at the end of their Key Stage 4 programme of study take examinations for a range of courses approved by government as being either GCSEs or study, which is equivalent to GCSEs. The results for all the pupils individual examinations are grouped together to see whether they meet nationally agreed criteria for measuring school outcomes i.e. have the pupils gained 5 or more GCSEs or equivalent at grades A*-C including English and mathematics. Any pupils meeting this criteria will be deemed to have achieved a full 'level 2 qualification. Those achieving 5 or more GCSEs grade A*-G are deemed to have achieved a 'level 1' qualification. The DfE sets a floor standard for secondary schools of at least 40% of students achieving 5A*-C including maths and English at GCSE.

6.3 Key headlines include:

- The percentage of pupils achieving five or more GCSEs or equivalents A*- C including English and mathematics has dipped to 60.5% - a drop of 0.7 percentage points on 2012 and 0.1 above the national average for 2013.
- The percentage of pupils achieving five or more GCSEs or equivalents A*- C has been maintained at 88% - 5.3 percentage points above the national average for 2013.
- There is one secondary Academy below the floor standard set by the DfE

Measure	Medway 2013	National 2013 (State funded)	Medway change 2013 – 2012	National change 2013 – 2012
Percentage 5+A*-C including English & mathematics	60.5	60.4	-0.7	1.6
Percentage A*-C English & mathematics	60.8	61.1	-0.5	1.8
Percentage 5+A*-C	88.0	82.7	-0.7	-0.3
Percentage Expected progress English	72.5	71.4	-0.3	3.4
Percentage Expected progress maths	70.2	71.8	-0.4	3.1
Percentage English Baccalaureate	18.5	22.7	3.8	6.5

7 Post 16 (Key Stage 5) results 2013

- 7.1 Key Stage 5 or post 16 study students are usually working to gain “level 3” qualifications, the equivalent of A levels so that they are well placed to enter the workforce or progress to higher education. Again the subjects and courses are assessed through examinations and marked externally. Two measures are published, the average points score per entry and the average points score per student. Average points score per entry is calculated by converting the qualification grade into a points value using nationally agreed conversion tables. This is then divided by the total number of entries made by each student. In the case of average points per student, the total number of points is divided by the number of students.

- 7.2 Early indications are that Medway schools continued to perform well on these two measures compared to state funded schools nationally. See the table below using data from the provisional statistical first release for post 16.

Measure	Medway 2013 State funded schools no FE	National 2013 State funded schools no FE	Difference Medway 2013 - National 2013
Level 3 Qualifications Average points per student	804.7	775.5	29.2
Level 3 Qualifications Average points per entry	214	213.5	0.5

8 Summary

- 8.1 These results are provisional and a degree of caution must be used until the final results are available and analysis can be secure. However, on past year's experience they do not tend to change significantly. Overall it does appear that Medway schools have had a successful year in supporting their pupils to achieve these outcomes.

9 Implications for looked after children

- 9.1 Educational attainment and being able to achieve the very best that one is able to is important for all children. This is particularly so for looked after children who have experienced much turbulence in their lives and who particularly need the stability and resilience that can be provided by a good education. Test and examination results for looked after children are presented separately to the Corporate Parenting Group.

10. Risk Management

Risk	Description	Action to avoid or mitigate risk
Published results are different to the provisional	That the results are significantly different to those presented to committee once the checking exercise is completed	Caution has been used in calculating the bottom line and sense checks have been made which picked up reporting errors prior to publication / sharing

11. Financial and legal implications

- 11.1 There are no substantial legal implications.
- 11.2 There are no financial implications arising directly from this report. However, when a school remains consistently below floor targets, the national policy is to seek an Academy solution to improving the school. This has implications for the retained element of funding within the Local Authority. Additionally, where the Local Authority is deemed to have insufficient capacity to be

fulfilling its statutory school improvement duties, evidenced by the number of schools below floor or in an Ofsted category, the Department for Education can impose an externally organised service charged to the Local Authority.

12. Recommendation

- 12.1 The committee are recommended to note the provisional test and examination results for 2013.

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Background papers

None

EFFECTIVE CHALLENGE OF UNDER PERFORMANCE IN SCHOOLS REVIEW
ACTION PLAN COMMENTARY

	RECOMMENDATION	ACTION BY	STATUS/COMMENT
1	In partnership with Medway Governors Association, a minimum requirement for Governor training should be agreed so that some courses are compulsory for Governors to attend, either as part of their induction and ongoing development or as a consequence of particular roles and responsibilities.	Assistant Director, Inclusion and Improvement ; Governor and Governance Manager	<p>A new training programme has been written for 2013 and is available on line http://www.medway.gov.uk/apps/schoolforums/topic.asp?TOPIC_ID=5257 and at http://www.educationservicesmedway.org.uk/newspage.aspx?id=3881 it contains a number of new training opportunities and the format and content has been well received with 87% of governing bodies who buy training support have had a representative at at least 1 event. Similarly, 76% of governing bodies who buy advisory support have had a representative at least 1 event.</p> <p>We have an ambitious target for the coming year of 85% of governors accessing training.</p> <p>Training statistics for the period 01/04/2013 – 22/11/2013 show that whilst the number of governors has continued to reduce (academisation/federation/reconstitution), the percentage of governors who accessed training has already reached 39.6% of governors attending at least one training event during the year. This surpasses the previous year's 12 month total by 1.5%.</p> <p>This years' programme sets an expectation around attendance at induction and we now automatically book new governors onto the next available course. Governors who have not attended induction in their first few months are now followed up. Our 2013-2014 target of 60% of all new governor recruits attending induction training has already been passed.</p> <p>New governor induction now has 2 separate induction programmes. The first programme, aimed at new governors appointed by a school and in post, inducted 69 new governors between April and November 2013 (78.2% of all new governors in this category). This is a 37% increase on the period April 2012 - March 2013.</p> <p>The second programme, established as part of a new centralised recruitment</p>

RECOMMENDATION		ACTION BY	STATUS/COMMENT
			<p>programme, is aimed at potential governors who have not yet been appointed into a school governing body. The first cohort, commencing in November 2013, saw 11 out of 16 (69%) potential new governors attended training. The remaining 5 are booked into cohort 2 training in 2014.</p> <p>The collaborative project with Kent Governor Services, National College, and both Rochester and Southwark Dioceses to identify local leaders of governors to support the NLG programme and to provide a cross border pool of mentors, trainers and additional governors/IEB members has commenced. Medway has 8 active LLG trainees attending the</p> <p>All new Chairs are linked with a mentor during their first year. Seven Chairs of Governors have completed the SELT chairs programme, 3 are currently taking part in the most recent cohort whilst 1 has applied for the next programme.</p> <p>The criteria for the appointment of LA governors has recently (25/4/2013) been strengthened by the recommendation that LA governors access development activities on a termly basis.</p> <p>Usage of GEL and particularly TEN governor support is increasing with 88 schools from 100 now engaged with GEL and TEN.</p>
2	Medway Councillors should be encouraged to demonstrate effective practice in the skills and qualities required for good governance and put themselves forward to act as a local authority representative on at least one governing body, particularly at schools judged to be satisfactory or those of concern.	Members	<p>18 Councillors are now active on governing bodies. Governor Services are not aware of any Councillors having put themselves forward to be governors during this academic year.</p> <p>A Ward Member training session was delivered in this period.</p>

	RECOMMENDATION	ACTION BY	STATUS/COMMENT
3	Leadership teams judged as satisfactory or below should be supported to move to at least good through effective local improvement partnerships and accessing, then embedding, national and local best practice.	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	<p>Schools with satisfactory judgements have a School Challenge and Improvement Lead (SCIL) who is working in partnership with the school.</p> <p>Throughout 2012-13 the team have continued to work closely with the 2 local teaching schools and National and Local Leaders of Education (NLE and LLE) to strengthen leadership and management and increase schools' capacity to improve. The impact of NLE and LLE support is evaluated through discussions with schools, LLEs and NLEs.. The team has focused on strengthening and developing leadership at all levels through work with the National College to develop middle leaders, deputy headteachers and aspiring headteachers. This has included internships for deputy headteachers in outstanding schools in London, INSET for middle and senior leaders, including coaching and mentoring. The headteacher induction programme has supported heads in their first year of headship and input was commissioned from national speakers.</p> <p>Medway in partnership with the National College has continued to encourage good and outstanding leaders to apply to become local or national leaders of education (LLE & NLE). Once they have completed training they have been deployed to support leadership in local schools. We have also worked with good schools funding outreach work from outstanding leaders to support schools risk rated as Band B. This work has been successful and teachers have not only shared good practice, but have also visited each other's schools and continued to communicate and work together beyond the initial deployment.</p> <p>SENCo support has continued. The latest phase of accredited training for SENCos is close to completion and the Medway team has presented to the group attending Canterbury Christchurch University provision, on a range of subjects including finance and effective use of data.</p> <p>The team has also worked in partnership with the Medway Governor Association; National Association for Headteachers; and Medway Teaching Schools Alliance to develop a standard data pack for governors. During March all primary chairs of governors and headteachers were invited to central training where the standard end of phase data pack was launched. Feedback was positive and this document will be updated for 2013. The team has also supported strengthening governance through central and in school training. Training has included: the role of the designated looked</p>

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			<p>after child governor; special educational needs; effective use of data; preparing for Ofsted; monitoring – the role of governors. The requests for bespoke in school sessions, especially on data have continued to increase during the year.</p> <p>The percentage of all Medway primary phase schools with good or better leadership has increased and at the end October 2013 73% of schools with primary provision were judged to have good or better leadership at their last inspection compared to 56% at the end of August 2012. 11 of the 42 primary schools inspected from September 2012 – end of October 2013 increased their inspection grade for overall effectiveness, 3 from good to outstanding, 6 from satisfactory to good 2 from an Ofsted category of concern to requires improvement to be good . For the leadership and management grade: 7 schools have been judged to be outstanding; and 19 good.</p> <table><tr><th rowspan="2">Ofsted Descriptor</th><th colspan="5">Percentage of all Medway primary phase provision schools graded good or better</th></tr><tr><th>August 2012</th><th>December 2012</th><th>March 2013</th><th>August 2013</th><th>October 2013</th></tr><tr><td>Overall Effectiveness</td><td>54%</td><td>58%</td><td>61%</td><td>59%</td><td>60%</td></tr><tr><td>Leadership and Management</td><td>56%</td><td>61%</td><td>65%</td><td>68%</td><td>73%</td></tr><tr><td>Teaching</td><td>54%</td><td>58%</td><td>61%</td><td>60%</td><td>62%</td></tr></table> <p>However at the end of October 2013 3 primary schools are in an Ofsted category of concern: St Mary’s Island CEVA Primary; Cuxton Junior are in special measures; Gordon Junior has serious weaknesses.</p> <p>The regional Ofsted team is led a seminar on Getting to Good for schools currently judged as satisfactory or requiring improvement on 17 June 2013.</p>						Ofsted Descriptor	Percentage of all Medway primary phase provision schools graded good or better					August 2012	December 2012	March 2013	August 2013	October 2013	Overall Effectiveness	54%	58%	61%	59%	60%	Leadership and Management	56%	61%	65%	68%	73%	Teaching	54%	58%	61%	60%	62%
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4	<p>Leadership teams should focus on improving the quality of learning and raising aspirations for all pupils by improving the quality of teaching to consistently good or better. This will translate into Medway pupils making good progress between Key Stage 1 and 2 in reading and writing and mathematics, i.e. above the national</p>	<p>Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead</p>	<p>Results for 2013 are provisional and unvalidated:</p> <ul style="list-style-type: none"> • % percentage of pupils attaining level 4 or better in reading and writing and mathematics has increased to 70.% a 2 percentage point increase on 2012; • % of pupils making at least 2 levels of progress in reading between key stage 1 and key stage 2 • % of pupils making at least 2 levels of progress in writing between key stage 1 and key stage 2 has increased to 91% matching national progress • % of pupils making at least 2 levels of progress in mathematics has increased by 2 percentage points from 82% in 2012 to 84% in 2013, narrowing the gap with national to 4 percentage points. <p>Medway improved more than national in 2013 and is no longer the lowest performing local authority for level 4 or better in reading and writing and mathematics.</p> <p>At key stage 1 there has been an increase in performance for both genders and all measures in reading, writing and mathematics, especially in the proportion of pupils gaining level 2B or better (national expectation for the end of key stage 1). At level 2B or better: reading 77% (up 3%); writing 65% (up 4%); mathematics 78% (up 3%). This closed the gap between Medway and national with Medway meeting or exceeding national 2013 for mathematics at level 2B+ and for reading at level 3.</p> <p>The percentage of Medway primary phase provision schools with good or better pupil achievement has increased from 54% in August 2012 to 60% by the end of October 2013.</p> <p>Work continues to raise pupil achievement including: Extending training for grammar, punctuation and spelling, including consideration of the new curriculum to teachers in years 1 to 6.</p> <p>Schools were sent detailed data packs in the summer to enable them to analyse and reflect on the outcomes by sub group of the 2013 tests and teacher assessments. They were also offered item level analysis of the phonics screening</p>

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			<p>check and 33 schools took advantage of the offer.</p> <p>The Durham shared mathematics project continues with the vast majority of schools in the project starting phase 2 focusing upon years 4 and 6 and building on last year's successful implementation. The project is managed and monitored locally by the Medway teaching and learning consultant and schools receive feedback to further improve teaching and learning through the project. Ofsted inspections in schools accessing the project have reported positively on its outcomes.</p>
5	The outcomes of the Bromley, Bexley, Medway and Kent collaborative group should be used to embed sustained good leadership.	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	<p>Outcomes from MK+ group</p> <p>BBMK Wave 5 – several DHT are currently applying for headships and/or NPQH, 3 middle leaders have been successful in securing assistant/deputy headships.</p> <p>MK+ Wave 6 is nearing completion. Wave 6 has been run by a steering committee of headteachers from Kent and Medway in order to further embed sector led improvement and provide opportunities for non-LLE designated headteachers to hone their systems leadership skills. 2 out of the 5 headteachers on the steering group have had good OFSTED inspection judgements this year and are now eligible to become LLE.</p> <p>MK+ Wave 7 bid has commenced with a focus on supporting senior leaders who already hold NPQH to move towards headship within the next 12 - 18 months.</p>

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6	Additional targeted funding should be used to commission specialist expertise to improve leadership and management.	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	NLE support has also been commissioned from the London Leadership Strategy and currently 5 Medway schools are working with this group. NLEs and LLEs are working with targeted schools in the 2013 group.
7	That a Medway Chartered Teacher Award, which acknowledges what great teachers do in Medway should be explored to make a difference to children's learning and life chances.	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	Medway has recruited 10 Medway Accredited Teachers. These teachers are good and outstanding practitioners who are further developing their skills through action research projects in their own schools. This year the focus has been strengthening effective assessment practice. They shared their findings with schools through courses in September 2013.

RECOMMENDATION		ACTION BY	STATUS/COMMENT
8	That guidance should be issued to schools on brokering external consultancy, which will have impact and be sustainable, including accredited professional development to meet the needs of groups of teachers thus improving quality of provision in schools.	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	The team has worked closely with Canterbury Christchurch University to provide accredited training opportunities. Schools have taken advantage of accredited training for SENCo's and developing provision for pupils with English as an additional language. The Learning Support Service also delivers accredited dyslexia training. Liaison also continues with the two Medway Teaching Schools and higher education partners to promote accreditation for teachers' professional development.
9	That all schools have a recommended synthetic phonics programme that all staff confidently apply, which accelerates pupil learning and progress so that they achieve well in both reading and writing.	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	<p>Schools are encouraged to ensure that they use a recommended synthetic phonics programme. SCILs suggest schools to visit, where programmes are already in place.</p> <p>KS1 Phonics Check 2013: Medway increased performance in the check to 62% for year 1 pupils (15 percentage point increase on 2012) and 80% overall for year 2 pupils closing the gaps with national. Medway was one of the most improved local authorities for this measures in 2013 and is no longer the lowest performing authority.</p> <p>The INSET programme includes training opportunities for both key stage 1 and key stage 2 teachers to develop their teaching of phonics and spelling. All but 2 Medway schools attended an Ofsted led seminar on early reading in July 2013.</p>

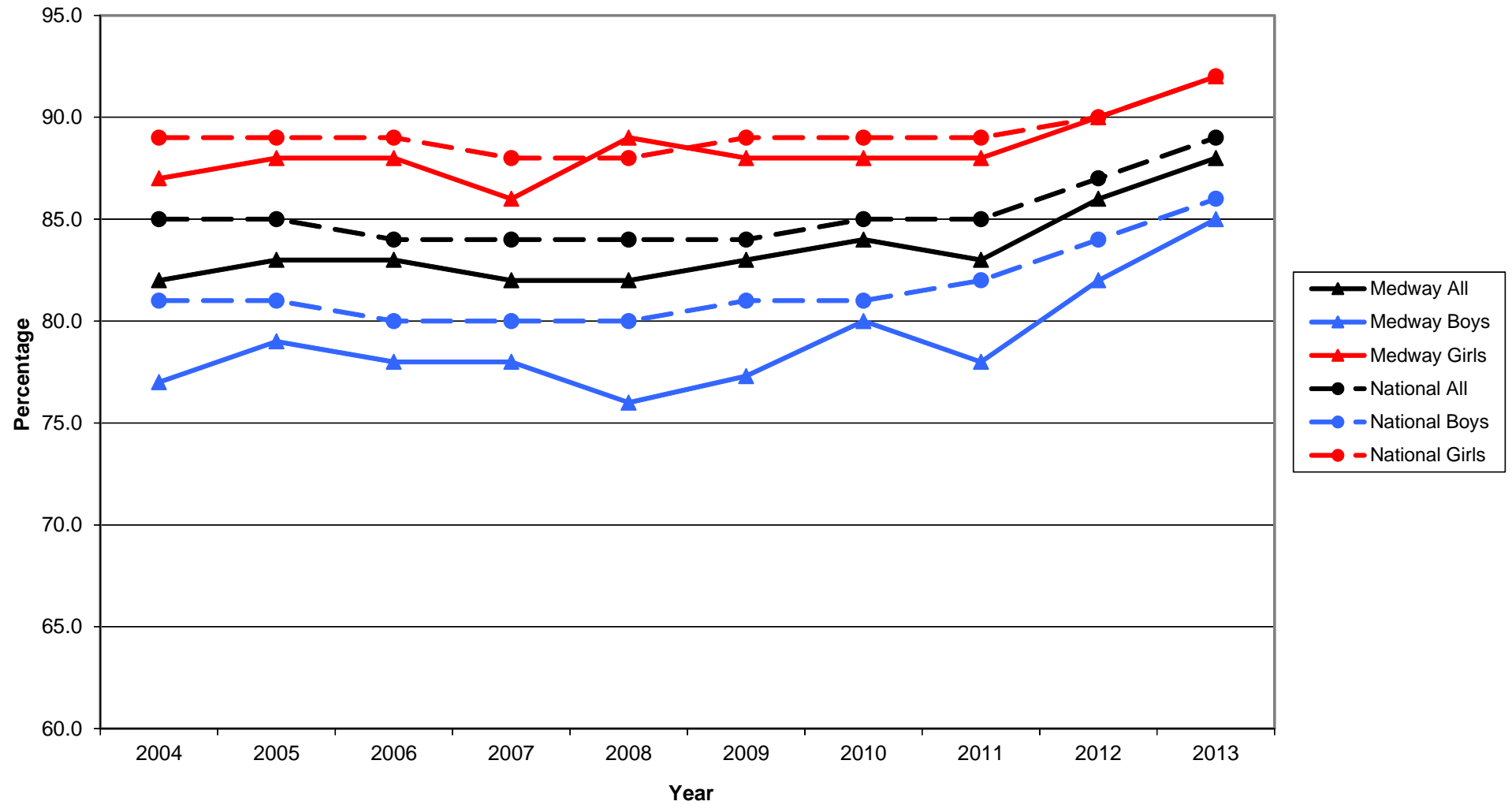
RECOMMENDATION		ACTION BY	STATUS/COMMENT
10	That best practice about effective interventions should be shared between schools including 1:1 tuition for pupils and target 1:1 funding on underachieving groups	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	<p>SCILs disseminate information about effective interventions, including the Sutton Trust intervention reports to schools.</p> <p>Supporting schools to improve results for vulnerable groups is a key part of the teams' work: The percentage of disadvantaged pupils achieving level 4 or better in reading and writing and mathematics was 57% compared with 76% for other pupils.</p> <p>2013: 469 pupils in year 6 have received funding for 10 hours of 1:1 tuition delivered by a qualified teacher to secure their achievement in English and mathematics. These were pupils who had made slow or limited progress between key stage 1 and key stage 2 and were unlikely to achieve level 4 by the end of key stage 2. 78% achieved level 4 or better in reading, 79% in writing and 74% in mathematics. 82% made expected progress in reading, 90% in writing and 78% in mathematics suggesting that the additional provision impacted on outcomes for these pupils.</p>
11	That schools must embed best practice in assessment for learning so that all pupils know next steps in their learning and how to achieve them	Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead	<p>Schools receive support to embed best assessment practice both through advice and guidance to individual schools and as part of the moderation of results at key stage 1 and key stage 2. Where this has been a focus for individual schools, reviews show evidence of improvement in practice.</p> <p>The national guidance for selecting schools for full moderation at both key stage1 and/or key stage 2 is followed:</p> <ul style="list-style-type: none"> • Every school receives a visit at least once in four years • Changes of leadership • Teachers new to year 2 or year 6 • Self selection by schools • Variable or sudden changes in results /trends <p>More than half of the key stage 1 schools and more than a third of key stage 2 schools were fully moderated in 2013.</p> <p>Medway was moderated at key stage 2 by the Standards Testing Agency (STA). Feedback from STA was positive.</p>

	RECOMMENDATION	ACTION BY	STATUS/COMMENT
12	<p>Schools that have been judged satisfactory for two or more consecutive Ofsted inspections should: -</p> <ul style="list-style-type: none"> • Invite a local authority adviser to be included in Deputy Headteacher, as well as Headteacher, appointments; • Implement outcomes of leadership reviews commissioned by the Governing Body; • Challenge and remove low expectations; • Promote high aspiration for all pupils and engage effectively with parents; • Use tracking data effectively so that all pupils make accelerated progress; • Embed and sustain strategies and interventions, which are proved to impact on pupil progress 	<p>Assistant Director, Inclusion and Improvement ; Head of School Challenge and Improvement Team; Schools Assessment and Performance Lead</p>	<p>Schools know that local authority officers are available to support the appointment of deputy headteachers, and headteachers, and are encouraged to take advantage of the offer.</p> <p>Evidence post reviews, shows that schools are implementing recommendations and that provision is improving.</p> <p>The School Challenge and Improvement team is deployed to work with schools identified from the LA risk rating to improve pupil outcomes and raise standards of attainment.</p>

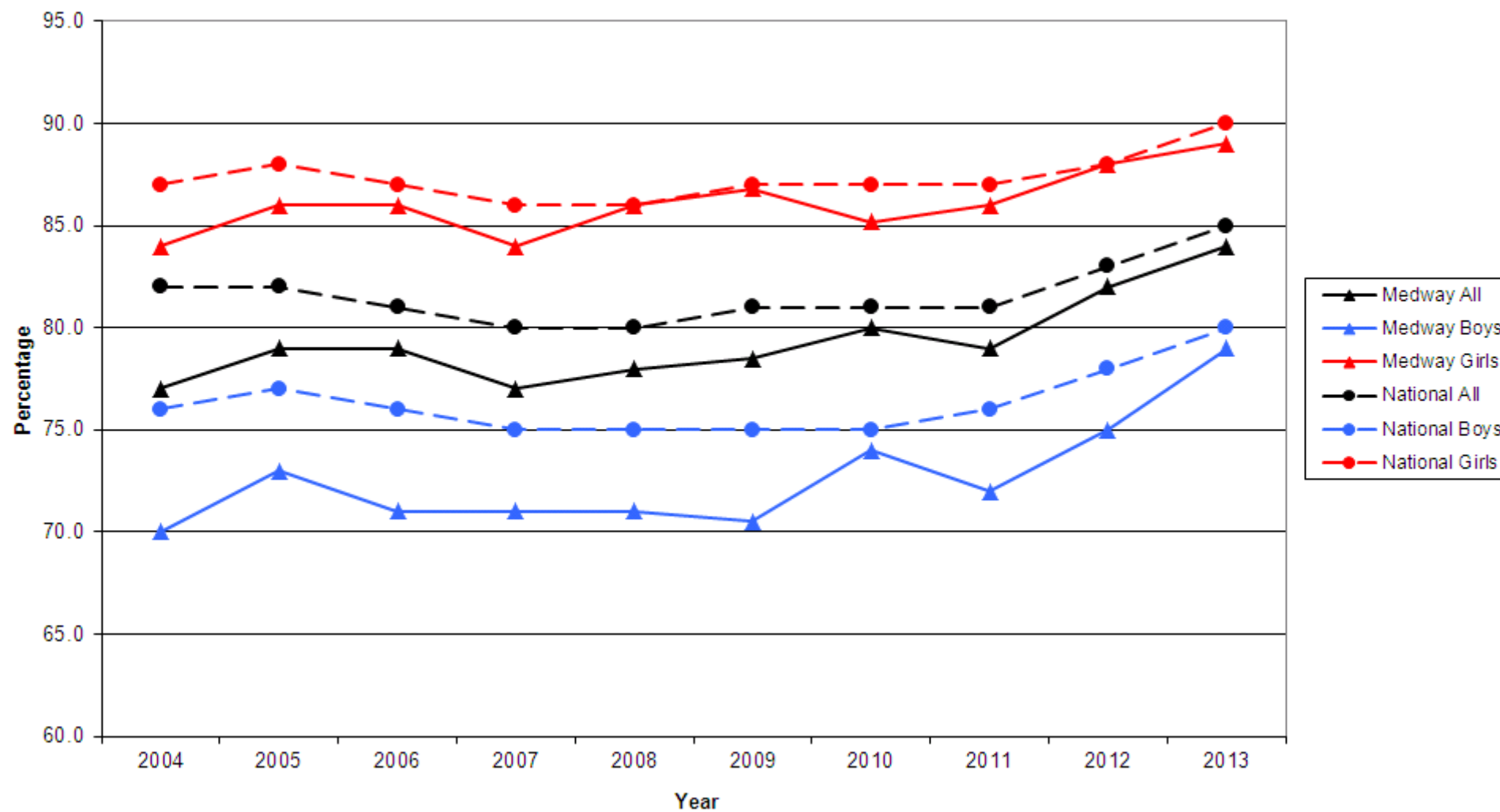
End of Key Stage Results

November 2013

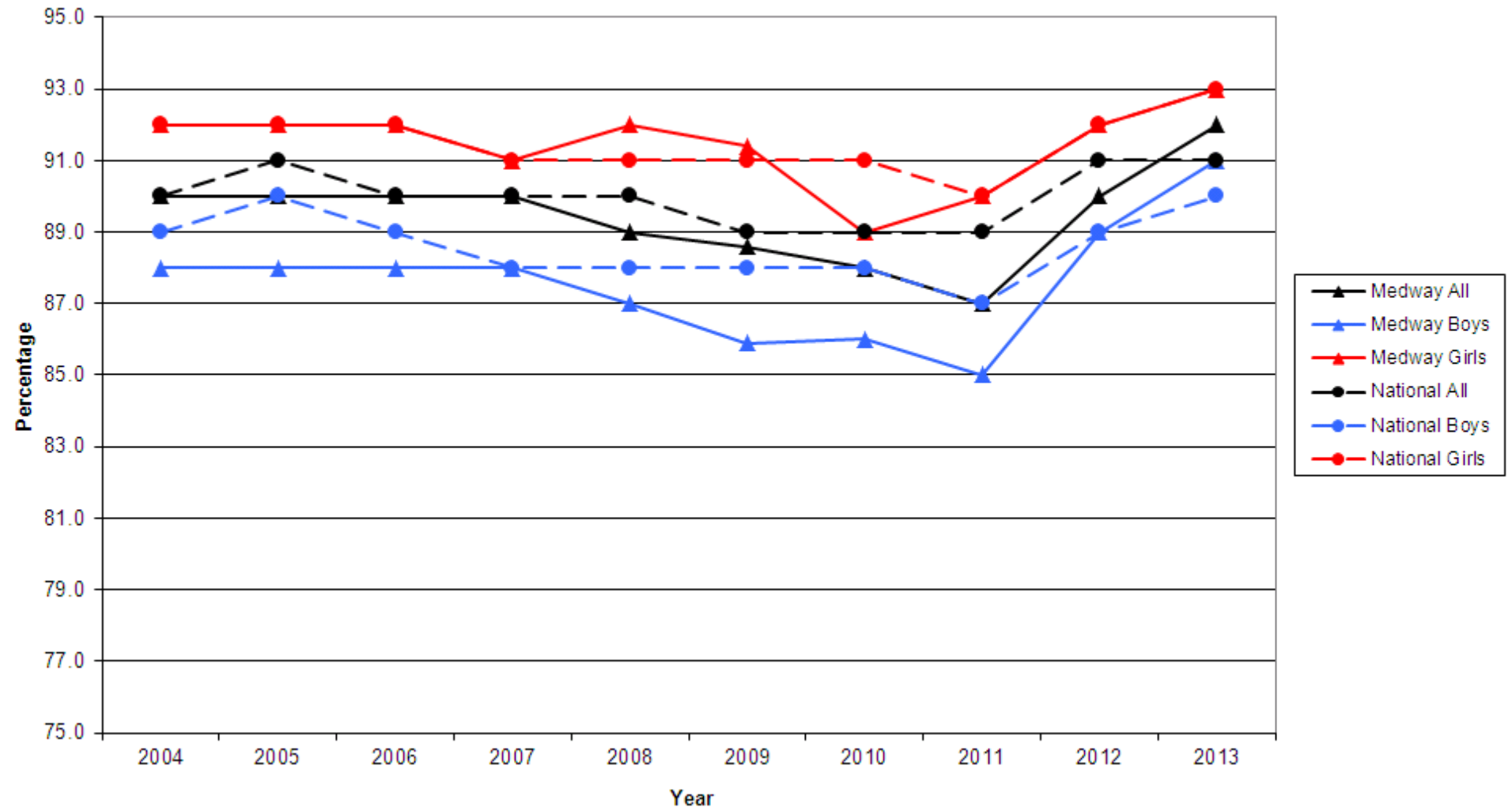
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Reading L2+



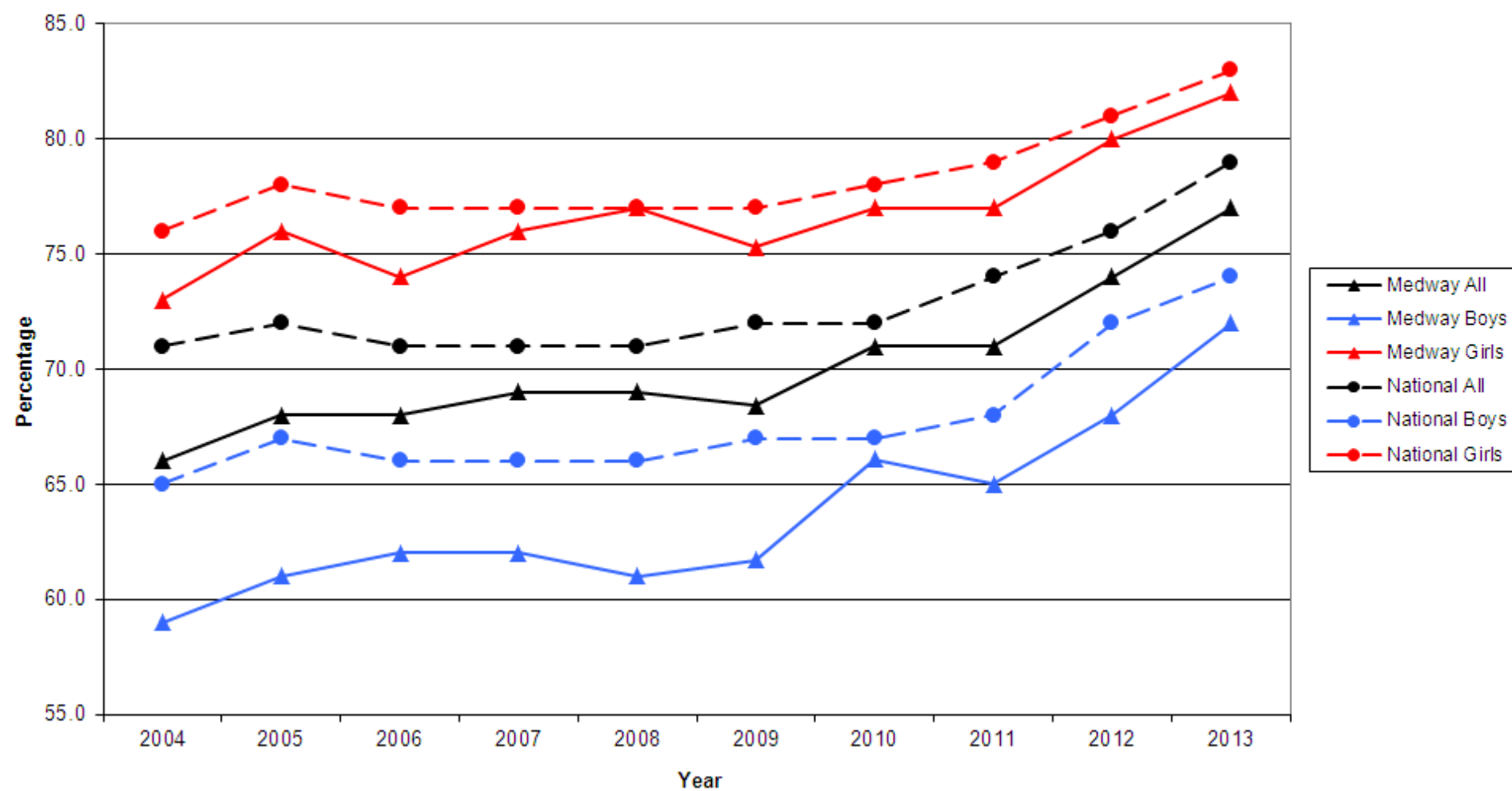
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Writing L2+



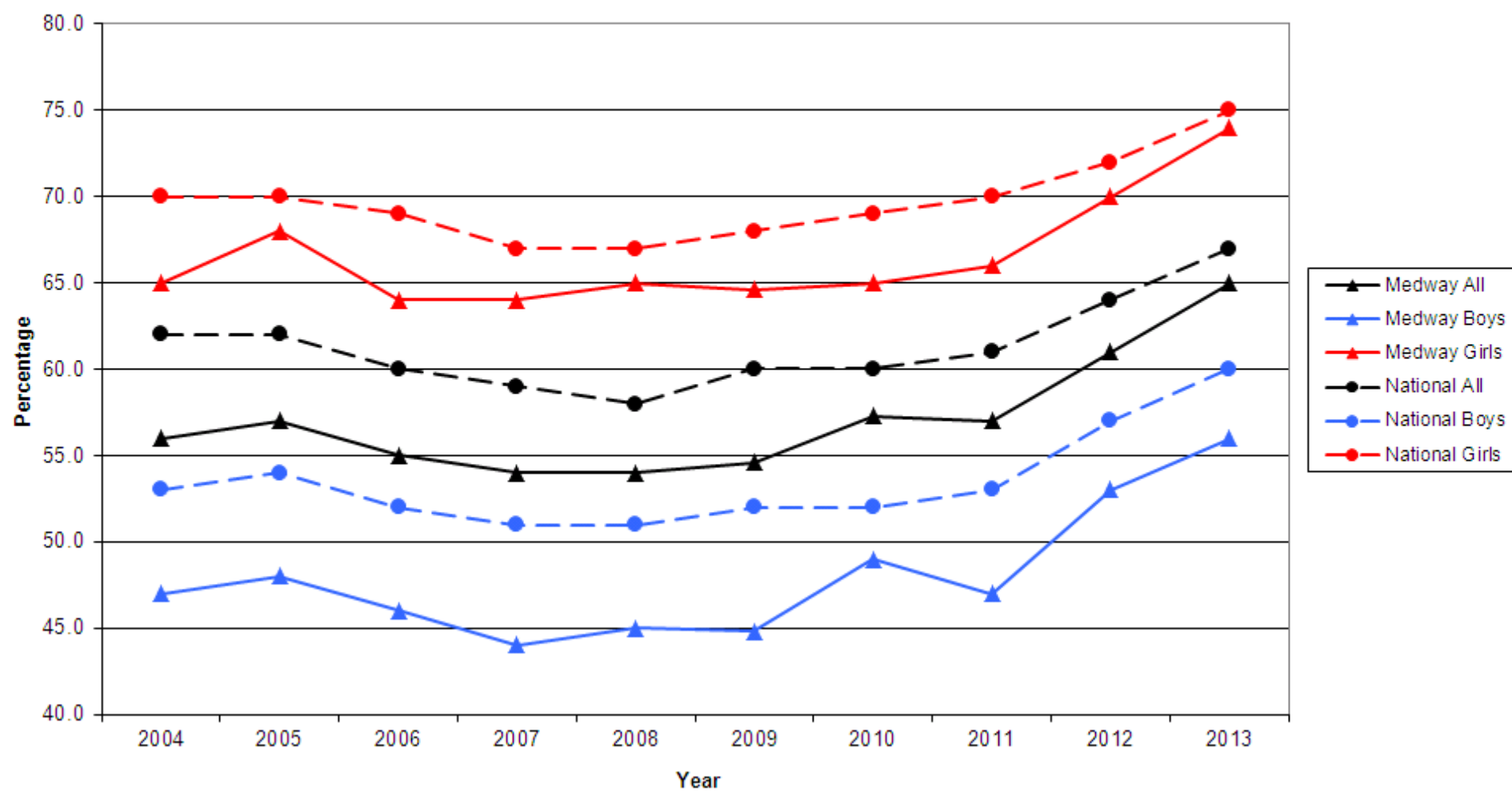
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Mathematics L2+



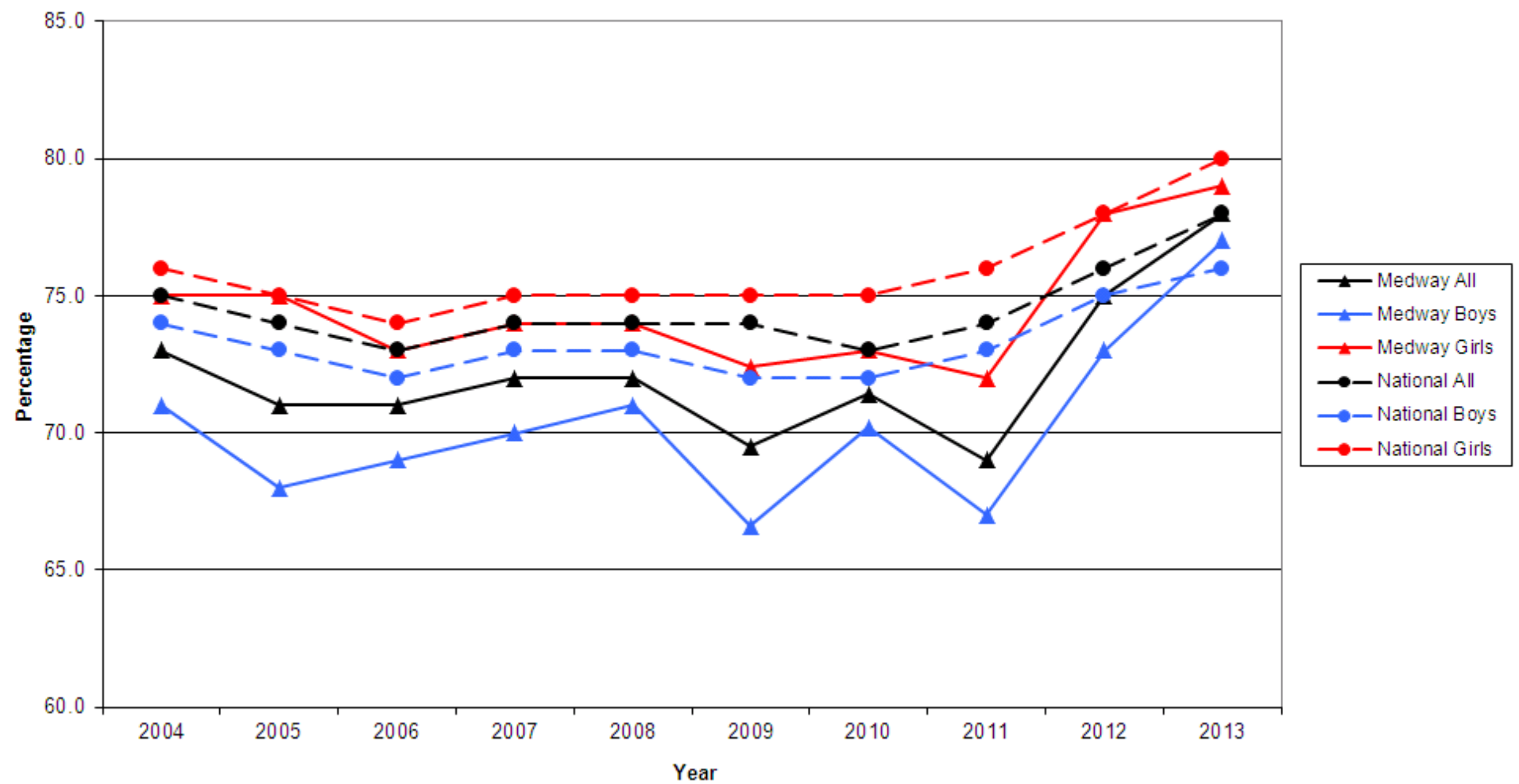
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Reading L2B+



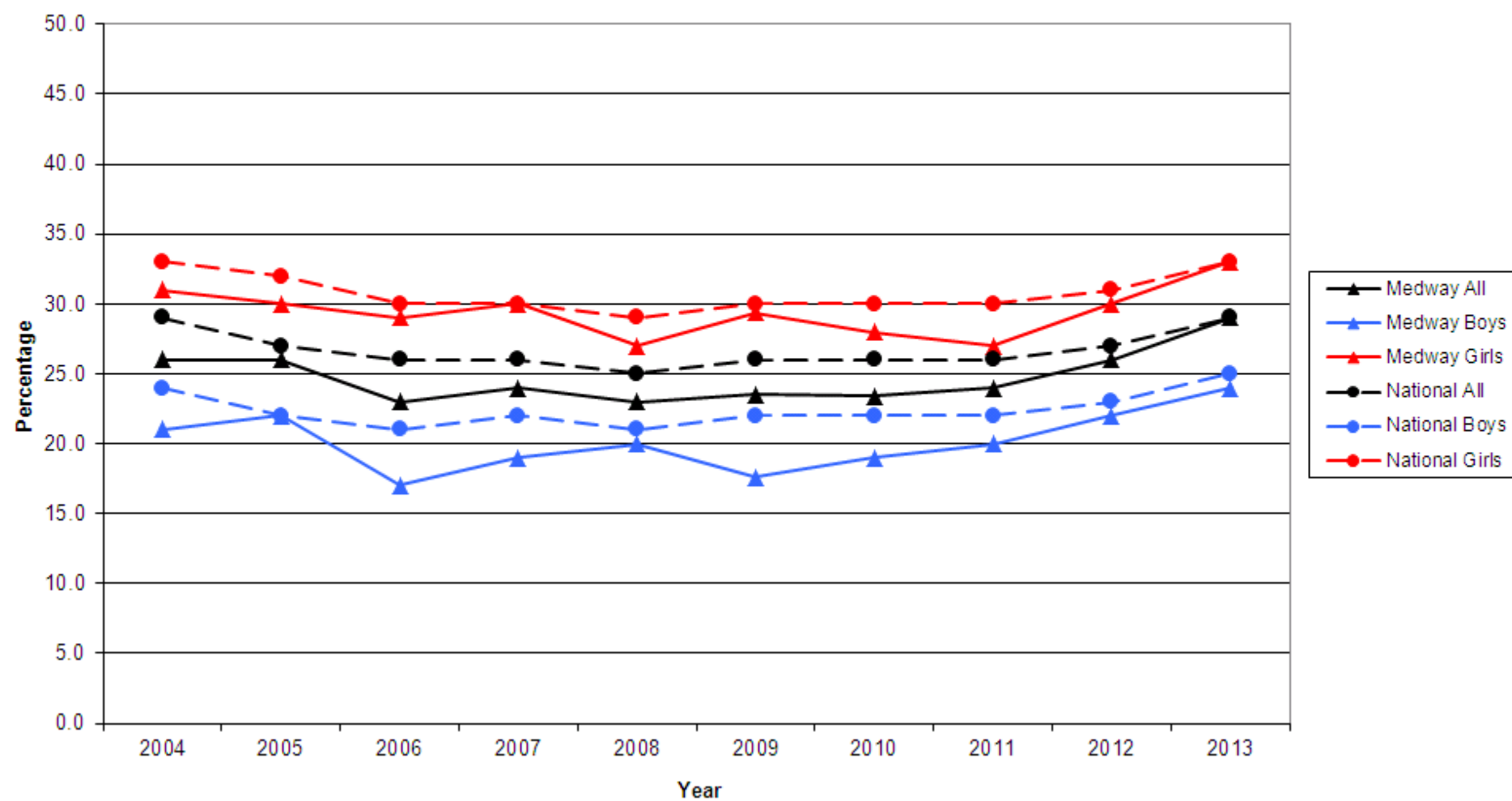
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Writing L2B+



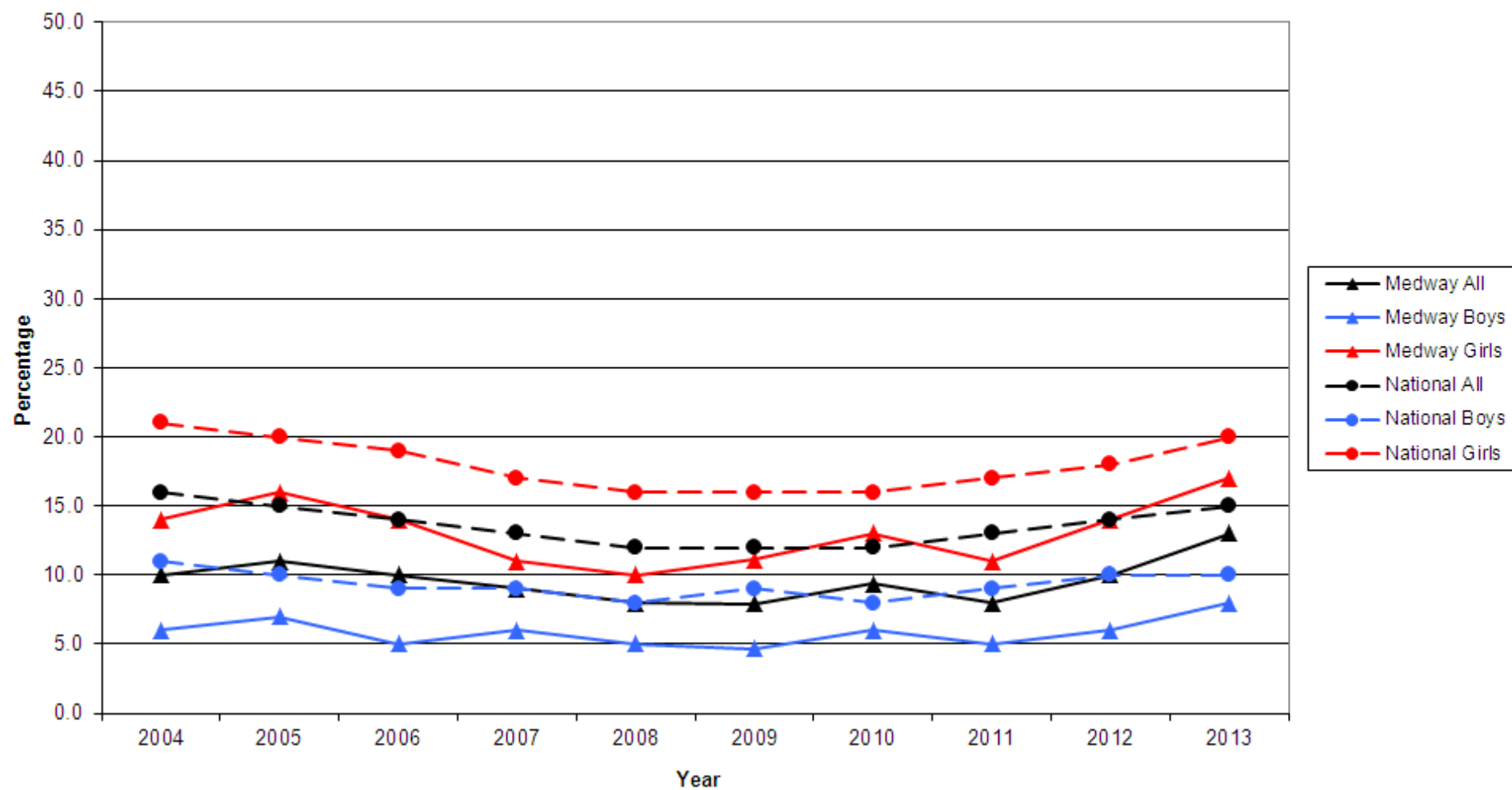
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Mathematics L2B+



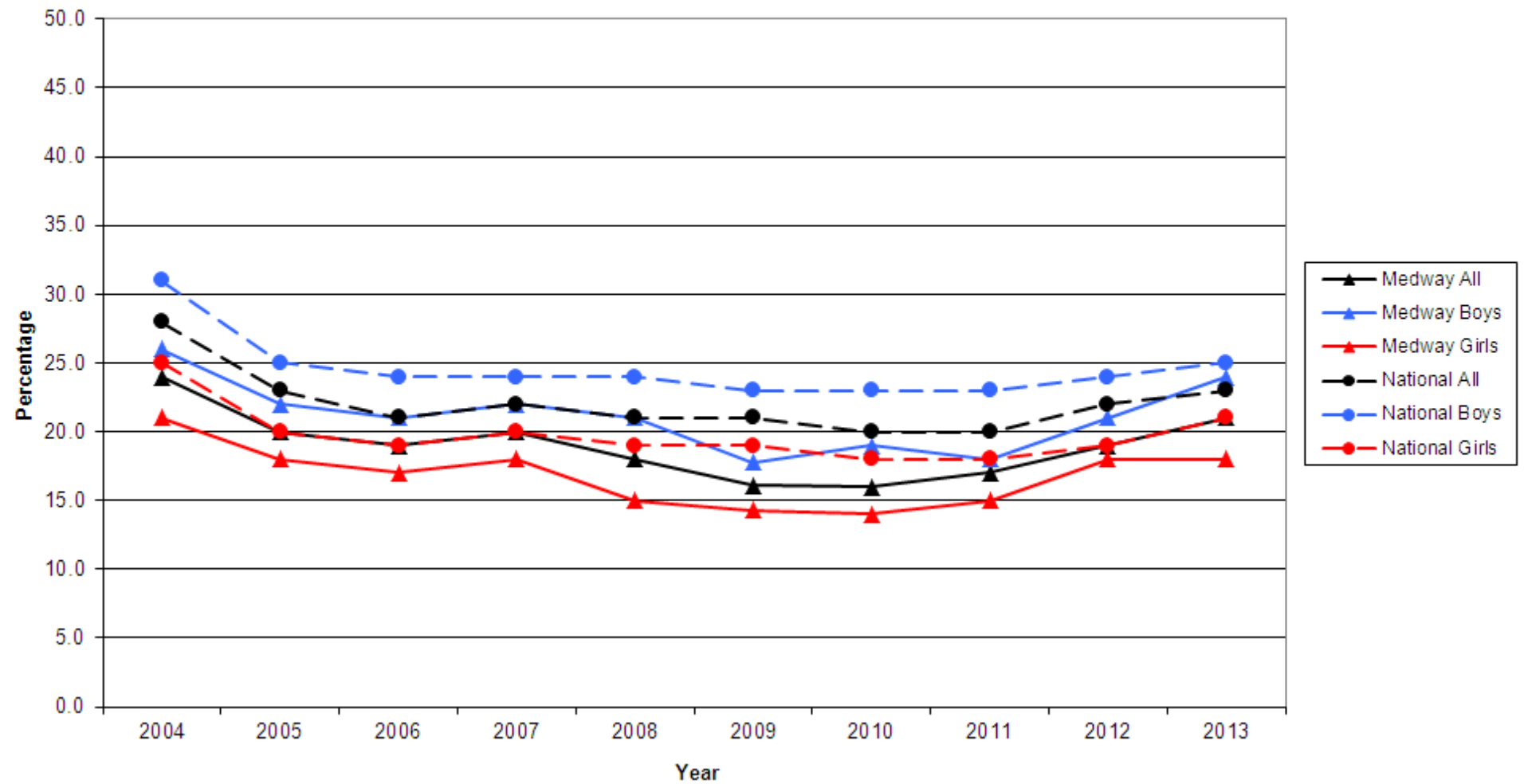
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Reading L3



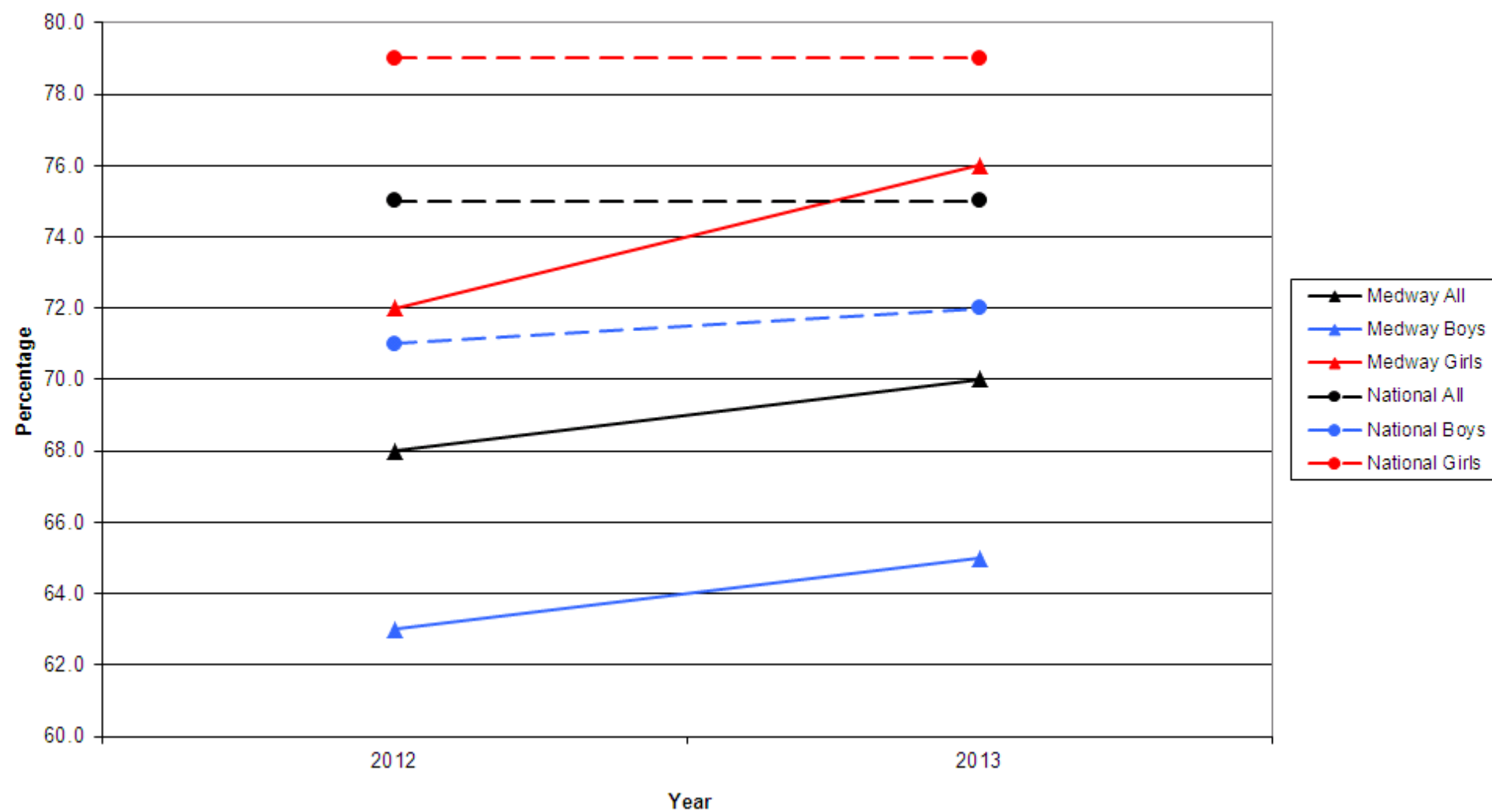
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Writing L3



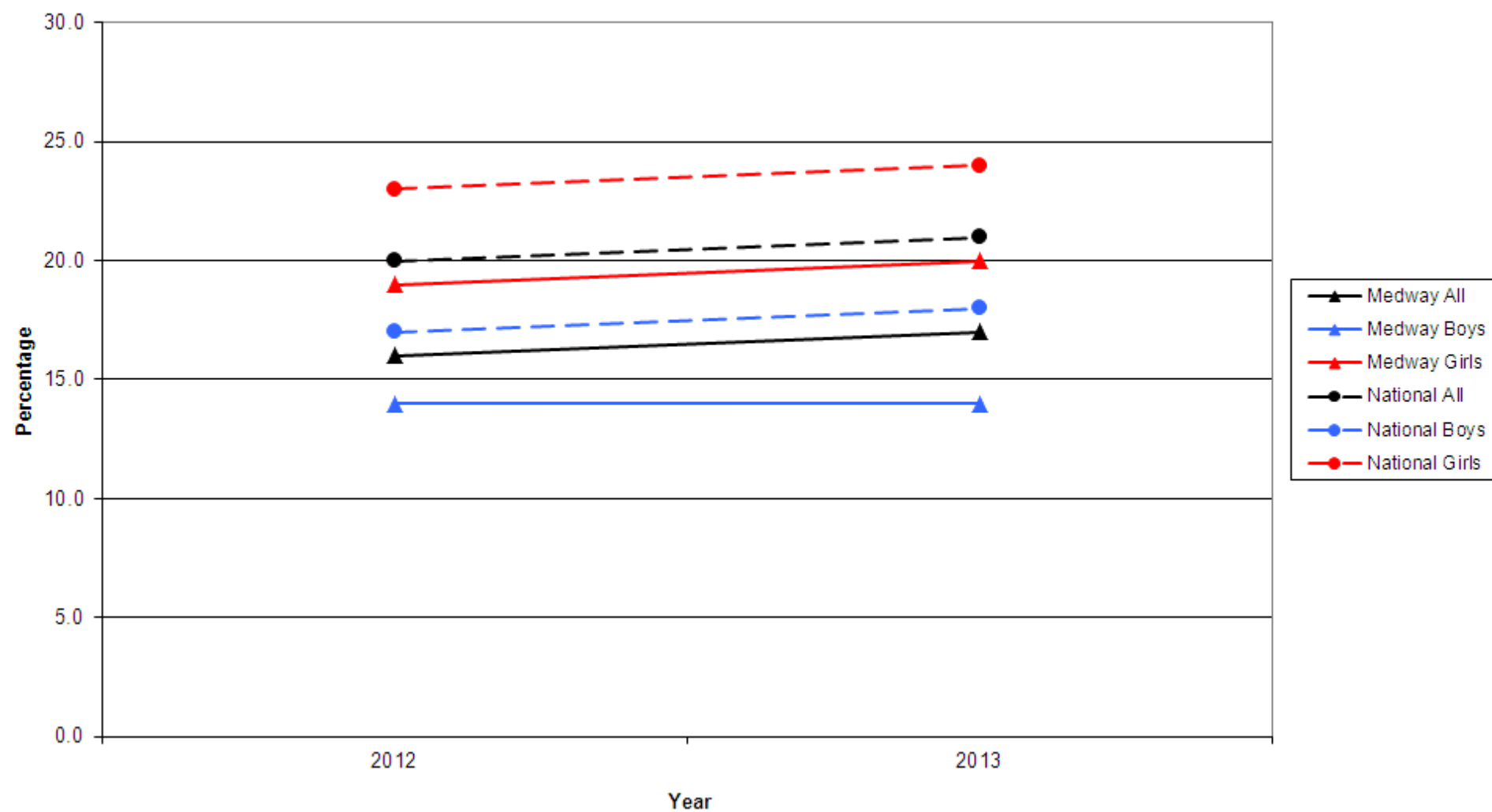
Key Stage 1 Trend Medway c.f. National 2004 - 2013 Mathematics L3



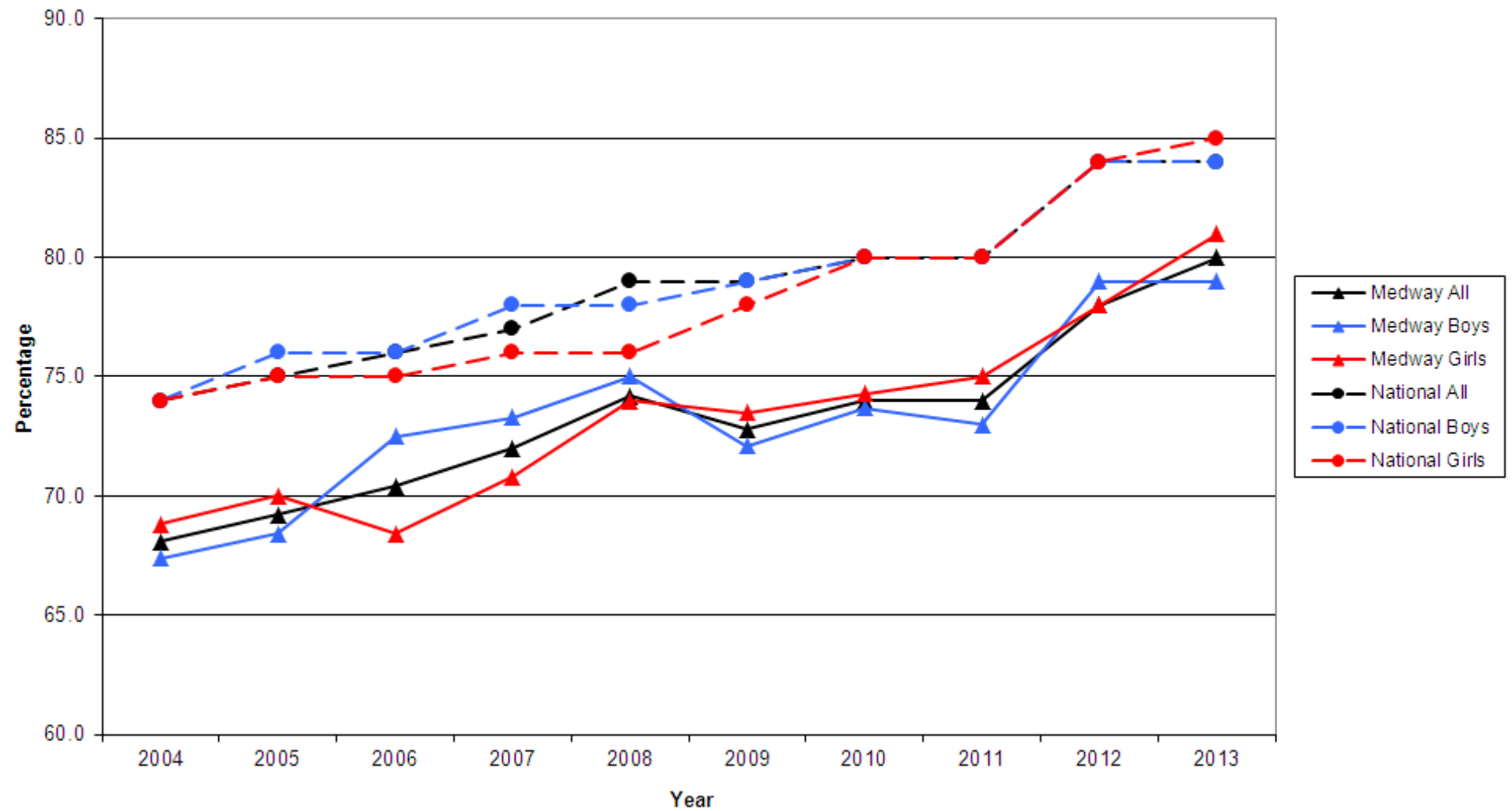
Key Stage 2 Results 2012 -2013 Medway c.f. National Reading, Writing & Mathematics Level 4+



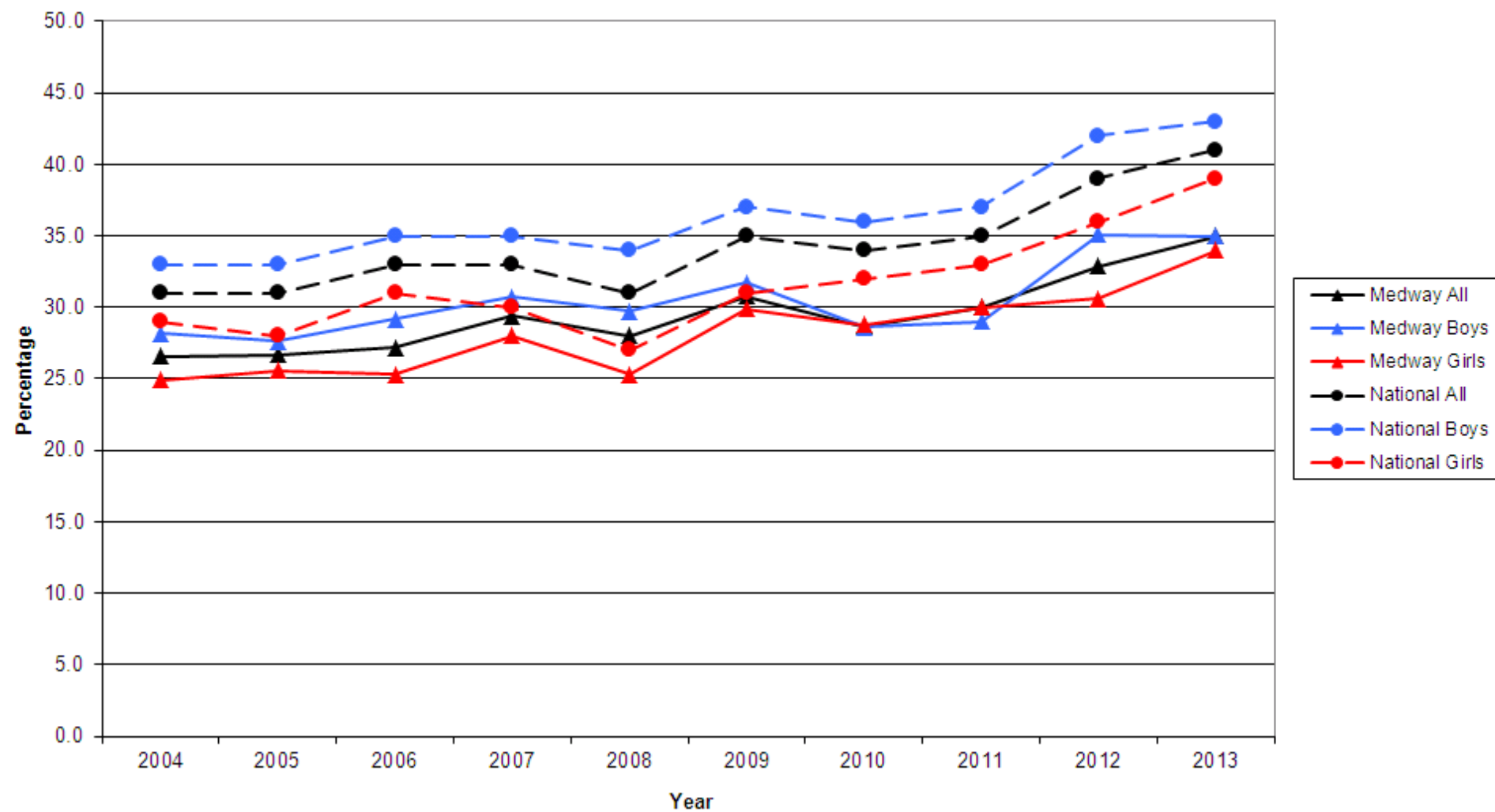
Key Stage 2 Results 2012 -2013 Medway c.f. National Reading, Writing & Mathematics Level 5+



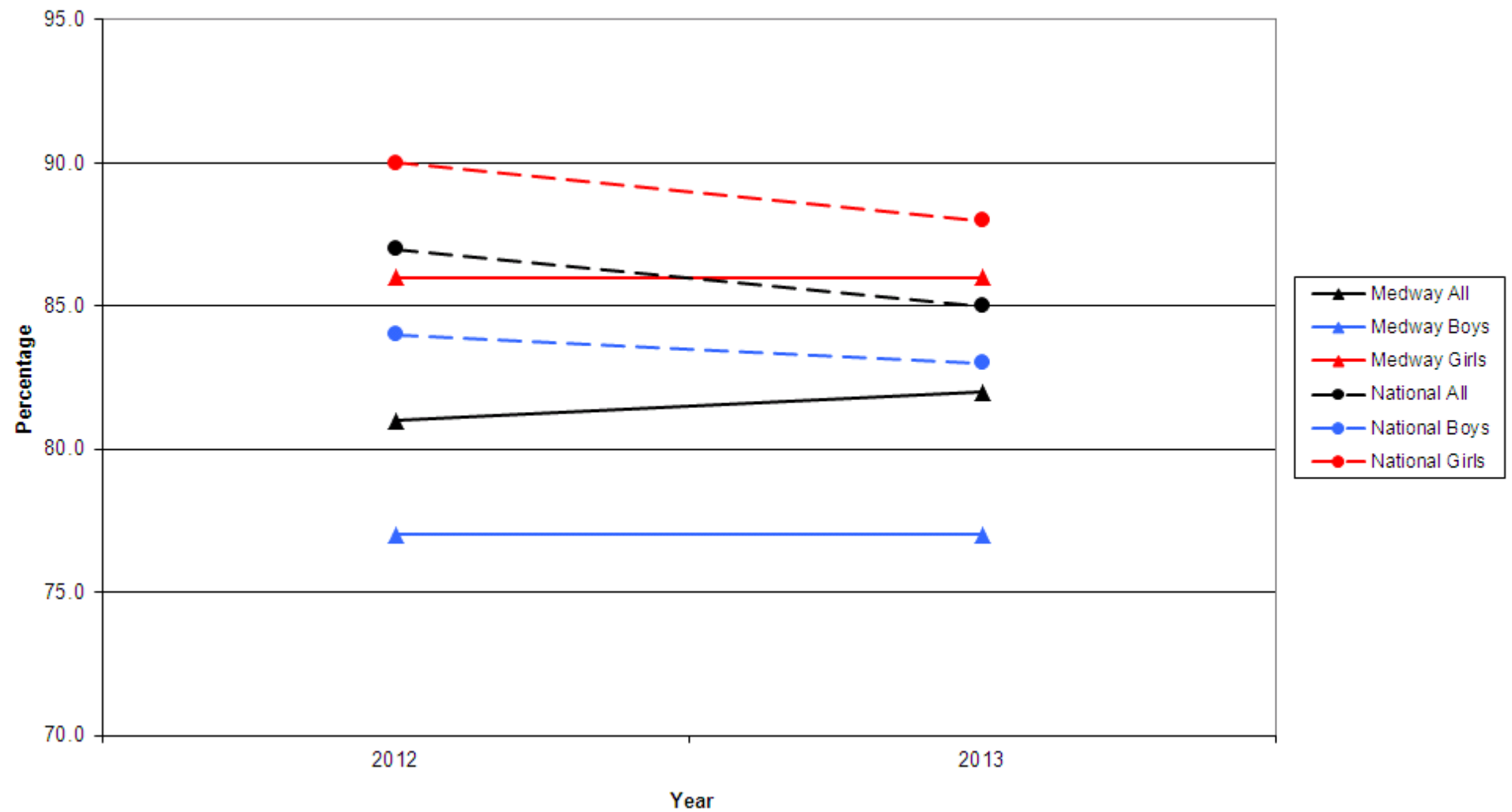
Key Stage 2 Trend Medway c.f. National 2004 - 2013 Mathematics L4+



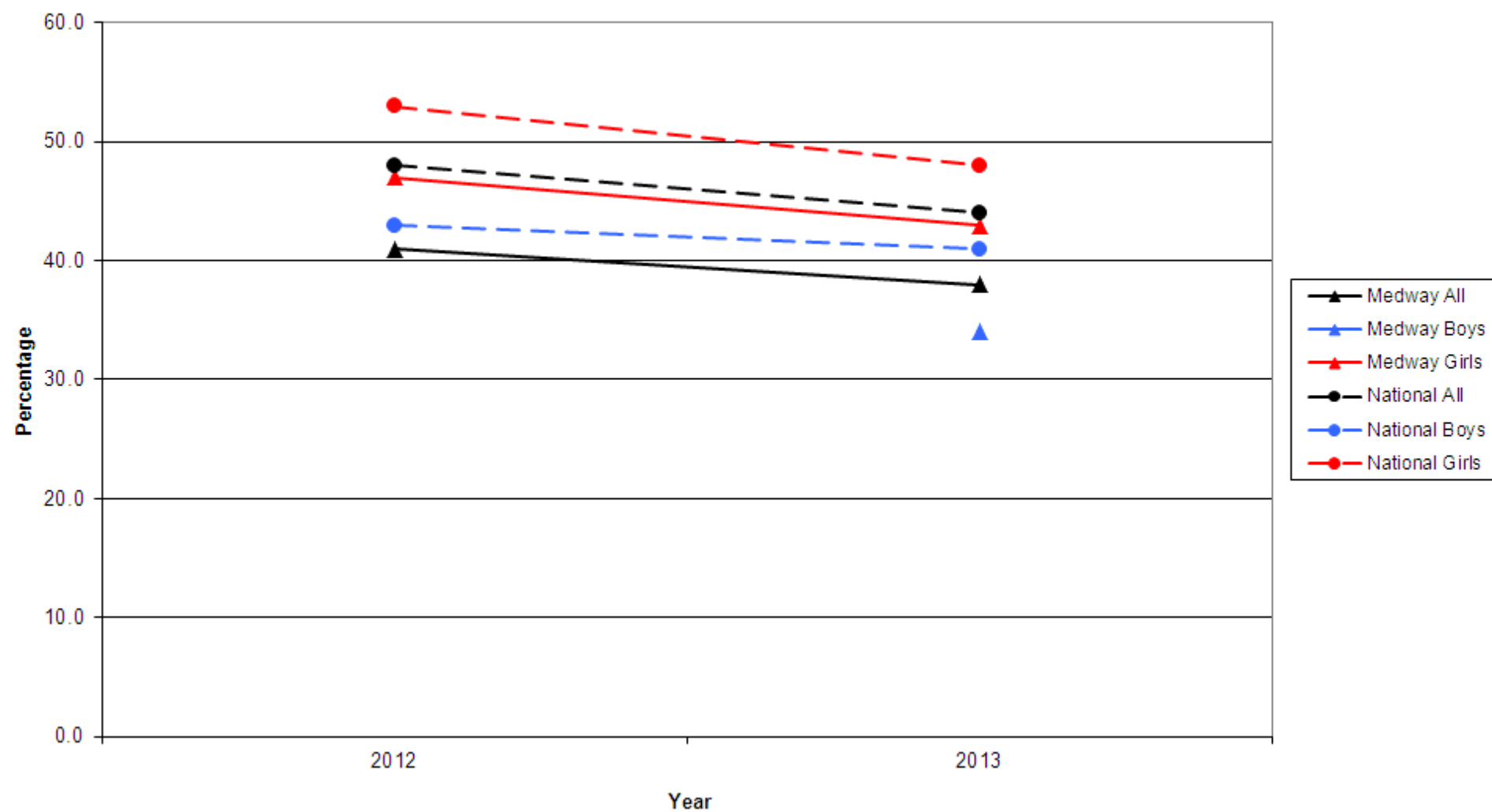
Key Stage 2 Trend Medway c.f. National 2004 - 2013 Mathematics L5+



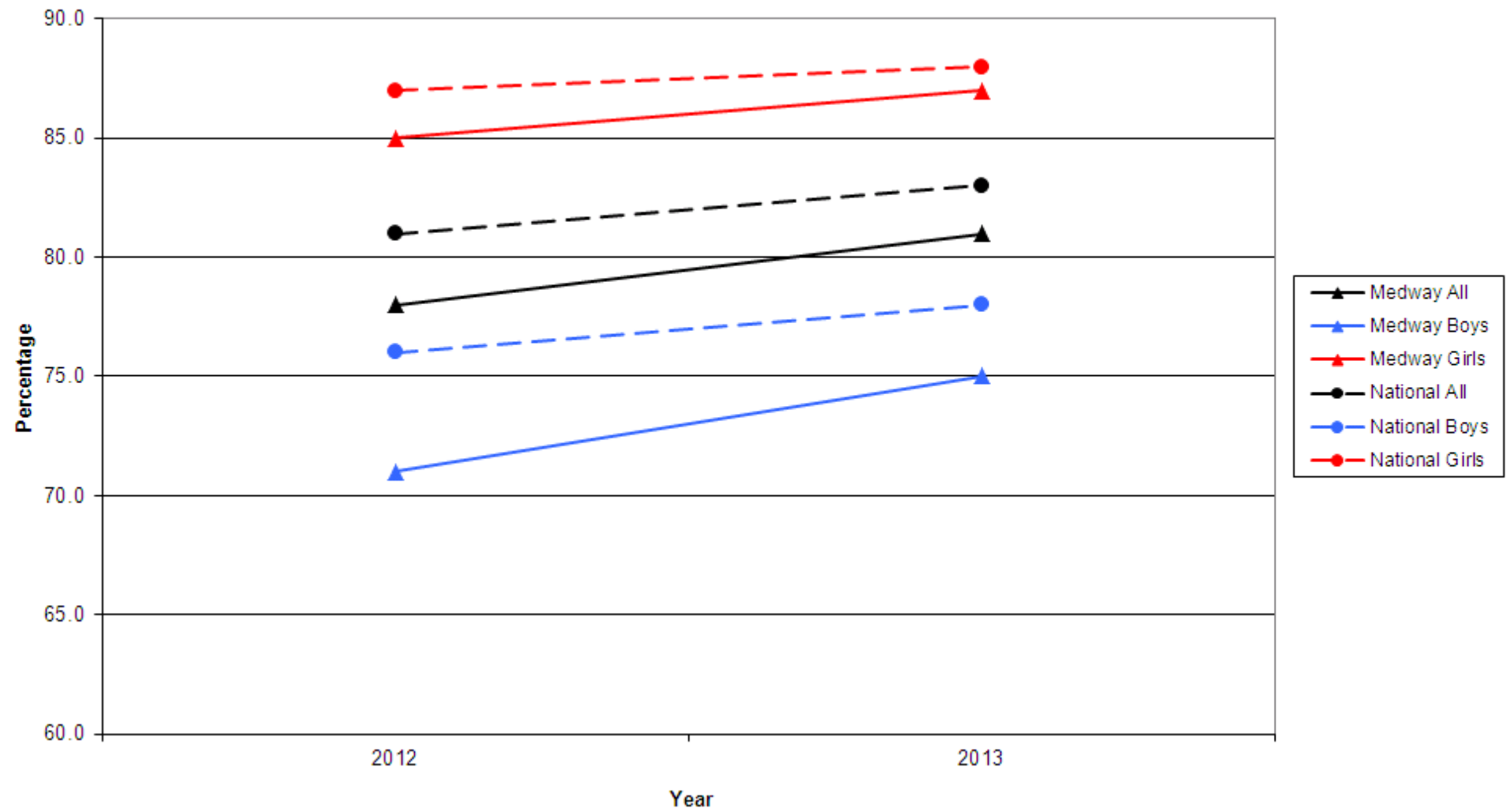
Key Stage 2 Results 2012 -2013 Medway c.f. National Reading Level 4+



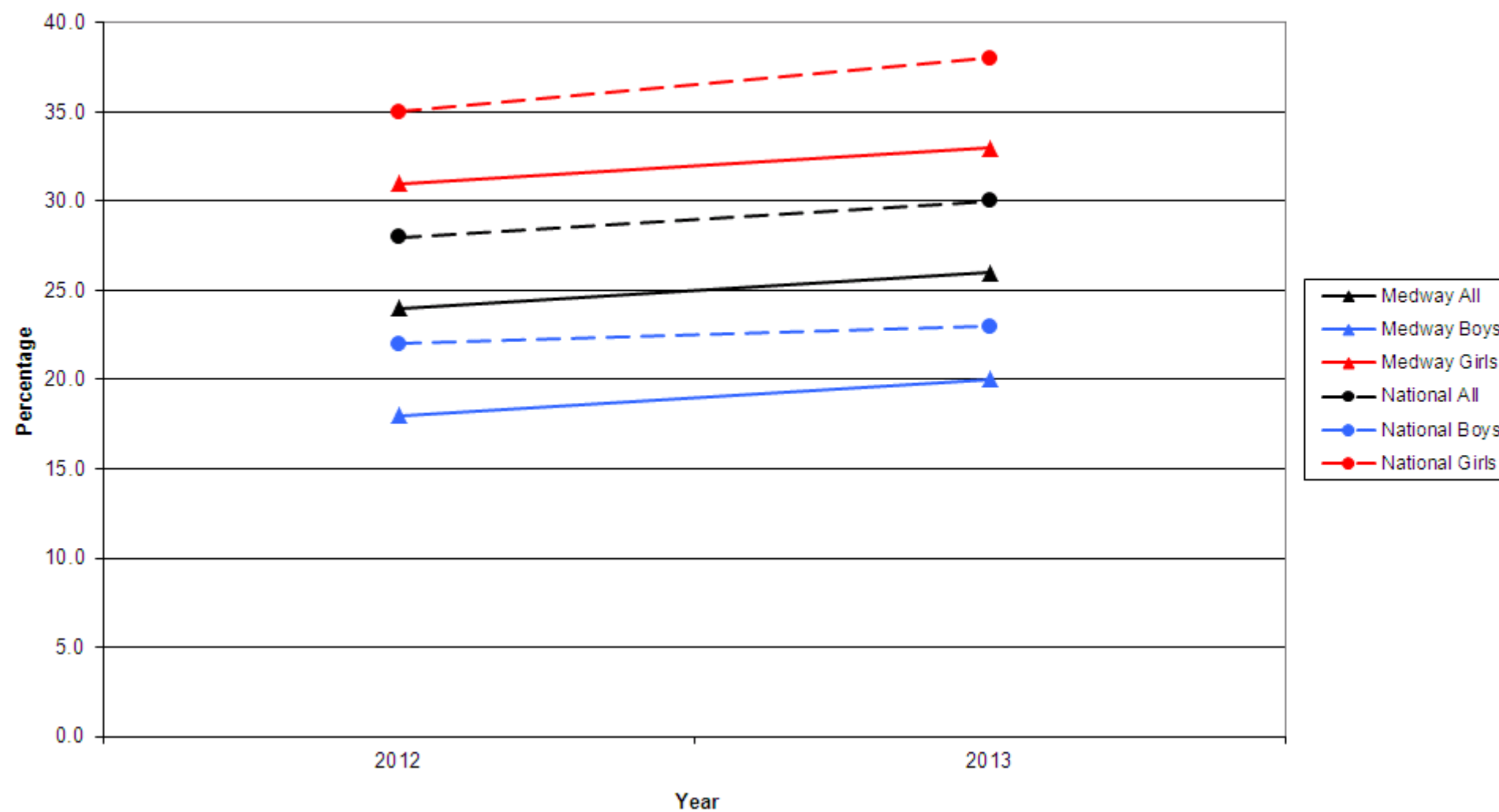
Key Stage 2 Results 2012 -2013 Medway c.f. National Reading Level 5+



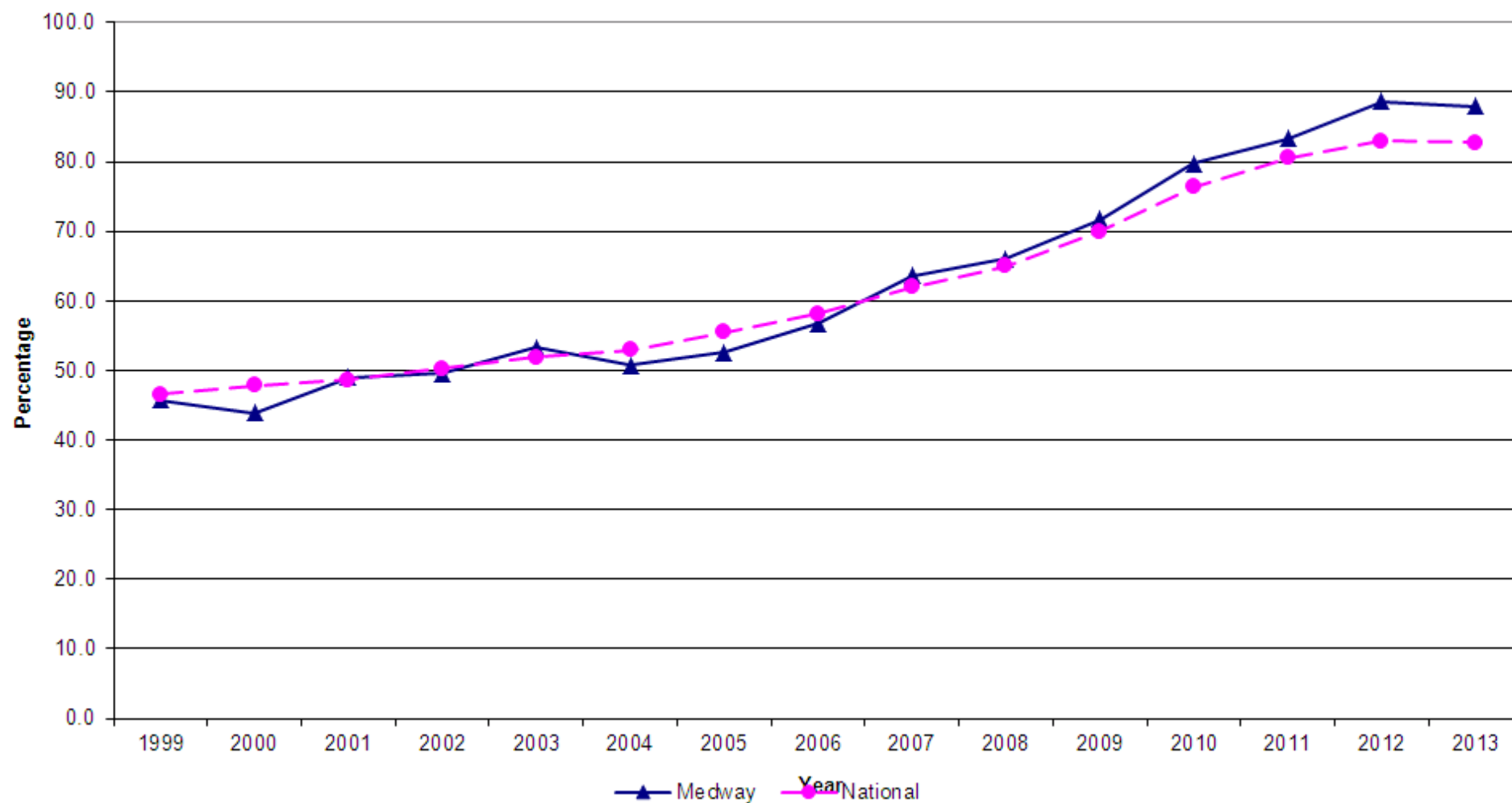
Key Stage 2 Results 2012 -2013 Medway c.f. National Writing Level 4+



Key Stage 2 Results 2012 -2013 Medway c.f. National Writing Level 5+



Key Stage 4 Trend 1999-2013 Medway c.f. National Percentage of Pupils Gaining 5 or more GCSE or Equivalent at Grade A*-C



Key Stage 4 Trend 1999-2013 Medway c.f. National Percentage of Pupils Gaining 5 or more GCSE or Equivalent at Grade A*-C including English Mathematics

