

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

9 DECEMBER 2014

PROVISIONAL TEST AND EXAMINATION RESULTS FOR 2014

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Summary

This report provides **provisional** 2014 education results based on Department for Education (DfE) statistical first releases for each key stage for Medway's schools and academies. The report summarises the performance from teacher assessments, tests and examinations. On the basis of the provisional data, early years results are well above the national average, key stage 1 (pupils aged 7) broadly in line with national results, key stage 2 (pupils aged 11) below the national average but improving, key stage 4 (pupils aged 16) above national provisional results and post 16 in line with national results. The draft School Improvement Strategy takes account of these provisional results.

The data in this report is un-validated and is subject to change until final results are published by DFE.

1. Budget and Policy Framework

- 1.1 A priority of Medway Council is to ensure that children and young people have the best start in life. Within the Council Plan there is a commitment to champion high standards in schools so that all children can achieve their potential. To support this objective, a draft School Improvement Strategy has been released for consultation to schools and partners.
- 1.2 This report relates to the Department for Education's published indicators for end of key stage tests, teacher assessments and examinations.

2. Background

- 2.1 Early Years and Foundation stage, Key Stage 1 and 2 - Each year children and young people are assessed or tested against nationally agreed criteria at

key points in their school careers. The measure for early years refers to the proportion of children reaching a “good level of development”. The measures at key stage 1 relate to reading, writing and mathematics with the national expectation continuing to be achievement at Level 2B+. Pupils in Year 1 and sometimes in Year 2 also take Phonics checks. At key stage 2, there is a combined measure of reading, writing and mathematics at Level 4+ (national expectation) and a floor threshold measure of attainment of 65% Level 4+ in reading, writing and mathematics with progress above the national median in one subject. The floor threshold for key stage 2 rose by 5% this year.

- 2.2 The assessment reported and subsequently published at local authority level is made by teachers and moderated by the local authority as part of its statutory duty for Early Years Foundation Stage, key stage 1, and key stage 2. In May 2014, key stage 2 pupils also sat tests in May 2014 for reading, mathematics and grammar, punctuation and spelling which were externally marked and these results are published alongside the teacher assessments.
- 2.3 Key stages 4 and 5 - For secondary schools, the measure continues to be 5 A*-C GCSEs including English and mathematics and the floor threshold measure 40% 5 A* - C GCSEs including English and mathematics with national or above median progress in English or mathematics. The reporting methodology changed significantly in 2014 and resulted nationally in a major drop in overall school and local authority results. Changes included the conversion value of BTECs and the recognition of first entry results only, rather than best entry results. For individual pupils, standards have broadly been maintained and the changes in reporting methodology will not affect their access to sixth form, FE or HE provision.
- 2.4 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).
- 2.5 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.
- 2.6 Elected Members champion children and young people and have an important role in scrutinising overall attainment. The results presented in this report are provisional. Results for early years have been confirmed. Final results are expected to be available in December for key stage 2 and January 2015 for keys stage 4 and post 16 and they may differ from those presented in this report.

2.7 The results 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) and writing at the end of key stage 2 (11 year olds),
- key stage 2 Standard Assessment Tests (SATs)
- the GCSE results (16 year olds)
- the post 16 results

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

3.1 Early years:

Whilst more detailed data is due to be released by the DfE in November on pupil characteristics such as English as an additional language (EAL), free school meals (FSM) etc., the headline data enables us to compare the attainment of children in Medway against the national picture and this places Medway in the top quintile for performance.

Nationally 60% of children attain the Good Level of Development.
In Medway 64% of children attain the Good Level of Development

		All	Boys	Girls
% achieving a GLD	Medway	64	57	72
	National	60	52	69

3.2 Year 1 Phonics Checks

This is the third year that this measure has been reported with Medway results showing improvement year on year. Year 1 phonics rose 9% to 71%. Nationally there was a 5% rise to 74%. Medway was one of the 5th most improved LAs. 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 June. All pupils in year 1 (6 year olds), and those in year 2 (seven olds) who did not achieve the check in 2013, took the 2014 phonics check. Medway officers carried out statutory compliance visits and all the schools were found to be carrying out the checks correctly.

2014 Phonics	School (Medway)				National			
	All	Boys	Girls	FSM	All	Boys	Girls	FSM
Year 1	71	67	75	57	74	70	78	61
Year 2	86	84	88	58	88	86	91	80

3.3 Key stage 1 Provisional Results

There has been an increase in performance in reading, writing and mathematics at level 2B+ (national expectation) with results in mathematics matching the national average.

2014 L2b+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Reading	79	75	83	81	77	85
Writing	68	61	75	70	62	77
Maths	80	79	80	80	78	82

3.4 Key stage 2 Provisional Results

Although there has been an improvement in attainment at key stage 2 in 2014 with 74% of pupils achieving the national expectation of level 4+ in reading, writing and mathematics, nationally 78% of pupils achieved this measure. Improving pupil outcomes at key stage 2 continues to be the key priority. The following table gives Medway's results in the combined measure, reading, writing and mathematics and in grammar, spelling and punctuation (GPaS)

Attainment 2014						
2014 L4+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Combined*	74	73	76	78	75	81
Reading	85	84	87	88	86	90
Writing (TA)	83	79	87	85	81	90
Maths	82	83	81	85	85	86
GPaS	71	67	76	76	71	81

3.5 The DfE's floor threshold measure is a minimum of 65% of pupils achieving Level 4+ in maths, reading and writing, or at least the national median progress in one of these. In Medway the provisional data indicates that 7 primary schools are below the floor threshold measure.

3.6 Key stage 4 Provisional Results

This year there were such significant changes in the methodology for converting individual pupil results per subject to the overall school results, and therefore local authority results, that comparison to previous years is somewhat futile.

Overall Medway achieved 53.7% 5 A* - C GCSEs or equivalent including English and mathematics, performing above the national of 52.6%. This represents a drop from 2013 of 6.8% against a national drop of 6.6%.

The DfE sets a floor threshold standard for secondary schools of at least 40% of students achieving 5A*-C GCSEs including English and mathematics. Provisional data suggests 3 secondary academies are below the floor threshold measure.

3.7 Post 16 Provisional Results

Published measures include the average points score (APS) per entry, the average points score per student and the percentage of students achieving grades AAB or better at A level (of which at least 2 are facilitating subjects).

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.

APS per student (all level 3 qualifications)	Medway 656.2	National 680.2
APS per entry (all level 3 qualifications)	Medway 210.9	National 210.4

% students achieving AAB or better at A level of which at least 2 are in facilitating subjects (A levels)	Medway 11.5%
National	11.4%

The AAB or better outcome is particularly positive as it represents a 2.5% increase on 2013.

4. Draft School Improvement Strategy

- 4.1 The draft School Improvement Strategy has been produced to achieve accelerated progress in the primary sector, where results are well below the national average and too many schools are not judged by OFSTED to be good or better. This draft has been considered by the School Effectiveness Strategic Board (SEB) and is out to schools and partners for consultation until 30 November. A revised draft will be considered by the SEB on 11 December and the final strategy will be submitted to Cabinet on 13 January. There has been considerable support from secondary schools and the Teaching Schools to drive forward the school improvement agenda and harness all the potential in Medway to improve primary schools and their results. A copy of the draft School Improvement Strategy, performance tables and the consultation response form are attached at Appendix 1, 1A and 1B.

5 Update on progress on the recommendations from the 2011 Task Group

- 5.1 Governance: A new training programme has been written for 2014 and is available on line via GovernorHub, the new online portal for all things governance in Medway. The programme contains a number of new training opportunities and the format and content has been well received. 100% of governing bodies who buy training or advisory support have had a representative at least 1 event over the course of the last 12 months. This compares with 87% for the same period last year. All new Chairs are linked with a mentor during their first year. This has recently been extended to Clerks. Ten Chairs of Governors have completed the SELT chairs programme and one more Chair embarked on the training last month. There are 8 clerks

from Medway participating in the new National College programme for new clerks.

- 5.2 Leadership: The LA has continued to work closely with the 2 local teaching schools and National and Local Leaders of Education (NLEs and LLEs) to strengthen leadership and management and increase schools' capacity to improve. As part of this work, colleagues in schools can work towards external accreditation such as National Professional Qualification for Headship, Senior Leaders and Middle Leaders (NPQH, NPQSL, NPQML). Senior leaders also benefit from opportunities to visit good and outstanding schools facilitated by the School Challenge and Improvement team.
- 5.3 Teaching: Training and support from LA teams, teaching schools and school to school support are helping to provide capacity to change and share good practice. In 2014-15 a new primary curriculum has been introduced with significant changes to assessment. Schools will report pupil outcomes in 2015 using National Curriculum levels in years 2 and 6.

6. Summary

- 6.1 These results are provisional and a degree of caution must be used until the final results are available and analysis can be secure. Some results are particularly pleasing, including early years and phonics. Secondary school pupils have maintained their standards of improvement, despite the overall results nationally and in Medway dropping because of the conversion rule changes. Although there has been improvement at key stage 2, this stage is still below the national average and is the priority for improvement. The draft School Improvement Strategy aims to offer an accelerated programme of change to improve the primary sector and key stage 2 results.

7 Implications for looked after children

- 7.1 The virtual school continues to support schools, parents and carers and pupils who are looked after. The virtual Headteacher is a 0.5 full time equivalent (fte) post who is supported by a full-time apprentice plus 0.4 fte from a qualified teacher who offers one to one tuition and play therapy. There are approximately 250 compulsory school aged pupils who are looked after in Medway. Tracking of pupil progress takes place from aged 2 to 18 years through monitoring of Personal Educational Plans (PEPs). The virtual Headteacher also supports schools in Medway with children who are looked after who are placed locally by other Local Authorities (LAs). There are approximately 200 children of compulsory school age who have been placed in Medway schools who are from other LAs. The work of the virtual school includes liaison with Social Services, School Admissions, Inclusion and Attendance Advisory colleagues to provide quality placements and support. Training is provided for school staff with responsibility for children who are looked after. Reports are provided to Corporate Parenting Board four times per year.
- 7.2 Educational attainment and achieving as well as they can 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 have been presented separately to the Corporate Parenting Board. These results are not included here because of the small numbers which make any analysis not statistically viable and the need to protect the identification of individual pupils.

8 Risk management

Risk	Description	Action to avoid or mitigate risk	Risk rating
Published results are different to the provisional	That the results are significantly different to those presented to committee once the checking exercise is completed	Provisional data has been taken from DfE statistical first release information for each key stage	medium

9. Financial implications

- 9.1 There are no direct financial implications arising from this report.
- 9.2 However, when a school remains below floor threshold measures or is judged inadequate by Ofsted, the national policy is to seek an Academy solution to improve the school. The local authority has a statutory duty to intervene where maintained schools are failing and this has resource implications.
- 9.3 If a maintained school converts to an academy it does have implications on the DSG (dedicated schools grant) funding for the Authority. The academy funding is top sliced from the authority's DSG and paid directly to the academy by the EFA.
- 9.4 The authority also faces the possibility that it will have to write off any deficit reserve balance or loans made to the school from its core budget; however this will depend on the type of academy conversion being undertaken i.e. converted or sponsored

10. Legal implications

- 10.1 There are no substantial legal implications

11. Recommendation

- 11.1 The committee is recommended to note the provisional test and examination results for 2014.

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Background papers

None

DRAFT SCHOOL IMPROVEMENT STRATEGY

2014-16

Vision

All children and young people should have the best start in life in Medway, regardless of their needs and where they live. We are committed as a school community to raise standards and provide good education so that all children and young people can achieve their potential, and the gaps between the least advantaged and their peers are narrowed.

Context

Medway's economic profile suggests that overall our children should be performing at the national average. In some areas they should be significantly above the national average, whilst in others that will be a challenge. Provisional 2014 results and current OFSTED judgements are attached to this draft strategy for context. In summary, they show:

- At EYFS, performance is improving and Medway is 4% above the national average
- At KS1 results are improving. However, at KS2 they are still 4% below the national average
- At secondary, overall our GCSE results are above the national average and our improvement rate is better than the national average. (National comparisons are very provisional at this stage). At A level, higher level grades have increased significantly
- At the end of summer 2014, 100% of our special schools and 82% of our secondary schools were judged by OFSTED to be good or outstanding. However, only 55% of our primary schools were judged by OFSTED to be good or outstanding

Overall we want our pupils to achieve at least the national average and we want all our schools to be good or better. The emphasis of this strategy is on accelerated improvement in the primary sector where standards at KS2 and OFSTED inspection judgements are weakest. However, the strategy seeks improvement in all sectors and the proposed programme should be beneficial to all schools.

Strategy

i) Community of Schools

The landscape of schools has changed considerably over recent years with the establishment of academies and free schools. Medway will continue to embrace those schools which remain community and voluntary aided/controlled schools. Medway will continue to work with academies and free schools and support their establishment provided

that this in the interests of pupils and the principles of the sponsor accord with this vision. As the champion of all children and young people in Medway, the local authority is committed to challenging all schools or sponsors where standards need to be improved. We will seek to forge good relationships with all sponsors to ensure that there is constructive dialogue to achieve high standards.

ii) Leadership and Collaboration

This strategy advocates a model of shared systems leadership, where all schools and sponsors take responsibility for improving standards across Medway. Schools should not just feel responsible for the children in their own school but for all children in Medway. Combining and co-ordinating everyone's efforts have been shown to be better than working in isolation. The local authority, teaching schools, voluntary and community schools, academies and free schools should work jointly to maximise resource opportunities and support the most vulnerable schools.

Strong leadership is at the heart of effective schools. We will continue to recognise that and prioritise leadership development and leadership support from good and outstanding leaders. Individual schools will work with other schools to support and model good practice and learn from each other. Some schools, where there are particular difficulties, will require targeted leadership and outstanding teacher support. Whilst the local authority acts as broker in many situations, groups of schools themselves will broker support between each other. The Teaching Alliances are also key players in providing leadership and professional development support to meet identified need. The local authority will work in partnership with the Teaching Alliances on a unified programme of brokerage and development, maximising resources without fettering the specialist role and support of each partner. The Medway Education agreement (Concordat) captures the commitment to working together.

Schools in Medway learn from each other, but they will also look outside Medway to see and learn from innovative and outstanding practice elsewhere. Partnerships with outstanding schools in other authorities will be expanded, providing opportunities for teachers and senior leaders to develop thinking and practice.

Working together is particularly vital for primary schools if standards are to rise and inspection judgements are to improve. The primary consortia are a key mechanism for identifying need, negotiating on behalf of colleagues, brokering support for each other and sharing good practice across like schools. Strong leadership of consortia, alongside the Teaching Alliances and local authority, should be a lever to drive improvement in the primary sector.

iii) Partnership and Accountability

The mechanism for identifying vulnerability and support must be clear. The partnership between schools and the Teaching Alliances should make best use of the support which the

alliances can offer collectively. The partnership and joint commissioning arrangements between the local authority and the Teaching Alliances, with a unified offer of leadership and development support, are developing and will be enhanced. The roles of groups, expectations and accountabilities should be clear, known and understood by all partners. This includes the School Effectiveness Strategic Board, where accountability lies for the appropriateness and effectiveness of the strategy.

iv) Marketing and Celebrating Success

We want to get all Medway engaged in the importance and fun of learning to raise aspiration and adult support for children and young people's learning. A marketing strategy 'to get Medway learning' will include press and media campaigns, good news stories about learning, advertisements and activities in public places e.g. libraries and community hubs. We will seek the support of key academic and business partners to promote learning and we will look to expand our pool of volunteer readers.

Celebrating success is fundamental to driving up standards in schools, and across the local authority. Medway should be seen as a place to come to teach and to learn, a place where all partners have high expectations, and use the celebration of success as a key motivator for improvement. A marketing strategy will address the how we might celebrate success more constructively to achieve our goals.

Priorities

This strategy identifies 4 key priorities to achieve improvement. Each priority has a number of proposed activities to achieve improvement. Some of the activities are new, some are enhancing what is already in place. During the consultation these and others which emerge will be developed into an action plan which will be subject to scrutiny and monitoring by the School Effectiveness Strategic Board.

Priority 1: Leadership, Management and Governance

Strong leadership is at the heart of school effectiveness

Proposed activities:

- Learning from outstanding leaders, matching schools with outstanding schools elsewhere
- Mentoring support to all new Headteachers
- Coaching support to some Headteachers and sign posting of coaching availability to others
- Effective and coordinated use of NLEs, LLEs and SLEs through the partnership of the local authority and teaching schools

- Programmes for aspiring leaders (e.g. COMPASS)
- Clearly defined pathway of leadership support
- Effective use of NLGs and mentoring support for all new chairs of governors
- Coordinated training programmes with Academy Trusts and Kent CC on outstanding governance

Priority 2: Outstanding Teaching

Our children deserve good and outstanding teachers.

- Clearly defined pathway of training and development opportunities
- Learning from outstanding teachers, matching schools with outstanding teachers elsewhere
- Target literacy and numeracy support and brokerage to improve RI teachers
- Link to recruitment and retention plan

Priority 3: Recruitment and Retention

Recruitment of teachers is challenging, particularly in small schools. Innovation and collaboration between schools is essential.

- Joint action plan with teaching schools and HE providers, including talent spotting, bursaries, action research
- CV bank where those not appointed but worth interviewing are banked for other schools
- Clearly defined pathway of support for NQTs and NQT +1
- Focus on recruitment for succession planning across schools
- Awareness and promotion of national programmes e.g. Teach First, Schools Direct
- Cross Medway marketing campaign for frontline professions, including social and health workers
- Knowledge base of why students choose/do not choose Medway Council

Priority 4: OFSTED Readiness

Too many schools are judged as requiring improvement and are not prepared for the rigour of inspection

- Guidance for all schools on OFSTED readiness
- Focused support on OFSTED readiness for schools likely to be inspected in next 6 months
- Mentoring pool of Headteachers and senior leaders to support Headteacher and leadership team through inspection
- Regular updates from lessons learned from recent inspections
- Governor training and guidance for all chairs on inspection, with specific support for those likely to be inspected in next 6 months

Targets

This strategy aims to secure accelerated improvement. It is acknowledged that changes in the national curriculum, assessment arrangements and OFSTED framework and inspection schedules make target setting challenging. Nevertheless, we want to set ambitious, but realistic targets for success. By 2016 we aim to achieve:

Indicator	Target
EYFS	4% above national average
KS1	3% above national average
KS2	To meet or exceed national average
KS2 Expected Progress	To meet or exceed national average
GCSE	To exceed national average
GCSE Expected Progress (English + Maths)	To exceed national average
OFSTED Good or Outstanding	Primary 65% Secondary 88% Special and PRUs 100%

Consultation

This strategy is the subject of consultation to 30th November 2014. We would like all schools to engage in this consultation. For ease of reply, a response proforma is attached. The School Effectiveness Strategic Board will consider the comments and confirm the final strategy to be submitted to Medway's Cabinet in January 2015. Work on some of the detail within the priorities will be developed during the consultation so that there is early benefit from the activity.

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Appendix 1A - Foundation Stage – Statistical Release (16th October 2014)

% of children achieving good level of development

		All	Boys	Girls	FSM	Non FSM	All SEN
% achieving a GLD	Medway	64	57	72			
	National	60	52	69			
Average Point Score*	Medway	34	32.8	35.2			
	National	33.8	32.6	35.1			

* 1 point for emerging, 2 points for expected, 3 points for exceeding

% of children achieving at least expected in prime areas and specific areas of EYFS

ELGs for a good level of development	Communication and Language				Physical development			Personal, Social and Emotional Development				Literacy			Mathematics		
	Listening and attention	Understanding	Speaking	Overall	Moving and handling	Health and self-care	Overall	Self-confidence and self-awareness	Managing feelings and behaviour	Making relationships	Overall	Reading	Writing	Overall	Numbers	Shape, space and measures	Overall
Medway	84	84	83	79	89	91	87	89	87	89	83	74	69	68	74	81	73
National	84	84	82	77	89	90	86	87	86	87	81	74	67	66	74	79	72

Gender				Gender			Gender				Gender			Gender			
Medway Girls	89	88	87	83	94	94	92	91	92	93	89	79	76	75	78	83	77
Medway Boys	80	80	79	74	84	88	82	86	82	85	78	69	62	61	70	78	69
National Girls	89	88	87	83	93	94	91	91	91	92	87	80	75	74	78	82	77
National Boys	79	79	77	71	84	87	80	84	80	83	75	68	59	59	71	75	68

Remaining ELGs	Understanding the world				Expressive arts, designing and		
	People and communities	The world	Technology	Overall	Exploring and using media and materials	Being imaginative	Overall
Medway	84	84	89	80	86	85	83
National	84	83	90	80	86	85	83

Gender				Gender			
Medway Girls	87	87	90	83	92	91	90
Medway Boys	80	81	89	77	80	79	76
National Girls	88	87	91	84	93	91	90
National Boys	79	80	89	76	70	79	76

Percentage achieving at least expected in all 17 ELGs	
Medway	61
National	58

Gender	
Medway G	70
Medway B	52
National G	67
National B	50

Key Stage 1 – Statistical First Release (Sept 25th 2014)

Figures are %

National is ‘all state funded schools’

2014 Phonics	School (Medway)				National			
	All	Boys	Girls	FSM	All	Boys	Girls	FSM
Year 1	71	67	75	57	74	70	78	61
Year 2	86	84	88		88	86	91	80

2014 (L2+)	School (Medway)				National			
	All	Boys	Girls	FSM	All	Boys	Girls	FSM
Reading	89	87	92	78	90	87	93	80
Writing	86	82	90	72	86	82	91	75
Maths	92	91	93	84	92	91	93	85

2014 L2b+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Reading	79	75	83	81	77	85
Writing	68	61	75	70	62	77
Maths	80	79	80	80	78	82

2014 L3	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Reading	30	25	35	31	26	35
Writing	14	10	17	16	11	21
Maths	22	23	20	24	26	22

Key Stage 2 – Statistical First Release (August 28th 2014)

Figures are % National is ‘all state funded schools’ (not incl independent)

*Combined – for state-funded schools. Brackets contain combined all schools including independent.

Attainment 2014						
2014 L4+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Combined*	74	73	76	78(79)	75(76)	81(82)
Reading	85	84	87	88	86	90
Writing (TA)	83	79	87	85	81	90
Maths	82	83	81	85	85	86
GPaS	71	67	76	76	71	81

2014 L4b+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Combined*	62	62	62	67	65	69
Reading	74	72	76	78	75	80
Maths	70	72	68	75	76	75
GPaS	62	58	67	68	62	73

2014 L5+	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Combined*	19	17	21	23 (24)	20	27
Reading	44	41	47	49	46	52
Writing (TA)	28	22	35	33	26	41
Maths	37	40	34	42	44	39
GPaS	46	42	50	52	46	58

2014 L6	School (Medway)			National		
	All	Boys	Girls	All	Boys	Girls
Reading	0	0	0	0	0	0
Writing (TA)	2	1	3	2	1	3
Maths	6	7	5	9	10	7
GPaS	2	2	3	4	3	5

Key Stage 2 – Statistical First Release (August 28th 2014)

Progress 2014		
Expected Progress	School (Medway)	National
	All	All
Reading	88	91
Writing	92	93
Maths	85	89

Key Stage 4 - Outcomes

Pupils achieving 5+ A*-C including English and Mathematics GCSEs	
Medway 2013/14	59.1
Medway 2012/13	60.9
Total 2012/13 (state funded sector)	60.8
England 2012/13	59.2

Post 16 - Outcomes

Academic Qualifications	Average point score per entry Academic Qualifications	2014 Average point score per academic entry expressed as a grade	At least 3 A Level equivalents at A*-E	At least 3 A Level equivalents at A*-E	At least 1 A Level equivalents at A*-E
Medway	218.6	C+	72%	85%	97%
Vocational Qualifications	Average point score per entry Vocational Qualifications	Average point score per vocational entry expressed as a grade	At Least 3 substantial vocational qualifications	At Least 2 substantial vocational qualifications	At Least 1 substantial vocational qualifications
Medway	224.9	D	18%	50%	94%

Medway Schools OFSTED Judgements for Overall Effectiveness – summer 2014

	Outstanding	Good	RI/Satisfactory	Inadequate	Awaiting Inspection
Primary Phase					
Primary Schools	2	22	20	2	4
Infant Schools	1	8	4	1	1
Junior Schools	0	7	3	0	2
Secondary Phase					
Grammar Schools	4	2	0	1	0
Comprehensive Schools	0	3	0	0	0
Non-selective Schools	0	6	2	0	0
Special Education					
Special Schools	2	2	0	0	0
Pupil referral units	0	2	0	1	0

Draft School Improvement Strategy 2014 – 2016

Consultation Response - Please provide comments on the sections of the strategy, priorities and targets. The final box offers the opportunity for any other comments

Strategy	Comments
Priorities	Comments
Leadership, management governance	
Outstanding Teaching	
Recruitment and retention	
OFSTED readiness	
Targets	Comments
Any further comments	

School/Organisation.....Name

Please email this completed response form to nichola.tunstill@medway.gov.uk
by 30 November 2014