

## **CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE**

**3 MARCH 2016**

### **MEDWAY ANNUAL SCHOOLS' PERFORMANCE REPORT FOR 2015**

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#### **Summary**

A comprehensive Annual Schools' Performance Report has been produced and is attached at Annex 1. This report provides the 2015 education results at each key stage for Medway's schools and academies. The report summarises the performance from teacher assessments, tests and examinations. It also includes information on attendance and exclusions for 2013 - 14, the latest school year for which national data has been published

The report is designed to give Members, Head teachers, Parents and Governors a wide overview of pupil progress in Medway schools and to show comparative performance with schools in other local authority areas.

#### **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.

#### **2. Background**

2.1 Elected Members champion children and young people and have an important role in scrutinising overall attainment in all Schools. The exam results and accompanying information in the report provides Members with insight and commentary to support this task.

2.2 This report relates to the Department for Education's (DFE) published indicators for end of key stage tests, teacher assessments and examinations, attendance and exclusions. It does not include results for vocational courses which some of our secondary schools follow. Therefore the A level results for

each school (shown in Appendix C of Annex 1) do not in all cases reflect the full range of the post 16 offer.

- 2.3 The public examinations taken at age 16 (Key Stage 4, General Certificate of Secondary Education, GCSE) and at age 18 (Key Stage 5, 'A' Level) are set and marked by the Examination Boards established by the major universities. The Standards and Testing Agency (STA) is the DfE executive agency responsible for National Curriculum statutory tests and assessments taken at the ages of 7 (Key Stage 1) and 11 (Key Stage 2, Standard Assessment Tasks, SATs). The Early Years Foundation Stage Profile (EYFSP) assessment scales are produced by the STA and administered by teachers.
- 2.4 The information covers all types of schools in the state sector. In maintained schools, the local authority is responsible for school standards. In academies, the Regional Schools Commissioner is responsible for school standards and the local authority alerts the Regional Schools Commissioner of concerns. Both the local authority and Regional Schools Commissioner currently have mechanisms in certain circumstances for intervening where there are concerns about school performance, including leadership and governance.
- 2.5 When OFSTED inspects schools, it expects governors to know their own data and what it is telling them about current performance, and whether the current performance is good or better in comparison to other like schools. In the same way, OFSTED expects Members to understand performance of Medway schools and how they compare to schools nationally. Taking account of Medway's population profile, Members should expect performance to be at the national average. The Annual Statement attached provides that information and highlights the main strengths and weaknesses of school performance.

### 3. Performance Summary and Actions

- 3.1 The Annual Statement shows the following:
  - i. **Early Years Foundation Stage (EYFS)** was 5% above national and the improvement rate was above national
  - ii. **Phonics** continued to improve with 75% passing the standard, so reducing the gap on national from 3% to 2%. This has been a fast rate of improvement as the gap in 2012 was 11%.
  - iii. At **Key Stage 1**, results have continued to improve so that Medway matches the national average for writing and maths and is 1% above national for reading.
  - iv. At **Key Stage 2**, on the main standard of Level 4 (including reading, writing and maths), Medway fell to 73% and was joint worst nationally (with Poole). The national average was 80%.
  - v. At **Key Stage 4**, Medway continued to be above national at GSCE 5A\*-C (including English and maths) at 57.8%, with the national at 57.3%. Like national, the results have fallen over the last four years but Medway's results have fallen more sharply.
  - vi. At **Key Stage 5**, Medway was below national on the higher achievement indicator and average point score per entry. Both Medway and national fell from the previous year but Medway at a sharper rate.

- vii. **Attendance** improved by 0.5% but the rate of improvement was slower than the national which improved by 0.8%.
- viii. **Exclusions** continue to rise, both permanent and fixed term. This reflects the national position. However, Medway's exclusions have increased more sharply and fixed term exclusions in the primary sector were the highest in the country.
- ix. **OFSTED** inspection judgements have improved. More schools have been judged good or outstanding and 79% of our children were in good or better schools by February this year.

3.2 There have been a range of activities undertaken in an endeavour to improve results and maintain good progress, including:

- An accelerated learning programme was introduced from September which provides training for teachers of phonics, and of year 2 and year 6 classes.
- Volunteer readers have been provided in many Medway primary schools through the charity Beanstalk.
- National Leaders in Education from outstanding London primary schools have been engaged to work with some of our primary senior management teams.
- A national comparative data base tool has been purchased for all schools to enable them and the local authority to better monitor individual pupil progress.
- In order to address the exclusion concerns, new systems this year have been established to support schools where pupils are on the cusp of exclusion and behaviour specialists from our schools are developing more effective outreach support.

#### 4. Risk Management

4.1 Medway is ambitious for all of its children to achieve their best potential. There is currently a reputational risk given the poor results at Key Stage 2.

#### 5. Financial implications

##### 5.1 Dedicated Schools Grant (DSG)

5.1.1 The DSG for 2016/17 continues to be calculated in three blocks for Schools, Early Years and High Needs and is driven by pupil numbers. The Schools Block per pupil rates for 2016/17 have remained at £4,357.89 per pupil and are accompanied by an increase in pupil numbers. The Early Years per pupil funding rates have remained the same as the 2015/16 funding rates, whilst the High Needs Block base funding has increased by £0.497m. Overall the projected DSG for 2016/17 is set out in Table 2 below.

5.1.2 The DSG is calculated initially using the pupil numbers for all schools in Medway, including academies. Subsequently the Education Funding Agency will reduce the Council's DSG allocation in respect of schools that have converted to academies. Academies are expected to account for £103.684million, leaving Medway's net DSG allocation at £110.774 million.

**Table 2: Schools Based Grant Funding (DSG)**

	2015/16 £000's	2016/17 £000's	2017/18 £000's
Schools Block – Pupil Numbers	37,680	38,524	38,680
Schools Block Funding	£164.262m	£166.346m	£168.563m
Early Years Block – Pupil Numbers	2,817	2,722	2,800
Early Years Block Funding	£15.271m	£15.271m	£15.708m
High Needs Block Funding	£32.491m	£32.897m	£32.897m
DSG (gross)	£212.024m	£214.458m	£217.168m
Academy Deductions	(£100.845m)	(£103.684)	(£111.016m)
<b>DSG (Net)</b>	<b>£111.179m</b>	<b>£110.774m</b>	<b>£106.152m</b>
Pupil Premium	£6.140m	£6.140	£6.140m
Sixth Form Funding	£0.543m	£1.250	£1.250m
<b>Net Schools Based Funding</b>	<b>£117.861m</b>	<b>£118.164m</b>	<b>£113.542m</b>

## 5.2 Pupil Premium Grant

5.2.1 Schools receive a separate grant to improve the attainment of pupils from deprived backgrounds based on pupils eligible for a free school meal, 'looked after children' (LAC), and children with a parent in the armed forces.

5.2.2 Per pupil rates for 2016/17 have remained the same as 2015/16 rates:

	Primary	Secondary
Free School Meals	£1,320	£935
Looked After Children	£1,900	£1,900
Service Children	£300	£300

5.2.3 These rates will produce a total grant for Medway schools, excluding academies, of about £4.756 million in 2016/17.

## 5.3 Education Services Grant

5.3.1 The Education Services Grant (ESG) was introduced in 2013/14 to fund Local Authorities statutory and other services in relation to education outside of the DSG. This includes funding for services such as school improvement and education welfare. The ESG has been formed from funds transferred out of formula grant under the LACSEG adjustment and is therefore not new money. The total deducted from formula grant is split between local authorities and individual academies in proportion to their pupil numbers.

5.3.2 The ESG retained duties rate of £15 per pupil remains the same in 2016/17 but the general fund rate per pupil has reduced by £10 to £77 per pupil. The settlement figure for the ESG is £2.124 million, which is £221,000 less than the estimate used within the draft budget.

## 6. Legal implications

6.1 The Education and Adoption Bill, which is currently being considered by Parliament, introduces new measures to improve school standards across the country. The measures in this Bill are designed to speed up the process by which failing schools become sponsored academies.. The Bill will also introduce measures to identify coasting and other underperforming schools.

6.2 Three groups of schools will be eligible for intervention:

- **Schools that have been judged inadequate by Ofsted** – an academy order will be issued for all such schools, requiring them to become sponsored academies;
- **Schools that are coasting** – schools which fall within our definition of coasting. Where a coasting school does not have a sufficient plan and the necessary capacity to bring about improvement, the Regional Schools Commissioner (RSC) will use the powers of the Secretary of State to intervene; and
- **Schools that have failed to comply with a warning notice** – local authorities and RSCs, acting on behalf of the Secretary of State, have powers to give warning notices to schools where they have concerns.

6.3 A DFE consultation seeking views on these revisions including changes to the Schools Causing Concern guidance and a proposed definition of a coasting school closed in December 2015. The outcome of this consultation will assist in defining the new responsibilities of local authorities in relation to school improvement.

## 7. Recommendation

7.1 The committee is recommended to note the Annual Schools' Achievement Report attached at Annex 1.

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### Appendices

Annex 1 - Medway Annual Schools' Performance Report.

### Background papers

None

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# Medway Annual Schools' Performance Report

# Table of Contents

	<b>Page</b>
Contents	2
Context	3
Highlights and Priorities for Improvement	3-4
Characteristics of Medway Schools	4-7
Early Years Foundation Stage	7-10
Phonics	10-11
Key Stage 1	11-12
Key Stage 2	13-15
Key Stage 4	16-17
Key Stage 5	18-19
Attendance and Exclusions	20
Glossary of Terms	21-22
Appendices	23-31
A: Primary Performance	
B: Primary Progress	
C: Secondary Performance	



# Medway Annual Schools' Performance Report

## Introduction

This annual report summarises the progress made by Medway schools, pupils and the school community in raising achievement throughout 2014-15. It provides a comprehensive analysis of performance of schools' work, in partnership with the Local Authority. Throughout this report, for ease of reading, and in keeping with plain English, we present out statistics as "x%" rather than the more exact phrase "x percentage points". Throughout the report, the word "national" is used to denote the national comparator indicator.

## Context

Information from the 2011 Census shows that:

- Levels of deprivation are higher in Medway than England and Wales, with fewer households having no indicators of deprivation than the national average for local authorities.
- Medway has become more ethnically diverse since 2001, with the Black and Minority Ethnic population now at 10.4%.
- White British is still the largest ethnic group, 85.5% of the population.

Medway's economic profile suggests that our children should be performing at the national average. River, Chatham Central, Luton & Wayfield and Gillingham North wards have the most schools with the highest concentration of pupils in receipt of Free School Meals. In other wards, such as Gillingham South and Strood South, there are also significant levels of deprivation. Some other wards have a mixed profile of deprivation and include Strood North, Strood Rural, Rochester South, Horsted, Twydall, Princes Park and Walderslade. The latest deprivation data is the 2010 Index of Multiple Deprivation (IMD). This places Medway as the 88th most deprived in England out 152 local authorities.

The pupil population in Medway schools rose from 43620 in 2010 to 43919 in 2015, a rise of 0.6%. Pupil numbers in the primary sector rose by approximately 4% between 2010 and 2015.

Data from the January 2015 School Census shows that approximately 15.7% of children in Medway were entitled to free school meals compared with 16.3% nationally.

## Highlights of the academic year

### **More schools have been judged good or better by Ofsted.**

As at February 18<sup>th</sup> 2016, 79.7% of children and young people were attending a Medway school judged good or outstanding by Ofsted. Medway is now 100th out of 152 local authority areas for this measure.

**Pupils at the end of the Foundation Stage achieving a Good Level of Development continue to outperform the national average.** In 2015 Medway was 5% above the national figure of 66% for pupils achieving a good level of development.

**Phonic outcomes improved.** In 2012, Medway was bottom of the national league table with 47% pupils achieving the phonic threshold in Year 1. Medway has continued to improve its phonic outcomes with 75% achieving the check in 2015, reducing the gap with national from 11% in 2012 to 2% in 2015.

**Key Stage One results improved.** In 2015, Key Stage One results at the national expectation of 2B+ continued the previous years' trend of improvement. The gap with national in all subjects continued to close.

**GCSEs were above national averages.** On the key measure of 5 A\* - C GCSEs including English and mathematics, Medway continued to perform above the national average placing Medway above national for the fourth consecutive year.

## Priorities for Improvement

### **Improve achievement at Key Stage 2 in all subject areas to close the gap with national.**

Reading, writing and maths combined at the national expectation of Level 4+ was 73% in Medway and 80% nationally. This placed Medway at the bottom of the performance tables for this measure.

### **Work with the Regional Schools Commissioner (RSC) to improve the performance of sponsor led academies in Medway at all Key Stages, and particularly at KS2.**

In 2015 sponsored led academies achieved 57% at L4+ in reading, writing and maths combined, 14% below national for sponsor led academies and 23% below national for all schools. At secondary level, KS4 and KS5 results declined more steeply.

### **Reduce the number of schools below the floor threshold at KS2 and 4.**

In 2015 there were 8 primary schools (4 LA schools and 4 academies) with performance below 65% L4+ in reading, writing and maths combined. This equated to 13% of Medway schools and was more than double the national percentage. These schools also showed below median progress in reading (national 94%), writing (97%) or maths (93%). In 2015, 3 secondary schools (18% compared with 11% nationally) were below the 40% 5 A\*-C GCSEs, including English and maths and median progress in English (73%) and maths (68%).

### **Improve the performance of disadvantaged pupils to close the gap with national for all groups.**

Disadvantaged pupils achieved 4% below national in phonics.

At KS1, the gap between the performance of disadvantaged pupils and non disadvantaged pupils in Medway was greater than the national average points score (APS) in all core subjects.

The gap for L2B+ between the performance of disadvantaged pupils and non disadvantaged pupils in Medway was the same as national at 15%.

### **Improve the performance of White British and White Other pupils.**

Analysis of the data shows that these groups underperform at all key stages.

**Reduce the number of Permanent and Fixed Term Exclusions.** Fixed term exclusions in Medway primary schools were the highest in the country.

## The Characteristics of Medway Schools

The information in the following 6 tables comes from the January 2015 schools census. This data is being used because it relates to the cohort of children and young people referred to in the performance tables in Appendix 1.

## Types of School and Number on Roll

In January 2015 there were 102 schools with a total of 43,919 pupils. 49 of these schools had academy status, of which 16 were secondary schools. All except one secondary school in Medway is an academy.

**Table 1. Types of school and pupils on roll**

Local authority and regional tables -  
Edubase

January 2015: SFR16/2015

Type of School	Number of Schools / Units	LA Maintained	Academy Converter	Academy Sponsor Led	Free School	Pupil Roll (Headcount)
Nursery	0	-	-	-	-	-
Primary	78	49	13	16	-	24,403
Secondary	17	1	11	5	-	18,702
Special School	5	1	3	-	1	728
Pupil Referral Unit	2	2	-	-	-	86
All Schools	102	53	27	21	1	43,919

## Free School Meals (FSM)

14% of children in Medway Schools are eligible and are known to be claiming a free school meal. In special schools this was over a third of attendees, whilst in primary schools more than a sixth of children are eligible and known to be claiming. In secondary schools this figure falls to 11% or just over 1 in 10 pupils.

**Table 2. Medway FSM**

Year	Primary (%)	Secondary (%)	Special (%)	All Schools (%)
2012	19	10	30	14
2013	18	13	32	16
2014	18	13	32	16
2015	16	11	33	14

(The figures above do not include Pupil Referral Units)

## Special Educational Needs (SEN)

One in five (20.1%) of pupils overall were identified as having a special education need. This identification may be made by teachers within the stages of the SEN Code of Practice, or more formally by the Authority, which often results in a Statement or Education Health and Care Plan. The data shows that the distribution of SEND was, and continues to be, constant across both phases.

**Table 3. SEN distribution by schools**

Stage of SEN	Primary No	Primary %	Secondary No	Secondary %	All* No	All* %
SEN Support	4207	17.2	3244	17.3	7751	17
Statemented or EHC	298	1.2	279	1.5	1378	3
Total	4505	18.5	3523	18.8	9129	20.1

\*Also includes pre school and post 16

The DfE recognises 11 different types of special need (plus an unspecified “other” designation). Trends in designations alter over time. For example, there is, nationally, an increase in the diagnosis of autism. In 2015, the breakdown for each need was:

**Table 4. Areas of Prime Special Educational Needs**

	Roll Total	
	No	%
Specific Learning Difficulty	438	11.4
Moderate Learning Difficulty	428	11.1
Severe Learning Difficulty	12	0.3
Profound & Multiple Difficulty	7	0.2
Social, Emotional and Mental Health	725	18.8
Speech, Language and Communications Needs	1216	31.5
Hearing Impairment	83	2.2
Visual Impairment	37	1
Multi-Sensory Impairment	6	0.2
Physical Difficulty	145	3.8
Autistic Spectrum Disorder	314	8.1
Other Difficulty/Disability	224	6.3

<https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2015>

## Ethnicity

In 2015 the ethnic profile of pupils in Medway schools is shown below.

**Table 5. Ethnicity distribution by school type**

All Pupils			Primary Pupils			Secondary Pupils			Special/PRU Pupils		
Ethnicity	Total	%	Ethnicity	Total	%	Ethnicity	Total	%	Ethnicity	Total	%
White-British	33986	77.3	White-British	18580	76.4	White-British	14682	78.5	White-British	635	80.3
White-Other	2527	5.8	White-Other	1564	6.4	Asian or Asian British	1007	5.4	Mixed or Dual Background	48	6.1
Mixed or Dual Background	2417	5.5	Mixed or Dual Background	1458	6.0	White-Other	910	4.9	White-Other	42	5.3
Asian or Asian British	2099	4.8	Black or Black British	1199	4.9	Mixed or Dual Background	904	4.8	Asian or Asian British	32	4.0
Black or Black British	2072	4.7	Asian or Asian British	1059	4.4	Black or Black British	836	4.5	Black or Black British	23	2.9
Any Other Ethnic Group	349	0.8	Any Other Ethnic Group	214	0.9	Not Obtained	170	0.9	Not Obtained	7	0.9
Not Obtained	347	0.8	Not Obtained	165	0.7	Any Other Ethnic Group	131	0.7	Any Other Ethnic Group	4	0.5
Chinese	142	0.3	Chinese	76	0.3	Chinese	66	0.4			
Grand Total	43939	100.0	Grand Total	24315	100.0	Grand Total	18706	100.0	Grand Total	791	100.0

Taken from the school census January 2015

## Languages

The 2015 School census showed that 49 languages were spoken in Medway schools, including English. 5111 pupils spoke or understood a language other than English at home. Polish was the most common language spoken by Medway pupils after English with 388 (0.79%) of speakers. Slovak was the second most spoken language with 300 (0.61%) of speakers, closely followed by Panjabi (0.59%), Yoruba (0.51%) and Urdu (0.38%).

**Table 6. Distribution of first languages**

First language	#	%	First language	#	%
English	38828	78.70%	Other Language	68	0.14%
Polish	388	0.79%	Nepali	65	0.13%
Slovak	300	0.61%	Spanish	64	0.13%
Panjabi	292	0.59%	Arabic	62	0.13%
Yoruba	253	0.51%	Italian	60	0.12%
Urdu	187	0.38%	Chinese	55	0.11%
Information not obtained	182	0.37%	German	55	0.11%
Bengali	181	0.37%	Igbo	53	0.11%
Turkish	161	0.33%	Romani (International)	53	0.11%
Russian	156	0.32%	Shona	50	0.10%
Other than English	152	0.31%	Hindi	44	0.09%
Lithuanian	149	0.30%	Chinese (Cantonese)	41	0.08%
Believed Other than English	129	0.26%	Albanian/Shqip	40	0.08%
Bengali (Sylheti)	109	0.22%	Gujarati	39	0.08%
Malayalam	100	0.20%	Hungarian	35	0.07%
Portuguese	98	0.20%	Thai	35	0.07%
Romanian	98	0.20%	Tagalog	33	0.07%
French	92	0.19%	Believed to be English	32	0.06%
Czech	90	0.18%	Tagalog/Filipino	32	0.06%
Tamil	87	0.18%	Filipino	32	0.06%
Bulgarian	86	0.17%	Chinese (Mandarin/Putonghua)	26	0.05%
Panjabi (Gurmukhi)	84	0.17%	Romanian (Romania)	24	0.05%
Latvian	79	0.16%	Dutch/Flemish	22	0.04%
Information not obtained	79	0.16%	All Other	481	0.97%
Panjabi (Any Other)	78	0.16%	Total	42360	

## Performance of Medway Schools

The performance of Medway schools is set as follows: Early Years/Foundation Stage, Phonics, Key Stage 1, Key Stage 2, Key Stage 4 and Key Stage 5.

### Early Years Foundation Stage (EYFS)

Children are defined as having reached a “good level of development” at the end of the EYFS if they achieve at least the expected level in:

- The early learning goals in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and
- The early learning goals in the specific areas of mathematics and literacy.

**Table 7. Early years foundation stage profile results: 2014 to 2015**  
**Overall development and main findings**

2014/15: SFR 36/2015

	National 2014/15	Medway 2014/15
	(%)	(%)
Good Level of Development (GLD)	66.3	70.7
Average Total Points (ATP)	34.3	35.4
Communication and Language (CLL)	80.3	82.8
Physical Development (PD)	87.2	89.4
Personal, Social and Emotional Development (PSE)	83.7	86.2
Literacy (LIT)	70.1	73.0
Mathematics (MAT)	75.8	77.3
Understanding of the World (UW)	82.1	84.4
Expressive Arts and Design (EAD)	85.3	86.4
Prime Learning Goals (Pri)	76.3	80.0
Specific Learning Goals (Spe)	65.7	68.9
All Learning Goals (All)	64.1	68.2

In 2014/15, 71% of Medway children attained a good level of development which is 5 % above national. In all the areas of attainment listed in the table below we exceeded national scores.

**Table 8. Early Years Foundation Stage Profile by Gender**

2014/15: SFR 36/2015

Gender	Cohort	Indicators		Areas of Learning (%)							Overall (%)		
		GLD (%)	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	Pri	Spe	All
Female	1,682	79.8	37	90	94	93	82	83	89	92	88	78	78
Male	1,821	62.2	34	77	85	80	65	72	80	81	73	61	59
Gap		17.6	3.2	13	8.8	12	16	12	8.3	12	15	17	18

Girls had a higher percentage in all EYFS assessment scales. The average total for girls was 3.2 points more than boys. Girls achieved 18% more than boys in a good level of development. The largest gap between boys and girls was in 'literacy' and the smallest gaps in 'understanding the world' and 'physical development'. The gap in attainment between girls and boys in Medway was similar to that of girls and boys across England, where girls continued to outperform boys in all early learning goals, with 74.3% of girls achieving the "good level of development" compared with 58.6% of boys.

**Table 9. Early Years Foundation Stage Profile by Ethnicity**

2015 - Keypas:

Ethnicity	Cohort	Indicators		Areas of Learning (%)							Overall (%)		
		GLD (%)	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	Pri	Spe	All
White-British	2,647	71.9	36	85	90	87	74	79	86	88	82	70	69
White-Other	207	53.1	32	66	82	78	56	58	71	77	62	49	49
Mixed or Dual Background	194	75.8	37	87	91	90	77	84	88	85	84	73	73
Asian or Asian British	133	77.4	36	81	89	84	81	85	81	85	80	76	74
Black or Black British	163	74.2	36	80	90	85	79	81	82	86	79	73	72
Any Other Ethnic Group	24	75	37	83	96	88	75	79	88	92	83	75	75
No Information	85	47.1	32	68	75	69	48	54	65	71	64	47	47
Chinese	8	62.5	35	75	100	75	75	75	75	75	63	63	63

Asian or Asian British children attained the highest percentage of a 'good level of development' at 77.4%. 'White Other' children had the lowest percentage overall (49.3%) and for a 'good level of development' (53.1%). Children in Medway in all ethnic groups outperformed those for England as a whole.

**Table 10. Early Years Foundation Stage Profile by Free School Meals (FSM)**

2015 - Keypas:

Free School Meals (FSM)	Cohort	Indicators		Areas of Learning (%)							Overall (%)		
		GLD (%)	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	Pri	Spe	All
Eligible for Free School Meal (FSM)	473	57.1	32.5	72.9	82	76.1	60.5	65.8	73.8	75.9	68.5	55.8	54.8
Not Eligible for Free School Meals (Non FSM)	2,988	72.9	35.9	84.3	90.6	87.8	75	79.1	96.1	88.1	81.8	71.1	70.3
Gap		15.8	3.4	11.4	8.6	11.7	14.5	13.3	22.3	12.2	13.3	15.3	15.5

Children who were eligible for free school meals scored a lower percentage in all areas of learning. The gap between children eligible for free school meals and those not eligible was 16%. This was lower than the national gap of 18 %. There was a difference of 3.5 average total points between children eligible for free school meals and those who were not, which was slightly lower than the national gap of 3.6

**Table 11. Early Years Foundation Stage Profile by English as an Additional Language**

2015 - Keypas: Summary Scores (LA) / Filter User 3

English as Additional Language (EAL)	Cohort	Indicators		Areas of Learning (%)							Overall (%)		
		GLD (%)	ATP	CL	PD	PSE	LIT	MAT	UW	EAD	Pri	Spe	All
Unclassified	130	54.6	32.4	69.2	74.6	70.8	56.2	59.2	66.9	70	66.2	54.6	54.6
English as Additional Language (EAL)	370	65.4	33.6	71.9	85.7	79.7	67.8	70.8	73.2	79.2	70.8	62.4	61.9
English Only (Non EAL)	2,961	72.1	35.8	84.7	90.5	87.6	74.4	78.9	86.6	88	81.8	70.4	69.6
Gap		6.7	2.2	12.8	4.8	7.9	6.6	8.1	13.4	8.8	11.0	8.0	7.7

Our analysis showed that those children who had English as an Additional Language had a lower percentage in all areas of learning assessment outcomes. Additionally there was a gap of 7% in a "good level of development" between children who spoke only English and children who had English as an Additional Language. Further, there was a difference of 2.2 average total points between children who spoke only English and children who had English as an Additional Language.

**Table 12. Early Years Foundation Stage Profile (by Term of Birth)**

2015 - Keypas:

Term of Birth	Cohort	Indicators		Areas of Learning (%)							Overall (%)		
		GLD (%)	CL	PD	PSE	LIT	MAT	UW	EAD	Pri	Spe	All	
Autumn	1,203	80.1	88	93	90	82	85	89	89	86	78	78	
Spring	1,082	71	84	90	86	74	78	86	88	80	70	69	
Summer	1,176	60.9	77	85	82	63	69	79	82	73	59	58	
Gap		19.2	11	7.7	7.5	18	17	10	7.1	13	19	19	

There was a correlation between date of birth (and therefore the school term) and EYFS outcomes. All children were assessed in June, meaning that the oldest children were 5 years and 10months,

while the youngest children were 4 years and 10 months of age. There was a decline in percentages of those attaining the good level of development from autumn birth (the oldest children) through spring birth to those children born in the summer term (the youngest children). The gap between autumn and summer for a good level of development was 19.2 %. This is similar to the profile of children in England as a whole, where there was a 21% gap.

**Table 13. Early Years Foundation Stage Profile by Narrowing the Gap Key Indicators**

Indicator	Overall (%)		
	National	Medway	+/-
Good Level of Development (GLD) (%)	66.3	70.7	4.4
Average Total Point Score	34.3	35.4	1.1
ATP Achievement Gap	32.1	31.6	-0.5

2014/15:SFR

The DfE and LAs are committed to reducing the percentage gap between all children and the bottom 20%. In Medway 2015 the achievement gap was 31.6%. Nationally, the achievement gap was 32.1%. This was a positive development and will remain a priority.

## Phonics

**Table 14. Percentage of pupils meeting the expected standard of phonic decoding**

	Medway	National	Difference
2012	47	58	11
2013	62	69	7
2014	71	74	3
2015	75	77	2
Difference 2012–15	28	19	
Difference 2014-15	4	3	

Medway has consistently closed the gap with national, improving by 28% compared with the national improvement of 19%. The gap with national has now reduced to 2%.

**Table 15. Percentage of pupils meeting the expected standard of phonic decoding by gender**

	All pupils				Boys				Girls			
	2012	2013	2014	2015	2012	2013	2014	2015	2012	2013	2014	2015
National	58	69	74	77	54	65	70	73	62	73	78	81
Medway	47	62	71	75	44	58	67	71	50	67	75	78



**Table 16. Phonics by Gender 2012-2015**

	Gender	Cohort No	A*	D**	0 - 10	11 - 20	21 - 30	Total
2015	Female	1,720	2	19	73	95	181	370
	Male	1,748	2	30	117	141	191	481
	All	3,468	4	49	190	236	372	851
2014	Female	1,640	1	17	62	96	204	380
	Male	1,722	7	43	133	149	208	540
	All	3,362	8	60	195	245	412	920
2013	Female	1,592	5	24	121	148	216	514
	Male	1,652	5	40	176	218	238	677
	All	3,244	10	64	297	366	454	1,191
2012	Female	1,598	4	7	153	233	365	762
	Male	1,604	3	32	230	282	327	874
	All	3,202	7	39	383	515	692	1,636

Since 2012, the number of pupils achieving the lower scores has dropped year on year, across both genders.

### Key Stage 1

The standard is level 2 and above at the end of Key Stage 1 (7 year olds).

**Table 17: Percentage of pupils reaching level 2 and above at KS1 (2012–2015)**

	Writing		Reading		Maths	
	Medway	National	Medway	National	Medway	National
2012	82	83.0	86.0	87.0	90.0	91
2013	84	85.0	88.0	89.0	92.0	91
2014	86	86.0	89.0	90.0	92.0	92
2015	88	88.0	91.0	90.0	93.0	93
Difference 2012–15	9	7.0	8.0	5.0	6.0	3
Difference 2014–15	2	2.0	2.0	0.0	1.0	1

<https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015>

**Table 18: Percentage of pupils reaching level 2 and above at KS1 2015 by School Type**

	Reading L2+		Writing L2+		Mathematics L2+	
	National	Medway	National	Medway	National	Medway
LA maintained schools	91%	92%	88%	91%	94%	95%
Sponsored academies	86%	87%	82%	82%	90%	91%
Converter academies	92%	93%	90%	86%	94%	94%

With the exception of performance in converter academies in writing, Medway schools met or exceeded national results.

**Table 19: Percentage of pupils reaching level 2B+ and above at KS1 (2012–2015)**

	Reading		Writing		Maths	
	Medway	National	Medway	National	Medway	National
2012	74	76	61	64	75	76
2013	77	79	65	67	78	78
2014	79	81	68	70	80	80
2015	81	82	71	72	82	82
Difference 2012–15	7	6	10	8	7	6
Difference 2014–15	2	1	3	2	2	2

<https://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015>

The outcomes for all groups at Key Stage 1 showed that:

- Since 2012 Medway had consistently improved attainment outcomes at Level 2B+ in reading, writing and maths, by 7, 6 and 10% respectively. This improvement was greater than national for the same period. As a result, the gap between national and Medway narrowed, with a 1% gap in reading and writing. Maths was the same as national. Medway matched the national improvement in maths between 2014 and 2015, and made greater improvements in reading and writing than national.
- In reading and writing Medway boys and girls improved on 2014 results at 2B+ (national expectation). In 2015 girls also outperformed girls nationally by 1% in maths.
- 71% of disadvantaged pupils nationally achieved 2B+ in mathematics compared with 70% of Medway disadvantaged pupils. In reading the comparative figures were 68% Medway and 72% national and in writing Medway disadvantaged pupils achieved 55% whilst national was 59%.
- White British pupils underperformed in reading, writing and maths compared with the national comparative, the biggest gap being in writing.
- Other white background pupils in Medway underperformed in writing and maths. In reading the underperforming groups were white British and “white other”.
- Pupils with an SEN statement / EHC plan performed below the national comparative for 2B+ in reading, writing and maths. In all cases, Medway’s performance was approximately half that of the national comparative figure. Pupils with SEN support in Medway out-performed the national comparative figure in reading, writing and maths at 2B+ by 2 percentage points in reading and maths, and 3 percentage points in writing.

## Key Stage 2

**Table 20: Percentage of pupils reaching level 4 and above at KS2 (2012–2015)**

	Reading		Writing		Maths		Reading, Writing, Maths		Grammar, Punctuation & Spelling	
	Medway	National	Medway	National	Medway	National	Medway	National	Medway	National
2012	81	87	78	81	78	84	68	75		
2013	82	86	81	84	80	85	71	76	67	74
2014	86	89	83	86	82	86	75	79	72	77
2015*	85	90	84	87	81	87	73	80	73	80
Difference 2012–15	4	3	6	6	3	3	5	5	6	6
Difference 2014–15	-1	0	1	1	-1	1	-2	1	1	3

On the combined measure (reading, writing and maths at L4+) Medway was the lowest performing local authority in England with 73% of its pupils achieving the expected level, compared with 80% nationally.

Medway's improvement in attainment at L4+ in each of reading, writing, grammar, punctuation and spelling (GPaS) and maths from 2013 – 2015 was in line with national improvements. There was a drop of 1% in Medway's reading and maths results in 2015 which resulted in a widening of the gap between Medway and national. The gap between Medway and national in GPaS increased by 2%.

Girls outperformed boys in reading, writing and GPaS, and performance was equal in maths which mirrored the national comparative performance of boys and girls. The performance of boys and girls in Medway was, and still is, significantly below national standards.

The attainment of disadvantaged pupils in Medway was significantly below national with 57% achieving L4+ combined compared to the national figure of 70%. There were gaps of 10% or more in mathematics, reading and GPaS attainment when compared with the national comparative and 10 percentage points or more in all areas when compared with Medway non-disadvantaged pupils.

White British children performed significantly below pupils of the same ethnic group at L4+ in all subjects

Black African and Indian pupils were broadly in line with national attainment.

Pupils with SEN support were broadly in line with national comparative figures in the combined measure, maths, reading and GPaS and outperformed national by 4% in writing. Pupils with SEN statement or EHC plans were significantly below the comparative national standard in maths and below in the combined measure, reading and GPaS. They were above the national expectation for writing by 1 percentage point.

**Table 21: Percentage of pupils reaching level 4 and above by school type**

	Reading Writing TA and Mathematics %	
	National	Medway
LA maintained schools	81%	77%
Sponsored academies	71%	57%
Converter academies	84%	81%

Sponsor-led academies achieved 57% combined compared to the national sponsor-led percentage of 71%, and some 23% below national for all schools. 81% of pupils in Medway's converter academies' achieved L4+ in reading, writing and maths compared with a national figure of 84%. 77% of pupils in LA maintained schools in Medway achieved the same standard compared with 81% of LA maintained schools nationally.

**Table 22. Two levels of progress between KS1 and KS2 (2012–2015)**

	Reading			Writing (TA)*			Maths		
	Medway	National	Median	Medway	National	Median	Medway	National	Median
2012	85	90	-	89	90	-	82	87	-
2013	84	88	-	91	92	-	84	88	-
2014	88	91	94	92	93	96	86	90	93
2015	89	91	94	93	94	97	86	90	93

Writing (TA)\* - Teacher Assessment

In addition to looking at overall attainment, the DfE also looks at the percentage of pupils making at least two levels progress between KS1 and KS2. Progress is also measured nationally as a median, which is used to identify schools that are performing below the floor standard for each academic year and for identifying coasting schools from 2014 and 2015.

Table 22 shows where Medway has consistently been lower than the corresponding national figures. In 2015, figures showed 89% of Medway pupils made two levels of progress compared with 91% of pupils nationally in reading. In maths, 86% of Medway pupils made two levels of progress compared with 90% nationally.

In reading there was a 5% gap between the progress of disadvantaged pupils and other pupils in Medway and a 7% gap with other pupils nationally. In writing 90% of disadvantaged pupils made 2 or more levels of progress, compared with 94% of other pupils locally and 95% nationally. In maths, 80% of Medway disadvantaged pupils made expected progress compared with 88% of other pupils locally and 91% nationally.

The key underperforming groups for progress between KS1 and KS2 were White British, White Other and Black African pupils.

**Table 23: Attainment of pupils at the end of key stage 2 by school type - Percentage making expected progress**

	Reading %		Writing %		Mathematics %	
	National	Medway	National	Medway	National	Medway
LA maintained schools	92%	88%	95%	94%	91%	87%
Sponsored academies	88%	84%	93%	91%	86%	82%
Converter academies	93%	93%	96%	96%	91%	90%

The progress of pupils in LA maintained schools and sponsored academies was below national in all three subjects.

**Table 24. Two levels of progress by LA statistical neighbours 2015 (%)**

Reading		Writing		Maths	
Havering	93	Havering	96	Havering	92
Kent	92	North Lincolnshire	96	Rotherham	91
Telford and Wrekin	92	Thurrock	96	Telford and Wrekin	91
Thurrock	92	Dudley	95	Dudley	90
<b>ENGLAND</b>	<b>91</b>	Kent	95	<b>ENGLAND</b>	<b>90</b>
<b>South East</b>	<b>91</b>	Swindon	95	Kent	90
Swindon	91	Telford and Wrekin	95	Swindon	90
Dudley	90	<b>ENGLAND</b>	<b>94</b>	Thurrock	90
North Lincolnshire	90	<b>South East</b>	<b>94</b>	North Lincolnshire	89
<b>Medway</b>	89	Southend on Sea	94	<b>South East</b>	<b>89</b>
Northamptonshire	89	<b>Medway</b>	93	Southend on Sea	88
Rotherham	89	Northamptonshire	93	<b>Medway</b>	86
Southend on Sea	89	Rotherham	93	Northamptonshire	86

Compared with our statistical neighbours we were one of the lowest performers in the percentage of children who have made two levels of progress in Reading, Writing and Mathematics.

**Table 25. KS2 Below Floor Schools**

The definition of below floor is set out in the glossary.

School	Combined L4+	Reading progress	Writing Progress	Maths Progress
Burnt Oak Primary School	60	81	92	86
Byron Primary School	52	83	71	76
Cedar Primary School	43	80	69	73
Elaine Primary Academy	51	81	85	69
Hoo St Werburgh Primary School	59	83	88	77
Kingfisher Primary School	52	92	96	76
Stoke Primary School	53	88	88	88
Wayfield Primary Academy	55	86	89	66

8 Medway schools are below the floor standard (4 LA maintained, 3 sponsor-led academies, 1 converter academy), 33 schools (54%) in Medway performed below the national combined standard of 80%

## Key Stage 4

**Table 26. Percentage of pupils achieving level 5+A\*-C, 5+A\*-C in English and Maths, 5+A\*-G in English and Maths (2012–2015)**

	5+ A* - C		5+ A* - C including English & Mathematics		5+ A* - G including English & Mathematics	
	Medway	National	Medway	National	Medway	National
2012	88.7	83.2	61.2	59.1	93.4	94.1
2013	88.3	83.1	60.9	60.8	93.5	94.4
2014	65.8	65.8	58.8	56.8	91.5	91.2
2015	66.6	66.5	57.8	57.3	91.0	91.7
Difference 2012-15	-22.1	-16.7	-3.4	-1.8	-2.4	-2.4
Difference 2014-15	0.8	0.7	-1	0.5	-0.5	0.5

The key measure of performance at KS4 is 5+ A\*-C GCSEs including English and Maths. In 2015, Medway pupils performed above the national attainment level, with 57.8% of pupils achieving 5+A\*-C GCSEs including English and Maths. This was 0.5% above the national attainment level of 57.3%. However, this represented a drop from the previous year. This was the fourth consecutive year of a downward trend since 2012.

66.6% of Medway students achieved 5+A\*-C GCSEs. This was 0.1% higher than the national attainment of 66.5%. Year on year Medway had increased by 0.8% which is 0.1% better than the national improvement rate of 0.7%. National attainment dropped by 16.7% between 2012 and 2015. In Medway this drop was sharper with attainment falling by 22.1%. For each of these years, Medway continued to be better or equal to the national performance.

Medway pupils with SEN support, but with no Statement or Plan, significantly out-performed national. The performance of SEN students with a statement / EHC plan was in line with national.

For the last two years (2014 and 2015) the gap in performance between the percentage of disadvantaged pupils in Medway and non-disadvantaged pupils nationally at 5A\*-C including English and maths remained at 27%.

**Table 27: KS2-4 Progress**

	English			Mathematics		
	Medway	National	Median	Medway	National	Median
2012	73	68	70	71	69	70
2013	72	70	73	69	71	73
2014	77	72	74	68	66	67
2015	73	69	71	67	66	70
Difference 2012-15	0	1	1	-4	-3	0
Difference 2014-15	-4	-3	-3	-1	0	-3

Between 2012 and 2015, Medway was broadly in line with the national progress.

In maths, 1% more Medway pupils made the expected progress than national. In English 73% made expected progress compared with 69% nationally

In English, 58% of Medway disadvantaged pupils made expected progress compared with 78% of other pupils locally and 74% nationally. In maths, 48% of disadvantaged pupils achieved the expected progress, 25% less than other pupils locally and 26% less than non-disadvantaged nationally.

**Table 28: GCSE Performance, 2015 by ethnic background**

Ethnic Group	5+ A*-C inc English & Maths	5+ A* - C	5+ A* - G inc Eng & Maths	Cohort
White	56.20%	65.10%	90.9%	2682
Mixed	65.30%	78.00%	92.0%	150
Asian	74.20%	78.70%	93.5%	155
Black	66.70%	77.10%	95.2%	105
Chinese	X	X	X	X
All	57.80%	66.60%	91.0%	3144

<https://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2014-to-2015>

x = Figures under 5 so not reported

White pupils account for 85% of Medway's GCSE entrants. White pupils performed worst across all three measures and were below the Medway total. Asian children were the highest achieving ethnic group across all three areas.

**Table 29: KS4 Below Floor Schools**

The definition of below floor is set out in the glossary.

KS4 Results 2015	School Type	Median Progress English 2015	Median Progress Maths 2015	% achieving 5+ A*-C GCSEs (or equivalent) including English and Maths GCSEs 2015
The Robert Napier School	Academy Sponsor Led	64%	38%	26%
St John Fisher Catholic Comprehensive School	Voluntary Aided School	53%	53%	34%
The Victory Academy	Academy Sponsor Led	66%	59%	38%

Three schools performed below the floor standard at KS4. The range of performance for 5+ A\*-C GCSEs (or equivalent) including English and maths in 2015 was 26% to 99%, with 10 schools performing below the national performance of 57%. Five schools did not achieve the national median progress in reading and 10 schools did not achieve the national median progress in maths. The range of performance for progress in reading was 51% to 96% and 38% to 94% in maths.

## Key Stage 5

**Table 30: Post 16 Performance 2015**

		National	Medway
<b>% of A level students achieving</b> Grades AAB or higher in at least 2 facilitating subjects	These are subjects considered to leave open a wide variety of options for university study if studied at A-level : History , Geography, Maths, Further Maths, Biology, Chemistry, Physics and Language ( Modern & Classic)	13.10%	9.90%
<b>Average Point Score</b>	Average point score per A level student	771.9	793.2
	*Pupils are given a certain number of points for each A, B, C etc they achieve at A-Level the Average Point Score (APS) is the average per pupil in the borough. The more qualifications undertaken by a student and the higher the grades achieved, the higher the average point score per student		
	Average point score per A level entry	215.7	214.7
	* The average point score per A level entry is an indication of the overall average A level grade		

In 2015, Medway students were very close to the national in terms of A level Entry, 1.2 points or 0.6% below. This means that, in terms of the entry expressed as a grade, both Medway and national achieved a C grade.

9.9% of pupils sitting A level exams achieved AAB or better including 2 facilitating subjects in Medway. This was a decrease from the previous year of 2.2%. Nationally the percentage of AAB or better in two facilitating subjects fell at a lower rate of 0.4%. At 13.1% the national average was 3.2% higher than Medway's performance.

Medway performed less well than national both in APS per entry and per student for all students and for boys and girls separately.



**Table 31: Post 16 Performance 2015: A/AS level and equivalent results by APS per student and per entry compared to Statistical Neighbours**

How we compare with Statistical Neighbours and National	APS per student		Change 2012- 2015	APS per entry		Change 2012-2015
	2012	2015		2012	2015	
Telford and Wrekin	907.9	888.1	-19.8	225.1	232.7	7.6
Southend-on-Sea	895.8	848	-47.8	224.3	225.2	0.9
Kent	805.4	799.8	-5.6	213.5	214.5	1
Havering	841.4	793.5	-47.9	215.8	215.1	-0.7
Medway	814.7	793.2	-21.5	213.5	214.7	1.2
Rotherham	807.9	784.7	-23.2	206.8	212.3	5.5
South East	789.1	777.6	-11.5	214.5	216.6	2.1
England (State-funded schools)	780.5	771.9	-8.6	213.5	215.7	2.2
Dudley	772	769.6	-2.4	212.9	213.3	0.4
Northamptonshire	760.5	738.5	-22	205.6	208.1	2.5
Swindon	626.7	674.2	47.5	213.5	213.8	0.3
Thurrock	517	663.2	146.2	224.3	209.7	-14.6
North Lincolnshire	641.3	632.1	-9.2	197.1	193.7	-3.4

<https://www.gov.uk/government/statistics/revised-a-level-and-equivalent-examination-results-in-england-academic-year-2011-to-2012>

The Average Points Score (APS) for Medway students fell for the fourth year running to 793.2. This was a 5.6 point or 0.7% fall compared to the previous year. Although still above national averages, the four years downward trend saw APS in Medway drop by 21.5 points (2.6%). The rate of fall slowed in the last year. National APS has also dropped since 2013-14, decreasing by 3.4 points (0.4%).

## Attendance

Attendance figures are reported a year in arrears. The table below refers to the latest published data.

**Table 32: Total School Absence - authorised and unauthorised**

Medway, Region, Statistical Neighbours and England	2010/11	2011/12	2012/13	2013/14
Medway	5.6	5.1	5.3	4.8
South East	5.7	5.1	5.2	4.5
Statistical Neighbours	5.73	5.15	5.31	4.57
England	5.8	5.1	5.3	4.5

2014 LAIT

Total school absence in Medway decreased over the past seven years. However, over the past two years, the rate of decrease has been slower than that in other local authorities.

## Exclusions

Exclusion figures are reported a year in arrears. The table below refers to the latest published data. Schools are responsible for notifying the local authority of both fixed term and permanent exclusions.

**Table 33: Permanent exclusions from Medway Schools 2012-2014**

Type of School	2011/12	2012/13	2013/14
Primary	x	6	9
Secondary	22	34	59
Special School	0	0	0
All Schools	22	40	68

Permanent exclusions within Medway increased considerably with exclusions over 3 times as high in 2013/14 compared to 2010/11, This was contrary to the national trend which had been gradually reducing since 2010/11. Medway had 0.16% of exclusions of the whole school population which was significantly above the national figure of 0.06%. Medway's figure was, and remains, approximately 3 times higher than the national figure of 0.13%

**Table 34: Fixed Term Exclusions by School Phase, 2012-2014**

	2011-2012			2012-2013			2013-2014		
	Number of fixed period exclusions	Number of pupils	Number of days of lost	Number of fixed period exclusions	Number of pupils	Number of days of lost	Number of fixed period exclusions	Number of pupils	Number of days of lost
Pr.	589	224	923	583	215	1,047	805	264	1,399
Sec.	1,714	853	5,753	1,783	908	6,421	1,762	799	6,471
Sp.	38	17	131	55	29	385	20	13	64
	2,340	1,090	6,810	2,420	1,150	7,660	2,590	1,080	7,930

Medway had the highest percentage of fixed period exclusions at primary level across all local authorities. Taken together with the increase in permanent exclusions, this is a worrying picture.

## Glossary of Terms

### Academy Converter

A school, judged good or better by Ofsted, which has converted to become an academy of its own volition.

### Authorised and unauthorised absence

In certain circumstances, such as illness, a child's absence from school may be authorised. This means that the parents do not risk prosecution. If a child's absence is unauthorised, for example, a family holiday during term time, the parents may be fined by the school or prosecuted by the local authority.

### Disadvantaged Pupils

In 2015, a child was classified as disadvantaged if they were

- Eligible for free school meals, or
- Looked after continuously for one day or more, or
- Adopted from care

**Early Years Foundation Stage** children aged between birth and 5. 7 areas of learning are monitored

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

### EHC

Education, Health & Care Plan. Since 2014, EHC Plans have replaced Statements of Special Education Needs. About 3% of Medway children have a statement or EHC Plan, slightly higher than the national average.

### English as an Additional Language

Children whose first (of family) language is not English

### Floor Threshold

The minimum standard a school is expected to achieve.

For Primary schools in 2015 this meant

- fewer than 65% of pupils at the end of key stage 2 (KS2) achieved level 4 or above in reading, writing and maths and
- the school has a below median score for the percentage of pupils at the end of KS2 who made expected progress in reading and
- the school has a below median score for the percentage of pupils at the end of KS2 who made expected progress in Writing and
- the school has a below median score for the percentage of pupils at the end of KS2 who made expected progress in mathematics.

For Secondary schools, this meant

- Fewer than 40% of pupils achieved 5 A\*-C (including both English and Maths) at GCSE **and**
- The school was below the median score for the percentage of pupils making expected progress in English and Mathematics between KS2 and KS4.

**Free School.**

A new school, usually set up by parents or an other school. All free schools are academies.

**FSM**

Free School Meals. Children are entitled to free school meals if the family is in receipt of benefits, such as income support.

**GPaS**

Grammar, punctuation and spelling

**IMD**

Index of multi-deprivation. A Government measure of relative poverty

**L4+**

The level a child is expected to reach at end of Key Stage 2 (ie at age 11)

**Phonic Decoding**

A way of learning to read that breaks words down into sounds. Decoding is the understanding of sounds. Phonics is the way sounds are used to make words.

**Phonic Outcomes:**

The phonic check or test is at the end of year 1 (6 year olds). Children who do not pass the test retake it in year 2.

**RSC**

Regional Schools Commissioner: the Department for Education's senior officer overseeing standards in academies.

**School Census**

A census of all registered pupils, usually taken in the 3<sup>rd</sup> week of January.

**SEN/SEND**

Special education needs, or special educational needs and disability: defined as being when a child or young person needs additional resources to access the curriculum, or the curriculum to be modified. About 17% of children have some form of SEND at some stage in their school life. Approximately 2.8% will be in receipt of a statement of special needs, or an Education Health and Care Plan.

**Sponsor-led Academy**

A school which has become an academy often, but not always at the behest of the DfE, and is managed by a trust or other academy.

**Appendices – Performance of Medway schools, across all key stages in 2014-15**

- A. Primary school performance at EYFS, Phonics, KS1 and KS2**
- B. Primary school performance: KS1-KS2 progress**
- C. Secondary school performance at GCSE and A Level**



## Appendix A

School Name	Status	Early Years Foundation Stage			Phonics Y1		Key Stage One				Key Stage Two				
		Cohort	GLD	Average Total Points Score	Cohort	% meeting the expected standard	Cohort	Reading	Writing	Maths	Cohort	Reading	Writing	Maths	RMW
All Faiths Primary Academy	AC	28	77.8	36.9	30	66.7	30	76.7	43.3	66.7	28	92.9	92.9	82.1	78.6
All Saints Primary School	LA	45	57.8	34.9	45	88.9	43	90.7	86.0	90.7	44	90.9	90.9	88.6	86.4
Allhallows Primary Academy	ASL	11	81.8	34.0	17	70.6	17	76.5	58.8	76.5	17	100.0	94.1	88.2	88.2
Balfour Infant School	LA	90	74.4	35.9	90	84.4	90	95.6	91.1	94.4	x	x	x	x	x
Balfour Junior School	LA	x	x	x	x	x	x	x	x	x	117	89.7	87.2	87.2	83.8
Barnsole Primary School	LA	87	71.3	35.8	87	81.6	89	93.3	82.0	93.3	76	96.1	92.1	97.4	90.8
Bligh Infant School	LA	60	75.0	37.2	56	92.9	60	95.0	93.3	95.0	x	x	x	x	x
Bligh Junior School	LA	x	x	x	x	x	x	x	x	x	60	91.7	90.0	85.0	80.0
Brompton-Westbrook Primary Academy	AC	56	83.9	37.1	49	81.6	50	94.0	88.0	92.0	40	90.0	87.5	87.5	87.5
Burnt Oak Primary School	LA	58	72.4	33.0	56	62.5	57	78.9	71.9	82.5	43	67.4	74.4	74.4	60.5
Byron Primary School	LA	76	90.4	37.3	74	81.1	74	70.3	66.2	77.0	73	76.7	57.5	67.1	52.1
Cedar Primary School	LA	74	68.5	37.0	87	42.5	66	89.4	57.6	87.9	65	81.5	49.2	67.7	43.1
Chattenden Primary Academy	AC	30	73.3	39.0	30	86.7	29	89.7	82.8	89.7	30	100.0	100.0	100.0	100.0
Cliffe Woods Primary Academy	AC	49	69.4	40.2	49	77.6	50	80.0	70.0	80.0	44	81.8	95.5	90.9	79.5
Cuxton Infant Academy	AC	59	76.3	37.0	48	81.3	48	93.8	79.2	95.8	x	x	x	x	x
Cuxton Junior Academy	ASL	x	x	x	x	x	x	x	x	x	46	89.1	87.0	84.8	73.9
Deanwood Primary School	LA	30	66.7	39.4	28	92.9	26	80.8	76.9	84.6	21	76.2	90.5	81.0	71.4
Delce Infant School	LA	89	73.0	33.5	91	80.2	90	91.1	82.2	86.7	x	x	x	x	x
Delce Junior Academy	AC	x	x	x	x	x	x	x	x	x	88	87.5	89.8	85.2	80.7
Elaine Primary Academy	ASL	41	61.0	33.2	53	73.6	41	75.6	61.0	65.9	55	74.5	67.3	63.6	50.9
English Martyrs Primary School	LA	30	76.7	34.8	30	90.0	30	83.3	86.7	90.0	29	96.6	96.6	96.6	96.6
Fair View Primary School	LA	90	76.7	38.3	90	76.7	90	85.6	77.8	84.4	65	90.8	84.6	81.5	80.0
Featherby Infant School	LA	89	61.8	35.4	87	67.8	89	83.1	70.8	79.8	x	x	x	x	x
Featherby Junior School	LA	x	x	x	x	x	x	x	x	x	89	78.7	85.4	79.8	67.4
Gordon Infant Academy	ASL	55	78.2	37.5	59	83.1	52	76.9	57.7	84.6	x	x	x	x	x
Gordon Junior Academy	ASL	x	x	x	x	x	x	x	x	x	76	80.3	78.9	84.2	71.1
Greenville Infant School	LA	60	71.7	36.6	116	57.8	85	61.2	52.9	55.3	x	x	x	x	x
Halling Primary School	LA	44	70.5	37.3	39	87.2	23	91.3	82.6	87.0	28	85.7	96.4	96.4	82.1
Hempstead Infant School	LA	90	76.7	37.2	89	77.5	87	90.8	81.6	88.5	x	x	x	x	x
Hempstead Junior School	LA	x	x	x	x	Page 25 of 32	x	x	x	x	90	95.6	93.3	92.2	87.8
High Halstow Primary Academy	AC	27	81.5	38.6	30	76.7	29	89.7	65.5	79.3	30	93.3	86.7	96.7	83.3

School Name	Status	Early Years Foundation Stage			Phonics Yr1		Key Stage One				Key Stage Two				
		Cohort	GLD	Average Total Points Score	Cohort	% meeting the expected standard	Cohort	Reading	Writing	Maths	Cohort	Reading	Writing	Maths	RWM
Hilltop Primary School	LA	60	81.7	36.9	60	78.3	60	95.0	85.0	91.7	60	91.7	90.0	95.0	86.7
Hoo St Werburgh Primary School	LA	65	69.2	32.7	62	85.5	71	71.8	62.0	78.9	69	76.8	69.6	69.6	59.4
Horsted Infant School	LA	60	74.6	39.8	60	83.3	60	95.0	91.7	95.0	x	x	x	x	x
Horsted Junior School	LA	x	x	x	x	x	x	x	x	x	61	96.7	90.2	95.1	86.9
Kingfisher Primary Academy	ASL	30	66.7	33.7	30	86.7	27	85.2	48.1	85.2	25	76.0	72.0	60.0	52.0
Lordswood Primary Academy	ASL	56	73.2	36.7	42	23.8	52	61.5	57.7	71.2	42	78.6	78.6	69.0	66.7
Luton Infant School	LA	88	42.5	25.8	84	66.7	86	65.1	48.8	62.8	x	x	x	x	x
Luton Junior School	LA	x	x	x	x	x	x	x	x	x	60	70.0	80.0	90.0	70.0
Maundene Primary School	LA	59	83.1	38.2	60	81.7	60	86.7	75.0	86.7	61	86.9	90.2	72.1	67.2
Miers Court Primary School	LA	60	76.7	36.7	60	76.7	60	90.0	85.0	90.0	58	96.6	93.1	87.9	84.5
Napier Primary Academy	ASL	85	70.6	36.6	87	80.5	59	76.3	67.8	76.3	77	80.5	83.1	75.3	64.9
New Horizons Primary Academy	ASL	60	70.0	37.1	x	x	27	77.8	51.9	74.1	x	x	x	x	x
New Road Primary School	LA	45	50.0	30.3	45	48.9	45	64.4	51.1	68.9	43	83.7	79.1	62.8	60.5
Oaklands Primary School	LA	60	65.0	32.3	60	80.0	60	75.0	71.7	78.3	60	88.3	86.7	90.0	80.0
Oasis Primary Academy	ASL	54	62.3	33.4	58	72.4	54	63.0	55.6	68.5	42	83.3	71.4	66.7	54.8
Park Wood Infant School	LA	90	73.3	35.7	90	74.4	90	90.0	84.4	91.1	x	x	x	x	x
Park Wood Junior School	LA	x	x	x	x	x	x	x	x	x	91	92.3	87.9	81.3	75.8
Phoenix Junior Academy	ASL	x	x	x	x	x	x	x	x	x	54	0.0	51.9	0.0	0.0
Pilgrim Primary School	LA	31	77.4	33.4	29	89.7	30	80.0	73.3	86.7	29	93.1	89.7	93.1	86.2
Riverside Primary School	LA	31	71.0	34.8	22	72.7	23	82.6	73.9	95.7	21	81.0	85.7	71.4	66.7
Saxon Way Primary Academy	ASL	42	73.8	35.4	28	78.6	27	55.6	48.1	74.1	23	60.9	78.3	87.0	52.2
St Augustine of Canterbury Primary School	LA	29	79.3	41.3	23	87.0	30	86.7	83.3	93.3	28	96.4	96.4	78.6	75.0
St Benedicts Primary School	LA	30	80.0	35.5	30	80.0	30	80.0	76.7	90.0	30	96.7	96.7	96.7	93.3
St Helens Primary School	LA	17	82.4	36.0	29	75.9	26	100.0	88.5	88.5	32	90.6	100.0	90.3	87.1
St James Primary Academy	ASL	13	69.2	36.8	22	63.6	27	66.7	44.4	55.6	15	86.7	100.0	86.7	73.3
St Johns Infant School	LA	30	63.3	36.1	29	72.4	28	78.6	67.9	71.4	x	x	x	x	x
St Margarets Infant School	LA	89	66.3	35.5	88	90.9	90	88.9	84.4	92.2	x	x	x	x	x
St Margarets Junior School	AC	x	x	x	x	x	x	x	x	x	90	85.6	96.7	84.4	75.6
St Margarets Troy Town Primary School	LA	30	70.0	32.4	30	86.7	30	93.3	83.3	100.0	30	96.7	86.7	80.0	76.7
St Marys Island Primary School	LA	60	80.0	38.7	60	83.3	60	93.3	88.3	96.7	58	93.1	87.9	87.9	82.8



School	Status	Early Years Foundation Stage			Phonics Y1		Key Stage One				Key Stage Two				
		Cohort	GLD	Average Total Points Score	Cohort	% meeting the expected standard	Cohort	Reading	Writing	Maths	Cohort	Reading	Writing	Maths	RWM
St Marys Primary School	LA	60	66.7	36.4	61	78.7	60	95.0	88.3	90.0	59	96.6	89.8	89.8	84.7
St Michaels Primary School	LA	60	76.7	33.3	60	73.3	60	78.3	75.0	83.3	60	85.0	88.3	83.3	78.3
St Nicholas Infant School	LA	39	61.5	33.6	40	72.5	40	85.0	82.5	82.5	x	x	x	x	x
St Peters Infant School	LA	40	70.0	35.7	39	69.2	35	88.6	65.7	88.6	x	x	x	x	x
St Thomas More Primary School	LA	60	85.0	42.7	61	82.0	60	86.7	65.0	86.7	61	96.7	95.1	98.4	90.2
St Thomas of Canterbury Primary School	LA	30	83.3	38.2	30	<b>93.3</b>	30	73.3	70.0	86.7	30	96.7	96.7	93.3	90.0
St William of Perth Primary School	LA	30	73.3	35.0	30	90.0	30	86.7	86.7	86.7	30	96.7	90.0	93.3	86.7
Stoke Primary Academy	AC	20	70.0	35.8	14	64.3	20	50.0	30.0	45.0	19	78.9	57.9	78.9	52.6
Swingate Primary School	LA	90	78.9	34.1	90	73.3	90	86.7	82.2	90.0	83	83.1	96.4	81.9	74.7
Temple Mill Primary School	LA	25	66.7	34.0	29	82.8	28	64.3	53.6	64.3	25	92.0	80.0	88.0	76.0
Thames View Primary School	LA	59	67.8	30.7	60	63.3	60	68.3	60.0	78.3	56	96.4	100.0	87.5	87.5
Twydall Primary School	LA	75	68.0	32.7	75	48.0	73	75.3	74.0	84.9	50	82.0	82.0	78.0	70.0
Wainscott Primary School	LA	60	68.3	35.3	60	75.0	30	76.7	76.7	76.7	31	87.1	80.6	96.8	77.4
Walderslade Primary School	LA	30	79.3	37.1	29	100.0	29	86.2	69.0	93.1	30	96.7	96.7	86.7	83.3
Warren Wood Primary Academy	ASL	40	65.0	32.7	52	80.8	52	51.9	36.5	48.1	36	69.4	88.9	75.0	61.1
Wayfield Primary Academy	AC	30	10.0	27.9	30	20.0	29	51.7	41.4	51.7	29	82.8	75.9	62.1	55.2
Woodlands Primary Academy	AC	60	65.0	33.9	60	90.0	60	80.0	71.7	83.3	59	94.9	91.5	89.8	89.8



## Appendix B

School	Key Stage 2 Progress					
	Reading %		Writing %		Maths %	
	2015 Expected Progress	Better than expected progress	2015 Expected Progress	Better than expected progress	2015 Expected Progress	Better than expected progress
All Faiths Primary Academy	96.2	38.5	100.0	61.5	100.0	19.2
All Saints Primary School	88.4	39.5	90.7	20.9	93.0	37.2
Allhallows Primary Academy	93.8	62.5	100.0	43.8	93.8	31.3
Balfour Junior School	92.1	28.9	94.7	24.6	89.6	34.8
Barnsole Primary School	16.3	60.3	98.6	58.9	98.6	71.2
Bligh Junior School	92.9	21.4	98.2	28.8	89.3	26.8
Brompton-Westbrook Primary Academy	94.3	51.4	94.3	65.7	94.3	42.9
Burnt Oak Primary School	80.6	16.7	91.7	13.9	86.1	11.1
Byron Primary School	82.9	30.0	71.4	10.0	75.7	21.4
Cedar Primary School	79.7	23.4	68.8	7.8	73.4	14.1
Chattenden Primary Academy	100.0	76.7	100.0	66.7	100.0	90.0
Cliffe Woods Primary Academy	88.6	15.9	100.0	38.6	88.6	36.4
Cuxton Junior Academy	79.1	23.3	95.3	32.6	83.7	27.9
Deanwood Primary School	81.0	33.3	100.0	28.6	81.0	47.6
Delce Junior Academy	88.0	28.9	95.2	36.1	84.3	16.9
Elaine Primary Academy	81.5	31.5	85.2	18.5	68.5	22.2
English Martyrs Primary School	100.0	55.2	100.0	44.8	100.0	58.6
Fair View Primary School	92.9	43.8	92.2	37.5	85.9	35.9
Featherby Junior School	77.5	14.6	95.5	15.7	79.8	14.6
Gordon Junior Academy	79.2	22.2	86.1	22.2	84.5	22.5
Halling Primary School	82.1	17.9	96.4	35.7	96.4	39.3
Hempstead Junior School	94.4	20.0	88.9	16.7	91.1	32.2
High Halstow Primary Academy	93.1	17.2	93.1	31.0	100.0	27.6
Hilltop Primary School	91.5	13.6	96.6	42.4	96.6	28.8
Hoo St Werburgh Primary School	82.6	29.0	88.4	17.4	76.8	15.9
Horsted Junior School	95.0	26.7	98.3	35.0	95.1	34.4
Kingfisher Primary Academy	92.0	28.0	96.0	32.0	76.0	32.0
Lordswood Primary Academy	82.5	30.0	90.0	30.0	77.5	25.0
Luton Junior School	92.0	42.0	100.0	42.0	97.9	34.0
Maundene Primary School	82.0	19.7	91.8	19.7	70.5	11.5
Miers Court Primary School	94.8	24.1	94.8	15.5	89.7	25.9
Napier Primary Academy	86.7	42.7	97.3	44.0	84.0	42.7
New Horizons Primary Academy	x	x	x	x	x	x
New Road Primary School	88.1	38.1	97.6	40.5	66.7	11.9
Oaklands Primary School	94.9	35.6	100.0	27.1	94.9	32.2
Oasis Primary Academy	94.4	44.4	97.2	27.8	80.6	27.8
Park Wood Junior School	92.3	38.5	95.6	45.1	87.9	29.7

Phoenix Junior Academy	78.4	17.6	68.6	19.6	82.0	22.0
Pilgrim Primary School	96.6	48.3	100.0	62.1	100.0	48.3
Riverside Primary School	85.7	14.3	100.0	33.3	76.2	28.6
Saxon Way Primary Academy	86.4	36.4	100.0	31.8	90.9	45.5
St Augustine of Canterbury Primary School	92.6	44.4	100.0	40.7	85.2	22.2
St Benedicts Primary School	96.6	37.9	96.6	65.5	100.0	62.1
St Helens Primary School	90.3	9.7	96.8	32.3	83.9	6.5
St James Primary Academy	86.7	13.3	93.3	33.3	86.7	26.7
St Margarets Junior School	93.3	29.2	100.0	68.5	87.6	24.7
St Margarets Troy Town Primary School	100.0	25.9	96.3	22.2	89.9	25.9
St Marys Island Primary School	94.7	28.1	96.5	36.8	87.7	36.8
St Marys Primary School	100.0	40.7	98.3	33.9	91.5	40.7
St Michaels Primary School	96.2	48.1	98.1	32.7	94.2	48.1
St Thomas More Primary School	96.7	42.6	100.0	23.0	98.4	47.5
St Thomas of Canterbury Primary School	96.4	35.7	100.0	25.0	92.9	39.3
St William of Perth Primary School	96.7	23.3	90.0	33.3	93.3	33.3
Stoke Primary Academy	88.2	41.2	88.2	17.6	88.2	17.6
Swingate Primary School	75.6	23.2	100.0	43.9	76.8	20.7
Temple Mill Primary School	100.0	72.7	100.0	31.8	95.5	63.6
Thames View Primary School	92.9	32.1	98.2	19.6	85.7	39.3
Twydall Primary School	75.5	16.3	89.8	14.3	79.6	16.3
Wainscott Primary School	90.3	12.9	90.3	16.1	96.8	19.4
Walderslade Primary School	96.7	30.0	93.3	23.3	90.0	50.0
Warren Wood Primary Academy	83.9	19.4	100.0	41.9	84.4	31.3
Wayfield Primary Academy	85.7	25.0	89.3	32.1	65.5	13.8
Woodlands Primary Academy	100.0	50.9	96.5	33.3	94.7	43.9

<b>Medway</b>	<b>88.6</b>	<b>31.0</b>	<b>92.9</b>	<b>31.7</b>	<b>86.1</b>	<b>30.8</b>
<b>National</b>	<b>91.3</b>	<b>33.8</b>	<b>94.4</b>	<b>36.3</b>	<b>89.8</b>	<b>34.5</b>

## Appendix C

School Name	Status	Key Stage Four				Key Stage Five		
		Cohort	% 5 A* - C inc English & Maths	Expected Progress English (%)	Expected Progress Maths (%)	Cohort	APS per Student	APS per A Level Entry
Brompton Academy	ASL	186	39	74	62	22	576.8	184
Chatham Grammar School for Boys	AC	106	93	91	99	97	720.5	211
Chatham Grammar School for Girls	AC	129	72	91	88	68	746.9	210
Fort Pitt Grammar School	AC	117	96	93	84	102	859.1	220
Greenacre School	AC	147	50	88	55	29	568.2	164
Rainham Mark Grammar School	AC	178	97	94	93	151	853.9	227
Rainham School for Girls	AC	267	49	55	69	96	742.6	199
Sir Joseph Williamson's Mathematical School	AC	177	94	88	94	160	880.1	224
St John Fisher Catholic Comprehensive School	LA	167	34	53	53	37	716.8	198
Strood Academy	ASL	226	41	75	58	28	737.1	196
The Howard School	AC	243	52	71	64	81	626.5	176
The Hundred of Hoo Academy	ASL	237	54	81	66	50	647.2	192
The Robert Napier School	ASL	236	26	64	38	57	621.9	183
The Rochester Grammar School	AC	168	99	96	93	125	899.3	246
The Thomas Aveling School	AC	174	59	86	64	49	722.5	199
The Victory Academy	ASL	172	38	66	59	36	438.2	146
Walderslade Girls' School	AC	154	42	51	64	48	546.5	166

Local Authority	3084	57.8	75.4	68.9	1236	793.1	215
Maintained	167	53	53	34	37	747	210.4
Academy	2917	59.2	77.1	69.6	1199	756.9	207
Sponsor Led	1057	39.7	72.2	56	193	606	180.5
Converter	1860	70.3	79.8	77.2	1006	785.9	213
National	550786	57.3	72.5	68	266185	772	215.7

