

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

**9 MARCH 2017**

### **MEDWAY ANNUAL SCHOOLS' PERFORMANCE REPORT FOR 2016**

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#### **Summary**

A comprehensive Annual Schools' Performance Report for the school year 2015-16 is attached at Annex 1. This report provides the results at each key stage for maintained schools and academies. It also includes information on attendance and exclusions for 2014-15, the latest school year for which national data has been published and the provisional exclusions data for 2015-16.

This report is designed to give Members, head teachers, parents and governors an overview of pupil performance in Medway schools and to show comparative performance with schools in other local authorities.

#### **1. Budget and Policy Framework**

1.1 A priority in the council plan is to ensure children and young people have the best start in life and 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 performance at each stage and the accompanying analysis in the report provide Members with both an overview and detailed information to support this role.

2.2 The Department for Education (DFE) publishes results at several points during the year. Final results have been published for attainment at all key stages for the school year 2015-16. The information on exclusions, attendance and Looked After Children is due to be published at the end of March so the Annual Report refers to the final published data of 2014-15. The report does not include results for vocational courses which some secondary schools follow. Therefore the A level results for each school (shown in Appendix E of Annex 1) do not in all cases reflect the full range of the post 16 offer.

- 2.3 In maintained schools, the local authority is responsible for challenging school standards. In academies, the Regional Schools Commissioner (RSC) is responsible for challenging standards in academies and the local authority may alert the RSC of any concerns. The RSC has new powers this year to challenge maintained schools if they are considered to be 'coasting'. Both the local authority and the RSC have mechanisms in certain circumstances to intervene where there are concerns about school performance, including leadership and governance. Such intervention may include formal warning notices, removal of governing bodies and, in the case of academies, re-brokerage to another Multi Academy Trust (MAT).
- 2.4 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 national level. The Annual Performance report provides that information and highlights the main strengths and weaknesses of school performance.
- 2.5 For 2016 the assessment arrangements and reporting changed at Key Stages 1, 2 and 4. At Key Stages 1 and 2, the national standard was previously by levels, whilst it is now by 'achieving expected standard'. These changes have meant that the way in which it is best to judge performance is against the national improvement rate rather than the 2015 data. For Key Stage 4, this is the last year of reporting on 5A\*-C (including English and Maths). The national standard is now English and Maths. These arrangements are explained in the Annual Performance report.

### 3. Performance Summary and Highlights

3.1 The Annual Performance report shows the following:

- I. **Early Years Foundation Stage (EYFS)** was 4.1 percentage points(pp) above national for pupils achieving a good level of development and the improvement rate was the same as national
- II. **Phonics** continued to improve and is now 1pp above national. The rate of improvement against national has been exceptional and this can be seen in the national rankings. In 2012 Medway was bottom; In 2016 Medway was 38<sup>th</sup> out of 150 local authorities.
- III. At **Key Stage 1**, for those achieving the expected standard or above, results have continued to improve in all subjects, and compared to national is now 3pp better in writing, 1pp better in reading and 2pp better in maths.
- IV. At **Key Stage 2**, for those achieving the expected standard or above, Medway was 5pp below the national in reading, writing and maths combined. Whilst it is disappointing to be below national, this shows an improvement on 2015 when Medway was 7pp below national. There has also been a significant improvement in the national ranking. In 2015 Medway was bottom. In 2016, Medway improved by 25 places.
- V. At **Key Stage 4**, at 5A\*-C (including English and Maths), Medway was 2.1pp above national and in English and Maths, Medway was 1.3pp above national. In both cases, the improvement rate was higher than national.

- VI. At **Key Stage 5**, Medway improved but is still below national on the higher achievement indicator and average point score per entry.
- VII. **Absence** at 4.8% is still higher than national by 0.2pp but it remains the same as the previous year whilst the national increased.
- VIII. **Exclusions** are significantly higher than national. Permanent exclusions in 2014-15 dropped but the exclusion rate of 0.14% is double the national rate of 0.07%. Fixed term exclusions rose to 6.67% compared to the national 3.88%, making Medway the 9<sup>th</sup> highest. In primary Medway was the highest at 3.65% compared to the national 1.1%. The 2015-16 unpublished data shows a further increase.
- IX. **OFSTED** inspection judgements have improved. More primary schools have been judged good or better and 84% of pupils were in good or better primary schools at the end of the school year. This was a 23 place improvement on 2015. Secondary and Special school judgements stayed the same.

3.2 In summary, these have been strong results compared to previous years. Phonics in particular has shown significant improvement from its place as the worst nationally four years ago. EYFS and Key Stage 1 continue to show improvement and are above national. Key Stage 4 is now solidly higher than national whilst Key Stage 5 has shown improvement. Key Stage 2 must still be a priority as Medway is 5pp below national, but there is improvement and Medway is no longer at the bottom of the national rankings.

3.3 There are too many exclusions from Medway schools, especially in primary where Medway was bottom nationally for fixed term exclusions. There is however a more positive picture around primary OFSTED judgements, with Medway moving up 23 places from bottom in the national rankings.

3.4 There has been a range of programmes to improve performance for this school year to further improve performance in the primary sector and reduce exclusions, including:

- A Securing Outcomes intensive training course for Phonics, Year 2 and Year 6 teachers
- A Leadership of Reading programme for Y1 and Y5 teachers
- The introduction of a reading scheme 'Power of Reading' for 19 targeted maintained schools
- National Leaders in Education from outstanding London primary schools continue to work with some of our primary senior management teams
- Pilot projects in primary and secondary schools to reduce exclusions
- The development of a more systemic leadership model in primary so that Head teachers collectively lead the sector and support the improvement of schools, including reducing exclusions

#### 4. Risk management

4.1 Medway is ambitious for all of its children and young people to reach their potential. There is currently a risk that the high number of exclusions from our schools will limit their potential. Whilst the decision on exclusions is entirely that of schools, officers continue to challenge exclusions where appropriate and support schools to find alternative strategies to maintain pupils on roll.

## **5. Implications for Looked After Children**

- 5.1 The performance of Looked After Children (LAC) is reported to the Corporate Parenting Board. The results for 2015-16 have not yet been published. Results for 2014-15 showed that Medway's LAC achieved more than double the national LAC at GCSE 5A\*-C (including English and Maths) and no LAC were permanently excluded compared to the national percentage of 0.13%. Overall these were positive LAC results

## **6. Financial implications**

### **6.1 Education Services Grant**

- 6.1.1 The non-ring fenced Education Services Grant (ESG) was introduced in 2013/14 to fund local authorities statutory and other services outside of the DSG. It notionally funds services related to education, such as admissions, school improvement and education welfare, but also a share of the Council's support services.

- 6.1.2 It was anticipated that the ESG would be lost within the DSG completely from April 2017, however this loss will now be phased in over two years as per the latest Government's decision.

- 6.1.3 From 2017/18, the ESG will be reduced to £66 per pupil (a £10 per pupil reduction), however, much like the current DSG Schools Block, expenditure will be subject to Schools Forum approval.

### **6.2 Dedicated Schools Grant (DSG)**

- 6.2.1 The DSG for 2017/18 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 2017/18 have been reduced to £4,294.99 (a reduction of £62.96) per pupil and are accompanied by an increase in pupil numbers. The Early Years per pupil funding rates have remained the same as the 2016/17, whilst the High Needs Block base funding has increased by £0.66m. The starting points for each of the three blocks has been rebased and the overall projected DSG for 2017/18 is set out in Table 2 below.

- 6.2.2 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 £126.697 million, leaving Medway's net DSG allocation at £94.251 million.

**Table 1: Schools Based Grant Funding (DSG)**

	2016/17	2017/18
	£000's	£000's
Schools Block – Pupil Numbers	38,158	38,796
Schools Block Funding	£166.346m	£166.628m
Early Years Block – Pupil Numbers	2,823	2,823
Early Years Block Funding	£15.284m	£16.940m
High Needs Block Funding	£32.665m	£37.380m
Dedicated Schools Grant (gross)	£214.295m	£220.948m
Academy Deductions	(£113.194m)	(£126.697m)
<b>Dedicated Schools Grant (Net)</b>	<b>£101.101m</b>	<b>£94.251m</b>
Pupil Premium	£5.014m	£1.402m
Sixth Form Funding	£0.633m	£0.633m
<b>Net Schools Based Funding</b>	<b>£106.748m</b>	<b>£96.286m</b>

### 6.3 Pupil Premium Grant

6.3.1 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.

6.3.2 Per pupil rates for 2017/18 have again remained the same as 2016/17 rates:

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

6.3.3 These rates will produce a total grant for Medway schools, excluding academies, of about £1.402 million in 2017/18.

## 7. **Legal implications**

7.1 The Education and Adoption Act 2016, which received the Royal Assent in March 2016, 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 Act also introduces measures to identify coasting and other underperforming schools.

7.2 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 the definition of coasting as defined by the Secretary of State. 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.

## **8. Recommendations**

- 8.1 The committee is recommended to note the Annual Schools' Performance Report attached at Annex 1.

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### **Appendices**

Annex 1 – Annual Schools' Performance Report for 2016

### **Background papers**

None



# Medway Annual Schools' Performance Report

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## Introduction

This annual report summarises the progress made by Medway schools, pupils and the school community in raising achievement throughout 2015-16. It provides a comprehensive analysis of performance of schools' work, in partnership with the Local Authority. Where the data set used for analysis is obtained from published data and there are 5 or less pupils, this is shown as x to protect confidentiality. This may mean that some authorities may not be included in the overall ranking as the data is not shown. A glossary of terms and acronyms is on page 25.

## 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 43803 in 2011 to 44671 in 2016, a rise of 0.6%. Pupil numbers in the primary sector rose by approximately 12% between 2011 and 2016 however secondary schools showed a decrease of 3%. Specials schools have shown an increase of 41% in this 5 year period.

Data from the January 2016 School Census shows that approximately 13.9% of children in Medway were entitled to free school meals as recorded in the performance tables compared with 15.2% nationally.

About 3% of Medway children have a statement or Education Health Care Plan (EHCP), slightly higher than the national average. About 17% of Medway children have some form of SEN at some stage in their school life.

Over the last 7 years Medway has always been above the England average for LAC per 10,000 children. In July 2016 Medway achieved its target of having an average of 65.9 children per 10,000. This target was set inline with Medway's Income deprivation affecting children index (IDACI) score.

## Highlights of the academic year

**More primary schools were judged good or better by OFSTED.** 84% of primary age pupils were attending a Medway school judged good or outstanding. Medway climbed 23 places in the national rankings.

**Pupils at the end of Foundation Stage achieving a Good Level of Development continue to improve.** They have again outperformed the national average.

**Phonics has improved and is now above national.** This is particularly creditable as Medway was the lowest nationally four years ago.

**Key Stage One results improved.** They are now above national in all subjects.

**Key Stage Two results improved in that the gap against national has narrowed.** Medway climbed 25 places in the national rankings.

**GCSEs were above the national average.** At 5A\*-C (including English and Maths) and the new national threshold of English and Maths, Medway schools improved and widened the gap on national.

## Priorities for Improvement

**Improve achievement at Key Stage Two in all subjects to close the gap on national.** Medway schools achieved 49% against the national 54% in the combined Reading, Writing and Maths. The gap is narrowing but not quickly enough.

**Improve the performance of disadvantaged pupils to close the gap with national for all groups.** There has been improvement and the gap is narrowing but focus is still required on the achievement of these pupils.

**Improve the performance of pupils with a statement/Education, Health and Care Plan (EHCP).** Medway is well below national average.

**Reduce the number of Permanent and Fixed Term Exclusions.** Medway is the 9<sup>th</sup> worst nationally across primary and secondary schools and the worst nationally for primary fixed term exclusions.

**Work with the Regional Schools Commissioner (RSC) to improve the performance of academies at all stages and reduce exclusions.** The performance of Medway's sponsored primary academies are now significantly below maintained schools. Exclusions are particularly high from academies.

## The Characteristics of Medway Schools

### Types of School and Number on Roll

In January 2016 there were 103 schools with a total of 44671 pupils. 55 of these schools had academy status which equates to more than half (53%) of Medway schools. For the purposes of this report, the January data is the benchmark data for the school year 2015/16 to which the school performance relates.

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

Type of School	Number of Schools / Units	LA Maintained	Academy Converter	Academy Sponsor Led	Free School /UTC	Pupil Roll (Headcount)
Nursery	0	-	-	-	-	-
Primary	78	42	18	18	-	25103
Secondary	18	1	11	5	1	18682
Special School	5	1	3	-	1	760
Pupil Referral Unit	2	2	-	-	-	126
All Schools	103	46	32	23	2	44671

### Free School Meals (FSM)

For 2016 overall the claiming of FSM over the last 5 year period is showing a downward trend, with Primary schools showing a 6 percentage point (pp) drop. Secondary and Special schools saw a 1 pp increase.

12% of children in Medway Schools are eligible and are known to be claiming a free school meal. In special schools this was almost a third of attendees, whilst in primary schools 13% of children are eligible and known to be claiming. In secondary schools this figure remains at 11%.

**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
2016	13	11	31	12

\*The figures above do not include Pupil Referral Units.

### Special Educational Needs (SEN)

17.3% 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 SEN was, and continues to be, constant across both phases.

**Table 3: SEN distribution by schools**

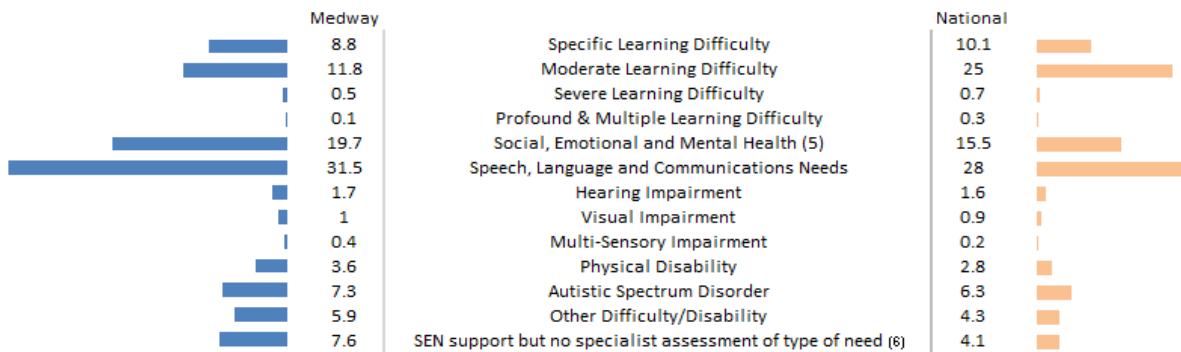
	Primary		Secondary		Special		All*	
	Number	%	Number	%	Number	%	Number	%
SEN Support	3690	15	2550	14	8	98.9	6565	14
Statement or EHC	324	1	266	1	752	1.1	1439	3
Total	4014	16	2816	15	760	100	8004	17

\*Also includes pre-school, post 16 and alternative provisions.

The Department for Education recognises 13 different types of special educational need. Trends in designations alter over time. The breakdown below shows the figures in 2016 for the primary need

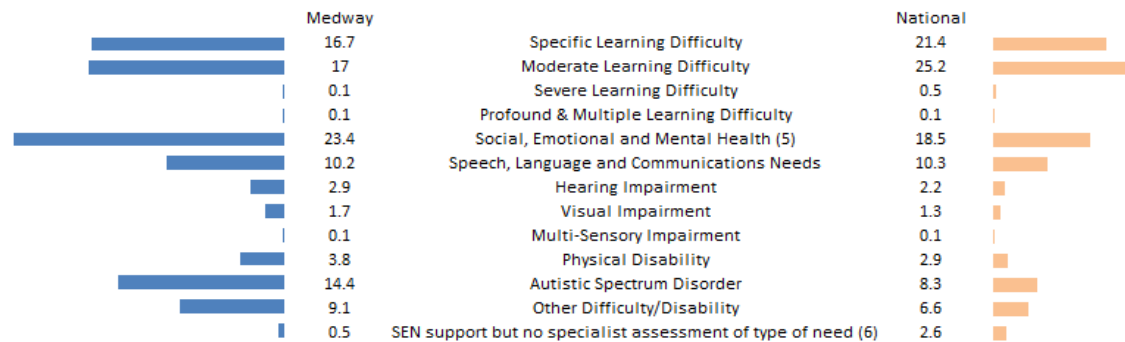
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**Figure 1: Primary School Areas of Special Educational Needs**



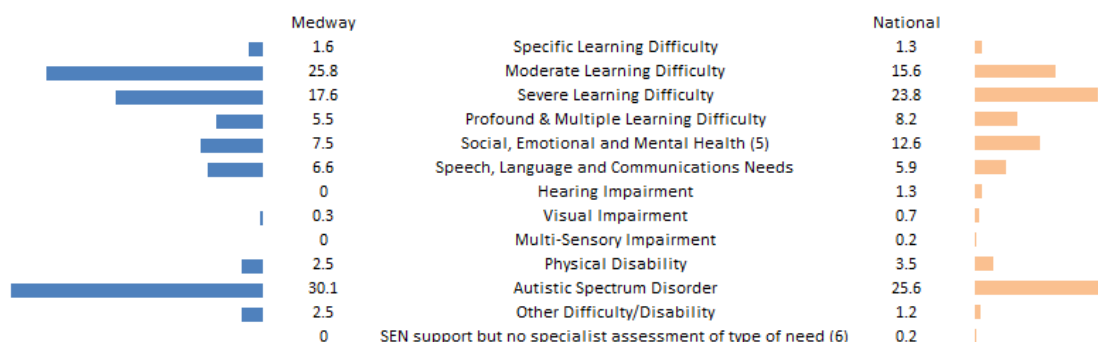
Speech, Language and Communications Needs is the main primary need recorded for both Medway (31.5%) and national (28%). The largest two categories, Speech, Language and communication needs and Social, Emotional and Mental Health account for over 50% of Medway’s diagnoses.

**Figure 2: Secondary School Areas of Special Educational Needs**



Social, Emotional and Mental Health is the main primary need recorded for both Medway (23.4%) and national (18.5%).

**Figure 3: Special School Areas of Special Educational Needs**



Autistic Spectrum Disorder is the main Primary need recorded for both Medway (30.1%) and national (25.6%).

## Ethnicity

In 2016 the ethnic profile of pupils in Medway schools is shown below.

**Table 4: Ethnicity distribution by school Phase of education**

All Pupils			Primary Pupils		
Ethnicity	Total	%	Ethnicity	Total	%
White British	33878	75.8	White British	18796	74.9
White Other	2709	6.1	White Other	1728	6.9
Mixed / Dual Background	2576	5.8	Mixed / Dual Background	1554	6.2
Black or Black British	2300	5.1	Black or Black British	1310	5.2
Asian or Asian British	2152	4.8	Asian or Asian British	1077	4.3
Any Other Ethnic Group	398	0.9	Any Other Ethnic Group	254	1.0
Information not yet obtained	327	0.7	Information not yet obtained	235	0.9
Refused	181	0.4	Chinese	81	0.3
Chinese	147	0.3	Refused	68	0.3

Secondary Pupils			Special / PRU Pupils		
Ethnicity	Total	%	Ethnicity	Total	%
White British	14488	76.9	White British	594	80.7
Asian or Asian British	1052	5.6	Mixed / Dual Background	45	6.1
Mixed / Dual Background	977	5.2	White Other	40	5.4
Black or Black British	972	5.2	Asian or Asian British	23	3.1
White Other	941	5.0	Black or Black British	18	2.4
Any Other Ethnic Group	140	0.7	Refused	11	1.5
Refused	102	0.5	Any Other Ethnic Group	4	0.5
Information not yet obtained	92	0.5	Chinese	1	0.1
Chinese	65	0.3	Information not yet obtained	0	0.0

There has been a slight increase in non white British groups from 2015.

## Languages

The 2016 January school census showed that 114 languages were spoken in Medway schools, including English. 5283 pupils spoke or understood a language other than English at home.

**Table 5: Distribution of first languages - Top 10 Languages**

All			Primary			Secondary		
Language	Number	%	Language	Number	%	Language	Number	%
English	39077	87.5	English	21428	85.4	English	16846	90.2
Polish	465	1.0	Polish	330	1.3	Panjabi	191	1.0
Panjabi	448	1.0	Panjabi	255	1.0	Other	134	0.7
Other	346	0.8	Yoruba	201	0.8	Bengali	133	0.7
Bengali	312	0.7	Other	194	0.8	Polish	133	0.7
Yoruba	288	0.6	Bengali	170	0.7	Slovak	112	0.6
Slovak	255	0.6	Slovak	138	0.5	Yoruba	80	0.4
Lithuanian	182	0.4	Lithuanian	132	0.5	Urdu	79	0.4
Russian	178	0.4	Russian	121	0.5	Turkish	65	0.3
Urdu	177	0.4	Romanian	113	0.5	Portuguese	55	0.3
Not yet obtained/ no information	411	0.9	Not yet obtained/ no information	324	1.3	Not yet obtained/ no information	78	0.4

Special / PRU		
Language	Number	%
English	803	90.7
Other	18	2.0
Bengali	9	1.0
Yoruba	7	0.8
Slovak	5	0.6
Tagalog/Filipino	4	0.5
Russian	3	0.3
Turkish	3	0.3
Tigrinya	2	0.2
CZech	2	0.2
Lithuanian	2	0.2
British Sign Language	2	0.2
Polish	2	0.2
Romanian	2	0.2
Panjabi	2	0.2
Not yet obtained/ no information	9	1.0

There has been a substantial increase in pupils recording English as their first language. Additionally, there has been a slight increase in Polish and Panjabi languages.

## Headlines of analysis

### Early Years Foundation Stage (EYFS)

- Medway's has outperformed the national attainment level for:
  - The percentage achieving expected level across Early Year Goals by 4.1 pp
  - The Average Point Score by 0.8 points
  - The Percentage achieving a Good Level of Development by 4 pp

### Phonics

- Medway has achieved a strong performance in phonics, **outperforming the national** by 1pp

### Key Stage 1

- Medway's has **outperformed the national** percentage achieving the expected standard for:
  - Reading by 1 pp
  - Writing by 3pp
  - Maths by 2pp

### Key Stage 2

- Medway is **below the national** percentage achieving the expected standard for:
  - Reading, Writing and Maths combined measure by 5pp
  - Reading by 4 pp
  - Maths by 5pp
- Medway is **inline with national** in the Writing Measure

### Key Stage 4

- Medway has **outperformed the national** attainment level in:
  - The percentage achieving an A\*-C in English and Maths by 1.3pp
  - Progress 8 by 0.08 points
  - The percentage achieving 5+ A\*-C including English and Maths by 2.3pp

### Key Stage 5

- Medway is **below the national** attainment in:
  - The percentage achieving AAB in at least 2 facilitating subjects by 2.3pp
  - The Average Point Score by 1.24 points

**Please note to the following figures in relation to LAC, Exclusions and Absence are published a year in arrears and relate to academic year 2014-2015**

### Looked after children (LAC)

- Medway out-performed national in the following measures for LAC:
  - KS1: Percentage achieving at least a level 2 in reading by 6pp
  - KS1: Percentage achieving at least a level 2 in writing by 6pp
  - KS1: Percentage achieving at least a level 2 in maths by 4pp
  - KS4: Percentage achieving 5+ A\*-C including English and Maths by 14.8pp
  - Overall Absence by 0.1pp and persistent absence by 1.0pp
- Medway was below national in the following measures for LAC:
  - KS2: Percentage achieving at least a level 4 in reading by 2pp
  - KS2: Percentage achieving at least a level 4 in writing by 17pp
  - KS2: Percentage achieving at least a level 4 in maths by 20pp
- Medway had 0 LAC Permanent Exclusions and 10.56% of LAC children had a fixed term exclusion

### Exclusions

- Medway's permanent exclusion rate was double the national
- Medway's fixed term exclusion rate was 2.79pp above national
- Primary school fixed term exclusions were consistently over 45% higher than national

### Absence

- Medway had higher level of overall absence than national by 0.2pp at primary and 0.3pp at secondary.

## Early Years Foundation Stage (EYFS)

**Table 6: EYFS overview**

	Medway				National			
	2013	2014	2015	2016	2013	2014	2015	2016
Achieving at least expected level across all ELGs	52.9%	61%	68.2%	71.4%	48.9%	58%	64.1%	67.3%
Achieving a good level of development	57.1%	64.5%	70.7%	73.3%	51.7%	60.4%	66.3%	69.3%
Average Point Score	33.6	34	35.4	35.3	32.8	33.8	34.3	34.5

Medway's EYFS results continue to be above national.

A greater proportion of Medway children achieved the expected level across all Early Learning Goals than nationally, by 4.1 pp. This is 6.1% proportionately above the national attainment. In this measure of all local authorities, Medway is ranked 25<sup>th</sup> this is at the bottom of the 1<sup>st</sup> quartile. Previously in 2013 Medway was ranked 38<sup>th</sup>, showing a 13 rank improvement in this period.

A greater proportion of Medway children achieved a good level of development than nationally, by 4 pp. This is 5.8 % proportionately above the national attainment. Medway is ranked 24<sup>th</sup>, which is at the bottom of the 1<sup>st</sup> quartile. This position has remained about the same since 2013.

Medway achieved a higher average point score (APS) than the national APS, by 0.8 points, which is 2.3% proportionately higher. In this measure of all local authorities Medway is ranked 34<sup>th</sup>, dropping from 29<sup>th</sup> in 2015. This is still a strong performance and Medway remains in the 2<sup>nd</sup> quartile of local authorities.

## Gender

**Table 7: Gender gap comparison overview**

	Achieving at least expected standard across all ELGs		Achieving a good level of development		Average Point Score	
	Medway	National	Medway	National	Medway	National
Boys	63.2%	59.7%	65.5%	62.1%	33.8	33.2
Girls	79.8%	75.4%	81.4%	76.8%	36.8	35.7
Gap pp (%)	16.6 (26.3%)	15.7 (26.3%)	15.8 (24.3%)	14.7 (23.7%)	3.1	2.5

%=pp/boys

The gap between Medway girls and Medway boys who achieved at least the expected standard across all ELGs is proportionally the same as the national gap. The gap between Medway girls' and Medway boys' average point score is greater than the national gap, by 0.6 points. This means Medway boys are slightly further behind Medway girls than boys are behind girls nationally.

The gap between the proportion of Medway girls and Medway boys achieving a Good Level of Development (GLD) is greater than the national gap, by 1.4 pp. This means Medway boys are further behind Medway girls than boys are behind girls nationally. This is supported by the ranking positions of each gender. Medway has not made any significant progress in narrowing the gap between boys (ranked 26<sup>th</sup>) and girls (ranked 18<sup>th</sup>) over the last four years in this measure.

## Free School Meal

**Table 8: Free School Meal (FSM) gap comparison overview**

	Achieving at least expected standard across all ELGs		Achieving a good level of development		Average Point Score	
	Medway	National	Medway	National	Medway	National
FSM	57%	52%	60%	54%	32.1	31.5
Non FSM	73%	70%	75%	72%	35.7	34.9
FSM Gap pp (%)	16 (28.1%)	18 (34.6%)	15 (25%)	18 (33.3%)	3.6	3.4

%= pp/FSM percentage

Medway FSM pupils are 5 pp above the national FSM percentage, achieving at least the expected standard across all Early Learning Goals, which is 9.6% proportionately above national. Further to this, proportionately Medway's FSM pupil gap with non FSM pupils is smaller than the national by 6.5pp.

Medway FSM pupils have shown a 6 pp lead on the national FSM percentage achieving a good level of development which is 11.1% proportionately above national. Medway's FSM pupil gap with non FSM pupils is smaller than national by 8.3pp.

## Special Educational Need (SEN)

**Table 9: Special Educational Need (SEN) gap comparison overview**

	Achieving at least expected standard across all ELGs		Achieving a good level of development		Average Point Score	
	Medway	National	Medway	National	Medway	National
Statement/ EHCP	X	4%	x	4%	19.4	19.5
SEN Support	30%	25%	36%	26%	28.1	26.7
Non SEN	77%	72%	79%	75%	36.3	35.4
Statement/ EHCP Gap pp(%)	x	68 (1700%)	x	71 (1775%)	16.9	15.9

%= pp/ Statement or EHCP

The percentage of Medway pupils with SEN support achieving at least the expected standard across all ELGs is 5 pp above the national. This is 20% proportionately above national.



The percentage of Medway pupils with SEN support achieving a good level of development is 10 pp above the national figure. This is 38.5% proportionately above national.

The cohort within Medway was too small to be able to do any analysis on pupils with statements/ EHCPs achieving at least the expected standard across all ELGs and for the percentage achieving a good level of development. However, the Average Point Score shows a 16.9 point difference with pupils without statements/ EHCPs. Nationally this gap was 15.9 which is narrower than Medway's gap.

### English as an Additional Language (EAL)

Medway EAL pupils are 2 pp above the national EAL percentage achieving at least the expected standard across all ELGs, which is 3.3% proportionately above national.

Medway EAL pupils have shown a 4 pp lead on the national EAL percentage achieving a good level of development which is 6.3% proportionately above national. However, for both the achievement in ELGs and GLD the gap was larger than the national gap.

### Ethnicity

Medway have attained higher or equal to national for all ethnic groups achieving a Good Level of Development and also for achieving at least the expected standard across all ELGs.

Black pupils have attained the highest percentage achieving a good level of development within Medway (76%) although nationally this is one of the lowest attaining ethnic groups (66%).

### Narrowing the gap indicator

Medway and the Department of Education are committed to narrowing the gap between all children and the bottom 20%.

**Table 10: Narrowing the gap**

Indicator	Overall (%)		
	National	Medway	+/-
Average Total Point Score	34.5	35.3	-0.8
Percentage attainment gap	31.4%	29.7%	-1.7pp

Medway's gap is smaller than the national gap by 1.7 pp. This gap has narrowed over the last 3 years. Furthermore this gap has narrowed at a faster rate than the national gap in this period (Medway 3.4 pp, national 2.5 pp).

## Phonics

**Table 11: Percentage of pupils meeting the expected standard of the phonics check**

	All pupils					Boys					Girls				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
National	58%	69%	74%	77%	81%	54%	65%	70%	73%	77%	62%	73%	78%	81%	84%
Medway	47%	62%	71%	75%	82%	44%	58%	67%	71%	77%	50%	67%	75%	78%	86%

Since 2012 Medway has shown an upward trend in the percentage of pupils meeting the expected standard, gradually closing the gap with the national figure and slightly overtaking it this year by 1 pp. The same trend has happened for girls, which now exceeds the national figure by 2 pp, while boys now match the national figure.

Medway's rate of improvement since 2012 has outperformed national by a 35 pp increase (74%

proportionate increase) compared to 23 pp (40% proportionate increase). The same is true for progress from 2015 to 2016, where Medway improved by 7 pp (9% proportionate increase) compared to 4 pp nationally (5% proportionate increase).

The improvement in Year 1 Phonics results is best shown by the significant rise in Medway's national ranking, to 38<sup>th</sup> out of 150 Local Authorities from a low point of 150<sup>th</sup> in 2012.

## Gender

**Table 12: Gender gap of those meeting the expected standard in phonics**

	Gap between boys and girls in percentage points					Gap as a proportion of boy's performance				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
National	8	8	8	8	7	14.8%	12.3%	11.4%	11.0%	9.1%
Medway	6	9	8	7	9	13.63%	15.5%	11.9%	9.9%	11.7%

The gender gap of those meeting the expected standard has increased by 3 pp since 2012 compared to a decrease of 1 pp for national results. When the gap is expressed as a proportion of boys' performance, both Medway and the national figure has shown a downward trend over a five year period. However, in 2016 there has been an increase in this figure compared to 2015, indicating that the gap in performance between boys and girls has widened.

## Disadvantaged

**Table 13: Gap between percentage of non-disadvantaged and disadvantaged pupils meeting the required standard of in phonics**

	Disadvantaged gap in percentage points			Disadvantaged gap expressed as a proportion of disadvantaged		
	2014	2015	2016	2014	2015	2016
Medway	14	11	11	24.6%	17.2%	15.5%
National	11	11	11	14.9%	16.7%	15.7%

*only available from 2014*

Nationally the percentage point gap between the attainment of disadvantaged and non-disadvantaged has been static for the last 3 years. The performance of disadvantaged pupils in Medway broadly matches the national profile.

## SEN

**Table 14: Percentage of pupils receiving SEN support who met the required standard in phonics**

	Medway					National				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Non-SEN	56%	72%	80%	82%	88%	58%	69%	74%	77%	81%
SEN Support	17%	30%	38%	44%	50%	25%	34%	40%	42%	46%
statement/EHCP	12%	9%	6%	9%	13%	12%	14%	17%	18%	18%

In 2016, 50% of Medway pupils receiving SEN support met or exceeded the expected standard, which is 4 pp higher than the national 46%. This equates to Medway being 9% proportionately above the national. The five year trend for Medway is upward, showing a 33 pp increase (194% proportionate increase). Nationally the trend is also upward with a 25 pp increase (84% proportionate increase).

The percentage of Medway pupils receiving the highest level of support (statemented/EHCP) and meeting the required standard is 5 pp below the national figure (28% proportionately). There has been a 4 pp increase locally compared to last year (44% proportionate). There has been a 1 pp increase in

the five year trend, however, during this time the figure has fluctuated with a low of 6% in 2014, rising to 13% this year. Nationally there has been no change this year, but over the last five years there has been a 6 pp increase (50% proportionate increase).

**Table 15: Gap between percentage of non-SEN and statement/EHCP pupils meeting the required standard in phonics**

	SEN Gap in percentage points					SEN Gap expressed as a proportion of EHCP/Statemented				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Medway	44	63	74	73	75	366.7%	700%	1233.3%	811.1%	576.9%
National	53	62	64	65	68	441.6%	442.8%	376.5%	361.1%	377.8%

The percentage point gap between non-SEN pupils and those with statements/ EHCPs in Medway is 7 pp greater than nationally. The gap has increased by 70% over a five year period, compared to the national increase of 28%. The gap in Medway is a third more than national.

## Key Stage 1

The measurement of Key Stage 1 attainment has changed from levels to standards. Pupils are assessed as to whether they are working towards, working at the expected standard or working at greater depth within the expected standard. This means that comparison with the previous system of using levels is not possible. However, the relative position of Medway to our comparators and national results in 2016 is possible and gives an indication of the performance of our schools.

**Table 16: Percentage at or above the expected level**

	Writing (Teacher assessment)		Reading		Maths	
	Medway	National	Medway	National	Medway	National
2016	68%	65%	75%	74%	75%	73%
Variance to National (pp)	+3 pp		+1 pp		+2 pp	
Rank out of all authorities 2016	43		58		42	
Rank out of all authorities 2015 (old measure)	58		50		55	
Change in ranking	+15		-8		+13	

Reading writing and maths combined measures are not available for the national data set.

Medway has exceeded national performance in all subject areas: 3 pp above in writing, 1 pp above in reading and 2 pp above in maths. This equates to 4.6%, 1.4% and 2.7% proportionately above national. The relative performance of Medway, compared to its 2015 ranking, has improved in writing and maths by 15 and 13 places respectively, but declined in reading by 8 places.

**Table 17: Attainment gaps (PP)**

	Writing (Teacher assessment)		Reading		Maths	
	Medway	National	Medway	National	Medway	National
Girls v Boys	10pp	14pp	7pp	8pp	3pp	2pp
FSM v Non FSM	18pp	18pp	16pp	17pp	16pp	17pp
No SEN v SEN (EHCP)	68pp	65pp	75pp	68pp	73pp	66pp
Disadvantaged	13pp	15pp	11pp	12pp	11pp	15pp
EFL v EAL	-1pp	2pp	2pp	5pp	-1pp	1pp

Reading writing and maths combined measures are not available for the national data set.

The gap between the attainment of Medway boys and Medway girls is smaller than the national gap for writing and reading, indicating closer levels of attainment between the genders than nationally in these subjects. In Maths the gap between boys and girls is wider than national.

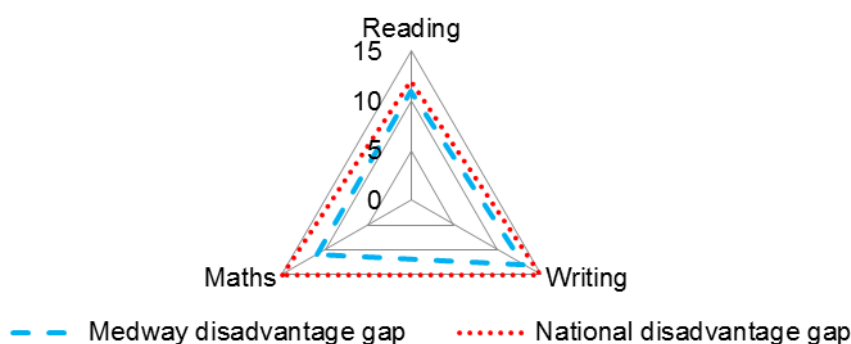
In Medway the attainment of children eligible for a free school meal is closer to non free school meal children in reading and maths than nationally and matches national in writing.

The attainment of Medway children with statements/ EHCPs was further away from the attainment of Medway children without any SEN support than nationally across all three subjects. This pupil group has the biggest divergence from the national gap.

Pupils for whom English is not their first language outperformed other pupils in English and maths.

The radar graph below shows the positive performance of Medway's disadvantaged group compared to the national disadvantaged group in respect of the variance to all students. As the Medway triangle fits inside the national triangle, it indicates smaller local gaps for each subject.

**Figure 4: Disadvantaged Attainment gap (pp)**



## Key Stage 2

**Table 18: Percentage achieving the expected standard or above for each subject**

	Medway 2016	Rank 2016	Rank improvement	National 2016
RWM	49%	123	25	54%
Reading	62%	122	21	66%
Writing (TA)	74%	81	59	74%
Maths	65%	133	16	70%
GPS	67%	122	26	73%

The measurement of Key Stage 2 attainment has changed from levels to standards. Pupils are assessed as to whether they are working towards, working at the expected standard or working at greater depth within the expected standard. This means that comparison with the previous system of using levels is not possible. The relative position of Medway to national 2016 results is possible and gives an indication of the performance of our schools overall. Comparisons against the rankings of previous years and the percentage point difference to national have been used to identify progress. Ranking is out of 152 authorities.

49% have achieved the expected standard or above in reading, writing and maths (5 pp below national equating to 7.2% proportionately below). Medway is ranked 123rd showing a 25 rank improvement.

62% have achieved the expected standard or above in reading within Medway (4 pp below national equating to 6.1% proportionately below). Medway is ranked 122nd showing a 21 rank improvement.

74% have achieved the expected standard or above in writing within Medway (matching national) ranked 81st showing a 59 rank improvement.

65% have achieved the expected standard or above in maths within Medway (5 pp below national

equating to 7.7% proportionately below). Medway is ranked 133rd showing a 16 rank improvement.

## Gender

**Table 19: Percentage achieving the expected standard or above for each subject by gender**

	Boys					Girls				
	RWM	Reading	Writing (TA)	Maths	GPS	RWM	Reading	Writing (TA)	Maths	GPS
Medway 2016	50%	57%	68%	66%	61%	52%	66%	80%	64%	72%
Rank 2016	126	130	79	127	144	131	124	97	135	145
Rank Improvement	22	15	66	21	4	14	20	13	13	3
National 2016	55%	61%	68%	70%	67%	58%	70%	81%	70%	78%

50% of boys have achieved the expected standard or above in reading, writing and maths (5 pp below national equating to 10% proportionately below) ranked 126th showing a 22 rank improvement. This is 2 pp less than the percentage of girls but a higher ranking position and a greater ranking improvement. Girls were also further away from national.

57% of boys have achieved the expected standard or above in reading within Medway (4 pp below national equating to 5.7% proportionately below). Medway is ranked 130th showing a 15 rank improvement. This is 9 pp less than the percentage of girls and a lower ranking position with less rank improvement.

68% of boys have achieved the expected standard or above in writing within Medway (matching national) ranked 79th showing a 66 rank improvement. This is 12 pp below the girls but ranked in a higher position with a greater rank improvement.

65% of boys have achieved the expected standard or above in maths within Medway (5 pp below national equating to 5.7% proportionately below). Medway is ranked 127th showing a 21 rank improvement. This is 1 pp above girls and ranked in a higher position with a greater rank improvement.

**Table 20: Percentage of disadvantaged pupils achieving the expected standard or above for each subject**

	Medway 2016	Rank 2016	Rank improvement	National 2016
RWM	35%	103	48	39%
Reading	49%	115	35	53%
Writing (TA)	64%	72	75	64%
Maths	51%	121	29	58%
GPS	53%	135	15	61%

## Disadvantaged

35% of disadvantaged have achieved the expected standard or above in reading, writing and maths (4 pp below national equating to 11.4% proportionately below). Medway is ranked 103rd showing a 48 rank improvement.

49% of disadvantaged have achieved the expected standard or above in reading within Medway (4 pp below national equating to 7.5% proportionately below). Medway is ranked 115th showing a 35 rank improvement.

64% of disadvantaged have achieved the expected standard or above in writing within Medway (matching national). Medway is ranked 72nd showing a 75 rank improvement.

51% of disadvantaged have achieved the expected standard or above in maths within Medway (7 pp below national equating to 12.1% proportionately below). Medway is ranked 121st showing a 29 rank improvement.

**FSM**

A subset of disadvantaged pupils is FSM pupils. 32% of FSM pupils have achieved the expected standard or above in reading, writing and maths (4 pp below national which equates to 7.1% proportionately below). Medway is ranked 93rd showing a 54 rank improvement.

45% have achieved the expected standard or above in reading within Medway (4 pp below national which equates to 7.1% proportionately below). Medway is ranked 110th showing a 38 rank improvement

58% have achieved the expected standard or above in writing within Medway (2 pp below national which equates to 8.2% proportionately below). Medway is ranked 81st showing a 60 rank improvement

48% have achieved the expected standard or above in maths within Medway (6 pp below national which equates to 3.3% proportionately below). Medway is ranked 108th showing a 39 rank improvement.

**SEN**

**Table 21: Percentage of SEN pupils achieving the expected standard or above for each subject**

	Medway 2016	Rank 2016	Rank improvement	National 2016
RWM	3%	120	-56	7%
Reading	10%	113	-11	14%
Writing (TA)	17%	23	36	13%
Maths	10%	119	17	15%
GPS	12%	106	2	15%

3% of pupils with statements/ EHCPs have achieved the expected standard or above in reading, writing and maths (4 pp below national). Medway is ranked 120th showing a 56 rank deterioration.

10% of pupils with statements/ EHCPs have achieved the expected standard or above in reading within Medway (4 pp below national). Medway is ranked 113th showing a 11 rank deterioration.

17% of pupils with statements/ EHCPs have achieved the expected standard or above in writing within Medway (4 pp above national). Medway is ranked 23rd showing a 36 rank improvement.

10% of pupils with statements/ EHCPs have achieved the expected standard or above in maths within Medway (5 pp below national). Medway is ranked 106th showing a 2 rank improvement.

16% of pupils receiving SEN support achieved the expected standard or above in reading, writing and maths (matching national). Medway is ranked 64th showing a 1 rank place decline.

**English as Another Language (EAL)**

57% of EAL pupils have achieved the expected standard or above in reading, writing and maths (5 pp above national equating to 8.8% proportionately above). Medway is ranked 46th showing a 76 rank improvement.

63% of EAL pupils have achieved the expected standard or above in reading within Medway (2 pp above national equating to 3.3% proportionately above). Medway is ranked 55th showing a 70 rank improvement.

79% of EAL pupils have achieved the expected standard or above in writing within Medway (4 pp above national equating to 5.3% proportionately above). Medway is ranked 42nd showing a 54 rank improvement.

75% of EAL pupils have achieved the expected standard or above in maths within Medway (1 pp above national equating to 1.4% proportionately above). Medway is ranked 62nd showing a 77 rank improvement.

## Ethnicity

Within Medway, 46% of White pupils have achieved the expected standard or above in the combined measure. Whilst White pupils are not the lowest attaining ethnic group, they have the poorest ranking in relative context out of the ethnic groupings (currently ranked 141 out of 152 authorities).

Within Medway, 65% of black pupils have achieved the expected standard or above in the combined measure with the ranking being the highest out of the ethnic groupings. This percentage is above the national percentage. This gap has increased on the previous year's gap (previously 4 pp above national; 5.1% proportionately, and currently 14 pp above national; 27.5% proportionately).

59% of ethnic minority pupils have achieved the expected standard or above in reading, writing and maths (4 pp above national equating to 7.3% proportionately above national) ranked 27<sup>th</sup> showing a 6 rank improvement.

67% of ethnic minority pupils have achieved the expected standard or above in reading within Medway (2 pp above national equating to 3.1% proportionately above national) ranked 32<sup>nd</sup> showing a 6 rank deterioration.

## Key Stage 4

**Table 22: Key measure performance against National**

	Threshold in English and Maths (1)		Progress 8 (2)		Attainment 8 (3)		5+ A* - C including English & Mathematics (4)	
	Medway	National	Medway	National	Medway	National	Medway	National
2012	61.3%	59.5%					61.2%	59.1%
2013	61.2%	61.6%					60.9%	60.8%
2014	62.0%	59.1%					58.8%	56.8%
2015	59.6%	59.5%			47.4	48.6	57.8%	57.3%
2016	64.6%	63.3%	0.05	-0.03	49.9	50.1	60%	57.7%
Difference 2012-16	3.3	3.8	NA	NA	NA	NA	-1.2	-1.4
Difference 2015-16	4	3.8	NA	NA	2.5	1.5	2.2	0.4

5+A\*-C including English and Maths is no longer the headline measure for KS4. However for continuity it is shown. Medway has outperformed the national level as it has done for each of the last 5 years. However the five year trend, as with the national 5 year trend is downward. Medway has however decreased at a slower rate than nationally and the rise between 2015 results and 2016 results in Medway is 5.5 times greater than nationally.

The new headline measure is the percentage of pupils reaching the expected threshold in English and Maths. Medway has achieved a better result than national in four of the last five years. In 2016 Medway was 1.3 pp above national. Medway's results improved more between 2015 and 2016 than nationally by 0.2 pp. This equates to Medway growing at 6.8% against a national growth of 6%. Whilst the five year trend is upward for both locally and nationally, Medway is not growing as rapidly as national. Medway has grown, proportionally by 5.4% where as the national improvement is 6.4%.

In progress 8 most scores will lie between -1 and +1 where a +1 is a good progress value to obtain. Progress 8 results in Medway, for 2016, were very positive. Nationally the rate of progress was -0.03. Medway was 0.08 points ahead of this, scoring 0.05.

In attainment 8 the maximum value that can be obtained is 80. Attainment 8 results for Medway (49.9)

were behind national (50.1). This is the second year that Medway has lagged behind national but the year on year increase in Medway is stronger than nationally, with Medway performance rising by 2.5 points compared to 1.5 nationally.

### **Gender**

Medway girls perform more strongly in measure 1 than boys and the gap between Medway boys' attainment and that of Medway girls is wider than national and growing, where nationally it is narrowing.

In measure 2 Medway boys (-0.04), although progressing better than national boys (-0.17) were a considerable way behind Medway girls (+0.14). Medway girls outperformed national girls (+0.05). The national gender gap is 0.22 which is larger than the local gap of 0.18.

In measure 3 nationally and locally girls outperform boys and both Medway boys and Medway girls were behind their respective national groups. However the gap between boys and girls, in Medway, was narrower than nationally, by .01 points.

### **Disadvantaged**

The gap between FSM and Non FSM attainment in measure 1 has been wider than nationally for the last 3 years and is rising in Medway at 2.5 times the national rate. Medway's disadvantaged children slightly underperform against national disadvantaged children for this measure. The gap between disadvantaged and non disadvantaged is wider for Medway but over the last 3 years has not widened as quickly as the national gap has widened.

In measure 2, nationally and locally FSM students made less progress than non FSM students. In Medway this was -0.47 whilst nationally -0.46. The attainment gap between Medway FSM and Medway non FSM is wider than nationally, by 0.07 points, this equates to 14%. Medway disadvantaged children made negative progress at KS4 (-0.35). This was, however; better than the national attainment of this group. The local gap, between disadvantaged and non disadvantaged children is wider than nationally, by 0.04 points. This equates to 8%.

In measure 3 nationally and locally FSM children achieved a lower attainment 8 score than non FSM children. Medway FSM children were 3.5 points behind national FSM attainment. The gap between FSM children and non FSM children is 20% wider locally than nationally. Medway's disadvantaged subset achieved 1.6 points less than the national disadvantaged dissection. The gap between Medway disadvantaged and non disadvantaged children is 50% wider than the national gap, 18.4 points compared to 12.3 points.

The size of the gap on all measures continues to be a concern.

### **SEN**

For the last three years children in Medway with statements/ EHCPs have performed better than national in measure 1. This is also true of those children who receive SEN support. The gap between statements/ EHCP attainment and Non SEN attainment is widening nationally (3 year trend) and this is the same in Medway. Locally, the gap is widening marginally faster than nationally.

In measure 2 within Medway, students with statements/ EHCPs made -0.82 points progress. This compares favourably to the -1.03 progress made by this group nationally. The gap between Medway children with statements/ EHCPs and non SEN children was also smaller than national, by 0.09 points. This equates to 9%. Children in Medway, receiving SEN support, made better progress than nationally (-0.21 vs -0.38).

In measure 3, Medway's pupils with statements/ EHCPs achieved an attainment 8 score of 17.9



compared to a national score of 17. The gap between Medway statements/ EHCPs and Medway non SEN is 3% smaller than nationally. Children receiving SEN support in Medway achieved a progress 8 score of 39.6, which is 9% higher than the national score for this group, of 36.2.

## EAL

Students, for whom English is not their first language perform better in measure 1 than those for whom English is the first language. This reflects the national trend. However the gap in 2016, was much wider in Medway than nationally (10 times larger).

In measure 2, nationally and locally students for whom English is a second language have achieved a greater level of progress than students for whom English is their first language. Both groups made positive progress, in Medway, which means Medway performed more strongly than national in this dissection. Medway's gap for this subset was smaller than national by 0.06 points.

In measure 3 nationally students for whom English is a second language have achieved a greater level of attainment than students for whom English is their first language. This is not the case in Medway. Medway's gap for this subset is 1.3 points where as nationally this is -0.08.

## Key Stage 5

**Table 23: Post 16 Performance 2016**

	National	Medway
% of A Level students achieving Grades AAB or higher in at least 2 facilitating subjects	15.60%	13.30%
Average point score per entry	30.84	29.6

In 2016, Medway students were close to the national in terms of average point score per A Level Entry, being 1.24 points (4.0%) below. This means that, in terms of the entry expressed as a grade, both Medway and national achieved a C grade. Performance by female students in Medway was 1.77 points higher than males (30.39, 28.62 respectively). Nationally, this difference is 2.22 points (females attained 31.85, males attained 29.63). Please note that the method for calculating APS is different from last year and so a year on year comparison is unreliable.

13.3% of pupils in Medway sitting A Level exams achieved AAB or better including at least 2 facilitating subjects. This was an increase from the previous year of 3.4 pp. Nationally, performance has increased by 2.5 pp. Medway is now behind national performance by 2.3 pp, having been previously below by 3.2 pp last year.

Performance by male students in Medway was higher in achieving AAB or better including at least 2 facilitating subjects than females by 5.1 pp (16.8 and 10.7 respectively). This equates to a male students being proportionately 30.4% above female students. Nationally the difference between males and females is 3.8 pp in favour of males (17.8, 14.0 respectively). This equates to a male students being proportionately 21.3% above female students.

## Looked after Children

Looked after children results for 2016 have not yet been published. The data below relates to 2015.

The cohort size at KS2 in the last 2 years are too small to provide data. At KS4 data is only available for 2015.

At KS4 Medway LAC 28.6% achieved 5+ GCSE A\*-C inc. English and Mathematics, which was more than double the national percentage of 13.8%.

0 LAC pupils were permanently excluded compared to the national LAC percentage of 0.13%. In Medway 0.16% of all pupils were permanently excluded.

On fixed term exclusions Medway LAC pupils were slightly higher than the national LAC pupils percentage (Medway 10.56%, National 10.25%). However, in context Medway all pupils were significantly higher than national all pupils (Medway 2.48%, national 1.86%).

Absence is lower than the national by 0.1 pp (Medway 3.9%, national 4.0%). Persistent absence is less than national by 0.4pp (Medway 4.5%, national 4.9%).

## Exclusions

### Permanent Exclusions

Exclusion figures are published a year in arrears to allow for any issues around potentially overturned or retracted exclusions to be resolved.

**Table 24: Permanent exclusions from Medway schools 2013 - 2015**

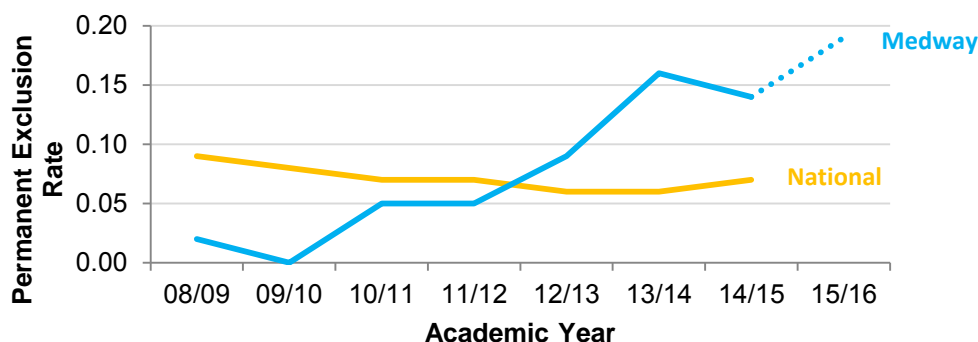
	2013	2014	2015	2016*
Primary	6	9	5	8
Secondary	34	59	55	75
Special	0	0	0	0
All Schools	40	70	60	83

\* provisional figures

The number of upheld permanent exclusions dropped between 2014 and 2015 but remained higher than in previous years and with an exclusion rate of 0.14% which was double the national rate of 0.07%.

Schools are responsible for notifying the local authority of both fixed term and permanent exclusions meaning we have access to provisional figures for upheld permanent exclusions in 2015/16 as included in the table above. These numbers may change when released but will still represent a significant increase on previous years, doubling the number of exclusions recorded in 2013. The exclusion rate since 2009 in Medway has increased against the national trend which shows a slight decrease over time (as illustrated below, the dotted line indicates the provisional figures).

**Figure 5: Medway permanent exclusion rate compared to national**



The most common cause of permanent exclusion is persistent disruptive behaviour. This is the same nationally, however the figure for Medway is 9 pp or 27% higher.

**Table 25: Reasons for permanent exclusions**

Reason	National	Medway
Physical assault against a pupil	13%	15%
Physical assault against an adult	11%	x
Verbal abuse/ threatening behaviour against a pupil	5%	x
Verbal abuse/ threatening behaviour against an adult	9%	13%
Bullying	1%	0%
Racist abuse	0%	0%
Sexual misconduct	2%	x
Drug and alcohol related	8%	13%
Damage	1%	x
Theft	1%	0%
Persistent disruptive behaviour	33%	42%
Other	17%	x

### Fixed Term Exclusions

There have been increases in the number of fixed term exclusions, pupils receiving fixed term exclusions and days lost between 2014 and 2015. The biggest increase is in special schools, where the number of exclusions is six times the figure for the previous year.

**Table 26: Fixed term exclusions from Medway schools 2013 - 2015**

	2013			2014			2015			2016*		
	No. of FTE	No. of Pupils	No. of Days Lost	No. of FTE	No. of Pupils	No. of Days Lost	No. of FTE	No. of Pupils	No. of Days Lost	No. of FTE	No. of Pupils	No. of Days Lost
Pri.	583	215	1047	805	264	1399	890	291	1575			
Sec	1783	908	6421	1762	799	6471	1909	854	7202			
Spe	55	29	385	20	13	64	124	42	315			
All*	2420	1150	7660	2590	1080	7930	2920	1190	9090	3264	1337	11285

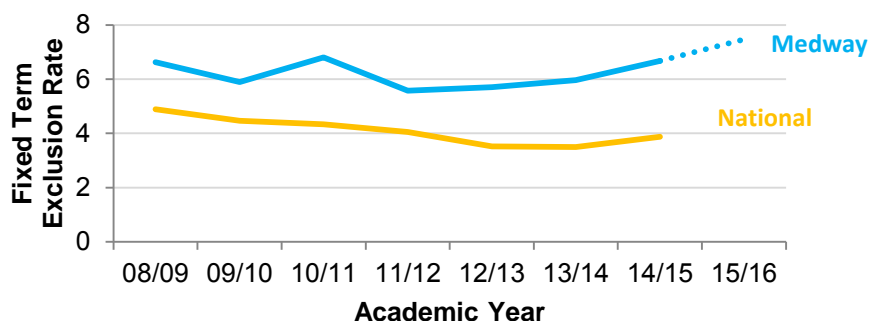
Figures rounded to nearest 10

\* provisional figures

This trend looks due to continue into 2016 with the provisional figures obtained from schools.

The rate of total fixed term exclusion in Medway has been rising for the past three years and for 2015 has reached 6.67% compared to the national rate of 3.88% making it the 9<sup>th</sup> highest authority in the country. Medway also has the highest level of primary level fixed term exclusions for the second year running with a rate of 3.65% compared to the national of 1.1% (as illustrated below, the dotted line indicates the provisional figures).

**Figure 6: Medway fixed term exclusion rate compared to national**



\*Provisional figures represented with a dotted line

The average number of exclusions per pupil in Medway has been approximately 25% above the national figure for the last two years and assuming the national rate stays the same will continue to follow this pattern going in to 2016. This increased rate of exclusions per pupil is most noticeable at the primary level where it has consistently been over 45% higher than national, the rate has dropped in the provisional 2016 figures but still remains higher than the expected national figure.

**Table 27: Average number of fixed term exclusions per pupil**

	2014		2015		2016*	
	National	Medway	National	Medway	National	Medway
Primary	2.08	3.05	2.1	3.06		2.71
Secondary	1.82	2.21	1.91	2.24		2.4
Special	2.52	1.54	2.59	2.95		2.21
All	1.89	2.4	1.97	2.45		2.47

\*Provisional figures

Reasons for fixed term exclusions in Medway are largely in line with national figures except for persistent disruptive behaviour which is 18 pp or 67% higher.

**Table 28: Reasons for fixed term exclusion**

Reason	National	Medway
Physical assault against a pupil	18%	15%
Physical assault against an adult	7%	10%
Verbal abuse/ threatening behaviour against a pupil	4%	4%
Verbal abuse/ threatening behaviour against an adult	17%	14%
Bullying	1%	1%
Racist abuse	1%	2%
Sexual misconduct	1%	1%
Drug and alcohol related	3%	2%
Damage	2%	3%
Theft	1%	1%
Persistent disruptive behaviour	26%	44%
Other	18%	5%

Pupils who are classed as having some level of special educational needs make up 16% of the population, however in 2014-15 they make up 53%. Nationally there is a trend of SEN pupils being over represented in exclusion data but Medway is still 8 pp or 15.2% higher.

**Table 29: Special educational need level of fixed term exclusion pupils**

SEN Level	Medway Cohort*	Medway FTE Pupils*	National
Pupils with SEN with statement/ EHCP	14%	6%	9%
Pupils with SEN Support	2%	47%	36%
Pupils with no SEN	84%	47%	55%
Total SEN	16%	53%	45%

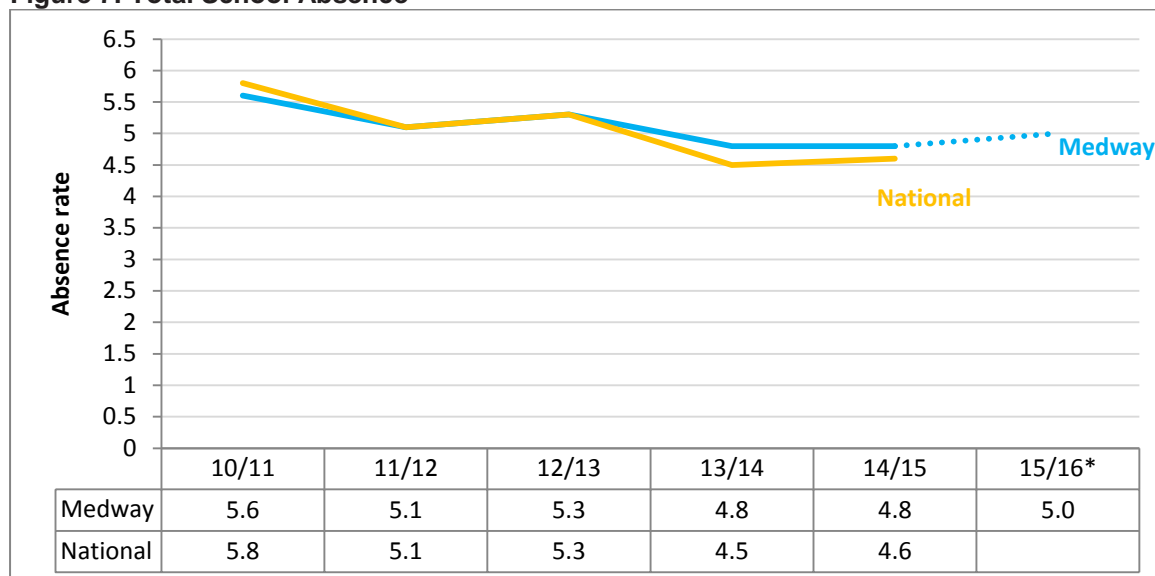
\*Provisional figures

These exclusion figures are a serious concern as pupils are out of school and in some cases not accessing learning. The priority must be to reduce exclusions in both the primary and secondary sectors.

## Attendance

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

**Figure 7: Total School Absence**



\* Provisional figures represented with a dotted line

Medway's total school absence rate has fallen year on year from 6.2% in 2008 to 4.8% in 2014 and remains at 4.8% at the end of 2015. England has seen an increase of 0.1 pp between 2014 and 2015. Medway's primary schools has seen an increase on 2012/13 of 0.2pp to 3.2%, whilst our secondary schools remains the same at 5.6%

Provisional data from the school census information for 2016, shows Medway as having an increase of 0.2pp with an average of 5%. Giving our primary schools an average of 5% and our secondary schools a 6% average. A full breakdown of absence rates by school can be seen in appendix H.

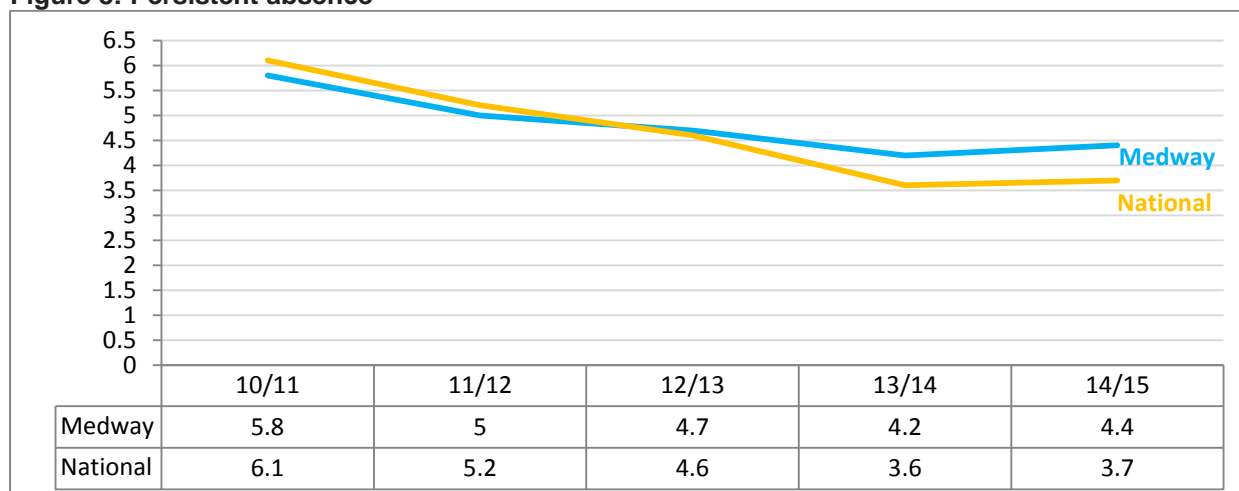
**Table 30: Authorised and Unauthorised Absence**

Medway, Statistical Neighbours and England	2011	2012	2013	2014	2015
<b>Medway authorised</b>	<b>4.5%</b>	<b>4.1%</b>	<b>4.1%</b>	<b>3.5%</b>	<b>3.5%</b>
England authorised	4.7%	4.1%	4.2%	3.5%	3.5%
<b>Medway unauthorised</b>	<b>1.2%</b>	<b>1.1%</b>	<b>1.2%</b>	<b>1.2%</b>	<b>1.3%</b>
England unauthorised	1.1%	1.0%	1.1%	1.1%	1.1%

Medway's authorised absence rate has fallen by 1 pp overall, from 2011 to 2014 and remains at 3.5% at the end of 2015. Medway is on a par with England.

Medway's unauthorised absence has increased by 0.1 pp to 1.3%. England has remained stable at 1.1% percent for the last 3 years.

Primary schools in Medway saw a 0.1 pp rise in authorised absence and secondary schools a 0.1 pp drop. Both primary and secondary schools have seen a 0.1 pp increase in unauthorised absence.

**Figure 8: Persistent absence**

Medway's persistent absence rate has decreased by 1.6 pp overall between 2011 and 2014 but has seen an increase of 0.2 pp to 4.4% at the end of 2015 academic year. Medway's rate of decrease in persistent absence in the 5 year period was slower than England (2.5 pp decrease).

**Table 31: Persistent Absence by Primary and Secondary Education**

Medway, Statistical Neighbours and England	2011	2012	2013	2014	2015
<b>Medway primary</b>	<b>3.3</b>	<b>3.0</b>	<b>2.6</b>	<b>2.2</b>	<b>2.6</b>
England primary	3.9	3.1	2.7	1.9	2.1
<b>Medway secondary</b>	<b>8.5</b>	<b>7.3</b>	<b>7.0</b>	<b>6.8</b>	<b>6.6</b>
England secondary	8.4	7.4	6.5	5.3	5.4

Between 2011 and 2014 Medway primary schools have seen a year on year decrease in persistent absence with an overall decrease of 1.1 pp but have seen a rise of 0.4 pp in 2014/15. Secondary schools within Medway have seen a greater decrease in persistent absence between 2011 and 2014 of 1.7 pp and continue to improve with a 0.2 pp at the end of 2015.

At the end of the 2015 Medway's persistent absence was 0.5 pp higher than England. Persistent absence in secondary schools in Medway also sits 1.2 pp above the England average.

## Glossary of Terms

### Academy Converter

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

### Achieving the Expected Standard in English and Maths (KS4 measure)

This is currently C or above

### Achieving the Expected Standard (KS2 measure)

Pupils are 'meeting the expected standard' if they achieve a 'scaled score' of 100 or more in their reading and maths tests, and their teacher assesses them as 'working at the expected standard' or better in writing.

### Attainment 8

The sum of (see table below for points);

- Best English grade (either Literature or Language)- Double weighted if taken both qualifications
- Mathematics score- Double Weighted
- 3 of the best Ebacc qualifying subject grade (i.e. Sciences, Computer Science, Geography, History and languages)
- 3 other approved qualifications grades (GCSE's and other approved academic, arts or vocational qualifications)

GCSE Grade	2016 Points	2017 Points
G	1	1
F	2	1.5
E	3	2
D	4	3
C	5	4
B	6	5.5
A	7	7
A*	8	8.5

The highest attainment 8 score possible to attain in 2016 is 80, in 2017 it will be 85

### Authorised and unauthorised absence

A child's absence from school may be classed as authorised at the discretion of the school e.g illness. 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

As of 2015, a child was classified as disadvantaged if they were

- Eligible for free school meals in the last six years, 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

**EHCP**

Education, Health & Care Plan. Since 2014, EHC Plans have replaced Statements of Special Education Needs.

**ELG (EYFSP)**

Early Learning Goals. These are the key areas of the Early Years Foundation Stage;

- Communication and Language (CLL)
- Physical Development (PD)
- Personal, Social and Emotional Development (PSE)
- Literacy (LIT)
- Mathematics (MAT)
- Understanding of the World (UW)
- Expressive Arts and Design (EAD)

**English as an Additional Language**

Children whose first (of family) language is not English (EAL).

**English Baccalaureate (Ebacc)**

English Language or Literature and mathematics, 2 sciences, history or Geography, and a Language

**Free School.**

A new 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.

**Good Level of Development**

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.

**GPaS**

Grammar, punctuation and spelling

**IMD**

Index of multi-deprivation. A Government measure of relative poverty. IDACI is a subset of this which measures the income deprivation affecting children.

**Persistent Absence**

An individual is considered persistently absent if they are absent for 15% or more sessions. This percentage equates to 56 sessions for terms 1-6. The criteria prior to 2011 was set at 20% and from 2016 onwards will change to 10%.

**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.

**Progress (KS2 measure)**

These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who achieved similar results at the end of key stage 1.



The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1.

Progress Description	Reading	Writing	Maths
Well above average	Score is 3.4 or higher, and lower confidence interval is 0 or higher.	Score is 3.4 or higher, and lower confidence interval is 0 or higher.	Score is 3.1 or higher, and lower confidence interval is 0 or higher.
Above average	Score is higher than 0 but lower than 3.4, and lower confidence interval is higher than 0.	Score is higher than 0 but lower than 3.4, and lower confidence interval is higher than 0.	Score is higher than 0 but lower than 3.1, and lower confidence interval is higher than 0.
Close to England average	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.
Below average	Score is -3.0 or higher but less than 0, and upper confidence interval is lower than 0.	Score is -3.5 or higher but less than 0, and upper confidence interval is lower than 0.	Score is -3.1 or higher but less than 0, and upper confidence interval is lower than 0.
Well below average	Score is lower than -3.0 and upper confidence interval is lower than 0.	Score is lower than -3.5 and upper confidence interval is lower than 0.	Score is lower than -3.1 and upper confidence interval is lower than 0.

Confidence intervals are included to indicate how confident we can be that we are statistically significant above or below national with low levels of overlap.

### Progress 8

Pupils' results are compared to the actual achievements of other pupils with the same prior attainment this provides an estimated attainment 8 score

A pupils Progress 8= The pupils Attainment 8 score- the pupils estimated attainment 8 score

A schools progress 8 score is the mean average of the pupils progress 8 score

Most schools score between -1 and +1. If a school scores +1 and above, it shows that pupils made exceptionally good progress

Confidence intervals are included to indicate how confident we can be that we are statistically significant above or below national with low levels of overlap.

Description	Progress 8 score, confidence interval bandings
Well above average	Score is 0.5 or higher, and lower confidence interval is 0 or higher.
Above average	Score is higher than 0 but lower than 0.5, and lower confidence interval is higher than 0.
Close to national average	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.
Below average	Score is -0.5 or higher but less than 0, and upper confidence interval is lower than 0.
Well below average	Score is lower than -0.5 and upper confidence interval is lower than 0.

### RSC

Regional Schools Commissioner: the Department for Education's official 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.

### Sponsor-led Academy

A school which has become an academy often sometimes at the behest of the DfE, and is managed by a trust or other academy.

## Sources

**Table 1:** *Edubase in addition to SFR 20/2016 Schools, pupils and their characteristics: January 2016*

**Table 2 and Figures 1-3:** *SFR 20/2016 Schools, pupils and their characteristics: January 2016*

**Table 3: SFR 29/2016:** *Special educational needs in England: January 2016*

**Tables 4-5:** *January 2016 School Census*

**Tables 6-10:** *SFR 50/2016: Early years foundation stage profile results: 2015 to 2016*

**Tables 11-12, 14-15:** *SFR42/2016: Phonics screening check and key stage 1 assessments: England 2016*

**Table 13:** *raise online*

**Tables 16-17:** *SFR42/2016: Phonics screening check and key stage 1 assessments: England 2016*

**Tables 18-21:** *SFR62/2016: National curriculum assessments: key stage 2, 2016 (revised)*

**Table 22:** *SFR03/2017: Revised GCSE and equivalent results in England: 2015 to 2016*

**Table 23:** *SFR05/2017: A level and other 16 to 18 results: 2015 to 2016 (revised)*

**Table 24-28 and Figures 5-6:** *SFR26/2016: Permanent and fixed-period exclusions in England: 2014 to 2015*

**Table 29:** *Provisional figures from locally obtained data (impulse) and SFR26/2016: Permanent and fixed-period exclusions in England: 2014 to 2015*

**Figures 7-8 and Tables 30-31:** *lait 2016*

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

- A. School Cohort
- B. Primary school performance at EYFS, Phonics, KS1 and KS2
- C. Primary School performance at EYFS, Phonics, KS1 and KS2 mapped on to IDACI
- D. Primary school performance: KS1-KS2 progress
- E. Secondary school performance at GCSE and A Level
- F. Secondary School Performance at GCSE and A Level mapped on to IDACI
- G. Provisional Exclusions: Locally obtained data
- H. Provisional Attendance: Locally obtained data

## Appendix A- School Cohort

School Name	DfE	Cohort	Establishment Type	Phase of Education
All Faiths Children's Academy*	8872600	231	Academy	Primary
All Saints Church of England Primary School	8873093	316	Academy	Primary
Allhallows Primary Academy	8872005	108	Academy	Primary
Balfour Infant School	8872215	271	Maintained	Primary
Balfour Junior Academy	8872214	473	Academy	Primary
Barnsole Primary School	8872396	725	Maintained	Primary
Bligh Infant School	8872537	265	Maintained	Primary
Bligh Junior School	8872492	238	Maintained	Primary
Brompton-Westbrook Primary School	8872646	398	Academy	Primary
Burnt Oak Primary School	8873760	446	Maintained	Primary
Byron Primary School	8872016	514	Academy	Primary
Cedar Children's Academy	8872017	552	Academy	Primary
Chattenden Primary School	8872209	209	Academy	Primary
Cliffe Woods Primary School	8872588	345	Academy	Primary
Cuxton Community Infant School	8872208	176	Academy	Primary
Cuxton Community Junior School	8872013	197	Academy	Primary
Deanwood Primary School	8872684	194	Academy	Primary
Delce Academy*	8872413	547	Academy	Primary
Delce Infant School	8872216	298	Maintained	Primary
Elaine Primary Academy*	8872000	342	Academy	Primary
English Martyrs' Catholic Primary School	8873729	212	Maintained	Primary
Fairview Community Primary School	8873759	653	Maintained	Primary
Featherby Infant and Nursery School	8872401	324	Maintained	Primary
Featherby Junior School	8872400	354	Maintained	Primary
Gordons Children's Academy, Infant	8872010	173	Academy	Primary
Gordons Children's Academy, Junior	8872009	329	Academy	Primary
Greenvale Infant School	8872198	208	Maintained	Primary
Halling Primary School	8872211	262	Maintained	Primary
Hempstead Infant School	8872638	253	Maintained	Primary
Hempstead Junior School	8872403	353	Maintained	Primary
High Halstow Primary School	8872421	208	Academy	Primary
Hilltop Primary School	8872499	428	Maintained	Primary
Hoo St Werburgh Primary School and Marlborough Centre*	8872213	485	Academy	Primary
Horsted Infant School	8872439	179	Maintained	Primary
Horsted Junior School	8872506	250	Maintained	Primary
Kingfisher Community Primary School	8872003	219	Academy	Primary
Lordswood School	8872007	407	Academy	Primary
Luton Infant & Nursery School	8872201	280	Maintained	Primary
Luton Junior School	8872199	322	Maintained	Primary
Maundene School	8872580	413	Maintained	Primary
Miers Court Primary School	8872623	422	Maintained	Primary

School Name	DfE	Cohort	Establishment Type	Phase of Education
Napier Community Primary and Nursery Academy	8872012	562	Academy	Primary
New Horizons Children's Academy	8872008	391	Academy	Primary
New Road Primary School	8872202	322	Maintained	Primary
Oaklands School	8872433	430	Maintained	Primary
Oasis Academy Skinner Street	8872006	384	Academy	Primary
Park Wood Infant School	8872494	267	Maintained	Primary
Park Wood Junior School	8872493	360	Maintained	Primary
Phoenix Junior Academy	8872001	246	Academy	Primary
Riverside Primary School*	8873757	210	Maintained	Primary
Saxon Way Primary School	8872004	285	Academy	Primary
St Augustine of Canterbury Catholic Primary School	8873752	192	Maintained	Primary
St Benedict's Catholic Primary School	8873753	212	Maintained	Primary
St Helen's Church of England Primary School, Cliffe	8873096	199	Maintained	Primary
St James Church of England Primary Academy	8872002	170	Academy	Primary
St John's Church of England Infant School	8873095	85	Academy	Primary
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	8873293	219	Maintained	Primary
St Margaret's Church of England Junior School	8873195	359	Academy	Primary
St Margaret's Infant School	8872479	299	Maintained	Primary
St Mary's Catholic Primary School	8873755	457	Maintained	Primary
St Mary's Island Church of England (Aided) Primary School	8873756	416	Maintained	Primary
St Michael's RC Primary School	8873712	457	Maintained	Primary
St Nicholas Church of England Voluntary Controlled Infant School	8873102	119	Maintained	Primary
St Peter's Infant School	8872665	113	Maintained	Primary
St Thomas More Roman Catholic Primary School	8873736	425	Maintained	Primary
St Thomas of Canterbury RC Primary School	8873732	268	Maintained	Primary
St William of Perth Roman Catholic Primary School	8873746	212	Maintained	Primary
Stoke Community School	8872194	111	Academy	Primary
Swingate Primary School	8872549	661	Maintained	Primary
Temple Mill Primary School	8872015	221	Academy	Primary
Thames View Primary School	8872592	453	Maintained	Primary
The Pilgrim School (A Church of England Primary With Nursery)	8873758	230	Academy	Primary
Twydall Primary School and Nursery*	8872014	515	Academy	Primary
Wainscott Primary School	8872210	367	Maintained	Primary
Walderslade Primary School	8872203	229	Academy	Primary
Warren Wood Primary Academy*	8872011	319	Academy	Primary
Wayfield Primary School	8872018	214	Academy	Primary

School Name	DfE	Cohort	Establishment Type	Phase of Education
Woodlands Primary School	8872412	630	Academy	Primary
Brompton Academy*	8876906	1219	Academy	Secondary
Chatham Grammar School for Girls	8875429	626	Academy	Secondary (Girls)
Fort Pitt Grammar School	8874069	845	Academy	Secondary (Girls)
Greenacre School	8874174	899	Academy	Secondary (Boys)
Holcombe Grammar School	8874068	833	Academy	Secondary (Boys)
Medway UTC	8874002	364	Free Schools	Secondary
Rainham Mark Grammar School	8875420	1346	Academy	Secondary
Rainham School for Girls	8874199	1634	Academy	Secondary (Girls)
Sir Joseph Williamson's Mathematical School	8874530	1266	Academy	Secondary (Boys)
St John Fisher Catholic Comprehensive School	8875436	816	Maintained	Secondary
Strood Academy	8876905	1351	Academy	Secondary
The Howard School	8875457	1471	Academy	Secondary (Boys)
The Hundred of Hoo Academy*	8874000	1353	Academy	Primarily a Secondary School but provides All Through
The Robert Napier School*	8874001	996	Academy	Secondary
The Rochester Grammar School	8875445	1219	Academy	Secondary
The Thomas Aveling School	8875451	1117	Academy	Secondary
The Victory Academy	8876907	673	Academy	Secondary
Walderslade Girls' School	8874167	881	Academy	Secondary (Girls)
Abbey Court Foundation Special School	8877053	140	Special schools	Special
Bradfields Academy	8877042	291	Academy	Special
Danecourt School	8877031	149	Academy	Special
INSPIRE Free Special School	8877000	16	Free Schools	Special
Rivermead School	8877016	140	Academy	Special
The Rowans	8871107	52	Maintained	Pupil Referral Unit
Will Adams Centre	8871108	69	Maintained	Pupil Referral Unit

Schools with a \* have special units (all of which have more than 10 children). Any data shown in this documents include the results from these special units as part of the final data set.

The type of school relates to the position as at the end of March 2017.

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
Abbey Court Community Special School	Mspec	9	0.0	17.4	8	0	13	0	0	0	0	8	0	0	0	0
All Faiths Children's Academy	AC	30	63.3	32.8	29	86.2	30	60	13	43	13	28	36	61	61	25
All Saints Church of England Primary School	AC	45	68.9	36.1	46	84.8	45	76	69	73	64	44	68	82	61	50
Allhallows Primary Academy	ASL	12	83.3	38.8	13	61.5	17	59	41	65	41	13	62	8	54	8
Balfour Infant School	M	88	68.2	35.4	89	84.3	90	83	73	80	69	x	x	x	x	x
Balfour Junior School	M	x	x	x	x	x	x	x	x	x	x	118	65	62	72	49
Barnsole Primary School	M	89	76.4	38.5	89	86.5	88	90	86	92	85	62	85	89	90	84
Bligh Infant	M	60	80.0	37.6	60	91.7	57	82	81	82	72	x	x	x	x	x
Bligh Junior School	M	x	x	x	x	x	x	x	x	x	x	60	63	73	57	48
Bradfields Academy	ACSpec	x	x	x	3	0	1	0	0	0	0	3	SUPP	SUPP	SUPP	SUPP

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
Brompton-Westbrook Primary School	AC	60	83.3	37.1	56	89.3	48	77	63	77	60	35	83	91	86	77
Burnt Oak Primary School	M	59	74.6	32.7	58	81	59	85	86	88	78	48	44	71	40	27
Byron Primary School	M	x	x	x	x	x	x	x	x	x	x	65	60	78	72	57
Cedar Primary School	M	x	x	x	x	x	x	x	x	x	x	69	43	61	57	39
Chattenden Primary School	AC	30	83.3	41.6	30	83.3	30	93	80	90	80	28	100	82	93	75
Cliffe Woods Primary School	AC	52	75.0	37.4	50	90	50	90	86	96	86	48	65	88	77	58
Cuxton Community Infant Academy	AC	56	80.4	38.0	57	94.7	47	85	81	89	79	x	x	x	x	x
Cuxton Community Junior School	ASL	x	x	x	x	x	x	x	x	x	x	49	55	82	73	49
Danecourt School	ACSpec	11	0.0	17.0	17	0	20	0	0	0	0	33	0	0	0	0



## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
Deanwood Primary School	M	29	72.4	39.3	30	93.3	27	89	81	78	74	16	56	81	69	56
Delce Infant	M	88	83.0	35.4	89	80.9	88	85	81	83	78	x	x	x	x	x
Delce Academy	AC	x	x	x	x	x	x	x	x	x	x	91	52	75	56	36
Elaine Primary Academy	ASL	47	63.8	31.6	x	x	55	82	71	78	67	47	66	62	47	36
English Martyrs' Catholic Primary School	M	30	56.7	33.4	30	86.7	30	87	83	87	83	30	67	87	80	53
Fairview Community Primary School	M	90	58.9	33.3	90	81.1	90	74	66	73	59	73	75	67	71	56
Featherby Infant and Nursery School	M	90	74.4	35.7	90	81.1	85	82	71	72	65	x	x	x	x	x
Featherby Junior School	M	x	x	x	x	x	x	x	x	x	x	84	52	68	54	36
Gordons Children's Academy, Infant	ASL	56	75.0	35.5	x	x	57	58	49	56	44	x	x	x	x	x

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
Gordons Children's Academy, Junior	ASL	x	x	x	x	x	x	x	x	x	x	76	66	73	72	53
Greenvale Infant School	M	54	57.4	30.6	x	x	117	59	55	63	50	x	x	x	x	x
Halling Primary School	M	46	80.4	37.4	x	x	40	75	70	73	58	38	76	71	87	58
Hempstead Infant School	M	88	83.0	39.9	90	77.8	90	80	74	80	72	x	x	x	x	x
Hempstead Junior School	M	x	x	x	x	x	x	x	x	x	x	87	63	84	80	53
High Halstow Primary School	AC	30	80.0	35.3	x	x	30	73	67	73	60	29	72	79	79	69
Hilltop Primary School	M	63	81.0	36.7	60	91.7	61	79	72	80	70	60	72	82	72	60
Hoo St Werburgh Primary School and Marlborough Centre	M	69	65.2	33.4	x	x	66	74	65	76	64	75	45	65	45	28

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
Horsted Infant School	M	60	76.7	40.7	x	x	60	90	88	92	85	x	x	x	x	x
Horsted Junior School	M	x	x	x	x	x	x	x	x	x	x	62	84	94	90	71
Kingfisher Community Primary School	ASL	30	76.7	35.7	x	x	30	63	67	77	63	27	63	70	56	33
Lordswood School	ASL	58	74.1	34.1	x	x	49	45	45	51	35	45	47	87	47	38
Luton Infant and Nursery School	M	76	50.0	27.5	x	x	86	67	57	69	56	x	x	x	x	x
Luton Junior School	M	x	x	x	x	x	x	x	x	x	x	64	64	80	61	53
Maundene School	M	59	84.8	37.7	x	x	59	76	59	80	56	59	49	20	66	20
Miers Court Primary School	M	60	78.3	36.1	x	x	60	78	77	75	72	59	56	75	49	41
Napier Community Primary and Nursery Academy	ASL	88	73.9	32.6	x	x	88	60	45	59	42	58	62	78	57	47

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
New Horizons Children's Academy	ASL	89	73.0	2.3	71	85.9	x	x	x	x	x	x	x	x	x	x
New Road Primary School	M	45	64.4	33.4	x	x	43	53	42	60	37	39	64	41	49	36
Oaklands School	M	60	75.0	32.6	x	x	59	71	68	71	61	60	70	92	78	60
Oasis Academy Skinner Street	ASL	58	72.4	32.6	x	x	60	75	72	75	70	43	58	70	65	49
Park Wood Infant School	M	90	82.2	37.7	x	x	89	81	74	78	70	x	x	x	x	x
Park Wood Junior School	M	x	x	x	x	x	x	x	x	x	x	86	66	67	73	52
Phoenix Junior Academy	ASL	x	x	x	x	x	x	x	x	x	x	51	31	29	45	25
Riverside Primary School	M	26	65.4	33.6	32	84.4	23	83	61	78	61	13	46	54	31	23
Saxon Way Primary School	ASL	60	73.3	34.3	x	x	28	64	46	68	43	23	26	83	57	22

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
St Augustine of Canterbury Catholic Primary School	M	29	82.8	40.9	30	96.7	26	85	81	81	81	21	71	86	62	57
St Benedict's Catholic Primary School	M	29	82.8	34.8	30	93.3	30	80	87	80	73	30	80	87	63	60
St Helen's Church of England Primary School, Cliffe	M	30	83.3	37.4	x	x	30	77	80	80	77	29	69	83	59	55
St James Church of England Primary Academy	ASL	24	75.0	38.6	x	x	19	74	68	68	63	14	57	79	71	50
St John's C of E Infant School	AC	29	65.5	29.3	x	x	29	79	76	76	76	x	x	x	x	x

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	M	29	72.4	31.3	x	x	31	81	81	84	74	30	63	87	47	40
St Margaret's Infant School	M	89	74.2	36.6	x	x	88	69	72	68	65	x	x	x	x	x
St Margaret's Church of England Junior School	AC	x	x	x	x	x	x	x	x	x	x	88	60	72	59	43
St Mary's Catholic Primary School	M	60	68.3	35.6	x	x	60	87	80	83	80	60	80	78	77	63
St Mary's Island Church of England (Aided) Primary School	M	58	89.7	40.7	x	x	61	87	84	87	80	58	74	86	69	55

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
St Michael's RC Primary School	M	59	74.6	35.3	x	x	60	77	73	77	73	59	56	80	58	42
St Nicholas C of E Voluntary controlled Infant School	M	40	75.0	32.2	x	x	40	88	85	88	78	x	x	x	x	x
St Peter's Infant School	M	39	76.9	36.3	x	x	39	77	67	67	64	x	x	x	x	x
St Thomas More Roman Catholic Primary School	M	60	85.0	41.2	x	x	61	82	77	85	74	60	80	90	93	75
St Thomas of Canterbury RC Primary School	M	30	73.3	36.1	x	x	30	83	80	80	73	30	63	83	57	43
St William of Perth Roman Catholic Primary School	M	29	79.3	37.1	x	x	30	80	67	73	63	30	60	83	67	60

## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

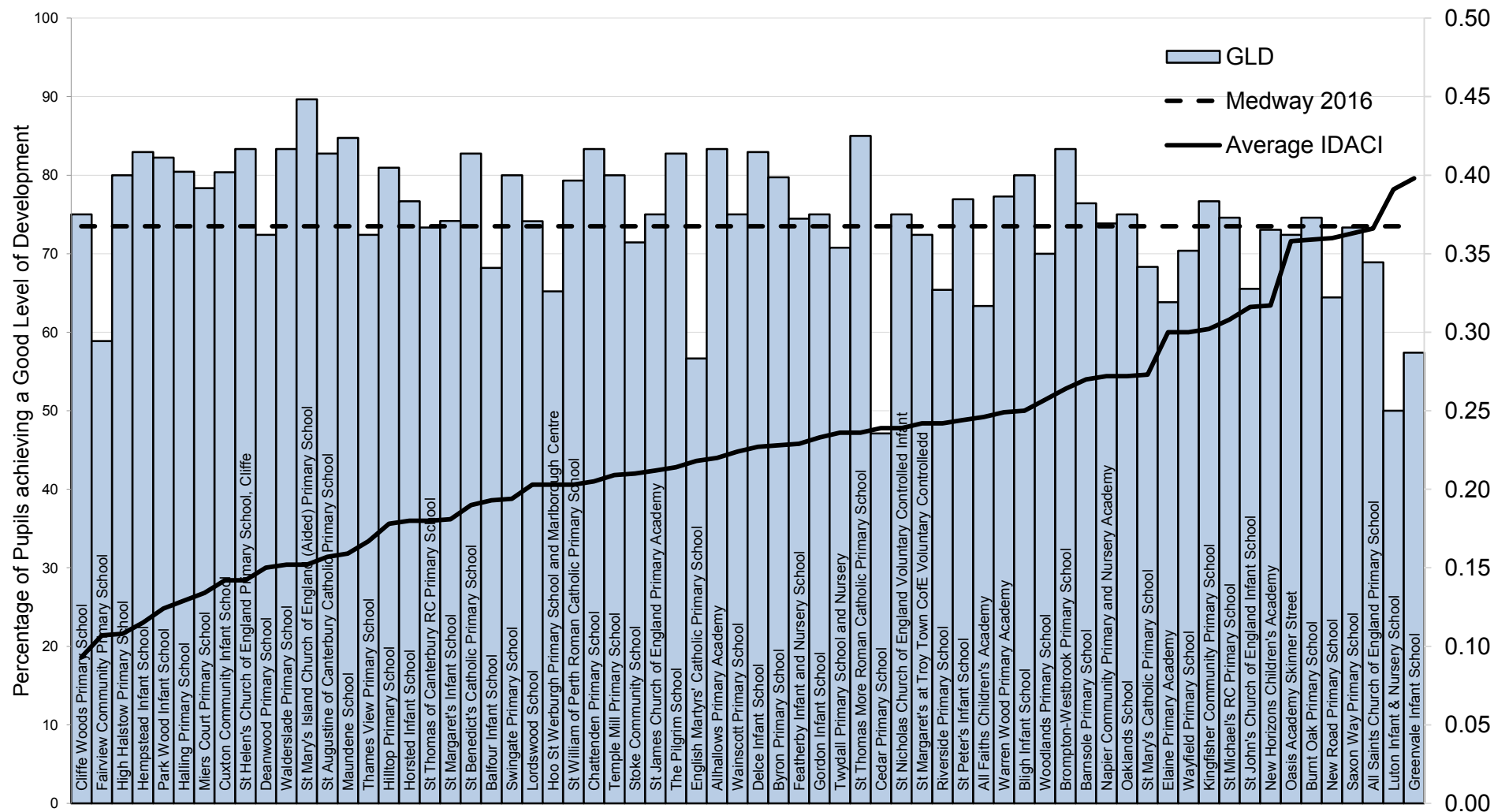
School Name	Status	Early Years Foundation Stage			Phonics Y1		Key Stage One					Key Stage Two				
		Cohort	GLD	Average Total Points Score	Cohort	meeting the expected standard	Cohort	Reading	Writing	Maths	RWM	Cohort	Reading	Writing	Maths	RMW
Stoke Community School	AC	14	71.4	33.1	x	x	13	69	46	69	46	15	67	53	40	27
Swingate Primary School	M	90	80.0	37.4	x	x	90	77	76	84	70	88	55	85	73	53
Temple Mill Primary School	M	x	x	x	x	x	x	x	x	x	x	30	67	77	77	60
Thames View Primary School	M	58	72.4	35.3	x	x	60	70	55	73	50	59	68	73	68	58
The Pilgrim School	M	29	82.8	35.1	x	x	31	87	84	90	84	30	83	100	90	73
Twydall Primary School	M	x	x	x	x	x	x	x	x	x	x	65	55	85	38	31
Wainscott Primary School	M	60	75.0	37.1	x	x	60	77	67	73	67	31	58	81	61	52
Walderslade Primary School	M	30	83.3	37.0	x	x	30	83	70	80	70	28	68	82	79	68
Warren Wood Primary Academy	ASL	44	77.3	32.7	x	x	54	74	72	78	70	36	28	86	39	19
Wayfield Primary School	AC	27	70.4	32.4	x	x	25	60	12	52	12	29	41	72	48	34



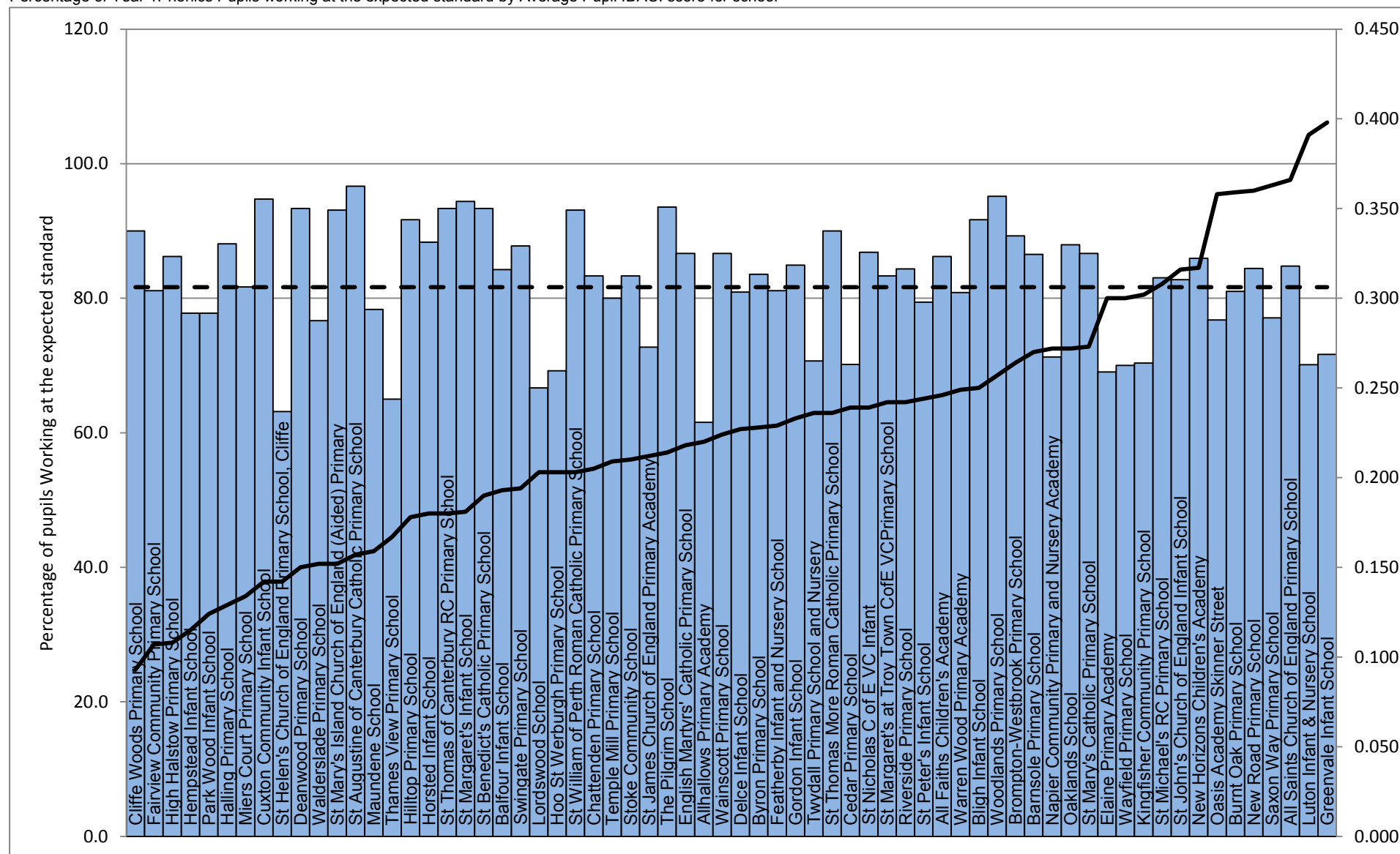
## Appendix B-Primary school performance at EYFS, Phonics, KS1 and KS2

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	RWM	Cohort	Reading	Writing	Maths	RMW
Woodlands Primary School	AC	90	70.0	32.5	x	x	60	82	83	83	82	62	82	92	85	77
<b>Medway</b>		3598	74	35.3	3490	82	3479	76	68	75	65	3088	62	74	65	49
<b>Academy Converter</b>	<b>AC</b>	463	74	35.3	268	89	407	79	67	78	65	497	65	79	67	52
<b>Academy Sponsor Led</b>	<b>ASL</b>	566	74.3	28.9	84	83	457	65	58	67	54	482	53	70	57	39
<b>Maintained</b>	<b>M</b>	2267	74	36.0	867	85	2324	78	72	78	66	2065	64	76	67	51

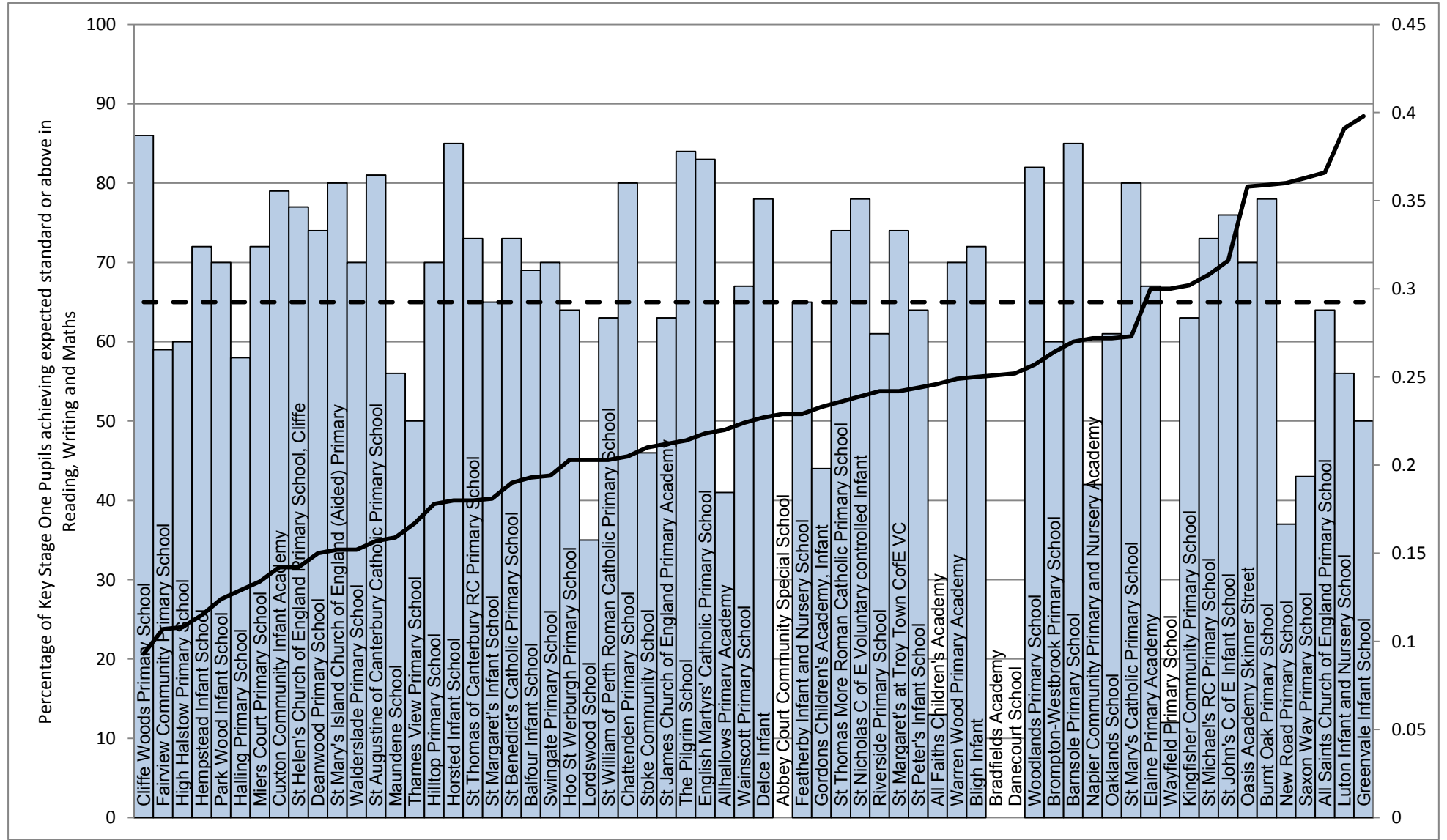
EYFSP: Percentage of Pupils achieving Good Level of Development (GLD) by Average Pupil IDACI score for school (least to most deprived)



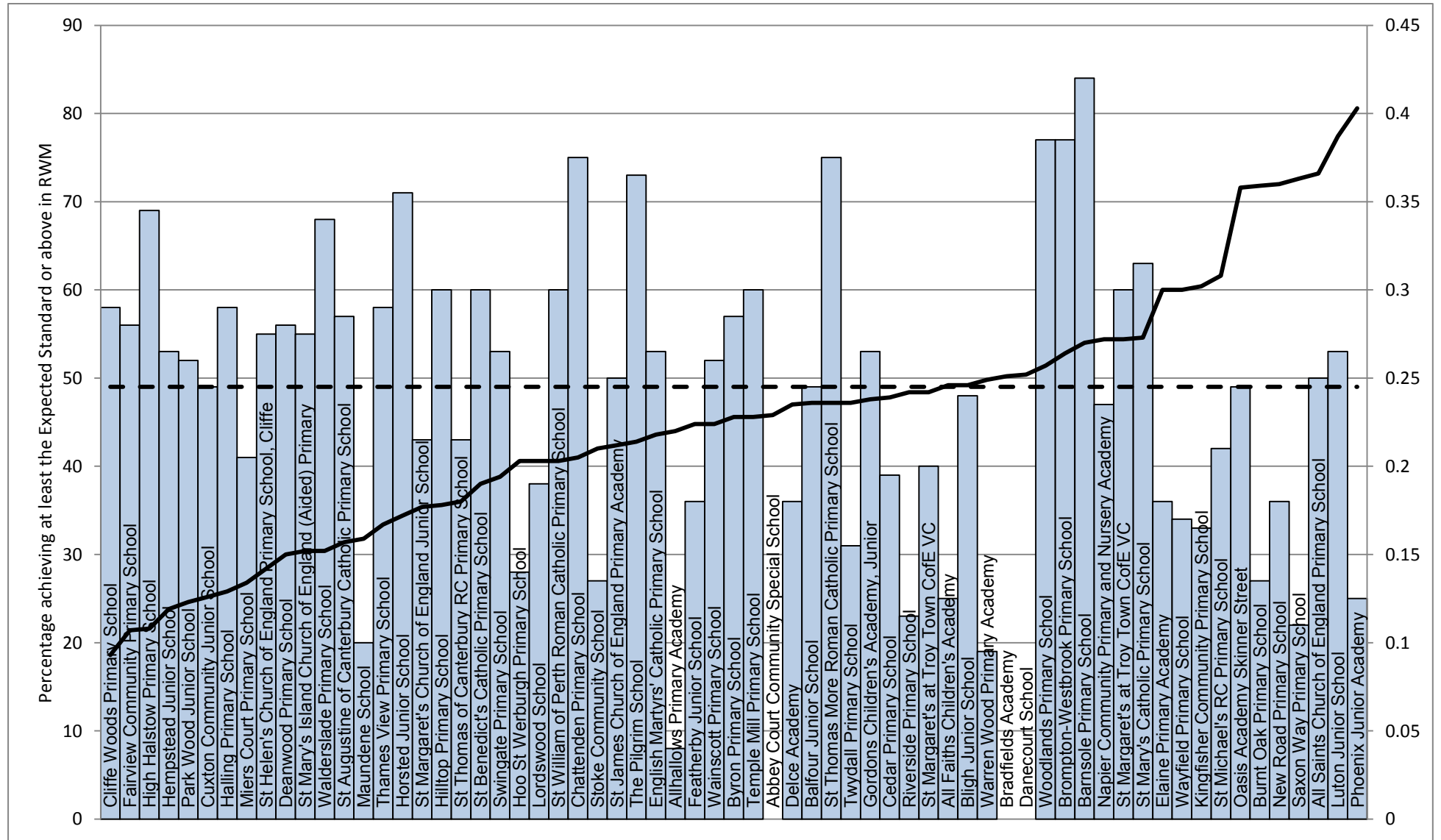
Percentage of Year 1 Phonics Pupils working at the expected standard by Average Pupil IDACI score for school



Percentage of Key Stage One Pupils achieving expected standard or above in Reading, Writing and Maths by Average Pupil IDACI score for school



Percentage of Key Stage Two Pupils achieving at least the expected Standard in RWM by Average Pupil IDACI score for school



## Appendix D- Primary school performance: KS1-KS2 progress

School	Reading				Writing				Maths			
	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description
All Faiths Children's Academy	-0.6	-3	1.8	Average	1	-1.4	3.4	Average	0.6	-1.5	2.7	Average
Chattenden Primary School	7	4.6	9.4	Well Above Average	0.5	-1.9	2.9	Average	1	-1	3	Average
All Saints Church of England Primary School	0.9	-1	2.8	Average	1.1	-0.8	3	Average	0	-1.6	1.6	Average
Cliffe Woods Primary School	-1.2	-3	0.6	Average	2.9	1.1	4.7	Above Average	0.5	-1	2	Average
Allhallows Primary Academy	-1.4	-5	2.2	Average	-10.6	-14.2	-7	Well Below Average	-1.8	-4.8	1.2	Average
Cuxton Community Junior School	-1.1	-2.9	0.7	Average	2.6	0.8	4.4	Above Average	0.8	-0.7	2.3	Average
Deanwood Primary School	-2.5	-5.7	0.7	Average	2	-1.2	5.2	Average	-1.3	-4	1.4	Average
Delce Academy	-2.1	-3.4	-0.8	Below Average	1.3	0	2.6	Average	-2.2	-3.3	-1.1	Below Average
Elaine Primary Academy	0.3	-1.5	2.1	Average	-1.4	-3.2	0.4	Average	-2.1	-3.6	-0.6	Below Average
English Martyrs' Catholic Primary School	0.5	-1.9	2.9	Average	4.9	2.5	7.3	Well Above Average	2.3	0.3	4.3	Above Average
Fairview Community Primary School	0.3	-1.2	1.8	Average	-2.3	-3.8	-0.8	Below Average	-1.7	-2.9	-0.5	Below Average
Featherby Junior School	-3.4	-4.8	-2	Well Below Average	-2.9	-4.3	-1.5	Below Average	-4	-5.1	-2.9	Well Below Average
Gordons Children's Academy, Junior	-2.5	-3.9	-1.1	Below Average	-2.9	-4.3	-1.5	Below Average	0	-1.2	1.2	Average
Halling Primary School	-0.4	-2.4	1.6	Average	-1.6	-3.6	0.4	Average	2.5	0.8	4.2	Above Average
Hempstead Junior School	-1.3	-2.6	0	Below Average	0.7	-0.6	2	Average	1	-0.1	2.1	Average
High Halstow Primary School	2.5	0.2	4.8	Above Average	2.7	0.4	5	Above Average	0.9	-1.1	2.9	Average
Hilltop Primary School	-0.2	-1.8	1.4	Average	2.1	0.5	3.7	Above Average	-1.1	-2.5	0.3	Average
Hoo St Werburgh Primary School and Marlborough Centre	-4.6	-6	-3.2	Well Below Average	-1.7	-3.1	-0.3	Below Average	-4.4	-5.6	-3.2	Well Below Average

## Appendix D- Primary school performance: KS1-KS2 progress

School	Reading				Writing				Maths			
	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description
Horsted Junior School	0	-1.6	1.6	Average	3.2	1.6	4.8	Above Average	0.8	-0.5	2.1	Average
The Hundred of Hoo Academy	0	0	0	Well Below Average	0	0	0	Average	0	0	0	Average
Kingfisher Community Primary School	2.2	-0.3	4.7	Average	4	1.5	6.5	Well Above Average	-1.6	-3.7	0.5	Average
Balfour Junior School	-1	-2.2	0.2	Average	-3.2	-4.4	-2	Below Average	0	-1	1	Average
Lordswood School	-2.3	-4.2	-0.4	Below Average	4.1	2.2	6	Well Above Average	-1	-2.6	0.6	Average
Luton Junior School	3.6	1.9	5.3	Well Above Average	5.6	3.9	7.3	Well Above Average	1.2	-0.2	2.6	Average
Maundene School	-4	-5.6	-2.4	Well Below Average	-8	-9.6	-6.4	Well Below Average	-2	-3.4	-0.6	Below Average
Miers Court Primary School	-2.9	-4.5	-1.3	Below Average	-0.7	-2.3	0.9	Average	-3	-4.4	-1.6	Below Average
Barnsole Primary School	5.4	3.8	7	Well Above Average	4.2	2.6	5.8	Well Above Average	6.7	5.3	8.1	Well Above Average
Napier Community Primary and Nursery Academy	-1.4	-3.1	0.3	Average	-4	-5.7	-2.3	Well Below Average	-2.9	-4.3	-1.5	Below Average
New Horizons Children's Academy	0	0	0	Well Below Average	0	0	0	Average	0	0	0	Average
New Road Primary School	0.7	-1.4	2.8	Average	-4.8	-6.9	-2.7	Well Below Average	-3.2	-5	-1.4	Well Below Average
Oaklands School	1.8	0.2	3.4	Above Average	8.1	6.5	9.7	Well Above Average	2.9	1.5	4.3	Above Average
Oasis Academy Skinner Street	3.3	1.4	5.2	Above Average	2.7	0.8	4.6	Above Average	2.6	0.9	4.3	Above Average
Park Wood Junior School	0	-1.4	1.4	Average	-3.7	-5.1	-2.3	Well Below Average	-0.5	-1.7	0.7	Average
Phoenix Junior Academy	-2.4	-4.2	-0.6	Below Average	-3.5	-5.3	-1.7	Below Average	-2	-3.5	-0.5	Below Average
The Pilgrim School	2	-0.3	4.3	Average	3.7	1.4	6	Well Above Average	2.1	0.1	4.1	Above Average
Riverside Primary School	-2.7	-6.3	0.9	Average	-1.9	-5.5	1.7	Average	-3.9	-6.9	-0.9	Well Below Average

## Appendix D- Primary school performance: KS1-KS2 progress

School	Reading				Writing				Maths			
	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description
St Augustine of Canterbury Catholic Primary School	0.6	-2.1	3.3	Average	5	2.3	7.7	Well Above Average	-1.2	-3.5	1.1	Average
St Benedict's Catholic Primary School	0.7	-1.6	3	Average	2.8	0.5	5.1	Above Average	-1.5	-3.5	0.5	Average
St Helen's Church of England Primary School, Cliffe	-2.4	-4.7	-0.1	Below Average	1.4	-0.9	3.7	Average	-3.7	-5.6	-1.8	Well Below Average
St James Church of England Primary Academy	-3.1	-6.4	0.2	Average	-2.4	-5.7	0.9	Average	-4.2	-7	-1.4	Well Below Average
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	-1.1	-3.4	1.2	Average	1.1	-1.2	3.4	Average	-4.2	-6.2	-2.2	Well Below Average
St Margaret's Church of England Junior School	-1	-2.3	0.3	Average	-0.9	-2.2	0.4	Average	-1.3	-2.4	-0.2	Below Average
St Mary's Catholic Primary School	-1	-2.7	0.7	Average	-1.7	-3.4	0	Average	-0.6	-2	0.8	Average
St Mary's Island Church of England (Aided) Primary School	0.6	-1	2.2	Average	1.4	-0.2	3	Average	0.4	-1	1.8	Average
St Michael's RC Primary School	0.6	-1.2	2.4	Average	2	0.2	3.8	Above Average	-0.4	-1.9	1.1	Average
St Thomas More Roman Catholic Primary School	-0.8	-2.4	0.8	Average	-0.3	-1.9	1.3	Average	3	1.6	4.4	Above Average
St Thomas of Canterbury RC Primary School	-0.7	-3	1.6	Average	1.9	-0.4	4.2	Average	-2.6	-4.5	-0.7	Below Average
St William of Perth Roman Catholic Primary School	-1.3	-3.6	1	Average	1.5	-0.8	3.8	Average	-2.1	-4	-0.2	Below Average
Saxon Way Primary School	-3	-5.6	-0.4	Below Average	3.2	0.6	5.8	Above Average	-0.4	-2.6	1.8	Average
Stoke Community School	-1.1	-4.3	2.1	Average	-4.9	-8.1	-1.7	Well Below Average	-2.1	-4.8	0.6	Average
Swingate Primary School	-3.1	-4.4	-1.8	Well Below Average	1.4	0.1	2.7	Above Average	-1.9	-3	-0.8	Below Average
Temple Mill Primary School	2.5	0.1	4.9	Above Average	2.7	0.3	5.1	Above Average	1.3	-0.8	3.4	Average
Thames View Primary School	-1.2	-2.8	0.4	Average	-0.6	-2.2	1	Average	-2.2	-3.6	-0.8	Below Average
Bligh Junior School	-2.5	-4.1	-0.9	Below Average	-0.2	-1.8	1.4	Average	-3.4	-4.8	-2	Well Below Average



## Appendix D- Primary school performance: KS1-KS2 progress

School	Reading				Writing				Maths			
	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description
Twydall Primary School	-3.6	-5.2	-2	Well Below Average	1	-0.5	2.5	Average	-6.7	-8	-5.4	Well Below Average
Wainscott Primary School	-3.6	-5.8	-1.4	Well Below Average	0.8	-1.5	3.1	Average	-2.1	-4	-0.2	Below Average
Walderslade Primary School	-0.7	-3	1.6	Average	3.5	1.2	5.8	Well Above Average	1.6	-0.4	3.6	Average
Warren Wood Primary Academy	-3.2	-5.4	-1	Well Below Average	6.1	4	8.2	Well Above Average	0.3	-1.5	2.1	Average
Wayfield Primary School	-5.3	-7.6	-3	Well Below Average	-1.6	-3.9	0.7	Average	-3.8	-5.8	-1.8	Well Below Average
Woodlands Primary School	1.9	0.3	3.5	Above Average	2.5	0.9	4.1	Above Average	2.5	1.2	3.8	Above Average
Brompton-Westbrook Primary School	1.1	-1.1	3.3	Average	0.9	-1.2	3	Average	1.2	-0.6	3	Average
Burnt Oak Primary School	-4	-5.8	-2.2	Well Below Average	-0.8	-2.6	1	Average	-2.3	-3.8	-0.8	Below Average
Byron Primary School	-0.4	-1.9	1.1	Average	2.2	0.7	3.7	Above Average	1.2	-0.1	2.5	Average
Cedar Primary School	-6	-7.5	-4.5	Well Below Average	-3.4	-4.9	-1.9	Below Average	-3.5	-4.8	-2.2	Well Below Average
Danecourt School	-6.2	-8.3	-4.1	Well Below Average	-6.2	-8.3	-4.1	Well Below Average	-7	-8.8	-5.2	Well Below Average
Abbey Court Community Special School	-7.4	-11.7	-3.1	Well Below Average	-7.4	-11.8	-3	Well Below Average	-8.2	-11.9	-4.5	Well Below Average
Bradfields Academy	SUPP	SUPP	SUPP		SUPP	SUPP	SUPP		SUPP	SUPP	SUPP	
<b>Medway</b>	-0.9	-1.1	-0.7	Below National Average	0.2	0	0.4	Average	-0.8	-1	-0.6	Below National Average

## Appendix E-Secondary school performance at GCSE and A Level

School	Type of School	KS4 performance									
		Cohort	Attainment 8 Score	Progress 8 Score	Progress 8 Lower Confidence Interval	Progress 8 Upper Confidence Interval	Progress 8 Description	Grade C or better in English & Maths GCSE (%)	5A*-C including English and Maths (%)	English Baccalaureate (%)	
Brompton Academy	COMP	1182	44.8	0.41	0.25	0.57	Above Average	48	42	32	
Chatham Grammar School for Boys	SEL	791	64.7	0.28	0.08	0.48	Above Average	96	94	64	
Chatham Grammar School for Girls	SEL	663	63.3	0.19	-0.02	0.39	Close to national average	98	90	57	
Fort Pitt Grammar School	SEL	802	62.4	0.02	-0.16	0.21	Close to national average	96	94	78	
Greenacre School	MOD	901	41.1	-0.16	-0.33	0	Close to national average	54	49	18	
The Howard School	COMP	1507	49.3	0.2	0.06	0.34	Above Average	59	53	48	
The Hundred of Hoo Academy	COMP	1307	45.4	0.03	-0.12	0.17	Close to national average	56	55	25	
Medway UTC	COMP		No data available or applicable for this school or college.								
Rainham Mark Grammar School	SEL	1302	66.5	0.24	0.08	0.4	Above Average	99	98	70	
Rainham School for Girls	MOD	1577	49.7	0.3	0.17	0.43	Above Average	66	57	39	
The Robert Napier School	COMP	1048	41.7	-0.08	-0.22	0.06	Close to national average	36	31	1	
The Rochester Grammar School	SEL	1223	71	0.68	0.51	0.85	Well Above Average	100	100	91	
St John Fisher Catholic Comprehensive School	COMP	828	37.8	-0.44	-0.64	-0.24	Below Average	35	30	27	
Sir Joseph Williamson's Mathematical School	SEL	1211	66.1	0.16	0	0.32	Close to national average	100	96	92	
Strood Academy	COMP	1403	42.5	-0.4	-0.54	-0.26	Below Average	47	43	3	
The Thomas Aveling School	MOD	1120	49.3	0.46	0.29	0.62	Above Average	61	60	30	
The Victory Academy	COMP	748	39.5	-0.22	-0.4	-0.03	Below Average	51	42	1	
Walderslade Girls' School	MOD	883	45.3	-0.41	-0.59	-0.23	Below Average	61	49	5	
Abbey Court Community Special School	SPEC		No Pupils Entered								

## Appendix E-Secondary school performance at GCSE and A Level

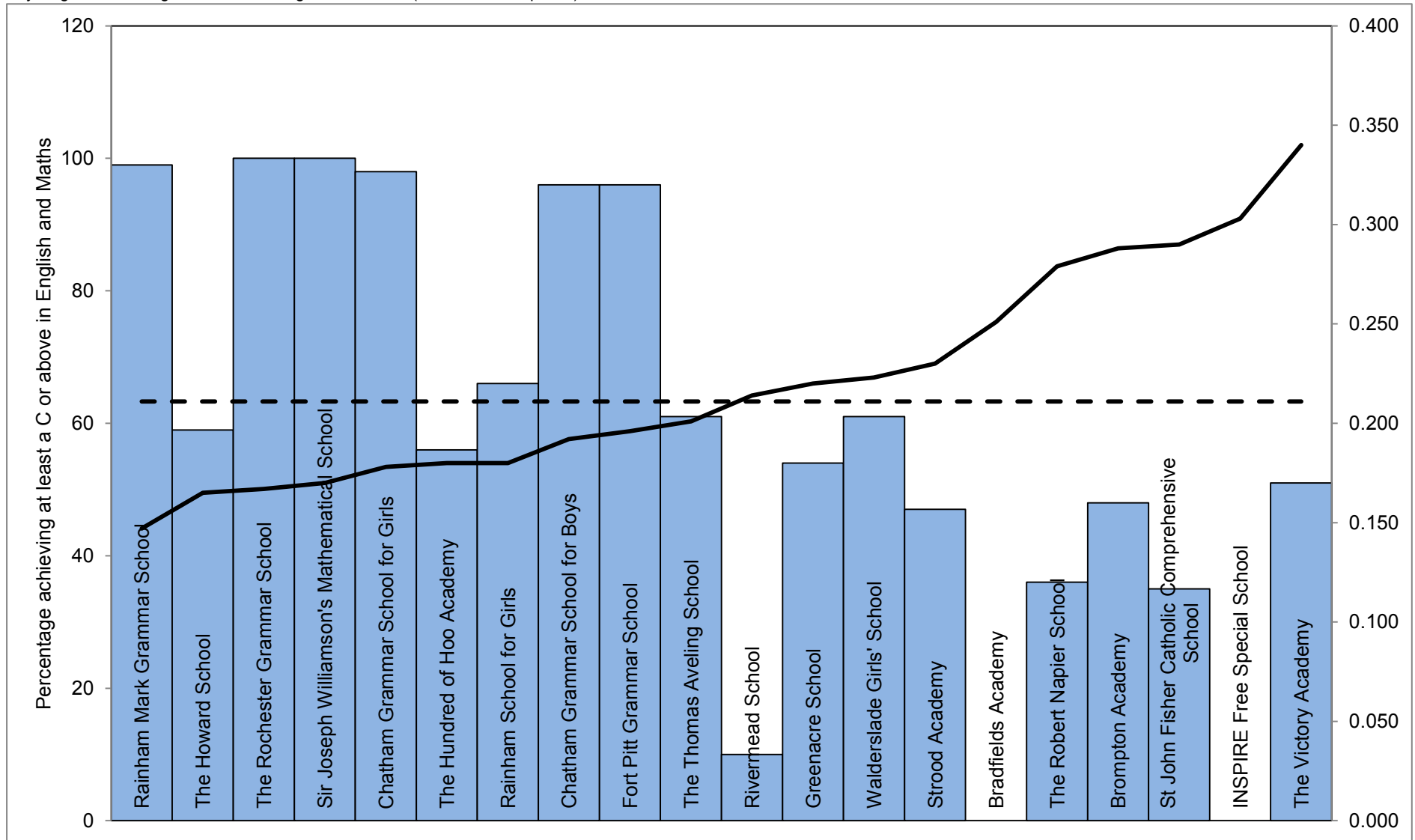
School	Type of School	KS4 performance								
		Cohort	Attainment 8 Score	Progress 8 Score	Progress 8 Lower Confidence Interval	Progress 8 Upper Confidence Interval	Progress 8 Description	Grade C or better in English & Maths GCSE (%)	5A*-C including English and Maths (%)	English Baccalaureate (%)
Bradfields Academy	SPEC	297	0.9	-1.79	-2.17	-1.42	Well Below Average	0	0	0
INSPIRE Free Special School	SPEC	41	8	-1.71	-2.45	-0.98	Well Below Average	0	0	0
Rivermead School	SPEC	122	17.5	-1.5	-1.97	-1.04	Well Below Average	10	5	0

<b>Medway</b>	18956	49.9	0.05	0.01	0.08	Above Average	64.6	60	26.5
<b>Selective</b>	5992	66.2					98	96	78
<b>Non Selective</b>	12504	44.9					53	46	23

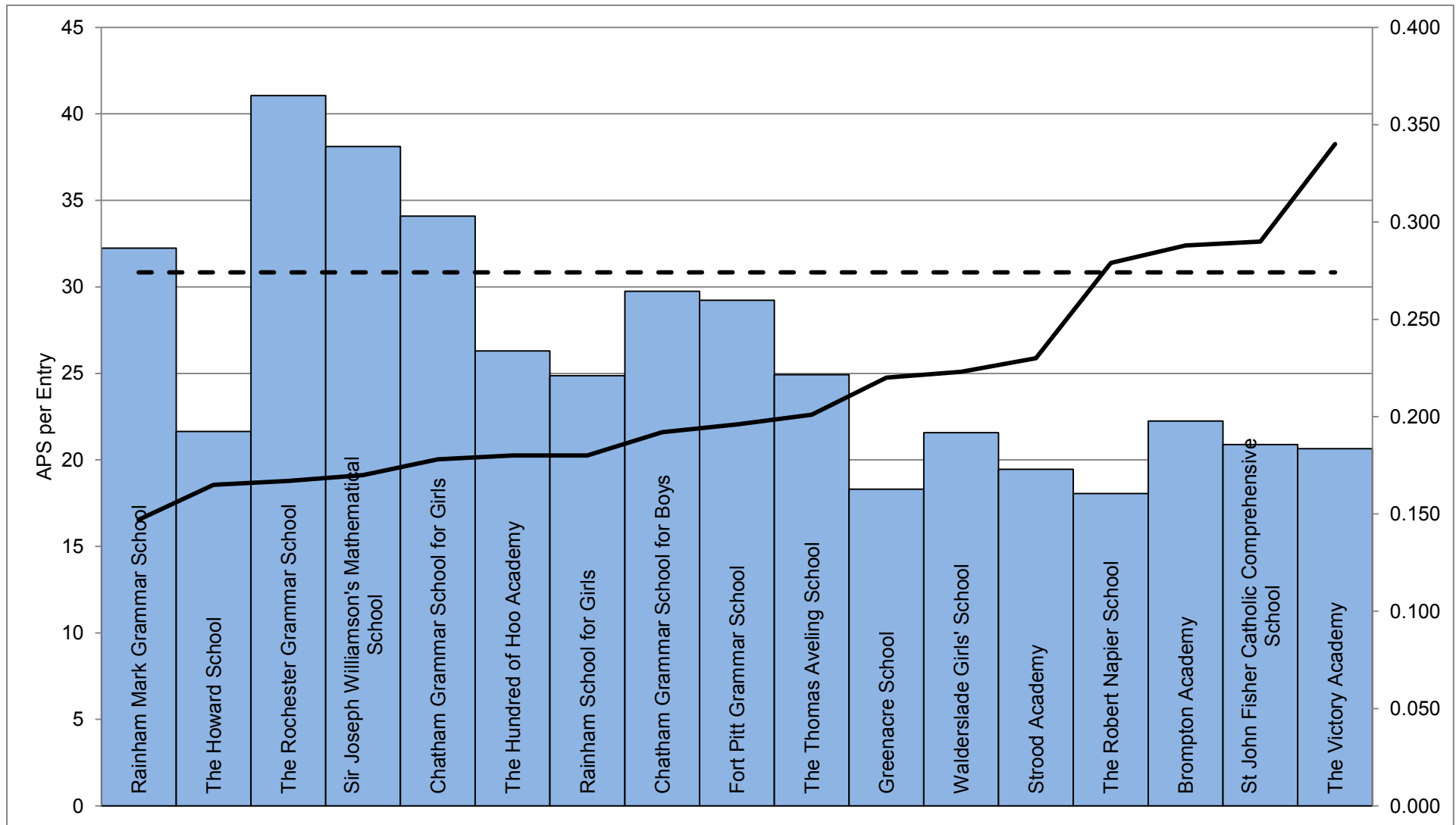
School	Type of School	KS5 Performance		
		Cohort	Achieving AAB or Higher in at least 2 facilitating subjects	APS per Entry
Brompton Academy	COMP	66	0.0	22.25
Chatham Grammar School for Boys	SEL	130	11.2	29.75
Chatham Grammar School for Girls	SEL	88	17.9	34.09
Fort Pitt Grammar School	SEL	101	5.1	29.23
Greenacre School	MOD	51	0.0	18.31
The Howard School	COMP	149	0.0	21.64
The Hundred of Hoo Academy	COMP	47	0.0	26.29
Medway UTC	COMP	No Pupils Entered		
Rainham Mark Grammar School	SEL	172	15.5	32.24
Rainham School for Girls	MOD	105	0.0	24.87
The Robert Napier School	COMP	58	0.0	18.05
The Rochester Grammar School	SEL	128	23.7	41.05
St John Fisher Catholic Comprehensive School	COMP	45	0.0	20.88
Sir Joseph Williamson's Mathematical School	SEL	153	28.1	38.11
Strood Academy	COMP	48	SUPP	19.45
The Thomas Aveling School	MOD	88	5.9	24.93
The Victory Academy	COMP	69	0.0	20.65
Walderslade Girls' School	MOD	70	0.0	21.58

<b>Medway</b>	1568	12.8	29.2
<b>Selective</b>	772	17.5	34.3
<b>Non Selective</b>	796	0.8	24.0

Key stage 4: Achieving at least a C in English and Maths (least to most deprived)



Key Stage 5: Average Point Score per Entry



## Permanent Exclusions: Locally obtained data

School Name	Upheld	Overtuned	Retracted	Unknown
Kingfisher Community Primary School	1			
Saxon Way Primary School	1			
New Horizons Children's academy	1			
Gordons Children's Academy, Infant			1	
Napier Community Primary and Nursery Academy	1	1		
Halling Primary School	1			
Hoo St Werburgh Primary School and Marlborough Centre			1	
Featherby Junior School			1	
Cedar Primary School	1			
Hilltop Primary School			1	
Wayfield Primary School	1			
Burnt Oak Primary School	1		1	
The Hundred of Hoo Academy	7		1	1
The Robert Napier School	20		3	1
Fort Pitt Grammar School	1			
Walderslade Girl's School	3			
Greenacre School	5			3
Rainham School for Girls	1			
St John Fisher Catholic Comprehensive School	12	1		2
The Thomas Aveling School	1			1
The Howard School	6	1	1	
Strood Academy	5			
Brompton Academy	6			4
The Victory Academy	8		1	
Grand Total	83	3	11	12

\* please note this data is locally obtained and therefore calculations may differ dependant on what is imputed in the school census and DfE calculations may vary

## Fixed Term Exclusions

School Name	Number of Exclusions	Number of Pupils	Sum of Exclusion Length (Days)
Elaine Primary Academy	98	34	177
Phoenix Junior Academy	6	5	6
St James Church of England Primary Academy	5	5	10.5
Kingfisher Community Primary School	80	14	132.5
Saxon Way Primary School	48	10	86.5
Allhallows Primary Academy	21	5	26
Oasis Academy Skinner Street	46	19	49.5
Lordswood School	12	5	12.5
New Horizons Children's academy	17	5	48
Gordons Children's Academy, Junior	5	5	13
Gordons Children's Academy, Infant	3	3	5
Warren Wood Primary Academy	14	8	16
Napier Community Primary and Nursery Academy	37	10	71
Cuxton Community Junior School	10	4	20
Byron Primary School	17	7	29.5
Cedar Primary School	8	6	10.5
Greenvale Infant School	4	2	4
New Road Primary School	25	11	55
Chattenden Primary School	2	1	2
Halling Primary School	6	3	17.5
Hoo St Werburgh Primary School and Marlborough Centre	16	9	55
Balfour Junior School	1	1	1
Delce Infant	2	2	1.5
Featherby Junior School	2	2	4
Featherby Infant and Nursery School	2	1	1
Woodlands Primary School	2	1	8
Delce Academy	46	22	61
High Halstow Primary School	2	2	6.5
Oaklands School	7	5	10
Cedar Primary School	62	20	102.5
St Margaret's Infant School	1	1	1
Park Wood Junior School	4	1	9
Park Wood Infant School	2	2	5
Hilltop Primary School	5	2	9
Swingate Primary School	3	3	7
Maundene School	38	8	39.5
Thames View Primary School	11	2	18.5
All Faiths Children's Academy	7	3	6
Miers Court Primary School	5	1	4
Brompton-Westbrook Primary School	28	10	43
Wayfield Primary School	44	11	50.5
Deanwood Primary School	10	2	27



## Appendix G- Provisional Exclusions

School Name	Number of Exclusions	Number of Pupils	Sum of Exclusion Length (Days)
St Helen's Church of England Primary School, Cliffe	2	2	12
St Nicholas C of E Voluntary controlled Infant School	3	2	3.5
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	1	1	0.5
St Michael's RC Primary School	7	4	14
English Martyrs' Catholic Primary School	3	2	3
St William of Perth Roman Catholic Primary School	1	1	4
St Augustine of Canterbury Catholic Primary School	5	1	6
St Benedict's Catholic Primary School	1	1	2
St Mary's Catholic Primary School	7	2	7
Riverside Primary School	7	4	7
Fairview Community Primary School	3	3	6
Burnt Oak Primary School	45	17	84
The Hundred of Hoo Academy	160	74	420
The Robert Napier School	290	111	1648.5
Medway UTC	7	6	12.5
Chatham Grammar School for Boys	50	41	219
Fort Pitt Grammar School	1	1	2
Walderslade Girl's School	167	67	616
Greenacre School	163	93	780.5
Rainham School for Girls	185	64	421.5
Sir Joseph Williamson's Mathematical School	8	6	51.5
Rainham Mark Grammar School	8	7	10
Chatham Grammar School for Girls	5	4	10
St John Fisher Catholic Comprehensive School	212	88	664.5
The Rochester Grammar School	2	2	3
The Thomas Aveling School	130	64	814
The Howard School	297	113	1105
Strood Academy	64	40	300.5
Brompton Academy	60	38	626
The Victory Academy	462	129	1753
Inspire Free Special School	60	23	199
Rivermead School	2	2	2
Danecourt School	4	1	7
Bradfields Academy	9	8	25
The Rowans	22	17	52.5
Will Adams Centre	47	25	130.5
<b>Total</b>	<b>3264</b>	<b>1337</b>	<b>11284.5</b>

\* please note this data is locally obtained and therefore calculations may differ dependant on what is imputed in the school census and DfE calculations may vary. Please note 1 exclusion is primary phase within the Hundred of Hoo Academy figures

## Appendix H- Provisional Absence

School Name	Sessions Possible	Sessions Absent	% Absent
Elaine Primary Academy	149560	10484	7%
Phoenix Junior Academy	105166	5424	5%
St James Church of England Primary Academy	66476	3944	6%
Kingfisher Community Primary School	86550	6247	7%
Saxon Way Primary School	105232	5697	5%
Allhallows Primary Academy	45595	3554	8%
Oasis Academy Skinner Street	160717	9854	6%
Lordswood School	166518	11154	7%
New Horizons Children's academy	92239	4407	5%
Gordons Children's Academy, Junior	143456	7444	5%
Gordons Children's Academy, Infant	72409	4045	6%
Warren Wood Primary Academy	140756	9983	7%
Napier Community Primary and Nursery Academy	224594	14054	6%
Cuxton Community Junior School	85280	3353	4%
Twydall Primary School and Nursery	196496	12458	6%
Temple Mill Primary School	46024	3022	7%
Byron Primary School	86388	5662	7%
Stoke Community School	44076	2110	5%
Greenvale Infant School	102886	7105	7%
Luton Junior School	142734	7863	6%
Luton Infant and Nursery School	110053	6972	6%
New Road Primary School	132436	7537	6%
Walderslade Primary School	92055	3130	3%
Cuxton Community Infant Academy	69774	3012	4%
Chattenden Primary School	96378	3498	4%
Wainscott Primary School	137512	6204	5%
Halling Primary School	116510	5144	4%
Hoo St Werburgh Primary School and Marlborough Centre	216296	9594	4%
Balfour Junior School	210402	9419	4%
Balfour Infant School	117326	5126	4%
Delce Infant	114374	6203	5%
Barnsole Primary School	262678	14240	5%
Featherby Junior School	158718	8167	5%
Featherby Infant and Nursery School	117330	7239	6%
Hempstead Junior School	157158	6265	4%
Woodlands Primary School	199899	7896	4%
Delce Academy	209324	10318	5%
High Halstow Primary School	91466	5238	6%
Oaklands School	186642	10597	6%
Horsted Infant School	81204	3417	4%
Cedar Primary School	196518	9663	5%
St Margaret's Infant School	119006	5489	5%

## Appendix H- Provisional Absence

School Name	Sessions Possible	Sessions Absent	% Absent
Bligh Junior School	108206	5060	5%
Park Wood Junior School	160064	6531	4%
Park Wood Infant School	119642	5590	5%
Hilltop Primary School	190892	8810	5%
Horsted Junior School	113658	4327	4%
Bligh Infant	81190	4775	6%
Swingate Primary School	282185	14040	5%
Maundene School	187580	8115	4%
Cliffe Woods Primary School	152236	6293	4%
Thames View Primary School	182788	9109	5%
All Faiths Children's Academy	92102	6443	7%
Miers Court Primary School	186936	7187	4%
Hempstead Infant School	120254	5711	5%
Brompton-Westbrook Primary School	148004	7403	5%
St Peter's Infant School	49796	2747	6%
Wayfield Primary School	86887	5906	7%
Deanwood Primary School	78542	3746	5%
All Saints Church of England Primary School	141378	4667	3%
St John's C of E Infant School	38779	2710	7%
St Helen's Church of England Primary School, Cliffe	87198	4363	5%
St Nicholas C of E Voluntary controlled Infant School	50886	2946	6%
St Margaret's Church of England Junior School	162134	5922	4%
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	95950	4330	5%
St Michael's RC Primary School	187292	8105	4%
English Martyrs' Catholic Primary School	92379	3260	4%
St Thomas of Canterbury RC Primary School	96008	4858	5%
St Thomas More Roman Catholic Primary School	190860	6784	4%
St William of Perth Roman Catholic Primary School	94798	3063	3%
St Augustine of Canterbury Catholic Primary School	82186	2971	4%
St Benedict's Catholic Primary School	93246	2912	3%
St Mary's Catholic Primary School	186180	7683	4%
St Mary's Island Church of England (Aided) Primary School	190968	7146	4%
Riverside Primary School	74126	2954	4%
The Pilgrim School	94748	2308	2%
Fairview Community Primary School	269029	11737	4%
Burnt Oak Primary School	179380	9478	5%
The Hundred of Hoo Academy	527289	33557	6%
The Robert Napier School	411024	39635	10%
Medway UTC	37396	1748	5%
Chatham Grammar School for Boys	255719	12230	5%
Fort Pitt Grammar School	265695	10274	4%
Walderslade Girl's School	349630	27371	8%

## Appendix H- Provisional Absence

School Name	Sessions Possible	Sessions Absent	% Absent
Greenacre School	350220	26178	7%
Rainham School for Girls	605698	28751	5%
Sir Joseph Williamson's Mathematical School	397937	14581	4%
Rainham Mark Grammar School	441256	17218	4%
Chatham Grammar School for Girls	223054	10094	5%
St John Fisher Catholic Comprehensive School	313796	22048	7%
The Rochester Grammar School	392778	15053	4%
The Thomas Aveling School	417235	22930	5%
The Howard School	549351	34301	6%
Strood Academy	523209	40785	8%
Brompton Academy	436196	25654	6%
The Victory Academy	268204	19550	7%
The Rowans	21246	2928	14%
Will Adams Centre	25170	4444	18%
Medway	17016801	911552	5%

\* please note this data is obtained from the school census and therefore calculations may differ to DfE calculations. Data has been omitted where partial data has been provided i.e possible sessions absent but absent figures provided