



CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

5 JUNE 2018

ANNUAL REPORT ON SCHOOL PERFORMANCE 2017

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Summary

The Annual Schools' Performance Report for the school year 2016-17 is attached at Appendix 1. This report provides the results at each Key Stage for maintained schools and academies. It also includes information on attendance and exclusions for 2015-16, the latest school year for which national data has been published and the provisional exclusions data for 2016-17.

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

The Annual Report on School Performance was presented to the Children and Young People Overview and Scrutiny Committee on 8 March 2018, the comments of the Committee are set out at section 5 of the report. At the meeting of the Committee on 8 March, it was noted that the Regional Schools Commissioner was unable to attend to answer questions in relation to the performance of academies and that he would attend the Committee on 5 June 2018. The Annual Schools' Performance Report is set out at Appendix 1 to the report and has been updated to reflect revised data on Coasting Schools.

1. Budget and Policy Framework

- 1.1 This report falls within the Council Plan, in particular the priority "Supporting Medway's people to realise their potential". One of the outcomes under this priority is all children achieving their potential in schools.

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 2016-17. 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 2015-16. Information for Not in Employment, Education or Training (NEET) and destinations is also published a year in arrears so the annual report refers to the final published data of 2015-16.
- 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 and the Local Authority may alert the RSC of any concerns. The RSC has powers 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 all Medway schools (maintained and academy) 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 The Children and Young People Overview and Scrutiny Committee were presented with the Annual Report on School Performance on 8 March 2018. The comments of the Committee are set out at section 5 of the report. This report has since been updated to reflect revised data on Coasting Schools. The number of schools classified as coasting remain the same, however the individual schools have changed. The revised data is set out on Page 19 of the Appendix 1 to the report.

3. Performance Summary and Highlights

3.1 The Annual Performance report shows the following:

The percentage of pupils at the end of **Early Years Foundation Stage** achieving a Good Level of Development continues to improve. Medway Children have again outperformed the national average by 3.5 percentage points (pp) in the proportion achieving the expected level across all early learning goals and also the proportion achieving a good level of development.

3.1.1 **Phonics** maintained a strong performance above national by 1 pp.

3.1.2 At **Key Stage 1**, Medway is now in the top 25% of authorities in England in all three measures. Medway has climbed the table in mathematics, now sitting at 18th; 21st in reading and 8th in writing out of 150 authorities (achieving 79%, 74% and 79% respectively).

3.1.3 At **Key Stage 2**, Medway was below national in the combined reading, writing and mathematics measure (by 4pp).

3.1.4 At **Key stage 4**, Medway was below the national attainment in achieving a standard pass (4 or above) by 4.2pp and a high pass (5 or above) by 1.8pp. Medway did outperform the national state funded attainment level in progress 8 remaining relatively stable in light of the overall South East decline.

3.1.5 At **Key Stage 5**, Medway was below the national attainment in the percentage achieving AAB in at least 2 facilitating subjects by 2.6pp, the A level Average Point Score by 1.09 points, the academic Average Point Score by 0.5 point and the technical Average Point Score by 1.4 points. Medway outperformed national in the general Average Point Score by 0.66 point.

3.1.6 Medway had a higher level of overall **absence** than national by 0.2pp.

3.1.7 **Exclusions** are significantly higher than national. Medway's permanent exclusion rate was over double the national and the fixed term exclusion rate was 3.11pp larger than national. Medway had the highest rate of fixed term exclusions for primary schools for the third year running, nearly 3 times the rate of national. Indicative results show improvement.

3.1.8 94% of pupils in Medway were in an education or employment/ training destination after Key Stage 4 and 89% at Key Stage 5. This is inline with national figures.

3.1.9 9.8% of 16-17 year olds in Medway were **NEET**, which is lower than the national's 6%.

3.1.10 84% of primary age pupils were attending a Medway school judged good or outstanding. Medway was 112th out of 162 areas in the national rankings.

3.2 Highlights of the academic year

3.2.1 **Primary schools judged good or better by OFSTED.** 84% of primary age pupils were attending a Medway school judged good or outstanding. Medway was 122nd out of 152 areas in the national rankings in 2017, representing an improvement of 12 places when compared to 2016. In 2016 Medway moved up 25 places when compared to 2015.

3.2.2 **Pupils at the end of Foundation Stage achieving a Good Level of Development (GLD) continue to improve.** Medway has outperformed the national average since the introduction of reporting GLD in 2013.

3.2.3 **For the 2nd year Phonics maintained a strong performance above national.** This is a significant achievement as Medway was the lowest nationally five years ago.

3.2.4 **At Key Stage One Medway is now in the top 25% of authorities in England in all three measures.** Medway has climbed the table in Mathematics, now sitting at 18th, 21st in Reading and an outstanding 8th in Writing out of 150 authorities (achieving 79%, 74% and 79% respectively).

3.2.5 **Key Stage Five** results in the general qualifications improved at a rate which was three times that of national.

3.3 Priorities for Improvement

3.3.1 **Improve achievement at Key Stage Two in all subjects to close the gap on national.** Medway schools achieved 58% against the national 62% in the combined Reading, Writing and Maths. The gap does, however, continue to narrow.

3.3.2 **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 a clear focus must remain.

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

3.3.4 **Reduce the number of Permanent and Fixed Term Exclusions.** 2015 / 16 data identified Medway as the 9th worst nationally across primary and secondary schools and the worst nationally for primary fixed term exclusions. Since then improvements have been evident but levels are still unacceptable.

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

3.3.6 **Key Stage 4 Medway's progress 8 value, whilst statistically in-line with the national average, is above the national state funded value and remains stable in light of the overall South East decline.** Work remains to be done in Attainment 8 and the proportion of children reaching the expected

standard in English and Maths, where Medway pupils are behind the national attainment level.

3.4 Summary of the South Regional (Kent & Medway) School Improvement Priorities for improvement

3.4.1 As members of the South Regional Improvement Board school improvement officers from Medway work with colleagues from Kent local authority school improvement, the teaching schools, the diocesan board and the Regional Schools Commissioner in order to:

- stimulate and identify recommendations for prioritising the Strategic School Improvement Fund in order to target resources for maximum impact across each sub-region.
- support the monitoring of the impact of funded proposals within the area.
- use the combined expertise of the different parts of the education system in the sub-region to enable a strategic partnership forum for mapping, facilitating and communicating support available for access by all schools.
- support discussion of wider DfE initiatives.

3.4.2 The current South Regional, Kent and Medway priorities for improvement are as follows:

- KS4 performance for disadvantaged pupils across the sub-region, particularly in maths.
- KS4 performance in Thanet, focusing on the transition from KS2 to KS3.
- KS2 in Medway and Gravesham, especially in reading.
- Performance and progress of disadvantaged pupils at KS2 maths across the sub-region.
- Rates of inclusion in Medway.
- Attainment and progress at KS5 across all areas.
- Narrowing the gap in Early Years' literacy, with a particular focus on language skills.

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 any decision on exclusions is entirely the responsibility of schools, officers continue to challenge exclusions where appropriate and support schools to find alternative strategies to maintain pupils on roll.

5. **Consultation - Children and Young People Overview and Scrutiny Committee – 8 March 2018**

5.1 The Children and Young People Overview and Scrutiny Committee were presented with the Annual Report on School Performance on 8 March, the discussion follows:

5.2 The School Challenge and Improvement Leads outlined two programmes of activity to improve inclusion and attainment. Firstly, the Committee was

advised that the 13 day inclusion programme had been implemented and included:

- Working with a national training provider to develop Teaching Assistants;
- Training Inclusion Leaders and Special Educational Needs Co-ordinators (SENCOs) to identify children with Special Educational Needs and Disabilities (SEND), understand the needs of these children and ensuring Education and Health Care Plans (EHCPs) were high quality;
- Instilling alternative behaviour management strategies within schools; and
- Assisting schools to manage multi agencies.

5.3 The second programme outlined by the School Challenge and Improvement Lead was a transition programme. This programme addressed the transition between Key Stage 2 and 3 with particular reference to vulnerable children.

5.4 Members raised a number of points and questions including:

5.4.1 Inclusion programme – In response to a concern regarding the short length of the inclusion training programme for what was considered by a Member to be a complex issue, the School Challenge and Improvement Lead advised the Committee that the classroom teaching spanned six days, but as part of the programme, Inclusion Leaders would visit centres of excellence. Inclusion Leaders would also shadow effective leaders in schools that are outstanding for inclusion.

5.4.2 Techniques to reduce exclusion – In response to a question about techniques employed within schools to reduce exclusion, the School Challenge and Improvement Lead explained to the Committee that the inclusion programme encouraged the use of a variety of different approaches to meet a child's specific needs, including time out and time away from peers. She added that the School Challenge and Improvement Team were encouraging schools to think more deeply about the reasons for the behaviour expressed by a child and as a result of this analysis schools were encouraged to motivate an appropriate response.

5.4.3 Early intervention – In response to a question concerning the support provided for children identified as at high risk of exclusion, the Director of Children and Adults Services stressed the importance of support outside school including access to early help programmes.

5.4.4 Coasting schools – Asked by a Member what help was available to coasting schools identified within the report, the Committee was advised that one coasting school was maintained by the Local Authority, the remainder were academies. The School Challenge and Improvement Lead also advised the Committee that officers had liaised with the RSC who had met with the individual schools and Multi Academy Trusts to challenge performance. The performance of the school maintained by the Local Authority had also been challenged.

5.4.5 Key Stage 2 – Referring to the improvements in performance made by girls and children with Special Educational Needs, a Member asked what could be learnt. In response, the Committee was advised that a range of training

opportunities had been provided to schools to bring them together more coherently and those schools were being facilitated and supported to work closely together. Over the last two years this had resulted in improvements.

- 5.5 The Committee thanked the School Challenge and Improvement Leads and noted the Annual Schools' Performance Report set out at Appendix 1 to the report.

6. Implications for Looked After Children

- 6.1 The performance of Looked After Children (LAC) is reported to the Corporate Parenting Board. The results for 2016-17 have not yet been published. Medway out-performed national in the percentage achieving at least the expected standard in the combined reading, writing and Mathematics by 7pp and Progress 8 at Key Stage 4. No LAC were permanently excluded and 9.58% of LAC children had a fixed term exclusion.

7. Financial implications

7.1 Dedicated Schools Grant (DSG)

- 7.1.1 The Local Authorities 2018/19 DSG allocation is calculated in four separate funding blocks (Schools, Early Years, High Needs and the newly created Central Service Schools Block) using national funding formulas. After rebasing the DSG starting allocations, the School Block has seen a net increase in funding of 2%, whilst the high needs and early years funding have seen a smaller increase more in line with changes in pupil numbers.
- 7.1.2 The DSG is calculated initially using the pupil numbers for all schools in Medway, including academies. Subsequently the Education Skills Funding Agency will reduce the Council's DSG allocation in respect of schools that have converted to academies. Academies are expected to account for £143.125 million, leaving Medway's net DSG allocation at £86.312 million.

Table 1: Schools Based Grant Funding (DSG)

	2018/19	2017/18
Schools Block – Pupil Numbers	39,787	38,796
Schools Block Funding	£174.775m	£166.628m
Early Years Block – Pupil Numbers	2,932	2,823
Early Years Block Funding	£17.781m	£16.167m
High Needs Block Funding	£36.167m	£37.383m
Central Services Schools Block	£0.714m	£0m
Dedicated Schools Grant (gross)	£229.437	£220.179m
Academy Deductions	(£143.125m)	(£129.242m)
Dedicated Schools Grant (Net)	£86.312	£90.937m
Pupil Premium	£3.994m	£3.923m
Sixth Form Funding	£0.482m	£0.482m
Net Schools Based Funding	£90.788	£95.342

7.2 Pupil Premium Grant

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

7.2.2 Per pupil rates for 2018/19 have again remained the same as 2017/18 rates:

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

7.2.3 These rates will produce a total grant for Medway schools, excluding academies, of about £1.402 million in 2018/19.

8. **Legal implications**

8.1. 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 Act 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.

8.2 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.

9. **Recommendation**

8.1 The Committee is asked to note the Annual Schools' Performance Report set out at Appendix 1 to the report.

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Appendices

Appendix 1 – Annual Schools' Performance Report for 2017

Background papers

None



Medway Annual Schools' Performance Report

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1. Introduction

This annual report summarises the progress made by Medway schools, pupils and the school community in raising achievement throughout 2016-17. 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. When stated that a measure is x% above or below national this is the proportionate lead or proportionately below, not the percentage points gap. A glossary of terms and acronyms is on page 34.

2. 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 42374 in 2012 to 45337 in 2017, a rise of 7%. Pupil numbers in the primary sector rose by approximately 13% between 2012 and 2017 however secondary schools showed a decrease of 0.5%. Specials schools have shown an increase of 30% in this 5 year period.

Data from the January 2017 School Census shows that approximately 13.7% of children in Medway were entitled to free school meals as recorded in the performance tables compared with 14.7% nationally.

About 3% of Medway children have a statement or Education Health Care Plan (EHCP), slightly higher than the national average of 2.8%. About 13% of Medway children have SEN support but no statement or EHCP, compared to 12% nationally.

Since 2010 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. As at July 2017, Medway remains below this target. The target was set inline with Medway's Income Deprivation Affecting Children Index (IDACI) score.

The economic profile of Medway suggests our children should be performing at national average.

3. Medway Highlights of the Academic Year

Primary schools judged good or better by OFSTED. 84% of primary age pupils were attending a Medway school judged good or outstanding. Medway was 112th out of 162 areas 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 maintained a strong performance above national. This is particularly creditable as Medway was the lowest nationally five years ago.

In Key Stage One Medway is now in the top 25% of authorities in England in all three measures. Medway has climbed the table in mathematics, now sitting at 18th; 21st in reading and an outstanding 8th in writing out of 150 authorities (achieving 79%, 74% and 79% respectively).

Key Stage Five results in the general qualifications improved at a rate which was three times that of national, overtaking national.

4. Medway Priorities for Improvement

Improve achievement at Key Stage Two in all subjects to close the gap on national. Medway schools achieved 58% against the national 62% in the combined reading, writing and maths. The gap continues to narrow.

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 must remain.

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

Reduce the number of Permanent and Fixed Term Exclusions. 2015 / 16 data identified Medway as the 9th worst nationally across primary and secondary schools and the worst nationally for primary fixed term exclusions. Since then improvements have been evident.

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

Key Stage 4 Medway's Progress 8 value, whilst statistically in line with the national average, is above the national state funded value and remains stable in light of the overall South East decline. Work remains to be done in Attainment 8 and the proportion of children reaching the expected standard in English and Maths, where Medway pupils are behind the national attainment level.

5. Summary of the South Regional (Kent & Medway) School Improvement Priorities for improvement

1. KS4 performance for disadvantaged pupils across the sub-region, particularly in maths.
2. KS4 performance in Thanet, focusing on the transition from KS2 to KS3.
3. KS2 in Medway and Gravesham, especially in reading.
4. Performance and progress of disadvantaged pupils at KS2 maths across the sub-region.
5. Rates of inclusion in Medway.
6. Attainment and progress at KS5 across all areas.
7. Narrowing the gap in Early Years' literacy, with a particular focus on language skills.

6. The Characteristics of Medway Schools

Types of School and Number on Roll

Table 1: Types of school and pupils on roll as at October 2016 – 1st School Census of academic year 2017

Type of School	Number of Schools / Units	LA Maintained	Academy Converter	Academy Sponsor Led	Free School / UTC	Pupil Roll (Headcount)
Primary	78	45	15	18	-	25,188
Secondary	17	1	11	4	1	17,556
Special School	5	1	3	-	1	736
Pupil Referral Unit	2	2	-	-	-	121
All Through	1	-	-	1	-	1,353
All Schools	103	49	29	23	2	44,954

In September 2016 there were 103 schools with a total of 44,954 pupils. 52 of these schools had academy status which equates to half (50%) of Medway schools. For the purposes of this report, the January data is the benchmark data for the school year 2016/17 to which the school performance relates.

Free School Meals (FSM)

Table 2: Medway FSM

Year	Primary (%)	Secondary (%)	Special (%)	All Schools (%)
2013	18	13	32	16
2014	18	13	32	16
2015	16	11	33	14
2016	13	11	31	12
2017	13	10	26	12

*The figures above do not include Pupil Referral Units.

In January 2017, the overall claiming of FSM for the last 5 year period is showing an overall downward trend but remains the same over the previous year.

From 2013 - 2017, primary schools showed a 6 percentage point (pp) drop. Secondary schools are showing a 3 percentage point (pp) drop from 2013 - 2017. As with primary schools, secondary schools have two years which remain unchanged from the previous year.

Special schools within the same period made a 6 percentage point drop (pp). However, the 2017 figure (26%) is 7 percentage points (pp) lower than the 2015 figure (33%).

In 2017, 12% of children in Medway Schools are eligible and are known to be claiming a free school meal. In special schools this was over a quarter of attendees, whilst in primary schools 13% of children are eligible and known to be claiming. In secondary schools this figure has dropped a percentage point to 10%.

Special Educational Needs (SEN)

15.8% of pupils overall were identified, in 2017, 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.

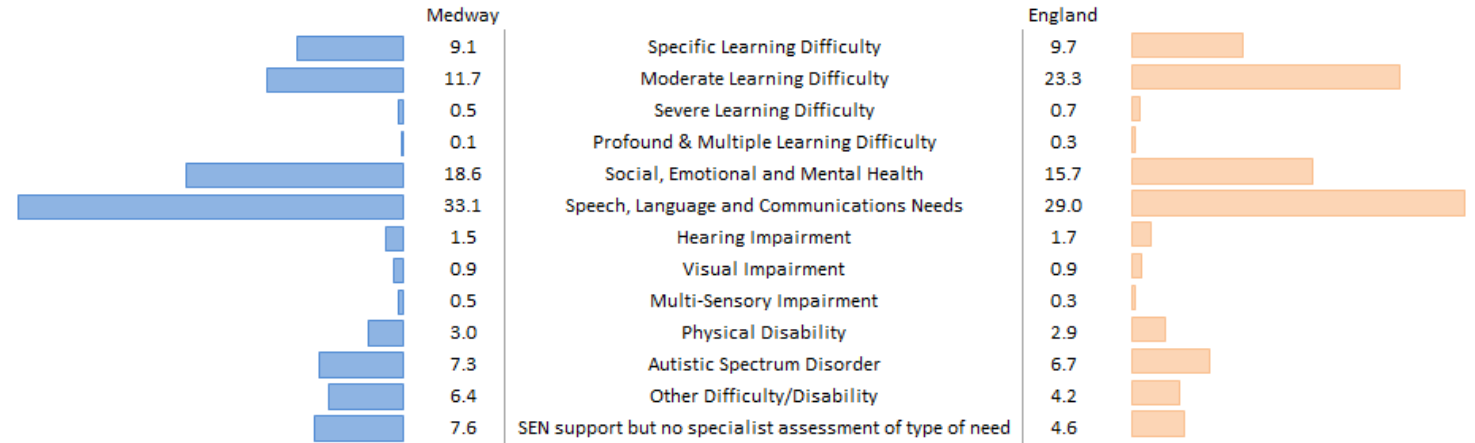
Table 3: SEN distribution by schools

	Primary		Secondary		Special		All - Through		All*	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SEN Support	3597	14.0	2331	13.3	2	0.3	110	8.2	6146	13.5
Statement or EHC	254	1.0	177	1.0	517	70.0	54	4.0	1002	2.2
Total	3851	15.0	2508	14.3	519	70.2	164	12.2	7148	15.8

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

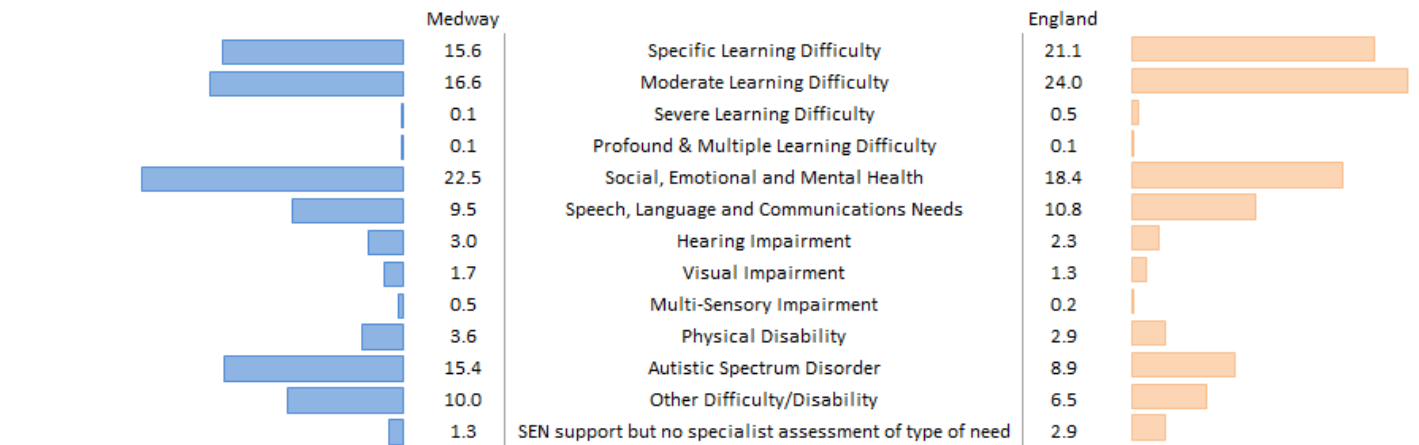
The Department for Education recognises 13 different types of special educational need. Trends in designations alter over time. The breakdown below shows the figures in 2017 for the primary need only.

Figure 1: Primary School Areas of Special Educational Needs



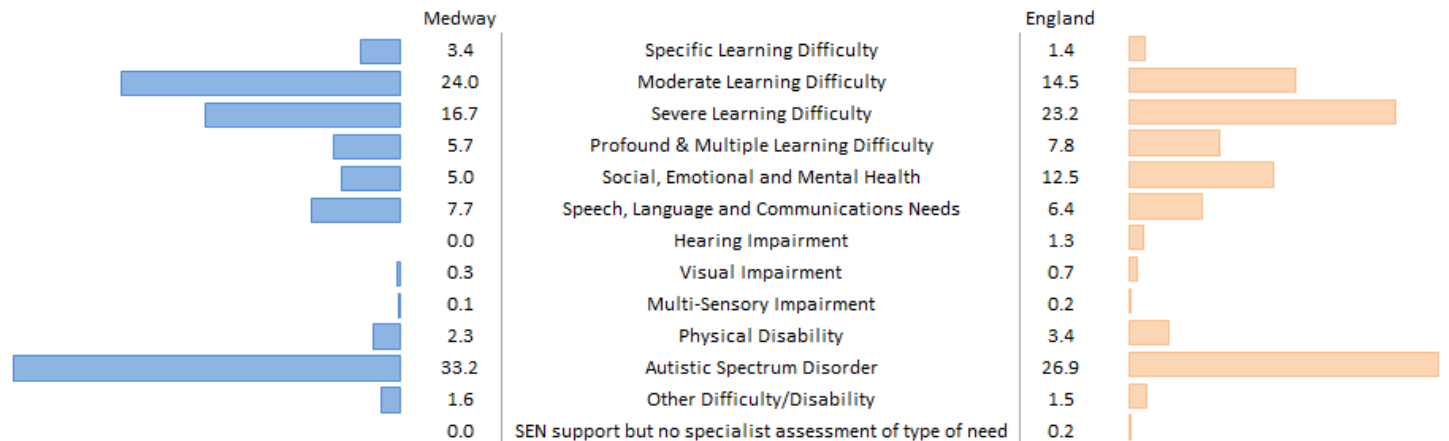
In 2016, Speech, Language and Communications Needs are the main primary need recorded for both Medway (31.5%) and England (28%). In 2017, this remains the main need although the percentage has increased by 1.6 percentage points (pp) compared to England's increase of 1 pp. In 2017, the largest two categories, Speech, Language and Communication needs and Moderate Learning Difficulty account for 45% of Medway's diagnoses.

Figure 2: Secondary School Areas of Special Educational Needs



Both Medway and England's secondary school pupils have different main needs recorded. 22.5% of Medway secondary schools pupils being recorded as Social, Emotional and Mental Health Needs compared to England's 18.4%, a difference of 4.1 pp. Almost a quarter (24%) of secondary school pupils in England have pupils diagnosed with a Moderate Learning Difficulty compared to Medway's 16.6%. This equates to a 7.4 pp difference.

Figure 3: Special School Areas of Special Educational Needs



In 2017, Autistic Spectrum Disorder was the main primary need recorded for both Medway (33.2%) and England (26.9%), both having an increase over the previous year of 3.1 pp and 1.3 pp respectively.

Ethnicity

In 2017 the ethnic profile of pupils in Medway schools is shown below.

Table 4: Ethnicity Distribution by School Phase of Education

All Pupils		
Ethnicity	Total	%
White British	34124	75.2
White Other	2857	6.3
Mixed / Dual Background	2682	5.9
Black or Black British	2557	5.6
Asian or Asian British	2243	4.9
Any Other Ethnic Group	441	1.0
Refused	184	0.4
Chinese	143	0.3
Information not yet obtained	130	0.3

Primary Pupils		
Ethnicity	Total	%
White British	19141	74.6
White Other	1822	7.1
Mixed / Dual Background	1611	6.3
Black or Black British	1436	5.6
Asian or Asian British	1144	4.5
Any Other Ethnic Group	280	1.1
Chinese	72	0.3
Refused	70	0.3
Information not yet obtained	65	0.3

Secondary Pupils		
Ethnicity	Total	%
White British	13085	74.8
Black or Black British	1059	6.1
Asian or Asian British	1053	6.0
Mixed / Dual Background	981	5.6
White Other	937	5.4
Any Other Ethnic Group	150	0.9
Refused	102	0.6
Chinese	70	0.4
Information not yet obtained	58	0.3

Special / PRU Pupils		
Ethnicity	Total	%
White British	705	79.6
White Other	52	5.9
Mixed / Dual Background	50	5.6
Black or Black British	33	3.7
Asian or Asian British	31	3.5
Any Other Ethnic Group	7	0.8
Refused	7	0.8
Information not yet obtained	1	0.1
Chinese	0	0.0

All - Through Pupils		
Ethnicity	Total	%
White British	1193	89.1
White Other	46	3.4
Mixed / Dual Background	40	3.0
Black or Black British	29	2.2
Asian or Asian British	15	1.1
Information not yet obtained	6	0.4
Refused	5	0.4
Any Other Ethnic Group	4	0.3
Chinese	1	0.1

The top ethnic groups recorded in 2016 are the same ethnic groups recorded in 2017. For the second year running there has been a slight increase in non White British groups excluding Chinese which has remained consistent.

Languages

The 2017 January school census showed that 110 languages were spoken in Medway schools, including English. 5401 pupils spoke or understood a language other than English at home. The tables below identify the top 10 languages spoken within each school phase.

Table 5: Distribution of first languages - Top 10 Languages

All Pupils			Primary Pupils			Secondary Pupils		
Language	Total	%	Language	Total	%	Language	Total	%
English	39960	88.1	English	22197	86.6	English	15668	89.6
Polish	509	1.1	Polish	361	1.4	Panjabi	188	1.1
Panjabi	457	1.0	Panjabi	263	1.0	Polish	142	0.8
Other than English	336	0.7	Yoruba	195	0.8	Other than English	134	0.8
Bengali	317	0.7	Other than English	185	0.7	Bengali	122	0.7
Yoruba	293	0.6	Bengali	183	0.7	Yoruba	90	0.5
Lithuanian	216	0.5	Lithuanian	161	0.6	Slovak	87	0.5
Russian	196	0.4	Romanian	135	0.5	Urdu	77	0.4
Romanian	194	0.4	Russian	134	0.5	Turkish	61	0.3
Slovak	189	0.4	Bulgarian	114	0.4	Russian	58	0.3

Special / PRU Pupils		
Language	Total	%
English	804	90.7
Other than English	17	1.9
Bengali	11	1.2
Yoruba	7	0.8
Slovak	5	0.6

All - through Pupils		
Language	Total	%
English	1291	96.4
Polish	5	0.4
Bulgarian	4	0.3
Panjabi	3	0.2
Romanian	3	0.2
Tamil	2	0.1
Edo/Bini	2	0.1
Urdu	2	0.1
Russian	2	0.1
Ga	2	0.1
Thai	2	0.1
Gujarati	2	0.1
No Information	2	0.1
Lithuanian	2	0.1

Please note special / PRU and all through are top 5 not 10

For the second year running, there has been an increase in pupils recording English as their first language.

Ofsted

Table 6: Percentage of Schools with Good or Outstanding Overall Effectiveness

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate	Total	%
Primary	7	49	7	4	67	83.6%
Secondary	4	11	2	0	17	88.2%
Special	2	2	0	1	5	80.0%
PRU	1	1	0	0	2	100%
ALL	14	63	9	5	91	84.6%

The inspections above refer to the most recent inspection held as at September 2016. If a school has closed and then subsequently reopened as a sponsor-led Academy, the school is registered as not yet inspected until a new inspection is undertaken. Academy Converter Schools retain the previous inspection rating.

Out of the 96 schools within Medway which fall within the above, 77 have a rating of good or outstanding. This equates to 84.6%.

7. Headlines of Analysis

Early Years Foundation Stage (EYFS)

- Medway has **outperformed the national** attainment for:
 - The percentage achieving expected level across Early Learning Goals and the percentage achieving a Good Level of Development by 3.5pp (5%)
 - The Average Point Score by 0.7 points (2%)

Phonics

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

Key Stage 1

- Medway has **outperformed the national** percentage achieving the expected standard for:
 - Reading by 3pp (4%)
 - Writing by 5pp (9%)
 - Mathematics by 4pp (5%)

Key Stage 2

- Medway is **below the national** percentage achieving the expected standard for:
 - Reading, Writing and Mathematics combined measure by 4pp (7%)
 - Reading by 4pp (6%)
 - Writing by 1pp (1%)
 - Maths by 4pp (3%)
 - GPaS by 8pp (11%)

Key Stage 4

- Medway is **below the national** attainment level in:
 - The percentage achieving a 4 or above in English and Maths by 4.2pp (6%)
 - The percentage achieving a 5 or above in English and Maths by 1.8pp (4%)
- Medway has **outperformed the national** attainment level in Progress 8 by 0.06 points

Key Stage 5

- Medway is **below the national** attainment in:
 - The percentage achieving AAB in at least 2 facilitating subjects by 2.6pp (19%)
 - The A level Average Point Score by 1.09 points (4%)
 - The academic Average Point Score by 0.5 point (2%)
 - The technical Average Point Score by 1.4 points (2%)
- Medway has **outperformed the national** in the general Average Point Score by 0.66 point (4%)

Please note the following figures in relation to LAC, Exclusions, Absence, Destination and NEET are published a year in arrears and relate to academic year 2015-2016

Looked after Children (LAC)

- Medway out-performed national in the following measures for LAC:
 - KS2: Percentage achieving at least the expected standard in the combined reading, writing and Mathematics by 7pp (28%)
 - KS2: Percentage achieving at least the expected standard in reading by 6pp (15%)
 - KS2: Percentage achieving at least the expected standard in writing by 7pp (15%)
 - KS4: Progress 8 value statistically above national
- Medway was below national in the following measures for LAC:
 - KS2: Percentage achieving at least the expected standard in mathematics by 4pp (10%)
- Medway had 0 LAC Permanent Exclusions and 9.58% of LAC children had a fixed term exclusion

Exclusions

- Medway's permanent exclusion rate was over double the national
- Medway's fixed term exclusion rate was 3.11pp (72%) larger than national
- Highest rate of fixed term exclusions for primary schools for the third year running, nearly 3 times the rate of national

Absence

- Medway had a higher level of overall absence than national by 0.2pp (4%)

Destination

- 94% of pupils in Medway were in a education or employment/ training destination after Key Stage 4, **inline with national**
- 89% of pupils in Medway were in a education or employment/ training destination after Key Stage 5, **inline with national**

NEET

- 9.8% of 16-17 year olds in Medway were NEET, **poorer than national's 6%**

8. Early Years Foundation Stage (EYFS)

Table 7: EYFS overview

	Medway					National				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Achieving at least expected level across all ELGs	52.9	61.0	68.2	71.4	72.5	48.9	58.0	64.1	67.3	69.0
Achieving a good level of development	57.1	64.5	70.7	73.3	74.0	51.7	60.4	66.3	69.3	70.7
Average Point Score	33.6	34.0	35.4	35.3	35.2	32.8	33.8	34.3	34.5	34.5

Medway's EYFS results continue to be above the national performance.

Medway pupils achieved 5% greater than national in the percentage "achieving at least the expected level across all Early Learning Goals (ELGs)". Medway remains in the 1st quartile against all authorities, despite dropping five ranking places, currently ranked at 30th out of all authorities.

Similarly, Medway pupils achieved 5% better than national in the percentage "achieving a good level of development". Medway remains in the 1st quartile against all authorities, despite dropping five ranking places, currently ranked at 29th out of all authorities

Medway achieved 2% greater average point score (APS) than the national APS. In this measure, Medway is ranked 36th out of all authorities, dropping from 34th in the previous year.

Whilst all 3 measures have shown deteriorations on rank against over the previous year, the percentage achieved, in these measures, have shown strong performance.

Gender

Table 8: 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	65.1	61.8	67.1	64	34	33.3
Girls	80.5	76.5	81.4	77.7	36.5	35.7
Gap pp (%)	15.4 (23.7%)	14.7 (23.8%)	14.3 (21.3%)	13.7 (21.4%)	2.5 (7.4%)	2.4 (7.2%)

%=pp/boys

Across the three measures, Medway and national have shown decreasing trends in the proportionate gender gap. Currently, Medway's proportionate gender gaps are broadly inline with national's gender gap.

Disadvantage

Table 9: Disadvantaged gap comparison overview

	Achieving at least expected standard across all ELGs		Achieving a good level of development	
	2016	2017	2016	2017
Disadvantaged	58	60	61	61
Not Disadvantaged	74	74	76	76
Disadvantaged Gap pp (%)	16 (28%)	14 (23%)	15 (25%)	15 (25%)

%= pp/disadvantaged percentage

Using locally obtained data we can see an increasing trend in the proportion of disadvantaged pupils reaching “at least the expected standard” despite the proportion of not disadvantaged remaining the same over the previous year. This has led to a narrowing of the gap. However the proportion of pupils “achieving a good level of development” remains the same in both groups.

Please see below for Free School Meal information, a subset of disadvantaged, as there is no relative national comparator available.

Free School Meal

Table 10: 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	59	54	61	56	32.7	31.5
Non FSM	74	71	76	73	35.5	34.9
FSM Gap pp (%)	15 (25%)	15 (31%)	15 (25%)	17 (30%)	2.8 (9%)	3.4 (11%)

%= pp/FSM percentage

Medway pupil’s performance has shown improvement across all 3 measures over the previous year for both pupils eligible for FSM and those who are not. Whilst Medway’s FSM gap remains the same for those “achieving a good level of development”, despite a national decrease, the FSM gap for those “achieving at least the expected standard” has decreased from 28% to 25%. National has shown a decrease in both measures but still remains larger.

Medway pupils eligible for FSM achieved a 9% proportionally higher percentage than national in the percentage “achieving at least the expected standard across all ELGs” and the percentage “achieving a good level of development”, this is smaller than the 10% and 11% respective leads Medway previously held.

Special Educational Need (SEN)

Table 11: 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	8	4	8	4	19.2	19.5
SEN Support	30	25	32	27	28.2	26.6
Non SEN	78	74	74	76	36.1	35.4

In the previous year there were less than 5 pupils with a statement or EHCP who “achieved a good level of development” or “achieved at least the expected standard across all ELGs”. This year the data was not redacted. This indicates an improvement as greater than 5 pupils achieved these measures. For both measures Medway pupils with a statement or EHCP achieved double those nationally. However, the average point score is lower than national. Medway’s proportionate gap

between pupils with a statement or EHCP and those with no SEN was half of that shown nationally.

The percentage of SEN support pupils “achieving at least the expected standard across all ELGs” remains the same as the previous year, inline with the national trend. The percentage “achieving a good level of development” has decreased from 36% to 32% despite the increase of 1pp shown nationally.

Both nationally and within Medway, the gap between SEN support pupils and pupils with no SEN for both measures has increased. Medway’s gap remains smaller than the gap nationally for the percentage “achieving at least the expected standard across all ELGs” and the percentage “achieving a good level of development”.

English as an Additional Language (EAL)

68% of Medway pupils who had EAL “achieved at least the expected standard in all ELGs”, this was 3% greater than national (63%). The EAL proportionate gap was two thirds the size of national (9% and 12% respective). 71% of Medway pupils who had EAL “achieved a good level of development”, 9% greater than national (65%). The EAL proportionate gap was half that of national (6% and 12% respective).

Ethnicity

Data for the Chinese ethnic group was redacted due to the small size of the cohort. Where data has been published, Medway has attained better than national for all ethnic groups in the measures “achieving a Good Level of Development (GLD)” and “achieving at least the expected standard across all ELGs”, with the exception of the Mixed ethnic group. This was 6% and 3% below respectively. Nationally the Mixed ethnic group was one of the highest attaining, compared with the other ethnic groups (71% ELG measure, 73% GLD measure). However in Medway this was the poorest attaining group (69% ELG measure, 69% GLD measure). Conversely Medway’s Asian ethnic group was the highest (77% ELG measure, 81% GLD measure), nationally this was the poorest (67% ELG measure, 69% GLD measure).

Narrowing the gap indicator

Medway is committed to narrowing the gap between all pupils and the bottom 20%.

Table 12: Narrowing the gap

	Achieving at least expected standard across all ELGs		
	Medway	National	+/-
Average Total Point Score	35.2	34.5	+0.7 (2%)
Percentage attainment gap	28.2	31.7	-3.5 (11%)

Medway’s attainment gap is 11% less than national. Medway has shown a 16% improvement in decreasing this gap over the last 5 years. This is a greater improvement than the 13% reduction shown nationally. In addition, looking at the improvement over the previous year, Medway has shown a 5% reduction. This is against the national trend which shows an increase of 1%.

9. Phonics

Table 13: Percentage of pupils meeting the expected standard of the phonics check

	All pupils					Boys					Girls				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
National	69.0	74.0	77.0	81.0	81.0	65.0	70.0	73.0	77.0	78.0	73.0	78.0	81.0	84.0	85.0
Medway	62.0	71.0	75.0	82.0	82.0	58.0	67.0	71.0	77.0	78.0	67.0	75.0	78.0	86.0	86.0

Since 2012, when Medway was ranked bottom of all authorities, the percentage of pupils “meeting the expected standard” has been on an upward trajectory and now exceeds national.

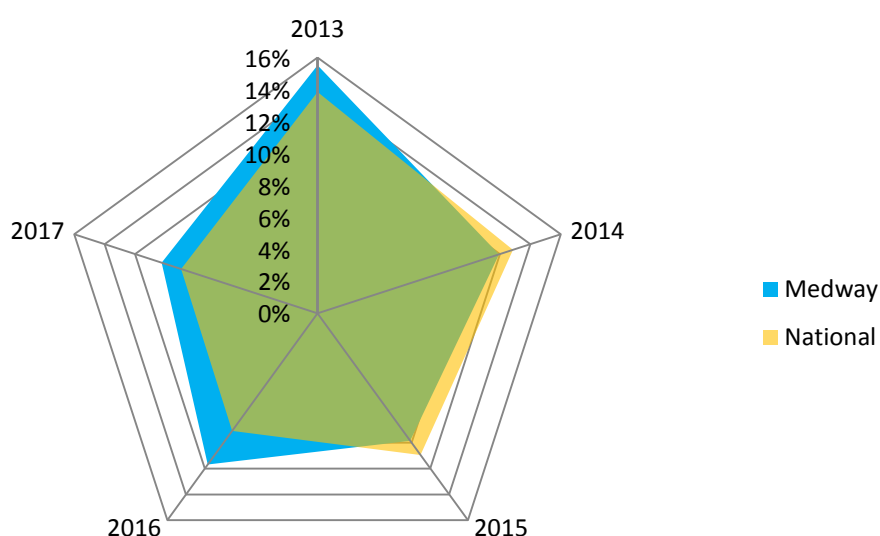
Medway has shown an improvement of 32% over the five year period, greater than the 17% national improvement. Medway made significant improvement between 2013 and 2016 but reached a plateau in 2017. This plateau has led to deterioration on rank over the previous year of 18 places, placing Medway 56th.

Gender

Medway boys have improved at the same rate as national boys over the previous year (1%). Over the five year period, Medway boys have shown an improvement of 35%, compared to national which showed an improvement of 20%. Contrastingly, Medway girls have remained constant at 86% between 2016 and 2017, whilst national has shown an improvement of 1%. Over the five year period, Medway girls have shown an improvement of 28%, compared to a national improvement of 15%.

Medway’s proportionate gender gap was at its largest in 2013 (16%) and has since fluctuated between 10% and 12%. However, the national proportionate gender gap has shown a general decrease, starting at 14% in 2013 and decreasing to 9% in 2017. The decreasing trend has led to national’s proportionate gap being smaller than Medway’s. This is further illustrated in the graph below. With Medway’s gender gap being greater than national’s and Medway girls showing no movement, despite national’s increasing trend, this suggests that Medway girls have performed poorer in context.

Figure 4: Gender attainment gap



Disadvantage

Table 14: Gap between percentage of non-disadvantaged and disadvantaged pupils meeting the required standard of in phonics

	Disadvantaged gap			
	2014	2015	2016	2017
Medway	14 (25%)	11 (17%)	11 (16%)	16 (23%)
National	11 (15%)	11 (17%)	11 (16%)	14 (20%)

%= pp/disadvantaged percentage

Nationally the percentage point gap between the attainment of disadvantaged and non-disadvantaged was static between 2014 and 2016 but increased in 2017. The performance of disadvantaged pupils in Medway broadly matches the national profile, peaking in 2014 and 2017. However, the disadvantaged gap for Medway in 2017 increased at a larger rate than nationally.

SEN

Table 15: Percentage of pupils receiving SEN support who met the required standard in phonics

	Medway					National				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Non-SEN	72.0	80.0	82.0	88.0	88.0	76	81	83	86	87
SEN Support	30.0	38.0	44.0	50.0	50.0	34.0	40.0	42.0	46.0	47.0
Statement/EHCP	9.0	6.0	9.0	13.0	8.0	14.0	17.0	18.0	18.0	18.0

The gap between Medway's non SEN pupil attainment and the attainment of pupils with an EHCP or Statement has widened over the previous year. This is because the percentage of pupils with an EHCP or statement meeting the required standard has decreased over the previous year. Due to the academic vulnerability of these pupils and small numbers, this is a particular volatile measure, showing large fluctuations. Nationally it has remained relatively stable for this measure over the 5 year period. For every child with an EHCP or Statement in Medway that is "meeting the expected standard", 10 pupils without any level of SEN achieve this. Nationally, this gap is much smaller where for every child with an EHCP or Statement that is "meeting the required standard", 4 pupils without any level of SEN achieve this.

The gap between Medway's non SEN pupil attainment and the attainment of pupils with SEN support has remained the same over the previous year. This attainment gap has narrowed over the 5 year period. Whilst pupils with no level of SEN "meeting the expected standard" has improved by 22% over the 5 year period, pupils with SEN support "meeting the expected standard" has improved by 67%. This has narrowed the attainment gap between these groups of pupils. Nationally, pupils with SEN support "meeting the expected standard" have improved by 38%, a much slower improvement rate than Medway's respective group. For every child with SEN support "meeting the expected standard", 2 pupils without any level of SEN achieve this. Nationally, this is approximately the same.

10. Key Stage 1

The Key Stage 1 regime changed in 2016. This means that direct comparisons with results prior to 2016 are not possible.

Table 16: Percentage at or above the expected level

	Reading		Writing (Teacher assessment)		Mathematics	
	Medway	National	Medway	National	Medway	National
2017	79	76	73	68	79	75

Reading, Writing and Mathematics combined measures is not available for the national data set.

Medway has shown an improvement of 5% over the previous year for reading. Medway has shown greater improvement than national which has improved by 3%, increasing the lead over national. Previously Medway was 1% ahead of national but is now 4% better. The proportionate lead over national has increased by 2.5 percentage points (pp). Furthermore, Medway has shown a rank improvement of 37 places. Previously Medway was on the cusp of the third quartile close to emerging into the second quartile, this year Medway is in the top quartile. Reading shows the largest rank improvement out of all 3 disaggregated measures.

Medway is ranked eighth out of all authorities for writing, showing a rank improvement of 35 places and bringing Medway into the top quartile. Medway has shown an improvement of 9% over the previous year. National has shown a smaller improvement of 5%, which has increased Medway's lead. The proportionate lead over national has increased by 2.2 percentage points (pp). This is highlighted further as previously Medway was 5% better than national and now is 9% better. Writing shows the greatest lead over national of the disaggregated measures.

Medway has shown an improvement of 5% over the previous year for mathematics. Medway has shown greater improvement than national which has shown an improvement of 3%, increasing the lead over national. This is highlighted further as previously Medway was 3% better than national but is now 5% better. This has increased the proportionate lead over national by 2.6 percentage points (pp). Furthermore, Medway has shown a rank improvement of 24 places. This has pulled Medway in to the top quartile.

Table 17: Attainment gaps (PP)

	Writing (Teacher assessment)		Reading		Maths	
	Medway	National	Medway	National	Medway	National
Girls v Boys	14 (21%)	13 (21%)	10 (14%)	9 (11%)	5 (7%)	2 (4%)
FSM v Non FSM	17 (29%)	19 (37%)	17 (27%)	17 (28%)	16 (25%)	18 (30%)
No SEN v SEN (EHCP)	74 (925%)	68 (755%)	79 (988%)	70 (500%)	79 (988%)	69 (493%)
No SEN v SEN support	52 (173%)	54 (235%)	47 (118%)	50 (147%)	48 (123%)	48 (137%)
Disadvantaged v not Disadvantaged	16 (27%)	18 (33%)	16 (24%)	16 (25%)	15 (22%)	16 (26%)
EFL v EAL	5 (7%)	2 (3%)	6 (8%)	5 (7%)	4 (7%)	2 (3%)

Gender

The proportionate gap between the attainment of Medway boys and Medway girls is marginally smaller than national's in writing. However, in reading and mathematics Medway's proportionate gap is larger than national's.

Disadvantage

The proportionate gap between the attainment of Medway pupils eligible for FSM and Medway pupils not eligible for FSM is smaller than the national's in all three measures. The proportionate gap

between the attainment of Medway pupils who are disadvantaged and those who are not is smaller than national's across all three measures.

SEN

The proportionate gap between the attainment of Medway pupils with SEN support and those with no level of SEN is wider than the national gap across all three measures. However, it is smaller across all three measures between the attainment of Medway pupils with an EHCP or Statement and those with no level of SEN.

Pupils with SEN support were below the respective national by 11pp.

Ethnicity

The proportionate gap between the attainment of Medway pupils who speak English as a First Language (EFL) and those who speak English as an Additional Language (EAL) is larger than national's proportionate gap across all three measures.

The following are considered statistically above their respective national counterpart for "achieving the expected standard", ordered in size of lead held, other Asian ethnic group (15 percentage point, pp, lead), Indian ethnic group (11pp lead), Black African ethnic group (11pp lead), pupils with EAL (8pp lead), pupils with no level of SEN (5pp lead), females, pupils not eligible for EVER 6 (both 4pp leads), pupils born in the Autumn term, pupils born in the Spring term, pupils considered to be higher attainers, pupils not eligible for FSM, pupils considered to be middle attainers, all pupils (all 3pp leads), pupils with EFL, White ethnic group (both 2pp leads).

11. Key Stage 2

The measurement of Key Stage 2 attainment changed from levels to standards in 2016. 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.

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

	Medway		National	
	2016	2017	2016	2017
RWM	49	58	54	62
Reading	62	68	66	72
Writing	74	76	74	77
Maths	65	71	70	75
GPaS	67	70	73	78

Medway has shown an improvement of 18% over the previous year for the aggregated Reading, Writing and Mathematics measure. This is compared to the national increase of 13%. Whilst below national, Medway has shown larger progress against over the previous year than national. In the previous year, Medway was 10% less than national. Medway is now 7% less than national. This improvement narrows the gap between national and Medway. Medway has shown a rank improvement of 8 places, but remains in the 4th quartile.

Whilst still below national, Medway has shown better progress than national over the previous year in the disaggregated Reading and Mathematics measures. National has shown an increase of 9% for Reading and 7% for the Mathematics measure, with Medway showing an increase of 10% and 9% for Reading and Mathematics respectively. However, Medway has only shown a rank improvement in Mathematics, improving by 5 places; with Medway being only 3% less than national in the Mathematic measure. Previously in this measure, Medway was 8% behind national. Whilst both measures show a

narrowing gap with national, Mathematics is closer in line with national than the Reading measure, which shows Medway to be 6% behind. Reading has shown deterioration of 4 ranking places because whilst still showing improvement over the previous year, other authorities have shown greater improvement.

In the Writing measure, Medway has fallen below national by 1%. Medway has shown an improvement of 3% over the previous year where national has shown an improvement of 4%. This has led to a drop in the rank of 5 places.

In the Grammar, Punctuation and Spelling measure, Medway has improved by 4%, a slower rate than national's 7% improvement. National now holds an 11% lead, an increase on last years 9% lead. This has led to a drop in the rank of 7 places. Medway is now bottom of all authorities in this measure.

Table 19: Progress

	Reading	Writing	Maths
Medway	-0.8 (CI -1.0 to -0.6)	-0.1 (CI -0.3 to 0.1)	-0.9 (CI -1.1 to -0.7)
National	0	0	0

CI confidence interval

Medway has made statistically well below national average progress in Reading and Mathematics and is statistically broadly in line with the national average in Writing.

Gender

Table 20: Percentage achieving the expected standard or above for each subject by gender

	Boys					Girls				
	RWM	Reading	Writing	Maths	GPS	RWM	Reading	Writing	Maths	GPS
Medway 2017	54	65	71	70	66	62	72	87	71	75
Rank 2017	114	122	71	137	144	118	123	15	134	149
Rank Improvement	12	8	8	-10	0	13	1	82	1	-4
National 2017	58	69	71	75	73	66	76	83	76	82

Previously Medway boys were ranked 126th in the key measure (RWM) and are now ranked 114th showing an improvement of 12 places. Looking at the disaggregated measures Reading and Writing are the only measures to show an improvement in rankings. In the combined measure, whilst still below national, Medway has narrowed the gap with national by 4pp.

Medway boys remain below national across all measures except Writing, which remains in line with national. Furthermore, Mathematics and Grammar, Punctuation and Spelling are now further below national than in the previous year. Whilst Medway has still shown an improvement across all these measures, nationally there has been a greater improvement.

Previously, in the key measure, Medway girls were ranked 131st and are now ranked 118th, showing an improvement of 13 places. Looking at the other measures, Grammar, Punctuation and Spelling is the only measure to show deterioration in rank. In Writing, Medway girls have shown a tremendous improvement of 82 places, now ranked 15th out of all authorities. In the combined Reading, Writing and Mathematics measure, whilst still below national, Medway has halved the lead national held.

Medway girls remain below national across all measures except Writing. In Writing Medway girls are now 5% better than national (previously 1% below). In Mathematics, the gap with national has narrowed, but in Grammar, Punctuation and Spelling the gap has widened.

The progress value for Medway boys and girls is statistically below the respective national average progress in Reading and Mathematics and is statistically broadly in line with the respective national average in Writing.

Table 21: Percentage of disadvantaged pupils achieving the expected standard

	Medway 2017	Rank 2017	Rank improvement	National 2017
Disadvantaged	44	99	4	48
FSM	39	78	15	43
EHCP	7	85	35	8
SEN Support	26	56	9	21
EAL	65	40	6	61

Disadvantage

Disadvantaged pupils achieved 9% less than national, previously 11%. This shows that Medway has decreased the proportionate gap with national by 2 percentage points. This improvement is further highlighted as Medway has shown an improvement of 26% over the previous year and national has shown an improvement of 23%.

SEN

Pupils eligible for FSM achieved 5% less than national, previously 7%. This shows that Medway has decreased the proportionate gap between national by 2 percentage points. This good performance is further highlighted where Medway has shown an improvement of 28% over the previous year and national has shown an improvement of 19%.

Pupils with an EHCP or Statement achieved 1% less than national, previously 33%. This shows that Medway has decreased the proportionate gap between national by 32 percentage points. This improvement is further highlighted where Medway has shown an improvement of 133% over the previous year and national has shown an improvement of 1%.

Pupils with SEN Support achieved 26% greater than national, previously the results were inline with national.

Ethnicity

Pupils with EAL achieved 7% greater than national, previously 10%. This shows that Medway's lead over national has reduced. This deterioration is further highlighted as Medway has shown an improvement of 14% over the previous year and national has shown an improvement of 17%.

Pupils with EAL were above the respective national by 11 pp.

The following pupil groups are considered statistically significantly behind their respective national attainment for achieving the expected standard, ordered in size of lead lost: pupils with SEN support (9pp), pupils with an EHCP (8pp), pupils who joined the school in year 5 or 6 (7pp), pupils considered middle attainers (6pp), pupils with EFL (4pp), White pupils (4pp), pupils born in the summer term (4pp), female pupils (3pp) and pupils who joined the school before year 5 (2pp).

Coasting and Below Floor

Coasting and Below Floor are locally calculated based on our interpretation of [coasting guidance](#) and the [Education Act \(1996\)](#). Maintained schools are verified but we do not receive any confirmation regarding academies.

The below table identifies schools which are considered coasting.

Table 22: Coasting table

	2015	2016	2017
Burnt Oak Primary School	60% achieved at least a level 4	27% achieved at least the expected standard	45% achieved at least the expected standard
	81% made the expected progress in Reading	-4 average progress in Reading, -0.8 Writing, -2.3 Mathematics	-3.2 average progress in Reading, -1.3 Writing, -2.8 Mathematics
	92% made the expected progress in Writing		
	86% made the expected progress in Mathematics		
Hoo St Werburgh Primary School and Marlborough Centre	59% achieved at least a level 4	28% achieved at least the expected standard	34% achieved at least the expected standard
	83% made the expected progress in Reading	-4.6 average progress in Reading, -1.7 Writing, -4.4 Mathematics	-6.4 average progress in Reading, -2.2 Writing, -5.2 Mathematics
	88% made the expected progress in Writing		
	77% made the expected progress in Mathematics		
Maudene School	67% achieved at least a level 4	20% achieved at least the expected standard	30% achieved at least the expected standard
	82% made the expected progress in Reading	-4 average progress in Reading, -8 Writing, -2 Mathematics	-3.3 average progress in Reading, -4.1 Writing, -2.4 Mathematics
	92% made the expected progress in Writing		
	70% made the expected progress in Mathematics		
Stoke Community School	53% achieved at least a level 4	27% achieved at least the expected standard	47% achieved at least the expected standard
	88% made the expected progress in Reading	-1.1 average progress in Reading, -4.9 Writing, -2.1 Mathematics	-4.0 average progress in Reading, -0.3 Writing, -1.1 Mathematics
	88% made the expected progress in Writing		
	88% made the expected progress in Mathematics		
Park Wood Junior School	76% achieved at least a level 4	52% achieved at least the expected standard	48% achieved at least the expected standard
	92% made the expected progress in Reading	0 average progress in Reading, -3.7 Writing, -0.5 Mathematics	-3.4 average progress in Reading, -1.8 Writing, 0.9 Mathematics
	96% made the expected progress in Writing		
	88% made the expected progress in Mathematics		

The below table identifies schools which are considered Below Floor.

Table 23: Below Floor standard

	Expected standard threshold	Progress threshold
Bligh Junior School	53% achieved at least the expected standard	0.6 average progress in Reading, 0.1 Writing, -6.1 Mathematics
Hoo St Werburgh Primary School and Marlborough Centre	34% achieved at least the expected standard	-6.4 average progress in Reading, -2.2 Writing, -5.2 Mathematics
Warren Wood Primary Academy	24% achieved at least the expected standard	-3.2 average progress in Reading, -3.6 Writing, -7.3 Mathematics

12. Key Stage 4

Table 24: Key measure performance

	4(C) or above in English and Maths (1)		Progress 8 (2)		Attainment 8 (3)		High Pass in English and Maths (5 or above) (4)	
	Medway	National	Medway	National	Medway	National	Medway	National
2013	61.2%	61.6%						
2014	62.0%	59.1%						
2015	59.6%	59.5%						
2016	64.6%	63.3%	0.05	-0.03	49.9	50.1		
2017	60.0%	64.2%	0.03	-0.03	45.7	46.4	41.1%	42.9%

The threshold for the basics measure has changed in 2017 with the introduction of reformed GCSEs in English and mathematics, graded 9-1. In 2017, pupils must achieve a strong pass (grades 9-5) in either English Language or English Literature and a strong pass (grades 9-5) in mathematics to meet the criteria of the basics measure. In 2016, pupils had to achieve a C/4 or above (Standard Pass). To

show progress, the proportion of pupils achieving a standard pass (grades 9-4) in English and Maths is included with previous year comparisons.

Between 2014 and 2016 Medway achieved better results than national. However, in 2017, Medway has shown a sharp decrease of 7% over the previous year. This is compared to national showing a 1% increase. This decrease has led to deterioration on rank of 54 places, bringing Medway into the 3rd quartile (currently ranked 111th). In 2015 Medway's results were relatively inline with the current year, showing that 2016 was a good year. Previously, in 2016, Medway showed a 2% lead on national, this has now reversed with national showing a 6% lead on Medway. In the results for achieving a high pass, the new threshold, national's lead is smaller at 4%.

In Progress 8 most scores will lie between -1 and +1 where a +1 is a good progress value to obtain. Medway has shown a decrease of 40% over the previous year in Progress 8, whilst national has remained stable. This decrease has narrowed the lead Medway has over national and led to a deterioration in rank of 8 places. Medway remains above national but the confidence intervals for Medway cross 0 meaning that Medway is considered statistically inline with the national average. Please see glossary for further information regarding confidence intervals.

In Attainment 8 the maximum value that can be obtained is 85. The Key Stage 4 grading system has changed, making direct comparisons with previous years invalid. Medway has shown deterioration in rank of 3 places. Previously Medway was on the cusp of the 3rd quartile, close to emerging into the 2nd. This year Medway has remained in the 3rd quartile. In the previous year Medway was 1% below national, currently this gap remains approximately the same. This suggests that Medway has made no real movement in this measure.

Gender

Table 25: Key measure performance by gender

	4(C) or above in English and Maths (1)		Progress 8 (2)		Attainment 8 (3)		High Pass in English and Maths (5 or above) (4)	
	Medway	National	Medway	National	Medway	National	Medway	National
Girls	64.7%	67.9%	0.11	0.18	47.4	49.1	44.5%	45.9%
Boys	55.5%	60.6%	-0.05	-0.24	44.0	43.8	37.8%	39.9%
Gap pp (%)	9.2 (17%)	7.3 (12%)	0.16	0.42	3.4 (8%)	5.3 (12%)	6.7 (16%)	6 (15%)

Medway girls perform stronger across all measures compared to Medway boys.

Medway's gender gap in measure 1 surpassed national's gap. In measure 4 Medway's gap is larger than national's but to a lesser extent. 97.9% at selective schools achieved measure 1 and 87.5% achieved measure 2. Non selective schools performed much poorer than this with 45.8% achieving measure 1 and 22.8% measure 2.

In measure 2 boys show a negative outcome for the progress measure. This does not mean that boys have deteriorated since Key Stage 2 but that they have made less than expected progress compared to a similar cohort of pupils. Medway boys (-0.05), although showing a greater progress than national boys (-0.24) were a considerable way behind Medway girls (0.11) showing a gap of 0.16. This gap is smaller than the gap shown nationally indicating that the boys and girls progress outcomes are closer inline than nationally. Selective schools on average scored 0.46 whilst non selective schools scored -0.15. This shows that whilst selective school pupils are performing better than expected, non selective school pupils are performing poorer than expected.

The gap in measure 3 between boys and girls, in Medway, was narrower than nationally by 4pp, indicating that Medway boys and girls were closer aligned than nationally. Selective schools for measure 3 scored 65.3 compared to 38.7 for non selective schools.

Disadvantage

The gaps across all measures between individuals eligible for Free School Meals (FSM) and those who are not and between individuals considered disadvantaged and those who are not, whilst large is in line with the national gaps shown.

The gap between the attainment of those classed as disadvantaged and those who are not in measure 1 was in line with national where those classed as not disadvantaged attained 61% better than those who were classed disadvantaged (Medway disadvantaged 41.2%, non disadvantaged 66.3%, national 44.5% and 71.5% respective). Medway's FSM eligible children show a smaller gap at 64% than national's gap of 68% (Medway FSM 38%, not FSM 62.5%, national 40.4% and 67.8% respective).

In measure 2, nationally and locally disadvantaged pupils (-0.4 and -0.35 respective) and FSM (-0.48 and -0.42 respective) pupils made less progress than non disadvantaged (0.11 and 0.16 respective) and pupils not eligible for FSM (0.04 and 0.08 respective). The gaps for both disadvantaged and pupils eligible for FSM are all around 0.5 point below the respective counterparts.

The gap between attainment of those classed as disadvantaged and those who are not in measure 3 was in line with national where those classed as not disadvantaged attained 35% better than those who were classed disadvantaged (Medway disadvantaged 36.2, non disadvantaged 48.8, national 37.1 and 49.9 respective). Whilst Medway's FSM eligible children show a larger gap at 39% than national's gap of 37% (Medway FSM 33.8, not FSM 47, national 35.1 and 48.2 respective).

SEN

In measure 1 within Medway, students with a statement/ EHCP and SEN support were more aligned than national with pupils with no identified SEN with the gaps being smaller (Medway Statement/ EHCP 10.9, SEN support 29.0, no identified SEN 67.6, national 10.7, 30.2 and 70.8 respectively).

In measure 2 within Medway, students with a statement/ EHCP made -0.84 points progress. This compares favourably to the -1.04 progress made by this group nationally. The gap between Medway pupils with statements/ EHCPs and pupils with no identified SEN was also smaller than national, by 0.13 points. SEN support pupils in Medway made better progress than nationally (-0.33 vs -0.43) and the gap with pupils with no identified SEN was 0.03 points smaller.

In Measure 3, pupils with no identified SEN achieved an average score (49) which was over triple the average score achieved by pupils with a EHCP or statement (14). Nationally this was quadruple the average score (no SEN 49.7, EHCP/ statement 13.9), showing Medway to be more aligned. Pupils with no identified SEN achieved 55% better than SEN support pupils nationally, and 49% better in Medway (SEN support 31.9, 33.1 respectively). This shows that Medway's SEN gaps are more inline in this measure than shown nationally.

Ethnicity

EAL individuals performed better across all measures, reflecting the national trend.

In measure 1, Medway showed a difference of 8% between both groups (EAL 64.1%, EFL 59.6%) whilst nation showed a marginal difference (EAL 64.4%, EFL 64.3%). In measure 2, this gap was amplified showing a 10% difference in Medway (EAL 44.9%, EFL 40.7%) and 4% nationally (EAL 44.3%, EFL 42.7%).

In measure 2, EAL individuals made positive progress showing a higher score than national (0.8, 0.5 respective). However, EFL individuals have a negative value, where they made less than the expected progress. Medway had stronger progress 8 values for both groups and the gap was smaller between both groups (Medway had a gap of 0.11 points and national 0.16).

In measure 3 Medway's gap for this subset is 7% (EAL 48.5, EFL 45.4). Nationally this is 3% (EAL 47.7, EFL 46.3).

Coasting and Below Floor

These are locally calculated based on our interpretation of [coasting guidance](#) and the [Education Act \(1996\)](#). Maintained schools are verified but we do not receive any confirmation regarding academies. Based on provisional results Walderslade Girls is considered coasting:

Table 26: Coasting table

	2015	2016	2017
Walderslade Girls	41.6% 5A*-C including English and Maths	-0.41 progress 8	-0.36 progress 8
	51% English expected progress		
	64% Maths expected progress		

Medway UTC is considered below floor, attaining -0.85 for progress 8.

13. Key Stage 5

Table 27: Key performance measures

	Medway			National		
	All	Boys	Girls	All	Boys	Girls
AAB in at least 2 facilitating subjects (1)	13.4%	17.4%	10.5%	16.0%	18.4%	14.1%
APS per A level entry (2)	30.36	28.98	31.38	31.45	30.37	32.35
APS per academic entry (3)	31.15	29.38	32.42	31.65	30.53	32.58
APS per general entry (4)	40.26	38.66	42.32	39.60	37.56	41.79
APS per technical entry (5)	37.77	37.01	40.36	38.47	37.78	39.65

In measure 1, Medway has shown a marginal increase on the previous year whilst national has improved by 3% (0.4pp). Medway's ranking position deteriorated by 3 places. This has marginally increased the gap between Medway and national. National was proportionally 17% (2.3pp) above Medway but this has now increased to 19% (2.6pp). In measure 1 in Medway, boys attained 66% better than girls, this is a large disparity compared to national, which shows boys to attain 30% better than girls. 16.7% of selective school pupils achieved measure 1 compared to 2% of non selective school pupils. This highlights the disparity between non selective and selective schools.

In measure 2, Medway has shown an increase of 3% on the previous year. This is compared to the national increase of 2%. Medway remains 4% behind national despite this improvement, Medway made deterioration on rank of 3 places.

Gender

Although boys performed better in measure 1, Medway girls achieved 8% better than boys in measure 2. This is similar to the national trend which shows girls to perform 7% better than boys. In measure 2 the average point score for selective schools was 34.8 compared to 24.6 at non selective schools.

In measure 3, Medway has shown an increase of 2% on the previous year, inline with the national improvement. Despite this improvement, Medway made deterioration in rank of 5 places but Medway remains in the 2nd quartile. National's lead on Medway remains at 2%. In measure 3, girls performed 10% better than boys. Nationally girls performed 7% better. This shows that there is a larger disparity within Medway in this measure. In measure 3 the average point score for selective schools was 35.5

compared to 21.2 at non selective schools.

In measure 4, Medway has shown an increase of 14% over the previous year. This is compared to the national increase of 4%. This impressive increase has led to a rank improvement of 62 places, bringing Medway into the 2nd quartile. Previously Medway was 7% below national, however Medway has overtaken national, now showing a 2% lead on national. In measure 4, girls performed 9% better than boys. Nationally girls performed 11% better. This shows that there is a smaller disparity within Medway in this measure. In measure 4 the average point score for selective schools was 26.3 compared to 40.3 at non selective schools. There were only 3 selective schools who entered for these qualifications (44 pupils). Therefore, non selective schools are more accountable for this score.

In measure 5, Medway has shown a 1% improvement over the previous year. National shows a greater improvement, 4%. Despite this improvement, Medway deteriorated on rank 23 places, bringing Medway into the 3rd quartile. Previously Medway had a 1% lead on national; however national has overtaken Medway taking a 2% lead. In measure 5, girls performed 9% better than boys. Nationally girls performed 5% better. This measure shows the largest disparity of all measures. In measure 5 only 2 pupils were entered from selective schools therefore non selective schools are mainly accountable for these grades. The average point score for non selective as higher than the overall Medway score (non selective 37.6). This suggests that the 2 pupils may not have done as well as the non selective pupils.

Based on the revised results Medway UTC is considered below the minimum standard for both the academic threshold (-0.75) and the general threshold (-1.55). The threshold values for technical have not yet been set. Please see glossary for further information.

14. Looked after Children

Looked after children (LAC) results for 2017 have not yet been published. The data below relates to 2016 from [SFR50/2017](#). The Key Stage 1 results were redacted due to the small size of the cohort.

Medway LAC achieved greater than national at Key Stage 2 in reading by 15% (47% and 41% respectively), writing by 15% (53% and 46% respectively) and the combined measure by 28% (32% and 25% respectively) but below in maths by 10% (37% and 41% respectively). This is despite the Medway "all pupil" group being below the respective national across all 4 measures. This further highlights the strength of Medway's Key Stage 2 results for LAC.

At Key Stage 4 the cohort size for the percentage "achieving A*-C in English and Maths" is too small to provide any data. Looking at progress 8, Medway's LAC attained a progress value of -0.6 (confidence intervals -1.12 to -0.08) which is greater than the progress measure LAC national attained (-1.14 confidence intervals -1.17 to -1.10). Furthermore, as the confidence intervals do not overlap, we can be confident that we are statistically above the LAC national. This fits the "all pupils" trend where Medway also attained greater than the respective national.

No LAC have been excluded in the last 5 years compared to national LAC rate of 0.14. Currently the rate of permanent exclusions of the "all pupils" group has almost tripled in the 5 year period currently standing at 0.14, double the national rate of exclusions. This further highlights the strength of Medway's no permanent exclusions in LAC and reflects work done by the Virtual Head and Inclusions team.

Medway's percentage of LAC with at least 1 fixed period exclusion peaked in 2014 but in 2015 the percentage decreased again returning to levels seen in 2013. Nationally there is a different trend, with an increase on 2014. The Medway LAC 2015 rate is currently lower than national by 8% (9.58 and 10.42 respectively). The Medway "all pupils" group has a rate which is 129% higher than national all pupils percentage, once more highlighting the strength of Medway's fixed term exclusion rate for LAC.

Overall absence for Medway LAC is lower than the national absence rates by 26% (Medway 2.9%, national 3.9%). Persistent absence is lower than national by 47% (Medway 6.2%, national 9.1%).

15. Exclusions

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

Permanent Exclusions

Table 28: Permanent exclusions from Medway schools

	2013	2014	2015	2016	2017*
Primary	6	9	5	3	4
Secondary	34	59	55	78	58
Special	0	0	0	0	0
All Schools	40	70	60	81	62

* Provisional figures

The number of upheld permanent exclusions has shown an overall increase between 2013 and 2016, showing a drop in 2015. In 2016 Medway's exclusion rate of 0.18% was over double the national rate of 0.08%.

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 currently show an improvement. The exclusion rate since 2012 in Medway has increased compared to the national trend which fluctuates between 0.06 and 0.08.

Figure 5. Permanent Exclusion rates

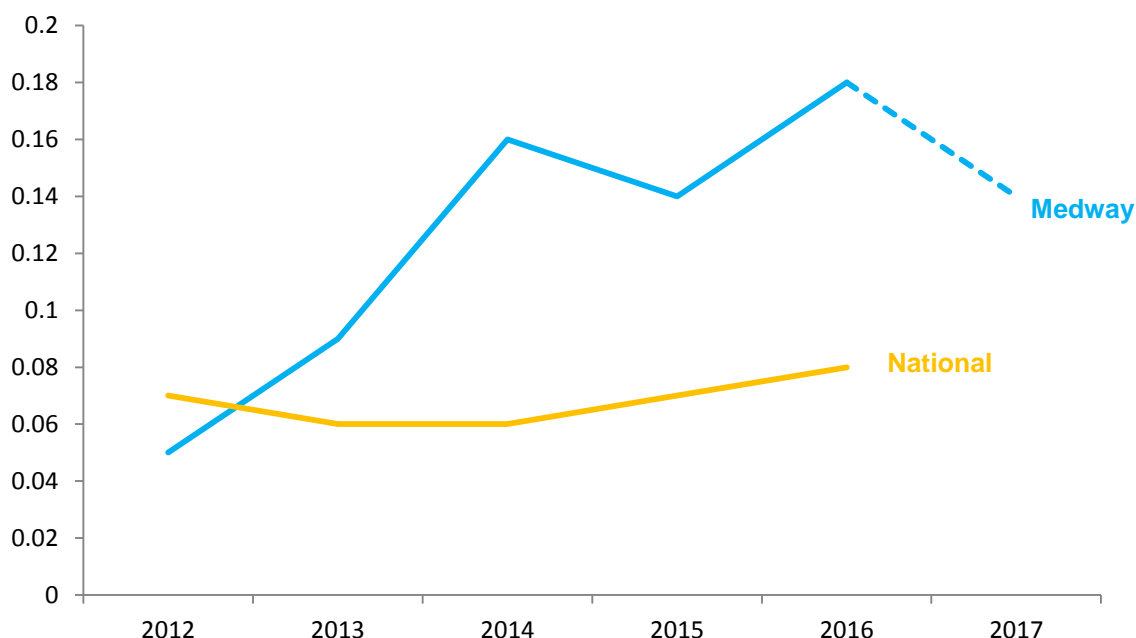


Table 29: Permanent exclusions characteristic ratios for 2016

	Medway	National
Male: Female	1.85:1	3.25:1
No SEN: Child with an EHCP or Statement: SEN Support	1:2.4:7.7	1:3.4:6.4
Not eligible for FSM: eligible for FSM	1:6.1	1:4.2

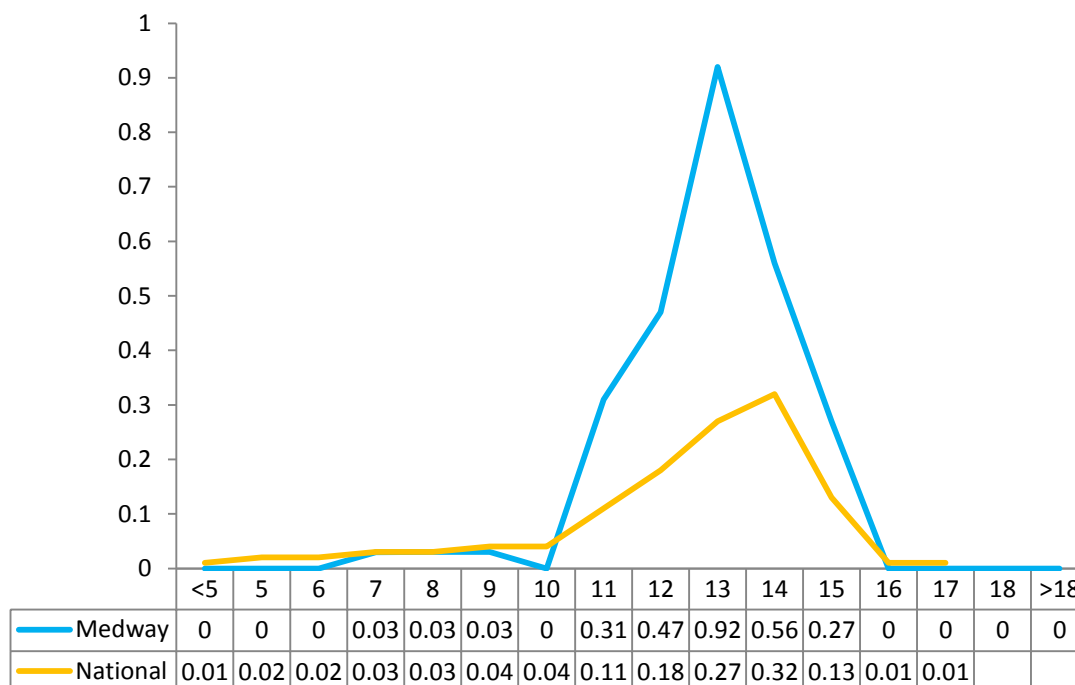
Currently the male rate of exclusions is nearly double that of the female rate, therefore, for every female exclusion within Medway, there are 2 male exclusions. This is more in line with national which shows that the male rate is nearly triple that of the female rate i.e. for every female exclusion, there are approximately 3 male exclusions.

Within Medway, FSM pupils are 6 times more likely to be permanently excluded (FSM rate of exclusion 0.67) than non FSM pupils (non FSM rate 0.11). National shows a smaller gap, for every non FSM child excluded (non FSM rate 0.06) there were 4 FSM pupils excluded (FSM rate 0.25).

The number of exclusion for pupils with an EHCP or statement is redacted. This makes it difficult to ascertain if primary or secondary schools are more likely to permanently exclude pupils with a statement or EHCP. However, the rate of excluding these pupils (EHCP or statemented rate 0.22) is 144% larger than the rate of excluding a child with no SEN (no SEN rate 0.09). Looking at pupils who have SEN support but do not have a statement or EHCP the instance is higher (SEN support rate 0.69).

A child in Medway with SEN support is nearly 8 times more likely to be permanently excluded than a child with no SEN. The majority of these permanent exclusions happened at secondary school, with less than 5 occurring in Primary schools. This highlights that secondary schools within Medway are more likely to permanently exclude a child with SEN support than Medway primary schools. The graph below highlights that the majority of Medway's permanent exclusions occur at secondary school age. Furthermore, it demonstrates that the peak of Medway's exclusion rate by age occurs 1 year before the national's peak at 14, with both dropping off at 16. In addition, the rate at which exclusions increase between the ages of 10 and 13 is much steeper within Medway than nationally.

Figure 6: Permanent exclusions by age for 2016



The most common cause of permanent exclusions is persistent disruptive behaviour. This is the same nationally. However, the proportion of exclusions issued under this classification in Medway has dropped, despite year on year fluctuations, by 8% over the last 5 years. Nationally, exclusions for this reason have risen by 5%. Exclusion reasons are shown as a percentage of the total number of exclusions; any work done to reduce the use of one type of behaviour may cause a rise in the

proportionality of the others. There have been no instances of permanent exclusions for “damage”, “sexual misconduct”, “racist abuse” and “bullying”. These have remained relatively stable over the 5 years with 0 instances or less than 5. Nationally, these reasons form part of the smallest proportion of permanent exclusions.

Table 30: Reasons for permanent exclusions for 2016

	Medway	National
Physical assault against a pupil	17.3 (14)	12.3 (825)
Physical assault against an adult	12.3 (10)	10.9 (730)
Verbal abuse/ threatening behaviour against a pupil	12.3 (10)	4.7 (315)
Verbal abuse/ threatening behaviour against an adult	6.2 (5)	9.0 (600)
Bullying	9.9 (8)	0.6 (40)
Racist abuse	0 (0)	0.2 (15)
Sexual misconduct	0 (0)	1.0 (70)
Drug and alcohol related	11.1 (9)	7.9(525)
Damage	0 (0)	1.3 (90)
Theft	1.2 (1)	0.7 (45)
Persistent disruptive behaviour	32.1 (26)	34.6 (2310)
Other	9.9 (8)	16.8 (1125)

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 four times the figure for 2014. However, this is the only school group to show a reduction over the previous year in 2016.

Table 31: Fixed term exclusions from Medway schools 2013 – 2016

	2014			2015			2016			2017**		
	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.	805	264	1399	890	291	1575	901	301	1337	594	269	1214
Sec.	1762	799	6471	1909	854	7202	2306	966	7885	1685	839	6433.5
Spec.	20	13	64	124	42	315	88	33	259	44	28	104.5
All*	2590	1080	7930	2920	1190	9090	3300	1300	9480	2320	1140	7750

Hundred of Hoo has been included as a secondary school

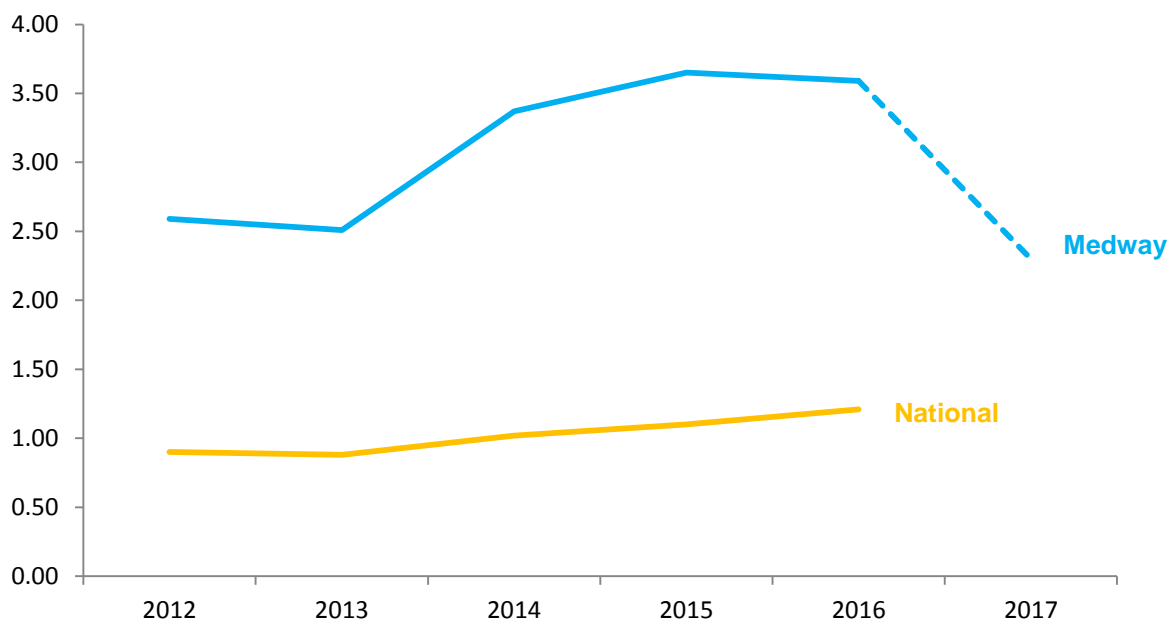
*Figures rounded to nearest 10

** Provisional figures

Early indications, based on unvalidated data supplied by schools, suggests an improvement in the result for 2016-17, however this is provisional data and subject to change.

The rate of total fixed term exclusion in Medway has been rising for the past three years and for 2016 has reached a rate of 7.4 compared to the national rate of 4.29, making it the 8th highest rate in the country. Medway, disappointingly, also has the highest level of primary level fixed term exclusions for the third year running with a rate of 3.59 compared to the national rate of 1.2 (as illustrated below, the dotted line indicates the provisional figures). Indicative results suggest improvements, continuing from the previous year.

Figure 7: Fixed term exclusion rate at primary schools



*Provisional figures represented with a dotted line

Between 2014 and 2016, the average number of exclusions per pupil in Medway has been approximately 25% above the national figure. This increased rate of exclusions per pupil was most noticeable at the primary level where it was consistently over 45% higher than national. In 2016 this decreased to 36%, showing the early signs of improvement. With the steep rate of improvement shown in the provisional figures, particularly in primary exclusions, against the national showing an increasing trend, Medway may make significant improvement in narrowing the gap with national.

Table 32: Average number of fixed term exclusions per pupil

	2014		2015		2016		2017*	
	National	Medway	National	Medway	National	Medway	National	Medway
Primary	2.08	3.05	2.1	3.06	2.2	3.0		2.2
Secondary	1.82	2.21	1.91	2.24	2.0	2.4		2.0
Special	2.52	1.54	2.59	2.95	2.5	2.7		1.6
All	1.89	2.4	1.97	2.45	2.0	2.5		2.0

Hundred of Hoo has been included as a secondary school

*Provisional figures

Table 33: Fixed term exclusions characteristic ratios for 2016

	Medway	National
Male: Female	2.3:1	2.7:1
No SEN: Child with an EHCP or Statement: SEN Support	1:4.5:5.3	1:5.6:5.1
Not eligible for FSM: eligible for FSM	1:4.2	1:3.7

Currently the male rate of exclusions is more than double the female rate within Medway, therefore, for every female exclusion, there are 2 male exclusions. This gender gap is smaller than the national gender gap, which shows that the male rate is nearly triple the female rate. Medway's female rate of exclusions is over 3 times the size of the respective national rate, whilst the male rate is nearly double. This suggests that Medway girls are being excluded more than would be expected, narrowing the gender gap.

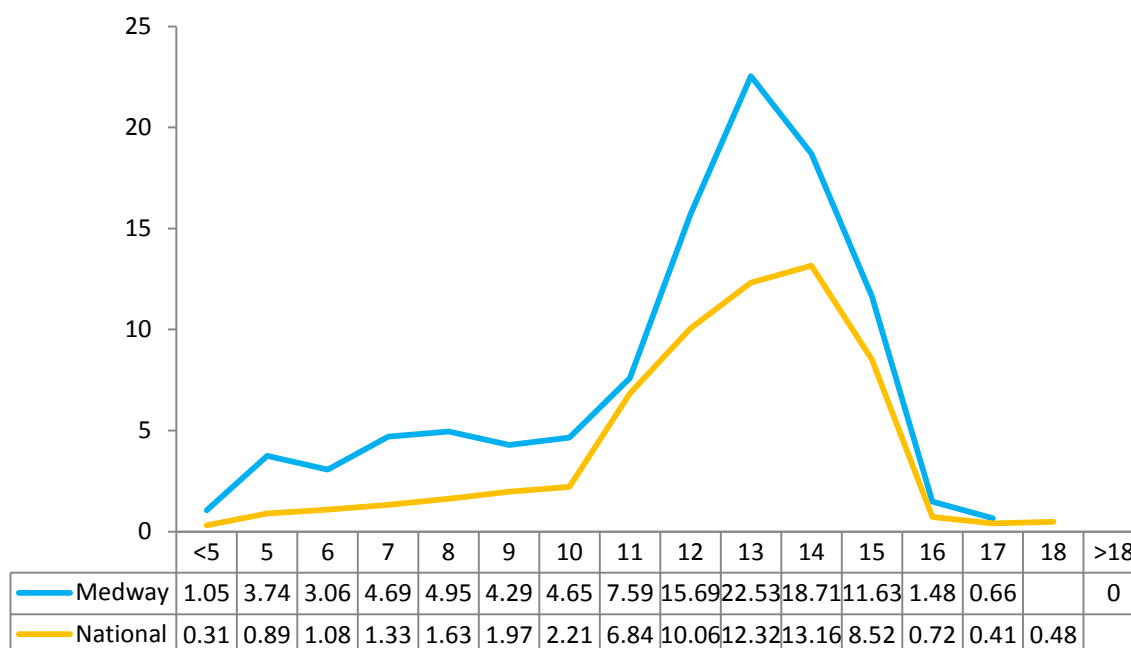
Currently the rate of excluding pupils with a statement or EHCP is 4.5 times larger than a child with no

SEN (19.3, 4.32 respective). Furthermore, the rate of excluding SEN children without a statement or ECHP is over 5 times larger (23.03). Therefore, for every non SEN child there are approximately 5 pupils with a statement or EHCP and 5 SEN pupils without a statement or EHCP excluded. Nationally, the rate of excluding pupils with a statement or EHCP is nearly 6 times larger than a child with no SEN (15.04, 2.67 respectively). Furthermore, the rate of excluding SEN pupils without a statement or ECHP is over 5 times larger (13.72). This suggests that whilst we have a narrower gap between excluding pupils with a statement or EHCP and pupils with no SEN, the gap is larger between Medway's non SEN pupils and Medway's SEN pupils without a statement or EHCP. This is against the national trend.

In Medway FSM pupils are 4 times more likely to be excluded on a fixed term basis (22.13) than non FSM pupils (5.29).

The graph below highlights how the majority of Medway's fixed term exclusions occur at secondary school. Furthermore, it highlights that the peak of Medway's exclusions rate occurs 1 year before the national's peak at 14 and: both drop off at 16. This follows the same trend as permanent exclusions. Medway shows larger fluctuations between 5 to 10 years old compared to national. Furthermore, the rate of increase between 10 and 11 is slower than national, which is the last year of primary education. However, the rate at which exclusions increase between 11-13 years is much steeper within Medway than nationally. At age 14-15 pupils start Key stage 4.

Figure 8: Fixed term exclusions by age for 2016



The most common cause of fixed term exclusions is persistent disruptive behaviour. However, the proportion of exclusions issued under this classification in Medway has dropped by 5% over the last 5 years, despite year on year fluctuations. Nationally, exclusions under this reason have risen by 15%. Exclusion reasons are shown as a percentage of the total number of exclusions; any work done to reduce the use of one type of behaviour may cause a rise in the proportionality of the others.

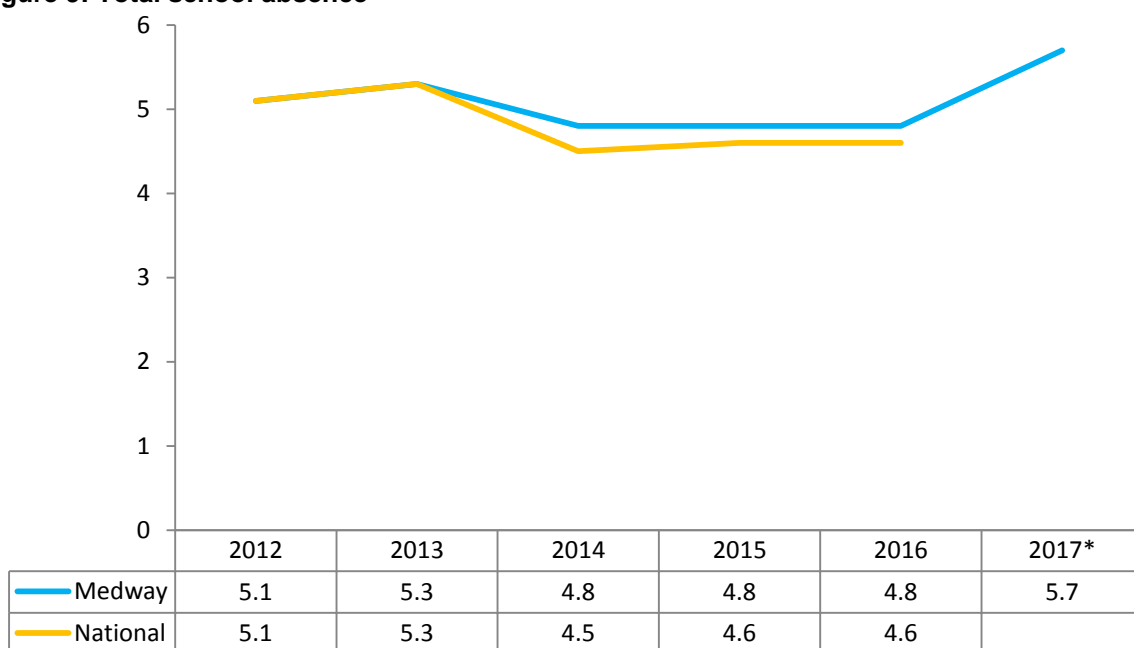
Table 34: Reasons for fixed term exclusions for 2016

	Medway	National
Physical assault against a pupil	14.9 (490)	17.6 (59880)
Physical assault against an adult	10.1 (333)	6.9 (23440)
Verbal abuse/ threatening behaviour against a pupil	3.5 (115)	4.1 (13960)
Verbal abuse/ threatening behaviour against an adult	12.7 (417)	16.6 (56315)
Bullying	0.4 (14)	1.1 (3750)
Racist abuse	0.8 (27)	1.2 (4085)
Sexual misconduct	0.5 (16)	0.6 (2070)
Drug and alcohol related	1.4 (46)	2.6 (8725)
Damage	2.0 (65)	2.0 (6800)
Theft	0.9 (31)	1.2 (4000)
Persistent disruptive behaviour	47.9 (1578)	27.7 (94025)
Other	4.9 (163)	18.4 (163)

16. Attendance

Attendance figures are reported a year in arrears. The data below refers to the latest published data (2016), unless stated otherwise

Figure 9: Total school absence



Medway's overall absence for all schools has remained static over the previous year. National has shown a similar trend for the "all schools" score and "primary school" score however the overall absence for special schools has shown a 3% decrease. Medway has shown a smaller decrease than national for overall absence in secondary schools (7% and 12% respectively).

Provisional data from the school census information for 2017 shows Medway as having a potential sharp increase, giving our primary schools an average absence rate of 5% and our secondary schools an average rate of 6%. A full breakdown of absence rates by school can be seen in Appendix H.

Table 35: Authorised and Unauthorised Absence

	2011	2012	2013	2014	2015	2016
Medway authorised	4.5	4.1	4.1	3.5	3.5	3.5
England authorised	4.7	4.1	4.2	3.5	3.5	3.4
Medway unauthorised	1.2	1.1	1.2	1.2	1.3	1.3
England unauthorised	1.1	1.0	1.1	1.1	1.1	1.1

Medway’s authorised and unauthorised absence rates have remained static in the last few years, similar to the national trend for unauthorised absence. However, national has shown a 3% decrease in authorised absence. Looking at the 5 year trend, Medway has shown a 15% decrease in authorised absence but unauthorised absence has increased by 18%. National has shown a 17% decrease in authorised absence and a 10% increase in unauthorised absence. Medway primary schools have shown the largest decrease of authorised absence, showing a decrease of 18%. Medway special schools have shown the largest increase in unauthorised absence, increasing by 71%.

Table 36: characteristics overall absence rates for 2016

	Medway	National
Male: Female	4.8:4.7	4.6:4.5
No SEN: Child with an EHCP or Statement: SEN Support	4.4:6.9:6.2	4.2:7.7:6.2
Not eligible for FSM: eligible for FSM	4.3:7.6	4.1:7.0
EAL: EFL	4.4:4.8	4.5:4.6
Ethnic Minority: Ethnic Majority	4.4:4.9	4.6:4.6

In respect of Medway’s gender absence ratios, whilst both boys and girls are above national are in line with the national gender context.

Medway’s absence rate of children with SEN support is inline with nationals at 6.2 and below nationals absence rate of children with a statement or EHCP rate. However, children with no level of SEN have a higher rate than nationally. SEN children with a primary need of profound and multiple learning difficulty have the highest rates of overall absence within Medway. Medway’s overall absence rates are smaller than national’s for children with all primary needs except those with visual and hearing impairments, unidentified and other needs.

Medway’s absence rate of both children eligible for FSM and those who are not, are both higher than the national rate. Medway’s gap between is larger than the gap nationally.

Medway’s absence rate of children who have EAL is smaller than the national rate (4.4 and 4.5 respectively). However the absence rate of children who have EFL is higher than national (4.8 and 4.6 respectively), indicating a larger gap between both groups than nationally (0.4pp and 0.1pp gap respectively).

Nationally, the rates for children who are ethnic minority and majority are the same. Conversely, Medway shows the majority to have higher rate of absence. Nationally, the highest rate of absence (where ethnicity is known) comes from the Mixed ethnic group (4.8) and the lowest from the Chinese ethnic group (2.4). Similarly, Medway’s largest rate comes from the Mixed ethnic group (4.9), however, the smallest comes from the Black ethnic group (2.3).

Persistent Absence

The persistent absence criterion has changed from 2015 to 10%. Previously, this was set at 15%, and so previous year’s direct comparisons are not viable. This means that more children are classed as persistently absent.

Table 37: Persistent Absence rates

	Medway				National	
	2015	2016	Rank 2016	Rank 2015	2015	2016
All Persistent Absence	4.4	11.8	124	126	3.7	10.5
Persistent Absence Primary	2.6	9.9	127	122	2.1	8.2
Persistent Absence Secondary	6.6	14.1	111	129	5.4	13.1
Persistent Absence Special	9.9	20.8	17	16	15.4	26.9

Medway's persistent absence rate is 12% above national. Whilst primary school persistent absence in Medway shows the lowest levels of persistent absence out of Medway's school phases, it has the poorest rank and has the largest difference to national (21%). This suggests that Medway's primary schools are performing worse than Medway's secondary and special schools in context. Medway special schools currently have a lower rate of persistent absence than national (23% less) and have the most favourable ranking of Medway's school phases being placed in the top quartile of all local authorities.

When looking at the previous year, whilst not directly comparable it can be seen that the all persistent absence figure is closer to national as previously it was 19% larger (currently 12% larger) and the relative ranking has improved by 2 ranking positions, suggesting an improvement in this measure. This is reflected in the secondary school figure where previously Medway was 22% larger than national compared to the current year of 8% larger and a relative ranking improvement of 18 places. However, Medway primary schools have deteriorated in ranking place by 5 ranking places and whilst showing a closer figure to national (previously 24% larger, currently 21%), this is a much smaller improvement. However, whilst special schools have a lower rate than national, the lead over national was larger (currently 23% lower, previously 36% lower). The relative ranking has deteriorated by 1 ranking place showing no real movement.

Table 38: characteristics persistent absence rates for 2016

	Medway	National
Male: Female	12.2:11.5	10.6:10.4
No SEN: Child with an EHCP or Statement: SEN Support	10:20.1:18.2	8.8:22.6:17.5
Not eligible for FSM: eligible for FSM	9.4:25	8.2:21.6
EAL: EFL	10.3:12	10.1:10.6
Ethnic Minority: Ethnic Majority	10.6:12.1	10.5:10.4

Medway's gender persistent absence rates are both above national and show a larger gender gap.

Medway's absence rates of children with SEN support and children with no SEN are worse than the respective national rates. However, children with an EHCP or statement have a better rate than shown nationally. SEN children with a primary need of profound and multiple learning difficulty have the highest rates of persistent absence within Medway. Despite Medway overall absence rates being lower than national's for children with all primary needs, except those with visual and hearing impairments, unidentified and other needs, Medway's persistent absence rates for physical disability, profound and multiple learning difficulty and social, emotional and mental health are larger than national's. This shows a disparity in the persistent absence trend that you would expect.

Medway's absence rate of both children eligible for FSM and those who are not are both higher than the national rate but Medway's gap between the groups is roughly inline with the national gap..

Medway's absence rate of children who have EAL is better than the national rate (10.3 and 10.1 respectively). However the rate of children who have EFL is worse than national (12 and 10.6

respectively) indicating a larger gap between both groups than nationally (1.7pp and 0.5pp gap respectively).

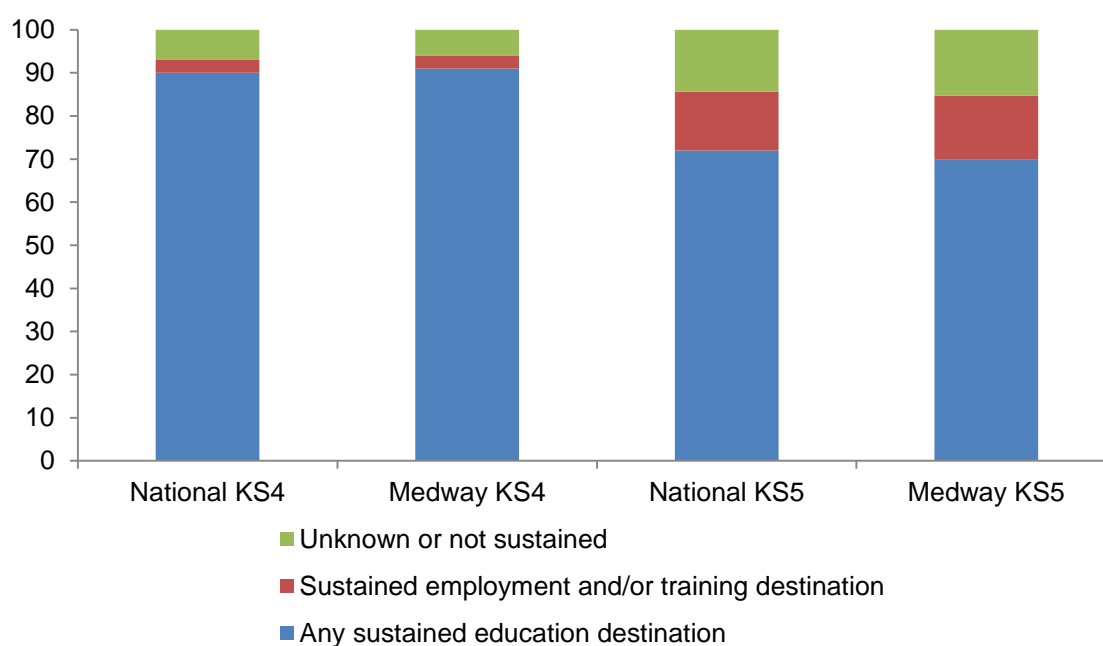
Nationally, the rates for ethnic minority children and ethnic majority children are broadly in line. Medway shows the majority to have a higher rate of absence. Nationally, the highest rate of absence (where ethnicity known) comes from the Mixed ethnic group (12.1) and the lowest from the Chinese ethnic group (3.1). Medway’s largest rate comes from the White ethnic group (12.5), the smallest comes from the Chinese ethnic group (2.8).

17. Destinations

The Department of Education now includes a destination measure as a fifth headline indicator for school accountability. This will show the percentage of pupils who went on to sustained education, employment or training during the year after they finished their Key stage 4 qualifications.

The chart below reflects the pupils who were at the end of Key Stage 4 (or 5) in 2014/15 and what their destinations were between October 2015 and March 2016.

Figure10. The percentage of pupils with sustained participation in education destinations subsequent to attending a Medway mainstream or special school compared to nationally.



Medway’s destination proportions are broadly inline with national at the end of Key Stage 4 and Key Stage 5.

As stated in the [performance tables](#), 94% of Medway pupils stayed in education or entered employment, within Medway at Key Stage 4, inline with national. This destination percentage ranged from 87% to 100% within Medway schools (see appendix I).

89% of students in Medway completed their main study programme at Key Stage 5, inline with the national percentage. This destination percentage ranged from 75% to 97% within Medway schools.

Table 39: characteristics destination percentages for KS4

	Medway		National	
	Sustained Education destination	Sustained Employment and/or training	Sustained Education destination	Sustained Employment and/or training
Male: Female	90:92	3:3	89:91	4:3
SEN: no level of SEN	93:84	4:2	92:84	5:3
Not eligible for FSM: eligible for FSM	92:83	3:3	92:82	4:3
Not Disadvantaged: Disadvantaged	93:84	4:2	93:83	5:3

93% of males within Medway were in education or employment/ training destinations, inline with national. 95% of females within Medway were in education or employment/ training, marginally larger than nationally.

86% of individuals eligible for FSM within Medway were in education or employment/ training destinations, inline with national. 88% of disadvantaged individuals within Medway were in education or employment/ training destinations, inline with national.

88% of SEN individuals within Medway were in education or employment/ training destinations, inline with national. Medway shows a larger percentage of individuals with a statement/ EHCP in education or employment destinations than shown nationally (94% and 90% respectively). However, the percentage of SEN support is greater nationally than within Medway (88% and 86% respectively). The published data does not provide the level of SEN provision broken down into disaggregated percentages of education or employment/ training destinations.

The above analysis shows that the proportion of Medway children who are considered a vulnerable group Medway's in education or employment/ training are inline or better than the national percentages.

Table 40: characteristics destination percentages for KS5

	Medway		National	
	Sustained Education destination	Sustained Employment and/or training	Sustained Education destination	Sustained Employment and/or training
Male: Female	68:71	21:21	71:73	19:19
SEN: no level of SEN	68:70	20:22	69:72	18:19
Not Disadvantaged: Disadvantaged	71:70	18:22	72:72	16:19

89% of males within Medway were in education or employment/ training destinations, marginally smaller than nationally. 92% of females within Medway were in education or employment/ training, inline with national.

89% of disadvantaged individuals within Medway were in education or employment/ training destinations, marginally larger than nationally.

88% of SEN individuals within Medway were in education or employment/ training destinations, marginally larger than national. The published data does not provide the level of SEN provision percentages of education or employment/ training destinations.

The above analysis shows that the proportion of Medway children who are considered a vulnerable group Medway's in education or employment/ training are inline or better than the national percentages.

18. Not in Education, Employment or Training (NEET)

Local Authorities (LAs) were previously responsible for tracking from ages 15 to 19, and to 20-25 year olds with a statement of educational need or disability (SEND). From September 2016 the Department of Education (DfE) relaxed the requirement on authorities to track academic age 18 year olds. LAs are now only required to track and submit information about young people up to the end of the academic year in which they have their 18th birthday i.e. academic age 16 and 17-year-olds. Young people with an EHCP should still be tracked and reported on until their EHCP ceases. This may be up until the age of 25.

The figures below include individuals where the activity is not known unless stated otherwise.

9.8% of 16 and 17 year olds in Medway are considered NEET (including those whose activity is unknown) compared to national's 6%. Medway has seen a 0.2pp increase over the previous year where national has seen a 0.5 pp decrease. Over half of Medway's percentage is attributed to individuals where the activity is not known (5.4%). This is a similar proportion to what is shown nationally (3.2%).

Table 41. NEET data by gender

	Medway			National		
	16-17	16	17	16-17	16	17
Male	9.7%	7.0%	12.3%	6.6%	4.3%	8.8%
Female	9.9%	7.6%	12.0%	5.4%	3.5%	7.3%

The percentage of individuals who are NEET in Medway is larger than shown nationally across both genders and all age groups shown. The greatest gap is between Medway and national's female 16 year olds which is over double the rate of national. The smallest gap shown is between Medway and national's 17 year old boys, where Medway is 40% larger than national.

The percentage of Female 16-17 year old individuals who are NEET in Medway is larger than the male percentage, against the national trend. Whilst, the female percentage at 17 is 2% less than the male percentage, at 16 the female percentage is 9% larger than the male percentage. Nationally, the female percentage is approximately 18% smaller than the male percentage across the ages shown. The gap is marginally smaller at 17, at 17%.

19. 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 (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 was 80, in 2017 it is 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.

Below Floor

Primary: A school is considered below floor if less than 65% meet the expected attainment standard in reading, writing and mathematics and the school does not achieve sufficient progress in all three subjects: below -5 in Reading, -5 in Mathematics and -7 in Writing

Secondary: A school is considered below floor if they attained a progress 8 value of -0.5 with the upper Confidence Interval (CI) below 0

Coasting

Primary: A school is considered coasting if they are below in all 8 measures at Key Stage 2

	2015	2016	2017
Attainment	85% Level 4+	85% expected standard	85% expected standard
Progress- Reading	94% making expected progress	-2.5 average progress in Reading or -3.5 average progress in Writing or -2.5 average progress in Mathematics	-2.5 average progress in Reading or -3.5 average progress in Writing or -2.5 average progress in Mathematics
Progress- Writing	97% making expected progress		
Progress- Mathematics	93% making Expected progress		

Secondary: A school is considered coasting if they are below in all 5 measures at Key Stage 4

	2015	2016	2017
Attainment	60% 5A*-C including English and Mathematics	Progress 8 Threshold (below -0.25 with a CI below 0)	Progress 8 Threshold (below -0.25 with a CI below 0)
Progress- English	National Median Progress (73%)		
Progress- Maths	National Median Progress (68%)		

CI Confidence Interval

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

This is the definition used within this document unless stated otherwise

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

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

English Baccalaureate (Ebacc)

Achieving a pass in 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.

Minimum Standards

Minimum standards are set separately for academic, general and technical. If a school is below these thresholds they are seen as underperforming.

A provider will be seen as underperforming if;

- 1) Its academic or applied general value added score is below the set threshold; and
- 2) Its value added score is statistically significantly below the national average (i.e its both the upper and lower confidence intervals are below 0)

A provider will be seen as underperforming if;

- 1) Its completion and attainment score is below the set threshold and
- 2) It does not meet the threshold set in the percentage of students reaching a minimum level of attainment

Qualification	Threshold
Academic	-0.52
General	-0.65
Technical	Not yet set

Persistent Absence

An individual is considered persistently absent if they are absent for 10% or more sessions. This percentage equates to 38 sessions for terms 1-6. The criteria prior to 2011 was set at 20% in 2015 it was set at 15%.

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

The progress a pupil makes from the end of primary school to the end of key stage 4. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. Most schools score between -1 and +1. If a school scores +1 and above, it shows that pupils made exceptionally good progress. A negative progress score does not mean pupils made no progress, but the pupils in the school made less progress than expected compared to other pupils across England with similar results at the end of key stage 2.

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.

Progress Key Stage 5 measure

The progress a pupil makes from the end of key stage 4 to the end of key stage 5. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. Most schools score between -2 and +2. If a school scores above 0, it shows that pupils made good progress. A negative progress score does not mean pupils made no progress, but the pupils in the school made less progress than expected compared to other pupils across England with similar results at the end of key stage 4.

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	A Level, confidence interval bandings
Well above average	A level: Score is 0.3 or higher, and lower confidence interval is 0 or higher.
	Academic: Score is 0.3 or higher, and lower confidence interval is 0 or higher.
	General: Score is 0.85 or higher, and lower confidence interval is 0 or higher.
Above average	A level: Score is higher than 0 but lower than 0.3, and lower confidence interval is higher than 0.
	Academic: Score is higher than 0 but lower than 0.3, and lower confidence interval is higher than 0.
	General: Score is higher than 0 but lower than 0.85, and lower confidence interval is higher than 0.
Close to national average	All: Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.
Below average	A level: Score is -0.5 or higher but less than 0, and upper confidence interval is lower than 0.
	Academic: Score is -0.52 or higher but less than 0, and upper confidence interval is lower than 0.
	General: Score is -0.65 or higher but less than 0, and upper confidence interval is lower than 0.
Well below average	A level: Score is lower than -0.5 and upper confidence interval is lower than 0.
	Academic: Score is lower than -0.52 and upper confidence interval is lower than 0.
	General: Score is lower than -0.65 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.

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: <https://get-information-schools.service.gov.uk/>

Table 2: [SFR 28/2017 Schools, pupils and their characteristics](#)

Tables 3-5: January School census 2017

Figure 1-3: [SFR 37/2017 Special educational needs in England: January 2017](#)

Table 6: <https://reports.ofsted.gov.uk/>

Tables 7-8,10-12: [SFR60/2017: Early years foundation stage profile results: 2016 to 2017](#)

Table 9: collated together to calculate Medway disadvantaged figures using [Nexus](#) and [keytosuccess](#) pupil premium download.

Tables 13,15-16, figure 4: [SFR49/2017 Phonics screening check and key stage 1 assessments: England 2017](#)

Table 17,14: [SFR49/2017 Phonics screening check and key stage 1 assessments: England 2017](#), disadvantaged figure collated together to calculate Medway 2017 disadvantaged figures using [Nexus](#) and [keytosuccess](#) pupil premium download.

Tables 18-21: [SFR69/2017 National curriculum assessments: key stage 2, 2017 \(revised\)](#)

Tables 22-23: Coasting and floor calculated using [SFR69/2017 National curriculum assessments: key stage 2, 2017 \(revised\)](#)

Tables 24-25: [SFR01/2018 Revised GCSE and equivalent results in England:2016 to 2017](#)

Table 26: Coasting and floor calculated using [SFR01/2018 Revised GCSE and equivalent results in England:2016 to 2017](#)

Table 27: [SFR 03/2018 A level and other 16 to 18 results: 2016 to 2017 \(revised\)](#)

Tables 28-34 and Figures 5-8: [SFR35/2017 Permanent and fixed-period exclusions in England: 2015 to 2016](#)

Figure 9: [SFR 20/2017 Pupil absence in schools in England: autumn term 2016](#), 2017 calculated using school census data

Tables 35-38: [SFR 20/2017 Pupil absence in schools in England: autumn term 2016](#)

Figure 10 and Tables 39-40: [SFR56/2017 Destinations of KS4 and KS5 pupils: 2016](#)

Table 41: [2016 local authority NEET figures](#)

Appendices: Performance of Medway schools, across all key stages in 2016-17

- 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 mapped on to IDACI
- G. Provisional Exclusions: Locally obtained data
- H. Provisional Attendance: Locally obtained data
- I. Secondary School destination data for KS4 AND KS5

Appendix A- School Cohort

School Name	DfE	Cohort	Establishment Type	Phase of Education
All Faiths Children's Academy	8872600	231	Academy	Primary
All Saints C E Primary School	8873093	316	Academy	Primary
Allhallows Primary Academy	8872005	108	Academy	Primary
Balfour C P Junior School	8872214	473	Maintained	Primary
Balfour Infant School	8872215	271	Maintained	Primary
Barnsole Primary School	8872396	725	Maintained	Primary
Bligh Junior School,	8872492	238	Maintained	Primary
Brompton-Westbrook. 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 Junior School	8872013	197	Academy	Primary
Deanwood Primary School & Childrens Centre	8872684	194	Maintained	Primary
Delce Academy	8872413	547	Academy	Primary
Delce Infant and Nursery School	8872216	298	Maintained	Primary
Elaine Primary Academy	8872000	342	Academy	Primary
English Martyrs' RC Primary School	8873729	212	Maintained	Primary
Fair View Community School	8873759	653	Maintained	Primary
Featherby Infant School	8872401	324	Academy	Primary
Featherby Junior School	8872019	354	Academy	Primary
Gordon Infant School	8872010	173	Academy	Primary
Gordon Junior School	8872009	329	Academy	Primary
Greenvale Infant & Nursery 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	Maintained	Primary
Horsted Infant School	8872439	179	Maintained	Primary
Horsted Junior School	8872506	250	Maintained	Primary
Kingfisher CP School	8872003	219	Academy	Primary
Lordswood School	8872007	407	Academy	Primary
Luton Infant 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
Napier Community Primary & 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 C.P. (Infants)	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	8872004	285	Academy	Primary
St James' Church of England Primary Academy	8872002	170	Academy	Primary
St Margaret's at Troy Town CEP	8873293	219	Academy	Primary
St Margaret's C of E Junior School	8873195	359	Academy	Primary
St Margarets Infant School	8872479	299	Maintained	Primary
St Mary's Island CE (Aided) PS	8873756	416	Maintained	Primary
St Nicholas C.E. Infants'	8873102	119	Maintained	Primary
St Thomas More RCP School	8873736	425	Maintained	Primary
St William of Perth RCP Aided	8873746	212	Maintained	Primary
St. Augustine of Canterbury CP	8873752	192	Maintained	Primary
St. Benedict's RCP School	8873753	212	Maintained	Primary
St. Helen's C.E.P. School	8873096	199	Maintained	Primary
St. John's CE Infant School	8873095	85	Academy	Primary
St. Mary's Catholic Primary School	8873755	457	Maintained	Primary
St. Peter's Infant School	8872665	113	Maintained	Primary
St. Thomas of Canterbury R.C.P	8873732	268	Maintained	Primary
St.Michael's R.C.P. School	8873712	457	Maintained	Primary
Stoke Community School	8872194	111	Academy	Primary

Appendix A- School Cohort

School Name	DfE	Cohort	Establishment Type	Phase of Education
Swingate Primary School	8872549	661	Maintained	Primary
Temple Mill Primary School	8872015	221	Academy	Primary
Thames View Primary School	8872592	453	Maintained	Primary
The Bligh C.P. (Infant Dept.)	8872537	265	Maintained	Primary
The Pilgrim School	8873758	230	Maintained	Primary
Twydall Primary School	8872014	515	Academy	Primary
Wainscott Primary School	8872210	367	Maintained	Primary
Walderslade Primary	8872203	229	Maintained	Primary
Warren Wood Primary Academy	8872011	319	Academy	Primary
Wayfield Primary School	8872018	214	Maintained	Primary
Woodlands Primary School	8872412	630	Academy	Primary
Brompton Academy	8876906	1219	Academy	Secondary
Chatham Boys Grammar School	8874068	833	Academy	Secondary
Chatham Grammar School for Girls	8875429	626	Academy	Secondary
Fort Pitt Grammar School	8874069	845	Academy	Secondary
Greenacre School	8874174	899	Academy	Secondary
Medway UTC	8874002	364	Free Schools	Secondary
Rainham Mark Grammar School	8875420	1346	Academy	Secondary
Rainham School for Girls	8874199	1634	Academy	Secondary
Rochester Grammar School	8875445	1219	Academy	Secondary
Sir Joseph Williamsons Mathematical School	8874530	1266	Academy	Secondary
St John Fisher Catholic School	8875436	816	Maintained	Secondary
Strood Academy	8876905	1351	Academy	Secondary
The Howard School	8875457	1471	Academy	Secondary
The Robert Napier School	8874001	996	Academy	Secondary
The Thomas Aveling School	8875451	1117	Academy	Secondary
The Victory Academy	8876907	673	Academy	Secondary
Walderslade Girls' School	8874167	881	Academy	Secondary
The Hundred of Hoo School	8874000	1353	Academy	All through
Abbey Court School	8877053	140	Special schools	Special School
Bradfields Academy	8877042	291	Academy	Special School
Danecourt School	8877031	149	Academy	Special School
Inspire Special Free School	8877000	16	Free Schools	Special School
Rivermead School	8877016	140	Academy	Special School
The Rowans	8871107	52	Maintained	PRU
Will Adams Centre PRU	8871108	69	Maintained	PRU

Appendix B- Primary School Performance at EYFS, Phonics, KS1 and KS2

School Name		Early Years Foundation Stage			Phonics Y1		Key Stage One					Key Stage Two				
		Cohort	GLD	Average Total Points Score	Cohort	% WA	Cohort	Reading	Writing	Maths	RWM	Cohort	Reading	Writing	Maths	RMW
All Faiths Children's Academy	AC	30	80.0	35.9	28	75.0	29	79.3	75.9	72.4	69.0	29	52.0	72.0	52.0	38.0
All Saints C E Primary School	AC	45	66.7	35.9	44	88.6	46	69.6	65.2	71.7	63.0	46	70.0	65.0	74.0	59.0
Allhallows Primary Academy	ASL	13	76.9	36.5	12	91.7	12	66.7	50.0	58.3	50.0	13	77.0	69.0	69.0	62.0
Balfour C P Junior School	M	x	x	x	x	x	x	x	x	x	x	117	67.0	76.0	76.0	59.0
Balfour Infant School	M	90	76.7	36.1	90	84.4	89	86.5	83.1	84.3	80.9	x	x	x	x	x
Barnsole Primary School	M	91	80.2	37.3	90	92.2	89	86.5	88.8	91.0	85.4	89	94.0	90.0	93.0	89.0
Bligh Junior School	M	x	x	x	x	x	x	x	x	x	x	60	63.0	73.0	67.0	53.0
Brompton-Westbrook. School	AC	57	77.2	35.2	59	91.5	54	77.8	64.8	85.2	64.8	41	71.0	88.0	90.0	68.0
Burnt Oak Primary School	M	56	78.6	33.7	60	83.3	59	84.7	83.1	83.1	78.0	58	48.0	76.0	57.0	45.0
Byron Primary School	M	74	85.1	34.9	77	77.9	74	89.2	82.4	85.1	82.4	70	51.0	81.0	59.0	41.0
Cedar Children's Academy	ASL	86	66.3	33.9	90	78.9	64	70.3	65.6	75.0	62.5	72	64.0	71.0	61.0	49.0
Chattenden Primary School	AC	28	75.0	34.8	30	86.7	30	83.3	76.7	83.3	76.7	31	77.0	84.0	90.0	65.0
Cliffe Woods Primary School	AC	51	86.3	39.8	51	84.3	50	98.0	90.0	100.0	90.0	47	81.0	94.0	85.0	77.0
Cuxton Community Infant School	AC	59	83.1	36.1	55	89.1	54	90.7	81.5	87.0	81.5	x	x	x	x	x
Cuxton Junior School	ASL	x	x	x	x	x	x	x	x	x	x	46	83.0	87.0	80.0	74.0
Deanwood Primary School & Childrens Centre	M	31	74.2	35.8	29	75.9	29	72.4	75.9	75.9	72.4	23	61.0	83.0	78.0	52.0
Delce Academy	AC	29	58.6	34.2	x	x	x	x	x	x	x	125	66.0	74.0	67.0	55.0
Delce Infant and Nursery School	AC	87	77.0	35.2	89	85.4	86	82.6	72.1	79.1	66.3	x	x	x	x	x
Elaine Primary Academy	ASL	42	71.4	31.6	45	66.7	41	68.3	58.5	73.2	56.1	56	36.0	48.0	34.0	20.0
English Martyrs' RC Primary School	M	29	65.5	34.2	29	79.3	29	82.8	79.3	86.2	75.9	29	86.0	83.0	86.0	79.0
Fair View Community School	M	90	73.3	34.7	90	75.6	90	85.6	82.2	88.9	76.7	83	75.0	76.0	80.0	64.0
Featherby Infant School	AC	89	74.2	36.0	88	81.8	87	77.0	65.5	69.0	59.8	x	x	x	x	x
Featherby Junior School	M	x	x	x	x	x	x	x	x	x	x	88	68.0	80.0	72.0	58.0
Gordon Infant School	ASL	59	83.1	37.0	54	79.6	52	75.0	65.4	75.0	63.5	x	x	x	x	x
Gordon Junior School	ASL	x	x	x	x	x	x	x	x	x	x	84	74.0	80.0	74.0	65.0
Greenville Infant & Nursery School	M	60	70.0	33.3	59	66.1	57	75.4	68.4	77.2	66.7	x	x	x	x	x
Halling Primary School	M	45	75.6	36.5	40	95.0	39	76.9	74.4	74.4	66.7	39	85.0	85.0	95.0	77.0
Hempstead Infant School	M	78	73.1	36.7	87	89.7	89	84.3	79.8	79.8	75.3	x	x	x	x	x
Hempstead Junior School	M	x	x	x	x	x	x	x	x	x	x	86	73.0	88.0	83.0	69.0
High Halstow Primary School	AC	30	83.3	33.1	30	76.7	29	75.9	69.0	79.3	65.5	30	63.0	87.0	80.0	57.0
Hilltop Primary School	M	60	83.3	36.3	61	83.6	61	88.5	85.2	83.6	78.7	60	82.0	75.0	87.0	70.0
Hoo St Werburgh Primary School and Marlborough Centre	AC	67	65.7	32.0	72	72.2	64	67.2	67.2	67.2	54.7	73	48.0	51.0	45.0	34.0
Horsted Infant School	M	60	76.7	36.2	59	94.9	60	91.7	86.7	93.3	85.0	x	x	x	x	x
Horsted Junior School	M	x	x	x	x	x	x	x	x	x	x	62	82.0	89.0	85.0	76.0
Kingfisher CP School	ASL	30	76.7	34.1	30	80.0	27	74.1	70.4	77.8	66.7	28	79.0	86.0	82.0	75.0
Lordswood School	ASL	41	75.6	37.9	60	88.3	59	71.2	71.2	72.9	62.7	59	73.0	75.0	81.0	64.0
Luton Infant School	M	86	52.3	30.7	83	72.3	85	72.9	61.2	74.1	60.0	x	x	x	x	x
Luton Junior School	M	x	x	x	x	x	x	x	x	x	x	82	65.0	79.0	74.0	63.0

Appendix B- Primary School Performance at EYFS, Phonics, KS1 and KS2

School Name		Early Years Foundation Stage			Phonics Y1		Key Stage One					Key Stage Two				
		Cohort	GLD	Average Total Points Score	Cohort	% WA	Cohort	Reading	Writing	Maths	RWM	Cohort	Reading	Writing	Maths	RMW
Maundene School	M	57	84.2	37.8	58	89.7	60	86.7	83.3	86.7	83.3	60	57.0	63.0	47.0	30.0
Miers Court Primary School	M	60	73.3	33.6	59	74.6	60	88.3	76.7	76.7	70.0	60	78.0	77.0	75.0	63.0
Napier Community Primary & Nursery Academy	ASL	91	78.0	36.5	90	31.1	90	73.3	63.3	68.9	60.0	60	60.0	73.0	62.0	52.0
New Horizons Children's Academy	ASL	87	77.0	34.0	90	84.4	88	80.7	72.7	86.4	69.3	x	x	x	x	x
New Road Primary School	M	45	66.7	34.4	45	88.9	45	60.0	60.0	66.7	46.7	40	70.0	78.0	78.0	60.0
Oaklands School	M	51	68.6	34.8	59	89.8	59	74.6	71.2	76.3	67.8	56	91.0	96.0	86.0	86.0
Oasis Academy Skinner Street	ASL	58	62.1	34.1	59	79.7	49	75.5	71.4	73.5	69.4	43	81.0	79.0	81.0	74.0
Park Wood C.P. (Infants)	M	90	72.2	36.4	90	80.0	88	78.4	69.3	73.9	63.6	x	x	x	x	x
Park Wood Junior School	M	x	x	x	x	x	x	x	x	x	x	88	61.0	74.0	63.0	48.0
Phoenix Junior Academy	ASL	x	x	x	x	x	x	x	x	x	x	68	46.0	41.0	50.0	34.0
Riverside Primary School	M	30	70.0	34.5	29	93.1	29	82.8	79.3	75.9	69.0	21	67.0	76.0	67.0	57.0
Saxon Way Primary	ASL	57	70.2	34.9	56	78.6	49	73.5	71.4	79.6	67.3	26	65.0	65.0	69.0	50.0
St James' Church of England Primary Academy	ASL	16	81.3	42.1	24	87.5	11	72.7	72.7	90.9	72.7	23	74.0	83.0	74.0	65.0
St Margaret's at Troy Town CEP	M	28	71.4	30.9	28	85.7	30	76.7	73.3	83.3	73.3	32	53.0	53.0	50.0	38.0
St Margaret's C of E Junior School	AC	x	x	x	x	x	x	x	x	x	x	89	66.0	82.0	66.0	58.0
St Margarets Infant School	M	90	71.1	34.9	90	92.2	89	78.7	71.9	78.7	68.5	x	x	x	x	x
St Mary's Island CE (Aided) PS	M	60	80.0	39.9	61	90.2	59	89.8	84.7	89.8	83.1	60	68.0	82.0	62.0	52.0
St Nicholas C.E. Infants'	M	39	76.9	34.9	40	75.0	37	75.7	70.3	81.1	62.2	x	x	x	x	x
St Thomas More RCP School	M	59	81.4	38.9	59	94.9	60	81.7	75.0	85.0	75.0	60	87.0	87.0	93.0	82.0
St William of Perth RCP Aided	M	30	66.7	34.4	30	86.7	30	80.0	63.3	76.7	60.0	30	93.0	80.0	87.0	77.0
St. Augustine of Canterbury CP	M	30	83.3	37.7	30	86.7	29	86.2	89.7	89.7	79.3	22	86.0	91.0	86.0	77.0
St. Benedict's RCP School	M	30	86.7	37.1	30	96.7	30	93.3	90.0	96.7	86.7	31	74.0	81.0	71.0	55.0
St. Helen's C.E.P. School	M	31	83.9	37.8	30	86.7	23	82.6	82.6	73.9	73.9	26	92.0	85.0	88.0	77.0
St. John's CE Infant School	AC	29	51.7	30.8	27	70.4	30	76.7	70.0	73.3	70.0	x	x	x	x	x
St. Mary's Catholic Primary School	M	60	80.0	33.6	60	83.3	60	83.3	80.0	76.7	71.7	60	78.0	78.0	82.0	65.0
St. Peter's Infant School	M	39	64.1	34.8	38	81.6	31	74.2	64.5	61.3	54.8	x	x	x	x	x
St. Thomas of Canterbury R.C.P	M	57	63.2	37.0	30	93.3	30	90.0	90.0	93.3	86.7	28	82.0	86.0	75.0	71.0
St.Michael's R.C.P. School	M	58	69.0	33.0	59	86.4	60	76.7	76.7	78.3	70.0	60	65.0	82.0	73.0	62.0
Stoke Community School	AC	13	76.9	34.2	16	87.5	16	87.5	68.8	81.3	68.8	15	67.0	60.0	47.0	47.0
Swingate Primary School	M	90	82.2	35.6	90	91.1	90	80.0	76.7	80.0	73.3	90	76.0	83.0	76.0	66.0
Temple Mill Primary School	ASL	31	77.4	35.3	30	80.0	23	78.3	78.3	73.9	69.6	30	63.0	83.0	77.0	50.0
Thames View Primary School	M	59	71.2	34.2	61	85.2	61	68.9	65.6	75.4	60.7	56	68.0	68.0	73.0	59.0
The Bligh C.P. (Infant Dept.)	M	60	83.3	39.6	59	74.6	58	74.1	70.7	79.3	62.1	x	x	x	x	x
The Pilgrim School	M	30	76.7	34.7	30	86.7	31	90.3	87.1	90.3	87.1	29	97.0	90.0	90.0	86.0
Twydall Primary School	ASL	46	67.4	29.5	71	69.0	71	73.2	70.4	73.2	69.0	70	49.0	83.0	41.0	30.0
Wainscott Primary School	M	60	75.0	33.3	60	86.7	60	85.0	81.7	83.3	80.0	33	70.0	82.0	61.0	52.0
Walderslade Primary	AC	30	76.7	35.7	30	90.0	30	93.3	76.7	80.0	76.7	29	76.0	79.0	66.0	59.0

Appendix B- Primary School Performance at EYFS, Phonics, KS1 and KS2

School Name		Early Years Foundation Stage			Phonics Y1		Key Stage One					Key Stage Two				
		Cohort	GLD	Average Total Points Score	Cohort	% WA	Cohort	Reading	Writing	Maths	RWM	Cohort	Reading	Writing	Maths	RMW
Warren Wood Primary Academy	ASL	43	69.8	35.0	50	84.0	51	45.1	45.1	49.0	45.1	37	38.0	54.0	43.0	24.0
Wayfield Primary School	AC	30	83.3	36.4	28	78.6	29	75.9	65.5	79.3	62.1	22	55.0	73.0	59.0	55.0
Woodlands Primary School	AC	90	71.1	32.8	90	93.3	61	83.6	78.7	82.0	70.5	54	72.0	80.0	87.0	70.0
The Hundred of Hoo School	ASL	30	83.3	38.9	28	96.4	x	x	x	x	x	x	x	x	x	x
Abbey Court School	MS	7	0.0	17.0	10	0.0	8	0.0	0.0	0.0	0.0	6	0.0	0.0	0.0	0.0
Bradfields Academy	ACS	1	0.0	17.0	x	x	3	33.3	0.0	33.3	0.0	7	0.0	0.0	0.0	0.0
Danecourt School	ACS	8	0.0	17.0	17	0.0	22	0.0	0.0	0.0	0.0	19	0.0	0.0	0.0	0.0

Medway	3573	74	35.2	3632	82	3474	79	73	79	69	3266	68	76	71	58
Maintained (Pri only)	2202	74	35.4	2189	85	2158	81	76	81	72	1888	73	80	75	63
Academy Sponsor Led (Pri only)	804	75	35.0	838	74	761	68	68	75	65	715	62	71	63	50
Academy Converter (Pri only)	567	74	34.5	577	82	547	70	70	77	67	631	66	76	70	57

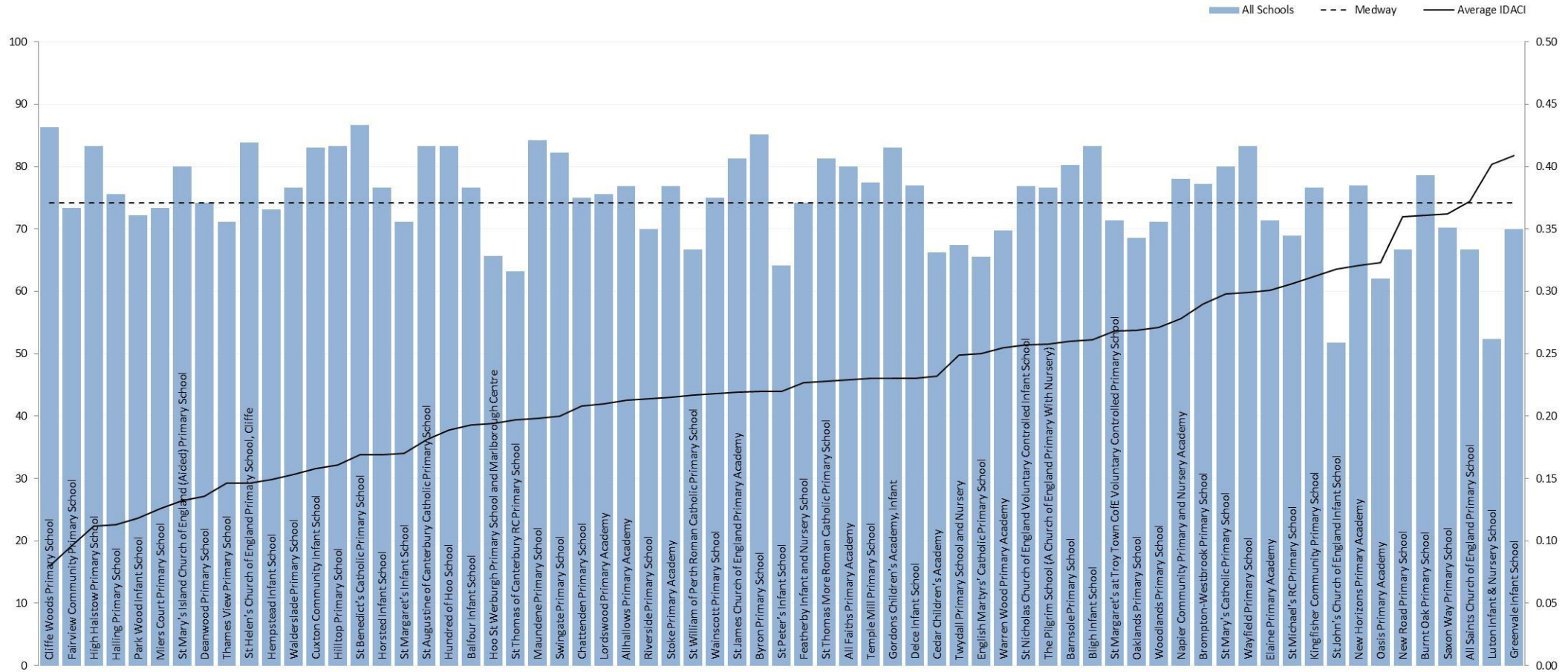
School status as at 01/09/2017

M: Maintained

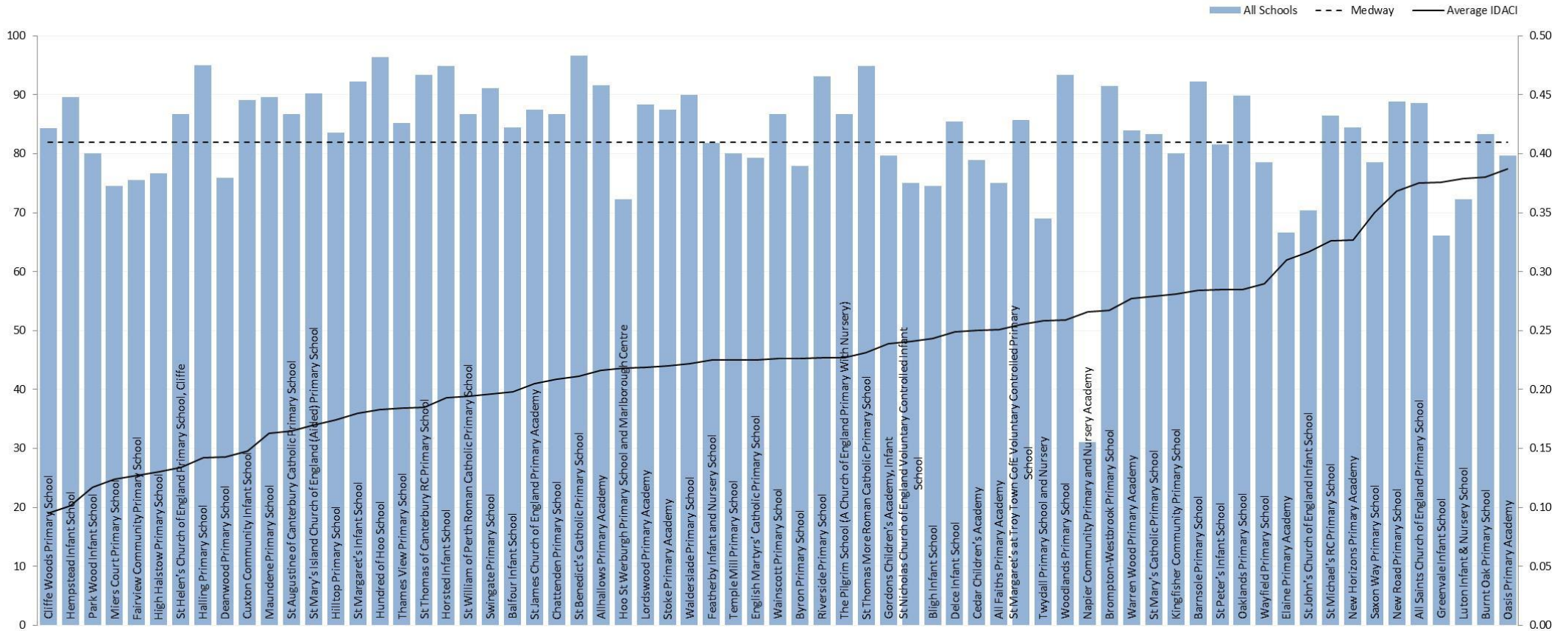
ASL: Academy Sponsor Led

AC: Academy Converter

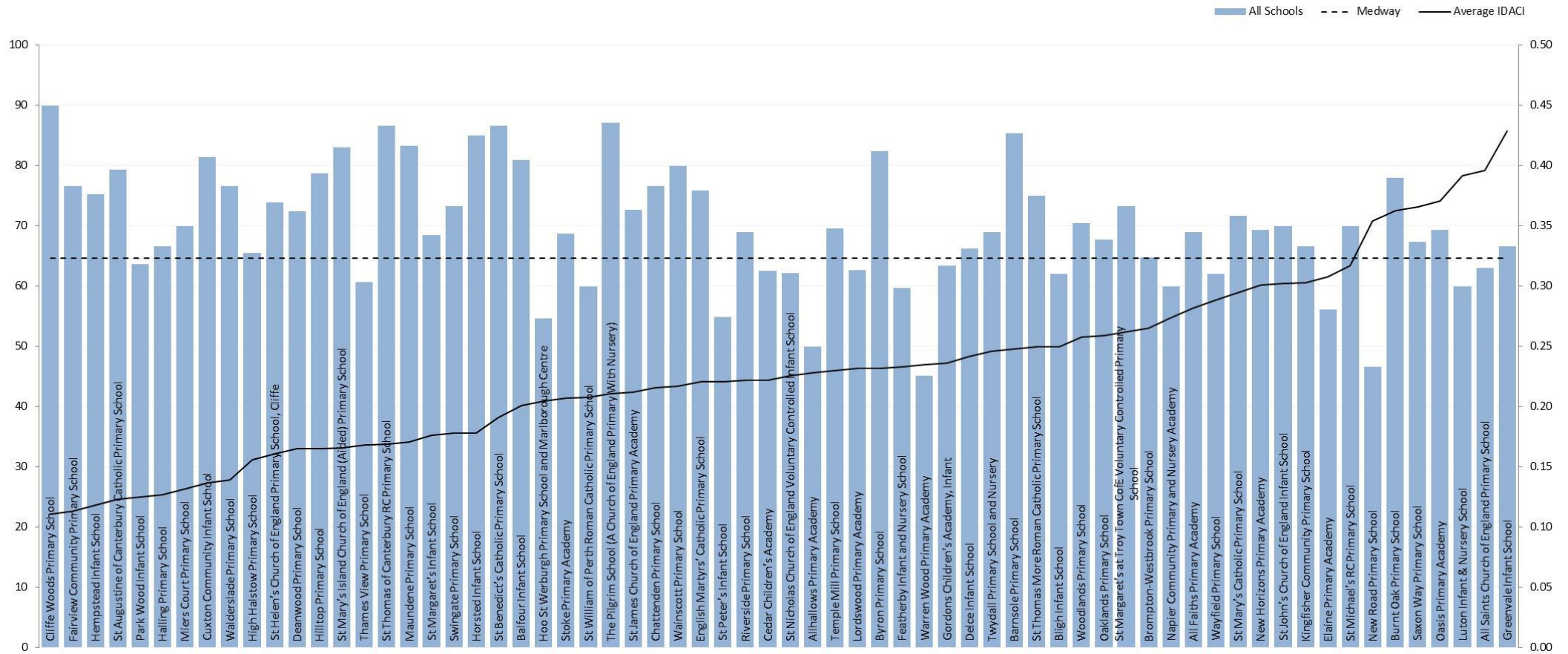
EYFSP: Percentage of Pupils achieving Good Level of Development (GLD) by Average Pupil IDACI score for school year (least to most deprived)



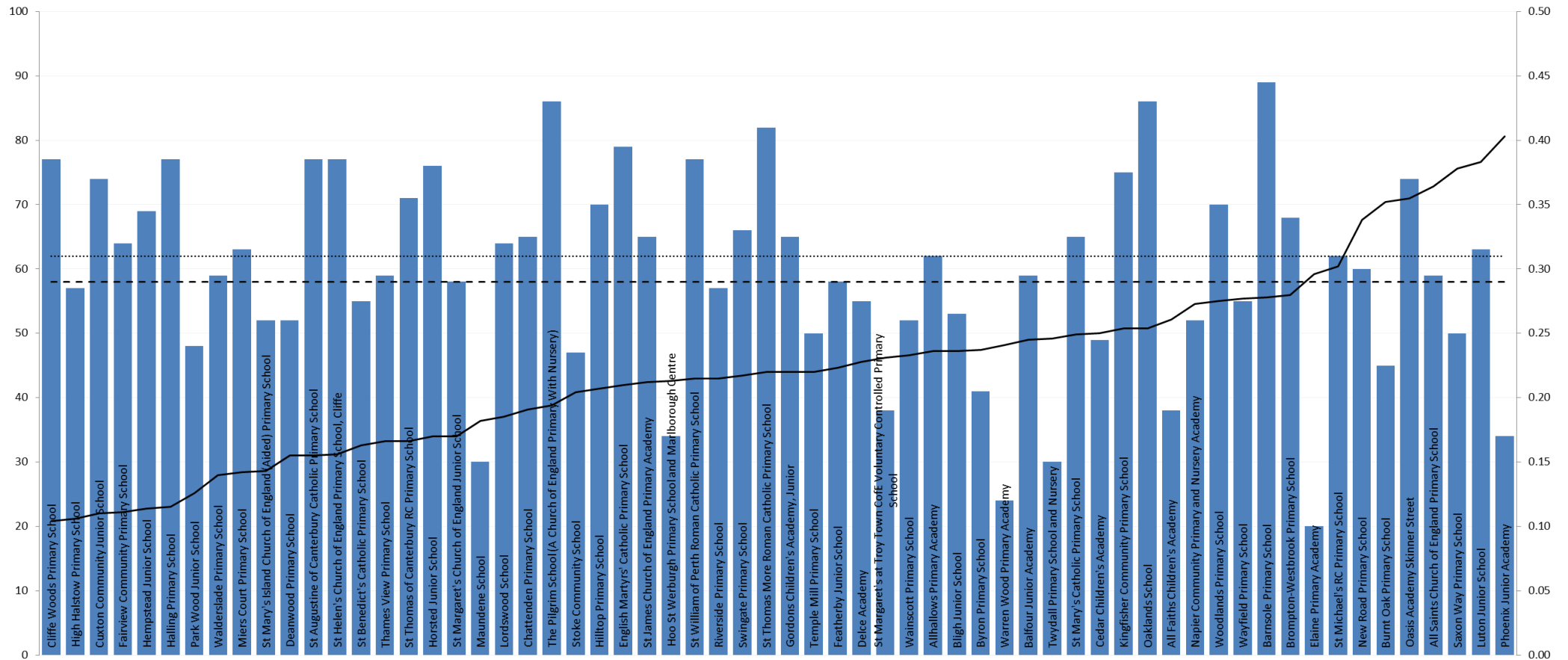
Percentage of Year 1 Phonics Pupils working at the expected standard by Average Pupil IDAC1 score for school year



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



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



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	-1.1	-3.4	1.2	Close to Average	1.8	-0.4	4	Close to Average	-2.3	-4.4	-0.2	Below Average
All Saints C E Primary School	-2	-3.8	-0.2	Below Average	-2.4	-4.1	-0.7	Below Average	-0.1	-1.7	1.5	Close to Average
Allhallows Primary Academy	0.9	-2.5	4.3	Close to Average	-0.3	-3.6	3	Close to Average	0.3	-2.8	3.4	Close to Average
Balfour C P Junior School	-1.8	-3	-0.6	Below Average	-2.3	-3.4	-1.2	Below Average	-1.6	-2.6	-0.6	Below Average
Barnsole Primary School	7.4	6.1	8.7	Well Above Average	4.6	3.3	5.9	Well Above Average	7.1	5.9	8.3	Well Above Average
Bligh Junior School	-4.4	-6	-2.8	Well Below Average	-2.5	-4	-1	Below Average	-3.8	-5.2	-2.4	Well Below Average
Brompton-Westbrook. School	-1.8	-3.8	0.2	Close to Average	1.3	-0.6	3.2	Close to Average	-1.1	-2.9	0.7	Close to Average
Burnt Oak Primary School	-4.1	-5.8	-2.4	Well Below Average	0	-1.7	1.7	Close to Average	-2.8	-4.4	-1.2	Below Average
Byron Primary School	0.4	-1.1	1.9	Close to Average	4.6	3.2	6	Well Above Average	0.9	-0.4	2.2	Close to Average
Cedar Children's Academy	-3.7	-5.2	-2.2	Well Below Average	-1.8	-3.2	-0.4	Below Average	-3.7	-5	-2.4	Well Below Average
Chattenden Primary School	-1.3	-3.5	0.9	Close to Average	0	-2.2	2.2	Close to Average	1.3	-0.7	3.3	Close to Average
Cliffe Woods Primary School	0.6	-1.2	2.4	Close to Average	2.4	0.7	4.1	Above Average	0.5	-1.1	2.1	Close to Average
Cuxton Junior School	-0.6	-2.4	1.2	Close to Average	1.6	-0.2	3.4	Close to Average	0	-1.7	1.7	Close to Average
Deanwood Primary School & Childrens Centre	-2.7	-5.2	-0.2	Below Average	0.1	-2.4	2.6	Close to Average	-0.4	-2.7	1.9	Close to Average
Delce Academy	-1.2	-2.3	-0.1	Below Average	-0.7	-1.8	0.4	Close to Average	-2.2	-3.2	-1.2	Below Average
Elaine Primary Academy	-4.3	-6	-2.6	Well Below Average	-3.6	-5.2	-2	Well Below Average	-4.9	-6.4	-3.4	Well Below Average
English Martyrs' RC Primary School	-1	-3.3	1.3	Close to Average	-1.1	-3.4	1.2	Close to Average	0.1	-2	2.2	Close to Average
Fair View Community School	0	-1.3	1.3	Close to Average	-0.1	-1.4	1.2	Close to Average	-0.8	-2	0.4	Close to 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
Featherby Junior School	-2.4	-3.7	-1.1	Below Average	-0.9	-2.2	0.4	Close to Average	-3.2	-4.4	-2	Well Below Average
Gordon Junior School	-1.4	-2.8	0	Close to Average	-0.1	-1.4	1.2	Close to Average	-2.2	-3.4	-1	Below Average
Halling Primary School	1	-1	3	Close to Average	0.4	-1.5	2.3	Close to Average	2.4	0.6	4.2	Above Average
Hempstead Junior School	-0.9	-2.2	0.4	Close to Average	1.6	0.3	2.9	Above Average	-0.5	-1.7	0.7	Close to Average
High Halstow Primary School	-2.6	-4.8	-0.4	Below Average	1.5	-0.7	3.7	Close to Average	-0.9	-2.9	1.1	Close to Average
Hilltop Primary School	-0.2	-1.8	1.4	Close to Average	-2.1	-3.6	-0.6	Below Average	1.9	0.5	3.3	Above Average
Hoo St Werburgh Primary School and Marlborough Centre	-4.2	-5.6	-2.8	Well Below Average	-4.1	-5.5	-2.7	Well Below Average	-4.2	-5.5	-2.9	Well Below Average
Horsted Junior School	-0.2	-1.8	1.4	Close to Average	1.3	-0.2	2.8	Close to Average	-0.5	-1.9	0.9	Close to Average
Kingfisher CP School	2.1	-0.2	4.4	Close to Average	2.7	0.4	5	Above Average	1.6	-0.5	3.7	Close to Average
Lordswood School	3.2	1.6	4.8	Above Average	0.1	-1.5	1.7	Close to Average	5	3.6	6.4	Well Above Average
Luton Junior School	0.1	-1.3	1.5	Close to Average	3.7	2.3	5.1	Well Above Average	0.5	-0.8	1.8	Close to Average
Maundene School	-4	-5.6	-2.4	Well Below Average	-3.4	-4.9	-1.9	Below Average	-5.2	-6.6	-3.8	Well Below Average
Miers Court Primary School	-0.5	-2.1	1.1	Close to Average	-2.3	-3.8	-0.8	Below Average	-2.1	-3.5	-0.7	Below Average
Napier Community Primary & Nursery Academy	-3.4	-5	-1.8	Well Below Average	-0.6	-2.1	0.9	Close to Average	-3.3	-4.7	-1.9	Well Below Average
New Road Primary School	0	-2.1	2.1	Close to Average	2.3	0.3	4.3	Above Average	1.1	-0.8	3	Close to Average
Oaklands School	5	3.4	6.6	Well Above Average	4.9	3.3	6.5	Well Above Average	4.3	2.8	5.8	Well Above Average
Oasis Academy Skinner Street	6.2	4.2	8.2	Well Above Average	3.7	1.8	5.6	Well Above Average	4.4	2.6	6.2	Well Above 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
Park Wood Junior School	-1.4	-2.7	-0.1	Below Average	-2	-3.3	-0.7	Below Average	-3.2	-4.4	-2	Well Below Average
Phoenix Junior Academy	-3.3	-4.8	-1.8	Well Below Average	-6.7	-8.2	-5.2	Well Below Average	-3.7	-5.1	-2.3	Well Below Average
Riverside Primary School	-2.9	-5.6	-0.2	Below Average	-2.8	-5.4	-0.2	Below Average	-6.1	-8.5	-3.7	Well Below Average
Saxon Way Primary	3.3	0.8	5.8	Close to Average	1.3	-1.2	3.8	Close to Average	3.4	1.1	5.7	Well Above Average
St James' Church of England Primary Academy	1.9	-0.6	4.4	Close to Average	2.7	0.2	5.2	Above Average	1.4	-0.9	3.7	Close to Average
St Margaret's at Troy Town CEP	-4.1	-6.3	-1.9	Well Below Average	-5.2	-7.3	-3.1	Well Below Average	-4.2	-6.2	-2.2	Well Below Average
St Margaret's C of E Junior School	-1.8	-3.1	-0.5	Below Average	0.5	-0.8	1.8	Close to Average	-1.7	-2.9	-0.5	Below Average
St Mary's Island CE (Aided) PS	-1.8	-3.5	-0.1	Below Average	-0.8	-2.4	0.8	Close to Average	-2.5	-4	-1	Below Average
St Thomas More RCP School	2.2	0.6	3.8	Close to Average	1.4	-0.1	2.9	Close to Average	3.6	2.2	5	Well Above Average
St William of Perth RCP Aided	1.1	-1.2	3.4	Close to Average	-1.2	-3.4	1	Close to Average	-2.2	-4.3	-0.1	Below Average
St. Augustine of Canterbury CP	-0.6	-3.3	2.1	Close to Average	0.7	-1.9	3.3	Close to Average	-1.2	-3.7	1.3	Close to Average
St. Benedict's RCP School	0	-2.2	2.2	Close to Average	1.1	-1	3.2	Close to Average	0.9	-1.1	2.9	Close to Average
St. Helen's C.E.P. School	1.1	-1.3	3.5	Close to Average	-0.6	-2.9	1.7	Close to Average	-0.4	-2.6	1.8	Close to Average
St. Mary's Catholic Primary School	-0.3	-1.9	1.3	Close to Average	-2.4	-3.9	-0.9	Below Average	0.5	-0.9	1.9	Close to Average
St. Thomas of Canterbury R.C.P	0.5	-1.8	2.8	Close to Average	-1.6	-3.8	0.6	Close to Average	-1	-3.1	1.1	Close to Average
St.Michael's R.C.P. School	0.6	-1	2.2	Close to Average	4.5	2.9	6.1	Well Above Average	1.5	0	3	Close to Average
Stoke Community School	-1.3	-4.5	1.9	Close to Average	-2.2	-5.3	0.9	Close to Average	-4.3	-7.1	-1.5	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
Swingate Primary School	-1.9	-3.2	-0.6	Below Average	0.3	-1	1.6	Close to Average	-2.1	-3.3	-0.9	Below Average
Temple Mill Primary School	1.4	-1	3.8	Close to Average	1.5	-0.9	3.9	Close to Average	1	-1.2	3.2	Close to Average
Thames View Primary School	-1.1	-2.7	0.5	Close to Average	-1.3	-2.9	0.3	Close to Average	-1.1	-2.6	0.4	Close to Average
The Pilgrim School	5.3	3	7.6	Well Above Average	3.2	1	5.4	Above Average	4.6	2.6	6.6	Well Above Average
Twydall Primary School	-6.4	-7.9	-4.9	Well Below Average	0.1	-1.3	1.5	Close to Average	-7.3	-8.7	-5.9	Well Below Average
Wainscott Primary School	-2.3	-4.5	-0.1	Below Average	0.9	-1.2	3	Close to Average	-3.5	-5.4	-1.6	Well Below Average
Walderslade Primary	-0.9	-3.2	1.4	Close to Average	0.9	-1.3	3.1	Close to Average	-2.7	-4.7	-0.7	Below Average
Warren Wood Primary Academy	-3.2	-5.2	-1.2	Well Below Average	1.1	-0.9	3.1	Close to Average	-2.4	-4.2	-0.6	Below Average
Wayfield Primary School	-3.2	-5.9	-0.5	Well Below Average	-1.6	-4.2	1	Close to Average	-1.1	-3.5	1.3	Close to Average
Woodlands Primary School	0.7	-1	2.4	Close to Average	2.4	0.8	4	Above Average	1.5	0	3	Close to Average
Abbey Court School	0.4	-4.6	5.4	Close to Average	-0.2	-5	4.6	Close to Average	-0.3	-4.8	4.2	Close to Average
Bradfields Academy	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Danecourt School	-2.2	-5	0.6	Close to Average	-1.5	-4.2	1.2	Close to Average	-1.6	-4.1	0.9	Close to Average
Medway	-0.8	-1	-0.6	Below Average	-0.1	-0.3	0.1	Close to Average	-0.8	-1	-0.6	Below Average

Appendix E- Secondary school performance at GCSE and A Level

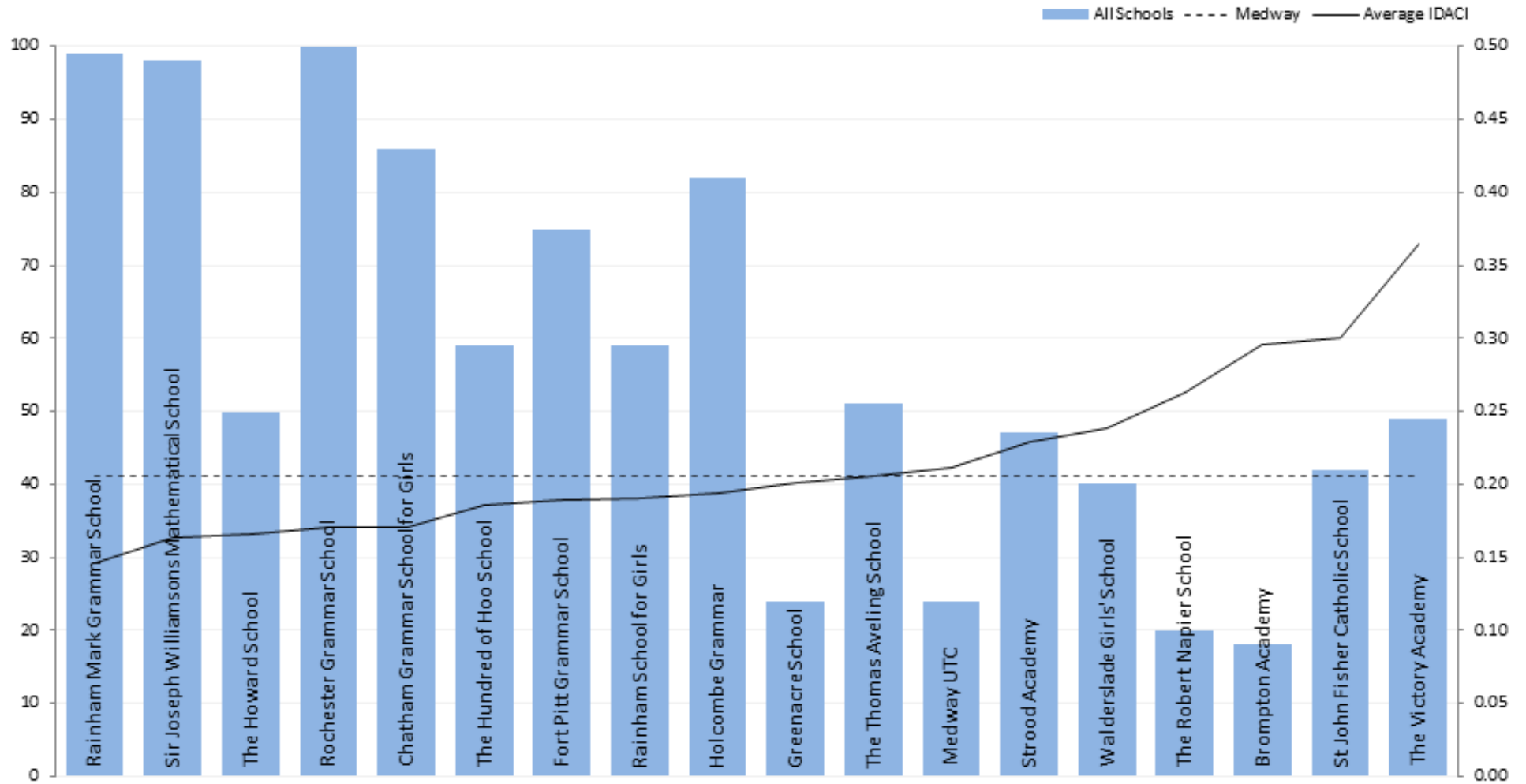
School Name	Type of School	Key Stage 4 Performance								
		Cohort	Attainment 8 Score	Progress 8 Score	Progress 8 Score Confidence Interval	Progress 8 Description	Grade 4 or better in English & Maths GCSE (%)	Grade 5 or better in English & Maths GCSE (%)	English Baccalaureate (%) (standard pass)	English Baccalaureate (%) (high pass)
Brompton Academy	COMP	181	37.6	-0.14	(-0.32 to 0.04)	Close to national Average	18	18	4	4
Holcombe Grammar	SEL	114	62.4	0.48	(0.24 to 0.71)	Well above average	82	82	37	37
Chatham Grammar School for Girls	SEL	94	57.2	0	(-0.25 to 0.26)	Close to national Average	86	86	39	36
Fort Pitt Grammar School	SEL	122	60.8	0.32	(0.1 to 0.54)	Above average	75	75	54	45
Greenacre School	MOD	148	40.3	-0.01	(-0.21 to 0.19)	Close to national Average	24	24	16	13
Medway UTC	COMP	86	30.2	-0.85	(-1.12 to -0.57)	Well below average	24	10	0	0
Rainham Mark Grammar School	SEL	176	64.3	0.24	(0.06 to 0.43)	Above average	99	87	55	53
Rainham School for Girls	MOD	248	42.1	-0.08	(-0.23 to 0.08)	Close to national Average	59	33	25	20
Rochester Grammar School	SEL	166	71	0.88	(0.69 to 1.07)	Well above average	100	95	95	91
Sir Joseph Williamsons Mathematical School	SEL	175	70.1	0.86	(0.68 to 1.05)	Well above average	98	94	84	82
St John Fisher Catholic School	COMP	113	38	-0.08	(-0.33 to 0.18)	Close to national Average	42	22	3	3
Strood Academy	COMP	210	37.6	-0.27	(-0.44 to -0.1)	Below average	47	19	0	0
The Howard School	COMP	227	39.7	-0.13	(-0.3 to 0.03)	Close to national Average	50	26	16	11
The Robert Napier School	COMP	173	35.3	-0.11	(-0.3 to 0.08)	Close to national Average	20	9	1	1
The Thomas Aveling School	MOD	185	40.8	-0.02	(-0.2 to 0.16)	Close to national Average	51	22	8	4
The Victory Academy	COMP	95	38.6	0.34	(0.07 to 0.61)	Above average	49	35	2	1
Walderslade Girls' School	MOD	143	35.6	-0.36	(-0.56 to -0.15)	Below average	40	18	1	1
The Hundred of Hoo School	COMP	191	41.7	-0.03	(-0.2 to 0.15)	Close to national Average	59	31	17	14
Abbey Court School	SPEC	9				NE				
Bradfields Academy	SPEC	36	1	-1.49	(-1.89 to -1.09)	Well below average	0	0	0	0
Inspire Special Free School	SPEC	3				SUPP				
Rivermead School	SPEC	15	15.8	-0.64	(-1.28 to 0)	Close to national average	13	0	0	0
Medway		2910	45.7	0.03	(-0.01 to 0.08)	Close to national average	60	41.1	25.2	22.8
Selective		847	65.3	0.46			97.9	87.5	64.5	61.2
Non Selective		2000	38.7	-0.15			45.8	22.8	9.2	7.1

Appendix E- Secondary school performance at GCSE and A Level

School	Type of School	A level				Academic			General			Technical	
		Cohort	AAB or higher in at least 2 facilitating subjects	APS per entry	Progress	Cohort	APS per entry	Progress	Cohort	APS per entry	Progress	Cohort	APS per entry
Brompton Academy	COMP	62	0%	20.27	Well below average -0.54	62	20.58	Below average -0.52	78	40.56	Above average 0.68	11	35.45
Holcombe Grammar School	SEL	125	13.1%	30.21	Average -0.11	125	30.24	Average -0.11	4	SUPP	SUPP	NE	NE
Chatham Grammar School for Girls	SEL	92	1.4%	29.34	Average 0.04	92	29.56	Average 0.05	NE	NE	NE	NE	NE
Fort Pitt Grammar School	SEL	121	5.9%	30.34	Below average -0.17	121	30.61	Below average -0.17	NE	NE	NE	NE	NE
Greenacre School	MOD	31	SUPP	16.17	Below average -0.35	31	16.17	Below average -0.35	45	34.75	Average -0.13	25	38.37
The Howard School	COMP	137	3.4%	23.19	Below average -0.28	141	13.35	Below average -0.28	104	38.63	Average 0.18	49	38.71
The Hundred of Hoo Academy	COMP	74	0%	26.4	Below average -0.22	74	26.31	Below average -0.23	32	42.46	Above average 0.47	23	48.26
Medway UTC	COMP	32	16.7%	14.08	Well below average -0.75	32	14.08	Well below average -0.75	8	25.36	Well below average -1.55	67	35.15
Rainham Mark Grammar School	SEL	173	18.2%	34.18	Below average -0.12	173	34.37	Below average -0.12	30	21.94	Well below average -0.98	2	SUPP
Rainham School for Girls	MOD	126	0%	26.23	Above average 0.13	126	26.26	Above average 0.13	42	43.46	Above average 0.77	4	SUPP
The Robert Napier School	COMP	62	0%	20.49	Below average -0.24	62	20.64	Below average -0.23	37	45.82	Above average 0.59	NE	NE
The Rochester Grammar School	SEL	152	23.2%	40.93	Average 0.10	175	42.84	Above average 0.16	10	50	Average 0.72	NE	NE
St John Fisher Catholic Comprehensive School	COMP	44	0%	21.35	Average 0.22	44	21.35	Average 0.22	41	46.41	Well above average 0.93	7	50
Sir Joseph Williamson's Mathematical School	SEL	181	27.2%	39.25	Average 0.06	181	39.54	Average 0.08	NE	NE	NE	NE	NE
Strood Academy	COMP	71	0%	22.67	Average -0.10	71	22.67	Average -0.10	66	37.52	Average 0.01	NE	NE
The Thomas Aveling School	MOD	89	6.3%	26.68	Average 0.07	89	26.72	Average 0.06	63	47.12	Well above average 0.85	21	40.83
The Victory Academy	COMP	54	0%	21.57	Above average 0.26	55	21.71	Above average 0.24	33	32.67	Average 0.35	8	32.19
Walderslade Girls' School	MOD	62	0%	19.9	Below average -0.21	62	19.9	Below average -0.21	39	36.64	Average -0.02	11	29.58

Medway	1688	13.3	30.29		1716	31.08		632	38.12		228	32.29
Selective	844	16.7%	34.8		867	35.5		44	26.3		2	SUPP
Non Selective	782	2.0%	24.6		849	21.2		588	40.3		226	37.6

Percentage achieving Grade 4 or better in English & Maths (least to most deprived)



Appendix G: Provisional Exclusions: Locally obtained data

School Name	Permanent Exclusion	Fixed Term		
	Upheld	Number of Exclusions	Number of Pupils	Number of Days
All Faiths Children's Academy		x	x	x
All Saints C E Primary School				
Allhallows Primary Academy		x	x	x
Balfour C P Junior School		x	x	x
Balfour Infant School	x	x	x	x
Barnsole Primary School		x	x	x
Bligh Junior School,		x	x	x
Brompton-Westbrook School				
Burnt Oak Primary School		6	x	x
Byron Primary School		27	9	43
Cedar Children's Academy		41	15	104
Chattenden Primary School		x	x	x
Cliffe Woods Primary School		x	x	x
Cuxton Community Infant School				
Cuxton Junior School		x	x	x
Deanwood Primary School & Childrens Centre		x	x	x
Delce Academy		44	19	75
Delce Infant and Nursery School				
Elaine Primary Academy		63	22	210
English Martyrs' RC Primary School		x	x	x
Fair View Community School		x	x	x
Featherby Infant School		x	x	x
Featherby Junior School		24	9	58
Gordon Infant School		x	x	2
Gordon Junior School		8	5	13.5
Greenvale Infant & Nursery School				
Halling Primary School		x	x	x
Hempstead Infant School				
Hempstead Junior School				
High Halstow Primary School		x	x	x
Hilltop Primary School		x	x	x
Hoo St Werburgh Primary School and Marlborough Centre		26	10	39
Horsted Infant School				
Horsted Junior School		x	x	x
Kingfisher CP School		x	x	x
Lordswood School		x	x	x
Luton Infant School				
Luton Junior School				
Maundene School		5	5	8
Miers Court Primary School		x	x	x
Napier Community Primary & Nursery Academy	x	46	21	92.5
New Horizons Children's Academy	x	x	x	x
New Road Primary School		25	12	35.5
Oaklands School		x	x	x
Oasis Academy Skinner Street		36	12	56
Park Wood C.P. (Infants)		x	x	x
Park Wood Junior School		x	x	x
Phoenix Junior Academy		x	x	x
Riverside Primary School		12	6	23
Saxon Way Primary		9	5	16.5
St James' Church of England Primary Academy		5	5	10
St Margaret's at Troy Town CEP		x	x	x
St Margaret's C of E Junior School		x	x	x
St Margarets Infant School		x	x	x
St Mary's Island CE (Aided) PS		x	x	x
St Nicholas C.E. Infants'		x	x	x
St Thomas More RCP School				
St William of Perth RCP Aided				
St. Augustine of Canterbury CP				
St. Benedict's RCP School		x	x	x
St. Helen's C.E.P. School				
St. John's CE Infant School				
St. Mary's Catholic Primary School		x	x	x
St. Peter's Infant School		x	x	x
St. Thomas of Canterbury R.C.P				
St.Michael's R.C.P. School		x	x	x
Stoke Community School				

Appendix G: Provisional Exclusions: Locally obtained data

School Name	Permanent Exclusion	Fixed Term		
	Upheld	Number of Exclusions	Number of Pupils	Number of Days
Swingate Primary School		9	6	18.5
Temple Mill Primary School				
Thames View Primary School		x	x	x
The Bligh C.P. (Infant Dept.)		x	x	x
The Pilgrim School				
Twydall Primary School		17	8	22.5
Wainscott Primary School		x	x	x
Walderslade Primary				
Warren Wood Primary Academy		14	7	26.5
Wayfield Primary School	x	16	6	34
Woodlands Primary School				
Brompton Academy	6	86	67	942.5
Holcombe Grammar		25	21	139
Chatham Grammar School for Girls		6	6	10
Fort Pitt Grammar School				
Greenacre School	x	166	100	702.5
Medway UTC	x	12	12	32
Rainham Mark Grammar School		18	15	33
Rainham School for Girls	x	154	51	317
Rochester Grammar School				
Sir Joseph Williamsons Mathematical School	x	11	11	33
St John Fisher Catholic School	x	73	44	136
Strood Academy	x	48	38	201
The Howard School	8	224	103	703
The Robert Napier School	12	216	94	1069
The Thomas Aveling School	x	88	61	542
The Victory Academy	6	192	68	701.5
Walderslade Girls' School	x	128	72	376.5
The Hundred of Hoo School	7	238	76	495.5
Abbey Court School				
Bradfields Academy		14	11	18
Danecourt School				
Inspire Special Free School		19	11	52
Rivermead School		11	6	34.5
The Rowans		31	20	77.5
Will Adams Centre PRU		143	39	194.5
All (including PRUs)	62	2497	1195	8024
Primary	x	594	269	1214
Secondary	58	1685	839	6433.5
Special		44	28	104.5

* 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

Primary Maintained	x	194	101	351.5
Primary Academy Sponsor Led	x	280	118	653
Primary Converter	x	120	50	209.5

Secondary Selective	x	60	53	215
Secondary Non Selective	57	1625	786	6218.5

x figures based on less than 5 pupils have been removed to retain confidentiality

Appendix H: Provisional Absence: Locally obtained data

School Name	Sessions Possible	Sessions Absent	% Absent
All Faiths Children's Academy	77150	4789	6.2
All Saints C E Primary School	89143	3208	3.6
Allhallows Primary Academy	32427	2664	8.2
Balfour C P Junior School	153784	7584	4.9
Balfour Infant School	87015	4223	4.9
Barnsole Primary School	198869	11415	5.7
Bligh Junior School,	81957	4256	5.2
Brompton-Westbrook School	101068	4632	4.6
Burnt Oak Primary School	171594	14088	8.2
Byron Primary School	163480	9166	5.6
Cedar Children's Academy	167992	7655	4.6
Chattenden Primary School	67366	3136	4.7
Cliffe Woods Primary School	112052	5696	5.1
Cuxton Community Infant School	56914	2303	4.0
Cuxton Junior School	63891	2433	3.8
Deanwood Primary School & Childrens Centre	67136	3047	4.5
Delce Academy	162901	8741	5.4
Delce Infant and Nursery School	85743	5597	6.5
Elaine Primary Academy	103742	8061	7.8
English Martyrs' RC Primary School	68120	2984	4.4
Fair View Community School	185576	8641	4.7
Featherby Infant School	93342	6178	6.6
Featherby Junior School**	90852	4160	4.6
Gordon Infant School	54891	2995	5.5
Gordon Junior School	108205	5421	5.0
Greenvale Infant & Nursery School	57160	3845	6.7
Halling Primary School	82614	4308	5.2
Hempstead Infant School	90086	5492	6.1
Hempstead Junior School	117781	6431	5.5
High Halstow Primary School	74878	4343	5.8
Hilltop Primary School	126804	5185	4.1
Hoo St Werburgh Primary School and Marlborough Centre	155699	7915	5.1
Horsted Infant School	62720	2905	4.6
Horsted Junior School	78134	2910	3.7
Kingfisher CP School	61886	3300	5.3
Lordswood School	117440	6136	5.2
Luton Infant School	81674	4624	5.7
Luton Junior School	110412	7167	6.5
Maundene School	130010	6481	5.0
Miers Court Primary School	122462	4775	3.9
Napier Community Primary & Nursery Academy	171246	11676	6.8
New Horizons Children's Academy	118018	6180	5.2
New Road Primary School	96945	6285	6.5
Oaklands School	116511	5767	4.9
Oasis Academy Skinner Street	121945	7189	5.9
Park Wood C.P. (Infants)	95910	5050	5.3
Park Wood Junior School	111926	5067	4.5
Phoenix Junior Academy	79171	3577	4.5
Riverside Primary School	59525	2690	4.5
Saxon Way Primary	85411	5930	6.9
St James' Church of England Primary Academy	41579	2767	6.7
St Margaret's at Troy Town CEP	75980	3427	4.5
St Margaret's C of E Junior School	111694	4291	3.8
St Margarets Infant School	89380	4051	4.5
St Mary's Island CE (Aided) PS	125845	5379	4.3
St Nicholas C.E. Infants'	48957	2627	5.4
St Thomas More RCP School	125951	5298	4.2
St William of Perth RCP Aided	66742	2110	3.2
St. Augustine of Canterbury CP	62682	2669	4.3
St. Benedict's RCP School	77148	3244	4.2
St. Helen's C.E.P. School	58722	2422	4.1
St. John's CE Infant School	35535	3237	9.1
St. Mary's Catholic Primary School	133572	5910	4.4
St. Peter's Infant School	41438	2601	6.3
St. Thomas of Canterbury R.C.P	85108	5010	5.9
St.Michael's R.C.P. School	126509	5529	4.4
Stoke Community School	29186	1399	4.8
Swingate Primary School	189228	9761	5.2
Temple Mill Primary School	65082	4031	6.2
Thames View Primary School	121480	5928	4.9

Appendix H: Provisional Absence: Locally obtained data

School Name	Sessions Possible	Sessions Absent	% Absent
The Bligh C.P. (Infant Dept.)	80298	5458	6.8
The Pilgrim School	85992	4109	4.8
Twydall Primary School	152662	9981	6.5
Wainscott Primary School	105979	6547	6.2
Walderslade Primary	66748	2688	4.0
Warren Wood Primary Academy	102571	6084	5.9
Wayfield Primary School	59533	3864	6.5
Woodlands Primary School	150647	7641	5.1
Brompton Academy	292072	16004	5.5
Holcombe Grammar	187717	9540	5.1
Chatham Grammar School for Girls	163795	8556	5.2
Fort Pitt Grammar School	200349	11095	5.5
Greenacre School	265569	21641	8.1
Medway UTC	85344	4669	5.5
Rainham Mark Grammar School	290470	11920	4.1
Rainham School for Girls	409040	27660	6.8
Rochester Grammar School	279282	12948	4.6
Sir Joseph Williamsons Mathematical School	289463	12985	4.5
St John Fisher Catholic School	239120	14182	5.9
Strood Academy	360218	24645	6.8
The Howard School	384382	23587	6.1
The Robert Napier School	238648	17119	7.2
The Thomas Aveling School	315309	19266	6.1
The Victory Academy	159496	10976	6.9
Walderslade Girls' School	240636	19558	8.1
The Hundred of Hoo School	368284	26177	7.1
Abbey Court School	26862	2136	8.0
Bradfields Academy	57274	4381	7.6
Danecourt School	50566	4252	8.4
Inspire Special Free School	10580	1930	18.2
Rivermead School	31990	2395	7.5
The Rowans	17388	2656	15.3
Will Adams Centre PRU	28208	6993	24.8
All (including PRUs)	12679888	723635	5.7
Primary	7687826	406364	5.3
Secondary	4769194	292528	6.1
Special	177272	15094	8.5

* 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

**only returned a partial data set

Primary Maintained	4510068	227171	5.0
Primary Academy Sponsor Led	1648159	86102	5.2
Primary Converter	1529599	85450	5.6

Secondary Selective	1417250	79377	5.6
Secondary Non Selective	3351944	213151	6.4

Appendix I: Secondary School destination data

School Name	School Type	KS4 Cohort	% in Education or Employment KS4	KS5 Cohort	% in Education or Employment KS5
Brompton Academy	Non Selective	186	90%	66	83%
Holcombe Grammar	Selective	106	98%	97	91%
Chatham Grammar School for Girls	Selective	129	98%	68	97%
Fort Pitt Grammar School	Selective	117	98%	102	94%
Greenacre School	Non Selective	147	93%	61	89%
Rainham Mark Grammar School	Selective	178	99%	151	97%
Rainham School for Girls	Non Selective	267	95%	98	95%
Rochester Grammar School	Selective	168	100%	162	92%
Sir Joseph Williamsons Mathematical School	Selective	177	99%	160	93%
St John Fisher Catholic School	Non Selective	167	93%	52	90%
Strood Academy	Non Selective	226	92%	56	96%
The Howard School	Non Selective	243	94%	101	94%
The Robert Napier School	Non Selective	236	87%	58	84%
The Thomas Aveling School	Non Selective	174	93%	62	81%
The Victory Academy	Non Selective	171	87%	45	87%
Walderslade Girls' School	Non Selective	154	92%	55	93%
The Hundred of Hoo School	Non Selective	237	92%	72	75%
Abbey Court School	Special	7	SUPP		
Bradfields Academy	Special	40	100%		
Inspire Special Free School	Special	9	SUPP		
Rivermead School	Special	14	93%		

Medway		3145	94%	2385	89%
Selective		875	99%	740	94%
Non Selective		2208	92%	726	88%