

Medway Annual Schools' Performance Report

Academic year 2017-2018



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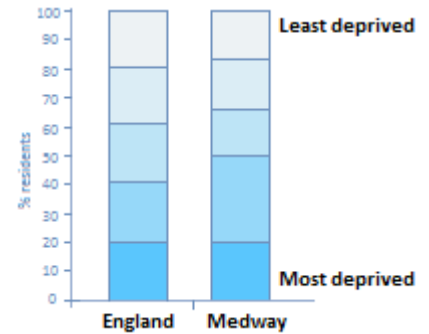
1. Introduction

This annual report summarises the progress made by Medway schools, pupils and the education community in raising achievement throughout 2017-18. 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. When stated that a measure is x% above or below national this is the proportionate lead or proportionately below, not the percentage points gap. Where characteristic comparisons are made this is against the respective national characteristic e.g. Medway SEN Support against national SEN support. A glossary of terms and acronyms is on page 36.

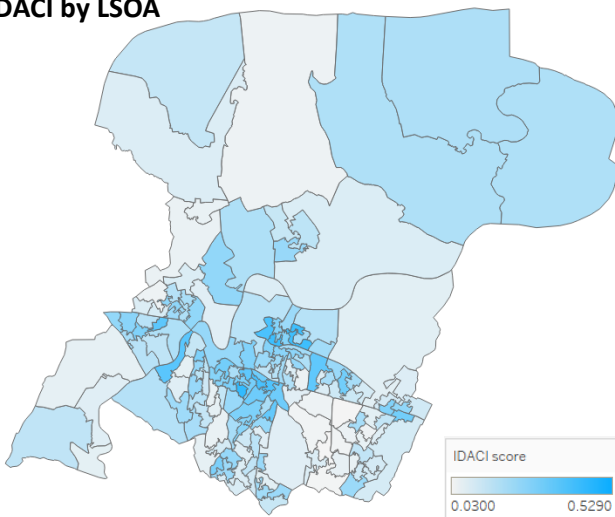
2. Context

Information from the 2011 Census shows that:

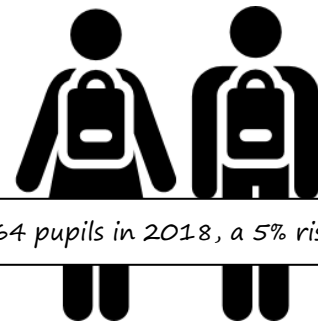
- Levels of deprivation are higher in Medway than England and Wales, with fewer households having no indicators of deprivation than the national average for local authorities.
- Medway has become more ethnically diverse since 2001, with the Black and Minority Ethnic population now at 10.4%.
- White British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



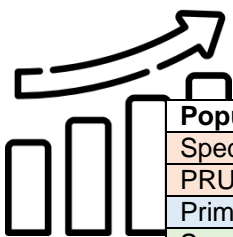
IDACI by LSOA



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 Index of Multiple Deprivation (IMD 2010) places Medway as the 88th most deprived in England out 152 local authorities.



45,764 pupils in 2018, a 5% rise on 2014.



Population	Rise on 2014
Special School	18%
PRU	9%
Primary School	8%
Secondary School	1%

3.2% Medway pupils have an EHCP compared to 2.9% nationally.

13.6% have SEN support compared to 11.7% nationally.



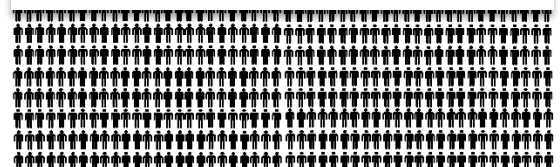
12.6% Medway pupils' eligible and claiming for Free School Meal (FSM) compared to 14.2% nationally.



65 per 10,000 pop children were LAC in 2018, slightly more than the national rate of 64.

3. Medway Highlights of the Academic Year

Strengths- what do we do well?



- **The pace of school improvement is a strength** because in three years Medway has improved, compared to other local authorities, by 54 places up the LA league table for KS2 combined achievement of reading, writing and maths and an increase of 12.5pp in good and outstanding schools over the same period.
- **Phonics is a strength** because performance in Year One has maintained a stable position in line with national and sustained this performance through to the end of KS1 in Year Two matching national at 92%.
- **Key Stage One is a strength** because Medway has sustained its position amongst the top 25% of authorities in England in all three measures.
- **The rate of improvement in Key Stage Two is a strength** because it has seen a 9% improvement compared to the previous year in achieving the expected standard across all 3 subjects and is currently 2pp behind national, but the gap continues to close.
- **Key Stage Four is a strength** because, despite greater than national levels of deprivation, the Medway school system matches the national benchmark for a standard pass in English and Mathematics for all pupils. Furthermore, the rate of continued improvement is swift compared to other local authorities (previously ranked 111th, now ranked 77th).
- **The rate at which pupils are achieving academic qualifications in Key Stage Five is a strength** because it is nearly double that of national, overtaking national.

4. Medway Priorities for Improvement

Standards:

1. Improve achievement at Key Stage Two in all subjects to close the gap to national.
2. Improve the performance of disadvantaged pupils to close the gap with national for all groups.
3. Improve the performance of pupils with an EHCP.

Leadership and Management:

1. Improve system leadership across zones to impact upon standards in teaching and learning.
2. Reduce the variations of school performance within Zones.
3. Improve the teaching and learning provision for pupils at risk of fixed term and permanent exclusions.

5. Work being done

Early Years Foundation Stage (EYFS)

The introduction in 2013 of 2 year funded childcare for the most disadvantaged children was to give these children a better start in preparing them for school readiness both with personal self-care skills and being academically school ready. The Early Years Sufficiency team that formed in January 2018 have worked to engage parents in using their entitlements for funded early years childcare and education. The introduction of the government funded 30 hours of childcare in Sept 2017 for 3 & 4 year olds meeting eligibility also has a strong focus of children being ready for school. Medway secured a bid in 2018 with the DfE to support the uptake and engagement of parents using the 30 hours funded childcare and to encourage more providers to offer the 30 hours places and in particular childminders. There is now an Outreach Officer to give sustained support to both providers and parents in engaging with Government Funded childcare and education.

Subsequent to significant changes to Early Years and Children's Centres, services have been reorganised but the work to support Early Years Providers is no longer undertaken by the Advisory Teachers and therefore the direct support work is no longer available. Advice and guidance is still required to support in ensuring the EYFS Guidance is delivered to its full potential in supporting school readiness in early year's settings. Currently the PVI's and Childminders can buy in this support from various companies but this is not always an affordable option for them. We are able to support the providers and advise, however without a team of Advisors implementing and supporting as previously done, there is now the prospect of gaps appearing in quality and provision and thus impacting on the children in their provision in being school ready which will ultimately negatively affect EYFS.

Any inadequate PVI settings are supported including a follow up visit from an advisor to ensure effective action planning and following up on any breaches in welfare. Medway is in discussions with Medway Early Years Limited to put a proposed joint package of support in place for providers requiring any discussions to put in support for new providers who are setting up their provision in ensuring quality, a good standard of early years education and a strong focus on readiness for school. Medway has contracted out its statutory early years responsibilities to an external provider and works with Medway Early Years Limited around training Medway staff, moderation of EYFS and also to commission further arrangements. Children's Centres focus on those targeted children they are working with in being school ready through the design of their service delivery in order to support children in receiving good GLD and ELG scores at the end of their foundation stage of education. These centres also impact on all attending children's outcomes and building on good early childhood partnerships with health, early help and safeguarding. Medway is looking to run volunteer led community based

services such as parent and toddler groups, drop ins, childminder networks building on and developing new joint working pathways similar to health visitors and SEND early years pathways with children's therapy.

School Improvement

The School Challenge and Improvement Team (SCIT) is driven by leaders with substantial experience of school leadership. It works alongside leaders and in collaboration with the wider strategic education partnerships within Medway and across the South East region. Within the national landscape of change, the focus of this team is to bring strategic coherence and effectiveness to school improvement locally. SCIT fulfils the statutory duties of the Council, which are broadly contained within the 1996 Education Act 13a, to promote high standards within education, permeating all aspects of the Council's plans.

This educational excellence role is the responsibility of the Director of Children and Adult Services and the Lead Member for Children's Services, supported by the portfolio holder for educational attainment and improvement; operational effectiveness is distributed primarily through the School Challenge and Improvement Team. Council plan priority 3, is the driver for all strategic leadership of school improvement and it aims to "Support... Medway's people to realise their potential. All children achieving their potential in schools." SCIT works through the following six objectives to realise this ambition:

1. Headteacher Associations (Medway Education Leaders Association – MELA, Medway Secondary Heads Association – MSHA)
2. The four Medway Zones
3. Alternative Provision Strategy and the Effective Leadership: Inclusion programme
4. SEND Improvement Board
5. Medway Cultural Education Strategy – including the Effective and Enlightening Transition Pilot
6. Medway Education Partnership Strategy.

SCIT are committed to strengthening the operational and independent effectiveness of school system leaders, so that they can champion the child and realise the Council vision for all pupils. Furthermore, the relationship between LA school improvement officers and the Regional Schools Commissioner is well established, enabling regular dialogue and the sharing of intelligence for the benefit of all children and young people.

At a school level, the team works with leaders to develop their professional skills enabling them to make a positive impact on the goals they seek and aspire to achieve. SCIT's principle is to support colleagues at all points of their career from Newly Qualified Teachers to executive leaders and into system leadership.

Colleagues in education who demonstrate best practice, are drawn upon to support the delivery of our programmes. Work with the two teaching schools offers the potential to further expand local professional networks. Using this approach, the pace of school improvement is now a strength, overtaking the primary performance outcomes of a third of all local authorities within 3 years. In that time, SCIT have directly improved the quality of the workforce, in both school leadership and in classroom teaching, in the mission to fulfil the Council vision.

Looked after Children (LAC)

In order to support the closing of the gap in achievement action has been taken to secure staff to the established roles within Medway Virtual School (MVS), Virtual Headteacher and Virtual School Officer. In addition there has been an expansion of staffing to include a Deputy Headteacher and a Practice Support Officer, the latter role in particular to address the drift and delay in allocation of pupil premium plus. MVS attend personal education planning meetings (PEPs) or reviews as appropriate to secure improvements in PEPs so that the attainment gap begins to close. Provision of resources and training has been made for teachers in attachment and trauma to support whole school practice in responding to behaviours and needs of pupils, equipping more school staff to respond to the needs of these pupils before any escalation of behaviours or actions. There has been an allocation of targeted resources to students to support self-study for those approaching statutory assessment, particularly KS2 and KS4, and to close the gaps where students have missed opportunities in education. There is close working with the Inclusion team and other Virtual Schools to secure early intervention where a pupil is at risk of exclusion. Any student referred to school support group (SSG) that is a looked after child or previously looked after child is discussed prior to the meeting so that advice can be shared quickly (irrespective of whether this is a child looked after by Medway or placed by another local authority). The provision of training and resourcing alongside the youth service is widening the engagement of pupils in certificated activities and to support the transition of pupils between key stages. Any exclusions for pupils placed outside Medway are also shared and stored within relevant Medway teams so that accurate picture is known in real time to inform actions. Support for the transition work (Inclusion team, youth service, bespoke) Y6/Y7 to ensure pupils make a good start to secondary education; where possible this will be extended to Y11/12 and other pupils known to be vulnerable to exclusion. Supporting carers and social workers to understand exclusions and where an 'unofficial exclusion' may have taken place; challenges to practice are used to consider actions and ensure best practice is followed. This initially may have an adverse impact on figures but will provide clear opportunities for training and support in order to improve practice and reduce figures over time. Training is ongoing for social workers, foster carers and schools to develop practice, including support, for pupils who are at risk of exclusion. Work continues with the Inclusion manager and Youth Services manager to develop activities to maintain engagement of pupils and promote understanding of importance of learning across all services. There is much closer working with social workers to secure admission to schools where placements have changed so that educational opportunities are not delayed.

Exclusions

The advocacy of all children in Medway, is the local authority's highest priority. When headteachers decide to issue an exclusion, the local authority's statutory role, as outlined within the 1996, 2002 and 2006 education acts, is to ensure that there is legal compliance and best practice, in the interests of each child. Consequently, the inclusion manager will

challenge and support headteachers ensuring that this statutory function is met. This may result in the headteacher amending provision, in their school, that meets the needs more appropriately, avoiding the need to exclude a child from their education community and peers. When permanent exclusions are issued, the inclusion team place the child in suitable provision in line with their statutory duty.

The inclusion team also exists to promote good practice and has been integral to the Alternative Provision Review and its recommendations. The team is both proactive, offering informal advice to headteachers, and reactive, once an exclusion has been formally issued. 'School Support Group' and 'Team Around the School' are key parts of the proactive support offer to schools. In these forums, school leaders discuss pupils perceived needs, who they believe are at risk of exclusion, so that they benefit from professional, multi-agency review and guidance. Effective integrated council service working comes to the fore here. Often, Early Help, Social Care and the Youth Service will respond, enabling the school to deliver their primary education, teaching and learning role efficiently.

Professional development is a key fundamental of the service and the team not only supports school leaders, but also newly qualified teachers and governors. Additionally, officers with casework skills that expand across the education and social care sectors intervene and offer high level advocacy to ensure vulnerable children and young people are given the best possible chance of achieving their potential, in line with Council priority 3. Furthermore, we recognise that parents and carers are the principle holders with responsibility and we offer advice and guidance when this is appropriate informally, and formally once an exclusion is issued. Some parents choose to withdraw their child from state provision and take responsibility for their child's education otherwise. The inclusion team extends their influence beyond their statutory remit to offer guidance to parents, to ensure that all pupils in Medway are connected to professional support and advice. The relationship that the inclusion team have here with parents is delicate and vital.

Resolutions through the extensive inclusion teams offer is effective, often resolving issues without recourse to exclusion, allowing the child to remain within their chosen education provision.

Absence

The Attendance Advisory Service to Schools and Academies (AASSA) is partly a statutory service and also continues to be a part successful traded service. Only 7 out of the Medway Schools/Academies do not purchase the service of AASSA. Statutory support is offered by including prosecuting parents on behalf of Medway Council and the schools/academies when attendance fails to improve and unauthorised absence continues to be recorded. AASSA also issue penalty notices on behalf of schools/academies for unauthorised absence and unauthorised leave of absence (holiday). As a statutory responsibility Children Missing Education support is offered to schools/academies ensuring children are safe and in receipt of an education that they are entitled to. AASSA works in partnership with the schools/academies to monitor and improve school attendance. Practitioners visit schools/academies regularly according to the hours that have been purchased. At the start of the academic year plans are made jointly with Attendance Leads at the schools/academies. This ensures the correct support is offered, that Attendance Policies are fit for purpose and the monitoring of attendance is regulated, ensuring procedures set are closely followed and poor school attendance is monitored and challenged effectively. Persistent Absence Data is collected termly, assisting greatly in statistical reporting. Reports produced are then fully interrogated by AASSA which assists in improving attendance.

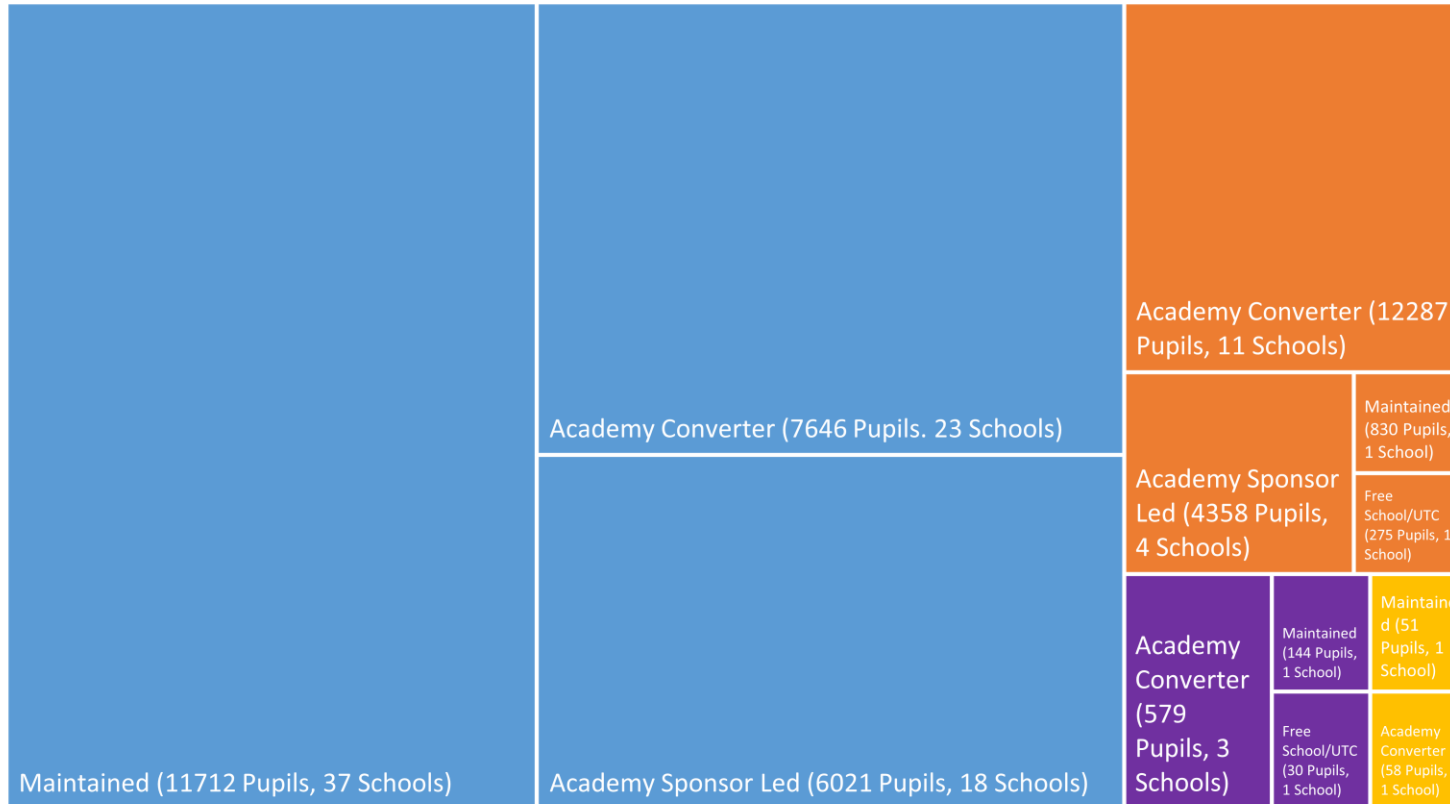
Destination/NEET

We have now recruited to key posts Young person's Tracking Officers (2) and 4 Information, advice and Guidance (IAG) specialists, which have been held as vacancies. We are in the process of appointing a Careers and Enterprise Company Coordinator to improve careers guidance in schools by helping to implement key Gatsby benchmarks. We now are working with schools and academies regarding key data collection and receiving the data in a timely, planned fashion. The system is now operating after recent build and process has been manual till now. Both helping to reduce the destination unknowns. NEET reduction remains to be the focus, with targeted groups of those known to SEND/LAC/YOT and aged 16/17 years as well as those with no September guarantee. Closer working relationships with local providers has increased and offers more choice for progression for young people in addition, the Kent Association of Training Providers provide a register of training providers and their latest Ofsted grade. Medway is also monitoring the quality and impact of careers advice and guidance in schools identifying schools with the highest levels of NEET leavers and discussing what is offered within that education establishment. Through the implementation of the Skills and Employability plan, the council are undertaking a provision mapping exercise and gap analysis. This will help assess quality, and areas of provision that are not available. Medway is also working with My Trust in relation to their programme (Trust Careers) and monitoring impact into education, training and employment and dropout rates.

6. Characteristics of Medway Schools

Types of School and Number on Roll as at October 2017

■ Primary ■ Secondary ■ Special ■ Pupil Referral Unit



Free School Meals (FSM)

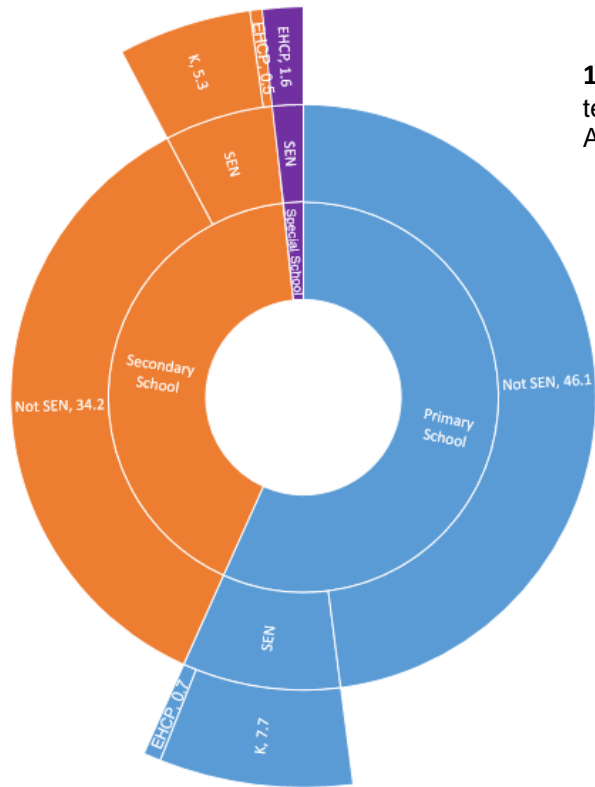
Year	Primary (%)	Secondary (%)	Special (%)	All Schools (%)
2014	18	13	32	16
2015	16	11	33	14
2016	13	11	31	12
2017	13	10	26	12
2018	13	11	28	13

*The figures above do not include Pupil Referral Units. A 19% decline in FSM has been seen since 2014. In 2018, a 1% increase was seen on the previous year. Notably, Special schools saw an 8% increase.

Ofsted

	1 Outstanding	2 Good	3 Requires Improvement	4 Inadequate	Total	%
Primary	7	55	6	5	73	84.9
Secondary	4	10	3	0	17	82.4
Special	3	1	0	1	5	80.0
PRU	1	1	0	0	2	100.0
ALL	15	67	9	6	97	84.5

The inspections refer to the most recent inspection held as at September 2017. 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. Of the 97 inspected, 84.5% have a good or outstanding rating.



15.8% of pupils in 2018 were identified as having SEN. This identification may be made by teachers within the stages of the SEN Code of Practice as SEN support, or more formally by the Authority, which may result in an Education Health and Care Plan (EHCP).

- 8.4% are placed in primary schools
- 5.8 are placed in secondary schools
- 1.6% are placed in special schools

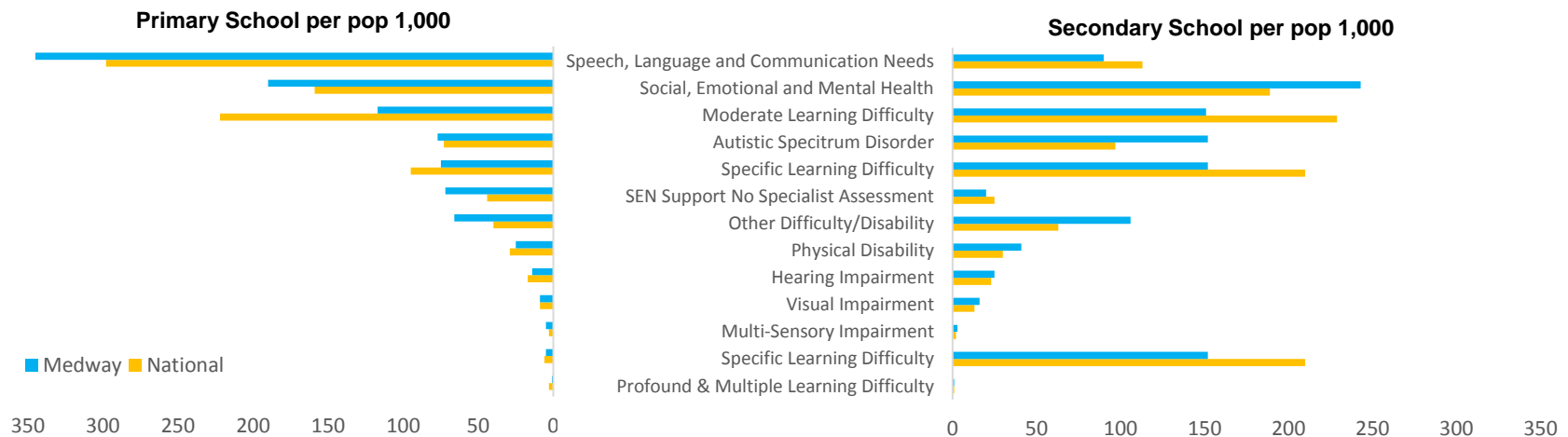
Primary Needs

Primary Needs in Primary School

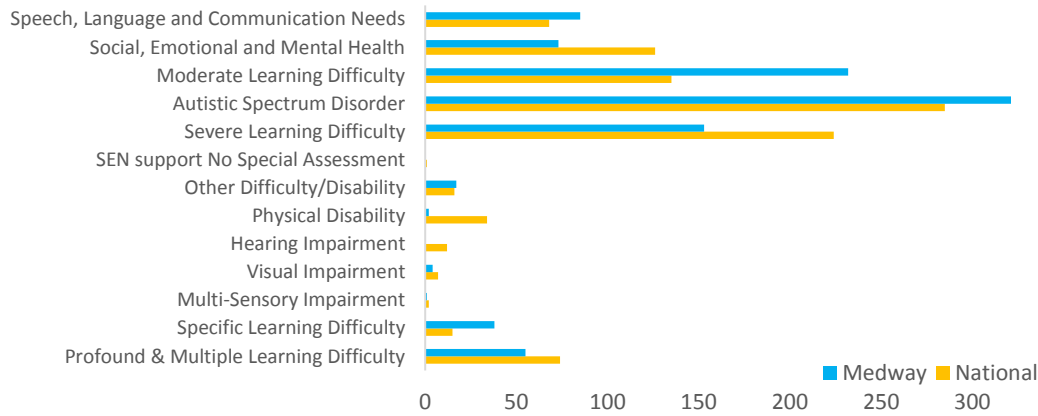
“Speech, Language and Communication Needs” is the most prominent primary need in primary schools nationally and within Medway, followed by “Social, Emotional and Mental Health” and “Moderate Learning Difficulty”. Nationally, “Moderate Learning Difficulty” has a greater representation than within Medway. Medway has a greater representation of “Other Difficulty/Disability” and “SEN Support No Special Assessment” than seen nationally.

Primary Needs in Secondary School

“Social, Emotional and Mental Health” is the most prominent primary need in Medway’ secondary schools within Medway followed by “Specific Learning Difficulty” and “Autistic Spectrum Disorder”. Medway has less “Moderate Learning Difficulty” and “Specific Learning Difficulty” than seen nationally. In Medway, secondary schools show a greater variance against national for primary reasons than seen within Primary schools.



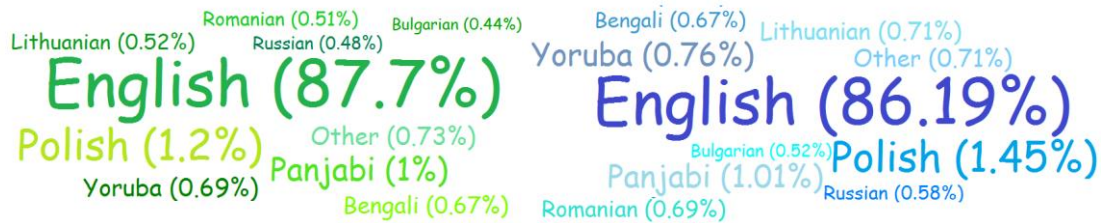
Special School per pop 1,000



“Autistic Spectrum Disorder” is the most prominent primary need in special schools both nationally and in Medway, followed by “Moderate Learning Difficulty” and “Sever Learning Difficulty”. Nationally, “Severe Learning Difficulty”, “Social, Emotional and Mental Health” and “Physical Disability” show a notably greater representation than within Medway. Within Medway, special schools show a notably larger proportion of “Moderate Learning Difficulty” within Special schools.

All

Primary



Top 10 Languages

Secondary

Special



Medway displays a lower proportion of pupils with English as an Additional Language (EAL) across all school phases compared with national.

	English as an additional Language	
	Medway	England (state-funded sector)
Primary	13.6%	21.2%
Secondary	10.1%	16.6%
Special	8.2%	14.8%



Ethnicities

Medway

All



Primary



Special



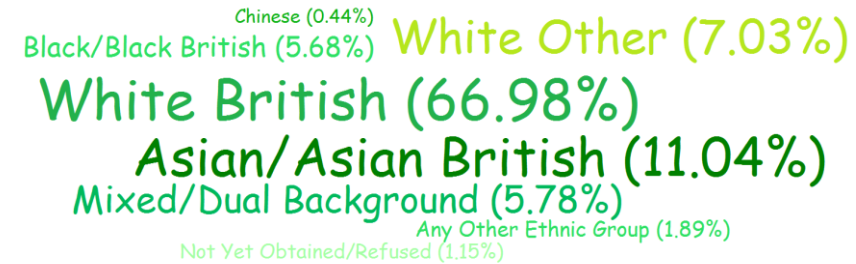
Secondary



England

(State-funded sector)

All



Primary



Special



Secondary



7. Headlines of Analysis

Ethnic minorities continue to perform well across all key stages

Early Years Foundation Stage (EYFS)

- Medway has **outperformed the national** attainment for:
 - The achieving a Good Level of Development by 1.3pp (2%)
 - The percentage achieving expected level across Early Learning Goals by 0.8pp (1%)
- Medway is **below the national** attainment for:
 - The Average Point Score by 0.3 point (1%)

Phonics

- Medway has achieved a strong performance in phonics, **equal to national**

Key Stage 1

- Medway has **outperformed the national** percentage achieving the expected standard for:
 - Reading by 3pp (4%)
 - Writing by 2pp (3%)
 - Mathematics by 3pp (3%)

Key Stage 2

- Medway is **below the national** percentage achieving the expected standard for the below, but the gap behind national is narrowing:
 - Reading, Writing and Mathematics combined measure by 2pp (3%)
 - Reading by 3pp (4%)
 - Writing by 1pp (1%)
 - Maths by 4pp (5%)
 - GPaS by 6pp (8%)

Key Stage 4

- Medway is **below the national** attainment level in:
 - The percentage achieving a 4 or above in English and Maths by 0.6pp (1%)
 - The percentage achieving a 5 or above in English and Maths by 1.6pp (4%)
- Medway has **outperformed the national** attainment level in Progress 8 by 0.04 points

Key Stage 5

- Medway is **below the national** attainment in:
 - The percentage achieving AAB in at least 2 facilitating subjects by 2.3pp (15%)
 - The A level Average Point Score by 0.28 point (1%)
 - The General Average Point Score by 2.21 points (8%)
 - The Technical Average Point Score by 1.54 points (5%)
- Medway has **outperformed the national** in the Academic Average Point Score by 0.12 point

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 2016-2017

Looked after Children (LAC)

- Medway out-performed national in the following measures for LAC:
 - KS2: Percentage achieving at least the expected standard in Writing by 11.3pp (24%)
 - KS4: Progress 8 value
- Medway was below national in the following measures for LAC:
 - KS2: Percentage achieving at least the expected standard in the combined Reading, Writing and Mathematics by 3pp (10%)
 - KS2: Percentage achieving at least the expected standard in Reading by 7.5pp (17%)
- Medway was broadly in line at KS2 in Mathematics (0.2pp below)
- Medway had 0 LAC Permanent Exclusions, 10.61% of LAC children had a fixed term exclusion

Exclusions

- Medway's permanent exclusion rate was 0.04pp (40%) larger than national but continues to show improvement
- Medway's fixed term exclusion rate was 1.82pp (38%) larger than national despite an improvement

Absence

- Medway's overall absence is now in line with national and the PA is 0.6pp (6%) larger than seen nationally.

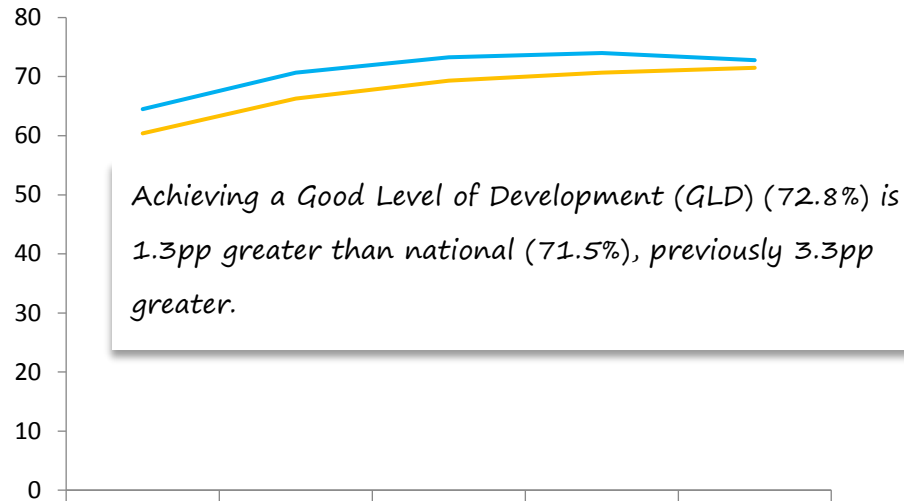
Destination

- 93% of pupils from Medway's schools were in an education or employment/ training destination after Key Stage 4, 1pp (1%) **poorer than national**
- 91% of pupils from Medway schools were in an education or employment/ training destination after Key Stage 5, 1pp (1%) **better than national**

NEET

- 24.4% of 16-17 year olds in Medway were NEET, **poorer than national** 9.8%

8. Early Years Foundation Stage



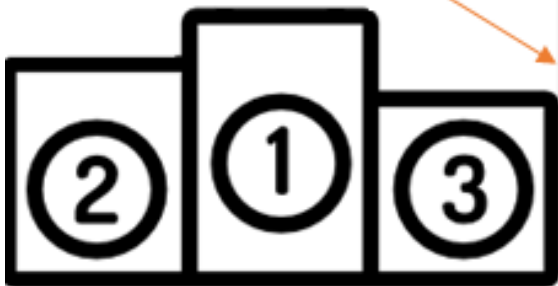
Achieving a Good Level of Development (GLD) (72.8%) is 1.3pp greater than national (71.5%), previously 3.3pp greater.

	2014	2015	2016	2017	2018
Medway	64.5	70.7	73.3	74	72.8
England (state-funded sector)	60.4	66.3	69.3	70.7	71.5

Despite being greater than national, GLD (72.8%) has seen a 22 place drop in the LA rankings now 51st because our improvement rate is the same as before.

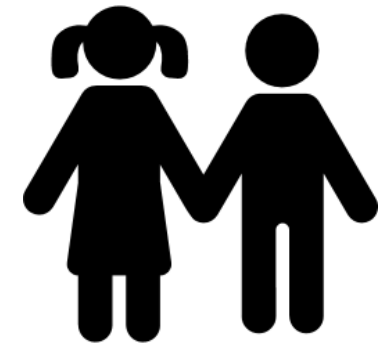
Achieving all Early Learning Goals (ELG) (71%) is 0.8pp greater than national (70.2%), previously 3.5pp greater leading to a 27 place drop in the

The APS is 0.3pp worse (34.3) than national, previously 0.7pp greater leading to a 47 place drop in the rankings now 83rd



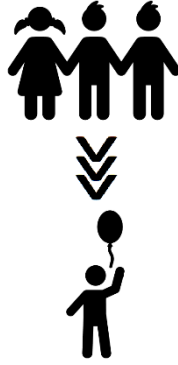
	Boys		Girls	
	Medway	England (state-funded sector)	Medway	England (state-funded sector)
2014	56.7	52.4	72.4	69.7
2015	62.2	58.6	79.8	74.3
2016	65.5	62.1	81.4	76.8
2017	67.1	64.0	81.4	77.7
2018	66.0	65.0	79.8	78.4

Medway boys and girls are still outperforming but their lead on national is reducing.



8. Early Years Foundation Stage

Medway's percent attainment gap between all children and bottom 20% is level with national's at 31.8. The gap has widened compared to last year, showing a 13% deterioration compared to the previous year. National has also seen a marginal worsening of results, previously at 31.7.



Free School Meals (FSM)

		Medway			National		
		2016	2017	2018	2016	2017	2018
GLD	FSM	60%	61%	61%	54%	56%	57%
	Non FSM	75%	76%	74%	72%	73%	74%

The performance of those eligible for FSM deteriorated remained constant in GLD, whilst those not eligible saw a 3% deterioration similar. Those eligible nationally showed 2% improvements in GLD whilst those not eligible showed a 1% improvement in GLD.

Pupils eligible for FSM in Medway performed better in relation to the respective national (4pp) than those not eligible who performed inline.

All ethnicities except Chinese pupils performed better or in line with national in the proportion achieving a GLD. Most notably Medway's pupils in the black ethnicity group have performed 4pp greater than their respective national.

	Medway	National
White	73%	72%
Mixed	73%	73%
Asian	71%	71%
Black	74%	70%
Chinese	73%	79%

Closing the Gap

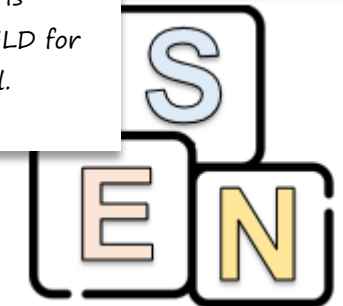
Medway's gap between FSM and Non FSM has reduced (25% to 18%). Medway's gap remains more favourable than seen nationally, with national remaining constant in GLD (30%).

However, in the SEN support group, the gap between SEN support and non-SEN pupils has increased (103% to 163%). National has seen a decrease in the gap (181% to 175%).

Special Educational Needs (SEN)

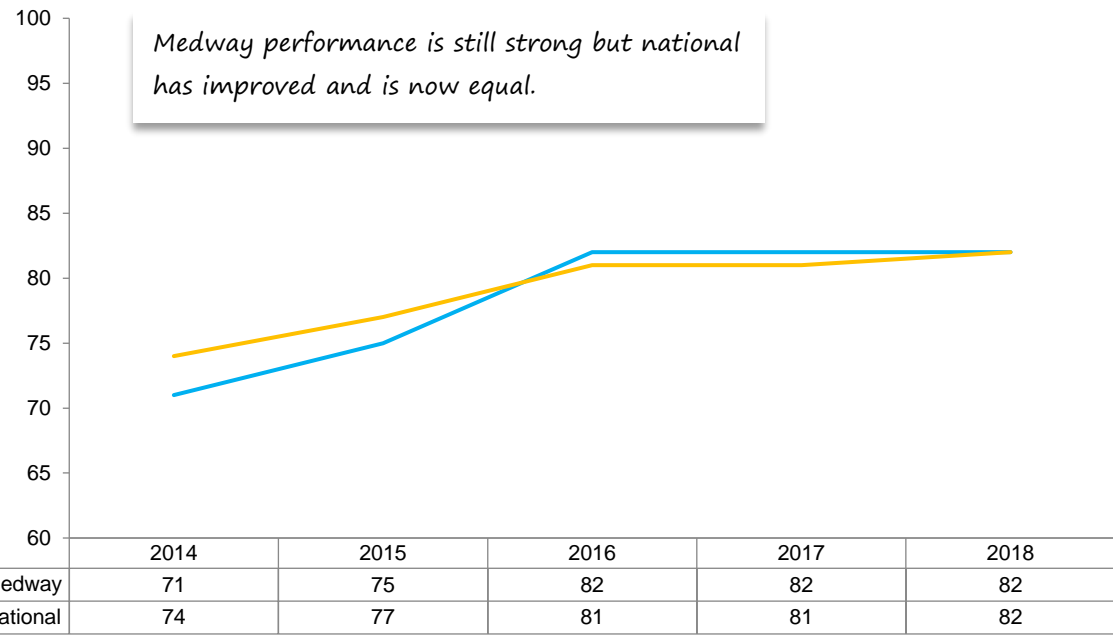
	Medway			National		
	2016	2017	2018	2016	2017	2018
Non-SEN	79%	74%	79%	75%	76%	77%
SEN Support	36%	32%	30%	26%	27%	28%
EHCP /Statemented	x	8%	x	4%	4%	5%

Compared to the previous year, Medway SEN support pupils showed a 6% deterioration in GLD. This is against national making a 4% improvement. GLD for Medway EHCP/Statement pupils was redacted.



9. Phonics

Medway performance is still strong but national has improved and is now equal.

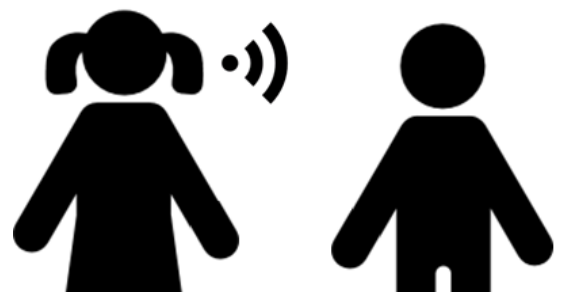
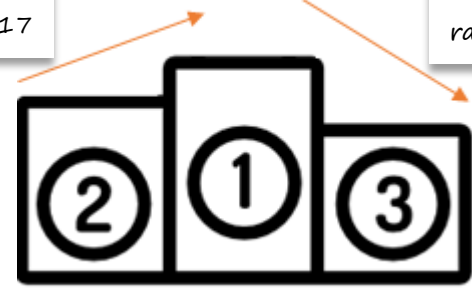


For the 3rd year running 82% of pupils met the required standard.



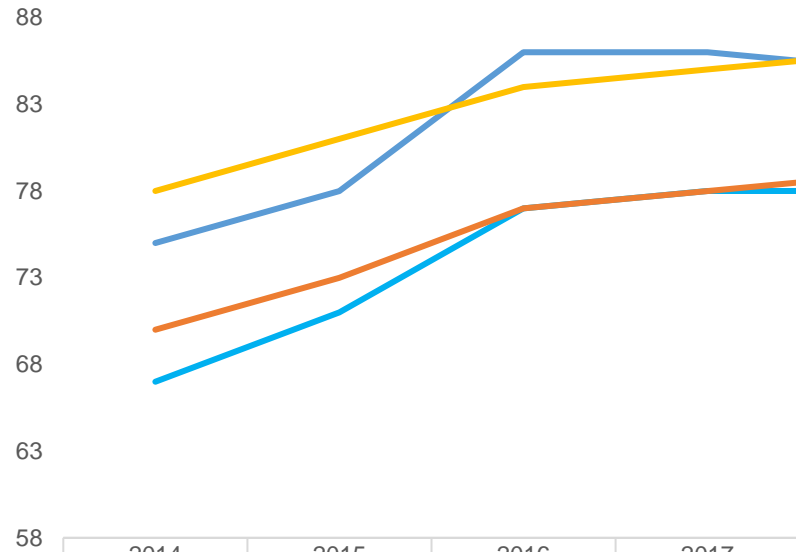
In 2012 Medway was ranked bottom of all LAs and climbed the rankings to 56th in 2017

Compared to last year Medway has dropped 24 places and is now ranked 76th



92% achieved of pupils achieved the expected standard by the end of year 2, in line with national

9. Phonics



Medway boys have held a stable 78% across both years, whilst girls have shown a 1% deterioration against the previous year.

Within the 5 year period, Medway boys have improved at a faster rate than seen by the girls (16% and 13% respectively). Boys and Girls have grown at a faster rate than the respective nationals (Boys 13% and girls 10%).

	2014	2015	2016	2017	2018
Medway Girls	75	78	86	86	85
Medway Boys	67	71	77	78	78
National Girls	78	81	84	85	86
National Boys	70	73	77	78	79

Both Boys and Girls are 1pp below their respective national, a shift on the previous year where Medway boys were in line with national and the girls greater.

	White	Mixed	Asian	Black	Chinese
Medway	81	83	90	88	100
National	82	84	85	84	91



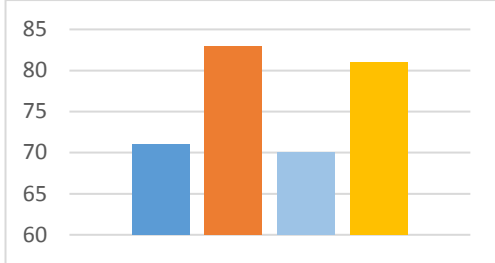
All ethnicities in Medway except those classed as Mixed and White achieved better than national.

9. Phonics



Free School Meals (FSM)

	Medway					National				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
FSM	57	64	70	68	71	61	65	69	68	70
Non FSM	74	77	83	84	83	77	79	83	84	81



Pupils eligible for FSM in Medway performed 1pp better than the respective national group, whilst pupils who are not eligible performed 2pp below the respective national.

Within the 5 year period, Medway FSM have improved at a faster rate than seen by non FSM (25% and 12% respective). Nationally FSM showed a 15% improvement and non FSM, 9%. On the previous year a 4% improvement was seen by Medway FSM and a 1% deterioration by non FSM, nationally FSM showed a 3% improvement and non FSM showed a 4% deterioration.

Closing the Gap

Medway's rate of closing the gap between FSM and Non FSM has been much faster than seen nationally (national reducing from 26% to 20%, Medway reducing 30% to 17%).

Similarly, reducing the gap between SEN Support and non-SEN was also faster than seen nationally (national reducing from 103% to 85%, Medway reducing 122% to 80%) and between EHCP and non-SEN (national 376% to 368%, Medway 1233% to 878%).

Special Educational Needs (SEN)

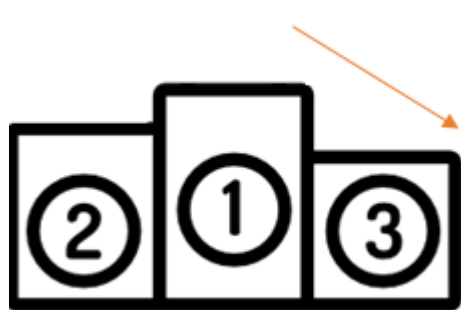
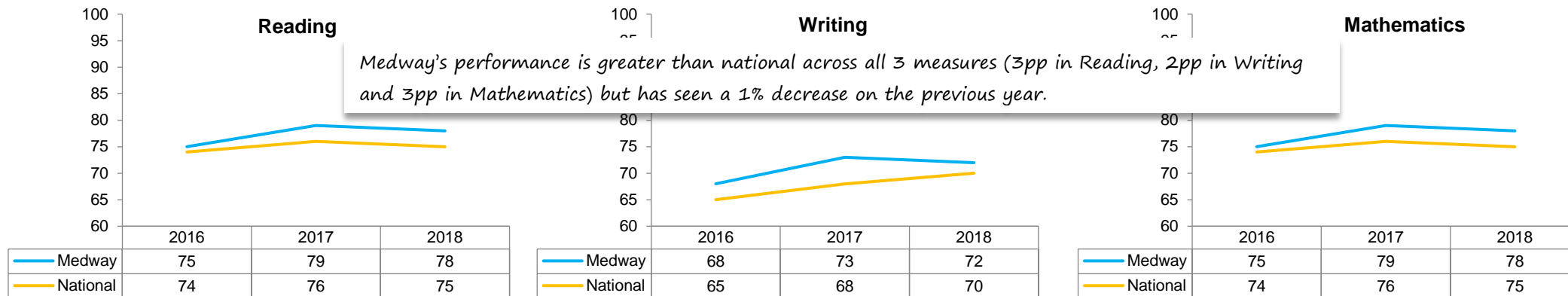
	Medway					National				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Non-SEN	80	82	88	88	88	81	83	86	87	89
School action	40					41				
School action +	37					39				
SEN Support	38	44	50	50	49	40	42	46	47	48
EHCP/Statemented	6	9	13	8	9	17	18	18	18	19



Within the 5 year period, Medway pupils with SEN support have improved at a faster rate than seen by the pupils with no level of SEN (30% and 15% respective) in line with the national trend (20% and 10% respective). On the previous year a 2% deterioration was seen whilst those with no level of SEN remained constant, nationally a 2% improvement was seen by both.

Within the 5 year period, Medway pupils with an EHCP showed a 50% improvement against nationals 12%. On the previous year, Medway showed a 13% improvement against nationals 6% improvement.

10. Key Stage 1



Compared to last year, Medway has dropped 28 places in Writing, 17 places in Maths and 9 places in Reading. Now ranked 28th in Reading, 32nd in Maths and 28th in Reading.

Boys performed notably better in relation to the respective national than girls in Reading and Writing. Girls performed notably better in relation to the respective national in Maths. However, boys have shown a 1% deterioration compared to the previous year whilst girls have made improvement or remained constant.

	Medway			National		
	Reading	Writing	Mathematics	Reading	Writing	Mathematics
White	76	71	77	75	69	76
Mixed	80	77	79	77	72	77
Asian	84	81	84	78	74	78
Black	87	85	87	77	72	74
Chinese	x	x	x	84	83	91



All ethnicities have outperformed the respective national across all 3 subjects.



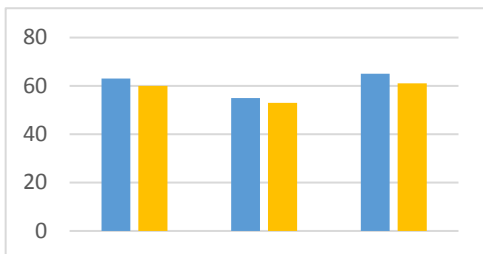
		Medway			National		
		2016	2017	2018	2016	2017	2018
Reading	Girls	79	84	83	80	78	79
	Boys	72	74	73	70	72	71
Writing	Girls	73	81	83	79	75	80
	Boys	63	67	66	59	62	63
Mathematics	Girls	77	81	81	79	77	77
	Boys	77	81	81	72	74	75

10. Key Stage 1



Free School Meals (FSM)

		Medway			National		
		2016	2017	2018	2016	2017	2018
Reading	FSM	63	64	63	60	61	60
	Non FSM	78	81	80	77	78	78
Writing	FSM	53	59	55	50	52	53
	Non FSM	71	76	75	68	71	73
Mathematics	FSM	61	65	65	58	60	61
	Non FSM	77	81	80	75	78	79



Pupils eligible for FSM in Medway performed better in relation to the respective national group (3pp, 2pp and 4pp respective) than those not eligible (2pp, 2pp and 1pp respective).

Those eligible for FSM have been more impacted by the deterioration on the previous year, seen in Reading and Writing (2% and 7% respective) than those not eligible (both 1%). However in Maths have remained constant against a 1% deterioration by those not eligible. Nationally improvements were seen across Writing and Maths but a 2% deterioration in Reading by those eligible.

Closing the Gap

Medway's gap between FSM and Non FSM remained the same in Reading (26%), reduced in Maths (25% to 23%) and increased in Writing (29% to 36%). Medway's gaps remain more favourable than seen nationally with national showing an increase in Reading (28% to 30%), remained constant in Maths (30%) and increased in Writing (37% to 38%).

In the SEN support group, the gap with non-SEN has decreased in Reading and Writing (126% to 112% and 179% to 173%) and increased in Maths (110% to 113%). National has seen a decrease in the Reading gap (155% to 147%) and an increase in the Writing and Maths gaps (216% to 235% and 133% to 137%).

In pupils with an EHCP/Statement the gap with non-SEN has narrowed in Reading (nearly 10 times more to nearly 9 times more) and widen in Writing and Maths (both 10 times better to 16 and 13 respective). National has shown improvements in reducing the gap in Writing (nearly 9 times better to nearly 8) but has seen deterioration in Maths (nearly 6 times better to nearly 8 times) and shown no movement in Reading (6 times

Special Educational Needs (SEN)

	Medway			National		
	Reading	Writing	Mathematics	Reading	Writing	Mathematics
Non-SEN	86	81	86	84	79	84
SEN Support	38	29	41	33	25	36
EHCP /Statemented	10	5	7	13	9	11

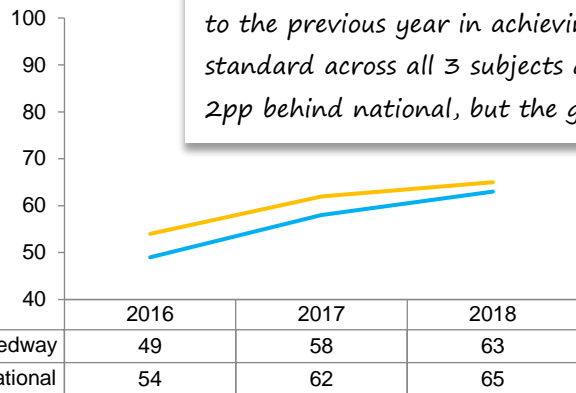


On the previous year, Medway SEN support pupils showed a 1% decrease across all 3 subjects but remain greater than national. National showed a 3% improvement in Reading and an 8% decline in Writing and 3% decline in Maths.

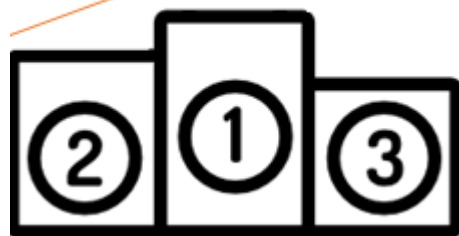
On the previous year, Medway EHCP/Statement pupils showed a 25% improvement in Reading, 38% decline in Writing and 13% decline in Maths, performing below national in all 3 subjects. Nationally showed a 1% decline in Reading, remained constant in Writing and a 21% decline in Maths.

11. Key Stage 2

Medway has seen a 9% improvement compared to the previous year in achieving the expected standard across all 3 subjects and is currently 2pp behind national, but the gap is narrowing.



In 2012 Medway was ranked 149th in the KS2 accountability measure. Since the introduction of assessment without levels in 2016, Medway has shown notable improvements, ranked 123rd in 2016, 115th in 2017 and now 96th.



	Medway	National
Reading	-0.8 (CI -1 to -0.6)	0
Writing	-0.1 (CI -0.3 to -0.1)	0
Mathematics	-0.5 (CI -0.7 to -0.3)	0

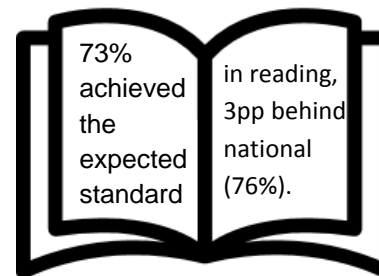
Medway has made statistically well below national average progress in Maths and statistically below the national average in Reading and Writing.

APPENDIX 2

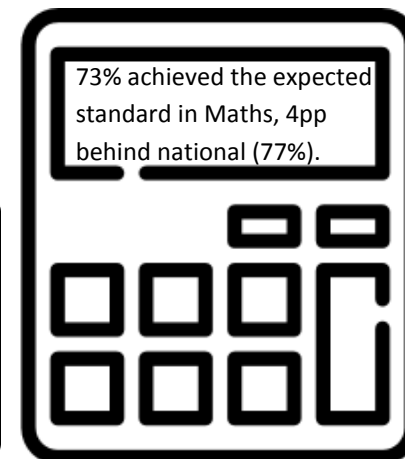
72% achieved the expected standard in GPS, 6pp behind national (78%) and a 3% improvement on the previous year.



78% achieved the expected standard in Writing, just 1pp behind national (79%).

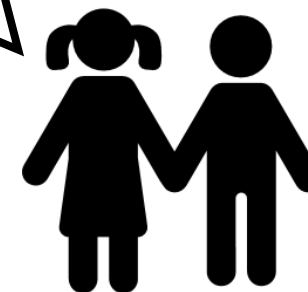


73% achieved the expected standard in reading, 3pp behind national (76%).



73% achieved the expected standard in Maths, 4pp behind national (77%).

60% of boys achieved the expected standard (RWM), 1pp behind national boys. 66% of girls achieved this, poorer in relation to the national, 3pp behind. Boys showed a faster improvement rate on the previous year (11% and 5%) respectively. This is faster than the rate seen by girls showing a 6% improvement against national's 5%.



	Boys		Girls	
	Medway	England (state-funded sector)	Medway	England (state-funded sector)
2016	45	50	52	58
2017	54	58	62	66
2018	60	61	66	69

11. Key Stage 2

	White	Mixed	Asian	Black	Chinese
Medway	61	71	76	74	100
National	64	66	69	64	82

Medway Mixed, Asian, Black and Chinese pupils have performed better than the respective national (5pp, 7pp, 10pp and 18pp respective). Medway White pupils have performed 3pp behind the respective national.

Closing the Gap

Medway has seen an increase in the gap between FSM and Non FSM, nationally the gap has reduced (Medway increased from 49% to 53%, national reducing from 51% to 48%).

Between SEN support and non-SEN, Medway has reduced the gap against a marginal national increasing gap (Medway non-SEN performed nearly 3 times better than SEN support, previously 4 times better, national non-SEN performed 3 times better and marginal increased this gap).

Between individuals with an EHCP/Statement and non-SEN, Medway has reduced the gap at a faster rate than national (Medway non-SEN performed 7 times better, previously 10 times better, national non-SEN performed over 8 times better, previously 9 times better).



Within the 3 year period, Medway pupils with SEN support showed a 63% improvement against nationals 50%. On the previous year, Medway SEN support pupils improved at a faster rate than national (53% and 14% respective improvements). Medway pupils with SEN support performed 2pp better than the respective national.

Free School Meals (FSM)

	Medway			National		
	2016	2017	2018	2016	2017	2018
FSM	32	41	43	36	43	46
Non FSM	52	61	66	57	65	68



Medway pupils eligible for FSM are 3pp behind the respective national (43% and 46%). Within the 3 year period, Medway FSM have improved at a faster rate than seen by non FSM (34% and 27% respective). Nationally FSM showed a 28% improvement and non FSM, 19%. On the previous year a 5% improvement was seen by Medway FSM and a faster 8% improvement by non FSM. Nationally FSM showed a 7% improvement and non FSM showed a slower 5% improvement.

Special Educational Needs (SEN)

	Medway			National		
	2016	2017	2018	2016	2017	2018
Non-SEN	59	68	74	62	71	74
SEN Support	16	17	26	16	21	24
EHCP/Statemented	3	7	10	7	8	9

Within the 3 year period, Medway pupils with an EHCP showed a 233% improvement compared to nationals 29%. Against the previous year, Medway showed a 43% improvement compared to national's 1% improvement. Medway pupils with an EHCP/Statement performed 1pp greater than national.

KS2 Accountability

Below floor

The following school is considered “below” floor, which means that performance does not meet the government’s minimum acceptable standard of performance.

School	Attainment	Reading Progress	Writing Progress	Mathematics Progress
Miers Court Primary School	42	-3.47	-2.22	-5.65



Coasting

The following schools are considered “coasting”;



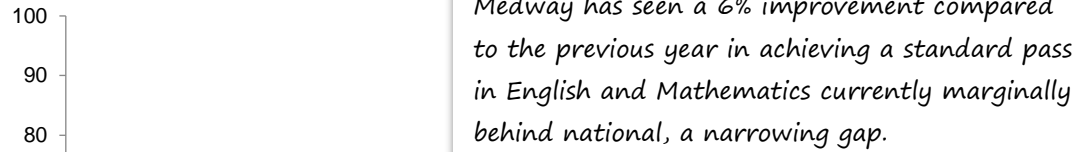
School	2016				2017				2018			
	Attainment	Reading Progress	Writing Progress	Mathematics Progress	Attainment	Reading Progress	Writing Progress	Mathematics Progress	Attainment	Reading Progress	Writing Progress	Mathematics Progress
Bligh Junior School	48	-2.54	-0.19	-3.41	53	-4.43	-2.53	-3.79	61	-3.46	-0.84	-2.94
Burnt Oak Primary School	27	-4.02	-0.79	-2.28	47	-4.12	-0.04	-2.81	57	-2.26	-2.1	-2.96
Park Wood Junior School	52	-0.03	-3.66	-0.45	48	-1.44	-2.04	-3.23	60	-4.34	-1.67	-2.38
Riverside Primary School	23	-2.71	-1.95	-3.86	57	-2.9	-2.77	-6.09	61	-2.66	-1.83	-4.6
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	40	-1.14	1.14	-4.17	38	-4.07	-5.16	-4.22	68	-2.01	-3.92	-4.18
Warren Wood Primary Academy	19	-3.22	6.11	0.28	24	-3.19	1.12	-2.36	39	-4.07	-1.36	-2.79

The following school is at risk of “coasting” next year, based on the previous 2 years;

School	2017				2018			
	Attainment	Reading Progress	Writing Progress	Mathematics Progress	Attainment	Reading Progress	Writing Progress	Mathematics Progress
Walderslade primary School	59	-0.94	0.88	-2.66	68	-3.35	-0.36	-2.81



12. Key Stage 4

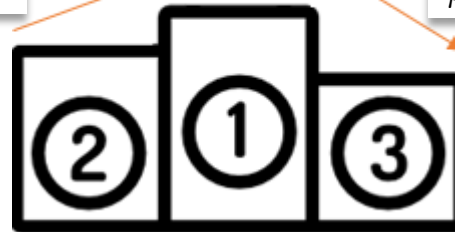


	2014	2015	2016	2017	2018
Medway	62	59.6	64.6	60	63.8
National	59.1	59.5	63.3	64.2	64.4

Medway saw an improvement in rankings in the percentage achieving the threshold in English and Mathematics (5 or above) of 6 places in the LA rankings, now 78th.

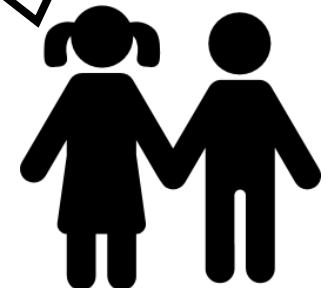
A 34 place improvement was seen in the percentage achieving a standard pass in English and Mathematics (4 or above), now 77th.

The average attainment 8 measure saw a 2 place improvement, now 77th.



Medway saw a drop in the progress 8 measure of 4 places now 54th.

Both genders in Medway performed below national in achieving the expected standard in English and Mathematics. Females were also below national in Attainment 8. Males performed statistically better than national in progress 8 and females performed statistically inline.

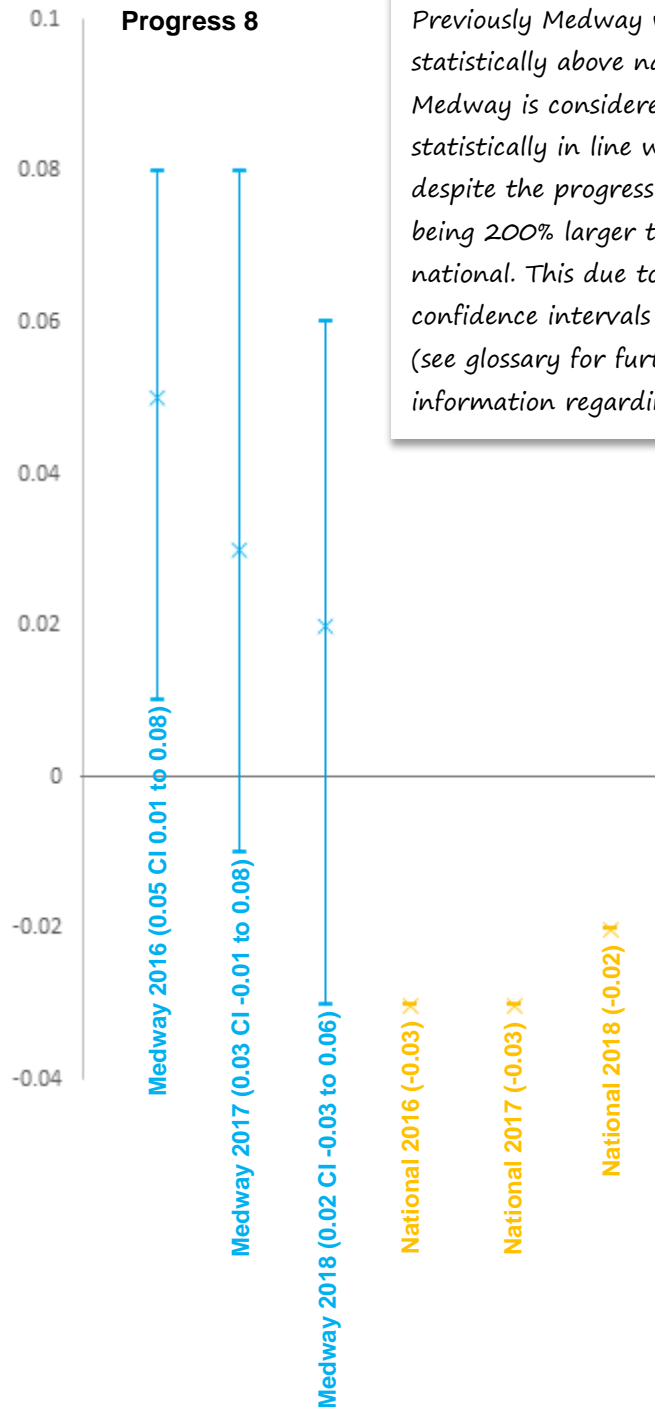


Gender

Females in Medway showed a 3% improvement in English and Mathematics (44.5% previously) against national's 1% improvement (49.1% previously) but males have seen a 1% improvement on the previous year (previously 37.8%) against national's 5% drop (43.8% previously). National has shown improvement in the progress 8 measure whilst both genders in Medway have made no real movement. In attainment 8 Medway females have shown a 3% rise (47.4% previously) and males a 2% drop (previously 44%). Nationally females showed a 1% improvement (previously 49.1%) and males a 5% drop (43.8%).

	Medway			National		
	Expected standard in English and Mathematics	Progress 8	Attainment 8	Expected standard in English and Mathematics	Progress 8	Attainment 8
Male	38.1	-0.16 (CI -0.22 to -0.09)	43.2	40.2	-0.25	41.5
Female	45.7	0.19 (CI 0.12 to 0.25)	48.7	46.9	0.22	49.4

12. Key Stage 4



Previously Medway was statistically above national, now Medway is considered statistically in line with national despite the progress 8 value being 200% larger than national. This due to the confidence intervals overlapping (see glossary for further information regarding CIs).

Ethnicity

	Medway			National		
	Expected standard in English and Mathematics	Progress 8	Attainment 8	Expected standard in English and Mathematics	Progress 8	Attainment 8
White	39.4	-0.1 (CI 0.12 to -0.02)	44.7	42.7	-0.1 (CI -0.11 to -0.10)	46.1
Mixed	44.1	0.1 (CI -0.08 to 0.36)	48.5	43.9	0 (CI -0.03 to 0)	47.4
Asian	62.2	1.0 (CI 0.74 to 1.15)	57.1	50.7	0.5 (CI 0.44 to 0.46)	50.7
Black	63.7	0.4 (CI 0.19 to 0.66)	55.3	39.2	0.1 (CI 0.11 to 0.14)	45.3
Chinese	71.4	1.5 (CI 0.51 to 2.38)	66.3	75.9	1.0 (CI 0.97 to 1.09)	64.5

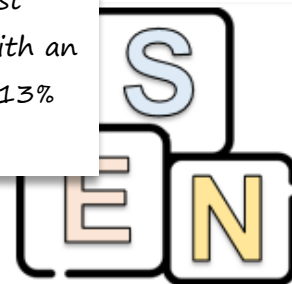
Medway Mixed, Asian and Black pupils have performed better than national in achieving the expected standard in English and Mathematics and the average attainment 8. All ethnicities have performed statistically above or in line with national. Black pupils in Medway have performed most notably better than seen nationally.

Special Educational Needs (SEN)

	Medway			National		
	Expected standard in English and Mathematics	Progress 8	Attainment 8	Expected standard in English and Mathematics	Progress 8	Attainment 8
Non-SEN	47.6	0.13 (CI 0.08 to 0.18)	49.4	48.5	0.08 (CI 0.07 to 0.08)	49.9
SEN Support	20.5	-0.28 (CI -0.41 to -0.16)	36.1	16.5	-0.43 (CI -0.45 to -0.42)	32.2
EHCP/Statemented	4.9	-1.12 (CI -1.35 to -0.89)	12.3	5.3	-1.09 (CI -1.11 to -1.07)	13.5

SEN support pupils in Medway have performed better than national in English and Mathematics (24% better) and better in attainment 8 (12%). Pupils with SEN support and an EHCP/Statement performed statistically in line with the respective national in progress 8. Pupils with an EHCP/Statement performed below national in English and Mathematics (8%) and in attainment 8 (9%).

Pupils with an EHCP/Statement saw a 4% improvement (previously 3.6%) in English and Mathematics and pupils with SEN support saw a 25% improvement. Statically no real movement has been made in progress 8 for either SEN groups. Medway SEN support made a 9% improvement in attainment 8 against national's 1% improvement. Pupils with an EHCP/Statement in Medway saw a 13% decline against national's 3% decline.



12. Key Stage 4

Free School Meals (FSM)

	Medway			National		
	Expected standard in English and Mathematics	Progress 8	Attainment 8	Expected standard in English and Mathematics	Progress 8	Attainment 8
FSM	19.0	-0.56 (CI -0.71 to -0.42)	32.2	21.7	-0.53 (CI -0.54 to -0.52)	34.5
Non FSM	44.5	0.08 (CI 0.03 to 0.13)	47.5	46.6	0.05	48.4



Medway FSM individuals and non FSM individuals are below or statistically in line with national across all measures. Medway FSM pupils have made a 6% improvement on the previous year in English and Maths but a 5% deterioration in attainment 8. National has seen a marginal decline and 2% drop respectively. Those not eligible have made a 2% improvement in English and maths against national's 1% and a 1% improvement in attainment 8 against national's marginal improvement.

KS4 accountability

0 schools were considered below the floor standard. This means that all of Medway's secondary schools meet the government's minimum acceptable standard of performance. The following school is considered coasting;

School	2016			2017			2018		
	Progress 8	Lower confidence Interval	Upper Confidence Interval	Progress 8	Lower confidence Interval	Upper Confidence Interval	Progress 8	Lower confidence Interval	Upper Confidence Interval
Walderslade Girls	-0.41	-0.59	-0.23	-0.36	-0.57	-0.16	-0.28	-0.50	-0.60

Greenacre Academy are at risk of being classed as coasting if the criteria continues to be met for the next 2 years. (Progress 8 value of -0.39 CI -0.6 to -0.17)

Closing the Gap

The gaps both in Medway and nationally are increasing between pupils eligible for FSM and those not eligible. Medway's gaps remain larger than seen nationally (English and Mathematics Medway 114% to 134%, national 11% to 114%, attainment 8 Medway 39% to 47%, national 37% to 40%)

In the SEN support group, the gap between pupils with non-SEN and SEN support has reduced for attainment 8 (from 51% to 37%). Similarly national has seen a reduction, but to a lesser extent (non-SEN performed 56% better than SEN support previously, now 55% better).

In pupils with an EHCP/Statement the gap against non-SEN support has increased with non-SEN performing over 4 times better, previously over 3 times better. Nationally non-SEN performed nearly 4 times better than pupils with an EHCP/Statement, showing little movement at closing the gap on the previous year.

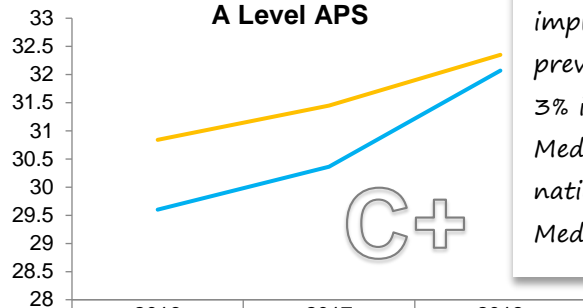


13. Key Stage 5

APPENDIX 2

Medway has overtaken national, showing a 5% improvement compared to the previous year, against national's 3% improvement. Medway's APS equates to a C+.

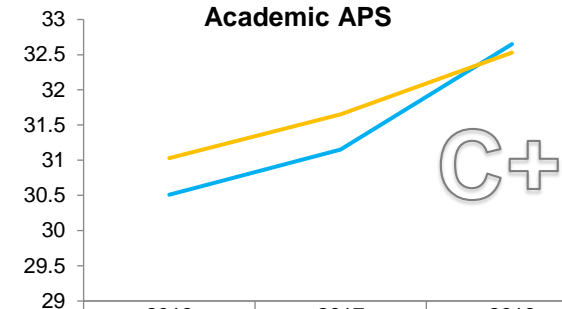
A Level APS



Medway has shown a 6% improvement compared to the previous year, against national's 3% improvement. This has led Medway closing the gap with national, now only 1% behind. Medway's APS equates to a C+.

	2016	2017	2018
Medway	29.6	30.36	32.07
National	30.84	31.45	32.35

Academic APS

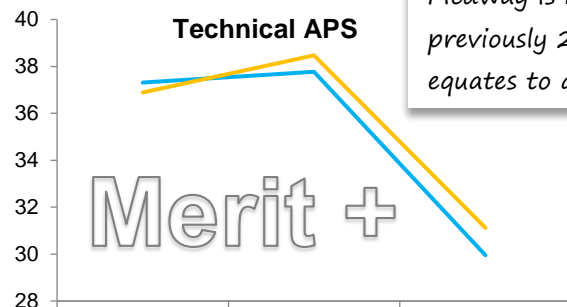


	2016	2017	2018
Medway	30.51	31.15	32.65
National	31.03	31.65	32.53



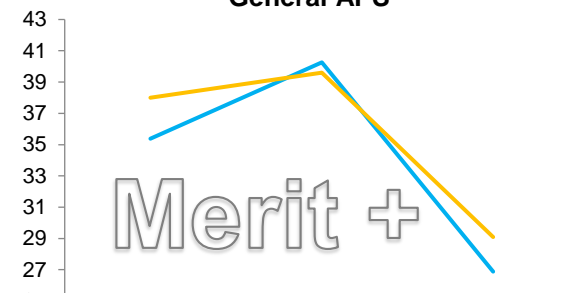
Medway has shown a 21% decline compared to the previous year, against national's 18% decline. Medway is now 5% behind national, previously 2% behind. Medway's APS equates to a Merit+.

Technical APS



	2016	2017	2018
Medway	37.31	37.77	29.95
National	36.89	38.47	31.12

General APS



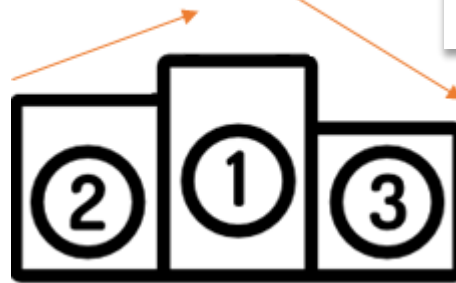
	2016	2017	2018
Medway	35.37	40.26	26.88
National	37.99	39.6	29.09

Medway is now behind national (8% below, previously 25% better). Medway has seen a 33% decline compared with national's 27% decline. Medway's APS equates to a Merit+.

13. Key Stage 5

A Level APS saw a 22 place improvement in the LA rankings, Academic APS saw a 16 place improvement and Technical APS saw a 2 place improvement.

General APS saw a 63 place drop in the LA rankings.



Both genders have performed below national across all subjects except boys in general (22% better than national) and girls in technical (2%). Medway has shown similar trends to national across all subjects. A Levels show an increasing trend, with boys increasing at a faster rate than girls. Academic, General and Technical show decreasing trends, with girls showing a faster decline in Academic and General and boys showing a faster decline in Technical.



		Medway			National		
		2016	2017	2018	2016	2017	2018
A Level	Girls	30.39	31.38	32.01	31.85	32.25	34.51
	Boys	28.62	28.96	33.45	29.63	30.37	34.22
Academic	Girls	37.04	42.32	33.15	40.16	41.79	34.88
	Boys	34.19	38.66	31.95	36.02	37.56	33.47
General	Girls	38.72	40.68	27.35	37.04	42.32	30.48
	Boys	34.19	38.66	27.58	34.42	35.42	26.36
Technical	Girls	36.87	40.36	33.71	38.24	39.65	32.89
	Boys	35.45	35.58	29.57	36.17	37.78	30.83

KS5 accountability

Minimum Standards

The following school are considered not to be meeting the government's minimum acceptable standard of performance;

School	Academic			General		
	Progress 8	Lower confidence interval	Upper Confidence Interval	Progress 8	Lower confidence interval	Upper Confidence Interval
Medway UTC	-0.90	-1.18	-0.62	SUPP	SUPP	SUPP
Robert Napier	-0.75	-0.93	-0.57	-0.34	-0.55	-0.13
Greenacre Academy	-0.74	-1.03	-0.44	-0.13	-0.37	0.12
Strood Academy	-0.24	-0.42	-0.06	-0.73	-1.00	-0.46



14. Looked After Children (LAC) Academic year 2016/17

The Key Stage 1 results were redacted due to the small size of the cohort.



Medway LAC achieved better than national at Key Stage 2 in Writing by 11.3pp (58.3% and 47% respectively), and broadly in line in Maths (Medway 45.8%, national 46%) but 7.5pp below in Reading (37.5% and 45% respectively) and 3pp below in the combined RWM measure (29% and 32% 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 percentage achieving a strong pass in English and Maths was redacted due to small cohort size. Looking at progress 8, Medway's LAC obtained a better value than seen nationally (-0.97 and -1.18 respective). However it is difficult to ascertain if this is statistically significant as no confidence intervals were published and local authority looked after children progress measures tend to be relatively broad.

Academic year 2015/2016

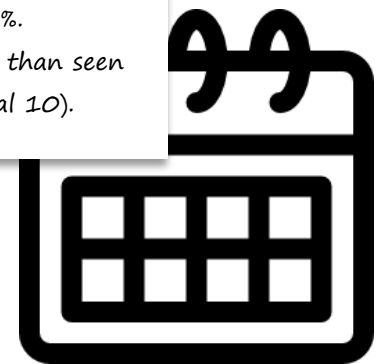
No LAC have been excluded in the last 6 years (published data redacted, local intelligence used) compared to national LAC rate of 0.1. Whilst Medway's all pupils rate of exclusions has improved it remains 40% larger than the respective national.



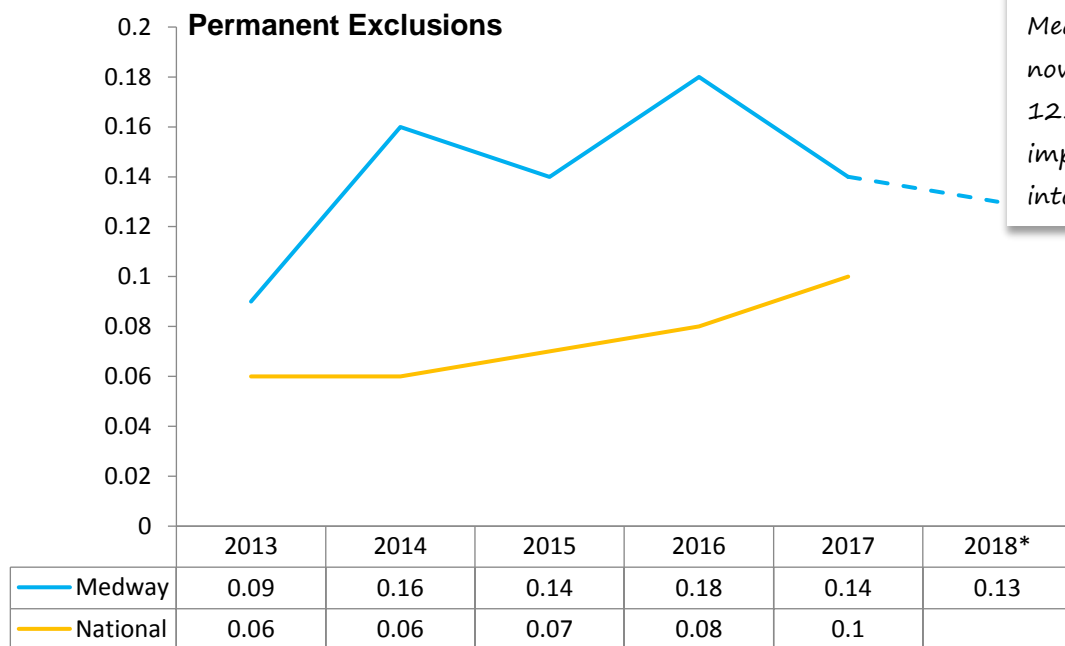
Academic year 2015/16

Medway's rate of Looked After Children with at least 1 fixed period exclusions has increased on the previous year by 11%, now 10.61, faster than the 10% national increase (11.44). Medway's all pupil rate of 2.92 is 38% larger than national's rate of 2.11. Whilst LAC pupils show a notably larger rate, the rise is likely to be due to general exclusion increases in the all population. In an authority with high rates of exclusions, Medway's LAC rate of 10.61, being 7% smaller than the comparative national, is a good rate.

Overall absence for Medway LAC is in line with that seen nationally at 4.7%. Persistent absence is 9% smaller than seen nationally (Medway 9.2, national 10).



15. Exclusions Academic year 2016/17



*highly provisional 2018 figure represented with dashed line

Medway has shown a 22% improvement against national's 25% deterioration. Medway's gap with national is narrowing, now 40% behind, having previously been 125%. Early indications show this improvement is continuing and continues on into the autumn term 2018/19.

APPENDIX 2

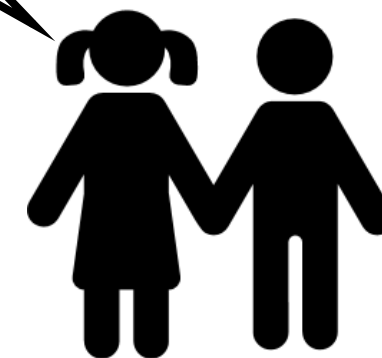
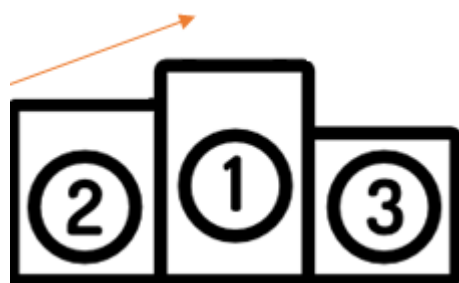
	Medway	National
All	0.14 (63)	0.10 (7720)
Primary Schools	0.01 (3)	0.03 (1255)
Secondary Schools	0.32 (60)	0.2 (6385)
Special Schools	0 (0)	0.07 (80)

The rate of permanent exclusions (PE) in Medway primary schools remained static at 0.01 (3 PE). Special schools did not exclude anyone and secondary schools saw an 11% improvement against national's 11% deterioration (0.32 and 0.2 respective).



In 2017 4 permanent exclusions were upheld by governors. 2 further permanent exclusions were issued but were redacted after effective LA intervention challenge and support to the school.

Medway has shown a 27 place improvement now ranked 109th, previously 136th which was 9th worst in the LA rankings. Secondary schools have seen a 13 place improvement now 131st.



15. Exclusions

Permanent Exclusions

Physical assault against an adult (4.8)

Verbal Abuse/threatening behaviour against an adult (7.9)

Persistent disruptive behaviour (41.3)

Physical Assault against a pupil (19.0)

Other (11.1)

Drug and Alcohol related (9.5)

Reasons for exclusions (%)

Drug and Alcohol related (7.3)

Damage (1.2)

Bullying (0.3)

Persistent disruptive behaviour (35.7)

Verbal abuse/threatening behaviour against a pupil (4.3)

Sexual misconduct (1.4)

Racist abuse (0.3)

Theft (0.5)

Other (17.6)

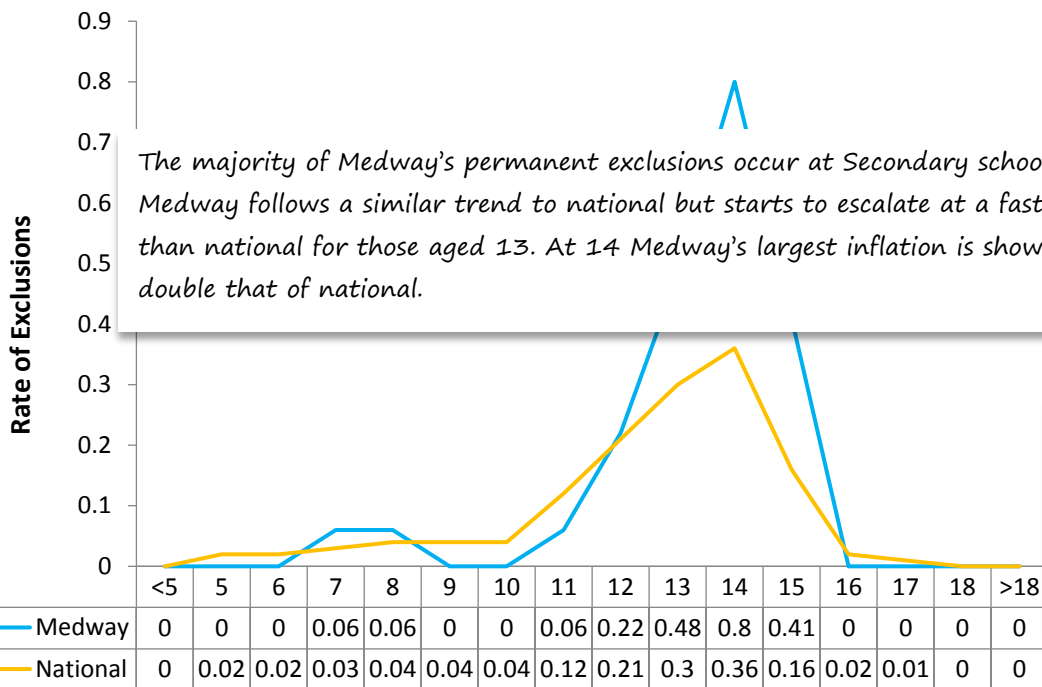
Physical assault against a pupil (13.2)

Both Medway (blue) and national (orange) have "Persistent disruptive behaviour", as the prominent reason for permanent exclusions. However, the proportion of exclusions issued under this classification in Medway does fluctuate greater than seen nationally.



Within Medway, FSM children are nearly 5 times more likely to be permanently excluded than non FSM children (0.45 and 0.1 respective). The national ratio is smaller at 4 times more likely to be excluded (0.28 and 0.7 respective).

The majority of Medway's permanent exclusions occur at Secondary school age. Medway follows a similar trend to national but starts to escalate at a faster rate than national for those aged 13. At 14 Medway's largest inflation is shown, double that of national.

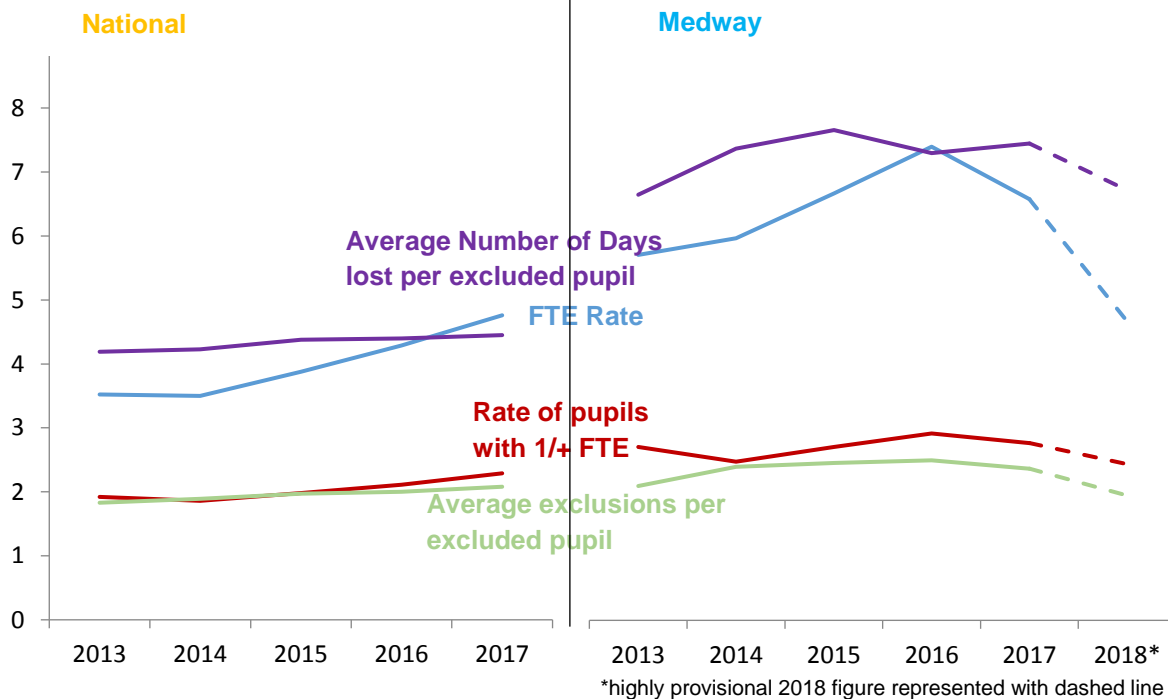


Within Medway, SEN support children are nearly 4 times more likely to be permanently excluded than a child with no SEN (0.36 and 0.10 respective). The national ratio is larger at 6 times more likely to be excluded (0.35 and 0.06 respective).



15. Exclusions

Fixed term Exclusions



Medway is considerably above national and the trend suggests that Medway is excluding more children and for longer periods than nationally. The graph also displays that national shows a relatively stable trend for the rate of pupils with 1 or more exclusions. Medway's 2017 FTE rate is higher than the rate of pupils with 1/+ FTE compared to national, this suggests that Medway is excluding the same pupils more frequently than the national.

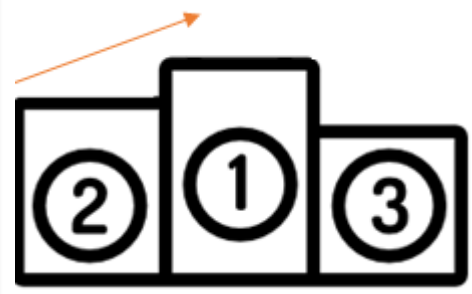
2017	Medway		National	
	FTE Rate	Average exclusions per excluded pupil	FTE Rate	Average exclusions per excluded pupil
All	6.58	2.37	4.76	2.08
Primary Schools	2.92	2.79	1.37	2.22
Secondary Schools	11.47	2.25	9.40	2.04
Special Schools	8.80	2.32	13.03	2.56

	2013	2014	2015	2016	2017
Average number of days lost per excluded pupil	4.19	4.23	4.38	4.40	4.45
FTE rate	3.52	3.50	3.88	4.29	4.76
Rate of pupils with 1/+ FTE	1.92	1.86	1.98	2.11	2.29
Average exclusions per excluded pupil	1.83	1.89	1.97	2.00	2.08

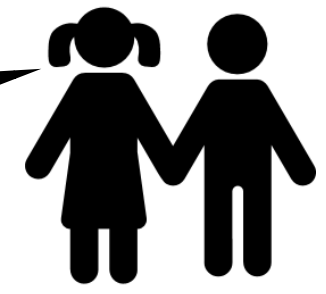
	2013	2014	2015	2016	2017
Average number of days lost per excluded pupil	6.65	7.37	7.66	7.30	7.45
FTE rate	5.71	5.97	6.67	7.40	6.58
Rate of pupils with 1/+ FTE	2.71	2.48	2.71	2.92	2.77
Average exclusions per excluded pupil	2.10	2.40	2.46	2.50	2.37

Medway's FTE rate is larger across all school phases except special schools where Medway excluded 32% less. Primary schools are most notably larger than seen nationally excluding 113% more than seen nationally with an average of nearly 3 exclusions per excluded pupil.

Medway has shown a 13 place improvement in FTE rate now ranked 131st. Primary schools previously had the highest level of FTE in the LA rankings for 3 years in a row now improved by 2 places.



Early indications show vast improvement on the previous year and an accelerated improvement in Autumn 2018, particularly in the rate of FTE due to the impact of the Effective Leadership: Inclusion programme. Much work remains to embed the improved provision across primary and secondary schools.



15. Exclusions

Fixed term Exclusions

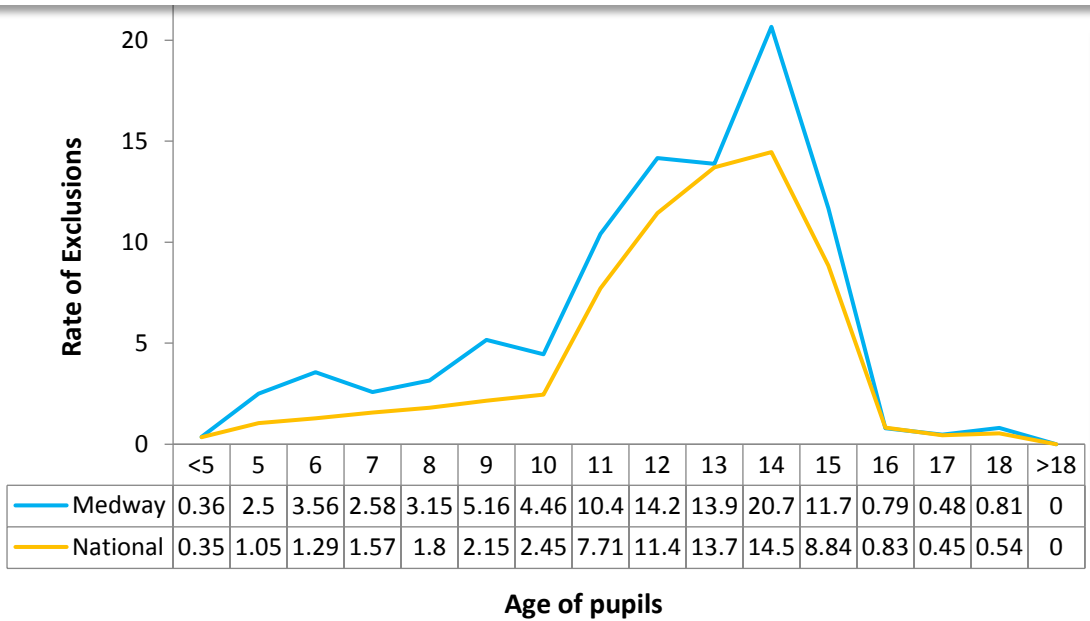


Both Medway (blue) and national (orange) have “Persistent disruptive behaviour”, as the prominent reason for fixed term exclusions. Despite year on year fluctuations this has shown an increasing trend within Medway and nationally.



The majority of Medway’s FTE occur at Secondary school age. Medway follows a closer trend to national than seen previously, both peaking at 14 and dropping off at 16. In 2016, Medway’s peak occurred a year earlier than national at 13. Medway has now reduced the exclusions at this age from 22.5 to 13.9. Medway’s rate of exclusions is most pronounced compared to national at age 14 showing a rate 43% larger. All FTEs within Special schools happened from Secondary school age onwards, peaking at age 14.

Medway FSM children are nearly 4 times more likely to be issued a FTE than non FSM children. National shows a marginally smaller gap. 34% of all FTEs were FSM individuals. Considering that 19% of Medway’s children are FSM individuals, this is overrepresented. In Primary and Secondary school, this disproportional relationship is larger than seen nationally.



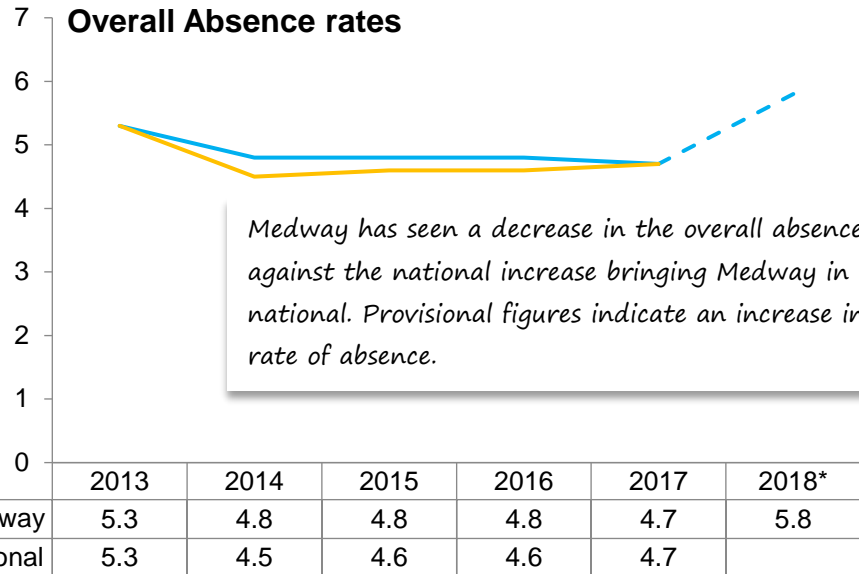
A child in Medway with an EHCP/Statement is approximately 4 times more likely to be issued a FTE than a child with no SEN. Medway has shown an improvement in this against national’s deterioration.

A child in Medway with SEN support is 6 times more likely than a child with no SEN. Previously Medway’s gap between national has reduced. It was 68% larger and is now 52%. 52% of all FTEs were SEN children with 46% being children with SEN support. This is over represented considering 16% of children in Medway were SEN. Nationally, 36% of the total exclusions were SEN support children, 45% SEN children.



16. Absence Academic year 2016/17

Overall Absence rates



Medway has seen a decrease in the overall absence for all schools against the national increase bringing Medway in line with national. Provisional figures indicate an increase in the overall rate of absence.

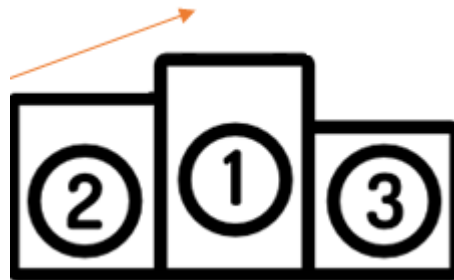
*highly provisional 2018 figure represented with dashed line

Compared to last year Medway has improved 24 places in persistent absence for all schools, and is now ranked 100th.

Medway has shown a 4 place improvement for overall absence in Primary schools now 123rd, 39 place improvement in Secondary Schools now 72nd and 3 place improvement in Special schools now 14th.

Compared to last year Medway has improved 33 places in overall absence for all schools, and is now ranked 76th.

Medway has shown a 4 place improvement for overall absence in Primary schools now 100th, 35 place improvement in Secondary Schools now 63rd and 16 place improvement in Special schools now 8th.

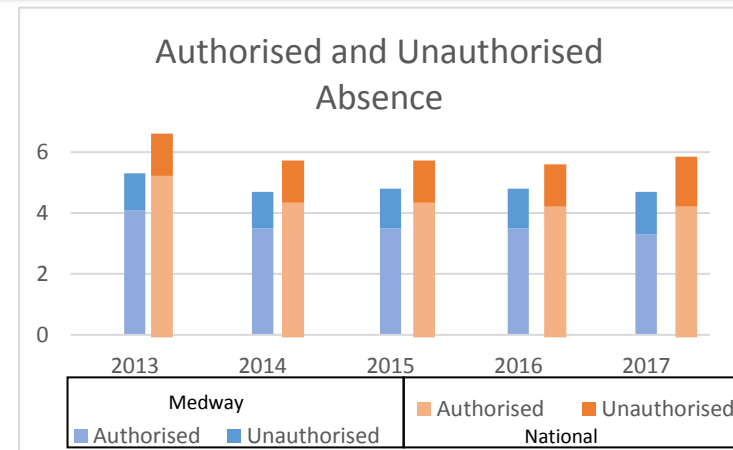


	Medway		National	
	Overall	PA	Overall	PA
Primary	4.2	11.4	4.0	10.8
Secondary	5.3	9.6	5.4	8.3
Special	7.1	13.5	9.7	13.5
All	4.7	22.3	4.7	28.5

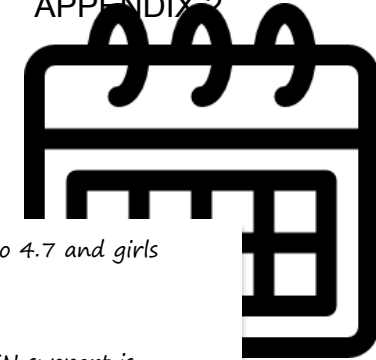
Medway has outperformed national across all phases of education in overall absence but the persistent absence (PA) rate remains above or in line with national.

However, Medway has shown a 3% improvement against the previous year for all schools (11.8) whilst national has seen a 3% deterioration (10.5).

Medway's authorised absence has shown an improvement against the static national trend, whilst the rate of unauthorised absence has increased compared to the previous year, national has seen a steeper rate of increase.



16. Absence



Medway PA and overall absence for all ethnicities is below the respective national except for the White ethnic group.

	Medway		National	
	Overall	PA	Overall	PA
White	4.9	12.2	4.8	11.1
Mixed	2.5	3.9	3.4	7.1
Asian	4.6	12.0	4.9	12.3
Black	3.9	5.8	4.4	9.2
Chinese	2.5	2.9	3.4	3.1

Medway has diminished the gender gap with males reducing from 4.8 to 4.7 and girls remaining constant, whilst national's gap remains the same.

Medway's rate of absence for children with an EHCP/Statement and SEN support is notably better than seen nationally. Medway's overall absence rates are below national across pupils with all primary needs except HI (Hearing Impairment, 7% below) and U (unclassified, 3%). Those with a Primary need of PMLD show the highest overall absence but remains lower than national (Profound and Multiple Learning difficulty 12.6% and 14.1% respective).

The gap between those FSM eligible and those not eligible is closer inline than seen nationally despite being higher.

The gap between those with EAL and those with EFL is larger than seen nationally, with those with EAL obtaining a lower overall absence.

Overall Absence

	Medway	National
Male: Female	4.7:4.7	4.7:4.6
No SEN: Child with an EHCP /Statement: SEN Support	4.4:6.8:6	4.3:8.2:6.3
Non FSM: FSM	4.3:7.5	3.2:7.3
EAL: EFL	4.0:4.8	4.4:4.7

Persistent Absence

	Medway	National
Male: Female	11.4:11.4	10.9:10.6
No SEN: Child with an EHCP /Statement: SEN Support	9.8:20:17.7	9:23.8:17.8
Non FSM: FSM	9.1:25.4	8.4:22.6
EAL: EFL	8.6:11.8	9.8:11.0

Medway has diminished the gender gap with males reducing from 12.2 to 11.4 and girls reducing from 11.5 to 11.4 whilst national's gap remains.

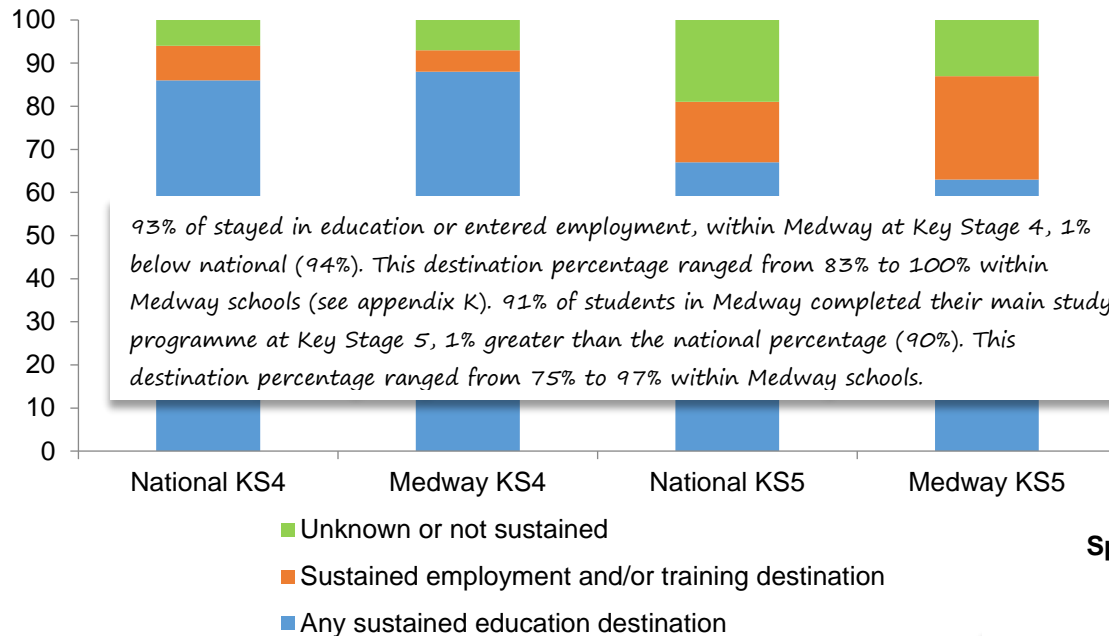
Medway's persistent absence for children with an EHCP/Statement is notably better than seen nationally. Medway's persistent absence rates are below national across pupils with all primary needs except those with a primary need of ASD (Autistic Spectrum Disorder, 1% below) and U (4%). Those with a Primary need of PMLD show the highest rate but remains lower than national (40.6% and 43.2% respective).

Persistent absence for FSM eligible and those not eligible is notably larger than seen nationally.

The gap between those with EAL and those with EFL is larger than seen national, with those with EAL obtaining a lower persistent absence.

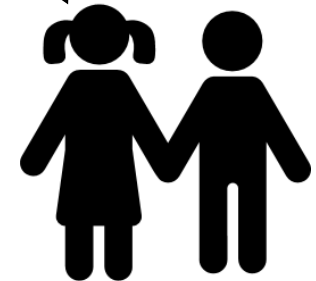


17. Destination Academic year 2016/17: Pupils who were at the end of KS4 (or 5) in 2015/16 and their destinations between October 2016 and March 2017.



94% of females at KS4 stayed in education/entered employment and 93% males, in line with the national.

89% of females at KS5 stayed in education/entered employment, 3% greater than males in Medway (86%). This is a smaller than the disparity seen nationally where 91% of females stayed in education/entered employment (5% gap) and also a lower proportion staying in education/entering employment.



Special Educational Needs (SEN)

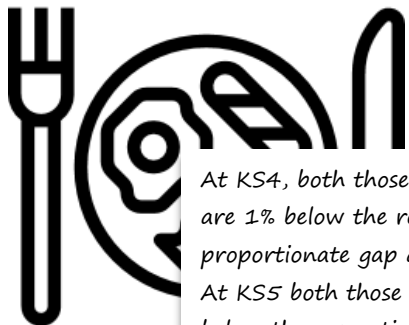
At KS4 both those with SEN support or with an EHCP/Statement performed better than national in the proportion remaining in education/entering employment. However, those with no level of SEN performed below the respective national proportion. However, there is a larger disparity in national in the difference between those with SEN Support and those with no level of SEN and also between those with an EHCP/Statement and those with no level of SEN (8% and 6% nationally and 6% and 2% in Medway).

KS4	Medway	National
SEN Support	89%	88%
EHCP/Statement	92%	90%
Non-SEN	94%	95%



Free School Meals (FSM)

	Medway		National	
	KS4	KS5	KS4	KS5
FSM	86%	86%	87%	87%
Non FSM	94%	89%	95%	91%



At KS4, both those eligible and those not eligible for FSM are 1% below the respective national and show the same proportionate gap as national (9%).

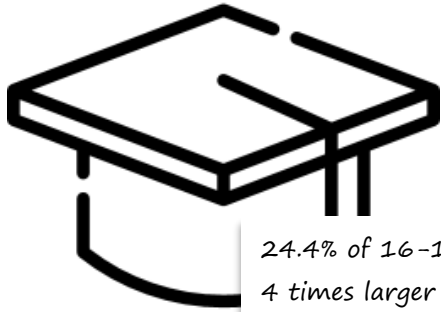
At KS5 both those eligible and those not eligible for FSM are below the respective national (1% and 2% respective). Medway's proportionate gap is more favourably smaller than seen nationally (3% and 5%).

KS5	Medway	National
SEN	85%	86%
Non-SEN	91%	91%

At KS5, Medway individuals with no level of SEN performed in line with national with the proportion remaining in education/entering employment and individuals with SEN performed 1% poorer. This means Medway's proportionate gap is larger than seen nationally (7% and 6% respective).

18. NEET Academic year 2016/17

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

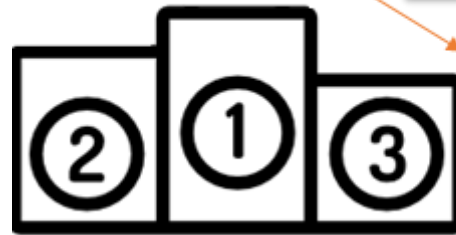


24.4% of 16-17 year olds were NEET, 4 times larger than seen nationally (6%). 2.5 times larger the previous year (9.8%), against national remaining constant. Provisional figures for the current year indicate notable improvements at 8.8% (Oct-Dec average).

78.3% of 16 year olds participated in education/training, 18% below the 95% seen nationally.
70.6% of 17 year olds participated in education/training, 21% behind the national proportion of 89.1%.

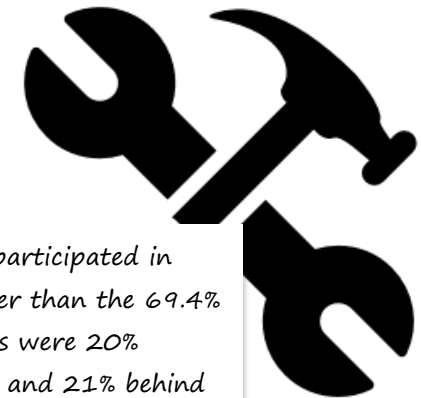


Medway is ranked bottom (150th) out of all authorities a 7 place drop, previously 143rd.



78% of female 16 year olds participated in education/training and a marginally higher 78.8% of male 16 year olds. Nationally, whilst notably higher proportions, there was a larger disparity between genders with 95.8% of females participating in education/training and 94.2% of males (Medway was 19% and 16% below).

72% of female 17 year olds participated in education/training, 4% greater than the 69.4% of male 17 year olds. Females were 20% behind that national (90.4%) and 21% behind the male (87.9%) proportions. Nationally this disparity was smaller at 3%.



19. Glossary of Terms

Academic Level

KS5 qualifications including A Levels, AS Levels, International Baccalaureate Diploma, Pre U diploma, Core Maths qualifications a level 3, FSMQ and Extended project Diploma. A list of all qualifications and their type can be found <https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores>

Academy Convertor

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.

General Level

KS5 applied general level qualifications "are rigorous advanced (level 3) qualifications that allow 16 to 19 year old students to develop transferable knowledge and skills. They are for students that want to continue their education through applied learning. Applied general qualifications allow entry to a range of higher education courses, either by meeting the entry requirements in their own right or being accepted alongside and adding value to other qualifications at level 3 such as A levels." A list of all qualifications and their type can be found <https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores>

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 and 2018 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
		9

In 2017, new GCSE qualifications in English and Mathematics, graded 1-9, with others to follow in 2018 and 2019. To minimise change, unreformed GCSEs and all qualifications will be mapped onto the 1-9 scale from 2017 (with 8.5 being the maximum points available for unreformed GCSEs).

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 both measures at Key Stage 2 for 3 years running

2016-2018	
Attainment	85% expected standard
Progress	-2.5 average progress in Reading or -3.5 average progress in Writing or -2.5 average progress in Mathematics

Secondary: A school is considered coasting if their progress 8 score was below -0.25 in 2016, 2017 and 2018.

Confidence Intervals

A range of values in which we can be 90% confident that the values lie between. This probability of confidence can differ e.g. 95% dependent on certainty. Smaller confidence intervals are more preferable as they indicate a smaller range of values. Where confidence intervals do not overlap we can be sure of a significant difference between values.

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 (or 5) qualifications. This is a different cohort to that seen in the NEET measure.

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.

Any new school opened will typically be a Free 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 for KS5 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. both the upper and lower confidence intervals are below 0)

A provider will be seen as underperforming in the technical levels 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- to be released March 2019

NEET

Not in Education, Employment or Training. 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 responsible authority is based on locality of residence.

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%.

Percent attainment gap between all children and bottom 20%

This is the inequality gap in achievement between the lowest achieving 20% and all children. The calculation is as follows;

$$\frac{\text{Median total point score} - \text{Mean total point score for lowest 20 per cent of performers}}{\text{Median total point score}} \times 100$$

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

A measure of expected progress against results at KS2. 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.

Technical Level

KS5 qualifications which "are rigorous advanced (level 3) technical qualifications, on a par with A levels and recognised by employers. They are for post-16 students wishing to specialise in a specific industry, occupation¹⁰ or technical role. They equip a student with specialist knowledge and skills, enabling entry to an apprenticeship or other employment, or progression to a related higher education course. In some cases, these qualifications provide a 'licence to practise' or exemption from professional exams." A list of all qualifications and their type can be found

<https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores>

UTC

University technical college is a type of secondary school that is sponsor led by a university and as such is considered a type of academy

20. Sources

Context: [2011 Census](#)

[IDACI](#)

[SFR Schools, pupils and their characteristics: January 2018](#)

[SFR Special educational needs in England: January 2018](#)

[SFR Children looked after in England including adoption: 2017 to 2018](#)

Characteristics: FSM table [SFR Schools, pupils and their characteristics: January 2018](#)

School information October census and [GIAS](#)

Ofsted Information [Ofsted inspections website](#)

SEN information [SFR Special educational needs in England: January 2018](#)

Ethnicity and Language information January school census

Early Years Foundation Stage: [SFR Early years foundation stage profile results:2017 to 2018](#)

Phonics and KS1: [SFR Phonics screening check and key stage 1 assessments: England 2018](#)

Key Stage 2: [SFR Key Stage 2 and multi-academy trust performance, 2018](#)

[Performance tables](#)

Key Stage 4: [SFR Key stage 4 and multi-academy trust performance, 2018 \(revised\)](#)

[Performance tables](#)

Key Stage 5: [SFR A level and other 16 to 18 results: 2017 to 2018 \(revised\)](#)

[Performance tables](#)

Looked After Children (LAC): [SFR Children looked after in England including adoption: 2017 to 2018](#)

Exclusions: [SFR permanent and fixed-period exclusions in England: 2016 to 2017](#)

Absence: [SFR pupil absence in schools in England: 2016 to 2017](#)

Destination: [Destinations of KS4 and KS5 pupils:2017](#)

[Performance tables](#)

NEET: [SFR NEET and participation](#)

[NEET or activity unknown scorecard](#)

3 month average from LA table downloads Oct-Dec

Infographics: obtained/amended from [flaticon.com](#)

21. Appendices: Performance of Medway schools, across all key stages in 2017-18

- 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
- F. Secondary School Performance at GCSE mapped on to IDACI
- G. Secondary School Performance at Key Stage 5
- H. Secondary School Progress at Key Stage 5
- I. Provisional Exclusions: Locally obtained data
- J. Provisional Attendance: Locally obtained data
- K. Secondary School Destination Data for KS4 and KS5

Key for appendix

SUPP: Suppressed, 5 or fewer pupils covered by the measure

NE: No Entries, the school or college did not enter any pupils or students for qualifications covered by the measure

NA: Not applicable

Appendix A- School Cohort

School Name	DfE	Cohort	Establishment Type	Phase of Education
All Faiths Children's Academy	8872600	238	Academies	Primary
All Saints Church of England Primary School	8873093	314	Academies	Primary
Allhallows Primary Academy	8872005	99	Academies	Primary
Balfour Infant School	8872215	264	LA maintained	Primary
Balfour Junior Academy	8872214	472	Academies	Primary
Barnsole Primary School	8872396	714	Academies	Primary
Bligh Primary School (Infants)	8872537	313	LA maintained	Primary
Bligh Primary School (Juniors)	8872492	238	LA maintained	Primary
Brompton-Westbrook Primary School	8872646	407	Academies	Primary
Burnt Oak Primary School	8873760	432	LA maintained	Primary
Byron Primary School	8872016	513	Academies	Primary
Cedar Children's Academy	8872017	552	Academies	Primary
Chattenden Primary School	8872209	207	Academies	Primary
Cliffe Woods Primary School	8872588	356	Academies	Primary
Crest Infant School	8872216	267	LA maintained	Primary
Cuxton Community Infant School	8872208	168	Academies	Primary
Cuxton Community Junior School	8872013	206	Academies	Primary
Deanwood Primary School	8872684	195	Academies	Primary
Delce Academy	8872413	563	Academies	Primary
Elaine Primary School	8872000	341	Academies	Primary
English Martyrs' Catholic Primary School	8873729	210	LA maintained	Primary
Fairview Community Primary School	8873759	659	LA maintained	Primary
Featherby Infant and Nursery School	8872401	306	LA maintained	Primary
Featherby Junior School	8872400	353	LA maintained	Primary
Gordons Children's Academy, Infant	8872010	148	Academies	Primary
Gordons Children's Academy, Junior	8872009	339	Academies	Primary
Greenvale Infant School	8872198	216	LA maintained	Primary
Halling Primary School	8872211	274	LA maintained	Primary
Hempstead Infant School	8872638	237	LA maintained	Primary
Hempstead Junior School	8872403	352	LA maintained	Primary
High Halstow Primary School	8872421	213	Academies	Primary
Hilltop Primary Academy	8872499	427	LA maintained	Primary
Hoo St Werburgh Primary School and Marlborough Centre	8872213	484	Academies	Primary
Horsted Infant School	8872439	180	LA maintained	Primary
Horsted Junior School	8872506	245	LA maintained	Primary
Kingfisher Community Primary School	8872003	207	Academies	Primary
Lordswood School	8872007	393	Academies	Primary
Luton Infant & Nursery School	8872201	275	LA maintained	Primary
Luton Junior School	8872199	346	LA maintained	Primary
Maudene School	8872580	408	LA maintained	Primary
Miers Court Primary School	8872623	418	Academies	Primary
Napier Community Primary and Nursery Academy	8872012	570	Academies	Primary
New Horizons Children's Academy	8872008	480	Academies	Primary
New Road Primary School	8872202	343	LA maintained	Primary
Oaklands School	8872433	418	LA maintained	Primary
Oasis Academy Skinner Street	8872006	394	Academies	Primary
Park Wood Infant School	8872494	271	LA maintained	Primary
Park Wood Junior School	8872493	354	LA maintained	Primary
Phoenix Junior Academy	8872001	231	Academies	Primary
Riverside Primary School	8873757	219	Academies	Primary
Saxon Way Primary School	8872004	315	Academies	Primary
St Augustine of Canterbury Catholic Primary School	8873752	200	LA maintained	Primary
St Benedict's Catholic Primary School	8873753	211	LA maintained	Primary
St Helen's Church of England Primary School, Cliffe	8873096	212	LA maintained	Primary
St James Church of England Primary Academy	8872002	164	Academies	Primary
St John's Church of England Infant School	8873095	85	Academies	Primary
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	8873293	214	LA maintained	Primary
St Margaret's Church of England Junior School	8873195	359	Academies	Primary
St Margaret's Infant School	8872479	304	Academies	Primary
St Mary's Catholic Primary School	8873755	460	LA maintained	Primary
St Mary's Island Church of England (Aided) Primary School	8873756	421	LA maintained	Primary
St Michael's RC Primary School	8873712	441	LA maintained	Primary
St Nicholas Church of England Voluntary Controlled Infant School	8873102	120	LA maintained	Primary
St Peter's Infant School	8872665	108	LA maintained	Primary
St Thomas More Roman Catholic Primary School	8873736	424	LA maintained	Primary
St Thomas of Canterbury RC Primary School	8873732	257	LA maintained	Primary
St William of Perth Roman Catholic Primary School	8873746	213	LA maintained	Primary

Appendix A- School Cohort

School Name	DfE	Cohort	Establishment Type	Phase of Education
Stoke Community School	8872194	111	Academies	Primary
Swingate Primary School	8872549	643	LA maintained	Primary
Temple Mill Primary School	8872015	235	Academies	Primary
Thames View Primary School	8872592	463	Academies	Primary
The Pilgrim School (A Church of England Primary With Nursery)	8873758	219	Academies	Primary
Twydall Primary School and Nursery	8872014	479	Academies	Primary
Wainscott Primary School	8872210	400	LA maintained	Primary
Walderslade Primary School	8872203	226	Academies	Primary
Warren Wood Primary Academy	8872011	355	Academies	Primary
Wayfield Primary School	8872018	260	Academies	Primary
Woodlands Primary School	8872412	651	Academies	Primary
Brompton Academy	8876906	1284	Academies	Secondary
Chatham Grammar School for Girls	8875429	713	Academies	Secondary
Fort Pitt Grammar School	8874069	821	Academies	Secondary
Greenacre Academy	8874174	933	Academies	Secondary
Holcombe Grammar School	8874068	854	Academies	Secondary
Medway UTC	8874002	275	Academies	Secondary
Rainham Mark Grammar School	8875420	1350	Academies	Secondary
Rainham School for Girls	8874199	1664	Academies	Secondary
Sir Joseph Williamson's Mathematical School	8874530	1294	Academies	Secondary
St John Fisher Catholic Comprehensive School	8875436	830	LA maintained	Secondary
Strood Academy	8876905	1339	Academies	Secondary
The Howard School	8875457	1431	Academies	Secondary
The Robert Napier School	8874001	1008	Academies	Secondary
The Rochester Grammar School	8875445	1233	Academies	Secondary
The Thomas Aveling School	8875451	1110	Academies	Secondary
The Victory Academy	8876907	727	Academies	Secondary
Walderslade Girls' School	8874167	884	Academies	Secondary
The Hundred of Hoo Academy	8874000	1399	Academies	All through
Abbey Court Foundation Special School	8877053	144	LA maintained	Special School
Bradfields Academy	8877042	282	Academies	Special School
Danecourt School	8877031	149	Academies	Special School
INSPIRE Free Special School	8877000	30	Academies	Special School
Rivermead School	8877016	148	Academies	Special School
The Rowans	8871107	58	Academies	PRU
Will Adams Centre	8871108	51	LA maintained	PRU

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

APPENDIX 2

School Name	School Type	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	28	71.4	33.9	30	77	28	71	71	75	68	30	83	80	83	73
All Saints Church of England Primary School	AC	42	59.5	33.7	43	60	45	78	73	73	69	45	62	64	53	38
Allhallows Primary Academy	ASL	11	72.7	35.0	9	89	14	79	71	71	64	17	53	82	76	47
Balfour Infant School	M	87	70.1	35.1	91	80	90	73	71	76	69					
Balfour Junior Academy	AC											118	79	81	83	72
Barnsole Primary School	AC	88	77.3	35.1	90	90	88	82	77	86	75	89	88	88	83	76
Bligh Primary School (Infants)	AC	87	71.3	33.7	61	72	59	78	75	80	69					
Bligh Primary School (Juniors)	AC											59	75	83	71	61
Brompton-Westbrook Primary School	AC	60	76.7	35.0	58	84	59	80	75	81	73	44	73	86	89	73
Burnt Oak Primary School	M	56	82.1	34.1	57	58	60	87	87	88	85	60	70	80	60	57
Byron Primary School	ASL	74	73.0	32.4	75	84	76	79	71	79	68	72	78	76	76	67
Cedar Children's Academy	ASL	63	66.7	31.4	90	89	85	75	80	84	71	71	73	79	66	58
Chattenden Primary School	AC	29	75.9	31.7	27	78	29	86	79	83	76	27	81	81	85	78
Cliffe Woods Primary School	AC	60	80.0	36.9	52	92	51	86	86	90	86	48	96	90	94	90
Crest Infant School	M	62	79.0	37.3	87	80	89	85	78	85	76					
Cuxton Community Infant School	AC	58	82.8	34.7	60	90	60	83	82	87	80					
Cuxton Community Junior School	ASL											51	82	86	82	76
Deanwood Primary School	AC	30	70.0	34.0	30	80	30	70	70	73	70	22	77	77	77	68
Delce Academy	AC	19	78.9	33.7	30	80						126	62	75	65	55
Elaine Primary School	ASL	41	78.0	31.6	25	80	46	59	41	59	39	54	61	48	57	35
English Martyrs' Catholic Primary School	M	30	63.3	32.1	30	87	29	83	79	86	79	29	83	86	90	76
Fairview Community Primary School	M	89	78.7	35.0	89	84	90	72	64	70	58	79	89	75	78	68
Featherby Infant and Nursery School	AC	81	75.3	36.6	89	73	87	74	68	75	62					
Featherby Junior School	ASL											84	79	80	85	68
Gordons Children's Academy, Infant	ASL	40	85.0	34.6	59	85	58	83	79	81	76					
Gordons Children's Academy, Junior	ASL											77	64	71	60	47
Greenvale Infant School	M	58	56.9	29.3	60	77	56	61	57	66	54					
Halling Primary School	M	44	84.1	37.9	50	82	41	83	73	93	71	30	70	80	83	60
Hempstead Infant School	M	67	53.7	34.0	83	86	88	82	72	81	69					
Hempstead Junior School	M											82	72	94	85	68
High Halstow Primary School	AC	29	86.2	35.5	26	88	30	80	80	83	77	30	80	93	83	73
Hilltop Primary Academy	AC	60	81.7	34.3	60	85	60	87	85	88	82	60	70	80	87	62
Hoo St Werburgh Primary School and Marlborough Centre	AC	63	71.4	33.3	68	78	74	58	58	58	45	72	72	68	68	57
Horsted Infant School	M	57	80.7	37.8	60	83	60	87	80	85	78					
Horsted Junior School	M											61	97	80	80	70
Kingfisher Community Primary School	ASL	30	70.0	32.0	29	93	30	73	70	87	60	30	67	83	67	60
Lordswood School	ASL	53	75.5	35.8	41	90	60	78	75	82	73	57	77	86	84	70
Luton Infant & Nursery School	M	81	51.9	30.2	89	74	87	74	61	69	61					
Luton Junior School	M											88	53	69	58	49
Maundene School	ASL	60	80.0		57	88	59	85	75	83	68	59	80	83	88	69
Miers Court Primary School	AC	60	80.0	34.3	60	60	60	80	82	83	77	59	68	76	47	42
Napier Community Primary and Nursery Academy	ASL	73	71.2	33.3	89	65	89	74	67	74	66	58	57	64	62	52
New Horizons Children's Academy	ASL	89	79.8	34.5	84	88	87	86	79	89	78					
New Road Primary School	M	45	77.8	35.5	44	70	45	62	62	71	53	45	62	73	73	60

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

APPENDIX 2

School Name	School Type	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
Oaklands School	M	50	74.0	33.3	55	84	58	83	71	83	66	62	77	89	77	68
Oasis Academy Skinner Street	ASL	50	72.0	35.2	56	75	59	75	64	63	54	58	48	71	40	36
Park Wood Infant School	M	89	62.9	34.2	91	82	93	82	77	80	72					
Park Wood Junior School	M											88	59	78	72	60
Phoenix Junior Academy	ASL											56	59	71	68	50
Riverside Primary School	AC	30	63.3	33.5	31	81	30	70	63	73	60	23	74	83	65	61
Saxon Way Primary School	ASL	52	73.1	35.8	58	81	56	71	68	75	64	30	70	97	63	53
St Augustine of Canterbury Catholic Primary School	M	28	71.4	38.8	30	90	30	87	83	87	83	29	66	90	72	55
St Benedict's Catholic Primary School	M	30	83.3	38.0	30	93	30	93	83	97	83	30	87	87	93	83
St Helen's Church of England Primary School, Cliffe	M	31	74.2	37.7	32	81	30	90	80	87	80	33	82	91	79	70
St James Church of England Primary Academy	ASL	17	76.5	37.2	16	88	25	76	76	80	72	20	45	65	60	45
St John's Church of England Infant School	AC	24	62.5	35.0	30	47	29	69	59	72	55					
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	AC	30	66.7	30.8	28	64	29	83	79	83	79	28	75	75	71	68
St Margaret's Church of England Junior School	AC											86	71	79	69	57
St Margaret's Infant School	AC	90	71.1	32.9	90	94	89	84	79	82	73					
St Mary's Catholic Primary School	M	59	83.1	36.7	60	90	60	82	82	83	78	59	80	85	69	64
St Mary's Island Church of England (Aided) Primary School	M	58	77.6	39.1	60	92	60	88	85	85	80	60	75	80	82	75
St Michael's RC Primary School	M	60	70.0	33.5	59	85	59	76	75	78	69	54	83	81	83	80
St Nicholas Church of England Voluntary Controlled Infant School	M	39	79.5	34.7	40	90	38	84	79	84	79					
St Peter's Infant School	M	39	51.3	32.3	36	75	34	85	74	76	68					
St Thomas More Roman Catholic Primary School	M	57	77.2	36.2	60	95	60	85	78	82	75	60	88	92	95	87
St Thomas of Canterbury RC Primary School	M	31	71.0	32.8	58	90	29	90	86	86	83	31	84	81	81	65
St William of Perth Roman Catholic Primary School	M	30	73.3	34.8	30	77	30	83	70	77	63	30	80	87	80	67
Stoke Community School	AC	16	68.8	33.4	16	94	17	82	71	82	71	7	43	86	57	43
Swingate Primary School	M	90	80.0	34.4	90	80	90	84	79	80	71	88	80	82	84	75
Temple Mill Primary School	ASL	31	74.2	35.9	30	90	30	90	87	83	80	28	71	82	71	61
Thames View Primary School	AC	61	68.9	35.1	60	83	61	70	61	72	49	59	69	69	69	59
The Pilgrim School (A Church of England Primary With Nursery)	AC	30	83.3	36.7	30	87	30	90	87	87	87	30	90	93	93	90
Twydall Primary School and Nursery	ASL	51	60.8	31.3	49	71	72	61	56	68	49	73	77	78	73	66
Wainscott Primary School	M	59	79.7	35.1	58	88	61	75	70	75	70	31	81	87	87	74
Walderslade Primary School	AC	30	76.7	35.9	30	70	30	87	87	80	80	31	74	81	74	68
Warren Wood Primary Academy	ASL	36	69.4	32.6	48	79	49	65	59	63	55	45	49	49	44	40
Wayfield Primary School	AC	29	79.3	36.1	29	86	28	79	71	79	71	28	68	86	75	68
Woodlands Primary School	AC	90	73.3	34.7	89	94	88	70	65	75	61	60	82	83	80	77
The Hundred of Hoo Academy	ASL	30	83.3	34.1	29	97	27	78	78	81	74					
Abbey Court Foundation Special School	MS	17	0.0	17.1	10	0	11	0	0	0	0	4	SUPP	SUPP	SUPP	SUPP
Bradfields Academy	ASC	1	0.0	19.0	2	0	1	0	0	0	0	3	SUPP	SUPP	SUPP	SUPP
Danecourt School	ASC	11	0.0	17.4	8	0	22	0	0	0	0	24	0	0	0	0
Medway		3480	72.8	34.3	3610	82	3644	78	72	78	68	3281	73	78	73	63
Maintained (Pri only)		1426	72	35.0	1529	82	1497	80	74	80	71	1129	76	82	80	70

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

APPENDIX 2

School Name	School Type	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
Academy Sponsor Led (Pri only)		801	74	34.1	844	83	922	76	70	77	66	940	68	75	69	57
Academy Converter (Pri only)		1224	74	34.4	1217	81	1191	78	74	79	70	1181	75	80	75	65

School status as at 01/09/2017

M: Maintained

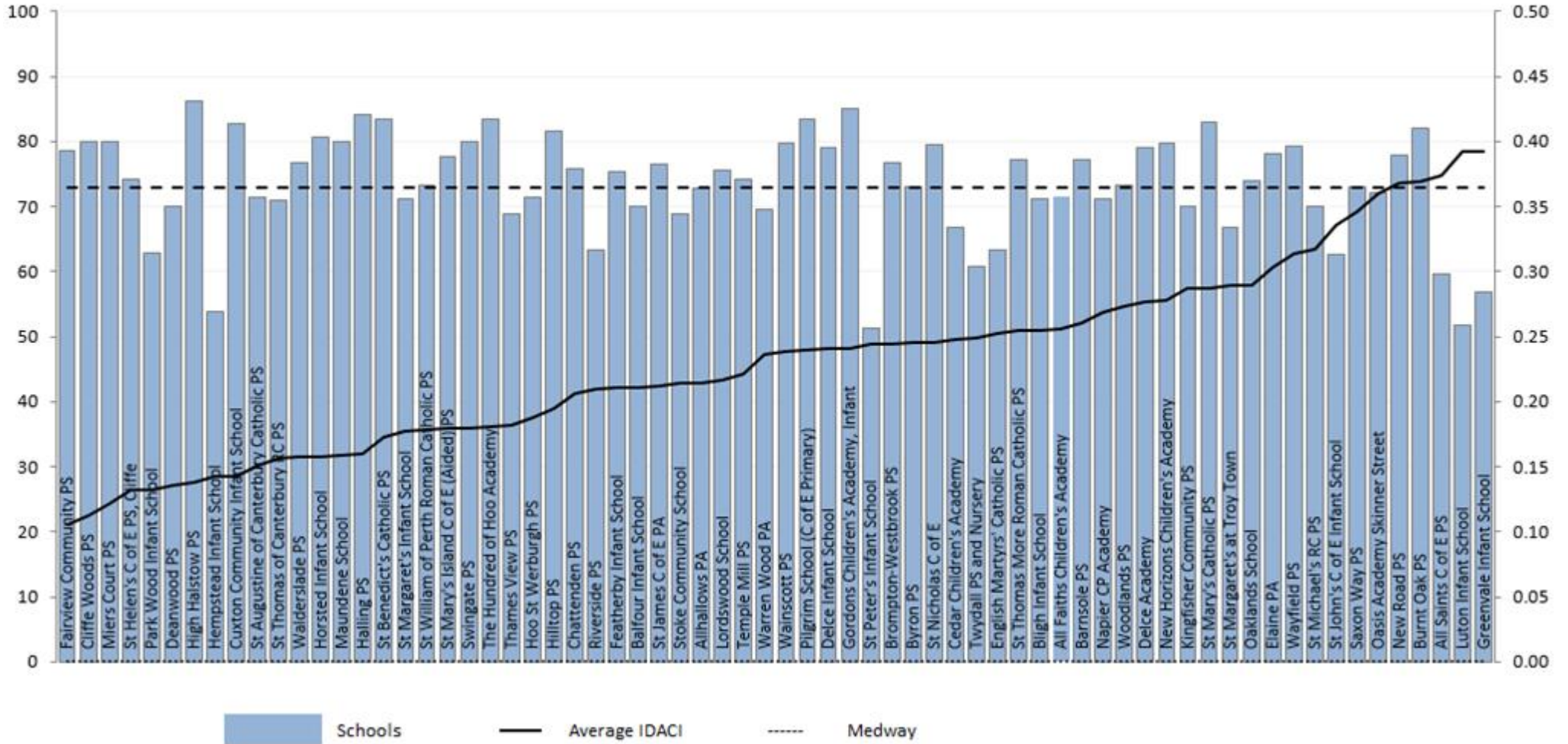
ASL: Academy Sponsor Led

AC: Academy Converter

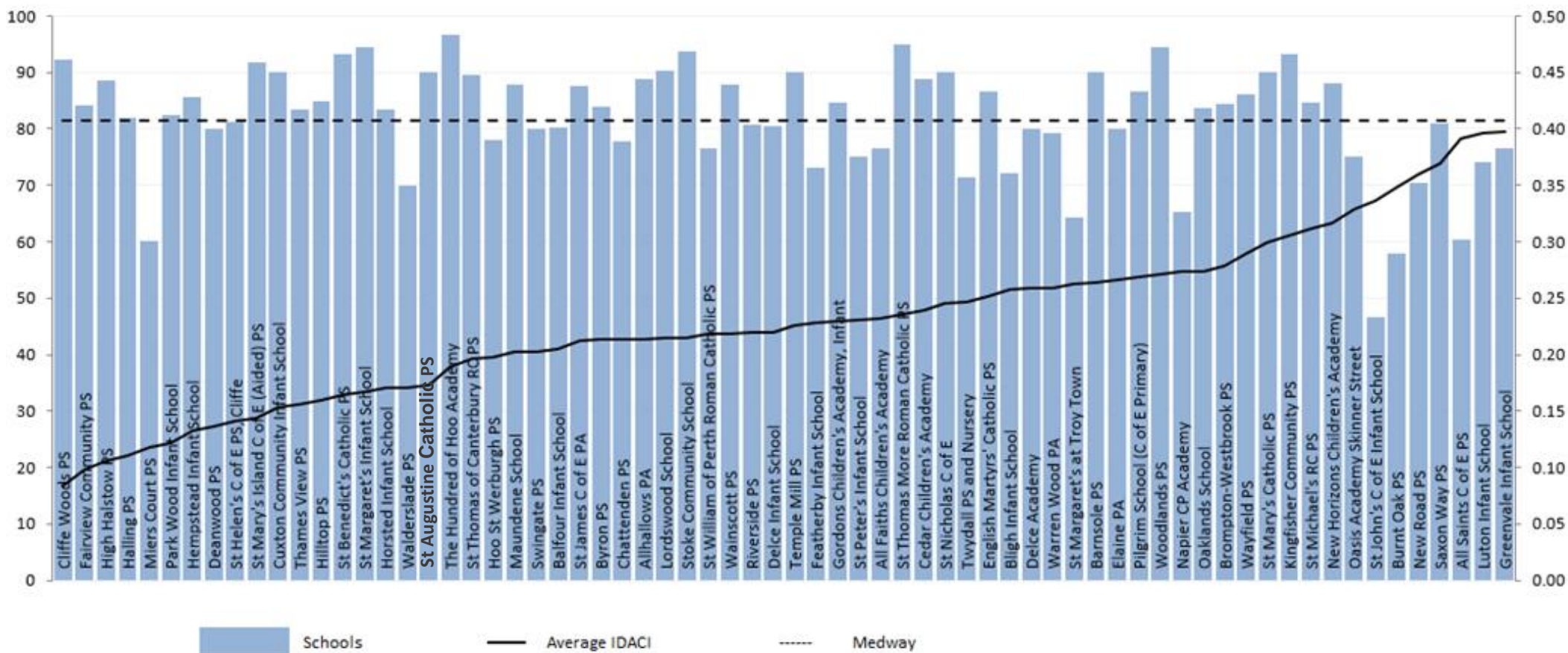
Zone information, primary only

Zone 1	766	74	34.4	830	80	825	75	70	77	65	733	74	79	71	63
Zone 2	827	70	34.4	840	83	866	80	73	79	69	820	72	81	74	63
Zone 3	926	77	34.7	929	84	955	79	75	80	71	865	74	79	76	63
Zone 4	902	72	34.5	962	80	937	79	73	79	70	832	73	78	75	65

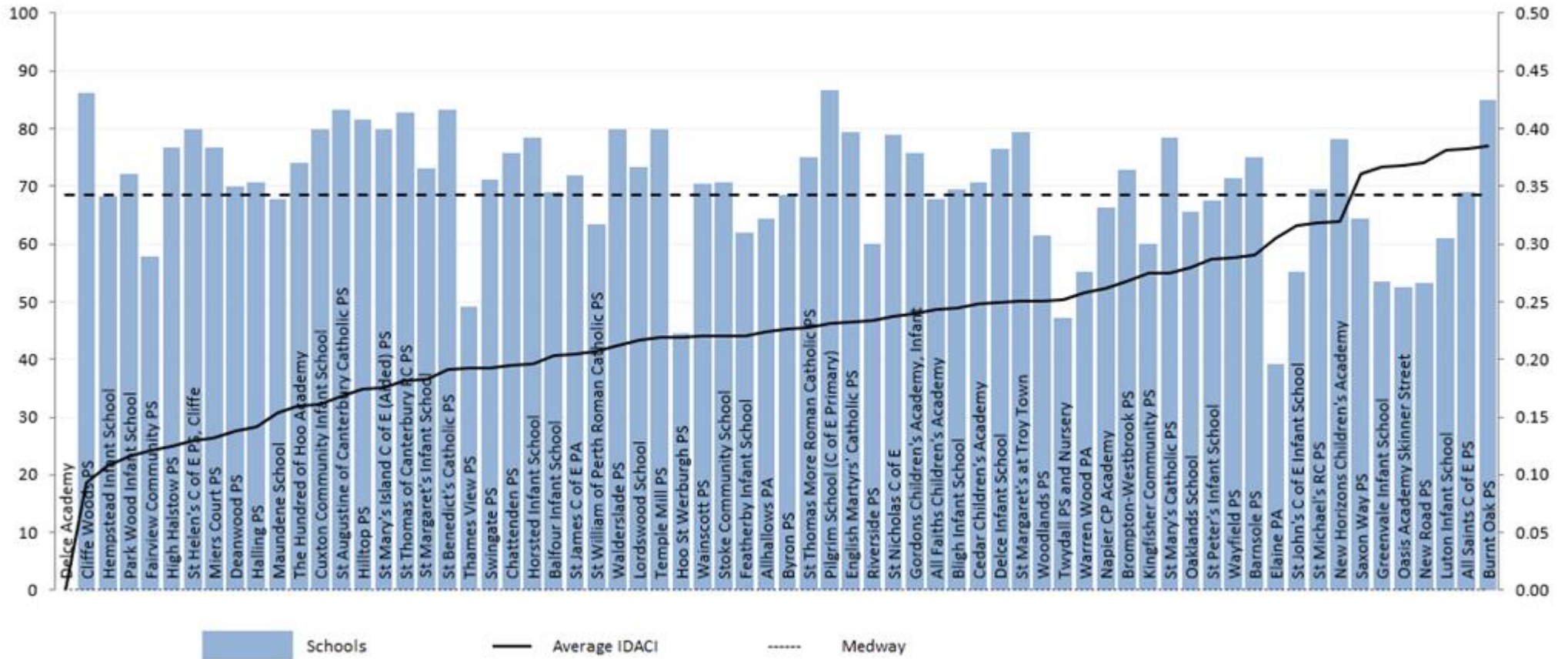
Percentage of Pupils achieving Good Level of Development (GLD) by Average Yr R Pupil IDACI score for school - All

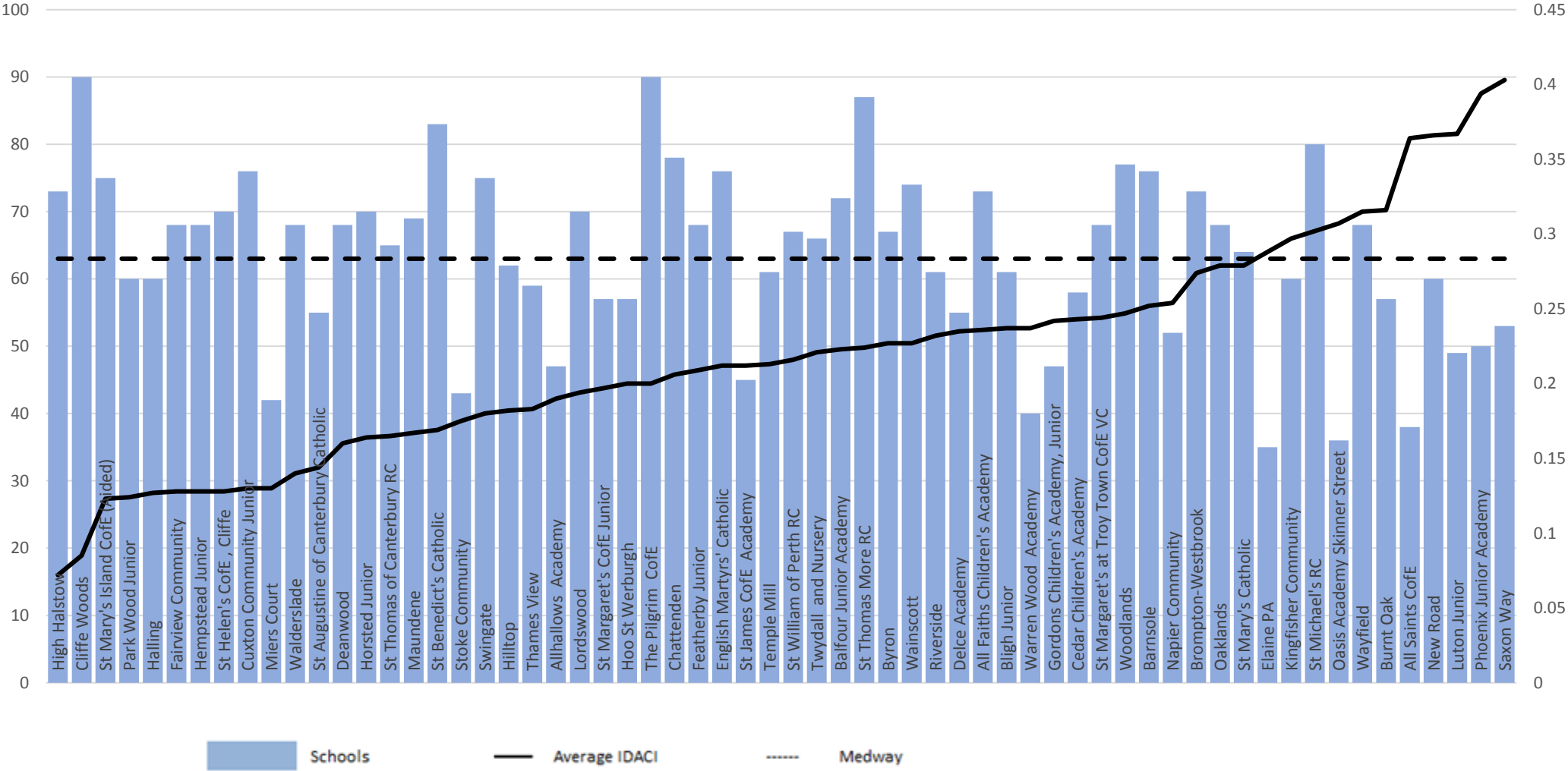


Percentage of Year 1 Pupils achieving Wa by Average Yr 1 Pupil IDACI score for school - All



Percentage of Key Stage One Pupils >=EXS Reading, Writing, Maths by Average Yr 2 Pupil IDACI score for school - All





Appendix D- Primary School Performance KS1-2 Progress

APPENDIX 2

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	3.4	1.3	5.5	Well Above Average	1.9	-0.2	4	Close to England Average	3.7	1.7	5.7	Well Above Average
All Saints Church of England Primary School	-3	-4.8	-1.2	Below Average	-2.7	-4.4	-1	Below Average	-3.2	-4.8	-1.6	Well Below Average
Allhallows Primary Academy	-2.3	-5.2	0.6	Close to England Average	4.1	1.4	6.8	Well Above Average	0.3	-2.5	3.1	Close to England Average
Balfour Junior Academy	-0.6	-1.7	0.5	Close to England Average	-1.7	-2.7	-0.7	Below Average	0.8	-0.2	1.8	Close to England Average
Barnsole Primary School	1.3	0	2.6	Close to England Average	-0.1	-1.3	1.1	Close to England Average	0.4	-0.7	1.5	Close to England Average
Bligh Primary School (Juniors)	-3.5	-5	-2	Well Below Average	-0.8	-2.3	0.7	Close to England Average	-2.9	-4.3	-1.5	Below Average
Brompton-Westbrook Primary School	-0.4	-2.3	1.5	Close to England Average	1.6	-0.2	3.4	Close to England Average	1.5	-0.2	3.2	Close to England Average
Burnt Oak Primary School	-2.2	-3.8	-0.6	Below Average	-2.1	-3.6	-0.6	Below Average	-2.9	-4.3	-1.5	Below Average
Byron Primary School	1.5	0.1	2.9	Above Average	1.1	-0.2	2.4	Close to England Average	1.1	-0.2	2.4	Close to England Average
Cedar Children's Academy	0.3	-1.1	1.7	Close to England Average	2.7	1.4	4	Above Average	-0.4	-1.7	0.9	Close to England Average
Chattenden Primary School	-1.3	-3.6	1	Close to England Average	-0.6	-2.8	1.6	Close to England Average	-0.7	-2.7	1.3	Close to England Average
Cliffe Woods Primary School	2.9	1.2	4.6	Above Average	0.7	-0.9	2.3	Close to England Average	2.7	1.1	4.3	Above Average
Cuxton Community Junior School	0.2	-1.4	1.8	Close to England Average	1.5	-0.1	3.1	Close to England Average	1.6	0.1	3.1	Above Average
Deanwood Primary School	0.3	-2.3	2.9	Close to England Average	-1.4	-3.9	1.1	Close to England Average	-0.4	-2.7	1.9	Close to England Average
Delce Academy	-3	-4.1	-1.9	Below Average	-1.3	-2.3	-0.3	Below Average	-2.3	-3.3	-1.3	Below Average
Elaine Primary School	-0.5	-2.2	1.2	Close to England Average	-3.2	-4.8	-1.6	Well below average	-1.0	-2.5	0.5	Close to England Average
English Martyrs' Catholic Primary School	-0.2	-2.4	2	Close to England Average	-0.8	-2.9	1.3	Close to England Average	-2	-4	0	Close to England Average
Fairview Community Primary School	2.2	0.9	3.5	Above Average	-2.2	-3.5	-0.9	Below Average	0.5	-0.7	1.7	Close to England Average
Featherby Junior School	-0.2	-1.5	1.1	Close to England Average	-1.3	-2.5	-0.1	Below Average	0.2	-1	1.4	Close to England Average
Gordons Children's Academy, Junior	-1.9	-3.3	-0.5	Below Average	0.2	-1.1	1.5	Close to England Average	-1.7	-3	-0.4	Below Average
Halling Primary School	-0.9	-3.1	1.3	Close to England Average	-0.2	-2.3	1.9	Close to England Average	0.5	-1.5	2.5	Close to England Average
Hempstead Junior School	-2.2	-3.5	-0.9	Below Average	1.8	0.6	3	Above Average	-0.1	-1.3	1.1	Close to England Average
High Halstow Primary School	-0.4	-2.5	1.7	Close to England Average	0.9	-1.2	3	Close to England Average	-0.8	-2.7	1.1	Close to England Average
Hilltop Primary Academy	-2	-3.5	-0.5	Below Average	-1.4	-2.9	0.1	Close to England Average	-1.3	-2.7	0.1	Close to England Average
Hoo St Werburgh Primary School and Marlborough Centre	-0.3	-1.7	1.1	Close to England Average	0.7	-0.6	2	Close to England Average	-0.7	-2	0.6	Close to England Average
Horsted Junior School	0.4	-1.1	1.9	Close to England Average	-1.4	-2.8	0	Close to England Average	-1.3	-2.7	0.1	Close to England Average
Kingfisher Community Primary School	-1.5	-3.7	0.7	Close to England Average	2.6	0.5	4.7	Above Average	2.1	0.1	4.1	Above Average
Lordswood School	0.7	-0.9	2.3	Close to England Average	0.8	-0.7	2.3	Close to England Average	2.6	1.2	4	Above Average
Luton Junior School	-3.6	-4.9	-2.3	Well Below Average	-1.4	-2.7	-0.1	Below Average	-3.8	-5	-2.6	Well Below Average
Maundene School	-0.7	-2.2	0.8	Close to England Average	-0.2	-1.7	1.3	Close to England Average	0.5	-0.9	1.9	Close to England Average
Miers Court Primary School	-3.5	-5.1	-1.9	Well Below Average	-2.2	-3.7	-0.7	Below Average	-5.5	-6.9	-4.1	Well Below Average
Napier Community Primary and Nursery Academy	-1.4	-3	0.2	Close to England Average	2.1	0.6	3.6	Above Average	-0.8	-2.2	0.6	Close to England Average
New Road Primary School	-0.6	-2.4	1.2	Close to England Average	3.4	1.6	5.2	Well Above Average	0.4	-1.3	2.1	Close to England Average
Oaklands School	-0.4	-1.9	1.1	Close to England Average	2.2	0.8	3.6	Above Average	-0.6	-2	0.8	Close to England Average
Oasis Academy Skinner Street	-2.1	-3.7	-0.5	Below Average	1.1	-0.4	2.6	Close to England Average	-4.3	-5.7	-2.9	Well Below Average
Park Wood Junior School	-4.4	-5.7	-3.1	Well Below Average	-1.7	-2.9	-0.5	Below Average	-2.4	-4	-0.8	Below Average
Phoenix Junior Academy	-2.5	-4.1	-0.9	Below Average	-1.6	-3.1	-0.1	Below Average	-1.1	-2.5	0.3	Close to England Average
Riverside Primary School	-2.7	-5.1	-0.3	Below Average	-2.1	-4.4	0.2	Close to England Average	-4.3	-6.5	-2.1	Well Below Average
Saxon Way Primary School	1	-1.3	3.3	Close to England Average	5.9	3.7	8.1	Well Above Average	0.3	-1.8	2.4	Close to England Average
St Augustine of Canterbury Catholic Primary School	-1.1	-3.3	1.1	Close to England Average	2	-0.1	4.1	Close to England Average	-1.2	-3.2	0.8	Close to England Average

Appendix D- Primary School Performance KS1-2 Progress

APPENDIX 2

School	Reading				Writing				Maths			
	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description
St Benedict's Catholic Primary School	-0.1	-2.2	2	Close to England Average	-0.1	-2.2	2	Close to England Average	0.1	-1.8	2	Close to England Average
St Helen's Church of England Primary School, Cliffe	-0.7	-2.7	1.3	Close to England Average	0.3	-1.7	2.3	Close to England Average	-0.4	-2.3	1.5	Close to England Average
St James Church of England Primary Academy	-3.2	-5.8	-0.6	Well Below Average	0.6	-1.9	3.1	Close to England Average	-1.8	-4.2	0.6	Close to England Average
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	-2	-4.3	0.3	Close to England Average	-3.9	-6.1	-1.7	Well Below Average	-4.1	-6.2	-2	Well Below Average
St Margaret's Church of England Junior School	-2.7	-4	-1.4	Below Average	-1.7	-2.9	-0.5	Below Average	-2.3	-3.5	-1.1	Below Average
St Mary's Catholic Primary School	-0.3	-1.9	1.3	Close to England Average	0.7	-0.8	2.2	Close to England Average	-1.9	-3.3	-0.5	Below Average
St Mary's Island Church of England (Aided) Primary School	-0.8	-2.4	0.8	Close to England Average	-1.4	-2.9	0.1	Close to England Average	-0.2	-1.6	1.2	Close to England Average
St Michael's RC Primary School	4.5	2.8	6.2	Well Above Average	5.3	3.7	6.9	Well Above Average	6	4.5	7.5	Well Above Average
St Thomas More Roman Catholic Primary School	0.5	-1	2	Close to England Average	-1	-2.5	0.5	Close to England Average	1.7	0.3	3.1	Above Average
St Thomas of Canterbury RC Primary School	0.1	-2	2.2	Close to England Average	-1.2	-3.3	0.9	Close to England Average	1.9	0	3.8	Close to England Average
St William of Perth Roman Catholic Primary School	-0.8	-3	1.4	Close to England Average	0.3	-1.8	2.4	Close to England Average	-1.6	-3.6	0.4	Close to England Average
Stoke Community School	-3.8	-8.2	0.6	Close to England Average	0.1	-4.1	4.3	Close to England Average	-4.1	-8.1	-0.1	Well Below Average
Swingate Primary School	0.8	-0.5	2.1	Close to England Average	0.3	-0.9	1.5	Close to England Average	2.4	1.3	3.5	Above Average
Temple Mill Primary School	1.5	-0.8	3.8	Close to England Average	3.1	0.9	5.3	Above Average	1	-1.1	3.1	Close to England Average
Thames View Primary School	-1.2	-2.8	0.4	Close to England Average	-0.8	-2.3	0.7	Close to England Average	-0.2	-1.6	1.2	Close to England Average
The Pilgrim School (A Church of England Primary With Nursery)	3.1	1	5.2	Above Average	2.3	0.2	4.4	Above Average	2.3	0.4	4.2	Above Average
Twydall Primary School and Nursery	-0.4	-1.8	1	Close to England Average	-2.5	-3.8	-1.2	Below Average	-1	-2.3	0.3	Close to England Average
Wainscott Primary School	0.5	-1.6	2.6	Close to England Average	2	0	4	Close to England Average	-0.1	-2	1.8	Close to England Average
Walderslade Primary School	-3.3	-5.4	-1.2	Well Below Average	-0.4	-2.4	1.6	Close to England Average	-2.8	-4.7	-0.9	Below Average
Warren Wood Primary Academy	-4.1	-5.9	-2.3	Well Below Average	-1.4	-3.2	0.4	Close to England Average	-2.8	-4.5	-1.1	Below Average
Wayfield Primary School	1.6	-0.7	3.9	Close to England Average	4.2	2	6.4	Well Above Average	3	1	5	Above Average
Woodlands Primary School	0	-1.5	1.5	Close to England Average	-1.8	-3.3	-0.3	Below Average	-0.6	-2	0.8	Close to England Average
Abbey Court Foundation Special School	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP	SUPP
Bradfields Academy	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Danecourt School	-1.6	-4	0.8	Close to England Average	-1.3	-3.6	1	Close to England Average	-1.6	-3.8	0.6	Close to England Average

Medway	-0.8	-1	-0.6	Below Average	-0.1	-0.3	0.1	Close to England Average	-0.5	-0.7	-0.3	Below Average
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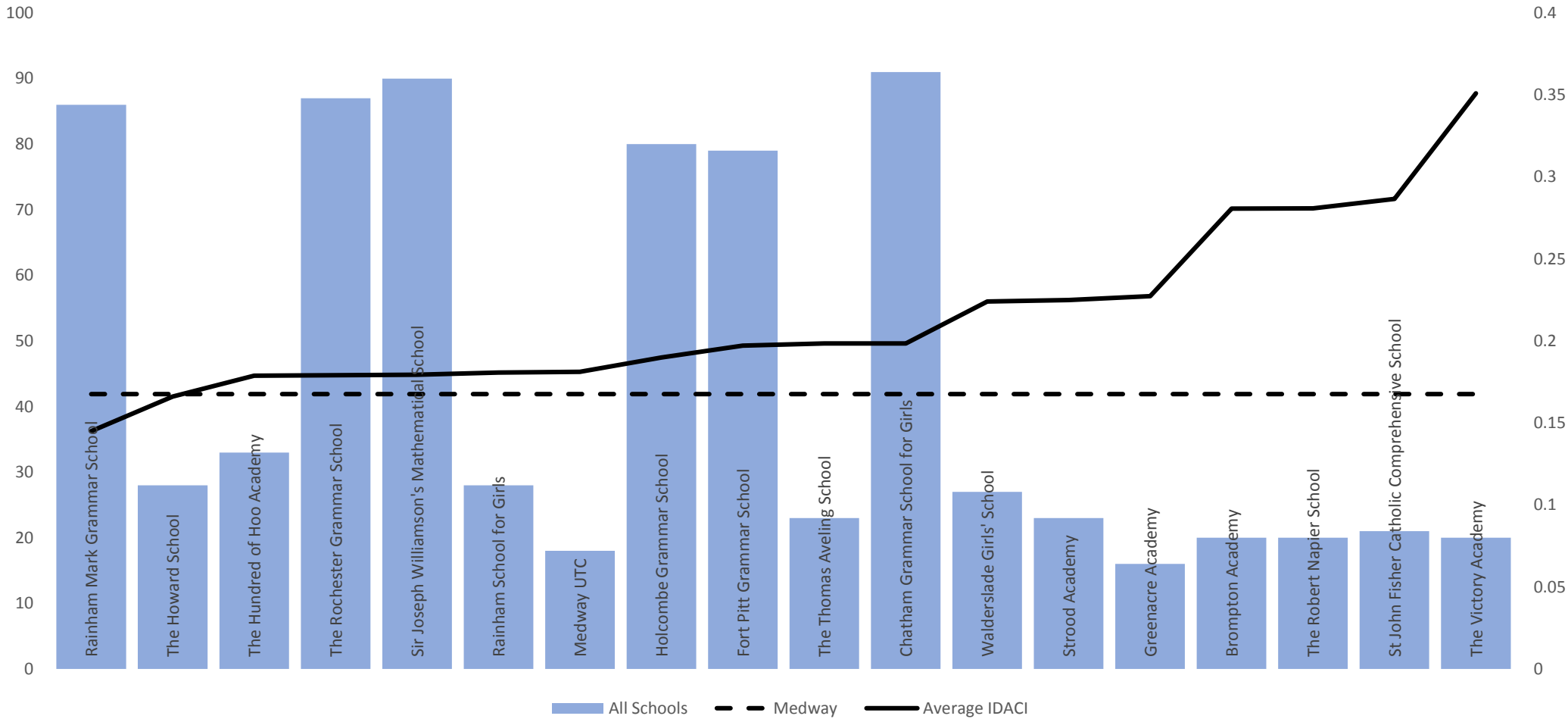
Zone averages, primary only

Zone 1	-0.7				0.9				-0.6			
Zone 2	-0.9				0.4				-0.9			
Zone 3	-1				-0.6				-0.8			
Zone 4	-0.5				0.5				0			

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 APS
Brompton Academy	COMP	187	37.6	-0.14	-0.32 to 0.04	Close to national average	44	20	2.78
Holcombe Grammar School	SEL	106	59.2	0.17	-0.08 to 0.41	Close to national average	95	80	5.19
Chatham Grammar School for Girls	SEL	100	63.7	0.6	0.35 to 0.85	Well above average	99	91	5.86
Fort Pitt Grammar School	SEL	117	64.5	0.41	0.17 to 0.65	Above average	99	79	5.85
Greenacre Academy	MOD	133	37.9	-0.39	-0.6 to -0.17	Below average	46	16	3.12
Medway UTC	COMP	98	34.3	-0.58	-0.83 to -0.33	Well below average	39	18	2.56
Rainham Mark Grammar School	SEL	207	64.8	0.36	0.18 to 0.53	Above average	97	86	6.19
Rainham School for Girls	MOD	263	43.4	0.09	-0.06 to 0.25	Close to national average	61	28	3.88
The Rochester Grammar School	SEL	173	66.6	0.63	0.44 to 0.83	Well above average	98	87	6.23
Sir Joseph Williamson's Mathematical School	SEL	163	65.6	0.49	0.29 to 0.68	Above average	99	90	6.27
St John Fisher Catholic Comprehensive School	COMP	117	38	-0.21	-0.45 to 0.04	Close to national average	48	21	3.11
Strood Academy	COMP	223	37.4	-0.21	-0.38 to -0.05	Below average	45	23	2.95
The Howard School	COMP	226	42.1	-0.08	-0.24 to 0.09	Close to national average	62	28	3.65
The Robert Napier School	COMP	147	38	-0.15	-0.36 to 0.06	Close to national average	37	20	2.86
The Thomas Aveling School	MOD	177	42.7	0.31	0.12 to 0.49	Above average	56	23	3.44
The Victory Academy	COMP	84	33.3	-0.24	-0.52 to 0.05	Close to national average	40	20	2.63
Walderslade Girls' School	MOD	132	39	-0.28	-0.5 to -0.06	Below average	52	27	2.74
The Hundred of Hoo Academy	COMP	167	40.2	-0.06	-0.25 to 0.14	Close to national average	60	33	3.59
Abbey Court Foundation Special School	SPEC	13				NE			
Bradfields Academy	SPEC	36	0.8	-1.46	-1.88 to -1.04	Well below average	0	0	0
Inspire Free Special School	SPEC	9	1.6	-2.71	-3.64 to -1.77	Well below average	0	0	0.13
Rivermead School	SPEC	20	17.8	-1.01	-1.57 to -0.46	Well below average	10	10	0.95
Medway		2899	46	0.02	-0.03 to 0.06	Close to national average	63.8	41.9	3.96
Selective		866	64.5	0.44*			98	86	6.01
Non Selective		1954	39.4	-0.16*			51	24	3.21

*averages

Percentage Achieving Threshold (5 or above) in English and Maths



School	Type of School	A Level				Academic			General			Technical			
		Cohort	AAB or higher in at least 2 facilitating subjects	APS per entry	Grade	Cohort	APS per entry	Grade	Cohort	APS per entry	Grade	Cohort	APS per entry	Grade	
Brompton Academy	COMP	55	11.1%	23.73	D+	56	23.8	D+	72	26.94	Merit+	4	SUPP		
Holcombe Grammar School	SEL	103	17.2%	35.12	B-	104	35.11	B-	NE			NE			
Chatham Grammar School for Girls	SEL	51	4.8%	29.83	C	51	30.11	C	2	SUPP			NE		
Fort Pitt Grammar School	SEL	125	7.6%	33.66	C+	125	33.79	C+	NE			NE			
Greenacre Academy	MOD	32	SUPP	19.21	D	32	19.08	D	41	24.35	Merit	42	25.31	Merit	
Medway UTC	COMP	23	SUPP	11.2	E	64	10.78	E	1	SUPP			32	31.39	Dist-
Rainham Mark Grammar School	SEL	178	18.4%	36.82	B-	178	37.14	B-	3	SUPP			NE		
Rainham School for Girls	MOD	151	1.5%	26.76	C-	151	26.78	C-	86	24.99	Merit	NE			
The Rochester Grammar School	SEL	128	23.8%	39.92	B	159	41.62	B	5	SUPP			NE		
Sir Joseph Williamson's Mathematical School	SEL	176	23.1%	39.14	B	176	39.12	B	NE			NE			
St John Fisher Catholic Comprehensive School	COMP	34	0%	20.2	D	34	20.2	D	NE			NE			
Stood Academy	COMP	67	0%	21.89	D+	67	21.75	D+	31	21.44	Merit-	NE			
The Howard School	COMP	93	3.2%	25.37	C-	98	25.66	C-	57	27.74	Merit+	7	27.86	Merit+	
The Robert Napier School	COMP	70	0%	22.59	D+	70	22.41	D+	46	23.62	Merit	17	34.47	Dist	
The Thomas Aveling School	MOD	65	0%	27.42	C-	65	27.42	C-	50	31.82	Dist-	2	SUPP		
The Victory Academy	COMP	38	0%	21.14	D	40	21.13	D	30	26.57	Merit	NE			
Walderslade Girls' School	MOD	55	0%	24.84	D+	56	24.93	D+	44	30.04	Dist-	1	SUPP		
The Hundred of Hoo Academy	COMP	54	0	27.04	C-	54	26.94	C-	21	32.19	Dist-	4	SUPP		
Medway		1493	13%	32.08		1584	32.62		489	26.88		223	25.56		
Selective		596	18.9%	34.35		793	37.23		SUPP	SUPP		NE	NE		
Non Selective		902	1.7%	27.88		787	23.36		478	26.79		98	29.07		

Selective and non selective totals do not include results which have been suppressed but provide indicative totals.

School	A Level				Academic				General			
	Progress	Lower Confidence Interval	Upper Confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description	Progress	Lower Confidence Interval	Upper confidence Interval	Description
Brompton Academy	-0.11	-0.33	0.12	Close to national average	-0.1	-0.32	0.13	Close to national average	0.19	0.05	0.33	Above average
Holcombe Grammar School	0.14	0.02	0.26	Above average	0.14	0.02	0.26	Above average	NE			
Chatham Grammar School for Girls	0.05	-0.12	0.21	Close to national average	0.06	-0.1	0.23	Close to national average	SUPP			
Fort Pitt Grammar School	-0.04	-0.15	0.06	Close to national average	-0.03	-0.14	0.07	Close to national average	NE			
Greenacre Academy	-0.72	-1.02	-0.43	Well below average	-0.74	-1.03	-0.44	Well below average	-0.13	-0.37	0.12	Close to national average
Medway UTC	-0.8	-1.24	-0.35	Well below average	-0.9	-1.18	-0.62	Well below average	SUPP			
Rainham Mark Grammar School	-0.02	-0.11	0.08	Close to national average	0.02	-0.07	0.11	Close to national average	SUPP			
Rainham School for Girls	-0.13	-0.24	-0.02	Below average	-0.13	-0.24	-0.02	Below average	-0.29	-0.44	-0.14	Below average
The Rochester Grammar School	-0.01	-0.11	0.1	Close to national average	0.07	-0.03	0.17	Close to national average	SUPP			
Sir Joseph Williamson's Mathematical School	0.06	-0.03	0.15	Close to national average	0.04	-0.05	0.13	Close to national average	NE			
St John Fisher Catholic Comprehensive School	-0.08	-0.36	0.19	Close to national average	-0.08	-0.36	0.19	Close to national average	NE			
Strood Academy	-0.22	-0.41	-0.04	Below average	-0.24	-0.42	-0.06	Below average	-0.73	-1	-0.46	Well below average
The Howard School	-0.28	-0.43	-0.13	Below average	-0.27	-0.41	-0.13	Below average	-0.17	-0.38	0.04	Close to national average
The Robert Napier School	-0.72	-0.9	-0.53	Well below average	-0.75	-0.93	-0.57	Well below average	-0.34	-0.55	-0.13	Below average
The Thomas Aveling School	-0.06	-0.24	0.12	Close to national average	-0.06	-0.24	0.12	Close to national average	0.45	0.24	0.65	Above average
The Victory Academy	-0.35	-0.59	-0.1	Below average	-0.34	-0.58	-0.1	Below average	-0.17	-0.46	0.11	Close to national average
Walderslade Girls' School	-0.3	-0.52	-0.08	Below average	-0.29	-0.51	-0.08	Below average	0.11	-0.14	0.35	Close to national average
The Hundred of Hoo Academy	-0.48	-0.66	-0.3	Below average	-0.49	-0.66	-0.31	Below average	0.12	-0.22	0.47	Close to national average

School Name	Permanent Exclusion	Fixed Term		
	Upheld	Number of Exclusions	Number of Pupils	Number of Days
All Faiths Children's Academy				
All Saints Church of England Primary School				
Allhallows Primary Academy				
Balfour Infant School		x	x	x
Balfour Junior Academy		x	x	x
Barnsole Primary School		x	x	x
Bligh Primary School (Infants)				
Bligh Primary School (Juniors)		5	5	10
Brompton-Westbrook Primary School				
Burnt Oak Primary School		5	5	12
Byron Primary School		x	x	x
Cedar Children's Academy		19	8	55
Chattenden Primary School		x	x	x
Cliffe Woods Primary School				
Crest Infant School				
Cuxton Community Infant School				
Cuxton Community Junior School	x			
Deanwood Primary School		x	x	x
Delce Academy		53	20	87.5
Elaine Primary School		21	14	34.5
English Martyrs' Catholic Primary School				
Fairview Community Primary School				
Featherby Infant and Nursery School				
Featherby Junior School		12	6	40.5
Gordons Children's Academy, Infant		x	x	x
Gordons Children's Academy, Junior		5	3	5.5
Greenvale Infant School		x	x	x
Halling Primary School		x	x	x
Hempstead Infant School				
Hempstead Junior School				
High Halstow Primary School		16	3	33
Hilltop Primary Academy		x	x	x
Hoo St Werburgh Primary School and Marlborough Centre		6	6	12
Horsted Infant School				
Horsted Junior School				
Kingfisher Community Primary School				
Lordswood School	x			
Luton Infant & Nursery School		x	x	x
Luton Junior School		x	x	x
Maundene School				
Miers Court Primary School		4	3	3
Napier Community Primary and Nursery Academy		48	20	117
New Horizons Children's Academy	x	11	5	19.5
New Road Primary School		9	9	8
Oaklands School	x	16	7	23
Oasis Academy Skinner Street		55	14	101
Park Wood Infant School				
Park Wood Junior School		5	4	6
Phoenix Junior Academy				
Riverside Primary School		x	x	x
Saxon Way Primary School		41	17	51.5
St Augustine of Canterbury Catholic Primary School		x	x	x
St Benedict's Catholic Primary School				
St Helen's Church of England Primary School, Cliffe				
St James Church of England Primary Academy		x	x	x
St John's Church of England Infant School				
St Margaret's at Troy Town CofE Voluntary Controlled Primary School		x	x	x
St Margaret's Church of England Junior School				
St Margaret's Infant School				
St Mary's Catholic Primary School		x	x	x
St Mary's Island Church of England (Aided) Primary School		3	3	3
St Michael's RC Primary School				

School Name	Permanent Exclusion	Fixed Term		
	Upheld	Number of Exclusions	Number of Pupils	Number of Days
St Nicholas Church of England Voluntary Controlled Infant School				
St Peter's Infant School				
St Thomas More Roman Catholic Primary School				
St Thomas of Canterbury RC Primary School				
St William of Perth Roman Catholic Primary School				
Stoke Community School				
Swingate Primary School		12	5	28.5
Temple Mill Primary School				
Thames View Primary School				
The Pilgrim School (A Church of England Primary With Nursery)				
Twydall Primary School and Nursery		13	7	18.5
Wainscott Primary School				
Walderslade Primary School				
Warren Wood Primary Academy		15	8	51.5
Wayfield Primary School		x	x	x
Woodlands Primary School				
Brompton Academy	12	136	75	1227
Chatham Grammar School for Girls		4	3	20
Fort Pitt Grammar School		x	x	x
Greenacre Academy	7	129	83	520.5
Holcombe Grammar School		48	31	189
Medway UTC		40	19	105.5
Rainham Mark Grammar School		16	14	28
Rainham School for Girls	x	127	66	235
Sir Joseph Williamson's Mathematical School	x	10	10	41
St John Fisher Catholic Comprehensive School	x	135	76	277.5
Strood Academy	x	61	44	229.5
The Howard School	6	221	116	748
The Robert Napier School	7	217	96	1075.5
The Rochester Grammar School				
The Thomas Aveling School	4	84	57	545
The Victory Academy	x	168	73	617
Walderslade Girls' School	6	149	57	407.5
The Hundred of Hoo Academy	5	101	45	200.5
Abbey Court Foundation Special School				
Bradfields Academy	x	29	15	36
Danecourt School				
INSPIRE Free Special School		28	19	45
Rivermead School				
The Rowans		21	17	37
Will Adams Centre		173	37	224
All (including PRUs)	58	2373	1172	7769.5
Primary	4	474	217	956
Secondary	53	1648	867	6471.5
Special	1	57	34	81

* 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	1	87	51	162.5
Primary Academy Sponsor Led	3	265	111	537
Primary Converter	0	122	55	256.5

Secondary Selective	1	80	60	283
Secondary Non Selective	53	1648	867	6471.5

Zone averages, primary only

Zone 1	0	19	8	40
Zone 2	x	5	x	10
Zone 3	x	7	4	14
Zone 4	x	10	5	20

x figures based on 2 or fewer pupils have been removed to retain confidentiality

Appendix J- Provisional Absence: Locally obtained data

School Name	Sessions Possible	Sessions Absent	% Absent
All Faiths Children's Academy	63760	3292	5.2
All Saints Church of England Primary School	95215	3561	3.7
Allhallows Primary Academy	27667	1796	6.5
Balfour Infant School	78255	4063	5.2
Balfour Junior Academy	143227	8514	5.9
Barnsole Primary School	190073	9979	5.3
Bligh Primary School (Infants)	62056	4013	6.5
Bligh Primary School (Juniors)	72235	4334	6.0
Brompton-Westbrook Primary School	112903	5570	4.9
Burnt Oak Primary School	124908	7503	6.0
Byron Primary School	153764	8694	5.7
Cedar Children's Academy	155920	7633	4.9
Chattenden Primary School	61858	3484	5.6
Cliffe Woods Primary School	106889	4884	4.6
Crest Infant School	70674	4090	5.8
Cuxton Community Infant School	50724	2600	5.1
Cuxton Community Junior School	60726	2545	4.2
Deanwood Primary School	58289	2750	4.7
Delce Academy	165185	9096	5.5
Elaine Primary School	46869	4175	8.9
English Martyrs' Catholic Primary School	62569	2793	4.5
Fairview Community Primary School	187486	9157	4.9
Featherby Infant and Nursery School	77347	4996	6.5
Featherby Junior School	104734	6360	6.1
Gordons Children's Academy, Infant	45892	3159	6.9
Gordons Children's Academy, Junior	104450	5528	5.3
Greenvale Infant School	53114	3208	6.0
Halling Primary School	82496	3838	4.7
Hempstead Infant School	71736	3582	5.0
Hempstead Junior School	107745	5332	4.9
High Halstow Primary School	62353	3250	5.2
Hilltop Primary Academy	129276	6343	4.9
Hoo St Werburgh Primary School and Marlborough Centre	146064	6935	4.7
Horsted Infant School	54680	2613	4.8
Horsted Junior School	74720	2989	4.0
Kingfisher Community Primary School	58245	3367	5.8
Lordswood School	109563	5987	5.5
Luton Infant & Nursery School	74976	5408	7.2
Luton Junior School	108104	8264	7.6
Maundene School	65761	3720	5.7
Miers Court Primary School	125802	6301	5.0
Napier Community Primary and Nursery Academy	161407	10404	6.4
New Horizons Children's Academy	137371	6287	4.6
New Road Primary School	95813	5806	6.1
Oaklands School	118581	8287	7.0
Oasis Academy Skinner Street	120244	7817	6.5
Park Wood Infant School	81324	4174	5.1
Park Wood Junior School	108340	4964	4.6
Phoenix Junior Academy	69922	3314	4.7
Riverside Primary School	59465	3381	5.7
Saxon Way Primary School	90085	7306	8.1
St Augustine of Canterbury Catholic Primary School	61210	2712	4.4
St Benedict's Catholic Primary School	63638	2151	3.4
St Helen's Church of England Primary School, Cliffe	64130	3246	5.1
St James Church of England Primary Academy	37302	1853	5.0
St John's Church of England Infant School	24609	1957	8.0
St Margaret's at Troy Town CofE Voluntary Controlled Primary School	62110	2965	4.8
St Margaret's Church of England Junior School	109344	4765	4.4
St Margaret's Infant School	81778	3826	4.7
St Mary's Catholic Primary School	126854	5419	4.3
St Mary's Island Church of England (Aided) Primary School	128481	4954	3.9
St Michael's RC Primary School	126416	6882	5.4
St Nicholas Church of England Voluntary Controlled Infant School	35883	1846	5.1
St Peter's Infant School	33010	2084	6.3
St Thomas More Roman Catholic Primary School	128229	6308	4.9
St Thomas of Canterbury RC Primary School	73974	3657	4.9
St William of Perth Roman Catholic Primary School	63733	2684	4.2
Stoke Community School	28370	1743	6.1
Swingate Primary School	189659	9284	4.9
Temple Mill Primary School	61884	3329	5.4
Thames View Primary School	127724	6069	4.8
The Pilgrim School (A Church of England Primary With Nursery)	63656	2198	3.5
Twydall Primary School and Nursery	138843	11153	8.0
Wainscott Primary School	110307	7359	6.7
Walderslade Primary School	63003	2930	4.7
Warren Wood Primary Academy	104659	7108	6.8

APPENDIX 2

Appendix J- Provisional Absence: Locally obtained data

School Name	Sessions Possible	Sessions Absent	% Absent
Wayfield Primary School	60893	4586	7.5
Woodlands Primary School	157143	9376	6.0
Brompton Academy	321066	19706	6.1
Chatham Grammar School for Girls	168460	7594	4.5
Fort Pitt Grammar School	177634	8508	4.8
Greenacre Academy	231866	26935	11.6
Holcombe Grammar School	194727	8637	4.4
Medway UTC	46396	2875	6.2
Rainham Mark Grammar School	319880	13291	4.2
Rainham School for Girls	411360	25977	6.3
Sir Joseph Williamson's Mathematical School	283857	12036	4.2
St John Fisher Catholic Comprehensive School	215614	13212	6.1
Strood Academy	365248	21776	6.0
The Howard School	367245	22730	6.2
The Robert Napier School	257871	21012	8.1
The Rochester Grammar School	278897	10752	3.9
The Thomas Aveling School	286493	18120	6.3
The Victory Academy	195130	13550	6.9
Walderslade Girls' School	230175	19941	8.7
The Hundred of Hoo Academy	389517	29211	7.5
Abbey Court Foundation Special School	35154	4107	11.7
Bradfields Academy	57709	6024	10.4
Danecourt School	45188	3346	7.4
INSPIRE Free Special School	9518	1951	20.5
Rivermead School	32074	3055	9.5
The Rowans	16815	2651	15.8
Will Adams Centre	22639	5537	24.5
All (including PRUs)	12138237	712424	5.9
Primary	7177704	389890	5.4
Secondary	4741436	295863	6.2
Special	179643	18483	10.3

* 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	2761045	144657	5.2
Primary Academy Sponsor Led	1855308	111535	6.0
Primary Converter	2561351	133698	5.2

Secondary Selective	1423455	60818	4.3
Secondary Non Selective	4741436	295863	6.2

Zone information, primary only

Zone 1	1647100	98733	6.0
Zone 2	1722465	89125	5.2
Zone 3	1870072	97790	5.2
Zone 4	1938067	104242	5.4

School Name	School Type	KS4 Cohort	% in Education or Employment KS4	KS5 Cohort	% in Education or Employment KS5
Brompton Academy	Non Selective	172	94%	66	83%
Holcombe Grammar School	Selective	107	99%	97	91%
Chatham Grammar School for Girls	Selective	102	99%	68	97%
Fort Pitt Grammar School	Selective	123	98%	102	94%
Greenacre Academy	Non Selective	154	92%	61	89%
Rainham Mark Grammar School	Selective	176	98%	151	97%
Rainham School for Girls	Non Selective	267	97%	98	95%
The Rochester Grammar School	Selective	161	100%	162	92%
Sir Joseph Williamson's Mathematical School	Selective	172	98%	160	93%
St John Fisher Catholic Comprehensive School	Non Selective	132	83%	52	90%
Strood Academy	Non Selective	230	94%	56	96%
The Howard School	Non Selective	226	92%	101	94%
The Robert Napier School	Non Selective	228	84%	58	84%
The Thomas Aveling School	Non Selective	168	90%	62	81%
The Victory Academy	Non Selective	142	86%	45	87%
Walderslade Girls' School	Non Selective	139	92%	55	93%
The Hundred of Hoo Academy	Non Selective	205	94%	72	75%
Abbey Court Foundation Special School	Special	9	SUPP	N/A	N/A
Bradfields Academy	Special	35	97%	N/A	N/A
Inspire Free Special School	Special	10	SUPP	N/A	N/A
Rivermead School	Special	21	95%	N/A	N/A
Medway		2965	93%	2385	89%
Selective		841	99%	740	94%
Non Selective		2063	91%	726	88%

Phonics – a briefing note for Councillors

As part of the national drive to raise standards in reading and in English language, children from a young age in Early Years are taught the sounds that words and letters make. In the Summer term of Year 1, children's phonic understanding is checked by requiring them to say 40 words. The list of words is compiled from real and pseudo-words. A teacher conducts the check at the child's own speed, 1:1, away from the classroom in a quiet place.

The words that children were required to say in 2018 were: *reb, wup, jub, eps, vuss, quop, zook, chack, skap, blorn, meft, veems, chop, sing, dart, shock, flat, skill, gift, coins, var, slirt, weaf, pobe, flisp, braint, scrid, splote, twice, gloom, turn, mode, blast, groans, spray, strike, delay, modern, saucers, and charming.*

Some of the graphemes used in the phonic check represent a number of different phonemes. When decoding a real word in the check, the pupil has to select the correct phoneme for the word, for example the 'ow' in 'blow' should not be pronounced as the 'ow' in 'cow'. However, when decoding a pseudo-word, all plausible alternative pronunciations are acceptable.

Some of the pseudo-words in the screening check contain letters which can be pronounced in different ways when read aloud according to the regional accent of a pupil, for example, vowel digraphs that end with 'r', such as 'ur'. In a small number of regional accents the 'r' in words with these vowel digraphs is voiced and pupils who speak with these accents will be known to their teachers. For these pupils, pseudo-words with a vowel digraph ending in 'r', such as 'slirt', may be pronounced as /slɜ:rt/ instead of /slɜ:t/. Valid alternative pronunciations related to regional accents are acceptable in the relevant pseudo-words and will be listed in the scoring guidance.

Medway's performance in phonics improved considerably after a wide-scale targeted teaching and leadership intervention by the *School Challenge and Improvement Team* in 2015-2016. The impact of this professional development programme saw Medway's phonic result rise to match national, where it has stayed stable since 2016. Where underperformance in the phonic check has been identified in single schools, the School Challenge and Improvement Team will work with schools and zones to address specific weaknesses in teaching and learning.