

Medway annual schools' performance report

academic year 2018-2019



Contents v1.8

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Introduction

This annual report summarises the progress made by Medway's schools in raising achievement throughout academic year 2018-2019. Where the data set used for analysis is obtained from published data and there are 5 or less pupils, this is shown as blank within tables to protect confidentiality. This may mean that some authorities may not be included in the overall ranking. In April 2019, 3 authorities were merged into 2 and now there are only 151 authorities in total (149 where City of London and Isles of Scilly results are redacted). This may make rank movements of 1 or 2 negligible. Rankings do not include regions or the national figure (e.g. South East). 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 34.

Context

Information from the 2011 Census shows that:

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%).

0.09% of LSOAs in Medway are within the 10% most deprived nationally

Medway is ranked 68th showing a 20 place deterioration and deprivation has increased; this is relative to the other LAs.

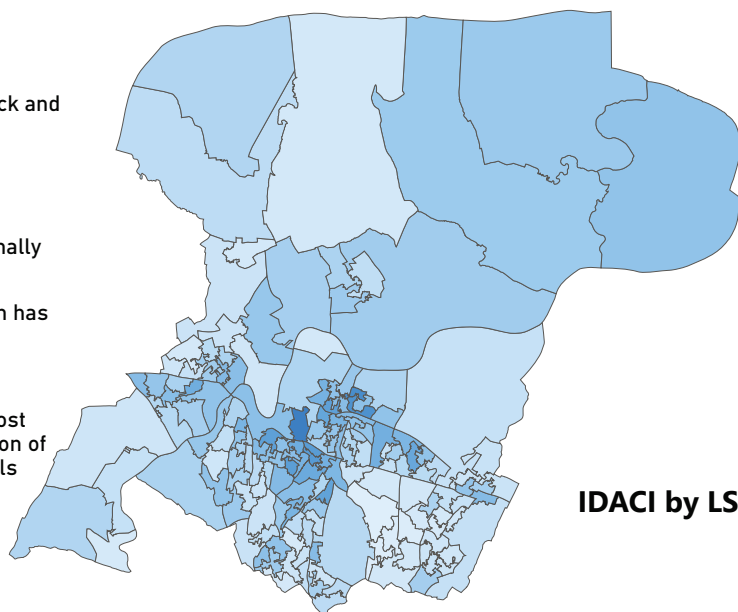
Deprivation Ranking out of 151 Local Authorities (LAs) and Place Movement on Previous IMD

IMD 2019

68 ▲ -20

The following are wards with the most schools and the highest concentration of pupils in receipt of Free School Meals

- | Chatham Central
- | Gillingham North
- | Luton and Wayfield
- | Strood South



IDACI by LSOA

Least Deprived - Most Deprived

2019 Population rise on 2015

Total population of 46374 pupils, showing an increase of 2455 (6%)

Primary

26095 ▲ 1692 (6.93%)

Secondary

19324 ▲ 622 (3.33%)

Special

814 ▲ 86 (11.81%)

Pru

141 ▲ 55 (63.95%)

Children Looked After (CLA) per pop. 10,000

Medway 66

National 65

Eligible and claiming for Free School Meals

Medway

14%

National

15%



SEN

SEN Support

EHCP

Medway 16.6%

13.1%

3.1%

SEN Support

EHCP

National 14.8%

11.1%

3.1%



Medway highlights of the academic year

What we do well

- **The pace of school improvement continues to be a strength** because over four successive years, Medway has sustained an improvement trend. Compared to other local authorities, Medway has moved 54 places up the LA league table for KS2 combined achievement of reading, writing and maths and is now ranked 95th/149.
- **The primary and secondary education provision is a strength** because 90% of pupils attend a good or outstanding school, compared with 84% nationally.
- **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 91%.
- **Key Stage One is a strength** because Medway continues to perform above national in all measures.
- **The rate of improvement in Key Stage Two is a strength** because performance has improved faster than the national rate and the achievement gap is now only 1pp.
- **Key Stage Four is a strength** because, despite greater than national levels of deprivation, the Medway school system has over taken the national benchmark for a strong pass in English and Mathematics for all pupils. Furthermore, Medway continues to climb the rankings now 60th.

What we need to do better

- **Improve** the achievement of pupils in **Key Stage Two in all subjects in order to close the gap to national in reading, maths & grammar, punctuation and spelling.**
- **Improve** the performance of **disadvantaged** pupils and the progress of pupils with **SEND in order to close the gap to national for all groups.**
- **Improve** the quality of **inclusion**, particularly in secondary.
- **Improve** the performance of **Children Looked After** so that their achievement matches their peers.
- **Improve** the engagement of young people in **education, training and employment.**

Current improvement work

Early Years Foundation Stage (EYFS) and Sufficiency of Early Years Provision

Medway has now commissioned professional development for early years provision in the Private, Voluntary and Independent Sector and Schools. The commissioned service is Medway Early Years Limited (MEY) who will quality assure all early years settings and provide relevant information, advice and training and specific support to those settings who have received an Ofsted grading of Inadequate or Requires Improvement. In addition, MEY will provide a support service of individual advice and guidance to new early years provision. MEY, will undertake the Early Years Foundation Stage Moderation process and support Medway Early Help Services. The commissioned work is in line with the Statutory Duties required of Local Authorities outlined in the Department for Education 'Early Years and Childcare Statutory Guidance for Local Authorities'.

It is integral that the Early Years Sufficiency Team, engage Medway families with Government funded childcare, to support children in achieving good levels of development alongside their early learning goals and equip children in readiness for school and better educational attainment.

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 people and the Lead Member for Children's Services, supported by the portfolio holder for education and schools; operational effectiveness is distributed primarily through the School Challenge and Improvement Team. Council plan priority 1, 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 objectives to realise this ambition:

1. Children & Adults Directorate – Education performance analysis, evaluation, gap analysis, key priority identification and reporting
2. Medway Education Partnership Strategy Group
3. Effective Leadership: SEND Support – targeted 18 month programme
4. Effective Leadership: Inclusion, promoting effective inclusion through - Year 2 sustaining impact of Year 1
5. Learning Zone working –challenge and support
6. Head teacher associations (MELA & MSHA) – challenge and support
7. Communication and intelligence sharing with Ofsted & Regional Schools Commissioner
8. School Support Group (SSG) - promoting effective inclusion through effective multi agency working

9. Extending inclusion outreach to Key Stage 2 & 3 through the Alternative Provision Beeches Free School
10. SEND Improvement Board – strategic holding to account against the written Statement of Action
11. Transition Pilot - Medway Cultural Education Partnership (MCEP) – developing innovative and effective transition between KS2 & KS3
12. Newly Qualified Teachers – Medway Appropriate Body
13. Statutory Assessment, Report Arrangements and Test Administration Guidance
14. Statutory Compliance (KS2 and Phonic Check)
15. Statutory Moderation, consensus and standards (KS1 & KS2)
16. Year Two & Year Six Assessment Framework Training
17. Induction programme for NQTs and tutors
18. Standing Advisory Council for Religious Education (SACRE) – advising on the provision of RE
19. Direct school improvement

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 the education sector 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 continues to be a strength, overtaking the primary performance outcomes of over a third of all local authorities within 4 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.

The Virtual School – Children Looked After (CLA)

The Virtual School exists to monitor and support the education of all children and young people who are cared for by the local authority, as if they were in a single school. It works to ensure that each child's progress at school remains a priority to ensure their achievement. All local authorities have a statutory duty under the Children Act 1989 to safeguard and promote the welfare of children who are looked after, and in turn their educational progress and achievement. The Medway Virtual School has a Headteacher and is supported by a team of dedicated professionals who support and advise on the educational progress of children who are looked after.

The Virtual School in Medway performs the statutory duties of the Director of children service who shares those responsibilities with all officers and members of the local authority to act as effective and caring corporate parents for all children who are looked after. They promote, challenge and support across the Children and Adults directorate and have key roles in improving their educational attainment, providing stable and high

quality placements and succession planning for when they leave care.

Each child who is looked after by the local authority has a personal education plan (PEP). The plan is reviewed termly by their designated teacher and social worker to overcome individual challenges and track progress throughout their education so that young people in care ultimately thrive, because attainment gaps are addressed and each child experiences true potential for successful life-long learning.

A key role of the Virtual School is to support and provide the very best professional development of knowledge, skills and understanding for the key professionals who nurture each looked after child. Current workflows include: the setting of SMART targets so that termly progress evaluations are thorough, identifying appropriate new placement schools and supporting in year transitions from one school to another, including Summer School transition between primary and secondary school. Where action is not effective the Virtual School will intervene swiftly with the designated school teacher (DLACT) to ensure achievement is caught up and the child unimpeded in their lifelong journey.

Medway's Virtual School works closely with the Inclusion team and other local authority 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 child who is *looked after* or *previously looked after*, is prioritised immediately for effective action. In addition, Medway's Youth Service has a key role in widening the engagement of pupils in certificated activities and is successful in supporting the transition of pupils between key stages.

Direct support for social workers is provided for all aspects of education (e.g. PEPs, identifying appropriate schools, ensuring attendance, minimising exclusions, supporting EHC plans and ensuring qualifications are secured at the best grades possible. Links have also been strengthened with commissioning teams to ensure that education needs are considered more effectively during procurement.

Furthermore, the Medway Virtual School has established a cross team focus group regarding Children Missing Education (CME) and young people Not In Education, Employment or Training (NEET). An established governing body oversees the Virtual School, ensuring challenge, quality control and celebration of the young people they champion.

Inclusion Team

When headteachers issue an exclusion, the Inclusion team is notified. The Inclusion Team offer support and challenge to schools which often offer the headteacher the opportunity to review their decision in light of good practice and legislation. When a permanent exclusion is issued, the LA has a responsibility for providing fulltime education provision from the 6th day.

The Inclusion Team is integral to promoting the recommendations of the Alternative Provision Review 2018. Much of the Inclusion Team's work is proactive in preventing exclusion by offering informal advice to professionals and carers. *School Support Group* (SSG) and *Team Around the School* are key parts of the proactive support offer to schools. SSG ensures that the right agencies are around the table offering guidance, and would normally include SEND, Early Help, Social Care, Youth Service, School Improvement and advice from a local headteacher.

In these forums, school leaders discuss a pupil's real or perceived needs, and the extent to which they are actually at risk of exclusion, and then receive professional guidance from the multi-agency panel. The Inclusion Team work very closely with the SEND team and the Virtual School, especially when pupils may be at risk. Effective integrated council service working comes to 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 fundamental of the service and the team not only to support school leaders, but also newly qualified teachers and governors. Training is offered to governors ensuring that they are aware of the legalities around school exclusions especially. 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 1. Furthermore, it is recognised that parents and carers are the principle holders with responsibility, so the Inclusion Team offers advice and guidance 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, deemed Electively Home Educated. 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 with parents is delicate and vital. Resolutions through the extensive and often innovative offer is effective, often resolving issues without recourse to exclusion, allowing the child to remain within their chosen education provision.

During the summer holiday, when vulnerable pupils are often exposed, Medway Inclusion Team offer some year six pupils a transition programme between their primary and secondary school and support secondary colleagues in understanding pupil needs so that any anxieties are reduced. In this task, the Inclusion Team will partner with the Virtual School to support children who are looked after.

The Attendance Advisory Service to Schools and Academies

The Attendance Advisory Service to Schools and Academies (AASSA) is in part, a statutory service and continues to be a successful part traded service. The majority of Medway Schools/Academies purchase the service of AASSA and hours are allocated according to the tariff purchased.

When attendance fails to improve, and unauthorised absence continues to be recorded, then the statutory support will prosecute parents on behalf of Medway Council. Before then, AASSA will issue penalty notices on behalf of schools/academies for unauthorised absence and unauthorised leave of absence (holiday). AASSA will also challenge schools/academies to request medical evidence and un-authorising leave of absence. Furthermore, Persistent Absence Data is also collected through census, assisting in statistical reporting.

Children Missing Education support is also offered by the service to schools/academies as a statutory service. This joint oversight aims to ensure that children are safe and in receipt of the education that they are entitled to and the responsibility for identifying and tracking is shared jointly with social care.

Practitioners visit schools/academies regularly according to the purchased hours. At the start of the academic year, pupils are prioritised for monitoring or action. In addition, attendance policies are reviewed and the monitoring of attendance is regulated, this ensures that procedures are closely followed and poor school attendance is eradicated.

Information, Advice and Guidance Team (Destination/NEET)

The Information Advice and Guidance Team work with schools and academies regarding prompt key data collection in Key Stage 4 & 5.

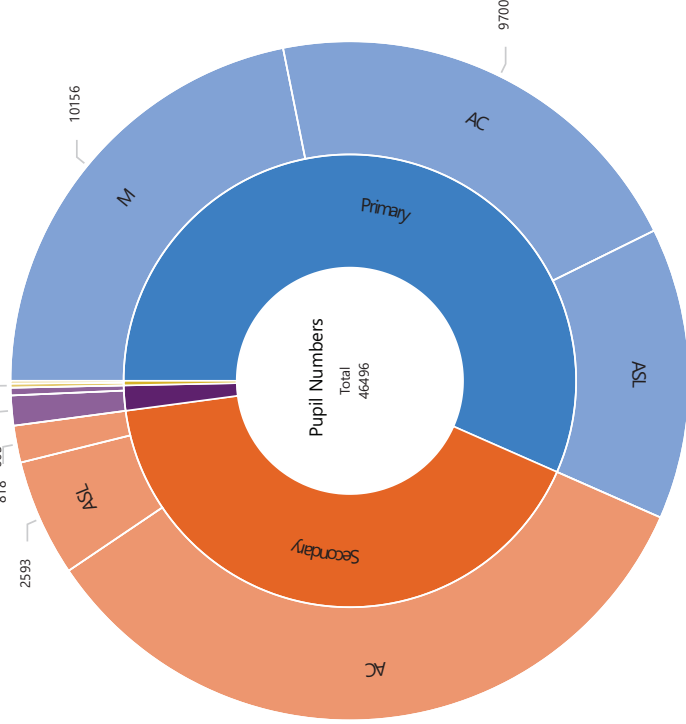
Reducing the young people in Medway who are not in education, employment or training (NEET) in Medway is the main function of the team. It supports all young people but especially those who are *SEND*, *Looked After*, known to the *Youth Offending Team*, and those Year 12 young people aged 16/17 years who have no September guarantee of purposeful engagement.

The IAG team also monitors the quality and impact of careers advice in schools, targeting schools with the highest levels of NEET and promotes school-based initiatives. It works through the Council's *Skills and Employability plan*, which is helping to map out provision locally, indicate the quality of provision and identify gaps for improvement. This data also supports the identification of young people who are most at risk of becoming NEET and feeds proactive individual support.

Overview of Medway schools – school type, Ofsted, Fee School Meals (FSM), language

Types of school and number on roll as at the summer census 2019

School Type ● Primary ● Secondary ● Special ● PRU



Please note figures will differ to the introduction and context page due to counting rules of duplicates and different census periods. The current page uses the summer census which is the closest to the exam periods.

School phase	Academies	LA Maintained	Total
Primary	16158	10156	26314
Secondary	18382	818	19200
Special	663	169	832
PRU	59	91	150
Total	35262	11234	46496

Medway has less than national proportion of pupils with English as an Additional Language (EAL) across each of the below school phases :

	Primary	Secondary	Special
EAL	14.1%	10.8%	8.5%
Medway	14.1%	10.8%	8.5%
National	21.2%	16.9%	14.7%

Ofsted: Inspections refer to the most recent inspection held as at 31st August 2019 to highlight Medway's position at the end of the academic year .

Phase	Outstanding	Good	Requires Improvement	Inadequate	Total	School Type	% Good/Outstanding
Primary	8	57	9	4	78	Primary	83%
PRU	1	1	1	1	4	Secondary	89%
Secondary	4	12	1	1	18	Special	100%
Special	2	3	5	5	15	PRU	100%
Total	15	73	10	5	103	Total	85%

Number of schools in:

Double Requires Improvement

5

Serious Weakness

2

Special Measures

3

Overall FSM eligibility within Medway has made no movement over the 5 year period

Overall FSM eligibility within Medway has shown a 8% increase on the previous year

All

Primary

English (86.9%)
Other than English (0.8%) Polish (1.2%) Bengali (0.7%)
Romanian (0.7%) Yoruba (0.6%) Russian (0.5%) Bulgarian (0.5%)
Lithuanian (0.5%)

English (85.7%)
Other than English (0.9%) Bengali (0.7%)
Lithuanian (0.7%) Bulgarian (0.6%)

Top 10 Languages

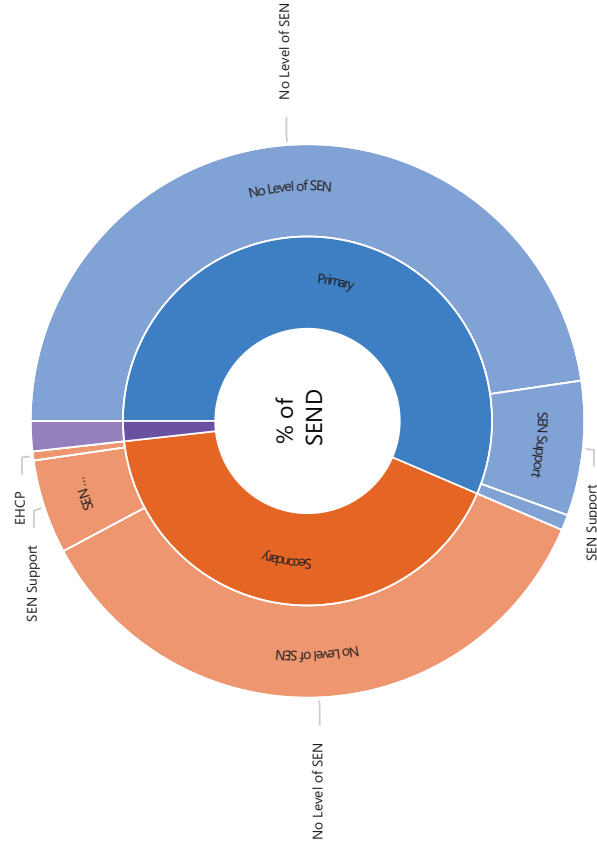
Secondary

Special

English (88.4%)
Urdu (0.4%) Yoruba (0.3%) Panjabi (1%) Other than English (0.6%)
Slovak (0.5%) Polish (0.5%) Bengali (0.4%)
Romanian (0.4%) Bulgarian (0.4%)

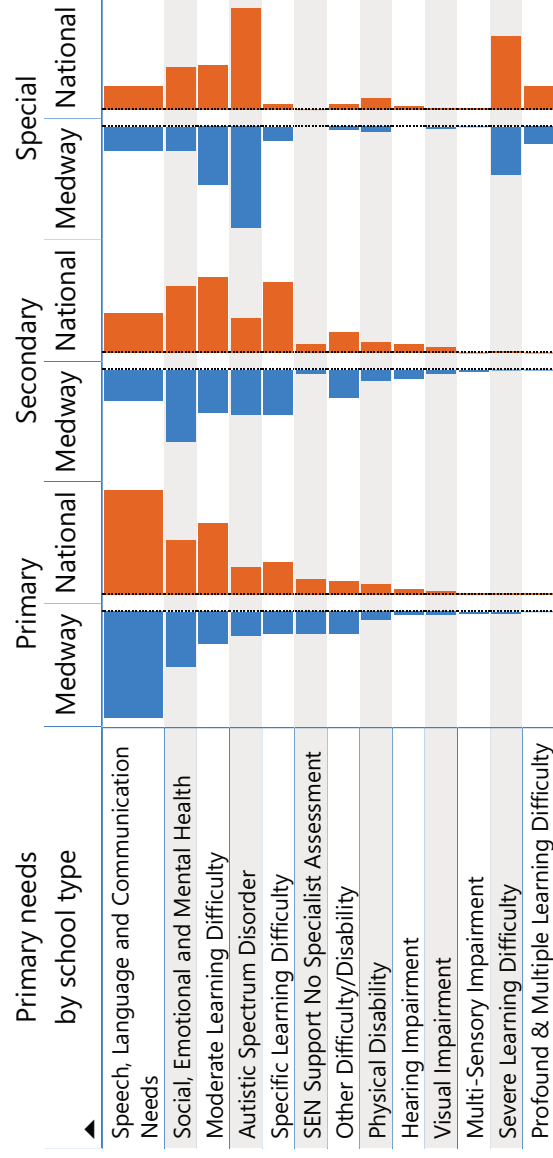
English (91.5%)
Other than English (1.2%) Urdu (0.2%)
Tagalog/Filipino (0.4%) Turkish (0.3%)
Slovak (0.5%) Yoruba (0.3%) Bengali (1.5%)
Polish (0.2%) Panjabi (0.5%)

Overview of Medway schools – Special Educational Needs & Disability (SEND)



SEND

16.6% of pupils in 2019 were identified as having SEND. Nationally this is 14.8%. 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).



Primary school

'Speech, Language and Communication Needs' is the most prominent primary need nationally and within Medway. The second most prominent need within Medway is 'Social, Emotional and Mental Health', nationally the second need is 'Moderate Learning Difficulty'.

Secondary school

'Social, Emotional and Mental Health' is the most prominent primary need within Medway, nationally the most prominent primary need is 'Moderate Learning Difficulty'. The second most prominent need within Medway is 'Autistic Spectrum Disorder', nationally the second need is 'Specific Learning Difficulty'.

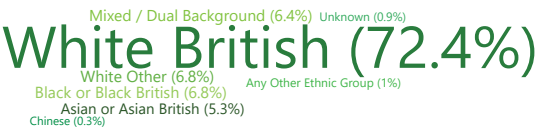
Special school

'Autistic Spectrum Disorder' is the most prominent primary need nationally and within Medway. The second most prominent need within Medway is 'Moderate Learning Difficulty', nationally the second need is 'Severe Learning Difficulty'.

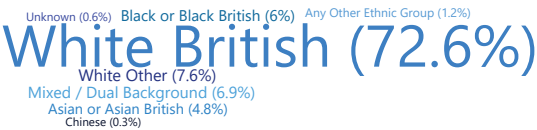
Overview of Medway schools - ethnicity

Medway ethnicity

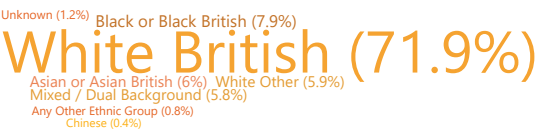
All



Primary



Secondary



Special



National ethnicity

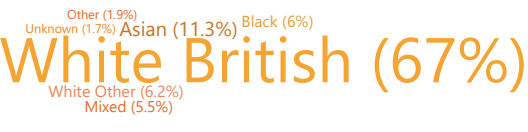
All



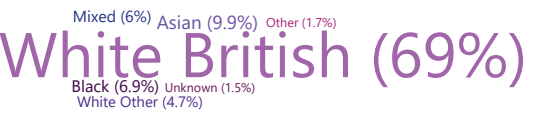
Primary



Secondary



Special



Headlines of performance analysis

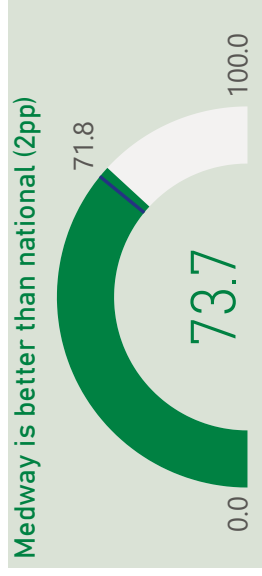
Please note figures in relation to CLA, Exclusions, Absence, Destination and NEET are published a year in arrears. Exclusion and Absence data for CLA is published 2 years in arrears.

Key	Arrows	Relativity to national	Icon
Improvement on previous year	↑	10% or more better than national	🚩
Inline with previous year	→	3% or more better than national	✅
Deterioration on previous year	↓	Better than national	✓
		Inline with national	🟡
		Poorer than national	✗
		3% or more poorer than national	✗
		10% or more poorer than national	🚩

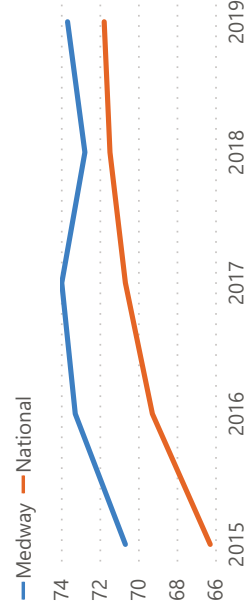
Key Stage	Medway	National	Overview
EYFS			
GLD	↑ 73.70	↑ 71.80	✅ Medway is 3% better than national (2pp)
ELG	↑ 72.60	↑ 70.70	✅ Medway is 3% better than national (2pp)
APS	↑ 34.80	→ 34.60	✓ Medway is 1% better than national (0pp)
Phonics			
WA	→ 82.00	→ 82.00	🟡 Medway is inline with national
KS1			
Reading	↓ 76.00	→ 75.00	✓ Medway is 1% better than national (1pp)
Writing	↓ 71.00	↓ 69.00	✅ Medway is 3% better than national (2pp)
Mathematics	↓ 77.00	→ 76.00	✓ Medway is 1% better than national (1pp)
KS2			
Reading	↓ 71.00	↓ 74.00	✗ Medway is 4% poorer than national (3pp)
Writing	→ 78.00	→ 79.00	✗ Medway is 1% poorer than national (1pp)
Mathematics	↑ 77.00	↑ 79.00	✗ Medway is 3% poorer than national (2pp)
RWM	↑ 64.00	→ 65.00	✗ Medway is 2% poorer than national (1pp)
GPS	↑ 73.00	→ 78.00	✗ Medway is 6% poorer than national (5pp)
KS4			
Progress 8	↑ 0.03	↓ -0.03	🚩 Medway is 200% better than national (0.06pp)
Attainment 8	↑ 46.60	↑ 46.80	✗ Medway is 0% poorer than national (0pp)
English and Mathematics Threshold (5/+)	↑ 43.70	↓ 43.40	✓ Medway is 1% better than national (0pp)
KS5			
A Level APS	↑ 94.37	↑ 99.14	✗ Medway is 5% poorer than national (5pp)
Academic Level APS	↑ 96.31	↑ 99.61	✗ Medway is 3% poorer than national (3pp)
General Level APS	↑ 85.90	↑ 88.35	✗ Medway is 3% poorer than national (2pp)
Technical Level APS	↑ 81.16	↑ 97.64	🚩 Medway is 17% poorer than national (16pp)
CLA			
Permanent Exclusion Rate	→ 0.00	→ 0.10	🚩 Medway is 100% less than national (-0.1pp)
Fixed Term Excluded Pupils Rate	↓ 12.97	↓ 11.83	🚩 Medway is 10% more than national (-1.14pp)
KS2 Reading	↑ 50.00	↑ 51.00	✗ Medway is 2% poorer than national (1pp)
KS2 Writing	↓ 43.00	↑ 49.00	🚩 Medway is 12% poorer than national (6pp)
KS2 Mathematics	↑ 57.00	↑ 47.00	🚩 Medway is 21% better than national (10pp)
KS2 RWM		↑ 35.00	
KS2 GPS		→ 50.00	
KS4 Progress 8	↓ -1.14	↓ -1.20	🚩 Medway is -5% better than national (0.06pp)
KS4 English and Mathematics Pass (4/+)		↑ 17.50	
KS4 English and Mathematics Threshold (5/+)		↑ 7.80	
Exclusions			
Permanent Exclusion Rate	↑ 0.13	→ 0.10	🚩 Medway is 30% more than national (-0.03pp)
Fixed Term Exclusion Rate	↑ 5.78	↓ 5.08	🚩 Medway is 14% more than national (-0.7pp)
Absence			
Overall Absence	→ 4.71	↓ 4.81	✓ Medway is 2% less than national (-0.1pp)
Persistent Absence	↑ 11.09	↓ 11.17	✓ Medway is 1% less than national (-0.08pp)
Destination			
KS4	↓ 94.00	↓ 94.00	🟡 Medway is inline with national
KS5	↓ 87.00	↓ 88.00	✗ Medway is 1% poorer than national (1pp)
NEET			
NEET	↑ 6.90	↑ 5.50	🚩 Medway is 25% more than national (-1.4pp)

EYFS

Headline: Medway's youngest pupil's continue to improve, achieving above the national expectation in the Early Years Foundation Stage



GLD

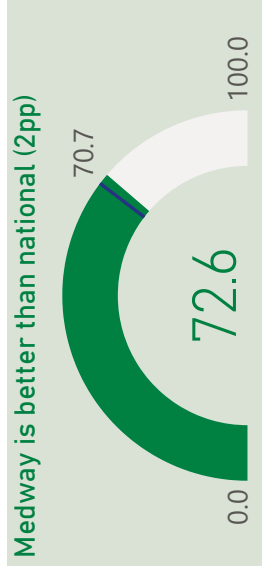


Medway has shown a 1% improvement on the previous year

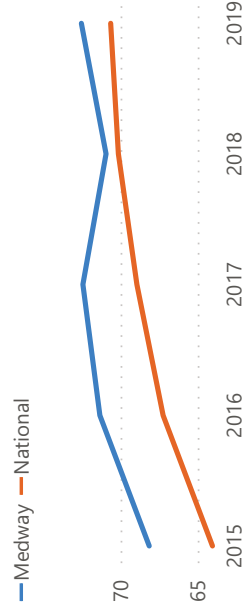
Year	Medway	National
2015	70.7	66.3
2016	73.3	69.3
2017	74.0	70.7
2018	72.8	71.5
2019	73.7	71.8

Current ranking out of 151 LAs and place movement on previous year

APS	ELG	GLD
57	46	45
▲ -26	▲ -11	▲ -6



ELG

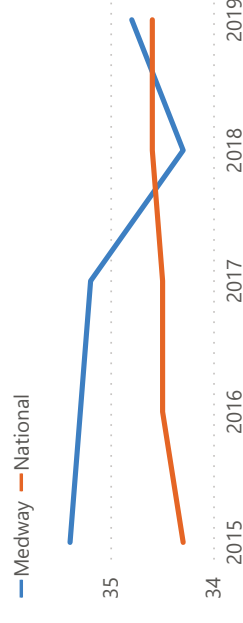


Medway has shown a 2% improvement on the previous year

Year	Medway	National
2015	68.2	64.1
2016	71.4	67.3
2017	72.5	69.0
2018	71.0	70.2
2019	72.6	70.7



APS



Medway has shown a 1% improvement on the previous year

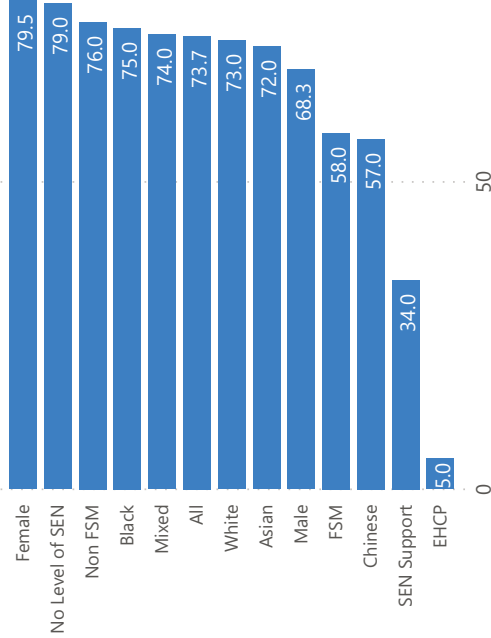
Year	Medway	National
2015	35.4	34.3
2016	35.3	34.5
2017	35.2	34.5
2018	34.3	34.6
2019	34.8	34.6

Medway's **Good Level of Development** (GLD) remains above national by 2pp. 47 schools achieved a **GLD** in 2019, five more than the 42 schools in 2018. Pupils achieving a **GLD** has also increased by 1.4% (1pp) on the previous year, from 72.8% to 73.8% in 2019. Although national performance improved this year too, Medway not only improved but sustained its lead over national by 2.6% (2pp). Similarly, regarding **Early Learning Goals** (ELG), though national performance improved, Medway's **ELG** performance also improved and to a greater extent, by more than tripling the national improvement. Regarding Medway's **Average Point Score (APS)**, the improvements over national continue. Whilst national remained static, Medway improved in 2019 by 1.4% (0.5pp). Overall, the performance of Early Years has been strong over many years. Although there was a 0.9 point dip in APS 2018, the 2019 performance was so strong that it places Medway once again, above national performance, in all three measures.

EYFS- Gaps in SEND, FSM and bottom 20% **Headline:**

Medway has performed better than national in the bottom 20% attainment gap

GLD



Proportions of pupils achieving a GLD in FSM and SEND

GLD %	Medway	National
FSM	58.0	57.0
Non FSM	76.0	74.0
EHCP	5.0	5.0
SEN Support	34.0	29.0
No Level of SEN	79.0	77.0

Closing the gap

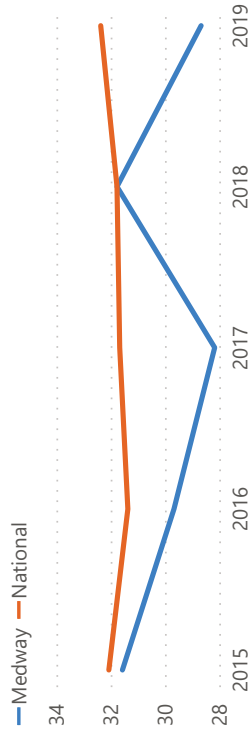
- EHCP Pupils with an EHCP performed poorer than pupils with no level of SEN (74pp)
- SEN Support Pupils with SEN Support performed poorer than pupils with no level of SEN (45pp)
- FSM Pupils eligible for FSM performed poorer than pupils not eligible (18pp)

Closing the gap with the relative national group

- EHCP Medway is in line with national
- SEN Support Medway is better than national (5pp)
- FSM Medway is better than national (1pp)



Percent attainment gap between all children and bottom 20%



Medway has shown a 10% improvement on the previous year

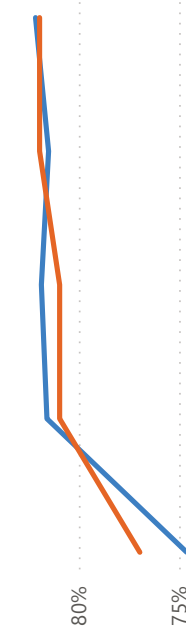
Phonics

Headline: pupils in year one achieve the expected performance in phonics



WA%

● Medway ● National



2019

Date	Medway	National
2015	75%	77%
2016	82%	81%
2017	82%	81%
2018	82%	82%
2019	82%	82%

Medway has made no movement on the previous year

Current ranking out of 151 LAs and place movement on previous year

Phonics

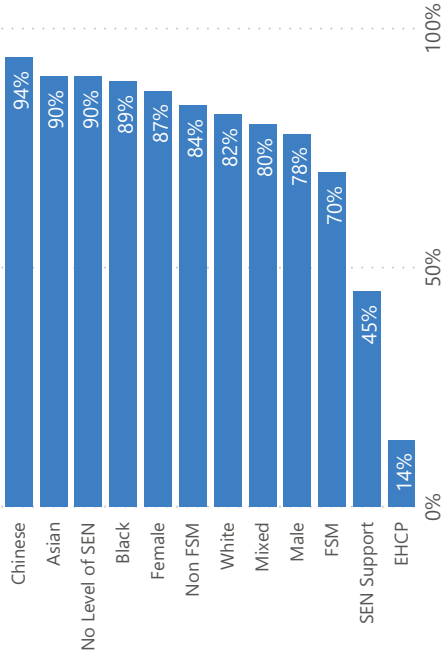
63 ▲ -13

Medway continues to perform in line with national in the phonic check at the end of year one and has shown a 13 place improvement in the LA rankings. Schools' Average score is 82%, the same as the previous year. 41 schools achieved the phonic threshold overall which is two more than 2018. 27 schools did not reach the phonic threshold which is two less than in 2018.

All ethnicities bar Mixed have performed better or in line with national.

Medway Boys have performed in line with the respective national (78%), whilst girls have performed better than national (Medway 87%, national 85%). Previously both genders performed poorer than the respective nationals by 1pp.

WA



Closing the gap

EHCP

Pupils with an EHCP performed poorer than pupils with no level of SEN (76pp)

SEN Support

Pupils with SEN Support performed poorer than pupils with no level of SEN (45pp)

FSM

Pupils eligible for FSM performed poorer than pupils not eligible (14pp)

Closing the gap with the relative national group

EHCP

Medway is below national (6pp)

SEN Support

Medway is below national (3pp)

FSM

Medway is in line with national

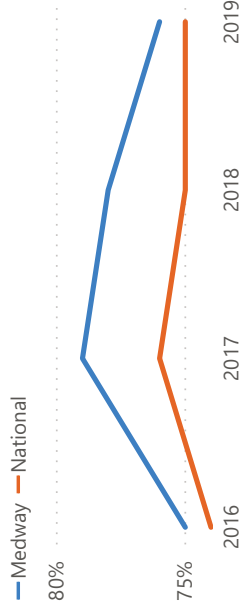
WA%	Medway	National
No Level of SEN	90%	88%
SEN Support	45%	48%
EHCP	14%	20%
Non FSM	84%	84%
FSM	70%	70%

Key Stage 1

Headline: Pupils in KS1 continue to perform above national in reading, writing and maths, but because national is improving, Medway's lead is reducing.



Reading Expected Level



Year	Medway	National
2016	75%	74%
2017	79%	76%
2018	78%	75%
2019	76%	75%

Medway has shown a 3% deterioration on the previous year

Current ranking out of 151 LAs and place movement on previous year

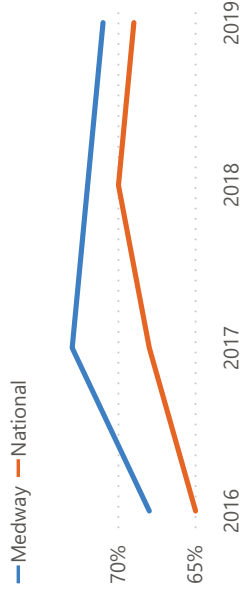
Reading 49 ▼ 21

Writing 43 ▼ 2

Maths 42 ▼ 10



Writing Expected Level

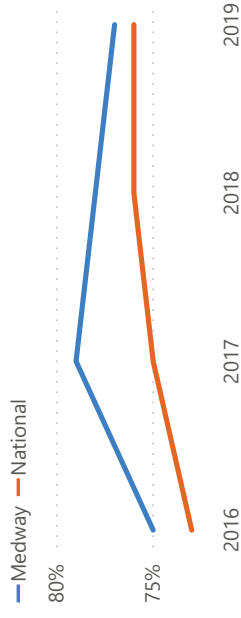


Year	Medway	National
2016	68%	65%
2017	73%	68%
2018	72%	70%
2019	71%	69%

Medway has shown a 1% deterioration on the previous year



Mathematics Expected Level



Year	Medway	National
2016	75%	73%
2017	79%	75%
2018	78%	76%
2019	77%	76%

Medway has shown a 1% deterioration on the previous year

Medway continues to adjust to the spike achievement in 2017, but although the lead has reduced in all three measures, Medway remains above national. Although Medways' reading at KS1 is stronger than national, six fewer schools achieved the expected standard in 2019 – so Medway's lead is reducing. In writing, Medway continues to be stronger than national, but schools did not perform as well as last year, with three fewer schools achieving the expected standard overall. Conversely, KS1 maths has further improved upon last year with two more schools achieving the expected standard and all schools scoring a higher average score per school, some 2% more than last year.

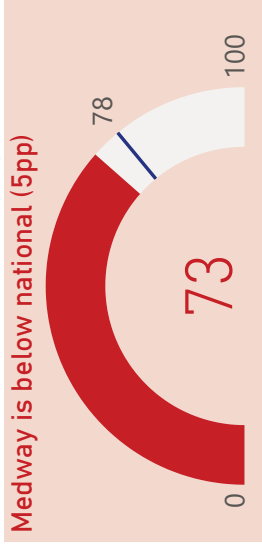
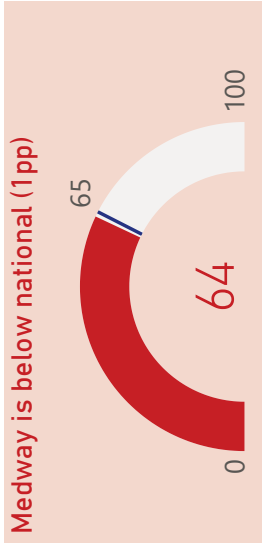
Key Stage 1 – gaps in SEND and FSM

HEADLINE: Pupils with an EHC plan or are FSM dip below national for the first time in 3 years for reading and writing – but SEND support pupils sustain their lead above national.

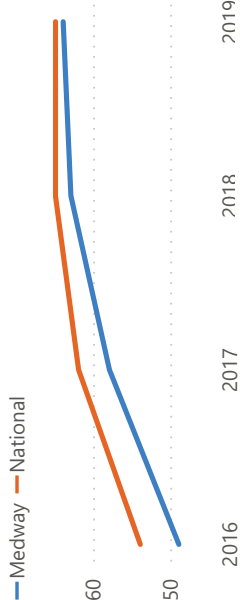


Key Stage 2 – RWM, GPS and Progress

Headline: Medway's KS2 achievement is the highest on record and the progress gap continues to narrow



Reading Writing and Maths (RWM)



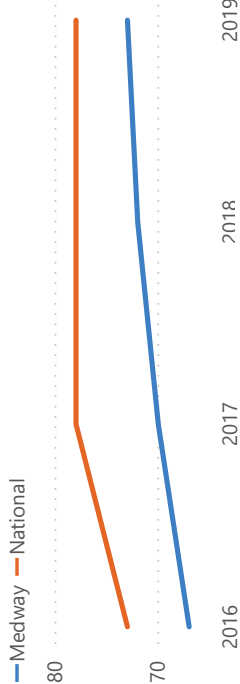
Year	Medway	National
2016	49	54
2017	58	62
2018	63	65
2019	64	65

Medway has shown a 2% improvement on the previous year

Current ranking out of 151 LAs and place movement on previous year

GPS	RWM
139 ▲ -6	95 ▲ -1

Grammar, Punctuation and Spelling (GPS)



Year	Medway	National
2016	67	73
2017	70	78
2018	72	78
2019	73	78

Medway has shown a 1% improvement on the previous year

In 2019 two additional schools achieved the combined measure, of the number of children who gained the expected standard in reading, writing and mathematics. The number of schools achieving the combined measure is the highest to date with 33 out of 62 achieving this. This still means that 29 schools do not achieve the expected, combined standard. There was some variation in the performance of schools that have a trend for achieving or not achieving the combined measure. Nine schools achieved the expected standard that didn't achieve it in 2018. Conversely, there were seven schools that have previously achieved the combined measure but did not in 2019. The progress that pupils make is measured from Key Stage 1 to Key Stage 2. Overall Medway's progress is still below national but the gap to national is the smallest to date. The combined reading, maths and GPS score is now just -0.7 scaled score points (SSP), whereas in 2016 the gap was 1.2 SSP. GPS remains an area requiring the most improvement. Although there has been year on year improvement in GPaS, it remains an area requiring improvement and is included on the key priorities on page 2.

Subject	Medway	National
Reading Progress	-0.7 (-0.9 to -0.5)	0
Writing Progress	-0.2 (-0.4 to 0)	0
Mathematics Progress	-0.5 (-0.7 to -0.3)	0

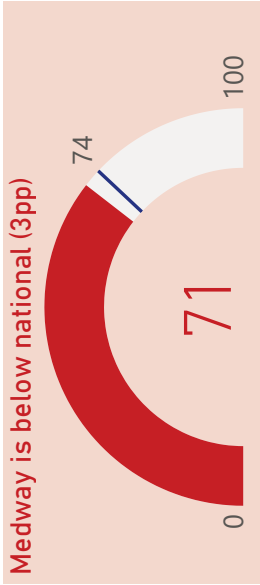
Medway is considered statistically below average in Reading

Confidence intervals in Writing overlap with nationals meaning that Medway is not considered statistically different

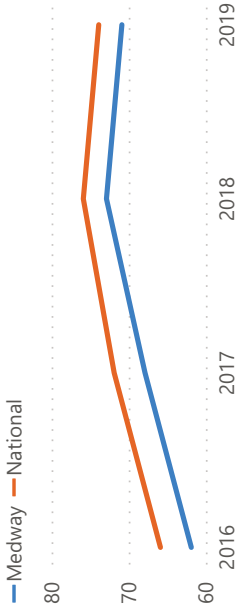
Medway is considered statistically below average in Mathematics

Key Stage 2 – Reading, Writing and Mathematics (disaggregated) Headlines:

In Reading Medway is below national
In Writing Medway is below national
In Mathematics Medway is below national



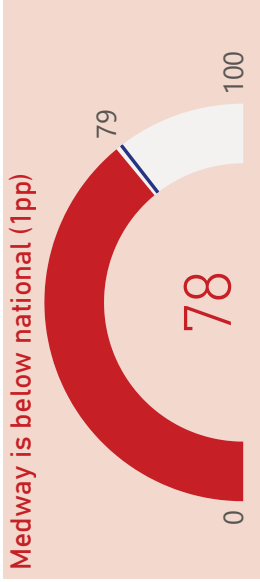
Reading



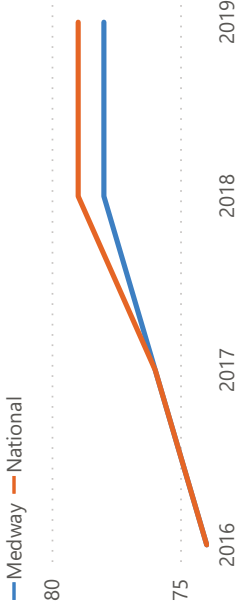
Year	Medway	National
2016	62	66
2017	68	72
2018	73	76
2019	71	74

Current ranking out of 151 LAs and place movement on previous year

Reading	Maths	Writing
116 ▼ 3	115 ▲ -4	86 ▲ -4



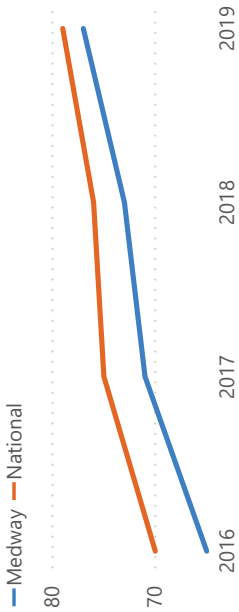
Writing



Year	Medway	National
2016	74	74
2017	76	76
2018	78	79
2019	78	79



Mathematics

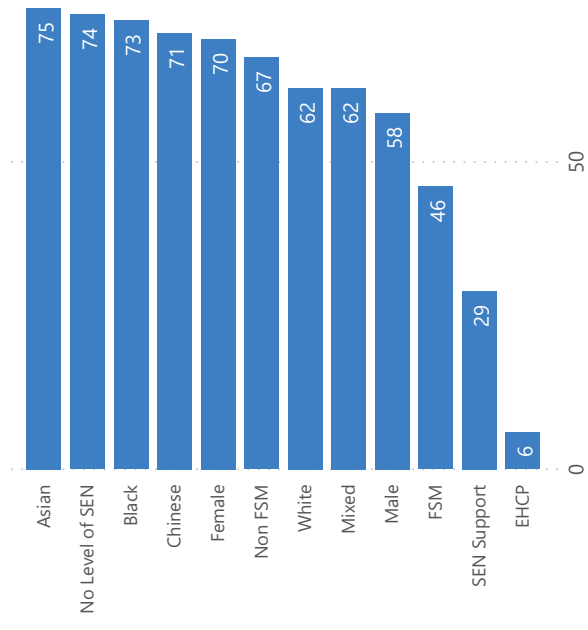


Year	Medway	National
2016	65	70
2017	71	75
2018	73	76
2019	77	79

In 2019 there were 3 additional schools that achieved the expected standard in **reading**, making a total of 32/62. But this still means that 30 schools did not achieve the expected standard in reading. Ten schools achieved the reading standard in 2019 that did not achieve it in 2019. Conversely, there were eight schools that had previously achieved the expected standard in reading but did not in 2019. In **writing**, six fewer schools achieved the expected standard, 38/62 in total. But this still means that 24 schools did not achieve the expected standard. Six schools achieved the expected standard but did not achieve it in 2018. Conversely, there were schools that have previously achieved the expected standard in writing but did not in 2019. In **mathematics**, the same number of schools as 2018 achieved the expected standard, 29/62 in total. But this still means that 33 schools did not achieve the expected standard. There is some variation in the 29 as to which schools achieved it this year compared to last year. Six schools achieved the expected standard that didn't achieve it in 2018. Conversely, there were eight schools that previously achieved the expected standard but did not in 2019.

KS2 – Gaps in SEND and FSM and accountability

RWM EXP



Closing the gap

EHCP Pupils with an EHCP performed poorer than pupils with no level of SEN (68pp)

SEN Support Pupils with SEN Support performed poorer than pupils with no level of SEN (45pp)

FSM Pupils eligible for FSM performed poorer than pupils not eligible (21pp)

Closing the gap with the relative national group

EHCP Medway is below national (3pp)

SEN Support Medway is better than national (4pp)

FSM Medway is below national (1pp)

KS2 accountability

Below Floor- school/s are considered "below floor"

Year		2019			
School name	RWM	Reading Progress	Writing Progress	Maths Progress	
Alhallows Primary Academy	28%	-5.1	-4.8	-3.9	
Bligh Primary School (Juniors)	47%	-5.1	-0.2	-5.1	
Delce Academy	42%	-3.5	-3.6	-5.1	

Whilst Riverside are included in the below coasting measure, when the mainstream results are disaggregated from the resourced provision, results show a positive picture.

Coasting- school/s are considered "coasting";

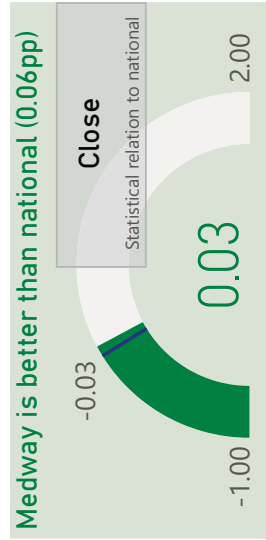
Year		2017				2018				2019			
School name		RWM	Reading Progress	Writing Progress	Maths Progress	RWM	Reading Progress	Writing Progress	Maths Progress	RWM	Reading Progress	Writing Progress	Maths Progress
Bligh Primary School (Juniors)		53%	-4.4	-2.5	-3.8	61%	-3.5	-0.8	-2.9	47%	-5.1	-0.2	-5.1
Burnt Oak Primary School		47%	-4.1	0.0	-2.8	57%	-2.3	-2.1	-3.0	56%	-3.3	-0.2	-2.5
Park Wood Junior School		48%	-1.4	-2.0	-3.2	60%	-4.3	-1.7	-2.4	59%	-4.3	-3.1	-3.0
Riverside Primary School		57%	-2.9	-2.8	-6.1	61%	-2.7	-1.8	-4.6	62%	-4.1	-1.6	-1.7
Walderslade Primary School		59%	-0.9	0.9	-2.7	68%	-3.4	-0.4	-2.8	57%	-2.6	-1.5	-1.3

School/s are at risk of "coasting" next year, in addition to the current coasting schools;

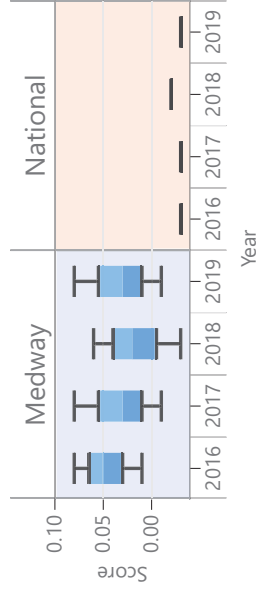
Year		2018				2019			
School name		RWM	Reading Progress	Writing Progress	Maths Progress	RWM	Reading Progress	Writing Progress	Maths Progress
▲	All Saints Church of England Primary School	38%	-3.0	-2.7	-3.2	60%	-1.3	-2.3	-2.9
	Delce Academy	55%	-3.0	-1.3	-2.3	42%	-3.5	-3.6	-5.1
	Miers Court Primary School	42%	-3.5	-2.2	-5.5	63%	-2.6	-1.6	-3.9
	Oasis Academy Skinner Street	36%	-2.1	1.1	-4.3	33%	-1.9	-0.4	-3.4
	St Margaret's Church of England Junior School	57%	-2.7	-1.7	-2.3	58%	-3.6	-3.3	-3.1
	Stoke Primary Academy	43%	-3.8	0.1	-4.1	40%	-4.0	3.0	-0.5

Key Stage 4

Headline: Medway has made improvements across all key measures. In the majority of the key measures, Medway has overtaken national or is closing in on national.



Progress 8

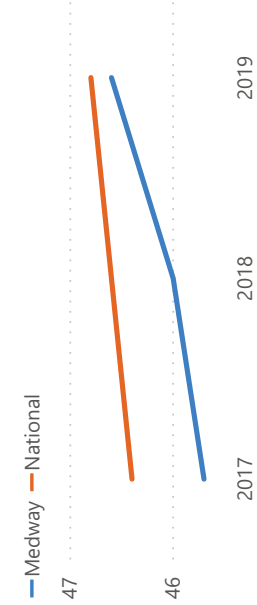


Date	Medway	National
2016	0.05 (CI 0.01 to 0.08)	-0.03
2017	0.03 (CI -0.01 to 0.08)	-0.03
2018	0.02 (CI -0.03 to 0.06)	-0.02
2019	0.03 (CI -0.01 to 0.08)	-0.03

Medway has shown a 50% improvement on the previous year



Attainment 8

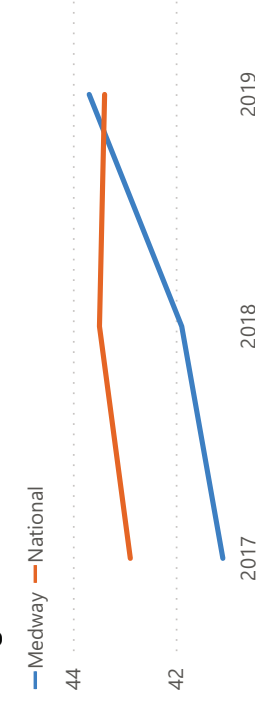


Year	Medway	National
2017	45.70	46.40
2018	46.00	46.60
2019	46.60	46.80

Medway has shown a 1% improvement on the previous year



English and Mathematics Threshold (5/+)



Year	Medway	National
2017	41.10	42.90
2018	41.90	43.50
2019	43.70	43.40

Medway has shown a 4% improvement on the previous year

Current ranking out of 151 LAs and place movement on previous year

Attainment 8	Expected Standard in English and Maths	Progress 8
63 ▲ -14	60 ▲ -18	48 ▲ -6

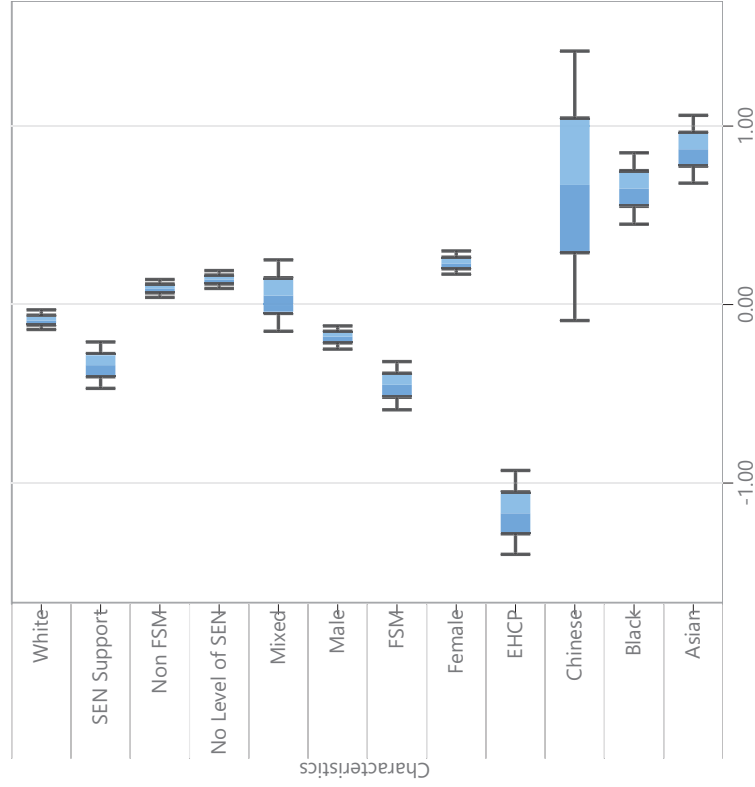
Threshold Medway has seen a 4% improvement (1.8pp) against national's marginal improvement (0.1pp) on the previous year. This has led to a 18 place improvement in the LA rankings. Medway has now overtaken national.

Progress 8 Medway has shown a notable improvement against nationals decline. Medway remains above national and positive. This has led to a 6 place improvement in the LA rankings.

Attainment 8 Medway has shown a 1% improvement (0.5pp) against nationals marginal decline. Medway is closing in on national, marginally behind and has shown a 14 place improvement in the LA rankings.

Key Stage 4 – gaps in SEND and FSM

Progress 8



Closing the gap

EHCP Pupils with an EHCP performed poorer than pupils with no level of SEN (1.31pp)

SEN Support Pupils with SEN Support performed poorer than pupils with no level of SEN (0.48pp)

FSM Pupils eligible for FSM performed poorer than pupils not eligible (0.54pp)

Closing the gap with the relative national group

EHCP Medway is in line with national

FSM Medway is better than national (0.08pp)

SEN Support

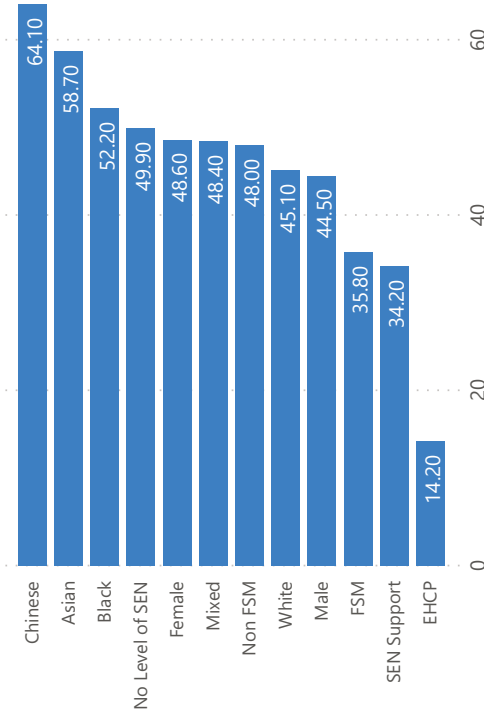
Progress 8	Medway
FSM	-0.45 (CI -0.59 to -0.32)
Non FSM	0.09 (CI 0.04 to 0.14)
EHCP	-1.17 (CI -1.4 to -0.93)
SEN Support	-0.34 (CI -0.47 to -0.21)
No Level of SEN	0.14 (CI 0.09 to 0.19)

Progress 8	National
FSM	-0.53 (CI -0.54 to -0.52)
Non FSM	0.06 (CI 0.05 to 0.06)
EHCP	-1.17 (CI -1.19 to -1.16)
SEN Support	-0.43 (CI -0.44 to -0.42)
No Level of SEN	0.08 (CI 0.07 to 0.08)

Attainment 8	Medway	National
FSM	35.80	34.90
Non FSM	48.00	48.60
EHCP	14.20	13.70
SEN Support	34.20	32.60
No Level of SEN	49.90	49.90

Medway is better than national (0.09pp)

Attainment 8



Closing the gap

EHCP Pupils with an EHCP performed poorer than pupils with no level of SEN (35.7pp)

SEN Support Pupils with SEN Support performed poorer than pupils with no level of SEN (15.7pp)

FSM Pupils eligible for FSM performed poorer than pupils not eligible (12.2pp)

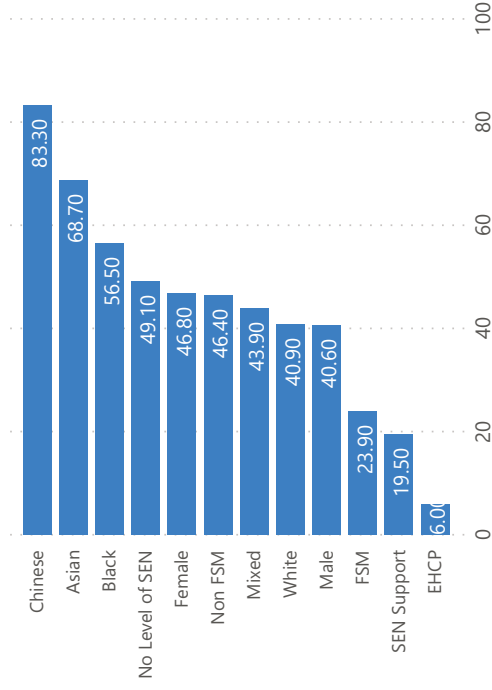
Closing the gap with the relative national group

EHCP Medway is better than national (0.5pp)

SEN Support Medway is better than national (1.6pp)

FSM Medway is better than national (0.9pp)

KS4 – gaps in SEND and FSM and accountability English and Mathematics Threshold (5/4+)



Closing the gap

- EHCP Pupils with an EHCP performed poorer than pupils with no level of SEN (43.1pp)
- SEN Support Pupils with SEN Support performed poorer than pupils with no level of SEN (29.6pp)
- FSM Pupils eligible for FSM performed poorer than pupils not eligible (22.5pp)

Closing the gap with the relative national group

	Threshold	Medway	National
EHCP	FSM	23.90	22.50
SEN Support	Non FSM	46.40	46.60
FSM	EHCP	6.00	5.50
	SEN Support	19.50	16.80
	No Level of SEN	49.10	48.20

Medway is in line with national

Medway is in line with national

Medway is in line with national

Below Floor- school/s are considered "below floor"

Year	2019	2019
School name	Progress 8	Upper Confidence Interval
The Robert Napier School	-0.64	-0.45
		Lower Confidence Interval
		-0.84

Coasting- school/s are considered "coasting";

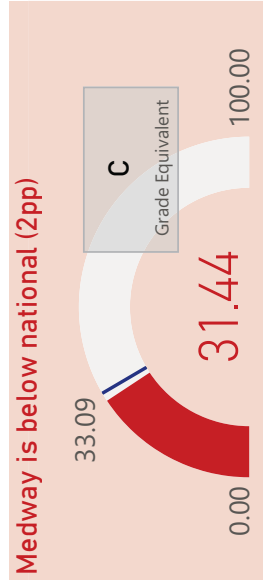
Year	2017	2018	2019
School name	Progress 8	Progress 8	Progress 8
Walderslade Girls' School	-0.36	-0.28	-0.34
	Lower Confidence Interval	Lower Confidence Interval	Lower Confidence Interval
	-0.16	-0.60	-0.13
	Upper Confidence Interval	Upper Confidence Interval	Upper Confidence Interval
	-0.57	-0.50	-0.55

School/s are at risk of "coasting" next year, in addition to the current coasting schools;

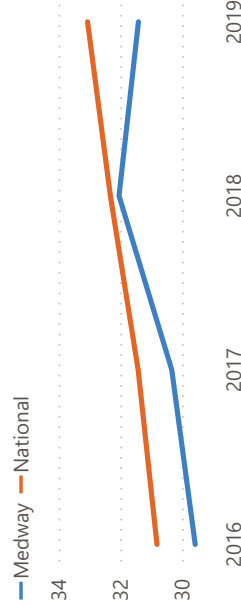
Year	2018	2019
School name	Progress 8	Progress 8
Greenacre School	-0.39	-0.27
	Lower Confidence Interval	Lower Confidence Interval
	-0.17	-0.05
	Upper Confidence Interval	Upper Confidence Interval
	-0.60	-0.48

Key Stage 5 - A Level, Academic and General

Headline: Medway's A Level and Academic Level APS dip in 2019 but the General Level APS

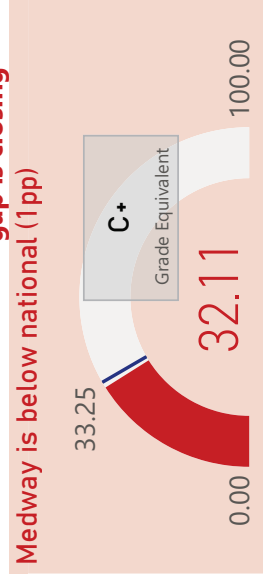


A Level APS

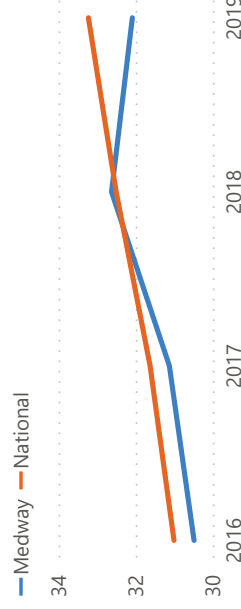


Year	Medway	National
2016	29.60	30.84
2017	30.36	31.45
2018	32.07	32.35
2019	31.44	33.09

Medway has shown a 2% deterioration on the previous year

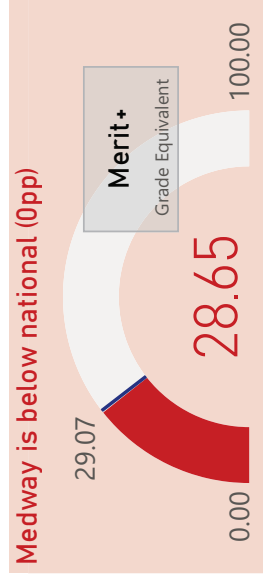


Academic Level APS

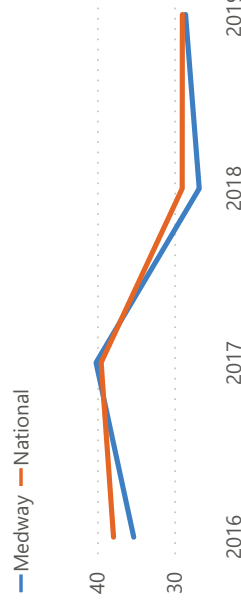


Year	Medway	National
2016	30.51	31.03
2017	31.15	31.65
2018	32.65	32.53
2019	32.11	33.25

Medway has shown a 2% deterioration on the previous year



General Level APS



Year	Medway	National
2016	35.37	37.99
2017	40.26	39.60
2018	26.88	29.09
2019	28.65	29.07

Medway has shown a 7% improvement on the previous year

Current ranking out of 151 LAs and place movement on previous year

General Level APS	A Level APS	Academic Level APS
96 ▲ -19	93 ▼ 26	80 ▼ 23

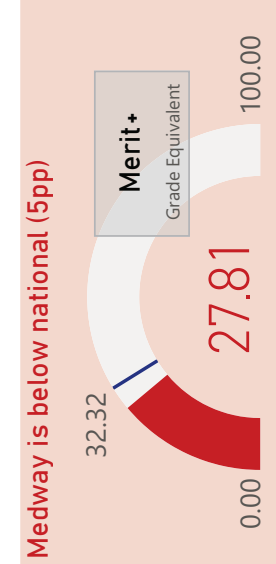
A Level APS Medway's APS expressed as a grade is a C compared to national's C+. Medway has shown a deterioration of 2% (1.3 points) on the previous year, against national's 2% improvement. This has led to the deterioration of 36 places in the LA rankings. Medway's gap behind national has widened now 5% behind national (1.53 points).

Academic APS Medway's and national's APS expressed as grades are both C+. Medway has shown a deterioration of 2% (0.61 point) on the previous year, against national's 2% improvement. This has led to the deterioration of 30 places in the LA rankings. Medway has fallen behind national.

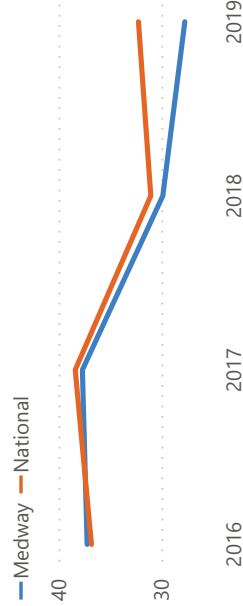
General APS Medway's and national's APS expressed as grades are both Merit+. Medway has shown a 4% improvement against national's marginal improvement. Whilst this has led to a narrower gap behind national, Medway remains at 115th in the LA rankings.

Key Stage 5 – Technical, KS5 accountability and gender Headlines:

In Technical Level APS Medway is below national



Technical Level APS



Medway has shown a 7% deterioration on the previous year

Current ranking out of 151 LAs and place movement on previous year

Technical Level APS

107 ▼ 28

KS5 accountability

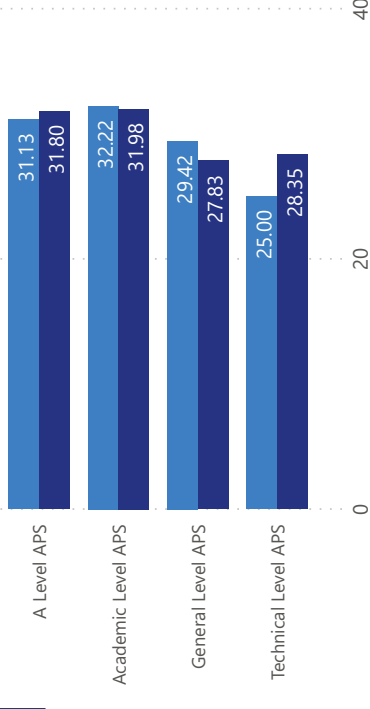
Minimum Standards- school/s are considered below the "minimum standards";

DfE code	School name	Academic				General			
		Progress	Lower CI	Upper CI		Progress	Lower CI	Upper CI	
8874174	Greenacre School	-0.84	-0.53	-1.16		-0.19	0.12	-0.51	

Technical Entry Medway's APS expressed as a grade is a Merit +, whilst national is Distinction-. Medway has shown a deterioration of 7% (1.98 points) on the previous year, against national's 2% improvement. This has led to the deterioration of 37 places in the LA rankings. Medway's gap behind national has widened now 13% behind national (4.15 points).

APS by gender

Characteristic ● Female ● Male



Closing the gender gap

A Level	Females performed poorer than Males (0.67pp)
Academic	Females performed better than Males (0.24pp)
General	Females performed better than Males (1.59pp)
Technical	Females performed poorer than Males (3.35pp)

Closing the gap with the relative national gender

Characteristic		Female	Male
Subject			
A Level APS		In A Level APS Medway is below national	In A Level APS Medway is below national
Academic Level APS		In Academic Level APS Medway is below national	In Academic Level APS Medway is below national
General Level APS		In General Level APS Medway is below national	In General Level APS Medway is below national
Technical Level APS		In Technical Level APS Medway is below national	In Technical Level APS Medway is below national

Children Looked After (CLA)

academic year 2017-2018

NB: Where results are blank in the tables, data has been redacted

Headline: The performance of Medway's most vulnerable pupils continue to perform below all pupils

Key Stage 1 results do not get published by LA level due to small numbers of children requiring large amounts of suppression.

KS2 EXP %	Medway	National
Reading	50.00	51.00
Writing	43.00	49.00
Mathematics	57.00	47.00
RWM		35.00
GPS		50.00

Medway is poorer than national.
Medway has shown an improvement on the previous year.

Medway is 2% below national (1pp). Medway is 33% better than the previous year (12.5pp).

Medway is 12% below national (6pp). Medway is 26% poorer than the previous year (15.3pp).

Medway is 21% better than national (10pp). Medway is 24% better than the previous year (11.2pp).

Medway is poorer than national.
Medway has shown a deterioration on the previous year.

Medway is better than national.
Medway has shown an improvement on the previous year.

KS4	Medway	National
Attainment 8	15	18.9
Progress 8	-1.14	-1.2 (CI -1.24 to -1.16)
Standard pass in English and Mathematics (4/+)		17.5
Strong pass in English and Mathematics (5/+)		7.8

Medway is 21% below national (3.9pp). Medway is 9% poorer than the previous year (1.5pp).

Medway is better than national. Medway has shown an deterioration on the previous year.

NB: The below comments around KS2 progress and Progress 8 at KS4 are unable to establish statistical significance as confidence intervals are not published at local authority level and CLA progress measures tend to be relatively broad.

academic year 2016-2017

Exclusions/Absence	Medway	National
Permanent Exclusion Rate	0.00	0.10
Fixed Term Excluded Pupils Rate	12.97	11.83
Overall Absence	3.40	4.50
Persistent Absence	5.30	10.60

Based on local data there were 0 Permanent Exclusions.

Medway is 10% below national (1.2pp). Medway is 23% poorer than the previous year (2.4pp).

Medway is 24% better than national (1.1pp). Medway is 11% better than the previous year (0.4pp).

Medway is 50% better than national (5.3pp). Medway is 42% better than the previous year (3.9pp).

Current ranking out of 152 LAs and place movement on previous year KS2

Exclusion/Absence

Writing	Reading	Maths
68	45	15
49	-27	-27

A8	P8
128	58
15	14

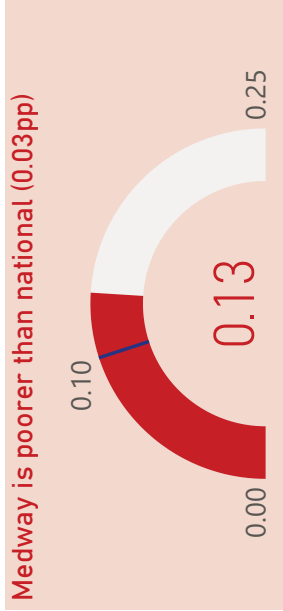
FTE	Overall Absence	Persistent Absence
90	13	3
37	-4	-48

To add context to Medway's CLA pupil exclusion rates, historically, Medway all pupils have had higher exclusion rates than seen nationally. Medway's all pupil fixed term excluded pupil rate of 2.77 was 21% poorer than national's rate of 2.29. Similarly, Medway's all pupil permanent exclusion rate of 0.14 was 40% poorer than national's rate of 0.1.

Permanent Exclusions (PE)

academic year 2017-2018

Headline: The trend in reducing exclusions continues but a greater proportion, than national, of young people are still permanently excluded and from only 17 schools.



PE Rate	Medway	National
2014	0.16	0.06
2015	0.14	0.07
2016	0.18	0.08
2017	0.14	0.10
2018	0.13	0.10

Medway has shown a 7% improvement on the previous year

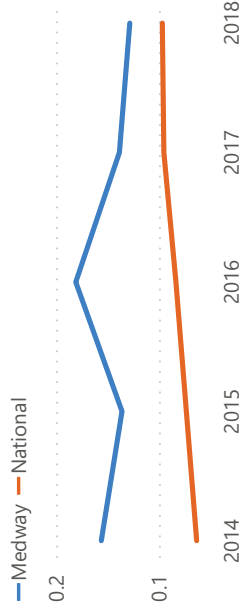
As illustrated by appendix I (locally obtained for academic year 2018-2019) provisional data suggests Medway has shown an improvement on the previous year (provisional rate of 0.09).

Current ranking out of 152 LAs and place movement on previous year

Permanent Exclusion Rate

110 ▲ 1

Permanent Exclusions



Persistent disruption, physical assault against a pupil, and drug and alcohol incidents are the top three reasons for exclusion in Medway and feature higher than expected nationally. Causing damage and theft are also higher than national, though a lesser generally across Medway. Persistent disruption is the top reason for exclusion and is significantly more frequent than national with 5pp above the national pattern. Medway excludes against 10/12 categories of exclusion but seven areas are considerably less frequent than national and include; verbal/threatening behaviour against a pupil and adult, and physical assault against an adult. Three areas did not feature at all for a reason for issuing a permanent exclusion; sexual misconduct, racial abuse, bullying.

Appendix I, lists locally obtained data. This data shows an improving trend but still does not take account of the significant inclusion projects which started in 2018 and completed, in Primary, in 2019. The evaluation of impact of the primary inclusion work is published separately in detail. In Appendix I, primary schools account for only 2% of the schools that issue permanent exclusions. 10/21 secondary or special schools are responsible for the other 98% of permanent exclusions. Although there are two less schools in 2018 that issued a permanent exclusion, the same 10 schools excluded pupils in 2017 also. 63 schools issued fixed term exclusions in 2018, three more than the previous year.

PE Rate by school type

● Medway ● National



School Type	Medway	National
Primary	0.01	0.03
Secondary	0.29	0.20
Special	0.13	0.07

Medway is better than national (0.02pp)

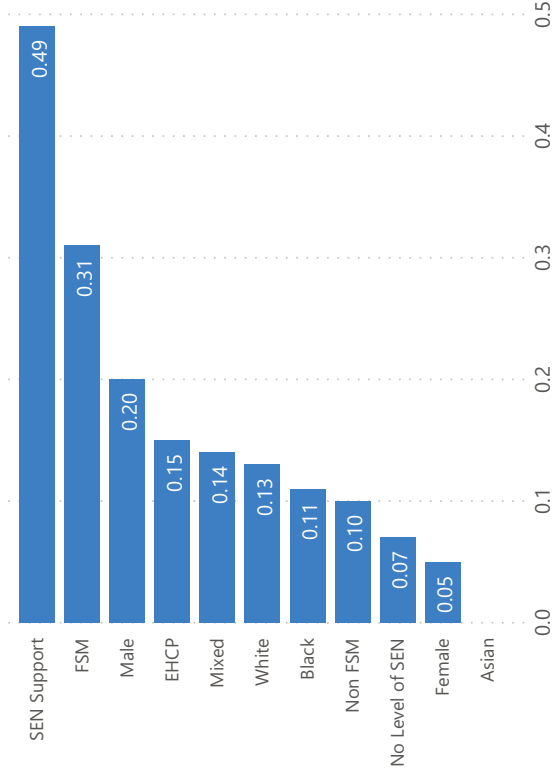
Medway is poorer than national (0.09pp)

Medway is poorer than national (0.06pp)

Reason for exclusion %	Medway	National
Persistent disruptive behaviour	39.0%	34.0%
Physical assault against a pupil	15.3%	13.1%
Drug and Alcohol related	11.9%	8.1%
Other	11.9%	18.2%
Physical assault against an adult	10.2%	10.7%
Verbal abuse/threatening behaviour against an adult	6.8%	8.2%
Damage	1.7%	1.0%
Theft	1.7%	0.5%
Verbal abuse/threatening behaviour against a pupil	1.7%	4.3%
Bullying	0.0%	0.4%
Racial abuse	0.0%	0.2%
Sexual misconduct	0.0%	1.3%

Permanent Exclusions (PE) – gaps in SEND and FSM

PE Rate



Closing the gap

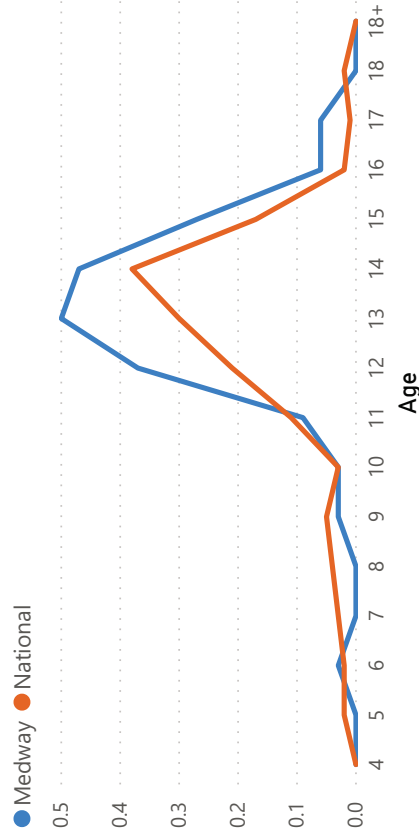
- EHCP Pupil with an EHCP performed poorer than pupils with no level of SEN (0.08pp)
- SEN Support Pupil with an SEN Support performed poorer than pupils with no level of SEN (0.42pp)
- FSM Pupil eligible for FSM performed poorer than pupils not eligible (0.21pp)

Closing the gap with the relative national group

- EHCP Medway is better than national (0.01pp)
- SEN Support Medway is below national (0.15pp)
- FSM Medway is below national (0.03pp)

PE Rate	Medway	National
No Level of SEN	0.07	0.06
SEN Support	0.49	0.34
EHCP	0.15	0.16
Non FSM	0.10	0.07
FSM	0.31	0.28

PE Rate by age



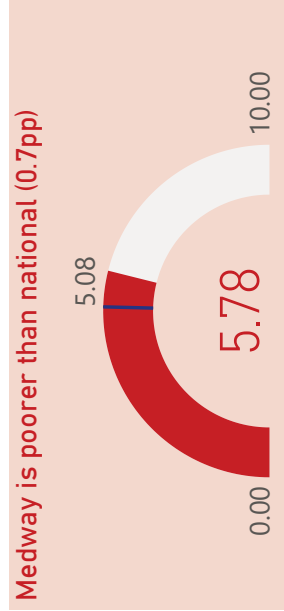
Medway shows a peak in exclusions at the age of 13, compared with national which shows a peak in exclusions at 14

Pupils eligible for FSM and those pupils who require additional support because of a Special Education Need or Disability account for significant proportions of permanent exclusions. Whilst fewer a fewer proportion of overall exclusions than national FSM pupils were permanently excluded, by some 10pp, it is the pupils with SEND who account for a greater proportion and more frequently than the national profile by 9pp. Most of those Medway SEND excluded pupils would be those pupils who require SEND Support.

Fixed Term Exclusions (FTE)

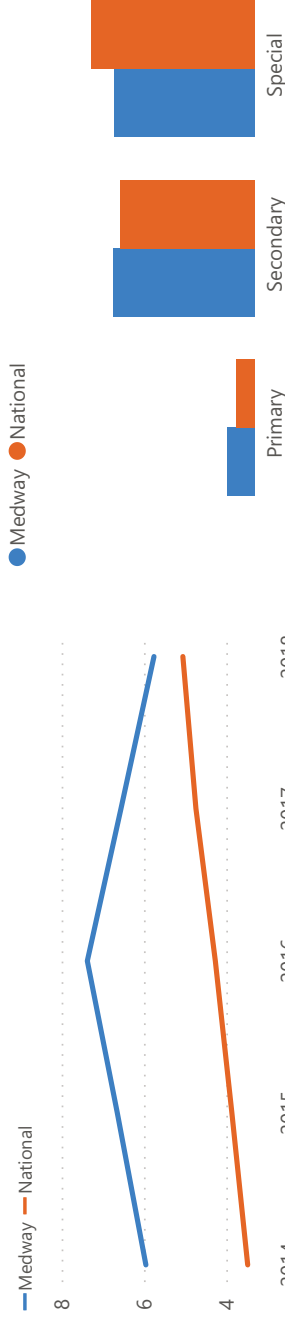
academic year 2017-2018

Headline: The reduction in issuing fixed term exclusions continued in 2017/18 but Medway still excluded more pupils than the national profile.



Fixed Term Exclusions

FTE Rate by school type



FTE Rate	Medway	National
2014	5.97	3.50
2015	6.67	3.88
2016	7.40	4.29
2017	6.58	4.76
2018	5.78	5.08

Medway has shown a 12% improvement on the previous year

As illustrated by appendix I (locally obtained for academic year 2018-2019) provisional data suggests Medway has shown an improvement on the previous year (provisional rate of 5.76).

Current ranking out of 152 LAs and place movement on previous year

Fixed Term Exclusion Rate

111 ▲ -20

The reasons for issuing fixed term exclusions mirror the national profile in most categories, but Medway still has more incidents of fixed term exclusions in 8/12 categories. Persistent disruptive behaviour is the most frequent reason for issuing a fixed term exclusion and accounts for 41% of all fixed term exclusions which is 11pp more frequent than reported nationally.

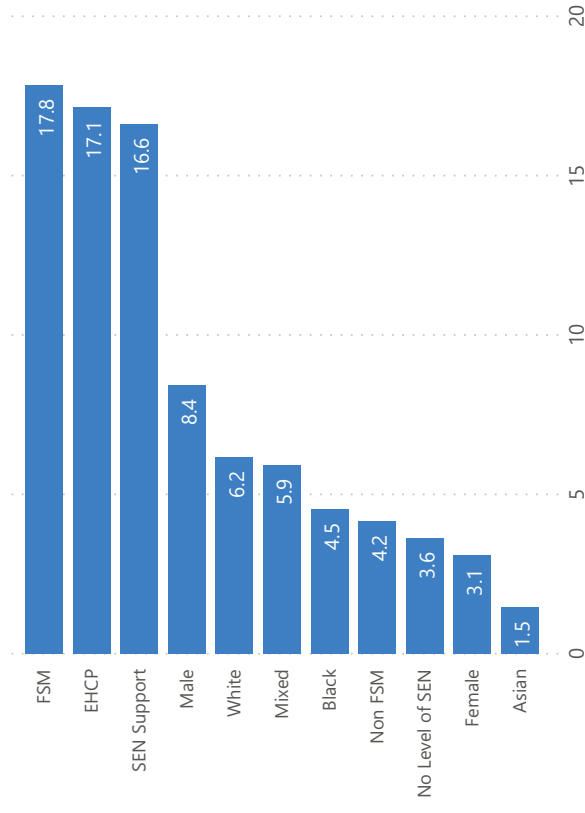
Appendix I, lists locally obtained data. This data shows that 63 schools issued 2668 fixed term exclusions in 2017/18. 52% of primaries issued fixed term exclusions whilst 92% of secondaries and specials issued fixed term exclusions. This means that 40 schools, across the range of different schools did not issue any fixed term exclusions at all and most of those non-excluding schools have sustained a successful trend over time of not issuing fixed term exclusions. One special school accounts for 4% of all fixed term exclusions. However, this does not show in the overall Medway/national comparator figure because the other 4 special schools amount to either minimal use or, in most cases, zero use of fixed term exclusions and absorb that single school spike. Both Medway Pupil Referral Units (PRUs) issue fixed term exclusions but do so considerably less frequently than PRUs nationally (158.4 fixed term rate 2017/18). However, there is still a significant difference between the two Medway PRUs and the number of days that are fixed in exclusion. One PRU accounts for 86% of the PRUs excluded days.

School type	Medway	National	
Primary	2.05	1.40	Medway is poorer than national (0.65pp)
Secondary	10.66	10.13	Medway is poorer than national (0.53pp)
Special	10.59	12.34	Medway is better than national (1.75pp)

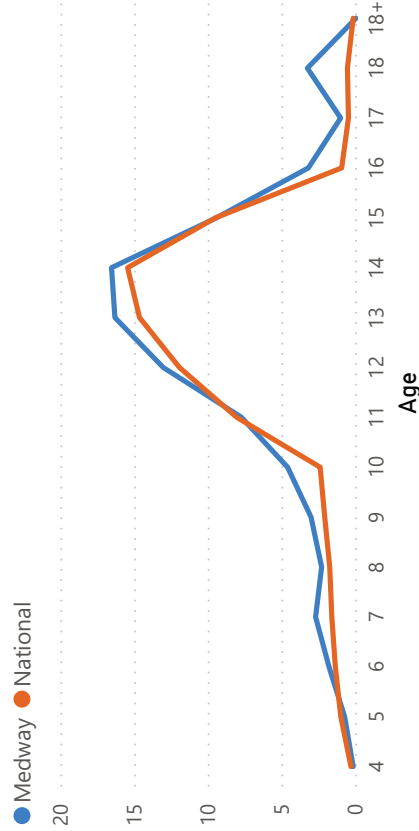
Reason for exclusion %	Medway	National
Persistent disruptive behaviour	40.9%	30.0%
Physical assault against a pupil	17.8%	16.4%
Verbal abuse/threatening behaviour against an adult	16.7%	15.2%
Physical assault against an adult	8.1%	6.8%
Other	4.2%	20.1%
Verbal abuse/threatening behaviour against a pupil	3.4%	3.8%
Drug and Alcohol related	2.8%	2.4%
Damage	2.0%	1.8%
Racial abuse	1.5%	1.1%
Theft	1.3%	1.0%
Bullying	0.9%	0.9%
Sexual misconduct	0.5%	0.5%

Fixed Term Exclusions – gaps in SEND and FSM

FTE rate



FTE Rate by age



Both Medway and national show a peak in exclusions at the age of 14

Closing the gap

EHCP	Pupils with an EHCP performed poorer than pupils with no level of SEN (13.52pp)
SEN Support	Pupils with SEN Support performed 359% poorer than pupils with no level of SEN (13pp)
FSM	Pupils eligible for FSM performed poorer than pupils not eligible (13.68pp)

Closing the gap with the relative national group

EHCP	Medway is poorer than national (1.19pp)
SEN Support	Medway is poorer than national (1.52pp)
FSM	Medway is poorer than national (4.19pp)

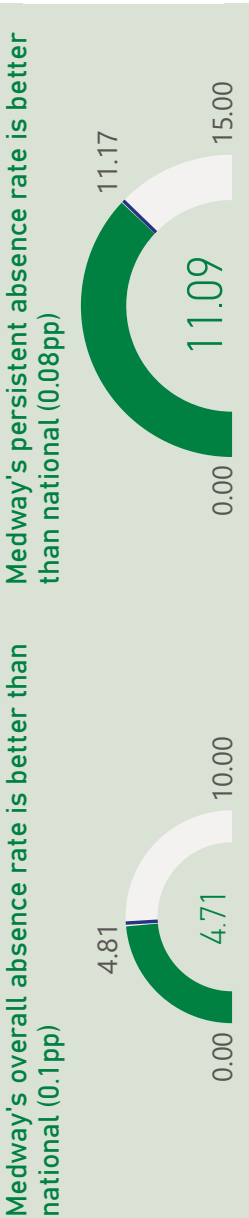
FTE Rate	Medway	National
FSM	17.84	13.65
Non FSM	4.16	3.73
EHCP	17.14	15.95
SEN Support	16.62	15.10
No Level of SEN	3.62	3.36

Pupils eligible for FSM and those pupils who require additional support because of a Special Education Need or Disability account for significant proportions of fixed term exclusions. From the overall number of exclusions, the proportion of exclusions issued to those who were FSM pupils is the same as the national profile. But, similar to permanent exclusions SEND, it is the SEND pupils once more, who account for a significant proportion of fixed term exclusions and more than the national profile by 5pp.

academic year 2017-2018

Absence

Headline: Proportionately, Medway's pupil's attendance is better than national, for the first time in the last 5 years

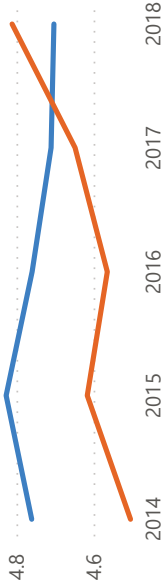


As illustrated by appendix J (locally obtained data for academic year 2018-2019) provisional data for the persistent absence rate suggests Medway has shown a deterioration on the previous year (predicted rate of 11.47).

As illustrated by appendix J (locally obtained data for academic year 2018-2019) provisional data for overall absence suggests Medway has shown a deterioration on the previous year (predicted rate of 4.72).

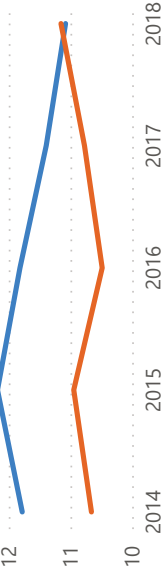
Overall Absence

● Medway ● National



Persistent Absence

● Medway ● National



Medway Overall Absence

● Unauthorised ● Authorised



National Overall Absence

● Unauthorised ● Authorised



Overall Absence	Medway	National
2014	4.76	4.51
2015	4.83	4.62
2016	4.76	4.57
2017	4.71	4.65
2018	4.71	4.81

Medway has made no movement on the previous year

Persistent Absence	Medway	National
2014	11.80	10.67
2015	12.20	10.96
2016	11.83	10.50
2017	11.41	10.79
2018	11.09	11.17

Medway's overall absence rate is poorer than national (0.13pp)

Medway's overall absence rate is better than national (0.39pp)

Medway's overall absence rate is better than national (2.3pp)

Current ranking out of 152 LAs and place movement on previous year

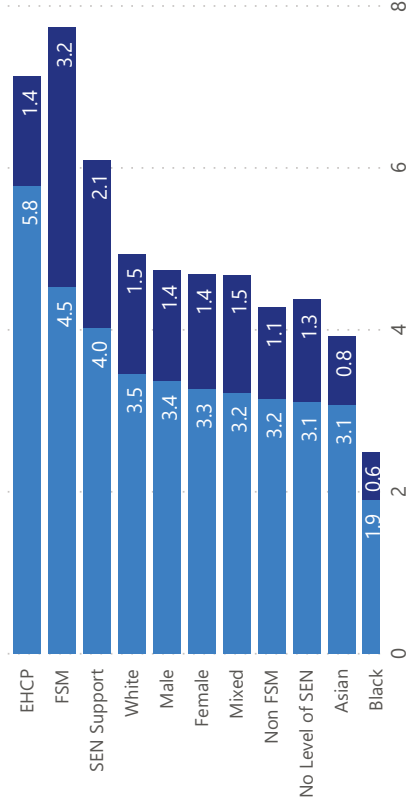
Authorised Absence	Overall Absence	Persistent Absence	Unauthorised Absence
45 ▲ -10	47 ▲ -31	75 ▲ -25	84 ▲ -11

Similar to Medway's overall absence rate, the rate of pupils who are persistently absent is better than national for the first time in the last 5 years. Medway has shown an improvement since 2015, whilst national, overall, has shown a deteriorating trend. Whilst no school has perfect attendance, 66 schools are within national expectations or better for attendance. 35 Schools have absence greater than the national, with one school exceptionally reaching double figures.

Absence – gaps in SEND and FSM

Overall Absence

● Authorised ● Unauthorised



Closing the gap

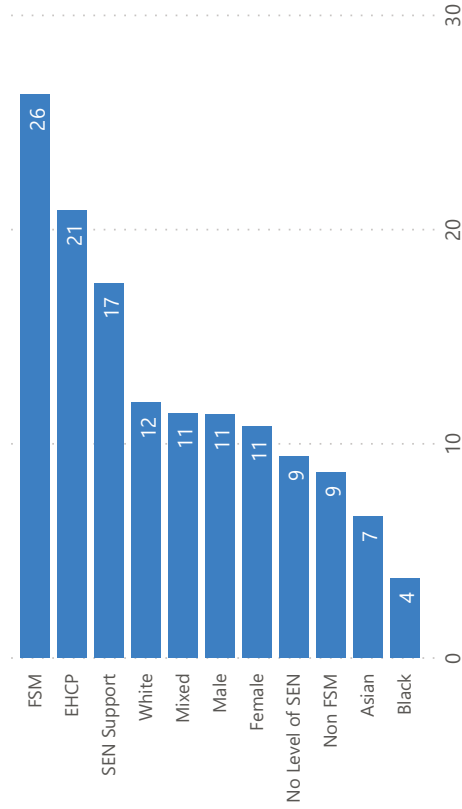
- EHCP Persistent absence rates of pupils with an EHCP are poorer than pupils with no level of SEN (2.76pp)
- SEN Support Overall absence rates of pupils with SEN Support are poorer than pupils with no level of SEN (1.73pp)
- FSM Overall absence rates of pupils eligible for FSM are poorer than pupils not eligible (3.45pp)

Closing the gap with the relative national group

- EHCP Medway's overall absence rate is better than national (1.53pp)
- SEN Support Medway's overall absence rate is better than national (0.42pp)
- FSM Medway's overall absence rate is poorer than national (0.12pp)

Overall Absence	Medway	National
FSM	7.72	7.60
Non FSM	4.27	4.34
EHCP	7.13	8.66
SEN Support	6.10	6.52
No Level of SEN	4.37	4.42

Persistent Absence



- Persistent absence rates of pupils with an EHCP are poorer than pupils with no level of SEN (11.48pp)
- Persistent absence rates of pupils with with SEN Support are poorer than pupils with no level of SEN (8.06pp)
- Persistent absence rates of pupils eligible for FSM are poorer than pupils not eligible (17.63pp)

- Medway's persistent absence rate is better than national (4.15pp)
- Medway's persistent absence rate is better than national (0.81pp)
- Medway's persistent absence rate is poorer than national (2.7pp)

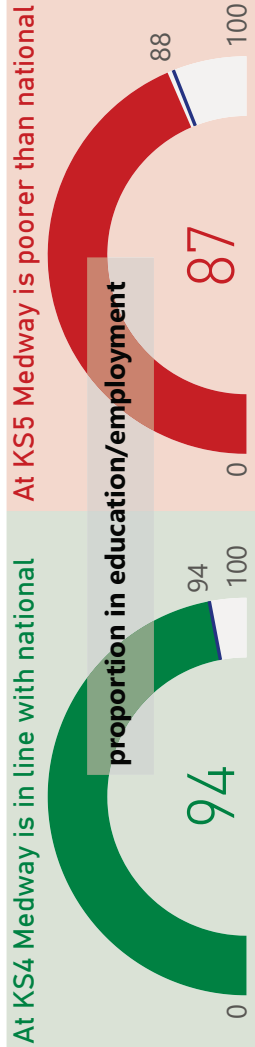
Persistent Absence	Medway	National
FSM	26.30	23.60
Non FSM	8.67	8.76
EHCP	20.91	25.06
SEN Support	17.49	18.30
No Level of SEN	9.43	9.35

The overall absence proportion and persistent absence rates from FSM pupils is poorer than the national profile. But, SEND pupils whilst showing high rates compared to pupils with no level of SEND are show better rates than the respective national.

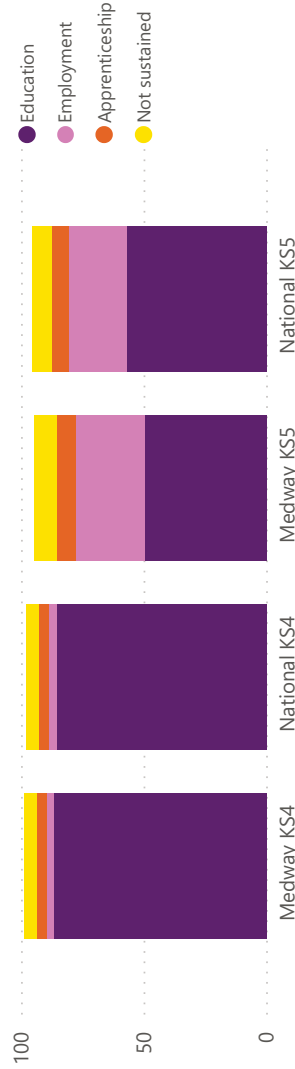
Destinations

academic year 2017-2018: Pupils who were at the end of KS4 (or 5) in academic year 2016-2017 and their destinations between October 2017 and March 2018.

Headline: the destinations of year 11 pupils match national



KS4 destinations sustained



Destinations	Education	Employment	Apprenticeship	Not sustained
Medway KS4	94	0	0	6
National KS4	94	0	0	6
Medway KS5	87	0	0	13
National KS5	87	0	0	13

At KS4 Medway is in line with national

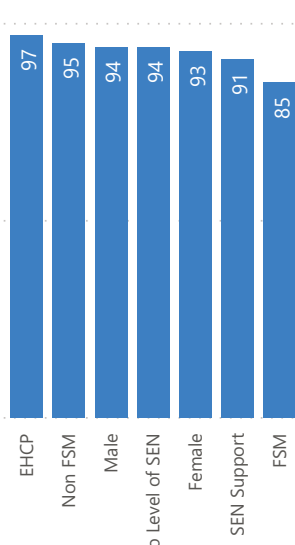
At KS5 Medway is below national (1 pp)

Current ranking out of 152 LAs and place movement on previous year

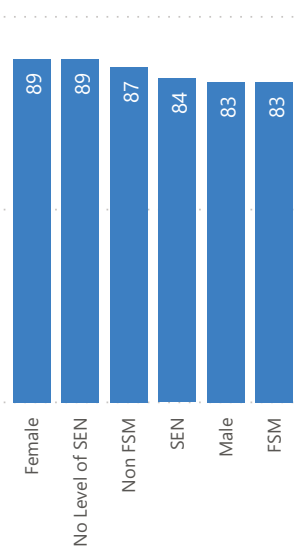
KS4 Destinations	KS5 Destinations
53	85
-36	0

Overall, not enough year 13 pupils secured destinations at top universities despite a good proportion in employment and apprenticeships compared to national. 1% of young people progressed into Oxbridge, in line with national. 8% of young people progressed into Russell Group universities which is less than the national 14%. The proportion of young people progressing into the top third most selective higher education institutions was 14% against national's 19%. Medway's unknowns were 1pp higher than national.

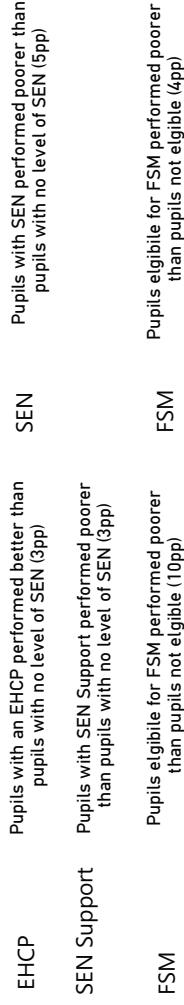
KS4 education/employment



KS5 education/employment



Closing the gap



Closing the gap with the relative national group

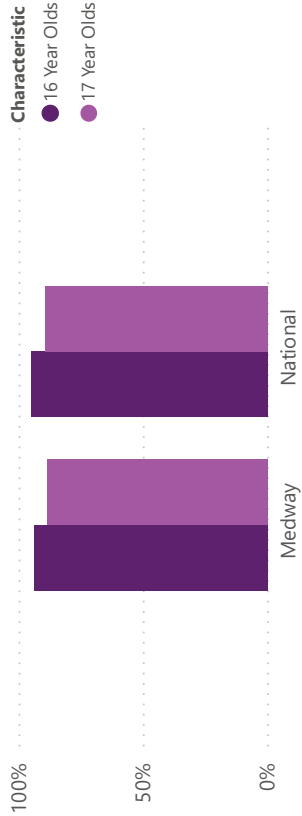


Characteristic	Medway KS4	National KS4	Medway KS5	National KS5
FSM	85	87	83	84
Non FSM	95	95	87	89
EHCP	97	91		
SEN Support	91	89		
No Level of SEN	94	95	89	89
SEN			84	86

academic year 2017 - 2018 The figures below include individuals where the activity is not known unless stated otherwise.



Education and Training



Education and Training	16 Year Olds	17 Year Olds	All
Medway	94.1%	88.6%	85.6%
National	95.3%	89.7%	84.8%

Current ranking out of 152 LAs and place movement on previous year

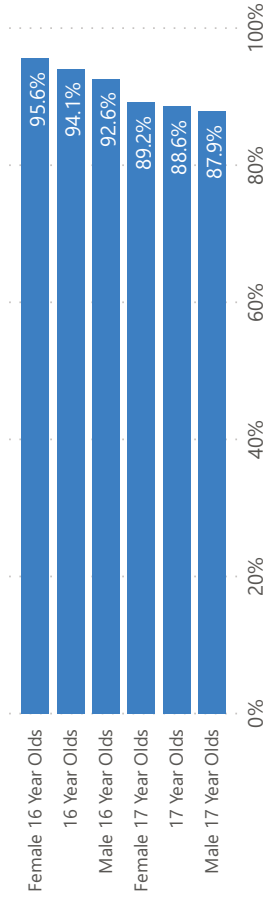
NEET

126

▲ -25

Girls are more engaged than boys in education and training after year 11. In year 12 and 13, Medway does not have enough girls and boys in an education or training placement. However, this is significantly improved on the previous year where 24.4% were NEET, showing a 254% improvement upon year 2016/17.

Education and Training



Closing the gap

Age A greater proportion of 16 year olds than 17 year olds were in education or training (5.5pp)

Gender 16 Year Olds A greater proportion of Female 16 year olds than Male 16 year olds were in education or training (3pp)

Gender 17 Year Olds A greater proportion of Female 17 year olds than Male 17 year olds were in education or training (1.3pp)

Closing the gap with the relative national group

Female 16 Year Olds Medway is below national (0.6pp) 16 Year Olds Medway is below national (1.2pp)

Male 16 Year Olds Medway is below national (1.9pp) 17 Year Olds Medway is below national (1.1pp)

Female 17 Year Olds Medway is below national (1.8pp)

Male 17 Year Olds Medway is below national (0.5pp)

Characteristic	Medway	National
Male 17 Year Olds	87.9%	88.4%
Male 16 Year Olds	92.6%	94.5%
Female 17 Year Olds	89.2%	91.0%
Female 16 Year Olds	95.6%	96.2%
17 Year Olds	88.6%	89.7%
16 Year Olds	94.1%	95.3%

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

Achieving the Expected Standard (KS2 measure)

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

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>

APS Average Point Score

Attainment 8

The sum of (see table below for points);

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

GCSE Grade	2016 Points	2017+ Points
G	1	1.00
F	2	1.50
E	3	2.00
D	4	3.00
C	5	4.00
B	6	5.50
A	7	7.00
A*	8	8.00
		8.50

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- Internal use only, officially discontinued

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

CLA- Children Looked After

Coasting- internal use only, officially discontinued

Primary: A school is considered coasting if they achieve below 85% in the expected standard and achieve below any of following progress vales;

- -2.5 average progress in Reading
- -3.5 average progress in Writing
- -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.

Combined measure expected standard The measure of pupils who achieved the expected standard in the Reading, Writing and Mathematics in Key Stage 2.

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.

DLACTS The designated teacher for Children Looked After.

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.

Fixed Term Excluded Pupil Rate

The rate of excluded pupils, as a proportion to the rate of exclusions, as a proportion of the cohort total.

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 (GLD)

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)
- The early learning goals in the specific areas of mathematics and literacy.

GPas /GPS 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.

LSOA Lower Super Output Area

Minimum Standards- Internal use only, officially discontinued

Minimum standards for KS5 are separate 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 threshold (-0.52 for Academic, -0.65 General); 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)

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	Reading	Writing	Mathematics
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.

progress	Description
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 England 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.

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

RSC

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

RWM Reading, Writing and Mathematics combined measure

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, occupation 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

WA working at the required standard for Phonics

Sources

Source	Link
2011 Census	2011 Census
Autumn School Census	Autumn School Census
Combination of All Spring, Summer and Autumn school census	Combination of All Spring, Summer and Autumn school census
English indices of deprivation 2019	English indices of deprivation 2019
GIAS	GIAS
NCER	NCER
NEET or activity unknown scorecard	NEET or activity unknown scorecard
ofsted-profile	ofsted-profile
Performance tables	Performance tables
School census	School census
SFR A level and other 16 to 18 results:2018 to 2019 (revised)	SFR A level and other 16 to 18 results:2018 to 2019 (revised)
SFR Children looked after in England including adoption: 2018 to 2019	SFR Children looked after in England including adoption: 2018 to 2019
SFR Destinations of KS4 and 16 to 18 (KS5) students 2- 18	SFR Destinations of KS4 and 16 to 18 (KS5) students 2-18
SFR Early Years foundation stage profile results: 2018 to 2019	SFR Early Years foundation stage profile results: 2018 to 2019
SFR Key stage 4 and multi-academy trust performance, 2019 (revised)	SFR Key stage 4 and multi-academy trust performance, 2019 (revised)
SFR National curriculum assessments: key stage 2, 2019 (revised)	SFR National curriculum assessments: key stage 2, 2019 (revised)
SFR Participation in education, training and employment: 2018	SFR Participation in education, training and employment: 2018
SFR Permanent and fixed-period exclusions in England: 2017 to 2018	SFR Permanent and fixed-period exclusions in England: 2017 to 2018
SFR Phonics screening check and key stage 1 assessments: England 2019	SFR Phonics screening check and key stage 1 assessments: England 2019
SFR Pupil absence in schools in England: 2017 to 2018	SFR Pupil absence in schools in England: 2017 to 2018
SFR Schools, Pupils and their characteristics: January 2019	SFR Schools, Pupils and their characteristics: January 2019
SFR Special educational needs in England: January 2019	SFR Special educational needs in England: January 2019
Spring School Census	Spring School Census
State-funded school inspections and outcomes:management information	State-funded school inspections and outcomes:management information

Appendices: Performance of Medway schools across all key stages in academic year 2018-2019

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 KS4

F. Secondary school performance at KS4 mapped on to IDACI

G. Secondary school performance at KS5

H. Secondary school progress at KS5

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

DfE code ▲	School name	School phase	Establishment type	Cohort total	Resourced Provision	SEN Unit
8872000	Elaine Primary School	Primary	LA Maintained	352	25	0
8872001	Phoenix Junior Academy	Primary	Academies	225	0	0
8872002	St James' Church Of England Primary Academy	Primary	Academies	182	0	0
8872003	Kingfisher Cp School	Primary	Academies	211	0	0
8872004	Saxon Way Primary	Primary	Academies	363	0	0
8872005	Allhallows Primary School	Primary	Academies	87	0	0
8872006	Oasis Academy Skinner Street	Primary	Academies	404	0	0
8872007	Lordswood School	Primary	Academies	403	0	0
8872008	New Horizons Children'S Academy	Primary	Academies	601	0	0
8872009	Gordon Junior School	Primary	Academies	351	0	0
8872010	Gordon Infant School	Primary	Academies	162	0	0
8872011	Warren Wood Primary Academy	Primary	Academies	411	20	1
8872012	Napier Community Primary and Nursery Academy	Primary	Academies	609	0	0
8872013	Cuxton Junior School	Primary	Academies	223	0	0
8872014	Twydall Primary School	Primary	Academies	501	17	0
8872015	Temple Mill Primary School	Primary	Academies	243	0	1
8872016	Byron Primary School	Primary	Academies	528	0	0
8872017	Cedar Children'S Academy	Primary	Academies	614	0	0
8872018	Wayfield Primary School	Primary	Academies	244	0	0
8872019	Featherby Junior School	Primary	Academies	340	0	0
8872194	Stoke Primary Academy	Primary	Academies	116	0	0
8872198	Greenvale Infant and Nursery School	Primary	LA Maintained	217	0	0
8872199	Luton Junior School	Primary	LA Maintained	356	0	0
8872201	Luton Infant School	Primary	LA Maintained	298	0	0
8872202	New Road Primary School	Primary	LA Maintained	349	0	0
8872203	Walderslade Primary	Primary	Academies	235	0	0
8872208	Cuxton Community Infant School	Primary	Academies	173	0	0
8872209	Chattenden Primary School	Primary	Academies	208	0	0
8872210	Wainscott Primary School	Primary	LA Maintained	433	0	0
8872211	Halling Primary School	Primary	Academies	299	0	0
8872213	Hoo St Werburgh Primary School And Marlborough Centre	Primary	Academies	520	65	0
8872214	Balfour Junior Academy	Primary	Academies	470	0	0
8872215	Balfour Infant School	Primary	LA Maintained	268	0	0
8872216	Crest Infant And Nursery School	Primary	LA Maintained	253	0	0
8872396	Barnsole Primary School	Primary	Academies	707	0	0
8872401	Featherby Infant School	Primary	Academies	306	0	0
8872403	Hempstead Junior School	Primary	LA Maintained	358	0	0
8872412	Woodlands Primary School	Primary	Academies	727	0	8
8872413	Delce Academy	Primary	Academies	548	25	0
8872421	High Halstow Primary Academy	Primary	Academies	205	0	0
8872433	Oaklands School	Primary	LA Maintained	438	0	0
8872439	Horsted Infant School	Primary	LA Maintained	180	0	0
8872479	St Margarets Infant School	Primary	Academies	319	0	0
8872492	Bligh Junior School,	Primary	Academies	234	0	0
8872493	Park Wood Junior School.	Primary	LA Maintained	365	0	0
8872494	Park Wood C.P. (Infants)	Primary	LA Maintained	250	0	0

DfE code ▲	School name	School phase	Establishment type	Cohort total	Resourced Provision	SEN Unit
8872499	Hilltop Primary School	Primary	Academies	422	0	0
8872506	Horsted Junior School	Primary	LA Maintained	243	0	0
8872537	The Bligh C.P. (Infant Dept.)	Primary	Academies	324	0	0
8872549	Swingate Primary School	Primary	LA Maintained	663	0	0
8872580	Maundene School	Primary	LA Maintained	406	0	0
8872588	Cliffe Woods Primary School	Primary	Academies	376	0	0
8872592	Thames View Primary School	Primary	Academies	478	0	0
8872600	All Faiths Children'S Academy	Primary	Academies	230	14	0
8872623	Miers Court Primary School	Primary	Academies	403	0	0
8872638	Hempstead Infant School	Primary	LA Maintained	248	0	0
8872646	Brompton-Westbrook. School	Primary	Academies	436	0	0
8872665	St. Peter'S Infant School	Primary	LA Maintained	82	0	0
8872684	Deanwood Primary School and Childrens Centre	Primary	Academies	203	0	0
8873093	All Saints C E Primary School	Primary	Academies	352	0	1
8873095	St. John'S Ce Infant School	Primary	Academies	87	0	0
8873096	St. Helen'S C.E.P. School	Primary	LA Maintained	208	0	0
8873102	St Nicholas C.E. Infants'	Primary	LA Maintained	112	0	0
8873195	St Margaret'S C Of E Junior School	Primary	Academies	357	0	0
8873293	St Margaret'S At Troy Town Cep	Primary	Academies	228	0	0
8873712	St.Michael'S R.C.P. School	Primary	LA Maintained	461	0	0
8873729	English Martyrs' Rc Primary School	Primary	LA Maintained	210	0	0
8873732	St. Thomas Of Canterbury R.C.P	Primary	LA Maintained	261	0	0
8873736	St Thomas More Rcp School	Primary	LA Maintained	418	0	0
8873746	St William Of Perth Rcp Aided	Primary	LA Maintained	209	0	0
8873752	St. Augustine Of Canterbury Cp	Primary	LA Maintained	206	0	0
8873753	St. Benedict'S Rcp School	Primary	LA Maintained	209	0	0
8873755	St. Mary'S Catholic Primary School	Primary	LA Maintained	465	0	0
8873756	St Mary'S Island Ce (Aided) Ps	Primary	LA Maintained	466	0	0
8873757	Riverside Primary School	Primary	Academies	263	13	0
8873758	The Pilgrim School	Primary	Academies	230	0	0
8873759	Fair View Community School	Primary	LA Maintained	690	0	0
8873760	Burnt Oak Primary School	Primary	LA Maintained	482	0	0
8874000	The Hundred Of Hoo School	Secondary	Academies	1460	0	58
8874001	The Robert Napier School	Secondary	Academies	964	5	0
8874002	Waterfront UTC	Secondary	Academies	169	0	0
8874068	Holcombe Grammar School	Secondary	Academies	847	0	0
8874069	Fort Pitt Grammar School	Secondary	Academies	788	0	0
8874167	Walderslade Girls' School	Secondary	Academies	866	0	0
8874174	Greenacre School	Secondary	Academies	924	0	0
8874199	Rainham School For Girls	Secondary	Academies	1620	0	0
8874530	Sir Joseph Williamsons Mathematical School	Secondary	Academies	1356	0	0
8875420	Rainham Mark Grammar School	Secondary	Academies	1372	0	0
8875429	Chatham Grammar School For Girls	Secondary	Academies	731	0	0
8875436	St John Fisher Catholic School	Secondary	LA Maintained	818	0	0
8875445	Rochester Grammar School	Secondary	Academies	1245	0	0
8875451	The Thomas Aveling School	Secondary	Academies	1116	10	15
8875457	The Howard School	Secondary	Academies	1451	0	0
8876905	Strood Academy	Secondary	Academies	1323	0	1
8876906	Brompton Academy	Secondary	Academies	1314	100	0

DfE code	School name	School phase	Establishment type	Cohort total	Resourced Provision	SEN Unit
▲						
8877053	Abbey Court School	Special	LA Maintained	169	156	0
8877042	Bradfields Academy	Special	Academies	303	304	0
8877031	Danecourt School	Special	Academies	160	151	0
8877000	Inspire Special Free School	Special	Academies	50	50	0
8877016	Rivermead School	Special	Academies	150	145	0

Cohort total

46346

School status and data as at the Summer Census

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

DfE code	School Name	School Type	EYFS			Phonics			Key Stage 1			Key Stage 2			
			Cohort	GLD	AVP	Cohort	WA %	Cohort	Reading	Writing	Maths	Cohort	Reading	Writing	Maths
8872000	Elaine Primary School	M	40	80.0	34.2	44	89%	48	75%	71%	81%	48	73%	85%	79%
8872001	Phoenix Junior Academy	ASL										53	57%	62%	49%
8872002	St James' Church Of England Primary Academy	ASL	31	74.2	36.7	19	89%	17	76%	76%	76%	21	43%	71%	57%
8872003	Kingfisher Cp School	ASL	30	73.3	35.4	28	89%	29	86%	97%	90%	26	85%	88%	77%
8872004	Saxon Way Primary	ASL	54	66.7	33.1	47	96%	58	67%	71%	72%	30	60%	70%	73%
8872005	Allhallows Primary School	ASL	10	70.0	34.1	14	79%	11	73%	64%	82%	18	44%	39%	50%
8872006	Oasis Academy Skinner Street	ASL	54	68.5	35.9	49	65%	59	59%	59%	58%	57	53%	67%	44%
8872007	Lordswood School	ASL	44	77.3	36.8	55	85%	46	89%	80%	96%	49	86%	88%	82%
8872008	New Horizons Children'S Academy	ASL	90	82.2	35.7	89	89%	88	83%	78%	86%	57	96%	91%	96%
8872009	Gordon Junior School	ASL										89	79%	82%	90%
8872010	Gordon Infant School	ASL	60	71.7	34.0	41	68%	61	69%	69%	80%				
8872011	Warren Wood Primary Academy	ASL	48	68.8	33.2	42	81%	47	55%	38%	49%	59	56%	64%	63%
8872012	Napier Community Primary and Nursery Academy	ASL	78	67.9	34.1	72	68%	87	67%	63%	70%	58	72%	74%	72%
8872013	Cuxton Junior School	ASL										54	72%	96%	78%
8872014	Twydall Primary School	ASL	47	74.5	33.9	47	68%	59	63%	64%	61%	74	65%	73%	74%
8872015	Temple Mill Primary School	ASL	30	76.7	39.0	30	87%	30	87%	83%	87%	29	90%	83%	86%
8872016	Byron Primary School	ASL	74	71.6	32.6	72	85%	74	88%	81%	81%	75	72%	80%	73%
8872017	Cedar Children'S Academy	ASL	68	77.9	34.0	72	88%	90	71%	70%	76%	71	63%	72%	68%
8872018	Wayfield Primary School	AC	27	81.5	36.3	28	82%	25	76%	72%	84%	26	85%	77%	73%
8872019	Featherby Junior School	ASL										88	72%	77%	74%
8872194	Stoke Primary Academy	AC	13	69.2	34.0	14	50%	13	46%	38%	62%	10	40%	80%	70%
8872198	Greenvale Infant and Nursery School	M	58	53.4	29.4	55	67%	57	61%	51%	61%				
8872199	Luton Junior School	M										85	62%	67%	68%
8872201	Luton Infant School	M	79	41.8	29.4	79	76%	87	75%	60%	64%				
8872202	New Road Primary School	M	45	68.9	33.7	45	73%	45	67%	62%	73%	43	63%	77%	74%
8872203	Walderslade Primary	AC	30	80.0	35.6	30	87%	30	73%	70%	73%	30	67%	73%	77%
8872208	Cuxton Community Infant School	AC	52	82.7	34.9	58	90%	59	85%	81%	85%				
8872209	Chattenden Primary School	AC	30	70.0	31.1	28	79%	30	70%	67%	77%	30	83%	80%	87%
8872210	Wainscott Primary School	M	61	83.6	37.1	60	93%	58	74%	72%	78%	30	70%	70%	73%
8872211	Halling Primary School	AC	45	84.4	37.9	49	90%	51	88%	82%	80%	24	88%	88%	96%
8872213	Hoo St Werburgh Primary School And Marlborough Centre	AC	62	71.0	33.8	72	74%	71	65%	61%	65%	69	59%	72%	68%

EYFS			Phonics		Key Stage 1						Key Stage 2						
DfE code	School Name	School Type	Cohort	GLD	AVP	Cohort		WA %	Cohort	Reading	Writing	Maths	Cohort	Reading	Writing	Maths	RWM
8872214	Balfour Junior Academy	AC											118	77%	84%	84%	67%
8872215	Balfour Infant School	M	89	77.5	35.3	89	84%	88	81%	78%	75%						
8872216	Crest Infant And Nursery School	M	61	75.4	37.0	64	83%	80	84%	78%	80%						
8872396	Barnsole Primary School	AC	89	75.3	34.5	90	89%	90	77%	78%	81%	85	66%	75%	71%	58%	
8872401	Featherby Infant School	AC	72	79.2	35.3	80	81%	81	75%	73%	75%						
8872403	Hempstead Junior School	M										89	83%	91%	89%	79%	
8872412	Woodlands Primary School	AC	90	72.2	33.2	89	91%	88	78%	76%	83%	56	73%	88%	86%	70%	
8872413	Delce Academy	AC	16	68.8	31.3	23	61%	29	45%	31%	48%	128	59%	60%	52%	42%	
8872421	High Halstow Primary Academy	AC	30	80.0	36.0	28	86%	29	69%	62%	69%	29	76%	86%	86%	66%	
8872433	Oaklands School	M	40	67.5	33.2	58	88%	59	73%	71%	71%	53	75%	87%	85%	70%	
8872439	Horsted Infant School	M	60	80.0	37.6	60	83%	60	87%	82%	85%						
8872479	St Margarets Infant School	AC	89	71.9	34.2	90	89%	90	78%	76%	80%						
8872492	Bligh Junior School,	AC										57	58%	88%	61%	47%	
8872493	Park Wood Junior School.	M										92	67%	80%	78%	59%	
8872494	Park Wood C.P. (Infants)	M	70	72.9	36.3	89	78%	90	83%	73%	81%						
8872499	Hilltop Primary School	AC	59	71.2	34.6	60	83%	60	77%	73%	87%	60	73%	80%	85%	67%	
8872506	Horsted Junior School	M										61	85%	84%	93%	75%	
8872537	The Bligh C.P. (Infant Dept.)	AC	87	78.2	36.7	89	76%	60	77%	80%	80%						
8872549	Swingate Primary School	M	90	74.4	34.2	90	90%	90	73%	62%	76%	89	83%	91%	93%	83%	
8872580	Maundene School	M	60	81.7	35.9	59	92%	57	81%	79%	86%	52	75%	83%	87%	67%	
8872588	Cliffe Woods Primary School	AC	59	79.7	38.8	60	78%	51	90%	84%	88%	51	94%	86%	96%	86%	
8872592	Thames View Primary School	AC	60	73.3	34.6	61	80%	59	76%	61%	75%	58	59%	62%	74%	48%	
8872600	All Faiths Children'S Academy	AC	29	72.4	35.8	30	73%	29	72%	76%	76%	25	80%	80%	96%	72%	
8872623	Miers Court Primary School	AC	41	80.5	38.1	60	80%	60	70%	72%	73%	60	67%	85%	72%	63%	
8872638	Hempstead Infant School	M	87	73.6	34.2	71	86%	88	68%	60%	70%						
8872646	Brompton-Westbrook. School	AC	59	72.9	35.9	58	86%	54	67%	61%	78%	47	70%	89%	77%	64%	
8872665	St. Peter'S Infant School	M				31	65%	27	74%	67%	70%						
8872684	Deanwood Primary School and Childrens Centre	AC	23	60.9	31.4	29	69%	30	73%	73%	87%	30	67%	73%	67%	63%	
8873093	All Saints C E Primary School	AC	43	69.8	33.7	43	72%	44	75%	73%	80%	45	78%	76%	76%	60%	
8873095	St. John'S Ce Infant School	AC	30	46.7	30.8	27	67%	29	62%	52%	66%						
8873096	St. Helen'S C.E.P. School	M	30	76.7	35.1	31	81%	33	76%	76%	73%	30	93%	97%	90%	90%	

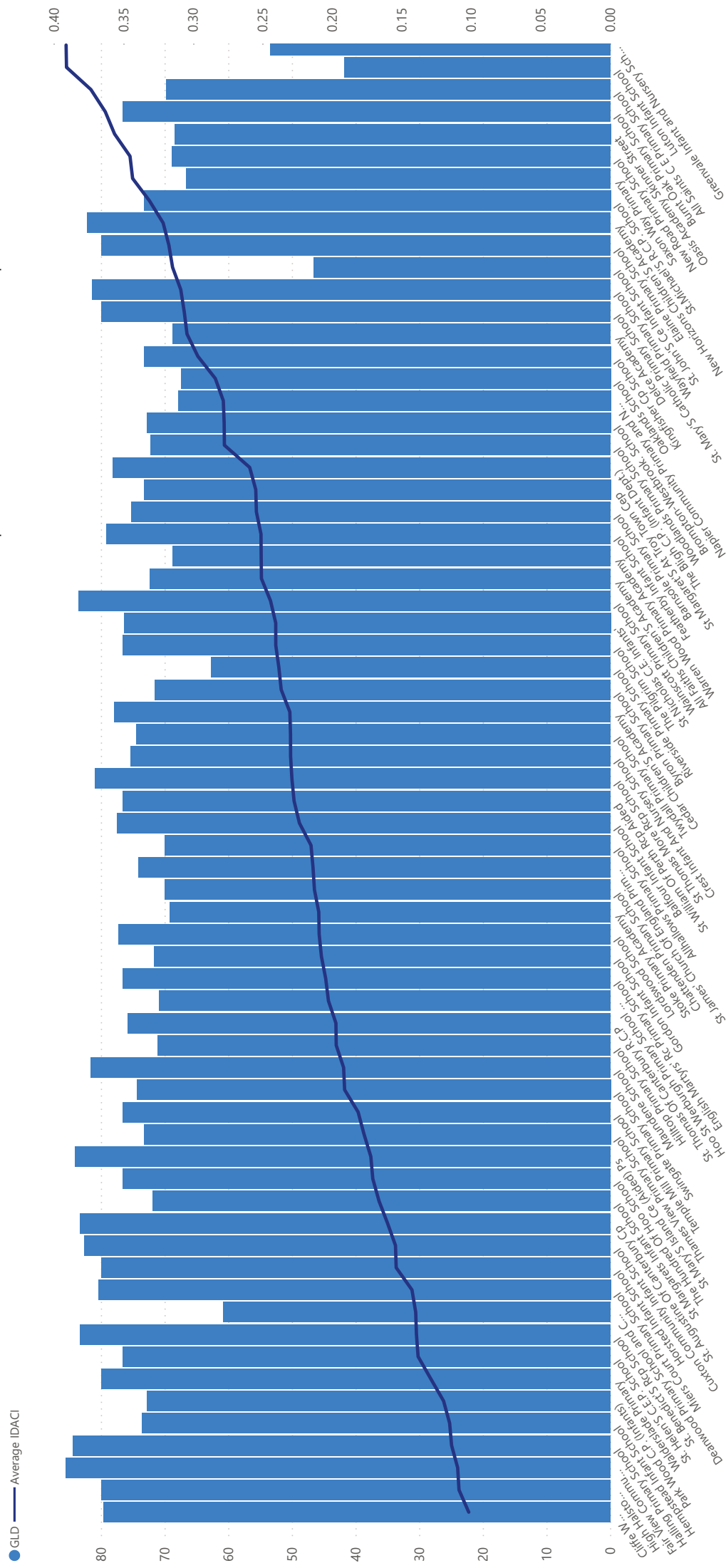
DfE code	School Name	School Type	EYFS			Phonics		Key Stage 1				Key Stage 2				
			Cohort	GLD	AVP	Cohort	WA %	Cohort	Reading	Writing	Maths	Cohort	Reading	Writing	Maths	RWM
8873102	St Nicholas C.E. Infants'	M	34	76.5	34.1	40	88%	37	81%	73%	84%					
8873195	St Margaret'S C Of E Junior School	AC										90	68%	73%	77%	58%
8873293	St Margaret'S At Troy Town Cep	AC	30	73.3	31.1	30	90%	30	67%	67%	77%	28	75%	79%	89%	71%
8873712	St.Michael'S R.C.P. School	M	60	73.3	34.2	60	87%	60	78%	68%	78%	57	86%	86%	88%	82%
8873729	English Martyrs' Rc Primary School	M	30	76.7	35.0	30	77%	30	87%	77%	87%	30	87%	90%	83%	77%
8873732	St. Thomas Of Canterbury R.C.P	M	29	75.9	33.3	31	97%	56	84%	82%	80%	30	83%	77%	90%	77%
8873736	St Thomas More Rcp School	M	58	81.0	38.9	59	88%	60	90%	82%	88%	60	92%	93%	95%	87%
8873746	St William Of Perth Rcp Aided	M	30	76.7	35.1	29	90%	30	80%	77%	80%	30	73%	87%	97%	70%
8873752	St. Augustine Of Canterbury Cp	M	30	83.3	38.3	28	86%	30	87%	80%	83%	29	83%	90%	97%	79%
8873753	St. Benedict'S Rcp School	M	30	83.3	40.1	29	90%	30	90%	83%	93%	30	77%	87%	93%	77%
8873755	St. Mary'S Catholic Primary School	M	60	80.0	35.8	60	92%	60	82%	77%	80%	59	64%	78%	78%	54%
8873756	St Mary'S Island Ce (Aided) Ps	M	63	84.1	37.1	60	90%	61	89%	85%	82%	59	88%	88%	90%	83%
8873757	Riverside Primary School	AC	51	62.7	35.2	30	77%	30	70%	60%	73%	26	65%	77%	77%	62%
8873758	The Pilgrim School	AC	30	76.7	34.5	29	86%	30	90%	80%	83%	29	90%	93%	93%	90%
8873759	Fair View Community School	M	90	85.6	37.1	90	92%	90	84%	76%	81%	92	75%	87%	79%	67%
8873760	Burnt Oak Primary School	M	60	76.7	33.8	55	87%	60	82%	80%	82%	57	61%	77%	67%	56%
8874000	The Hundred Of Hoo School	ASL	30	76.7	33.6	29	90%	30	90%	73%	87%					

Medway

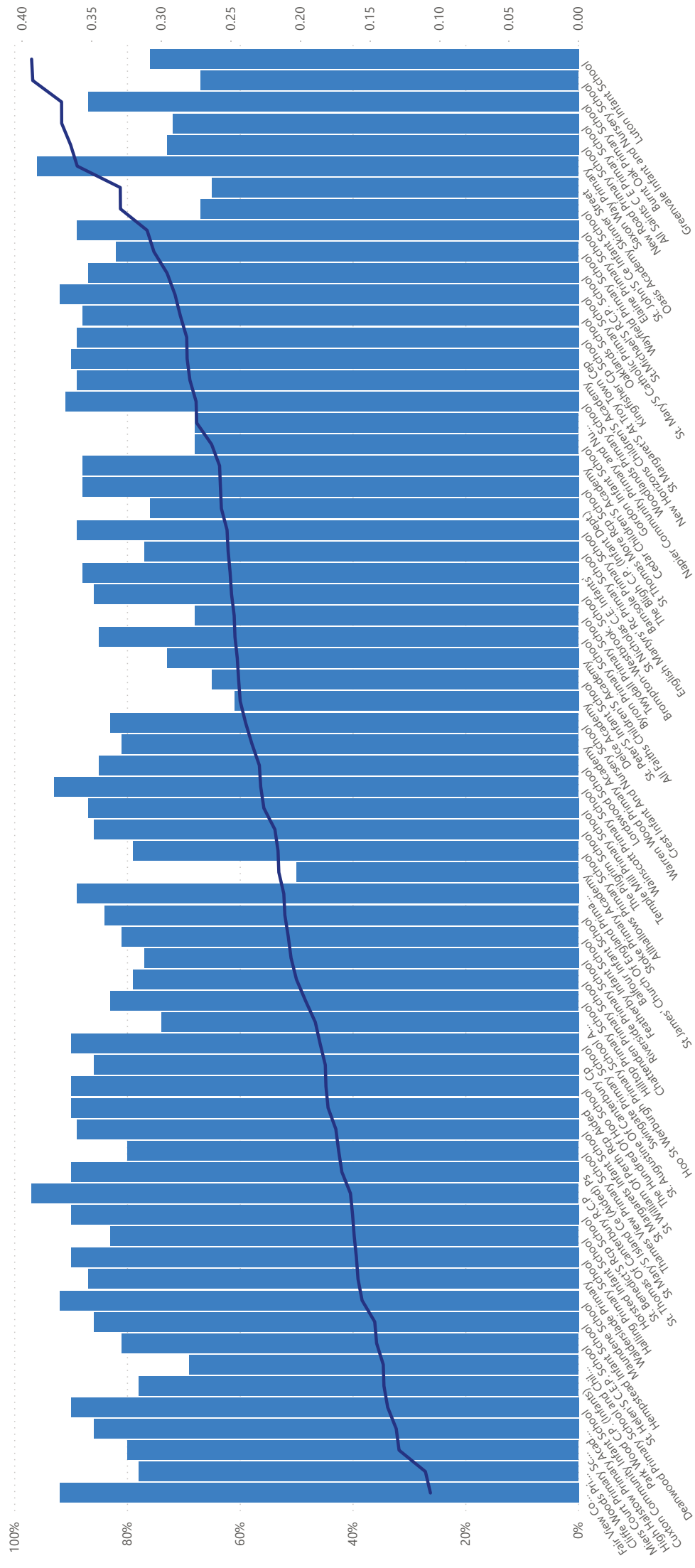
School status as at the Summer Census														
School type	Cohort	GLD	AVP	Cohort	WA %	Cohort	Reading	Writing	Maths	Cohort	Reading	Writing	Maths	RWM
M	1444	74.9	35.1	1496	85%	1571	79%	73%	78%	1205	76%	84%	84%	71%
ASL	748	73.4	34.6	706	81%	786	74%	70%	75%	908	70%	76%	74%	61%
AC	1246	74.0	34.9	1285	82%	1252	75%	71%	78%	1211	70%	78%	76%	62%
Zone Information														
1	767	73.4	34.2	753	83%	831	75%	72%	75%	727	67%	75%	72%	58%
2	841	72.8	35.1	855	85%	872	78%	71%	79%	865	74%	82%	81%	69%
3	950	76.8	35.4	956	83%	958	77%	73%	79%	834	73%	82%	80%	65%
4	880	73.5	34.8	923	82%	948	75%	69%	75%	898	74%	79%	79%	66%

Appendix C- Primary school performance at EYFS, Phonics, KS1 and KS2 mapped on to IDACI
EYFS GLD and average IDACI

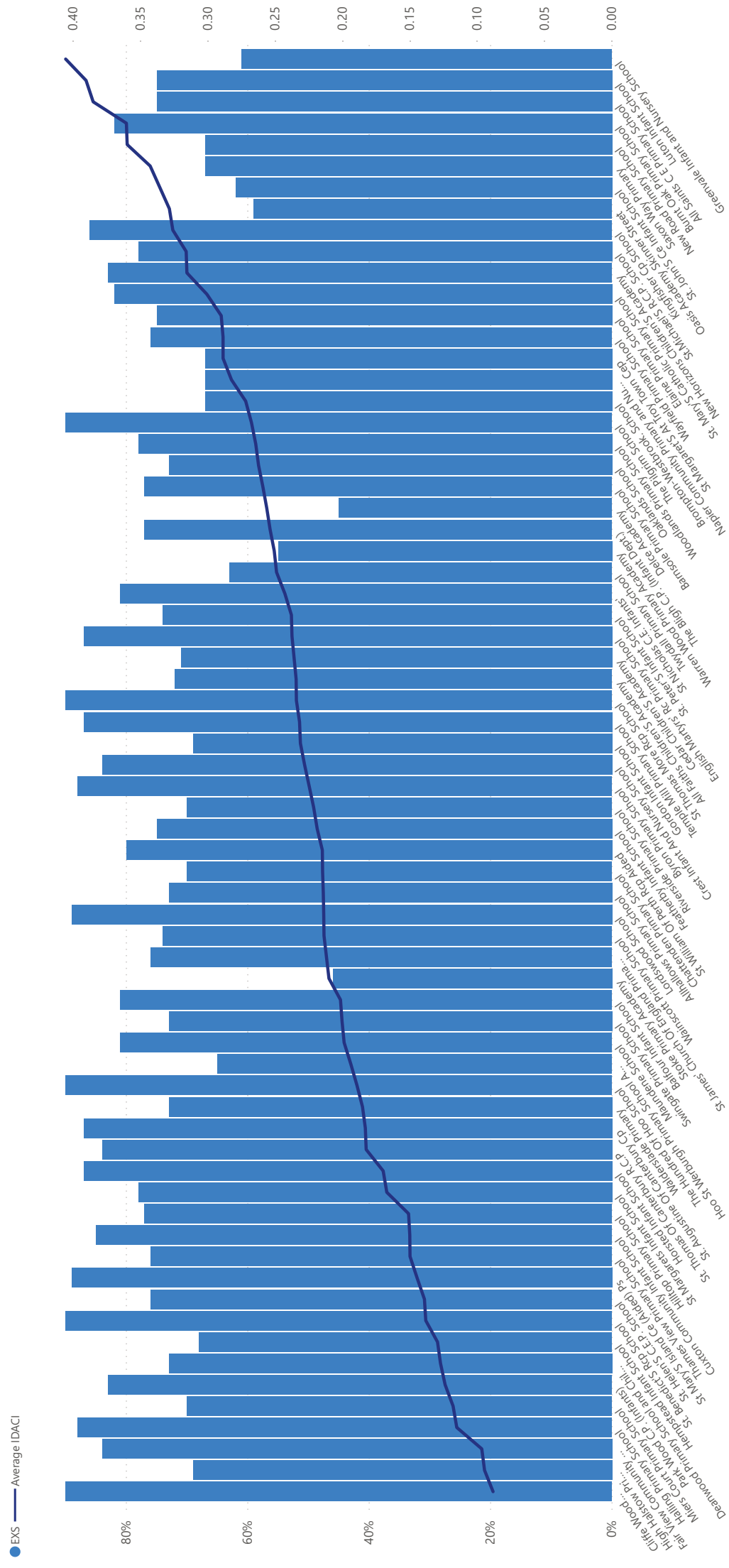
The following graphs illustrate schools' performance in the stated measure against the school's average IDACI profile for the assessment year group (a measure of deprivation where a smaller IDACI is less deprived).



● current year wa — Average IDACI

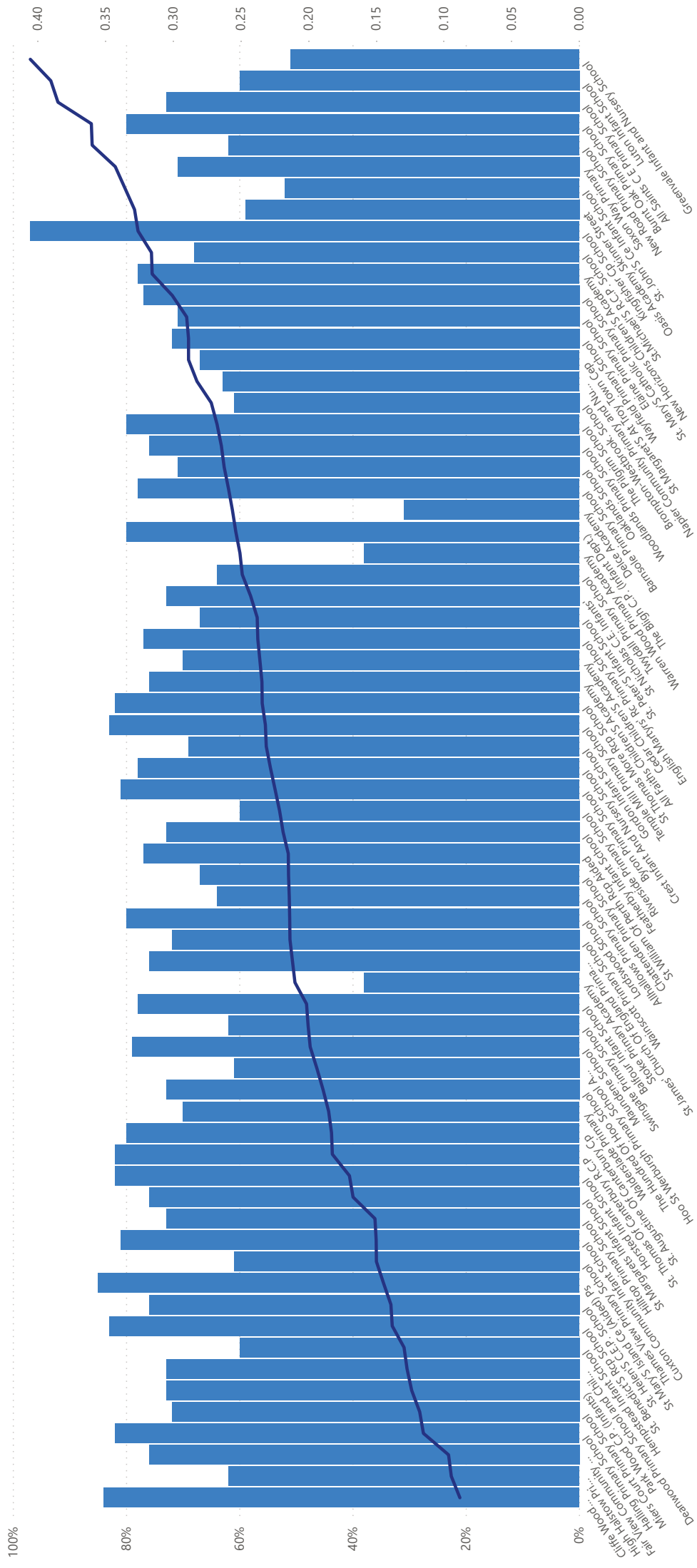


KS1 Reading and average IDACI

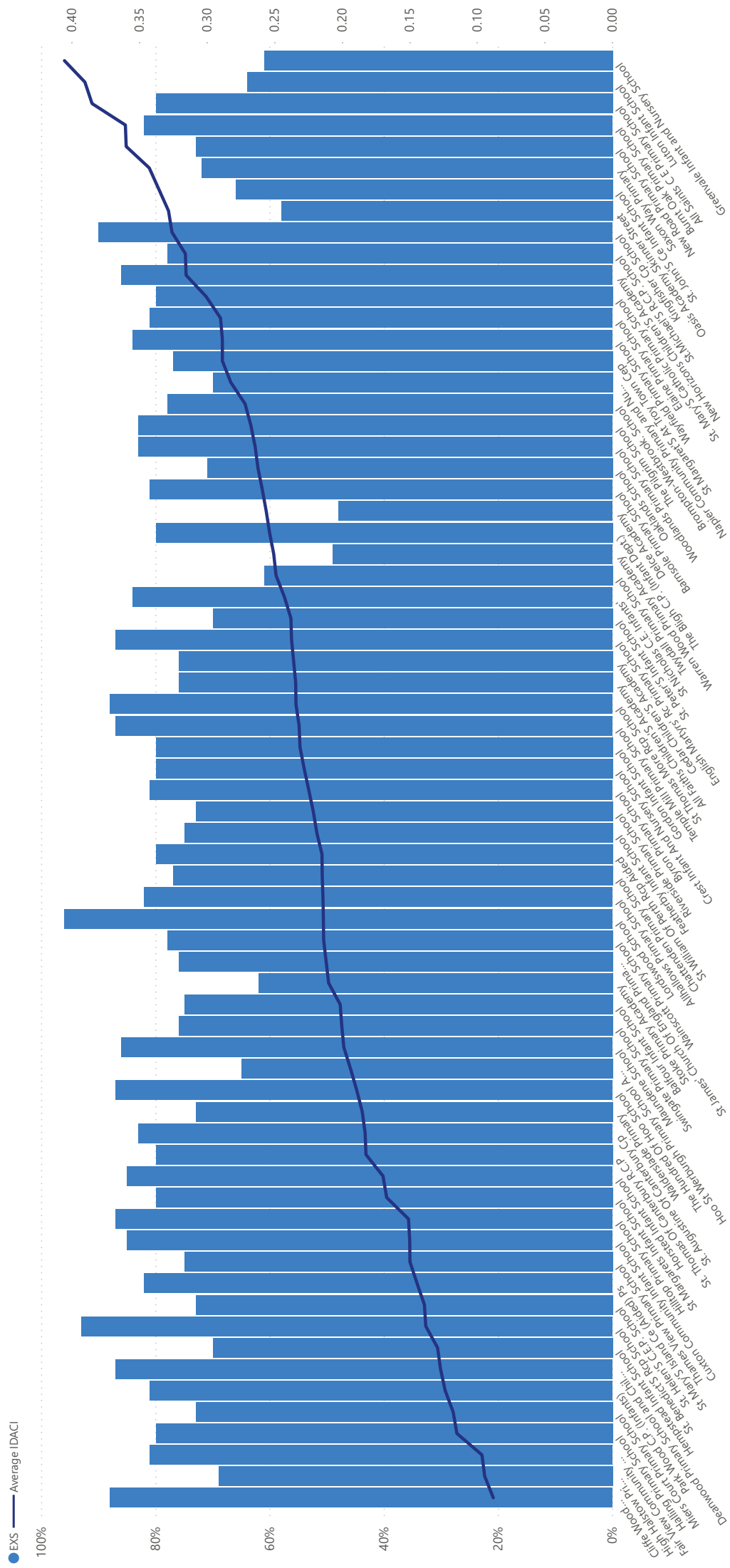


KS1 Writing and average IDACI

● EXS — Average IDACI

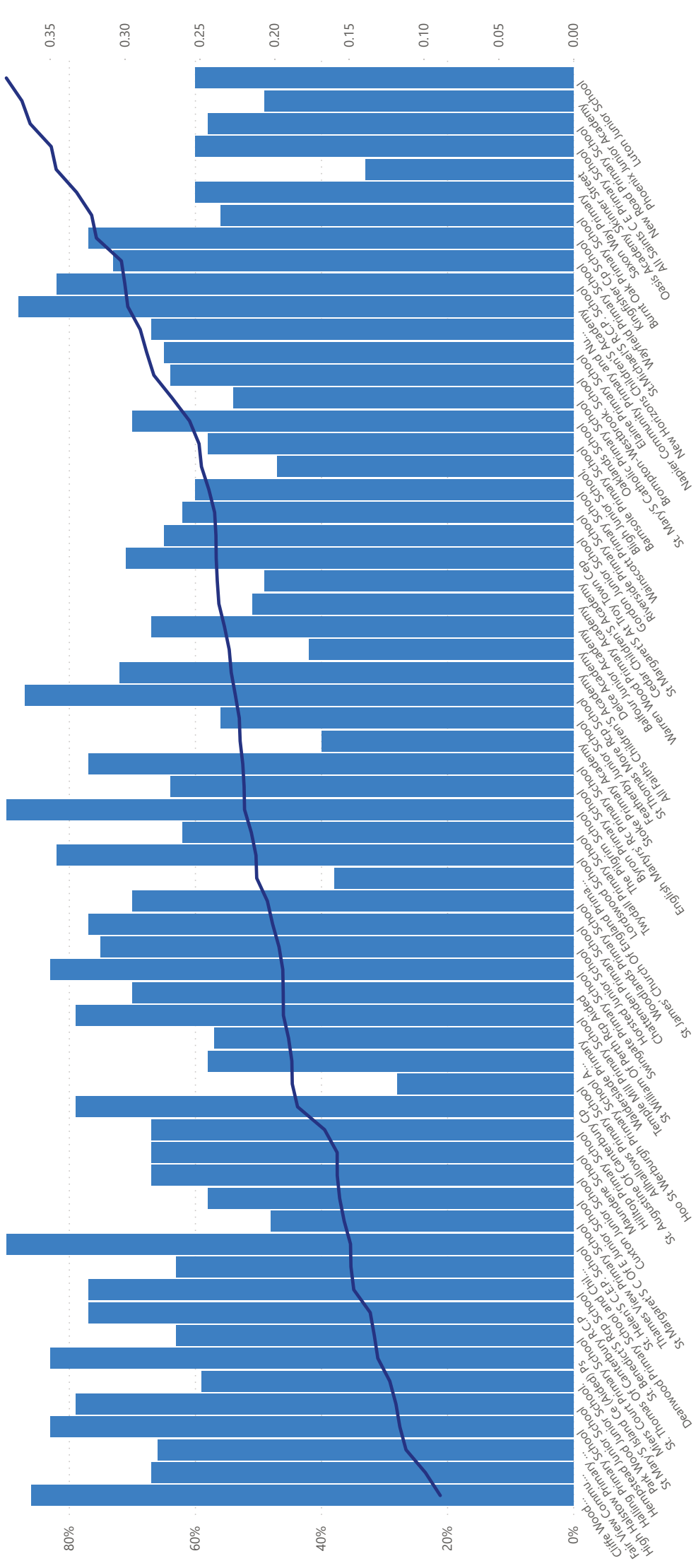


KS1 Mathematics and average IDACI



KS2 EXS RWM and average IDACI

● EXS — Average IDACI



Appendix D- Primary school performance: KS1-KS2 progress

DfE code ▲	School name	School type	Reading			Writing			Mathematics					
			Progress Score	Lower Ci	Upper Ci	Description	Progress Score	Lower Ci	Upper Ci	Description	Progress Score	Lower Ci	Upper Ci	Description
8872000	Elaine Primary School	M	-1.30	-3.10	0.50	Close To England Average	2.00	0.40	3.60	Above Average	0.40	-1.10	2.00	Close to England Average
8872001	Phoenix Junior Academy	ASL	-0.70	-2.30	1.00	Close To England Average	-1.10	-2.70	0.40	Close to England Average	0.00	-1.50	1.50	Close to England Average
8872006	Oasis Academy Skinner Street	ASL	-1.90	-3.60	-0.10	Below Average	-0.40	-2.10	1.20	Close to England Average	-3.40	-5.00	-1.90	Well Below Average
8872007	Lordswood School	ASL	4.00	2.20	5.70	Well Above Average	4.10	2.50	5.70	Well Above Average	3.60	2.10	5.10	Well Above Average
8872008	New Horizons Children'S Academy	ASL	7.60	5.90	9.30	Well Above Average	2.80	1.20	4.40	Above Average	6.50	5.00	8.00	Well Above Average
8872011	Warren Wood Primary Academy	ASL	-1.00	-2.60	0.60	Close To England Average	1.80	0.30	3.20	Above Average	-0.80	-2.20	0.50	Close to England Average
8872012	Napier Community Primary and Nursery Academy	ASL	0.50	-1.10	2.20	Close To England Average	-1.30	-2.80	0.20	Close to England Average	0.80	-0.70	2.20	Close to England Average
8872015	Temple Mill Primary School	ASL	2.90	0.70	5.20	Above Average	2.60	0.60	4.70	Above Average	3.10	1.20	5.10	Well Above Average
8872016	Byron Primary School	ASL	2.40	1.00	3.80	Above Average	2.10	0.80	3.40	Above Average	1.10	-0.20	2.30	Close to England Average
8872017	Cedar Children'S Academy	ASL	-2.20	-3.70	-0.70	Below Average	0.30	-1.00	1.70	Close to England Average	-2.00	-3.30	-0.70	Below Average
8872018	Wayfield Primary School	AC	6.00	3.60	8.30	Well Above Average	4.70	2.50	6.90	Well Above Average	5.50	3.40	7.60	Well Above Average
8872019	Featherby Junior School	ASL	-1.40	-2.70	-0.10	Below Average	-0.40	-1.60	0.80	Close to England Average	-1.10	-2.30	0.00	Close to England Average
8872194	Stoke Primary Academy	AC	-4.00	-7.80	-0.20	Well Below Average	3.00	-0.50	6.60	Close to England Average	-0.50	-3.90	2.80	Close to England Average
8872199	Luton Junior School	M	-1.80	-3.10	-0.40	Below Average	-0.10	-1.40	1.10	Close to England Average	-1.40	-2.60	-0.30	Below Average
8872202	New Road Primary School	M	0.40	-1.50	2.40	Close To England Average	3.50	1.70	5.20	Well Above Average	0.30	-1.40	2.00	Close to England Average
8872209	Chattenden Primary School	AC	0.40	-1.80	2.70	Close To England Average	-0.30	-2.30	1.70	Close to England Average	-0.20	-2.20	1.70	Close to England Average
8872210	Wainscott Primary School	M	-1.50	-3.70	0.80	Close To England Average	-1.30	-3.30	0.80	Close to England Average	-1.60	-3.60	0.30	Close to England Average
8872211	Halling Primary School	AC	0.20	-2.40	2.70	Close To England Average	0.40	-1.90	2.70	Close to England Average	1.20	-1.00	3.50	Close to England Average
8872213	Hoo St Werburgh Primary School And Marlborough Centre	AC	-1.00	-2.50	0.60	Close To England Average	-0.90	-2.30	0.40	Close to England Average	-0.30	-1.70	1.10	Close to England Average
8872214	Balfour Junior Academy	AC	0.20	-0.90	1.30	Close To England Average	-1.40	-2.40	-0.30	Below Average	0.60	-0.40	1.60	Close to England Average
8872396	Barnsole Primary School	AC	-4.80	-6.10	-3.40	Well Below Average	-3.10	-4.30	-1.90	Below Average	-3.80	-5.00	-2.70	Well Below Average
8872403	Hempstead Junior School	M	0.30	-1.00	1.60	Close To England Average	0.90	-0.30	2.10	Close to England Average	0.30	-0.90	1.40	Close to England Average
8872412	Woodlands Primary School	AC	-0.20	-1.80	1.40	Close To England Average	0.90	-0.70	2.40	Close to England Average	1.20	-0.20	2.60	Close to England Average
8872413	Delce Academy	AC	-3.50	-4.60	-2.40	Well Below Average	-3.60	-4.60	-2.60	Well Below Average	-5.10	-6.10	-4.10	Well Below Average

DfE Code	School name	School type	Reading			Writing			Mathematics					
			Progress Score	Lower CI	Upper CI	Description	Progress Score	Lower CI	Upper CI	Description	Progress Score	Lower CI	Upper CI	Description
8872421	High Halstow Primary Academy	AC	1.00	-1.20	3.30	Close To England Average	1.10	-1.00	3.10	Close to England Average	1.10	-0.90	3.00	Close to England Average
8872433	Oaklands School	M	-1.30	-3.00	0.30	Close To England Average	0.50	-1.10	2.00	Close to England Average	-1.10	-2.50	0.40	Close to England Average
8872506	Horsted Junior School	M	-0.80	-2.40	0.70	Close To England Average	-1.40	-2.80	0.00	Close to England Average	-0.90	-2.30	0.40	Close to England Average
8872549	Swingate Primary School	M	1.50	0.20	2.80	Above Average	2.20	1.00	3.40	Above Average	3.10	2.00	4.20	Well Above Average
8872580	Maudene School	M	-1.60	-3.30	0.10	Close To England Average	1.00	-0.60	2.50	Close to England Average	0.00	-1.50	1.50	Close to England Average
8872588	Cliffe Woods Primary School	AC	3.20	1.50	4.90	Above Average	-0.10	-1.70	1.50	Close to England Average	2.10	0.60	3.60	Above Average
8872592	Thames View Primary School	AC	-1.60	-3.20	0.00	Close To England Average	-1.70	-3.20	-0.20	Below Average	0.50	-0.90	1.90	Close to England Average
8872600	All Faiths Children'S Academy	AC	3.90	1.40	6.40	Well Above Average	2.40	0.10	4.70	Above Average	4.50	2.40	6.70	Well Above Average
8872623	Miers Court Primary School	AC	-2.60	-4.20	-1.00	Below Average	-1.60	-3.00	-0.10	Below Average	-3.90	-5.30	-2.50	Well Below Average
8873757	Riverside Primary School	AC	-4.10	-6.50	-1.80	Well Below Average	-1.60	-3.80	0.50	Close to England Average	-1.70	-3.80	0.30	Close to England Average
8873760	Burnt Oak Primary School	M	-3.30	-4.90	-1.70	Well Below Average	-0.20	-1.70	1.30	Close to England Average	-2.50	-3.90	-1.10	Below Average
8877042	Bradfields Academy	ASC	-6.10	-10.10	-2.00	Well Below Average	-9.10	-12.80	-5.40	Well Below Average	-7.80	-11.30	-4.30	Well Below Average
8877031	Danecourt School	ASC	-2.60	-4.90	-0.40	Below Average	-1.40	-3.40	0.70	Close to England Average	-1.90	-3.80	0.10	Close to England Average

School status as at the Summer Census;
M: Maintained
ASL: Academy Sponsor Led
AC: Academy Converter

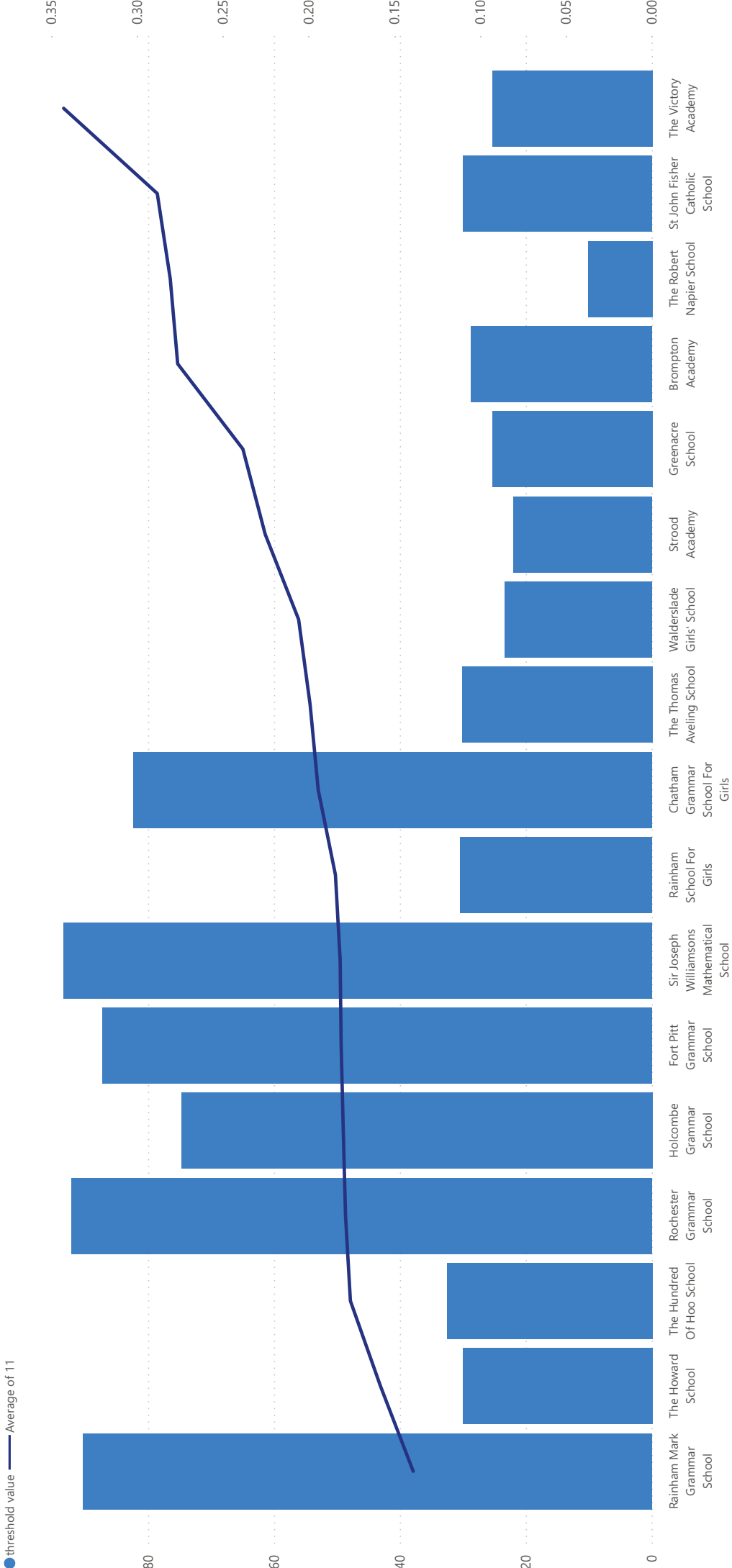
Subject	First progress ci's	
Reading Progress	-0.7 (-0.9 to -0.5)	Medway is considered statistically below average in Reading
Writing Progress	-0.2 (-0.4 to 0)	Confidence intervals in Writing overlap with nationals meaning that Medway is not considered statistically different
Mathematics Progress	-0.5 (-0.7 to -0.3)	Medway is considered statistically below average in Mathematics

Appendix H- Secondary school performance at KS4

DfE code	School name	Secondary School Type	Cohort	Progress 8	Lower Confidence interval	Upper Confidence Interval	Progress 8 description relative to national	Attainment 8	% English and Mathematics standard pass (4/+)	% English and Mathematics Threshold (5/+)	EBacc APS
8874000	The Hundred Of Hoo School	Non Selective	215	-0.07	-0.24	0.1	Close	41.6	62.8	32.6	3.59
8874001	The Robert Napier School	Non Selective	177	-0.64	-0.84	-0.45	Well below	32.3	24.3	10.2	2.63
8874002	Waterfront UTC	Non Selective	1	SUPP	SUPP	SUPP		SUPP	SUPP	SUPP	SUPP
8874068	Holcombe Grammar School	Selective	111	0.12	-0.12	0.37	Close	59.2	94.6	74.8	5.25
8874069	Fort Pitt Grammar School	Selective	118	0.36	0.12	0.59	Above	65.2	99.2	87.3	5.67
8874167	Walderslade Girls' School	Non Selective	145	-0.34	-0.55	-0.13	Below	37.2	49	23.4	2.76
8874174	Greenacre School	Non Selective	138	-0.27	-0.48	-0.05	Below	40.6	47.1	25.4	3.18
8874199	Rainham School For Girls	Non Selective	262	0.31	0.15	0.47	Above	44	64.9	30.5	3.99
8874530	Sir Joseph Williamsons Mathematical School	Selective	186	0.53	0.34	0.71	Well Above	66.5	99.5	93.5	6.4
8875420	Rainham Mark Grammar School	Selective	209	0.27	0.1	0.45	Above	65.7	98.6	90.4	6.31
8875429	Chatham Grammar School For Girls	Selective	108	0.52	0.27	0.76	Well Above	60	99.1	82.4	5.65
8875436	St John Fisher Catholic School	Non Selective	150	0.13	-0.09	0.36	Close	41.4	55.3	30	3.5
8875445	Rochester Grammar School	Selective	167	0.81	0.61	1.01	Well Above	69	100	92.2	6.59
8875451	The Thomas Aveling School	Non Selective	182	0.33	0.14	0.52	Above	44.9	55.5	30.2	3.72
8875457	The Howard School	Non Selective	229	-0.14	-0.31	0.02	Close	42.8	62.4	30.1	3.7
8876905	Strood Academy	Non Selective	227	-0.23	-0.4	-0.06	Below	38.4	55.1	22	3.1
8876906	Brompton Academy	Non Selective	191	-0.12	-0.3	0.06	Close	39	52.9	28.8	3.09
8876907	The Victory Academy	Non Selective	118	-0.12	-0.37	0.13	Close	35.8	47.5	25.4	2.65
Medway											
				Progress 8 with CI		Progress 8 description		Attainment 8		English and Mathematics	
				0.03 (CI -0.01 to 0.08)		Close		46.60		65.20	
										43.70	
										4.05	
EBacc APS											
Secondary School Type (groups)			Cohort	Average of Progress 8			Attainment 8		English and Mathematics standard pass (4/+)		English and Mathematics threshold (5/+)
Non Selective			2035	-0.11			40.18		53.72		27
Selective			899	0.44			64.93		98.69		88
											6.09

Appendix F - secondary school performance at GCSE mapped on to IDACI
Achieving the threshold (5/+) in English and Mathematics and average IDACI

The following graph illustrate schools' performance in the stated measure against the school's average IDACI profile for the assessment year group (a measure of deprivation where a smaller IDACI is less deprived).



Appendix G- Secondary school performance at KS5

Appendix G- Secondary school performance at KS5															
A Level				Academic			General			Technical					
DfE code	School name	Secondary School Type	Cohort	AAB in at least 2 facilitating subjects	APS	Grade	Cohort	APS	Grade	Cohort	APS	Grade	Cohort	APS	Grade
8874000	The Hundred Of Hoo School	Non Selective	48	0	25.19	C-	48	25.3	C-	24	28.49	Merit+	NE	NE	NE
8874001	The Robert Napier School	Non Selective	41	0	24.65	D+	41	25.2	C-	35	26.24	Merit	15	31	Dist-
8874002	Waterfront UTC	Non Selective	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE	NE
8874068	Holcombe Grammar School	Selective	100	8	31.01	C	101	31.04	C	NE	NE	NE	NE	NE	NE
8874069	Fort Pitt Grammar School	Selective	93	3.3	32.07	C+	93	32.16	C+	NE	NE	NE	NE	NE	NE
8874167	Walderslade Girls' School	Non Selective	37	0	26.27	C-	38	26.01	C-	37	32.69	Dist-	7	24	Merit
8874174	Greenacre School	Non Selective	24	SUPP	17.27	D-	25	18.11	D-	31	28.11	Merit+	25	27.83	Merit+
8874199	Rainham School For Girls	Non Selective	123	3.6	25.69	C-	123	25.69	C-	79	24.75	Merit	NE	NE	NE
8874530	Sir Joseph Williamsons Mathematical School	Selective	181	24.2	40.06	B	181	39.93	B	NE	NE	NE	NE	NE	NE
8875420	Rainham Mark Grammar School	Selective	129	23	37.88	B-	129	38.28	B-	NE	NE	NE	NE	NE	NE
8875429	Chatham Grammar School For Girls	Selective	63	3.6	24.1	D+	63	24.29	D+	9	41.07	Dist+	NE	NE	NE
8875436	St John Fisher Catholic School	Non Selective	37	0	21.93	D+	37	21.93	D+	NE	NE	NE	NE	NE	NE
8875445	Rochester Grammar School	Selective	117	19.2	37.98	B-	146	39.29	B	7	33.57	Dist	NE	NE	NE
8875451	The Thomas Aveling School	Non Selective	78	2.8	27.56	C-	78	27.56	C-	43	34.24	Dist	NE	NE	NE
8875457	The Howard School	Non Selective	95	0	23.85	D+	96	23.89	D+	70	27.03	Merit+	9	26.67	Merit+
8876905	Strood Academy	Non Selective	54	0	21.2	D	54	21.14	D	32	27.17	Merit+	NE	NE	NE
8876906	Brompton Academy	Non Selective	47	0	25.06	C-	48	25.37	C-	75	28.17	Merit+	NE	NE	NE
8876907	The Victory Academy	Non Selective	36	3.4	22.93	D+	36	23.39	D+	9	34.13	Dist	NE	NE	NE
		AAB in at least 2 facilitating subjects	A Level APS			Academic Level APS			General Level APS			Technical Level APS			
			APS	Grade	APS	Grade	APS	Grade	APS	Grade	APS	Grade			
			31.44	C	32.11	C+	28.65	Merit+	27.81	Merit+					
		Medway	12.00												

Medway

	AAB in at least 2 facilitating subjects	A Level APS		Academic Level APS		General Level APS		Technical Level APS	
		APS	Grade	APS	Grade	APS	Grade	APS	Grade
		12.00	31.44	C	32.11	C+	28.65	Merit+	27.81

A Level			Academic			General			Technical		
Secondary School Type	Cohort	AAB in at least 2 facilitating subjects	APS	Cohort	APS	Cohort	APS	Cohort	APS	Cohort	APS
Selective	683	15.9	35.41	713	35.85	16	37.79				
Non Selective	620	1.6	24.42	624	24.53	435	28.26	56	28.01		

Appendix H- Secondary school progress at KS5

DfE code	School name	Secondary School Type	A Level			Academic			General		
			Progress	Lower CI	Upper CI	Progress	Lower CI	Upper CI	Progress	Lower CI	Upper CI
8874000	The Hundred Of Hoo School	Non Selective	-0.32	-0.12	-0.52	-0.32	-0.12	-0.51	-0.23	0.07	-0.53
8874001	The Robert Napier School	Non Selective	-0.3	-0.05	-0.55	-0.27	-0.03	-0.51	0.08	0.29	-0.13
8874002	Waterfront UTC	Non Selective	NA	NA	NA	NA	NA	NA	NA	NA	NA
8874068	Holcombe Grammar School	Selective	-0.22	-0.1	-0.34	-0.22	-0.1	-0.34	NE	NE	NE
8874069	Fort Pitt Grammar School	Selective	-0.15	-0.03	-0.28	-0.15	-0.03	-0.27	NE	NE	NE
8874167	Walderslade Girls' School	Non Selective	-0.12	0.16	-0.41	-0.16	0.12	-0.44	0.17	0.44	-0.09
8874174	Greenacre School	Non Selective	-0.91	-0.58	-1.25	-0.84	-0.53	-1.16	-0.19	0.12	-0.51
8874199	Rainham School For Girls	Non Selective	-0.06	0.06	-0.18	-0.06	0.06	-0.18	-0.1	0.07	-0.26
8874530	Sir Joseph Williamsons Mathematical School	Selective	0.01	0.1	-0.08	-0.02	0.07	-0.11	NE	NE	NE
8875420	Rainham Mark Grammar School	Selective	0.03	0.14	-0.08	0.08	0.19	-0.02	NE	NE	NE
8875429	Chatham Grammar School For Girls	Selective	-0.47	-0.32	-0.63	-0.47	-0.31	-0.62	0.79	1.37	0.21
8875436	St John Fisher Catholic School	Non Selective	-0.05	0.2	-0.3	-0.05	0.2	-0.3	NE	NE	NE
8875445	Rochester Grammar School	Selective	-0.22	-0.11	-0.33	-0.17	-0.07	-0.28	-0.06	0.54	-0.65
8875451	The Thomas Aveling School	Non Selective	-0.19	-0.04	-0.35	-0.19	-0.04	-0.35	0.42	0.66	0.19
8875457	The Howard School	Non Selective	-0.28	-0.13	-0.44	-0.29	-0.14	-0.45	-0.09	0.1	-0.29
8876905	Strood Academy	Non Selective	-0.44	-0.23	-0.64	-0.45	-0.25	-0.65	-0.06	0.2	-0.33
8876906	Brompton Academy	Non Selective	-0.05	0.17	-0.28	-0.04	0.18	-0.26	0.2	0.33	0.07
8876907	The Victory Academy	Non Selective	-0.53	-0.32	-0.74	-0.49	-0.29	-0.7	0.59	1.15	0.04

Appendix I- Provisional Exclusions: Locally obtained data

academic year 2018-2019

DfE code	School name	School type	PE Rate	FTE Rate	FTE Number of Days
8872000	Elaine Primary School	M		5.40	33.00
8872001	Phoenix Junior Academy	ASL			
8872002	St James' Church Of England Primary Academy	ASL		x	x
8872003	Kingfisher Cp School	ASL			
8872004	Saxon Way Primary	ASL		33.33	141.00
8872005	Allhallows Primary School	ASL		4.60	6.00
8872006	Oasis Academy Skinner Street	ASL	0.74	15.35	115.50
8872007	Lordswood School	ASL			
8872008	New Horizons Children'S Academy	ASL			
8872009	Gordon Junior School	ASL		3.70	40.50
8872010	Gordon Infant School	ASL		x	x
8872011	Warren Wood Primary Academy	ASL		2.92	51.50
8872012	Napier Community Primary and Nursery Academy	ASL		4.60	88.00
8872013	Cuxton Junior School	ASL			
8872014	Twydall Primary School	ASL	x	5.19	44.50
8872015	Temple Mill Primary School	ASL			
8872016	Byron Primary School	ASL			
8872017	Cedar Children'S Academy	ASL			
8872018	Wayfield Primary School	AC	x	3.28	25.00
8872019	Featherby Junior School	ASL		x	x
8872194	Stoke Primary Academy	AC			
8872198	Greenvale Infant and Nursery School	M		x	x
8872199	Luton Junior School	M		1.40	5.00
8872201	Luton Infant School	M		x	x
8872202	New Road Primary School	M		x	x
8872203	Walderslade Primary	AC			
8872208	Cuxton Community Infant School	AC			
8872209	Chattenden Primary School	AC		2.40	14.00
8872210	Wainscott Primary School	M			
8872211	Halling Primary School	AC			
8872213	Hoo St Werburgh Primary School And Marlborough Centre	AC		1.35	14.00
8872214	Balfour Junior Academy	AC			
8872215	Balfour Infant School	M			
8872216	Crest Infant And Nursery School	M			
8872396	Barnsole Primary School	AC			
8872401	Featherby Infant School	AC			
8872403	Hempstead Junior School	M			
8872412	Woodlands Primary School	AC		0.69	49.50
8872413	Delce Academy	AC		14.96	199.00
8872421	High Halstow Primary Academy	AC		10.24	54.00
8872433	Oaklands School	M		x	x
8872439	Horsted Infant School	M			
8872479	St Margarets Infant School	AC			
8872492	Bligh Junior School,	AC			
8872493	Park Wood Junior School.	M		5.21	52.00
8872494	Park Wood C.P. (Infants)	M		3.60	12.00
8872499	Hilltop Primary School	AC		x	x
8872506	Horsted Junior School	M			
8872537	The Bligh C.P. (Infant Dept.)	AC			

DfE code ▲	School name	School type	PE Rate	FTE Rate	FTE Number of Days
8872549	Swingate Primary School	M		x	x
8872580	Maundene School	M			
8872588	Cliffe Woods Primary School	AC		x	x
8872592	Thames View Primary School	AC		x	x
8872600	All Faiths Children'S Academy	AC		2.61	8.50
8872623	Miers Court Primary School	AC		1.99	6.00
8872638	Hempstead Infant School	M			
8872646	Brompton-Westbrook. School	AC		3.44	10.00
8872665	St. Peter'S Infant School	M			
8872684	Deanwood Primary School and Childrens Centre	AC			
8873093	All Saints C E Primary School	AC		7.10	22.50
8873095	St. John'S Ce Infant School	AC			
8873096	St. Helen'S C.E.P. School	M			
8873102	St Nicholas C.E. Infants'	M		x	x
8873195	St Margaret'S C Of E Junior School	AC		1.96	13.00
8873293	St Margaret'S At Troy Town Cep	AC		x	x
8873712	St.Michael'S R.C.P. School	M		x	x
8873729	English Martyrs' Rc Primary School	M			
8873732	St. Thomas Of Canterbury R.C.P	M			
8873736	St Thomas More Rcp School	M			
8873746	St William Of Perth Rcp Aided	M			
8873752	St. Augustine Of Canterbury Cp	M		x	x
8873753	St. Benedict'S Rcp School	M			
8873755	St. Mary'S Catholic Primary School	M		1.29	7.00
8873756	St Mary'S Island Ce (Aided) Ps	M			
8873757	Riverside Primary School	AC		x	x
8873758	The Pilgrim School	AC			
8873759	Fair View Community School	M		x	x
8873760	Burnt Oak Primary School	M		1.45	5.00
8874000	The Hundred Of Hoo School	ASL	0.27	11.58	485.50
8874001	The Robert Napier School	ASL	1.04	34.96	1,296.00
8874002	Waterfront UTC	ASL		20.71	97.00
8874068	Holcombe Grammar School	AC		5.19	130.00
8874069	Fort Pitt Grammar School	AC		x	x
8874167	Walderslade Girls' School	AC	x	12.47	340.50
8874174	Greenacre School	AC		15.15	599.50
8874199	Rainham School For Girls	AC		9.51	308.00
8874530	Sir Joseph Williamsons Mathematical School	AC	x	0.59	35.00
8875420	Rainham Mark Grammar School	AC		1.02	22.50
8875429	Chatham Grammar School For Girls	AC		x	x
8875436	St John Fisher Catholic School	M	0.37	16.50	280.00
8875445	Rochester Grammar School	AC		1.45	71.00
8875451	The Thomas Aveling School	AC	x	6.54	585.50
8875457	The Howard School	AC	0.41	23.85	1,002.00
8876905	Strood Academy	AC	x	5.67	293.00
8876906	Brompton Academy	AC	0.38	8.98	922.00
8876907	The Victory Academy	AC	x	24.04	729.00
8877031	Danecourt School	ASC			
8877000	Inspire Special Free School	ASC		202.00	251.00
8877016	Rivermead School	ASC			

DfE code	School name	School type	PE Rate	FTE Rate	FTE Number of Days
8877053	Abbey Court School	MS			
8877042	Bradfields Academy	ASC		14.85	76.50
8871107	The Rowans Ap Academy	AAPC		18.64	20.50
8871108	Will Adams Centre Pru	MAP		52.75	121.00

Medway All (excluding PRUs) 0.09 5.76 8588.0

School Type	PE Rate	FTE Rate	FTE Number of Days
Primary	0.02	2.07	1,053.50
Secondary	0.18	10.30	7,207.00
Special		17.55	327.50
PRU		39.33	141.50

Primary School Types

School status as at the Summer Census;

M: Maintained

ASL: Academy Sponsor Led

AC: Academy Converter

Primary School type	PE Rate	FTE Rate	FTE Number of Days
AC	x	2.03	423.50
ASL	0.06	4.18	494.00
M		0.76	136.00

Secondary School Types

Secondary School Type	PE Rate	FTE Rate	FTE Number of Days
Comprehensive	0.37	16.99	5,104.50
Modern	0.07	10.49	1,833.50
Selective	x	1.37	269.00

Zone totals primary only

Zone	PE Rate	FTE Rate	FTE Number of Days
1	0.06	4.18	456.50
2	x	0.96	130.00
3		1.20	175.00
4		2.05	292.00

* Please note this data is locally obtained from the school census and therefore calculations may differ to the DfE
x Figures based on 2 or fewer pupils have been removed to retain confidentiality

Appendix J- Provisional Absence: Locally obtained data

academic year 2018-2019

DfE code ▲	School name	School type	Possible Sessions	Sessions Absent	% Absent
8872000	Elaine Primary School	M	106630	5317	4.99
8872001	Phoenix Junior Academy	ASL	87304	3532	4.05
8872002	St James' Church Of England Primary Academy	ASL	40592	1775	4.37
8872003	Kingfisher Cp School	ASL	64800	2974	4.59
8872004	Saxon Way Primary	ASL	102811	5834	5.67
8872005	Allhallows Primary School	ASL	27908	1710	6.13
8872006	Oasis Academy Skinner Street	ASL	128929	7602	5.90
8872007	Lordswood School	ASL	117516	5399	4.59
8872008	New Horizons Children'S Academy	ASL	176166	6548	3.72
8872009	Gordon Junior School	ASL	132768	5230	3.94
8872010	Gordon Infant School	ASL	37624	1720	4.57
8872011	Warren Wood Primary Academy	ASL	119818	6067	5.06
8872012	Napier Community Primary and Nursery Academy	ASL	182911	8202	4.48
8872013	Cuxton Junior School	ASL	83548	3604	4.31
8872014	Twydall Primary School	ASL	151053	9041	5.99
8872015	Temple Mill Primary School	ASL	67592	2584	3.82
8872016	Byron Primary School	ASL	170279	6915	4.06
8872017	Cedar Children'S Academy	ASL	182089	7176	3.94
8872018	Wayfield Primary School	AC	64421	2519	3.91
8872019	Featherby Junior School	ASL	130552	6412	4.91
8872194	Stoke Primary Academy	AC	32264	1560	4.84
8872198	Greenvale Infant and Nursery School	M	42617	2723	6.39
8872199	Luton Junior School	M	133800	7041	5.26
8872201	Luton Infant School	M	63730	3819	5.99
8872202	New Road Primary School	M	100983	5285	5.23
8872203	Walderslade Primary	AC	67808	2573	3.79
8872208	Cuxton Community Infant School	AC	44856	2228	4.97
8872209	Chattenden Primary School	AC	67768	3015	4.45
8872210	Wainscott Primary School	M	87258	4033	4.62
8872211	Halling Primary School	AC	95196	3926	4.12
8872213	Hoo St Werburgh Primary School And Marlborough Centre	AC	159376	6579	4.13
8872214	Balfour Junior Academy	AC	179784	8979	4.99
8872215	Balfour Infant School	M	67374	2688	3.99
8872216	Crest Infant And Nursery School	M	54923	2573	4.68
8872396	Barnsole Primary School	AC	203016	9996	4.92
8872401	Featherby Infant School	AC	62040	3026	4.88
8872403	Hempstead Junior School	M	136135	5018	3.69
8872412	Woodlands Primary School	AC	170980	7768	4.54
8872413	Delce Academy	AC	204625	10522	5.14
8872421	High Halstow Primary Academy	AC	61818	2550	4.13
8872433	Oaklands School	M	130190	6096	4.68
8872439	Horsted Infant School	M	45590	1596	3.50
8872479	St Margarets Infant School	AC	68218	2509	3.68
8872492	Bligh Junior School,	AC	89304	3903	4.37
8872493	Park Wood Junior School.	M	136908	5747	4.20
8872494	Park Wood C.P. (Infants)	M	67550	2568	3.80
8872499	Hilltop Primary School	AC	135154	4871	3.60
8872506	Horsted Junior School	M	93242	3030	3.25
8872537	The Bligh C.P. (Infant Dept.)	AC	56991	2850	5.00

DfE code	School name ▲	School type	Possible Sessions	Sessions Absent	% Absent
8872549	Swingate Primary School	M	203581	7985	3.92
8872580	Maundene School	M	128383	4982	3.88
8872588	Cliffe Woods Primary School	AC	118980	4454	3.74
8872592	Thames View Primary School	AC	136850	5627	4.11
8872600	All Faiths Children'S Academy	AC	64045	3081	4.81
8872623	Miers Court Primary School	AC	137332	5999	4.37
8872638	Hempstead Infant School	M	58708	2582	4.40
8872646	Brompton-Westbrook. School	AC	123211	4928	4.00
8872665	St. Peter'S Infant School	M	24894	1170	4.70
8872684	Deanwood Primary School and Childrens Centre	AC	67290	2730	4.06
8873093	All Saints C E Primary School	AC	100951	3675	3.64
8873095	St. John'S Ce Infant School	AC	20389	1634	8.01
8873096	St. Helen'S C.E.P. School	M	67152	2860	4.26
8873102	St Nicholas C.E. Infants'	M	29736	1037	3.49
8873195	St Margaret'S C Of E Junior School	AC	136076	5349	3.93
8873293	St Margaret'S At Troy Town Cep	AC	67093	2619	3.90
8873712	St.Michael'S R.C.P. School	M	134922	5421	4.02
8873729	English Martyrs' Rc Primary School	M	68038	1876	2.76
8873732	St. Thomas Of Canterbury R.C.P	M	79047	3566	4.51
8873736	St Thomas More Rcp School	M	137324	5269	3.84
8873746	St William Of Perth Rcp Aided	M	67532	1999	2.96
8873752	St. Augustine Of Canterbury Cp	M	66592	2463	3.70
8873753	St. Benedict'S Rcp School	M	68100	1815	2.67
8873755	St. Mary'S Catholic Primary School	M	134486	4605	3.42
8873756	St Mary'S Island Ce (Aided) Ps	M	137670	5075	3.69
8873757	Riverside Primary School	AC	64684	2941	4.55
8873758	The Pilgrim School	AC	67600	2300	3.40
8873759	Fair View Community School	M	204614	8355	4.08
8873760	Burnt Oak Primary School	M	135925	5667	4.17
8874000	The Hundred Of Hoo School	ASL	489157	32214	6.59
8874001	The Robert Napier School	ASL	317981	21051	6.62
8874002	Waterfront UTC	ASL	25039	1759	7.03
8874068	Holcombe Grammar School	AC	235646	8635	3.66
8874069	Fort Pitt Grammar School	AC	217794	8329	3.82
8874167	Walderslade Girls' School	AC	275429	19766	7.18
8874174	Greenacre School	AC	287940	18242	6.34
8874199	Rainham School For Girls	AC	490819	30275	6.17
8874530	Sir Joseph Williamsons Mathematical School	AC	362559	12540	3.46
8875420	Rainham Mark Grammar School	AC	397638	14418	3.63
8875429	Chatham Grammar School For Girls	AC	211117	7437	3.52
8875436	St John Fisher Catholic School	M	254653	13246	5.20
8875445	Rochester Grammar School	AC	347406	11430	3.29
8875451	The Thomas Aveling School	AC	351371	16903	4.81
8875457	The Howard School	AC	449246	25442	5.66
8876905	Strood Academy	AC	428549	21584	5.04
8876906	Brompton Academy	AC	394037	19308	4.90
8876907	The Victory Academy	AC	280948	18242	6.49
8877000	Inspire Special Free School	ASC	10463	1498	14.32

DfE code	School name	School type	Possible Sessions	Sessions Absent	% Absent
8877053	Abbey Court School	MS	26700	2060	7.72
8877042	Bradfields Academy	ASC	45419	2405	5.30
8877031	Danecourt School	ASC	35917	2025	5.64
8877016	Rivermead School	ASC	23742	1613	6.79

Medway All (excluding PRUs) 13864126 654863 4.72

School Type	Possible Sessions	Sessions Absent	% Absent
Primary	7886014	341297	4.33%
Secondary	5817329	300821	5.17%
Special	142241	9601	6.75%

Primary School Types

School status as at the Summer Census;

M: Maintained

ASL: Academy Sponsor Led

AC: Academy Converter

Secondary School Types

Primary School type	Possible Sessions	Sessions Absent	% Absent
AC	22944960	997688	4.35%
ASL	16034080	738600	4.61%
M	24109072	994088	4.12%

Secondary School Type	Possible Sessions	Sessions Absent	% Absent
Comprehensive	21116880	1222768	5.79%
Modern	11244472	681488	6.06%
Selective	14177280	502312	3.54%

Zone totals primary only

Zone	Possible Sessions	Sessions Absent	% Absent
1	14311032	674088	4.71%
2	15907504	662360	4.16%
3	15934552	657904	4.13%
4	16935024	736024	4.35%

Appendix K- Secondary school destination data

DfE Code	School name	School type	KS4 cohort	KS4 % in Education or Employment	KS5 cohort	KS5 % in Education or Employment
8874000	The Hundred Of Hoo School	Non Selective	191	92%	72	85%
8874001	The Robert Napier School	Non Selective	173	86%	57	82%
8874002	Waterfront UTC	Non Selective	86	92%	73	92%
8874068	Holcombe Grammar School	Selective	114	99%	111	89%
8874069	Fort Pitt Grammar School	Selective	122	99%	106	94%
8874167	Walderslade Girls' School	Non Selective	143	85%	55	89%
8874174	Greenacre School	Non Selective	148	89%	53	81%
8874199	Rainham School For Girls	Non Selective	248	94%	107	94%
8874530	Sir Joseph Williamsons Mathematical School	Selective	175	99%	172	89%
8875420	Rainham Mark Grammar School	Selective	176	98%	156	93%
8875429	Chatham Grammar School For Girls	Selective	94	98%	74	96%
8875436	St John Fisher Catholic School	Non Selective	113	88%	47	81%
8875445	Rochester Grammar School	Selective	166	99%	163	93%
8875451	The Thomas Aveling School	Non Selective	185	91%	92	86%
8875457	The Howard School	Non Selective	227	95%	142	89%
8876905	Strood Academy	Non Selective	210	92%	75	83%
8876906	Brompton Academy	Non Selective	181	96%	91	73%
8876907	The Victory Academy	Non Selective	95	86%	53	81%
8877053	Abbey Court School	(Blank)	9	100%		
8877042	Bradfields Academy	(Blank)	36	100%		
8877000	Inspire Special Free School	(Blank)	3			
8877016	Rivermead School	(Blank)	15	100%		
8871107	The Rowans Ap Academy	(Blank)	14	50%		
8871108	Willi Adams Centre Pru	(Blank)	67	54%		

Medway

87%

Selective

94%

92%

Non Selective

91%

85%