

Medway Annual Schools' Performance Report

Academic year 2019-2020

Contents

	Pg
Introduction	1
'Building back better'	2
Context	3
Services that the education division provide	5
Overview of Medway schools	10
• Ofsted	10
• SEND	11
• Disability	11
• Free school meals	12
• Ethnicity	13
• Languages	14
Key data	15
Inclusion key points	16
Permanent exclusions	17
• SEND	18
• FSM	18
Fixed term exclusions	19
• SEND	20
• FSM	20
Absence	21
• SEND	22
• FSM	22
Persistent absence	23
Destinations	24
• SEND	25
• FSM	25
NEET	26
NEET & Not Known	27
Glossary of terms	28
Appendix A School cohort	35
Appendix B Exclusions	39
Appendix C IDACI data	42
Appendix D Destination data	43

Introduction

The Medway annual schools' performance report seeks to summarise the activity in Medway's schools in raising achievement throughout the previous academic year. The annual report is usually rich in comparative data for the local and national picture but due to the pandemic, many of the assessments that feed the data were cancelled nationally or there has been national agreement to withhold publication because of lack of standardisation and comparative ambiguity. Consequently, all raising achievement analysis for early years foundation stage, phonics, key stage one, two, four and five is not available to drive this report.

Where data is available through census or local, internal, granular data then comparisons to national will be made if they are available. Where comparisons are made to rank order standing with other local authorities then it should be noted that, 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 given at the end of the document.

What does Medway do well?

Source: 2019 national performance data set:
analysis identified the following Medway priorities

In '*building back better*', this is the strong foundation we're building upon:

- **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 92% of pupils attend a good or outstanding school, compared with 84% nationally. (Feb 2020)
- **Phonics is a strength because performance throughout KS1** remains stable in line with national.
- **Key stage one is a strength** in all measures because Medway continues to perform above national.
- **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 the young people secured a strong pass in English and mathematics compared to national.

In '*building back better*' we need to:

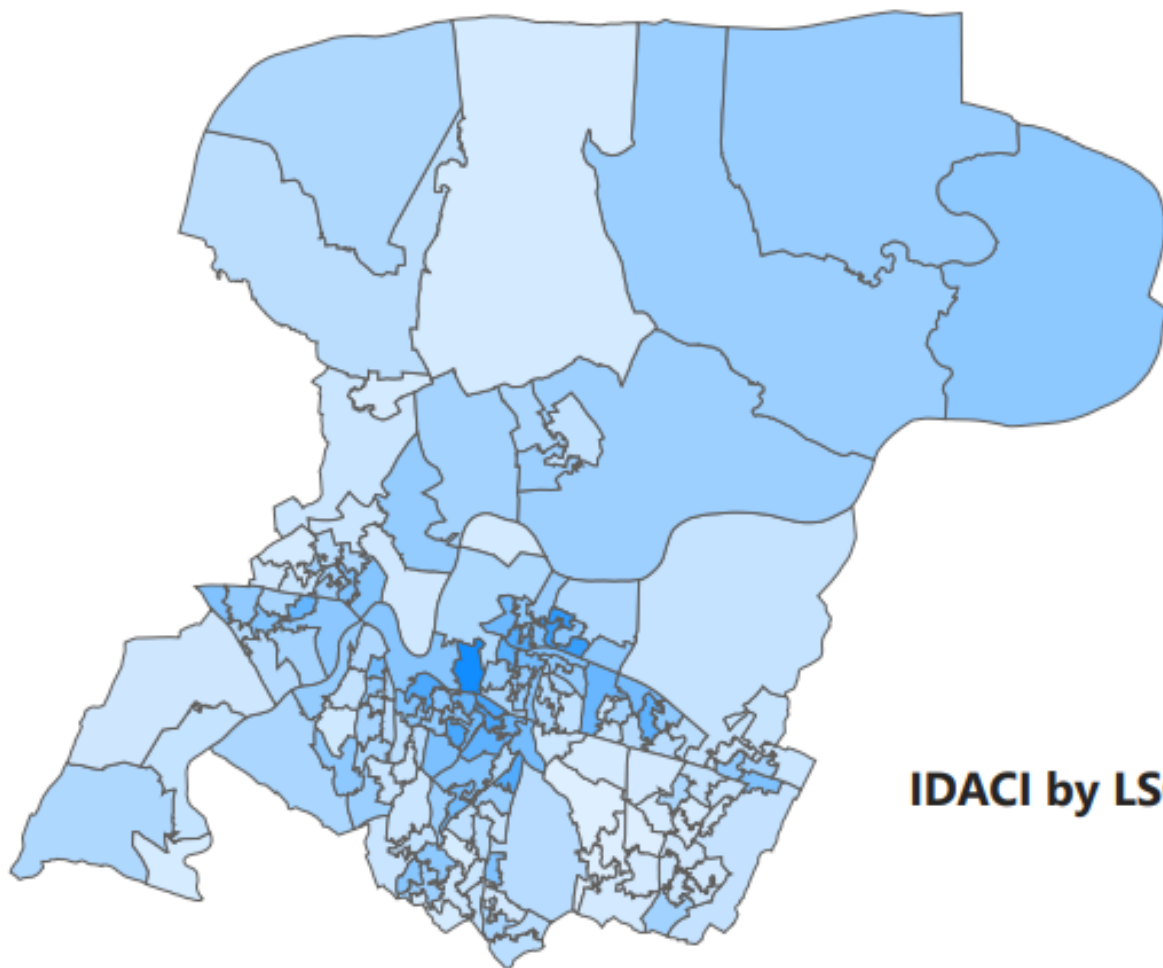
- **Improve the achievement** of all pupils' **ability to read** throughout key stage two to the required standard, so that they can fully access the year group curriculum and be ready for the next phase of their education; with particular emphasis upon pupils who are disadvantaged and /or require with SEND support.
- **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 **teaching** of pupils with an education healthcare plan, those eligible for free school meals and those pupils who require SEND support, so that their needs are met, make good progress and consequently are not excluded on a fixed term basis.
- **Improve** the performance of **Children Looked After** so that their achievement matches their non-CLA peers.
- **Improve** the engagement of young people in **education, training and employment**.

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 other local authorities.

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

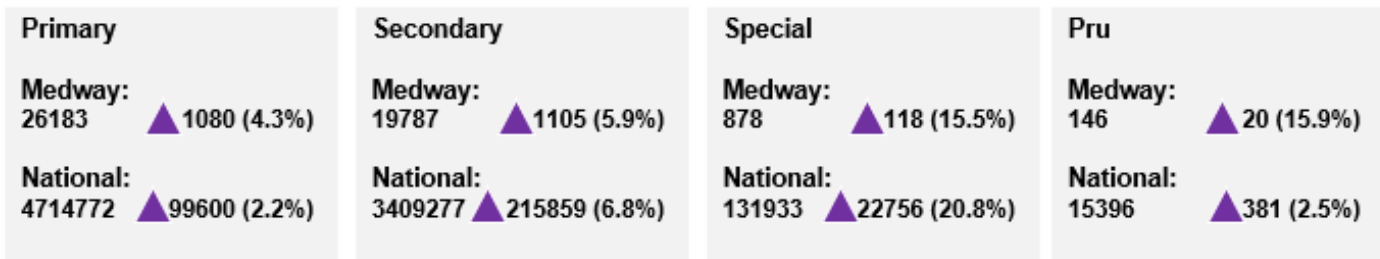


IDACI by LSOA

Least Deprived - Most Deprived

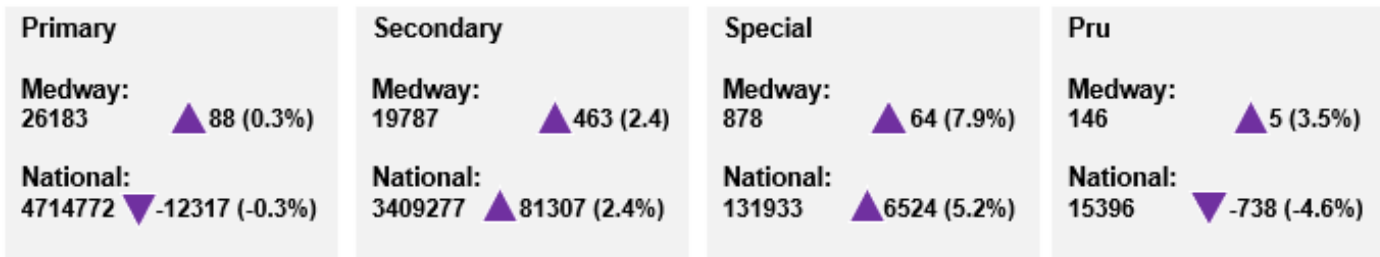
Medway: Total population of 46994 pupils, showing an increase of 2323 (5.2%)
 National: Total population of 8271378 pupils, showing an increase of 338596 (4.3%)

2020 Population rise on 2016



Medway: Total population of 46994 pupils, showing an increase of 620 (1.3%)
 National: Total population of 8271378 pupils, showing an increase of 74776 (0.9%)

2020 Population rise on 2019


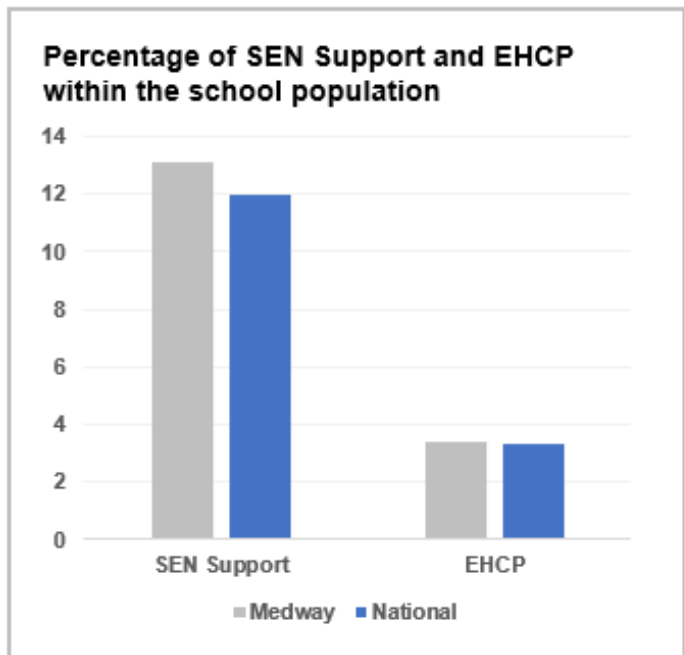


Children Looked After (CLA) per pop. 10,000

Medway	66
National	65

Known to be Eligible and claiming Free School Meals

Medway	
From	To
15.3%	15.9%
National	
From	To
16.8%	17.3%

Services that the education division provide

Early years foundation stage (EYFS) and sufficiency of early years provision

Medway early years sufficiency team, engage with all early years' providers across Medway, facilitating access to the government funded childcare offer and providing support for Medway children to achieve good levels of development alongside their early learning goals, equipping children to be ready for school. The commissioned service is Medway Early Years Limited (MEY) who 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 provide a support service of individual advice and guidance to new early years provision. MEY, undertake the early years foundation stage moderation process and support Medway early help services. The commissioned work fulfils statutory duties.

School effectiveness (SE)

School effectiveness 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. SE 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. Council plan priority 1, is the driver for all strategic leadership of school improvement and it aims to, enable 'all children and young people to achieve their potential'.

School effectiveness works through the following objectives to realise this ambition:

1. Ensure that all maintained schools remain or become at least 'good' as judged by the regulator, Ofsted;
2. Identify academy schools at risk of becoming a school of concern, and intervene following the protocol set out in section 8 below, as agreed by the regional schools commissioner (RSC) and accepted by academy trusts with schools in the area;
3. Reduce permanent exclusions in secondary schools in line with or below the national average; and
4. Lead on an effective strategy to address the identified Medway priorities
5. Support parents and families through promoting a good supply of strong schools;
6. Support vulnerable learners – including children looked after, those with special educational needs and those outside mainstream education;
7. Assess accurately the performance of all schools and report judgements to governors / trustees;
8. Support schools to be self-evaluating and self-managing with the expertise, means and resources to continuously improve;

9. Offer appropriate support and challenge within the general principle of intervention in inverse proportion to success;
10. Ensure a strong approach to underachievement and swift and effective action to remediate it;
11. Intervene in schools causing concern (in line with the September 2019 guidance for local authorities and RSCs); and
12. Champion local democracy by ensuring an appropriate choice of school governance arrangements and choice within types of provision.
13. Categorisation is undertaken to target support more accurately for individual schools. The LA will undertake categorisation of all Medway schools on an annual basis and this will be reviewed termly. The school effectiveness officers have a key role in categorising schools. Categorisation will be based on a range of evidence. The grade descriptors, drawn from the Ofsted framework, will be used to determine a single best-fit grade for each school for overall effectiveness.
14. Schools will receive notification confirming the LA categorisation grade and, with maintained schools, the LA offer of support attached to the grade. Should the categorisation grade be changed during the year a further notification will be issued.

Furthermore, the relationship between LA school effectiveness 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. The principle of SE 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, SE 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 virtual headteacher and is supported by a team of dedicated professionals who support and advise on the educational progress of children who are looked after. In Medway it 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. 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

Inclusion is a service that supports headteachers and governing bodies when a headteacher has made the decision to exclude a child, for a fixed term or permanently. Inclusion offer support and challenge to schools which often provides 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.

Much of the 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 (TAS) are key parts of the offer. SSG ensures that multi-agencies offer guidance and would normally include SEND, early help, social care, youth service, school effectiveness 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. Inclusion work closely with school effectiveness, SEND and the virtual school. 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 provided to school leaders and governors ensuring they are aware of the legalities of school exclusions. Officers with casework skills that expand across the education and social care sectors, 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 local authority officers provide advice and guidance 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 officers 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.

Attendance advisory service to schools and academies (AASSA)

AASSA is in part, a statutory service and continues to be a successful part traded service. The majority of Medway schools and academies purchase the service. When attendance fails to improve and unauthorised absence continues to be recorded, the service prosecutes parents on behalf of Medway council and schools. AASSA issue penalty notices on behalf of schools for unauthorised absence and unauthorised leave of absence (holiday). Penalties can be requested by the school and upon receiving clear evidence, the local authority will instigate legal proceedings.

AASSA works in partnership with schools to monitor and improve attendance. For schools who purchase the service, officers will visit schools regularly, making plans with attendance leads at the start of the academic year. This enables the correct support to be provided, attendance policies are fit for purpose and attendance monitoring regulated, ensuring procedures are closely followed. Officers encourage schools to challenge absence by requesting medical evidence and un-authorising leave of absence. Persistent absence data is collected through census which informs the strategic overview and analysis.

The monitoring of *Children Missing Education* is a core responsibility of the service. Support is offered to schools ensuring children are safe and in receipt of a fulltime education entitlement. The responsibility for identifying and tracking children missing education is shared jointly with social care and will jointly extend across other local authorities and nationalities. Occasionally, there will be a loss of trace, in which case officers liaise with the police and border agencies to effect a wider trace. Children and young people who have been removed from or added to a school roll are reported to

officers who ensure that breaks in education are avoided in line with statutory responsibilities.

Supporting schools during the pandemic:

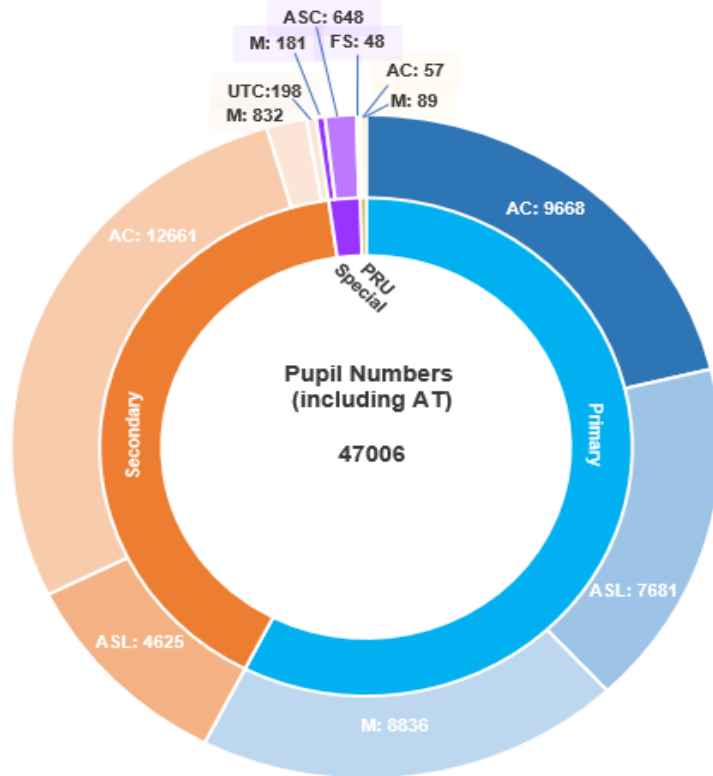
With the closure of schools in March 2020, legal proceedings nationally were placed on hold; courts were closed and the vast majority of pupils were not required to attend school. The service continued to support all schools and academies across Medway with interpreting DfE attendance guidance, liaising with headteachers during the virtual headteacher reference group, answering questions and subsequently publishing written guidance in headteacher briefings. During this time, schools are still responsible for pupil engagement in online lessons (remote learning) but supporting schools with penalties can only recommence when they are fully open.

Information, advice and guidance team (Destination/NEET)

Information Advice and Guidance (IAG) work with schools and academies regarding prompt key data collection in Key Stage 4 & 5. The core function of the team is to reduce the number of young people not in education, employment or training (NEET). The service 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's schools

School Type



School Phase	Academies		LA Maintained		Total
	Percentage	Number	Percentage	Number	
Primary	66.3	8836	33.7	26185	
Secondary	95.4	832	4.6	18118	
All-through	0.0	1482	100.0	1482	
University Technical College (UTC)	100.0	0	0.0	198	
Special	79.4	181	20.6	877	
PRU	39.0	89	61.0	146	
Total	75.7	11420	24.3	47006	

Top Ten Languages

All	%	Primary	%	Secondary	%
English	86.5	English	85.6	English	88.0
Polish	1.2	Polish	1.4	Yoruba	1.2
Yoruba	1.0	Romanian	1.0	Panjabi	1.0
Panjabi	1.0	Panjabi	1.0	Polish	0.8
Romanian	0.8	Yoruba	0.9	Bengali	0.6
Other than English	0.7	Other than English	0.9	Other than English	0.5
Bengali	0.7	Bengali	0.7	Urdu	0.5
Lithuanian	0.5	Lithuanian	0.7	Romanian	0.4
Russian	0.5	Russian	0.6	Slovak	0.4
Bulgarian	0.5	Bulgarian	0.6	Bulgarian	0.4

Special	%	University Technical College	%	Pupil Referral Unit	%
English	91.4	English	90.9	English	89.0
Bengali	1.5	Polish	2.0	Romanian	2.1
Other than English	1.1	Bulgarian	1.0	Lithuanian	1.4
Turkish	0.7	Portuguese	1.0	Romany/English Romanes	1.4
Yoruba	0.7	Tagalog/Filipino	1.0	German	0.7
Panjabi	0.6	Albanian/Shqip	0.5	Other than English	0.7
Slovak	0.5	Esan/Ishan	0.5	Pashto/Pakhto	0.7
Russian	0.3	Lithuanian	0.5	Polish	0.7
Tagalog/Filipino	0.3	Latvian	0.5	Slovak	0.7
Akan/Twi-Fante	0.2	Romanian	0.5	Spanish	0.7

All-through	%
English	72.7
Polish	3.5
Russian	1.9
Romanian	1.8
Bengali	1.6
Lithuanian	1.6
Portuguese	1.6
Panjabi	1.2
Bulgarian	1.1
Arabic	0.8

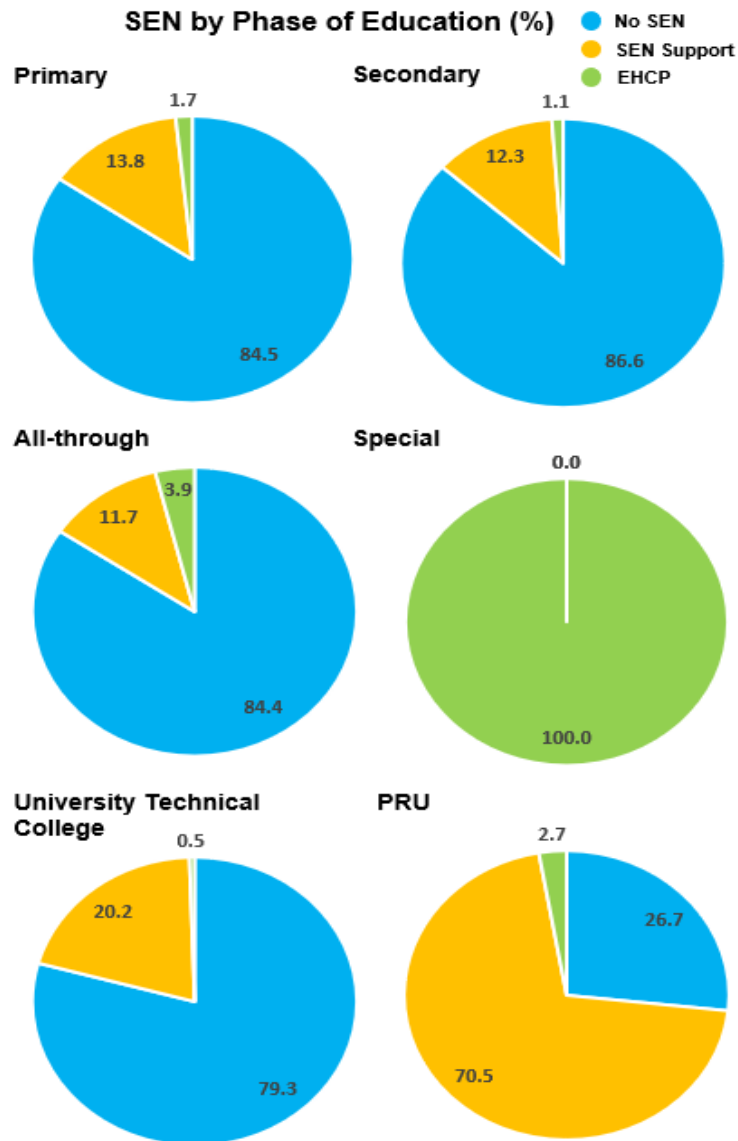
Ofsted

Number of schools in:

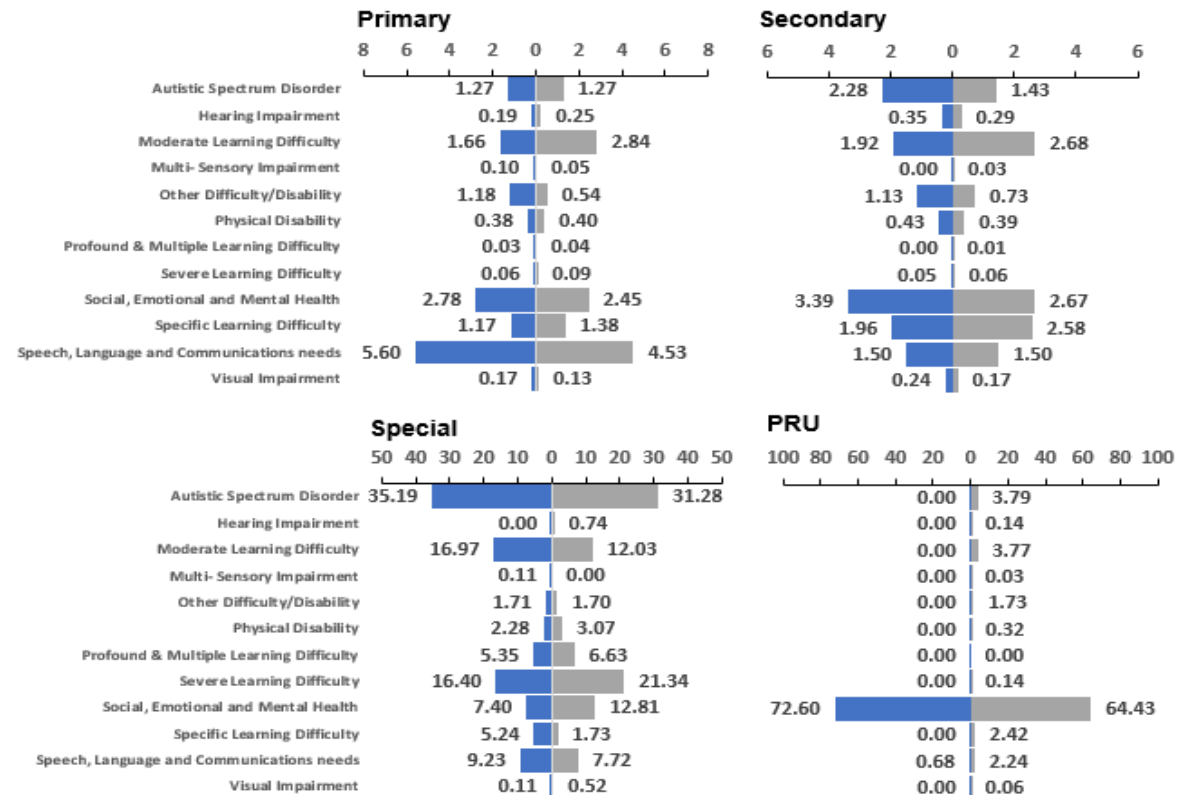
Double Requires Improvement	3
Serious Weakness	1
Special Measures	2

Overview of Medway's schools

11



Special Education Needs and Disability (SEND)

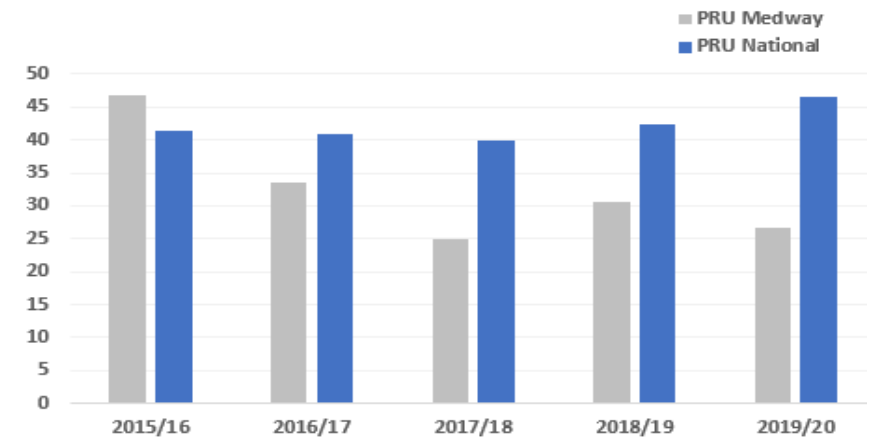
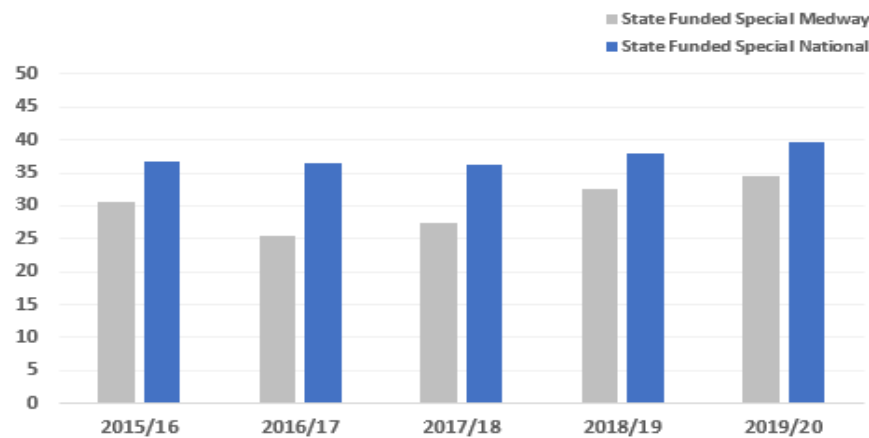
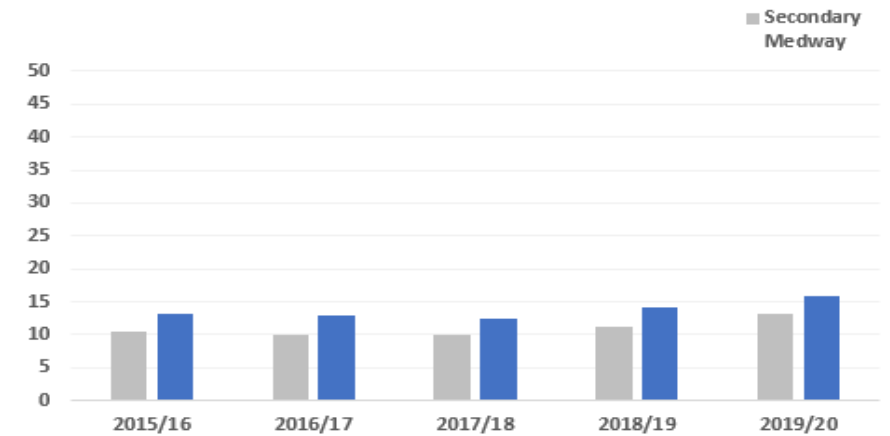
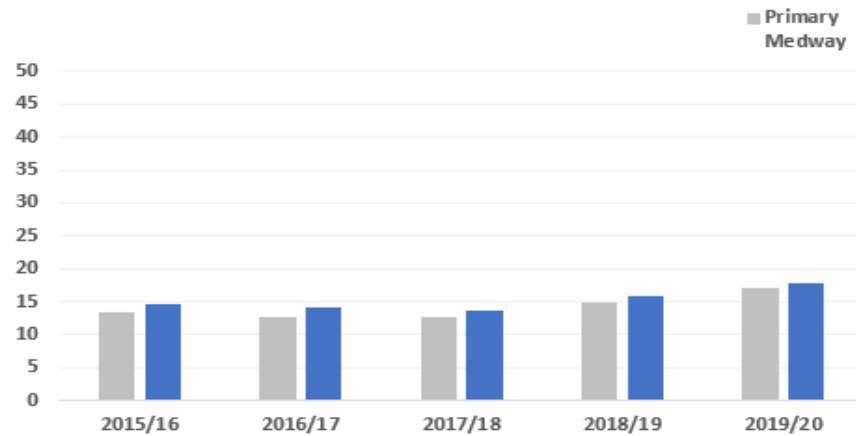


School Type	1 st Most Prominent Primary Need		2 nd Most Prominent Primary Need	
	Medway	National	Medway	National
Primary	Speech, language and communication needs	Speech, language and communication needs	Social, emotional and mental health	Moderate learning difficulty
Secondary	Social, emotional and mental health	Moderate learning difficulty	Autistic Spectrum Disorder	Social, emotional and mental health
Special	Autism Spectrum Disorder	Autism Spectrum Disorder	Moderate learning difficulty	Severe learning difficulty
PRU	Social, emotional and mental health	Social, emotional and mental health	Speech, language and communication needs	Autism Spectrum Disorder

Overview of Medway's schools

	Primary		Secondary		State Funded Special		PRU		All	
	Medway	National	Medway	National	Medway	National	Medway	National	Medway	National
2015/16	13.4	14.6	10.5	13.2	30.5	36.6	46.8	41.3	12.6	14.3
2016/17	12.8	14.1	10.0	12.9	25.6	36.5	33.6	40.8	11.9	14.0
2017/18	12.8	13.8	9.9	12.4	27.5	36.2	25.0	40.0	11.9	13.6
2018/19	14.9	15.8	11.3	14.1	32.6	38.0	30.5	42.5	13.8	15.4
2019/20	17.2	17.7	13.3	15.9	34.6	39.8	26.7	46.6	15.9	17.3

Known to be eligible for free school meals



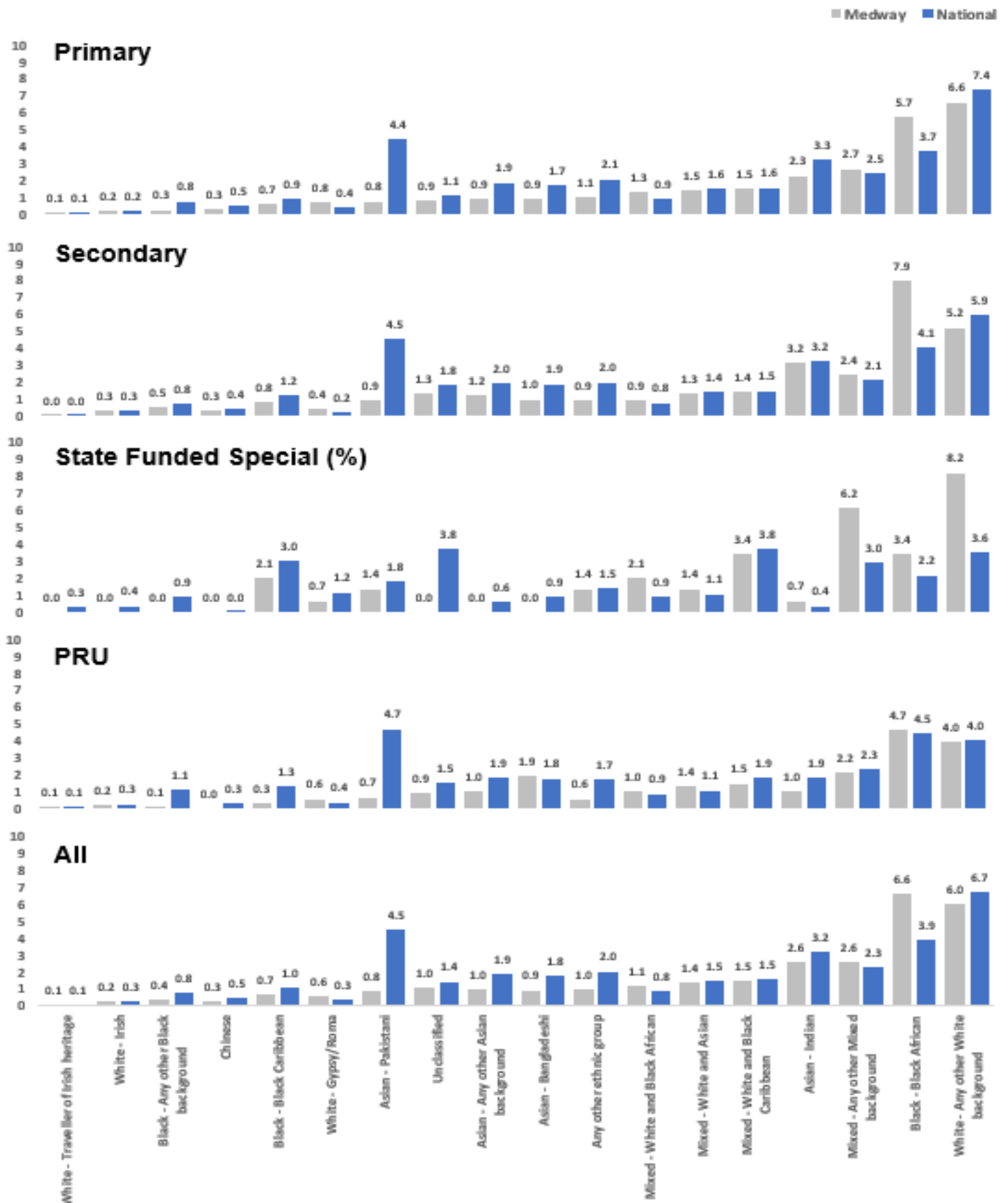
Overview of Medway's schools

Ethnicity by School Phase (%)



Overview of Medway's schools

Ethnicity by School Phase: Non White-British Breakdown (%)



Key data overview

Headlines of Performance Analysis

Please note figures in relation to Exclusions, Absence and Destination are published a year 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	🚩

England	
Lowest	Highest
25 th percentile	75 th percentile

● Medway Value

Key Stage	Medway	National	Overview	All LA Summary	
Exclusions					
PE Rate Overall	↓ 0.09	→ 0.10	🚩 Medway is 11.1% better than national		
PE Rate Primary	↑ 0.02	↓ 0.02	🟡 Medway is the same as the national		
PE Rate Secondary	↓ 0.18	→ 0.20	🚩 Medway is 11.1% better than national		
PE Rate Special	↓ 0.00	↑ 0.08	🚩 Medway is below the national		
FTE Rate Overall	↓ 5.74	↑ 5.38	✗ Medway is 6.62% higher the national		
FTE Rate Primary	↑ 2.08	↑ 1.41	🚩 Medway is 32.2% higher than national		
FTE Rate Secondary	↓ 10.16	↑ 10.75	🟢 Medway is 5.80% below the national		
FTE Rate Special	↑ 17.94	↓ 11.32	🚩 Medway is 37.0% higher than national		
Absence					
Overall Absence	↑ 4.73	↓ 4.70	✗ Medway is 0.63% higher than national		
Authorised Absence	12.38	14.40	🚩 Medway is 14.16% below the national		
Unauthorised Absence	4.07	5.20	🚩 Medway is 21.7 below the national		
Persistent Absence	11.40	10.90	✗ Medway is 4.39% higher than national		
Destinations					
KS4	Education	↑ 88%	↑ 87%	✓ Medway is 1.15% above the national	
	Employment	→ 3%	→ 3%	🟡 Medway is the same as the national	
	Apprenticeship	→ 4%	→ 4%	🟡 Medway is the same as the national	
	Not-sustained	↓ 4%	→ 5%	🚩 Medway is 20% below the national	
KS5	Education	↑ 54%	↑ 61%	🚩 Medway is 11.48 below the national	
	Employment	↓ 24%	↓ 20%	🚩 Medway is 20% above the national	
	Apprenticeship	↑ 9%	→ 7%	🚩 Medway is 28.8% above the national	
	Not-sustained	↑ 10%	→ 8%	🚩 Medway is 25% above the national	

Inclusion key points

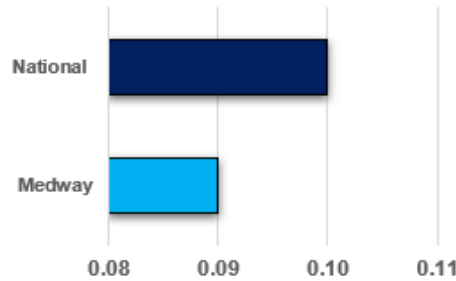
1. 2018/19 marked a significant milestone in the improvement journey of inclusion across Medway's schools and academies.
2. Primary permanent exclusions were in line with the national rate for the first time and secondary permanent exclusions, which had also been in excess of the national profile, were reduced to below the national rate. Special schools in Medway performed consistently with their historical pattern and were zero for permanent exclusion.
3. The 2018/19 permanent exclusion data evidences widescale improvement across the education sector. Strategic, organisational and operational attitudes underwent a seismic shift towards higher quality inclusion provision and understanding in schools and academies since the exclusion excesses of 2015. It is a significant achievement in just three years, from when Medway was the highest permanently excluding local authority nationally.
4. As a consequence of less permanent exclusions, headteachers tended to use short, fixed term exclusions more. Though the rate at which fixed term exclusions exceeded the national rate in 2018/19, it did continue to reduce from 2015, compared to a national trend that increased.
5. Although Medway's primary and special schools were still above the national rate of fixed term exclusions, for the first time, secondary schools were under the national. This marks a significant shift in the reliance upon exclusion to resolve challenging behaviours and continues the improving trend across all phases since 2015 regarding fixed term *and* permanent exclusion.
6. Local authority internal data evidences that this rate of improvement in inclusion provision across primary and secondary schools continues into 2019/20. Though this data is yet to be released in line with government publication.
7. The improvement journey in inclusive provision continues to support schools and academies so that the council's key priority for people, enabling all children and young people to 'achieve their potential in schools' is realised. A clear set of inclusion principles underpin the strategic understanding of inclusion between schools, the inclusion team are organised to deliver support and guidance to all education settings. A set of protocols have been co-produced between the council and schools that underpin the operational inclusion arrangements between and within schools. These protocols include operational arrangements for fair access, reintegration and managed moves when individual pupils require careful consideration.

Permanent exclusions (Pex)

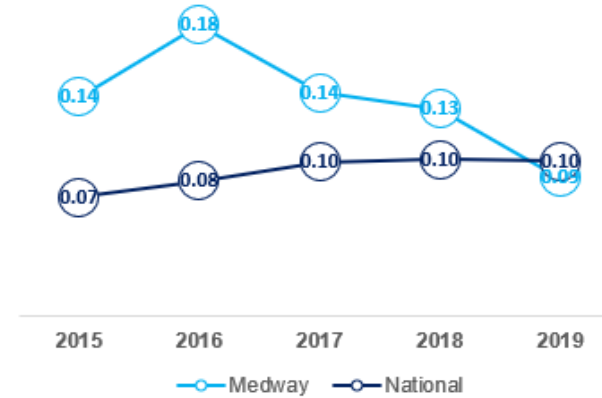
Academic Year 2018-19

Headline: The trend in reducing the rate of permanent exclusions continues, with Medway permanently excluding less pupils than nationally

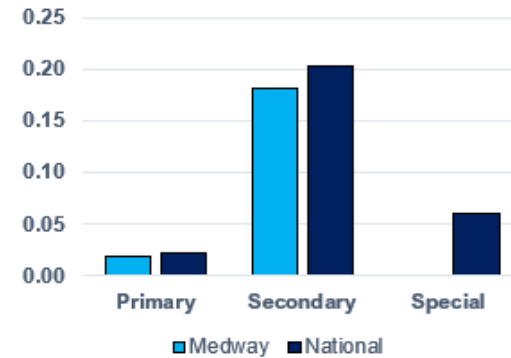
Medway is 0.01pp below the National PE rate



Permanent Exclusions



PE Rate By School Type



17

Medway has shown a 31.8% improvement on the previous year

PE Rate	Medway	National
2015	0.14	0.07
2016	0.18	0.08
2017	0.14	0.10
2018	0.13	0.10
2019	0.09	0.10

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

Permanent Exclusion Rate

70 ▲ -40

Persistent disruption, physical assault against a pupil and physical assault against an adult are the top three reasons for exclusion in Medway and feature higher than expected nationally. Racial abuse is also higher than national and is now the joint fourth highest exclusion reason; this was 0.00 in the 2017-18 academic year so has seen a rise of 5%. Persistent disruption is the top reason and is 9.8pp higher than the national figure. Medway has excluded against 8 out of 12 categories with no pupils being excluded for damage, theft, bullying or sexual misconduct. Medway also recorded significantly lower permanent exclusion rates than national in regards to drug and alcohol related exclusions (3.7pp), verbal abuse/threatening behaviour towards an adult (5.7pp) and exclusions recorded as 'Other' (14.9pp).

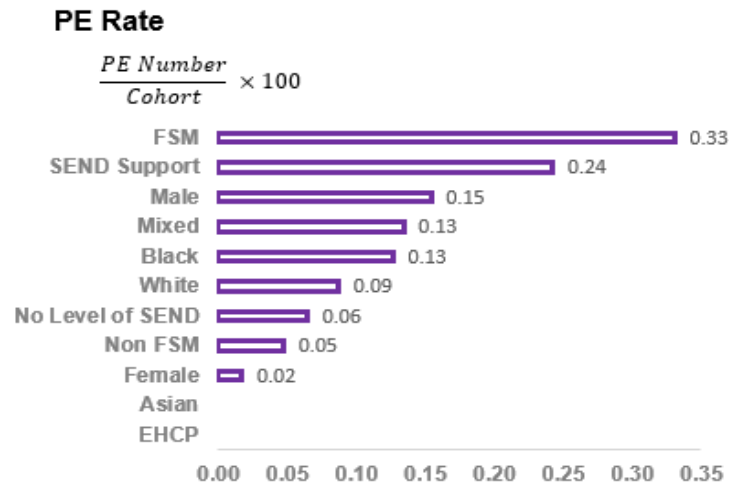
Appendix I shows exclusions data obtained from Synergy for the 2019-20 Academic Year. Census data could not be obtained due to the cancellation of the Summer 2020 census. As the 2018-19 and 2019-20 data were obtained from 2 different sources, no comparisons can be made. Appendix I has been provided for information reasons only.

School Type	Medway	National	Comparison
Primary	0.02	0.02	same as National
Secondary	0.18	0.20	better than National (0.2pp)
Special	0.00	0.06	better than National (0.06pp)

Reason for exclusion %	Medway	National
Persistent disruptive behaviour	45.0%	35.2%
Physical assault against a pupil	20.0%	13.3%
Physical assault against an adult	17.5%	10.3%
Drug and alcohol related	5.0%	8.7%
Racial abuse	5.0%	0.2%
Other	2.5%	17.4%
Verbal abuse/threatening behaviour against an adult	2.5%	8.2%
Verbal abuse/threatening behaviour against a pupil	2.5%	3.8%
Damage	0.0%	0.9%
Theft	0.0%	0.5%
Bullying	0.0%	0.4%
Sexual misconduct	0.0%	1.1%

Permanent exclusions (Pex)

Gaps in SEND and FSM

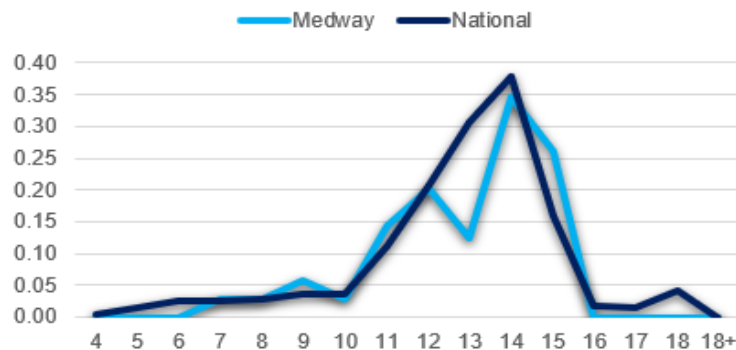


Characteristic	Cohort	No. of Exclusions	PE Rate
FSM	6,345	21	0.33
SEND Support	6,183	15	0.24
Male	23,307	36	0.15
Mixed	2,976	4	0.13
Black	3,154	4	0.13
White	36,624	32	0.09
No Level of SEND	38,573	25	0.06
Non FSM	39,888	19	0.05
Female	22,926	4	0.02
Asian	2,464	0	0.00
EHCP	1,477	0	0.00

Pupils eligible for FSM and those pupils who require additional support due to a having a diagnosed Special Educational Need or Disability but do not have an EHCP in place account for significant proportions of permanent exclusions. Medway's SEND Support rate of exclusion is low and 0.06pp below the national group figure.

18

PE Rate by Pupil Age



Medway shows a peak in permanent exclusions at the age of 14 which matches the national group. The national group's exclusion rate rises steadily from age 10 whereas Medway's dipped at age 12 and rises sharply from ages 13 to 14.

Closing the gap

EHCP	There were no permanent exclusions for pupils with an EHCP and they performed better than pupils with no levels of SEND (0.06pp).
SEND Support	Pupils with SEND Support were the worst achieving out of the SEND group (0.18pp above pupils with no level of SEND and 0.24pp above pupils with an EHCP).
FSM	Pupils eligible for FSM performed poorer than pupils who are not eligible (0.28pp)

Closing the gap with the relative national group

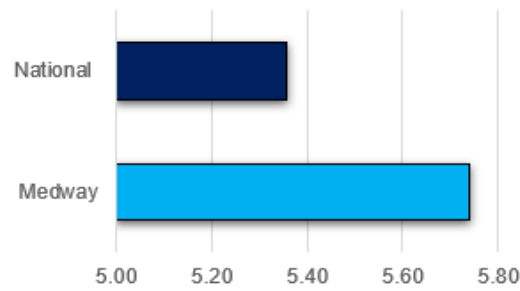
	Medway	National		
No Level of SEND	0.06	0.06	EHCP	Medway excludes less EHCP pupils than national
SEND Support	0.24	0.32	SEND Support	Medway excludes less SEND Support than national
EHCP	0.00	0.15	FSM	Medway excludes more FSM than national
Non FSM	0.05	0.06		
FSM	0.33	0.27		

Fixed term exclusions (Ftex)

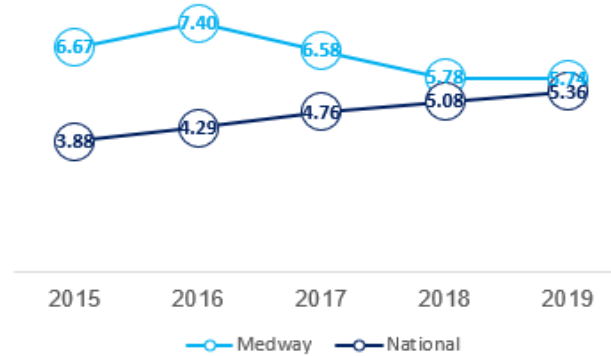
Academic Year 2018-19

Headline: The reduction in issuing fixed term exclusions continued in 2018-19 but Medway still excluded more pupils than the national profile.

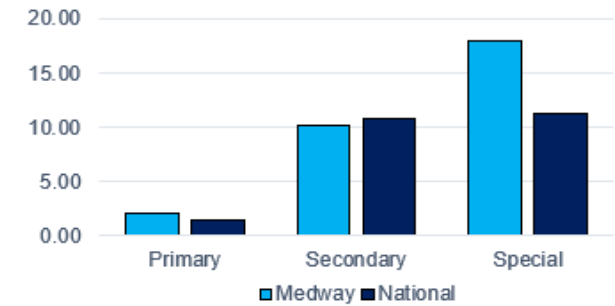
Medway is poorer than National (0.38pp)



Fixed Term Exclusions



FTE Rate By School Type



19

Medway has shown a 1% improvement on the previous year but is still 0.38pp below national

FTE Rate	Medway	National
2015	6.67	3.88
2016	7.40	4.29
2017	6.58	4.76
2018	5.78	5.08
2019	5.74	5.36

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

Fixed Term Exclusion Rate

100 ▲ -11

Persistent disruption, verbal abuse/threatening behaviour against an adult and physical assault against a pupil are the top three reasons for exclusion in Medway and feature higher than expected nationally except physical assault against a pupil where Medway's figure is 1.8pp below national. Physical assault against an adult and verbal abuse/threatening behaviour against an adult are also higher than national. Persistent disruption is the top reason and is 16.7pp higher than the national figure. Medway has excluded against all 12 exclusion categories but recorded lower rates than national in 7 of the exclusion reasons and significantly lower fixed term exclusion rates than national in regards to drug and alcohol related exclusions (1.4pp) and fixed term exclusions recorded as 'Other' (15.5pp).

Appendix I shows exclusions data obtained from Synergy for the 2019-20 Academic Year. Census data could not be obtained due to the cancellation of the Summer 2020 census. As the 2018-19 and 2019-20 data were obtained from 2 different sources, no comparisons can be made. Appendix I has been provided for information reasons only.

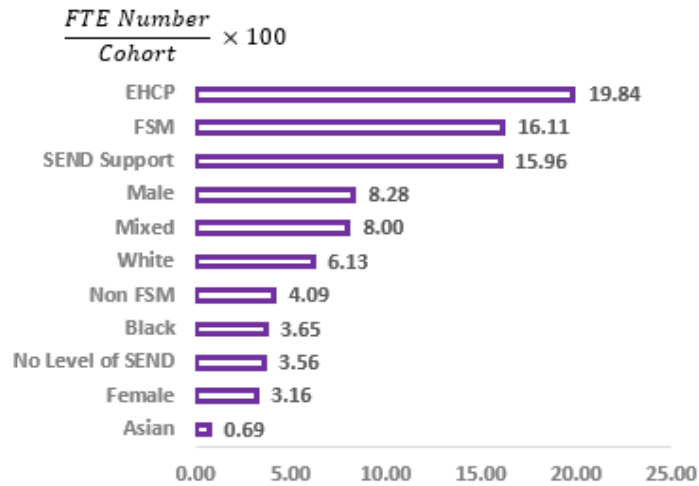
School Type	Medway	National	Comparison
Primary	2.08	1.41	poorer than National (0.67pp)
Secondary	10.16	10.75	better than National (0.59pp)
Special	17.94	11.32	poorer than National (6.62pp)

Reason for exclusion %	Medway	National
Persistent disruptive behaviour	48.2%	31.5%
Verbal abuse/threatening behaviour against an adult	16.4%	15.3%
Physical assault against a pupil	14.5%	16.3%
Physical assault against an adult	8.1%	6.6%
Verbal abuse/threatening behaviour against a pupil	3.9%	3.7%
Other	3.2%	18.7%
Damage	1.8%	1.9%
Drug and alcohol related	1.2%	2.6%
Racial abuse	1.1%	1.1%
Theft	0.6%	0.9%
Bullying	0.6%	0.8%
Sexual misconduct	0.3%	0.4%

Fixed Term Exclusions (Ftex)

Gaps in SEND and FSM

Fixed Term Exclusions (FTE) Rate

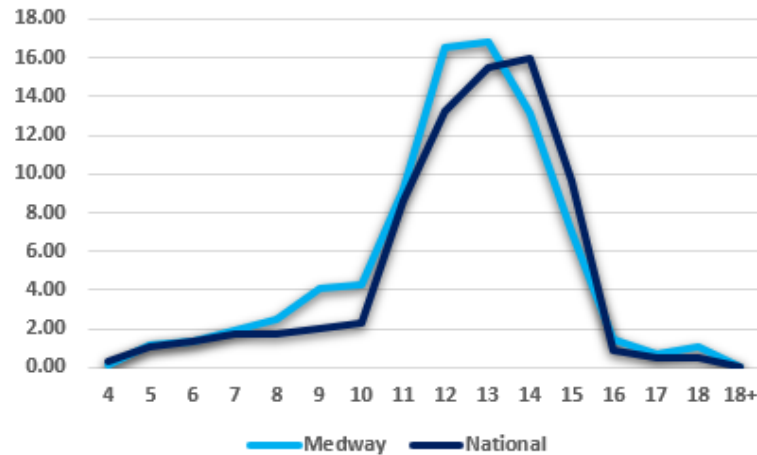


Characteristic	Cohort	No. of Exclusions	FTE
EHCP	1,477	987	19.84
FSM	6,345	1,022	16.11
SEND Support	6,183	293	15.96
Male	23,307	1,929	8.28
Mixed	2,976	238	8.00
White	36,624	2,246	6.13
Non FSM	39,888	1,631	4.09
Black	3,154	115	3.65
No Level of SEND	38,573	1,373	3.56
Female	22,926	724	3.16
Asian	2,464	17	0.69

Pupils eligible for FSM, pupils with an EHCP and pupils who require additional support due to a having a diagnosed Special Educational Need or Disability account for significant proportions of fixed term exclusions. The only area where Medway is higher than the national figure is for pupils who have no level of SEND support and this is by 0.01pp. In contrast to the PE figures where pupils with an EHCP accounted for none of the permanent exclusions in 2018-19, they had the highest rate of fixed term exclusions out of all groups.

20

FTE Rate by Pupil Age



Medway shows a peak in fixed term exclusions at the ages 11-12 which differs from the national group which is 13-14.

Closing the gap

EHCP	Pupils with an EHCP performed poorer than those with no level of SEND (16.28pp)
SEND Support	Pupils with SEND Support performed 12.4pp lower than pupils with no level of SEND
FSM	Pupils eligible for FSM performed poorer than pupils who are not eligible (12.02pp)

Closing the gap with the relative national group

		Medway	National
EHCP	Medway is excluding more pupils than national (3.73pp)		
SEND Support	Medway is excluding more pupils than national (0.37pp)		
FSM	Medway is excluding more pupils than national (2.35pp)		
	No Level of SEND	3.56	3.57
	SEND Support	15.96	15.59
	EHCP	19.84	16.11
	Non FSM	4.09	3.83
	FSM	16.11	13.76

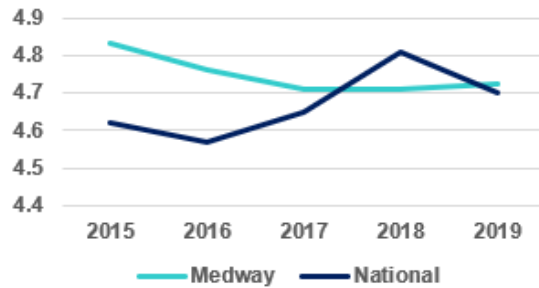
Absence

Academic year 2018-19

Headline: A minority of schools need to respond to the challenges of persistent absence in their community

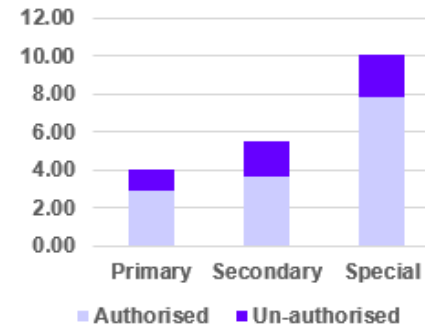
Overall Absence

Medway's overall absence rate is slightly higher than national (0.03pp)

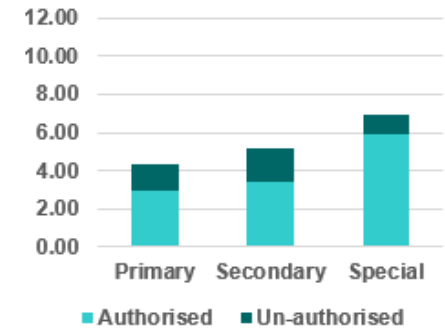


Overall Absence	Medway	National
2015	4.83	4.62
2016	4.76	4.57
2017	4.71	4.65
2018	4.71	4.81
2019	4.73	4.70

National Overall Absence

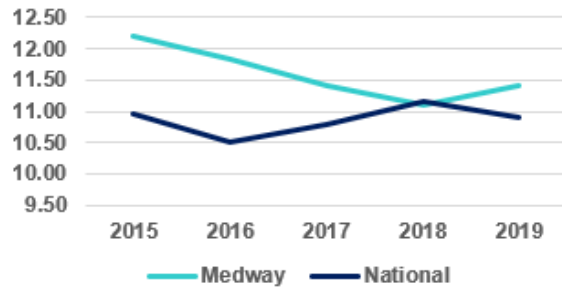


Medway Overall Absence



Persistent Absence

Medway's persistent absence rate is higher after being comparable in 2018 (0.5pp)



Medway has increased in overall and persistent absence in the past year

Persistent Absence	Medway	National
2015	12.20	10.96
2016	11.83	10.50
2017	11.41	10.79
2018	11.09	11.17
2019	11.40	10.90

School Type	Medway	National
Primary	4.33	4.00
Secondary	5.18	5.50
Special	6.92	10.10

Medway's overall absence rate is:

poorer than national (0.33pp)

better than national (0.32pp)

better than national (3.18pp)

Medway had shown an improvement in absence figures since 2015 but unfortunately the overall and persistent absence figures have again fallen below national. National had seen an increase in the years 2015 to 2018 which contrasted Medway's deteriorating trend but it seems that now the opposite has happened with Medway starting to increase in both absence areas; the biggest increase was persistent absence.

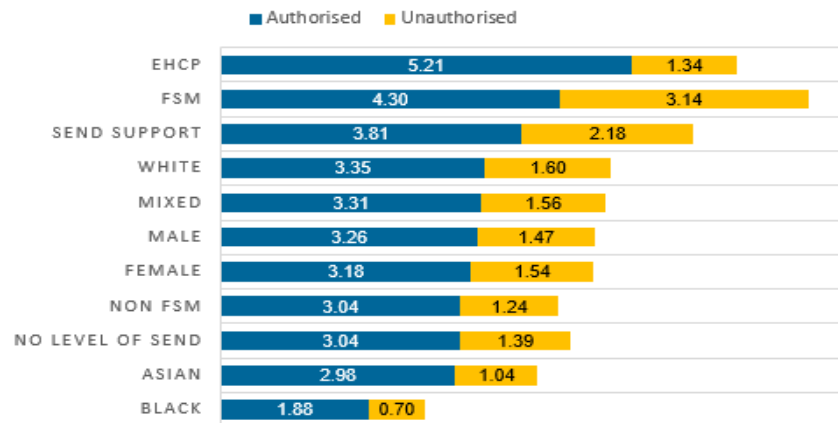
Current ranking out of 152 LAs and place movement on previous year

Authorised Absence	Overall Absence	Persistent Absence	Unauthorised Absence
67 ▼ 22	80 ▼ 33	99 ▼ 24	94 ▼ 10

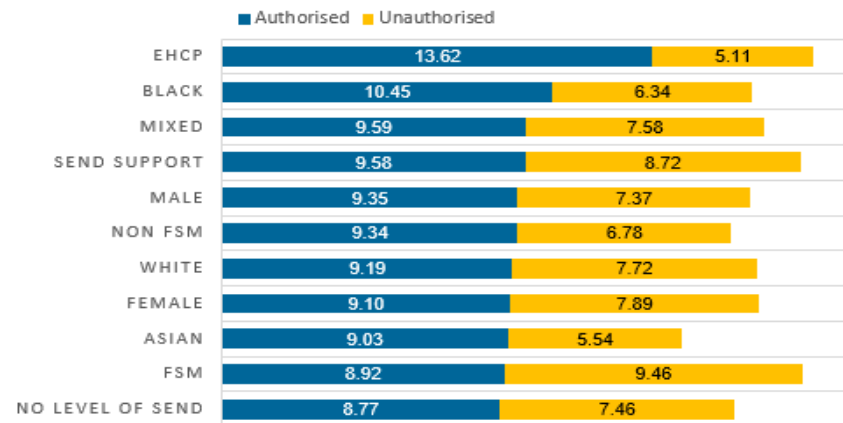
Absence

Gaps in SEND and FSM

Overall Absence



Persistent Absence



22

Closing the gap

EHCP	Overall absence rates of pupils with an EHCP are poorer than pupils with no level of SEND (2.11pp)
SEND Support	Overall absence rates of pupils with SEND Support are poorer than pupils with no level of SEND (1.56pp)
FSM	Overall absence rates of pupils eligible for FSM are poorer than pupils not eligible (3.16pp)

EHCP	Persistent absence rates of pupils with an EHCP are poorer than pupils with no level of SEND (2.49pp)
SEND Support	Persistent absence rates of pupils with SEND Support are poorer than pupils with no level of SEND (2.07pp)
FSM	Persistent absence rates of pupils eligible for FSM are poorer than pupils not eligible (2.26pp)

Closing the gap with the relative national group

		Overall Absence	Medway	National
EHCP	better than national (2.18pp)	FSM	7.44	7.48
SEND Support	better than national (0.49pp)	Non FSM	4.28	4.21
FSM	better than national (0.04pp)	EHCP	6.54	8.72
		SEND Support	5.99	6.48
		No level of SEND	4.43	4.31

		Persistent Absence	Medway	National
EHCP	better than national (6.22pp)	FSM	18.38	20.66
SEND Support	better than national (2.73pp)	Non FSM	16.12	18.13
FSM	better than national (2.28pp)	EHCP	18.72	24.94
		SEND Support	18.30	21.03
		No level of SEND	16.23	17.79

Medway has lower levels of overall and persistent absence in all areas when compared to the national profile. Although FSM have the highest overall absence rate in Medway, it is still 0.04pp below national. Pupils with an EHCP have the highest rate of persistent absence but are well below the national profile (6.22pp) and 2.19pp below the Medway EHCP persistent absence rate recorded in the last academic year.

Persistent absence

Headline: Medway's persistent absence is better than national for Secondary and Special schools

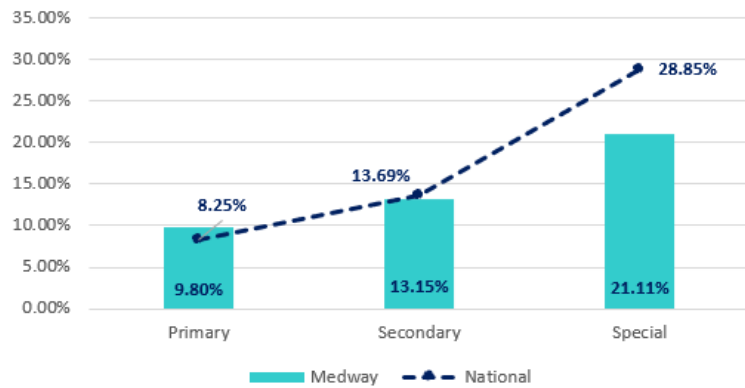
Persistent	Medway	National
Primary	9.80%	8.25%
Secondary	13.15%	13.69%
Special	21.11%	28.85%

Medway's persistent absence rate is poorer than national (1.55pp)

Medway's persistent absence rate is better than national (0.54pp)

Medway's persistent absence rate is better than national (7.74pp)

Persistent Absence by School Type



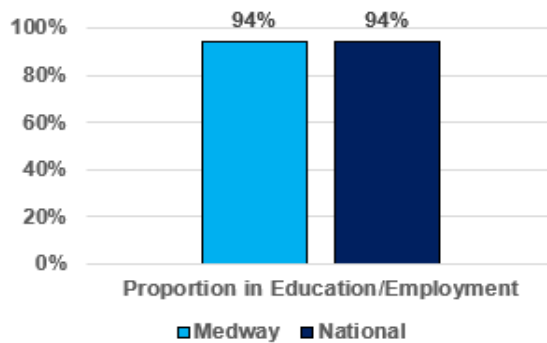
Destinations

Academic year 2018-19: Pupils who were at the end of KS4 (or 5) in the academic year 2017-18 and their destinations between October 2018 and March 2019.

Headline: The destinations of Year 11 pupils match national

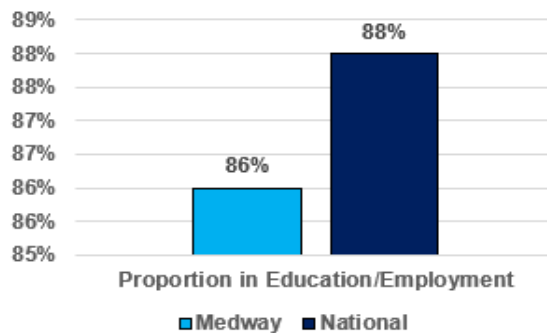
Proportion in education/employment

At KS4 Medway is in line with National



- Although KS5 pupils in Medway have a lower percentage engaged with education than national, there are 4% more employed and 2% completing Apprenticeships when compared to national
- 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; and 12% progressed into Russell Group universities which is 8% less than national although Medway's percentage has increased when compared to the 2017-18 academic year (8% and 12% respectively)
- The proportion of young people progressing into the top third most selective higher educations has increased to 16% but is still poorer than the national figure of 23%.

At KS5 Medway is poorer than national



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

KS4 Destinations

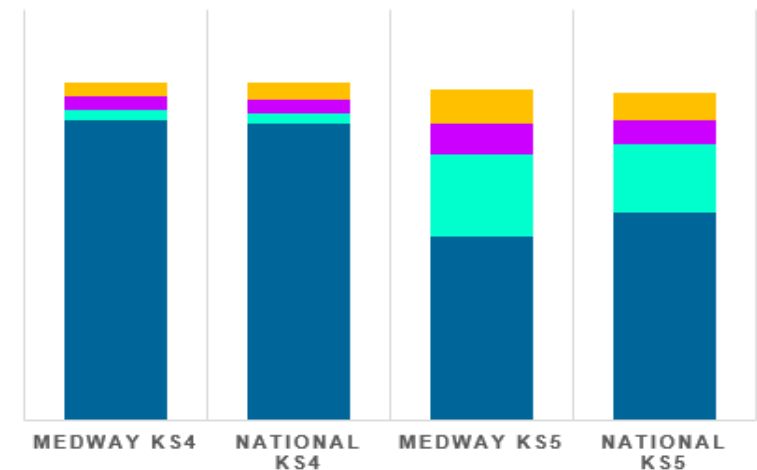
64 ▼ 11

KS5 Destinations

110 ▼ 25

KS4 & KS5 Destinations Sustained

■ Education ■ Employment ■ Apprenticeship ■ Not Sustained



Destinations	Education	Employment	Apprenticeship	Not Sustained
Medway KS4	88%	3%	4%	4%
National KS4	87%	3%	4%	5%
Medway KS5	54%	24%	9%	10%
National KS5	61%	20%	7%	8%

KS5 Higher Education details

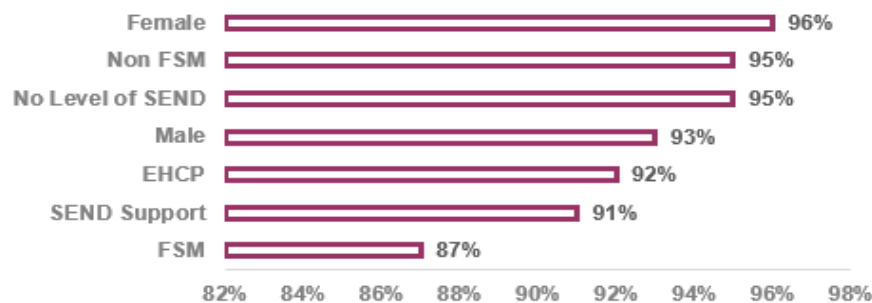
KS5 Higher Education Destination Details	Medway	National
Percentage that progressed to higher education or training	65%	72%
Degrees	63%	69%
Top third most selective Higher Education Institutions	16%	23%
Russell Group	12%	20%
Oxford and Cambridge	1%	1%
Higher Apprenticeships	2%	2%
Other study at Level 4/5	1%	1%

Destinations

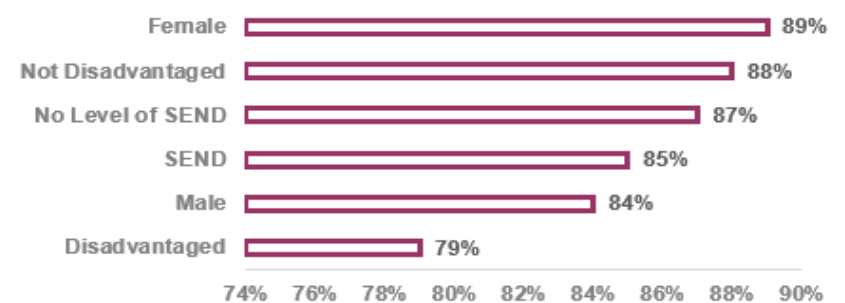
Academic year 2018-19: Pupils who were at the end of KS4 (or 5) in the academic year 2017-18 and their destinations between October 2018 and March 2019.

Gaps in SEND and FSM/Disadvantage Yr 11 Status

KS4 education/employment



KS5 education/employment



25

Closing the gap

EHCP	Pupils with an EHCP performed poorer than pupils with no level of SEND (3pp)
SEND Support	Pupils with SEND Support performed poorer than pupils with no level of SEND (4pp)
FSM	Pupils eligible for FSM performed poorer than pupils not eligible (8pp)

SEND	Pupils with SEND performed poorer than pupils with no level of SEND (3pp)
Disadvantaged	Pupils recorded as 'Disadvantaged' performed poorer than pupils that weren't (9pp)

SEND	At KS5 Medway is poorer than national (1pp)
Disadvantaged	At KS5 Medway is poorer than national (4pp)

Closing the gap with the relative national group

EHCP	At KS4 Medway is better than national (2pp)
SEND Support	At KS4 Medway is better than national (2pp)
FSM	At KS4 Medway is the same as national

KS4	Medway KS4	National KS4	Medway KS5	National KS5
EHCP	92%	90%		
No Level of SEND	95%	95%	87%	88%
SEND Support	91%	89%		
SEND			85%	86%
FSM	87%	87%		
Non FSM	95%	95%		
Disadvantaged			79%	83%
Not Disadvantaged			88%	89%

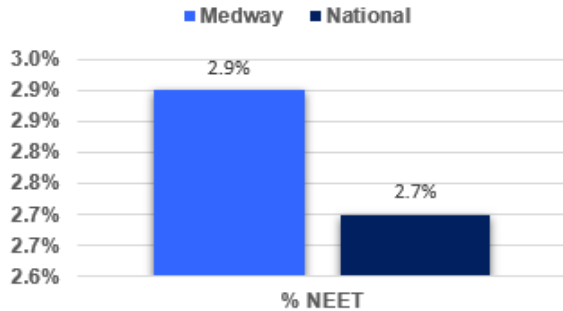
The was no published data for KS5 pupils eligible for FSM for the 2018-19 academic year. There was data for pupils with 'Disadvantaged Yr 11 Status' so this was used instead.

NEET

Data sourced from gov.uk March 2020 NEET and participation: local authority figures

Headline: Proportionally Medway has more young people NEET compared to national.

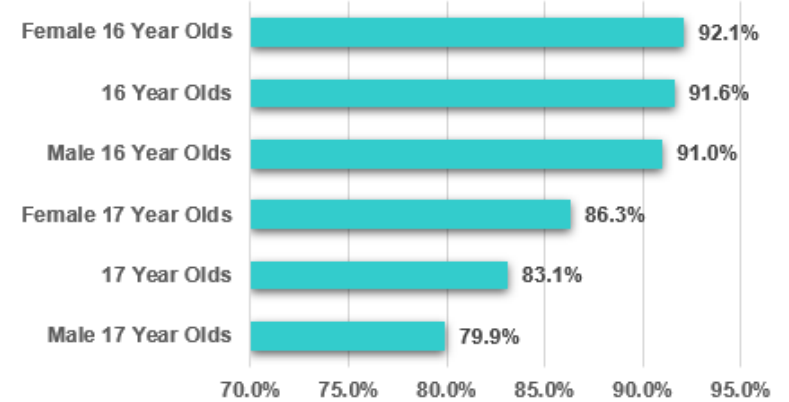
Medway is below national (0.2pp)



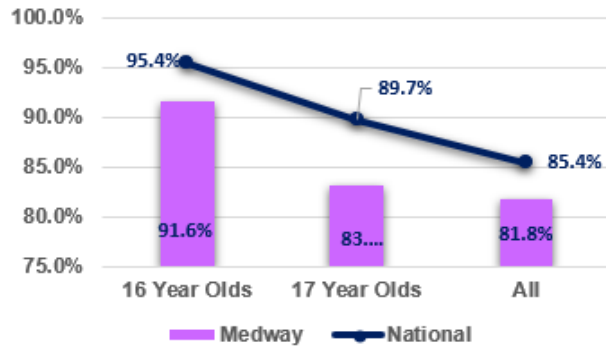
Characteristic	Medway	National
Male 17 Year Olds	79.9%	88.2%
17 Year Olds	83.1%	89.7%
Female 17 Year Olds	86.3%	91.2%
Male 16 Year Olds	91.0%	94.5%
16 Year Olds	91.6%	95.4%
Female 16 Year Olds	92.1%	96.3%

Girls are more engaged than boys in education and training after year 11. Medway does not have enough girls and boys in an education and training placement and although Medway has a larger percentage point difference than national when compared to last year, it has moved up 34 places when ranked against the other local authorities.

Medway Education and Training



Education and Training



26

Closing the gap

Age	A greater proportion of 16 year olds were engaging with education or training (8.5pp)
Gender 16 Year Olds	A greater proportion of female 16 year olds were engaging with education or training than male 16 year olds (1.1pp)
Gender 17 Year Olds	A greater proportion of female 17 year olds were engaging with education or training than male 17 year olds (6.4pp)

Education and Training	16 Year Olds	17 Year Olds	All
Medway	91.6%	83.1%	81.8%
National	95.4%	89.7%	85.4%

Closing the gap with the relative national group

Female 16 Year Olds	Medway is below national (4.2pp)		
Male 16 Year Olds	Medway is below national (3.5pp)	16 Year Olds	Medway is below national (3.8pp)
Female 17 Year Olds	Medway is below national (4.9pp)	17 Year Olds	Medway is below national (6.6pp)
Male 17 Year Olds	Medway is below national (8.3pp)		

Current ranking out of 151 LAs and place movement on previous



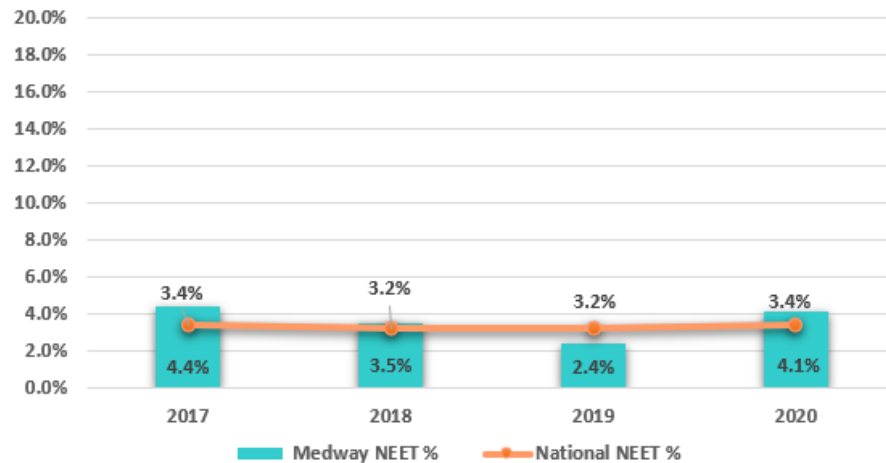
NEET

NEET and Not Known 4 Year Analysis

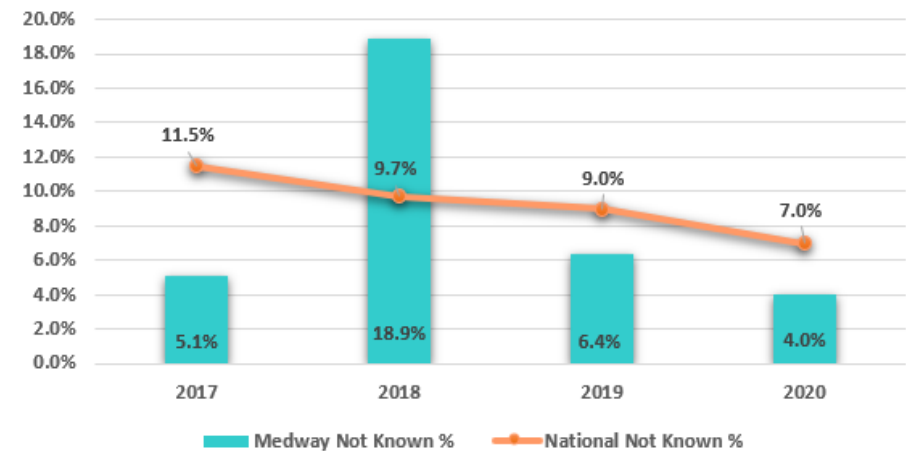
NEET Headline: The number of Medway young people recorded as NEET has seen it's first rise since 2017 and is now 0.7pp above national

Not Known Headline: The number of young people recorded as Not Known has continued to fall and is now 3pp below national

NEET



Not Known



	2017	2018	2019	2020
Medway NEET (%)	4.4%	3.5%	2.4%	4.1%
Medway NEET (Number)	297	230	151	257
National NEET (%)	3.4%	3.2%	3.2%	3.4%
National NEET (Number)	38,993	36,204	35,778	39,057
Medway Not Known (%)	5.1%	18.9%	6.4%	4.0%
Medway Not Known(Number)	347	1231	403	253
National Not Known (%)	11.5%	9.7%	9.0%	7.0%
National Not Known (Number)	132,240	108,811	100,097	80,302

The number of young people in Medway recorded as NEET has seen a significant rise for the first time in three years whereas the national figure has remained pretty constant over the same period. Although Medway recorded a rise in August 2020, the percentage of NEET young people is still 0.3pp below Medway's August 2017 NEET figure.

The number of young people in Medway recorded as not known has continued to fall and is now 3pp below national. Medway and national not known figures have seen similar reductions over the 4 year period.

This information was obtained from the monthly LA Tables uploaded to the DfE's **National Client Caseload Information System (NCCIS)** for August 2017, 2018, 2019 and 2020 in an attempt to reflect the end of the academic year.

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.

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
A**	9	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 of 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;

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

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	Description
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.
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.
Close to England average	All: Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.
Below average	A level: Score is -0.5 or higher but less than 0, and upper confidence interval is lower than 0.
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.
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.

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

Exclusions

Exclusions data all from: <https://explore-education-statistics.service.gov.uk/download-latest-data>

Pupils and schools - Exclusions

Permanent and Fixed period exclusions – by geography:

https://content.explore-education-statistics.service.gov.uk/api/download/permanent-and-fixed-period-exclusions-in-england/2018-19/data/exc_nat_reg_la_school.csv

Permanent and Fixed period exclusions – by pupil characteristics:

https://content.explore-education-statistics.service.gov.uk/api/download/permanent-and-fixed-period-exclusions-in-england/2018-19/data/exc_characteristics_201920.csv

Absence

Absence data all from: <https://explore-education-statistics.service.gov.uk/download-latest-data>

Pupils and schools - Pupil absence

Absence by Local Authority by characteristics:

https://content.explore-education-statistics.service.gov.uk/api/download/pupil-absence-in-schools-in-england/2018-19/data/Absence_3term201819_la_characteristics.csv

National absence by characteristics:

https://content.explore-education-statistics.service.gov.uk/api/download/pupil-absence-in-schools-in-england/2018-19/data/Absence_3term201819_national_characteristics.csv

Destinations

Destination data all from: <https://explore-education-statistics.service.gov.uk/download-latest-data>

Destination of pupils and students – Destinations of key stage 4 and 16-18 pupils**Key stage 4 destination measures**

Key stage 4 local authority level destinations:

https://content.explore-education-statistics.service.gov.uk/api/download/key-stage-4-destination-measures/2018-19/data/ks4_dm_ud_201819_la_rev.csv

Key stage 4 national level destinations:

https://content.explore-education-statistics.service.gov.uk/api/download/key-stage-4-destination-measures/2018-19/data/ks4_dm_ud_201819_nat_rev.csv

16-18 destination measures

16 to 18 local authority level destinations:

https://content.explore-education-statistics.service.gov.uk/api/download/16-18-destination-measures/2018-19/data/16_18_dm_ud_201819_la_rev.csv

16 to 18 national level destinations:

https://content.explore-education-statistics.service.gov.uk/api/download/key-stage-4-destination-measures/2018-19/data/ks4_dm_ud_201819_nat_rev.csv

NEET

NEET data all from: <https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures>

16-to-17-year olds recorded in education and training and NEET by local authority, 2020:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/918234/Copy_of_Copy_of_2020_NEET_and_participation_tables_linked_V2_accessible_MB.xlsx

Primary Needs by School Type

SEN SFR

SEN by Phase of Education

School Census Spring 2019-2020

Appendix A

School Census Spring 2019-2020

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

IDACI

School Census Spring 2019/2020

Free School Meals/CLA/SEND

Characteristics SFR

SEN SFR

Appendices

Appendix A School cohort

School Name	DfE	School Phase	Establishment Type	Cohort Total	Resourced Provision	SEN Unit
All Faiths Children's Academy	8872600	Primary	Academies	225	15	0
All Saints CE Primary School	8873093	Primary	Academies	355	0	0
Allhallows Primary School	8872005	Primary	Academies	101	0	0
Balfour Infant School	8872215	Primary	LA maintained	266	0	0
Balfour Junior Academy	8872214	Primary	Academies	471	0	0
Barnsole Primary School	8872396	Primary	Academies	700	0	0
Bligh Junior School	8872492	Primary	Academies	240	0	0
Brompton-Westbrook School	8872646	Primary	Academies	434	0	0
Burnt Oak Primary School	8873760	Primary	LA maintained	455	0	0
Byron Primary School	8872016	Primary	Academies	527	0	0
Cedar Children's Academy	8872017	Primary	Academies	623	0	0
Chattenden Primary School	8872209	Primary	Academies	209	0	0
Cliffe Woods Primary School	8872588	Primary	Academies	385	0	0
Crest Infant and Nursery School	8872216	Primary	LA maintained	217	0	0
Cuxton Community Infant School	8872208	Primary	Academies	167	0	0
Cuxton Junior School	8872013	Primary	Academies	232	0	0
Deanwood Primary School and Children's Centre	8872684	Primary	Academies	204	0	0
Delce Academy	8872413	Primary	Academies	488	0	0
Elaine Primary School	8872021	Primary	Academies	361	0	0
English Martyrs' RCP	8873729	Primary	LA maintained	208	0	0
Fairview Community School	8873759	Primary	LA maintained	669	0	0
Featherby Infant School	8872401	Primary	Academies	296	0	0
Featherby Junior School	8872019	Primary	Academies	335	0	0
Gordon Infant School	8872010	Primary	Academies	144	0	0
Gordon Junior School	8872009	Primary	Academies	356	0	0
Greenvale Infant and Nursery School	8872198	Primary	LA maintained	199	0	0
Halling Primary School	8872211	Primary	Academies	320	0	0
Hempstead Infant School	8872638	Primary	LA maintained	245	0	0

Hempstead Junior School	8872403	Primary	LA maintained	362	0	0
High Halstow Primary Academy	8872421	Primary	Academies	204	0	0
Hilltop Primary Academy	8872499	Primary	Academies	421	0	0
Hoo St Werburgh Primary School and Marlborough Centre	8872213	Primary	Academies	527	62	9
Horsted Infant School	8872439	Primary	LA maintained	178	0	0
Horsted Junior School	8872506	Primary	LA maintained	242	0	0
Kingfisher Primary School	8872003	Primary	Academies	205	0	0
Lordswood School	8872007	Primary	Academies	411	0	0
Luton Infant School	8872201	Primary	LA maintained	279	0	0
Luton Junior School	8872199	Primary	LA maintained	357	0	0
Maundene School	8872020	Primary	Academies	415	0	0
Miers Court Primary School	8872623	Primary	Academies	390	0	0
Napier CP and Nursery Academy	8872012	Primary	Academies	595	0	0
New Horizons Children's Academy	8872008	Primary	Academies	627	0	0
New Road Primary School	8872202	Primary	LA maintained	352	0	0
Oaklands School	8872433	Primary	LA maintained	431	0	0
Oasis Academy Skinner Street	8872006	Primary	Academies	390	0	0
Park Wood Infant School	8872494	Primary	LA maintained	245	0	0
Park Wood Junior School	8872493	Primary	LA maintained	361	0	0
Phoenix Junior Academy	8872001	Primary	Academies	235	0	0
Riverside Primary School	8873757	Primary	Academies	293	13	0
Saxon Way Primary	8872004	Primary	Academies	372	0	0
St James' Church of England Primary Academy	8872002	Primary	Academies	178	0	0
St Margaret's At Troy Town CE Primary	8873293	Primary	Academies	229	0	0
St Margaret's CE Junior School	8873195	Primary	Academies	366	0	0
St Margaret's Infant School	8872479	Primary	Academies	317	0	0
St Mary's Island CE (Aided) Primary School	8873756	Primary	LA maintained	526	0	0
St Nicholas CE Infants'	8873102	Primary	LA maintained	104	0	0
St Thomas More RCP School	8873736	Primary	LA maintained	420	0	0
St William of Perth RCP Aided	8873746	Primary	LA maintained	210	0	0
St. Augustine Of Canterbury RCP	8873752	Primary	LA maintained	204	0	0

St. Benedict's RCP School	8873753	Primary	LA maintained	209	0	0
St. Helen's CE Primary School	8873096	Primary	LA maintained	211	0	0
St. John's CE Infant School	8873095	Primary	Academies	78	0	0
St. Mary's RCP Primary School	8873755	Primary	LA maintained	454	0	0
St. Peter's Infant School	8872665	Primary	LA maintained	73	0	0
St. Thomas of Canterbury RCP	8873732	Primary	LA maintained	253	0	0
St. Michael's RCP School	8873712	Primary	LA maintained	455	0	0
Stoke Primary Academy	8872194	Primary	Academies	103	0	0
Swingate Primary School	8872549	Primary	LA maintained	651	0	0
Temple Mill Primary School	8872015	Primary	Academies	244	0	0
Thames View Primary School	8872592	Primary	Academies	464	0	0
The Bligh Infants	8872537	Primary	Academies	331	0	0
The Pilgrim School	8873758	Primary	Academies	228	0	0
Twydall Primary School	8872014	Primary	Academies	453	0	0
Wainscott Primary School	8872022	Primary	Academies	455	0	0
Walderslade Primary	8872203	Primary	Academies	233	0	0
Warren Wood Primary Academy	8872011	Primary	Academies	422	0	0
Wayfield Primary School	8872018	Primary	Academies	264	0	0
Woodlands Primary School	8872412	Primary	Academies	726	0	5
The Hundred of Hoo Academy	8874000	All through	Academies	1482	0	48
Brompton Academy	8876906	Secondary	Academies	1363	0	87
Chatham Grammar School for Girls	8875429	Secondary	Academies	804	0	0
Fort Pitt Grammar School	8874069	Secondary	Academies	836	0	0
Greenacre Academy	8874174	Secondary	Academies	955	0	0
Holcombe Grammar School	8874068	Secondary	Academies	853	0	0
Rainham Mark Grammar School	8875420	Secondary	Academies	1442	0	0
Rainham School for Girls	8874199	Secondary	Academies	1655	0	0
Rochester Grammar School	8875445	Secondary	Academies	1242	0	0
Sir Joseph Williamsons Mathematical School	8874530	Secondary	Academies	1369	0	0
St John Fisher Catholic School	8875436	Secondary	LA maintained	832	0	0
Strood Academy	8876905	Secondary	Academies	1337	0	0
The Howard School	8875457	Secondary	Academies	1484	0	0
The Robert Napier School	8874001	Secondary	Academies	976	0	0
The Thomas Aveling School	8875451	Secondary	Academies	1156	8	0

Appendix 1

The Victory Academy	8876907	Secondary	Academies	949	0	0
Walderslade Girls' School	8874167	Secondary	Academies	865	0	0
Waterfront UTC	8874003	Secondary	Academies	198	0	0
Abbey Court School	8877053	Special	LA maintained	181	0	0
Bradfields Academy	8877042	Special	Academies	312	0	0
Danecourt School	8877031	Special	Academies	165	0	0
Inspire Special Free School	8877000	Special	Academies	48	0	0
Rivermead School	8877016	Special	Academies	171	0	0
The Rowans AP Academy	8871107	PRU	Academies	57	0	0
Will Adams Centre PRU	8871108	PRU	LA maintained	89	0	0
Total				47006	98	149

Appendix B Exclusions

DfE Code	School Name	School Type	PE Rate	FTE Rate	FTE Number of Days
8872600	All Faiths Children's Academy	AC		1.78	4.50
8873093	All Saints C E Primary School	AC			
8872005	Allhallows Primary School	ASL			
8872215	Balfour Infant School	M			
8872214	Balfour Junior Academy	AC		1.06	12.00
8872396	Barnsole Primary School	AC		x	x
8872492	Bligh Junior School	AC		x	x
8872646	Brompton-Westbrook School	AC			
8873760	Burnt Oak Primary School	M		x	x
8872016	Byron Primary School	ASL		0.76	9.00
8872017	Cedar Children's Academy	ASL			
8872209	Chattenden Primary School	AC			
8872588	Cliffe Woods Primary School	AC			
8872216	Crest Infant and Nursery School	M			
8872208	Cuxton Community Infant School	AC			
8872013	Cuxton Junior School	ASL			
8872684	Deanwood Primary School and Children's Centre	AC			
8872413	Delce Academy	AC		3.69	28.00
8872021	Elaine Primary School	ASL		x	x
8873729	English Martyrs' RCP School	M		1.44	4.00
8873759	Fairview Community School	M			
8872401	Featherby Infant School	AC		0.00	7.50
8872019	Featherby Junior School	ASL		0.90	7.50
8872010	Gordon Infant School	ASL		4.86	13.50
8872009	Gordon Junior School	ASL		1.97	16.00
8872198	Greenvale Infant and Nursery School	M		x	x
8872211	Halling Primary School	AC		1.25	6.50
8872638	Hempstead Infant School	M		x	x
8872403	Hempstead Junior School	M			
8872421	High Halstow Primary Academy	AC	x	4.90	25.50
8872499	Hilltop Primary Academy	AC		x	x
8872213	Hoo St Werburgh Primary School and Marlborough Centre	AC		x	x
8872439	Horsted Infant School	M			
8872506	Horsted Junior School	M		x	x
8872003	Kingfisher Primary School	ASL			
8872007	Lordswood School	ASL			
8872201	Luton Infant School	M		x	x
8872199	Luton Junior School	M			
8872020	Maundene School	ASL		x	x
8872623	Miers Court Primary School	AC			
8872012	Napier Community Primary and Nursery Academy	ASL		1.85	37.50
8872008	New Horizons Children's Academy	ASL		0.64	7.00
8872202	New Road Primary School	M		3.41	10.00

Appendix 1

8872433	Oaklands School	AC		x	x
8872006	Oasis Academy Skinner Street	ASL		6.15	34.50
8872494	Park Wood Infants School	M		4.90	22.00
8872493	Park Wood Junior School	M		x	x
8872001	Phoenix Junior Academy	ASL		x	x
8873757	Riverside Primary School	AC		x	x
8872004	Saxon Way Primary	ASL		5.65	31.00
8872002	St James' Church of England Primary Academy	ASL			
8873293	St Margaret's at Troy Town CE Primary	AC		x	x
8873195	St Margaret's CE Junior School	AC		1.09	12.00
8872479	St Margaret's Infant School	AC			
8873756	St Mary's Island CE (Aided) Primary	M			
8873102	St Nicholas CE Infants	M			
8873736	St Thomas More RCP School	M		x	x
8873746	St William Of Perth RCP Aided	M			
8873752	St. Augustine Of Canterbury RCP	M			
8873753	St. Benedict's RCP	M		x	x
8873096	St. Helen's CE Primary	M		x	x
8873095	St. John's CE Infant	AC			
8873755	St. Mary's RCP	M		1.32	8.00
8872665	St. Peter's Infant School	M			
8873732	St. Thomas of Canterbury RCP	M			
8873712	St.Michael's RCP	M		x	x
8872194	Stoke Primary Academy	AC			
8872549	Swingate Primary School	M		0.92	13.00
8872015	Temple Mill Primary School	ASL			
8872592	Thames View Primary School	AC			
8872537	The Bligh Infant	AC			
8873758	The Pilgrim School	AC			
8872014	Twydall Primary School	ASL		1.55	17.50
8872022	Wainscott Primary School	ASL		x	x
8872203	Walderslade Primary	AC			
8872011	Warren Wood Primary Academy	ASL		1.18	8.50
8872018	Wayfield Primary School	AC			
8872412	Woodlands Primary School	AC			
8874000	The Hundred of Hoo Academy	ASL	0.27	5.26	270.00
8876906	Brompton Academy	ASL	0.51	6.38	628.50
8875429	Chatham Grammar School for Girls	AC	x	x	x
8874069	Fort Pitt Grammar School	AC	0.00	0.36	11.00
8874174	Greenacre Academy	AC	x	2.83	131.00
8874068	Holcombe Grammar School	AC		0.70	35.00
8875420	Rainham Mark Grammar School	AC		1.04	28.00
8874199	Rainham School for Girls	AC		5.50	223.50
8875445	Rochester Grammar School	AC		0.81	60.00
8874530	Sir Joseph Williamsons Mathematical School	AC		0.51	32.00
8875436	St John Fisher Catholic School	M		10.94	209.50
8876905	Strood Academy	ASL	0.22	5.46	188.50

8875457	The Howard School	AC	0.40	16.17	659.00
8874001	The Robert Napier School	ASL	1.23	24.90	1096.00
8875451	The Thomas Aveling School	AC	x	4.24	359.00
8876907	The Victory Academy	ASL	x	6.95	247.00
8874167	Walderslade Girls' School	AC	x	6.01	229.00
8874003	Waterfront UTC	ASL	2.02	23.74	110.50
8877053	Abbey Court School	MS			
8877042	Bradfields Academy	AS		11.54	113.50
8877031	Danecourt School	ASC			
8877000	Inspire Special Free School	ASC		125.00	150.00
8877016	Rivermead School	ASC			
8871107	The Rowans AP Academy	AAPC		17.54	42.00
8871108	Will Adams Centre PRU	M			
Medway	All Excluding PRUs	All	4.66	309.60	5116.00

Academic Year: 2019-20

Provisional Exclusions: Locally Obtained Data

By School

School Type	PE Rate	FTE Rate	FTE No of Days
Primary	0.002	1.38	377.50
Secondary	0.03	1.71	4529.50
Special	0.00	16.80	263.50
PRU	0.00	14.90	42.00

By Primary School Type

Primary School Type	PE Rate	FTE Rate	FTE No of Days
Academy Sponsor Led	0.002	1.38	377.50
Academy Converter	0.00	1.50	185.00
Maintained	0.00	1.35	76.50

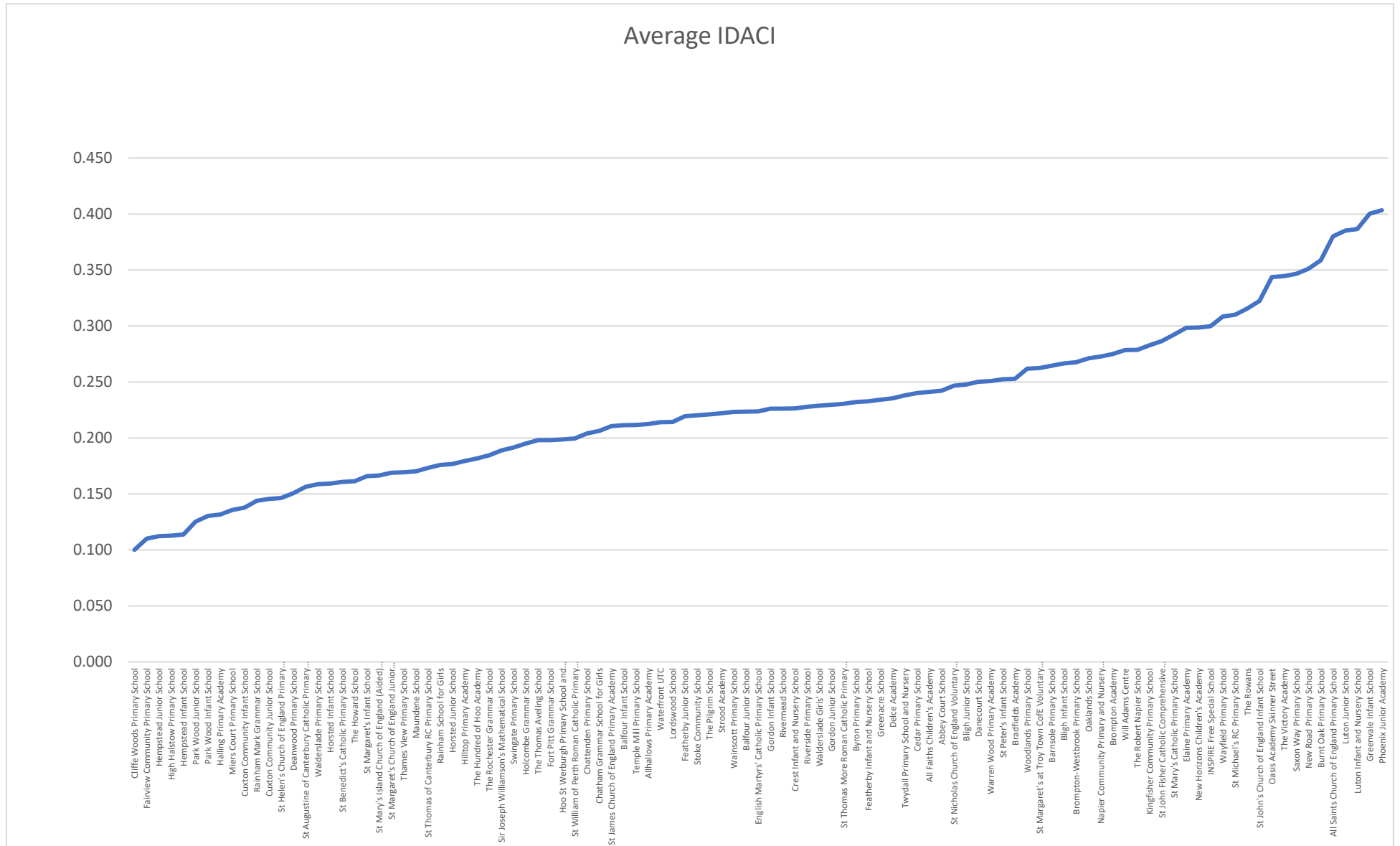
By Secondary School Type

Secondary School Type	PE Rate	FTE Rate	FTE No of Days
Academy Sponsor Led	0.01	1.39	1779.50
Academy Converter	0.07	2.25	2540.50
Maintained	0.00	2.44	209.50

*Please note that this data was obtained from Synergy. It could not be obtained from the census as usual as the Summer 2020 census was cancelled
x Figures based on 2 or fewer pupils have been removed to retain confidentiality

Appendix C IDACI

42



Appendix D 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 Academy	Non Selective	167	95%	59	80%
8874001	The Robert Napier School	Non Selective	147	90%	74	78%
8874002	Waterfront UTC	Non Selective	98	92%	79	85%
8874068	Holcombe Grammar School	Selective	106	95%	116	88%
8874069	Fort Pitt Grammar School	Selective	117	99%	125	93%
8874167	Walderslade Girls' School	Non Selective	132	94%	64	86%
8874174	Greenacre Academy	Non Selective	133	95%	89	73%
8874199	Rainham School for Girls	Non Selective	263	97%	150	91%
8874530	Sir Joseph Williamson's Mathematical School	Selective	163	98%	177	91%
8875420	Rainham Mark Grammar School	Selective	207	100%	172	97%
8875429	Chatham Grammar School for Girls	Selective	100	97%	43	86%
8875436	St John Fisher Catholic Comprehensive School	Non Selective	117	89%	49	92%
8875445	The Rochester Grammar School	Selective	173	98%	151	92%
8875451	The Thomas Aveling School	Non Selective	177	92%	72	86%
8875457	The Howard School	Non Selective	226	95%	98	86%
8876905	Strood Academy	Non Selective	223	91%	84	73%
8876906	Brompton Academy	Non Selective	187	94%	88	80%
8876907	The Victory Academy	Non Selective	84	87%	64	72%
8877000	INSPIRE Free Special School	(Blank)	9	67%		
8877016	Rivermead School	(Blank)	20	100%		
8877042	Bradfields Academy	(Blank)	36	97%		
8877053	Abbey Court Foundation Special School	(Blank)	13	100%		
8871107	The Rowans	(Blank)	20	60%		
8871108	Will Adams Centre	(Blank)	60	63%		

43

	KS4 % in Education or Employment	KS5 % in Education or Employment
Medway	91%	85%
Selective	96%	89%
Non Selective	94%	85%