Medway Annual Schools' Performance Report

Academic year 2020-2021

Medway
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Contents

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.

Please note

This report does not contain any attendance data for 2019/20. This is due to the Summer school census 2020 not taking place and as such no data has been published by the DfE.

Education and SEND Priorities

In recognising our collective, shared responsibility for all children and young people in Medway we will work together to:

Further develop an effective school to school system based on collaboration and shared effort that supports schools to be increasingly autonomous and responsible for their own improvement:

· Identify the best schools, teachers and school leaders and use them across the system to develop and disseminate best practice
· Promote and support the use of Leaders of Education, national and local, and deploy them well to support improvement in other schools
· Promote rapid gains in performance across the school system through the leadership and influence of the best performing schools working in collaboration with others
· Support governors to carry out their role effectively by becoming better informed about best practice; using data to plan for school improvement; keeping the performance of their schools under review; and taking prompt action where necessary
· Promote more effective partnerships, working with academy sponsors, academy trusts, employers, health commissioners and providers and other key stakeholders, to build capacity for system-wide improvements
· Strengthen locality-based working so that there is more coordinated and integrated work between schools, early years settings, post 16 providers, Early Help services, health, social care and other partners.

Close the achievement gaps for pupils on free school meals, children in care, young offenders and pupils with special educational needs and disabilities.

Ensure smooth transition between education phases and into post 16 provision such that progression provides a route to skilled employment and higher learning.

Increase the proportion of children and young people with SEND who receive high quality education and achieve their potential in their local mainstream education provision.

· Secure additional resource through schools block transfer to provide inclusion support for schools and develop locality resources that are deployed by schools to meet need and are dependent on outcomes
· Review the use of PRU, AP and Health need provision to ensure appropriate capacity, strategy for reduction (including pre-emptive and restorative practices) and value for money
· Provide additional intervention and support with engagement and reintegration, including the use of outreach from specialist and resourced provision
· Ensure that education inclusion support is part of a broader, holistic joined up offer of support
· Further develop the range and offer of Post 16/19 provision and options.

Ensure requests for EHC plans are appropriate, necessary, timely and supported by education and health professionals.

· Increase the proportion of applications for EHC plans being made by education professionals
· Improve collaboration with and advice and guidance to parents and carers and identify ways in the system to incentivise engagement through appropriate channels.

Develop ways to give children and young people a greater say in the services that affect them and making better use of their views in the design and implementation of new and better ways of working

Develop a sustainable sufficiency plan
· Inform a longer-term approach to place planning which provides an authentic choice of a local school for children and young people with SEND
· Increase availability of resourced provision in localities
· Increase appropriate16 provision
· Increase capacity of special schools to cater for the highest level of need.

Be an effective commissioner of services, especially in relation to support for vulnerable children and young people and those with special educational needs and/or disabilities; including the expansion of provision in the early years, schools, the 14-19 sector, so that demand is met with good and cost-effective provision

· Plan for and procure independent specialist provision to achieve the best value for money, where independent provision is necessary
· Review the current spending on Alternative Provision, to ensure transparent and consistent deployment of resources that are value for money
· Review the special school spending to ensure transparent and consistent deployment of resources that are value for money
· Have robust quality assurance mechanisms for all providers that enable regular monitoring and have mechanisms for holding to account
· Develop wider system governance of the quality assurance and commissioning processes which are deploying schools funding.

Context

IDACI by LSOA

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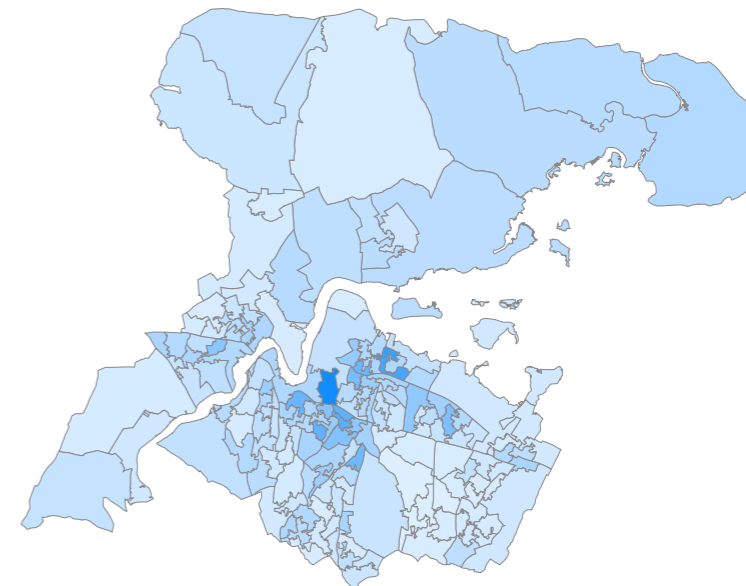
Deprivation Ranking
Deprivation Ranking out of 151 Local Authorities (LAs) and Place Movement on previous IMD.

IMD 2019

68 ▲ -20

Least Deprived to Most Deprived

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

Medway National

67 67

Percentage of SEN Support and EHCP within the school population

SEN Support   EHCP

Medway 16.4%   12.2%   3.2%

SEN Support   EHCP

National 15.7%   12.1%   3.1%
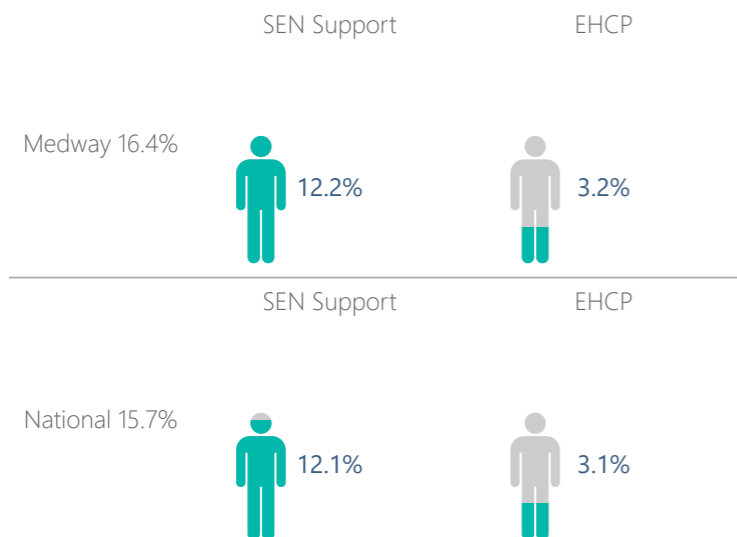
Free School Meal eligible pupils taking Free School Meals

Medway   15.4%

National   17.2%
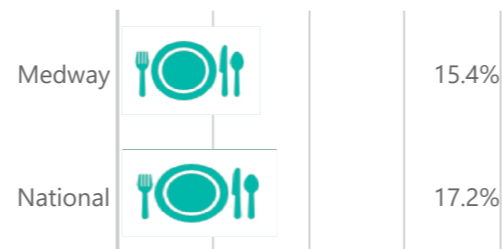
2021 Population rise on 2020

Primary   **Secondary**

26,083 ▲ 451 (1.76%)   20,669 ▲ 1,849 (9.82%)

Special   **PRU**

927 ▲ 188 (25.44%)   103 ▼ -43 (-29.45%)

Services the education division provide

Early Years Sufficiency Team

The core purpose of the EYST is to support children and families in Medway in receiving an Early Years Childcare place in readiness for school. Medway has over 240 childcare providers. The service works with all settings, monitoring the quality and sufficiency of childcare places available to local families so that through a quality early education, all children will be supported and have the best start in life.

The Medway Family Information Service (FIS) compliments the works of the EYST supporting families in many aspects of family life, such as childcare choices and Government funded childcare, parenting support, and welfare assistance delivered through a free confidential service.

The Family Information Service directory has a wealth of services for families to access which is supported by a community outreach programme and a telephone service for families and practitioners.

The EYST allocates Government childcare funding to Early Years Providers. It secures universal childcare for three-and-four–year-olds and the extended childcare entitlements for those who meet eligibility. In addition, it secures childcare for eligible disadvantaged two-year-olds. In total, it allocates 20 million pounds of Government funding to Childcare providers locally.

School Effectiveness service

The School Effectiveness team works alongside leaders and in collaboration with the wider strategic education partnerships within Medway and across the Southeast region. Within the national landscape of change, the focus of this team is to bring strategic coherence and effectiveness to school effectiveness locally. The service fulfils the statutory duties of the Council, which are broadly contained, amongst many others, within the 1996 Education Act 13a, *to promote high standards within education,* permeating all aspects of the Council's plans.

This educational excellence role is the responsibility of the Director of Children and Adult Services and the Lead Member for Children's Services, supported by the portfolio holder for educational attainment and improvement; operational effectiveness is distributed primarily through the *School Effectiveness Team.* The first strategic council plan priority is the driver for all School Effectiveness work, aiming to enable *all children to achieve their potential in schools.* School Effectiveness works in partnership with the following groups to realise this ambition:
· Medway Education Partnership
· Medway headteacher associations (MELA & MSHA)
· The four Medway zones
· SEND Partnership Board
· Medway Cultural Strategy
· Child Friendly Medway
· Thames Gateway Teaching School Hub Partnership Board
· Medway and Swale ICP Children's Clinical and Professional Advisory Board
· Medway Emotional Health and Well Being Board

The service is 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 council 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 service works with leaders to support professionals to make a positive impact on the goals they seek and aspire to achieve. The service supports colleagues at all points of their career from early career teachers to executive leaders and into system leadership in partnership with the local teaching school hub and Canterbury Christ Church University.

School Effectiveness also work beyond the national curriculum remit and offer a conduit for integrated working for services across the council promoting education and awareness of climate change, obesity, Child Friendly Medway and Positive Behaviour Support programmes.

Colleagues in education who evidence success with learners, are often drawn upon to promote best practice and professional development within learning zones. Work with the teaching school hub offers the potential to further expand local professional networks and accreditation.

Specifically, the School Effectiveness team forms an essential function within the local authority's role in education. Within the changing landscape, three dimensions are forming and can be broadly categorised as a:
· convenor of partnerships
· maker and shaper of effective commissioning
· champion of children, parents and the community.

Services the education division provide

School Effectiveness service continued

A convenor of partnerships:

Schools recognise that in a well-functioning education system there are times when they can be more effective if they act together, and there are responsibilities that schools exercise jointly rather than individually. However, in the new education landscape the forces of competition, particularly in terms of attracting pupils in circumstances where funding is tight, might at times be stronger than the forces of collaboration.

Medway Council through its Medway Education Partnership group has provided detail of collaborative work with education leaders. In particular, its strategic principles that are shared by a partnership of middle tier organisations, school leaders and governors, evidence how a dynamic, forward looking local partnership has been established.

As demonstrated by its constitution, terms of reference, and the strategic framework for education in Medway in the twenty-first century, the Partnership proposes strategic principles that can be shared by all settings in Medway. A commitment that the council delivers, working alongside middle tier partners and our head teachers to:
· draw in the most effective expertise and capacity
· enable decisions to be made and actions to be taken that are in the interests of the whole community of children and young people in our areas
· create the conditions for collaboration and collective responsibility – in general but specifically ensuring the appropriate support of transitions
  between primary and secondary school, between year 11 and year 12 (or leaving school), and before leaving school at the end of year 13
· be strongly governed
· have an enduring and demonstrable impact on outcomes.

Beyond this, the local authority plays a key role in facilitating partnerships between a very broad range of providers and services, such as health, the police, lifelong learning providers, social work, mental health services, drug and alcohol services, targeted youth work, and employment services. Accordingly, it can promote successfully their joined-up engagement with schools and vice-versa.

In addition to strategic partnering, the School Effectiveness team works operationally with all Medway primary schools to develop school-to-school partnerships and promote peer-to-peer challenge and support. It also supports the strategic development of the teaching school hub. As a member of Medway Education Partnership, the teaching school hub is considered by School Effectiveness to explore together how they might contribute to the local school partnership model to create a strategic, coherent and effective offer to schools.

A champion of all learners

Continuing to monitor the performance of all schools in Medway, irrespective of whether they are academies, community schools, voluntary aided or controlled schools or free schools is a key aspect of the School Effectiveness team's work. The team draw on the full range of quantitative performance data available, such as national test and examination results, exclusions and Ofsted data to evidence priorities and strategic thinking. At the same time, the School Effectiveness team are systematic in tracking other softer sources of intelligence. This can include responding to issues raised with and by elected members and external enquiries, turnover of staff and pupils, and schools' capacity. The team use the information available to them on a termly basis to guide their offer to schools, in either developing a clear view of those schools that have the capacity to support others, or those that may need additional support.

Agreeing a clear protocol with academies for the council will respond to and escalate concerns that are identified through the School Effectiveness performance analysis. Initially, the team will write to the school outlining the issues or concerns that have been identified, together with the actions that we believe should be taken to address these, as set out in the School Effectiveness Strategy, 2021/23.

Take rapid and decisive action in any underperforming community school: we are clear that where local authority schools are not performing well, we have a duty to intervene. Our approach is to take decisive and rapid action in the event that a school is judged to be inadequate by Ofsted, or in the assessment of the local authority, is poorly performing or significantly underperforming. Our expectation is that part of the action plan for all such schools will be to identify a high-quality academy sponsor. We are also taking action to support intensively and challenge those schools that are currently assessed as 'requiring improvement' by Ofsted, and are not on track to be good. We will be looking to broker in the significant capacity available in other high-performing schools in Medway to get these schools back on a rapid upwards trajectory.

Strengthen the role and contribution of local authority governors of school. We recognise that in our local authority governors, we have a valuable resource whose potential is currently under-utilised. We will therefore be embarking upon a training programme for all existing local authority governors to ensure that they understand how they can most effectively discharge the local authority democratic duty to be a champion for children, young people, families and communities in the work that they do. We will bring local authority governors together so that they can learn from each other and keep abreast of developments. We will also offer a highly skilled and trained local authority governor to any academy who would like one, as well as developing the strategic role of local authority governors with those academy chains that oversee multiple academies in Medway.

Ensure the appropriate overview and scrutiny in relation to education. School Effectiveness will provide the overview and scrutiny committee with reports on standards in education, on the back of which they will determine particular issues or areas which they will investigate further, with the support of Medway Council. These might include looking more deeply into the pattern of education provision or performance in a particular area, inviting academy sponsoring bodies or headteachers in to provide an account of how they are contributing to high standards in Medway, or investigating a particular issue such as fair access. These investigations will be rapid, evidence-based, and result in practical recommendations for schools, the local authority, and its partners.

Services the education division provide

School Effectiveness service continued

A commissioner and enabler of commissioning

Working closely with the Department for Education, the School Effectiveness team ensures that proposed academy solutions for Medway respond to the distinctive needs of our communities. This is achieved by sharing our clear understanding of the data, our relationships with schools, our links into local communities and our strategic partnerships with academy sponsors. The School Effectiveness team is an invaluable partner in any discussion with the Department for Education. Through the Regional Schools Commissioner, the team advocates strongly for the interests of our community as a whole regarding sponsored academy solutions for individual schools that are underperforming.

Enabling parents to make informed choices about schools in their area is an important outcome of the work of the School Effectiveness team. This is achieved by publishing the Medway Annual Schools Performance report which uses the full range of data and information available. The report makes it easy for stakeholders to understand, compare and contrast the performance of our schools in a wide range of relevant subjective areas. We also use and will publish key data from the government's local authority interactive tool, as well as providing links so that anyone in the community can access and use comparative data on performance. The report also supports parents and carers in their initial preferences for schools and in asking the right questions about the quality of their children's education and learning. We provide focused support for vulnerable and hard to engage families to ensure they make best use of the opportunities open to them and enjoy equal and fair access to good schools, including supporting them through admission appeals to ensure they have equality of opportunity.

Medway Virtual School

The virtual school head is the lead responsible officer for ensuring that arrangements are in place to improve the educational experiences and outcomes Medway Council's children and young people for whom we are all the corporate parent, including those placed out of authority. This means that the VSH must ensure that there are effective arrangements in place to work with the broad range of professionals who have a role to play in supporting the education of our children and those previously looked after children. This latter group includes children who have been adopted or who have a special guardianship order.

Each child or young person (nursery to age 18) who is in care will have a personal education plan. The plan is reviewed termly, with them, by their designated teacher and social worker. This is an opportunity to celebrate success, consider next steps in their learning, review progress and secure any appropriate support so that their progress in learning is accelerated.

MVS work with partners across all agencies to ensure that, as far as possible, there is stability in education and when change is unavoidable this happens with minimal delay or disruption to learning.

Outcomes for children in care are considered carefully by Medway's Corporate Parenting Board. The CPB strives to ensure that any policy developed across Medway Council does not inadvertently impact on children in care or care experienced individuals.

Inclusion

The inclusion team exists to support headteachers and governing bodies when a headteacher has made the decision to exclude a child, for a fixed term or permanently or when a parent electively chooses to educate their child at home.

The team offers support and challenge to schools which provides the headteacher the opportunity to review their decision in light of good practice and legislation. When a permanent exclusion is issued, Medway Council has a responsibility for providing fulltime education provision from the 6th day. When a permanent exclusion has been issued from a maintained school or pupil referral unit, it is a statutory duty of Medway Council to make representation. When this refers to a child in the care of the local authority, then the inclusion team must have regard for the relevant statutory guidance. Medway Council is responsible for adjusting the budget share of maintained schools and pupil referral units with delegated budgets if a pupil is permanently excluded. The inclusion team support all schools and academies in Medway to fulfil their statutory remit and they enjoy good working mutual relationships with many schools. Parents of pupils who have been excluded from academies can request that the governing body of the school permit a member of the inclusion team to attend an exclusion hearing as an observer.

Parents who choose to withdraw their child from state provision and take responsibility for their child's education are supported by the inclusion team. The team have a statutory duty to provide a named contact, review the suitability of home education provision annually, work to support safeguarding and provide training to council services and schools. 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 wider professional support and advice. The relationship that officers have with parents is delicate and vital, since parents are not obliged to accept support or advice from a local authority, and refusal to do so is not in itself evidence that the education provided is unsuitable.

Services the education division provide

Inclusion continued

How does the inclusion service support schools to prevent exclusions and utilise expertise from other teams within the wider education service to support schools and promote the individual needs of pupils?

Further to the work supporting schools is the proactive work that the team offers in preventing exclusion through 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. 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.

The inclusion team works closely with school effectiveness, SEND, admissions, attendance and the virtual school officers. 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.

The inclusion manager liaises with the council admissions and attendance services when addressing a pupil who meets the criteria to be raised for discussion at the Fair Access Panel. The primary panel is chaired by the inclusion team manager who also attends the secondary fair access panel.

How does the inclusion team build inclusion capacity in schools?
Professional development is also provided to school leaders and governors ensuring they are aware of the legalities of school exclusions. Inclusion advisors are skilled to support casework 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 one. Furthermore, it is recognised that parents and carers are the principle holders with responsibility, so they offer support and guidance to parents throughout the whole process.

Attendance and Advisory Service

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

AASSA works in partnership with the schools/academies to monitor and improve school attendance. Practitioners visit schools/academies regularly according to the hours that have been purchased. At the start of the academic year plans are made jointly with school attendance leads at the schools/academies. This ensures the correct support is offered, that attendance policies are fit for purpose and the monitoring of attendance is regulated, ensuring procedures set are closely followed and poor school attendance is monitored and challenged effectively. Absence reports produced are then fully interrogated by AASSA which assists in improving attendance.

AASSA encourages schools to challenge absence e.g. requesting medical evidence and unauthorizing leave of absence. Persistent Absence Data is collected through census, assisting greatly in statistical reporting. Reports produced are then fully interrogated by AASSA which assists in improving attendance. Statutory support is offered by including prosecuting parents on behalf of Medway Council and the schools/academies when attendance fails to improve, and unauthorised absence continues to be recorded. AASSA also issue penalty notices on behalf of schools/academies for unauthorised absence and unauthorised leave of absence (holiday).

The AASSA manager is the children missing education (CME) lead and AASSA team has a designated CME officer who, as much as is possible, establishes the identities of children residing in their area who are of compulsory school age and not receiving suitable education. The CME officer is able to locate, assess, monitor, and track children and young people missing education in order to ensure that they reach their full potential, on leaving Medway to another local authority and abroad. AASSA offers support to schools/academies ensuring children are safe and in receipt of an education that they are entitled to.

AASSA has a designated officer, who has a duty of care to ensure that all young people in employment or performance are properly licensed and protected by the current legislation and guidance in place during the course of their education.

Services the education division provide

Careers Education, Information, Advice and Guidance team (Destination/NEET)

Careers Education, Information Advice and Guidance (CEIAG) 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 Skills & Employment team supports schools through the Careers Hub and Enterprise Adviser Network to improve the quality and impact of careers advice. Individual projects are targeted at schools with the highest levels of NEET alongside promoting 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.

Overview of Medway Schools

Top 10 Languages

Types of school & number on roll as at January 2021

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.

Total
47791

Phase of Education	Academy	LA Maintained
All-through	1584	0
Primary	17763	8320
PRU	53	49
Secondary	17993	890
Special	739	190
UTC	210	0
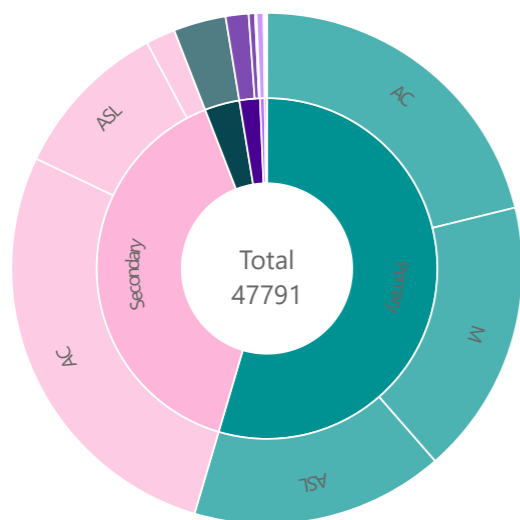
● All-through ● Primary ● PRU ● Secondary ● Special

Primary			Secondary		
Language	Primary		Language	Secondary	
Bengali	0.8%		Bengali	0.7%	
Bulgarian	0.6%		English	86.5%	
English	85.5%		Lithuanian	0.4%	
Lithuanian	0.6%		Panjabi	0.9%	
Panjabi	0.9%		Polish	1.0%	
Polish	1.3%		Romanian	0.5%	
Romanian	1.1%		Russian	0.5%	
Russian	0.6%		Slovak	0.4%	
Urdu	0.5%		Turkish	0.5%	
Yoruba	1.0%		Urdu	0.5%	
			Yoruba	1.5%	

Special			PRU		
Language	Special		Language	PRU	
Akan/Twi-Fante	0.2%		English	87.3%	
Bengali	1.5%		Italian	1.0%	
British Sign Language	0.2%		Portuguese	1.0%	
English	91.6%		Romanian	1.0%	
Kurdish	0.2%		Romany/English	1.0%	
Lithuanian	0.2%		Romanes		
Panjabi	0.5%		Slovak	2.9%	
Polish	0.2%		Turkish	2.0%	
Russian	0.3%		Urdu	1.0%	
Slovak	0.2%		Yoruba	1.0%	
Tagalog/Filipino	0.3%				
Turkish	0.4%				
Urdu	0.2%				
Yoruba	0.5%				

Ofsted

Phase of Education - Good or Outstanding Ofsted - Overall Effectiveness

Primary 89.5% PRU 100.0% Secondary 94.4% Special 100.0%
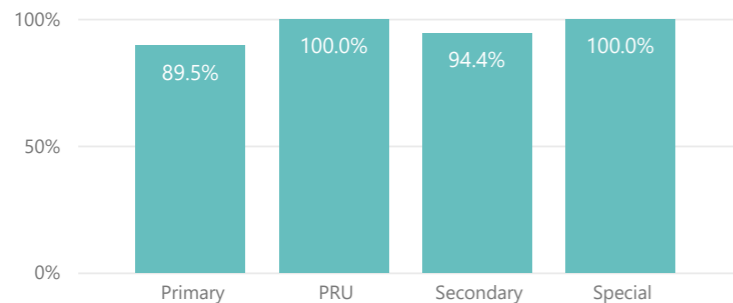
Number of schools in Special Measures
2

Number of schools in Serious Weakness
2

Number of schools in Double Requires Improvement
1

Known to be eligible for Free School Meals (FSM)

Year	All	Primary	PRU	Secondary	Special
2016/17	11.9%	12.8%	33.6%	10.0%	25.6%
2017/18	11.9%	12.8%	25.0%	9.9%	27.5%
2018/19	13.8%	14.9%	30.5%	11.3%	32.6%
2019/20	15.9%	17.2%	26.7%	13.3%	34.6%
2020/21	20.3%	23.0%	42.7%	16.0%	37.8%

All-through			All		
Language	All-through		Language	All	
Turkish	0.3%		Yoruba	1.1%	
Romanian	0.4%		Urdu	0.5%	
Portuguese	0.5%		Russian	0.5%	
Polish	0.5%		Romanian	0.8%	
Persian/Farsi	0.3%		Polish	1.2%	
Panjabi	0.4%		Panjabi	0.9%	
Lithuanian	0.4%		Lithuanian	0.5%	
English	91.5%		English	86.3%	
Bulgarian	0.4%		Bulgarian	0.5%	
Bengali	0.3%		Bengali	0.7%	

Overview of Medway Schools

Ethnicity by School Phase
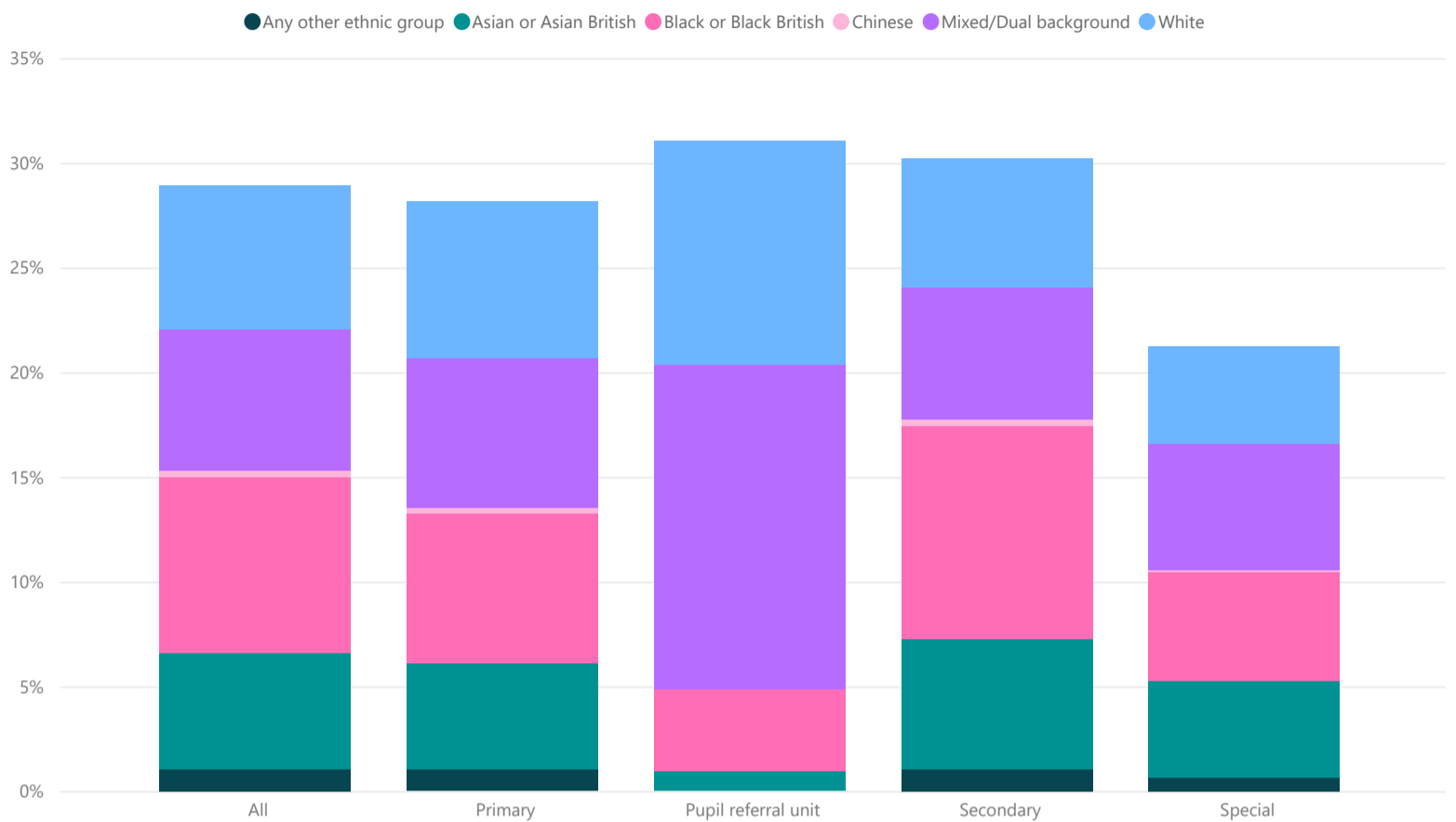
Phase of Education	Any other ethnic group	Asian or Asian British	Black or Black British	Chinese	Information not yet obtained	Mixed/Dual background	White	White British
All	1.0%	5.6%	8.4%	0.3%	1.0%	6.8%	6.8%	70.0%
Primary	1.1%	5.1%	7.1%	0.3%	0.8%	7.2%	7.5%	71.0%
Pupil referral unit	0.0%	1.0%	3.9%	0.0%	0.0%	15.5%	10.7%	68.9%
Secondary	1.0%	6.2%	10.2%	0.3%	1.3%	6.3%	6.1%	68.5%
Special	0.6%	4.6%	5.2%	0.1%	0.5%	6.0%	4.6%	78.2%

Overview of Medway Schools
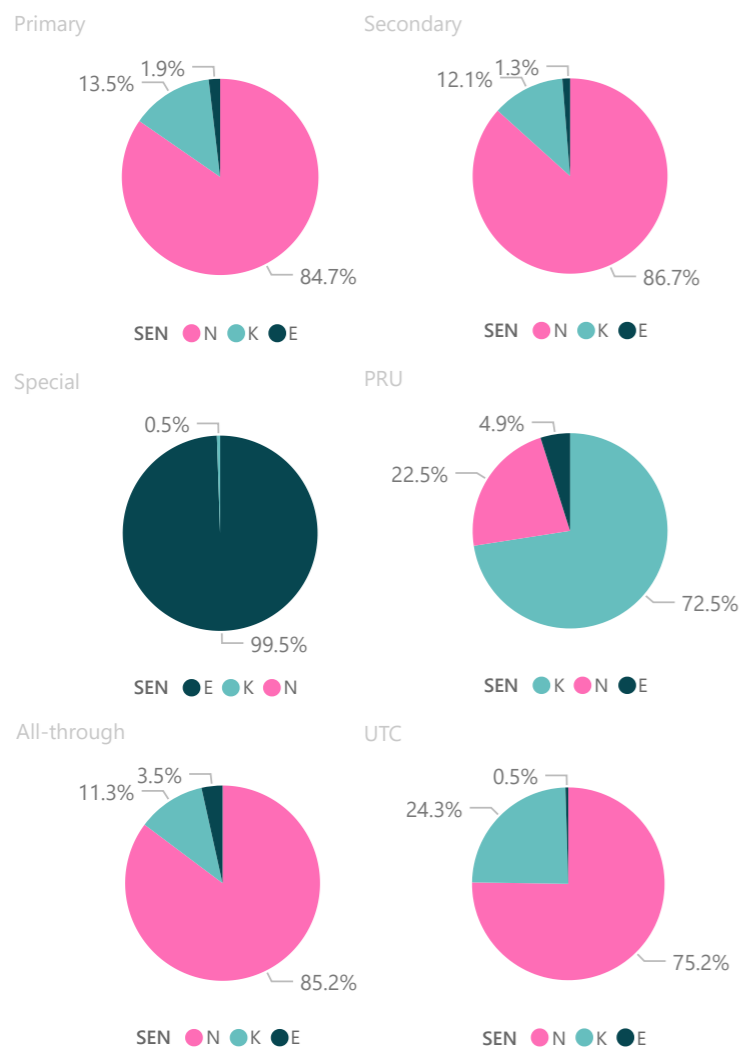
Special Education Needs & Disability (SEND)

SEN by Phase of Education

Primary

84.7% 13.5% 1.9%

SEN ● N ● K ● E

Secondary

86.7% 12.1% 1.3%

SEN ● N ● K ● E

Special

99.5% 0.5%

SEN ● E ● K ● N

PRU

72.5% 22.5% 4.9%

SEN ● K ● N ● E

All-through

85.2% 11.3% 3.5%

SEN ● N ● K ● E

UTC

75.2% 24.3% 0.5%

SEN ● N ● K ● E

Primary

Primary Need	Medway	National
Autistic Spectrum Disorder	1.4%	1.3%
Hearing Impairment	0.2%	0.2%
Moderate Learning Difficulty	1.4%	2.7%
Multi- Sensory Impairment	0.1%	0.0%
Other Difficulty/Disability	1.1%	0.5%
Physical Disability	0.4%	0.4%
Profound & Multiple Learning Difficulty	0.0%	0.0%
SEN support but no specialist assessment of type of need	0.8%	0.6%
Severe Learning Difficulty	0.1%	0.1%
Social, Emotional and Mental Health	2.6%	2.4%
Specific Learning Difficulty	1.2%	1.3%
Speech, Language and Communications needs	6.0%	4.8%
Visual Impairment	0.1%	0.1%

Secondary

Primary Need	Medway	National
Autistic Spectrum Disorder	2.2%	1.6%
Hearing Impairment	0.3%	0.3%
Moderate Learning Difficulty	1.8%	2.7%
Multi- Sensory Impairment	0.1%	0.0%
Other Difficulty/Disability	1.1%	0.7%
Physical Disability	0.3%	0.4%
Profound & Multiple Learning Difficulty	0.0%	0.0%
SEN support but no specialist assessment of type of need	0.4%	0.4%
Severe Learning Difficulty	0.1%	0.1%
Social, Emotional and Mental Health	3.5%	2.9%
Specific Learning Difficulty	2.1%	2.6%
Speech, Language and Communications needs	1.6%	1.6%
Visual Impairment	0.2%	0.2%

Special

Primary Need	Medway	National
Autistic Spectrum Disorder	33.8%	32.3%
Hearing Impairment	0.1%	0.7%
Moderate Learning Difficulty	14.1%	11.3%
Multi- Sensory Impairment	0.1%	0.2%
Other Difficulty/Disability	2.3%	1.9%
Physical Disability	2.7%	3.0%
Profound & Multiple Learning Difficulty	4.3%	6.2%
SEN support but no specialist assessment of type of need	0.0%	0.1%
Severe Learning Difficulty	17.0%	20.7%
Social, Emotional and Mental Health	8.8%	12.8%
Specific Learning Difficulty	4.6%	1.8%
Speech, Language and Communications needs	12.0%	8.4%
Visual Impairment	0.1%	0.5%

PRU

Primary Need	Medway	National
Autistic Spectrum Disorder	1.0%	5.0%
Hearing Impairment	0.0%	0.2%
Moderate Learning Difficulty	0.0%	3.4%
Multi- Sensory Impairment	0.0%	0.1%
Other Difficulty/Disability	0.0%	1.9%
Physical Disability	0.0%	0.3%
Profound & Multiple Learning Difficulty	0.0%	0.0%
SEN support but no specialist assessment of type of need	0.0%	2.0%
Severe Learning Difficulty	0.0%	0.1%
Social, Emotional and Mental Health	76.7%	64.7%
Specific Learning Difficulty	0.0%	2.5%
Speech, Language and Communications needs	0.0%	2.3%
Visual Impairment	0.0%	0.1%

Most prominent primary need

Phase of Education	Medway	National
Primary	Speech, Language and Communications needs	Speech, Language and Communications needs
PRU	Social, Emotional and Mental Health	Social, Emotional and Mental Health
Secondary	Social, Emotional and Mental Health	Social, Emotional and Mental Health
Special	Autistic Spectrum Disorder	Autistic Spectrum Disorder

Headlines of performance analysis

Improvement	Index
Improvement on previous year	🟢
Inline with previous year	🟡
Deterioration on previous year	🔴

Measure	Medway		National	
Exclusions				
Permanent Exclusion Rate	🟢	0.05	🟢	0.06
Suspension Rate	🟢	3.75	🟢	3.76
Absence				
Overall Absence	🔴	4.73	🟢	4.70
Persistent Absence	🔴	11.40	🔴	10.90
Destination				
KS4	🟢	94.00	🟢	93.60
KS5	🔴	78.30	🔴	80.70
Not in Education, Employment or Training (NEET)				
NEET	🟢	7.90	🟡	5.50

Permanent Exclusions (PEx)

Permanent Exclusion

● Medway ● National

Year	Medway	National
2016	0.18	0.08
2017	0.14	0.10
2018	0.13	0.10
2019	0.09	0.10
2020	0.05	0.06
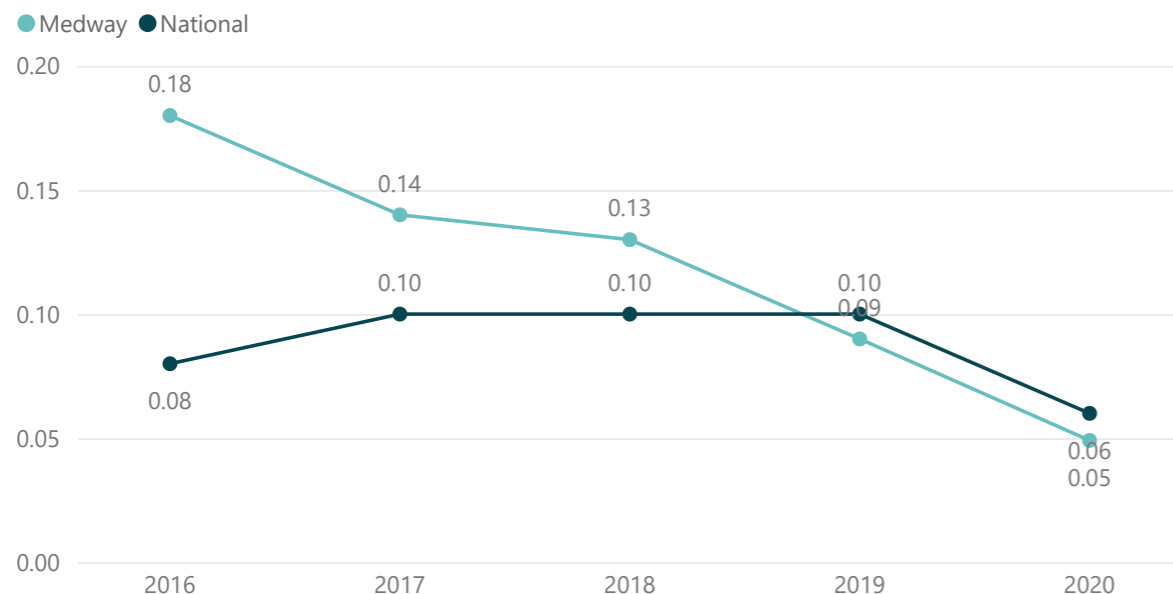
The trend of reduction in issuing permanent exclusions continued from 2016 to the end of the academic year 2020. This was within the periods of national lockdown when the majority of learners with not required to be in school. The downwards trend mirrors the national trend and was below the national exclusion rate.

The reasons for permanent exclusion in Medway, tend to match the reasons nationally. Persistent disruptive behaviour was the most frequently recorded reason for a permanent exclusion.

All of the permanent exclusions were from secondary schools.

Comparisons during this period with pre-pandemic published data are of little value because of the disruption to learners' education and the provision of remote learning required during lockdowns.

Reason for Exclusion 2020

Reason	Medway	National
Bullying	0.00	0.00
Damage	0.17	0.01
Drug and alcohol related	0.17	0.10
Other	0.04	0.16
Persistent disruptive behaviour	0.30	0.34
Physical assault against a pupil	0.13	0.13
Physical assault against an adult	0.17	0.12
Racial abuse	0.00	0.00
Sexual misconduct	0.00	0.01
Theft	0.00	0.00
Verbal abuse/threatening behaviour against a pupil	0.00	0.04
Verbal abuse/threatening behaviour against an adult	0.00	0.08

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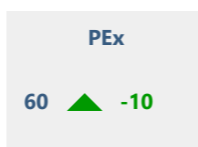
PEx

60 ▲ -10

Permanent Exclusion Rate by School Type

● Medway ● National

School Type	Medway	National
Primary		0.02
Secondary	0.12	0.13
Special		0.04
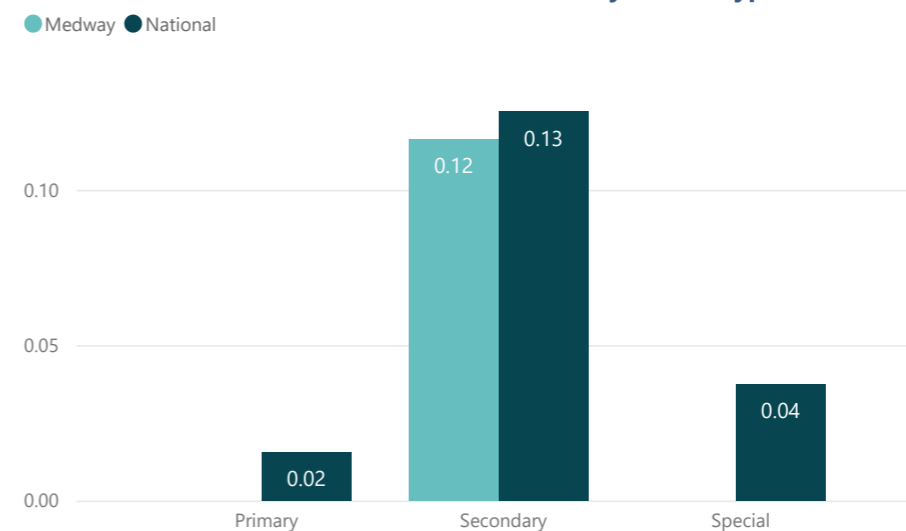
Permanent Exclusions (PEx)

Permanent Exclusion Rate by Pupil Age

Medway   National

The number of Medway's learners aged 12-14 (year groups 7-9) excluded permanently exceeded national profile. Most of these exclusions were prior to lockdown, between September 2019 and March 2020.

Although the amount of exclusions were lower, because of school closures, the groups of learners that received permanent exclusion mirrored previous local and national excluded groups. These groups focused upon learners who were disadvantaged and those who require SEND support.

Comparisons during this period with pre-pandemic published data are of little value because of the disruption to learners' education and the provision of remote learning required during lockdowns.

Closing the gap with the relative national group

Characteristic	Medway	National
EHCP	0.00	0.10
FSM	0.13	0.16
No Level of SEND	0.03	0.04
Non FSM	0.03	0.04
SEND Support	0.18	0.20

Permanent Exclusion Rate

Group	Rate
SEND Support	0.18
FSM	0.13
Mixed	0.13
Male	0.07
White	0.05
Non FSM	0.03
No Level of SEND	0.03
Female	0.03
Asian	
Black	
EHCP	

Suspensions

Suspensions

● Medway ● National

7.40				
	6.58		5.78	
		5.36	5.08	
	4.76	5.54		3.76
4.29				3.75
2016	2017	2019	2018	2020
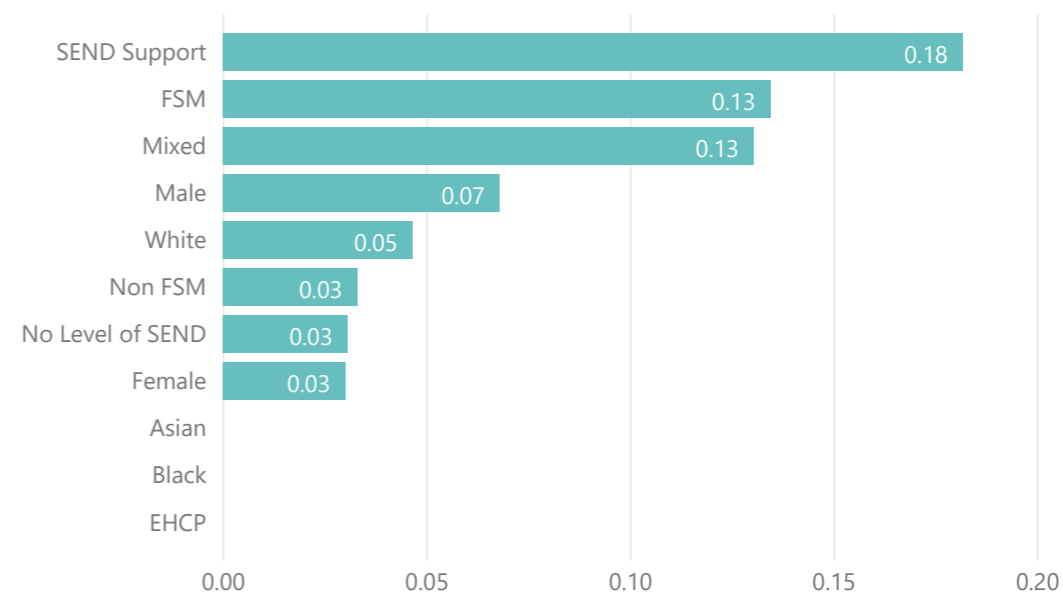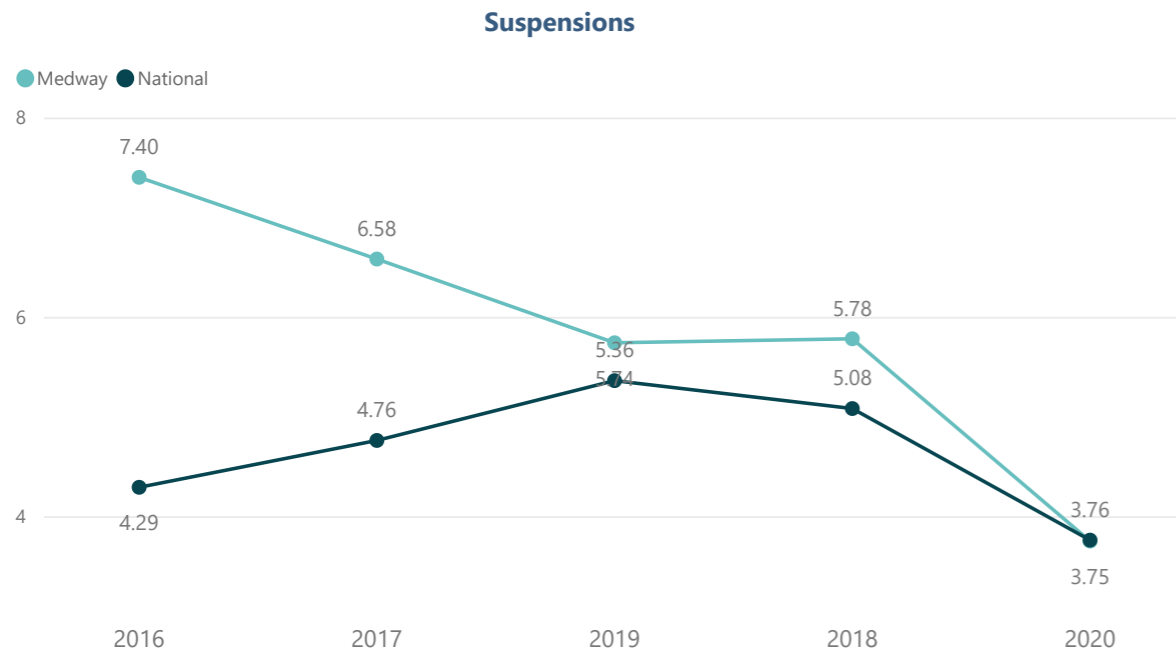
The trend of reduction in issuing suspensions continued from 2016 to the end of the academic year 2020. This was within the periods of national lockdown when the majority of learners were not required to be in school. The downwards trend mirrors the national trend and was below the national exclusion rate.

This was the first time, within a decade of suspension data, that suspensions in Medway were performing in line with the national profile.

During the period of 7 months, of normal schooling, between September 2019- March 2020, where all learners were in school as usual, Medway suspended fewer learners than the previous comparative part of the previous year.

Similar to permanent exclusions, the reason for the most suspensions was persistent disruption.

Whilst both primary and secondary suspensions were below the national rate for the whole year, special school suspensions exceeded the national profile.

Reason for Suspension 2020

Reason	Medway	National
Bullying	0.5%	0.8%
Damage	2.2%	2.0%
Drug and alcohol related	2.0%	2.6%
Other	2.8%	16.5%
Persistent disruptive behaviour	49.1%	33.5%
Physical assault against a pupil	14.3%	15.7%
Physical assault against an adult	7.6%	7.1%
Racial abuse	0.7%	1.0%
Sexual misconduct	0.3%	0.4%
Theft	1.0%	0.8%
Verbal abuse/threatening behaviour against a pupil	3.7%	3.7%
Verbal abuse/threatening behaviour against an adult	15.6%	15.8%

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

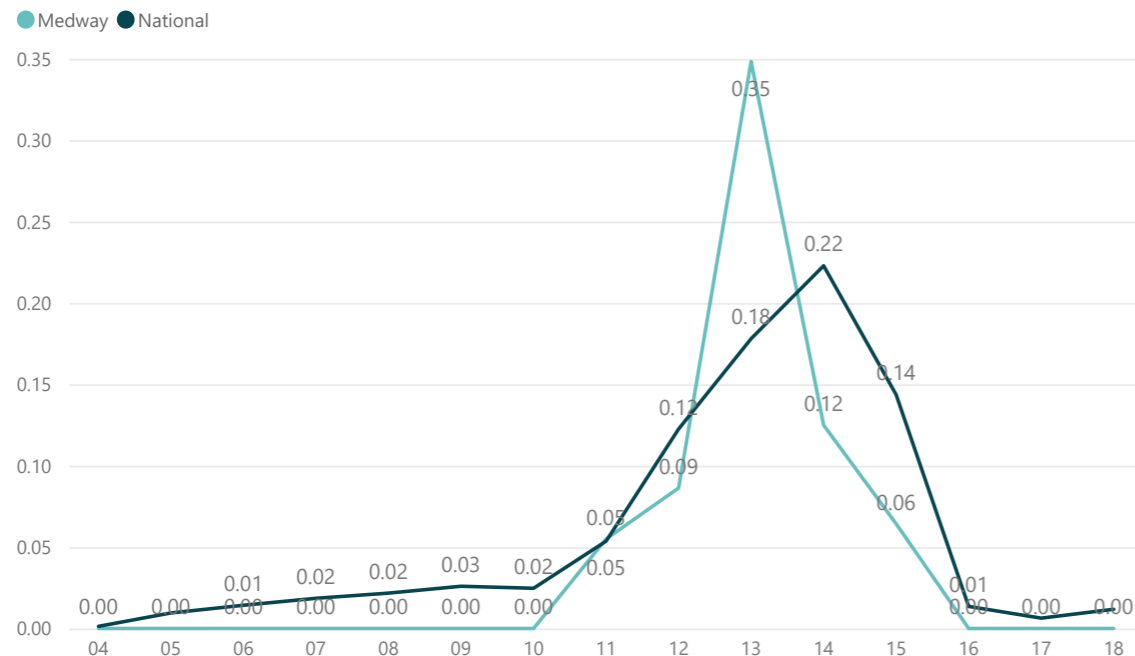**Suspension**

100 ▲ 10

Suspension Rate by School Type

● Medway ● National

	Primary	Secondary	Special
Medway		7.05	14.69
National		7.43	7.76
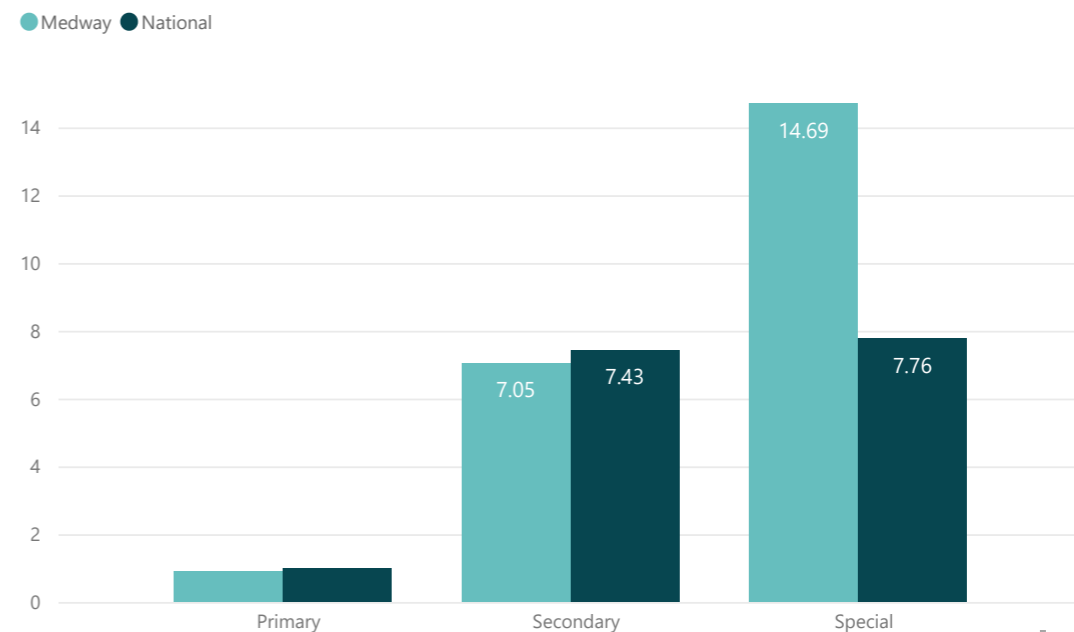
Suspensions

Suspension Rate by Pupil Age

● Medway ● National

The suspension of learners by age and year group in Medway tends to follow the national profile each year. During the period 2019-2020, there is a difference in performance between Medway's age suspension profile in primary and secondary. Primary is broadly below the national profile, whilst in secondary, the suspension rate was more than the national, in each year group. This increase with older learners continued into KS5, with more 18 year old suspensions being issued in Medway compared to the national.

The groups of learners who are being suspended in Medway differs from those groups permanently excluded in Medway, in that the learners who are suspended the most, are the most vulnerable; those learners with EHC plans and those disadvantaged. Although Medway's suspended groups tend to be lower than the national, those learners with EHC plans are suspended from their learning more than those SEND learners nationally.

Closing the gap with the relative national group

Characteristic	Medway	National
EHCP	12.45	11.70
FSM	8.59	9.34
No Level of SEND	2.36	2.43
Non FSM	2.84	2.58
SEND Support	10.50	10.98

Suspension Rate

Category	Rate
EHCP	12.45
SEND Support	10.50
FSM	8.59
Mixed	5.41
Male	5.08
White	4.01
Non FSM	2.84
Female	2.41
No Level of SEND	2.36
Black	2.24
Asian	

Absence

Overall Absence

● Medway ● National

5.00

4.83
4.76
4.65
4.62
4.57
4.71
4.81
4.71
4.73
4.70

4.50

4.00
2015   2016   2017   2018   2019

Persistent Absence

● Medway ● National

13.00

12.20
11.83
11.41
11.17
11.40
12.00
10.96
10.79
11.09
11.00
10.50
10.90

10.00
2015   2016   2017   2018   2019

The impact of the pandemic upon the publication of national data means that no new attendance data is available for publication. The data presented here is the most recent, and the same as that reported upon in last year's Annual School's Performance report.

By the end of 2019, Medway overall absence was broadly in line with the national profile.

Although Medway's persistent absence remains above the national profile, the rate of improvement is greater than the national rate of improvement.

Schools' authorisation of absence indicates a significant area of challenge.

Trend data indicates that poor attendance habits have contributed overtime to Medway's concerning profile.

Authorised and Unauthorised Absence

AcYr 18/19

● Authorised ● Unauthorised

Primary

Medway   3.00   1.33
National   2.90   1.10

Secondary

Medway   3.41   1.76
National   3.70   1.80

Special

Medway   5.95
National   7.80   2.30

0   5   10   0   5   10
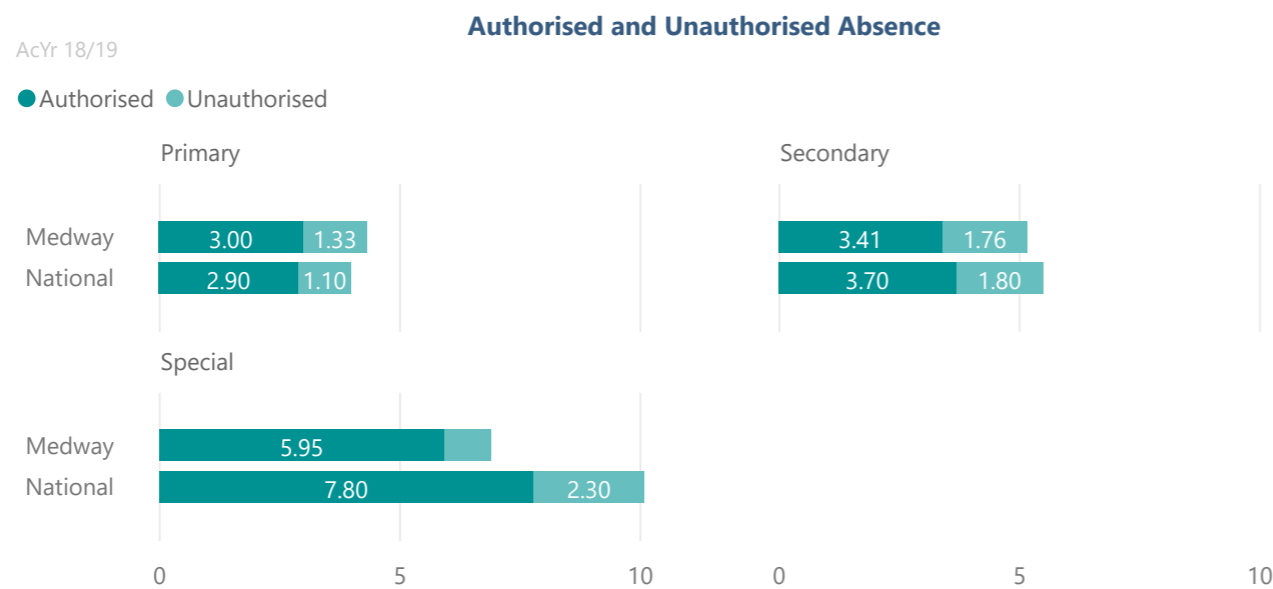
Overall Absence by Phase of Education

AcYr 18/19

Phase of Education	Medway	National
Primary	9.80	8.25
Secondary	13.15	13.69
Special	21.11	28.85

AcYr 18/19 ranking out of 152 LAs and place movement on the previous year

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

Absence

Overall Absence

AcYr 18/19

● Authorised ● Unauthorised

Group	Authorised	Unauthorised
EHCP	5.21	1.34
FSM	4.30	3.14
SEND Support	3.81	2.18
White	3.35	1.60
Mixed	3.31	1.56
Male	3.26	1.47
Female	3.18	1.54
Non FSM	3.04	1.24
No level of SEND	3.04	1.39
Asian	2.98	1.04
Black	1.88	0.70

Persistent Absence

AcYr 18/19

● Authorised ● Unauthorised

Group	Authorised	Unauthorised
EHCP	13.62	5.11
Black	10.45	6.34
Mixed	9.59	7.58
SEND Support	9.58	8.72
Male	9.35	7.37
Non FSM	9.34	6.78
White	9.19	7.72
Female	9.10	7.89
Asian	9.03	5.54
FSM	8.92	9.46
No level of SEND	8.77	7.46

Although Medway's overall absence compares favourably to the national profile, there is a difference in performance between primary and secondary that is masked.

Although the absence of learners supported with an EHC plan is better than the national profile, in Medway, those learners are absent from school the most and are also the most persistently absent. This would be in line with the needs of these learners.

Disadvantaged pupils are the second highest groups of learners who miss school, but their absence is not correspondingly persistent.

Overall Absence

AcYr 18/19

Overall Absence	Medway ▼	National
FSM	7.44	7.48
EHCP	6.54	8.72
SEND Support	5.99	6.48
No level of SEND	4.43	4.31
Non FSM	4.28	4.21

Persistent Absence

AcYr 18/19

Persistent Absence	Medway ▼	National
EHCP	18.72	24.94
FSM	18.38	20.66
SEND Support	18.30	21.03
No level of SEND	16.23	17.79
Non FSM	16.12	18.13

Persistent Absence by School Type

AcYr 18/19

● Medway ● National

School Type	Medway	National
Primary	0.10	0.08
Secondary	0.13	0.14
Special	0.21	0.29
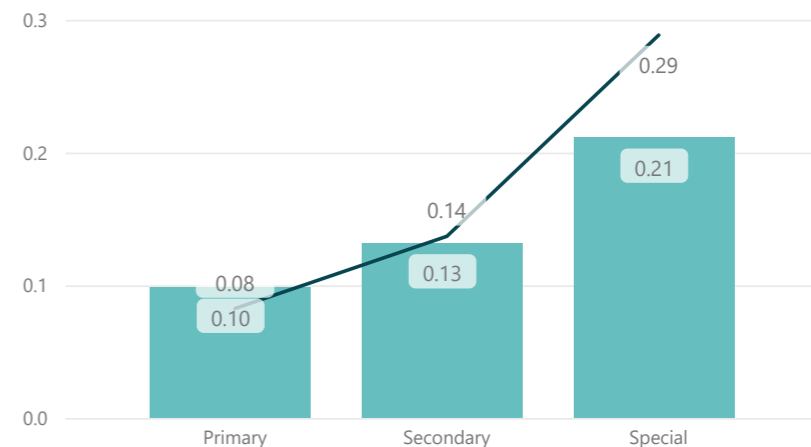
Destinations

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

KS4 Destination	KS5 Destination
23 ▼ 2	68 ▲ -10

Medway ranks 23 out of 152 local authorities for enabling learners to be in education, employment and training for 16-year-olds in KS4. Although Medway's position has improved at KS5, the number of learners engaged in education, employment or training is less, compared to other local authorities.

This is in part due to the withdrawal of funding for NEET provision nationally. Medway Council has since responded by funding NEET provision with £100,00. This will seek to improve the KS5 rank in subsequent years.

Comparisons during this period with pre-pandemic published data are of little value because of the disruption to learners' education and the provision of remote learning required during lockdowns in universities.

Key Stage 4 & Key Stage 5 Destinations Sustained

● Education ● Employment ● Apprenticeship ● Not Sustained
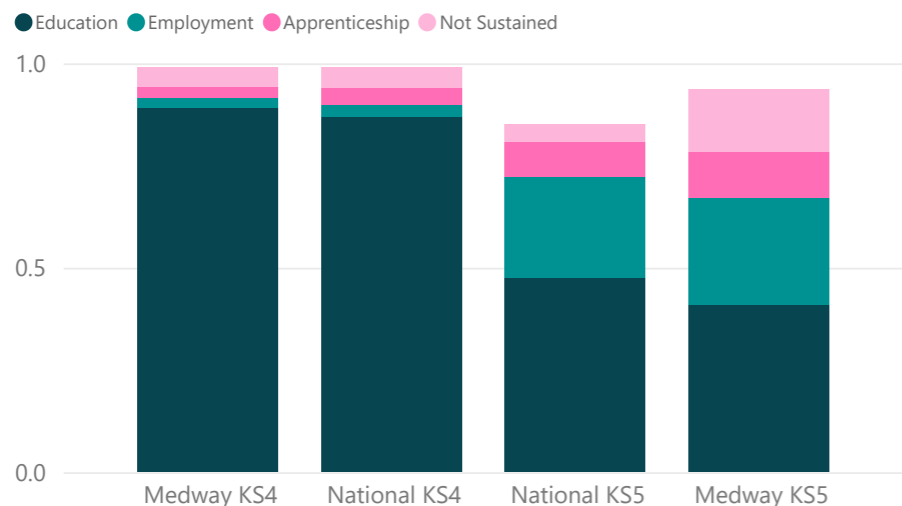
Destinations	Education	Employment	Apprenticeship	Not Sustained
Medway KS4	0.89	0.03	0.03	0.05
Medway KS5	0.41	0.26	0.11	0.15
National KS4	0.87	0.03	0.04	0.05
National KS5	0.47	0.25	0.08	0.04

Proportion in Education / Employment

KS4

94.0%
93.6%
0.0%   100.0%

KS5

78.3%
80.7%
0.0%   100.0%
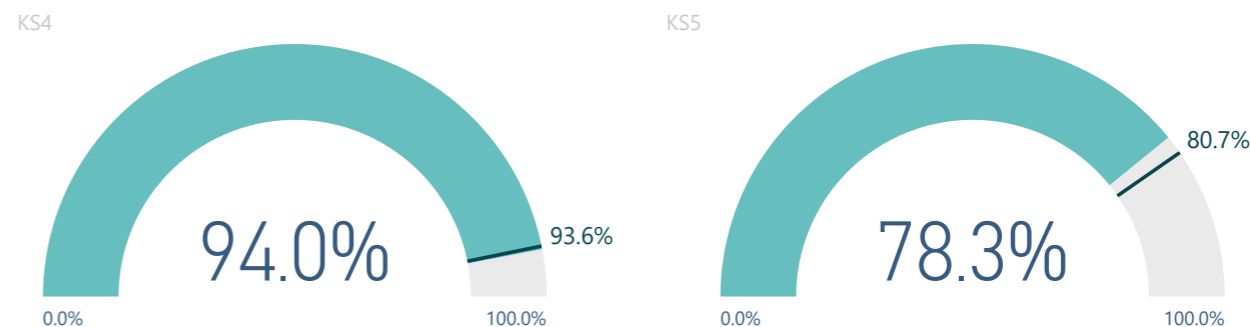
KS5 Higher Education

KS5 Higher Education Destination Details	Medway	National
Degrees	50.4%	61.9%
Higher Apprenticeships	2.3%	1.7%
Other study at Level 4/5	1.3%	2.5%
Oxford and Cambridge	0.6%	0.8%
Percentage that progressed to higher education or training	54.0%	66.2%
Russell Group	8.7%	15.7%
Top third most selective Higher Education Institutions	10.3%	17.5%

Destinations

KS4 Education / Employment

Female	95.3%
EHCP	94.9%
Non FSM	94.6%
No Level of SEND	94.4%
Male	92.4%
SEND Support	90.0%
FSM	88.3%
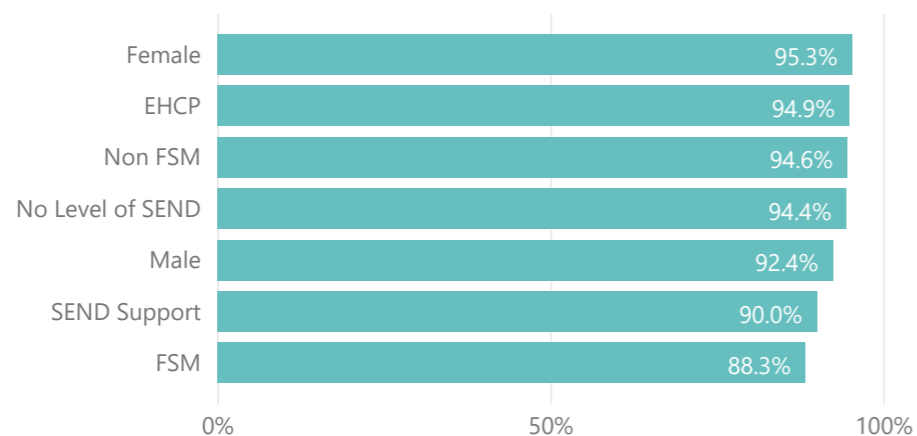
The gaps to national for many Medway groups of learners have closed.

In KS4, 16 year-old, disadvantaged learners, those who require an Education, Health Care plan, SEND and those who require SEND support all achieved education, employment or training better than the national profile.

The remaining gaps for learners with no SEND and those non disadvantaged are very close to the national. This was partially sustained in KS5, though the impact here of the pandemic would have been more prominent.

Medway's gender performance mirrors the national profile.

KS5 Education / Employment

No Level of SEND	89.6%
SEND	83.7%
Female	83.1%
Not Disadvantaged	81.5%
Male	74.3%
Disadvantaged	67.5%
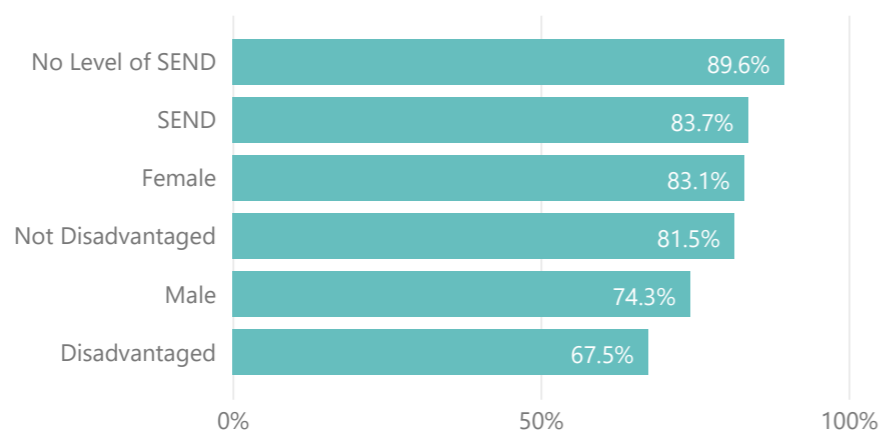
Closing the gap with relative national group

Characteristic	Medway KS4	National KS4	Medway KS5	National KS5
EHCP	94.9%	89.9%		
No Level of SEND	94.4%	95.0%	88.0%	88.0%
SEND Support	90.0%	89.0%		

Not in Education, Employment or Training (NEET)

Not in Education, Employment or Training (NEET)

7.90%

5.50%

0.00%   100.00%
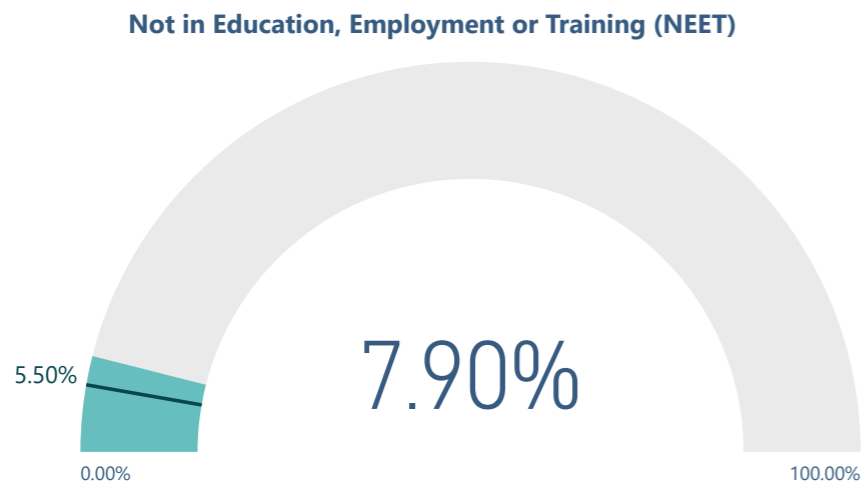
2018-2020 demonstrates a significant reduction in the number of young people whose destination is 'not known'. This change led to a better understanding of the NEET figures, raising the number of young people correctly classified as NEET and enabling better-targeted support work. Reductions in 'not known' figures between 2018-20 relate to continued work by Medway's CEIAG team, including cross-matching records between various databases, door knocking and the use of targeted postcards and electronic surveys. Flexible approaches to tracking, such as tracking in the early evening also proved successful.

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

NEET

105 ▼ 13

NEET & Not Known 4 year trend

Measure	2018	2019	2020
Medway NEET	3.5%	2.4%	4.1%
Medway Not Known	18.9%	6.4%	4.0%
National NEET	3.2%	3.2%	3.4%
National Not Known	9.7%	9.0%	7.0%

Education & Training

● Medway ● National

	16 Years old	17 Years old	Female 16 Year Olds	Female 17 Year Olds	Male 16 Year Olds	Male 17 Year Olds
Medway	94.6%	88.4%	95.6%	89.7%	94.0%	87.5%
National	95.8%	90.6%	96.7%	92.2%	94.9%	88.9%
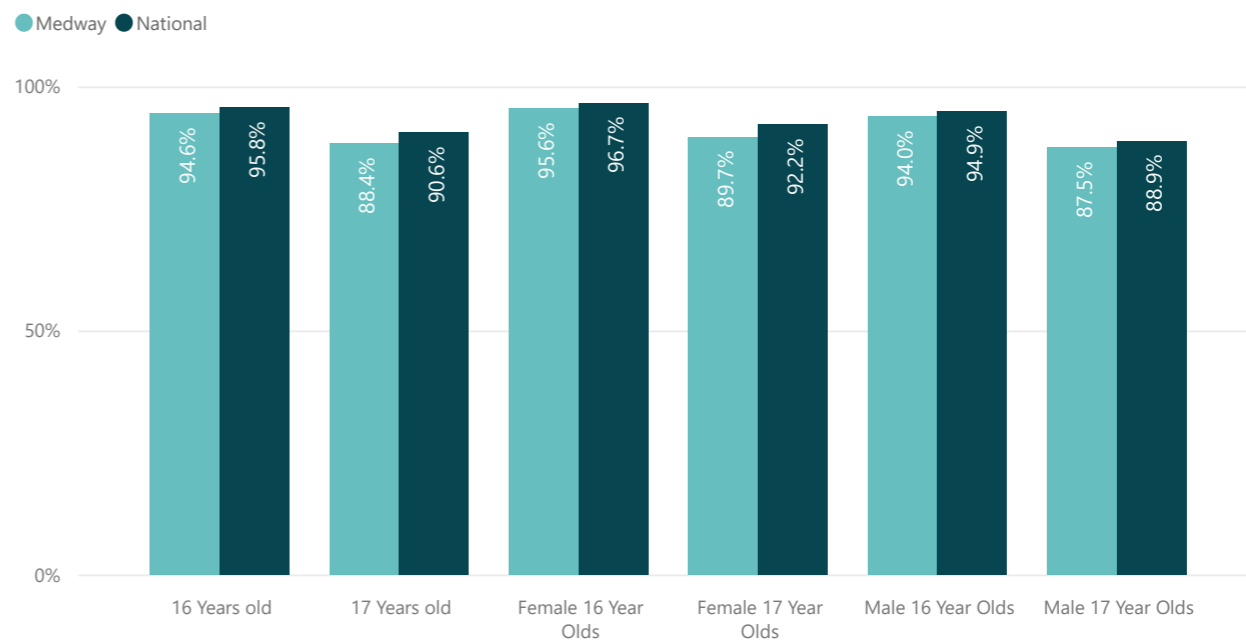
Appendicies

Appendix A

School Cohort

LA / DfE	School Name	School Phase	Establishment Type	Cohort Total	Resourced Provision	SEN Unit
8872600	All Faiths Children's Academy	Primary	Academies	223	14	0
8873093	All Saints Church of England Primary School	Primary	Academies	358	0	0
8872005	Allhallows Primary Academy	Primary	Academies	165	0	0
8872215	Balfour Infant School	Primary	LA maintained	253	0	0
8872214	Balfour Junior Academy	Primary	Academies	464	0	0
8872396	Barnsole Primary School	Primary	Academies	681	0	0
8872537	Bligh Primary School (Infants)	Primary	Academies	314	0	0
8872492	Bligh Primary School (Juniors)	Primary	Academies	272	0	0
8872646	Brompton-Westbrook Primary School	Primary	Academies	454	0	0
8873760	Burnt Oak Primary School	Primary	LA maintained	453	0	0
8872016	Byron Primary School	Primary	Academies	510	0	0
8872017	Cedar Children's Academy	Primary	Academies	613	0	0
8872209	Chattenden Primary School	Primary	Academies	204	0	0
8872588	Cliffe Woods Primary School	Primary	Academies	392	0	0
8872216	Crest Infant School	Primary	LA maintained	209	0	0
8872208	Cuxton Community Infant School	Primary	Academies	168	0	0
8872013	Cuxton Community Junior School	Primary	Academies	223	0	0
8872684	Deanwood Primary School	Primary	Academies	194	0	0
8872023	Delce Academy	Primary	Academies	413	0	0
8872021	Elaine Primary School	Primary	Academies	338	0	0
8873729	English Martyrs' Catholic Primary School	Primary	LA maintained	202	0	0
8873759	Fairview Community Primary School	Primary	LA maintained	662	0	0
8872401	Featherby Infant and Nursery School	Primary	Academies	297	0	0
8872019	Featherby Junior School	Primary	Academies	342	0	0
8872010	Gordons Children's Academy, Infant	Primary	Academies	151	0	0
8872009	Gordons Children's Academy, Junior	Primary	Academies	341	0	0
8872198	Greenvale Primary School	Primary	LA maintained	175	0	0
8872211	Halling Primary School	Primary	Academies	344	0	0
8872638	Hempstead Infant School	Primary	LA maintained	270	0	0
8872403	Hempstead Junior School	Primary	LA maintained	337	0	0
8872421	High Halstow Primary Academy	Primary	Academies	210	0	0
8872499	Hilltop Primary Academy	Primary	Academies	420	0	0
8872213	Hoo St Werburgh Primary School and Marlborough Centre	Primary	Academies	531	65	0
8872439	Horsted Infant School	Primary	LA maintained	179	0	0
8872506	Horsted Junior School	Primary	LA maintained	245	0	0
8872003	Kingfisher Community Primary School	Primary	Academies	219	0	0
8872007	Lordswood School	Primary	Academies	405	0	0
8872199	Luton Primary School	Primary	LA maintained	629	0	0
8872020	Maundene School	Primary	Academies	397	0	0
8872623	Miers Court Primary School	Primary	Academies	391	0	0
8872012	Napier Community Primary and Nursery Academy	Primary	Academies	589	0	0
8872008	New Horizons Children's Academy	Primary	Academies	624	0	0
8872202	New Road Primary School	Primary	LA maintained	346	0	0
8872433	Oaklands School	Primary	Academies	420	0	0
8872006	Oasis Academy Skinner Street	Primary	Academies	362	0	0
8872494	Park Wood Primary School	Primary	LA maintained	597	0	0
8872001	Phoenix Primary School	Primary	Academies	267	0	0
8873757	Riverside Primary School	Primary	Academies	331	14	0
8872004	Saxon Way Primary School	Primary	Academies	379	0	0
8873752	St Augustine of Canterbury Catholic Primary School	Primary	LA maintained	184	0	0
8873753	St Benedict's Catholic Primary School	Primary	LA maintained	208	0	0
8873096	St Helen's Church of England Primary School, Cliffe	Primary	LA maintained	209	0	0
8872002	St James Church of England Primary Academy	Primary	Academies	182	0	0
8873095	St John's Church of England Infant School	Primary	Academies	68	0	0
8873293	St Margaret's at Troy Town CofE Voluntary Controlled Primary School	Primary	Academies	227	0	0
8873195	St Margaret's Church of England Junior School	Primary	Academies	360	0	0
8872479	St Margaret's Infant School	Primary	Academies	308	0	0
8873755	St Mary's Catholic Primary School	Primary	LA maintained	440	0	0
8873756	St Mary's Island Church of England (Aided) Primary School	Primary	LA maintained	578	0	0
8873712	St Michael's RC Primary School	Primary	LA maintained	448	0	0
8873102	St Nicholas Church of England Voluntary Controlled Infant School	Primary	LA maintained	96	0	0
8872665	St Peter's Infant School	Primary	LA maintained	76	0	0
8873736	St Thomas More Roman Catholic Primary School	Primary	LA maintained	412	0	0
8873732	St Thomas of Canterbury RC Primary School	Primary	LA maintained	252	0	0
8873746	St William of Perth Roman Catholic Primary School	Primary	LA maintained	210	0	0
8872194	Stoke Primary Academy	Primary	Academies	52	0	0
8872549	Swingate Primary School	Primary	LA maintained	650	0	0
8872015	Temple Mill Primary School	Primary	Academies	237	0	0
8872592	Thames View Primary School	Primary	Academies	461	0	0
8873758	The Pilgrim School (A Church of England Primary With Nursery)	Primary	Academies	231	0	0
8872014	Twydall Primary School and Nursery	Primary	Academies	396	0	0

Appendix A

School Cohort continued

LA / DfE	School Name	School Phase	Establishment Type	Cohort Total	Resourced Provision	SEN Unit
8872412	Woodlands Primary School	Primary	Academies	761	0	0
8871108	Will Adams Centre	PRU	LA maintained	49	0	0
8872018	Wayfield Primary School	Primary	Academies	342	0	0
8874003	Waterfront UTC	Secondary	Academies	210	0	0
8872011	Warren Wood Primary Academy	Primary	Academies	453	0	0
8872203	Walderslade Primary School	Primary	Academies	226	0	0
8874167	Walderslade Girls' School	Secondary	Academies	851	0	0
8872022	Wainscott Primary School	Primary	Academies	453	0	0
8876907	The Victory Academy	Secondary	Academies	1097	0	0
8875451	The Thomas Aveling School	Secondary	Academies	1203	12	0
8871107	The Rowans	PRU	Academies	53	0	0
8875445	The Rochester Grammar School	Secondary	Academies	1218	0	0
8874001	The Robert Napier School	Secondary	Academies	1032	0	0
8874000	The Hundred of Hoo Academy	All through	Academies	1584	0	47
8875457	The Howard School	Secondary	Academies	1519	0	0
8876905	Strood Academy	Secondary	Academies	1359	0	0
8875436	St John Fisher Catholic Comprehensive School	Secondary	LA maintained	890	0	0
8874530	Sir Joseph Williamson's Mathematical School	Secondary	Academies	1430	0	0
8877016	Rivermead School	Special	Academies	191	0	0
8874199	Rainham School for Girls	Secondary	Academies	1728	0	0
8875420	Rainham Mark Grammar School	Secondary	Academies	1487	0	0
8877000	INSPIRE Free Special School	Special	Academies	46	0	0
8874068	Holcombe Grammar School	Secondary	Academies	949	0	0
8874174	Greenacre Academy	Secondary	Academies	991	0	0
8874069	Fort Pitt Grammar School	Secondary	Academies	891	0	0
8877031	Danecourt School	Special	Academies	185	0	0
8875429	Chatham Grammar	Secondary	Academies	871	0	0
8876906	Brompton Academy	Secondary	Academies	1367	0	86
8877042	Bradfields Academy	Special	Academies	317	0	0
8877053	Abbey Court Foundation Special School	Special	LA maintained	190	0	0

Cohort total	Resourced Provision total	SEN Unit total
47791	105	133

Appendix B

Exclusions and Suspensions

| LA / DfE	School Name	School Type	PEx by school	Sus by school	Number of days by school
8872600	All Faiths Children's Academy	AC		0.03	8.50
8873093	All Saints Church of England Primary School	AC		0.03	14.50
8872005	Allhallows Primary Academy	ASL		0.01	9.50
8872215	Balfour Infant School	M			
8872214	Balfour Junior Academy	AC		0.02	28.00
8872396	Barnsole Primary School	AC		x	x
8872537	Bligh Primary School (Infants)	AC			
8872492	Bligh Primary School (Juniors)	AC		0.01	6.00
8872646	Brompton-Westbrook Primary School	AC		x	x
8873760	Burnt Oak Primary School	M		0.01	6.50
8872016	Byron Primary School	ASL		0.01	12.50
8872017	Cedar Children's Academy	ASL		0.03	27.50
8872209	Chattenden Primary School	AC			
8872588	Cliffe Woods Primary School	AC			
8872216	Crest Infant School	M		x	x
8872208	Cuxton Community Infant School	AC			
8872013	Cuxton Community Junior School	ASL		0.01	13.00
8872684	Deanwood Primary School	AC			
8872023	Delce Academy	AC		0.11	76.00
8872021	Elaine Primary School	ASL		0.01	10.00
8873729	English Martyrs' Catholic Primary School	M		0.01	4.00
8873759	Fairview Community Primary School	M			
8872401	Featherby Infant and Nursery School	AC			
8872019	Featherby Junior School	ASL		0.02	31.50
8872010	Gordons Children's Academy, Infant	ASL		0.01	5.50
8872009	Gordons Children's Academy, Junior	ASL		0.02	19.00
8872198	Greenvale Primary School	M		x	x
8872211	Halling Primary School	AC		0.02	15.00
8872638	Hempstead Infant School	M			
8872403	Hempstead Junior School	M		0.01	4.00
8872421	High Halstow Primary Academy	AC		0.02	24.00
8872499	Hilltop Primary Academy	AC		0.01	7.00
8872213	Hoo St Werburgh Primary School and Marlborough Centre	AC		0.01	17.50
8872439	Horsted Infant School	M			
8872506	Horsted Junior School	M		0.01	13.00
8872003	Kingfisher Community Primary School	ASL			
8872007	Lordswood School	ASL			
8872199	Luton Primary School	M		x	x
8872020	Maundene School	ASL		0.01	5.00
8872623	Miers Court Primary School	AC			
8872012	Napier Community Primary and Nursery Academy	ASL		0.06	63.50
8872008	New Horizons Children's Academy	ASL		0.01	7.50
8872202	New Road Primary School	M		0.03	16.00
8872433	Oaklands School	AC		x	x
8872006	Oasis Academy Skinner Street	ASL		0.12	79.00
8872494	Park Wood Primary School	M		0.04	30.00
8872001	Phoenix Primary School	ASL		0.01	13.00
8873757	Riverside Primary School	AC		x	x
8872004	Saxon Way Primary School	ASL		0.06	46.50
8873752	St Augustine of Canterbury Catholic Primary School	M		x	x
8873753	St Benedict's Catholic Primary School	M		x	x
8873096	St Helen's Church of England Primary School, Cliffe	M		x	x
8872002	St James Church of England Primary Academy	ASL		0.01	4.00
8873095	St John's Church of England Infant School	AC		x	x
8873293	St Margaret's at Troy Town CofE Voluntary Controlled Primary School	AC			
8873195	St Margaret's Church of England Junior School	AC		0.03	22.00
8872479	St Margaret's Infant School	AC			
8873755	St Mary's Catholic Primary School	M		0.09	30.00
8873756	St Mary's Island Church of England (Aided) Primary School	M			
8873712	St Michael's RC Primary School	M		0.01	5.50
8873102	St Nicholas Church of England Voluntary Controlled Infant School	M			
8872665	St Peter's Infant School	M			
8873736	St Thomas More Roman Catholic Primary School	M		0.02	26.00
8873732	St Thomas of Canterbury RC Primary School	M			
8873746	St William of Perth Roman Catholic Primary School	M			
8872194	Stoke Primary Academy	AC		0.01	5.00
8872549	Swingate Primary School	M		0.03	37.00
8872015	Temple Mill Primary School	ASL		0.01	6.00
8872592	Thames View Primary School	AC		x	x
8873758	The Pilgrim School (A Church of England Primary With Nursery)	AC			
8872014	Twydall Primary School and Nursery	ASL		0.07	60.00

Appendix B

Exclusions and Suspensions continued

LA / DfE	School Name	PEx by school	Sus by school	Number of days by school
8872412	Woodlands Primary School			
8871108	Will Adams Centre		0.21	243.00
8872018	Wayfield Primary School			
8874003	Waterfront UTC	x	0.28	381.50
8872011	Warren Wood Primary Academy		0.04	51.00
8872203	Walderslade Primary School		x	x
8874167	Walderslade Girls' School	x	0.37	620.00
8872022	Wainscott Primary School		x	x
8876907	The Victory Academy	x	0.87	1,252.00
8875451	The Thomas Aveling School	x	0.24	690.00
8871107	The Rowans		0.05	41.00
8875445	The Rochester Grammar School		0.03	95.00
8874001	The Robert Napier School	0.02	0.84	1,701.00
8874000	The Hundred of Hoo Academy		0.32	436.50
8875457	The Howard School	0.01	1.00	1,334.00
8876905	Strood Academy	0.01	0.50	555.50
8875436	St John Fisher Catholic Comprehensive School		0.74	778.50
8874530	Sir Joseph Williamson's Mathematical School		0.06	77.00
8877016	Rivermead School		0.02	26.00
8874199	Rainham School for Girls		0.37	344.00
8875420	Rainham Mark Grammar School		0.08	70.00
8877000	INSPIRE Free Special School		0.32	433.00
8874068	Holcombe Grammar School		0.10	233.00
8874174	Greenacre Academy	x	0.23	441.00
8874069	Fort Pitt Grammar School		0.01	57.00
8877031	Danecourt School			
8875429	Chatham Grammar		0.08	198.00
8876906	Brompton Academy		0.73	2,134.00
8877042	Bradfields Academy		0.15	165.00
8877053	Abbey Court Foundation Special School			

Appendix C

Average IDACI by School
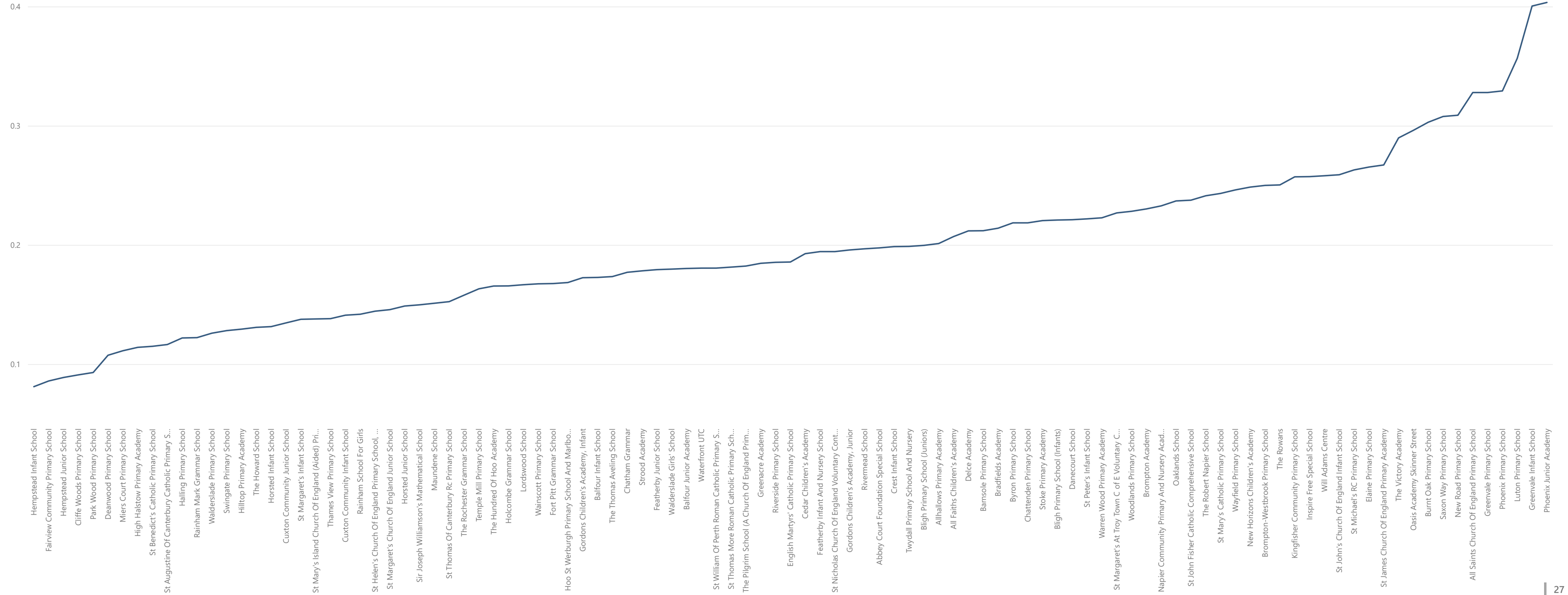
Appendix D

Destination

LA / DfE	School Name	Admission Policy (group)	KS4 Cohort	KS4 % in Education or Employment	KS5 Cohort	KS5 % in Education or Employment
8871107	The Rowans		17	64.7%		
8871108	Will Adams Centre		65	61.5%		
8874000	The Hundred of Hoo Academy	Non Selective	215	92.6%	50	94.0%
8874001	The Robert Napier School	Non Selective	177	83.1%	50	88.0%
8874003	Waterfront UTC	Non Selective	62	91.9%	4	
8874068	Holcombe Grammar School	Selective	111	94.6%	108	94.4%
8874069	Fort Pitt Grammar School	Selective	118	98.3%	96	88.5%
8874167	Walderslade Girls' School	Non Selective	145	92.4%	49	83.7%
8874174	Greenacre Academy	Non Selective	138	92.8%	83	78.3%
8874199	Rainham School for Girls	Non Selective	262	97.7%	134	92.5%
8874530	Sir Joseph Williamson's Mathematical School	Selective	186	97.3%	183	91.8%
8875420	Rainham Mark Grammar School	Selective	209	97.6%	130	94.6%
8875429	Chatham Grammar	Selective	108	97.2%	65	90.8%
8875436	St John Fisher Catholic Comprehensive School	Non Selective	150	91.3%	52	71.2%
8875445	The Rochester Grammar School	Selective	167	98.2%	146	93.8%
8875451	The Thomas Aveling School	Non Selective	182	97.3%	85	88.2%
8875457	The Howard School	Non Selective	229	93.9%	106	85.8%
8876905	Strood Academy	Non Selective	227	92.5%	59	86.4%
8876906	Brompton Academy	Non Selective	191	90.1%	86	89.5%
8876907	The Victory Academy	Non Selective	118	87.3%	46	76.1%
8877000	INSPIRE Free Special School		10	70.0%		
8877016	Rivermead School		21	100.0%		
8877042	Bradfields Academy		36	100.0%		
8877053	Abbey Court Foundation Special School		5			
	Medway			94.0%		78.3%
	Selective			97.0%		78.3%
	Non Selective			92.0%		78.3%

Glossary of Terms

Term	Definition
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.
APS	Average Point Score
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.
Fixed Term Excluded Pupil Rate	The Rate Of Excluded Pupils, As Apose To The Rate Of Exclusions, As A Proportion Of The Cohort Total.
Free School	Any New School Opened Will Typically Be A Free School. All Free Schools Are Academies.

Glossary of Terms

Term	Definition
School Census	A census of all registered pupils.
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.
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.
Persistent Absence	An individual is considered persistently absent if they are absent for 10% or more sessions. This percentage equates to 38 sessions for terms1-6. The criteria prior to 2011 was set at 20% in 2015 it was set at 15%.
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.
FSM	Free School Meals. Children Are Entitled To Free School Meals If The Family Is In Receipt Of Benefits, Such As Income Support.
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.
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
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
LSOA	Lower Supper 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.
RWM	Reading, writing and mathematics combined measure
RSC	Regional Schools Commissioner: the Department for Education's official overseeing standards in academies.
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.
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.
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; (Median total point score -Mean total point score for the lowest 20% of performers)/(Median total point score) ×100
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

Glossary of Terms

Term	Definition
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. 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	Reading	Writing	Mathematics
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 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.
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.

Term	Definition
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) 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).

GCSE Grade	2016 Points	2017+ Points
A**	9	8.50
A*	8	8.00
A	7	7.00
B	6	5.50
C	5	4.00
D	4	3.00
E	3	2.00
F	2	1.50
G	1	1.00

Term	Definition
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
Above average	Score is higher than 0 but lower than 0.5, and lower confidence interval is higher than 0
Below average	Score is -0.5 or higher but less than 0, and upper confidence interval is lower than 0.
Close to England average	Lower confidence interval is 0 or lower, and the upper confidence interval is 0 or higher.
Well above average	Score is 0.5 or higher, and lower confidence interval is 0 or higher.
Well below average	Score is lower than -0.5, and upper confidence interval is lower than 0.

Source

Measure	Source
Appendix B Exclusions	The exclusions data is taken from the backing data from the Education Dashboard power bi document (Education Dashboard for Power BI - Prov LA Excl tab) for continuity. Synergy reports run 24/09/2021 but Will Adams and The Rowans have been added as they are not included on the Education Dashboard.
Children Looked After (CLA) per pop. 10,000 (for LA context info)	Use the Local Authority Interactive Tool (LAIT) - this data is usually updated in December each year (https://www.gov.uk/government/publications/local-authority-interactive-tool-lait)
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://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures
Destinations	https://explore-education-statistics.service.gov.uk/download-latest-data
Ethnicity	https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
Exclusions (download all data/files)	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england
FSM	https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
IDACI	W:\Management_Team\Policy_Unit\Management_Info\School Census\2021 Jan - Dec\01 - Spring 2020 2021\04 - Database\02 - Access Database\CollectSchoolCensus2020_v1.1\Cohort per School by IDACI Year Group
Language - Language Other than English	https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
Language - Top 10 Language	W:\Management_Team\Policy_Unit\Management_Info\School Census\2021 Jan - Dec\01 - Spring 2020 2021\04 - Database\02 - Access Database\CollectSchoolCensus2020_v1.1\000-Analysis - Cohort per School by Language
NEET	https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures
NEET - 16-to-17-year olds recorded in education and training and NEET by local authority	https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F1005105%2F2021_NEET_and_participation_tables.xlsx&wdOrigin=BROWSELINK
NEET 4 year trend	4 year NEET and not known figures were taken from the monthly LA tables uploaded to the DfE's National Client Caseload Information System (NCCIS) for August 2018, 2019, 2020 and 2021 to reflect the end of the academic year.
Ofsted	W:\Management_Team\Policy_Unit\Management_Info\Outside_Agencies_&_Orgs\Ofsted\Monthly reports for indicators\2020-2021 Fin Yr\School\Ofsted Inspections Workbook FY 2019-2020 (2021- 01-end January)
Phase of Education	W:\Management_Team\Policy_Unit\Management_Info\School Census\2021 Jan - Dec\01 - Spring 2020 2021\04 - Database\02 - Access Database\CollectSchoolCensus2020_v1.1\000-Analysis - Cohort per School by Year Group
Pupils and schools - Exclusions - Permanent and Fixed period exclusions - by pupil characteristics and closing the gap (use the exc_characteristics spreadsheet)	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england
Pupils and schools - Exclusions - Permanent and Fixed period exclusions - by reason (use the exc_reason spreadsheet)	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england
Pupils and schools - Exclusions - Permanent and Fixed period exclusions - for main exclusion numbers and by school phase use the exc_nat_region_la_schoolv2 spreadsheet	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england
School Info	https://get-information-schools.service.gov.uk/
School Info - SEN Unit	W:\Management_Team\Policy_Unit\Management_Info\School Census\2021 Jan - Dec\01 - Spring 2020 2021\04 - Database\02 - Access Database\CollectSchoolCensus2020_v1.1\000-Analysis - Cohort per School SEN UNIT
School Info - SEN resourced provision	W:\Management_Team\Policy_Unit\Management_Info\School Census\2021 Jan - Dec\01 - Spring 2020 2021\04 - Database\02 - Access Database\CollectSchoolCensus2020_v1.1\000-Analysis - Cohort per School SEN resourced provision
School population	https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics