

Medway Annual Schools' Performance Report

Academic year 2021-2022



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Introduction

The Medway Annual Schools' Performance report summarises the outcomes for learners in Medway's schools over the previous academic year.

Local authority comparisons

Where data is available through census or external tests then comparisons to national are made. Where comparisons are made to positions in the rank order 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).

Percentages and percentage points

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 SEND Support (K) against national SEND support (K). A glossary of terms and acronyms is given at the end of the document.

Changes to assessments and tests during the pandemic

This report contains the first publication of data from Early Years Foundation Stage since the 2021/22 assessment reforms were introduced in September 2021. As part of those reforms, the Early Years Foundation Stage profile was significantly revised. It is therefore not possible to directly compare 2021/22 assessment outcomes with earlier years. It is also the first release since the publication of the 2018/19 statistics because 2019/20 and 2020/21 data collections were cancelled due to the pandemic.

The Phonic Screening Check was cancelled for Year 1 learners but learners in Year 2 continued to participate in the threshold check in the autumn term. Past papers were used to administer the check but results at a national and local level were not published.

KS2 SATs returned as normal using the same standardised criteria for marking and assessment frameworks as previous. This allows for a direct comparison to pre-pandemic performance and illustrates the impact of the pandemic upon achievement.

GCSEs and A levels returned in the summer of 2022 after they had been cancelled in 2020 and 2021 due to the pandemic, when alternative processes were set up to award grades. As part of the transition back to the summer exam series adaptations were made to the exams (including advance information) and the approach to grading for 2022 exams broadly reflected a midpoint between results in 2019 and 2021.

Throughout this report, comparisons are made 2019, because it is most meaningful to compare to the last year summer exams were sat. Given the unprecedented change in how GCSE, A level, vocational and VTQ grades were awarded in 2020 and 2021, as well as changes to the grade boundaries and methods of assessment for 2021/22, readers of this report need to exercise caution when considering comparisons over time, as they may not reflect changes in student performance alone.

Context Summary

Information from the Census shows that:

- Medway has become more ethnically diverse since 2001,
- Black and Minority Ethnic population now at 10.4%
- White British is still the largest ethnic group (85.5%)
- 0.09% of Lower Super Output Areas 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.

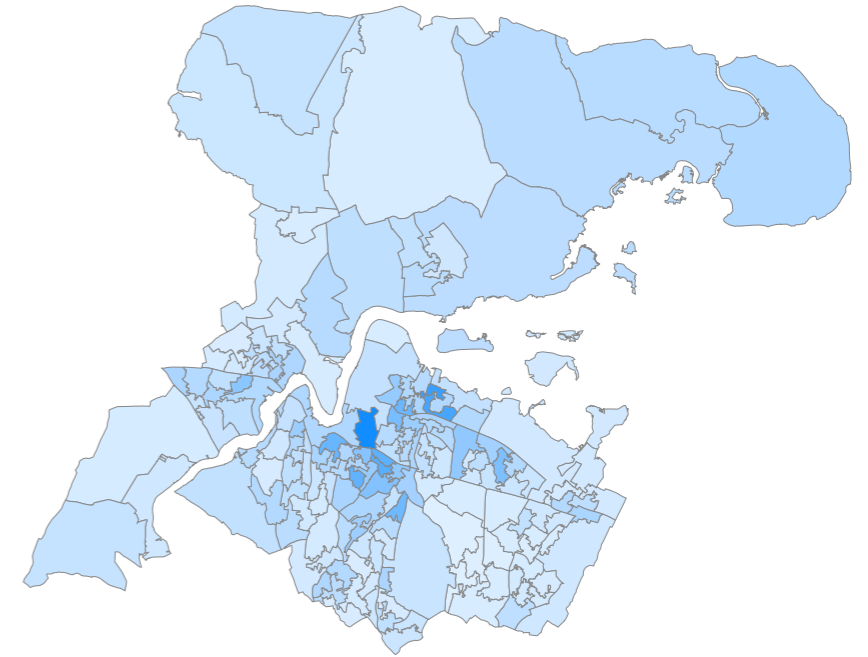
IMD 2019

68 ▲ -20

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

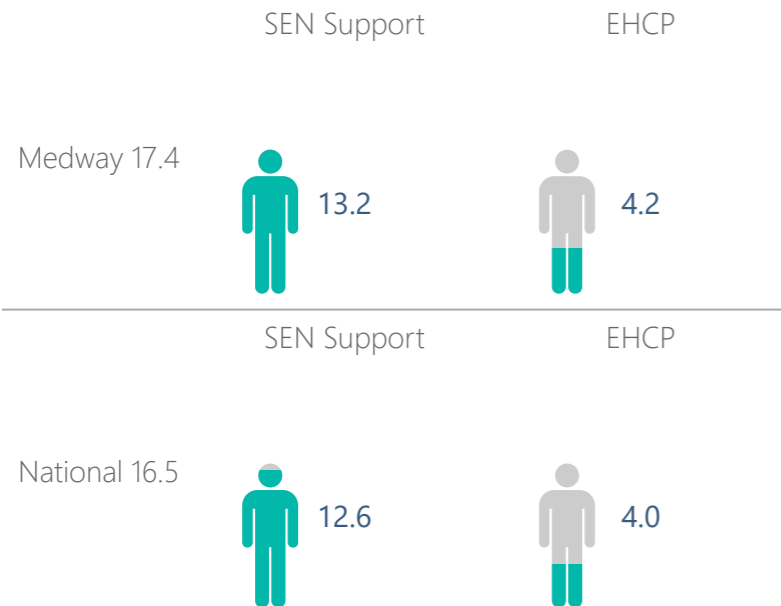
Medway	National
69	70

IDACI by LSOA



Least Deprived to Most Deprived

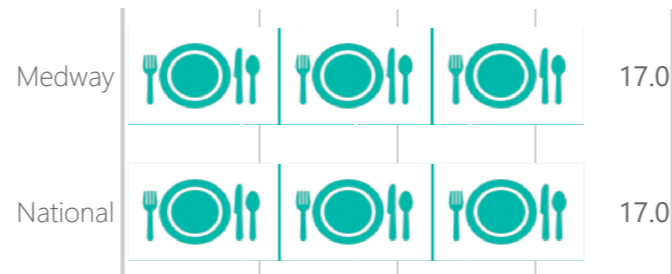
Percentage of SEN Support and EHCP within the school population



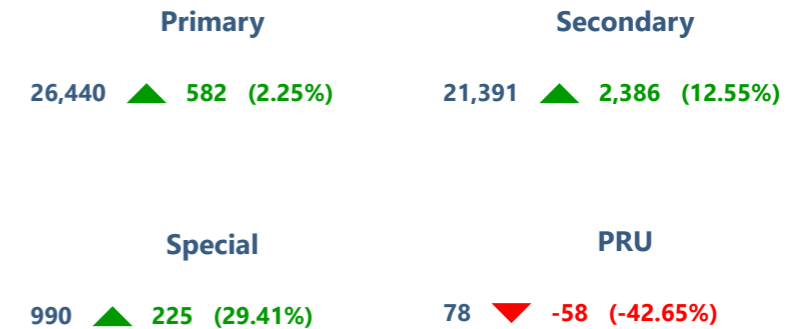
% Eligible for FSM

Medway	National
26.72	26.55

Free School Meal eligible pupils taking Free School Meals %



2022 Population rise on 2021



Services the education division provide

Early Years Sufficiency Team

The core purpose of the Early Years Sufficiency Team 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 compliments the works of the Early Years Sufficiency Team 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 Early Years Sufficiency Team 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 Group (MEPG)
- Medway headteacher associations (MELA & MSHA)
- The four Medway zones
- SEND Partnership Board
- Medway Cultural Strategy Group
- 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 learners. Furthermore, the relationship between council officers and the Regional Director 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. In this role they promote current initiatives that are presented to schools, and these include, the climate change strategy, healthy living programmes that combat 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 education landscape the forces of competition, particularly in terms of attracting learners 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

The School Effectiveness team continues to:

- monitor and champion all learners through close working with teams within the education service. Working collaboratively with those teams ensures that specific groups of learners with vulnerable characteristics are known and tracked so that 'right-place-right-time- provision for individuals is enabled.
- 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 learners, 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
- take rapid and decisive action in any underperforming local authority maintained 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

An 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 Director, 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 - Children in Care to Medway

Medway Virtual School (MVS) monitors and supports the education of all children and young people who are in care to Medway Council. The role of Medway's Virtual Head and the wider Virtual School team is to ensure these children have the maximum opportunity to reach their full educational potential and be the educational advocate that parents are for others. All local authorities have a statutory duty under the children act 1989 to safeguard and promote the welfare of children who are in care, and in turn, their educational progress and achievement. The team support and advise on the educational progress of children in care to Medway, working with a wide range of professionals in school, social care, and health in other to raise aspirations of and for these children and young people.

Learners from pre-school to the age of 18 have personal education plan (PEP). The plan is reviewed termly by their designated teacher and social worker to recognise success and plan for next steps in learning so that young people in care ultimately thrive, because attainment gaps are addressed, and individuals are well supported in their 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 schoolteacher (DLACT) to maximise effective interventions. Medway's Virtual School works closely with the Inclusion team and other professionals to secure early intervention where a pupil is at risk of suspension or permanent 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 learners in certificated activities and is successful in supporting the transition of learners between key stages. Direct support for social workers is provided for all aspects of education (e.g. PEPs, identifying appropriate schools, ensuring attendance, minimising suspensions, 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. There is a cross team focus group regarding children missing education (CME) and young people not in education, employment, or training (NEET). An established partnership board oversees the virtual school, ensuring challenge, quality control and celebration of the young people they champion.

Inclusion

The Inclusion Team supports headteachers and governing bodies when a headteacher has made the decision to exclude a child, for a suspension or permanently. Before this decision is made, in partnership with schools, the Team consider a range of alternative provisions. 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. The inclusion team support all schools in Medway to fulfil their statutory remit. Parents of learners 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.

Parents who choose to Electively Educate their child at Home, withdrawing their child from state provision and taking responsibility for their child's education, are monitored by the Inclusion team. The team undertake the statutory duty to monitor the use of part-time timetables in school and maintain an overview. The Inclusion Team extends their influence, advocating on behalf of the child, promoting their rights, and offering guidance to parents, to ensure that all learners in Medway are connected to wider professional support and advice.

The Inclusion Team support multi agency work through a variety of forums that seek to champion individual children and young people. 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.

Services the education division provide

Attendance and Advisory Service to Schools and Academies

The Attendance Advisory Service to Schools and Academies (AASSA) is in part, a statutory and traded service that supports schools by promoting good practice, advising them of comparative performance with national, and championing vulnerable pupils and groups. They support schools in ensuring children are safe and in receipt of an education that they are entitled to.

Attendance and persistent absence data is collected through national census, which supports essential evaluation and reporting. Schools are informed when persistent absence and attendance is not in line with national and are offered a statutory audit and consultation to improve internal operational processes and strategic overview. Statutory support is also offered by including prosecuting parents on behalf of Medway Council and the schools when attendance fails to improve, and unauthorised absence continues to be recorded. AASSA also issue penalty notices and present full cases in the magistrates' court, on behalf of all schools for unauthorised absence and unauthorised leave of absence - holiday.

In addition, AASSA 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. Working in partnership, practitioners visit schools regularly according to the purchased hours. At the start of the academic year, plans are made jointly with school attendance leads at the schools. This not only ensures that the correct support is offered, but that attendance policies are fit for purpose and the monitoring of attendance is regulated. This check ensures 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, by requesting medical evidence and unauthorising leave of absence. Reports are 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 when attendance fails to improve, and unauthorised absence continues to be recorded. AASSA also issue penalty notices on behalf of schools for unauthorised absence and unauthorised leave of absence (holiday).

The AASSA manager is the *Children Missing Education* lead and AASSA team has a designated officer who, investigates the identities of children residing in their area who are of compulsory school age and not receiving suitable education. The lead officer is able to locate, assess, monitor, and track children missing education in order to ensure that they reach their full potential, especially upon leaving Medway to another local authority and abroad.

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.

Information, advice and Guidance team

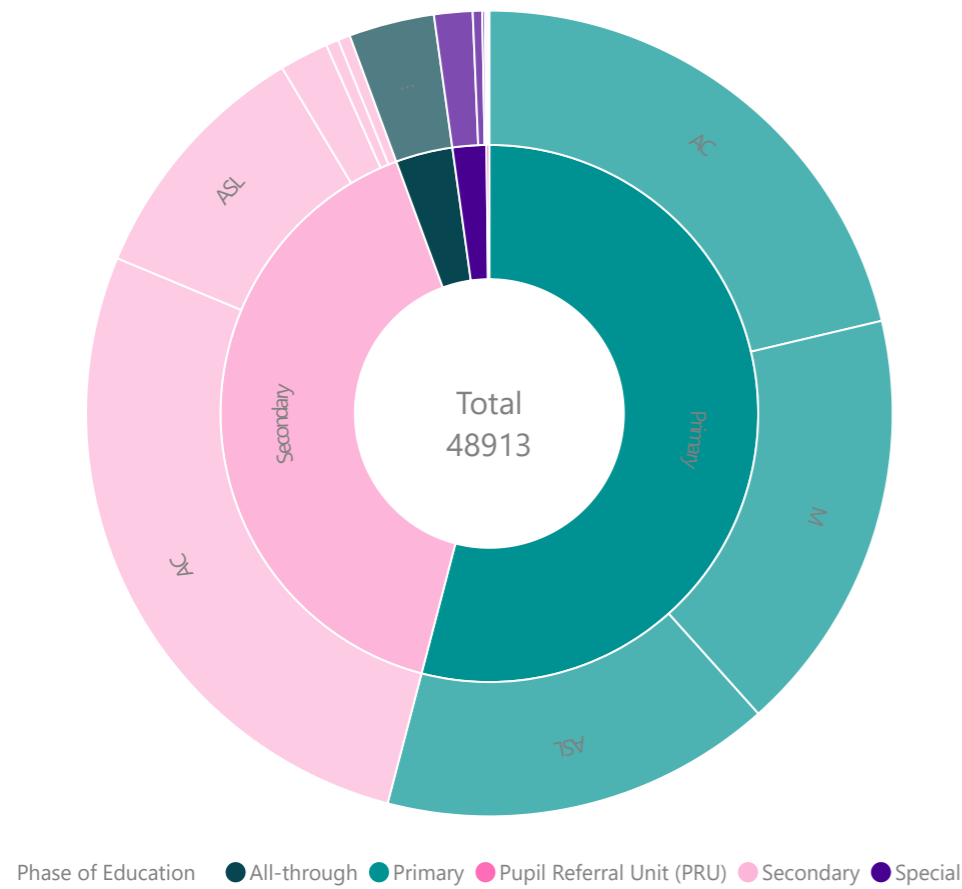
Information Advice and Guidance work with schools, academies and post 16 education providers regarding prompt key data collection in Key Stage 4 & 5. The core function of the team is to reduce the number of young people aged 16/18 years (academic age 16/17) not in education, employment or training (NEET). The service supports all young people who are NEET but prioritise those who are SEND, children in care, known to the youth offending team, and those Year 11/12 young people who have no September guarantee of purposeful engagement. Identification of priority young people is conducted through robust tracking and data monitoring.

The Information Advice and Guidance team works closely with the Skills and Employability Team, supporting the Council's skills and employability plan, helping to map out provision locally, indicate quality of provision and identify gaps for improvement. The Information Advice and Guidance team also targets schools with the highest levels of NEET and promotes school-based initiatives through the Enterprise Co-ordinators. This data also supports the identification of young people who are most at risk of becoming NEET and feeds proactive individual support through close working with key internal teams to ensure young people receive the most appropriate and up to date provision information and support.

Overview of Medway Schools

Data as at January 2022

Types of school & number on roll



Please note

Figures will differ to the introduction and context summary page due to counting rules of duplicates and different census periods.

Phase of Education	Academies	LA Maintained
All-through	1676	0
Primary	18088	8354
PRU	39	45
Secondary	18509	961
Special	807	185
UTC	249	0

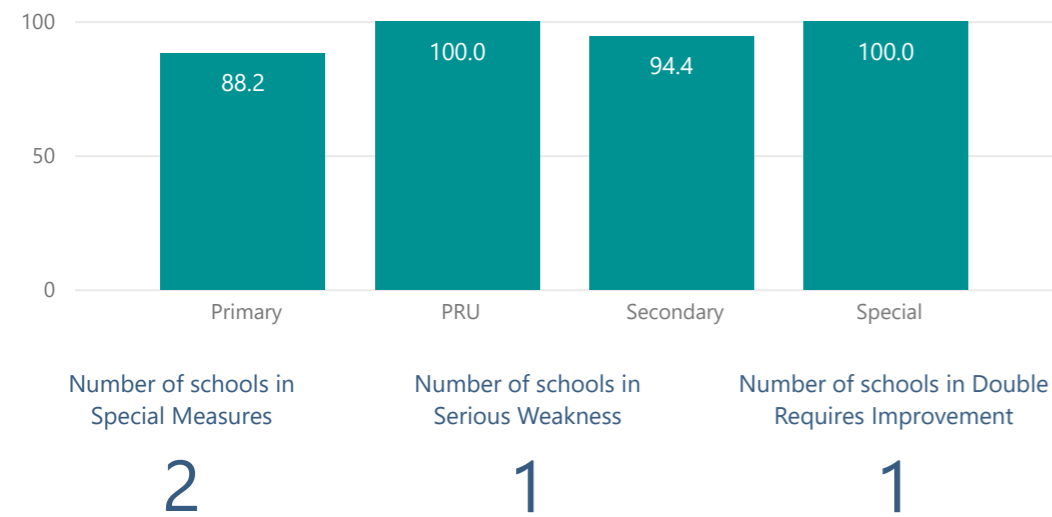
Top 10 Languages

Primary Language	Primary	Secondary Language	Secondary
English	84.2	English	85.6
Romanian	1.3	Yoruba	1.6
Yoruba	1.3	Polish	1.1
Polish	1.2	Panjabi	0.9
Panjabi	0.9	Bengali	0.6
Bengali	0.8	Romanian	0.6
Bulgarian	0.7	Urdu	0.5
Lithuanian	0.7	Turkish	0.5
Russian	0.6	Bulgarian	0.5
Turkish	0.6	Russian	0.5

Special Language	Special	PRU Language	Pupil Referral Unit
English	90.7	English	78.6
Bengali	1.4	Slovak	4.8
Panjabi	0.8	Romanian	3.6
Yoruba	0.8	Turkish	2.4
Turkish	0.5	Chinese	1.2
Polish	0.4	Greek	1.2
Slovak	0.4	Italian	1.2
Akan/Twi-Fante	0.3	Kurdish	1.2
Russian	0.3	Polish	1.2
Tagalog/Filipino	0.3	Russian	1.2
Urdu	0.3	Tagalog/Filipino	1.2
		Urdu	1.2

Ofsted

Phase of Education - Good or Outstanding Ofsted - Overall Effectiveness



Known to be eligible for Free School Meals (FSM)

Year	All	Primary	PRU	Secondary	Special
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
2021/22	22.1	24.4	34.6	18.3	40.9

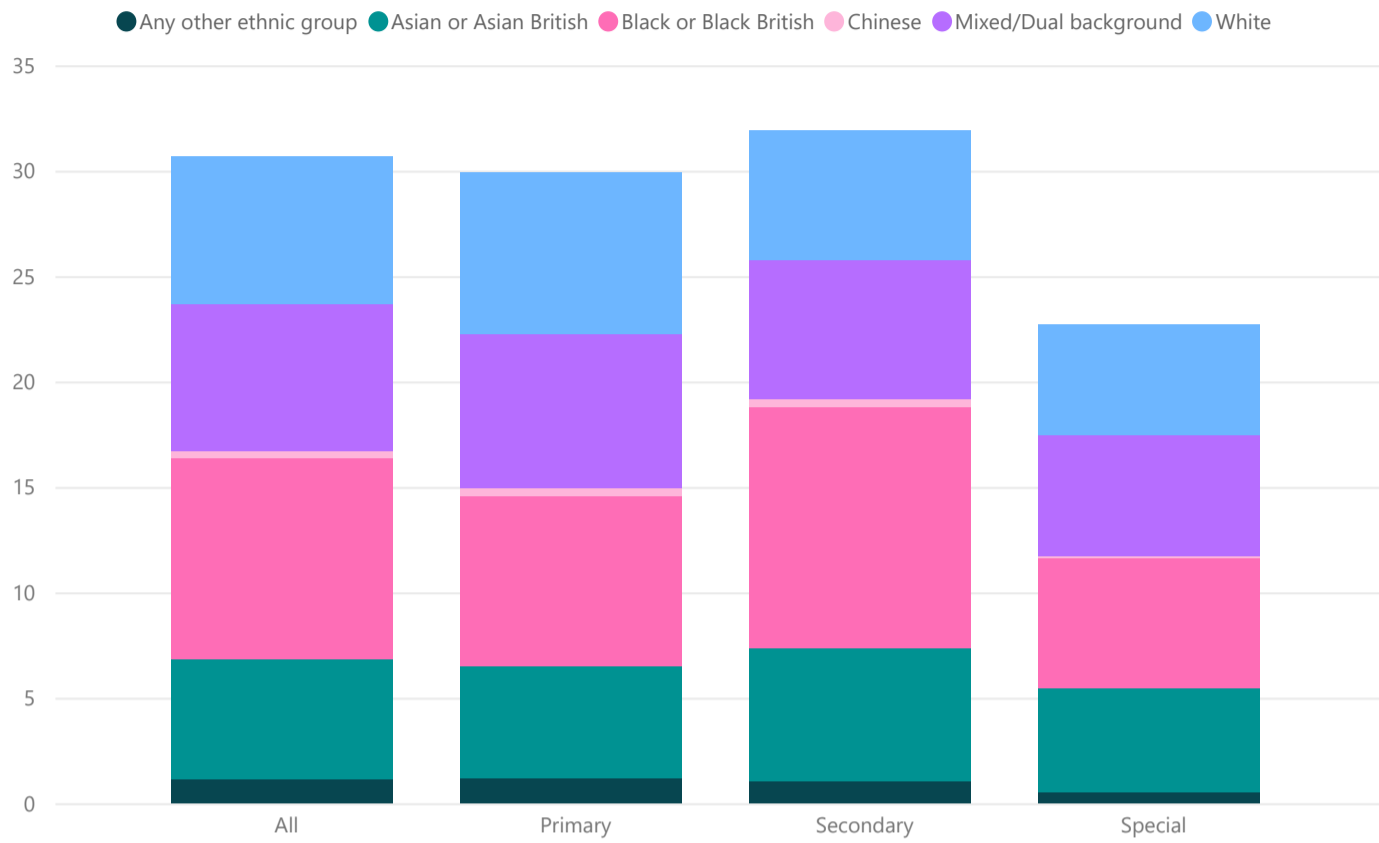
Please note

This data refers to 2021/22 academic year and was published on 09/06/2022.

All-through Language	All-through	All Language	All
English	89.9	English	85.1
Polish	0.8	Yoruba	1.4
Panjabi	0.5	Polish	1.1
Bulgarian	0.4	Romanian	0.9
Lithuanian	0.4	Panjabi	0.9
Persian/Farsi	0.3	Bengali	0.7
Portuguese	0.3	Bulgarian	0.6
Romanian	0.3	Lithuanian	0.6
Yoruba	0.3	Russian	0.5
Bengali	0.2	Turkish	0.5
Latvian	0.2		
Turkish	0.2		

Overview of Medway Schools

Ethnicity by School Phase



Percentage

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	1.1	5.7	9.5	0.4	1.3	7.0	7.0	68.0
Primary	1.2	5.3	8.1	0.4	1.1	7.3	7.7	69.0
Secondary	1.1	6.3	11.4	0.4	1.6	6.6	6.2	66.5
Special	0.5	4.9	6.2	0.1	0.7	5.8	5.3	76.6

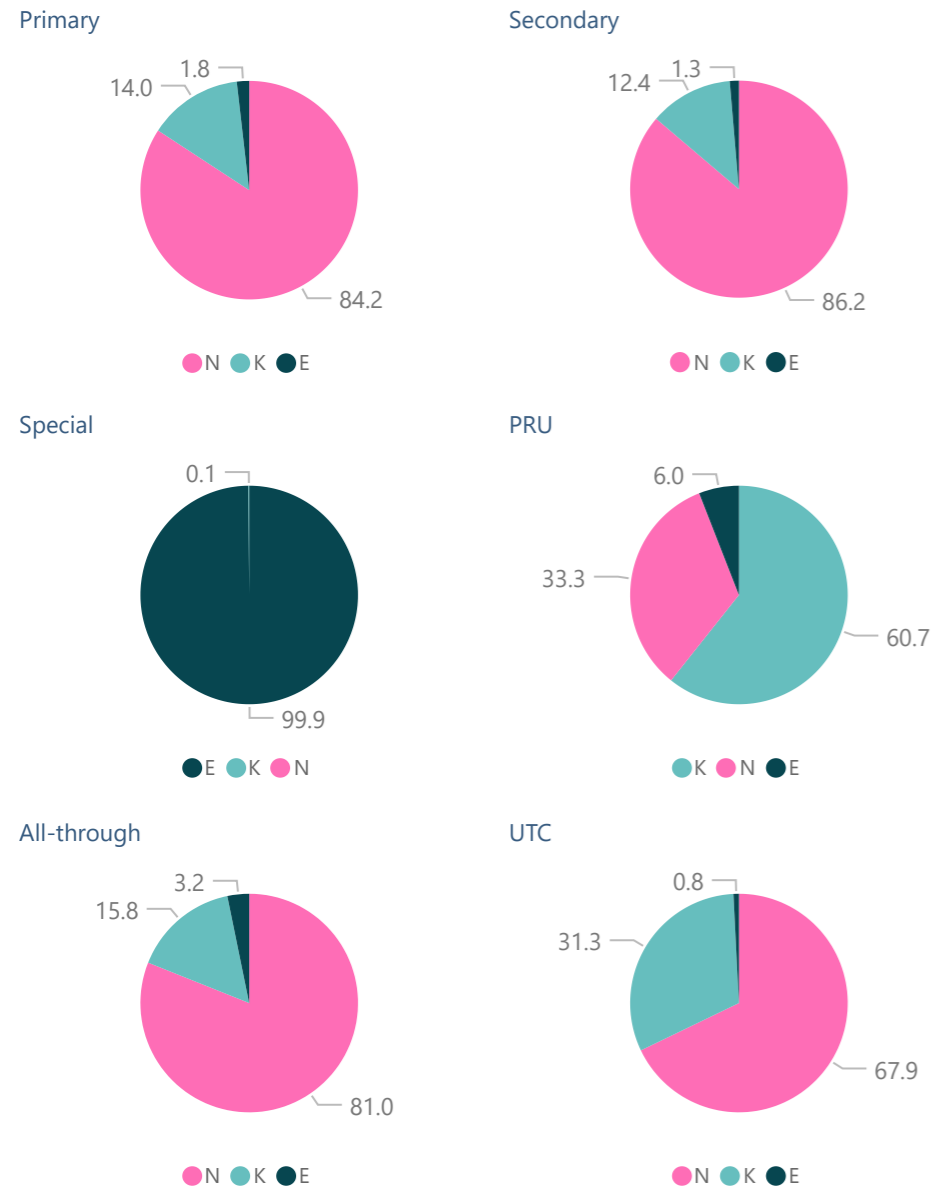
Please note

As the number of pupils who have an ethnicity recorded as White British are somewhat higher than the remaining ethnicities, White British data has not been included within the graph but can be found within the data table.

Figures will differ to the introduction and context summary page due to counting rules of duplicates and different census periods.

Overview of Medway Schools

Special Education Need (SEN) by Phase of Education



N : No Special Education Needs | K: SEN Support | E: Education Health Care Plan

Please note

Special Education Need (SEN) by Phase of Education: data as at January 2022

Special Education Needs & Disability (SEND) and Most Prominent Primary Need refers to 2021/22 academic year and was published on 16/06/2022.

Figures will differ to the introduction and context summary page due to counting rules of duplicates and different census periods.

Special Education Needs & Disability (SEND)

Primary

Primary Need	Medway	National
Autistic Spectrum Disorder	1.5	1.5
Hearing Impairment	0.2	0.2
Moderate Learning Difficulty	1.2	2.6
Multi- Sensory Impairment	0.2	0.1
Other Difficulty/Disability	1.0	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	0.6	0.7
Severe Learning Difficulty	0.1	0.1
Social, Emotional and Mental Health	2.8	2.6
Specific Learning Difficulty	1.2	1.4
Speech, Language and Communications needs	6.5	5.2
Visual Impairment	0.2	0.1

Secondary

Primary Need	Medway	National
Autistic Spectrum Disorder	2.2	1.8
Hearing Impairment	0.4	0.3
Moderate Learning Difficulty	1.7	2.6
Multi- Sensory Impairment	0.1	0.0
Other Difficulty/Disability	1.1	0.8
Physical Disability	0.4	0.4
Profound & Multiple Learning Difficulty	0.0	0.0
SEN support but no specialist assessment of type of need	0.3	0.4
Severe Learning Difficulty	0.0	0.1
Social, Emotional and Mental Health	3.9	3.2
Specific Learning Difficulty	2.3	2.7
Speech, Language and Communications needs	2.0	1.7
Visual Impairment	0.2	0.2

Special

Primary Need	Medway	National
Autistic Spectrum Disorder	34.0	33.6
Hearing Impairment	0.1	0.7
Moderate Learning Difficulty	13.5	10.6
Multi- Sensory Impairment	0.1	0.2
Other Difficulty/Disability	1.6	2.0
Physical Disability	2.7	2.8
Profound & Multiple Learning Difficulty	4.2	6.0
SEN support but no specialist assessment of type of need	0.0	0.1
Severe Learning Difficulty	16.3	19.7
Social, Emotional and Mental Health	8.3	12.4
Specific Learning Difficulty	4.7	2.0
Speech, Language and Communications needs	14.3	9.2
Visual Impairment	0.0	0.6

PRU

Primary Need	Medway	National
Autistic Spectrum Disorder	0.0	5.4
Hearing Impairment	0.0	0.2
Moderate Learning Difficulty	1.3	3.3
Multi- Sensory Impairment	0.0	0.1
Other Difficulty/Disability	0.0	1.5
Physical Disability	0.0	0.3
Profound & Multiple Learning Difficulty	0.0	0.1
SEN support but no specialist assessment of type of need	0.0	2.9
Severe Learning Difficulty	0.0	0.1
Social, Emotional and Mental Health	65.4	62.7
Specific Learning Difficulty	0.0	2.7
Speech, Language and Communications needs	0.0	2.9
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

Please note

Figures in relation to CLA, Exclusions, Absence, Destination and NEET are published a year in arrears. Exclusions and Absence data from CLA is published 2 years in arrears.

Improvement
▲

Index

Deterioration on previous year (2019)



Improvement on previous year (2019)



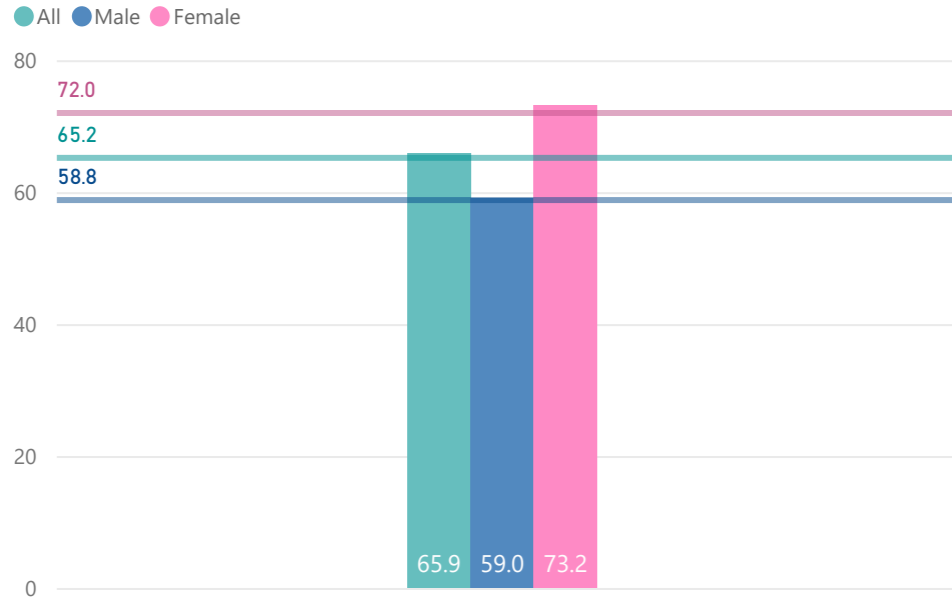
Inline with previous year (2019)



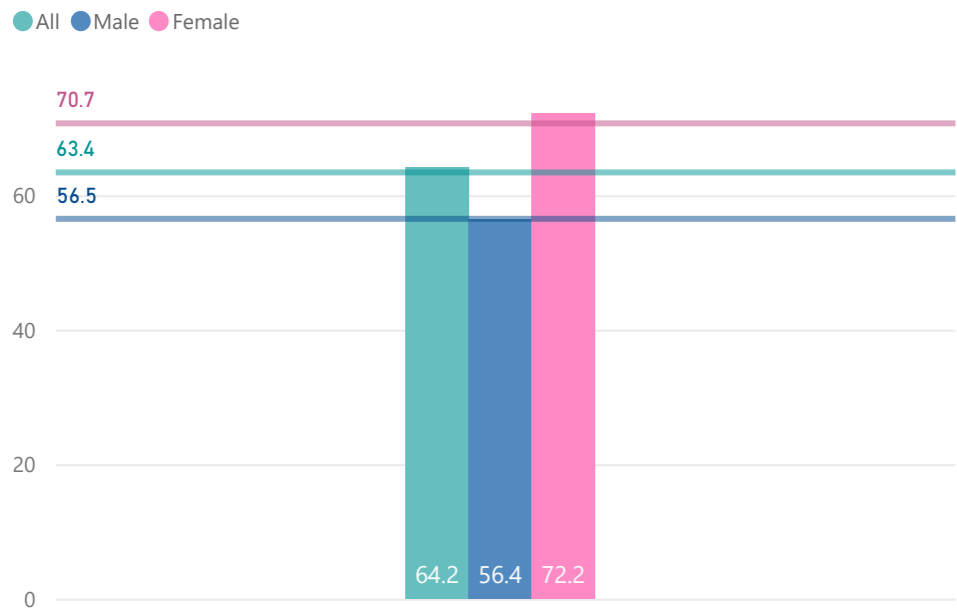
Measure		Medway	National
Early Years Foundation Stage (EYFS)			
Good Level of Development (GLD)		65.90	65.20
Early Learning Goals (ELG)		64.20	63.40
Average No of ELGs at Expected Level (per child)		14.20	14.10
Phonics (PHO)			
Wa - working at the expected standard - Yr1		70.00	75.00
Wa - working at the expected standard - Yr2		84.00	87.00
Key Stage One (KS1)			
Met the expected standard - Reading		65.00	67.00
Met the expected standard - Writing		56.00	58.00
Met the expected standard - Maths		66.00	68.00
Key Stage Two (KS2)			
Met the expected standard - Reading.		71.00	75.00
Met the expected standard - GPS.		66.00	73.00
Met the expected standard - Maths.		68.00	72.00
Met the expected standard - Writing.		71.00	70.00
Met the expected standard - RWM.		57.00	59.00
Key Stage Four (KS4)			
Percentage of pupils achieving 5+ in English & Mathematics		47.60	49.80
Percentage of pupils achieving 4+ in English & Mathematics		66.00	68.80
Average Progress 8		-0.11	-0.03
Average Attainment 8		47.80	48.80
Percentage of pupils entering the English Baccalaureate (EBacc)		36.50	38.80
Average English Baccalaureate (EBacc) APS per pupil		4.16	4.28
Key Stage Five (KS5)			
Average point score (APS) per A level entry		35.54	37.77
Average point score (APS) per academic entry		36.31	37.83
Average point score (APS) per applied general entry		29.46	31.81
Average point score (APS) per tech level entry		29.45	30.59
Percentage of pupils achieving AAB in 2 facilitating subjects		17.59	20.56
Exclusions			
Permanent Exclusion Rate		0.03	0.05
Suspension Rate		5.24	4.25
Absence			
Overall Absence		4.87	4.62
Persistent Absence		13.44	12.08
Destination			
KS4		94.80	93.70
KS5		86.00	84.10
Not in Employment, Education or Training (NEET)			
NEET		14.66	4.70

Early Years Foundation Stage (EYFS)

Good Level of Development (GLD)

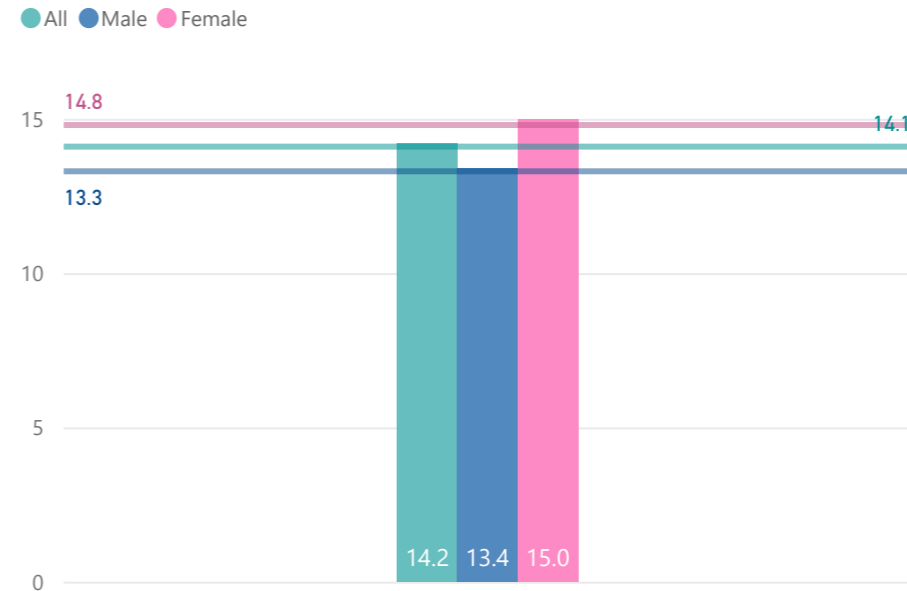


Early Learning Goals (ELG)



Medway Early Years Foundation Stage learners perform in line with national. In 2021/22, 65.9% of children in Medway had a good level of development and 64.2% of children were at the expected level for all 17 early learning goals (ELGs). To achieve a *Good Level of Development*, learners meet the expected level in the 12 *Early Learning Goals* within the 5 areas of learning relating to: communication and language; personal, social and emotional development, physical development, literacy, and mathematics.

Average number of Early Learning Goals (ELG) at expected level (per child)



Current Year - Rank

EYFS ELG	EYFS GLD	EYFS APS
64	61	58

Early Years Foundation Stage (EYFS)

Achieving a Good Level of Development (GLD)

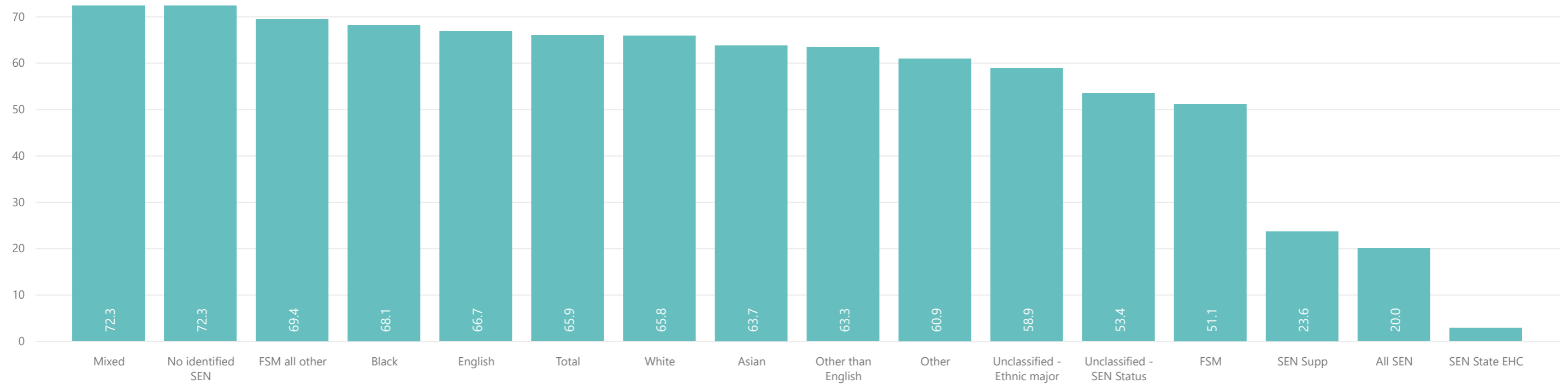
Medway

National

65.9

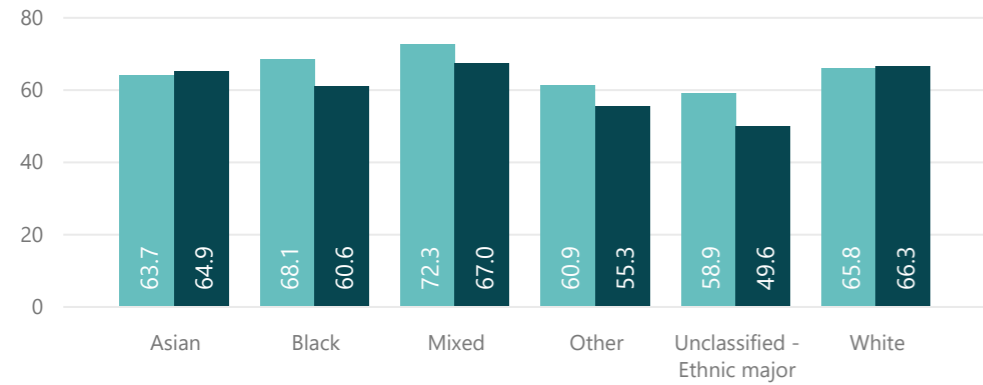
65.2

All Measures



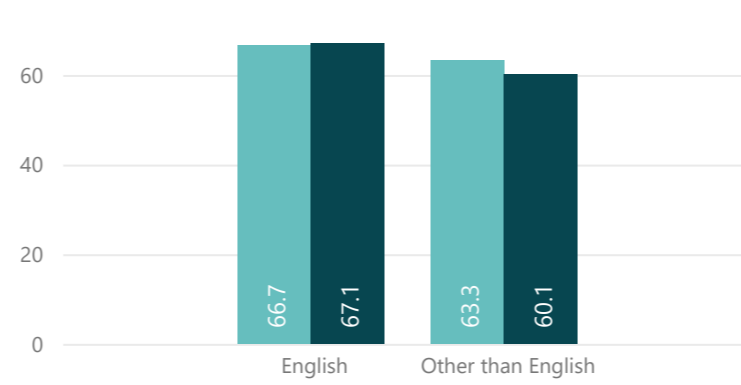
Ethnicity

● Medway ● National



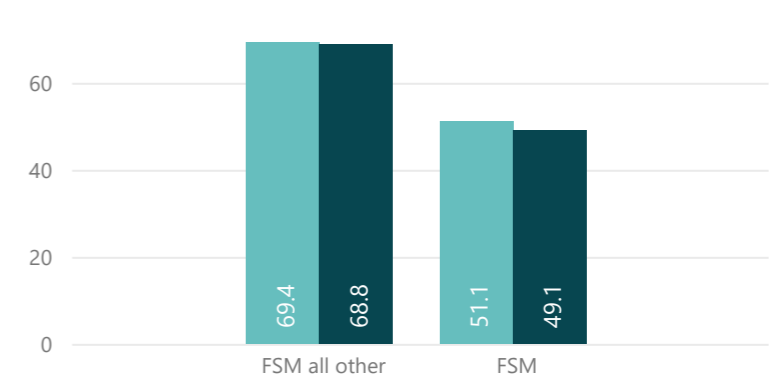
First Language

● Medway ● National



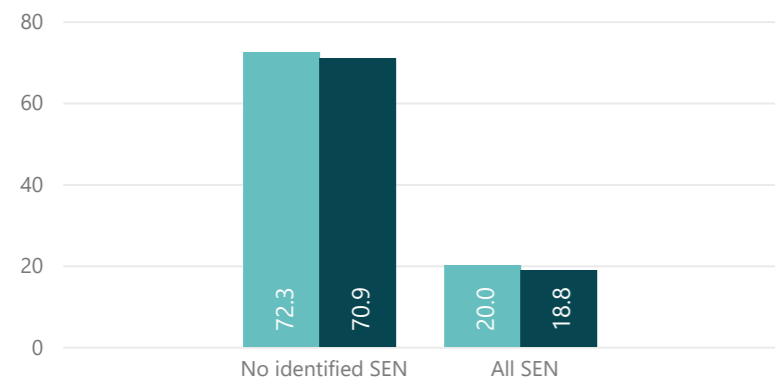
Free School Meals (FSM)

● Medway ● National



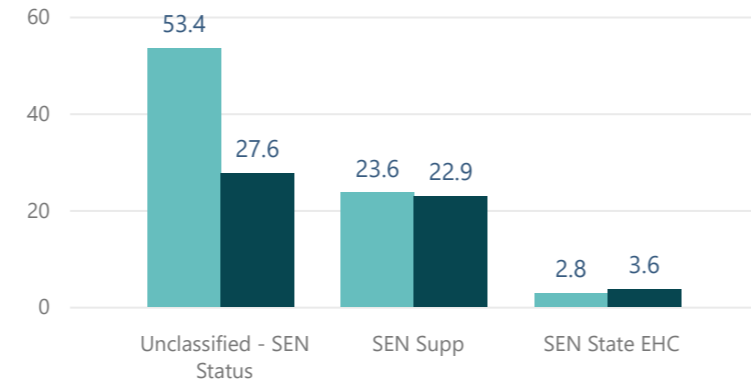
SEN Description

● Medway ● National



SEN Status

● Medway ● National



In Medway, 65.9% of children had a *Good Level of Development* which is 1.1% better than the national of 65.2%. Medway are ranked 61st out of 152 local authorities. Due to the recent reforms to the *Early Years Foundation Stage* profile, no direct comparisons can be made with any previous years although for context, Medway's GLD in 2018/19 was 73.7% and they were ranked 45th in the LA rankings.

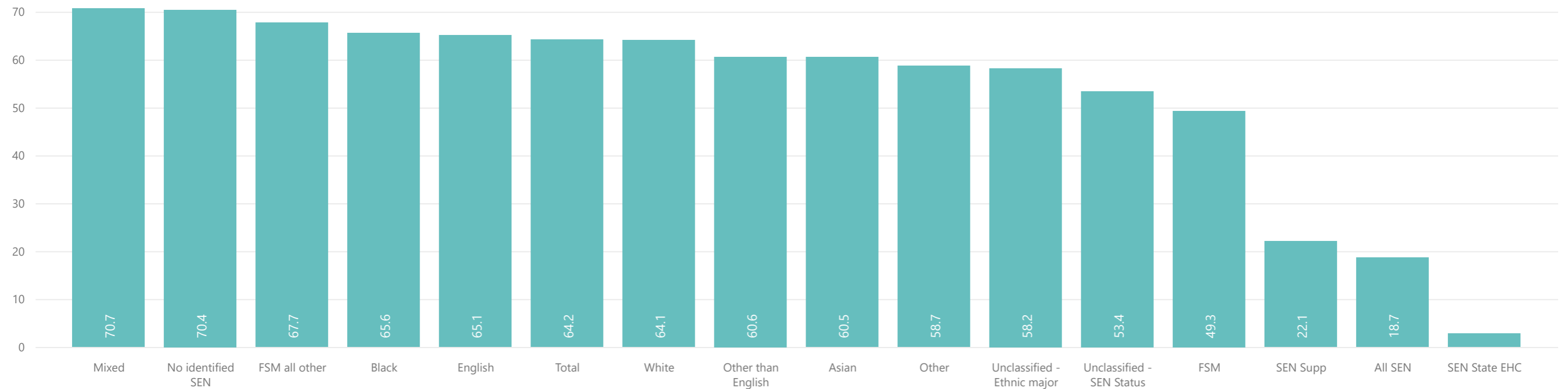
Early Years Foundation Stage (EYFS)

Early Learning Goals (ELG)

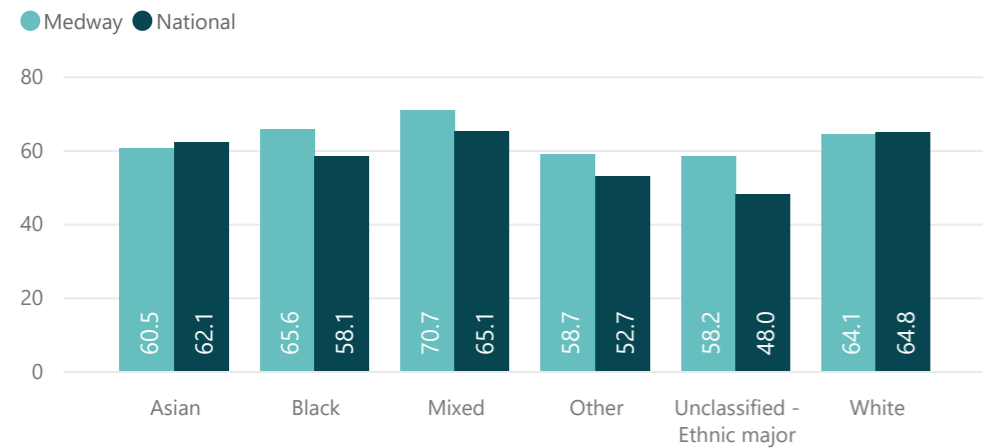
Medway National

64.2 63.4

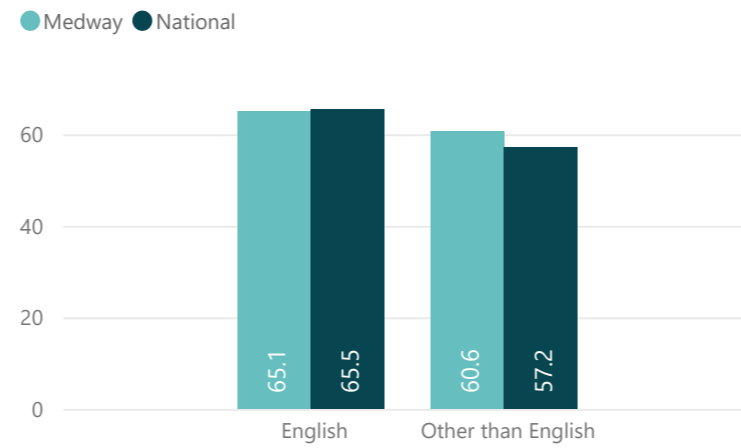
All Measures



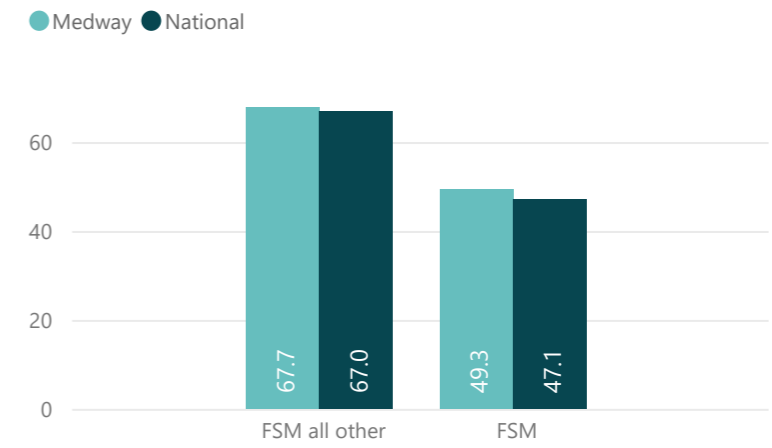
Ethnicity



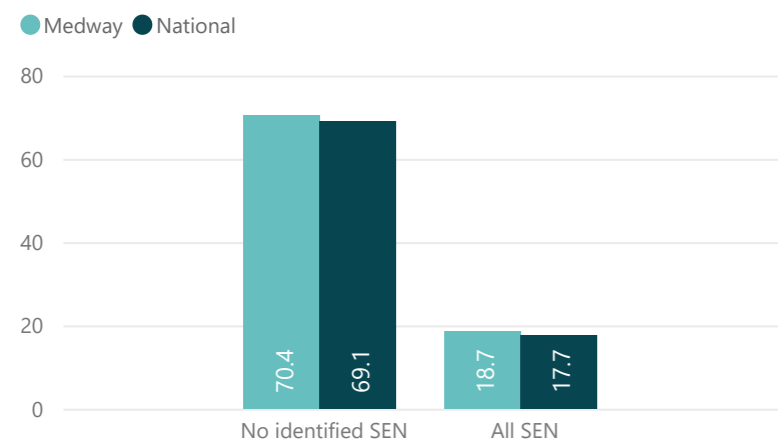
First Language



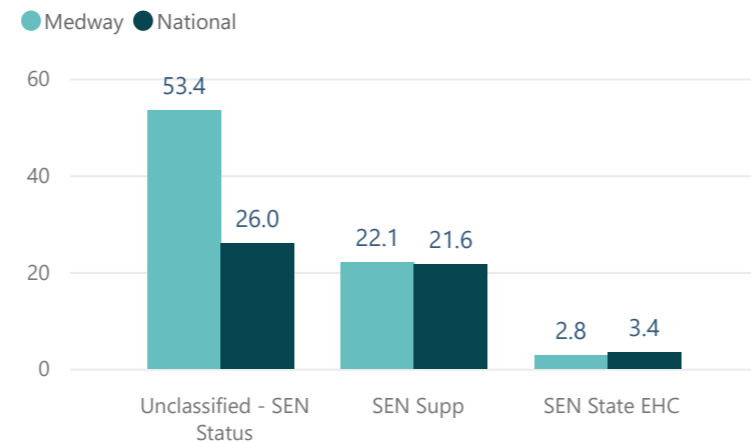
Free School Meals (FSM)



SEN Description



SEN Status



In Medway, 64.2% of children were at the expected level for all 17 early learning goals which is 1.2% better than the national ELG score of 63.4%. Medway are ranked 64th out of 152 local authorities. Due to the recent reforms to the EYFS profile mentioned above, no direct comparisons can be made with any previous years although for context, Medway's ELG in 2018/19 was 72.6% and they were ranked 46th in the LA rankings.

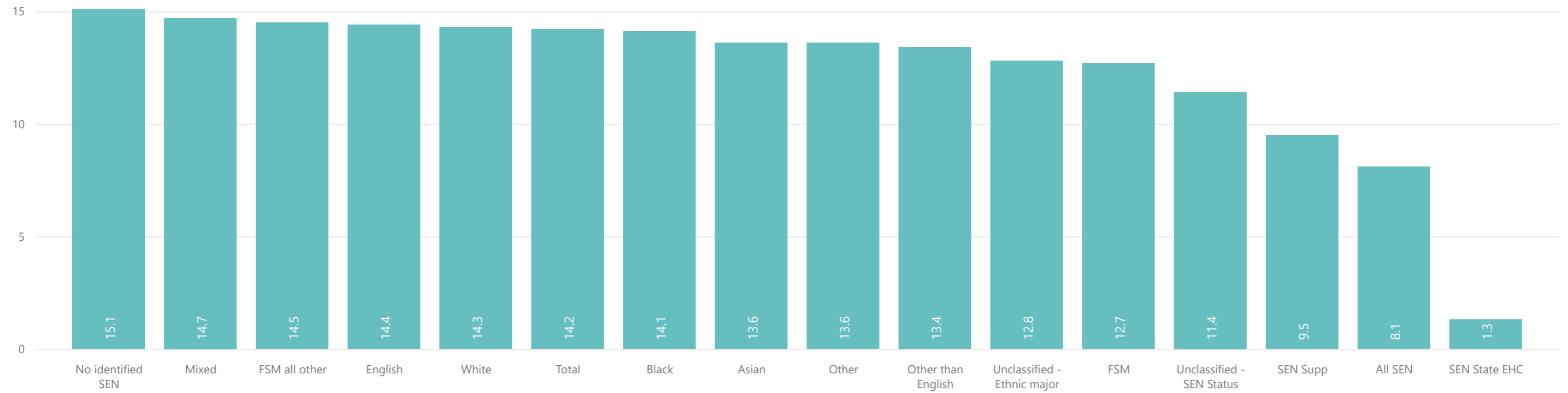
In Medway the average number of early learning goals at the expected level was 14.2 out of a possible 17 which is slightly better than the national average of 14.1. This measure replaces the previous average point score measure to reflect the removal of the 'exceeding' assessment rating and to improve clarity.

Early Years Foundation Stage (EYFS)

Average No of ELGs at Expected Level (per child)

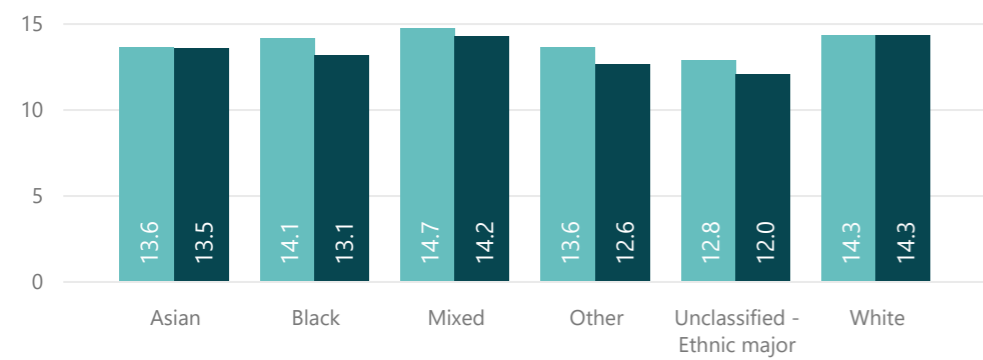
Medway 14.2 National 14.1

All Measures



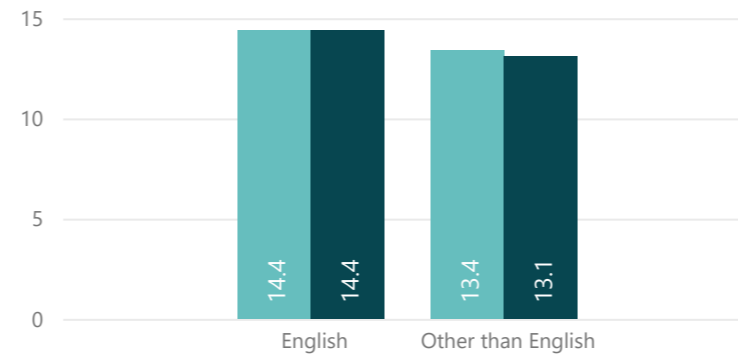
Ethnicity

● Medway ● National



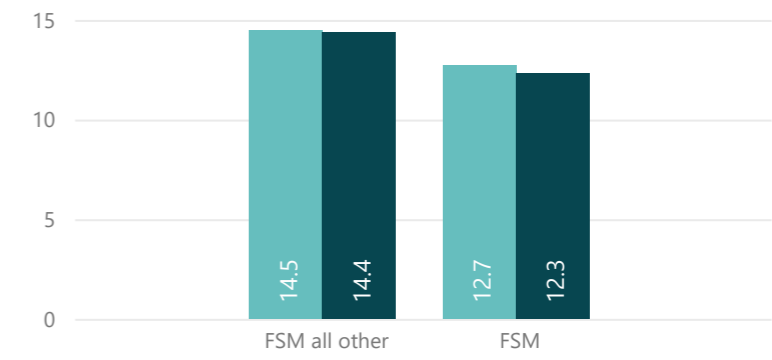
First Language

● Medway ● National



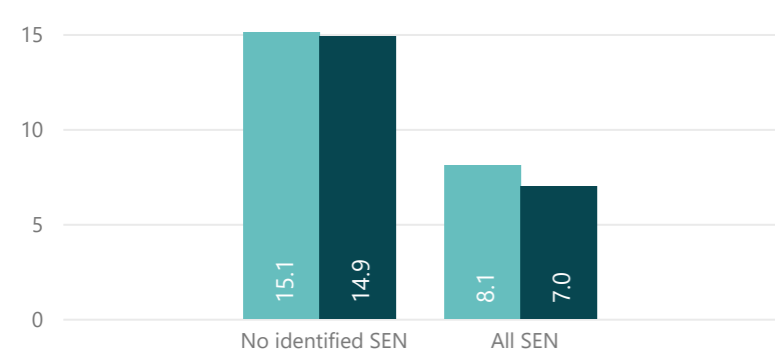
Free School Meals (FSM)

● Medway ● National



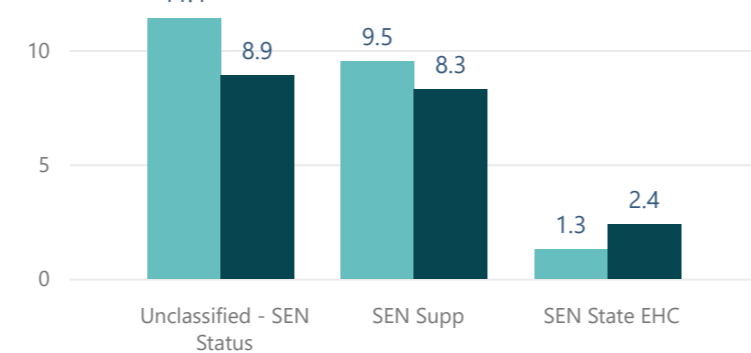
SEN Description

● Medway ● National



SEN Status

● Medway ● National

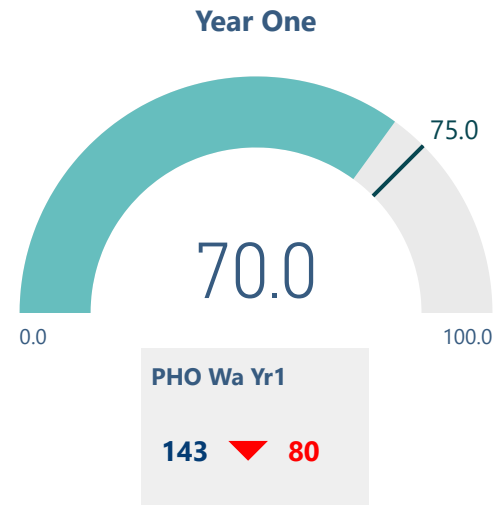


The area of learning with the highest percentage of children at the expected level in Medway was physical development, whilst literacy was the lowest; this reflects the national trend. Medway are better than national in 5 of the 7 areas of learning (1.5% better in Physical Development and Understanding the world, 1.3% better in Expressive arts and design, 1.2% better in Personal, social and emotional development and 0.4% better in Literacy), are equal to national in Mathematics and are 0.5% worse than national in Communication and language.

The early learning goal (ELG) with the highest percentage of children at the expected level in Medway was gross motor skills, whilst writing was the lowest which also reflects the national picture. Medway are better than national in 16 of the 17 early learning goals with the widest gap being the natural world where Medway are 2.4% better than national and the smallest gap being writing where Medway are only 0.1% better than national. National are 1% better than Medway in listening, attention and understanding.

Phonics (PHO)

Wa - Working at the expected standard



Wa - Working at the expected standard - Yr1

Gender	Medway	National
<input type="checkbox"/> All		
2019	82.0	82.0
2022	70.0	75.0
<input type="checkbox"/> Female		
2019	87.0	85.0
2022	73.0	79.0
<input type="checkbox"/> Male		
2019	78.0	78.0
2022	66.0	72.0

Wa - Working at the expected standard - Yr2

Gender	Medway	National
<input type="checkbox"/> All		
2019	91.0	91.0
2022	84.0	87.0
<input type="checkbox"/> Female		
2019	93.0	94.0
2022	87.0	89.0
<input type="checkbox"/> Male		
2019	89.0	89.0
2022	81.0	85.0

The number of six-year-old learners in Year 1 in Medway, who knew the sounds that are needed to be able to read, was less than the national in 2022. Similarly, the number seven-year-olds in Year 2, who received additional teaching in order to achieve the phonic threshold check, for the second attempt, was less than national. This reduction in phonic knowledge indicates the impact of the pandemic locally particularly upon this young age group of learners in Medway.

Phonics (PHO)

Wa - Working at the expected standard - Year One

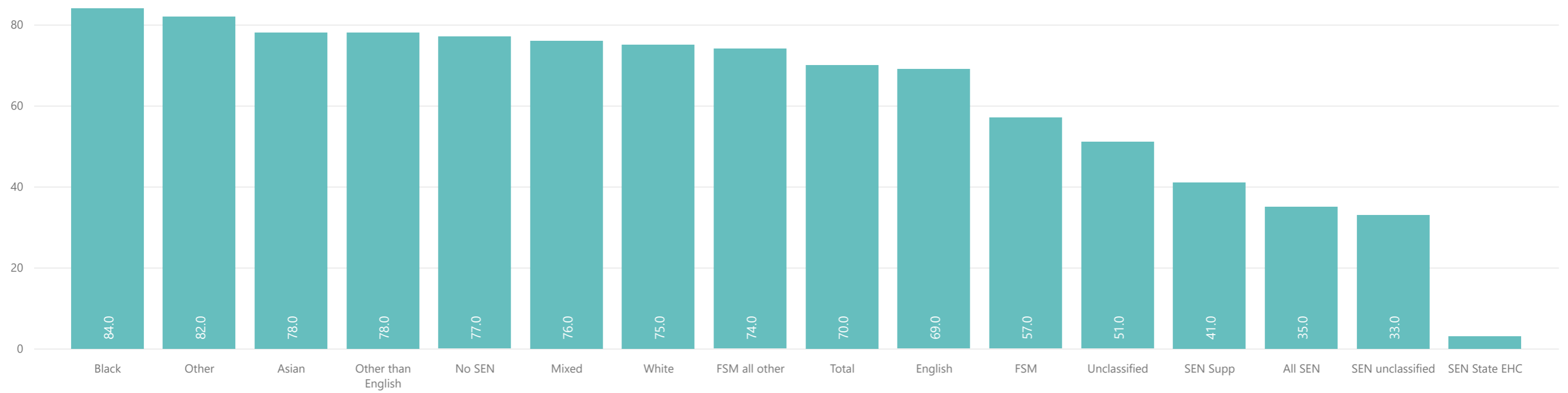
Medway

70

National

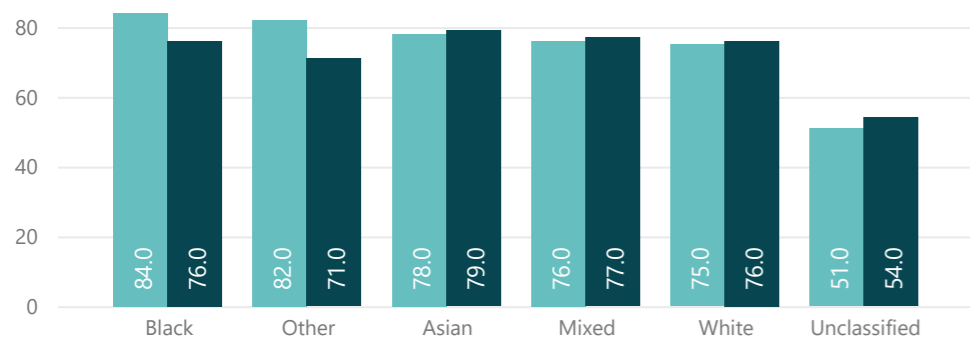
75

All Measures



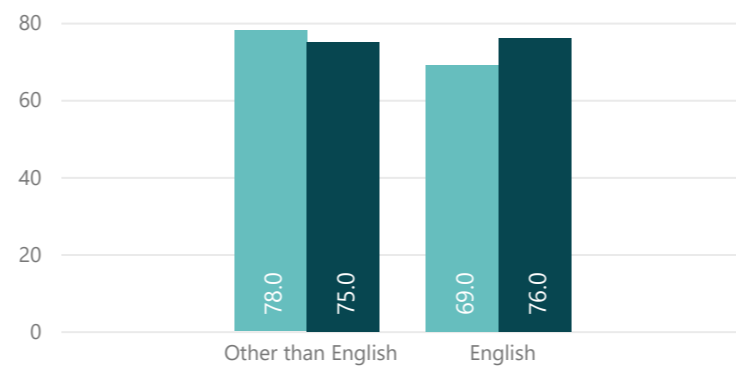
Ethnicity

● Medway ● National



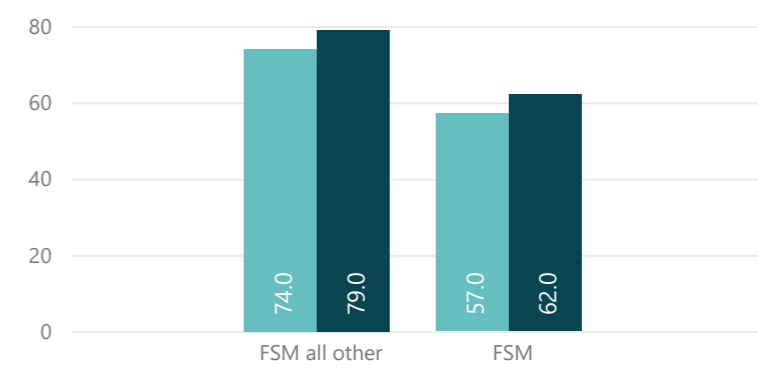
First Language

● Medway ● National

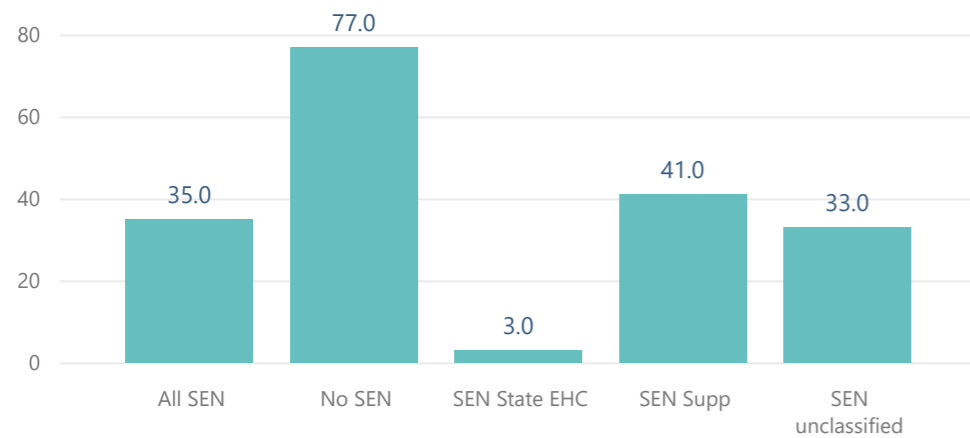


Free School Meal (FSM)

● Medway ● National



SEN Status



Medway's phonic performance was mixed across various groups. Although overall Medway performed below the national in phonics, some groups performed better than English group. These higher performing groups included learners from Black, Other, Asian, Other than English, Non-SEND, Mixed, White and Non-FSM.

Overall, the provisional national data would suggest that the impact of the pandemic has been negative upon learner's acquisition of phonics. This will impact negatively their ability to decode and read. A focus in schools will be intensive phonics and reading intervention packages to ensure that learners make the progress in reading and as their age would suggest. For some learners, this negative impact also effect spelling and in turn writing quality.

Phonics (PHO)

Wa - Working at the expected standard - Year Two

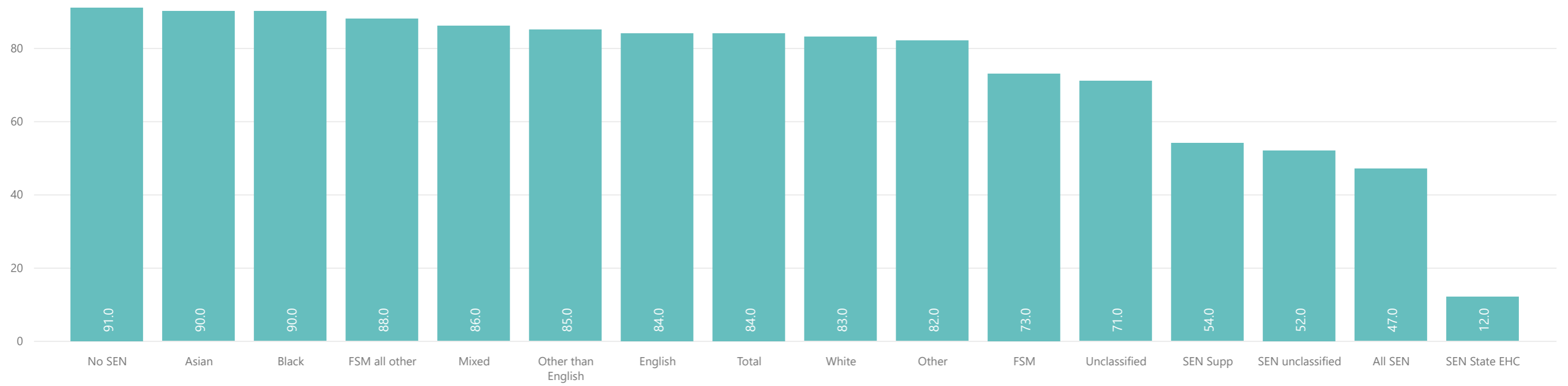
Medway

National

84

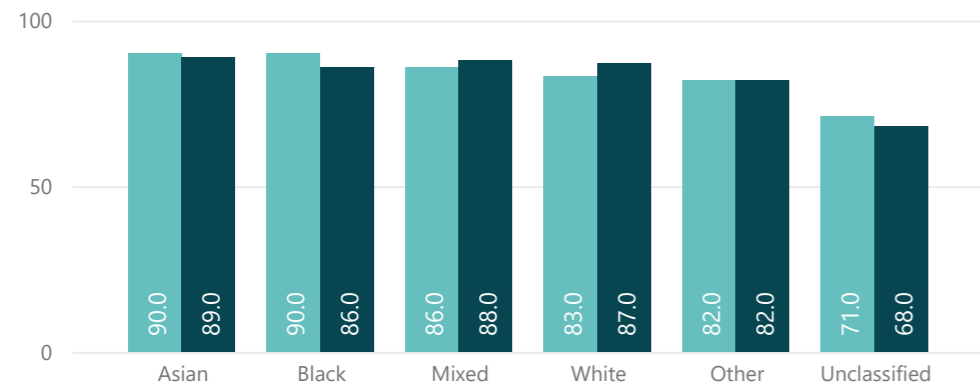
87

All Measures



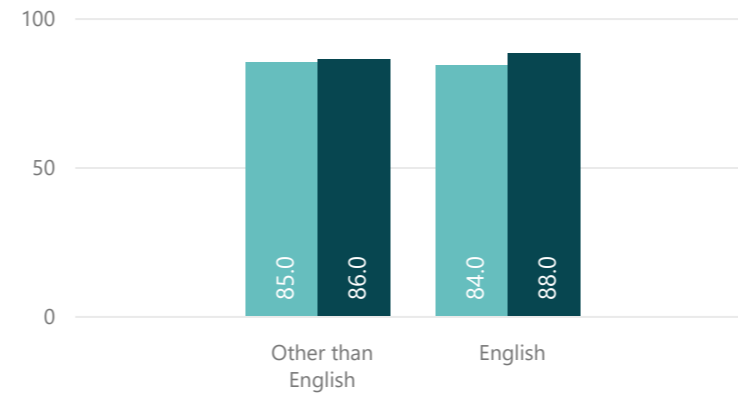
Ethnicity

● Medway ● National



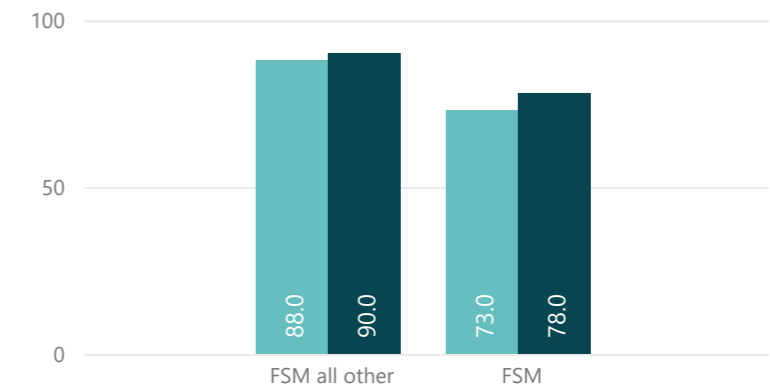
First Language

● Medway ● National

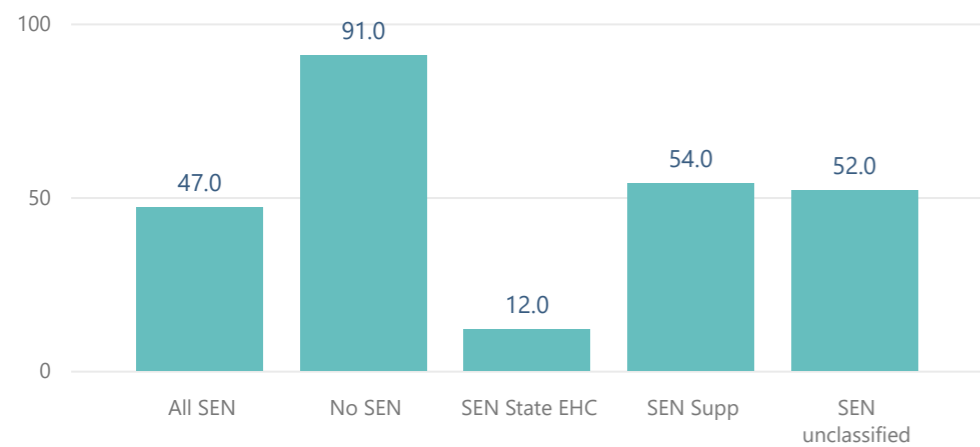


Free School Meal (FSM)

● Medway ● National



SEN Status



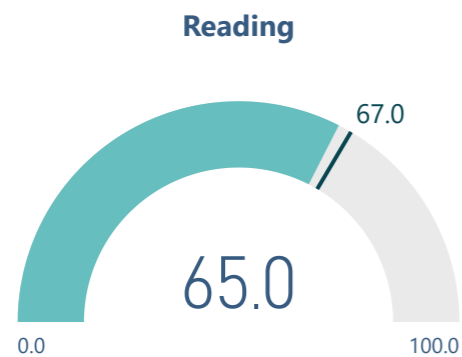
By the end of Year 2, 84% of learners had achieved the phonic check threshold whereas, in 2019, this was 91% and matched national. Consequently, the gap between Medway and national in 2022 widened by 3%.

The groups that achieved the phonic threshold were, those learners without SEND, learners identifying as Asian and Black and All other FSM learners. In Medway, those Asian and Black learners also performed better than their national peers.

Learners who are *First Language English* performed less well than learners who speak other languages. Disadvantaged learners in Medway underperformed by 5% when compared to the same group nationally.

Key Stage One (KS1)

met the expected standard



KS1 Rea
101 ▼ 52

Measure Met the expected standard - Reading

Gender Medway National

	Medway	National
<input type="checkbox"/> All		
2019	76.0	75.0
2022	65.0	67.0
<input type="checkbox"/> Female		
2019	81.0	79.0
2022	69.0	71.0
<input type="checkbox"/> Male		
2019	71.0	71.0
2022	61.0	63.0

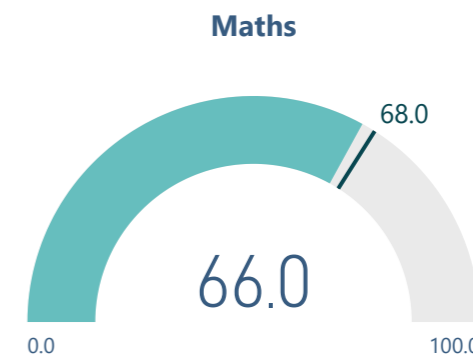


KS1 Wri
93 ▼ 89

Measure Met the expected standard - Writing

Gender Medway National

	Medway	National
<input type="checkbox"/> All		
2019	71.0	69.0
2022	56.0	58.0
<input type="checkbox"/> Female		
2019	77.0	76.0
2022	62.0	64.0
<input type="checkbox"/> Male		
2019	65.0	63.0
2022	50.0	52.0



KS1 Mat
98 ▼ 56

Measure Met the expected standard - Maths

Gender Medway National

	Medway	National
<input type="checkbox"/> All		
2019	77.0	76.0
2022	66.0	68.0
<input type="checkbox"/> Female		
2019	79.0	77.0
2022	66.0	67.0
<input type="checkbox"/> Male		
2019	75.0	75.0
2022	66.0	68.0

Attainment in the phonics screening check and all KS1 subjects has decreased in all subjects in 2022, both in Medway and nationally. In KS1, Medway saw an equal deterioration of 14% in reading and maths but a 21% deterioration in spelling which mirrors the national trend of an 11% deterioration in reading and maths and a 16% deterioration in spelling.

This underperformance has impacted significantly upon the LA rankings this year. When compared to 2019, reading dropped from 49th /152 to 101, writing dropped 43rd /152 to 93 and maths dropped from 42nd /152 to 98.

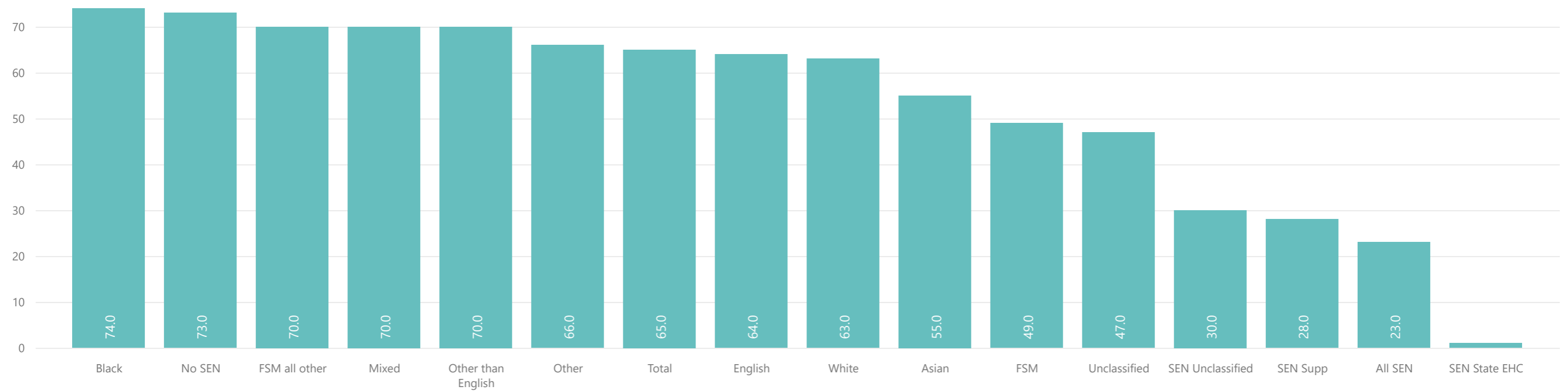
Although both male and female learners underperformed compared to national, Medway boys underperformed least well compared to girls in reading and writing but in maths, Medway's boys and girls underperformed the same

Key Stage One (KS1)

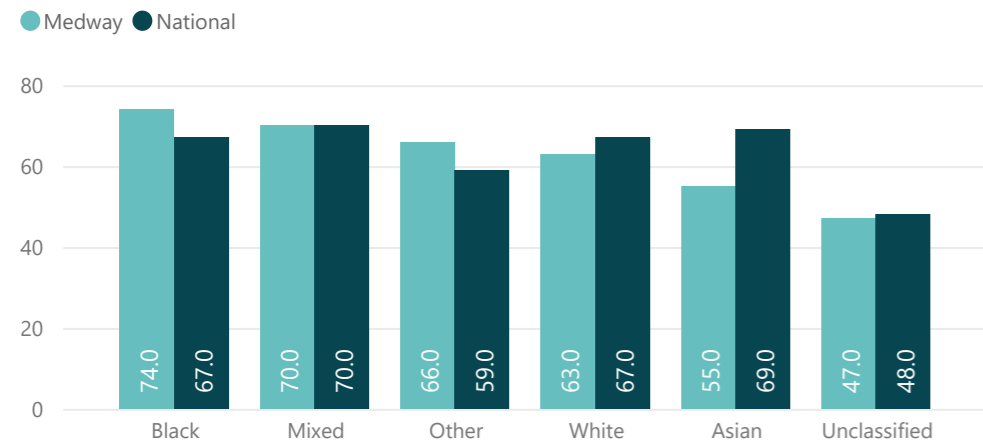
met the expected standard - Reading

Medway 65.0 National 67.0

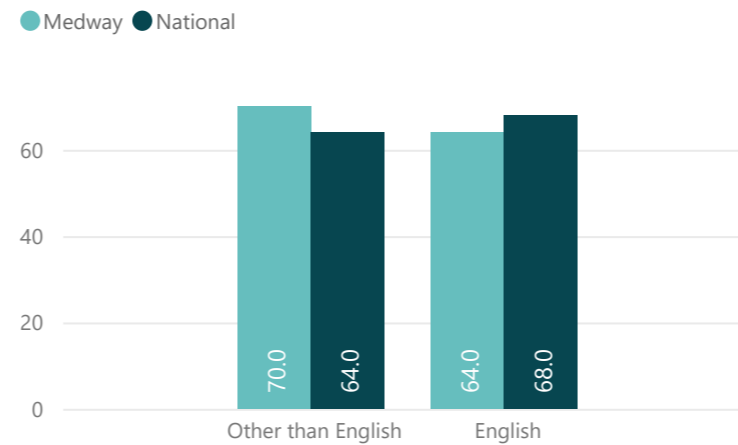
All Measures



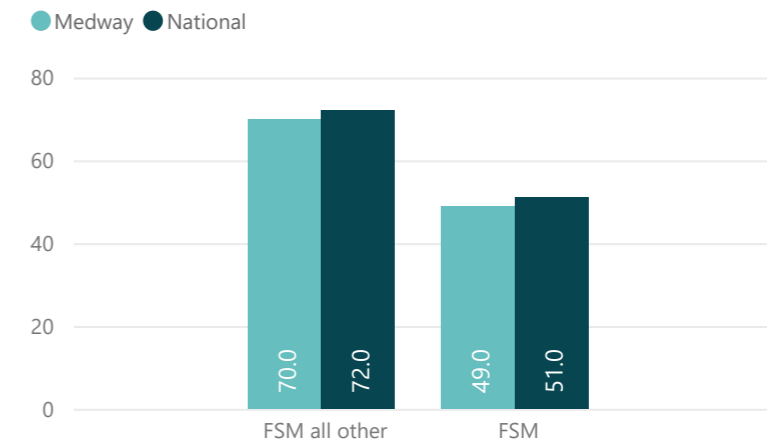
Ethnicity



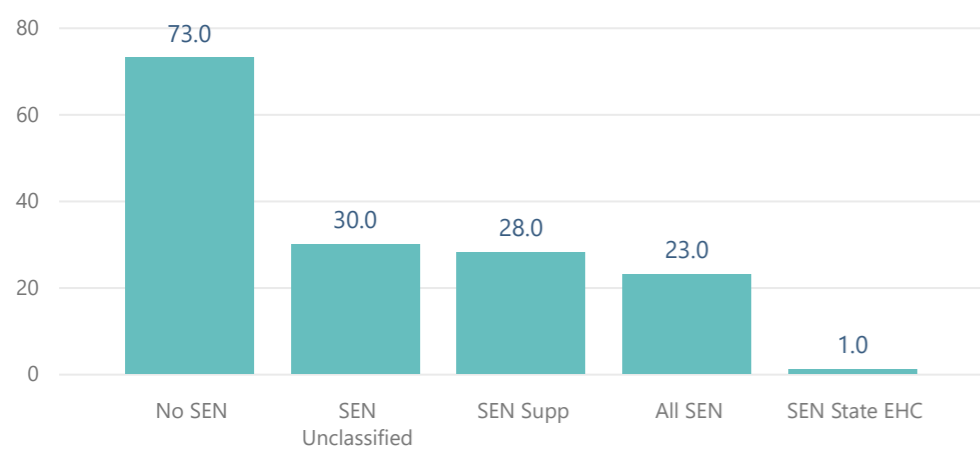
First Language



Free School Meal (FSM)



SEN Status



Medway and national both saw a decrease in the percentage of learners who met the expected standard in reading although Medway's was more significant at 14% compared to national's 11% decrease. Medway were 1.3% better than national in 2019 but are now 3% worse.

The groups that achieved the reading standard were those learners identifying as Black, Mixed, those with no SEND or disadvantage, and other than English.

In Medway, those learners identifying as Black, Mixed and Other performed in line with or better than their national peers.

Learners who are Other than English performed better than learners who speak other languages nationally.

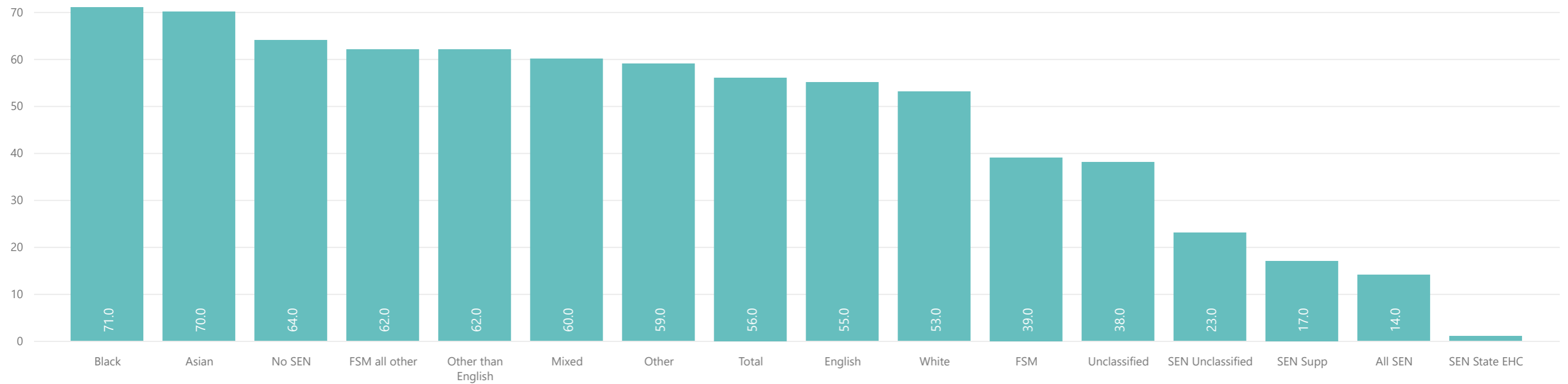
Both disadvantaged and non-disadvantaged learners in Medway underperformed by 2% when compared to the same group nationally.

Key Stage One (KS1)

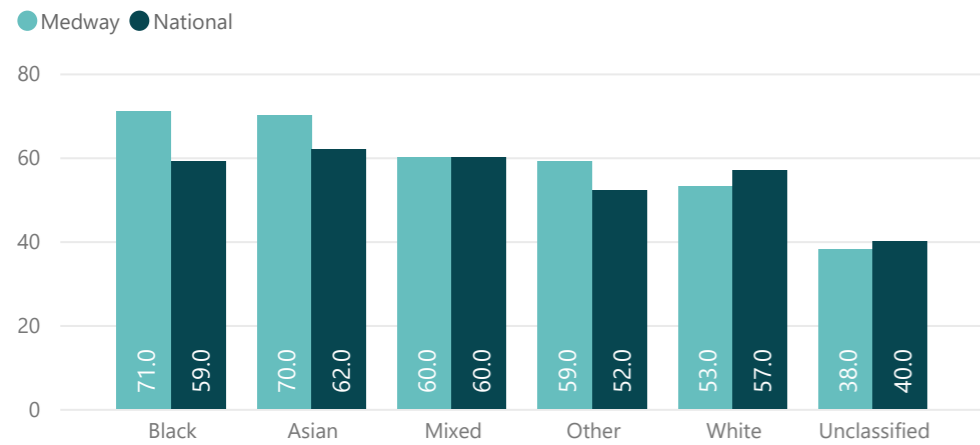
met the expected standard - Writing

Medway 56.0 National 58.0

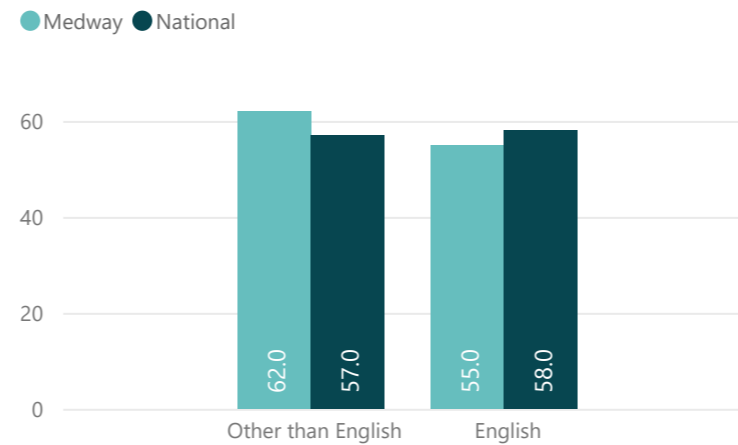
All Measures



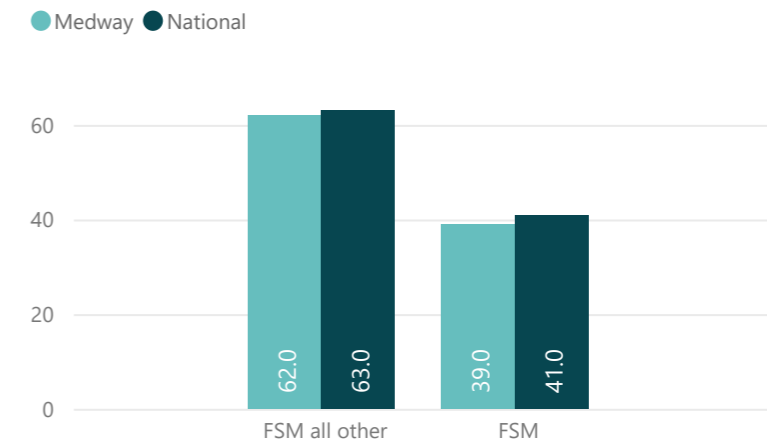
Ethnicity



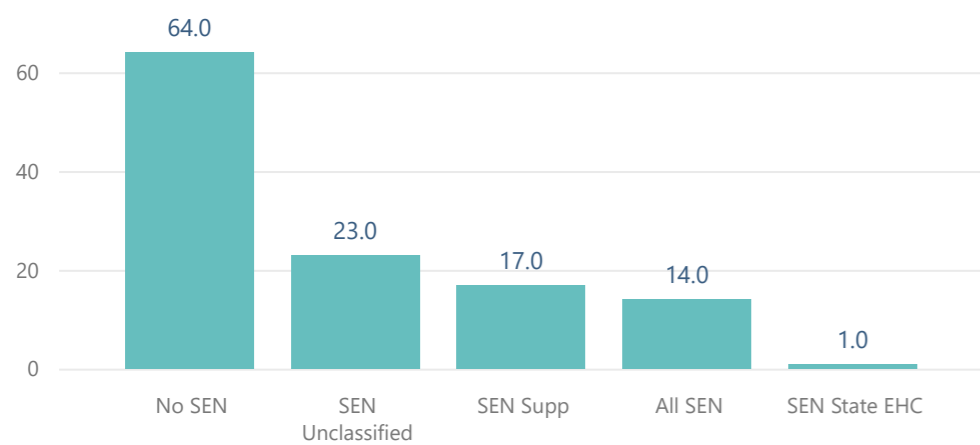
First Language



Free School Meal (FSM)



SEN Status



Medway and national both saw a significant deterioration in the number of learners who could write at the expected standard in writing, with Medway decreasing by 21% compared to national's 16% decrease. Medway were 2.9% better than national in 2019 but are now 3% worse.

The groups that achieved the writing standard were those learners identifying as Black, Asian, Mixed those with no SEND or disadvantage, Other than English, and Other.

In Medway, those learners identifying as Black, Asian, and Other performed in line with or better than their national peers.

Learners who are *Other than English* performed better than learners who speak other languages nationally.

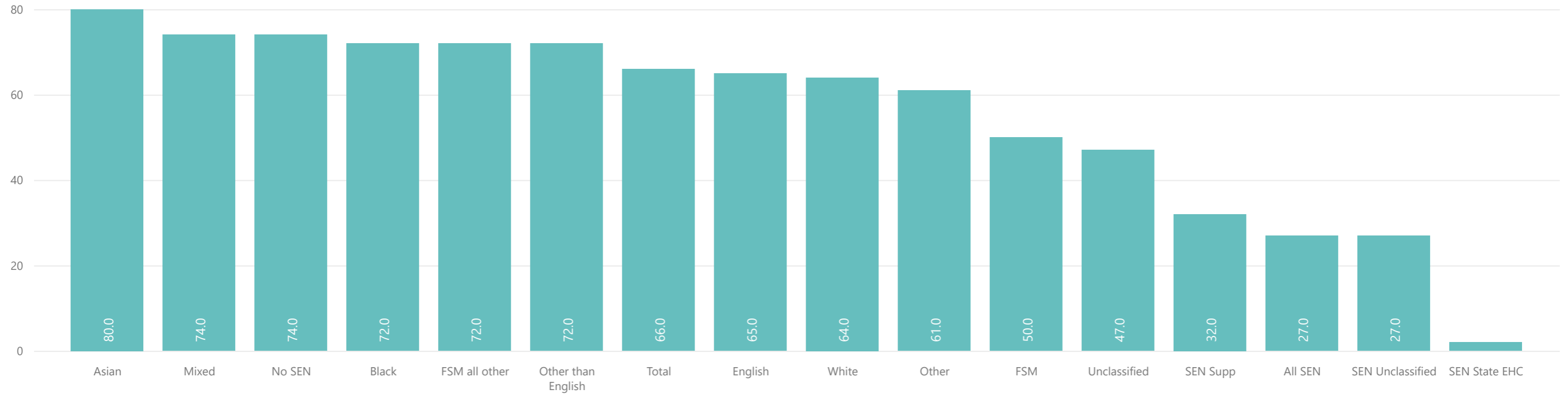
Both disadvantaged and non- disadvantaged learners in Medway underperformed when compared to the same group nationally.

Key Stage One (KS1)

met the expected standard - Maths

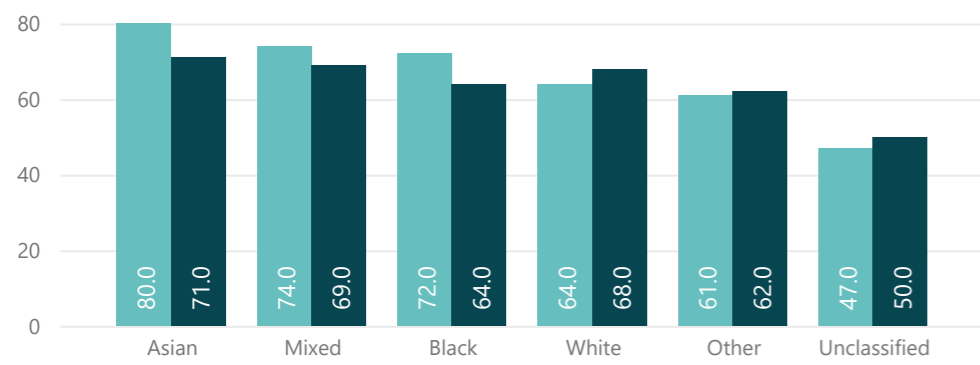
Medway **66.0** National **68.0**

All Measures



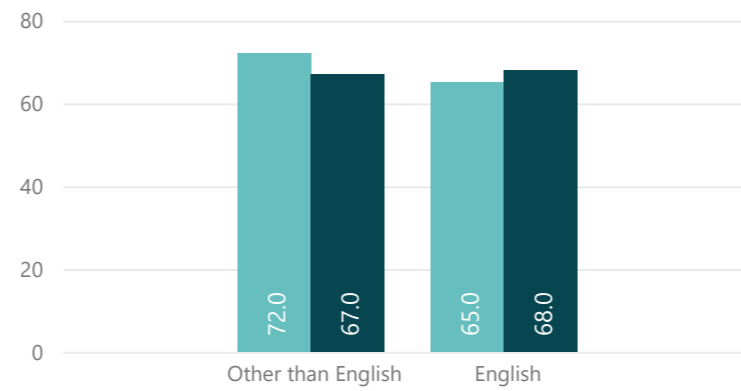
Ethnicity

● Medway ● National



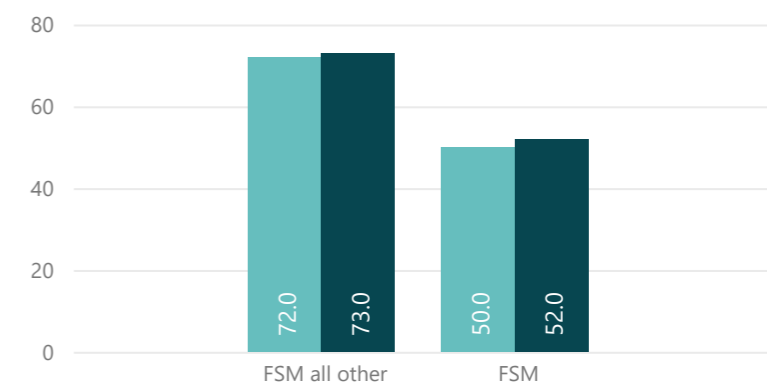
First Language

● Medway ● National

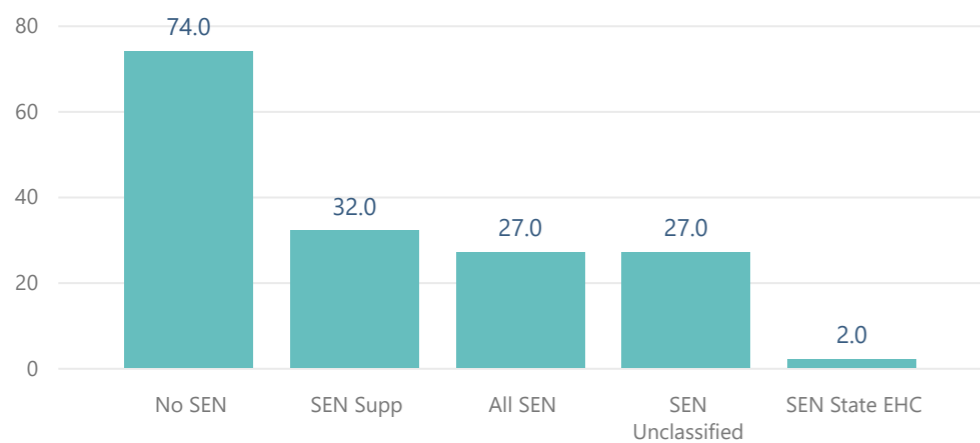


Free School Meal (FSM)

● Medway ● National



SEN Status



Medway and national both saw a deterioration in the percentage of learners who met the expected standard in Maths, with Medway decreasing by 14% compared to national's 11% decrease. Medway were 1% better than national in 2019 but are now 3% worse.

The groups that achieved the maths standard were those learners identifying as Black, Asian, Mixed those with no SEND or disadvantage, and Other than English.

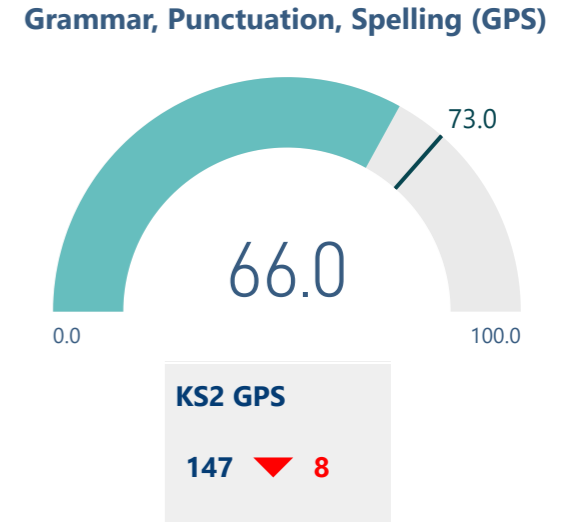
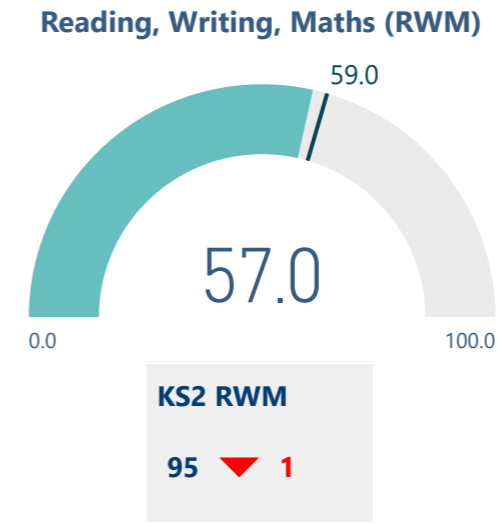
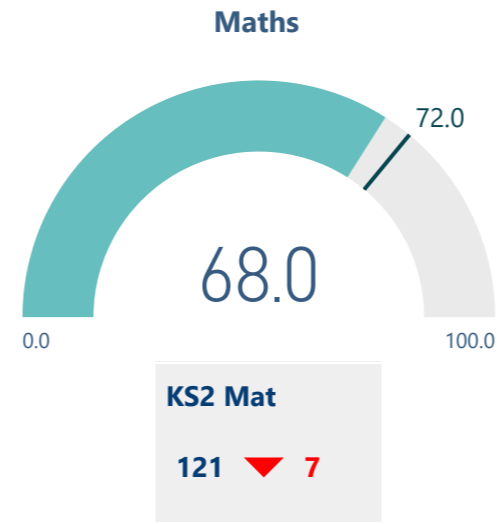
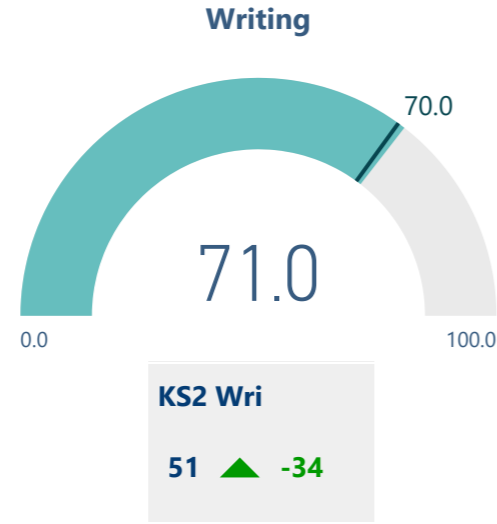
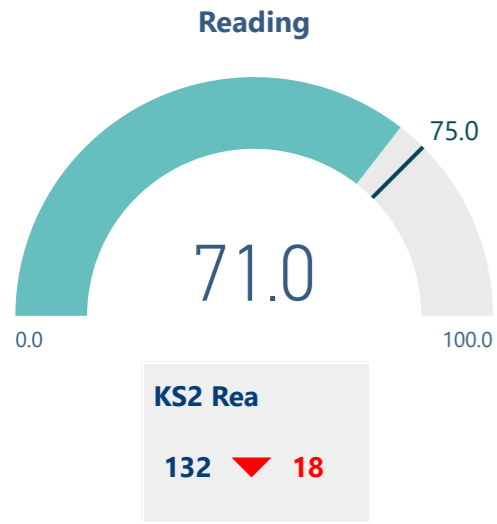
In Medway, those learners identifying as Asian, Mixed and Black performed better than their national peers.

Learners who are *Other than English* performed better than learners who speak other languages nationally.

Both disadvantaged and non- disadvantaged learners in Medway underperformed when compared to the same group nationally.

Key Stage Two (KS2)

met the expected standard



Reading

Gender	Medway	National
<input type="checkbox"/> All		
2019	71.0	74.0
2022	71.0	75.0
<input type="checkbox"/> Female		
2019	77.0	79.0
2022	77.0	80.0
<input type="checkbox"/> Male		
2019	66.0	69.0
2022	66.0	70.0

Writing

Gender	Medway	National
<input type="checkbox"/> All		
2019	78.0	79.0
2022	71.0	70.0
<input type="checkbox"/> Female		
2019	84.0	85.0
2022	76.0	77.0
<input type="checkbox"/> Male		
2019	73.0	73.0
2022	65.0	63.0

Maths

Gender	Medway	National
<input type="checkbox"/> All		
2019	77.0	79.0
2022	68.0	72.0
<input type="checkbox"/> Female		
2019	79.0	80.0
2022	66.0	71.0
<input type="checkbox"/> Male		
2019	76.0	79.0
2022	69.0	73.0

Reading, Writing, Maths (RWM)

Gender	Medway	National
<input type="checkbox"/> All		
2019	64.0	65.0
2022	57.0	59.0
<input type="checkbox"/> Female		
2019	70.0	70.0
2022	60.0	63.0
<input type="checkbox"/> Male		
2019	58.0	61.0
2022	53.0	55.0

Grammar, Punctuation, Spelling (GPS)

Gender	Medway	National
<input type="checkbox"/> All		
2019	73.0	79.0
2022	66.0	73.0
<input type="checkbox"/> Female		
2019	78.0	83.0
2022	70.0	77.0
<input type="checkbox"/> Male		
2019	68.0	74.0
2022	62.0	69.0

In 2022, Medway's primary schools at Key Stage 2 were below national in the reading, maths, grammar, punctuation and spelling tests. Overall, they were also below in the combined measure of reading, writing and maths. Medway and national both saw decreases when compared to 2019. Although there has been a 6% reduction in the combined, Medway has only dropped by 1 place in the LA rankings which shows that all authorities have recorded lower combined KS2 scores in 2022. This is most likely due to the effects of the pandemic.

In the reading test, over the 4-year period, 2017 to 2022, Medway has shown a 4% improvement which reflects a national 4% increase. This has led to national's lead increasing by 1%; however, Medway's reading performance remained consistent from 2019 to 2022 compared to national's 1% improvement. This is the most improved measure out of the 3 disaggregated measures. For Medway to be better than national this year, 119 more learners achieving the expected standard in reading would have been needed.

Medway's girls underperformed in comparison with national girls, except for the combined measure, where they matched national. In Medway, their performance in comparison with Medway boys was better in all areas, except in maths, where boys achieved better than girls.

Key Stage Two (KS2)

met the expected standard - reading

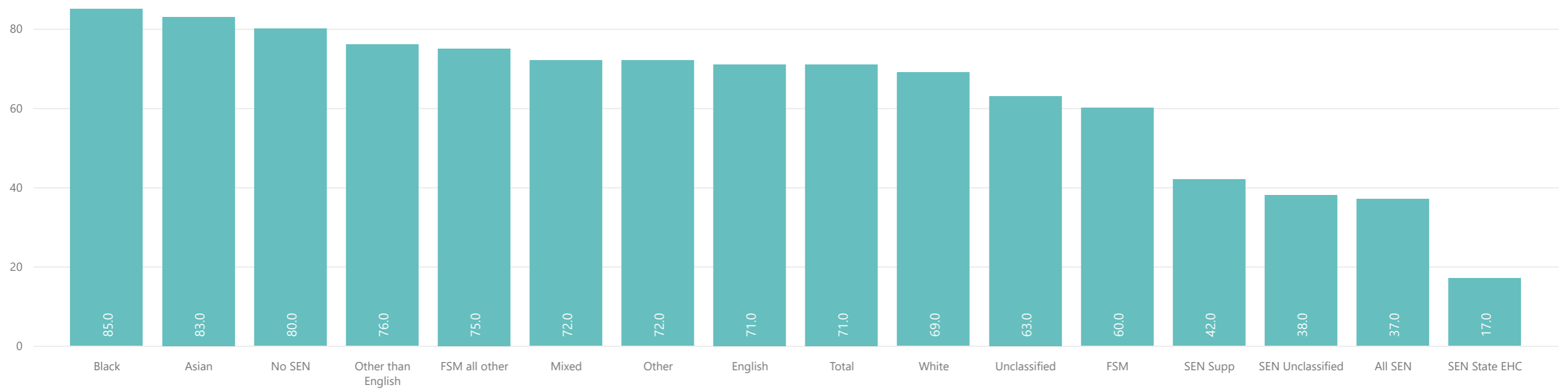
Medway

71

National

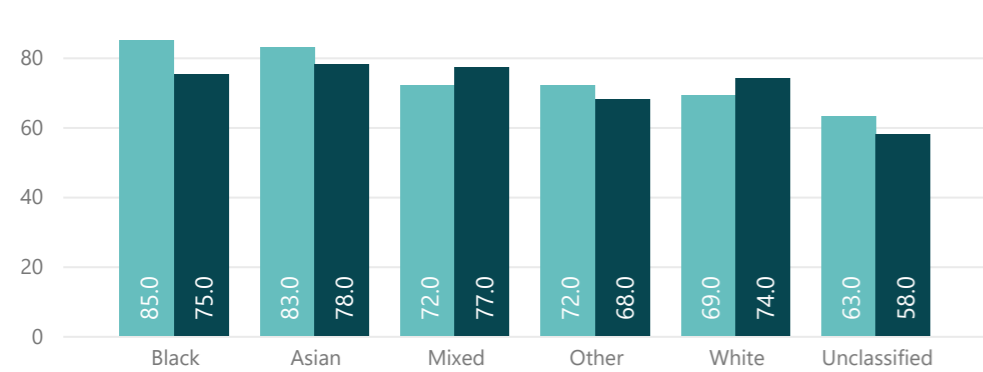
75

All Measures



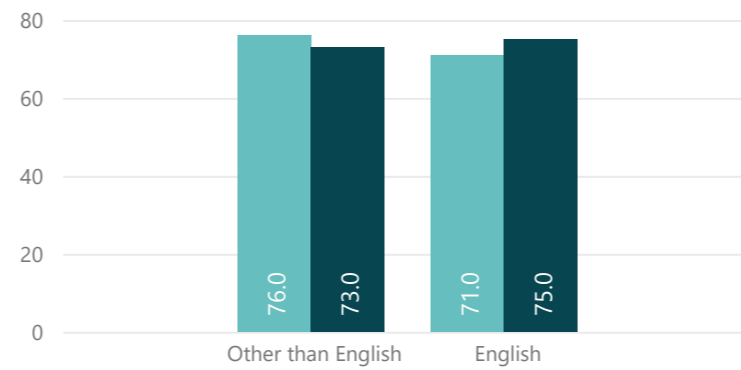
Ethnicity

● Medway ● National



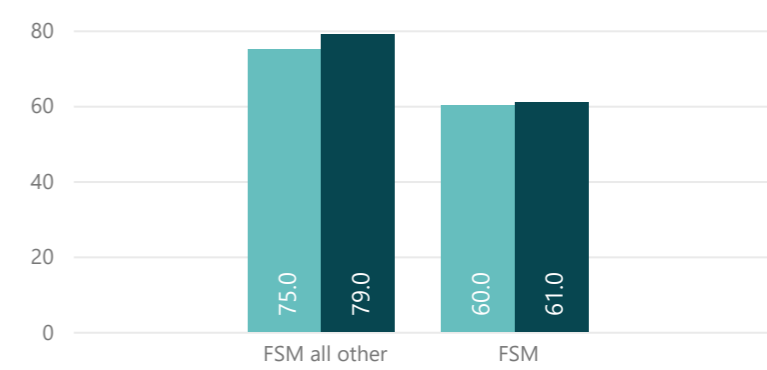
First Language

● Medway ● National



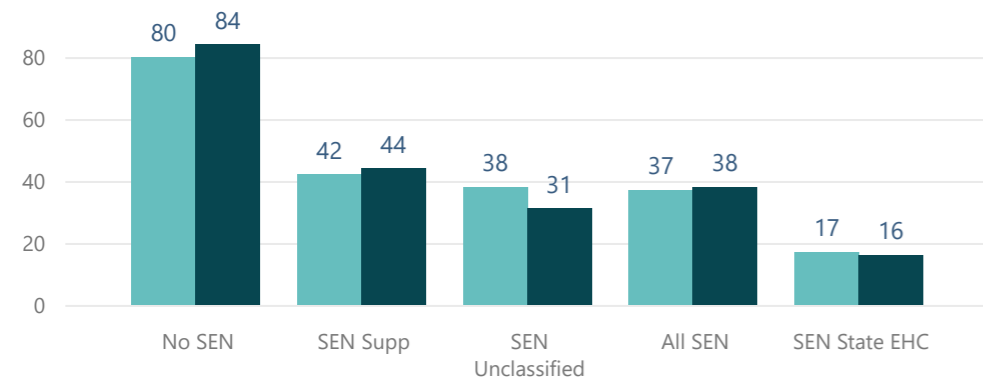
Free School Meal (FSM)

● Medway ● National



SEN Status

● Medway ● National



Whilst learners with *English First Language* performed 5% poorer than national, learners with *English as an Additional Language* performed 8% better. Medway's gap between those language groups is wider than that seen nationally, as *English as an Additional Language* learners in Medway outperform *English First Language* learners by 20%, whereas they only outperform *English First Language* by 5% nationally. 52% of boys with *English First Language* achieved the expected standard in RWM compared to 58% of girls with *English First Language*.

Learners with an EHC have performed 6% better than the relative national cohort in reading. Learners identified as SEND Support performed 5% worse than national and learners with no identified SEND in Medway performed 5% worse than national. 22 boys (out of 106) with an EHC and 4 of the 48 girls with an EHC, achieved the expected standard in reading. This meant that proportionally boys with an EHC performed better than girls. However, these numbers are volatile due to the small size of the girl cohort. When considering learners identified as SEND support, 43% of boys and 41% of girls achieved the expected standard meaning that boys with SEND support performed proportionally better than girls.

Key Stage Two (KS2)

met the expected standard - writing

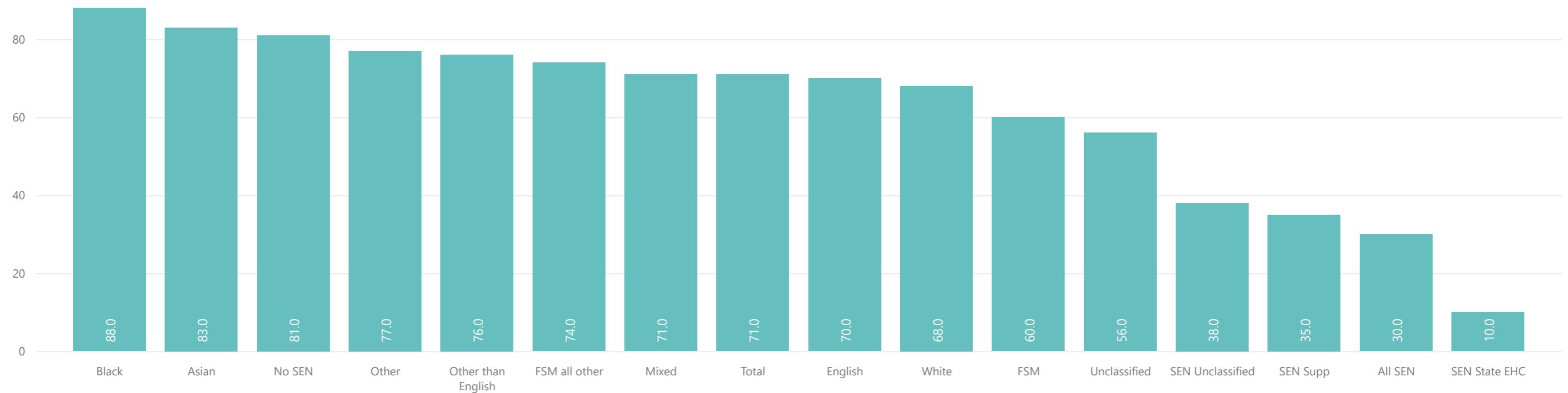
Medway

71

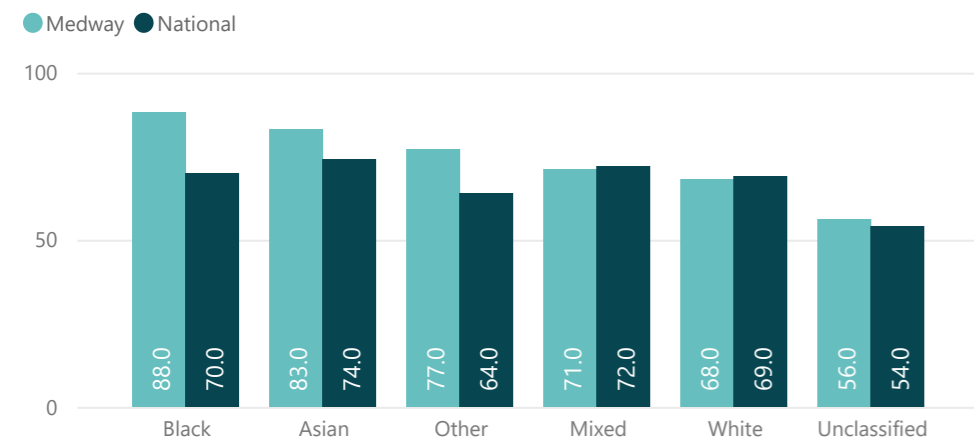
National

70

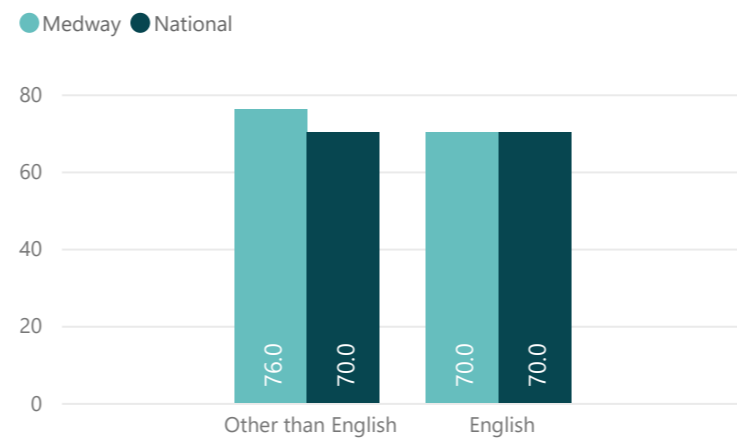
All Measures



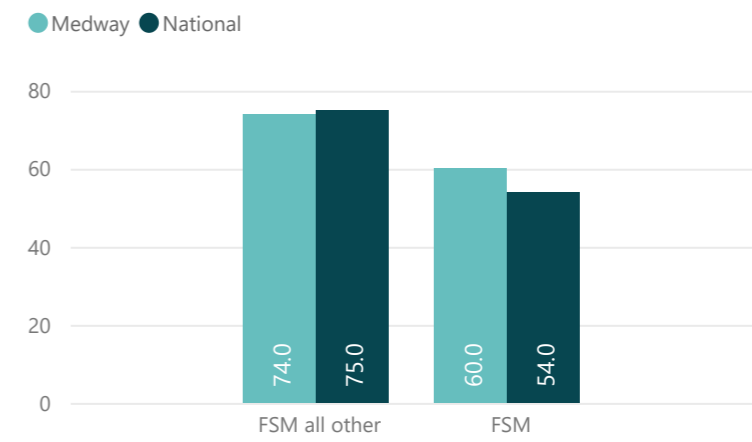
Ethnicity



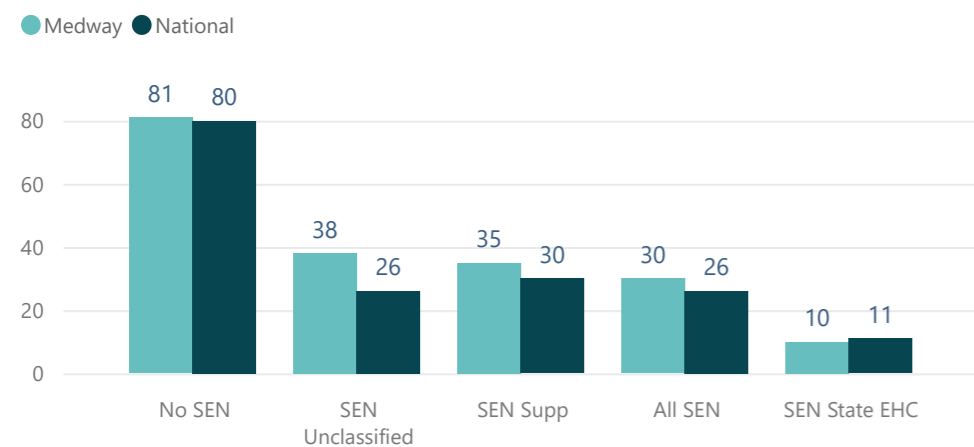
First Language



Free School Meal (FSM)



SEN Status



Learners with an EHCP in Medway have performed 10% worse than the relative national cohort in Writing. Learners receiving SEND Support in Medway outperformed national by 14% worse than national and learners with no identified SEND in Medway performed 1% better than national.

15 boys (out of 106) who had an EHCP and only 1 of the 47 girls with an EHCP achieved the expected standard in writing meaning that proportionally boys performed better than girls. However, these numbers are very volatile due to the small size of the girl cohort. When looking at SEND support learners, 35% of boys and 36% of girls achieved the expected standard meaning that girls with SEND support performed proportionally better than boys.

Asian, Black and learners from other ethnic backgrounds outperformed their national counterparts.

Learners with English as their first language (EFL) performed in line with national whereas learners with EAL performed 6pp above. Medway's gap between EAL and EFL is not only disproportionate to that seen nationally but favours learners with EAL whilst nationally EFL and EAL achieved the same writing outcome. 75% of girls with EFL achieved the expected standard, maintaining a 10% lead on the boys with EFL.

Medway learners eligible for FSM performed 6pp above the respective national group, whilst learners with no eligibility performed 1pp below. FSM eligible learners in Medway have the widest gap above national in this measure. 67% of girls eligible for FSM achieved the expected standard in writing compared to 52% of boys eligible for FSM.

Key Stage Two (KS2)

met the expected standard - maths

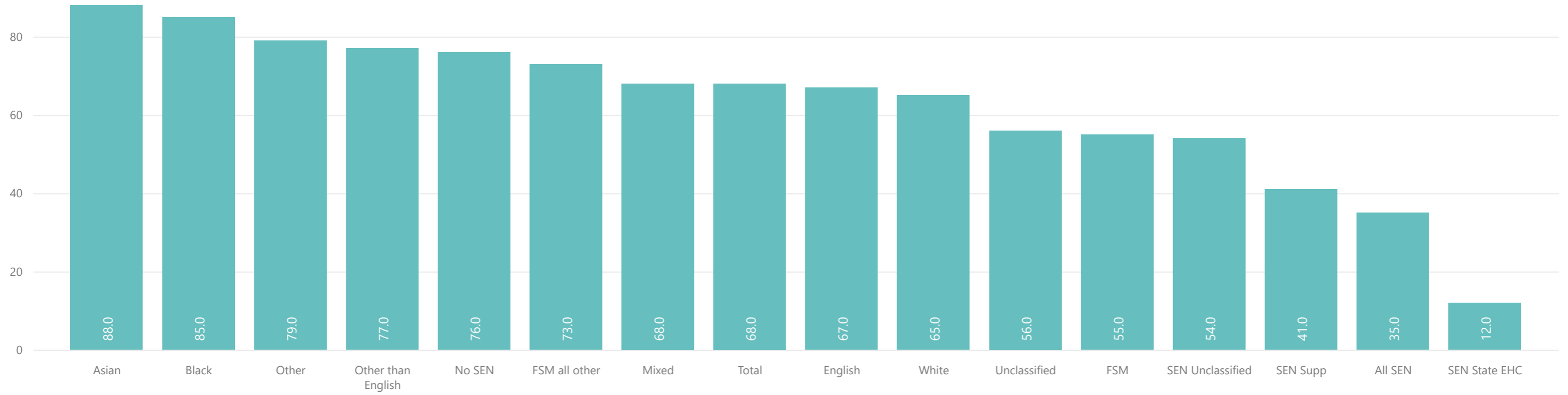
Medway

68

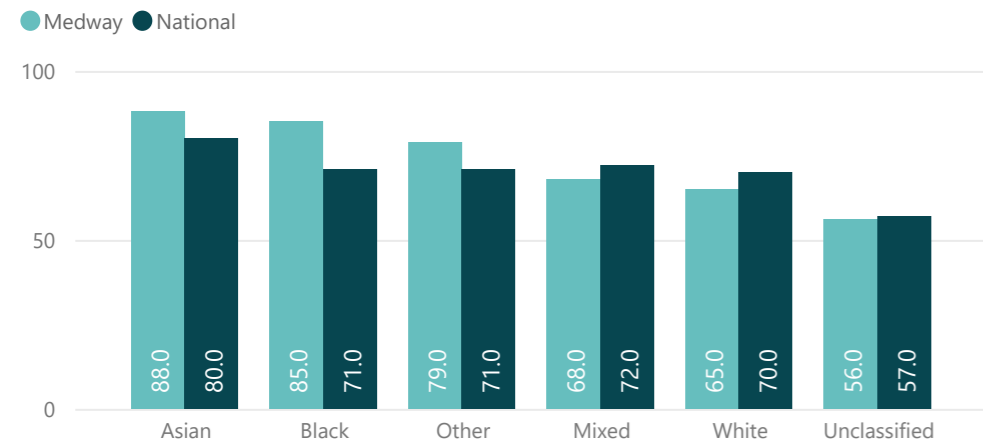
National

72

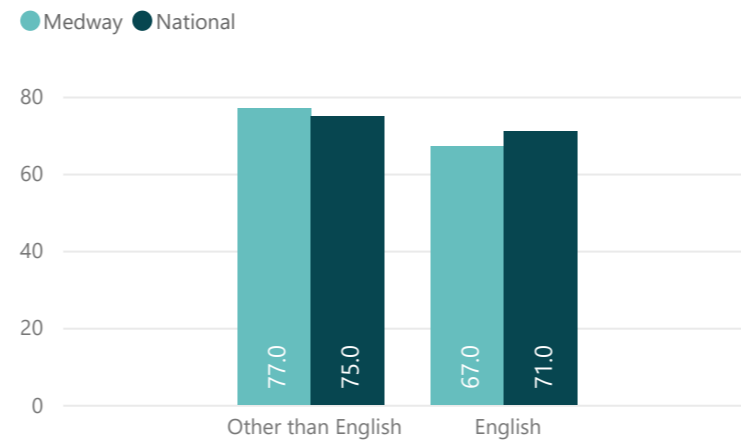
All Measures



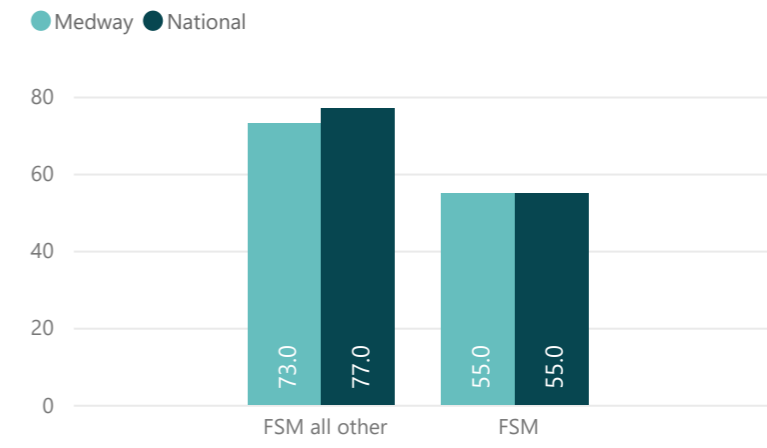
Ethnicity



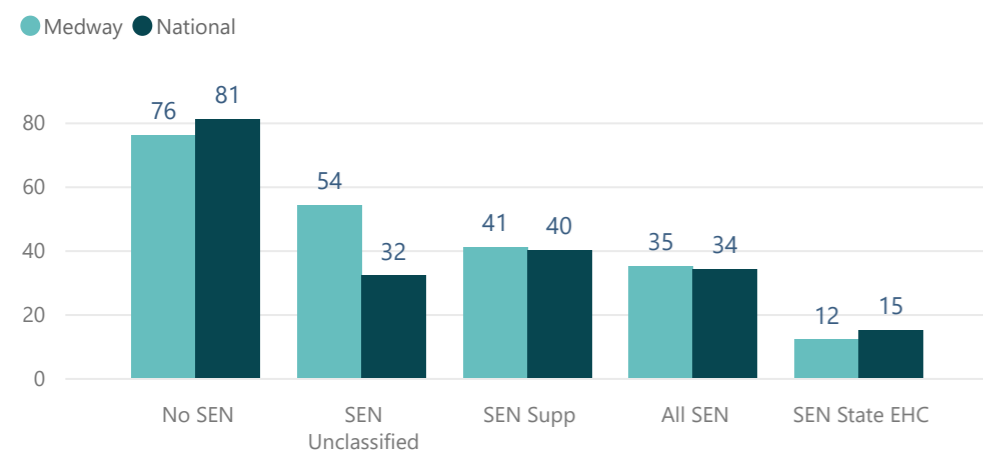
First Language



Free School Meal (FSM)



SEN Status



Asian, Black and learners from an Other ethnic backgrounds, outperformed their national counterparts whilst Mixed and White learners performed below national in Maths.

Learners Other than English not only performed better than their national peers but better than all pupils national.

Learners identified as SEND support in Medway performed 2% better than their national peers. EHC learners in Medway were 25% lower than national. 17/106 EHC boys and only 1/48 EHC girls achieved the expected standard in Maths. This means that, proportionally boys performed better than girls. 45% of boys with SEND Support and 33% of girls achieved the expected standard. This means that boys identified as SEND support performed proportionally better than girls identified as SEND support.

Medway learners eligible for FSM were in line with their national peers.

Key Stage Two (KS2)

met the expected standard - reading, writing, maths (RWM)

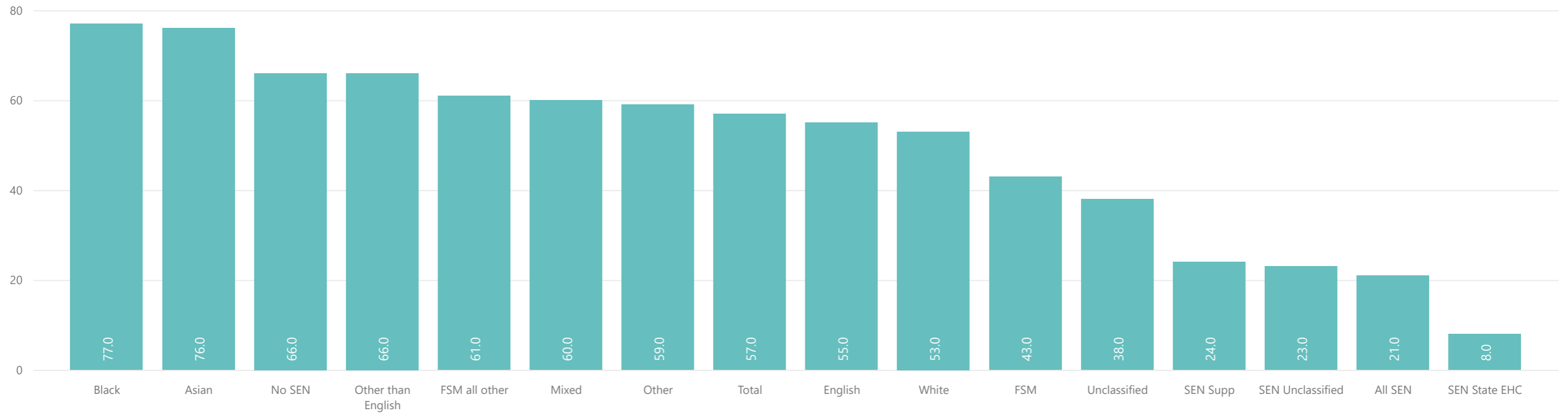
Medway

National

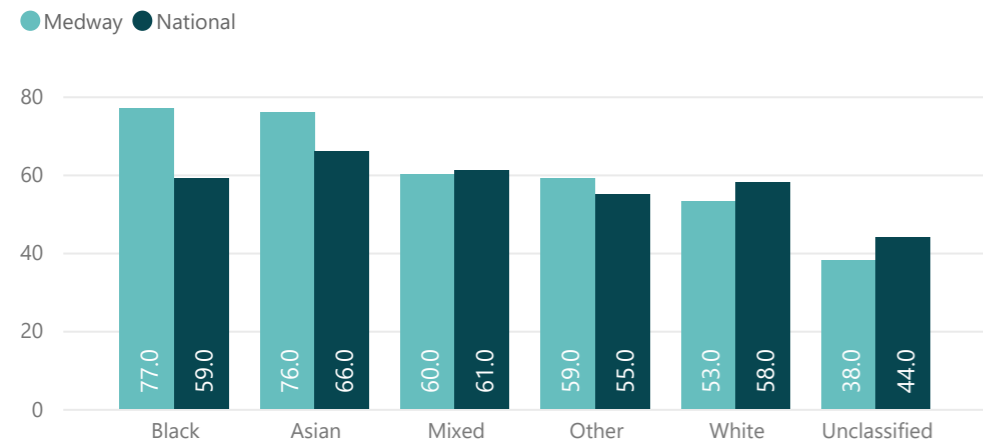
57

59

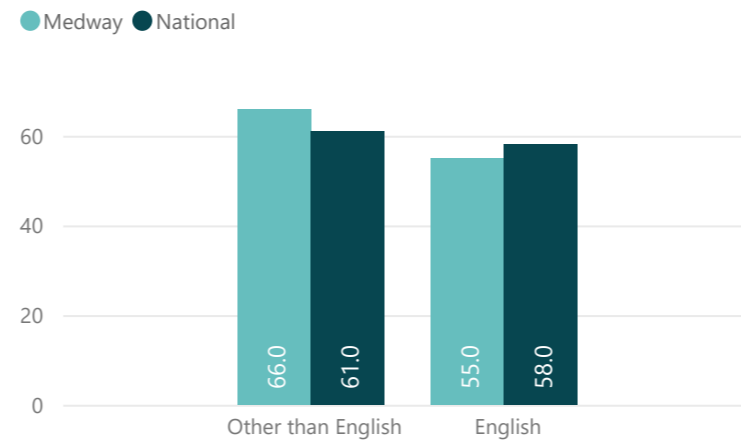
All Measures



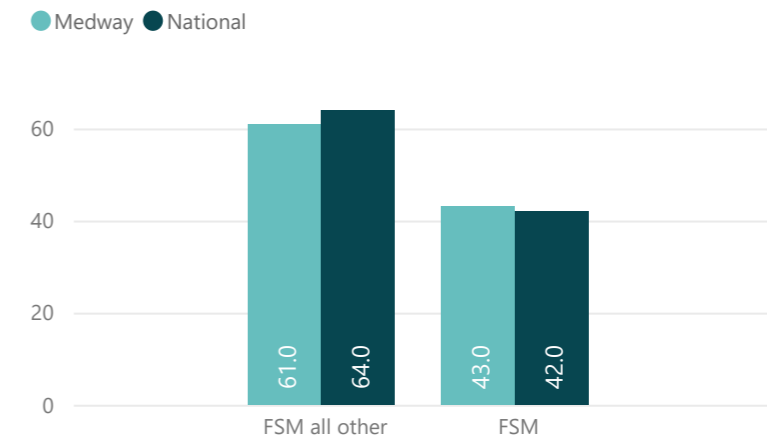
Ethnicity



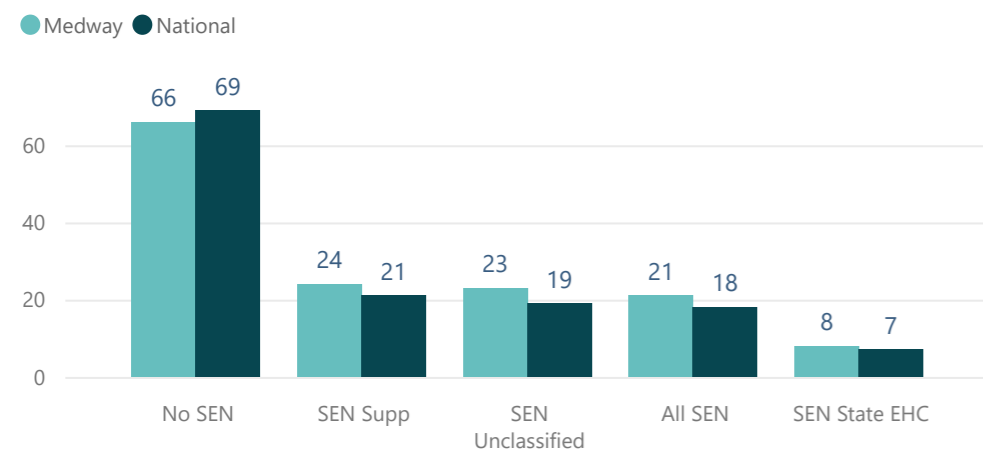
First Language



Free School Meal (FSM)



SEN Status



Learners with an EHCP in Medway performed 13% better than their national peers and learners identified with SEND Support also performed 13% better. This contrasts with the combined RWM achievement for learners with no identified SEND, where Medway performed 5% lower than national. 13/106 boys with an EHCP achieved the combined measure but none of the 47 girls with an EHCP achieved this measure.

6% more SEND support boys, achieved the combined measure than girls.

Learners eligible for FSM in Medway achieved 1pp higher than their respective counterparts nationally. Learners not eligible for FSM performed 3pp below their counterparts nationally. Of girls eligible for FSM in Medway, 47% achieved the expected standard compared to 38% of FSM eligible boys.

Asian Black, and other ethnicities learners outperformed their national counterparts

Key Stage Two (KS2)

met the expected standard - grammar, punctuation, spelling (GPS)

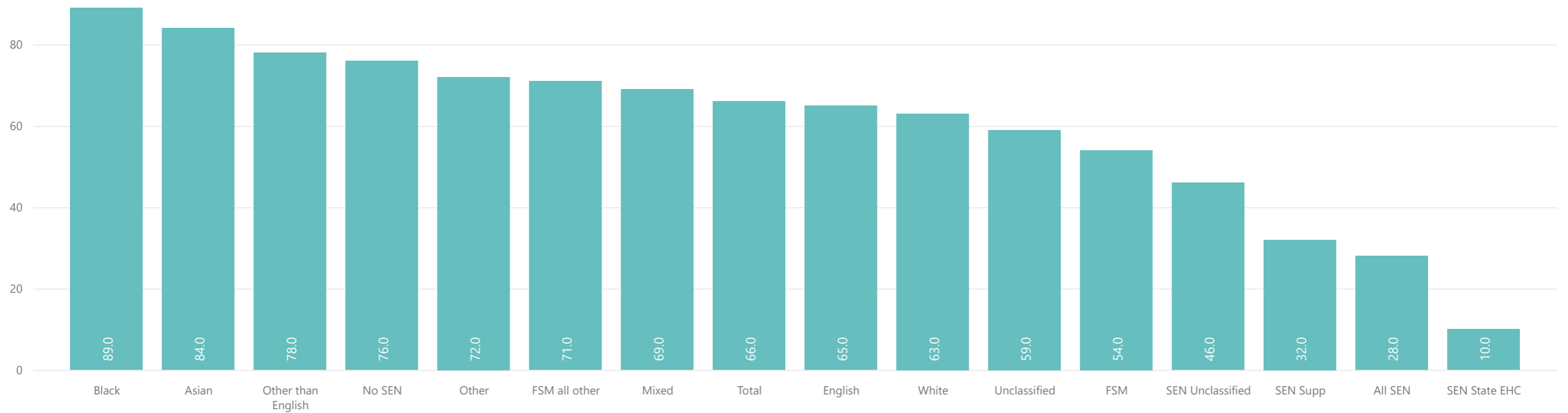
Medway

National

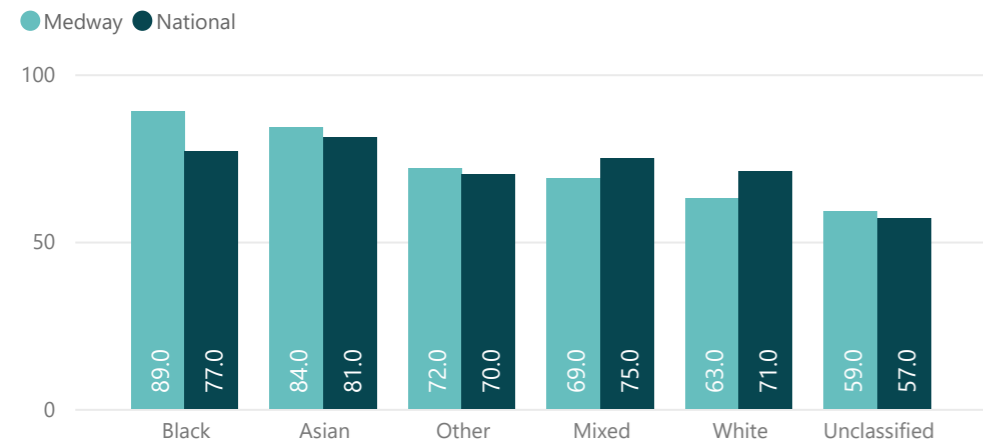
66

73

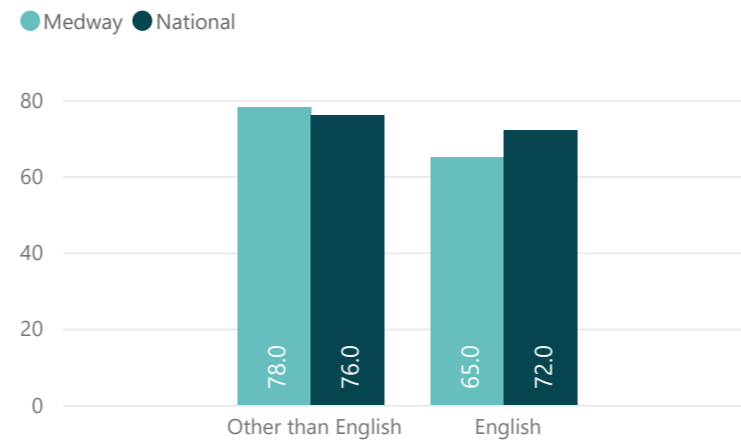
All Measures



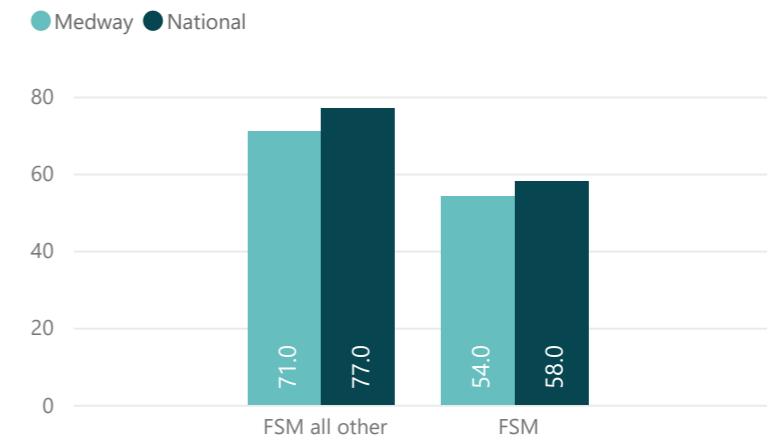
Ethnicity



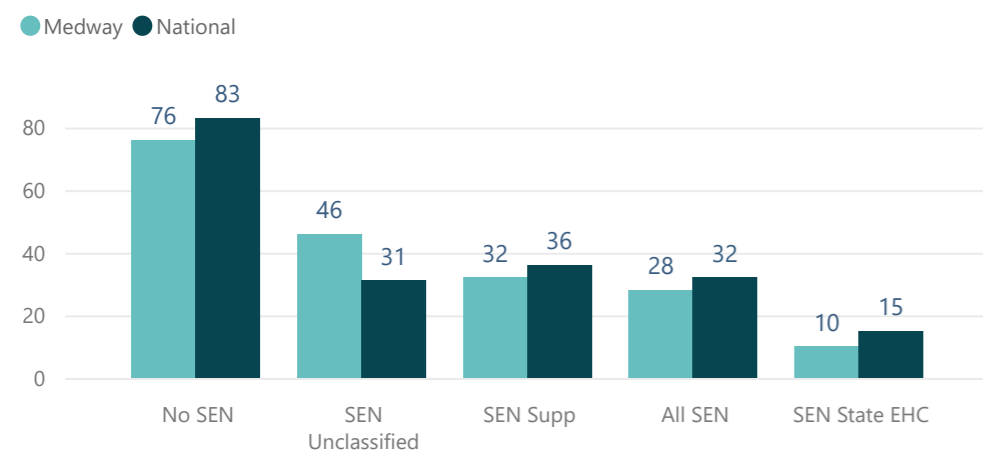
First Language



Free School Meal (FSM)



SEN Status



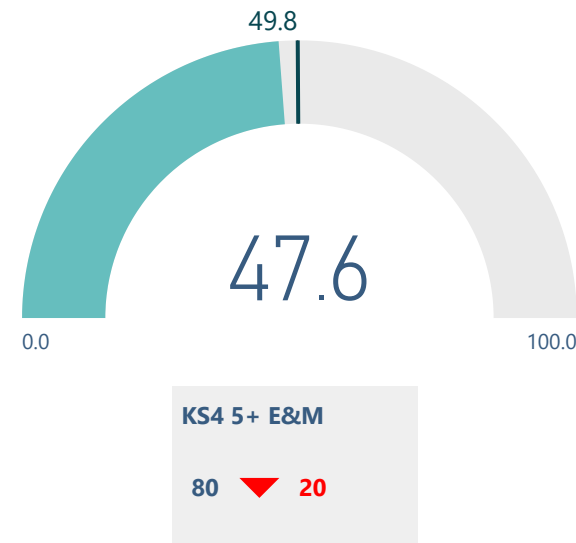
Black and Asian learners achieved the highest scores which reflects the national trend where Asian and Black learners also scored the highest in grammar, punctuation and spelling. Asian, Black and learners from an Other ethnic background in Medway outperformed their national peers whilst Mixed and White learners are both worse than national in the combined measure.

Whilst First Language English learners performed 11% poorer than national, learners with EAL performed 3% better. Medway's gap between EFL and EAL is wider than that seen nationally as EAL learners in Medway outperform EFL learners by 20% whereas they only outperform EFL by 6% nationally. 61% of boys with EFL achieved the expected standard in GPS compared to 68% of girls with EFL.

All SEND statuses in Medway performed worse than their relative national peers. Learners identified as SEND support performed 50% worse than national, EHCP learners were 13% worse than national and learners with no identified SEND were 9% worse than national. 15/106 boys and only 1/48 girls with an EHCP achieved the expected standard. Boys tend to perform better than girls in SEND and non-SEND groups.

Key Stage Four (KS4)

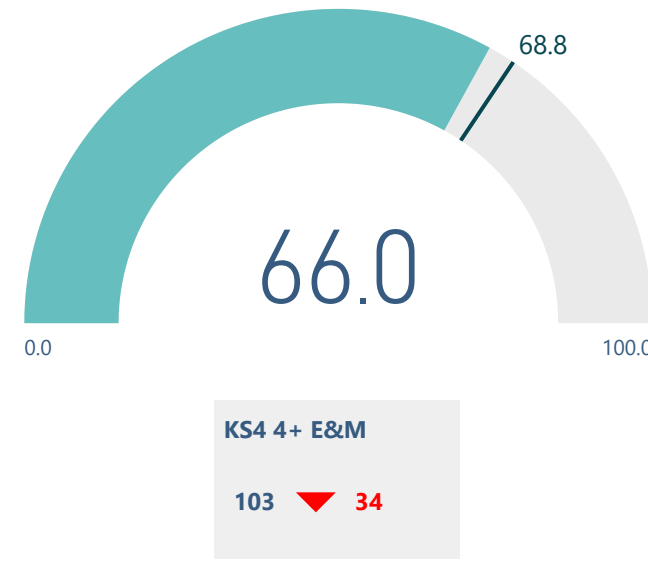
Percentage of pupils achieving 5+ in English & Mathematics



Gender Medway National

Year	Medway	National
All		
2019	43.7	43.4
2022	47.6	49.8
Female		
2019	46.8	46.8
2022	49.9	52.6
Male		
2019	40.6	40.2
2022	45.2	47.1

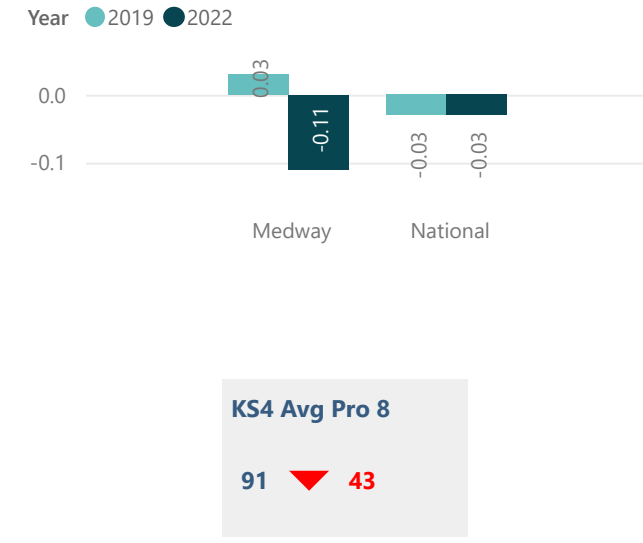
Percentage of pupils achieving 4+ in English & Mathematics



Gender Medway National

Year	Medway	National
All		
2019	65.2	43.4
2022	47.6	49.8
Female		
2019	46.8	46.8
2022	49.9	52.6
Male		
2019	40.6	40.2
2022	45.2	47.1

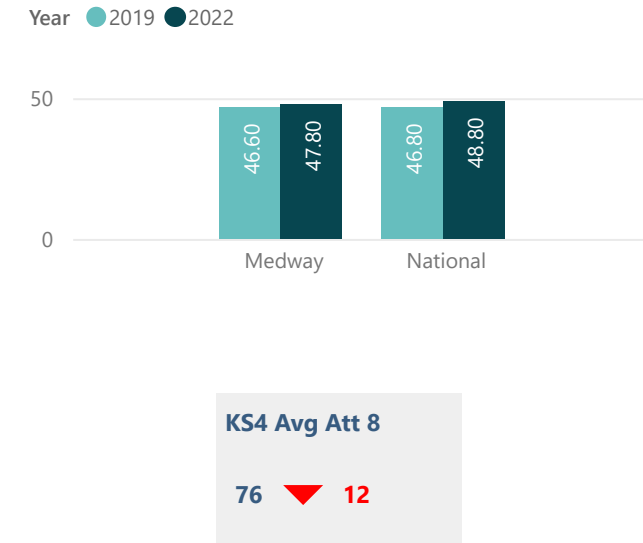
Average Progress 8



Gender Medway National

Year	Medway	National
All		
2019	0.03	-0.03
2022	-0.11	-0.03
Female		
2019	0.23	0.22
2022	0.00	0.15
Male		
2019	-0.18	-0.27
2022	-0.22	-0.21

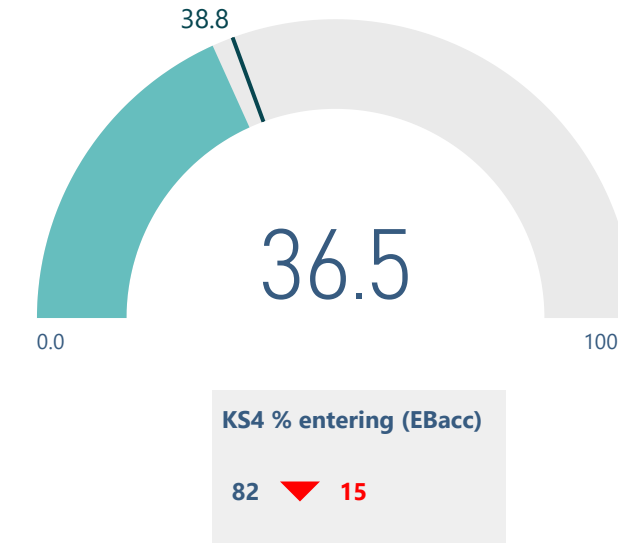
Average Attainment 8



Gender Medway National

Year	Medway	National
All		
2019	46.60	46.80
2022	47.80	48.80
Female		
2019	48.60	49.60
2022	49.80	51.40
Male		
2019	44.50	44.20
2022	45.60	46.30

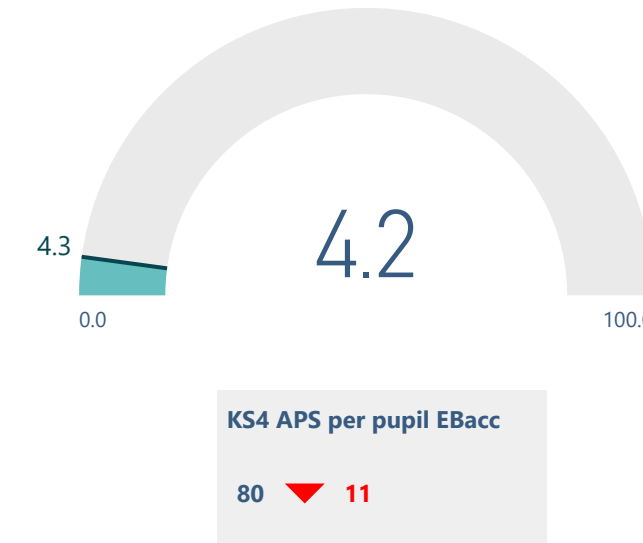
Percentage of pupils entering the English Baccalaureate (EBacc)



Gender Medway National

Year	Medway	National
All		
2019	39.7	40.1
2022	36.5	38.8
Female		
2019	42.6	46.0
2022	43.9	43.9
Male		
2019	36.8	34.4
2022	28.9	33.9

Average English Baccalaureate (EBacc) APS per pupil



Gender Medway National

Year	Medway	National
All		
2019	4.1	4.1
2022	4.2	4.3
Female		
2019	4.2	4.3
2022	4.3	4.5
Male		
2019	3.9	3.9
2022	4.0	4.1

Although Medway has shown improvements in all key measures apart from Progress 8, it is now below national in all of the key measures. The widest gap is seen in Progress 8 followed by achieving the threshold and Medway are closest to national in the average Attainment 8 score.

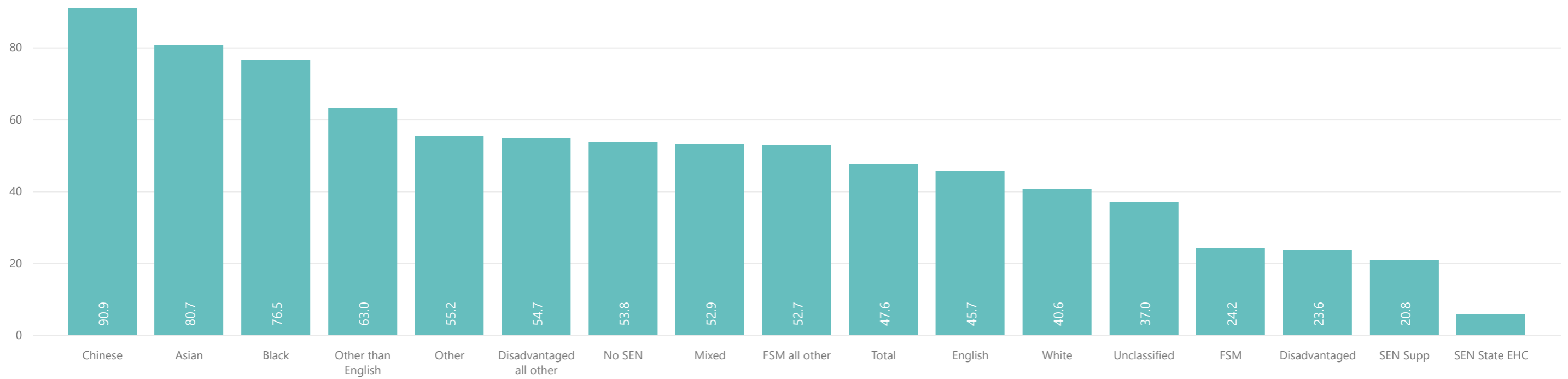
Over the 3-year period, Medway improved by 3.4% with learners achieving a standard pass, but National improved at twice the rate. In 2019, Medway was 0.5% above national but are now 4.2% below.

Key Stage Four (KS4)

Percentage of pupils achieving 5+ in English & Mathematics

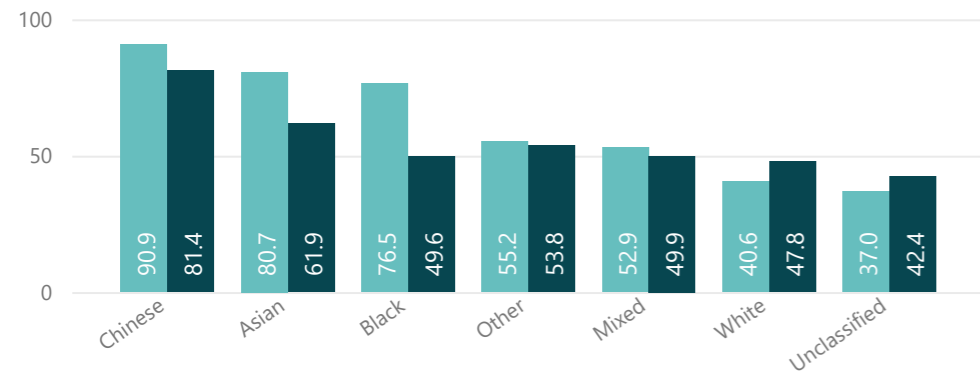
Medway **47.6** National **49.8**

All Measures



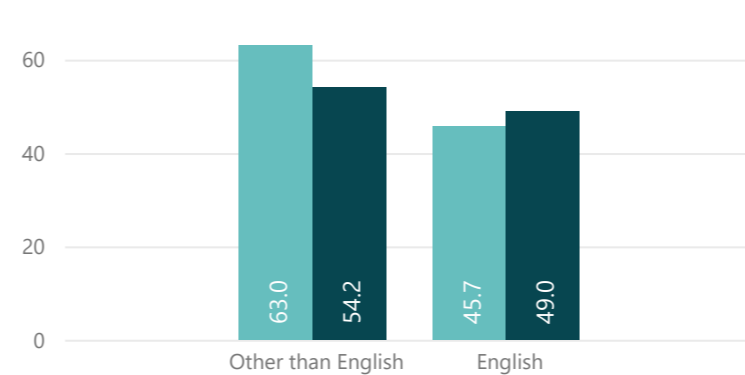
Ethnicity

● Medway ● National



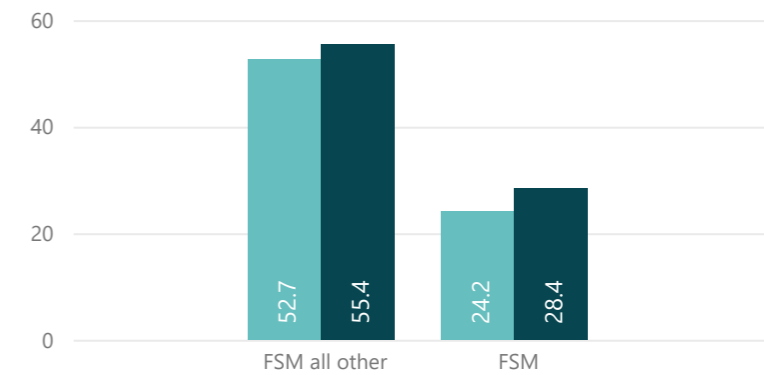
First Language

● Medway ● National



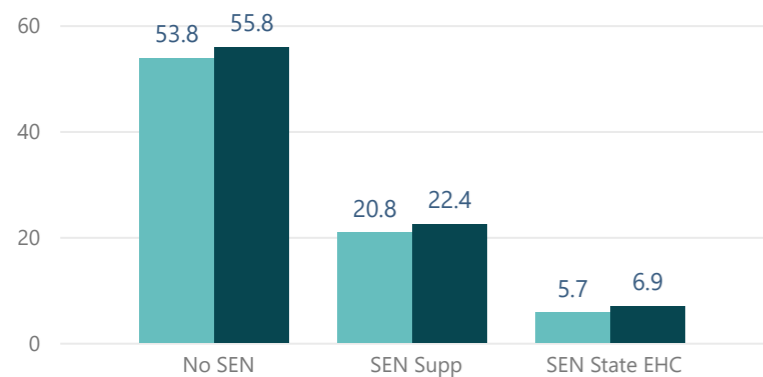
Free School Meal (FSM)

● Medway ● National



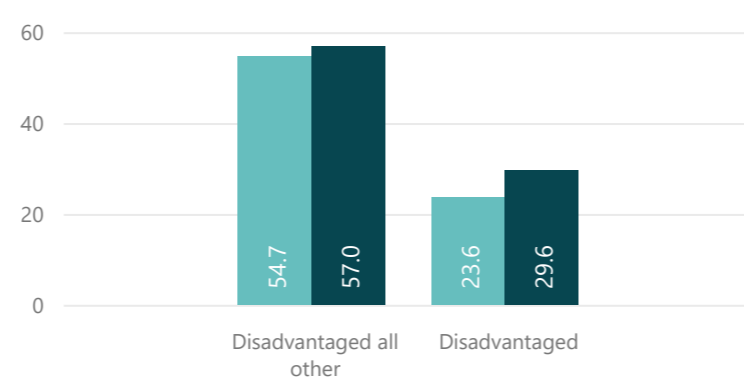
SEN Status

● Medway ● National



Disadvantaged

● Medway ● National



Chinese, Asian, Black, Other than English, Other ethnicities, disadvantaged, non-SEND groups, non-FSM performed better than national in the percentage achieving a grade 5 or above in English and Maths.

Asian, Black and Chinese, Other and Mixed learners all outperformed national whilst White learners and Unclassified are below national.

Those learners identified as Other than English performed above national and outperformed their national peers. But free school meal learners not only performed below national but underperformed in comparison to their national peers.

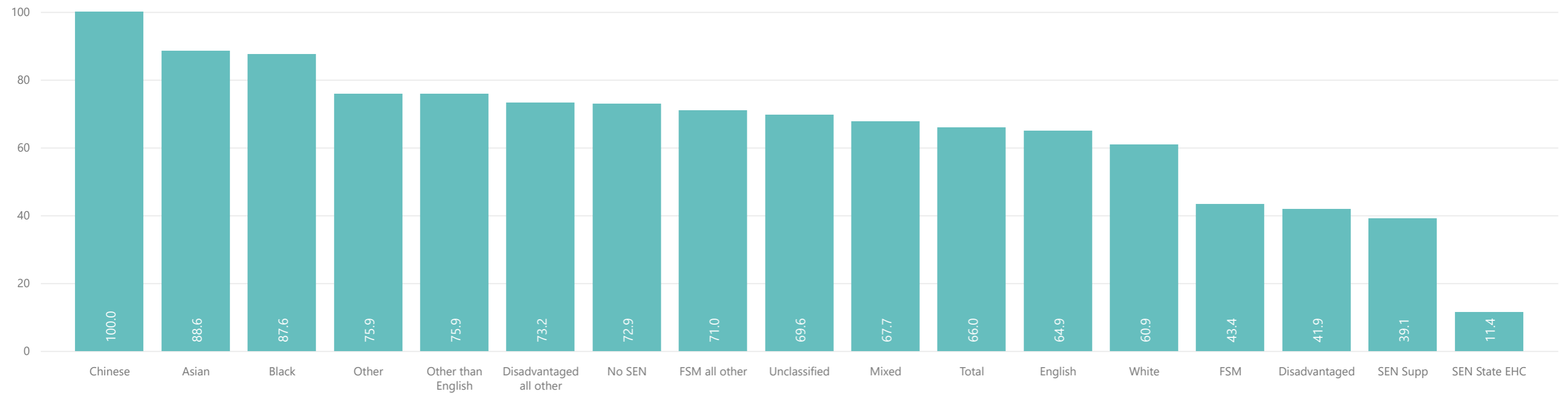
Only 26% of SEND support learners achieved a grade 5+ in maths and English and broadly 7% of EHCP learners achieved this measure.

Key Stage Four (KS4)

Percentage of pupils achieving 4+ in English & Mathematics

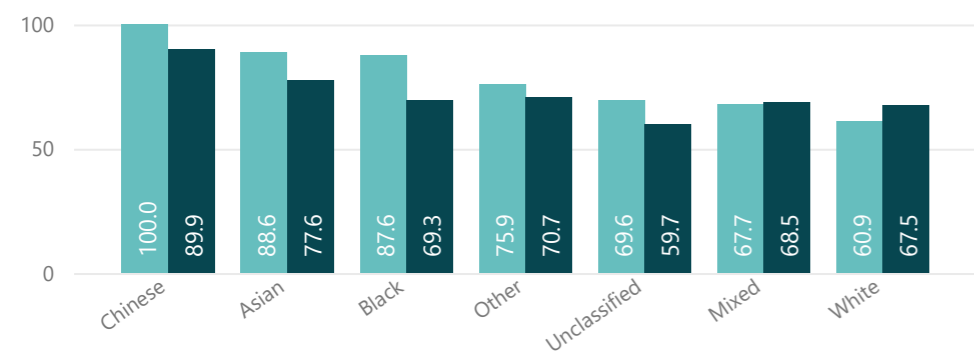
Medway 66.0 National 68.8

All Measures



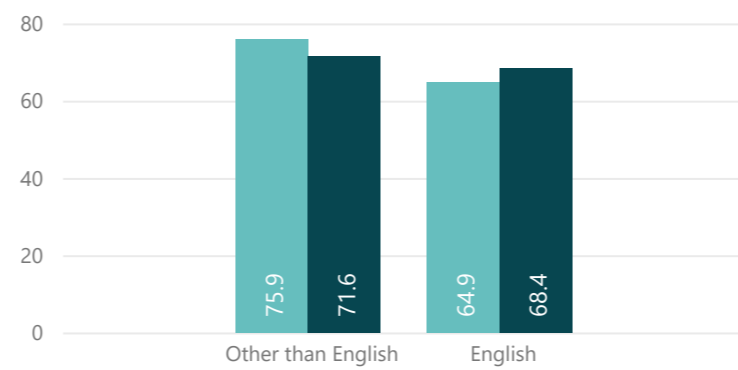
Ethnicity

● Medway ● National



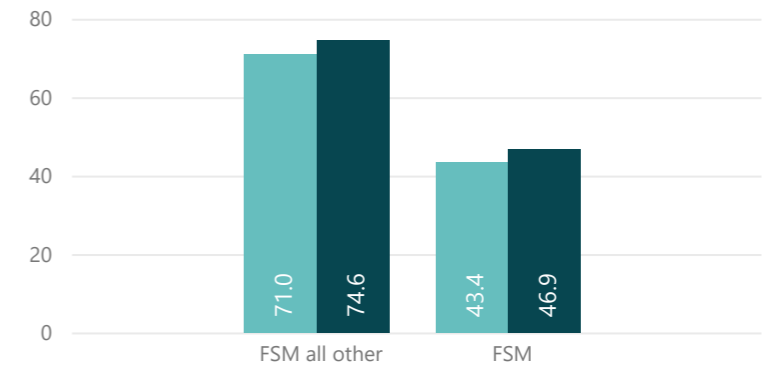
First Language

● Medway ● National



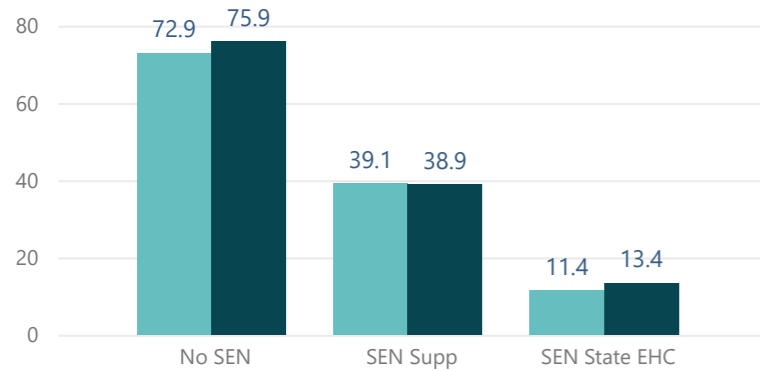
Free School Meal (FSM)

● Medway ● National



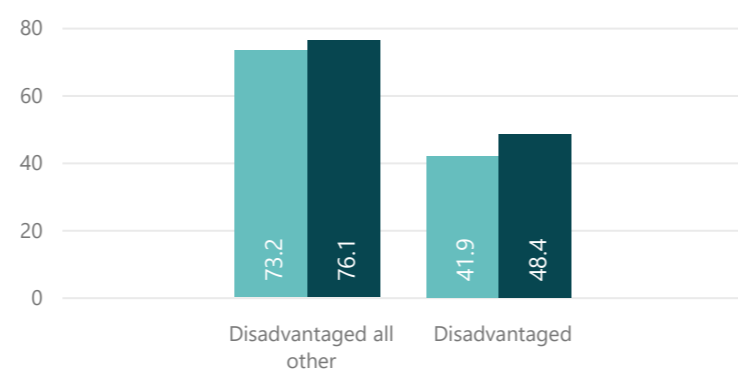
SEN Status

● Medway ● National



Disadvantaged

● Medway ● National



The Medway gap to national is wider still for those learners achieving a grade 4 in English and Maths than those achieving a grade 5, with a gap of 2.2% at grade 5 and 2.8% at grade 4.

The groups that performed well at Grade 5, tend to mirror those at Grade 4, though a greater proportion of White learners secured a grade 4 than grade 5 but this group is still below national. Medway's Chinese, Asian, Black, Other and Mixed learners all outperformed their national peers.

Medway saw a 1.3% improvement in the percentage of FSM learners achieving a grade 4 which reflects the national improving trend, although the national improvement was much more significant at 25.7%. FSM learners in Medway were 5.4% higher than national in 2019 but the smaller improvement has resulted in Medway now being 17.4% lower than national. Non-FSM learners in Medway improved by 13.6% over the same period compared to a 18.4% national increase and none-FSM learners are now 5.1% below national having been only marginally lower in 2019.

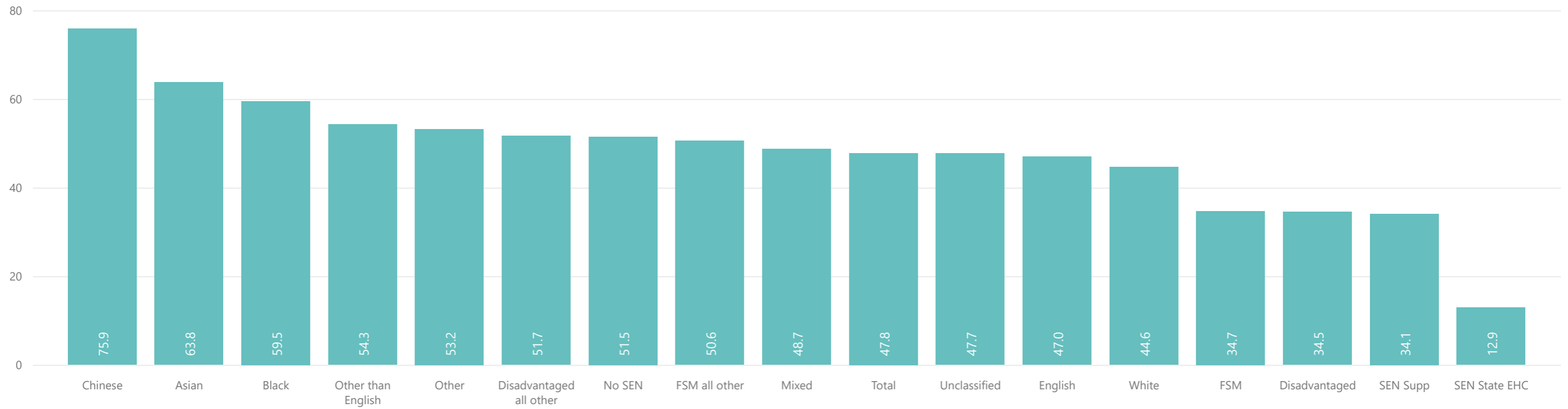
FSM learners in Medway achieving a standard pass has decreased by 3.1% from 2019 to 2022 which contrasts the national improvement of 13%. In 2019, Medway pupils eligible for FSM were 7.4% better than national but are now 8.1% worse. Non-FSM learners in Medway saw a 4.6% improvement over the same period which reflects a national increase.

Key Stage Four (KS4)

Average Attainment 8

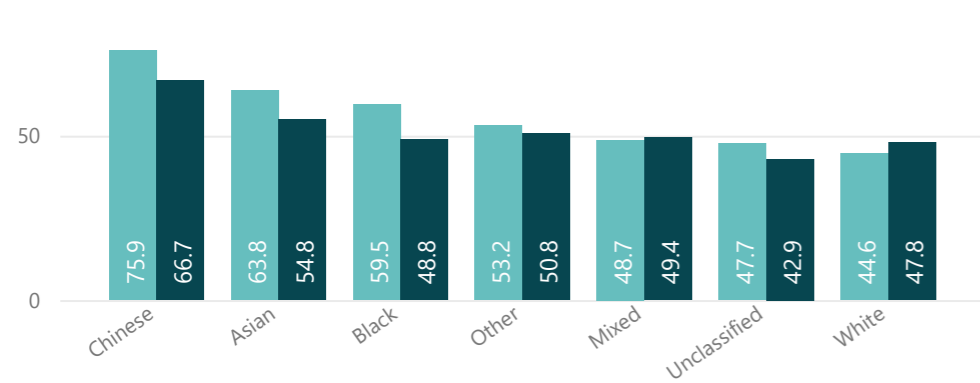
Medway **47.8** National **48.8**

All Measures



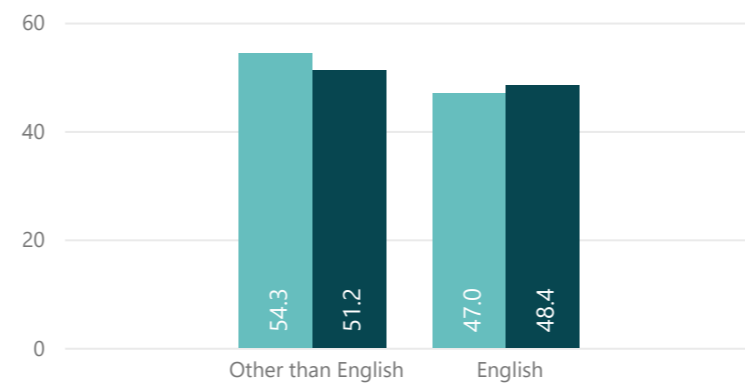
Ethnicity

● Medway ● National



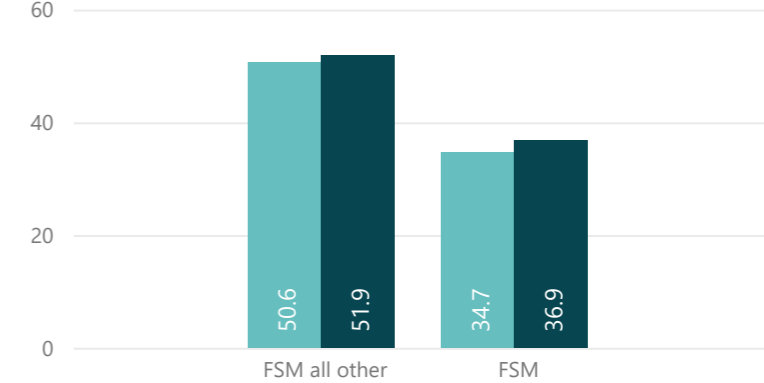
First Language

● Medway ● National



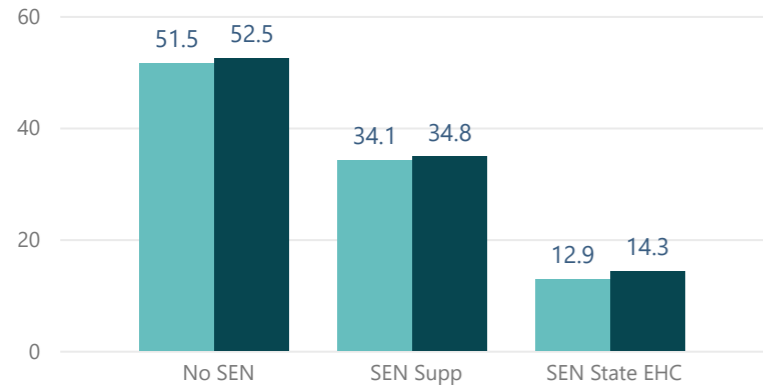
Free School Meal (FSM)

● Medway ● National



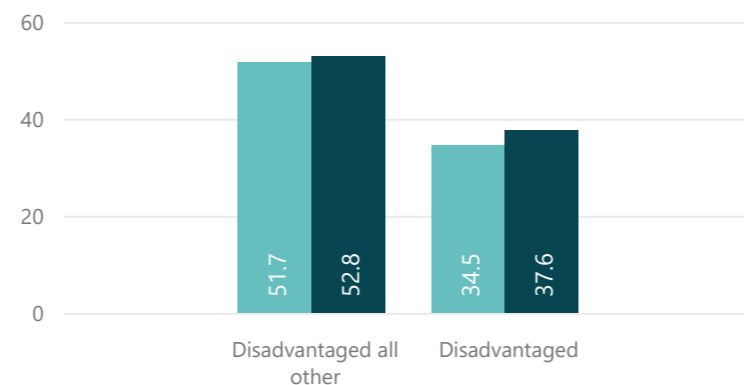
SEN Status

● Medway ● National



Disadvantaged

● Medway ● National



Medway continue to be below national for Average Attainment 8 and the gap has widened from 0.4% below in 2019 to 2.1% below in 2022.

The gap with national has widened since 2019. This has led to a 27-place fall in the LA rankings.

Medway's, Asian, Black and Chinese learners performed better than their national peers in Attainment 8 whilst Mixed and White pupils are below their national counterparts. Asian, Black and Chinese learners all outperformed their national peers, whilst Mixed and White learners are below national.

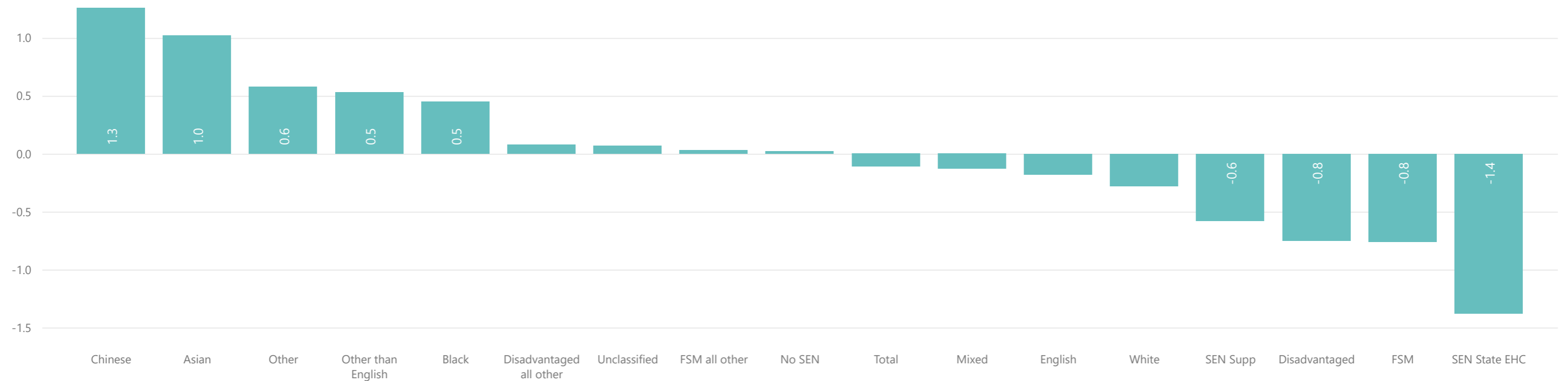
Medway's EHCP and SEND support learners both performed below national across their 8 subjects.

Key Stage Four (KS4)

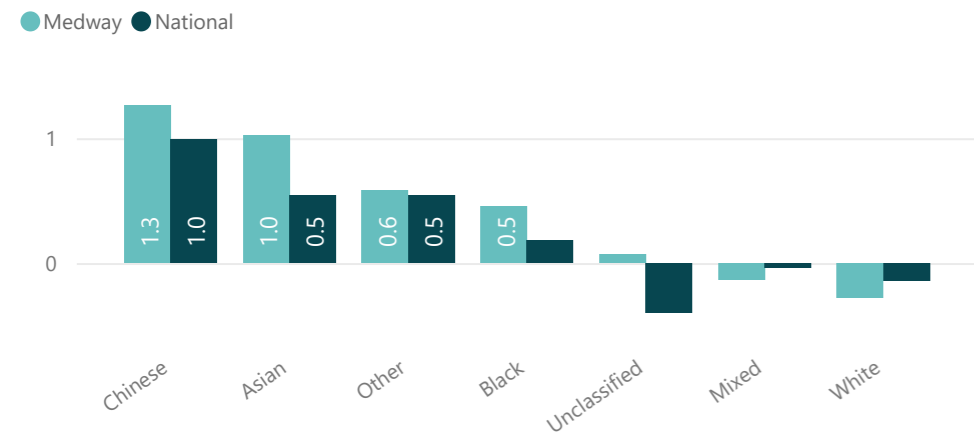
Average Progress 8

Medway **-0.1** National **0.0**

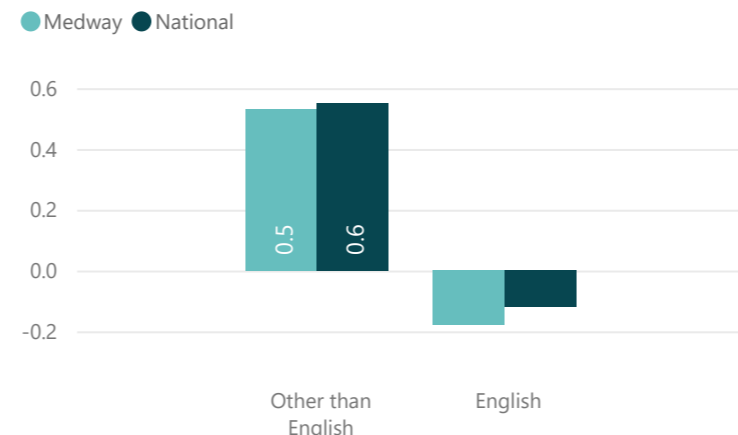
All Measures



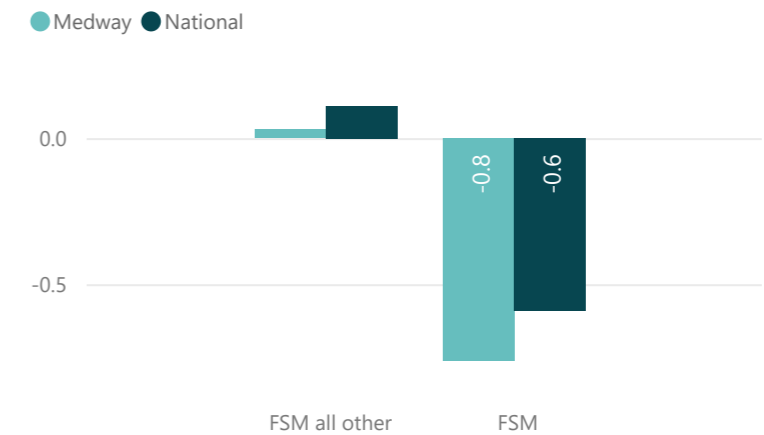
Ethnicity



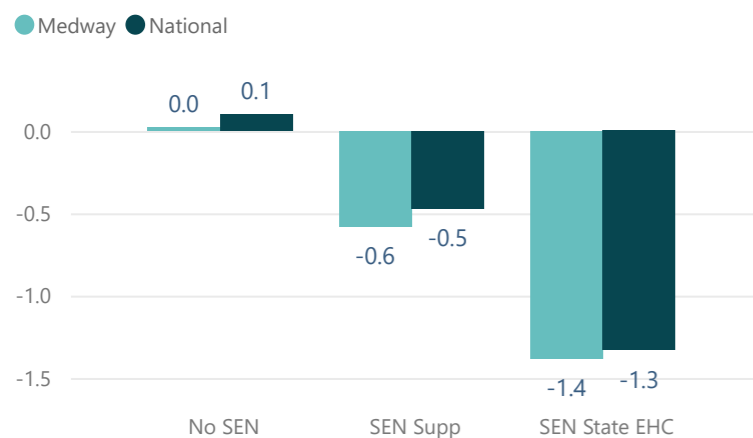
First Language



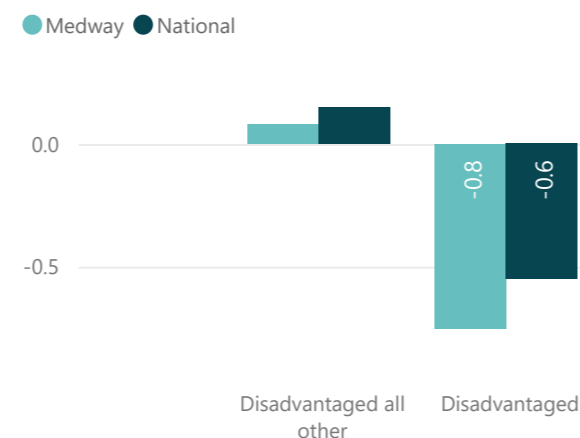
Free School Meal (FSM)



SEN Status



Disadvantaged



Medway made less Average Progress than national. Medway has seen a notable decline against national making no movement on the previous year in Progress 8. Medway had a positive Progress 8 score in 2019 and now has a negative score of -0.1 in 2022, whilst national have remained constant at 0.0. This deterioration has led to a 43-place drop in the LA rankings which is the most significant fall in all key measures.

Medway saw an increase in the percentage of learners achieving a standard pass in both SEND groups from 2019 to 2022 which reflects the national improving trend.

Medway's EHC and SEND support learners made less progress than all national and are both well below average.

The Progress 8 FSM learners is now well below average.

Medway's Asian, Black and Chinese learners continue to outperform their national peers, whilst Mixed and White learners have a lower Progress 8 score than national, although they are not statistically different.

Key Stage Four (KS4)

Average English Baccalaureate (EBacc) APS per pupil

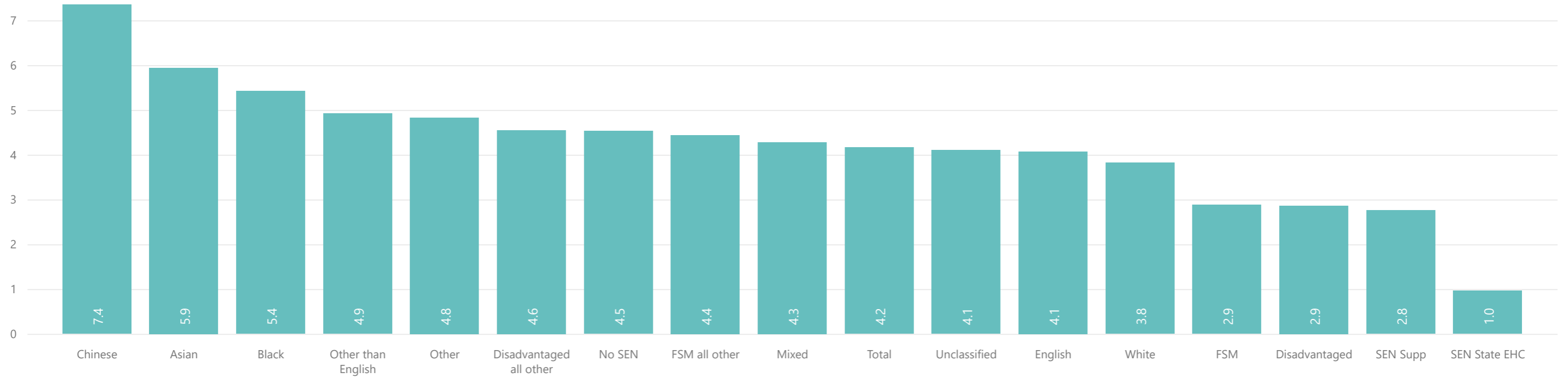
Medway

National

4.2

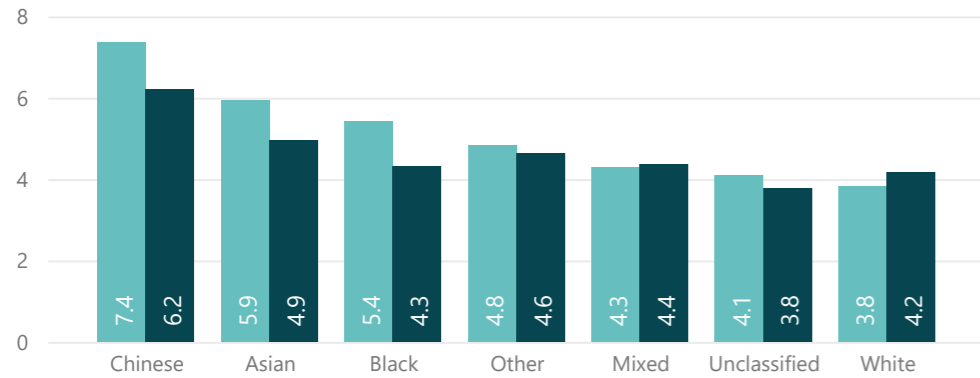
4.3

All Measures



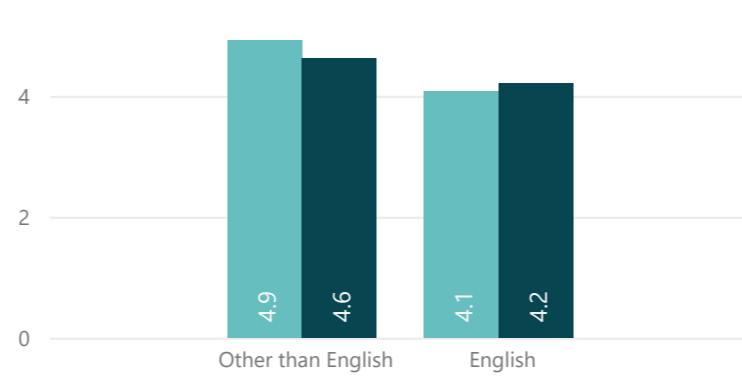
Ethnicity

● Medway ● National



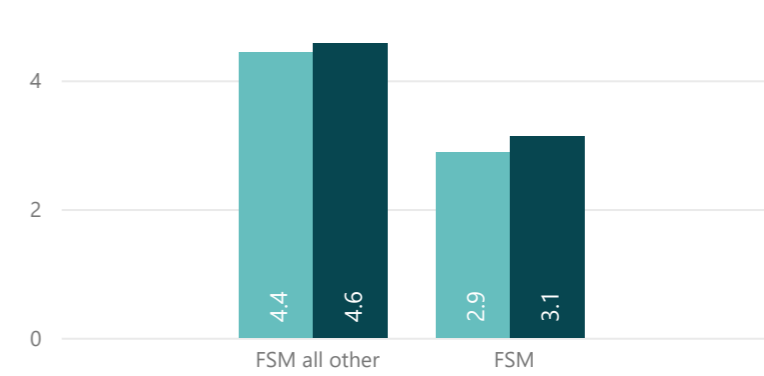
First Language

● Medway ● National



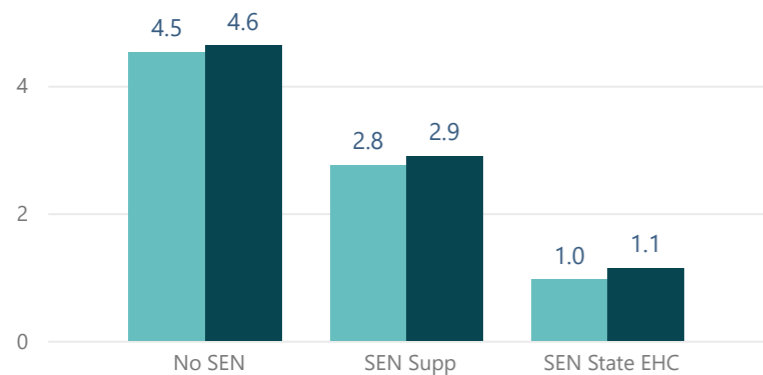
Free School Meal (FSM)

● Medway ● National



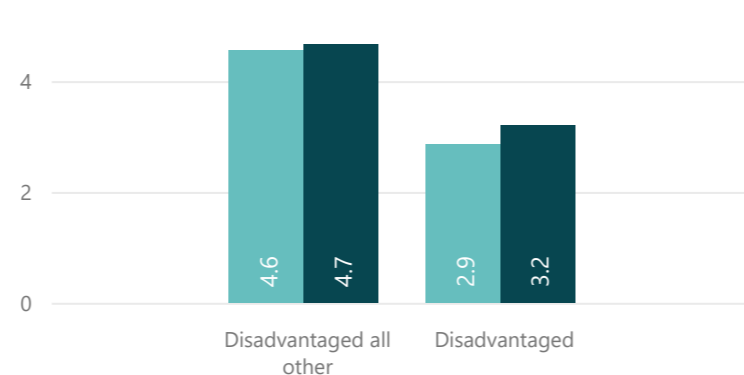
SEN Status

● Medway ● National



Disadvantaged

● Medway ● National



Medway continue to be below national and the gap to national has widened from 0.7% in 2019 to 2.9% in 2022. The groups that achieve and underperform mirror those in the Grade 5 English and maths measure. Medway has dropped 11 places in the LA rankings which is the smallest drop out of all of the key measures.

Learner with an EHCP saw a 7.7% deterioration and pupils receiving SEND support a 2.1% deterioration. This contrasts with national where both SEND categories saw an improvement.

The EBacc APS for learners eligible for FSM in Medway has seen a 2% deterioration against a national improvement. Medway's FSM eligible pupils had a marginally better EBacc APS than national in 2019 but are 8.7% worse in 2022.

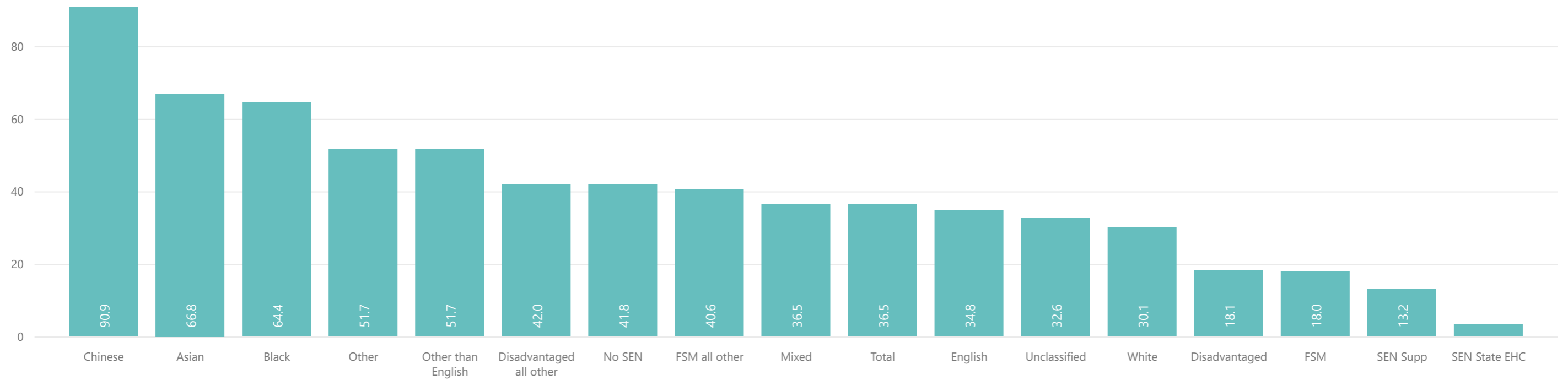
Asian, Black and Chinese pupils in Medway achieved higher EBacc APS than their national peers whilst Medway's Mixed and White learners achieved below their national peers.

Key Stage Four (KS4)

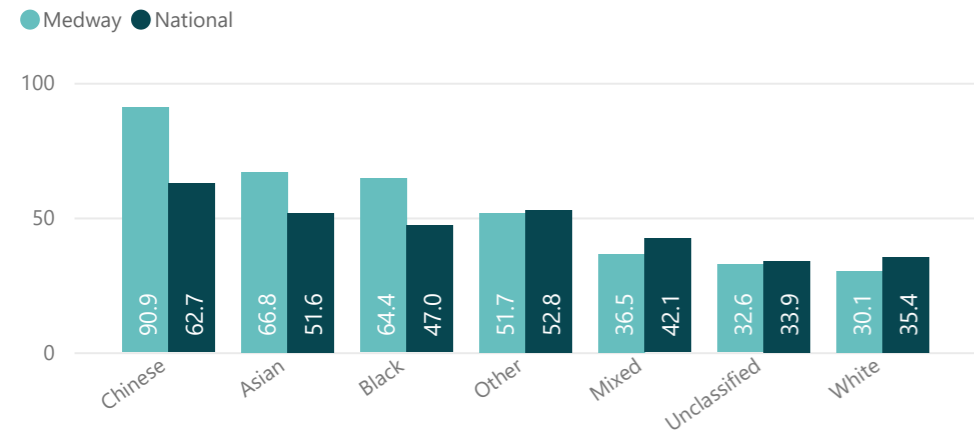
Percentage of pupils entering the English Baccalaureate (EBacc)

Medway 36.5 National 38.8

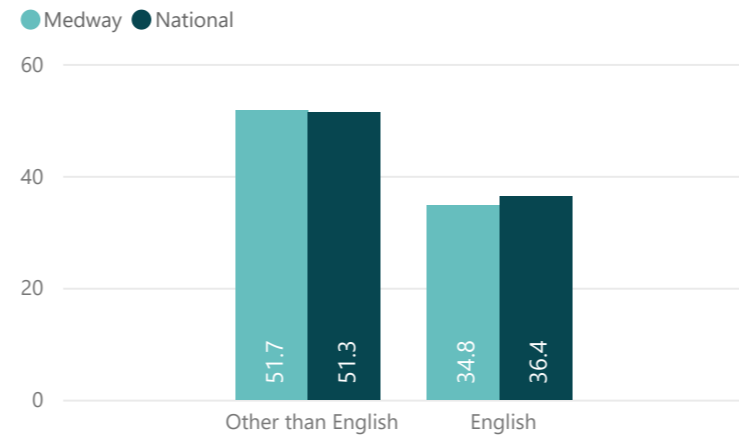
All Measures



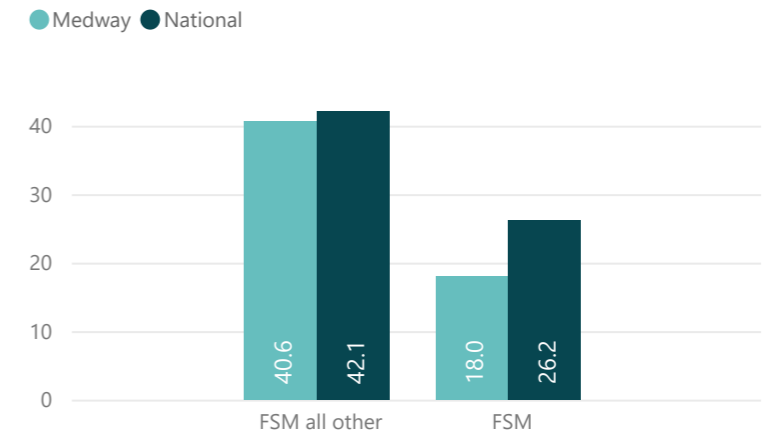
Ethnicity



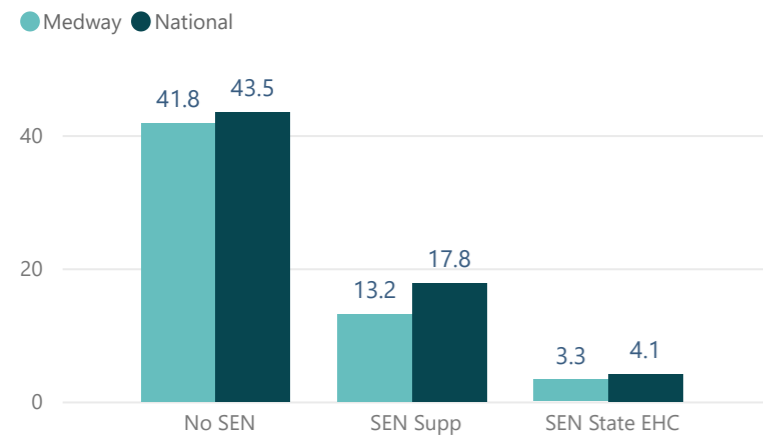
First Language



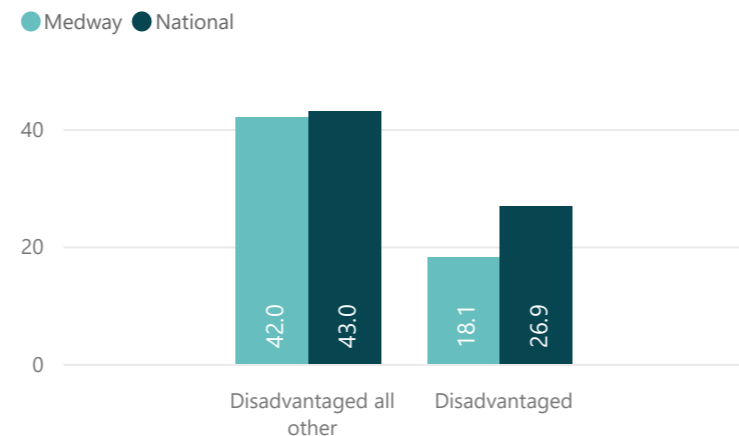
Free School Meal (FSM)



SEN Status



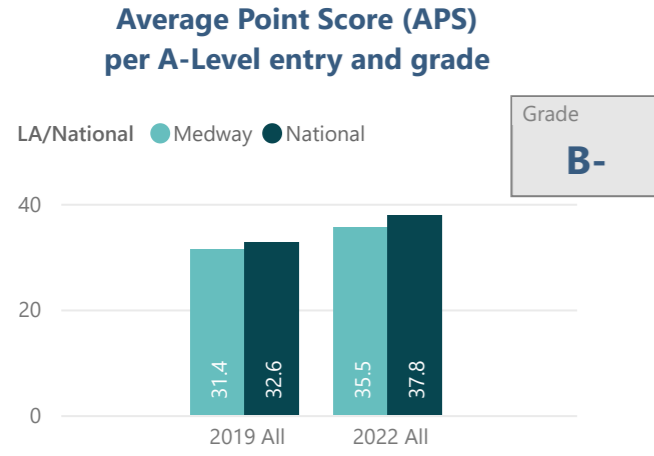
Disadvantaged



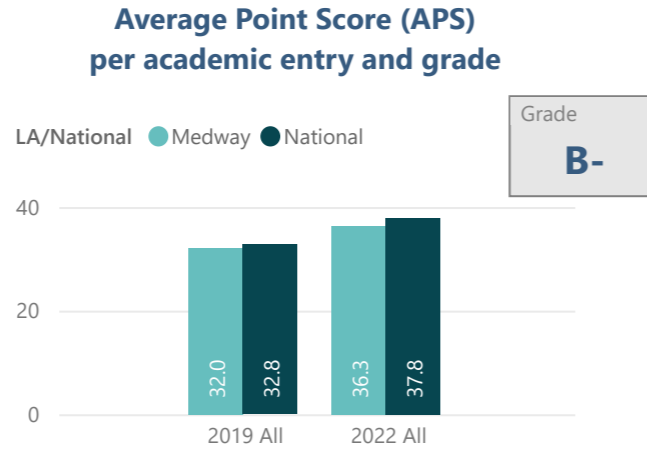
Medway has a lower than national proportion of learners entering for the English Baccalaureate.

Medway's proportion of Chinese, Asian and Black learners enter for the EBacc more than national. Whilst White and eligible for FSM enter in a lower proportion for the EBacc compared to national.

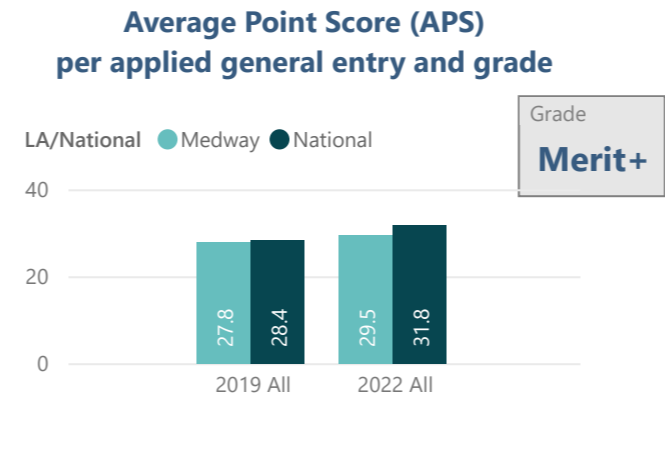
Key Stage Five (KS5)



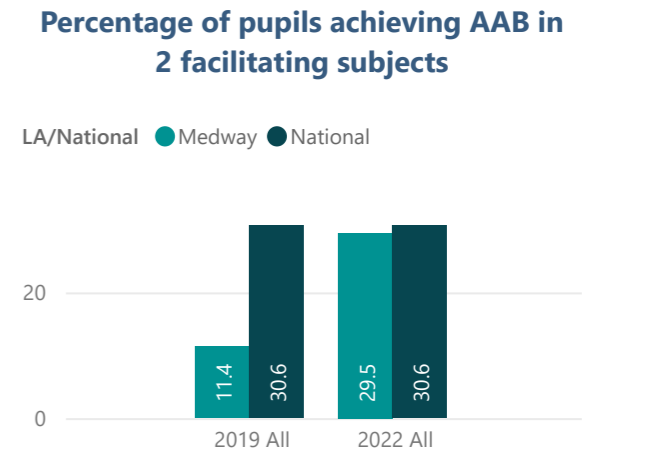
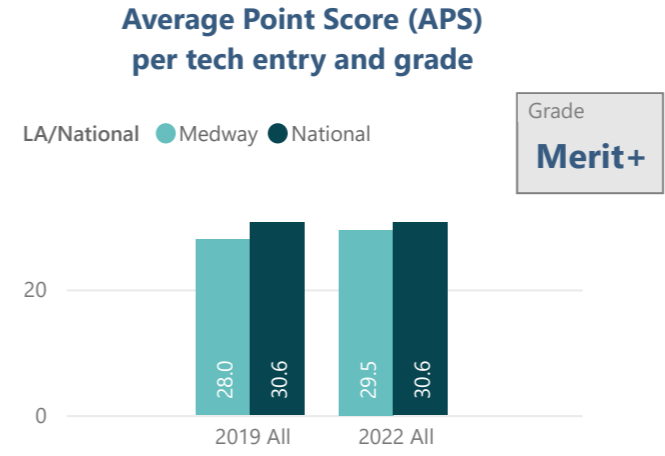
KS5 APS per A-Level entry
116 ▼ 24



KS5 APS per academic entry
102 ▼ 24



KS5 APS per applied general entry
141 ▼ 36



KS5 % achieving AAB in 2 facilitating subject
94 ▼ 4

Gender	Medway	National
All		
2019	31.37	32.64
2022	35.54	37.77
Female		
2019	31.07	34.33
2022	35.35	39.42
Male		
2019	31.72	33.08
2022	35.76	38.00

Gender	Medway	National
All		
2019	32.04	32.79
2022	36.31	37.83
Female		
2019	32.16	34.66
2022	36.70	39.60
Male		
2019	31.89	33.40
2022	35.77	38.15

Gender	Medway	National
All		
2019	27.84	28.35
2022	29.46	31.81
Female		
2019	28.36	29.79
2022	30.39	33.21
Male		
2019	27.28	26.77
2022	28.24	30.36

Gender	Medway	National
All		
2019	27.97	30.59
2022	29.45	30.59
Female		
2019	25.00	30.66
2022	34.50	30.66
Male		
2019	28.55	30.55
2022	28.43	30.55

Gender	Medway	National
All		
2019	11.4	30.6
2022	29.5	30.6
Female		
2019	25.0	30.7
2022	34.5	30.7
Male		
2019	28.6	30.6
2022	28.4	30.6

Medway have seen a 13.3% increase in the average point score achieved per A-level entry compared to the pre-pandemic results in 2019; national also made improvements over the same period. Medway's average A-level grade has increased from a C to a B-. Previously, Medway was 7.1% below national in 2019 but the gap to national has widened to 8.3% in 2022. Medway's improvement has mirrored an improvement by all other LAs nationally which has led to a drop in 24-places in the LA rankings, even though there has been a 13% improvement from 2019.

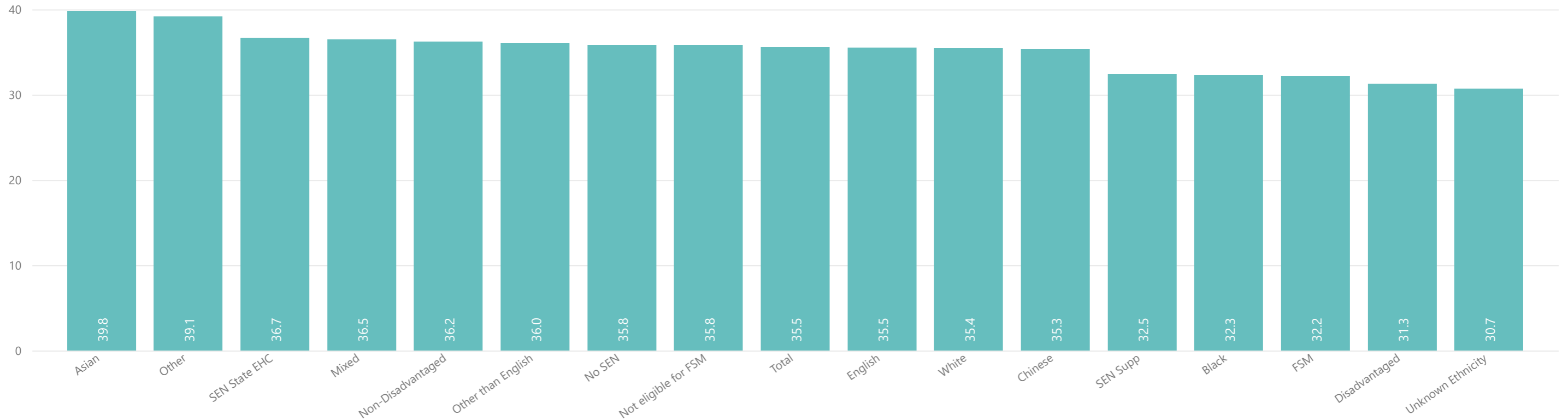
Although more Medway males than females secure a higher average point score per A level entry, females outperform Medway's males in all other measures. When comparing Medway's females to national females, they are below national performance in average point score per academic entry and per applied general entry and grade, but are above national in the average tech entry, grade and in the proportion of females who achieve AAB in two facilitating subjects.

Key Stage Five (KS5)

Average Point Score (APS) per A level entry

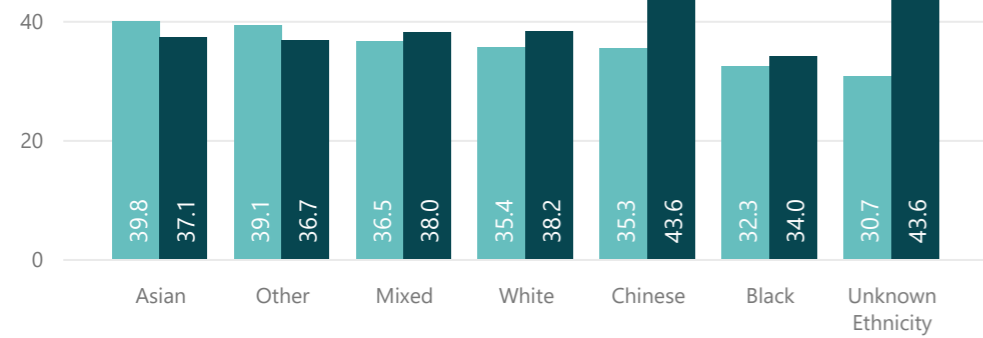
Medway **35.5** National **37.8**

All Measures



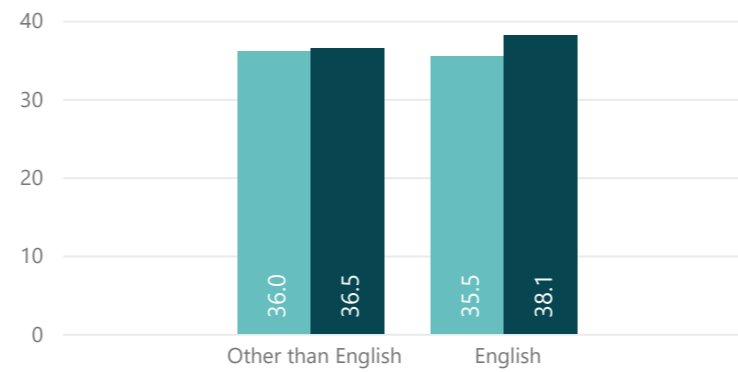
Ethnicity

● Medway ● National



First Language

● Medway ● National



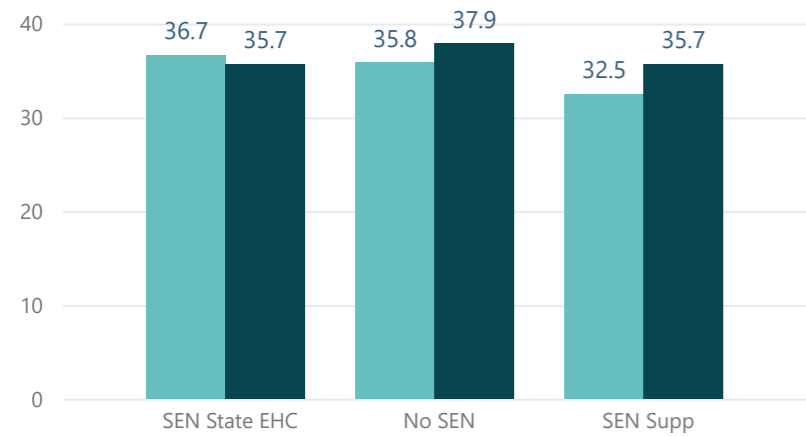
Free School Meal (FSM)

● Medway ● National



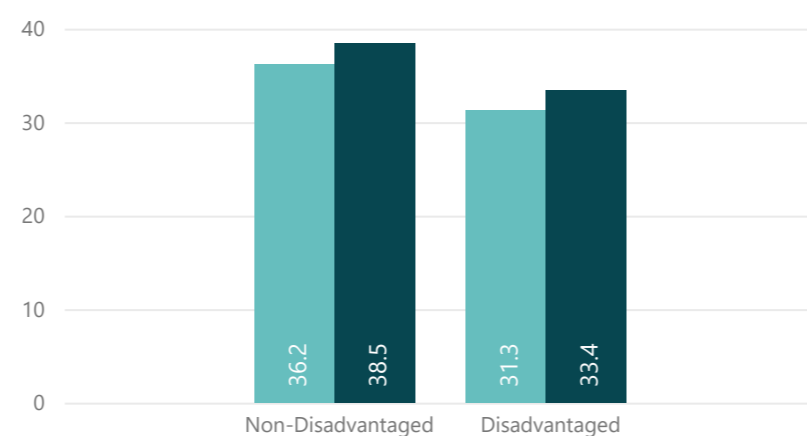
SEN Status

● Medway ● National



Disadvantage

● Medway ● National



Although Medway's average point score for A level entry has improved, it has not kept pace with national improvement and remains below national.

The average point score per academic entry in Medway has increased to 13.3%, with the average grade improving from C+ to B-, but National also saw improvements over the same period of 15.4%. Medway were 2.3% below national in 2019 but are now 4% below. Medway's improvement has mirrored the improvement by all other LAs nationally but overall, it has dropped in the LA rankings by 24 places, even though there has been an improvement from 2019.

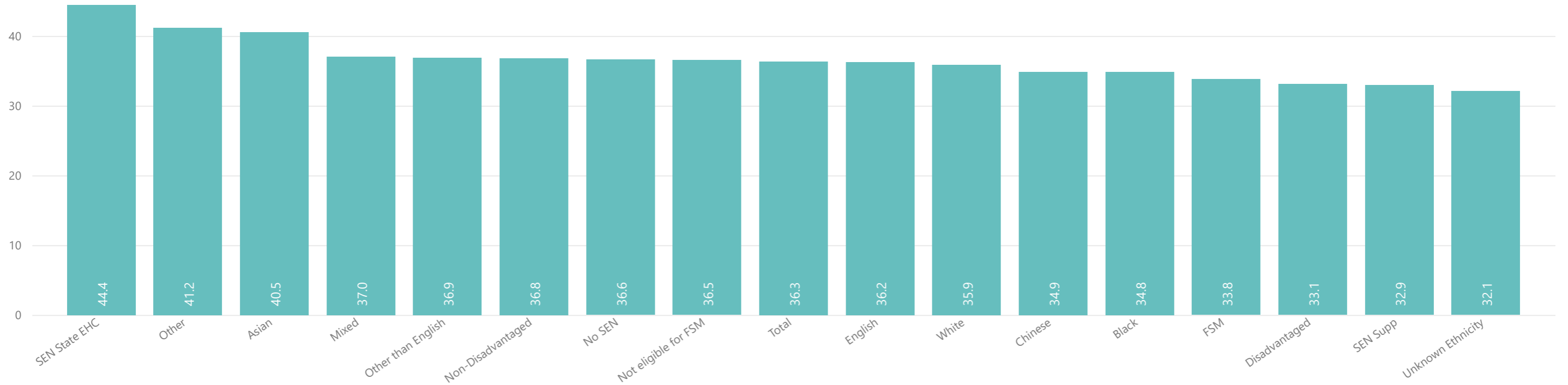
Whilst Asian, Other and Mixed learners perform better than national, White, Chinese and Black learners performed below national. Both disadvantaged and non-disadvantaged learners performed below national.

Key Stage Five (KS5)

Average Point Score (APS) per academic entry

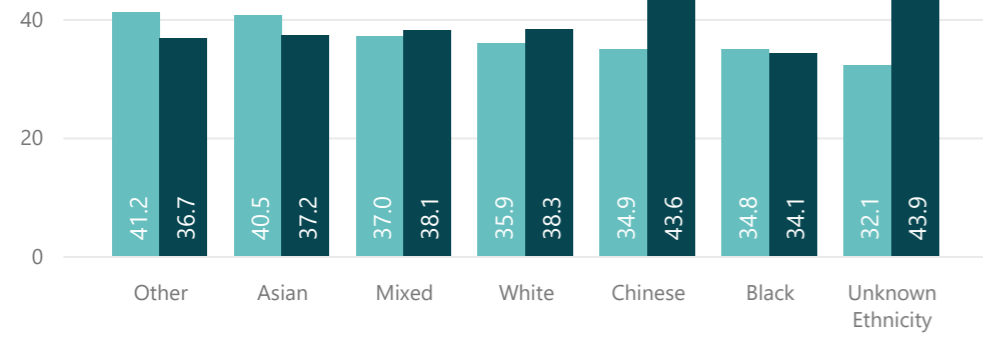
Medway **36.3** National **37.8**

All Measures



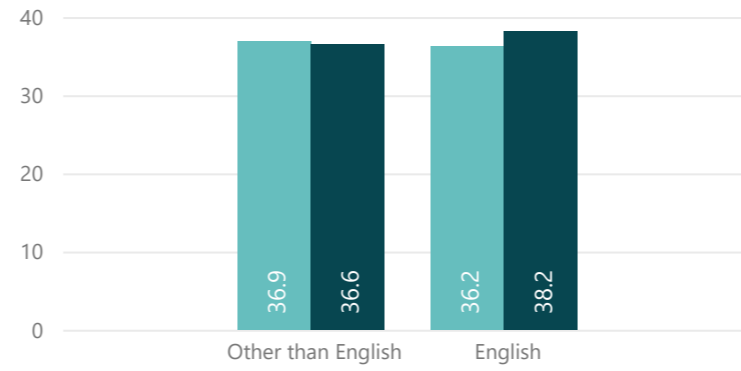
Ethnicity

● Medway ● National



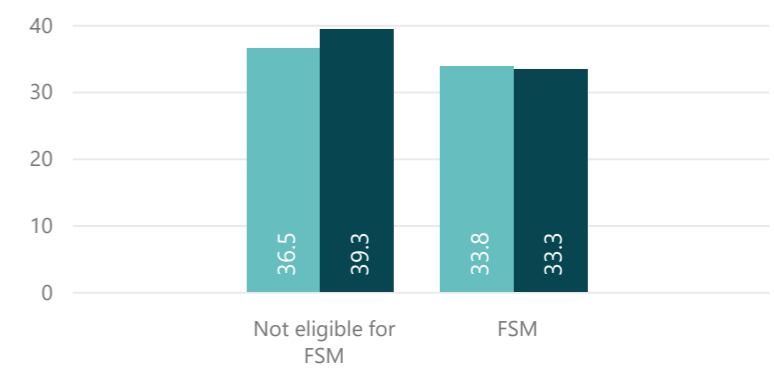
First Language

● Medway ● National



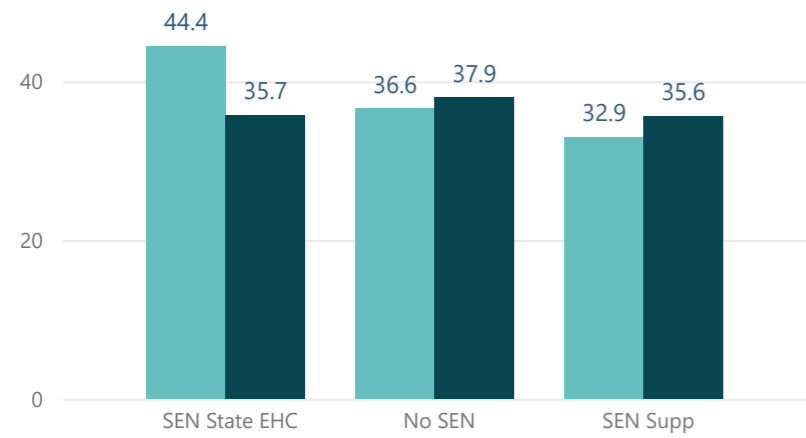
Free School Meal (FSM)

● Medway ● National



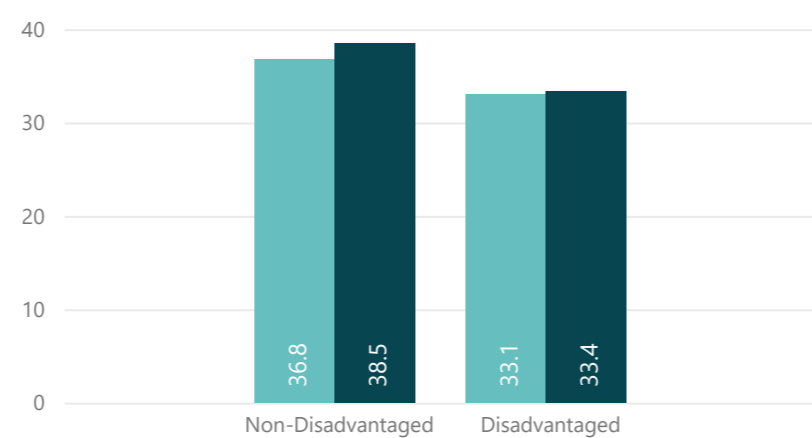
SEN Status

● Medway ● National



Disadvantage

● Medway ● National



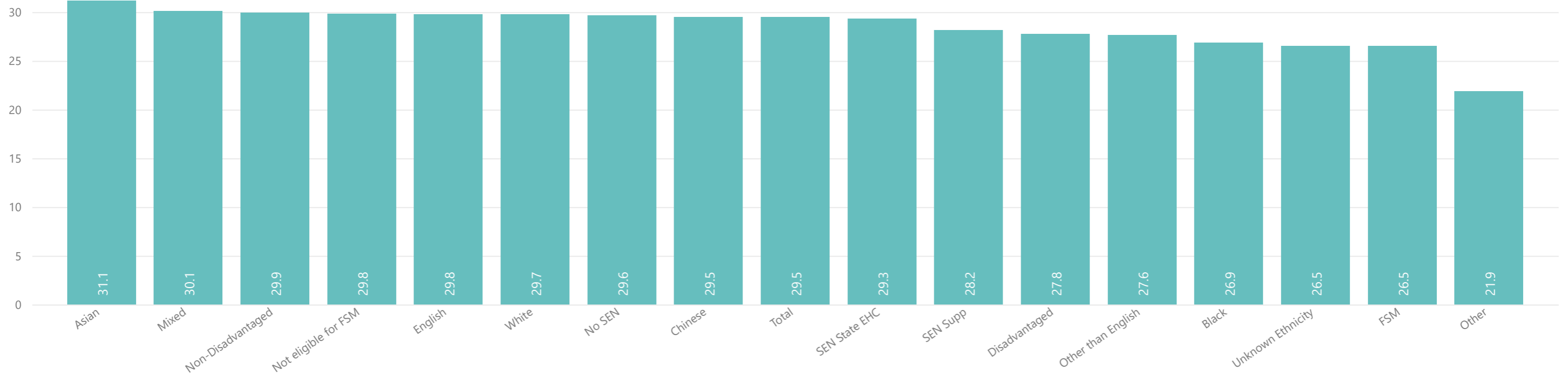
TEXT

Key Stage Five (KS5)

Average Point Score (APS) per applied general entry

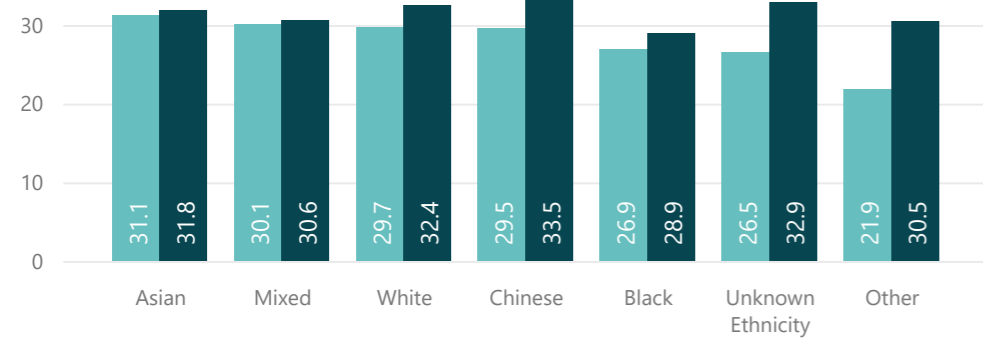
Medway **29.5** National **31.8**

All Measures



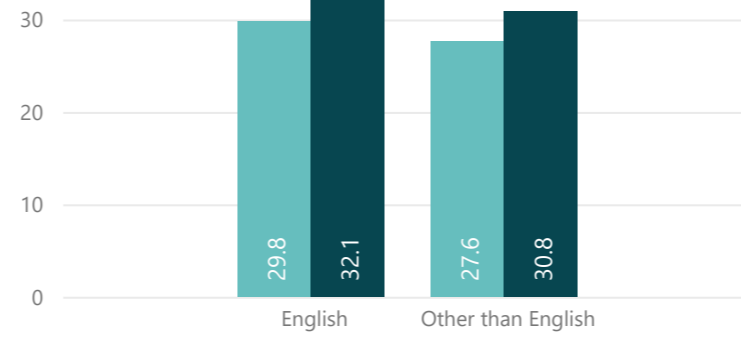
Ethnicity

● Medway ● National



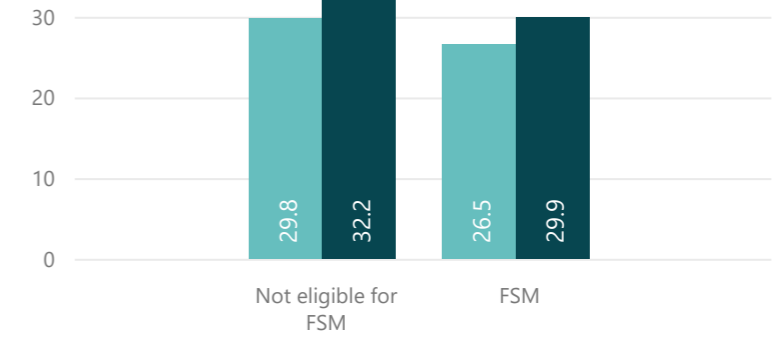
First Language

● Medway ● National



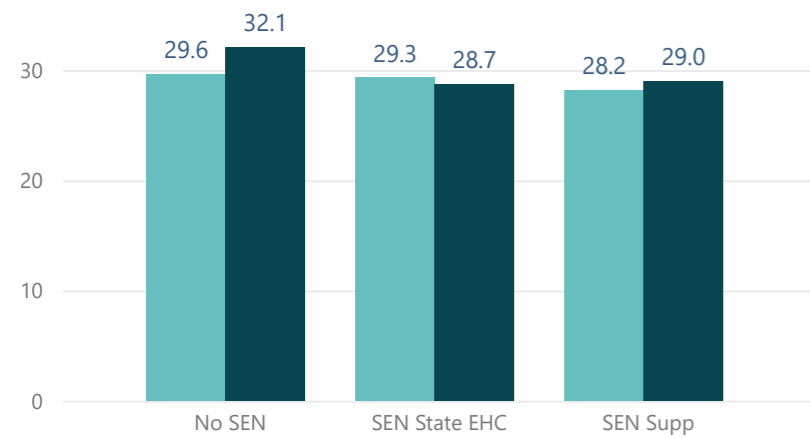
Free School Meal (FSM)

● Medway ● National



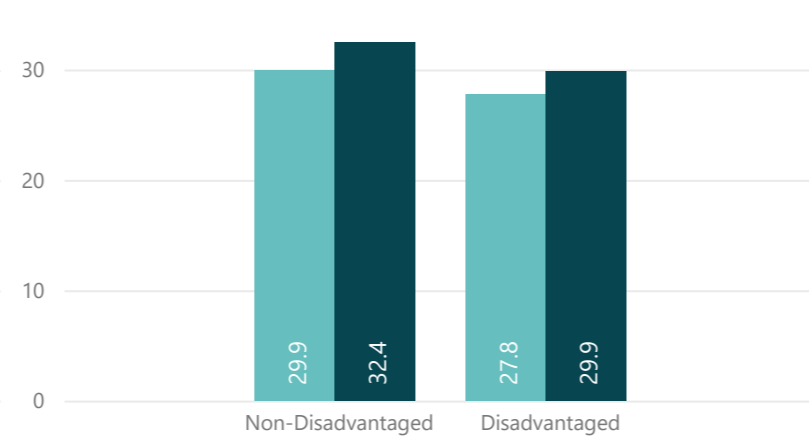
SEN Status

● Medway ● National



Disadvantage

● Medway ● National



Medway's average point score per applied general entry is below national. Although Medway improved in the average point score achieved per applied general entry compared to the pre-pandemic results in 2019, national made more significant improvements over the same period. Consequently, Medway's average applied general result has remained as a Merit+. The gap to national has widened over time. Although Medway's improvement has mirrored an improvement by all other LAs nationally, it is not as significant, and this has resulted in a 36 place drop in the LA rankings.

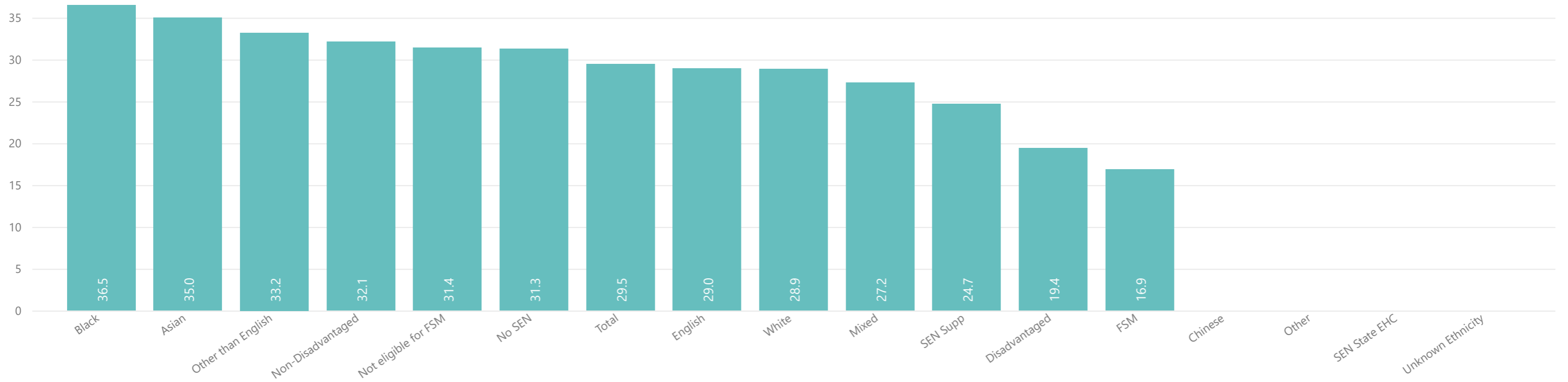
No group of learners in Medway achieved higher than their corresponding national outcome.

Key Stage Five (KS5)

Average Point Score (APS) per tech level entry

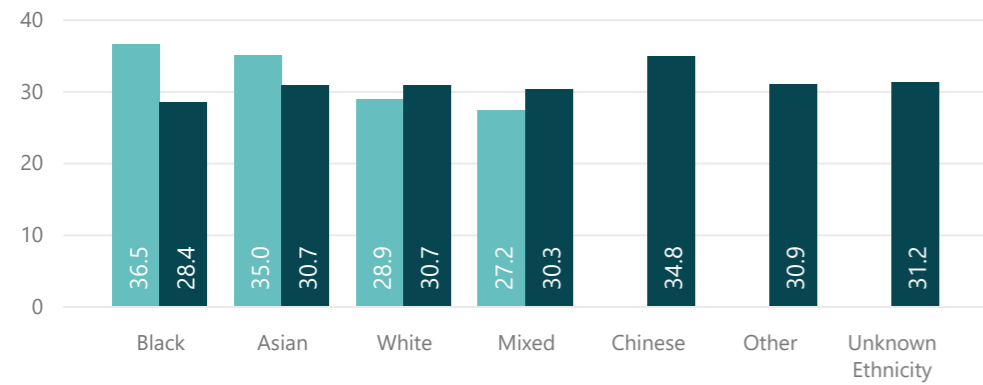
Medway **29.5** National **30.6**

All Measures



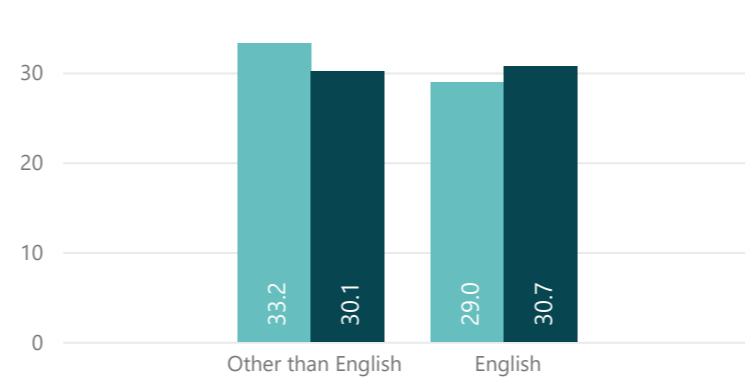
Ethnicity

● Medway ● National



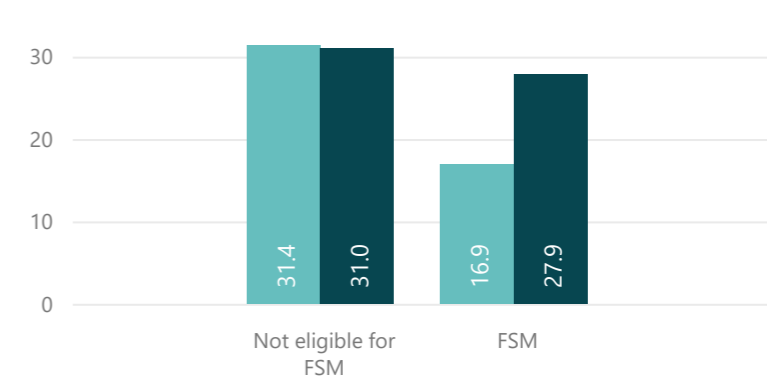
First Language

● Medway ● National



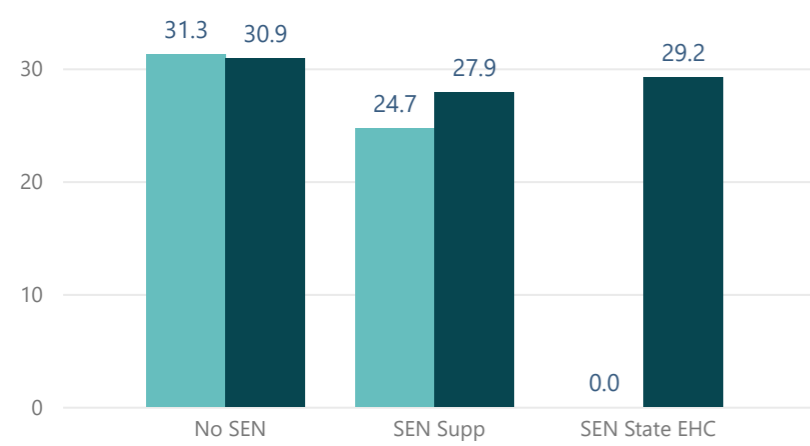
Free School Meal (FSM)

● Medway ● National



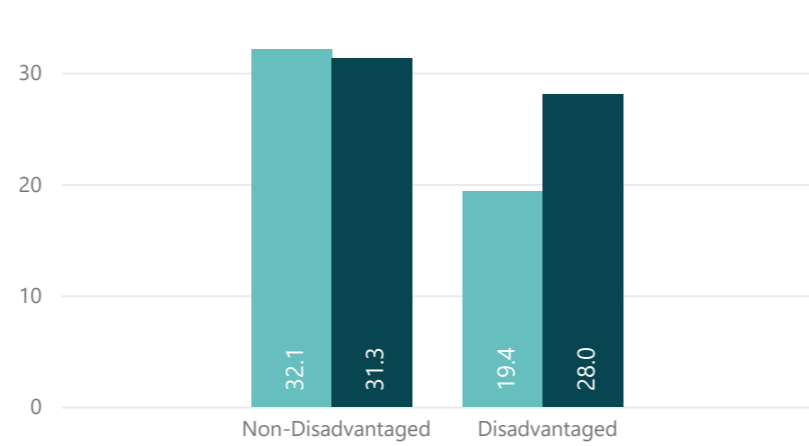
SEN Status

● Medway ● National



Disadvantage

● Medway ● National



Medway's average point score per tech level entry is below national. Although the average point score per tech level entry has risen in Medway, the national rate of improvement is greater. This has resulted in the gap between Medway and national widening. Medway's average grade has remained the same at Merit+.

Medway's Black and Asian groups achieved an average point score higher than their national peers. White and Mixed learners achieved below their national peers.

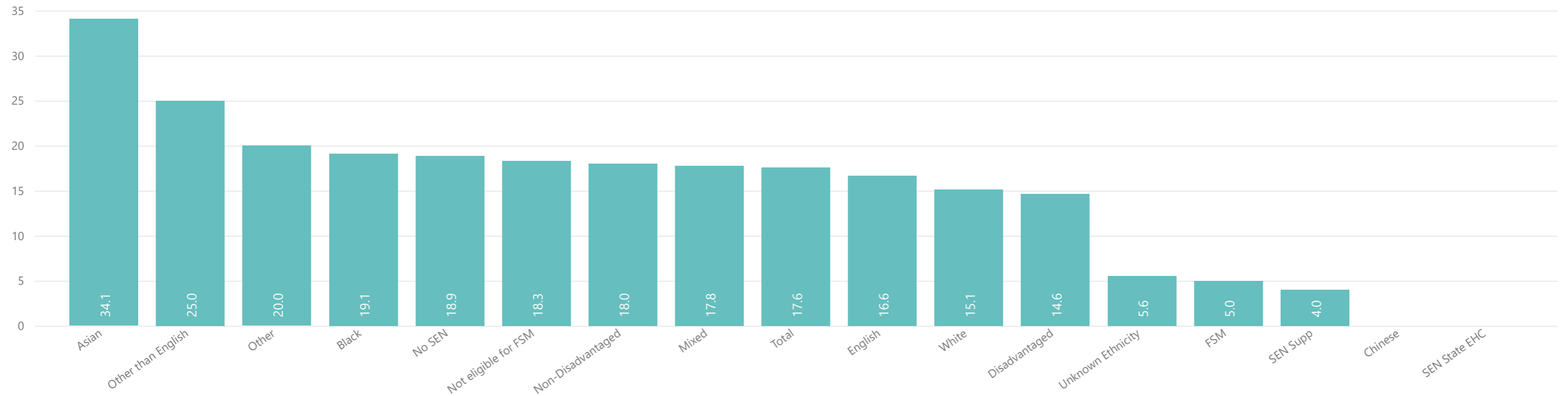
SEND Support learners achieved below national. No EHCP learners selected a Tech Level entry.

Key Stage Five (KS5)

Percentage of pupils achieving AAB in 2 facilitating subject

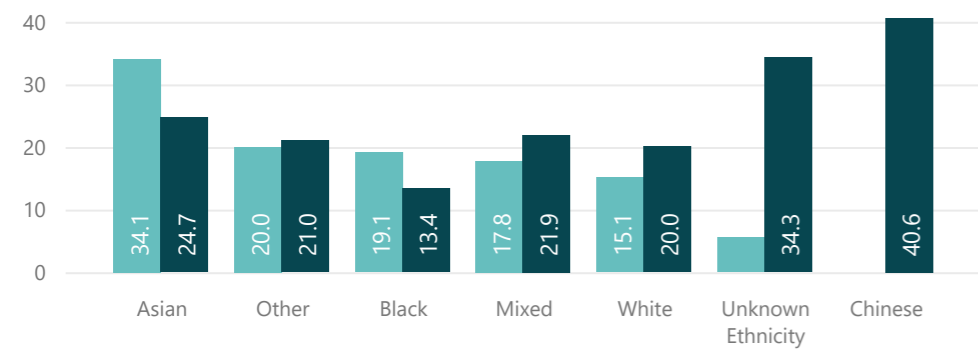
Medway 17.6 National 20.6

All Measures



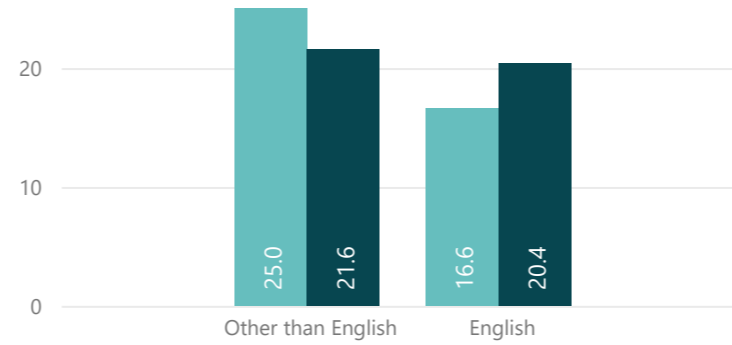
Ethnicity

Medway National



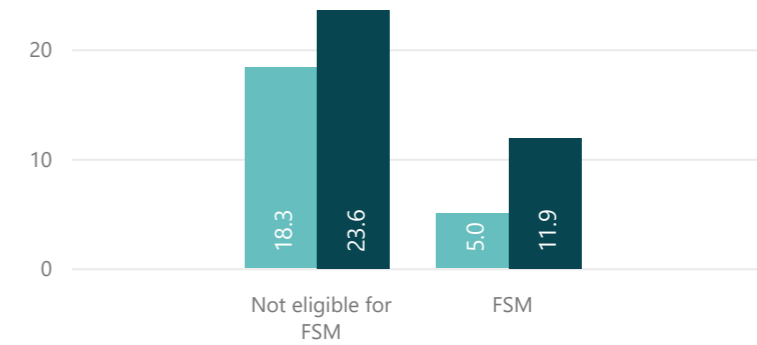
First Language

Medway National



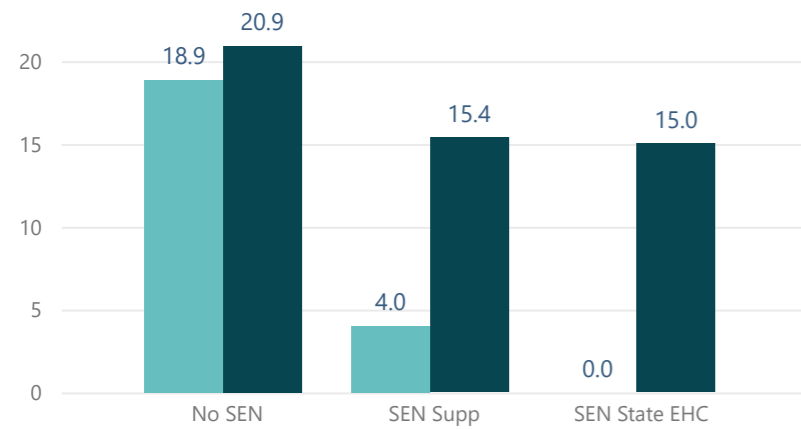
Free School Meal (FSM)

Medway National



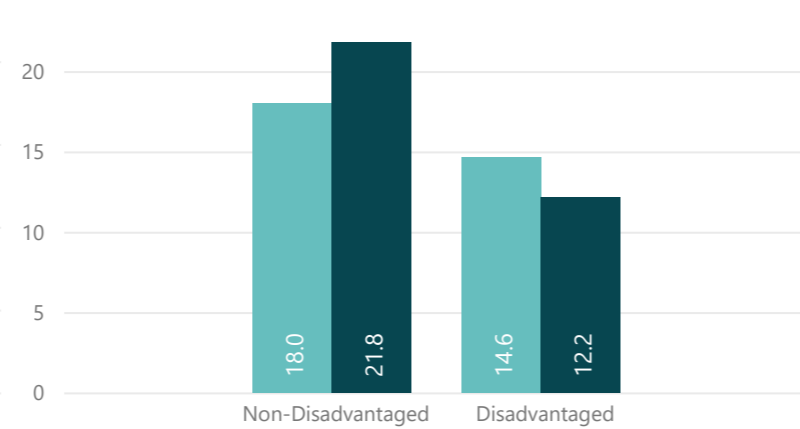
SEN Status

Medway National



Disadvantage

Medway National



Medway was below national in the proportion of learners achieving AAB in 2 facilitating subjects. Although Medway has seen a significant increase in the percentage of pupils achieving AAB in 2 facilitating subjects compared to the pre-pandemic results in 2019; national has also increased over the same period.

The gap to national has reduced slightly, which has led to a 4-place drop in the LA rankings.

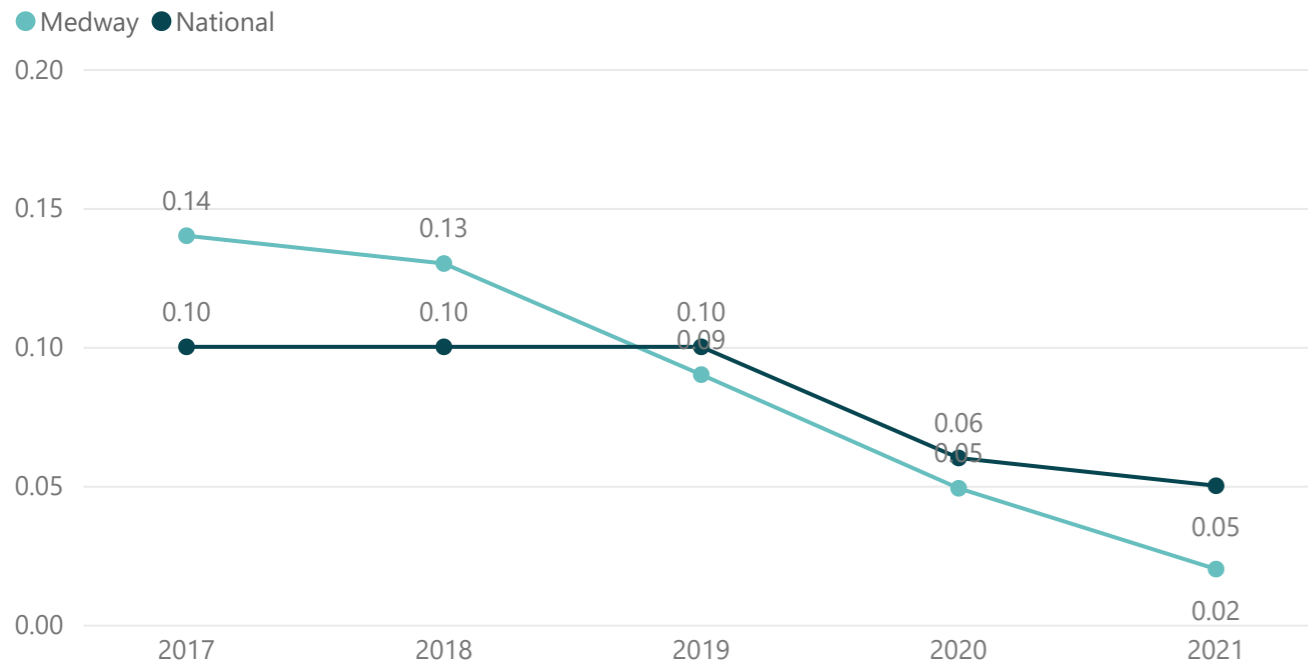
Black and Asian groups outperformed national and their national peers. The group of learners who speak languages Other than English performed above national. The learners affected by disadvantage performed well below their national peers.

Proportionately, more learners who speak languages, Other than English, achieved AAB more than national and more than those who only speak English.

The outcome of Free School Meal learners was well below national and their national peers, but those learners who had been disadvantaged performed better than their national peers, although they did not reach the national proportion achieving AAB.

Permanent Exclusions (PEX)

Permanent Exclusion



Reason for Exclusion

Reason	Medway	National
Abuse against sexual orientation and gender identity	0.00	0.21
Abuse relating to disability	0.00	0.37
Bullying	0.00	5.15
Damage	0.00	0.87
Drug or alcohol related	0.00	1.34
Inappropriate use of social media or online technology	0.00	0.00
Other	0.00	0.60
Persistent disruptive behaviour	11.11	7.91
Physical assault against a pupil	11.11	10.96
Physical assault against an adult	22.22	29.65
Racist abuse	0.00	2.12
Sexual misconduct	0.00	1.50
Theft	0.00	0.70
Use or threat of use of an offensive weapon or prohibited item	22.22	11.04
Verbal abuse/threatening behaviour towards a pupil	11.11	10.51
Verbal abuse/threatening behaviour towards an adult	22.22	17.06
Wilful and repeated transgression of protective measures in place to protect public health	0.00	0.00

Medway continues to permanently exclude less learners than national for the third year.

The Department for Education issues exclusion data a year in arrears. Consequently, this section of the Annual Schools' Performance Report refers to the end of the academic year, 2020-2021.

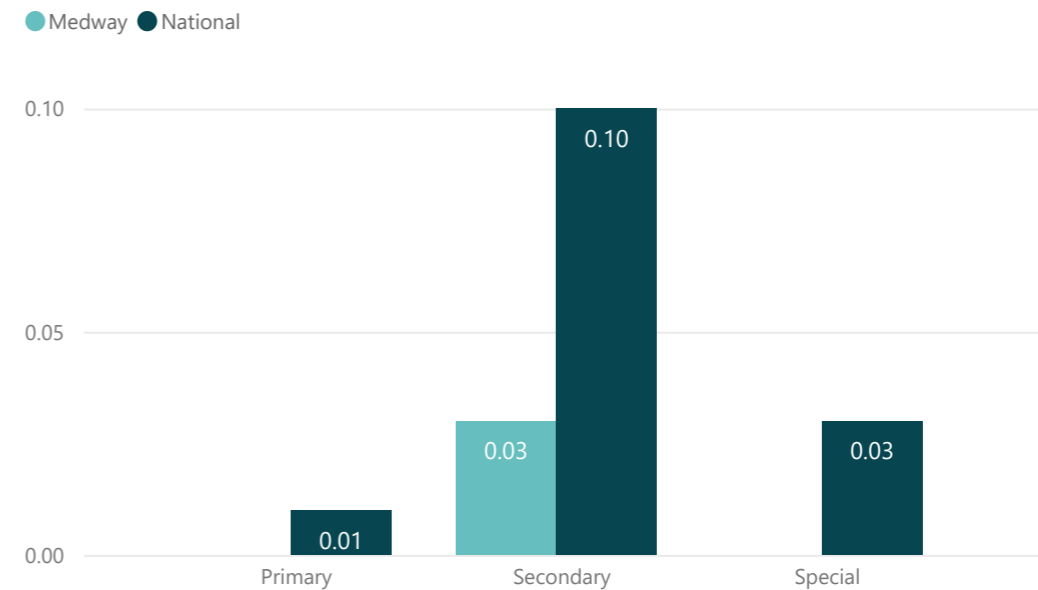
The trend of reduction in issuing permanent exclusions continued from 2016 to the end of the academic year 2021. This included the periods of national lockdown when the majority of learners were not required to be in school for the full year. The trend in reduction of permanent exclusions, mirrored the national trend, though Medway was steeper. Medway completed the year below the national rate for exclusion for a third year.

Most of the permanent exclusions were from secondary schools with the reasons in Medway, broadly, matching the reasons nationally with the exception of the threat of using an offensive weapon or prohibited item, which saw an increase, and twice the proportion nationally. Similar to national, physical and verbal aggression were the main reasons for exclusion.

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

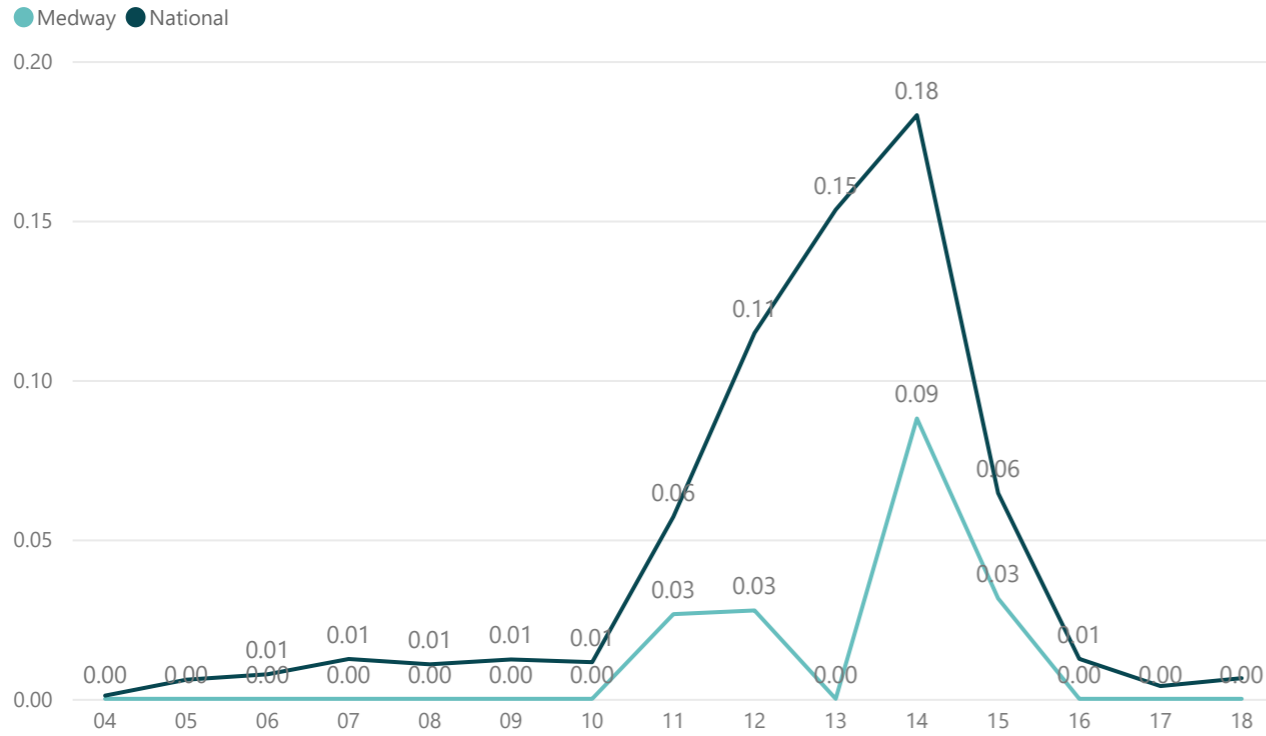


Permanent Exclusion Rate by School Type



Permanent Exclusions (PEX)

Permanent Exclusion Rate by Pupil Age



Most of Medway's permanent exclusions are secondary aged learners. The rate at which Medway's learners aged 11-16 (year groups 7-11) were excluded permanently was below the national profile.

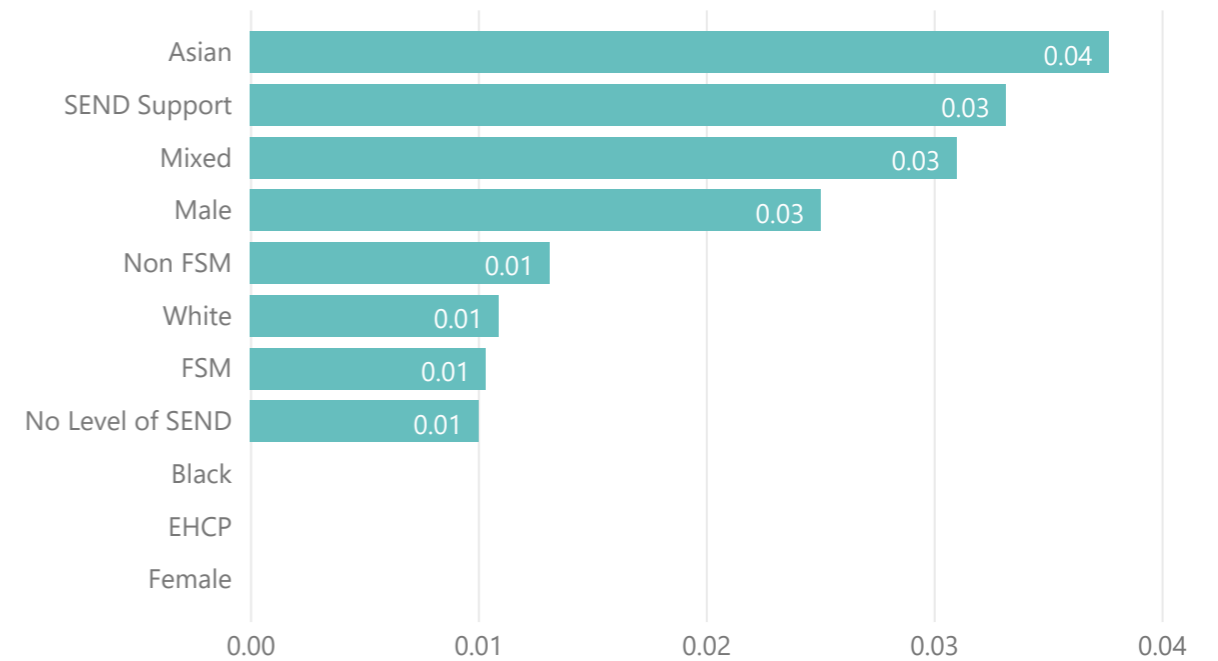
The exclusion of SEND and disadvantaged learners was lower in each of the characteristics compared to national.

Amongst the exclusions in Medway, the group of learners with the most exclusions tended to be Asian, SEND Support, those learners with a mixed ethnicity and males.

Closing the gap with the relative national group

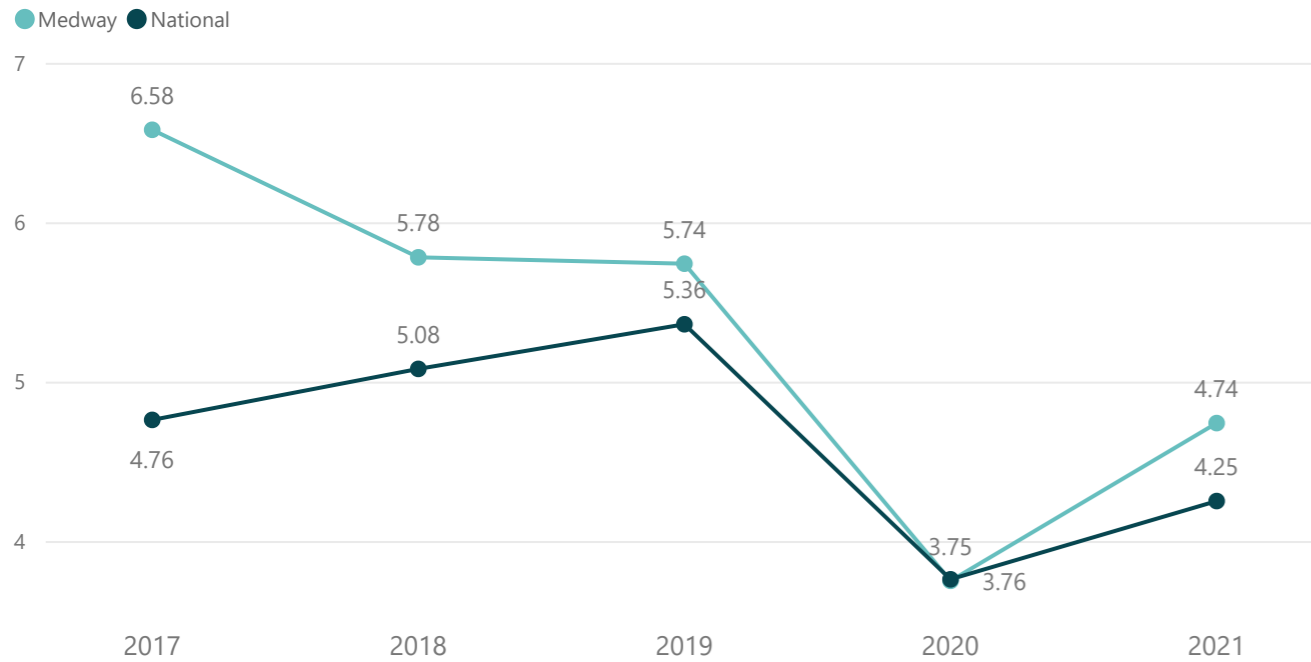
Characteristic	Medway	National
EHCP	0.00	0.08
FSM	0.01	0.12
No Level of SEND	0.01	0.03
Non FSM	0.01	0.03
SEND Support	0.03	0.15

Permanent Exclusion Rate



Suspensions

Suspensions



The Department for Education issues suspension data a year in arrears. Consequently, this section of the Annual Schools Performance Report refers to the end of the academic year, 2020-2021.

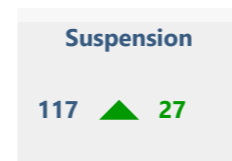
The trend of reduction in issuing suspensions from 2016 halted during the pandemic. Once schools re-opened, Medway suspended learners at a greater rate than national. Although, similar to national, suspensions caused by persistent disruptive behaviour were the most frequent, those incidences are proportionately less than national. In Medway, physical and verbal aggression occurred proportionately more than national.

Unlike permanent exclusions, suspensions are issued in excess of the national rate in all school types, primary, secondary, and special school.

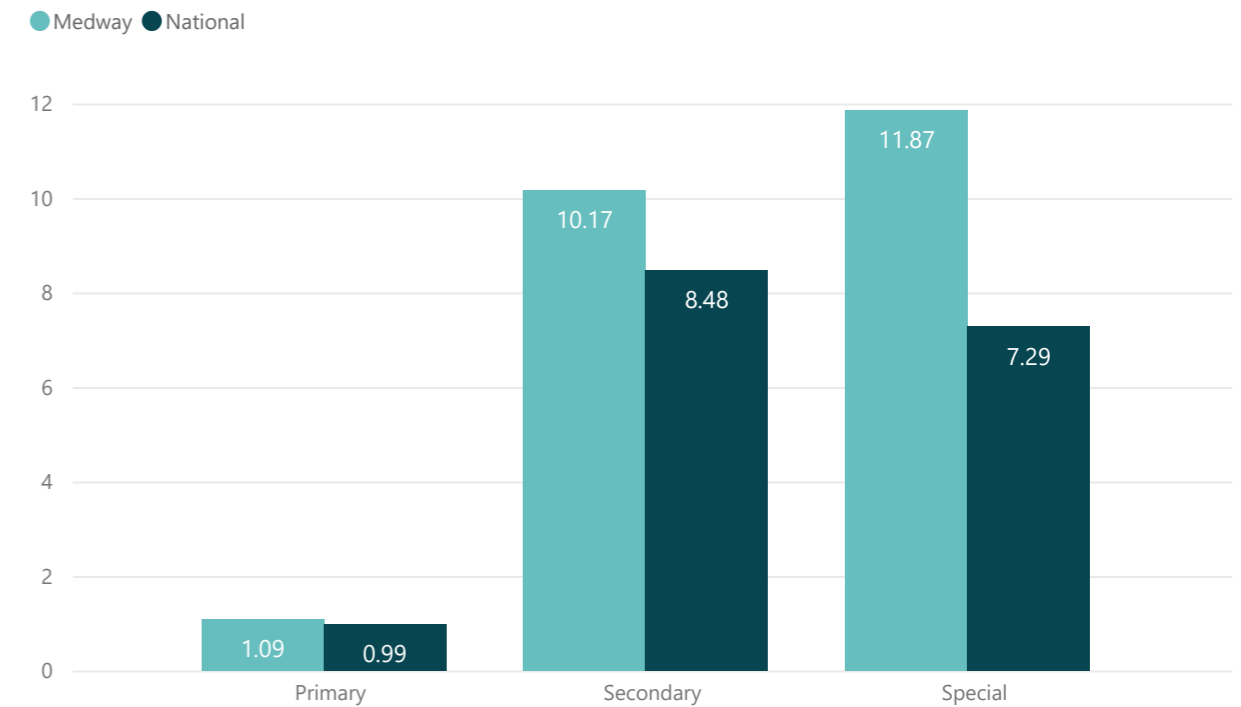
Reason for Suspension

Reason	Medway	National
Abuse against sexual orientation and gender identity	0.3	0.6
Abuse relating to disability	0.0	0.0
Bullying	0.9	1.1
Damage	2.9	3.1
Drug or alcohol misuse	2.0	2.8
Inappropriate use of social media or online technology	1.3	1.6
Other	0.0	0.0
Persistent disruptive behaviour	34.1	36.2
Physical assault against a pupil	22.4	17.8
Physical assault against an adult	5.7	5.9
Racist abuse	1.7	1.8
Sexual misconduct	0.6	0.7
Theft	0.3	0.4
Use or threat of use of an offensive weapon or prohibited item	1.8	1.9
Verbal abuse/threatening behaviour towards a pupil	4.0	3.5
Verbal abuse/threatening behaviour towards an adult	16.7	17.2
Wilful and repeated transgression of protective measures in place to protect public health	5.2	5.2

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

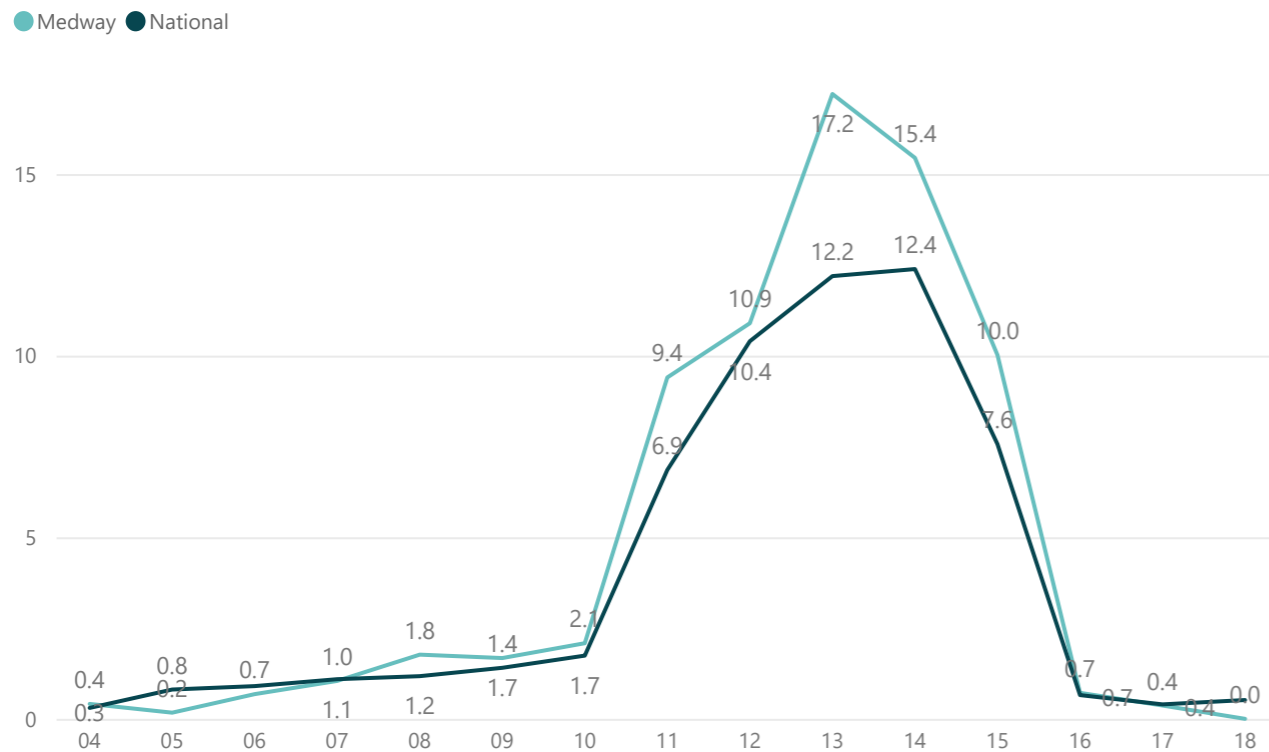


Suspension Rate by School Type



Suspensions

Suspension Rate by Pupil Age



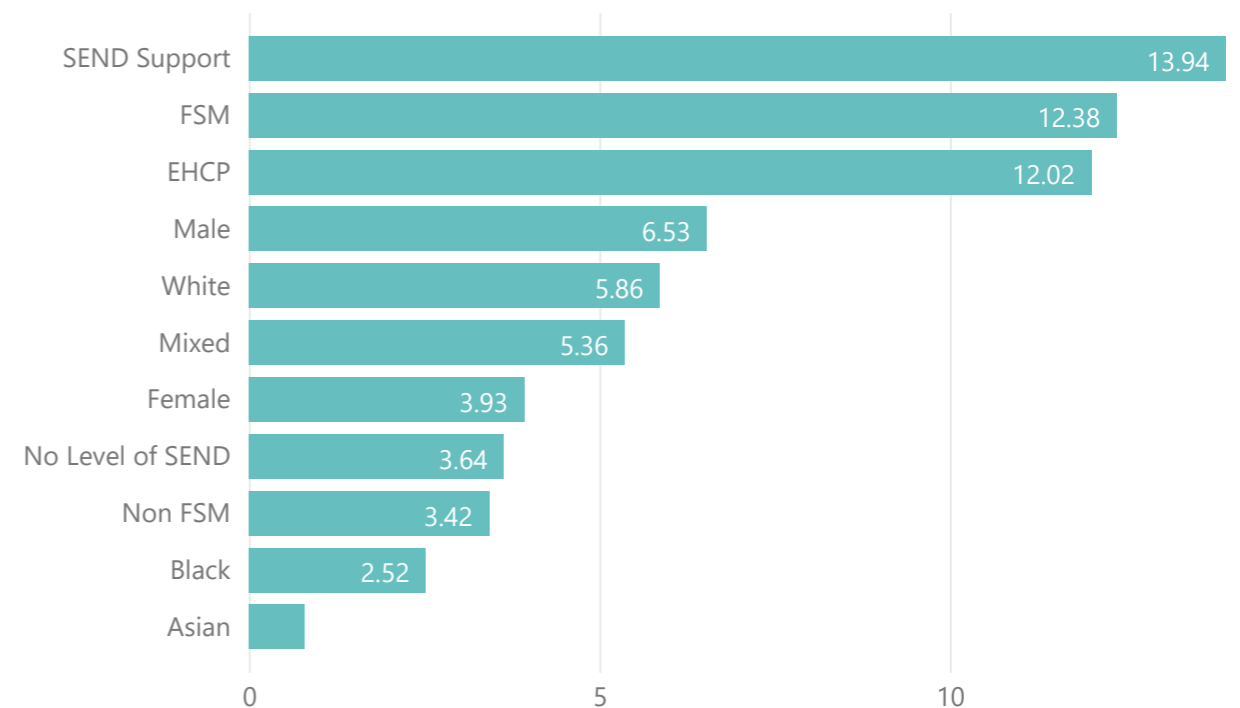
The suspension of learners by age and year group in Medway tends to follow the national profile each year. During the period 2020-2021, there is a difference in performance between Medway's age suspension profile in primary and secondary. Primary is below the national profile in KS1 but above in KS2, whilst in secondary, Medway is above the national rate for all year groups. 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. Learners who are suspended the most, are some of the most vulnerable being those identified as SEND Support and disadvantaged. Although a high proportion of suspensions are those learners with an EHCP, they are proportionately lower than the national rate.

Closing the gap with the relative national group

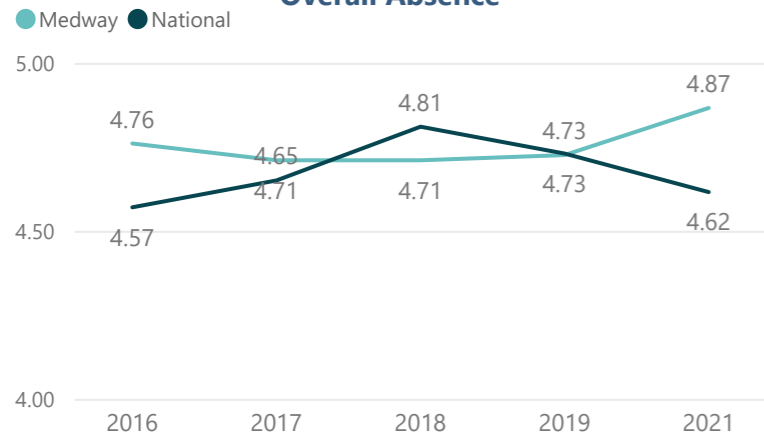
Characteristic	Medway	National
EHCP	12.02	12.98
FSM	12.38	9.68
No Level of SEND	3.64	2.80
Non FSM	3.42	2.82
SEND Support	13.94	11.86

Suspension Rate

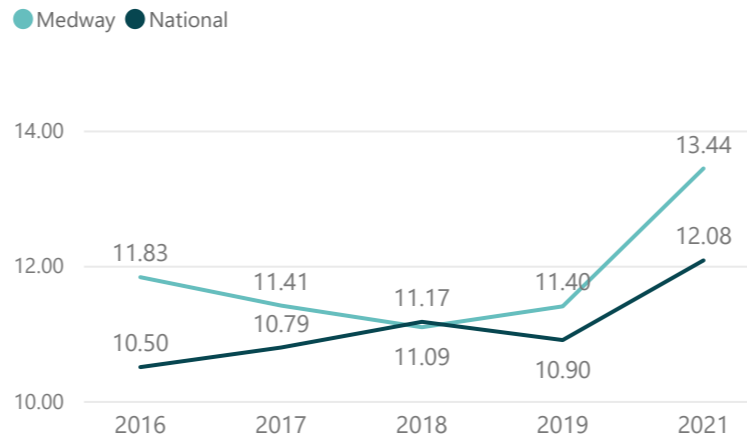


Absence

Overall Absence



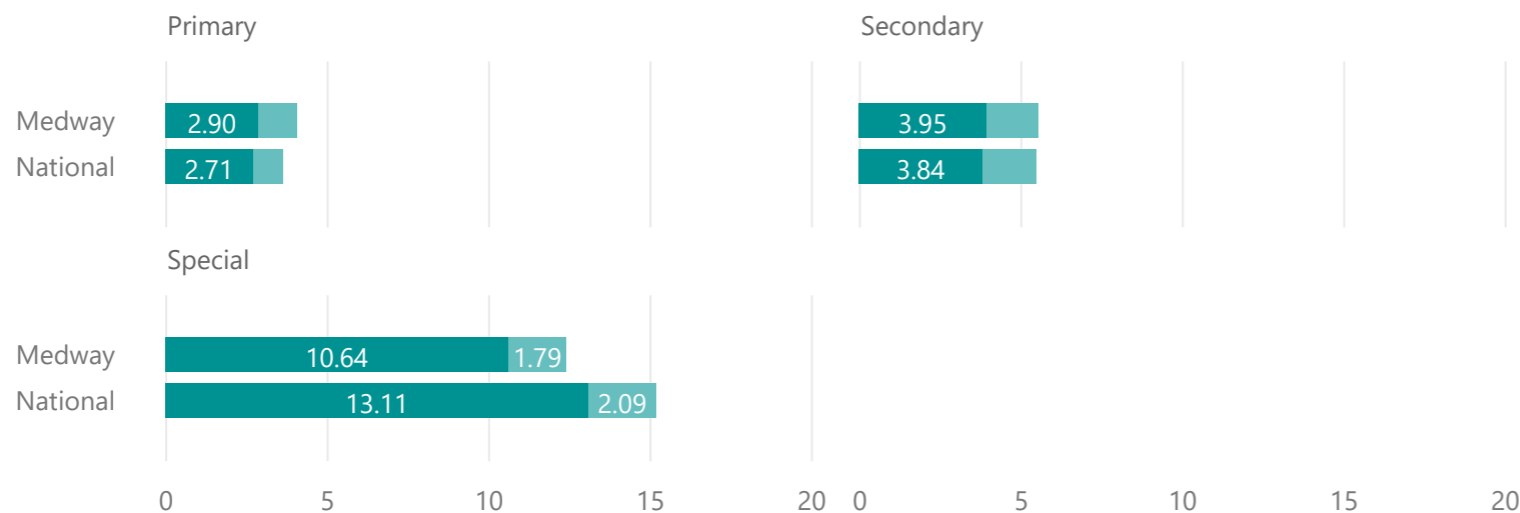
Persistent Absence



Authorised and Unauthorised Absence

AcYr 20/21

● Authorised ● Unauthorised



AcYr 20/21 ranking out of 152 LAs and place movement on the previous year



Medway's absence and persistent absence from school is more than national. The impact of the pandemic caused significant absence nationally. Within Medway, the proportion of absences recorded was higher still with more cases of Covid 19 for children in Medway than compared to national. After 8th March 2021 when schools were mandated to open, Medway continued to experience high volumes of Covid cases, impacting negatively upon school absence. By the end of the academic year, 2020-2021, the gap to national was the widest recorded despite being in line with national in 2019, pre-pandemic. The extent to which that absence became persistent in Medway is still a significant cause for concern.

Furthermore, Medway's primary, and secondary schools, continue to authorise absence in excess of national, with insufficient challenge to parents and a lack of swift and rigorous application of Department for Education guidance. Persistent absence continues to increase and is a significant cause for concern.

In contrast, the success of parental challenge was evident in special schools, where authorised absences were lower than national. The rank order of Medway in comparison to other local authorities dropped from 45 in 2017/18 to 104 in 2020/21.

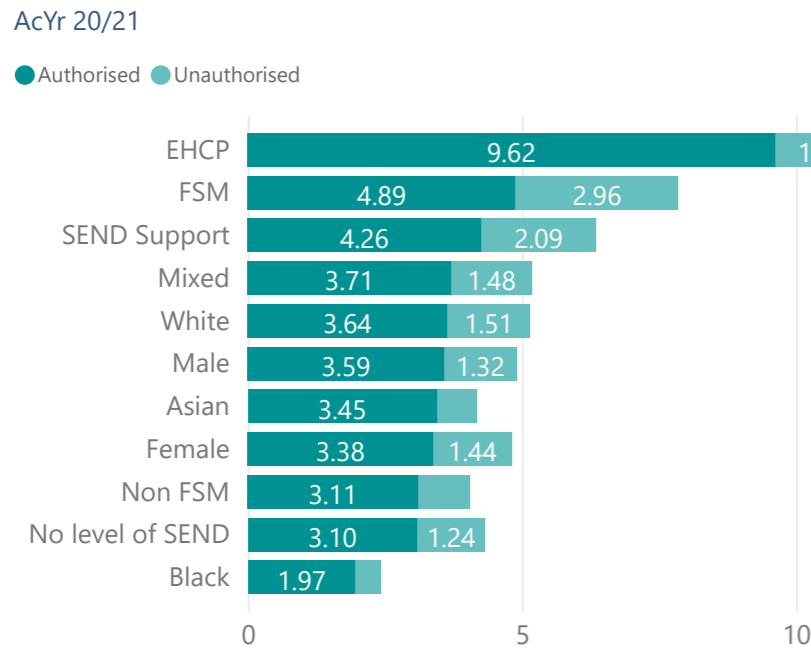
Overall Absence by Phase of Education

AcYr 20/21

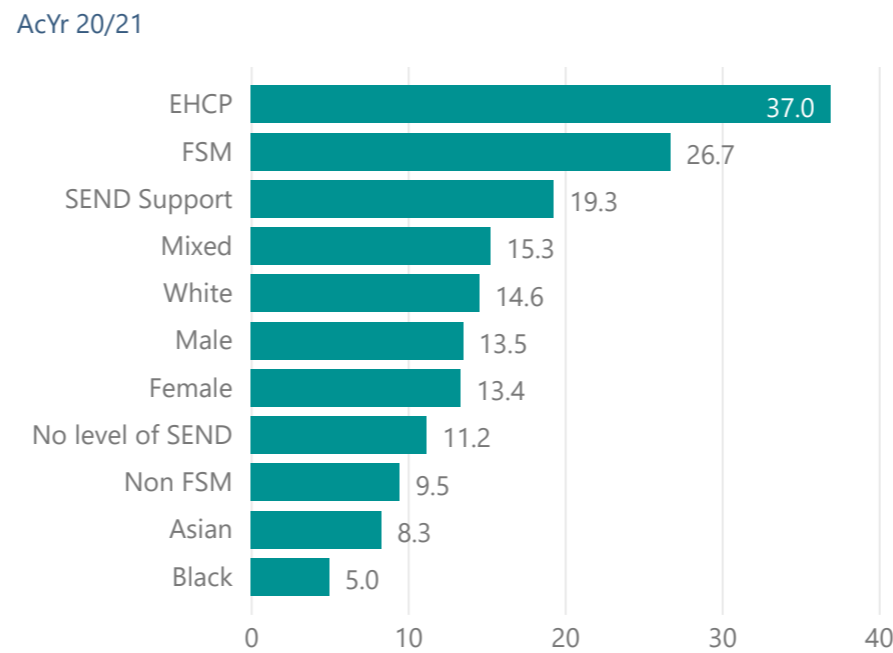
Phase of Education	Medway	National
Primary	4.09	3.64
Secondary	5.56	5.49
Special	12.42	15.21

Absence

Overall Absence



Persistent Absence



EHCP learners attend school better than their national peers but are significantly below national to be persistently absent.

Disadvantaged pupils are the second largest group of learners who are absent from school, and their absence is correspondingly persistent. The academic performance of these poor attending groups corresponds throughout this report with their general underperformance. In contrast, Black learners are the least absent from school and generally outperform Medway, national and their national peers.

Overall Absence

AcYr 20/21

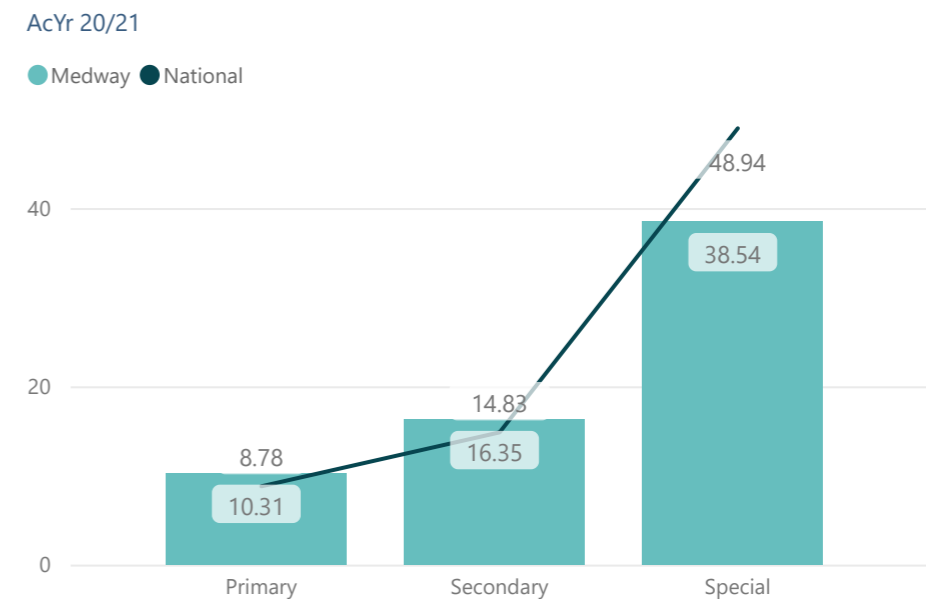
Overall Absence	Medway	National
EHCP	11.34	13.11
FSM	7.86	7.83
SEND Support	6.35	6.50
No level of SEND	4.33	3.95
Non FSM	4.05	3.74

Persistent Absence

AcYr 20/21

Persistent Absence	Medway	National
EHCP	36.95	42.32
FSM	26.73	24.37
SEND Support	19.29	18.89
No level of SEND	11.18	9.33
Non FSM	9.48	8.30

Persistent Absence by School Type



Not in Education, Employment or Training (NEET)

Not in Education, Employment or Training (NEET)



Medway's NEETS are high at the start of year 12 but within national rates by the end of the academic year. Medway recorded an average NEET plus unknown figure of 14.7% in the months January to March 22 compared to a national average of 4.7%. The trend data represents an average of NEET figures from December, January and February which is how the NEET score card is calculated nationally. Medway has seen a significant improvement in a reduction of NEETS. By August 2022, the number of 16- and 17-year-olds in Medway who were either NEET or Not Known was at its lowest ever recorded level at 4.2% (272 young people). This is composed of 3.6% NEET and 0.6% Not Knowns.

The rate of NEET and Not Known is cyclical. In September, the proportion of Not Knowns is always high, whilst the Council awaits confirmation of destinations from partners in order to begin tracking those young people whose activity is Not Known. During the year, the Information, Advice and Guidance team track young people and provide support and guidance to those who are NEET or Not known, and this reduced significantly, the Medway NEETS.

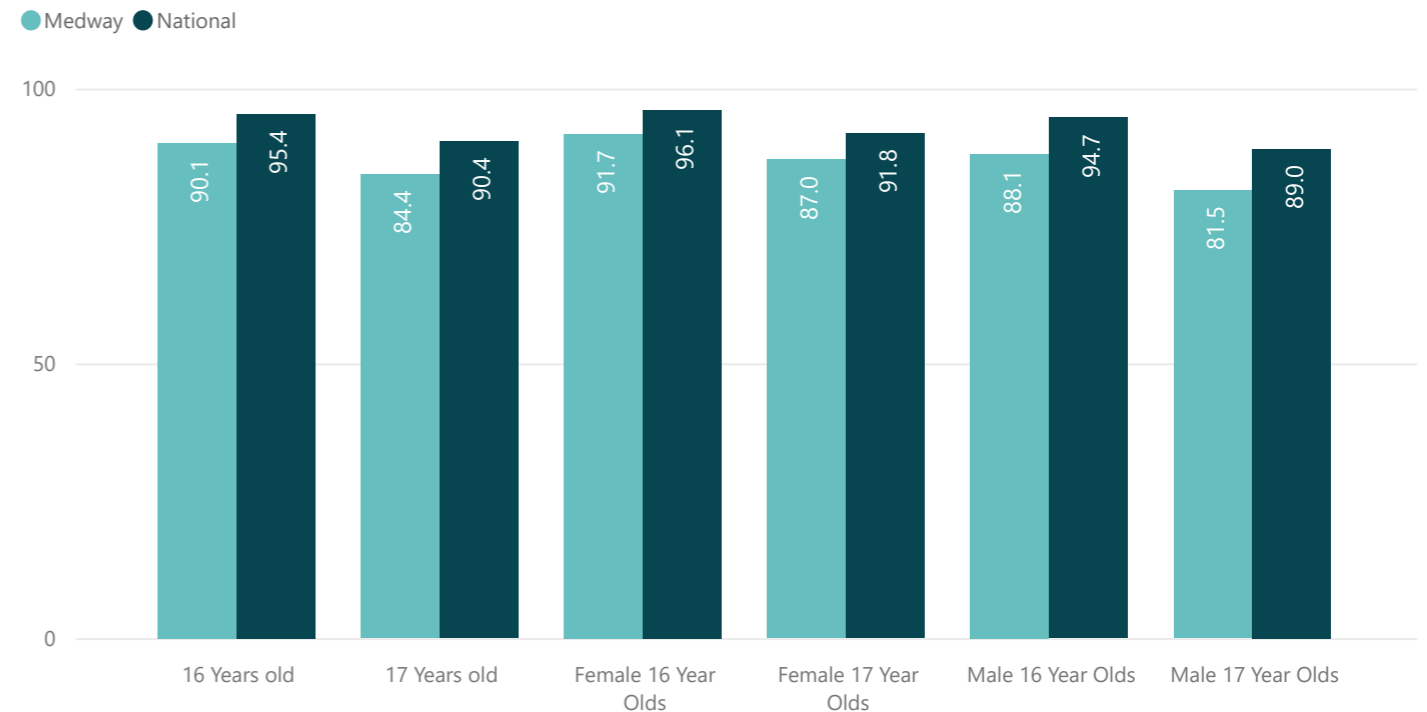
Current ranking out of 152 LAs and place movement on the previous year



NEET & Not Known 4 year trend

Measure	2019	2020	2021	2022
Medway NEET	2.8	2.9	3.4	2.9
Medway Not Known	4.1	9.0	4.5	11.8
National NEET	2.6	2.7	2.8	2.6
National Not Known	2.9	2.8	2.7	2.2

Education & Training



Destinations

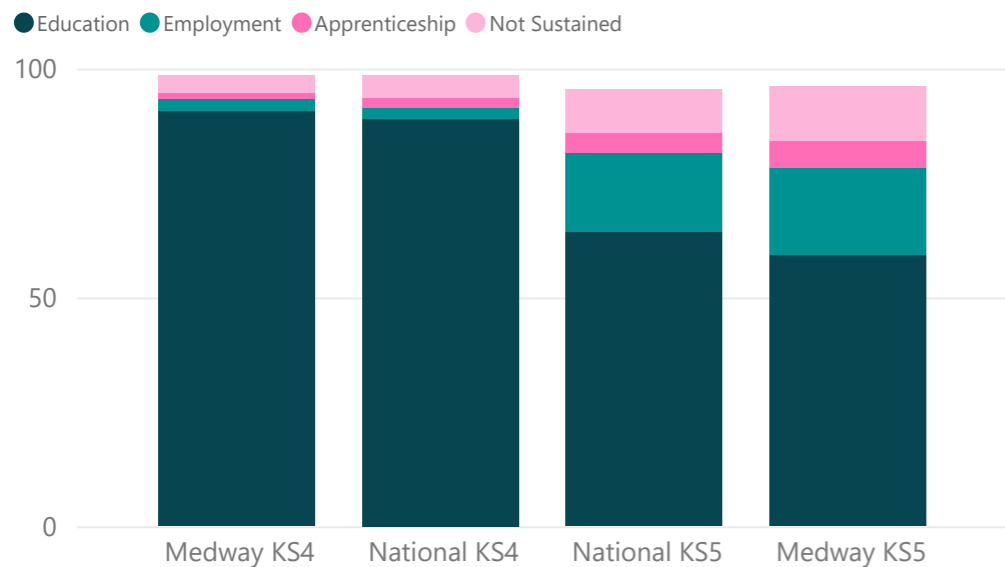
Current ranking out of 152 LAs and place movement on the previous year



Medway's rank order amongst other local authorities has improved in KS4 but not in KS5. The proportions of learners whose destinations at the end of KS4, into education and employment, is above national but less learners in Medway go on to apprenticeships. Conversely, at KS5, less learners go onto education but more learners than national go onto employment and apprenticeships, however, there is a significantly higher rate of young people not sustaining their destination, when compared to national.

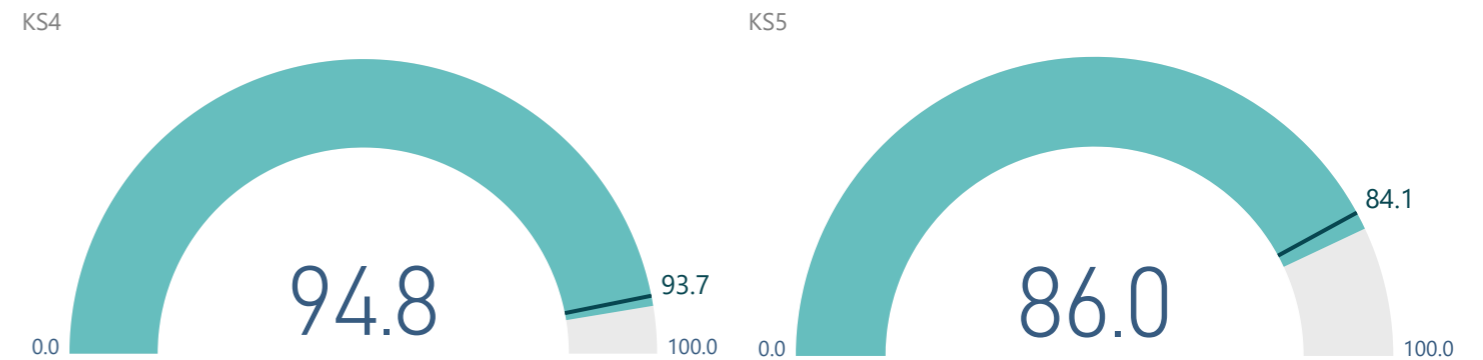
The lower proportion of learners not continuing into education, is mirrored in the lower proportion than national of Medway students not progressing into each of the higher education destinations.

Key Stage 4 & Key Stage 5 Destinations Sustained



Destinations	Education	Employment	Apprenticeship	Not Sustained
Medway KS4	90.8	2.5	1.5	3.8
Medway KS5	59.2	19.2	5.8	11.8
National KS4	89.0	2.3	2.4	4.9
National KS5	64.4	17.1	4.5	9.6

Proportion in Education / Employment

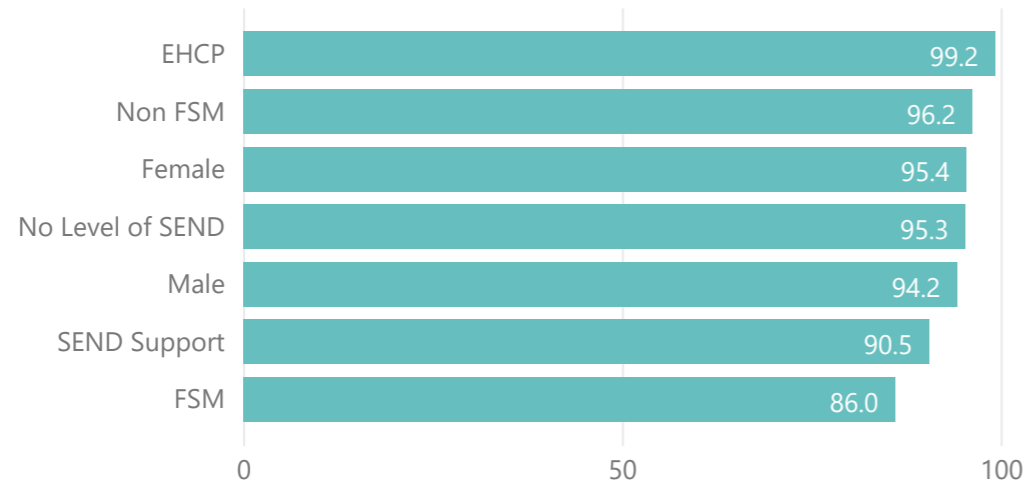


KS5 Higher Education

KS5 Higher Education Destination Details	Medway	National
Degrees	65.5	71.4
Higher Apprenticeships	2.1	1.9
Other study at Level 4/5	1.2	1.3
Oxford and Cambridge	0.8	1.3
Percentage that progressed to higher education or training	68.8	74.6
Russell Group	11.8	21.1
Top third most selective Higher Education Institutions	14.7	23.3

Destinations

KS4 Education / Employment

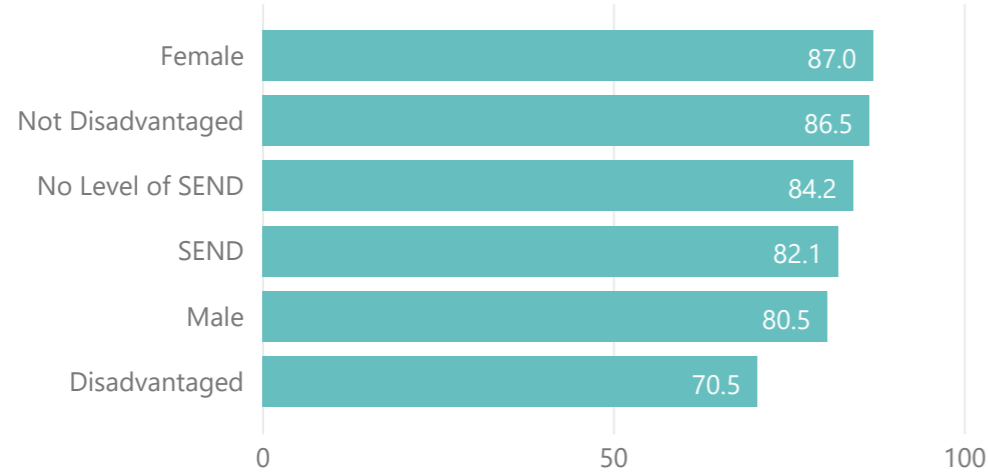


More females secure education and employment, post 18

Proportionately, Medway has more learners at KS4 with an EHCP, SEND Support or Non-SEND who successfully go onto education or employment than compared to national. More Medway females than males secure education or employment. There are also 10% fewer FSM learners affected by disadvantage compared to non-FSM who secure education and employment.

At KS5, the group that secure the most education or employment are females, then non-disadvantaged, and non-SEND. The groups that are least certain of their destination are SEND, males and disadvantaged.

KS5 Education / Employment



Closing the gap with relative national group

Characteristic	Medway KS4	National KS4	Medway KS5	National KS5
EHCP	99.2	90.5		
No Level of SEND	95.3	94.4	84.2	86.2
SEND Support	90.5	89.1		

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	217	14	
8873093	All Saints Church of England Primary School	Primary	Academies	362		
8872215	Balfour Infant School	Primary	LA Maintained	250		
8872214	Balfour Junior School	Primary	Academies	469		
8872396	Barnsole Primary School	Primary	Academies	673		
8872537	Bligh Primary School (Infants)	Primary	Academies	312		
8872492	Bligh Primary School (Juniors)	Primary	Academies	295		
8872646	Brompton-Westbrook Primary School	Primary	Academies	443		
8873760	Burnt Oak Primary School	Primary	LA Maintained	442		
8872016	Byron Primary School	Primary	Academies	511		
8872017	Cedar Children's Academy	Primary	Academies	667		
8872209	Chattenden Primary School	Primary	Academies	201		
8872588	Cliffe Woods Primary School	Primary	Academies	410		
8872216	Crest Infant School	Primary	LA Maintained	184		
8872208	Cuxton Community Infant School	Primary	Academies	175		
8872013	Cuxton Community Junior School	Primary	Academies	225		
8872684	Deanwood Primary School	Primary	Academies	233		
8872023	Delce Academy	Primary	Academies	386		
8872021	Elaine Primary School	Primary	Academies	324		
8873729	English Martyrs' Catholic Primary School	Primary	LA Maintained	200		
8873759	Fairview Community Primary School	Primary	LA Maintained	665		
8872401	Featherby Infant and Nursery School	Primary	Academies	298		
8872019	Featherby Junior School	Primary	Academies	344		
8872010	Gordons Children's Academy, Infant	Primary	Academies	156		
8872009	Gordons Children's Academy, Junior	Primary	Academies	321		
8872198	Greenvale Primary School	Primary	LA Maintained	142		
8872211	Halling Primary School	Primary	Academies	328		
8872638	Hempstead Infant School	Primary	LA Maintained	267		
8872403	Hempstead Junior School	Primary	LA Maintained	343		
8872421	High Halstow Primary Academy	Primary	Academies	210		
8872499	Hilltop Primary Academy	Primary	Academies	418		
8872213	Hoo St Werburgh Primary School and Marlborough Centre	Primary	Academies	572	80	
8872439	Horsted Infant School	Primary	LA Maintained	180		
8872506	Horsted Junior School	Primary	LA Maintained	246		
8872003	Kingfisher Community Primary School	Primary	Academies	212		
8872007	Lordswood School	Primary	Academies	406		
8872199	Luton Primary School	Primary	LA Maintained	644		
8872020	Maundene School	Primary	Academies	396		
8872623	Miers Court Primary School	Primary	Academies	389		
8872012	Napier Community Primary and Nursery Academy	Primary	Academies	581		
8872008	New Horizons Children's Academy	Primary	Academies	650		
8872202	New Road Primary School	Primary	LA Maintained	352		
8872433	Oaklands School	Primary	Academies	423		
8872006	Oasis Academy Skinner Street	Primary	Academies	379		
8872494	Parkwood Primary School	Primary	LA Maintained	574		
8872194	Peninsula East Primary Academy	Primary	Academies	246		
8872001	Phoenix Primary School	Primary	Academies	315		
8873757	Riverside Primary School	Primary	Academies	371	16	
8872004	Saxon Way Primary School	Primary	Academies	423		
8873752	St Augustine of Canterbury Catholic Primary School	Primary	LA Maintained	188		
8873753	St Benedict's Catholic Primary School	Primary	LA Maintained	210		
8873096	St Helen's Church of England Primary School, Cliffe	Primary	LA Maintained	207		
8872002	St James Church of England Primary Academy	Primary	Academies	207		
8873095	St John's Church of England Infant School	Primary	Academies	61		
8873293	St Margaret's at Troy Town CofE Voluntary Controlled Primary School	Primary	Academies	222		
8873195	St Margaret's Church of England Junior School	Primary	Academies	360		
8872479	St Margaret's Infant School	Primary	Academies	293		
8873755	St Mary's Catholic Primary School	Primary	LA Maintained	439		
8873756	St Mary's Island Church of England (Aided) Primary School	Primary	LA Maintained	639		
8873712	St Michael's RC Primary School	Primary	LA Maintained	470		
8873102	St Nicholas Church of England Voluntary Controlled Infant School	Primary	LA Maintained	89		
8872665	St Peter's Infant School	Primary	LA Maintained	90		
8873736	St Thomas More Roman Catholic Primary School	Primary	LA Maintained	415		
8873732	St Thomas of Canterbury RC Primary School	Primary	LA Maintained	258		
8873746	St William of Perth Roman Catholic Primary School	Primary	LA Maintained	209		
8872549	Swingate Primary School	Primary	LA Maintained	651		
8872015	Temple Mill Primary School	Primary	Academies	244		
8872592	Thames View Primary School	Primary	Academies	469		
8873758	The Pilgrim School (A Church of England Primary With Nursery)	Primary	Academies	224		
8872014	Twydall Primary School and Nursery	Primary	Academies	363		

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	749		
8871108	Will Adams Centre	PRU	LA Maintained	45		
8872018	Wayfield Primary School	Primary	Academies	383		
8874003	Waterfront UTC	Secondary	Academies	249		
8872011	Warren Wood Primary Academy	Primary	Academies	485		22
8872203	Walderslade Primary School	Primary	Academies	228		
8874167	Walderslade Girls' School	Secondary	Academies	859		
8872022	Wainscott Primary School	Primary	Academies	459		
8876907	The Victory Academy	Secondary	Academies	1166		
8875451	The Thomas Aveling School	Secondary	Academies	1207	18	
8871107	The Rowans	PRU	Academies	39		
8875445	The Rochester Grammar School	Secondary	Academies	1184		
8874001	The Robert Napier School	Secondary	Academies	1059		
8874000	The Hundred of Hoo Academy	All-through	Academies	1676		32
8875457	The Howard School	Secondary	Academies	1486		
8876905	Strood Academy	Secondary	Academies	1324		
8875436	St John Fisher Catholic Comprehensive School	Secondary	LA Maintained	961		
8874530	Sir Joseph Williamson's Mathematical School	Secondary	Academies	1464		
8877016	Rivermead School	Special	Academies	178		
8874199	Rainham School for Girls	Secondary	Academies	1714		
8875420	Rainham Mark Grammar School	Secondary	Academies	1545		
8874004	Leigh Academy Rainham	Secondary	Academies	239		
8877000	INSPIRE Free Special School	Special	Academies	54		
8874068	Holcombe Grammar School	Secondary	Academies	1057		
8874174	Greenacre Academy	Secondary	Academies	989		
8874069	Fort Pitt Grammar School	Secondary	Academies	899		
8877031	Danecourt School	Special	Academies	234		
8875429	Chatham Grammar	Secondary	Academies	919		
8876906	Brompton Academy	Secondary	Academies	1398		94
8877042	Bradfields Academy	Special	Academies	341		
8877053	Abbey Court Foundation Special School	Special	LA Maintained	185		

Cohort total	Resourced Provision total	SEN Unit total
48913	128	148

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	0.00	0.00	
8873093	All Saints Church of England Primary School	AC	0.00	0.00	
8872215	Balfour Infant School	M	0.00	0.00	
8872214	Balfour Junior School	AC			
8872396	Barnsole Primary School	AC	0.00	0.00	
8872537	Bligh Primary School (Infants)	AC	0.00	0.66	1.00
8872492	Bligh Primary School (Juniors)	AC	0.00	2.80	19.00
8872646	Brompton-Westbrook Primary School	AC	0.00	0.44	1.50
8873760	Burnt Oak Primary School	M	0.00	1.80	9.50
8872016	Byron Primary School	ASL	0.00	0.00	
8872017	Cedar Children's Academy	ASL	0.00	0.76	5.00
8872209	Chattenden Primary School	AC	0.00	0.00	
8872588	Cliffe Woods Primary School	AC	0.00	0.00	
8872216	Crest Infant School	M	0.00	0.00	
8872208	Cuxton Community Infant School	AC	0.00	0.00	
8872013	Cuxton Community Junior School	ASL	0.00	0.00	
8872684	Deanwood Primary School	AC	0.00	0.00	
8872023	Delce Academy	AC	0.00	0.29	2.00
8872021	Elaine Primary School	ASL	0.00	0.00	
8873729	English Martyrs' Catholic Primary School	M	0.00	0.00	
8873759	Fairview Community Primary School	M	0.00	0.00	
8872401	Featherby Infant and Nursery School	AC	0.00	0.00	
8872019	Featherby Junior School	ASL	0.00	0.30	2.00
8872010	Gordons Children's Academy, Infant	ASL	0.00	0.00	
8872009	Gordons Children's Academy, Junior	ASL	0.00	0.00	
8872198	Greenvale Primary School	M			
8872211	Halling Primary School	AC	0.00	0.27	2.00
8872638	Hempstead Infant School	M	0.00	0.00	
8872403	Hempstead Junior School	M	0.00	0.29	2.00
8872421	High Halstow Primary Academy	AC	0.00	0.00	
8872499	Hilltop Primary Academy	AC	0.00	0.47	2.00
8872213	Hoo St Werburgh Primary School and Marlborough Centre	AC	0.00	0.54	11.00
8872439	Horsted Infant School	M	0.00	0.00	
8872506	Horsted Junior School	M	0.00	0.00	
8872003	Kingfisher Community Primary School	ASL	0.00	0.00	
8872007	Lordswood School	ASL	0.00	0.51	2.00
8872199	Luton Primary School	M	0.00	2.37	26.00
8872020	Maundene School	ASL	0.00	0.00	
8872623	Miers Court Primary School	AC	0.00	0.00	
8872012	Napier Community Primary and Nursery Academy	ASL	0.00	0.18	3.00
8872008	New Horizons Children's Academy	ASL	0.00	0.00	
8872202	New Road Primary School	M	0.00	8.00	33.50
8872433	Oaklands School	AC	0.00	0.00	
8872006	Oasis Academy Skinner Street	ASL	0.00	0.51	3.50
8872494	Parkwood Primary School	M			
8872194	Peninsula East Primary Academy	AC	0.00	2.51	18.50
8872001	Phoenix Primary School	ASL	0.00	0.00	
8873757	Riverside Primary School	AC	0.25	0.50	3.50
8872004	Saxon Way Primary School	ASL	0.00	0.00	
8873752	St Augustine of Canterbury Catholic Primary School	M	0.00	0.00	
8873753	St Benedict's Catholic Primary School	M	0.00	0.00	
8873096	St Helen's Church of England Primary School, Cliffe	M	0.00	1.42	5.00
8872002	St James Church of England Primary Academy	ASL	0.00	0.51	1.00
8873095	St John's Church of England Infant School	AC	0.00	0.00	
8873293	St Margaret's at Troy Town CofE Voluntary Controlled Primary School	AC	0.00	0.46	0.50
8873195	St Margaret's Church of England Junior School	AC	0.00	0.00	
8872479	St Margaret's Infant School	AC	0.00	0.00	
8873755	St Mary's Catholic Primary School	M	0.00	0.24	0.50
8873756	St Mary's Island Church of England (Aided) Primary School	M	0.00	0.00	
8873712	St Michael's RC Primary School	M	0.00	0.00	
8873102	St Nicholas Church of England Voluntary Controlled Infant School	M	0.00	0.00	
8872665	St Peter's Infant School	M	0.00	1.11	1.00
8873736	St Thomas More Roman Catholic Primary School	M	0.00	0.00	
8873732	St Thomas of Canterbury RC Primary School	M	0.00	0.00	
8873746	St William of Perth Roman Catholic Primary School	M	0.00	0.00	
8872549	Swingate Primary School	M	0.00	0.31	4.50
8872015	Temple Mill Primary School	ASL	0.00	1.68	11.00
8872592	Thames View Primary School	AC	0.00	1.57	8.00
8873758	The Pilgrim School (A Church of England Primary With Nursery)	AC	0.00	0.00	
8872014	Twydall Primary School and Nursery	ASL	0.00	0.00	

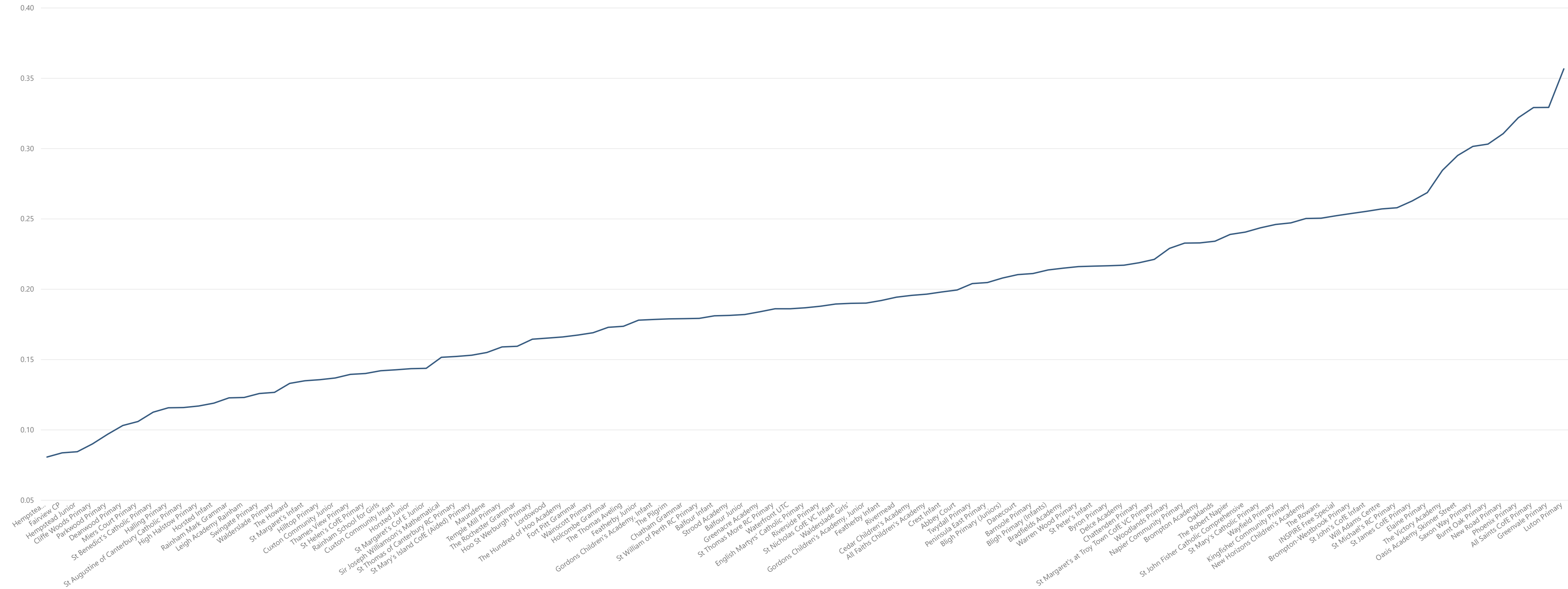
Appendix B

Exclusions and Suspensions continued

LA / DfE	School Name	PEx by school	Sus by school	Number of days by school
8872412	Woodlands Primary School	0.00	0.13	2.00
8871108	Will Adams Centre	0.00	141.38	77.00
8872018	Wayfield Primary School	0.00	0.26	1.00
8874003	Waterfront UTC	0.00	7.06	60.50
8872011	Warren Wood Primary Academy	0.00	2.53	19.50
8872203	Walderslade Primary School	0.00	0.00	
8874167	Walderslade Girls' School	0.34	10.87	462.50
8872022	Wainscott Primary School	0.00	0.00	
8876907	The Victory Academy	0.08	6.38	327.00
8875451	The Thomas Aveling School	0.00	1.57	95.00
8871107	The Rowans	0.00	7.41	5.50
8875445	The Rochester Grammar School	0.00	0.25	10.00
8874001	The Robert Napier School	0.39	15.20	575.00
8875457	The Howard School	0.00	1.13	51.00
8876905	Strood Academy	0.24	2.05	159.50
8875436	St John Fisher Catholic Comprehensive School	0.10	8.76	235.00
8874530	Sir Joseph Williamson's Mathematical School	0.00	0.00	
8877016	Rivermead School	0.00	0.00	
8874199	Rainham School for Girls	0.36	4.64	151.00
8875420	Rainham Mark Grammar School	0.00	0.83	22.50
8874004	Leigh Academy Rainham	0.00	1.44	13.50
8877000	INSPIRE Free Special School	0.00	27.87	65.50
8874068	Holcombe Grammar School	0.09	1.87	106.00
8874174	Greenacre Academy	0.10	5.48	171.50
8874069	Fort Pitt Grammar School	0.00	0.11	3.00
8877031	Danecourt School	0.00	0.00	
8875429	Chatham Grammar	0.11	0.00	
8876906	Brompton Academy	0.00	2.47	162.00
8877042	Bradfields Academy	0.00	1.89	9.00
8877053	Abbey Court Foundation Special School	0.00	0.00	

Appendix C

Average IDACI by School



Appendix D

Destination		Admission Policy (group)	KS4 Cohort	KS4 % in Education or Employment	KS5 Cohort	KS5 % in Education or Employment
LA / DfE	School Name					
8871107	The Rowans		14	78.6		
8871108	Will Adams Centre		70	61.4		
8874000	The Hundred of Hoo Academy	Non Selective	230	93.0	43	76.7
8874001	The Robert Napier School	Non Selective	156	89.1	49	79.6
8874003	Waterfront UTC	Non Selective	46	89.1	19	78.9
8874068	Holcombe Grammar School	Selective	119	100.0	92	90.2
8874069	Fort Pitt Grammar School	Selective	118	97.5	93	92.5
8874167	Walderslade Girls' School	Non Selective	151	94.7	67	73.1
8874174	Greenacre Academy	Non Selective	134	91.8	74	63.5
8874199	Rainham School for Girls	Non Selective	269	96.3	137	84.7
8874530	Sir Joseph Williamson's Mathematical School	Selective	184	97.3	166	86.1
8875420	Rainham Mark Grammar School	Selective	210	97.1	161	87.0
8875429	Chatham Grammar	Selective	84	98.8	63	92.1
8875436	St John Fisher Catholic Comprehensive School	Non Selective	137	95.6	58	74.1
8875445	The Rochester Grammar School	Selective	197	99.0	151	90.1
8875451	The Thomas Aveling School	Non Selective	182	94.0	84	83.3
8875457	The Howard School	Non Selective	233	97.0	115	83.5
8876905	Strood Academy	Non Selective	232	90.1	81	81.5
8876906	Brompton Academy	Non Selective	223	95.1	85	87.1
8876907	The Victory Academy	Non Selective	109	84.4	38	81.6
8877000	INSPIRE Free Special School		9	88.9		
8877016	Rivermead School		68	100.0		
8877042	Bradfields Academy		68	100.0		
8877053	Abbey Court Foundation Special School		68	100.0		
	Medway			94.8		86.0
	Selective			98.1		89.0
	Non - Selective			93.2		79.9

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 (Cil) 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.
Suspension Pupil Rate	The Rate Of Excluded Pupils, As Apose To The Rate Of Exclusions, As A Proportion Of The Cohort Total.

Glossary of Terms

Term	Definition
All Other FSM	Pupils who are not eligible for FSM and those whose FSM wasn't specified at the time of assessment
FSM	Free School Meals. Children Are Entitled To Free School Meals If The Family Is In Receipt Of Benefits, Such As Income Support.
FSM eligibility	<p>Children in state-funded schools in England are entitled to receive free school meals if a parent or carer were in receipt of any of the following benefits:</p> <ul style="list-style-type: none"> • Income Support • Income-based Jobseekers Allowance • Income-related Employment and Support Allowance • Support under Part VI of the Immigration and Asylum Act 1999 • the guaranteed element of State Pension Credit • Child Tax Credit (provided they were not also entitled to Working Tax Credit and had an annual gross income of no more than £16,190, as assessed by Her Majesty's Revenue and Customs) • Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit • Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits) <p>Children in nursery schools are eligible if they meet the criteria and attend for full days. Pupils are still eligible for</p>
General Level	<p>KSS 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</p>
Good Level of Development (GLD)	<p>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:</p> <p>The Early Learning Goals In The Prime Areas Of Learning (Personal, Social And Emotional Development; Physical Development; And Communication And Language)</p> <p>The Early Learning Goals In The Specific Areas Of Mathematics And Literacy.</p>
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	<p>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).</p>
NEET	<p>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.</p>
Persistent Absence	<p>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%.</p>
Phonic Decoding	<p>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.</p>
Phonic Outcomes	<p>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.</p>
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	<p>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.</p>
Sponsor-led Academy	<p>A school which has become an academy often sometimes at the behest of the DfE, and is managed by a trust or other academy.</p>

Glossary of Terms

Term	Definition
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

Glossary of Terms

Term	Definition
Progress (KS2 measure)	<p>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.</p> <p>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.</p>

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	<p>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)</p> <p>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).</p>

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	<p>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.</p> <p>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.</p>

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 A School Cohort	W:\Management_Team\Policy_Unit\Management_Info\School Census\2022 Jan - Dec\01 Spring 2021 2022\04 - Database\02 - Access Database\CollectSchoolCensus2021_v1.0_Working\Queries\000-Analysis - Cohort per School SEN resourced provision W:\Management_Team\Policy_Unit\Management_Info\School Census\2022 Jan - Dec\01 Spring 2021 2022\04 - Database\02 - Access Database\CollectSchoolCensus2021_v1.0_Working\Queries\000-Analysis - Cohort per School SEN UNIT W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\All Schools DfE Everything\2021 2022
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.
Appendix C average IDACI by school	W:\Management_Team\Policy_Unit\Management_Info\School Census\2022 Jan - Dec\01 Spring 2021 2022\04 - Database\02 - Access Database\CollectSchoolCensus2021_v1.0_Working\Queries\000-Analysis - Cohort per School by IDACI Year Group
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)
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
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
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/16-18-destination-measures
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/children-looked-after-in-england-including-adoptions
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-1-and-phonics-screening-check-attainment
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/progression-to-higher-education-or-training
Key Stage	https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england
Key Stage	https://www.gov.uk/government/publications/neet-and-participation-local-authority-figures
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 - 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
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
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