

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

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ANNUAL REPORT ON SCHOOL PERFORMANCE FOR THE ACADEMIC YEAR 2021 TO 2022

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Summary

The Medway Annual Schools' Performance Report 2021-22 is attached at Appendix 1. This report summarises the activity in Medway's schools to raise achievement during the academic year 2021-22.

1. Budget and policy framework

- 1.1. Reference should be This report falls within the Council Plan, in particular the priority "Supporting Medway's people to realise their potential". One of the outcomes under this priority is all children achieving their potential in schools.
- 1.2. The report falls within the People Strategy, in particular the priority "Children and young people in Medway will develop well" and the outcome to ensure all children and young people receive a high standard of education locally, including a focus on supporting those with special educational needs are educated alongside their peers and in their local school and support their preparation for adulthood.
- 1.3. The report supports our vision for a Child Friendly Medway and supports the Medway Local Area Special Educational Needs and/or Disability (SEND) Strategy 2022-25.

2. Background

- 2.1. The Medway Annual Schools' Performance report summarises the outcomes for learners in Medway's schools over the previous academic year. This follows previous years of reporting on the academic outcomes and performance, as reported to the CYP Overview and Scrutiny Committee.

3. Performance Summary and Highlights

3.1. The full analysis and narrative report is provided as Appendix 1. The highlight performance summary is as follows:

- EYFS: Medway's youngest learners perform in line with national with achieving the early learning goals and achieving a Good Level of Development.
- Phonics: learners in year one and two achieve below the expected performance in phonics.
- Key Stage 1: learners achieve below national in reading, writing and maths.
- Key Stage 2: learners achieve below national in reading, maths, grammar, spelling and punctuation but above in writing.
- Key Stage 4: learners achieve below national in all key measures at GCSE & EBacc.
- Key Stage 5: learners achieve below national in all key measures at A level.
- Permanent Exclusions: learners are permanently excluded less than the national rate for the third year.
- Suspensions: learners are suspended from school more than the national rate this year.
- Absence: learners are absent from school more than the national rate this year and persistent absence is rising.
- Destinations: post 16+ learners continue into education or employment more than the national, but 18+ learners do not go onto higher education as much as the national, though more 18+ learners do secure higher apprenticeships than national.

4. Risk management

Risk	Action to avoid or mitigate risk
Ensuring appropriate actions taken in event of inadequate/requires improvement school Ofsted judgement	LA officers continue to cooperate with the office of the Regional Schools Director and the DfE to ensure appropriate arrangements are made for any maintained school judged to be inadequate. Maintained schools are supported to be good by the School Effectiveness team

Risk	Action to avoid or mitigate risk
Ensuring robust strategic vision and partnership collaboration to drive forward continuous improvements	Refreshed priorities and vision for the Medway Education Partnership Group and other partnership forums ensure that the Local Authority and education leaders continue to have a strong focus on priority areas related to educational outcomes and school performance and work together to identify and take forward solutions.

5. Climate change implications

5.1. No climate change implications have been identified.

6. Financial implications

6.1. The Local Authorities Dedicated Schools Grant allocation is calculated in four separate funding blocks (Schools, Early Years, High Needs and the Central Service Schools Block) using national funding formulas.

6.2. The DSG is calculated initially using the pupil numbers for all schools in Medway, including academies. Subsequently the Education Skills Funding Agency will reduce the Council's DSG allocation in respect of schools that have converted to academies.

6.3. The High Needs DSG Budget remains under significant financial pressure. Medway Council's Safety Valve Intervention Plan/High Needs Block Deficit Recovery Plan is taking forward a number of system changes and improvements to deliver future financial stability and recovery against the High Needs Block.

6.4. It is important to note that schools and academies are a key stakeholder and partner in Medway's Safety Valve Intervention Plan.

7. Legal implications

7.1. 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.

8. Recommendations

8.1. The Committee is asked to note the Annual Schools' Performance Report, as set out at Appendix 1 to the report.

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Appendices

Appendix 1 – Medway Annual Schools' Performance Report – Academic Year 2021/22

Background papers

None