

Medway Annual Schools' Performance Report

Academic year 2022-2023

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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.

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.

Population rise on previous year

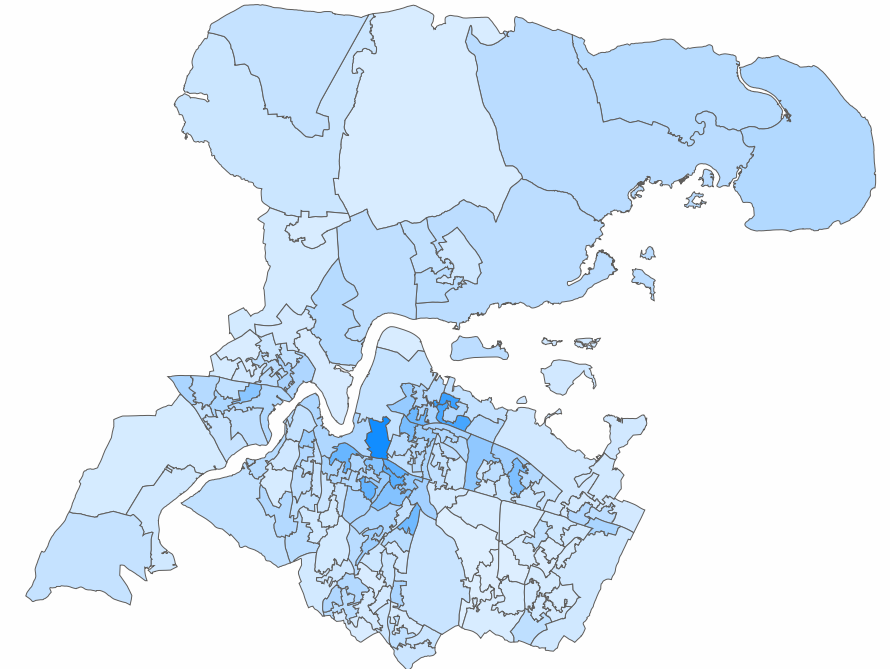
Primary	Secondary	Special
26699 ▲ 259	21826 ▲ 435	1052 ▲ 62

Deprivation Ranking

IMD 2019
68 ▲ -20

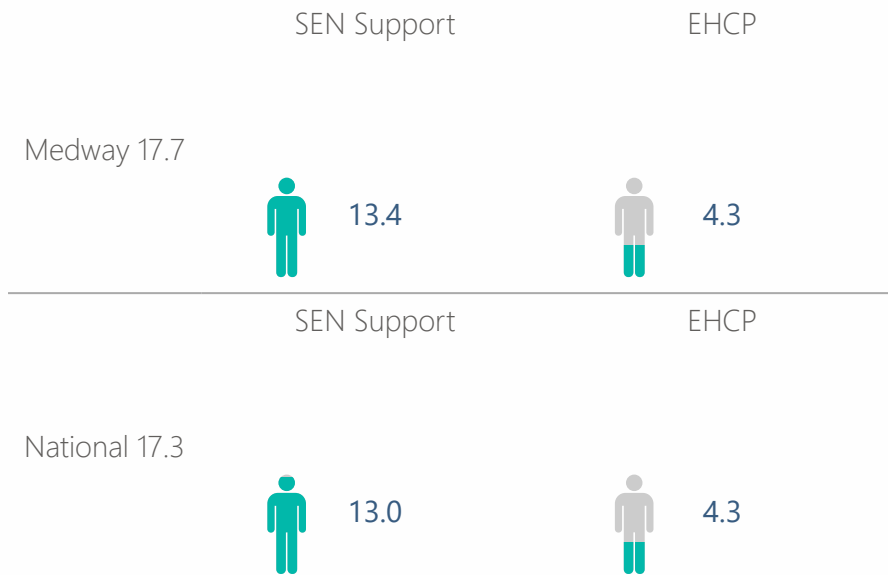
Please note
Deprivation Ranking out of 151 Local Authorities (LAs) and Place Movement on previous IMD.

IDACI by LSOA



Least Deprived to Most Deprived

Percentage of SEN Support and EHCP within the school population

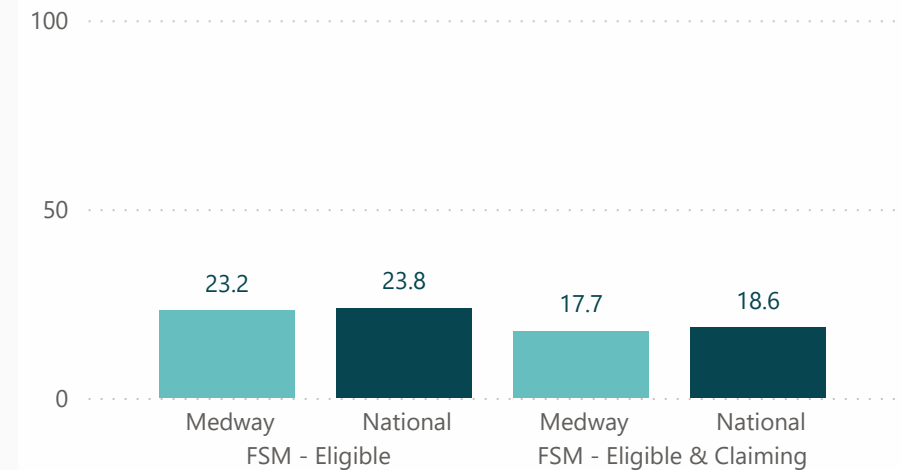


Children Looked After (CLA) per pop. 10,000

Medway	National
72.9	71.3

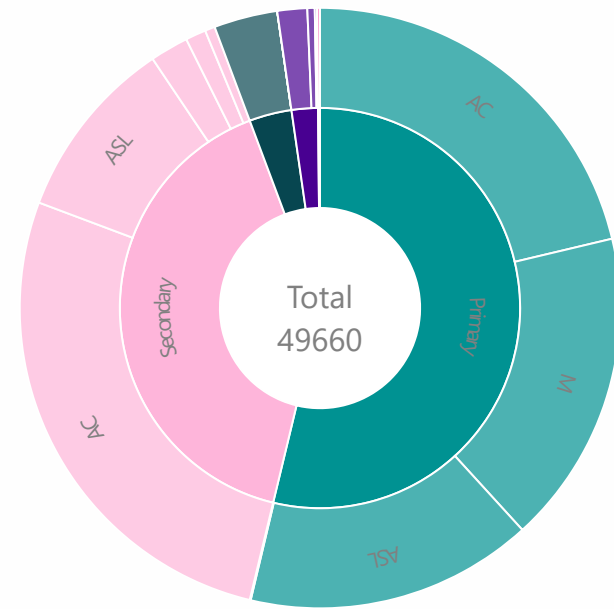
In care as at 31 March

Free School Meal (FSM) - percentage of pupils eligible and eligible & claiming



Overview of Medway Schools

Types of school & number on roll

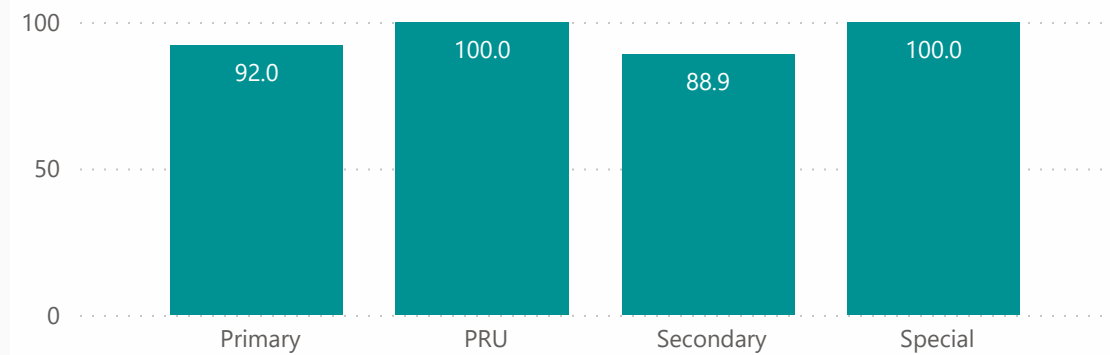


Phase of Education	Academy	LA Maintained
All-through	1702	0
Primary	18287	8412
Pupil Referral Unit (PRU)	77	0
Secondary	19101	1026
Special	858	197

Please note - data as at January 2023
 Figures will differ to the introduction and context summary page due to counting rules of duplicates and different census periods.

Phase of Education ● All-through ● Primary ● Pupil Referral Unit (PRU) ● Secondary ● Special

Phase of Education - Good or Outstanding Ofsted - Overall Effectiveness



Number of schools in Special Measures

1

Number of schools in Serious Weakness

1

Number of schools in Double Requires Improvement

1

Known to be eligible for Free School Meals (FSM)

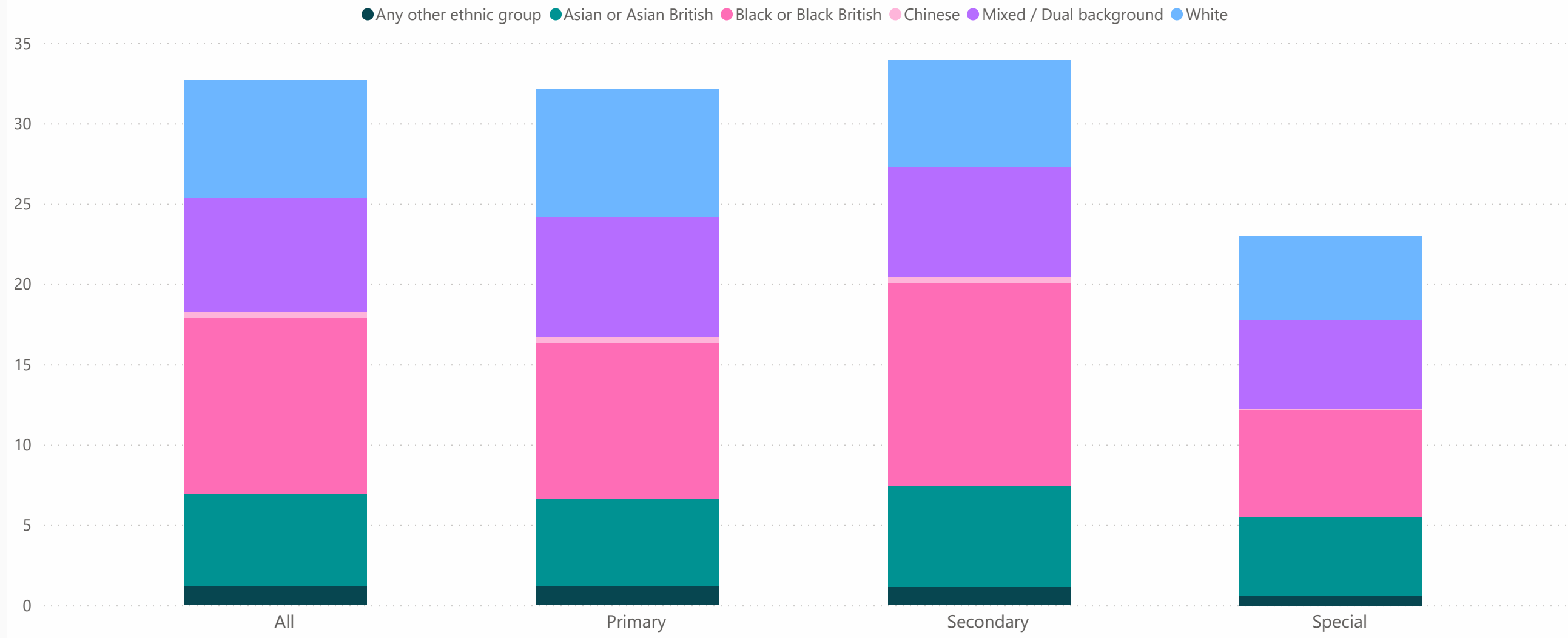
Year	All	Primary	Secondary	Special
2018/19	13.8	14.9	11.3	32.6
2019/20	15.9	17.2	13.3	34.6
2020/21	20.3	23.0	16.0	37.8
2021/22	22.1	24.4	18.3	40.9
2022/23	23.2	25.2	19.8	42.5

Top 10 Languages

Phase	Language	%
Primary	English	82.9
	Yoruba	1.6
	Romanian	1.2
	Polish	1.2
	Bulgarian	0.7
	Russian	0.7
	Lithuanian	0.7
	Bengali	0.6
	Turkish	0.5
	Panjabi	0.5
Secondary	English	84.5
	Yoruba	1.6
	Polish	1.1
	Urdu	0.6
	Bulgarian	0.6
	Panjabi	0.6
	Romanian	0.5
	Lithuanian	0.5
	Russian	0.5
	Turkish	0.5
Special	English	91.8
	Bengali (Sylheti)	1.0
	Yoruba	0.8
	Turkish	0.5
	Bengali	0.4
	Panjabi	0.4
	Polish	0.4
	Romanian	0.3
	Russian	0.3
	Akan (Twi/Asante)	0.2
All-through	English	87.8
	Polish	0.8
	Lithuanian	0.6
	Panjabi	0.5
	Bulgarian	0.5
	Ukrainian	0.5
	Turkish	0.4
	Czech	0.3
	Latvian	0.3
	Yoruba	0.3
All	English	83.9
	Yoruba	1.6
	Polish	1.1
	Romanian	0.9
	Bulgarian	0.6
	Lithuanian	0.6
	Russian	0.6
	Panjabi	0.5
	Turkish	0.5
	Bengali	0.5
Other languages	Urdu	0.5
	Other language	0.2
	Panjabi (any other)	0.2
	Panjabi (Gurmukhi)	0.2
	Slovak	0.2
	Tagalog	0.2
	Urdu	0.2
	Lithuanian	0.2
	Italian	0.2
	Chichewa/Nyanja	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	1.2	5.8	10.9	0.4	1.5	7.1	7.3	65.7
Primary	1.2	5.4	9.7	0.4	1.4	7.4	8.0	66.5
Secondary	1.2	6.3	12.6	0.4	1.8	6.8	6.6	64.3
Special	0.6	4.9	6.7	0.1	0.6	5.5	5.2	76.4

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.

Special Education Need (SEN) - Primary Need by Phase of Education

Primary

Primary Need	Medway	National
Speech, Language and Communications needs	6.9	5.5
Social, Emotional and Mental Health	3.0	2.8
Moderate Learning Difficulty	1.3	2.5
Autistic Spectrum Disorder	1.7	1.7
Specific Learning Difficulty	1.0	1.4
SEN support but no specialist assessment of type of need	0.9	0.7
Other Difficulty/Disability	0.7	0.5
Physical Disability	0.4	0.4
Hearing Impairment	0.2	0.2
Visual Impairment	0.1	0.1
Multi- Sensory Impairment	0.1	0.1
Severe Learning Difficulty	0.0	0.1
Profound & Multiple Learning Difficulty	0.0	0.0

Secondary

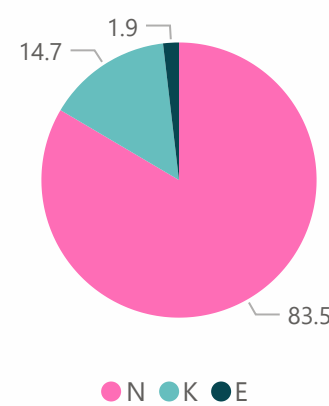
Primary Need	Medway	National
Social, Emotional and Mental Health	3.8	3.5
Specific Learning Difficulty	2.4	2.8
Autistic Spectrum Disorder	2.2	2.0
Moderate Learning Difficulty	1.5	2.5
Speech, Language and Communications needs	1.9	1.9
Other Difficulty/Disability	0.9	0.7
SEN support but no specialist assessment of type of need	0.3	0.4
Physical Disability	0.3	0.4
Hearing Impairment	0.3	0.3
Visual Impairment	0.2	0.2
Multi- Sensory Impairment	0.1	0.0
Severe Learning Difficulty	0.0	0.1
Profound & Multiple Learning Difficulty	0.0	0.0

Special

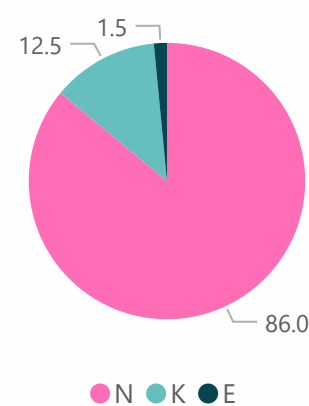
Primary Need	Medway	National
Autistic Spectrum Disorder	35.2	35.0
Severe Learning Difficulty	17.3	18.6
Speech, Language and Communications needs	13.5	10.1
Social, Emotional and Mental Health	9.1	12.3
Moderate Learning Difficulty	11.1	9.9
Profound & Multiple Learning Difficulty	4.1	5.7
Specific Learning Difficulty	4.6	2.1
Physical Disability	2.3	2.8
Other Difficulty/Disability	2.5	2.0
Hearing Impairment	0.2	0.7
Visual Impairment	0.1	0.6
Multi- Sensory Impairment	0.1	0.2
SEN support but no specialist assessment of type of need	0.0	0.1

Special Education Need (SEN) by Phase of Education

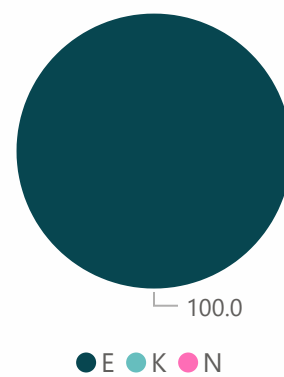
Primary



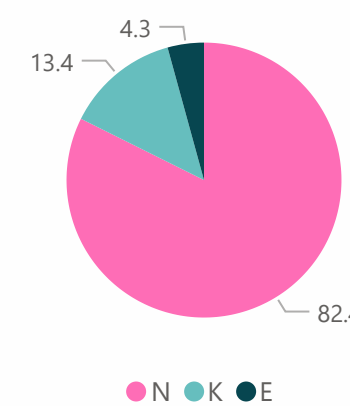
Secondary



Special



All



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

Please note
Some figures may differ to the introduction and context summary page due to counting rules of duplicates and different census periods.

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.

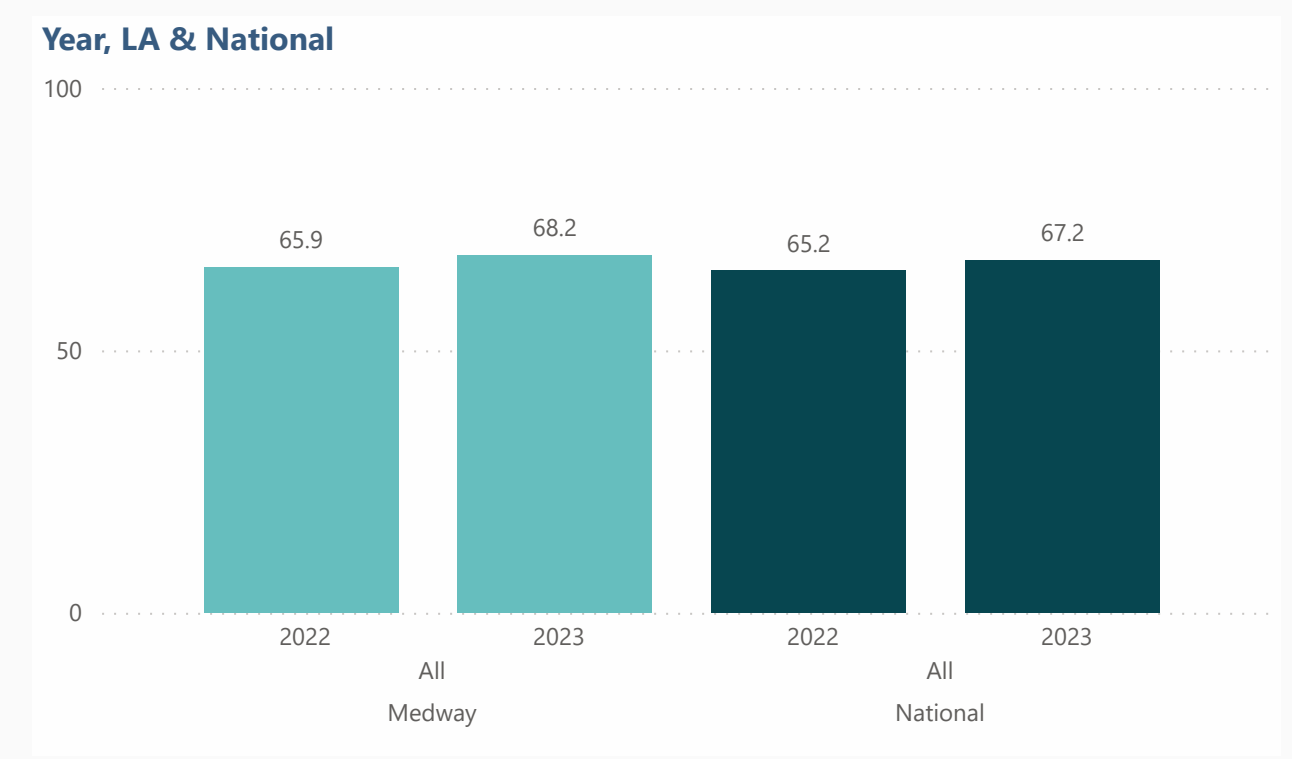
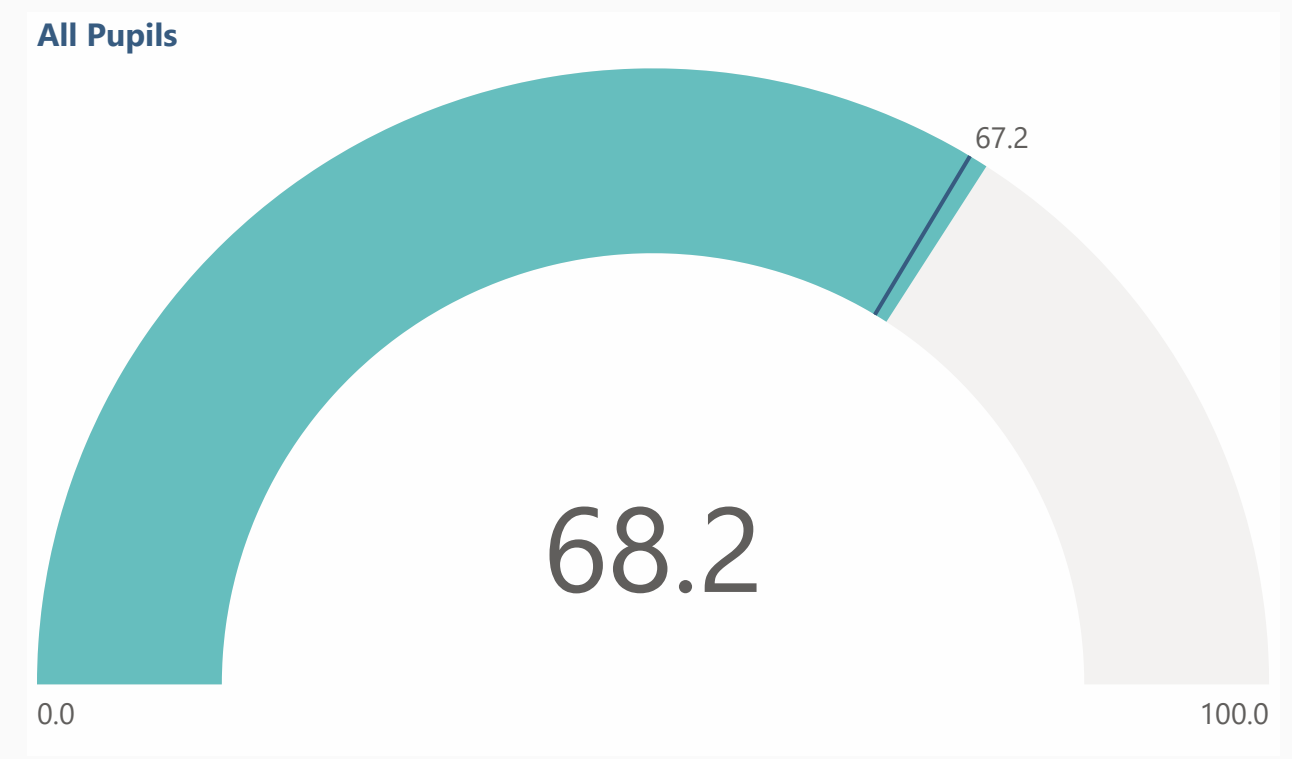
Improvement

Index

- Deterioration on previous year ●
- Inline with previous year ●
- Improvement on previous year ●

Measure	Medway	National
Early Years Foundation Stage (EYFS)		
Good Level of Development (GLD)	● 68.20	● 67.20
Early Learning Goals (ELG)	● 67.10	● 65.60
Average No of ELGs at Expected Level (per child)	● 14.30	● 14.10
Phonics (PHO)		
Wa - working at the expected standard - Yr1	● 75.00	● 79.00
Wa - working at the expected standard - Yr2	● 87.00	● 89.00
Key Stage One (KS1)		
Met the expected standard - Reading	● 67.00	● 68.00
Met the expected standard - Writing	● 59.00	● 60.00
Met the expected standard - Maths	● 69.00	● 70.00
Key Stage Two (KS2)		
Met the expected standard - Reading.	● 68.00	● 73.00
Met the expected standard - GPS.	● 64.00	● 73.00
Met the expected standard - Maths.	● 67.00	● 73.00
Met the expected standard - Writing.	● 70.00	● 72.00
Met the expected standard - RWM.	● 55.00	● 60.00
Key Stage Four (KS4)		
Percentage of pupils achieving 5+ in English & Mathematics	● 42.90	● 45.30
Percentage of pupils achieving 4+ in English & Mathematics	● 61.90	● 65.10
Average Progress 8	● -0.10	● -0.03
Average Attainment 8	● 45.30	● 46.30
Percentage of pupils entering the English Baccalaureate (EBacc)	● 39.80	● 39.40
Average English Baccalaureate (EBacc) APS per pupil	● 3.97	● 4.06
Key Stage Five (KS5)		
Average point score (APS) per A level entry	● 32.60	● 34.50
Average point score (APS) per academic entry	● 33.20	● 34.60
Average point score (APS) per applied general entry	● 27.10	● 30.90
Average point score (APS) per tech level entry	● 28.30	● 33.20
Percentage of pupils achieving AAB in 2 facilitating subjects	● 14.10	● 17.00
Exclusions		
Permanent Exclusion Rate	0.08	0.13
Suspension Rate	7.87	11.16
Absence		
Overall Absence	● 7.66	● 7.55
Persistent Absence	● 24.21	● 22.51
Destination		
KS4	● 93.70	● 93.50
KS5	● 87.50	● 88.80
Not in Employment, Education or Training (NEET)		
NEET	● 6.11	● 5.20

Early Years Foundation Stage (EYFS) - Good Level of Development (GLD)

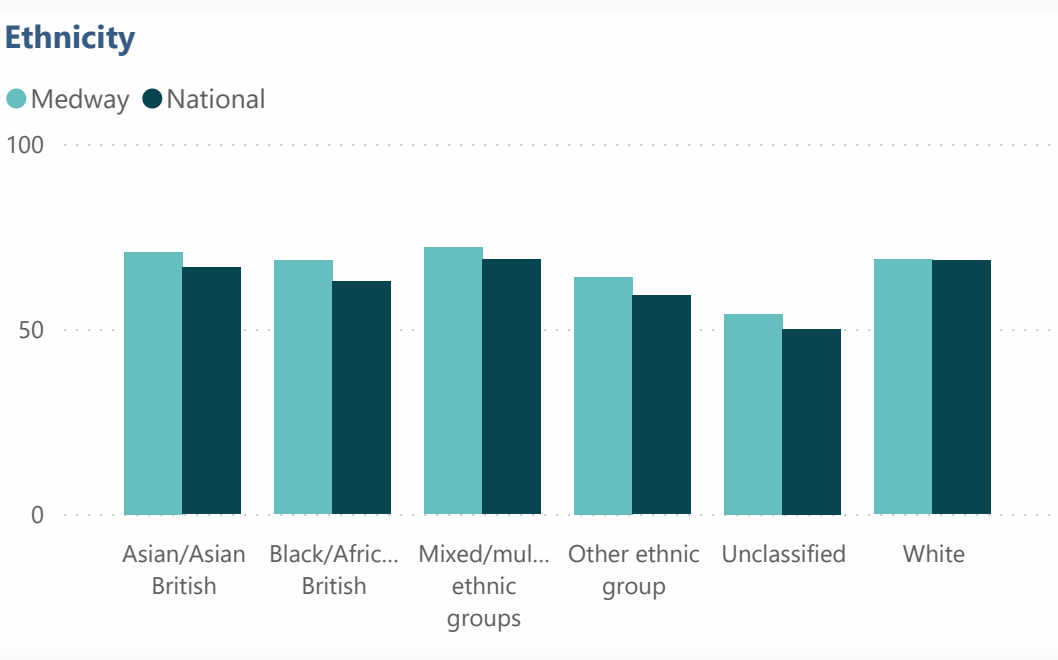
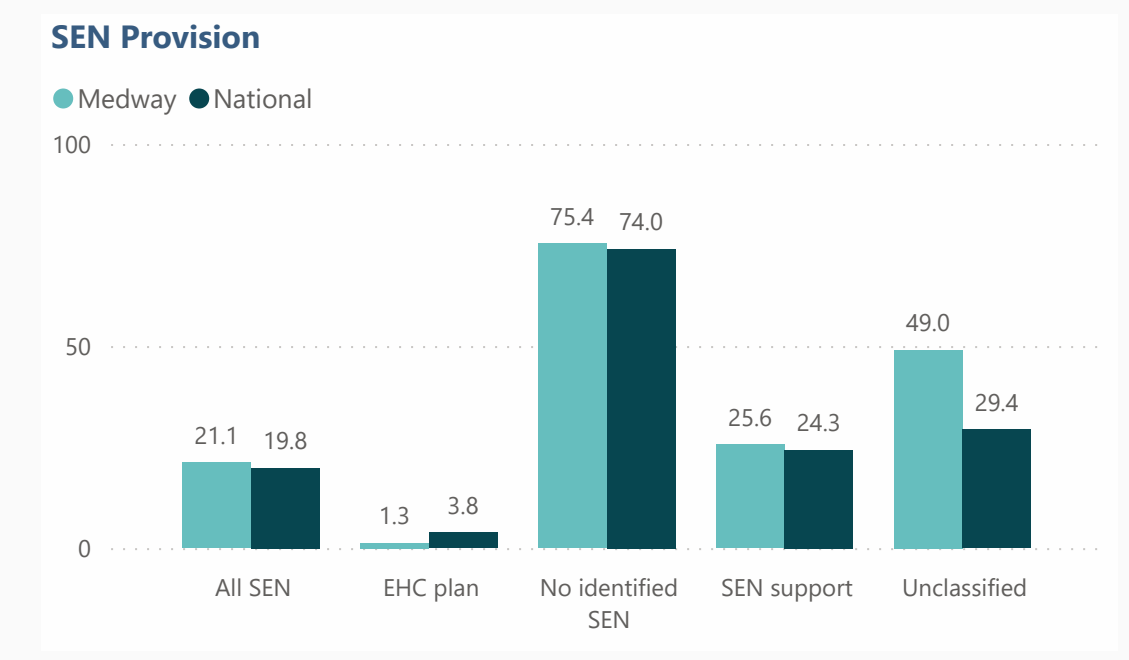
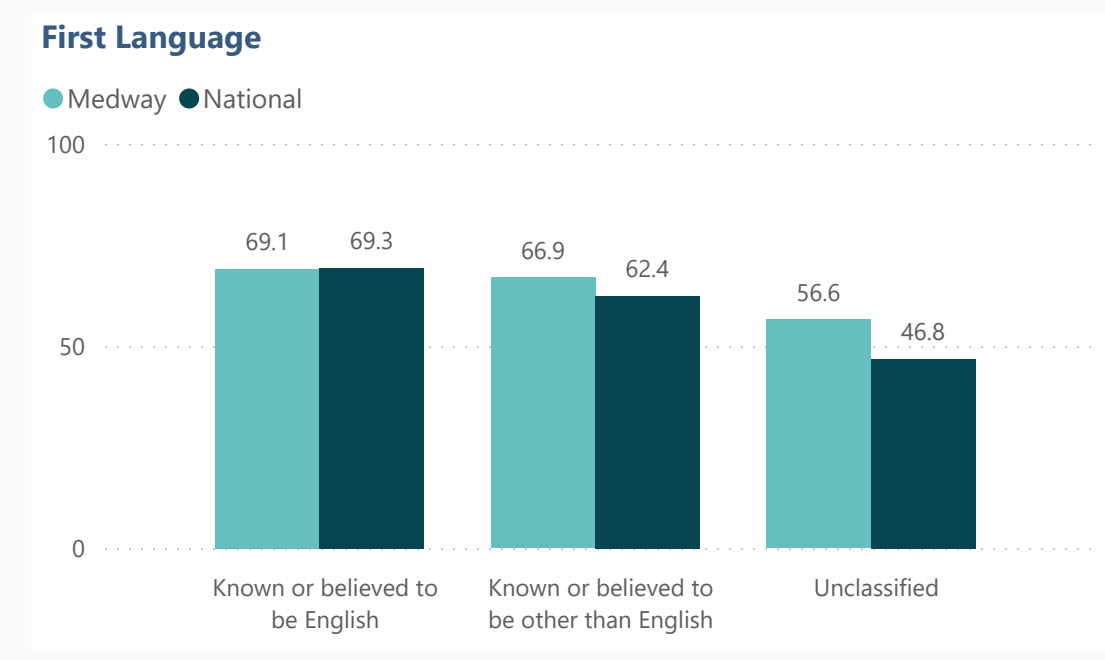
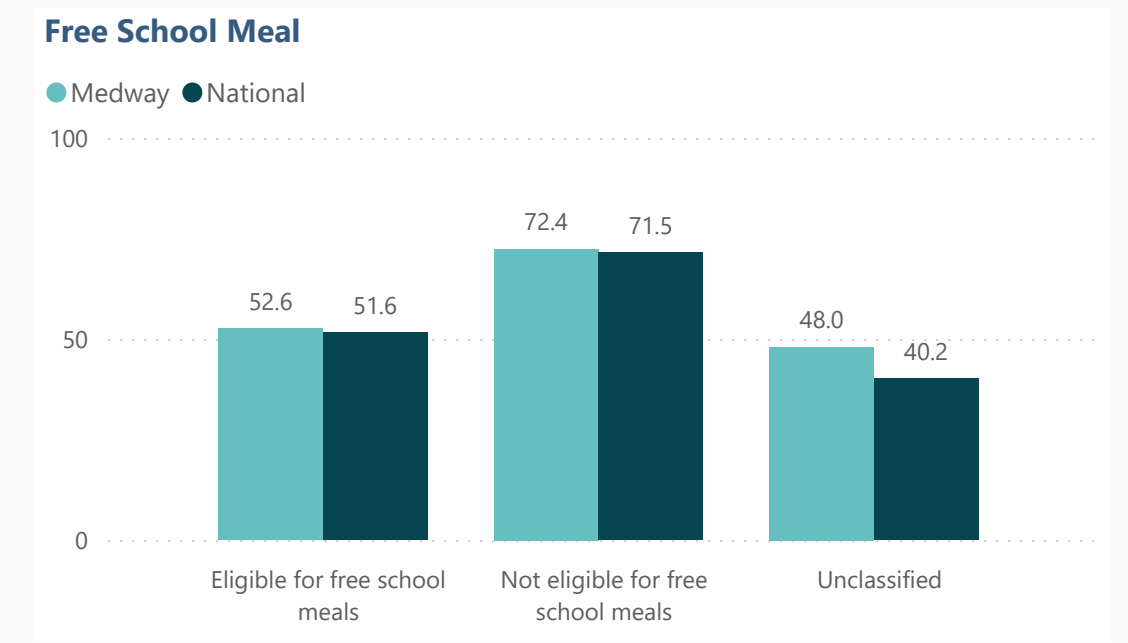
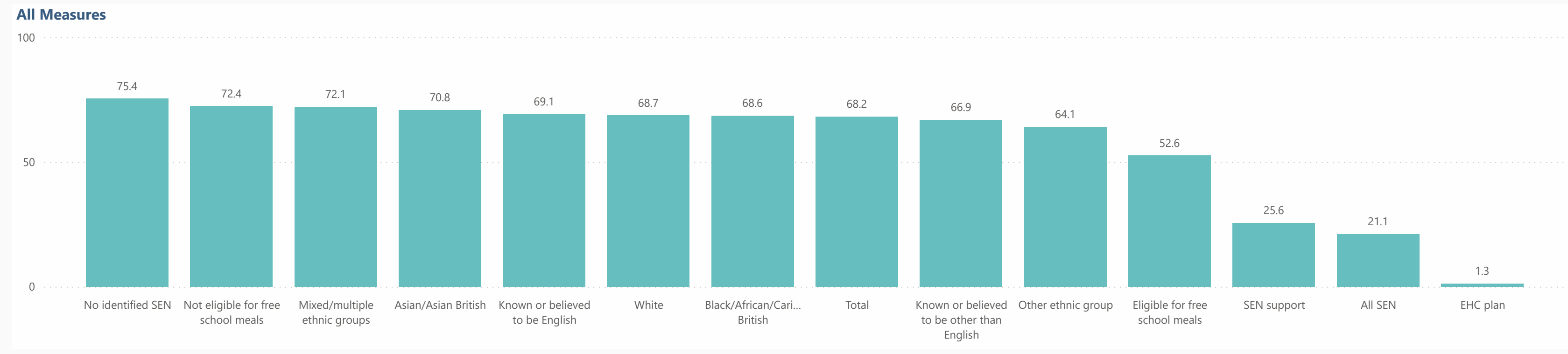


Gender, Year, LA & National

Gender	Medway	National
All		
2022	65.9	65.2
2023	68.2	67.2
Female		
2022	73.2	71.9
2023	76.4	74.2
Male		
2022	59.0	58.7
2023	60.8	60.6

EYFS GLD

59 ▲ -2



Ethnicity %

Ethnicity	Medway	National
Asian/Asian British	70.8	66.7
Black/African/Caribbean/Black British	68.6	62.8
Mixed/multiple ethnic groups	72.1	68.7
Other ethnic group	64.1	59.1
Unclassified	54.1	50.0
White	68.7	68.6

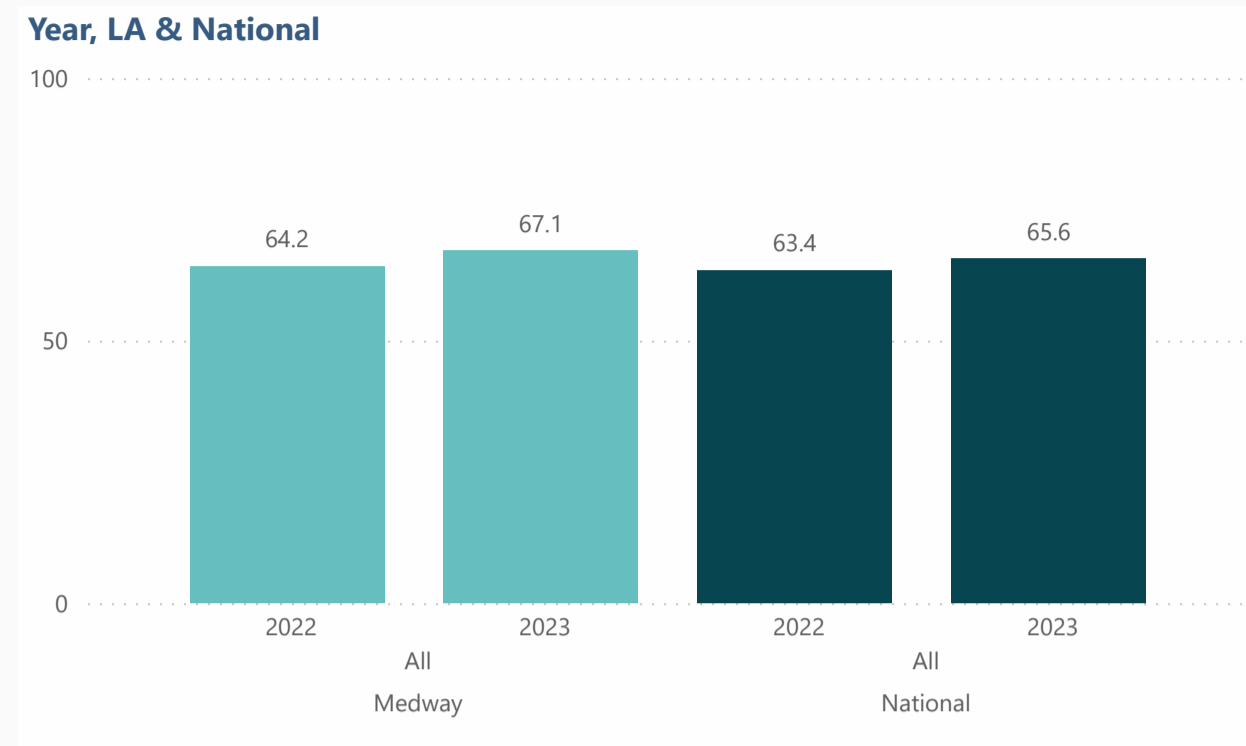
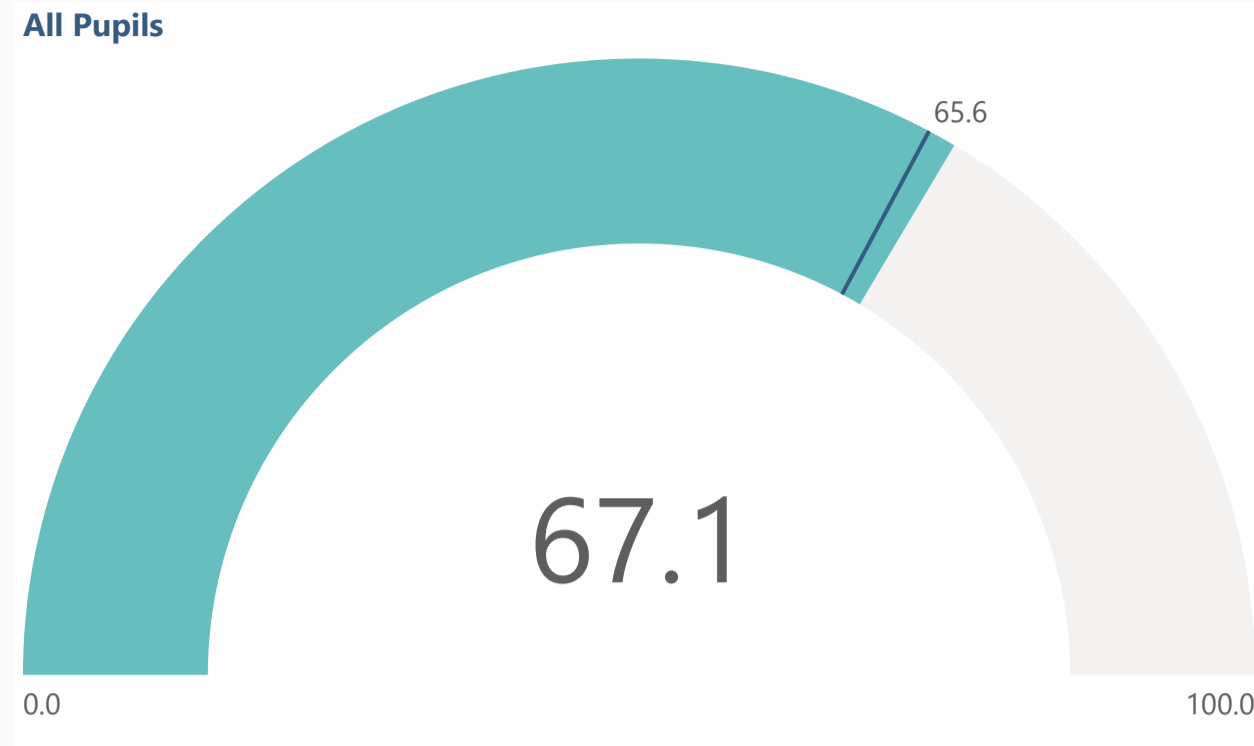
Due to revisions made to the EYFS profile, comparisons can only be made from 2021/22.

Medway and national have seen an improvement in the percentage of pupils achieving GLD compared to 2022. Medway continues to perform better than national with the gap widening.

GLD has improved at both national and in Medway when compared to 2022 for pupils with SEN support. Improvement was better in Medway than national in 2023 and therefore the gap has widened.

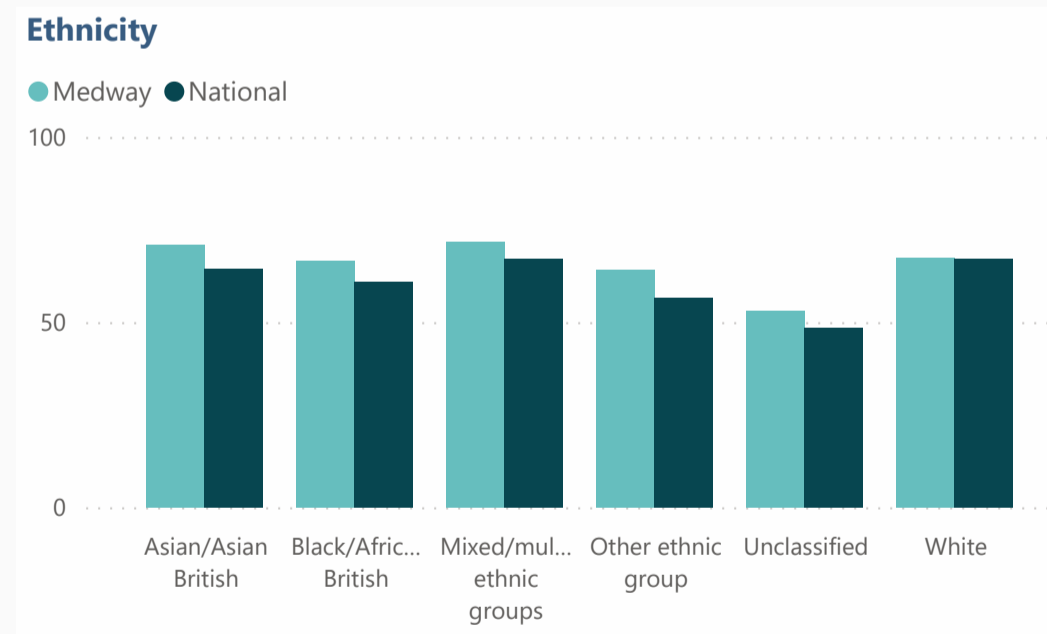
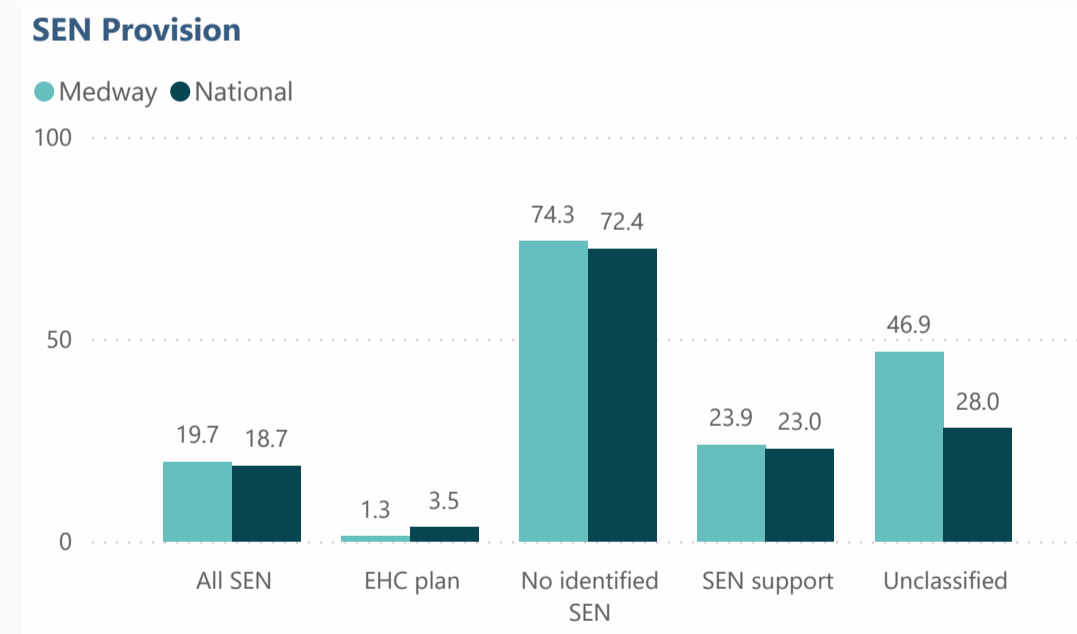
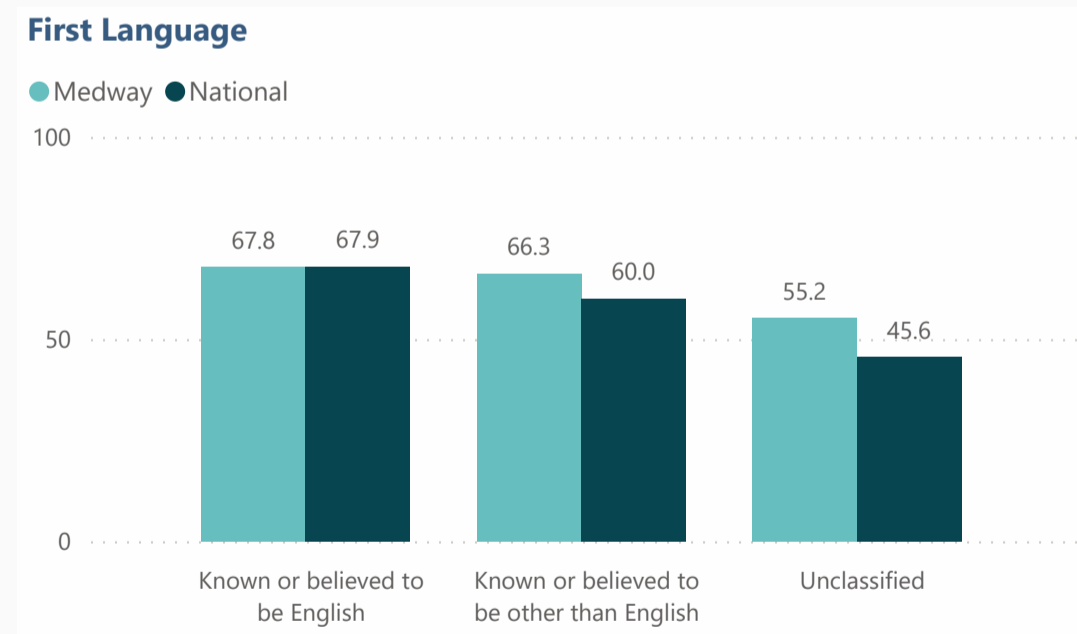
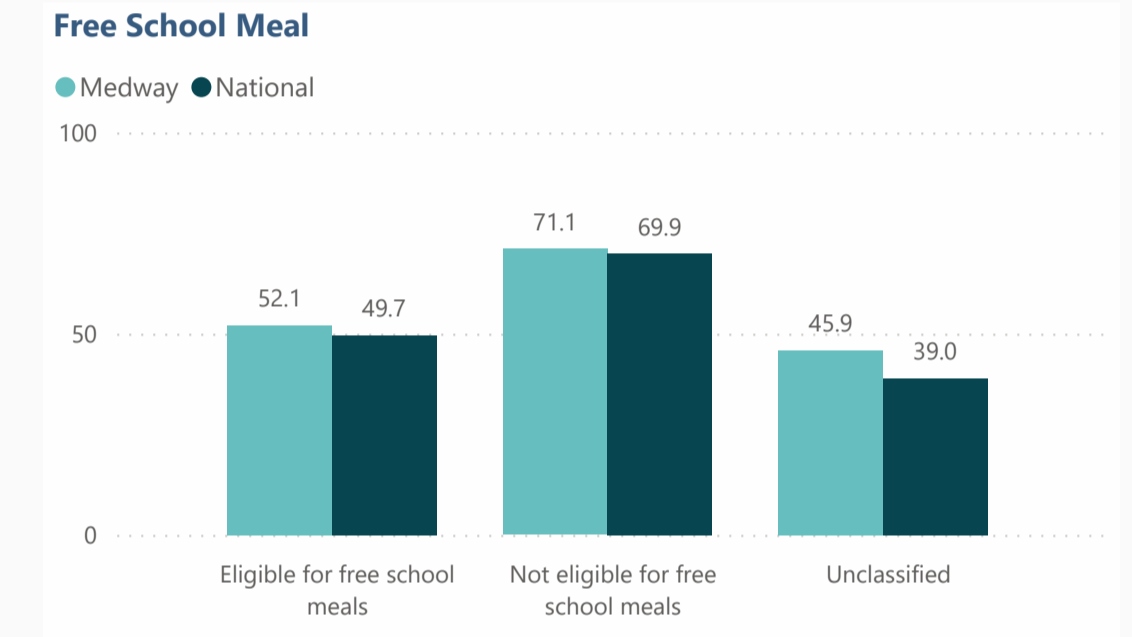
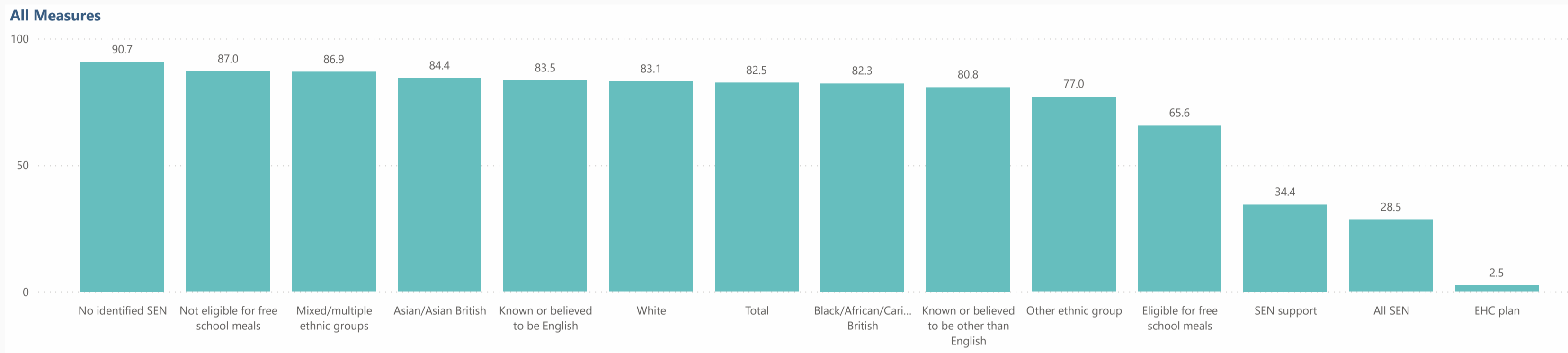
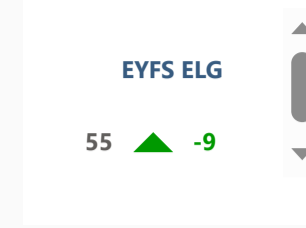
Pupils with an EHCP at national performed better at achieving GLD than pupils in Medway with an EHCP in both 2022 and 2023. Whilst national saw an improvement in 2023, Medway saw a decrease and therefore the gap with national has widened.

Early Years Foundation Stage (EYFS) - Early Learning Goals (ELG)



Gender, Year, LA & National

Gender	Medway	National
All		
2022	64.2	63.4
2023	67.1	65.6
Female		
2022	72.2	70.6
2023	75.6	73.0
Male		
2022	56.4	56.5
2023	59.2	58.6



Ethnicity %

Ethnicity	Medway	National
Asian/Asian British	70.8	64.3
Black/African/Caribbean/Black British	66.6	60.9
Mixed/multiple ethnic groups	71.8	67.1
Other ethnic group	64.1	56.7
Unclassified	53.1	48.4
White	67.4	67.2

Due to revisions made to the EYFS profile, comparisons can only be made from 2021/22.

Medway and national have seen an improvement in the percentage of pupils achieving the expected level across all 17 ELGs compared to 2022. Medway continues to perform better than national with the gap widening.

In 2023, Medway's performance is better than national across all 7 areas of learning. Literacy is the weakest performing area at both national and in Medway, with physical development being the strongest area for both national and Medway.

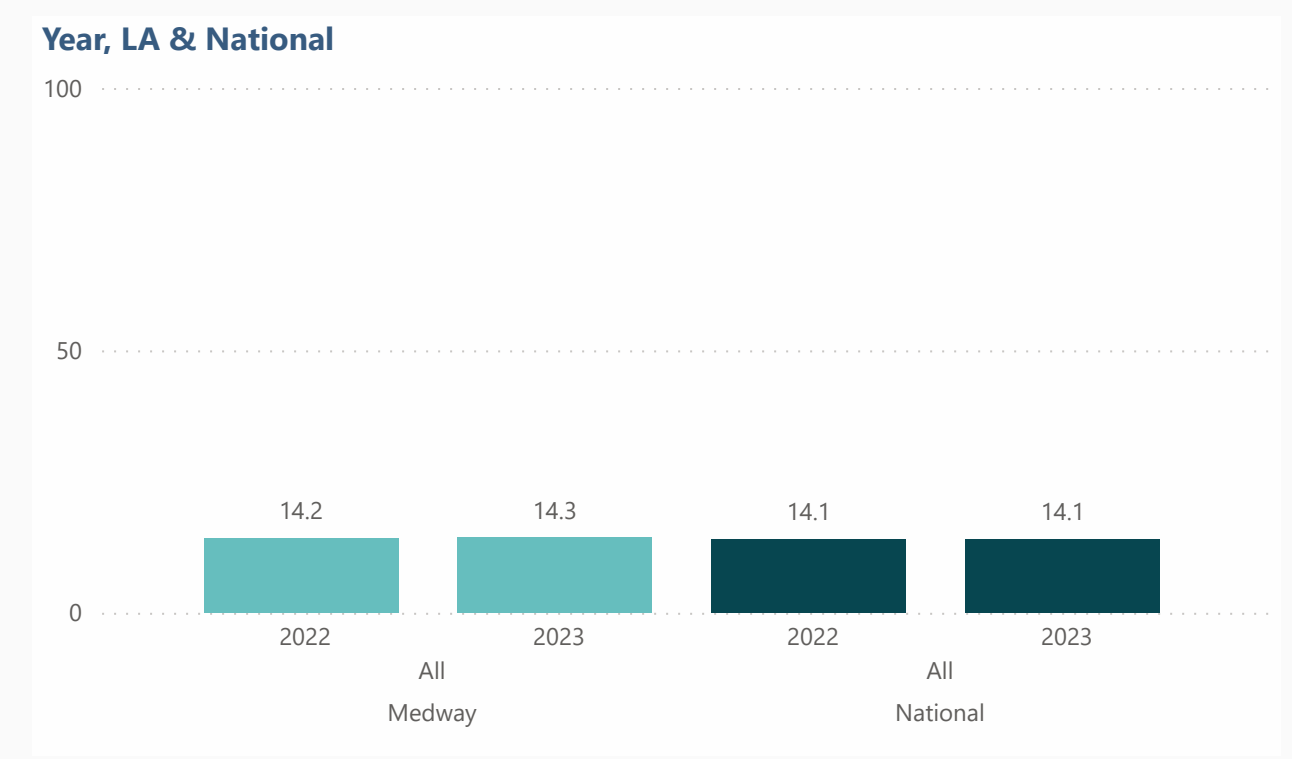
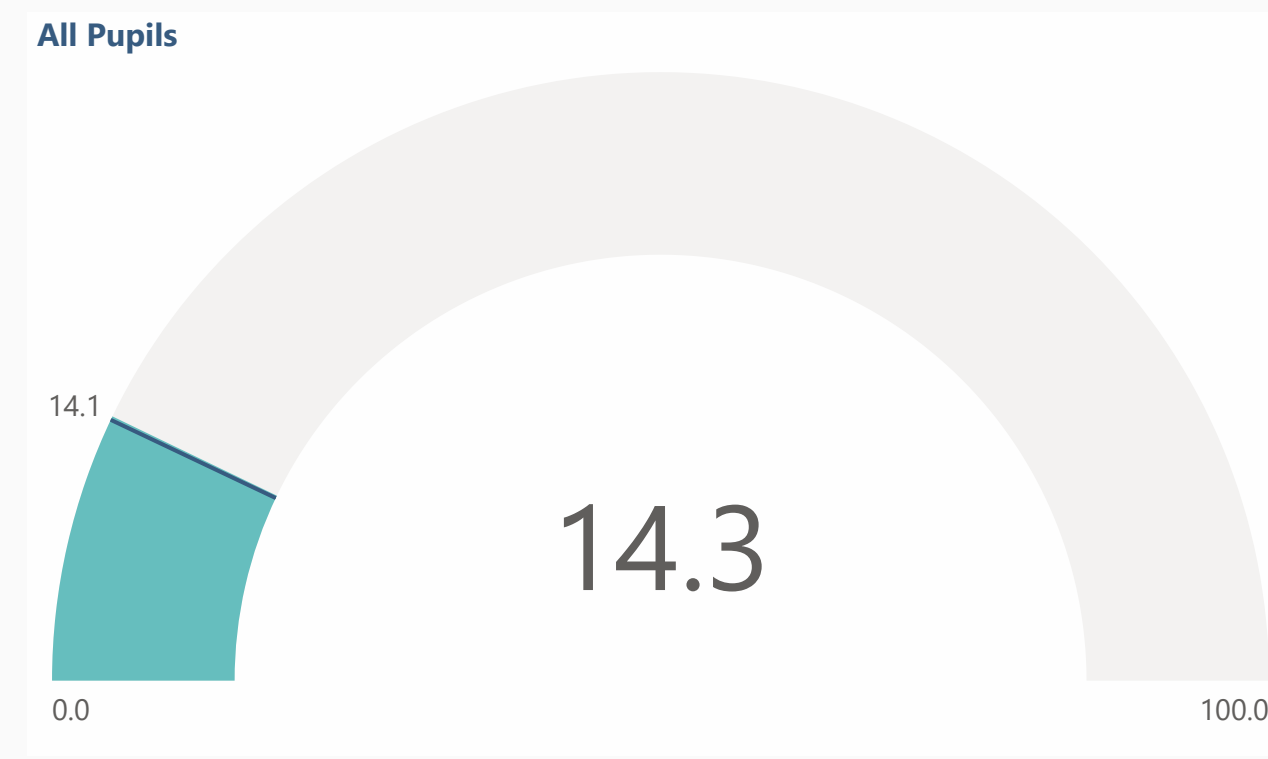
The percentage of pupils in Medway with SEN support achieving the expected level across all 17 ELGs increased in 2023 and continues to be above national when compared to the same group with the gap widening.

In 2023, pupils in Medway with SEN support performed better than national in each of the 7 areas of learning with the exception of Literacy where national was marginally better than Medway. However, where national saw an improvement in each area of learning in 2023 when compared to 2022; in Medway there were improvements in two areas (Literacy and mathematics). Literacy is the weakest area of learning at both national and in Medway, whilst expressive arts and design is the strongest area for both national and Medway.

Pupils with an EHCP at national performed better at achieving the expected level across all 17 ELGs than pupils in Medway with an EHCP in both 2022 and 2023. Whilst national saw an improvement in 2023, Medway saw a decrease and therefore the gap with national has widened.

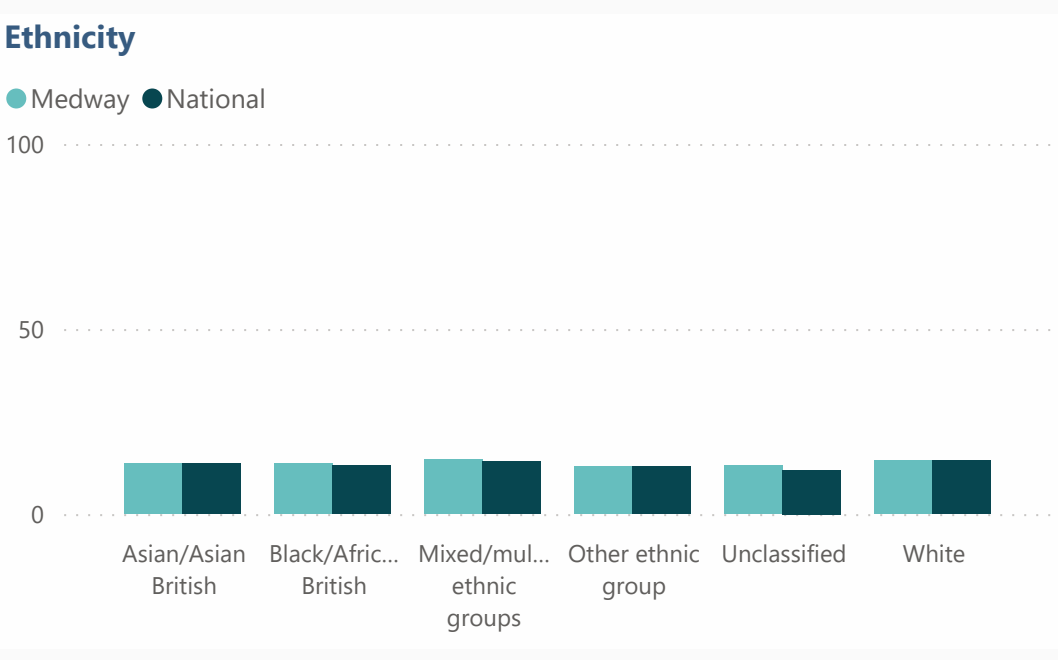
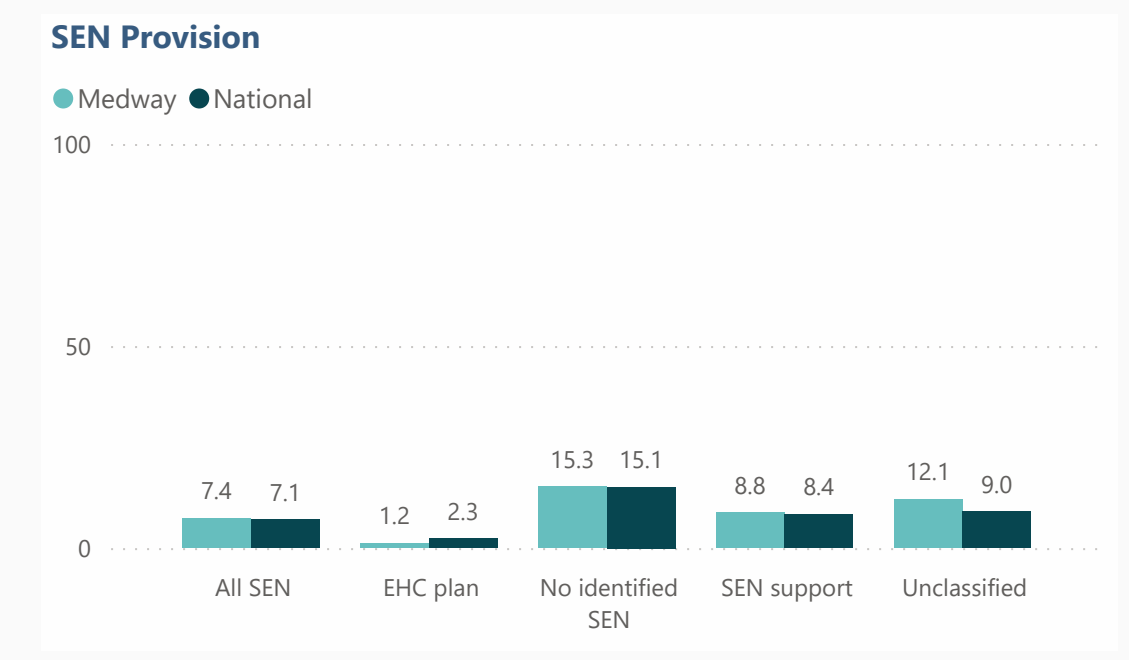
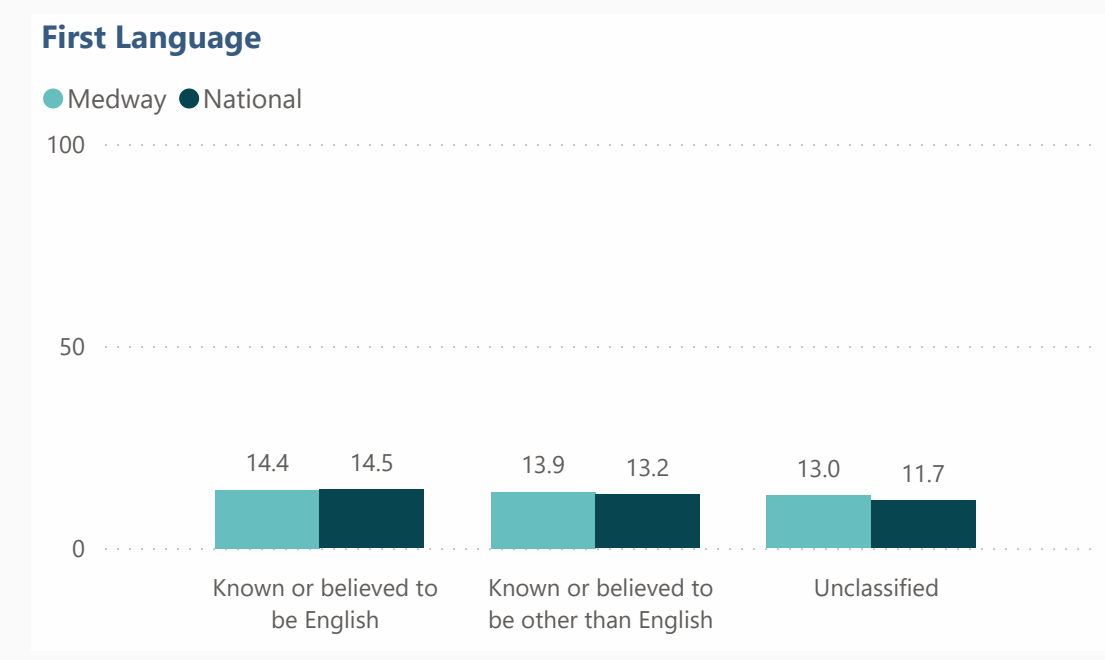
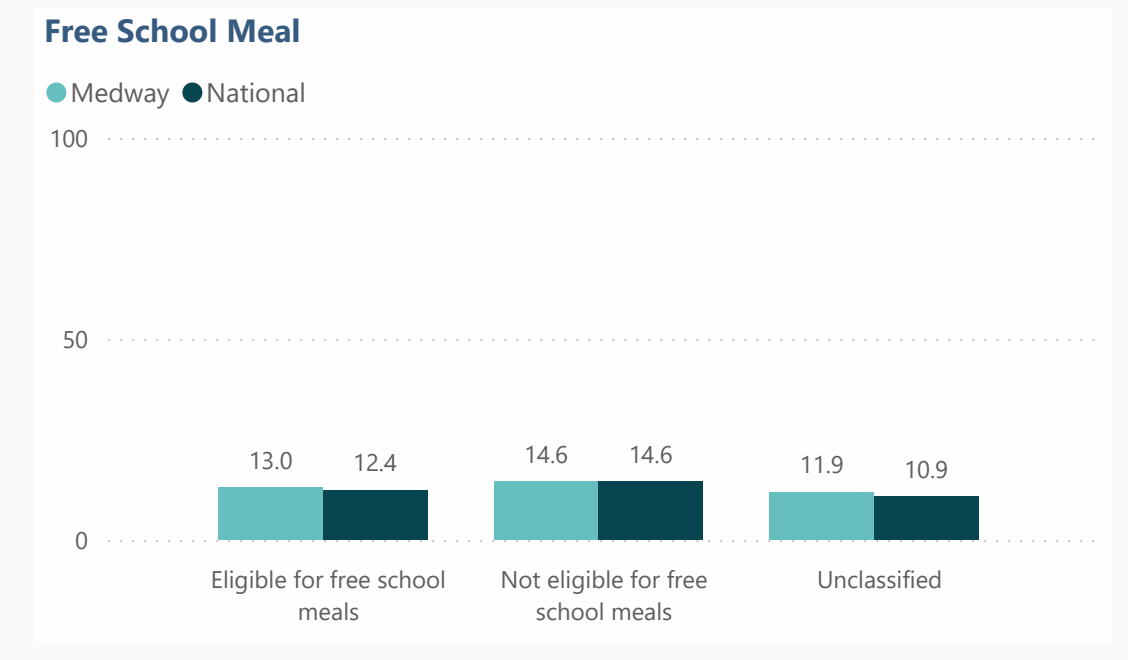
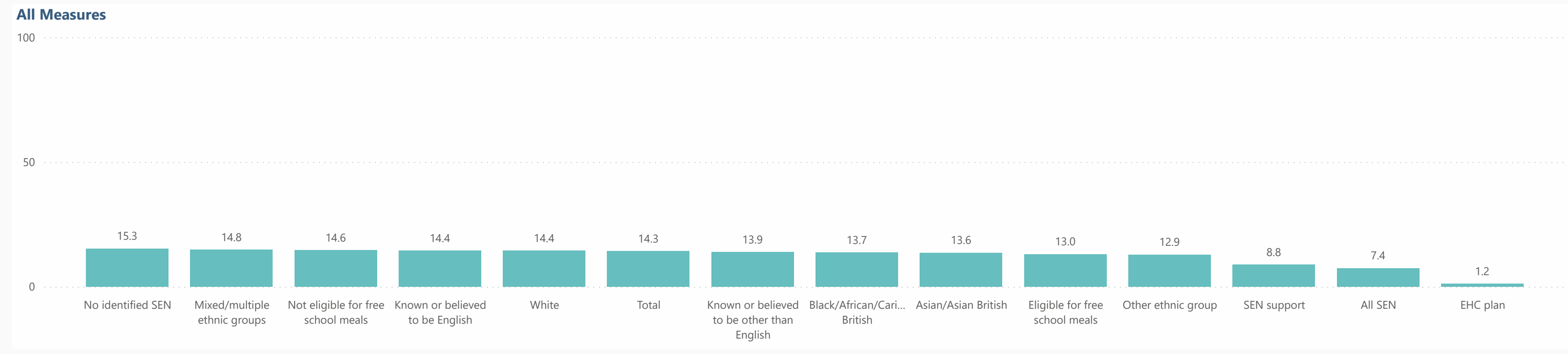
With the exception of physical development in Medway, performance in each area of learning at both national and in Medway, was lower in 2023 when compared to 2022. At national in 2023, pupils with an EHCP performed better in all 7 areas of learning than pupils with an EHCP in Medway. Medway was weaker in communication and language, personal, social and emotional development, and Literacy (same percentage of pupils achieving each of the three areas of learning) whilst national was weakest in Literacy only. Physical development was the strongest area of learning for both national and Medway.

Early Years Foundation Stage (EYFS) - Average number of Early Learning Goals (ELG) at expected level (per child)



Gender, Year, LA & National

Gender	Medway	National
All		
2022	14.2	14.1
2023	14.3	14.1
Female		
2022	15.0	14.8
2023	15.2	14.9
Male		
2022	13.4	13.3
2023	13.4	13.4



Ethnicity %

Ethnicity	Medway	National
Asian/Asian British	13.6	13.6
Black/African/Caribbean/Black British	13.7	13.2
Mixed/multiple ethnic groups	14.8	14.3
Other ethnic group	12.9	12.9
Unclassified	13.1	11.9
White	14.4	14.4

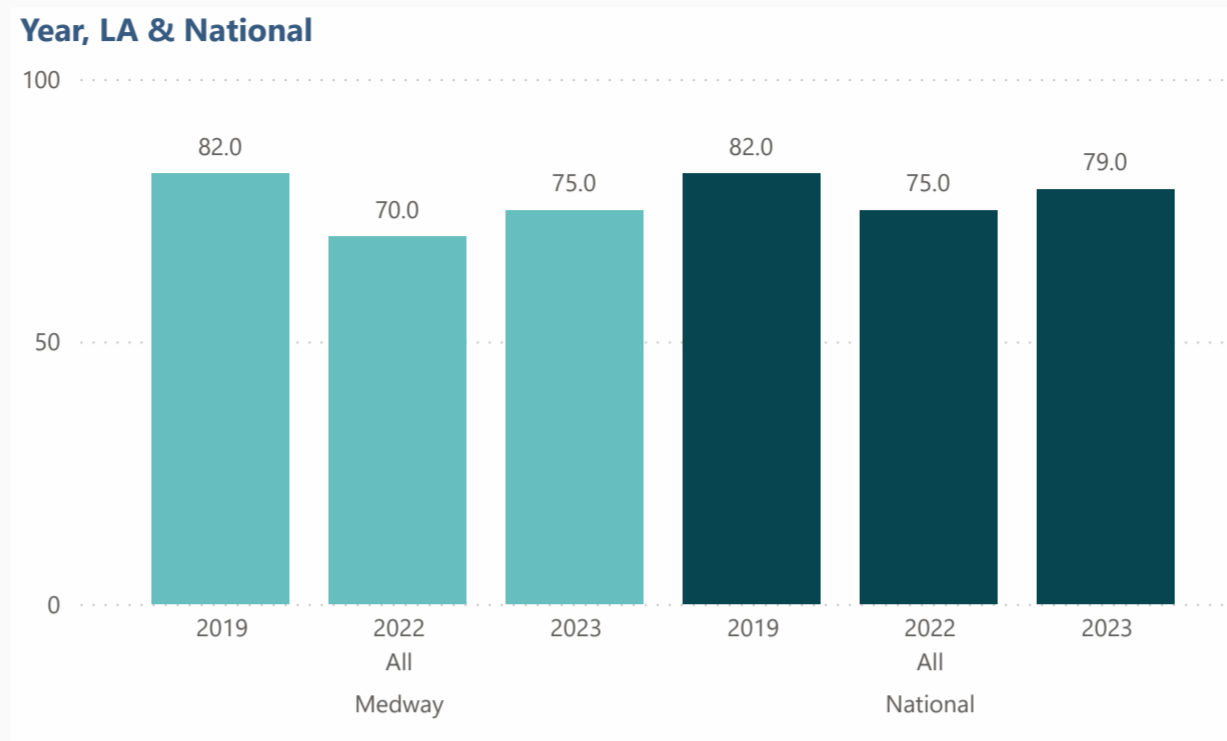
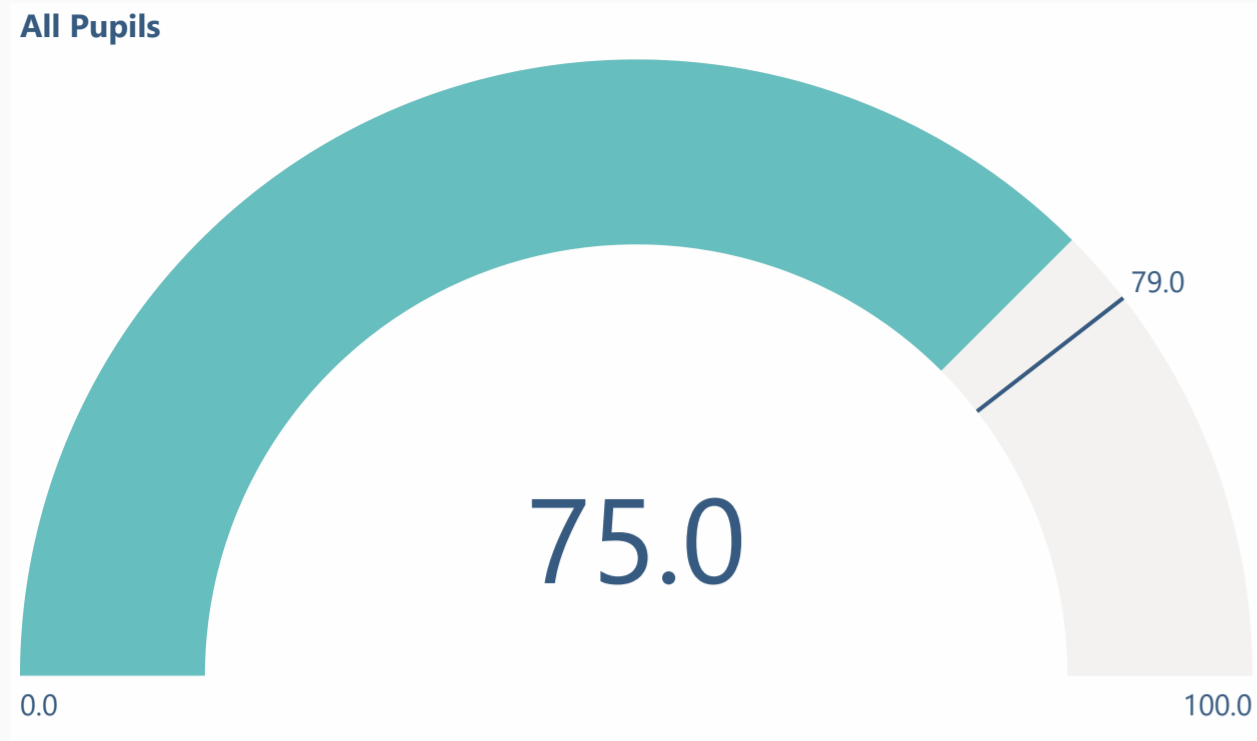
Due to revisions made to the EYFS profile, comparisons can only be made from 2021/22.

Medway saw an improvement in the average number of ELGs achieved at the expected level compared to 2022. Medway continues to perform better than national with the gap widening as the figure remained static at national.

Pupils with SEN support at national performed better in this measure than pupils in Medway with SEN support in both 2022 and 2023. Whilst national saw an improvement in 2023, Medway saw a decrease and therefore the gap with national has widened.

The average number of ELGs achieved at the expected level by pupils with an EHCP saw a decrease at both national and in Medway. However, national continues to perform better than Medway but the gap has remained static.

Phonics (PHO) - met the expected standard (Wa) - Year One

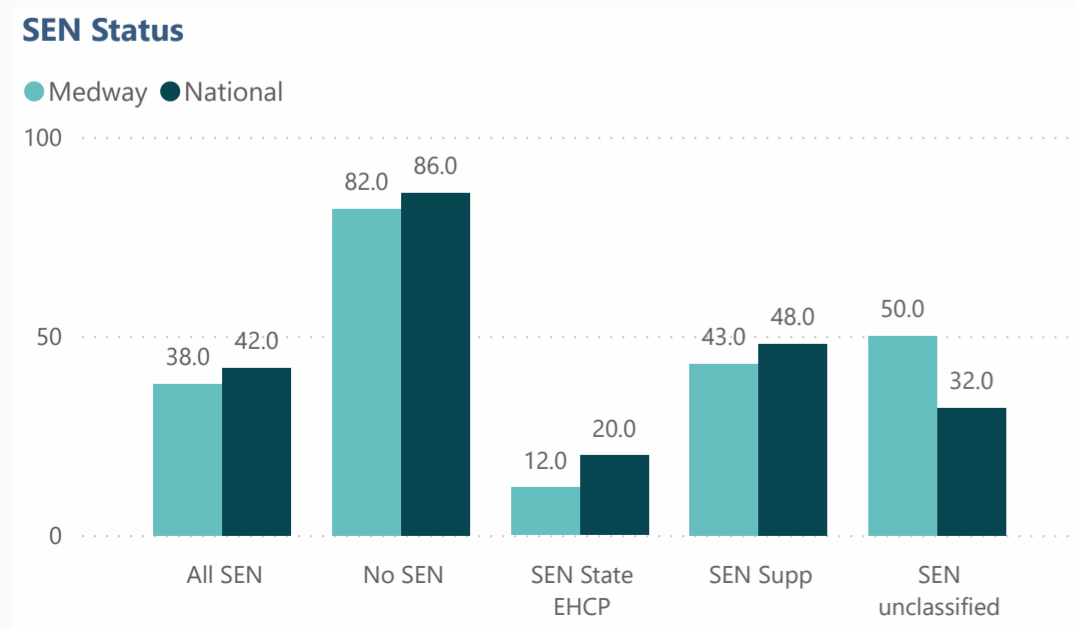
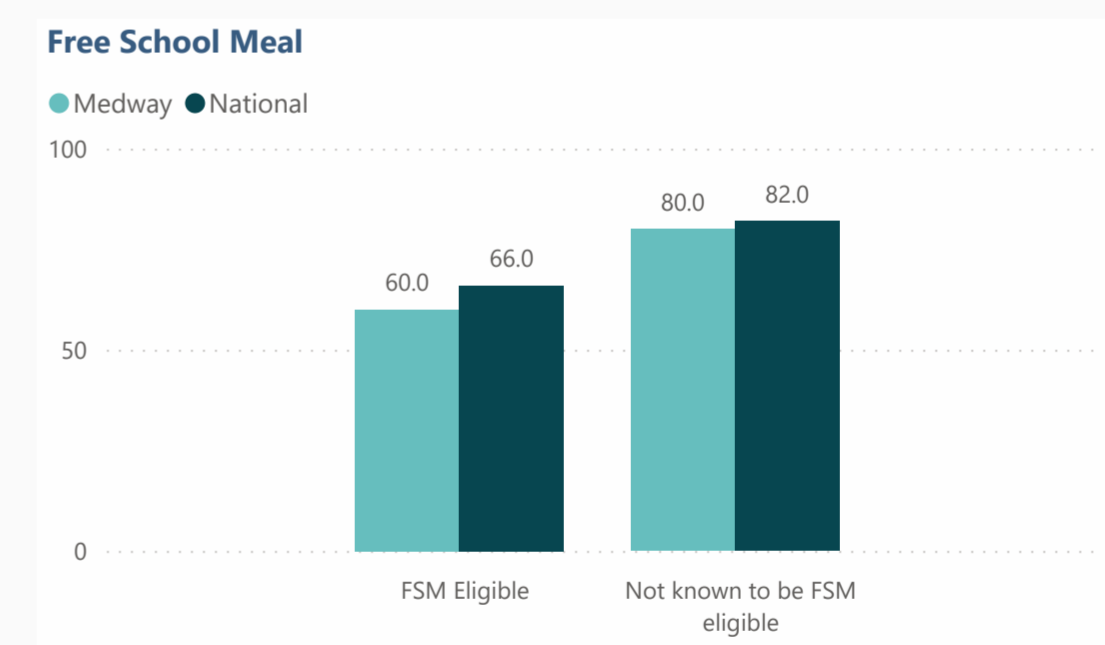
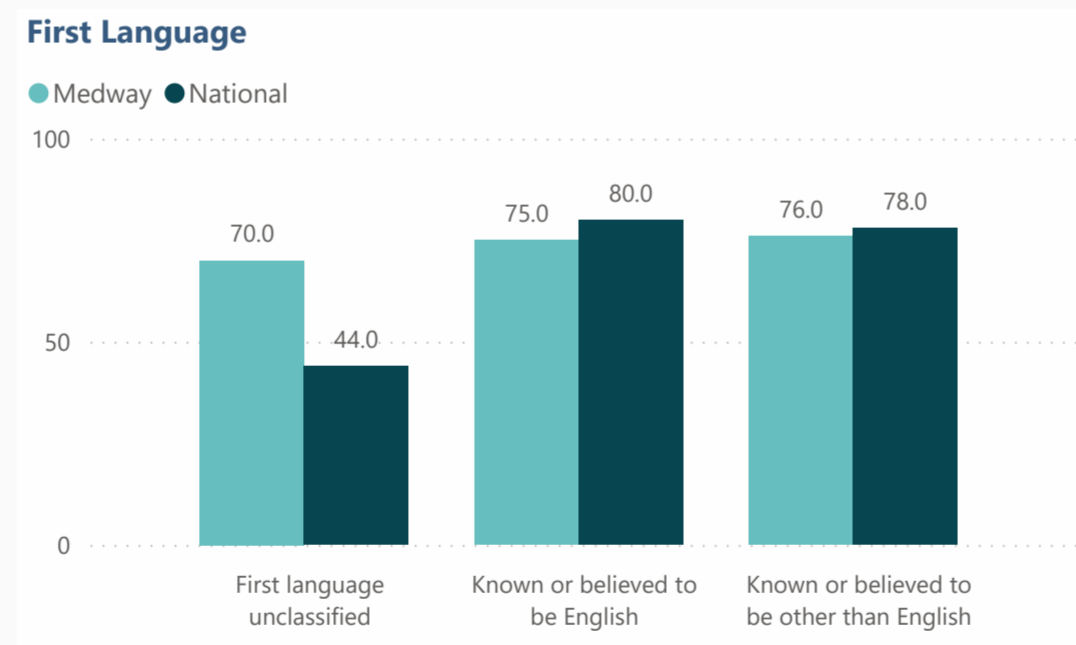
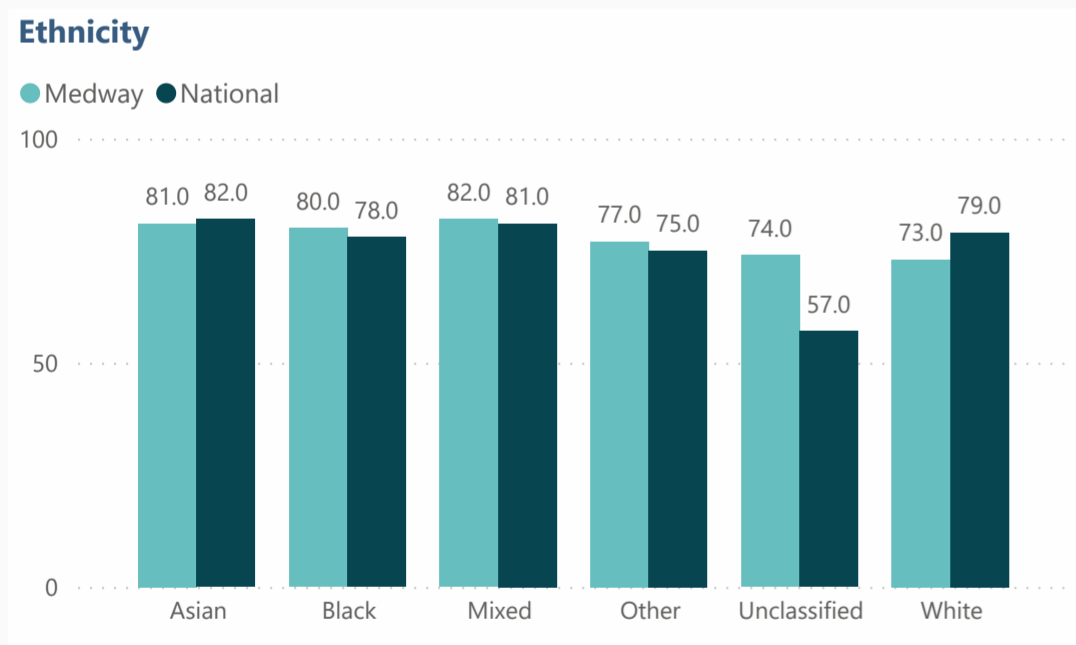
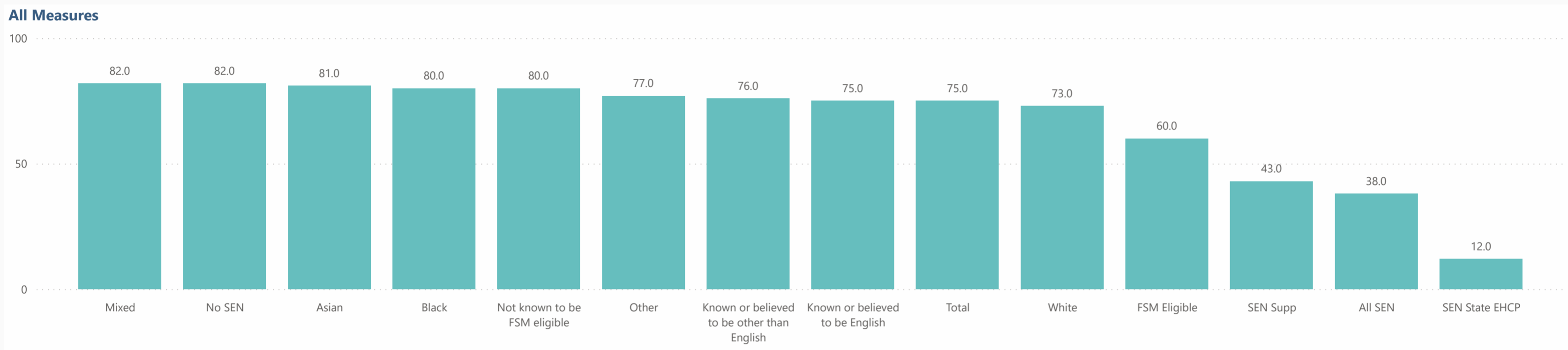


Gender, Year, LA & National

Gender	Medway	National
All		
2019	82.0	82.0
2022	70.0	75.0
2023	75.0	79.0
Female		
2019	87.0	85.0
2022	73.0	79.0
2023	78.0	82.0
Male		
2019	78.0	78.0
2022	66.0	72.0
2023	72.0	76.0

PHO Wa Yr1

138 ▲ -5

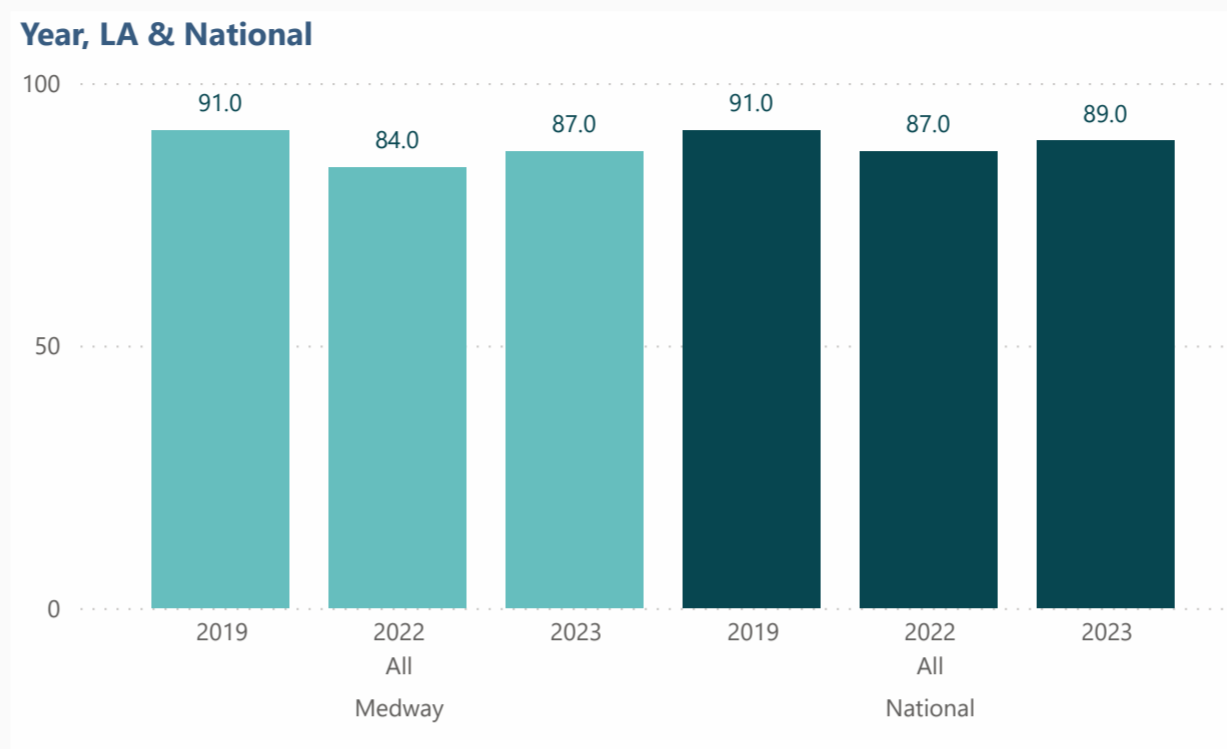
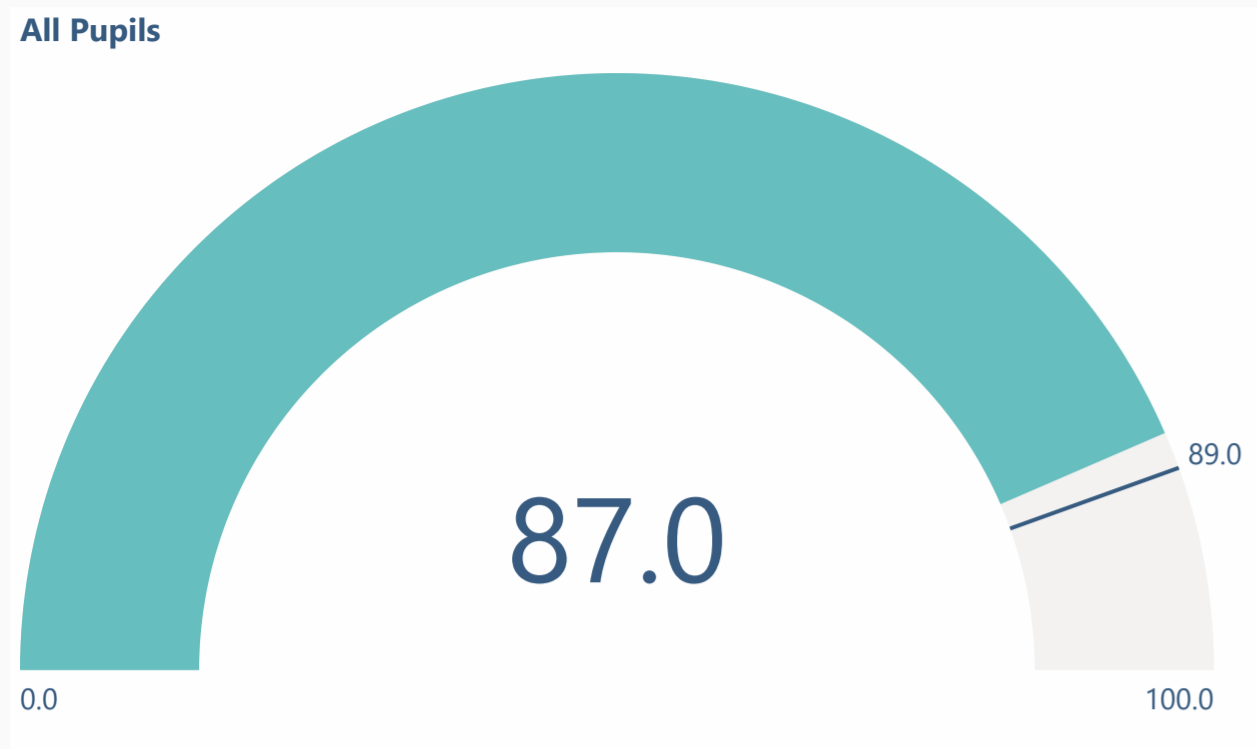


In 2019 Medway matched national performance with the percentage of pupils achieving the expected standard in Phonics at the end of Year 1. In 2022, when reporting returned, Medway and national saw a fall in the percentage of pupils achieving the check with national out-performing Medway. Whilst Medway and national improved in 2023, national continues to perform better than Medway but the gap has reduced.

Pupils with SEN support at national have continued to perform better than pupils in Medway with SEN support in achieving the expected standard in Phonics at the end of Year 1. Whilst the gap remained the same in 2019 and 2022, it widened in 2023.

Pupils with an EHCP at national have continued to perform better than pupils in Medway with an EHCP in achieving the expected standard in Phonics at the end of Year 1. Whilst the gap significantly increased in 2022, it reduced in 2023 but is still wider than it was in 2019.

Phonics (PHO) - met the expected standard (Wa) - Year Two

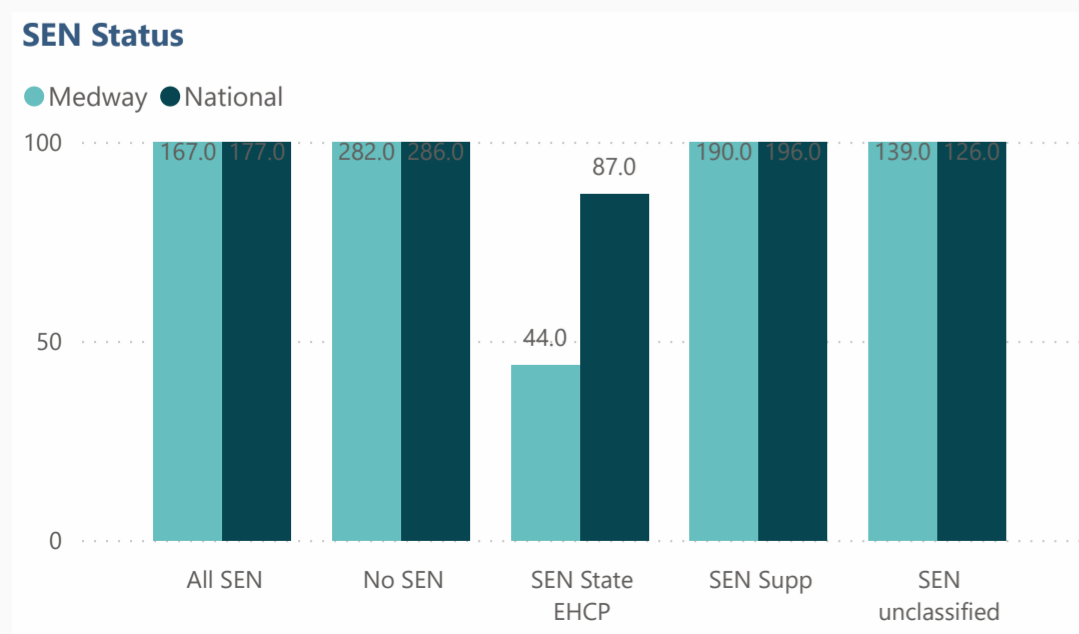
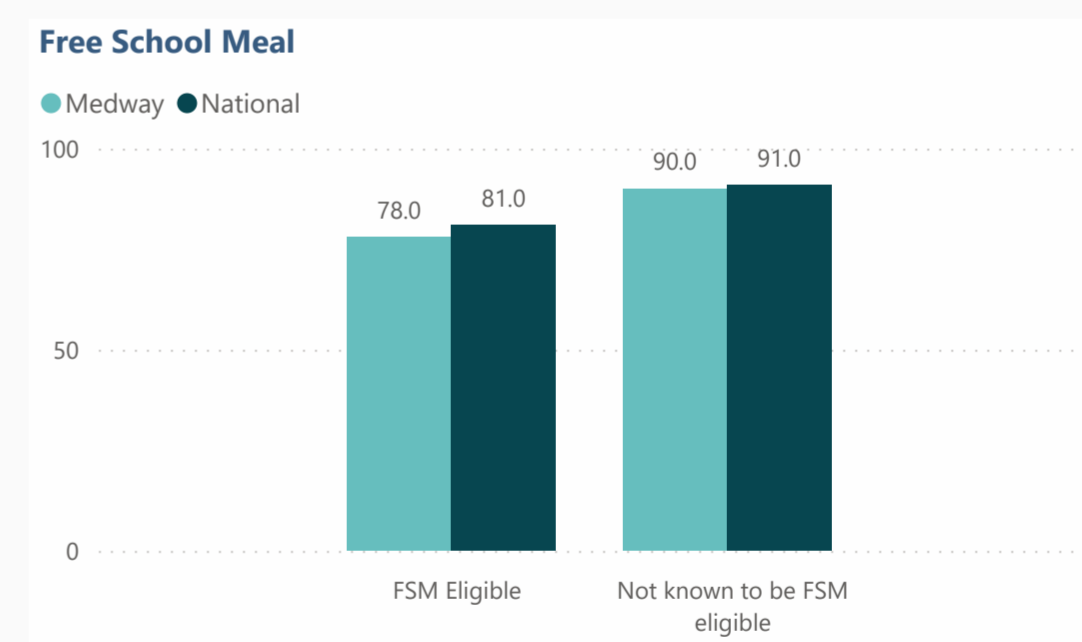
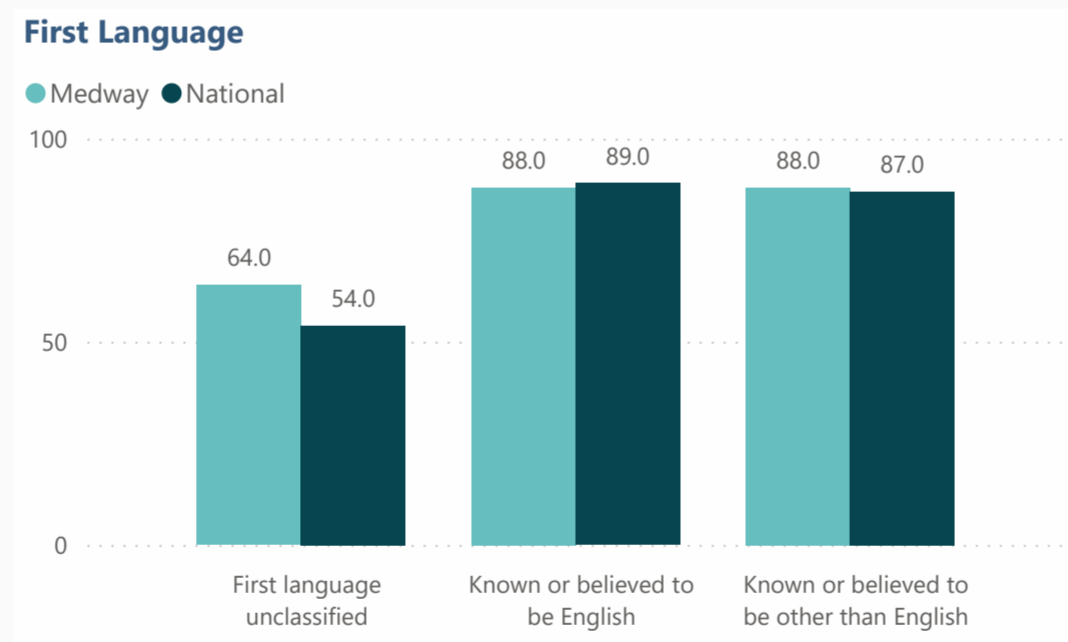
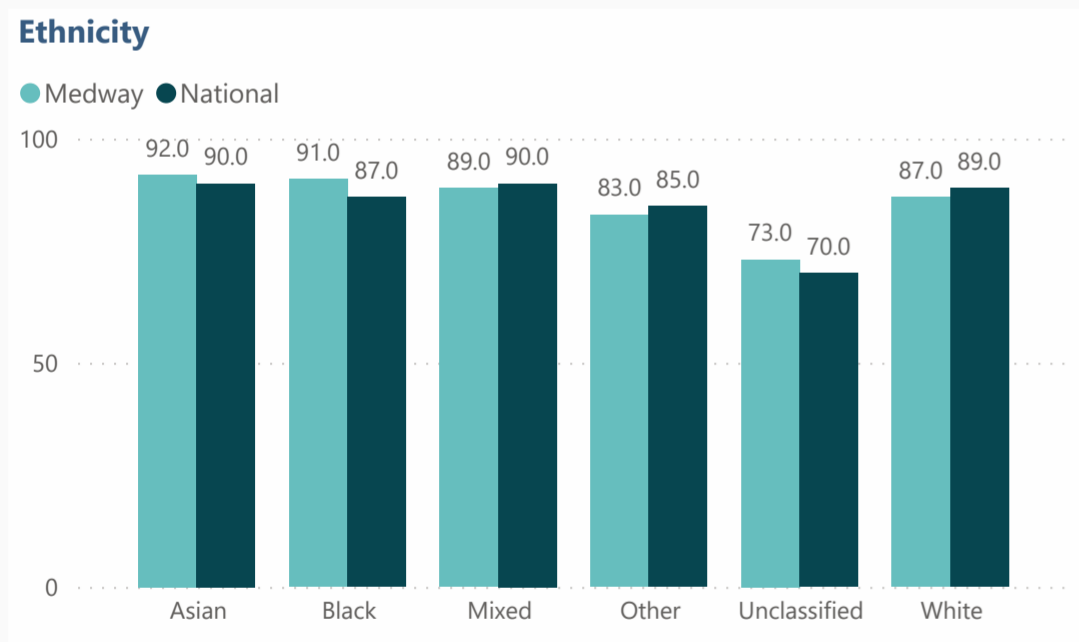
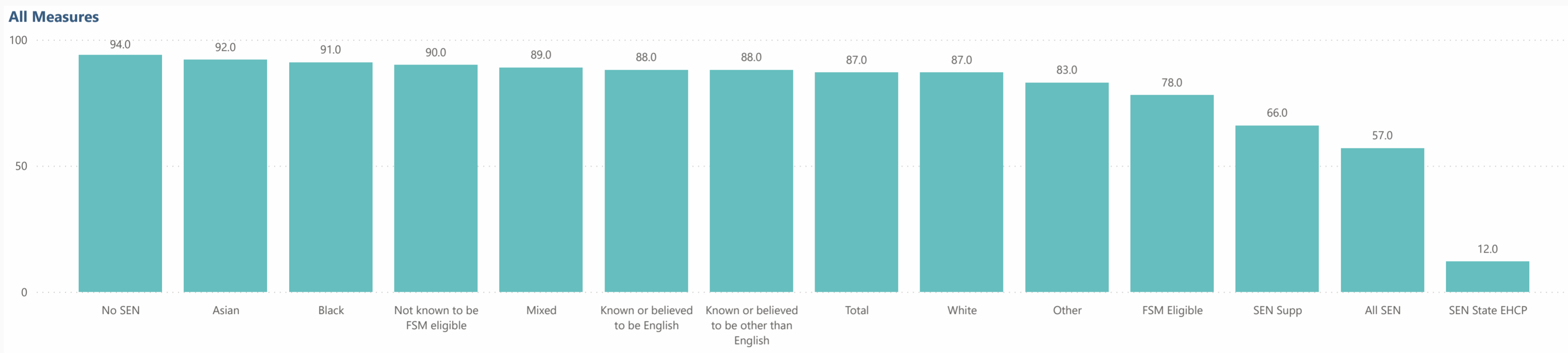


Gender, Year, LA & National

Gender	Medway	National
All		
2019	91.0	91.0
2022	84.0	87.0
2023	87.0	89.0
Female		
2019	93.0	94.0
2022	87.0	89.0
2023	90.0	91.0
Male		
2019	89.0	89.0
2022	81.0	85.0
2023	85.0	86.0

PHO Wa Yr2

120 ▲ -14

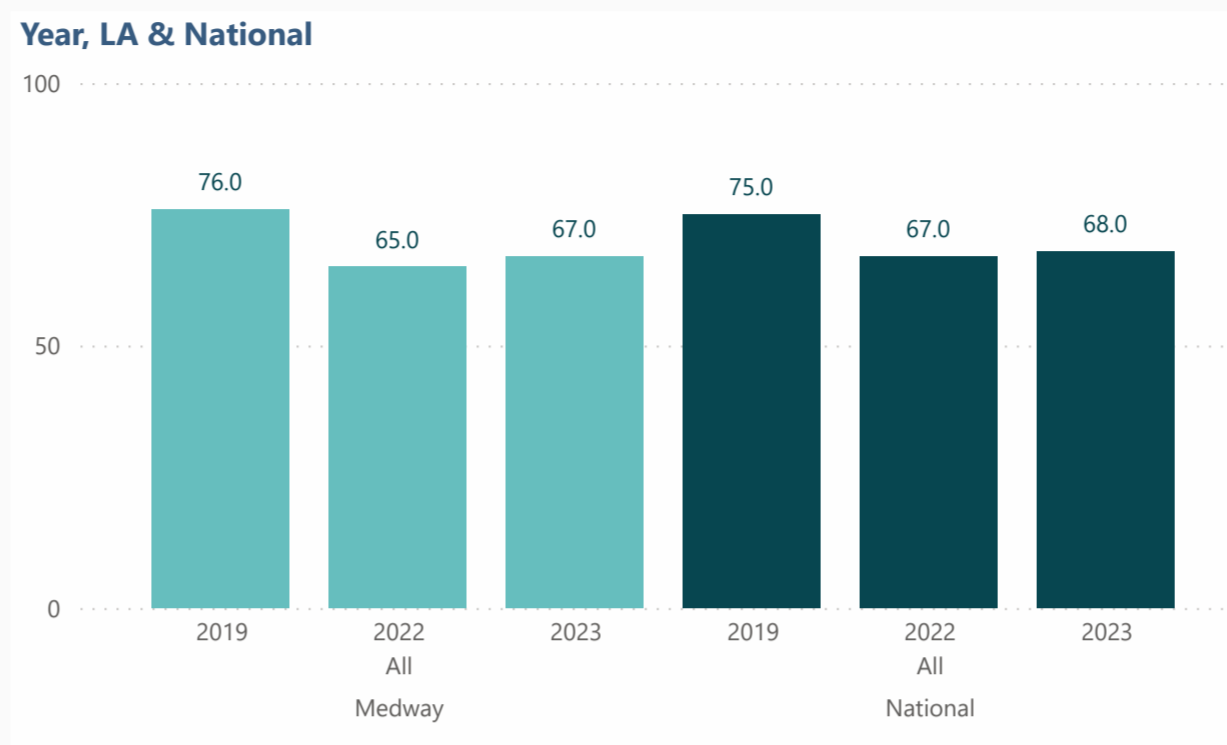
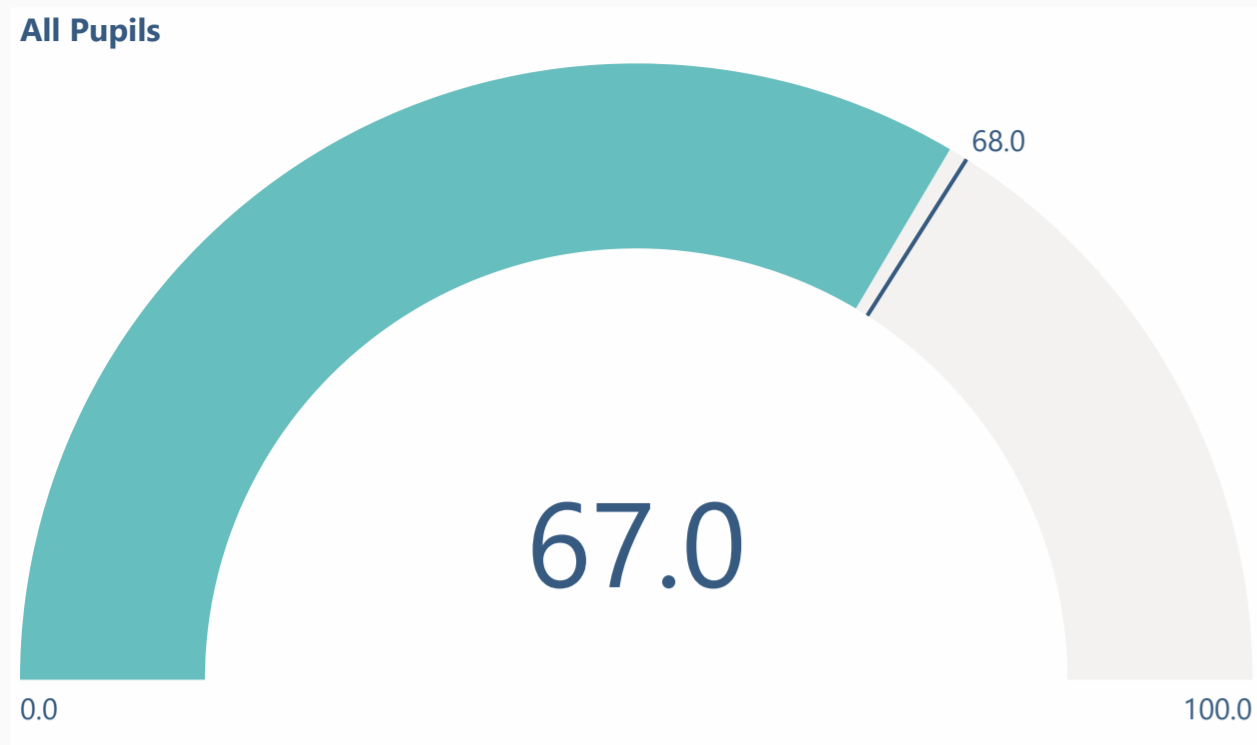


In 2019 Medway matched national performance with the percentage of pupils achieving the expected standard in Phonics at the end of Year 2. In 2022, when reporting returned, Medway and national saw a fall in the percentage of pupils achieving the check with national out-performing Medway. Whilst Medway and national improved in 2023, national continues to perform better than Medway but the gap has reduced.

In 2019, the percentage of pupils with SEN support meeting the expected in Phonics at the end of Year 2 was higher in Medway than national for the same group. In 2022, Medway saw a greater reduction in the percentage of pupils with SEN support achieving the Phonic Check than national, but matched national in 2023.

At national, the percentage of pupils with an EHCP meeting the expected standard in Phonics at the end of Year 2 continues to be higher than pupils with an EHCP in Medway with the gap widening significantly in 2022. Whilst national saw an improvement in 2023, the figure remained the same in Medway resulting in the gap further widening.

Key Stage One (KS1) - % met the expected standard - Reading

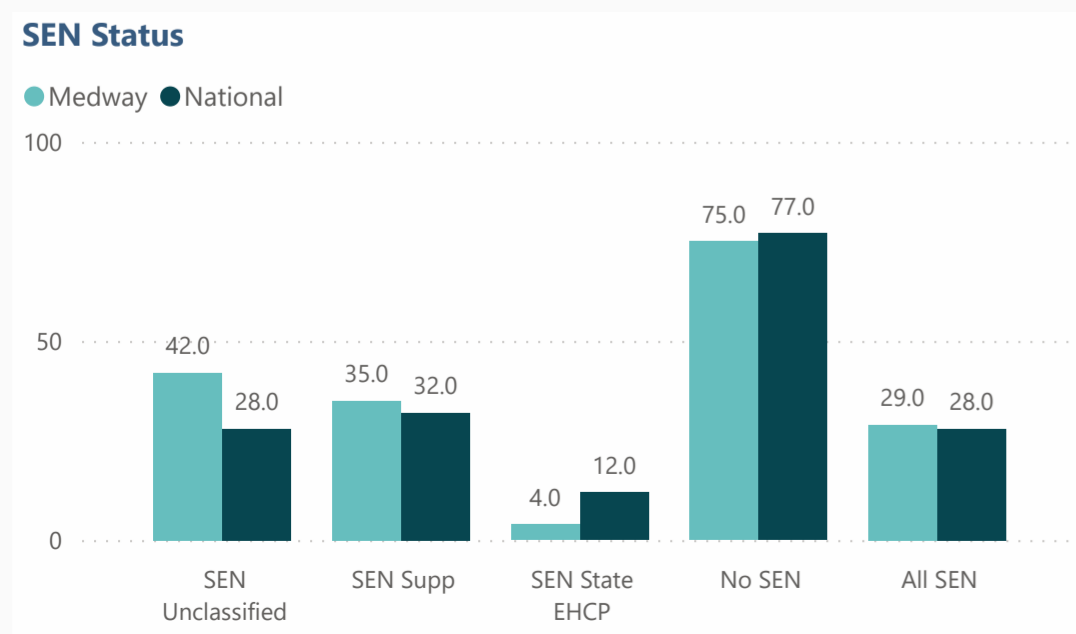
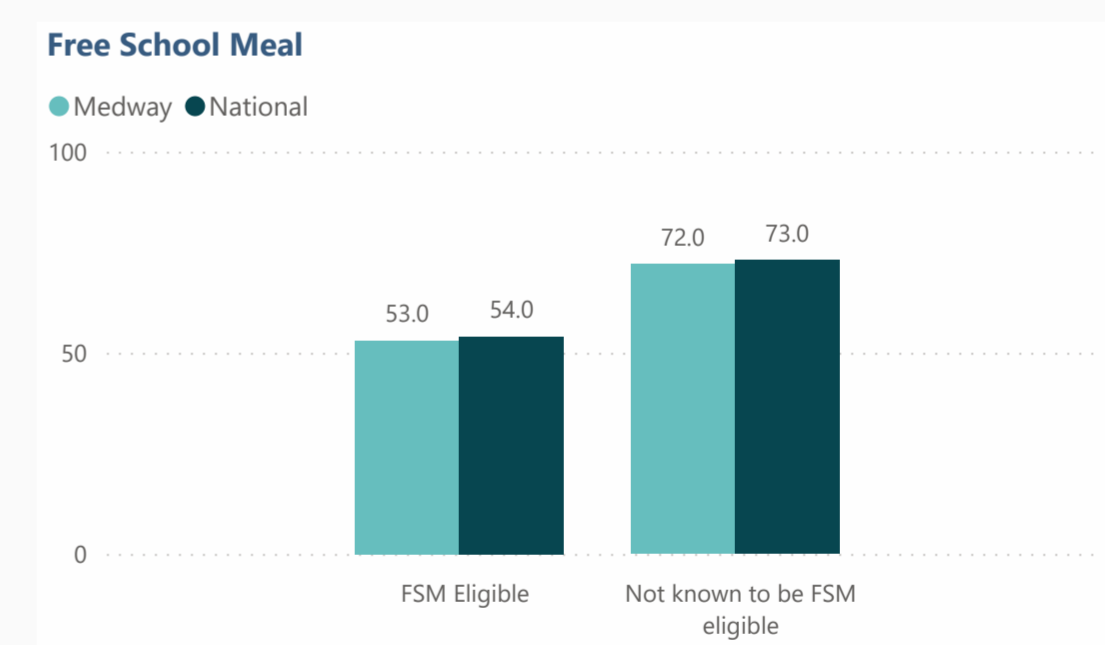
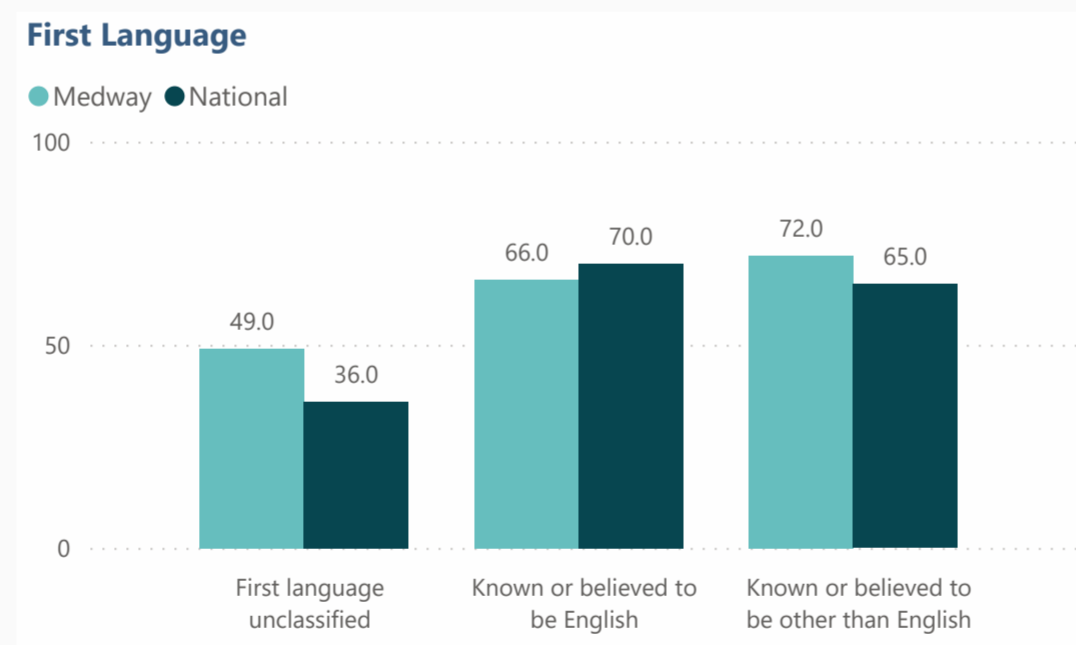
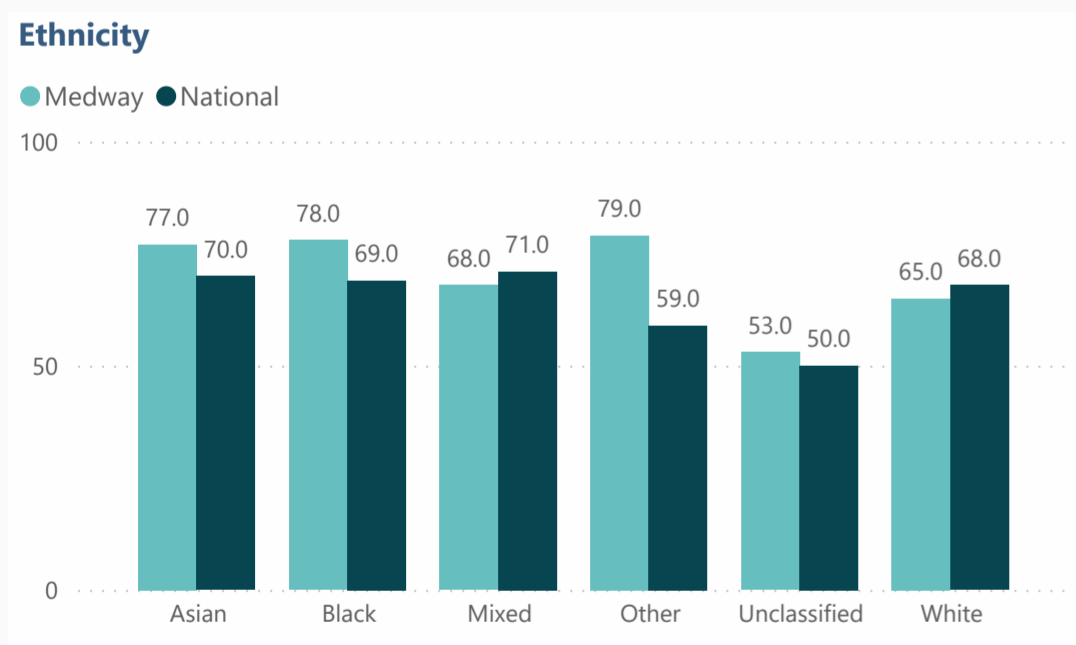
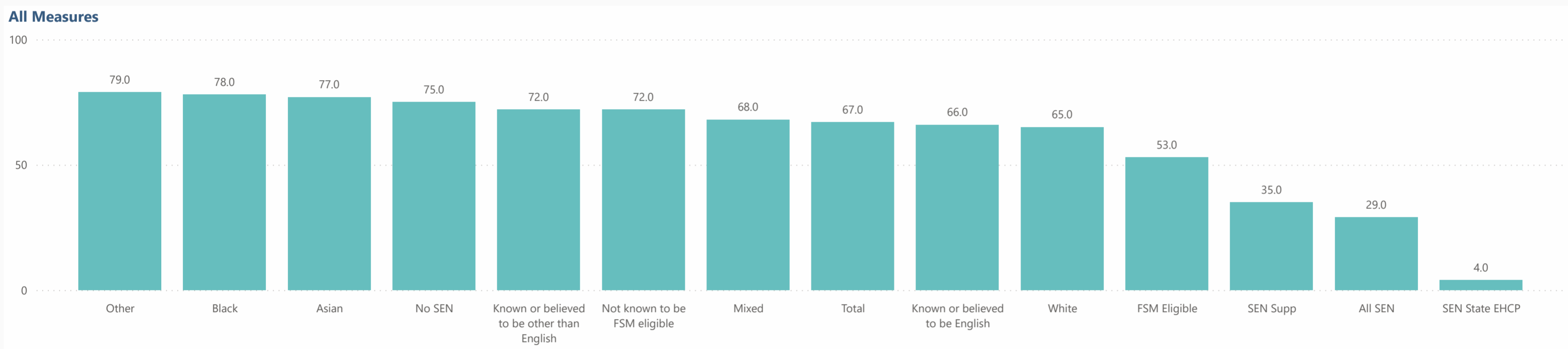


Gender, Year, LA & National

Gender	Medway	National
All		
2019	76.0	75.0
2022	65.0	67.0
2023	67.0	68.0
Female		
2019	81.0	79.0
2022	69.0	71.0
2023	70.0	72.0
Male		
2019	71.0	71.0
2022	61.0	63.0
2023	64.0	65.0

KS1 Rea

95 ▲ -7



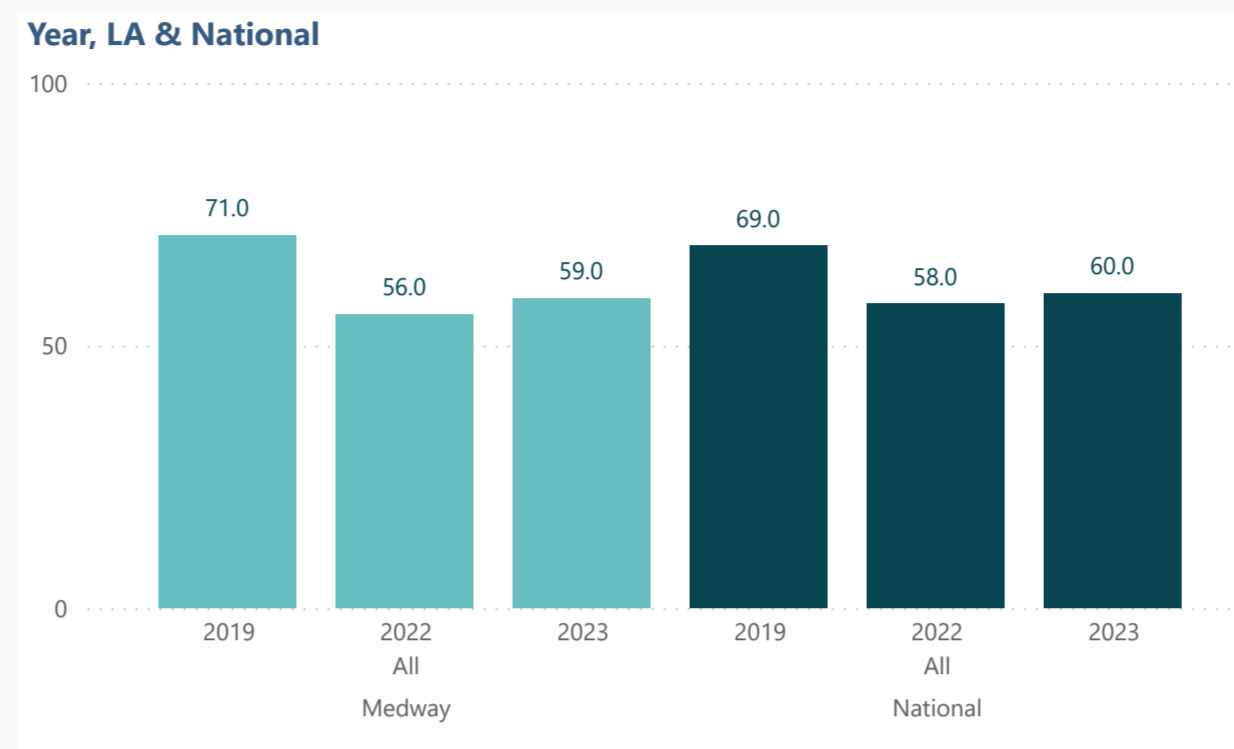
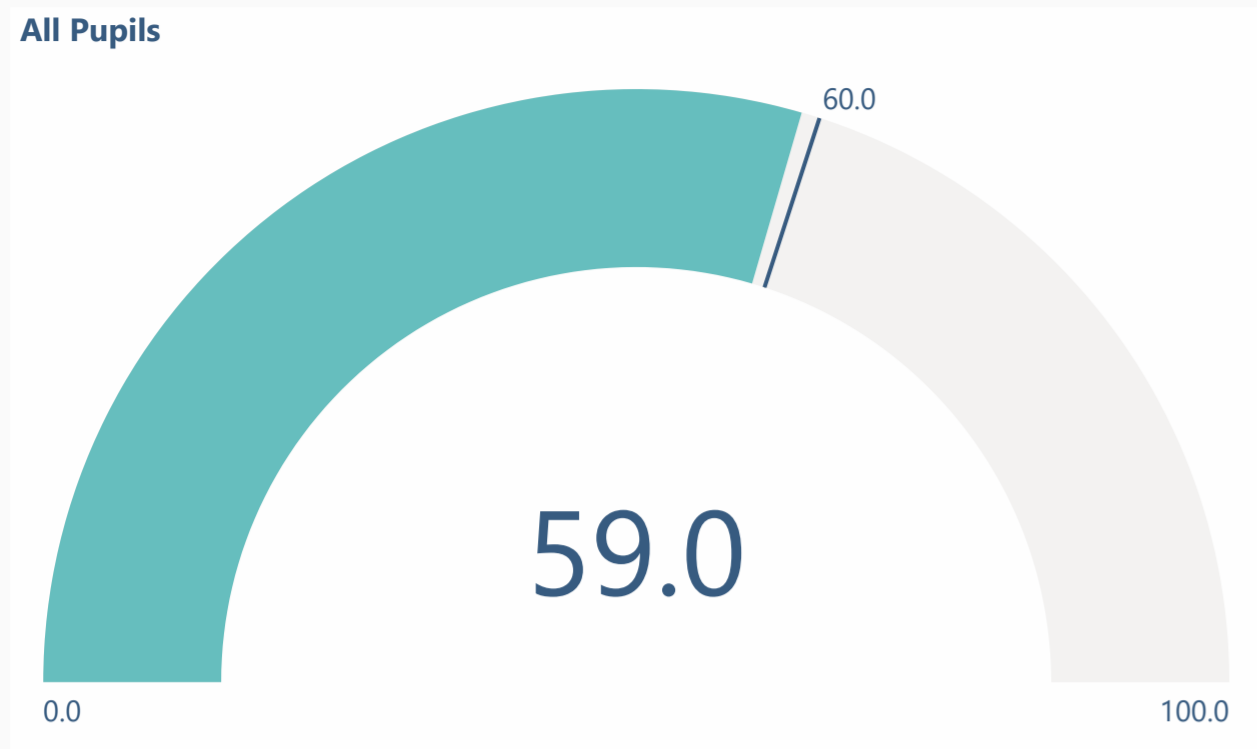
In 2019, the percentage of pupils achieving the expected standard in reading at the end of KS1 was higher in Medway than national. National and Medway saw a reduction in the number of pupils achieving the measure in 2022 with national performing better than Medway. Whilst Medway and national improved in 2023, national continues to perform better than Medway but the gap has reduced.

Whilst pupils with SEN support at national performed better than pupils with SEN support in Medway at the end of KS1 in reading in 2022, Medway performed better than national in 2019 and 2023. The gap with national has remained the same but performance at both national and in Medway is lower than it was in 2019.

Pupils with an EHCP at national have consistently performed better than pupils with an EHCP in Medway in Reading at the end of KS1. Whilst there was an improvement in performance in Medway for the group in 2023 (national remained the same), Medway's performance is significantly below national but the gap did reduce in 2023.

KS1 SATs are no longer statutory and schools will no longer be submitting teacher assessments for reading as from 2024.

Key Stage One (KS1) - % met the expected standard - Writing

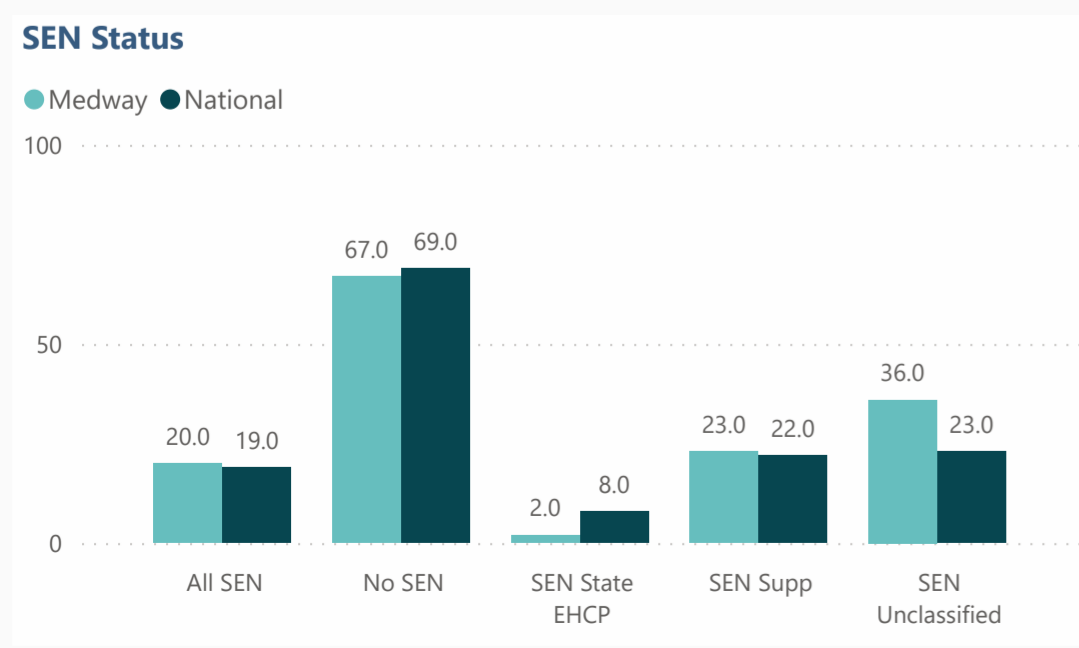
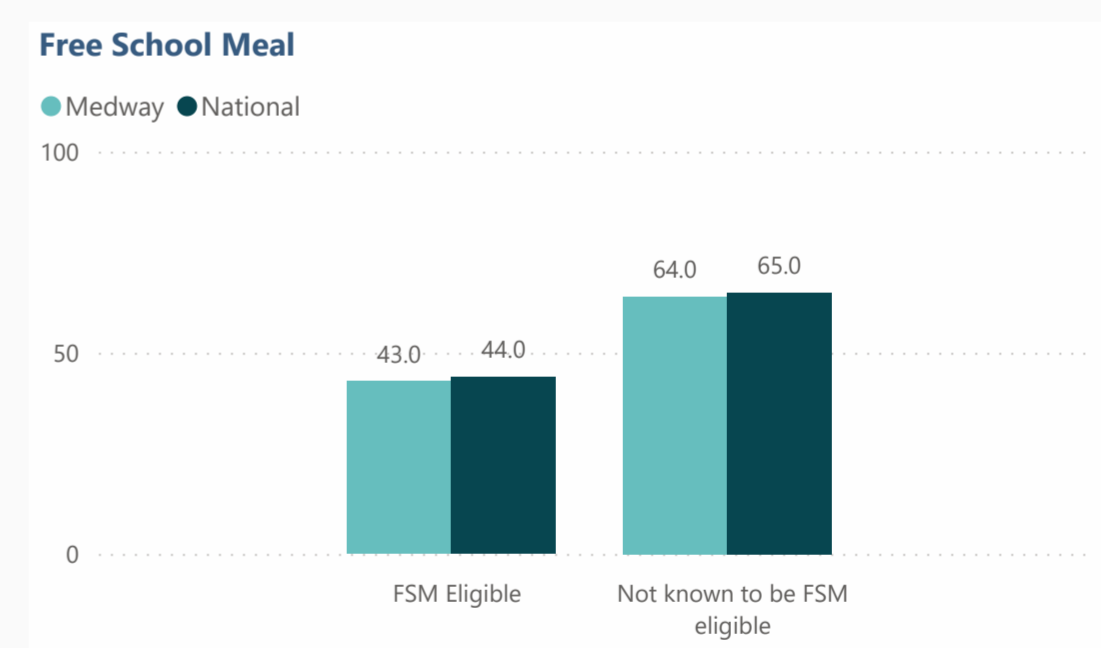
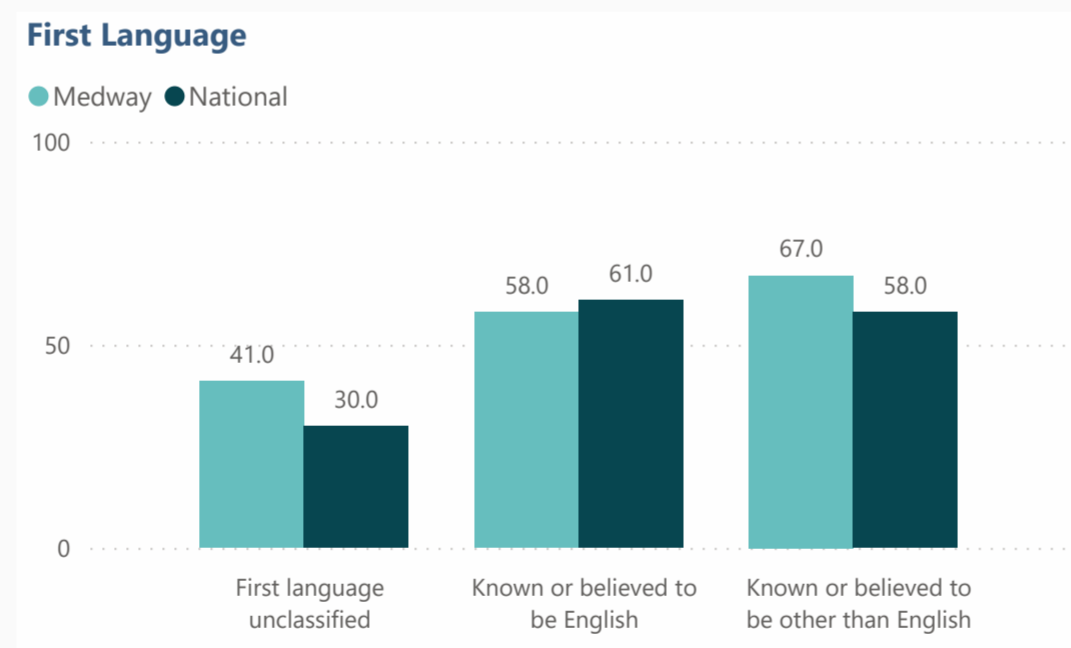
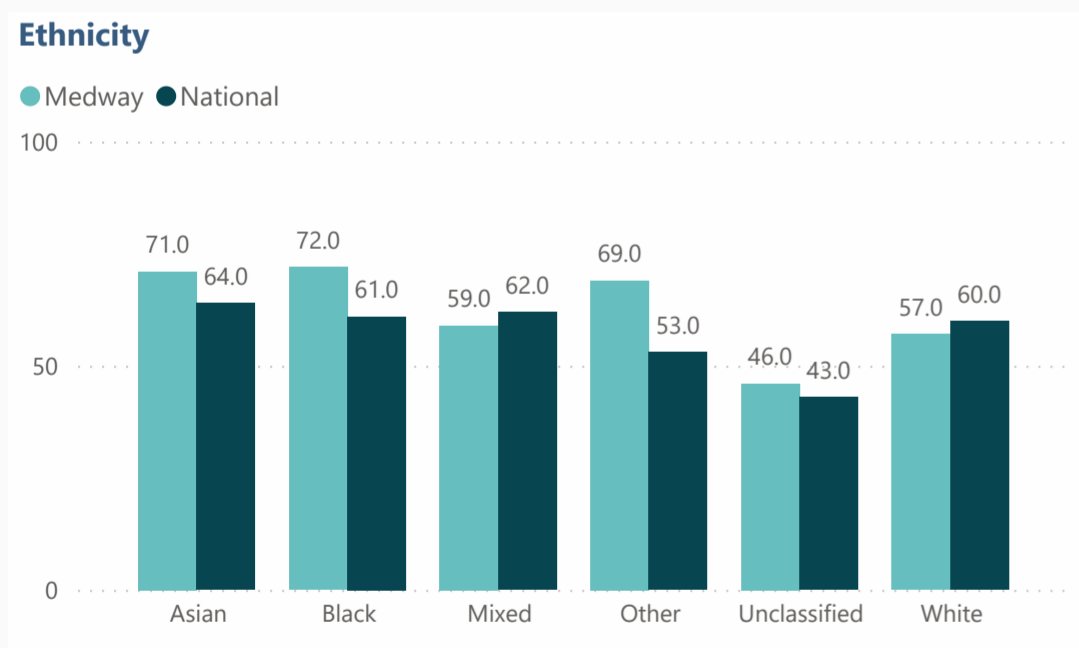
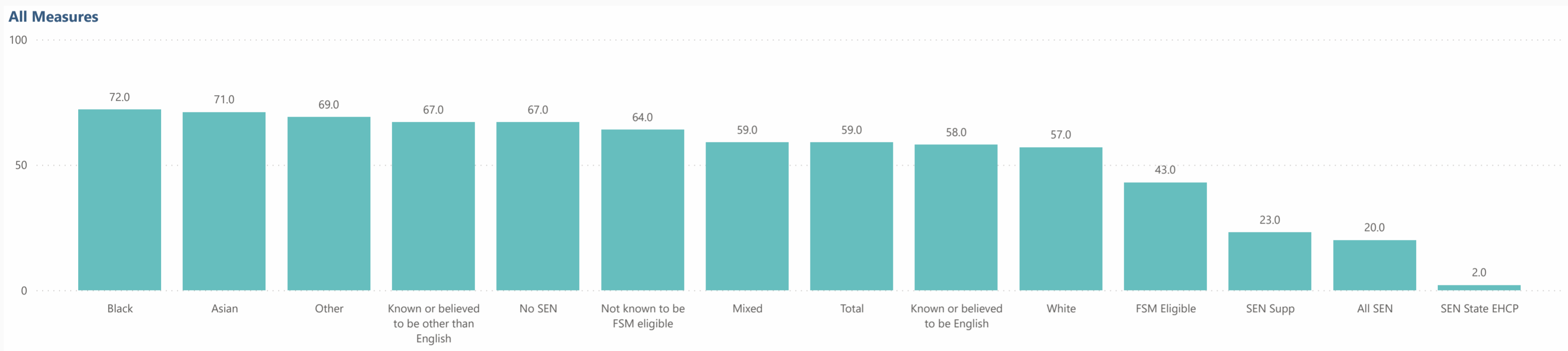


Gender, Year, LA & National

Gender	Medway	National
All		
2019	71.0	69.0
2022	56.0	58.0
2023	59.0	60.0
Female		
2019	77.0	76.0
2022	62.0	64.0
2023	65.0	66.0
Male		
2019	65.0	63.0
2022	50.0	52.0
2023	53.0	54.0

KS1 Wri

90 ▲ -4



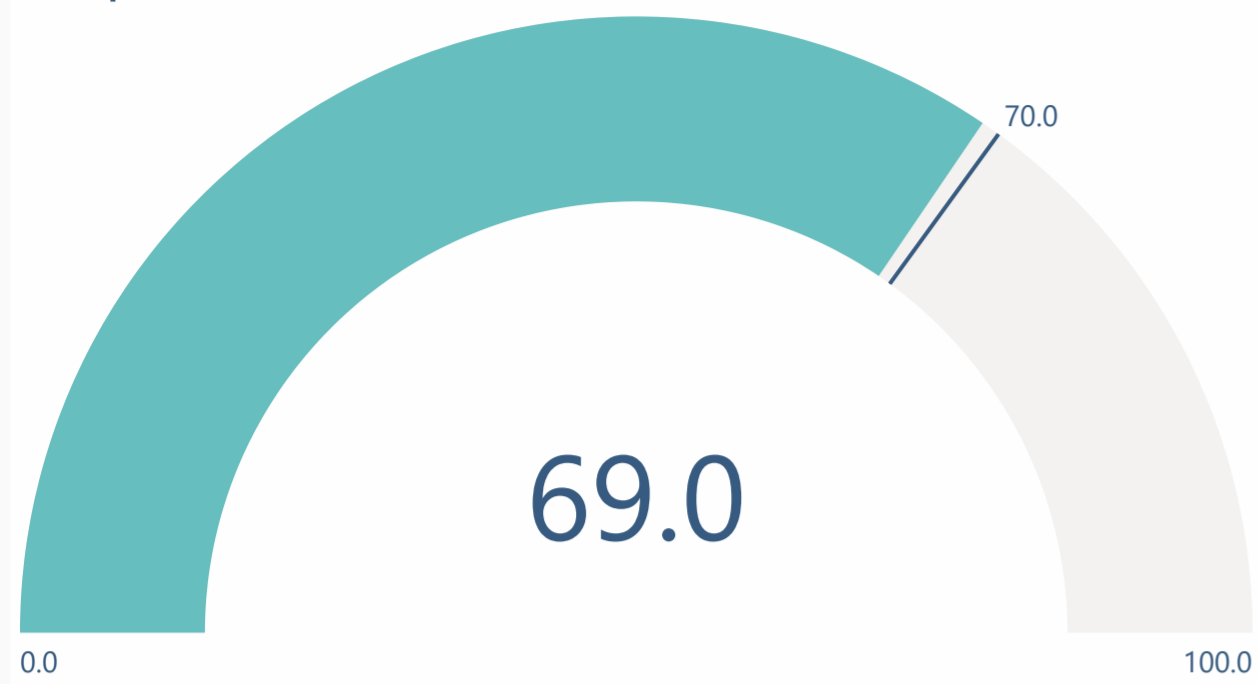
In 2019, the percentage of pupils achieving the expected standard in writing at the end of KS1 was higher in Medway than national. National and Medway saw a decline in the number of pupils achieving the measure in 2022 with national performing better than Medway. Whilst Medway and national improved in 2023, national continues to perform better than Medway but the gap has reduced.

Medway pupils with SEN support have performed better than pupils with SEN support in writing at the end of KS1 in 2019 and 2023; the gap has reduced but the performance is lower in 2023 than it was in 2019.

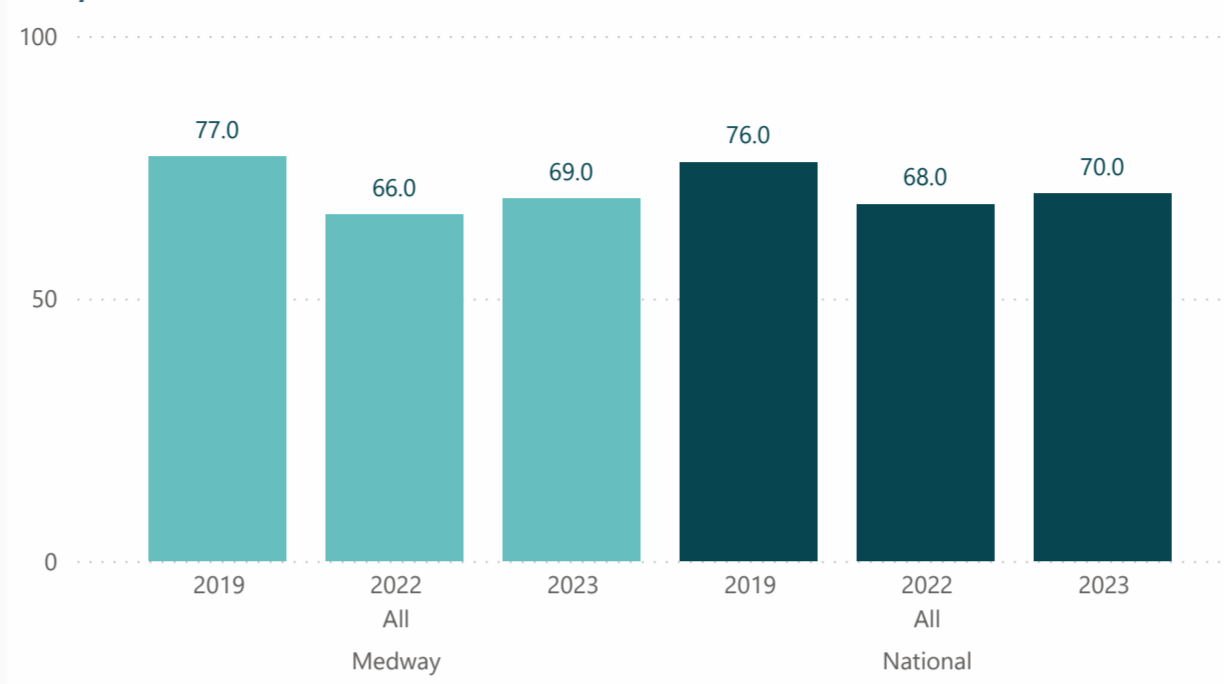
KS1 SATs are no longer statutory and schools will no longer be submitting teacher assessments for writing as from 2024.

Key Stage One (KS1) - % met the expected standard - Maths

All Pupils



Year, LA & National



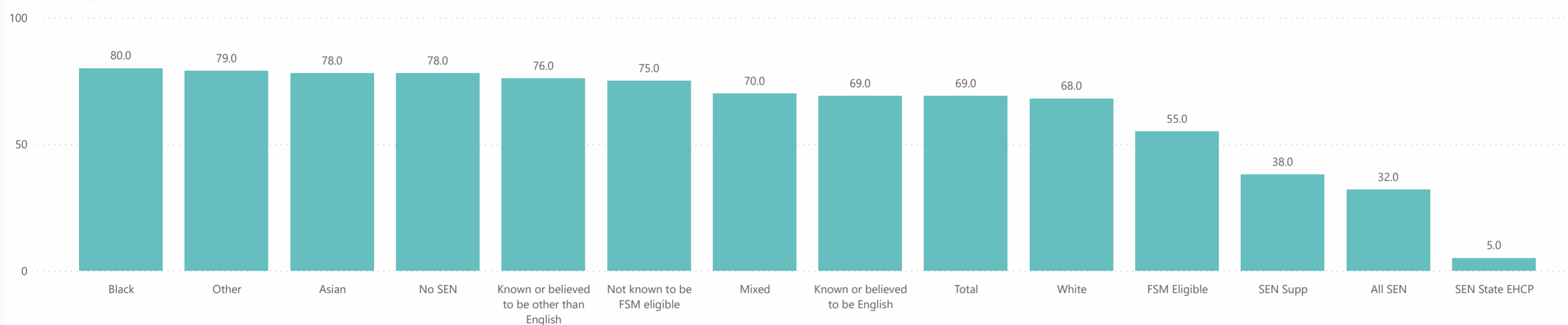
Gender, Year, LA & National

Gender	Medway	National
All		
2019	77.0	76.0
2022	66.0	68.0
2023	69.0	70.0
Female		
2019	79.0	77.0
2022	66.0	67.0
2023	70.0	70.0
Male		
2019	75.0	75.0
2022	66.0	68.0
2023	69.0	71.0

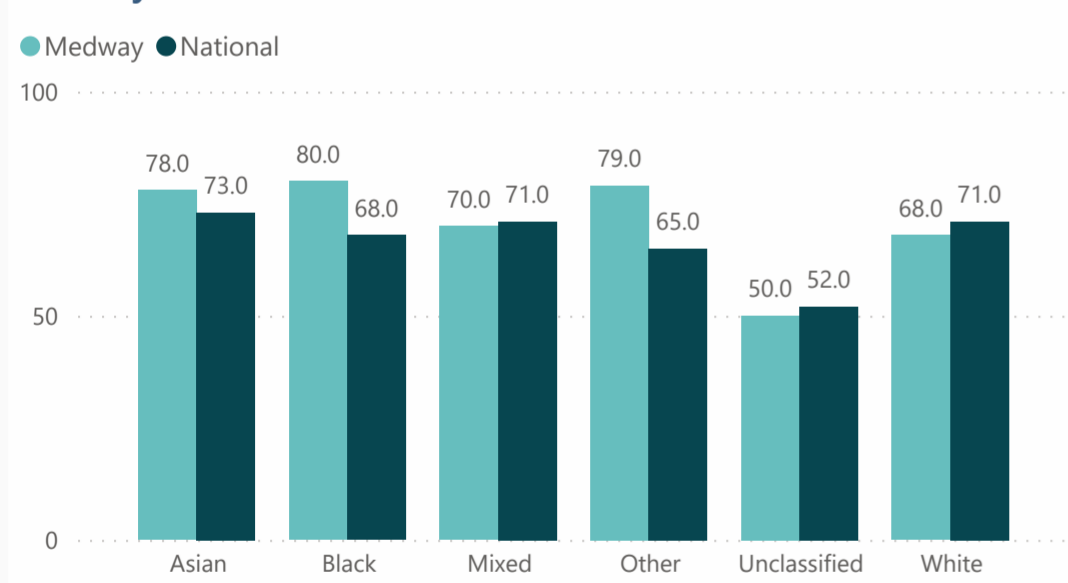
KS1 Mat

99 ▲ 1

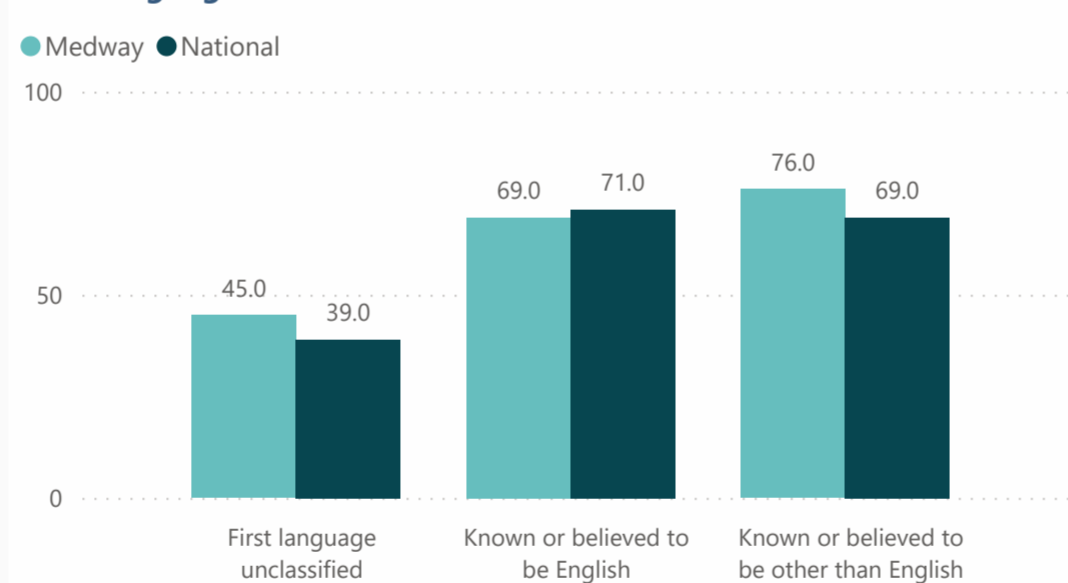
All Measures



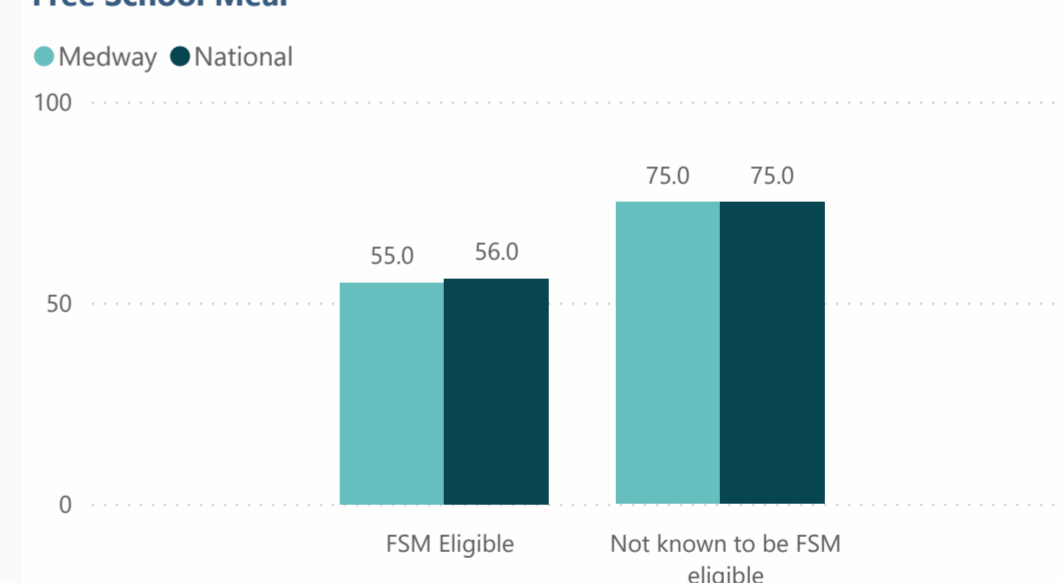
Ethnicity



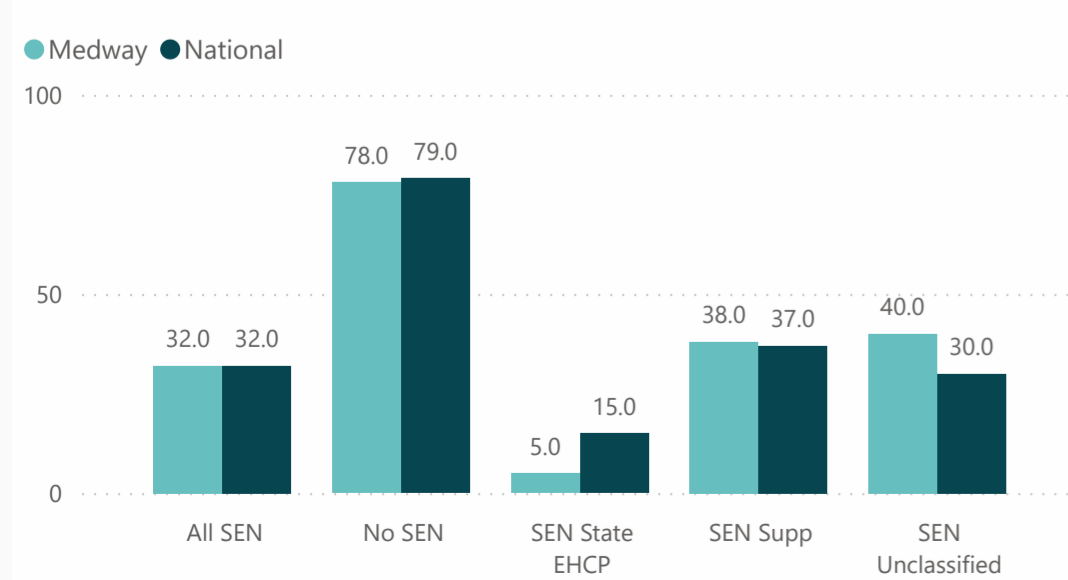
First Language



Free School Meal



SEN Status



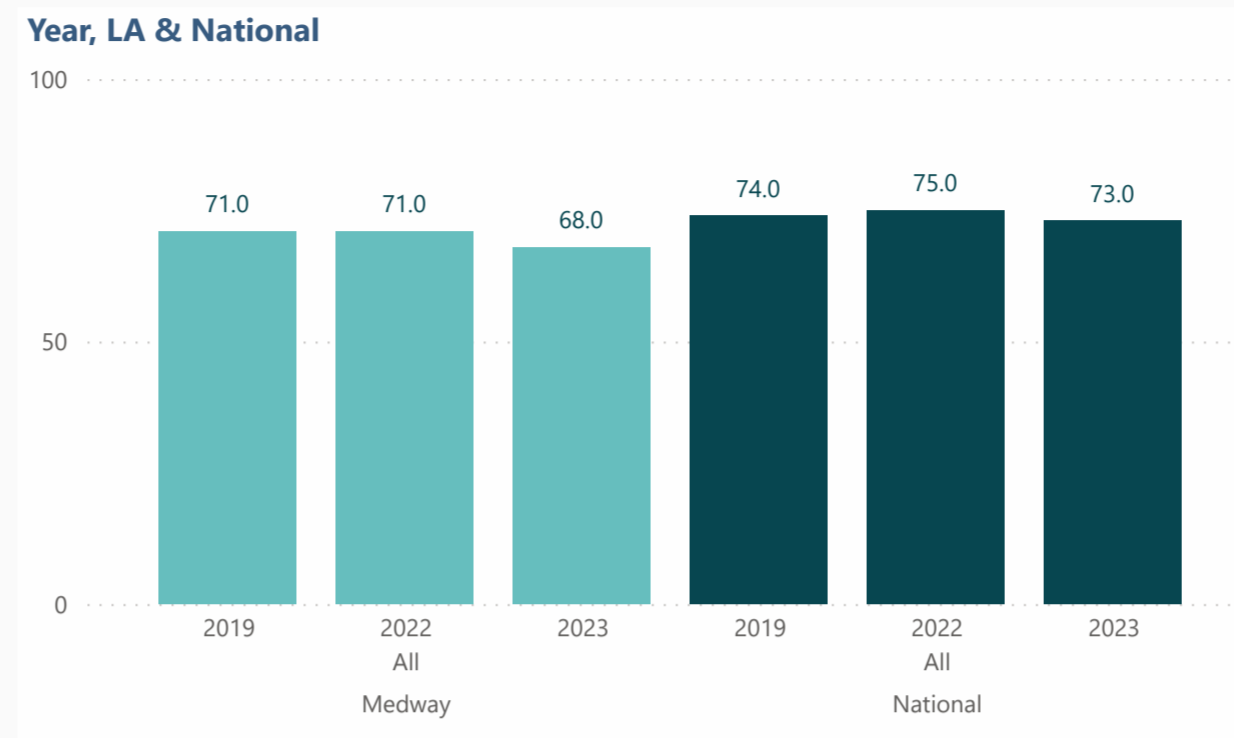
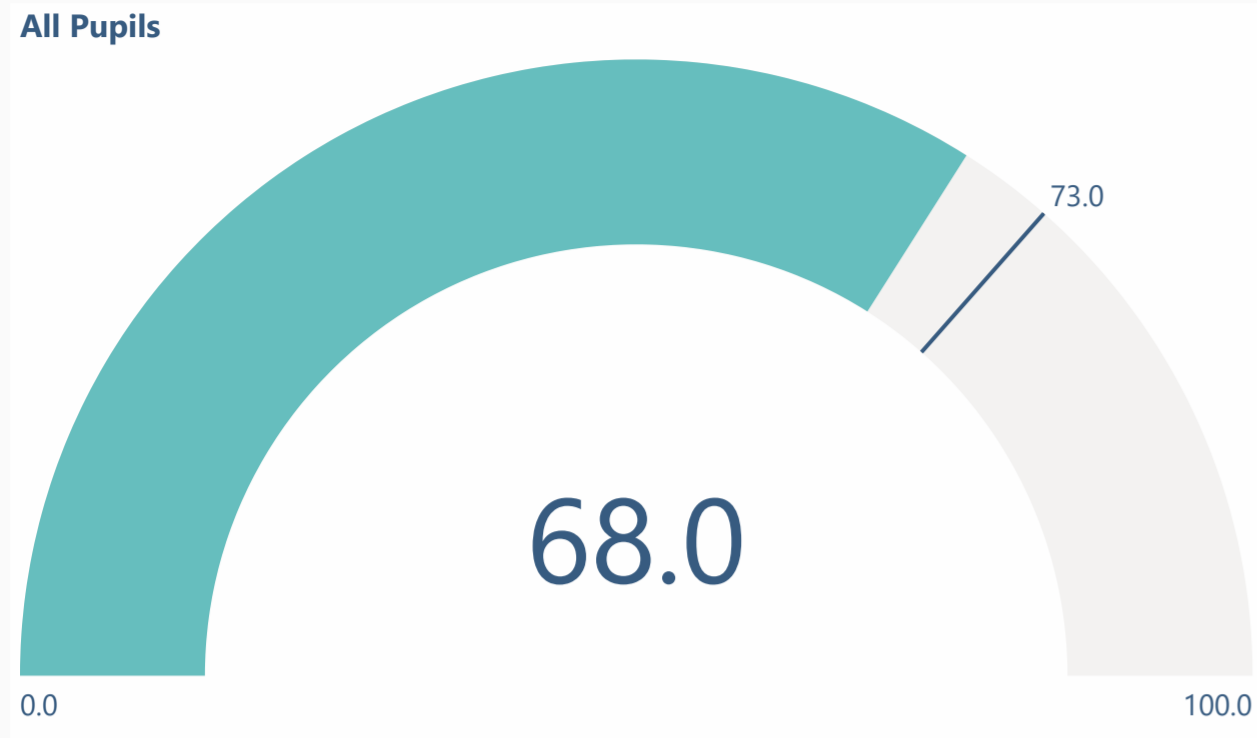
In 2019, the percentage of pupils achieving the expected standard in Maths at the end of KS1 was higher in Medway than national. National and Medway saw a drop in the number of pupils achieving the measure in 2022 with national performing better than Medway. Whilst Medway and national improved in 2023, national continues to perform better than Medway but the gap has reduced.

Maths at the end of KS1 has seen an improvement in 2023 at both national and in Medway for pupils with SEN support when compared to 2019 and 2022. With the exception of 2022, Medway pupils with SEN support have performed better than pupils at national with SEN support.

Pupils with an EHCP at national have consistently performed better than pupils with an EHCP in Medway in Maths at the end of KS1. Whilst there was an improvement in performance at both national and in Medway for the group in 2023, Medway's performance is significantly below national but the gap did reduce in 2023.

KS1 SATs are no longer statutory and schools will no longer be submitting teacher assessments for Maths as from 2024.

Key Stage Two (KS2) - % met the expected standard - Reading

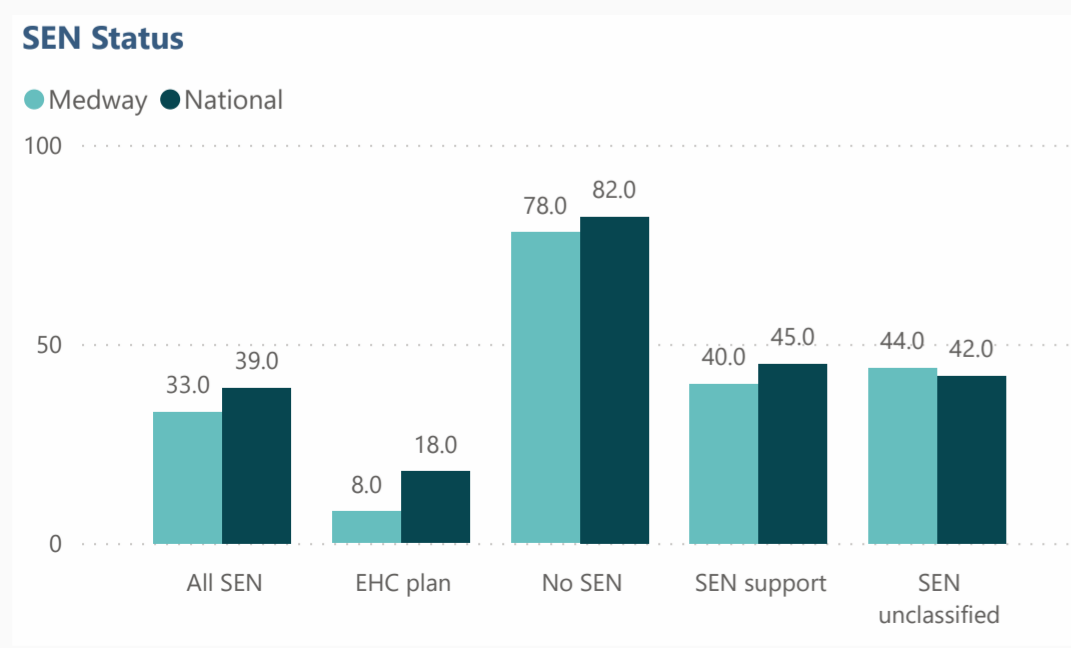
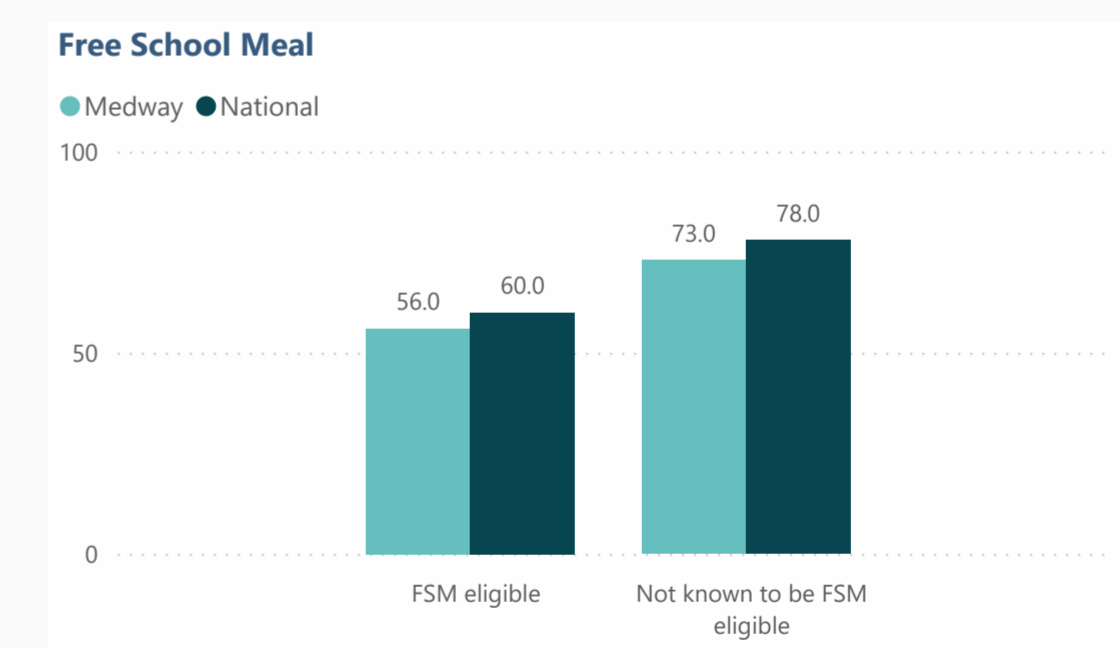
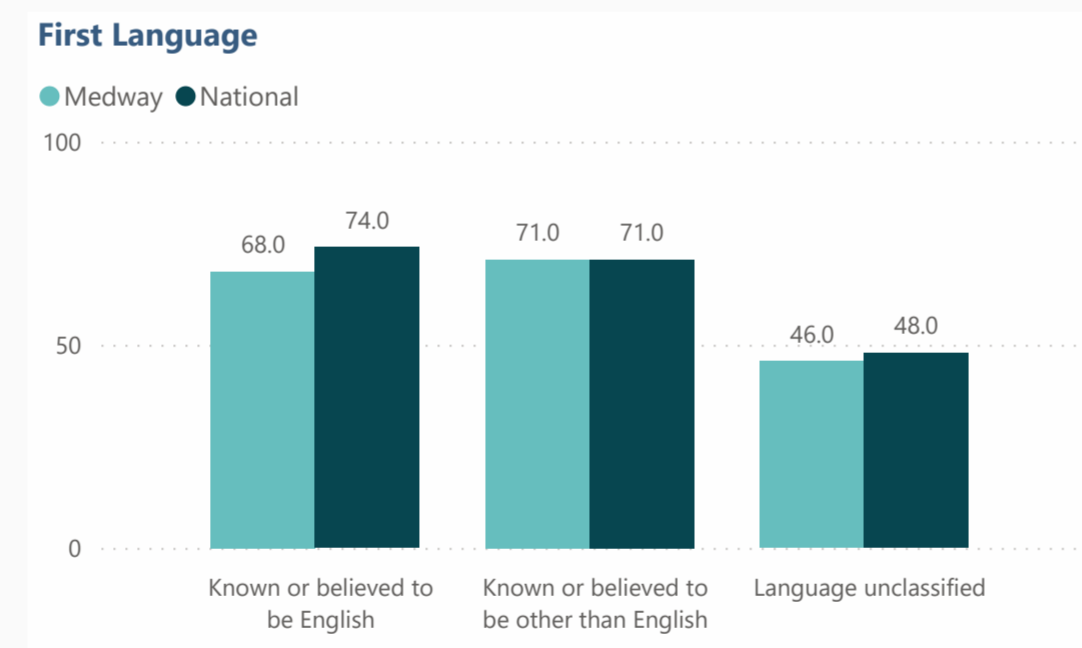
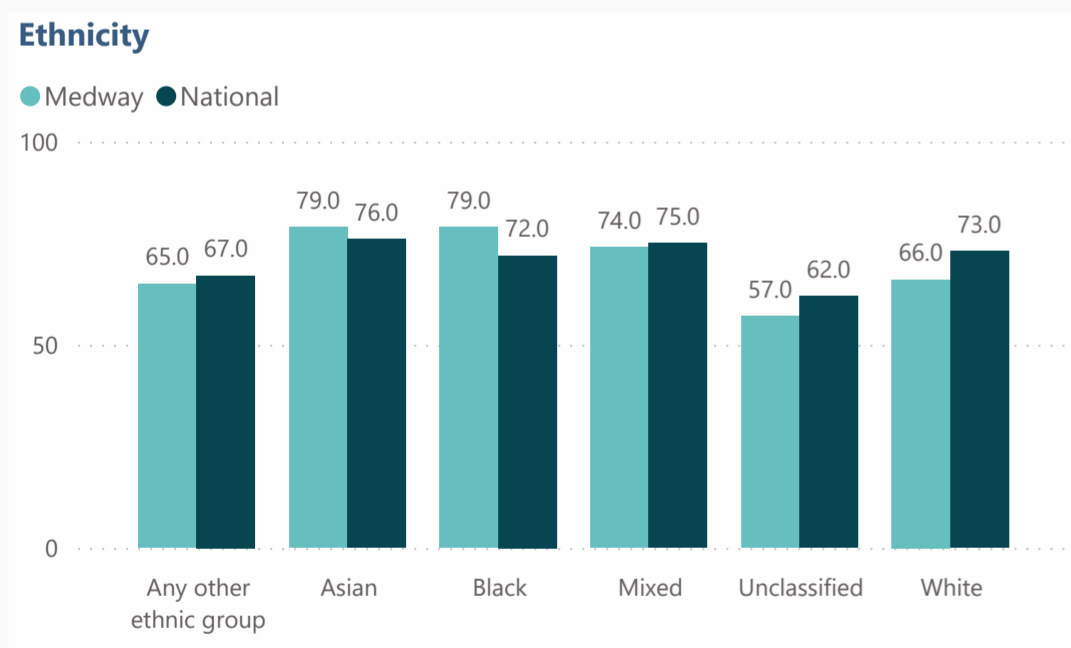
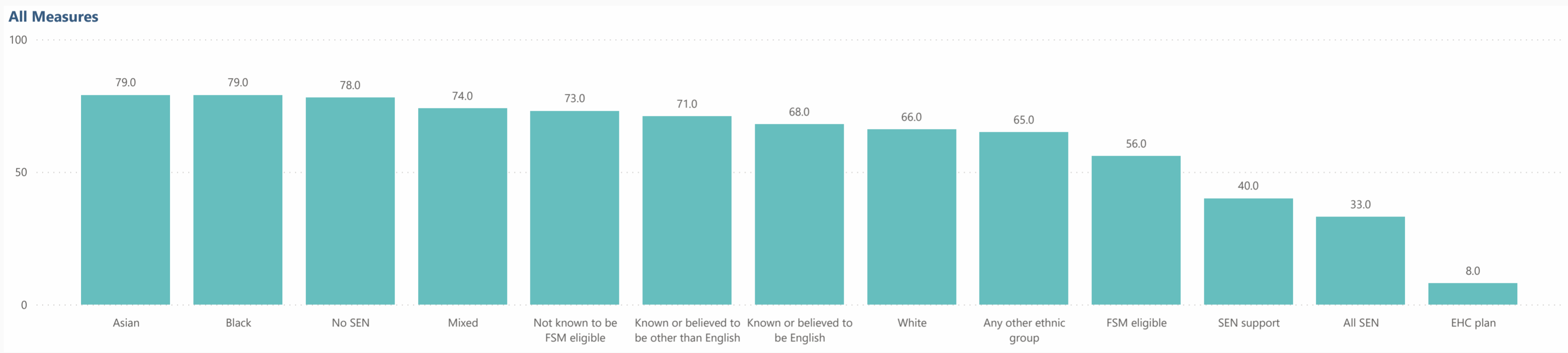


Gender, Year, LA & National

Gender	Medway	National
All		
2019	71.0	74.0
2022	71.0	75.0
2023	68.0	73.0
Female		
2019	77.0	79.0
2022	77.0	80.0
2023	71.0	76.0
Male		
2019	66.0	69.0
2022	66.0	70.0
2023	66.0	71.0

KS2 Rea

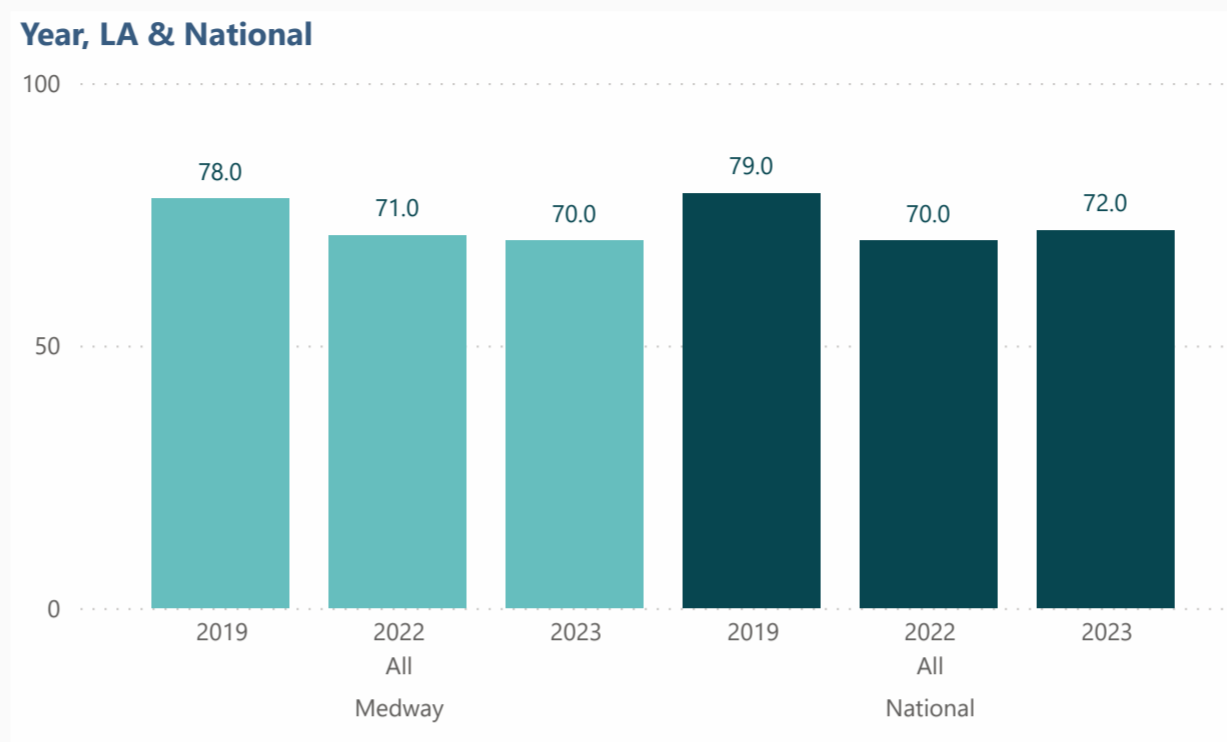
146 ▲ 14



Medway continues to perform below national in reading. National and Medway saw a reduction in performance in 2023, but the gap between Medway and national has continued to widen.

For pupils with SEN support in Medway, the percentage achieving the expected standard in reading continues to drop. Conversely, at national, the percentage has been increasing resulting in the gap between Medway and national widening. In 2022 the percentage of pupils in Medway with an EHCP achieving the expected standard in reading was above national for the same pupil group. In 2023, national improved whilst there was a significant decrease in Medway. This resulted in national performing better than Medway with the gap being wider than it was in 2019.

Key Stage Two (KS2) - % met the expected standard - Writing

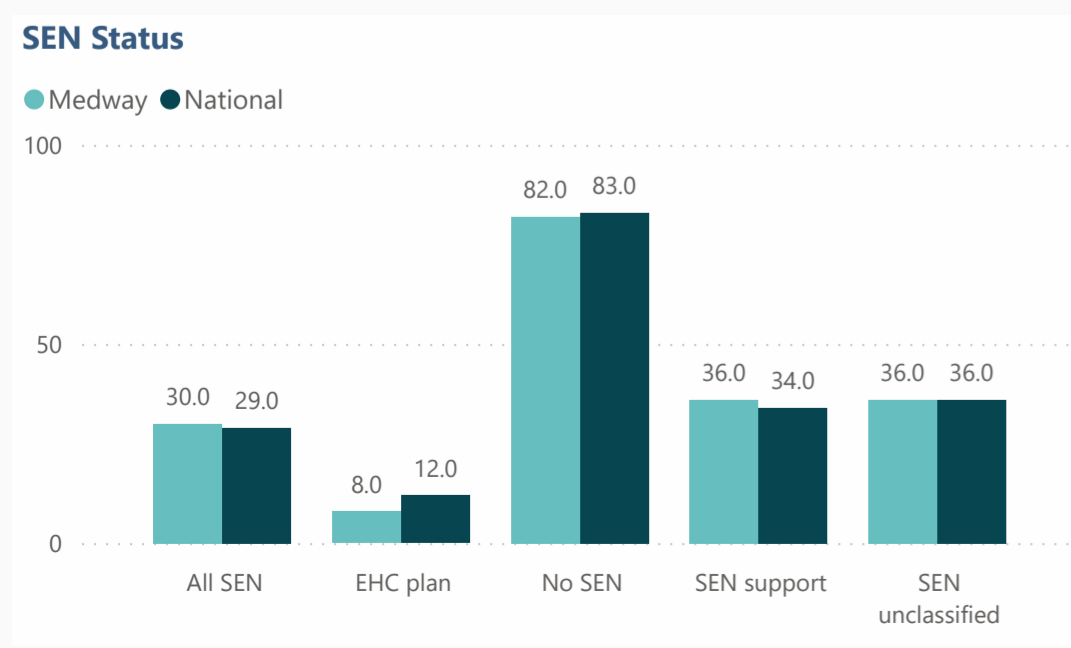
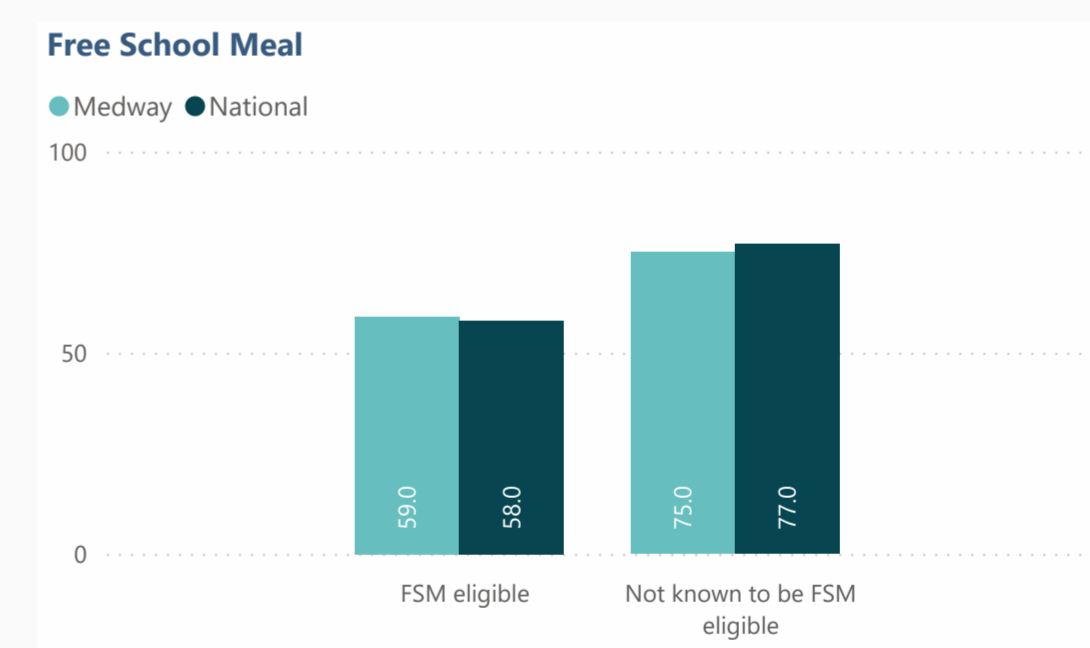
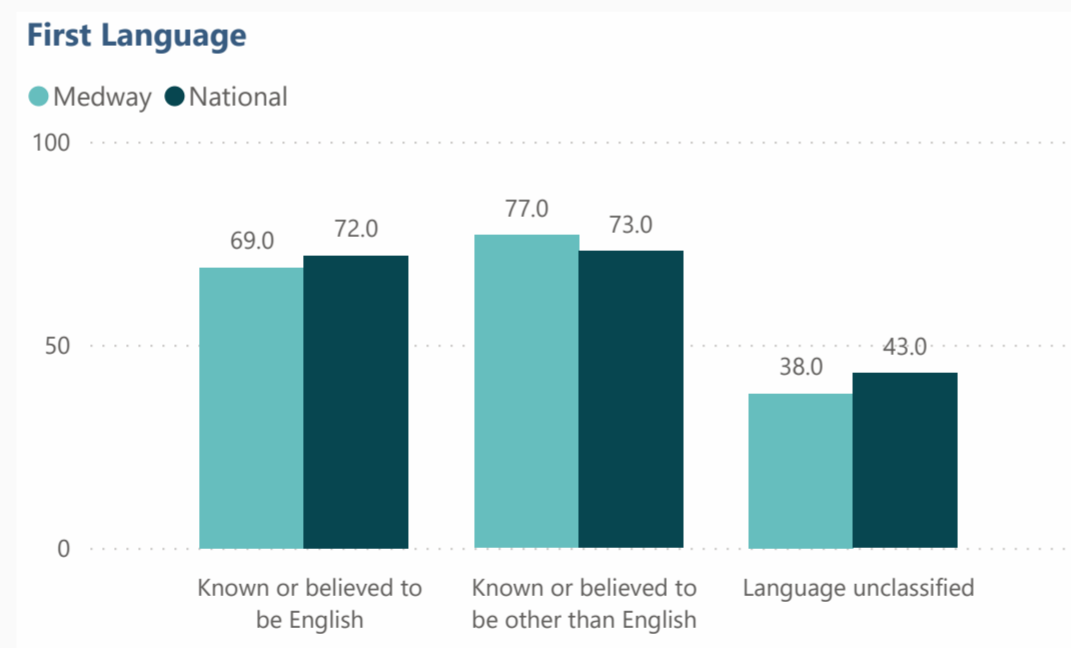
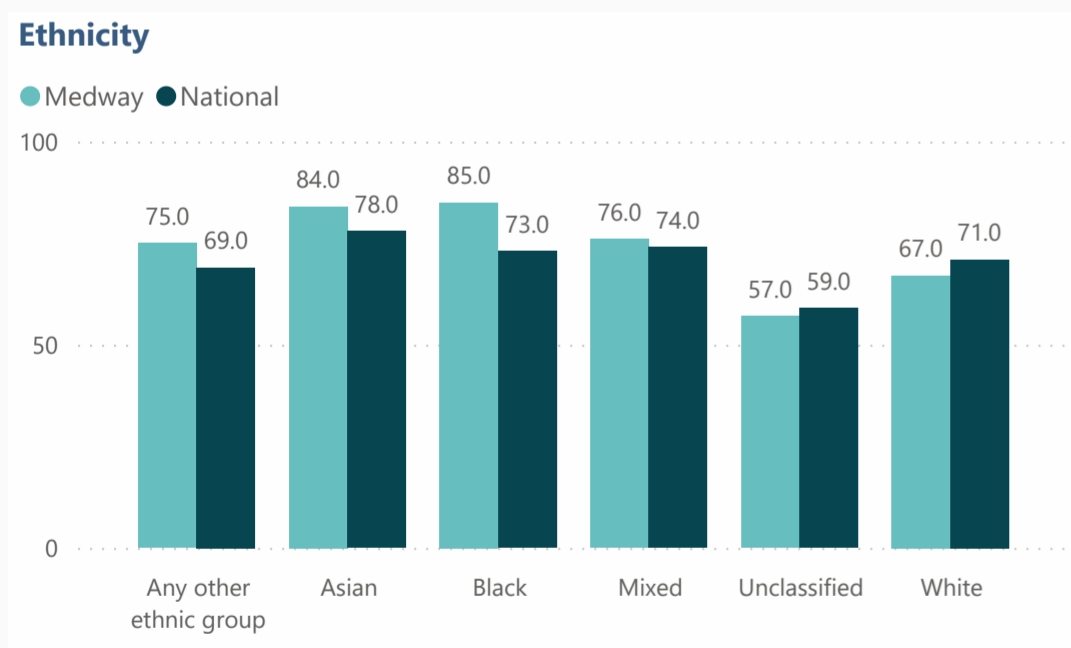
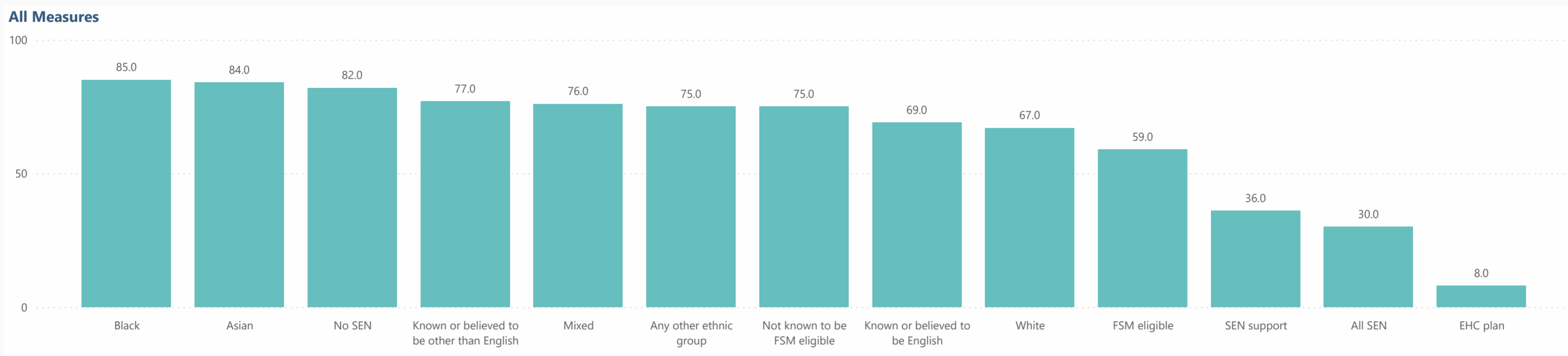


Gender, Year, LA & National

Gender	Medway	National
All		
2019	78.0	79.0
2022	71.0	70.0
2023	70.0	72.0
Female		
2019	84.0	85.0
2022	76.0	77.0
2023	76.0	78.0
Male		
2019	73.0	73.0
2022	65.0	63.0
2023	65.0	65.0

KS2 Wri

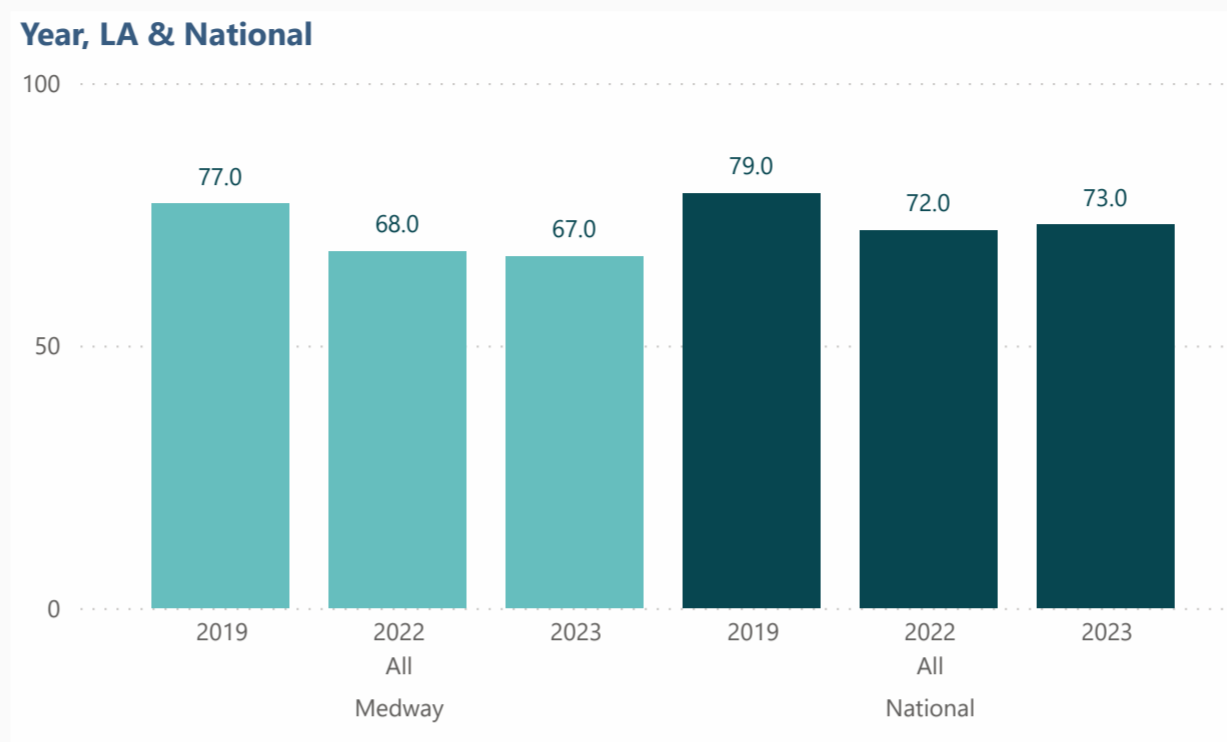
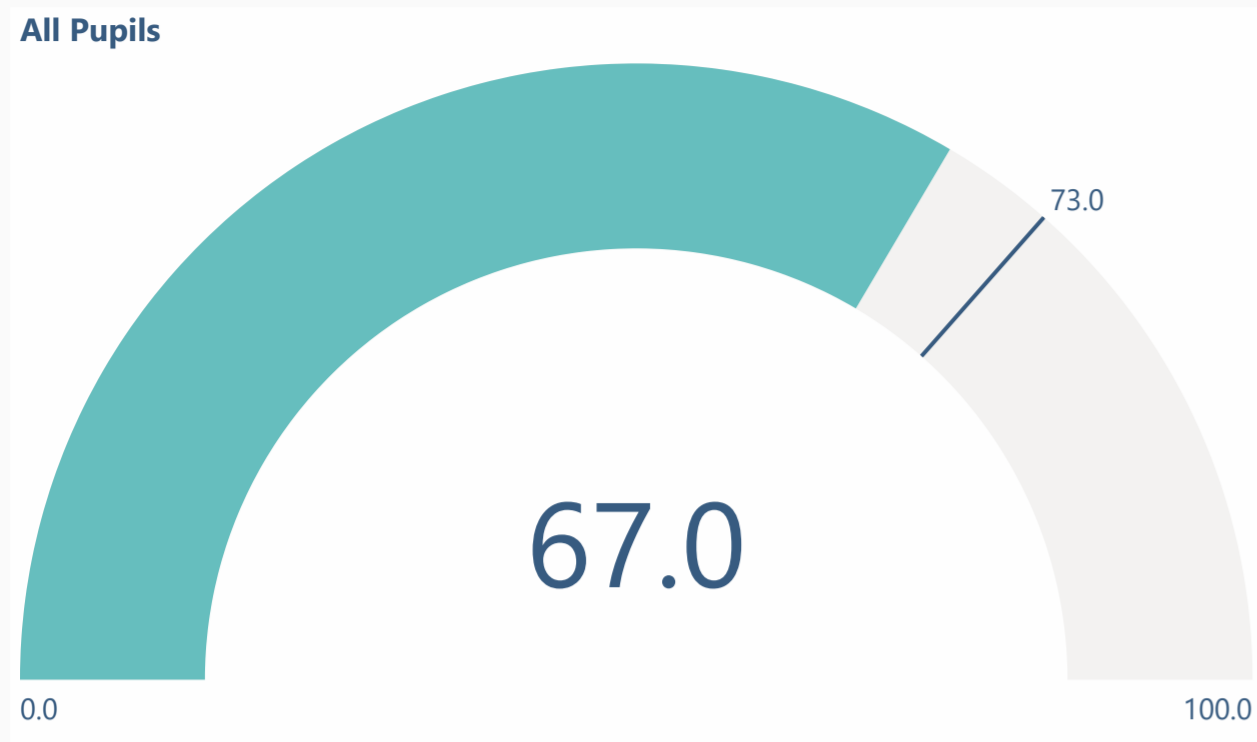
102 ▲ 51



Following a reduction in the percentage of pupils achieving the expected standard in writing both at national and in Medway in 2022, which also saw Medway perform better than national for the first time in several years, in 2023 performance at national improved whilst Medway's performance did not. This has resulted in national performing better than Medway in writing in 2023. Pupils with SEN support in Medway continue to perform better than pupils with SEN support at national in achieving the expected standard in writing but with the gap narrowing in 2023.

Whilst the percentage of pupils with an EHC plan achieving the expected standard in writing was the same in 2022 for both national and Medway, national improved in 2023 and Medway's performance fell.

Key Stage Two (KS2) - % met the expected standard - Maths

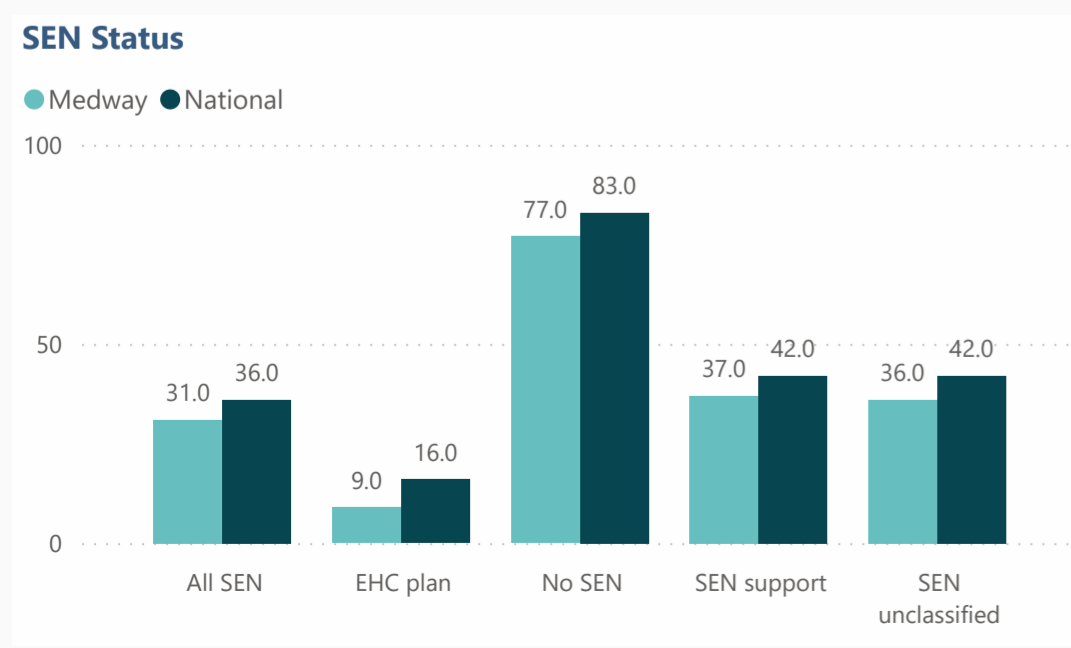
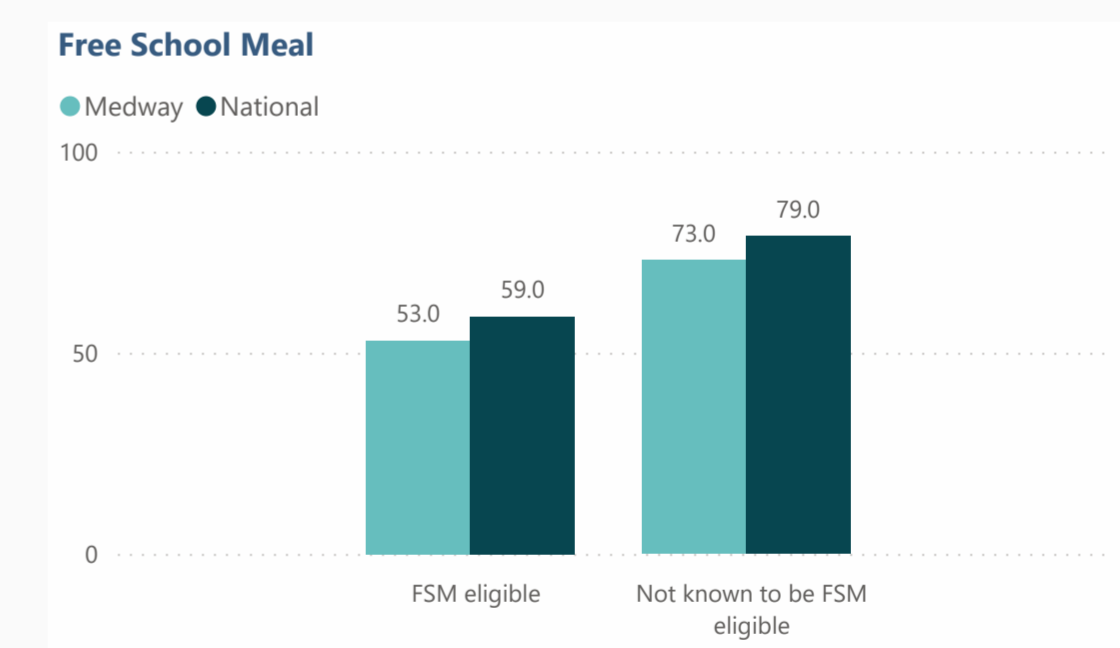
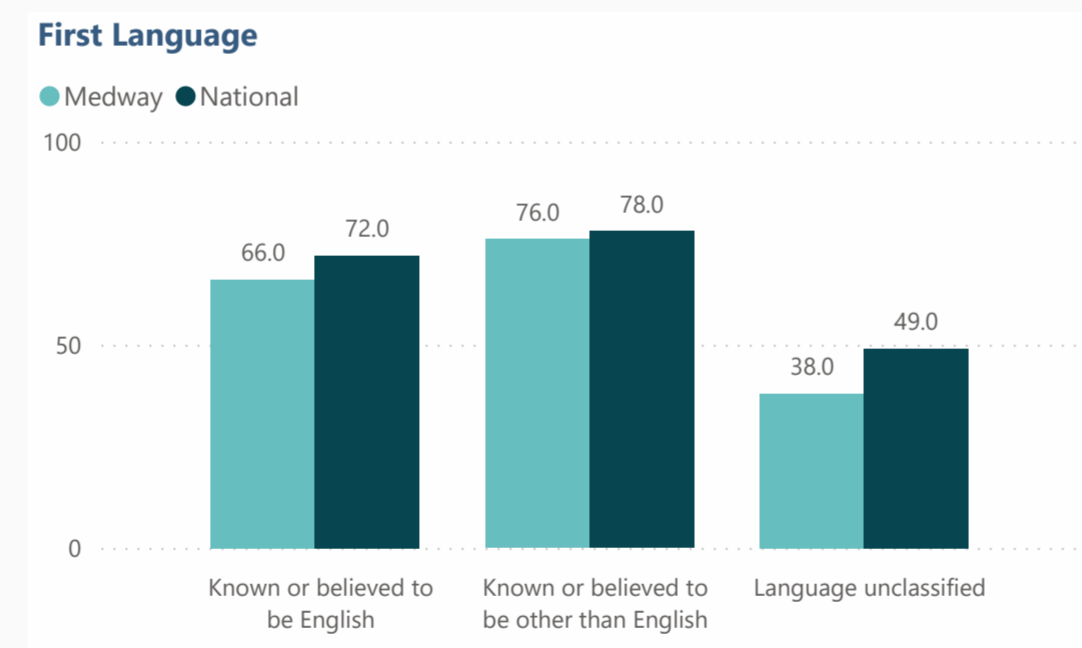
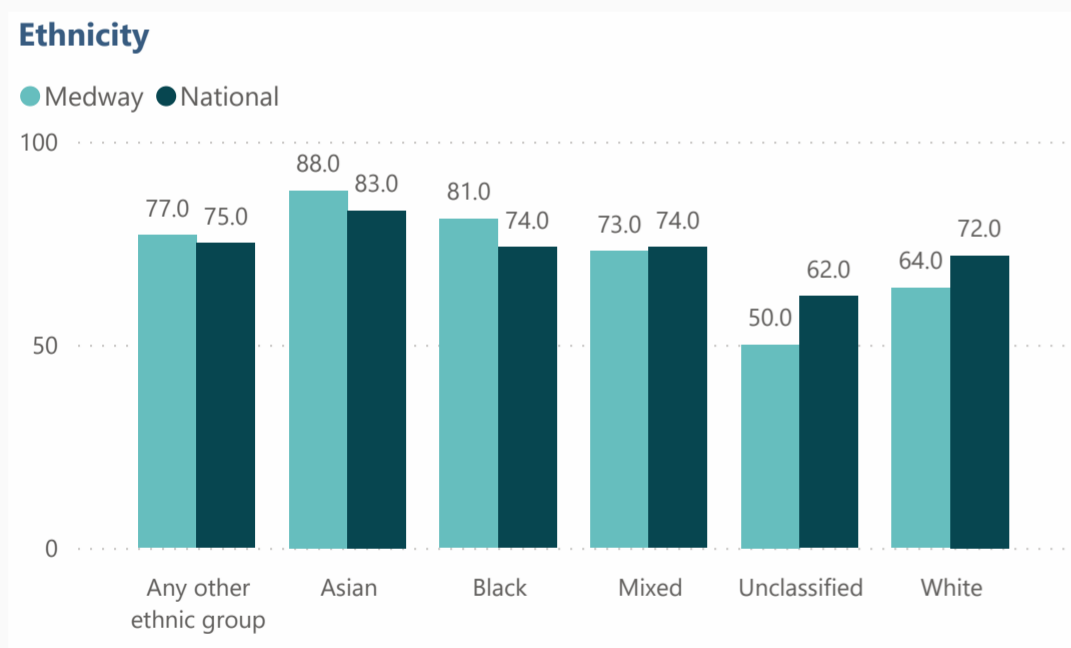
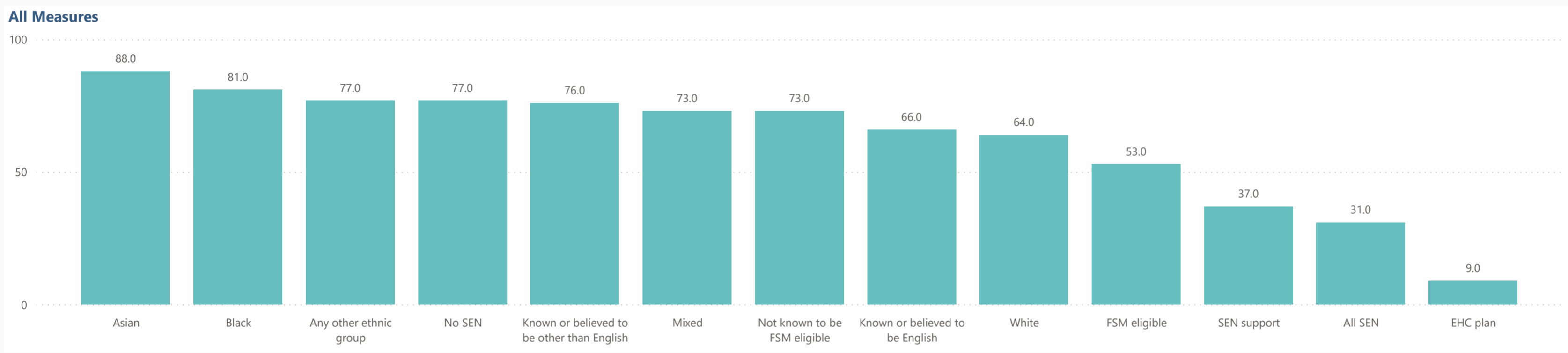


Gender, Year, LA & National

Gender	Medway	National
All		
2019	77.0	79.0
2022	68.0	72.0
2023	67.0	73.0
Female		
2019	79.0	80.0
2022	66.0	71.0
2023	66.0	73.0
Male		
2019	76.0	79.0
2022	69.0	73.0
2023	69.0	74.0

KS2 Mat

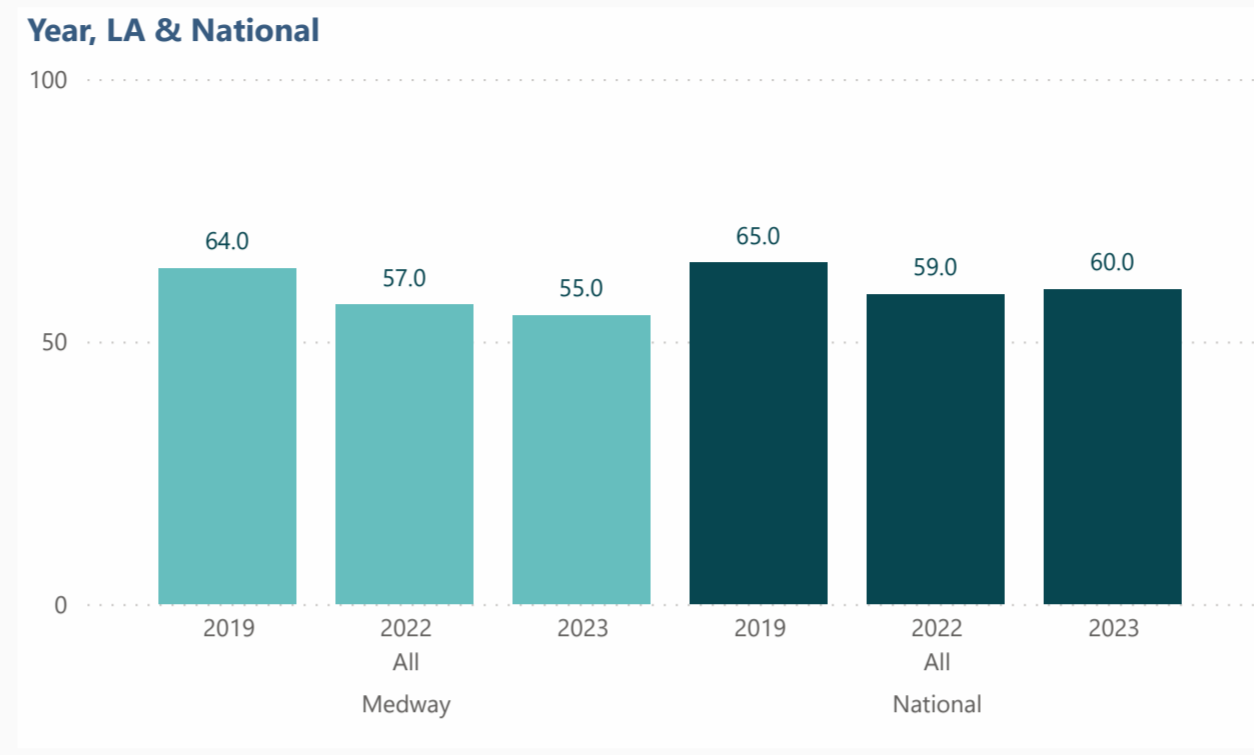
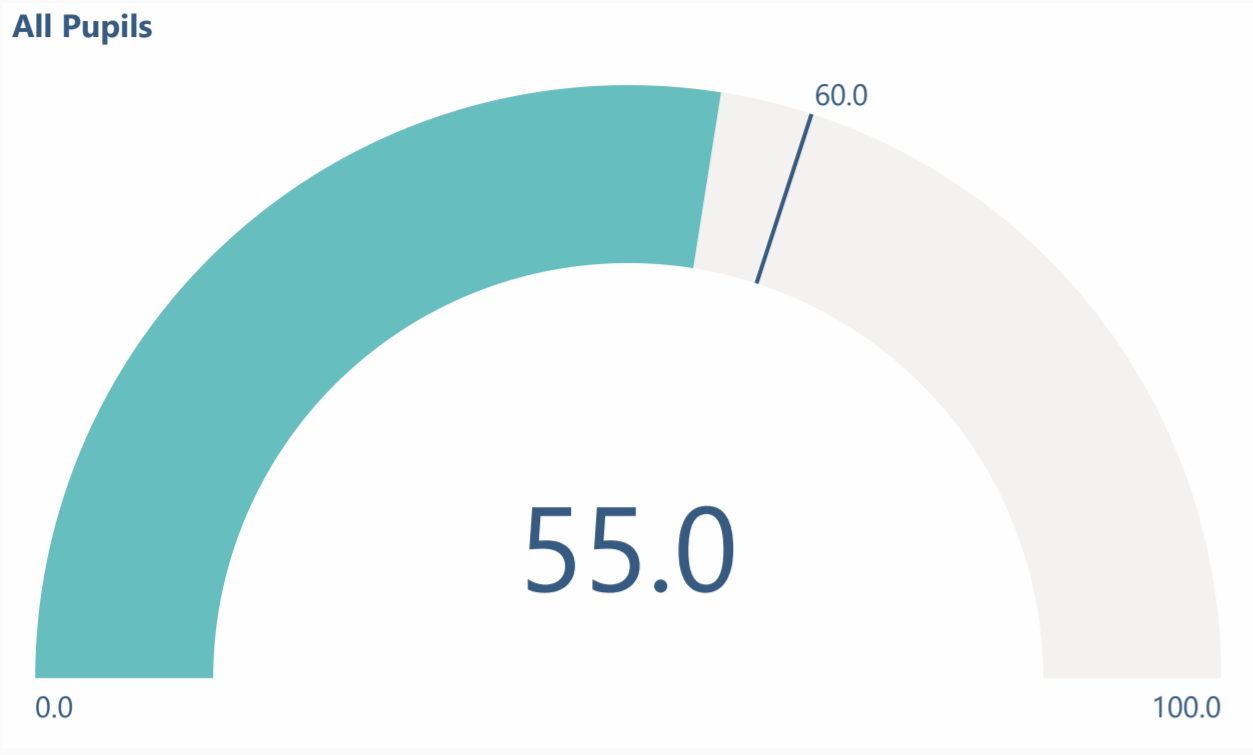
146 ▲ 25



Medway continues to perform below national in maths. National and Medway saw a reduction in performance in 2022, and whilst national improved on 2022 outcomes in 2023, Medway did not. Therefore, the gap between Medway and national has continued to widen. In 2019 and 2022, the percentage of Medway pupils with SEN support achieving the expected standard in maths was greater than the percentage of SEN support achieving the measure at national. In 2023, national improved when compared to 2022 whilst Medway saw a decline, with national out-performing Medway in this measure in 2023.

Pupils with an EHC plan at national continue to perform better than pupils with an EHC plan in Medway in achieving the expected standard in maths. Whilst Medway's performance has reduced since 2019, at national it improved in 2023 resulting in the gap widening.

Key Stage Two (KS2) - % met the expected standard - Reading, Writing, Maths

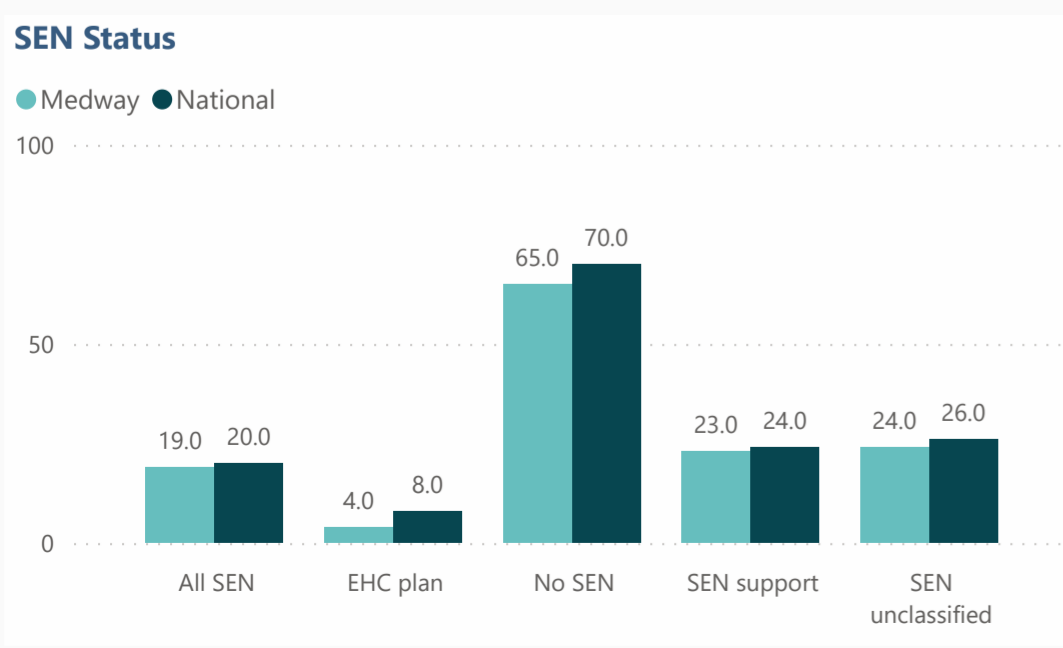
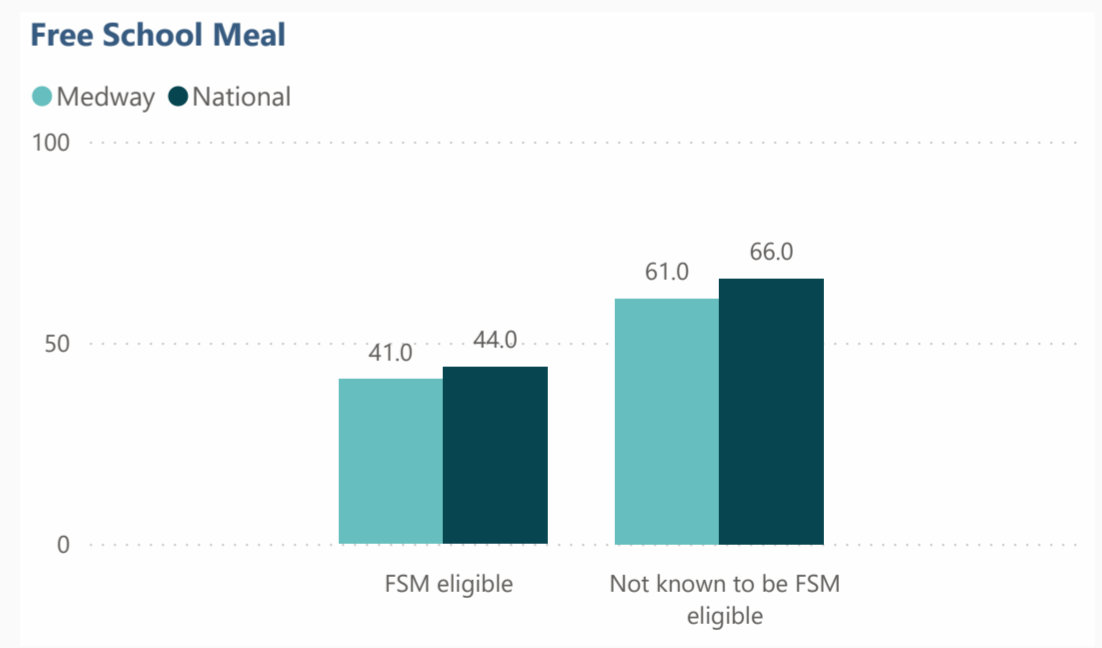
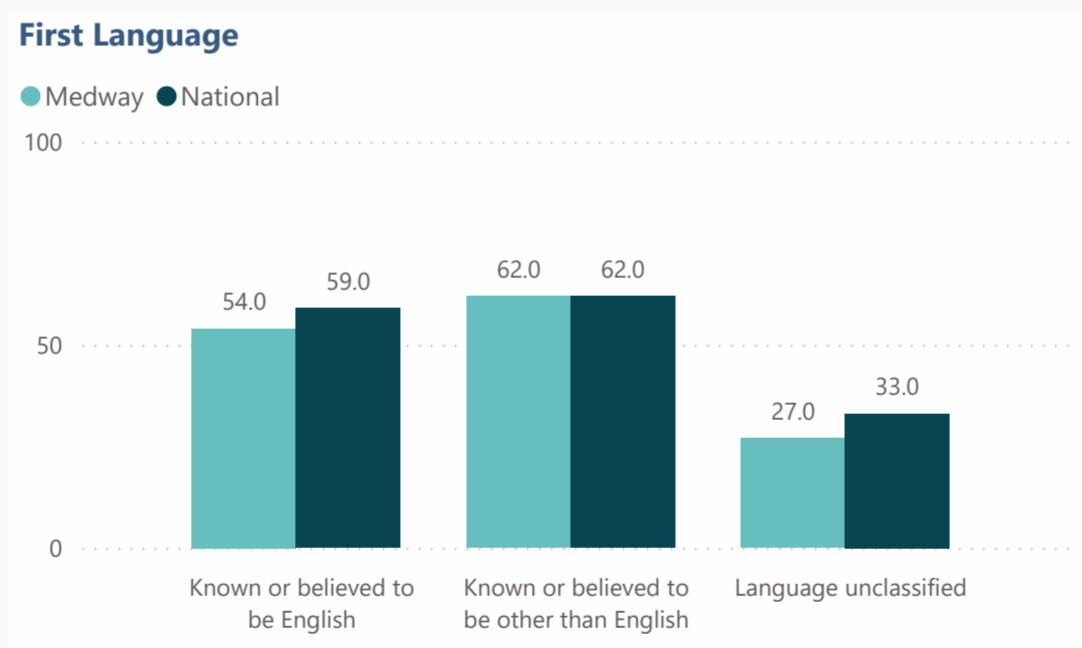
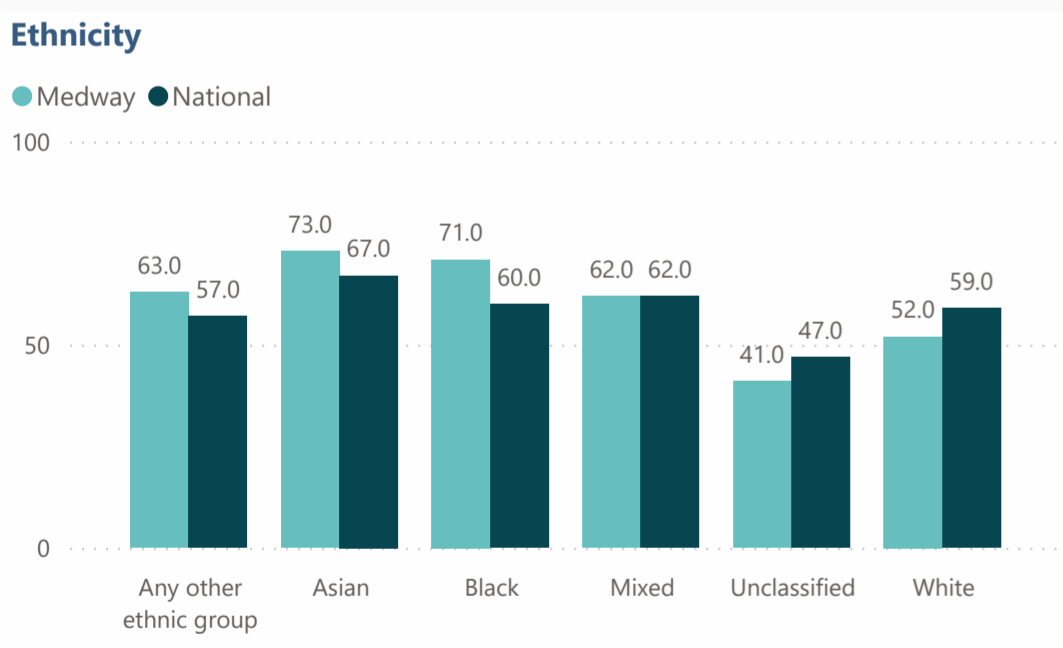
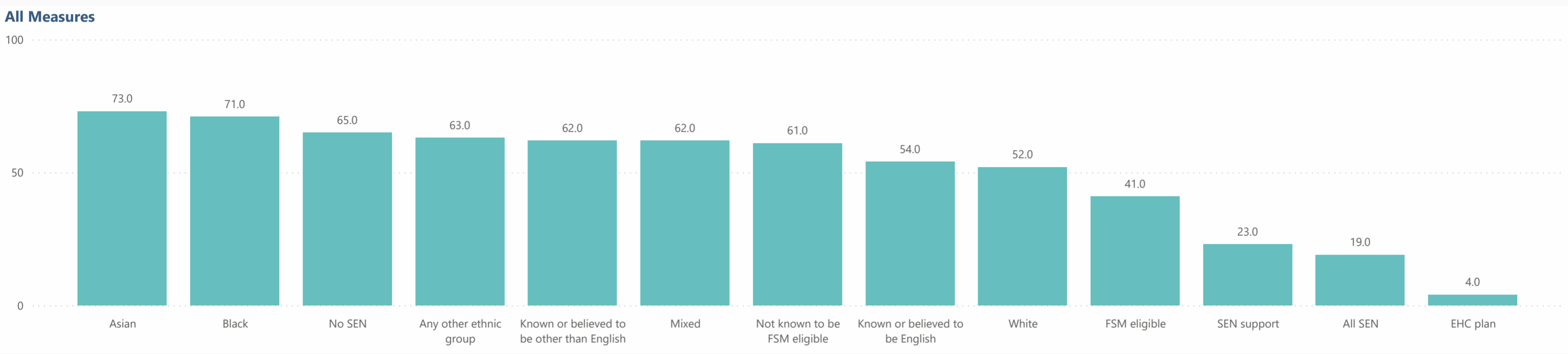


Gender, Year, LA & National

Gender	Medway	National
All		
2019	64.0	65.0
2022	57.0	59.0
2023	55.0	60.0
Female		
2019	70.0	70.0
2022	60.0	63.0
2023	57.0	63.0
Male		
2019	58.0	61.0
2022	53.0	55.0
2023	54.0	57.0

KS2 RWM

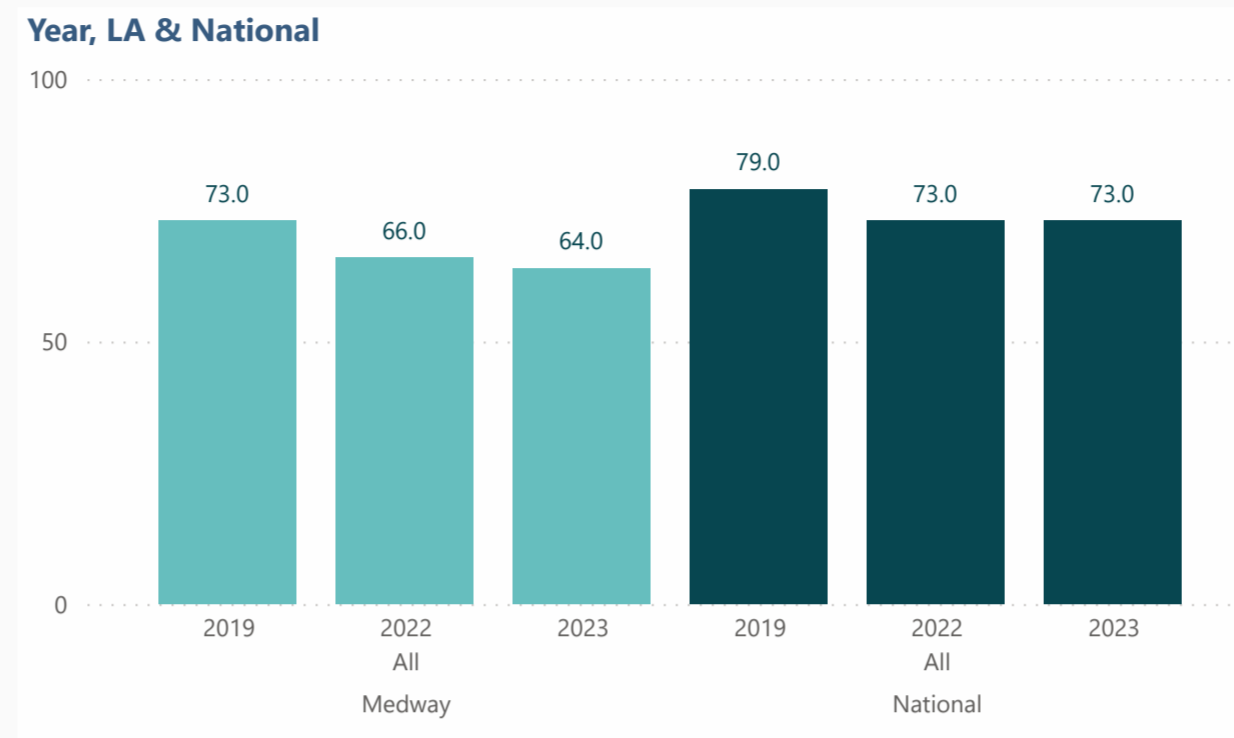
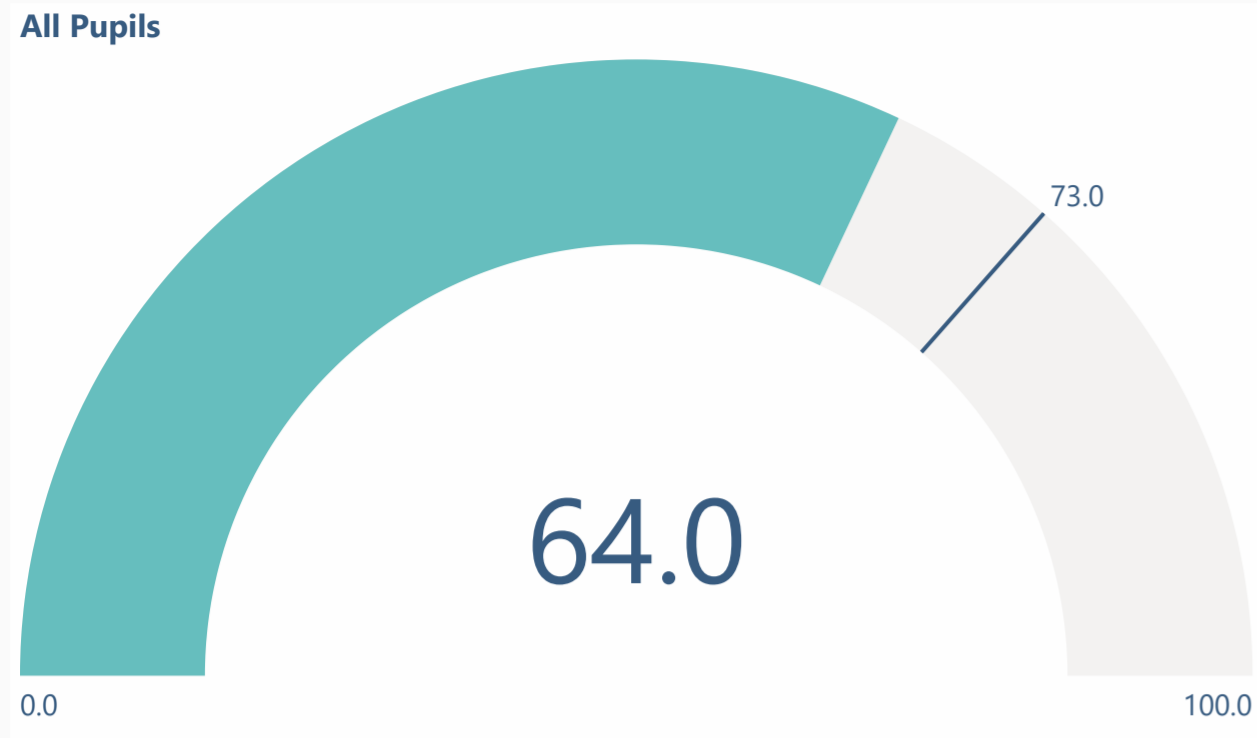
133 ▲ 37



The percentage of pupils achieving the expected standard in the combined measure (Reading, Writing, Maths) continues to reduce in Medway with national continuing to outperform Medway and the gap widening.

In 2019 and 2022 pupils with SEN support performed better in the combined measure than pupils with SEN support at national, this is despite a drop in performance at both national and in Medway in 2022. In 2023, performance at national improved whilst Medway's performance fell resulting in national performing better than Medway. Pupils with an EHC plan at national performed better than Medway pupils with an EHC plan in Medway at this measure in 2019 and 2023. Whilst the percentage of pupils with an EHC plan achieving expected at the combined measure increased at national in 2023, it decreased in Medway, resulting in the gap widening.

Key Stage Two (KS2) - % met the expected standard - Grammar, Punctuation, Spelling

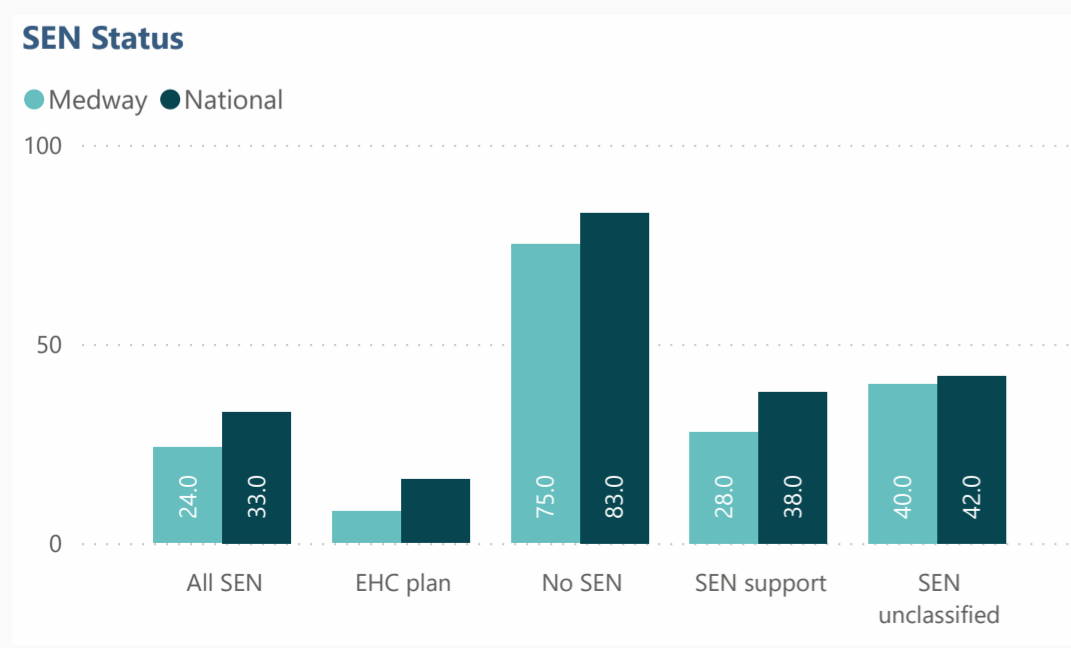
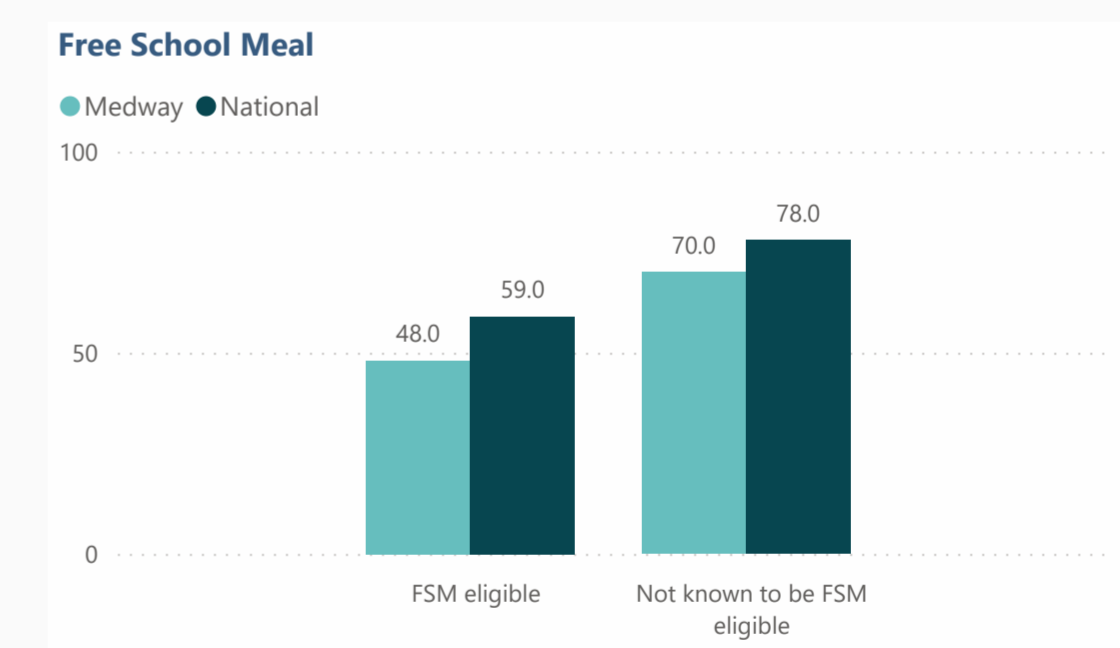
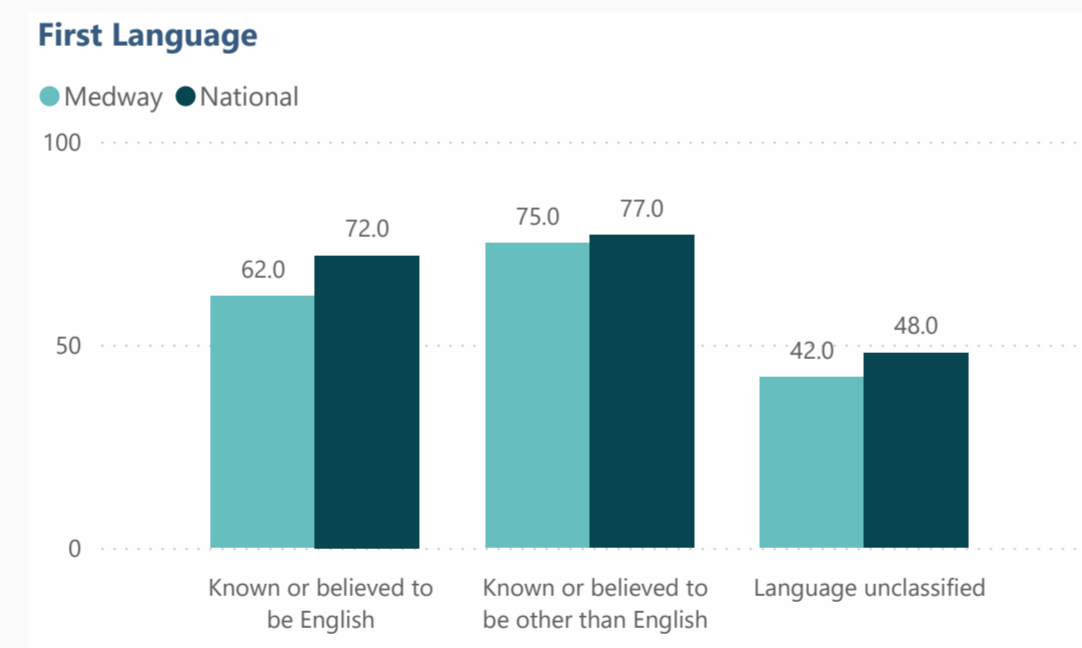
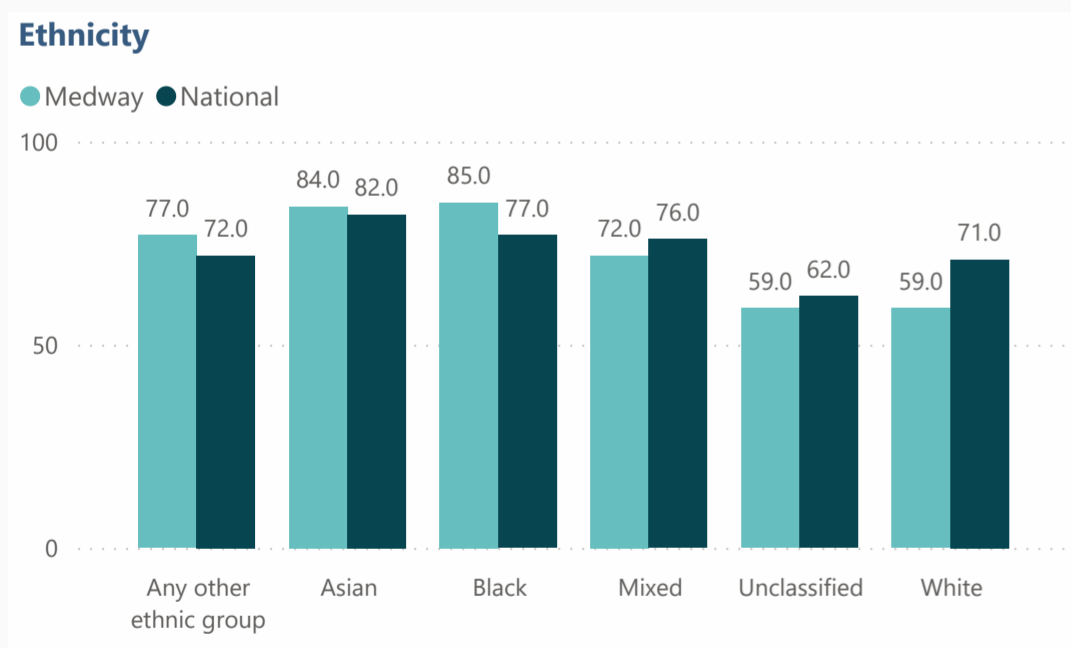
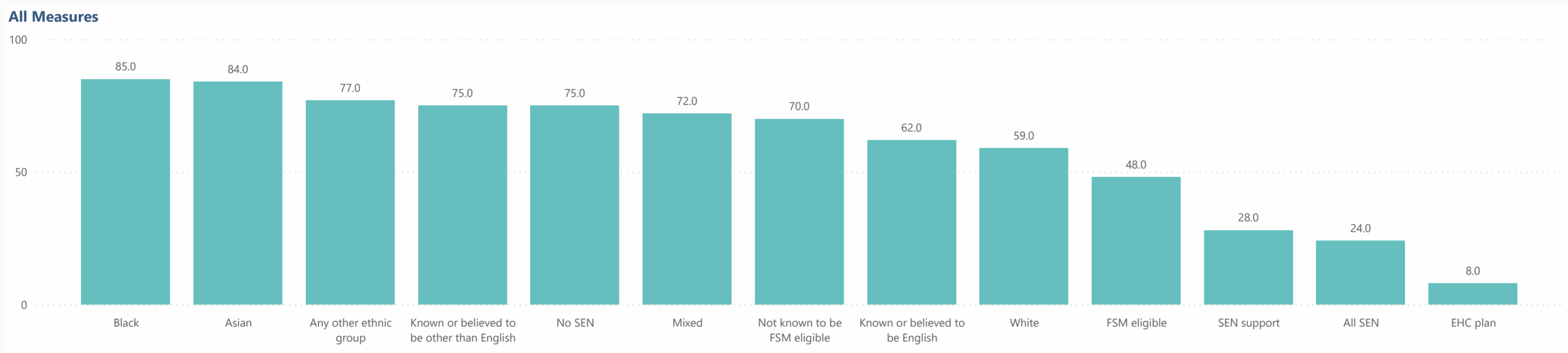


Gender, Year, LA & National

Gender	Medway	National
All		
2019	73.0	79.0
2022	66.0	73.0
2023	64.0	73.0
Female		
2019	78.0	83.0
2022	70.0	77.0
2023	68.0	77.0
Male		
2019	68.0	74.0
2022	62.0	69.0
2023	60.0	69.0

KS2 GPS

150 ▲ 3

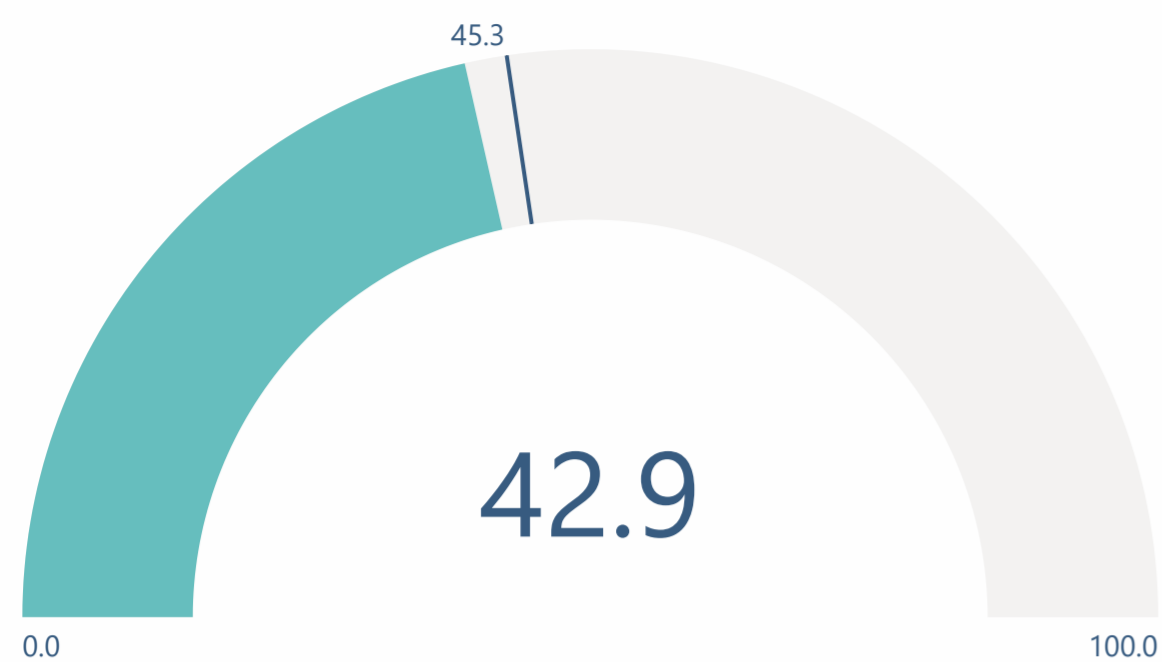


The percentage of pupils achieving the expected standard in Grammar, Punctuation, Spelling (GPaS) has continued to fall since 2019 in Medway. National saw a drop in 2022 with the same percentage of pupils achieving expected in 2023. National has continued to perform better than Medway and the gap has continued to widen. In 2019, pupils within SEN support in Medway matched the performance of pupils with SEN support at national in GPaS. Results in 2022 fell at both national and in Medway, but this was greater in Medway. Whilst national improved in 2023, Medway did not and therefore the gap has widened.

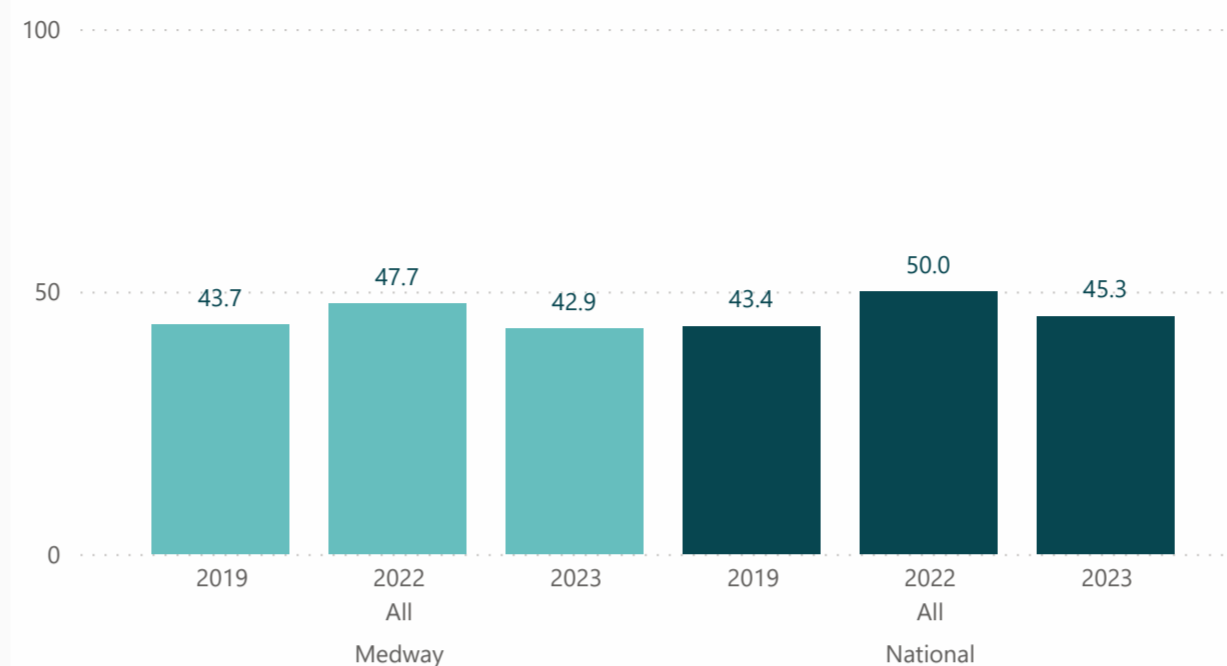
Pupils with an EHCP continue at national to perform better than Medway pupils with an EHCP in GPaS. Whilst the gap reduced in 2022, it widened in 2023 with national improving on 2022 outcomes and Medway performing better in 2022 than it did in 2023.

Key Stage Four (KS4) - % of pupils achieving 5+ in English & Maths

All Pupils



Year, LA & National



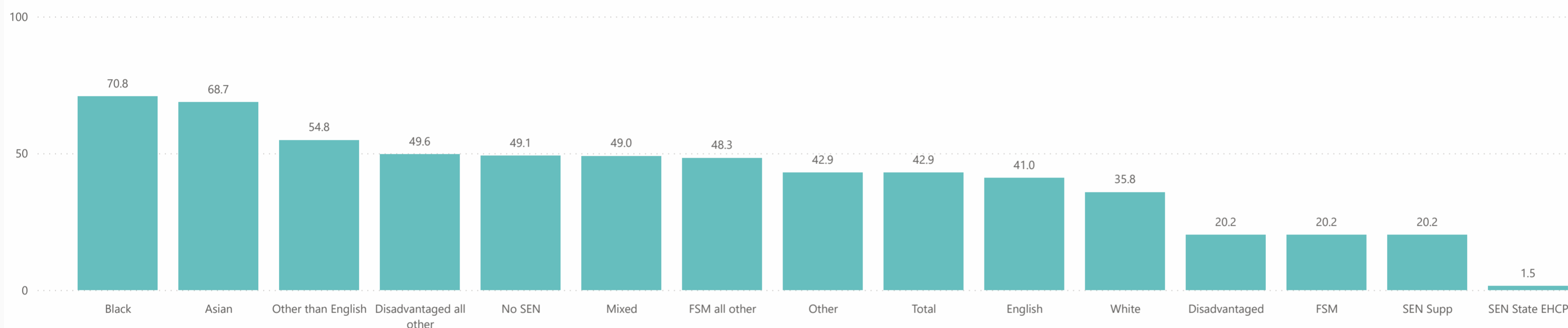
Gender, Year, LA & National

Gender	Medway	National
All		
2019	43.7	43.4
2022	47.7	50.0
2023	42.9	45.3
Female		
2019	46.8	46.8
2022	50.1	52.6
2023	44.2	47.4
Male		
2019	40.6	40.2
2022	45.2	47.2
2023	41.7	43.2

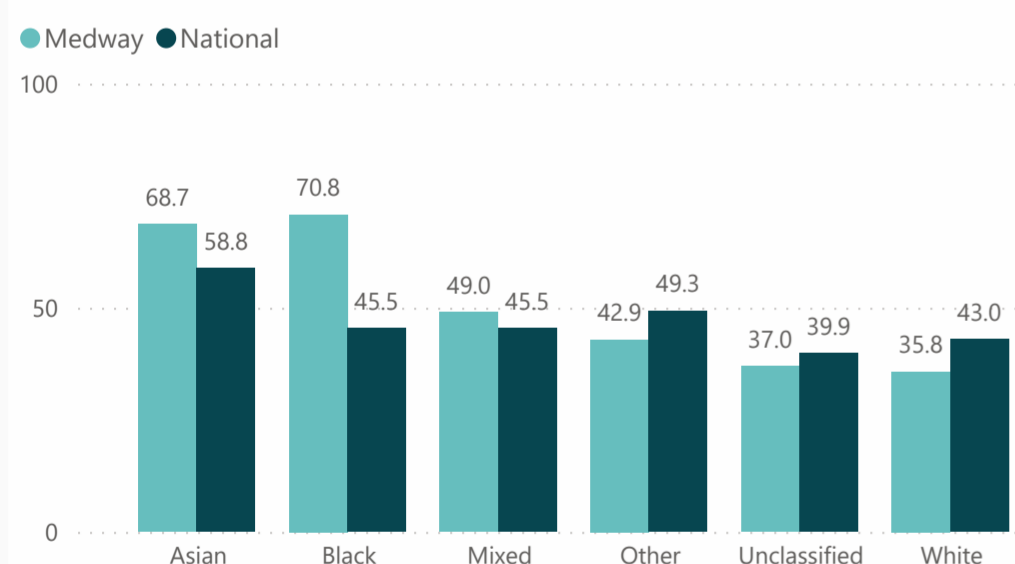
KS4 5+ E&M

90 ▲ 10

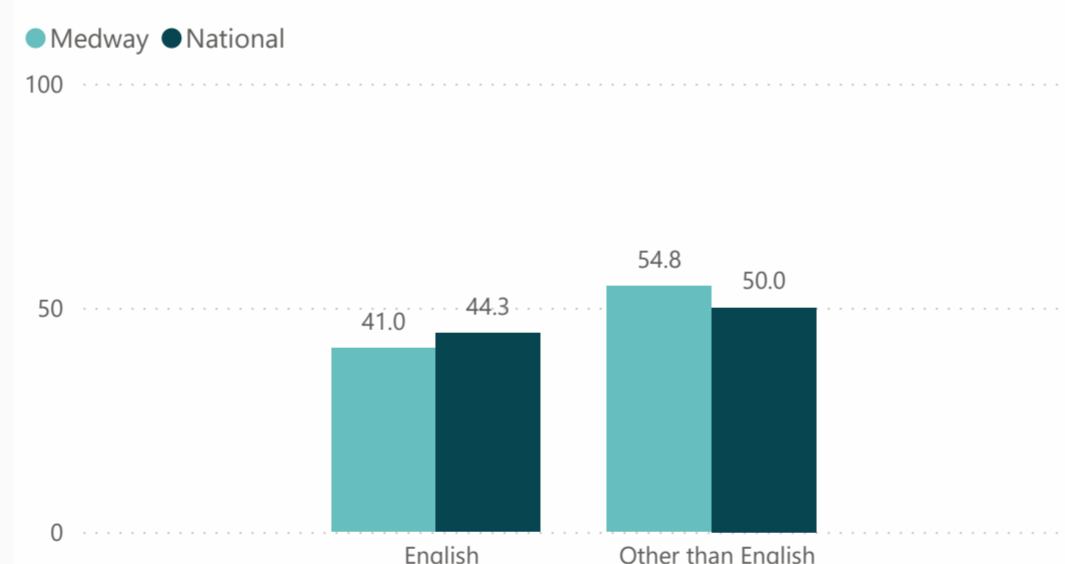
All Measures



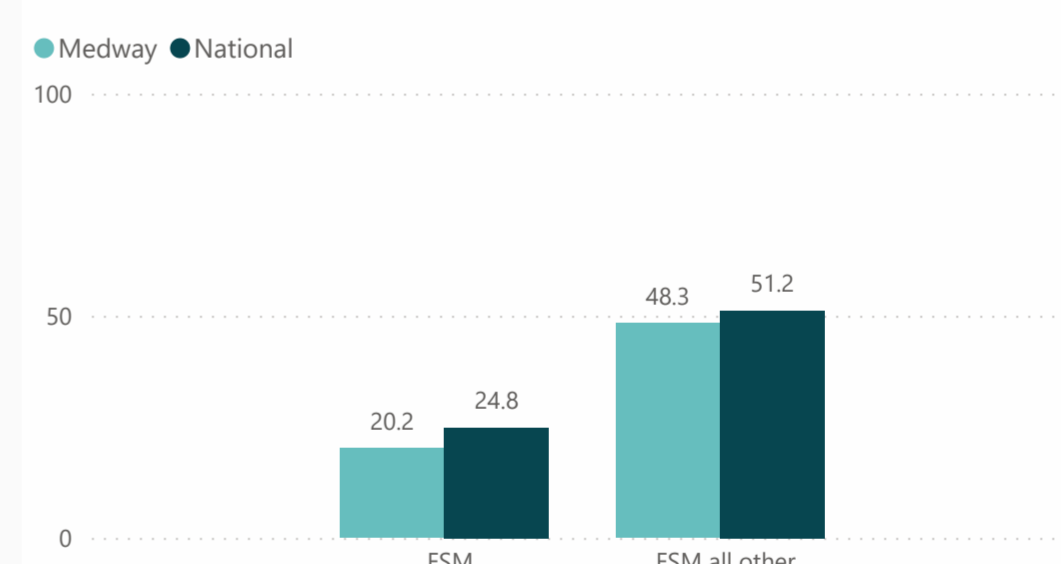
Ethnicity



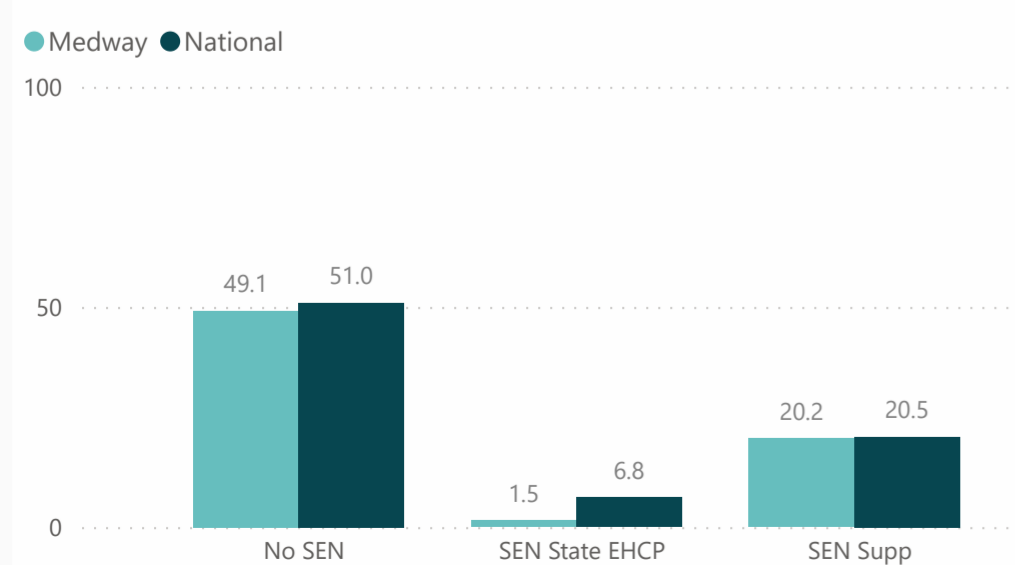
First Language



Free School Meal



SEN Status



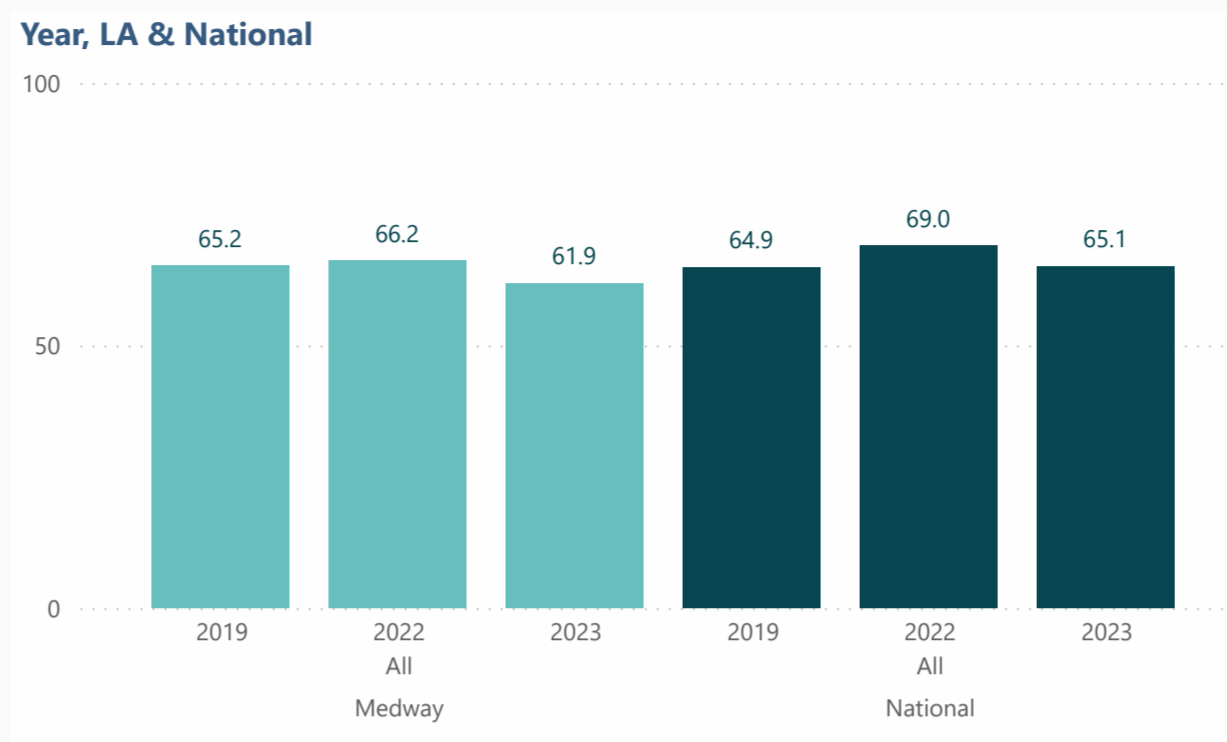
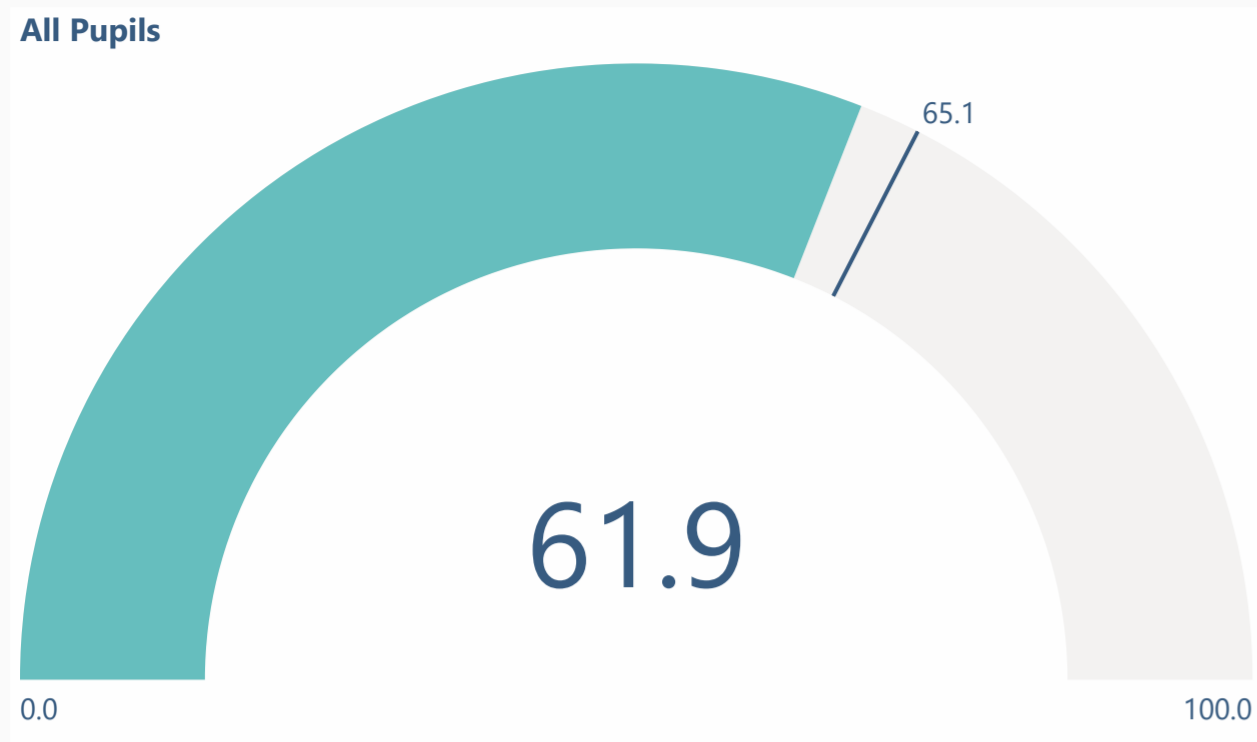
National and Medway saw an increase in outcomes in 2022 across all KS4 measures when compared to 2019. In 2023 there was a return to pre-pandemic standards for GCSEs, with protection built into the grading process to recognise the disruption that students have faced. This has resulted in a drop in outcomes across all measures at both national and in Medway in 2023.

Since 2022 the percentage of pupils achieving a grade 5 or higher in both English and Maths has been greater at national than in Medway with the gap widening slightly in 2023.

The performance of pupils with SEN support at national in achieving a grade 5 or higher in both English and maths has been better than SEN support pupils in Medway in 2022 and 2023. Whilst there was a drop in performance outcomes at both national and in Medway, the gap with national has reduced.

National and Medway both saw a drop in the percentage of pupils with an EHCP achieving a grade 5 or higher in both English and Maths. National continues to perform better than Medway in this measure with the gap widening.

Key Stage Four (KS4) - % of pupils achieving 4+ in English & Maths

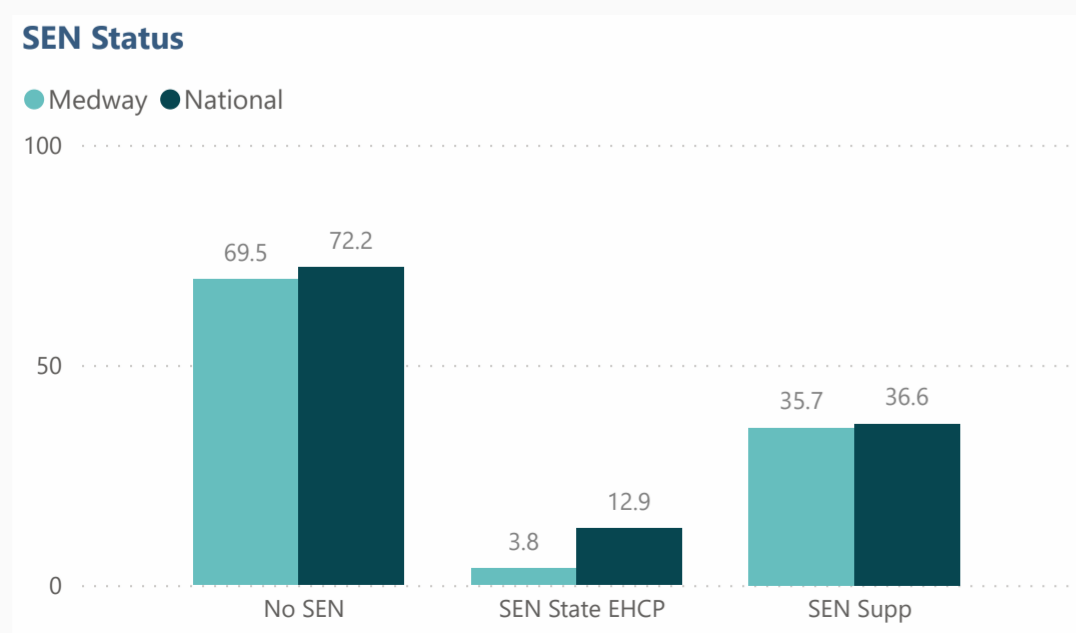
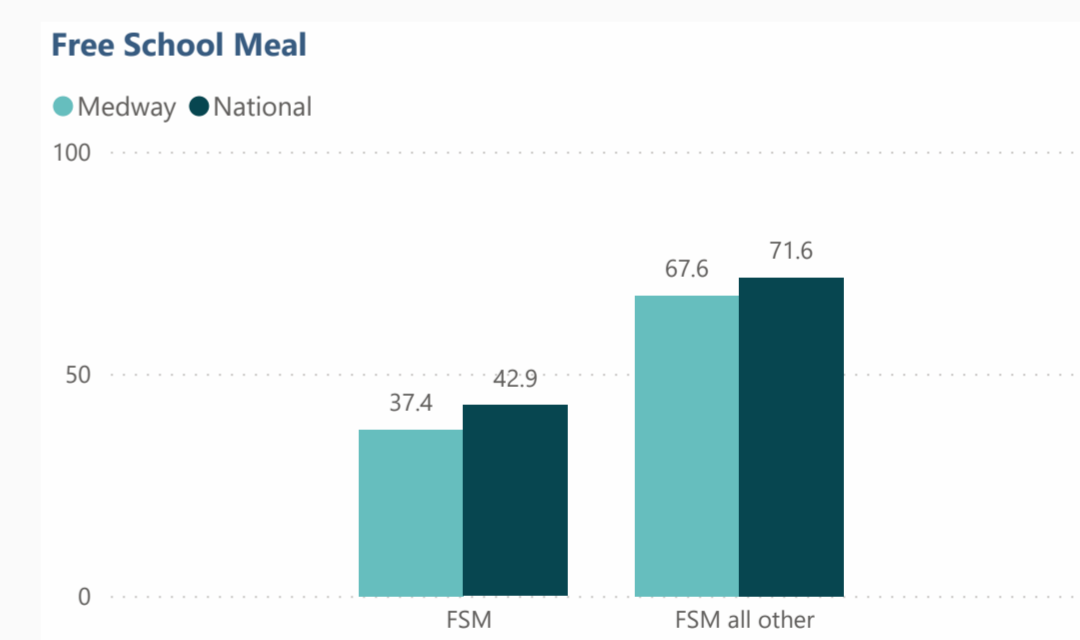
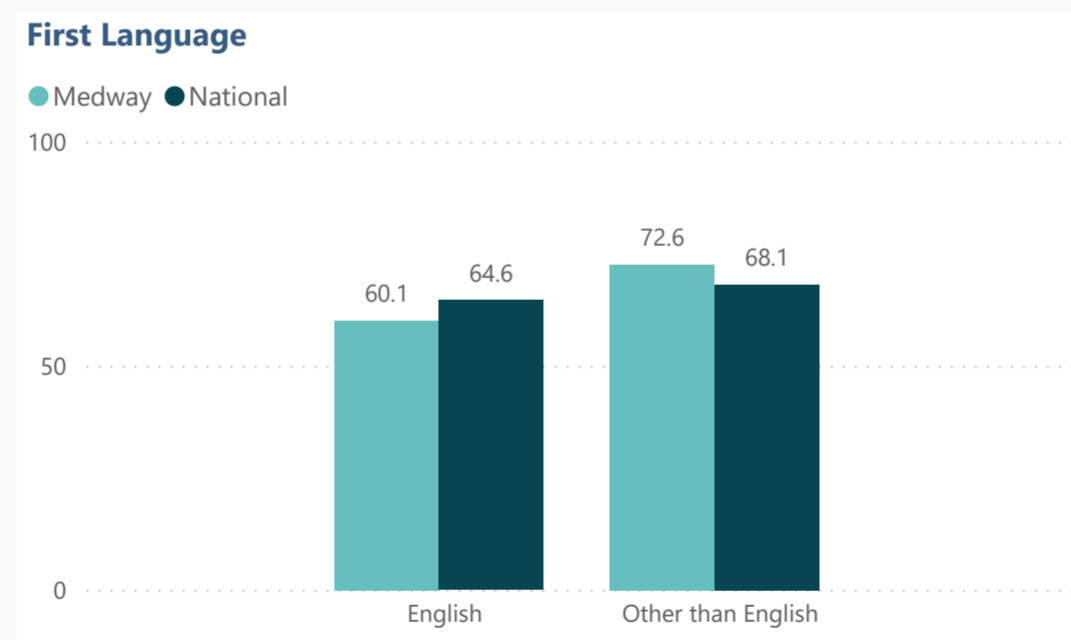
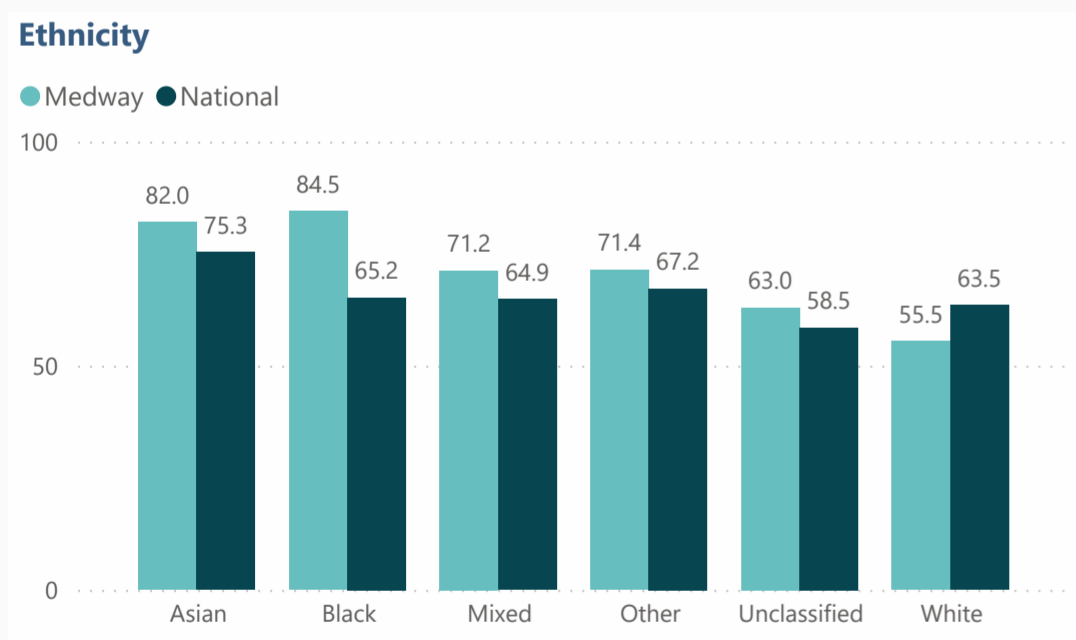


Gender, Year, LA & National

Gender	Medway	National
All		
2019	65.2	64.9
2022	66.2	69.0
2023	61.9	65.1
Female		
2019	69.1	68.7
2022	69.3	71.7
2023	64.5	67.6
Male		
2019	61.2	61.3
2022	62.9	66.4
2023	59.2	62.7

KS4 4+ E&M

104 ▲ 0



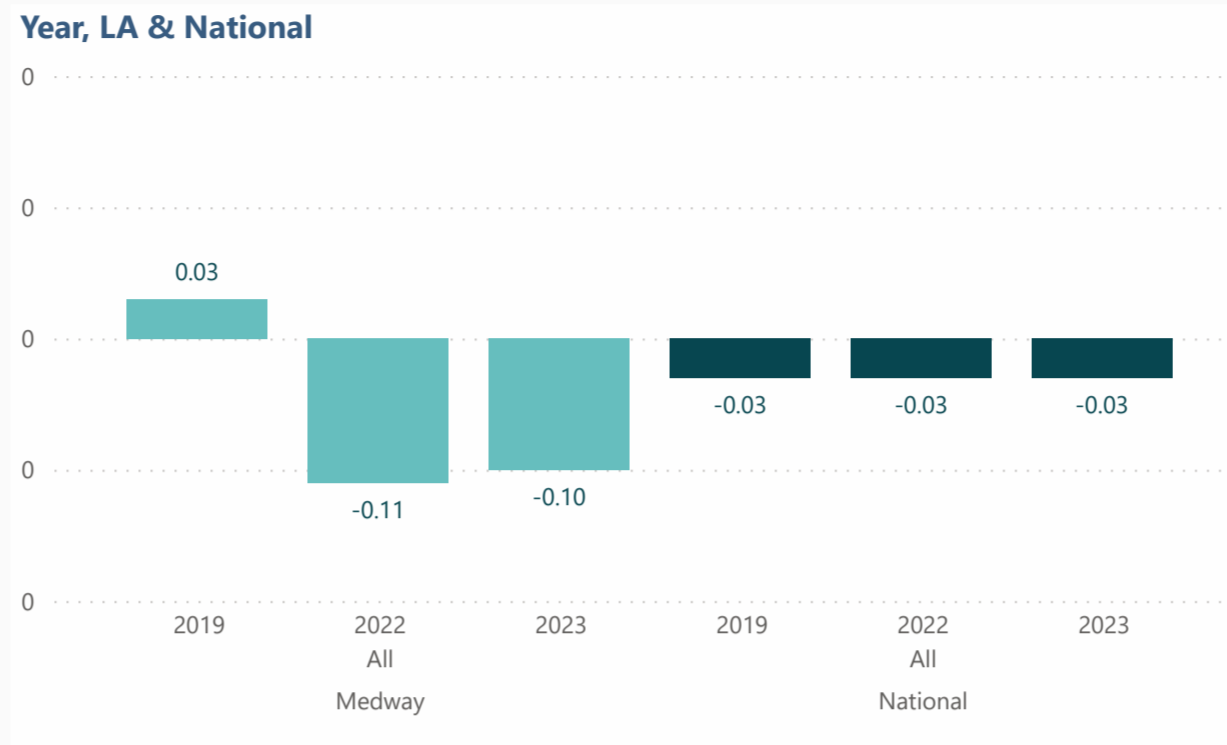
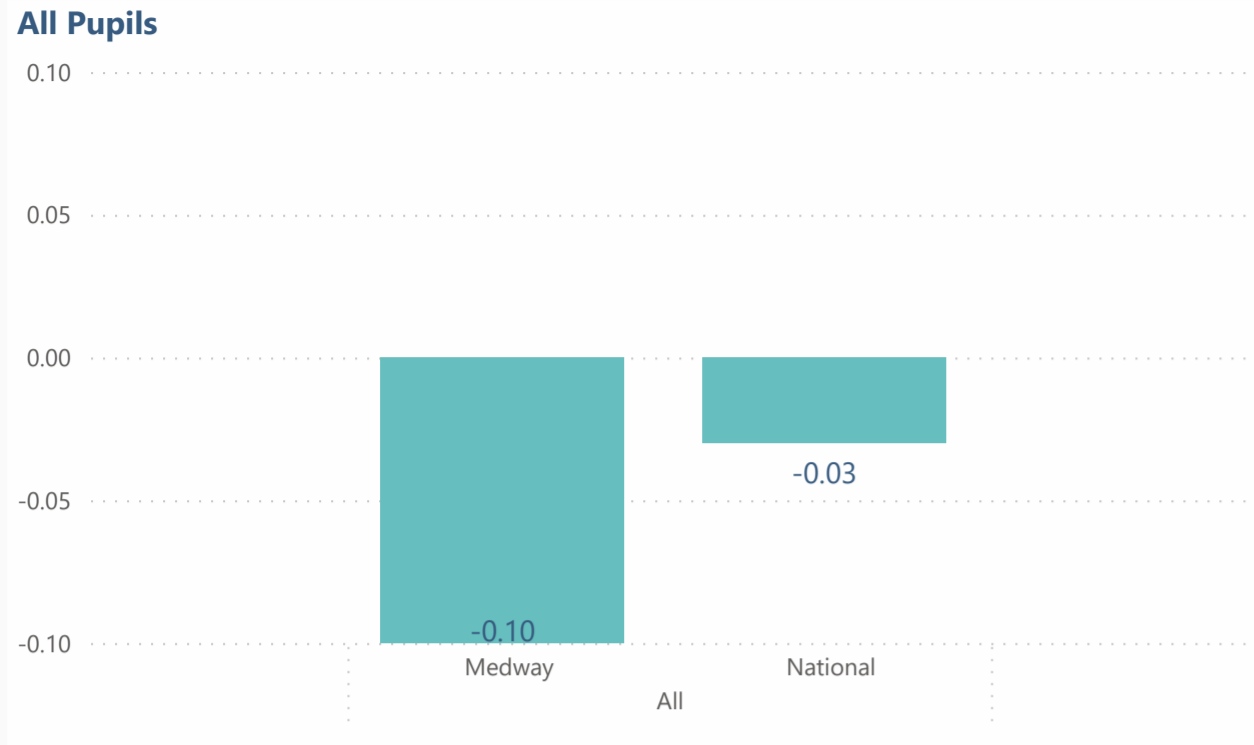
National and Medway saw an increase in outcomes in 2022 across all KS4 measures when compared to 2019. In 2023 there was a return to pre-pandemic standards for GCSEs, with protection built into the grading process to recognise the disruption that students have faced. This has resulted in a drop in outcomes across all measures at both national and in Medway in 2023.

Since 2022 the percentage of pupils achieving a grade 4 or higher in both English and Maths has been greater at national than in Medway with the gap widening in 2023.

2023 was the first time since 2019 that pupils with SEN support at national performed better than Medway in the percentage achieving a grade 4 or higher in both English and Maths at the end of KS4.

Pupils with an EHCP at national have consistently performed better than pupils in Medway with an EHCP at achieving a grade 4 or higher in both English and Maths with the gap widening in 2023 when compared to 2022.

Key Stage Four (KS4) - average progress 8

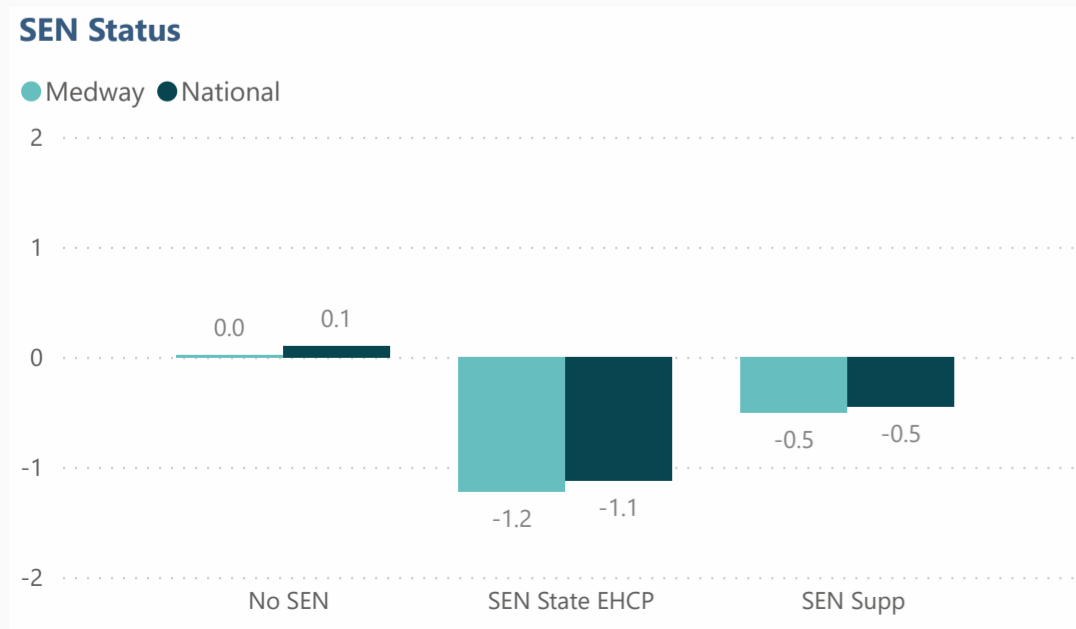
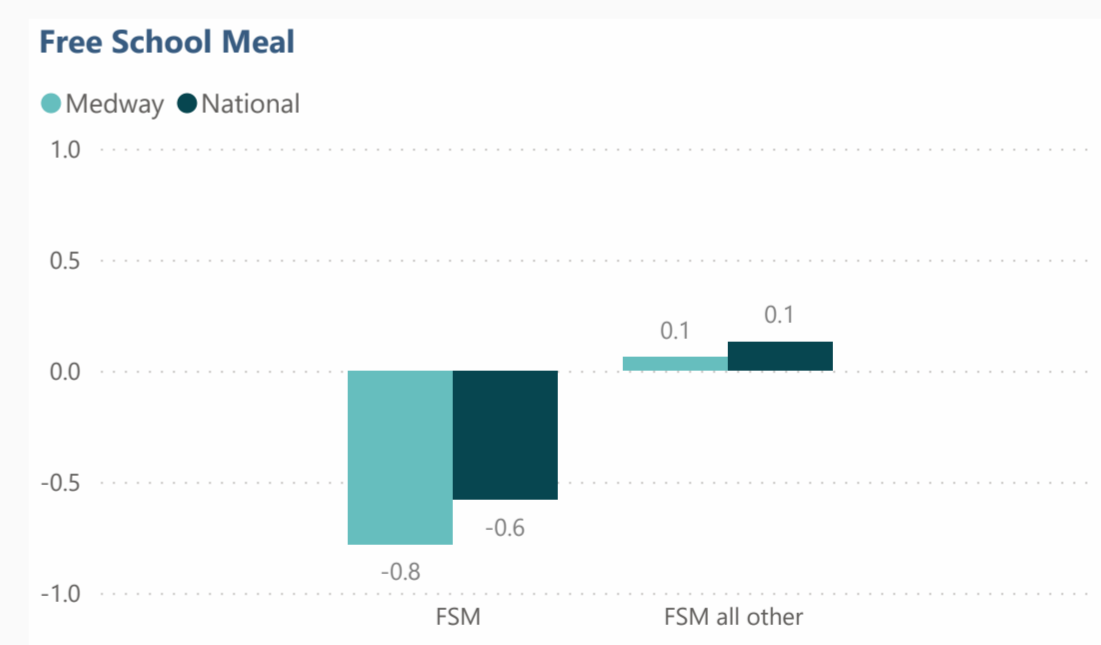
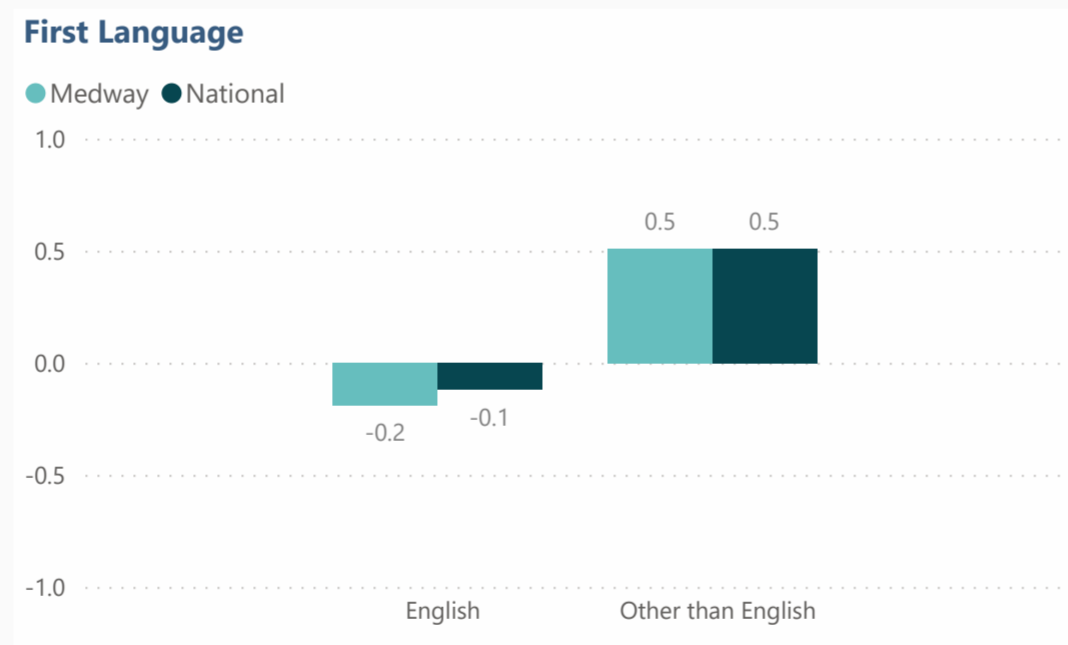
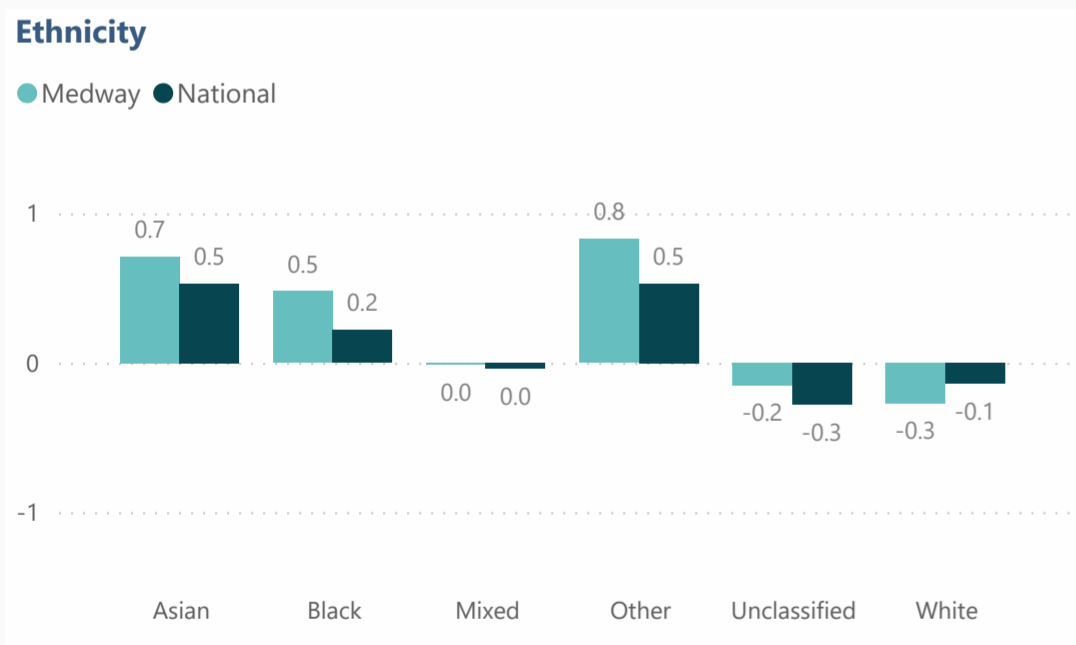
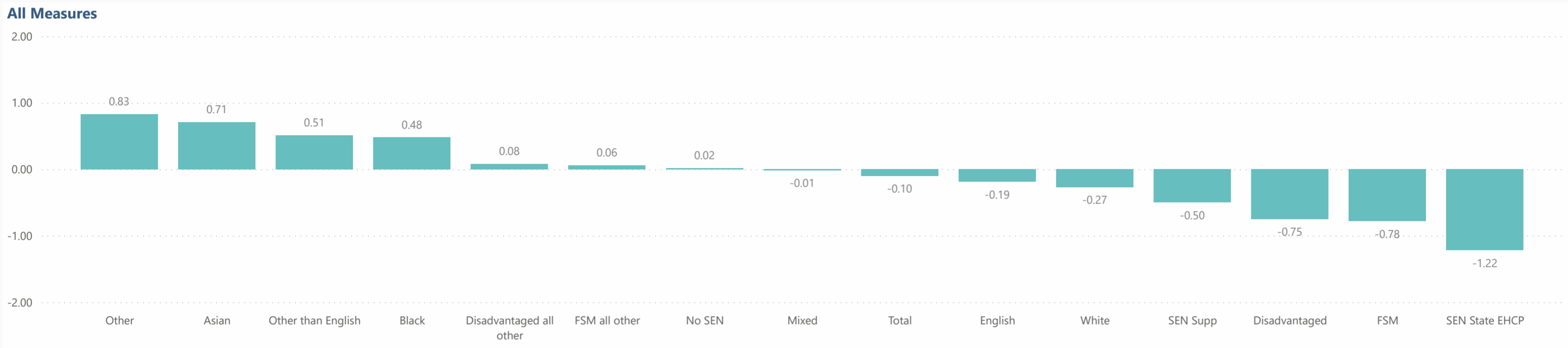


Gender, Year, LA & National

Gender	Medway	National
All		
2019	0.03	-0.03
2022	-0.11	-0.03
2023	-0.10	-0.03
Female		
2019	0.23	0.22
2022	0.00	0.15
2023	0.01	0.12
Male		
2019	-0.18	-0.27
2022	-0.22	-0.21
2023	-0.22	-0.17

KS4 Avg Pro 8

92 ▲ 0



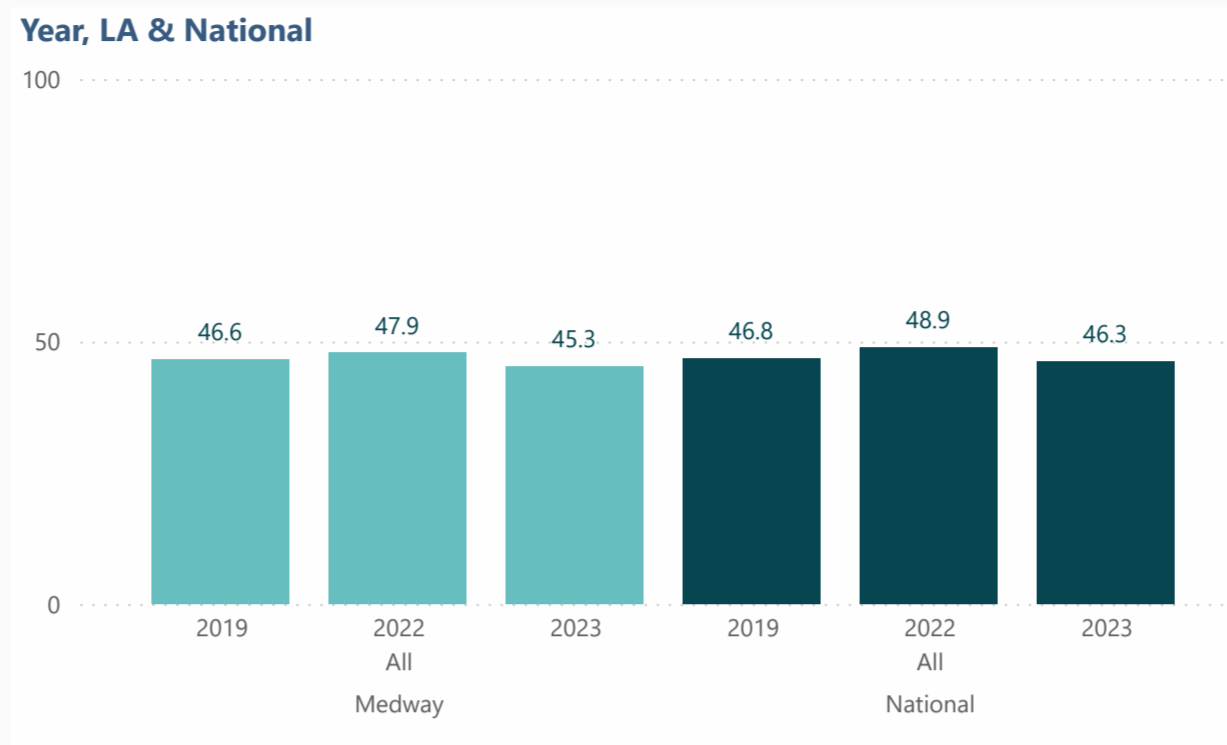
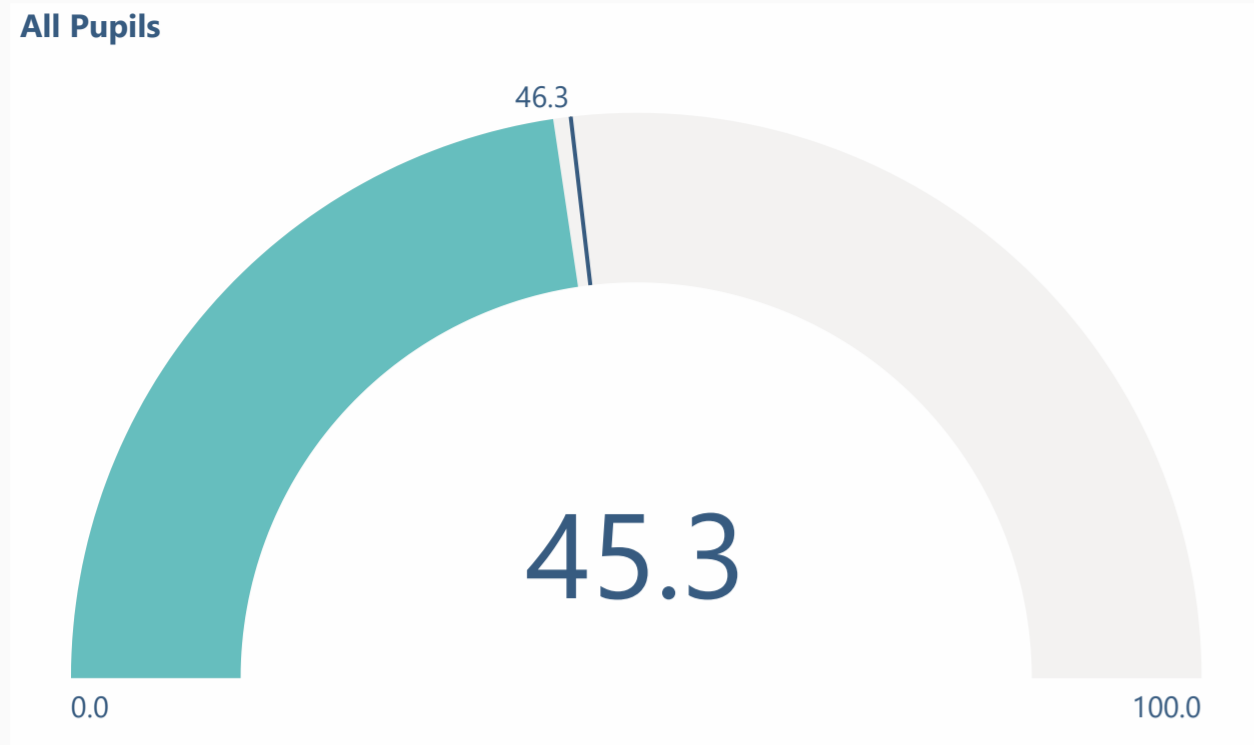
National and Medway saw an increase in outcomes in 2022 across all KS4 measures when compared to 2019. In 2023 there was a return to pre-pandemic standards for GCSEs, with protection built into the grading process to recognise the disruption that students have faced. This has resulted in a drop in outcomes across all measures at both national and in Medway in 2023.

The average progress 8 score at national remained the same in 2022 and 2023 and was better than the average progress 8 score in Medway in both years. The score in Medway improved in 2023 and therefore reduced the gap with national.

Although national and Medway saw a decline in Progress 8 in 2023 for pupils with SEN support, national made better progress in 2022 and 2023 than Medway, but the gap is narrowing.

Whilst Medway and national saw an improvement in 2023 from 2022 in the average Progress 8 score of pupils with an EHCP, national out-performed Medway in both years with the gap widening.

Key Stage Four (KS4) - average attainment 8

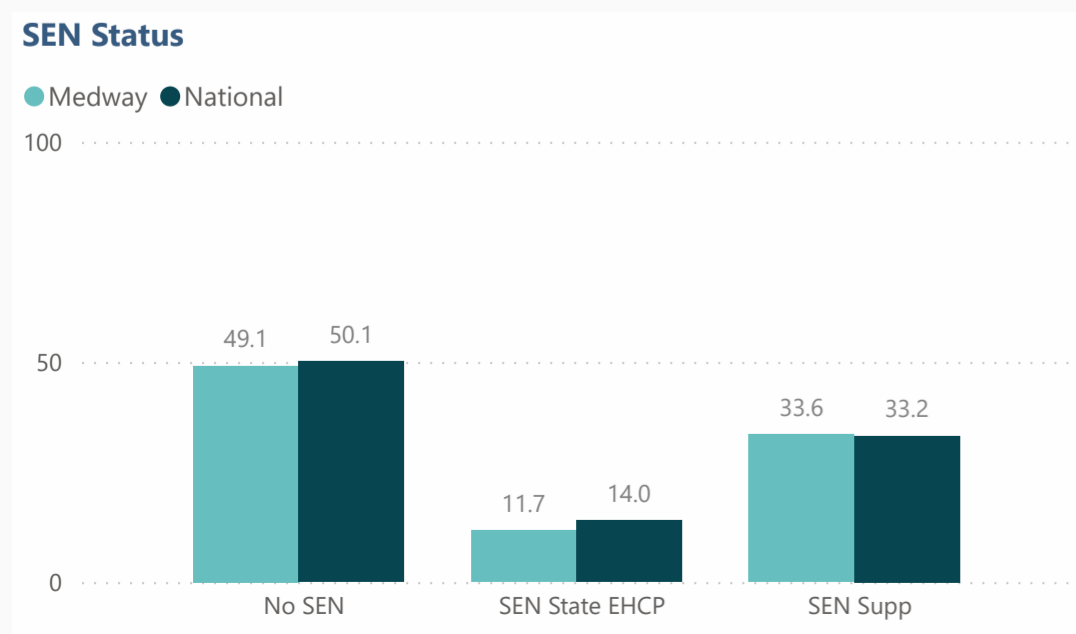
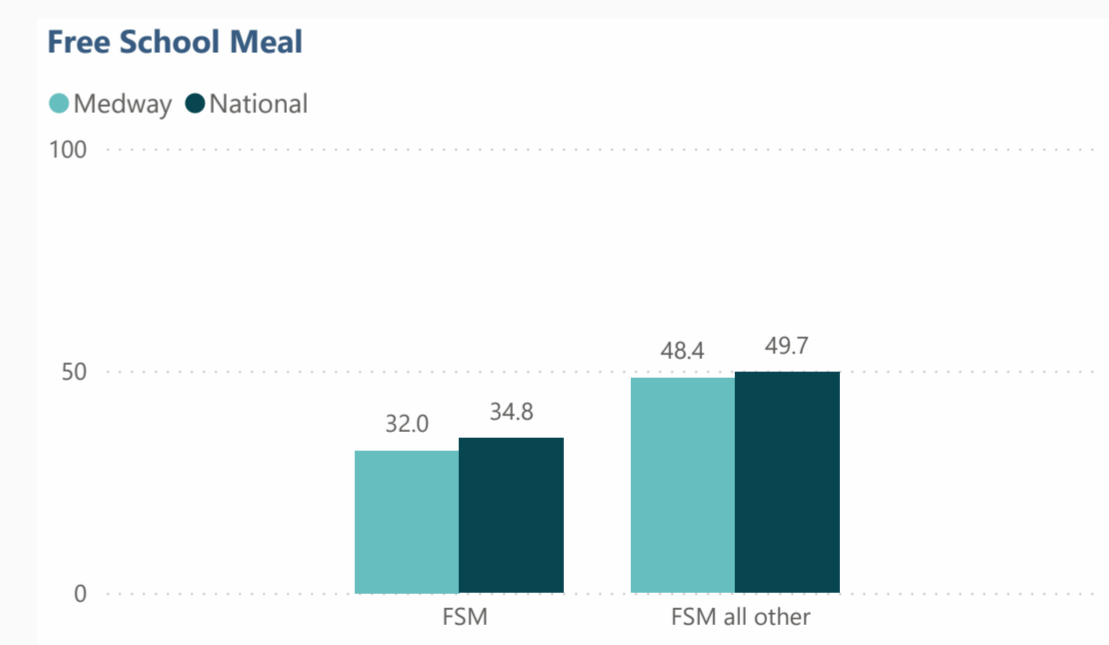
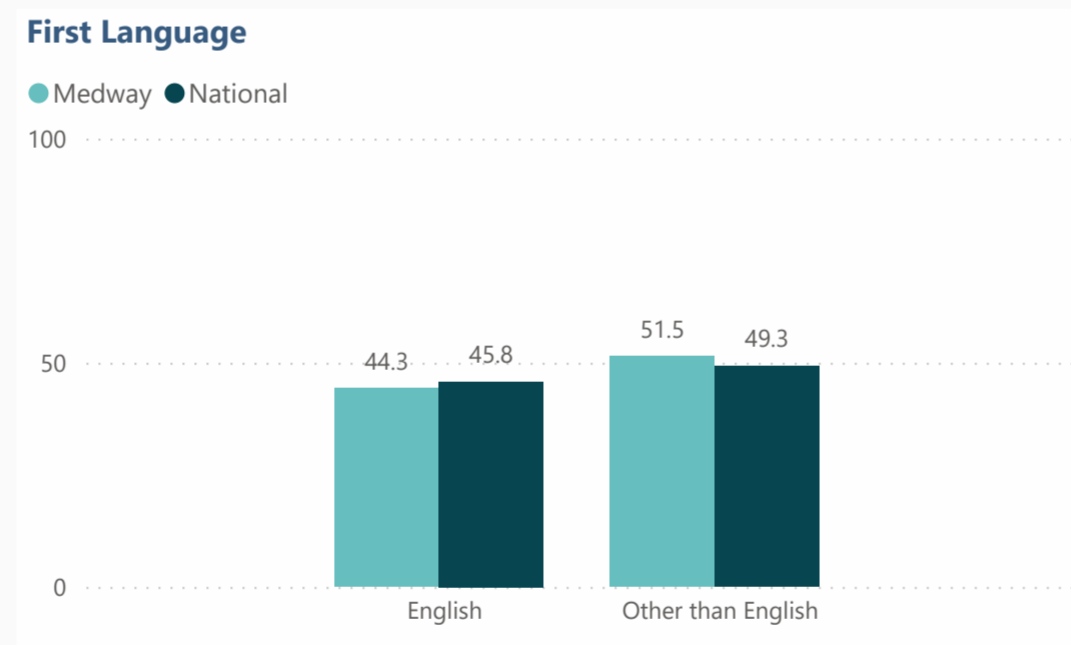
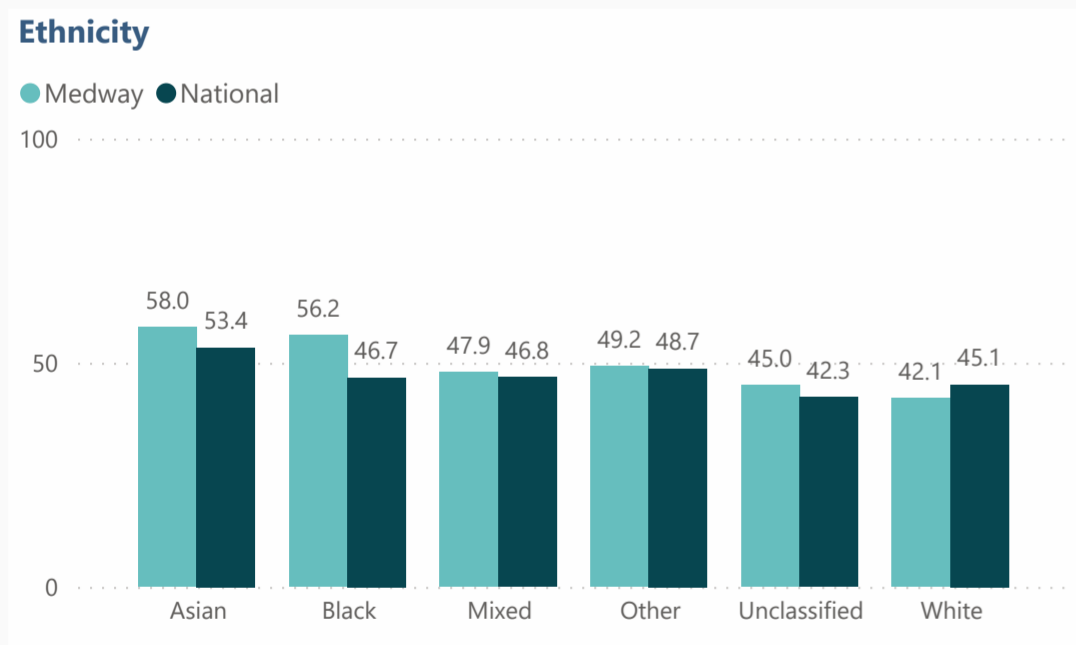
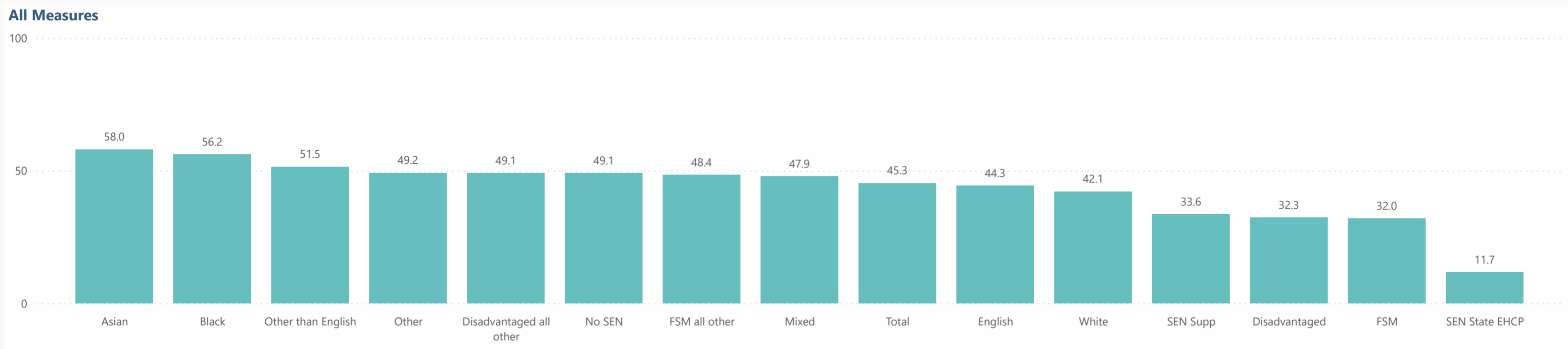


Gender, Year, LA & National

Gender	Medway	National
All		
2019	46.6	46.8
2022	47.9	48.9
2023	45.3	46.3
Female		
2019	48.6	49.6
2022	49.9	51.5
2023	47.0	48.6
Male		
2019	44.5	44.2
2022	45.8	46.4
2023	43.5	44.1

KS4 Avg Att 8

81 ▲ 4



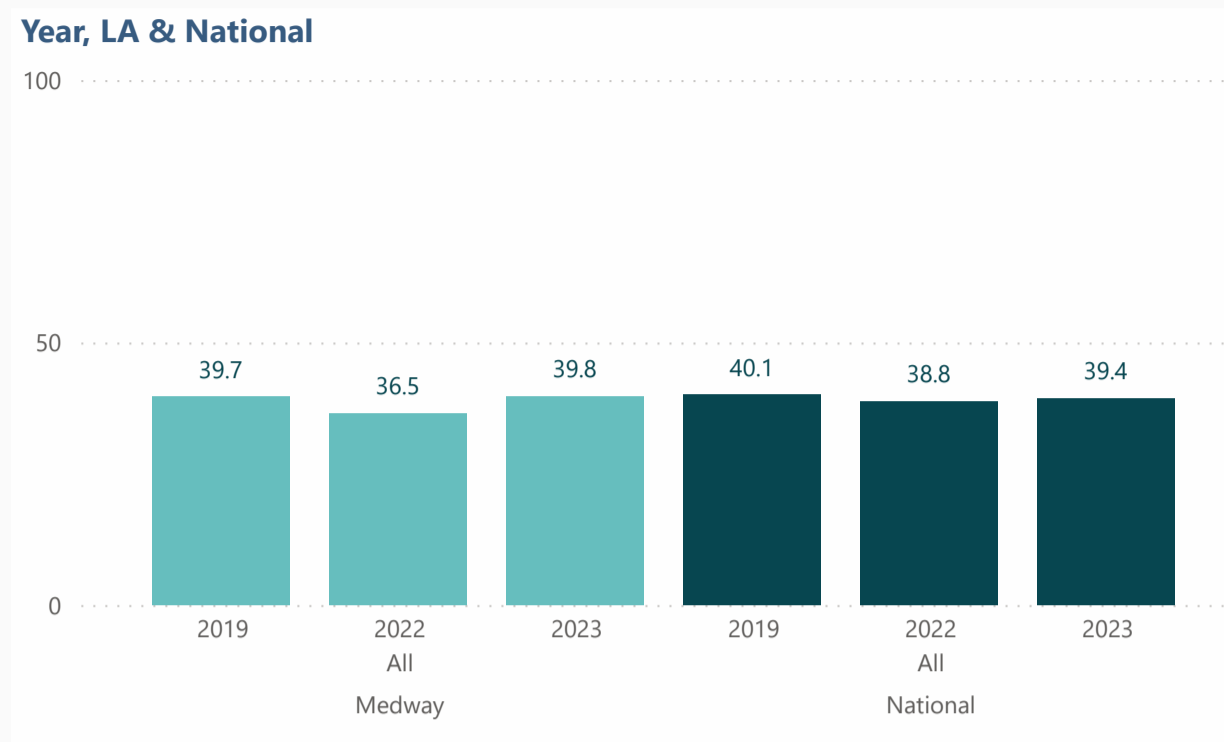
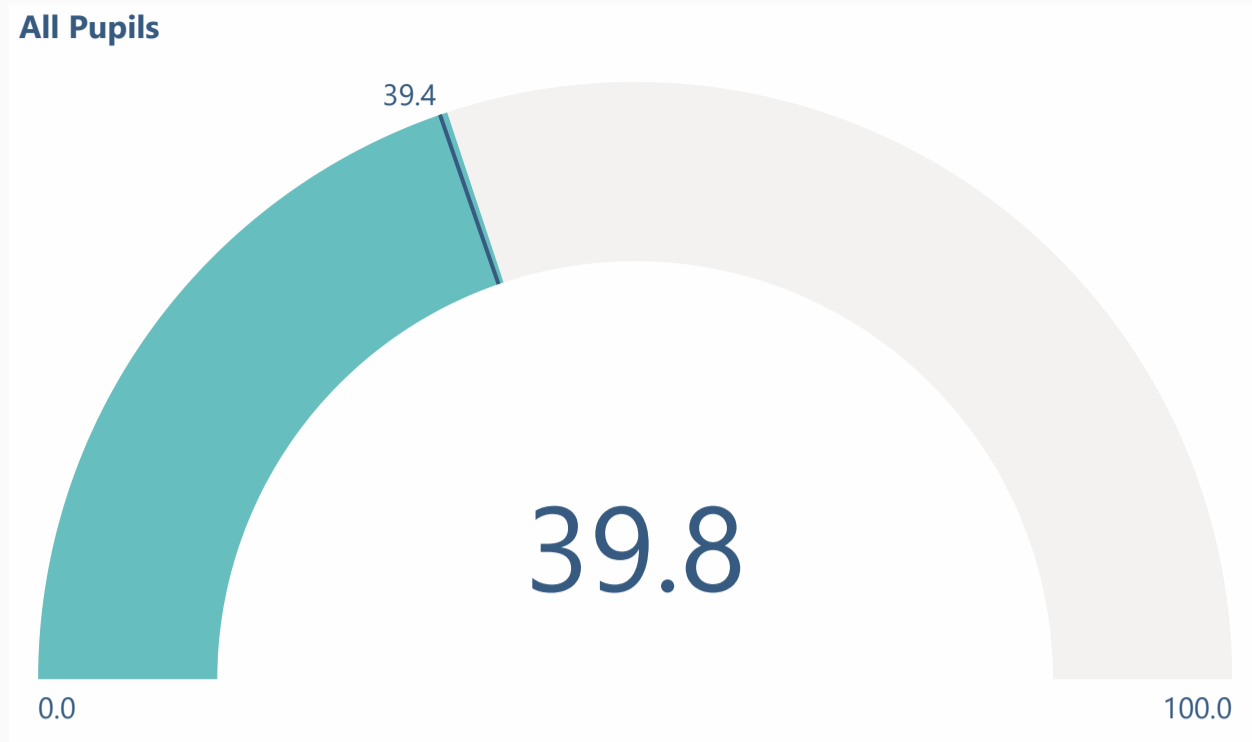
National and Medway saw an increase in outcomes in 2022 across all KS4 measures when compared to 2019. In 2023 there was a return to pre-pandemic standards for GCSEs, with protection built into the grading process to recognise the disruption that students have faced. This has resulted in a drop in outcomes across all measures at both national and in Medway in 2023.

National continues to perform better in the Attainment 8 measure than Medway. Whilst the gap was narrower in 2019, it increased in 2022 and remained the same in 2023.

The average attainment 8 score of pupils with SEN support at national and in Medway was higher in 2022 than in 2023. In 2022, national performed better than Medway in this measure but Medway performed better than national in 2023.

In 2022 and 2023 pupils with an EHCP at national achieved a higher average attainment 8 score than pupils with an EHCP in Medway, with the gap widening in 2023.

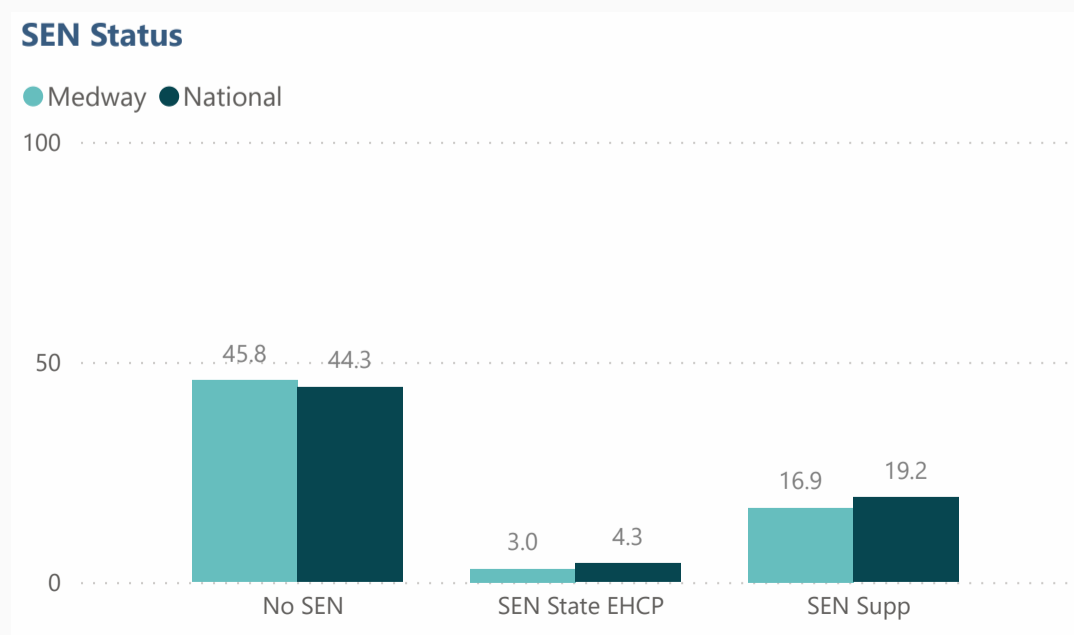
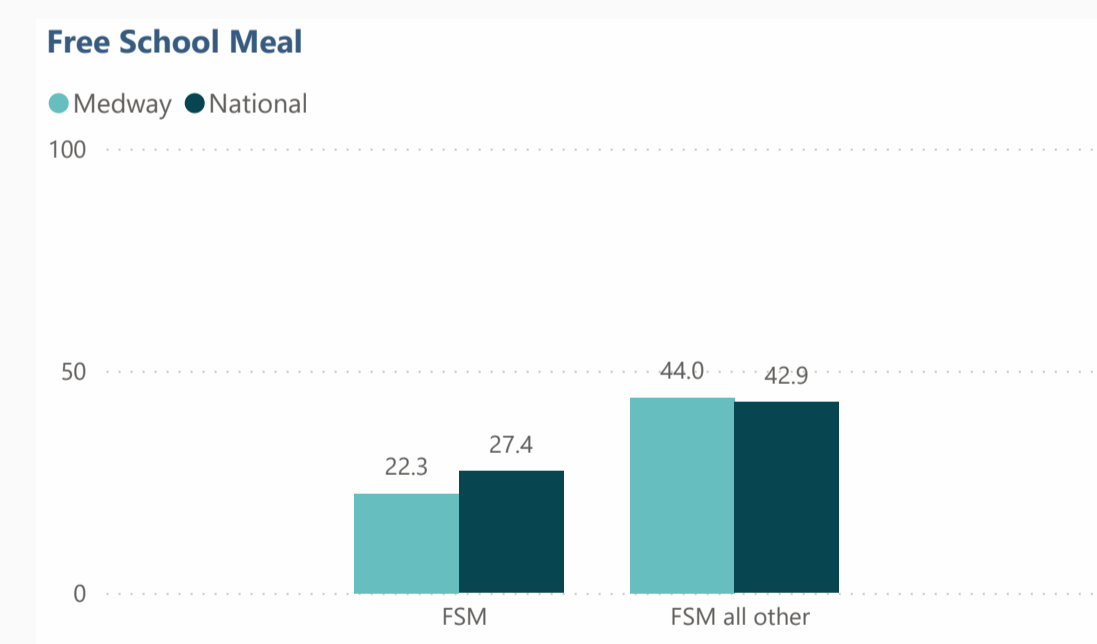
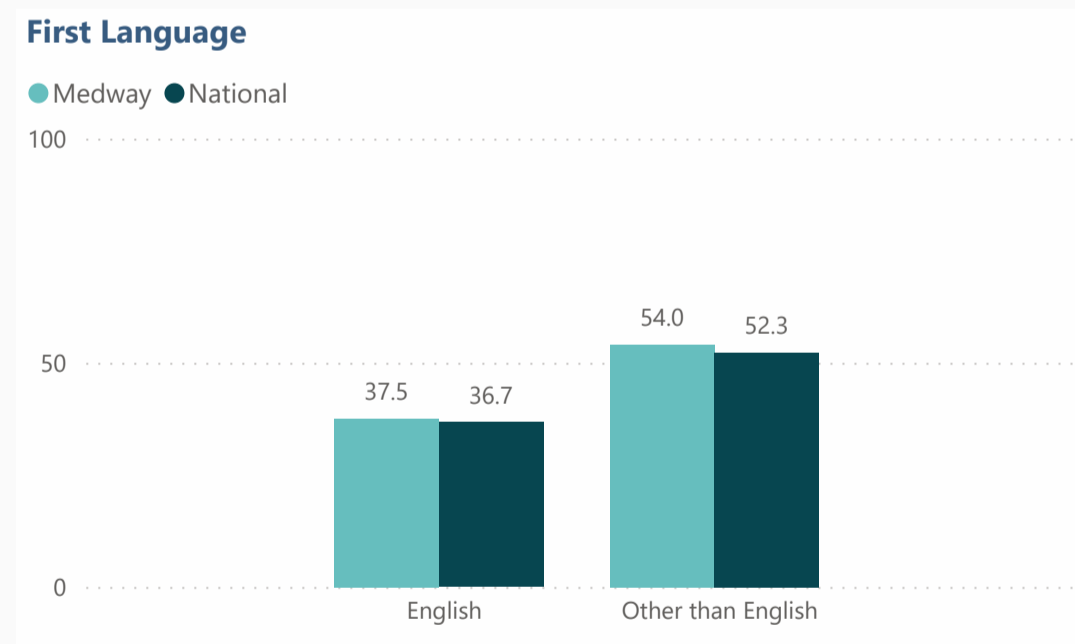
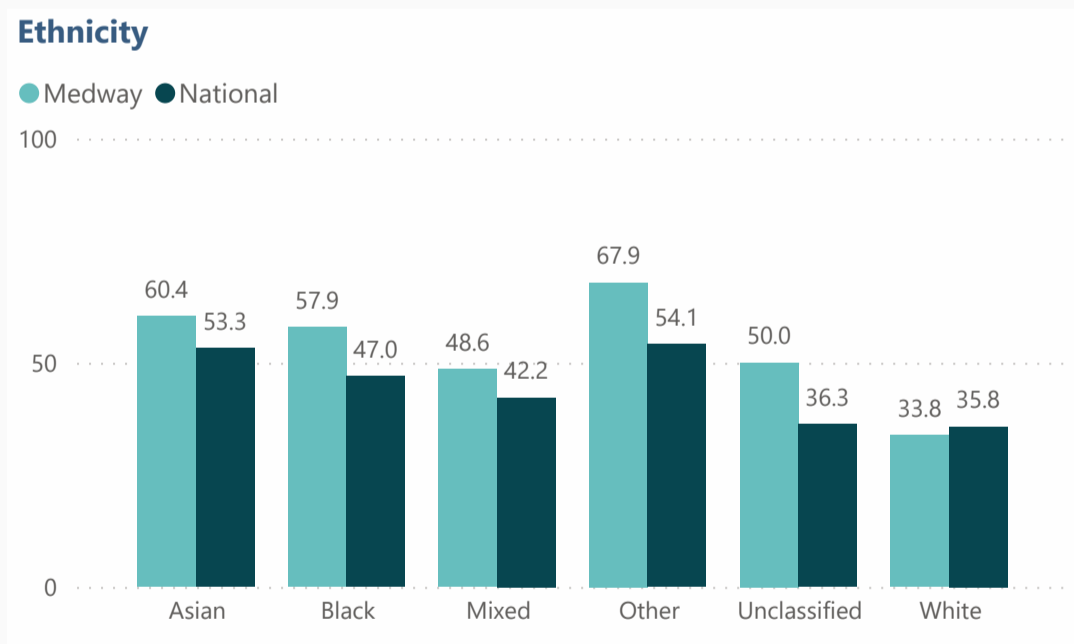
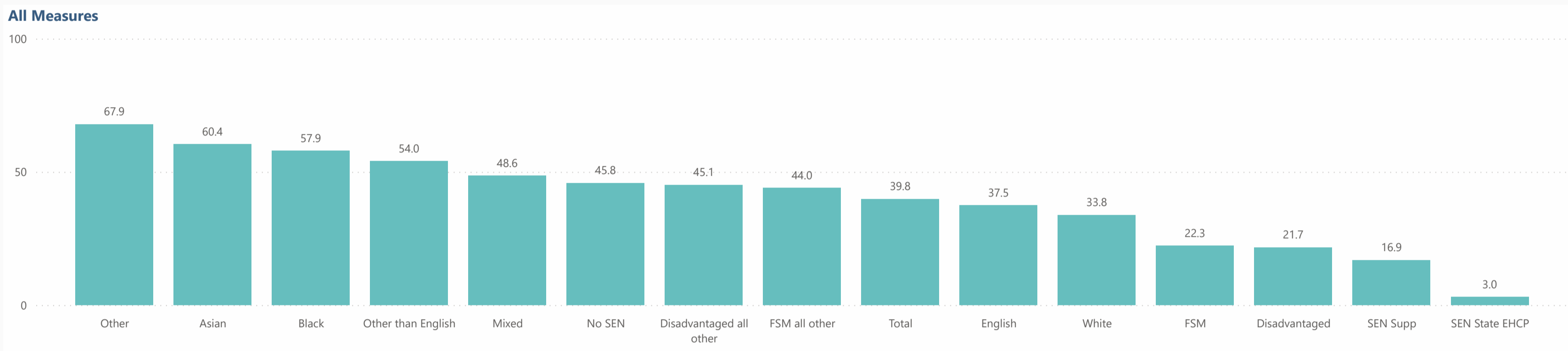
Key Stage Four (KS4) - % of pupils entering the English Baccalaureate (EBacc)



Gender, Year, LA & National

Gender	Medway	National
All		
2019	39.7	40.1
2022	36.5	38.8
2023	39.8	39.4
Female		
2019	42.6	46.0
2022	43.9	43.9
2023	47.6	43.9
Male		
2019	36.8	34.4
2022	28.9	34.0
2023	32.0	35.0

KS4 % entering (EBacc)
67 ▲ -15



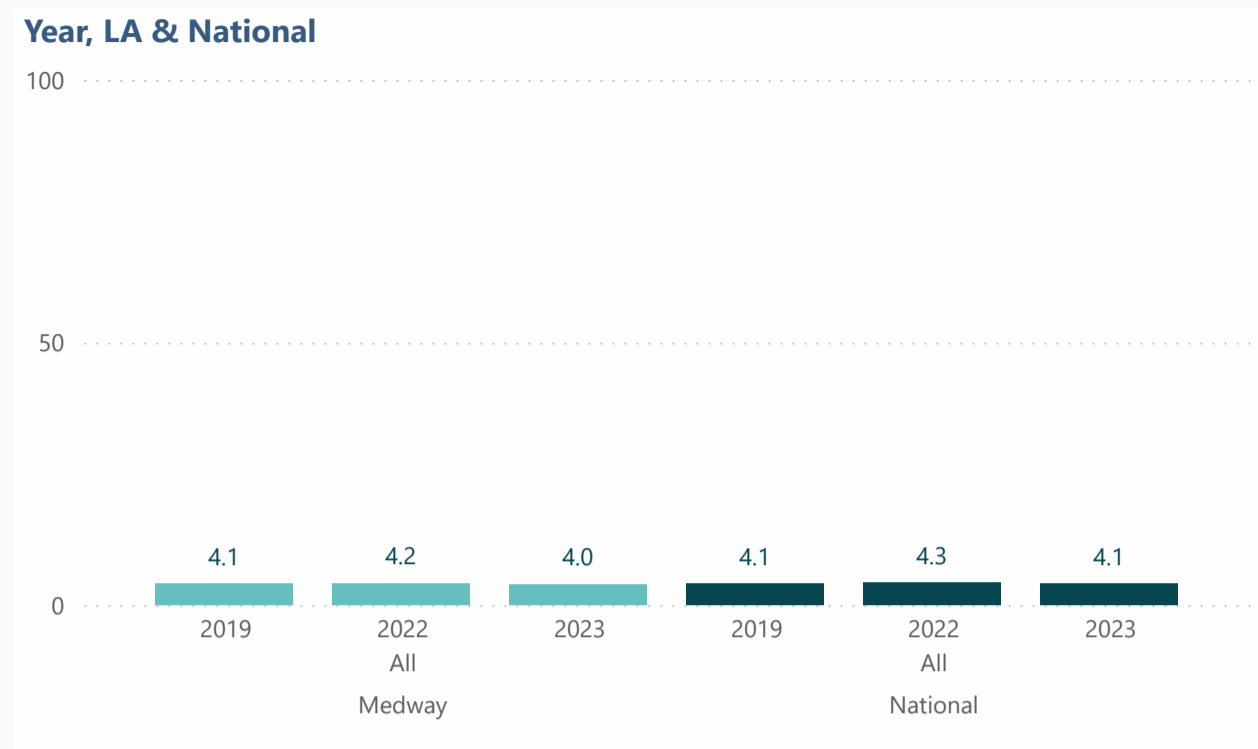
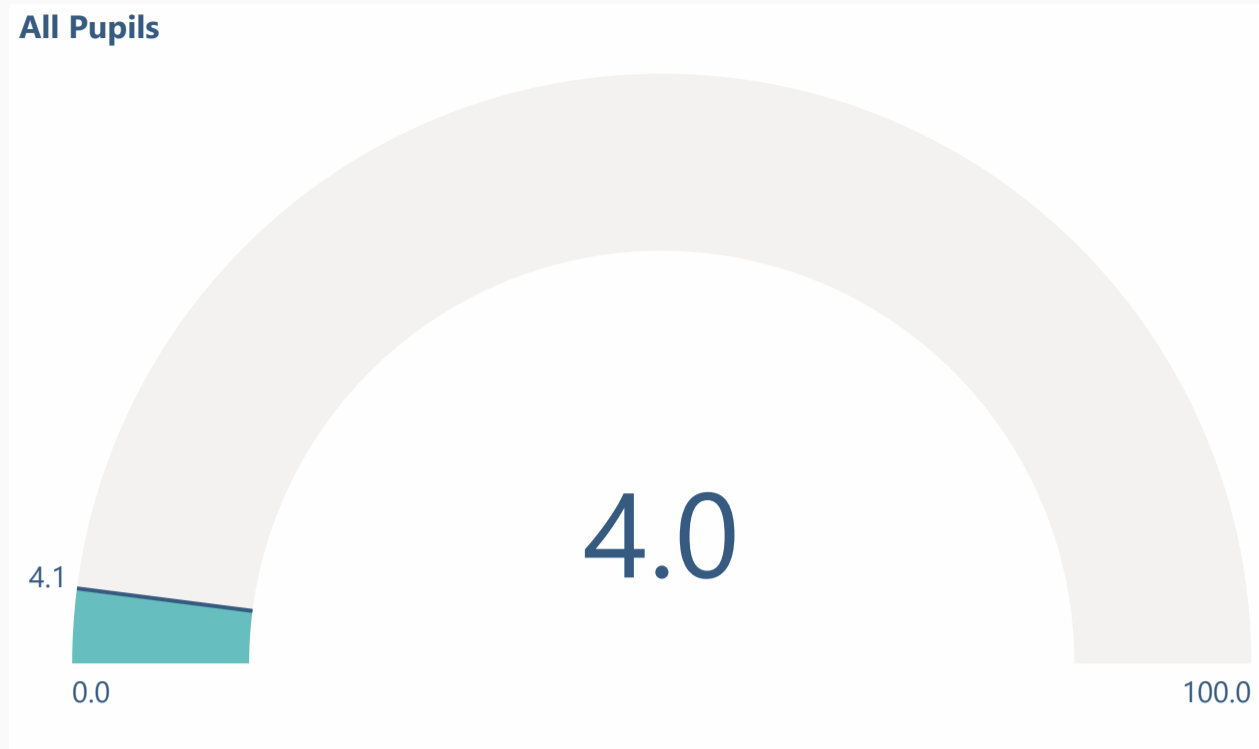
National and Medway saw an increase in outcomes in 2022 across all KS4 measures when compared to 2019. In 2023 there was a return to pre-pandemic standards for GCSEs, with protection built into the grading process to recognise the disruption that students have faced. This has resulted in a drop in outcomes across all measures at both national and in Medway in 2023.

In 2019 and 2022, the percentage of pupils entering the English Baccalaureate in Medway was lower than national. In 2023, the percentage in Medway was slightly higher than national.

The percentage of pupils with SEN support entering the English Baccalaureate has increased in 2023 from 2022 but is still not at 2019 figures at both national and in Medway. National has out-performed Medway in this measure since 2020.

The percentage of pupils with an EHCP entering the English Baccalaureate at national has consistently been above Medway with the gap widening slightly in 2023.

Key Stage Four (KS4) - average English Baccalaureate (EBacc) APS per pupil

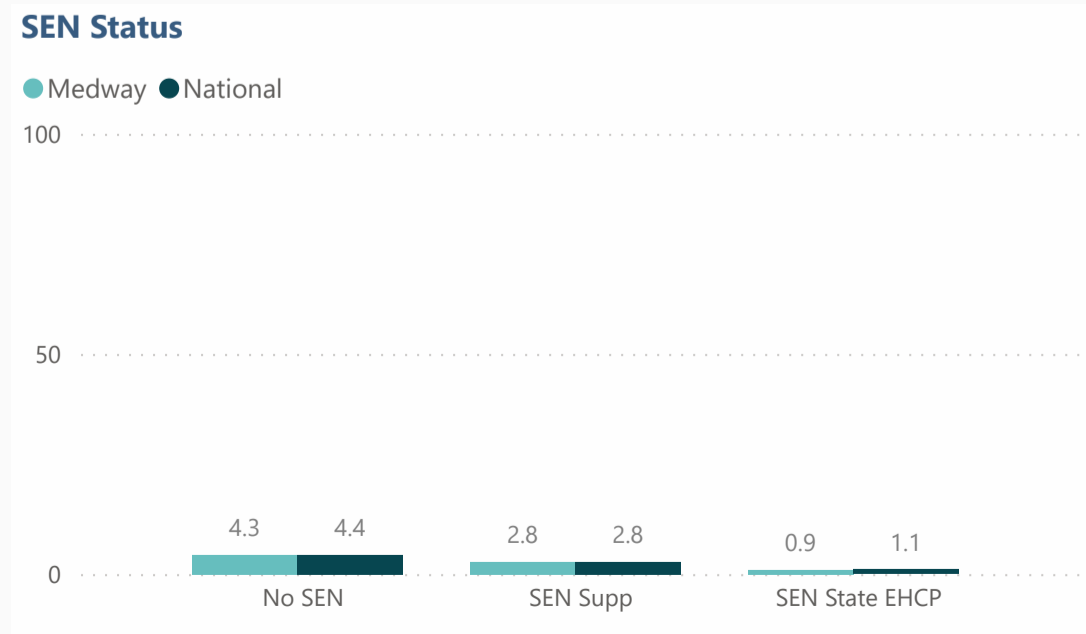
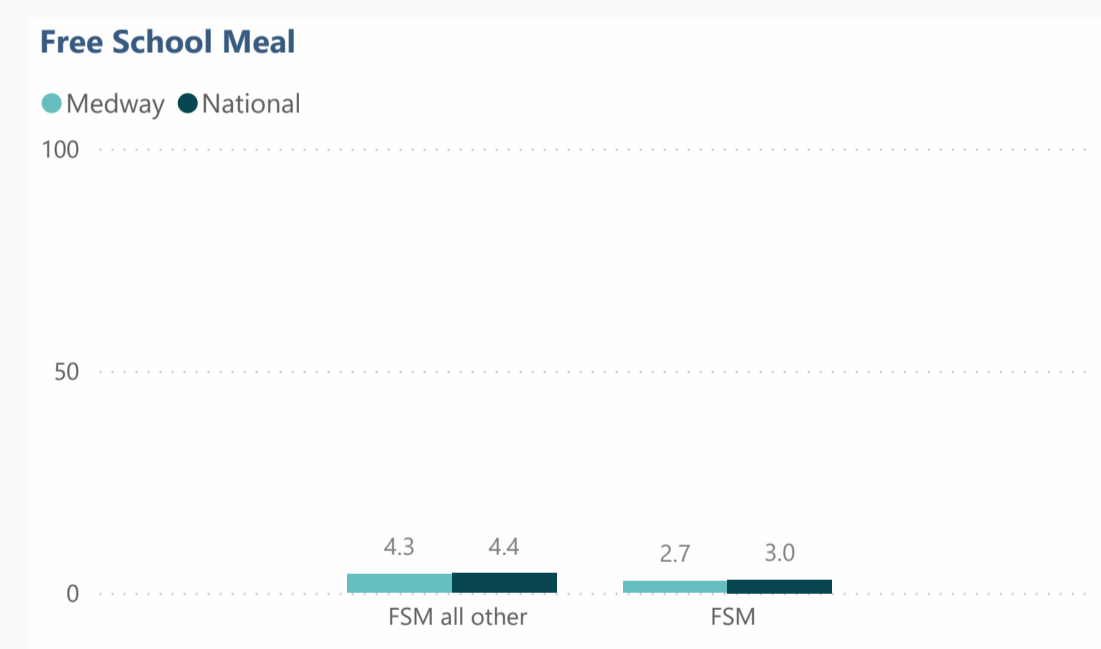
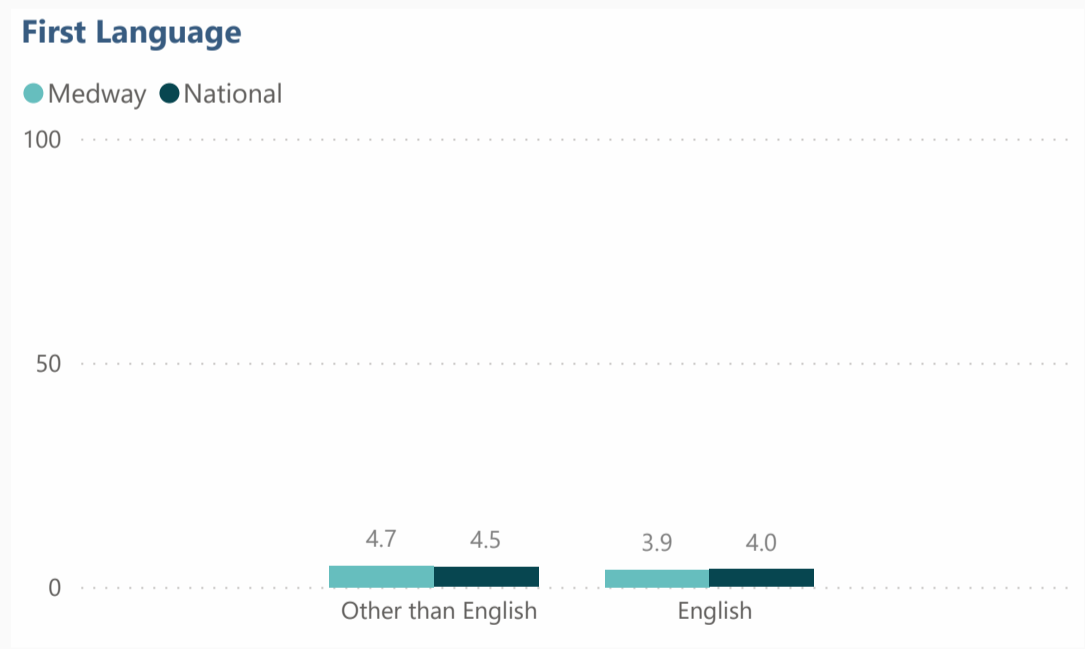
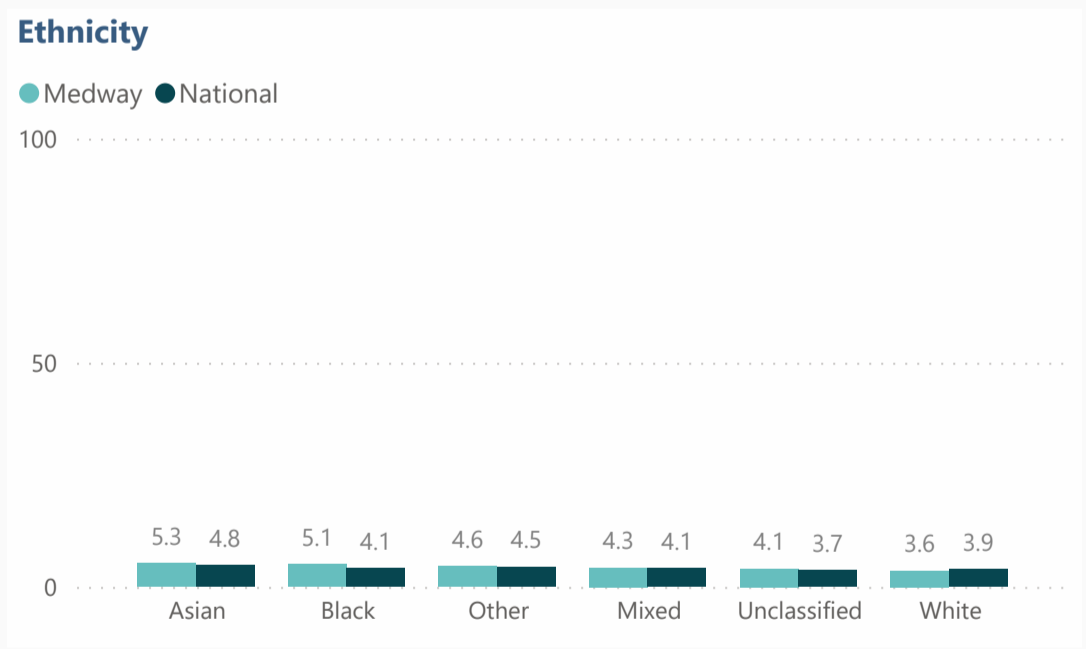
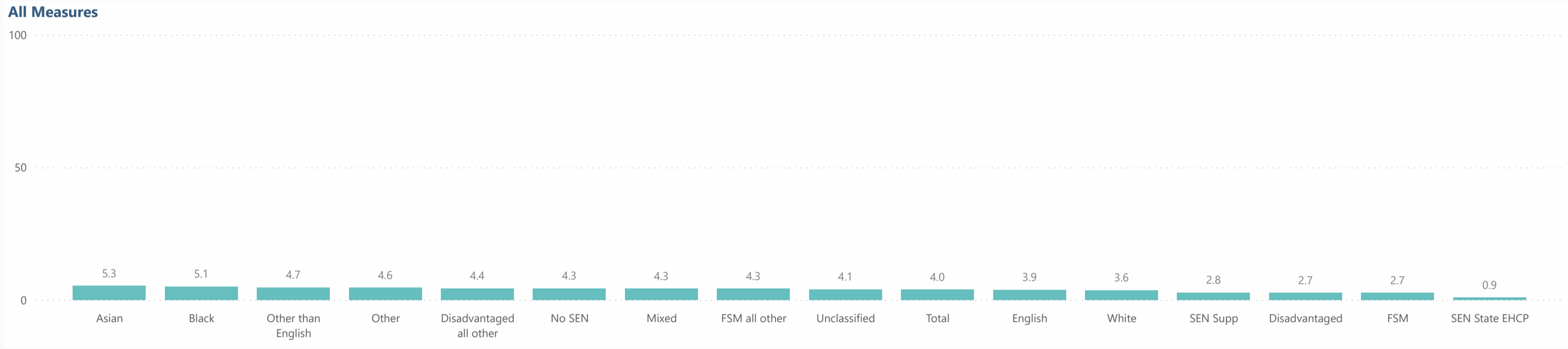


Gender, Year, LA & National

Gender	Medway	National
All		
2019	4.1	4.1
2022	4.2	4.3
2023	4.0	4.1
Female		
2019	4.2	4.3
2022	4.3	4.5
2023	4.1	4.3
Male		
2019	3.9	3.9
2022	4.0	4.1
2023	3.8	3.9

KS4 APS per pupil EBacc

76 ▲ -5



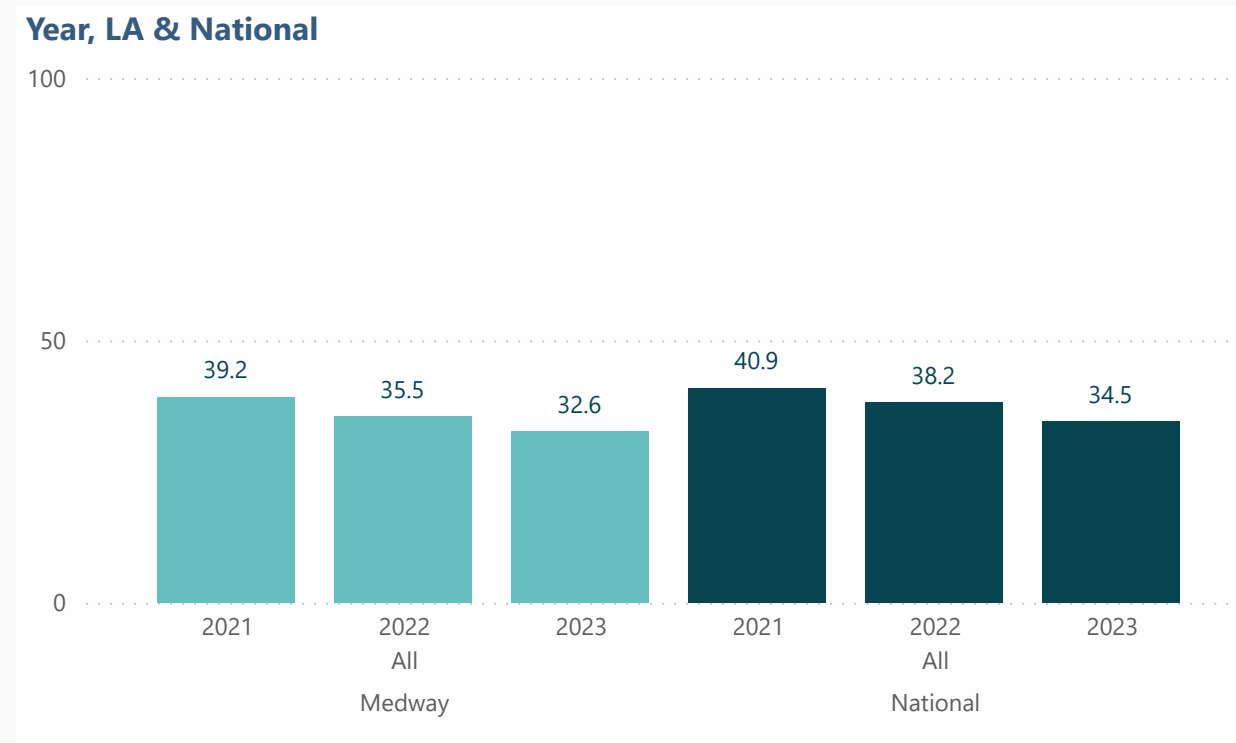
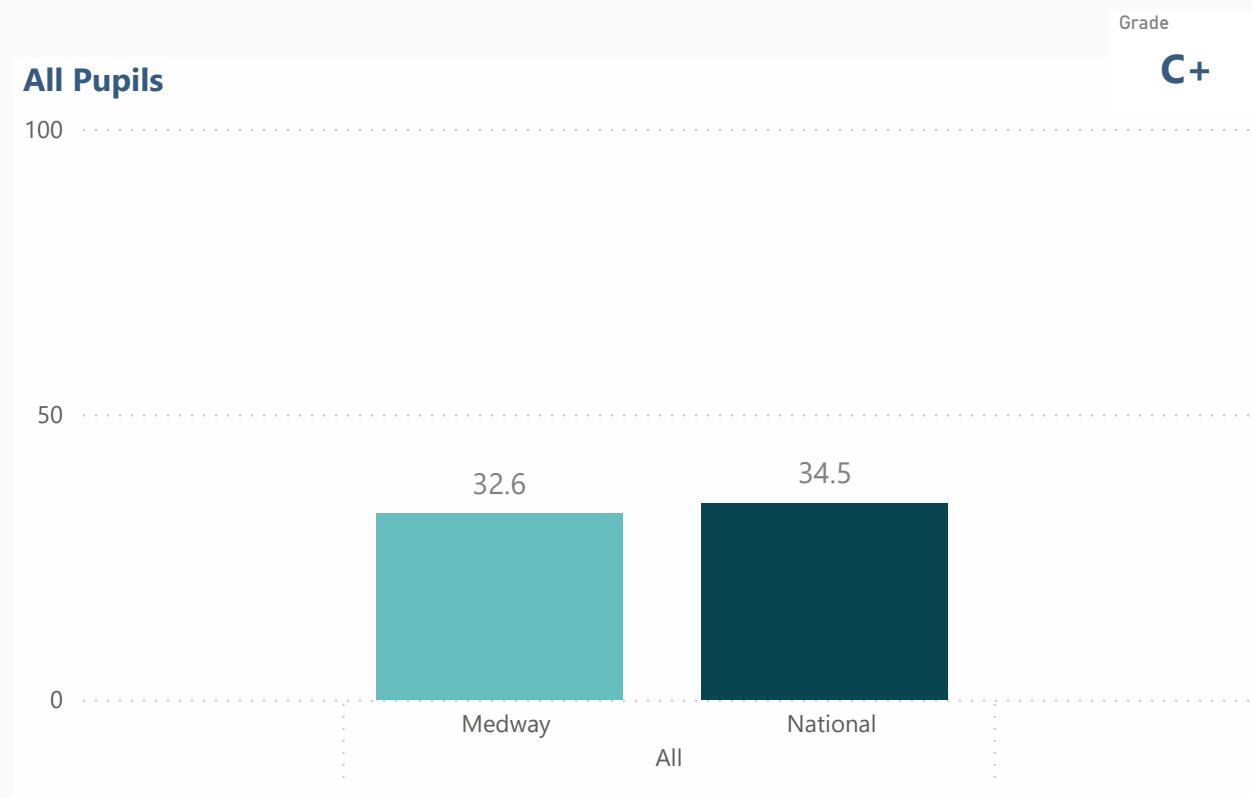
National and Medway saw an increase in outcomes in 2022 across all KS4 measures when compared to 2019. In 2023 there was a return to pre-pandemic standards for GCSEs, with protection built into the grading process to recognise the disruption that students have faced. This has resulted in a drop in outcomes across all measures at both national and in Medway in 2023.

The average English Baccalaureate (EBacc) APS per pupil in Medway has remained similar to national from 2019 – 2023. In 2022 the figure was slightly higher at national and then slightly lower in 2023 when compared to Medway.

In the last two years the average English Baccalaureate (EBacc) APS per pupil at National has been higher than Medway for pupils with SEN support with the gap reducing in 2023.

National and Medway saw a drop in the average English Baccalaureate (EBacc) APS per pupil with an EHCP in 2023. However, national performed better than Medway in both 2022 and 2023 with the gap widening in 2023.

Key Stage Five (KS5) - average point score (APS) per A level entry and grade

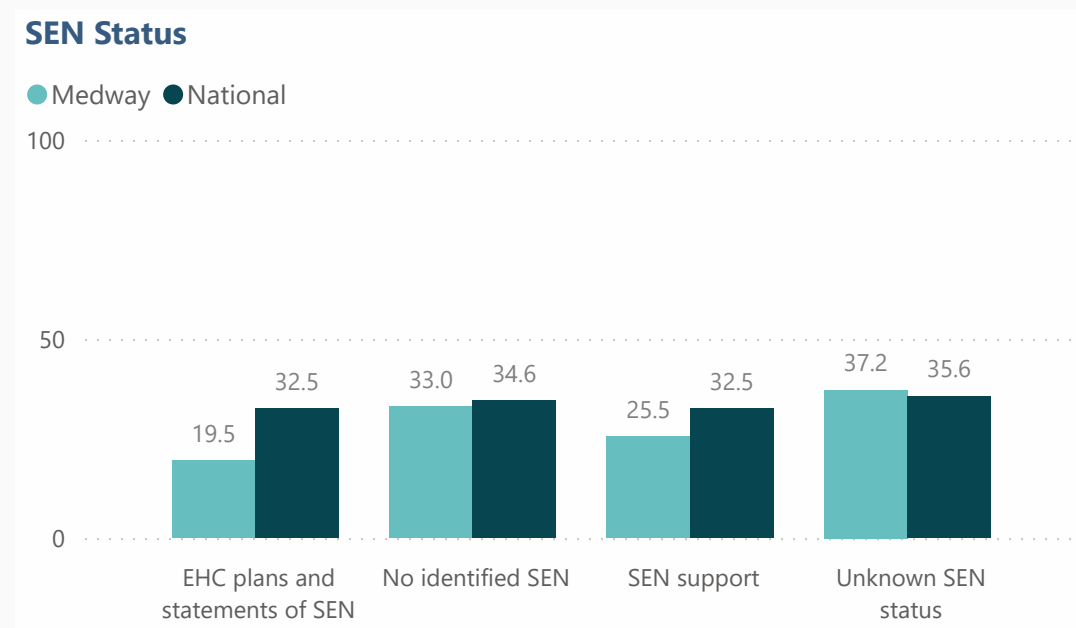
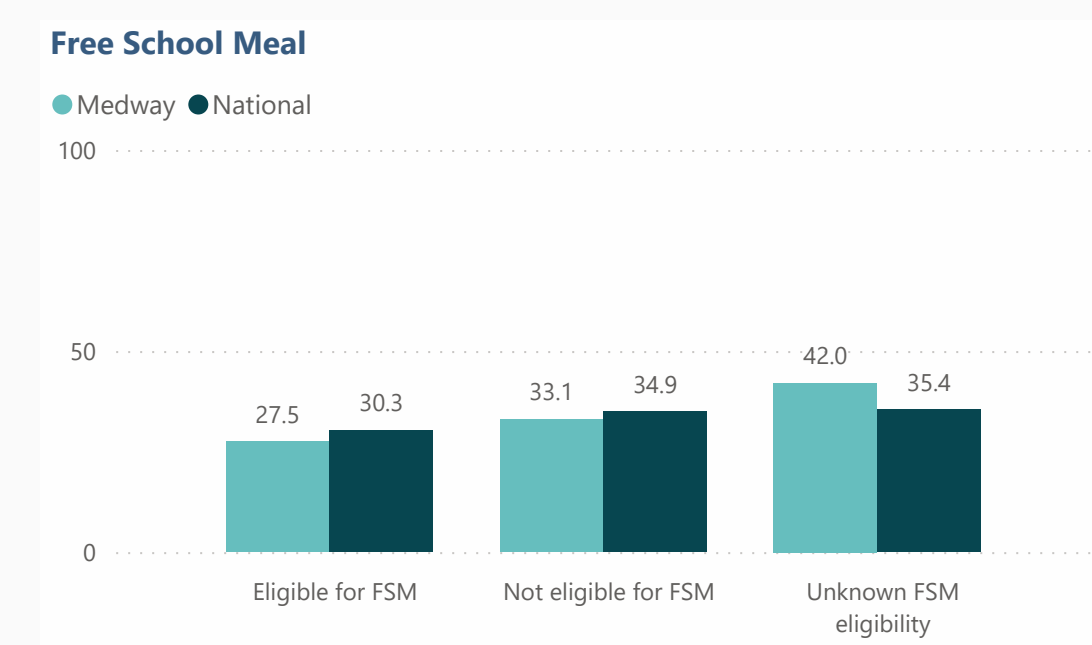
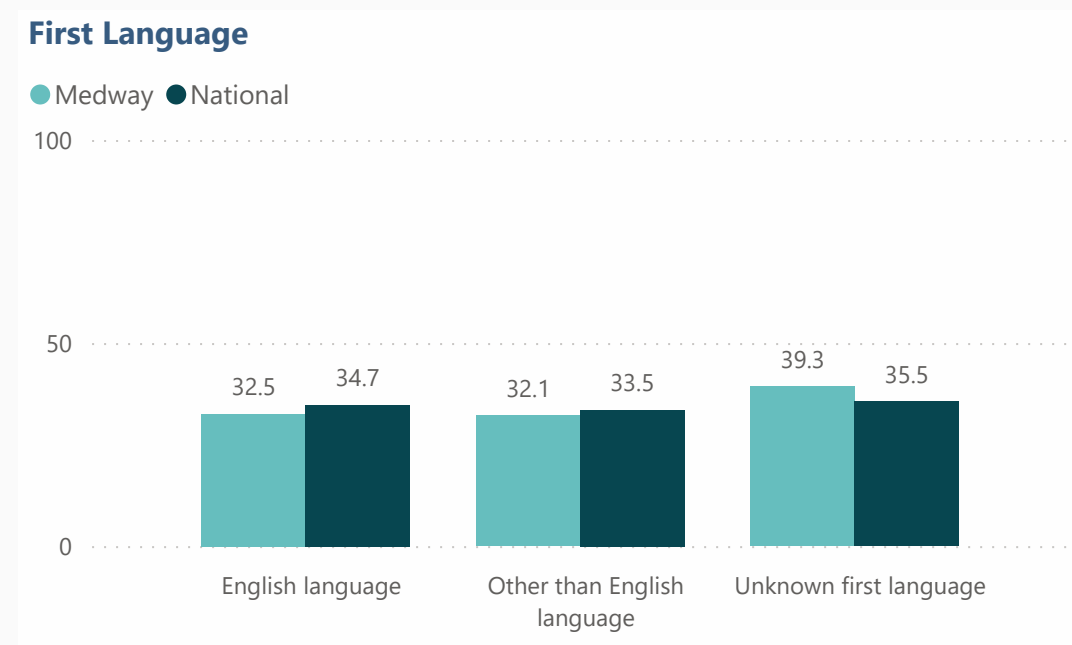
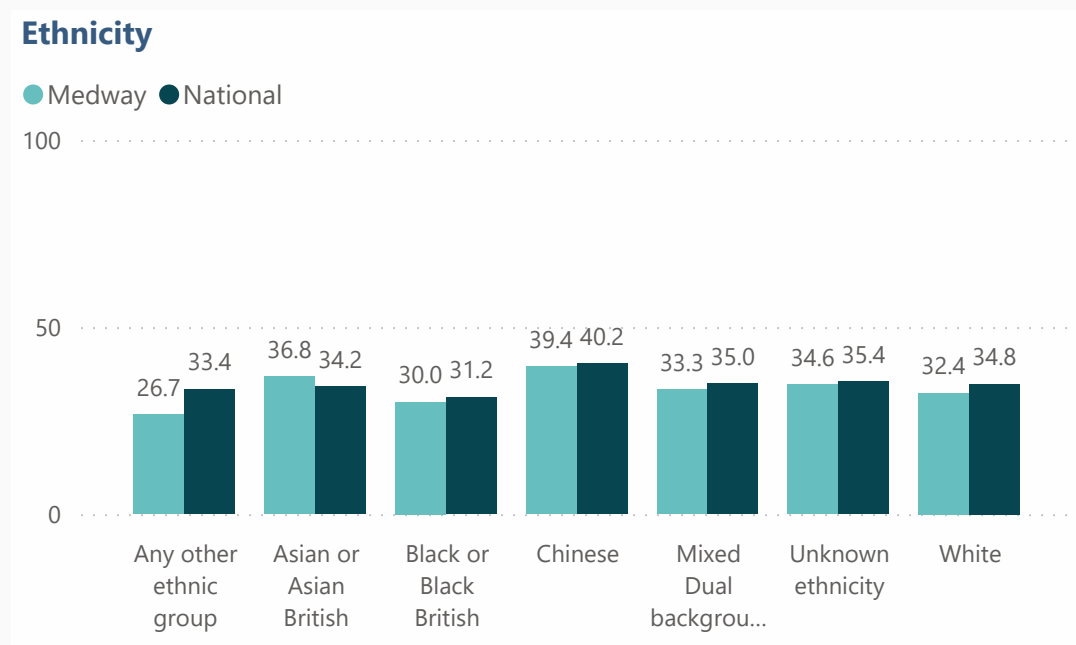
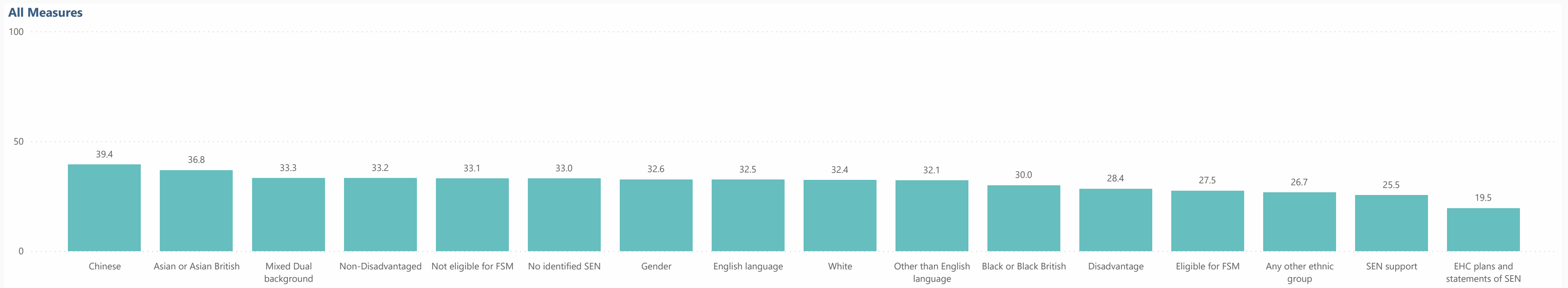


Gender, Year, LA & National

Gender	Medway	National
All		
2021	39.2	40.9
2022	35.5	38.2
2023	32.6	34.5
Female		
2021	39.9	42.0
2022	35.3	39.0
2023	32.6	35.2
Male		
2021	38.4	
2022	35.8	
2023	32.7	

KS5 APS per A-Level entry

105 ▲ -11

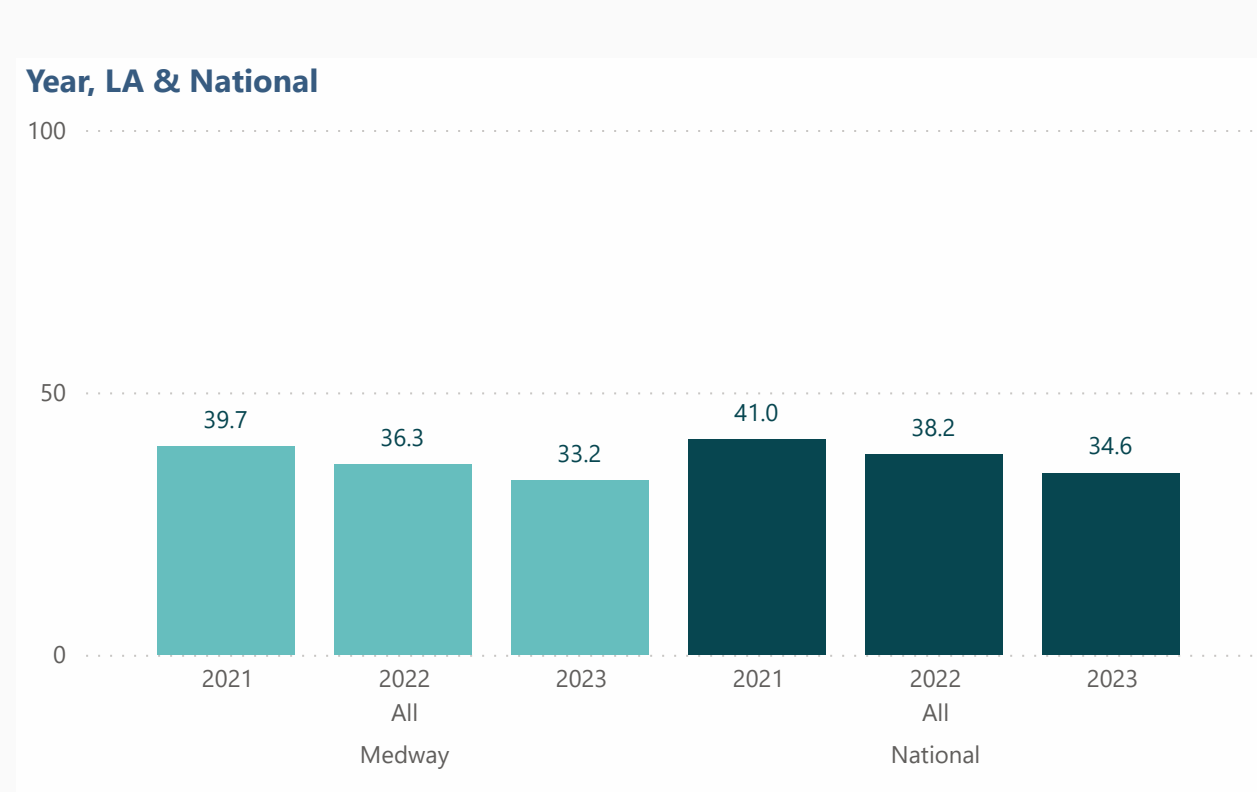
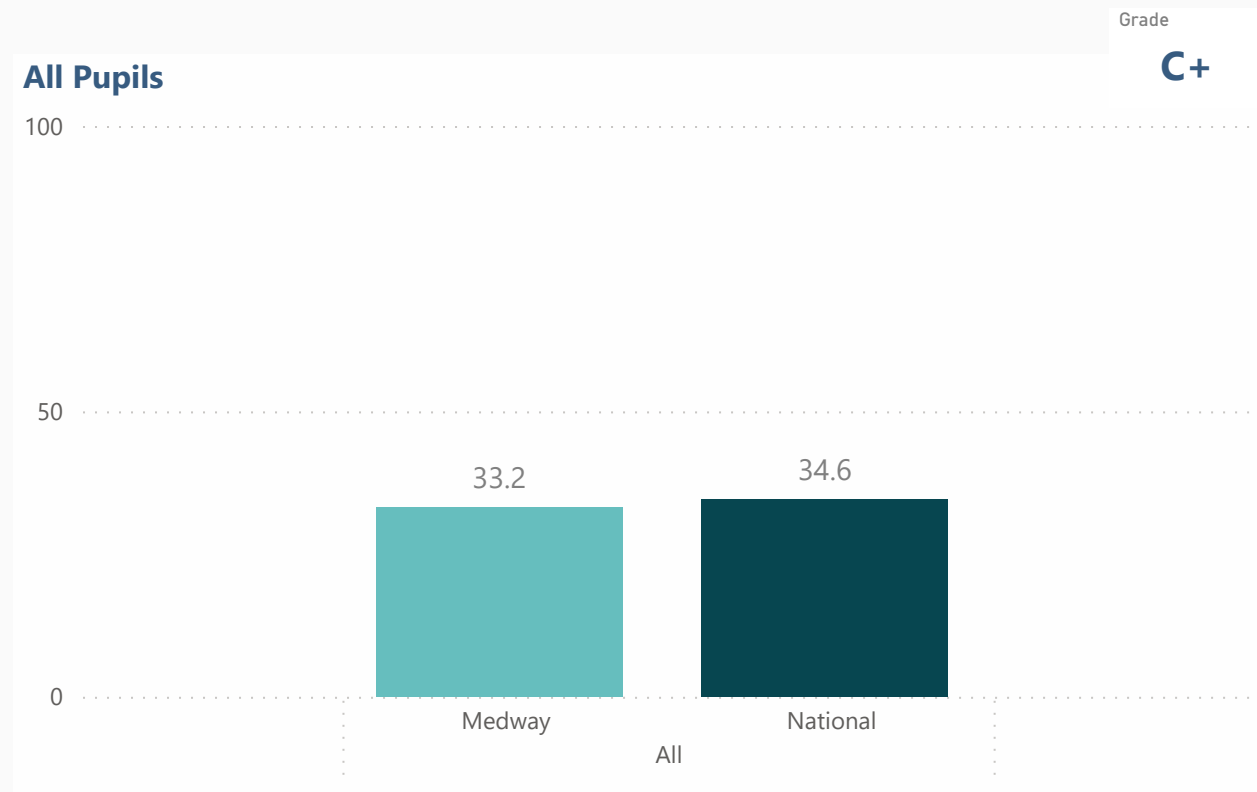


In 2023 there was a return to pre-pandemic standards for A-Levels, with protection built into the grading process to recognise the disruption that students have faced. National and Medway have seen a continue fall in KS5 outcomes in all measures since 2019.

Pupils with SEN support in Medway continue to have an higher average point score (APS) per A level entry than pupils at national, with the gap widening.

The average point score (APS) per A level entry of pupils with an EHC saw a considerable decline in 2023 at national compared to 2022. Whilst Medway was broadly in line with national in 2022 and saw a drop in 2023, the APS per A level entry of pupils with an EHC in Medway was higher in 2023 than national.

Key Stage Five (KS5) - average point score (APS) per academic entry and grade

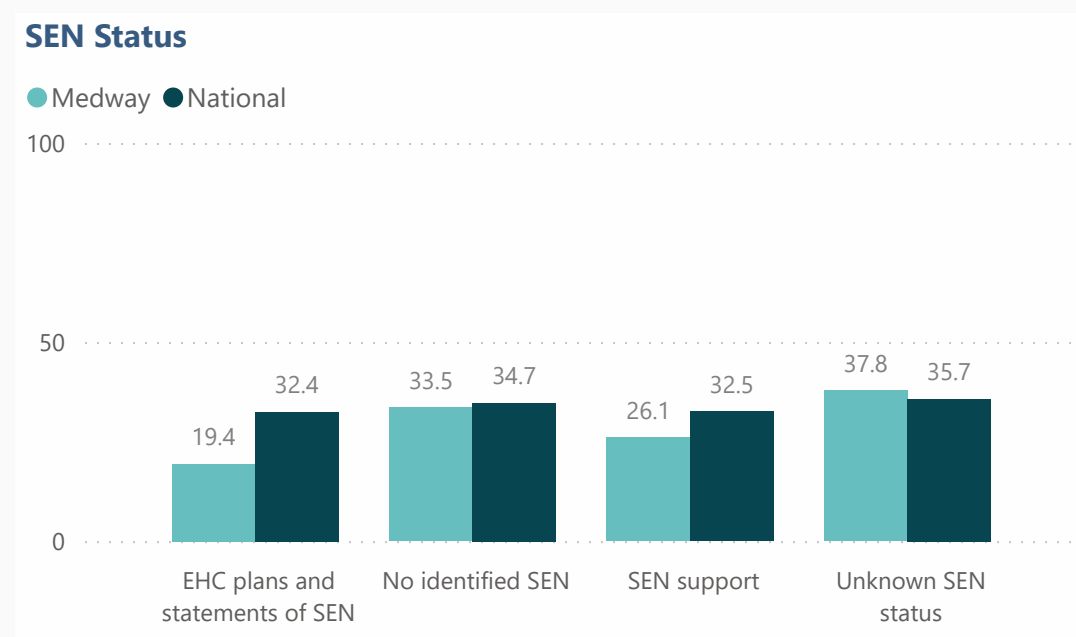
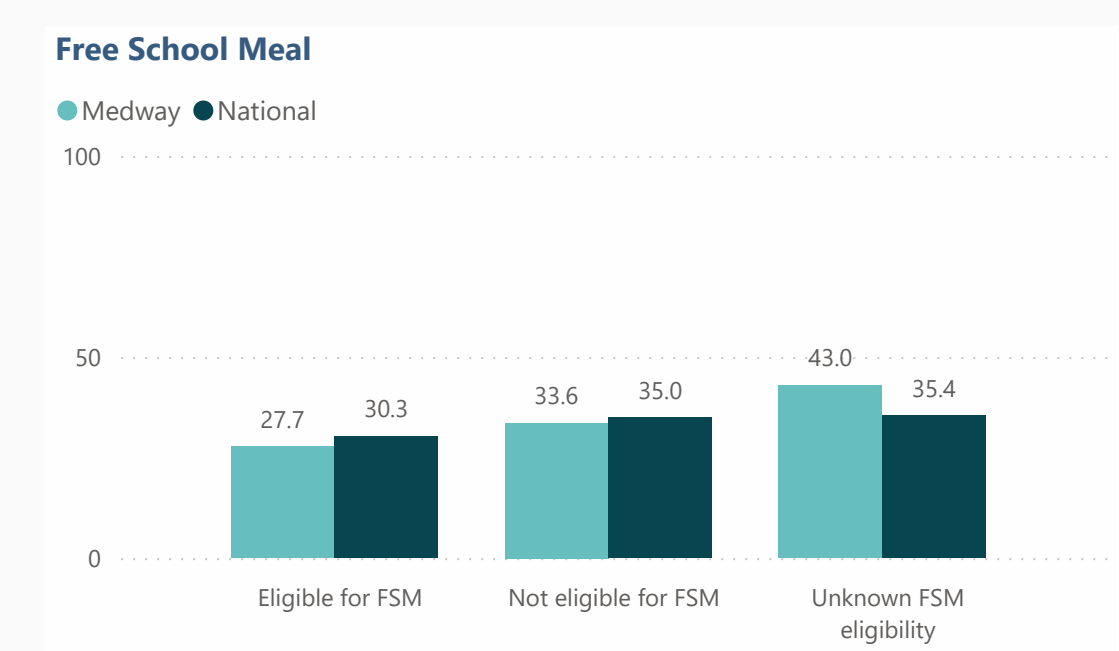
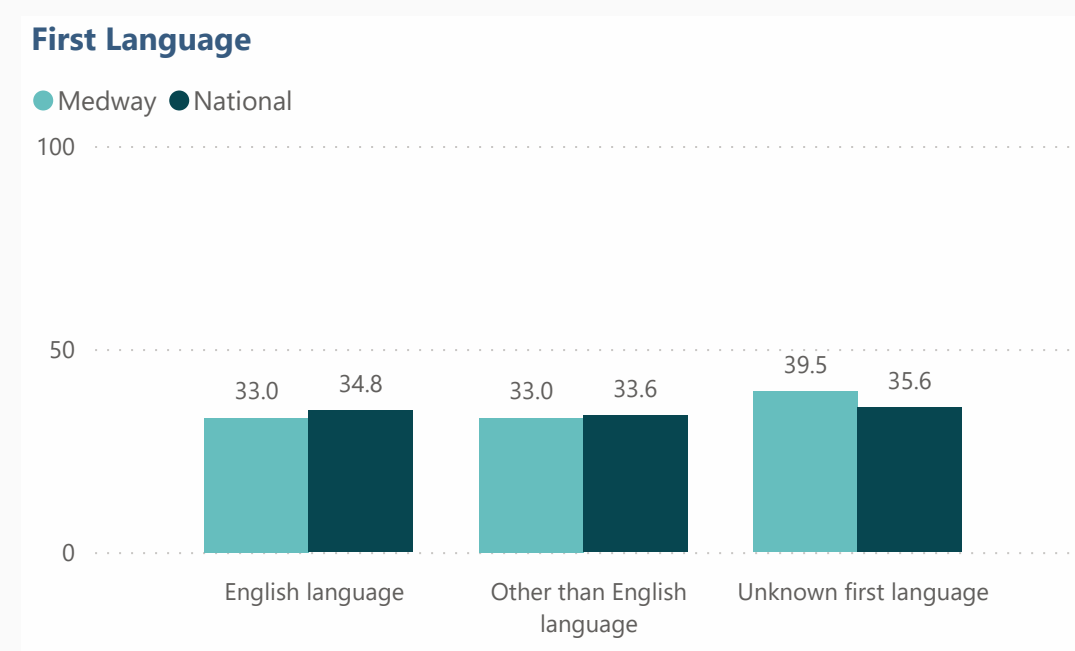
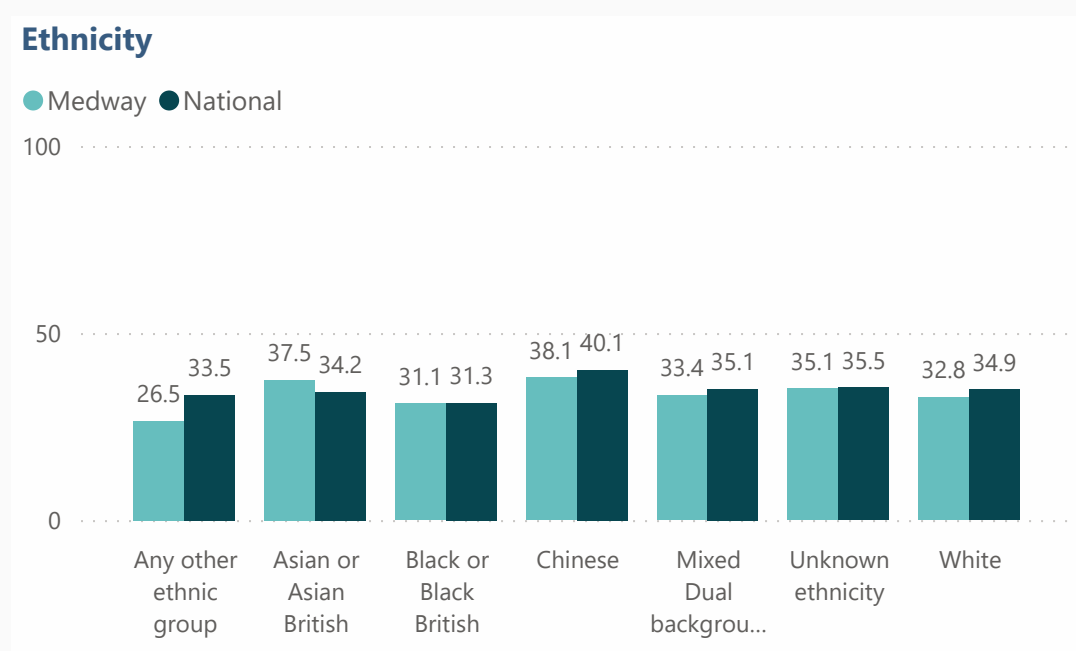
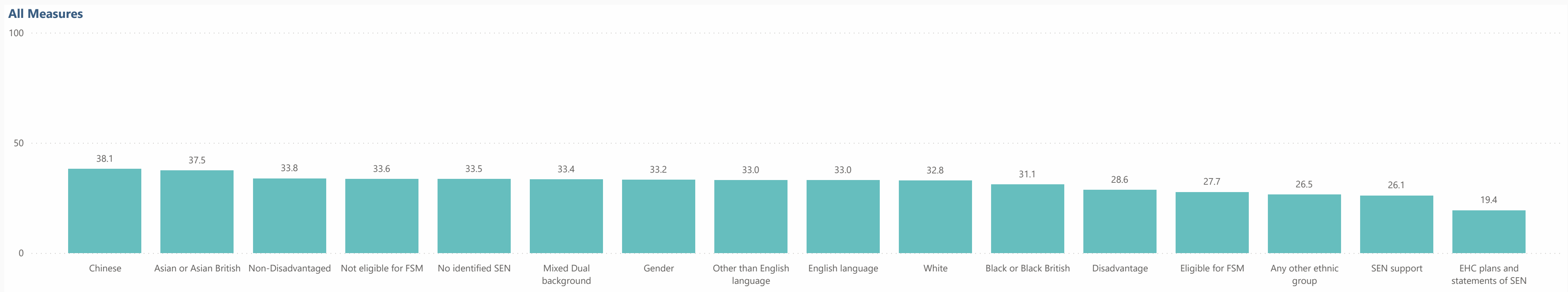


Gender, Year, LA & National

Gender	Medway	National
All		
2021	39.7	41.0
2022	36.3	38.2
2023	33.2	34.6
Female		
2021	40.7	42.0
2022	36.7	39.0
2023	33.6	35.3
Male		
2021	38.4	
2022	35.8	
2023	32.6	

KS5 APS per academic entry

94 ▲ -8



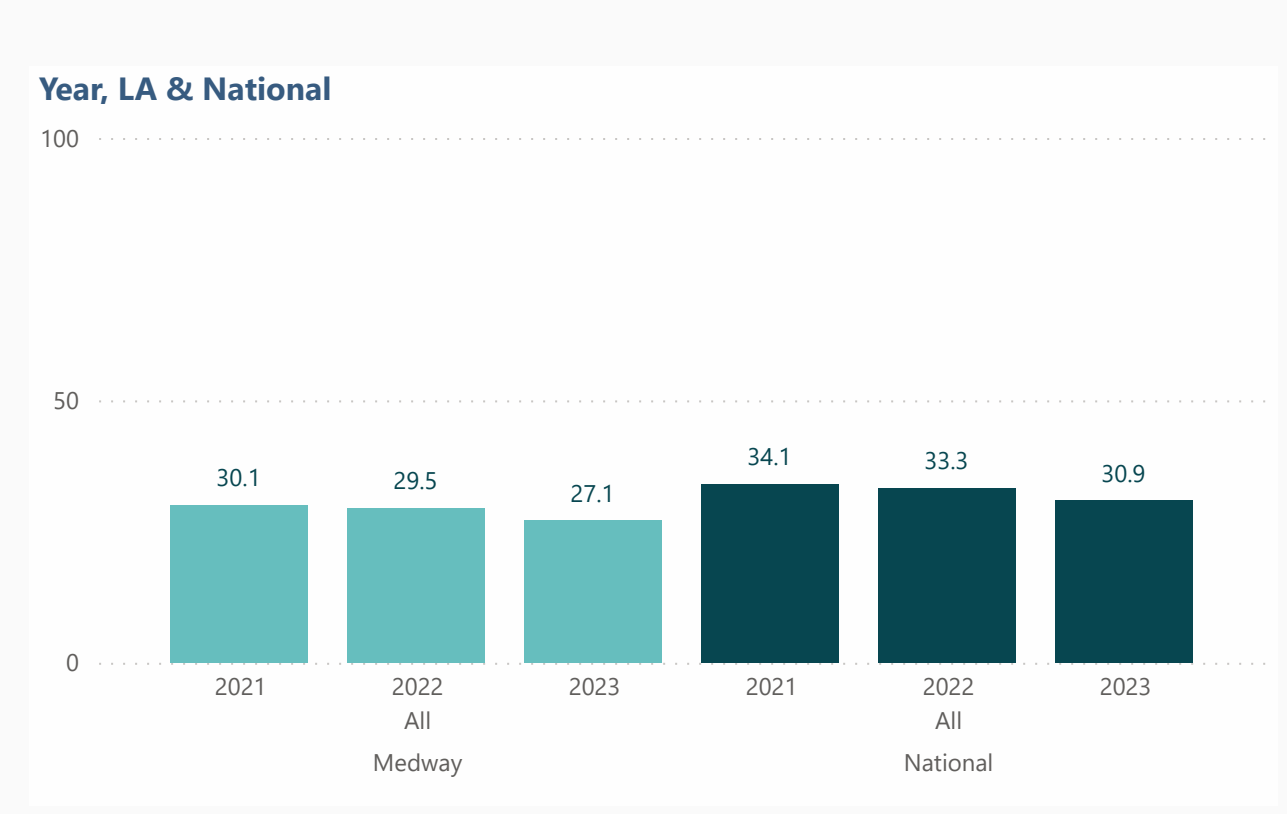
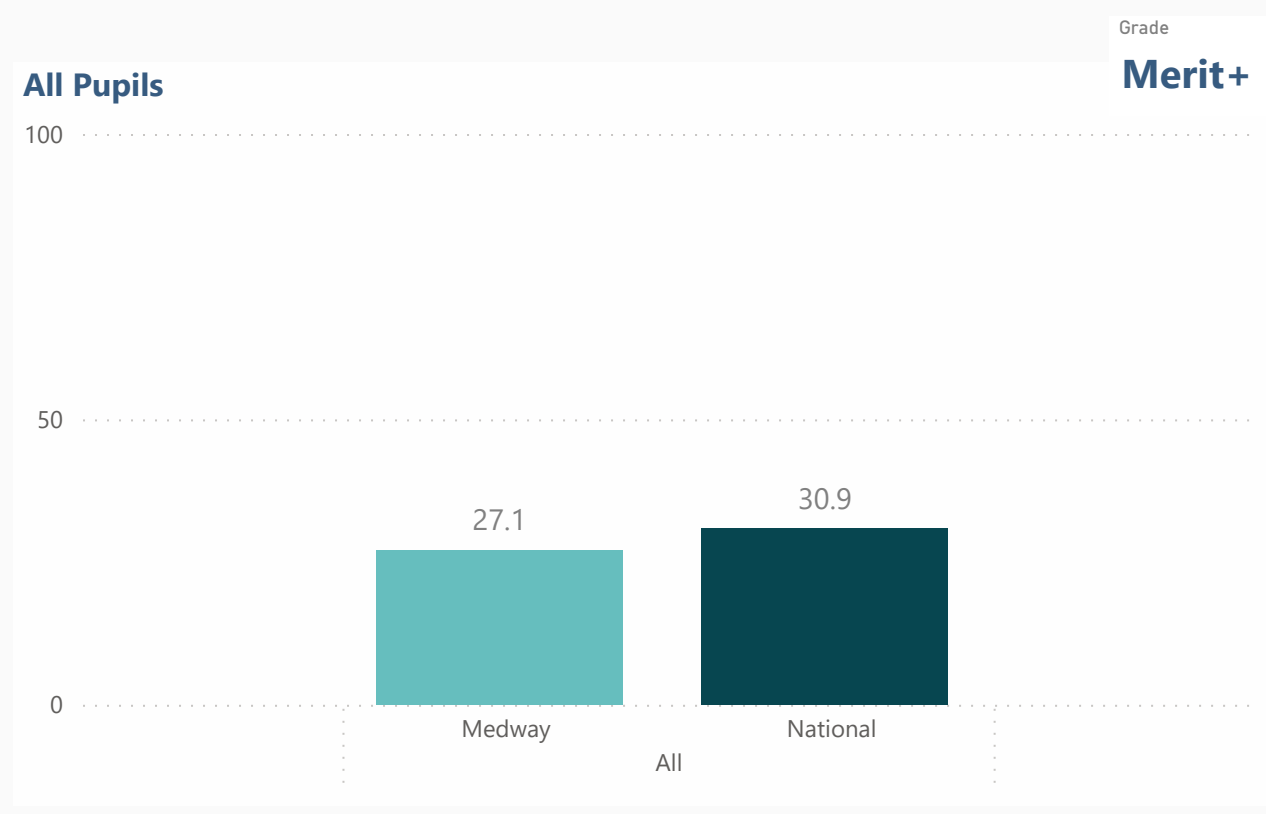
In 2023 there was a return to pre-pandemic standards for A-Levels, with protection built into the grading process to recognise the disruption that students have faced. National and Medway have seen a continue fall in KS5 outcomes in all measures since 2019.

The average point score (APS) per academic entry and grade in Medway continues to be below national with the gap narrowing in 2023.

Pupils with SEN support in Medway continue to have an higher average point score (APS) per academic entry than pupils at national with, the gap widening.

The average point score (APS) per academic entry of pupils with an EHCP saw a considerable decline in 2023 at national compared to 2022. Whilst Medway was below national in 2022 and saw a drop in 2023, the APS per academic entry of pupils with an EHCP in Medway was higher in 2023 than national.

Key Stage Five (KS5) - average point score (APS) per applied general entry and grade

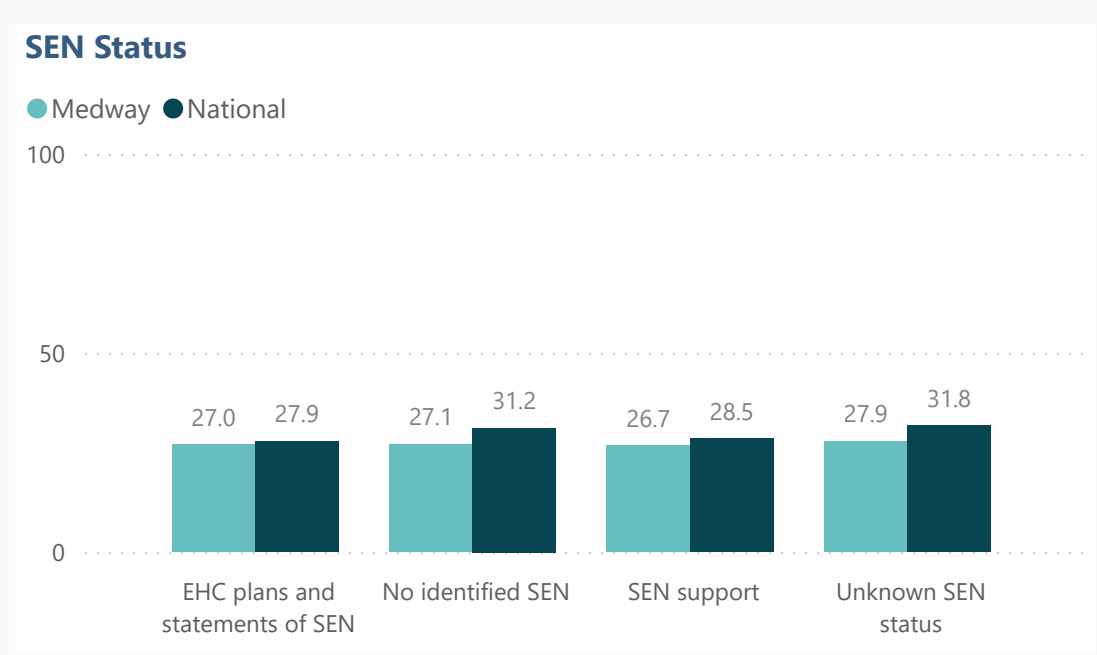
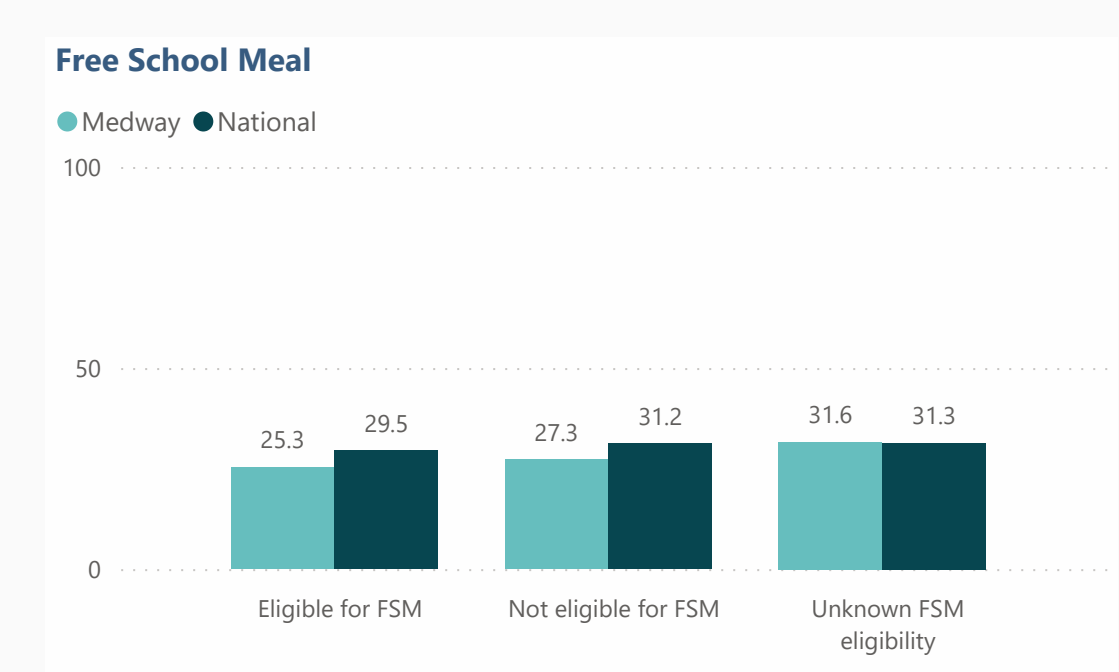
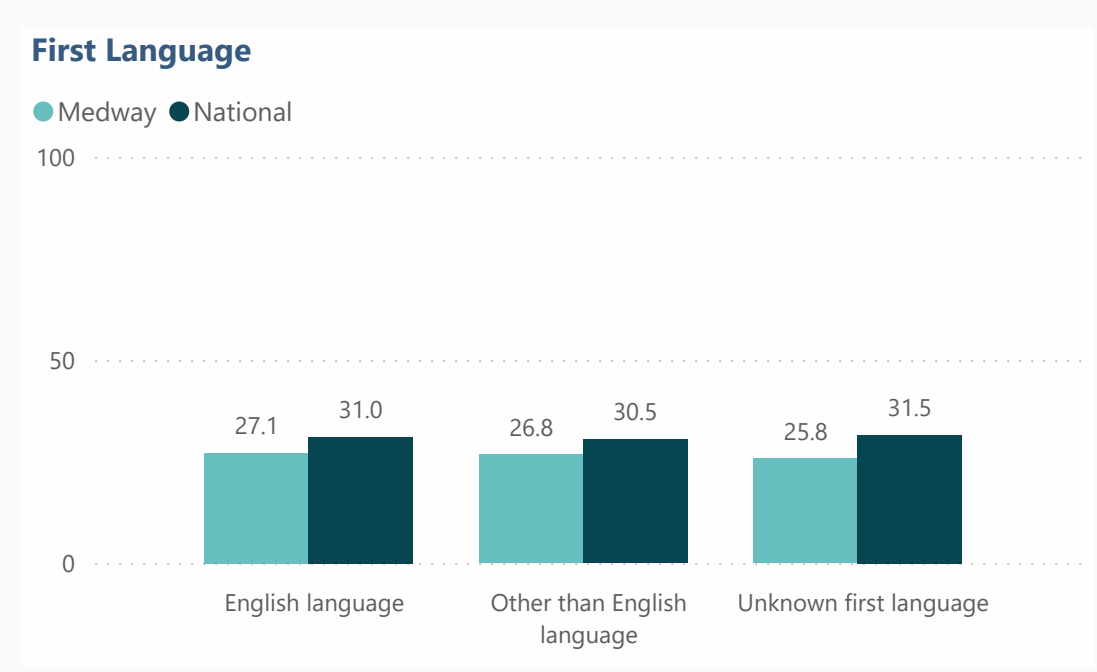
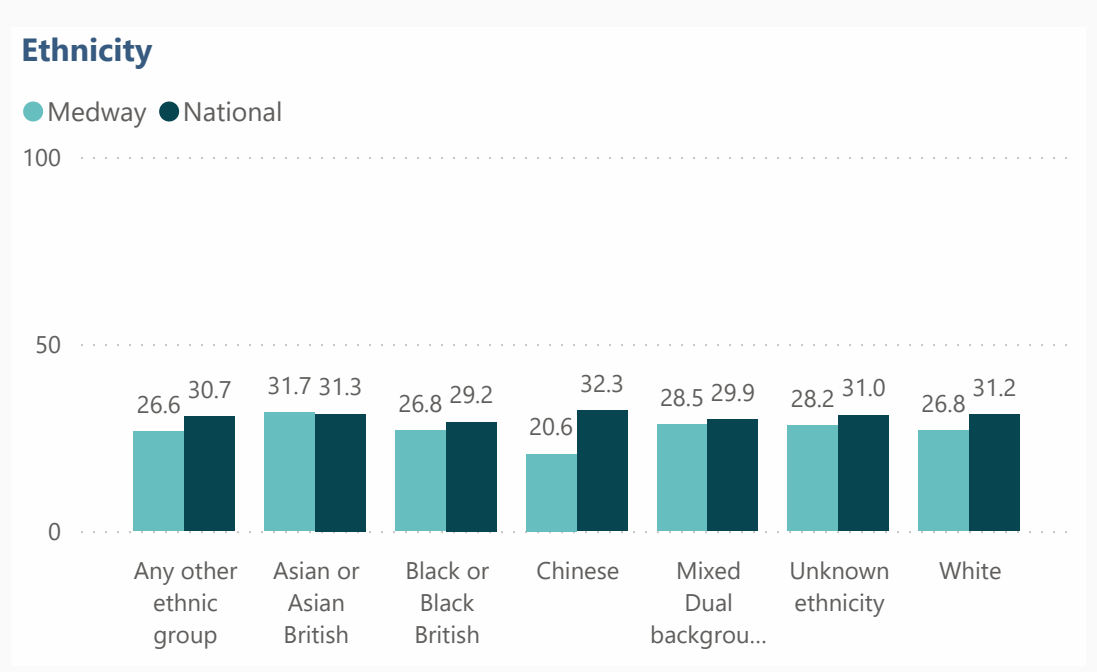
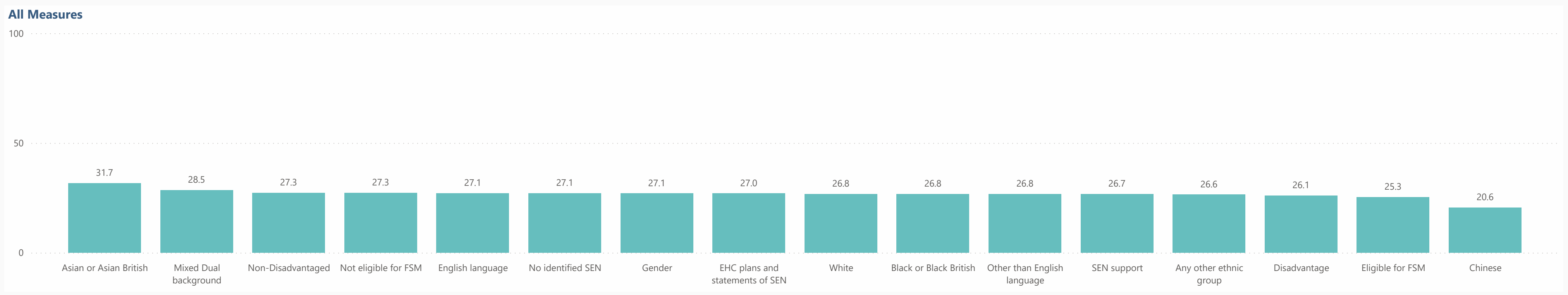


Gender, Year, LA & National

Gender	Medway	National
All		
2021	30.1	34.1
2022	29.5	33.3
2023	27.1	30.9
Female		
2021	31.3	35.8
2022	30.4	34.4
2023	28.3	32.1
Male		
2021	28.9	
2022	28.2	
2023	25.6	

KS5 APS per applied general entry

142 ▲ 1



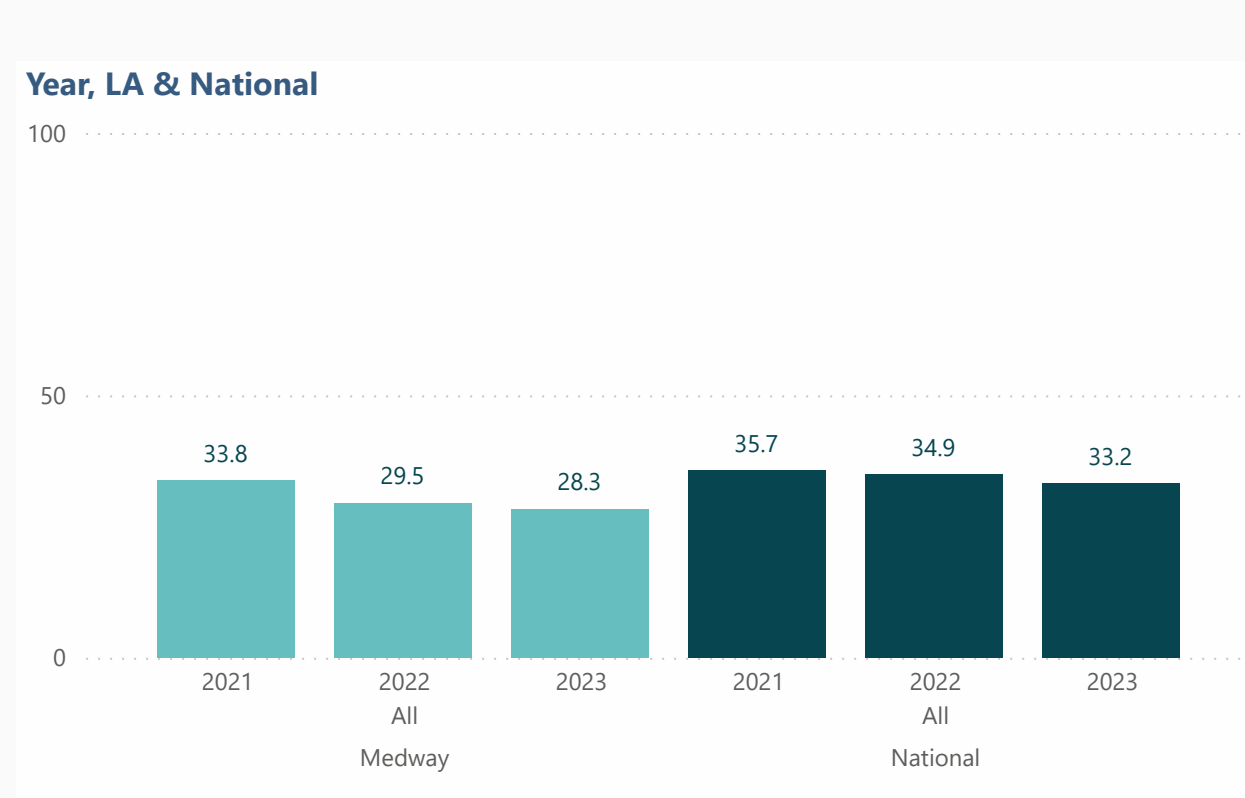
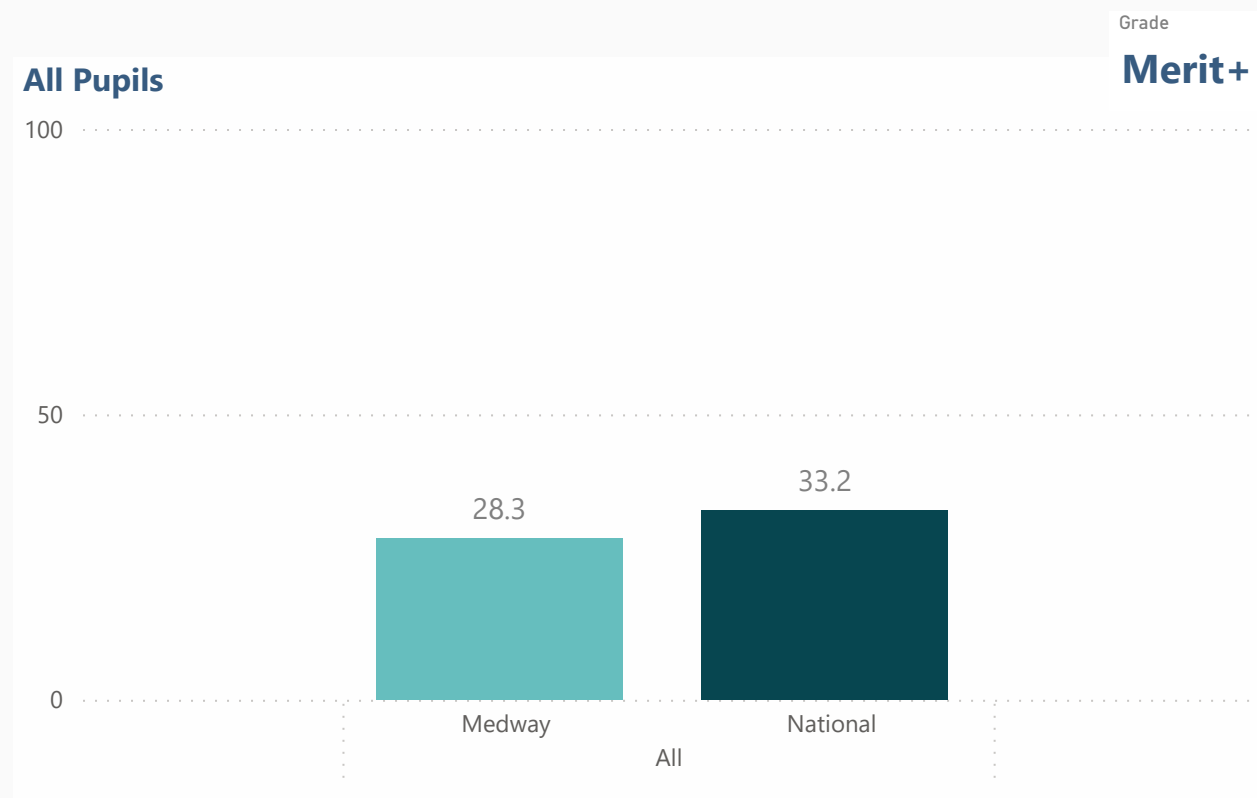
In 2023 there was a return to pre-pandemic standards for A-Levels, with protection built into the grading process to recognise the disruption that students have faced. National and Medway have seen a continue fall in KS5 outcomes in all measures since 2019.

The average point score (APS) per applied general entry and grade in Medway continues to be below national with the gap remaining the same in 2022 and 2023.

Whilst national and Medway saw a reduction in the average point score (APS) per applied general entry for pupils with SEN support, Medway continued to perform better than national in 2023 but the gap has narrowed.

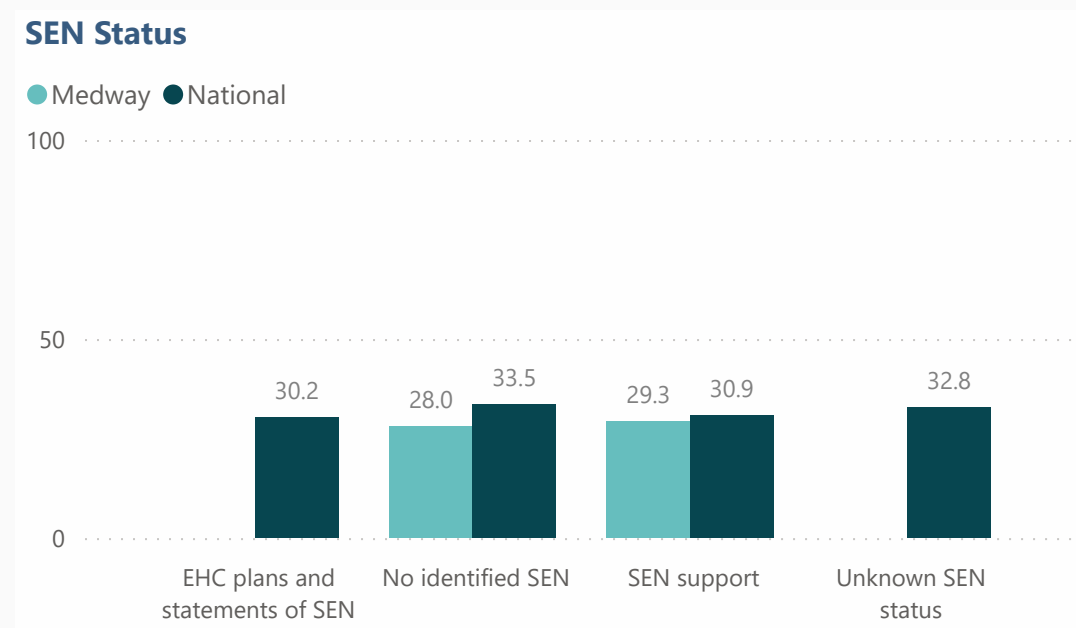
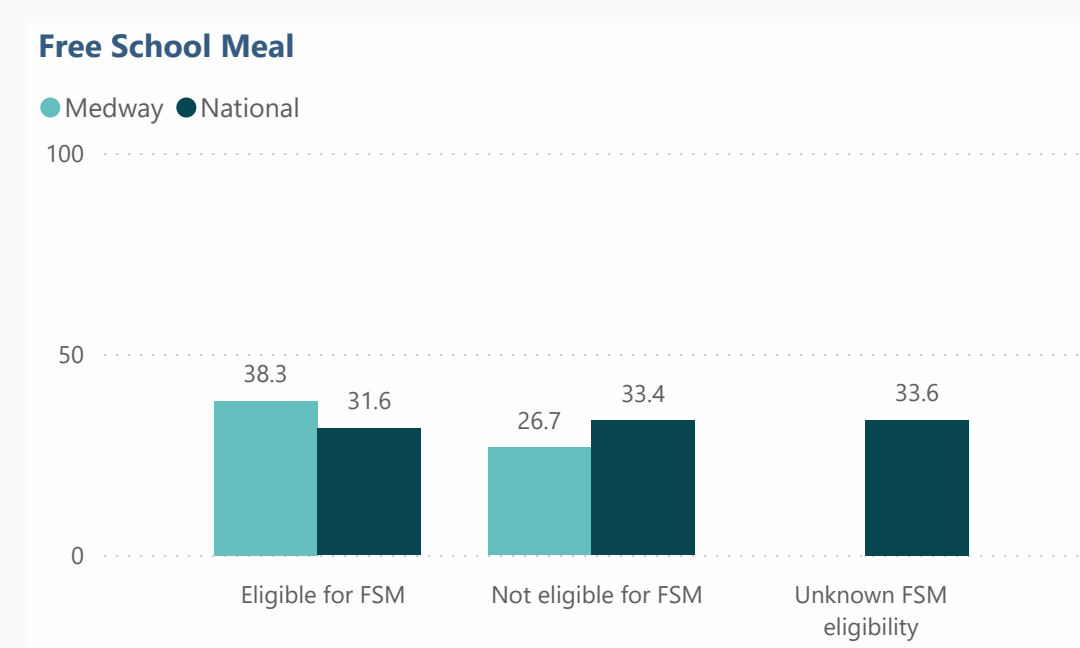
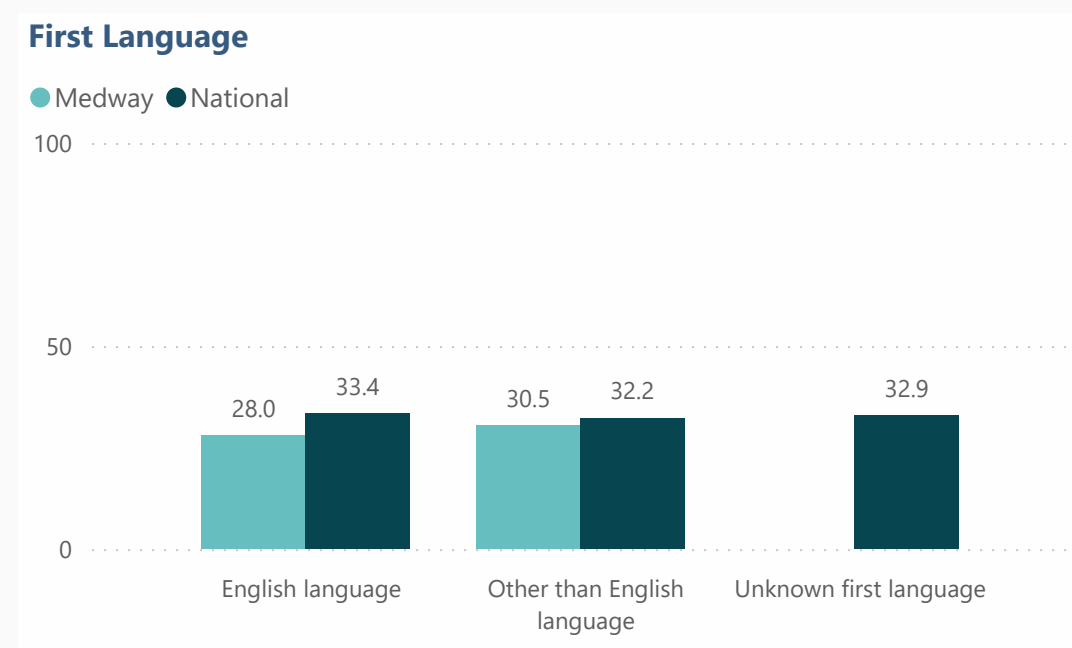
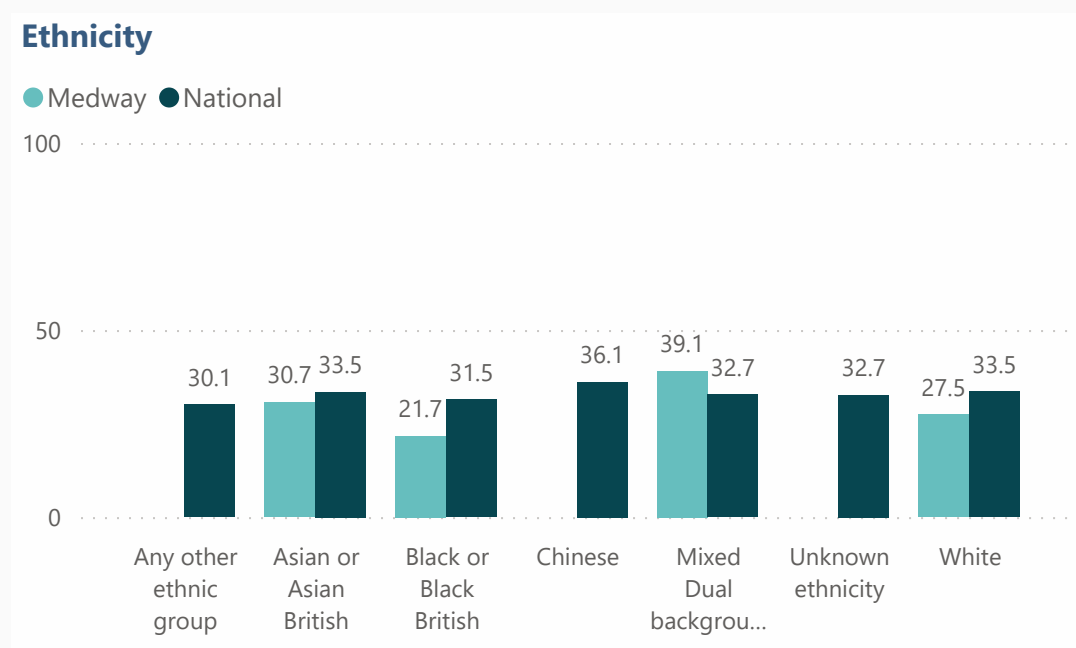
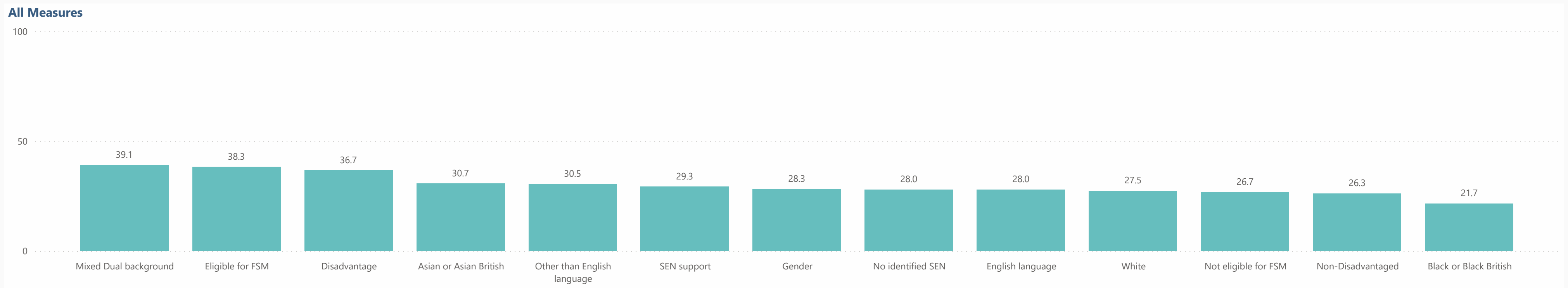
Whilst national and Medway saw a reduction in the average point score (APS) per applied general entry for pupils with an EHC, Medway continued to perform better than national in 2023 but the gap has narrowed.

Key Stage Five (KS5) - average point score (APS) per tech level entry and grade



Gender, Year, LA & National

Gender	Medway	National
All		
2021	33.8	35.7
2022	29.5	34.9
2023	28.3	33.2
Female		
2021	37.3	37.7
2022	34.5	37.1
2023	33.0	34.7
Male		
2021	33.0	
2022	28.4	
2023	27.1	



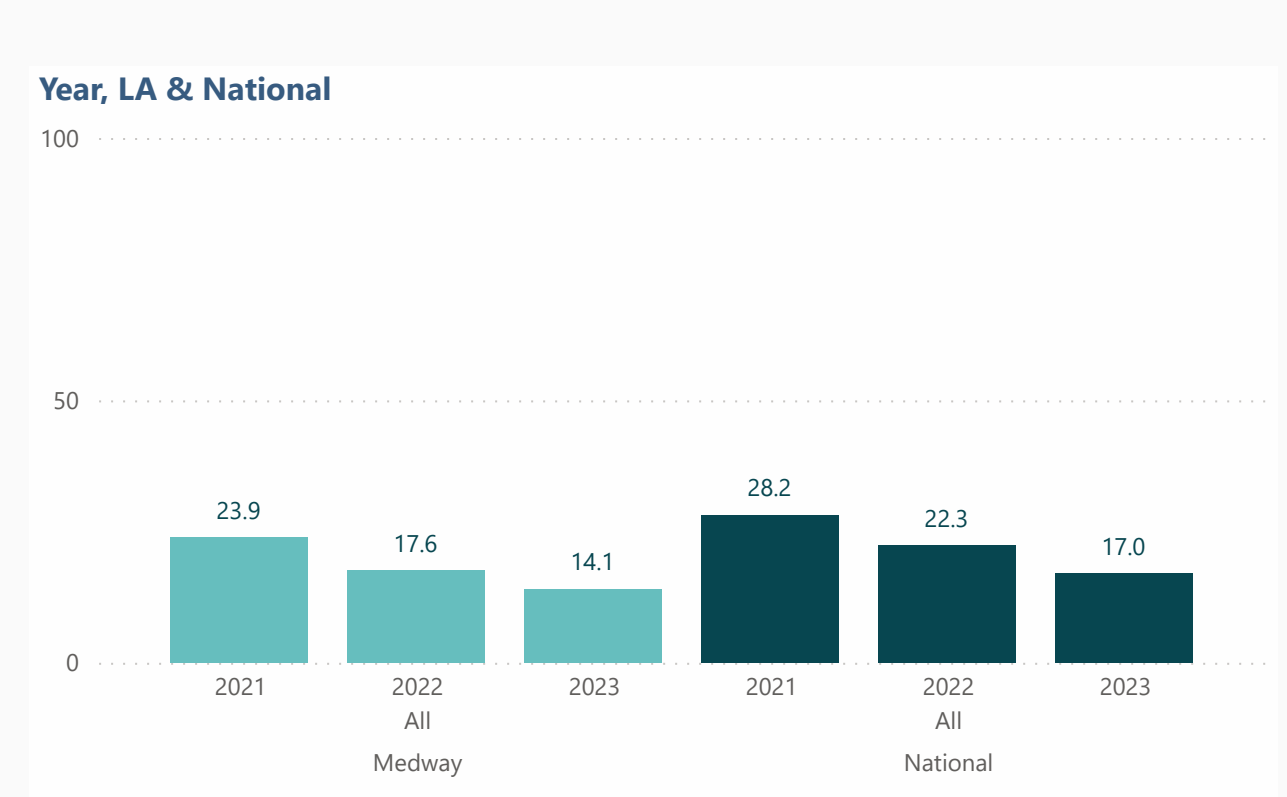
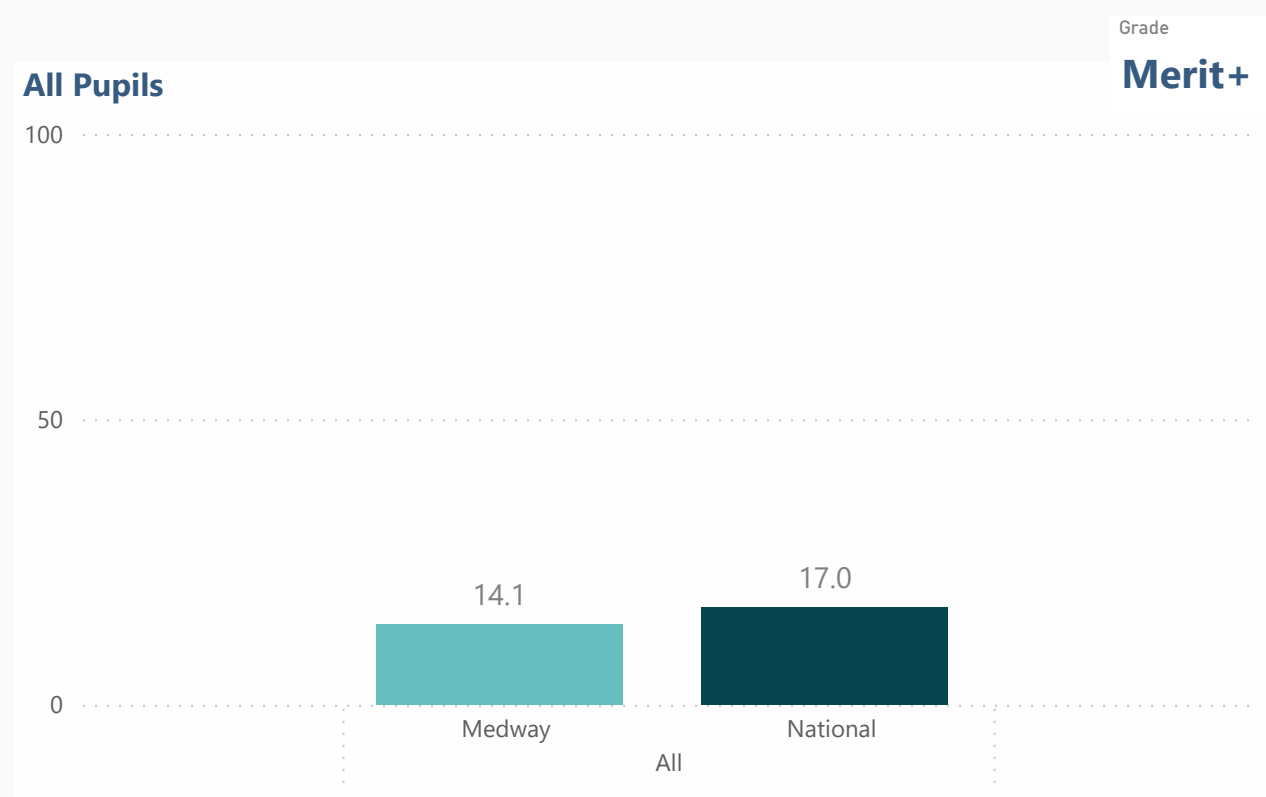
In 2023 there was a return to pre-pandemic standards for A-Levels, with protection built into the grading process to recognise the disruption that students have faced. National and Medway have seen a continue fall in KS5 outcomes in all measures since 2019.

The average point score (APS) per tech level entry and grade in Medway continues to be below national with the gap reducing between 2022 and 2023.

National saw an increase in the average point score (APS) per tech level entry for pupils with SEN support in 2023 whilst Medway saw a decrease, however Medway performed better than national in 2022 and 2023 in this measure.

National performance for pupils with an EHCP is not available, however in Medway, pupils with an EHCP is at its lowest level since 2019.

Key Stage Five (KS5) - Percentage of pupils achieving AAB in 2 facilitating subject

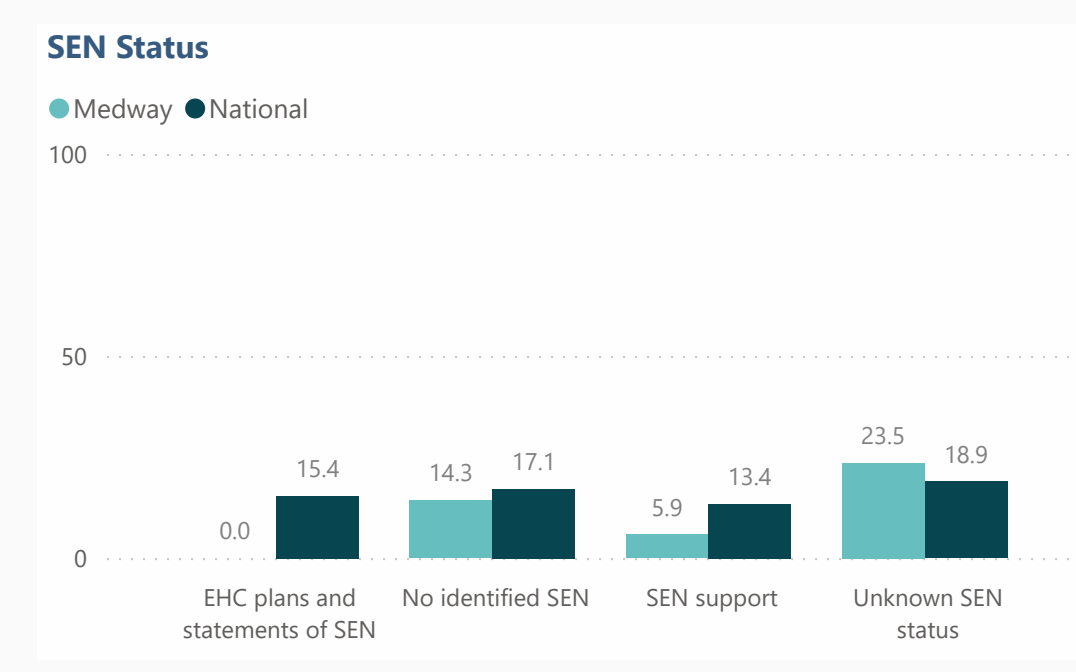
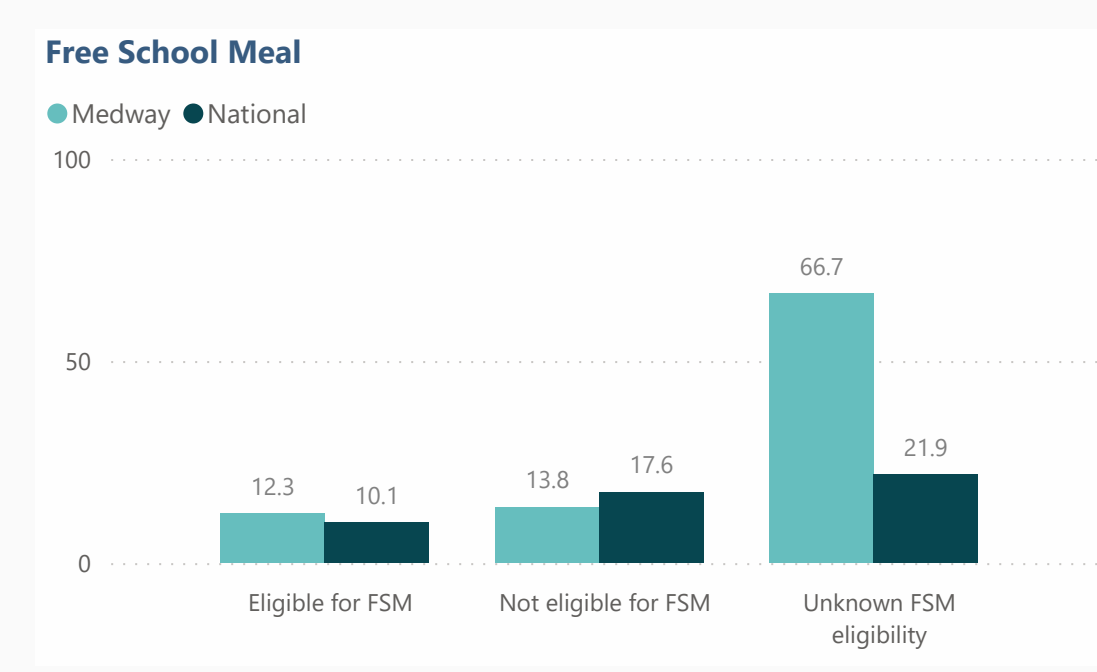
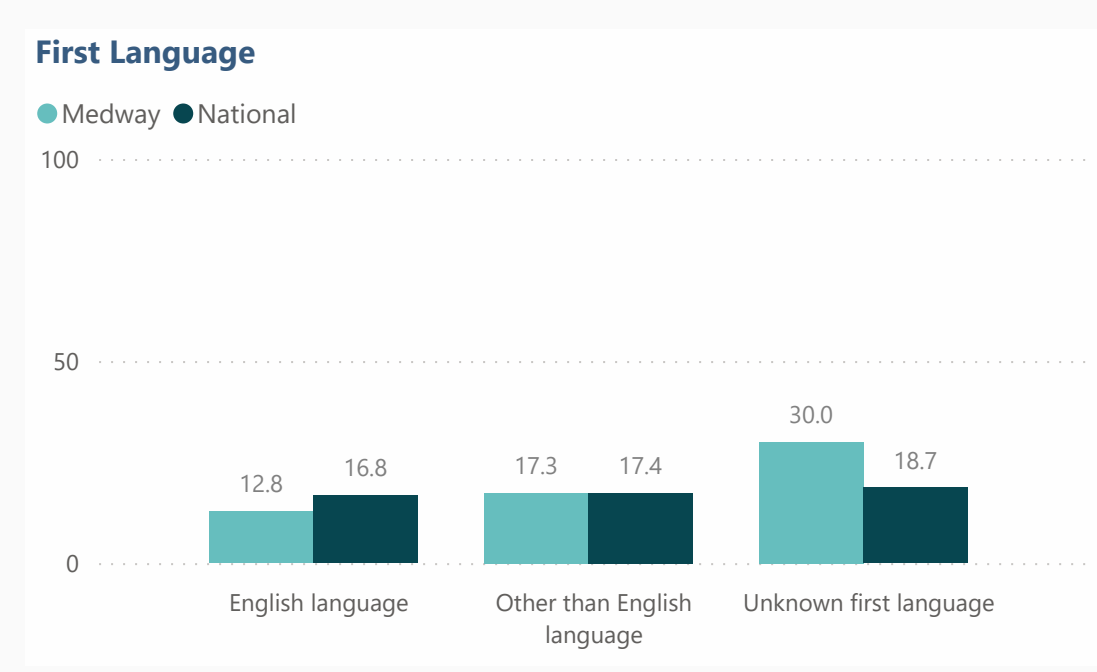
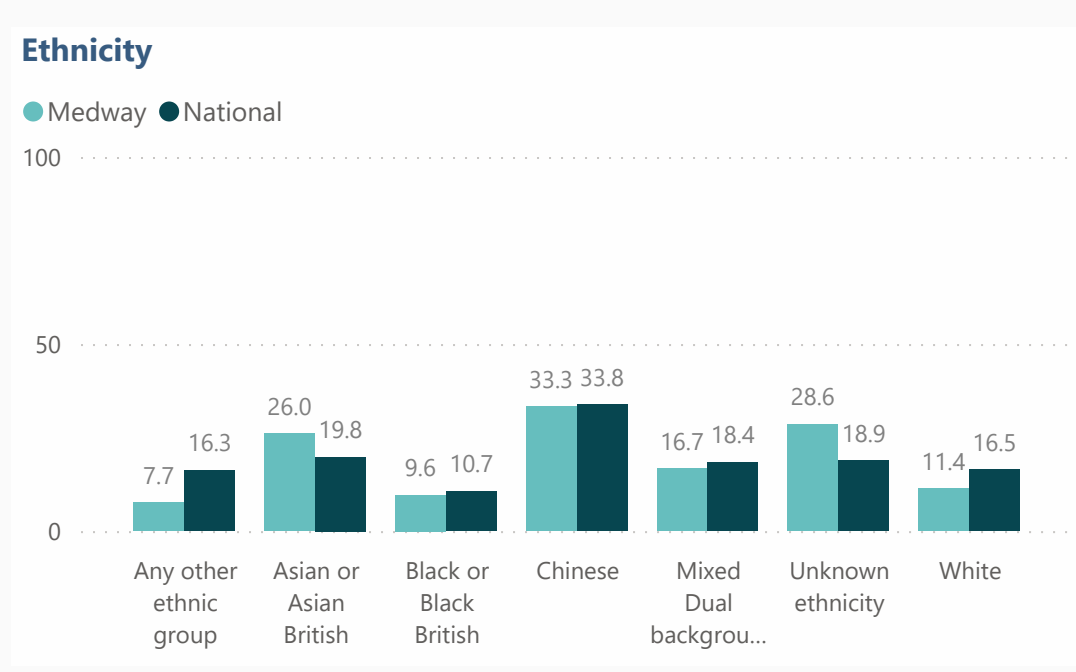
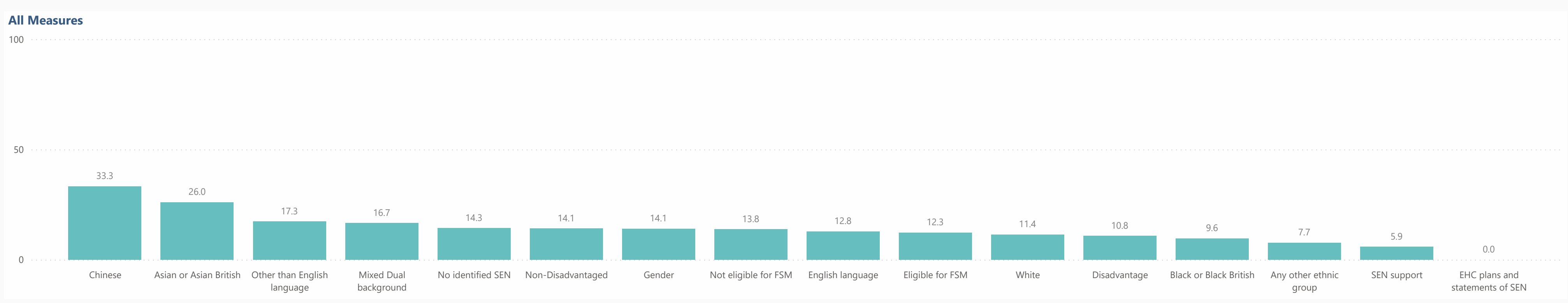


Gender, Year, LA & National

Gender	Medway	National
All		
2021	23.9	28.2
2022	17.6	22.3
2023	14.1	17.0
Female		
2021	20.3	27.3
2022	13.5	20.8
2023	9.0	15.5
Male		
2021	27.8	
2022	21.8	
2023	18.8	

KS5 % achieving AAB in 2 facilitating subject

85 ▲ -9



In 2023 there was a return to pre-pandemic standards for A-Levels, with protection built into the grading process to recognise the disruption that students have faced. National and Medway have seen a continue fall in KS5 outcomes in all measures since 2019.

The percentage of pupils achieving AAB in 2 facilitating subjects in Medway continues to be below national with the gap at its widest in 2022.

A comparison with the performance of pupils with SEN support achieving AAB in 2 facilitating subjects in 2022 is not yet available, but in 2023 national performed better than Medway in this measure. Medway's performance in this measure has improved since 2019.

Data for the last 3 years at national shows that 0% of students with an EHC achieved AAB in 2 facilitating subjects. Figures for Medway show that the percentage of pupils with an EHC achieving the measure remained the same in 2022 and 2023, and is higher than the percentage in 2019.

Children in Care (CiC) - SSDA903

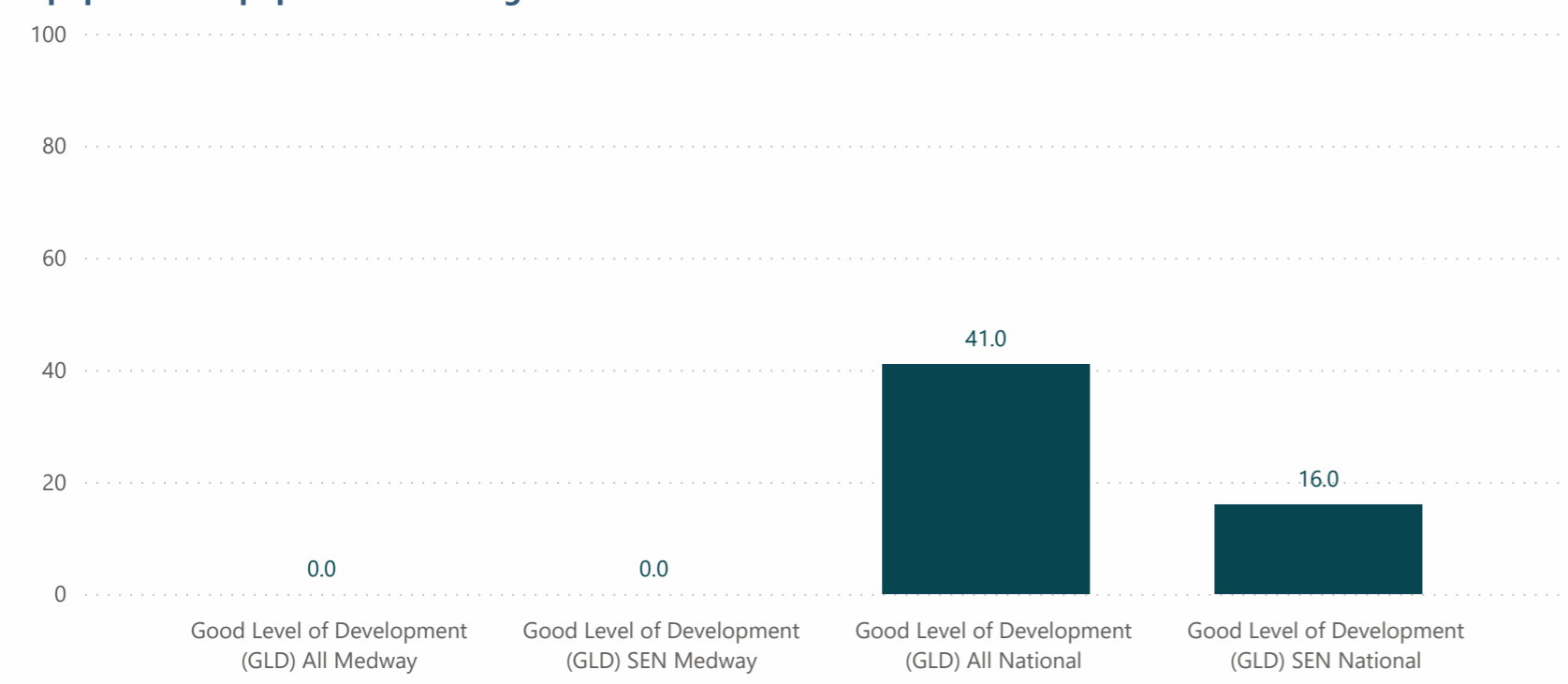
Data for CiC attainment includes children educated outside of the LA and is not limited to those who have been in care for over 12 months.

SEN means that the child has either an EHCP or is classed as SEN support.

Early Years Foundation Stage (EYFS) - Good Level of Development (GLD)

% of EYFS cohort who are SEN (Medway)	% of EYFS cohort who are SEN (National)
60.0	30.3

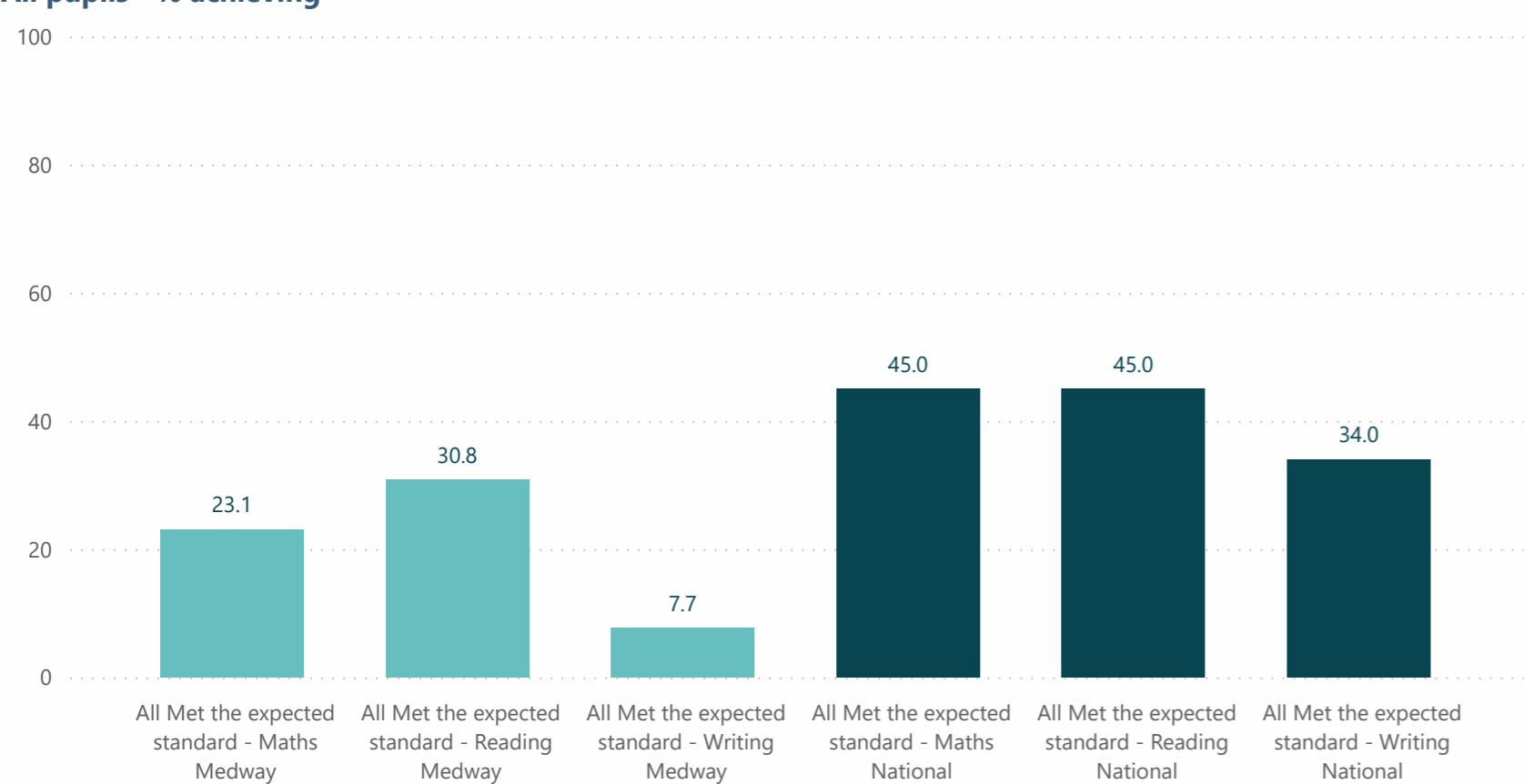
All pupils & SEN pupils - % achieving



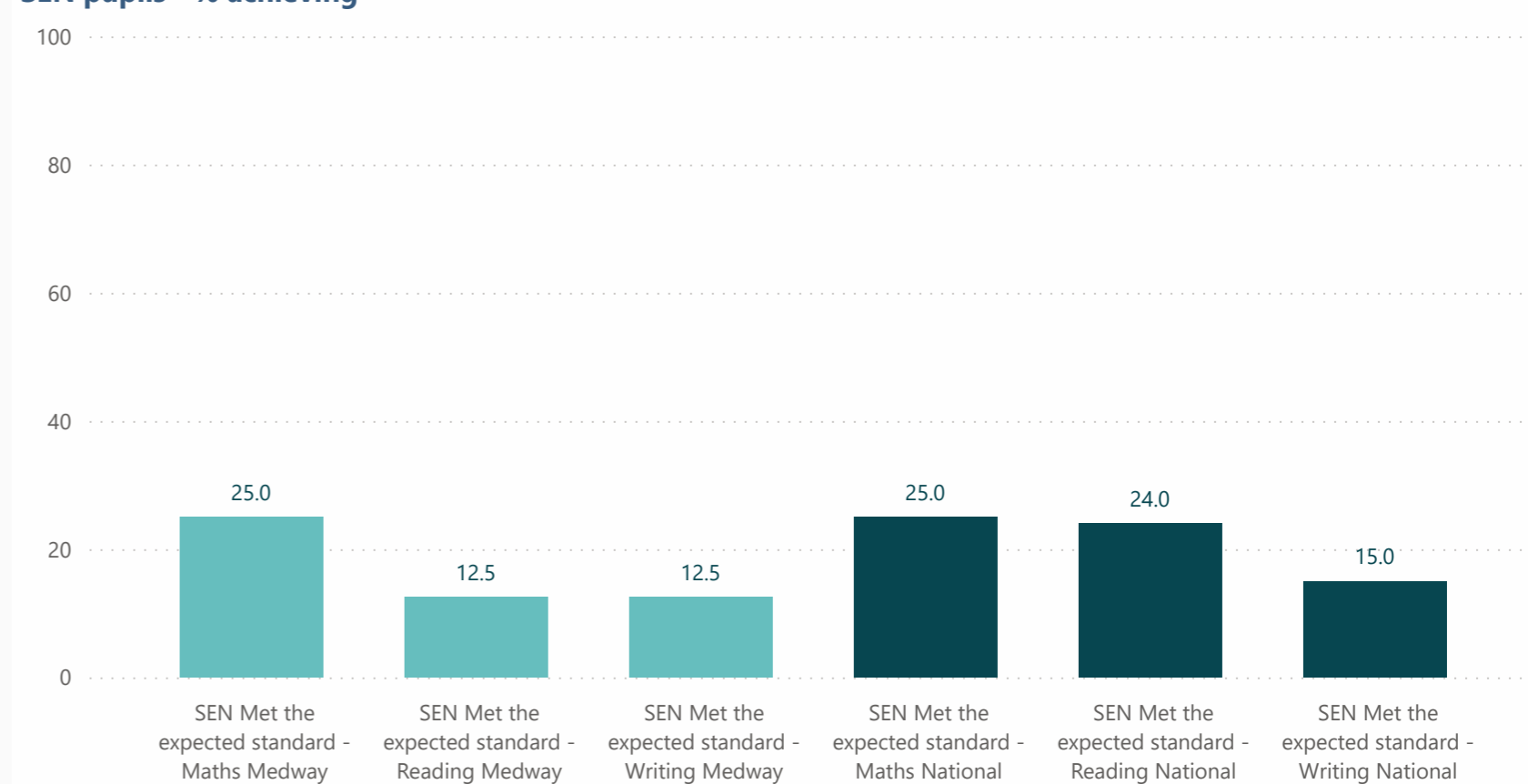
Key Stage One (KS1) - achieving the expected standard

% of KS1 cohort who are SEN (Medway)	% of KS1 cohort who are SEN (National)
61.5	47.2

All pupils - % achieving



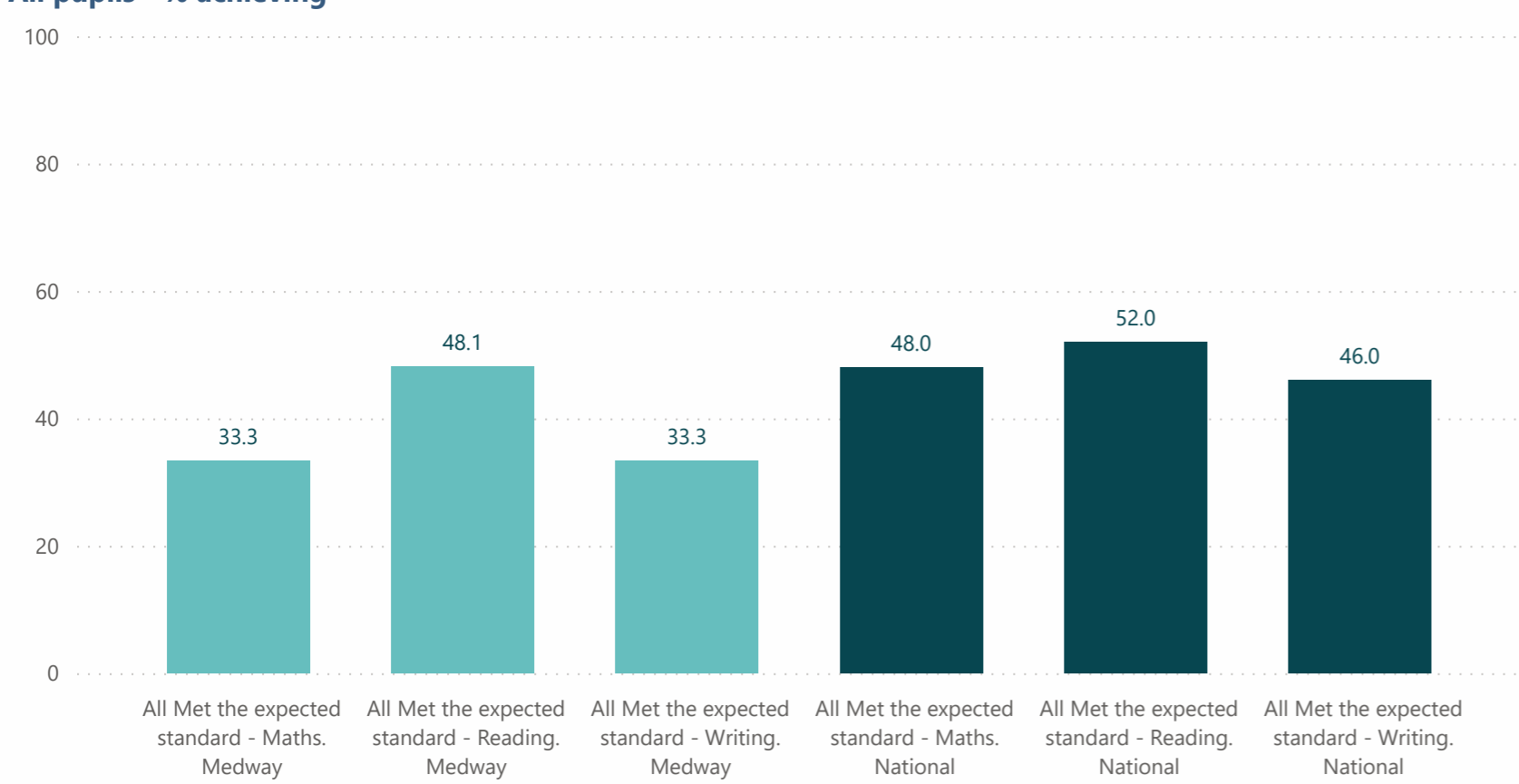
SEN pupils - % achieving



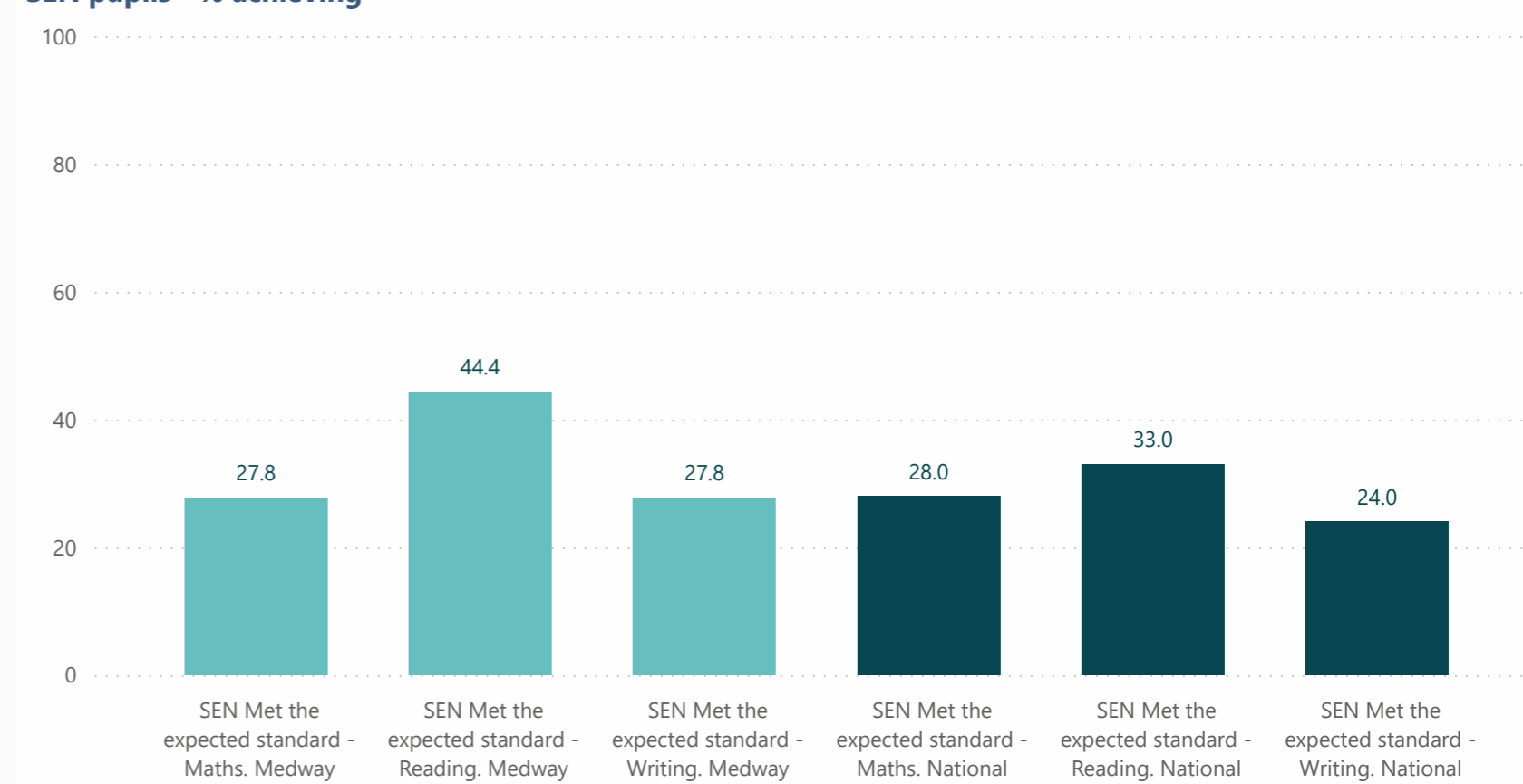
Key Stage Two (KS2) - achieving the expected standard

% of KS2 cohort who are SEN (Medway)	% of KS2 cohort who are SEN (National)
66.7	55.2

All pupils - % achieving



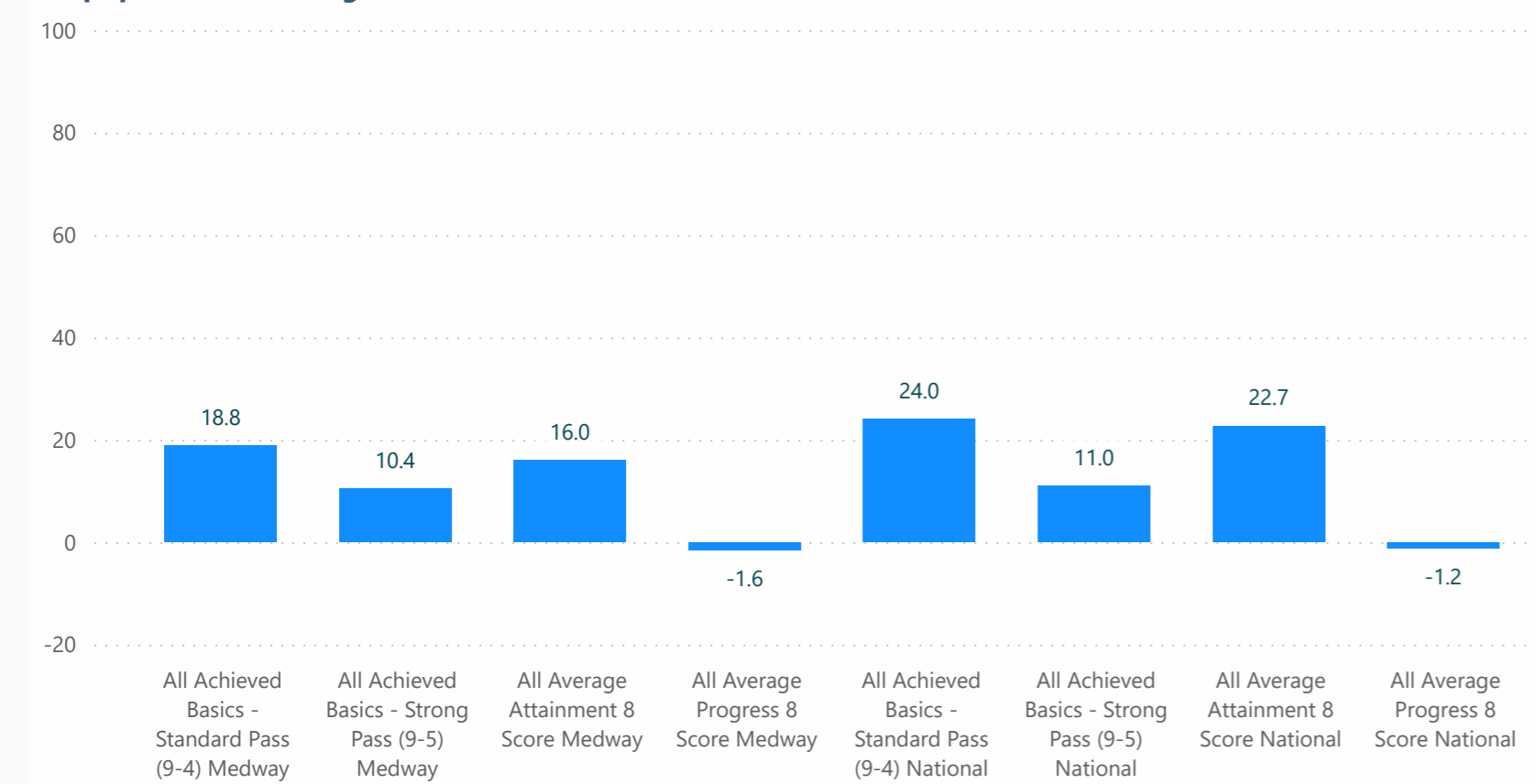
SEN pupils - % achieving



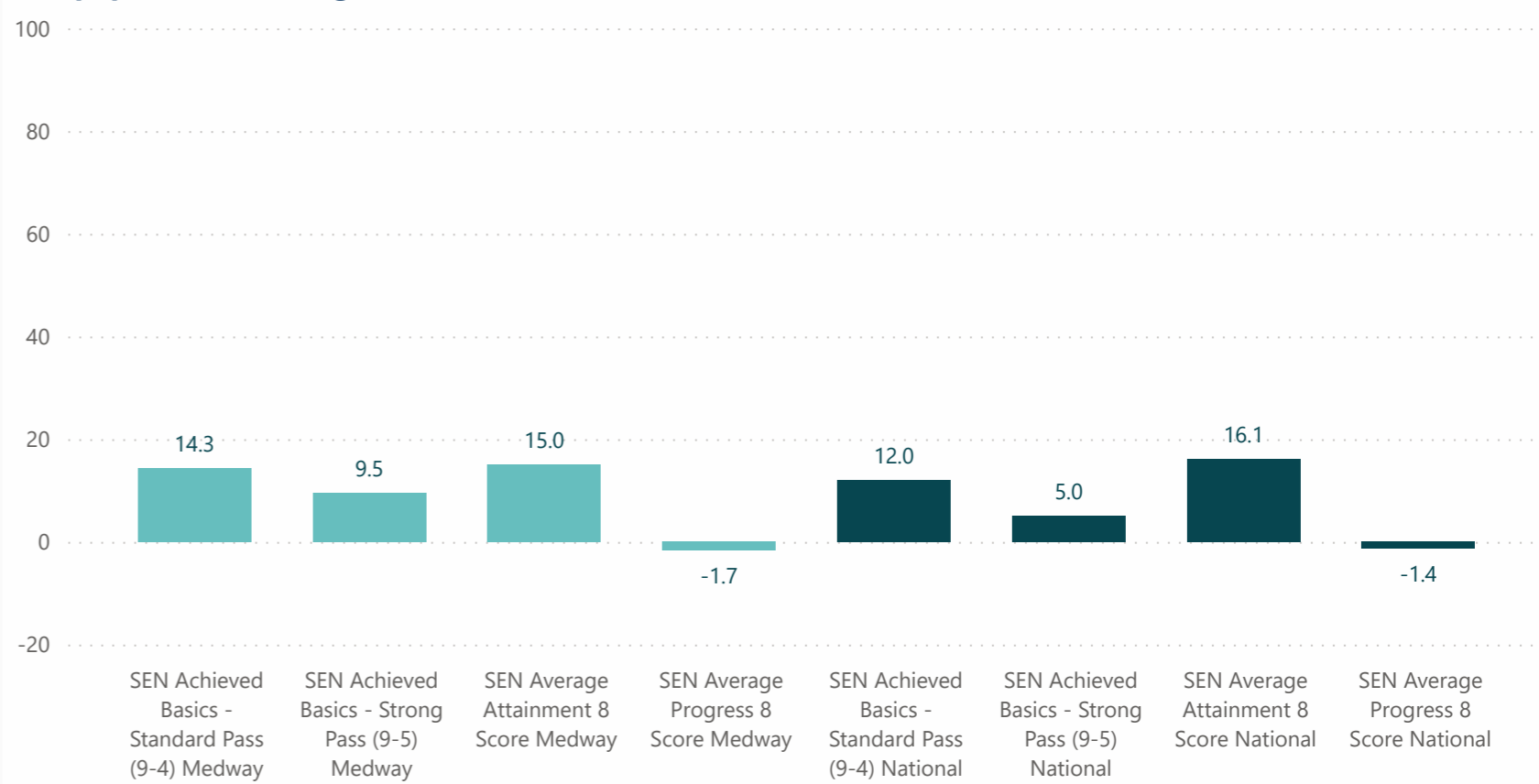
Key Stage Four (KS4) - achieving the expected standard

% of KS4 cohort who are SEN (Medway)	% of KS4 cohort who are SEN (National)
43.8	49.0

All pupils - % achieving



SEN pupils - % achieving



EYFS

No child in care to Medway secured a good level of development in 2023. This is below national. There is a higher percentage of children in care to Medway that have SEN (SEN support and EHCP) compared to national. No child in care to Medway with SEN secured a good level of development in 2023. This is below national for pupils with SEN. Children in care to Medway at performed below national in all 7 areas of learning (AOL) with the gap widest in physical development and smallest in expressive arts and design in 2023. Children in care to Medway with SEN performed below national in all areas of learning, with 4 areas where no pupil achieved the expected level (communication, PSE, physical and literacy). Where pupils did meet the expected level in 2023, the widest gap with national was in mathematics. The gap in performance was widest in physical development and expressive arts and design.

Key Stage 1

Children in care nationally outperformed children in care to Medway in each of reading, writing and maths at the end of KS1 in 2023. The lowest performance at both national and in Medway for children in care in 2023 was in writing and is where the gap between national and Medway for children in care is widest. In 2023 at national, performance in maths and reading was the same. In Medway, performance of children in care to Medway was higher in reading than in maths. There is a higher percentage of children in care to Medway that have SEN (SEN support and EHCP) compared to national. In 2023, children in care to Medway with SEN matched the performance of children in care at national in maths. This subject was where performance was strongest at both national and in Medway. In 2023, for children in care to Medway with SEN, performance in both reading and writing was the same but below national where performance in reading was better than performance in writing. KS1 SATs are no longer statutory and schools will no longer be submitting teacher assessments for reading as from 2024.

Key Stage 2

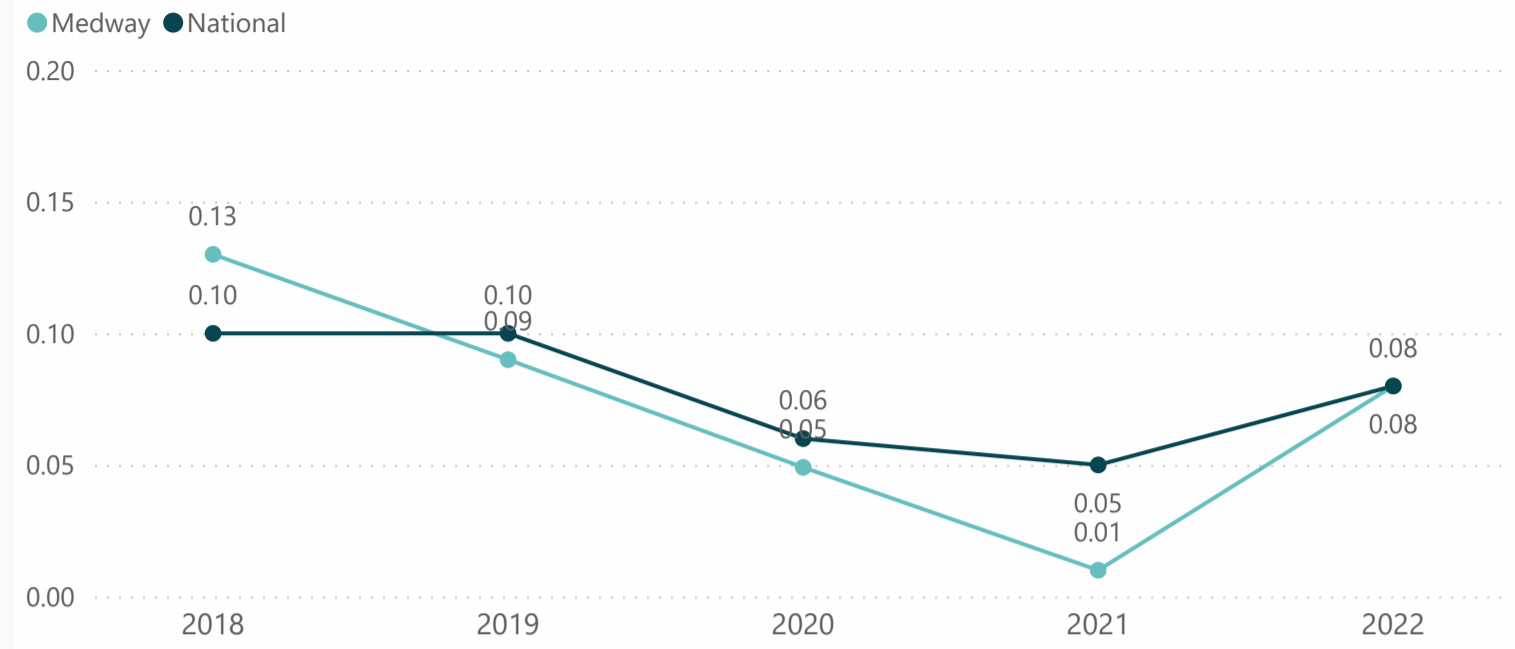
Children in care nationally outperformed children in care to Medway in each of reading, writing and maths at the end of KS2 in 2023, with the gap widest in maths. Performance was strongest in reading for children in care both nationally and to Medway in 2023. Performance in maths and writing in 2023, was the same for children in care to Medway. At national, performance of children in care was higher in maths than writing. There is a higher percentage of children in care to Medway that have SEN (SEN support and EHCP) compared to national. In 2023, children in care to Medway with SEN performed better than children in care nationally with SEN in reading and writing, with the gap widest in reading. In maths, the performance of children in care to Medway with SEN was just below the national performance of their peers.

Key Stage 4

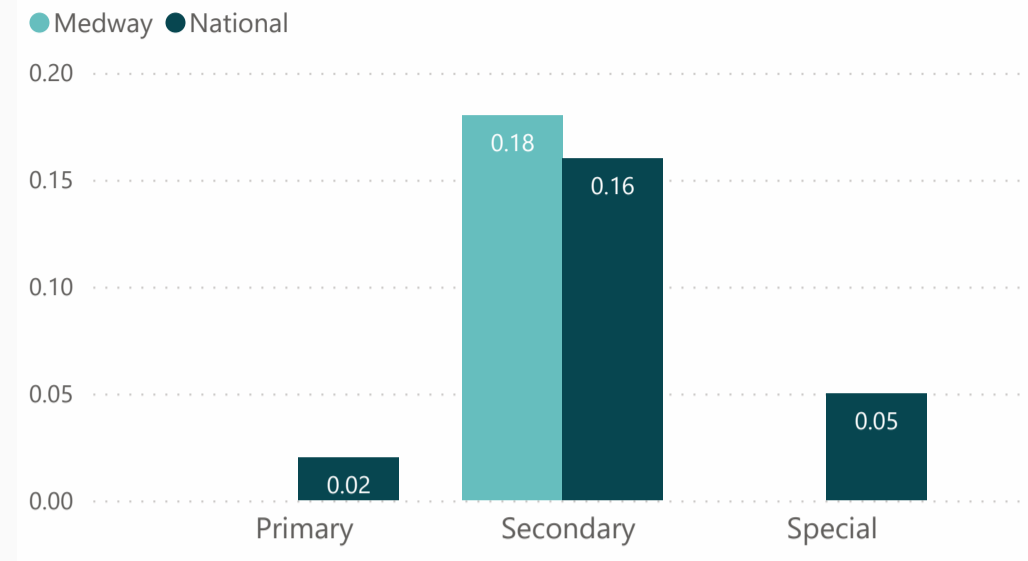
Children in care nationally outperformed children in care to Medway across all measures in 2023. The gap is widest the percentage of pupils achieving a standard pass (grade 4) when compared to the gap with national of those achieving a strong pass (grade 5). There is a slightly higher percentage of children in care to Medway that have SEN (SEN support and EHCP) compared to national. The percentage of pupils in care to Medway with SEN who achieved a standard pass and a strong pass in 2023 was greater than the percentage of pupils in care with SEN nationally with the gap widest for those achieving a strong pass. The average Attainment 8 and Progress 8 scores for children in care with SEN nationally were better than the scores for children in care to Medway with SEN in 2023.

Permanent Exclusions (PEx)

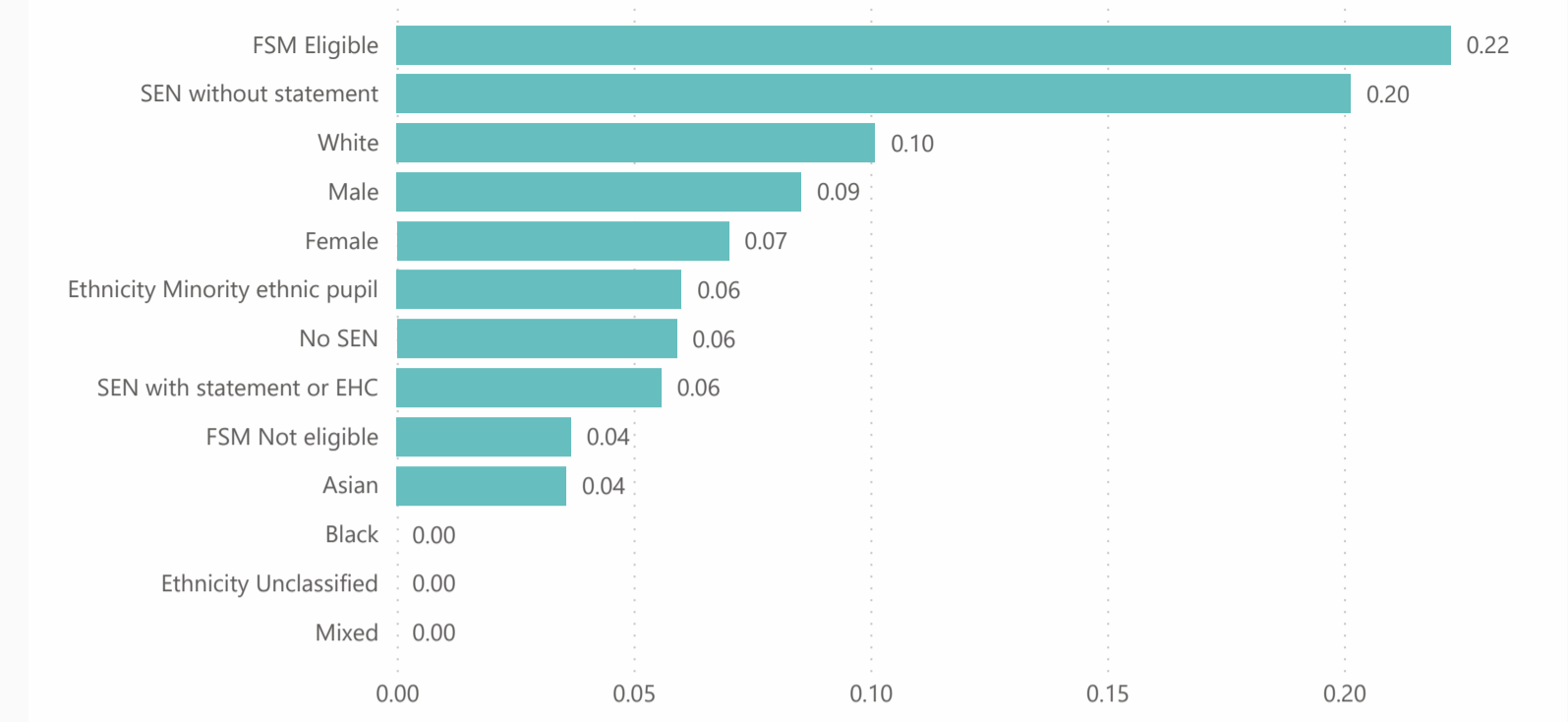
Permanent Exclusions



Permanent Exclusion Rate by School Phase



Permanent Exclusions - where the exclusion lies



Reason for Exclusion

Reason	Medway	National
Abuse against sexual orientation and gender identity	0.00	0.26
Abuse relating to disability	0.00	0.00
Bullying	0.00	0.90
Damage	1.92	2.92
Drug and alcohol related	9.62	5.20
Inappropriate use of social media or online technology	1.92	1.24
Persistent disruptive behaviour	23.08	35.10
Physical assault against a pupil	19.23	16.58
Physical assault against an adult	9.62	11.64
Racist abuse	0.00	0.61
Sexual misconduct	1.92	1.62
Theft	1.92	0.53
Use or threat of use of an offensive weapon or prohibited item	11.54	6.32
Verbal abuse or threatening behaviour against a pupil	5.77	5.17
Verbal abuse or threatening behaviour against an adult	13.46	11.69
Wilful and repeated transgression of protective measures in place to protect public health	0.00	0.00

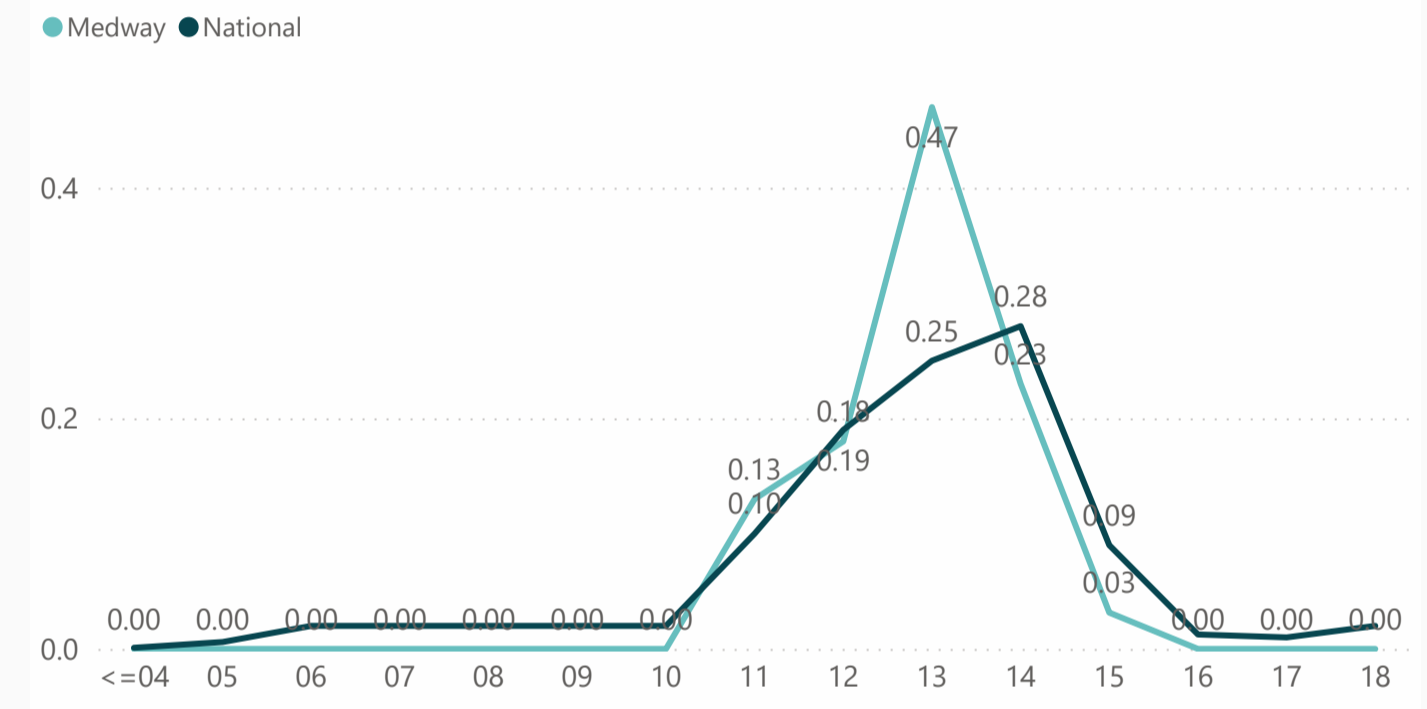
PEx
76 ▲ 60

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

Closing the gap with the relative national group

Characteristic	Medway	National
EHCP	0.06	0.13
FSM	0.22	0.20
No Level of SEND	0.06	0.05
Non FSM	0.04	0.04
SEND Support	0.20	0.25

Permanent Exclusion Rate by Pupil Age

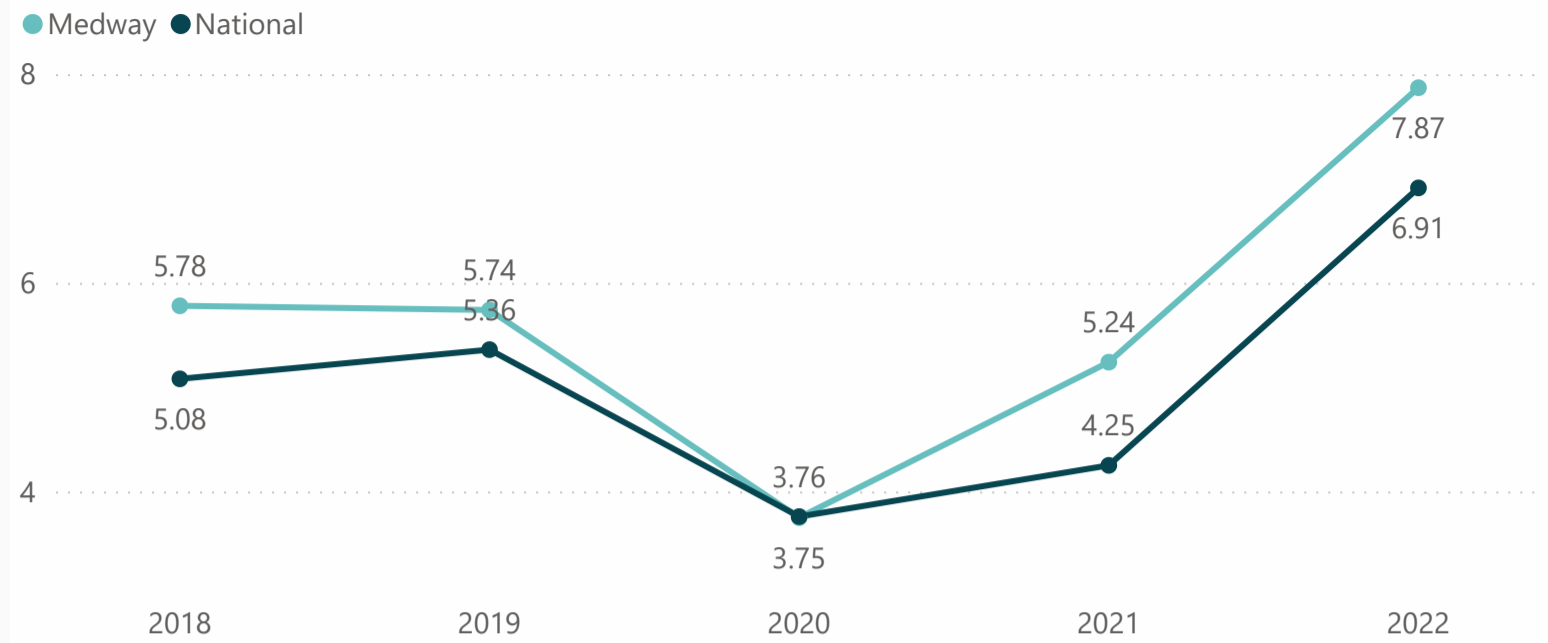


Since 2018 Permanent exclusions have reduced, and largely follow the national trend. In the 2021-22 academic year there were 38 pupils permanently excluded. Medway's permanent exclusions matched the national rate for this period. Persistent disruptive behaviour was the most frequently recorded reason for exclusion. Reasons for exclusion in Medway mirror those reasons nationally.

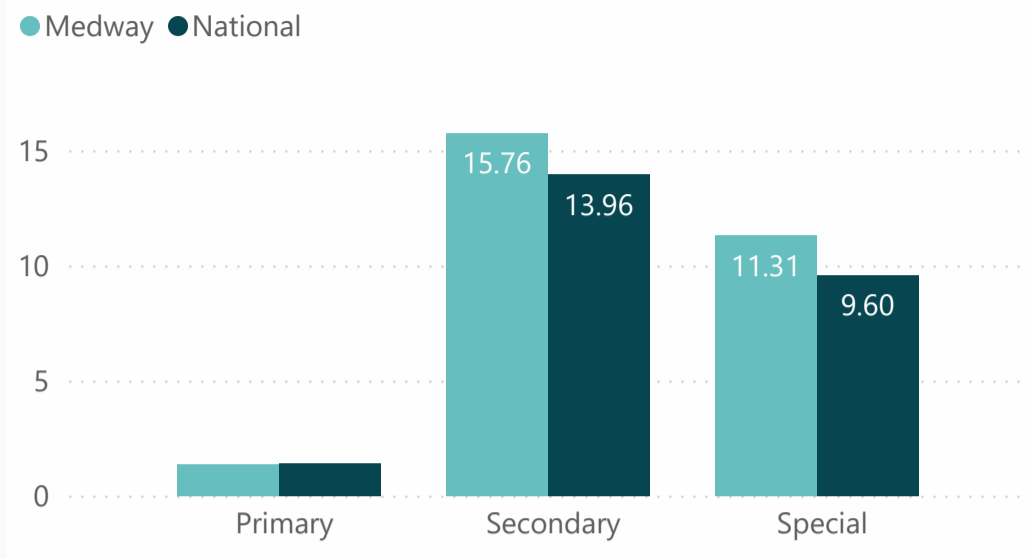
All exclusions were pupils in secondary schools Compared to 2021 – 2022, exclusions for 2022 – 2023 have taken place for pupils at a younger age. Medway's exclusions have exceeded the national profile, for pupils aged between 12 – 14 (years 7-9).

Suspensions (Susp)

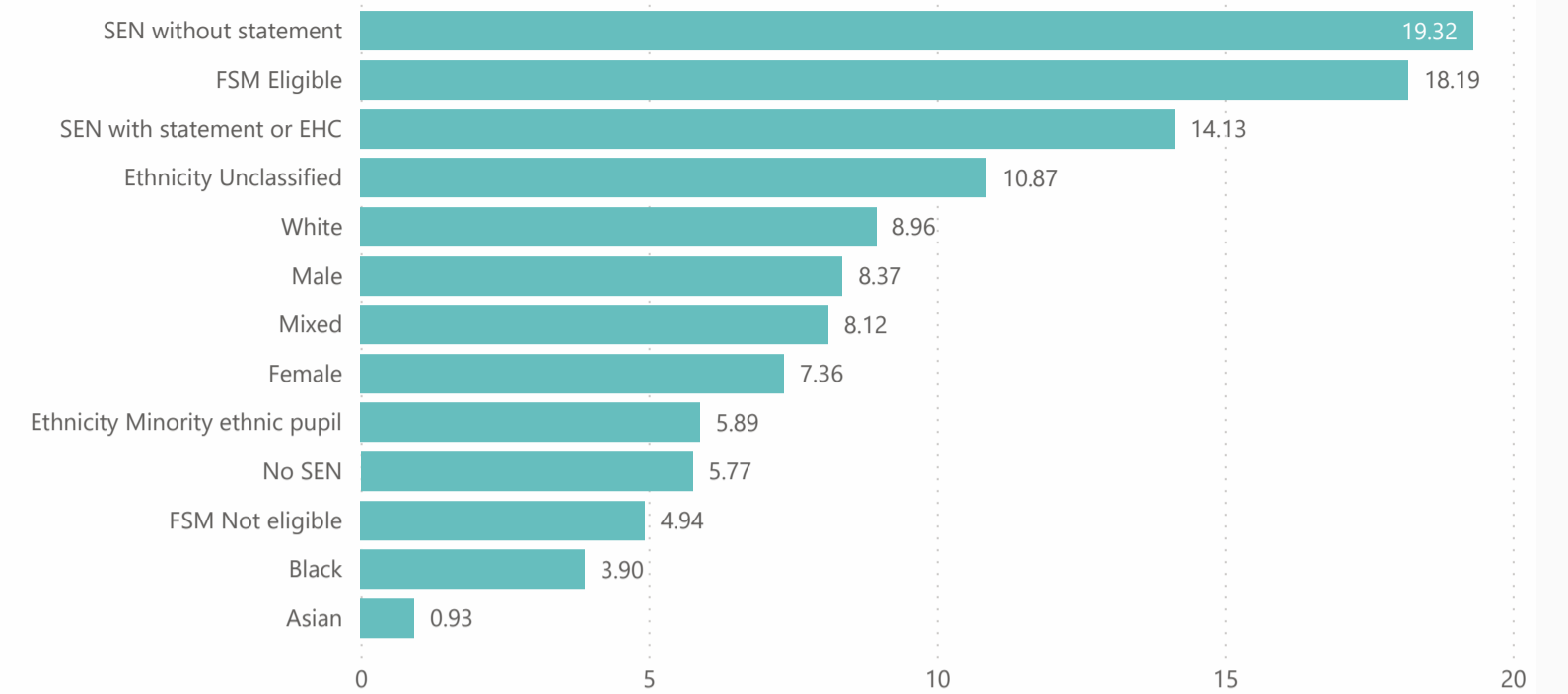
Suspensions



Suspension Rate by School Phase



Suspension - where the suspension lies



Reason for Suspension

Reason	Medway	National
Abuse against sexual orientation and gender identity	0.35	0.38
Abuse relating to disability	0.07	0.04
Bullying	0.91	1.06
Damage	1.68	3.18
Drug and alcohol related	2.70	3.36
Inappropriate use of social media or online technology	0.86	1.52
Persistent disruptive behaviour	47.84	42.80
Physical assault against a pupil	17.56	15.13
Physical assault against an adult	5.55	5.76
Racist abuse	1.12	1.40
Sexual misconduct	0.72	0.94
Theft	0.44	0.79
Use or threat of use of an offensive weapon or prohibited item	1.26	1.95
Verbal abuse or threatening behaviour against a pupil	4.24	4.68
Verbal abuse or threatening behaviour against an adult	14.60	16.64
Wilful and repeated transgression of protective measures in place to protect public health	0.09	0.37

Suspension

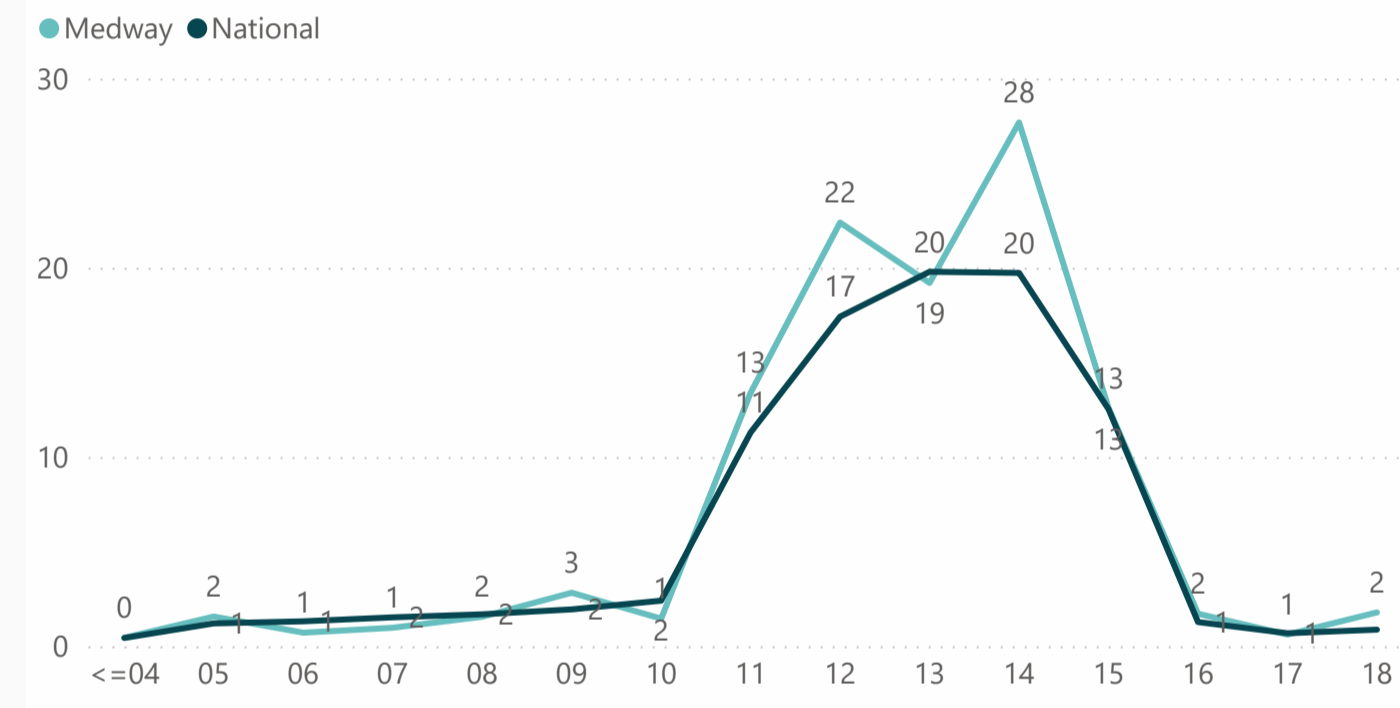
107 ▲ -10

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

Closing the gap with the relative national group

Characteristic	Medway	National
EHCP	14.13	17.63
FSM	18.19	16.02
No Level of SEND	5.77	4.69
Non FSM	4.94	4.26
SEND Support	19.32	18.59

Suspension Rate by Pupil Age

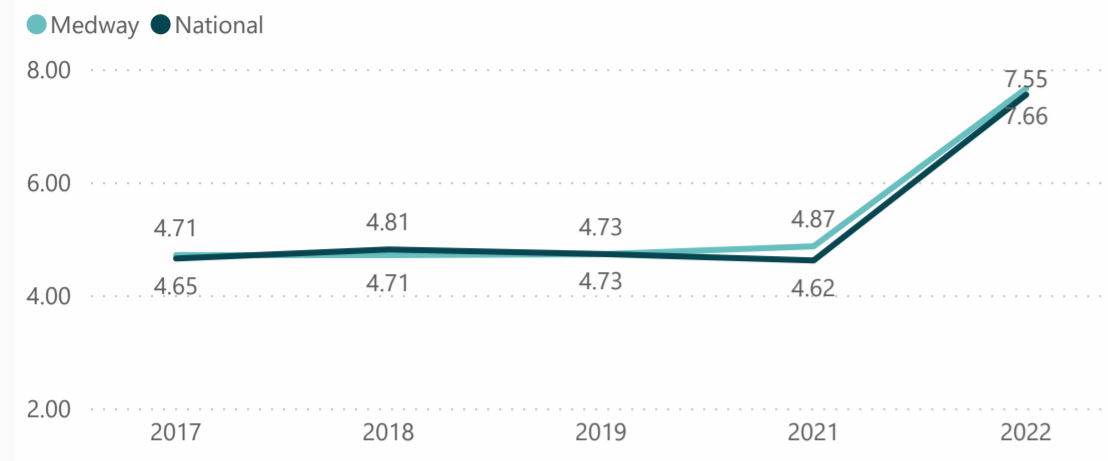


Medway's use of suspensions has sharply risen in excess of pre pandemic levels, mirroring national but at a greater rate. More pupils were suspended and significantly more in secondary schools in Medway than compared to national.

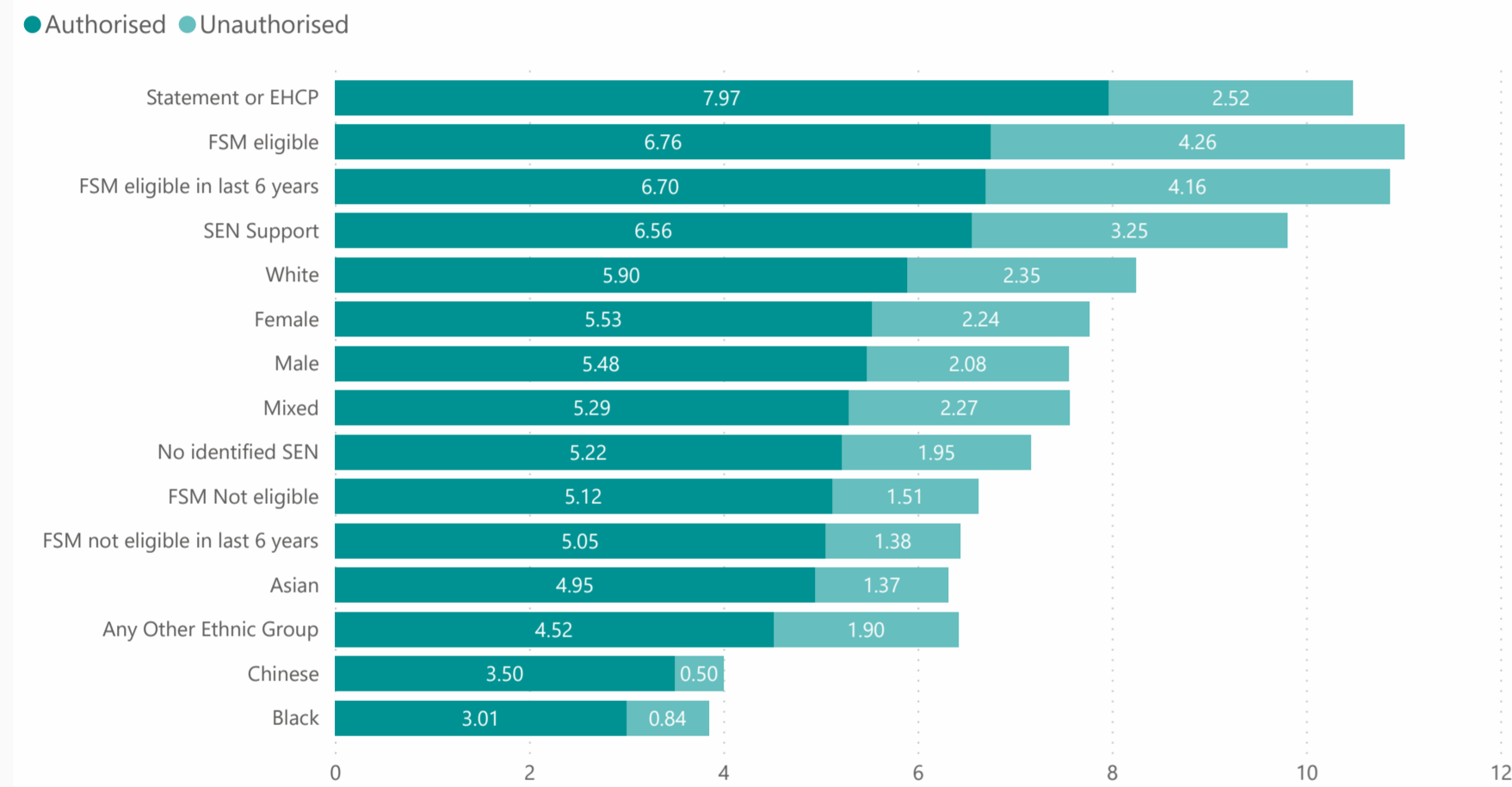
Similar to exclusions, the reason for the majority of suspensions was permanent disruptive behaviour.

Absence - AcYr 21/22

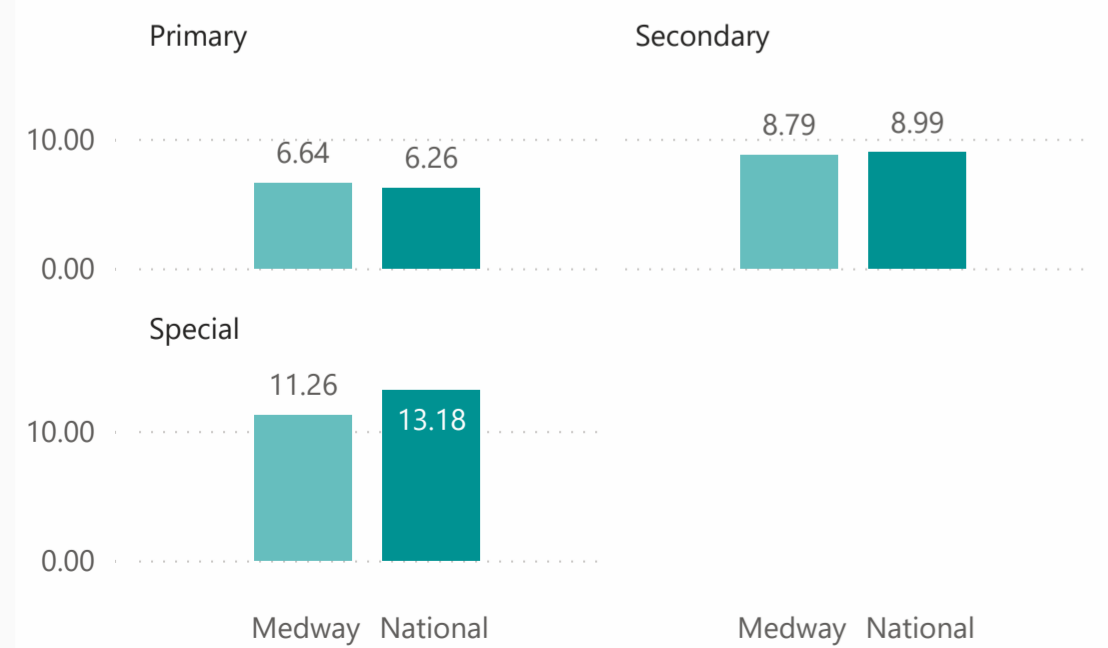
Overall Absence



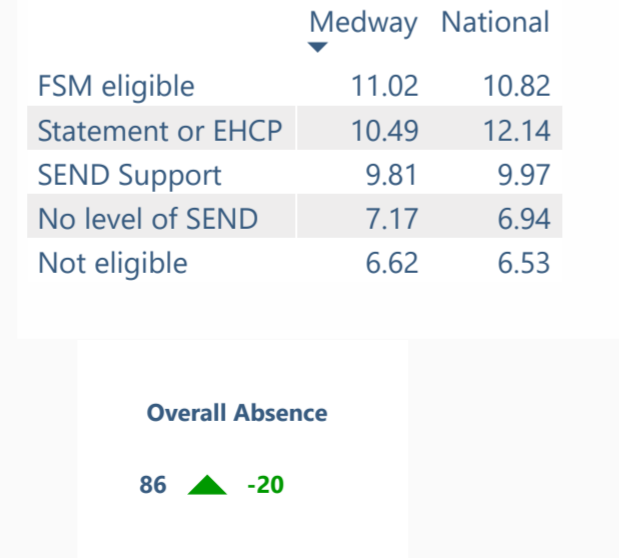
Overall Absence - where the absence lies



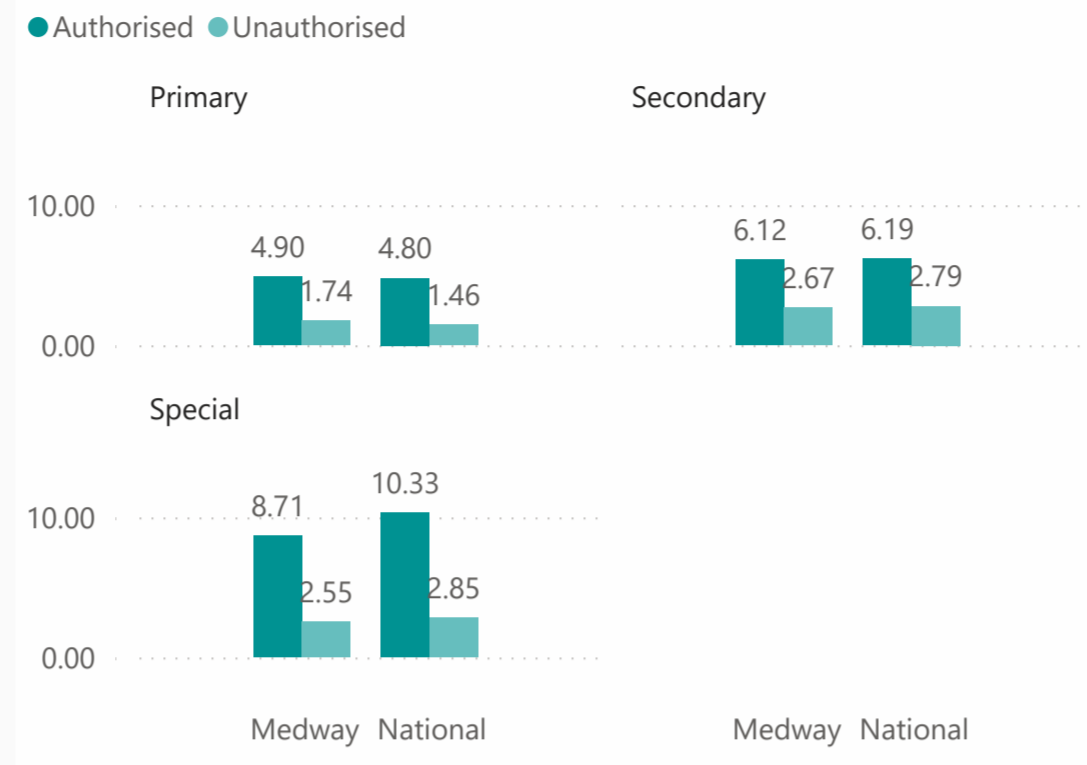
Overall Absence by Phase



Overall Absence - Closing the Gap



Authorised & Unauthorised Absence by Phase



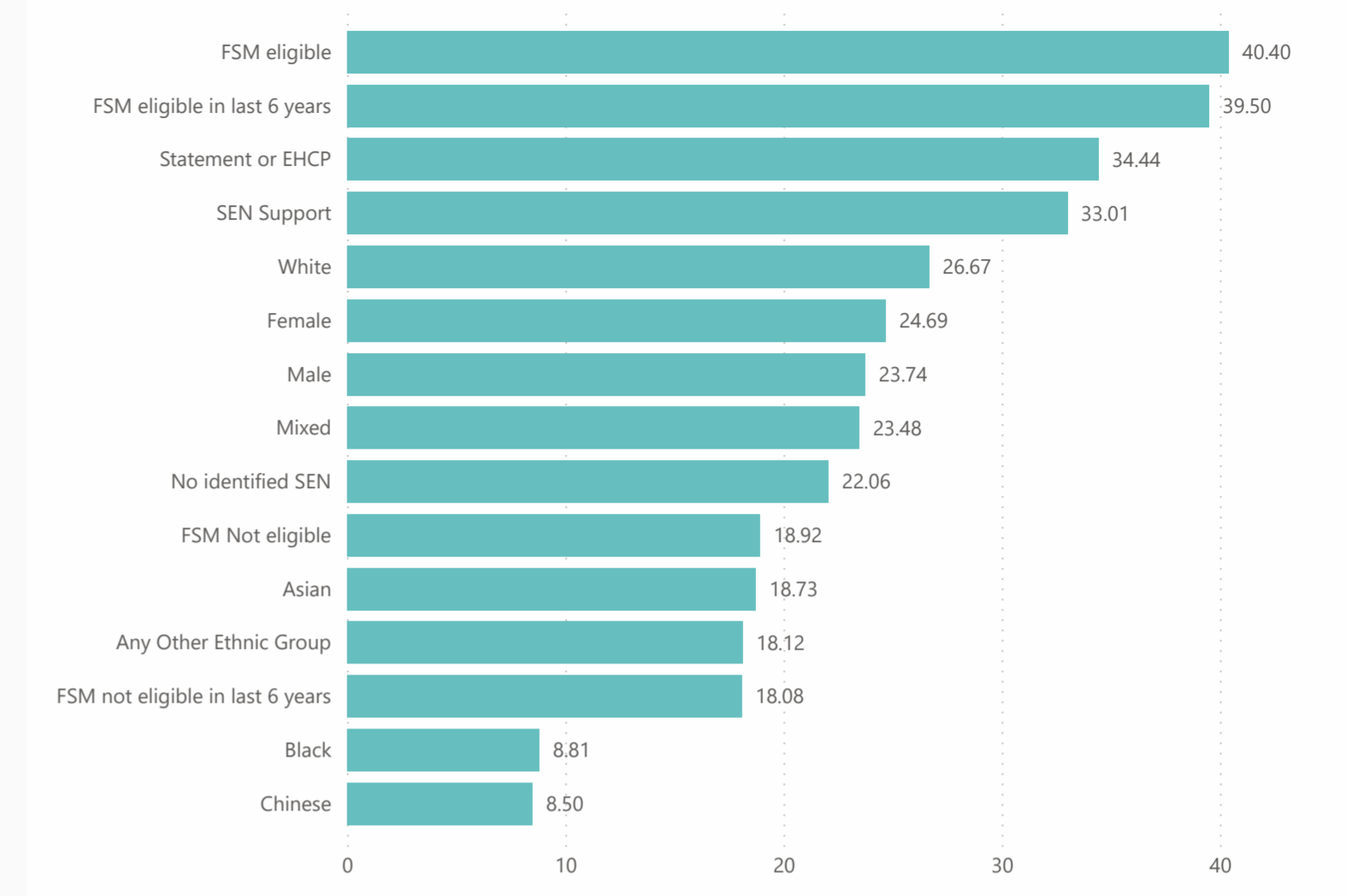
Persistent Absence



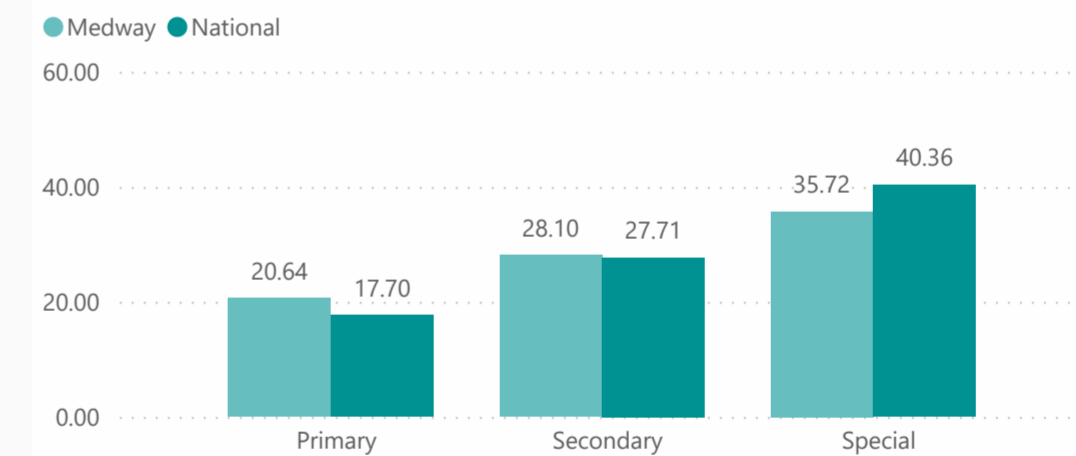
Persistent Absence - Closing the Gap

	Medway	National
FSM eligible	40.40	37.19
No level of SEND	22.06	20.00
Not eligible	18.92	17.54
SEND Support	33.01	31.97
Statement or EHCP	34.44	36.90

Persistent Absence - where the absence lies



Persistent Absence by Phase



Persistent Absence

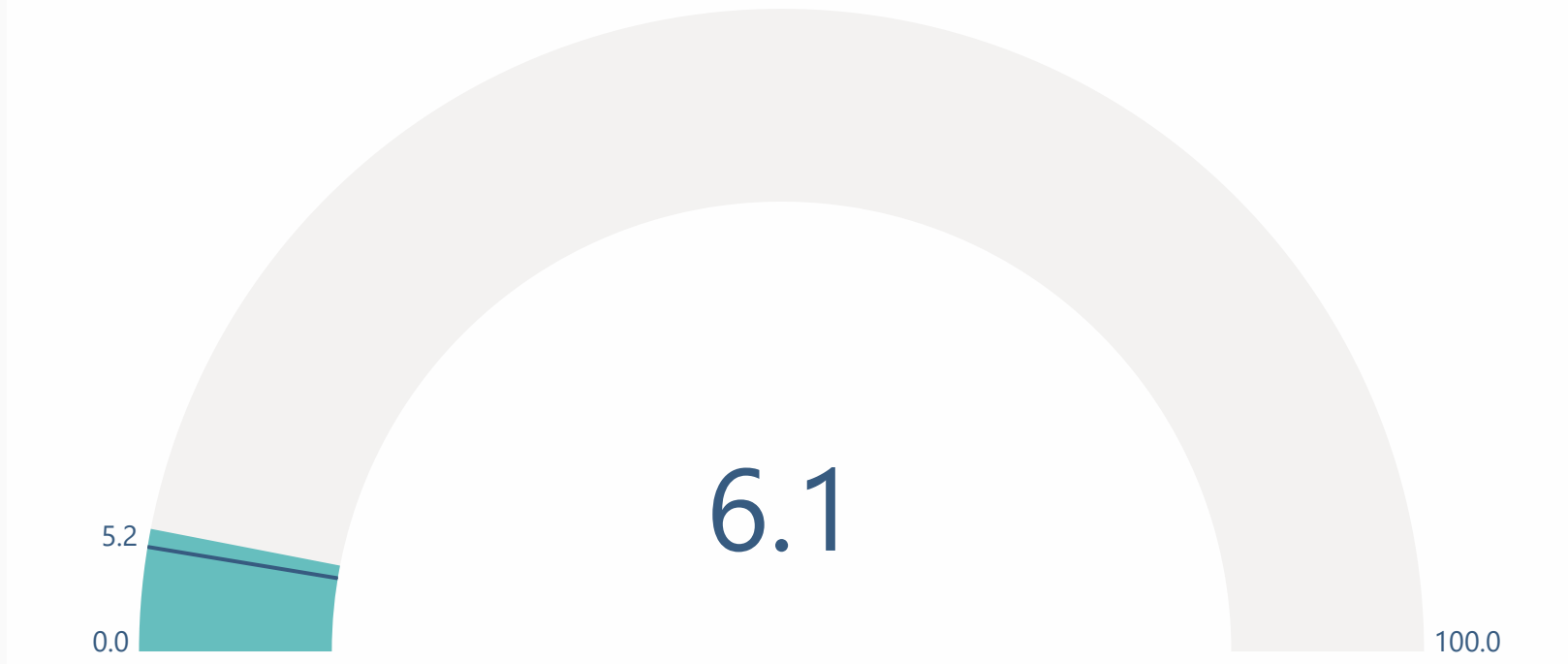
115 ▼ 1

The Medway gap to national for persistent absence has widened and significantly increased both nationally and locally in this reporting period. Most notable is the gap between those vulnerable groups of Medway learners who are persistently absent, compared to the same group nationally.

A greater number of pupils are persistently absent in primary compared to secondary schools.

Not in Education, Employment or Training (NEET)

Not in Education, Employment or Training (NEET)



NEET & Not Known 4 year trend

Measure	2020	2021	2022	2023
Medway NEET	2.9	3.4	2.9	3.0
Medway Not Known	9.0	4.5	11.8	3.2
National NEET	2.7	2.8	2.6	2.8
National Not Known	2.8	2.7	2.2	2.4

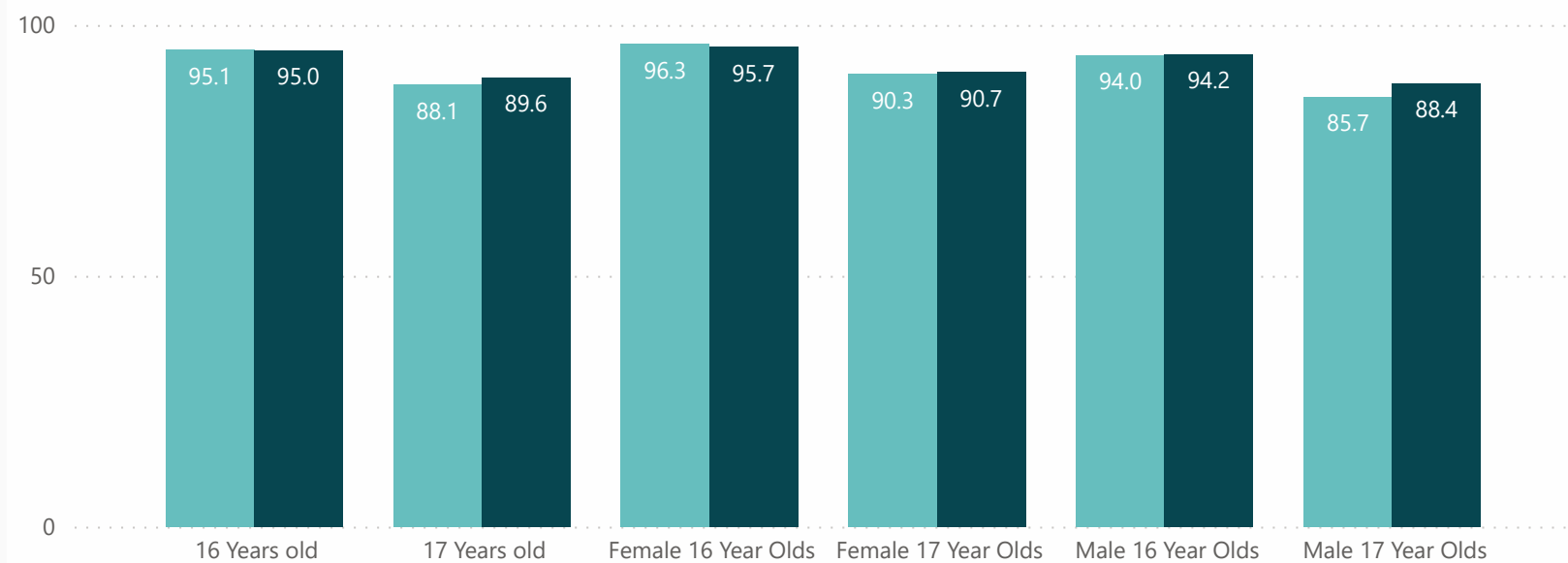
NEET

89 ▲ -8

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

Education & Training

● Medway ● National



From 2020, the data shows improvements in the UNKNOWN figures, which directly impacts the NEET data, as destinations are confirmed. It should be recognised that the NEET figures are rolling numbers and not static. Young people move in and out of NEET status monthly, as tracking and interventions are conducted. Medway have consistently remained above national average for both NEET and UNKNOWN data, at the fixed point of recording for national average but Medway continues to make improvements closing the gap. By August 2023, Medway recorded 172 (2.5%) NEET young people and 37 (0.5%) Unknown young people (combined figure of 3%), ranking Medway 22nd nationally and moving from the 5th quintile to the 1st quintile. In August 2023 Medway achieved below national averages of 7% and South East averages of 6.9%. 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.

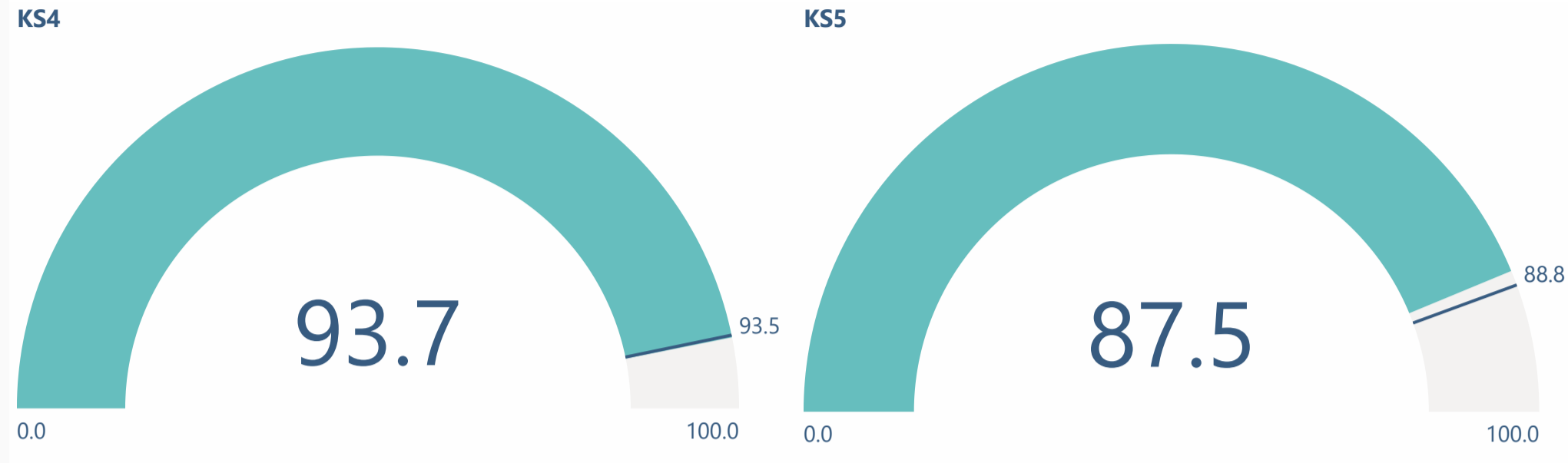
2023 have brought further challenges for NEET young people, with the reduction in ESFA funding, training providers decreasing, GCSE grades 4 and above not being achieved and local education providers not having capacity to fill the gaps. Medway has also seen a rise in young people moving into the area from other counties and countries. This directly impacts the opportunities for young people to move from NEET to EET. The IAG Team have been working with local providers, employers and education establishments to increase opportunities for young people in Medway.

Please note

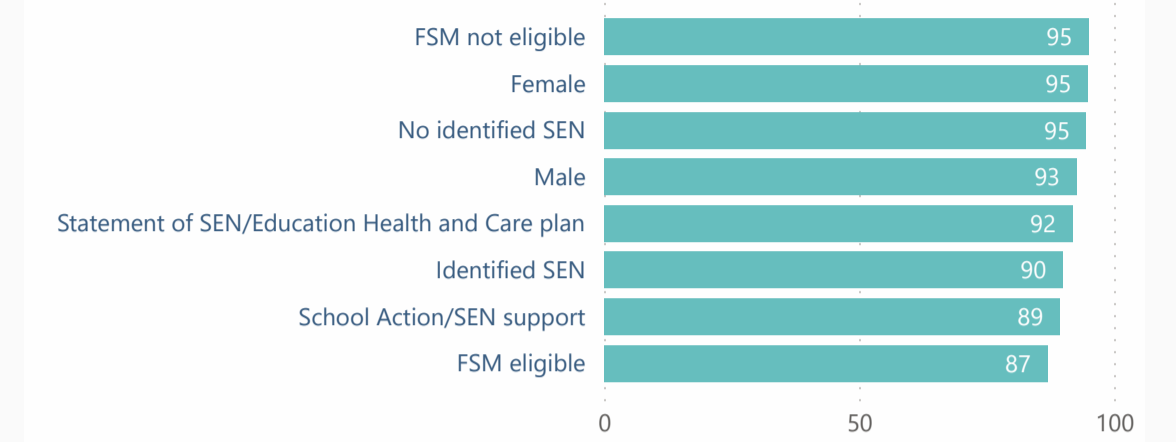
The 'Participation in education, training and NEET age 16 to 17 by local authority' SFR was used to populate this data and therefore may differ from data as it currently stands.

Destinations - AcYr 21/22

Proportion in Education / Employment

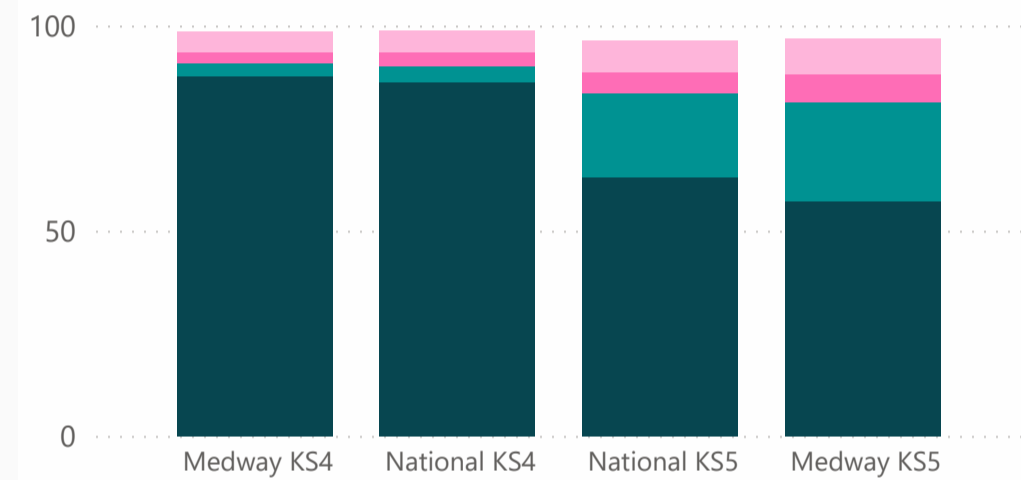


Key Stage 4 Education / Employment



Key Stage 4 & Key Stage 5 Destinations Sustained

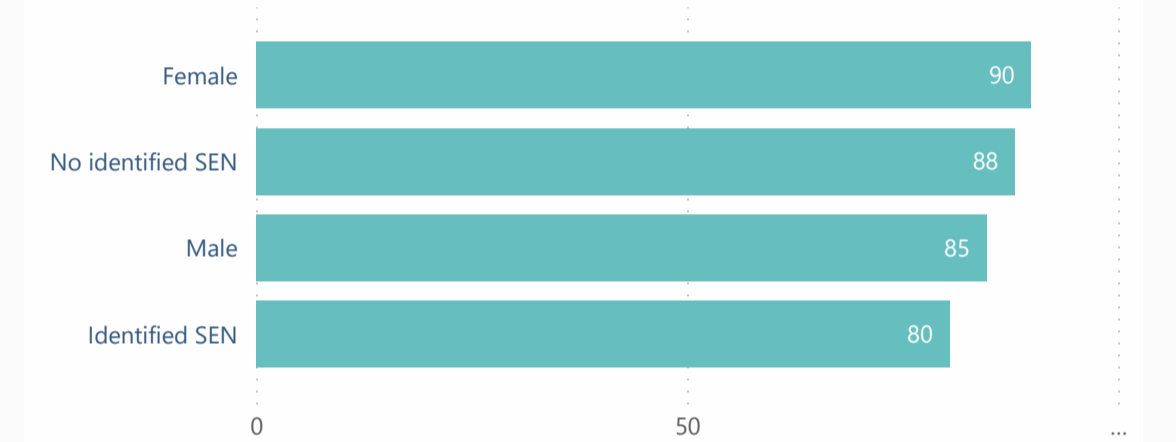
● Education ● Employment ● Apprenticeship ● Not Sustained



Key Stage 5 - Higher Education (2019/20)

KS5 Higher Education Destination Details	Medway	National
Degrees	68.10	74.60
Higher Apprenticeships	3.00	1.90
Other study at Level 4/5	0.60	1.10
Oxford and Cambridge	1.00	1.50
Percentage that progressed to higher education or training	71.70	77.60
Russell Group	12.80	24.80
Top third most selective Higher Education Institutions	16.40	27.40

Key Stage 5 Education / Employment



Destinations	Education	Employment	Apprenticeship	Not Sustained
Medway KS4	87.8	3.0	2.8	5.0
Medway KS5	57.2	24.0	7.0	8.7
National KS4	86.2	4.0	3.3	5.3
National KS5	63.0	20.5	5.3	7.6

KS4 Destination 80 ▼ 47

KS5 Destination 107 ▲ -1

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

Closing the gap with relative national group

Characterist	Medway KS4	National KS4	Medway KS5	National KS5
No identified SEN	94.5	94.4	88.0	89.1
School Action/SEN support	89.3	88.5		
Statement of SEN/Education Health and Care plan	91.8	90.1		

The proportion of young people at the end of KS4 in education and employment (93.7%) has reduced compared to last year but is above the national level (93.5%). The reverse is the case for KS5, where an improvement has been made compared to last year (86%) but the stronger national rise means Medway is now below the benchmark. Medway has seen a 26% improvement in the amount of KS5 destinations sustained, compared to an 8% national change, year on year.

Medway students undertaking degree courses remain behind the national benchmark.

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. This is the same as last year.

Appendices

Appendix A

School Cohort

LA / DfE	School Name	Cohort Total	Specialist Resourced Provision	SEN Unit
8872600	All Faiths Children's Academy	217		14
8873093	All Saints Church of England Primary School	362		
8872215	Balfour Infant School	250		
8872214	Balfour Junior School	469		
8872396	Barnsole Primary School	673		
8872537	Bligh Primary School (Infants)	312		
8872492	Bligh Primary School (Juniors)	295		
8872646	Brompton-Westbrook Primary School	443		
8873760	Burnt Oak Primary School	442		
8872016	Byron Primary School	511		
8872017	Cedar Children's Academy	667		
8872209	Chattenden Primary School	201		
8872588	Cliffe Woods Primary School	410		
8872216	Crest Infant School	184		
8872208	Cuxton Community Infant School	175		
8872013	Cuxton Community Junior School	225		
8872684	Deanwood Primary School	233		
8872023	Delce Academy	386		
8872021	Elaine Primary School	324		
8873729	English Martyrs' Catholic Primary School	200		
8873759	Fairview Community Primary School	665		
8872401	Featherby Infant and Nursery School	298		
8872019	Featherby Junior School	344		
8872010	Gordons Children's Academy, Infant	156		
8872009	Gordons Children's Academy, Junior	321		
8872198	Greenvale Primary School	142		
8872211	Halling Primary School	328		
8872638	Hempstead Infant School	267		
8872403	Hempstead Junior School	343		
8872421	High Halstow Primary Academy	210		
8872499	Hilltop Primary Academy	418		
8872213	Hoo St Werburgh Primary School and Marlborough Centre	572		80
8872439	Horsted Infant School	180		
8872506	Horsted Junior School	246		
8872003	Kingfisher Community Primary School	212		
8872007	Lordswood School	406		
8872199	Luton Primary School	644		
8872020	Maundene School	396		
8872623	Miers Court Primary School	389		
8872012	Napier Community Primary and Nursery Academy	581		
8872008	New Horizons Children's Academy	650		
8872202	New Road Primary School	352		
8872433	Oaklands School	423		
8872006	Oasis Academy Skinner Street	379		
8872494	Parkwood Primary School	574		
8872194	Peninsula East Primary Academy	246		
8872001	Phoenix Primary School	315		
8873757	Riverside Primary School	371		16
8872004	Saxon Way Primary School	423		
8873752	St Augustine of Canterbury Catholic Primary School	188		
8873753	St Benedict's Catholic Primary School	210		
8873096	St Helen's Church of England Primary School, Cliffe	207		
8872002	St James Church of England Primary Academy	207		

Appendix A

School Cohort continued

LA / DfE	School Name	Cohort Total	Specialist Resourced Provision	SEN Unit
	▲			
8873095	St John's Church of England Infant School	61		
8873293	St Margaret's at Troy Town CofE Voluntary Controlled Primary School	222		
8873195	St Margaret's Church of England Junior School	360		
8872479	St Margaret's Infant School	293		
8873755	St Mary's Catholic Primary School	439		
8873756	St Mary's Island Church of England (Aided) Primary School	639		
8873712	St Michael's RC Primary School	470		
8873102	St Nicholas Church of England Voluntary Controlled Infant School	89		
8872665	St Peter's Infant School	90		
8873736	St Thomas More Roman Catholic Primary School	415		
8873732	St Thomas of Canterbury RC Primary School	258		
8873746	St William of Perth Roman Catholic Primary School	209		
8872549	Swingate Primary School	651		
8872015	Temple Mill Primary School	244		
8872592	Thames View Primary School	469		
8873758	The Pilgrim School (A Church of England Primary With Nursery)	224		
8872014	Twydall Primary School and Nursery	363		
8872022	Wainscott Primary School	459		
8872203	Walderslade Primary School	228		
8872011	Warren Wood Primary Academy	485		22
8872018	Wayfield Primary School	383		
8872412	The Academy of Woodlands	749		
8876906	Brompton Academy	1398		94
8875429	Chatham Grammar	919		
8874069	Fort Pitt Grammar School	899		
8874174	Greenacre Academy	989		
8874068	Holcombe Grammar School	1057		
8874004	Leigh Academy Rainham	239		
8875420	Rainham Mark Grammar School	1545		
8874199	Rainham School for Girls	1714		
8874530	Sir Joseph Williamson's Mathematical School	1464		
8875436	St John Fisher Catholic Comprehensive School	961		
8876905	Strood Academy	1324		
8875457	The Howard School	1486		
8874000	The Hundred of Hoo Academy	1676		32
8874001	The Robert Napier School	1059		
8875445	The Rochester Grammar School	1184		
8875451	The Thomas Aveling School	1207		18
8876907	The Victory Academy	1166		
8874167	Walderslade Girls' School	859		
8874003	Waterfront UTC	249		
8877053	Abbey Court Foundation Special School	185		
8877042	Bradfields Academy	341		
8877031	Danecourt School	234		
8877000	Inspire Free Special School	54		
8877016	Rivermead School	178		
8871107	The Rowans	39		
8871108	Will Adams Academy	45		

Appendix B

Exclusions and Suspensions

LA / DfE	School Name	School Type	PEx by school	Sus by school
8872600	All Faiths Children's Academy	AC	0.00	0.46
8873093	All Saints Church of England Primary School	AC	0.00	0.83
8872215	Balfour Infant School	M	0.00	1.60
8872214	Balfour Junior School	AC	0.00	1.07
8872396	Barnsole Primary School	AC	0.00	0.30
8872537	Bligh Primary School (Infants)	AC	0.00	3.21
8872492	Bligh Primary School (Juniors)	AC	0.00	3.05
8872646	Brompton-Westbrook Primary School	AC	0.00	0.23
8873760	Burnt Oak Primary School	M	0.00	0.45
8872016	Byron Primary School	ASL	0.00	0.00
8872017	Cedar Children's Academy	ASL	0.00	0.30
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	1.63
8872208	Cuxton Community Infant School	AC	0.00	1.71
8872013	Cuxton Community Junior School	ASL	0.00	0.44
8872684	Deanwood Primary School	AC	0.00	0.00
8872023	Delce Academy	AC	0.00	10.62
8872021	Elaine Primary School	ASL	0.00	5.25
8873729	English Martyrs' Catholic Primary School	M	0.00	1.00
8873759	Fairview Community Primary School	M	0.00	0.15
8872401	Featherby Infant and Nursery School	AC	0.00	0.00
8872019	Featherby Junior School	ASL	0.00	1.45
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	0.00	0.00
8872211	Halling Primary School	AC	0.00	0.00
8872638	Hempstead Infant School	M	0.00	0.00
8872403	Hempstead Junior School	M	0.00	1.75
8872421	High Halstow Primary Academy	AC	0.00	0.00
8872499	Hilltop Primary Academy	AC	0.00	4.07
8872213	Hoo St Werburgh Primary School and Marlborough Centre	AC	0.00	1.22
8872439	Horsted Infant School	M	0.00	0.00
8872506	Horsted Junior School	M	0.00	2.85
8872003	Kingfisher Community Primary School	ASL	0.00	0.47
8872007	Lordswood School	ASL	0.00	0.00
8872199	Luton Primary School	M	0.00	3.73
8872020	Maudene 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	1.55
8872008	New Horizons Children's Academy	ASL	0.00	1.85
8872202	New Road Primary School	M	0.00	5.68
8872433	Oaklands School	AC	0.00	0.24
8872006	Oasis Academy Skinner Street	ASL	0.00	1.32
8872494	Parkwood Primary School	M	0.00	0.52
8872194	Peninsula East Primary Academy	AC	0.00	5.28
8872001	Phoenix Primary School	ASL	0.00	6.03
8873757	Riverside Primary School	AC	0.00	2.97
8872004	Saxon Way Primary School	ASL	0.00	0.24
8873752	St Augustine of Canterbury Catholic Primary School	M	0.00	0.00
8873753	St Benedict's Catholic Primary School	M	0.00	0.48
8873096	St Helen's Church of England Primary School, Cliffe	M	0.00	2.42
8872002	St James Church of England Primary Academy	ASL	0.00	0.00
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	2.70
8873195	St Margaret's Church of England Junior School	AC	0.00	0.00

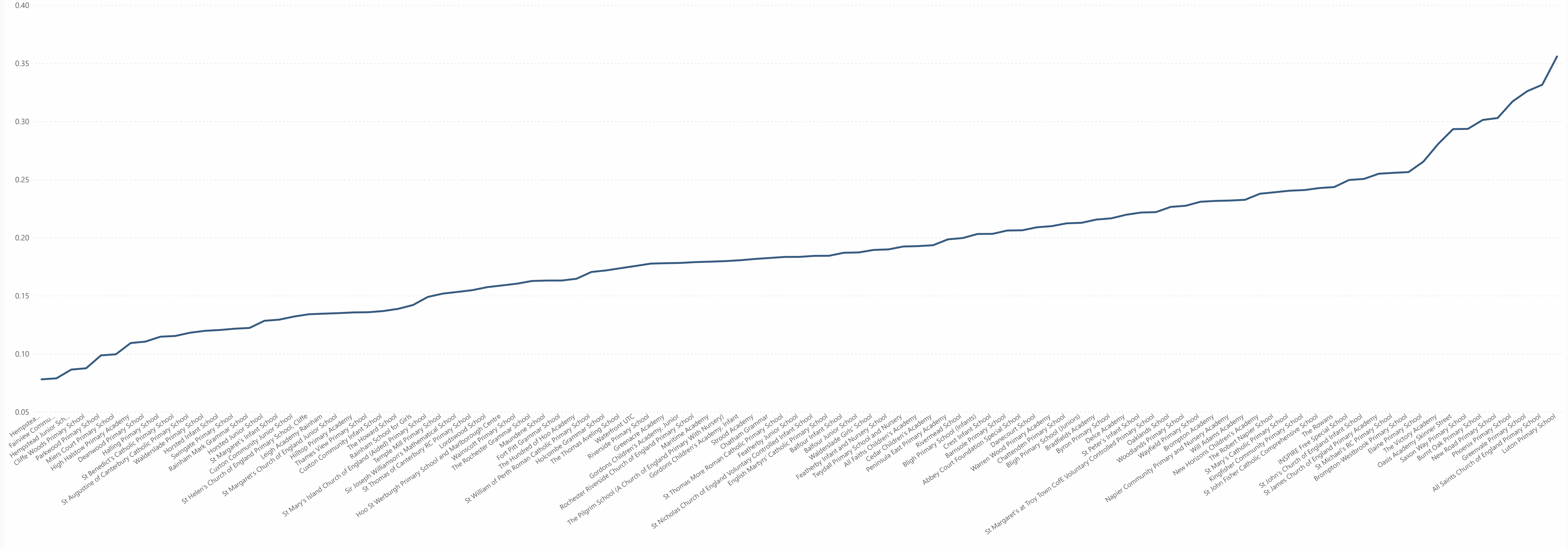
Appendix B

Exclusions and Suspensions continued

LA / DfE	School Name	School Type	PEx by school	Sus by school
8872479	St Margaret's Infant School	AC	0.00	0.00
8873755	St Mary's Catholic Primary School	M	0.00	1.14
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	0.43
8873102	St Nicholas Church of England Voluntary Controlled Infant School	M	0.00	0.00
8872665	St Peter's Infant School	M	0.00	0.00
8873736	St Thomas More Roman Catholic Primary School	M	0.00	6.51
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	0.96
8872549	Swingate Primary School	M	0.00	0.46
8872015	Temple Mill Primary School	ASL	0.00	1.23
8872592	Thames View Primary School	AC	0.00	0.00
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	2.76
8872022	Wainscott Primary School	ASL	0.00	0.44
8872203	Walderslade Primary School	AC	0.00	0.00
8872011	Warren Wood Primary Academy	ASL	0.00	4.12
8872018	Wayfield Primary School	AC	0.00	0.00
8872412	The Academy of Woodlands	AC	0.00	0.27
8876906	Brompton Academy	ASL	0.14	7.51
8875429	Chatham Grammar	AC	0.00	1.96
8874069	Fort Pitt Grammar School	AC	0.00	0.67
8874174	Greenacre Academy	AC	0.40	12.94
8874068	Holcombe Grammar School	AC	0.00	6.81
8874004	Leigh Academy Rainham	FS	0.00	0.84
8875420	Rainham Mark Grammar School	AC	0.00	3.30
8874199	Rainham School for Girls	AC	0.06	20.71
8874530	Sir Joseph Williamson's Mathematical School	AC	0.00	0.68
8875436	St John Fisher Catholic Comprehensive School	M	1.04	21.64
8876905	Strood Academy	ASL	0.00	14.43
8875457	The Howard School	AC	0.07	8.34
8874000	The Hundred of Hoo Academy	ASL	0.00	8.65
8874001	The Robert Napier School	ASL	1.04	59.68
8875445	The Rochester Grammar School	AC	0.00	1.35
8875451	The Thomas Aveling School	AC	0.08	9.46
8876907	The Victory Academy	ASL	0.26	67.98
8874167	Walderslade Girls' School	AC	0.47	33.68
8874003	Waterfront UTC	UTC	0.40	45.78
8877053	Abbey Court Foundation Special School	M	0.00	0.00
8877042	Bradfields Academy	ASC	0.00	8.50
8877031	Danecourt School	ASC	0.00	0.00
8877000	Inspire Free Special School	FSS	0.00	144.44
8877016	Rivermead School	ASC	0.00	2.84

Appendix C

Average IDACI by School



Appendix D

Destination

LA / DfE	School Name	Admission Policy (group)	KS4 Cohort	KS4 % in Education or Employment	KS5 Cohort	KS5 % in Education or Employment
8876906	Brompton Academy	Non-Selective	232	92.2	93	86.0
8875429	Chatham Grammar	Selective	118	95.8	70	92.9
8874069	Fort Pitt Grammar School	Selective	119	98.3	120	91.7
8874174	Greenacre Academy	Non-Selective	133	88.0	55	80.0
8874068	Holcombe Grammar School	Selective	115	98.3	85	92.9
8875420	Rainham Mark Grammar School	Selective	207	96.6	156	90.4
8874199	Rainham School for Girls	Non-Selective	268	97.0	148	91.2
8874530	Sir Joseph Williamson's Mathematical School	Selective	195	96.9	179	92.7
8875436	St John Fisher Catholic Comprehensive School	Non-Selective	146	87.7	49	71.4
8876905	Strood Academy	Non-Selective	236	93.6	83	86.7
8875457	The Howard School	Non-Selective	245	93.1	113	82.3
8874000	The Hundred of Hoo Academy	Non-Selective	228	93.4	49	81.6
8874001	The Robert Napier School	Non-Selective	168	88.1	53	81.1
8875445	The Rochester Grammar School	Selective	171	97.7	133	92.5
8875451	The Thomas Aveling School	Non-Selective	181	94.5	109	81.7
8876907	The Victory Academy	Non-Selective	131	85.5	61	78.7
8874167	Walderslade Girls' School	Non-Selective	150	95.3	48	85.4
8874003	Waterfront UTC	Non-Selective	50	92.0	21	85.7
8877053	Abbey Court Foundation Special School		10	100.0		
8877042	Bradfields Academy		37	97.3		
8877000	Inspire Free Special School		9	33.3		
8877016	Rivermead School		22	95.5		
8871107	The Rowans		16	56.3		
8871108	Will Adams Academy		41	63.4		

Medway	93.7	87.5
Selective	97.2	92.1
Non - Selective	92.3	83.7

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.
All Other FSM	Pupils who are not eligible for FSM and those whose FSM wasn't specified at the time of assessment
APS	Average Point Score
Attainment 8	<p>The sum of (see table below for points);</p> <p>Best English grade (either Literature or Language)- Double weighted if taken both qualifications</p> <p>Mathematics score- Double Weighted</p> <p>3 of the best Ebacc qualifying subject grade (i.e. Sciences, Computer Science, Geography, History and languages)</p> <p>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.</p> <p>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>
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	<p>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</p> <p>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.</p>
Coasting- internal use only, officially discontinued	<p>Primary: A School Is Considered Coasting If They Achieve Below 85% In The Expected Standard And Achieve Below Any Of Following Progress Vales;</p> <ul style="list-style-type: none"> -2.5 Average Progress In Reading -3.5 Average Progress In Writing -2.5 Average Progress In Mathematics <p>Secondary: A School Is Considered Coasting If Their Progress 8 Score Was Below -0.25 In 2016, 2017 And 2018.</p>
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.

Glossary Of Terms

Term	Definition
Disadvantaged Pupils	As Of 2015, A Child Was Classified As Disadvantaged If They Were Eligible For Free School Meals In The Last Six Years, Or Looked After Continuously For One Day Or More, Or Adopted From Care. This Is The Definition Used Within This Document Unless Stated Otherwise.
DLACTS	The Designated Teacher For Children Looked After.
Early Years Foundation Stage	Children Aged Between Birth And 5. 7 Areas Of Learning Are Monitored; Communication And Language Physical Development Personal, Social And Emotional Development Literacy Mathematics Understanding The World Expressive Arts And Design
EHCP	Education, Health & Care Plan. Since 2014, Ehc Plans Have Replaced Statements Of Special Education Needs.
ELG (EYFSP)	Early Learning Goals. These Are The Key Areas Of The Early Years Foundation Stage; Communication And Language (Cll) Physical Development (Pd) Personal, Social And Emotional Development (Pse) Literacy (Lit) Mathematics (Mat) Understanding Of The World (Uw) Expressive Arts And Design (Ead)
English as an Additional Language	Pupils Whose First (Of Family) Language Is Not English (Eal).
English Baccalaureate (Ebacc)	Achieving A Pass In English Language Or Literature And Mathematics, 2 Sciences, History Or Geography, And A Language.
Free School	Any New School Opened Will Typically Be A Free School. All Free Schools Are Academies.
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	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: <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) Children in nursery schools are eligible if they meet the criteria and attend for full days. Pupils are still eligible for free school meals in school in sixth form, but not sixth form college or further education.
General Level	KS5 Applied General Level Qualifications "Are Rigorous Advanced (Level 3) Qualifications That Allow 16 To 19 Year Old Students To Develop Transferable Knowledge And Skills. They Are For Students That Want To Continue Their Education Through Applied Learning. Applied General Qualifications Allow Entry To A Range Of Higher Education Courses, Either By Meeting The Entry Requirements In Their Own Right Or Being Accepted Alongside And Adding Value To Other Qualifications At Level 3 Such As A Levels." A List Of All Qualifications And Their Type Can Be Found https://www.gov.uk/government/publications/16-to-19-qualifications-discount-codes-and-point-scores
Good Level of Development (GLD)	Children Are Defined As Having Reached A "Good Level Of Development" At The End Of The Eyfs If They Achieve At Least The Expected Level In: The Early Learning Goals In The Prime Areas Of Learning (Personal, Social And Emotional Development; Physical Development; And Communication And Language)

Glossary Of Terms

Term	Definition
GPaS /GPS	Grammar, Punctuation And Spelling
IMD	Index Of Multi-Deprivation. A Government Measure Of Relative Poverty. Idaci Is A Subset Of This Which Measures The Income Deprivation Affecting Children.
LSOA	Lower Super Output Area
Minimum Standards- Internal use only, officially discontinued	Minimum Standards For KS5 Are Separate For Academic, General And Technical. If A School Is Below These Thresholds They Are Seen As Underperforming. A Provider Will Be Seen As Underperforming If; 1) Its Academic Or Applied General Value Added Score Is Below Threshold (-0.52 For Academic, -0.65 General); And 2) Its Value Added Score Is Statistically Significantly Below The National Average (I.E. Both The Upper And Lower Confidence Intervals Are Below 0).
NEET	Not In Education, Employment Or Training. Local Authorities (Las) Were Previously Responsible For Tracking From Ages 15 To 19, And To 20- 25 Year Olds With A Statement Of Educational Need Or Disability (Send). From September 2016 The Department Of Education (Dfe) Relaxed The Requirement On Authorities To Track Academic Age 18 Year Olds. Las Are Now Only Required To Track And Submit Information About Young People Up To The End Of The Academic Year In Which They Have Their 18Th Birthday I.E. Academic Age 16 And 17-Year-Olds. Young People With An Ehcp Should Still Be Tracked And Reported On Until Their Ehcp Ceases. This May Be Up Until The Age Of 25. The Responsible Authority Is Based On Locality Of Residence.
Persistent Absence	An individual is considered persistently absent if they are absent for 10% or more sessions. This percentage equates to 38 sessions for terms 1-6. The criteria prior to 2011 was set at 20% in 2015 it was set at 15%.
Phonic Decoding	A way of learning to read that breaks words down into sounds. Decoding is the understanding of sounds. Phonics is the way sounds are used to make words.
Phonic Outcomes	The phonic check or test is at the end of year 1 (6 year olds). Children who do not pass the test retake it in year 2.
Progress (KS2 measure)	<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 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. 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 Key Stage 5 measure	<p>The progress a pupil makes from the end of key stage 4 to the end of key stage 5. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. Most schools score between -2 and +2. If a school scores above 0, it shows that pupils made good progress. A negative progress score does not mean pupils made no progress, but the pupils in the school made less progress than expected compared to other pupils across England with similar results at the end of key stage 4. Confidence intervals are included to indicate how confident we can be that we are statistically significant above or below national with low levels of overlap.</p>

Glossary Of Terms

Term	Definition
RSC	Regional Schools Commissioner: the Department for Education's official overseeing standards in academies.
RWM	Reading, writing and mathematics combined measure
School Census	A census of all registered pupils.
SEN/SEND	Special education needs, or special educational needs and disability: defined as being when a child or young person needs additional resources to access the curriculum, or the curriculum to be modified.
Sponsor-led Academy	A school which has become an academy often sometimes at the behest of the DfE, and is managed by a trust or other academy.
Suspension Pupil Rate	The Rate Of Excluded Pupils, As Apose To The Rate Of Exclusions, As A Proportion Of The Cohort Total.
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

Source

Measure	Source
Absence	https://www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-2021-to-2022
Appendix A - School cohort	<ul style="list-style-type: none"> • 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
Appendix B - Exclusions and Suspensions	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england
Appendix C - IDACI	W:\Management_Team\Policy_Unit\Management_Info\School Census\2023 Jan - Aug\01 Spring 2022 2023\04 - Database\02 - Access Database\CollectSchoolCensus2022_v1.0\Queries\000-Analysis - Cohort per School by IDACI Year Group
Appendix D - Destination	<ul style="list-style-type: none"> • Key stage 4 destination measures: https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures, • 16-18 destination measures: https://explore-education-statistics.service.gov.uk/find-statistics/16-18-destination-measures,
CiC	<ul style="list-style-type: none"> • All: https://www.ncer.org/Home.aspx Nova Reports Cross Key Stage on a Page (CLA) Matched Pupils Only - Yes • SEN: https://www.ncer.org/Home.aspx Nova Reports Cross Key Stage on a Page (CLA) Matched Pupils Only - Yes SEN Provision - Statemented, SEN Support, Education Health and Care Plan
Context Summary	<ul style="list-style-type: none"> • Population Rise on previous year: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics • Percentage of SEN Support & EHCP within school population: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england • Children Looked After (CLA) per pop. 10,000: https://www.datatoinsight.org/tools/benchmarking-tool-(bmt) or P:\Performance and Intelligence- Social Care\Childrens Social Care\External Submissions\SSDA903 (Children Looked After)\2022-23\Analysis\Children's Social Care Benchmarking Tool (BMT) 3.40 • Free School Meal (FSM) - percentage of pupils eligible and eligible & claiming: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics • IDACI by LSOA: https://www.gov.uk/government/statistics/english-indices-of-deprivation-2019
Destinations	<ul style="list-style-type: none"> • Key stage 4 destination measures: https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures, • 16-18 destination measures: https://explore-education-statistics.service.gov.uk/find-statistics/16-18-destination-measures, • Progression to higher education or training: https://explore-education-statistics.service.gov.uk/find-statistics/progression-to-higher-education-or-training
Early Years Foundation Stage (EYFS)	https://www.gov.uk/government/statistics/announcements/early-years-foundation-stage-profile-results-2022-to-2023
Key Stage Five (KS5)	https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results/2022-23
Key Stage Four (KS4)	https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised
Key Stage One (KS1)	https://www.gov.uk/government/statistics/announcements/key-stage-1-and-phonics-screening-check-attainment-2023
Key Stage Two (KS2)	https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2022-23
Not in Education, Employment, or Training (NEET)	https://explore-education-statistics.service.gov.uk/find-statistics/participation-in-education-training-and-neet-age-16-to-17-by-local-authority

Source

Measure	Source
Overview of Medway schools	<ul style="list-style-type: none"> Types of school & Number on Roll: W:\Management_Team\Policy_Unit\Management_Info\School Census\2023 Jan - Aug\01 Spring 2022 2023\04 - Database\02 - Access Database\CollectSchoolCensus2022_v1.0\Queries\000-Analysis - Cohort per School by GENDER W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\All Schools DfE Everything\2022 2023\All Schools DfE EVERYTHING 06 September RS Phase of education: good or outstanding - overall effectiveness: W:\Management_Team\Policy_Unit\Management_Info\Outside_Agencies_&_Orgs\Ofsted\Monthly reports for indicators\2022-2023 Fin Yr\Schools Known to be eligible for Free School Meal (FSM): https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics Top 10 Languages: W:\Management_Team\Policy_Unit\Management_Info\School Census\2023 Jan - Aug\01 Spring 2022 2023\04 - Database\02 - Access Database\CollectSchoolCensus2022_v1.0\Tables\PupilOnRoll W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\All Schools DfE Everything\2022 2023\All Schools DfE EVERYTHING 06 September RS Language Codes: https://www.gov.uk/guidance/complete-the-school-census/find-a-school-census-code#Language Ethnicity by School Phase: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics https://www.gov.uk/guidance/complete-the-school-census/find-a-school-census-code#Ethnicity Special Education Need (SEN) by Phase of Education: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england Special Education Need (SEN) - Primary Need by Phase of Education: https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england
Permanent exclusions	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england
Phonics (PHO)	https://www.gov.uk/government/statistics/announcements/key-stage-1-and-phonics-screening-check-attainment-2023
Suspensions	https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england