

CHILDREN AND YOUNG PEOPLE OVERVIEW AND SCRUTINY COMMITTEE

11 JANUARY 2024

ANNUAL REPORT ON SCHOOL PERFORMANCE FOR THE ACADEMIC YEAR 2022 TO 2023

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Summary

The Medway Annual Schools' Performance Report 2022-23 is attached in Appendix 1. This report summarises the Medway's schools performance for the academic year 2022-23.

1. Recommendations

1.1 The Children and Young People Overview and Scrutiny Committee is asked to note the Annual Schools' Performance Report, as set out at Appendix 1 to the report.

2. Budget and policy framework

2.1 The report falls within the people strategy, in particular the priority "Children and young people in Medway will develop well" and the outcome to ensure all children and young people receive a high standard of education locally, including a focus on supporting those with special educational needs are educated alongside their peers and in their local school and support their preparation for adulthood.

The report supports our vision for a Child Friendly Medway.

This report is linked to activity carried out as part of Medway Education Partnership priorities and the Joint Areas SEND Strategy 2022-25.

3. Background

3.1 Elected members champion children and young people and have an important role in scrutinising overall performance and standards in all schools. The

analysis in the report provides Members with both an overview and detailed information to support this role.

3.2 Education policy in Medway reflects the council's ambition that all schools should be good or outstanding in order that life chances for all children and young people are improved. This ambition is being secured by working in partnership with education leaders, governors, trusts, the Regional Director and the Regions Group, the Department for Education (DfE) and Ofsted.

3.3 Both the Local Authority and the Regional Director have mechanisms in certain circumstances to intervene where there are concerns about school performance, including leadership and governance. Such intervention may include formal warning notices, removal of governing bodies and, in the case of academies, re-brokerage to another Multi Academy Trust (MAT).

4. Performance summary and highlights

4.1 **Inspection Outcomes**

92% of our primary schools and 88.9% of our secondary schools were judged by Ofsted to be Good or Outstanding. 100% of our PRUs and Special Schools are judged by Ofsted to be good or Outstanding.

4.2 **Early Years Foundation Stage (EYFS)**

Pupils in Medway achieve a good level of development in the EYFS, and this performance has improved compared to 2021-22. Pupils with SEN support in the EYFS stage achieve above children with SEN support nationally. However, children with an EHCP continue to perform less well than their peers nationally.

4.3 **Phonics**

Outcomes have improved at Key Stage 1 and Key Stage 2 compared to the outcomes achieved in 2021/22. However, these remain lower than pre pandemic levels and below national.

4.4 **Key Stage 1**

There has been an improvement in the percentage of pupils at Key Stage 1 achieving expected levels in reading, writing and maths. Key Stage 1 scores in writing and maths are improving, with the 2023 scores improving at a faster rate compared to national.

Pupils with SEN support perform better than national in all Key Stage 1 measures. Pupils eligible for FSM perform higher than their peers nationally in writing and are broadly in line with national averages for reading and maths.

4.5 **Key stage 2**

There has been a decline in the percentage of pupils at Key Stage 2 achieving expected levels in all reading, writing and maths, compared to national improvement. Medway pupils achieve 5 percentage points below the national average.

Particularly, KS2 reading scores have declined and are 5 percentage points (pp) below the national average. Medway's average dipped by 3pp, and the national average performance dipped by 2pp

Pupils with SEN support provision achieve above the national average in Key Stage 2 writing, but significantly below the national average in reading and maths. Pupils eligible for FSM also perform below national averages in these measures.

4.6 **Key stage 4**

The percentage of pupils entering the English Baccalaureate has returned to pre pandemic levels and is in line with the national average.

The attainment 8 score is broadly in line with the national average. Pupils with SEN support provision achieve broadly in line with national for their respective peers, whilst children with EHCPs perform significantly less well than their peers nationally.

Pupils achieving 5+ in English and maths fell both in medway and nationally by approx. 5 percentage points. Medway's performance remains 2.4 percentage points below national.

Pupils achieving 4+ in English and maths showed an increase following the pandemic, however these have fallen by 5 percentage points in 2022-23 in line with the national trend; however, outcomes in Medway have fallen by a larger margin, and the gap between Medway's average and national average has therefore increased.

The average progress 8 score for Medway is -0.10. Although this is a slight improvement on the previous year, this remains well below the national average progress 8 score -0.03. This measure is below national average for all SEN groups and pupils with FSM.

4.7 **Key Stage 5**

The Average Point Score (APS) per A level entry, academic entry, general entry and technical level entry have all declined further as have the respective measures nationally. In all these measures Medway remains below the national average.

The percentage of pupils achieving grades AAB in 2 facilitating subjects has declined further and remains significantly below national.

4.8 **Suspension and Exclusions:**

The permanent exclusion rate in the secondary school phase is higher than the national average. Suspension rates in Medway secondary schools and special schools are higher than the national average. There were no permanent exclusions from primary and special schools.

The suspension rate has increased at a greater rate than national, and suspensions are higher in Medway secondary schools and special schools than national.

5. Risk management

5.1 The LA shares with its schools the wish to provide an excellent education for all learners in the area. It is required to work effectively with its schools and academies to ensure that its actions promote this objective.

5.2 Medway regularly risk assesses the schools and categorises them to determine the appropriate level of support and action. Decision making is based on a clear evidence base, drawing on both the performance data and shared understanding of each school to identify which are performing well, which are under-performing, and which are vulnerable. All schools are evaluated so that no school is left without the offer of support. The school effectiveness strategy sets out this process.

Priorities within the strategy are to ensure:

- *all schools at risk of being eligible for intervention (see Annex 5 and the summary in Annex 6) under section 60 (2) of the Education and Inspections Act, 2006 are identified through quality assurance and monitoring protocols.*
- *informal notices are given to schools that LA officers believe are eligible for intervention (an informal warning notice being a written notification to the governing body of a maintained schools).*
- *warning notices under section 60 (2) of the 2006 Act are issued in all instances where school effectiveness officers are satisfied that either conditions (a), (b) or (c) are met, and an informal notice has been served or deemed to be inappropriate in the particular circumstances of the school concerned.*
- *maintained schools judged to require improvement are supported to be good swiftly; and*
- *LA officers cooperate with the office of the Regional Director to ensure appropriate arrangements are made for any maintained school judged to be inadequate.*

6. Financial implications

- 6.1 The Local Authorities Dedicated School Grant (DSG) allocation is calculated in four separate funding blocks (Schools, Early Years, High Needs and the Central Service Schools Block) using national funding formulas.
- 6.2 The DSG is calculated initially using the pupil numbers for all schools in Medway, including academies. Subsequently the Education Skills Funding Agency will reduce the Council's DSG allocation in respect of schools that have converted to academies.
- 6.3 Schools receive a separate grant to improve the attainment of pupils from deprived backgrounds based on pupils eligible for a free school meal, children in care and children with a parent in the armed forces.
- 6.4 Schools receive a SEND Notional budget to provide for the additional SEND needs of children up to £6000 above the core pupil funding.
- 6.5 The High Needs DSG Budget funds the additional SEND support over and above the SEND Notional budget. This is currently in deficit. A High Needs Budget Recovery Plan (the Safety Valve Plan) is in place to control the spend and remove the deficit.

7. Legal implications

- 7.1 The Education and Adoption Act 2016 introduced new measures to improve school standards across the country. The measures in this Act are designed to speed up the process by which failing schools become sponsored academies.
- 7.2 The Local Authority's role in school improvement has changed with the increase in the number of schools that are academies. Local authorities have formal powers of intervention for maintained schools; however, they do not have the same powers for academies.
- 7.3 The Schools Causing Concern Statutory Guidance 2020 emphasises the different roles of local authorities, schools and the Regional Director. The guidance confirms the Government's intention to build a supportive school's culture in which local authorities work with school leaders to drive school improvement through system leadership.

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Appendices

Appendix 1 Schools Annual Performance Report

Background papers

None