Appendix 1

Medway Annual Schools' Performance Report

Academic year 2023-2024

Version 1.4

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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, the Local Authority (LA) rankings are out of 151 local authorities; there are 153 LAs in total however the City of London and Isles of Scilly have been redacted due to small cohort sizes. This may make rank movements of 1 or 2 negligible. Rankings do not include the national figure or regions such as 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
26977 ▲ 278	22481 ▲ 655	1109 ▲ 57

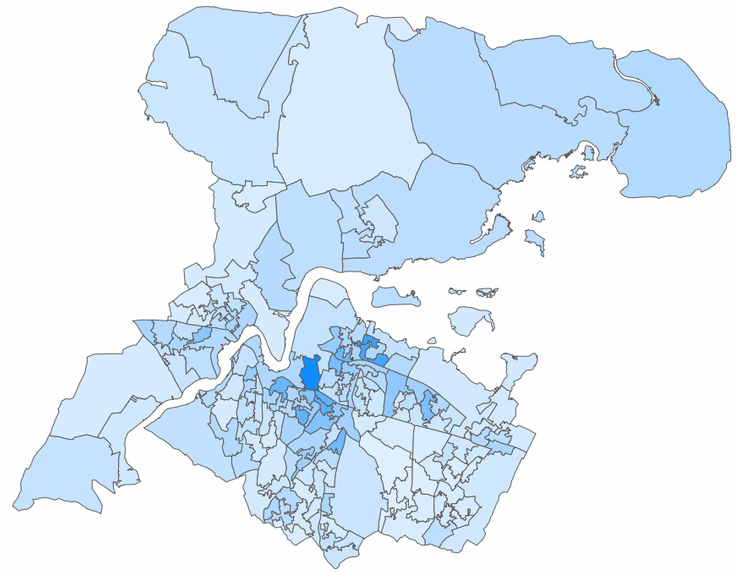
Deprivation Ranking

IMD 2019

68 ▲ -20

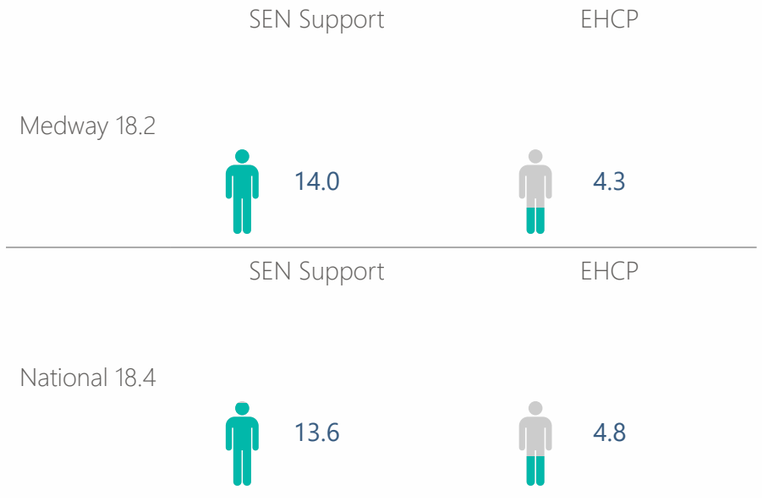
Please note
Deprivation Ranking out of 151 Local Authorities (LAs) and Place Movement on previous IMD.

IDACI by LSOA



Least Deprived to Most Deprived

Percentage of SEN Support and EHCP within the school population

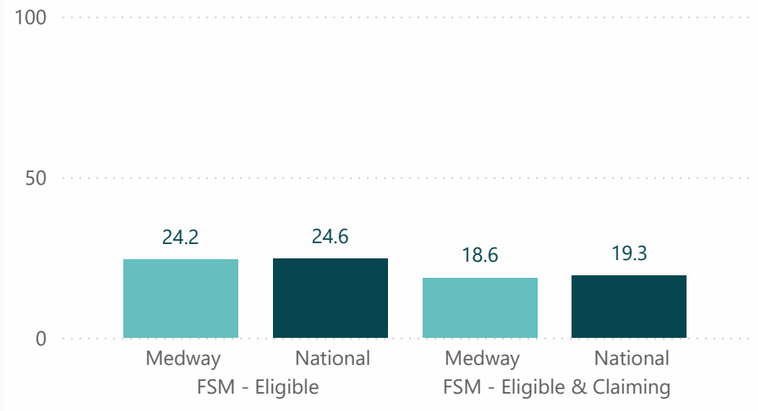


Children Looked After (CLA) per pop. 10,000

Medway	71.0
National	70.0

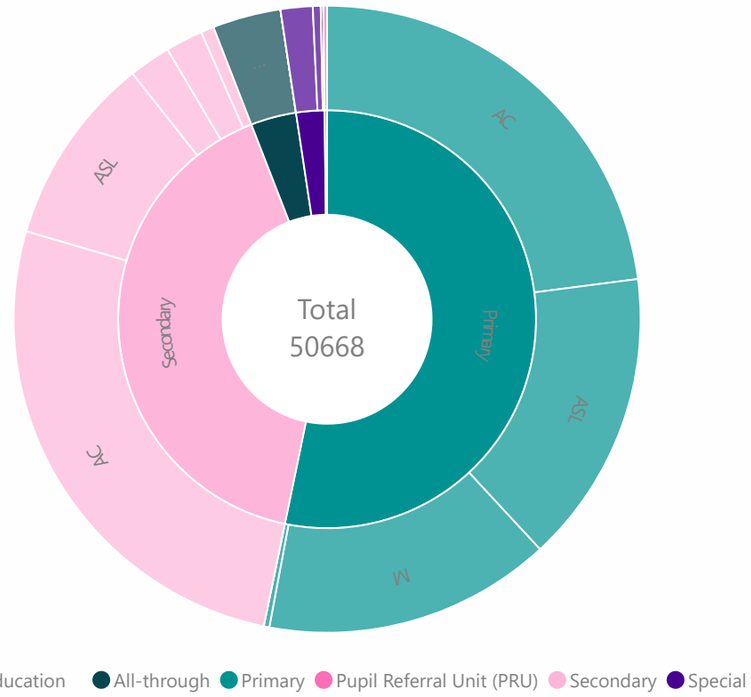
In care as at 31 March 2023/24

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	1785	0
Primary	19458	7519
Pupil Referral Unit (PRU)	97	0
Secondary	19606	1094
Special	904	205

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.

Top 10 Languages

Primary	%
English	83.0
Yoruba	2.1
Romanian	1.3
Polish	1.1
Bulgarian	0.7
Russian	0.7
Bengali	0.6
Lithuanian	0.6
Urdu	0.6
Igbo	0.6

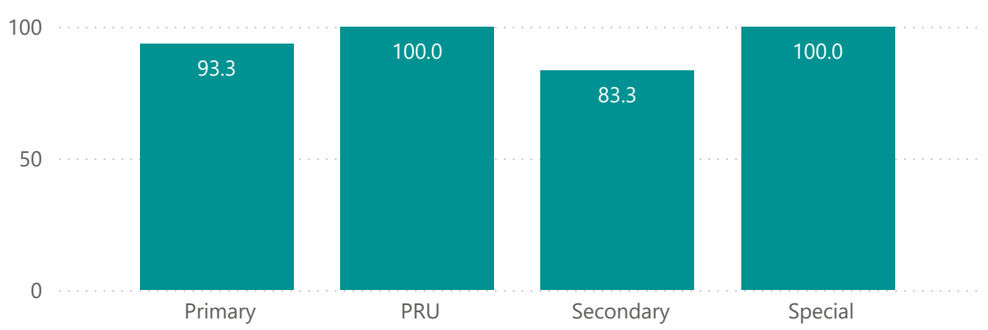
Secondary	%
English	85.9
Yoruba	1.8
Polish	1.1
Urdu	0.6
Romanian	0.5
Bulgarian	0.5
Lithuanian	0.5
Turkish	0.5
Panjabi	0.5
Russian	0.5

Special	%
English	91.5
Bengali (Sylheti)	0.9
Yoruba	0.7
Turkish	0.5
Polish	0.5
Romanian	0.4
Slovak	0.4
Bengali	0.3
Panjabi	0.3
Russian	0.3

All-through	%
English	93.1
Polish	0.9
Lithuanian	0.5
Panjabi	0.4
Bulgarian	0.4
Latvian	0.4
Portuguese	0.4
Romanian	0.4
Pashto/Pakhto	0.3
Turkish	0.3

All	%
English	84.8
Yoruba	1.9
Polish	1.1
Romanian	0.9
Bulgarian	0.6
Russian	0.6
Urdu	0.6
Lithuanian	0.6
Turkish	0.5
Bengali	0.5

Phase of Education - Good or Outstanding Ofsted - Overall Effectiveness



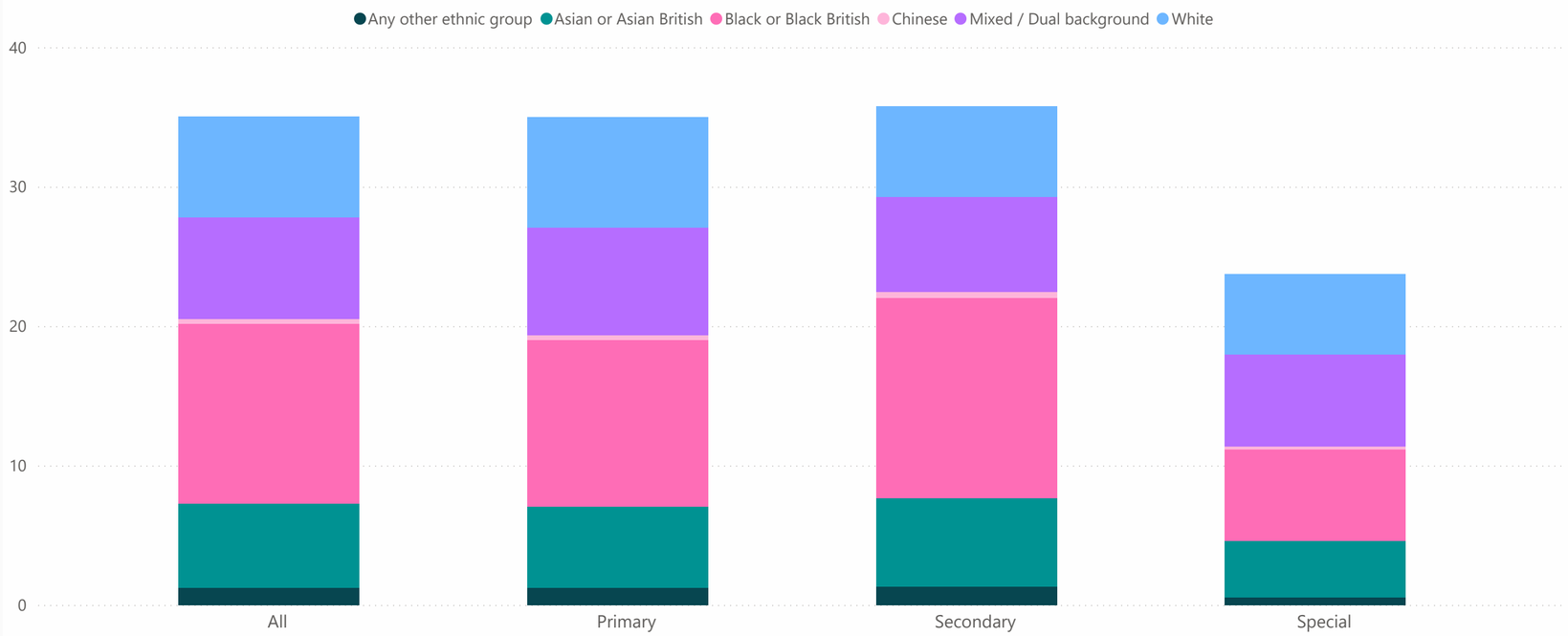
Number of schools in Special Measures	Number of schools in Serious Weakness	Number of schools in Double Requires Improvement
1	1	1

Known to be eligible for Free School Meals (FSM)

Year	All	Primary	Secondary	Special
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
2023/24	24.2	25.6	21.3	46.0

Overview of Medway Schools

Ethnicity by School Phase



Percentage

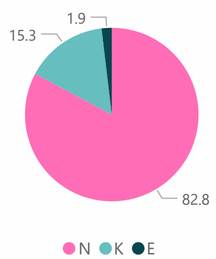
Phase of Education	Any other ethnic group	Asian or Asian British	Black or Black British	Chinese	Information not yet obtained	Mixed / Dual background	White	White British
All	1.3	6.0	12.9	0.4	1.6	7.3	7.2	63.4
Primary	1.2	5.8	11.9	0.4	1.2	7.7	7.9	63.8
Secondary	1.3	6.3	14.4	0.4	2.1	6.8	6.5	62.2
Special	0.5	4.1	6.6	0.2	0.5	6.6	5.8	75.8

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.

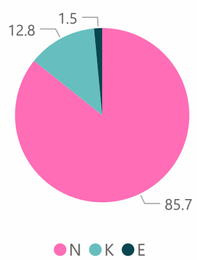
Figures will differ to the introduction and context summary page due to counting rules of duplicates and different census periods.

Special Education Need (SEN) by Phase of Education

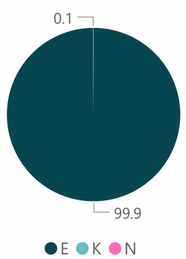
Primary



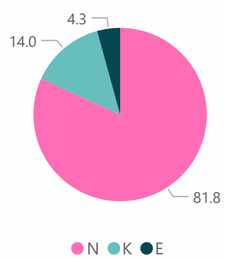
Secondary



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.

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

Primary

Primary Need	Medway	National
Speech, Language and Communications needs	7.6	5.9
Social, Emotional and Mental Health	3.1	3.1
Autistic Spectrum Disorder	1.8	2.0
Moderate Learning Difficulty	1.2	2.4
Specific Learning Difficulty	0.9	1.5
SEN support but no specialist assessment of type of need	1.1	0.8
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	0.2	0.1
Severe Learning Difficulty	0.1	0.1
Profound & Multiple Learning Difficulty	0.0	0.0

Secondary

Primary Need	Medway	National
Social, Emotional and Mental Health	3.6	3.8
Specific Learning Difficulty	2.6	2.9
Autistic Spectrum Disorder	2.4	2.3
Speech, Language and Communications needs	2.0	2.0
Moderate Learning Difficulty	1.3	2.4
Other Difficulty/Disability	1.1	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	0.3	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	34.7	36.4
Severe Learning Difficulty	17.4	17.8
Speech, Language and Communications needs	15.7	10.6
Social, Emotional and Mental Health	8.9	12.2
Moderate Learning Difficulty	9.7	9.2
Profound & Multiple Learning Difficulty	3.8	5.3
Specific Learning Difficulty	4.1	2.3
Physical Disability	2.2	2.7
Other Difficulty/Disability	3.1	1.8
Hearing Impairment	0.3	0.8
Visual Impairment	0.1	0.5
Multi- Sensory Impairment	0.1	0.2
SEN support but no specialist assessment of type of need	0.0	0.1

Headlines of performance analysis

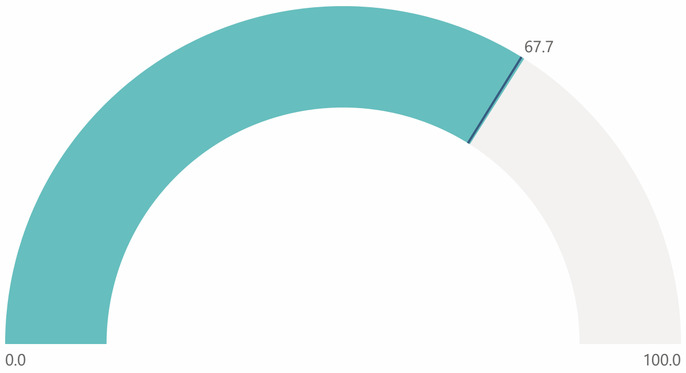
Please note
Figures in relation to CLA, Exclusions, Absence, Destination and NEET are published a year in arrears. Exclusions and Absence data from CLA is published 2 years in arrears.

Improvement	Index
Deterioration on previous year	
Inline with previous year	
Improvement on previous year	

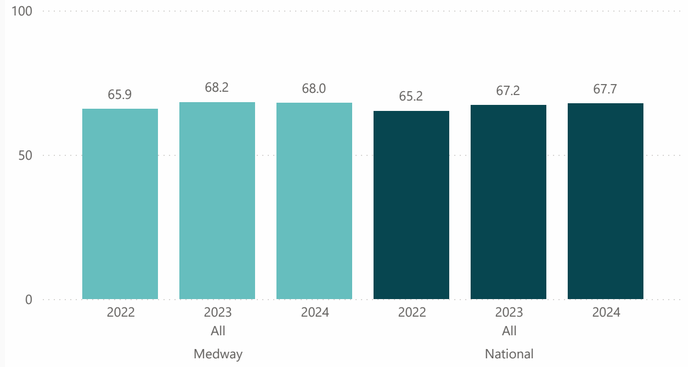
Measure	Medway	National
Early Years Foundation Stage (EYFS)		
Good Level of Development (GLD)	68.00	67.70
Early Learning Goals (ELG)	66.10	66.20
Average No of ELGs at Expected Level (per child)	14.00	14.10
Phonics (PHO)		
Wa - working at the expected standard - Yr1	76.00	80.00
Wa - working at the expected standard - Yr2	88.00	89.00
Key Stage Two (KS2)		
Met the expected standard - Reading.	71.00	74.00
Met the expected standard - GPS.	66.00	72.00
Met the expected standard - Maths.	71.00	73.00
Met the expected standard - Writing.	72.00	72.00
Met the expected standard - RWM.	60.00	60.00
Key Stage Four (KS4)		
Percentage of pupils achieving 5+ in English & Mathematics	45.20	46.20
Percentage of pupils achieving 4+ in English & Mathematics	64.20	65.40
Average Progress 8	-0.07	-0.03
Average Attainment 8	45.70	46.10
Percentage of pupils entering the English Baccalaureate (EBacc)	44.10	40.60
Average English Baccalaureate (EBacc) APS per pupil	4.07	4.09
Key Stage Five (KS5)		
Average point score (APS) per A level entry	32.88	34.34
Average point score (APS) per academic entry	33.54	34.42
Exclusions		
Permanent Exclusion Rate	0.11	0.11
Suspension Rate	8.34	9.33
Absence		
Overall Absence	7.39	7.37
Persistent Absence	22.37	21.22
Destination		
KS4	93.10	92.80
KS5	87.70	87.10

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

All Pupils



Year, LA & National



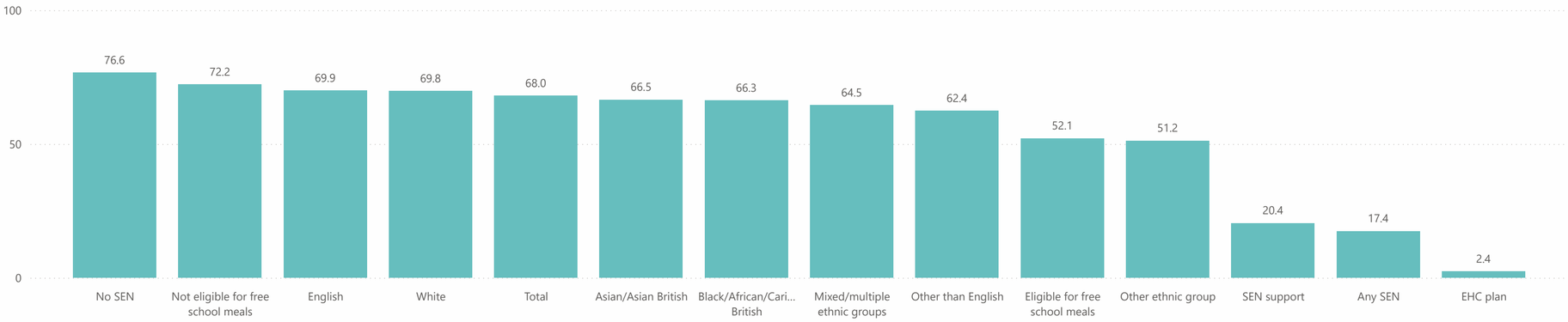
Gender, Year, LA & National

Gender	Medway	National
All		
2022	65.9	65.2
2023	68.2	67.2
2024	68.0	67.7
Female		
2022	73.2	71.9
2023	76.4	74.2
2024	74.0	75.0
Male		
2022	59.0	58.7
2023	60.8	60.6
2024	62.2	60.7

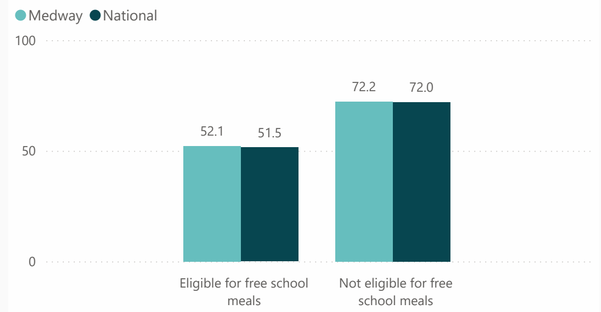
EYFS GLD

74 ▼ 15

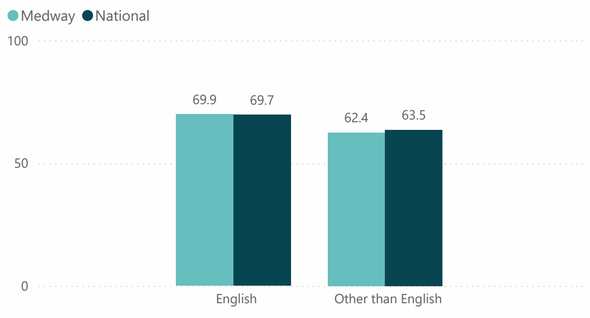
All Measures



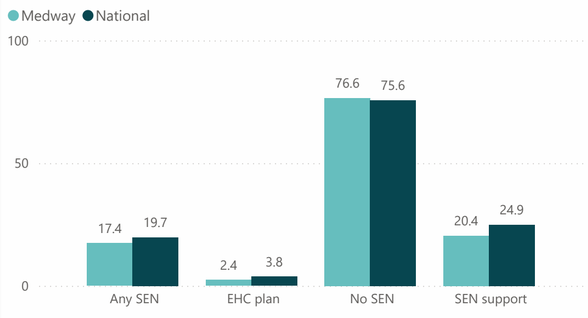
Free School Meal



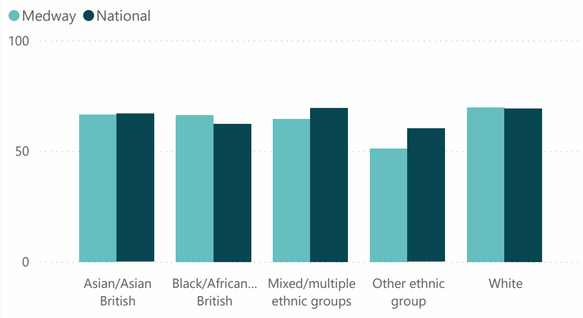
First Language



SEN Provision



Ethnicity

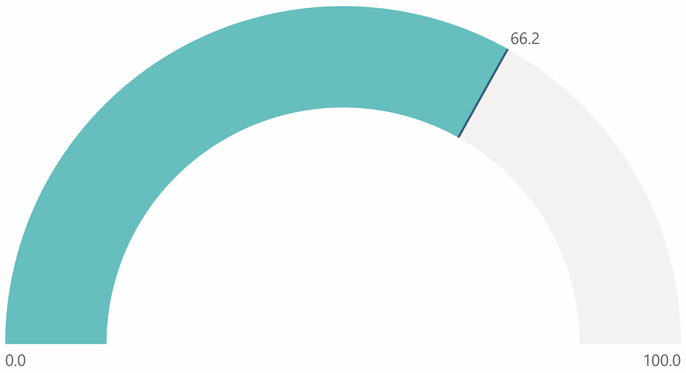


Ethnicity %

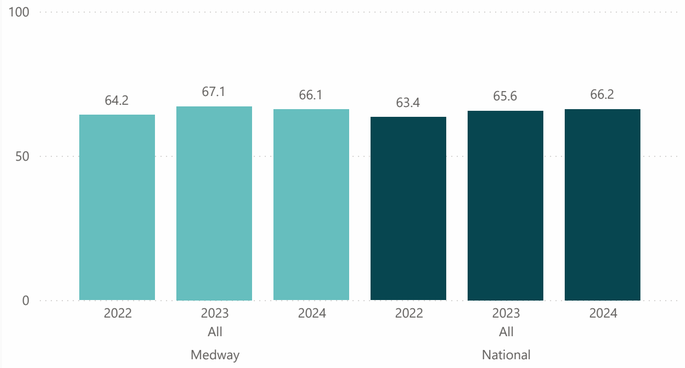
Ethnicity	Medway	National
Asian/Asian British	66.5	66.9
Black/African/Caribbean/Black British	66.3	62.3
Mixed/multiple ethnic groups	64.5	69.5
Other ethnic group	51.2	60.2
White	69.8	69.2

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

All Pupils



Year, LA & National



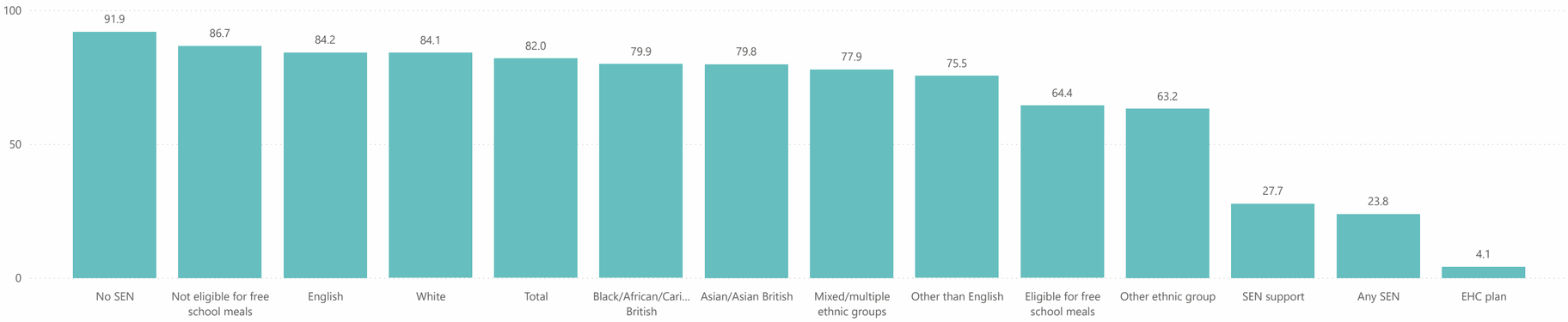
Gender, Year, LA & National

Gender	Medway	National
All		
2022	64.2	63.4
2023	67.1	65.6
2024	66.1	66.2
Female		
2022	72.2	70.6
2023	75.6	73.0
2024	72.2	74.0
Male		
2022	56.4	56.5
2023	59.2	58.6
2024	60.2	58.9

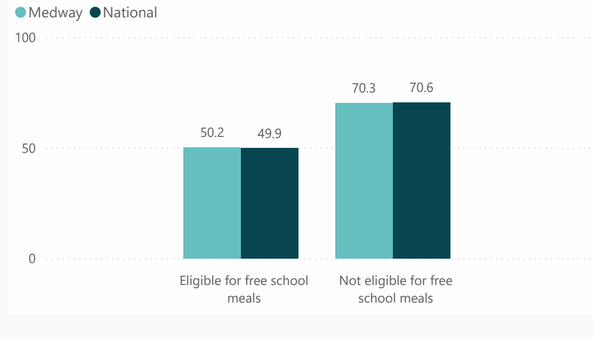
EYFS ELG

89 ▼ 36

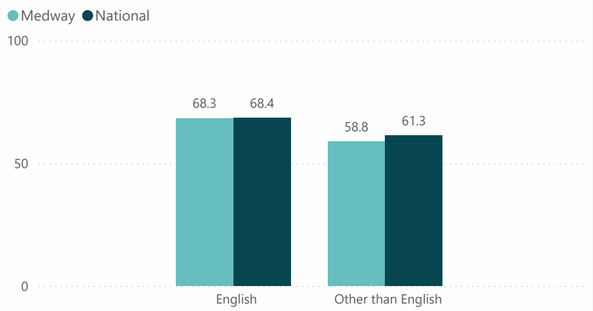
All Measures



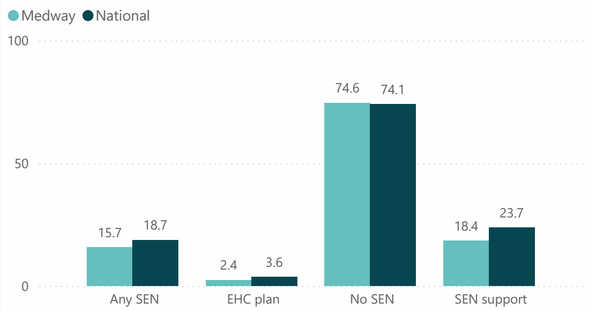
Free School Meal



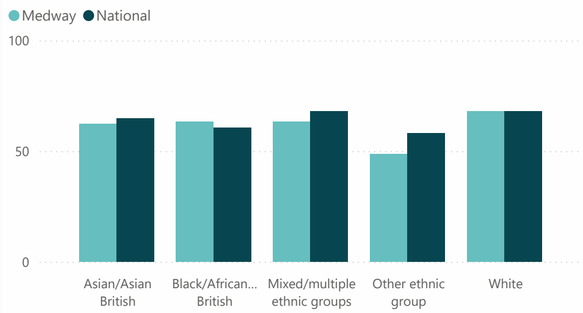
First Language



SEN Provision



Ethnicity



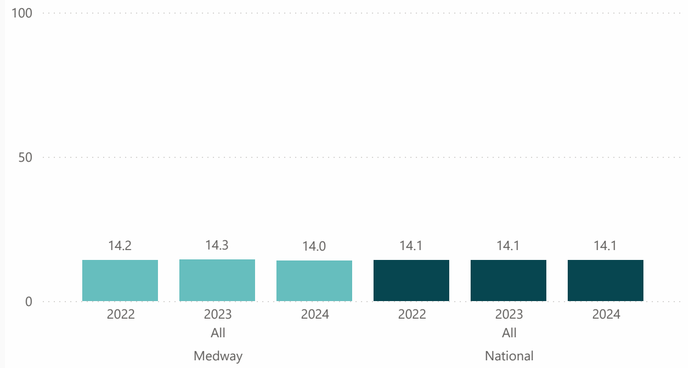
Ethnicity %

Ethnicity	Medway	National
Asian/Asian British	62.4	64.7
Black/African/Caribbean/Black British	63.3	60.6
Mixed/multiple ethnic groups	63.4	68.1
Other ethnic group	48.8	58.2
White	68.1	68.0

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

All Pupils

Year, LA & National



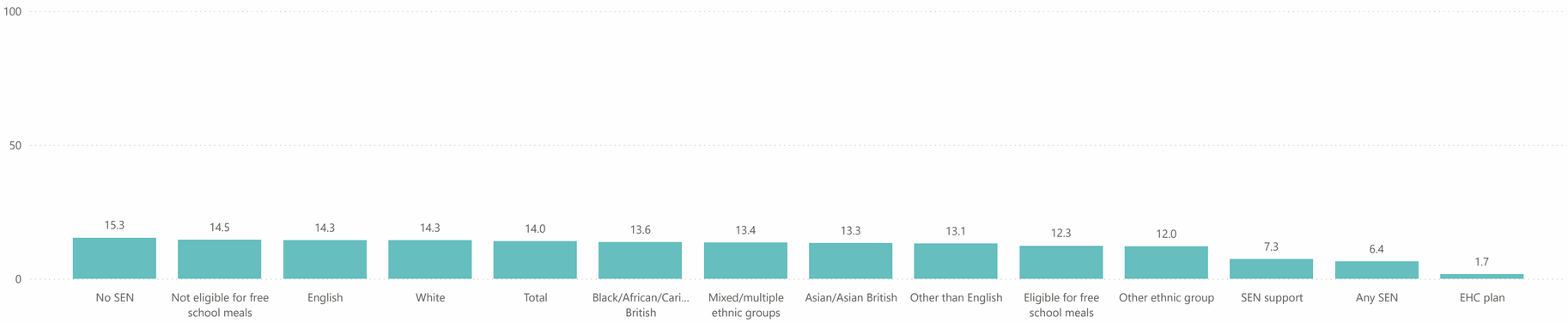
Gender, Year, LA & National

Gender	Medway	National
All		
2022	14.2	14.1
2023	14.3	14.1
2024	14.0	14.1
Female		
2022	15.0	14.8
2023	15.2	14.9
2024	14.7	14.9
Male		
2022	13.4	13.3
2023	13.4	13.4
2024	13.3	13.3

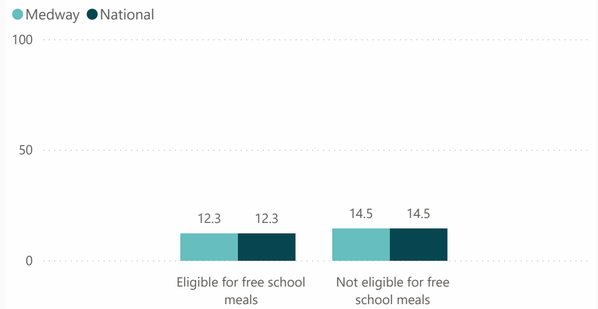
EYFS Avg ELG

85 ▼ 30

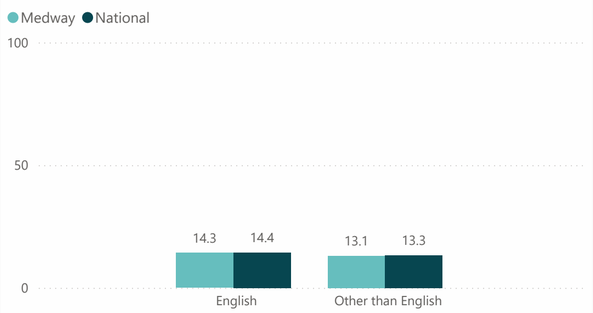
All Measures



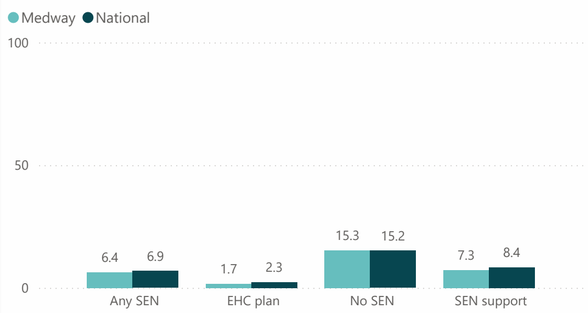
Free School Meal



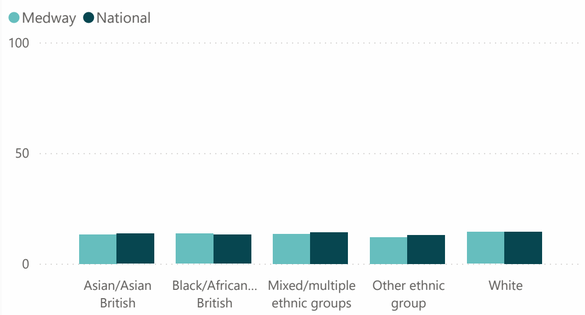
First Language



SEN Provision



Ethnicity



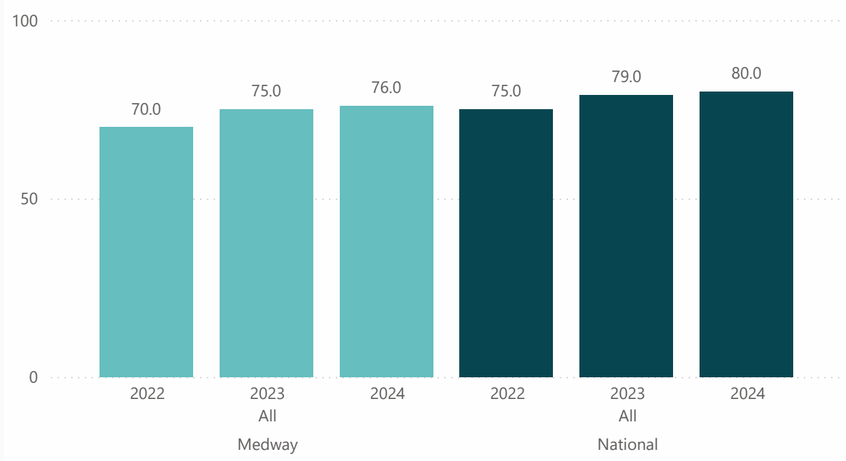
Ethnicity %

Ethnicity	Medway	National
Asian/Asian British	13.3	13.6
Black/African/Caribbean/Black British	13.6	13.1
Mixed/multiple ethnic groups	13.4	14.2
Other ethnic group	12.0	13.0
White	14.3	14.4

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

All Pupils

Year, LA & National



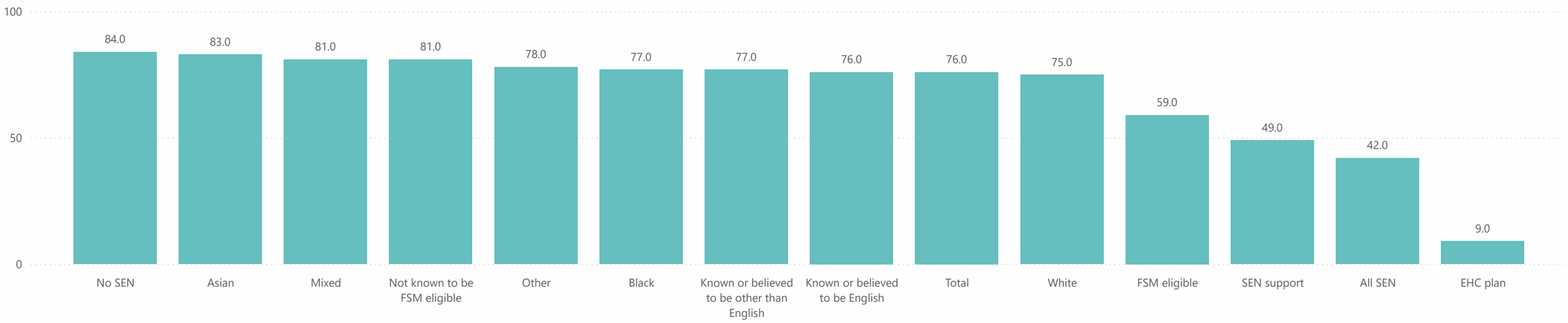
Gender, Year, LA & National

Gender	Medway	National
All		
2022	70.0	75.0
2023	75.0	79.0
2024	76.0	80.0
Female		
2022	73.0	79.0
2023	78.0	82.0
2024	80.0	84.0
Male		
2022	66.0	72.0
2023	72.0	75.0
2024	72.0	77.0

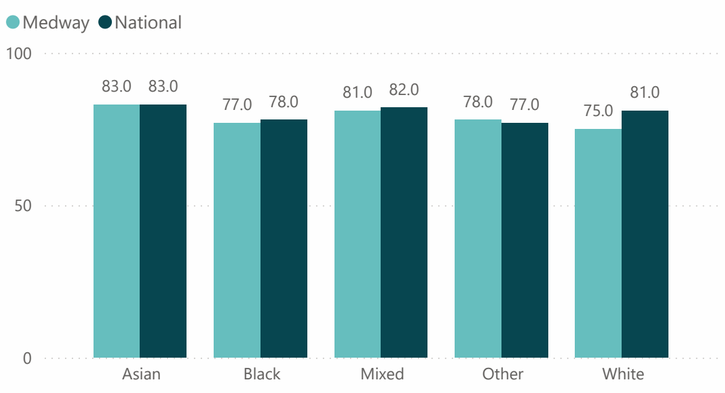
PHO Wa Yr1

145 ▲ 7

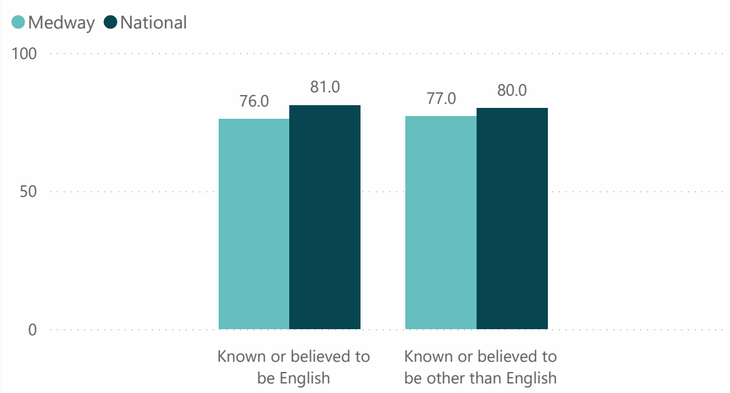
All Measures



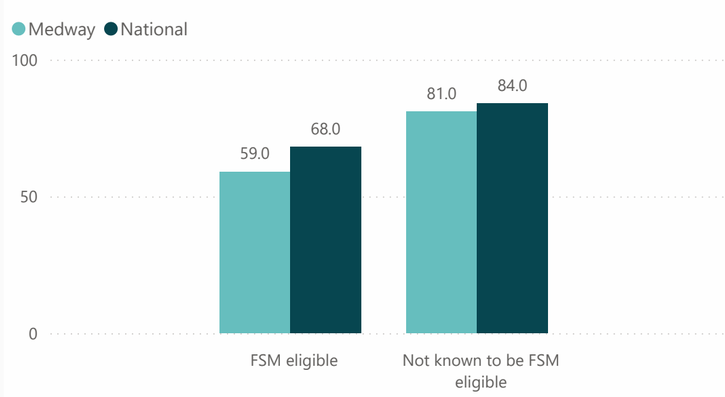
Ethnicity



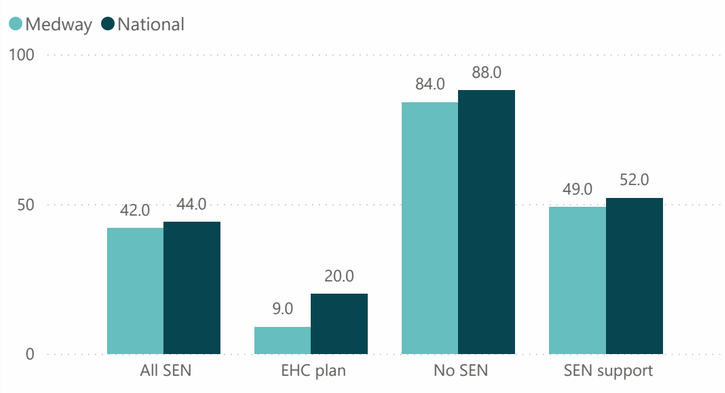
First Language



Free School Meal



SEN Status



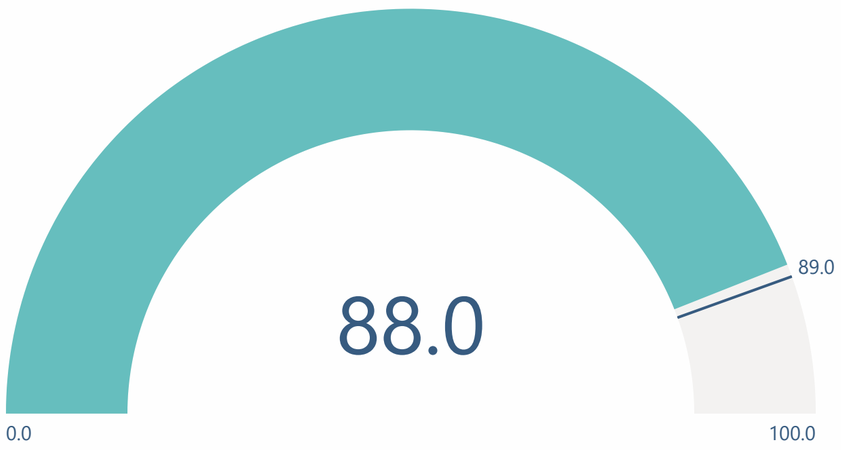
In 2023, the percentage of pupils in Medway achieving the expected standard in Phonics at the end of Year 1 was 4pp below national. In Medway saw a 1.3% (1pp) improvement in the percentage of pupils who achieved the expected standard in phonics in Year 1 Medway continue to be below national in the percentage of pupils achieving the expected standard in Year 1 with the gap remaining at 4pp.

In 2024 the performance of SEN support pupils in Medway was 3pp below national at 49%.

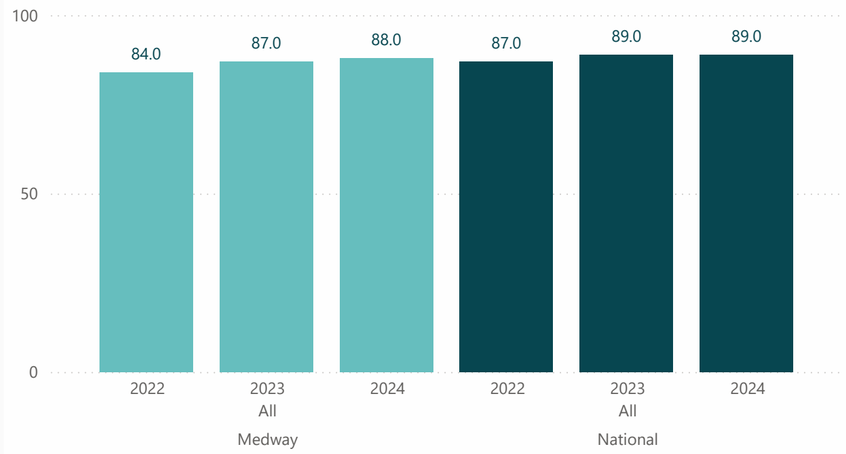
In 2024, 9% of pupils with an EHCP achieved the standard expectation in Phonics at the end of Year 1 compared to 20% at national.

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

All Pupils



Year, LA & National



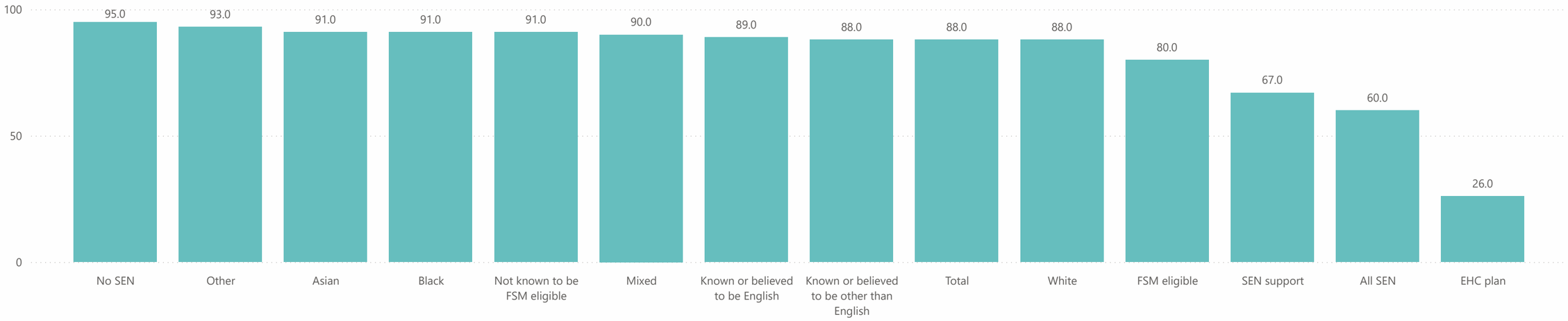
Gender, Year, LA & National

Gender	Medway	National
All		
2022	84.0	87.0
2023	87.0	89.0
2024	88.0	89.0
Female		
2022	87.0	89.0
2023	90.0	91.0
2024	90.0	92.0
Male		
2022	81.0	85.0
2023	85.0	86.0
2024	86.0	87.0

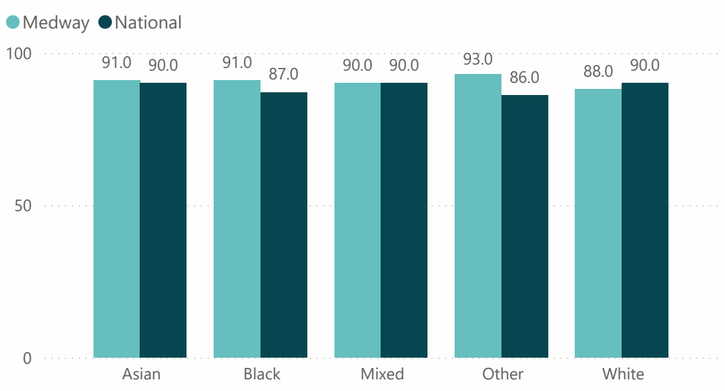
PHO Wa Yr2

101 ▲ -21

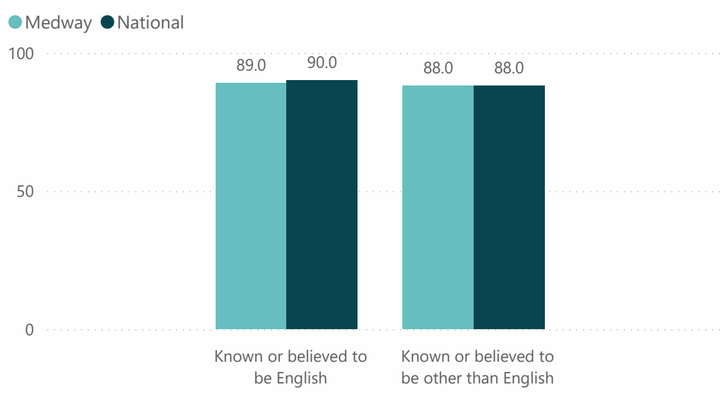
All Measures



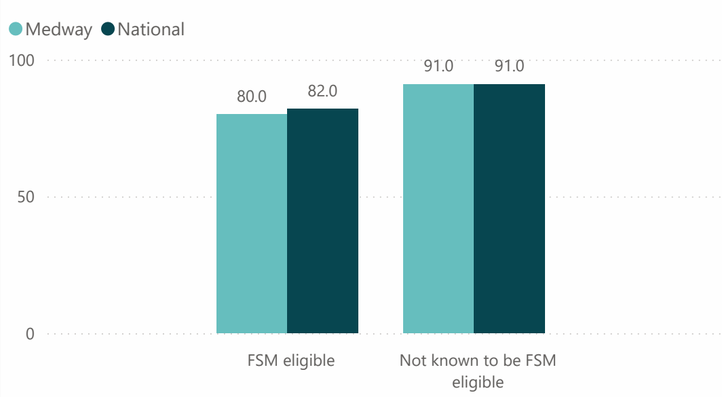
Ethnicity



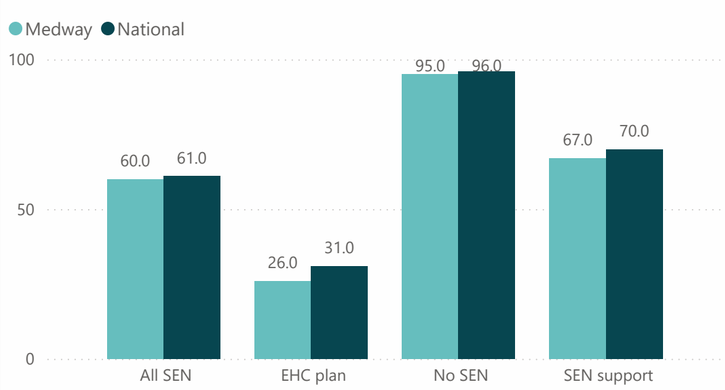
First Language



Free School Meal



SEN Status



Medway saw a 1.1% (1pp) improvement in the percentage of pupils who achieved the expected standard in phonics in Year 2 Medway continue to be below national in the percentage of pupils achieving the expected standard in Year 2, although the gap of 2pp seen in 2023 has narrowed to 1pp in 2024.

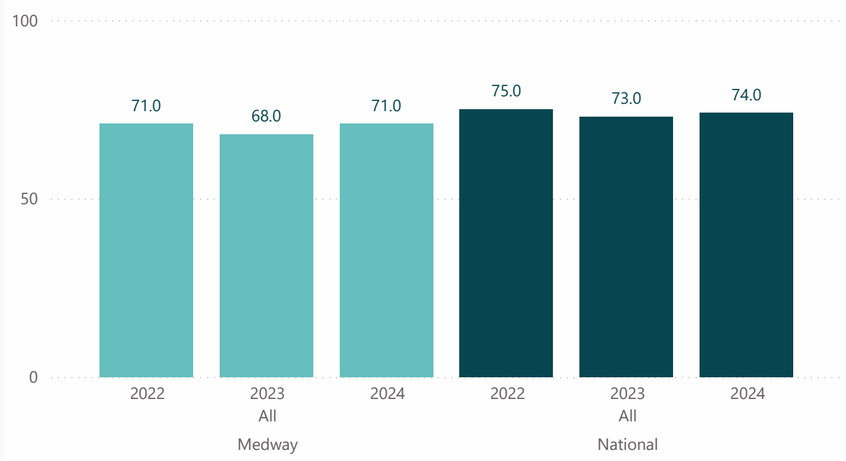
In 2024 the performance of SEN support pupils in Medway was 3pp below national at 67%.

In 2024, 26% of pupils with an EHCP achieved the standard expectation in Phonics at the end of Year 2 compared to 31% at national.

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

All Pupils

Year, LA & National



Gender, Year, LA & National

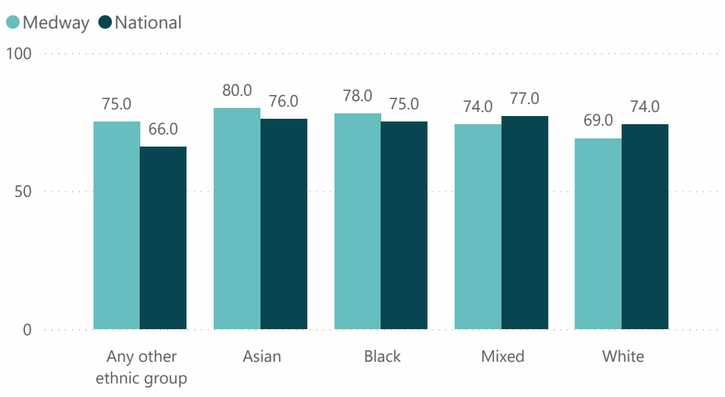
Gender	Medway	National
All		
2022	71.0	75.0
2023	68.0	73.0
2024	71.0	74.0
Female		
2022	77.0	80.0
2023	71.0	76.0
2024	75.0	78.0
Male		
2022	66.0	70.0
2023	66.0	71.0
2024	68.0	71.0

KS2 Rea

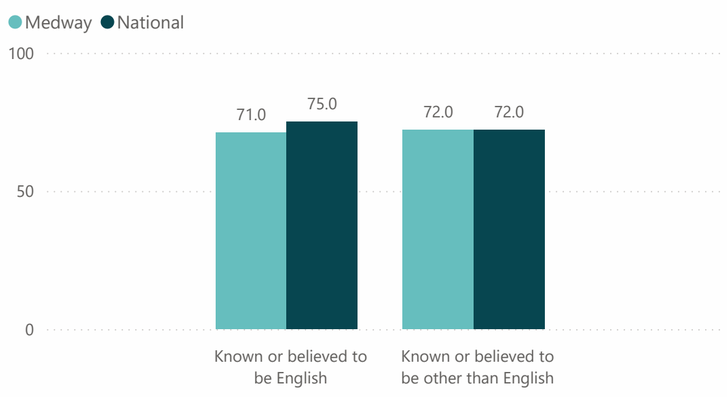
123 ▲ -22

All Measures

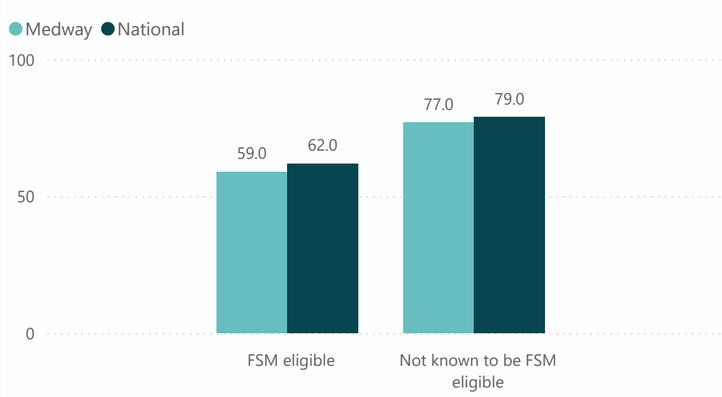
Ethnicity



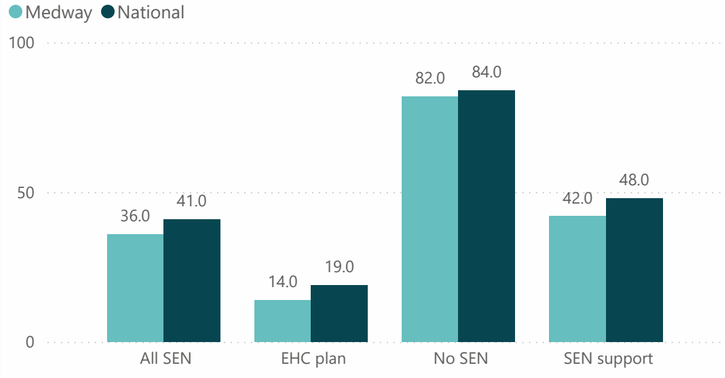
First Language



Free School Meal



SEN Status



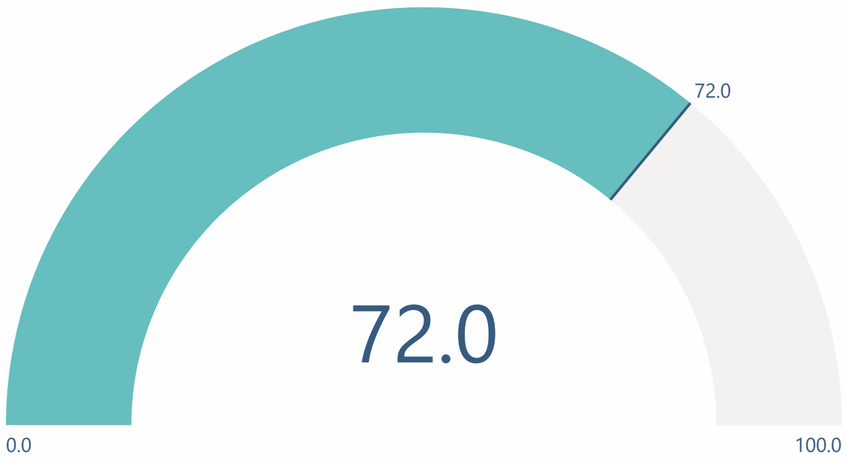
The percentage of pupils achieving the expected standard in Reading has improved by 4% (3pp) which was more significant than the 1% (1pp) increase seen nationally. Medway are still behind national however this gap has narrowed from 7% (5pp) worse in 2023 to 4% (3pp) worse in 2024.

In 2024, the pupils in Medway with SEN support achieving the expected standard in reading is 6pp below national at 42%.

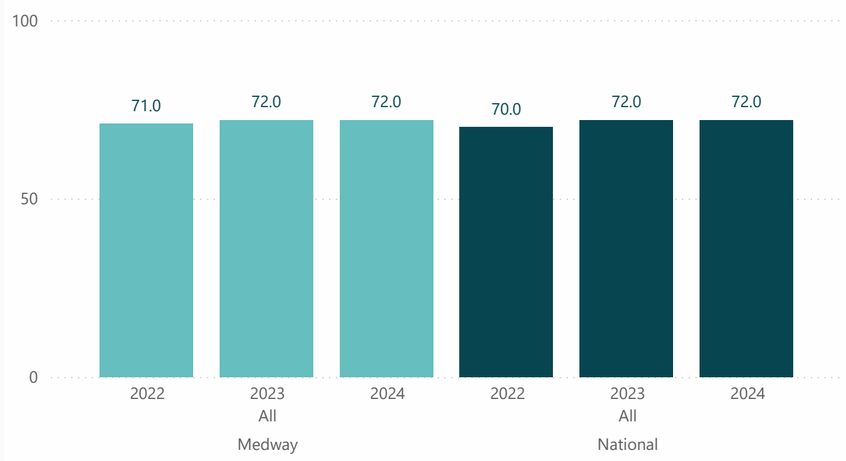
In 2024, 14% of pupils in Medway with an EHCP achieved expected standard in reading compared to 19% at national for the same pupil group.

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

All Pupils



Year, LA & National



Gender, Year, LA & National

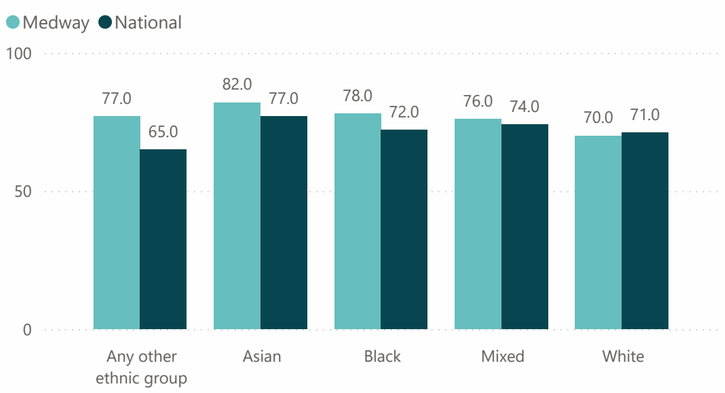
Gender	Medway	National
All		
2022	71.0	70.0
2023	72.0	72.0
2024	72.0	72.0
Female		
2022	76.0	77.0
2023	77.0	79.0
2024	77.0	78.0
Male		
2022	65.0	63.0
2023	66.0	65.0
2024	67.0	65.0

KS2 Wri

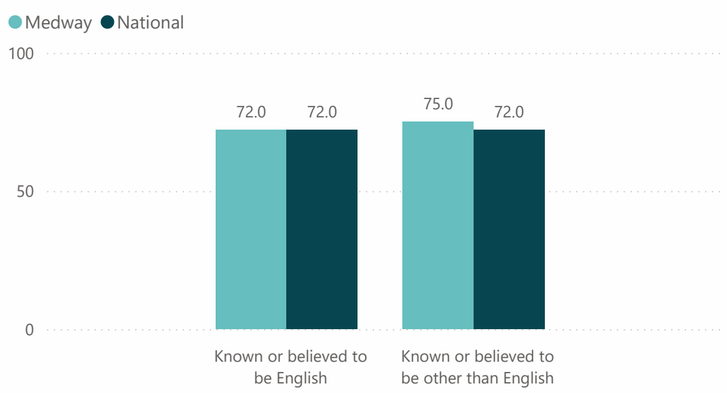
63 ▲ -7

All Measures

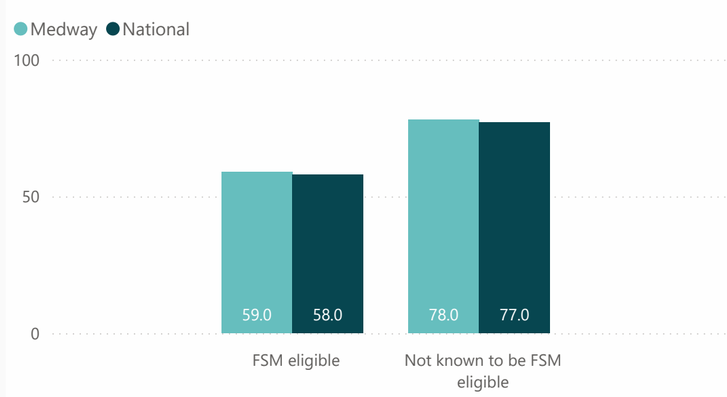
Ethnicity



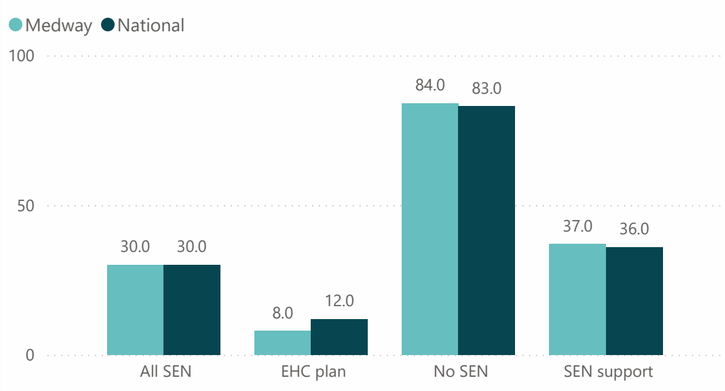
First Language



Free School Meal



SEN Status



The percentage of pupils reaching the expected standard in writing has remained static which reflects the national picture. Medway remain level with national for the second year in a row.

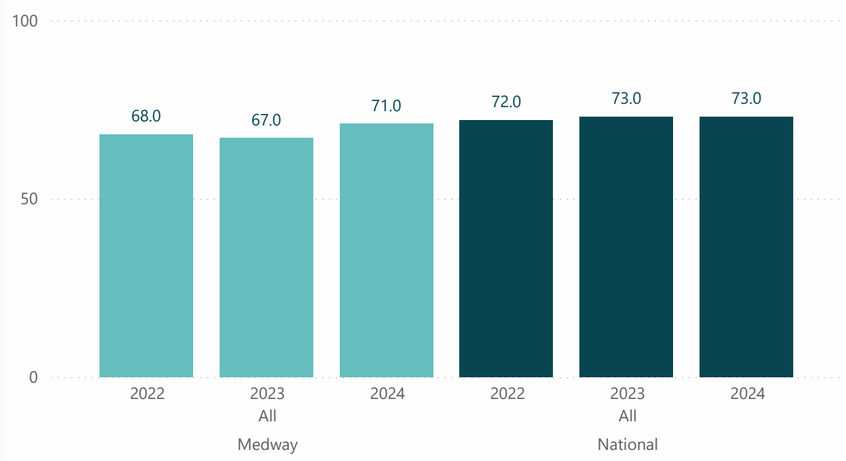
In 2024, the pupils in Medway with SEN support achieving the expected standard in writing is 1pp above national at 37%.

In 2024, 8% of pupils in Medway with an EHCP achieved expected standard in writing compared to 12% at national for the same pupil group.

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

All Pupils

Year, LA & National



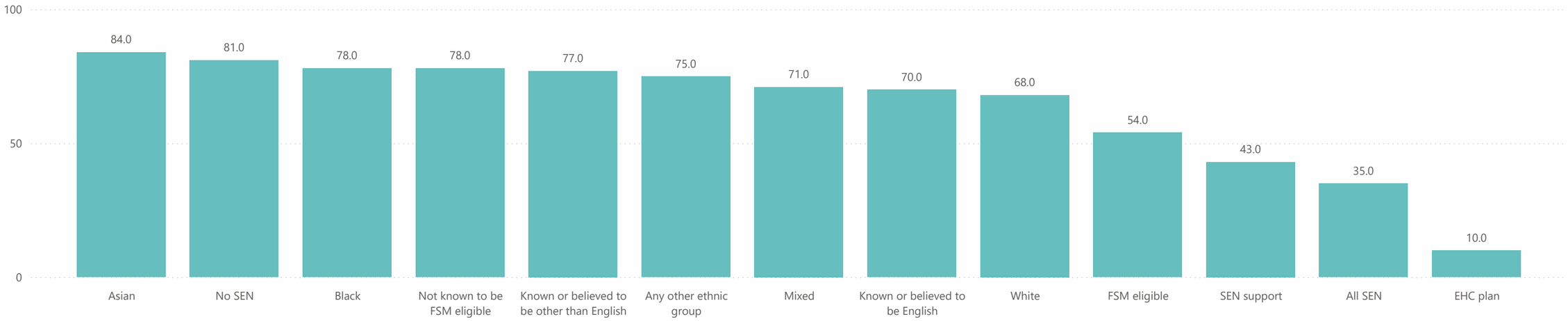
Gender, Year, LA & National

Gender	Medway	National
All		
2022	68.0	72.0
2023	67.0	73.0
2024	71.0	73.0
Female		
2022	66.0	71.0
2023	66.0	73.0
2024	71.0	73.0
Male		
2022	69.0	73.0
2023	69.0	74.0
2024	70.0	74.0

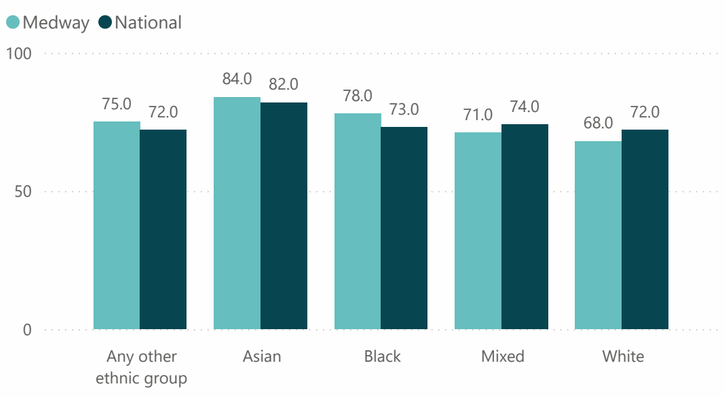
KS2 Mat

102 ▲ -42

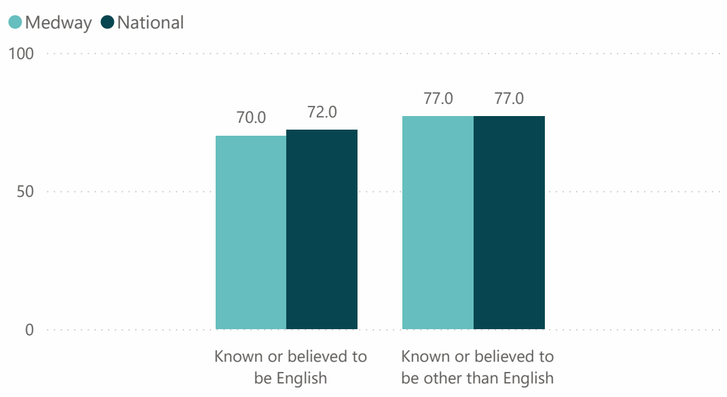
All Measures



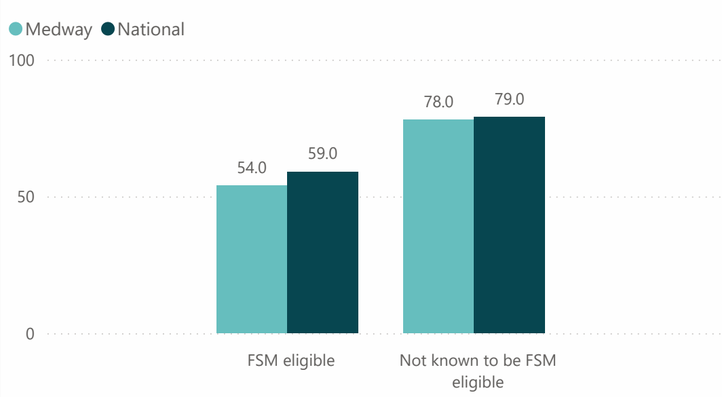
Ethnicity



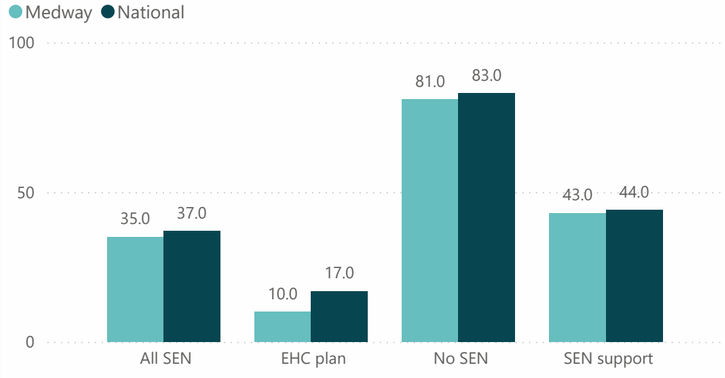
First Language



Free School Meal



SEN Status



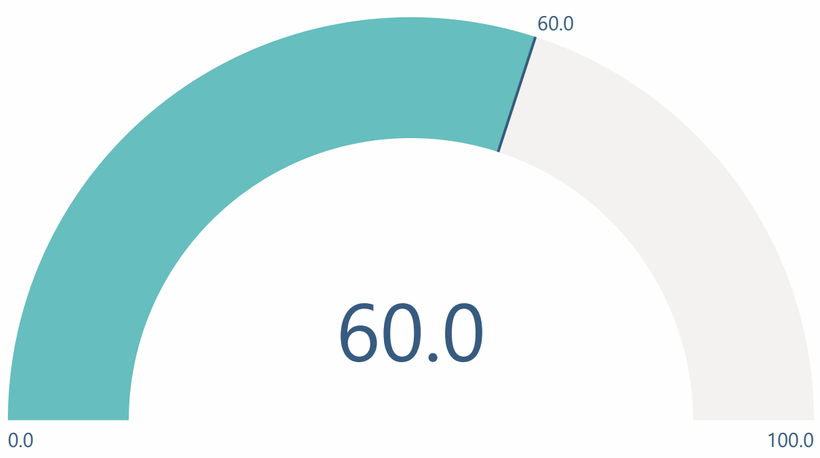
The percentage of pupils reaching the expected standard in Mathematics has improved by 6% (4pp) compared to 2023; this contrasts with national which remained static over the same period. The gap between Medway and national attainment has narrowed (previously 6pp behind, now 2pp).

In 2024, the pupils in Medway with SEN support achieving the expected standard in mathematics is 1pp below national at 43%.

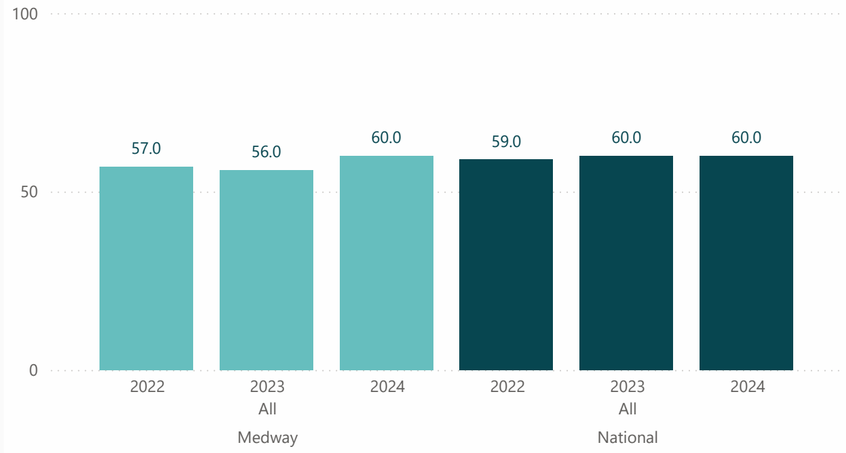
In 2024, 10% of pupils in Medway with an EHCP achieved expected standard in mathematics compared to 17% at national for the same pupil group.

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

All Pupils



Year, LA & National



Gender, Year, LA & National

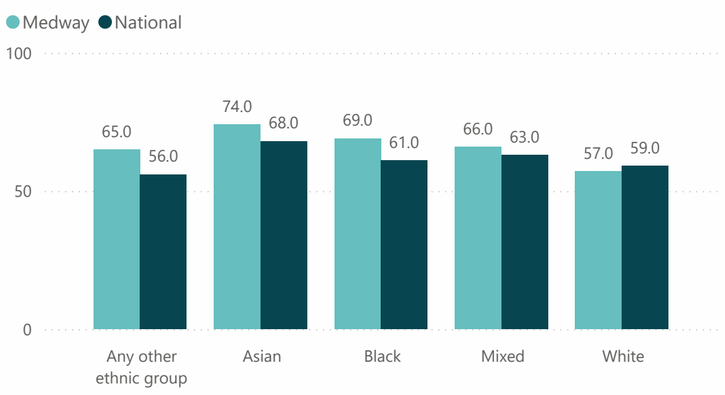
Gender	Medway	National
All		
2022	57.0	59.0
2023	56.0	60.0
2024	60.0	60.0
Female		
2022	60.0	63.0
2023	57.0	63.0
2024	63.0	64.0
Male		
2022	53.0	55.0
2023	55.0	57.0
2024	57.0	57.0

KS2 RWM

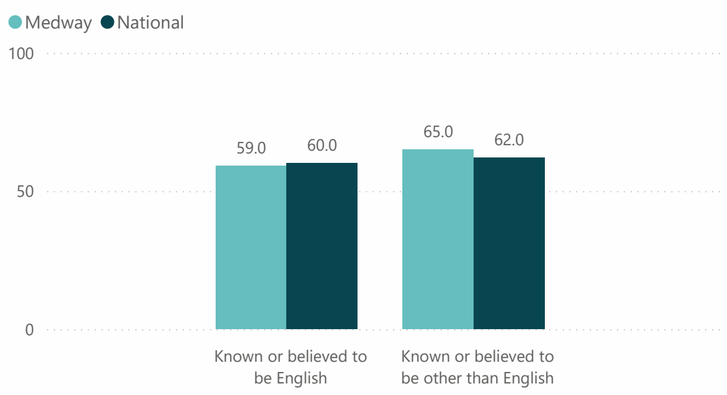
73 ▲ -44

All Measures

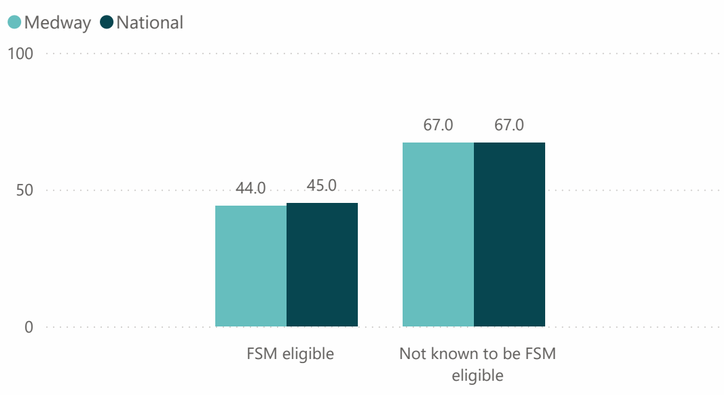
Ethnicity



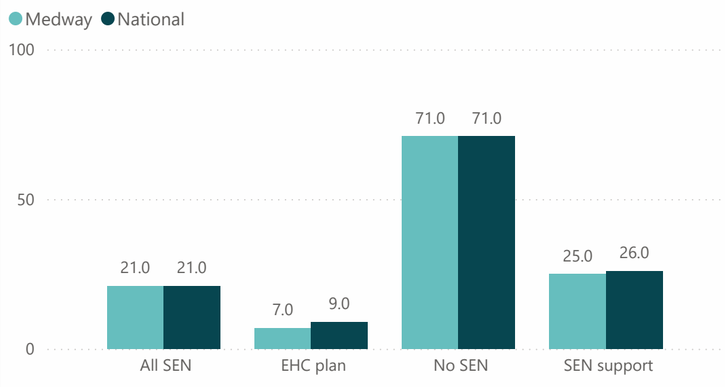
First Language



Free School Meal



SEN Status



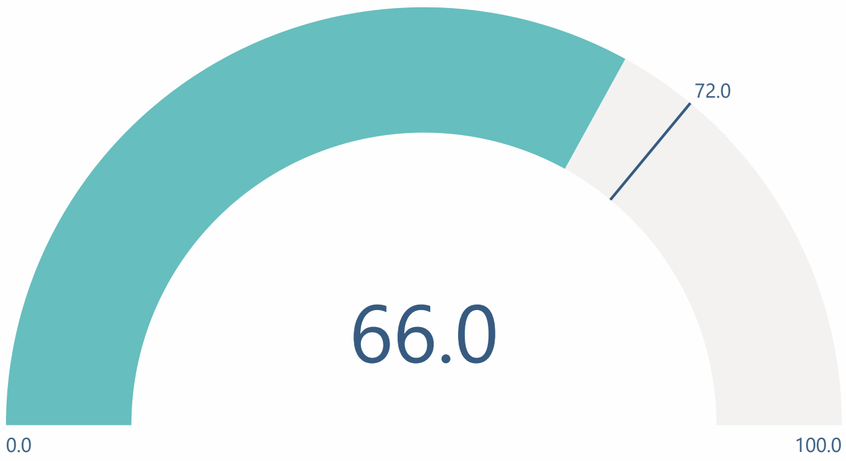
Medway's average combined RWM score has improved by 7% (4pp) compared to last year and is now equal to the national and regional combined RWM scores; the national rate remained static from 2023 to 2024.

In 2024, the pupils in Medway with SEN support achieving the expected standard in the combined RWM measure is 1pp below national at 25%.

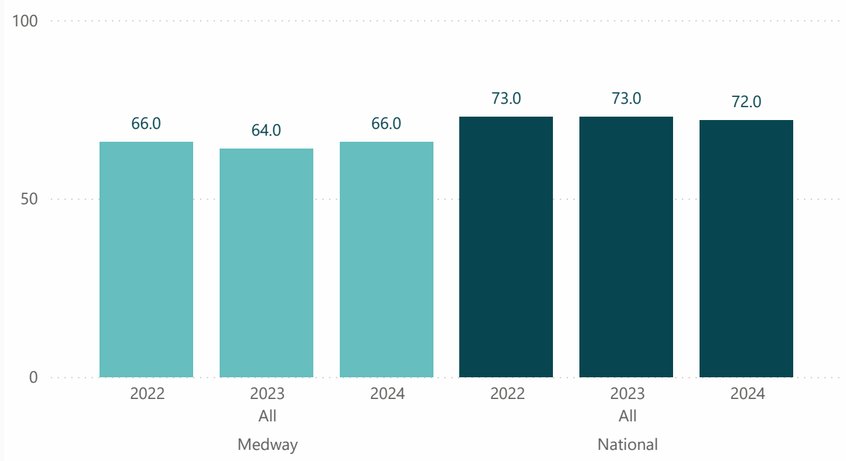
In 2024, 7% of pupils in Medway with an EHCP achieved expected standard in the combined RWM measure compared to 9% at national for the same pupil group.

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

All Pupils



Year, LA & National



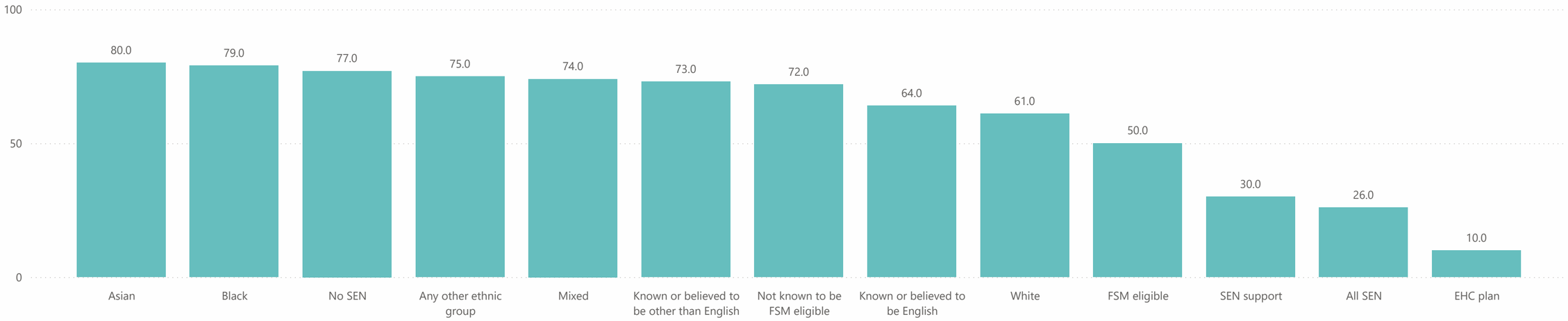
Gender, Year, LA & National

Gender	Medway	National
All		
2022	66.0	73.0
2023	64.0	73.0
2024	66.0	72.0
Female		
2022	70.0	77.0
2023	68.0	77.0
2024	70.0	76.0
Male		
2022	62.0	69.0
2023	60.0	69.0
2024	61.0	69.0

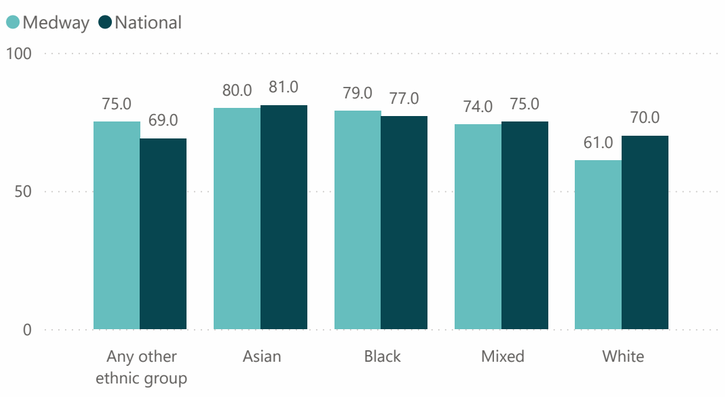
KS2 GPS

144 ▲ -5

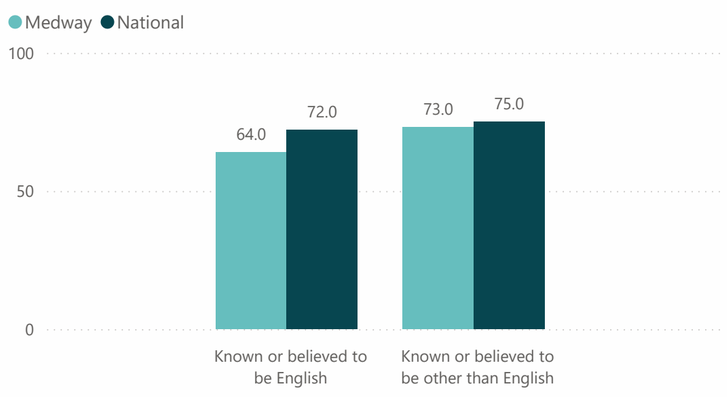
All Measures



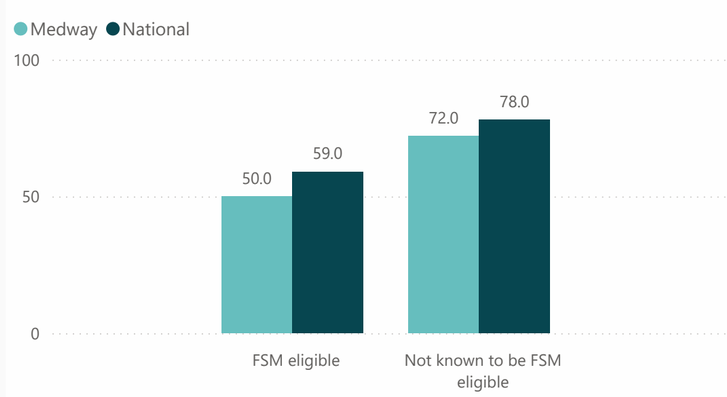
Ethnicity



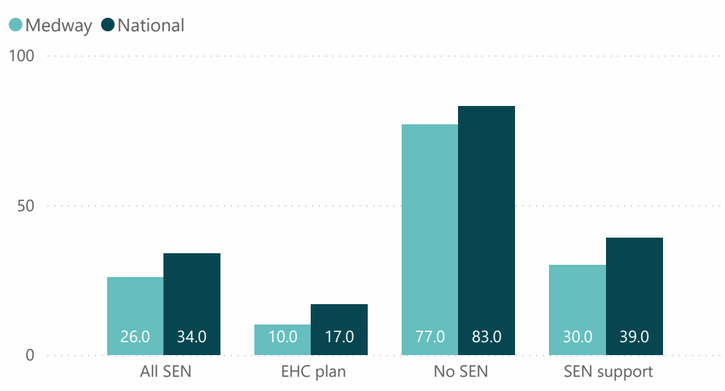
First Language



Free School Meal



SEN Status



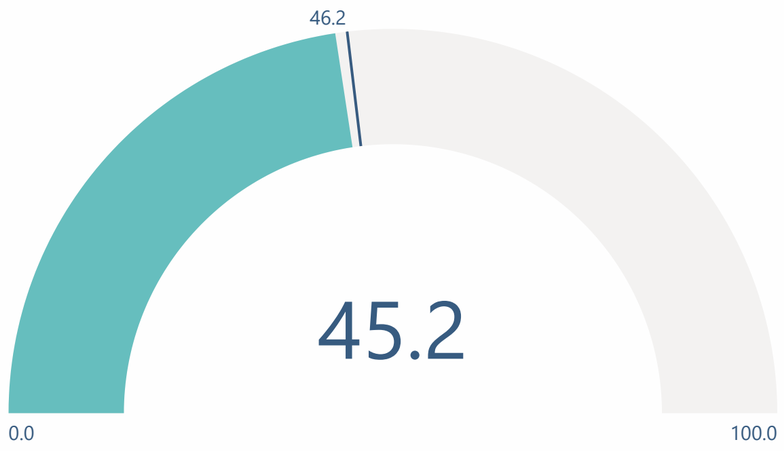
The percentage of pupils reaching the expected standard in GPS has improved by 3% (2pp) in Medway but has fallen by 1% (1pp) nationally. Medway is now 8% (6pp) behind national.

In 2024, the pupils in Medway with SEN support achieving the expected standard in GPaS is 9pp below national at 30%.

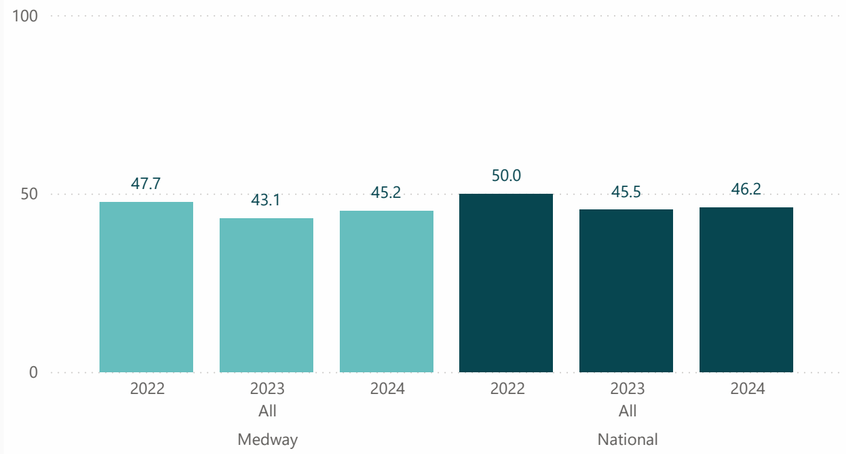
In 2024, 10% of pupils in Medway with an EHCP achieved expected standard in GPaS compared to 17% at national for the same pupil group.

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

All Pupils



Year, LA & National



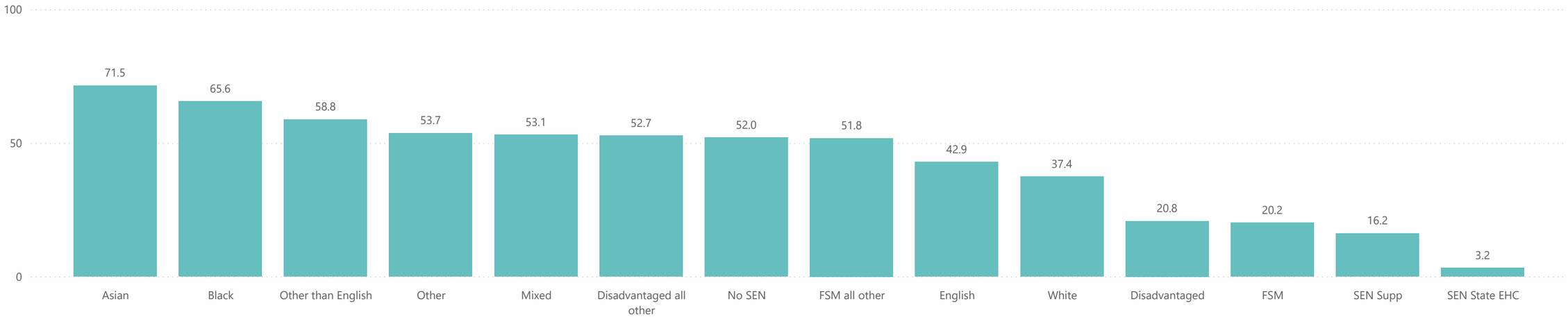
Gender, Year, LA & National

Gender	Medway	National
All		
2022	47.7	50.0
2023	43.1	45.5
2024	45.2	46.2
Female		
2022	50.1	52.8
2023	44.3	47.7
2024	48.2	48.5
Male		
2022	45.2	47.2
2023	42.0	43.4
2024	42.2	44.0

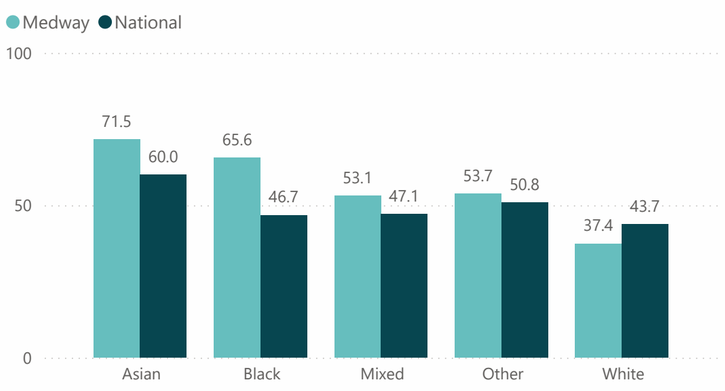
KS4 5+ E&M

73 ▲ -17

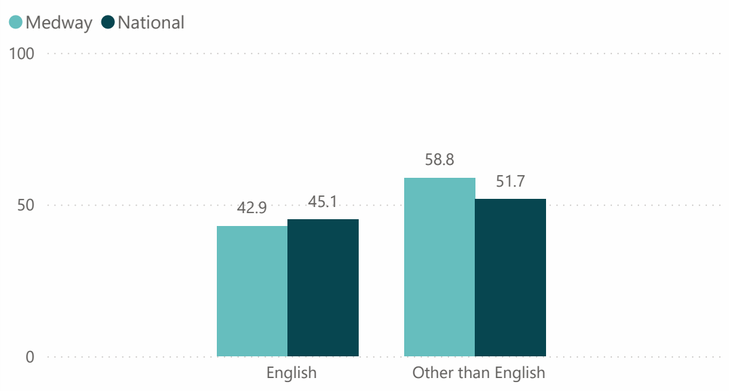
All Measures



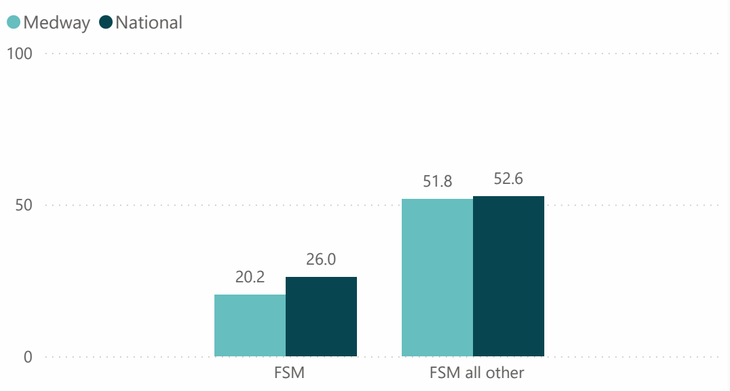
Ethnicity



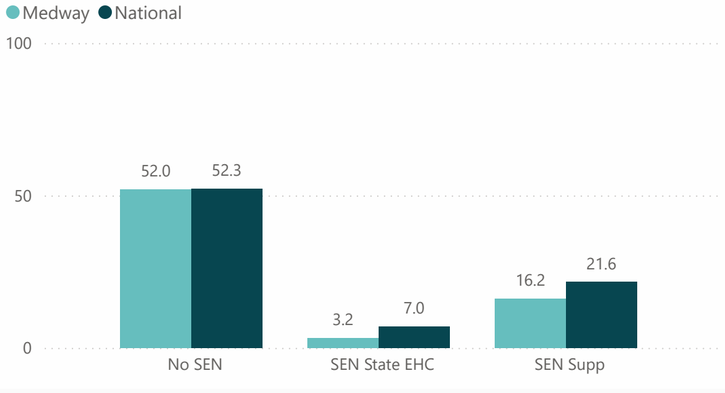
First Language



Free School Meal

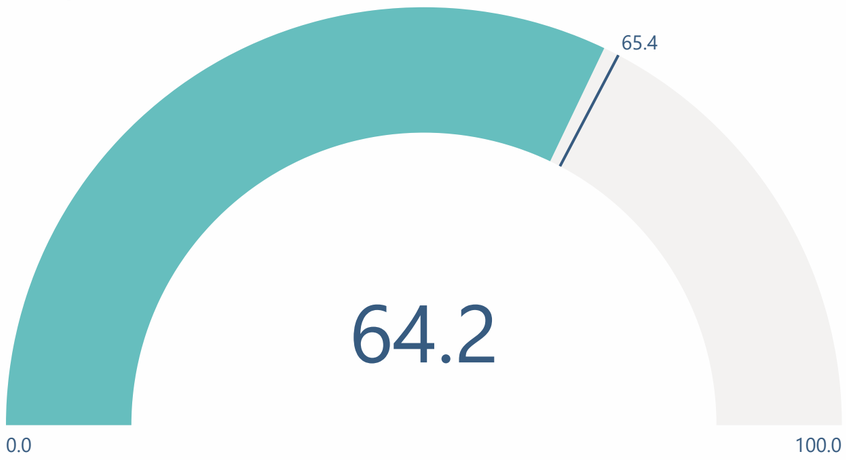


SEN Status

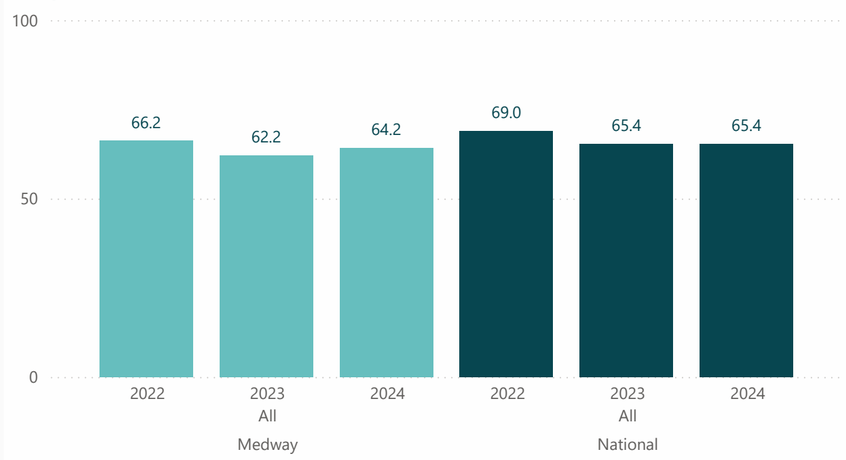


Key Stage Four (KS4) - % of pupils achieving 4+ in English & Maths

All Pupils



Year, LA & National



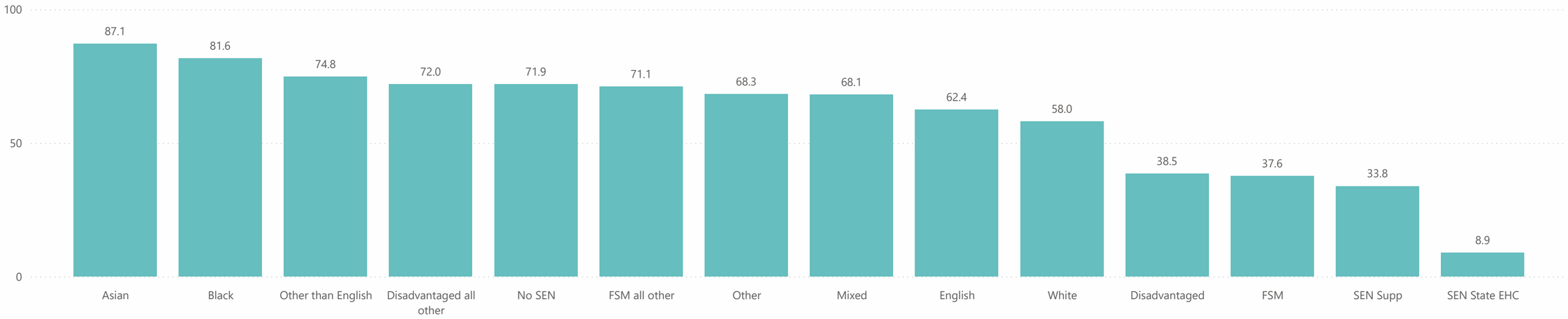
Gender, Year, LA & National

Gender	Medway	National
All		
2022	66.2	69.0
2023	62.2	65.4
2024	64.2	65.4
Female		
2022	69.3	71.7
2023	64.9	67.8
2024	67.4	67.9
Male		
2022	62.9	66.4
2023	59.5	63.0
2024	60.9	62.9

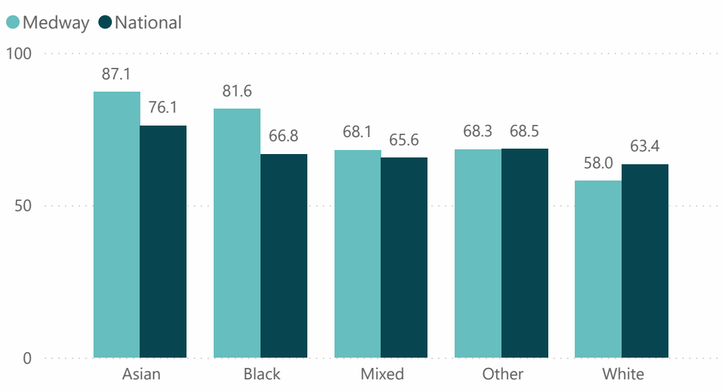
KS4 4+ E&M

85 ▲ -20

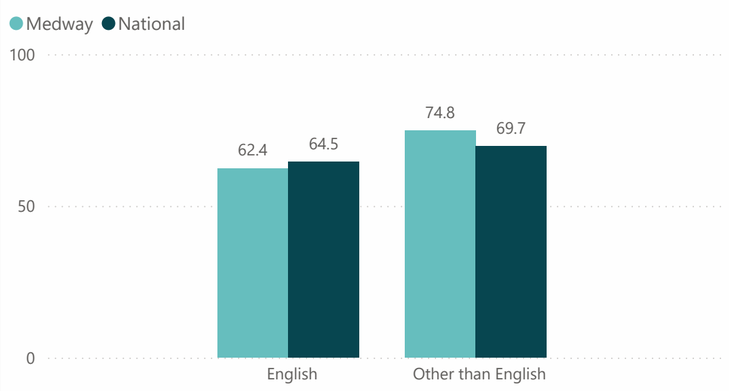
All Measures



Ethnicity

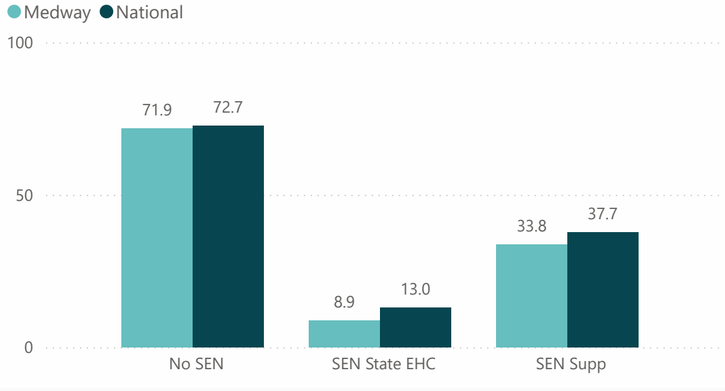


First Language



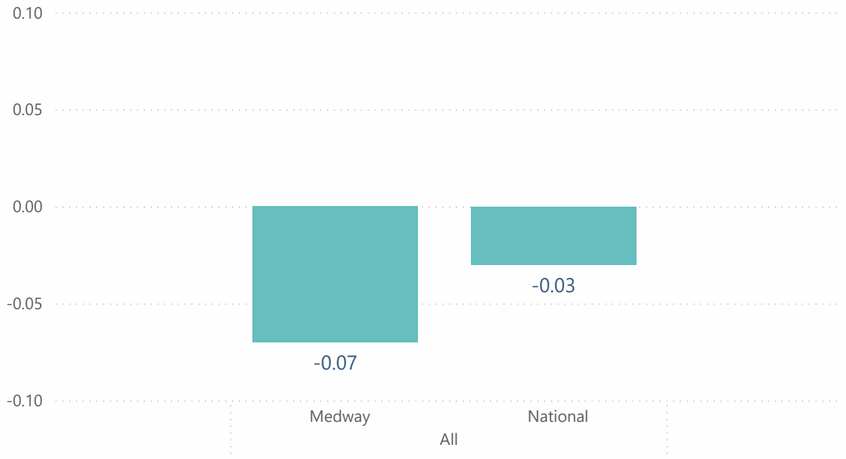
Free School Meal

SEN Status

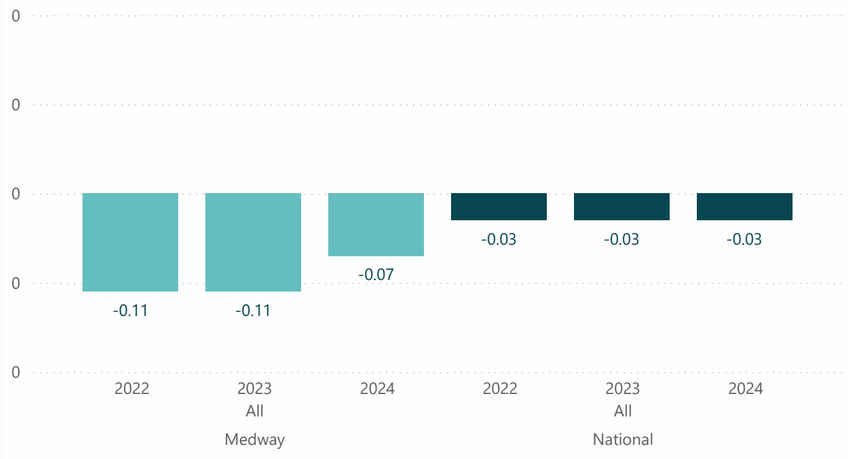


Key Stage Four (KS4) - average progress 8

All Pupils



Year, LA & National



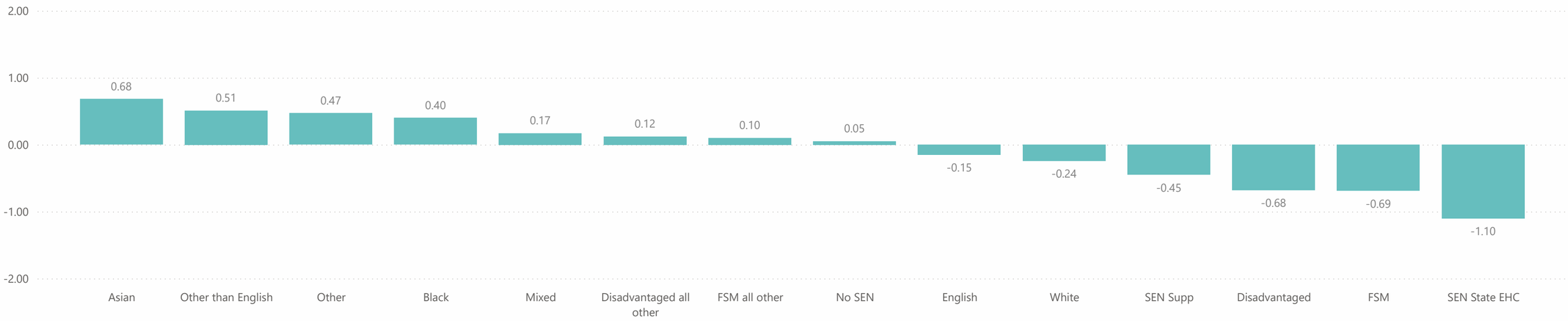
Gender, Year, LA & National

Gender	Medway	National
All		
2022	-0.11	-0.03
2023	-0.11	-0.03
2024	-0.07	-0.03
Female		
2022	0.00	0.15
2023	0.01	0.12
2024	0.03	0.09
Male		
2022	-0.22	-0.21
2023	-0.22	-0.17
2024	-0.17	-0.15

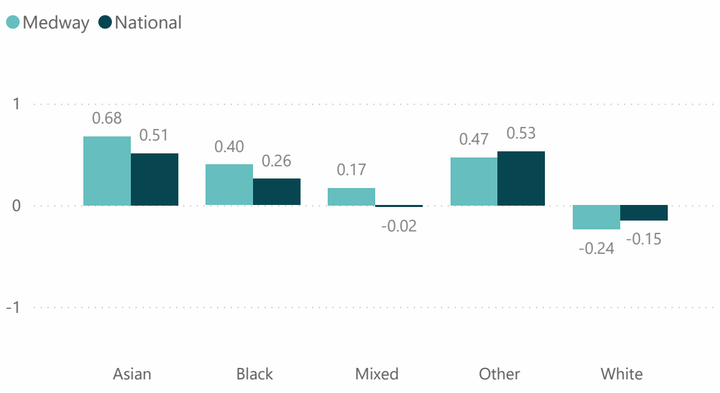
KS4 Avg Pro 8

83 ▲ -11

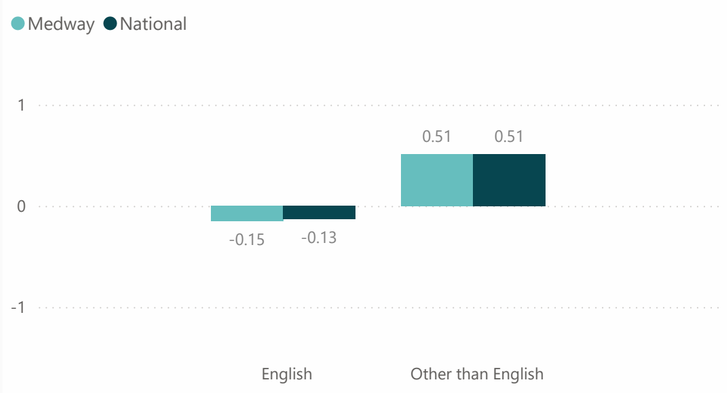
All Measures



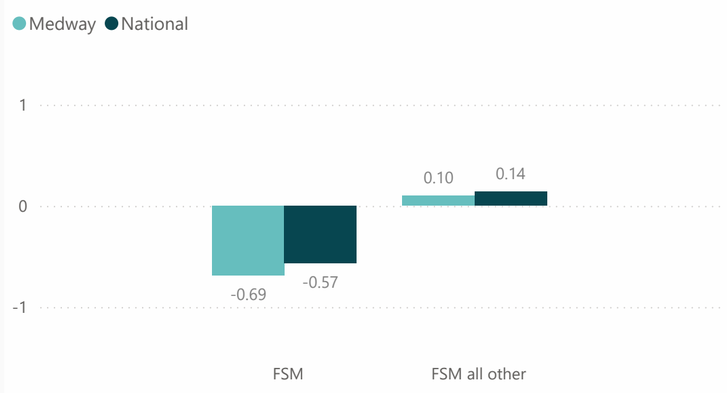
Ethnicity



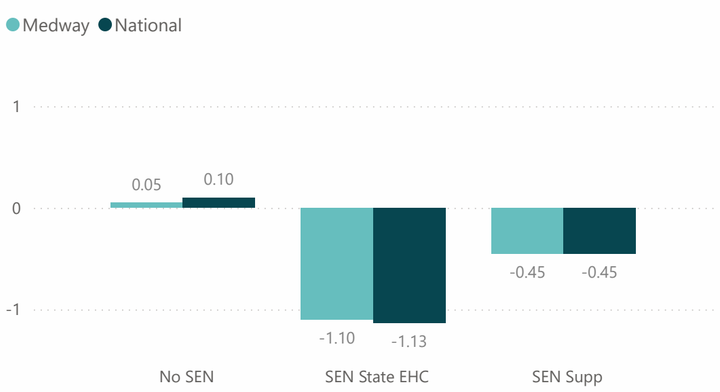
First Language



Free School Meal

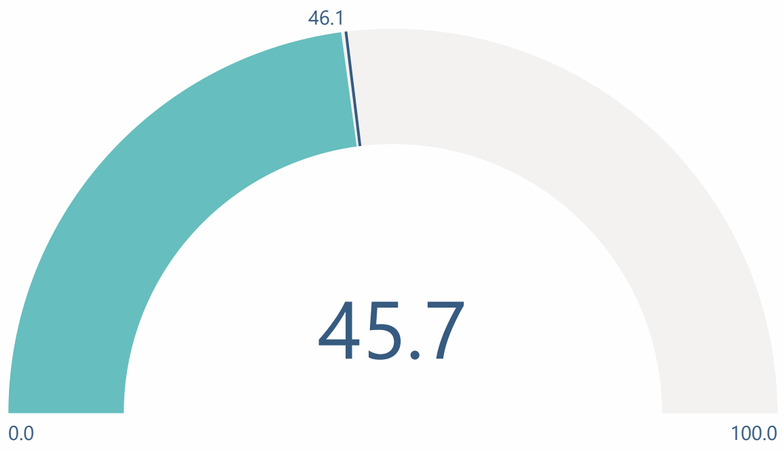


SEN Status

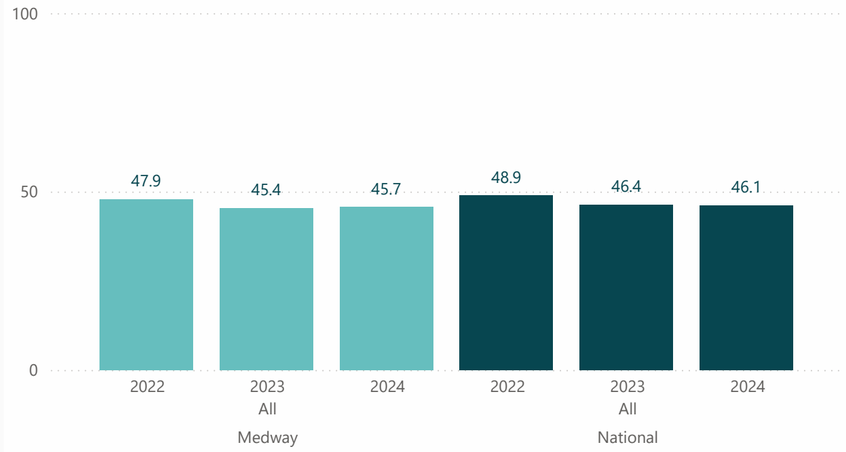


Key Stage Four (KS4) - average attainment 8

All Pupils



Year, LA & National



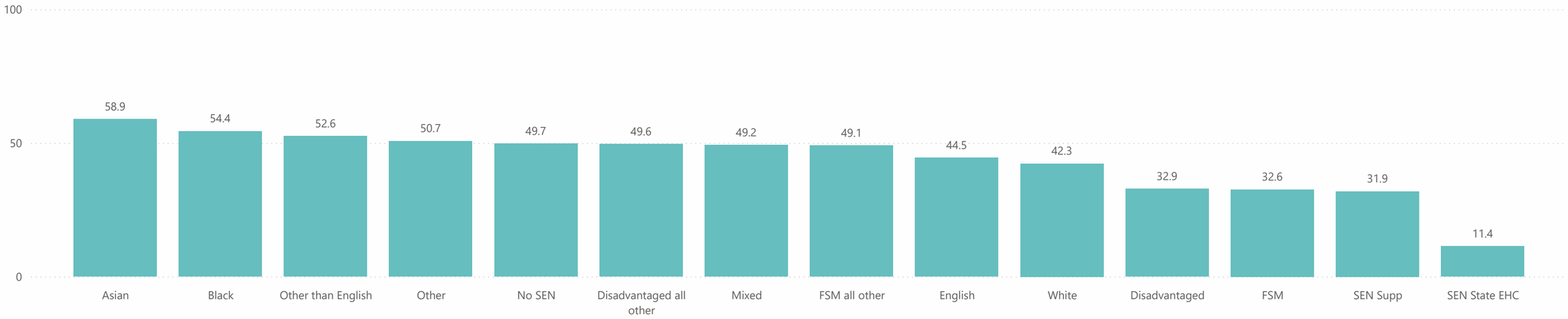
Gender, Year, LA & National

Gender	Medway	National
All		
2022	47.9	48.9
2023	45.4	46.4
2024	45.7	46.1
Female		
2022	49.9	51.5
2023	47.1	48.7
2024	48.0	48.4
Male		
2022	45.8	46.4
2023	43.6	44.2
2024	43.4	43.9

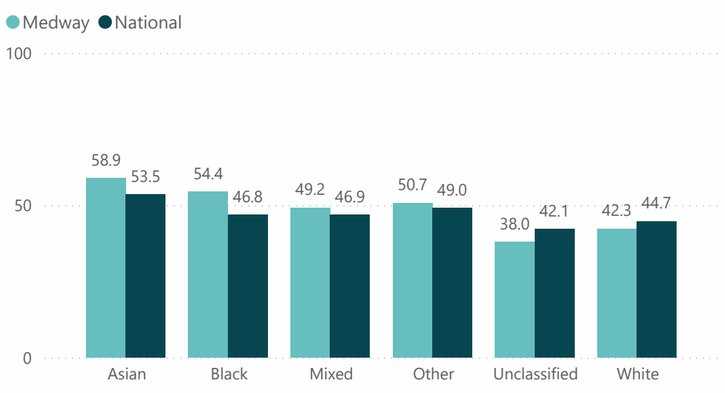
KS4 Avg Att 8

69 ▲ -12

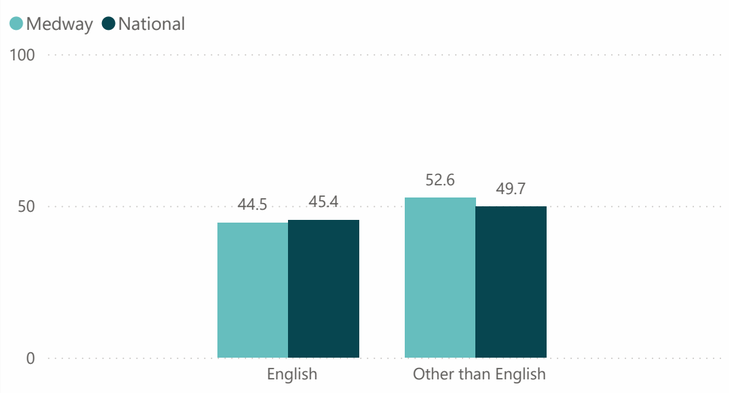
All Measures



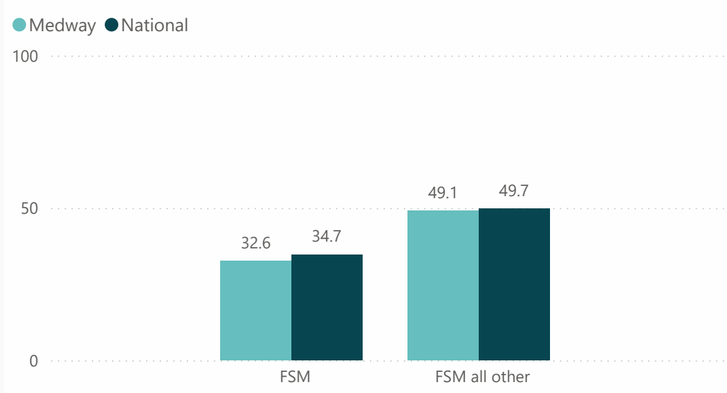
Ethnicity



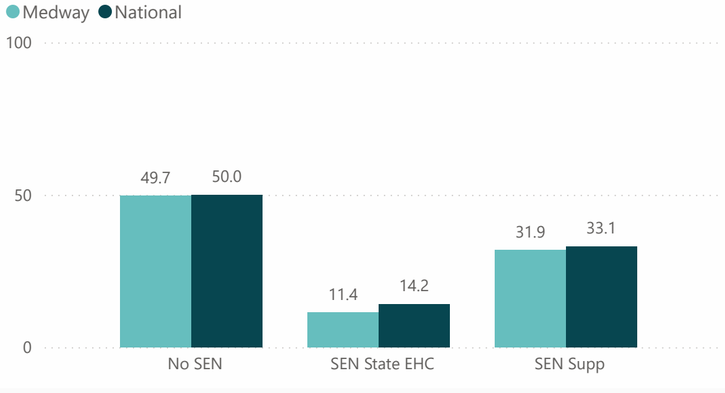
First Language



Free School Meal

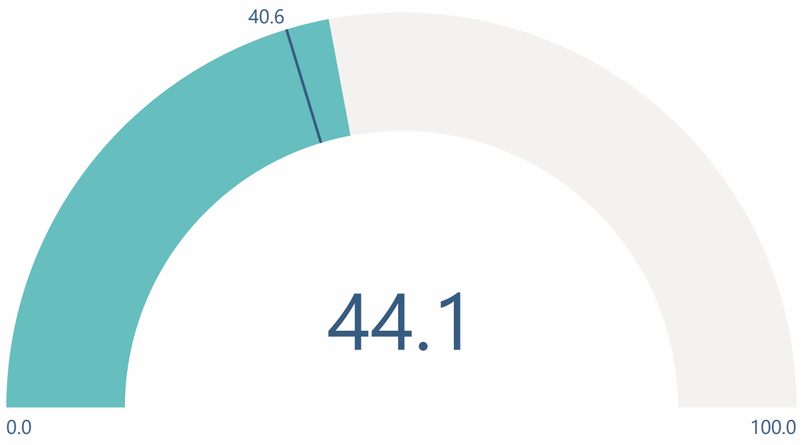


SEN Status

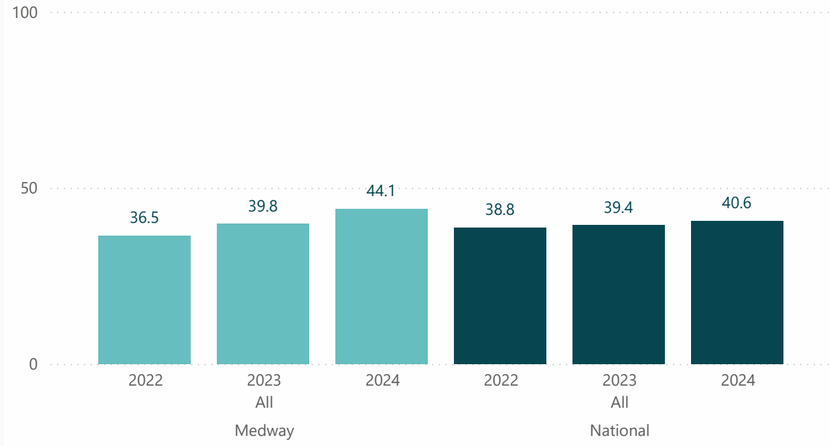


Key Stage Four (KS4) - % of pupils entering the English Baccalaureate (EBacc)

All Pupils



Year, LA & National



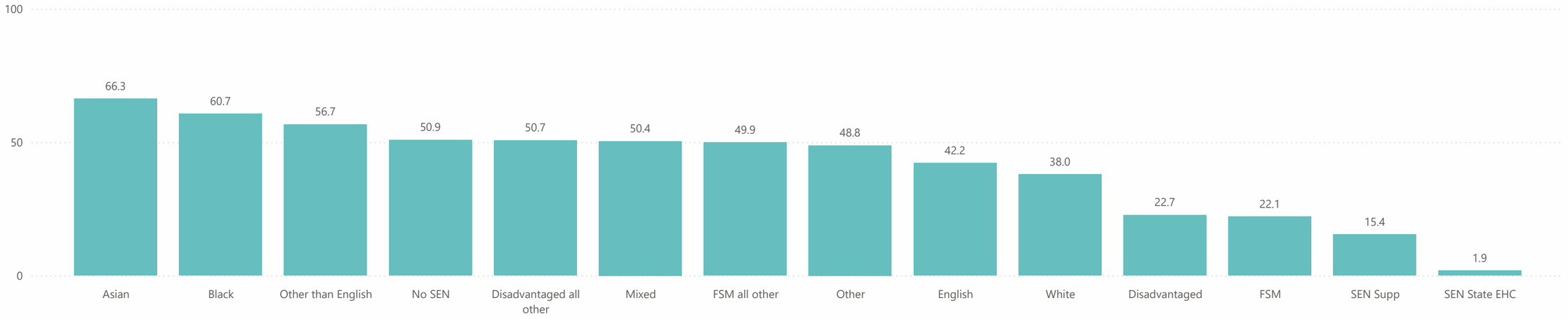
Gender, Year, LA & National

Gender	Medway	National
All		
2022	36.5	38.8
2023	39.8	39.4
2024	44.1	40.6
Female		
2022	43.9	43.9
2023	47.6	44.0
2024	50.4	44.6
Male		
2022	28.9	34.0
2023	32.0	35.0
2024	37.9	36.7

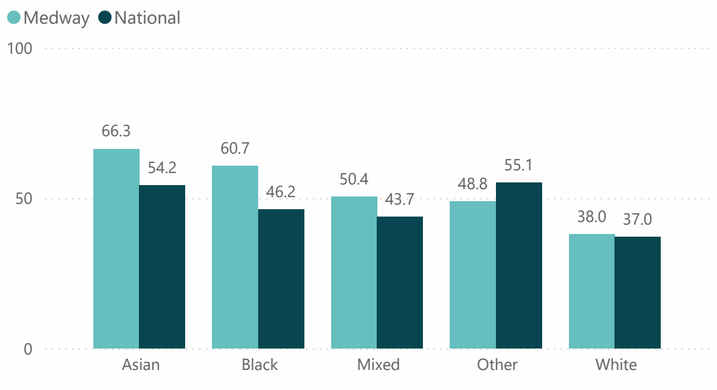
KS4 % entering (EBacc)

49 ▲ -18

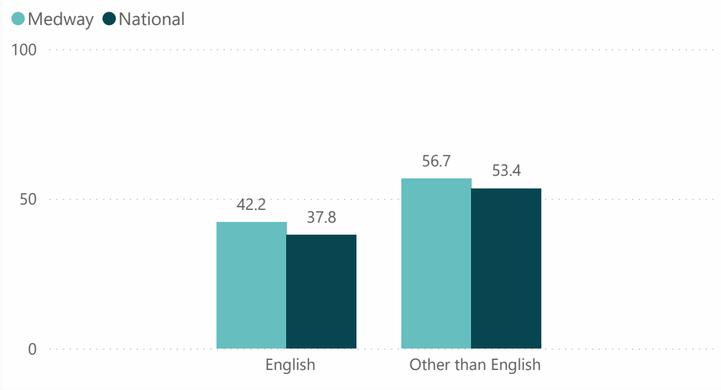
All Measures



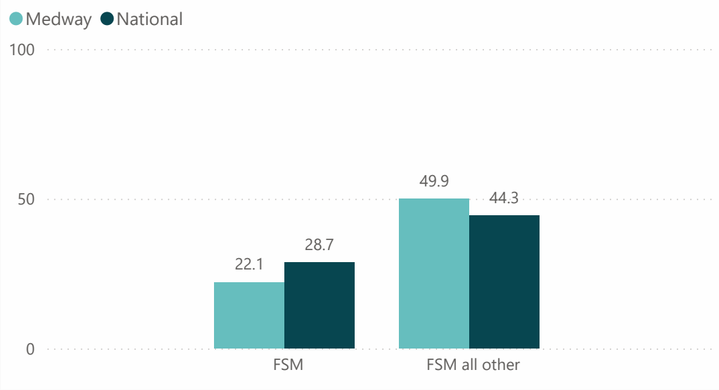
Ethnicity



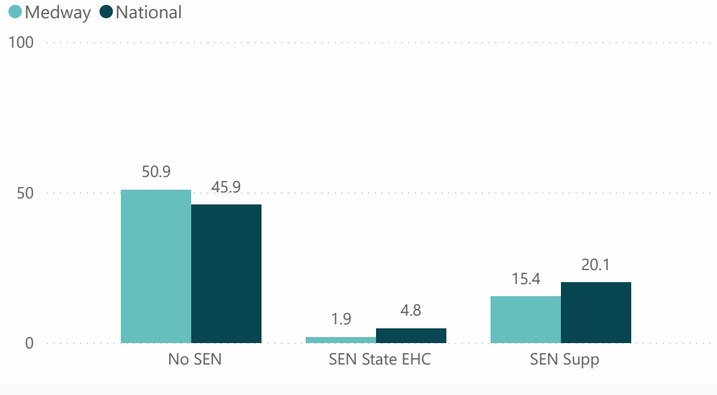
First Language



Free School Meal

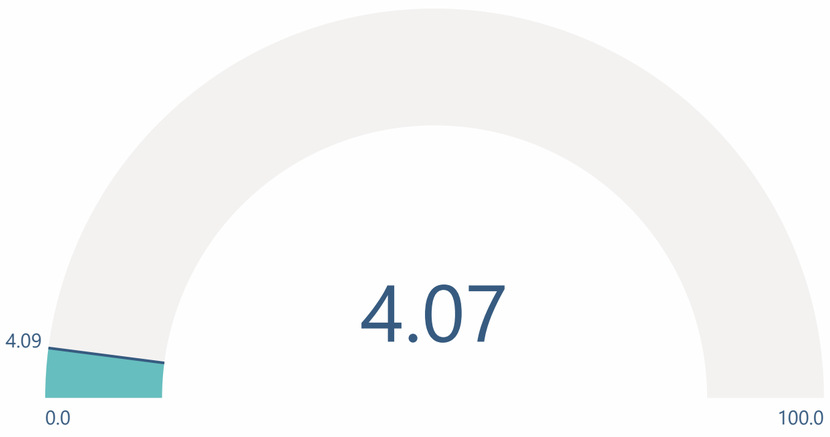


SEN Status

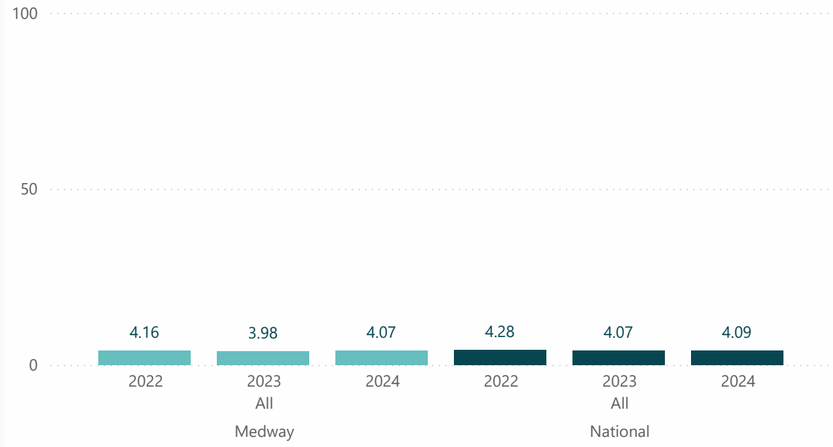


Key Stage Four (KS4) - average English Baccalaureate (EBacc) APS per pupil

All Pupils



Year, LA & National



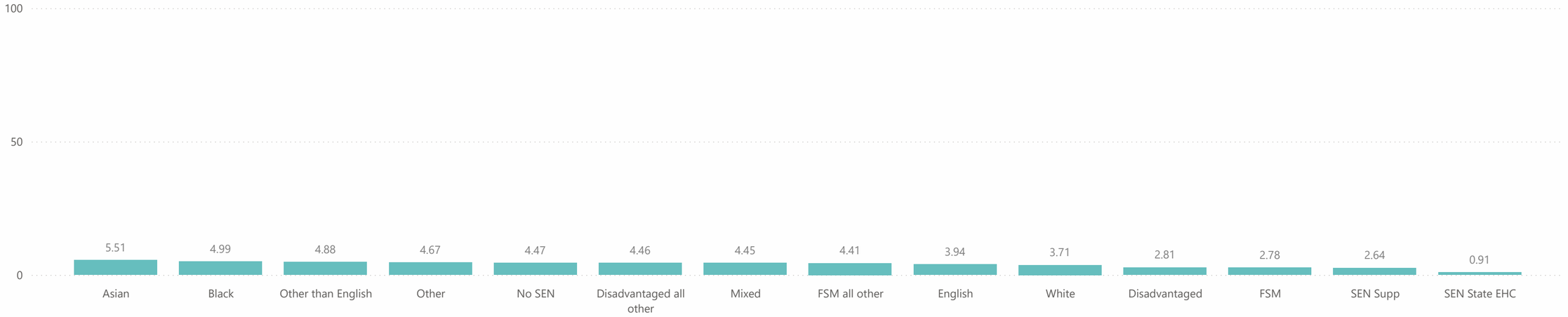
Gender, Year, LA & National

Gender	Medway	National
All		
2022	4.16	4.28
2023	3.98	4.07
2024	4.07	4.09
Female		
2022	4.34	4.50
2023	4.15	4.26
2024	4.30	4.27
Male		
2022	3.98	4.07
2023	3.81	3.88
2024	3.85	3.91

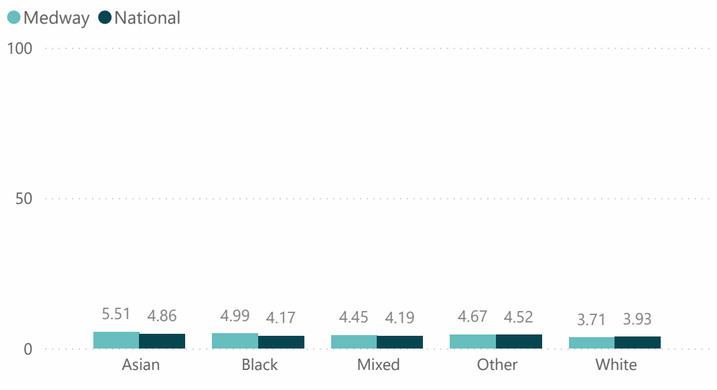
KS4 APS per pupil EBacc

63 ▲ -12

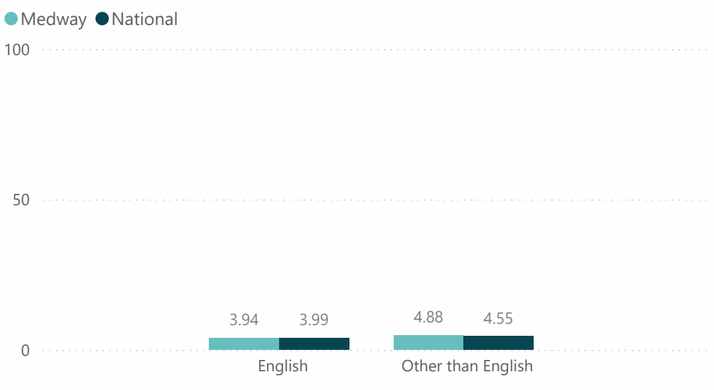
All Measures



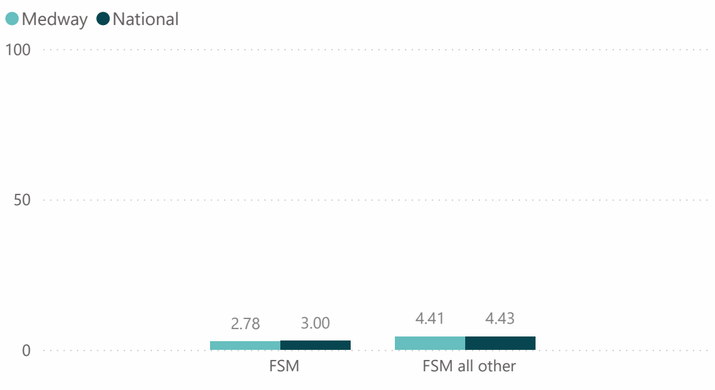
Ethnicity



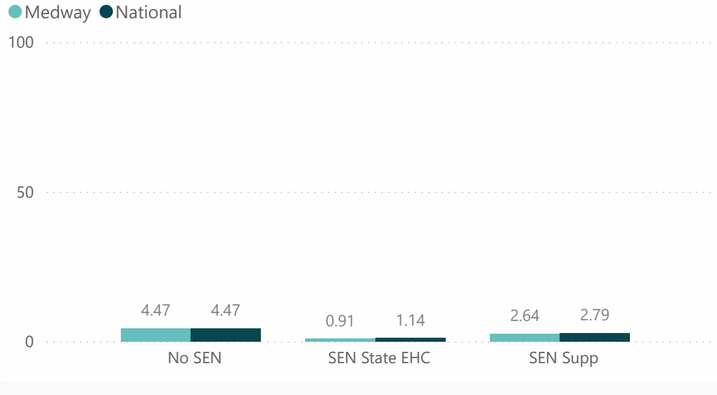
First Language



Free School Meal



SEN Status

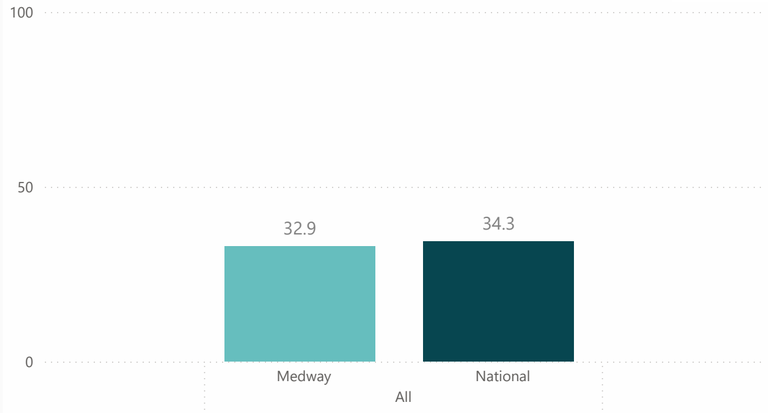


Key Stage Five (KS5) - average point score (APS) per A level entry and grade

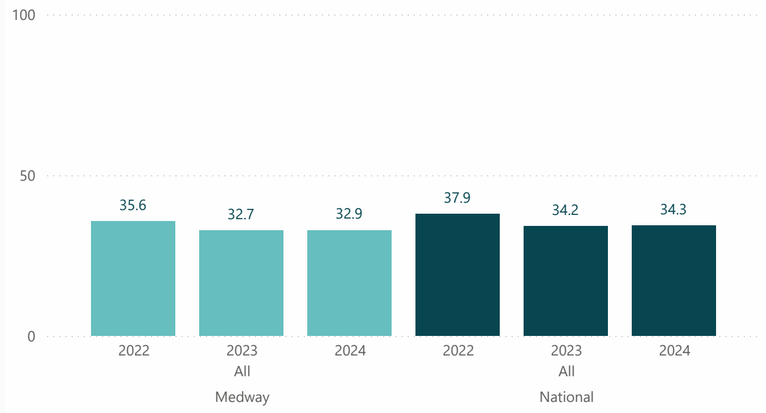
Grade

C+

All Pupils



Year, LA & National



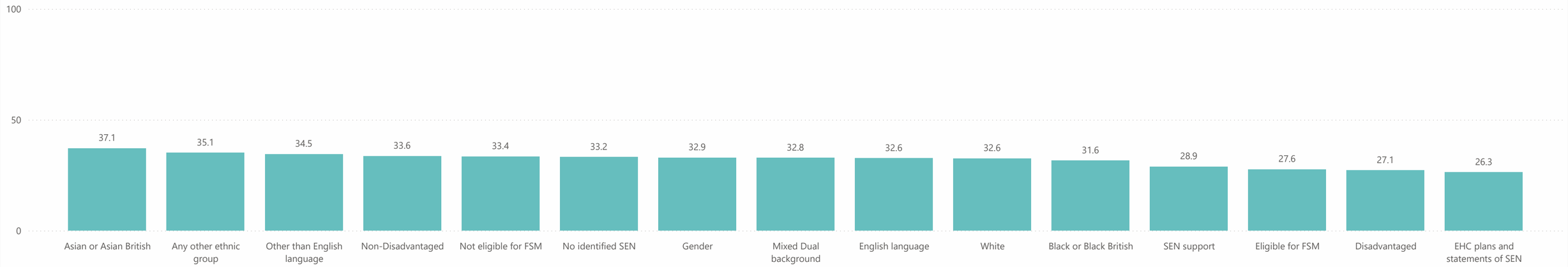
Gender, Year, LA & National

Gender	Medway	National
All		
2022	35.64	37.86
2023	32.71	34.16
2024	32.88	34.34
Female		
2022	35.41	39.52
2023	32.70	35.83
2024	32.27	36.05
Male		
2022	35.88	38.10
2023	32.71	34.65
2024	33.49	34.83

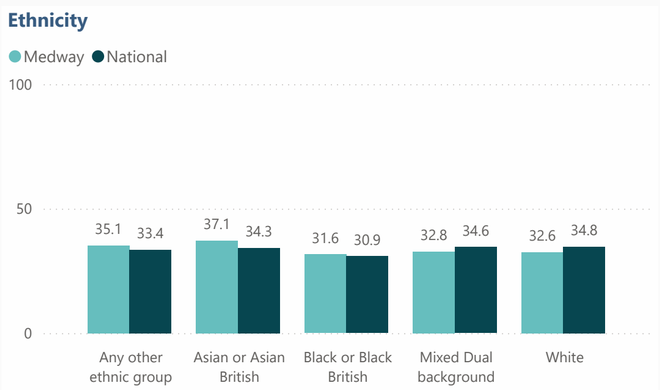
KS5 APS per A-Level entry

94 ▲ -2

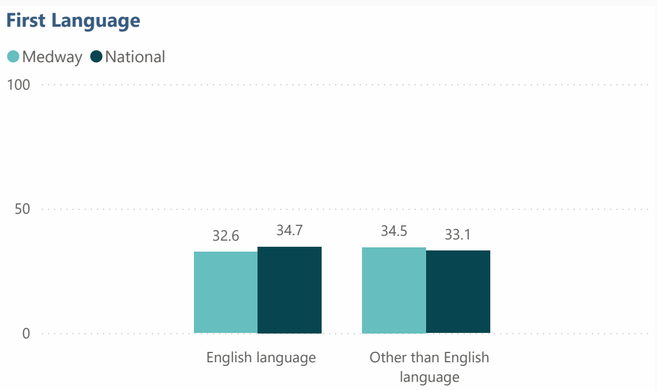
All Measures



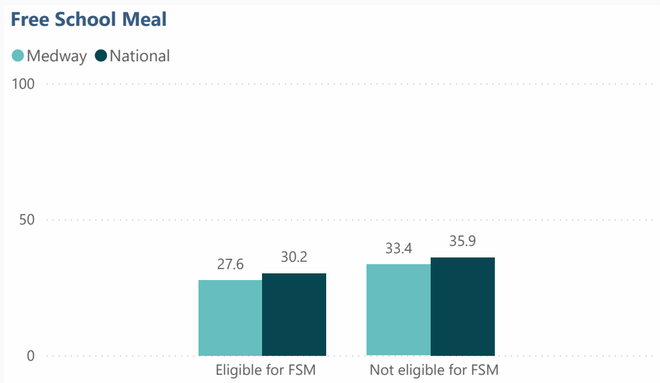
Ethnicity



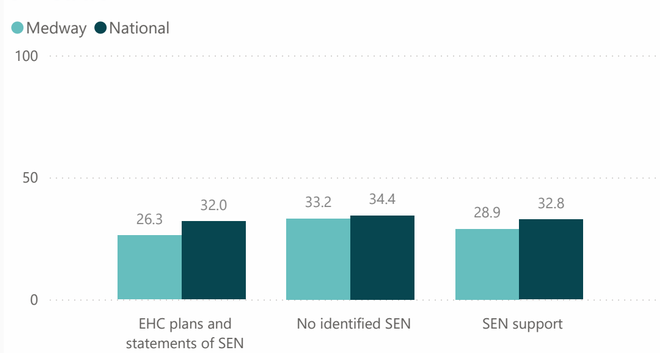
First Language



Free School Meal



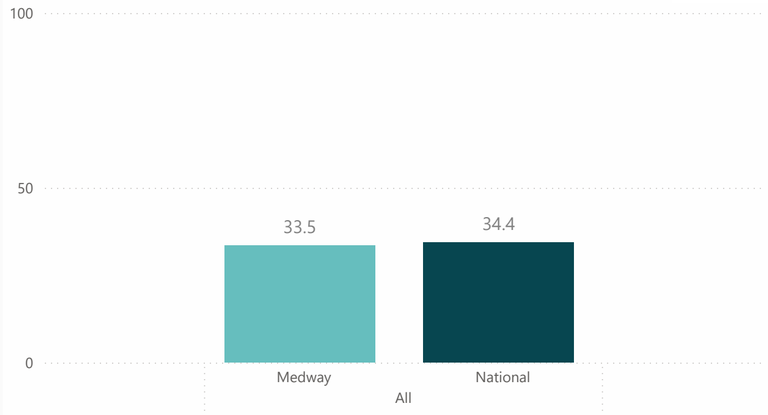
SEN Status



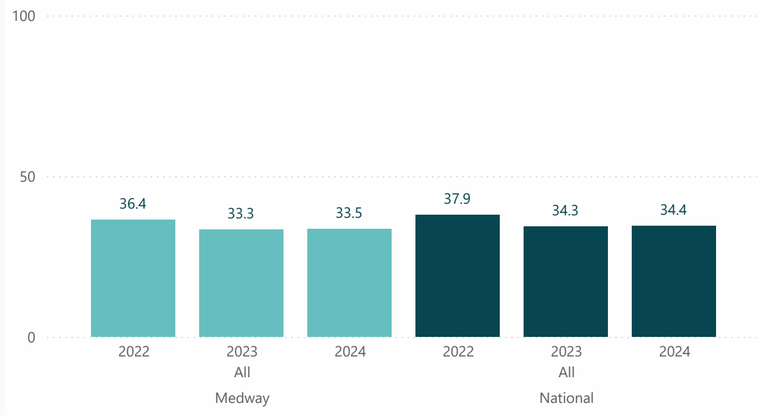
Key Stage Five (KS5) - average point score (APS) per academic entry and grade

Grade
C+

All Pupils



Year, LA & National



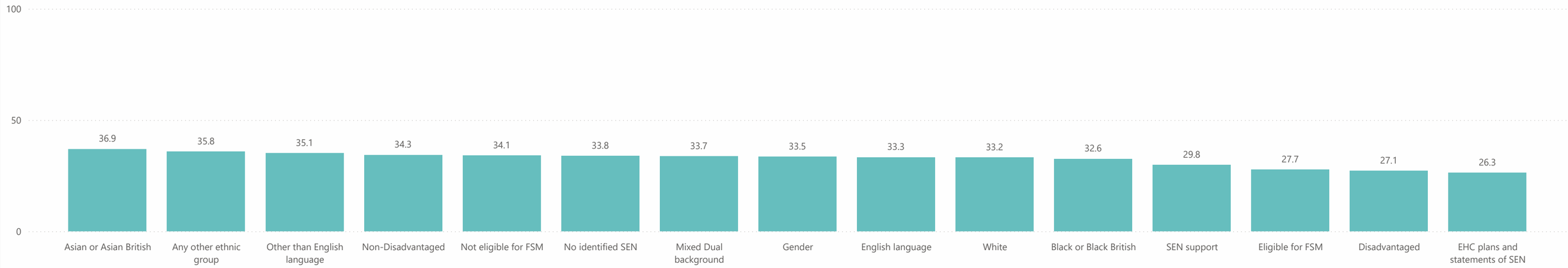
Gender, Year, LA & National

Gender	Medway	National
All		
2022	36.40	37.92
2023	33.27	34.26
2024	33.54	34.42
Female		
2022	36.76	39.70
2023	33.79	36.05
2024	33.67	36.25
Male		
2022	35.90	38.25
2023	32.65	34.80
2024	33.38	34.93

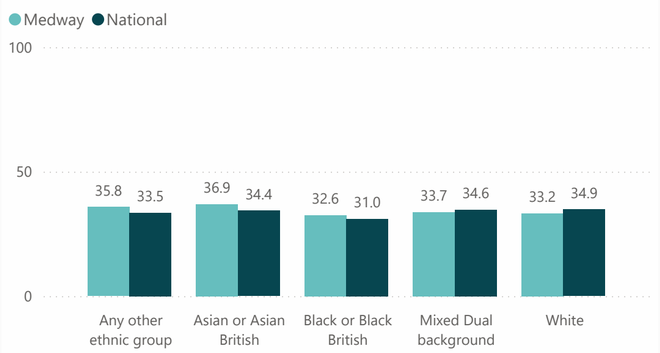
KS5 APS per academic entry

77 ▲ -8

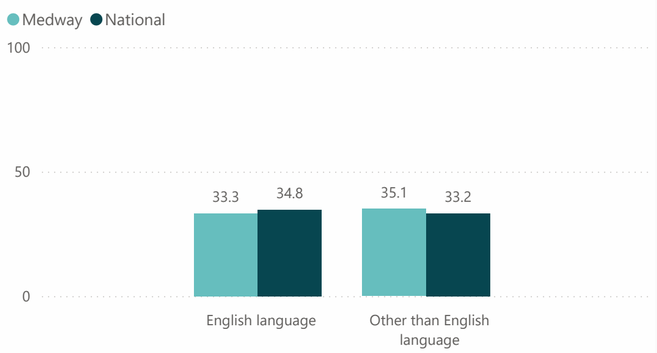
All Measures



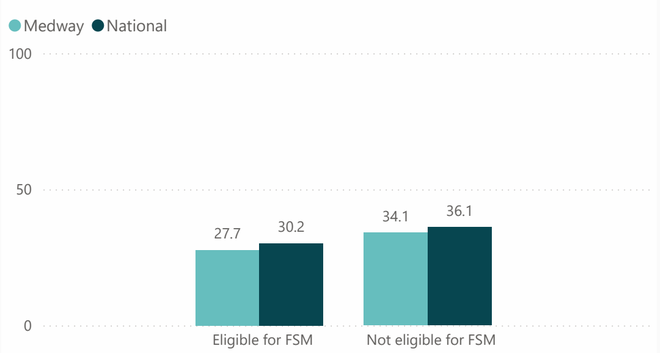
Ethnicity



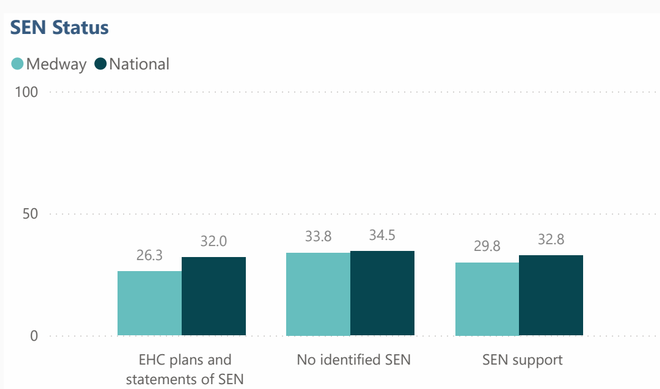
First Language



Free School Meal



SEN Status

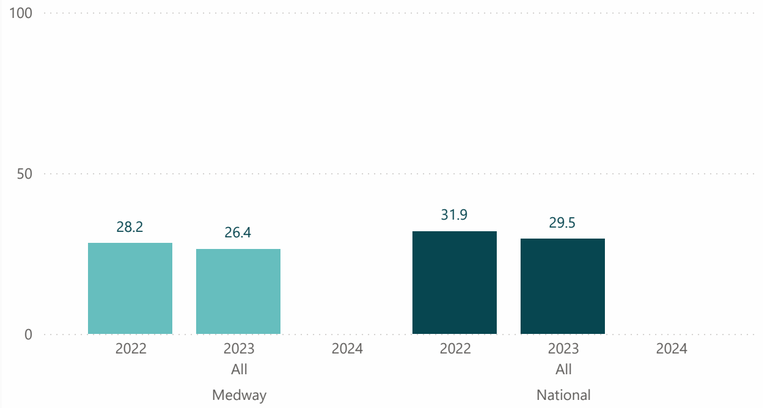


Key Stage Five (KS5) - average point score (APS) per applied general entry and grade

Grade

All Pupils

Year, LA & National



Gender, Year, LA & National

Gender	Medway	National
All		
2022	28.22	31.91
2023	26.43	29.52
2024		
Female		
2022	29.90	33.23
2023	27.11	30.77
2024		
Male		
2022	26.25	30.52
2023	25.66	28.25
2024		

KS5 APS per applied general entry

0 — 0

All Measures

Ethnicity

First Language

Free School Meal

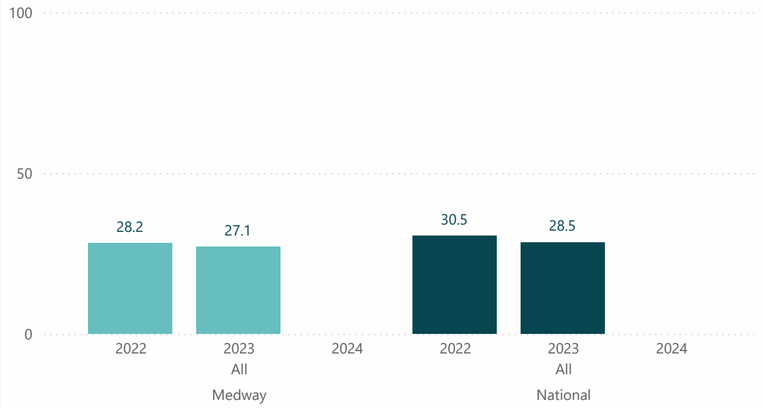
SEN Status

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

Grade

All Pupils

Year, LA & National



Gender, Year, LA & National

Gender	Medway	National
All		
2022	28.22	30.54
2023	27.09	28.50
2024		
Female		
2022	29.32	30.63
2023	27.62	28.55
2024		
Male		
2022	27.32	30.48
2023	26.81	28.49
2024		

All Measures

Ethnicity

First Language

Free School Meal

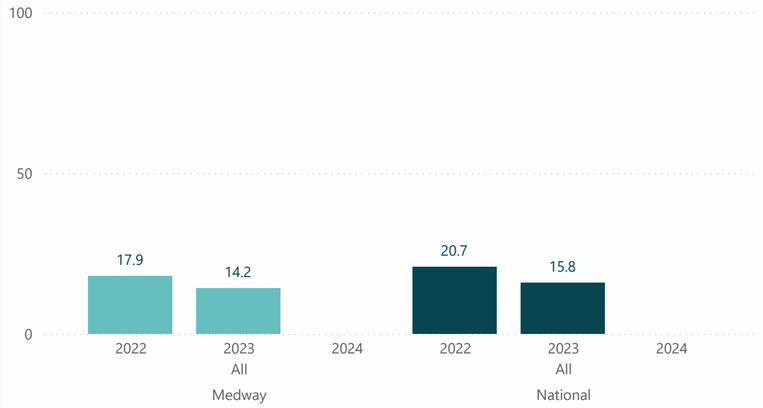
SEN Status

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

Grade

All Pupils

Year, LA & National



Gender, Year, LA & National

Gender	Medway	National
All		
2022	17.88	20.75
2023	14.20	15.81
2024		
Female		
2022	13.80	21.66
2023	9.30	16.73
2024		
Male		
2022	22.11	25.12
2023	18.78	20.33
2024		

KS5 % achieving AAB in 2 facilitating subj...

0 — 0

All Measures

Ethnicity

First Language

Free School Meal

SEN Status

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.

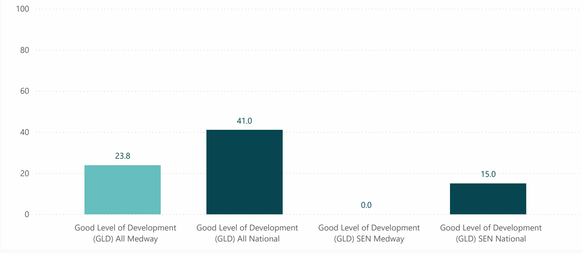
SEN means that the child has either an EHCP or is classed as SEN support.

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

% of EYFS cohort who are SEN

Medway	National
38.1	33.0

All pupils & SEN pupils - % achieving

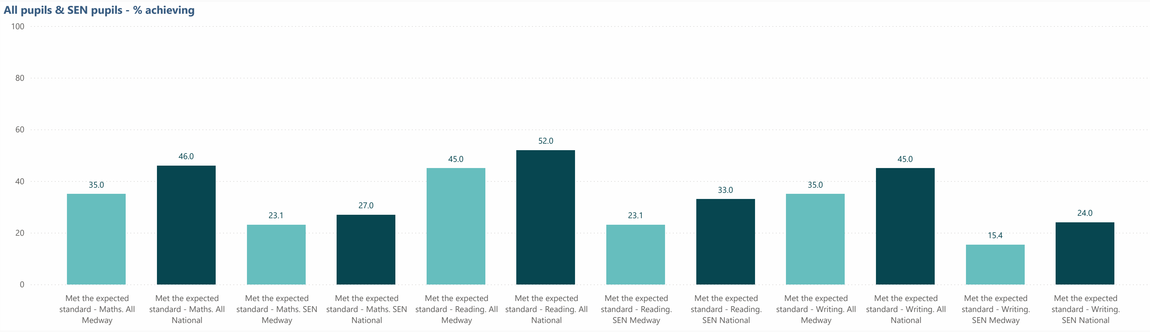


Key Stage Two (KS2) - achieving the expected standard

% of KS2 cohort who are SEN

Medway	National
65.0	56.0

All pupils & SEN pupils - % achieving



Key Stage Four (KS4) - achieving the expected standard

% of KS4 cohort who are SEN

Medway	National

All pupils - % achieving

Early Years Foundation Stage (EYFS)

In 2024, 21 pupils in EYFS were in care to Medway. Of these, 23.8% achieved a good level of development compared to 41% at national. In 2023 none of the 10 EYFS pupils in care to Medway secured a good level of development. There has been no improvement in the national figure for children in care from the 41% in 2023.

In 2024 no pupils in care to Medway, with SEN, achieved a good level of development compared to 15% at national. At national 18% SEN support pupils who were in care in EYFS achieved a good level of development and 4% pupils in care who have an EHCP achieved a good level of development.

Key Stage Two (KS2)

Reading

In 2024, 20 pupils in Year 6 were in care to Medway. The percentage of these pupils achieving the expected standard in reading has fallen since 2023 by 5pp to 45% whilst national fell by 1pp to 52% in 2024. Medway are still behind national and the gap has increased to 7pp from 3pp in 2023.

In 2024, the 13 pupils who are in care to Medway with SEN who achieved the expected standard in reading was 23.1% compared to 33% at national.

In 2024, the 7 pupils who are in care to Medway with SEN support achieving the expected standard in reading is 15.4pp below national at 28.6%.

In 2024, 16.7% of the 6 pupils who are in care to Medway with an EHCP achieved the expected standard in reading compared to 18% at national for the same pupil group.

Writing

In 2024, 20 pupils in Year 6 were in care to Medway. The percentage of these pupils achieving the expected standard in writing has remained broadly the same as in 2023 at 35% whilst national fell by 2pp to 45% in 2024. Medway are still behind national and the gap has narrowed slightly from 12.4pp to 10pp in 2024.

In 2024, the 13 pupils who are in care to Medway with SEN who achieved the expected standard in writing was 15.4% compared to 24% at national.

In 2024, the 7 pupils who are in care to Medway with SEN support achieving the expected standard in writing is 19.7pp below national at 14.3%.

In 2024, 16.7% of the 6 pupils who are in care to Medway with an EHCP achieved the expected standard in writing compared to 12% at national for the same pupil group.

Maths

In 2024, 20 pupils in Year 6 were in care to Medway. The percentage of these pupils achieving the expected standard in mathematics has remained broadly the same compared to 2023. This contrasts with national which has fallen by 3pp over the same period. The gap between Medway and national attainment has decreased to 11pp from 14.4pp in 2023.

In 2024, the 13 pupils who are in care to Medway with SEN who achieved the expected standard in mathematics was 23.1% compared to 27% at national.

In 2024, the 7 pupils who are in care to Medway with SEN support achieving the expected standard in mathematics is 8.4pp below national at 28.6%.

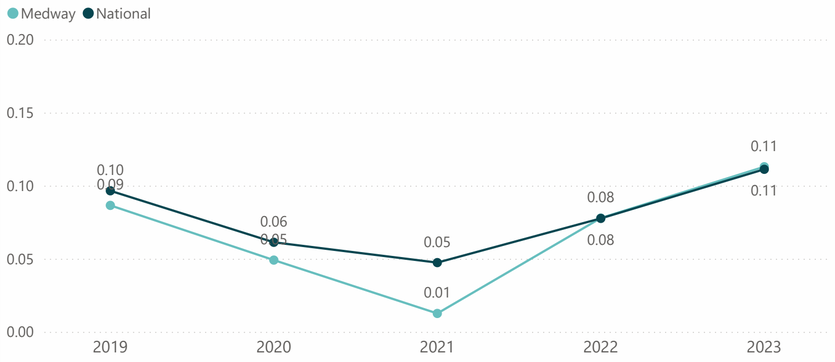
In 2024, 16.7% of the 6 pupils who are in care to Medway with an EHCP achieved the expected standard in mathematics compared to 13% at national for the same pupil group.

Key Stage Four (KS4)

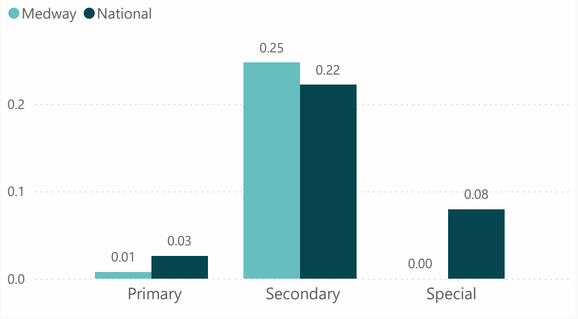
All includes matched pupils only
SEN includes matched pupils only, Statemented, SEN Support, Education Health and Care Plan

Permanent Exclusions (PEx) - AcYr 22/23

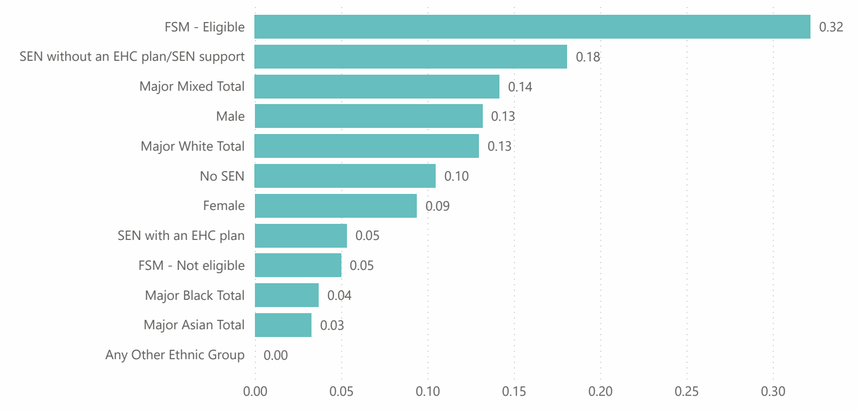
Permanent Exclusions



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	0.12
Abuse relating to disability	0.00	0.04
Bullying	2.70	0.74
Damage	1.35	2.84
Drug and alcohol related	10.81	4.57
Inappropriate use of social media or online technology	0.00	0.67
Persistent disruptive behaviour	18.92	38.52
Physical assault against a pupil	33.78	15.26
Physical assault against an adult	6.76	11.86
Racist abuse	1.35	0.51
Sexual misconduct	1.35	1.13
Theft	0.00	0.39
Use or threat of use of an offensive weapon or prohibited item	4.05	5.31
Verbal abuse or threatening behaviour against a pupil	8.11	5.22
Verbal abuse or threatening behaviour against an adult	9.46	12.32
Wilful and repeated transgression of protective measures in place to protect public health	1.35	0.50

PEx

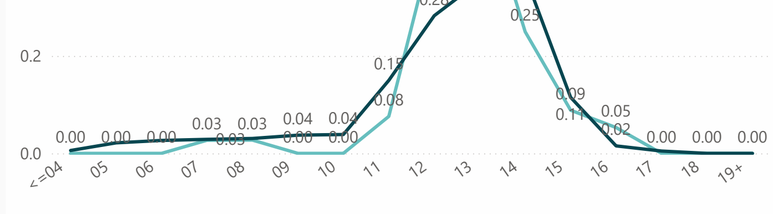
81 ▼ 5

Current ranking out of 151 LAs and place movement on the previous year

Closing the gap with the relative national group

Characteristic	Medway	National
EHCP	0.05	0.20
FSM	0.32	0.29
No Level of SEND	0.10	0.07
Non FSM	0.05	0.06
SEND Support	0.18	0.37

Permanent Exclusion Rate by Pupil Age

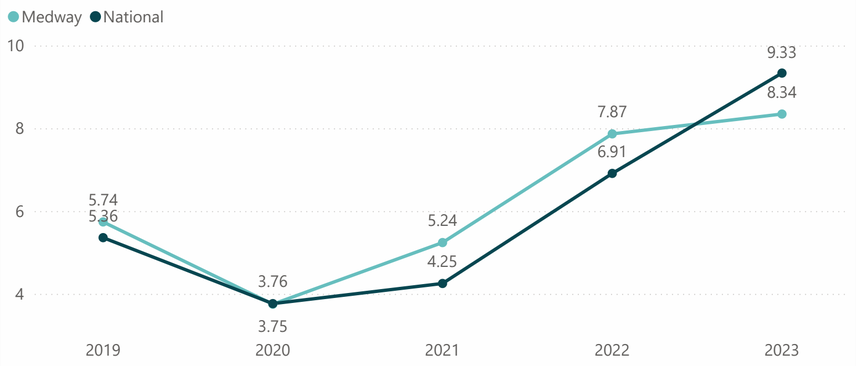


Since 2021 permanent exclusions have increased and followed the national trend. In the 2022-23 academic year there were 56 pupils permanently excluded. Since 2022, Medway's permanent exclusions matched the national rate. Persistent disruptive behaviour was the most frequently recorded reason for exclusion. Reasons for exclusion in Medway mirror those reasons nationally.

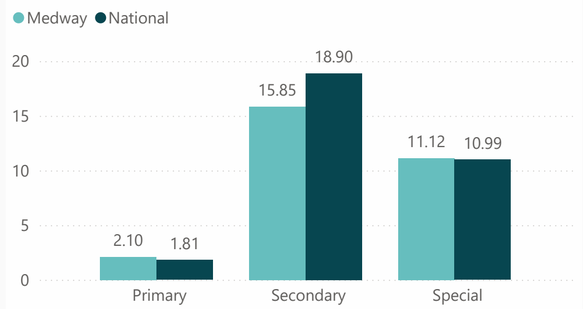
During 2022-23 exclusions have been predominantly secondary schools. Medway exclusions have exceeded the national profile for pupils aged between 12 and 14 years.

Suspensions (Susp) - AcYr 22/23

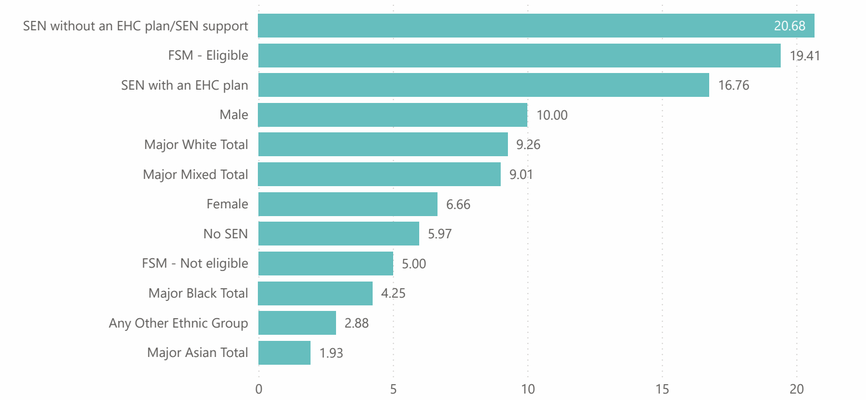
Suspensions



Suspension Rate by School Phase



Suspension - where the suspension lies



Reason for Suspension

Reason	Medway	National
Abuse against sexual orientation and gender identity	0.24	0.31
Abuse relating to disability	0.02	0.04
Bullying	1.08	0.95
Damage	3.59	2.93
Drug and alcohol related	1.98	2.60
Inappropriate use of social media or online technology	0.86	1.23
Persistent disruptive behaviour	45.17	47.96
Physical assault against a pupil	17.25	13.41
Physical assault against an adult	6.08	5.63
Racist abuse	1.30	1.25
Sexual misconduct	0.71	0.64
Theft	0.66	0.72
Use or threat of use of an offensive weapon or prohibited item	1.52	1.54
Verbal abuse or threatening behaviour against a pupil	4.28	4.36
Verbal abuse or threatening behaviour against an adult	15.20	16.05
Wilful and repeated transgression of protective measures in place to protect public health	0.04	0.36

Suspension

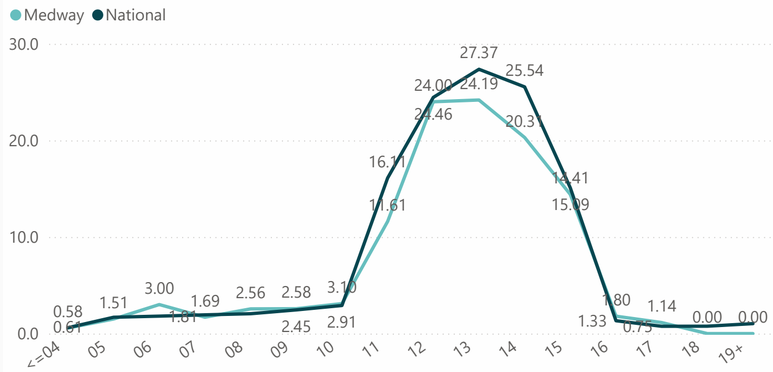
71 ▲ -36

Current ranking out of 151 LAs and place movement on the previous year

Closing the gap with the relative national group

Characteristic	Medway	National
EHCP	16.76	21.60
FSM	19.41	21.70
No Level of SEND	5.97	6.38
Non FSM	5.00	5.47
SEND Support	20.68	24.42

Suspension Rate by Pupil Age

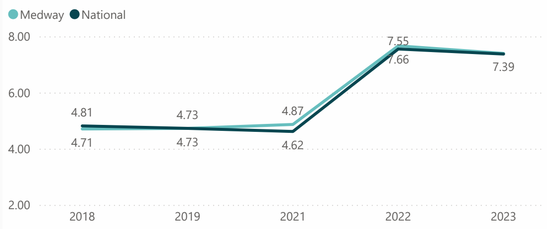


Medway's use of suspensions sharply rose between 2020- 2022 in excess of pre pandemic levels however during 2022-23 Medway has seen a decrease in the use of suspensions in comparison to national profile. Less pupils were suspended in secondary schools than compared to national.

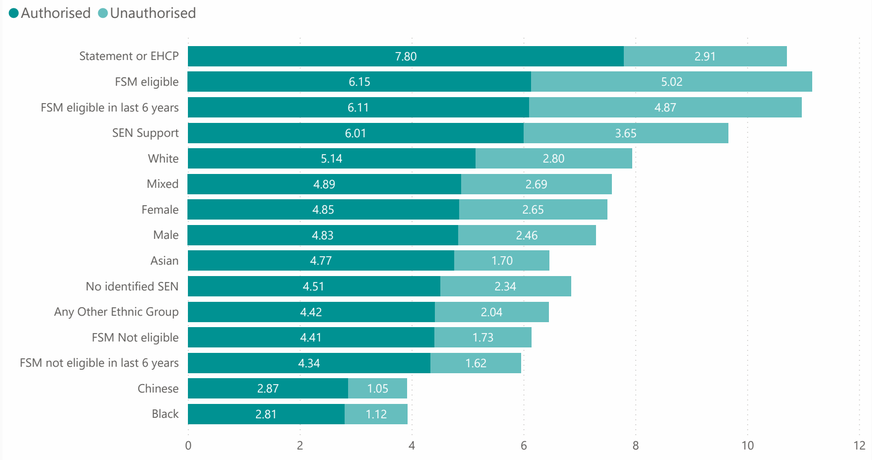
Similar to exclusions, the reason for the majority of suspensions was persistent disruptive behaviour.

Absence - AcYr 22/23

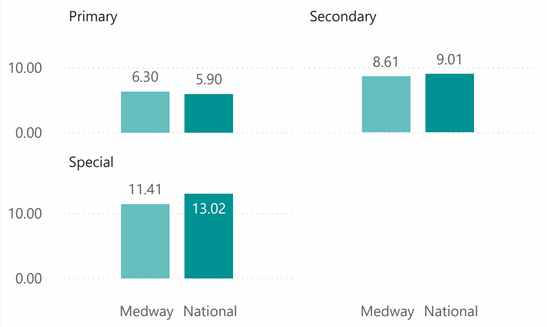
Overall Absence



Overall Absence - where the absence lies



Overall Absence by Phase



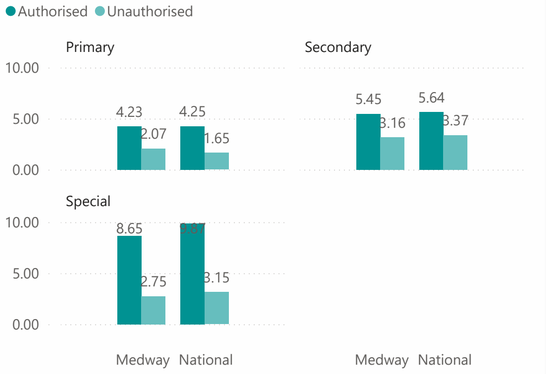
Overall Absence - Closing the Gap

	Medway	National
FSM eligible	11.16	11.11
Statement or EHCP	10.71	12.33
SEND Support	9.66	10.19
No level of SEND	6.85	6.64
Not eligible	6.14	6.11

Overall Absence

84 ▲ -2

Authorised & Unauthorised Absence by Phase



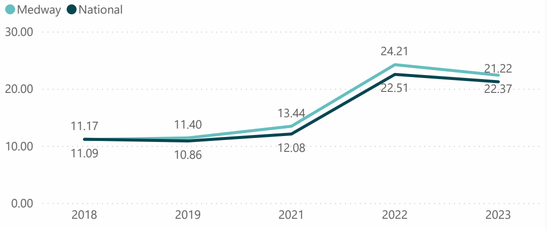
Authorised Absence

72 ▲ -16

Unauthorised Absence

93 ▬ 0

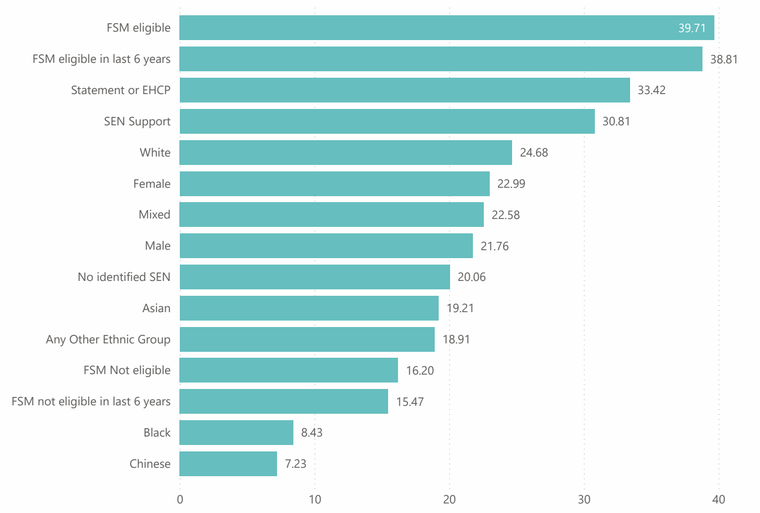
Persistent Absence



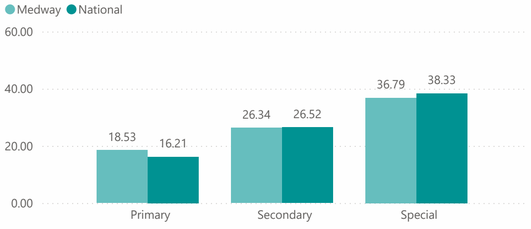
Persistent Absence - Closing the Gap

Persistent Absence	Medway	National
FSM eligible	39.71	36.50
No level of SEND	20.06	18.44
Not eligible	16.20	15.58
SEND Support	30.81	31.05
Statement or EHCP	33.42	35.97

Persistent Absence - where the absence lies



Persistent Absence by Phase



Persistent Absence

102 ▲ -13

Overall absence in Medway is in line with national.

It is notable that although the gap between those vulnerable groups of Medway learners who are persistently absent, compared to the same group nationally has reduced, Medway's persistent absence remains above national.

A greater number of Medway pupils are persistently absent in primary compared to national and Medway's secondary schools are in line with national for persistent absence.

Not in Education, Employment or Training (NEET)

NEET & Not Known 4 year trend

Measure	2021	2022	2023	2024
Medway NEET	3.4	2.9	3.0	
Medway Not Known	4.5	11.8	3.2	
National NEET	2.8	2.6	2.8	
National Not Known	2.7	2.2	2.4	

Current ranking out of 151 LAs and place movement on the previous year

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 my differ from data as it currently stands.

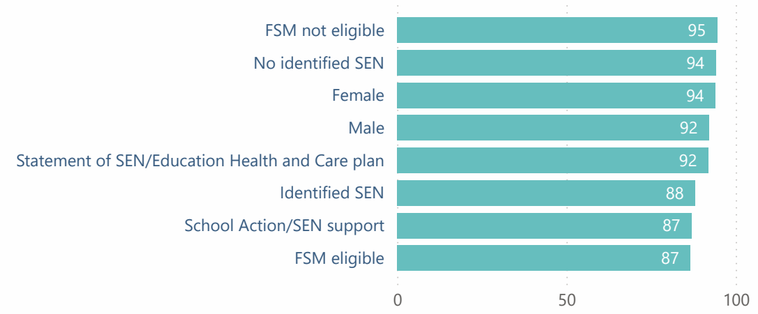
Destinations - AcYr 22/23

Proportion in Education / Employment

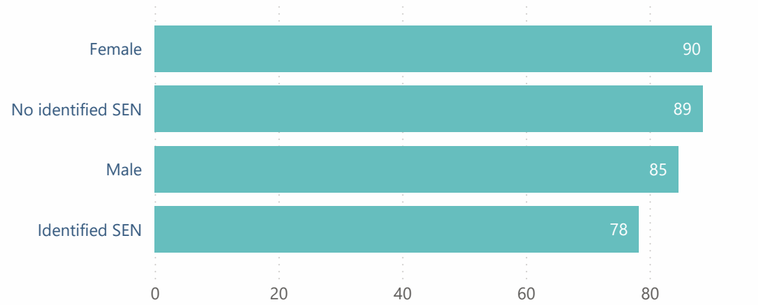
KS4

KS5

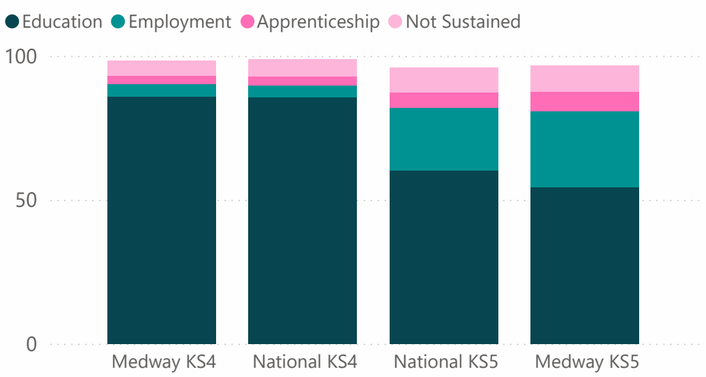
Key Stage 4 Education / Employment



Key Stage 5 Education / Employment



Key Stage 4 & Key Stage 5 Destinations Sustained



Destinations	Education	Employment	Apprenticeship	Not Sustained
Medway KS4	85.8	4.4	2.9	5.3
Medway KS5	54.4	26.4	6.9	9.0
National KS4	85.6	4.1	3.2	5.9
National KS5	60.3	21.6	5.3	8.7

Key Stage 5 - Higher Education (2020/21)

KS5 Higher Education Destination Details	Medway	National
Degrees	67.30	74.10
Higher Apprenticeships	2.50	2.30
Other study at Level 4/5	0.50	1.30
Percentage that progressed to higher education or training	70.30	77.80
Top third most selective Higher Education Institutions	20.90	31.20

KS4 Destination

73 ▲ -11

KS5 Destination

69 ▲ -38

Current ranking out of 151 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	94.1	93.9	88.6	87.5
School Action/SEN support	87.0	87.1		
Statement of SEN/Education Health and Care plan	91.9	88.2		

Appendicies

Appendix A

School Cohort - Early First Year - Yr14

LA / DfE	School Name	Cohort Total	Specialist Resourced Provision	SEN Unit
8872600	All Faiths Children's Academy	234	13	
8873093	All Saints Church of England Primary School	344		
8872215	Balfour Infant School	268		
8872214	Balfour Junior School	474		
8872396	Barnsole Primary School	668		
8872537	Bligh Primary School (Infants)	319		
8872492	Bligh Primary School (Juniors)	354		
8872646	Brompton-Westbrook Primary School	475		
8873760	Burnt Oak Primary School	457		
8872016	Byron Primary School	519		
8872017	Cedar Children's Academy	655		
8872209	Chattenden Primary School	215		
8872588	Cliffe Woods Primary School	421		
8872216	Crest Infant School	167		
8872208	Cuxton Community Infant School	179		
8872013	Cuxton Community Junior School	227		
8872684	Deanwood Primary School	217		
8872023	Delce Academy	352		
8872021	Elaine Primary School	298		
8873729	English Martyrs' Catholic Primary School	206		
8873759	Fairview Community Primary School	672		
8872401	Featherby Infant and Nursery School	299		
8872019	Featherby Junior School	360		
8872010	Gordons Children's Academy, Infant	163		
8872009	Gordons Children's Academy, Junior	320		
8872198	Greenvale Primary School	142		
8872211	Halling Primary School	389		
8872638	Hempstead Infant School	262		
8872403	Hempstead Junior School	356		
8872421	High Halstow Primary Academy	216		
8872499	Hilltop Primary Academy	460		
8872213	Hoo St Werburgh Primary School and Marlborough Centre	567	84	
8872439	Horsted Infant School	180		
8872506	Horsted Junior School	251		
8872003	Kingfisher Community Primary School	210		
8872007	Lordswood School	401		
8872199	Luton Primary School	675		
8872020	Maundene School	398		
8872623	Miers Court Primary School	419		
8872012	Napier Community Primary and Nursery Academy	593		
8872008	New Horizons Children's Academy	662		
8872202	New Road Primary School	360		
8872433	Oaklands School	449		
8872006	Oasis Academy Skinner Street	426		
8872494	Parkwood Primary School	526		
8872194	Peninsula East Primary Academy	242		
8872001	Phoenix Primary School	369		
8873757	Riverside Primary School	442	14	
8872025	Rochester Riverside Church of England Primary School	146		
8872004	Saxon Way Primary School	444		
8873752	St Augustine of Canterbury Catholic Primary School	203		
8873753	St Benedict's Catholic Primary School	202		
8873096	St Helen's Church of England Primary School, Cliffe	193		
8872002	St James Church of England Primary Academy	192		
8872412	Woodlands Primary School	765		

Appendix A

School Cohort - Early First Year - Yr14 continued

LA / DfE	School Name	Cohort Total	Specialist Resourced Provision	SEN Unit
8873095	St John's Church of England Infant School	55		
8873293	St Margaret's at Troy Town CofE Voluntary Controlled Primary School	221		
8873195	St Margaret's Church of England Junior School	363		
8872479	St Margaret's Infant School	303		
8873755	St Mary's Catholic Primary School	437		
8873756	St Mary's Island Church of England (Aided) Primary School	681		
8873712	St Michael's RC Primary School	453		
8873102	St Nicholas Church of England Voluntary Controlled Infant School	120		
8872665	St Peter's Infant School	79		
8873736	St Thomas More Roman Catholic Primary School	416		
8873732	St Thomas of Canterbury RC Primary School	223		
8873746	St William of Perth Roman Catholic Primary School	208		
8872549	Swingate Primary School	659		
8872015	Temple Mill Primary School	242		
8872592	Thames View Primary School	449		
8873758	The Pilgrim School (A Church of England Primary With Nursery)	227		
8872014	Twydall Primary School and Nursery	260	5	
8872022	Wainscott Primary School	458		
8872203	Walderslade Primary School	233		
8872011	Warren Wood Primary Academy	486		25
8872018	Wayfield Primary School	401		
8876906	Brompton Academy	1422		99
8875429	Chatham Grammar	980		
8874069	Fort Pitt Grammar School	932		
8874174	Greenacre Academy	926		
8874068	Holcombe Grammar School	1033		
8874004	Leigh Academy Rainham	630		
8874005	Maritime Academy	345		
8875420	Rainham Mark Grammar School	1535		
8874199	Rainham School for Girls	1630		
8874530	Sir Joseph Williamson's Mathematical School	1507		
8875436	St John Fisher Catholic Comprehensive School	1094		
8876905	Strood Academy	1306	1	
8875457	The Howard School	1532		
8874000	The Hundred of Hoo Academy	1785		29
8874001	The Robert Napier School	1050		
8875445	The Rochester Grammar School	1177		
8875451	The Thomas Aveling School	1234	15	
8876907	The Victory Academy	1192		
8874167	Walderslade Girls' School	834		
8874003	Waterfront UTC	341		
8877053	Abbey Court Foundation Special School	205		
8877042	Bradfields Academy	401		
8877031	Danecourt School	254		
8877000	INSPIRE Free Special School	68		
8877016	Rivermead School	181		
8871107	The Rowans	53		
8871108	Will Adams Academy	44		

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	0.00
8873093	All Saints Church of England Primary School	AC	0.00	0.57
8872215	Balfour Infant School	M	0.00	0.00
8872214	Balfour Junior School	AC	0.00	0.83
8872396	Barnsole Primary School	AC	0.00	0.00
8872537	Bligh Primary School (Infants)	AC	0.00	1.23
8872492	Bligh Primary School (Juniors)	AC	0.00	6.10
8872646	Brompton-Westbrook Primary School	AC	0.00	1.78
8873760	Burnt Oak Primary School	M	0.00	8.83
8872016	Byron Primary School	ASL	0.00	0.58
8872017	Cedar Children's Academy	ASL	0.00	4.19
8872209	Chattenden Primary School	AC	0.00	0.00
8872588	Cliffe Woods Primary School	AC	0.00	0.00
8872216	Crest Infant School	M	0.00	0.00
8872208	Cuxton Community Infant School	AC	0.00	1.11
8872013	Cuxton Community Junior School	ASL	0.00	0.00
8872684	Deanwood Primary School	AC	0.00	0.48
8872023	Delce Academy	AC	0.00	13.09
8872021	Elaine Primary School	ASL	0.00	0.66
8873729	English Martyrs' Catholic Primary School	M	0.00	0.99
8873759	Fairview Community Primary School	M	0.00	0.30
8872401	Featherby Infant and Nursery School	AC	0.00	0.00
8872019	Featherby Junior School	ASL	0.00	0.88
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	7.27
8872211	Halling Primary School	AC	0.00	1.86
8872638	Hempstead Infant School	M	0.00	0.00
8872403	Hempstead Junior School	M	0.00	0.28
8872421	High Halstow Primary Academy	AC	0.00	0.00
8872499	Hilltop Primary Academy	AC	0.00	1.38
8872213	Hoo St Werburgh Primary School and Marlborough Centre	AC		
8872439	Horsted Infant School	M	0.00	0.00
8872506	Horsted Junior School	M	0.00	0.00
8872003	Kingfisher Community Primary School	ASL	0.00	1.37
8872007	Lordswood School	ASL	0.00	3.17
8872199	Luton Primary School	AC	0.00	6.23
8872020	Maundene School	ASL	0.00	0.00
8872623	Miers Court Primary School	AC	0.00	0.00
8872012	Napier Community Primary and Nursery Academy	ASL	0.00	0.34
8872008	New Horizons Children's Academy	ASL	0.00	2.35
8872202	New Road Primary School	M	0.00	15.83
8872433	Oaklands School	AC	0.00	1.40
8872006	Oasis Academy Skinner Street	ASL	0.00	4.15
8872494	Parkwood Primary School	M	0.00	0.00
8872194	Peninsula East Primary Academy	AC	0.00	2.82
8872001	Phoenix Primary School	ASL	0.28	5.29
8873757	Riverside Primary School	AC	0.25	1.23
8872004	Saxon Way Primary School	ASL	0.00	0.00
8873752	St Augustine of Canterbury Catholic Primary School	M	0.00	0.00
8873753	St Benedict's Catholic Primary School	AC	0.00	0.00
8873096	St Helen's Church of England Primary School, Cliffe	M	0.00	7.11
8872002	St James Church of England Primary Academy	ASL	0.00	0.50
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	1.78
8873195	St Margaret's Church of England Junior School	AC	0.00	0.00

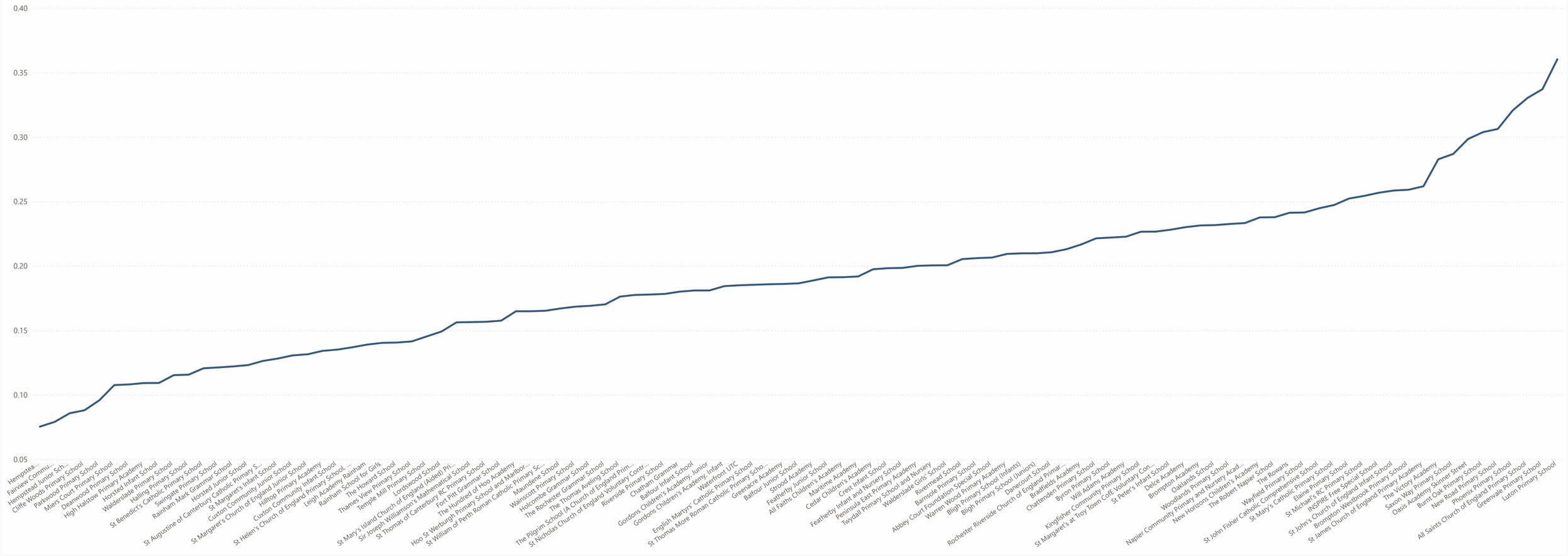
Appendix B

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	0.00
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		
8872665	St Peter's Infant School	M	0.00	1.06
8873736	St Thomas More Roman Catholic Primary School	M	0.00	1.44
8873732	St Thomas of Canterbury RC Primary School	M	0.00	0.00
8873746	St William of Perth Roman Catholic Primary School	M	0.00	0.00
8872549	Swingate Primary School	M	0.00	0.76
8872015	Temple Mill Primary School	ASL	0.00	5.26
8872592	Thames View Primary School	AC	0.00	4.23
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	6.91
8872022	Wainscott Primary School	ASL	0.00	1.32
8872203	Walderslade Primary School	AC	0.00	0.00
8872011	Warren Wood Primary Academy	ASL	0.00	10.70
8872018	Wayfield Primary School	AC	0.00	3.57
8876906	Brompton Academy	ASL	0.07	23.59
8875429	Chatham Grammar	AC	0.11	1.38
8874069	Fort Pitt Grammar School	AC	0.00	0.78
8874174	Greenacre Academy	AC	0.51	39.35
8874068	Holcombe Grammar School	AC	0.09	7.12
8874004	Leigh Academy Rainham	FS	0.00	6.42
8875420	Rainham Mark Grammar School	AC	0.00	3.06
8874199	Rainham School for Girls	AC	0.06	22.96
8874530	Sir Joseph Williamson's Mathematical School	AC	0.00	0.34
8875436	St John Fisher Catholic Comprehensive School	M	0.59	28.61
8876905	Strood Academy	ASL	0.00	18.85
8875457	The Howard School	AC	0.20	11.27
8874000	The Hundred of Hoo Academy	ASL	0.12	8.87
8874001	The Robert Napier School	ASL	1.35	34.14
8875445	The Rochester Grammar School	AC	0.00	2.03
8875451	The Thomas Aveling School	AC	0.17	11.12
8876907	The Victory Academy	ASL	0.76	26.26
8874167	Walderslade Girls' School	AC	0.79	43.58
8874003	Waterfront UTC	UTC	0.75	37.45
8877053	Abbey Court Foundation Special School	M	0.00	0.00
8877042	Bradfields Academy	ASC	0.00	14.13
8877031	Danecourt School	ASC	0.00	0.84
8877000	INSPIRE Free Special School	FSS	0.00	90.16
8877016	Rivermead School	ASC	0.00	3.87

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	209	91.9	104	86.5
8875429	Chatham Grammar	Selective	176	96.0	60	93.3
8874069	Fort Pitt Grammar School	Selective	115	93.9	111	93.7
8874174	Greenacre Academy	Non-Selective	165	91.5	68	67.6
8874068	Holcombe Grammar School	Selective	146	97.3	154	94.8
8875420	Rainham Mark Grammar School	Selective	211	98.1	172	91.9
8874199	Rainham School for Girls	Non-Selective	267	96.3	160	88.8
8874530	Sir Joseph Williamson's Mathematical School	Selective	215	99.1	199	88.9
8875436	St John Fisher Catholic Comprehensive School	Non-Selective	126	92.1	68	92.6
8876905	Strood Academy	Non-Selective	229	91.3	61	82.0
8875457	The Howard School	Non-Selective	254	90.6	115	87.8
8874000	The Hundred of Hoo Academy	Non-Selective	225	90.2	65	83.1
8874001	The Robert Napier School	Non-Selective	171	87.7	48	70.8
8875445	The Rochester Grammar School	Selective	200	99.0	99	92.9
8875451	The Thomas Aveling School	Non-Selective	191	89.0	102	89.2
8876907	The Victory Academy	Non-Selective	158	84.8	47	70.2
8874167	Walderslade Girls' School	Non-Selective	159	95.0	58	79.3
8874003	Waterfront UTC	Non-Selective	54	85.2	27	85.2
8877053	Abbey Court Foundation Special School		7	100.0		
8877042	Bradfields Academy		36	97.2		
8877000	INSPIRE Free Special School		11	54.5		
8877016	Rivermead School		23	100.0		
8871107	The Rowans		21	42.9		
8871108	Will Adams Academy		39	76.9		

Medway	93.1	87.7
Selective	97.6	92.2
Non - Selective	91.0	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	The sum of (see table below for points); Best English grade (either Literature or Language)- Double weighted if taken both qualifications Mathematics score- Double Weighted 3 of the best Ebacc qualifying subject grade (i.e. Sciences, Computer Science, Geography, History and languages) 3 other approved qualifications grades (GCSE's and other approved academic, arts or vocational qualifications) In 2017, new GCSE qualifications in English and Mathematics, graded 1-9, with others to follow in 2018 and 2019. To minimise change, unreformed GCSEs and all qualifications will be mapped onto the 1-9 scale from 2017 (with 8.5 being the maximum points available for unreformed GCSEs).
Authorised and unauthorised absence	A Child's Absence From School May Be Classed As Authorised At The Discretion Of The School E.G. Illness. This Means That The Parents Do Not Risk Prosecution. If A Child's Absence Is Unauthorised, For Example, A Family Holiday During Term Time, The Parents May Be Fined By The School Or Prosecuted By The Local Authority.
Below Floor- Internal use only, officially discontinued	Primary: A School Is Considered Below Floor If Less Than 65% Meet The Expected Attainment Standard In Reading, Writing And Mathematics And The School Does Not Achieve Sufficient Progress In All Three Subjects: Below -5 In Reading, -5 In Mathematics And -7 In Writing Secondary: A School Is Considered Below Floor If They Attained A Progress 8 Value Of -0.5 With The Upper Confidence Interval (Ci) Below 0.
Coasting- internal use only, officially discontinued	Primary: A School Is Considered Coasting If They Achieve Below 85% In The Expected Standard And Achieve Below Any Of Following Progress Vales; -2.5 Average Progress In Reading -3.5 Average Progress In Writing -2.5 Average Progress In Mathematics Secondary: A School Is Considered Coasting If Their Progress 8 Score Was Below -0.25 In 2016, 2017 And 2018.
Combined measure expected standard	The Measure Of Pupils Who Achieved The Expected Standard In The Reading, Writing And Mathematics In Key Stage 2.
Confidence Intervals	A Range Of Values In Which We Can Be 90% Confident That The Values Lie Between. This Probability Of Confidence Can Differ E.G. 95% Dependent On Certainty. Smaller Confidence Intervals Are More Preferable As They Indicate A Smaller Range Of Values. Where Confidence Intervals Do Not Overlap We Can Be Sure Of A Significant Difference Between Values.
Destinations	The Department Of Education Now Includes A Destination Measure As A Fifth Headline Indicator For School Accountability. This Will Show The Percentage Of Pupils Who Went On To Sustained Education, Employment Or Training During The Year After They Finished Their Key Stage 4 (Or 5) Qualifications. This Is A Different Cohort To That Seen In The Neet Measure.

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: • 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) The Early Learning Goals In The Specific Areas Of Mathematics And Literacy.

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 Supper Output Area
Minimum Standards- Internal use only, officially discontinued	Minimum Standards For KS5 Are Separate For Academic, General And Technical. If A School Is Below These Thresholds They Are Seen As Underperforming. A Provider Will Be Seen As Underperforming If; 1) Its Academic Or Applied General Value Added Score Is Below Threshold (-0.52 For Academic, -0.65 General); And 2) Its Value Added Score Is Statistically Significantly Below The National Average (I.E. Both The Upper And Lower Confidence Intervals Are Below 0).
NEET	Not In Education, Employment Or Training. Local Authorities (Las) Were Previously Responsible For Tracking From Ages 15 To 19, And To 20- 25 Year Olds With A Statement Of Educational Need Or Disability (Send). From September 2016 The Department Of Education (Dfe) Relaxed The Requirement On Authorities To Track Academic Age 18 Year Olds. Las Are Now Only Required To Track And Submit Information About Young People Up To The End Of The Academic Year In Which They Have Their 18Th Birthday I.E. Academic Age 16 And 17-Year-Olds. Young People With An Ehcp Should Still Be Tracked And Reported On Until Their Ehcp Ceases. This May Be Up Until The Age Of 25. The Responsible Authority Is Based On Locality Of Residence.
Persistent Absence	An individual is considered persistently absent if they are absent for 10% or more sessions. This percentage equates to 38 sessions for terms1-6. The criteria prior to 2011 was set at 20% in 2015 it was set at 15%.
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)	These scores show how much progress pupils at this school made in reading, writing and maths between the end of key stage 1 and the end of key stage 2, compared to pupils across England who achieved similar results at the end of key stage 1. The scores are calculated by comparing the key stage 2 test and assessment results of pupils at this school with the results of pupils in schools across England who started with similar assessment results at the end of key stage 1. Confidence intervals are included to indicate how confident we can be that we are statistically significant above or below national with low levels of overlap.
Progress 8	A measure of expected progress against results at KS2. The progress a pupil makes from the end of primary school to the end of key stage 4. It is a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils with the same prior attainment. Most schools score between -1 and +1. If a school scores +1 and above, it shows that pupils made exceptionally good progress. A negative progress score does not mean pupils made no progress, but the pupils in the school made less progress than expected compared to other pupils across England with similar results at the end of key stage 2. Confidence intervals are included to indicate how confident we can be that we are statistically significant above or below national with low levels of overlap.
Progress Key Stage 5 measure	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.

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
01. Context Summary	01 - Population Rise on Previous Year https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics 02 - Deprivation Ranking 03 - Percentage of SEN Support and EHCP within the school population https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england 04 - Children Looked After (CLA) per pop.10,000 https://explore-education-statistics.service.gov.uk/find-statistics/children-looked-after-in-england-including-adoptions 05 - Free School Meal (FSM) - percentage of pupils eligible and eligible and claiming https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics 06 - IDACI by LSOA
02. Overview of Medway Schools	01 - Type of school and number on roll 000-Analysis - Cohort per School by GENDER W:\Management_Team\Policy_Unit\Management_Info\School Census\AcYr 2023 2024\ 02 Spring 2023-2024\04 - Database\00 - Access Database \ Spring 2024 school census \ Queries \ 000-Analysis - Cohort per School by GENDER 09 January W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\ All Schools DfE Everything\2023 2024\ 09 January v2 02 - Phase of Education - Good or Outstanding Ofsted - Overall Effectiveness W:\Management_Team\Policy_Unit\Management_Info\Outside_Agencies_&_Orgs\Ofsted\Monthly reports for indicators\2023-2024 Fin Yr\ Ofsted Inspections Workbook FY 2023-2024 (2024-01-end January) new dashboard 03 - Known to be eligible for FSM https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics 04 - Top 10 Languages 0-PUPILS FOR ANALYSIS - FSM period all W:\Management_Team\Policy_Unit\Management_Info\School Census\AcYr 2023 2024\02 Spring 2023-2024\04 - Database\00 - Access Database\Spring 2024 school census\ Queries\ 0-PUPILS FOR ANALYSIS - FSM period all 09 January W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\All Schools DfE Everything\2023 2024\09 January v2 Language Codes https://www.gov.uk/guidance/complete-the-school-census/find-a-school-census-code#Language 05 - Language other than English https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics 06 - Ethnicity by School Phase https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics 0-PUPILS FOR ANALYSIS - FSM period all W:\Management_Team\Policy_Unit\Management_Info\School Census\AcYr 2023 2024\02 Spring 2023-2024\04 - Database\00 - Access Database\Spring 2024 school census\ Queries\ 0-PUPILS FOR ANALYSIS - FSM period all 09 January v2 W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\All Schools DfE Everything\2023 2024\09 January v2 Ethnicity Codes https://www.gov.uk/guidance/complete-the-school-census/find-a-school-census-code#Ethnicity 07 - Special Education Need (SEN) by Phase of Education https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2024 W:\Management_Team\Policy_Unit\Management_Info\Chief Inspector Report\Academic Year 2023 2024 - Jan 25\01 - Data\Backing Data\02. Overview of Medway Schools\z SFR\special_educational_needs_in_england_2023-24\data 08 - Special Education Need (SEN) - Primary Need by Phase of Education https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2024 W:\Management_Team\Policy_Unit\Management_Info\Chief Inspector Report\Academic Year 2023 2024 - Jan 25\01 - Data\Backing Data\02. Overview of Medway Schools\z SFR\special_educational_needs_in_england_2023-24\data

Source

Measure	Source
03. Key Stage	00 - EYFS https://explore-education-statistics.service.gov.uk/find-statistics/early-years-foundation-stage-profile-results/2023-24 01 - PHO https://explore-education-statistics.service.gov.uk/find-statistics/phonics-screening-check-attainment/2023-24 02 - KS2 https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2023-24 03 - KS4 04 - KS5 https://explore-education-statistics.service.gov.uk/find-statistics/a-level-and-other-16-to-18-results/2023-24
04. Exclusions	https://explore-education-statistics.service.gov.uk/find-statistics/suspensions-and-permanent-exclusions-in-england
05. Absence	https://explore-education-statistics.service.gov.uk/find-statistics/pupil-absence-in-schools-in-england/2022-23
06. Not in Education, Employment or Training (NEET)	
07. Destinations	01 - Key Stage 4 Destination Measures https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures/2022-23 02 - 16 - 18 Destination Measures https://explore-education-statistics.service.gov.uk/find-statistics/16-18-destination-measures/2022-23 03 - Progression to higher education or training https://explore-education-statistics.service.gov.uk/find-statistics/progression-to-higher-education-or-training/2022-23
08. Appendicies	Appendix A 000-Analysis - Cohort per School SEN resourced provision W:\Management_Team\Policy_Unit\Management_Info\School Census\AcYr 2023 2024\02 Spring 2023-2024\04 - Database\00 - Access Database \Queries\000-Analysis - Cohort per School SEN resourced provision 000-Analysis - Cohort per School SEN UNIT W:\Management_Team\Policy_Unit\Management_Info\School Census\AcYr 2023 2024\02 Spring 2023-2024\04 - Database\00 - Access Database \Queries\000-Analysis - Cohort per School SEN UNIT 09 January W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\All Schools DfE Everything\2023 2024\ 09 January v2 Appendix B 09 January W:\Management_Team\Policy_Unit\Management_Info\Admin-MI team\School Info\All Schools DfE Everything\2023 2024\ 09 January v2 http://dbsqlsynergypr/reports/report/Tribal/Reports/DM%20Reports/Exclusions/Exclusions%20-%20Date%20Range%20sen%20and %20genderworking%20v2 Appendix C 000-Analysis - Cohort per School by IDACI Year Group W:\Management_Team\Policy_Unit\Management_Info\School Census\AcYr 2023 2024\02 Spring 2023-2024\04 - Database\ 00 - Access Database\Spring 2024 school census\Queries\000-Analysis - Cohort per School by IDACI Year Group Appendix D 01 - Key Stage 4 Destination Measures https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-destination-measures/2022-23 - 04 - ks4_dm_ud_202223_inst_prov 02 - 16 - 18 Destination Measures https://explore-education-statistics.service.gov.uk/find-statistics/16-18-destination-measures/2022-23 - 05 - 1618_dm_ud_202223_inst_prov
09. CiC - CLA (SSDA903)	Key Stage on a Page (CLA) (Keypas) Nexus| Nova | Reports | Cross Key Stage | Key Stage on a Page (CLA) | 2024 | Keypas | Matched pupils only Key Stage on a Page (CLA) (Keypas) - SEN Nexus| Nova | Reports | Cross Key Stage | Key Stage on a Page (CLA) | 2024 | Keypas | Matched pupils only | Statemented, SEN Support, Education, Health and Care Plan