



Children and Young People Overview and Scrutiny committee

8 January 2026

Annual Report on School Performance for the Academic Year 2024 to 2025

Report from: Lee-Anne Farach, Director of People, Children and Adults'

Author: Rebecca Smith, Lead Education Professional

Summary

The Medway Annual Schools' Performance Report 2024-25 is attached at Appendix

1. This report summarises the Medway's schools performance for the academic year 2024-25.

1. Recommendation

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

2. Budget and policy framework

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

The report supports our vision for a Child Friendly Medway.

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

3. Background

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

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

- 3.2 Education policy in Medway reflects the council's ambition that all schools should be good or outstanding in order that life chances for all children and young people are improved. This ambition is being secured by working in partnership with education leaders, governors, trusts, the Regional Director and the Regions Group, the Department for Education (DfE) and Ofsted.
- 3.3 Both the Local Authority and the Regional Director have mechanisms in certain circumstances to intervene where there are concerns about school performance, including leadership and governance. Such intervention may include formal warning notices, removal of governing bodies and, in the case of academies, re-brokerage to another Multi Academy Trust (MAT).

4. Performance summary and highlights

4.1. Inspection Outcomes

96.3% of our schools were judged by Ofsted to be Good or Outstanding. 100% of our PRUs and Special Schools are judged by Ofsted to be good or Outstanding.

4.2. Early Years Foundation Stage (EYFS)

More pupils in Medway achieved a good level of development in the EYFS in 2024/25 compared to 2023/24, and performance in this measure remains above national.

In 2025, 27% of pupils in Medway with SEN support achieved Good Level of Development (GLD). In 2024, Medway was 4.5pp below national but national achieved 26.4% in 2025 creating a 0.6pp gap.

In 2025, 3.2% of pupils in Medway with an EHCP achieved GLD, an increase of 0.8pp compared to 2024. National increased by 0.2pp to 4% with the gap narrowing to 1.4pp in 2024 to 0.8pp in 2025.

4.3. Phonics

Medway Y1 performance in 2024/25 improved by 1pp when compared to 2023/24. Medway remains below national, but the gap has reduced to 3pp.

Outcomes have improved in Y1 by 1pp when compared to the outcomes achieved in 2022/23. However, performance continues to be below national with the gap decreasing from 4pp in 2023/24 to 3pp in 2024/25.

In 2025 the performance of SEN support pupils in Medway was 5pp below national at 47%, an increase of 2pp compared to 2024.

In 2025, 10% of pupils with an EHCP achieved the expected standard in Phonics, an increase of 1pp in 2024, compared to 20% at national which did not increase when compared to the previous year.

4.4. **Key Stage 1**

End of key stage 1 assessment ceased to be statutory from September 2023, and therefore data is no longer collected by Medway LA or the DfE on performance at the end of this key stage.

4.5. **Key stage 2**

Medway's average combined Reading Writing and Maths (RWM) score has slightly decreased compared to

last year whilst national has improved. This means the gap has widened in 2024/25 compared to 2023/24 when Medway matched national.

In 2025, pupils in Medway with SEN support achieving the expected standard in the combined RWM measure was 26%, with the gap to national increasing from 1pp in 2024 to 2pp below national in 2025.

In 2025, 11% of pupils in Medway with an EHCP achieved expected standard in the combined RWM measure, an increase compared to 2025.

National remained the same for this pupil group.

4.6. **Key stage 4**

The percentage of pupils being entered in 2025 for the full English Baccalaureate (EBacc) was 52.2% in Medway, an increase when compared to 2024. National fell from 46.1 in 2024 to 40.5 in 2025.

In 2025, the percentage of pupils in Medway with SEN support entering the English Baccalaureate was 24.6%, compared to 15.4% in 2024. 21% of pupils with SEN Support entered the EBacc at national.

In 2025, the percentage of pupils in Medway with an EHCP entering the English Baccalaureate was 4.4% compared to 5.1% at national. In Medway, this is an increase when compared to the previous year.

The average attainment 8 score in Medway improved and matched national which remained the same when compared to 2024.

In 2025, the KS4 average attainment 8 score of pupils in Medway with SEN support was slightly below national. Both Medway and national improved thus narrowing the gap between Medway and national.

In 2025, the KS4 average attainment 8 score of pupils in Medway with an EHCP improved. National also improved with the gap between Medway and national narrowing when compared to 2024.

The percentage of pupils achieving a standard pass, grade 4 or above, in English and mathematics in Medway decreased compared to 2024. National

also fell, noting that the gap with Medway to national has widened between 2024 to 2025.

In 2025, a higher number of pupils in Medway with SEN support achieved 4+ in English and mathematics compared to 2024. National also improved. Medway remains below national with the gap narrowing.

In 2025, a greater number of pupils in Medway with an EHCP achieved 4+ in English and mathematics compared to 2024. This is 2pp below the national figure which saw an improvement on 2024.

The percentage of pupils achieving a higher pass, grade 5 or above, in English and mathematics in Medway was 43.9%, a decrease compared to 2024. National fell by 0.7pp to 45.2% meaning the gap with Medway has widened in 2025.

In 2025, pupils in Medway with SEN support achieving 5+ in English and mathematics improved compared to 2024. National also improved. Medway remains below national with the gap narrowing.

In 2025, a greater number of pupils in Medway with an EHCP achieved 5+ in English and mathematics compared to 2024. This matches national which saw an improvement, for the same pupil group.

4.7. Key Stage 5

Medway's average point score achieved per A-level entry in 2025 decreased compared to 2024. The average KS5 average point score at national increased that resulted in the gap between national and Medway widening.

In 2025, the KS5 average point score per A level entry of pupils in Medway with SEN support was below national. Both Medway and national improved in 2025 with gap narrowing.

In 2025, the KS5 average point score per A level entry of pupils in Medway with an EHCP declined compared to the previous year. National improved.

The percentage of Medway pupils achieving AAB in 2 facilitating subjects decreased against an increase in the same measure at national.

In 2025, pupils in Medway with SEN support achieving AAB in 2 facilitating subjects reduced compared to national.

In 2025, 0% of pupils in Medway with an EHCP achieved AAB in 2 facilitating subject compared to an increase in national from 2024 to 2025.

4.8. Suspension and Exclusions:

The permanent exclusion rate in the secondary school phase and at Specialist school is higher than the national average. This was the same for Secondary schools in 2022/23 but different for Specialist Schools.

Suspension rates in Medway primary, secondary and special schools are

higher than the national average and are continuing to rise. Pupils with SEN identified, eligible for FSM and white male were most excluded during 2023/24.

5. Risk management

- 5.1. The LA shares with its schools the wish to provide an excellent education for all learners in the area. It is required to work effectively with its schools and academies to ensure that its actions promote this objective.
- 5.2. Medway regularly risk assesses the schools and categorises them to determine the appropriate level of support and action. Decision making is based on a clear evidence base, drawing on both the performance data and shared understanding of each school to identify which are performing well, which are under-performing, and which are vulnerable. All schools are evaluated so that no school is left without the offer of support. The school effectiveness strategy sets out this process.
- 5.3. Priorities within the strategy are to ensure:
 - *all schools at risk of being eligible for intervention (see Annex 5 and the summary in Annex 6) under section 60 (2) of the Education and Inspections Act, 2006 are identified through quality assurance and monitoring protocols.*
 - *informal notices are given to schools that LA officers believe are eligible for intervention (an informal warning notice being a written notification to the governing body of a maintained schools).*
 - *warning notices under section 60 (2) of the 2006 Act are issued in all instances where school effectiveness officers are satisfied that either conditions (a), (b) or (c) are met, and an informal notice has been served or deemed to be inappropriate in the particular circumstances of the school concerned.*
 - *maintained schools judged to require improvement are supported to be good swiftly; and*
 - *LA officers cooperate with the office of the Regional Director to ensure appropriate arrangements are made for any maintained school judged to be inadequate.*

6. Financial implications

- 6.1. The Local Authorities Dedicated School Grant (DSG) allocation is calculated in four separate funding blocks (Schools, Early Years, High Needs and the Central Service Schools Block) using national funding formulas.
- 6.2. The DSG is calculated initially using the pupil numbers for all schools in Medway, including academies. Subsequently the Education Skills Funding

Agency will reduce the Council's DSG allocation in respect of schools that have converted to academies.

- 6.3. Schools receive a separate grant to improve the attainment of pupils from deprived backgrounds based on pupils eligible for a free school meal, children in care and children with a parent in the armed forces.
- 6.4. Schools receive a SEND Notional budget to provide for the additional SEND needs of children up to £6000 above the core pupil funding.
- 6.5. The High Needs DSG Budget funds the additional SEND support over and above the SEND Notional budget. This is currently in deficit. A High Needs Budget Recovery Plan (the Safety Valve Plan) is in place to control the spend and remove the deficit.

7. Legal implications

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

Lead officer contact

Rebecca Smith, Lead Education Professional
Email: rebecca.smith@medway.gov.uk

Appendices

Appendix 1 Schools Annual Performance Report

Background papers

None