

- responsible for quality assurance across a range of measures
- responsible for the administration of statutory assessment through statutory briefings on delivering the phonic check and key stage one and two assessments, monitoring the administration of statutory assessment tests, and delivering moderation and the consensus of standards in reading, writing and mathematics against the key stage one and two teacher assessment frameworks
- a facilitator of support to colleagues at all points of their career, from early career teachers to executive leaders and into system leadership, in partnership with the local teaching school hub and Canterbury Christ Church University
- a developer of system leadership through the promotion of best practice within learning zones and online collaboration through the use of e.g. *The Medway Reading Collaborative and Curriculum Diversity* professional communities
- a conduit for integrated working between schools and the Council. It promotes and engages schools with Council initiatives including *Child Friendly Medway, Positive Behaviour Support programme, Family and Schools Together*: healthy eating programmes, and *climate change*
- the connection between schools and SACRE
- responsible for the role of local authorities in the intervention of *Schools Causing Concern*, for LA maintained schools (in line with the September 2022 DfE guidance)

School Effectiveness...

working to build an effective **school-to-school support system**,

based on **collaboration** and **shared effort**,

that supports schools to be increasingly **autonomous** and **responsible** for their own improvement.

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School Effectiveness



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Core Purpose

The School Effectiveness service works in partnership with education leaders, governing bodies, trusts, the Regional Director (formally called Regional School Commissioner), the Department for Education and Ofsted. The service works to secure the Council ambitions, that all children and young people receive a high standard of education locally that prepares them well for a successful future and that schools are rich diverse communities, inclusive of all children and young people.

It also works alongside leaders, in collaboration with wider stakeholders, supporting strategic education partnerships within Medway and across the Southeast region. Within the landscape of national change, the focus of this team is to facilitate system leadership and support the strategic coherence and effectiveness of education delivery locally.

The service also fulfils the statutory duties of the Council which are broadly contained within the 1996 Education Act 13a; *to promote high standards within education*, which permeates all aspects of the Council's plans. This educational excellence role is the responsibility of the Director of Children and Adult Services and the Lead Member for Children's Services, supported by the portfolio holder for Educational Attainment and Improvement.

Working in partnership to ensure all learners reach their potential in education

- ⇒ **Medway Education Partnership Group**
- ⇒ **Medway headteacher associations (MELA & MSHA)**
- ⇒ **The four Medway learning zones**
- ⇒ **SEND Partnership Board**
- ⇒ **Inclusive Education Oversight Group**
- ⇒ **Medway Cultural Strategy**
- ⇒ **Child Friendly Medway**
- ⇒ **Thames Gateway Teaching School Hub**
- ⇒ **Medway and Swale ICP Children's Clinical and Professional Advisory Board**
- ⇒ **Medway Emotional Health and Well Being Board**

Championing the best interests of children

Continuing to monitor the performance of all schools in Medway is a key aspect of the School Effectiveness team's work. This is irrespective of whether they are academies, community schools, voluntary aided or controlled schools or free schools. The team draw on the full range of quantitative performance data available, such as national test and examination results, exclusions, the performance of SEND pupils, attendance and Ofsted data in order to evidence priorities and strategic thinking.

Operational Role of the Service

The School Effectiveness service champions the best interests of children by monitoring the performance of all schools in Medway, irrespective of whether they are academies, community schools, voluntary aided or controlled schools or free schools.

The service draws on the full range of information available to it, including quantitative performance data, national tests, examination results, inclusion data and Ofsted reports, and softer intelligence such as levels of complaints and compliments. There is a sharp focus on providing support for those that are identified as vulnerable or who are dealing with particularly challenging circumstances, whether that be an individual pupil, group or whole school concern. Tracking is used to provide an evidence base for priorities and strategic planning.

School Effectiveness is...

- a strategic partner within Medway Education Partnership Group to align local priorities with the Government's five key areas within the White Paper *'Opportunity for all: strong schools with great teachers for your child'* (March 2022): *sufficiency, admissions, safeguarding, attendance and ensuring quality*
- responsible for co-ordinating intelligence and the registering of risk across the education service beyond school effectiveness, including attendance, inclusion, safeguarding, SEND, admissions, finance, governance, health and safety, human resources and property
- responsible for the analysis of performance at key stages 1, 2, 4 and 5, identifying strategic strengths and development areas and communication to all stakeholders, ensuring that a coherent message of improvement informs improvement planning

Performance data 2021/22

- 97%** Positive service feedback
- 4843** Referrals
- 168** Attendance clinics
- 639** Pre-proceeding panels
- 232** Prosecuted court cases for poor school attendance - hearings Autumn 2022
- 1371** Penalty Notices issued
- 1238** for unauthorized leave of absence (holidays)
- 133** Penalty Notices issued for unauthorized absence
- 51** Child Employment Permits
- 132** Child Performance Licenses
- 271** Chaperone Licenses

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Attendance and Advisory Service to Schools and Academies



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Local authorities have a statutory duty to provide a range of services to their communities.

The AASSA is responsible for:

Informing Parents

Section 444(1A) Parent/Carer
knows that the child is failing to attend school regularly

Issuing Penalty Notices

Anti-Social Behaviour Act 2003 (Amended 2013)
Education Supervision Order
Section 36 Children's Act 1989

School Attendance Orders

Section 443 Education Act 1996

Identifying Children Missing Education

Section 436A Education Act 1996

Children in Employment

Health and Safety (Young Persons) Regulation 1997

Child Performance Licensing

Section 37 (1) The Children and Young Persons Act 1963

Chaperone Licensing

Chaperone Registration Regulation 1

“All children, of compulsory school age, regardless of their circumstances, are entitled to a suitable education according to their age, ability, aptitude and any special educational needs they may have at school or otherwise.”

*Department for Education
September 2016*

AASSA is a part traded service, with the majority of Medway schools purchasing the service in 2022-2023.

Central to raising standards in education and ensuring that all learners can fulfil their potential, is an assumption, so widely understood, that it is often insufficiently stated; **learners need to attend school regularly to benefit from their planned education for 190 days each year.**

Missing out on lessons leaves learners vulnerable to falling behind. Learners with poor attendance tend to achieve less in both primary and secondary school.

DfE pupil absence data for 2020/21	Attendance %	Persistent Absence %
Medway - Total	95.1	13.4
Medway - Primary	95.9	10.3
Medway - Secondary	94.4	16.3
Medway - Special	87.6	38.5
National - Total	95.4	12.1
National - Primary	96.4	8.8
National - Secondary	94.5	14.8
National - Special	84.8	48.9

Performance data 2020/21

- 246** Early Years Childcare providers in Medway
- 6,150** Early Years Childcare places offered across Medway
- 160** SEN children in a child care place across 80 settings
- 98%** of Medway Childcare providers who have been inspected by Ofsted have received an Ofsted rating of good or outstanding

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Early Years Sufficiency Service & Family Information Service



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Statutory Duties of the Early Years Sufficiency Service (EYSS)

Childcare Act 2006

Section 6 which places a duty on English Local Authorities to secure Sufficient Childcare for working parents.

Section 7 which places a duty on English Local Authorities to secure Early Years provision free of charge.

Section 12 which places a duty on English Local Authorities to provide information, advice and assistance to parents and Prospective parents.

Section 13 which places a duty on English Local Authorities to provide Information, advice and training to Childcare Providers.

The EYSS is part of the wider education division within the Children and Adult Directorate

The EYSS support children and families in Medway in receiving an Early Years Childcare place in readiness for school.

Medway have over 248 childcare providers and the EYSS work with the settings, to monitor the quality and sufficiency of childcare places available to Medway families.

An Early Education will support young children in having the best start in life.

The Medway Family Information Service (FIS) works in conjunction with the EYSS and can support Medway families in many aspects of family life, such as childcare choices and Government funded childcare, parenting support, welfare assistance and is a free confidential service.

The Family Information Service directory has a wealth of services for families to access and a telephone service for families and practitioners.

Services of the Early Years Sufficiency Service & Family Information Service

Secure childcare for eligible disadvantaged two-year-olds.

Secure universal childcare for three- and four-year-olds and the extended childcare entitlements for those who meet eligibility.

Allocate the Government's childcare funding of £16.5m to early years providers.

Provide information to families through an online directory of services and community outreach.

www.medwayFISD.com

Statutory Guidance

The Department for Education publishes guidance on the Government website: www.gov.uk

Permanent Exclusion



Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England

September 2022

Parents can request that a member of the Inclusion Team attend an exclusion hearing held by the Governors of a school. The role of the Inclusion Team here is to advocate on behalf of the learner.

Elective Home Education



Elective home education

Departmental guidance for parents

April 2019

Local authorities in England have a statutory duty to monitor the provision of learners who are "*educated otherwise than at school*" so that receive suitable education.

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Inclusion Service

championing the inclusion of vulnerable learners



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What is the Inclusion Service?

The Inclusion Service sits within the education division of the Council.

It aims to support schools in sustaining and engaging learners in education so that they have every chance of reaching their full potential.

The Service is responsible for offering advice and guidance to schools, parents and agencies regarding:

- school exclusions in line with the DFE guidance and legislation.
- families who Electively Home Educate (EHE), monitoring and recording the learning, progress, achievement and welfare of young people who are registered with the authority as EHE.

What does the Inclusion Service do?

- ⇒ **Promotes** inclusion for all learners
- ⇒ **Ensures** that schools meet statutory expectation and are compliant with the legal requirements
- ⇒ **Supports** the school placement of excluded learners or those at risk of permanent exclusion
- ⇒ **Monitors** the provision of those who are electively home educated
- ⇒ **Promotes** the reintegration of learners back into school who have been EHE or excluded
- ⇒ **Monitors** and challenge the use of Reduced Timetables
- ⇒ **Arranges** full-time education for learners who because of illness, would not receive education otherwise

How can the Service help?

Advice

On a range of inclusion topics, including Managed Moves, Exclusion (permanent & suspension), Elective Home Education, Medical Needs and use of Reduced Timetables.

Inclusion

Working with all schools to promote inclusion and best practice, the Service encourages schools to work together, supporting the most vulnerable learners who may be at risk of exclusion.

Exclusion

Offering advice and support regarding statutory guidance on all issues relating to both fixed suspensions & permanent exclusions.

School Support Group

Providing a weekly support meeting for all schools to informally discuss vulnerable individuals in a multi-agency panel format, offering recommendations for schools to consider.

Elective Home Education

Monitoring the provision of EHE learners, offering advice to parents, who elect to educate their child other than at school.