

Cambridgeshire Provisional Education Performance 2022

November 2022

Introduction

- 2022 saw the return of statutory assessments for Key Stage 1 and Key Stage 2, after a pause due to covid disruption.
- As highlighted by the Department of Education, this means not all results are comparable to previous years
- The report covers performance across all Key Stages
- This is provisional data – final data released at the end of 2022 and the beginning of 2023
- A full report looking at detailed analysis of results will be available in the Spring

Summary

- For Early Years, KS1 and KS2 performance is inline or above the national average except for writing.
- Although writing attainment at KS2 is below the national average the progress score has continued to improve over the three-year trend.
- Comparisons with other LA's shows a significant improvement across EYFS, KS1 and KS2.

Summary Comparison

	Peterborough	Rank	Cambridgeshire	Rank	National	East of England
EYFS - GLD	61%	84	66%	44	65%	
YEAR 1 Phonics	71%	92 (+7)	74%	73 (+4)	75%	74%
End of KS1 Phonics	85%	82 (+11)	87%	49 (+15)	87%	87%
KS1 Reading	58%	100 (0)	67%	51 (+11)	67%	66%
KS1 Writing	49%	98 (+1)	57%	58 (+10)	58%	58%
KS1 Maths	61%	96 (+2)	68%	55 (+6)	68%	67%
KS2 Combined	51%	93 (+6)	57%	55 (+18)	59%	
KS2 Reading	69%	97 (+2)	75%	50 (+11)	74%	
KS2 Writing	61%	95 (+5)	66%	75 (+14)	69%	
KS2 Maths	68%	78(+20)	71%	51(+26)	71%	
KS2 Reading Progress	-0.5	70 (+20)	0.2	47 (+8)	0.1	
KS2 Writing Progress	-0.6	75 (+12)	-0.3	66 (+12)	0.1	
KS2 Maths Progress	0.1	58 (+14)	0.2	56 (+9)	0.1	

Early Years Foundation Stage Profile (EYFSP)

The EYFSP summarises and describes pupils' attainment at the end of the EYFS.

The purpose of the assessment is to gain insight into levels of the children's development and their readiness for the next phase of their education.

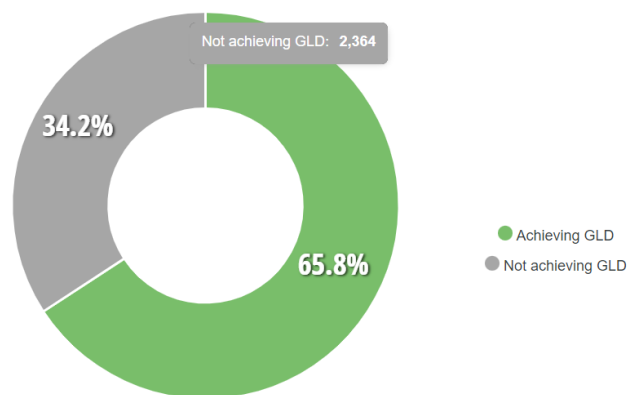
The EYFSP gives:

The pupil's attainment in relation to the 17 early learning goals, covering the 7 key areas of learning.

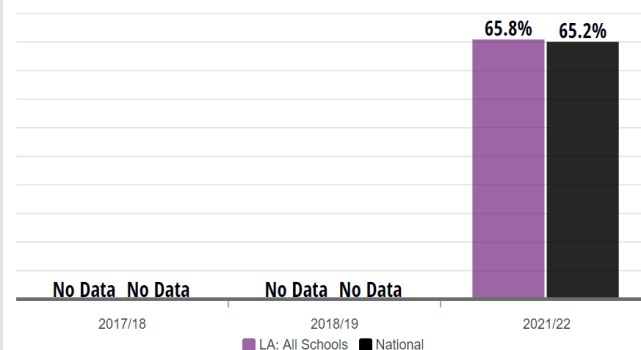
'Good Level of Development' (GLD) is a standard way of measuring performance. Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy

From a cohort of 6,911 pupils, 65.8% achieved a good level of development. The average total points score in all GLD goals is 22.0 out of a possible 24.

EYFSP: Good Level of Development | Value



EYFSP: Good Level of Development | Trend



Phonics – Expected Standard (Year 1)

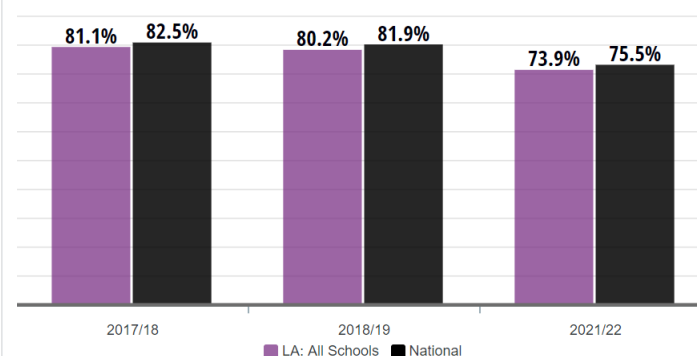
The phonics check is designed to show how well children can use the phonic skills they have learnt up until the end of year 1. The check consists of 40 words and non-words (pseudo words) that children are asked to read to a teacher. The non-words area a collection of letters that follow phonic rules.

From a Year 1 cohort of 7,198 pupils 73.9% achieved the expected standard of 32 marks.

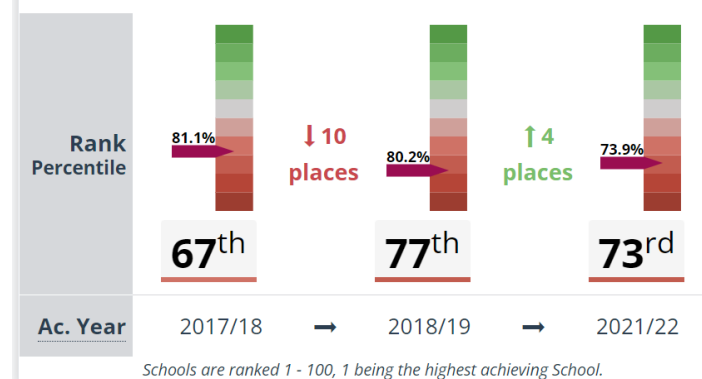
Cambridgeshire's average Year 1 expected standard percentage for the last 3 academic years is 78.4%

The relative change has improved by 0.4% when compared to the National average.

Phonics: Expected Standard (Year 1) | Trend



Phonics: Expected Standard (Year 1) | Percentile Rank Trend



Phonics: Expected Standard (Year 1) | Relative Change

	2017/18 Value	→ Trend	2018/19 Value	→ Trend	2021/22 Value
LA: All Schools	81.1%	-0.9%	80.2%	-6.3%	73.9%
National	82.5%	-0.6%	81.9%	-6.4%	75.5%
Relative Change	-	-0.3%	-	+0.1%	-

Key Stage 1 - Reading, Writing and Mathematics

A teacher assessment framework which is partly informed using tests with a scaled score outcome.

From the cohort of 7,364 pupils, a proportion achieved above or in line with the national average when measuring the expected standard and greater depth.

LA maintained schools performed better than academies in all areas at KS1

Actions

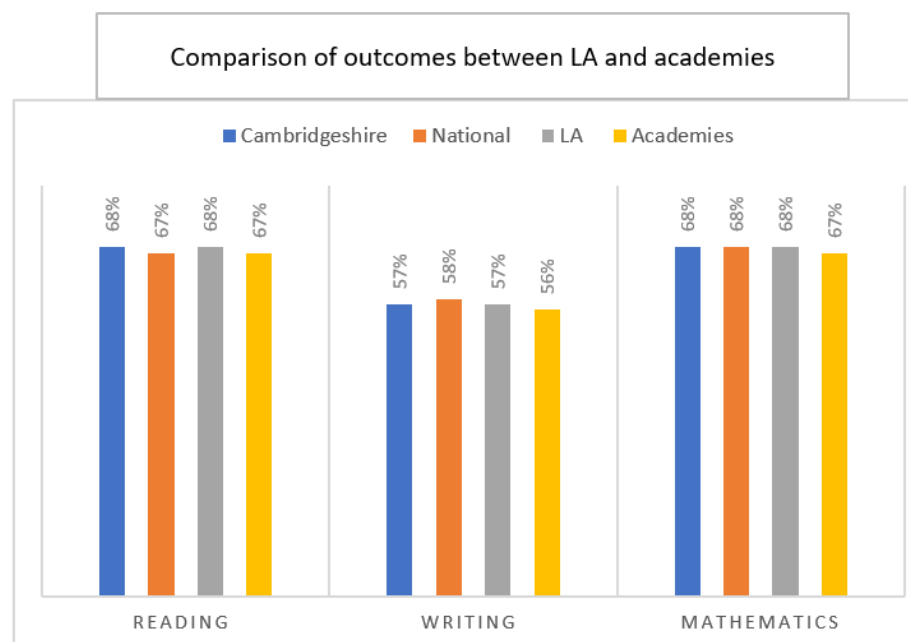
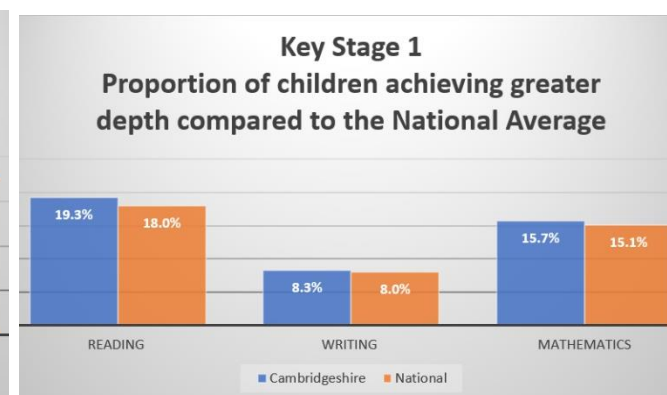
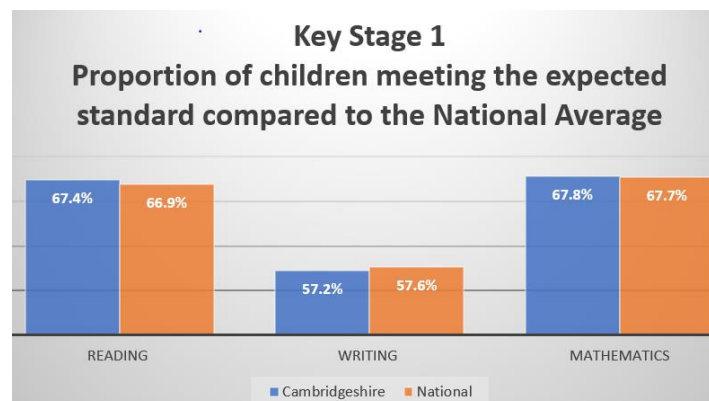
- A writing conference is being held this year
- All LA maintained schools expecting an Ofsted inspection are being offered a reading and phonic audit
- A pilot for 12 targeted school is being developed focusing on writing
- Disadvantage pupils' maths projects
- Projects focusing on girls' attainment, mixed age classes and reasoning are taking place across the year

The expected standard percentile rank when compared to all LAs nationally;

Reading expected standard 51 - an improvement of 11 places.

Reading greater depth 43 - an improvement of 10 places
Writing expected standard 58 - an improvement of 10 places.

Writing greater depth 52 - an improvement of 10 places
Mathematics expected standard 55 - an improvement of 6 places.



Key Stage 2 – Reading, Writing, Mathematics and combined RWM

Schools are held to account for the percentage of pupils achieving the expected standard at the end of key stage 2 and whether they make sufficient progress.

Reading, Mathematics and Grammar punctuation and Spelling are primarily informed by tests with a scaled score of 100 indicating the pupil reaching the expected standard. Writing remains as a teacher assessment.

A key performance indicator is also the combined level where pupils achieve the expected standard in reading, writing and Mathematics.

LA maintained schools performed better than academies in all areas.

From a cohort of 7,484 a proportion achieved above or in line with the National average, except for writing. This continues to be a focus area. Analysis highlights that this is linked to increasing independent writing opportunities across the curriculum.

The expected standard percentile rank when compared to all LAs nationally;

Reading expected standard 49 - an improvement of 11 places.

Reading greater depth 47 - a decline of 1 place

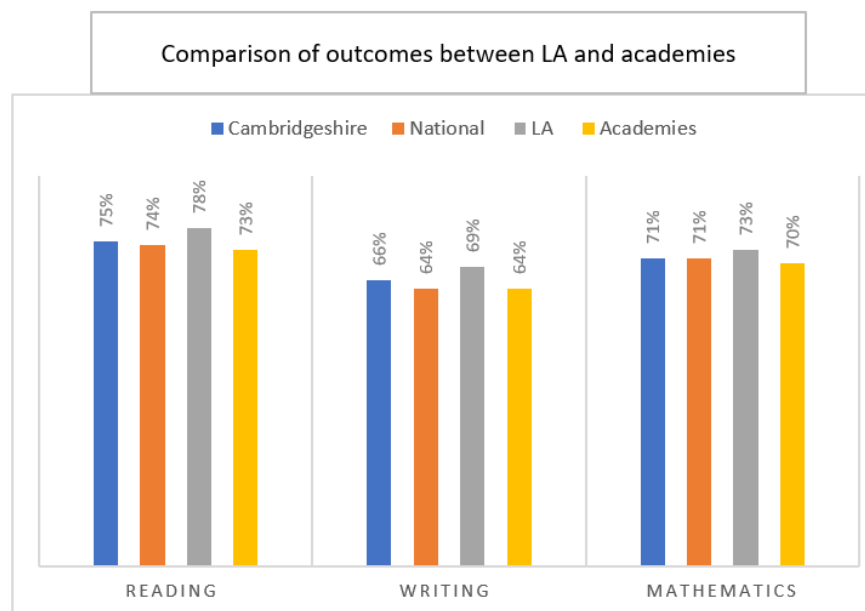
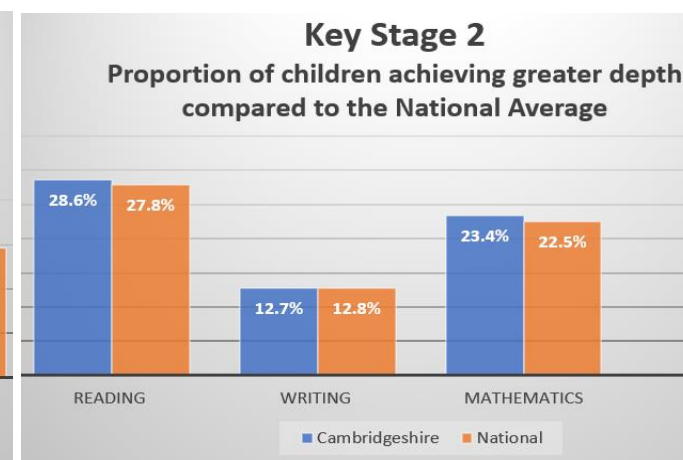
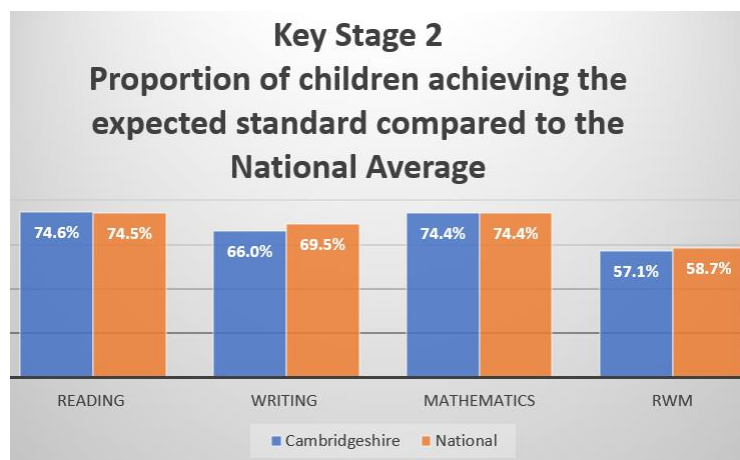
Writing expected standard 74 - an improvement of 14 places.

Writing greater depth 49 - an improvement of 33 places

Mathematics expected standard 52 - an improvement of 26 places.

Mathematics greater depth 47 - an improvement of 13 places

RWM expected standard 56 - an improvement of 18 places



Key Stage 2 - Progress

The progress measure is based on a value-added model which will be adjusted to take account of missed education due to the pandemic.

The figures in this report are provisional.

Progress figures for reading and mathematics are above national. Although writing is below the progress score has continued to improve over the last three years.

Actions

- A writing conference is being held this year
- A pilot for 12 targeted school is being developed focusing on writing
- Disadvantage pupils' maths projects
- Projects focusing on girls' attainment, mixed age classes and reasoning are taking place across the year
- A focus on tracking a pupil level to emphasis the importance of combined achievement is running across the academic year

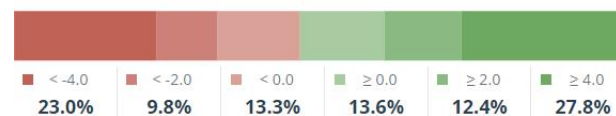
The percentile rank when compared to all LAs nationally for progress;

Reading expected standard 47 - an improvement of 8 places.
Writing expected standard 66 - an improvement of 12 places.
Mathematics expected standard 55 - an improvement of 10 places.

Key Stage 2: Reading Progress | Value



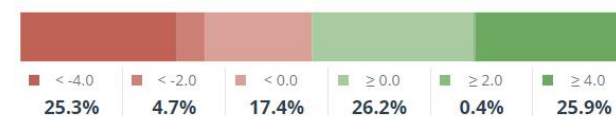
Key Stage 2: Reading Progress | Breakdown by Score Range



Key Stage 2: Writing Progress | Value



Key Stage 2: Writing Progress | Breakdown by Score Range



Key Stage 2: Maths Progress | Value



Key Stage 2: Maths Progress | Breakdown by Score Range

