

**EDUCATIONAL PERFORMANCE IN CAMBRIDGESHIRE**

*To:* **Children and Young People Committee**

*Meeting Date:* **9 February 2016**

*From:* **Adrian Loades, Executive Director: Children, Families and Adults Services**

*Electoral division(s):* **All**

*Forward Plan ref:* **N/A** *Key decision:* **No**

*Purpose:* **The purpose of this paper, which is to be accompanied by a short presentation, is to inform CYP Committee about educational performance in Cambridgeshire at each Key Stage, up to and including key stage 4.**

*Recommendation:* **The Committee is asked to note the findings of this paper and comment as appropriate.**

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## 1.0 BACKGROUND

- 1.1 The Learning Directorate reports annually to CYP Committee on the performance of Cambridgeshire's maintained schools and academies in the end of key stage assessments and tests for the Early Years Foundation Stage (EYFS), which is end of Reception year; Key Stage 1 (KS1), which is the end of Year 2 [infants] and Key Stage 2 (KS2), which is the end of Year 6 [juniors]; and in the end of Key Stage 4 examinations (GCSEs or equivalent).
- 1.2 The GCSE results given in this paper are provisional; the DfE are scheduled to release updated figures at the end of January.
- 1.3 Note that the DfE continues to change national assessments and the 2014/15 academic year was the last one for which 'levels' will be used to measure the attainment and progress of pupils.

## 2.0 PERFORMANCE

- 2.1 For the **Early Years Foundation Stage**, results for 2015 show that Cambridgeshire's performance continued to improve (a 5 percentage point (ppt) increase to 66%); Cambridgeshire's performance is in-line with the national level (66%) but continues to be below the level across our statistical neighbours<sup>1</sup> (68.5%). The performance of vulnerable groups improved but only three groups improved at a faster rate than their peers: boys, those speaking languages other than English and those speaking Central or Eastern European languages. The relatively slow rate of improvement of pupils eligible for free school meals (FSM), of pupils with Special Educational Needs (SEN) and of pupils with SEN who are also eligible for FSM continues to be of concern.
- 2.2 At **Key Stage 1**, Cambridgeshire's performance improved slightly (by 1ppt) in Reading (90% Level 2+) and in Writing (87% Level 2+) but was unchanged in Maths (92% level 2+). Performance in Cambridgeshire is now in-line with the national level in Reading (90%) but below the national level in both Writing (88%) and in Maths (93%). Cambridgeshire is 2ppt below the level across our statistical neighbours in all three subjects. Using Level 2+ in Reading, Writing and Maths combined as a benchmark, apart from pupils who are not eligible for FSM and pupils with no SEN the performance of most groups has improved and vulnerable pupils have closed the attainment gap by around 1ppt with English as an additional language (EAL) pupils making the most ground (a 4ppt rise).
- 2.3 At **Key Stage 2** Cambridgeshire's performance has improved again in Reading, Writing and in Maths combined (a 2ppt rise to 78% of pupils achieving Level 4+) but it is still 2ppt below the level seen nationally and across our statistical neighbours in the three combined subjects (both 80% Level 4+). Apart from boys and pupils with SEN who were also eligible for FSM, the performance of all vulnerable groups improved with the most notable improvements by pupil premium pupils (a 4ppt rise), pupils speaking languages other than English (a 5ppt rise) and pupils speaking Central or Eastern European home languages (a 14ppt rise). The performance of pupils eligible for FSM, of pupils with SEN and of pupils with SEN who are also

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<sup>1</sup> Oxfordshire, Gloucestershire, Hampshire, Wiltshire, Bath & N.E. Somerset, West Berkshire, West Sussex, Hertfordshire, Worcestershire and South Gloucestershire.

eligible for FSM continues to be of concern; this group of 257 pupils saw a decline of 5ppt between 2014 and 2015.

- 2.4 In the individual Key Stage 2 subjects Cambridgeshire's performance improved by 1ppt in Writing and in Maths but was unchanged in Reading. Cambridgeshire's performance is below the level seen nationally and across our statistical neighbours in all three subjects.
- 2.5 At Key Stage 2, a school or academy is judged to be 'below the floor' by the Department for Education if:
- fewer than 65% of pupils achieve Level 4 or higher in Key Stage 2 Reading, Writing (Teacher Assessment) and Maths; and
  - Pupil progress from Key Stage 1 to Key Stage 2 is lower than the national benchmark in each of Reading, Writing and Maths.
- 2.6 In 2015, 23 Cambridgeshire schools were below the 65% Reading, Writing and Maths combined attainment floor target compared with 27 in 2014.
- 2.7 Of the 194 schools/academies with Key Stage 2 results in, 102 have seen an in year increase in their Key Stage 2 Reading, Writing and Maths combined outcomes and 80 a decline. However, of the 27 schools that were below the DfE floor targets in 2014, 20 saw an improvement in 2015, 4 were in-line with the previous year and only 3 saw a further decline. Note that outcomes at 13 of these schools were still below the 65% attainment floor.
- 2.8 *Note that due to changes in methodology the Key Stage 4 results for 2014 and 2015 are not comparable with those from previous years<sup>2</sup>.*
- At **Key Stage 4** Cambridgeshire's performance has provisionally improved with 58% of pupils achieving 5+ GCSE grades A\*-C, including English and Maths (a 2ppt rise from 56% in 2014). Nationally 52.8% of pupils in all schools/academies and 56% of pupils in state funded schools/academies achieved the same benchmark with performance across our statistical neighbours slightly higher at (59.7%).
- 2.9 The provisional outcomes for vulnerable groups show a mixed picture with boys and girls improving at the same rate; pupils speaking English as an additional language improving at a faster rate than their English speaking peers; and neither pupils eligible for the pupil premium or pupils with SEN closing the gap with their peers.
- 2.10 Cambridgeshire continued its high performance in the English Baccalaureate<sup>3</sup> with 27.5% of pupils achieving the benchmark compared with 22.5% of pupils nationally (all schools/academies), 23.9% of pupils nationally in state funded schools/academies and 26.7% of pupils across our statistical neighbours.
- 2.11 At Key Stage 4 a school or academy is judged to be 'below the floor' by the Department for Education if:

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<sup>2</sup> Key Stage 4 results for 2014 and 2015 are not directly comparable with those in previous years because of the implementation of recommendations from the Wolf Review (restricting the range and value of Key Stage 4 qualifications) and the DfE (Department for Education) adopting an early entry policy (only counting a pupil's first attempt at a qualification). As noted last year this has affected schools in different ways because they have different curriculum and entry policies.

<sup>3</sup> Pupils need to achieve grades A\*\_C in GCSE English, Maths, 2 Sciences, a modern language and either History or Geography.

- Fewer than 40% of pupils achieve 5+ GCSE grades A\*-C, including English and Maths ; and
  - Pupil progress from Key Stage 2 to Key Stage 4 is lower than the national benchmark in both English and Maths.
- 2.12 The final 2015, progress thresholds will not be available until the DfE publish revised secondary School Performance tables at the end of January 2016. However, provisionally in 2015, four Cambridgeshire schools are likely to be below the floor with a further school on the borderline. In 2014, three schools were below the floor.
- 2.13 In terms of **LA rankings** the picture is mixed but overall there is improvement, especially at GCSE:
- In the **Early Years** Cambridgeshire's ranking declined by 14 places to 78<sup>th</sup> (out of 151 LAs)
  - In **Key Stage 1** Cambridgeshire's ranking declined
    - in Reading (by 1 place to 80<sup>th</sup>),
    - in Writing (by 15 places to 81<sup>st</sup>) and
    - in Maths (by 32 places to 95<sup>th</sup>)
  - In **Key Stage 2 attainment** Cambridgeshire's ranking
    - Declined in Reading (by 32 places to 96<sup>th</sup>)
    - Improved in Writing TA (by 9 places to 100<sup>th</sup>)
    - Improved in Maths (by 4 places to 113<sup>th</sup>) and
    - Improved for Reading, Writing TA and Maths combined (by 14 places to 105<sup>th</sup>)
  - In **Key Stage 2 progress** Cambridgeshire's ranking
    - Declined in Reading (by 14 places to 123<sup>rd</sup>)
    - Improved in Writing TA (by 31 places to 103<sup>rd</sup>) and
    - Improved in Maths (by 8 places to 125<sup>th</sup>)
  - In **Key stage 4** Cambridgeshire's ranking
    - For pupils achieving 5+ GCSE grades A\*-C provisionally improved by 41 places (to 49<sup>th</sup>)
    - For pupils achieving the English Baccalaureate improved by 10 places (to 42<sup>nd</sup>) and
    - Improved in both English and maths progress by, 18 places (to 56<sup>th</sup>) and 58 places (to 38<sup>th</sup>) respectively.
- 2.14 **Looked after Children (LAC).** The Local Authority monitors and reports on the educational outcomes of two groups of LAC, those looked after by Cambridgeshire wherever they attend school and LAC attending Cambridgeshire schools and academies, regardless of their home LA. Note that the relatively small numbers of LAC in any given year group mean that outcomes fluctuate from one year to the next and therefore care should be taken when looking at short term trends. Full national comparisons will not be possible until further data is released by the DfE in March 2015.
- 2.15 **LAC in Cambridgeshire schools.** The outcomes for LAC in Cambridgeshire schools continue to be below that of their non-LAC peers and below that of their peers nationally.
- In **Key Stage 1**, performance fell in Reading, in Writing and in Maths compared with a slight rise nationally and Cambridgeshire's performance is now 5ppt below the national level in each subject. (Cambridgeshire LAC: L2+ Reading 68%, Writing 59%, Maths 68%).

- In **Key Stage 2**, performance fell in Reading and in Writing but improved in Maths and in Reading, Writing and Maths combined, whereas nationally performance was unchanged in each subject. Cambridgeshire's Reading outcomes are 2ppt above the corresponding national level but around 10ppt below in the other subjects. (Cambridgeshire LAC: L4+ Reading 73%, Writing 50%, Maths 53% and Reading, Writing and Maths combined 43%).
- In **Key Stage 4**, the pattern is slightly different and although performance fell in Cambridgeshire, the outcomes for LAC are above those of LAC nationally for pupils achieving 5+ GCSE grades A\*-C, including English and Maths and for pupils achieving 5+ GCSE grades A\*-C; outcomes in GCSE English and in GCSE Maths are in-line with national levels. (Cambridgeshire LAC: 5+ GCSE grades A\*-C, including English and Maths 20%; 5+ GCSE grades A\*-C 24%; GCSE English grades A\*-C 32% and GCSE Maths grades A\*-C 27%).

#### 2.16 **Cambridgeshire LAC (in all Authorities).**

- In **Key Stage 2**, the percentage of LAC achieving level 4 remained the same as in 2014 (32%). Boys performance improved by 6ppt, whilst girls declined by 6ppt. The gap between LAC and non-LAC widened by 6ppt.
- In **Key Stage 4**, 27 students were recorded as LAC on the 31st March 2014, the date used by the DfE for its statistical analysis. Of these, 26% achieved 5 A\*-C including English and Maths, an improvement of five ppt on the previous year.

2.17 In summary, results across the Early Years and Primary age range have improved, which is pleasing because this is the second year of improvement following the decline in performance at KS2 in 2013. The improvement in GCSE results is also pleasing. However, performance in Key Stage 2 is still below the national level, and gaps between vulnerable groups and the rest of the cohort remain too wide at all key stages.

### 3.0 **LA SUPPORT AND CHALLENGE**

3.1 In light of the above, addressing the gaps between vulnerable groups and their peers remains the LA's key school improvement priority, guided by the Accelerating Achievement strategy.

3.2 In the early years, a targeted project to accelerate the achievement of children in receipt of pupil premium funding who are at risk of not achieving a Good Level of Development has been implemented. All schools will have access to training and resources that will support the learning of vulnerable children, including targeted support for some schools.

3.3 New actions being taken by the LA to help further improve performance at KS2 include:

- working with maintained schools to monitor in-year progress towards achieving end of key stage targets, with additional support where it looks as though targets may be missed;
- six weekly evaluation of schools to identify direction of travel, with challenge / intervention / support if performance appears to be declining;
- issuing significant concerns letters and/or warning notices where performance is a concern, setting out (and following up) the actions that

- need to be taken; and
  - a briefing and training programme for headteachers and subject leaders as part of the Primary School Improvement Offer.
- 3.4 At KS4, the LA and the Regional Schools Commissioner has established an Improvement Board, for the next 12 to 18 months, which is leading on a range of actions to address the performance of secondary schools, all but one of whom are academies. The LA attends this Board and has supported it with, for example, the collation and provision of county-wide data.
- 3.5 Members should also note the establishment of the Cambridgeshire School Improvement Board (CSIB) in September 2015. The Board brings together representatives of all phases with FE, the Teaching School Alliances, school partnerships, the Diocesan Authorities, the universities, elected members, governors, the teacher unions and the Regional Schools Commissioner.
- 3.6 The aim of the Board is to ensure that all of these groups work together to meet the County's priorities. Four key objectives have been agreed:
  - Define and promote a Cambridgeshire entitlement for leadership development.
  - Commission programmes to accelerate the achievement of our disadvantaged groups.
  - Champion raised aspirations for Cambridgeshire, to include a cultural entitlement for all children.
  - Agree and implement a county-wide, cross phase data sharing agreement.
- 3.7 The CSIB's current focus is mainly on Early Years, Primary and Special School performance, and cross-phase issues, with the Regional Schools Commissioner's Board (3.4 above) focusing on Secondary School issues.

## **4.0 ALIGNMENT WITH CORPORATE PRIORITIES**

### **4.1 Developing the local economy for the benefit of all**

- 4.1.1 The following bullet points set out details of implications identified by officers:
  - Improved educational outcomes will provide a more highly skilled workforce; and
  - A key factor in major companies' decisions to move to Cambridgeshire is access to good and outstanding schools for their workforce.

### **4.2 Helping people live healthy and independent lives**

- 4.2.1 The following bullet points set out details of implications identified by officers:
  - There is a positive correlation between educational outcomes, standards of health and independent living.

### **4.3 Supporting and protecting vulnerable people**

- 4.3.1 The following bullet points set out details of implications identified by officers:
  - Poor educational progress of vulnerable groups correlates with poor life chances. Children who fall behind find it hard to catch up. In particular, children from low-income families, as measured by eligibility for Free School Meals, achieve badly compared with children not eligible for Free School Meals.
  - Pupils eligible for Free School Meals who also have Special Education

Needs achieve particularly badly.

## **5.0 SIGNIFICANT IMPLICATIONS**

### **5.1 Resource Implications**

- 5.1.1 There are no significant implications within this category. The actions identified can be met from within the Learning Directorate's current budget.

### **5.2 Statutory, Risk and Legal Implications**

- 5.2.1 The following bullet points set out details of implications identified by officers:
- The Education and Inspections Act 2006 places upon LAs a duty to promote high standards and the fulfilment of potential in all schools.

### **5.3 Equality and Diversity Implications**

- 5.3.1 The following bullet points set out details of implications identified by officers:  
The Education and Inspections Act 2006 places upon LAs a duty to promote high standards and the fulfilment of potential in all schools.

### **5.4 Engagement and Consultation Implications**

- 5.4.1 The following bullet points set out details of implications identified by officers:  
The Education and Inspections Act 2006 places upon LAs a duty to promote high standards and the fulfilment of potential in all schools.

### **5.5 Localism and Local Member Involvement**

- 5.5.1 The following bullet points set out details of implications identified by officers:  
The Education and Inspections Act 2006 places upon LAs a duty to promote high standards and the fulfilment of potential in all schools.

### **5.6 Public Health Implications**

- 5.6.1 The following bullet points set out details of implications identified by officers:  
The Education and Inspections Act 2006 places upon LAs a duty to promote high standards and the fulfilment of potential in all schools.

<b>Source Documents</b>	<b>Location</b>
Cambridgeshire LA School Improvement Strategy, 2014-16	<a href="https://www.learntogether.org.uk/Resources/Documents/SI - Strategy for School Improvement 2014-16 Final 1.pdf">https://www.learntogether.org.uk/Resources/Documents/SI - Strategy for School Improvement 2014-16 Final 1.pdf</a>
Accelerating Achievement Strategy, 2014-16	<a href="https://www.learntogether.org.uk/Resources/Documents/SI - Accelerating Achievement April 2014 v1.pdf">https://www.learntogether.org.uk/Resources/Documents/SI - Accelerating Achievement April 2014 v1.pdf</a>
Cambridgeshire School Improvement Board	<a href="http://www.cambridgeshire.gov.uk/learntogether/homepage/298/school_improvement_board">http://www.cambridgeshire.gov.uk/learntogether/homepage/298/school_improvement_board</a>

