

Provisional Education Outcomes 2023

To: Children and Young People Committee

Meeting Date: 16 January 2024

From: Executive Director: Children, Education and Families Service Director
- Education

Electoral division(s): All

Key decision: No

Forward Plan ref: Not Applicable

Executive Summary: To inform the Committee about educational performance in 2023 across Cambridgeshire at the end of 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.

Voting arrangements: No vote required

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1. Creating a greener, fairer and more caring Cambridgeshire

- 1.1 This report aligns with ambition 7 of the Council's [Strategic Framework 2023-28](#): Children and young people have opportunities to thrive.

2. Background

- 2.1 This report is to update the Children and Young People Committee (CYP) 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 the end of Reception year; Year 1 Phonics Check, Key Stage 1 (KS1) which is the end of Year 2, Year 4 Multiplication check and Key stage 2 (KS2), which is the end of Year 6 and in the end of Key Stage 4 examinations (GCSEs or equivalent).
- 2.2 Data at this point is provisional whilst final checks are undertaken and will be updated across the remainder of this financial year. School level data has been published for Secondary schools but data is only available at Local Authority (LA) level for Primary schools. The report compares the 2022 data for secondary and national. For Primary schools, we have sought comparison with national and relative to other Local Authorities.

3. Main Issues

- 3.1 The 2023 outcomes show a continued positive picture. We continue to maintain standards relative to the national standards which have declined across all areas. Cambridgeshire schools continue to respond to the national and local challenges they face, with determination and commitment to help our children in their next stages of their education. This position should be celebrated.

2023 is the second full set of data for performance in the Cambridgeshire education system since 2019. Data at this point is provisional and will be updated across the remainder of this calendar year.

Comparison of data remains difficult due to the continued impact of the Covid-19 pandemic. The report does compare the 2022 data with national and relative to other Local Authorities.

3.2 **Headlines – Attainment Outcomes**

This report covers attainment relative to national for key pupil groups, key priority areas and how we intend to address these areas.

3.3 **Good level of development (GLD)**

Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved the expected level for the early learning goals (ELGs) in the prime areas of learning (which are: communication and language; personal, social and emotional development; and physical development) and the specific areas of mathematics and literacy. This helps to understand broadly what a child can do in relation to national expectations.

The 2022/23 GLD for Cambridgeshire rose by 0.4%, compared to a 2.1% national increase. This nets a minus 1.0% difference between Cambridgeshire and National.

Percentage achieving a good level of development	Cambs 2022	Cambs 2023	National 2023
All Pupils (7,080 pupils)	65.8	66.3	67.3
Boys (3,668 pupils)	59.3	59.3	60.6
Girls (3,412 pupils)	72.2	73.8	74.2
Disadvantaged (839 pupils)	42.7	39.9	52.1
Non-Disadvantaged (6,240 pupils)	69.4	69.8	69.9
SEN Support (496 pupils)	26.0	23.0	24.4
With EHCP/statement (236 pupils)	3.1	5.9	3.8
EAL (1,089 pupils)	60.6	63.3	62.7
Minority Ethnicity (1,996 pupils)	66.7	65.4	65.5

Whilst we maintain in line with national or above in 13 of the 17 Early Learning Goals (ELGs), initial analysis indicates that we need to build practitioner focus on self-regulation, managing self, word reading, and writing.

In support of school readiness, a set of early years and childcare targets have been developed with and are monitored by the Health and Wellbeing Board. To further inform it work the Board will use GLD as one of its measures. A target of GLD at 70.2% by 2027/2028 is proposed. As writing sits comparatively low nationally as well as locally, work to innovate, and support practitioners to focus on this area is underway with the aim to increase beyond current national trajectory in this area.

3.4 Phonics Check

The summary highlights that Cambridgeshire continued to improve its performance and remain in line with the national picture. There is still work to do in closing the gap for disadvantaged pupils and this remains an area of focus. To tackle this area a pilot project is taking place with a group of schools in East Cambridgeshire working with the Education Endowment Foundation (EEF). In addition, early reading remains a key priority area in the work of the Early Years and Childcare team and School Improvement service.

Phonics: Percentage working at the expected standard (Yr 1)	Cambs 2022	Cambs 2023	National 2023
All Pupils (7,029 pupils)	73.9	78.1	78.9
Boys (3,513 pupils)	71.1	75.0	75.5
Girls (3,516 pupils)	76.7	81.2	82.4
Disadvantaged (1,208 pupils)	55.5	61.6	66.9
Non-Disadvantaged (5,741 pupils)	78.3	81.8	82.2
SEN Support (712 pupils)	40.4	45.5	48.5

With EHCP/statement (278 pupils)	22.7	23.4	19.9
EAL (1,152 pupils)	76.3	79.4	78.4
Minority Ethnicity (2,112 pupils)	76.7	80.1	79.6

Phonics: Percentage working at the expected standard (End of Key Stage 1)	Cambs 2022	Cambs 2023	National 2023
All Pupils (7,244 pupils)	87.2	87.9	88.6
Boys (3,691 pupils)	85.0	85.4	86.2
Girls (3,553 pupils)	89.4	90.5	91.1
Disadvantaged (1,585 pupils)	75.9	76.5	81.0
Non-Disadvantaged (5,658 pupils)	90.1	91.1	91.1
SEN Support (903 pupils)	58.3	62.3	66.4
With EHCP/statement (322 pupils)	28.5	34.8	30.0
EAL (1,191 pupils)	87.2	87.1	87.7
Minority Ethnicity (2,050 pupils)	89.2	88.7	88.5

3.5 Key Stage 1

Analysis of the Key stage 1 combined data highlights the increased challenges pupils with SEN support. Schools are supporting pupils with more complex needs including a significant increase in social and emotional needs. This is the last year that national standardised testing at Key Stage 1 will occur, and performance data will not be published. This is considered a risk to track pupil outcomes and work is continuing to encourage schools to assess for diagnostic purposes at the end of this key stage.

Percentage achieving the expected standard in KS1 Reading, Writing and Maths Combined	Cambs 2022	Cambs 2023	National 2023
All Pupils (7,469 pupils)	53.2	52.1	56.0
Boys (3,806 pupils)	49.1	48.0	51.7
Girls (3,663 pupils)	57.4	56.4	60.6
Disadvantaged (1,623 pupils)	31.3	32.4	40.3
Non-Disadvantaged (5,844 pupils)	58.6	57.6	61.0
SEN Support (913 pupils)	15.6	14.0	19.1
With EHCP/statement (329 pupils)	6.2	8.2	6.6
EAL (1,260 pupils)	53.7	51.5	54.8
Minority Ethnicity (2,129 pupils)	59.2	54.6	57.0

3.6 Key Stage 2 (draft figures we are still awaiting final pupil level data)

Analysis of the Key stage 2 combined data highlights the continued challenges of children reaching the expected standards in writing. There is a continued focus on developing the knowledge and understanding of teachers across each year group to support the development writing skills from key stage 1 onwards. Conferences and project groups held, have received positive responses. There is also a continued need to focus on disadvantaged pupils.

Percentage achieving the expected standard in KS2 Reading, Writing and Maths	Cambs 2022	Cambs 2023	National 2023
All Pupils (7,801 pupils)	58.0	57.3	59.5
Boys (3,979 pupils)	53.8	53.4	56.2
Girls (3,822 pupils)	62.6	61.4	62.9
Disadvantaged (2,048 pupils)	36.7	37.1	44.0
Non-Disadvantaged (5,753 pupils)	64.2	64.5	65.9
SEN Support (1,164 pupils)	17.8	19.8	23.6
With EHCP/statement (426 pupils)	7.2	7.5	8.4
EAL (1,407 pupils)	61.0	60.3	60.6
Minority Ethnicity (2,196 pupils)	62.1	61.6	61.8

3.7 Key Stage 4

The sections that follow outline the key data headlines. It is still provisional and subject to changes for data errors. The validated final data with a higher level of detail will be available in February 2024.

GCSE results are measured on a scale of 1 to 9 – with 9 being the highest. The government retain a measure on English and Maths (the basics measure) and have 2 thresholds. A grade 4 is considered a standard pass with a grade 5 considered a ‘strong’ pass. The standard pass is the level at which there is no further expectation to continue studying English and Maths into post-16 education.

Cambridgeshire schools have declined since last year but have followed the national trend of a decrease.

KS4 Attainment 8	Cambs 2022	Cambs 2023	National 2023
All Pupils (6,392 pupils)	51.7	48.6	46.2
Boys (pupils)	48.5	46.7	44.1
Girls (pupils)	55.2	50.6	48.6
Disadvantaged (pupils)	36.4	33.6	35.1

Non-Disadvantaged (pupils)	55.4	52.3	50.3
SEN Support (pupils)	38.8	35.3	33.2
With EHCP/statement (pupils)	17.1	15.3	14.0
EAL (pupils)	54.6	53.7	49.3
BME (pupils)	55.4	53.9	49.8

KS4 English and Maths 5+	Cambs 2022	Cambs 2023	National 2023
All Pupils (6,392 pupils)	53.8	48.3	45.0
Boys (pupils)	49.7	47.2	43.2
Girls (pupils)	58.5	49.6	47.4
Disadvantaged (pupils)	26.3	22.6	25.2
Non-Disadvantaged (pupils)	60.6	54.7	52.4
SEN Support (pupils)	28.8	22.9	20.5
With EHCP/statement (pupils)	8.7	9.8	6.8
EAL (pupils)	59.0	54.7	50.0
BME (pupils)	61.6	56.7	51.4

Progress 8 is a 'value-added' measure that indicates how much a secondary school has helped pupils improve (or progress) over a five year period when compared to a government-calculated expected level of improvement. It takes a pupil's performance in relation to their peers at primary school level, compares it with their performance at GCSEs and then establishes whether the individual has progressed at, above or below the expected level. Individual pupil outcomes are grouped together to get an average for a school's overall score. A positive figure shows children, on average, have progressed more than other children at the same starting point. A negative figure means there has been less progress. Cambridgeshire continues to have strong progress.

KS4 Progress 8	Cambs 2022	Cambs 2023	National 2023
All Pupils (6,064 pupils)	0.22	0.21	-0.03
Boys (pupils)	-0.02	0.08	-0.17
Girls (pupils)	0.49	0.35	0.12
Disadvantaged (pupils)	-0.46	-0.50	-0.57

Non-Disadvantaged (pupils)	0.39	0.38	0.17
SEN Support (pupils)	-0.19	-0.23	-0.45
With EHCP/statement (pupils)	-1.19	-1.15	-1.12
EAL (pupils)	0.92	0.84	0.51
BME (pupils)	0.64	0.66	0.35

3.8 Destination

Alongside the provisional attainment date, the Department of Education have also published school level data on the destination of those pupils from the 2023 cohort. It is a measure of what happened to them in the 2 terms (or 6 months) after leaving statutory education at the end of Key Stage 4. There is also significant variation at individual school level. Ofsted will use this data to consider the success of the independent advice and guidance offered by schools.

3.9 Intervention

The local authority intervention strategy has been reviewed and clarified risk factors and process for schools causing concern. During the academic year 22/23 several letters were sent to schools to identify areas of concern or congratulate them on the impact of their school improvement journey. This increased engagement with schools has further developed an ongoing dialogue and enable additional support in certain cases.

LA maintained primary school positive outcomes over 2 years	32
All schools positive Ofsted inspections	72
LA maintained primary school concerns regarding 2 years of outcome data	12
LA maintained school letters of concern	4
LA maintained school formal warning notice	1

4. Alternative Options Considered

Not applicable

5. Conclusion and reasons for recommendations

Not applicable

6. Significant Implications

6.1 Finance Implications

Schools are funded by the Dedicated Schools Grant. For maintained schools we monitor the financial position of schools and consider these alongside school improvement priorities

for the school. We have the ability to intervene on the basis of low standards (resulting from poor leadership) or for poor financial management.

6.2 Legal Implications

6.3 Risk Implications

6.4 Equality and Diversity Implications

7. Source Documents

7.1 None