

**EDUCATIONAL PERFORMANCE IN CAMBRIDGESHIRE IN THE 2016/2017
ACADEMIC YEAR**

To: Children and Young People Committee

Meeting Date: 13 March 2018

From: Wendi Ogle-Welbourn, Executive Director:
People and Community Services

Electoral division(s): All

Forward Plan ref: n/a **Key decision:** No

Purpose: To inform the Children and Young People (CYP) Committee about educational performance in the 2016/2017 academic year in Cambridgeshire at Key Stage 4, Post 16 and for Looked After Children.

Recommendation: The Committee is asked to note and comment on the findings from the analysis undertaken of educational performance in Cambridgeshire compared to that nationally and to that of Cambridgeshire's statistical neighbours.

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1. BACKGROUND

- 1.1 The Children and Young People (CYP) Committee receives reports each year 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];
 - Key Stage 4 (KS4) (GCSEs or equivalent); and
 - Key Stage 5 (KS5)/Post 16 (A Levels or equivalent).
- 1.2 This report covers the KS4 and KS5/Post 16 outcomes for the 2016/17 academic year. The KS5 results are provisional; the Department for Education (DfE) was scheduled to release updated figures at the end of January but now expected in March. Members will receive a verbal update on these at the meeting.
- 1.3 It should be noted that major changes in the way that secondary education performance is measured mean that many of the new KS4 benchmarks and associated Cambridgeshire Local Authority (LA) rankings are not directly comparable with those in previous years.

2. MAIN ISSUES

2.1 Key Stage 4 Performance

Please note that all the figures quoted for Cambridgeshire and its statistical neighbours cover achievements in state-funded schools only. For comparative purposes, the figures quoted for performance nationally are those for state-funded schools only too.

Key Stage 4 Attainment

This is the first year of the numerical grading system for GCSE English and Maths and the second year of the Attainment 8 and Progress 8 measures. In 2016/2017, validated results:

- The average Attainment 8 score per pupil in Cambridgeshire is 47.7 points. This is 1.4 points above the national level (46.3) and 0.2 points above that of our statistical neighbours (47.5).
- The average Progress 8 score for Cambridgeshire is 0.10 as compared to -0.07 for our statistical neighbours. The figure for England is -0.03 although for benchmarking purposes the DfE measure against a national benchmark of zero.

In addition:

25.9% of Cambridgeshire pupils achieved the English Baccalaureate (grades 9-4) compared with 21.9% of pupils nationally attending state-funded schools and 25.9% of pupils across our statistical neighbours.
67.0% of Cambridgeshire pupils achieved the new attainment measure grades 9-4 (a

standard pass) in both English and Maths. This is 3.1ppt above the national level (63.9%) and broadly in-line with the level across our statistical neighbours (67.8%).

46.7% of Cambridgeshire pupils achieved the new attainment measure grades 9-5 (a good pass) in both English and Maths. This is 4.1ppt above the national level (42.6%) and in line with our statistical neighbours (46.3%).

The KS4 outcomes for vulnerable pupils reveal that these pupils perform better than their peers nationally with the exception of pupils eligible for Free School Meals (FSM), Disadvantaged Pupils (FSM in the last six years and Looked After Children). Performance for this group of pupils in 2017 was 4.4% below the national comparison, whilst that for those with Special Educational Needs (SEN) who are also eligible for FSM or Disadvantaged, was 2% below the national comparison. In 2017 there were 500 students receiving the pupil premium out of which, 34% or 170 students reached the non-pupil premium standard.

KS4 School Progress.

In Cambridgeshire, 11 out of the 31 secondary schools/academies have a school Progress 8 value that is significantly above the national average. A further 12 are broadly in-line with the national average. The remaining 7 are significantly below the national average.

In the 2016/2017 academic year, a school was judged to be below the floor standard if the Progress 8 score was below -0.5, and the upper band of the 95% confidence interval was below zero¹. One Cambridgeshire secondary school met these criteria. However, no other schools have been confirmed as being below the floor following the release of the validated KS4 school performance tables for published in late January 2018.

In terms of **LA rankings (a total of 151) at Key Stage 4**, Cambridgeshire performed well:

- Ranked 36th for Progress 8
- Ranked 38th for pupils achieving 9-5 in both English and Maths
- Ranked 43rd for average attainment 8 score per pupil
- Ranked 45th for pupils achieving grades 9-4 in both English and Maths
- Ranked 49th for pupils achieving the English Baccalaureate

2.2 Post-16 (Key Stage 5) performance

Please note that all Local Authority figures for Cambridgeshire cover achievements in

¹ Schools will be excluded from a Progress 8 floor standard in a particular year where they have fewer than 6 pupils at the end of Key Stage 4, or where less than 50% of pupils have key stage 2 assessments that can be used as prior attainment in the calculations of Progress 8.

state-funded schools and colleges. For comparative purposes, the figures quoted for performance nationally are those for state-funded schools and colleges only too.

Post-16 Attainment

The Post-16 performance measures are also undergoing a transition period and this year include both Technical and Vocational certificates. The DfE had intended to publish additional performance data on the outcomes for disadvantaged pupils in late January and then again in March. To date, the data has yet to be validated. In 2017, Cambridgeshire's performance continued to be above that seen nationally in most academic measures. However, performance is lower in the Technical Levels.

- 15% of pupils achieved three or more A Levels at grade A, 4ppt above the national level (11%) and 2ppt above the level across our statistical neighbours (13%).
- 24% of pupils achieved grades AAB or better at A Level, 2ppt above the national level (22%) and 5ppt above the level across our statistical neighbours (19%).
- 19% of pupils achieved grades AAB or better at A Level including at least two facilitating subjects, 2ppt above both the national level (17%) and 5ppt above the level across our statistical neighbours (14%).
- The Average Point Score per entry for the A Level cohort was 33.74 compared with 32.12 nationally and 30.96 across our statistical neighbours.
- The Average Point Score per entry for the Tech Level cohort was 29.59, compared with 32.12 nationally and 31.68 across our statistical neighbours.
- For Applied General Studies, the Average Point Score per entry was 33.87, compared with 35.64 nationally and 34.66 across our statistical neighbours.

In 2016, 89% of Cambridgeshire Post-16 pupils went on to or remained in education and employment, in-line with the level nationally (89%) but slightly below the level across our statistical neighbours (91%).

The Post-16 outcomes for some vulnerable pupils were due to be published by the DfE in late January and again in March, together with the other data referred to above. As with those data, these are still to be validated.

In terms of LA rankings(150 qualifying LAs) at Post-16, Cambridgeshire continues to perform well:

- Ranked 9th for the A Level Cohort Average Point Score per entry
- Ranked 10th for pupils achieving 3+ A Levels, grade A or better
- Ranked 10th for pupils achieving grades AAB or better
- Ranked 18th for pupils achieving grades AAB or better including at least two facilitating subjects

The areas in which Cambridgeshire performed less well were:

- For Post-16 destinations Cambridgeshire were we ranked: 64th
- In the Applied General Studies Average Point Score per entry were we were ranked 112th
- In the Tech Level Cohort Average Point Score per entry were we were ranked 130th

2.3 Performance of Looked After Children (LAC)

KS4 Looked After Children

Of the Year 11 students on roll at the time of the examinations in 2017, 95% left with a qualification. Achievements were:

- 31 passes in non-GCSE subjects
- 117 passes across 27 GCSE subjects

Out of the cohort, 37% had moved school during the secondary phase at least once, with 7% having moved three or more times.

2.3.1 Post 16 Looked After Children

Year 12 outcomes in 2017

- Six students were taking Level 3 courses into year 13
- Four completed Level 2 courses
- Seven completed Level 1 courses
- Five completed other courses, which includes apprenticeships

On a less positive note, 14 are currently not in education, employment or training (NEET) and 6 left college early without completing their course.

Year 13

As the numbers involved are very small it would be easy to identify individual students. Amongst them their achievements included BTec Courses with Distinction, three and four A Levels and progression to a degree course.

3. ALIGNMENT WITH CORPORATE PRIORITIES

3.1 Developing the local economy for the benefit of all

3.1.1 Providing access to local and high quality education and associated children's services should enhance the skills of the local workforce. Schools are providers of local employment

3.2.1 It is very positive that Cambridgeshire's performance at Post-16 continued to be above that seen nationally in most academic measures. It is recognised, however, that performance was lower in the Technical Levels. This has been identified as an area for improvement for all Post-16 providers in order to ensure consistently higher standards for students taking technical and vocational qualifications. This will improve

the skills base and preparation for work and further study.

3.2 Helping people live healthy and independent lives

3.2.1 Access to high quality education will support children and young people to become financially independent.

3.3 Supporting and protecting vulnerable people

3.3.1 The Virtual School has a key role in supporting some of Cambridgeshire's most vulnerable children and young people to access the education to which they are entitled. It is recognised that the KS4 outcomes for pupils eligible for Free School Meals (FSM), Disadvantaged Pupils (FSM in the last six years and Looked After Children) and children with SSEN who are also eligible for FSM or Disadvantaged are a priority area for improvement for all secondary schools.

4. SIGNIFICANT IMPLICATIONS

4.1 Resource Implications

There are no significant implications within this category.

4.2 Procurement/Contractual/Council Contract Procedure Rules Implications

There are no significant implications within this category.

4.3 Statutory, Legal and Risk Implications

There is the potential risk that children and young people in Cambridgeshire, particularly the most vulnerable, will not maximise their potential without continued focus and priority being given to improving outcomes at KS4.

4.4 Equality and Diversity Implications

There is risk that children and young people in Cambridgeshire particularly the most vulnerable are not receiving an equal entitlement to high quality education leading to similar outcomes as non-disadvantaged students, without continued focus and priority being given to improving their provision and outcomes at KS4.

4.5 Engagement and Communications Implications

There is a continuing priority, following the Post-16 Area Review, for post-16 providers, schools and colleges, the Regional Schools Commissioner and the Local Authority to work together to secure improved provision and outcomes for post 16 students.

4.6 Localism and Local Member Involvement

There are no significant implications within this category.

4.7 Public Health Implications

There are no significant implications within this category.

SOURCE DOCUMENTS

Source Documents	Location
Revised GCSE and equivalent results in England: 2016 to 2017	Department for Education Website