

**CAMBRIDGESHIRE EDUCATION OUTCOMES 2018**

**To:** Children and Young People Committee

**Meeting Date:** 15 January 2019

**From:** Wendi Ogle-Welbourn, Executive Director:  
People and Communities

**Electoral division(s):** All

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

**Purpose:** To inform the Children and Young People Committee about educational performance in 2018 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.

<b><i>Officer contact:</i></b>		<b><i>Member contacts:</i></b>	
Name:	Jonathan Lewis	Names:	Councillor Simon Bywater
Post:	Service Director: Education (Cambridgeshire & Peterborough)	Role:	Chairman, Children and Young People Committee
Email:	Jonathan.Lewis@cambridgeshire.gov.uk	Email:	Simon.bywater@cambridgeshire.gov.uk
Tel:	01223 727994	Tel:	01223 706398 (office)

## 1. BACKGROUND

- 1.1 The Education Directorate reports annually to 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 tests, Key Stage 1 (KS1) which is the end of Year 2 and Key stage 2 (KS2), which is the end of Year 6 and in the end of Key Stage 4 examinations (GCSEs or equivalent).
- 1.2 The GCSE results given in this paper are provisional; the Department for Education is scheduled to release updated figures at the end of January.

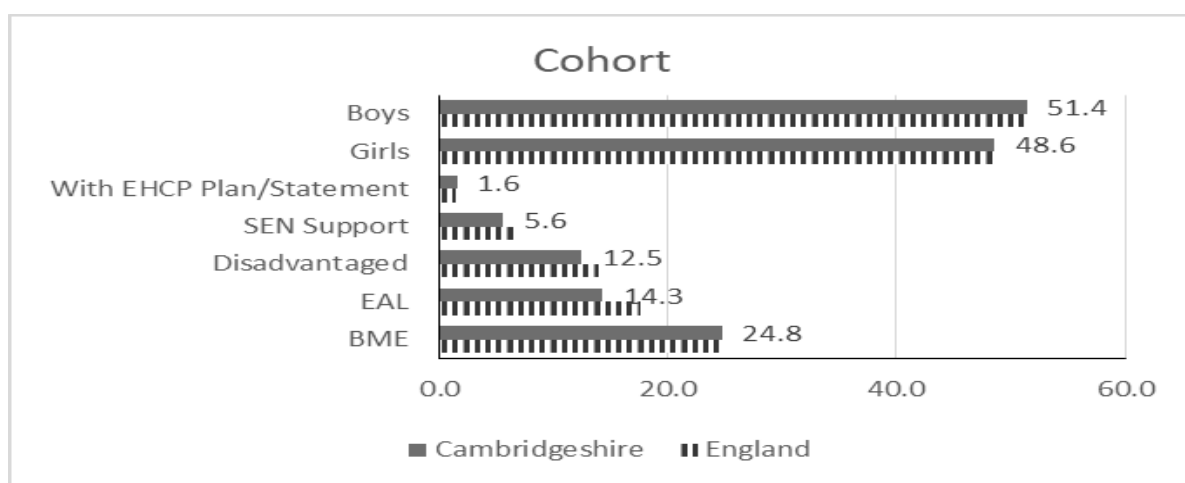
## 2. PERFORMANCE

### Headlines - Attainment Outcomes

- 2.1 **Primary outcomes** in Cambridgeshire improved in 2018 but remain around or just below the level seen nationally.
- 2.2 In the **Early Years Foundation Stage** outcomes improved at the same rate to that seen nationally with 71.2% of children achieving a Good Level of Development (England 71.5%).
- 2.3 **In Year 1**, Phonics improved at a similar rate to that seen nationally and remain just below the national level (Cambridgeshire 81.1% Working at the Expected Standard; England 82.5%).
- 2.4 **In Key Stage 1**, outcomes improved at a faster rate than seen nationally but Cambridgeshire remains around 2 percentage points below national performance. (Achieving the Expected Standard or better in Reading Writing and Maths combined: Cambridgeshire 63.4%; England 65.3%).
- 2.5 **In Key Stage 2**, outcomes improved at a slightly slower rate than seen nationally (2 percentage points compared with 3 percentage points Cambridgeshire). Cambridgeshire outcomes are around 3 percentage points below national performance. (Achieving the Expected Standard or better in Reading Writing and Maths: Cambridgeshire 61.4%; England 64.4%).
- 2.6 **In Key Stage 4**, Attainment 8 outcomes, Progress 8 outcomes and outcomes in English, Maths and English and Maths have provisionally improved and are above the level seen nationally.
- 2.7 As in previous years, outcomes in Cambridgeshire varied by both geographical area and for vulnerable groups of pupils. Details of these variations are included in the breakdowns for each key stage provided below.

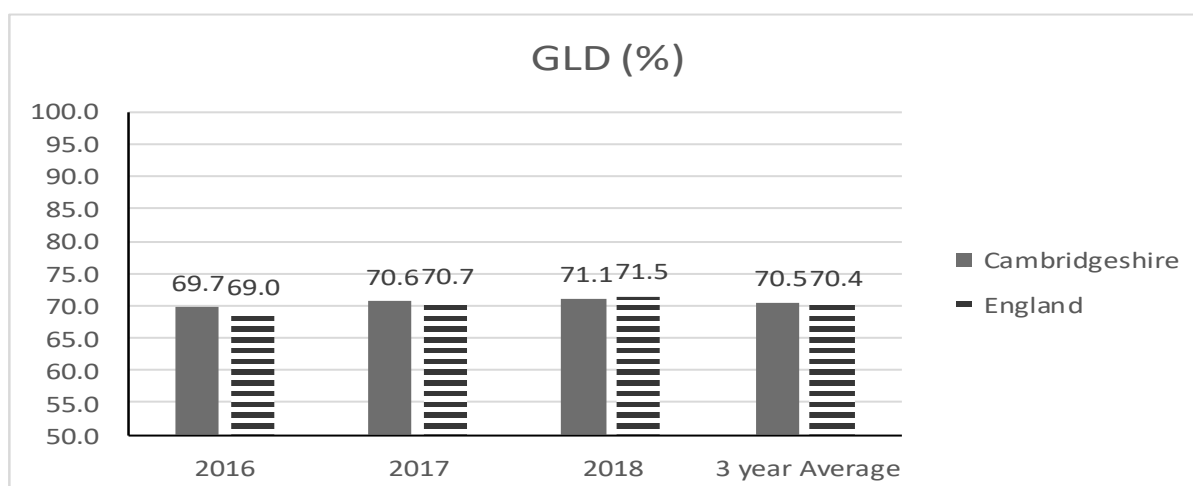
## 3. THE EARLY YEARS FOUNDATION STAGE

- 3.1 Children's outcomes are judged against standards in each of 17 Early Learning Goals (ELG) with their abilities described as being Emerging, Expected or Exceeding the requirements for that ELG. The main benchmark for the Early Years is to reach a Good Level of Development by being at Expected or better in the main ELGs and also those in Literacy and Maths (See Appendix 1).
- 3.2 Good Level of Development (GLD) outcomes in Cambridgeshire are in-line with national and are improving at the same rate as seen nationally. It should also be noted that Cambridgeshire had a slightly lower proportion of pupils with English as an Additional Language (EAL) than seen nationally (14% compared with 18%) in this year's cohort.
- 3.3 **Cohort: 7,476 children (7,525 in 2017)**



Source: DFE

- 3.4 **Trend in Good Level of Development outcomes 2016 to 2018: Cambridgeshire is ranked 82<sup>nd</sup> out of all Local Authorities**



Source: DFE

- 3.5 **District Outcomes for Early Years Foundation Stage**

Across the Local Authority, performance was strongest amongst children attending schools/academies in the East Cambridgeshire District (1,080 children; 75.4% GLD) and weakest among children attending Fenland schools/academies (1,160 children; 64.4% GLD).

- Cambridge (1,236 children; 67.8% GLD)
- East Cambridgeshire (1,010; 75.4%)
- Fenland (1,123; 66.5%)
- Huntingdonshire (1,997; 71.0%)
- South Cambridgeshire (1,846; 74.5%)

### **3.6 Pupil Level Outcomes in Early Years Foundation Stage**

- 7 in 10 pupils achieved a Good Level of Development (England 7 in 10)
- 6 in 10 boys (England 6 in 10)
- 8 in 10 girls (England 8 in 10)
- 5 in 10 Disadvantaged pupils (England 6 in 10)
- 2 in 10 Special Educational Needs Support pupils (England 3 in 10)
- 1 in 20 Education Health Care Plan/Statement pupils (England 1 in 20)
- 6 in 10 English as Additional Language pupils (England 7 in 10)
- 7 in 10 Black Minority Ethnic (England 7 in 10)
- 1 in 10 Disadvantaged with SEN (England 2 in 10)

### **3.7 School Level Outcomes**

- Excluding Special Schools there were 208 schools with results
- 126 schools had outcomes above national
- 103 schools saw results improve in 2018
- 88 schools saw results improve at a faster rate than national

3.8 Overall the Early Learning Goals that need the most improvement are Reading (77% Expected Standard+) and Writing (73% Expected Standard+) especially in Fenland where outcomes are 8 and 6 percentage points respectively below the level across the Local Authority as a whole.

3.9 Disadvantaged pupils also need the most support with the Reading (56% Expected Standard+) and Writing (52% Expected Standard+) Early Learning Goals (national 63% and 59% respectively) especially in South Cambridgeshire where outcomes are 4 and 6 percentage points below the level across the Local Authority as a whole.

3.10 It should also be noted that, as seen nationally, the time of year when a child is born has a direct impact on their Early Year's outcomes with only 60% of summer (June, July & August) born children achieving a GLD compared with 81% of Autumn (September, October & November) born children.

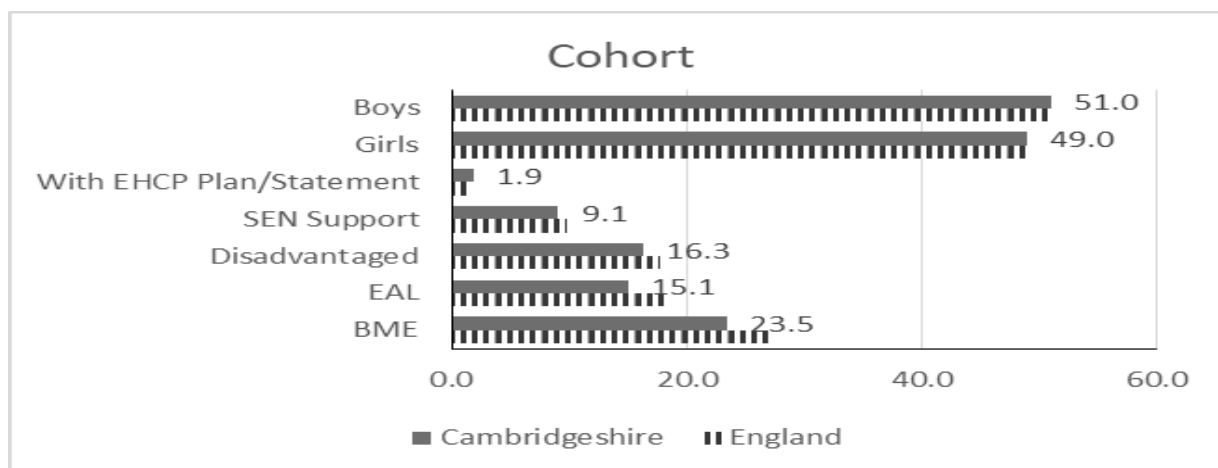
## **4. YEAR 1 PHONICS OUTCOMES**

4.1 All children are required to take a Year 1 Phonics check at the end of Year 1 with any who are not 'Working At' the expected standard re-taking the check at the end of Year 2.

4.2 Year 1 Phonics outcomes in Cambridgeshire are slightly below the level seen nationally but are improving at a faster rate than seen nationally. It should also be

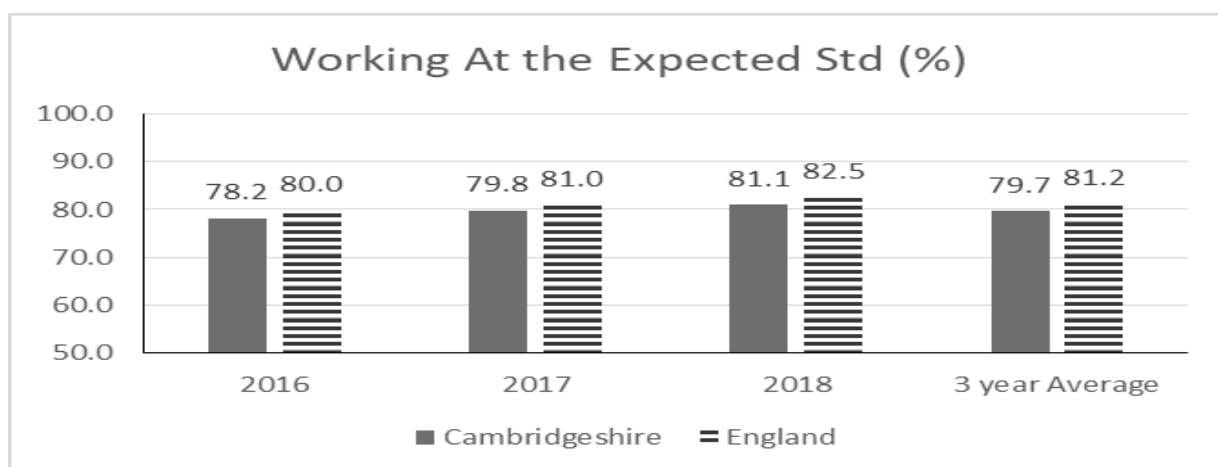
noted that Cambridgeshire had a lower proportion of Black Minority Ethnic and English as an Additional Language children than nationally (24%/15% compared with 27%/18%).

#### 4.3 Cohort: 7,595 children (7,420 in 2017)



Source: DFE

#### 4.4 Trend in Year 1 Phonics outcomes 2016 to 2018: Cambridgeshire is ranked 108<sup>th</sup> out of all Local Authorities



Source: DFE

#### 4.5 District Outcomes

Across the Local Authority, performance was strongest amongst children attending schools/academies in the South Cambridgeshire District (1,960 children; 83.3% Working At Expected Standard) and weakest among children attending Fenland schools/academies (1,190 children; 76% Working At Expected Standard).

- Cambridge (1,225 children; 80.7% Working At Expected Standard)
- East Cambridgeshire (1,050; 82.3%)
- Fenland (1,190; 76%)
- Huntingdonshire (2,085; 81.4%)
- South Cambridgeshire (1,960; 83.3%)

#### 4.6 Pupil Level Outcomes

- 8 in 10 pupils were working at the expected standard (England 8 in 10)
- 8 in 10 boys (England 8 in 10)
- 9 in 10 girls (England 9 in 10)
- 6 in 10 Disadvantaged pupils (England 7 in 10)
- 4 in 10 Special Education Needs Support pupils (England 5 in 10)
- 2 in 10 Education Health Care Plan/Statement pupils (England 2 in 10)
- 8 in 10 English as Additional Language pupils (England 8 in 10)
- 8 in 10 Black Minority Ethnic British pupils (England 8 in 10)
- 3 in 10 Disadvantaged with Special Education Needs (England 4 in 10)

#### 4.7 School Level Outcomes

- Excluding Special Schools there were 195 schools with results
- 110 schools had outcomes above national
- 106 schools saw results improve in 2018
- 90 schools saw results improve at a faster rate than national.

4.8 Overall the Phonics Check needs the most improvement in Fenland (76% Working at expected level, 5 percentage points below the level across the Local Authority as a whole).

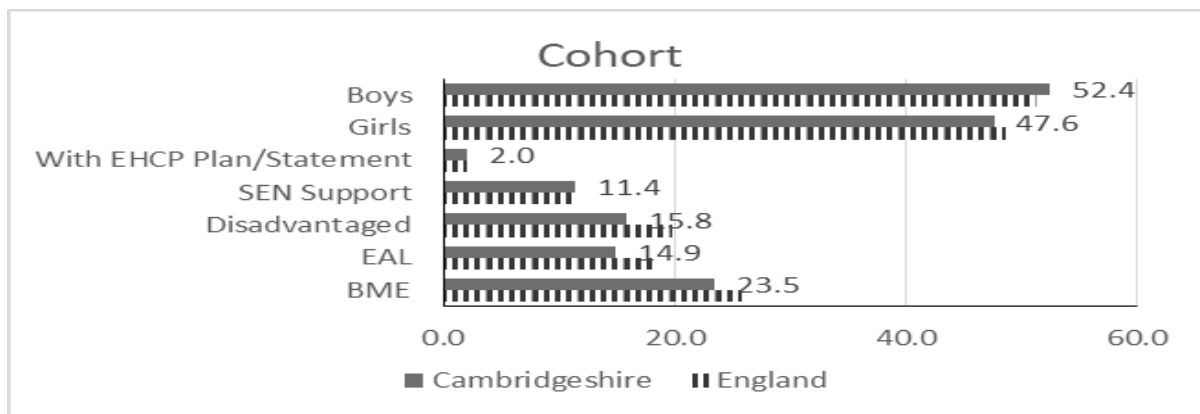
4.9 Disadvantaged pupils need the most support with Phonics in East Cambridgeshire (57.2% Working at expected level, 6 percentage points below the level across the Local Authority as a whole).

### 5. END OF KEY STAGE 1 OUTCOMES

5.1 The main benchmarks at the end of Key Stage 1 are Teacher Assessments of children's performance in English Reading, English Writing and in Maths with children aiming to reach the Expected Standard or above in each of the three. Using the proportion of children who achieve the expected standard or above in all three subjects (Reading Writing and Maths) provides a direct comparison with their later performance at the end of Key Stage 2.

5.2 Key Stage 1 outcomes in Cambridgeshire are around two percentage points below the level seen nationally but combined Reading Writing and Maths are improving at a faster rate than seen nationally. It should also be noted that Cambridgeshire had a lower proportion of pupils with English as an Additional Language than nationally (15% compared with 19%) and a lower proportion of disadvantaged children (16% compared with 20%).

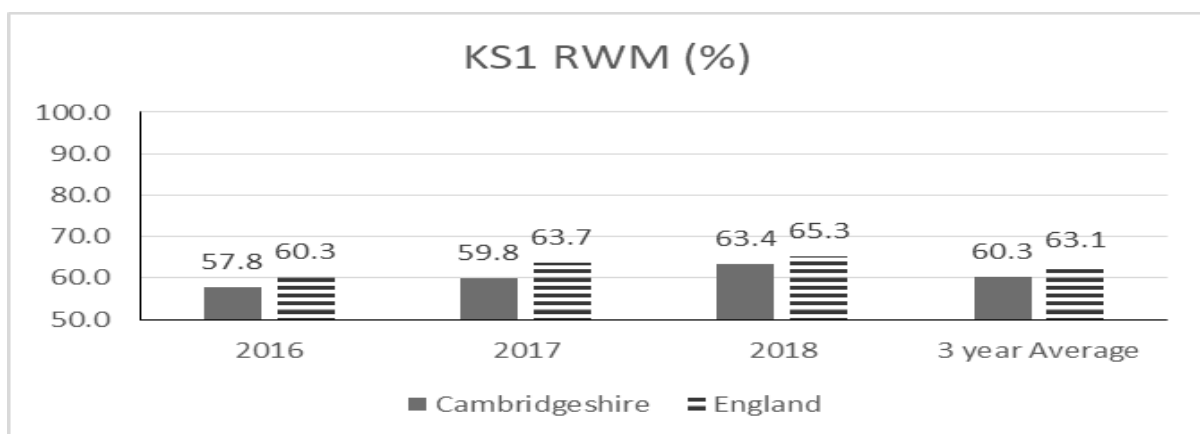
5.3 **Cohort: 7,490 children** (7,325 in 2017)



Source: DFE

#### 5.4 Trend in KS1 Reading, Writing and Maths combined outcomes 2016 to 2018:

**(Ranking is unavailable for KS1 RWM combined but Cambridgeshire is ranked 96<sup>th</sup> for Reading; 98<sup>th</sup> for Writing and 89<sup>th</sup> for Maths).**



Source: DFE

#### 5.5 District Outcomes

Across the Local Authority, performance was strongest amongst children attending schools/academies in the South Cambridgeshire District (1,950 children; 66.2% Expected Standard+ Reading Writing and Maths) and Huntingdonshire District (2,030 children; 66% Expected Standard+ Reading Writing and Maths) and weakest among children attending Fenland schools/academies (1,155 children; 55% Expected Standard+ Reading Writing and Maths).

- Cambridge (1,180 children; 61.9% Expected Standard+ Reading Writing and Maths)
- East Cambridgeshire (1,180; 64.2%)
- Fenland (1,155; 55%)
- Huntingdonshire (2,030; 66%)
- South Cambridgeshire (1,950; 88.2%)

#### 5.6 Pupil Level Outcomes

- 6.5 in 10 pupils achieved expected+ in KS1 Reading Writing and Maths (England 6.5 in 10)

- 6 in 10 boys (England 6 in 10)
- 7 in 10 girls (England 7 in 10)
- 4 in 10 Disadvantaged pupils (England 5 in 10)
- 2 in 10 Special Education Needs Support pupils (England 2 in 10)
- 1 in 10 Education Health Care Plan/Statement pupils (England 1 in 10)
- 6 in 10 English as Additional Language pupils (England 6 in 10)
- 6.5 in 10 Black Minority Ethnic pupils (England 6.5)
- 1 in 10 Disadvantaged with Special Education Needs (England 1.5 in 10)

## 5.7 School Level Outcomes

- Excluding Special Schools there were 195 schools/academies with KS1 results
- 113 schools had outcomes above national
- 106 schools saw results improve
- 100 schools saw results improve at a faster than national

5.8 Overall the Key Stage 1 needs the most improvement in Writing (2 percentage points below national) particularly in the Fenland District (9 percentage points below the level across the Local Authority as a whole).

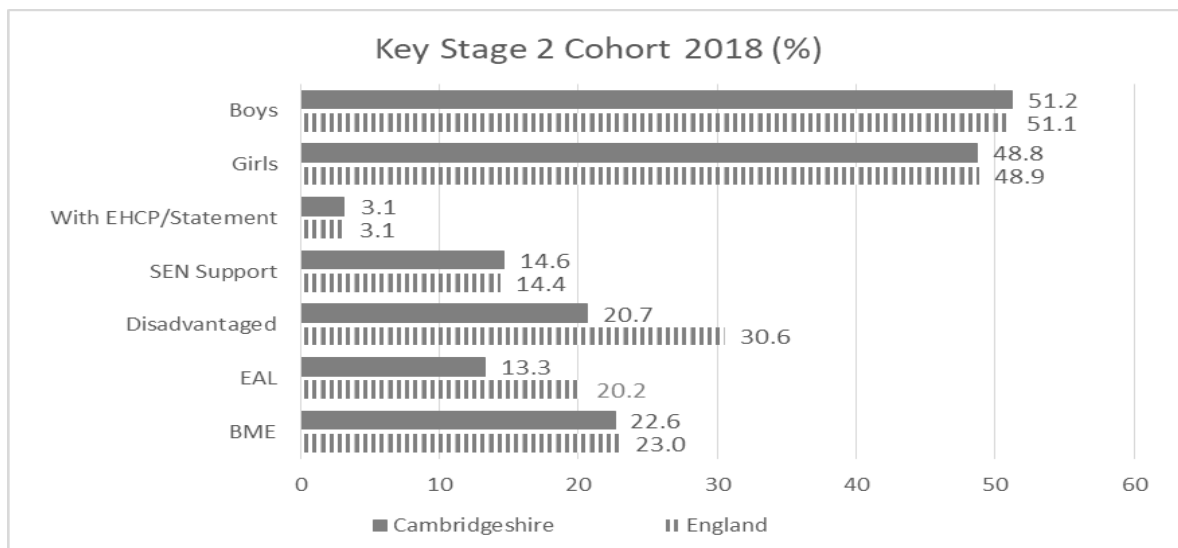
5.9 However, while disadvantaged pupils also need the most support with Writing (10 percentage points below the national level) this is particularly needed in the Cambridge City and South Cambridgeshire districts (6 and 5 percentage points respectively below the level across the Local Authority as a whole).

## 6. KEY STAGE 2 OUTCOMES

6.1 The main benchmarks at the end of Key Stage 2 are the proportion of children achieving the expected standard or better, in English Reading and Maths tests (SATS) and in Teacher Assessed Writing. Children are expected to achieve the standard in all three- and Key Stage 1 to Key Stage 2 progress measures for each subject (see below). Note that Reading Writing and Maths combined and Writing Teacher Assessment outcomes are not comparable with those from previous years due to changes in the Writing Assessment Frameworks.

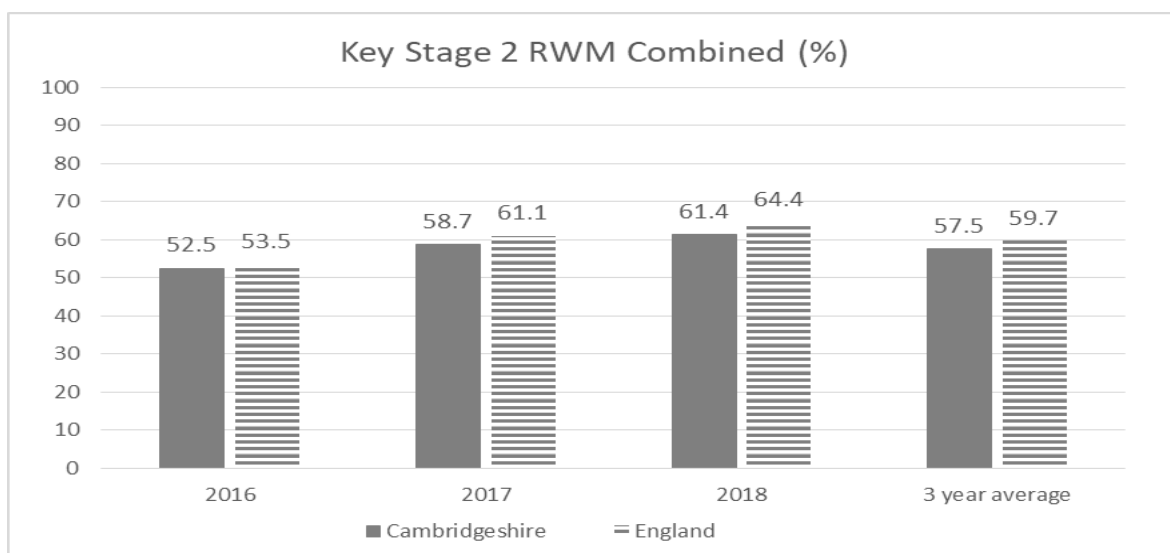
6.2 Key Stage 2 outcomes in Cambridgeshire are around three percentage points below the level seen nationally and combined Reading Writing and Maths improved by two percentage *points* compared with three nationally. It should also be noted that Cambridgeshire had a slightly lower proportion of Black Minority Ethnic and pupils with English as an Additional Language than nationally (23%/15% compared with 25%/19%) and a lower proportion of Disadvantaged children (21% compared with 29%).

6.3 **Key Stage 2 Cohort: 6,769 children** (6,450 in 2017)



#### 6.4 Trend in KS2 Reading, Writing and Maths combined outcomes 2016 to 2018

**Cambridgeshire is ranked 119<sup>th</sup> (94<sup>th</sup> for Reading; 139<sup>th</sup> for Writing and 134<sup>th</sup> for Maths).**



Source: DFE

#### 6.5 District Outcomes

Across the Local Authority, performance was strongest amongst children attending schools/academies in the South Cambridgeshire District (1,774 children; 67.4% Expected Standard+ Reading Writing and Maths) and weakest among children attending Fenland schools/academies (1,038 children; 51.4% Expected Standard+ Reading Writing and Maths).

- Cambridge (970 children; 65.1%)
- East Cambridgeshire (914; 62.4%)
- Fenland (1,038; 51.4%)
- Huntingdonshire (1,849; 59.5%)
- South Cambridgeshire (1,774; 67.4%)

## 6.6 Pupil Level Outcomes

- 6 in 10 pupils achieved expected+ in KS2 Reading Writing and Maths (England 6.5 in 10)
- 6 in 10 boys (England 6 in 10)
- 6 in 10 girls (England 7 in 10)
- 4 in 10 Disadvantaged pupils (England 5 in 10)
- 2 in 10 Special Education Needs Support pupils (England 2 in 10)
- 1 in 10 Education Health Care Plan/Statement pupils (England 1 in 10)
- 6 in 10 English as Additional Language pupils (England 6 in 10)
- 6 in 10 Black Minority Ethnic pupils (England 6 in 10)
- 1 in 10 Disadvantaged with Special Education Needs (England 2 in 10)

## 6.7 School Level Outcomes

- Excluding Special Schools there were 192 schools/academies with KS2 results
- 91 schools had outcomes above national
- 104 schools saw results improve
- 82 schools saw results improve at a faster than national

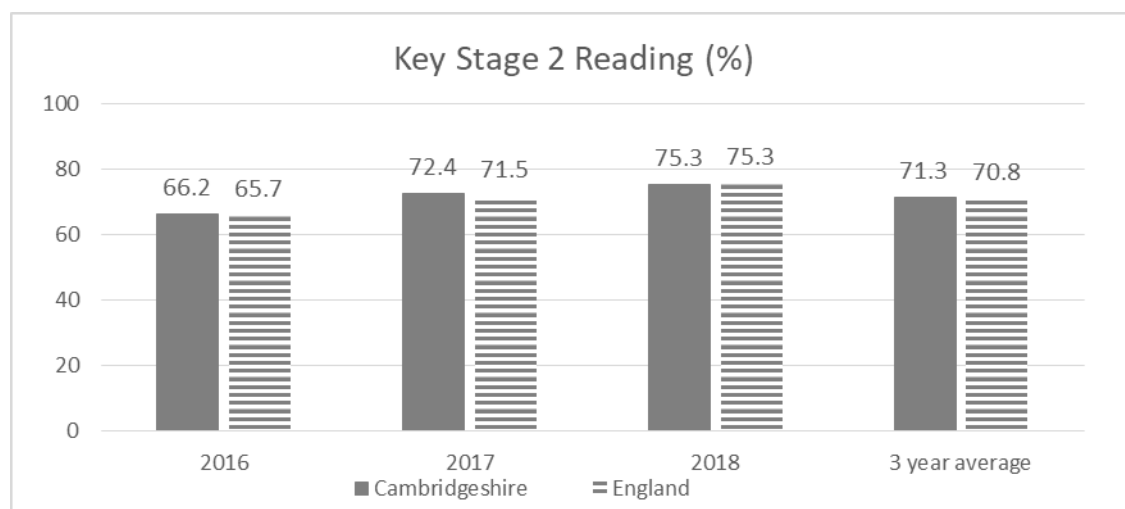
6.8 Overall Key Stage 2 needs the most improvement in Maths (3 percentage points below national) particularly in the Fenland District (5 percentage points below the level across the Local Authority as a whole).

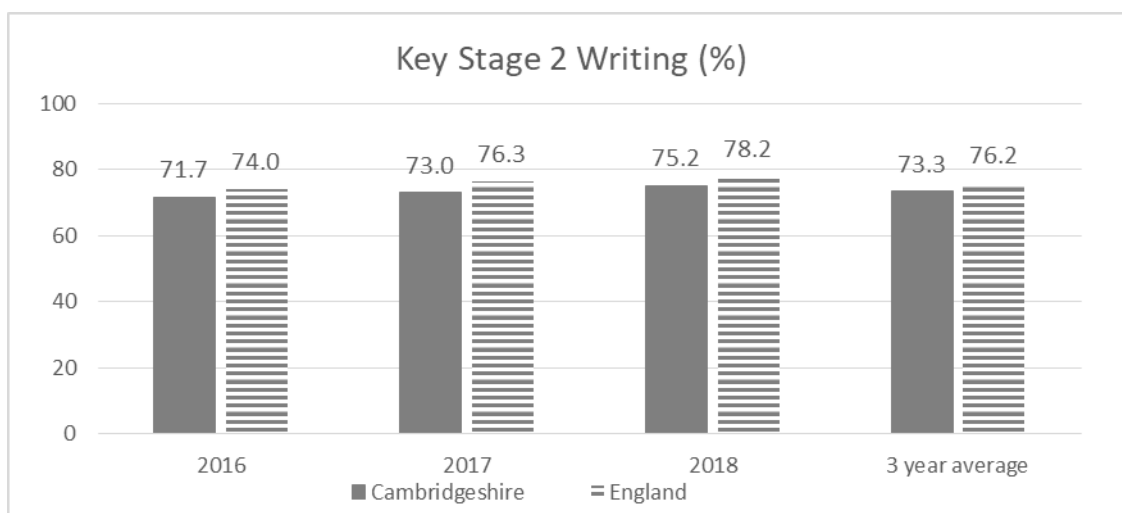
Disadvantaged pupils also need the most support with Maths, also in the Fenland district (5 percentage points below the level across the LA as a whole).

## 6.9 Individual Key Stage 2 subject Summary

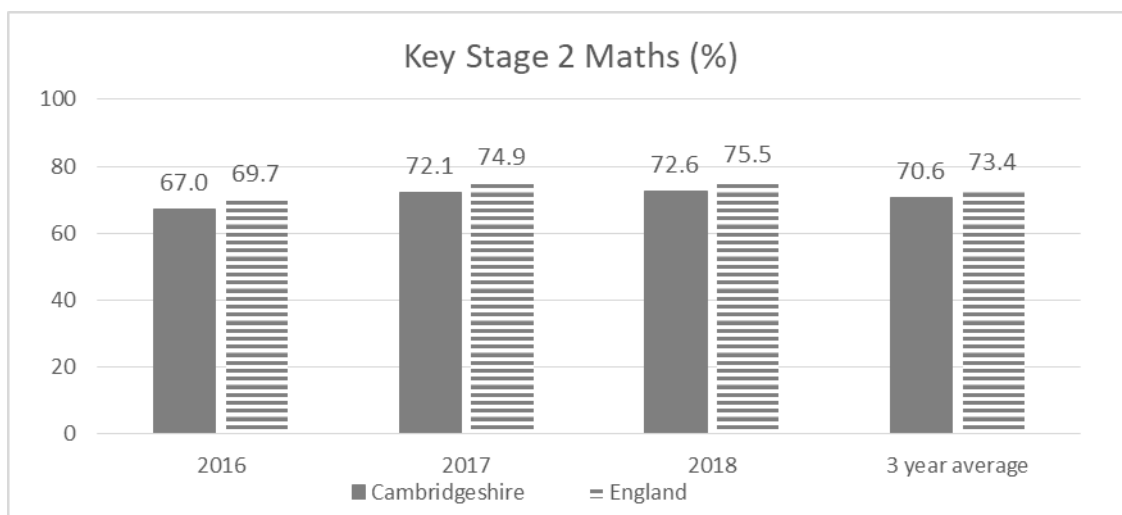
Outcomes in the individual Key Stage 2 subjects over time are shown below:

- Reading continues to be around 1 percentage point below national
- Writing continues to be around 3 percentage points below national
- Maths continues to be around 3 percentage points below national
- Grammar, Punctuation and Spelling continues to be around 3 percentage points below national
- Science continues to be around 1 percentage point below national

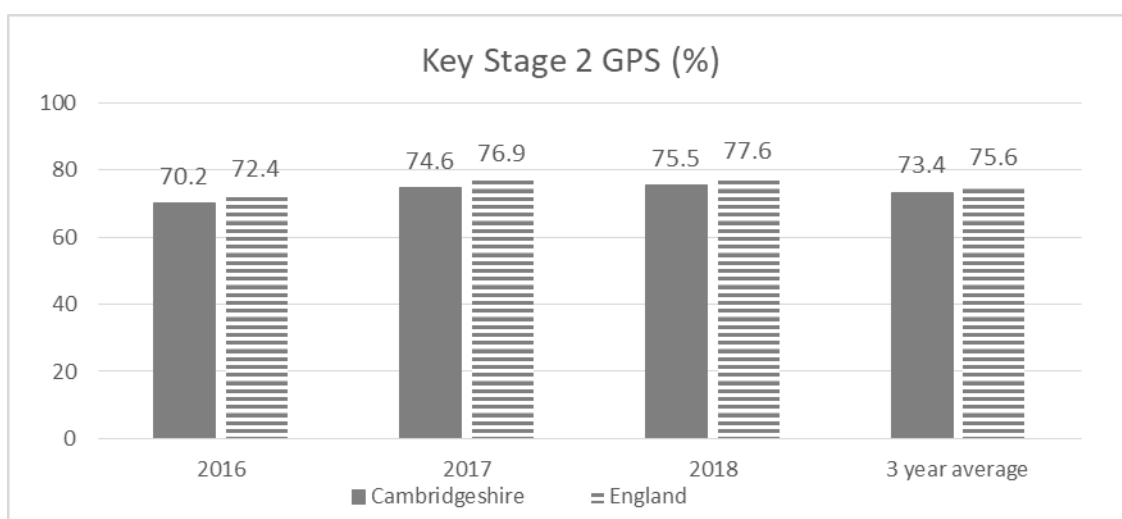




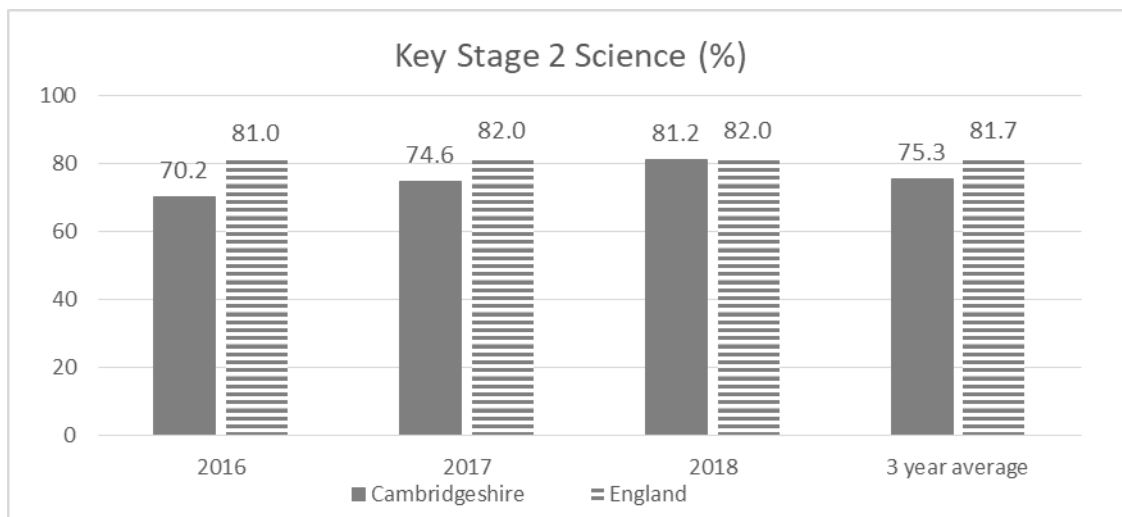
Source: DFE



Source: DFE



Source: DFE



Source: DFE

## 7. PROGRESS - Key Stage 1 to Key Stage 2 Progress Scores:

7.1 Progress scores are calculated for each end of Key Stage 2 pupil that has Key Stage 1 results and collated to give an overall progress score for schools in Reading, in Writing and in Maths. A score of zero indicates that the pupils in a school are making similar progress to their peers nationally; a positive score indicates that they are making faster progress a negative score indicates slower progress.

7.2 The provisional progress scores for Cambridgeshire are:

- Reading: (6,394 children) 0.06
- Writing: (6,437 children) -0.95
- Maths: (6,392 children) -0.50

7.3 Including Special Schools, there were 201 Cambridgeshire Primary Schools/Academies with provisional Key Stage 1 to Key Stage 2 progress scores in 2018. (Note that the Department for Education have modified the Key Stage 1 to Key Stage 2 progress measure calculations to include pupils at Special Schools and that therefore special schools have been included in the data on progress). Of these:

- 47 schools/academies have positive progress scores in all three subjects
- 113 schools/academies have positive progress scores in Reading including 47 with progress scores significantly above national
- 69 schools/academies have positive progress scores in Writing including 14 with progress scores significantly above national, and
- 92 schools/academies have positive progress scores in Maths including 33 with progress scores significantly above national

However:

- Sixteen schools/academies have progress scores significantly below national progress in Reading, Writing and Maths
- 68 schools/academies have negative progress scores in all three subjects
- 87 schools/academies have negative progress scores in Reading including 29 with progress scores significantly below national
- 131 schools/academies have negative progress scores in Writing including 53 with progress scores significantly below national, and

- 108 schools/academies have negative progress scores in Maths including 57 with progress scores below national

**Note** that changes to pupil outcomes (for example marks) can have a significant impact on school level progress figures particularly for schools with small cohorts.

## 8. KEY STAGE 4 OUTCOMES (GCSES)

- 8.1 The ongoing changes to GCSE examinations and grading (Grades 9-1) mean that differences in year on year outcomes are only indicative rather than a like for like comparison.
- 8.2 The main benchmarks at the end of Key Stage 4 are Progress 8 and Attainment 8. Attainment 8 measures a student's average grade across eight subjects – the same subjects that count towards Progress 8. This measure is designed to encourage schools to offer a broad, well-balanced curriculum.

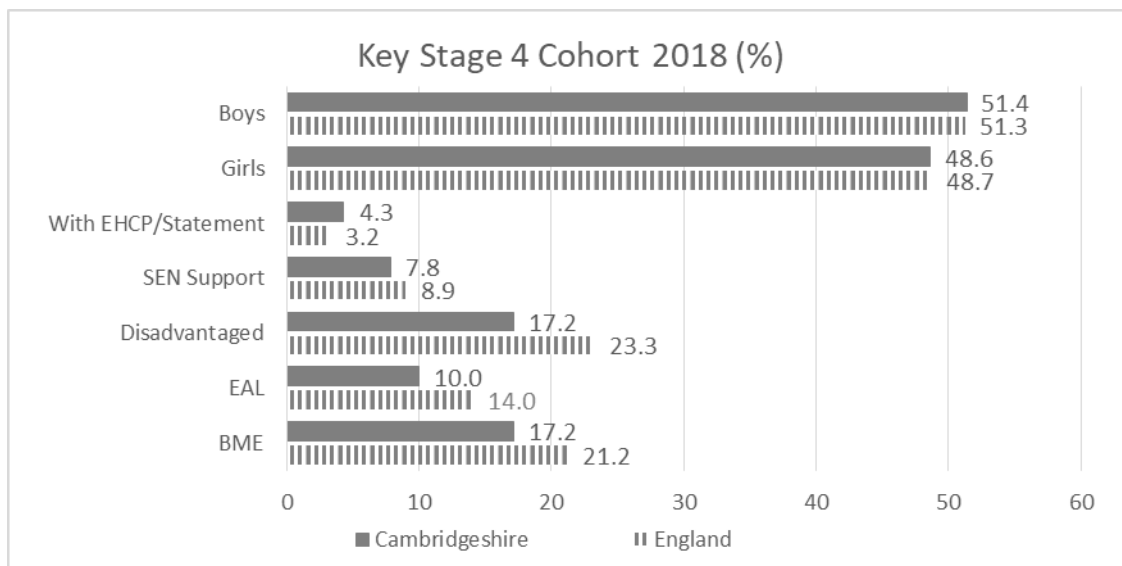
The eight subjects fit into three groups:

1. English and maths. These are double-weighted, which means they count twice.
2. English Baccalaureate (Ebacc). These are the highest scores from the sciences, computer science, geography, history and languages.
3. Open group. Any remaining GCSEs and other approved academic, arts or vocational qualifications.

- 8.3 Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects. It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and Maths as a baseline. Progress 8 only compares schools with similar intakes.

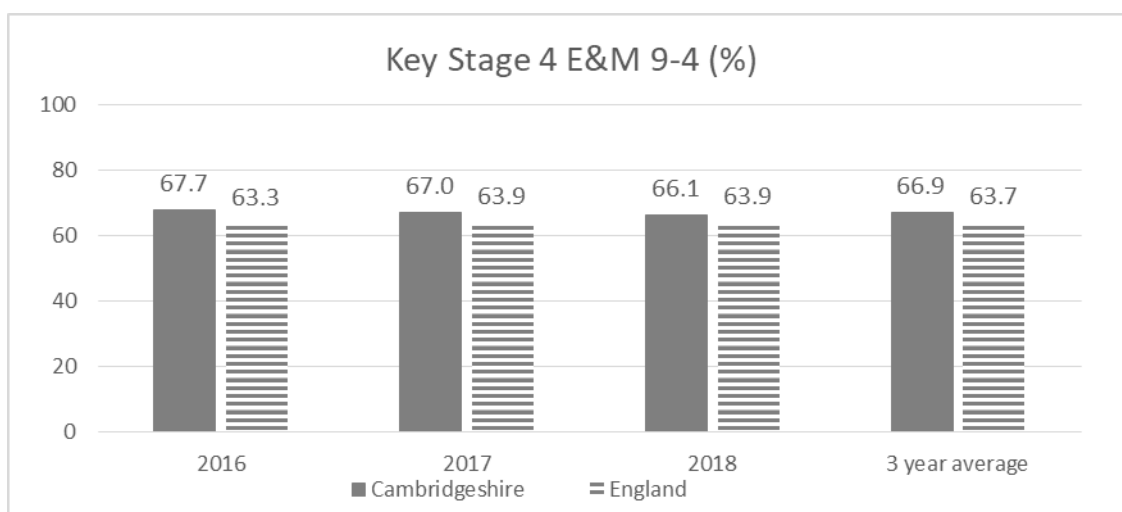
- 8.4 Provisional Key Stage 4 outcomes in Cambridgeshire are above the level seen nationally:
- Average Attainment 8 scores have improved slightly (from 47.7 points to 47.9 points; a grade C). (Nationally performance improved marginally from 46.3 to 46.6 points).
  - The average progress 8 score per pupil in Cambridgeshire improved from 0.10 to 0.14 compared with a national change from 0.02 to 0.03.
  - The proportion of pupils achieving passes in English, in Maths and in both English and Maths are all above the national figures. English & Maths by 1ppt to 68%; English by 2ppt to 79% and Maths by 1ppt to 74%.
  - It should also be noted that Cambridgeshire had a slightly lower proportion of Black Minority Ethnic and English as Additional Language children than nationally (21%/10% compared with 30%/16.5%).

- 8.5 **Cohort:**      **5,491 children** (5,635 in 2017)

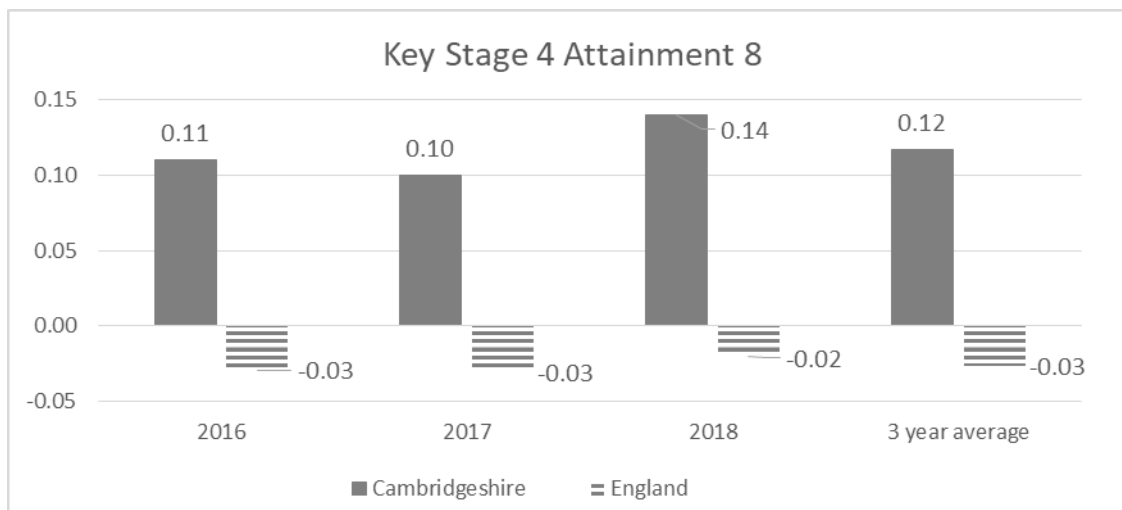


Source: NEXUS and DFE

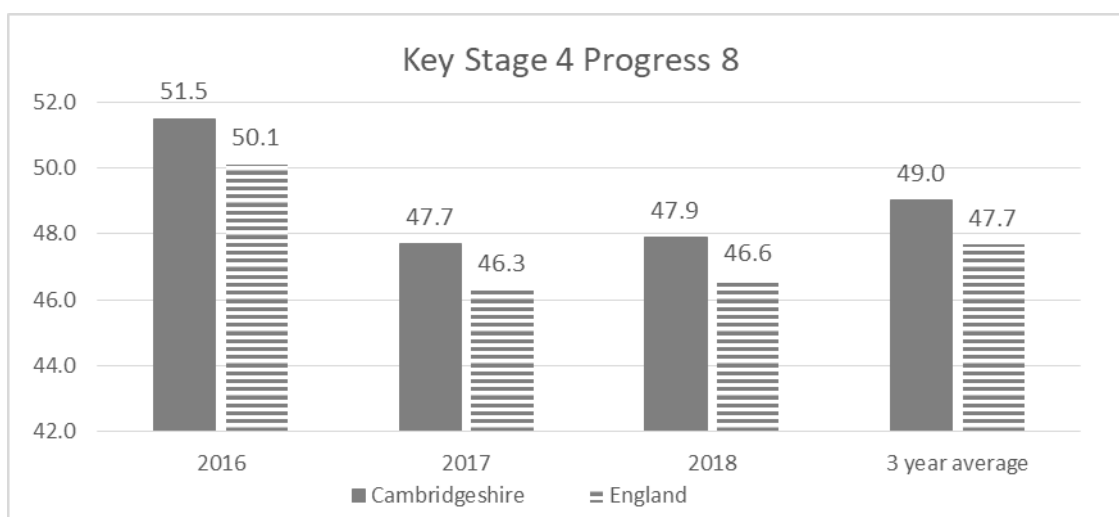
**8.6 Trend in Key Stage 4 English and Maths combined outcomes 2016 to 2018: Cambridgeshire is ranked 53<sup>rd</sup> for grades 9-4 in both English and Maths; 45<sup>th</sup> for Attainment 8 and 33<sup>rd</sup> for Progress 8)**



Source: DFE



Source: DFE



Source: DFE

## .7 District Outcomes

Across the Local Authority, performance was strongest amongst children attending schools/academies in the South Cambridgeshire District (1460 children; 75.3% grade 9-4 in both English and Maths) and weakest among children attending Fenland schools/academies (769 children; 51.8% grade 9-4 in both English and Maths).

- Cambridge (670 children; 74.1% grade 9-4 in both English and Maths)
- East Cambridgeshire (776; 67.7%)
- Fenland (769; 51.8%)
- Huntingdonshire (1525; 63.3%)
- South Cambridgeshire (1460; 75.3%)

## 8.8 Pupil Level Outcomes:

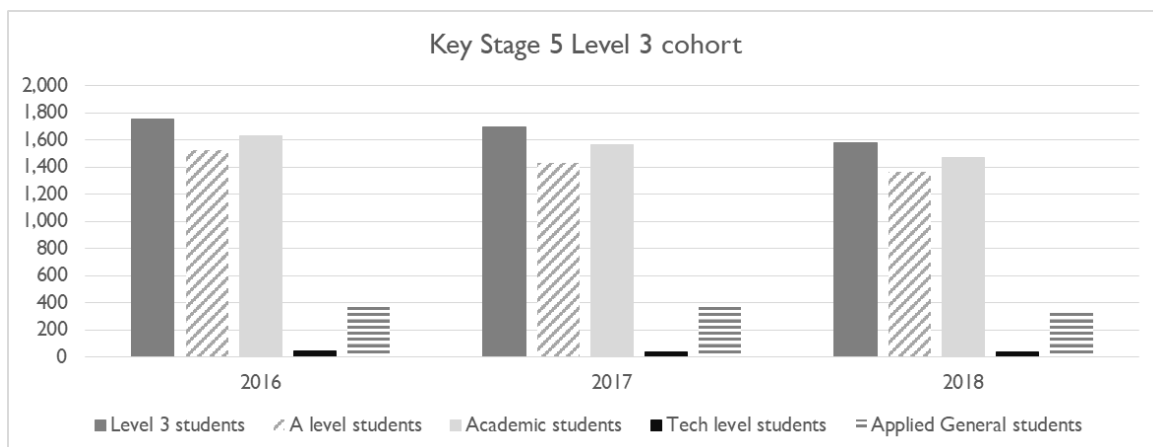
- 6.5 in 10 pupils achieved grade 9-4 in English and Maths (England 6 in 10)

- 6 in 10 boys (England 6 in 10)
- 7 in 10 girls (England 6.5 in 10)
- 4 in 10 disadvantaged pupils (England 4 in 10)
- 3.5 in 10 SEN Support pupils (England 3 in 10)
- 1 in 10 EHCP/Statement pupils (England 1 in 10)
- 6.5 in 10 EAL pupils (England 6.5 in 10)
- 7 in 10 BME pupils (England 6.5 in 10)
- 1 in 10 disadvantaged with SEN (England 1.5 in 10)

## 9. POST-16 (KEY STAGE 5) OUTCOMES (state-funded students aged 16 to 18)

9.1 The 16-18 school and college performance headline measures changed in 2016, as a result of previously announced government reforms to the way schools and colleges are held to account for their performance. From 2016 the headline measures from 2016 are reported across four different level 3 cohorts, which were determined by the qualifications taken by students: A levels, academic, applied general and tech levels. From 2017, these headline measures were extended to include level 2 vocational qualifications.

### 9.2 Post 16 (key stage 5) Level 3 Cohort: 1,363 children (1,435 in 2017)

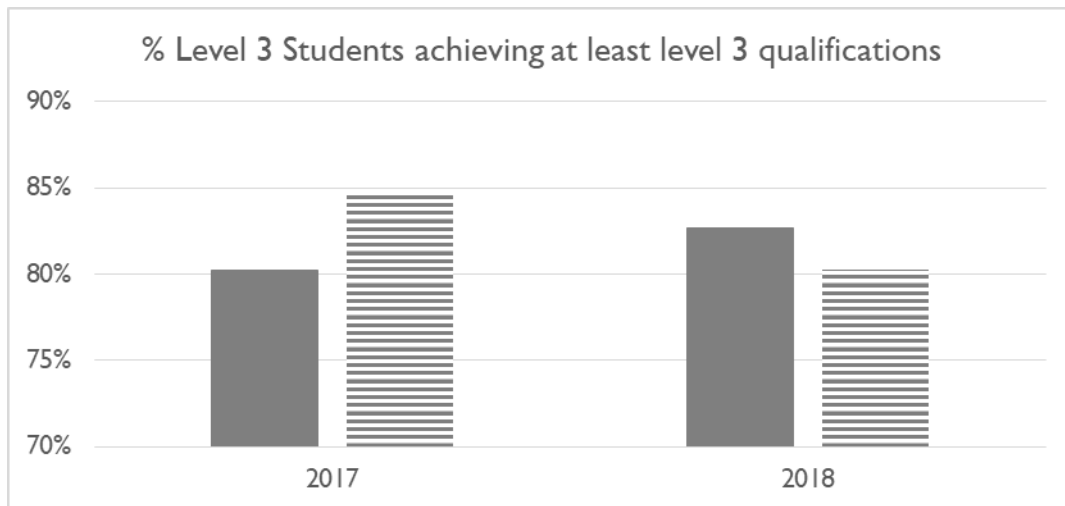


Source: DFE

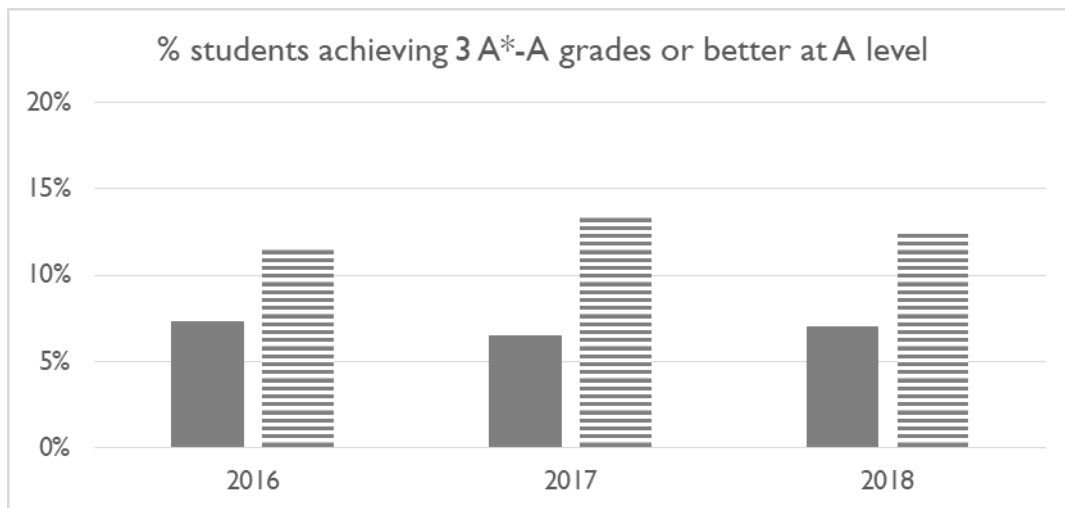
9.3 **Cambridgeshire is ranked 88<sup>th</sup> for Level 3 average point score (APS) entry, 96<sup>th</sup> for APS entry, 85<sup>th</sup> for Tech level APS entry and 45<sup>th</sup> for Applied General level APS entry**

### 9.4 Post 16 (key stage 5) Level 3 attainment

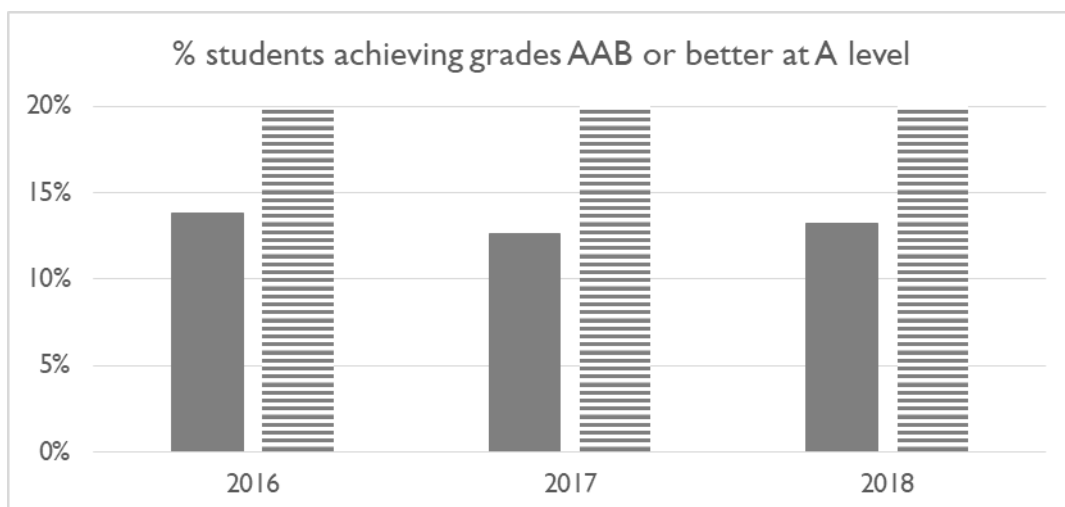
- 82.7% of Cambridgeshire students achieved at least level 3 qualifications (80.2% in 2017) compared to 80.3% nationally (84.7% in 2017).
- 7.0% of Cambridgeshire pupils achieved three or more A Levels at grade A, 5.5ppt below the national level (12.5%).
- 13.2% of Cambridgeshire students achieved grades AAB or better at A Level, 7.4ppt below the national level (20.6%).



Source: DFE



Source: DFE



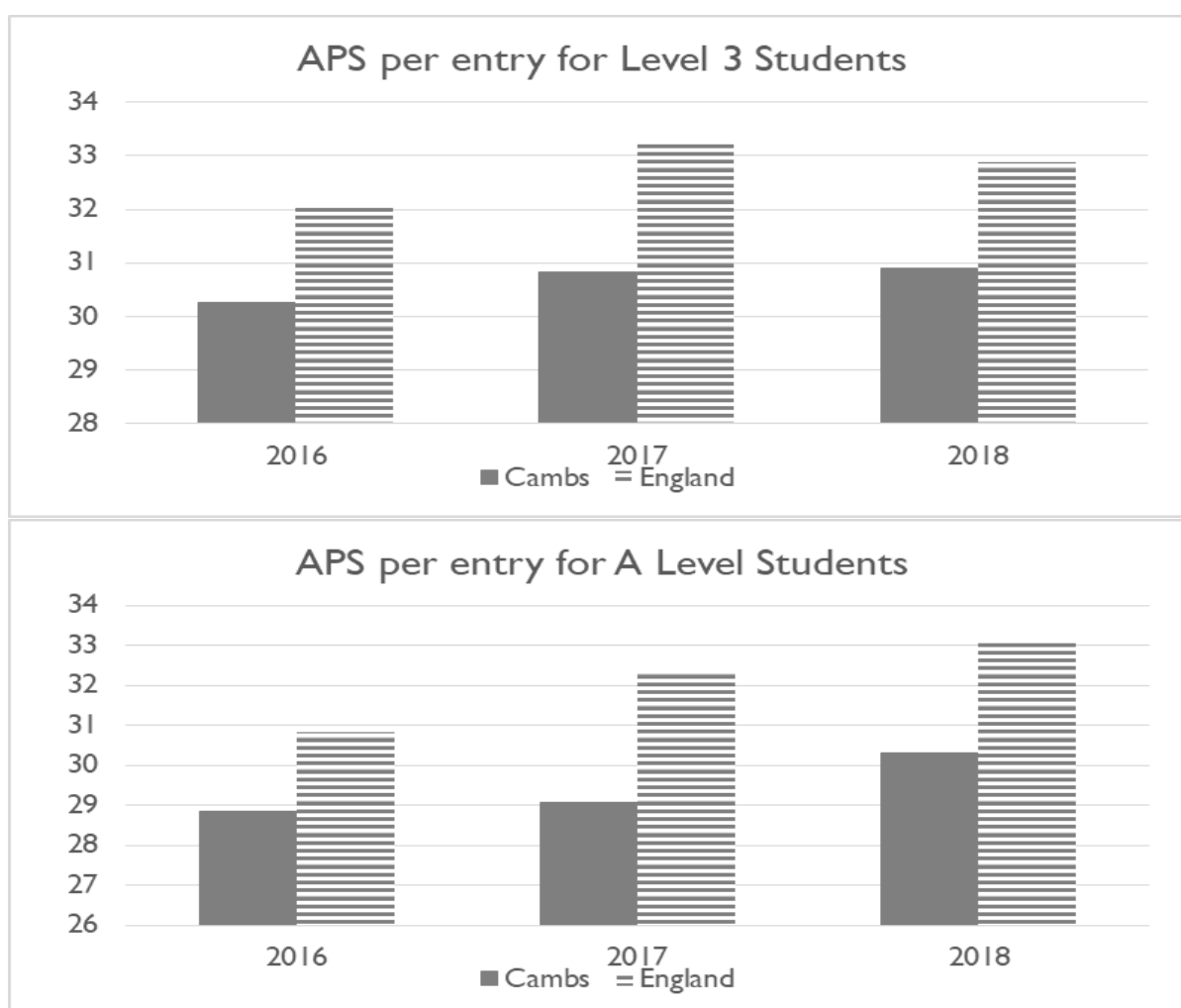
Source: DFE

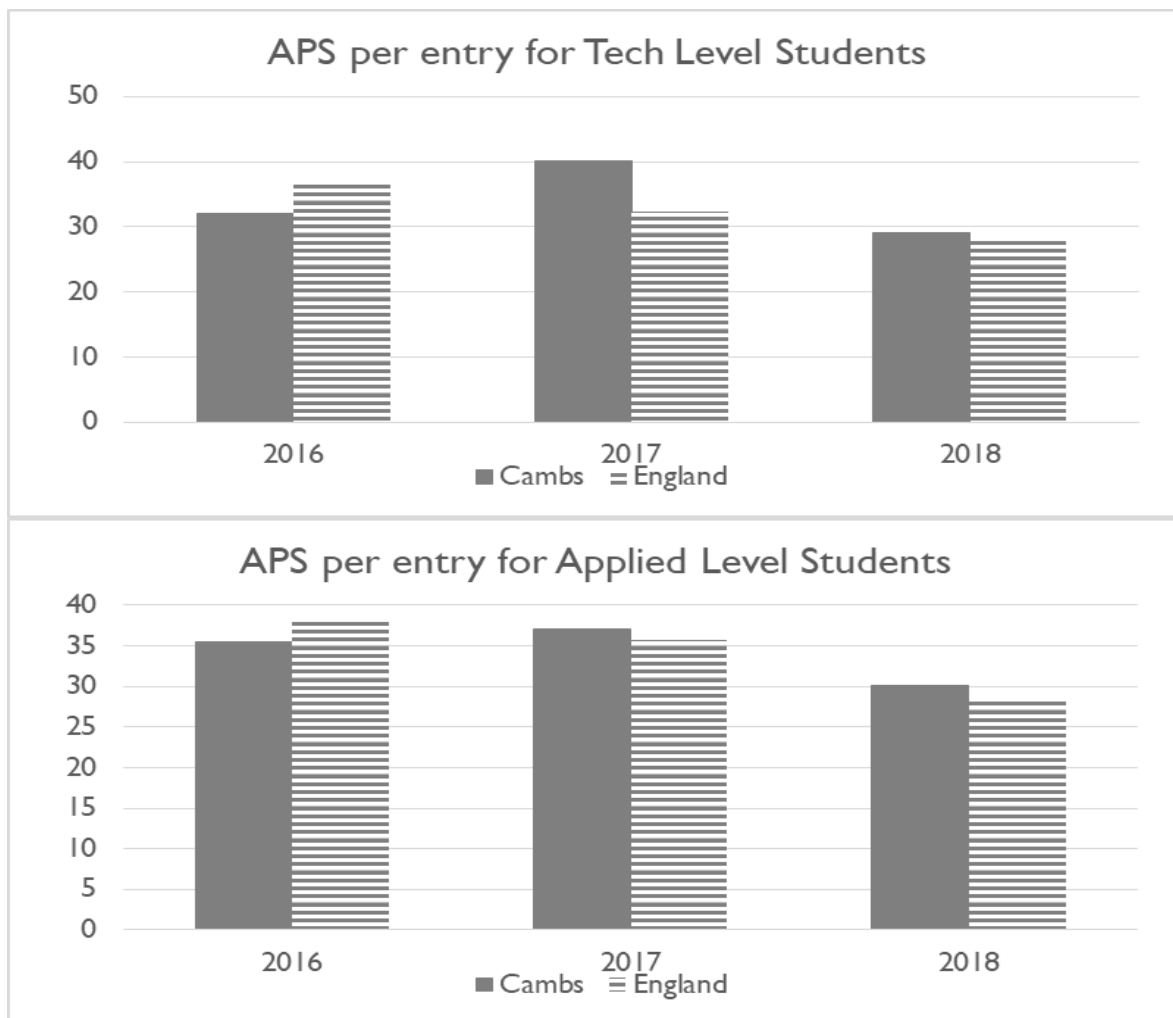
- 9.5 The average point score (APS) per entry for all level 3 students decreased marginally this year to 30.90 (30.84 in 2017). There was a similar decrease nationally to 32.88 (33.23 in 2017).

The Average Point Score per entry for the A Level cohort increased to 30.31 points (29.06 in 2017) compared with 33.05 points nationally (32.39 in 2017). The APS per entry expressed as a grade remained stable for A levels at grade C. The national trend is similar and the APS score expressed as a grade is C+.

The Average Point Score per entry for the Tech Level cohort decreased substantially to 29.14 points (40.18 in 2017) compared with 28.33 points nationally (32.26 in 2017). The APS per entry expressed as a grade decreased from Dist+ to a Merit+ in both Cambridgeshire and nationally.

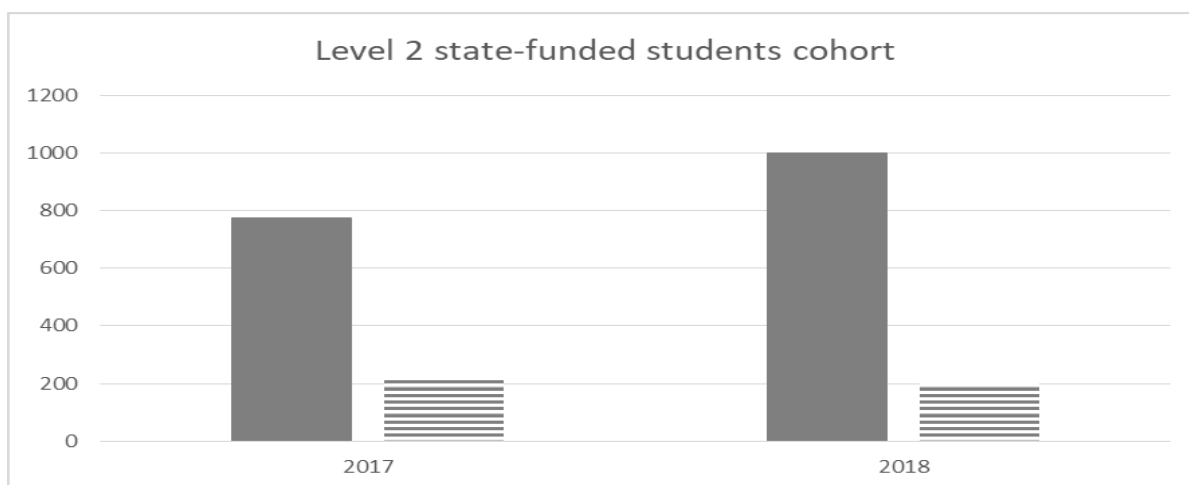
For Applied General Studies, the Average Point Score per entry decreased to 30.06 points (37.05 in 2017), compared with 28.26 points nationally (35.72 in 2017).





#### 9.6 Post 16 (key stage 5) Level 2 Cohort: 1,000 children (775 in 2017)

The total number of level 2 vocational students increased by nearly 30% from 775 in 2017 to 1000 in 2018. The number of technical certificate students decreased slightly from 214 in 2017 to 201 in 2018. This equates to 19.2% of level 2 students entering a technical certificate (31.2% in 2017) compared to a national figure of 38.3% (43.2% in 2017).

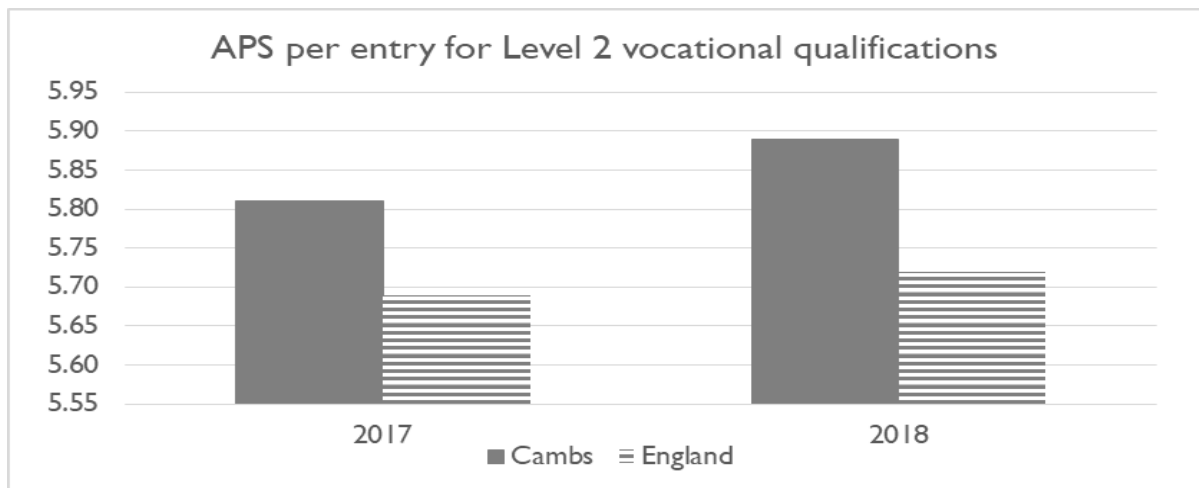


#### 9.7 Post 16 (key stage 5) Level 2 attainment

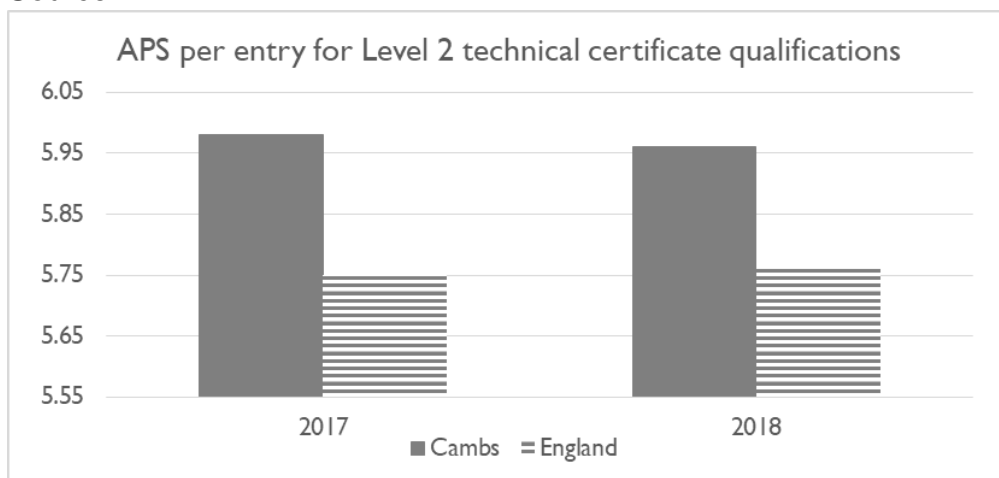
The Average Point Score per entry for Level 2 vocational qualifications increased to 5.89 points (5.81 in 2017) compared with 5.72 points nationally (5.69 in 2017). The

APS per entry expressed as a grade increased to L2Merit (L2Merit- in 2017). The national APS score expressed as a grade did not change from the 2017 grade of L2Merit-.

The Average Point Score per entry for Level 2 technical certificate qualifications decreased very slightly to 5.96 points (5.98 in 2017) compared with 5.76 points nationally (5.75 in 2017). The APS per entry expressed as a grade has not changed from 2017 and is L2Merit. The national APS score expressed as a grade did not change from the 2017 grade of L2Merit-.



Source: DFE



Source: DFE

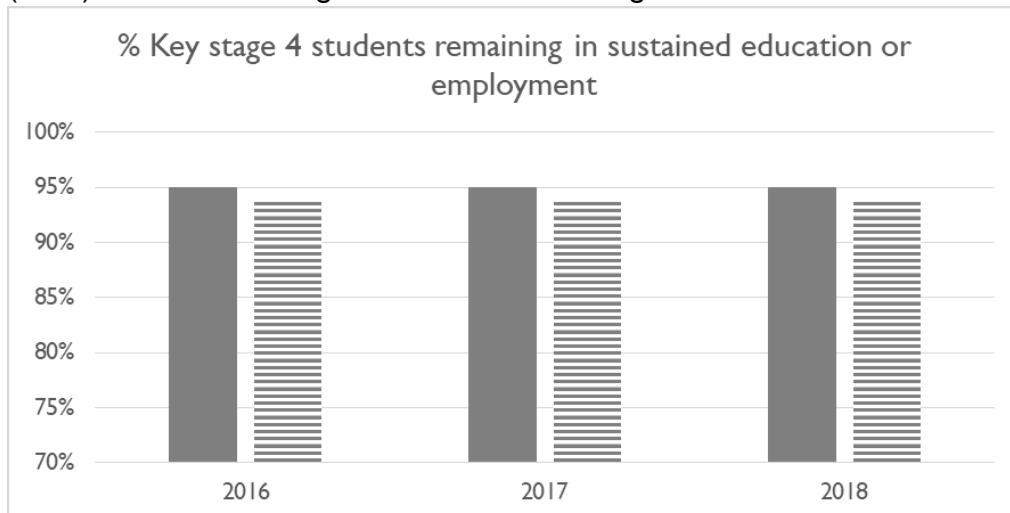
## 10 Destinations of Key Stage 4 and key Stage 5

- 10.1 Destination measures show the percentage of pupils or students going to or remaining in an education and/or employment destination in the academic year after completing their key stage 4 or key stage 5 studies. The most recent data reports on students who completed the key stage in the 2015/16 academic year and identifies their education and/or employment destinations the following year.

To be counted in a destination, young people have to be recorded as having sustained

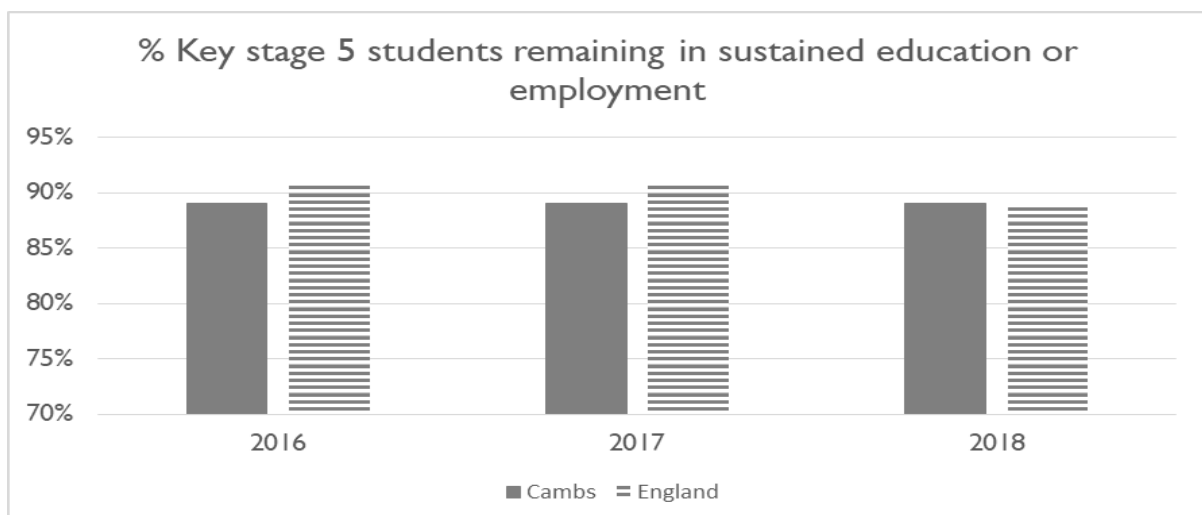
participation for a 6 month period in the destination year. This means attending for all of the first two terms of the academic year (October 2016 – March 2017) at one or more education provider; spending 5 of the 6 months in employment or a combination of the two.

- 10.2 In 2018, 95% of Cambridgeshire key stage 4 post-16 pupils went on to or remained in sustained education and employment destinations, 1ppt above the level nationally (94%). Both Cambridgeshire and national figures have remained stable since 2016.



Source: DFE

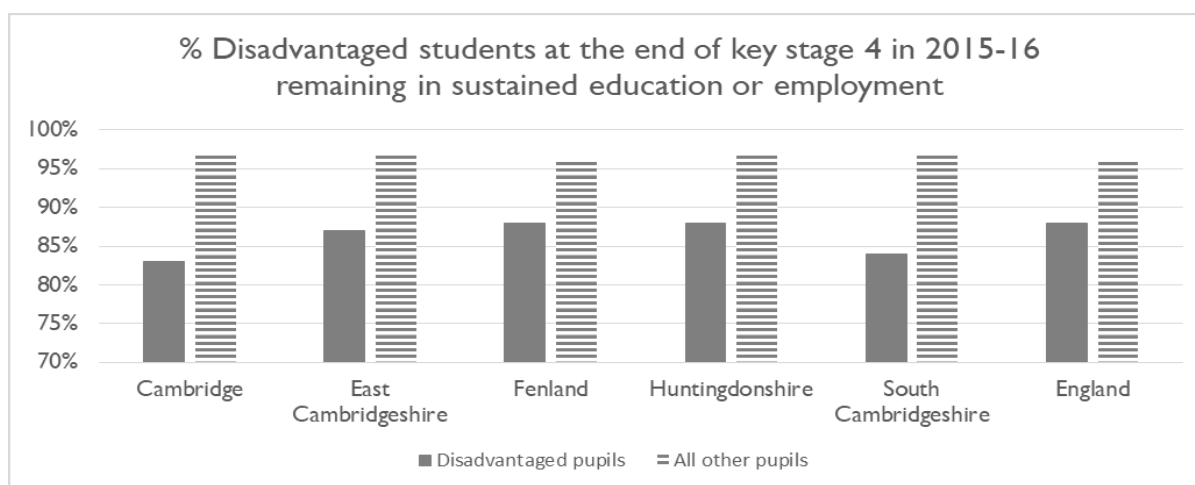
- 10.3 In 2018, 89% of Cambridgeshire key stage 5 post-16 pupils went on to or remained in education and employment. This figure has remained stable since 2016 and is in-line with the 2018 level nationally (89%). The national figure decreased slightly this year from 91% in 2017.



#### 10.4 District outcomes for destinations of Key Stage 4 disadvantaged students

Across the Local Authority, students in the Fenland and Huntingdonshire districts were most likely to remain in sustained education or employment following key stage 4.

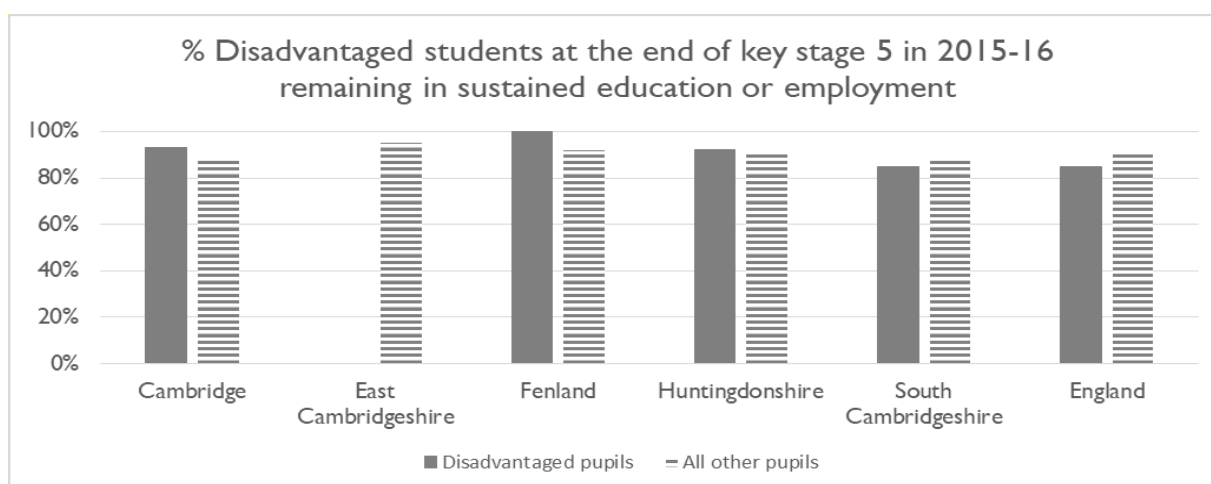
- Cambridge (195 children; 83%)
- East Cambridgeshire (130; 87%)
- Fenland (275; 88%)
- Huntingdonshire (295; 88%)
- South Cambridgeshire (200; 84%)



#### 10.5 District outcomes for destinations of Key Stage 5 disadvantaged students

Across the Local Authority, students in the Fenland district were most likely to remain in sustained education or employment following Key Stage 5. It is worth noting the significantly smaller cohort of disadvantaged children at the end of Key Stage 5 in Fenland.

- Cambridge (125 children; 93%)
- East Cambridgeshire (<5; 0%)
- Fenland (25; 100%)
- Huntingdonshire (75; 92%)
- South Cambridgeshire (100; 85%)



Source: DFE

Source Documents	Location
<i>Source of Data:</i> <i>Nexus</i> <i>Department for Education</i>	Rosemarie Sadler <a href="mailto:Raosemarie.sadler@cambridgeshire.gov.uk">Raosemarie.sadler@cambridgeshire.gov.uk</a>



## Local Authority

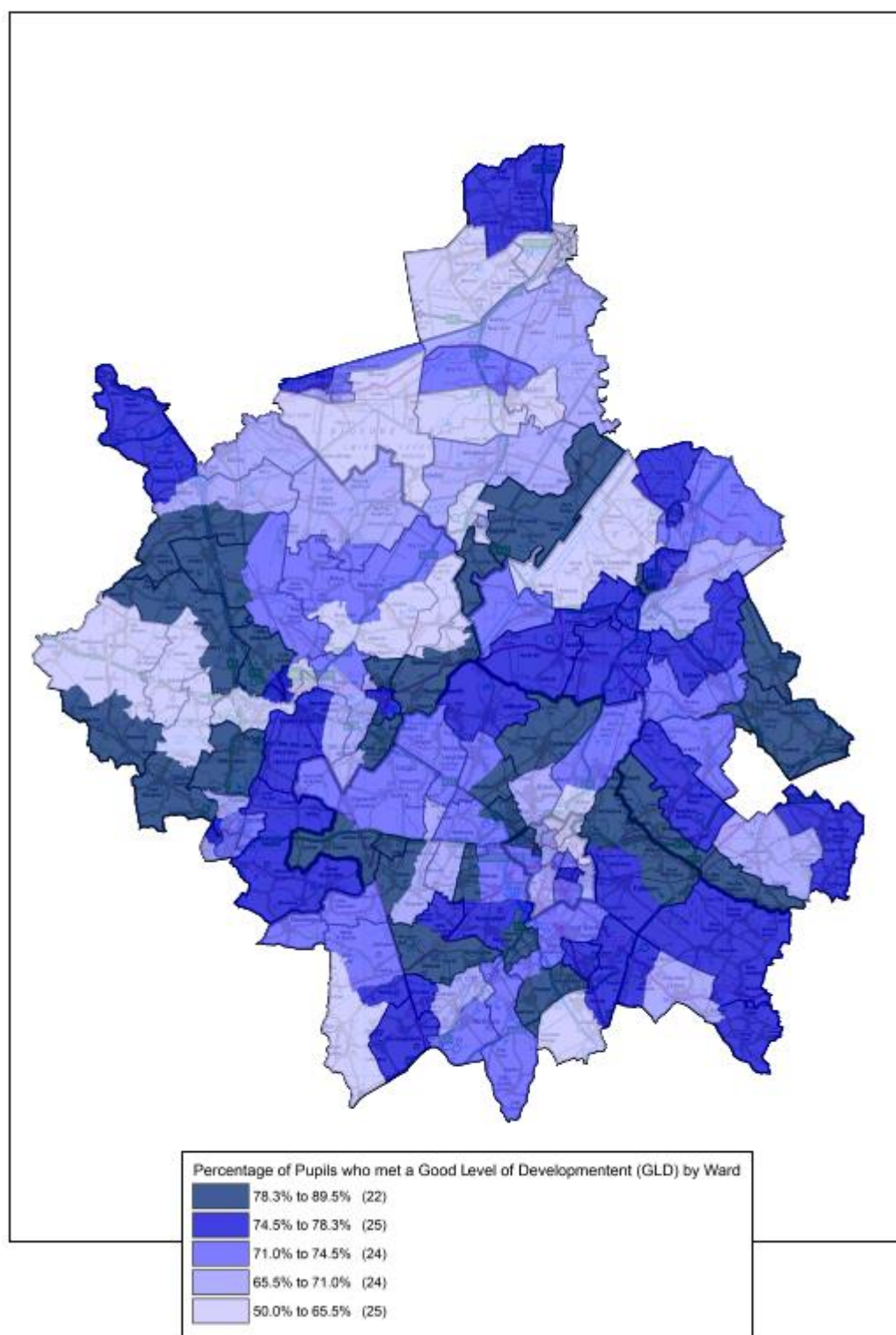
Eligible cohort: 7,377 Ineligible cohort: 12

	Emerging	Expected	Exceeding	≥Expected	Avg Pts / Goal
<b>Prime Learning Goals<sup>1</sup></b>	21.4%	75.4%	3.3%	78.6%	2.04
● <b>Communication &amp; Languages<sup>1</sup></b>	18.0%	70.3%	11.7%	82.0%	2.05
Listening & Attention	14.1%	65.4%	20.5%	85.9%	2.06
Understanding	13.9%	64.4%	21.7%	86.1%	2.08
Speaking	14.4%	69.3%	16.3%	85.6%	2.02
● <b>Physical Development<sup>1</sup></b>	13.5%	77.6%	9.0%	86.5%	2.05
Moving & Handling	11.1%	74.0%	14.9%	88.9%	2.04
Health & Self-care	9.1%	75.7%	15.2%	90.9%	2.06
● <b>Personal, Social &amp; Emotional Development<sup>1</sup></b>	14.8%	78.6%	6.6%	85.2%	2.02
Self-confidence & Self-awareness	10.5%	74.8%	14.7%	89.5%	2.04
Managing Feeling & Behaviour	12.1%	75.1%	12.8%	87.9%	2.01
Making Relationships	10.0%	77.6%	12.4%	90.0%	2.02
<b>Specific Learning Goals<sup>1</sup></b>	30.4%	68.0%	1.6%	69.6%	1.97
● <b>Literacy<sup>1</sup></b>	27.3%	63.1%	9.6%	72.7%	1.90
Reading	23.2%	57.7%	19.1%	76.8%	1.96
Writing	26.9%	62.5%	10.6%	73.1%	1.84
● <b>Mathematics<sup>1</sup></b>	21.1%	67.6%	11.3%	78.9%	1.96
Numbers	19.5%	64.4%	16.1%	80.5%	1.97
Shape, Space & Measures	17.7%	68.8%	13.5%	82.3%	1.96
<b>Understanding the world<sup>1</sup></b>	16.8%	79.2%	4.1%	83.2%	2.00
People & Communities	14.1%	75.4%	10.6%	85.9%	1.97
The World	13.9%	71.4%	14.7%	86.1%	2.01
Technology	6.7%	83.7%	9.6%	93.3%	2.03
<b>Expressive arts &amp; design<sup>1</sup></b>	12.9%	77.7%	9.4%	87.1%	2.02
Exploring Media & Materials	10.7%	75.5%	13.8%	89.3%	2.03
Being Imaginative	11.2%	76.1%	12.7%	88.8%	2.02
● <b>Good Level of Development</b>	-	-	-	71.1%	2.00
<b>All Early Years Foundation Stage Profile Goals<sup>1</sup></b>	31.2%	67.6%	1.2%	68.8%	2.01

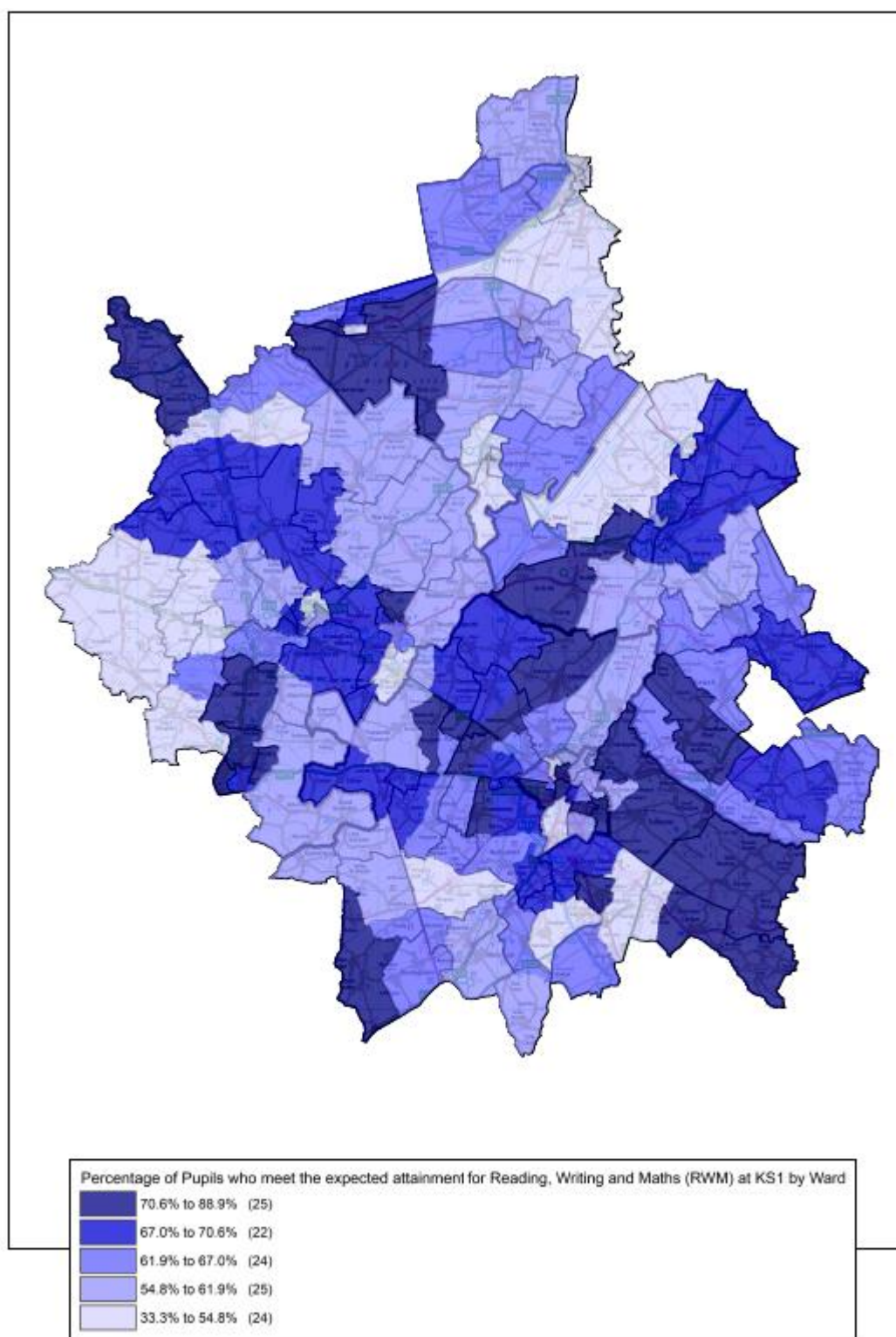
<sup>1</sup> Emerging: at least one emerging goal in area; Expected: no emerging but not all exceeding goals in area; Exceeding: all exceeding goals in area.

● Good Level of Development = at least expected in all prime, literacy and mathematics goals.

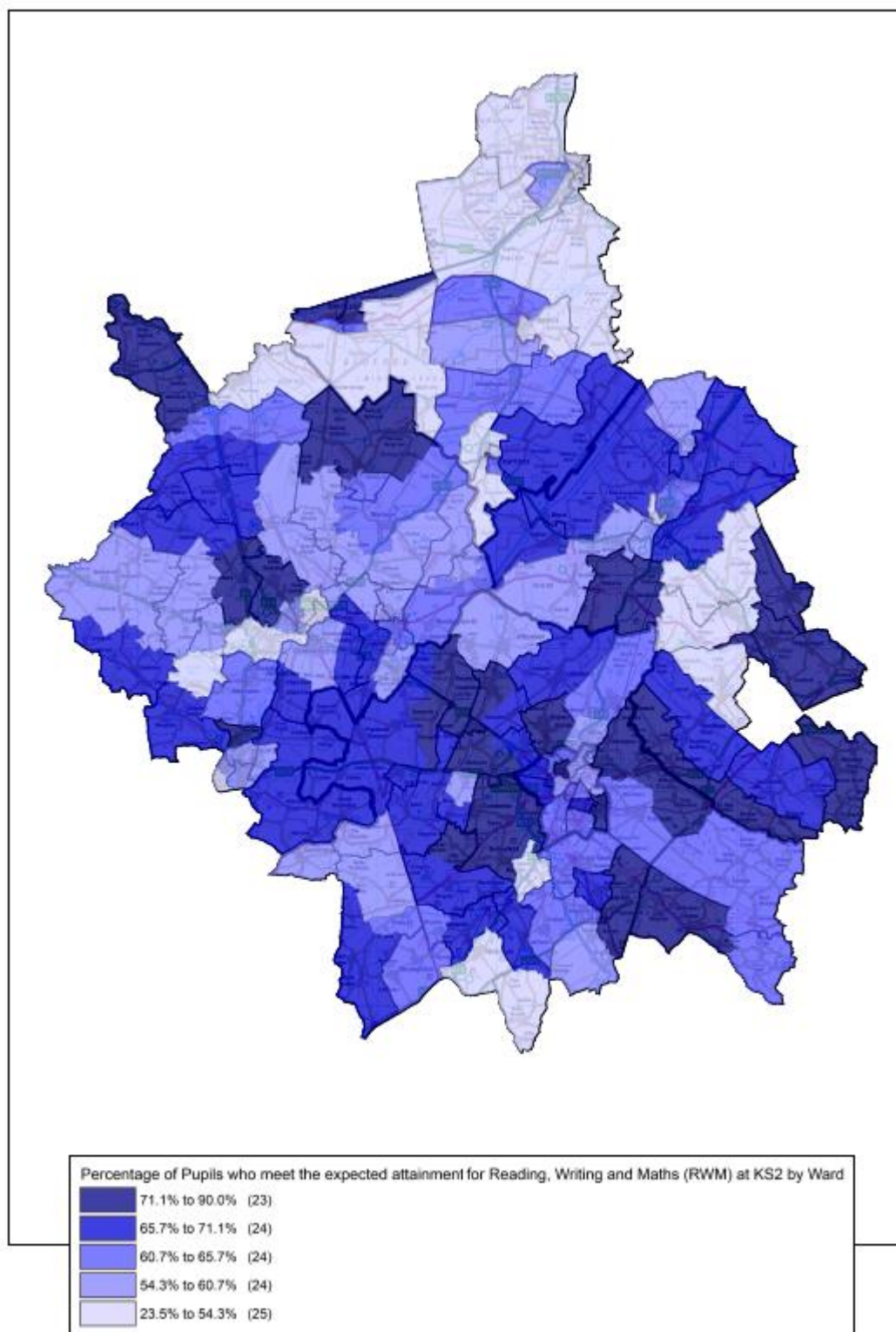
**Early Years – Percentage who met a good level of development**



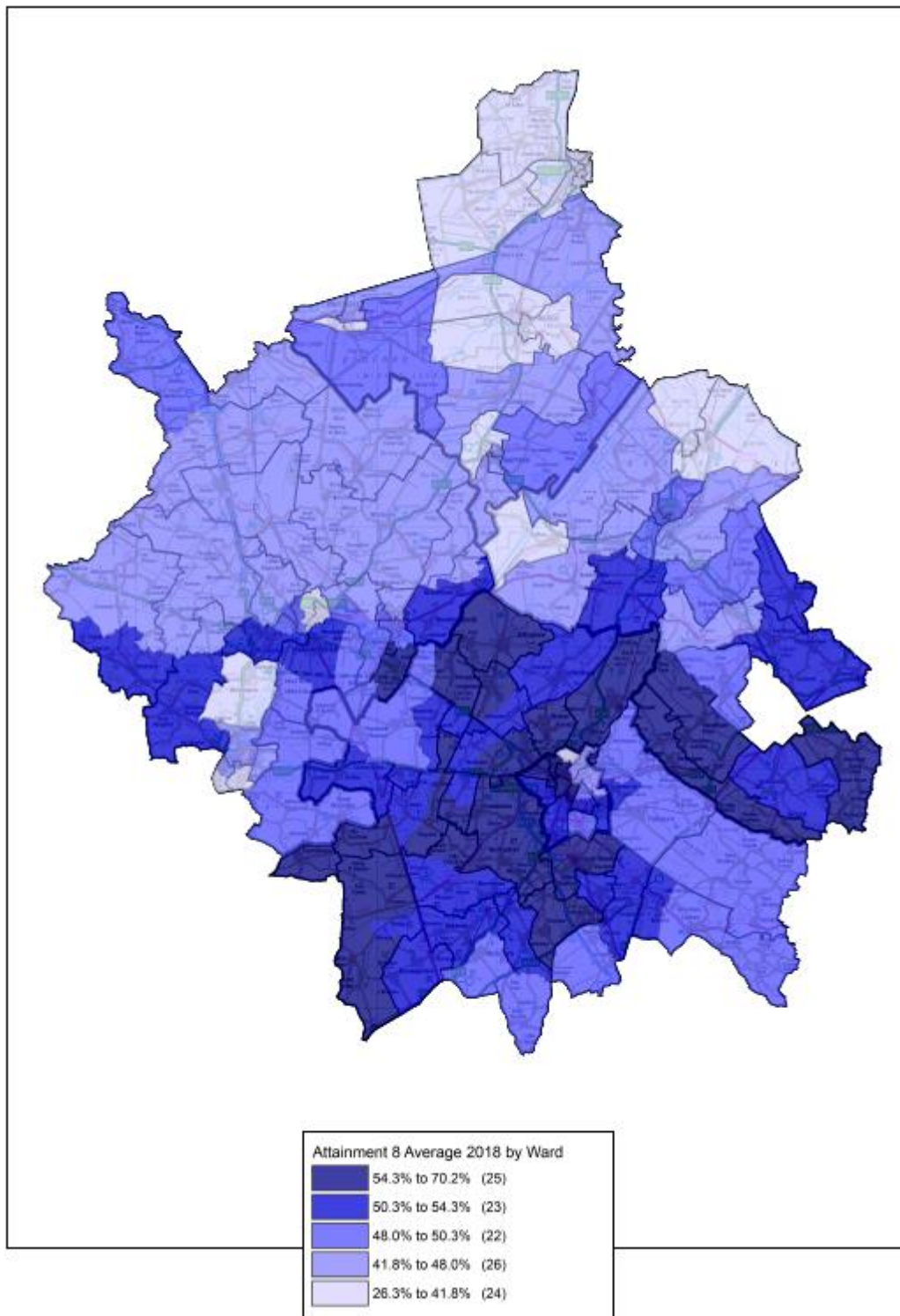
**KS1 – Percentage of Pupils who meet the expected attainment for Reading Writing and Maths**



**KS2 – Percentage of Pupils who meet the expected attainment for Reading Writing and M**



**KS4 - Attainment 8 Average by Ward**



**KS4 – Percentage of Pupils Achieving a Pass (9-4) in both English and Maths**

