

**EDUCATIONAL PERFORMANCE IN CAMBRIDGESHIRE 2016**

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

*Meeting Date:* **17 January 2017**

*From:* **Wendi Ogle-Welbourn, Interim Executive Director:  
Children, Families and Adults Services**

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

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

*Purpose:* **To inform CYP Committee about educational performance in 2016 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.**

<b><i>Officer contact:</i></b>	
Name:	Keith Grimwade
Post:	Service Director: Learning
Email:	<a href="mailto:Keith.grimwade@cambridgeshire.gov.uk">Keith.grimwade@cambridgeshire.gov.uk</a>
Tel:	01223 727994

## 1.0 BACKGROUND

- 1.1 The Learning Directorate reports annually to the Children and Young People (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 Department for Education (DfE) is scheduled to release updated figures at the end of January.
- 1.3 It should be noted that major changes in the way that primary and secondary education performance is measured mean that the new Key Stage 1 (KS1) and Key Stage 2 (KS2) benchmarks and many of the new Key Stage 4 (KS4) (GCSE) benchmarks and associated Cambridgeshire LA rankings are not directly comparable with those in previous years.

## 2.0 PERFORMANCE

### ATTAINMENT OUTCOMES

- 2.1 For the **Early Years Foundation Stage**<sup>1</sup>, attainment results for 2016 show that Cambridgeshire's performance continued to improve (a 4 percentage point (ppt) increase to 70%); Cambridgeshire's performance is slightly above the national level (69%) and the level across our statistical neighbours<sup>2</sup> (69%).
- 2.2 For the **Early Years Foundation Stage**, performance at District level was strongest in South Cambridgeshire (74%) and weakest in Fenland (60%). Full details of localities and performance by maps and tables are provided in Appendix A, Section A1.
- 2.3 **Key Stage 1**<sup>3</sup>. This is the first year of the new KS1 Teacher Assessments. In 2016:
  - 73% of Cambridgeshire pupils achieved the new expected standard in Reading, 1ppt below the national level (74%) and 2ppt below the level across our statistical neighbours (75%).
  - 63% of Cambridgeshire pupils achieved the new expected standard in Writing, 3ppt below the national level (66%) and 1ppt below the level across our statistical neighbours (64%).
  - 71% of Cambridgeshire pupils achieved the new expected standard in Maths, 2ppt below the national level (73%) and 1ppt below the level of our statistical neighbours (72%).
  - 58% of Cambridgeshire pupils achieved the new expected standard in Reading, Writing and Maths combined (RWM), 2ppt below the national level (60%).

---

<sup>1</sup> DfE SFR 50/2016 and internal Cambridgeshire pupil level datasets.

<sup>2</sup> Oxfordshire, Gloucestershire, Hampshire, Wiltshire, Bath & N.E. Somerset, West Berkshire, West Sussex, Hertfordshire, Worcestershire and South Gloucestershire.

<sup>3</sup> DfE SFR 42/2016, NEXUS and internal Cambridgeshire pupil level datasets.

- KS1 Writing was the weakest of the three KS1 subjects in Cambridgeshire.
- At the higher level – the greater depth at the expected standard, for the four KS1 measures, Cambridgeshire’s performance is in-line with national level.
- For **Key Stage 1**, Cambridgeshire Pupil’s performance by locality is detailed in Appendix A, Section A2. In summary, performance by District shows:
  - Strongest performance in achieving the new expected standard in Reading was for pupils from both South Cambridgeshire and Huntingdon 76% and but only 64% in Fenland.
  - 67% of pupils in South Cambridgeshire achieved the new expected standard in Writing but only 51% in Fenland
  - 74% of pupils in both South Cambridgeshire and East Cambridgeshire achieved the new expected standard in Maths but only 64% in Fenland.
  - 61% of pupils in South Cambridgeshire achieved the new expected standard in RWM but only 46% in Fenland.
- Early indications are that the performance of vulnerable pupils achieving the new expected standard in KS1 combined RWM<sup>4</sup> was below that of their peers nationally. All pupils are around 2ppt below their peers nationally and therefore the gaps are of particular concern for girls (a 5ppt gap); Free School Meals (FSM) (January census) pupils (a 13ppt gap); FSM-6 pupils (a 12ppt gap); children speaking a language other than English (a 4ppt gap) and those who are both eligible for FSM and have Special Educational Needs (SEN). The performance of pupils who are not eligible for FSM and also have no identified SEN was also below that of their peers (a 4ppt gap).

#### **2.4 Key Stage 1 Attainment Outcomes.** In Summary:

- In 2016, there were 198 schools/academies with Key Stage 1 results.
- Discounting Special Schools, 61 schools/academies have combined RWM outcomes over 3ppt below the national level.
- Five schools had combined RWM levels above 80%, including one school (Thriplow C.E VA Primary) with 100% attainment rate (small cohort). The four schools above 80% are Castle Camps C.E Primary, Foxton Primary, The Spinney Primary and Bassingbourn Primary.

#### **2.5 Key Stage 2<sup>5</sup>.** This is the first year of the new KS2 Assessments. In 2016:

- 66%of Cambridgeshire pupils achieved the new expected standard in Reading, in-line with the national level (66%) and 3ppt below the level of our statistical neighbours.
- 72% of Cambridgeshire pupils achieved the new expected standard in Writing, 2ppt below the national level (74%) and 2ppt below that of our statistical neighbours.
- 67%of Cambridgeshire pupils achieved the new expected standard in Maths, 3ppt below the national level (70%) and 2ppt below that of

---

<sup>4</sup> Note that KS1 combined RWM outcomes have not been published by the DfE and have been taken from NEXUS and analysis of Cambridgeshire pupil level datasets.

<sup>5</sup> DfE SFR 62/2016, published 15/12/2016.

- statistical neighbours.
- 53% of Cambridgeshire pupils achieved the new expected standard in Reading, Writing and Maths combined, in-line with the national level (53%) and 1ppt below those of statistical neighbours (54%).
- KS2 Maths is marginally the weakest of the 3 main subjects.
- At the higher level Cambridgeshire's performance is broadly in-line with national outcomes for Writing, Maths and RWM and 3ppt above the national outcome in Reading.
- For **Key Stage 2**, Cambridgeshire Pupil's performance by locality is detailed in Appendix A, Section A3. In summary, performance by District shows:
  - Strongest performance in achieving the new expected standard in Reading was for pupils in South Cambridgeshire 74% but only 57% in Fenland.
  - 75% of pupils in South Cambridgeshire achieved the new expected standard in Writing but only 66% in Fenland
  - 71% of pupils in both South Cambridgeshire achieved the new expected standard in Maths but only 62% in Fenland.
  - 58% of pupils in South Cambridgeshire achieved the new expected standard in RWM but only 45% in Fenland.
- Early indications are that the performance of vulnerable pupils achieving the new expected standard in combined RWM, was below that of their peers nationally. All pupils are around 1ppt below their peers nationally and therefore the gaps that are of particular concern include FSM (January census) pupils (a 8ppt gap); Disadvantaged pupils<sup>6</sup> (a 9ppt gap); and those with Any SEN (5ppt). The performance of pupils who are eligible for FSM and have any SEN<sup>7</sup> are 5ppt below their peers nationally.

## PROGRESS OUTCOMES

- 2.6 **Key Stage 1-2 Progress.** This is the first year of the new Key Stage 1 to Key Stage 2 progress scores. These are value added measures comparing pupil outcome against similar pupils in KS1. A negative score indicates that pupils have made less progress than their peers. Cambridgeshire's Progress in each of Reading (-0.2), Writing (-0.8) and Maths (-0.8) is below the national level (0) in each of the subjects. There is no 'target' for the amount of progress an individual pupil is expected to make. Any amount of progress a pupil makes contributes towards the school's progress score.
- 2.7 **School Progress.** A school's progress scores in Reading, Writing (TA) and mathematics are calculated as the average of its pupils' subject progress scores. These scores give an indication of whether, as a group, pupils in the school made above or below average progress in a subject compared with pupils with similar starting points in other schools.

In Cambridgeshire, discounting Special Schools:

- In Reading, there are 31 schools with school progress scores that are

---

<sup>6</sup> Disadvantaged pupils include those eligible for FSM in the last 6 years or are looked after children for at least one day or are adopted from care.

<sup>7</sup> Note that KS2 combined RWM outcomes for FSM and Any SEN have not been published by the DfE and have been taken from NEXUS and analysis of Cambridgeshire pupil level datasets.

significantly above national average, 31 significantly below national average and 126 schools in-line with national average

- In Writing TA, there are 25 schools with school progress scores that are significantly above national average, 51 significantly below national average and 104 in-line with national average.
- In Maths, there are 18 schools with school progress scores that are significantly above national average, 54 significantly below national average and 116 in-line with national average.

2.8 At Key Stage 2, a school or academy is judged to be 'above the floor' by the Department for Education<sup>8</sup> if:

- At least 65% of pupils meet the expected standard in Reading, Writing (Teacher Assessment) and Maths; or
- The school achieves sufficient progress scores in all three subjects. At least -5 in Reading, -5 in Maths and -7 in Writing<sup>9</sup>.

In 2016, the DfE confirmed that 15/176 Cambridgeshire schools are below the floor.

2.9 **Key Stage 4 Attainment**<sup>10</sup>. This is the first year of the new Attainment 8 and Progress 8 measures. Early indications show that average GCSE grade for Cambridgeshire pupils was grade C. In 2016, provisionally:

- The average Attainment 8 score per pupil in Cambridgeshire is 51.9, 3.7 points above the national level (48.2) and 0.5 above the level for our statistical neighbours. This was improvement for Cambridgeshire pupils of 2.1 points as compared to 2015.
- The average Progress 8 score for Cambridgeshire is 0.12 as compared to -0.03 nationally and 0 for our statistical neighbours

2.10 Twenty seven percent of Cambridgeshire pupils achieved the English Baccalaureate<sup>11</sup> as compared with 23% of pupils nationally in state funded schools/academies and 27% of pupils across our statistical neighbours. This result has declined from achievement rate of 29% for Cambridgeshire in 2015.

2.11 Sixty seven percent of Cambridgeshire pupils achieved the new attainment measure A\*-C in both English and Maths, 3ppt above both the national level (c.59%) and 1ppt above the level across our statistical neighbours (66%). This result has increased by 3ppt compared 61% in 2015 (National level in 2015: 56%; Statistical neighbours in 2015: 63%)

2.12 In Cambridgeshire, 60% of pupils achieved the old measure of 5 A\*-C

---

<sup>8</sup> Floor standards do **not** apply to infant schools, special schools, independent schools, pupil referral units, alternative provisions or hospital schools. Schools are also to be excluded from the floor standards where: (1) there are fewer than 11 eligible pupils in their Year 6 cohort; or (2) fewer than 50% of pupils have key stage 1 assessments that can be used to establish which prior attainment grouping the pupil should be allocated to, (3) there is not sufficient key stage 2 attainment information to produce progress scores because there are fewer than 6 pupils with key stage 2 results for a particular subject.

<sup>9</sup> If the School has one progress score that is less than sufficient in one subject, the school will only be below the floor if the progress score for that subject is significantly below the average – the upper band of its confidence interval is below zero.

<sup>10</sup> DfE SFR 48/2016, NEXUS and internal Cambridgeshire pupil level datasets.

<sup>11</sup> Pupils need to achieve grades A\*-C in GCSE English, Maths, 2 Sciences, a modern language and either History or Geography.

including English and Math as compared to 59% in 2015. This year, Cambridgeshire's performance is 7ppt above both the national level (c.53%) in-line with the level across our statistical neighbours (60%).

- 2.13 The provisional KS4 outcomes of Cambridgeshire Pupil's performance by locality are detailed in Appendix A, Section A4. In summary, performance by District shows:
- Average Attainment 8 score per pupil was for highest for pupils in South Cambridgeshire 56.6 and lowest in Fenland 45.2.
  - The strongest performance in achieving the EBACC was for 39% of pupils in South Cambridgeshire (39%) but only 17% in Fenland.
  - 76% of pupils in South Cambridgeshire achieved A\*-C in both English and Maths but only 57% in Fenland.
- 2.14 The provisional KS4 outcomes for vulnerable pupils reveals that these pupils perform better than their peers nationally with exception of FSM and FSM6 pupils in Attainment 8, Progress 8 and % achievement in English Baccalaureate.
- 2.15 **KS4 School Progress.** In Cambridgeshire, discounting Special Schools – 15/30 secondary schools have a school progress value that is significantly above the national average and 5 schools that are significantly below the national average with the remaining 10 schools in-line with the national average.
- 2.16 In 2016 a school will be below the floor standard if its Progress 8 score is below -0.5, and the upper band of the 95% confidence interval is below zero<sup>12</sup>. No school will be confirmed as being below the floor until January 2016 when schools' performance tables are published. Provisionally in 2016, three schools are below the floor (Ernulf, Thomas Clarkson and St Peter's).
- 2.17 In terms of **LA rankings**<sup>13</sup> an overall improvement is observed for Early Years, KS2 and also in 5 A\*-C including (E&M) at KS4. Provisional results show that:
- In the Early Years Cambridgeshire's ranking increased by 12 places to 66<sup>th</sup> (out of 152 LAs)
  - In **Key Stage 1**, Cambridgeshire's rankings declined 10 places to 90<sup>th</sup> in Reading, declined significantly to 104<sup>th</sup> in Writing and improved by two places to 93<sup>rd</sup> in Maths.
  - In **Key Stage 2**, Cambridgeshire's rankings improved significantly to, 78<sup>th</sup> in Reading (96<sup>th</sup> place in 2015), to 114<sup>th</sup> in Writing, and 113<sup>th</sup> in Maths. For Reading, Writing and Maths combined the ranking is 83<sup>rd</sup> which represents a significant improvement from 105<sup>th</sup> in 2015.
  - In **Key Stage 4** Cambridgeshire's ranking
  - For average attainment 8 score per pupil was 34<sup>th</sup>.
  - For pupils achieving the English Baccalaureate declined by 4 places to 46<sup>th</sup>.

---

<sup>12</sup> 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.

<sup>13</sup> There are 152 LA ranking for EYFS and 150 LA rankings reported for KS1, KS2 and KS4 Results in 2016.

- For pupils achieving A\*-C in both Maths and English was 34<sup>th</sup>.
- For pupils achieving 5+ GCSE grades A\*-C including Maths and English provisionally improved by 12 places

- 2.18 **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 2017.

It should also be noted that the assessment system and data used for national comparisons has changed this year. It is therefore not possible to track progress from last year in the usual way.

- 2.19 **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 of LAC Children in Reading (40%), Writing TA (30%), Maths (40%) and RWM (20%) are well below the national levels for LAC children (Reading 51%, Writing 38%, Maths 46%, RWM 34%). The smallest gap is 6ppt for Maths and largest gap 14ppt for RWM.
  - In Key Stage 2: Performance of LAC Children in Reading (32%), Writing TA (32%), Maths (27%) and RWM (18%) are well below the national levels for LAC children (Reading 41%, Writing 47%, Maths 43%, RWM 26%). The smallest gap is for RWM (8ppt).
  - Currently outcomes for KS4 are not available.

2.20 **Cambridgeshire LAC (in all Authorities)**

**Key Stage 2.** In 2016, 29% of Cambridgeshire LAC achieving combined RWM expected results in **2016** as compared to 53% for All Cambridgeshire pupils. While it is not possible to compare the results year on year, it is possible to identify that the gap between LAC and non LAC has reduced significantly.

**Key Stage 4.** It has not been possible to measure progress 8 as most pupils have not completed a full GCSE course. 45% of Cambridgeshire LAC pupils achieved A\*-C in English as compared to 67% of non-LAC Cambridgeshire pupils.

- 2.21 **In summary,** results across the Early Years and at KS4 have improved. Performance at KS2 has improved and is now in line with national. KS1 performance has declined and is now slightly below national. Disadvantaged pupils and those with SEND in Cambridgeshire continue to perform less well than those pupils nationally. Pupil outcomes in Cambridgeshire continue to vary according to where pupils live with the strongest generally in South Cambridgeshire and the weakest in Fenland. This is a long standing issue with similar patterns at each Key Stage but it should be noted that the performance of pupils resident in the Fenland District has been improving at a faster rate than that of pupils resident in the South Cambridgeshire District.

### **3.0 OFSTED INSPECTIONS**

- 3.1 The proportion of children attending a good or outstanding primary school in Cambridgeshire has risen steadily and at 84% (November 2016) is the highest it has ever been. However, this is still below the national average of 90.6%.
- 3.2 The proportion of children attending a good or outstanding secondary school in Cambridgeshire fell dramatically in 2014-15 to 46% but has risen significantly since then to its current figure of 71% (November 2016). This is still below the national figure of 79%.
- 3.3 100% of nursery and special schools are judged good or outstanding by Ofsted.

### **4.0 LOCAL AUTHORITY (LA) SUPPORT AND CHALLENGE**

- 4.1 In light of the above, addressing the differences in outcomes for vulnerable groups and their peers, in particular disadvantaged pupils (those in receipt of Free School Meals) and pupils with Special Educational Needs (without a statement or EHC plan) remains the LA's key school improvement priority.
- 4.2 All schools will have access to training and resources that will support the learning of disadvantaged pupils and those with SEND, including targeted support for some schools.
- 4.3 Actions being taken by the LA to help further improve performance at KS1 and 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 requesting that governing bodies submit their school improvement plans to the Director for Learning; and
  - a briefing and training programme for headteachers and subject leaders as part of the Primary School Improvement Offer.
- 4.4 The School Improvement Strategy has been re-written and includes a new target arising from this year's performance, namely 'to improve pupil outcomes in writing and phonics at Key Stage 1 and in mathematics at KS2'. Actions to support this priority include training for schools in writing, phonics and mathematics; brokering and facilitating support from the Teaching School Alliances; and commissioning support from the Cambridgeshire School Improvement Board.
- 4.5 The Accelerating the Achievement of Vulnerable Groups action plan has also been re-written to focus sharply on the issues identified in the report and additional fixed term staffing has been employed to coordinate this work.



- 4.6 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.
- 4.7 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.

## **5.0 ALIGNMENT WITH CORPORATE PRIORITIES**

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

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.

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

The following bullet point sets out details of implications identified by officers:

- there is a positive correlation between educational outcomes, standards of health and independent living.

### **5.3 Supporting and protecting vulnerable people**

The following bullet point sets out details of implications identified by officers:

- poor educational progress of vulnerable groups is one of the main reasons why Ofsted judges that schools require improvement; and
- poor attainment significantly reduces employment opportunities and life chances.

## **6.0 SIGNIFICANT IMPLICATIONS**

### **6.1 Resource Implications**

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

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

- 6.2.1 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.

### **6.3 Equality and Diversity Implications**

- 6.3.1 The following bullet points set out details of implications identified by officers:
- The paper supports the Council's Equality and Diversity Strategy by supporting the educational outcomes of vulnerable groups.

#### **6.4 Engagement and Consultation Implications**

- 6.4.1 The following bullet points set out details of implications identified by officers:
- The report forms the basis of the annual report on school standards for schools and all stakeholders.

#### **6.5 Localism and Local Member Involvement**

- 6.5.1 The following bullet point sets out details of implications identified by officers:
- this is a county-wide strategy and is of relevance to all Members.

#### **6.6 Public Health Implications**

- 6.6.1 The following bullet point sets out details of implications identified by officers:
- improved educational outcomes have a positive impact on standards of public health.

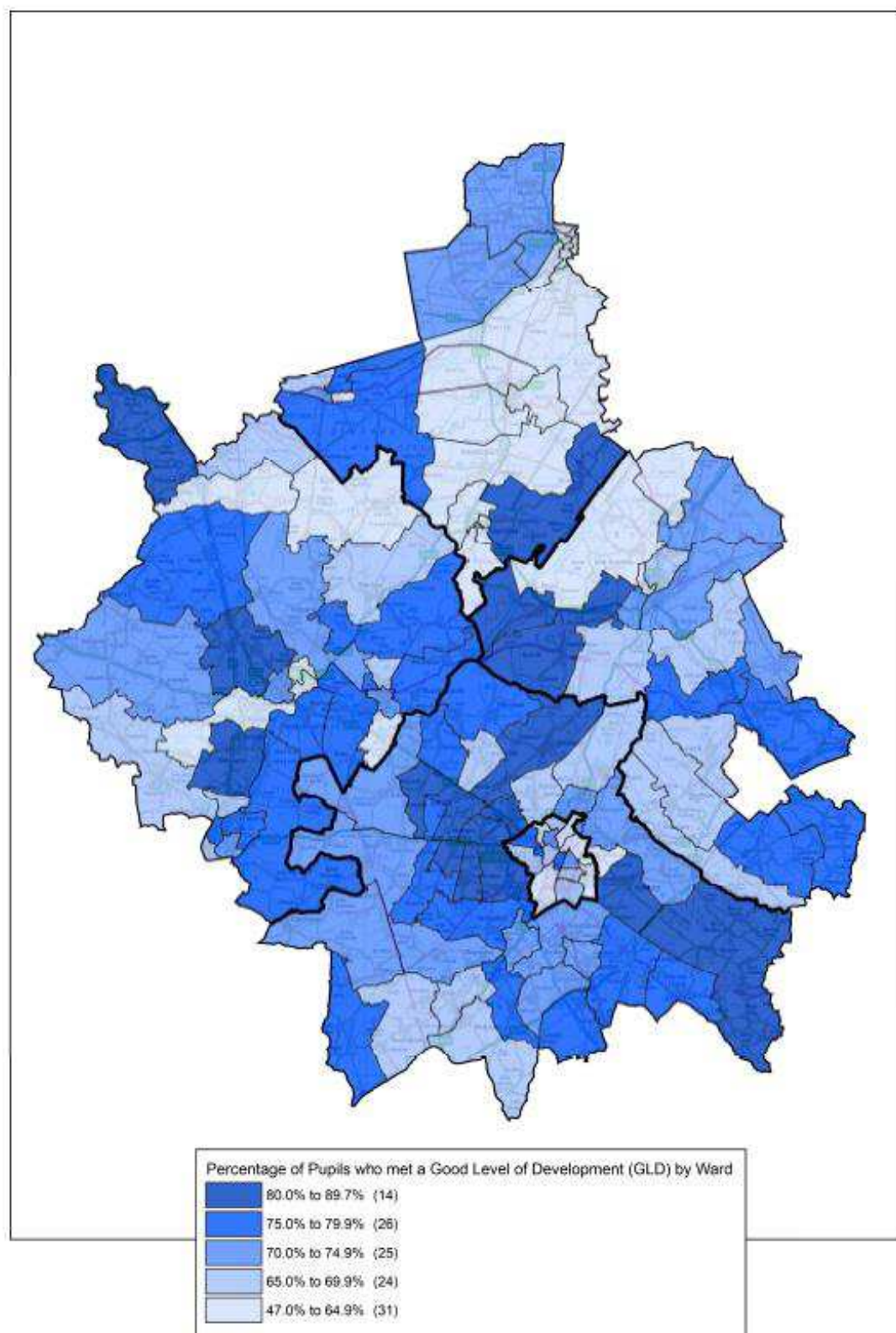
### **SOURCE DOCUMENTS**

<b>Source Documents</b>	<b>Location</b>
<i>Cambridgeshire LA School Improvement Strategy, 2016-18</i>	<a href="https://khub.net/web/learn-together-strategies/library">https://khub.net/web/learn-together-strategies/library</a>

## Appendix A: Maps showing end of Key Stage performance

### A1 Early Years Foundation Stage Profile:

Map A1. The proportion of pupils achieving a Good Level of Development in the Early Years Foundation Stage Profile, (all pupils), by ward of residence



Source: DfE: LAIT and internal provisional Cambridgeshire pupil level data

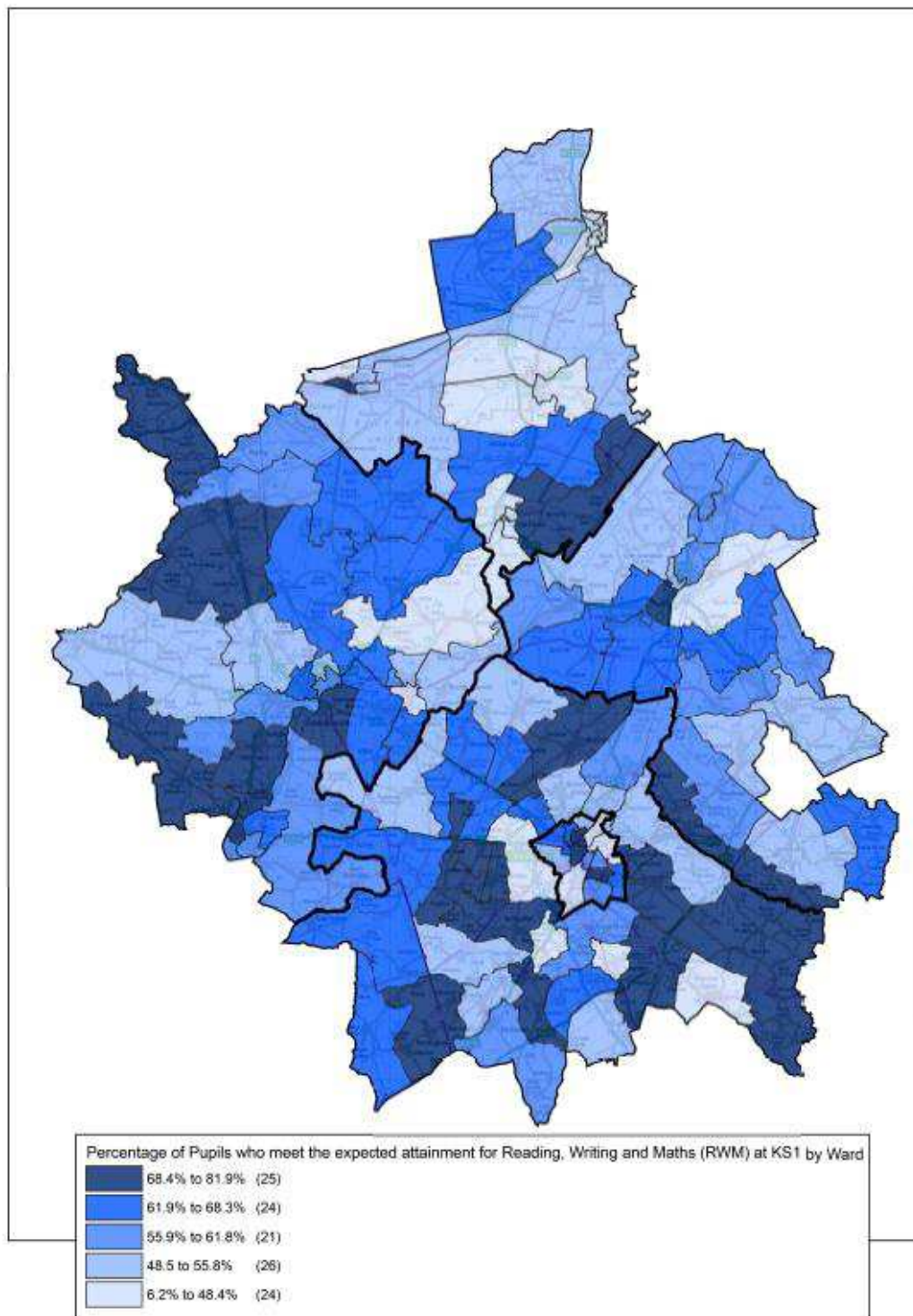
**Table A1. The proportion of pupils achieving a Good level of Development by District of Residence:**

<b>GLD</b>	<b>2014 (%)</b>	<b>2015 (%)</b>	<b>2016 (%)</b>	<b>3 Yr Average (%)</b>	<b>3 Yr change</b>
<b>Cambridge City</b>	<b>58.8</b>	<b>63.8</b>	<b>66.0</b>	<b>62.9</b>	<b>+7ppt</b>
<b>East Cambridgeshire</b>	<b>63.2</b>	<b>66.3</b>	<b>70.4</b>	<b>66.6</b>	<b>+7ppt</b>
<b>Fenland</b>	<b>53.7</b>	<b>60.5</b>	<b>64.5</b>	<b>59.6</b>	<b>+11ppt</b>
<b>Huntingdonshire</b>	<b>61.5</b>	<b>66.2</b>	<b>70.7</b>	<b>66.1</b>	<b>+9ppt</b>
<b>South Cambridgeshire</b>	<b>65.9</b>	<b>69.3</b>	<b>74.0</b>	<b>69.7</b>	<b>+8ppt</b>
<b>Cambridgeshire LA</b>	<b>61.2</b>	<b>65.9</b>	<b>69.8</b>	<b>65.6</b>	<b>+9ppt</b>
<b>England</b>	<b>60.4</b>	<b>66.3</b>	<b>69.3</b>	<b>65.3</b>	<b>+9ppt</b>

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

## A2 Key Stage 1:

**Map A2. The proportion of pupils achieving the new expected standard in Key Stage 1 Reading, Writing and Maths, (all pupils), by ward of residence**



Source: DfE: LAIT and internal provisional Cambridgeshire pupil level data

**Table A2.1. The proportion of pupils achieving the ‘expected standard’ in Key Stage 1 Reading:**

Reading	Level 2+ KS1 Reading					New Expected Std
	2013 (%)	2014 (%)	2015 (%)	3 Yr Average (%)	3 Yr change	2016 (%)
Cambridge City	88.1	89.0	89.9	89.0	+2ppt	73.5
East Cambridgeshire	90.5	91.3	91.3	91.0	+1ppt	73.1
Fenland	83.7	84.5	83.5	83.9	In-line	63.7
Huntingdonshire	90.6	90.9	91.8	91.1	+1ppt	75.8
South Cambridgeshire	91.5	91.5	91.7	91.6	In-line	76.4
Cambridgeshire LA	89	89	90	89.3	+1ppt	73.2
England	89	90	90	89.7	+1ppt	74

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

**Table A2.2. The proportion of pupils achieving the ‘expected standard’ in Key Stage 1 Writing:**

Writing	Level 2+ KS1 Writing					New Expected Std
	2013 (%)	2014 (%)	2015 (%)	3 Yr Average (%)	3 Yr change	2016 (%)
Cambridge City	85.6	86.6	87.4	86.5	+2ppt	63.5
East Cambridgeshire	88.5	89.9	89.8	89.4	+1ppt	65.9
Fenland	79.9	79.2	80.2	79.8	In-line	50.9
Huntingdonshire	86.5	87.3	88.8	87.5	+2ppt	65.9
South Cambridgeshire	87.3	88.1	88.1	87.8	+1ppt	66.7
Cambridgeshire LA	86	86	87	86.3	+1ppt	63.4
England	85	86	88	86.3	+3ppt	65.5

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

**Table A2.3. The proportion of pupils achieving the ‘expected standard’ in Key Stage 1 Maths:**

Maths	Level 2+ KS1 Maths					New Expected Std
	2013 (%)	2014 (%)	2015 (%)	3 Yr Average (%)	3 Yr change	2016 (%)
Cambridge City	91.3	91.4	91.6	91.4	In-line	70.0
East Cambridgeshire	93.2	93.0	93.6	93.3	In-line	74.3
Fenland	88.3	89.7	87.9	88.6	In-line	63.7
Huntingdonshire	92.6	93.3	94.0	93.3	+1ppt	72.6
South Cambridgeshire	93.8	93.2	94.1	93.7	In-line	73.8
Cambridgeshire LA	92	92	92	92	In-line	71.2
England	91	92	93	92	+1ppt	72.6

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

**Key Stage 1:** (Note that results for 2016 are not comparable with previous years)

**Table A2.4. The proportion of pupils achieving the ‘expected standard’ in Key Stage 1 Reading, Writing and Maths**

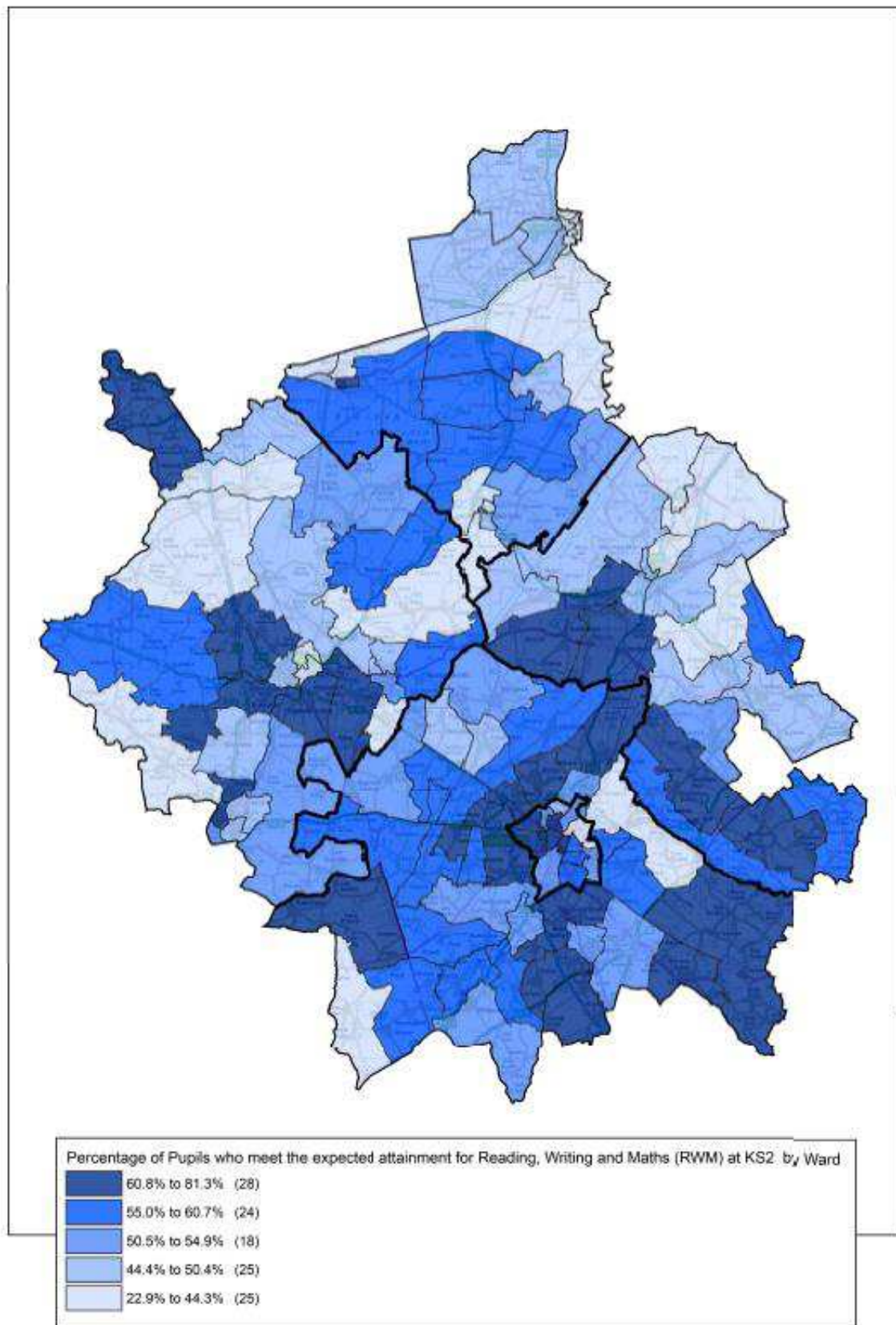
RWM	New Expected Std
	2016 (%)
Cambridge City	57.0
East Cambridgeshire	60.4
Fenland	45.7
Huntingdonshire	60.6
South Cambridgeshire	61.1
Cambridgeshire LA	57.8
England	60.3

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets



### A3 Key Stage 2:

**Map A3. The proportion of pupils achieving the new expected standard in Key Stage 2 Reading, Writing and Maths, (all pupils), by ward of residence**



Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets



**Key Stage 2:** (Note that results for 2016 are not comparable with previous years)

**Table A3.1. The proportion of pupils achieving the ‘expected standard’ in Key Stage 2 Reading:**

Reading	Level 4+ KS2 Reading					New Expected Std
	2013 (%)	2014 (%)	2015 (%)	3 Yr Average (%)	3 Yr change	2016 (%)
Cambridge City	85.6	88.1	88.1	87.3	+3ppt	68.0
East Cambridgeshire	86.7	87.5	89.0	87.7	+3ppt	62.8
Fenland	75.8	83.0	82.6	80.5	+7ppt	56.8
Huntingdonshire	84.7	88.6	86.9	86.7	+2ppt	62.6
South Cambridgeshire	89.5	89.1	91.4	90.0	+2ppt	73.5
Cambridgeshire LA	85	89	88	87.3	+3ppt	65.4
England	86	89	89	88	+3ppt	65.7

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

**Table A3.2. The proportion of pupils achieving the ‘expected standard’ in Key Stage 2 Writing:**

Writing	Level 4+ KS2 Writing					New Expected Std
	2013 (%)	2014 (%)	2015 (%)	3 Yr Average (%)	3 Yr change	2016 (%)
Cambridge City	81.2	81.7	83.9	82.3	+3ppt	69.0
East Cambridgeshire	81.0	83.5	86.5	83.7	+6ppt	71.0
Fenland	72.8	75.5	81.0	76.4	+8ppt	66.0
Huntingdonshire	82.7	85.4	85.4	84.5	+3ppt	72.0
South Cambridgeshire	84.5	86.4	88.1	86.3	+4ppt	75.0
Cambridgeshire LA	81	84	86	83.7	+3ppt	71.2
England	83	85	87	85	+4ppt	74.1

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

**Table A3.3. The proportion of pupils achieving the ‘expected standard’ in Key Stage 2 Maths**

Maths	Level 4+ KS2 Maths					New Expected Std
	2013 (%)	2014 (%)	2015 (%)	3 Yr Average (%)	3 Yr change	2016 (%)
Cambridge City	84.7	82.9	86.3	84.6	+2ppt	69.7
East Cambridgeshire	82.7	83.7	85.7	84.0	+3ppt	64.5
Fenland	76.4	76.8	82.2	78.5	+6ppt	62.0
Huntingdonshire	82.1	84.6	84.1	83.6	+2ppt	64.9
South Cambridgeshire	84.0	85.9	88.3	86.1	+4ppt	70.9
Cambridgeshire LA	82	84	85	83.7	+3ppt	66.7
England	85	86	87	86	+2ppt	69.8

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

**Key Stage 2:** (Note that results for 2016 are not comparable with previous years)

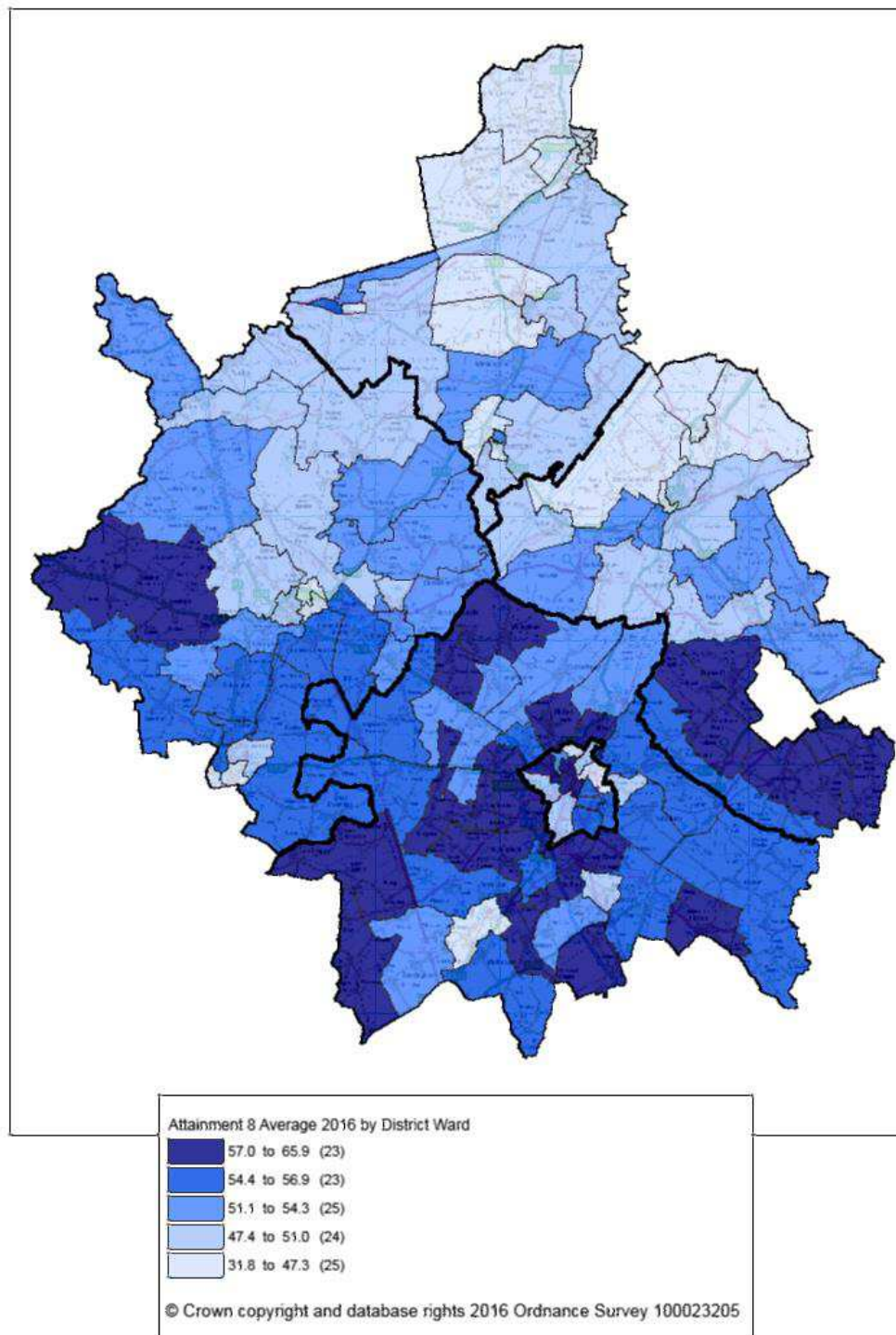
**Table A3.4. The proportion of pupils achieving the ‘expected standard’ in Key Stage 2 Reading, Writing and Maths**

RWM	Level 4+ KS2 Reading, Writing and Maths					New Expected Std
	2013 (%)	2014 (%)	2015 (%)	3 Yr Average (%)	3 Yr change	2016 (%)
Cambridge City	75.2	75.5	78.3	76.3	+3ppt	54.7
East Cambridgeshire	73.4	76.7	80.0	76.7	+7ppt	49.9
Fenland	63.1	65.1	71.2	66.5	+8ppt	45.2
Huntingdonshire	71.4	77.1	76.7	75.1	+5ppt	49.3
South Cambridgeshire	76.4	79.3	82.3	79.3	+6ppt	58.3
Cambridgeshire LA	72	76	78	75.3	+6ppt	51.8
England	75	78	80	77.7	+5ppt	53.2

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

#### A4 Key Stage 4:

Map A4. The proportion of pupils by Average Attainment 8 Score, (all pupils), by ward of residence (2016).



---

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets

**Key Stage 4:** (Note that results for 2016 are not comparable with previous years)

**Table A4.1 The KS4 Headline measures 2016**

	<b>Average Attainment 8 Score</b>	<b>Average Progress 8 Score</b>	<b>% Achieving Ebaccs</b>	<b>% Achieving A*-C in English and Maths</b>
<b>Cambridge City</b>	53.3	0.22	36.7	71.2
<b>East Cambridgeshire</b>	51.1	0.06	25.5	64.2
<b>Fenland</b>	45.2	-0.14	16.5	57.3
<b>Huntingdonshire</b>	50.2	0.03	19.7	66.1
<b>South Cambridgeshire</b>	56.6	0.40	39.3	76.4
<b>Cambridgeshire LA</b>	<b>51.4</b>	<b>0.12</b>	<b>26.9</b>	<b>67.2</b>
<b>England</b>	<b>48.2</b>	<b>-0.03</b>	<b>22.8</b>	<b>58.7</b>

Source: DfE LAIT, NEXUS and internal pupil level Cambridgeshire datasets