

## Provisional Educational Outcomes 2022

To: Children and Young People Committee

Meeting Date: 29<sup>th</sup> November 2022

From: Jonathan Lewis, Service Director - Education

Electoral division(s): All

Key decision: No

Forward Plan ref: Not applicable

Outcome: To inform the Committee about educational performance in 2022 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: For noting only. No vote required.

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## 1. Background

- 1.1 The Service Director for Education reports 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 2022 is the first year since 2019 that we will have a full set of data for performance in the Cambridgeshire education system. Data at this point is provisional and will be updated across the remainder of this calendar year. School level data has been published for Secondary schools but data is only available at Local Authority (LA) level for Primary schools.
- 1.3 Comparison of data is difficult due to the impact of the Covid-19 pandemic and the last unaffected year being 2019. The DfE have confirmed they will not use this data to intervene in schools. It does however give us a good insight to the impact on children and young peoples educational outcomes. The report does compare the 2021 data for secondary and national. For Primary schools, we have sought comparison with national and relative to other Local Authorities.

## 2. Main Issues

### **Headlines – Attainment Outcomes**

- 2.1 The 2022 outcomes show a positive picture. We have seen improvement in most of the key indicators both in absolute terms and also in relative terms compared to other Local Authorities. Cambridgeshire schools (working closely with Peterborough) worked collaboratively during Covid and the success can be attributed to this shared response but also the hard work and commitment of all those in the education system. This position should be celebrated and will help our children in their next stages of their education.
- 2.2 Education in this report covers three areas –
  - Attainment – an assessment of performance against meeting a specified expectation / grade
  - Progress – a relative measure of progress from a defined starting point and end point relative to other children.
  - Destination – a measure of what happened to children after they left secondary schools (at 16).

### **Primary Outcomes**

- 2.3 Appendix 1 provides a full overview of the provisional outcomes for 2022. The summary shows that Cambridgeshire improved its performance compared to other authorities across all measures. We have also closed the gap to national in many areas and the improvement in progress at Key Stage 2 is also encouraging. There is still work to do in a number of areas (KS2 writing continues to be a challenge) but it is pleasing to see ongoing progress.

## Secondary Outcomes

- 2.4 The sections that follow outline the key data headlines for Secondary. It is still provisional and subject to changes for data errors. The final data with a higher level of detail will be available in January 2023.

### Progress 8

- 2.5 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.

	Progress 8					
	2021		2022		Change	
	Progress 8	Rank (out of 149)	Progress 8	Rank (out of 151)	Progress 8	Change in rank
Cambridgeshire	0.13	30	0.22	22	0.09	8
England	-0.03		-0.03			

- 2.6 It shows that the value added from our secondary schools continue to outperform similar children and this has improved since last year.
- 2.7 The position for Progress 8 for disadvantage is below. This has historically been an area of underperformance within the county. Despite only a modest improvement in the outcome, our rank has risen significantly which suggest disadvantage children have been more impacted by Covid-19 than none disadvantage and shows some progress but there is still work to be done.

	Progress 8 - Disadvantage					
	2021		2022		Change	
	P8 Disadvantaged	Rank (out of 149)	P8 Disadvantage	Rank (out of 151)	P8 Disadvantage	Change in rank
Cambridgeshire	-0.53	76	-0.47	43	0.06	33
England	-0.46		-0.55		-0.09	

### Attainment Measures

- 2.8 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.

	% children achieving the Basics Measure 5+ 2021	% children achieving the Basics Measure 5+ 2022	Rank (out of 151)
Cambridgeshire	56	54	29
England	52	50	

2.9 The table below shows the breakdown of the individual subject against these thresholds.

	English - % of children achieving a 5+	Maths - % of children achieving a 5+
Cambridgeshire	67	59
England	65	55

### Destination

2.10 Alongside the provisional attainment date, the Department of Education have also published school level data on the destination of those pupils from the 2021 cohort. It is a measure of what happened to them in the 2 terms (or 6 months) after they left statutory education at the end of Key Stage 4. Again, this data should be treated with caution due to the impact of Covid-19. 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.

#### All children

	Cohort Size	Overall	Education Employment and Training			Not Sustained EET	Unknown
			Apprenticeship	Employment	Education		
Cambridgeshire	5826	95%	2%	2%	90%	4%	1%
England	562393	94%	2%	2%	89%	5%	1%

#### Disadvantage Children

	Cohort Size	Overall	Education Employment and Training			Not Sustained EET	Unknown
			Apprenticeship	Employment	Education		
Cambridgeshire	1120	88%	2%	4%	83%	11%	1%
England	146424	88%	2%	3%	84%	10%	2%

### 3. Alignment with corporate priorities

#### 3.1 Environment and Sustainability

There are no significant implications for this priority.

#### 3.2 Health and Care

There are no significant implications for this priority.

#### 3.3 Places and Communities

This corporate priority is explicit throughout the report as it relates to ensuring that children and young people have access to high quality educational provision in the communities in which they live.

#### 3.4 Children and Young People

This corporate priority is explicit throughout the report as it relates to ensuring that children and young people have access to educational provision which will support their learning and development in the communities in which they live. This is key to securing optimal outcomes for all children, as well as supporting their wellbeing and playing an important role in safeguarding them.

#### 3.5 Transport

See wording under 3.1 above.

### 4. Significant Implications

#### 4.1 n/a

### 5. Source documents guidance

#### 5.1 None

### 6. Accessibility

#### 6.1 The information contained in this report and appendix is available in an accessible format on request from [Jonathan.lewis@cambridgeshire.gov.uk](mailto:Jonathan.lewis@cambridgeshire.gov.uk)