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AGENDA

Committee	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE	
Date and Time of Meeting	TUESDAY, 9 JANUARY 2018, 4.30 PM	
Venue	COMMITTEE ROOM 4 - COUNTY HALL	
Membership	Councillor Lee Bridgeman (Chair) Councillors De'Ath, Philippa Hill-John, Joyce, Morgan, Murphy, Phillips, Taylor and Singh Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales representative), Rebecca Crump (Parent Governor Representative) and Karen Dell'Armi (Parent Governor Representative)	
		<i>Time approx.</i>
1	Apologies for Absence To receive apologies for absence.	4.30 pm
2	Declarations of Interest To be made at the start of the agenda item in question, in accordance with the Members' Code of Conduct.	
3	Minutes To approve as a correct record the minutes of the previous meeting on the 14 November 2017 (to follow)	
4	Central South Consortium's contribution to raising standards in Cardiff Schools (<i>Pages 1 - 24</i>) This report provides the Committee with a briefing on the Central South Consortiums contribution to raising standards in Cardiff Schools. (a) Mike Glavin (Managing Director, Central South Consortium) and Consortium officers will present the report and be available to answer any questions Members may have;	4.35 pm

(b) Councillor Sarah Merry (Cabinet Member for Education, Employment and Skills) and Nick Batchelar (Director, Education and Lifelong Learning) will also be present to answer any questions Members may have on the work of the Consortium;

(c) Questions from Committee Members;

(d) The Way Forward for this item will be considered at the end of the meeting.

5 Cardiff School's Annual Report (Pages 25 - 96)

5.05 pm

This report provides the Committee with details of the performance of the Schools as well as an analysis of results across ethnic groups and gender.

(a) Councillor Sarah Merry (Cabinet Member for Education, Employment & Skills) will be in attendance and may wish to make a statement;

(b) Nick Batchelar and Jacqueline Turner (Director and Assistant Director, Education and Lifelong Learning) will present the report and be available to answer any questions Members may have.

Representatives of the Consortiums Challenge Advisors and Head Teachers will also be in attendance;

(c) Questions from Committee Members;

(d) The Way Forward for this item will be considered at the end of the meeting.

6 Improving Provision for Children and Young People with Additional Learning Needs (ALN) 2018 - 2022 (Draft Cabinet Report)

6.30 pm

Papers to follow

(a) Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills) will be in attendance and may wish to make a statement;

(b) Nick Batchelar (Director, Education and Lifelong Learning) and Officers will present the report and answer Members questions;

(c) Questions from Committee Members;

(d) The Way Forward for this item will be considered at the end of the meeting.

7 **Way Forward**

7.15 pm

8 **Date of next meeting**

The date of the next scheduled meeting of the Children & Young People Scrutiny Committee is at 10.00 am on Tuesday 13th February 2018 (Budget)

Davina Fiore

Director Governance & Legal Services

Date: Wednesday, 3 January 2018

Contact: Mandy Farnham,
02920 872618, Mandy.Farnham@cardiff.gov.uk

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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE:

9 JANUARY 2018

**CENTRAL SOUTH CONSORTIUM CONTRIBUTION TO RAISING STANDARDS IN
CARDIFF'S SCHOOLS**

Reason for the Report

1. To enable Members to receive a report on the Central South Consortium' contribution to raising standards in Cardiff's Schools, copy attached at **Appendix A**.

Background

2. The Welsh Government 's National model for regional working, published in February 2014 includes a section on Scrutiny and liaison between local authorities and regional consortia, which states:

“Each Local Authority and their respective regional consortium will make arrangements for robust democratic scrutiny of the consortium business plan and activities as it relates to individual local authority area. Each authority's scrutiny committee for education services will also need sufficient information to consider the performance of their schools.

Local authorities undertake to be reasonable in their expectation of consortia staff and resources and ensure that senior leaders are not required to spend a disproportionate amount of their time on reporting and scrutiny work”.

3. The Committee agreed that as part of its work programme, that it would undertake the scrutiny of the Consortium to ensure that it provides the support and guidance and challenge needed to enable Cardiff's Schools to improve and improve the outcomes of Cardiff 's Pupils.

Issues

4. The Managing Director of the Central South Consortium, Mike Glavin, supported by Stuart Sherman and Kate Rowland, Senior Challenge Advisors, will be in attendance and has provided a briefing on the Central South Consortiums contribution to raising standards in Cardiff Schools, copy attached at **Appendix A**.

The briefing cover the following elements:

- a. Consortium's business and priorities 2016 to 2017.
- b. Performance across the Central South region in 2017.
- c. Performance in Cardiff's Schools
- d. The Challenge and support provided by the Consortium on behalf of Cardiff Council
- e. Additional Support requested by Cardiff
- f. Headline results across the region 2016/17;

Scope of Scrutiny

5. This report will provide the Committee with an opportunity to gain an understanding and test that the operation of the Consortium in its support to Cardiff schools together with the Council to, improve learner's outcomes, deliver high quality teaching and learning and support and empower school leaders.

Way Forward

6. At the meeting. Mike Glavin, supported by Stuart Sherman and Kate Rowland, Senior Challenge Advisors will be in attendance to present the briefing.
7. At the meeting Councillor Julia Magill (Deputy Leader and Cabinet Member for Education, Employment and Skills) and Nick Batchelar (Director of Education and Lifelong Learning) will be in attendance to answer any questions Members may wish to ask.

8. Members may wish to note the information contained in the report and determine whether there are any issues or comments which they would like to pass on to the Managing Director of the Consortium, Cabinet Member or Director of Education and Lifelong Learning.

Legal Implications

9. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

10. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

Recommendations

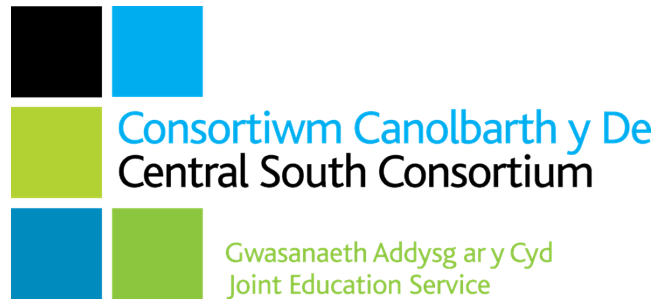
The Committee is recommended to:

- I. consider the information provided in the report, appendix and presentation;
- II. consider whether they have any observations, comments or recommendations they wish to make; and
- III. consider a way forward with regard to any future scrutiny of the issues raised.

Davina Fiore

Director of Governance and Legal Services

3 January 2018



Title: *Central South Consortium's contribution to raising standards in Cardiff schools.*

Date Written: *20th December 2017*

Authors: *Mike Glavin, Managing Director and Kate Rowlands, Senior Challenge Adviser (Primary), Stuart Sherman, Senior Challenge Advisor (Secondary), Central South Consortium*

Background

1. Since 2012, Central South Consortium has delivered aspects of school improvement services on behalf of the five authorities: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and the Vale of Glamorgan. This covers 397 schools, 30% of Wales' children. It is a growing region with rapidly changing demographic encompassing increasingly diverse communities across the economic sub region. It remains the region with the highest number of children living in poverty, with just over 1 in 4 children claiming free school meals.
2. The service delivers challenge and support on behalf of the five local authorities, governed through a Joint Committee of Cabinet Members from each authority. The Joint Committee meets four times a year and formally approves the annual business plan and budget for the service, holding the service to account in terms of performance and budgetary control.
3. Scrutiny Committees in each of the five authorities invite the Lead Officer for the authority to report on the performance of the schools in their authority and the contribution of the consortium at any stage during the year. An annual report from the consortium relating to progress in the previous academic year and priorities for the year ahead is also provided.

Central South Consortium Business Plans

4. The consortium business plan for April 2016 to March 2017 can be found [here](#). It had three priorities:
 - Raising standards particularly in literacy/Welsh/English, numeracy/mathematics and improving the outcomes of the vulnerable learners fastest;
 - Improving the capacity of the system to be self improving, particularly improving leadership and governance, teaching and learning and effective challenge and support;
 - Develop the consortium to as a high performing organisation focusing on performance management, governance and effective use of resources
5. The tables below show outcomes against targets and previous outcomes. Targets met or exceeded are highlighted in green. Outcomes that have improved from the previous academic year are highlighted in yellow.

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
Foundation Phase – FPOI	87.60%	87.80%	87.40%	N/A	88.60%	88.60%
Key Stage 2 - CSI	87.80%	89.70%	88.40%	89.00%	89.45%	90.21%
Key Stage 3 - CSI	83.60%	87.40%	87.50%	83.50%	86.75%	87.89%
Level 2 Threshold including English/Welsh and Mathematics	58.50%	64.10%	65.70%	67.50%	60.90%	54.5%
Level 1 Threshold	94.50%	96.10%	96.50%	96.70%	95.42%	94.3%

Performance in English, Welsh First Language and Mathematics at the Expected Level

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	88.70%	89.40%	88.60%	-	89.44%	89.33%
FPOI – LCW	94.00%	93.70%	93.50%	-	93.94%	93.01%
FPOI – Mathematical Development	90.20%	91.20%	89.80%	-	91.14%	91.54%
KS2 – English	89.80%	90.90%	89.80%	89.20%	90.96%	91.48%
KS2 – Cymraeg	93.60%	95.70%	93.20%	93.80%	95.07%	94.09%
KS2 – Mathematics	90.20%	91.80%	90.70%	90.30%	91.67%	92.18%
KS3 – English	87.70%	90.20%	90.80%	91.20%	89.97%	91.27%
KS3 – Cymraeg	92.00%	92.40%	93.30%	95.10%	92.63%	94.66%
KS3 – Mathematics	88.70%	90.80%	91.20%	91.40%	90.50%	90.71%
KS4 Level 2 English	70.20%	71.60%	72.30%	73.10%	71.13%	62.5%
KS4 Level 2 Cymraeg	77.90%	78.40%	78.00%	77.60%	77.52%	79.1%
KS4 Level 2 Mathematics	63.60%	69.10%	71.50%	72.60%	66.49%	62.4%

Performance in English, Welsh First Language and Mathematics at the Expected Level +1

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FPOI – LCE	33.80%	36.30%	34.60%	-	36.22%	39.16%
FPOI – LCW	37.90%	41.20%	42.00%	-	40.12%	40.84%
FPOI – Mathematical Development	34.40%	36.70%	35.30%	-	37.20%	40.65%
KS2 – English	40.70%	42.20%	43.00%	41.40%	43.26%	46.69%
KS2 – Cymraeg	42.00%	43.70%	43.90%	42.70%	44.45%	47.15%
KS2 – Mathematics	42.20%	43.00%	43.50%	42.70%	44.72%	48.95%
KS3 – English	53.40%	59.20%	61.10%	62.80%	58.16%	60.74%
KS3 – Cymraeg	58.30%	64.30%	60.70%	70.30%	63.14%	62.70%
KS3 – Mathematics	59.60%	64.60%	65.90%	66.50%	64.00%	66.44%

Performance in English, Welsh First Language and Mathematics at the Expected Level +2

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
KS3 – English	17.30%	19.30%	21.30%	23.10%	18.70%	21.83%
KS3 – Cymraeg	17.60%	18.50%	19.60%	23.40%	16.07%	19.56%
KS3 – Mathematics	26.60%	26.00%	27.00%	28.50%	30.13%	32.68%

The poverty-related attainment gap

Key Measure	2014/15 Actual	2015/16 Target	2016/17 Target	2017/18 Target	2015/16 Actuals	2016/17 Actuals
FSM Gap FP FPOI	-15.1pp	-11.3pp	-13.00pp		-12.8pp	-12.6pp
FSM Gap KS2 CSI	-15.8pp	-13.3pp	-13.50pp	-12.8pp	-14.4pp	-13.8pp
FSM Gap KS3 CSI	-20.7pp	-17.2pp	-15.60pp	-12.3pp	-19.6pp	-20.8pp
FSM Gap KS4 L2 inc EWM	-33.4pp	-27.0pp	-26.60pp	-25.2pp	-29.9pp	-32.4pp
FSM Gap KS4 L1 Threshold	-10.3pp	-9.1pp	-6.70pp	-6.4pp	-6.86 pp	-7.9pp

6. The consortium business plan for April 2017 to March 18 can be found [here](#). It has five priorities:

- Improving outcomes for vulnerable learners through partnership working.
- Developing school-to-school working to deliver curriculum reform.
- Developing leadership, governance and workforce reform.
- Rapid and sustainable intervention.

- Developing effectiveness and efficiency in Central South Consortium.
7. The business plan sets out how we aim to deliver these priorities through effective school self-evaluation and improvement planning, underpinned by building capacity in schools to support other schools through the continued development of the 'Central South Wales Challenge'. This is led by schools and has involved the continued development of evidence based strategies (school improvement groups (SIGs), pathfinder pairings, school improvement hubs and peer enquiry models in which schools can be resourced to work together to share practice across the region.
 8. 'Drive Teams' made up from senior leaders from across the consortium ensure that the operational plans for each priority are implemented and that impact is measured. Half termly reviews including an impact review with the Managing Director at the end of each term ensures that monitoring is robust. Outcomes of this process are reported to Joint Committee.

Performance across the Central South region in 2017

9. Since 2012 standards at every key stage have improved faster than the national average. In 2017 the region continued to show strong improvement and was above the national average for the foundation phase, FP and Key Stage Two, KS2, for the second consecutive year. For Key Stage 3 was above the national average again for all measures with the exception of mathematics, which was within 0.1pp of the national figure.
10. Comparisons for standards to previous years for Key Stage 4 are to be treated with an element of caution due to changes in the calculations of the performance measures for 2017 reporting. 2017 data indicates that the region is slightly below the national averages for most Key Stage 4 measures, with a few exceptions of Level 1 Threshold and Capped 9 points score.
11. Outcomes for pupils entitled to free school meals, eFSM, in the region continue to improve for FP, but have fallen slightly for key stages 2 and 3. However, the gap in performance between eFSM and nFSM pupils has narrowed for FP and KS2. At key stage 4, the gap has widened for Level 2 Threshold including English/Welsh and mathematics using the provisional data with eFSM pupils falling at a faster rate than nFSM pupils.
12. In 2016/17 the proportion of schools in inspection categories (SI and SM) is lower than the national proportion in 2016/17 (7.1pp regionally compared to 8.6pp nationally). This proportion is lower than the cumulative proportion seen since 2010

regionally and nationally (7.3pp regionally and 7.4pp nationally). However, based on 2016/17 inspections, more secondary schools went into a category or follow up compared to the national position (55.6pp compared to 53.6pp nationally) whilst primary schools' inspection profile is better than the national picture (21.4pp compared to 29.1pp nationally).

13. Categorisation headlines for the region will be presented to the Scrutiny Committee following the national publication on the 31st January. Draft step 2 statements were written in the summer term. Challenge advisers have visited schools to work with Governors and headteachers to complete this year's categorisation. Regional moderation has been completed. National verification is scheduled for 10th and 11th January 2018.

Performance in Cardiff Council Schools

14. Detailed performance has been outlined in separate reports. Headline data is provided below and in Annex A.
15. Whilst overall trends in performance for the Local Authority are positive, outcomes in the most recent academic year show that previous improved performance has been maintained to within 0.5 percentage point in key performance indicators at FP, KS2 and KS3.
 - a. At Foundation Phase, the proportion of pupils aged between 5 and 7 years old who achieved the expected level (Outcome 5 or above) for the Foundation Phase Outcome Indicator has decreased by 0.4 percentage points from 88.9 to 88.5, although this remains above the Welsh Average which has increased by 0.3 percentage points.
 - b. At key stage 2, the proportion of pupils aged between 7 and 11 years old, achieving at least the expected level (Level 4 or above) for the Core Subject Indicator has decreased by 0.1 percentage points from 89.5 to 89.4, and is now very close to the Welsh Average of 89.5 which increased by 0.9 percentage points.
 - c. At key stage 3, the proportion of pupils aged between 11 and 14 years olds achieving at least the expected level (Level 5 or above) for the Core Subject Indicator has decreased by 0.4 percentage points from 86.6 to 86.2, this has fallen below the Welsh Average which rose by 1.5 percentage points, from 85.9 to 87.4.
 - d. At key stage 4 the changes to the courses and exam specifications means the outcomes from these GCSEs cannot be compared to those of previous years, particularly in maths and Welsh/English. In 2017, the changes to the GCSE specifications have disproportionately influenced the achievement of many pupils who suffer from socio-economic disadvantage. Each of the schools has undertaken a thorough analysis of results to identify where the lower than expected outcomes are as a result of these changes and where they are a result of specific issues in their own schools in order to plan for 2017-18.

Challenge and support provided by the Consortium on behalf of Cardiff Council

16. In 2016/17 Cardiff Council Local Authority contributed £1,504,650 towards the core functions of the consortium. In addition to the core costs of the consortium this has provided funding for the twenty two challenge advisers (8.52 FTE).
17. Inspection outcomes within the LA during 2016/17 were:
- Sixteen schools were inspected, twelve required no follow up and of those, six were identified as having excellent practice worthy of a case study. Two required further monitoring by Estyn and one federated pair of secondary schools (Michaelston / Glyn Derw) required special measures.
 - Nine schools were removed from Estyn follow up categories and Michaelston / Glyn Derw was closed.
 - At the end of 2016/17 eleven schools in Cardiff were in a follow up category.
 - 4 special measures- Eastern High School, Trelai Primary, Woodlands High School and Pentyrch Primary
 - 7 schools Estyn Review – Whitchurch High School, Radyr Comprehensive School, Riverbank Special School, YGG Glantaff, St Fagans Primary, Glan-yr-Afon Primary and Baden Powell Primary.
 - A number of the schools have since been removed from a follow up category. Given the time lapse between inspection and publication of the report, a verbal update will be provided at the meeting.
18. Elected Members will be aware that CSC use a national categorisation process to identify the schools in need of support using both data and judgement of leadership and capacity to improve. During 2016/17, the consortium continued to work closely on behalf of the Local Authority to monitor the progress of the schools in need, 6 schools required 'red' level of support and 20 schools required amber level of support. There were 48 schools requiring green support and 54 requiring yellow support.
19. Provisional categorisation outcomes for 2017/18 identify that improvement has been sustained and continues across the authority. The number of schools requiring a 'red' level of support has fallen to 4 and now only 10 schools require an amber level of support. There are 45 requiring yellow support which is less than last year. This is because the number of schools requiring green support has risen notably to 67. The final categorisation outcomes will become public on the 31st January 2018.
20. Challenge advisers continue to have a relevant educational background and level of experience and provide good quality support and challenge to schools. They have continued to work well and in partnership with the local authority to provide effective monitoring, challenge, support and intervention where needed. Challenge advisers have continued to commission bespoke support and intervention from the wider support teams and schools within the Central South Consortium.

21. Other support provided by the consortium to schools in Cardiff has included:
- a. Thirteen amber/red support schools in Cardiff accessed support provided by Hub schools across the region in 2016/17.
 - b. Eighteen Cardiff schools were successfully involved in providing support as part of the Hub programme in 2016/17.
 - c. Ninety five Cardiff schools accessed professional development programmes provided by Hub schools across the region.
 - d. Thirty two Cardiff schools have been part of pathfinder pairings in the local authority, seventeen schools being the lead school and fifteen schools being the supported school. Where these are schools requiring an amber or red level of support their impact has been monitored as part of the termly amber schools progress reporting.
 - e. Nearly all of Cardiff schools have been involved in school improvement group (SIG) working; 95 primary schools, 17 secondary schools and 5 special schools are engaged with SIG activity. 13 convenors are from Cardiff. During 2016/17 SIGs that include Cardiff schools have focused on a very wide range of relevant and current needs. SIGs are reviewed annually and have to provide a report on their priorities and impact against their priorities twice a year in order to be funded.
 - f. Eight Cardiff schools hosted a peer enquiry, which supported the senior leadership team to review and evaluate focus areas within their school. A detailed report was provided on the strengths and areas for improvement. Six Cardiff schools contributed a lead enquirer to peer enquiries hosted by schools in other Local Authorities within the Central South Consortium.
 - g. The consortium has invested heavily in leadership provision in the 2016/17 year. For Cardiff schools this has included opportunities to support another school with leadership capacity, leadership of school to school provision and direct leadership programmes. Of these, 11 Headteachers have undertaken the New to Headship programme; 3 Headteachers have undertaken the Strategic Headship programme; 2 Headteachers have completed the Consultant Headship programme; 7 Headteachers have completed the Executive Headteacher programme; 14 senior leaders have completed the Aspiring Headteacher programme and a number of Heads are being funded to mentor other future leaders as part of building leadership capacity.
 - h. The Foundation Phase, Welsh in Education, Hwb+ and Qualified for Life teams based in school improvement hubs across the region have supported Cardiff schools as part of their grant funded operation. For 2017/18 CSC have created and developed the role of Accelerated Progress Leads, APLs. These staff work in schools considered to be vulnerable. All APLs have experience of working to bring about significant improvement in schools facing difficulty. Two APLs are working within 5 secondary schools in Cardiff and intensively in Cardiff West Community High school.
 - i. All red and amber support schools have a bespoke package of support which is recorded within a support plan. Key improvement objectives are identified and

regular school improvement forums held to judge the impact of the support in enabling the school to meet its objectives. A judgement is made on the extent of the progress the schools have made in meeting each objective. This information is provided to directors in termly progress reports.

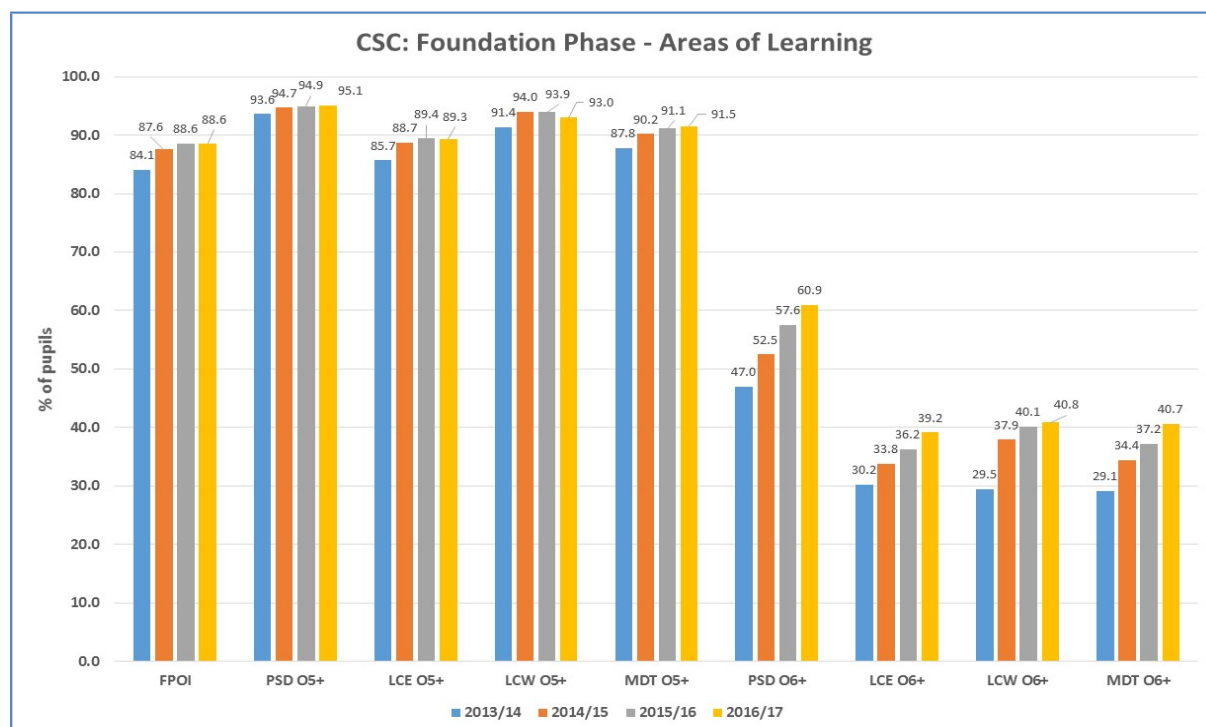
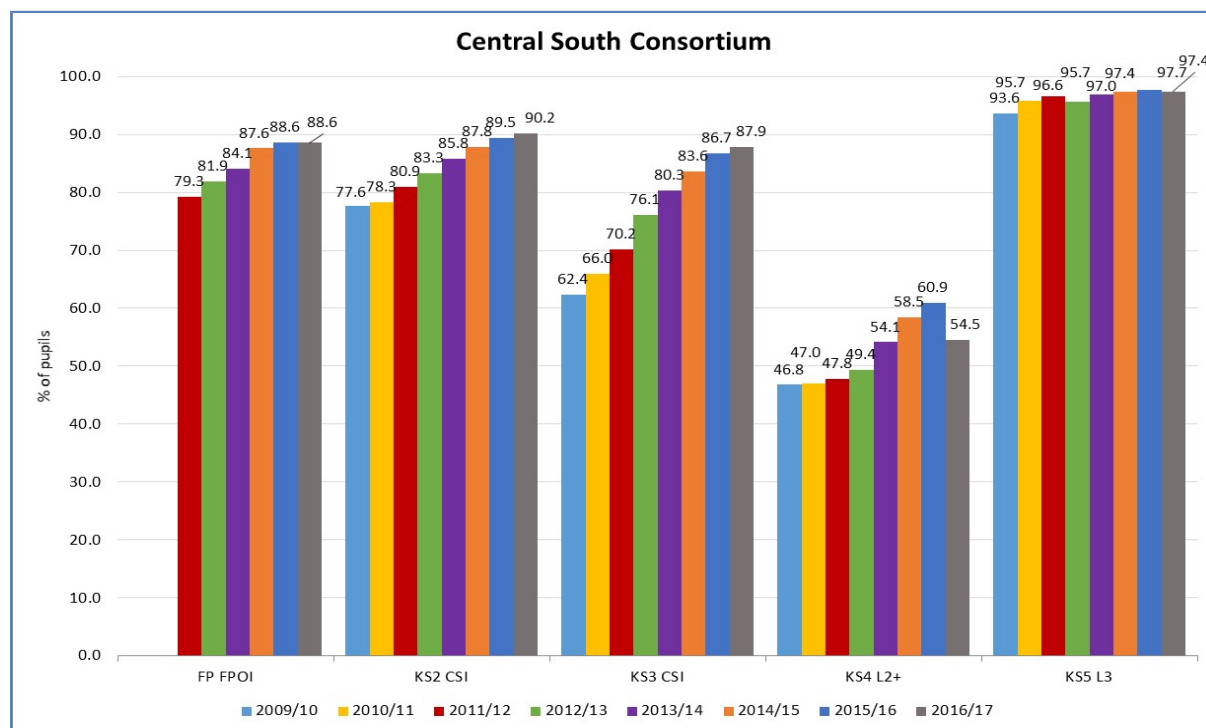
- j. Each term CSC prepares a detailed report for directors and then meets with them to discuss the aspects of the report that they select. The report contains a detailed breakdown of the support provided within the previous term.
- k. The consortium has contributed to the preparation and development of Successful Futures in Cardiff. This work includes:
 - Working with the pioneer network to contribute to the development of Areas Of Learning and Experience (AoLEs), and Introducing the new professional standards, providing schools with opportunities to familiarise themselves as well as gain understanding of how to put them into practice
 - Supporting schools to carry out small scale action research into some of the pedagogical principles
 - Holding headteacher briefing sessions to give updates and advice regarding engagement
 - Ensuring that Successful Futures features in the professional learning offer from all our hub schools
 - Supporting SiGs that address aspects of the DCF or pedagogical principles in their collaborative work
 - Contributing to a range of Welsh Government groups including Change Board and Programme Board
 - Developing a three year strategy to deliver Successful Futures through SiGs and then clusters
 - Developing a learning and teaching framework with the aim of capturing all the reforms in one area
 - Supporting the innovation in digital competency
 - Facilitating opportunities within the Lead Creative Schools initiative
 - Providing briefings for CSC teams so that all officers can support schools in their preparations

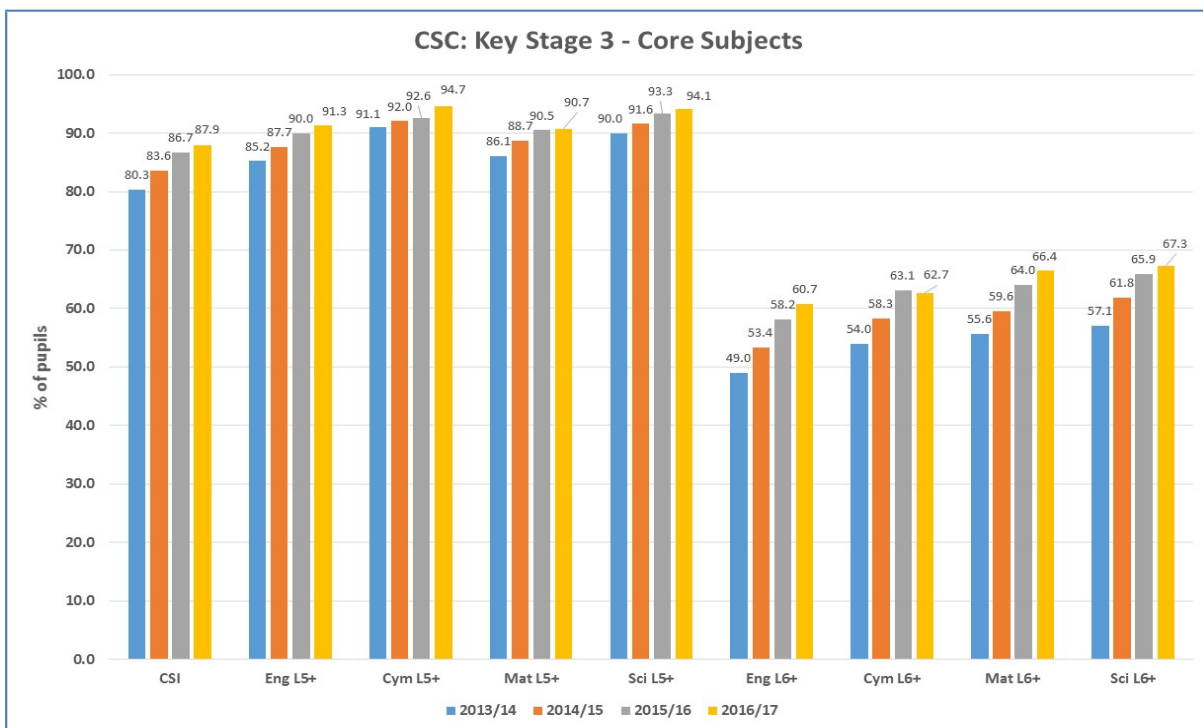
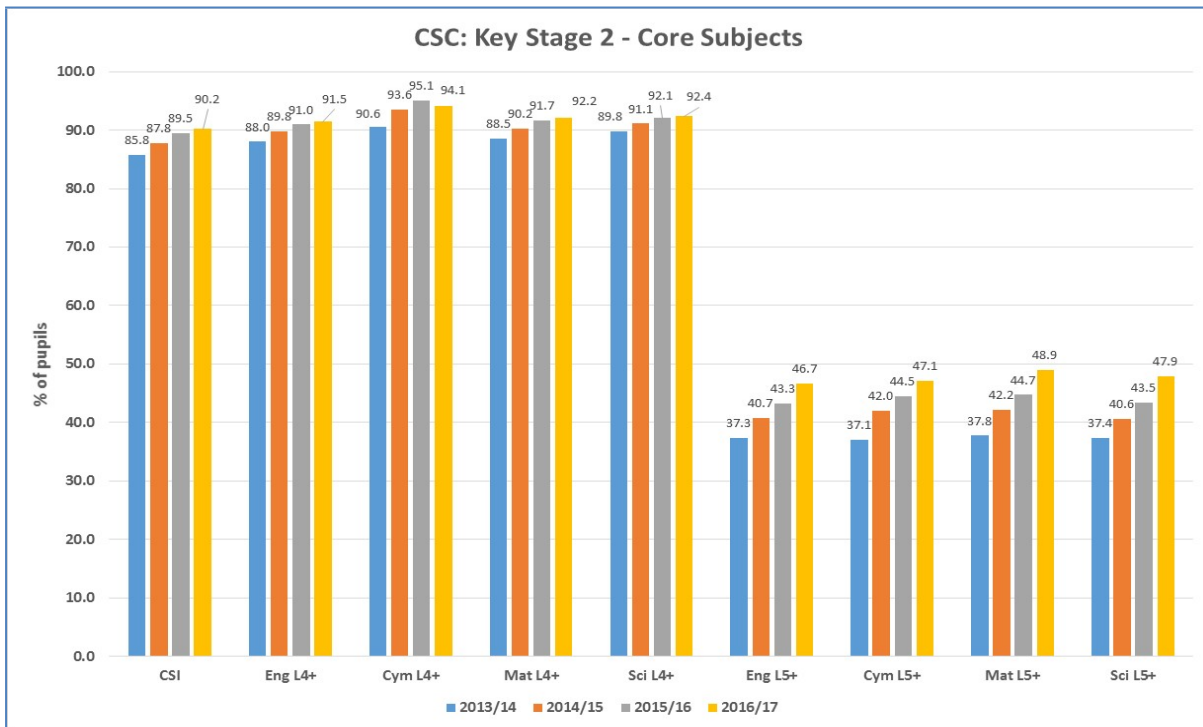
Additional support requested through the Local Authority Annex

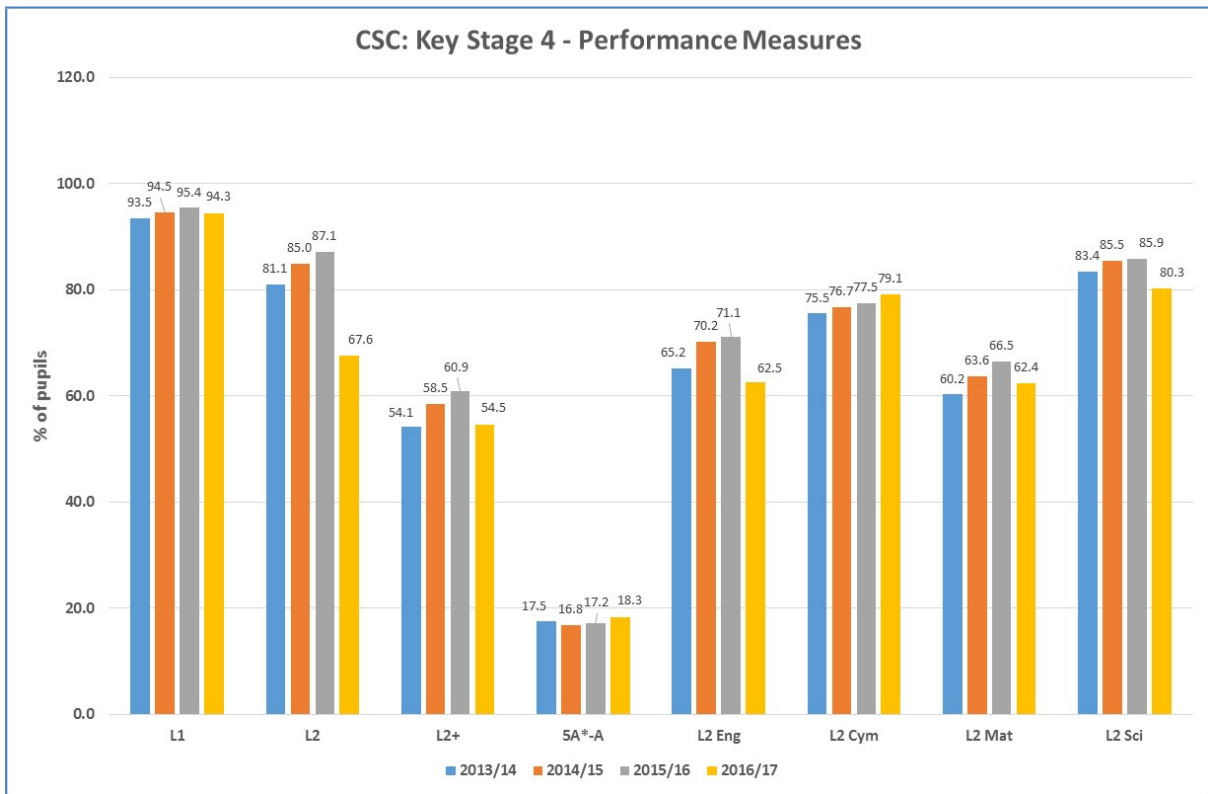
22. Cardiff received additional funding from the Central South Consortium to focus on the performance of girls, pupils educated outside school, to analyse the performance of minority ethnic groups, to develop cultural awareness, to facilitate school leadership partnership working, to improve governance and to develop executive headteachers.

Annex A: Headline results across the Central South region 2016/17

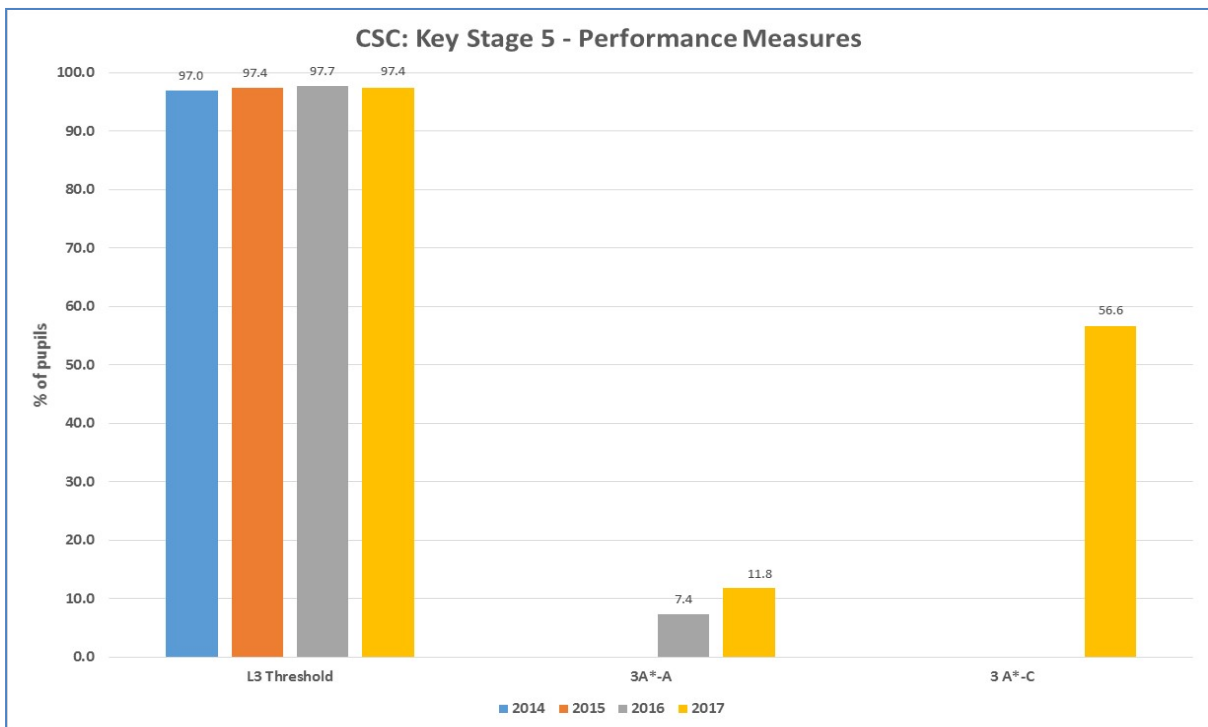
Outcomes in the first three key stages have risen across the region, although not in every local authority, and continue to sit above the national average at Key Stages 1-3. The change in performance measures at Key Stage 4 make direct comparisons to previous years' data problematic.



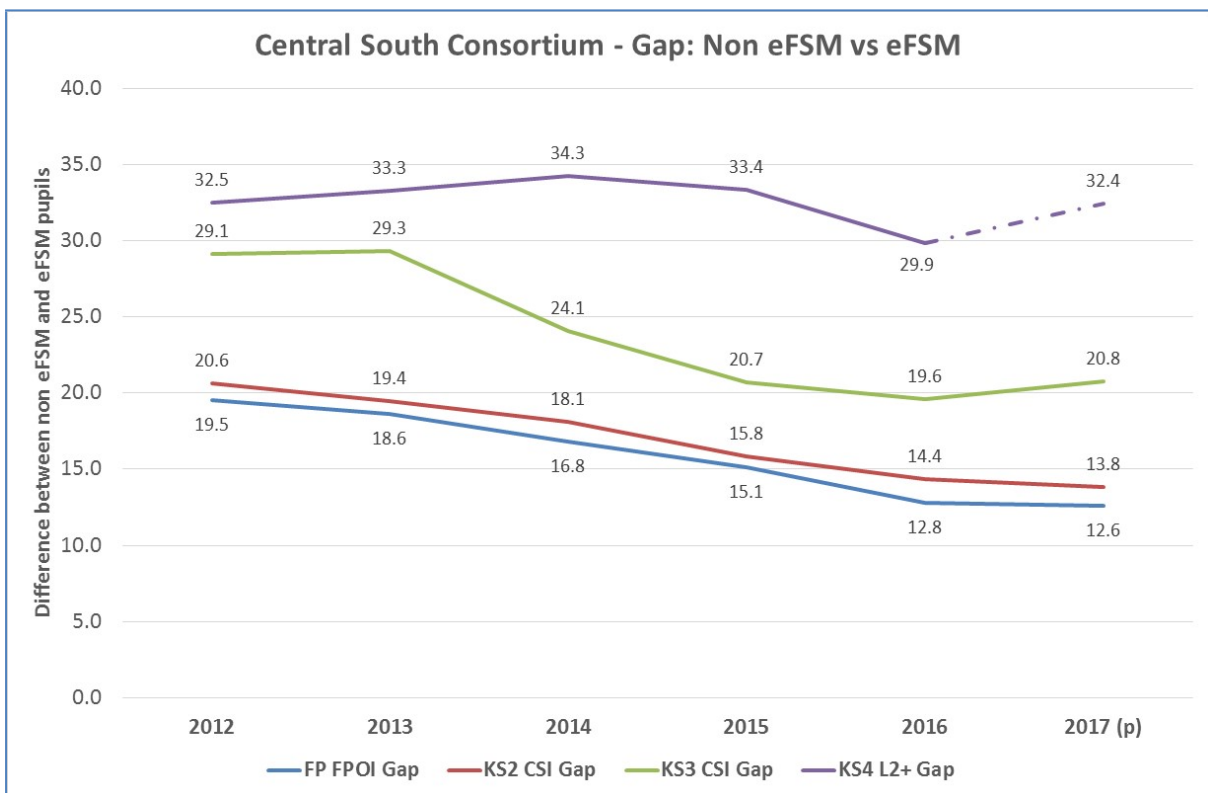
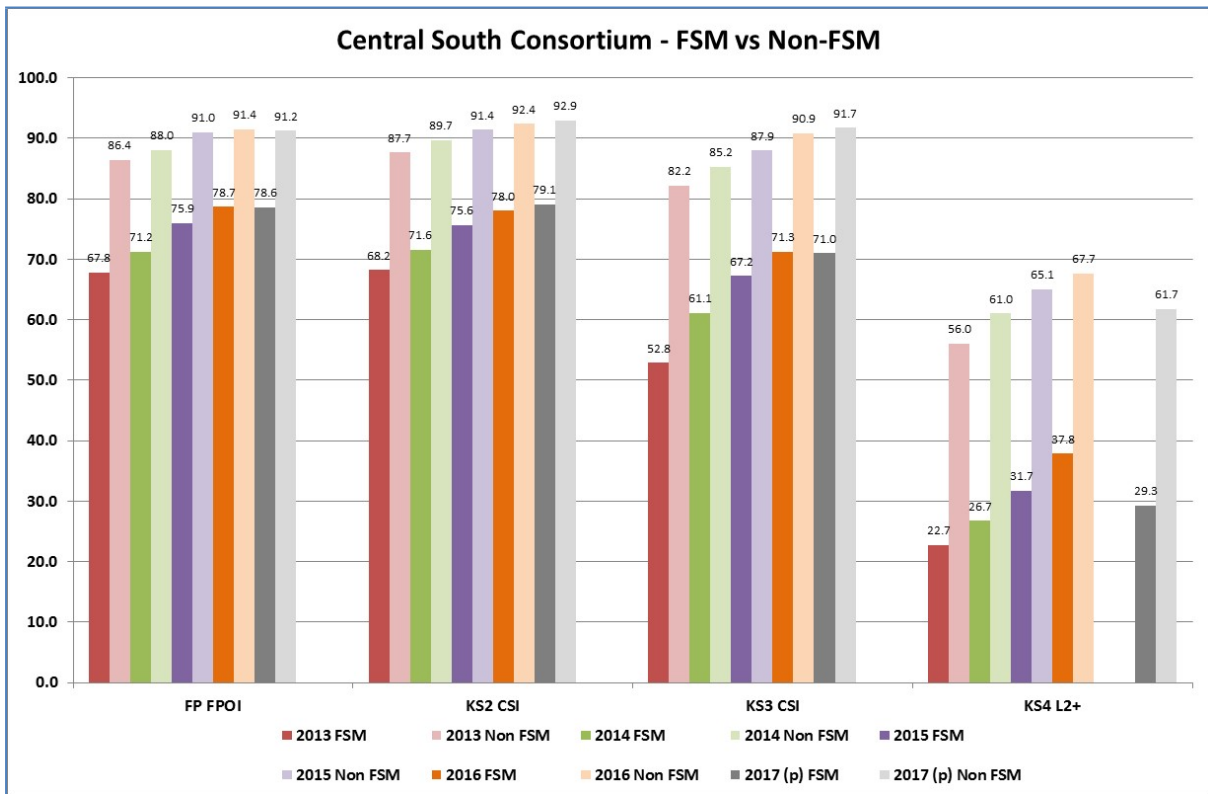




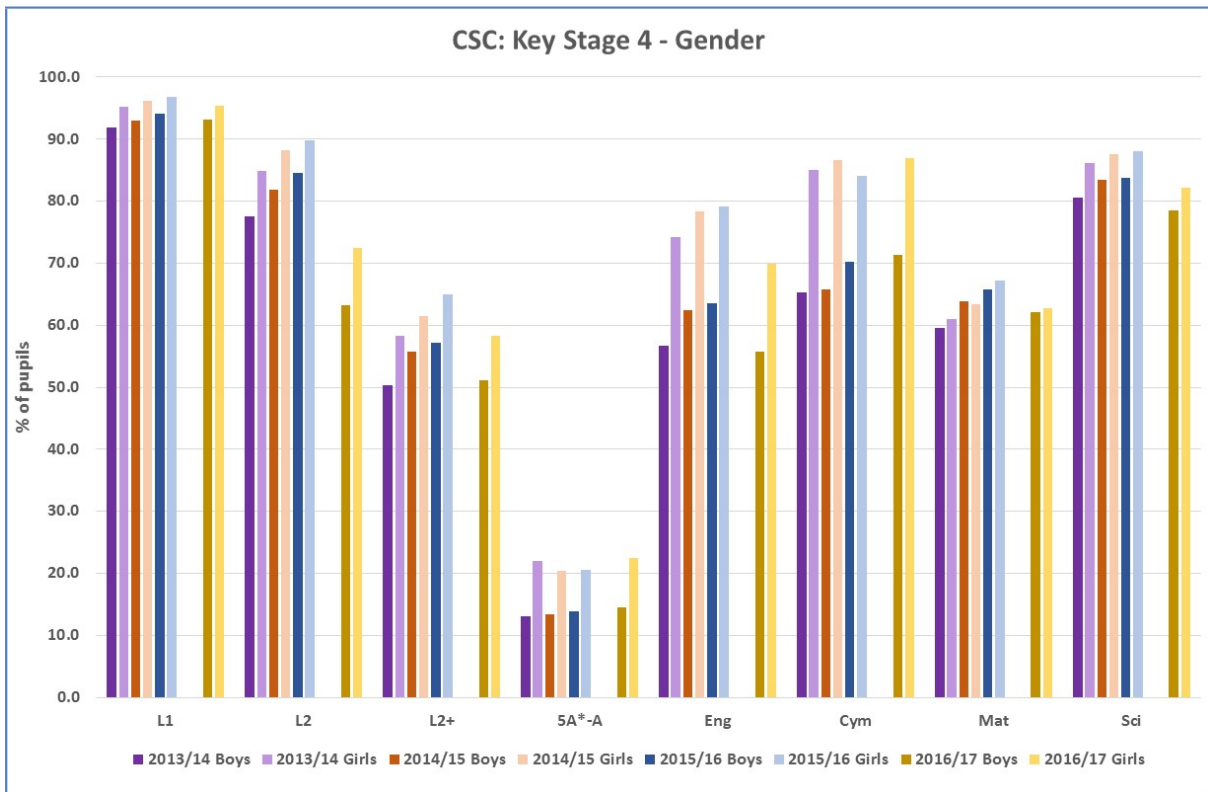
There is further work to do at Key Stage 5 (in school sixth forms) across the region. NB: MTBC has post 16 provision provided by the FE sector which is not included here.



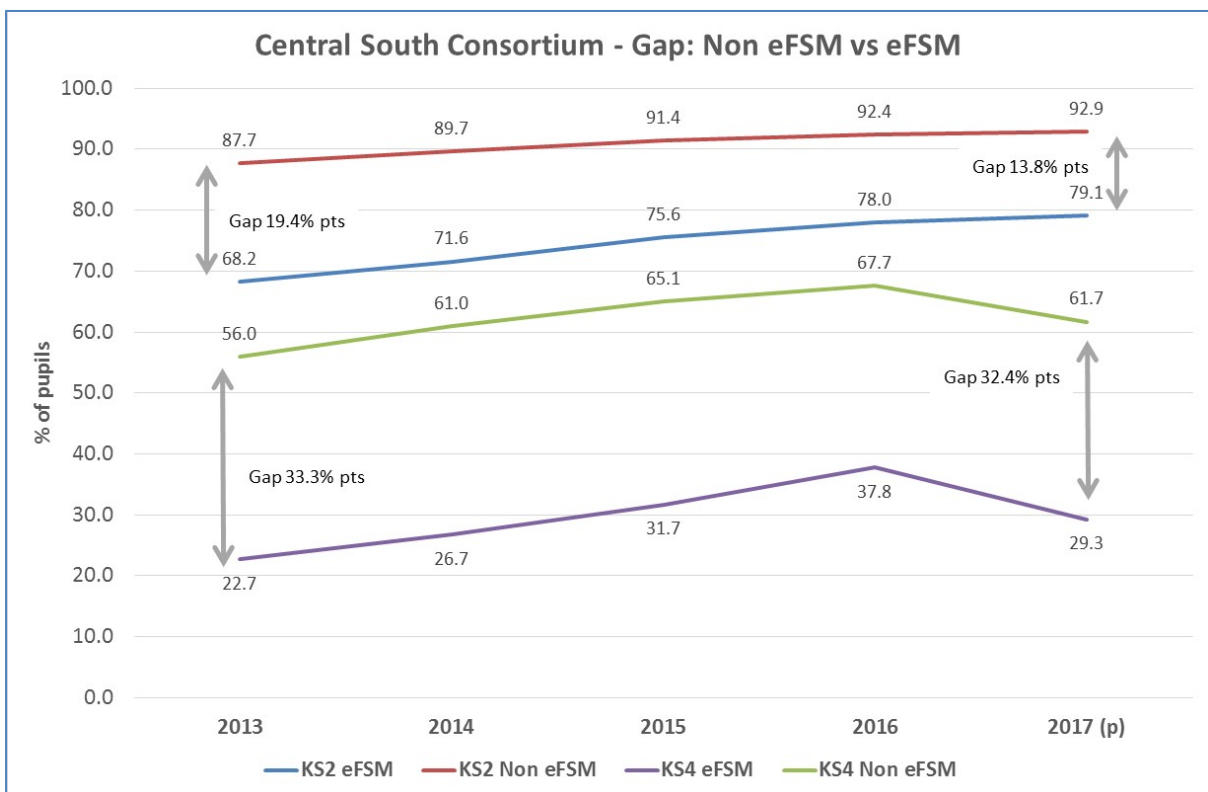
There are mixed results for the performance of children claiming free school meals (e-FSM) across the region, and the gap remains stark compared with children not claiming free school meals (non e-FSM).



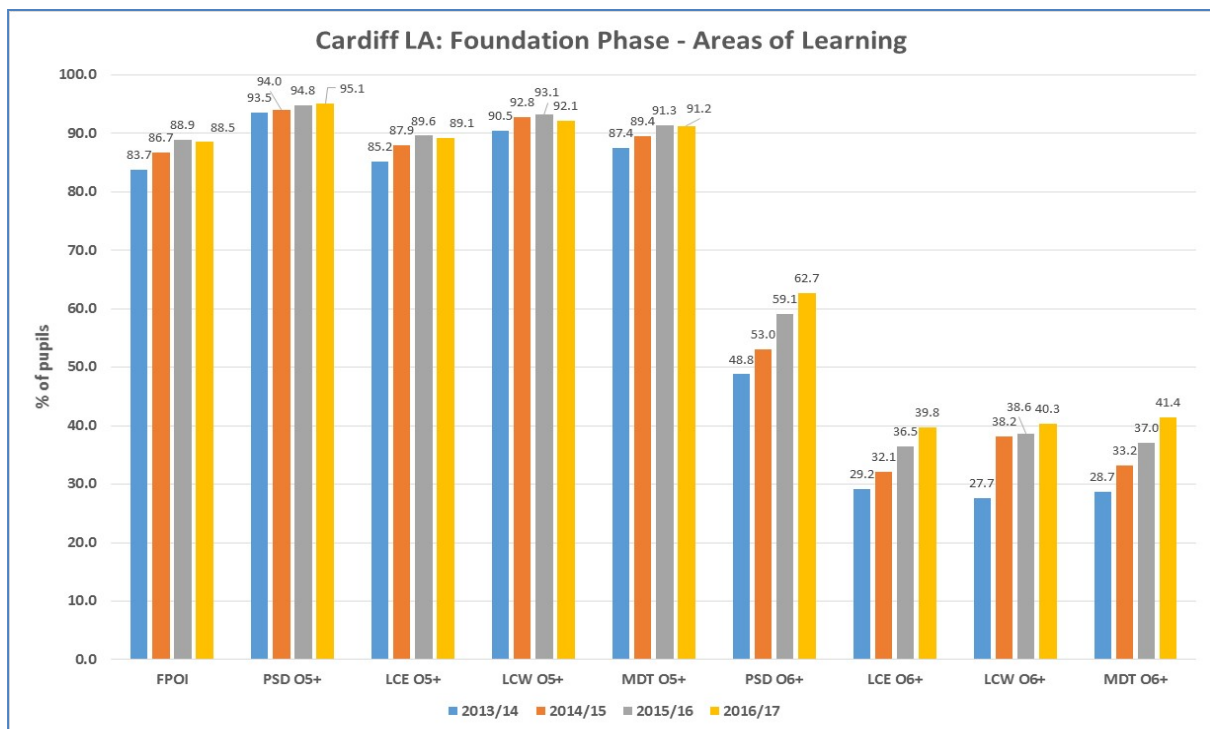
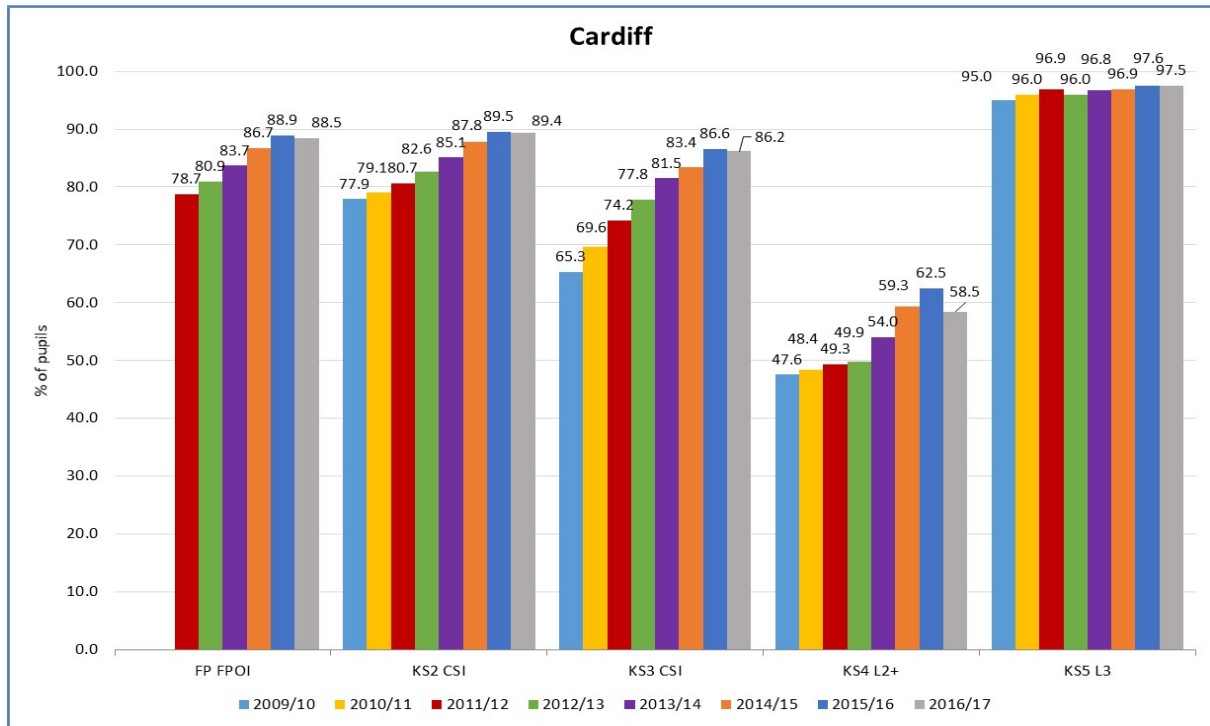
There are particular issues across the region relating to boys' performance in literacy/English/Welsh, and girls' performance in mathematics/numeracy which are first identified within the Foundation Phase and continue to the end of Key Stage 4.

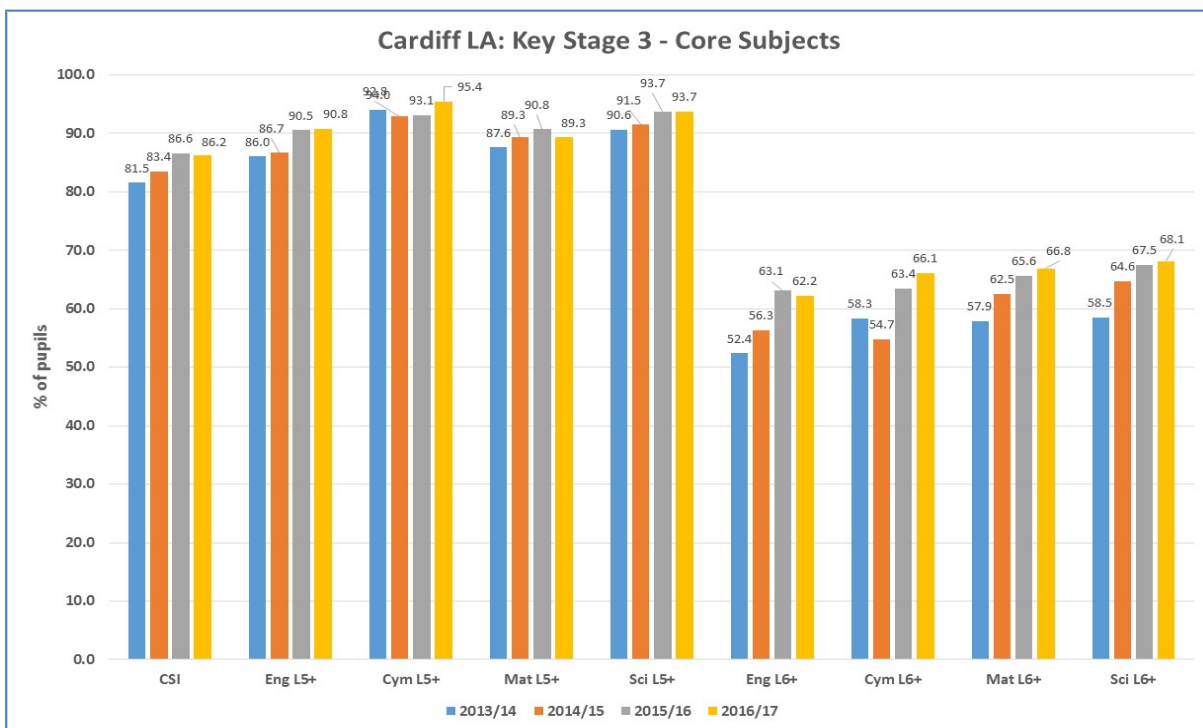
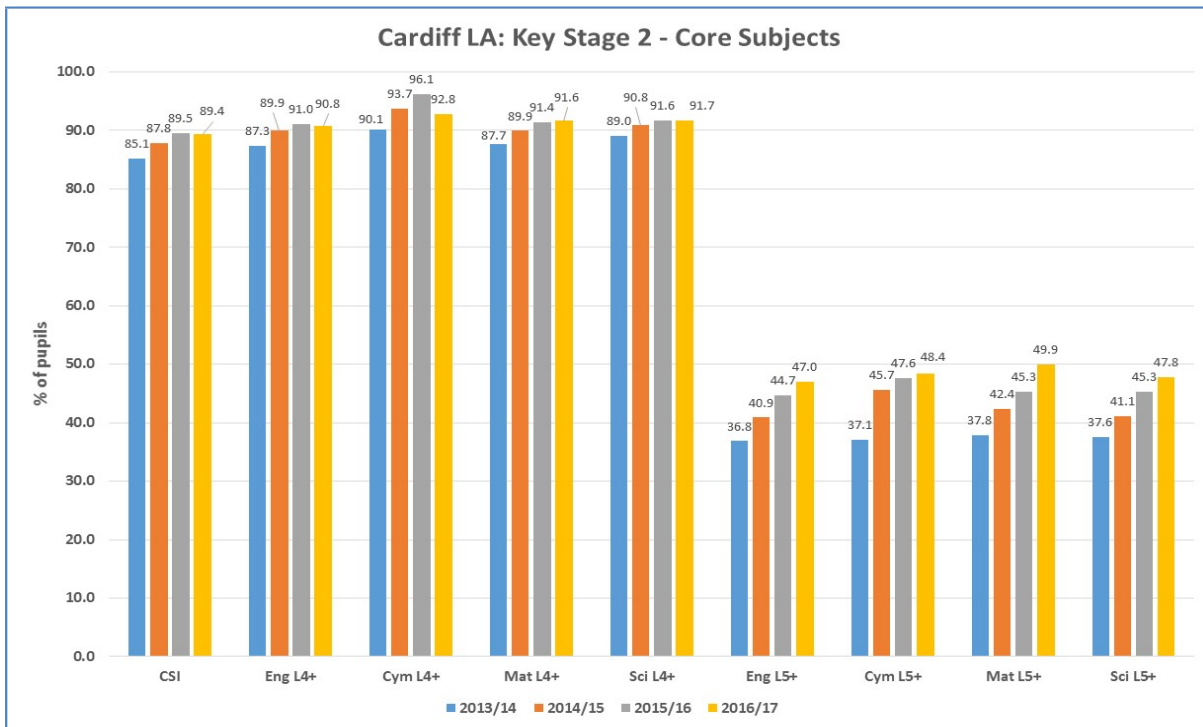


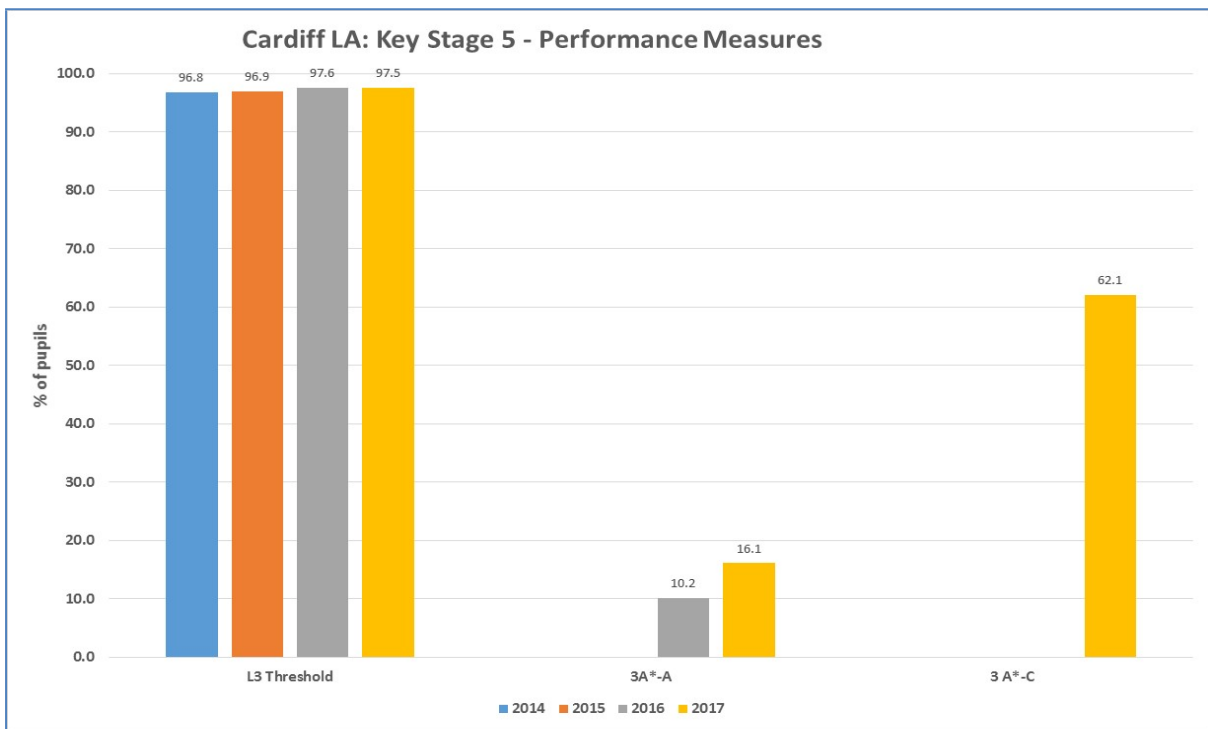
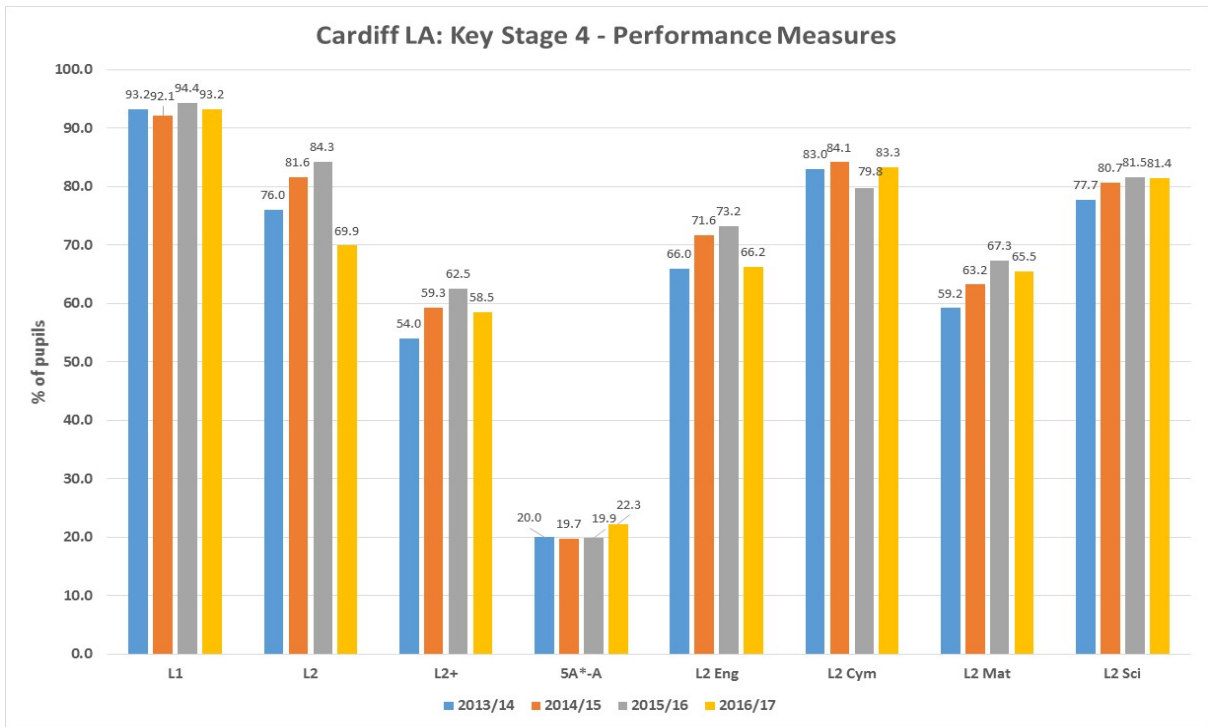
The gap between the performance of pupil's e-FSM and their peers is narrowing for Key Stage 2, but has widened for secondary in the most recent year.

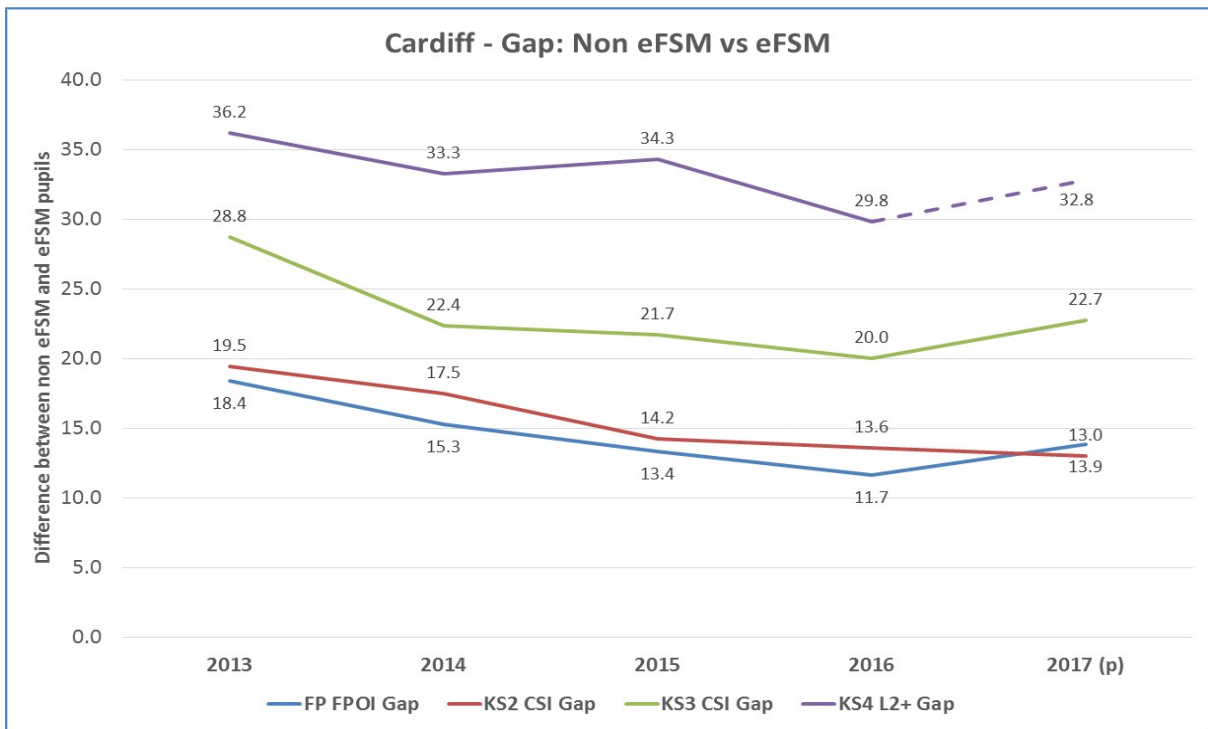
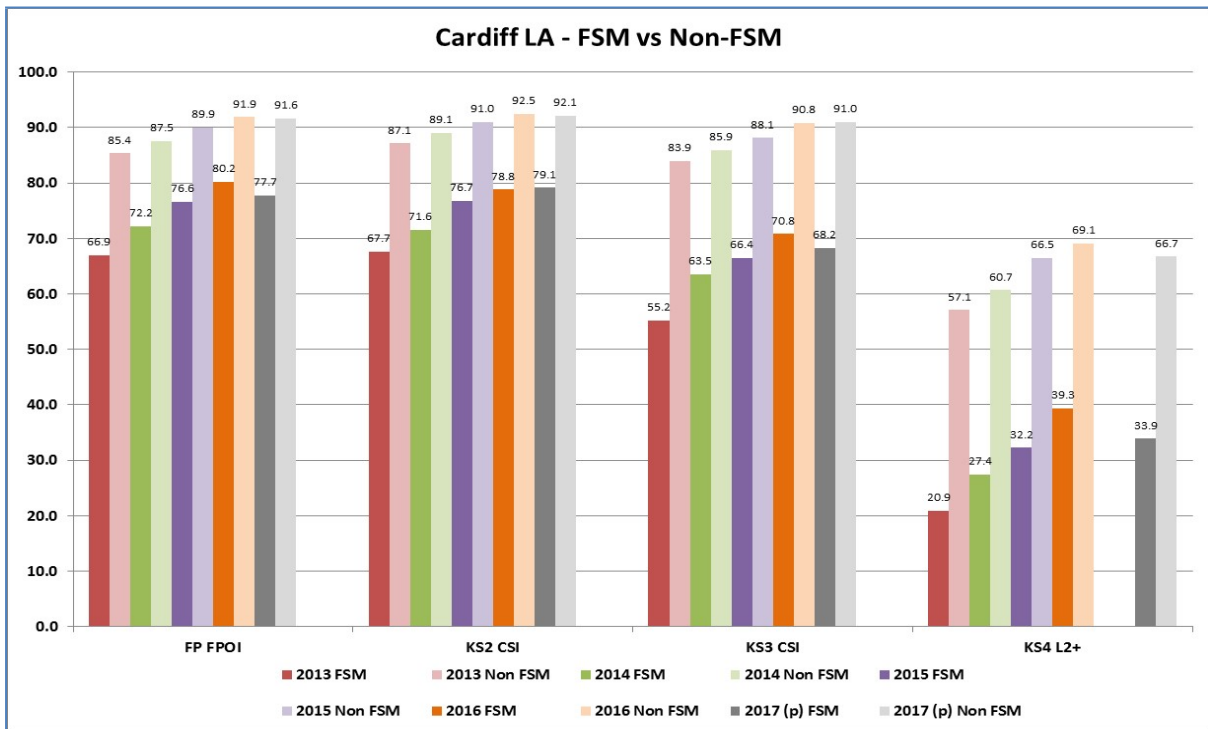


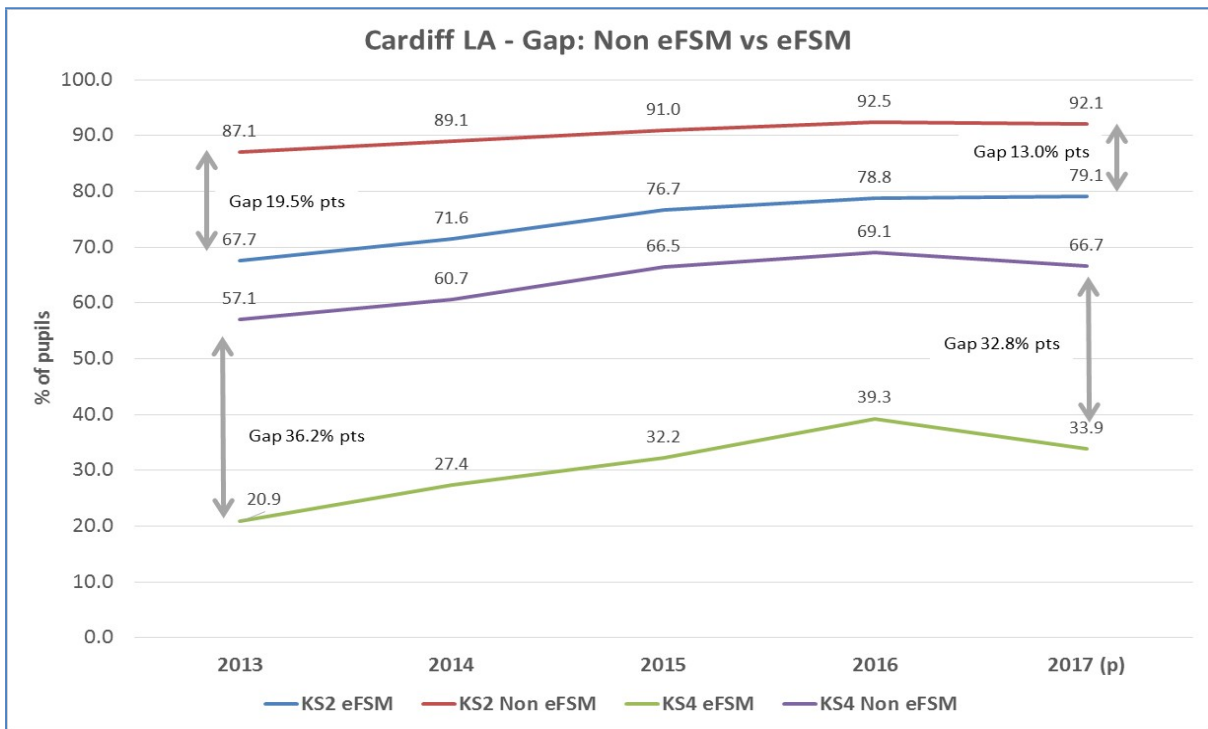
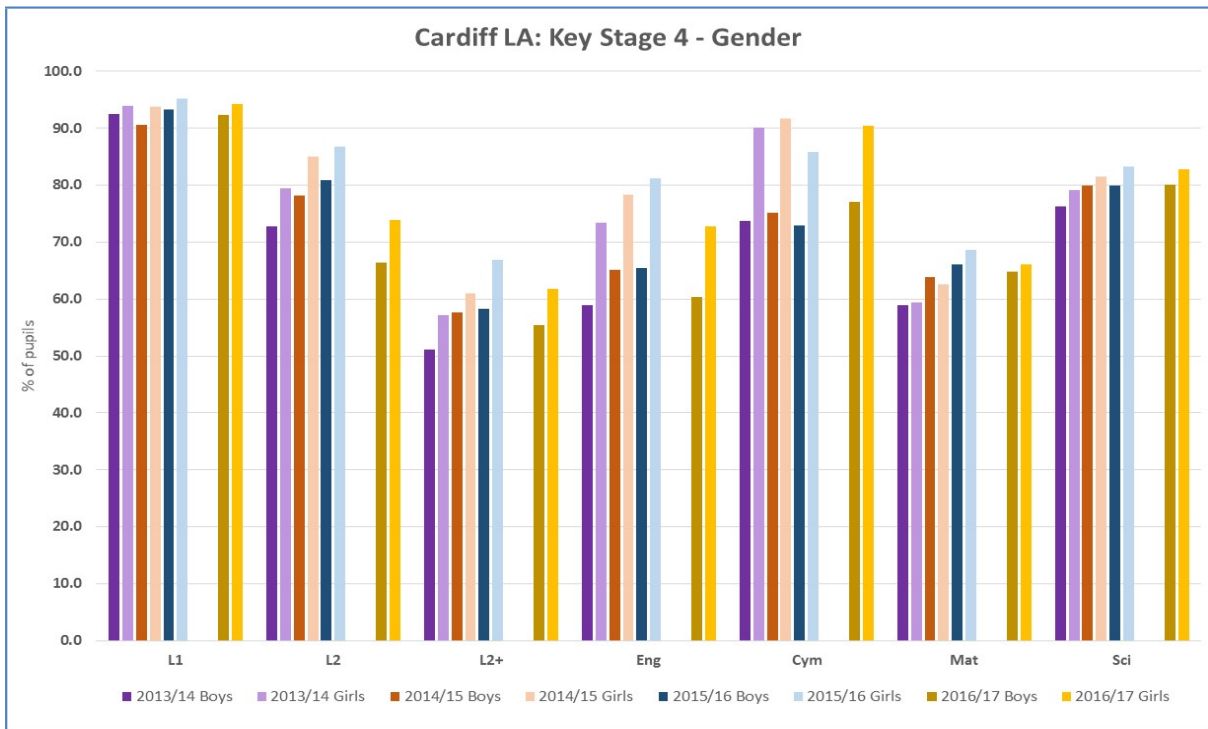
Annex B: Headline results across the Cardiff LA 2016/17











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**CYNGOR CAERDYDD
CARDIFF COUNCIL**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

9 January 2018

**THE PERFORMANCE OF CARDIFF SCHOOLS 2016 / 17 – Draft Cabinet
Report**

Background.

1. This report provides the Committee with the opportunity to consider a draft copy of the Cabinet report “The Performance of Cardiff Schools in 2016 / 17” due to be considered by Cabinet on 20 January 2017 (copy attached as **Appendix A**).
2. The publication of the Schools Annual Report is considered best practice and is produced to help inform the public, elected Members, schools and school governors on the progress being made to improve performance across all schools in Cardiff.
3. The Committee agreed at its September 2017 meeting that during the next academic year the Committee would monitor and review the progress of the Council and its partners in achieving the five key goals and desired outcomes identified in the Cardiff 2020 Schools Strategy. To this end the Committee agreed to receive termly monitoring and progress reports on all aspects of the Strategy including the school’s annual report in January.

Issues

4. The Director of Education and Lifelong Learning has provided a commentary at the beginning of the Cabinet report on the performance of Cardiff’s

Schools. This includes an overview of the performance data, identified areas of positive improvement, as well as aspects of continuing concern.

5. The report provides an initial analysis of educational outcomes for the academic year 2016-17 across all areas together with an analysis of progress made in the Education Service's 2016/17 priority areas for improvement.
6. The report also includes a number of appendices which provide a more detailed analysis, including:
 - Appendix 1 Summary of Performance
 - Appendix 2 Explanation of Frequently Used Terms
 - Appendix 3 Performance in the Foundation Phase
 - Appendix 4 Performance at Key Stage 2
 - Appendix 5 Performance at Key Stage 3
 - Appendix 6 Performance at Key Stage 4
 - Appendix 7 Performance at Key Stage 5
 - Appendix 8 Attendance at school
 - Appendix 9 Exclusions
 - Appendix 10 Not in Education, Employment or Training (NEET)
 - Appendix 11 Outcomes of Inspections
7. The performance at each Key Stage provides further details of the gap in achievement by gender and by ethnicity, performance of Looked After Children, pupils eligible for free school meals, pupils with Special Educational Needs, and comparative data with other local authorities and cities.
8. The report of the Director of Education and Lifelong Learning recommends to the Cabinet that :
 - Cabinet is recommended to note the performance of Cardiff schools in the academic year 2016/2017.

Scope of Scrutiny

9. This report will provide the Committee with an opportunity to review the Draft Cabinet report “Performance of Cardiff Schools in 2016/17” to enable the Education Service and partners to achieve their principal responsibility to raise education standards and improve outcomes for all learners. It will also enable Members to enquire as to:

- Consider and review the contents of the draft cabinet report.
- Pass on any observations, comments or recommendations to the Cabinet Member for Education, Employment and Skills prior to the consideration of the Draft report by Cabinet.

Way Forward

10. The purpose of this report is to provide Members with a copy of The Performance of Cardiff Schools in 2016/17 (copy attached at **Appendix A**). Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education, Employment and Skills) may wish to make a statement. Nick Batchelar (Director of Education and Lifelong Learning) and Jacqueline Turner (Assistant Director of Education) will make a presentation, and both are available to answer any questions Members may have.

11. The Managing Director of the Consortium, Mike Glavin, has been invited along with some of his staff, together with some Head Teachers from Cardiff’s Schools, and they will all be available to provide a sector perspective on the performance report.

12. Members may wish to review the information contained in the Draft Cabinet report *The Performance of Cardiff Schools in 2016/17* report (**Appendix A**) and in the officers’ presentations and answers to Members’ questions, and to consider highlighting any issues for further investigation or more detailed monitoring over the next year.

Legal Implications

13. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct legal implications. However, legal implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf of the Council must (a) be within the legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers on behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. Scrutiny Procedure Rules; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

Financial Implications

14. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not to make policy decisions. As the recommendations in this report are to consider and review matters there are no direct financial implications at this stage in relation to any of the work programme. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. Any report with recommendations for decision that goes to Cabinet/Council will set out any financial implications arising from those recommendations.

RECOMMENDATIONS

Members are recommended to:

- Consider the information contained in this report and *The Performance of Cardiff Schools in 2016/17* report and provide any comments, concerns or recommendations to the Cabinet Member or Director of Education and Lifelong Learning, prior to its consideration at Cabinet on 20 January; and
- Identify any issues for further consideration or investigation as part of the Committee's work programme.

Davina Fiore

Director of Governance and Legal Services

3 January 2018

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**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 18 January 2018

The Performance of Cardiff's Schools in 2016-17

REPORT OF Director of Education & LLL AGENDA ITEM:

PORTFOLIO: EDUCATION AND SKILLS (COUNCILLOR SARAH MERRY)

Purpose of the Report

1. To update Cabinet on the performance of Cardiff schools in 2016-17.

Background

2. Capital Ambition sets out the Administration's priorities in continuing to drive forward the city's economy and to making Cardiff a great place to live, to work, study and visit. Education is a key focus:

"We know that a great education will help everyone in Cardiff to achieve their full potential. The Administration will continue to invest in and improve our schools to make sure that every child has the best possible start in life."

3. The vision outlined in Cardiff 2020 seeks to deliver an education system in which:

"All children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens."

4. The five key goals of Cardiff 2020 are:

- Excellent outcomes for all learners
- A high quality workforce
- 21st Century learning environments
- A self-improving school system
- Schools and Cardiff in Partnership

5. This Annual Performance Report provides an assessment of progress towards securing this vision for Cardiff young people. It provides an analysis of educational outcomes for the academic year 2016-2017 and identifies the main strengths and shortcomings in performance across the Foundation

Phase, Key Stage 2, 3, 4 and 5, and in relation to exclusions, attendance, and transition to education, employment or training.

6. Results for the Foundation Phase, Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5 are final and taken from performance data provided by Welsh Government. The data for Key Stage 4 pupils achieving no recognised qualification is provisional.
7. Wales introduced a new set of GCSE qualifications for mathematics, numeracy, English language, Welsh language, English literature and Welsh literature in 2017. New rules for reporting school performance measures were also introduced in 2017. These changes have made a significant difference to the results at Key Stage 4, particularly in the Level 2+ (5 GCSEs A*-C including English or Welsh and Maths) and Level 2 (5 GCSEs A*-C) thresholds. It is therefore not possible to compare the outcomes in 2017 with previous years.
8. 2017 also saw the introduction of reformed AS qualifications in nine subjects and reformed A level qualifications in 14 subjects. The AS level still contributes towards an A Level qualification. However, for these new qualifications, the AS level contributes 40% towards the overall A level qualification, whereas previously it contributed 50%.
9. In September 2017, new arrangements for inspecting all schools and pupil referral units came into effect. Schools are now judged in five inspection areas:
 1. Standards
 2. Wellbeing and attitudes to learning
 3. Teaching and learning experiences
 4. Care, support and guidance
 5. Leadership and management

The outcomes from Estyn inspections are reported, using a four-point grading scale, with:

- Excellent – Very strong, sustained performance and practice;
 - Good – Strong features, although minor aspects may require improvement;
 - Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement;
 - Unsatisfactory and needs urgent improvement – important weaknesses outweigh strengths.
10. A detailed analysis of performance outcomes for each Key Stage are contained within Appendices 1 to 12, including an analysis of attendance and exclusions.

Summary of Performance

11. The results for the 2016 – 2017 academic year build on a clear pattern of continuing improvement in recent years. Of particular note is the overall improvement in the quality of education provision in Cardiff, as evidenced by Estyn inspections and national categorisation. There has been some reduction in the variation in quality and outcomes between similar schools, and an improvement in outcomes for some low attaining groups of learners. However, when these results are set against the aspirations and targets in Cardiff 2020 it is clear that much further work remains to be done.

12. The overall strengths of Cardiff's performance in 2017 are:

- The continuing pattern of improvement in the Foundation Phase and Key Stage 2;
- Cardiff's performance in relation to the Welsh averages in the Foundation Phase and Key Stage 2;
- Performance at Level 2+ and Level 2 thresholds, compared with the Consortium and Welsh averages;
- Improved Estyn inspection outcomes and an increase in the number of schools removed from an Estyn category;
- Improved attainment of eFSM pupils at Key Stage 2 and 4;
- Continuing reduction in the number of young people who are not in education, employment or training.

13. Aspects of continuing concern:

The 2017 Performance Report highlights the continuing importance of focused action in relation to:

- Improving outcomes for children who are looked after, particularly in relation to those young people who are not educated in a Cardiff school;
- Improving outcomes for young people at Level 1 and for those who are educated other than at a mainstream or special school;
- Reducing the number of young people who leave Key Stage 4 without any qualifications;
- Addressing the performance in English, which is the lowest of the areas of learning in FP, KS2 and KS3 and below the Welsh average at KS2 and KS3;
- Meeting the needs of an increasing number of young people with Additional Learning Needs;
- Continuing to address the low attainment of Traveller/Roma young people.

Summary of headline results at all stages of learning

14. In 2011-2017, Cardiff improved its performance by 9.8ppts in the Foundation Phase, by 8.7ppts at Key Stage 2 and by 12ppts at Key Stage 3.
15. The rate of improvement over the last four years in the Foundation Phase is greater than across the Central South Consortium region and across Wales. 88.5% of pupils achieved the Foundation Phase indicator in 2017, which is above the Wales average of 87.3%. Whilst there was a marginal decrease (0.4ppts), performance in all four areas of learning, Cardiff's performance remains above the Wales averages. Performance improved in Personal, Social Cultural diversity and Well-Being Development by 3.6ppts, but fell in Language, Literacy and Communication and Mathematical development by 1.2ppts.
16. At Key Stage 2, the proportion of pupils achieving the Core Subject Indicator (89.4%) is in line with the Wales average. At the expected and the higher levels, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 48% of pupils attain the higher level in all subjects, which is higher than the proportion of pupils across Wales as a whole.
17. At Key Stage 3, the proportion of pupils achieving the Core Subject indicator (86.2%) is below the Wales average of (87.4%). Results are based on teacher assessment at this key stage.
18. Cardiff performed above the Wales average at the Level 2+ threshold. 58.5% of pupils achieving this indicator, compared with 54.6% in Wales. Cardiff is ranked 5th in Wales for this indicator. In 2017, despite the changes to the Level 2 measure, performance is 2.9ppts above the Welsh average (69.9%/67.0%). However, the performance of Cardiff pupils at Level 1 was below the Wales average at 93.0%, compared to 94.4% across Wales. Cardiff is ranked 18 in Wales
19. At Key Stage 5, 97.5% of students achieved the equivalent of the Level 3 threshold, compared to 97.1% across Wales. 30% achieved an A-A* grade.

Summary of headline measures of the quality of education provision and capacity for improvement

20. Cardiff has made good progress to improve the overall quality of education provided by schools, as evidenced by the Estyn inspection outcomes and the number of schools that removed from an Estyn category.
21. During the 2016-17 academic year, Estyn inspected twelve primary schools. Ten were judged as good, or excellent, for current performance. The remaining two were judged as adequate. Nine schools were judged to be good or excellent for their prospects for improvement and, of the remaining three, two were judged to be adequate and one unsatisfactory. Two schools went into Estyn Monitoring and one went into Special Measures.
22. Four secondary schools were inspected. One secondary school was judged as excellent in both current performance and prospects for improvement. One school was judged as adequate for current performance and good for prospects for improvement. This school went into Estyn Monitoring. Two

schools were judged as unsatisfactory for current performance and for prospects for improvement. Both these schools were placed in Special Measures, but were closed in August 2017.

23. As of November 2017, there are no secondary schools in Special Measures. Eastern High School was removed from Special Measures and Estyn commented on the trend of improving results at all key stages, with Mathematics and English improving significantly.
25. At the time of writing this report, one secondary school remains in an Estyn follow-up category. In November 2016, seven secondary schools were in an Estyn follow up category. In 2016-17, Ysgol Gyfun Gymraeg Plasmawr was removed from Estyn Monitoring and Cantonian High School was removed from Significant Improvement. Cantonian High School was judged to have made strong progress in relation to raising standards, reducing exclusions and strengthening leadership. Whitchurch High School and Radyr Comprehensive School were also moved from Estyn Monitoring.
26. Whilst no special schools were inspected in this academic year, the Pupil Referral Unit was judged as good for current performance and for prospects for improvement. Riverbank School was removed from Estyn Monitoring in November 2017. One special school remains in Special Measures, and is due to federate with Ty Gywn and Riverbank special schools in January 2018.
27. At the time of writing this report, five primary schools are in an Estyn follow up category and one school is in Special Measures. In November 2016, four primary schools were in an Estyn follow up category. Bryn Hafod and All Saints C.I.W Primary School made good progress over the year and have been removed from Estyn Monitoring. In November 2017, Trelai Primary School was removed from Special Measures.
28. In January 2016, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. The number of schools requiring the red level of support in January 2017 reduced to five primary schools, one special school and four secondary schools. There have been changes to leadership in five of these schools. Two of the secondary schools were closed on the 31st August 2017.
29. Over the last two years, there has been a significant increase in the number of both primary and secondary schools in the top two standards groups. There continues to be a greater proportion of the city's primary schools in standards groups 1 and 2, than is the case in Cardiff secondary schools.

	2014/15	2015-16	2016-17
Primary Sector	48.4%	70.5%	92.6%
Secondary Sector	44.4%	61.1%	72.2%

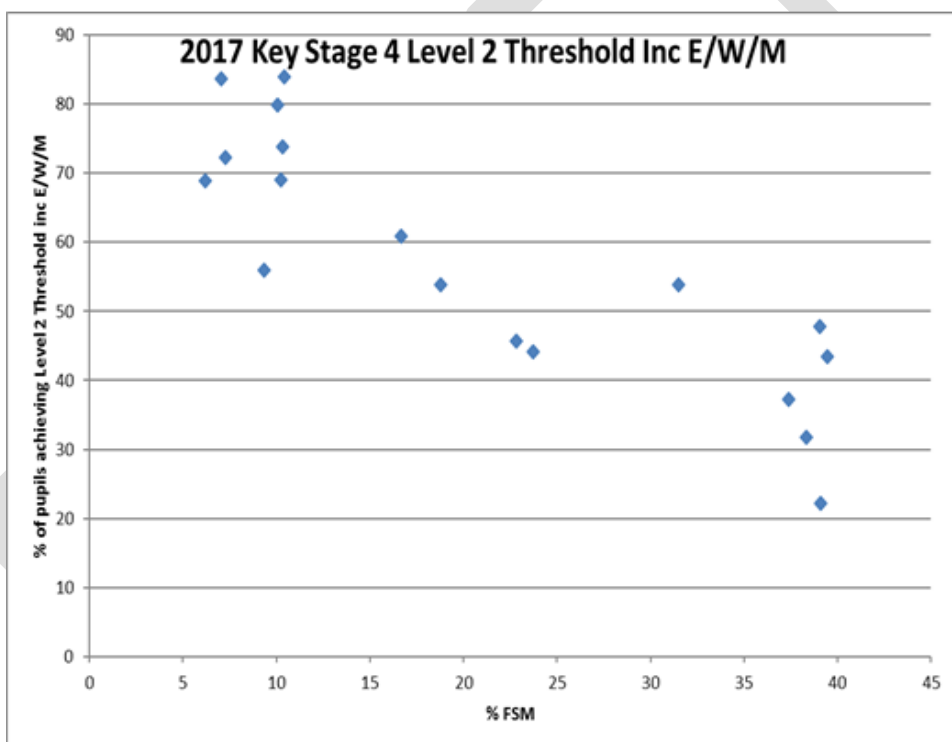
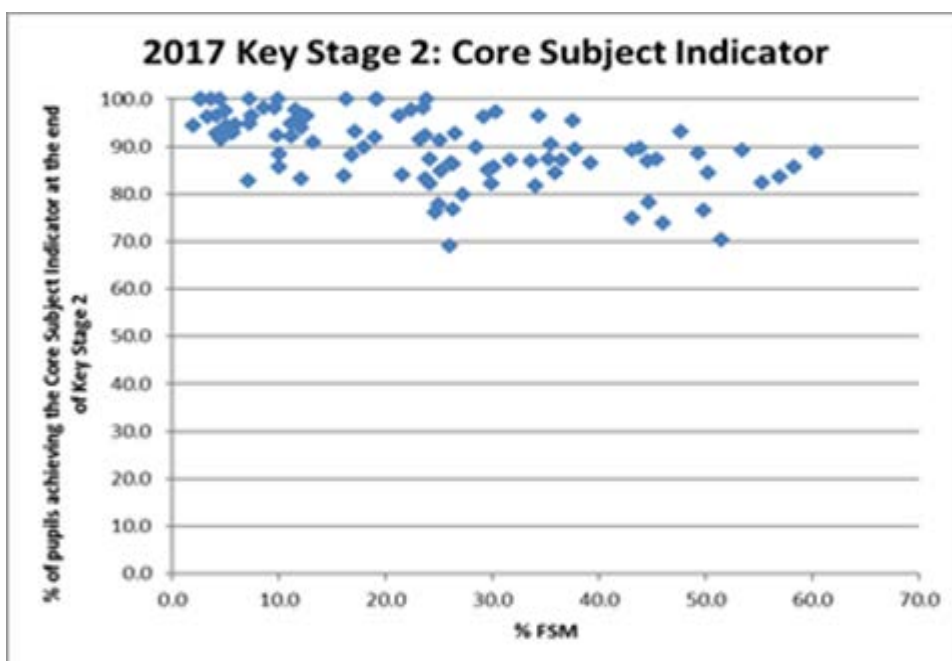
30. Linked to the standards groups, and incorporating the judgements on the schools' capacity to improve, are the support categories. The table below show that the city's secondary schools still require more support to improve than the primary schools. New support categories are published in January 2018.

Support Category	Primary January 2017	Secondary January 2017
Green	34% 33 out of 97 schools	26.3% 5 out of 19 schools
Yellow	43.2% 42 out of 97 schools	21.1% 4 out of 19 schools
Amber	17.5% 17 out of 97 schools	31.6% 6 out of 19 schools
Red	5.2% 5 out of 97 schools	21.1% 4 out of 19 schools

31. Beneath this overall picture of outcomes and provision a number of key themes emerge from the 2016-17 results:

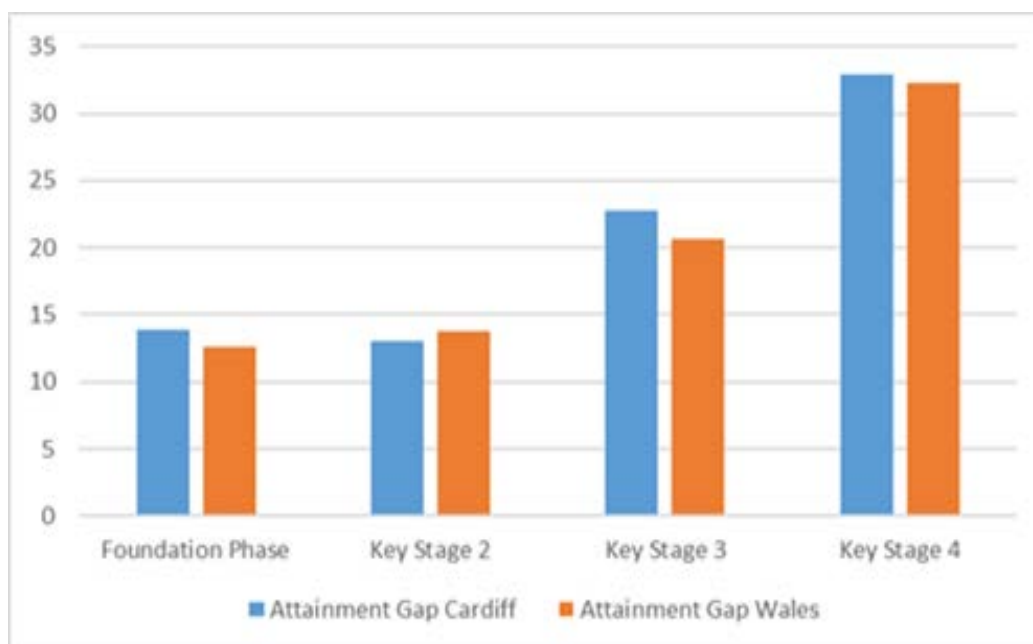
There is a reducing, but still noticeable, variation in standards achieved by schools with comparable pupil populations in both the primary and secondary sectors

32. At Key Stage 2, there has been a closing of the gap in the performance of schools within the same FSM benchmark quartile and across Cardiff. However, the graphs below illustrates that there is still a wide gap in the performance of some schools with the same proportion of young people eligible for FSM.
33. There continues to be a wider variation in performance at the Level 2+ inclusive threshold with the same percentage of young people who are eligible for FSM. For example, one secondary school with approximately 40% of pupils eligible for FSM performed better than a school with less than 25% of pupils eligible for FSM at Level 2+. Two of the lowest performing schools, serving areas of significant deprivation, were closed at the end of 2017.
34. The schools that have been most successful in raising standards have excellent leadership and governance, with an unrelenting focus on improving outcomes for young people, robust data-tracking systems to target effective, personalised intervention programmes and a focus on developing literacy and numeracy. Schools are also addressing the emotional well-being, confidence and resilience of learners.



35. Eastern High was one of the three secondary schools identified in 2015-16 with relatively low performance across a range of indicators. In 2017, despite changes to the measure, Eastern High's results at Key Stage 4 improved by 4ppt at Level 2+, against a downward trend nationally and from a very low base.
36. In November 2017, Eastern High School was removed from Special Measures. Estyn inspectors noted the trend of improving results at all key stages, with Mathematics and English improving significantly.

37. Eastern High School will move to new school accommodation funded through 21st Century schools programme in January 2018. The new school campus will co-locate Post-16 provision on the same site in partnership with Cardiff and Vale College



38. The remaining two low performing schools, Glyn Derw School and Michaelston Community College, closed at the end of August 2017 as part of a planned school improvement strategy. The Federation had a long history of under-performance, prompting the local authority to use its powers of intervention and ultimately to take the decision to close both schools.
39. Cardiff West Community High School (CWCHS) opened on the 1st September 2017 and is temporarily located on the former Michaelston site. Construction work began on the Penally site in September, with completion due in February 2019. The construction of a new school for Cardiff West Community High School represents a significant £36m investment in the Ely and Caerau area.
40. The new Headteacher, senior leadership team, together with the new Governing Body, have established a vision, culture and ethos for the school. CWCHS will have its first set of Key Stage 4 results in 2018.
41. Cardiff West Community High School is a pathfinder school for Cardiff's 'Creative Education Partnership', placing creativity at the heart of learning. The founding creative partners are, Amgueddfa Cymru - National Museum Wales; BBC Wales; Cardiff Council; Cardiff and Vale College; Cardiff Metropolitan University, Creative & Cultural Skills; University of South Wales; Wales Millennium Centre and Welsh National Opera.

There is some improvement in the attainment of pupils eligible for free school meals, but the results show the continuing impact of social and economic disadvantage on educational attainment, in Cardiff as elsewhere

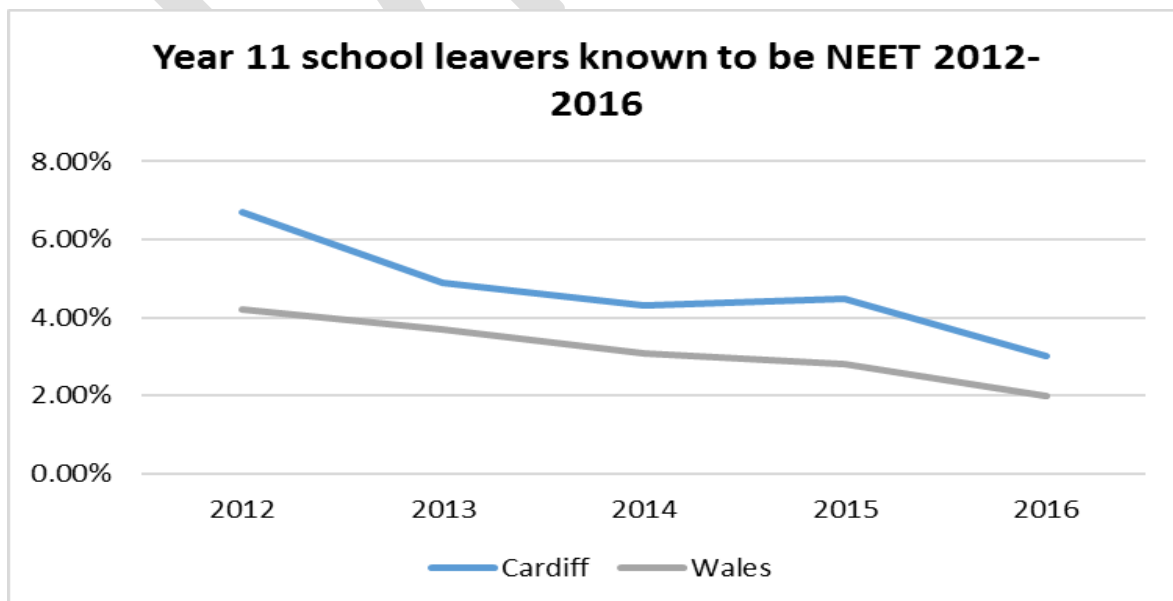
42. Results show that the gap in attainment of eFSM and nFSM is smaller in Cardiff than across Wales at Key Stage 2. The gap has continued to reduce

over the last five years, as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.

43. In 2017, provisional results show that 33.9% of pupils eligible for free school meals (eFSM) in Cardiff achieved the Level Two + threshold, compared to 66.7% of pupils not eligible (nFSM). This is better than the performance of eFSM (28.6%) and 61.0% of nFSM pupils across Wales.
44. Although a higher proportion of eFSM pupils in Cardiff achieved this threshold than across Wales at Key Stage 4, the gap in attainment is slightly larger (32.8%/32.3%) as a result.

The strengthened focus on transition between education and employment through the Cardiff Commitment is having a positive impact

45. There has been good progress in reducing the proportion of young people who are NEET since 2015-2016. 3% of young people (100 young people) were identified as NEET in 2016, compared with over 8% in 2010. This represents a 5.8 percentage point decrease in 6 years, but is still above the Wales average. Provisional 2016-17 data indicates that the Cardiff NEET figure has further reduced to 1.7% (54 young people).
46. The improvement in outcomes is attributable to several factors, including:
 - More effective identification and tracking of young people at risk of becoming NEET;
 - Improved targeting of the youth support and mentoring services;
 - Partnership working with work-based learning providers to align course start dates;
 - Stronger information sharing arrangements between partner agencies;
 - Full school engagement.



47. Good progress has been made during the year with a wide range of partners to shape 'The Cardiff Commitment'. Working in partnership, the Council is seeking to create a coalition for change that commits to making a real difference to young people's lives and future independence. The delivery outcomes are:

- Higher youth employment and economic activity;
- A better skilled and qualified labour market to meet the needs of growing economy;
- Improved educational achievement for learners;
- Reduced numbers of young people 'Not in Education, Training or Employment'.

48. In addition, the Junior Apprenticeships programme, launched in September 2016 in partnership with Cardiff and Vale College, has been successful in offering a full-time career focused learning programme for a select number of 14 – 16 year old students in Cardiff. The programme offers six different vocational pathways, in line with key economic priority sectors.

49. However, Cardiff's performance in the Level 1 threshold in 2017 remains below the Welsh average by 1.2ppt, with Cardiff ranked 18th nationally. Of the 3,260 pupils entered for exams, 208 pupils did not achieve the Level 1 threshold. Of the 208 pupils who did not achieve the Level 1 threshold, sixteen attended a special school, ten attended the Pupil Referral Unit and fifty were receiving EOTAS (Education Other than At School) provision. The remaining 132 pupils were on roll at a mainstream secondary school: ninety of these pupils attended four secondary schools, two of which are now closed. Some of the pupils on roll at a mainstream secondary school may also have been receiving EOTAS provision.

50. Provisional data indicates that Cardiff has a slightly higher proportion of pupils not achieving a qualification than across Wales as a whole.

Achieving No Qualification	2016	2017
Cardiff	1.0%	1.4%
Wales	0.9%	1.0%

51. The low performance of young people who are educated other than at school (EOTAS) also remains a concern. The table below shows the performance of pupils in 2017.

	Level 1	Level 2	Level 2+	No points
The percentage of all pupils on EOTAS PLASC (some pupils would have been registered on a school roll as at annual census but receiving EOTAS provision. (cohort is 101 pupils)	25%	5%	3%	18%
The percentage of pupils on EOTAS PLASC (those who were not on a school roll in Cardiff. (cohort is 68 pupils)	15%	3%	1%	21%

Against a picture of overall improvement in outcomes some pupil groups are still notably low attaining

52. Whilst there have been some improvements for children who are looked after in Cardiff, the results remain too low when compared with their peers. Outcomes for children who are looked after and who are educated in a Cardiff School are much higher than if they are educated out of county at all key stages.
53. The proportion of all children looked after by Cardiff Council achieving the Foundation Phase Indicator (FPI) is 54% (fourteen out of twenty-six pupils). This is below the Wales figure for children who are looked after (as at the Children In Need Census) of 64%. A much higher proportion of children (69%) who are children looked after by Cardiff and who are educated in a Cardiff school achieved the Foundation Phase Indicator (FPI). This represents eleven out of sixteen pupils. However, this is a decrease from 88.9% in 2016.
54. The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage 2 is 77% (twenty-three out of thirty in the cohort). This is an improvement of 6.7ppts, compared to 2015-16. This is above the Wales figure of 66%. The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 78% (eighteen out of twenty-three), which represents an increase of 10ppts, compared to 2015-16.
55. At the end of Key Stage Four, no Cardiff Council looked after young person achieved the Level 2+ threshold, 11% achieved the Level 2 threshold and 36% achieved the Level 1 threshold. In the cohort of fifty-three, 81.1% have a Additional Learning Need.
56. The proportion of looked after children educated in a Cardiff school achieving the Level 2 + is 4%. 26% achieved the Level 2 threshold and 61% achieved a Level 1. In a cohort of twenty-three pupils, 78.2% have a Additional Learning Need.

Ethnic Groups

57. Overall, there has been an improvement in the performance of ethnic groups and a closing of the attainment gap with all pupils in the Foundation Phase Indicator (FPI) and at Key Stage 2. However, this is not consistent. At Level 2+, Key Stage 4, there was a slight widening of the gap.
58. Some ethnic groups, who historically have under-performed at all key stages, remain most at risk of underachievement. These are Traveller/Romany pupils.
59. The performance of Ethnic pupils' attainment in the FPI improved by 6.02ppts since 2014. The performance of all Ethnic pupils (87.6%) remains slightly below all pupils in 2017. Some ethnic groups perform above all pupils. For example, 90.83% of the Mixed ethnic group, with a cohort of 338 pupils, achieved the FPI.
60. The proportion of ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.22ppt between 2015 and 2017. However, the performance of ethnic pupils (87.47%) remains slightly below all Cardiff pupils by 1.87ppts. Some ethnic groups, such as Pakistani and Chinese, have a higher proportion of pupils achieving the Core Subject Indicator than the average for all pupils. The lowest performing group at Key Stage 2 is Traveller/Romany pupils, although their performance did improve significantly by 16.67ppt.
61. There was an increase in the proportion of ethnic pupils achieving the Core Subject Indicator at the end of Key Stage 3 in 2017 (85.04%). The greatest improvement was for White European pupils, whose performance improved by 16.95ppts.
62. The gap in attainment at Level 2+ between ethnic pupils and all pupils marginally widened in 2017. Bangladeshi, Somali, Chinese or Chinese British, Other Asian and Pakistani ethnic groups performed above the average for all pupils (58.8%).

English as an Additional Language

63. There has been a correspondingly positive improvement in the outcomes for English as an Additional Language (EAL) in both the Foundation Phase and at Key Stage 2.
64. In the Foundation Phase, there were improvements in the performance of pupils with English as an Additional Language in 2017 (87.75%). This compares to 88.47% of all pupils in Cardiff. Overall, EAL attainment has improved by 5.82ppt since 2014.
65. The proportion of pupils with English as an Additional language achieving the Core Subject Indicator at the end of Key Stage 2 is 88.17%. This compares with 89.38% of all pupils in Cardiff. Overall, EAL attainment has improved by 4.47ppt since 2014.

Gender

66. For several years, boys' performance, in line with national, has remained below that of girls at all key stages. However, at Key Stage 2 in the CSI the gap is continuing to close and has decreased to 3.5ppts in 2017. With the

exception of the FPI, the attainment gap between girls and boys is smaller than the attainment gap in Wales.

67. In 2017, the performance of boys achieving the expected level remained the same as 2016, whilst the performance of girls decreased slightly. Girls' performance is stronger than boys in all areas of learning. Both the boys' and girls' performance in Cardiff is above the Welsh average. The greatest difference between boys and girls remains in Language, Literacy and Communication - English (7.6ppt). The smallest gap is in Mathematical Development (4.8ppt).
68. At the Level 2+ threshold, the performance of boys is 4.8ppt above the Welsh average (55.5%/50.7%). Boys are also performing above the Welsh average in the Level two threshold (66.3%/61.8%). Girls are also performing above the Welsh average in the Level 2 threshold (73.9%/72.5%). In the Level 1 threshold, boys' performance is just below the Welsh average (92.3%/93.1%). Girls' performance is also below the Welsh average, by 1.7ppts.

Pupils with Additional Learning Needs (ALN)

69. There continues to be a wide gap between the attainment of pupils with additional learning needs (ALN) and non-ALN pupils at all key stages.
70. In the Foundation Phase, the gap is widest for Statemented pupils, although the gap narrows for those pupils at School Action Plus and School Action. The decrease in performance for Statemented, School Action Plus and School Action pupils may reflect the increasing level of complex needs amongst younger cohorts. In all ALN groups, the performance gap is narrower in Personal and Social Development, than in other areas of learning.
71. There also continues to be a wide gap between the attainment of pupils with Additional Learning Needs (ALN) and non-ALN pupils at Key Stage 2. As in the Foundation Phase, the gap is widest for statemented pupils, whilst the gap narrows for those at School Action Plus and School Action. The proportion of Statemented pupils achieving the CSI increased by 6.83ppt in 2017. The proportion of School Action Plus pupils achieving the CSI also increased by 1.81ppt. The proportion of School Action pupils achieving the CSI marginally increased by 0.56ppt.
72. There continues to be a wide gap between the attainment of pupils having additional learning needs (ALN) and non-ALN pupils at Key Stage Four. In 2017, more young people with statements achieved the Level 2+ and Level 2 threshold, than school action plus pupils.

2017 Performance Challenges

73. There is a need for focused action to address aspects where performance is of continuing concern, identified at para 13.
74. The continued introduction of new qualifications and on-going changes to performance indicators, including changes to the early entry of pupils in English/Welsh and Maths at Key Stage 4, will continue to present challenges for Cardiff schools. Although the outcomes at Key Stage 4 indicate that

Cardiff secondary schools exhibited a higher degree of resilience to manage these changes than schools elsewhere in Wales.

75. The development of the new curriculum for Wales, deriving from the Successful Futures Report, presents significant opportunities but also real challenges to all who work in schools, and all who have a stake in ensuring excellent in our education system, in Cardiff and across the whole of Wales.

Reasons for Recommendations

76. The report provides an overview for Cabinet of performance concerning the Council's key responsibilities with regard to promoting high standards of achievement.

Legal Implications

77. The Council has a legal obligation under section 13A of the Education Act 1996 to promote high standards and to promote the fulfilment of learning potential for all pupils in the area.

78. The Council also has to satisfy its public sector duties under the Equality Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. Protected characteristics are:

- Age
- Gender reassignment
- Sex
- Race – including ethnic or national origin, colour or nationality
- Disability
- Pregnancy and maternity
- Marriage and civil partnership
- Sexual orientation
- Religion or belief – including lack of belief

79. The report reflects the progress the Council has achieved in meeting its legal obligations and how it has sought to satisfy its public sector equality duties

Financial Implications

80. There are no financial implications arising directly from this report. Schools achieve these results from within the resources that are allocated to them on an annual basis and through the services provided to schools from centrally retained budgets.

RECOMMENDATIONS

81. Cabinet is recommended to note the performance of Cardiff schools in the academic year 2016/2017.

Nick Batchelar

Director of Education and Lifelong Learning

18th January 2018

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2017 Summary Headline Results across All Key Stages

Indicator	Cardiff Results 2011-12	Wales Average 2011-12	Cardiff Results 2016-17	Wales Average 2016-17	Cardiff Rank 2016-17	Cardiff Improvement 2011-2017
% of pupils achieving the Foundation Phase Outcome Indicator, at the end of Year 2	78.7%	80.5%	88.5%	87.3%	10	+9.8ppt
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 2	80.7%	82.6%	89.4%	89.5%	14	+8.7ppt
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 3	74.2%	72.5%	86.2%	87.4%	17	+12ppt
% pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C inc. Maths & Eng/Welsh)	49.3%	51.1%	58.5%	54.6%	5	N/A Not comparable
% pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	68.3%	72.6%	69.6%	66.9%	8	N/A Not comparable
% pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	91.2%	91.8%	93.2%	94.4%	18	N/A Not comparable
Attendance (Primary)	93.7%	93.9%	95.0%	94.9%	8	+1.3ppt
Attendance (Secondary)	91.9%	92.1%	94.2%	94.1%	11	+2.3ppt
% 17 year olds entering a volume equivalent to 2 A levels who achieved the Level 3 threshold.	96.9%	96.9%	97.5%	97.1%	Not available	+0.6ppt

2017 Key Stage 2 by School

School Name	Percentage of pupils achieving the Core Subject Indicator at the end of Key Stage 2 (year 6) (2017)	Percentage of pupils eligible for free school meals (eFSM) in year 6 (2017)
Millbank Primary School	96.3%	20.3%
Adamsdown Primary	78.3%	36.7%
Albany Primary School	77.8%	24.3%
Allensbank Primary School	76.2%	17.0%
Baden Powell Primary School	87.5%	32.1%
Birchgrove Primary School	98.2%	7.0%
Trelai Primary School	70.4%	45.4%
Fairwater Primary School	81.8%	33.3%
Gabalfa Primary	87.5%	36.3%
Kitchener Primary School	82.1%	21.6%
Lansdowne Primary School	85.1%	26.3%
Moorland Primary	89.7%	35.4%
Radnor Primary School	100.0%	18.6%
Rhydypenau Primary School	100.0%	2.7%
Roath Park Primary School	96.6%	10.0%
Greenway Primary School	88.9%	51.7%
Stacey Primary School	87.0%	26.3%
Ton-Yr-Ywen Primary School	95.0%	5.2%
Peter Lea Primary School	85.0%	20.6%
Bryn Hafod Primary School	95.5%	34.2%
Pen-Y-Bryn Primary School	90.5%	32.4%
Coed Glas C P School	91.4%	20.1%
Lakeside Primary School	96.6%	5.7%
Pentrebane Primary School	75.0%	34.8%
Mount Stuart Primary School	86.4%	19.3%
Llanishen Fach Primary School	82.9%	5.4%
Rhiwbeina Primary School	94.4%	1.0%
Llanedeyrn Primary School	89.6%	29.0%
Springwood Primary School	89.3%	35.7%
Ninian Park Primary School	92.5%	21.4%
Coryton Primary	90.0%	12.7%
Bryn Celyn Primary School	85.7%	50.0%
Y G G Gwaelod Y Garth	92.9%	3.6%
Radyr Primary School	100.0%	1.2%
Tongwynlais Primary School	84.0%	17.3%
Llysfaen Primary School	94.7%	5.3%
Bryn Deri Primary	100.0%	4.0%

Oakfield Primary School	87.3%	30.0%
Ysgol Gymraeg Melin Gruffydd	93.1%	4.2%
Ysgol Y Wern	93.0%	5.1%
Ysgol Gymraeg Coed Y Gof	82.2%	20.1%
Ysgol Bro Eirwg	88.2%	14.4%
Ysgol Treganna	91.5%	4.5%
Willowbrook Primary School	97.4%	21.5%
Pentyrch Primary	83.3%	8.1%
Thornhill Primary School	95.0%	11.5%
Ysgol Pencae	100.0%	1.9%
Meadowlane Primary School	83.8%	35.3%
Ysgol Mynydd Bychan	100.0%	5.9%
Creigiau Primary School	96.4%	2.4%
Ysgol Gymraeg Pwll Coch	98.3%	10.1%
Ysgol Y Berllan Deg	94.5%	3.1%
Gladstone Primary School	92.0%	16.5%
Glan Yr Afon Primary School	73.9%	38.0%
Grangetown Primary School	80.0%	28.5%
Herbert Thompson Primary	84.5%	44.5%
Ysgol Glan Morfa	90.0%	26.9%
Ysgol Pen Y Pîl	100.0%	18.6%
Ysgol Gymraeg Nant Caerau	86.7%	20.2%
Rumney Primary	93.3%	15.1%
Windsor Clive Primary	82.5%	45.1%
Severn Primary	87.5%	20.3%
Hawthorn Primary	83.3%	16.2%
Danescourt Primary	92.5%	10.2%
Hywel Dda Primary School	88.7%	39.3%
Ysgol Gynradd Gymraeg Pen-y-Groes	100.0%	13.3%
Trowbridge Primary	89.3%	41.9%
Ysgol Glan Ceubal	85.7%	18.8%
Marlborough Primary	88.5%	8.0%
Pencaerau Primary	93.3%	35.7%
Glyncoed Primary	98.2%	21.0%
Whitchurch Primary	97.8%	10.9%
St. Mellons Church In Wales Primary	94.1%	10.3%
St Alban'S Rc Primary School	76.7%	49.5%
St Cuthbert'S Rc Primary	69.2%	22.6%
St. Joseph'S Rc School	96.4%	13.4%
St. Mary'S R.C. Primary School	92.3%	8.4%
St Patrick'S R C School	91.7%	23.8%
St. Peter'S Primary School	90.9%	11.7%
St Cadoc'S Catholic Primary	96.7%	26.8%
St Monicas C/W Primary School	84.2%	22.6%

St.Paul'S C/W Primary School	92.9%	24.9%
Tredegarville C/W Primary	84.6%	30.1%
Llandaff City Primary School	96.7%	2.6%
Christ The King Primary School	97.7%	6.6%
St John Lloyd	87.2%	26.4%
Holy Family R.C. Primary	76.9%	26.2%
St Mary The Virgin C/W Primary School	87.0%	38.2%
All Saints C/W Primary	100.0%	16.5%
St Fagans Church In Wales	85.7%	7.7%
St Bernadettes Primary School	100.0%	9.8%
St David'S C/W Primary School	96.7%	21.1%
Bishop Childs C/W Primary	96.8%	11.8%
St Philip Evans Primary School	97.8%	15.9%
St. Francis R. C. Primary Sch.	86.7%	34.0%
Cardiff	89.4%	

2017 Key Stage 4 by School

School Name	Percentage of pupils achieving the Level 2+ threshold at the end of Key Stage 4 (year 11) (2017)	Percentage of pupils eligible for free school meals (eFSM) in year 11 (2017)
Glyn Derw High School (now closed)	28.8%	41.67%
Cardiff High School	83.9%	7.2%
Willows High School	39.2%	42.4%
Fitzalan High School	54.2%	27.9%
Cantonian High School	46.1%	38.2%
Llanishen High School	61.7%	15.7%
Cathays High School	47.8%	33.2%
Radyr Comprehensive School	72.2%	6.8%
Ysgol Gyfun Gymraeg Glantaf	74.5%	9.0%
Ysgol Gyfun Gymraeg Plasmawr	69.6%	5.1%
Michaelston Community College (now closed)	15.9%	45.7%
Ysgol Gyfun Gymraeg Bro Edern	56.0%	10.2%
Eastern High	29.9%	44.7%
St. Illtyd'S Catholic High School	46.9%	28.7%
Mary Immaculate High School	44.9%	29.0%
Bishop Of Llandaff Church In Wales High School	84.8%	8.1%
St Teilo'S C-In-W High School	55.6%	22.8%
Corpus Christi Catholic High School	80.4%	13.1%
Whitchurch High School	70.2%	10.2%
Cardiff	58.5%	

The following Appendices are attached:

- Appendix 1** Explanation of Frequently Used Terms
- Appendix 2** Performance in the Foundation Phase
- Appendix 3** Performance at Key Stage 2
- Appendix 4** Performance at Key Stage 3
- Appendix 5** Performance at Key Stage 4
- Appendix 6** Performance at Key Stage 5
- Appendix 7** Attendance at school
- Appendix 8** Exclusions
- Appendix 9** Not in Education, Employment or Training (NEET)
- Appendix 10** Outcomes of Inspections

Appendix 1 Explanation of Frequently Used Terms

Foundation Phase (FP)	This covers pupils aged 3-7 (nursery, reception, year 1 and year 2)
Key Stage 2 (KS2)	Years 3 – 6 of primary schools, pupils aged 7 – 11
Key Stage 3 (KS3)	Years 7 – 9 of secondary schools, pupils aged 11 – 14
Key Stage 4 (KS4)	Years 10 – 11 of secondary schools, pupils aged 14 – 16
Post 16	Years 12 and 13
SEN	Additional Learning Needs
ALN	Additional Learning Needs
MAT	More Able and Talented
EAL	English as an Additional language
LAC	Looked After Children
eFSM	Eligible for free school meals
nFSM	Not eligible for free school meals

Foundation Phase Outcome Indicator – the percentage of pupils achieving the expected outcomes in each of language, literacy and communication – English (LCE) or Welsh (LCW), mathematical development (MDT) and personal, social cultural diversity and well-being development (PSD).

Core Subjects - In the National Curriculum, the core subjects are, in English-medium schools, English, mathematics and science. In Welsh-medium schools there is an additional core subject of Welsh (first language).

Core Subject Indicator - The core subject indicator is the percentage of pupils achieving the expected level of attainment in each of the core subjects in combination(English or Welsh, mathematics and science).

Expected Outcome – There are expected levels of attainment that the majority of children will reach at the end of each key stage - Foundation Phase outcome 5, Key Stage 2 level 4, Key Stage 3 level 5.

Threshold Indicators - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A*-C including these subjects, the level 2 threshold is 5 grades A*-C and the level 1 threshold indicator is 5 grades A*-G. The threshold

indicators include all approved qualifications not just GCSE that are the equivalent of:
level 1: grades D-G; level 2: grades A*-C.

Level 3 threshold - Equivalent to the volume of 2 A levels at grade A-E.

Benchmarking Quarter – The Welsh Government places schools into five groups based on proportions of FSM pupils. Each group is then divided into four quarters based on the performance of schools within each group.

Modelled Expectations – There is a strong relationship between FSM and achievement; this is modelled each year to show the “expected” performance at any given FSM level based on the statistical relationship.

FFT estimates – Fischer Family Trust is an organisation that uses a range of available data to provide estimates of the most likely outcomes for a pupil given their prior attainment.

Average Capped Nine Points Score - The calculation is based on pupil’s results from nine of the qualifications available in Wales.

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EAL Categories

A = New to English

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying / repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.

B = Early Acquisition

- May follow day to day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes and may understand simple instructions and can follow narrative / accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

C = Developing competence

- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent and literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.

D = Competent

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts but written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

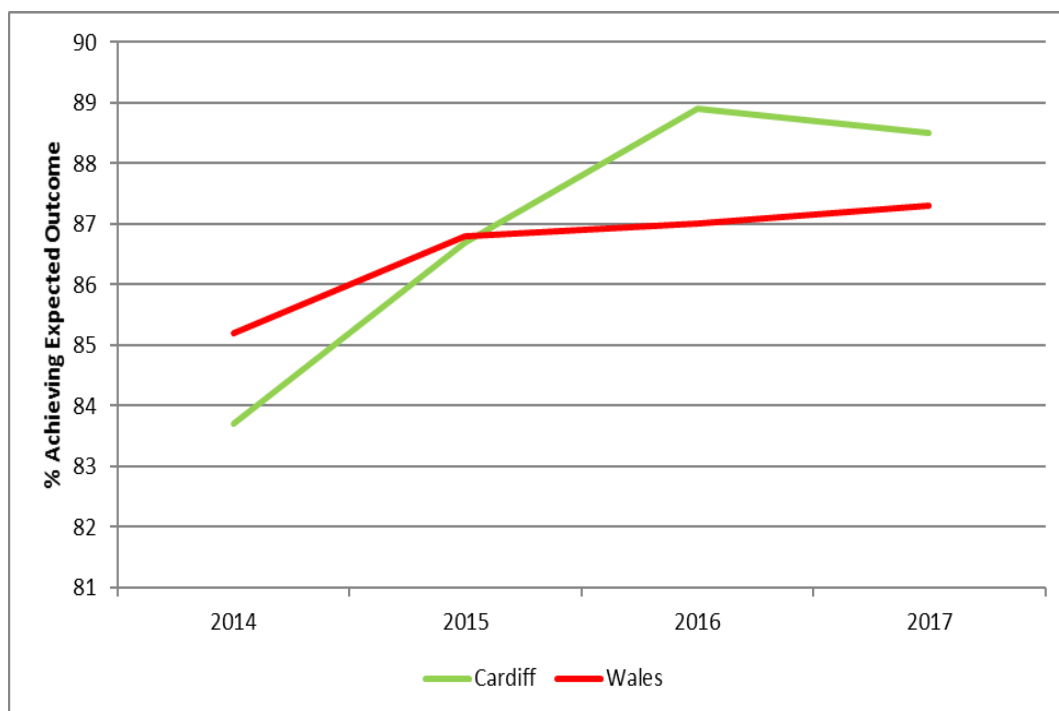
E = Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

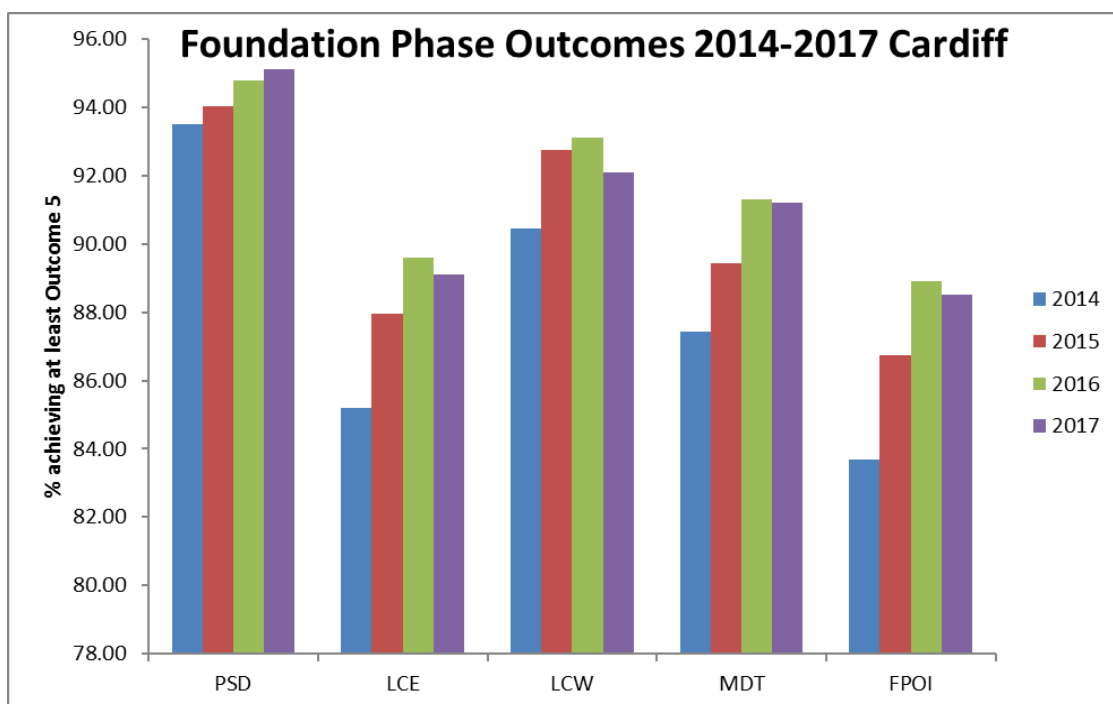
Appendix 2 Performance in the Foundation Phase

Trend in Outcomes

- 2.1 In 2016-17, the proportion of pupils achieving the Foundation Phase Indicator (FPI) is 88.5% (2017 target 89%), which is above the Welsh Average of 87.3%. This represents a slight decline (0.4ppt), compared to 2015-16.



- 2.2 54.7% (fifty-two settings out of ninety-five) maintained or improved in the FPI, compared to more than 70% (sixty-eight out of ninety-five) in 2015-16.
- 2.3 In the remaining schools, the proportion of pupils achieving the FPI fell by an average of 7.2ppts, compared to 4.8ppst in 2015-16. In thirteen schools, the decrease is less than 3ppts.
- 2.4 Three of the schools reporting a decrease in outcomes are categorised as red or amber. In all schools where performance has declined, the Challenge Adviser will be following up with schools to provide tailored support for areas that require improvement.



2.5 The strongest area of learning continues to be Personal and Social Development (PSDWCD) and the weakest area Language, Literacy and Communication – English (LLCE). This is the case for both outcome five (the expected level) and outcome six. Performance in all areas of learning are above the Welsh averages.

Foundation Phase (O5+)					
	PSD	LCE	LCW	MDT	FPI
2014	93.5%	85.2%	90.5%	87.4%	83.7%
2015	94.0%	87.9%	92.8%	89.4%	86.7%
2016	94.8%	89.6%	93.1%	91.3%	88.9%
2017	95.1%	89.1%	92.1%	91.2%	88.5%

Comparative performance with other Local Authorities and Cities

2.6 Schools are grouped into FSM bands and ordered nationally to give four quarters. The top performing 25% of schools fall in Quarter one and the bottom performing 25% of schools fall in Quarter four. In 2017, although seven schools have gone from Quarter 1 to Quarter 2, there has been no change to the number of schools in the top two benchmarking quarters.

2016 Benchmark quarters for FPI

	No of schools	% of schools
Quarter 1	31	33%
Quarter 2	31	33%
Quarter 3	26	27%
Quarter 4	7	7%

2017 Benchmark quarters for FPI

	No of schools	% of schools
Quarter 1	24	25%
Quarter 2	38	0%
Quarter 3	22	23%
Quarter 4	11	12%

Total	95	100%
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Total	95	100%
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2.7 In 2016-17, performance is still in the top ten local authorities in Wales, but is lower than in 2015-16.

FPI	2016-17		2015-16		2014/15	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	88.5%	10	88.90%	7	86.70%	12

Performance of Key Groups - Gender

2.8 In 2017, the performance of boys achieving the expected level remained the same as 2016, whilst the performance of girls decreased slightly. Girls' performance is stronger than boys in all areas of learning. The greatest difference between boys and girls remains in Language, Literacy and Communication - English (7.6ppts). The smallest gap is in Mathematical Development (4.8ppts).

2.9 The table below shows that both boys' and girls' performance in Cardiff is above the Welsh average. The gap in attainment is marginally greater than across Wales as a whole.

	2014	2015	2016	2017	Wales 2017 Actual
FPI Boys	79.72%	82.73%	84.9%	84.9%	83.8%
FPI Girls	87.79%	90.85%	93.1%	92.2%	90.9%
FPI Total	83.7%	86.73%	88.9%	88.5%	87.3%
Boys Vs Girls	-8.07	-8.12	-8.2	-7.3	-7.1

2.10 At the higher outcome six+, the outcomes for girls exceeded the outcomes for boys by more than 10ppt in nearly all the areas of learning. The exception is in Mathematical development, where boys' performance is 0.1ppts higher than that of girls. In PSDWBCD, performance of girls is 18.5ppts above that of boys.

2.11 Both boys' and girls' perform above the national average in the higher outcome six +, in all four areas of learning.

Performance of Key Groups - More Able and Talented (MAT) pupils

2.12 The proportion of pupils reaching outcome six (O6+), or above, continues to improve each year in each area of learning and is above the national averages.

Foundation Phase Areas of Learning (O6+)										
	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015	2016	Wales 2016	2017	Wales 2017
LCE	27.7%	29.5%	29.2%	32.2%	32.1%	34.2%	36.5%	36.2%	39.8%	38.1%
LCW	25.9%	29.3%	27.7%	32.5%	38.2%	36.9%	38.6%	36.2%	40.3%	38.1%
MDT	27.8%	28.2%	28.7%	30.3%	33.2%	34.3%	37.0%	36.4%	41.4%	38.7%
PSD	42.8%	45.9%	48.8%	51.5%	53.0%	56.0%	59.1%	58.9%	62.7%	61.3%

Performance of Key Groups – Looked After Children

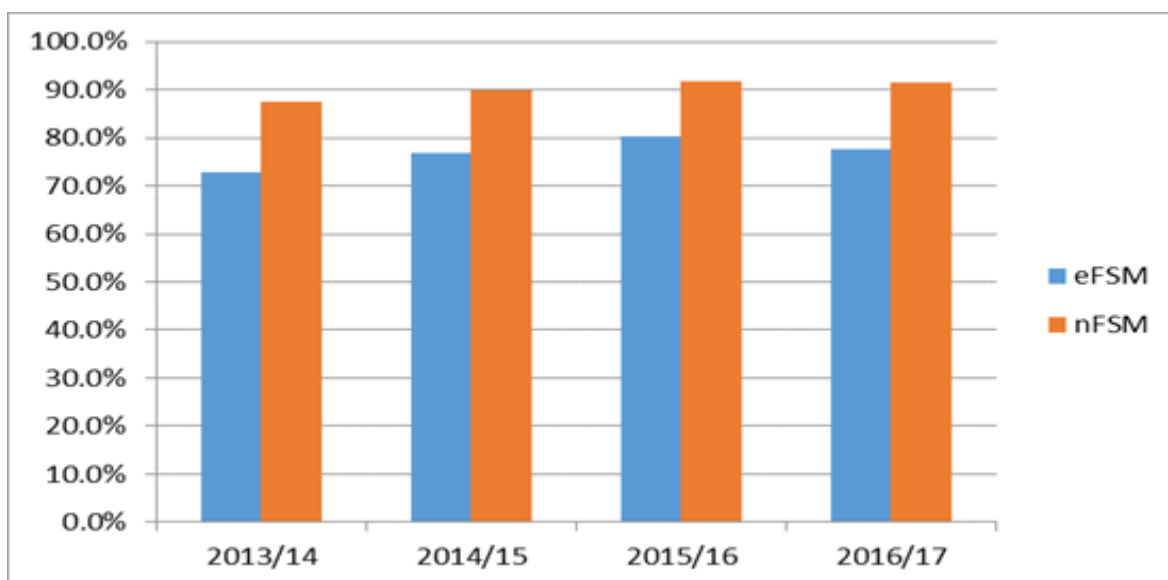
2.13 The proportion of all children who are looked after by Cardiff Council achieving the Foundation Phase Indicator (FPI) is 54% (fourteen out of twenty-six pupils). This is a 17.6ppt decrease compared to 2015-16 and below the target of 76.0%. The Wales figure for children who are looked after as at the Children In Need Census is 64%. Of the cohort (twenty-six), 46% have a Additional Learning Need.

2.14 The proportion of looked after children educated in a Cardiff school achieving the Foundation Phase Indicator (FPI) is 69% (eleven out of sixteen pupils). This is a decrease in the figure of 88.9% for 2016. The 2017 target was 75.0%. Of the cohort (sixteen), 50.0% have a Additional Learning Need.

2.15 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year two, as at January 2017 PLASC (pupil census).

Performance of Key Groups – Pupils Eligible for Free School Meals

2.16 In 2016-17, the performance of both eFSM and nFSM decreased slightly by 2.4ppts and nFSM by 0.3ppts respectively.



2.17 The difference in performance between FSM and non-FSM pupils has increased from 11.6ppts to 13.8ppts. The performance of eFSM and nFSM pupils are higher than the Welsh averages.

	Cardiff eFSM 2017	Cardiff nFSM 2017	Wales eFSM 2017	Wales nFSM 2017	Cardiff All Pupils 2017
Foundation Phase Indicator	77.8%	91.6%	75.9%	90.1%	88.5%

Performance of Key Groups – Ethnicity

2.18 Overall, performance for Ethnic pupils' attainment in the FPI (87.6%) remains slightly below all pupils (88.48%) by 1.18ppts. The performance of Ethnic pupils has increased by 6.02ppts since 2014.

2.19 The table below shows the performance of all ethnic groups. Some ethnic groups performed above the average of all Cardiff pupils (88.48%). The lowest performing group continues to be Traveller/Romany. Performance of this group decreased this year.

Foundation Phase	FPI 2014	FPI 2015	FPI 2016	FPI 2017
Any other ethnic background	81.08%	73.53%	90.63% (32 pupils)	88.57% (35 pupils)
Arab	79.20%	79.09%	83.58% (134 pupils)	84.31% (152 pupils)
Bangladeshi	78.52%	82.86%	89.83% (118 pupils)	91.67% (120 pupils)
Black Caribbean	70.00%	75.00%	90.91% (11 pupils)	100.00% (8 pupils)
Chinese or Chinese British	70.00%	92.31%	90.63% (32 pupils)	88.64% (44 pupils)
Mixed	83.84%	88.58%	89.66% (358 pupils)	90.83% (338 pupils)

Not known	63.04%	66.67%	92.59% (27 pupils)	92.86% (28 pupils)
Other Asian	92.86%	88.98%	97.12% (139 pupils)	90.40% (125 pupils)
Other Black	87.18%	81.90%	85.22% (115 pupils)	90.48% (126 pupils)
Pakistani	80.99%	88.28%	90.15% (132 pupils)	88.16% (152 pupils)
Somali	78.82%	85.71%	79.22% (77 pupils)	79.10% (67 pupils)
Traveller/Romany	68.97%	59.26%	74.07% (27 pupils)	62.50% (24 pupils)
White European	76.54%	71.10%	75.93% (241 pupils)	84.87% (238 pupils)
All EM Groups	81.62%	82.26%	86.49% (1443 pupils)	87.64% (1457 pupils)
White UK	84.97%	88.93%	90.35% (2776 pupils)	88.93% (2737 pupils)
All Pupils	83.70%	86.73%	88.93% (4219 pupils)	88.48% (4194 pupils)

Performance of Key Groups – EAL Pupils

2.20 There were improvements in the performance of pupils with English as an Additional Language (EAL) in 2017 (87.75%). This compares to 88.47% of all pupils in Cardiff. Overall, EAL attainment has improved by 5.82ppts since 2014.

	2014	2015	2016	2017
EAL (Code A-E)	81.93% (974 pupils)	82.79% (1005 pupils)	86.6% (1045 pupils)	87.75% (1004 pupils)
No EAL	84.54% (3049 pupils)	88.11% (3134 pupils)	91.1% (3128 pupils)	89.94% (3150 pupils)
All Pupils	83.70%	86.73%	88.90%	88.47%

	2014	2015	2016	2017
New to English (A)	50.23% (213 pupils)	48.06% (258 pupils)	57.20% (229 pupils)	53.13% (128 pupils)
Early Acquisition (B)	85.98% (328 pupils)	93.75% (368 pupils)	90.3% (381 pupils)	82.97% (317 pupils)
Developing competence (C)	96.98% (232 pupils)	97.36% (227 pupils)	100% (275 pupils)	98.19% (386 pupils)
Competent (D)	100.00% (61 pupils)	100.00% (60 pupils)	100% (78 pupils)	99.30% (142 pupils)
Fluent (E)	87.86% (140 pupils)	89.13% (92 pupils)	93.90% (82 pupils)	96.77% (31 pupils)

Performance of Key Groups – Pupils with Additional Learning Needs

2.21 There continues to be a wide gap between the attainment of pupils with additional learning needs (ALN) and non-ALN pupils in the Foundation Phase. The gap is widest for Statemented pupils, and the gap narrows for those at School Action Plus and School Action.

2.22 The proportion of School Action and School Action Plus pupils who achieved the FPI fell by 3.16ppts and 1.37ppts.

2.23 The proportion of Statemented pupils achieving the FPI decreased by 0.54ppts. The decrease in performance for Statemented, School Action Plus and School Action pupils may reflect the increasing level of complex needs amongst younger cohorts.

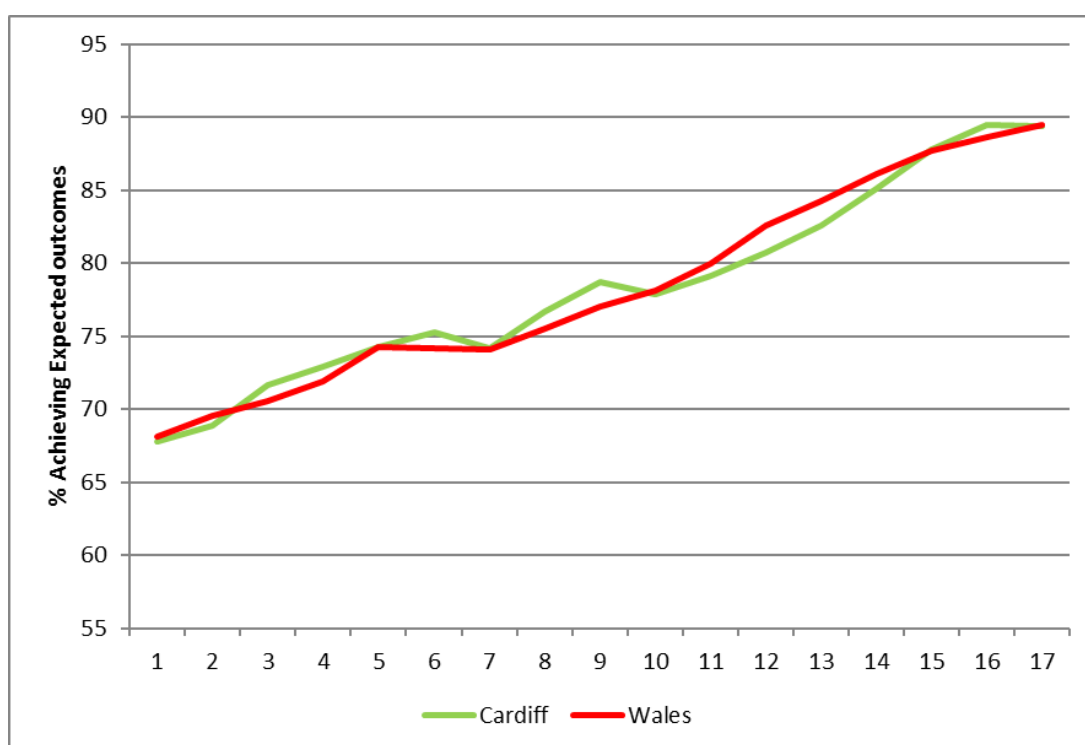
2.24 In all ALN groups, the performance gap is narrower in Personal and Social Development, than in other areas of learning.

Foundation Phase – Percentage Achieving Outcome 5 or Above

2017	FPI	LCE	LCW	MDT	PSD
Statemented	16.16% (99 pupils)	20.21% (94 pupils)	40.00% (5 pupils)	27.27% (99 pupils)	21.21% (99 pupils)
School Action Plus	43.93% (214 pupils)	48.65% (185 pupils)	44.83% (29 pupils)	56.07% (214 pupils)	71.03% (214 pupils)
School Action	69.84% (577 pupils)	72.37% (485 pupils)	76.09% (92 pupils)	77.12% (577 pupils)	93.07% (577 pupils)
No SEN	96.88% (3304 pupils)	97.27% (2746 pupils)	97.67% (558 pupils)	97.94% (3304 pupils)	99.27% (3304 pupils)
Not matched	64.29% (14 pupils)	69.23% (13 pupils)	100.00% (1 pupil)	64.29% (14 pupils)	92.86% (14 pupils)
Total	88.47%	89.13%	92.12%	91.18%	95.13%

2016	FPI	LCE	LCW	MDT	PSD
Statemented	16.7% (102 pupils)	20.2% (99 pupils)	33.3% (3 pupils)	25.5% (102 pupils)	25.5% (102 pupils)
School Action Plus	45.3% (214 pupils)	52.4% (191 pupils)	43.5% (23 pupils)	55.1% (214 pupils)	70.6% (214 pupils)
School Action	73.0% (601 pupils)	76.8% (509 pupils)	76.1% (92 pupils)	79.9% (601 pupils)	92.5% (601 pupils)
No SEN	97.0% (3302 pupils)	97.1% (2766 pupils)	98.5% (536 pupils)	97.9% (3302 pupils)	99.0% (3302 pupils)
Not matched	66.7% (18 pupils)	64.7% (17 pupils)	100% (1 pupil)	66.7% (18 pupils)	66.7% (18 pupils)
Total	88.9%	89.6%	93.1%	91.3%	94.8%

Appendix 3 Performance at Key Stage Two



- 3.1 In 2016-17, the proportion of pupils achieving the Core Subject Indicator at the end of Key Stage Two is 89.4% (2017 target 90%), which is line with the national figure of 89.5%. This represents a marginal decrease (0.1ppt) compared to 2015-16.
- 3.2 At the expected level and the higher level, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 48% of pupils attain the higher level in all subjects, which is higher than the proportion of pupils across Wales as a whole.
- 3.3 Performance in Welsh as a first language is slightly above the Welsh average (92.8%/91.6%), and Mathematics is in line (91.6%). Performance in English and Science are slightly below, by 0.3ppts and 0.5ppts. The chart below shows Cardiff's comparative performance over the last three years.

Key Stage 2 – Expected Level (4+)				
	English TA	Cymraeg TA	Maths TA	Science TA
2014	87.3%	90.1%	87.7%	89.0%
2015	89.9%	93.7%	89.9%	90.8%
2016	91.0%	96.1%	91.4%	91.6%
2017	90.8%	92.8%	91.6%	91.7%

Comparative Performance with Other Local Authorities and Cities

- 3.4 The slight dip in performance has led to a decrease in the number of schools in the top benchmarking groups, from fifty-three in 2016 to fifty in 2017. There

has been a corresponding increase in the number of schools in the lowest benchmarking groups, from forty-one in 2016 to forty-five in 2017.

2016 Benchmark quarters for KS2 CSI

	No of schools	% of schools
Quarter 1	23	24.46%
Quarter 2	30	31.91%
Quarter 3	29	30.85%
Quarter 4	12	13.33%
Total	94	100.00%

2017 Benchmark quarters for KS2 CSI

	No of schools	% of schools
Quarter 1	20	21.00%
Quarter 2	30	32.00%
Quarter 3	28	29.00%
Quarter 4	17	18.00%
Total	95	100%

- 3.4 Cardiff's position in relation to other Welsh authorities has dipped slightly. Cardiff rank position is now fourteenth out of twenty-two local authorities. As in the Foundation Phase, the rate of improvement over the past four years is faster than the rate of improvement across Wales as a whole.

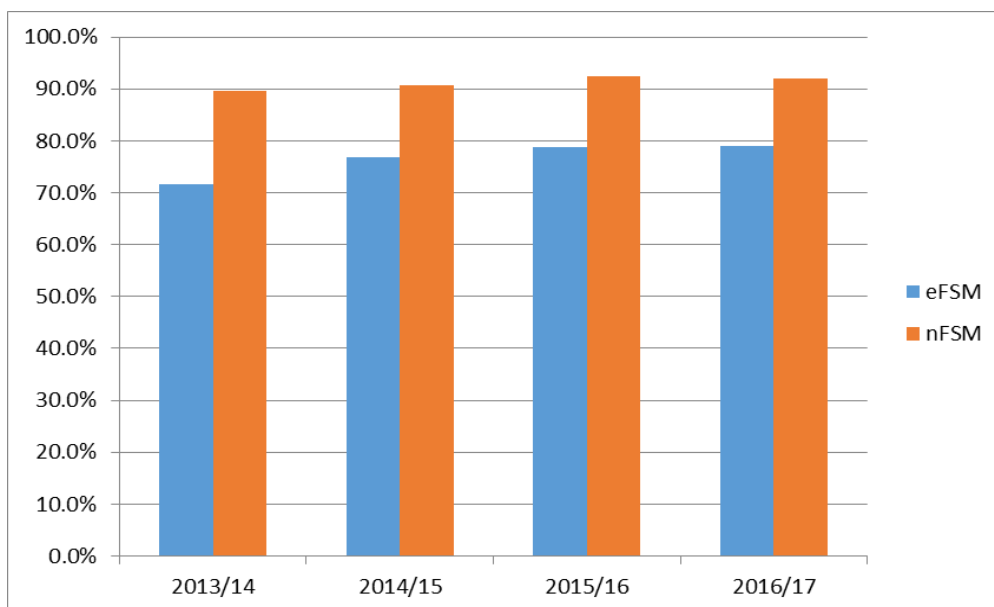
KS2 CSI	2016-17		2015-16		2014/15		2013/14	
	Result	Rank	Result	Rank	Result	Rank	Result	Rank
Cardiff	89.4%	14	89.5%	8	87.8%	13	84.5%	16

Performance of Key Groups - Performance of Looked After Children

- 3.5 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage Two is 77% (twenty-three out of thirty in the cohort), a 6.7ppt increase compared to 2015-16. This is above the Wales figure, which is 66%. Of the cohort (thirty), 53% have a Additional Learning Need.
- 3.6 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 78% (eighteen out of twenty-three pupils). This is an increase of 10ppts compared to 2015-16. The target was 78%. Of the cohort (twenty-three), 52% have a Additional Learning Need.
- 3.7 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year six, as at January 2017 PLASC (pupil census).

Key Groups - Pupils Eligible for Free School Meals

- 3.8 The gap in performance between eFSM pupils and nFSM pupils has reduced again this year to 13ppts. Overall, the performance of eFSM pupils has improved by 0.3ppts when compared to 2015-16.



3.9 The gap has continued to reduce over the last five years, as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.

	Cardiff eFSM 2017	Cardiff nFSM 2017	Wales eFSM 2017	Wales nFSM 2017	Cardiff All Pupils 2017
Key Stage 2 Core Subject Indicator	79.1%	92.1%	77.2%	92.3%	89.4%

Performance of Key Groups - More Able and Talented Pupils

3.10 Cardiff is at least 2ppt higher than the national averages at level six + in all core subjects. Performance at this level in Welsh first language is particularly strong, 6.9ppt above the national average.

Key Stage 2 Core Subject Indicator Level 6+	Cardiff 2014	Wales 2014	Cardiff 2015	Wales 2015	Cardiff 2016	Wales 2016	Cardiff 2017	Wales 2017
English	36.80%	38.00%	40.89%	40.76%	44.70%	42.00%	47.0%	44.7%
Welsh	37.10%	33.90%	45.66%	37.97%	47.60%	38.00%	48.4%	41.5%
Mathematics	37.80%	38.00%	42.39%	41.24%	45.30%	43.20%	49.9%	47.0%
Science	37.60%	38.40%	41.15%	41.14%	45.30%	42.50%	47.8%	46.4%

Performance of Key Groups - Gender

3.11 At Key Stage Two in the CSI, the gap is continuing to close between boys and girls. It is 3.5ppts smaller than in 2015-16. The difference in attainment between boys and girls is smaller in Cardiff than across Wales as a whole.

	2014	2015	2016	2017	Wales 2017
CSI Boys	82.01%	86.03%	86.60%	87.7%	87.3%
CSI Girls	88.34%	89.53%	92.50%	91.2%	91.9%
CSI Total	85.11%	87.76%	89.50%	89.4%	89.5%
Boys vs Girls	-6.33	-3.49	-6.00	-3.5	-4.5

3.12 At the expected level, girls' performance is stronger than boys in all of the core subjects. The greatest difference of more than 7ppts is in Welsh first language. The gender gap is smaller than the national gender gap in all core subjects, except Welsh first language.

3.13 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last three years, and the Wales averages for 2017.

	2015 girls	2015 boys	2016 girls	2016 boys	2017 girls	2017 girls Wales	2017 boys	2017 boys Wales
English	92.3%	87.5%	94.2%	87.8%	92.7%	93.7%	88.9%	88.7%
Welsh	95.3%	92.1%	97.3%	94.9%	96.4%	94.6%	89.1%	88.6%
Mathematics	91.0%	88.8%	93.6%	89.1%	92.9%	93.1%	90.4%	90.3%
Science	92.2%	89.5%	94.2%	89.0%	93.1%	94.0%	90.3%	90.6%

3.14 Girls' performance at the expected level is slightly below the Welsh averages in all of the core subjects apart from Welsh first language. Boys' performance is above the national averages in all of the core subjects apart from Science.

3.15 At the higher levels, outcomes for both boys and girls exceed the national averages, significantly so in Welsh. Girls' performance is higher than boys in English, Welsh and Science, but lower in mathematics. This pattern is similar to the pattern seen nationally.

Performance of Key Groups – Ethnicity

3.16 The proportion of ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.22ppts between 2015 and 2017.

3.17 The performance of ethnic pupils in 2017 (87.47%) remains slightly below all Cardiff pupils (89.34%) by 1.87ppts.

3.18 Some ethnic groups, such as Pakistani and Chinese, have a higher proportion of pupils achieving the Core Subject Indicator than the average for all pupils. The lowest performing group at this Key Stage is Traveller/Romany pupils, although performance did increase by 16.67ppts.

Key Stage 2	CSI 2014	CSI 2015	CSI 2016	CSI 2017
Any other ethnic background	87.10%	85.71%	91.43% (35 pupils)	94.29% (35 pupils)
Arab	84.47%	87.61%	91.91% (136 pupils)	81.82% (132 pupils)
Bangladeshi	90.98%	93.64%	87.14% (140 pupils)	91.34% (127 pupils)
Black Caribbean	75.00%	33.33%	100.00% (1 pupil)	100.00% (11 pupils)
Chinese or Chinese British	80.00%	69.23%	100.00% (14 pupils)	100.00% (14 pupils)
Mixed	85.99%	87.95%	90.19% (265 pupils)	88.24% (272 pupils)
Not known	79.31%	76.19%	100.00% (13 pupils)	100.00% (14 pupils)
Other Asian	92.42%	89.47%	89.23% (65 pupils)	92.86% (98 pupils)
Other Black	78.21%	84.62%	79.46% (112 pupils)	85.05% (107 pupils)
Pakistani	81.62%	86.23%	90.71% (140 pupils)	91.61% (155 pupils)
Somali	81.93%	87.32%	90.36% (83 pupils)	88.89% (81 pupils)
Traveller/Romany	52.17%	72.22%	50.00% (26 pupils)	66.67% (24 pupils)
White European	74.80%	71.35%	81.32% (182 pupils)	80.24% (167 pupils)
All EM Groups	83.00%	84.25%	87.13% (1212 pupils)	87.47% (1237 pupils)
White UK	86.03%	89.30%	90.72% (2489 pupils)	90.33% (2584 pupils)
All pupils	85.11%	87.76%	89.54% (3701 pupils)	89.34% (3821 pupils)

Key Groups - English as an Additional Language

3.19 The proportion of pupils with English as an Additional language achieving the Core Subject Indicator at the end of Key Stage 2 is 88.17%. This compares with 89.38% of all pupils in Cardiff. Overall, EAL attainment has improved by 4.47ppts since 2014.

	2014	2015	2016	2017
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EAL (Code A-E)	83.70% (814 pupils)	83.59% (774 pupils)	88.40% (898 pupils)	88.17% (845 pupils)
No EAL	85.65% (2599 pupils)	89.03% (2630 pupils)	91.20% (2763 pupils)	91.44% (2920 pupils)
All Pupils	85.11%	87.76%	89.50%	89.38%

	2014	2015	2016	2017
New to English (A)	16.67% (24 pupils)	36.36% (33 pupils)	23.80% (21 pupils)	13.33% (15 pupils)
Early Acquisition (B)	59.69% (191 pupils)	67.43% (261 pupils)	68.83% (215 pupils)	51.22% (123 pupils)
Developing competence (C)	95.16% (309 pupils)	95.93% (270 pupils)	94.63% (354 pupils)	91.46% (316 pupils)
Competent (D)	95.83% (144 pupils)	98.29% (117 pupils)	100% (202 pupils)	100.00% (283 pupils)
Fluent (E)	89.80% (146 pupils)	91.40% (93 pupils)	98.11% (106 pupils)	100.00% (108 pupils)

Performance of Key Groups – Pupils with Additional Learning Needs

3.20 There continues to be a wide gap between the attainment of pupils with Additional Learning Needs (ALN) and non-ALN pupils. As in the Foundation Phase, the gap is widest for statemented pupils, and the gap narrows for those at School Action Plus and School Action.

3.21 The proportion of Statemented pupils achieving the CSI increased by 6.83ppt in 2017. The proportion of School Action Plus pupils achieving the CSI also increased, by 1.81ppt. The proportion of School Action pupils achieving the CSI increased by 0.56ppt.

Key Stage 2 - Percentage achieving Level 4 or above

2017	English	Welsh	Maths	Science	CSI
Statemented	25.49% (153 pupils)	44.44% (9 pupils)	30.07% (153 pupils)	27.45% (153 pupils)	23.53% (153 pupils)
School Action Plus	57.61% (276 pupils)	50.00% (42 pupils)	62.32% (276 pupils)	63.04% (276 pupils)	51.81% (276 pupils)
School Action	83.42% (573 pupils)	82.19% (73 pupils)	84.64% (573 pupils)	86.04% (573 pupils)	79.76% (573 pupils)
No SEN	99.11% (2817 pupils)	99.55% (441 pupils)	99.25% (2817 pupils)	99.22% (2817 pupils)	98.69% (2817 pupils)
Not matched	78.57% (14 pupils)	100.00% (1 pupil)	85.71% (14 pupils)	71.43% (14 pupils)	71.43% (14 pupils)
Total	90.76%	92.76%	91.60%	91.68%	89.38%

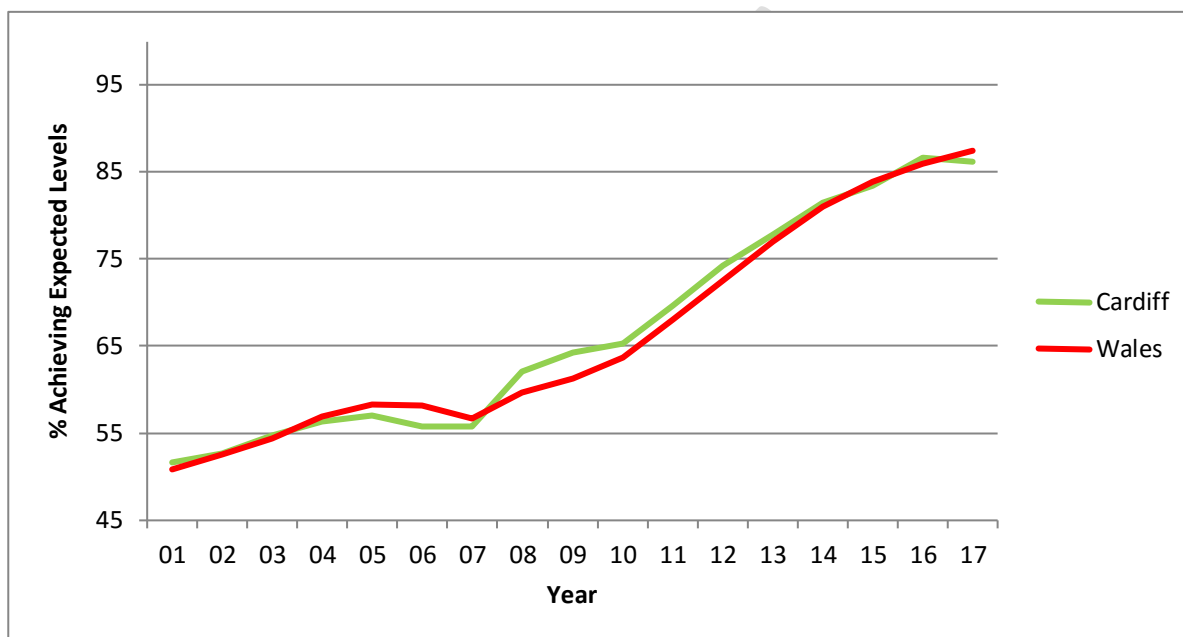
Key Stage 2 - Percentage achieving Level 4 or above

2016	English	Welsh	Maths	Science	CSI
Statemented	18.3% (126 pupils)	20.0% (5 pupils)	24.6% (126 pupils)	19.0% (126 pupils)	16.7% (126 pupils)
School Action Plus	54.7% (256 pupils)	58.3% (24 pupils)	58.6% (256 pupils)	60.5% (256 pupils)	50.0% (256 pupils)
School Action	84.2% (543 pupils)	92.2% (77 pupils)	83.8% (543 pupils)	85.3% (543 pupils)	79.2% (543 pupils)
No SEN	99.0% (2776 pupils)	100.0% (409 pupils)	98.9% (2776 pupils)	99.0% (2776 pupils)	98.5% (2776 pupils)
Not matched	85.7% (7 pupils)	100.0% (2 pupils)	85.7% (7 pupils)	85.7% (7 pupils)	85.7% (7 pupils)
Total	91.0%	96.1%	91.4%	91.6%	89.5%

Appendix 4 Performance at Key Stage Three

Trend in Outcomes

- 4.1 In 2016-17, the proportion of pupils reaching the expected level at the end of Key Stage Three is 86.2%, which is 1.2ppts below the Wales average of 87.4%. This represents a slight decrease (0.4ppts) compared to 2015-16 outcomes. However, Cardiff's performance is 0.8ppts higher than modelled expectations, based on 2016-17 benchmarks. Outcomes at Key Stage 3 are based on teacher assessment.



- 4.2 Thirteen schools out of nineteen maintained, or improved in this indicator, compared to fourteen in the previous year. In the remaining schools, the proportion of pupils achieving the CSI fell by, on average, 8.1ppts. Performance in three secondary schools fell by between 12.6ppts and 18.4ppts.
- 4.3 The highest performance is in Welsh first language and the weakest performance is in English. At the higher levels (level six + and level seven +), there have been improvements in each of the core subjects except English.

Core Subjects	Cardiff					Wales
	2013	2014	2015	2016	2017	2017
Level 5+						
English	84%	86%	86.7%	90.5%	90.8%	90.5%
Welsh First Language	88.5%	94%	92.8%	93.1%	95.4%	93.5%
Mathematic	84.3%	87.6%	89.3%	90.8%	89.3%	90.8%
Science	86.7%	90.6%	91.5%	93.7%	93.7%	93.5%

4.4 In 2017, performance in all of the non-core subjects were below the Welsh average.

Non-Core Subjects	Cardiff					Wales
	2013	2014	2015	2016	2017	2017
Level 5+	88.6%	92.2%	90.1%	93.9%	92.2%	93.6%
Art	88.6%	92.2%	90.1%	93.9%	92.2%	93.6%
Design & Technology	87.7%	90.1%	90.7%	92.8%	89.8%	93.3%
Geography	85.9%	86.7%	87.3%	90.2%	89.5%	92.0%
History	84.9%	87.1%	86.8%	91.2%	90.4%	91.9%
Information Technology	89.3%	91.3%	90.1%	91.6%	90.1%	93.9%
MFL	80%	81.6%	80.9%	85.5%	82.2%	86.7%
Music	85.4%	90.9%	88.7%	93.0%	92.0%	93.3%
Physical Education	84.1%	88.5%	90.8%	92.2%	92.9%	93.3%
Welsh 2nd Language	73%	76.7%	80%	80%	83.4%	83.8%

Comparative performance with other Local authorities and cities

4.5 The decrease in the proportion of pupils attaining the CSI at this key stage has had an impact on Cardiff's rank position, compared to the other local authorities across Wales.

Key Stage 3 CSI	2016-17		2015-16		2014/15	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	86.2%	17	86.6%	11	83.4%	13

4.6 Despite the decrease in performance at Key Stage Three, there has been an increase in the number of schools in the top benchmarking group. There are four schools in the lowest group. Two of the schools are now closed.

Benchmark quarters for KS3 CSI 2016

	No of schools	% of schools
Quarter 1	6	32%
Quarter 2	5	26%
Quarter 3	5	26%
Quarter 4	3	16%

Benchmark quarters for KS3 CSI 2017

	No of schools	% of schools
Quarter 1	7	37%
Quarter 2	4	21%
Quarter 3	4	21%
Quarter 4	4	21%

Total	19	100.00%
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Total	19	100%
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Performance of Key Groups - Looked After Children

4.7 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage Three is 53% (twenty-seven out of fifty-one in the cohort). This is below the Wales figure for 2017, which is 57%, and lower than the 2016 figure of 57.1%. Of the 2017 cohort (fifty-one), 69% have a Additional Learning Need.

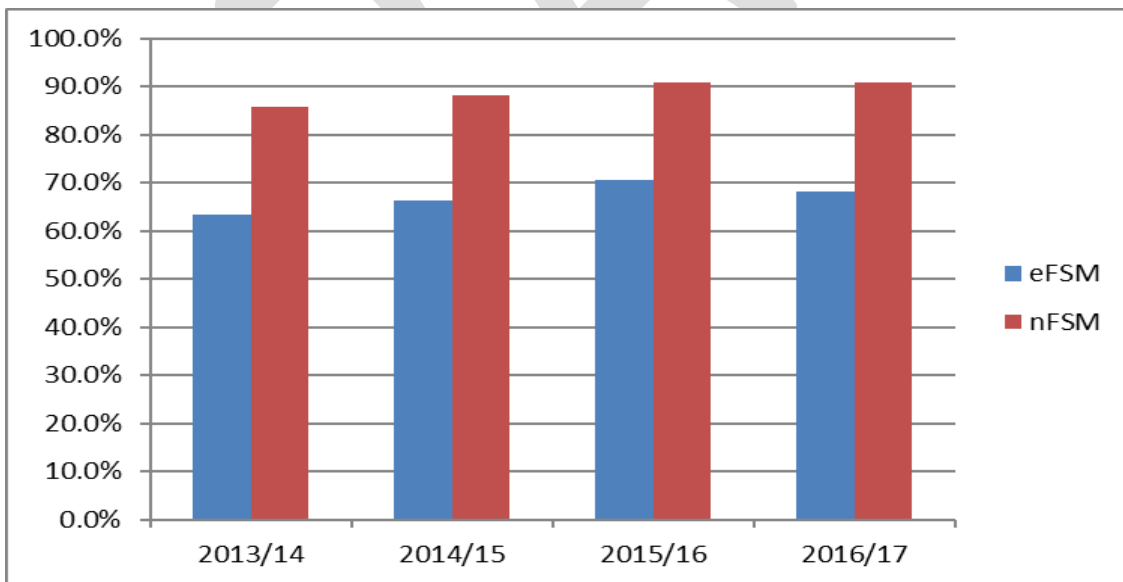
4.8 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 71% (twenty-seven out of thirty-eight pupils). This is an increase of 23.95ppts compared to 2015-16. Of the cohort (thirty-eight), 68% have a statement of Additional Learning Need.

4.9 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year nine, as at January 2017 PLASC (pupil census).

Key Groups - Performance of Pupils Eligible for Free School Meals

4.10 The difference in performance between eFSM and nFSM pupils is greater, than in the primary phase.

4.11 The performance of eFSM pupils has decreased by 2.5ppts, nFSM pupils has improved very slightly, by 0.2ppts.



	Cardiff eFSM 2017	Cardiff nFSM 2017	Wales eFSM 2017	Wales nFSM 2017	Cardiff All Pupils 2017
Key Stage 3 Core Subject Indicator	68.3%	91.0%	70.8%	91.1%	86.2%

Performance of Key Groups - More Able and Talented Pupils

4.12 There continues to be an upward trend in performance at the higher levels. Cardiff is above the national averages at level 6+ and level 7+ for all of the core subjects.

2017 Key Stage 3		Level 6+	Level 7+
English TA	Cardiff	62.2%	23.7%
	Wales	58.7%	20.6%
Cymraeg TA	Cardiff	66.1%	23.6%
	Wales	23.6%	19.7%
Maths TA	Cardiff	66.8%	33.0%
	Wales	65.4%	30.7%
Science TA	Cardiff	68.1%	28.1%
	Wales	65.5%	26.4%

Performance of Key Groups – Gender

4.13 At the expected level, the performance of boys is approximately 6.3ppt lower than the performance of girls.

4.14 Both boys and girls are performing below the Welsh averages in the CSI. The attainment gap is smaller in Cardiff than in Wales as a whole.

	2014	2015	2016	2017	Wales 2017 Actual
CSI Boys	77.5%	80.5%	83.7%	83.2%	83.8%
CSI Girls	85.7%	86.7%	89.8%	89.4%	91.2%
CSI Total	81.5%	83.4%	86.6%	86.2%	87.4%
Boys vs. Girls	-8.21	-6.25	-6.1	-6.3	-7.4

4.15 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last three years, and the Wales averages for 2017.

	2015 girls	2015 boys	2016 girls	2016 boys	2017 girls	2017 girls Wales	2017 boys	2017 boys Wales
English	90.2%	83.5%	93.4%	88.0%	93.6%	94.1%	88.1%	87.0%
Welsh	96.7%	89.4%	96.4%	90.2%	97.9%	95.9%	92.5%	91.1%
Mathematics	90.7%	88.0%	92.4%	89.4%	91.2%	93.1%	87.5%	88.7%
Science	93.9%	89.4%	96.0%	91.6%	95.5%	95.8%	91.9%	91.4%

4.16 Performance at the expected level for both boys and girls are below the Welsh averages for all subjects, except Welsh first language.

4.17 Girls' performance is stronger than boys in all of the core subjects. The gender gap is greater in English (5.5ppt). The gap in attainment in Welsh first language and Science decreased in 2017.

4.18 At the higher levels, the gender gap is larger than it is at the expected level, significantly so in both languages. The gap in Welsh first language (level 6+) has doubled in 2017, from 10.6ppt in 2016 to 23.7ppt in 2017. The outcomes of girls and boys are either higher or the same as the national figures in the core subjects at the higher levels. The gap in attainment in Cardiff is larger than in Wales in level 6+ Welsh first language, but smaller in the other core subjects.

Performance of Key Groups – Ethnicity

4.19 There was an increase in the proportion of ethnic pupils achieving the Core Subject Indicator at the end of Key Stage Three in 2017 (85.04%). The greatest improvement was for White European pupils whose performance improved by 16.95ppt.

Key Stage 3	CSI 2014	CSI 2015	CSI 2016	CSI 2017
Any other ethnic background	92.86%	88.89%	91.89% (37 pupils)	79.31% (29 pupils)
Arab	81.58%	73.49%	91.40% (93 pupils)	85.87% (92 pupils)
Bangladeshi	81.90%	89.62%	86.41% (103 pupils)	93.33% (120 pupils)
Black Caribbean	100.00%	83.33%	100.00% (7 pupils)	66.67% (6 pupils)
Chinese or Chinese British	93.33%	100.00%	100.00% (11 pupils)	80.00% (5 pupils)
Mixed	74.74%	83.89%	84.58% (201 pupils)	87.50% (208 pupils)
Not Known	83.33%	86.11%	92.31% (13 pupils)	88.24% (17 pupils)
Other Asian	88.89%	97.37%	94.12% (51 pupils)	92.06% (63 pupils)
Other Black	71.43%	71.67%	85.53% (76 pupils)	82.76% (87 pupils)
Pakistani	84.78%	91.00%	88.51% (87 pupils)	87.50% (120 pupils)
Somali	87.65%	85.37%	89.61% (77 pupils)	83.12% (77 pupils)

Traveller/Romany	40.00%	38.46%	30.00% (10 pupils)	11.11% (9 pupils)
White European	62.31%	62.81%	60.67% (150 pupils)	77.62% (143 pupils)
All EM Groups	78.11%	81.25%	83.08%	85.04%
White UK Pupils	82.71%	84.20%	88.01% (2311 pupils)	86.78% (2382 pupils)
All Pupils	81.51%	83.40%	86.59% (3227 pupils)	86.19% (3358 pupils)

Performance of Key Groups - English as an Additional Language

4.20 There was an increase in the proportion of pupils assessed as EAL in 2017, when compared to 2016.

4.21 Performance of pupils with EAL has increased by 7.67ppt since 2014.

	2014	2015	2016	2017
EAL (Code A-E)	77.91% (611 pupils)	83.82% (828 pupils)	82.85% (624 pupils)	85.58% (645 pupils)
No EAL	82.38% (2633 pupils)	83.39% (2437 pupils)	88.70% (2567 pupils)	87.92% (2666 pupils)
All Pupils	81.50%	83.40%	86.60%	86.19%

	2014	2015	2016	2017
New to English (A)	0.00% (9 pupils)	0.00% (4 pupils)	28.57% (7 pupils)	0.00% (3 pupils)
Early Acquisition (B)	14.29% (49 pupils)	14.75% (61 pupils)	36.78% (87 pupils)	28.07% (57 pupils)
Developing Competence (C)	71.50% (200 pupils)	77.27% (220 pupils)	83.54% (243 pupils)	77.96% (186 pupils)
Competent (D)	91.78% (219 pupils)	95.29% (191 pupils)	97.37% (190 pupils)	97.79% (272 pupils)
Fluent (E)	93.28% (134 pupils)	94.60% (352 pupils)	97.94% (97 pupils)	98.43% (127 pupils)

Performance of Key Groups - Performance of pupils with Additional Learning Needs

4.22 There continues to be a wide gap between the attainment of pupils with Additional Learning Needs and non-ALN pupils. This is a pattern replicated in all key stages. The gap is widest for Statemented pupils, and the gap narrows for those at School Action Plus and School Action. The proportion of Statemented pupils who achieved the CSI decreased by 2.41ppt.

4.23 The proportion of School Action Plus pupils achieving the CSI increased by 4.08ppt. The proportion of School Action pupils achieving the CSI also increased, by 1.25ppt.

Key Stage 3 - Percentage achieving level 5 or above					
2017	English	Welsh	Maths	Science	CSI
Statemented	34.78% (138 pupils)	0.00% (3 pupils)	26.81% (138 pupils)	42.75% (138 pupils)	23.19% (138 pupils)
School Action Plus	69.37% (271 pupils)	77.78% (36 pupils)	62.73% (271 pupils)	75.65% (271 pupils)	54.98% (271 pupils)
School Action	83.01% (471 pupils)	88.33% (60 pupils)	77.71% (471 pupils)	92.78% (471 pupils)	71.55% (471 pupils)
No SEN	97.74% (2478 pupils)	99.15% (355 pupils)	97.86% (2478 pupils)	98.75% (2478 pupils)	96.00% (2478 pupils)
Not matched	82.35% (17 pupils)	0.00% (0 pupils)	88.24% (17 pupils)	76.47% (17 pupils)	70.59% (17 pupils)
Total	90.76%	95.37%	89.27%	93.66%	86.19%

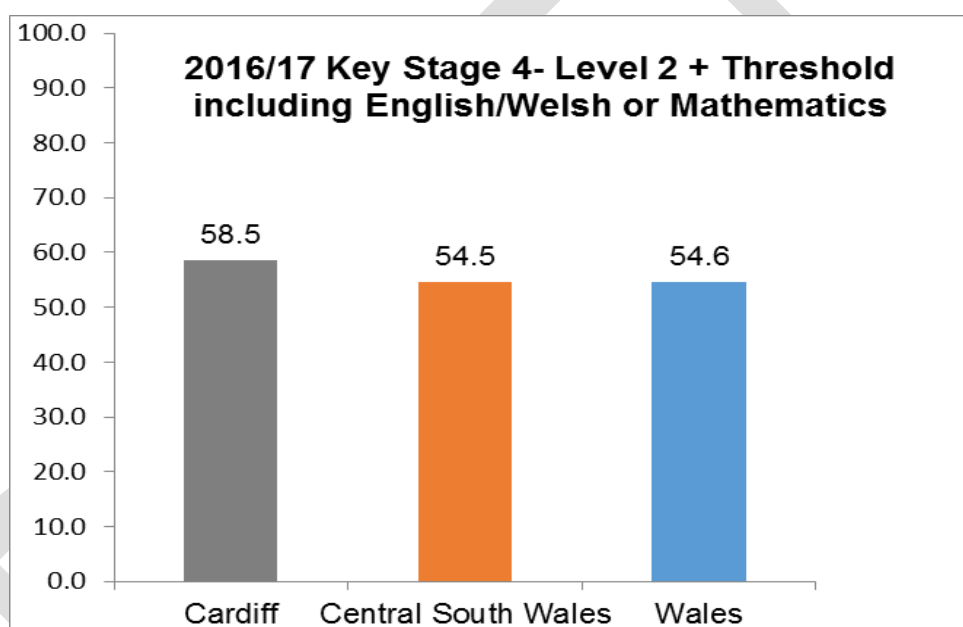
Key Stage 3 - Percentage achieving level 5 or above					
2016	English	Welsh	Maths	Science	CSI
Statemented	34.6% (133 pupils)	16.7% (6 pupils)	35.3% (133 pupils)	45.9% (133 pupils)	25.6% (133 pupils)
School Action Plus	80.7% (222 pupils)	75.0% (25 pupils)	82.9% (222 pupils)	89.0% (222 pupils)	50.9% (222 pupils)
School Action	63.1% (462 pupils)	56.0% (44 pupils)	63.5% (462 pupils)	78.8% (462 pupils)	70.3% (462 pupils)
No SEN	98.0% (2410 pupils)	99.4% (346 pupils)	97.9% (2410 pupils)	98.5% (2410 pupils)	96.4% (2410 pupils)
Not matched	77.8% (9 pupils)	-	88.9% (9 pupils)	100.0% (9 pupils)	77.8% (9 pupils)
Total	90.5%	93.1%	90.8%	93.7%	86.6%

Appendix 5 Performance at Key Stage Four

5.1 This year has seen the introduction of a new set of GCSE qualifications in Wales for mathematics, numeracy, English language, Welsh language, English literature and Welsh literature. New rules for reporting school performance measures have also been introduced in 2017. These changes have made a significant difference to the results at Key Stage Four, particularly in the Level 2+ and Level Two thresholds. This means that it is not possible to make comparable judgements with previous years'.

Performance in the Level Two + Threshold (Five GCSEs A*-C including English or Welsh and Maths)

5.2 In 2017, at Key Stage 4, provisional results show that 58.5% of pupils achieved the Level 2+ threshold. This is above the Wales average of 54.6% and above Central South Consortium average of 54.5%.



5.3 In eight secondary schools, less than half of the pupils achieved the level two + threshold. Two secondary schools had less than a third of pupils achieving this threshold. Both schools are now closed.

Performance in the Level Two threshold (Five GCSEs A*-C)

5.4 In 2016, performance in the Level 2 threshold was in line with the Welsh average for the first time. In 2017, despite the changes to the measure, performance is 2.9ppts above the Welsh average (69.9%/67.0%).

5.5 The inclusion of vocational options have been limited to 40% in 2017, so not all qualifications can be included in the reporting of performance in this measure. This change has affected some schools more than others.

Performance in the Level One threshold (Five GCSEs A*-G)

5.6 Performance in the Level 1 threshold remains below the Welsh average by 1.2ppts (94.4%/93.2%). Of the 3,260 pupils entered for exams, 208 pupils didn't achieve the level 1 threshold.

5.8 Of the 208 pupils who didn't achieve the level 1 threshold, sixteen attended a special school, ten attended the Pupil Referral Unit and fifty were receiving EOTAS (Education Other than At School) provision. The remaining 132 pupils were on roll at a mainstream secondary school: ninety of these pupils attended four secondary schools, two of which are now closed. Some of the pupils on roll at a mainstream secondary school may have also been receiving EOTAS provision.

Performance in the Capped Nine Points Score

5.9 In 2017, the new Capped Nine Points Score was introduced, which focuses on pupil's results from nine of the qualifications available in Wales. Performance in the new Capped Nine Points Score is 360.7, which is higher than the Welsh average of 350.9.

Performance in Core Subjects

5.10 Performance in English is 66.2%, 2.5ppts above the Welsh Average. Performance in Welsh first language is 83.3%, 9.1ppts above the Welsh average. Changes to the qualifying English and Welsh courses (in 2017 Literature no longer contributes towards the measure, just Language) have affected the results, similarly to Mathematics.

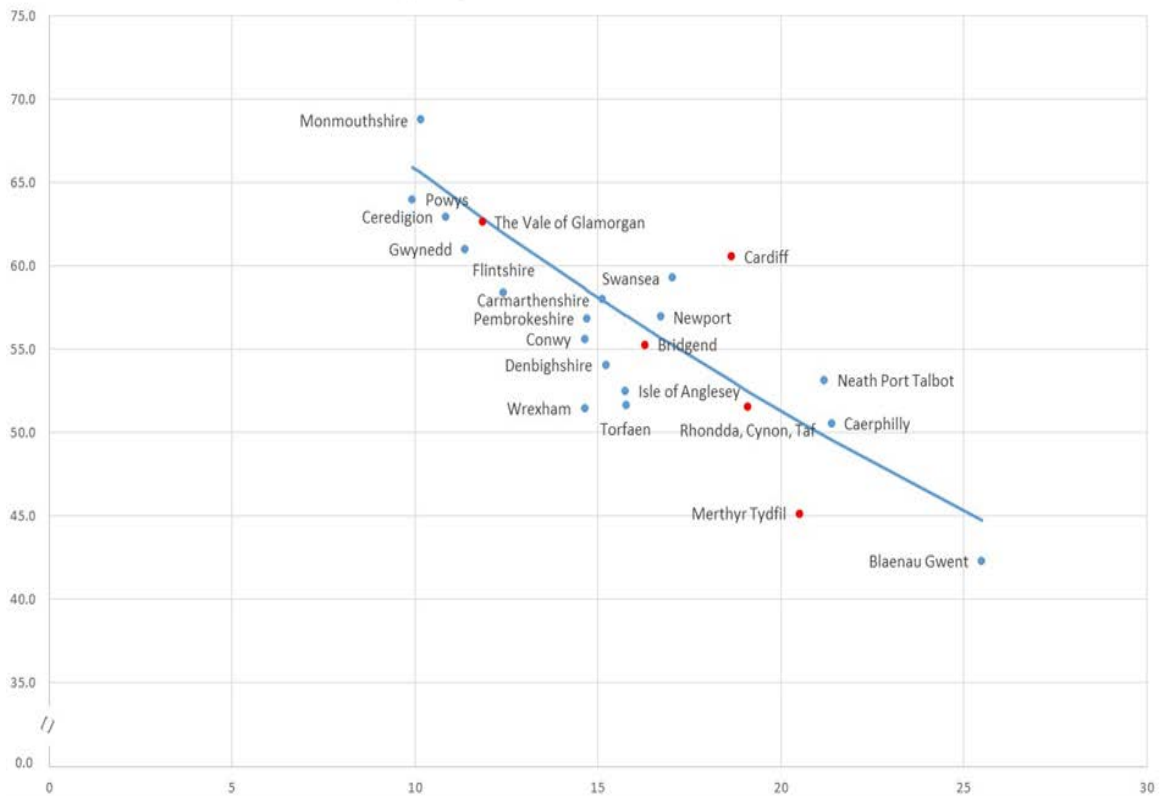
5.11 Performance in all of the core subjects are above the Welsh averages.

Subject	Cardiff	Wales
English	66.2%	63.7%
Welsh	83.3%	74.2%
Mathematics	62.2%	58.7%
Mathematics-Numeracy	65.5%	62.5%
Science	81.4%	75.6%

Performance of Key Groups - Pupils Eligible for Free School Meals

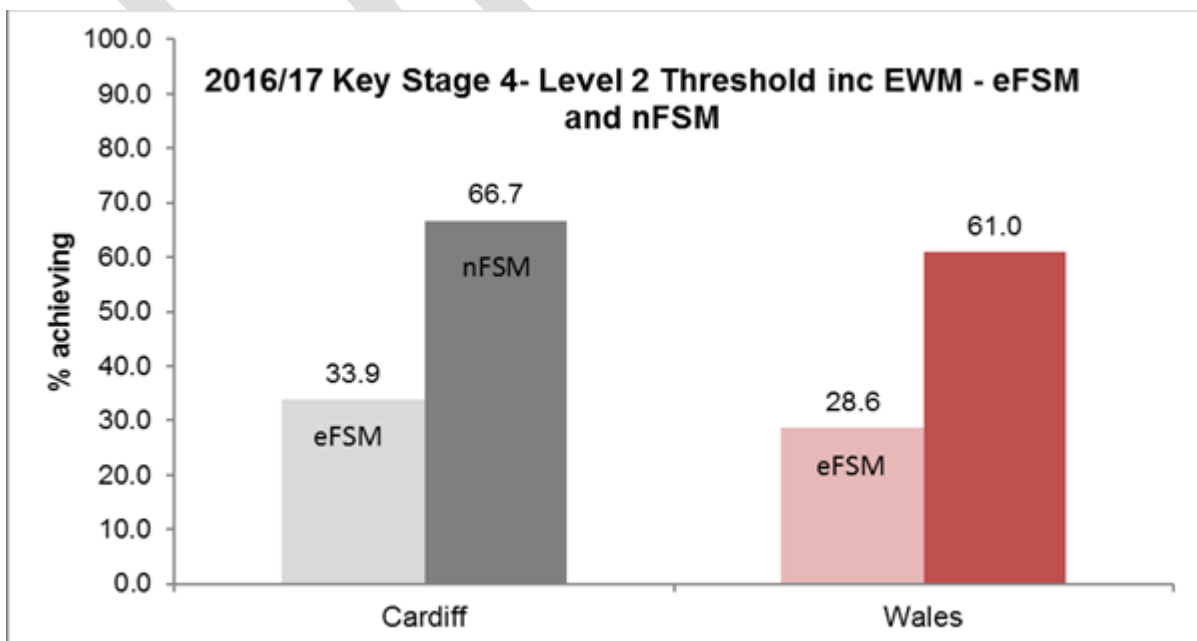
5.12 The below graph shows Cardiff's performance in 2017, in relation to the other Welsh local authorities, against modelled expectations. Modelled expectations are based on free school meal eligibility and include mainstream and maintained schools. Cardiff's performance is 7.5ppt higher than modelled expectations (60.6%/53.1%), which is the highest difference in Wales.

Key Stage 4: Level 2 Threshold inc EWM



5.13 In 2017, results show that 33.9% of pupils eligible for free school meals (eFSM) in Cardiff achieved the Level Two + threshold, compared to 66.6% of pupils not eligible (nFSM). This compares to 28.6% of eFSM pupils and 61.0% of nFSM pupils across Wales.

5.14 Although a higher proportion of eFSM pupils in Cardiff achieved this threshold than across Wales, the gap in attainment is slightly larger (32.8%/32.3%).



5.15 The performance of Cardiff's eFSM pupils is higher than across Wales in the level 2+ and level 2 threshold, but lower in the level 1 threshold.

5.16 The gap in performance between eFSM and nFSM pupils is greater than across Wales in the Level 2+ and Level 1 threshold, but slightly smaller in the level 2 threshold. There continues to be marked variations between schools in the attainment of eFSM pupils. Performance of eFSM and nFSM pupils can be seen in the table below:

	Level 2+ Cardiff	Level 2+ Wales	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2016-17 eFSM	33.9%	28.6%	46.2%	41.3%	88.0%	88.4%
2016-17 nFSM	66.7%	61.0%	78.3%	73.6%	97.3%	97.5%
Difference 2017	32.8ppt	32.3ppt	32.1ppt	32.3ppt	9.5ppt	8.9ppt

5.17 The performance of eFSM and nFSM pupils in the core subjects is shown in the table below. Cardiff's eFSM pupils perform above the Welsh average in all of the core subjects. The gap in attainment is slightly larger than across Maths- Numeracy and significantly larger in Welsh first language.

	English Cardiff	English Wales	Welsh Cardiff	Welsh Wales	Maths-Numeracy Cardiff	Maths-Numeracy Wales	Maths-Cardiff	Maths-Wales	Science Cardiff	Science Wales
2016-17 eFSM	43.2%	38.5%	60.7%	53.8%	43.3%	38.3%	40.1%	34.9%	65.0%	57.1%
2016-17 nFSM	74.2%	70.0%	85.3%	76.3%	73.3%	68.6%	69.9%	64.7%	88.4%	81.1%
Difference 2017	31.0ppt	31.5ppt	24.6ppt	22.6ppt	29.9ppt	30.3ppt	29.8ppt	29.7ppt	23.4ppt	24.0ppt

Performance of Key Groups – EOTAS Pupils

5.18 The table below shows the performance of pupils in 2017 who were educated other than at school (EOTAS). Performance of this group remains too low.

	Level 1	Level 2	Level 2+	No points
The percentage of all pupils on EOTAS PLASC (some pupils would have been registered on a school roll as at annual census but receiving EOTAS provision. (cohort is 101 pupils)	25%	5%	3%	18%
The percentage of pupils on EOTAS PLASC (those who were not on a school roll in Cardiff. (cohort is 68 pupils)	15%	3%	1%	21%

Pupils achieving no recognised qualifications

5.19 Provisional data indicates that Cardiff has a slightly higher proportion of pupils not achieving a qualification than across Wales as a whole.

Achieving No Qualification	2016	2017
Cardiff	1.0%	1.4%
Wales	0.9%	1.0%

Performance of Key Groups - Looked After Children

5.20 At the end of Key Stage Four, no Cardiff Council Looked After Children achieved the level two + threshold (5 GCSEs A*-C including English or Welsh and Mathematics). 11% achieved the level two threshold (5 GCSEs A*-C), and 36% achieved the level one threshold (5 GCSEs A*-G). The cohort was fifty-three pupils and 81.1% have a Additional Learning Need.

5.21 The proportion of looked after children educated in a Cardiff school achieving the Level two + is 4%. 26% achieved the level two threshold and 61% achieved a level one. The cohort was twenty-three pupils and 78.2% have a Additional Learning Need.

5.22 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year eleven, as at January 2017 PLASC (pupil census).

Performance of Key Groups - More Able and Talented Pupils

5.23 The percentage of pupils achieving 5+ A*-A grades at the end of Key Stage 4 is greater in Cardiff than across Wales.

KS4 5+ A*-A or equivalent achieving) (5	2014/15	2015-16	2016-17
Cardiff	19.7%	19.9%	22.3%
Wales	16.6%	15.9%	16.8%

Performance of Key Groups – Gender

5.24 At the Level Two + threshold, the performance of boys is 4.8ppts above the Welsh average (55.5%/50.7%). Boys are also performing above the Welsh average in the level two threshold (66.3%/61.8%).

5.25 At the Level Two + threshold, performance of girls is 2.3ppts above the Welsh average. Girls are also performing above the Welsh average in the level two threshold (73.9%/72.5%).

5.26 In the Level One threshold, boys' performance is 0.8ppts below the Welsh average (92.3%/93.1%). Girls' performance is also below the Welsh average, by 1.7ppts. In 2016 girls' performance in this indicator was 1.3ppts below the national average, and boys by 0.5ppts.

Cardiff 2017

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. English or Welsh and Maths	Average Capped 9 points score
Boys	92.3%	66.3%	55.5%	351.2
Girls	94.2%	73.9%	61.8%	371.4
Difference	1.9ppts	7.5ppts	6.3ppts	20.3

Wales 2017

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A*-C in English or Welsh and Maths	Average Capped 9 points score
Boys	93.1%	61.8%	50.7ppts	338.2
Girls	95.9%	72.5%	58.8ppts	364.3
Difference	2.8ppts	10.7ppts	8.1ppts	26.1

5.27 In 2016, performance in Science was below the national average for boys and girls. In 2017, both groups performed above the Welsh average. The performance of boys was 80.1%, compared to 73.4% across Wales, and girls' performance was 82.8%, compared to 77.9% across Wales.

5.28 Performance in English, Mathematics, Mathematics- Numeracy and Welsh first language are also above the Welsh averages for girls and boys.

Performance of Key Groups – Ethnicity

5.29 The gap in attainment between ethnic pupils and all pupils increased slightly in 2017 at the Level 2+ threshold to 1.3ppts compared to 0.53ppts in 2016. Bangladeshi, Somali, Chinese or Chinese British, Other Asian and Pakistani ethnic groups perform above the average for all pupils (58.8%).

Key Stage 4 Level 2 +	2013	2014	2015	2016	2017
Any other ethnic background	76.92%	77.78%	82.10%	82.14%	74.1% (27 pupils)
Arab	38.46%	48.00%	56.60%	61.63%	54.7% (95 pupils)
Bangladeshi	48.42%	56.76%	60.00%	64.41%	67.6% (108 pupils)
Black Caribbean	12.50%	33.33%	50.00%	50.00%	50.0% (6 pupils)
Chinese or Chinese British	68.42%	94.12%	100.00%	86.67%	76.9% (13 pupils)
Mixed	45.50%	50.82%	57.40%	53.37%	50.0% (206 pupils)
Other Asian	66.67%	64.81%	76.30%	84.13%	81.8% (44 pupils)
Other Black	54.35%	41.51%	51.60%	59.68%	49.2% (63 pupils)
Pakistani	47.73%	50.96%	73.10%	69.89%	65.4% (104 pupils)
Somali	36.67%	38.71%	56.70%	60.26%	64.6% (79 pupils)
Traveller/Romany	0.00%	14.29%	0.00%	40.00%	10.0% (10 pupils)
White European	40.57%	37.10%	49.60%	55.40%	45.6% (114 pupils)
All EM	46.58%	49.62%	59.20%	62.36%	57.5%
White UK	50.68%	55.25%	59.30%	63.06%	59.0% (2365 pupils)
Not known	53.33%	48.94%	80.00%	71.43%	76.0% (25 pupils)
All pupils	49.86%	54.04%	59.40%	62.53%	58.8% (3259 pupils)

5.30 At the Level 2 threshold, performance of ethnic pupils' is greater than all pupils, which is similar to 2016.

Key Stage 4 Level 2	2013	2014	2015	2016	2017
Any other ethnic background	92.31%	88.89%	100.00%	92.86%	81.5%
Arab	76.92%	85.33%	94.70%	90.70%	72.6%
Bangladeshi	86.32%	90.54%	91.30%	94.07%	85.2%
Black Caribbean	50.00%	83.33%	75.00%	100.00%	66.7%
Chinese or Chinese British	84.21%	100.00%	100.00%	100.00%	84.6%
Mixed	71.50%	78.14%	85.10%	77.72%	65.5%
Other Asian	88.89%	85.19%	92.10%	96.83%	86.4%
Other Black	80.43%	81.13%	83.90%	87.10%	63.5%
Pakistani	75.00%	76.92%	92.50%	96.77%	77.9%
Somali	81.67%	85.48%	94.00%	89.74%	75.9%
Traveller/Romany	0.00%	28.57%	45.50%	80.00%	10.0%
White European	61.32%	56.45%	74.80%	81.29%	58.8%
All EM	74.90%	78.16%	86.90%	87.76%	71.3%
White UK	72.34%	74.76%	79.70%	83.12%	69.5%
Not known	80.00%	68.09%	90.00%	92.86%	88.0%
All pupils	73.00%	76.03%	81.50%	84.40%	70.1%

Level 1 Threshold

5.31 Over the past five years ethnic pupils have always had a higher proportion of pupils achieving the Level 1 threshold than all pupils. Similarly to 2016, six ethnic groups attained 100% Level 1.

Key Stage 4 Level 1	2013	2014	2015	2016	2017
Any other ethnic background	100.00%	100.00%	100.00%	100.00%	100.0%
Arab	88.46%	97.33%	98.70%	98.84%	97.9%
Bangladeshi	97.89%	100.00%	100.00%	99.15%	99.1%
Black Caribbean	75.00%	91.67%	87.50%	100.00%	100.0%
Chinese or Chinese British	100.00%	100.00%	100.00%	100.00%	100.0%
Mixed	92.00%	95.63%	93.80%	89.64%	94.7%
Other Asian	100.00%	96.30%	100.00%	100.00%	100.0%
Other Black	93.48%	98.11%	90.30%	96.77%	92.1%
Pakistani	93.18%	96.15%	100.00%	100.00%	97.1%
Somali	98.33%	95.16%	100.00%	98.72%	97.5%
Traveller/Romany	33.33%	71.43%	70.00%	100.00%	60.0%
White European	83.96%	81.45%	87.00%	94.96%	90.4%
All EM	92.08%	94.19%	95.10%	96.37%	95.5%
White UK	91.52%	93.11%	92.30%	94.48%	92.9%

Not known	96.67%	80.43%	64.70%	100.00%	96.0%
All pupils	91.74%	93.19%	92.10%	94.30%	93.6%

Performance of Key Groups – Pupils with Additional Learning Needs

5.32 There continues to be a wide gap between the attainment of pupils having Additional Learning Needs (ALN) and non-ALN pupils at Key Stage Four. In 2017, more statemented pupils achieved the Level 2+ and Level 2 threshold, than school action plus pupils.

Key Stage 4 - Percentage achieving threshold measures			
2017	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	62.0% (108 pupils)	28.7% (108 pupils)	20.4% (108 pupils)
School Action Plus	68.1% (257 pupils)	18.7% (257 pupils)	11.3% (257 pupils)
School Action	88.5% (445 pupils)	37.1% (445 pupils)	25.6% (445 pupils)
No SEN	98.7%	83.4%	71.5%

Comparative Performance with other Local Authorities and Cities

5.33 At Key Stage 4, over half of the schools are in quarter one for the Level 2+ and Level 2 threshold. There are more schools in quarter four for Level 2 than Level 2+, possibly due to the changes to qualifying courses to achieve this threshold. In the Level 1 threshold, just over a quarter of schools are in quarter one.

2017 Key Stage 4 – Percentage of Cardiff schools in upper & lower Quarters

Performance Measure	Key Stage 4			
	Q1	Q2	Q3	Q4
Level 1 threshold	26% 5 schools	32% 6 schools	16% 3 schools	26% 5 schools
Level 2 threshold	53% 10 schools	21% 4 schools	5% 1 school	21% 4 schools
Level 2 inc Eng/Wel & Maths	58% 11	21% 4	11% 2	11% 2

	schools	schools	schools	schools
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5.34 At the Level 2+ threshold, Cardiff's performance in 2017 compares favourably with other Welsh authorities. Cardiff has moved into the top five local authorities and the performance in this indicator is 8.7ppt above modelled expectations based on the proportion of eFSM pupils.

Key Stage 4 L2+	2016-17	2015-16	2014/15
Authority	Rank	Rank	Rank
Cardiff	5	10	10

5.35 Cardiff's performance in the Level 2 threshold is 7th out of the other twenty-two local authorities, compared to 13th in 2016. Cardiff's performance in the Level 1 threshold is 18th.

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Appendix 8 Performance at Key Stage 5

- 8.1 The proportion of pupils achieving the Level 3 threshold, equivalent to the volume of 2 A levels at grade A*-E, is 97.5%.

	2013	2014	2015	2016	2017
	Level 3	Level 3	Level 3	Level 3	Level 3
Cardiff	96.0%	96.8%	96.9%	97.6%	97.5%
Wales	96.5%	97.1%	97.0%	98.0%	97.1%

- 8.2 The proportion of pupils achieving 3 A levels A* to C is 62.1%, a 14.3ppt decrease compared to 2016, but above the Welsh average of 54.6%.

	2013	2014	2015	2016	2017
	3 A*/C	3 A*/C	3 A*/C	3 A*/C	3 A*/C
Cardiff	70.3%	71.9%	73.8%	76.4%	62.1%
Wales	66.8%	69.1%	68.1%	70.6%	54.7%

- 8.3 The proportion of pupils achieving 3 A*-A grades increased by 5.9ppts in 2017, and remains above the Welsh average of 10.4%.

	2013	2014	2015	2016	2017
	3 A*/A	3 A*/A	3 A*/A	3 A*/A	3 A*/A
Cardiff	11.4%	12.2%	10.2%	10.2%	16.1%
Wales	8.3%	8.9%	7.9%	6.7%	10.4%

- 8.4 The overall trend in performance in the average wider points score is shown in the table below. Performance has decreased by 97.8 points in the Average Wider Points Score, but remains above the Welsh average of 730.6 points.

YEAR 13	RESULTS					Wales
	2013	2014	2015	2016	2017	2017
Average wider points score for pupils aged 17	865.5	833	866	870	772.2	730.6

Value-Added Performance in Cardiff Sixth Forms

- 8.5 Cardiff uses the Alps tools for identifying the value-added schools bring to student achievements. This is the fourth full year of use in Cardiff. It compares the performance of approximately 241,036 students taking over 685,377 A levels.
- 8.6 981 students completed 2 or more A Level examinations in 2017, slightly less than 2016 which was 1,052 students. The total number of examination entries, excluding General Studies, is 2,670, which represents a decrease of 288 entries.
- 8.7 One entry, 45.6% of students had an average GCSE score of or over 48.4 points, 33.2% of students had an average GCSE score of between 43.0-48.4

points, and 21.2% had an average GCSE score of less than 43.0 points. The average GCSE score on entry is 6.27, which is similar to 2016.

- 8.8 Depending on the QCA Score, each student has a UCAS points target set on entry. ALPs compares the actual performance in terms of the UCAS points against the UCAS target. In Cardiff, 97 students who scored between 46.6-48.4 (QCA score) significantly underperformed when compared with their UCAS points target. 34 pupils who scored between 10.0- 38.2 (QCA Score) also significantly underperformed when compared with their UCAS points target. The performance of these three groups places Cardiff in the bottom 25% of Local Authorities. The performance of the remaining groups places Cardiff in the middle 50% of Local Authorities.
- 8.9 The 34 pupils who scored between 10 –38.2 also underperformed in relation to the total A Level UCAS points per subject against the benchmarks based on the national data set. These performance of these two groups places Cardiff in the bottom 25% of Local Authorities. The performance of the remaining groups places Cardiff in the middle 50% of Local Authorities in the national data set.
- 8.10 There are 12 secondary schools in Cardiff reporting results in 2017 for A level. The largest provider in 2017 is Cardiff High and the smallest is for Michaelston Community College, which is now closed.
- 8.11 The T score measures overall quality, in relation to teaching and learning, and performance, year on year. In relation to each individual provider, the Alps data shows that 7 schools performed in the top 25% of Local Authorities in 2017. This compares to 6 schools in 2016.
- 8.12 The ten highest performing subjects in relation to value-added are shown below. Results for these subjects are above the 75% benchmark and indicate excellent or outstanding achievement.

Highest Performing A Level Subjects	
Subject	No of Entries
Arabic	13
Chinese	1
Health and Social Care	12
History	250
History of Art	1
Maths (further)	59
Physics	130
Polish	1
Sociology	180
CACHE Dip- Child Care and Education	2

- 8.13 The lowest performing subject are shown below. Results for these subjects are below the 25% benchmark nationally and indicate relatively weak performance.

Lowest Performing A Level Subjects	
Subject	No of Entries

Applied ICT	8
Art (Fine Art)	11
Art (Photography)	1
D&T (Systems and Control)	5
Dance	1
English Language	11
French	29
Government and Politics	53

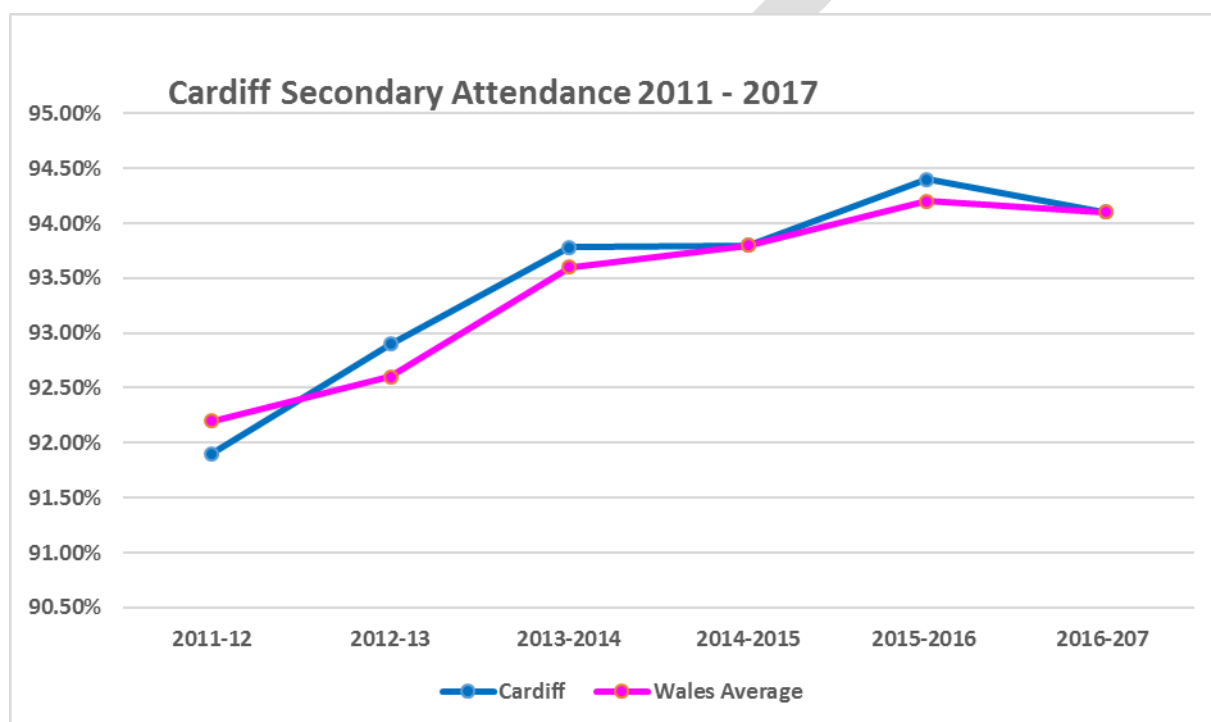
8.14 The A Level subject with the highest number of entries is Welsh Bacc, Mathematics, History and Biology.

Largest number of A Level Entries	
Subject	No of Entries
Welsh Bacc	863
Mathematics	339
History	250
Biology	201
Chemistry	184
Sociology	180
English Literature	151
Geography	142
Religious Studies	128
Physics	130

Appendix 9 Attendance at School

Secondary Schools

- 9.1 The 2016-17 overall attendance figure for secondary attendance, including special schools, was 94.1%, which was a 0.3ppt decrease on the previous year.
- 9.2 This is the same as the Welsh average and places Cardiff 11th out of the 22 local authorities in Wales for secondary school attendance compared with 9th in 2016. This is above the Central South Consortium's average of 94%. In relation to similar authorities, Cardiff's attendance rate is better than Newport, but below Swansea.



- 9.3 Attendance improved in seven out of the nineteen secondary schools, with eight schools achieving attendance above 95% and two schools achieving over 96%.
- 9.4 The attendance of children who are looked after (LAC) is generally good and at secondary level was 95.9% overall, compared with 94.1% for all pupils.
- 9.5 The attendance of eFSM pupils in Cardiff's secondary schools has improved by 1.73ppt since 2012/13, compared to 1.15ppt for non-FSM pupils. However, their attendance is significantly below that of non-FSM pupils.

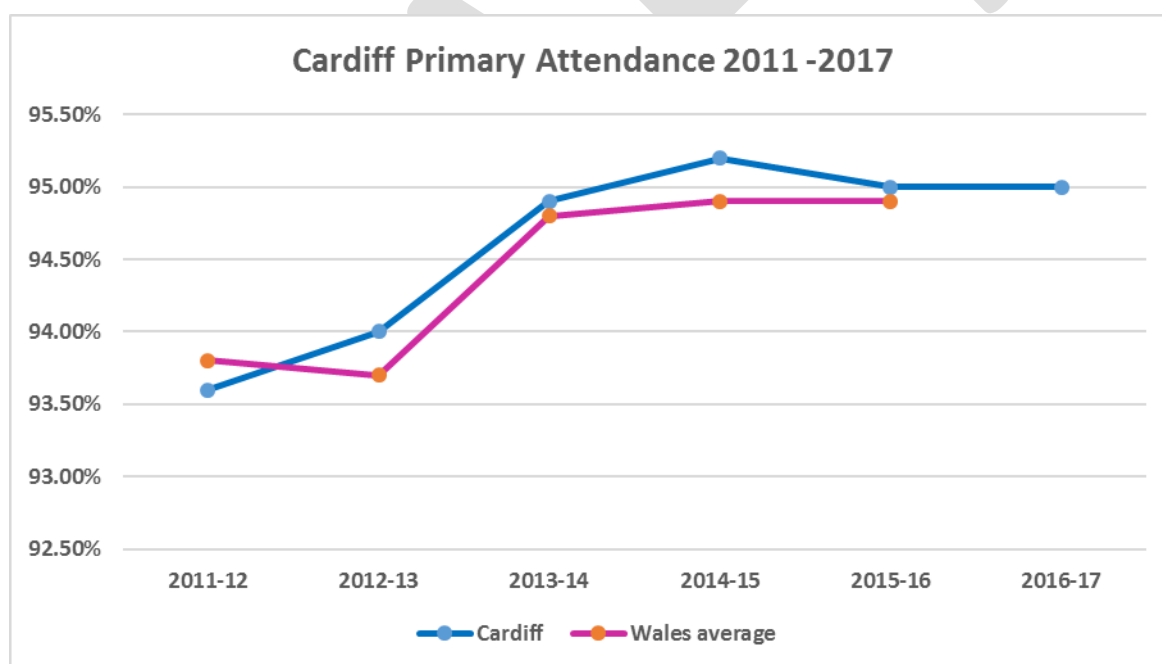
Secondary Attendance	Year				
	2012/13	2013/14	2014/15	2015-16	2016-17
FSM pupils - Cardiff	88.77%	90.19%	89.82%	90.70%	90.50%

FSM pupils - Wales	88.04%	89.30%	89.75%	90.20%	90.10%
Non-FSM pupils - Cardiff	94.05%	94.84%	94.94%	95.50%	95.20%
Non-FSM pupils - Wales	93.64%	94.55%	94.55%	95.0%	94.9%
Difference (non-FSM%-FSM%) - Cardiff	5.28	4.65	5.12	4.80	4.70
Difference (non-FSM%-FSM%) - Wales	5.60	5.25	5.00	4.70	4.80

Primary Schools

9.6 The 2016-17 overall attendance figure for primary schools was 95.00%, which was the same as the previous year. This compares to 94.9% across Wales.

9.7 Attendance improved in 44.6% of primary schools, with 48.4% of all primary schools achieving an attendance rate over 95% and 22.3% of schools achieved attendance of 96% or above.



9.8 The attendance of eFSM pupils in Cardiff's primary schools has improved by 1.3ppts since 2012/13, compared to 1.1ppts for non-FSM pupils. However, their attendance is below non-FSM pupils.

Primary Attendance	Year				
	2012/13	2013/14	2014/15	2015-16	2016-17
FSM pupils - Cardiff	91.7%	92.8%	93.1%	92.9%	93.0%
FSM pupils - Wales	91.4%	92.6%	92.9%	92.7%	92.7%

Non-FSM pupils - Cardiff	94.7%	95.6%	95.8%	95.6%	95.7%
Non-FSM pupils - Wales	94.3%	95.3%	95.5%	95.5%	95.4%
Difference (non-FSM%-FSM%) - Cardiff	3.0	2.8	2.7	2.7	2.7
Difference (non-FSM%-FSM%) - Wales	2.9	2.7	2.6	2.7	2.7

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Appendix 10 Exclusions

10.1 There have been sustained improvements in lowering the proportion of exclusions across all sectors of education, as can be seen in the table below. Cardiff's performance compares well with the Welsh averages.

Fixed term exclusions/year	11/12	12/13	13/14	14/15	15/16	Wales 15/16	16/17
FTE/1000 (5 days or fewer)	57.3	41.5	34.2	31.3	27.3	30.9	25.1
FTE/1000 (more than 5 days)	3.4	2.7	1.1	1.8	0.7	1.4	0.9

*Latest National data only available for 15/16

10.2 The proportion of shorter fixed term exclusions (5 days or fewer) per 1000 pupils decreased in 2017, similarly to 2016, with these exclusions over s lower than in 2011-12.

10.3 However, longer fixed-term exclusions (more than 5 days) have increased when compared to 2015-16. The figure for longer-term fixed term exclusions is more susceptible to fluctuations, due to the small number of cases to which it relates. There were 44 cases in 2016-17, compared to 22 in 2015-16.

10.4 The reductions in exclusions overall are attributable to:

- Continuing support provided to schools for alternatives to exclusion;
- Additional training for governors and senior leaders in this area;
- Termly behaviour forums which have provided schools with additional access to support services and intervention;
- Additional provision, which has further prevented permanent exclusions.

Primary Phase

10.5 Fixed term exclusions (five days or fewer) per 1000 pupils increased slightly by 0.37ppt. This is due to an increase in complex behavioural, emotional and social difficulties in younger cohorts, and is not attributable to specific schools. The average days lost (five days or fewer) decreased by 1ppt and remained within recommended limits, which is below three days.

10.6 Fixed term exclusions (six days more) decreased by 0.04ppt, as did the the average days lost (six days or more), by 0.55ppt. This equates to four exclusions of this type.

10.7 Exclusions in the primary sector can be seen in the table below:

Exclusion category	14/15	15/16	16/17
Fixed term exclusions per 1000 pupils (5 days or fewer)	9.16	9.38	9.75
Fixed term exclusions per 1000 pupils (6 days or more)	0.3	0.2	0.16
Average days lost (FTE 5 days or fewer)	1.43	1.57	1.56
Average days lost (FTE 6 days or more)	9.07	9.3	8.75

Secondary phase

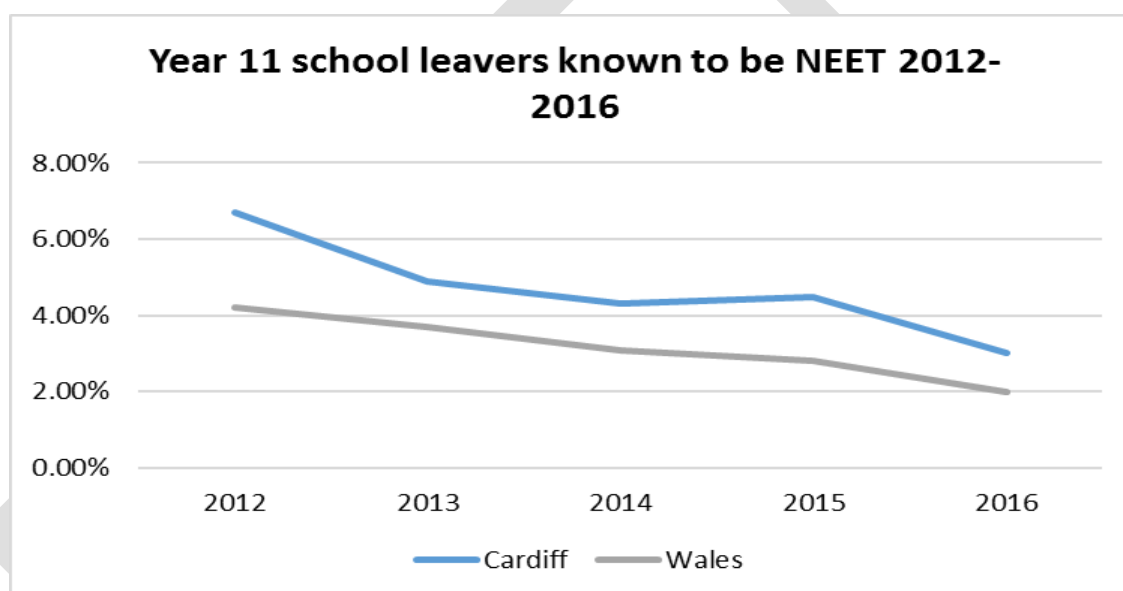
10.8 Fixed term exclusions (five days or fewer) per 1000 pupils decreased by 0.9ppt. However, the average days lost (five days or fewer) increased by 1.48ppt. As in the primary phase, it is recommended that this is below three days.

10.9 Fixed term exclusions (6 days or more) increased by 1.48ppt, largely due to a high number of exclusions in two secondary schools, both of which have now closed. The average days lost due (six days or more) decreased by 2.33ppt.

Exclusion category	14/15	15/16	16/17
Fixed term exclusions per 1000 pupils (5 days or fewer)	76.7	55.3	54.4
Fixed term exclusions per 1000 pupils (6 days or more)	4.7	0.91	2.39
Average days lost (FTE 5 days or fewer)	1.74	1.55	1.73
Average days lost (FTE 6 days or more)	9.37	12.63	10.3

Appendix 11 Not In Education, Employment or Training (NEET) (2016 data)

- 11.1 Significant progress had been made in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training (EET) in Cardiff. In 2016, Cardiff achieved its highest ever percentage of Year 11 leavers progressing into EET (97%), after a slight decrease in 2015. Provisional 2016-17 data indicates that there has been a further increase in the proportion of young people progressing into EET, 98.3% (54 young people).
- 11.2 There has been a significant reduction in the numbers of Year 11 leavers designated as NEET from 6.7% in 2012 to 3% in 2016. In 2015, the proportion of pupils not progressing to EET was 152 pupils out of 3,333 pupils. In 2016, 100 pupils out of 3,305 (3%) did not progress into Education, Employment or Training. Cardiff still has a higher proportion of year 11 NEETs than across Wales as a whole.



Source:

Careers Wales Pupil Destinations from Schools in Wales. This indicator is based on a snapshot taken at the end of October each year and data relates to whether a young person was engaged in EET on the day of the count.

Year 11 Leavers known to be not in education, employment or training						
	2011	2012	2013	2014	2015	2016
Cardiff	7.7	6.7	4.9	4.3	4.5	3.0
Wales	4.4	4.2	3.7	3.1	2.8	2.0

- 11.4 Cardiff's position relative to that of the 21 local authorities in Wales was 20th, compared with 21st in 2015. In relation to similar authorities, Cardiff's performance at 3.0% is behind Newport (1.7%), Rhondda Cynon Taff (1.0%), Swansea (2.1%), but higher than Neath Port Talbot (3.6%).

- 11.5 The local authority has strengthened its arrangements with Careers Wales and the wider partnership by agreeing a WASPI. This will continue to allow the partnership to share key data on individuals to strengthen the tracking and outcome data for Cardiff, in order to continue to support the placement of young people into sustainable Education, Employment or training placements.
- 11.6 Work is also ongoing to deliver the objectives of the 'Cardiff Commitment' to youth engagement and progression. The aim of the strategy is to ensure that young people in Cardiff are provided with the support, choices and opportunities they need to be personally successful, economically active and engaged citizens.
- 11.7 As part of the ongoing commitment to improve opportunities for young people to make a successful transition into Education, Employment or Training, the vulnerability assessment tool has been redeveloped to offer a more detailed analysis of those learners who are most at risk. This has been rolled out in all secondary schools and will be extended into primary and special schools.
- 11.8 An improved co-ordination of post-16 curriculum options, training and pathways to work, enhanced employer relationships to increase access to opportunities for young people and training for staff is an ongoing development.

Appendix 12 Outcomes of Estyn Inspections

12.1 In September 2017, new arrangements for inspecting all schools, independent specialist colleges, pupil referral units and work-based learning, providers came into effect. Schools are being judged in five inspection areas:

- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

12.2 Outcomes from Estyn inspections are reported, using a four-point scale:

- Excellent – Very strong, sustained performance and practice;
- Good – Strong features, although minor aspects may require improvement;
- Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement;
- Unsatisfactory and needs urgent improvement – important weaknesses outweigh strengths.

12.3 During the 2016-17 academic year, Estyn inspected twelve primary schools. Ten were judged as good, or excellent, for current performance. The remaining two were judged as adequate. Nine schools were judged to be good or excellent for their prospects for improvement and, of the remaining three, two were judged to be adequate and one unsatisfactory. Two schools went into Estyn Monitoring and one went into Special Measures.

12.4 Four secondary schools were inspected. One secondary school was judged as excellent in both current performance and prospects for improvement. One school was judged as adequate for current performance and good for prospects for improvement. This school went into Estyn Monitoring. Two schools were judged as unsatisfactory for current performance and for prospects for improvement. Both these schools were placed in Special Measures, but were closed in August 2017.

12.5 No special schools were inspected. The Pupil Referral Unit was inspected and was judged as good for current performance and for prospects for improvement.

12.6 In November 2017, Eastern High School was removed from Special Measures. Estyn noted the trend of improving results at all key stages, with Mathematics and English improving significantly. The school moves into the new Eastern Learning Campus buildings in January 2018, in partnership with Cardiff and the Vale College.

12.7 At the time of writing this report, one secondary school remains in an Estyn follow-up category. In November 2016, seven secondary schools were in an Estyn follow up category. In 2016-17, Ysgol Gyfun Gymraeg Plasmawr was removed from Estyn Monitoring and Cantonian High School was removed from Significant Improvement. Cantonian High School was judged to have

made strong progress in relation to raising standards, reducing exclusions and strengthening leadership. Whitchurch High School and Radyr Comprehensive School were also moved from Estyn Monitoring.

12.8 In the special sector, Riverbank School was removed from Estyn Monitoring in November 2017. One special school remains in Special Measures, and is due to federate with Ty Gywn and Riverbank in January 2018.

12.9 At the time of writing this report, five primary schools are in an Estyn follow up category and one school is in Special Measures. In November 2016, four primary schools were in an Estyn follow up category. Bryn Hafod and All Saints C.I.W Primary School made good progress over the year and have been removed from Estyn Monitoring. In November 2017, Trelai Primary School was removed from Special Measures.

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