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## AGENDA

<b>Committee</b>	CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE
<b>Date and Time of Meeting</b>	TUESDAY, 8 OCTOBER 2019, 4.30 PM
<b>Venue</b>	COMMITTEE ROOM 4 - COUNTY HALL
<b>Membership</b>	Councillor Lee Bridgeman (Chair) Councillors Cunnah, Joyce, Morgan, Naughton, Parkhill, Phillips, Taylor and Singh  Patricia Arlotte (Roman Catholic representative), Carol Cobert (Church in Wales Representative), Karen Dell'Armi (Parent Governor Representative) and Richards (Parent Governor Representative)

*Time  
approx.*

- |          |   |         |
|----------|---|---------|
| <b>1</b> | <b>Apologies for Absence</b>  | 4.35 pm |
|          | To receive apologies for absence.   |         |
| <b>2</b> | <b>Declarations of Interest</b>   |         |
|          | To be made at the start of the agenda item in question, in accordance with the Members' Code of Conduct.              |         |
| <b>3</b> | <b>Education Strategy - Cardiff 2030 (Pages 3 - 32)</b>   | 4.35 pm |
|          | To enable Members to undertake the pre-decision scrutiny of the Education strategy prior its consideration by Cabinet |         |
| <b>4</b> | <b>Provisional Performance of Cardiff's Schools 2018/2019 (Pages 33 - 44)</b>   | 5.15 pm |
|          | To receive details of the provisional A level and GCSE results across Cardiff's Schools for 2018/19                   |         |

**5**      **New Curriculum** (*Pages 45 - 46*)      5.45 pm

This report enables the Committee to be briefed on the progress being made in the development of the New Curriculum in Cardiff.

**6**      **Way Forward**      6.30 pm

To review the evidence and information gathered during consideration of each agenda item, agree Members comments, observations and concerns to be passed on to the relevant Cabinet Member by the Chair, and to note items for inclusion on the Committee's Forward Work Programme.

**7**      **Urgent Items (if any)**

**8**      **Date of next meeting**

12 November 2019 at 4.30pm in Committee Room 4, County Hall.

**Davina Fiore**

**Director Governance & Legal Services**

Date: Wednesday, 2 October 2019

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***This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg***

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**8 October 2019**

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**EDUCATION STRATEGY “CARDIFF 2030” – DRAFT CABINET REPORT**

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**Purpose of the Report**

1. To enable to receive a copy of the draft cabinet report entitled Education Strategy – Cardiff 2030, copy attached at **Appendix A**. The Council's Cabinet are due to consider a draft strategy at its meeting on 10<sup>th</sup> October and this report provides the Committee with the opportunity to consider and review the draft strategy and provide any comments or concerns to Cabinet prior to its meeting.

**Background**

2. The development of a ten-year strategy for education in the Capital City of Wales, Cardiff 2030, was developed through an education partnership arrangements, co-ordinated by the Cardiff Education Development Board.
3. Meaningful engagement of children, young people, school leaders, governors, elected members and partners in securing the vision for Cardiff 2030 was key to fulfilling the delivery of the Child Friendly City Strategy to ensure that Cardiff is 'a great place to grow up':

**Issues**

4. The draft cabinet report – Education Strategy Cardiff 2030 is attached at **Appendix A** for the Committee's consideration. The report sets out the key Goals for the strategy, namely:

**i. A Learning Entitlement**

All children and young people are able to access appropriate routes into education and learning opportunities that enable them to achieve, thrive and realise their individual dreams and ambitions.

No child or young person is left behind.

High quality lifelong learning, from the early years to Post 16 delivers excellent outcomes for all learners, reduces disadvantage and raises aspirations for all. Learners benefit from seamless transitions from pre-school, to primary school, secondary school and onward to further or higher education, training or employment.

## **ii. Learners' health and well-being**

Children and young people are ready and able to learn, and can easily access support to promote their emotional, mental and physical well-being.

Cardiff is well established as a great place to grow up with every child having a good childhood and a positive outlook for their adult lives. We all recognise the vital importance of belonging, friendship, relationships, parents, families and communities in children's lives, and work together to nurture these key aspects of a positive education.

When required, children and young people benefit from early intervention and support from schools and effective multi-agency services, which protect and improve their well-being and help them to deal with the pressures of everyday life.

## **iii. Realising the Curriculum for Wales 2022 in Cardiff**

Children and young people in Cardiff benefit from an inspiring, relevant, real world curriculum that meets their needs and equips them for their future lives.

The curriculum in Cardiff offers all learners rigorous, inspiring, relevant, contextualised opportunities to become ambitious and capable learners, ethical informed citizens, enterprising and creative contributors and healthy and confident individuals.

## **iv A world class education workforce**

All children and young people benefit from the best, most talented and most effective teachers and support teams in Cardiff schools and education settings. Our workforce is passionate and energetic, with a clear set of values and the belief that all children and young people can succeed.

A career in education in Cardiff is attractive and rewarding, offering unique added career benefits, during training, at entry and through continuous professional development, brokered through the extensive partner networks in the Capital city.

Committed governing bodies with a wide range of skills drive excellence in Cardiff schools.

## **V High Quality Learning Environments**

There are appropriate, high quality school places for children and young people which meet the needs of Cardiff's growing and changing population.

Schools provide a safe and inspiring environment for learning and are strongly connected to their communities. Learning beyond the classroom is extended through the creative use of digital technologies and through accessing the resources of the city and its wider environment.

5. The Council will measure progress against these goals through ongoing review and evaluation using a mix of qualitative evidence, such as feedback from learners, parents, the workforce and partners; as well as quantitative measures such as progression outcomes, measures of key skills such as literacy and numeracy and other attainment measures appropriate to the Curriculum for Wales 2022 as it develops.

### **Scope of Scrutiny**

6. This report will enable the Committee to review, assess and comment on the proposed draft Education Strategy – Cardiff 2030, copy attached **Appendix A**. Members may also wish to review whether the strategy enables Cardiff Council to meet the challenges it is facing through the implementation of this Strategy.

### **Way Forward**

7. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education), Nick Batchelar (Director of Education and Lifelong Learning) and Mike Tate, Assistant Director of Education & Lifelong Learning will present the draft Cabinet report to the Committee, and will be available to answer any questions Members may have.
8. The report will also enable Members to provide any feedback to help with the development of the Strategy to the Cabinet Member for Education and 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 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 will set out any financial implications arising from those recommendations.

### **RECOMMENDATION**

That Committee reviews the draft Cabinet Report, attached at **Appendix A** and provide any feedback, comments or advice to the Cabinet Member and or Director of Education and Lifelong Learning prior to the reports consideration at Cabinet on 10<sup>th</sup> October 2019.

**Davina Fiore**

Director of Governance and Legal Services

2 October 2019

## **Cardiff 2030**

A ten year vision for a Capital City of Learning & Opportunity

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## Foreword

### **Signatures:**

Leader

Cabinet Member for Education and Skills

Chair of Education Development Board

Chairs of Primary, Secondary and Special Conferences

Chair of Cardiff Governors Association

Chair of Cardiff Youth Council

## The Case for Change

As the capital city of Wales, Cardiff is a proud and thriving city with the wellbeing and prosperity of its children, young people and communities at its heart. We want Cardiff to be known as a city that promotes and delivers high quality education and learning as the key to success in the city and in a rapidly changing world. Cardiff also aspires to be Wales' first UNICEF Child Friendly City, a city where the rights of all children and young people are recognised and respected, and which is a great place to grow up.

Cardiff is a global city, where diversity is recognised and valued. Over 118 languages are spoken across the city. Cardiff is also home to the largest Welsh speaking community in Wales. We are committed to promoting both the Welsh language and multilingualism as distinctive features of Cardiff's identity.

We can be proud of our collective achievements across the education system over the last five years. Much of what we need to do over the next ten years to 2030 will be to consolidate and extend the progress we have made since Cardiff 2020 was launched. We see this continuity as a strength; many of the most successful education systems have benefitted from having a stable and consistent approach to improvement over many years. However, we also know that education in 2030 will look very different to today - although it is hard to predict with any certainty exactly what precise changes there will be. As Professor Mick Waters has argued in his review of the teaching profession in Wales there is an urgent need to "re-imagine" what the education system might look like in 2030. He points out that most of the current way of organising our education system has remained unchanged since the mid-19th century.

This 're-imagining' will call for much greater levels of innovation over the next ten years as we continue to raise ambition and refocus efforts upon providing all children and young people with access to the experiences, knowledge and skills that they need to succeed, whatever their individual ambitions may be. We will promote and encourage good global citizens who actively care about each other, their communities and the world around them, work together to solve problems across boundaries, work hard to meet goals and develop resilience in the face of uncertainty and change.

This restatement of Cardiff's education vision builds on extensive engagement and consultation with school leaders, governors, wider educators, partners and stakeholders, together with many children and young people, between January and July 2019. It sets out to consolidate the gains made under Cardiff 2020 but also marks out a broader scope and greater ambition for learning in Cardiff for the future. This embraces learning beyond formal statutory schooling, and looks to strengthen the place of schools in relation to learning throughout the city more broadly. Under five key Goals it shapes, at a high level, the actions that we believe will be needed to realise our ambitions for education in Cardiff to 2030. The actions to achieve these Goals will be based firmly on the two key themes of shared responsibility and partnership, and on the recognition of children and young people's rights in all that we do.

## Context

Education in Cardiff is at the forefront of priorities for the city. Cardiff Council's **Capital Ambition** commits to driving forward Cardiff's economy and making the city a great place in which to live, work, study and visit. This will be achieved through a continued focus on improving and investing in education and helping young people, particularly those from disadvantaged communities, into employment, education or training.

Cardiff Public Services Board's **Well-being Plan 2018-23** contains commitments from leaders across the public sector in Cardiff to ensure Cardiff is a great place to grow up, recognising that education is the most vital investment into the city's economy and the surest route out of poverty for individuals.

The **Well-Being of Future Generations (Wales) Act 2015** places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales; a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language, and is globally responsible.

In order to maximise the contribution to these national well-being Goals, Cardiff Council and the Cardiff Public Services Board have agreed seven complementary local Well-being Objectives:

- A capital city that works for Wales
- Safe, Confident and Empowered Communities
- Cardiff grows in a resilient way
- Cardiff is a great place to grow up
- Supporting people out of poverty
- Cardiff is a great place to grow older
- Modernising and Integrating our Public Services

Over the last decade Cardiff grew by around 11%, or 34,600 people. This growth is set to continue with the city population projected to grow 20%, approximately 74,500 people, in the next 20 years – making the Welsh capital the fastest-growing major British city and projected to see a larger growth in population than the other 21 Local Authorities in Wales put together.

This population growth will not be evenly distributed across all age groups, and it is expected that the number of young people in Cardiff will increase by 23.3% over the next 20 years. This will create additional pressures on the education system, requiring more school places and more teachers.

Cardiff has a diverse population of children and young people. According to the 2011 Census, a quarter (24%) of Cardiff's youth population have a non-white ethnicity, and just under a tenth of young people aged 3-15 in Cardiff do not identify English or Welsh as their main language.

Cardiff contains some of the most deprived areas in Wales - geographically there is a concentration of deprivation in the 'southern arc' of the city. Approximately 35,500 children and young people live in the 'southern arc'. Growing up in poverty can have a detrimental and lasting impact on a child's future prospects and well-being.

As is the case nationally, there is a significant gap in educational outcomes between pupils from low-income families and those from more affluent backgrounds in Cardiff. In 2018/19 more than a fifth (21.2%) of school pupils aged 5-15 were eligible for free school meals. With focus across Cardiff being placed on tackling inequality across the city, concentrated effort is required to close the attainment gap between those eligible for free school meals and those not.

### **Education Reform in Wales**

Welsh Government have set out an ambitious 'national mission' for education that will inform and shape work in Cardiff over the next five to ten years. At its heart is the design and development of the new curriculum which has been led by schools across Wales including pioneer schools in Cardiff.

Over the next three years to 2022 schools will need to work together to take forward the curriculum and will be engaging with local industry, cultural, voluntary and partners to develop inspiring and motivational learning experiences and resources for young people in Cardiff.

Alongside the development of a new curriculum other changes in education are under way:

- A new national approach to professional learning to support teachers' career development.
- Introduction of new professional standards for Teaching and Leadership and a new National Academy for Educational Excellence to support and inspire leaders.
- A new 'made in Wales' teachers' pay and conditions framework.
- Implementation of the reforms to supporting learners with additional needs through the Additional Learning Needs legislation.
- Development and implementation of a new Assessment and Evaluation framework.
- Implementation of reforms to Initial Teacher Education to strengthen school and university partnerships.

Underpinning all these changes is a continued focus on developing schools as learning organisations ([www.oecd.org/education/school/school-learning-organisation.pdf](http://www.oecd.org/education/school/school-learning-organisation.pdf)) and the continued development of a self-improving school system in which schools are at the heart of leading and shaping the implementation of all reforms, supported by an effective middle tier of local authorities and regional consortia facilitating collaboration between schools and the sharing of best practice.

## **Vision**

**All children and young people in Cardiff experience high quality education and develop the knowledge, skills and attributes that enable them to become personally successful, economically productive and globally engaged citizens.**

## **Values**

We are committed to:

- The development of happy, well informed and resilient learners, through a focus on academic achievement, personal well-being and progression beyond school.
- Equality of opportunity, championing and celebrating the success and life chances of all children and young people.
- Respecting the rights of all children and young people and actively listening to them and involving them in all that we do.
- Supporting parents, carers and families as the first and most enduring educators of their children.
- Promoting the emotional, mental and physical well-being of children, young people and of our education workforce.
- Raising the aspirations of all children and young people and our expectations of what they can achieve, irrespective of their background.
- Championing the Welsh language and our Welsh heritage/culture and facilitating the use of the Welsh language much more widely.
- Embracing diversity of the city, practising tolerance and respect.
- Respecting and protecting our natural environment, for the children and young people of today and for generations to come.
- Sharing knowledge, practice and learning openly and collaboratively.

## Desired Outcomes

We will step up our ambition for 2030 and make Cardiff a city where all children and young people:

- Are aware of their rights, can participate, have their opinions heard and be involved in decision-making about policies and services which affect their lives.
- Are ambitious, healthy, resilient and ethical citizens that care for themselves, each other and the world in which we live.
- Are safe and their emotional well-being is high.
- Are able to access high quality education and learning, from their early years to post 16, which meets their individual needs and helps them develop their skills and talents to the full.
- Are prepared and ready to start statutory schooling, having experienced an excellent start to their learning at home with their family and pre-school education in their early years.
- Leave primary school literate and numerate, ready to embrace ongoing education and learning opportunities.
- Are confident digital citizens, able to engage meaningfully with technology to support their learning.
- Leave statutory schooling with the attributes and life skills that will support a successful transition to education, employment or training.
- Are increasingly able to use and speak the Welsh language in their daily lives.

We will measure progress against these outcomes through ongoing review and evaluation using a mix of qualitative evidence, such as feedback from learners, parents, the workforce and partners; as well as quantitative measures such as progression outcomes, measures of key skills such as literacy and numeracy and other attainment measures appropriate to the Curriculum for Wales 2022 as it develops.

We will strengthen accountability frameworks, particularly at key transition points in the learner journey, through refreshed reporting models and enhanced governance frameworks.

## Themes and Goals

### Themes

#### 1. A shared responsibility for education and learning across the city.

**All children and young people in Cardiff benefit from a dynamic and collaborative education system, in which everyone takes shared responsibility for the well-being and achievement of learners.**

**All education providers, city partners, parents/carers, and children and young people work together to create the conditions which give all learners the opportunity to achieve and thrive throughout their education and in life. A collective capacity for improvement continues to develop and grow, involving everyone who can contribute to the success and life chances of children and young people within, between and beyond school walls.**

### Why this matters

Only when everyone works together and proactively shares responsibility for education will we transform the future for our children and young people. Have collaboration and partnership working has had a significant impact on educational improvement in Cardiff over recent years. We must build on this success and continue to cultivate an environment where everyone openly contributes time, skills, knowledge and experience to improve education and learning for all. We recognise, and commit to supporting, the key role of parents and carers as the primary educators of children.

Strong citywide partnerships will continue to play an essential role. Over the last five years, the collective commitment to make 'Education everybody's business' in Cardiff has had a significant impact. Partnerships between schools, the wider Council, other public services, business, health, higher and further education, the third sector and communities are fundamental to enrich education for learners in Cardiff, particularly the most vulnerable.

Cardiff schools have been at the forefront of developing a self-improving school system and have collaborated with other schools across the Central South Region to improve outcomes for our children and young people. We need to build on and consolidate this work as we move into the next phase of improvement, recognising that we need consistently great schools, complemented by flexible, innovative, informal and personalised learning opportunities. We will work towards a system of shared accountability for learner outcomes in Cardiff, encouraging transparency and openness in sharing results and practice.

We recognise that the accelerating pace of change calls for new approaches to learning and schooling. We need to deepen collaboration between schools and partners across the city and with those at the cutting edge of technological, social and

environmental change. We must also enable learners to take greater responsibility for their own education and learning beyond statutory education and into lifelong learning



## **2. Meaningful participation of children and young people**

**Every child and young person in Cardiff has their voice and needs heard and taken into account. Children, young people and their families are aware of and champion children's rights, and play a key role in continuing to improve education and learning in Cardiff.**

**Children and young people are celebrated and empowered to be active members of civil society now and in the future. Meaningful participation strengthens individuals' ability to influence decision-making and hold organisations, institutions and government to account over decisions that affect their own lives and the lives of future generations.**

### **Why this matters**

Cardiff is the first city in Wales to participate in Unicef UK's national Child Friendly City initiative. Our ambition is for Cardiff to be a city with children and young people at its heart, where the rights of children and young people are respected by all, a great place to grow up. The involvement of children and young people in their own education has improved in recent years, with increasing numbers of schools involved in the Rights Respecting Schools Programme and the active engagement of young people in developing this vision and reviewing our progress towards Cardiff 2020.

Despite being 'experts' in their own lives, children and young people are often excluded from decisions which affect them. In re-imagining education and learning for the 21<sup>st</sup> century we must ensure that young people, and the recognition of their rights, guide decisions and actions which have a substantial impact on their daily lives. Nowhere is this more true than in education and learning.

## **Goals**

### **1. A Learning Entitlement**

All children and young people are able to access appropriate routes into education and learning opportunities that enable them to achieve, thrive and realise their individual dreams and ambitions.

No child or young person is left behind.

High quality lifelong learning, from the early years to Post 16 delivers excellent outcomes for all learners, reduces disadvantage and raises aspirations for all. Learners benefit from seamless transitions from pre-school, to primary school, secondary school and onward to further or higher education, training or employment.

### **2. Learners' health and well-being**

Children and young people are ready and able to learn, and can easily access support to promote their emotional, mental and physical well-being.

Cardiff is well established as a great place to grow up with every child having a good childhood and a positive outlook for their adult lives. We all recognise the vital importance of belonging, friendship, relationships, parents, families and communities in children's lives, and work together to nurture these key aspects of a positive education.

When required, children and young people benefit from early intervention and support from schools and effective multi-agency services, which protect and improve their well-being and help them to deal with the pressures of everyday life.

### **3. Realising the Curriculum for Wales 2022 in Cardiff**

Children and young people in Cardiff benefit from an inspiring, relevant, real world curriculum that meets their needs and equips them for their future lives.

The curriculum in Cardiff offers all learners rigorous, inspiring, relevant, contextualised opportunities to become ambitious and capable learners, ethical informed citizens, enterprising and creative contributors and healthy and confident individuals.

### **4. A world class education workforce**

All children and young people benefit from the best, most talented and most effective teachers and support teams in Cardiff schools and education settings. Our workforce is passionate and energetic, with a clear set of values and the belief that all children and young people can succeed.

A career in education in Cardiff is attractive and rewarding, offering unique added career benefits, during training, at entry and through continuous professional development, brokered through the extensive partner networks in the Capital city.

Committed governing bodies with a wide range of skills drive excellence in Cardiff schools.

## **5. High Quality Learning Environments**

There are appropriate, high quality school places for children and young people which meet the needs of Cardiff's growing and changing population. Schools provide a safe and inspiring environment for learning and are strongly connected to their communities. Learning beyond the classroom is extended through the creative use of digital technologies and through accessing the resources of the city and its wider environment.

## Goals

### 1. A Learning Entitlement

**All children and young people are able to access appropriate routes into education and learning opportunities that enable them to achieve, thrive and realise their individual dreams and ambitions.**

**No child or young person is left behind.**

**High quality lifelong learning, from the early years to Post 16 delivers excellent outcomes for all learners, reduces disadvantage and raises aspirations for all. Learners benefit from seamless transitions from pre-school, to primary school, secondary school and onward to further or higher education, training or employment.**

### Why this matters

Education is consistently ranked as the top priority for children and young people in Cardiff, a key social and cultural right which plays an essential role in overcoming poverty and disadvantage. Over the last five years we have continued to see improvement in the standards achieved by learners in Cardiff schools. We have developed strong partnerships and turned around schools that were not providing the expected level of education for their children and young people.

However, outcomes are still not high enough for our most vulnerable learners, many of whom face barriers to engagement in education and learning. Addressing this inequality is a key focus of this strategy. A long term national focus on a narrow set of performance measures at the end of secondary school has also resulted in a lack of choice for many learners, limited options and in the worst cases some children and young people have struggled to maintain access to a regular education that meets their individual needs. In short, too many children and young people fail to do well enough because they do not feel included in our education system.

We must ensure equal access to education and learning at all stages of the learning journey, making sure that all learners access opportunities from the early years, into primary and secondary education and then on into Post 16 education, training and the world of work. We need to do more to ensure that we have a fully integrated model of early childhood education and care that better connects early learning, childcare, health and family support building on existing provision such as Flying Start and the Childcare offer to support the transition from Early Years to the Foundation Phase and Primary School.

We also need to ensure these pathways are working effectively for specific groups of learners who face greater challenges – Looked After Children, young people educated other than at school (EOTAS) and pupils eligible for free school meals. For some young people this will also be about supporting them to re-engage with full-time education, ensuring that successful models of alternative provision are available and

that all learners are able to achieve at least to Level 1 by age 16. There must also be a strong culture of inclusion amongst schools and other education providers that supports all learners to stay engaged.

We need to do more to stretch our most able and talented learners to reach their academic potential, stretch their skills and make the very best of their talents.

For learners with Additional Learning Needs we will enact the national reforms to provide better and more joined up support through a more integrated approach to education, health and care. Local clusters of schools will play a key role in delivery here.

### **Commitments to action**

#### **We will:**

- Develop a Cardiff model of integrated Early Years provision, which links early learning, childcare, health and family support; sharing lessons from the Welsh Government Early Years Integration Pathfinder areas.
- Implement the national Additional Learning Needs reforms and work with clusters of schools to ensure appropriate and high quality learning pathways and support are in place for all children and young people with additional learning needs.
- Ensure access to a continuum of education and learning in the Welsh Language from the early years to Post 16, in schools and community settings.
- Develop new models of alternative education provision for learners who are struggling to manage the demands of a full time mainstream curriculum.
- Develop a wider range of 14 – 19 learning pathways, including more high quality vocational options to meet the economic demands of a growing city and to secure progression to skilled employment and/or Higher Education.
- Provide targeted support and opportunities for More Able and Talented learners through the work of school clusters and the SEREN network, to ensure that these learners are given greater opportunities to engage with Higher Education and Industry, to compete for university places and jobs.
- Further develop models of school to school support and collaboration to continuously enhance the self-improving capacity of the school system.
- Continue to support and challenge schools to improve educational outcomes for pupils at risk of under-achievement, learning from those who have already had success in closing these achievement gaps.

#### **Success measures**

- Schools report that children starting school are ready and prepared to learn.
- All learners are achieving at least Level 1 by the age of 16.
- All learners progress into education, employment or training post 16.
- A broad range of high quality learning pathways, including vocational options, is available in the city for learners aged 14 – 19.

- Improved levels of achievement for vulnerable learners in line with their individual requirements, needs and aspirations. In particular:
  - Pupils with additional learning needs
  - Pupils educated other than at school
  - Children looked after
  - Pupils entering Cardiff schools with English as an additional language
  - Pupils in receipt of free school meals.
- Higher numbers of More Able and Talented Learners progressing to the top third universities or highly skilled employment sectors.
- All learners of statutory school age are accessing regular, appropriate education and learning which meets their personal learning requirements.

## Goals

### 2. Learners' health & wellbeing

**Children and young people are ready and able to learn, and can easily access support to promote their emotional, mental and physical well-being.**

**Cardiff is well established as a great place to grow up with every child having a good childhood and a positive outlook for their adult lives. We all recognise the vital importance of belonging, friendship, relationships, parents, families and communities in children's lives and work together to nurture these key aspects of a positive education.**

**When required, children and young people benefit from early intervention and support from schools and effective multi-agency services, which protect and improve their well-being and help them to deal with the pressures of everyday life.**

#### Why this matters

Children and young people consistently highlight the importance of well-being, stating the many issues that they often face in relation to staying safe, keeping healthy, managing relationships and navigating the challenges of growing up in such an unpredictable and ever changing society. And they want to see a much greater focus on supporting them to manage these challenges, to help build self-esteem, high levels of emotional intelligence and resilience throughout their future lives.

Cardiff's Child Friendly Strategy has already set out priorities to ensure that all children have good physical, mental and emotional health and know how to stay healthy. We want to build on those commitments to ensure the whole of the education system is prioritising the mental and physical health and wellbeing of our young people. A more integrated approach to education, health and care is a key feature our strategy and approach to implementation over the next ten years.

Whilst there has been a positive shift in how we view the outcomes of learners, from what has been largely a focus on academic achievement to a more holistic approach incorporating learner well-being, there is clearly much more to do. Children and young people have driven this and speak out about key issues, including a coherent system of support for mental health and emotional well-being. We all have a responsibility to listen to them and change systems that are stopping them from thriving.

We must also not forget about the role of physical well-being in improving the overall happiness and resilience of a child, leading to short and long-term health benefits including improved self-confidence, improved social skills and reduced symptoms of anxiety and depression. Making regular physical activity a habit for life will improve children's health now and as they grow up. This includes healthy travel to and from school, regular activity within the education setting as well as a good and nutritious food offer in school.

## **Commitments to action**

### **We will:**

- Ensure an effective, accessible Early Help and Family support offer is available across the city, to provide support at the earliest possible moment for those that need it.
- Deliver a single point of access for emotional well-being and mental health that provides access to appropriate multi-agency support and services.
- Ensure that all Cardiff schools are designated as Rights Respecting Schools.
- Provide an integrated model of Youth Support Services, built upon high quality youth work, to remove barriers to engagement and participation, ensuring it is accessible to all, particularly our most vulnerable young people who may have experience of isolation, marginalisation, exploitation, or discrimination.
- Improve the range of opportunities for children and young people to be active and healthy through the Healthy Schools offer and citywide partnerships with sports, leisure, and health and recreation providers.
- Reduce health inequalities through a whole school approach and healthy environment, including encouraging children and young people to move more, eat well, have smoke free gates and have their vaccinations.
- Provide citywide opportunities for children and young people to play, maximising the use of safe outdoor education, green spaces and the natural environment.

### **Success measures**

- Children and young people report that they are happy, healthy and their well-being is good.
- Consistent and effective support is in place for emotional, mental health and physical well-being as evidenced through consultation sessions and surveys with children and young people.
- Fewer children and young people develop serious mental health problems and those that do are given the best possible support in the community.
- An increase in school attendance in Cardiff schools
- A decrease in the number of exclusions from Cardiff schools.



## Goals

### 3. Realising the Curriculum for Wales 2022 in Cardiff

**Children and young people in Cardiff benefit from an inspiring, relevant, real world curriculum that meets their needs and equips them for their future lives.**

**The curriculum in Cardiff offers all learners rigorous, inspiring, relevant, contextualised opportunities to become ambitious and capable learners, ethical informed citizens, enterprising and creative contributors and healthy and confident individuals.**

#### Why this matters

The new Curriculum for Wales for schools and funded non-maintained settings will be introduced from September 2022. We want to take full advantage of this development in Cardiff to ensure all learners enjoy their learning and develop the skills, knowledge and emotional resilience they need to succeed in life as ethical individuals who play an active part in their community and society. They should be prepared to thrive in the world of work and capable of adapting and responding to ongoing changes in technology.

We must take full advantage of all of the resources and experiences the city has to offer to make the curriculum real to learners in Cardiff and adapt it to the range of contexts facing our schools and learners. A key component of our approach will be the contextualisation of learning – placing the essential skills, knowledge and understanding in a meaningful, appropriate and engaging context. Schools cannot do this on their own – they will need to work with city partners to reimagine the possibilities presented by the curriculum and develop new and engaging experiences for learners.

We also want to see a strong focus on supporting multilingualism and expanding the range of opportunities for learners to engage with and develop their Welsh language skills and connection with our Welsh heritage and culture.

Young people say that one of the most important priorities for them is better support to be ready for their lives after education. The Curriculum for Wales recognises this and once realised will support all learners, especially those most at risk, to develop the skills they need to manage all aspects of their lives – housing, personal finances and budgeting, independent living, personal and family relationships, sex education, cultural awareness and community cohesion, sustainable living and citizenship.

Young people are also very clear that they want to lead in promoting the sustainability agenda and to encourage all of those working in the education system to consider how we can promote strategies which tackle the climate emergency with greater urgency.

## Commitments

### We will:

- Ensure that all maintained education settings and schools are using the Curriculum for Wales 2022, in all year groups up to and including Year 11, by 2026.
- Draw on the resources of the city to bring the 'Cardiff Curriculum' to life for learners – through inspiring and authentic learning experiences and 'city challenges' which have currency in the world today.
- Enhance opportunities for learners in Cardiff schools to develop life skills as part of the curriculum, with support from Cardiff Commitment partners, the Youth Service and wider agencies.
- Develop a continually evolving series of industry approved projects around digital competence, which will improve the skills of teachers and learners, so that they are able to respond to an increasingly digital world.
- Develop a 'Passport to the City of Cardiff', which will guarantee that every child can access a broad range of extra-curricular experiences across the city, for example free access to cultural/sporting events, city institutions and heritage sites.
- Demonstrate a commitment to helping prevent climate change by encouraging and supporting schools and partners to work together to develop innovative curriculum enrichment projects focused upon the protection of the natural environment and the sustainability of our planet.
- Work with cultural partners to support learners to engage with Welsh culture across the curriculum and develop their Welsh language skills.

### Success measures

- Increasing numbers of learners feel well prepared to enter the world of work and are able to pursue their individual dreams and ambitions.
- Learner outcomes as measured by new accountability and assessment frameworks for Wales in Cardiff are high performing and continue to improve as we reach 2030.
- Learners express confidence that they are getting a broad range of experiences to develop the real life skills that are relevant to their futures.
- Education professionals express confidence about their ability to deliver the curriculum and to collaborate outside school to provide exciting and authentic learning experiences.
- The curriculum better prepares learners for life and young people report that they feel more confident in making the transition to independence.
- Learner outcomes through the medium of Welsh continue to improve and children and young people report enjoyment in and a sense of belonging to our Welsh culture and communities.
- The curriculum in Cardiff demonstrates a clear commitment to helping limit climate change.

#### **4. A world class education workforce**

**All children and young people benefit from the best, most talented and most effective teachers and support teams in Cardiff schools and education settings.**

**Our workforce is passionate, energetic and diverse, representative of the city it serves, with a clear set of values and the belief that all children and young people can succeed.**

**A career in education in Cardiff is attractive and rewarding, offering unique added career benefits, during training, at entry and through continuous professional development, brokered through the extensive partner networks in the Capital city.**

**Committed governing bodies with a wide range of skills drive excellence in Cardiff schools.**

#### **Why this matters**

Teachers have the biggest impact on learner outcomes and getting it right for all of our children and young people is what drives the profession. The abilities, knowledge, passion, commitment and enthusiasm of teachers and teaching assistants is crucial in determining the success of learners.

We recognise the importance of teacher development in improving learner outcomes. As we navigate the challenges of the New Curriculum for Wales, Additional Learning Needs Reform and the skills demands of the workplaces of the future, our education workforce must be given the opportunity to adapt, upskill and excel at what they do.

Many future education leaders and practitioners in Cardiff will either just be starting their careers or may not yet have started training. How we attract the best talent to work in education and then support professionals to progress and develop will be critical. It is equally important that we support and develop staff at all levels across education – teaching assistants, support staff, early years and childcare professionals as well as post-16 teachers who are all a vital part of our education workforce.

We also need to enable school governing bodies to exercise support and challenge for securing the best possible outcomes for children and young people in their communities. Governing bodies will need to be representative of the communities that they serve and have diverse skill sets and competencies to be highly effective in their roles. We need to work together to strengthen and enhance support for governors and build capacity across the city through more collaboration between governing bodies.

#### **Commitments to action**

##### **We will:**

- Develop all Cardiff schools and education settings as 'learning organisations' as a key means of realising the new curriculum, ensuring staff teams have the

capacity to continuously change and adapt, whilst securing positive well-being and outcomes for all their learners.

- Create clear career progression routes, upskilling and professional development opportunities for all Cardiff education professionals that take account of the development of a new 'Careers, Conditions and Pay Framework for Wales'.
- Develop and implement a new 'Cardiff Guarantee' – an offer of enhanced continuous professional development for new teachers in Cardiff schools which provides hands on, practical experience in a range of different education, business/industry and wider city settings.
- Support Initial Teacher Education programmes to enable empower new student teachers in Cardiff to access a wide range of learning experiences and to develop more specialist skills in specific areas such as Additional Learning Needs and Welsh language throughout their studies.
- Employ talent management strategies, to identify and develop aspiring and emerging school leaders of the future and provide pathways into leadership positions which build both professional and personal skills.
- Launch and maintain innovative recruitment campaigns to attract the most talented school leaders and teachers to Cardiff, promoting the benefits of living and teaching in the capital city of Wales.
- Strengthen school governance, by enhancing governor training, encouraging shared capacity building between school governing bodies, developing Federation models where these would add value and extensive promotion and marketing campaigns to attract new governors into Cardiff schools.

### **Success measures**

- An increase in the proportion of schools and education settings providing good or excellent learning experiences for children and young people in Cardiff, as judged by children and young people, and external regulatory and inspection bodies.
- Staff surveys evidence that education professionals are proud and happy to work in Cardiff and recognise the opportunities for development and progression open to them.
- Increased school leadership capacity in Cardiff, with high quality school leadership evident in all schools across the city, particularly those in areas of deprivation.
- Reduced staffing and leadership vacancies and evidence that we are attracting a range of high quality applicants for every post advertised.
- High quality governance in all Cardiff schools, reduced governor vacancies and wide recognition of the value and benefits of being a school governor.
- Evidence of successful collaboration between workforces operating across all phases of education in the city.

## Goals

### 5. High Quality Learning Environments

**There are appropriate, high quality school places for children and young people which meet the needs of Cardiff's growing and changing population. Schools provide a safe and inspiring environment for learning and are strongly connected to their communities. Learning beyond the classroom is extended through the creative use of digital technologies and through accessing the resources of the city and its wider environment.**

#### Why this matters

Over the last five years, the quality of school buildings in some of the most deprived areas of the city have been transformed through significant investment into the school estate via the Band A of the 21<sup>st</sup> Century Schools Programme, including five new primary and two new secondary schools in the east and west of the city. At the same time, significant progress has been made to ensure learners across Cardiff can access safe learning environments that support teaching and learning, through increased targeted investment in improving the overall quality of the school estate.

Through Band A of the 21<sup>st</sup> Century Schools Programme, we have seen the development of local partnerships, a community focused schools approach to the development of new schools and new high quality learning environments. But we need to go further. Through Band B of the 21<sup>st</sup> Century Schools Programme and the new Local Development Plan investment, we have the opportunity to re-think schools and approaches to teaching and learning to enhance education for learners in Cardiff, in line with the needs of the future including the Curriculum for Wales 2022.

Learning environments will need to embrace the variety of places, ideas, and people the modern world demands. This includes the need to reflect a flexibility of space, time, people and technology that works for today and can be adapted easily in the future. Powerful learning is taking place outside of school walls. We need to respond to this by promoting and fostering different modes of acquiring knowledge and skills.

The physical health of our children and young people directly impacts on mental health and wellbeing. Through the newly built schools we will provide first class facilities for all sports and maximise outdoor education and play space where possible. We will create state of the art catering facilities that will support the offer of nutritional and healthy food, which has been identified as a priority by our young people

Climate change is one of the greatest challenges future generations will face. When developing inspiring learning environments we need to protect our natural environment. The development of new learning environments, some of which will stand for generations, must be environmentally responsible, resource efficient, and consider the energy and carbon impact. To achieve this we will explore and learn from partners how we can develop the first carbon neutral school in Wales. At the same

time, we will ensure all of our schools are environmentally friendly through monitoring and reducing energy usage and prioritising effective solutions to reduce negative impact on the natural environment.

As we continue to enhance and develop the education estate, we need to make sure we are prepared to meet the changing demographic and societal requirements of the city. Additional school places, including primary, secondary and special will be delivered through the Band B and additional targeted projects will be developed where necessary. We are also committed to continuing to meet the demand for Welsh medium schools across Cardiff, building on Welsh Governments ambitions to increase the number of Welsh speakers.

A key focus of our approach to developing 21<sup>st</sup> Century Schools is to make sure that schools are at the heart of their communities, and we will develop a Community Focussed School approach to Cardiff.

### **Commitments to action**

#### **We will:**

- Deliver the Band B 21<sup>st</sup> Century Schools Programme including new/rebuilt primary, secondary and special schools.
- Deliver new schools to take account of population growth and economic development in the city through the Local Development Plan.
- Develop a long term plan for School Organisation that creates a blueprint for our new schools and maximises resources available.
- Deliver a Community Focused Schools Policy and approach for the city.
- Update and refresh the Council's ICT Strategy in light of the new curriculum for Wales and invest digital infrastructure, equipment and new learning technologies.
- Increase the scale of asset renewal projects and enhancements to the existing estate. The investment will improve the condition of schools and also future proof learning environments to meet the new curriculum for Wales.
- Investigate sustainable and environmentally friendly approaches to the existing estate and new builds, including the exploration of carbon neutral schools, true integration of active travel and energy saving measures.
- Meet the challenge of the changing demography across the city to ensure provision is available to meet needs, – including Faith, Welsh Medium and specialist places.
- Ensure that the design of schools encourages space to eat well and to take regular physical exercise

### **Success measures**

- 21<sup>st</sup> Century sustainable new schools via the Band B 21st Century Schools Programme and Local Development Plan that transform education for learners, are delivered.
- Learning environments in Cardiff are equipped for learners to develop digital competence skills in line with advancements in technology, and to facilitate a broader curriculum.
- The improved condition and suitability of the school estate enables all learning environments to be good.
- Schools reflect the needs of the communities they serve and become accessible community assets as appropriate.

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**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

8 October 2019

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**Initial View of Performance of Cardiff's Schools 2018/2019**

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**Reasons for the Report / Recommendation**

1. The Director of Education and Lifelong Learning wishes to inform the Committee of his initial view of the performance of Cardiff's Schools in 2018/2019.

**Issue - School provisional results**

2. The Director of Education and Lifelong Learning will provide the Committee with a short briefing on the Performance in Cardiff's Schools 2018-2019, copy attached at **Appendix A**. A further detailed analysis of the results will be provided in January 2020 as part of the School's Annual Performance report.

**Scope of Scrutiny**

3. The scope of the scrutiny of this report is for the Committee Members to review the information provided to the Committee including the provisional school results briefing paper and to provide any comments, concerns or recommendations to the Cabinet Member or Director of Education and Lifelong Learning.

**Way Forward**

4. At the meeting Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education and skills) and Nick Batchelar (Director of Education and Lifelong Learning) will be in attendance to make a presentation and answer any questions Members may wish to ask.
5. Members may wish to review the information contained in the report together with that presented at the meeting and determine whether there are any comments, concerns or recommendations which they would like to pass on to the Cabinet Member or Director of Education and Lifelong Learning.

## **Financial Implications**

6. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. These financial implications will need to be considered before any changes are implemented.

## **Legal Implications**

7. 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.

## **Recommendation**

The Committee is recommended to review the information provided in the report on school results, copy attached at **Appendix A**, and provide any comments, concerns or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.

**DAVINA FIORE**

**Director of Governance and Legal Services**

**2 October 2019**

**2018/19 Initial view of performance in Cardiff Schools**

1. There have been significant changes in the assessment and reporting arrangements for schools and pupils performance in Wales this year. These changes are designed to align with the proposed new curriculum and to remove the distorting effect of a few 'high-stakes' threshold measures. They have a significant impact on what can be published at a Local Authority and national level. (see appendix 1, 2 and 3)
2. Taking the above into account results for 18/19 at this stage demonstrate continuing strength in schools in Cardiff. The profile of school inspections during the year shows a generally improving picture of provision in schools in the city (see appendix 4.6)
3. At the primary phase key performance measures are generally stable with all areas above the expected and national outcomes. Attendance also remains consistent with last year (see appendix 4.1 and 4.2). Only one school remains in Estyn Category. It is worth noting that 3,469 new children entered Reception Year in Cardiff, while 2,614 have started Year 7 at Secondary School
4. At secondary level in Key Stage 3 the core indicators of English and Maths remained high and were above national averages (see appendix 4.3). At KS4 all key performance measures were above local consortium and national averages (see appendix 4.4). Only one school across the secondary age range is in an Estyn follow up category. Attendance remained consistent with the previous year (see appendix 4.6).
5. At sixth form provisional data indicates that performance remains high and above regional level in all headline figures. Almost 50% of Year 11 cohorts went on to study in school sixth forms (see appendix 4.7)

## Appendixes

### 1. Background

Following consultation in 2018, Welsh Government amended regulations so that teacher assessment and Welsh National Test data below the national level could no longer be published. Schools, governing bodies and local authorities continue to have access to their own data, alongside national data for self-evaluation and planning purposes. The data can be used for information purposes, e.g. to develop school improvement policies etc., but not for school accountability purposes below national level.

For Key Stage 4, Welsh Government have advised local authorities and regional consortia to no longer publish data in threshold measures (Level 1, Level 2, Level 2+ and 5 A\*-A). WG have stated that it is counter-productive for schools to be placed under disproportionate pressure based on individual measures, and that evaluating the performance of individual schools will be more helpful to supporting and challenging individual schools with their improvement. This should include a broad range of un-aggregated data (changes over the last three years to KPI is included as an appendix).

### 2. Implications for Local Authorities

How performance measures or any type of informative indicators will be used, and what they will look like is being reviewed. This is necessary to bring about the cultural change needed to support the implementation and realisation of the new curriculum. Measures may be quantitative and based on attainment data, or qualitative, but regardless of type they will be designed to help us secure our aim of enabling all learners to achieve their potential. Some key aspects to be considered:

- How to split accountability measures from data for self-evaluation
- Determining any progress measures
- Giving consideration to the value of intermittent rather than end of career measures

New qualifications are due to be available for first teaching from September 2025, to meet the needs of 16-year olds once the new curriculum is introduced.

For 2018/19, information will be available for:

- National Categorisation Support Categories
- Estyn inspection outcomes of schools
- Progress of schools in Estyn follow-up categories
- Progress of schools causing concern
- Pupil progress information School engagement in the curriculum reform programmes

### 3. Key Stage 4 Performance Measures

The interim measures are points based rather than focused on the percentage of pupils attaining a particular threshold grade/level. The measures are:

- The Capped 9 measures (3+6)
- Literacy measure (best of Language/Literature)
- Numeracy measure (best of mathematics/numeracy)
- Science measure (best of science)
- Welsh Baccalaureate Skills Challenge Certificate measure

The 'Capped 9' will now include only 3 core measures plus any other best 6 qualifications (other than those already contributing to the 3 core slots).

The three core measures are given below:

Subject Areas	Learning Measure
<b>Literacy</b>	Best of English Language, Welsh First Language, English Literature or Welsh Literature
<b>Numeracy</b>	Best of mathematics or mathematics-numeracy
<b>Science</b>	Best of science

(\*) – 'GCSE only' requirements for science indicators and components of the Capped 9 points score

# Key Stage 4 Interim Performance Measures

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Summer 2017

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best)



Summer 2018

- Level 1 Threshold
- Level 2 Threshold
- Level 2 Threshold inc EWM
- New Capped 9 Points Score (5 + 4 others) (\*)
- Level 2 English/Cymraeg (Best) (Lang only)
- Level 2 English (Lang only)
- Level 2 Cymraeg (Lang only)
- Level 2 Mathematics (Best of Maths or Maths-Num)
- Level 2 Science (Best) (\*)
- Skills Challenge Certificate (Foundation and National)
- Welsh Baccalaureate Measures (Foundation and National)



Summer 2019 onwards

- Average Points Literacy (Best of Literature or Language (En or Cy))
- Average Points Numeracy (Best of Maths or Maths-Num)
- Average Points Science (Best) (\*)
- Revised Average Capped 9 Points Score (3 + 6 others)
- Average Points Welsh Baccalaureate Skills Challenge Certificate
- Only the results of the first awarding of a complete qualification will count towards performance measures.*

#### **4. Performance in Cardiff Council Schools**

##### **4.1 Foundation Phase:**

- a. Pupil outcomes in all core areas of learning, at both the expected and higher outcomes are above the national averages.
- b. This year's results in the FP reflect a decrease in the percentage of pupils achieving the expected outcomes across Wales. The Wales average for the FPOI has reduced by 2.6pp to 80.0%.
- c. The gap in performance between boys and girls for the FPOI has increased due to the performance of boys falling at a faster rate than that seen for girls.
- d. The gap in performance between eFSM and nFSM pupils for FPOI has increased due to the performance of eFSM pupils falling at a faster rate than nFSM pupils.

##### **4.2 Key stage 2:**

- e. The percentage of pupils achieving the expected and higher levels is above the national average for nearly all core subjects.
- f. Performance has fallen for all core subjects (with the exception of Cymraeg) at both the expected level and above expected level.
- g. The gap in performance between boys and girls for the CSI has increased in the most recent year.
- h. The gap in performance between eFSM and nFSM pupils for the CSI has increased in the most recent year with the performance of eFSM pupils falling at a much higher rate than that seen for nFSM pupils.

##### **4.3 Key stage 3**

- a. Cardiff performance for the CSI dropped this year and is below the national average.
- b. The gap in performance between boys and girls has increased for the CSI due to a much larger fall in performance for boys when compared to girls.
- c. The gap in performance between eFSM and nFSM pupils for the CSI has decreased in the most recent year. This is due to the performance of eFSM improving in the most recent year whilst the performance of nFSM pupils has decreased.
- d. English: The performance has decreased in the most recent year at all levels. However, performance at all levels remains above the National average.
- e. Cymraeg: The performance has decreased in the most recent year at all levels. Performance is above the National average at the expected level and expected level +1, but is below the National average at the expected level +2.
- f. Mathematics: Performance has decreased in the most recent year at the expected level and expected level+2 but has increased at the expected level +1. Performance is either in-line or above National averages at all levels.

- g. Science: Performance has decreased at the expected level in the most recent year but has increased at the above expected levels. Performance is above the National average at the above expected levels, but is below the National average at the expected level.

#### **4.4 Provisional Key stage 4**

- a. There are no significant differences between the local authority average points scores for literacy, numeracy and science, with scores of 39.9, 37.7 and 37.6 respectively.
- b. The performance of boys exceeds girls for average points science, but girls out-perform boys for all other measures for key stage 4. The gap in performance between boys and girls is largest for SCC, where the difference is 6.3 points. The gap for the revised Capped 9 is 45.1 points. This equates to boys being nearly one whole grade, on average below girls per subject.
- c. The performance of eFSM pupils is lower for numeracy and science than for literacy. The difference in performance for the revised Capped 9 points score is 109 points for eFSM and nFSM pupils. This equates to eFSM pupils being nearly two whole grades, on average, below nFSM pupils per subject.
- d. In 2018/19, provisional data indicates that Cardiff is performing above the CSC average in all headline measures
- e. Three mainstream secondary schools are performing below the CSC average in the Capped 9
- f. Five secondary schools have Capped 9 scores of over 400 points
- g. 11 schools performed below their expected outcomes (June) in the total literacy points score
- h. 12 schools performed below expected in the total numeracy points score
- i. 6 schools performed below expected in the total science points score
- j. Both boys and girls in Cardiff performed above the CSC average in all measures. Girls in Cardiff out performed boys in all measures
- k. Of the core subjects, the average point score was lowest in Science for boys (and highest in Literacy). For girls, the average point score was slightly lower in Numeracy than in Science. The highest was also in literacy. The gap between boys and girls is largest in literacy (5.5 points).

Points Score equivalents are: A\*=58, A=52, B=46, C=40, D=34, E=28, F=22, G=16

	<b>Capped 9 points (3 + 6)</b>	<b>Total Literacy Points Score</b>	<b>Total Numeracy Points Score</b>	<b>Total Science Points Score</b>	<b>Total SCC Points Score</b>
Cardiff	365.6	39.9	37.7	37.6	36.7



CSC	358.2	39.2	37.0	36.7	37.1
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The table below shows performance in the headline measures for pupils eligible for free school meals (eFSM) and those not eligible (nFSM).

	<b>Capped 9 points (3 + 6)</b>	<b>Total Literacy Points Score</b>	<b>Total Numeracy Points Score</b>	<b>Total Science Points Score</b>	<b>Total SCC Points Score</b>
eFSM Cardiff	288.2 (CSC 289.9)	31.7 (CSC 30.7)	27.8 (CSC 27)	26.4 (CSC 25.5)	28 (CSC 28.6)
nFSM Cardiff	384.1 (CSC 371.9)	41.9 (CSC 40.9)	40 (CSC 39.1)	40.3 (CSC 39)	38.8 (CSC 38.8)

Information for key groups of learners such as those educated other than at school (EOTAS) and Looked After Children will be published in January 2020. This includes those progressing into Education, Employment or Training.

#### **Individual Secondary School Performance Key Stage 4 2018/19 – provisional results**

<b>School Name</b>	<b>Year 11 pupil numbers</b>	<b>Provisional Capped 9 points (3 + 6) (results day from school)</b>
Cardiff High School	238	444.9
Willows High School	107	317.5
Fitzalan High School	265	379.4
Cantonian High School	79	382.0
Llanishen High School	258	387.1
Cathays High School	153	377.3
Radyr Comprehensive School	196	400.1
Ysgol Gyfun Gymraeg Glantaf	161	391.9
Ysgol Gyfun Gymraeg Plasmawr	171	396.4
Ysgol Gyfun Gymraeg Bro Edern	107	406.3
Cardiff West Community School	126	274.4
Eastern High School	139	255.9
St Illtyd's Catholic High School	149	367.3
Mary Immaculate High School	144	364.3
The Bishop Of Llandaff C.I.W. High School	183	436.8
St Teilo's C.I.W. High School	226	382.0
Corpus Christi Catholic High School	207	415.1
Whitchurch High School	349	384.7
Cardiff LA	3302 (including year 11 special school and PRU pupils)	365.6

Central South Consortium		358.2
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#### **4.5 Provisional Key Stage 5 Performance 2018/19**

- In 2018/19, provisional data indicates that performance remains high at Key Stage 5 and above the CSC average in all headline measures
- The performance of boys and girls is above the CSC average

	<b>% of pupils achieving Level 3 Threshold</b>	<b>% of pupils achieving 3 A* - A</b>	<b>% of pupils achieving 3 A* - C</b>	<b>% A levels A* - A</b>	<b>% A levels A* - C</b>
Cardiff	100 (2017/18 98.4)	19.9 (2017/18 19.2)	69 (2017/18 66.6)	31.5 (2017/18 29.5)	80.9 (2017/18 78.3)
CSC	99.5	15.6	61.9	27.7	77.3

#### **4.6 Inspections overview 2018/19**

- 21 schools were inspected during 2018/2019 – 16 primary schools, four secondary schools and one nursery school.
- Of the 21 schools, four schools were asked to write excellent practice case studies – Tremorfa Nursery School, Ysgol Gynradd Treganna, Pencaerau Primary School and Cardiff High School. Three schools were judged as adequate and in need of improvement and placed in a follow up category (Estyn Review). One school was judged as having important weaknesses that outweigh the strengths and placed in the statutory category of Significant Improvement. One school was placed in Special Measures.
- Of the schools inspected in 2017/18, two primary schools have been removed from Estyn Review. Three schools inspected in 2017/18 remain in this category – two primary schools and 1 secondary school.
- Based on Cardiff schools' most recent inspection outcome since 2010, 72.2% have been judged to be Good or Excellent for Current Performance under the previous inspection framework, or Standards under the new framework.

#### **4.7 Attendance 2018/19**

- Cardiff's 2018/19 provisional secondary attendance figure was 93.9%. This is the same as 2017/2018.

- b. Cardiff's 2018/19 provisional primary attendance figure was 94.8%. This is 0.1ppt decrease on the previous year. Both figures will change slightly when aggregated with special school attendance data.

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**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**8 October 2019**

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**CURRICULUM FOR WALES**

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**Reasons for the Report**

1. To enable the committee to receive a verbal briefing on the Curriculum for Wales timeline from 2019 to 2022.

**Scope of Scrutiny**

2. The scope of the scrutiny of this report is to enable Committee to review, assess and challenge the progress being made in the implementation of the new curriculum through to 2022.

**Way Forward**

3. At the meeting Councillor Sarah Merry (Cabinet Member for Education), and Nick Batchelar (Director of Education and Lifelong Learning), and Mike Tate (Assistant Director of Education and Lifelong Learning) will be in attendance to present a verbal briefing and answer any questions Members may wish to ask.
4. Members may also wish to pass on any observations, comments or recommendations to the Cabinet Member for Education, Employment and Skills on the information presented at the meeting.

**Financial Implications**

5. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. These financial implications will need to be considered before any changes are implemented.

## **Legal Implications**

6. 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.

## **RECOMMENDATION**

The Committee is recommended to:

Review and assess the information provided on the update of New Curriculum for Wales, and provide any comments, concerns or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.

**DAVINA FIORE**

**Director Governance and Legal Services**

**2 October 2019**