

CABINET MEETING: 19 MAY 2016

CARDIFF 2020 – AIMING FOR EXCELLENCE

**REPORT OF DIRECTOR OF EDUCATION AND LIFELONG
LEARNING**

AGENDA ITEM: 6

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. To enable the Cabinet to consider a recommendation to adopt the strategy *Cardiff 2020 – aiming for excellence – a renewed vision for education and learning in Cardiff*.

Background

2. A strong education system is a key foundation for vibrant, cohesive communities and a prosperous economy and society.
3. Cardiff, the capital city of Wales, is one of the fastest growing cities in the UK with an economy that has changed radically and is developing in new ways. The population is increasingly diverse, with over 100 languages spoken and it is a proudly bilingual city, committed to the development of the Welsh language.
4. Cardiff's education system has been responding to these changes. With a strong university sector, and major employers in the region, Cardiff has the second highest proportion of citizens educated to graduate level of any city in the U.K, attracting and retaining a highly skilled workforce.
5. In the past some aspects of the statutory schooling system have been underperforming, with stark differences in outcomes for learners, and life chances, in different parts of the city. This has been changing in recent years and improvements are clear but more remains to be done to ensure that Cardiff has consistently excellent education.
6. Estyn inspected Cardiff Local Authority in 2011 and, whilst judging provision to be 'adequate', placed the authority in Estyn monitoring. Subsequent monitoring visits were carried out, in June 2012, February 2014, March 2015 and October 2015.

7. Following a final monitoring visit in January 2016 Estyn deemed Cardiff had made sufficient progress for the Authority to be removed from monitoring.

The Way Forward

8. The Council is now looking to build on the positive outcome of the January 2016 Estyn monitoring visit and to enhance the role education plays in the further development of vibrant communities, social inclusion and a prosperous economy in the Cardiff region.
9. In response to this, the Council has developed Cardiff 2020 – aiming for excellence – a renewed vision for education and learning in Cardiff (see Appendix 1) which sets out a framework for an ambitious programme of future improvement to ensure that all children and young people have the opportunity to succeed.
10. *Cardiff 2020* makes a substantial contribution to the ‘*What Matters Strategy*’, in particular to the desired outcome that People in Cardiff achieve their full potential. An integral part of *Cardiff 2020* will be delivered through the recently launched ‘*Cardiff Commitment*’, which aims to ensure that all young people in Cardiff are provided with the support, choices and opportunities to make a successful transition from statutory schooling to ongoing education, employment or training.
11. *Cardiff 2020* aligns with the Council’s Education and Skills priority as set out in the Council’s Corporate Plan 2016 – 18 and provides a strategic framework to structure and prioritise action in the years ahead.
12. It is proposed that *Cardiff 2020* is adopted and developed to build on progress to date, ensure the full engagement of a broad range of stakeholders and to move forward with a vision that will best serve the needs of a growing capital and city region.

Reason for Recommendations

13. To create a longer term improvement strategy for education and learning in Cardiff that secures the commitment of all key stakeholders to a clear set of goals and desired outcomes.

Financial Implications

14. There are no direct financial implication arising from this strategy. However, any costs arising from the implementation of the strategy will need to be identified from the relevant budgetary allocations of Education or delegated schools.

Legal Implications

15. The Council has a legal obligation under the Education Act 1996 to promote high standards and fulfilment of potential when exercising their education functions. The Local Government Measure 2009 sets out the Council’s obligations to ensure continuous improvement in the exercise

of its functions. This report sets out the Council's vision for its education and learning in Cardiff Strategy.

16. The Council has to satisfy its public sector duties under the Equality Act 2010. Decisions must have due regard to the need to (a) eliminate unlawful discrimination (b) advance equality of opportunity and (c) foster good relations on the basis of the protected characteristics defined in the Act. The Council needs to make its decision to make a proportionate and rational decision with proper regard for its equality duty. In accordance with the Welsh Language (Wales) Measure 2011 and the Council's Compliance Notice issued by the Welsh Language Commissioner, the Council must also consider the impact on the Welsh language when making decisions."

HR Implications

17. There are no direct HR implications arising from this strategy. However, as action plans are developed there will be the need to assess the HR implications, as appropriate, and ensure that communication with stakeholders is undertaken, which includes trade union engagement.

RECOMMENDATIONS

The Cabinet is recommended to:

1. Approve the adoption of the Cardiff 2020 Aiming for Excellence strategy.
2. Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans to deliver the success measures set out in the strategy.

Nick Batchelar

Director

13 May 2016

The following appendix is attached:

Appendix 1 – Cardiff 2020 – Aiming for Excellence – A Renewed Vision for Education and Learning in Cardiff.

Cardiff 2020

**Aiming for excellence –
a renewed vision for education
and learning
in Cardiff**

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Foreword

Education in Cardiff is 'on the up'. We are extremely proud to see the strengthening picture of education across the city, borne out by the significant improvement in the standards achieved by learners since 2013. Improvements across all phases of education and the growing commitment to work together to offer the very best opportunities for our children and young people are incredibly encouraging.

Having said that, we know that there is much more to do to achieve the outcomes that we wish to see in the Capital City of Wales. Cardiff needs consistently excellent education, so that every child and young person has the opportunity to thrive and prosper.

We want to see our vulnerable learners achieving more; being offered appropriate support and a curriculum that meet their individual needs. We also want much greater opportunities for our most able pupils to allow them to compete with peers nationally and internationally. And, ultimately we want all our young people to make a successful transition from statutory schooling to ongoing education, training and the world of work.

The very close relationship between the strength of our schools and the economic wellbeing of the area is undeniable and whilst future economic growth poses challenges, it also provides the ideal conditions for innovation and change.

We have clear ambitions for our future and through this strategy, we have set out our vision and goals to champion and deliver change. We want school leaders and governors to be at the forefront of leading our improvement journey and developing their staff teams as we move forward.

There is a commitment from all of us to play our part in achieving the excellent education system that Cardiff requires.

Leader of Cardiff Council

Chair of Cardiff Education Development Board

Introduction

A Renewed Vision for Education in Cardiff

A strong education system is a key foundation for vibrant, cohesive communities and a prosperous economy and society. Cardiff, the capital city of Wales, is one of the fastest growing cities in the UK. It has long been an international city, trading with the world, welcoming people, ideas and innovation from elsewhere. Its economy has changed radically and is developing in new ways. Its population is increasingly diverse, with over 100 languages spoken. It is a proudly bilingual city, committed to the development of the Welsh language.

Cardiff's education system has been responding to these changes. With a strong university sector, and major employers in the region, Cardiff has the second highest proportion of citizens educated to graduate level of any city in the U.K, attracting and retaining a highly skilled workforce. In the past some aspects of the statutory schooling system have been underperforming, with stark differences in outcomes for learners, and life chances, in different parts of the city. This has been changing in recent years and improvements are clear but more remains to be done to ensure that Cardiff has consistently excellent education.

Our recent strategy has been focusing on strengthening partnerships to ensure that all schools meet minimum standards, and where necessary taking action where that is not the case. We have ensured that data on performance is visible and transparent so that schools and their communities know how well children and young people are learning. We have set out to bring about a shift in focus to enable schools to lead improvement across the system, moving away from a culture of dependency, and encouraging innovation in teaching and leadership. With Cardiff having so many strong national and international institutions and businesses, stronger partnerships have been built to ensure that every school is connected with and contributes to, the energy and dynamism of Cardiff.

Our strategy has been making a difference. We can see the impact in:

- Improving outcomes for learners as measured by test and examination results
- More learners positively engaged in learning as measured by improving attendance, reducing exclusions and a reduction in the number of young people not in education, employment or training after school.
- Changing professional practices, with schools working effectively together to develop greater consistency across the system and a growing numbers of head teachers taking on broader leadership roles.

We face ongoing challenges:

- Implementing new curriculum and assessment arrangements.
- Closing the opportunity and achievement gaps.
- Recruiting, developing, retaining and valuing the best teachers and support staff.
- Identifying, developing and deploying talented leaders.
- Deepening and extending partnerships.
- Meeting the changing demands of employers in the local economy.

- Ensuring young people have the life skills to succeed in fulfilling their ambitions.
- Using funding and resources most effectively in the context of significant pressure on public finances in the foreseeable future.
- Creating a culture of innovation that draws on the resources of organisations, companies and communities across the city.
- Providing extra school places to meet the very rapid population growth in the region.

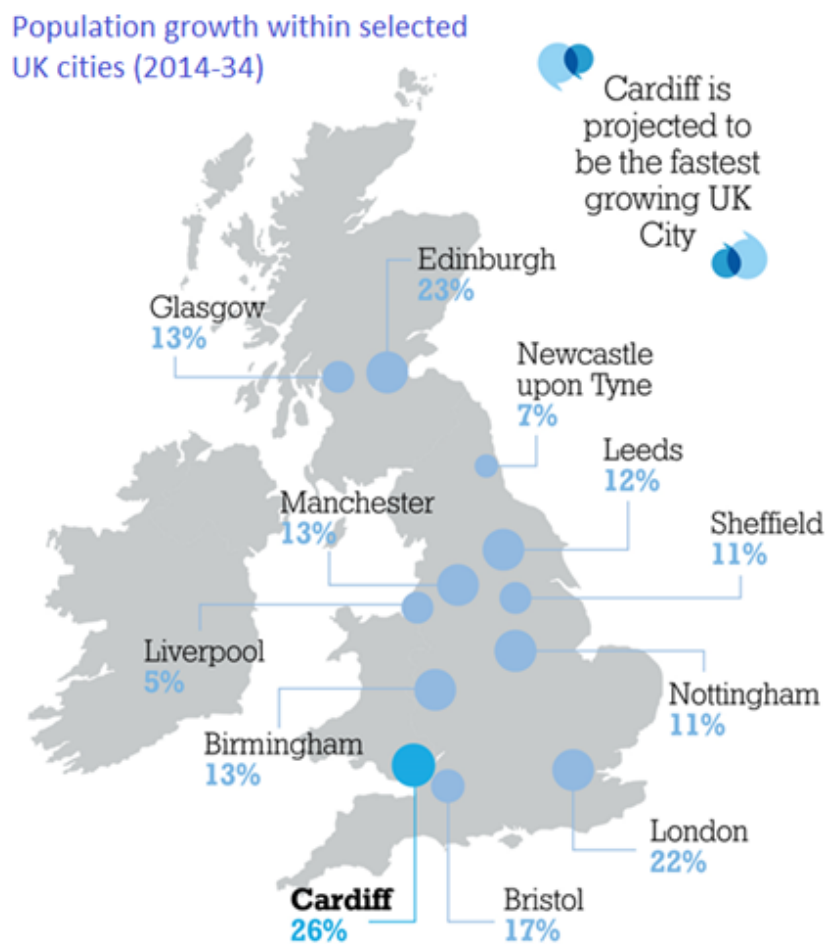
We now need a change of pace, and different approaches which build on the improving practice in schools to deliver consistently excellent outcomes. This strategy sets out our shared vision for the role that education plays in the further development of vibrant communities and a prosperous economy in Cardiff. It renews the commitment of everyone who has a stake in this vision to a clear set of goals and actions to deliver them.

By focusing on the five key goals outlined in 'Cardiff 2020' we will accelerate educational achievement in Cardiff and ensure that all children and young people have the opportunity to succeed.

Context

Cardiff 2020 sits within the context of Cardiff's 'What Matters Strategy 2010 – 2020', which sets out to make Cardiff one of the best places to live, work and visit - 'Europe's most liveable city by 2020'.

Over the next 20 years Cardiff is projected to be one of the fastest growing cities in Britain. In response to this growth, Cardiff's Local Development Plan, covering the period 2006 to 2026, outlines how the city will accommodate and make provision for 41,100 new homes and 40,000 new jobs. There will be significantly more people between the age of 30 and 50, more school children and more people over 65 years old. A 25% increase in school age children is predicted which means we will need more schools and more teachers in Cardiff.



Source: Welsh Government/ONS/NRS population projections

The distribution of population by age group in Cardiff is in stark contrast to the rest of South East Wales. Of particular significance is Cardiff's student population who now represent over 10% of the city's residents. Most full-time students are aged between 18 and 29 and in Cardiff almost a quarter (23.5%) of the total population fall within this age group compared with 14.8% for the rest of South East Wales.

According to the 2011 Census, 15.3% of Cardiff's population is from a non-white ethnic group, equating to almost two-fifths (39.2%) of the total non-white ethnic population in Wales. Over 118 different main languages are spoken across the city.

In 2014/15, more than a fifth (22.2%) of pupils in Cardiff aged 5-15 were eligible for free school meals, compared to 18.8% for Wales. (*Welsh Government*).

It is clear that the city of Cardiff presents great opportunities and challenges. In response, to achieve the vision of becoming Europe's most liveable city, Cardiff's *What Matters Strategy* will continue to focus on improving outcomes for citizens in seven key areas:

- **People in Cardiff are healthy;**
- **Cardiff has a clean, attractive and sustainable environment;**
- **People in Cardiff are safe and feel safe;**
- **Cardiff has a thriving and prosperous economy;**
- **People in Cardiff achieve their full potential;**
- **Cardiff is a great place to live, work and play;**
- **Cardiff is a fair, just and inclusive society.**

Cardiff 2020 makes a substantial contribution to 'What Matters', in particular to the desired outcome that People in Cardiff achieve their full potential.

An integral part of *Cardiff 2020* will be delivered through the recently launched 'Cardiff Commitment', which aims to ensure that all young people in Cardiff are provided with the support, choices and opportunities to make a successful transition from statutory schooling to ongoing education, employment or training.

Where are we now?

Educational Attainment

- In the **Foundation Phase**, the percentage of pupils achieving expected outcomes (5+) at Foundation Phase improved from 78.7% in 2012 to **86.7%** in 2015 but remained just below the Welsh average of 86.8%.
- At **Key Stage 2**, **87.8%** of pupils in Cardiff achieved the expected level (L4+) in the core subject indicator in 2015, just above the Welsh average of 87.7%.
- At **Key Stage 3**, **83.4%** of pupils in Cardiff achieved the core subject indicator in 2015. Wales average 83.9%.

- At **Key Stage 4**, 2015 figures show that Cardiff has seen an increase in the proportion of Key Stage 4 pupils achieving the Level 2 threshold (5 GCSEs A* - C, including English/Welsh and Mathematics) from 44.34% to **59.30%** over the last six years, with an improvement of 9.4% between 2013 and 2015. Current performance is higher than the Wales average of 57.95%.
- At **Key Stage 4** in 2015, **32.23%** of pupils in Cardiff eligible for **FSM**, achieved the Level 2 threshold including a GCSE A*-C in English/Welsh and Mathematics, compared to **66.52%** of **non-FSM** pupils. The performance of FSM pupils at this level is higher than the Wales average of 31.63%.
- Since 2010, there has been a significant reduction in the numbers of **year 11 leavers** designated as **Not in Education, Employment or Training (NEET)** in Cardiff, from 8.8% to **4.3%** in 2014. (4.3% is 151 young people). Despite this improvement being at a faster rate than other local authorities, further reductions are required. Cardiff's relative position in 2014 was 21st out of 22 local authorities in Wales.
- Over the previous 4 years, the number of **year 13 leavers** designated as **Not in Education, Employment or Training** in Cardiff, have been below the Wales average. In 2014, **4.4%** of year 13 leavers did not progress into ongoing education, employment or training. (4.4% is 62 young people). Cardiff's relative position in 2014 is 11th out of 22 authorities in Wales, which was an improvement on 17th in 2010.
- As at March 2016, **673 (8.6%)** of 7,806 16 – 18 years olds in Cardiff registered with Careers Wales were designated as Not in Education, Employment or Training.

Socio Economic factors

- For the year ending December 2015, the **employment rate for the population aged 16-64** in Cardiff (**68.0%**) was below the equivalent figure for Wales (70.3%). In addition, the unemployment rate was higher in Cardiff (7.5%) than Wales (6.0%). (*Annual Population Survey, ONS*)
- The **economic activity rate** for those **aged 16-64 in Cardiff (73.1%)** was just below the national average (74.9%). However, when students are excluded from calculation, Cardiff's economic inactivity rate (19.0%) falls below that of Wales (21.0%). (*Annual Population Survey, ONS*)
- The latest statistics available on commuting show the large numbers of in-commuters to Cardiff from outside its local authority boundaries. An estimated 61,700 commute in to Cardiff from the neighbouring local authority areas of the Vale of Glamorgan, Rhondda Cynon Taff, Caerphilly and Newport alone, while a further 22,100 commute to the city daily from further afield.
- There were 200,400 people working in Cardiff in 2014, with the largest sectors being Health (13.9%), Retail (10.8%), and Business Administration & Support Services (10.0%). (*Business Register & Employment Survey, ONS*)

- A recent labour market demand and supply report by the South East Wales Learning Skills and Innovation Partnership (LSKIP) states that the region is entering an extremely challenging five year period. A City Deal for the Cardiff Capital Region, accelerated development across the three South East Wales Enterprise Zones including Cardiff Airport, and the establishing of close ties between the Great Western Cities, as well as £10 billion of planned infrastructure investment, represent a huge opportunity but also a challenge.
- The LSKIP report stated that traditional learning, training models and qualifications need radical change to deliver the skills industry needs. Delivering key essential skills in numeracy, literacy, ICT and employability for people across the age range will help to build an employee pool/register particularly focussed on areas of high unemployment. Attention needs to be paid to skills shortages in areas such as manufacturing, tourism, financial services, education and public administration, where employers have expressed difficulties in recruiting.
- 90% of new jobs will require excellent digital skills. Improving digital literacy is an essential component of developing employable graduates. (JISC,2011)

Education Reform in Wales

Cardiff 2020 is set within the context of the Welsh Government's national education reform agenda:

- The vision articulated by Professor Graham Donaldson in his review *Successful Futures*, published in February 2015, sets out firm foundations for a new approach to curriculum and assessment that is genuinely and fully inclusive. Donaldson emphasises the need for a curriculum that would better prepare children and young people in Wales to thrive and be successful in a rapidly changing world. He points to the need for a simpler, more connected curriculum that would provide breadth, enable greater depth of learning, ensure better progression, give scope for more imaginative and creative use of time and place a much greater emphasis on skills.
- *Qualified for Life* set out a vision for an education system where every child and person benefits from excellent teaching and learning and where their potential is actively developed.
- The Welsh Government's *New Deal for the Education Workforce*, announced in March 2015, sets out plans for supporting the professional development of those working in schools. This has been designed to support teachers, leaders and support staff with their professional development throughout their careers.
- In addition to the *New Deal*, the *Teaching Tomorrow's Teachers* report produced by Professor John Furlong, makes clear that the need for reforming initial teacher training in Wales is 'undeniable' if we are to raise standards and deliver our ambitious reform programme.

Vision

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.

Values

We are committed to:

- **Supporting the development of happy and resilient learners, with a focus on both academic achievement and personal well-being.**
- **Equality of opportunity and championing the success and life chances of all children by narrowing the gap in education outcomes.**
- **Working openly and collaboratively with each other and sharing knowledge, practice and learning.**
- **Raising the aspirations of all children and young people and our expectations of what they can achieve, irrespective of their background or need.**
- **Embracing diversity, practising tolerance and respect for ourselves, our communities and our environment.**
- **Celebrating the success of pupils, practitioners and schools at every opportunity.**

Mission Statement

Through excellent education and learning for all children and young people, strengthen economic prosperity, wellbeing and social cohesion in Cardiff.

Goals

To deliver these aspirations our key goals are:

- **Excellent outcomes for all learners.**

We hold consistently high expectations for all learners and ensure high achievement and positive well-being for all. Barriers to learning are addressed to make sure that no child or young person is 'left behind'. The curriculum is flexible and engaging. A focus on high quality teaching is at the heart of every school. Assessment is used to develop learning and to ensure open and clear accountability in the education system.

- **A high quality workforce**

We attract the best people to lead and work in our schools and education settings. We recruit, retain and develop staff at all levels and ensure that the next generation of teachers, wider practitioners and leaders are working in Cardiff.

- **21st Century 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.

- **A self-improving school system**

Schools take shared responsibility with the Local Authority and the Central South Consortium for securing the best outcomes for all learners across the city. Collaboration between schools builds the capacity for collective improvement across the system.

- **Schools and Cardiff in partnership**

Schools and early years settings have strong links with the communities they serve and with business and enterprise in the city region. Families and employers value education and work closely with schools to contribute to the achievement and progression of children and young people.

Desired Outcomes

As a result of our work over the next five years we are seeking to achieve ambitious outcomes for the children and young people of Cardiff:

- All children and young people will be able to access an appropriate, high quality education place that meets their individual needs.
- Educational attainment at the end of each key stage will be the best in Wales and in line with top quartile performance in the core cities of the UK.
- Every child will leave primary school literate and numerate in line with age related expectations.
- Pupils from low-income families will achieve at the same level as their peers – we will close the attainment gap.
- Children and young people with additional learning needs will be able to access an improved system designed to ensure that their needs are assessed, and the provision necessary to meet those needs is planned for in a more collaborative, consistent and equitable way.
- All young people will achieved a recognised qualification at the end of statutory schooling.
- All young people will complete statutory schooling equipped with a menu of skills for life and make a successful transition to education, employment or training.
- All young people are safe and their emotional well-being is high.
- Children and young people will be aware of their right to participate and for their opinion to be heard, and will be involved in decision-making about education policies and services which affect their lives.

Goal: Excellent outcomes for all learners

We hold consistently high expectations for all learners and ensure high achievement and positive well-being for all. Barriers to learning are addressed to make sure that no child or young person is 'left behind'. The curriculum is flexible and engaging. A focus on high quality teaching is at the heart of every school. Assessment is used to develop learning and to ensure open and clear accountability in the education system.

Why this matters

Standards achieved by learners in Cardiff schools are now improving at a faster rate than previously and many at a faster rate than the rest of Wales. 2015 saw a significant step forward in nearly all measures but we want to see further and more rapid improvement in performance. Outcomes at the end of each key stage are not yet high enough, in particular for vulnerable learners facing challenges and barriers to successful learning and attainment.

Academic attainment is a major contributory factor to the progression and future life chances of young people. By securing excellent outcomes for all learners, we can ensure that our children and young people have the opportunity to shape their lives and play a full role in society. In this way we are also investing in the future of our city, which is reliant on future citizens that are able to compete and thrive in the modern world.

Plan of action

To achieve success, Cardiff will:

- Focus on quality teaching in every classroom, every day to drive up outcomes and accelerate progress for all pupils.
- Use the framework of the government's 'Successful Futures' programme to shape curriculum pathways which are appropriate to learners' needs, flexible and fit for the future, including implementing new pathways for learners at risk.
- Further challenge and support schools and partners to improve educational outcomes for pupils at risk of under achievement, in particular, looked after children, pupils from low income families, pupils with English as a second language and those pupils with additional learning needs.
- Deliver, adapt and embed the national reforms for pupils with Additional Learning Needs.

- Further develop the use and application of assessment to accelerate learning and to underpin strong professional practice and accountability.
- Recognise, facilitate and encourage a wide range of opportunities for meaningful parent and carer engagement and involvement in children's learning.
- Further develop opportunities and methods to capture the voices of children and young people to inform service development.

Success measures

Over the next 5 years Cardiff aims to:

- Increase the percentage of pupils achieving the expected outcomes in the mandatory areas of learning in the Foundation Phase at the end of year 2.
- Increase the percentage of pupils achieving the expected outcomes in the core subjects of Mathematics, English or Welsh and Science in Key Stage 2 at the end of year 6.
- Increase the percentage of pupils achieving the Level 2+ Threshold (5 GCSE's at A* - C including English/Welsh and Mathematics) at the end of Key Stage 4 (year 11).
- Increase the number of young people making a successful transition to ongoing education, employment or training at the end of statutory schooling (year 11) and at the end of year 13.
- Increase the percentage of pupils eligible for Free School Meals achieving the expected outcomes in the core subjects of Mathematics, English or Welsh and Science in Key Stage 2 at the end of year 6.
- Increase the percentage of pupils eligible for Free School Meals achieving the Level 2+ Threshold (5 GCSE's at A* - C including English/Welsh and Mathematics) at the end of Key Stage 4 (year 11).
- Improve the levels of achievement of vulnerable learners in line with their individual requirements, needs and aspirations. In particular:
 - Pupils with additional learning needs
 - Pupils educated 'other than at school'
 - Looked after children
 - Pupils entering Cardiff schools with English as a second language
- Maintain attendance levels in schools above the Welsh average.

Appendix 1 sets out our baseline position and targets on these measures.

Goal: A high quality workforce

We attract the best people to lead, work in, and govern our schools and education settings. We recruit, retain and develop staff at all levels and ensure that the next generation of teachers, practitioners and leaders are working in Cardiff.

Why this matters

Education systems that excel are able to recruit high calibre graduates and train and support them to become outstanding classroom practitioners. We also know that the action that has the greatest impact on improving learner outcomes is teacher development – both in terms of their subject knowledge and classroom expertise. Teaching assistants also play an important role in ensuring effective learning. Good schools draw on the expertise of a wider range of other support staff

Research also tells us that equipping and empowering headteachers and other senior leaders to have the time, skills and resource to focus on leading learning, is vital to improving outcomes for children and young people.

The recruitment of teachers and headteachers is a particular challenge and we need to be innovative in new approaches.

Plan of action

To achieve success, Cardiff will:

- Launch more innovative recruitment approaches to promote the value of working in Cardiff and fill the gaps in key sectors of the education workforce.
- Create clear career progression routes supported by appropriate support and development.
- Deliver high quality training and professional development, in partnership with higher education training providers, which equips staff to support excellent learning and improve learner outcomes.
- Embed enquiry led learning and coaching as a way of working across schools in the city.
- Identify and develop aspiring and emerging leaders and provide pathways into leadership positions, including executive headship.
- Increase leadership capacity by deploying and supporting leaders to lead across schools and by reducing the time heads spend managing support functions in schools.
- Raise the profile of the roles played by non-teaching staff and create opportunities for continuous professional development at all levels.

Success measures

Over the next five years Cardiff aims to:

- Increase the population of 'Outstanding' teachers and practitioners in Cardiff, particularly in those areas of the curriculum where the need to improve learner outcomes is greatest.
- Increase school leadership capacity in Cardiff, to respond to the diverse and changing needs of education in the city region.
- Implement new school leadership models that enable experienced Heads and Senior Leaders to oversee and support those appointed to a role as Head of School, either as part of a federation or by agreement with the governing bodies of the schools involved.
- Create a network of Executive Leaders across the city that is able to support other schools and lead federations and school improvement groups.
- Engage all teachers in enquiry led learning related to the improvement priorities for their school and/or partnership/federation.
- More effectively evaluate the contribution of the non-teaching workforce to school improvement and harness this capacity to enhance teaching and learning outcomes.

Goal: 21st Century 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

The significant population growth in Cardiff, coupled with an ageing educational estate presents real challenges to maintaining sufficient school places in good learning environments across the city. Between 2006 and 2016, approximately £110 million has been invested in new buildings and in upgrading existing ones. Further investment will be secured to meet current growth, replace unsuitable buildings and longer term to meet the needs of major housing developments.

Beyond the classroom, the city itself presents many opportunities for learning and we want to see all young people accessing the sporting, cultural and environmental opportunities of Cardiff wherever they live.

Plan of action

To achieve success, Cardiff will:

- Maintain and improve the existing school estate to ensure access for all children to good learning environments.
- Deliver new sustainable high quality schools, in both the primary and secondary sector, which are flexible, fit for the future and enable quality teaching to take place in every classroom.
- Ensure a balance of SEN provision across the City so that where possible we have local schools for local children.
- Continue to provide more Welsh medium school places in line with the Welsh in Education Strategic Plan for Cardiff.
- Invest in new technology for learning, building on the most effective practice already operating, to provide innovative ways of engaging, motivating and helping children and young people learn.
- Ensure best value from available financial resources by embracing innovative procurement methods and standardised designs methods.
- Create a Community Focused Schools approach so that the curriculum can be enriched by local involvement and the use of school buildings can benefit the wider community in Cardiff.

Success measures:

Over the next five years Cardiff aims to:

- Significantly improve the learning environments of the existing schools estate through the implementation of the annual Asset management plan, ensuring best value for financial resources.
- Complete the planning of the next set of priorities for the 21st century school programme, including a focus on Special Educational Needs provision across the City, by the 31st March 2017.
- Offer a co-ordinated Admissions process, with the voluntary aided sector, which provides parents/carers with a clear picture of the school place choices available to them and the likelihood of securing first preferences.
- Increase the number of pupils securing a school place that meets individual needs, where appropriate in accordance with their first preference.
- Embed a new Community Focused Schools approach, across all Cardiff Schools, providing a range of activities and opportunities to enrich the lives of children, families and the wider community; and contributing to community objectives including local cohesion, sustainability and regeneration.
- Develop approaches to learning in the context of the whole city which ensure the full participation of every young person in the life of Cardiff, through business, sporting and cultural links.
- Complete the construction of a new High School in the East of the city, in partnership with Cardiff & Vale College by autumn 2017.
- Complete the construction of three new two form of entry primary schools, by spring 2018.
- Complete the construction of a new High School in West of the City by September 2018.

Goal: A self-improving school system

Schools take shared responsibility with the Local Authority and the Central South Consortium for securing the best outcomes for all learners across the city. Collaboration between schools builds the capacity for collective improvement across the system.

Why this matters

Our ambition is that as the school system continues to progress, schools, school leaders and governors are increasingly trusted, supported and resourced to lead improvement. Instead of school improvement coming from local authority or external consultants, the aim is to create a system where schools are able to support each other and are committed to sharing staff and expertise.

Working in this way enables schools to learn from and draw upon each other's strengths and helps to move knowledge about what works and best practice around the system more quickly. As Michael Fullan has written "Good collaboration reduces bad variation" and this applies both within schools and across schools. This way of working is not limited to teachers and school leaders but also applies to school governors and other staff who work in schools.

Plan of action

To achieve success, Cardiff will:

- Continue to work with the Consortium to further develop the capacity of the school system to be self-improving through the Central South Wales Challenge.
- Enable and encourage governors, including those within the same school improvement group to organise joint training, share ways of working and observe and challenge each other's practice.
- Engage all schools in a School Improvement Group or other accredited school improvement network.
- Promote the growth of clusters and federations of schools to build leadership capacity and enable head teachers to focus on leading high quality teaching and learning.
- Strengthen school-to-school engagement through initiatives such as enquiry-led learning groups, peer review between schools and by providing a menu of school-to-school support for struggling schools to draw on.
- Build challenge, impact and evaluation into school-to-school activity through open and transparent use of data.

Success measures

Over the next five years, Cardiff aims to:

- Have no schools in an Estyn category.
- Increase the proportion of schools categorised as green by Welsh Government in the annual national categorisation process.
- Increase the proportion of schools where Standards are judged by Estyn to be good or excellent.
- Secure improved learner outcomes at the designated Challenge Cymru Secondary schools that are at least in line with the Welsh average.
- Have no schools running recurrent deficit budgets.
- Have all primary schools belonging to a business cluster or federation in addition to their membership of a School Improvement Group.
- Have all secondary schools paired with another school, either within the consortium or the city to support leadership of teaching and learning.
- Have an agreed peer to peer model operating across the city, based on the shared use of data and performance measures.

Goal: Schools and Cardiff in partnership

Schools and early years settings have strong links with the communities they serve and with business and enterprise in the City. Families and employers value education and work closely with schools to contribute to the achievement and progression of children and young people.

Why this matters

We know that high quality education is vital to improving life chances for children and young people, but we also know that factors outside school have an impact on the levels of achievement and wellbeing.

A safe environment, families that encourage learning and aspiration and policies that tackle poverty and deprivation can all play a significant part in helping young people achieve success.

Partnerships between schools and business / employers can be mutually beneficial connecting business with communities and schools with the wider economy. And strengthening the governance of schools.

Plan of Action

To achieve success, Cardiff will:

- Implement the 'Cardiff Commitment' to Youth Engagement and Progression to ensure positive futures for all young people beyond statutory education.
- Continue to encourage a wide range of professionals to take up the role of School governor to strengthen governance models across all sectors.
- Enable schools to engage with and benefit from the Cardiff Early Help Strategy, ensuring that statutory and voluntary agencies work effectively together to intervene early to support families.
- Maintain and where possible expand investment in early years through Flying Start and other programmes to ensure that children from economically deprived communities have a good start in life.
- Strengthen relationships between schools and the business sector to provide a menu of opportunities for business partners to support schools, whilst also realising business benefits that add value to their individual goals and ambitions.
- Develop and pilot models for partnership between schools and particular skill sectors in the local economy.

Success measures:

Over the next five years Cardiff aims to:

- Further strengthen school governance, increasing the number of school governors and the range of skills that they are able to offer to help drive school improvement.
- Improve the broad range of skills of children starting school as measured by the new foundation phase profile, in partnership with families, communities, health and the early year's sector.
- Ensure that all schools have a clear business partner, with purposeful shared objectives.
- Ensure that all young people have access to careers advice, guidance and work experience opportunities.
- Increase the numbers of young people that make a successful transition to the world of work.
- Provide a broader range of alternative curriculum options that respond effectively to the needs of vulnerable learners that may have difficulties learning in a classroom environment.

Moving forward

This is an ambitious strategy because Cardiff needs the best possible education system. The future prosperity and social health of the city depends on it.

Cardiff is dynamic and changing rapidly. Old industries have gone, replaced by a much more diverse and more fluid economy. As a port city, Cardiff has always been outward looking, open to new ideas, welcoming, and ready to change and adapt. These qualities were never more important than now. Young people currently in our schools will face a future which is guaranteed to be different from whatever we may predict now.

This strategy acknowledges the improvements made in recent years but it states clearly the expectation that more needs to be done, and can be done. There is immense appetite across the school system, in communities and throughout the business, arts and voluntary sectors in Cardiff to build on the best, whether that is already here in our city, or is elsewhere in the UK or further afield.

This renewed vision for education in Cardiff sets ambitious goals. Whilst being ambitious they are also realistic. People are at the heart of this strategy, both learners and educators and all who work to support learning. The strategy places a key focus on recruiting, and developing those who work in the school system. It also recognises that resources are limited, and so there is a real focus on ensuring effective and efficient use of resources, and in developing new ways of working which enable us to deliver improving outcomes from a reducing resource base.

By working together we can make Cardiff 2020 a reality. We can enable the young people in our city to reach their potential whatever that might be. We can support and develop further their success and the success of their schools, both inside and beyond the classroom. We can play a part in building a city that is ready to take on the challenges of the future.

Appendix One – Performance Measures

Outcomes for Learners

This core set of measures provides an initial framework to track performance against the desired outcomes identified in this strategy over the next 18 months. This will be developed and extended as we move forward in conjunction with the changes to measures of academic attainment and school performance reporting that are being progressed by Welsh Government.

Measure	Cardiff Baseline Position Academic Year 2014/15	Wales Average Academic Year 2014/15	Cardiff Target Academic Year 2016/17
The percentage of pupils achieving the expected outcomes in the mandatory areas of learning in the Foundation Phase at the end of year 2.	86.73%	86.80%	88.6%
The percentage of pupils achieving the expected outcomes in the core subjects of Mathematics, English or Welsh and Science in Key Stage 2 at the end of year 6.	87.76%	87.74%	93.09%
The percentage of pupils achieving the Level 2+ Threshold (5 GCSE's at A* - C including English/Welsh and Mathematics) at the end of Key Stage 4 (year 11).	59.30%	57.95%	67.8%
The number of young people making a successful transition to ongoing education, employment or training at the end of statutory schooling (year 11) and at the end of year 13.	Year 11: 95.5% (4.5% NEET) Year 13: 97.04% (2.96% NEET)	Year 11: 97.2% (2.8% NEET) Year 13: 96.24% (3.76% NEET)	Year 11: 97% (3% NEET) Year 13: 97% (3% NEET)
The percentage of pupils eligible for Free School Meals achieving the expected outcomes in the core subjects of Mathematics, English or Welsh and Science in Key Stage 2 at the end of year 6.	76.74%	75.10%	85%

Measure	Cardiff Baseline Position Academic Year 2014/15	Wales Average Academic Year 2014/15	Cardiff Target Academic Year 2016/17
The percentage of pupils eligible for Free School Meals achieving the Level 2+ Threshold (5 GCSE's at A* - C including English/Welsh and Mathematics) at the end of Key Stage 4 (year 11).	32.23%	31.63%	50%
The percentage of Looked After Children achieving the expected levels at:			
Foundation Phase	75%	58% (2014)	85%
Key Stage 2	56%	59% (2014)	70%
Key Stage 4 – Level 2+	17.1%	17.1% (2014)	25%
The percentage of pupils with English as a second language achieving at the expected levels at:			
Foundation Phase	82.79%	81.7%	84%
Key Stage 2	83.59%	82.6%	88%
Key Stage 4 – Level 2+	59.64%	57.7%	66%
Attendance levels in schools			
Primary:	95.2%	94.9%	95.5%
Secondary	93.9%	93.9%	95.5%