

<b>Key Goal: Excellent Outcomes for Learners</b>			
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
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  <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the <b>Foundation Phase Outcome Indicator</b> , at the end of year 2	88.9%	87%
Increase the percentage of pupils achieving the expected outcomes in the core subjects of Mathematics, English/Welsh and Science in Key Stage 2 at the end of year 6  <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the <b>Core Subject Indicator</b> , at the end of <b>Key Stage 2</b>	89.5%	88.6%
Increase the percentage of pupils achieving the <b>Level 2+ Threshold</b> (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of Key Stage 4 (year 11)  <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the <b>Level 2+ Threshold</b> (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of <b>Key Stage 4</b> (year 11)	62%P	60%P

Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
<p><b>Improve the levels of achievement of vulnerable learners in line with their individual requirements, needs and aspirations. In particular:</b></p> <p><u>Pupils with additional learning needs</u></p> <p><i>See also Desired Outcome 4</i></p> <p><i>Wales averages are from June 2015 National Assembly for Wales Research paper, SEN/ALN in Wales</i></p>	<p>The percentage of SEN pupils achieving the <b>Foundation Phase Indicator</b>, at the end of year 2:</p> <ul style="list-style-type: none"> <li>- Statemented</li> <li>- School Action Plus</li> <li>- School Action</li> </ul>	<p>16.7%</p> <p>45.3%</p> <p>73%</p>	<p>Not yet available</p>
	<p>The percentage of SEN pupils achieving the <b>Core Subject Indicator</b>, at the end of Key Stage 2:</p> <ul style="list-style-type: none"> <li>- Statemented</li> <li>- School Action Plus</li> <li>- School Action</li> </ul>	<p>18.3%</p> <p>54.7%</p> <p>84.2%</p>	<p>(2013/14 Welsh Average)</p> <p>27.5%</p> <p>52.5%</p> <p>76.1%</p>
	<p>The percentage of SEN pupils achieving the <b>Core Subject Indicator</b>, at the end of Key Stage 3:</p> <ul style="list-style-type: none"> <li>- Statemented</li> <li>- School Action Plus</li> <li>- School Action</li> </ul>	<p>25.6%</p> <p>50.9%</p> <p>70.3%</p>	<p>(2013/14 Welsh Average)</p> <p>19.7%</p> <p>49.5%</p> <p>71%</p>

	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
	The percentage of SEN pupils achieving the <b>Level 2+</b> threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh) <ul style="list-style-type: none"> <li>- Statemented</li> <li>- School Action Plus</li> <li>- School Action</li> </ul>		(2013/14 Welsh Average)  10.6%  15.5%  19.6%
	The percentage of SEN pupils achieving the <b>Level 2</b> threshold at the end of Key Stage 4 (5 GCSEs A* - C) <ul style="list-style-type: none"> <li>- Statemented</li> <li>- School Action Plus</li> <li>- School Action</li> </ul>		(2013/14 Welsh Average)  29.0%  46.0%  60.4%
	The percentage of SEN pupils achieving the <b>Level 1</b> threshold at the end of Key Stage 4 (5 GCSEs A* - C) <ul style="list-style-type: none"> <li>- Statemented</li> <li>- School Action Plus</li> <li>- School Action</li> </ul>		(2013/14 Welsh Average)  61.4%  83.3%  95.3%

	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
<p><u>Pupils educated other than at school (EOTAS)</u></p> <p><i>All pupils attending an alternative education provision recorded on the EOTAS annual census as at 12<sup>th</sup> January 2016 (NB some of these pupils will also be registered on a school roll but attending alternative provision)</i></p> <p><b>(75 pupils)</b></p> <p><i>P = Provisional Data</i></p>	<p>The percentage of Key Stage 4 EOTAS pupils achieving the expected levels at:</p>		<p>Not yet available</p>
	Level 1	17.3%P	
	Level 2	4.0%P	
	Level 2+	4.0%P	
	Those leaving with no qualifications.	12.0%P	
<p><u>Pupils educated other than at school (EOTAS) – not on a Cardiff school roll</u></p> <p><i>All pupils who were receiving EOTAS provision but not on a school or PRU roll as at the school and EOTAS annual census date 12<sup>th</sup> January 2016</i></p> <p><b>(24 pupils)</b></p> <p><i>P = Provisional Data</i></p>	<p>The percentage of Key Stage 4 EOTAS pupils, <u>not on a Cardiff school roll</u>, achieving the expected levels at:</p>		<p>Not yet available</p>
	Level 1	13%P	
	Level 2	0%P	
	Level 2+	0%P	
	Those leaving with no qualifications.	25%P	

	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
<p><u>Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU</u></p> <p><i>(all children on the roll of a Cardiff school or the PRU as at 12<sup>th</sup> January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p> <p>Foundation Phase</p>	88.9% (16 out of 18 pupils)	<p><b>(Wales Average Academic year 2014/15)</b></p> <p>64%</p>
	Key Stage 2	68.2% (15 out of 22 pupils)	64%
	Key Stage 4 Level 1	71.4% (20 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2	46.4% (13 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2 +	17.9% (5 out of 28 pupils)	18%
	<p><u>Children who are looked after by Cardiff Council</u></p> <p><i>(all children looked after as at 12<sup>th</sup> January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p> <p>Foundation Phase</p>	71.4% (15 out of 21 pupils)
Key Stage 2		70.4% (19 out of 27 pupils)	
Key Stage 4 Level 1		54% (25 out of 46 pupils)	
Key Stage 4 Level 2		33% (15 out of 46 pupils)	
Key Stage 4 Level 2+		15.2% (7 out of 46 pupils)	

<b>Key Goal: A High Quality Workforce</b>			
Success Measure		Baseline	
in 2020 strategy		2019/20	2019/20
<u>Pupils entering Cardiff schools with English as a second language</u>	The percentage of EAL pupils achieving the expected levels at:		Not yet available
	Foundation Phase	86.6%	
	Key Stage 2	88.4%	
	Key Stage 3	82.8%	
	Key Stage 4 Level 1	99.0%	
	Key Stage 4 Level 2	90.9%	
	Key Stage 4 Level 2+	63.9%	

In 2020 strategy	September 2016
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.	Between September 2011 and August 2016, 66% of schools inspected by Estyn were judged to have good or excellent teaching.
Increase school leadership capacity in Cardiff, to respond to the diverse and changing needs of education in the city region.	Between September 2011 and August 2016, 75% of primary schools inspected by Estyn were judged to have good or excellent leadership and management. This compares to 48% in secondary schools and 88% for special schools.
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.	As of October 2016, there were 5 Executive Head teachers in place.
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.	Awaiting baseline and further action
More effectively evaluate the contribution of the non-teaching workforce to school improvement and harness this capacity to enhance teaching and learning outcomes.	Awaiting baseline and further action

**Key Goal: 21<sup>st</sup> Century Learning Environments**

Success Measure	Key Performance Indicator	Cardiff Position Academic year 2015/16
-----------------	---------------------------	--

In 2020 strategy		
Significantly improve the learning environments of the existing school estate through the implementation of the annual Asset management plan, ensuring best value for financial resources.	The monetary value of the schools maintenance/repairs backlog	Awaiting figure
	The number of schools re-built or significantly re-furnished in the last year	3 Primaries – Ysgol Y Wern, Adamsdown, Coed Glas 1 Secondary- Fitzalan
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16
Increase the number of pupils securing a school place that meets individual needs, where appropriate in accordance with their first preference.	The percentage of children securing their first choice for school placement:	
	Primary	86.0%
	Secondary	76.0%
	The percentage of children securing one of their 3 choices for school placement:	
	Primary	93.0%
	Secondary	88.0%
The number of schools from within catchment oversubscribed (over 10%)		
	Primary	6 schools
	Secondary	3 schools

Success Measure In 2020 strategy	Baseline September 2016
-------------------------------------	----------------------------



<p>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.</p>	<p>Welsh government are in the early stages of formulating funding models for the Band B investment programme. The LA will submit their plans in September 2017.</p>
<p>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.</p>	<p>The council is currently consulting on piloting a co-ordinated Admissions process.</p>
<p>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.</p>	<p>There are a significant number of schools who are already interacting positively with their communities. The aspiration is to ensure that all schools practice a Community Focused Approach and work is ongoing in this respect.</p>
<p>Develop approaches to learning in the context of the whole city which ensures the full participation of every young person in the life of Cardiff, through business, sporting and cultural links.</p>	<p>Through the ‘Cardiff Commitment’ to youth engagement and progression, endorsed by Cabinet this year, Cardiff Council will work with a wide range of partners in the public, private and third sectors, to ensure a positive destination for every young person in Cardiff after statutory schooling, into employment, education or training</p> <p>An emerging Creative partnership in the West of Cardiff, will enable the offer of real-world learning opportunities in the creative and cultural sector.</p>
<p>Complete the construction of a new High School in the East of the city, in partnership with Cardiff &amp; Vale College by autumn 2017.</p>	<p>Construction has commenced and the school is on track to open in autumn 2017 .</p>
<p>Complete the construction of three new two form of entry primary schools, by spring 2018.</p>	<p>The design of the 3 new primary schools across Cardiff has been completed in consultation with head teachers and planning consent is now being gained.</p>

<b>Key Goal: A Self- Improving School system</b>			
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position August 2016	List of schools in a category August 2016
Have no schools in an Estyn category.	The number of schools in an Estyn follow up category: -Estyn monitoring (EM) -Significant improvement (SI) -Special measures (SM)	EM- 7 SI- 1 SM- 3	EM- Riverbank Special School, Bryn Hafod Primary, Whitchurch High, Radyr Comp, Llanishen High, All Saints CIW Primary, Ysgol Gyfun Plasmawr  SI- Cantonian High  SM- Woodlands Special School, Eastern High, Trelai Primary
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position January 2016	Number of green schools
Increase the proportion of schools categorised as green by Welsh Government in the annual national categorisation process.  <i>WG categorisation outcomes are published annually in January.</i>	The percentage of Cardiff schools categorised as 'Green' in the annual Welsh Government School Categorisation process	Primary- 34.0% Secondary- 26.3% Special-57.1%	Primary- 33 out of 97 schools Secondaries- 5 out of 19 schools Special- 4 out of 7 schools

Success Measure In 2020 strategy	Key Performance Indicator	Inspection Report Analysis- Outcomes from September 2011- August 2016 for Key Question 1 (reports graded excellent for outcomes)	Inspection Report Analysis- Outcomes from September 2011- August 2016 for Key Question 1 (reports graded good for outcomes)
Increase the proportion of schools where Standards are judged by Estyn to be good or excellent.  <i>Between 2011-2016</i>	The proportion of schools judged to be excellent or good for Key  Question 1: How good are outcomes over the past 5 years.	<b>Excellent</b>  Primary- 9.78% (Wales 3.63%) Secondary- 4.76% (Wales 11.79%) Special- 12.50% (Wales 16.22%)	<b>Good</b>  Primary- 68.48% (Wales 67.75%) Secondary- 38.10% (Wales 34.91%) Special- 75% (56.76%)

Success Measure In 2020 strategy	Key Performance Indicator	Academic Year 2014/15	Academic Year 2015/16
<p>Secure improved learner outcomes at the designated Challenge Cymru Secondary schools that are at least in line with the welsh average.</p> <p><i>Note that the Challenge Cymru Programme is ending 31<sup>st</sup> March 2017. Beyond this date we will continue to ensure improved Key Stage 4 outcomes in our lowest performing schools.</i></p>	<p>The percentage of pupils achieving the expected levels at the end of Key Stage 4 in:</p> <p>Willows High School – L1, L2 and L2+</p>	<p>Willows High School L1 83.6%, L2 78.9%, L2+ 46.9%</p>	<p>Willows High School L1 95%, L2 93%, L2+ 53%</p>
	<p>St Illtyd’s High School– L1, L2 and L2+</p>	<p>St Illtyd’s High School L1 97%, L2 85.6%, L2+ 46.1%</p>	<p>St Illtyd’s High School L1 98%, L2 98%, L2+ 55%</p>
	<p>Michaelston Community College– L1, L2 and L2+</p>	<p>Michaelston Community College L1 89.3%, L2 68%, L2+ 25.2%</p>	<p>Michaelston Community College L1 82%, L2 61%, L2+ 25%</p>
	<p>Glyn Derw High School– L1, L2 and L2+</p>	<p>Glyn Derw High School L1 79.5%, L2 63.6%, L2+ 23.9%</p>	<p>Glyn Derw High School L1 86%, L2 67%, L2+ 29%</p>
	<p>Eastern High School– L1, L2 and L2+</p>	<p>Eastern High L1 64.7%, L2 43.8%, L2+ 14.9%</p>	<p>Eastern High L1 72%, L2 35%, L2+ 22%</p>
	<p>Cantonian High School– L1, L2 and L2+</p>	<p>Cantonian High School L1 92.5%, L2 87.5%, L2+ 45%</p>	<p>Cantonian High School L1 97%, L2 92%, L2+ 51%</p>

Success Measure In 2020 strategy	Baseline September 2016
Have no schools running recurrent deficit budgets.	There are 11 schools currently running deficit budgets. At the end of 2014-15 there were 21 schools running deficit budgets.
Have all secondary schools paired with another school, either within the consortium or the city to support leadership of teaching and learning.	All schools in Cardiff continue to be part of an accredited school improvement group or network. Lead schools are implementing their professional learning programmes and the lead practitioners have been deployed across the region.
Have an agreed peer to peer model operating across the city, based on the shared use of data and performance measures.	The majority of schools are involved in a formal peer enquiry or have senior leaders undertaking leadership development.

<b>Key Goal: Schools and Cardiff in Partnership</b>			
<b>School Governance</b>			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2014/15	Cardiff position 2015/16
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.	The percentage of local authority governing body vacancies	7.95% (31 positions)	6.91% (27 positions)
	The percentage of governing body vacancies	8.78% (179 positions)	8.13% (166 positions)

<b>Schools Partnerships (Business/Public/Voluntary sector and Communities/Families)</b>	
Success measure in 2020 strategy	Baseline 2016
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.	Data not yet analysed. The baseline for the new Foundation Phase profile which assesses the abilities of children on entry to school was collected for the first time this Summer.  Cardiff is also commencing work to evaluate the impact of Flying Start programmes across the city over the last 8 - 10 years.
Ensure that all schools have a clear business partner, with purposeful shared objectives.	Eight secondary schools were partnered with a business under the Business in the Community 'Business Class' programme as at September 2016.  Many schools/business partnerships also exist across the city which have evolved through local arrangements.

Youth Engagement and Progression			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2015/16	Cardiff ranking
Increase the numbers of young people that make a successful transition to the world of work.  <i>See also Desired Outcome 7</i>  <i>Other measures are being gathered to extend these annual measures from Careers Wales</i>	The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff)  95.5% (4.5% NEET)	(2014/15 ranking)  22 out of 22
	The percentage of Year 13 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff)  97.04% (2.96% NEET)	(2014/15 ranking)  7 out of 22
Ensure that all young people have access to careers advice, guidance and work experience opportunities.	The Cardiff Commitment – a strategy for youth engagement and progression, will drive forward action in this area and build on work to date in delivering a Youth Guarantee.		

Vulnerable learners / Alternative curriculum			
Success measure in 2020 strategy	Refer to the EOTAS performance measures within the 'Excellent Outcomes' goal which provide details of outcomes achieved by pupils that access Education Other Than at School.		
Provide a broader range of alternative curriculum options that respond effectively to the needs of <b>vulnerable learners</b> that may have difficulties learning in a classroom environment.  See also Desired Outcome 5 and 8  P=provisional	The performance of pupils with additional learning needs should also be considered in the context of this success measure. Work is ongoing to add to the educational attainment measures listed within 'Excellent Outcomes' which needs to take account of provision and access to services.  Available measures for other vulnerable groups, and measures of engagement in school such as attendance and exclusions are presented together below.		
	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	The percentage of <b>eFSM</b> pupils achieving the Foundation Phase Outcome Indicator, at the end of year 2	80.3%P	(2014/15 Wales Average) 75.1%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	11.60P	14.87
	The percentage of <b>eFSM</b> pupils achieving the Core Subject Indicator, at the end of Key Stage 2	78.8%P	(2014/15 Wales Average) 75.1%
Difference in achievement between pupils eligible for free school meals vs those not eligible	13.61P	15.66	



	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	The percentage of <b>eFSM</b> pupils achieving the Core Subject Indicator, at the end of Key Stage 3	70.7%P	(2014/15 Wales Average) 66.4%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	20.12P	22.20
	The percentage <b>eFSM</b> pupils achieving the <b>Level 2+</b> threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)	35.4%P	(2014/15 Wales Average) 31.6%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	32.6P	32.43
	The percentage <b>eFSM</b> pupils achieving the <b>Level 2</b> threshold at the end of Key Stage 4 (5 GCSEs A* - C)	(2014/15 Cardiff) 65.2%	(2014/15 Wales Average) 69.4%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	21.26	19.46

	Key Performance Indicator	Cardiff position 2015/16	Wales Average Academic year 2015/16
	The percentage of <b>eFSM</b> pupils achieving the <b>Level 1</b> threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	(2014/15 Cardiff)  81.5%	(2014/15 Wales Average)  89.5%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	14.34	8.13
	Attendance in primary schools	95.0%	(Wales Average 2014/15) 94.95%
	Attendance in secondary schools	94.5%	94.2%
	Fixed term exclusions per 1000 pupils in primary (5 days or fewer)	9.38	(Wales Average 2014/15) 8
	Fixed term exclusions per 1000 pupils in primary (6 days or more)	0.2	(Wales Average 2014/15) 0.5
	Fixed term exclusions per 1000 pupils in secondary (5 days or fewer)	55.3	(Wales Average 2014/15) 55
	Fixed term exclusions per 1000 pupils in secondary (6 days or more)	0.91	(Wales Average 2014/15) 3.4
Success Measure	Key Performance Indicator	Cardiff Position Academic year	Wales Average Academic

In 2020 strategy		2015/16	year 2015/16
<p><u>Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU</u></p> <p><i>(all children on the roll of a Cardiff school or the PRU as at 12<sup>th</sup> January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		
	Foundation Phase	88.9% (16 out of 18 pupils)	64%
	Key Stage 2	68.2% (15 out of 22 pupils)	64%
	Key Stage 4 Level 1	71.4% (20 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2	46.4% (13 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2 +	17.9% (5 out of 28 pupils)	18%
<p><u>Children who are looked after by Cardiff Council</u></p> <p><i>(all children looked after as at 12<sup>th</sup> January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)</i></p>	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		Not yet available
	Foundation Phase	71.4% (15 out of 21 pupils)	
	Key Stage 2	70.4% (19 out of 27 pupils)	
	Key Stage 4 Level 1	54% (25 out of 46 pupils)	
	Key Stage 4 Level 2	33% (15 out of 46 pupils)	
	Key Stage 4 Level 2 +	15.2% (7 out of 46 pupils)	