

CITY OF CARDIFF COUNCIL CYNGOR DINAS CAERDYDD

CABINET MEETING: 19 January 2017

The Performance of Cardiff's Schools in 2015/16

REPORT OF Director of Education & LLL AGENDA ITEM:

PORTFOLIO: Education and Lifelong Learning

Purpose of the Report

1. To update Cabinet on the performance of Cardiff schools in 2015/16.
2. To identify the main strengths and areas for improvement.

Background

3. Since 2013 there has been an acceleration in the performance of Cardiff schools across all phases of education. In 2016, the city performed above the national averages in a wide range of performance indicators. However, against this overall improving picture, there remain key groups of learners with lower outcomes who do not make sufficient progress and do not develop the necessary skills to successfully move into education, employment or training after leaving statutory schooling.
4. Following the Estyn monitoring visit in February 2014, the authority was judged to be in need of significant improvement. In January 2016, Estyn judged that Cardiff Local Authority had made sufficient progress in relation to the key recommendations and removed it from follow-up activity. Their letter to the Authority also highlighted areas requiring ongoing attention. The report to Cabinet in January 2016 on the Performance of Cardiff Schools in 2014/15 also highlighted a number of priority areas for further improvement.
5. In the summer term 2016, the Council set out a renewed vision for education in Cardiff, 'Cardiff 2020- Aiming for Excellence', which outlined five goals:
 - Excellent outcomes for all learners
 - A high quality workforce
 - 21st Century learning environments
 - A self-improving school system
 - Schools and Cardiff in Partnership

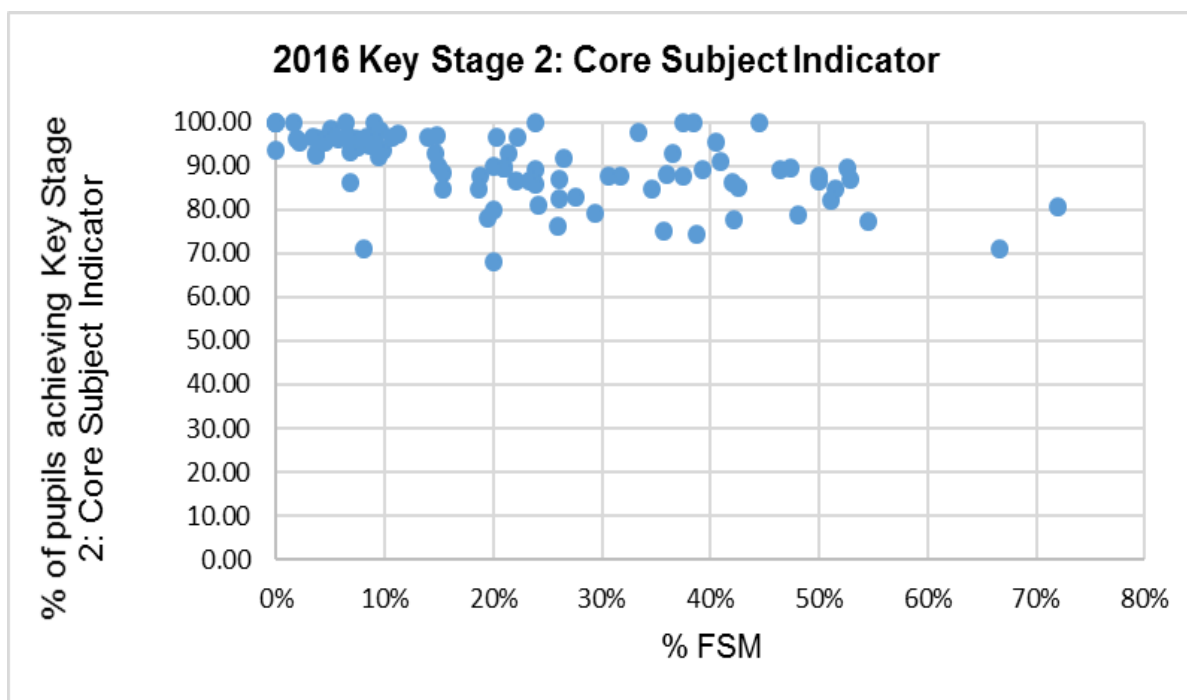
6. This report provides an analysis of educational outcomes for the academic year 2015-2016 and identifies the main strengths and shortcomings in performance, including in relation to the areas of priority highlighted by Estyn, and the previous year's performance report.

Overview of Performance

7. In 2016, there have been further improvements in all the main indicators at the end of each Key Stage. However, there remains too much variation between schools, particularly in the secondary sector.
8. There has been improvement in 2016 in a number of areas:
 - Overall pupil outcomes in the main performance indicators at the expected and higher levels and at every Key Stage are above the national averages;
 - Across the primary phase, there has been an increase in the number of schools in the highest benchmarking quarter and a corresponding decrease in the number of schools in the lowest benchmarking quarter;
 - The performance of girls has increased at the end of each key stage and now compares favourably with the Welsh averages;
 - Outcomes for vulnerable learners, such as eFSM pupils and the overall performance of minority ethnic pupils, have improved;
 - Outcomes at Key Stage 4 in the Level 1, Level 2, and Level 2 inclusive threshold indicators have improved;
 - The number of secondary schools where less than 50% of pupils achieve five GCSEs grades A*-C including English or Welsh and mathematics has decreased from eight in 2015 to four this year; and
 - The proportion of SEN pupils at School Action and School Action Plus, achieving headline measures improved in every key stage.
9. There remain a number of areas where further improvement is required, including:
 - The reduced, but still noticeable, variation in standards achieved by schools with comparable pupil populations in both the primary and secondary sectors;
 - The ongoing relatively low performance across a range of indicators in three secondary schools;
 - The gap in the performance of pupils eligible for free school meals and their peers;
 - The underachievement of some groups of learners, in particular a few Minority Ethnic groups, White UK pupils in schools in deprived areas of the city and children who are looked after;
 - The proportion of statemented pupils achieving the CSI at Key Stages 2 and 3 which fell by 5ppt and 3ppt respectively this year; and
 - The number of pupils who leave school aged 16 who do not have the necessary qualifications and skills to make a successful progression into education, employment or training.

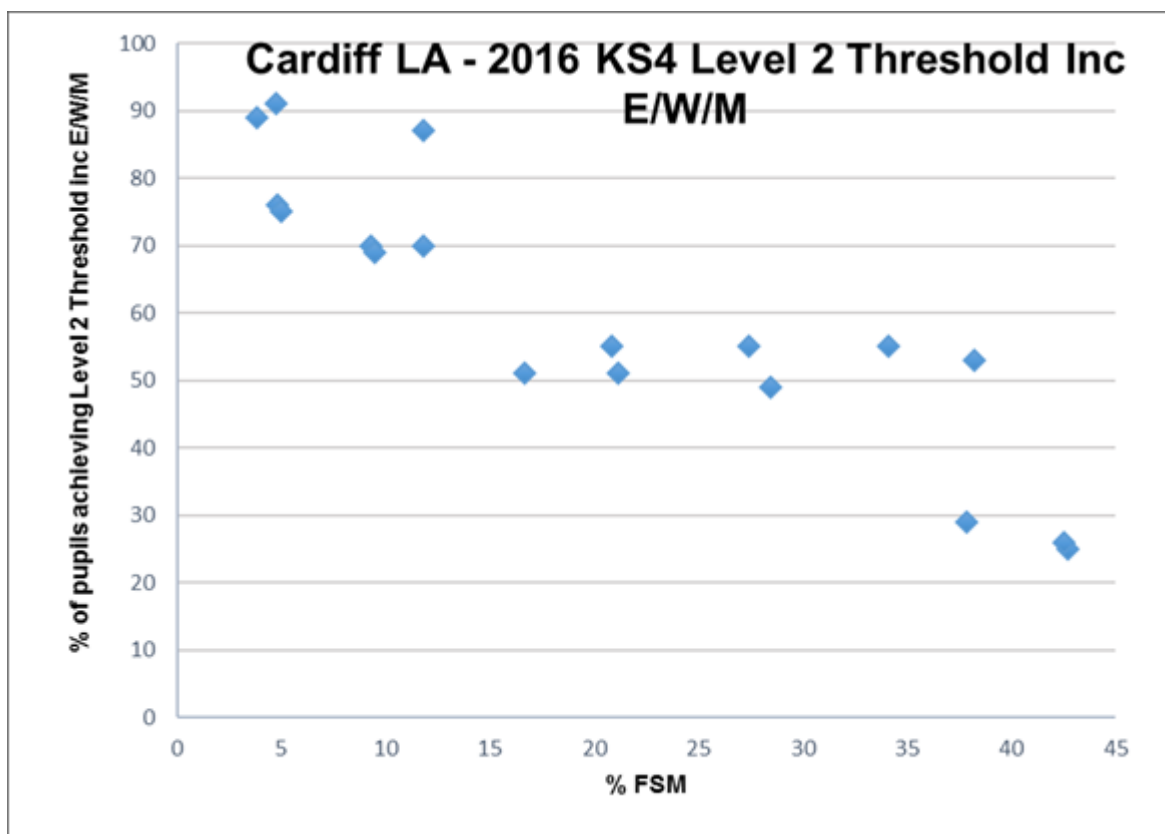
Against a picture of overall improvement the variation in performance between schools has reduced, but still remains too wide

10. In the primary phase, Cardiff is now at least in line with the national averages in all the main indicators. The number of high performing schools is increasing and variation between schools reducing. The lowest performing primary schools at Key Stage 2 in 2015 all improved their performance in 2016. Only one primary school now has below 70% of its pupils attaining the CSI at the end of Key Stage 2.



11. Just over three quarters of primary schools inspected by Estyn in the 2015-2016 academic year were judged to be good or excellent overall. This compares with only one third in the previous academic year. However, it can be seen from the graph above for 2016 that there remains a noticeable difference in outcomes between the highest performing schools and the lowest. This gap, although closing, is still too wide. This variability is not solely due to socioeconomic factors, as some of the highest performing schools serve relatively deprived communities.

12. In the secondary sector, the difference between the highest and lowest performing secondary schools in the level 2 inclusive threshold has also reduced, but still remains too wide. In 2016, four schools had fewer than half of their pupils achieving the level 2 inclusive threshold, compared to eight schools in 2016.



13. In the schools that improved, senior leaders have appropriately high expectations of both teachers and pupils. They rigorously monitor how well lessons are being taught and plan appropriately focused professional development for teachers. The progress of pupils and their attainment is closely tracked, with teachers being held to account for ensuring that pupils make at least good progress. Regular reports are provided for governors, who ensure well-informed support and challenge.

14. In schools where further improvement is needed, teachers' expectations of what pupils can achieve remain too low. Often a considerable amount of information about pupils' progress and attainment is collected, but is not used effectively to inform the teaching or to plan for the next steps in pupils' learning. Assessment data entered into tracking systems is sometimes not based on sound judgements of pupils' current performance.

Overall performance in the primary phase remains relatively stronger than in the secondary phase

15. Over the last two years there has been a significant increase in the number of both primary and secondary schools in the top two standards groups. There continues to be a greater proportion of the city's primary schools in standards groups 1 and 2, than is the case in Cardiff secondary schools.

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

16. Linked to the standards groups, and incorporating the judgements on the schools' capacity to improve, are the support categories. It can be seen from the table below that the city's secondary schools still require more support to improve than the primary schools.

17. In the primary sector, the proportion of schools in the category requiring least support (green), is greater than in both the Consortium and across Wales with one third of schools in the lightest support category. Cardiff has nearly four out of every ten schools in the green category, which implies that the capacity within the city to support other schools is increasing.

18. In the secondary sector, there has been an overall increase in the proportion of schools in the green and yellow categories. However the proportion remains below both the Consortium and Wales figures with just under one half of Cardiff schools in these two support categories.

Support Category	Primary 2015-16	Secondary 2015-16
Green	34% 33 out of 97 schools	26.3% 5 out of 19 schools
Yellow	43.2% 42 out of 97 schools	21.1% 4 out of 19 schools
Amber	17.5% 17 out of 97 schools	31.6% 6 out of 19 schools
Red	5.2% 5 out of 97 schools	21.1% 4 out of 19 schools

Estyn Inspection Outcomes

19. The Estyn inspection outcomes of Cardiff's primary schools are stronger than across the secondary sector. The table below shows the comparative outcomes of school inspections requiring follow up activity over the last six years in Cardiff, compared with outcomes for Wales 2015-2016.

	Primary	Secondary
Cardiff 2015-16	47%	83%
Wales 2015-16	51%	66%
Cardiff 2014-15	50%	72%
Wales 2014-15	65%	69%

20. Of the eighty three primary schools inspected in Cardiff under the current inspection framework introduced in 2010, whose reports have been published, forty one (49.4%) have required a follow-up activity; fourteen (16.9%) have required Estyn follow-up monitoring, nineteen (22.9%) schools required local authority monitoring, two schools required special measures and six significant improvements. Twelve schools received a judgment of excellent in one or both of the overall indicators.

21. Of the 18 secondary schools inspected in this period, fifteen (83.3%) have required follow-up monitoring. Three schools required special measures and three significant improvement. Seven schools required Estyn monitoring and two schools required local authority monitoring. Two schools received a judgement of excellent on one or both of the overall indicators.
22. The quality of leadership, including governance, as judged in Estyn inspections, is stronger overall in primary schools than in secondary schools. The updated figures for 2016, measured cumulatively since September 2010, show that Estyn inspections continue to judge that 75% of leadership and management in primary schools as good or excellent. The equivalent figure for secondary schools fell from 55% in 2015, to around 38% in 2016.

Schools are demonstrating a greater capacity for improvement, but there remains a minority of schools causing concern

23. In 2014-2015, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. There have been changes to leadership in five of these schools. The number of schools requiring red level of support in 2015-2016 reduced to five primary schools, one special school and four secondary schools.
24. Estyn reported in their final monitoring visit in January 2016 that:
“Overall, schools in Cardiff are becoming more resilient and are demonstrating a greater capacity for improvement. Since the monitoring visit in 2014, there has been an increase in the number of higher performing schools and a decrease in the number in need of significant improvement.....However, schools’ performance at key stage 4 at level 1 and level 2, and the capped points score, has not improved sufficiently.”
25. A number of Cardiff schools with the greatest capacity for improvement have been commissioned to operate as ‘hubs’ by the Central South Consortium, to deliver training and professional development for teachers and leaders across the region. Such schools have also played a role in delivering bespoke support to schools causing concern as part of improvement plans, including as commissioned partners in the Schools Challenge Cymru programme. An external evaluation of the impact of such support has been commissioned by the Consortium and will report in 2017. In addition, an increasing number of the headteachers are taking responsibility for more than one school. In 2015-2016, six headteachers were in such a position.
26. In the secondary sector performance at the level 2 threshold is in line with the Welsh average for the first time this year, but further improvement is still needed in the level 1 threshold indicator. Cardiff has six secondary schools which are part of the Welsh Government’s “Schools Challenge Cymru” programme. The performance of these schools at Key Stage 4 was stronger than in previous years. Five out of the six schools improved their performance in the level 2 inclusive threshold and one school maintained the increases in performance achieved in 2014. However, in three of these schools, where there are a high proportion of White UK and eFSM pupils, standards remain unacceptably low.

Whilst there has been an improvement in the outcomes for lower achieving pupils groups, standards attainment by such groups by the end of key stage 4 remain too low

Minority Ethnic Pupils

27. There has been improvement over a three-year period in the performance of Minority Ethnic groups as a whole in all phases. Between 2013 and 2016, minority ethnic pupils show greater progress across the primary phase than White UK pupils although the gap has slightly narrowed over this period. Overall, the attainment gap between Minority Ethnic pupils and White UK pupils has reduced between Foundation Phase and Key Stage 2 in 2016, increased slightly at Key Stage 3 and reduced again at Key Stage 4.
28. For the second year the performance of all Minority Ethnic groups in the Key Stage 4 Level 2+ indicator is in line with White UK pupils. The pupils most at risk of underachievement continue to be White UK pupils living in the more deprived areas of the city and Gypsy Roma Traveller young people.
29. At Key Stage 2, the difference in performance of Minority Ethnic pupils and White UK pupils reduced by 1.5 ppt. This is partly due to the rise in outcomes of Black Caribbean pupils.
30. In the Foundation Phase, Key Stage 2 and Key Stage 3 pupils with English as an additional Language (EAL) do less well than Minority Ethnic pupils with English as their first language and White UK pupils. At Key Stage 4, this trend is reversed, with EAL pupils outperforming the two groups of English speakers at all threshold measures. In schools which are successfully closing the gap, EAL pupils are tracked as a discrete group, in order to inform teaching and learning strategies.
31. The lowest performing Minority Ethnic groups are Traveller/Romany and White European. In response, the LA Ethnic Minority and Traveller Achievement Service (EMTAS) has created a pupil tracker to ensure there is more robust monitoring centrally of these vulnerable groups. This includes attendance and exclusions data for these pupils as poor engagement with education often impedes the attainment of these groups.
32. Schools are using their own data to track and address any underperformance of Minority Ethnic and English as an Additional Language pupils. All schools have audited their provision in this area and are clear about their own areas for development. To further support the progress of EU Roma pupils, EMTAS has seconded a member of staff to Families First to focus on engagement of Roma families in education. The focus of their work is to increase the value and importance that the families give to the education of their children. There is also a designated Educational Welfare Officer who focusses on supporting this group. Both roles are having a positive impact.

Pupils with Special Educational Needs

33. In 2015 the proportion of School Action plus and School Action pupils achieving the level 1 threshold at Key Stage 4 fell, by 7 pts and 1.7 pts respectively, which contributed to an overall fall in the level 1 threshold of 1.1 ppt. Through successful targeting of support, and improving the range of courses available to pupils with SEN, this trend has been successfully reversed.

34. In 2016 the proportion of School Action pupils achieving the level 1 threshold increased by 3ppt. For School Action Plus pupils the increase was 15 ppt. The proportion of pupils at School Action and School Action Plus achieving the level 2 threshold also increased by 3 ppt and 9 ppt respectively.

Pupils Eligible for Free School Meals

35. There has been a greater reduction in the gap in performance between eFSM pupils and their peers in primary than in secondary schools. Between 2007 and 2016, the gap at age 11 narrowed by around 10 ppt whilst the gap at age 16 has only narrowed by 4 ppt.

36. The performance of eFSM pupils in the main indicators at each key stage are shown in the table below. Despite further improvements in the performance of eFSM pupils at each key stage, the gap between the performance of eFSM pupils and their peers remains too wide.

	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales eFSM 2015	Cardiff All Pupils 2016
FPI	80.3%	92%	75.10%	88.90%
KS2 CSI	78.8%	91.9%	75.1%	89.5%
KS3 CSI	70.68%	90.80%	61.28%	86.6%
KS4 L2+	39.3%	69.0%	35.5%*	62.5%

*provisional 2016 figure

37. The schools that have been most successful in narrowing this gap focus on developing competency in literacy and numeracy and offer support, where necessary, to improve pupils' attendance and behaviour as well as their confidence and resilience. This is linked to effective use of the pupil deprivation grant to improve the skills and well-being of pupils through a variety of academic and extra-curricular activities.

Children Who are Looked After

38. The performance of Children Who are Looked After and educated in a Cardiff school, improved in the main indicators at the end of each Key Stage in 2016. Despite this upward trend, outcomes are still far too low and lower than their peers at each key stage.

	Cardiff LAC 2015	Wales Children in need census 2015	Cardiff LAC 2016	Cardiff All Pupils 2016
Foundation Phase Outcome Indicator	75%	64%	89%	88.9%
Key Stage 2 Core Subject Indicator	56%	64%	68%	89.5%
Key Stage 3 Core Subject Indicator	38%	48%	47%	87%
Key Stage 4 Level 2+ Threshold	17.1%	18%	21%	62%

EOTAS and NEETs

39. Outcomes for pupils who are educated other than at school (EOTAS) are generally poor. Many pupils supported by the range of EOTAS provisions leave with very few, or no recognised qualifications, and are more at risk of not making a successful progression into education employment or training. Action is being taken following a review of EOTAS provision carried out in summer 2016 which made a number of recommendations to improve the quality of provision for young people who are educated out of mainstream provision.
40. There has been a downward trend in the numbers of Year 11 leavers who are not engaged in education, employment or training (NEET) in Cardiff at the October count, date falling from 8.8% to 4.26% in 2014, with a slight rise in 2015 to 4.5%. This percentage represents 152 pupils out of a cohort of 3333 pupils. Of these 152 pupils, 34 young people (1.02%) could not or were unable to enter education, employment or training due to reasons including pregnancy, health related issues or custodial sentences. The provisional data for 2016 is showing a further reduction on previous figures.
41. Work is being taken forward to deliver the objectives of the 'Cardiff Commitment' to youth engagement and progression, including an increase in the number and range of traineeships and apprenticeships that the Council offers as a large employer, and increased partnership working to improve opportunities for young people to enter work with employers across Cardiff in the private, public and third sector.

Performance of Boys and Girls

42. In last year's report attention was drawn to the fact that:
- "In Cardiff, girls continue to outperform boys at all key stages and in nearly all indicators. The lower performance of boys relative to girls in the Foundation Phase and at Key Stage 2 is most noticeable in English. That said, from Key Stage 2, the performance of girls across Cardiff is lower than the performance of girls nationally in most areas."*

43. For several years the attainment of boys has been a priority for many schools, as in most cohorts the attainment of girls has exceeded that of boys. Raised awareness of the relative underperformance of girls appears to have contributed to a distinct improvement this year in the performance of girls and a stronger comparable performance with girls across Wales as a whole.
44. The comparative performance of the city's boys with boys across Wales is positive in nearly all indicators, but the overall attainment of boys remains lower than the attainment of girls. The higher incidence of SEN among boys, which is a national phenomenon, is likely to have had some impact on this. 73% of statemented pupils in Cardiff are boys.

Priority Areas for Further Improvement

45. This report highlights the continuing importance of focused action in relation to:
- The minority of schools causing concern and the key importance of effective challenge and support;
 - The continuing need to improve outcomes for a minority of learners at Key Stage 4 as measured by Level 2 and level 1 outcomes;
 - The development of improved provision for young people who are educated other than at school (EOTAS); and
 - The review and development of provision and practice in relation to special educational needs across Cardiff.
46. Looking forward to 2017, there will be a change in the qualifications that count towards the literacy and numeracy elements of the key measures. There are also changes to assessment in the core subjects in GCSE. These factors will undoubtedly impact on outcomes in 2017.
47. In addition to these changes, the development of the new curriculum currently underway in line with Successful Futures will present significant opportunities and challenges to all schools.
48. Action to address these priorities and challenges are set out in the improvements plans of individual schools, in the Corporate Plan and the Education Directorate business plan of Cardiff Council, in the Central South Consortium Business Plan, and in the plans of action in relation to each of the five goals of Cardiff 2020.

Summary Headline Results Across All Key Stages

	Cardiff			Wales			Cardiff Ranking		
Indicator	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Foundation Phase Indicator % achieving FPI	83.70%	86.73%	88.90%	85.15%	86.80%	87%	18	12	7
Foundation Phase LLC in English % achieving FPO5+	85.20%	87.94%	89.6%	86.62%	88.00%	88%	17	11	9
Foundation Phase LLC in Welsh % achieving FPO5+	90.45%	92.76%	93.1%	89.82%	91.30%	90.7%	11	8	8
Foundation Phase Maths % achieving FPO5+	87.44%	89.44%	91.3%	88.70%	89.70%	89.9%	18	13	8
Foundation Phase PSD % achieving FPO5+	93.52%	94.04%	94.8%	94.17%	94.80%	94.5%	18	20	11
Foundation Phase LLC in English % achieving FPO6+	29.23%	32.07%	36.5%	32.16%	34.20%	36.2%			
Foundation Phase LLC in Welsh % achieving FPO6+	27.67%	38.16%	36.6%	32.50%	36.90%	36.2%			

	Cardiff			Wales			Cardiff Ranking		
Indicator	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
Key Stage 2 CSI	85.11%	87.76%	89.5%	86.13%	87.70%	88.6%	17	13	8
Key Stage 2 English L4+	87.27%	89.87%	91%	88.42%	89.60%	90.3%	18	12	10
Key Stage 2 Welsh L4+	90.11%	93.74%	96.1%	88.10%	90.50%	90.8%	10	6	2
Key Stage 2 Maths L4+	87.67%	89.87%	91.4%	88.93%	90.20%	91%	18	16	9
Key Stage 2 Science L4+	89.02%	90.83%	91.6%	90.34%	91.40%	91.7%	17	17	14
Key Stage 2 English L5+	36.85%	40.89%	44.7%	38.02%	40.80%	42%			
Key Stage 2 Welsh L5+	37.05%	45.66%	47.6%	33.89%	38.00%	38%			
Key Stage 2 Maths L5+	37.80%	42.39%	45.3%	37.97%	41.20%	43.2%			
Key Stage 2 Science L5+	37.60%	41.15%	45.3%	38.43%	41.10%	42.5%			
Key Stage 3 CSI	81.51%	83.40%	86.6%	81.02%	83.90%	85.9%	12	13	11
Key Stage 4 L2 +	54.04%	59.30%	63%	55.44%	57.90%	60%	17	10	NYA
Key Stage 4 L2	76.03%	81.60%	84%	82.34%	84.10%	84%	18	19	NYA
Key Stage 4 L1	93.19%	92.10%	94%	93.99	94.40%	95%	20	21	NYA
% 17 year olds entering volume equivalent to 2 A levels who achieved L3 threshold	96.77%	96.90%	98%	97.08%	97.00%	98%	14	12	NYA
Average wider points score 17 year olds	884.96	866	870	804.08	799.7	825	6	5	NYA

	Cardiff			Wales			Cardiff Ranking		
Indicator	2013/14	2014/15	2015/16	2012/13	2013/14	2015/16	2012/13	2014/15	2015/16
Foundation Phase % achieving FPOI5+ - FSM eligible	72.24%	76.59%	80.29%	72.36%	75.10%	NYA			
Foundation Phase % achieving FPOI5+ - FSM non eligible	87.52%	89.98%	91.99%	88.61%	89.98%	NYA			
Foundation Phase FSM/Non FSM gap % achieving FPOI5+	-15.28%	-13.38%	-11.60%	-16.25%	-14.87%	NYA			
Key Stage 2 % achieving CSI – FSM eligible	71.56%	76.74%	78.83%	71.91%	75.10%	NYA			
Key Stage 2 % achieving CSI – FSM non eligible	89.06%	91.02%	92.45%	89.65%	90.76%	NYA			
Key Stage 2 % achieving CSI – FSM/nonFSM gap	-17.50%	-14.28%	-13.61%	-17.44%	15.66%	NYA			
Key Stage 3 % achieving CSI – FSM eligible	63.52%	66.43%	70.68%	61.28%	65.92%	NYA			
Key Stage 3 % achieving CSI – FSM non eligible	85.90%	88.13%	90.80%	85.57%	88.12%	NYA			
Key Stage 3 % achieving CSI FSM/Non FSM gap	-22.38%	-21.70%	-20.12%	-24.30%	-22.20%	NYA			
Key Stage 4 % achieving L2+ - FSM eligible	27.36%	32.23%*	39.3%	27.76%	31.63%	35.5%			

	Cardiff			Wales			Cardiff Ranking		
Indicator	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2012/13	2014/15	2015/16
Key Stage 4 % achieving L2+ - FSM non eligible	60.65%	66.52%	69.0%	60.65%	66.52%	66.7%			
Key Stage 4 % achieving L2+ FSM/non FSM gap	-33.29	-34.28	- 29.7	-33.79	-32.43	-31.3			
% Attendance Secondary Schools	93.68%	93.86%	94.50%	92.63%	93.61%	94.20%	10	11	NYA
% Attendance Primary Schools	94.90%	95.20%	95%	93.68%	94.78%	95.14%	11	6	NYA
% year 11 leavers NEET	4.26%	4.5%	NYA	3.70%	3.10%	NYA	22	23	NYA
% year 13/14 leavers NEET	4.4%	2.95%	NYA	4.70%	4.90%	NYA	3	7	NYA

Reasons for Recommendations

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

Legal Implications

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

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

Protected characteristics are:

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

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

Financial Implications

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

RECOMMENDATIONS

4. Cabinet is recommended to note the performance of Cardiff schools in the academic year 2015/2016.

Nick Batchelar
Director of Education and Lifelong Learning
4th January, 2017

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Appendix 1 Explanation of Frequently Used Terms

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

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

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

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

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

Threshold Indicators - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A*-C including these subjects, the level 2 threshold is 5 grades A*-C and the level 1 threshold indicator is 5 grades A*-G. The threshold indicators include all approved qualifications not just GCSE that are the equivalent of: level 1: grades D-G; level 2: grades A*-C.

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

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

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

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

Average Capped Wider Points Score - The calculation is based on the eight best GCSE grade/ approved vocational courses per pupil.

EAL Categories

A = New to English

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

B = Early Acquisition

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

C = Developing competence

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

D = Competent

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

E = Fluent

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

Appendix 2 Summary Overview of Primary Achievement

- 2.1 There has been a positive trend of improvement since 2013 in all of the performance measures in the primary phase. The rate of improvement in the main performance indicators is greater in Cardiff, than across Wales as a whole.

Table 1: Increase in Primary Performance since 2013

Increase since 2013	Cardiff	Wales
FPI	8ppt	4ppt
CSI	6.9ppt	4.3ppt

- 2.2 Outcomes continue to improve in all areas of learning in the Foundation Phase, in spite of the fact that many young children starting primary school with English as an additional language.
- 2.3 Outcomes at the end of Key Stage 2 build on the outcomes for the corresponding cohort at the end of the Foundation Phase in 2012. 78.7% of pupils achieved the FPI in 2012. 89.5% of this cohort of pupils achieved the CSI in 2016. This increase reflects the significant number of pupils who made greater than expected progress across Key Stage 2.
- 2.4 The proportions of pupils attaining the higher levels, (outcome 6 in the Foundation Phase and level 5 at Key Stage 2) compare favourably with the national averages. At the end of the Foundation Phase, at least one third of pupils attain the higher level in all areas of learning. At Key Stage 2, in the four core subjects, it is at least four out of every ten pupils.
- 2.5 There has been a further reduction in the number of primary schools performing below the median when compared to similar schools. Partnerships and external support, from a variety of sources, has contributed to the success of the schools that improved. However, noticeable variation in the performance of schools still exists. The range in outcomes in the Foundation Phase is between 52.4% and 100% in the FPI, whilst in the CSI at Key Stage 2 it is from 68.0% to 100%.
- 2.6 The performance of eFSM pupils continues to increase by a faster rate than the performance of non-FSM pupils, reducing the difference in performance between the two groups. The performance of eFSM pupils remains below that of nFSM pupils. An increased focus on the basics in primary schools has benefited all pupils, but the most disadvantaged in particular.

Table 2: Percentage Point Gap for eFSM and nFSM since 2013

Increase since 2013	eFSM	nFSM
FPI	13.37ppt	6.53ppt
CSI	11.17ppt	5.33ppt

- 2.7 Girls' performance exceeds that of boys across the primary phase. In contrast, to 2015, both boys' and girls' performance in Cardiff is higher than the national average at the end of Foundation Phase and at the end of Key Stage 2.

Table 3: Performance of Girls and Boys

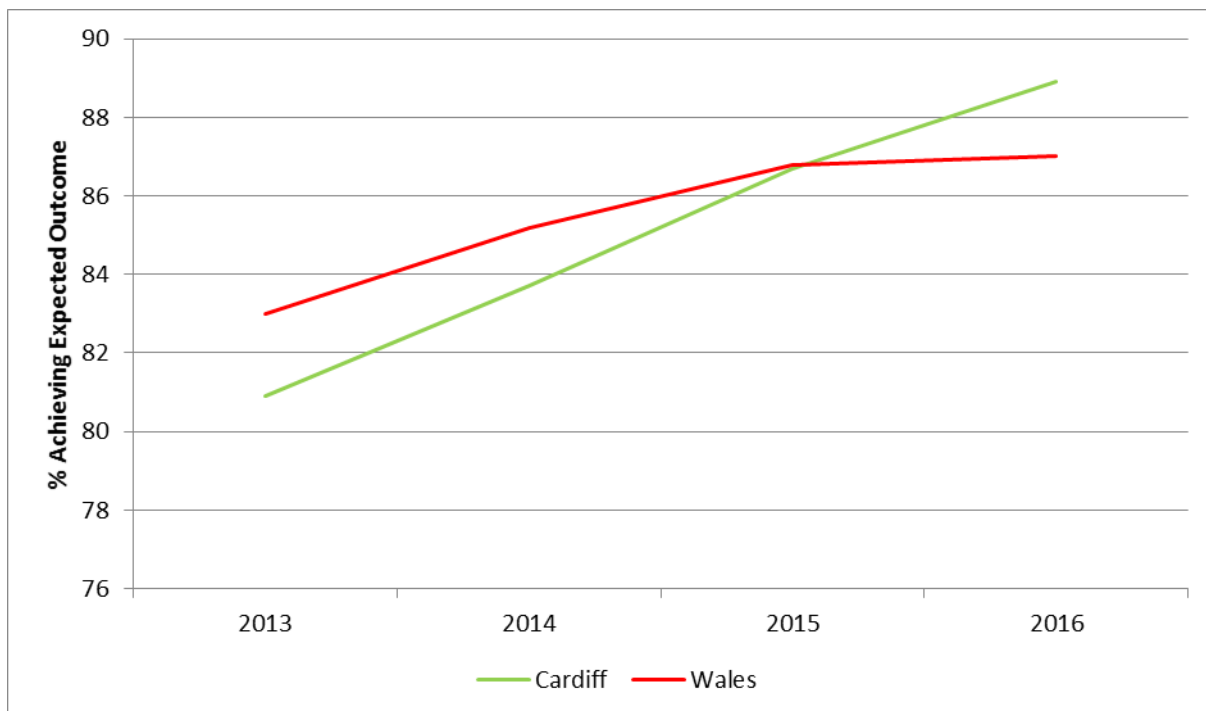
	Cardiff Girls	Wales Girls	Cardiff Boys	Wales Boys
FPI	93.1%	91.2%	84.9%	83.0%
CSI	92.5%	91.3%	86.6%	86.1%

- 2.8 Overall, schools in the city are adapting well to the changing communities they serve. Mobility in some schools is however a significant challenge.
- 2.9 Some Minority Ethnic groups, such as Chinese in the Foundation Phase and Arab at Key Stage 2, are outperforming the White UK pupil group. In contrast, the White European and Traveller/Romany groups continue to perform below the White UK pupil group and the performance of minority ethnic pupils as a whole is below the Cardiff average in the primary phase.
- 2.10 In 2015-2016 attendance in primary schools fell very slightly to 95% which was a 0.1 ppt decrease on the previous year.

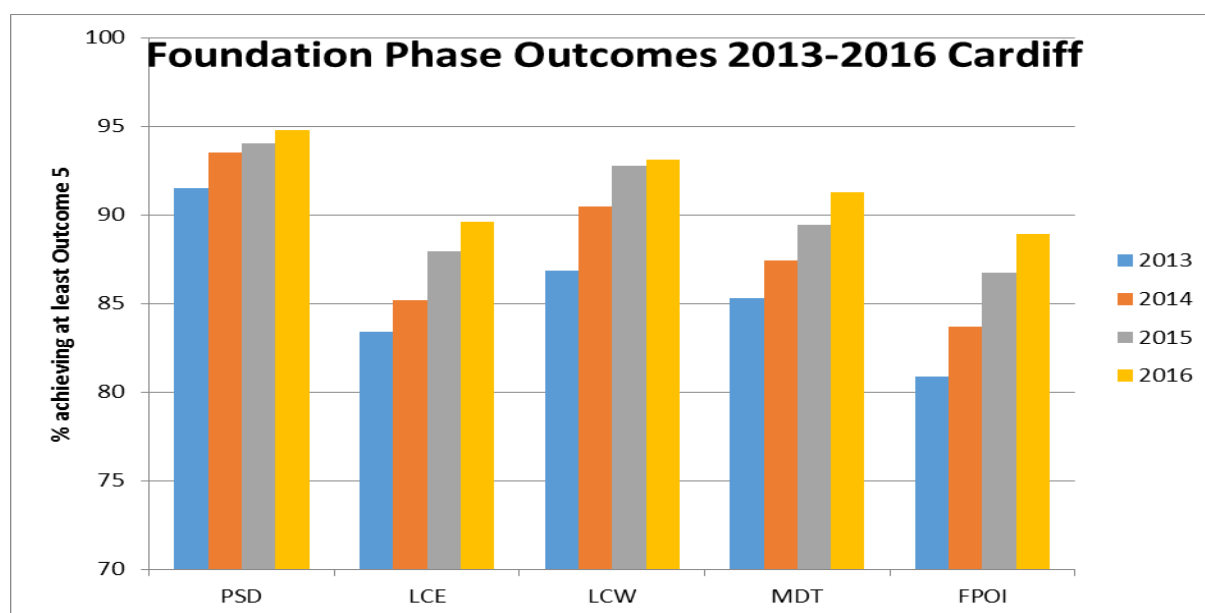
Appendix 3 Performance in the Foundation Phase

Trend in Outcomes

- 3.1 The proportion of pupils achieving the Foundation Phase Indicator (FPI) is 88.9% (2016 target 86.0%). The improvement in the FPI is 2.2 ppt, which is greater than the national improvement (0.2 ppt). Cardiff now exceeds the Wales average (87.0%) for this indicator. This degree of improvement has been achieved within the context of increasing numbers of English as an additional language (EAL) learners.



- 3.2 More than seventy percent of primary schools (68 out of 95) maintained, or improved, the FPI in 2016 compared to 2015.
- 3.3 In the remaining schools (27 out of 95), the proportion of pupils achieving the FPI fell by an average of 4.8 ppt. In nine schools, the decrease is less than 3 ppt. Five of the schools which reported decreases in outcomes are categorised as red or amber and action is already being taken to raise standards. In the remaining schools, including three which reported decreases for the second consecutive year, the challenge adviser has visited early in the autumn term to scrutinise each school's analysis of outcomes and the actions that are planned in response.



- 3.4 The strongest area of learning continues to be Personal and Social Development Wellbeing and Cultural Diversity (PSDWCD) and the weakest area Language, Literacy and Communication - English (LLCE). This is the case for both outcome 5 (the expected level) and outcome 6. In all areas of learning at least one third of pupils attain the higher level.

Foundation Phase (O5+)					
	PSD	LCE	LCW	MDT	FPOI
2013	91.50%	83.39%	86.86%	85.32%	80.85%
2014	93.52%	85.20%	90.45%	87.44%	83.70%
2015	94.04%	87.94%	92.76%	89.44%	86.73%
2016	94.80%	89.60%	93.10%	91.30%	88.90%

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

- 3.5 The proportion of pupils reaching outcome 6 (O6+) or above continues to improve each year in each area of learning and for the first time in 2016 all outcomes are ahead of the national averages.

	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015	2016	Wales 2016
LCE	24.80%	25.60%	27.70%	29.50%	29.20%	32.20%	32.07%	34.24%	36.50%	36.20%
LCW	23.20%	24.80%	25.90%	29.30%	27.70%	32.50%	38.16%	36.88%	38.60%	36.20%
MDT	24.50%	24.20%	27.80%	28.20%	28.70%	30.30%	32.50%	34.30%	37.00%	36.40%
PSD	37.50%	38.60%	42.80%	45.90%	48.80%	51.50%	53.03%	56.03%	59.10%	58.90%

Performance of Key Groups - Gender

- 3.6 In the Foundation Phase, at outcome 5+, the performances of boys and girls are above the national averages, but the performance of boys is around 8 ppt lower than the performance of girls in the FPI. Girls' performance is stronger than boys in all the areas of learning, but the greatest difference of nearly 8 ppt is in Language, Literacy and Communication – English.

	2013	2014	2015	2016	Wales 2016 Actual
FPI Boys	77.95%	79.72%	82.73%	84.9%	83%
FPI Girls	83.93%	87.79%	90.85%	93.1%	91.2%
FPI Total	80.85%	83.7%	86.73%	88.9%	87%
Boys Vs Girls	-5.98	-8.07	-8.12	-8.2	-8.2

- 3.7 At the higher outcome 6+ the girls' outcomes exceed the outcomes for boys by more than 10 ppt in nearly all the areas of learning. The exception is in mathematical development. Boys' performance exceeds that of girls by 1 ppt. The performances of both boys and girls are at least in line with the national averages, with the exception of girls in PSDWBCD which are 1.3 ppt below the national figure.

Performance of Key Groups – Minority Ethnic Pupils

- 3.8 Overall, performance for Minority Ethnic pupils' attainment in the FPI in 2016 (86.5%) remains below White UK (90.4%) by 3.9 ppt. The achievement gap reduced for Minority Ethnic pupils by 3.3 ppts from 2013 to 2014. In 2015, the gap widened again to 6.6 ppt, but the difference has reduced again this year.
- 3.9 The proportion of Minority Ethnic pupils achieving the FPI as a whole has improved by slightly more than 10 ppt in the years between 2013 and 2016. Within this overall improvement, some groups of pupils are attaining above the Welsh average of 87% and the average of all Cardiff pupils of 88.9%. The lowest performing group continues to be Traveller/Romany, but the performance of this group improved significantly this year.
- 3.10 There has been a focus in several primary schools this year on this least attaining group. The engagement of their parents in education has been a key element in improving the outcomes at this phase of education.
- 3.11 Virtually all the different minority ethnic groups improved their performance in 2016. The exceptions were Somali and Chinese/Chinese British. The size of the cohort in each group will sometimes have an effect on the size of the percentage changes in attainment.

Foundation Phase	FPI 2013	FPI 2014	FPI 2015	FPI 2016	Wales aggregated 2013- 2015
Any other ethnic background	100.00%	81.08%	73.53%	90.63%	78.5%
Arab	70.69%	79.20%	79.09%	83.58%	NYA
Bangladeshi	79.84%	78.52%	82.86%	89.83%	83.1%
Black Caribbean	88.89%	70.00%	75.00%	90.91%	NYA
Chinese or Chinese British	86.67%	70.00%	92.31%	90.63%	89.4%
Mixed	80.73%	83.84%	88.58%	89.66%	86.1%
Not known	73.81%	63.04%	66.67%	92.59%	80.1%
Other Asian	88.24%	92.86%	88.98%	97.12%	86.8%
Other Black	73.47%	87.18%	81.90%	85.22%	81.3%
Pakistani	74.50%	80.99%	88.28%	90.15%	83.4%
Somali	70.73%	78.82%	85.71%	79.22%	NYA
Traveller/Romany	56.00%	68.97%	59.26%	74.07%	52.9%
White European	66.22%	76.54%	71.10%	75.93%	NYA
All EM Groups	76.40%	81.62%	82.26%	86.49%	NYA
White UK	82.91%	84.97%	88.93%	90.35%	85.7%
All Pupils	80.85%	83.70%	86.73%	88.93%	85.2%

Performance of Key Groups – EAL Pupils

- 3.12 There were improvements in performance of pupils in nearly all categories of language acquisition. Over the last two years, there have been improvements in the proportion of pupils achieving the FPI in all categories, some significantly so.

	2013	2014	2015	2016
EAL (Code A-E)	77.72%	81.93%	82.79%	86.6%
No EAL	84.15%	84.54%	88.11%	91.1%
All Pupils	80.85%	83.70%	86.73%	88.90%

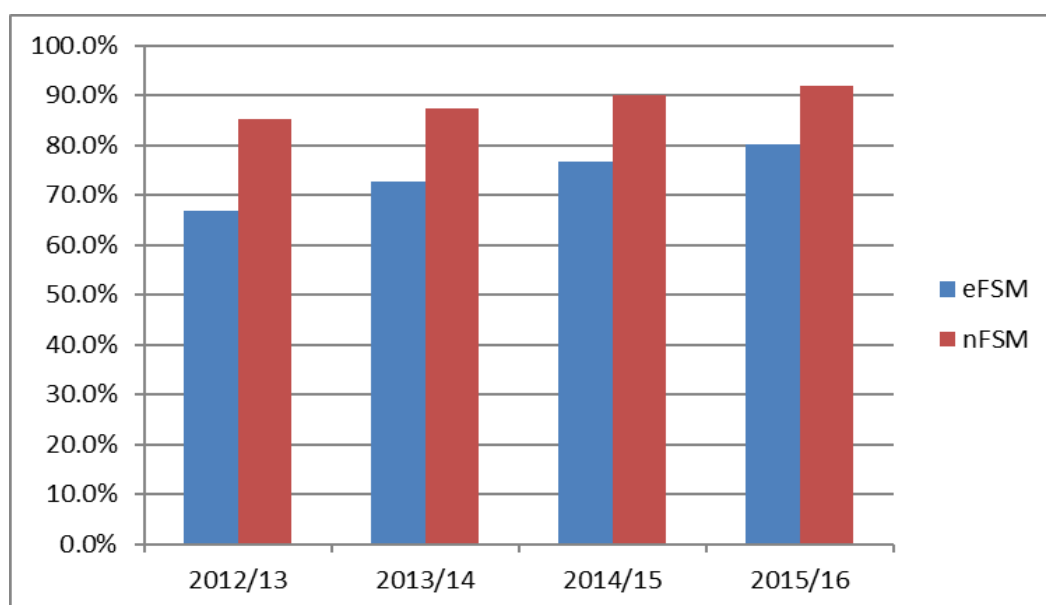
	2013	2014	2015	2016
New to English (A)	41.97%	50.23%	48.06%	57.20%
Early Acquisition (B)	77.05%	85.98%	93.75%	90.3%
Developing competence (C)	95.09%	96.98%	97.36%	100%
Competent (D)	96.49%	100.00%	100.00%	100%
Fluent (E)	82.33%	87.86%	89.13%	93.90%

Performance of Key Groups – Looked After Children

- 3.13 The proportion of pupils achieving the Foundation Phase Indicator (FPI) is 89% (16 out of the 18 LAC in Year 2). This is an increase in that achieved in 2015 (75%) for this group of pupils. This performance is also in line with the figure of 88.9% for all pupils in Cardiff.
- 3.14 The Cardiff Looked After Children's attainment 2016 figure is substantially above the latest published Wales Looked After Child figure for 2015 of 64%. The Looked After Education Team are becoming more effective in working with all partners including the specialist teacher teams to promote the early identification of, and support for, children in care who are at risk of underachievement. The introduction of the central tracker means that more informative data is available and is being used effectively to identify underachievement at an early stage.

Performance of Key Groups – Pupils Eligible for Free School Meals

- 3.15 The attainment gap between those pupils in the Foundation Phase who are eligible for free school meals and those not eligible has narrowed again in 2016.



- 3.16 The difference in performance between eFSM pupils and nFSM pupils has been reduced from 13.3 ppt to 11.7 ppt.
- 3.17 The performance of eFSM pupils has improved by 3.6 ppt, compared to an improvement for nFSM pupils of 2.0 ppt.
- 3.18 These outcomes suggest that overall schools are using their pupil deprivation grant as intended to improve outcomes for the most disadvantaged pupils.

	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales eFSM 2015	Cardiff All Pupils 2016
Foundation Phase Indicator	80.3%	92%	75.10%	88.90%

Performance of Key Groups – SEN Pupils

- 3.19 There continues to be a wide gap between the attainment of pupils with special educational needs (SEN) and non-SEN pupils in mainstream settings in the Foundation Phase. The gap is widest for statemented pupils, and the gap narrows for those at School Action Plus and School Action.

Foundation Phase - Percentage achieving outcome 5 or above

2016	FPI	LCE	LCW	MDT	PSD
Statemented	16.7%	20.2%	33.3%	25.5%	25.5%
School Action Plus	45.3%	52.4%	43.5%	55.1%	70.6%
School Action	73.0%	76.8%	76.1%	79.9%	92.5%
No SEN	97.0%	97.1%	98.5%	97.9%	99.0%
Not matched	66.7%	64.7%	100%	66.7%	66.7%
Total	88.9%	89.6%	93.1%	91.3%	94.8%

2015	FPI	LCE	LCW	MDT	PSD
Statemented	16.0%	19.4%	0.0%	19.8%	21.7%
School Action Plus	41.8%	50.5%	36.4%	49.5%	66.5%
School Action	69.8%	73.7%	82.1%	79.0%	90.8%
No SEN	95.6%	96.4%	97.3%	96.6%	98.9%
Not matched	50.0%	63.6%	0.0%	50.0%	75.0%
Total	86.7%	87.9%	92.8%	89.4%	94.0%

- 3.20 In 2016, the proportion of School Action and of School Action Plus pupils who achieved the FPI increased by 3 ppt while the proportion of non-SEN pupils achieving the FPI increased by 2 ppt, suggesting the gap continues to narrow.
- 3.21 The proportion of statemented pupils achieving FPI increased by less than 1ppt, which may reflect the increasing level of complex needs among the younger cohorts.
- 3.22 In all SEN groups, the performance gap is significantly narrower in Personal and Social Development, than in other areas of learning.

Comparative performance with other Local Authorities and Cities

- 3.23 Schools are grouped into FSM bands and ordered nationally to give four quarters – the top performing 25% of schools fall in Quarter 1 (upper quarter) and the bottom performing 25% of schools fall in Quarter 4 (lower quarter). The improvements in performance in the majority of schools have led to an increase in the number of schools in the top benchmarking quarter from 21 in 2015 to 31 in 2016 and a further reduction in the number of schools in the lowest quarter from 9 to 7.

2015 Benchmark quarters for FPI

	No of schools	% of schools
Quarter 1	21	22%
Quarter 2	32	34%
Quarter 3	33	35%
Quarter 4	9	9%
Total	95	100%

2016 Benchmark quarters for FPI

	No of schools	% of schools
Quarter 1	31	33%
Quarter 2	31	33%
Quarter 3	26	27%
Quarter 4	7	7%
Total	95	100%

- 3.24 Cardiff has improved its ranking once again in 2016, with performance now in the top ten local authorities across Wales.

Foundation Phase - FPI	2015/16		2014/15		2013/14	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	88.90%	7	86.70%	12	83.70%	18

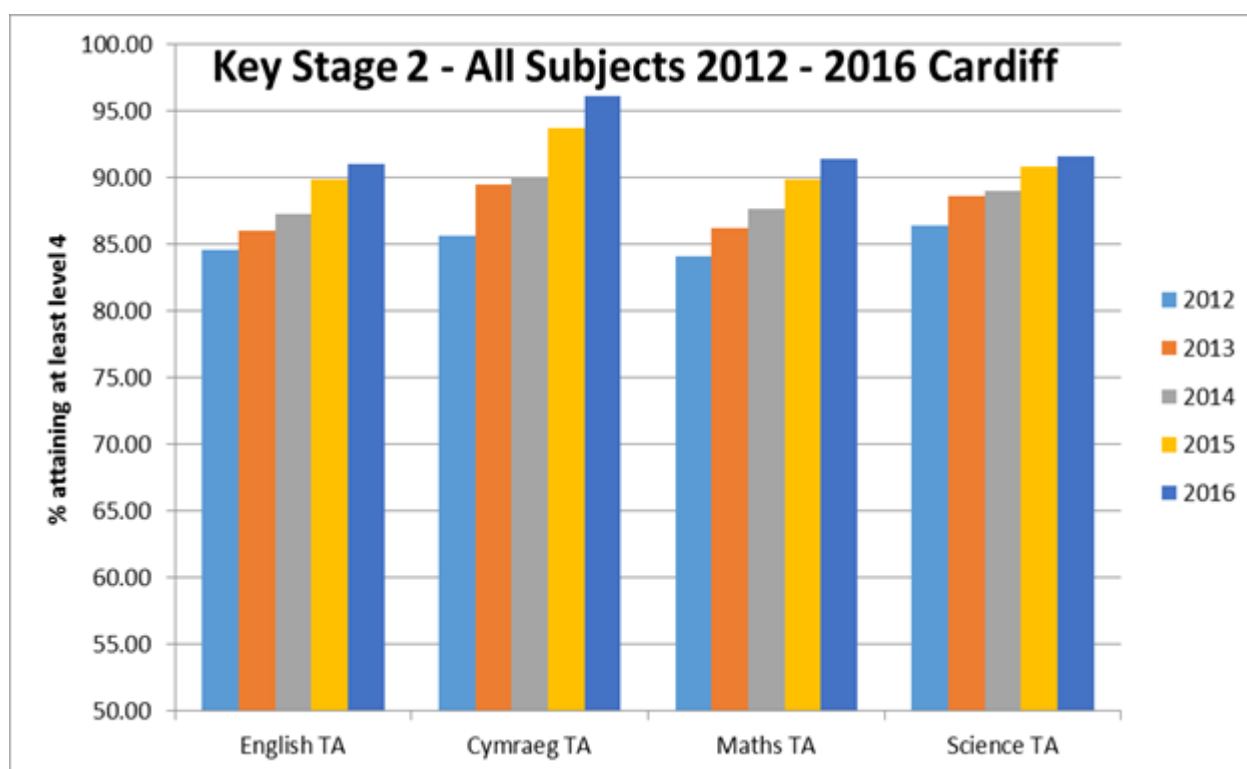
Appendix 4 Performance at Key Stage 2

Trend in Outcomes

- 4.1 There has been an improvement of 1.7ppt in the percentage of pupils reaching the expected level at Key Stage 2. The improvement is greater than the national improvement (0.9ppt). The proportion of pupils achieving the CSI is now 89.5%, the corresponding national figure is 88.6%.



- 4.2 Two thirds of primary schools (62 out of 93) maintained, or improved, their Key Stage 2 CSI in 2015 compared to the previous year. In the remaining third (31 out of 93) the proportion of pupils achieving the CSI fell by an average of 6.5 ppt. In nine schools, the decrease is less than 3ppt. Eight schools are categorised as red or amber and action is already being taken to raise standards.
- 4.3 Just over two thirds of primary schools (65 out of 95) maintained or improved their Key Stage 2 CSI in 2016, compared to the previous year. In the remaining third (30 out of 95) the proportion of pupils achieving the CSI fell by an average of 4.6 ppt. In nine of the schools, the decrease is less than 3 ppt. Seven of the schools are categorised as red or amber and action is already being taken to raise standards. In the remaining schools, including five which reported decreases for the second consecutive year, actions have been planned in response.
- 4.4 At the expected level and the higher level, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 45% of pupils attain the higher level in all subjects which is slightly higher than the proportion of pupils across Wales as a whole.



Key Stage 2 – Expected Level (4+)				
	English TA	Cymraeg TA	Maths TA	Science TA
2012	84.61%	85.68%	84.12%	86.45%
2013	86.00%	89.55%	86.24%	88.59%
2014	87.27%	90.11%	87.67%	89.02%
2015	89.87%	93.74%	89.87%	90.83%
2016	91.00%	96.10%	91.40%	91.60%

Performance of Key Groups - More Able and Talented Pupils

- 4.5 Cardiff is at least 2ppt higher than the national averages at level 5+ in all core subjects. Performance at this level in Welsh first language is particularly strong being 9.6ppt above the national average.

	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015	2016	Wales 2016
English	34.00%	35.70%	36.80%	38.00%	40.89%	40.76%	44.70%	42.00%
Welsh	30.90%	30.40%	37.10%	33.90%	45.66%	37.97%	47.60%	38.00%
Mathematics	35.90%	35.70%	37.80%	38.00%	42.39%	41.24%	45.30%	43.20%
Science	35.10%	36.10%	37.60%	38.40%	41.15%	41.14%	45.30%	42.50%

Performance of Key Groups - Gender

- 4.6 At Key Stage 2 in the CSI, the performance of boys is 6 ppt lower than the performance of girls. In contrast to 2015, the performance of both girls and boys compares favourably to the national outcomes.

	2013	2014	2015	2016	Wales 2016
CSI Boys	80.99%	82.01%	86.03%	86.60%	86.1%
CSI Girls	84.43%	88.34%	89.53%	92.50%	91.3%
CSI Total	82.61%	85.11%	87.76%	89.50%	88.6%
Boys vs Girls	-3.44	-6.33	-3.49	-6.00	-5.20

- 4.7 At the expected level, girls' performance is stronger than boys in all of the core subjects, but the greatest difference of more than 6 ppt is in English. The gender gap is smaller than the national gender gap in Welsh first language but wider in the other core subjects.
- 4.8 Girls' performance compares well to the national averages in all the core subjects at the expected level, but the performance of boys is slightly lower than the national averages in mathematics (0.3 ppt) and science (1 ppt).
- 4.9 At the higher levels, the outcomes for both boys and girls exceed the national averages, significantly so in Welsh. The outcomes for girls are higher than the outcomes for boys in English, Welsh and science, but lower in mathematics. This pattern is similar to the pattern seen nationally.

Performance of Key Groups – Minority Ethnic Pupils

- 4.10 As a whole, the proportion of minority ethnic pupils achieving the CSI at Key Stage 2 has improved by 7.3 ppt in the years between 2013 and 2016. This is slightly more than the increase for White UK pupils (7.0 ppt) and so the gap in performance between the two groups has closed slightly.
- 4.11 The performance of minority ethnic pupils in 2016 (87.1%) remains below White UK (90.7%) by 3.6 ppt and all Cardiff pupils (89.5%) by 2.4 ppt.

Key Stage 2	CSI 2013	CSI 2014	CSI 2015	CSI 2016	Wales aggregated 2013- 2015
Any other ethnic background	94.44%	87.10%	85.71%	91.43%	81.4%
Arab	82.22%	84.47%	87.61%	91.91%	NYA
Bangladeshi	86.24%	90.98%	93.64%	87.14%	88.7%
Black Caribbean	100.00%	75.00%	33.33%	100.00%	NYA
Chinese or Chinese British	92.31%	80.00%	69.23%	100.00%	89.5%

Mixed	80.60%	85.99%	87.95%	90.19%	88.1%
Not known	78.95%	79.31%	76.19%	100.00%	85.3%
Other Asian	84.91%	92.42%	89.47%	89.23%	91.7%
Other Black	82.14%	78.21%	84.62%	79.46%	91.7%
Pakistani	85.22%	81.62%	86.23%	90.71%	84.7%
Somali	81.32%	81.93%	87.32%	90.36%	NYA
Traveller/Romany	54.17%	52.17%	72.22%	50.00%	56.1%
White European	59.17%	74.80%	71.35%	81.32%	NYA
All EM Groups	79.83%	83.00%	84.25%	87.13%	NYA
White UK	83.72%	86.03%	89.30%	90.72%	86.6%
All pupils	82.61%	85.11%	87.76%	89.54%	86.2%

- 4.12 Some minority ethnic groups, such as Pakistani, have a higher than average proportion of pupils achieving the core subject indicator. By far the lowest performing group at this Key Stage in 2016 is Traveller/Romany pupils. The lowest performing group in 2015 was Black Caribbean, but all pupils in this group achieved the core subject indicator in 2016. The project that was established last year to look at the achievement of Black Caribbean pupils and improve attainment has had a positive impact.

Key Groups - English as an Additional Language

- 4.13 The proportion of pupils with English as an Additional Language (EAL Categories A – E) achieving the Key Stage 2 Core Subject Indicator (CSI) is 88.4%. This compares with 89.5% of all pupils in Cardiff. Overall EAL attainment has improved by almost 7 ppt since 2013.

	2013	2014	2015	2016
EAL (Code A-E)	81.25%	83.70%	83.59%	88.40%
No EAL	83.26%	85.65%	89.03%	91.20%
All Pupils	82.61%	85.11%	87.76%	89.50%

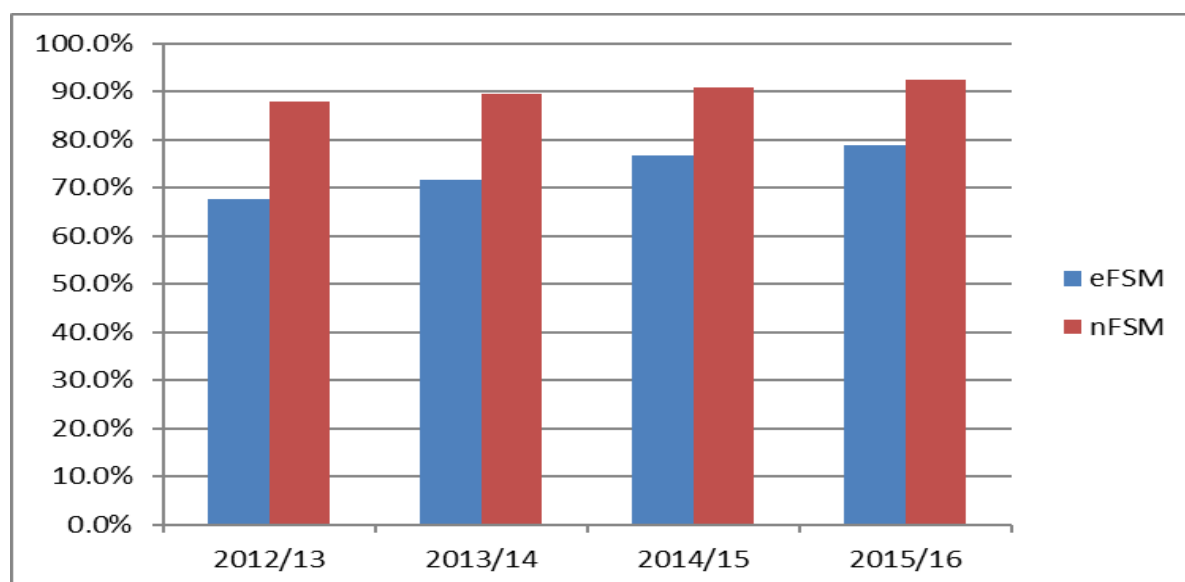
	2013	2014	2015	2016
New to English (A)	16.67%	16.67%	36.36%	23.80%
Early Acquisition (B)	54.40%	59.69%	67.43%	68.83%
Developing competence (C)	94.21%	95.16%	95.93%	94.63%
Competent (D)	97.56%	95.83%	98.29%	100%
Fluent (E)	83.43%	89.80%	91.40%	98.11%

Key Groups - Performance of Looked After Children

- 4.14 There has been another improvement (12 ppt) in the percentage of pupils reaching the expected level at Key Stage 2 compared to the percentage in 2015. The proportion of pupils achieving the CSI is 68%, (15 out of 22 LAC in the cohort). This remains well below the Cardiff figure for all pupils, which is 89.5% but well above the Wales figure 2015 for LAC of 64%.
- 4.15 12 out of 22 (55%) of this cohort were on the Special Educational Needs (SEN) register (Statemented, School Action Plus and School Action).

Key Groups - Pupils Eligible for Free School Meals

- 4.16 The difference in performance between eFSM pupils and nFSM pupils has been reduced again this year from 14.3 ppt to 13.6 ppt as the performance of eFSM pupils has improved by approximately 2 ppt.



- 4.17 The gap has continued to reduce over the last five years as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.
- 4.18 The performance of eFSM pupils has improved by just over 2 ppt, compared to nFSM pupils which have improved by 1 ppt. The national figures for 2016 are not yet available. The performance of the city's eFSM pupils is nearly 4 ppt ahead of the national figures for 2015.

	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales eFSM 2015	Cardiff All Pupils 2016
Key Stage 2 Core Subject Indicator	78.8%	91.9%	75.1%	89.5%

Performance of Key Groups - SEN pupils

- 4.19 There continues to be a wide gap between the attainment of pupils with special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 2. As in the Foundation Phase, the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 2 - Percentage achieving Level 4 or above

2016	English	Welsh	Maths	Science	CSI
Statemented	18.3%	20.0%	24.6%	19.0%	16.7%
School Action Plus	54.7%	58.3%	58.6%	60.5%	50.0%
School Action	84.2%	92.2%	83.8%	85.3%	79.2%
No SEN	99.0%	100.0%	98.9%	99.0%	98.5%
Not matched	85.7%	100.0%	85.7%	85.7%	85.7%
Total	91.0%	96.1%	91.4%	91.6%	89.5%

2015	English	Welsh	Maths	Science	CSI
Statemented	26.6%	0.0%	24.2%	25.8%	21.8%
School Action Plus	53.7%	55.6%	56.0%	60.1%	47.4%
School Action	82.6%	86.9%	83.5%	85.1%	76.9%
No SEN	98.7%	99.7%	98.4%	98.8%	98.0%
Not matched	70.0%	-	70.0%	70.0%	70.0%
Total	89.9%	93.7%	89.9%	90.8%	87.8%

- 4.20 The proportion of School Action and of School Action Plus pupils who achieved the CSI increased by 3 ppt, while the proportion of non-SEN pupils rose by less than 0.5 ppt, suggesting the gap continues to narrow for these groups.
- 4.21 The proportion of statemented pupils achieving CSI fell by 5ppt, reflecting the increasing needs of this cohort of pupils. The number of children and young people with complex learning difficulties and disabilities is known to be increasing (nationally).
- 4.22 The capacity of Cardiff schools to meet less complex needs without a statement is also improving. As a consequence, the proportion of pupils with statements is not increasing, but each cohort of pupils tends to have more complex needs than the previous cohort. The widening attainment gap needs to be seen in this context.

Comparative Performance with Other Local Authorities and Cities

- 4.23 The improvements in performance in the majority of schools have led to an increase in the number of schools in the top benchmarking group from 21 in 2015 to 30 in 2016 and a reduction in the number of schools in the lowest group from 14 to 12. In 3 of these schools there has been persistent low achievement and focused action is being taken.

2015 Benchmark quarters for KS2 CSI			2016 Benchmark quarters for KS2 CSI		
	No of schools	% of schools		No of schools	% of schools
Quarter 1	21	22.58%	Quarter 1	23	24.46%
Quarter 2	28	30.11%	Quarter 2	30	31.91%
Quarter 3	30	32.26%	Quarter 3	29	30.85%
Quarter 4	14	15.05%	Quarter 4	12	13.33%
Total	93	100.00%	Total	94	100.00%

- 4.24 Cardiff is the newest member of the Core Cities UK, having joined in 2014. The Core Cities Group promotes the role of cities in driving economic growth. They are Birmingham, Bristol, Cardiff, Glasgow, Leeds, Liverpool, Manchester, Nottingham, Newcastle and Sheffield. Membership will help the council to better benchmark its performance against other major UK cities.
- 4.25 Performance is at the top of the rankings at Key Stage 2 for the third consecutive year, compared with the English authorities. It is lower when compared with the Welsh authorities.

	English Level 4+	Mathematics Level 4+	Science Level 4+
	2016	2016	2016
Key Stage 2	1 st	1 st	1 st

- 4.26 Comparisons between school results in England and Wales need to be treated with some caution because of the growing differences in curriculum and assessment. Bearing this in mind it can be noted that Cardiff's relative performance is at the top of the rankings at Key Stage 2 compared with the English Core Cities.
- 4.27 The positive relative improvement in the core subject indicator in 2016 is reflected in Cardiff's rank position, compared to the other Welsh local authorities.
- 4.28 As in the Foundation Phase, the rate of improvement at the end of this Key Stage is faster than the rate of improvement across Wales as a whole and this has led to further improvements in the overall ranking position for Cardiff.

KS2 CSI	2015/16		2014/15		2013/14	
Authority	Result	Rank	Result	Rank	Result	Rank
Cardiff	89.5%	8	87.8%	13	84.5%	16

Appendix 5 Summary Overview - Secondary

- 5.1 The positive trend of improvement in all the main performance measures continues in the secondary phase. The rate of improvement is greater in Cardiff than across Wales at both Key Stages in 2016.
- 5.2 Performance at the level 2 inclusive threshold compares favourably with performance nationally. Performance at the level 2 threshold is in line with the Welsh average for the first time this year, but further improvement is still needed in the level 1 threshold indicator.

Increase since 2013	Cardiff	Wales
KS3 CSI	8.8ppt	8.9ppt
KS4 Level 2+	12.1ppt	7.3ppt

- 5.3 More than half the cohort of pupils achieved the higher levels (level 6+) in the core subjects at Key Stage 3 which, in nearly all subjects, is a greater than the equivalent figures nationally. These outcomes provide a firm foundation from which pupils can begin their GCSE courses at Key Stage 4.
- 5.4 Outcomes for both boys and girls improved across the secondary phase, with the performance of girls remaining stronger than boys in all the main indicators.
- 5.5 The performance of eFSM pupils has improved at a faster rate over the last three years than the performance of nFSM pupils. As the gap widens when pupils are in the secondary phase, early intervention is key and this needs to be implemented across Key Stage 3 not left until Key Stage 4 which is the case in some schools.

Increase since 2013	eFSM	nFSM
KS3 CSI	15.5ppt	6.86ppt
KS4 Level 2+	14.53ppt	11.85ppt

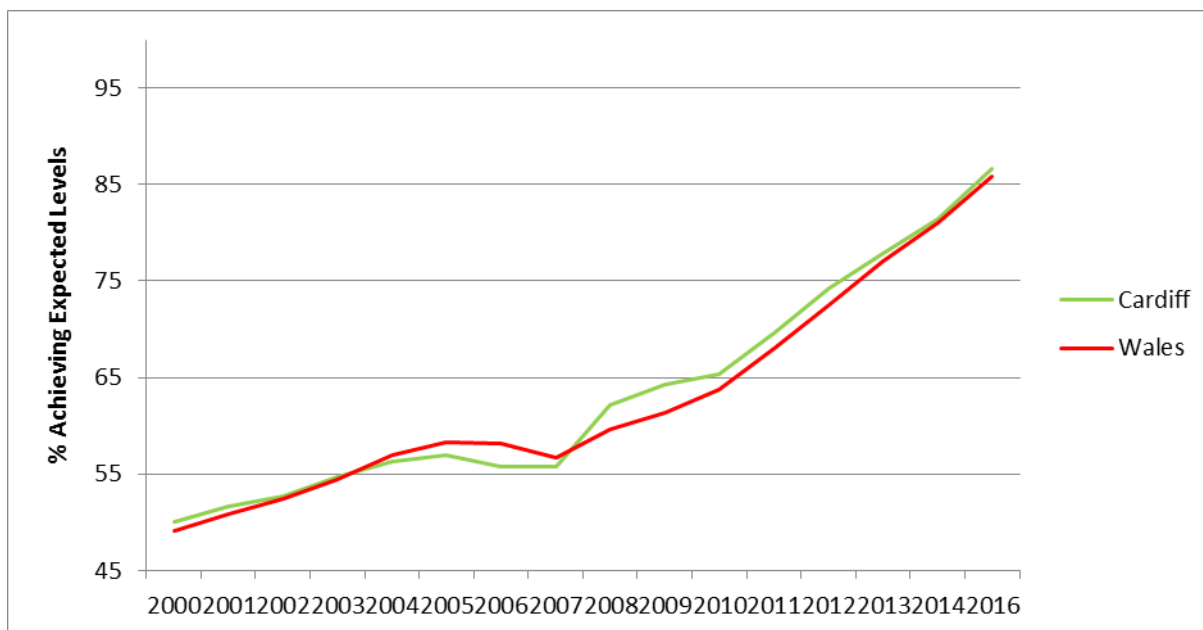
- 5.6 The greater emphasis on the attainment of eFSM pupils at Key Stage 4 by the Welsh Government by factoring their performance into the national categorisation system has further focused secondary schools on the performance of these learners. The performance of six schools in Cardiff falls below this target and has a negative impact on the schools' categorisation outcome.
- 5.7 Six schools have more than 50% of eFSM learners achieving the level 2+ threshold. In these schools, where the outcomes of eFSM pupils are relatively high, their performance is a school priority, driven by leaders. The impact of the PDG spending is monitored and challenged by governors. Progress for the most disadvantaged pupils requires schools to focus on this key group as a priority.

- 5.8 The performance of other vulnerable learners, such as looked after children and some minority ethnic groups have also improved, but are still significantly below their peers.
- 5.9 The slowly improving trend in the proportion of looked after children achieving the level 2+ threshold continued in 2016, but there was a slight decrease in the other key stage 4 measures. The central team closely monitor the progress of looked after children and provide support and challenge to schools in order to improve the educational provision for these learners.
- 5.10 Cardiff has six secondary schools which are part of the Welsh Government's "Schools Challenge Cymru" programme. The performance of these schools at Key Stage 4 was stronger than in previous years. Five out of the six schools improved their performance in the level 2 inclusive threshold and one school maintained the increases in performance achieved in 2015. In three of these schools, where there are a high proportion of White UK and eFSM pupils, standards remain unacceptably low.
- 5.11 The overall attendance figure for secondary schools improved by 0.6 ppt to 94.4% in 2015-2016, which is once again above the Welsh average. The attendance figures in three secondary schools, although improving, are still having a negative effect on the city's overall figures.
- 5.12 At Key Stage 5, an increasing number of pupils achieved the level 3 threshold (98%). This results in a large proportion of year 13 pupils continuing into further education at college or university. Across Cardiff as a whole, there has been a reduction in the proportion of A level teaching in Cardiff judged by the ALPs value added tool to be excellent or outstanding from just over one third in 2015 to just over a quarter in 2016.
- 5.13 The figures for 2016 indicate that an increasing number of pupils in year 11 and year 13 are making a successful transition into education, employment or training. There is still a concerning number of young people who, for a variety of reasons, are not productively engaged post 16.

Appendix 6 Performance at Key Stage 3

Trend in Outcomes

- 6.1 The proportion of pupils reaching the expected level at this Key Stage 3 also continues to increase and the rate of improvement has increased again this year. The proportion of pupils achieving the CSI was 86.6%, an improvement of 3.2 ppt on the 2015 figure. The improvement was smaller than the national improvement (2.0 ppt).



- 6.2 Two thirds of secondary schools (14 out of 19) maintained, or improved, their Key Stage 3 CSI, compared to the previous year. In the remaining third the proportion of pupils achieving the CSI fell by up to 5 ppt (with the exception of one secondary school which fell by nearly 19ppt).
- 6.3 The highest performance is in Welsh first language and the weakest performance is in English. At the higher levels (level 6+ and level 7+), there have been significant improvements in each of the core subjects.

Core Subjects	Cardiff					Wales
	2012	2013	2014	2015	2016	2016
Level 5+						
English	80.5%	84%	86%	86.7%	90.5%	89.2%
Welsh First Language	88.2%	88.5%	94%	92.8%	93.1%	92%
Mathematics	82.7%	84.3%	87.6%	89.3%	90.8%	90.1%
Science	84.6%	86.7%	90.6%	91.5%	93.7%	92.8%

- 6.4 There were improvements in the proportion of pupils reaching the expected level in nearly all subjects. There is a wide variation in the performance, compared to national averages in the non-core subjects. The outcomes in some subjects are above the equivalent national figures, but some are below.

Non-Core Subjects	Cardiff					Wales
Level 5+	2012	2013	2014	2015	2016	2016
Art	85.6%	88.6%	92.2%	90.1%	93.9%	93.3%
Design & Technology	84.4%	87.7%	90.1%	90.7%	92.8%	93.2%
Geography	79.6%	85.9%	86.7%	87.3%	90.2%	91.1%
History	80.1%	84.9%	87.1%	86.8%	91.2%	91.1%
Information Technology	84.3%	89.3%	91.3%	90.1%	91.6%	93.3%
MFL	70.7%	80%	81.6%	80.9%	85.5%	85.6%
Music	83.8%	85.4%	90.9%	88.7%	93%	92.9%
Physical Education	78.9%	84.1%	88.5%	90.8%	92.2%	92.6%
Welsh 2nd Language	66%	73%	76.7%	80%	80%	81.9%

Levels of Progress between Key Stage 2 and Key Stage 3

- 6.5 The tables below show the proportion of pupils making 0, 1, 2 and 3+ levels of progress from Key Stage 2 to Key Stage 3 in each of the core subjects*.

Cardiff

Subject	0 levels	1 level	2 levels	3+ levels
English	3.7	38.9	50.7	6.3
Welsh	2.4	42.2	51.1	4.3
Mathematics	3.3	30.3	55.6	10.5
Science	3.2	31.2	56.8	8.3

Central South Consortium

Subject	0 levels	1 level	2 levels	3+ levels
English	5.2	44.9	44.6	4.4
Welsh	2.1	45.2	49.7	2.9
Mathematics	4.1	33.9	51.5	9.8
Science	3.4	34.8	53.6	7.5

*excluding pupils with no values/previous information

- 6.6 It is expected that all pupils will make between one and two levels of progress across Key Stage 3. More pupils in Cardiff make at least two levels of progress in all core subjects across Key Stage 3 than they do across the consortium as a whole.

- 6.7 In all subject areas, there are a significant minority of pupils who are not making expected progress and consequently falling below age related expectations and/or underachieving. The proportions of these pupils are slightly below the figures for the consortium. Equivalent data is not collected nationally.
- 6.8 Where insufficient progress is being made, too often, teaching fails to challenge and engage pupils. The weaknesses in teaching and pupil progress identified at this Key Stage often reflect the priority given to provision at Key Stage 4. As a result, some Key Stage 3 classes are split between more than one teacher or taught by non-specialists.

Performance of Key Groups - More Able and Talented Pupils

- 6.9 There continues to be a strong upward trend in performance at the higher levels. Cardiff is above the national averages at level 6+ and level 7+ for all the main indicators.

2016 Key Stage 3		Level 6+	Level 7+
English TA	Cardiff	63.1%	21.2%
	Wales	56.2%	18.5%
Cymraeg TA	Cardiff	63.4%	20.7%
	Wales	57.2%	18.3%
Maths TA	Cardiff	65.6%	32.6%
	Wales	62.7%	28.6%
Science TA	Cardiff	67.5%	27.1%
	Wales	62.9%	23.5%

Performance of Key Groups – Gender

- 6.10 At the expected level, the performance of boys is approximately 6 ppt lower than the performance of girls. Girls' performance is stronger than boys in all of the core subjects. The subject with the biggest gender gap is English and Welsh (around 6 ppt).

	2013	2014	2015	2016	Wales 2016 Actual
CSI Boys	74.2%	77.5%	80.5%	83.7%	82.3%
CSI Girls	81.4%	85.7%	86.7%	89.8%	89.7%
CSI Total	77.8%	81.5%	83.4%	86.6%	85.9%
Boys vs. Girls	-7.14	-8.21	-6.25	-6.1	-7.4

- 6.11 At the higher levels the gender gap is larger than it is at the expected level, significantly so in both languages at level 6+ where it is 14.1 ppt in English and 10.5 ppt in Welsh.
- 6.12 The outcomes of girls and boys are higher than the national figures. The greatest difference is for boys in Welsh first language at level 6+ where the performance is more than 10 ppt ahead of the national average.

Performance of Key Groups – Minority Ethnic Pupils

- 6.13 There was a further, but smaller, increase in the proportion of minority ethnic pupils achieving the Key Stage 3 Core Subject Indicator as a whole in 2016. (83.08%). This remains 4.93 ppt below White UK pupils, a bigger difference than in 2015.
- 6.14 There was a further, but smaller, increase in the proportion of minority ethnic pupils achieving the Key Stage 3 Core Subject Indicator as a whole. (83.08%). This remains 4.93 ppt below White UK pupils, a greater gap than in 2015.
- 6.15 The overall improvement of minority ethnic pupils masks the declining performance of some groups, particularly Traveller/Romany pupils and White European pupils.

Key Stage 3	CSI 2013	CSI 2014	CSI 2015	CSI 2016	Wales aggregated 2013- 2015
Any other ethnic background	85.71%	92.86%	88.89%	91.89%	76.9%
Arab	70.83%	81.58%	73.49%	91.40%	NYA
Bangladeshi	83.54%	81.90%	89.62%	86.41%	84.3%
Black Caribbean	50.00%	100.00%	83.33%	100.00%	NYA
Chinese or Chinese British	100.00%	93.33%	100.00%	100.00%	91.4%
Mixed	81.25%	74.74%	83.89%	84.58%	81.8%
Not Known	78.05%	83.33%	86.11%	92.31%	83.6%
Other Asian	84.62%	88.89%	97.37%	94.12%	84.3%
Other Black	72.41%	71.43%	71.67%	85.53%	77.1%
Pakistani	82.76%	84.78%	91.00%	88.51%	81%
Somali	77.94%	87.65%	85.37%	89.61%	NYA
Traveller/Romany	20.00%	40.00%	38.46%	30.00%	30
White European	56.14%	62.31%	62.81%	60.67%	NYA
All EM Groups	75.19%	78.11%	81.25%	83.08%	NYA
White UK Pupils	78.64%	82.71%	84.20%	88.01%	81
All Pupils	77.80%	81.51%	83.40%	86.59%	80.8%

Performance of Key Groups - English as an Additional Language

	2013	2014	2015	2016
EAL (Code A-E)	75.49%	77.91%	83.82%	82.85%
No EAL	78.60%	82.38%	83.39%	88.70%
All Pupils	77.80%	81.50%	83.40%	86.60%

	2013	2014	2015	2016
New to English (A)	8.33%	0.00%	0.00%	28.57%
Early Acquisition (B)	11.36%	14.29%	14.75%	36.78%
Developing Competence (C)	69.75%	71.50%	77.27%	83.54%
Competent (D)	91.54%	91.78%	95.29%	97.37%
Fluent (E)	83.97%	93.28%	94.60%	97.94%

6.16 The proportion of Key Stage 3 pupils with English as an Additional Language (EAL Categories A – E) achieving the Core Subject Indicator (CSI) was very close to the 2015 figure at 83.81%. This compares with 86.6% of all pupils in Cardiff.

Performance of Key Groups – Looked After Children

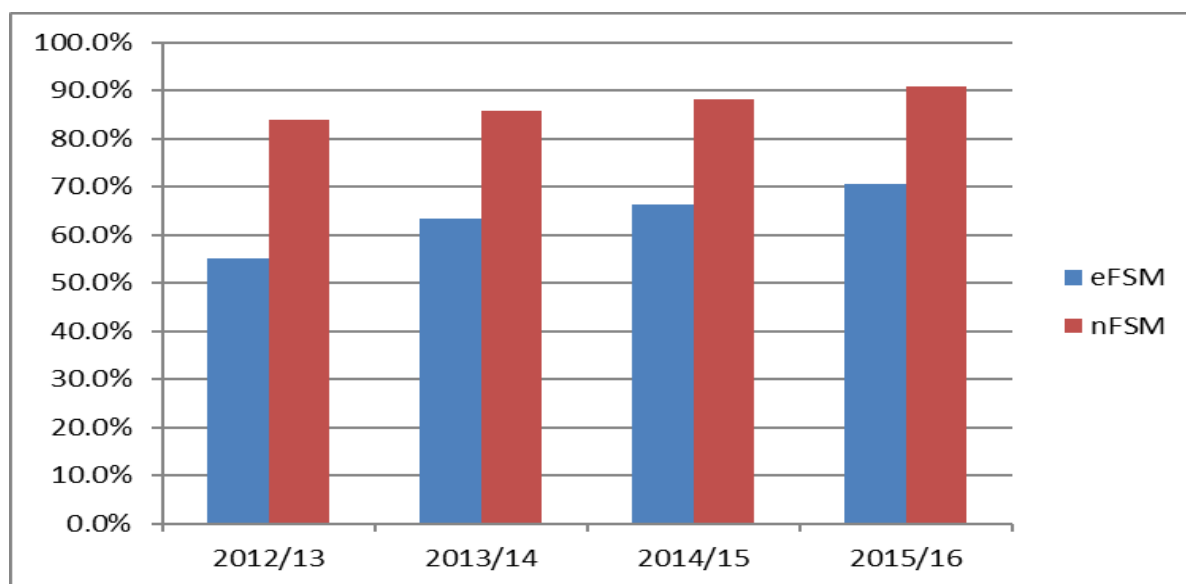
6.17 The proportion of Looked After Children reaching the expected level at Key Stage 3 (KS3) also continues to improve, although it remains below that of all pupils at this Key Stage.

6.18 The proportion of pupils achieving the CSI was 47% (8 out of 17 LAC in the cohort). This is well below the 86.6% of all pupils achieving the CSI in Cardiff, but in line with the Wales Looked After Children figure for 2015 of 48%.

Key Groups - Performance of Pupils Eligible for Free School Meals

6.19 The difference in performance, at this Key Stage, between eFSM pupils and nFSM pupils has been reduced again this year from 21.6 ppt to 20.1 ppt. The greater focus on achievement at Key Stage 4 can mean a lower level of additional resources at Key Stage 3. Although this is not evident in the overall standards at Key Stage 3, the difference in performance between eFSM and nFSM pupils is greater than in the primary phase.

- 6.20 The performance of eFSM pupils has improved by 4.2 ppt, compared to nFSM pupils which have improved by 2.7 ppt.



	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales FSM 2015	Cardiff All Pupils 2016
Key Stage 3 Core Subject Indicator	70.68%	90.80%	61.28%	86.6%

Performance of Key Groups - Performance of SEN pupils

- 6.21 There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 3. The gap is widest for statemented pupils, and the gap narrows for those at School Action Plus and School Action.
- 6.22 The proportion of School Action and of School Action Plus pupils who achieved the CSI increased by 3ppt, while the proportion of non-SEN pupils rose by 2ppt, suggesting the gap continues to narrow for these groups.

Key Stage 3 - Percentage achieving level 5 or above

2016	English	Welsh	Maths	Science	CSI
Statemented	34.6%	16.7%	35.3%	45.9%	25.6%
School Action Plus	80.7%	75.0%	82.9%	89.0%	50.9%
School Action	63.1%	56.0%	63.5%	78.8%	70.3%
No SEN	98.0%	99.4%	97.9%	98.5%	96.4%
Not matched	77.8%	-	88.9%	100.0%	77.8%
Total	90.5%	93.1%	90.8%	93.7%	86.6%

2015	English	Welsh	Maths	Science	CSI
Statemented	34.1%	0.0%	38.0%	42.6%	28.7%
School Action Plus	53.9%	64.0%	63.7%	68.0%	46.5%
School Action	74.6%	77.2%	79.9%	88.0%	66.7%
No SEN	96.4%	98.4%	97.4%	97.9%	94.7%
Not matched	63.6%	-	72.7%	81.8%	54.6%
Total	86.7%	92.8%	86.7%	91.5%	83.4%

Comparative performance with other Local authorities and cities

6.23 The increase in the proportion of pupils attaining the CSI at this key stage has improved Cardiff's rank position, compared to the other local authorities across Wales.

Key Stage 3 CSI	2015/16		2014/15		2013/14	
Authority	Result	Rank	Result	Rank	Result	Rank
Cardiff	86.6%	11	83.4%	13	81.5%	12

6.24 Despite the overall improved performance at Key Stage 3, there has been a decrease in the number of schools in the top benchmarking group, from 8 to 6 in 2016. As in 2015, there are 3 schools in the lowest group.

Benchmark quarters for KS3 CSI 2015

	No of schools	% of schools
Quarter 1	8	42.11%
Quarter 2	4	21.05%
Quarter 3	4	21.05%
Quarter 4	3	15.79%
Total	19	100.00%

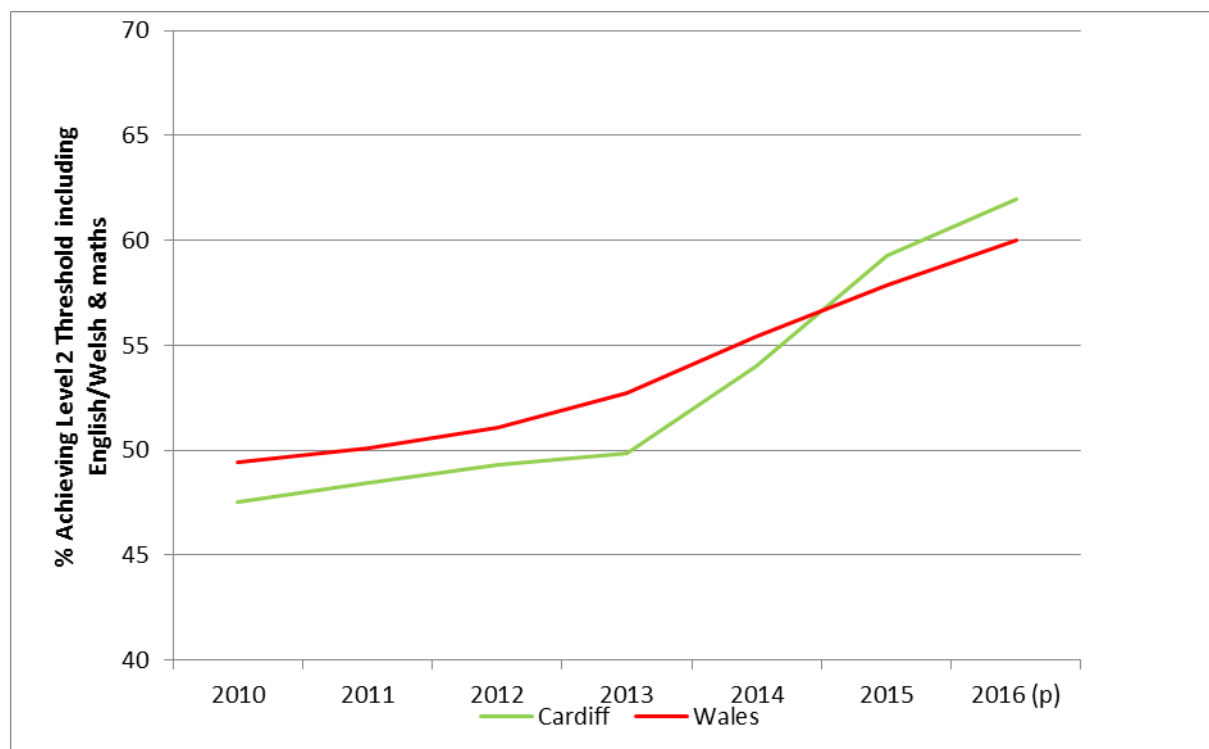
Benchmark quarters for KS3 CSI 2016

	No of schools	% of schools
Quarter 1	6	31.58%
Quarter 2	5	26.32%
Quarter 3	5	26.32%
Quarter 4	3	15.79%
Total	19	100.00%

Appendix 7 Performance at Key Stage 4

Trend in Outcomes

- 7.1 The improvements seen at Key Stage 4 over the last few years are continuing. At the level 2+ threshold, performance remains above modelled expectations with a further improvement of 3.23 ppt to 62.53%.
- 7.2 For the first time in this indicator, Cardiff is in line with the top 25% performing authorities based on FFT estimates (62.78%).



- 7.3 9 out of 18 secondary schools met or exceeded their expected performance for the level 2+ threshold. In the 9 schools where performance was below expectation, only 2 schools, a lower number than in 2015, had outcomes below expectation by more than 5 percentage points.
- 7.4 Approximately, four out of every ten pupils still end their compulsory education without having achieved five good GCSEs including English/Welsh and mathematics. Only four schools now have less than half their pupils achieving the level 2+ threshold. In three of these schools it is less than one third of pupils.
- 7.5 Similar improvements were made in the level 2 threshold and capped points score. Performance at level 2 is in line with the Welsh average (84%) for the first time and the capped point score has improved from 336.9 to 344, and is close to the Welsh average of 345. Schools are improving the range of qualifications offered and this is having a positive impact on outcomes for pupils in these measures.

- 7.6 The decrease in performance that occurred at the level 1 threshold in 2015 has been reversed with a 2.8 ppt improvement in 2016. However, Cardiff's performance remains 1ppt below the average for Wales.
- 7.7 Fifteen of the eighteen secondary schools improved their outcomes at the level 1 threshold this year. The same number of schools have more than 90% of their pupils achieving this indicator.

Key Stage 4 Results

	2012	2013	2014	2015	2016	Cardiff 2016 Target*	Wales 2016 Actual
Achieved the Level 2 threshold including E/W/M	49.3%	49.9%	54.0%	59.3%	63%	65%	60%
Achieved the Level 2 threshold	68.3%	73.0%	76.0%	81.6%	84%	87%	84%
Achieved the Level 1 threshold	91.2%	91.7%	93.2%	92.1%	94%	97%	95%
Percentage achieving the Core Subject Indicator	47.9%	46.7%	51.2%	56.5%	60%	-	58%
Average capped wider points score	317.0	322.0	331.0	336.9	344	340	345
Pupils entered for at least one exam	n/a	100.0%	99.0%	99.0%	99.0%	-	99%

- 7.8 There were also improvements in outcomes in the individual subjects of mathematics, English and science at level 2. However, in Welsh First Language at level 2 there was a decrease of approximately 4.5 ppt.
- 7.9 The strengthening of leadership, provision and standards have had a positive impact, particularly in mathematics. Since 2012, there have been improvements in all the core subjects as shown in the table below.
- 7.10 In eight schools, the results in the level 2+ threshold were less than expected. The reasons for the lower than expected performance vary. In four schools, it stems from lower than expected performance in mathematics. In three schools', performance was lower than expected in English and in one school performance was lower than expected in both subjects.

Subject	2012	2016	Improvement
English	63.1%	73.1%	10 ppt
Welsh	75.3%	79.8%	4.5 ppt
Mathematics	55.3%	67.3%	12 ppt
Science	66.1%	81.5%	15.4 ppt

Performance of Key Groups – EOTAS Pupils

- 7.11 The table below shows the performance of year 11 pupils in 2016 who were educated other than at school (EOTAS). The figures are slightly higher for the pupils who remained on a school roll, but both groups performance is very low. The local authority has improved its collection of progress data for these pupils and will use the data to improve on the extent and quality of provision available.

	Level 1	Level 2	Level 2+	No qualifications
The percentage of all pupils on EOTAS PLASC (some pupils would have been registered on a school roll as at annual census but receiving EOTAS provision (PLASC))	17.3%	4.0%	4.0%	12%
The percentage of pupils on EOTAS PLASC (those who were not on a school roll as at annual census (PLASC))	13%	0%	0%	25%

- 7.12 Cardiff has a slightly higher proportion of pupils not achieving a qualification than across Wales as a whole. For the first time this year, the performance of EOTAS pupils has been included in the local authorities' and national figures. There has led to a slight increase in the figure since 2015.

Achieving No Qualification	2015 (not including EOTAS pupils)	2016 (including EOTAS pupils)
Cardiff	0.5%	1.0%
Wales	1.2%	0.9%

Performance of Key Groups - Gender

- 7.13 At the level 2+ threshold, there was sufficient improvement in the performance of girls to improve the comparative performance with the national average. Both boys' and girls' performance now compares well with the national average with both groups performing around 2 ppt higher than the national figures.
- 7.14 Performance at the level 2 threshold has improved, with boys' performance above the national average by 1 ppt (81% in Cardiff, compared to 80% across Wales). Girls' performance is just below the national average (86.7% in Cardiff compared to 87.3% across Wales).

- 7.15 Despite the overall improvement in the level 1 measure, girls' performance remains below the national average by 2 ppt and boys by 1 ppt.

Cardiff 2016

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	93%	81%	58%	56%	334
Girls	95%	87%	67%	64%	354
Difference	-2.00	-6.00	-9.00	-8.00	-20.00

Wales 2016

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A*-C in English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	94%	81%	56%	54%	333
Girls	97%	88%	65%	62%	353
Difference	-3.00	-7.00	-9.00	-8.00	-20.00

- 7.16 In English and Welsh at level 2, the performance of both boys and girls is significantly above the national averages. In science performance is slightly below national averages for both boys and girls. The lower performance is caused by the limited use of BTEC science in some schools.
- 7.17 Improvements in the quality of teaching and impact of leadership have improved overall performance in mathematics, which was below the national averages for both boys and girls in 2015. The performance of girls improved by 6.1 ppt which was sufficient to place this year's outcome above the equivalent national figure.

Performance of Key Groups – Minority Ethnic Pupils

Level 2+ Threshold

Key Stage 4 Level 2 +	2013	2014	2015	2016*	Wales aggregated 2013-15
Any other ethnic background	76.92%	77.78%	82.10%	82.14%	56.6%
Arab	38.46%	48.00%	56.60%	61.63%	NYA
Bangladeshi	48.42%	56.76%	60.00%	64.41%	58.5%
Black Caribbean	12.50%	33.33%	50.00%	50.00%	NYA
Chinese or Chinese	68.42%	94.12%	100.00%	86.67%	79.8%

British					
Mixed	45.50%	50.82%	57.40%	53.37%	58.2%
Other Asian	66.67%	64.81%	76.30%	84.13%	68.2%
Other Black	54.35%	41.51%	51.60%	59.68%	47.7%
Pakistani	47.73%	50.96%	73.10%	69.89%	56.2%
Somali	36.67%	38.71%	56.70%	60.26%	NYA
Traveller/Romany	0.00%	14.29%	0.00%	40.00%	15.5%
White European	40.57%	37.10%	49.60%	55.40%	NYA
All EM	46.58%	49.62%	59.20%	62.36%	NYA
White UK	50.68%	55.25%	59.30%	63.06%	56%
Not known	53.33%	48.94%	80.00%	71.43%	62%
All pupils	49.86%	54.04%	59.40%	62.53%	56%

7.18 The performance of minority ethnic pupils' performance improved by 3.16 ppt, while White UK pupils' improvement was 3.8 ppt. This increase has brought the percentage of minority ethnic pupils attainment to 62.36%, while White UK is just above at 63.06%. For the second year, minority ethnic pupils are within a percentage point of White UK pupils.

7.19 At the level 2 inclusive threshold the greatest positive changes were for the Traveller/Romany and White European. Targeted support by the Traveller team, in partnership with schools is effective. Working with families and engagement of families is an integral key to success.

Level 2 Threshold

7.20 Outcomes at the Level 2 threshold increased by less than 1 ppt from the previous year (from 86.9% to 87.8%) for all Minority Ethnic groups combined. This still means that they outperformed the White UK ethnic group for the third consecutive year at this threshold. The All Minority Ethnic group performed 3.4 ppt above All Cardiff pupils as a whole.

Key Stage 4 Level 2	2013	2014	2015	2016*	Wales aggregated 2013-15
Any other ethnic background	92.31%	88.89%	100.00%	92.86%	83.8%
Arab	76.92%	85.33%	94.70%	90.70%	NYA
Bangladeshi	86.32%	90.54%	91.30%	94.07%	90.6%
Black Caribbean	50.00%	83.33%	75.00%	100.00%	NYA
Chinese or Chinese British	84.21%	100.00%	100.00%	100.00%	95.1%
Mixed	71.50%	78.14%	85.10%	77.72%	82.7%
Other Asian	88.89%	85.19%	92.10%	96.83%	87.6%
Other Black	80.43%	81.13%	83.90%	87.10%	79.5%
Pakistani	75.00%	76.92%	92.50%	96.77%	83.5%
Somali	81.67%	85.48%	94.00%	89.74%	NYA
Traveller/Romany	0.00%	28.57%	45.50%	80.00%	42.3%

White European	61.32%	56.45%	74.80%	81.29%	NYA
All EM	74.90%	78.16%	86.90%	87.76%	NYA
White UK	72.34%	74.76%	79.70%	83.12%	82.9%
Not known	80.00%	68.09%	90.00%	92.86%	85.9%
All pupils	73.00%	76.03%	81.50%	84.40%	82.8%

Level 1 Threshold

- 7.21 Over the past 3 years Minority Ethnic pupils have always had a higher proportion of pupils achieving the Level 1 than White UK pupils but the gap has narrowed this year to just 0.56 ppt.
- 7.22 Six Minority Ethnic groups attained 100% Level 1. These groups include children who come from well-established communities in Cardiff. These children are likely to have passed through the whole education system (from Nursery up), while cohorts from other groups such as Other Black, White European and Arabic are more likely to include mid-phase arrivals. The pupil tracker developed for Gypsy/traveller pupils is being established for Roma pupils. This will enable closer monitoring centrally. The pupils 'at risk' of not achieving the Level 1 threshold are being closely monitored by Closing the Gap officers and schools are challenged on the appropriateness of their provision by the Partnership Inclusion Officers.

Key Stage 4 Level 1	2013	2014	2015	2016	Wales aggregated 2013-15
Any other ethnic background	100.00%	100.00%	100.00%	100.00%	93.2%
Arab	88.46%	97.33%	98.70%	98.84%	NYA
Bangladeshi	97.89%	100.00%	100.00%	99.15%	98.5%
Black Caribbean	75.00%	91.67%	87.50%	100.00%	NYA
Chinese or Chinese British	100.00%	100.00%	100.00%	100.00%	98.8%
Mixed	92.00%	95.63%	93.80%	89.64%	94.4%
Other Asian	100.00%	96.30%	100.00%	100.00%	95%
Other Black	93.48%	98.11%	90.30%	96.77%	95.5%
Pakistani	93.18%	96.15%	100.00%	100.00%	96.8%
Somali	98.33%	95.16%	100.00%	98.72%	NYA
Traveller/Romany	33.33%	71.43%	70.00%	100.00%	67.6%
White European	83.96%	81.45%	87.00%	94.96%	NYA
All EM	92.08%	94.19%	95.10%	96.37%	NYA
White UK	91.52%	93.11%	92.30%	94.48%	95.7%
Not known	96.67%	80.43%	64.70%	100.00%	97%
All pupils	91.74%	93.19%	92.10%	94.00%	95.6%

Performance of Key Groups – English as an Additional Language Pupils

- 7.23 The following data needs to be viewed with a degree of caution. It has been ascertained by the local authority's officers (EMTAS) that some minority ethnic pupils are being recorded as EAL and historically have been given a category of acquisition which does not relate to other assessment information. This has led to concerns over the reliability of the data. Local authority officers are working closely with schools to improve the accuracy of the data collected.
- 7.24 The performance of EAL learners has improved for nearly all categories in all performance indicators. Not surprisingly, the level of language acquisition affects the level 2 inclusive indicator, due to the lower performance in English.

2016	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
EAL (Code A-E)	99.03%	90.92%	63.86%
No EAL	94.09%	82.90%	62.69%
All pupils	92%	82%	59%
New to English (A)	100%	100%	0%
Early Acquisition (B)	90.91%	45.45%	9.09%
Developing competence (C)	97.54%	75.41%	31.15%
Competent (D)	100%	97.86%	68.21%
Fluent (E)	100%	98.89%	90.00%

2015	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
EAL (Code A-E)	95.99%	87.96%	59.34%
No EAL	92.38%	81.24%	60.01%
All Pupils	92%	82%	59%
New to English (A)	57.14%	57.14%	0.00%
Early Acquisition (B)	69.23%	65.38%	7.69%
Developing competence (C)	95.31%	82.81%	39.06%
Competent (D)	98.37%	91.30%	61.96%
Fluent (E)	98.68%	91.67%	76.32%

Performance of Key Groups - Looked After Children

- 7.25 The cohort in Cardiff schools and the PRU in 2016 decreased in size from the previous year from 35 pupils to 28 pupils. There was a small improvement in the percentage of pupils achieving the level 2+ threshold but performance in level 1 and level 2 thresholds decreased. 5 of the 28 pupils (17.8%) achieved the level 2+ threshold. This is in line with the percentage of Looked After Children achieving this indicator across Wales in 2015.
- 7.26 The length of time that a young person experiences abuse or neglect before becoming looked after, and the stability or otherwise of their time in care, can have dramatically different effects on their ability to learn and progress well. Those pupils who are continuously looked after have placement stability and do not move school during Key Stage 4 are more likely to succeed at school.

Key Stage 4 – Level 2+ threshold

Year	Total Pupils	L2 +	Wales LAC L2+	All Pupils Cardiff
2013	33	2 (6%)	13%	49.9%
2014	28	3 (10.3%)	17%	53.9%
2015	35	6 (17.1%)	18%	59.4%
2016	28	5 (17.8%)	NYA	63%

Key Stage 4 – Level 2 threshold

- 7.27 In 2016, there was a slight decrease in the proportion of Looked After Children who attained 5 A* - C. Since 2013, the increase for this group of pupils is 10 ppt. There is more to do in schools to ensure that provision is further tailored to meet the needs of individual pupils.

Year	Total Pupils	L2	All Pupils Cardiff
2013	33	12 (36.4%)	73.0%
2014	28	8 (27.6%)	76.0%
2015	35	17 (48.6%)	81.0%
2016	28	13 (46.4%)	84%

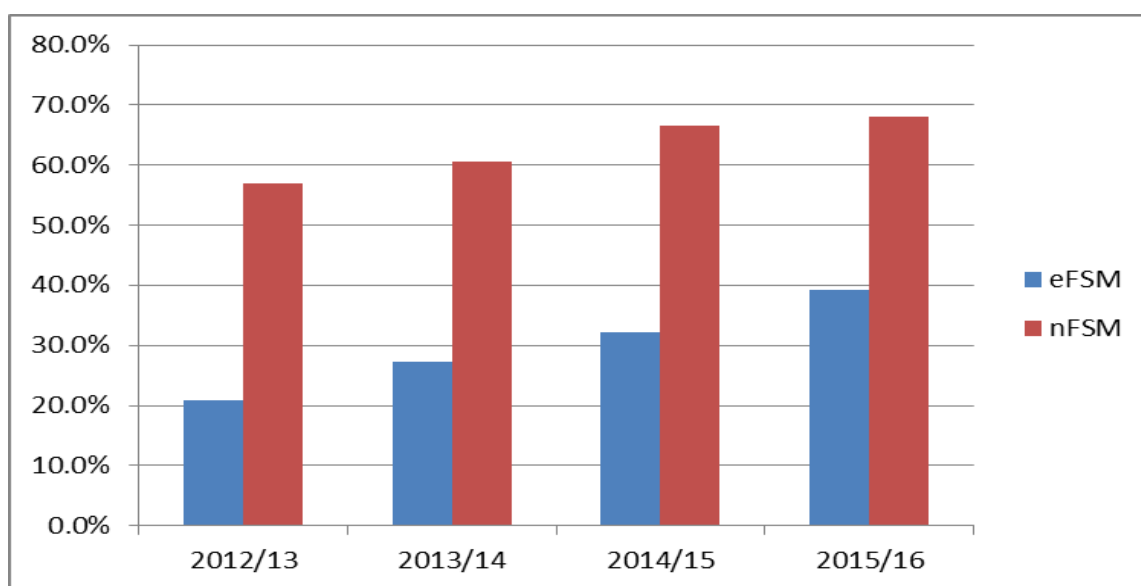
Key Stage 4 – Level 1 threshold

- 7.28 In 2016, 8 pupils did not achieve this basic level of qualification. The reasons behind their low attainment are being explored, so that improvements in provision can be made for the 2016-2017 cohort.

Year	Total Pupils	L1	All Pupils Cardiff
2013	33	21 (63.6%)	91.7%
2014	28	17 (58.6%)	93.2%
2015	35	27 (77.1%)	92.1%
2016	28	20 (71.4%)	94%

Performance of Key Groups - Pupils Eligible for Free School Meals

- 7.29 At the level 2+ threshold, the performance of both eFSM pupils and nFSM pupils has continued to improve. Provisional results indicate that in Cardiff 39.3% of eFSM pupils attained the level 2+ threshold, compared to 35.5% of eFSM pupils across Wales. The increase of 7.1ppt for these pupils resulted in the gap in performance between the two groups reducing to below 30ppt for the first time.



- 7.30 There is also a greater improvement in the performance of eFSM pupils compared to non FSM pupils in nearly all the main indicators at this key stage. The exception is Welsh as a first language. The performance of both eFSM and non-FSM pupils declined in Welsh as a first language.
- 7.31 The gap in performance between eFSM pupils and nFSM pupils decreased in Key Stage 4 in the three main performance indicators. There continues to be marked variations between schools in the attainment of eFSM pupils. Where the achievement of the most disadvantaged is not a high enough priority the underperformance of these pupils is not robustly addressed by leaders and governors.

	Level 2+ Cardiff	Level 2+ Wales	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2015/16 eFSM	39.3%	35.5%	71.0%	70.9%	87.6%	92.1%
2015/16 nFSM	69.0%	66.7%	88.6%	88.6%	97.8%	98.2%
Difference 2016	29.7	31.3	17.5	17.7	10.2	6.2
Difference 2015	34.3	32.4	21.3	19.5	14.3	8.1

Performance of Key Groups - SEN pupils

7.32 There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 4. The gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 4 - Percentage achieving threshold measures

2016	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	63.2%	44.3%	16.0%
School Action Plus	82.7%	56.0%	17.8%
School Action	92.7%	70.2%	29.8%
No SEN	97.9%	91.1%	74.7%
Total	94%	84%	63%

2015	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	59.56%	36.76%	13.24%
School Action Plus	67.66%	45.96%	11.91%
School Action	89.15%	67.46%	22.56%
No SEN	98.01%	91.22%	74.05%
Not matched	14.29%	0.00%	0.00%
Total	92%	82%	59%

7.33 In 2016 there has been an increase in the proportion of all statemented groups who achieved the Level 1, Level 2 and Level 2 inclusive thresholds, ranging between 3 ppt and 15 ppt.

7.34 The most substantial gains are seen for School Action Plus pupils, with a 15 ppt increase achieving the Level 1 threshold and 9 ppt increase at Level 2. This is in contrast to 2015, when the gaps widened considerably for this group. This reflects the work that has been done to challenge schools on the appropriateness of their provision for this group of learners.

Comparative Performance with Other Local Authorities and Cities

7.35 At Key Stage 4 there has been a slight improvement in the relative benchmarking positions of schools in 2015 when compared to 2014.

2016 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

	Key Stage 4			
Performance Measure	Q1	Q2	Q3	Q4
Level 1 threshold	NYA	NYA	NYA	NYA
Level 2 threshold	NYA	NYA	NYA	NYA
Level 2 inc Eng/Wel & Maths	27.77%	38.88%	16.66%	16.66%

2015 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

	Key Stage 4			
Performance Measure	Q1	Q2	Q3	Q4
Level 1 threshold	50.00%	27.77%	5.55%	16.66%
Level 2 threshold	22.22%	11.11%	22.22%	44.44%
Level 2 inc Eng/Wel & Maths	44.44%	27.77%	5.55%	22.22%

7.36 At the level 2+ threshold Cardiff's performance in 2015 compares favourably with other Welsh local authorities. Cardiff has moved into the top ten local authorities and the performance in this indicator is 4.23ppt above modelled expectations based on the proportion of eFSM pupils.

Key Stage 4 L2+	2015/16		2014/15		2013/14	
Authority	Result	Rank	Result	Rank	Result	Rank
Cardiff	62.5	8	59.3	10	54.0	13

7.37 In contrast, at the level 2 threshold Cardiff's performance in 2015 is 18th out of the 22 other Welsh local authorities and 21st at the level 1 threshold.

7.38 At Key Stage 4 comparisons with England and the core cities are no longer meaningful because the qualifications that contribute to the performance measures are now different in Wales and England. This is illustrated in the table below where the closest equivalent figures for England are now much lower.

2016	Level 2 threshold/ 5 A*-C with E/W/M	Level 2 threshold 5 A*-C	Level 1 threshold/ 5 A*-G
Cardiff	63%	84%	94%
Wales	60%	84%	95%
England	61.6%	n/a	n/a

Appendix 8 Performance at Key Stage 5

- 8.1 At A*-E, considered the 'pass rate', the proportion of subject entries was 98.2%. The proportion of students achieving the level 3 threshold was 98.0%. Both figures show small increases to those achieved in 2015.

	2011	2012	2013	2014	2015	2016
	A*/E	A*/E	A*/E	A*/E	A*/E	A*/E
Cardiff	97.6%	98.6%	98%	98%	98.1%	98.2%
Wales	97.2%	97.6%	97.6%	97.5%	97.3%	97.3%

- 8.2 The proportion of pupils achieving A*-C also increased by 1.9 ppt to 80.3%.

	2011	2012	2013	2014	2015	2016
	A*/C	A*/C	A*/C	A*/C	A*/C	A*/C
Cardiff	78.6%	80.2%	77.7%	77.1%	78.4%	80.3%
Wales	74.1%	75%	75.2%	75.2%	74.3%	73.8%

- 8.3 As a result of the Welsh Baccalaureate being graded A*- E in 2016, (whereas it was included as an A grade if successfully completed in 2015), the proportion of subject entries at A* or A shows a decrease of 2.9 ppt on the figure for 2015. This performance indicator is significantly above the Welsh average, the same as in previous years.

	2011	2012	2013	2014	2015	2016
	A*/A	A*/A	A*/A	A*/A	A*/A	A*/A
Cardiff	29.8%	29.5%	29.0%	29.7%	31.0%	28.1%
Wales	23.9%	23.6%	22.9%	23.2%	23.0%	23.1%

- 8.4 The results achieved at Key Stage 5 continue to compare positively with the national figures for both Wales and England. The proportion of subject entries at A* or A was 22.7% in Wales and 25.8% across England. At A*-C the corresponding national figures were 73.8% and 77.4% respectively. The national pass rate in Wales was 97.3% whereas in England it was 98.9%.

- 8.5 The overall trend in performance at the level 3 threshold and average wider points score is shown in the table below.

A Level Results 2016

YEAR 13	RESULTS					Wales
	2012	2013	2014	2015	2016	2016
Entering a volume equivalent to 2 A level who achieved the Level 3 threshold	97%	96.0%	97.0%	96.9%	98%	98%
Average wider points score for pupils aged 17	845	865.5	833	866	906	871

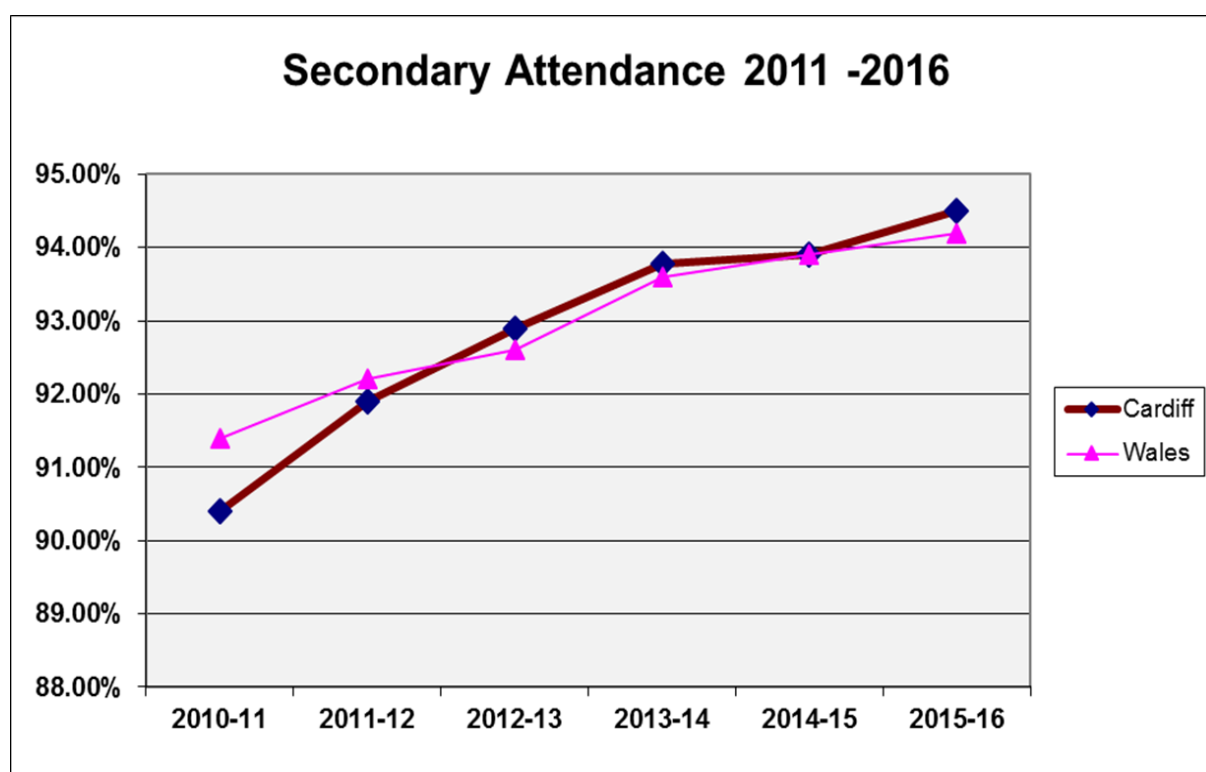
Performance in Cardiff Sixth Forms

- 8.6 Cardiff uses the Alps tools for identifying the added value schools bring to student achievements. This is the third full year of use and strongly welcomed by schools. It is now also in use across the Central South Consortium. It compares the performance of approximately 240,000 students taking over 685,000 A levels.
- 8.7 Using this information, it has been found that:
- There has been a reduction in the proportion of A level teaching in Cardiff judged to be excellent or outstanding from just over one third in 2015 to just over a quarter in 2016;
 - The proportion of A level teaching judged to be less than satisfactory has reduced to less than one quarter in 2016;
 - 2 schools have sustained excellent overall performance from 2013 to 2016;
 - A further 3 schools have sustained good performance;
 - 6 schools can be considered satisfactory in their overall performance; and
 - 1 school continues to be in the lowest grades of performance
- 8.8 The value-added performance of subjects continues to show significant variation both within and across schools. Cardiff has a number of high performing subjects across a range of centres that are placed in the top 25% of performance and in some cases in the top 10%.
- 8.9 History and Art & Design are consistently the strongest performing subjects studied in nearly all centres across Cardiff. In contrast Biology and Psychology are the weakest performing subjects.
- 8.10 Some popular subjects such as Chemistry, Mathematics and French are high performing in some centres but poor performing in others.
- 8.11 Greater consistency across schools and an increase in the proportion of higher grades of performance is an ongoing challenge. The Alps data will continue to be used as evidence of quality of delivery in the move towards a commissioning model for post 16 provision across the city.

Appendix 9 Attendance at School

Secondary Schools

- 9.1 The 2015-16 overall attendance figure for secondary schools was 94.4%, which was a 0.6ppt improvement on the previous year.
- 9.2 This is above the Welsh average of 94.2% and places Cardiff 9th out of the 22 local authorities in Wales for secondary school attendance compared with 11th in 2015. Cardiff's attendance rate is also better than similar authorities e.g. Newport and Swansea.



- 9.3 Attendance improved in sixteen out of the nineteen secondary schools with nine schools achieving attendance above 95% compared to seven last year.
- 9.4 The attendance of children who are looked after (LAC) is generally good and at secondary level was 95.3% overall compared with 94.4% for all pupils.
- 9.5 The table below shows the attendance at secondary schools of eFSM pupils compared to the whole secondary cohort for the five authorities which make up the Central South Consortium.

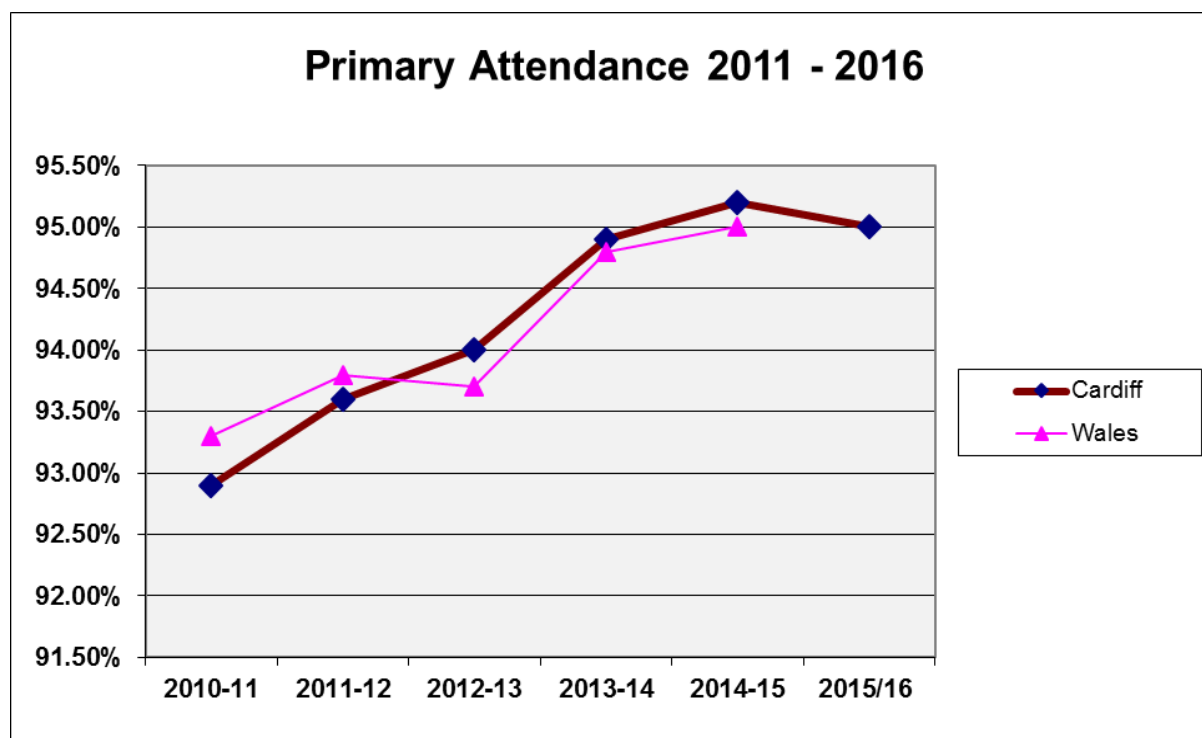
All Pupils					
Bridgend	The Vale	RCT	Merthyr Tydfil	Cardiff	CSC
94.5%	95%	94%	93.4%	94.5%	94.4%
eFSM Pupils					
91.4%	91.1%	90.4%	90.3%	90.7%	90.8%

- 9.6 The attendance of eFSM pupils in Cardiff's secondary schools has improved by 1.93ppt since 2012/13, compared to 1.45ppt for non-FSM pupils. However, their attendance is significantly below that of non-FSM pupils.

Secondary Attendance	Year			
	2012/13	2013/14	2014/15	2015/16
FSM pupils- Cardiff	88.77%	90.19%	89.82%	90.7%
FSM pupils- Wales	88.04%	89.30%	89.75%	90.2%
Non-FSM pupils- Cardiff	94.05%	94.84%	94.94%	95.5%
Non-FSM pupils- Wales	93.64%	94.55%	94.55%	95.0%
Difference (non-FSM%-FSM%) - Cardiff	5.28	4.65	5.12	4.80
Difference (non-FSM%-FSM%) - Wales	5.60	5.25	5.00	4.70

Primary Schools

- 9.7 Attendance in primary schools fell very slightly to 95% which was a 0.1ppt decrease on the previous year. The all Wales figures will not be published until December 2016 so we do not know how this compares to the Welsh average. Overall, 48.4% of primary schools achieved an attendance rate over 95% and 22.1% of schools achieved attendance of 96% or above.



- 9.8 Primary school attendance in 2015-16 was on track to improve slightly on last year's position. In May the High Court decision not to fine a father who took his child on an unauthorised holiday during term time had significant ramifications in relation to fixed penalty notices for holidays in term time. The judgement resulted in a significant increase in the number of families taking a holiday in term time in the summer term and, consequently, caused a marked drop in overall attendance at Primary level. The impact was less significant at secondary level as the attendance reporting period for secondary schools ended in May shortly after the High Court ruling.
- 9.9 Primary FSM Attendance data will be available in January 2017

Appendix 10 Exclusions

- 10.1 The exclusion data shows an improvement in the secondary phase with significantly fewer exclusions per 1000 pupils in 2015-2016 than in the previous year reflecting a greater focus by schools on inclusion. However, in the primary phase the number of fixed term exclusions rose slightly.
- 10.2 The effective joint working between the Behaviour Support Team and schools has maintained the very low permanent exclusions. Support given to schools for alternatives to exclusion has been used effectively in most schools.
- 10.3 The strategy to reduce exclusions has been fully implemented. leading to much greater insight into the challenges faced by schools. This has improved the local authority's knowledge of schools and led to improvements in targeted support.

Primary Phase

- 10.4 Whilst the total number of incidents leading to exclusion has fallen, the short fixed term exclusion rate in primary schools has increased. The exclusions per 1000 pupils is now at 9.38. This reflects the fact that primary schools are facing increasing challenges with complex behaviours in this phase and insufficient provision for pupils with behaviour, emotional and social needs.
- 10.5 Longer fixed term exclusions have fallen and at 0.2 per 1000 pupils are below the Welsh average of 0.5 per 1000 pupils.
- 10.6 The average days lost to short exclusions has increased slightly but remains low. The average length of longer exclusions in this phase has also risen, however this relates to a lower number of incidents compared to previous years.

Exclusion category	13/14	14/15	15/16	Wales average (14/15)	15/16 target
Fixed term exclusions per 1000 pupils (5 days or fewer)	13.19	9.16	9.38	8.0	9.0
Fixed term exclusions per 1000 pupils (6 days or more)	0.3	0.3	0.2	0.5	0.3
Average days lost (FTE 5 days or fewer)	1.55	1.43	1.57	n/a	1.4
Average days lost (FTE 6 days or more)	8.07	9.07	9.3	n/a	9.0

Secondary Phase

- 10.7 Very good progress continues to be made in reducing short fixed term exclusions in this phase with a six year downward trend. Many secondary schools now have low exclusions figures.
- 10.8 The longer fixed term exclusion rate also fell significantly to below the latest available Welsh average.
- 10.9 Improvements have been made in reducing the average days lost for short exclusions and, whilst the average days lost to longer exclusions has risen slightly, this relates to far fewer incidents, only 15 cases compared to 79 the previous year.
- 10.10 Rates of exclusion are still relatively high in four secondary schools, resulting in the overall secondary data not reducing further. Of these, two schools reduced their rate of exclusion and work is ongoing to support the remaining two schools where exclusions remain very high.
- 10.11 Seventeen out of the nineteen secondary schools are now using delegated step 3 and 4 money effectively to support pupils at risk of exclusion.

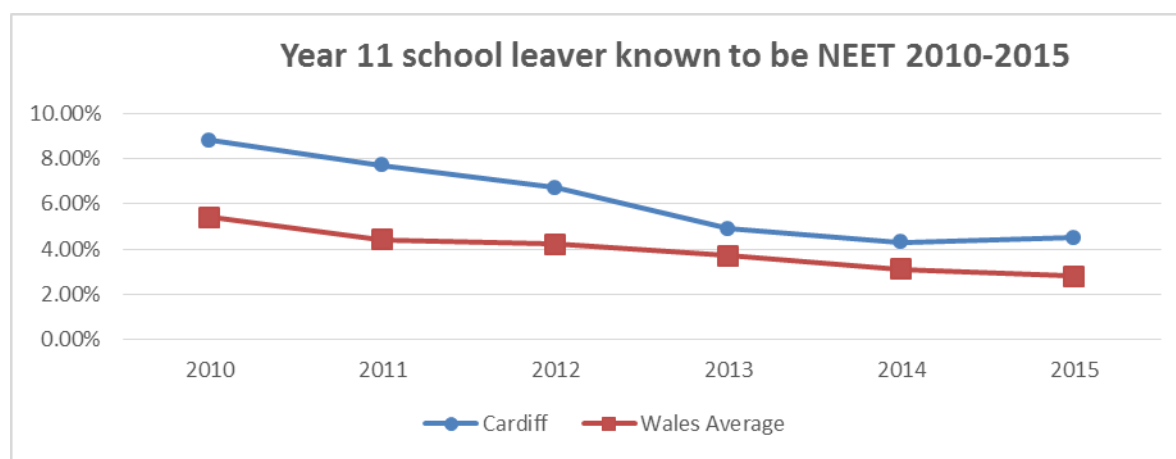
Secondary Phase Exclusion Data

Exclusion category	13/14	14/15	15/16	Welsh average (14/15)	15/16 target
Fixed term exclusions per 1000 pupils (5 days or fewer)	95.9	76.7	55.3	55.3	55
Fixed term exclusions per 1000 pupils (6 days or more)	3.7	4.7	0.91	3.4	3.3
Average days lost (FTE 5 days or fewer)	1.77	1.74	1.55	n/a	n/a
Average days lost (FTE 6 days or more)	9.96	9.37	12.63	n/a	n/a

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

11.1 Significant progress had been made over the previous 5 years in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training in Cardiff. During the 2014-15 academic year, there was a slight percentage increase in the number of leavers who left without a destination.

11.2 There had been a significant reduction in the numbers of year 11 leavers designated as NEET, from 8.8% in 2010, to 4.26% in 2014. In 2015, the number of year 11 school leavers that did not progress into EET was 152 pupils, compared to the 151 from the previous academic year (2014). This number represented 4.5% of the cohort of 3333.



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

Year 11 Leavers known to be not in education, employment or training						
	2010	2011	2012	2013	2014	2015
Cardiff	8.8	7.7	6.7	4.9	4.3	4.5%
Wales	5.4	4.4	4.2	3.7	3.1	2.8%

11.3 Cardiff's position relative to that of the 21 other local authorities in Wales was 21st, compared with 20th in 2014. In relation to similar authorities Cardiff's performance at 4.5% is behind Newport 3.1%, Rhondda Cynon Taff 3.7% and Swansea 2.7%.

11.4 The local authority has strengthened its arrangements with Careers Wales and the wider partnership by agreeing a WASPI. This will continue to allow the partnership to share key data on individuals to strengthen the tracking and outcome data for Cardiff, in order to continue to support the placement of young people into sustainable Education, Employment or training placements.

- 11.5 As part of the ongoing commitment to improve opportunities for young people to make a successful transition into Education, Employment or Training, the local authority has secured Inspire to Achieve, inclusive of Activate delivered by Careers Wales. The Youth Service has also fully recruited to all management and mentoring posts as part of the Early Intervention and Prevention restructure. This has seen the original team of 12 increase to 30 members of staff directly operating so implement Early Intervention and Prevention.
- 11.6 Work is also ongoing to deliver the objectives of the 'Cardiff Commitment' to youth engagement and progression. The aim of the strategy is to ensure that young people in Cardiff are provided with the support, choices and opportunities they need to be personally successful, economically active and engaged citizens.
- 11.7 In the short / medium term this will require the development of an improved Vulnerability Assessment Profile (VAP), consolidation of support networks for the identified vulnerable young people, improved co-ordination of post-16 curriculum options, training and pathways to work, enhanced employer relationships to increase access to opportunities for young people and training for staff that may be able to act as youth mentors for young people securing places in the Council.
- 11.8 Additional summer resource was put in place via Careers Wales and the Youth Service to target Year 11 leavers from the Vulnerability Assessment Profile in readiness for the Careers Wales October Destinations Survey.

Appendix 12 Outcomes of Inspections

The Outcomes of School Inspections

- 12.1 At the time of writing this report, 3 nursery schools, 85 primary schools, 7 special schools, all 18 secondary schools and the Pupil Referral Unit (PRU) have been inspected since September 2010 when Estyn introduced a revised framework for inspections.
- 12.2 During the 2015-2016 academic year:
- 13 primary schools were inspected. 10 of the schools were judged overall to be good or excellent, the remaining 3 were judged to be adequate.
 - The three secondary schools inspected were judged adequate in one or both of the two overall judgements and placed into ESTYN monitoring;
 - One of the two special schools inspected required ESTYN monitoring the other was judged as requiring special measures.
- 12.3 The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2014-2015 cited that 61% of primary schools and 68% of secondary schools are in some form of follow-up monitoring. This represents a slight reduction in the number of primary schools in a category from 65% in 2013-14. There was little change in the equivalent figure for secondary schools.
- 12.4 In the four secondary schools the local authority has taken intervention action:
- Cantonian High remains on the list of schools requiring significant improvement, but the proportion of pupils achieving the level 2+ threshold improved again in 2016. The school has received support for leadership, learning and teaching from a high performing school and the school is also involved in the Schools Challenge Cymru programme.
 - Eastern High continues to make progress against the recommendations from the inspection in December 2014, but remains in special measures. Outcomes improved in some indicators, but overall standards remain too low. In order to further raise standards, improving the capacity of middle leaders and the quality of teaching are the main priorities in 2017.
 - Michaelston and Glyn Derw were placed into special measures following their inspection in October 2016 as a result of the continuing low standards and significant shortcomings in the quality of provision. Leadership has had limited impact on standards and provision, due to the number of significant changes in senior leadership over the last three years. The school is planned to close in the summer 2017.
- 12.5 In the primary schools, Adamsdown Primary and St. Cuthberts RC Primary made good progress over the year and have been removed from Estyn's list of schools requiring significant improvement. Trelai Primary School remains in special measures but the leadership issues are being addressed.

- 12.6 The special school Woodlands High was placed in special measures in January 2016. The local authority intervened, appointing additional governors and requiring the school to seek advice from Ty Gwyn Special School. This has led to a strengthened governing body and additional leadership capacity.

Main Themes in Inspection Reports

- 12.7 Estyn's Annual Report 2014-2015 highlights that in primary schools where standards are excellent, pupils of all abilities and backgrounds make very good progress from their starting points due to the consistently high quality of teaching and learning. Where schools have excellent prospects for improvement, leaders use an extensive range of methods to monitor the quality of provision and the standards that pupils achieve. They make highly effective use of this information to inform school improvement priorities.
- 12.8 Where inspections judge standards to be adequate at best, their report notes that there are inconsistencies in the quality of the provision. There are marked variations in the quality of teaching between classes and in how well teachers plan progressive activities to develop pupils' literacy, numeracy and ICT skills. These schools also have weaknesses in the quality of leadership and management.
- 12.9 In relation to secondary schools, Estyn's annual report 2014-2015 identifies that in the very few schools where standards are excellent, senior leaders have established a shared sense of ambition and pride, and an ethos of co-operation, support and trust. Leaders at all levels make improving teaching a key priority.
- 12.10 The report also documents that where standards are only adequate, schools usually have poor performance in one or more of the core subjects. The quality of teaching is inconsistent and activities are not always challenging enough. Assessment information used in tracking systems is not accurate enough to enable teachers and leaders to monitor performance. Leaders do not effectively use performance data and information from lesson observations to monitor progress or to improve teaching and standards. Recommendations highlighting the need to take action to improve in these areas have also been made in reports on Cardiff schools.
- 12.11 Where schools in Cardiff are judged to be unsatisfactory, there are low standards and shortcomings in leadership at all levels. Self-evaluation and planning for improvement have not had enough impact on raising standards and improving the quality of teaching. Governors do not challenge the school's leaders rigorously enough or hold them to account fully for the standards that pupils achieve.

Inspection Report Analysis - Outcomes from September 2011 - August 2016

In the tables below KQ refers to the key questions against which judgements are made.

KQ1 – How good are the outcomes?

KQ2 – How good is provision?

KQ3 – How good are leadership and management?

Percentage of reports graded Excellent

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	9.78%	4.40%	3.63%
Primary	KQ2	10.87%	4.09%	3.16%
Primary	KQ3	10.87%	6.29%	6.17%
Secondary	KQ1	4.76%	10.91%	11.79%
Secondary	KQ2	4.76%	9.09%	9.91%
Secondary	KQ3	9.52%	10.91%	13.68%
Special/PRU	KQ1	12.50%	18.18%	16.22%
Special/PRU	KQ2	12.50%	9.09%	12.16%
Special/PRU	KQ3	12.50%	18.18%	17.57%

Percentage of reports graded Good

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	68.48%	69.50%	67.75%
Primary	KQ2	65.22%	75.47%	75.54%
Primary	KQ3	64.13%	69.50%	67.59%
Secondary	KQ1	38.10%	30.91%	34.91%
Secondary	KQ2	42.86%	52.73%	56.13%
Secondary	KQ3	38.10%	50.91%	44.34%
Special/PRU	KQ1	75.00%	68.18%	56.76%
Special/PRU	KQ2	50.00%	68.18%	59.46%
Special/PRU	KQ3	37.50%	54.55%	45.95%

Percentage of reports graded Adequate

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	19.57%	24.84%	27.47%
Primary	KQ2	23.91%	19.50%	20.29%
Primary	KQ3	20.65%	21.07%	22.30%
Secondary	KQ1	33.33%	45.45%	41.98%
Secondary	KQ2	38.10%	30.91%	30.66%
Secondary	KQ3	33.33%	27.27%	33.96%
Special/PRU	KQ1	12.50%	13.64%	20.27%
Special/PRU	KQ2	37.50%	22.73%	21.62%
Special/PRU	KQ3	37.50%	22.73%	22.97%

Percentage of reports graded Unsatisfactory

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	2.17%	1.26%	1.16%
Primary	KQ2	0.00%	0.94%	1.00%
Primary	KQ3	4.35%	3.14%	3.94%
Secondary	KQ1	23.81%	12.73%	11.32%
Secondary	KQ2	14.29%	7.27%	3.30%
Secondary	KQ3	19.05%	10.91%	8.02%
Special/PRU	KQ1	0.00%	0.00%	6.76%
Special/PRU	KQ2	0.00%	0.00%	6.76%
Special/PRU	KQ3	12.50%	4.55%	13.51%