
**THE PERFORMANCE OF CARDIFF'S SCHOOLS IN 2015/16
REPORT OF DIRECTOR OF EDUCATION & LIFELONG LEARNING**

AGENDA ITEM: 7

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this 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

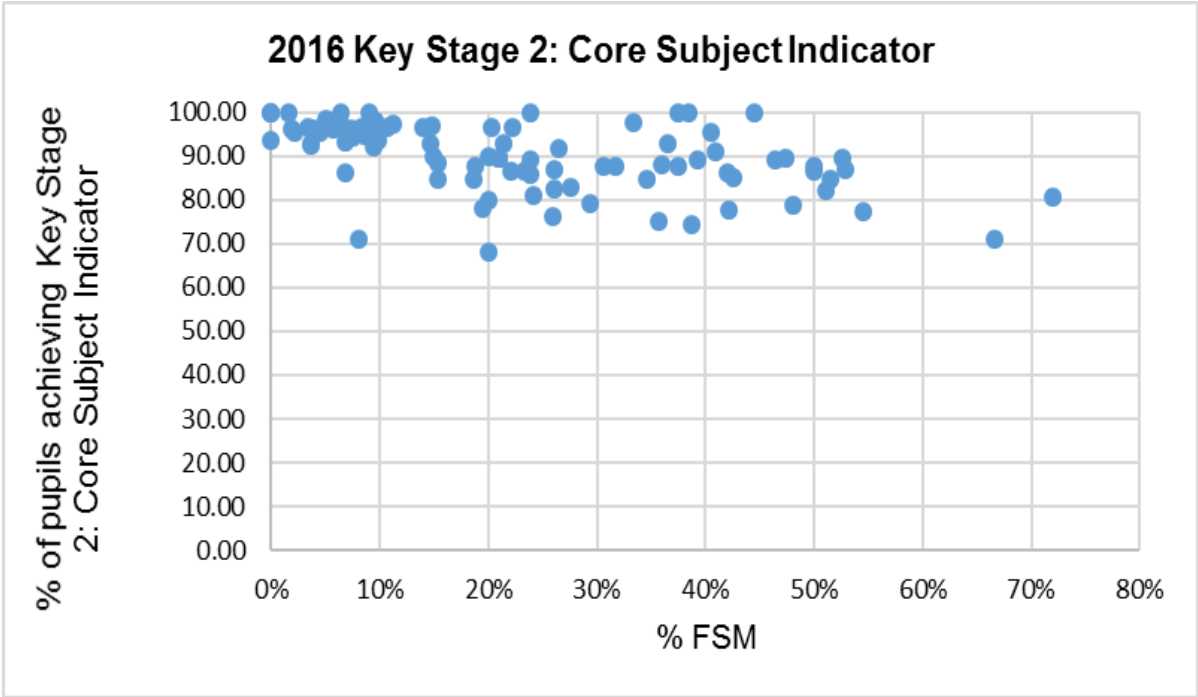
6. This report provides an analysis of educational outcomes for the academic year 2015-2016 and identifies the main strengths and shortcomings in performance, including in relation to the areas of priority highlighted by Estyn, and the previous year's performance report.

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.

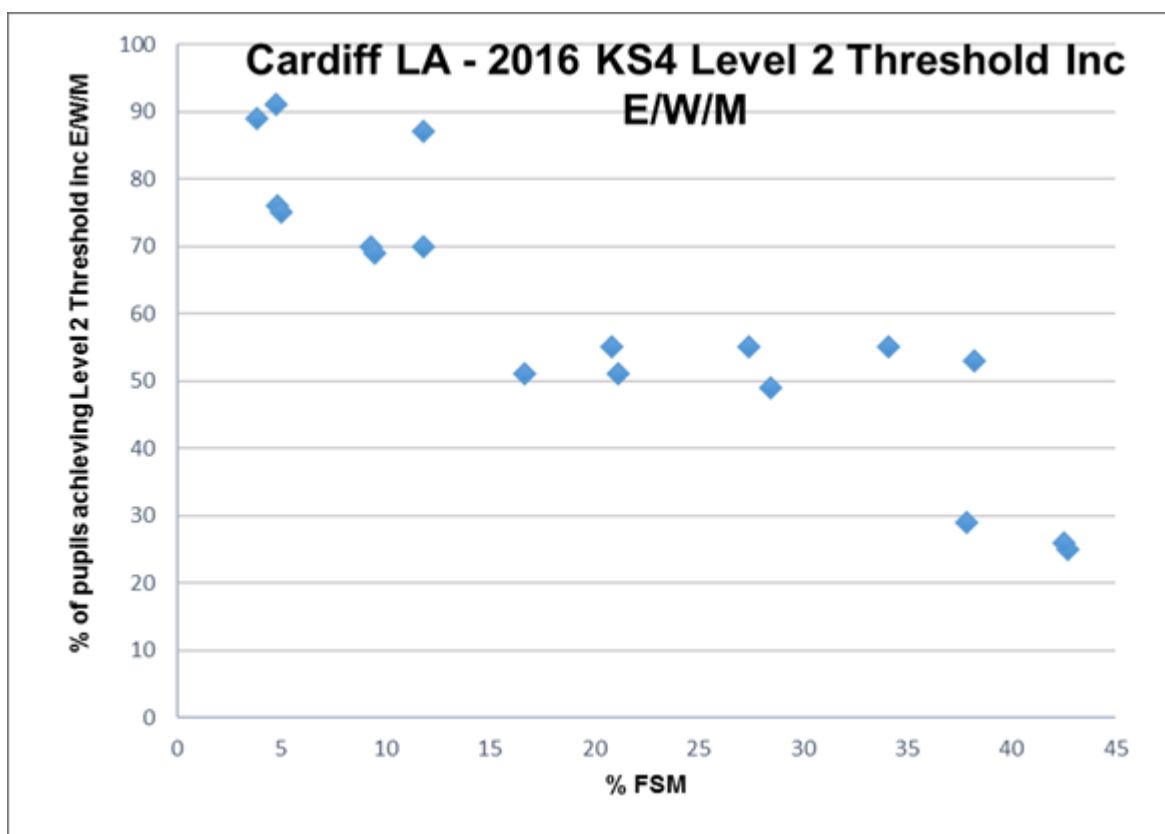
Against a picture of overall improvement the variation in performance between schools has reduced, but still remains too wide

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. 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 2011, 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 48% in 2016.

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

16. In 2014-2015, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. The number of schools requiring red level of support in 2015-2016 reduced to five primary schools, one special school and four secondary schools. There have been changes to leadership in five of these schools.
17. 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.”
18. 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 primary headteachers are taking responsibility for more than one school. In 2015-2016, 5 headteachers were in such a position.
19. 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

20. 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.
21. 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.
22. 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.
23. 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.
24. 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.
25. 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

26. In 2015 the proportion of School Action plus and School Action pupils achieving the level 1 threshold at Key Stage 4 fell, by 7 ppts and 1.7 ppts 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.
27. 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

28. 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.
29. 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 2016	Cardiff All Pupils 2016
FPI	80.2%	91.9%	75.7%	88.9%
KS2 CSI	78.8%	92.5%	77.1%	89.5%
KS3 CSI	70.8%	90.8%	69.4%	86.6%
KS4 L2+	39.3%	69.1%	35.6%	62.5%

30. 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

31. 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%	89%
Key Stage 2 Core Subject Indicator	56%	64%	68%	90%
Key Stage 3 Core Subject Indicator	38%	48%	47%	87%
Key Stage 4 Level 2+ Threshold	17%	18%	18%	63%

Pupils Educated Other than at School (EOTAS) and Not Engaged in Education, Employment or Training (NEEDS)

32. 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.
33. 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.
34. 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

35. 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.”

36. 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.
37. 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 stated pupils in Cardiff are boys.

Priority Areas for Further Improvement

38. 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.
39. 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.
40. 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.
41. 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

Indicator	Cardiff Results 2010/11	Wales Average 2010/11	Cardiff Results 2015/16	Wales Average 2015/16	Cardiff Improvement 2011-2016
% of pupils achieving the Foundation Phase Outcome Indicator, at the end of year 2	78.66% (2011/12)	80.47% (2011/12)	88.9%	87%	+ 10.24ppt
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 2	79.13%	80.%	89.5%	88.6%	+10.37ppt
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 3	69.62%	68%	86.6%	85.9%	+16.98ppt
% pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C inc. Maths & Eng/Welsh)	48.42%	50.10%	62.5%	60%	+14.08ppt
% pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	63.89%	67.29%	84.3%	84%	+20.41ppt
% pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	89.32%	90.32%	94.3%	95%	+4.98ppt
Attendance (Primary)	92.94%	93.30%	95%	94.9%	+2.06ppt
Attendance (Secondary)	90.54%	91.36%	94.50%	94.20%	+3.96ppt
% 17 year olds entering a volume equivalent to 2 A levels who achieved the Level 3 threshold.	96%	96.5%	98%	98%	+2ppt
Average wider points score for pupils aged 17	808	798.9	870	871	+62

Reason for Recommendation

42. 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

43. 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.
44. 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
45. 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

46. 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.

RECOMMENDATION

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

NICK BATCHELAR
Director of Education and Lifelong Learning
13 January 2017

The following Appendices are attached:

- Appendix 1** Explanation of Frequently Used Terms
- Appendix 2** Summary Overview – Primary
- Appendix 3** Performance in the Foundation Phase
- Appendix 4** Performance at Key Stage 2
- Appendix 5** Summary Overview – Secondary
- Appendix 6** Performance at Key Stage 3
- Appendix 7** Performance at Key Stage 4
- Appendix 8** Performance at Key Stage 5
- Appendix 9** Attendance at school
- Appendix 10** Exclusions
- Appendix 11** Not in Education, Employment or Training (NEET)
- Appendix 12** Outcomes of Inspections