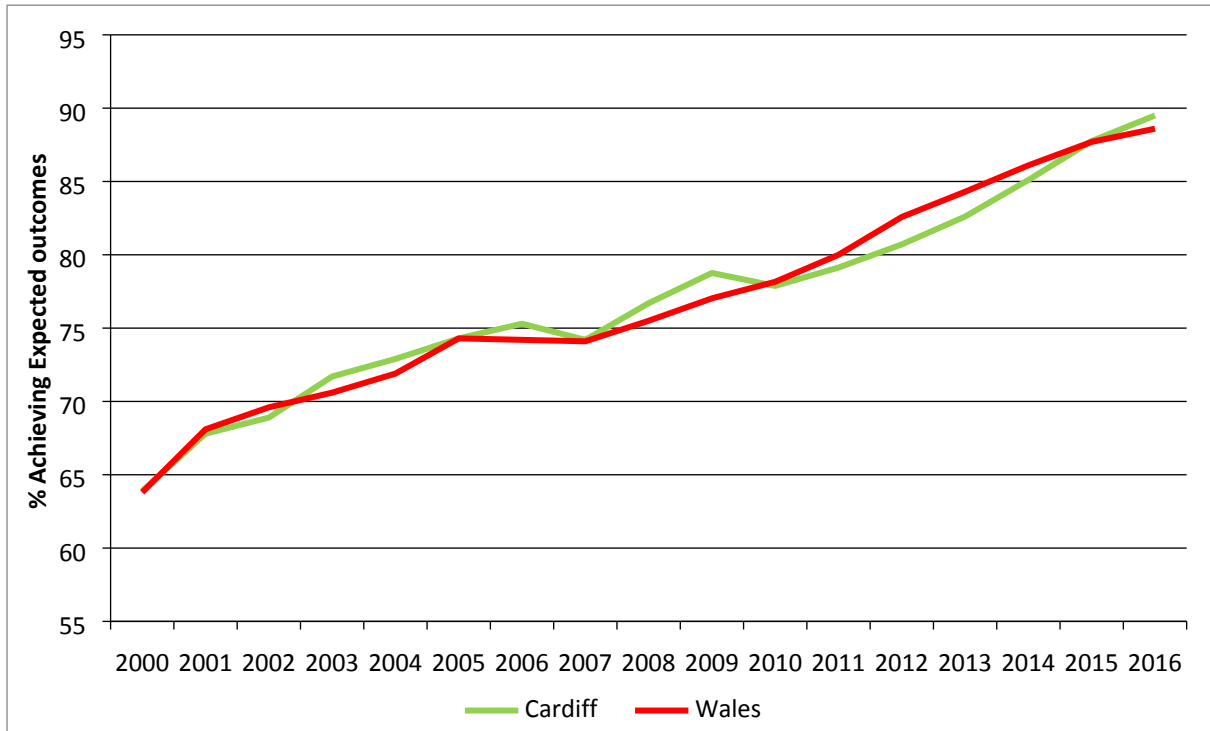


Performance at Key Stage 2

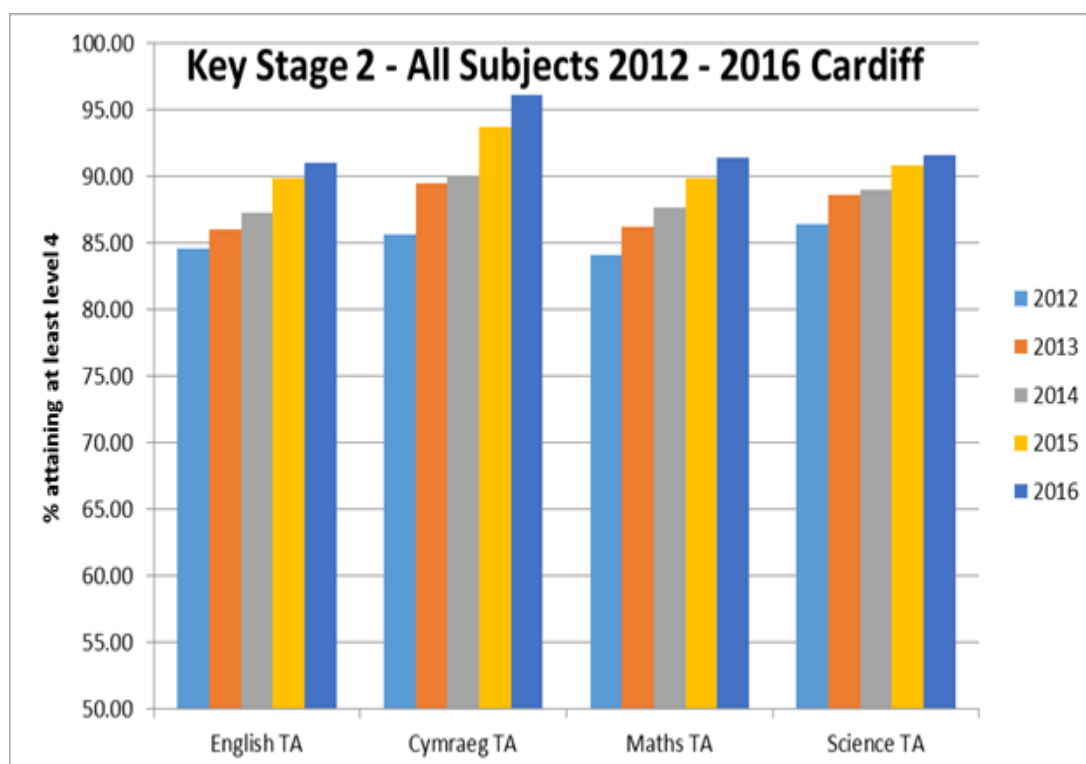
Trend in Outcomes

- 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%	83.5%
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%

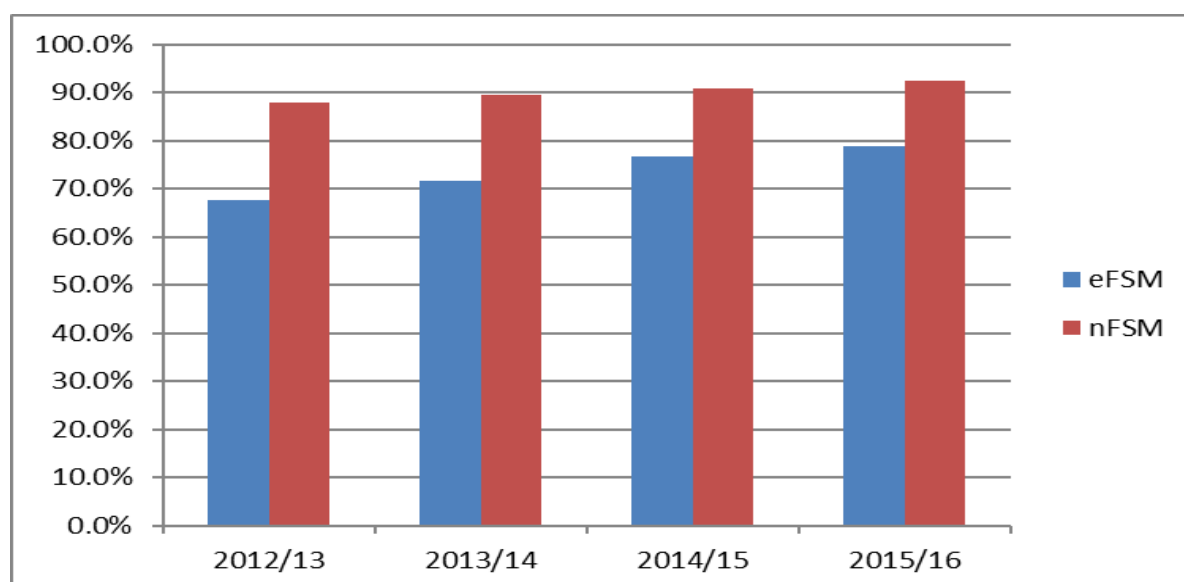
Key Groups - Performance of Looked After Children

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 13.1 ppt as the performance of eFSM pupils has improved by approximately 2.09 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 performance of the city's eFSM pupils compares favourably with the national figures for 2016.

	Cardiff eFSM 2016	Cardiff nFSM 2016	Wales eFSM 2016	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.

	No of schools	% of schools
Quarter 1	21	22.58%
Quarter 2	28	30.11%
Quarter 3	30	32.26%
Quarter 4	14	15.05%
Total	93	100.00%

	No of schools	% of schools
Quarter 1	23	24.46%
Quarter 2	30	31.91%
Quarter 3	29	30.85%
Quarter 4	12	13.33%
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	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	89.5%	8	87.8%	13	84.5%	16