

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+	12.6ppt	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	15.6ppt	6.9ppt
KS4 Level 2+	18.4ppt	12.0ppt

- 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.