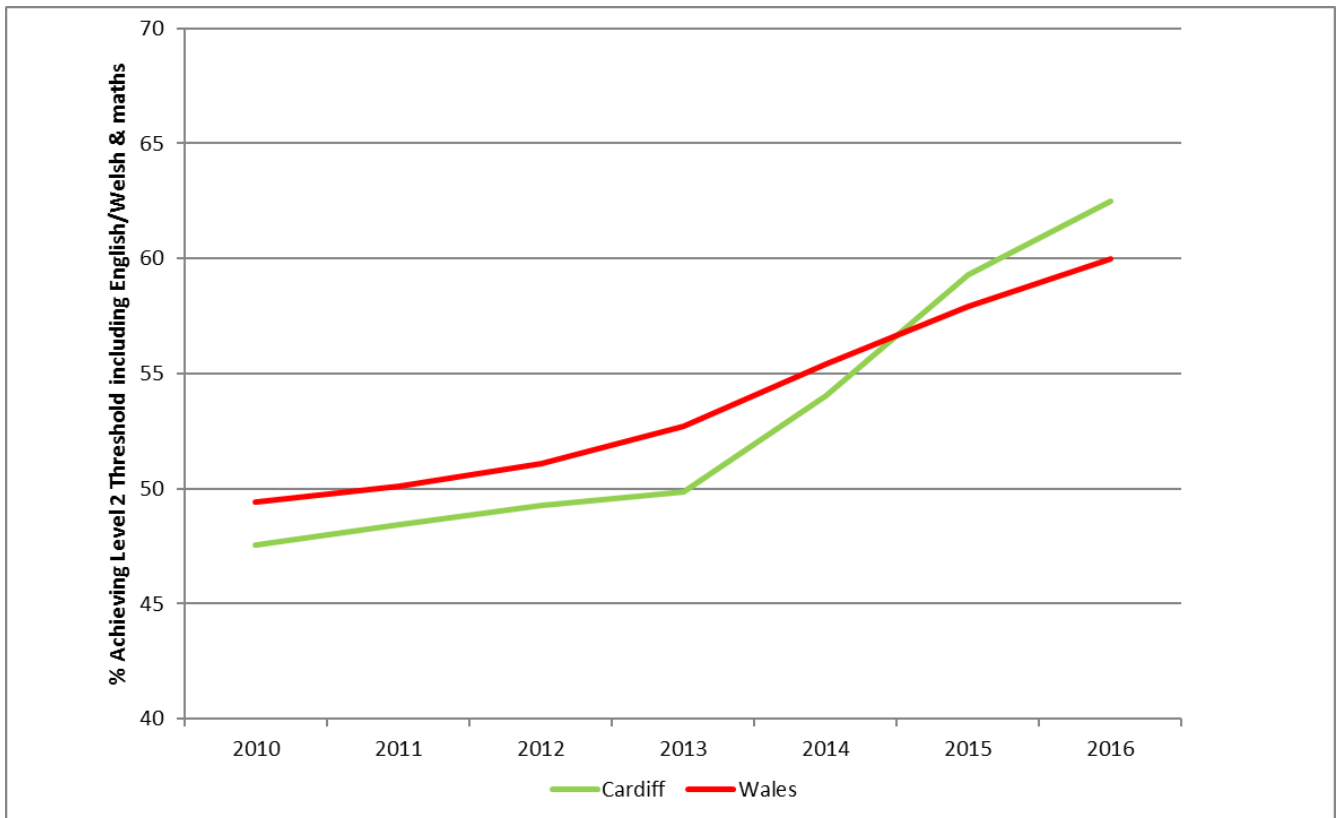


Performance at Key Stage 4

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 (81.7% in Cardiff, compared to 80.7% across Wales). Girls' performance is just below the national average (87.0% in Cardiff compared to 87.6% across Wales).
- 7.15 Despite the overall improvement in the level 1 measure, girls' performance remains below the national average by 1.3 ppt and boys by 0.5 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%	82%	59%	56%	334
Girls	95%	87%	67%	64%	354
Difference	-2.00	-5.00	-8.00	-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%	59%	54%	333
Girls	97%	88%	67%	62%	353
Difference	-3.00	-7.00	-8.00	-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 British	68.42%	94.12%	100.00%	86.67%	79.8%
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%	94.30%	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	94.3%	84.3%	62.5%
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

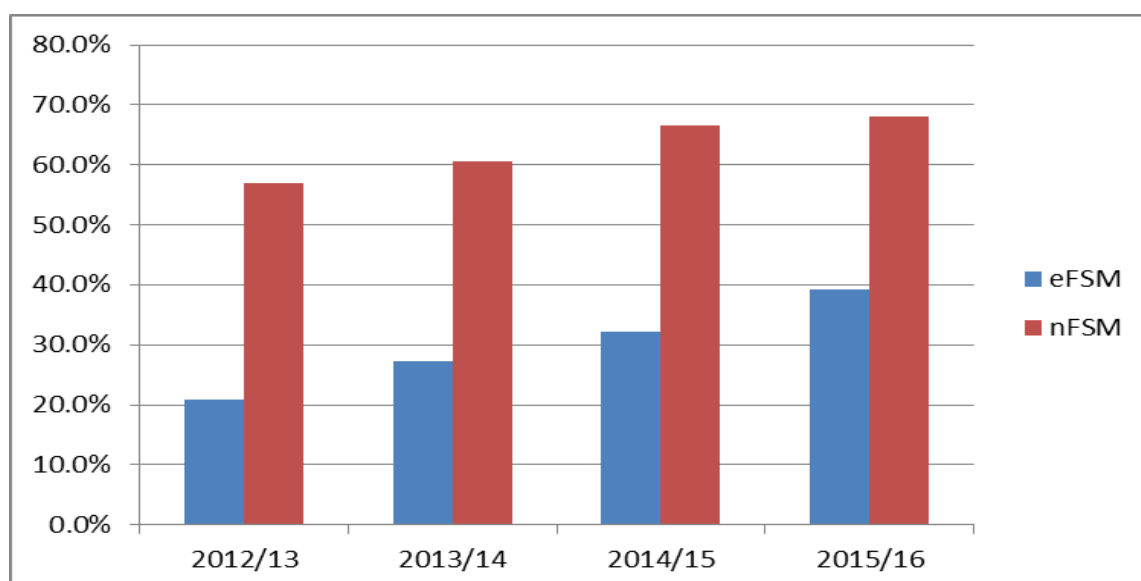
7.28 In 2016, 8 pupils did not achieve this basic level of qualification. The reasons behind their low attainment are being explored, so that improvements in provision can be made for the 2016-2017 cohort.

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. Results show that in Cardiff 39.3% of eFSM

pupils attained the level 2+ threshold, compared to 35.6% 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%	35.6%	71.9%	71.6%	87.6%	92.0%
2015/16 nFSM	69.1%	66.8%	89.0%	89.0%	97.9%	98.2%
Difference 2016	29.8	31.3	17.1	17.5	10.3	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 stated 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
Stated	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
Stated	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 stated 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 an improvement in the relative benchmarking positions of schools in 2016 when compared to 2015, in the level 1 and level 2 threshold measures with half of the schools above the median this year. In the level 2+ threshold, although overall performance improved, the number of schools in quarters 3 and 4 increased by one.

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

Performance Measure	Key Stage 4			
	Q1	Q2	Q3	Q4
Level 1 threshold	33.33%	16.66%	16.66%	33.33%
Level 2 threshold	33.33%	16.66%	22.22%	27.77%
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

Performance Measure	Key Stage 4			
	Q1	Q2	Q3	Q4
Level 1 threshold	16.66%	5.55%	28.88%	50.00%
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 2016 compares favourably with other Welsh local authorities. Cardiff has moved into the top ten local authorities and the performance in this indicator is above modelled expectations based on the proportion of eFSM pupils.

Key Stage 4 L2+	2015/16		2014/15		2013/14	
	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 2016 is 13th out of the 22 other Welsh local authorities and 17th 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