

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

Success Measure	Key Performance Indicator	Cardiff Position	Wales Average	
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16	Cardiff Target Academic year 2016/17
Increase the percentage of pupils achieving the expected outcomes in the mandatory areas of learning in the Foundation Phase at the end of year 2 <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the Foundation Phase Outcome Indicator , at the end of year 2	88.9%	87%	89%
Increase the percentage of pupils achieving the expected outcomes in the core subjects of Mathematics, English/Welsh and Science in Key Stage 2 at the end of year 6 <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the Core Subject Indicator , at the end of Key Stage 2	89.5%	88.6%	93%
Increase the percentage of pupils achieving the Level 2+ Threshold (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of Key Stage 4 (year 11) <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the Level 2+ Threshold (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of Key Stage 4 (year 11)	63%	60%	65%

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In 2020 strategy		Academic year 2015/16	Academic year 2015/16
<p>Improve the levels of achievement of vulnerable learners in line with their individual requirements, needs and aspirations. In particular:</p> <p><u>Pupils with additional learning needs</u></p> <p><i>See also Desired Outcome 4</i></p> <p><i>Wales averages are from June 2015 National Assembly for Wales Research paper, SEN/ALN in Wales</i></p>	<p>The percentage of SEN pupils achieving the Foundation Phase Indicator, at the end of year 2:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>16.7%</p> <p>45.3%</p> <p>73%</p>	<p>14.8%</p> <p>47.2%</p> <p>67.7%</p>
	<p>The percentage of SEN pupils achieving the Core Subject Indicator, at the end of Key Stage 2:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>16.7%</p> <p>50.0%</p> <p>79.2%</p>	<p>20.6%</p> <p>55.5%</p> <p>74.8%</p>
	<p>The percentage of SEN pupils achieving the Core Subject Indicator, at the end of Key Stage 3:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>25.6%</p> <p>50.9%</p> <p>70.3%</p>	<p>21.7%</p> <p>54.2%</p> <p>70.6%</p>
	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16

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	The percentage of SEN pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)		
	- Statemented	16.0%	14.1%
	- School Action Plus	17.8%	23.6%
	- School Action	29.8%	30.3%
	The percentage of SEN pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)		
	- Statemented	44.3%	41.1%
	- School Action Plus	56.0%	64%
	- School Action	70.2%	75.1%
The percentage of SEN pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSEs A* - C)			
- Statemented	63.2%	65.2%	
- School Action Plus	82.7%	90.6%	
- School Action	92.7%	97.2%	
	Key Performance Indicator	Cardiff Position Academic year 2015/16	Cardiff Target Academic year 2016/17
<u>Pupils educated other than at school (EOTAS)</u>			

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	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16	Cardiff Target Academic year 2016/17
<p><i>Education provision recorded on the EOTAS annual census as at 12th January 2016 (NB some of these pupils will also be registered on a school roll but attending alternative provision)</i></p> <p>(75 pupils)</p>	Level 1		17.3%	To be confirmed once EOTAS PLASC is finalised
	Level 2		4.0%	
	Level 2+		4.0%	
	Those leaving with no qualifications.		12.0%	
<p><u>Pupils educated other than at school (EOTAS) – not on a Cardiff school roll</u></p> <p><i>All pupils who were receiving EOTAS provision but not on a school or PRU roll as at the school and EOTAS annual census date 12th January 2016</i></p> <p>(24 pupils)</p>	<p>The percentage of Key Stage 4 EOTAS pupils, <u>not on a Cardiff school roll</u>, achieving the expected levels at:</p> <p>Level 1</p>		13%	To be confirmed once EOTAS PLASC is finalised
	Level 2		0%	
	Level 2+		0%	
	Those leaving with no qualifications.		25%	

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<p><u>Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU</u></p> <p><i>(all children on the roll of a Cardiff school or the PRU as at 12th January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		<p>(Wales Average Academic year 2014/15)</p>	
	<p>Foundation Phase Foundation Phase Outcome Indicator</p>	<p>88.9% (16 out of 18 pupils)</p>	<p>64%</p>	<p>To be confirmed once PLASC is finalised</p>
	<p>Key Stage 2 Core Subject Indicator</p>	<p>68.2% (15 out of 22 pupils)</p>	<p>64%</p>	<p>To be confirmed once PLASC is finalised</p>
	<p>Key Stage 4 Level 1</p>	<p>71.4% (20 out of 28 pupils)</p>	<p>Not available</p>	<p>To be confirmed once PLASC is finalised</p>
	<p>Key Stage 4 Level 2</p>	<p>46.4% (13 out of 28 pupils)</p>	<p>Not available</p>	<p>To be confirmed once PLASC is finalised</p>
	<p>Key Stage 4 Level 2 +</p>	<p>17.9% (5 out of 28 pupils)</p>	<p>18%</p>	<p>To be confirmed once PLASC is finalised</p>
<p><u>Children who are looked after by Cardiff Council</u></p> <p><i>(all children looked after as at 12th January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>			
	<p>Foundation Phase Foundation Phase Outcome Indicator</p>	<p>71.4% (15 out of 21 pupils)</p>	<p>Not available</p>	<p>Not yet available</p>
	<p>Key Stage 2 Core Subject Indicator</p>	<p>70.4% (19 out of 27 pupils)</p>		<p>73.3%</p>

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	Key Stage 4 Level 1	54% (25 out of 46 pupils)		57%
	Key Stage 4 Level 2	33% (15 out of 46 pupils)		33%
	Key Stage 4 Level 2+	15.2% (7 out of 46 pupils)		7%
	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16	Cardiff Target Academic year 2016/17
<u>Pupils entering Cardiff schools with English as a second language</u>	The percentage of EAL pupils achieving the expected levels at: Foundation Phase Foundation Phase Outcome Indicator	86.6%	Not available	To be confirmed once PLASC is finalised
	Key Stage 2 Core Subject Indicator	88.4%		
	Key Stage 3 Core Subject Indicator	82.8%		
	Key Stage 4 Level 1	99.0%		
	Key Stage 4 Level 2	90.9%		
	Key Stage 4 Level 2+	63.9%		
	Key Goal: A High Quality Workforce			

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Success Measure In 2020 strategy	February 2017
Increase the population of 'Outstanding' teachers and practitioners in Cardiff, particularly in those areas of the curriculum where the need to improve learner outcomes is greatest.	The proportion of schools, inspected by Estyn, judged to have good or excellent teaching on a three year rolling basis as at the end of the academic year 2015/16 is 71.4% (30 out of 42) for Primary schools, 33% (3 out of 9) for Secondary schools and 75% (3 out of 4) for Special schools.
Increase school leadership capacity in Cardiff, to respond to the diverse and changing needs of education in the city region.	The proportion of schools where Leadership is judged by Estyn to be good or excellent on a three year rolling basis is as at the end of the academic year 2015/16 is 74.4% (32 out of 43) for Primary schools, 33.3% (3 out of 9) for Secondary schools and 25% (1 out of 4) for Special schools.
Implement new school leadership models that enable experienced Heads and Senior Leaders to oversee and support those appointed to a role as Head of School, either as part of a federation or by agreement with the governing bodies of the schools involved.	The LA is currently consulting with head teachers and governors on federations. A full update regarding formal arrangements will be provided to the Education Development Board on 11 th May 2017.
Create a network of Executive Leaders across the city that is able to support other schools and lead federations and school improvement groups.	The consortium have commissioned an Executive Training programme for primary schools and will be developing learning about the variety of models for achieving economies of scale between schools.
Engage all teachers in enquiry led learning related to the improvement priorities for their school and/or partnership/federation.	The regional professional learning offer, commissioned by the consortium in partnership with schools, is supporting schools as a recognition for the need for professional development to align with their own improvement priorities. A significant amount of development is currently going into the programmes with practitioners researching practice within their areas of focus and working in joint practice with others to shape the materials for the sessions. Increasingly, schools are collaborating to plan, develop and deliver against the regional needs.

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More effectively evaluate the contribution of the non-teaching workforce to school improvement and harness this capacity to enhance teaching and learning outcomes.	The consortium are commissioning and developing a programme of training.
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Key Goal: 21st Century Learning Environments

Success Measure In 2020 strategy	February 2017	
Significantly improve the learning environments of the existing school estate through the implementation of the annual Asset management plan, ensuring best value for financial resources.	The Asset renewal programme for 2017/18 is being renewed with priorities being determined according to a needs based criteria. Conditions reports are being undertaken for a number of schools to determine priorities and programme in improvement works.	
	Key Performance Indicator	February 2017
	The number of schools re-built or significantly re-furbished in the last year	3 Primaries – Ysgol Y Wern, Adamsdown, Coed Glas 1 Secondary- Fitzalan
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16
Increase the number of pupils securing a school place that meets individual needs, where appropriate in accordance with their first preference.	The percentage of children securing their first choice for school placement:	
	Primary	86.0%
	Secondary	76.0%

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	The percentage of children securing one of their 3 choices for school placement:	
	Primary	93.0%
	Secondary	88.0%
	The number of schools from within catchment oversubscribed (over 10%)	
	Primary	6 schools
	Secondary	3 schools

Success Measure In 2020 strategy	February 2017
Complete the planning of the next set of priorities for the 21st century school programme, including a focus on Special Educational Needs provision across the City, by the 31st March 2017.	Welsh government are in the early stages of formulating funding models for the Band B investment programme. The LA will submit their plans in September 2017.
Offer a co-ordinated Admissions process, with the voluntary aided sector, which provides parents/carers with a clear picture of the school place choices available to them and the likelihood of securing first preferences.	The co-ordinated admissions arrangements are due to go to Cabinet on 16 th March 2017, following the closure of the consultation process.
Embed a new Community Focused Schools approach, across all Cardiff Schools, providing a range of activities and opportunities to enrich the lives of children, families and the wider community; and contributing to community objectives including local cohesion, sustainability and regeneration.	There are a significant number of schools who are already interacting positively with their communities. The aspiration is to ensure that all schools practice a Community Focused Approach and work is ongoing in this respect.
Develop approaches to learning in the context of the whole city which	A city offer for the Creative Education Partnership in Cardiff has

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ensures the full participation of every young person in the life of Cardiff, through business, sporting and cultural links.	been released to schools to provide real-world learning opportunities in the creative and cultural sector. There is a specific action plan for the new High School in the West.
Complete the construction of a new High School in the East of the city, in partnership with Cardiff & Vale College by autumn 2017.	Construction has commenced and the school is on track to open in the autumn term 2017.
Complete the construction of three new two form of entry primary schools, by spring 2018.	Planning consent has been gained for Howardian and is in the process of being gained for Ysgol Glan Morfa and Hamadryad.
Complete the construction of a new High School in the West of the city by September 2018.	The contract for the new Cardiff West Community High School has been awarded and the design is being taken to planning stage.

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Key Goal: A Self- Improving School system			
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position February 2017	List of schools in a category February 2017
Have no schools in an Estyn category.	The number of schools in an Estyn follow up category: -Estyn monitoring (EM) -Significant improvement (SI) -Special measures (SM)	EM- 5 SI- 1 SM- 5	EM- Riverbank Special School, Bryn Hafod Primary, Whitchurch High, Radyr Comp, All Saints CIW Primary, SI- Cantonian High SM- Woodlands Special School, Eastern High, Trelai Primary, Michaelston Community College, Glyn Derw High School
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position January 2017	Number of green schools
Increase the proportion of schools categorised as green by Welsh Government in the annual national categorisation process. <i>WG categorisation outcomes are published annually in January.</i>	The percentage of Cardiff schools categorised as 'Green' in the annual Welsh Government School Categorisation process	Primary- 36% (Wales average 27%) Secondary- 26% (Wales average 26%) Special-57% (Wales average 41%)	Primary- 35 out of 98 Secondary- 5 out of 19 Special- 4 out of 7
Success Measure	Key Performance Indicator	Inspection Report Analysis-	Inspection Report Analysis-

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In 2020 strategy		Outcomes from September 2011- August 2016 for Key Question 1 (reports graded excellent for outcomes)	Outcomes from September 2011- August 2016 for Key Question 1 (reports graded good for outcomes)
<p>Increase the proportion of schools where Standards are judged by Estyn to be good or excellent.</p> <p><i>Between 2011-2016</i></p>	The proportion of schools judged to be excellent or good for Key Question 1: How good are outcomes over the past 5 years.	<p>Excellent</p> <p>Primary- 9.78% (Wales 3.63%) Secondary- 4.76% (Wales 11.79%) Special- 12.50% (Wales 16.22%)</p>	<p>Good</p> <p>Primary- 68.48% (Wales 67.75%) Secondary- 38.10% (Wales 34.91%) Special- 75% (56.76%)</p>

Success Measure In 2020 strategy	Key Performance Indicator	Academic Year 2014/15	Academic Year 2015/16
<p>Secure improved learner outcomes at the designated Challenge Cymru Secondary schools that are at least in line with the welsh average.</p> <p><i>Note that the Challenge Cymru Programme is ending 31st March 2017. Beyond this date we will continue to ensure improved Key Stage 4 outcomes in our lowest performing schools.</i></p>	<p>The percentage of pupils achieving the expected levels at the end of Key Stage 4 in:</p> <p>Willows High School – L1, L2 and L2+</p>	<p>Willows High School L1 83.6%, L2 78.9%, L2+ 46.9%</p>	<p>Willows High School L1 95%, L2 93%, L2+ 53%</p>
	<p>St Illtyd’s High School– L1, L2 and L2+</p>	<p>St Illtyd’s High School L1 97%, L2 85.6%, L2+ 46.1%</p>	<p>St Illtyd’s High School L1 98%, L2 98%, L2+ 55%</p>
	<p>Michaelston Community College– L1, L2 and L2+</p>	<p>Michaelston Community College L1 89.3%, L2 68%, L2+ 25.2%</p>	<p>Michaelston Community College L1 82%, L2 61%, L2+ 25%</p>

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	Glyn Derw High School– L1, L2 and L2+	Glyn Derw High School L1 79.5%, L2 63.6%, L2+ 23.9%	Glyn Derw High School L1 86%, L2 67%, L2+ 29%
	Eastern High School– L1, L2 and L2+	Eastern High L1 64.7%, L2 43.8%, L2+ 14.9%	Eastern High L1 72%, L2 35%, L2+ 22%
	Cantonian High School– L1, L2 and L2+	Cantonian High School L1 92.5%, L2 87.5%, L2+ 45%	Cantonian High School L1 97%, L2 92%, L2+ 51%

Success Measure In 2020 strategy	February 2017
Have no schools running recurrent deficit budgets.	There are 12 schools currently running deficit budgets. At the end of 2014-15 there were 21 schools running deficit budgets.
Have all secondary schools paired with another school, either within the consortium or the city to support leadership of teaching and learning.	All schools in Cardiff continue to be part of an accredited school improvement group or network. Lead schools are implementing their professional learning programmes and the lead practitioners have been deployed across the region.
Have an agreed peer to peer model operating across the city, based on the shared use of data and performance measures.	The majority of schools are involved in a formal peer enquiry or have senior leaders undertaking leadership development.

Key Goal: Schools and Cardiff in Partnership

School Governance			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2014/15	Cardiff position 2015/16
Further strengthen school governance, increasing the number of school governors and the range of skills that they are able to offer to help drive school improvement.	The percentage of local authority governing body vacancies	7.95% (31 positions)	6.91% (27 positions)
	The percentage of governing body vacancies	8.78% (179 positions)	8.13% (166 positions)

Schools Partnerships (Business/Public/Voluntary sector and Communities/Families)	
Success measure in 2020 strategy	February 2017
Improve the broad range of skills of children starting school as measured by the new foundation phase profile, in partnership with families, communities, health and the early year's sector.	<p>Data not yet analysed. The baseline for the new Foundation Phase profile which assesses the abilities of children on entry to school was collected for the first time this Summer.</p> <p>Cardiff is also commencing work to evaluate the impact of Flying Start programmes across the city over the last 8 - 10 years.</p>
Ensure that all schools have a clear business partner, with purposeful shared objectives.	<p>Eight secondary schools were partnered with a business under the Business in the Community 'Business Class' programme as at February 2017.</p> <p>Many schools/business partnerships also exist across the city which have evolved through local arrangements.</p>

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Youth Engagement and Progression			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2015/16	Cardiff ranking
<p>Increase the numbers of young people that make a successful transition to the world of work.</p> <p><i>See also Desired Outcome 7</i></p> <p><i>Other measures are being gathered to extend these annual measures from Careers Wales</i></p>	<p>The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training.</p>	<p>(2014/15 Cardiff)</p> <p>95.5% (4.5% NEET)</p>	<p>(2014/15 ranking)</p> <p>22 out of 22</p>
	<p>The percentage of Year 13 leavers making a successful transition from compulsory schooling to education, employment or training.</p>	<p>(2014/15 Cardiff)</p> <p>97.04% (2.96% NEET)</p>	<p>(2014/15 ranking)</p> <p>7 out of 22</p>
<p>Ensure that all young people have access to careers advice, guidance and work experience opportunities.</p>	<p>Working in partnership with young people, parents, schools, youth services, communities, training providers, further and higher education, businesses large and small, the public sector, and voluntary sector, the Council is seeking to create a coalition for change that commits to making a real difference to young people's lives and in turn, the prosperity of Cardiff. A report on the implementation of the Cardiff Commitment will be provided to Education Development Board in April 2017.</p>		

Vulnerable learners / Alternative curriculum			
Success measure in 2020 strategy	Refer to the EOTAS performance measures within the 'Excellent Outcomes' goal which provide details of outcomes achieved by pupils that access Education Other Than at School.		
Provide a broader range of alternative curriculum options that respond effectively to the needs of vulnerable learners that may have difficulties learning in a classroom environment. See also Desired Outcome 5 and 8 P=provisional	The performance of pupils with additional learning needs should also be considered in the context of this success measure. Work is ongoing to add to the educational attainment measures listed within 'Excellent Outcomes' which needs to take account of provision and access to services. Available measures for other vulnerable groups, and measures of engagement in school such as attendance and exclusions are presented together below.		
	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	The percentage of eFSM pupils achieving the Foundation Phase Outcome Indicator , at the end of year 2	80.2%	75.7%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	11.7	14.3
The percentage of eFSM pupils achieving the Core Subject Indicator , at the end of Key Stage 2	78.8%	77.1%	
Difference in achievement between pupils eligible for free school meals vs those not eligible	13.6	14.3	

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	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	The percentage of eFSM pupils achieving the Core Subject Indicator , at the end of Key Stage 3	70.8%	69.4%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	20.0	22.4
	The percentage eFSM pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)	39.3%	35.6%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	29.8	31.3
	The percentage eFSM pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	71.9%	71.6%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	17.1	17.5

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Success Measure	Key Performance Indicator	Cardiff Position Academic year	Wales Average Academic
	The percentage of eFSM pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	87.6%	92.0%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	10.3	6.2
	Attendance in primary schools	95%	94.9%
	Attendance in secondary schools	94.5%	94.2%
	Fixed term exclusions per 1000 pupils in primary (5 days or fewer)	9.38	(Wales average 2014/15) 8.0
	Fixed term exclusions per 1000 pupils in primary (6 days or more)	0.2	(Wales average 2014/15) 0.3
	Fixed term exclusions per 1000 pupils in secondary (5 days or fewer)	55.3	(Wales average 2014/15) 55.3
	Fixed term exclusions per 1000 pupils in secondary (6 days or more)	0.91	(Wales average 2014/15) 3.4

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In 2020 strategy		2015/16	year 2015/16
<p><u>Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU</u></p> <p><i>(all children on the roll of a Cardiff school or the PRU as at 12th January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		
	Foundation Phase	88.9% (16 out of 18 pupils)	64%
	Key Stage 2	68.2% (15 out of 22 pupils)	64%
	Key Stage 4 Level 1	71.4% (20 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2	46.4% (13 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2 +	17.9% (5 out of 28 pupils)	18%
<p><u>Children who are looked after by Cardiff Council</u></p> <p><i>(all children looked after as at 12th January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)</i></p>	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		Not available
	Foundation Phase	71.4% (15 out of 21 pupils)	
	Key Stage 2	70.4% (19 out of 27 pupils)	
	Key Stage 4 Level 1	54% (25 out of 46 pupils)	
	Key Stage 4 Level 2	33% (15 out of 46 pupils)	
	Key Stage 4 Level 2 +	15.2% (7 out of 46 pupils)	