

THE PERFORMANCE OF CARDIFF'S SCHOOLS IN 2016-17

**EDUCATION, EMPLOYMENT AND SKILLS (COUNCILLOR
SARAH MERRY)**

AGENDA ITEM:4

REPORT OF DIRECTOR OF EDUCATION & LIFELONG LEARNING

Purpose of the Report

1. To update Cabinet on the performance of Cardiff schools in 2016-17.

Background

2. Capital Ambition sets out the Administration's priorities in continuing to drive forward the city's economy and to making Cardiff a great place to live, to work, study and visit. Education is a key focus:

"We know that a great education will help everyone in Cardiff to achieve their full potential. The Administration will continue to invest in and improve our schools to make sure that every child has the best possible start in life."

3. The vision outlined in Cardiff 2020 seeks to deliver an education system in which:

"All children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens."

4. The five key goals of Cardiff 2020 are:

- Excellent outcomes for all learners
- A high quality workforce
- 21st Century learning environments
- A self-improving school system
- Schools and Cardiff in Partnership

5. This Annual Performance Report provides an assessment of progress towards securing this vision for Cardiff young people. It provides an analysis of educational outcomes for the academic year 2016-2017 and

identifies the main strengths and shortcomings in performance across the Foundation Phase, Key Stage 2, 3, 4 and 5, and in relation to exclusions, attendance, and transition to education, employment or training.

6. Results for the Foundation Phase, Key Stage 2, Key Stage 3, Key Stage 4 and Key Stage 5 are final and taken from performance data provided by Welsh Government. The data for Key Stage 4 pupils achieving no recognised qualification is provisional.
7. Wales introduced a new set of GCSE qualifications for mathematics, numeracy, English language, Welsh language, English literature and Welsh literature in 2017. New rules for reporting school performance measures were also introduced in 2017. These changes have made a significant difference to the results at Key Stage 4, particularly in the Level 2+ (5 GCSEs A*-C including English or Welsh and Maths) and Level 2 (5 GCSEs A*-C) thresholds. It is therefore not possible to compare the outcomes in 2017 with previous years.
8. 2017 also saw the introduction of reformed AS qualifications in nine subjects and reformed A level qualifications in 14 subjects. The AS level still contributes towards an A Level qualification. However, for these new qualifications, the AS level contributes 40% towards the overall A level qualification, whereas previously it contributed 50%.
9. In September 2017, new arrangements for inspecting all schools and pupil referral units came into effect. Schools are now judged in five inspection areas:
 1. Standards
 2. Wellbeing and attitudes to learning
 3. Teaching and learning experiences
 4. Care, support and guidance
 5. Leadership and management

The outcomes from Estyn inspections are reported, using a four-point grading scale, with:

- Excellent – Very strong, sustained performance and practice;
 - Good – Strong features, although minor aspects may require improvement;
 - Adequate and needs improvement – Strengths outweigh weaknesses, but important aspects require improvement;
 - Unsatisfactory and needs urgent improvement – important weaknesses outweigh strengths.
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10. A detailed analysis of performance outcomes for each Key Stage are contained within Appendices 1 to 12, including an analysis of attendance and exclusions.

Summary of Performance

11. The results for the 2016 – 2017 academic year build on a clear pattern of continuing improvement in recent years. Of particular note is the overall improvement in the quality of education provision in Cardiff, as evidenced by Estyn inspections and national categorisation. There has been some reduction in the variation in quality and outcomes between similar schools, and an improvement in outcomes for some low attaining groups of learners. However, when these results are set against the aspirations and targets in Cardiff 2020 it is clear that much further work remains to be done.

12. The overall strengths of Cardiff's performance in 2017 are:

- The continuing pattern of improvement in the Foundation Phase and Key Stage 2;
- Cardiff's performance in relation to the Welsh averages in the Foundation Phase and Key Stage 2;
- Performance at Level 2+ and Level 2 thresholds, compared with the Consortium and Welsh averages;
- Improved Estyn inspection outcomes and an increase in the number of schools removed from an Estyn category;
- Improved attainment of eFSM pupils at Key Stage 2 and 4;
- Continuing reduction in the number of young people who are not in education, employment or training.

13. Aspects of continuing concern:

The 2017 Performance Report highlights the continuing importance of focused action in relation to:

- Improving outcomes for children who are looked after, particularly in relation to those young people who are not educated in a Cardiff school;
- Improving outcomes for young people at Level 1 and for those who are educated other than at a mainstream or special school;
- Reducing the number of young people who leave Key Stage 4 without any qualifications;
- Addressing the performance in English, which is the lowest of the areas of learning in FP, KS2 and KS3 and below the Welsh average at KS2 and KS3;
- Meeting the needs of an increasing number of young people with Additional Learning Needs;
- Continuing to address the low attainment of Traveller/Roma young people.

Summary of headline results at all stages of learning

14. In 2011-2017, Cardiff improved its performance by 9.8ppts in the Foundation Phase, by 8.7ppt at Key Stage 2 and by 12ppts at Key Stage 3.

15. The rate of improvement over the last four years in the Foundation Phase is greater than across the Central South Consortium region and across Wales. 88.5% of pupils achieved the Foundation Phase indicator in 2017, which is above the Wales average of 87.3%. Whilst there was a marginal decrease (0.4ppt), performance in all four areas of learning, Cardiff's performance remains above the Wales averages. Performance improved in Personal, Social Cultural diversity and Well-Being Development by 3.6ppts, but fell in Language, Literacy and Communication and Mathematical development by 1.2ppts.
16. At Key Stage 2, the proportion of pupils achieving the Core Subject Indicator (89.4%) is in line with the Wales average. At the expected and the higher levels, the strongest performance is in Welsh first language. English has the lowest performance at this Key Stage. Around 48% of pupils attain the higher level in all subjects, which is higher than the proportion of pupils across Wales as a whole.
17. At Key Stage 3, the proportion of pupils achieving the Core Subject indicator (86.2%) is below the Wales average of (87.4%). Results are based on teacher assessment at this key stage.
18. Cardiff performed above the Wales average at the Level 2+ threshold. 58.5% of pupils achieving this indicator, compared with 54.6% in Wales. Cardiff is ranked 5th in Wales for this indicator. In 2017, despite the changes to the Level 2 measure, performance is 2.9ppt above the Welsh average (69.9%/67.0%). However, the performance of Cardiff pupils at Level 1 was below the Wales average at 93.0%, compared to 94.4% across Wales. Cardiff is ranked 18 in Wales
19. At Key Stage 5, 97.5% of students achieved the equivalent of the Level 3 threshold, compared to 97.1% across Wales. 30% achieved an A-A* grade.

Summary of headline measures of the quality of education provision and capacity for improvement

20. Cardiff has made good progress to improve the overall quality of education provided by schools, as evidenced by the Estyn inspection outcomes and the number of schools that removed from an Estyn category.
21. During the 2016-17 academic year, Estyn inspected twelve primary schools. Ten were judged as good, or excellent, for current performance. The remaining two were judged as adequate. Nine schools were judged to be good or excellent for their prospects for improvement and, of the remaining three, two were judged to be adequate and one unsatisfactory. Two schools went into Estyn Monitoring and one went into Special Measures.
22. Four secondary schools were inspected. One secondary school was judged as excellent in both current performance and prospects for improvement. One school was judged as adequate for current performance and good for prospects for improvement. This school went

into Estyn Monitoring. Two schools were judged as unsatisfactory for current performance and for prospects for improvement. Both these schools were placed in Special Measures, but were closed in August 2017.

23. As of November 2017, there are no secondary schools in Special Measures. Eastern High School was removed from Special Measures and Estyn commented on the trend of improving results at all key stages, with Mathematics and English improving significantly.
25. At the time of writing this report, one secondary school remains in an Estyn follow-up category. In November 2016, seven secondary schools were in an Estyn follow up category. In 2016-17, Ysgol Gyfun Gymraeg Plasmawr was removed from Estyn Monitoring and Cantonian High School was removed from Significant Improvement. Cantonian High School was judged to have made strong progress in relation to raising standards, reducing exclusions and strengthening leadership. Whitchurch High School and Radyr Comprehensive School were also moved from Estyn Monitoring.
26. Whilst no special schools were inspected in this academic year, the Pupil Referral Unit was judged as good for current performance and for prospects for improvement. Riverbank School was removed from Estyn Monitoring in November 2017. One special school remains in Special Measures, and is due to federate with Ty Gywn and Riverbank special schools in January 2018.
27. At the time of writing this report, five primary schools are in an Estyn follow up category and one school is in Special Measures. In November 2016, four primary schools were in an Estyn follow up category. Bryn Hafod and All Saints C.I.W Primary School made good progress over the year and have been removed from Estyn Monitoring. In November 2017, Trelai Primary School was removed from Special Measures.
28. In January 2016, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. The number of schools requiring the red level of support in January 2017 reduced to five primary schools, one special school and four secondary schools. There have been changes to leadership in five of these schools. Two of the secondary schools were closed on the 31st August 2017.
29. 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%
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30. Linked to the standards groups, and incorporating the judgements on the schools' capacity to improve, are the support categories. The table below show that the city's secondary schools still require more support to improve than the primary schools. New support categories are published in January 2018.

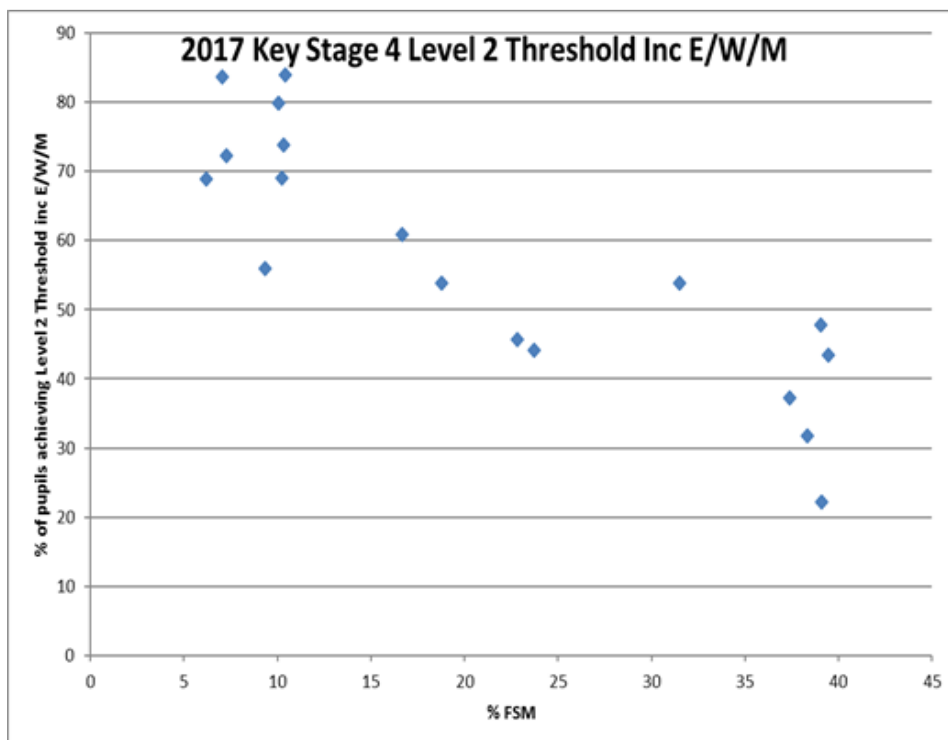
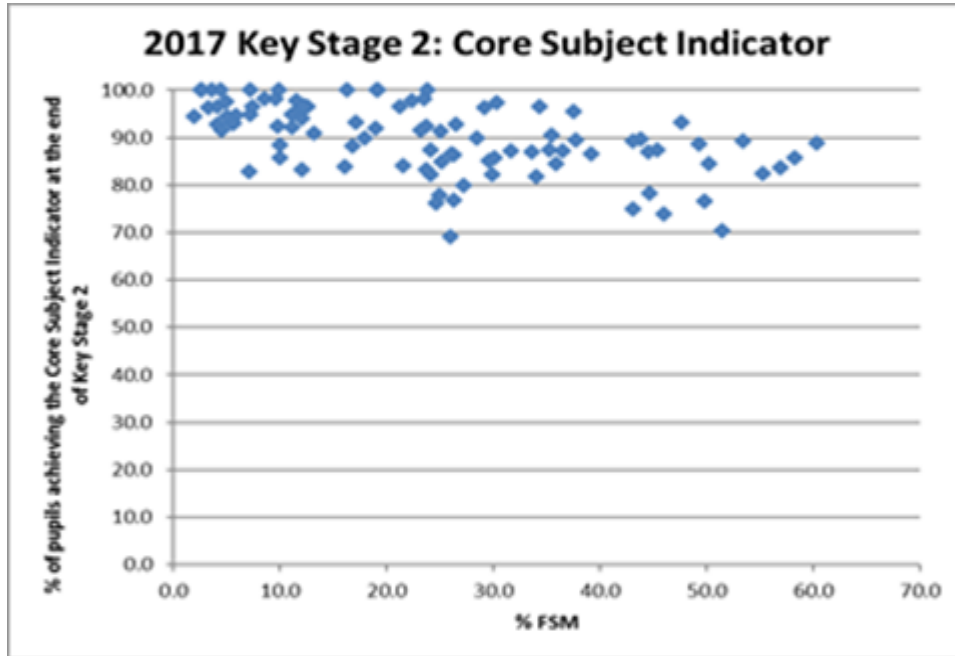
Support Category	Primary January 2017	Secondary January 2017
Green	34% 33 out of 97 schools	26.3% 5 out of 19 schools
Yellow	43.2% 42 out of 97 schools	21.1% 4 out of 19 schools
Amber	17.5% 17 out of 97 schools	31.6% 6 out of 19 schools
Red	5.2% 5 out of 97 schools	21.1% 4 out of 19 schools

31. Beneath this overall picture of outcomes and provision a number of key themes emerge from the 2016-17 results:

There is a reducing, but still noticeable, variation in standards achieved by schools with comparable pupil populations in both the primary and secondary sectors

32. At Key Stage 2, there has been a closing of the gap in the performance of schools within the same FSM benchmark quartile and across Cardiff. However, the graphs below illustrates that there is still a wide gap in the performance of some schools with the same proportion of young people eligible for FSM.
33. There continues to be a wider variation in performance at the Level 2+ inclusive threshold with the same percentage of young people who are eligible for FSM. For example, one secondary school with approximately 40% of pupils eligible for FSM performed better than a school with less than 25% of pupils eligible for FSM at Level 2+. Two of the lowest performing schools, serving areas of significant deprivation, were closed at the end of 2017.

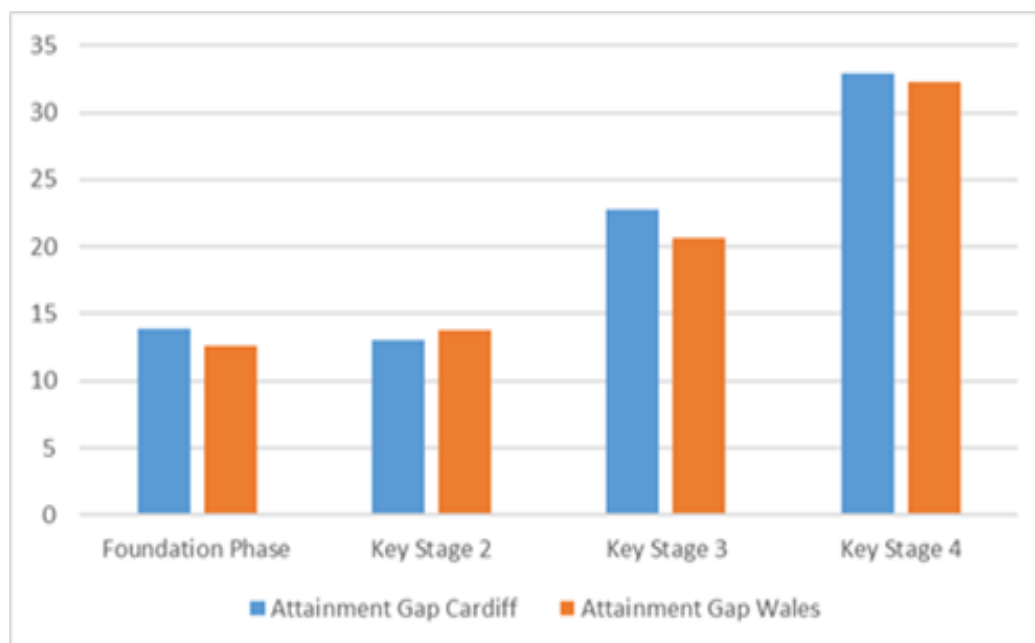
34. The schools that have been most successful in raising standards have excellent leadership and governance, with an unrelenting focus on improving outcomes for young people, robust data-tracking systems to target effective, personalised intervention programmes and a focus on developing literacy and numeracy. Schools are also addressing the emotional well-being, confidence and resilience of learners.



35. Eastern High was one of the three secondary schools identified in 2015-16 with relatively low performance across a range of indicators. In 2017, despite changes to the measure, Eastern High's results at Key

Stage 4 improved by 4ppt at Level 2+, against a downward trend nationally and from a very low base.

36. In November 2017, Eastern High School was removed from Special Measures. Estyn inspectors noted the trend of improving results at all key stages, with Mathematics and English improving significantly.
37. Eastern High School will move to new school accommodation funded through 21st Century schools programme in January 2018. The new school campus will co-locate Post-16 provision on the same site in partnership with Cardiff and Vale College



38. The remaining two low performing schools, Glyn Derw School and Michaelston Community College, closed at the end of August 2017 as part of a planned school improvement strategy. The Federation had a long history of under-performance, prompting the local authority to use its powers of intervention and ultimately to take the decision to close both schools.
39. Cardiff West Community High School (CWCHS) opened on the 1st September 2017 and is temporarily located on the former Michaelston site. Construction work began on the Penally site in September, with completion due in February 2019. The construction of a new school for Cardiff West Community High School represents a significant £36m investment in the Ely and Caerau area.
40. The new Headteacher, senior leadership team, together with the new Governing Body, have established a vision, culture and ethos for the school. CWCHS will have its first set of Key Stage 4 results in 2018.
41. Cardiff West Community High School is a pathfinder school for Cardiff's 'Creative Education Partnership', placing creativity at the heart of

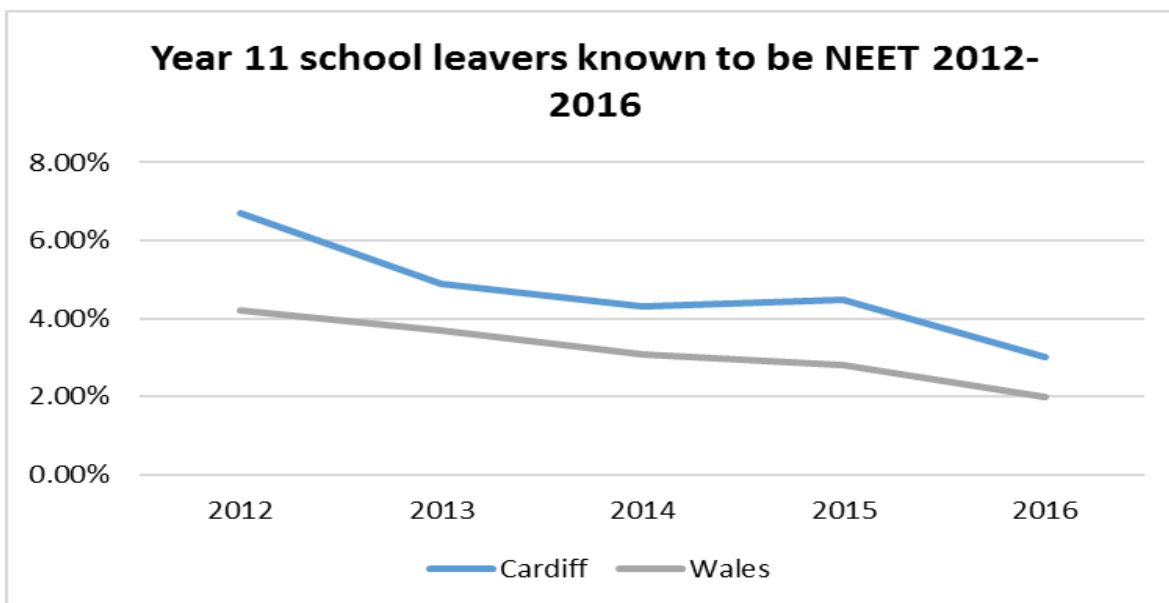
learning. The founding creative partners are, Amgueddfa Cymru - National Museum Wales; BBC Wales; Cardiff Council; Cardiff and Vale College; Cardiff Metropolitan University, Creative & Cultural Skills; University of South Wales; Wales Millennium Centre and Welsh National Opera.

There is some improvement in the attainment of pupils eligible for free school meals, but the results show the continuing impact of social and economic disadvantage on educational attainment, in Cardiff as elsewhere

42. Results show that the gap in attainment of eFSM and nFSM is smaller in Cardiff than across Wales at Key Stage 2. 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.
43. In 2017, provisional results show that 33.9% of pupils eligible for free school meals (eFSM) in Cardiff achieved the Level Two + threshold, compared to 66.7% of pupils not eligible (nFSM). This is better than the performance of eFSM (28.6%) and 61.0% of nFSM pupils across Wales.
44. Although a higher proportion of eFSM pupils in Cardiff achieved this threshold than across Wales at Key Stage 4, the gap in attainment is slightly larger (32.8%/32.3%) as a result.

The strengthened focus on transition between education and employment through the Cardiff Commitment is having a positive impact

45. There has been good progress in reducing the proportion of young people who are NEET since 2015-2016. 3% of young people (100 young people) were identified as NEET in 2016, compared with over 8% in 2010. This represents a 5.8 percentage point decrease in 6 years, but is still above the Wales average. Provisional 2016-17 data indicates that the Cardiff NEET figure has further reduced to 1.7% (54 young people).
46. The improvement in outcomes is attributable to several factors, including:
 - More effective identification and tracking of young people at risk of becoming NEET;
 - Improved targeting of the youth support and mentoring services;
 - Partnership working with work-based learning providers to align course start dates;
 - Stronger information sharing arrangements between partner agencies;
 - Full school engagement.



47. Good progress has been made during the year with a wide range of partners to shape 'The Cardiff Commitment'. Working in partnership, the Council is seeking to create a coalition for change that commits to making a real difference to young people's lives and future independence. The delivery outcomes are:

- Higher youth employment and economic activity;
- A better skilled and qualified labour market to meet the needs of growing economy;
- Improved educational achievement for learners;
- Reduced numbers of young people 'Not in Education, Training or Employment'.

48. In addition, the Junior Apprenticeships programme, launched in September 2016 in partnership with Cardiff and Vale College, has been successful in offering a full-time career focused learning programme for a select number of 14 – 16 year old students in Cardiff. The programme offers six different vocational pathways, in line with key economic priority sectors.

49. However, Cardiff's performance in the Level 1 threshold in 2017 remains below the Welsh average by 1.2ppt, with Cardiff ranked 18th nationally. Of the 3,260 pupils entered for exams, 208 pupils did not achieve the Level 1 threshold. Of the 208 pupils who did not achieve the Level 1 threshold, sixteen attended a special school, ten attended the Pupil Referral Unit and fifty were receiving EOTAS (Education Other than At School) provision. The remaining 132 pupils were on roll at a mainstream secondary school: ninety of these pupils attended four secondary schools, two of which are now closed. Some of the pupils on roll at a mainstream secondary school may also have been receiving EOTAS provision.

50. Provisional data indicates that Cardiff has a slightly higher proportion of pupils not achieving a qualification than across Wales as a whole.

Achieving No Qualification	2016	2017
Cardiff	1.0%	1.4%
Wales	0.9%	1.0%

51. The low performance of young people who are educated other than at school (EOTAS) also remains a concern. The table below shows the performance of pupils in 2017.

	Level 1	Level 2	Level 2+	No points
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. (cohort is 101 pupils)	25%	5%	3%	18%
The percentage of pupils on EOTAS PLASC (those who were not on a school roll in Cardiff. (cohort is 68 pupils)	15%	3%	1%	21%

Against a picture of overall improvement in outcomes some pupil groups are still notably low attaining

52. Whilst there have been some improvements for children who are looked after in Cardiff, the results remain too low when compared with their peers. Outcomes for children who are looked after and who are educated in a Cardiff School are much higher than if they are educated out of county at all key stages.
53. The proportion of all children looked after by Cardiff Council achieving the Foundation Phase Indicator (FPI) is 54% (fourteen out of twenty-six pupils). This is below the Wales figure for children who are looked after (as at the Children In Need Census) of 64%. A much higher proportion of children (69%) who are children looked after by Cardiff and who are educated in a Cardiff school achieved the Foundation Phase Indicator (FPI). This represents eleven out of sixteen pupils. However, this is a decrease from 88.9% in 2016.
54. The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage 2 is 77% (twenty-three out of thirty in the cohort). This is an improvement of 6.7ppts,

compared to 2015-16. This is above the Wales figure of 66%. The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 78% (eighteen out of twenty-three), which represents an increase of 10ppts, compared to 2015-16.

55. At the end of Key Stage Four, no Cardiff Council looked after young person achieved the Level 2+ threshold, 11% achieved the Level 2 threshold and 36% achieved the Level 1 threshold. In the cohort of fifty-three, 81.1% have a Additional Learning Need.
56. The proportion of looked after children educated in a Cardiff school achieving the Level 2 + is 4%. 26% achieved the Level 2 threshold and 61% achieved a Level 1. In a cohort of twenty-three pupils, 78.2% have a Additional Learning Need.

Ethnic Groups

57. Overall, there has been an improvement in the performance of ethnic groups and a closing of the attainment gap with all pupils in the Foundation Phase Indicator (FPI) and at Key Stage 2. However, this is not consistent. At Level 2+, Key Stage 4, there was a slight widening of the gap.
58. Some ethnic groups, who historically have under-performed at all key stages, remain most at risk of underachievement. These are Traveller/Romany pupils.
59. The performance of Ethnic pupils' attainment in the FPI improved by 6.02ppts since 2014. The performance of all Ethnic pupils (87.6%) remains slightly below all pupils in 2017. Some ethnic groups perform above all pupils. For example, 90.83% of the Mixed ethnic group, with a cohort of 338 pupils, achieved the FPI.
60. The proportion of ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.22ppt between 2015 and 2017. However, the performance of ethnic pupils (87.47%) remains slightly below all Cardiff pupils by 1.87ppts. Some ethnic groups, such as Pakistani and Chinese, have a higher proportion of pupils achieving the Core Subject Indicator than the average for all pupils. The lowest performing group at Key Stage 2 is Traveller/Romany pupils, although their performance did improve significantly by 16.67ppt.
61. There was an increase in the proportion of ethnic pupils achieving the Core Subject Indicator at the end of Key Stage 3 in 2017 (85.04%). The greatest improvement was for White European pupils, whose performance improved by 16.95ppts.
62. The gap in attainment at Level 2+ between ethnic pupils and all pupils marginally widened in 2017. Bangladeshi, Somali, Chinese or Chinese British, Other Asian and Pakistani ethnic groups performed above the average for all pupils (58.8%).

English as an Additional Language

63. There has been a correspondingly positive improvement in the outcomes for English as an Additional Language (EAL) in both the Foundation Phase and at Key Stage 2.
64. In the Foundation Phase, there were improvements in the performance of pupils with English as an Additional Language in 2017 (87.75%). This compares to 88.47% of all pupils in Cardiff. Overall, EAL attainment has improved by 5.82ppt since 2014.
65. The proportion of pupils with English as an Additional language achieving the Core Subject Indicator at the end of Key Stage 2 is 88.17%. This compares with 89.38% of all pupils in Cardiff. Overall, EAL attainment has improved by 4.47ppt since 2014.

Gender

66. For several years, boys' performance, in line with national, has remained below that of girls at all key stages. However, at Key Stage 2 in the CSI the gap is continuing to close and has decreased to 3.5ppts in 2017. With the exception of the FPI, the attainment gap between girls and boys is smaller than the attainment gap in Wales.
67. In 2017, the performance of boys achieving the expected level remained the same as 2016, whilst the performance of girls decreased slightly. Girls' performance is stronger than boys in all areas of learning. Both the boys' and girls' performance in Cardiff is above the Welsh average. The greatest difference between boys and girls remains in Language, Literacy and Communication - English (7.6ppt). The smallest gap is in Mathematical Development (4.8ppt).
68. At the Level 2+ threshold, the performance of boys is 4.8ppt above the Welsh average (55.5%/50.7%). Boys are also performing above the Welsh average in the Level two threshold (66.3%/61.8%). Girls are also performing above the Welsh average in the Level 2 threshold (73.9%/72.5%). In the Level 1 threshold, boys' performance is just below the Welsh average (92.3%/93.1%). Girls' performance is also below the Welsh average, by 1.7ppts.

Pupils with Additional Learning Needs (ALN)

69. There continues to be a wide gap between the attainment of pupils with additional learning needs (ALN) and non-ALN pupils at all key stages.
70. In the Foundation Phase, the gap is widest for Statemented pupils, although the gap narrows for those pupils at School Action Plus and School Action. The decrease in performance for Statemented, School Action Plus and School Action pupils may reflect the increasing level of complex needs amongst younger cohorts. In all ALN groups, the performance gap is narrower in Personal and Social Development, than in other areas of learning.

71. There also continues to be a wide gap between the attainment of pupils with Additional Learning Needs (ALN) and non-ALN pupils at Key Stage 2. As in the Foundation Phase, the gap is widest for statemented pupils, whilst the gap narrows for those at School Action Plus and School Action. The proportion of Statemented pupils achieving the CSI increased by 6.83ppt in 2017. The proportion of School Action Plus pupils achieving the CSI also increased by 1.81ppt. The proportion of School Action pupils achieving the CSI marginally increased by 0.56ppt.
72. There continues to be a wide gap between the attainment of pupils having additional learning needs (ALN) and non-ALN pupils at Key Stage Four. In 2017, more young people with statements achieved the Level 2+ and Level 2 threshold, than school action plus pupils.

2017 Performance Challenges

73. There is a need for focused action to address aspects where performance is of continuing concern, identified at para 13.
74. The continued introduction of new qualifications and on-going changes to performance indicators, including changes to the early entry of pupils in English/Welsh and Maths at Key Stage 4, will continue to present challenges for Cardiff schools. Although the outcomes at Key Stage 4 indicate that Cardiff secondary schools exhibited a higher degree of resilience to manage these changes than schools elsewhere in Wales.
75. The development of the new curriculum for Wales, deriving from the Successful Futures Report, presents significant opportunities but also real challenges to all who work in schools, and all who have a stake in ensuring excellent in our education system, in Cardiff and across the whole of Wales.

Scrutiny Consideration

76. The Children & Young People's Scrutiny Committee considered this item at their meeting on 9 January 2018. The letter from the Chair is attached at Appendix 12.

Reasons for Recommendations

77. 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

78. 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.
79. 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
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80. 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

81. 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.

RECOMMENDATIONS

Cabinet is recommended to note the performance of Cardiff schools in the academic year 2016/2017.

NICK BATCHELAR

Director of Education and Lifelong Learning
12 January 2018

The following Appendices are attached:

Appendix 1	2017 Summary Headline Results across All Key Stages
Appendix 2	Explanation of Frequently Used Terms
Appendix 3	Performance in the Foundation Phase
Appendix 4	Performance at Key Stage 2
Appendix 5	Performance at Key Stage 3
Appendix 6	Performance at Key Stage 4
Appendix 7	Performance at Key Stage 5
Appendix 8	Attendance at school
Appendix 9	Exclusions
Appendix 10	Not in Education, Employment or Training (NEET)
Appendix 11	Outcomes of Inspections
Appendix 12	Letter from Chair of Children & Young People's Scrutiny Committee