

Appendix 1

2017 Summary Headline Results across All Key Stages

Indicator	Cardiff Results 2011-12	Wales Average 2011-12	Cardiff Results 2016-17	Wales Average 2016-17	Cardiff Rank 2016-17	Cardiff Improvement 2011-2017
% of pupils achieving the Foundation Phase Outcome Indicator, at the end of Year 2	78.7%	80.5%	88.5%	87.3%	10	+9.8ppt
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 2	80.7%	82.6%	89.4%	89.5%	14	+8.7ppt
% of pupils achieving the Core Subject Indicator, at the end of Key Stage 3	74.2%	72.5%	86.2%	87.4%	17	+12ppt
% pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C inc. Maths & Eng/Welsh)	49.3%	51.1%	58.5%	54.6%	5	N/A Not comparable
% pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	68.3%	72.6%	69.6%	66.9%	8	N/A Not comparable
% pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	91.2%	91.8%	93.2%	94.4%	18	N/A Not comparable
Attendance (Primary)	93.7%	93.9%	95.0%	94.9%	8	+1.3ppt
Attendance (Secondary)	91.9%	92.1%	94.2%	94.1%	11	+2.3ppt
% 17 year olds entering a volume equivalent to 2 A levels who achieved the Level 3 threshold.	96.9%	96.9%	97.5%	97.1%	Not available	+0.6ppt

2017 Key Stage 2 by School

School Name	Percentage of pupils achieving the Core Subject Indicator at the end of Key Stage 2 (year 6) (2017)	Percentage of pupils eligible for free school meals (eFSM) in year 6 (2017)
Millbank Primary School	96.3%	20.3%
Adamsdown Primary	78.3%	36.7%
Albany Primary School	77.8%	24.3%
Allensbank Primary School	76.2%	17.0%
Baden Powell Primary School	87.5%	32.1%
Birchgrove Primary School	98.2%	7.0%
Trelai Primary School	70.4%	45.4%
Fairwater Primary School	81.8%	33.3%
Gabalfa Primary	87.5%	36.3%
Kitchener Primary School	82.1%	21.6%
Lansdowne Primary School	85.1%	26.3%
Moorland Primary	89.7%	35.4%
Radnor Primary School	100.0%	18.6%
Rhydypenau Primary School	100.0%	2.7%
Roath Park Primary School	96.6%	10.0%
Greenway Primary School	88.9%	51.7%
Stacey Primary School	87.0%	26.3%
Ton-Yr-Ywen Primary School	95.0%	5.2%
Peter Lea Primary School	85.0%	20.6%
Bryn Hafod Primary School	95.5%	34.2%
Pen-Y-Bryn Primary School	90.5%	32.4%
Coed Glas C P School	91.4%	20.1%
Lakeside Primary School	96.6%	5.7%
Pentrebane Primary School	75.0%	34.8%
Mount Stuart Primary School	86.4%	19.3%
Llanishen Fach Primary School	82.9%	5.4%
Rhiwbeina Primary School	94.4%	1.0%
Llanedeyrn Primary School	89.6%	29.0%
Springwood Primary School	89.3%	35.7%
Ninian Park Primary School	92.5%	21.4%
Coryton Primary	90.0%	12.7%
Bryn Celyn Primary School	85.7%	50.0%
Y G G Gwaelod Y Garth	92.9%	3.6%
Radyr Primary School	100.0%	1.2%
Tongwynlais Primary School	84.0%	17.3%
Llysfaen Primary School	94.7%	5.3%

Bryn Deri Primary	100.0%	4.0%
Oakfield Primary School	87.3%	30.0%
Ysgol Gymraeg Melin Gruffydd	93.1%	4.2%
Ysgol Y Wern	93.0%	5.1%
Ysgol Gymraeg Coed Y Gof	82.2%	20.1%
Ysgol Bro Eirwg	88.2%	14.4%
Ysgol Treganna	91.5%	4.5%
Willowbrook Primary School	97.4%	21.5%
Pentyrch Primary	83.3%	8.1%
Thornhill Primary School	95.0%	11.5%
Ysgol Pencae	100.0%	1.9%
Meadowlane Primary School	83.8%	35.3%
Ysgol Mynydd Bychan	100.0%	5.9%
Creigiau Primary School	96.4%	2.4%
Ysgol Gymraeg Pwll Coch	98.3%	10.1%
Ysgol Y Berllan Deg	94.5%	3.1%
Gladstone Primary School	92.0%	16.5%
Glan Yr Afon Primary School	73.9%	38.0%
Grangetown Primary School	80.0%	28.5%
Herbert Thompson Primary	84.5%	44.5%
Ysgol Glan Morfa	90.0%	26.9%
Ysgol Pen Y Pil	100.0%	18.6%
Ysgol Gymraeg Nant Caerau	86.7%	20.2%
Rumney Primary	93.3%	15.1%
Windsor Clive Primary	82.5%	45.1%
Severn Primary	87.5%	20.3%
Hawthorn Primary	83.3%	16.2%
Danescourt Primary	92.5%	10.2%
Hywel Dda Primary School	88.7%	39.3%
Ysgol Gynradd Gymraeg Pen-y-Groes	100.0%	13.3%
Trowbridge Primary	89.3%	41.9%
Ysgol Glan Ceubal	85.7%	18.8%
Marlborough Primary	88.5%	8.0%
Pencaerau Primary	93.3%	35.7%
Glyncoed Primary	98.2%	21.0%
Whitchurch Primary	97.8%	10.9%
St. Mellons Church In Wales Primary	94.1%	10.3%
St Alban'S Rc Primary School	76.7%	49.5%
St Cuthbert'S Rc Primary	69.2%	22.6%
St. Joseph'S Rc School	96.4%	13.4%
St. Mary'S R.C. Primary School	92.3%	8.4%
St Patrick'S R C School	91.7%	23.8%

St. Peter'S Primary School	90.9%	11.7%
St Cadoc'S Catholic Primary	96.7%	26.8%
St Monicas C/W Primary School	84.2%	22.6%
St.Paul'S C/W Primary School	92.9%	24.9%
Tredegarville C/W Primary	84.6%	30.1%
Llandaff City Primary School	96.7%	2.6%
Christ The King Primary School	97.7%	6.6%
St John Lloyd	87.2%	26.4%
Holy Family R.C. Primary	76.9%	26.2%
St Mary The Virgin C/W Primary School	87.0%	38.2%
All Saints C/W Primary	100.0%	16.5%
St Fagans Church In Wales	85.7%	7.7%
St Bernadettes Primary School	100.0%	9.8%
St David'S C/W Primary School	96.7%	21.1%
Bishop Childs C/W Primary	96.8%	11.8%
St Philip Evans Primary School	97.8%	15.9%
St. Francis R. C. Primary Sch.	86.7%	34.0%
Cardiff	89.4%	

2017 Key Stage 4 by School

School Name	Percentage of pupils achieving the Level 2+ threshold at the end of Key Stage 4 (year 11) (2017)	Percentage of pupils eligible for free school meals (eFSM) in year 11 (2017)
Glyn Derw High School (now closed)	28.8%	41.67%
Cardiff High School	83.9%	7.2%
Willows High School	39.2%	42.4%
Fitzalan High School	54.2%	27.9%
Cantonian High School	46.1%	38.2%
Llanishen High School	61.7%	15.7%
Cathays High School	47.8%	33.2%
Radyr Comprehensive School	72.2%	6.8%
Ysgol Gyfun Gymraeg Glantaf	74.5%	9.0%
Ysgol Gyfun Gymraeg Plasmawr	69.6%	5.1%
Michaelston Community College (now closed)	15.9%	45.7%
Ysgol Gyfun Gymraeg Bro Edern	56.0%	10.2%
Eastern High	29.9%	44.7%
St. Illtyd'S Catholic High School	46.9%	28.7%
Mary Immaculate High School	44.9%	29.0%

Bishop Of Llandaff Church In Wales High School	84.8%	8.1%
St Teilo'S C-In-W High School	55.6%	22.8%
Corpus Christi Catholic High School	80.4%	13.1%
Whitchurch High School	70.2%	10.2%
Cardiff	58.5%	

Explanation of Frequently Used Terms

Foundation Phase (FP)	This covers pupils aged 3-7 (nursery, reception, year 1 and year 2)
Key Stage 2 (KS2)	Years 3 – 6 of primary schools, pupils aged 7 – 11
Key Stage 3 (KS3)	Years 7 – 9 of secondary schools, pupils aged 11 – 14
Key Stage 4 (KS4)	Years 10 – 11 of secondary schools, pupils aged 14 – 16
Post 16	Years 12 and 13
SEN	Additional Learning Needs
ALN	Additional Learning Needs
MAT	More Able and Talented
EAL	English as an Additional language
LAC	Looked After Children
eFSM	Eligible for free school meals
nFSM	Not eligible for free school meals

Foundation Phase Outcome Indicator – the percentage of pupils achieving the expected outcomes in each of language, literacy and communication – English (LCE) or Welsh (LCW), mathematical development (MDT) and personal, social cultural diversity and well-being development (PSD).

Core Subjects - In the National Curriculum, the core subjects are, in English-medium schools, English, mathematics and science. In Welsh-medium schools there is an additional core subject of Welsh (first language).

Core Subject Indicator - The core subject indicator is the percentage of pupils achieving the expected level of attainment in each of the core subjects in combination(English or Welsh, mathematics and science).

Expected Outcome – There are expected levels of attainment that the majority of children will reach at the end of each key stage - Foundation Phase outcome 5, Key Stage 2 level 4, Key Stage 3 level 5.

Threshold Indicators - The level 2 threshold indicator including English or Welsh and mathematics is 5 grades A*-C including these subjects, the level 2 threshold is 5 grades A*-C and the level 1 threshold indicator is 5 grades A*-G. The threshold

indicators include all approved qualifications not just GCSE that are the equivalent of:
level 1: grades D-G; level 2: grades A*-C.

Level 3 threshold - Equivalent to the volume of 2 A levels at grade A-E.

Benchmarking Quarter – The Welsh Government places schools into five groups based on proportions of FSM pupils. Each group is then divided into four quarters based on the performance of schools within each group.

Modelled Expectations – There is a strong relationship between FSM and achievement; this is modelled each year to show the “expected” performance at any given FSM level based on the statistical relationship.

FFT estimates – Fischer Family Trust is an organisation that uses a range of available data to provide estimates of the most likely outcomes for a pupil given their prior attainment.

Average Capped Nine Points Score - The calculation is based on pupil’s results from nine of the qualifications available in Wales.

EAL Categories

A = New to English

- May use first language for learning and other purposes.
- May remain completely silent in the classroom.
- May be copying / repeating some words or phrases.
- May understand some everyday expressions in English but may have minimal or no literacy in English.

B = Early Acquisition

- May follow day to day social communication in English and participate in learning activities with support.
- Beginning to use spoken English for social purposes and may understand simple instructions and can follow narrative / accounts with visual support.
- May have developed some skills in reading and writing.
- May have become familiar with some subject specific vocabulary.
- Still needs a significant amount of EAL support to access the curriculum.

C = Developing competence

- May participate in learning activities with increasing independence.
- Able to express self orally in English, but structural inaccuracies are still apparent and literacy will require ongoing support, particularly for understanding text and writing.
- May be able to follow abstract concepts and more complex written English.

D = Competent

- Oral English will be developing well, enabling successful engagement in activities across the curriculum.
- Can read and understand a wide variety of texts but written English may lack complexity and contain occasional evidence of errors in structure.
- Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary.

E = Fluent

- Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language.
- Operates without EAL support across the curriculum.

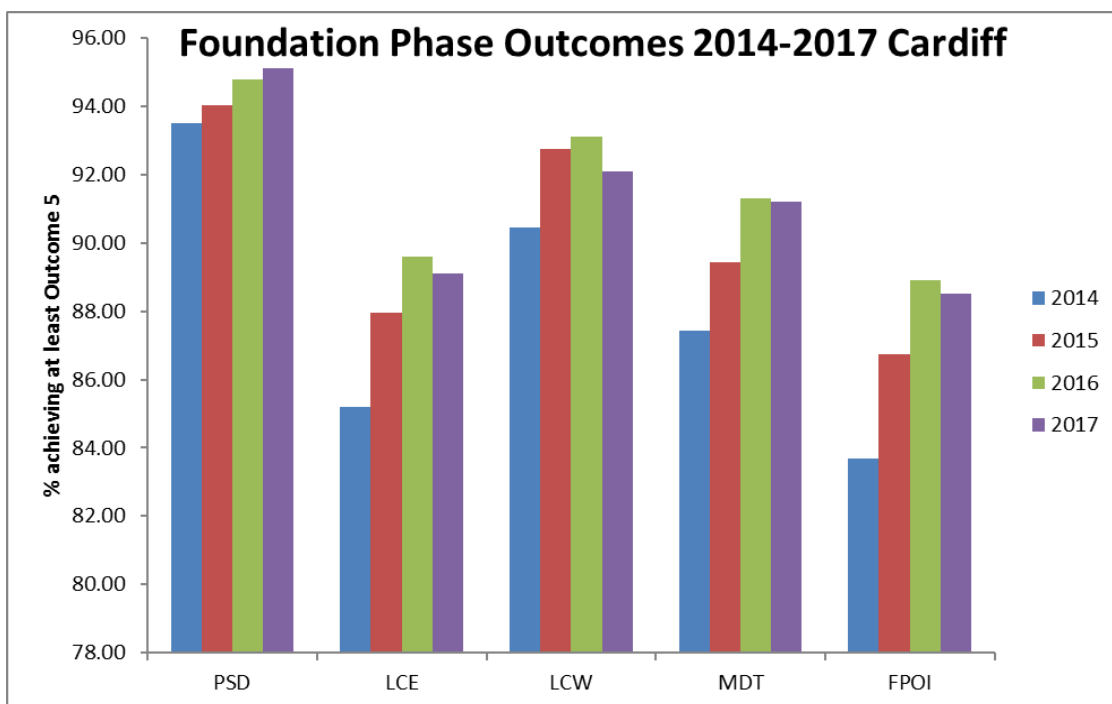
Performance in the Foundation Phase

Trend in Outcomes

- 2.1 In 2016-17, the proportion of pupils achieving the Foundation Phase Indicator (FPI) is 88.5% (2017 target 89%), which is above the Welsh Average of 87.3%. This represents a slight decline (0.4ppt), compared to 2015-16.



- 2.2 54.7% (fifty-two settings out of ninety-five) maintained or improved in the FPI, compared to more than 70% (sixty-eight out of ninety-five) in 2015-16.
- 2.3 In the remaining schools, the proportion of pupils achieving the FPI fell by an average of 7.2ppts, compared to 4.8ppst in 2015-16. In thirteen schools, the decrease is less than 3ppts.
- 2.4 Three of the schools reporting a decrease in outcomes are categorised as red or amber. In all schools where performance has declined, the Challenge Adviser will be following up with schools to provide tailored support for areas that require improvement.



2.5 The strongest area of learning continues to be Personal and Social Development (PSDWCD) and the weakest area Language, Literacy and Communication – English (LLCE). This is the case for both outcome five (the expected level) and outcome six. Performance in all areas of learning are above the Welsh averages.

Foundation Phase (O5+)					
	PSD	LCE	LCW	MDT	FPI
2014	93.5%	85.2%	90.5%	87.4%	83.7%
2015	94.0%	87.9%	92.8%	89.4%	86.7%
2016	94.8%	89.6%	93.1%	91.3%	88.9%
2017	95.1%	89.1%	92.1%	91.2%	88.5%

Comparative performance with other Local Authorities and Cities

2.6 Schools are grouped into FSM bands and ordered nationally to give four quarters. The top performing 25% of schools fall in Quarter one and the bottom performing 25% of schools fall in Quarter four. In 2017, although seven schools have gone from Quarter 1 to Quarter 2, there has been no change to the number of schools in the top two benchmarking quarters.

2016 Benchmark quarters for FPI

	No of schools	% of schools
Quarter 1	31	33%
Quarter 2	31	33%
Quarter 3	26	27%
Quarter 4	7	7%
Total	95	100%

2017 Benchmark quarters for FPI

	No of schools	% of schools
Quarter 1	24	25%
Quarter 2	38	0%
Quarter 3	22	23%
Quarter 4	11	12%
Total	95	100%

2.7 In 2016-17, performance is still in the top ten local authorities in Wales, but is lower than in 2015-16.

FPI	2016-17		2015-16		2014/15	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	88.5%	10	88.90%	7	86.70%	12

Performance of Key Groups - Gender

2.8 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. The greatest difference between boys and girls remains in Language, Literacy and Communication - English (7.6ppts). The smallest gap is in Mathematical Development (4.8ppts).

2.9 The table below shows that both boys' and girls' performance in Cardiff is above the Welsh average. The gap in attainment is marginally greater than across Wales as a whole.

	2014	2015	2016	2017	Wales 2017 Actual
FPI Boys	79.72%	82.73%	84.9%	84.9%	83.8%
FPI Girls	87.79%	90.85%	93.1%	92.2%	90.9%
FPI Total	83.7%	86.73%	88.9%	88.5%	87.3%
Boys Vs Girls	-8.07	-8.12	-8.2	-7.3	-7.1

2.10 At the higher outcome six+, the outcomes for girls exceeded the outcomes for boys by more than 10ppts in nearly all the areas of learning. The exception is in Mathematical development, where boys' performance is 0.1ppts higher than that of girls. In PSDWBCD, performance of girls is 18.5ppts above that of boys.

2.11 Both boys' and girls' perform above the national average in the higher outcome six +, in all four areas of learning.

Performance of Key Groups - More Able and Talented (MAT) pupils

2.12 The proportion of pupils reaching outcome six (O6+), or above, continues to improve each year in each area of learning and is above the national averages.

Foundation Phase Areas of Learning (O6+)										
	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015	2016	Wales 2016	2017	Wales 2017
LCE	27.7%	29.5 %	29.2%	32.2 %	32.1 %	34.2 %	36.5%	36.2 %	39.8%	38.1 %
LCW	25.9%	29.3 %	27.7%	32.5 %	38.2 %	36.9 %	38.6%	36.2 %	40.3%	38.1 %
MDT	27.8%	28.2 %	28.7%	30.3 %	33.2 %	34.3 %	37.0%	36.4 %	41.4%	38.7 %
PSD	42.8%	45.9 %	48.8%	51.5 %	53.0 %	56.0 %	59.1%	58.9 %	62.7%	61.3 %

Performance of Key Groups – Looked After Children

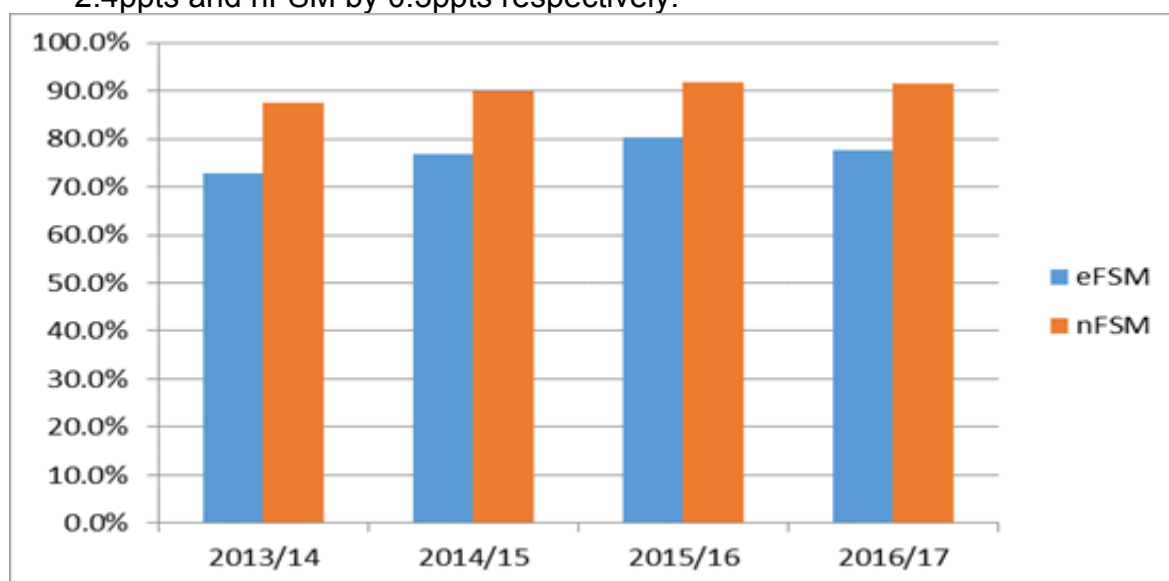
2.13 The proportion of all children who are looked after by Cardiff Council achieving the Foundation Phase Indicator (FPI) is 54% (fourteen out of twenty-six pupils). This is a 17.6ppt decrease compared to 2015-16 and below the target of 76.0%. The Wales figure for children who are looked after as at the Children In Need Census is 64%. Of the cohort (twenty-six), 46% have a Additional Learning Need.

2.14 The proportion of looked after children educated in a Cardiff school achieving the Foundation Phase Indicator (FPI) is 69% (eleven out of sixteen pupils). This is a decrease in the figure of 88.9% for 2016. The 2017 target was 75.0%. Of the cohort (sixteen), 50.0% have a Additional Learning Need.

2.15 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year two, as at January 2017 PLASC (pupil census).

Performance of Key Groups – Pupils Eligible for Free School Meals

2.16 In 2016-17, the performance of both eFSM and nFSM decreased slightly by 2.4ppts and nFSM by 0.3ppts respectively.



2.17 The difference in performance between FSM and non-FSM pupils has increased from 11.6ppts to 13.8ppts. The performance of eFSM and nFSM pupils are higher than the Welsh averages.

	Cardiff eFSM 2017	Cardiff nFSM 2017	Wales eFSM 2017	Wales nFSM 2017	Cardiff All Pupils 2017
Foundation Phase Indicator	77.8%	91.6%	75.9%	90.1%	88.5%

Performance of Key Groups – Ethnicity

2.18 Overall, performance for Ethnic pupils' attainment in the FPI (87.6%) remains slightly below all pupils (88.48%) by 1.18ppt. The performance of Ethnic pupils has increased by 6.02ppts since 2014.

2.19 The table below shows the performance of all ethnic groups. Some ethnic groups performed above the average of all Cardiff pupils (88.48%). The lowest performing group continues to be Traveller/Romany. Performance of this group decreased this year.

Foundation Phase	FPI 2014	FPI 2015	FPI 2016	FPI 2017
Any other ethnic background	81.08%	73.53%	90.63% (32 pupils)	88.57% (35 pupils)
Arab	79.20%	79.09%	83.58% (134 pupils)	84.31% (152 pupils)
Bangladeshi	78.52%	82.86%	89.83% (118 pupils)	91.67% (120 pupils)
Black Caribbean	70.00%	75.00%	90.91% (11 pupils)	100.00% (8 pupils)
Chinese or Chinese British	70.00%	92.31%	90.63% (32 pupils)	88.64% (44 pupils)
Mixed	83.84%	88.58%	89.66% (358 pupils)	90.83% (338 pupils)
Not known	63.04%	66.67%	92.59% (27 pupils)	92.86% (28 pupils)
Other Asian	92.86%	88.98%	97.12% (139 pupils)	90.40% (125 pupils)
Other Black	87.18%	81.90%	85.22% (115 pupils)	90.48% (126 pupils)
Pakistani	80.99%	88.28%	90.15% (132 pupils)	88.16% (152 pupils)
Somali	78.82%	85.71%	79.22% (77 pupils)	79.10% (67 pupils)
Traveller/Romany	68.97%	59.26%	74.07% (27 pupils)	62.50% (24 pupils)
White European	76.54%	71.10%	75.93% (241 pupils)	84.87% (238 pupils)
All EM Groups	81.62%	82.26%	86.49% (1443 pupils)	87.64% (1457 pupils)
White UK	84.97%	88.93%	90.35% (2776 pupils)	88.93% (2737 pupils)
All Pupils	83.70%	86.73%	88.93% (4219 pupils)	88.48% (4194 pupils)

Performance of Key Groups – EAL Pupils

2.20 There were improvements in the performance of pupils with English as an Additional Language (EAL) in 2017 (87.75%). This compares to 88.47% of all pupils in Cardiff. Overall, EAL attainment has improved by 5.82ppts since 2014.

	2014	2015	2016	2017
EAL (Code A-E)	81.93% (974 pupils)	82.79% (1005 pupils)	86.6% (1045 pupils)	87.75% (1004 pupils)
No EAL	84.54% (3049 pupils)	88.11% (3134 pupils)	91.1% (3128 pupils)	89.94% (3150 pupils)
All Pupils	83.70%	86.73%	88.90%	88.47%

	2014	2015	2016	2017
New to English (A)	50.23% (213 pupils)	48.06% (258 pupils)	57.20% (229 pupils)	53.13% (128 pupils)
Early Acquisition (B)	85.98% (328 pupils)	93.75% (368 pupils)	90.3% (381 pupils)	82.97% (317 pupils)
Developing competence (C)	96.98% (232 pupils)	97.36% (227 pupils)	100% (275 pupils)	98.19% (386 pupils)
Competent (D)	100.00% (61 pupils)	100.00% (60 pupils)	100% (78 pupils)	99.30% (142 pupils)
Fluent (E)	87.86% (140 pupils)	89.13% (92 pupils)	93.90% (82 pupils)	96.77% (31 pupils)

Performance of Key Groups – Pupils with Additional Learning Needs

2.21 There continues to be a wide gap between the attainment of pupils with additional learning needs (ALN) and non-ALN pupils in the Foundation Phase. The gap is widest for Statemented pupils, and the gap narrows for those at School Action Plus and School Action.

2.22 The proportion of School Action and School Action Plus pupils who achieved the FPI fell by 3.16ppts and 1.37ppts.

2.23 The proportion of Statemented pupils achieving the FPI decreased by 0.54ppts. The decrease in performance for Statemented, School Action Plus and School Action pupils may reflect the increasing level of complex needs amongst younger cohorts.

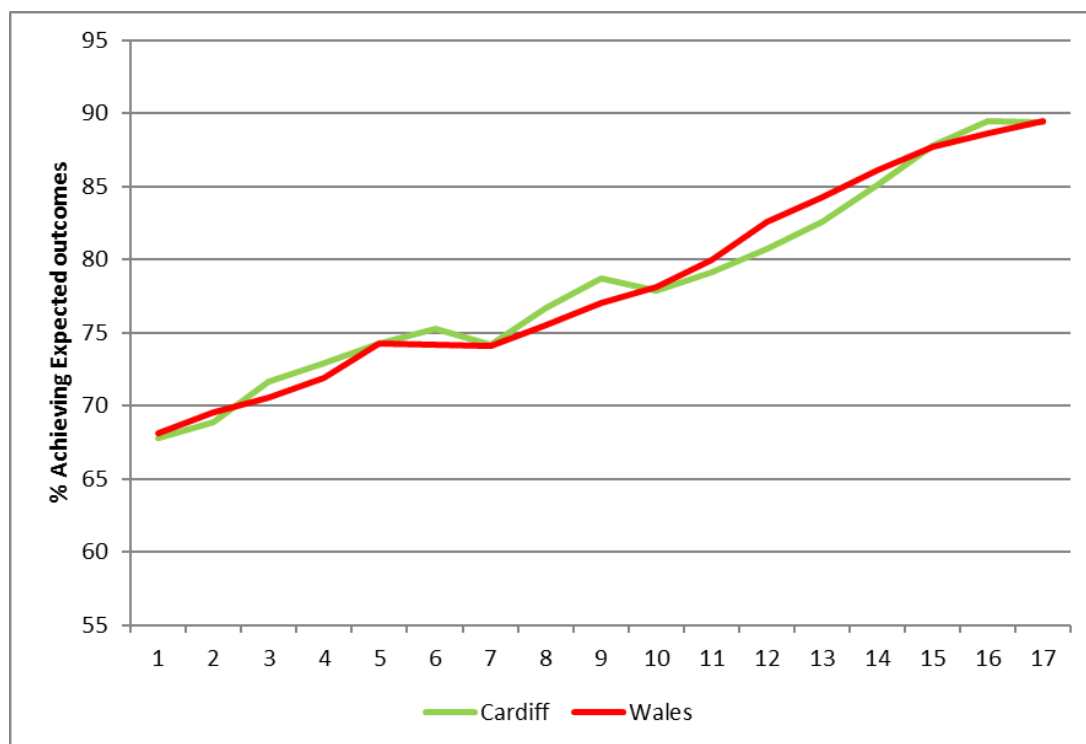
2.24 In all ALN groups, the performance gap is narrower in Personal and Social Development, than in other areas of learning.

Foundation Phase – Percentage Achieving Outcome 5 or Above

2017	FPI	LCE	LCW	MDT	PSD
Statemented	16.16% (99 pupils)	20.21% (94 pupils)	40.00% (5 pupils)	27.27% (99 pupils)	21.21% (99 pupils)
School Action Plus	43.93% (214 pupils)	48.65% (185 pupils)	44.83% (29 pupils)	56.07% (214 pupils)	71.03% (214 pupils)
School Action	69.84% (577 pupils)	72.37% (485 pupils)	76.09% (92 pupils)	77.12% (577 pupils)	93.07% (577 pupils)
No SEN	96.88% (3304 pupils)	97.27% (2746 pupils)	97.67% (558 pupils)	97.94% (3304 pupils)	99.27% (3304 pupils)
Not matched	64.29% (14 pupils)	69.23% (13 pupils)	100.00% (1 pupil)	64.29% (14 pupils)	92.86% (14 pupils)
Total	88.47%	89.13%	92.12%	91.18%	95.13%

2016	FPI	LCE	LCW	MDT	PSD
Statemented	16.7% (102 pupils)	20.2% (99 pupils)	33.3% (3 pupils)	25.5% (102 pupils)	25.5% (102 pupils)
School Action Plus	45.3% (214 pupils)	52.4% (191 pupils)	43.5% (23 pupils)	55.1% (214 pupils)	70.6% (214 pupils)
School Action	73.0% (601 pupils)	76.8% (509 pupils)	76.1% (92 pupils)	79.9% (601 pupils)	92.5% (601 pupils)
No SEN	97.0% (3302 pupils)	97.1% (2766 pupils)	98.5% (536 pupils)	97.9% (3302 pupils)	99.0% (3302 pupils)
Not matched	66.7% (18 pupils)	64.7% (17 pupils)	100% (1 pupil)	66.7% (18 pupils)	66.7% (18 pupils)
Total	88.9%	89.6%	93.1%	91.3%	94.8%

Appendix 4 Performance at Key Stage Two



- 3.1 In 2016-17, the proportion of pupils achieving the Core Subject Indicator at the end of Key Stage Two is 89.4% (2017 target 90%), which is line with the national figure of 89.5%. This represents a marginal decrease (0.1ppt) compared to 2015-16.
- 3.2 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 48% of pupils attain the higher level in all subjects, which is higher than the proportion of pupils across Wales as a whole.
- 3.3 Performance in Welsh as a first language is slightly above the Welsh average (92.8%/91.6%), and Mathematics is in line (91.6%). Performance in English and Science are slightly below, by 0.3ppts and 0.5ppts. The chart below shows Cardiff's comparative performance over the last three years.

Key Stage 2 – Expected Level (4+)				
	English TA	Cymraeg TA	Maths TA	Science TA
2014	87.3%	90.1%	87.7%	89.0%
2015	89.9%	93.7%	89.9%	90.8%
2016	91.0%	96.1%	91.4%	91.6%
2017	90.8%	92.8%	91.6%	91.7%

Comparative Performance with Other Local Authorities and Cities

3.4 The slight dip in performance has led to a decrease in the number of schools in the top benchmarking groups, from fifty-three in 2016 to fifty in 2017. There has been a corresponding increase in the number of schools in the lowest benchmarking groups, from forty-one in 2016 to forty-five in 2017.

2016 Benchmark quarters for KS2 CSI			2017 Benchmark quarters for KS2 CSI		
	No of schools	% of schools		No of schools	% of schools
Quarter 1	23	24.46%	Quarter 1	20	21.00%
Quarter 2	30	31.91%	Quarter 2	30	32.00%
Quarter 3	29	30.85%	Quarter 3	28	29.00%
Quarter 4	12	13.33%	Quarter 4	17	18.00%
Total	94	100.00%	Total	95	100%

3.4 Cardiff's position in relation to other Welsh authorities has dipped slightly. Cardiff rank position is now fourteenth out of twenty-two local authorities. As in the Foundation Phase, the rate of improvement over the past four years is faster than the rate of improvement across Wales as a whole.

KS2 CSI	2016-17		2015-16		2014/15		2013/14	
	Result	Rank	Result	Rank	Result	Rank	Result	Rank
Cardiff	89.4%	14	89.5%	8	87.8%	13	84.5%	16

Performance of Key Groups - Performance of Looked After Children

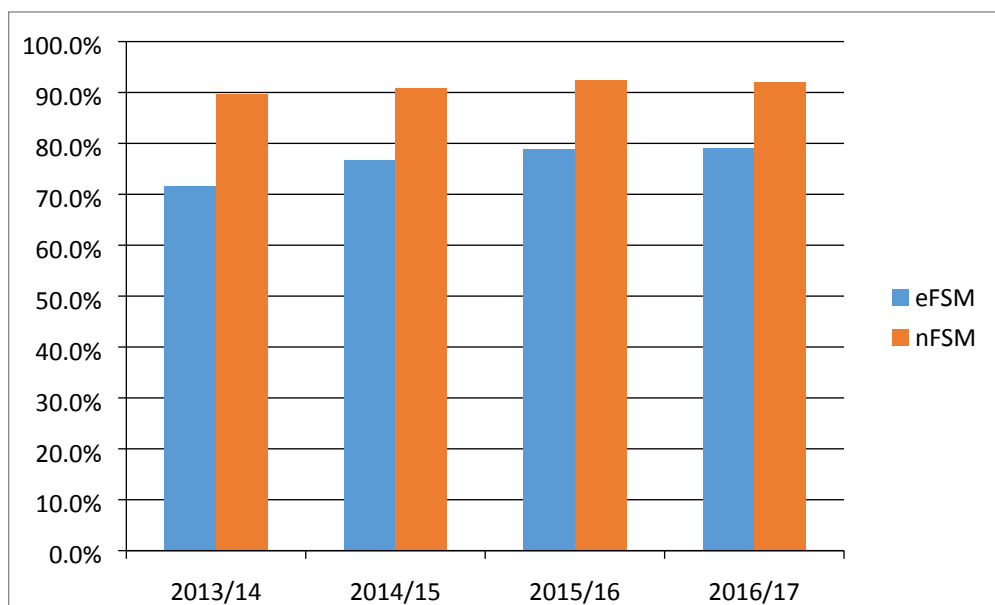
3.5 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage Two is 77% (twenty-three out of thirty in the cohort), a 6.7ppt increase compared to 2015-16. This is above the Wales figure, which is 66%. Of the cohort (thirty), 53% have a Additional Learning Need.

3.6 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 78% (eighteen out of twenty-three pupils). This is an increase of 10ppts compared to 2015-16. The target was 78%. Of the cohort (twenty-three), 52% have a Additional Learning Need.

3.7 The cohort is constantly changing due to adoption and children moving in and out of care. The above cohorts are for looked after children in year six, as at January 2017 PLASC (pupil census).

Key Groups - Pupils Eligible for Free School Meals

3.8 The gap in performance between eFSM pupils and nFSM pupils has reduced again this year to 13ppts. Overall, the performance of eFSM pupils has improved by 0.3ppts when compared to 2015-16.



3.9 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.

	Cardiff eFSM 2017	Cardiff nFSM 2017	Wales eFSM 2017	Wales nFSM 2017	Cardiff All Pupils 2017
Key Stage 2 Core Subject Indicator	79.1%	92.1%	77.2%	92.3%	89.4%

Performance of Key Groups - More Able and Talented Pupils

3.10 Cardiff is at least 2ppts higher than the national averages at level six + in all core subjects. Performance at this level in Welsh first language is particularly strong, 6.9ppts above the national average.

Key Stage 2 Core	Cardiff 2014	Wales 2014	Cardiff 2015	Wales 2015	Cardiff 2016	Wales 2016	Cardiff	Wales
							f	s

Subject Indicator Level 6+							2017	2017
English	36.80 %	38.00 %	40.89 %	40.76 %	44.70 %	42.00 %	47.0%	44.7%
Welsh	37.10 %	33.90 %	45.66 %	37.97 %	47.60 %	38.00 %	48.4%	41.5%
Mathematics	37.80 %	38.00 %	42.39 %	41.24 %	45.30 %	43.20 %	49.9%	47.0%
Science	37.60 %	38.40 %	41.15 %	41.14 %	45.30 %	42.50 %	47.8%	46.4%

Performance of Key Groups - Gender

3.11 At Key Stage Two in the CSI, the gap is continuing to close between boys and girls. It is 3.5ppts smaller than in 2015-16. The difference in attainment between boys and girls is smaller in Cardiff than across Wales as a whole.

	2014	2015	2016	2017	Wales 2017
CSI Boys	82.01%	86.03%	86.60%	87.7%	87.3%
CSI Girls	88.34%	89.53%	92.50%	91.2%	91.9%
CSI Total	85.11%	87.76%	89.50%	89.4%	89.5%
Boys vs Girls	-6.33	-3.49	-6.00	-3.5	-4.5

3.12 At the expected level, girls' performance is stronger than boys in all of the core subjects. The greatest difference of more than 7ppts is in Welsh first language. The gender gap is smaller than the national gender gap in all core subjects, except Welsh first language.

3.13 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last three years, and the Wales averages for 2017.

	2015 girls	2015 boys	2016 girls	2016 boys	2017 girls	2017 girls Wales	2017 boys	2017 boys Wales
English	92.3%	87.5%	94.2%	87.8%	92.7%	93.7%	88.9%	88.7%
Welsh	95.3%	92.1%	97.3%	94.9%	96.4%	94.6%	89.1%	88.6%
Mathematics	91.0%	88.8%	93.6%	89.1%	92.9%	93.1%	90.4%	90.3%
Science	92.2%	89.5%	94.2%	89.0%	93.1%	94.0%	90.3%	90.6%

- 3.14 Girls' performance at the expected level is slightly below the Welsh averages in all of the core subjects apart from Welsh first language. Boys' performance is above the national averages in all of the core subjects apart from Science.
- 3.15 At the higher levels, outcomes for both boys and girls exceed the national averages, significantly so in Welsh. Girls' performance is higher than boys in English, Welsh and Science, but lower in mathematics. This pattern is similar to the pattern seen nationally.

Performance of Key Groups – Ethnicity

- 3.16 The proportion of ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.22ppts between 2015 and 2017.
- 3.17 The performance of ethnic pupils in 2017 (87.47%) remains slightly below all Cardiff pupils (89.34%) by 1.87ppts.
- 3.18 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 this Key Stage is Traveller/Romany pupils, although performance did increase by 16.67ppts.

Key Stage 2	CSI 2014	CSI 2015	CSI 2016	CSI 2017
Any other ethnic background	87.10%	85.71%	91.43% (35 pupils)	94.29% (35 pupils)
Arab	84.47%	87.61%	91.91% (136 pupils)	81.82% (132 pupils)
Bangladeshi	90.98%	93.64%	87.14% (140 pupils)	91.34% (127 pupils)
Black Caribbean	75.00%	33.33%	100.00% (1 pupil)	100.00% (11 pupils)
Chinese or Chinese British	80.00%	69.23%	100.00% (14 pupils)	100.00% (14 pupils)
Mixed	85.99%	87.95%	90.19% (265 pupils)	88.24% (272 pupils)
Not known	79.31%	76.19%	100.00% (13 pupils)	100.00% (14 pupils)
Other Asian	92.42%	89.47%	89.23% (65 pupils)	92.86% (98 pupils)
Other Black	78.21%	84.62%	79.46% (112 pupils)	85.05% (107 pupils)
Pakistani	81.62%	86.23%	90.71% (140 pupils)	91.61% (155 pupils)
Somali	81.93%	87.32%	90.36% (83 pupils)	88.89% (81 pupils)
Traveller/Romany	52.17%	72.22%	50.00% (26 pupils)	66.67% (24 pupils)
White European	74.80%	71.35%	81.32% (182 pupils)	80.24% (167 pupils)
All EM Groups	83.00%	84.25%	87.13%	87.47%

			(1212 pupils)	(1237 pupils)
White UK	86.03%	89.30%	90.72% (2489 pupils)	90.33% (2584 pupils)
All pupils	85.11%	87.76%	89.54% (3701 pupils)	89.34% (3821 pupils)

Key Groups - English as an Additional Language

3.19 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 4.47pts since 2014.

	2014	2015	2016	2017
EAL (Code A-E)	83.70% (814 pupils)	83.59% (774 pupils)	88.40% (898 pupils)	88.17% (845 pupils)
No EAL	85.65% (2599 pupils)	89.03% (2630 pupils)	91.20% (2763 pupils)	91.44% (2920 pupils)
All Pupils	85.11%	87.76%	89.50%	89.38%

	2014	2015	2016	2017
New to English (A)	16.67% (24 pupils)	36.36% (33 pupils)	23.80% (21 pupils)	13.33% (15 pupils)
Early Acquisition (B)	59.69% (191 pupils)	67.43% (261 pupils)	68.83% (215 pupils)	51.22% (123 pupils)
Developing competence (C)	95.16% (309 pupils)	95.93% (270 pupils)	94.63% (354 pupils)	91.46% (316 pupils)
Competent (D)	95.83% (144 pupils)	98.29% (117 pupils)	100% (202 pupils)	100.00% (283 pupils)
Fluent (E)	89.80% (146 pupils)	91.40% (93 pupils)	98.11% (106 pupils)	100.00% (108 pupils)

Performance of Key Groups – Pupils with Additional Learning Needs

3.20 There continues to be a wide gap between the attainment of pupils with Additional Learning Needs (ALN) and non-ALN pupils. 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.

3.21 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 increased by 0.56ppt.

Key Stage 2 - Percentage achieving Level 4 or above

2017	English	Welsh	Maths	Science	CSI
Statemented	25.49% (153 pupils)	44.44% (9 pupils)	30.07% (153 pupils)	27.45% (153 pupils)	23.53% (153 pupils)
School Action Plus	57.61% (276 pupils)	50.00% (42 pupils)	62.32% (276 pupils)	63.04% (276 pupils)	51.81% (276 pupils)
School Action	83.42% (573 pupils)	82.19% (73 pupils)	84.64% (573 pupils)	86.04% (573 pupils)	79.76% (573 pupils)
No SEN	99.11% (2817 pupils)	99.55% (441 pupils)	99.25% (2817 pupils)	99.22% (2817 pupils)	98.69% (2817 pupils)
Not matched	78.57% (14 pupils)	100.00% (1 pupil)	85.71% (14 pupils)	71.43% (14 pupils)	71.43% (14 pupils)
Total	90.76%	92.76%	91.60%	91.68%	89.38%

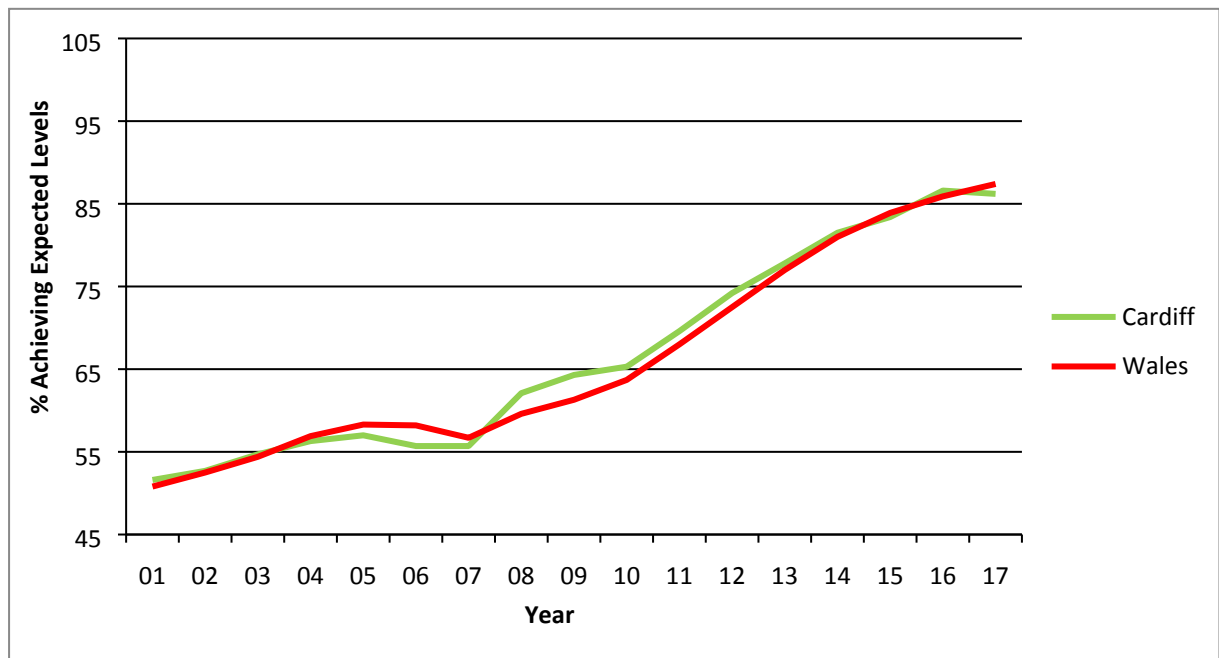
Key Stage 2 - Percentage achieving Level 4 or above

2016	English	Welsh	Maths	Science	CSI
Statemented	18.3% (126 pupils)	20.0% (5 pupils)	24.6% (126 pupils)	19.0% (126 pupils)	16.7% (126 pupils)
School Action Plus	54.7% (256 pupils)	58.3% (24 pupils)	58.6% (256 pupils)	60.5% (256 pupils)	50.0% (256 pupils)
School Action	84.2% (543 pupils)	92.2% (77 pupils)	83.8% (543 pupils)	85.3% (543 pupils)	79.2% (543 pupils)
No SEN	99.0% (2776 pupils)	100.0% (409 pupils)	98.9% (2776 pupils)	99.0% (2776 pupils)	98.5% (2776 pupils)
Not matched	85.7% (7 pupils)	100.0% (2 pupils)	85.7% (7 pupils)	85.7% (7 pupils)	85.7% (7 pupils)
Total	91.0%	96.1%	91.4%	91.6%	89.5%

Performance at Key Stage Three

Trend in Outcomes

- 4.1 In 2016-17, the proportion of pupils reaching the expected level at the end of Key Stage Three is 86.2%, which is 1.2ppts below the Wales average of 87.4%. This represents a slight decrease (0.4ppts) compared to 2015-16 outcomes. However, Cardiff's performance is 0.8ppts higher than modelled expectations, based on 2016-17 benchmarks. Outcomes at Key Stage 3 are based on teacher assessment.



- 4.2 Thirteen schools out of nineteen maintained, or improved in this indicator, compared to fourteen in the previous year. In the remaining schools, the proportion of pupils achieving the CSI fell by, on average, 8.1ppts. Performance in three secondary schools fell by between 12.6ppts and 18.4ppts.
- 4.3 The highest performance is in Welsh first language and the weakest performance is in English. At the higher levels (level six + and level seven +), there have been improvements in each of the core subjects except English.

Core Subjects	Cardiff					Wales
	2013	2014	2015	2016	2017	2017
Level 5+						
English	84%	86%	86.7%	90.5%	90.8%	90.5%
Welsh First Language	88.5%	94%	92.8%	93.1%	95.4%	93.5%
Mathematic	84.3%	87.6%	89.3%	90.8%	89.3%	90.8%
Science	86.7%	90.6%	91.5%	93.7%	93.7%	93.5%

4.4 In 2017, performance in all of the non-core subjects were below the Welsh average.

Non-Core Subjects	Cardiff					Wales
	2013	2014	2015	2016	2017	2017
Level 5+						
Art	88.6%	92.2%	90.1%	93.9%	92.2%	93.6%
Design & Technology	87.7%	90.1%	90.7%	92.8%	89.8%	93.3%
Geography	85.9%	86.7%	87.3%	90.2%	89.5%	92.0%
History	84.9%	87.1%	86.8%	91.2%	90.4%	91.9%
Information Technology	89.3%	91.3%	90.1%	91.6%	90.1%	93.9%
MFL	80%	81.6%	80.9%	85.5%	82.2%	86.7%
Music	85.4%	90.9%	88.7%	93.0%	92.0%	93.3%
Physical Education	84.1%	88.5%	90.8%	92.2%	92.9%	93.3%
Welsh 2nd Language	73%	76.7%	80%	80%	83.4%	83.8%

Comparative performance with other Local authorities and cities

4.5 The decrease in the proportion of pupils attaining the CSI at this key stage has had an impact on Cardiff's rank position, compared to the other local authorities across Wales.

Key Stage 3 CSI	2016-17		2015-16		2014/15	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	86.2%	17	86.6%	11	83.4%	13

4.6 Despite the decrease in performance at Key Stage Three, there has been an increase in the number of schools in the top benchmarking group. There are four schools in the lowest group. Two of the schools are now closed.

	No of schools	% of schools
Quarter 1	6	32%
Quarter 2	5	26%
Quarter 3	5	26%
Quarter 4	3	16%
Total	19	100.00%

	No of schools	% of schools
Quarter 1	7	37%
Quarter 2	4	21%
Quarter 3	4	21%
Quarter 4	4	21%
Total	19	100%

Performance of Key Groups - Looked After Children

4.7 The proportion of all children looked after by Cardiff Council achieving the Core Subject Indicator at the end of Key Stage Three is 53% (twenty-seven out of fifty-one in the cohort). This is below the Wales figure for 2017, which is 57%, and lower than the 2016 figure of 57.1%. Of the 2017 cohort (fifty-one), 69% have a Additional Learning Need.

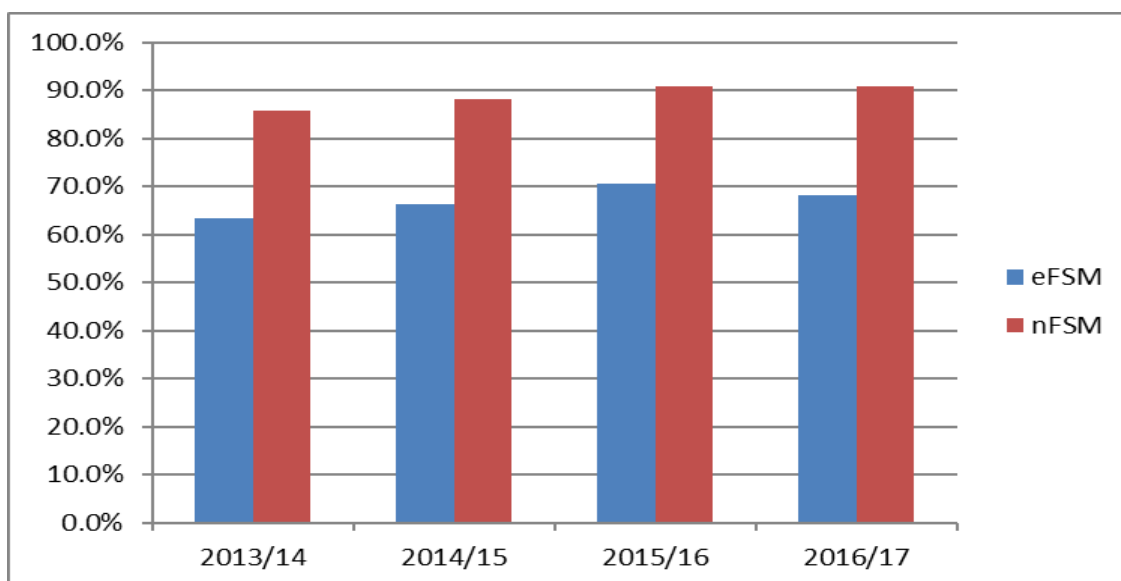
4.8 The proportion of looked after children educated in a Cardiff school achieving the Core Subject Indicator is 71% (twenty-seven out of thirty-eight pupils). This is an increase of 23.95ppts compared to 2015-16. Of the cohort (thirty-eight), 68% have a statement of Additional Learning Need.

4.9 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year nine, as at January 2017 PLASC (pupil census).

Key Groups - Performance of Pupils Eligible for Free School Meals

4.10 The difference in performance between eFSM and nFSM pupils is greater, than in the primary phase.

4.11 The performance of eFSM pupils has decreased by 2.5ppts, nFSM pupils has improved very slightly, by 0.2ppts.



	Cardiff eFSM 2017	Cardiff nFSM 2017	Wales eFSM 2017	Wales nFSM 2017	Cardiff All Pupils 2017
Key Stage 3 Core Subject Indicator	68.3%	91.0%	70.8%	91.1%	86.2%

Performance of Key Groups - More Able and Talented Pupils

4.12 There continues to be an upward trend in performance at the higher levels. Cardiff is above the national averages at level 6+ and level 7+ for all of the core subjects.

2017 Key Stage 3		Level 6+	Level 7+
English TA	Cardiff	62.2%	23.7%
	Wales	58.7%	20.6%
Cymraeg TA	Cardiff	66.1%	23.6%
	Wales	23.6%	19.7%
Maths TA	Cardiff	66.8%	33.0%
	Wales	65.4%	30.7%
Science TA	Cardiff	68.1%	28.1%
	Wales	65.5%	26.4%

Performance of Key Groups – Gender

4.13 At the expected level, the performance of boys is approximately 6.3ppt lower than the performance of girls.

4.14 Both boys and girls are performing below the Welsh averages in the CSI. The attainment gap is smaller in Cardiff than in Wales as a whole.

	2014	2015	2016	2017	Wales 2017 Actual
CSI Boys	77.5%	80.5%	83.7%	83.2%	83.8%
CSI Girls	85.7%	86.7%	89.8%	89.4%	91.2%
CSI Total	81.5%	83.4%	86.6%	86.2%	87.4%
Boys vs. Girls	-8.21	-6.25	-6.1	-6.3	-7.4

4.15 The table below shows the performance of boys and girls achieving the expected level in the core subjects over the last three years, and the Wales averages for 2017.

	2015 girls	2015 boys	2016 girls	2016 boys	2017 girls	2017 girls Wales	2017 boys	2017 boys Wales
English	90.2%	83.5%	93.4%	88.0%	93.6%	94.1%	88.1%	87.0%
Welsh	96.7%	89.4%	96.4%	90.2%	97.9%	95.9%	92.5%	91.1%
Mathematics	90.7%	88.0%	92.4%	89.4%	91.2%	93.1%	87.5%	88.7%
Science	93.9%	89.4%	96.0%	91.6%	95.5%	95.8%	91.9%	91.4%

4.16 Performance at the expected level for both boys and girls are below the Welsh averages for all subjects, except Welsh first language.

4.17 Girls' performance is stronger than boys in all of the core subjects. The gender gap is greater in English (5.5ppt). The gap in attainment in Welsh first language and Science decreased in 2017.

4.18 At the higher levels, the gender gap is larger than it is at the expected level, significantly so in both languages. The gap in Welsh first language (level 6+) has doubled in 2017, from 10.6ppt in 2016 to 23.7ppt in 2017. The outcomes of girls and boys are either higher or the same as the national figures in the core subjects at the higher levels. The gap in attainment in Cardiff is larger than in Wales in level 6+ Welsh first language, but smaller in the other core subjects.

Performance of Key Groups – Ethnicity

4.19 There was an increase in the proportion of ethnic pupils achieving the Core Subject Indicator at the end of Key Stage Three in 2017 (85.04%). The greatest improvement was for White European pupils whose performance improved by 16.95ppt.

Key Stage 3	CSI 2014	CSI 2015	CSI 2016	CSI 2017
Any other ethnic background	92.86%	88.89%	91.89% (37 pupils)	79.31% (29 pupils)
Arab	81.58%	73.49%	91.40% (93 pupils)	85.87% (92 pupils)
Bangladeshi	81.90%	89.62%	86.41% (103 pupils)	93.33% (120 pupils)
Black Caribbean	100.00%	83.33%	100.00% (7 pupils)	66.67% (6 pupils)
Chinese or Chinese British	93.33%	100.00%	100.00% (11 pupils)	80.00% (5 pupils)
Mixed	74.74%	83.89%	84.58% (201 pupils)	87.50% (208 pupils)
Not Known	83.33%	86.11%	92.31% (13 pupils)	88.24% (17 pupils)
Other Asian	88.89%	97.37%	94.12%	92.06%

			(51 pupils)	(63 pupils)
Other Black	71.43%	71.67%	85.53% (76 pupils)	82.76% (87 pupils)
Pakistani	84.78%	91.00%	88.51% (87 pupils)	87.50% (120 pupils)
Somali	87.65%	85.37%	89.61% (77 pupils)	83.12% (77 pupils)
Traveller/Romany	40.00%	38.46%	30.00% (10 pupils)	11.11% (9 pupils)
White European	62.31%	62.81%	60.67% (150 pupils)	77.62% (143 pupils)
All EM Groups	78.11%	81.25%	83.08%	85.04%
White UK Pupils	82.71%	84.20%	88.01% (2311 pupils)	86.78% (2382 pupils)
All Pupils	81.51%	83.40%	86.59% (3227 pupils)	86.19% (3358 pupils)

Performance of Key Groups - English as an Additional Language

	2013	2014	2015	2016
EAL (Code A-E)	75.49%	77.91%	83.82%	82.85% (517 out of 624 pupils)
No EAL	78.60%	82.38%	83.39%	88.70% (2277 out of 2567 pupils)
All Pupils	77.80%	81.50%	83.40%	86.60%

4.20 There was an increase in the proportion of pupils assessed as EAL in 2017, when compared to 2016.

4.21 Performance of pupils with EAL has increased by 7.67ppt since 2014.

	2014	2015	2016	2017
EAL (Code A-E)	77.91% (611 pupils)	83.82% (828 pupils)	82.85% (624 pupils)	85.58% (645 pupils)
No EAL	82.38% (2633 pupils)	83.39% (2437 pupils)	88.70% (2567 pupils)	87.92% (2666 pupils)
All Pupils	81.50%	83.40%	86.60%	86.19%

	2014	2015	2016	2017

New to English (A)	0.00% (9 pupils)	0.00% (4 pupils)	28.57% (7 pupils)	0.00% (3 pupils)
Early Acquisition (B)	14.29% (49 pupils)	14.75% (61 pupils)	36.78% (87 pupils)	28.07% (57 pupils)
Developing Competence (C)	71.50% (200 pupils)	77.27% (220 pupils)	83.54% (243 pupils)	77.96% (186 pupils)
Competent (D)	91.78% (219 pupils)	95.29% (191 pupils)	97.37% (190 pupils)	97.79% (272 pupils)
Fluent (E)	93.28% (134 pupils)	94.60% (352 pupils)	97.94% (97 pupils)	98.43% (127 pupils)

Performance of Key Groups - Performance of pupils with Additional Learning Needs

4.22 There continues to be a wide gap between the attainment of pupils with Additional Learning Needs and non-ALN pupils. This is a pattern replicated in all key stages. The gap is widest for Statemented pupils, and the gap narrows for those at School Action Plus and School Action. The proportion of Statemented pupils who achieved the CSI decreased by 2.41ppt.

4.23 The proportion of School Action Plus pupils achieving the CSI increased by 4.08ppt. The proportion of School Action pupils achieving the CSI also increased, by 1.25ppt.

Key Stage 3 - Percentage achieving level 5 or above					
2017	English	Welsh	Maths	Science	CSI
Statemented	34.78% (138 pupils)	0.00% (3 pupils)	26.81% (138 pupils)	42.75% (138 pupils)	23.19% (138 pupils)
School Action Plus	69.37% (271 pupils)	77.78% (36 pupils)	62.73% (271 pupils)	75.65% (271 pupils)	54.98% (271 pupils)
School Action	83.01% (471 pupils)	88.33% (60 pupils)	77.71% (471 pupils)	92.78% (471 pupils)	71.55% (471 pupils)
No SEN	97.74% (2478 pupils)	99.15% (355 pupils)	97.86% (2478 pupils)	98.75% (2478 pupils)	96.00% (2478 pupils)
Not matched	82.35% (17 pupils)	0.00% (0 pupils)	88.24% (17 pupils)	76.47% (17 pupils)	70.59% (17 pupils)

Total	90.76%	95.37%	89.27%	93.66%	86.19%
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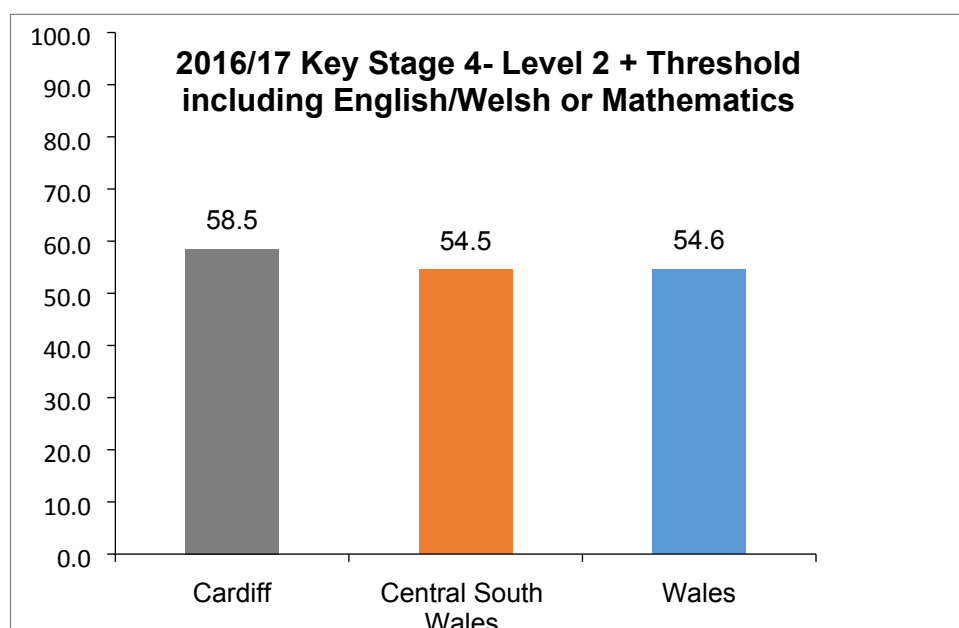
Key Stage 3 - Percentage achieving level 5 or above					
2016	English	Welsh	Maths	Science	CSI
Statemented	34.6% (133 pupils)	16.7% (6 pupils)	35.3% (133 pupils)	45.9% (133 pupils)	25.6% (133 pupils)
School Action Plus	80.7% (222 pupils)	75.0% (25 pupils)	82.9% (222 pupils)	89.0% (222 pupils)	50.9% (222 pupils)
School Action	63.1% (462 pupils)	56.0% (44 pupils)	63.5% (462 pupils)	78.8% (462 pupils)	70.3% (462 pupils)
No SEN	98.0% (2410 pupils)	99.4% (346 pupils)	97.9% (2410 pupils)	98.5% (2410 pupils)	96.4% (2410 pupils)
Not matched	77.8% (9 pupils)	-	88.9% (9 pupils)	100.0% (9 pupils)	77.8% (9 pupils)
Total	90.5%	93.1%	90.8%	93.7%	86.6%

Performance at Key Stage Four

- 5.1 This year has seen the introduction of a new set of GCSE qualifications in Wales for mathematics, numeracy, English language, Welsh language, English literature and Welsh literature. New rules for reporting school performance measures have also been introduced in 2017. These changes have made a significant difference to the results at Key Stage Four, particularly in the Level 2+ and Level Two thresholds. This means that it is not possible to make comparable judgements with previous years’.

Performance in the Level Two + Threshold (Five GCSEs A*-C including English or Welsh and Maths)

- 5.2 In 2017, at Key Stage 4, provisional results show that 58.5% of pupils achieved the Level 2+ threshold. This is above the Wales average of 54.6% and above Central South Consortium average of 54.5%.



- 5.3 In eight secondary schools, less than half of the pupils achieved the level two + threshold. Two secondary schools had less than a third of pupils achieving this threshold. Both schools are now closed.

Performance in the Level Two threshold (Five GCSEs A*-C)

- 5.4 In 2016, performance in the Level 2 threshold was in line with the Welsh average for the first time. In 2017, despite the changes to the measure, performance is 2.9ppts above the Welsh average (69.9%/67.0%).
- 5.5 The inclusion of vocational options have been limited to 40% in 2017, so not all qualifications can be included in the reporting of performance in this measure. This change has affected some schools more than others.

Performance in the Level One threshold (Five GCSEs A*-G)

- 5.6 Performance in the Level 1 threshold remains below the Welsh average by 1.2ppts (94.4%/93.2%). Of the 3,260 pupils entered for exams, 208 pupils didn't achieve the level 1 threshold.
- 5.8 Of the 208 pupils who didn't 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 have also been receiving EOTAS provision.

Performance in the Capped Nine Points Score

- 5.9 In 2017, the new Capped Nine Points Score was introduced, which focuses on pupil's results from nine of the qualifications available in Wales. Performance in the new Capped Nine Points Score is 360.7, which is higher than the Welsh average of 350.9.

Performance in Core Subjects

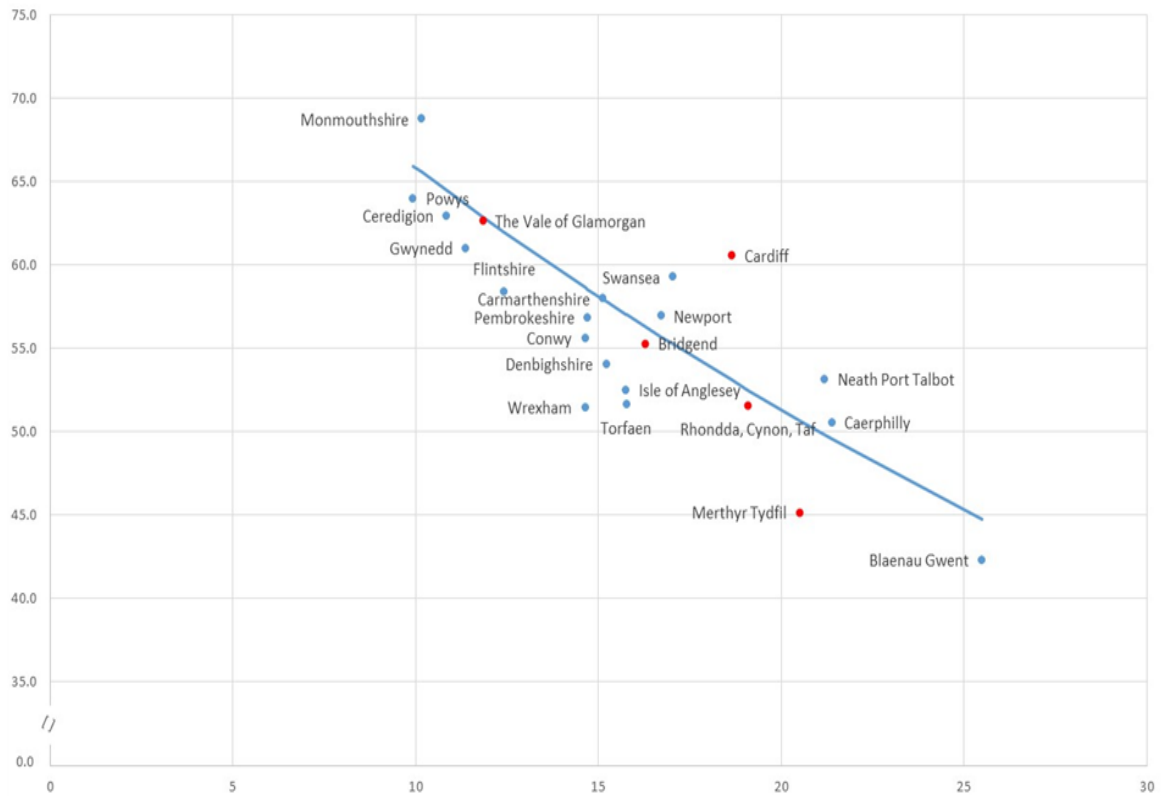
- 5.10 Performance in English is 66.2%, 2.5ppts above the Welsh Average. Performance in Welsh first language is 83.3%, 9.1ppts above the Welsh average. Changes to the qualifying English and Welsh courses (in 2017 Literature no longer contributes towards the measure, just Language) have affected the results, similarly to Mathematics.
- 5.11 Performance in all of the core subjects are above the Welsh averages.

Subject	Cardiff	Wales
English	66.2%	63.7%
Welsh	83.3%	74.2%
Mathematics	62.2%	58.7%
Mathematics-Numeracy	65.5%	62.5%
Science	81.4%	75.6%

Performance of Key Groups - Pupils Eligible for Free School Meals

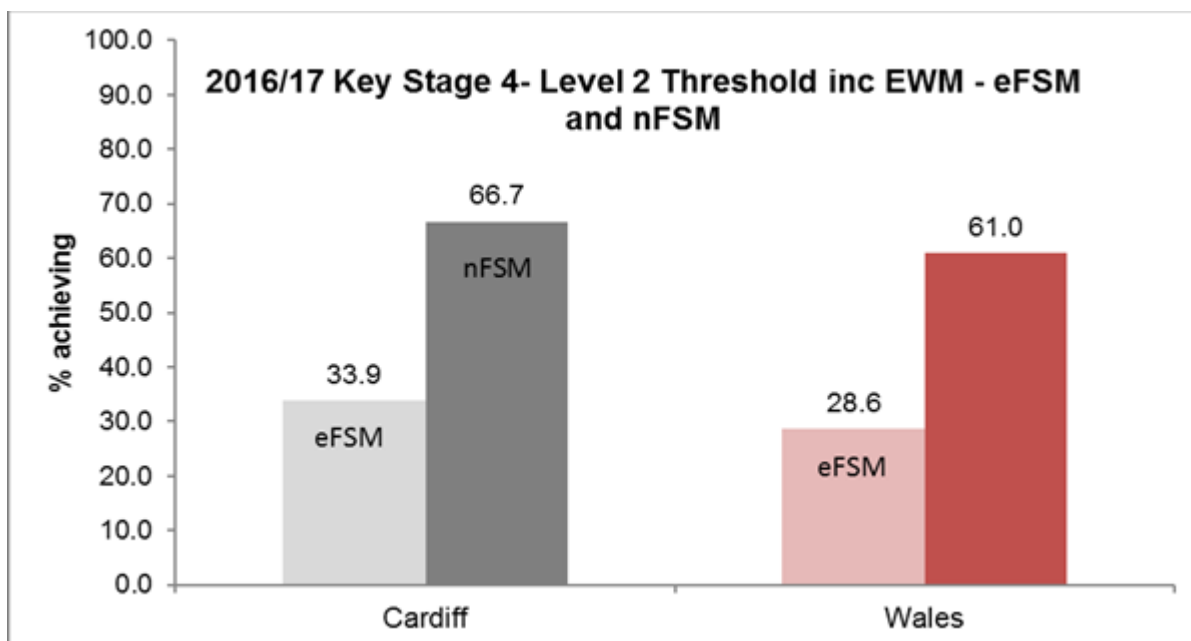
- 5.12 The below graph shows Cardiff's performance in 2017, in relation to the other Welsh local authorities, against modelled expectations. Modelled expectations are based on free school meal eligibility and include mainstream and maintained schools. Cardiff's performance is 7.5ppt higher than modelled expectations (60.6%/53.1%), which is the highest difference in Wales.

Key Stage 4: Level 2 Threshold inc EWM



5.13 In 2017, results show that 33.9% of pupils eligible for free school meals (eFSM) in Cardiff achieved the Level Two + threshold, compared to 66.6% of pupils not eligible (nFSM). This compares to 28.6% of eFSM pupils and 61.0% of nFSM pupils across Wales.

5.14 Although a higher proportion of eFSM pupils in Cardiff achieved this threshold than across Wales, the gap in attainment is slightly larger (32.8%/32.3%).



5.15 The performance of Cardiff's eFSM pupils is higher than across Wales in the level 2+ and level 2 threshold, but lower in the level 1 threshold.

5.16 The gap in performance between eFSM and nFSM pupils is greater than across Wales in the Level 2+ and Level 1 threshold, but slightly smaller in the level 2 threshold. There continues to be marked variations between schools in the attainment of eFSM pupils. Performance of eFSM and nFSM pupils can be seen in the table below:

	Level 2+ Cardiff	Level 2+ Wales	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2016-17 eFSM	33.9%	28.6%	46.2%	41.3%	88.0%	88.4%
2016-17 nFSM	66.7%	61.0%	78.3%	73.6%	97.3%	97.5%
Difference 2017	32.8ppt	32.3ppt	32.1ppt	32.3ppt	9.5ppt	8.9ppt

5.17 The performance of eFSM and nFSM pupils in the core subjects is shown in the table below. Cardiff's eFSM pupils perform above the Welsh average in all of the core subjects. The gap in attainment is slightly larger than across Maths-Numeracy and significantly larger in Welsh first language.

	English Cardiff	English Wales	Welsh Cardiff	Welsh Wales	Maths-Numeracy Cardiff	Maths-Numeracy Wales	Maths-Cardiff	Maths-Wales	Science Cardiff	Science Wales
2016-17 eFSM	43.2%	38.5%	60.7%	53.8%	43.3%	38.3%	40.1%	34.9%	65.0%	57.1%
2016-17 nFSM	74.2%	70.0%	85.3%	76.3%	73.3%	68.6%	69.9%	64.7%	88.4%	81.1%
Difference 2017	31.0ppt	31.5ppt	24.6ppt	22.6ppt	29.9ppt	30.3ppt	29.8ppt	29.7ppt	23.4ppt	24.0ppt

Performance of Key Groups – EOTAS Pupils

5.18 The table below shows the performance of pupils in 2017 who were educated other than at school (EOTAS). Performance of this group remains too low.

	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%

Pupils achieving no recognised qualifications

5.19 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%

Performance of Key Groups - Looked After Children

5.20 At the end of Key Stage Four, no Cardiff Council Looked After Children achieved the level two + threshold (5 GCSEs A*-C including English or Welsh

and Mathematics). 11% achieved the level two threshold (5 GCSEs A*-C), and 36% achieved the level one threshold (5 GCSEs A*-G). The cohort was fifty-three pupils and 81.1% have a Additional Learning Need.

5.21 The proportion of looked after children educated in a Cardiff school achieving the Level two + is 4%. 26% achieved the level two threshold and 61% achieved a level one. The cohort was twenty-three pupils and 78.2% have a Additional Learning Need.

5.22 The cohort is constantly changing due to children moving in and out of care. The above cohorts are for looked after children in year eleven, as at January 2017 PLASC (pupil census).

Performance of Key Groups - More Able and Talented Pupils

5.23 The percentage of pupils achieving 5+ A*-A grades at the end of Key Stage 4 is greater in Cardiff than across Wales.

KS4 5+ A*-A or equivalent (5 achieving)	2014/15	2015-16	2016-17
Cardiff	19.7%	19.9%	22.3%
Wales	16.6%	15.9%	16.8%

Performance of Key Groups – Gender

5.24 At the Level Two + threshold, the performance of boys is 4.8ppts 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%).

5.25 At the Level Two + threshold, performance of girls is 2.3ppts above the Welsh average. Girls are also performing above the Welsh average in the level two threshold (73.9%/72.5%).

5.26 In the Level One threshold, boys' performance is 0.8ppts below the Welsh average (92.3%/93.1%). Girls' performance is also below the Welsh average, by 1.7ppt. In 2016 girls' performance in this indicator was 1.3ppts below the national average, and boys by 0.5ppts.

Cardiff 2017

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. English or Welsh and Maths	Average Capped 9 points score
Boys	92.3%	66.3%	55.5%	351.2
Girls	94.2%	73.9%	61.8%	371.4
Difference	1.9ppt	7.5ppt	6.3ppt	20.3

Wales 2017

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	Average Capped 9 points score
Boys	93.1%	61.8%	50.7ppt	338.2
Girls	95.9%	72.5%	58.8ppt	364.3
Difference	2.8ppt	10.7ppt	8.1ppt	26.1

5.27 In 2016, performance in Science was below the national average for boys and girls. In 2017, both groups performed above the Welsh average. The performance of boys was 80.1%, compared to 73.4% across Wales, and girls' performance was 82.8%, compared to 77.9% across Wales.

5.28 Performance in English, Mathematics, Mathematics- Numeracy and Welsh first language are also above the Welsh averages for girls and boys.

Performance of Key Groups – Ethnicity

5.29 The gap in attainment between ethnic pupils and all pupils increased slightly in 2017 at the Level 2+ threshold to 1.3ppt compared to 0.53ppt in 2016. Bangladeshi, Somali, Chinese or Chinese British, Other Asian and Pakistani ethnic groups perform above the average for all pupils (58.8%).

Key Stage 4 Level 2 +	2013	2014	2015	2016	2017
Any other ethnic background	76.92%	77.78%	82.10%	82.14%	74.1% (27 pupils)
Arab	38.46%	48.00%	56.60%	61.63%	54.7% (95 pupils)
Bangladeshi	48.42%	56.76%	60.00%	64.41%	67.6% (108 pupils)
Black Caribbean	12.50%	33.33%	50.00%	50.00%	50.0% (6 pupils)
Chinese or Chinese British	68.42%	94.12%	100.00%	86.67%	76.9%

					(13 pupils)
Mixed	45.50%	50.82%	57.40%	53.37%	50.0% (206 pupils)
Other Asian	66.67%	64.81%	76.30%	84.13%	81.8% (44 pupils)
Other Black	54.35%	41.51%	51.60%	59.68%	49.2% (63 pupils)
Pakistani	47.73%	50.96%	73.10%	69.89%	65.4% (104 pupils)
Somali	36.67%	38.71%	56.70%	60.26%	64.6% (79 pupils)
Traveller/Romany	0.00%	14.29%	0.00%	40.00%	10.0% (10 pupils)
White European					45.6% (114 pupils)
All EM	40.57%	37.10%	49.60%	55.40%	57.5%
White UK	46.58%	49.62%	59.20%	62.36%	59.0% (2365 pupils)
Not known	50.68%	55.25%	59.30%	63.06%	76.0% (25 pupils)
All pupils	53.33%	48.94%	80.00%	71.43%	58.8% (3259 pupils)
	49.86%	54.04%	59.40%	62.53%	

5.30 At the Level 2 threshold, performance of ethnic pupils' is greater than all pupils, which is similar to 2016.

Key Stage 4 Level 2	2013	2014	2015	2016	2017
Any other ethnic background	92.31%	88.89%	100.00%	92.86%	81.5%
Arab	76.92%	85.33%	94.70%	90.70%	72.6%
Bangladeshi	86.32%	90.54%	91.30%	94.07%	85.2%
Black Caribbean	50.00%	83.33%	75.00%	100.00%	66.7%
Chinese or Chinese British	84.21%	100.00%	100.00%	100.00%	84.6%
Mixed	71.50%	78.14%	85.10%	77.72%	65.5%
Other Asian	88.89%	85.19%	92.10%	96.83%	86.4%
Other Black	80.43%	81.13%	83.90%	87.10%	63.5%
Pakistani	75.00%	76.92%	92.50%	96.77%	77.9%
Somali	81.67%	85.48%	94.00%	89.74%	75.9%
Traveller/Romany	0.00%	28.57%	45.50%	80.00%	10.0%
White European	61.32%	56.45%	74.80%	81.29%	58.8%
All EM	74.90%	78.16%	86.90%	87.76%	71.3%

White UK	72.34%	74.76%	79.70%	83.12%	69.5%
Not known	80.00%	68.09%	90.00%	92.86%	88.0%
All pupils	73.00%	76.03%	81.50%	84.40%	70.1%

Level 1 Threshold

5.31 Over the past five years ethnic pupils have always had a higher proportion of pupils achieving the Level 1 threshold than all pupils. Similarly to 2016, six ethnic groups attained 100% Level 1.

Key Stage 4 Level 1	2013	2014	2015	2016	2017
Any other ethnic background	100.00%	100.00%	100.00%	100.00%	100.0%
Arab	88.46%	97.33%	98.70%	98.84%	97.9%
Bangladeshi	97.89%	100.00%	100.00%	99.15%	99.1%
Black Caribbean	75.00%	91.67%	87.50%	100.00%	100.0%
Chinese or Chinese British	100.00%	100.00%	100.00%	100.00%	100.0%
Mixed	92.00%	95.63%	93.80%	89.64%	94.7%
Other Asian	100.00%	96.30%	100.00%	100.00%	100.0%
Other Black	93.48%	98.11%	90.30%	96.77%	92.1%
Pakistani	93.18%	96.15%	100.00%	100.00%	97.1%
Somali	98.33%	95.16%	100.00%	98.72%	97.5%
Traveller/Romany	33.33%	71.43%	70.00%	100.00%	60.0%
White European	83.96%	81.45%	87.00%	94.96%	90.4%
All EM	92.08%	94.19%	95.10%	96.37%	95.5%
White UK	91.52%	93.11%	92.30%	94.48%	92.9%
Not known	96.67%	80.43%	64.70%	100.00%	96.0%
All pupils	91.74%	93.19%	92.10%	94.30%	93.6%

Performance of Key Groups – Pupils with Additional Learning Needs

5.32 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 statemented pupils achieved the Level 2+ and Level 2 threshold, than school action plus pupils.

Key Stage 4 - Percentage achieving threshold measures			
2017	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	62.0% (108 pupils)	28.7% (108 pupils)	20.4% (108 pupils)
School Action Plus	68.1% (257 pupils)	18.7% (257 pupils)	11.3% (257 pupils)
School Action	88.5% (445 pupils)	37.1% (445 pupils)	25.6% (445 pupils)
No SEN	98.7%	83.4%	71.5%

Comparative Performance with other Local Authorities and Cities

5.33 At Key Stage 4, over half of the schools are in quarter one for the Level 2+ and Level 2 threshold. There are more schools in quarter four for Level 2 than Level 2+, possibly due to the changes to qualifying courses to achieve this threshold. In the Level 1 threshold, just over a quarter of schools are in quarter one.

2017 Key Stage 4 – Percentage of Cardiff schools in upper & lower Quarters

Performance Measure	Key Stage 4			
	Q1	Q2	Q3	Q4
Level 1 threshold	26% 5 schools	32% 6 schools	16% 3 schools	26% 5 schools
Level 2 threshold	53% 10 schools	21% 4 schools	5% 1 school	21% 4 schools
Level 2 inc Eng/Wel & Maths	58% 11 schools	21% 4 schools	11% 2 schools	11% 2 schools

5.34 At the Level 2+ threshold, Cardiff's performance in 2017 compares favourably with other Welsh authorities. Cardiff has moved into the top five local authorities and the performance in this indicator is 8.7ppt above modelled expectations based on the proportion of eFSM pupils.

Key Stage 4 L2+	2016-17	2015-16	2014/15
Authority	Rank	Rank	Rank
Cardiff	5	10	10

5.35 Cardiff's performance in the Level 2 threshold is 7th out of the other twenty-two local authorities, compared to 13th in 2016. Cardiff's performance in the Level 1 threshold is 18th.

Appendix 7 Performance at Key Stage 5

- 8.1 The proportion of pupils achieving the Level 3 threshold, equivalent to the volume of 2 A levels at grade A*-E, is 97.5%.

	2013	2014	2015	2016	2017
	Level 3	Level 3	Level 3	Level 3	Level 3
Cardiff	96.0%	96.8%	96.9%	97.6%	97.5%
Wales	96.5%	97.1%	97.0%	98.0%	97.1%

- 8.2 The proportion of pupils achieving 3 A levels A* to C is 62.1%, a 14.3ppt decrease compared to 2016, but above the Welsh average of 54.6%.

	2013	2014	2015	2016	2017
	3 A*/C	3 A*/C	3 A*/C	3 A*/C	3 A*/C
Cardiff	70.3%	71.9%	73.8%	76.4%	62.1%
Wales	66.8%	69.1%	68.1%	70.6%	54.7%

- 8.3 The proportion of pupils achieving 3 A*-A grades increased by 5.9ppts in 2017, and remains above the Welsh average of 10.4%.

	2013	2014	2015	2016	2017
	3 A*/A	3 A*/A	3 A*/A	3 A*/A	3 A*/A
Cardiff	11.4%	12.2%	10.2%	10.2%	16.1%
Wales	8.3%	8.9%	7.9%	6.7%	10.4%

- 8.4 The overall trend in performance in the average wider points score is shown in the table below. Performance has decreased by 97.8 points in the Average Wider Points Score, but remains above the Welsh average of 730.6 points.

YEAR 13	RESULTS					Wales
	2013	2014	2015	2016	2017	2017
Average wider points score for pupils aged 17	865.5	833	866	870	772.2	730.6

Value-Added Performance in Cardiff Sixth Forms

- 8.5 Cardiff uses the Alps tools for identifying the value-added schools bring to student achievements. This is the fourth full year of use in Cardiff. It compares the performance of approximately 241,036 students taking over 685,377 A levels.
- 8.6 981 students completed 2 or more A Level examinations in 2017, slightly less than 2016 which was 1,052 students. The total number of examination entries, excluding General Studies, is 2,670, which represents a decrease of 288 entries.

- 8.7 One entry, 45.6% of students had an average GCSE score of or over 48.4 points, 33.2% of students had an average GCSE score of between 43.0-48.4 points, and 21.2% had an average GCSE score of less than 43.0 points. The average GCSE score on entry is 6.27, which is similar to 2016.
- 8.8 Depending on the QCA Score, each student has a UCAS points target set on entry. ALPs compares the actual performance in terms of the UCAS points against the UCAS target. In Cardiff, 97 students who scored between 46.6-48.4 (QCA score) significantly underperformed when compared with their UCAS points target. 34 pupils who scored between 10.0- 38.2 (QCA Score) also significantly underperformed when compared with their UCAS points target. The performance of these three groups places Cardiff in the bottom 25% of Local Authorities. The performance of the remaining groups places Cardiff in the middle 50% of Local Authorities.
- 8.9 The 34 pupils who scored between 10 –38.2 also underperformed in relation to the total A Level UCAS points per subject against the benchmarks based on the national data set. These performance of these two groups places Cardiff in the bottom 25% of Local Authorities. The performance of the remaining groups places Cardiff in the middle 50% of Local Authorities in the national data set.
- 8.10 There are 12 secondary schools in Cardiff reporting results in 2017 for A level. The largest provider in 2017 is Cardiff High and the smallest is for Michaelston Community College, which is now closed.
- 8.11 The T score measures overall quality, in relation to teaching and learning, and performance, year on year. In relation to each individual provider, the Alps data shows that 7 schools performed in the top 25% of Local Authorities in 2017. This compares to 6 schools in 2016.
- 8.12 The ten highest performing subjects in relation to value-added are shown below. Results for these subjects are above the 75% benchmark and indicate excellent or outstanding achievement.

Highest Performing A Level Subjects	
Subject	No of Entries
Arabic	13
Chinese	1
Health and Social Care	12
History	250
History of Art	1
Maths (further)	59
Physics	130
Polish	1
Sociology	180
CACHE Dip- Child Care and Education	2

- 8.13 The lowest performing subject are shown below. Results for these subjects are below the 25% benchmark nationally and indicate relatively weak performance.

Lowest Performing A Level Subjects	
Subject	No of Entries
Applied ICT	8
Art (Fine Art)	11
Art (Photography)	1
D&T (Systems and Control)	5
Dance	1
English Language	11
French	29
Government and Politics	53

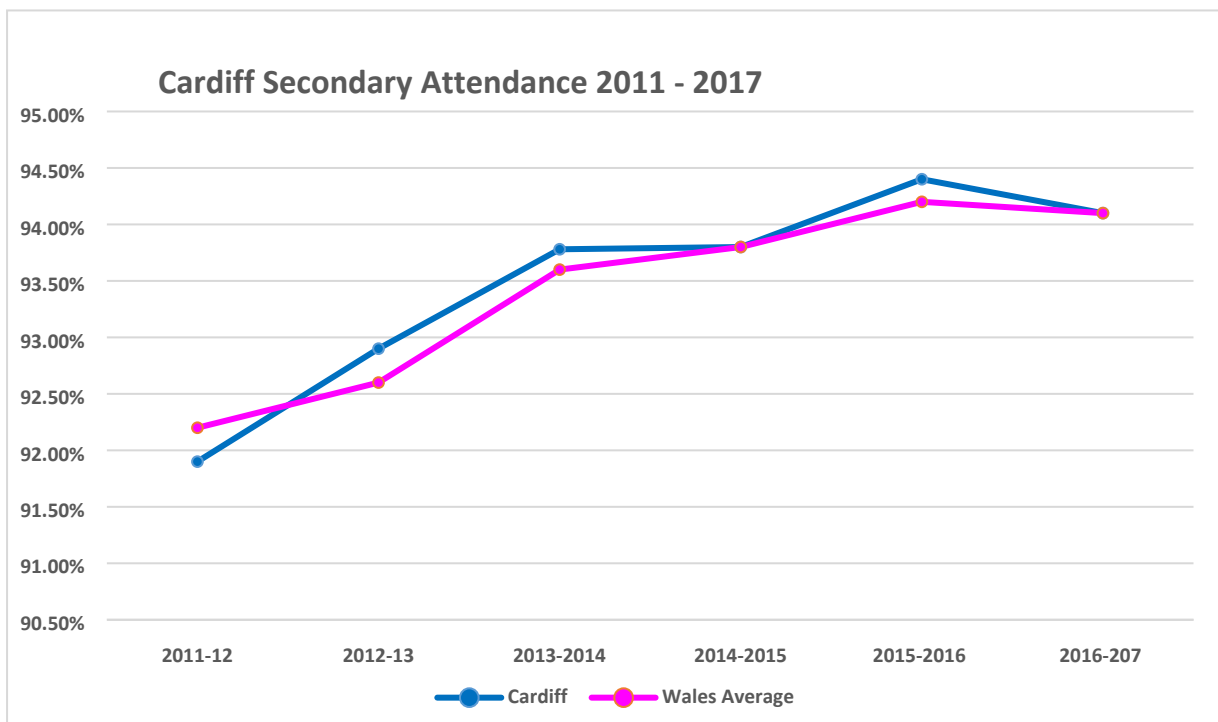
- 8.14 The A Level subject with the highest number of entries is Welsh Bacc, Mathematics, History and Biology.

Largest number of A Level Entries	
Subject	No of Entries
Welsh Bacc	863
Mathematics	339
History	250
Biology	201
Chemistry	184
Sociology	180
English Literature	151
Geography	142
Religious Studies	128
Physics	130

Appendix 8 Attendance at School

Secondary Schools

- 9.1 The 2016-17 overall attendance figure for secondary attendance, including special schools, was 94.1%, which was a 0.3ppt decrease on the previous year.
- 9.2 This is the same as the Welsh average and places Cardiff 11th out of the 22 local authorities in Wales for secondary school attendance compared with 9th in 2016. This is above the Central South Consortium's average of 94%. In relation to similar authorities, Cardiff's attendance rate is better than Newport, but below Swansea.



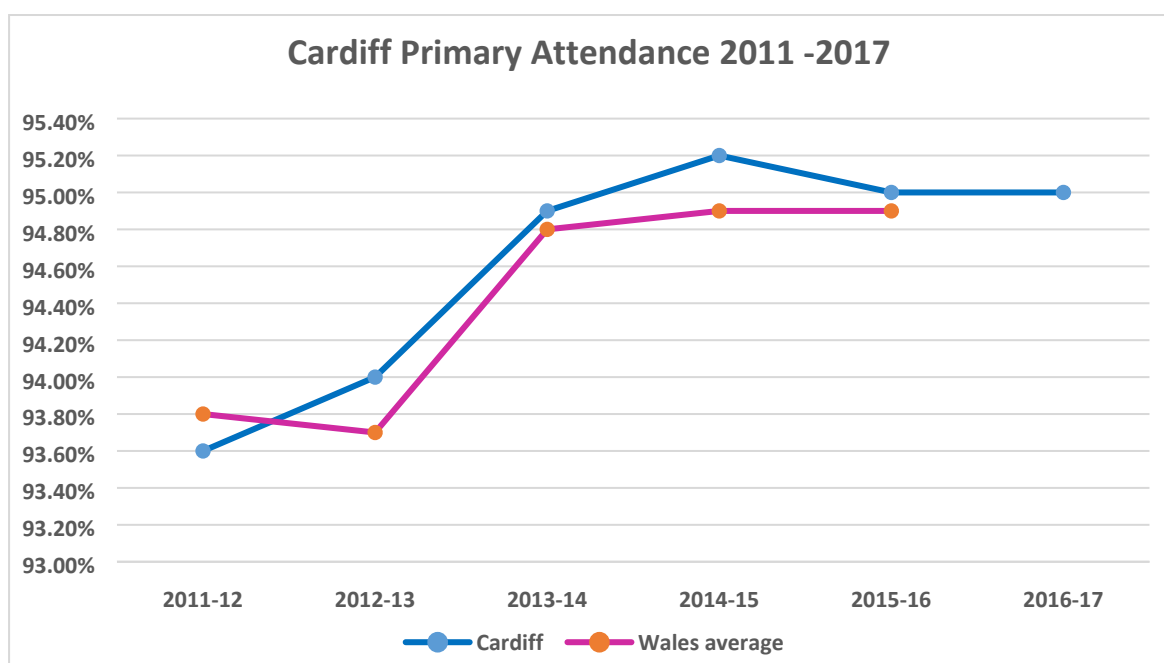
- 9.3 Attendance improved in seven out of the nineteen secondary schools, with eight schools achieving attendance above 95% and two schools achieving over 96%.
- 9.4 The attendance of children who are looked after (LAC) is generally good and at secondary level was 95.9% overall, compared with 94.1% for all pupils.
- 9.5 The attendance of eFSM pupils in Cardiff's secondary schools has improved by 1.73ppt since 2012/13, compared to 1.15ppt for non-FSM pupils. However, their attendance is significantly below that of non-FSM pupils.

Secondary Attendance	Year				
	2012/13	2013/14	2014/15	2015-16	2016-17
FSM pupils - Cardiff	88.77%	90.19%	89.82%	90.70%	90.50%
FSM pupils - Wales	88.04%	89.30%	89.75%	90.20%	90.10%
Non-FSM pupils - Cardiff	94.05%	94.84%	94.94%	95.50%	95.20%
Non-FSM pupils - Wales	93.64%	94.55%	94.55%	95.0%	94.9%
Difference (non-FSM%-FSM%) - Cardiff	5.28	4.65	5.12	4.80	4.70
Difference (non-FSM%-FSM%) - Wales	5.60	5.25	5.00	4.70	4.80

Primary Schools

9.6 The 2016-17 overall attendance figure for primary schools was 95.00%, which was the same as the previous year. This compares to 94.9% across Wales.

9.7 Attendance improved in 44.6% of primary schools, with 48.4% of all primary schools achieving an attendance rate over 95% and 22.3% of schools achieved attendance of 96% or above.



9.8 The attendance of eFSM pupils in Cardiff's primary schools has improved by 1.3ppts since 2012/13, compared to 1.1ppts for non-FSM pupils. However, their attendance is below non-FSM pupils.

Primary Attendance	Year				
	2012/13	2013/14	2014/15	2015-16	2016-17
FSM pupils - Cardiff	91.7%	92.8%	93.1%	92.9%	93.0%
FSM pupils - Wales	91.4%	92.6%	92.9%	92.7%	92.7%
Non-FSM pupils - Cardiff	94.7%	95.6%	95.8%	95.6%	95.7%
Non-FSM pupils - Wales	94.3%	95.3%	95.5%	95.5%	95.4%
Difference (non-FSM%-FSM%) - Cardiff	3.0	2.8	2.7	2.7	2.7
Difference (non-FSM%-FSM%) - Wales	2.9	2.7	2.6	2.7	2.7

Appendix 9 Exclusions

10.1 There have been sustained improvements in lowering the proportion of exclusions across all sectors of education, as can be seen in the table below. Cardiff's performance compares well with the Welsh averages.

Fixed term exclusions/year	11/12	12/13	13/14	14/15	15/16	Wales 15/16	16/17
FTE/1000 (5 days or fewer)	57.3	41.5	34.2	31.3	27.3	30.9	25.1
FTE/1000 (more than 5 days)	3.4	2.7	1.1	1.8	0.7	1.4	0.9

*Latest National data only available for 15/16

10.2 The proportion of shorter fixed term exclusions (5 days or fewer) per 1000 pupils decreased in 2017, similarly to 2016, with these exclusions over s lower than in 2011-12.

10.3 However, longer fixed-term exclusions (more than 5 days) have increased when compared to 2015-16. The figure for longer-term fixed term exclusions is more susceptible to fluctuations, due to the small number of cases to which it relates. There were 44 cases in 2016-17, compared to 22 in 2015-16.

10.4 The reductions in exclusions overall are attributable to:

- Continuing support provided to schools for alternatives to exclusion;
- Additional training for governors and senior leaders in this area;
- Termly behaviour forums which have provided schools with additional access to support services and intervention;
- Additional provision, which has further prevented permanent exclusions.

Primary Phase

10.5 Fixed term exclusions (five days or fewer) per 1000 pupils increased slightly by 0.37ppt. This is due to an increase in complex behavioural, emotional and social difficulties in younger cohorts, and is not attributable to specific schools. The average days lost (five days or fewer) decreased by 1ppt and remained within recommended limits, which is below three days.

10.6 Fixed term exclusions (six days more) decreased by 0.04ppt, as did the the average days lost (six days or more), by 0.55ppt. This equates to four exclusions of this type.

10.7 Exclusions in the primary sector can be seen in the table below:

Exclusion category	14/15	15/16	16/17
Fixed term exclusions per 1000 pupils (5 days or fewer)	9.16	9.38	9.75
Fixed term exclusions per 1000 pupils (6 days or more)	0.3	0.2	0.16
Average days lost (FTE 5 days or fewer)	1.43	1.57	1.56
Average days lost (FTE 6 days or more)	9.07	9.3	8.75

Secondary phase

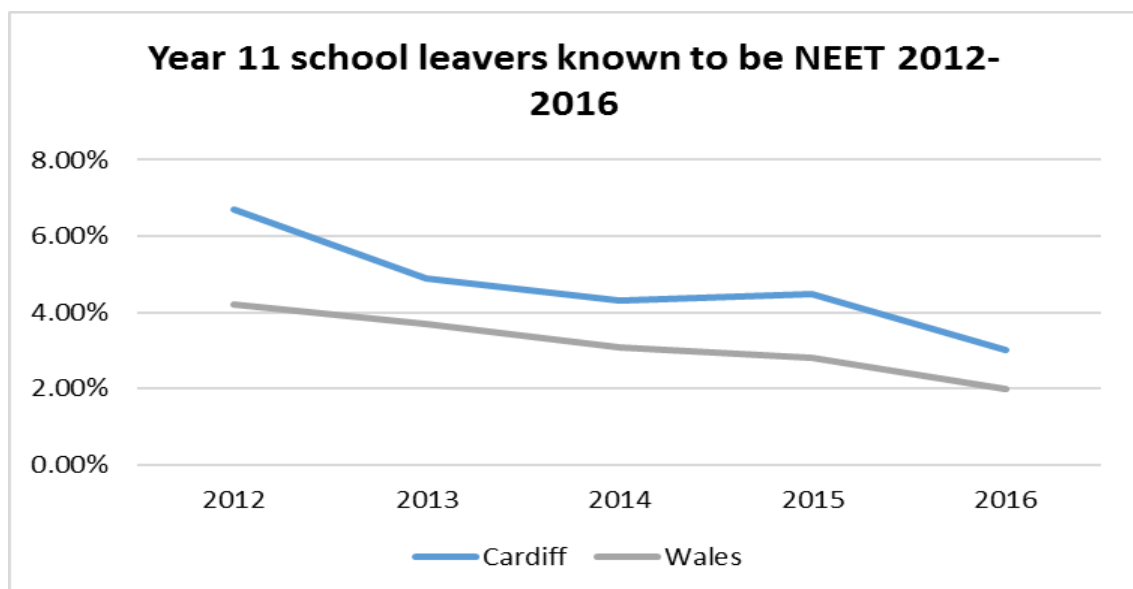
10.8 Fixed term exclusions (five days or fewer) per 1000 pupils decreased by 0.9ppt. However, the average days lost (five days or fewer) increased by 1.48ppt. As in the primary phase, it is recommended that this is below three days.

10.9 Fixed term exclusions (6 days or more) increased by 1.48ppt, largely due to a high number of exclusions in two secondary schools, both of which have now closed. The average days lost due (six days or more) decreased by 2.33ppt.

Exclusion category	14/15	15/16	16/17
Fixed term exclusions per 1000 pupils (5 days or fewer)	76.7	55.3	54.4
Fixed term exclusions per 1000 pupils (6 days or more)	4.7	0.91	2.39
Average days lost (FTE 5 days or fewer)	1.74	1.55	1.73
Average days lost (FTE 6 days or more)	9.37	12.63	10.3

Appendix 10 Not In Education, Employment or Training (NEET) (2016 data)

- 11.1 Significant progress had been made in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training (EET) in Cardiff. In 2016, Cardiff achieved its highest ever percentage of Year 11 leavers progressing into EET (97%), after a slight decrease in 2015. Provisional 2016-17 data indicates that there has been a further increase in the proportion of young people progressing into EET, 98.3% (54 young people).
- 11.2 There has been a significant reduction in the numbers of Year 11 leavers designated as NEET from 6.7% in 2012 to 3% in 2016. In 2015, the proportion of pupils not progressing to EET was 152 pupils out of 3,333 pupils. In 2016, 100 pupils out of 3,305 (3%) did not progress into Education, Employment or Training. Cardiff still has a higher proportion of year 11 NEETs than across Wales as a whole.



Source:

Careers Wales Pupil Destinations from Schools in Wales. This indicator is based on a snapshot taken at the end of October each year and data relates to whether a young person was engaged in EET on the day of the count.

Year 11 Leavers known to be not in education, employment or training						
	2011	2012	2013	2014	2015	2016
Cardiff	7.7	6.7	4.9	4.3	4.5	3.0
Wales	4.4	4.2	3.7	3.1	2.8	2.0

- 11.4 Cardiff's position relative to that of the 21 local authorities in Wales was 20th, compared with 21st in 2015. In relation to similar authorities, Cardiff's performance at 3.0% is behind Newport (1.7%), Rhondda Cynon Taff (1.0%), Swansea (2.1%), but higher than Neath Port Talbot (3.6%).
- 11.5 The local authority has strengthened its arrangements with Careers Wales and the wider partnership by agreeing a WASPI. This will continue to allow the partnership to share key data on individuals to strengthen the tracking and outcome data for Cardiff, in order to continue to support the placement of young people into sustainable Education, Employment or training placements.
- 11.6 Work is also ongoing to deliver the objectives of the 'Cardiff Commitment' to youth engagement and progression. The aim of the strategy is to ensure that young people in Cardiff are provided with the support, choices and opportunities they need to be personally successful, economically active and engaged citizens.
- 11.7 As part of the ongoing commitment to improve opportunities for young people to make a successful transition into Education, Employment or Training, the vulnerability assessment tool has been redeveloped to offer a more detailed analysis of those learners who are most at risk. This has been rolled out in all secondary schools and will be extended into primary and special schools.
- 11.8 An improved co-ordination of post-16 curriculum options, training and pathways to work, enhanced employer relationships to increase access to opportunities for young people and training for staff is an ongoing development.

Appendix 11 Outcomes of Estyn Inspections

12.1 In September 2017, new arrangements for inspecting all schools, independent specialist colleges, pupil referral units and work-based learning, providers came into effect. Schools are being judged in five inspection areas:

- Standards
- Wellbeing and attitudes to learning
- Teaching and learning experiences
- Care, support and guidance
- Leadership and management

12.2 Outcomes from Estyn inspections are reported, using a four-point scale:

- 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.

12.3 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.

12.4 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.

12.5 No special schools were inspected. The Pupil Referral Unit was inspected and was judged as good for current performance and for prospects for improvement.

12.6 In November 2017, Eastern High School was removed from Special Measures. Estyn noted the trend of improving results at all key stages, with Mathematics and English improving significantly. The school moves into the new Eastern Learning Campus buildings in January 2018, in partnership with Cardiff and the Vale College.

12.7 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.

- 12.8 In the special sector, 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 in January 2018.
- 12.9 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.