

CABINET MEETING: 21 JANUARY 2016

THE PERFORMANCE OF CARDIFF SCHOOLS IN 2014/15

**REPORT OF DIRECTOR OF EDUCATION & LIFELONG
LEARNING**

AGENDA ITEM: 7

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. To update Cabinet on the performance of schools in 2014/15.

Background

2. Following a previous pattern of unacceptably low standards in too many Cardiff schools, and an overall picture of attainment in the city which had not improved at a sufficient rate over a number of years, results in 2014-2015 demonstrated acceleration in the rate of improvement on most measures, building on the improvements seen in 2013-2014.
3. Estyn inspected Cardiff Local Authority in 2011 and whilst judging provision to be 'adequate' placed the authority in Estyn monitoring. In the February 2014 monitoring visit Estyn judged that Cardiff Local Authority required 'significant improvement'. Estyn noted the limited rate of improvement in attainment at age 16 over the previous three years, the marked variation between schools in similar contexts, an unacceptably wide gap between the attainment of pupils eligible for free schools meals and the rest, and the need for improved provision, including performance management, partnership working and the support and challenge provided to schools.
4. The Central South Consortium had been established from September 2012 with the remit to deliver, through the role of professional advisers, support and challenge to schools, and to deliver programmes of development to improve teaching and leadership in schools. Against the picture of 2013 attainment Estyn added a specific recommendation to strengthen support and challenge to schools in February 2014. Since then there has been significant reshaping of the focus and consistency of the work of the consortium with Cardiff schools, alongside the development of a peer to peer, 'schools led', improvement strategy, the Central South Wales Challenge.

5. In response, the local authority set out in its Education Development Plan, and an Estyn Action Plan, a programme of improvement action, focusing on improving standards, provision and leadership in schools, and addressing the six recommendations made by Estyn in February 2014.
6. In the monitoring visits in March 2015, Estyn reported that since February 2014 the authority has begun to strengthen its capacity in delivering school improvement services and made improvements to its performance management processes and its scrutiny arrangements for education services for children and young people. However they reported that these improvements are still relatively recent and the local authority still faces many significant challenges, in improving educational performance, particularly in a minority of its secondary schools.
7. In October 2015 they reported that overall, improvements in partnership working were contributing to better outcomes in schools. However, they also commented that the authority has been less effective in working with partners to reduce exclusions and increase the proportion of young people who are engaged in education, employment or training.
8. This report provides an initial analysis of educational outcomes for the academic year 2014-2015 and identifies the main strengths and shortcomings in performance. Overall results are final, based upon actual performance data published by Welsh Government. Results in all phases for FSM pupils are also provisional, pending publication of final FSM outcomes by Welsh Government in December 2015.

Commentary

9. The results for the 2014-2015 academic year build on the improvements seen last year. They indicate that the actions put in place to address longstanding shortcomings in provision are now having a positive impact on improving outcomes for learners. Standards of attainment continue to improve in all key stages and in many indicators at a faster rate than across Wales as a whole. Despite this strengthening picture, outcomes at the end of each key stage are not yet high enough.
10. There has been positive improvement in a number of areas:
 - In the primary phase, at the end of the Foundation Phase and Key Stage 2, improvements have continued at a faster rate than across Wales as a whole. The proportion of pupils achieving the Foundation Phase Indicator (FPI) and Core Subject Indicator (CSI) is in line with national averages;
 - The outcomes for pupils eligible for free school meals (eFSM) are improving at a faster rate than their peers in the primary phase and at Key Stage 3;

- At Key Stage 4 there has been further significant improvement (4.9 ppt) in the Level 2 inclusive threshold to 60%. This has halved the number of secondary schools where less than 40% of pupils achieve five GCSEs grades A*-C including English or Welsh and mathematics from six to three;
- The 4.5ppt increase in the outcomes of eFSM pupils in the Level 2 inclusive threshold is greater than the 3.5ppt improvement across Wales as a whole. Cardiff's eFSM pupils' performance at this key stage is now slightly higher than the national average;
- Minority ethnic pupils as a whole at Key Stage 4 perform at least in line with White UK pupils following further increases in their attainment overall; and
- An increase in the number of schools in the highest benchmarking quarter (top 25%) and a reduction in the number of schools in the lowest benchmarking quarter.

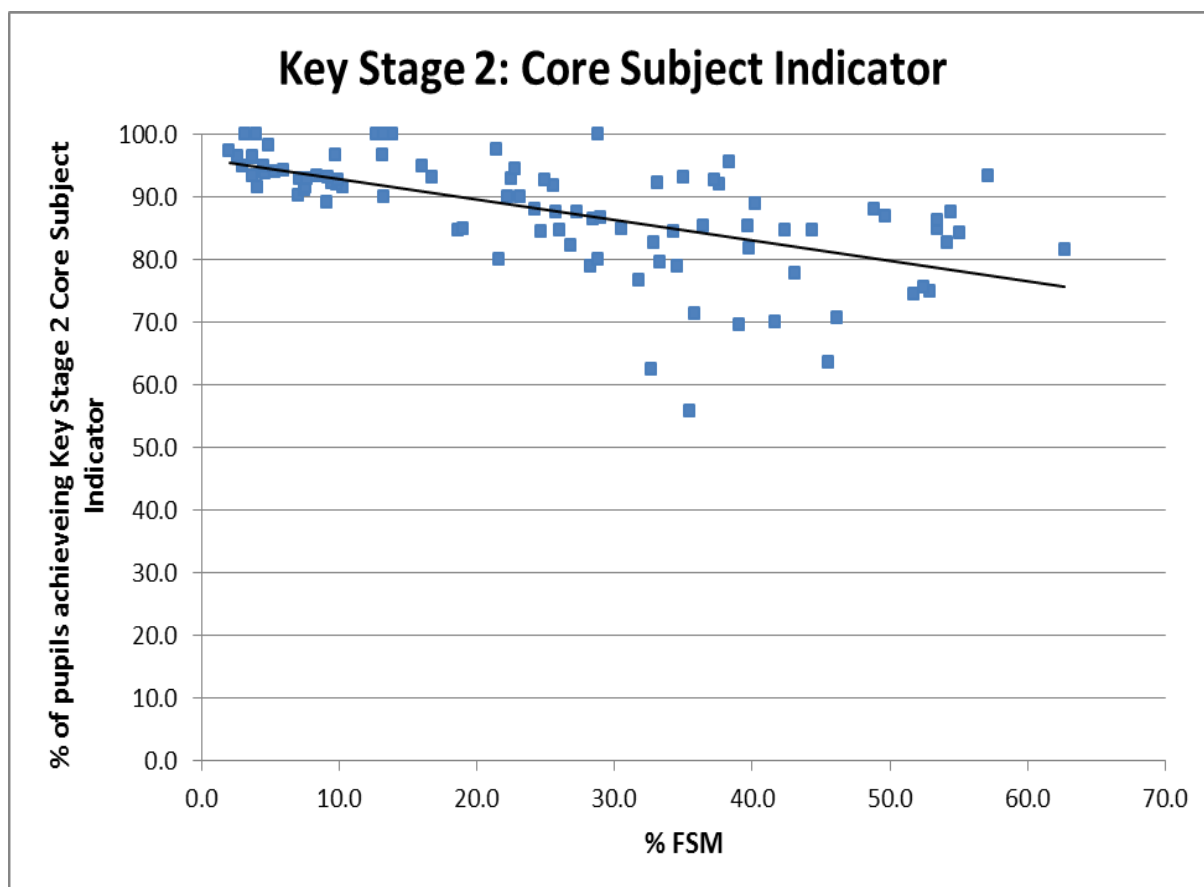
11. Aspects of continuing concern:

- The variation in standards achieved by schools with comparable pupil populations in both the primary and secondary sectors;
- The markedly low performance in three secondary schools which has had a negative impact on the city's overall attainment, attendance and exclusion figures;
- The continuing impact of poverty on standards of attainment; despite the improvements in performance of pupils eligible for free school meals, the gap remains too wide;
- The underachievement of some groups of learners, in particular some Minority Ethnic groups, White UK pupils in schools in deprived areas of the city and looked after children;
- The proportion of pupils who are NEET and the related under achievement of vulnerable pupils, particularly at Key Stage 4 in the Level 1 threshold; and
- Leadership, including governance, in a number of schools where progress has been limited.

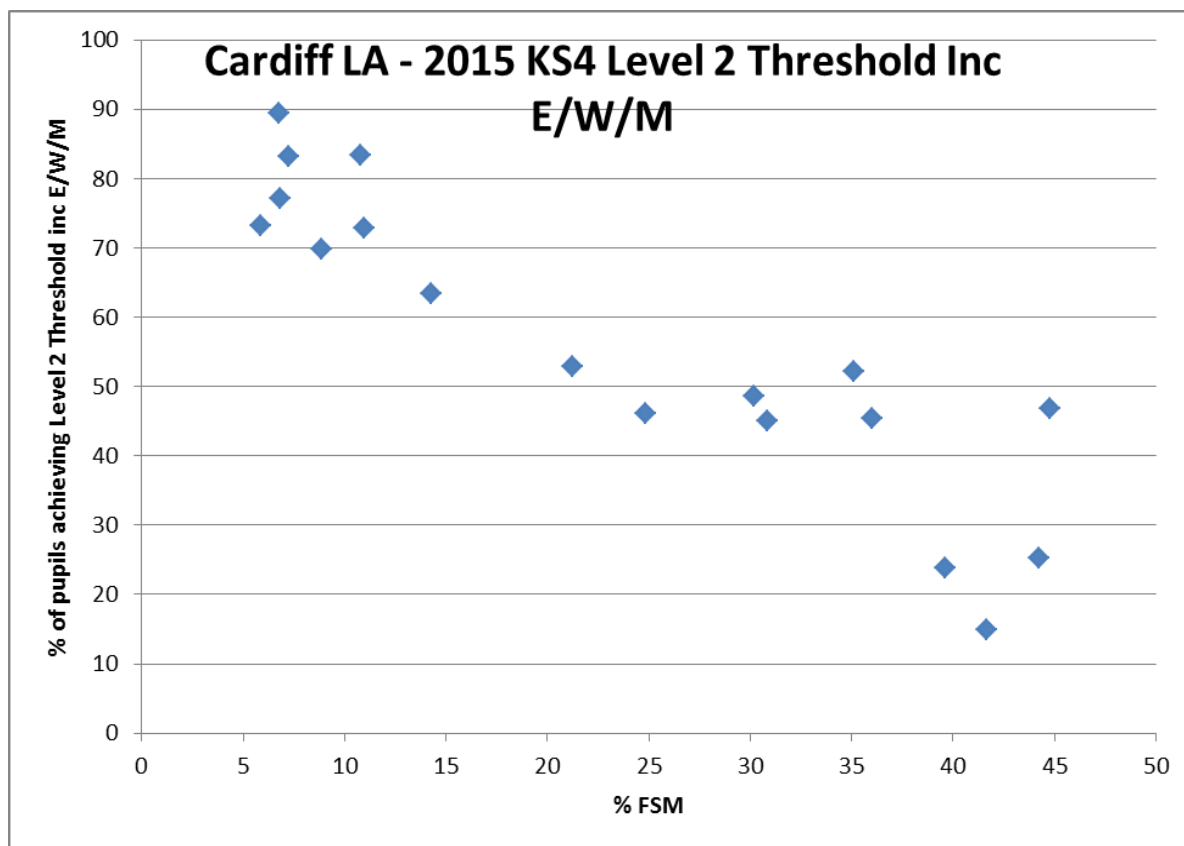
Performance continues to improve but there remains too much variation between schools, particularly in the secondary sector.

12. In the Foundation Phase and Key Stage 2 the rate of improvement has increased in Cardiff in each of the past three years, whilst across Wales the rate of improvement has slowed. Cardiff is now at least in line with the national average in all the main indicators in the primary phase.
13. At Key Stage 3 performance is still improving albeit the rate of improvement has slowed. At this key stage, in the CSI, Cardiff's performance continues to be above the modelled expectations – the expected performance at any given FSM level based on the statistical relationship between FSM and achievement.

14. At Key Stage 4, outcomes improved in nearly all the main indicators. In the level 2+ threshold Cardiff's performance increased again, making a 9 percentage point (ppt) improvement over the last two years. Whilst there has also been improvement in the wider level 2 measure, the rate of improvement on this and on the level 1 measure, which decreased slightly overall in 2015, are of continuing concern in a number of secondary schools.
15. Action to address weaknesses in poorly performing schools, through the work of challenge advisers, the systematic review of progress where standards are low, and where appropriate by the use of formal warnings from the local authority, are now being delivered at an earlier stage but there is a need for continued rigour in identifying causal factors in underperformance and acting promptly to ensure that these are addressed.
16. There remain concerns around some lower attaining schools in challenging contexts where results have fallen, or where outcomes continue to place the school in the lowest benchmarking quarter. Four primary schools still have fewer than 70% of their pupils attaining the core subject indicator at the end of Key Stage 2. In the secondary sector, eight schools still have fewer than 50% of their pupils achieving the level 2 inclusive threshold.



17. The significant difference between the highest and lowest performing secondary schools in the level 2 inclusive threshold is shown in the scatter graph below. The performance of each individual school in this measure is plotted against the school's proportion of pupils eligible for free school meals. The graph clearly illustrates the variation in performance between schools with similar FSM figures.



18. Action is being taken to support secondary schools in developing the new curriculum to ensure that potential decreases in outcomes resulting from these changes are minimised. The current performance indicators at Key Stage 4 are due to change in 2017, and a much more restrictive range of qualifications will be eligible for inclusion in the new measures. The extent of the challenge for schools depends upon the extent to which vocationally-based, inclusive qualifications, such as BTECs, have formed part of the curriculum offer in the past.
19. Weaknesses in standards, provision and leadership persist in mathematics, particularly in the secondary phase. Plans to strengthen leadership and its impact on provision and standards are being implemented by the consortium through a core training programme, in school support and network meetings.

The performance of primary schools overall is relatively stronger than secondary schools overall.

School Performance

20. The profile of examination, test results and teacher assessments, taken together with inspection judgements and the benchmark comparison of Cardiff schools with similar schools across Wales suggests that the quality of provision in Cardiff schools is improving and becoming more consistent in the primary sector at a faster rate than in the secondary sector. This is reflected in the national categorisation of schools where a greater proportion of the city's primary schools are in standards groups 1 and 2 than is the case in Cardiff secondary schools.

	2014-2015	2015-2016
Primary Sector	48.4%	70.5%
Secondary Sector	44.4%	55.6%

21. However, in the secondary sector, benchmark comparisons show that there are currently not enough schools with the highest quality of provision, judged to be excellent. There is a greater difference in performance between groups of pupils vulnerable to underachievement and their peers in secondary schools than in primary schools. In the secondary sector, at the level 2+ threshold, the average difference in performance between eFSM pupils and non-FSM pupils in schools is 21.8ppt.
22. The performance of three secondary schools at the end of key stage 4 is significantly lower than the performance of the other schools in the secondary sector. The local authority has taken formal intervention action in these schools which has resulted in strengthened leadership and governance and clear indications are that standards in 2015-16 are improving.

Categorisation 2014-2015

23. In the primary sector, the proportion of schools in the categories requiring least support (green and yellow), is in line with both the Consortium and Wales figures with around a third of schools in these two support categories. Cardiff has a greater proportion in the green category which means that a greater proportion of schools have the capacity to support other schools and are playing a significant part in developing school to school work.
24. In the secondary sector, the proportion of schools in the green and yellow categories is below both the Consortium and Wales figures with just under one half of Cardiff schools in these two support categories.

Support Category	Primary 2014-2015	Secondary 2014-2015
Green	25.3% 24 out of 95 schools	11.1% 2 out of 18 schools
Yellow	38.9% 37 out of 95 schools	33.3% 6 out of 18 schools
Amber	25.3% 24 out of 95 schools	22.2% 4 out of 18 schools
Red	10.5% 10 out of 95 schools	33.3% 6 out of 18 schools

Inspection Outcomes

25. The Estyn inspection outcomes of Cardiff's primary schools are stronger than across the secondary sector. The table below shows the comparative outcomes of school inspections requiring follow up activity over the last five years in Cardiff with Wales 2014-2015.

	Primary	Secondary
Cardiff	50%	72%
Wales	65%	69%

26. Of the 76 primary schools inspected in Cardiff, whose reports have been published, thirty eight (50%) have required a follow-up activity; fourteen (18%) have required Estyn follow-up monitoring; two schools required special measures and six significant improvements. Nine schools received a judgment of excellent in one or both of the overall indicators, sixteen (21%) schools required local authority monitoring.
27. Of the 18 secondary schools inspected 13 (72%) have required follow-up monitoring. Three of these required special measure and three significant improvement. Four schools required Estyn monitoring and three schools required local authority monitoring. Two schools received a judgement of excellent on one or both of the overall indicators.
28. Inspection grades show that there are currently not enough schools with the highest quality of provision, judged to be excellent. There remain a small, but significant, number of schools where standards are too low, the quality of provision is inadequate and leadership is unsatisfactory. The largest proportion of these schools is in the secondary sector.

Attendance

29. Attendance in primary schools continues to improve. The primary figure for 2014/15 was 95.1% which was a 0.2ppt improvement on the previous year. Performance is above the average primary attendance for Wales of 94.9% and Cardiff is now 6th out of the 22 local authorities in Wales. However, despite the improving picture, Cardiff's primary attendance figure is the lowest out of the ten core cities and emphasises the need to raise levels of attendance further. Overall, 51.5% of primary schools

achieved an attendance rate over 95% and 27.4% of schools achieved attendance of 96% or above.

30. The 2014-2015 overall attendance figure for secondary schools remained the same as in the last academic year at 93.8%, which is identical to the Welsh average. This places Cardiff 11th out of the 22 local authorities in Wales for secondary school attendance and 7th out of the ten core cities. Seven schools achieved attendance above 95% compared to five last year. Notably poor attendance in two schools impacted significantly on the overall city data.

Exclusions

31. Good progress has been made in maintaining low permanent exclusions. In 2013/14 the overall figure for Cardiff was 0.1 per 1000 pupils which was half the Welsh average of 0.2 per 1000 pupils. In 2014/15 there were 4 permanent exclusions in the secondary phase and none in the primary phase.
32. Good progress has also been made in reducing fixed term exclusions and in 2013/14 the rate for longer fixed term exclusions (1.1 per 1000 pupils) was below the Welsh average (1.6 per 1000 pupils). However, the figure for shorter term exclusions (34.3 per 1000 pupils) was well above the national average (26.7 per 1000 pupils).
33. In 2014/15 there were fixed term exclusions in around one third of primary schools and in all secondary schools. Primary rates reduced and are the same as available national averages. However, whilst showing a significant reduction, secondary rates continue to be above national figures due to relatively high exclusion rates in eight schools. Of these eight schools, three schools were very high excluders and five more had exclusion rates considerably above Wales and Cardiff's averages. This had a negative effect on progress towards targets.
34. Since September 2015 two of the secondary schools have significantly reduced exclusions and are in-line with the other twelve schools, with low exclusions. A further four schools have been successful in reducing exclusions this term. Only two secondary schools continue to be very high excluders.

Improvements in challenge and support are making a difference overall but there are still a minority of schools causing concern

35. A more robust working relationship between the local authority and the consortium is ensuring that schools receive the appropriate degree of challenge and more effective support. Brokered school to school working is increasing the range of effective support available to meet schools' needs, in particular enabling improving schools to gain first hand access to good practice which they can replicate or adapt in their own context.

36. Over the last two years there has been a concerted effort to focus on increasing the transparency of data and strengthening the performance culture. Individual school data is shared in order to raise expectations across all areas of the city, and enable meaningful comparison of schools' performance.
37. Outcomes in schools where headline figures have been relatively high, but significant levels of underachievement existed (higher attaining but lower achieving), have been increased, some significantly so, through improved challenge and support.
38. These strengthened arrangements to identify and intervene in underperforming schools are impacting on leadership capacity, standards of attainment and the quality of provision in schools. Outcomes improved in ten out of the fifteen schools that received a warning notice, letter of concern or where formal intervention actions were taken.
39. In 2013-14, fourteen schools were inspected by Estyn, two of which were placed in a formal monitoring category. As a result of improvements in challenge and support these schools were judged to have made good progress when revisited by Estyn in 2014-2015.
40. In 2014-2015, there were ten primary schools and six secondary schools categorised as requiring the most intensive (red) level of support. The increased challenge has led to changes in leadership in five of these schools. The implementation of bespoke needs led support has reduced the number of schools requiring red level of support in 2015-2016 provisionally to 6 primary schools and 4 secondary schools.
41. However, in 2014-2015, from the twenty one schools that were inspected, two secondary and four primary schools were placed in formal monitoring categories by Estyn. This highlights the continuing need for early and robust intervention in schools causing concern.

Leadership and Governance are key

42. Good leadership is key to ensuring that good or better teaching takes place in every lesson in every school. Overall the quality of leadership, including governance, in primary schools is stronger than that in the secondary schools. Since September 2010, Estyn inspections have judged that 75% of leadership and management in primary schools was good or excellent compared to 55% in secondary schools.
43. In good or excellent schools, headteachers know their staff and pupils well. The quality of teaching and its impact on pupil progress is closely monitored and the dissemination of best practice throughout the school is strategically planned. Governors oversee the performance of their school effectively and demonstrate a sound understanding of their school's data. They engage with senior leaders in a structured and professional manner.

44. Where schools in Cardiff are judged to be unsatisfactory, inspections always identify weaknesses in leadership. Frequent features are that: self-evaluation and planning for improvement are not robust enough and have not had enough impact on raising standards and improving the quality of teaching; performance management is weak; staff development programmes are ineffective; and governors do not challenge the school's leaders rigorously enough or hold them to account fully for the standards that pupils achieve.
45. In secondary schools where outcomes at the end of key stage 4 are relatively low, systems for tracking pupils' progress are not robust enough and support for those pupils at risk of underachievement is ineffective. Leaders are unable to ensure that the quality of teaching is consistent across all subject areas. In some schools, strengths in one subject area are undermined by shortcomings in another. Such inconsistencies point to weaknesses in quality assurance and performance management processes.
46. In 2015 in schools where the capacity to improve is judged to be good or better a system of "Peer Review" has been introduced. Eligible schools are grouped into threes and the headteachers work together to carry out a school review with a previously agreed focus. This allows good practice to be shared but also builds the skills of the headteachers involved.
47. The local authority has commissioned a range of leadership development programmes that are arranged by the consortium and delivered by experienced leaders and practitioners.

These include:

- Aspiring middle leaders
- Aspiring senior leaders
- Aspiring headteachers
- New to headship
- Strategic headship (refresher course for heads in post 5 or more years and for those that need to make rapid improvement)
- Consultant Leaders-for experienced high achievers who have the commitment and capacity to support other schools
- Executive headship, for headteachers running more than one school.

The feedback from participants in these programmes has been positive and the programmes are contributing towards the building of leadership capacity within schools.

48. Governance has been strengthened through the provision of both generic mandatory training and bespoke training particularly in red and amber schools. The council has revised the process for appointing local authority governors and it has brokered a wide range of partnerships with businesses in the city to identify and place strong governors.

49. However, there remains a minority of schools where weak governance is hindering progress as governors have an overly positive view of the school's performance and consequently there is insufficient challenge and holding of the school leadership to account. The consortium has recruited a number of experienced governors to act as consultant governors in schools where there is a need to further develop the role of the governing body.

Performance of Minority Ethnic Pupils is improving in secondary schools at a faster rate than White UK pupils

50. The attainment gap between Minority Ethnic pupils and White UK pupils reduces with each key stage from Foundation Phase through to Key Stage 4. There has been improvement over a three year period in the performance of Minority Ethnic groups as a whole in all phases.
51. For the first time the performance of all Minority Ethnic groups in the Key Stage 4 Level 2+ indicator is in line with White UK pupils. Currently the pupils most at risk of underachievement are White UK pupils living in the more deprived areas of the city.
52. In contrast, at Key Stage 2, the difference in performance of Minority Ethnic pupils and White UK pupils increased slightly in the CSI in 2015. This is partly due to the fall in overall outcomes of Black Caribbean, Chinese and White European pupils.
53. In the main indicator at each key stage, the highest performing groups as such as Chinese, Asian, and Pakistani are now mainly second and third generation. The parents have a good understanding of the British education system, are aspirational for their children and support them to achieve and attain well.
54. The lowest performing Minority Ethnic groups are Traveller/Romany and White European. The attendance at school and behaviour issues when in school of some learners belonging to both these groups impedes their attainment at all key stages but particularly in Key Stage 3 and Key Stage 4.
55. EU Roma pupils' progress is often impeded by complex pastoral issues and this group often need bespoke packages in the secondary phase to maintain engagement with education and to achieve their potential. Parents' experiences of education in their home countries have not always been positive and this often has a negative impact on the value and importance that they give to the education of their children.

Whilst performance overall is improving the outcomes of some vulnerable groups needs strengthening

56. By the end of their primary education, 87.8% of pupils achieve the expected levels in the three core subjects of English/Welsh, mathematics

and science. The proportion of pupils at key stage 2 attaining a level 5 in at least one core subject has risen from 34% in 2013 to 42%. These improvements suggest that primary schools are getting better at identifying the more able pupils and developing their potential.

57. Against this overall improving picture there is evidence that some pupil groups have lower outcomes, with the attainment of looked after children (LAC), those on free school meals (FSM), some minority ethnic groups, learners with English as an Additional Language (EAL), learners with Special Educational Needs (SEN) and some groups of boys being of particular concern. More needs to be done to narrow the gap in outcomes between disadvantaged pupils and their peers.
58. In 2015, in the primary phase, the difference in performance between minority ethnic pupils and White UK pupils increased slightly. In a number of primary schools, particular those with high levels of EAL learners and significant pupil mobility there is a need to address more effectively the underlying factors that impact negatively on pupils' outcomes in English, and to secure even closer collaboration between central teams, and the consortium to support schools in addressing this.
59. The extensive programme of Flying Start provision in designated areas of Cardiff is enabling more young children to be ready to make a successful start to statutory education.
60. The difference in performance of pupils who are eligible for free school meals (eFSM) and those not eligible (nFSM) is reducing in the primary phase. Leaders of primary schools understand that the first few years of education, particularly for those children from deprived backgrounds are crucial to future success. They know which pupils need help, track their progress carefully and use the pupil deprivation grant to fund additional support. Primary teachers focus more sharply on the importance of teaching good literacy and numeracy from the early years through to the end of key stage 2.
61. In the secondary sector outcomes of eFSM pupils are still lagging far behind outcomes of non eFSM pupils. In 2014, the gap in GCSE attainment at the level 2+ threshold was 33.3 ppt. In 2015 it had slightly widened at 34.4ppt. The Welsh Government have put a greater focus on the attainment of eFSM pupils, factoring their performance into the national categorisation system. Provisional results for 2015 report that in Cardiff 31.9% of eFSM pupils attained the level 2+ threshold compared to 31.3% of eFSM pupils across Wales.
62. The performance of Looked After Children at the end of each key stage and particularly at Key Stage 4 are still far too low and lower than their peers at each key stage. The difference is smallest in the Foundation Phase and widest at Key Stage 4.

63. In 2015 the proportion of SEN pupils attaining level 2 and level 2 inclusive, increased for all groups and there was also an 8 ppt increase in the proportion of stated pupils achieving level 1. However, the proportion of school action plus and school action pupils achieving level 1 fell, by 7 ppts and 1.7 ppts respectively. This has led to the overall fall in level 1 threshold for all Cardiff pupils.
64. The numbers of young people who are not engaged in education, employment or training (NEET) in Cardiff have continued to reduce and since 2010 fell from 8.8% to 4.26% in 2014. This percentage represents 151 pupils out of a cohort of 3546 pupils. Of these 151 pupils, 36 young people (1.02%) could not or were unable to enter education, employment or training due to reasons including pregnancy, health related issues or custodial sentences.
65. However despite this improvement, the proportion of young people in Cardiff who are NEET remains one of the highest in Wales. In 2014 only Newport had a greater percentage of year 11 school leavers not in education, employment or training than Cardiff. Not all schools are ensuring that all their pupils leave schools with the knowledge and skills that employees seek. Performance at the wider Key Stage 4 level 2 measure and the level 1 measure, is still of continuing concern in a number of secondary schools.
66. Pupils who leave education without the necessary literacy and numeracy skills and with poor attitudes and motivation to enter further education or employer based training such as apprenticeships are more likely to become NEET. The three secondary schools where pupil outcomes continue to cause most concern are the same schools that have yielded higher numbers of young people leaving at year 11, without a positive pathway to education, employment or training.

Girls' outcomes are higher than boys in most indicators but the performance of girls does not compare as well with national figures.

67. In Cardiff, girls continue to outperform boys at all key stages and in nearly all indicators. The lower performance of boys relative to girls in the Foundation Phase and at Key Stage 2 is most noticeable in English. That said, from Key Stage 2, the performance of girls across Cardiff is lower than the performance of girls nationally in most areas.
68. This is also the case at the higher levels in the primary phase, where there is a greater underachievement in the performance of girls relative to the national averages in the Foundation Phase in Language, Literacy and Communication – English and in English and science at Key Stage 2.
69. In the secondary sector, girls' performance is stronger than boys in all the core subjects at Key Stage 3 and in the main performance indicators,

with the exception of mathematics, at Key Stage 4. However, compared to the national outcomes for girls and boys there is noticeable underperformance in the attainment of girls at the expected level in English at Key Stage 3 and mathematics and science at Key Stage 4.

70. At level 6+ and level 7+ in Key Stage 3, there is a greater difference in the performance of girls and boys than there is at the expected level and the outcomes of both boys and girls are above the national averages.

Priority Areas for Further Improvement

Ensure greater consistency in the quality of schools' provision

71. Whilst there has been a marked reduction in the variation between schools, in terms of the quality of provision and learner outcomes, further action is needed to ensure that weaker provision is addressed earlier and that stronger leadership arrangements, including, where appropriate, through the active development of federations between schools, are put in place.

Improve outcomes for some vulnerable learners

72. Outcomes overall are improving at an accelerating rate, but some groups of learners are not making sufficient progress, or successfully moving into education, employment or training after leaving statutory schooling. There is a continuing need to strengthen tracking and intervention for pupils at risk of underachievement and to develop appropriate curriculum pathways to secure successful progression.

Developing a self-improving school system

73. The consortium wide approach to develop "schools led" improvement has taken root and is having a positive impact. It now needs to be further developed through: the active brokering role of Challenge Advisers; more formal mechanisms for commissioning and empowering strong schools and practitioners and through the transfer of resources to drive improvement into the strongest schools, coupled with more explicit accountability for impact and value for money.

Consistently high quality teaching

74. The quality of teaching in every classroom, in every lesson, is central to ensuring that learners achieve well, raising standards further and accelerating progress for all pupils. It is essential that teachers' pedagogy is continually developed, the highest quality teachers are recruited and retained, against a framework of raised expectations, and robust performance management.

The best leaders in well governed schools

75. Strong and effective leadership is key to ensuring that teaching throughout the school is consistently good or better. Further joint work with local authorities across the consortium is needed to recruit, retain and develop the best school leaders to work in Cardiff schools and to ensure that their work is effectively supported and challenged by strong governing bodies.
76. These improvement priorities are aligned to the priorities set out in the Central South Consortium Business Plan which includes the shared priorities for educational improvement across the five constituent local authorities.
77. In addition Cardiff Local Authority is developing, with headteachers, governors and other partners, a distinct strategy for educational improvement in Cardiff. We recognise that excellent education is a key priority for the prosperity and social cohesion of the city. The economy of Cardiff is changing rapidly and old industries are being replaced by a much more dynamic and more fluid economy. Young people currently in our schools will face a future which is guaranteed to be different from whatever we may predict now.
78. “Cardiff 2020 - Aiming for Excellence” will set out a renewed vision for education in Cardiff. It will build on the improvements made to date and will outline ambitious goals for excellence in education in Cardiff. The strategy is currently being developed and will be launched in Spring 2016.

Summary Headline Results Across All Key Stages

Indicator	Cardiff			Wales			Cardiff Ranking	
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2014/15
Foundation Phase Indicator % achieving FPOI	80.85%	83.70%	86.73%	82.96%	85.15%	86.80%	18	12
Foundation Phase LLC in English % achieving FPO5+	83.39%	85.20%	87.94%	85.25%	86.62%	88.00%	17	11
Foundation Phase LLC in Welsh % achieving FPO5+	86.86%	90.45%	92.76%	86.73%	89.82%	91.30%	11	8
Foundation Phase Maths % achieving FPO5+	85.32%	87.44%	89.44%	87.36%	88.70%	89.70%	20	13
Foundation Phase PSD % achieving FPO5+	91.50%	93.52%	94.04%	93.02%	94.17%	94.80%	18	20
Foundation Phase LLC in English % achieving FPO6+	27.70%	29.23%	32.07%	29.47%	32.16%	34.20%		
Foundation Phase LLC in Welsh % achieving FPO6+	25.94%	27.67%	38.16%	29.27%	32.50%	36.90%		
Foundation Phase Maths % achieving FPO6+	27.77%	28.70%	33.22%	28.21%	30.28%	34.30%		
Foundation Phase PSD % achieving FPO6+	42.82%	48.79%	53.03%	45.90%	51.46%	56.00%		
Key Stage 2 CSI	82.61%	85.11%	87.76%	84.33%	86.13%	87.70%	17	13
Key Stage 2 English L4+	86.00%	87.27%	89.87%	87.13%	88.42%	89.60%	18	12
Key Stage 2 Welsh L4+	89.55%	90.11%	93.74%	86.71%	88.10%	90.50%	10	6
Key Stage 2 Maths L4+	86.24%	87.67%	89.87%	87.52%	88.93%	90.20%	18	16
Key Stage 2 Science L4+	88.59%	89.02%	90.83%	89.70%	90.34%	91.40%	17	17
Key Stage 2 English L5+	34.04%	36.85%	40.89%	35.73%	38.02%	40.80%		
Key Stage 2 Welsh L5+	30.91%	37.05%	45.66%	30.41%	33.89%	38.00%		
Key Stage 2 Maths L5+	35.85%	37.80%	42.39%	35.67%	37.97%	41.20%		
Key Stage 2 Science L5+	35.05%	37.60%	41.15%	36.12%	38.43%	41.10%		
Key Stage 3 CSI	77.80%	81.51%	83.40%	77.04%	81.02%	83.90%	12	13
Key Stage 4 L2 +	49.86%	54.04%	59.30%	52.73%	55.44%	57.90%	17	10
Key Stage 4 L2	73.00%	76.03%	81.60%	77.78%	82.34%	84.10%	18	19
Key Stage 4 L1	91.74%	93.19%	92.10%	93.17%	93.99	94.40%	20	21
% 17 year olds entering volume equivalent to 2 A levels who achieved L3 threshold	95.98%	96.77%	96.90%	96.49%	97.08%	97.00%	14	12
Average wider points score 17 year olds	865.54	884.96	866	806.59	804.08	799.7	6	5

Indicator	Cardiff			Wales			Cardiff Ranking	
	2012/13	2013/14	2014/15	2012/13	2013/14	2014/15	2012/13	2014/15
Foundation Phase % achieving FPOI5+ - FSM eligible	66.92%	72.24%	76.70%	69.24%	72.36%	TBC		
Foundation Phase % achieving FPOI5+ - FSM non eligible	85.35%	87.52%	90.00%	86.87%	88.61%	TBC		
Foundation Phase FSM/Non FSM gap % achieving FPOI5+	-18.63%	-15.28%	-13.30%	-17.63%	-16.25%	TBC		
Key Stage 2 % achieving CSI – FSM eligible	67.66%	71.56%	76.70%	69.78%	71.91%	TBC		
Key Stage 2 % achieving CSI – FSM non eligible	87.12%	89.06%	91.00%	88.07%	89.65%	TBC		
Key Stage 2 % achieving CSI – FSM/ nonFSM gap	-19.46%	-17.50%	-14.30%	-18.29%	-17.44%	TBC		
Key Stage 3 % achieving CSI – FSM eligible	55.18%	63.52%	66.50%	53.83%	61.28%	TBC		
Key Stage 3 % achieving CSI – FSM non eligible	83.94%	85.90%	88.10%	82.29%	85.57%	TBC		
Key Stage 3 % achieving CSI FSM/Non FSM gap	-28.76%	-22.38%	-21.60%	-28.46%	-24.30%	TBC		
Key Stage 4 % achieving L2+ - FSM eligible	20.87%	27.36%	30.70%*	25.80%	27.76%	TBC		
Key Stage 4 % achieving L2+ - FSM non eligible	57.05%	60.65%	64.15%*	58.45%	61.55%	TBC		
Key Stage 4 % achieving L2+ FSM/non FSM gap	-36.18%	-33.29%	-33.45%	-32.65%	-33.79%	TBC		
% Attendance Secondary Schools	92.94%	93.68%	93.76%	92.63%	93.61%	93.84%	10	11
% Attendance Primary Schools	93.66%	94.90%	TBC	93.68%	94.78%	95.14%	11	6
% year 11 leavers NEET	4.90%	4.30%	TBC	3.70%	3.10%		22	
% year 13/14 leavers NEET	3.20%	4.42%	TBC	4.70%	4.90%		3	

Reasons for Recommendations

79. 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

80. This is an information report and as such has no direct legal implications. All decisions taken by or on behalf the Council must (a) be within the

legal powers of the Council; (b) comply with any procedural requirement imposed by law; (c) be within the powers of the body or person exercising powers of behalf of the Council; (d) be undertaken in accordance with the procedural requirements imposed by the Council e.g. standing orders and financial regulations; (e) be fully and properly informed; (f) be properly motivated; (g) be taken having regard to the Council's fiduciary duty to its taxpayers; and (h) be reasonable and proper in all the circumstances.

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.

RECOMMENDATION

Cabinet is recommended to note the performance of Cardiff schools in the academic year 2014/2015.

NICK BATCHELAR

Director

15 January, 2016

The following Appendices are attached:

- Appendix 1 Explanation of Frequently Used Terms
- Appendix 2 Summary Overview – Primary
- Appendix 3 Performance in the Foundation Phase
- Appendix 4 Performance at Key Stage 2
- Appendix 5 Summary Overview – Secondary
- Appendix 6 Performance at Key Stage 3
- Appendix 7 Performance at Key Stage 4
- Appendix 8 Performance at Key Stage 5
- Appendix 9 Attendance at school
- Appendix 10 Exclusions
- Appendix 11 Not in Education, Employment or Training (NEET)
- Appendix 12 Outcomes of Inspections

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	Special Educational 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 Wider Points Score - The calculation is based on the eight best GCSE grade/ approved vocational courses per pupil.

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.

Summary Overview - Primary

1. There has been a positive trend of improvement since 2013 in all the performance measures in the primary phase. The rate of improvement in the main performance indicators is greater in Cardiff than across Wales as a whole.

Increase since 2013	Cardiff	Wales
FPOI	5.88ppt	3.84ppt
CSI	5.15ppt	3.41ppt

2. Alongside the overall improvements in the headline figures there has been a reduction in the variation of school outcomes with a smaller number of primary schools in the lowest benchmark quarter. However variation in the performance of schools is still a notable feature. The range in outcomes in the Foundation Phase is between 59.6% and 100% in the FPOI, whilst in the CSI at Key Stage 2 it is from 55.9% to 100%. This presents a strong case for federation or joint leadership where schools serving very similar communities are achieving such different outcomes.
3. Over the same time period the performance of eFSM pupils has increased by a larger amount than the performance of non FSM pupils reducing the difference in performance between the two groups. However the performance of eFSM pupils remains below that of nFSM pupils and the impact of poverty on attainment is still significant.

Increase since 2013	eFSM	nFSM
FPOI	14.78ppt	6.65ppt
CSI	9.04ppt	3.88ppt

4. Girls' performance exceeds that of boys across the primary phase. In the Foundation phase girls' performance is in line with the national performance of girls, but by the end of Key Stage 2 girls' performance is relatively weaker. In contrast, boys' performance in Cardiff is lower than the national average in the Foundation Phase but exceeds the national average by the end of Key Stage 2.

	Cardiff Girls	Wales Girls	Cardiff Boys	Wales Boys
FPOI	90.85	90.75	82.73	83.03
CSI	89.53	90.75	86.03	84.90

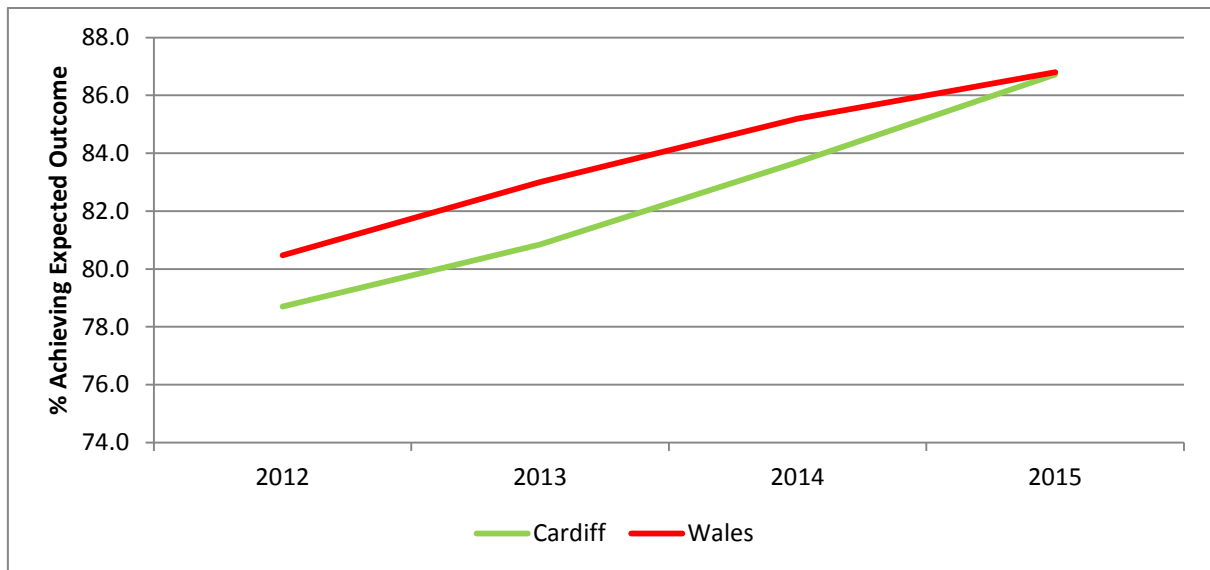
5. Schools in the city are becoming increasingly ethnically and linguistically diverse. In general they are adapting well to the changing communities they serve. Some Minority Ethnic groups, such as Chinese in the Foundation Phase and Bangladeshi at Key Stage 2 are outperforming the White UK pupil group. In contrast, the White European and Traveller/Romany groups continue to perform below the White UK pupil group and the performance of minority ethnic pupils as a whole is below the Cardiff average in the primary phase.

6. The rising trend in attendance continued in 2014-2015, leading to an overall figure of 95.1% (Wales 94.9%), and an improvement in the city's ranking when compared to other local authorities across Wales from 7th to 6th.

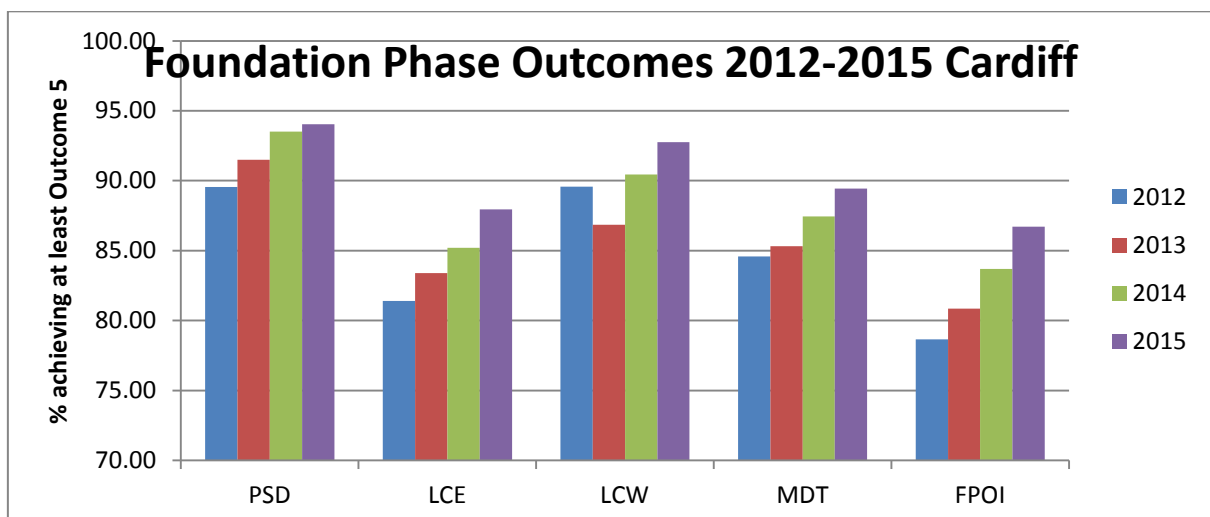
Performance in the Foundation Phase

Trend in Outcomes

1. The proportion of pupils achieving the Foundation Phase Outcome Indicator (FPOI) is 86.7% (2015 target 85.8%). The improvement in the FPOI is 3 ppt which is greater than the national improvement (1.6ppt) and brings the local authority in line with the Wales average (86.8%) for this indicator. This degree of improvement has been achieved against a background of increasing numbers of English as an additional language (EAL) learners.



2. Just over two thirds of primary schools (68 out of 95) maintained or improved the FPOI in 2015 compared to 2014. In the remaining third (27 out of 95) the proportion of pupils achieving the FPOI fell by an average of 4.25 ppt. In twelve schools, the decrease is less than 3ppt. Four schools are categorised as red or amber and action is already being taken to raise standards. In the remaining schools the challenge adviser has scrutinised each school's data analysis and agreed with the school appropriate actions in response to the decrease in outcomes.



Foundation Phase (O5+)					
	PSD	LCE	LCW	MDT	FPOI
2012	89.55	81.40	89.57	84.59	78.66
2013	91.50	83.39	86.86	85.32	80.85
2014	93.52	85.20	90.45	87.44	83.70
2015	94.04	87.94	92.76	89.44	86.73

3. The strongest area of learning continues to be Personal and Social Development Wellbeing and Cultural Diversity (PSDWCD) and the weakest area Language, Literacy and Communication - English (LLCE). This is the case for both outcome 5 (the expected level) and outcome 6. In all areas of learning at least one third of pupils attain the higher level.

Performance of More Able and Talented (MAT) pupils

4. Cardiff is in line with the national averages at outcome 5+ and the proportion of pupils reaching outcome 6 (O6+) or above continue to improve each year in each area of learning but remain below the Welsh averages in all areas of learning except Language, Literacy and Communication – Welsh.

O6+	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015
LCE	24.80%	25.60%	27.70%	29.50%	29.20%	32.20%	32.07%	34.24%
LCW	23.20%	24.80%	25.90%	29.30%	27.70%	32.50%	38.16%	36.88%
MDT	24.50%	24.20%	27.80%	28.20%	28.70%	30.30%	32.50%	34.30%
PSD	37.50%	38.60%	42.80%	45.90%	48.80%	51.50%	53.03%	56.03%

5. This lower performance is most noticeable in the performance of girls in Language, Literacy and Communication – English and in the performance of boys and girls in Personal and Social Development, Well-Being and Cultural Diversity.

Gender Gap

6. In the Foundation Phase, at outcome 5+, the performances of boys and girls are similar to the national averages, but the performance of boys is around 8 ppt lower than the performance of girls. Girls' performance is stronger than boys in all the areas of learning, but the greatest difference of nearly 9 ppt is in Language, Literacy and Communication – English.

	2012	2013	2014	2015	Wales 2015 Actual
FPI Boys	73.57	77.95	79.72	82.73	83.03
FPI Girls	83.83	83.93	87.79	90.85	90.75
FPI Total	78.66	80.85	83.70	86.73	86.80
Boys Vs Girls	-10.26	-5.98	-8.07	-8.12	-7.72

7. At the higher outcome 6+ the girls' outcomes exceed the outcomes for boys by more than 10 ppt in all areas of learning with the exception of mathematical development where the difference is only 1.4 ppt. The performances of both boys and girls are lower than the national averages with the exception of girls in Welsh.

Ethnicity Gap

8. Overall performance for Minority Ethnic pupils' attainment in the FPI in 2015 (82.3%) remains below White UK (88.9%) by 6.6 ppt and all Cardiff pupils by 5.8 ppt. The achievement gap reduced for Minority Ethnic pupils from 2013 to 2014 by 3.3 ppt but the widened again to 6.6 ppt in 2015.
9. The proportion of Minority Ethnic pupils achieving the FPI as a whole has improved by 6ppt in the years between 2013 and 2015. Within this overall improvement, the performance of Chinese/Chinese British (92.3%), Mixed (88.6%) and Pakistani (88.3%) groups of pupils are attaining above the Welsh average of 87% and the average of all Cardiff pupils of 86.7%. The lowest performing group is Traveller/Romany.

Foundation Phase	FPOI 2013	FPOI 2014	FPOI 2015
Any other ethnic background	100.0%	81.08	73.5
Arab	70.7%	79.20	79.1
Bangladeshi	79.8%	78.52	82.9
Black Caribbean	88.9%	70.00	75.0
Chinese or Chinese British	86.7%	70.00	92.3
Mixed	80.7%	83.84	88.6
Not known	68.9%	63.04	66.7
Other Asian	88.2%	92.86	89.0
Other Black	73.5%	87.18	81.9
Pakistani	74.5%	80.99	88.3
Somali	70.7%	78.82	85.7
Traveller/Romany	56.0%	68.97	59.3
White European	66.7%	76.54	71.1
ALL EM	76.3%	81.62	82.3
White UK	83.0%	84.97	88.9
All Pupils	80.9%	83.70	86.7

10. The performance of Traveller/Romani and White European has varied over the same 3-year period and remain the least attaining Minority Ethnic groups.

English as an Additional Language (EAL)

11. In 2015 there were improvements in performance of pupils in nearly all categories of language acquisition. Over the last two years there have been improvements in the proportion of pupils achieving the FPI in all categories, some significantly so.

	2013	2014	2015
EAL (Code A-E)	77.72%	81.93%	82.79%
No EAL	84.15%	84.54%	88.11%
All Pupils	80.85%	83.70%	86.73%

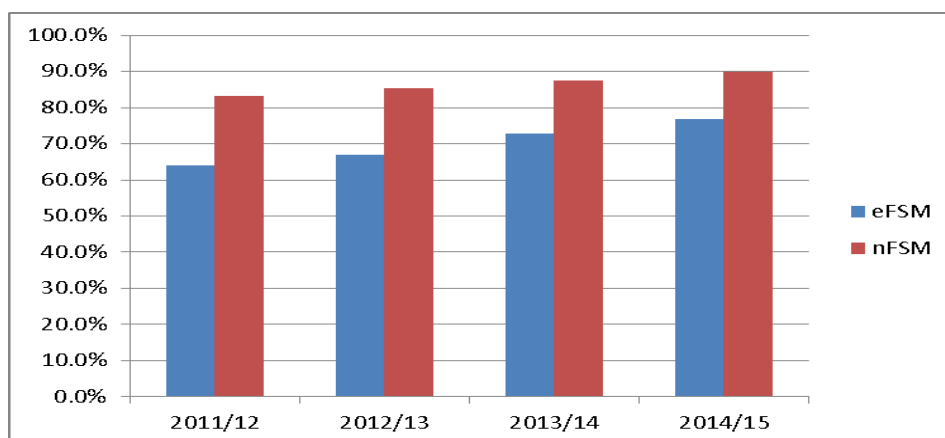
	2013	2014	2015
New to English (A)	41.97%	50.23%	48.06%
Early Acquisition (B)	77.05%	85.98%	93.75%
Developing competence (C)	95.09%	96.98%	97.36%
Competent (D)	96.49%	100.00%	100.00%
Fluent (E)	82.33%	87.86%	89.13%

Performance of Looked After Children (LAC)

12. The proportion of pupils achieving the Foundation Phase Outcome Indicator (FPOI) is 75% (15 out of the 20 LAC in Year 2). This is a similar proportion to that achieved in 2014 for this group of pupils. This compares to the figure of 86.7% of all pupils in Cardiff.
13. The Cardiff Looked After Children's attainment 2015 figure is substantially above the latest published Wales Looked After Child figure 2014 of 58%. The Looked After Education Team continue to work with all partners including specialist teacher teams to promote the early identification of, and support for, children in care who are at risk of underachievement.

Comparative Performance of Pupils Eligible for Free School Meals (eFSM)

14. The attainment gap between those pupils in the Foundation Phase who are eligible for free school meals and those not eligible has narrowed again in 2015.



15. The difference in performance between eFSM pupils and nFSM pupils has been reduced from 15.3 ppt to 13.3 ppt. The performance of eFSM pupils has improved by 4.4 ppt compared to an improvement for nFSM pupils of 2.4ppt. These outcomes suggest that overall schools are using their pupil deprivation grant effectively to improve outcomes for the most disadvantaged pupils.

	Cardiff eFSM 2015	Cardiff nFSM 2015	Wales eFSM 2014	Cardiff All Pupils 2015
Foundation Phase Outcome Indicator	76.7%	90%	72.4%	86.7%

Performance of SEN pupils

16. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings in the Foundation Phase. As would be expected, the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Foundation Phase - Percentage achieving outcome 5 or above

2015	FPI	LCE	LCW	MDT	PSD
Statemented	16.04%	19.42%	0.00%	19.81%	21.70%
School Action Plus	41.75%	50.54%	36.36%	49.51%	66.50%
School Action	69.82%	73.71%	82.14%	78.98%	90.84%
No SEN	95.60%	96.42%	97.29%	96.63%	98.94%
Not matched	50.00%	63.64%	0.00%	50.00%	75.00%
Total	86.73%	87.94%	92.76%	89.44%	94.04%

2014	FPI	LCE	LCW	MDT	PSD
Statemented	11.10%	19.40%	33.30%	19.20%	20.20%
School Action Plus	29.10%	33.30%	43.80%	41.20%	62.30%
School Action	63.50%	68.80%	66.30%	73.30%	90.40%
No SEN	94.50%	95.50%	97.20%	96.10%	98.80%
Not matched	54.80%	57.10%	66.70%	64.50%	77.40%
Total	83.70%	85.20%	90.50%	87.40%	93.50%

17. In 2015 the gaps narrowed for all groups of SEN pupils in Foundation Phase, most notably for those at school action plus. The FPI improved by 5 ppts for statemented pupils, by 12 ppts for pupils at school action plus and by 6 ppts for pupils at school action. The closing gap reflects the impact on outcomes of early intervention strategies such as STARS, SAIL, Maths Factor and Speech and Language Links.

Comparative performance with other local authorities and cities

18. Schools are grouped into FSM bands and ordered nationally to give four quarters – the top performing 25% of schools fall in Quarter 1 (upper quarter) and the bottom performing 25% of schools fall in Quarter 4 (lower quarter). The improvements in performance in the majority of schools have led to an increase

in the number of schools in the top benchmarking quarter from 14 in 2014 to 21 in 2015 and a reduction in the number of schools in the lowest quarter from 17 to 9.

2014 Benchmark quarters for FPOI

	No of schools	% of schools
Quarter 1	14	14.74
Quarter 2	32	33.68
Quarter 3	32	33.68
Quarter 4	17	17.89
Total	95	100.00

2015 Benchmark quarters for FPOI

	No of schools	% of schools
Quarter 1	21	22.11
Quarter 2	32	33.68
Quarter 3	33	34.74
Quarter 4	9	9.47
Total	95	100.00

19. In 2015 in the Foundation Phase Indicator, Cardiff has the smallest proportion of schools in the lowest quarter of any of the 22 local authorities across Wales.

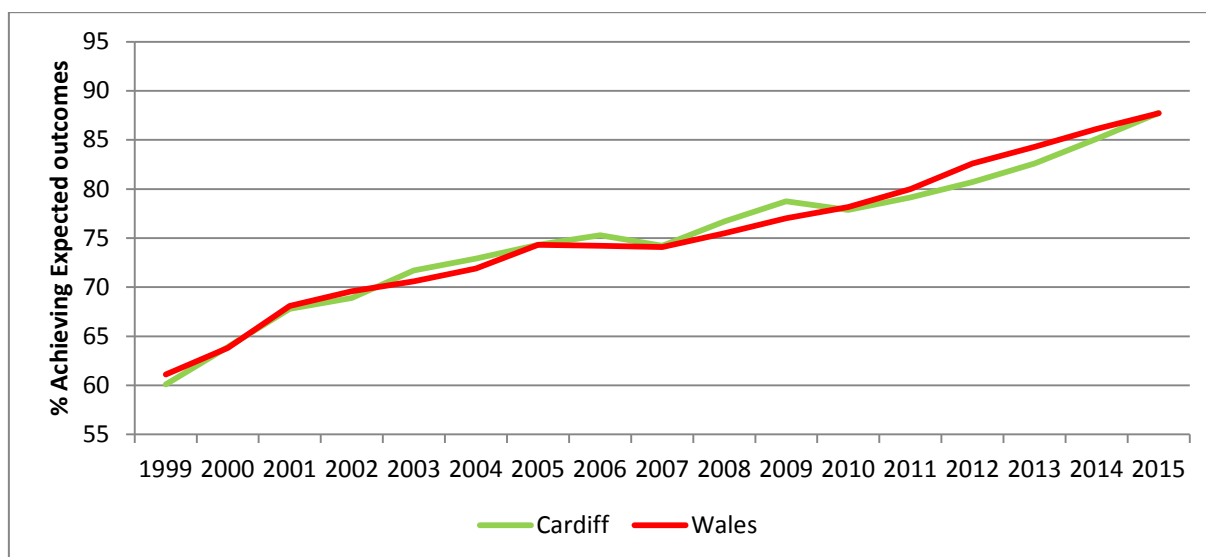
20. Comparing Cardiff with other local authorities across Wales it can be seen in the table below that the city's rank position has improved in 2015.

Foundation Phase - FPI	2014/15		2013/14		2012/13	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	86.7%	12	83.7%	18	80.9%	18

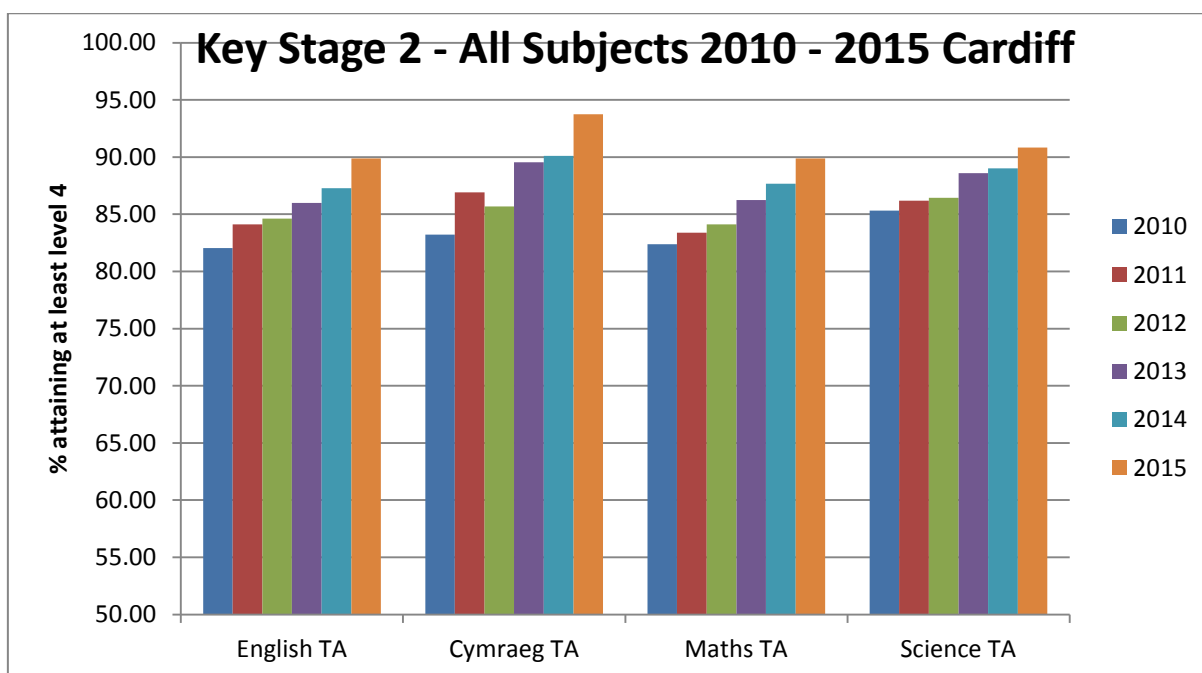
Performance at Key Stage 2

Trend in Outcomes

1. There has been a similar improvement in the percentage of pupils reaching the expected level at Key Stage 2 to that seen in the Foundation Phase. In 2015 the improvement in the core subject indicator (CSI) is 2.7ppt which is greater than the national improvement (1.6ppt). The proportion of pupils achieving the CSI is now 87.8% which is in line with the national figure of 87.7%.



2. Two thirds of primary schools (62 out of 93) maintained or improved their Key Stage 2 CSI in 2015 compared to the previous year. In the remaining third (31 out of 93) the proportion of pupils achieving the CSI fell by an average of 6.5 ppt. In nine schools, the decrease is less than 3ppt. Eight schools are categorised as red or amber and action is already being taken to raise standards.
3. Schools are becoming increasingly accurate in their teacher assessments and regional moderation has taken place. They plan and implement interventions to accelerate the progress of pupils who are attaining below their age related expectations. These interventions impact positively on the rate of progress for the majority of pupils.
4. The highest performance is in Welsh first language with mathematics and English having the lowest performance at this key stage. At level 5 performance is highest in Welsh and lowest in English. At least four out of every ten pupils attain the higher level in all subjects which is at least in line with the proportion of pupils across wales as a whole.



	English TA	Cymraeg TA	Maths TA	Science TA
2010	82.04	83.21	82.38	85.32
2011	84.12	86.90	83.38	86.20
2012	84.61	85.68	84.12	86.45
2013	86.00	89.55	86.24	88.59
2014	87.27	90.11	87.67	89.02
2015	89.87	93.74	89.87	90.83

Levels of Progress between the Foundation Phase and Key Stage 2

5. The tables below show the proportion of pupils making 0, 1, 2 and 3+ levels of progress from the Foundation Phase (Key Stage 1) to Key Stage 2 in each of the core subjects*.

Cardiff

Subject	0 levels	1 level	2 levels	3+ levels
English	0.00%	4.89%	62.86%	32.25%
Welsh	0.00%	7.02%	70.25%	22.73%
Mathematics	0.29%	4.68%	64.18%	30.84%
Science	0.26%	7.63%	66.79%	25.29%

Central South Consortium

Subject	0 levels	1 level	2 levels	3+ levels
English	0.11%	5.09%	63.76%	31.01%
Welsh	0.08%	8.75%	70.43%	20.74%
Mathematics	0.25%	5.31%	64.28%	30.14%
Science	0.27%	7.69%	66.73%	25.29%

*excluding pupils with no values/previous information

6. By the end of Key Stage 2 it is expected that all pupils will make at least two levels of progress. In all subject areas there are a significant minority of pupils who are not making expected progress and consequently falling below age related expectations and/or underachieving. The proportions are slightly below the figures for the consortium. Equivalent data is not collected nationally.

Performance of More Able and Talented Pupils

7. Cardiff is at least in line with the national averages at the higher level 5+ in all core subjects. Performance at this level in Welsh first language is particularly strong being 7.5ppt above the national average. At the higher levels there are weaknesses in the comparative performance of girls with the national averages in English and science.

	2012	Wales 2012	2013	Wales 2013	2014	Wales 2014	2015	Wales 2015
English	30.70%	32.30%	34.00%	35.70%	36.80%	38.00%	40.89%	40.76%
Welsh	30.10%	26.60%	30.90%	30.40%	37.10%	33.90%	45.66%	37.97%
Maths	31.80%	32.90%	35.90%	35.70%	37.80%	38.00%	42.39%	41.24%
Science	31.90%	33.10%	35.10%	36.10%	37.60%	38.40%	41.15%	41.14%

Gender Gap

8. At Key Stage 2, at the expected level, the performance of boys is 3.5 ppt lower than the performance of girls. Girls' performance is stronger than boys in all of the core subjects but the greatest difference of nearly 5 ppt is in English. However, compared to the national outcomes for girls and boys there is underperformance in the attainment of girls.

	2012	2013	2014	2015	Wales 2015 Actual
CSI Boys	78.27	80.99	82.01	86.03	84.90
CSI Girls	83.36	84.43	88.34	89.53	90.75
CSI Total	80.71	82.61	85.11	87.76	87.74
Boys vs. Girls	-5.10	-3.44	-6.33	-3.49	-5.85

9. At both the expected and higher levels, the gender gap is smaller than the national gender gap in all three core subjects. At the higher levels, the outcomes for boys exceed the national averages, significantly so in Welsh. The outcomes for girls are slightly lower than the national averages in English and science.

Ethnicity Gap

10. As a whole, the proportion of minority ethnic pupils achieving the CSI at Key Stage 2 has improved by 3.9 ppt in the years between 2013 and 2015. However, this is a smaller increase than that for White UK pupils (5.6 ppt) and the gap in performance between the two groups has widened slightly.

11. Performance of minority ethnic pupils in 2015 (84.3%) remains below White UK (89.3%) by 5 ppt and all Cardiff pupils (87.8%) by 3.5ppt. The performance of minority ethnic pupils in Key Stage 2 improved from 2013 to 2014 by 3.2ppt. This was greater than the improvement made by White UK pupils (2.3ppt). However, the level of improvement in the CSI of minority ethnic pupils from 2014 to 2015, was only 1.3%.

Key Stage 2	CSI 2013	CSI 2014	CSI 2015
Any other ethnic background	94.4	87.10	85.7
Arab	82.2	84.47	87.6
Bangladeshi	86.2	90.98	93.6
Black Caribbean	100	75.00	33.3
Chinese or Chinese British	91.7	80.00	69.2
Mixed	80.6	85.99	87.9
Not known	80.0	79.31	76.2
Other Asian	84.9	92.42	89.5
Other Black	82.1	78.21	84.6
Pakistani	85.2	81.62	86.2
Somali	81.3	81.93	87.3
Traveller/Romany	54.2	52.17	72.2
White European	59.2	74.80	71.3
All EM	79.8	83.00	84.3
White UK	83.7	86.03	89.3
All Cardiff pupils	82.6	85.11	87.8

12. Minority Ethnic pupils are not a homogenous group. Some ethnic groups, such as Bangladeshi, have a higher than average proportion of pupils achieving the core subject indicator. By far the lowest performing group at this key stage is Black Caribbean pupils followed by White European pupils. The performance of Traveller/Romany pupils increased significantly in 2015 (72.2%) by 20ppt from 2014 (52.2%) but outcomes are still relatively low.

13. A new project has been created to look at the achievement of Black Caribbean pupils to ensure that attainment improves. The EMTAS Black Caribbean Project has improved the analysis of data to ensure improvements in the targeting of provision for these pupils.

English as an Additional Language

	2013	2014	2015
EAL (Code A-E)	81.25%	83.70%	83.59%
No EAL	83.26%	85.65%	89.03%
All Pupils	82.61%	85.11%	87.76%

	2013	2014	2015
New to English (A)	16.67%	16.67%	36.36%
Early Acquisition (B)	54.40%	59.69%	67.43%
Developing competence (C)	94.21%	95.16%	95.93%
Competent (D)	97.56%	95.83%	98.29%
Fluent (E)	83.43%	89.80%	91.40%

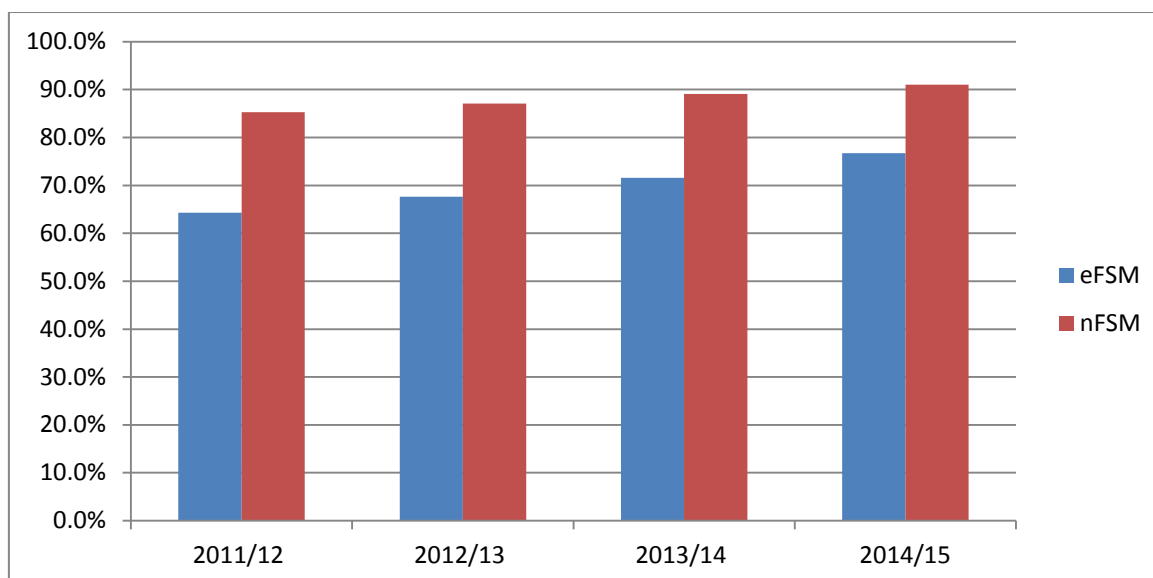
14. The proportion of pupils with English as an Additional Language (EAL Categories A – E) achieving the Key Stage 2 Core Subject Indicator (CSI) is 83.6%. This compares with 87.8% of all pupils in Cardiff. The EAL 2015 attainment figure is a small decrease of 0.1% from the 2014 EAL figure of 83.7%, but an increase of 2.3% from 2013.

Performance of Looked After Children

15. In 2015 there has been a small improvement in the percentage of pupils reaching the expected level at Key Stage 2 compared to the percentage in 2014. The proportion of pupils achieving the CSI was 56%, (9 out of 16 LAC in the cohort). This is well below the Cardiff figure for all pupils which is 87.8% and just below the Wales figure 2014 for LAC of 59%. 7 out of 16 (44%) of this cohort were on the Special Educational Needs (SEN) register.

Comparative Performance of Pupils Eligible for Free School Meals

16. The difference in performance between eFSM pupils and nFSM pupils has been reduced again this year from 17.5 ppt to 14.3 ppt. The gap has continued to reduce over the last four years as eFSM pupils' performance is improving at a faster rate than the performance of nFSM pupils.



17. The performance of eFSM pupils has improved by just over 5 ppt compared to nFSM pupils which have improved by 1.9ppt. The national figures for 2015 are not yet available but the performance of the city's eFSM pupils is nearly 5ppt ahead of the national figures for 2014.

	Cardiff eFSM 2015	Cardiff nFSM 2015	Wales FSM 2014	Cardiff All Pupils 2015
Key Stage 2 Core Subject Indicator	76.7%	91.0%	71.9%	87.8%

Performance of SEN pupils

18. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 2. 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.

Key Stage 2 - Percentage achieving Level 4 or above

2015	English	Welsh	Maths	Science	CSI
Statemented	26.61%	0.00%	24.19%	25.81%	21.77%
School Action Plus	53.73%	55.56%	55.97%	60.07%	47.39%
School Action	82.64%	86.90%	83.51%	85.07%	76.91%
No SEN	98.71%	99.73%	98.39%	98.83%	98.02%
Not matched	70.00%	-	70.00%	70.00%	70.00%
Total	89.87%	93.74%	89.87%	90.83%	87.76%

2014	English	Welsh	Maths	Science	CSI
Statemented	20.17%	40.00%	22.69%	21.85%	17.65%
School Action Plus	45.02%	51.61%	47.97%	53.14%	39.11%
School Action	75.61%	64.71%	76.31%	80.14%	70.38%
No SEN	97.87%	98.65%	97.79%	98.32%	96.83%
Not matched	64.30%	-	71.40%	64.30%	64.30%
Total	87.27%	90.11%	87.67%	89.02%	85.11%

19. In 2015 the gaps narrowed for all groups of SEN pupils, most notably for those at school action plus. The CSI improved by 4 ppts for statemented pupils, by 8 ppts for pupils at school action plus and by 6 ppts for pupils at school action. The closing gap reflects the effectiveness of early intervention strategies such as STARS, SAIL, Maths Factor, Speech and Language Links, Rainbow Readers.

Comparative Performance with Other Local Authorities and Cities

20. The improvements in performance in the majority of schools have led to an increase in the number of schools in the top national benchmarking group from 15 in 2014 to 21 in 2015 and a reduction in the number of schools in the lowest group from 15 to 14. In 9 of these 14 schools there has been persistent low achievement and focused action is being taken. Larger numbers of SEN pupils in the year 6 cohorts in the other five schools have led to the reduction in performance.

2014 Benchmark quarters for KS2 CSI			2015 Benchmark quarters for KS2 CSI		
	No of schools	% of schools		No of schools	% of schools
Quarter 1	15	16.13	Quarter 1	21	22.58
Quarter 2	28	30.11	Quarter 2	28	30.11
Quarter 3	35	37.63	Quarter 3	30	32.26
Quarter 4	15	16.13	Quarter 4	14	15.05
Total	93	100.00	Total	93	100.00

21. Cardiff is the newest member of the Core Cities UK, having joined in 2014. The Core Cities Group promotes the role of cities in driving economic growth. They are Birmingham, Bristol, Cardiff, Glasgow, Leeds, Liverpool, Manchester, Nottingham, Newcastle and Sheffield. Membership will help the council to better benchmark its performance against other major UK cities.

22. Performance is at the top of the rankings at Key Stage 2 for the second consecutive year compared with the English authorities but lower against the Welsh authorities.

	English Level 4+	Mathematics Level 4+	Science Level 4+
	2015	2015	2015
Key Stage 2	1 st	1 st	1 st

23. Comparisons between school results in England and Wales need to be treated with some caution because of the growing differences in curriculum and assessment. Bearing this in mind it can be noted that Cardiff's relative performance is at the top of the rankings at Key Stage 2 compared with the English Core Cities.

24. The positive relative improvement in the core subject indicator in 2015 is reflected in Cardiff's rank position compared to the other Welsh local authorities.

Key Stage 2 CSI Authority	2014/15		2013/14		2012/13	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	87.8	13	84.5	16	82.6	17

Summary Overview - Secondary

1. The proportion of pupils that make at least two levels of progress from the end of Key Stage 2 to the end of Key Stage 3 continues to improve. The figures compare positively with the equivalent figures for the consortium (they are not collected nationally). However, between 3.65% and 6.45% of pupils made less than one level of progress and are potentially underachieving. Overall, around 10% of pupils are still not achieving the expected level at Key Stage 3 (level 5) and in a few schools this figure increases to around 30%, which points to ongoing inconsistencies in the quality of provision across the city.
2. There has been a positive trend of improvement since 2013 in all the performance measures in the secondary phase. The rate of improvement in the main performance indicators is greater in Cardiff than across Wales at Key Stage 4, but slower at Key Stage 3. Performance at the level 2 inclusive threshold compares favourably with performance nationally, but further improvement is still needed in the level 1 and level 2 threshold indicators.

Increase since 2013	Cardiff	Wales
KS3 CSI	5.60ppt	6.86ppt
KS4 Level 2+	9.44ppt	5.17ppt

3. More than half the cohort of pupils achieved the higher levels (level 6+) in the core subjects at Key Stage 3 which, in nearly all subjects, is a greater than the equivalent figures nationally. These outcomes provide a firm foundation from which pupils can begin their GCSE courses at Key Stage 4.
4. At Key Stage 4 raised expectations and improved tracking and intervention have led to a clear improvement in the level 2 inclusive measure. In particular, outcomes improved in three higher attaining secondary schools which had been underperforming (based on modelled expectations) for several years.
5. Outcomes for vulnerable learners such as eFSM pupils, looked after children and minority ethnic pupils have also improved, but are still significantly below the average.
6. The performance of eFSM pupils has improved at a faster rate over the last two years than the performance of nFSM pupils. In schools where the performance of eFSM pupils has considerably improved there is a clear focus on the outcomes for eFSM pupils and effective use of the pupil deprivation grant to develop high quality provision. However, the differences in performance continue to vary considerably between schools.

Increase since 2013	eFSM	nFSM
CSI	11.32ppt	4.16ppt
Level 2+	11.05ppt	9.24ppt

7. Some minority ethnic groups such as Bangladeshi and Pakistani have higher outcomes at this key stage than White UK pupils, whilst other groups such as

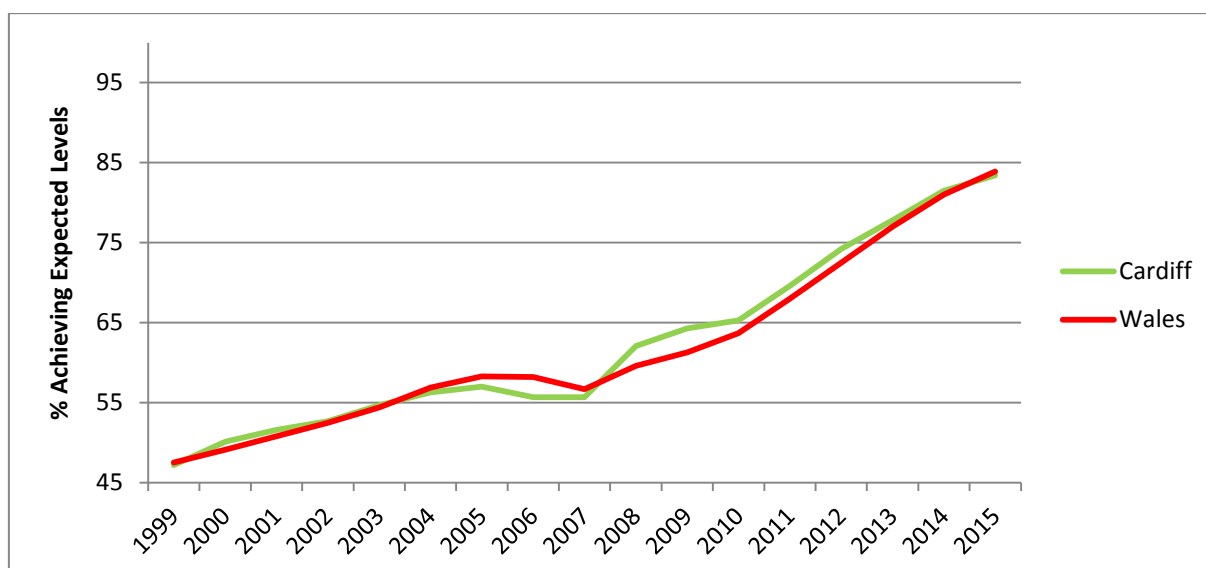
White European, Black Caribbean and Traveller/Romany continue to be low achieving.

8. A greater proportion of looked after children achieved level 2 qualifications in 2015 than in previous years as a result of closer monitoring of their progress and attainment by schools. Yet the difference in performance between looked after children and their peers remains too large.
9. Cardiff has six secondary schools which are part of the Welsh Government's "Schools Challenge Cymru" programme. In 2015 at Key Stage 4, one school improved its performance and one school maintained the increases in performance achieved in 2014 but outcomes decreased in the other four schools. In three of these schools where there are a high proportion of White UK and eFSM pupils, the local authority has taken intervention action and leadership capacity has been increased. Although progress is now being made, standards remain unacceptably low. In the fourth school, there was a slight dip in outcomes but performance remains significantly above modelled expectations and further improvements are expected this year.
10. The overall attendance figure for secondary schools remained the same in 2014-2015 as in the previous academic year at 93.8%, which is identical to the Welsh average. The attendance figures in three secondary schools had a negative effect on the city's overall figures.
11. A large percentage of year 11 pupils continue their education by entering level 3 provision in schools or colleges across Cardiff. These learners generally do well progressing onto university courses. An additional number of learners follow level 2 or vocational courses. However a minority of year 11 and year 13 pupils are not making a successful transition into education, employment or training.

Performance at Key Stage 3

Trend in Outcomes

1. The proportion of pupils reaching the expected level at this key stage also continues to increase although the rate of improvement has slowed. In 2015 the proportion of pupils achieving the CSI was 83.4%, an improvement of 1.9ppt on the 2014 figure. The improvement was smaller than the national improvement (2.9ppt).



2. Two thirds of secondary schools (14 out of 19) maintained or improved their Key Stage 3 CSI in 2015 compared to the previous year. In the remaining third the proportion of pupils achieving the CSI fell by up to 5 ppt (with the exception of one secondary school which fell by nearly 19ppt).
3. The highest performance is in Welsh first language and the weakest performance is in English. At the higher levels (level 6+ and level 7+) there have been significant improvements in each of the core subjects.

Core Subjects	Cardiff					Wales
	2011	2012	2013	2014	2015	2015
Level 5+						
English	76.2	80.5	84.0	86.0	86.7	87.9
Welsh First Language	89.0	88.2	88.5	94.0	92.8	90.9
Mathematics	79.0	82.7	84.3	87.6	89.3	88.7
Science	80.2	84.6	86.7	90.6	91.5	91.8

4. The range in performance in the non-core subjects is similar to that seen in the core subjects. However, performance in each of the non-core subjects is below the national average.

Non-Core Subjects	Cardiff					Wales
	2011	2012	2013	2014	2015	2015
Level 5+						
Art	80.4	85.6	88.6	92.2	90.1	92.0
Design and Technology	78.3	84.4	87.7	90.1	90.7	92.1
Geography	75.5	79.6	85.9	86.7	87.3	89.9
History	77.1	80.1	84.9	87.1	86.8	89.6
Information Technology	81.3	84.3	89.3	91.3	90.1	92.7
MFL	65.9	70.7	80.0	81.6	80.9	84.1
Music	76.2	83.8	85.4	90.9	88.7	91.6
Physical Education	75.0	78.9	84.1	88.5	90.8	91.4
Welsh Second Language	62.6	66.0	73.0	76.7	80.0	81.2

Levels of Progress between Key Stage 2 and Key Stage 3

5. The tables below show the proportion of pupils making 0, 1, 2 and 3+ levels of progress from Key Stage 2 to Key Stage 3 in each of the core subjects*.

Cardiff

Subject	0 levels	1 level	2 levels	3+ levels
English	6.45%	40.40%	45.99%	6.42%
Welsh	3.65%	45.31%	48.18%	2.86%
Mathematics	4.29%	31.44%	53.51%	10.26%
Science	4.09%	33.04%	53.83%	8.37%

Central South Consortium

Subject	0 levels	1 level	2 levels	3+ levels
English	6.52%	45.38%	42.54%	4.95%
Welsh	3.44%	42.41%	50.81%	3.35%
Mathematics	5.51%	36.67%	47.94%	9.47%
Science	4.29%	36.92%	50.35%	7.90%

*excluding pupils with no values/previous information

6. It is expected that all pupils will make between one and two levels of progress. With the exception of Welsh, more pupils in Cardiff make at least two levels of progress in all core subjects across Key Stage 3 than they do across the consortium as a whole.
7. In all subject areas there are a significant minority of pupils who are not making expected progress and consequently falling below age related expectations and/or underachieving. The proportions of these pupils are slightly below the figures for the consortium with the exception of Welsh. Equivalent data is not collected nationally.

Performance of More Able and Talented Pupils

8. There continues to be a strong upward trend in performance at the higher levels. Cardiff is above the national averages at level 6+ and level 7+ for all the main indicators except Welsh First Language at level 6+. The lower performance in this area is caused by boys' under attainment at this level.

2015 Key Stage 3		Level 6	Level 7	Level 8+	Level 6+
English TA	Cardiff	36.49	18.17	1.66	56.32
	Wales	36.00	15.28	1.34	52.62
Cymraeg TA	Cardiff	35.04	19.69	-	54.73
	Wales	38.77	15.79	1.56	56.12
Maths TA	Cardiff	33.93	25.84	2.78	62.54
	Wales	33.19	22.92	3.41	59.52
Science TA	Cardiff	41.05	22.43	1.15	64.62
	Wales	37.88	19.28	1.37	58.53

Gender Gap

9. At Key Stage 3, at the expected level, the performance of boys is approximately 6 ppt lower than the performance of girls. Girls' performance is stronger than boys in all of the core subjects but the greatest differences of around 7 ppt are in English and Welsh. However, compared to the national outcomes for girls and boys there is noticeable underperformance in the attainment of girls in English.

	2012	2013	2014	2015	Wales 2015 Actual
CSI Boys	70.33	74.24	77.50	80.45	80.33
CSI Girls	78.34	81.38	85.71	86.70	87.70
CSI Total	74.24	77.80	81.51	83.40	83.90
Boys vs. Girls	-8.02	-7.14	-8.21	-6.25	-7.37

10. At the higher levels the gender gap is larger than it is at the expected level, significantly so in both languages at level 6+ where it is 15.8 ppt in English and 26.0 ppt in Welsh. The outcomes of girls and boys are higher than the national figures. The greatest difference is for girls in science at level 6+ where the performance is nearly 7ppt ahead of the national average.

Ethnicity Gap

11. The proportion of minority ethnic pupils achieving the Key Stage 3 Core Subject Indicator as a whole in 2015 (81.25%) improved by 3.14 ppt from 2014 (78.11%). This remains 2.95 ppt below White UK pupils.
12. The rate of improvement for minority ethnic pupils in Key Stage 3 from 2014 to 2015 (3.1ppt). This was greater than the improvement made by White UK pupils (1.5ppt).

Key Stage 3	CSI 2013	CSI 2014	CSI 2015
Any other ethnic background	85.7%	92.86	88.89
Arab	70.8%	81.58	73.49
Bangladeshi	83.5%	81.90	89.62
Black Caribbean	50.0%	100.00	83.33
Chinese or Chinese British	100.0%	93.33	100.00
Mixed	81.3%	74.74	83.89
Not Known	78.6%	83.33	86.11
Other Asian	84.6%	88.89	97.37
Other Black	72.4%	71.43	71.67
Pakistani	82.8%	84.78	91.00
Somali	77.6%	87.65	85.37
Traveller/Romany	20.0%	40.00	38.46
White European	56.1%	62.31	62.81
All EM Groups	75.2%	78.11	81.25
White UK Pupils	78.6%	82.71	84.20
All Cardiff Pupils	77.8%	81.51	83.40

13. The performance of Traveller/Romany pupils is significantly lower than the other minority ethnic groups. There was very little improvement in the outcomes of White European pupils and these are the second lowest performing group.

English as an Additional Language

	2013	2014	2015
EAL (Code A-E)	75.49%	77.91%	83.82%
No EAL	78.60%	82.38%	83.39%
All Pupils	77.80%	81.50%	83.40%

	2013	2014	2015
New to English (A)	8.33%	0.00%	0.00%
Early Acquisition (B)	11.36%	14.29%	14.75%
Developing Competence (C)	69.75%	71.50%	77.27%
Competent (D)	91.54%	91.78%	95.29%
Fluent (E)	83.97%	93.28%	94.60%

14. The proportion of Key Stage 3 pupils with English as an Additional Language (EAL Categories A – E) achieving the Core Subject Indicator (CSI) is 83.8%. This compares with 83.4% of all pupils in Cardiff. The EAL 2015 attainment figure is a significant increase of 5.9% from the 2014 EAL figure of 77.9% and a larger increase than that achieved in the previous year (2.4%) from the 2013 EAL figure. These increases are larger than those seen in either of the previous key stages.

Performance of Looked After Children

15. The proportion of Looked After Children reaching the expected level at Key Stage 3 (KS3) also continues to increase but remains below that of all pupils at this key stage. In 2015 the proportion of pupils achieving the CSI was 38% (9 out of 24 LAC in the cohort). This is well below the 83.4% of all pupils achieving the CSI in Cardiff and a lower performance than that achieved in 2014. It is also below the Wales Looked After Children figure for 2014 of 45%.

Performance of SEN pupils

16. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 3. As would be expected, the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 3 - Percentage achieving level 5 or above

2015	English	Welsh	Maths	Science	CSI
Statemented	34.11%	0.00%	37.98%	42.64%	28.68%
School Action Plus	53.87%	64.00%	63.73%	67.96%	46.48%
School Action	74.62%	77.19%	79.89%	87.97%	66.73%
No SEN	96.35%	98.38%	97.37%	97.88%	94.74%
Not matched	63.64%	-	72.73%	81.82%	54.55%
Total	86.69%	92.84%	86.69%	91.52%	83.40%

2014	English	Welsh	Maths	Science	CSI
Statemented	19.80%	0.00%	32.20%	33.10%	15.70%
School Action Plus	45.60%	44.40%	49.40%	60.30%	33.80%
School Action	71.80%	79.30%	73.20%	82.80%	58.30%
No SEN	96.10%	99.00%	96.90%	98.00%	94.10%
Not matched	70.00%	-	70.00%	70.00%	70.00%
Total	86.00%	94.00%	87.60%	90.60%	81.50%

17. In 2015 the gaps narrowed for all groups of SEN pupils in Key Stage 3. The CSI improved by 13 pts for statemented pupils, by 13 pts for pupils at school action plus and by 12 pts for pupils at school action. The closing gap reflects the effectiveness of capacity building work to address the needs of vulnerable learners, including work to support BESD pupils at steps 3 and 4 of the graduated response and the roll out of secondary speech and language links.

Comparative performance with other local authorities and cities

18. The slowdown in improvement at this key stage has lowered Cardiff's rank position compared to the other local authorities across Wales as shown in the table below.

Key Stage 3 CSI	2014/15		2013/14		2012/13	
Authority	Result	Rank	Result	Rank	Result	Rank
Cardiff	83.4	13	81.5	12	77.8	12

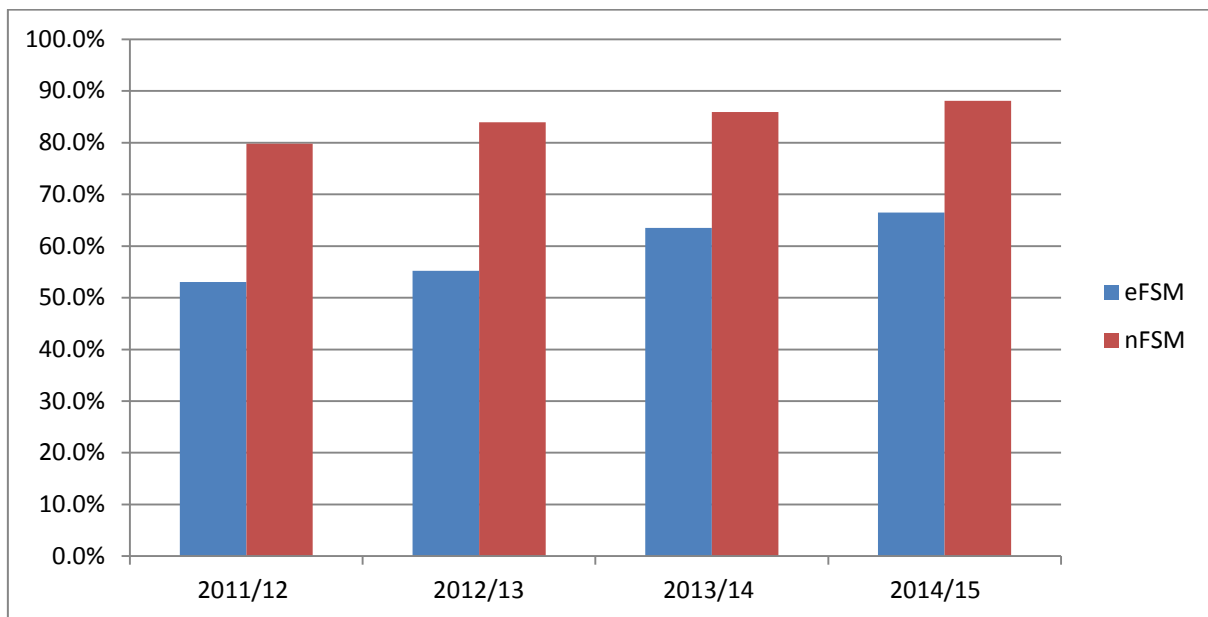
19. The improvements in performance in the majority of schools have led to an increase in the number of schools in the top benchmarking group from 5 in 2014 to 8 in 2015 and a reduction in the number of schools in the lowest group from 6 to 3.

	No of schools	% of schools
Quarter 1	5	27.78
Quarter 2	5	27.78
Quarter 3	2	11.11
Quarter 4	6	33.33
Total	18	100.00

	No of schools	% of schools
Quarter 1	8	42.11
Quarter 2	4	21.05
Quarter 3	4	21.05
Quarter 4	3	15.79
Total	19	100.00

Comparative Performance of Pupils Eligible for Free School Meals

20. The difference in performance, at this key stage, between eFSM pupils and nFSM pupils has been reduced again this year from 22.4 ppt to 21.6 ppt. However the gap is significantly wider than in the primary phase.



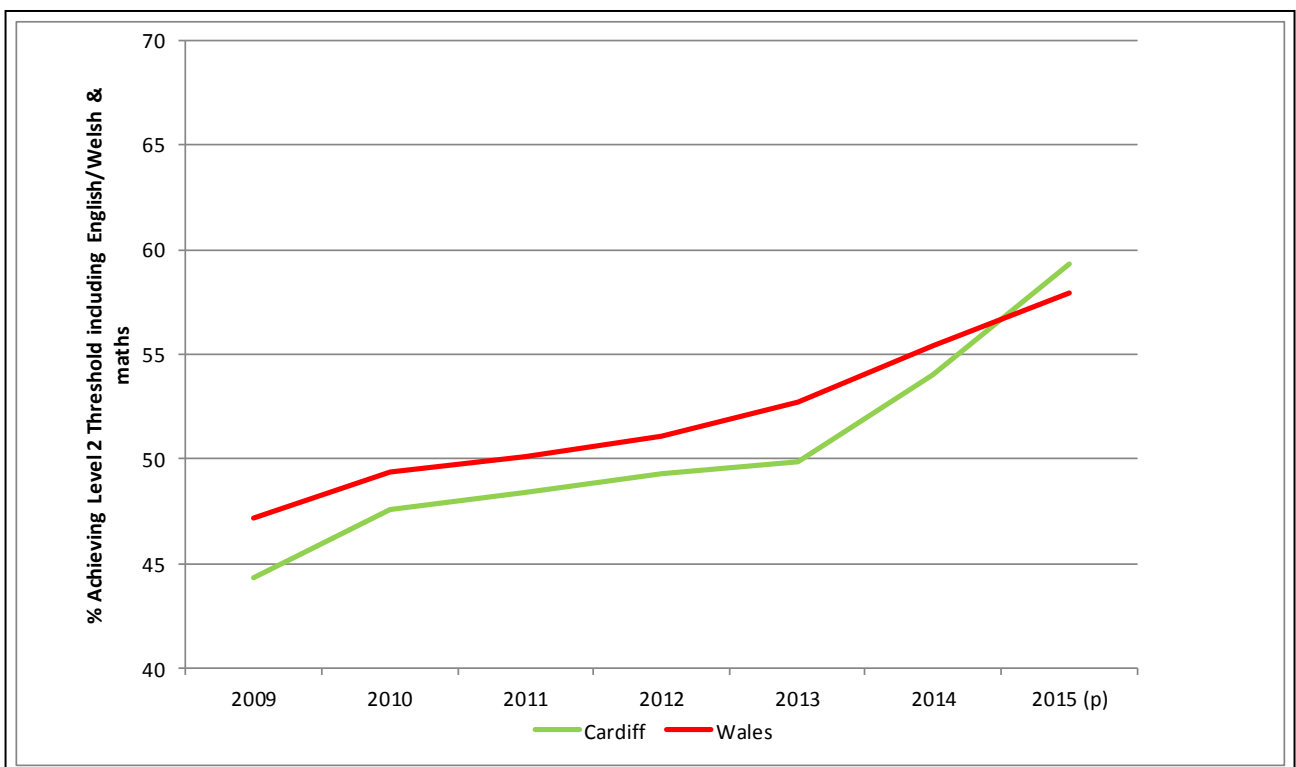
21. The performance of eFSM pupils has improved by 3 ppt compared to nFSM pupils which have improved by 2.2 ppt.

	Cardiff eFSM 2015	Cardiff nFSM 2015	Wales FSM 2014	Cardiff All Pupils 2015
Key Stage 3 Core Subject Indicator	66.5%	88.1%	61.3%	83.4%

Performance at Key Stage 4

Trend in Outcomes

1. The improvements seen in Key Stage 3 over the last few years have been translated, in the last two years, into noticeable improvements at Key Stage 4. At the level 2+ threshold performance is above modelled expectations. There has been an improvement of 4.9 ppt to 58.9%, which is the biggest improvement in the consortium and 1 ppt greater than the improvement in 2014. However, in order to be in the top 25% performing authorities based on FFT estimates Cardiff's performance in this indicator would need to be 62.3%.



2. 8 out of 18 secondary schools met or exceeded their expected performance for the level 2+ threshold. In the 10 schools where performance was below expectation, 4 schools had outcomes below expectation by more than 5 percentage points.
3. However, four out of every ten pupils still end their compulsory education without having achieved five good GCSEs including English/ Welsh and mathematics. In five schools more than half of the pupils failed to reach the level 2+ threshold, and in three schools it was more than seven out of every ten pupils.
4. In 2015 a similar improvement was made in the level 2 threshold and capped points score, but in these wider measures, performance remains below where it should be given the very low standards previously and below modelled expectations.

5. Based on the provisional data there is a worrying decrease of approximately 1 ppt in the level 1 threshold, caused predominantly by the 2ppt decrease in the performance of boys. There continues to be little correlation between school outcomes in these measures and the proportion of FSM pupils. This strongly suggests that any differences reflect the variation in provision within schools, in terms of a suitable curriculum offer and rigour in tracking the progress of all pupils, not just those near the level 2+ threshold.

Key Stage 4 Results

	2011	2012	2013	2014	2015	Cardiff 2015 Target*	Wales 2015 Actual
Achieved the Level 2 threshold including E/W/M	48.4%	49.3%	49.9%	54.0%	59.3%	63.0%	57.90%
Achieved the Level 2 threshold	63.9%	68.3%	73.0%	76.0%	81.6%	81.1%	84.10%
Achieved the Level 1 threshold	89.3%	91.2%	91.7%	93.2%	92.1%	95.4%	94.40%
Percentage achieving the Core Subject Indicator	47.3%	47.9%	46.7%	51.2%	56.5%	61.8%	54.80%
Average capped wider points score	306.0	317.0	322.0	331.0	336.9	-	343.5
Pupils entered for at least one exam	99.0%	n/a	100.0%	99.0%	99.0%	-	99.0%

6. There were also improvements in outcomes in the individual subjects of mathematics, English, Welsh and science at level 2. These improvements were smaller than that achieved in the level 2+ threshold which suggests that schools are becoming more effective at reducing the number of pupils that achieve level 2 in only one of mathematics or English/Welsh but not both. The improvements in schools' pupil tracking processes, in combination with successful intervention have improved schools' effectiveness in this area. Challenge advisers have also been more robust in testing the validity of the data.

Subject	2010	2015	Percentage Point Improvement
English	62.00%	71.63%	9.63%
Welsh	85.00%	84.14%	-0.86%
Mathematics	52.00%	63.21%	11.21%
Science	62.00%	80.69%	18.69%

7. In nine secondary schools, the results in the level 2+ threshold were less than expected. In all but one of these schools this stems from lower than expected performance in mathematics. In this subject particularly, the accuracy of teacher assessment is still not secure.

Pupils finishing statutory age education with no recognised qualification

8. From 2014 onwards, there has been an improvement in the method for matching of pupils aged 15 who achieved no recognised qualification to PLASC. The data from 2011 onwards has been recalibrated which has resulted in an improvement in the figures for Cardiff and the local authority's comparison with Wales as a whole.
9. The percentage of pupils not achieving a recognised qualification has been identical to the national figure for the last two years. Prior to 2014 the figures are not comparable as the proportion of pupils not achieving a recognised qualification was reported differently.

Achieving No Qualification	2014	2015
Cardiff	1.1%	1.2%
Wales	1.1%	1.2%
Difference	0	0

Gender Gap

10. At the level 2+ threshold boys' performance compares well with the national average but girls continue to underperform relative to the performance of girls across Wales. The proportion of boys in Cardiff achieving the level 2+ threshold is approximately 3 ppt greater than the equivalent national figure, but the proportion of girls is almost 1 ppt lower. This is as a result of the relatively lower performance in mathematics. In the level 2 and level 1 threshold measures, both boys and girls performance is below the national average by around 2.5 ppt.
11. In English and Welsh at level 2, the performance of boys and girls is above the national averages but in mathematics and science they are below. In mathematics, weaknesses in the quality of teaching and the impact of leadership have led to the shortcomings in the results. In science, the lower performance is caused by the limited use of BTEC science in some schools.

Cardiff 2015

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A*- C in English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	90.56%	78.24%	57.68%	55.29%	324.93
Girls	93.76%	84.98%	60.93%	57.78%	349.07
Difference	-3.21%	-6.74%	-3.25%	-2.49%	-24.14

Wales 2015

Key Stage 4	Achieved the Level 1 threshold	Achieved the Level 2 threshold	Achieved the Level 2 threshold incl. GCSE grade A*-C in English or Welsh and Maths	Core Subject Indicator	Capped points score
Boys	93.20%	80.90%	54.30%	51.70%	332.30
Girls	95.70%	87.50%	61.80%	58.00%	355.20
Difference	-2.50%	-6.60%	-7.50%	-6.30%	-22.90

Performance of Pupils Eligible for Free School Meals

- The performance of eFSM pupils has improved in most of the main indicators and core subjects. The exceptions are at the level 1 threshold, capped points score and in science. In comparison, the performance of non-FSM pupils improved in all the main indicators with the exception of the level 1 threshold.
- Provisional results for 2015 report that in Cardiff 31.9% of eFSM pupils attained the level 2+ threshold compared to 31.3% of eFSM pupils across Wales. However, the gap in performance between the two groups has not reduced significantly in any of the main measures and core subjects.

Ethnicity Gap

Level 2+ threshold

- In 2015, minority ethnic pupils' performance improved by 9.5ppt, while White UK pupils' improvement was more moderate at 4.1 ppt. This increase has brought the percentage of minority ethnic pupils attainment to a figure of 59.2%, while White UK is 59.3%. For the first time minority ethnic pupils are at a level equal to that of White UK pupils.
- At the level 2 inclusive threshold the greatest positive changes were for the following ethnic groups – Black Caribbean (16.7%), Pakistani (22.2%) and Somali (18.0%). These groups have relatively stable populations in Cardiff and on the needs assessment survey pupils are typically categorised as 'Developing competence' or 'Competent' in English.
- The lowest performing groups in this measure are Traveller/Romany, White European and Black Caribbean.

LEVEL 2 INCLUSIVE THRESHOLD	2013	2014	2015
Any other ethnic background	76.90	77.78	82.1
Arab	38.50	48.00	56.6
Bangladeshi	48.40	56.76	60.0
Black Caribbean	14.30	33.33	50.0
Chinese or Chinese British	68.40	94.12	100.0
Mixed	46.00	50.82	57.4
Other Asian	66.70	64.81	76.3
Other Black	54.30	41.51	51.6
Pakistani	47.70	50.96	73.1
Somali	36.70	38.71	56.7
Traveller/Romany	0.00	14.29	0.0
White European	41.30	37.10	49.6
All EM	46.40	49.62	59.2
White UK	50.80	55.25	59.3
Not known	55.20	48.94	80.0
All Cardiff pupils	49.90	53.90	59.4

English as an Additional Language

17. The following data needs to be viewed with a degree of caution. It has been ascertained by the local authority's officers (EMAS) that some minority ethnic pupils are being recorded as EAL and given a category of acquisition when they should not be included in the EAL cohort. This has led to concerns over the reliability of the data. Local authority officers are working closely with schools to improve the accuracy of the data collected.

Percentage achieving threshold measures

2015 (Provisional from second SSSP)	Cohort	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
New to English (A)	7	57.14%	57.14%	0.00%
Early Acquisition (B)	26	69.23%	65.38%	7.69%
Developing competence (C)	128	95.31%	82.81%	39.06%
Competent (D)	184	98.37%	91.30%	61.96%
Fluent (E)	228	98.68%	91.67%	76.32%
Not matched	14	14.29%	0.00%	0.00%
All Pupils	3305	92.68%	82.06%	59.64%

2014	Cohort	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
New to English (A)	7	42.86%	28.57%	0.00%
Early Acquisition (B)	28	67.86%	42.86%	3.57%
Developing competence (C)	198	94.44%	72.22%	22.22%
Competent (D)	168	98.81%	89.29%	64.88%
Fluent (E)	168	98.21%	86.90%	69.64%
Not matched	16	12.50%	0.00%	0.00%
All Pupils	3525	93.19%	76.03%	54.04%

18. The tables above show that the performance of EAL learners has improved for nearly all categories in all performance indicators. Not surprisingly, the level of language acquisition affects the level 2 inclusive indicator due to the lower performance in English.

Level 2 threshold

19. Outcomes at the Level 2 threshold increased by 8.7 ppt from the previous year (from 78.2% to 86.9%) for all Minority Ethnic groups combined. This meant that they outperformed the White UK ethnic group for the second consecutive year at this threshold. The All Minority Ethnic group performed 5.4ppt above All Cardiff pupils as a whole. Within the whole Minority Ethnic population the lowest achievement groups were Traveller/Romany and the White European.

LEVEL 2 THRESHOLD	2013	2014	2015
Any other ethnic background	84.60	88.89	100.00
Arab	62.50	85.33	94.7
Bangladeshi	65.10	90.54	91.3
Black Caribbean	66.70	83.33	75.0
Chinese or Chinese British	90.90	100.00	100.0
Mixed	60.40	78.14	85.1
Other Asian	65.00	85.19	92.1
Other Black	68.30	81.13	83.9
Pakistani	80.90	76.92	92.5
Somali	63.90	85.48	94.0
Traveller/Romany	16.70	28.57	45.5
White European	65.30	56.45	74.8
All EM	66.30	78.16	86.9
White UK	63.30	74.76	79.7
Not known	66.70	68.09	90.0
All Cardiff pupils	64.00	75.43	81.5

Level 1 threshold

LEVEL 1 THRESHOLD	2015	2014	2013
Any other ethnic background	100.0%	100.0%	100.00%
Arab	98.7%	97.3%	88.46%
Bangladeshi	100.0%	100.0%	97.89%
Black Caribbean	87.5%	91.7%	75.00%
Chinese or Chinese British	100.0%	100.0%	100.00%
Mixed	93.8%	95.6%	92.00%
Other Asian	100.0%	96.3%	100.00%
Other Black	90.3%	98.1%	93.48%
Pakistani	100.0%	96.2%	93.18%
Somali	100.0%	95.2%	98.33%
Traveller/Romany	70.0%	71.4%	33.33%
White European	87.0%	81.5%	83.96%
ALL EM	95.1%	94.2%	92.08%
White UK	92.3%	93.1%	91.52%
Not known	64.7%	80.4%	96.67%
All Cardiff pupils	92.1%	93.19%	91.74%

20. Over the past 3 years Minority Ethnic pupils have always had a higher proportion of pupils achieving the Level 1 than White UK pupils. The gap has increased year on year since 2013.

21. Six Minority Ethnic groups attained 100% Level 1, and the Arabic group attained 98.7%. Many of these groups include children who come from well-established communities in Cardiff (Bangladeshi, Chinese, Asian, Pakistani and Somali). These children are likely to have passed through the whole education system (from Nursery up), while cohorts from other groups such as Other Black, White European and Arabic may include mid-phase arrivals. Travellers/Romany is the lowest achieving group with 70% attaining Level 1.

Performance of Looked After Children

22. The cohort in Cardiff schools in 2015 increased in size from the previous year from 28 pupils to 35 pupils. 6 of the 35 pupils (17.1%) achieved level 2+ threshold compared to the previous year when only 3 pupils (10.3%) achieved this threshold. This matches the percentage of Looked After Children achieving this indicator in 2014 across Wales.

Key Stage 4 – Level 2+ threshold

Year	Total Pupils	L2 +	Wales LAC L2+	All Pupils Cardiff
2013	33	2 (6%)	13%	49.9%
2014	28	3 (10.3%)	17%	53.9%
2015 Provisional	35	6 (17.1%)		59.4%

Key Stage 4 – Level 2 threshold

23. In 2015, 48.6% of Looked After Children attained 5A* -C, compared with 27.6% in 2014. The gap between Looked After Children and their peers is 10.8 ppts, compared to 26.3 ppts in 2014.

Year	Total Pupils	L2	All Pupils Cardiff
2013	33	12 (36.4%)	73.0%
2014	28	8 (27.6%)	76.0%
2015 Provisional	35	17 (48.6%)	81.0%

Key Stage 4 – Level 1

24. In 2015, 77.1% of Looked After Children attained 5 A* - G, compared with 58.6% in 2014.

Year	Total Pupils	L1	All Pupils Cardiff
2013	33	21 (63.6%)	91.7%
2014	28	17 (58.6%)	93.2%
2015 Provisional	35	27 (77.1%)	92.1%

Performance of SEN pupils

25. There continues to be a wide gap between the attainment of pupils having special educational needs (SEN) and non-SEN pupils in mainstream settings at Key Stage 4. As would be expected, the gap is widest for statemented pupils, and the gap narrows for those at school action plus and school action.

Key Stage 4 - Percentage achieving threshold measures

2015 (Provisional from second SSSP)	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	59.56%	36.76%	13.24%
School Action Plus	67.66%	45.96%	11.91%
School Action	89.15%	67.46%	22.56%
No SEN	98.01%	91.22%	74.05%
Not matched	14.29%	0.00%	0.00%
Total	92.68%	82.06%	59.64%

2014	Level 1 threshold	Level 2 threshold	Level 2 threshold incl. E/W & M
Statemented	51.40%	24.80%	6.70%
School Action Plus	74.50%	35.00%	9.90%
School Action	90.90%	59.00%	20.40%
No SEN	96.80%	84.40%	66.20%
Not matched	-	-	-
Total	93.00%	75.40%	53.90%

26. In 2015 the proportion of SEN pupils attaining level 2 and level 2 inclusive, increased for all groups. There was also an 8 ppt increase in the proportion of statemented pupils achieving level 1.

27. However, the proportion of school action plus and school action pupils achieving level 1 fell, by 7 ppts and 1.7 ppts respectively. This has led to the overall fall in level 1 threshold for all Cardiff pupils.

Comparative Performance with Other Local Authorities and Cities

28. At Key Stage 4 there has been a slight improvement in the relative benchmarking positions of schools in 2015 when compared to 2014.

2015 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

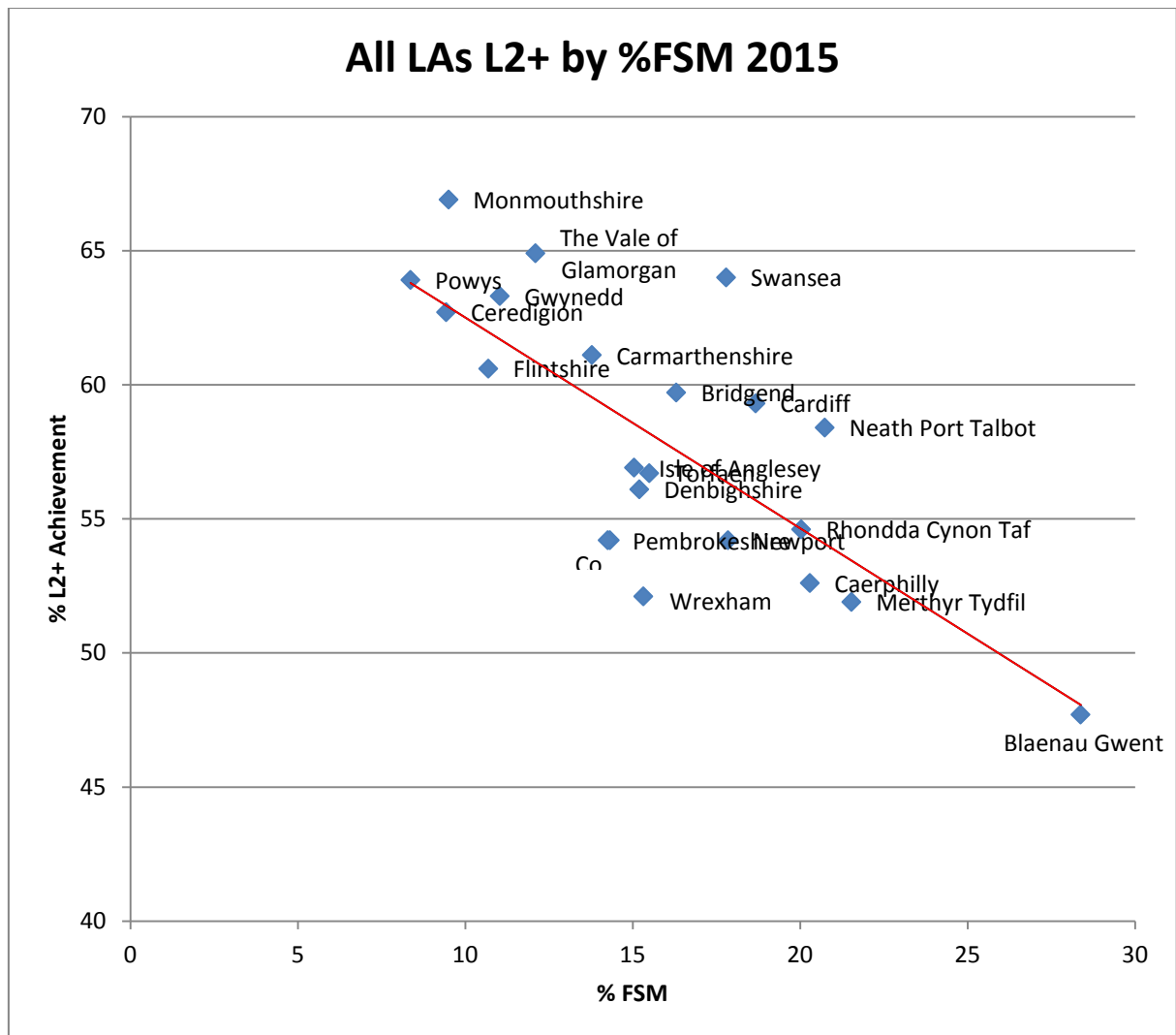
Performance Measure	Key Stage 4	
	Lower Q	Upper Q
Level 1 threshold	50.00%	16.67%
Level 2 threshold	44.44%	22.22%
Level 2 inc Eng/Wel & Maths	22.22%	44.44%

2014 Key Stage 4 – Percentage of Cardiff schools in upper and lower quarters

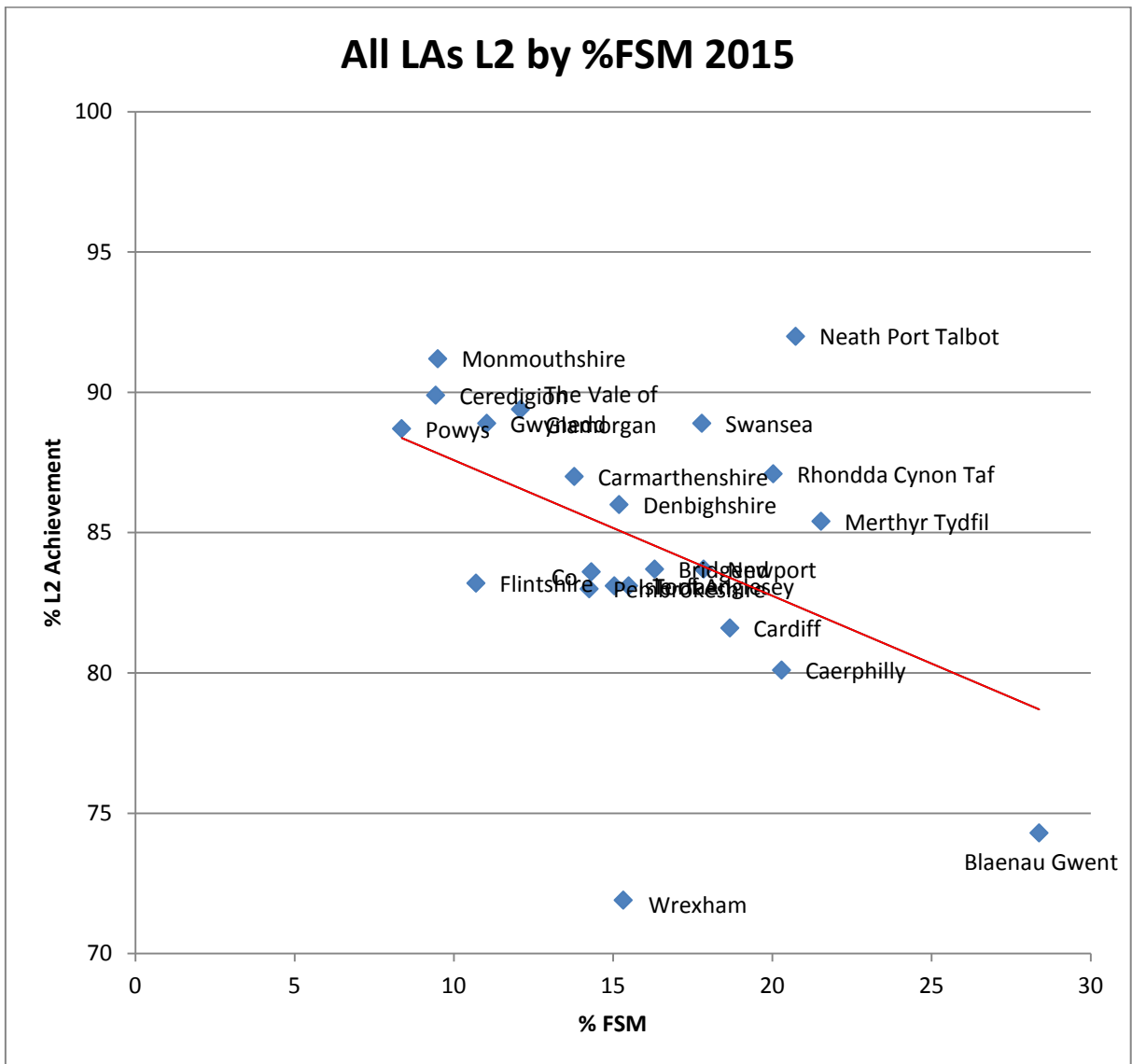
Performance Measure	Key Stage 4	
	Lower Q	Upper Q
Level 1 threshold	42.1%	15.8%
Level 2 threshold	52.6%	10.5%
Level 2 inc Eng/Wel & Maths	26.3%	26.3%

29. At the level 2+ threshold Cardiff's performance in 2015 compares favourably with other Welsh local authorities. Cardiff has moved into the top ten local authorities and the performance in this indicator is 4.23ppts above modelled expectations based on the proportion of eFSM pupils.

Key Stage 4 L2+	2014/15		2013/14		2012/13	
	Result	Rank	Result	Rank	Result	Rank
Cardiff	59.3	10	54.0	13	49.9	17



30. In contrast, at the level 2 threshold Cardiff's performance in 2015 is 18th out of the 22 other Welsh local authorities and 21st at the level 1 threshold.

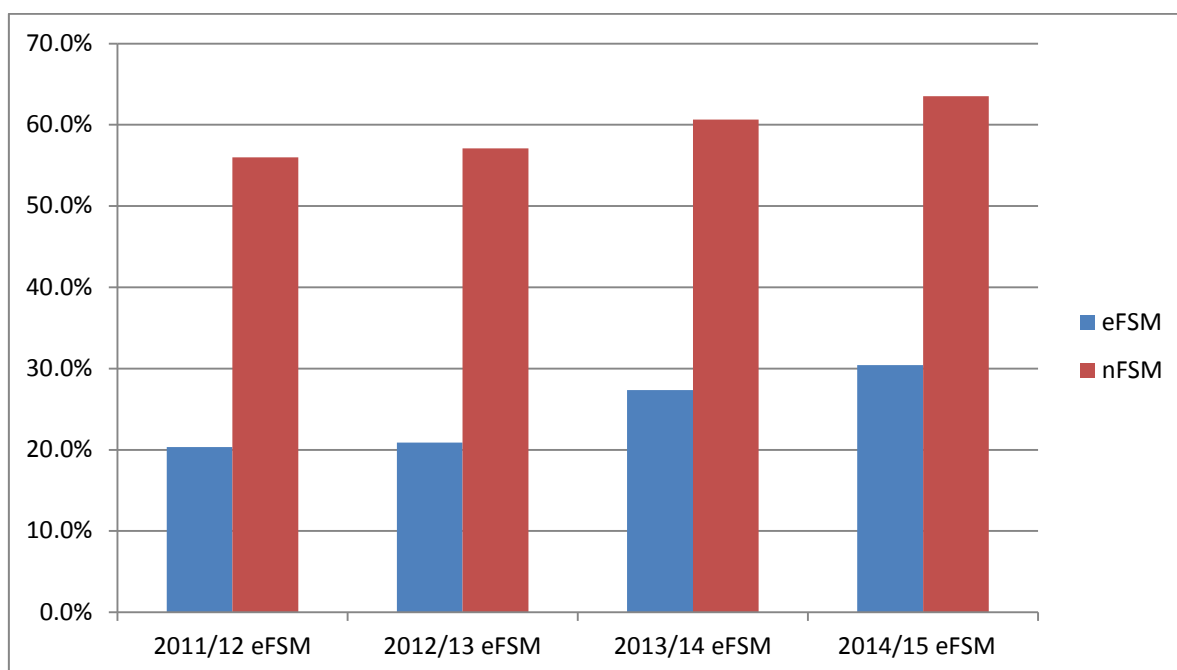


31. At Key Stage 4 comparisons with England and the core cities are no longer meaningful because the qualifications that contribute to the performance measures are now different in Wales and England. This is illustrated in the table below where the closest equivalent figures for England are now much lower.

2015	Level 2 threshold/ 5 A*-C with E/W/M	Level 2 threshold/ 5 A*-C	Level 1 threshold/ 5 A*-G
Cardiff	59.3%	81.6%	92.1%
Wales	57.9%	84.1%	94.4%
England	52.8%	64.2%	90.8%

Comparative Performance of Pupils Eligible for Free School Meals

32. At the level 2+ threshold the performance of both eFSM pupils and nFSM pupils has continued to increase



33. However, the difference in performance between eFSM pupils and nFSM pupils increased in Key Stage 4 in the three main performance indicators. There continues to be marked variations between schools in the attainment of eFSM pupils.

	Level 2+ Cardiff	Wales 2015	Level 2 Cardiff	Level 2 Wales	Level 1 Cardiff	Level 1 Wales
2014/15 eFSM	31.9%	31.3%	64.5%	68.2%	81.3%	89.3%
2014/15 nFSM	66.3%	63.7%	86.0%	88.3%	95.7%	97.5%
Difference 2015	34.4%	32.4%	21.5%	20.1%	14.4%	8.3%
Difference 2014	33.3%	33.8%	20.2%	22.1%	11.3%	9.5%

Performance at Key Stage 5

Trend in Outcomes

1. The proportion of subject entries at A* or A was 31.1% and at A*-C the proportion was 78.4%. These figures represent increases of 3.7 and 1.3 ppt respectively on the figures for 2014. At A*-E, considered the 'pass rate', the proportion of subject entries was 98.1%. The proportion of students achieving the level 3 threshold was 97.0%. Both figures are similar to those achieved in 2014.
2. The results achieved at Key Stage 5 compare positively with the national figures for both Wales and England. The proportion of subject entries at A* or A was 23.1% in Wales and 25.9% across England. At A*-C the corresponding national figures were 74.3% and 77.2% respectively. The national pass rate in Wales was 97.3% whereas in England it was 98.1%.
3. The overall trend in performance at the level 3 threshold and average wider points score is shown in the table below.

A Level Results 2015

YEAR 13	RESULTS					Wales
	2011	2012	2013	2014	2015	2015
Entering a volume equivalent to 2 A level who achieved the Level 3 threshold	96%	97%	96.0%	97.0%	96.9%	97.0%
Average wider points score for pupils aged 17	808	845	865.5	833	866	799.7

Percentage achieving A*/A at A Level

4. The proportion of entries achieving a grade A*/A has been around 30% for the last five years but showed further improvement in 2015. This outcome was considerably above the Welsh average, the same as in previous years.

A level

	2010	2011	2012	2013	2014	2015
	A*/A	A*/A	A*/A	A*/A	A*/A	A*/A
Cardiff	28.8%	29.8%	29.5%	29.0%	29.7%	31.0%
Wales	24.4%	23.9%	23.6%	22.9%	23.2%	23.0%

Report on Value-added in Cardiff 6th Forms utilising the Alps system

5. Cardiff uses the Alps tools for identifying the added value schools bring to student achievements. This is the second full year of use and strongly welcomed by schools. It is anticipated that the impact of its use will increase in the years ahead.

6. Using this information it has been found that:
- Over a third of A level teaching in Cardiff is excellent or outstanding
 - 2 schools have sustained excellent overall performance from 2012 to 2015
 - A further 3 schools have sustained good performance
 - 5 schools can be considered satisfactory in their overall performance
 - 2 schools are in the lowest grades of performance but one of these is showing signs of improvement
7. The value-added performance of subjects shows significant variation both within and across schools. Cardiff has a number of high performing subjects across a range of centres that are placed in the top 25% of performance and in some cases in the top 10%.

Subjects performing strongly are:-

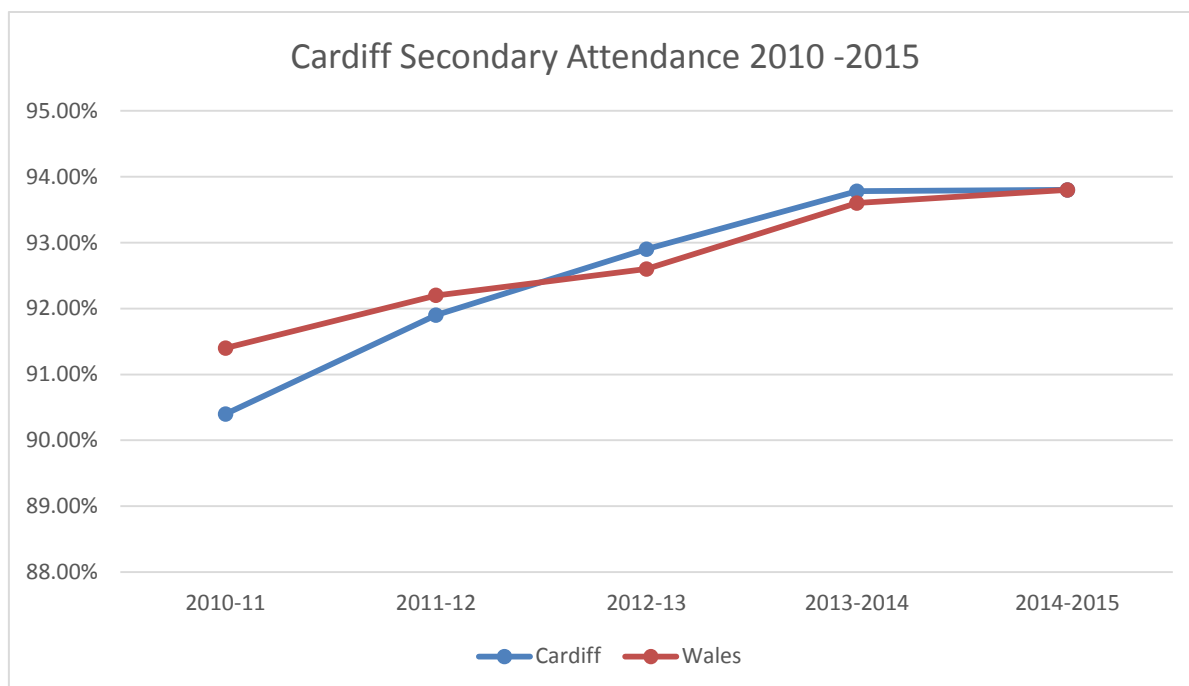
Applied Art, Geology, History, Mathematics, Music and Religious Studies

There are also a number of subjects causing concern including, for example, Applied ICT, aspects of D&T.

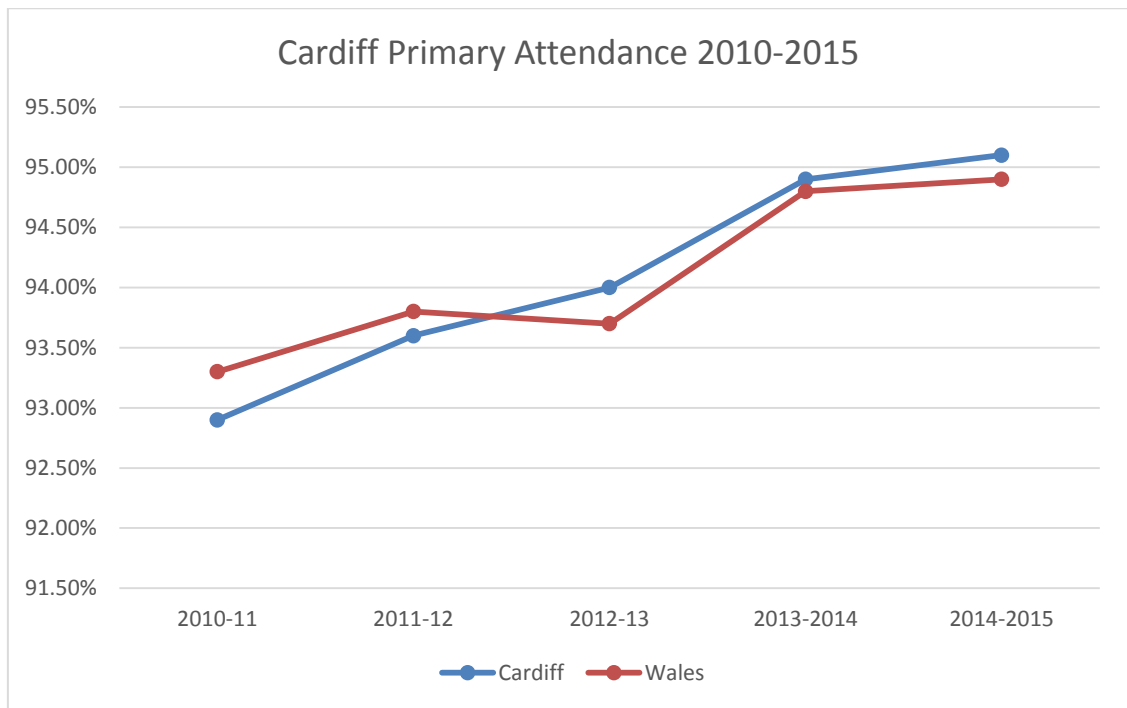
8. Greater consistency is now needed across schools and a drive towards the higher grades of performance. Using the Alps data as evidence of quality of delivery a system of school to school support will be piloted in 2015-16 using on-line tools to assist the sharing of best practice in the planning and delivery of lessons.

Attendance at School

1. Having improved significantly year on year since 2011, the 2014-2015 overall attendance figure for secondary schools remained the same as in the last academic year at 93.8%, which is identical to the Welsh average. This places Cardiff 11th out of the 22 local authorities in Wales for secondary school attendance. Seven schools achieved attendance above 95% compared to five last year. Notably poor attendance in three schools impacted significantly on the overall city data.



2. The attendance of eFSM pupils in secondary schools was slightly lower in 2015 than in 2014. This is a cause for concern as it is likely to have a negative impact on the academic achievement of these pupils at the end of year 11.
3. The proportion of pupils who are persistent absentees (attendance of 80% or below) has reduced for two years running in three of the cities secondary schools but increased for two years running in six others.
4. Attendance in primary schools continues to improve. The 2015 figures showed attendance of 95.1% which is 0.2 percentage points up on the 2014 figure of 94.9%. Overall, 56% of primary schools look to have achieved an attendance rate over 95% and 29% of schools achieved attendance of at least 96%.



5. The proportion of days missed, especially by secondary school age pupils, remains too high and in some cases clearly impacts on the standards attained by individual pupils and their schools. While there is clear evidence of the positive impact of the 5 step strategy which has been in place for a number of years now, improving attendance in schools at all phases remains a priority.

**Primary and Secondary Attendance 2015
Comparison of Cardiff to the Core Cities**

	Primary		Secondary	
2015	Attendance	Rank	Attendance	Rank
Wales Average	94.9%		93.8%	
England Average	96.0%		94.8%	
Cardiff	95.1%	10	93.9%	7
Birmingham	95.9%	3	95.1%	1
Bristol, city of	95.7%	4	94.3%	5
Leeds	96.2%	1	94.5%	3
Liverpool	95.5%	8	93.7%	8
Manchester	96.0%	2	93.7%	8
Newcastle Upon Tyne	95.7%	4	94.8%	2
Nottingham	95.7%	4	94.5%	3
Sheffield	95.5%	7	94.3%	5
Glasgow	95.1%	9	91.9%	10

Exclusions

1. The exclusion data shows an overall improvement. Cardiff's exclusion rates continue to fall overall against key performance indicators, with significant reductions in the fixed term exclusions per 1000 pupils in both secondary and primary phases. There were four permanent exclusions in 2014/15.
2. Progress has been made in reducing fixed term exclusions and maintaining low permanent exclusions. Since the introduction of the 5 step approach the majority of schools have implemented the model appropriately. This has led to schools providing alternatives to exclusion and improving practice which has consequently led to a significant reduction in exclusion rates over the last five years.
3. Exclusion data is used to target support and share good practice between schools. Stronger inclusion models have been implemented with a more proactive approach to behaviour management. Working relationships between schools and the local authority and between schools and other schools are generally effective in securing alternatives to exclusion.

Primary Phase

4. Progress has been made in reducing short fixed term exclusions in primary schools with the exclusions per 1000 pupils now at 9.16 close to the Welsh average of 9.1 (2012/13). Longer fixed term exclusions have remained low at 0.3 per 1000 pupils and are below the Welsh average of 0.7 per 1000 pupils.
5. The average days lost to short exclusions has fallen from 1.55 (2013/14) to 1.43 (2014/15). Whilst the average length of longer exclusions in this phase has risen, this relates to 7 incidents of exclusion in 2014/15 which is down from 13 in 2012/13. This reflects the serious nature of a small number of incidents which have occurred in primary schools.

Exclusion category	12/13	13/14	14/15	Wales average (12/13)	14/15 target
Fixed term exclusions per 1000 pupils(5 days or fewer)	11.03	13.19	9.16	9.1	8.5
Fixed term exclusions per 1000 pupils(6 days or more)	0.59	0.3	0.3	0.7	0.25
Average days lost (FTE 5 days or fewer)	1.99	1.55	1.43	n/a	n/a
Average days lost (FTE 6 days or more)	8.65	8.07	9.07	n/a	n/a

Secondary Phase

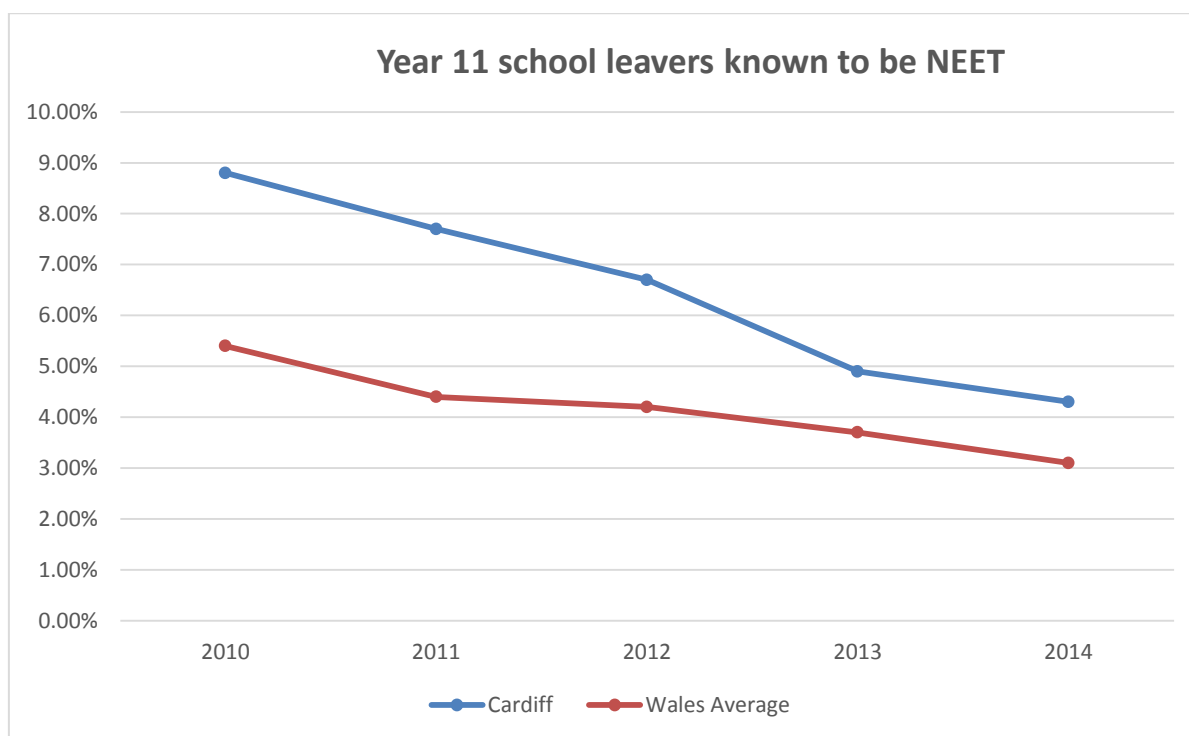
1. Good progress overall has been made in reducing short fixed term exclusions in this phase with a five year downward trend. The majority of secondary schools have low exclusions figures. The number of incidents of exclusion has been reduced considerably from 135 in 2012/13 to 78 in 2014/15. Improvements have also been made in reducing the average days lost to both short and longer exclusions.
2. However, rates of exclusion have still been high in eight secondary schools, resulting in the overall secondary data not reducing further. Of these, two are now making good progress in reducing exclusions following challenge and support and work is ongoing with another two to embed consistency in the 5 step approach.
3. The remaining four schools have been subject to local authority intervention leading to changes in leadership and governance. Stronger inclusion models have now been implemented with a more proactive approach to behaviour management. As a result exclusions have fallen significantly in two out of the four schools.
4. Longer fixed term exclusions have risen this year due to the high rates at two schools which account for one third of all exclusions. The number of incidents of exclusion has been reduced considerably from 135 in 2012/13 to 78 in 2014/15. In all schools with comparatively high numbers of exclusions, more needs to be done to ensure that interventions short of exclusion are used effectively wherever possible.

Secondary Phase Exclusion Data

Exclusion category	12/13	13/14	14/15	Welsh average (12/13)	14/15 target
Fixed term exclusions per 1000 pupils(5 days or fewer)	107.8	95.9	76.7	56.5	55
Fixed term exclusions per 1000 pupils(6 days or more)	7.9	3.7	4.7	3.9	3.3
Average days lost (FTE 5 days or fewer)	1.89	1.77	1.74	n/a	n/a
Average days lost (FTE 6 days or more)	9.98	9.96	9.37	n/a	n/a

Not In Education, Employment or Training (NEET)

1. Significant progress has been made over the last 5 years in reducing the number of young people who leave school and do not make a positive transition to Education Employment, Training in Cardiff. There has been a significant reduction in the numbers of year 11 leavers designated as NEET, from 8.8% in 2010, to 4.26% in 2014. In 2014, the number of year 11 school leavers that did not progress into EET was 151 pupils of a cohort of 3,546 pupils (4.26%).



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					
	2010	2011	2012	2013	2014
Cardiff	8.8	7.7	6.7	4.9	4.3
Wales	5.4	4.4	4.2	3.7	3.1

2. Despite this improvement being at a faster rate than other local authorities, further reductions are required. Cardiff's position relative to that of the 21 other local authorities in Wales was 20th compared with 21st in 2013. In relation to similar authorities Cardiff's performance at 4.26% is ahead of Newport 4.7% but behind Swansea 3.5%.
3. The local authority has strong partnership arrangements with Careers Wales and robust data sharing and processes have been developed to support the operation of post 16 neighbourhood panels and the destinations process. Youth Service Lead Workers and Youth Mentors have arrangements in place to refer into Careers Advisors when they identify year 10 and 11 pupils or post 16 learners that require career support.

4. The local authority is also working as part of a regional consortium to progress an European Social Fund application - Aspire to Achieve. Careers Wales are included as a partner in the application and should this be successful will deliver 'Activate', a targeted career support intervention with pupils identified through the Vulnerability Assessment Profile.

Outcomes of Inspections

The Outcomes of School Inspections

1. At the time of writing this report, 3 nursery schools, 76 primary schools, 5 special schools, 18 secondary schools and the Pupil Referral Unit (PRU) have been inspected since September 2010 when Estyn introduced a revised framework for inspections. The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales 2013-2014 cited that 65% (approximately two thirds) of primary schools and 69% of secondary schools are in some form of follow-up monitoring.
2. During the 2014-2015 academic year:
 - Five schools were judged as requiring significant improvement: Fairwater Primary, St. Cuthbert's RC Primary, Adamsdown Primary, Christ the King RC Primary and Cantonian High;
 - Two schools were judged as requiring special measures: Eastern High and Trelai Primary.
3. In the two secondary schools the local authority has taken intervention action:
 - Cantonian High, the proportion of pupils achieving the level 2+ threshold improved in 2015. The school is receiving support for leadership, learning and teaching from a high performing school and the school is also involved in the Schools Challenge Cymru programme.
 - Eastern High, the school has made progress over the last year in some areas such as improving behaviour and leadership. Improving the quality of teaching is now the main focus in order to improve outcomes for pupils in 2016.
4. In the primary schools, poor performance at the end of each key stage and shortcomings in leadership were the main contributory factors. The local authority intervened in Fairwater Primary and this school has now made good progress and been removed from Estyn's list of schools requiring significant improvement. In the other primary schools leadership issues are being addressed.
5. Over the same period:
 - Two schools were removed from requiring significant improvement, namely Holy Family RC Primary and Allensbank Primary; and
 - St. Illtyds was removed from special measures.

Main Themes in Inspection Reports

6. Estyn's Annual Report 2013-2014 highlights that in primary schools where standards are excellent, pupils make very good progress in their learning, often from low starting points. They apply their literacy, numeracy, thinking and problem-solving skills well across the curriculum. Pupils eligible for free school meals generally perform as well as their peers and there tends to be little difference between the performance of boys and girls.

7. Where inspections judge standards to be only adequate, their report notes that there is no trend of improvement, numeracy skills are weaker than literacy skills and girls tend to perform better than boys, particularly at the higher-than-expected levels and in literacy. The quality and consistency of feedback pupils receive and how effective this is in helping pupils to improve their work are weak. Leaders do not hold senior and middle leaders to account for the standards pupils achieve and do not place an appropriate focus on improving standards.
8. In relation to secondary schools, Estyn's annual report 2013-2014 identifies that in the very few schools where standards are excellent, examination results are very good and consistently compare well with those of similar schools. Nearly all pupils display high levels of achievement and progress in their learning.
9. The report also documents that where standards are only adequate, there are weaknesses in mathematics, at the level 2+ indicator, and in the provision for more able and talented pupils. Leaders at all levels do not have enough impact on standards and the quality of teaching. Governors do not hold leaders to account well enough for their responsibilities or challenge the school enough on areas for improvement. Recommendations highlighting the need to take action to improve in these areas have also been made in reports on Cardiff schools.
10. Where schools in Cardiff are judged to be unsatisfactory, there are low standards and weaknesses in leadership. Self-evaluation and planning for improvement have not had enough impact on raising standards and improving the quality of teaching. Governors do not challenge the school's leaders rigorously enough or hold them to account fully for the standards that pupils achieve.

Inspection Report Analysis - Outcomes from September 2010 - August 2015

In the tables below KQ refers to the key questions against which judgements are made.

KQ1 – How good are the outcomes?

KQ2 – How good is provision?

KQ3 – How good are leadership and management?

Percentage of reports graded Excellent

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	8.9	4.0	3.5
Primary	KQ2	10.1	4.0	3.2
Primary	KQ3	10.1	5.5	5.9
Secondary	KQ1	5.6	13.3	12.8
Secondary	KQ2	5.6	8.9	9.5
Secondary	KQ3	11.1	13.3	14.5
Special/PRU	KQ1	16.7	20.0	18.2
Special/PRU	KQ2	16.7	10.0	13.6
Special/PRU	KQ3	16.7	20.0	19.7

Percentage of reports graded Good

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	68.4	68.0	67.5
Primary	KQ2	64.6	74.5	75.5
Primary	KQ3	64.6	70.2	67.9
Secondary	KQ1	38.9	33.3	35.8
Secondary	KQ2	44.4	55.6	56.4
Secondary	KQ3	44.4	53.3	44.1
Special/PRU	KQ1	83.3	70.0	57.6
Special/PRU	KQ2	66.7	75.0	62.1
Special/PRU	KQ3	50.0	60.0	47.0

Percentage of reports graded Adequate

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	20.3	26.5	27.8
Primary	KQ2	25.3	20.4	20.3
Primary	KQ3	20.3	21.1	22.1
Secondary	KQ1	27.8	40.0	40.2
Secondary	KQ2	33.3	28.9	30.7
Secondary	KQ3	22.2	22.2	34.1
Special/PRU	KQ1	0.0	10.0	16.7
Special/PRU	KQ2	16.7	15.0	18.2
Special/PRU	KQ3	33.3	20.0	22.7

Percentage of reports graded Unsatisfactory

Type	KQ	Cardiff	CSC	Wales
Primary	KQ1	2.5	1.5	1.2
Primary	KQ2	0.0	1.1	1.0
Primary	KQ3	5.1	3.3	4.1
Secondary	KQ1	27.8	13.3	11.2
Secondary	KQ2	16.7	6.7	3.4
Secondary	KQ3	22.2	11.1	7.3
Special/PRU	KQ1	0.0	0.0	7.6
Special/PRU	KQ2	0.0	0.0	6.1
Special/PRU	KQ3	0.0	0.0	10.6